

The Proceedings & Abstracts of ICSSER

IC§ER

*3rd International Conference on Social
Sciences and Education Research*

Editors:

Mahmut Demir & Şirvan Şen Demir



The Proceedings & Abstracts of ICSSER

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Mahmut Demir & Şirvan Şen Demir

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Preface

ICSSER – 3rd International Conference on Social Sciences & Education Research is an academic and scientific conference which was held Hotel Rome Pisana in Rome, Italy between April 27-29, 2017. ICSSER was organized by International Center of Social Science & Education Research, and hosted by Università degli Studi di Bergamo (Italy) and supported *IJSSER-International Journal of Social Sciences & Education Research (ISSN:2149-5939)* and *JTTR-Journal of Tourism Theory and Research (ISSN: 2458-7583)*. ICSSER has provided a scientific assembly for all participants all over the world to explore and discuss the different topics. The conference also provided an opportunity to learn about the current issues such as trends, latest statistical methodologies, best practices, statistical design, analysis and conclusion in social sciences and education research.

The scope of the ICSSER includes the following major issues and other topics related to the Social Sciences and Education Research:

- * Accounting and Finance
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- * Management Information Systems
- * Marketing
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- * Philosophy
- * Political Science
- * Psychology
- * Public Administration
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- * Rural Development
- * Social Policy
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- * Sports Science
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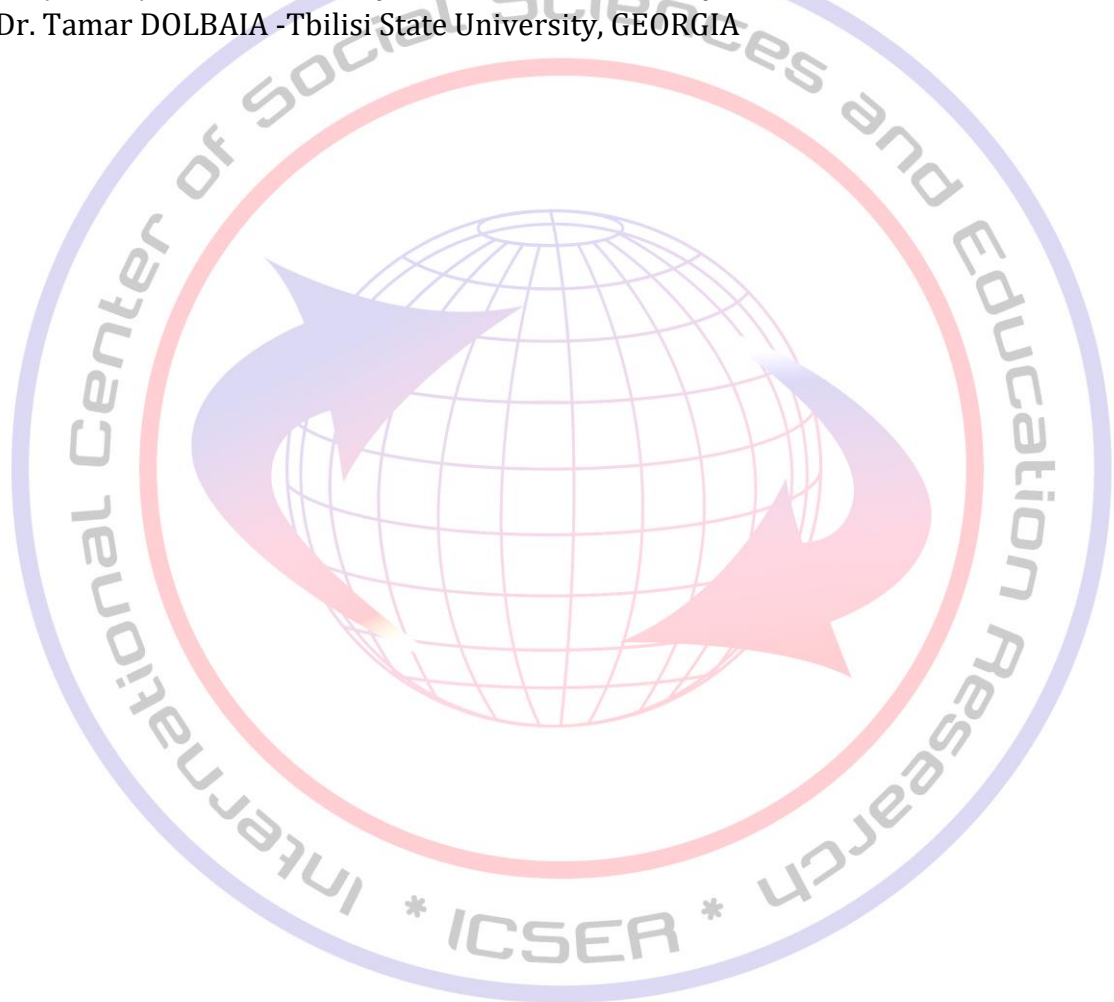


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Factor Structure of the University of California, Los Angeles (UCLA) Loneliness Scale: Gender, Age, and Marital Status Differences

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Abstract

This study aims to examine item wording effects on the factor structure of the University of California, Los Angeles (UCLA) Loneliness Scale, and gender, age, and marital status differences. A total of 2374 persons from the UAE participated, representing six different populations (teenagers/elderly, males/females, and married/unmarried). The results of the exploratory factor analysis using principal axis factoring with (oblique) rotation revealed that two correlated factors were extracted from the 20 items of the scale. The 9 positively worded items were highly loaded on the first factor, while 10 out of the 11 negatively worded items were highly loaded on the second factor. The two-factor solution was confirmed on the six different populations based on age, gender, and marital status. It has been concluded that the rating of the UCLA scale is affected by a response style related to the item wording.

Keywords: Los Angeles (UCLA) Loneliness Scale, gender, age, marital status differences

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Exposure to Sibling Abuse and Abusing Siblings: The Moderator Role of Traumatic Life Events

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Abstract

The aim of the current study was to investigate the role of traumatic life events on the relation between being exposed to sibling abuse and abusing siblings. The sample consisted of 160 university students. The Socio-Demographic Form, Sibling Abuse Scale (to measure both being abused by a sibling and abuse of a sibling), and Traumatic Life Events Scale were administered to the participants. According to the moderation analysis results (ran by using macros of Hayes), the expected moderator function of separation and death was found to be significant ($\Delta R^2 = .07$, $F(1,156) = 33.90$, $p < .001$). As the scores on the subscale of Traumatic Life Events Scale named separation/death increased, which reflects exposing to losses and separation from significant others, the positive relation between being abused by a sibling and abuse of a sibling become nonsignificant; while scores on the subscale become lower, the positive significant relation between being abused by a sibling and abuse of the sibling was observed ($B = .19$, $t = 1.98$, $p = .05$, 95% CI [0.00, 0.39]). These results can be interpreted in a way that overexposure to traumatic life events may prevent individuals from abusing their siblings although they were already abused by their sibling or siblings. However, milder forms of exposure to traumatic life events accompanied by the sibling abuse exposure ended up with abusing the sibling. The over accumulation of negative emotions as a result of the personal traumatic experiences may prevent individuals to act in an abusive manner. Yet, the current study does not have the power to explain the underlying mechanisms why such a link between overexposure to traumatic life events and not being an abuser exists.



An Examination of *The Architect's Apprentice* Novel in The Context of New Historicism*

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Abstract

The purpose of this study is to examine Elif Shafak's *The Architect's Apprentice*, a novel that reflects this understanding in his novels based on the pluralist understanding of postmodernist literature. The history of the work on "New Historicism" does not go back much. Therefore, this study will contribute to this type of study. First of all, "New Historicalism" will be emphasized, then Elif Shafak will be informed about the novel and then the novel will be examined. Here, too, the novel features of the New Historicalism, especially the pluralism reflected in the novel as a result of multicultural understanding, will be examined one by one. In the context of understanding of pluralism, it appears that people of various cultures are treated together in this roman. Apart from this, other features can be listed in general as comment, ordinaryization, intertextuality. "It is envisaged that this work in the context of the new historicalism will contribute to the similar studies to be made in the future in terms of theoretical and practical point of view and at the same time to contribute to the studies about Elif Shafak, one of the important names of Turkish literature.

Keywords: Elif Shafak, New Historicalism, Novel, *The Architect's Apprentice*, Plüralizm.

Fulltext of this paper is available at the page (in Turkish): 363

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Gender Influenced Leadership

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Abstract

Women in the leadership of business organizations represent a distinct approach, especially during the last decade, mainly because of positive results in the performance of such organizations due to their presence in top leading roles. Studies based on the behavioural theory indicate that some of the traits that women show make them more successful in an ever changing world. Traditional leadership theories reveal their limitations concerning the understanding of relations between leaders and their subordinates in the business world, meanwhile the new theories go beyond those limitations explaining the influence of gender on leadership.

There is a worldwide attention given to developing leadership within organizations and CEOs of various important business groups are directly involved in this process. Leadership is the focus of different research all over the world, including a variety of studies conducted by the McKinsey & Co.

The objective of this research is to put forth a different interpretation of leadership styles viewed from a gender perspective and to understand the influence of gender on those styles. The research question applied is: "What is the predominant leadership style of women?", whereas the hypothesis is: "In leadership roles, women tend to lead in the same way as men". This research is based on studies undertaken by prestigious organizations, as well as on a primary research, the base instrument of which was a questionnaire. The quantity methodology used, where the sample studied is comprised of a randomly and stratified selection of managers of businesses in various cities across Albania, has made it possible to identify the answers for the questions raised in the paper.

Keywords: leadership, transactional style, transforming and laissez-faire style, gender



Social Problems and Solutions for Individuals with Intellectual Disability

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Abstract

One of the concepts frequently encountered in daily life of the individual is the concept of problem. The problem refers to a situation in which the academic field expresses an operation, especially in the field of mathematics, and in daily life, it prevents the achievement of the goal and must be solved and removed from it. Human beings come to the world as a biological entity and from the moment they are born, they continue their social existence by establishing social relations in a cultural environment. There may be some problems or disruptions in these established social relations. In order to overcome the problems encountered in everyday life, problem solving process is used and problems emerging in the social life can be overcome by using social problem solving skills. It has been emphasized by many researchers that individuals with disability have a quite difficulty in different aspects of social skills. These difficulties are based on difficulties in solving social problems as well as difficulties in social interaction, social perception and social meaning.

The purpose of this study is to identify the social problems that individuals with intellectual disabilities confront in their daily lives and what they do to solve these problems. For this purpose, interviews were held with teachers and parents of individuals with intellectual disabilities. The study was a qualitative case study and the semi-structured interview technique, which is included in the interview technique, was used to collect the research data. The data obtained in the study were analyzed by descriptive analysis technique.

Keywords: individual disability, social problem, social problem solving.



Collaboration with Family of Children with Disabilities in Qatar And Jordan, Comparative Study*

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Abstract

The purpose of this study is to explore understanding of the concept of collaboration in the inclusive school across two societies, Qatar and Jordan. The study compares the concepts, perspectives and components of collaboration and partnership in the inclusive school; this is expressed through the perceptions of both professional and families.

By the end of the last decade, numerous new laws related to the rights of children/ students with disabilities (SWD) were commenced (IDEA, ADA, NCLB ...etc.). A request was introduced to develop partnership and collaboration among all parties providing services for SWD including both school and the family. Consequently, having a clear understanding of collaboration and its components would provide better and proper service delivery for SWD.

In our part of the world (Middle East), many concepts are being adapted to our culture from the western societies - despite all cultural differences- accordingly many problems are being faced due to this reproduction without taking the cultural context in consideration.

The study aims to develop a better understanding of the perspectives of professional beliefs regarding collaboration and partnership. This understanding will be conceptualized to promote a new structure of collaboration according to personal beliefs from the perspective of professional and families. Further, a comparison of the level of agreement between Qatar and Jordan will facilitate a better understanding of the cultural differences of collaboration.

This will help in improving educational outcomes of diverse populations and how it helps to enhance the quality of services for SWD in inclusive settings.

** This paper was not presented by author(s)*



Childhood Abuse, Suicide Probability and Anger

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Abstract

The aim of the study was to explore whether exposure to sibling abuse and/or romantic partner abuse predict the probability of abuser behaviors towards the sibling. The recruited participants were 124 university students. Each subject was given Socio-demographic Form, Sibling Abuse Scale, and Romantic Partner Abuse Scale. The analysis was conducted with multiple-linear-regression analysis. Results indicated that the model was significant ($R^2 = .61$, $F(2,135) = 106.47$, $p < .001$) which means romantic partner abuse and sibling abuse exposure explained 61% of variance in abusing the sibling. Moreover, exposure to sibling abuse significantly predicted higher probability of later abusive behavior ($B = .78$, $t = 14.47$, $p < .001$). On the other hand, romantic partner abuse was not found to be a significant predictor of abusive behavior towards sibling ($B = .01$, $t = 0.10$, *ns*). Results revealed that although exposure to sibling abuse had predictive power of later abusive behavior of the victim, romantic partner abuse did not have such a predictive aspect. This can be explained by the age difference; sibling abuse exposure have tendency to be at the early ages of life when the personal characteristics are shaped faster than older ages. While romantic partner abuse tends to take place at later ages of life when the characteristics are relatively shaped and stable. Moreover, the qualitative differences between the sibling and partner relationships should also be considered since the bond formed with the sibling and the partner would be very different. Thus, personal reactions to abusive behaviors from different parties may differ substantially. Considering the results of the study, special concerns to prevent the sibling abuse would be very beneficial to reduce the occurrences of abusive behavior incidences.

Keywords: sibling abuse; romantic partner abuse; adoption of abusive behavior



Effects of Body Language on Communication with Guests in Hospitality Businesses

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Abstact

Body language as the first communication tool of human beings is used to facilitate to deliver people's ideas without the use of words. Using body language people can share their feelings, ideas, wants, needs and spirituality. Body language is an equally useful way of communication and rich in vocabulary as spoken language as long as it is used effectively. Non-verbal communication, or body language, includes facial impressions, jests, mimics and physical time and space.

It is common that guests who are not satisfied with the service they receive in hospitality businesses restrain from voicing their complaints with the fear of being labeled as a rude person. Instead they show their reaction by not visiting the business again. By observing guests' body language, their dissatisfaction can be identified and addressed immediately before they leave the business. Despite the importance of body language is commonly emphasized in communication trainings, its utilization by hospitality business employees has not received much academic attention. This paper focuses on front desk personnel of hospitality businesses with the goal of understanding whether it is possible to identify and address dissatisfaction of guests based on their body language. An experimental methodology based on body language training of front desk personnel will be used and the pre and post treatment results will be compared.

Keywords: Hospitality Business, Body Language, Non-Verbal Communication



Perception Management: The Impact of Mass Media Marketing

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Abstract

Detection method used by many people and tried many different sense. One is in the interests of the target audience and the use of a deliberate trick while communicating branch and the other one is for the purchase of the desired product or service in a convincing way to show that. Communication, managing perceptions, attitudes, and behaviors that make up a mean of achieving goals, managing and willing, perception actually manages communications. The concept of the detection method, the location of the state in the event of observance of the interests of "public diplomacy" concept leaves. Election time, when the public perceives vote in accordance with the management, in line with the party leaders are trying to convince the public of public diplomacy. Along with the development of the concept of post-modernism or post-modernity, mass media, takes place in the concept of perception management. The use of social media, product sales, it is also effective in parliamentary election. Nowadays, how effective social media is used, the more effective it is on the target audience perception.

Keywords: Perception Management, Public Diplomacy, Post Modernizm, Mass Media, Social Media.

Fulltext of this paper is available at the page (in Turkish): 369



An Evaluation on the 'Batak Lake' Play of Zeki Özturanlı

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Abstract

Osman Zeki Özturanlı, born in Söke in 1926, died in Izmir in 1982. İzmir Namik Kemal High School has been a lawyer in the writer Söke who graduated from Istanbul Law School. The story book of the author known by the accountant identity is named Seal, Pistol, Başakçılar, Blind Crow. The only game of Özturanlı, who takes the lives of the people of Aegean region more in his story, is the name of Batak Göl. The game, which was broadcast in 1969, was played by Kent Players in October of the same year. The game directed by Yıldız Kenter consists of two parts. This work will focus on the editing of the Batak Göl game. There will be a judgment about the theater writer of Osman Zeki Özturanlı, who is known with the identity of the storyteller, so that the game fiction will be emphasized around the events of the peasant-bey conflict, which are caused by the abandonment of the villagers' livelihoods by the various people who are dominant in the sky.

Keywords: Osman Zeki Özturanlı, Batak Lake, Theatre, Evaluation

Fulltext of this paper is available at the page (in Turkish): 374



Evaluation of an intervention about parental involvement for the enhancement of preschoolers' literacy*

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Abstract

Involving family, especially parents, in early childhood education and care (ECEC) is acknowledged as a key component for their children's education in several studies (Berthelsen & Walker 2008; Epstein, 1995; Epstein, 2011; Smith, Robbins, Stagman, & Mathur, 2013). Thus, the most effective programmes are those increasing school-family partnership (Smith et al., 2013; Westmoreland et al., 2009). The aim of this study was to evaluate the impact of an intervention regarding parental involvement towards the enhancement of preschoolers' literacy levels in Greece.

Parents of 105 children attending six early childhood schools in Rethymnon, Crete participated in this intervention and they were randomly assigned in two groups. The experimental group participated in an eight-week intervention programme focused on the improvement of student literacy levels. Children's concepts about Print and Letter acknowledgement were measured in order to test changes in their literacy levels.

The findings revealed the successful implementation of the intervention as the results of the experimental group showed a significant improvement of the children's literacy levels, comparing with those of the control group. Additionally, the more active participation of parents in their children's study at home was a promising outcome towards the acknowledgement of the important role that parents can play in early childhood education.

Even if these initial results are promising, more studies will be needed before we could draw firm conclusions. Further efforts with similar results will increase responsiveness to the need of increasing our efforts towards the enhancement of literacy and may be other subjects through parental involvement.

Keywords: *Intervention, literacy, early childhood settings, parental involvement*

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Belleğin Kış Uykusu Novel in Context with Absurd Concept of Albert Camus

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Abstract

With modern cultures becoming a dominant power at every stage of life, the mapping of meaning maps in human life leads to a complicated structure, the impoverishment of social and individual elegance, the question of life and man. What is life? What is happiness? How is his position in the face of new world order? etc. The main aim of the inquiries centering on questions that involve settlement with life, such as life, is a result of searches that add meaning to human beings and life. The echo in the philosophical and literary space of the mentioned quests combines philosophy and literature with the same axis. Philosophy of existentialism; Is a philosophical movement that questions modern life, the meaning and purpose of life, the existence of the individual who becomes mechanized with modernization. "Belleğin Kış Uykusu" novel is a reckless reckoning novel. The reckoning is based on conflicts that push the existential depression-stricken novel hero Sadık in search of self and therefore in search for meaning in life and in person. The search for meaning to achieve self-sufficiency concentrates on the fundamental problems of existentialist philosophy. By trying to interpret the world, life and people around Albert Camus's "absurd" concept, a parallelism between the dilemmas of the modern world and the seeking of the individual within these dilemmas multiplied by the dilemmas and quests of Sadık. For this reason the novel will be evaluated in the direction of Albert Camus's "absurd" philosophy.

Keywords: Memory, Absurd, Love, life, Contumacy.



Identity and Ideology in 20th Century of Turkish Architecture

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Abstract

Identity is an important tool that enables others to perceive the defining elements that indicate the characteristics of a person or an object in every aspect. Ideology is the integrity of thoughts that forms the behavior and at the same time constitutes a political or a social doctrine. While the concept of identity, being not limited to the indication of an individual or an object, provides the data to create a foresight of the future and to difene the past, ideology serves to create a common consciousness. The basic principle that these two concepts differentiate, which cannot be considered separately from each other, is the intervening attitude of ideology towards the existing natural flow despite the fact that identity follows a natural line over time in spite of all interactions. While identity is in a position that influences ideology from time to time, ideology often turns out to be an attempt to change identity or to create a new identity. The main point that the identity and ideology which are the first indicators of the social culture merge is to shape the objects of life.

The concepts concretized on an individual basis with simple expressions such as clothing, posture, and greeting are demonstrated with large scale reflections by governments and contries. Architecture, the main platfrom where the cultural and artistic actions that have occasionally been the means of political propaganda throughout the progress of history integrate with the objects of life and where national identity and ideology find the power of expression, has the representation power to keep the national culture alive and transfer its values.

Examining the architectural actions, Turcs that have founded many states throughout the history are observed to have maintained the transfer of their culture, which has been shaped with different dynamics such as regime, ethnic diversity, geography, religion and has followed a natural flow even though factors has changed from time to time, to the early 20th century. The 20th century of Turkish architecture has come to a point where it serves to the efforts of creating a new identity that has strayed from its natural line as a result of an ideological movement worldwide. Even though the movement that was expressed as the National Renaissance of Turkish architecture and demonstrated its impact on public buildings during its period has later been called National Style, given its starting point, architectural components and referances, how accurate it is to be called national is open to debate.

In this study, the First National Architectural Movement and the Second National Architectural Movement that have impact on the early 20th century particularly are dealt with in terms of identity issues and ideological approaches of Neo-Classical Architecture in Turkey.

Keywords: Architecture, 20th Century, Identity, Ideology, Turkish Architecture



Identifying The Role of Social Media in Activating Youth Participation in Voluntary Works

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Abstract

The societies have been undergoing radical changes due to the technological transfer. It altered the humanities attitudes, especially, youth habits as they have become addicted to use social media. This study aimed to find out the ratio of social media in activating youth to participate with volunteering organizations in decision-making and developing their societies. The study considered a descriptive study, social survey method was used on a sample of 100 young from three different countries which are Oman, KSA, and Egypt. Alongside using an electronic questionnaire, the researchers conducted some interviews with famous leaders of youth groups. The researchers suggested some effective ways to activate youth efforts using social media as effective manner to plan for development policies in the community. The findings illustrated that social media plays a vital role in encouraging youth to participate enthusiastically in providing services. Noticeably, social media contains large numbers of youth. Therefore, the influences will be widely and feasible. Moreover, the study indicated the fact that most of youth teamwork started in social media. Then, it has been growing to the real society.

Keywords: Community, Participation, Social media, Youth



The Effects of Institutions Structure on International Credit Rating Agencies Notes: The Case of Turkey (1996- 2014)

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Abstract

By the increase of international financial and economic integration, credit notes of countries have become the one of the most important factors that divert capital flows. Regulator and controller aspect of credit rating agencies have increased the effect on countries' economy and have made them to become popular. To make an investment for investors, the political, economic, judicial and institutional circumstances of country that they are willing to, is important. However accessing the all information in the market is difficult and costly for investors. Emerging credit rating agencies in the direction of this need have contributed pretty well on abolishing of asymmetrical information problem. One of the most important factors that effect countries' credit notes is institutional structure. Institutional structure is defined as creating sturdy political framework to make sustainable economic growth and increasing the welfare by government and state institutions. Concepts such as efficiency of government, freedom of speech, political stability, rule of law and democracy that which can be counted as indicators of the institutional structure are very important for the countries in order to have high mark. In this paper the effect of institutional structure on credit rating note analyzed by reference to 1996-2014 period data of Turkey via VECM method. In the study The Worldwide Governance Indicators are published every year by World Bank used for representation of institutional structure; beside notes which are given by Standard and Poor's, Moody's and Fitch used for the representation of credit rating note.



The Evaluation of 'Hegemonic Masculinity' Roles in Television Advertisements by Men

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Abstract

Television advertisements are one of the important areas in which gender roles that are 'considered suitable' for women and men provide the continuation of gender relations. Television advertisements that are not independent of the values of social structure reflect the cultural characteristics of the society and reproduce social power relations with their contents. In addition to the problematic representation of woman in television advertisements, it is possible to see that gender roles of men whose characters are reflected in a way that reinforces gender relations. Connell describes this dominant role of men with the concept of 'hegemonic masculinity'. Conceptualization of 'hegemonic masculinity' represents the dominance of man within gender relations over the both woman and 'other' man. The problematic presentation of men takes place in television advertisements and contributes to the continuity of gender-based relations. From this point of view, the study aims to reveal opinions of male about hegemonic masculinity representations included in the advertisements and their views on the reality of this problematic representation. In this context, first of all Connell's conceptualization of 'hegemonic masculinity' will refer to the forms of representation of hegemonic masculinity roles used in television advertisements. After that, in-depth interviews will be conducted via semi-structured interview with 20 men about the roles of 'hegemonic masculinity' in television advertisements. The research will attempts reveal the opinions and awareness of men who are from different educational backgrounds from different ages and professions about the roles of hegemonic man in television advertisements.

Keywords: Hegemonic masculinity, advertisement, gender.



The Teaching of Islamic Science, Technology and Engineering: The Effects on The Polytechnic Students of Architecture in Malaysia

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Abstract

This study aims at investigating the effects of Islamic Science, Technology And Engineering course towards the changes of attitude, moral and behaviour of students Architecture of a polytechnic in Malaysia. 50 students of Architecture Diploma programmes who had taken Islamic science, technology and engineering course in semester July 2016 were involved in this study. Data were collected using a set of questionnaires regarding the students' perceptions towards Islamic science, technology and engineering course and were analysed using percentage, frequency, t-test and correlation test. The findings show that the overall mean for the increment of the students' understanding and awareness of Islamic science, technology and engineering is 4.41, their perceptions towards Islamic science, technology and engineering course is 4.29, the students' perceptions towards Islamic science, technology and engineering lecturers is 4.55, their perceptions towards daily activities is 4.74 whereby the students' perceptions towards the teaching of Islamic science, technology and engineering course is 4.12. The results of the t-test showed that independent variables had only a little influence on the dependant variables based on the significant level which is 0.05. Apart from that, based on the overall mean and percentages on the changes of the students' attitude, this study found that the Islamic science, technology and engineering course had given positive effects on the students of the polytechnic.

Keywords: Islamic Science, Technology and Engineering, attitude, moral, behaviour, perceptions.



Relationship Between Export and Economic Growth: Panel Data Analysis on Selected Countries

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Abstract

The aim of this study is to analyze the relationship between exports and economic growth in Turkey, Iran, Israel and Russia. In this study, the effects on the growth of exports were examined by panel data analysis using the annual data for the period 1989-2015 for four selected countries. In this analysis, Peseran (2004) CDLM test was used in order to investigate whether there is cross section dependency. As a result, it was determined that there is cross section dependency and applied that cross-section dependency that considering second generation unit root test and causality for Toda Yamamoto test. As a result, it has been determined that these series are stationary and two-way causality relationship between selected countries, from economic growth to export and exports to economic growth.

Keywords: Panel Data Analysis, Economic Growth, Causality Test



The Importance of Books in Pre-school Children's Development and The Necessity of Libraries for Pre-school Children

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Abstract

Books not only support children's cognitive, emotional, psychomotor development, but they are also essential in language, social and moral development of children. Thanks to books, children have the opportunity to improve their thinking and problem solving skills and to develop their creativity. Furthermore, books help children to be aware of their environment, nature, people, and other living things. In addition to all these, books contribute to personality development of children and to meet the emotional and psychological needs. Although it is known that books are significant in people's life, in our society book reading rate is extremely low. Unless reading culture is created among pre-school children who will shape the future, low rate of book reading problem can't be tackled. Recent researches have showed that book reading rate of parents is also at low levels. Therefore, educational institutions are charged with the responsibility of developing reading habit in children. Accordingly, it is necessary to establish libraries for pre-school children both in private and public schools.

Keywords: Preschool period, Books, Reading Habits, Kindergarten Library



Impact of Oil Prices on Export: The Case of Turkey

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Abstract

Oil and derivatives are among the basic components of economic activities such as production and consumption. Therefore changes on oil prices affect to economy from that various aspects. While examining oil prices periodically, besides the factors that uncertainty of reserve and production, oil prices are also effected by external shocks. Both increasing and decreasing at oil prices influence on input costs. In addition, shifting takes place on real income between oil importing countries and oil exporting countries. Since decreasing at oil prices, causes reducing real income of oil exporting countries, while real income is increasing at oil importing countries. The main target of this study is to examine the effect of oil prices on export in the case of Turkey. In this study, it is analyzed empirically in reference to annual oil prices and export data between the years 1960-2015. It is observed in this empirical application that oil prices and export cointegrated by employing Vector Error Correction Model.



“What A Lovely Day!”: Post-Ecoapocalyptic Landscape And Human Condition In Mad Max: Fury Road (2015)

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Abstract

This paper will analyse the Sci-fi movie *Mad Max: Fury Road* (2015) directed by George Miller with an ecocritical perspective, principally focusing on the relationship between the post-ecoapocalyptic wasteland in the movie and its impacts on the condition of human corporeality. The ecological apocalypse shows the worst-case scenario for a human species that has significantly goes under a physical and psychological transformation. Even though human race survives the ecoapocalypse, the drastic change in human body damages the integrity of society and creates a number of abnormalities in human behaviour. The lack of water, extinction of flora and fauna, toxicity, atmospheric pollutions induce human body to be extremely dependent on technology and other man-made reinforcements to keep it healthy. Human corporeality experiences a decadence that is represented through a number of characters, one of whom, for instance, is Colonel Joe Moore, or best known as Immortan Joe. His body is considerably deformed and cannot function properly independent from machines. His body is highly damaged and transformed; yet remains alive, with the help of the breathing equipment.

Wars, terrorism, gangs, suppression, infertility, sicknesses, toxication, famine and desiccation diminish the alleged superior human species to wild creatures that merely acts upon their survival instincts. The post-ecoapocalyptic vision of a future world of the movie, in that sense, holds the limits of science and technology and the capacity of human species against our faces.



Distance Education in Brazil*

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Abstract

Brazil is the 5 largest country in the world, both by area and population; it is the eighth largest economy in the world and the largest in Latin America. The Agriculture and Livestock sector accounts for 6 percent of GDP as per 2015. Brazil could improve its methods of productivity in agriculture and changing this field of mankind is best done by means of education, such as distance learning. Integrated technologies are vital to co-creation, collaboration and sharing in the educational process. Brazil may not have adapted as quickly to new digital possibilities yet but, distance education has been increasing over the last 10 years with many schools all around the country using interactive classes, forum and chat, all connected via Internet. Education it's the key to built a better country.

** This paper was not presented by author(s)*



An Analysis on Web Sites of Environmental Rights-Focused NGOs in Turkey

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Abstract

Non-governmental organizations are aware that public relations activities are necessary for advocacy work in their area. Although they are not in a conscious and organized manner, they are benefiting from the national and international activities of the field of public relations and they convey their aims to the public. The Internet offers a very rich set of possibilities for a new understanding of public relations. Informing the public on the internet for environmental rights-focused NGOs means a fast and low-cost way of communication. In this study, the messages communicated to the target groups by the NGOs that are engaged in advocacy activities related to environmental rights in Turkey are grouped. In the study conducted by means of the content analysis method, it is revealed which theme is organized around the prevailing discourse in the web sites and how the conceptualization of the circumference is realized.



Examination of Addition and Subtraction Performances of Students with and without Learning Disabilities

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Abstract

In this study, addition and subtraction performances of students experiencing learning disability, mathematics difficulties, and typical development were examined. The study group was consisted of 30 students with learning disability, 30 with mathematic difficulties, and 30 with typical development. All participants attended third grade. Relational screening model was utilized for research purposes. A tool including 14 addition and subtraction questions developed by the researcher was used to gather data. Obtained data was analyzed through one way analysis of variance. Results showed that in written and verbal operations, students with learning disabilities and with mathematics difficulties performed more slowly, had lower scores, and made more errors compared to those with typical development. In terms of comparing the types of errors made by students in written and verbal operations, all students seemed to make similar errors.

Keywords: learning disability, mathematics difficulties, addition and subtraction, error patterns



From İcma to Convention: Can We Reach an Absolute Judgement (İcma) Based on a Common Understanding (convention)?

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Abstract

Convention is a concept used in Turkish in the meaning of “reconciliation of differences” or “reaching an understanding”. As a matter of fact, convention enunciates an agreement between two persons or groups achieved by means of not only argumentations but dealings, as well. In an agreement based on reconciliation, there may be mutual quid pro quos. Herewith the concept of convention is not reconciliation. Instead, it is reaching an understanding “uylasıım”. The description of this is –as Poincaré said- the choice of scientist’s mind of the one which is suitable to him or to phenomenon concerned –“commodité” among different options. Here is, there is no disagreement and dealing of benefit or advantage. Convention in this meaning is a thinking model which is commenced to be argued and defended in the West by the second half of century 19.

According to Gazali, “İcma” is “an agreement of all Muslims about a religious affair”. İcma, means “absolute judgement” based on agreement. So, if anybody decides to do anything, it is said for this person in Arabic “Acma’a”, if it is not a person but a community it is said “Acma’û”. That is to say, icma is a decision and an agreement about not only religious matters, but also non-religious matters.

Beyond common or daily matters faced with individually, it is doubtless that in technical means whether “reconciliation of differences = uylasıım” or “absolute judgement = icma” is offering solutions and bringing integrating or reconciling ideas out by the people or groups who have generally accepted qualities in pertaining to society or individual meaning about scientific, religious or political issues and matters. Is it possible to bridge between “icma” and “uylasıım”? Can we reach an absolute judgement based on a common understanding?

In the frame of question asked in our paper (manifesto), we will all over look through philosophically the concept of “icma” in the context of perceiving of the concepts of “congruity and reaching an understanding” which have been effective in the West recently. Our paper is based on the commentaries of the concept of “icma” whose borders are marked off in “Mustasfâ” of Ghazali which is “purely a classic of Muslim canonical jurisprudence method”.

Keywords: “icma=absolute judgement”, “uylasıım=reaching an understanding”, convention, congruity, commodité, “uzlaşıım=reconciliation of differences”, Islamic jurisprudence.

Fulltext of this paper is available at the page (in Turkish): 512



Student Cases in Team Based Experiential Learning: An Innovative Approach to Team Projects in a Graduate School

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Abstract

The paper showcases an innovative approach to team projects in a graduate school (MBA and EMBA programs). An activity designed by the author as a fusion of experiential learning, case studies and consulting project, resulting in a highly engaged class of self-directed learners effectively applying research to everyday situations is described. The benefits of Experiential Learning, such as acquiring real-world competences, building motivation and accountability, are highly rated by the teaching community and the students. Admittedly, it effectively creates the much called-for connection between theory and practice in higher education (Ambrose et al., 2010; Bass, 2010). However, the lowest percentage of the experiential learning activities happens in the Executive MBA programs (GMAC, 2015). The described team project aims at filling this gap and meeting the student needs in a semi-structured environment that allows for a close supervision by the course instructor. It builds on the (pre)existing experience of a graduate student, focusing on the reflection, conceptualization and testing the knowledge components of the learning cycle (Kolb, 1984). Student personal experience and students' teams are used as a "living laboratory" for learning. The team project involves (1) generating a case based on personal past or present work experience by each team member (2) team case analysis and (3) presentation of a team member's case by her team, followed by (4) classmates and instructor's feedback and evaluation, as well as (5) a written reflection on a compulsory peer assessment. This activity effectively combines two most popular among the MBA students experiences: field and consulting projects. Such a case, when analyzed by a team, helps both master valuable conceptual material and practice "people" skills. It is also shown to enhance team satisfaction, and course satisfaction, develop motivation, self-directed learning and comradery. Additional benefits and applications of the method are discussed.



The Place of Entrepreneurship and Innovation in Economical Development and Comparative Analysis of the Importance Given to Entrepreneurship in Higher Education

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Abstract

When we look at the historical background of universities, we first encounter universities which transfer the knowledge in their hands to new generations. These are followed by universities, which produce new information by conducting research. Finally, we encounter universities that help the practical knowledge, which they have acquired through research, come to life. Today, these universities are called entrepreneurial and innovative universities. If the foundation of entrepreneurship is assumed to be innovations, then there is no more natural outcome than if the starting point is the universities. Although it is not expected that every entrepreneurial experience will be successful, it is obvious how important innovation and initiatives are for the achievements of the country and especially personal gains. When the economic successes of developed countries are examined, the place of entrepreneurship in their development can be seen easily. Indeed, behind the economic success of the United States today, which can be seen as the home of the informatics economy, lies the high value-added products and services that have been produced innovation and entrepreneurship. In this context, this study will discuss the place of entrepreneurship and innovation in development and the importance given to these concepts in education by analysing and comparing the curriculum of higher education institutions in Turkey and their rivals in other countries.

Keywords: Entrepreneurship, Innovation, Higher Education.

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Comparative Analysis of Internet Journals as a News Source of the Information Age in Terms of Senior Friendly Web Site Criteria

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Abstract

Information society has changed our communication styles and environments along with many other things in our lives. As a matter of fact, when statistics of the Turkish Statistical Institute about the information society are examined, it is seen that internet usage is increasing, and the internet is used mostly for news. Another result to be seen in the mentioned statistics is that the age of internet usage has gradually increased. In other words, the population over middle age is increasingly interested in the internet. Nevertheless, a number of simple rules and practices, which allow the earlier generations, who are eager to meet the internet, to easily perform their activities in this environment, do not seem to be very difficult for page designers. In this framework, this study will examine internet news sites, the source of acquiring news, which is the most common use of the internet, in terms of senior friendly design criteria. In this context, this study will share the comparative analysis of the top ten newspapers reaching the highest circulation in the national press of Turkey, based on the criteria in the "Making Your Website Senior Friendly" document published on the website of the National Institute on Aging. *This work was supported by Research Fund of the Marmara University. Project Number: SOS-D-070317-0125*

Keywords: Internet Journals, Senior Friendly, Web Sites

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The Effects of The Flipped Classroom on Student Achievement

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Abstract

This study was conducted in order to determine the effects of flipped classroom model on students' achievement. Fifty nine students enrolled in the "Computer I" course in 2015-2016 autumn semester in the departments of English Language Teaching Program and Turkish Language Education Program in Faculty of Education, Başkent University participated in the study. While 28 of students were assigned to experimental group, and 31 of them were assigned to control group, randomly. The students in the experimental group were taught by flipped classroom model and the students in the control group were taught by traditional blended learning in four weeks. In the study, pre and post-test control group quasi-experimental design was used. The data gathered in this research were examined by using two factors ANOVA for mixed measures. It was found that there was a significant difference among students' pre-test, post-test. ($F_{(1,57)} = 0.747, p < 0.01$). According to the results of experimental study, it may be concluded that flipped learning is not more effective for increasing student achievement.

Keywords: Flipped classroom, student achievement, blended learning



SIA-ProD: An innovative self-improvement approach for the professional development of early educators*

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Abstract

The focus of this project lies within the training procedures of in-service educators. More specifically, the issue at hand is that the training procedures for in-service educators are not always accurate regarding their actual needs, or easy to be organized without taking them out of their classrooms. Possible causes for this problem can be attributed to several reasons (e.g. effective training procedures can be applied only in small numbers of teachers; the contents of training procedures are not addressing the actual needs of each educator; the majority of educators, even in distant trainings, find it difficult to express and share the feeling of personal difficulties and problems about their educational practices

The current project aspires to develop an alternative approach for the professional development of early educators. The project aims to provide to practitioners the methodology and the instruments for self-evaluation and self-improvement with a 'low cost' way. To achieve this goal, the project will implement to the educational field an innovative technique named Discrete Choice Modeling (DCM). The DCM is widely used in marketing, biostatistics and other scientific areas, while its use in education is still very sparse. The usefulness of the DCM is that it reveals the real and actual preferences of the responders, by extracting their representations about a topic.

By implementing the DCM method in Early Childhood Education and Care (ECEC), the project will develop a self-assessment tool and a self-improvement educational package to investigate and in turn to support the way early childhood educators promote physical activities in their classroom. Physical activities in ECEC were selected as the domain for which the Self-Improvement Educational Package (SIEP) will be initially developed, because of the integral part physical activity has in the development and learning of young children (CEECD, 2011, OECD, 2001; 2012).

The main innovation of this project is that it attempts to invent an easy, individualized, and 'low cost' method for the self-improvement of early childhood educators. Additional innovations within the project are: the implementation of an



innovative method in education (Discrete Choice Model); the assessment of the educators' competences regarding the physical activity domain of ECEC; the development of a self-assessment instrument (Teacher Self-Assessment Assistant) and a self-improvement package (SIEP) for a specific domain of ECEC; and the provision of the resources for the self-improvement of the educators in an easy and low cost way.

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A Critique of the Impact of Dissatisfaction on the Consumer*

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Abstract

Research into consumer satisfaction levels has gone far enough for several years now, however, much has not been done to reiterate how consumers will react and deal with their dissatisfaction and the effect it has on the companies. The main objective of this paper is to review literature that depicts the impact that dissatisfaction has on consumers based on existing theoretical literature. The focus of this study is mainly to know how far a consumer is willing to go when dissatisfied with a product or service, in effect, weighing all the pros and cons of consumer dissatisfaction. This review paper combines the results of previous studies conducted on consumer dissatisfaction. The major consequences of consumer dissatisfaction discussed in this paper include negative Word-of-mouth, switch, complaints and no co-creation intentions. One major finding of this study is that all literature on consumer satisfaction relates it with consumer dissatisfaction by using several theories to explain a consumer's judgement after consuming a product or service.

** This paper was not presented by author(s)*



SME Internationalization: An Opportunity-Based International Entrepreneurial Perspective In Nigeria

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Abstract

The study adopted opportunity-based international entrepreneurial culture (IEC) comprehensive notion that draws upon the opportunity-based view (OBV). The OBV supports the idea that entrepreneurs shape the organizational behavior and features of their firms to pursue opportunities abroad. The study set out to explore possible attitudinal differences as regards exploitation of opportunities within firms in two internationalization dimensions that have been previously identified in literature, notably time to internationalization and international mode. Thirty six high-performing internationalized small and medium-sized enterprises (SMEs) in Nigeria were used as case study. The evidence refines the OBV as it manifests how three IEC characteristics (namely risk attitude, market orientation and networking propensity) matter for firms in the two internationalization dimensions. The study further adds to the international entrepreneurship literature that has until now myopically focused on international new ventures as if they were the sole opportunity driven group of internationalized SMEs.

Keywords: SME, Internationalization, International Entrepreneurship and Opportunity based view.



A Chronical Reference in History Research “Collective Memory” “Past, Present and Future of The Encounter Corridor on Memory”

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Abstract

There are many data used in historical research studies which are preserved in the forms of documents, records, almanacs, journals and memoires that shed light on events or help us understand them from various aspects. On the other hand, verbal resources, the witnesses of the period from past to date, are first-hand documents of such kind, but are different in that they were not recorded. The objective of this study is to draw attention to the contribution of verbal sources and memory studies which can present more humane, or “realistic” aspect of the issues scrutinized in history studies. Hence, as the subject of history, verbal sources will be recorded under the name of social memory and put under protection. By this means, the historian will look out for history’s retrospective marks, therefore the other half of history that completes the other part of it. In this sense, the study aims at revealing the need for developing historical research studies from this aspect.

Keywords: History, Memory, Collective Memory, Oral History



Inscribed Triumphal Columns of Assyrian Kings in Anatolia As a Symbol of Sovereignty

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Abstract

The main reason for the campaigns, battles and massacres organized by Assyrian kings for conquering Anatolia or at least taking the region under control has been thought to be the raw materials resources in Anatolia and the convenience of sea and land connections through which these raw material resources could be transferred. As of the beginning of 2000 BC, the policy followed by Assyria, which had been started with the commercial relations with Anatolia and in the period of Assyrian Commercial Colonies when mining reserves of Anatolia largely carried to Assyria, continued in a straight line without impeding the trade performed upon the consent of Anatolian kings. Being home to establishments that were politically, economically and socio-culturally different, and losing its civilization level with the increase of mass movements, Anatolia was ruled by small or large kingdoms which tried to exhibit Hittite characteristics in 1000 BC. In this period, Assyria that gradually gained power and tried to expand with the policy of western expansionism turned its face towards Anatolia once again to dominate on the path from being a kingdom to becoming an empire and to make this permanent. Accordingly, Assyrian kings left permanent marks on the lands they conquered during the campaigns to Anatolia. It was aimed in this study to shed light on the triumphal columns left by Assyrian kings in Anatolia after the successful campaigns by means of both philological sources and archeological finds.

Keywords: Neo-Assyrian, Neo-Hittite Kingdom, Rock Reliefs Neo-Assyrian



Financing of Education in Turkey: The Case of Ministry of Education Budget

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Abstract

For the development of the country in terms of economic and social, primarily the education level of the population should increase. To this end, various reforms in the education system in Turkey is carried out. The biggest reform introduced in 2012-2013 is a 12-year compulsory education system. In this study, educational service and budget allocated to educational service are examined considering 12-year compulsory education system in 2007-2016 period.

In the study it is determined that; the budget allocated to education services is not sufficient, educational services are the most important expenditure item with respect to the functional classification, personnel services on the other hand are the most important expenditure items in terms of economic classification. It is observed that while the number of students, teachers and schools increase, the budget allocated to education reduce.

Keywords: Education, Educational Expenses, Financing of Education, Compulsory Education System.

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A Philosophy of Teaching Art

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Background:

A teaching philosophy is a living or organic document, something that should be constantly revised. The document that is created as a student should not be the same document you will have as an experienced educator. The philosophy, once written, should be reviewed on a regular basis and edited to reflect new understandings, insights, and approaches. As you grow and change as a teacher, so should your philosophy grow and change.

“Philosophy” means the love of wisdom. Teaching introduces students to the core skills, values, and attitudes that underpin wisdom: curiosity, analysis, reasoned argument, imagination, critique, understanding, judgment, compassion and the love of truth and aesthetical & ethical values. It also offers specific knowledge in key areas such as the art history, design, sculpture, painting, drawing, installation, performance and video art.

Overview:

Graduates of Fine Arts study can expect to gain advanced skills in communication, research, creative problem solving, ethical esthetical decision-making and the ability to understand complex, abstract ideas. These are desirable skills for leaders in many professions, where clear thought, esthetical ethical-sensitivity, broad vision and creative imagination are required. Because of its breadth, depth and generic skills, Fine Arts combines well with all other subjects. Fine Arts study is the process of selection where visual elements such as point, line, shape, volume, tone, texture, color, form, form, space, and structure are used by students to express their ideas. Visual sensitivity and working knowledge of fine art and design elements would be developed by solving a series of problems and employing a variety of media and materials.

Skills:

The curricular area aims at enabling the students to develop their mental faculties of observation, imagination, and creation and improve skills and sensitivity towards the use of visual elements for effective visual communication. We aim to broaden the space of artistic investigation through the knowledge of different visual thinkers: artists, sculptor, designers, architects, creators in all fields of life.

By studying Fine Art & Design students will have a wider horizon in the field of art, design and media, demonstrate artistic growth by executing a variety of images, use



traditional and contemporary techniques that solve complex design problems using creative thinking and analytical skills. Skillful use of the elements and principles of visual Art & Design: conceptual, visual, relational, practical or functional will be taught. Skills to use digital tools as a powerful means of communication for creation, modification and presentation will be developed. Learners will be expected to study the works of contemporary artists and designers as well as the masters in the field and discuss and enrich their vocabulary of design while learning ways to apply aesthetic sensibilities into their work and explore ways to balance between formal theories and those with practical applications. They will become aware of aesthetic principles and designing media messages approaches, demonstrate ability to analyze work and recognize and execute the formal elements and principles of art while developing artwork that demonstrates their own person expression.

Objectives:

- Expand the perception of three & two dimensional space and creative expression within it.
- Generate curiosity and pleasure through the creative experience.
- Encourage interchange between the students through creative communications.
- Explore the creative act and its nature. Increase student's art history knowledge
- Actively seek opportunities for professional growth in Fine Arts & Design
- Apply effective communication techniques to foster active inquiry, creative and innovative thinking, collaboration, and supportive interaction inside and outside the classroom.
- Create positive communities of learners that encourage constructive social interaction, active engagement in art learning, and self-motivation for all students.

Outcomes:

Upon successful completion of study, students will be able to:

- Develop awareness of aesthetic principles and artistic approaches.
- Demonstrate ability to analyze works of art both contemporary and historical.
- Recognize and execute the formal elements and principles of art and design.
- Develop works that demonstrate personal expression.
- Broaden the space of artistic investigation through the knowledge of different artist's work.
- Enhance skills in research methodology, problem solving, and critical thinking.
- Evaluate, manage, and apply appropriate art education methods and procedures in processes of investigation toward identified solutions



independently and as confidently as a professional.

- Evaluate teacher-learner interactions to facilitate and guide students learning art in diverse learning environments.
- Appraise diversity and its impact on art curriculum and art instruction.
- Develop, implement, and evaluate a personal approach to teaching and learning art through the use of information derived from a variety of art sources.
- Design, develop and implement appropriate art assessment techniques and tools.
- Plan and implement art curriculum as related to current trends.



An analysis of regional continuous and permanent voting in Turkey's 2011 and 2015 general elections

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Abstract

One of the issues addressed by political geography is electoral geography. Electoral geography covers the analysis of the voters' preferences over time and permanent voting behaviors. Observation of no change in any electoral district for a long period of election results indicates permanent voting behaviors. The candidates, propaganda, the election issues and so on affect voters' preferences. The Justice and Development Party, which has been in power since 2002 elections, protected its power by receiving 49.9% of the votes in the 2011 general elections and entered the general elections held on June 7, 2015 in Turkey as the ruling party, in which its share of the vote fell to 40.9%, and it lost the ability to form a government on its own. Since none of the parties were able to form a government alone in the general elections held on June 7, 2015, coalition attempts were started. These attempts did not result in the formation of a government, so the President of the Republic decided to hold new general elections using his constitutional authority. In the elections repeated on November 1, 2015, the Justice and Development Party came to power alone again by receiving 49.4% of the votes. It will be useful to evaluate the continuity and permanence of voters' preferences based on the general elections in 2011 and the two general elections in 2015 in order to determine the conditions that affect them. This study aims to analyze the continuity and permanence of voters' preferences based on the results of the general elections in 2011 and the two general elections in 2015. The study was designed as a literature review, document analysis and field observation, and used tables formed based on the data obtained from the definitive election results and maps based on these tables to analyze the continuity and permanence of voters' preferences.

Keywords: Political geography, election geography, elector, sustainability, permanent voting

Fulltext of this paper is available at the page (in English): 333



A Study Example on The Determination of Attitudes and Knowledge Levels on The Rational Use of Drugs

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Abstract

Drug use today is a major problem all over the world and brings with it many problems. With the onset of the treatment period, many problems such as unconscious drug use, wrong dosing of medication, not keeping the medication in good condition come out until the disease has completely healed.

Considering health expenditures of Ministry of Health in 2015year, 104,586 million TL health expenditure is seen. Of this expenditure, 19,346 million TL constitutes drug expenditures. In the light of this data, the share of drug expenditures in health expenditures is very important. Managers who want to reduce their drug expenditure should raise awareness of drug use and encourage rational drug use.

In this study, the knowledge and attitudes of individuals living in a central district in Ankara province on drug use be measured. Simple random sample method be used in the study. The study is in the form of a survey. The literature be reviewed and necessary data be collected and the relevant statistics be analyzed.

Keywords: Unconscious Drug Use, Rational Drug Use, Knowledge, Attitude, Behavior

Fulltext of this paper is available at the page (in Turkish): 411



Children and Teachers' Experiences of Engaging with ICT in Learning EFL: A Case Study from Saudi Arabia

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Abstract

The proposed study focuses on the use of Information and Communications Technology (ICT) in the learning of English as a Foreign Language (EFL) in Saudi Arabia. The proposed programme of research aims to explore children and teacher' experiences of the use of ICT in the learning EFL in foundation level pupils (5-6 years old) in private schools in Saudi Arabia. To achieve such aim, the proposed programme of research has the following objectives, namely: (1) to explore ways in which teachers can make use of ICT in the learning of EFL by preschool children; and (2) to investigate whether the use of ICT is effective in promoting preschool children's English language learning. This research adopts a mixed methods approach involving a single Saudi Arabian preschool setting in Riyadh. The methods employed include English language testing, interviews and classroom observations; these methods could determine the actual level of the use of ICT, how it is organized and employed by teachers and children in the classroom setting, and the effect of ICT in preschool education on the children's English language development. Data collected for the Children's tests which consisted of test scores for the English Language Test and the English Assessment Test were analysed using a series of multivariate analyses of variance using the general linear model program in SPSS, whereas data collected from interview and observation of both teacher and children participants which consisted of field notes were coded and analysed qualitatively using ATLAS.



Inventories Costs in Service Organisations and Stocking of Service

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Abstract

It is requirement to regulated the real financial situation of companies within universal standards generally accepted so Turkish Accounted Standards Committee adopts International Accounting Standards, strategically. If the existing applications and accounting standards are compared, it is seem that accounting records, classification and valuation process are differentiation. A new descriptions, concepts and applications which are not located in existing application came out with together International Accounting Standards. One of these applications is components of production costs and service inventories in service firms. The share and importance of service sector in the economy have increased with people's life standards and needs differentiation. Additionally, the differences between the production of the finished good and service and the determination of the available costing system have come into prominence. The finished good in the service firms is not concrete and generally It is sold once it is produced. Because service's production and sale are at the same, there is no point the recording service such as inventory in traditional accounting application or tax law. If It is considered the related standards in the International Financial Standards', costs of inventories of a service provider can be recorded such as service inventory. In this study, it is aimed that circumstances for the stockpiling of service, the definition of service inventories and cost of inventories under International Financial Reporting Standards.

Keywords: International Accounting Standards, Inventories, Service Production, Service Inventories.



Agenda Setting in Cinema Films: An Analysis for The Film Wag the Dog

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Abstract

Nowadays researches on the effects of mass media outweigh on agenda setting model which claims that media make people to accept the events that are handled by the media. In this research, it is aimed at studying the film Wag the Dog by referring to agenda setting model. Director Barry Levinson whose perspective on cinema is critical focused on the manipulation power of media and attracted attention on the relationship between media and politics. In addition, the director contributes to the process of political communication. The working methods of the reporters and editors and how the agenda could be set, shortly the production process of the media and political communication process together with crisis communication explained through the film.

Keywords: Agenda setting, political communication, production process of media, Wag the Dog



The Petersburg Image in the Poems of A. S. Pushkin's "The Bronze Horseman" and Nekrasov's "About the Whether"

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Abstract

The city of Petersburg where has a important political and social skills of Russian history, was built by Peter the Great, and become a center of Russian politics and high society. Petersburg has a important city image in Russian literature from the beginning. Aleksander Pushkin, who is a big fan of Petersburg, is a basis of Russian literature and the city of Petersburg has a important place in Pushkin's thought. Pushkins made a several references to Petersburg in his works. Another poet who made a reference to Petersburg in his works is Nikolay Nekrasov. Nekrasov is a very important person in Russian literature like Pushkin and he grew up with Pushkin's poems and also, he was influenced by him.

Although Pushkin and Nekrasov was noble, they grew up different social and economical circumstances. These features disconnect them. They have same points but different perspectives. In this study we aim to determine this different perspectives of Pushkin and Nekrasov by examine the Petersburg image in the poems of "The Bronze Horseman" and "About the Whether".

Keywords: Pushkin, Nekrasov, Poem, "The Bronze Horseman", "About The Weather"



Basic Principles of Companionship (sohbet) and Fellowship (uhuvvet) in the Main Sufi Classical Books

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Abstract

According to some Sufis, Sufism is entirely composed of the good manners (âdâb). Therefore the moral codes regulating a person's environment and their relationship with the Allah has constituted an important place in the literature of Sufism. In main sufi classical books, many good manners are defined, such as the worship, travel (sefer), accommodation (ikamet), peer-to-peer relationships, music (sema), cleaning, eating, drinking, clothing, and hospitality. Companionship (sohbet) and fellowship (uhuvvet) are also the important issues in these books. The concept of sohbet is used in two meaning: The first meaning is companionship, based on love and understanding between individuals. The second meaning is conversation. Essentially in Sufi education sohbet method is carried out. This method is based on the companionship between the Prophet and his companions. Therefore, the boundaries and manners of the relationship between murid and murshid have been mentioned in sufi sources in details. On the other hand, the good manners of friendship of murids with each other have been formed by determining some basic principles. In this context, many topics have been addressed in the main Sufi classical books such as how to choose right friend, the purpose and characteristics of ideal friendship and method of communication with friends. In this paper, we will explain the relationship of Sufis to each other and society in the context of companionship and the fellowship.

Keywords: Sohbet, Companionship, Fellowship, Sufism, Uhuvvet.



New Media as News and Information Source: Sample of Muş Province

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Abstract

New media tools and platforms play an important role in getting news and information for individuals. Internet as new media tool, and internet based platforms have a great importance of being aware of many issues and activities that interest individuals. Taking the vast majority of population has access to the internet into consideration in Turkey today, it can be better understood how the Internet has a great importance in terms of getting news and information. In parallel, the role of the new media in the getting of information and news by different education, age, income and occupational groups is significant. In this study, the role of new media tools in getting information and news will be examined in a case study of Muş Province. In the study, the role of the new media in getting information and news will first be discussed theoretically, and then data obtained from field study conducted with university students and various professional groups is analyzed and included.

Keywords: New Media, Internet, User, Information, News.



A New Approach to the Education System of Communication Faculties

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Abstract

University education is of great importance in the establishment of individuals' careers. The courses planned to be taught during university education care often carried out by departments. Although the lessons that are taught generally addressed to the all of the students, they are not neither aimed to students' individual needs nor the departments that students want to work after university life. In this context, the education system applied in the communication faculties which are increasing in number in recent years in Turkey and in the world needs to be re-examined. Therefore, in this study, a new model is proposed to the education system applied in communication faculties, fin particular in the communication faculties in Turkey. In this approach, it is recommended that students who complete the first two years (approximately 28 courses) should take lessons according to the profession / area more specifically they want to work. The study will first touch on the current situation of the education given in the communication faculties, and then take the system proposed above in detail.

Keywords: Education, Communication Education, Communication Faculties, Vocational Courses, Education Model, Specialization.



The Effect of Proposed Mental Training Program on Skills Performance in Gymnastics of Physical Education Majors

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Abstract

The purpose of this study was to investigate the effect of proposed mental training program on skills performance in gymnastics of physical education majors. The sample of the study consisted of (36) at An-Najah National University, they were divided equally to two groups, experimental and control, they were pre-and post tested on skill performance in Floor Exercise, Parallel Bars and Pommel Horse for both groups.

The results revealed a significant differences between pre-and post test in favor of the post test for the both experimental and control groups. Furthermore, the results revealed a significant differences on the post-test between experimental and control groups in favor of the experimental group.

Based on the study findings the researcher recommended to use the proposed mental training program in teaching Gymnastic skills.



Internal Borrowing Perspective Specific Sector Financing in Turkey: Capital Market Analysis

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Abstract

In terms of financing opportunities for the private sector, it is possible to finance from two sources in financial markets other than equity financing. These are the banking sector and the capital market. The banking sector contributes to meeting short-term financing needs of firms. Capital markets are aimed at meeting long-term financing needs of firms.

The exclusion effect created by the public sector can affect the funding of the private sector, both in terms of money and capital markets. The increase in domestic borrowing inevitably overwhelms the private sector's credit costs, volumes and futures. The same form of exclusion is also mentioned in terms of the opportunities to benefit from the resources of the market. This phenomenon, referred to as portfolio crowding-out by Friedman, applies both to primary and secondary markets. Treasury's high-yield, low-risk (risk-free) borrowing paper exports have a direct impact on private sector bond exports, while stock exports are indirectly affected. It is difficult to be an alternative to state treasuries in terms of returns and burdens of private sector treasuries. For that reason, as far as the global liquidity expansion after the 2008 global crisis in Turkey and the implicit or explicit guarantees given by the TCMB to interest rates are concerned, private sector bond exports are negligible. The decrease in Treasury's borrowing level and the decline in interest rates have significantly increased private sector bond exports as expected.

There is a significant public weight in primary and secondary markets in Turkey. Decrease in the borrowing requirement of the public sector contributes positively to private sector share export. In the secondary market, this portfolio crowding-out is undoubtedly a sign of the market maker system which functions with respect to government securities.

Keywords: Capital Market - Specific Sector - Internal Borrowing



The mistakes of provisions regarding Meskûtun Anh (the issue/subject which is not touched, mentioned) in the process of inferencing the provisions from nas (versicle) (Specific to Serahsî)

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Abstract

Different explanations and reasons can be sorted regarding the diversity and richness of the provisions in Fıkıh (Islamic Law). However, we can say many of them stem from the same source. That source is the Arabic language where the demands of Şâri come into existence on. The nas (versicles) consist of the speech of Allah with the human in their own language include also all features of the spoken language. Thus, Islamic legists gave their all for benefiting from all particulars of language in order to understand the declamation of Şâri correctly. This naturally prompted muctehits (interpreters of Islamic law) to the different points during the process of inferencing the provisions from versicles.

One of the subjects which differentiate the muctehits (interpreters of Islamic law) regarding the language is the activity of adjudicating about the meaning (meskûtun anh) that is not mentioned and touched in nas (versicle) with reference to provision for the meaning (mantûk) mentioned and touched in nas (versicle). In this study, we will also approach the criticisms directed to the opponents in this process of opinion (Islamic provision) by Serahsî who is in the third layer of muctehids (interpreters of Islamic law) following Ebû Hanîfe and Şeybânî who are some of important names of Hanafi school and the mistakes regarding the opinions (islamic provisions) imputed to opponents by him.



Evaluation of Cost Method in TAS-2 Stocks Group for Uniform Accounting System and Standards

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Abstract

Accounting standards have emerged in the face of accounting crises around the world in order to use a common accounting language on the international scene, to increase the transparency of the records, to ensure institutionalization and to facilitate their accessibility. On the other hand, efforts to harmonize the Uniform Accounting System which have been used since 1994 in our country and the Accounting Standards are the problem of today's accountants. In this study, the application area and usage of Turkish Accounting Standards (TMS) - 2 Stocks Standard will be explained and the differences will be tried to be determined with the help of examples through the uniform accounting system and the literature will be tried to be contributed.

Keywords: TAS-2 Stocks, Valuation Forms, Turkey Accounting Standards.



The Relationship Between Church and State in The Feudal System

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Abstract

In the West, there is a distinction relationship between state and church / religion. Firstly, the church and the state are together. (Confusion) According to this model, the political authority and the religious authority have gathered together. In the western world, this can be given as an example; The president of the church is the head of the worldly power. In the second model, the church and state are separate but together. In this model, it is the case that the church and the state form separate powers and co-exist in the same country. The state is engaged in the appointment of religious officials and the determination of the wages to be paid to them. The third model is the separation of religion and state. (Seperation) The state in question here has to disregard religious work, even religious institutions, no sympathy, and to have an indifferent attitude towards the religion. For example, the law of December 9, 1905 concerning the distinction between religion and state in France in 1905 can be given. According to this code, the state does not recognize any religion; All kinds of public organizations related to religion have been abolished and no money will be paid from the state aid department. In the European society where the feudal order is dominant, it is imperative that these three models be known in order to examine church-state relations. In Europe, we see that religion-state relations have been modeled in a vertical way and eventually the model of separating.. Indeed, as Joachim Wach said, much of human history includes a period in which religious power and worldly power are identified.



Fiqh, Custom and Usage

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Abstract

When we observe the marriage ceremonies of societies, we encounter the different colors and textures belong to these societies. Sometimes we judge the one is different from ours as “immoral “. For instance, In India, the remarriage of widow women is accepted as a bad thing customarily. We witness that breaching of the obligation of loyalty in marriage is well received, at least if it is done by men, while divorcing is thought as a great sin in Catholic countries. In America, we know divorcing is easy, but extramarital affairs are condemned. Muslims believe in polygamy. According to some people, polygamy is a derogatory custom which aggressive men forced the women into. On the other hand, Tibetan traditions are also very interesting where a woman has husbands more than one.

Above passage is only a projection of intercultural differentiation and understanding on marriage community. This difference includes only a few cultures and traditions. It is difficult or even impossible to calculate this differentiation when all institutions and communities are taken into consideration. What will the religion of Islam which start with the claim of universality and reveals the principles for the felicity of whole humanity do while faced with this differentiation: Will Islam choose to deny this fact is embedded in subconscious of people or will it condone these different considerations at the risk of accepting this belief of them or will it adopt some of them and eliminate some of them?

In Tebliğ (advice, rescript), we will approach and discuss the the outlook of Fıkıh (Islamic law) on different cultures and traditions, how the religion/law of Islam succeed to provide the possibility for social elements fed by different civilizational basins to coexistence and how a methodology will be followed by Islamic legists on this subject that interests also the religious sociologists and social scientists.



Governance in Conforting Social Disorders: Case for Turkey

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Abstract

Social disorders are collective, maintainable and uninstitutional challenges against the authority, the power and the cultural believes and practices. As in all around the world, enormous social disorders have been taking place in Turkey, where social disorders have been confronted with classical administrative methods, meaning that public administration considers itself as the only one authority and confronts social disorders hardly and inflexible by using its security forces, and without sharing powers and responsibilities. This way of intervening social disorders might have been tolerated in the past, but in the today's world, continuously changing towards globalisation, this method causes various problems in terms of democracy, public relations, human right, etc. In order to remove or to minimise these problems, an administrative approach that does not consider public administration as the only one authority, and that is more flexible, participative, accountable, public-oriented and decentralised, is needed. This administrative approach is known as 'governance'. Governance means collaboration between the public administration, private sector and non-governmental organizations. It requires pluralism and participation, instead of depending on the state authority.

This study argues that in Turkey, where there have been enormous social disorders in the near past, public administration has been deficient so far, in terms of confronting social disorders and therefore today it may only be succesful by implementing governance approach, ie, by collaborating with the other actors like private sector and non-governmental organizations. The study uses three significant social events in Turkey as practice. The first one is Gezi Parkı resistance against reconfiguring Taksim Square in İstanbul, the second one is the environmental action against detecting gold mine with cyanide in Bergame-İzmir, and the last one is the boycott against passing a highway through the campus area of the Middle East Tecnicl University in Ankara.

[Fulltext of this paper is available at the page \(in Turkish\): 550](#)



The Influence of Different Intensity Swimming Warm Ups On 200m Freestyle Performance

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Abstract

The purpose of this research is to investigate whether the effect of two different types of warm up make changes in physiological responses of athletes after swimming with maximum intensity at the distance of 200m freestyle.

Seven trained female swimmers performed 200m freestyle swimming with maximum intensity five minutes after a) a warm up of 4x25m freestyle maximum intensity and b)1000m freestyle with moderate intensity. Anova analysis showed that no statistical significant differences were observed between the two different types of warm up in all measured variables. The findings of this paper lead us to the conclusion that warm up before competition should be individually organized according to each swimmers needs and habits. Finally, further research should be made taking in to account that the distance of swimming effort and the resting period between warm up and competition, in order to ascertain the specific role of each type of warm up.

Keywords: training, competition warm ups, physiology.

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Water Cult in Turkish and Russian Mythologies

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Abstract

As it is known, ancient philosophers accepted soil, water, air and fire as first elements (archaea). In different mythological systems, water has been the main element of creation. Water, being one of the most fundamental elements for creatures to continue their existence, has a vital importance. Facts like nutrients, heat, seed owe their existence to water. According to the Turkish creation myth, cosmos was derived from water and all creatures were created from water. Aside from being a starting material, in eschatological myth, water is accepted as an element representing the end of the world. The holiness of water depends on the fact that micro-cosmos (creation of human-being) starts and ends with water, as macro-cosmos (creation of the universe) does. It is believed in Turkish mythology that everywhere was covered with water before the creation of the world; herein although all creatures on the world were created by God, the water was not. The fact that water is exhilarant led to the fact that it has holiness. Especially, it is accepted in Turkish nomad culture that each water has its own possessor (soul), animals were sacrificed for water, people talked and communicated with it, and ill, troubled people and the ones that were escaping from the evil asked for help from water. In this context, it is possible to notice similar beliefs relevant to water in Russian culture. Holiness of the water has been strengthened with a function such as to give immortality. Sometimes its holiness has showed itself with beliefs such as the fact that water is a health source or it removes the evil and purifies the soul.

In this paper, it is studied how the concept of water, which is accepted as one of the four fundamental elements in nature, is perceived in Turkish and Russian mythologies. How water gained an expression and meaning are comparatively held.

Keywords: Water, Russian, Turkish, belief.

[Fulltext of this paper is available at the page \(in Turkish\): 519](#)



Consequences of Curricular Changes on Teachers' Assessment Practices: An Example in Geography

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Abstract

In recent years, curriculum reforms have succeeded each other at a steady pace in many countries. However, in new curricula, the assessment component is not always specified. It is then up to teachers to design assessment tools that are coherent with learning objectives. This situation, which can be interpreted as a pitfall or an opportunity, undoubtedly gives teachers the responsibility of internal coherence in curricular transposition.

In a research conducted in the French-speaking part of Switzerland, we have chosen to deepen our knowledge of teachers' summative assessment practices in geography following a change of curriculum and the introduction of new textbooks. More precisely, on the one hand we tried to identify links between the taught contents selected for assessment and objectives defined in the curriculum, on the other hand we questioned issues related to the construction of complex tasks and the assessment of students work.

Individual interviews were conducted with primary school teachers, during which they corrected students' productions while verbalizing interpretations and reasonings which emerged during assessment. Besides the students' copies, assessment tools developed by the teachers were also collected. In addition, information was provided on the upstream teaching sequences, assessed curriculum objectives, choice of tasks and scale.

Our first analyses show the importance for teachers of an alignment between didactic activities in the classroom and summative assessment. It appears, however, that the proportion of complex tasks in geography, aimed at developing student skills in broad and open situations, is lower in summative assessment than in teaching activities.



Relationships Among Siblings in Terms of Gender Roles: Positionings and Identity Construction

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Abstract

The relationships among siblings have the longest duration compared to other relationships involving people's parents, friends, teachers, spouses when we consider their life span. Siblings who have been involved in each other's lives since very early ages influence each other's lives in the context of various factors such as personality development, relationships with parents, becoming a member of the society and the culture. Siblings can both function as sources of support and conflict for each other, and they can affect each other's expressions, roles, social relations, identity construction in society. The unequal distribution of rights and responsibilities among gender categories in favor of boys, especially in patriarchal societies, can also increase a possible determining effect of a brother on his sister's identity construction as a woman in these areas.

The purpose of this study is to examine the ways in which the adult girls in the family position themselves in relation to their brothers who are either older or younger than themselves and thereby how their identity constructions are influenced. In line with this goal, a total of ten female students, including five female university students who defined their family as patriarchal and five others who did not define their family as such, were interviewed.

As a result of the interviews, it was seen that the participants in both groups emphasized that their brothers had adopted the role of a father in their relationship after they were married and that their brothers' behavior changed after they became a father themselves. It has been observed that the participants who have had older brothers and younger brothers, reported that their brothers insisted strongly that they should comply with the patriarchal and stereotypical gender role descriptions and that their brothers were trying to restrict their sister's behavior because they were girls.

This behavior has been explained and accounted for by both groups of participants utilizing the concept of protection when they evaluated the intentions of their elder brother. It was therefore understood that the participants did not view the interference as restriction as well as irritating. It was seen that parents, especially the father, were satisfied with the restricting and controlling nature of the relationship between the brothers and the sister that could be expected to be carried out by the father himself in accordance with the own paternal role. In terms of the



hierarchy of roles and power allocation in a family, it is understood that the mother in need of keeping the family together with the father, waives this power and agrees the powerful roles and positions to be shared between the father and the brothers. The findings will be discussed in terms of family structure and culture.

Keywords: Sibling Relationship, Positioning, Identity Construction



Applied Analyze of Social Criticism Theory on The Base of Russian Literary Works

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Abstract

Lermontov, who lived and gave masterpieces in 19th century known as golden age of Russian literature, had thought on conflict of good and bad throughout his life and reflected it to his works. In the most part of his works, there are struggles of good with bad. The writer was a witness of Russia's complicated period; on base of his thoughts about good and bad there were reasons like social events, a place of man in society and questions like what must be humanistic values.

We should make our analyze in concept of social determinism, so it must be done in the light of social criticism theory. In his work "Beyond Good and Evil" Nietzsche asked some questions like "What is good? What is bad?", too. In our study we'll try to analyze the famous philosopher's opinions in Lermontov's "Masquerade" by reviewing these opinions in the concept of social criticism.

What is good? What is bad? Do these two concepts struggle with each other? What are the places of good and bad in social thought? It will be tried to find the answers to all these questions with the Nietzsche's philosophic views and the way of Lermontov to show it in his drama. Our study has an interesting point of view like analyzing the place of a Russian writer in the parallel of European literature.

Keywords: Good, bad, conflict, social determinism, concept.



Success and Failure Oriented Causal Attributions of Associate and Undergraduate Business Administration Students in Financial Management Course: A Research on The Suleyman Demirel University

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Abstract

The Attribution Theory represents one of the cognitive methods associated with academic achievement and examines the causality perception or the judging on why the particular event took place. Attributional style is a cognitive personality variable that shows the way in which individuals use their experiences in life to explain the causes of failures and success. This attributional style is considered one of the most important indicators of academic achievement. The purpose of this study is to investigate the differences in the attributions passing and failing pre-graduate students in business administration programme and undergraduate students in business administration department gave for their performance in financial management course. Participants (n=390) completed the Causal Dimensions Scale (CDSII) and demographic characteristics questions. For obtained data, it was implemented factor analysis, One-Way ANOVA and Pearson chi-square analysis. At the consequence of quantitative data comparing passing and failing groups among associate and undergraduate students and their attributions revealed statistical significance in sub-dimensions such as locus of causality, stability and personal controllability. Findings of the study were discussed in the based on associate and undergraduate business education policies and some suggestions were presented.

Keywords: Attribution Theory, Causal Attributional Style, Cognitive Personality, Associate and Bachelor of Business, Academical Achievement and Failure



The Problem of Efficiency in the Municipal Councils: The Case of Isparta

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Abstract

The main objective of public services is to improve the lifestyle of citizens in accordance with contemporary values and to increase the level of prosperity. Good governance is the one that provides transparency in management practices, public satisfaction in public services and a participatory management culture. It will not be enough for a good management if a management has to hold these values without providing efficiency in management. The municipality, which is a local administration, is the most important actor in local public service delivery. The importance of municipalities stems from the fact that the total population living within the municipal boundaries constitutes a significant percentage of the population as a whole. At the same time, the municipalities has increasingly become crucial by the reason of expansion of local public service demanding citizens as a result of increasing population and the developing urbanization process due to industrialization, urbanization and migration from rural areas. These developments have increased the number of services demanded, as well as diversity of the demands. The developments have gradually led the municipalities to become forefront and led them to assume important responsibilities. The importance of the issue in the agenda of Turkey is apparent, since the municipalities are the major stakeholders in the ongoing reform process launched in 2005.

This study's starting points are the understandings of "service effectiveness", "efficient service provision" in the restructuring problem of reform process and the importance of local governments, the municipalities in particular, in our country's agenda.

In this line the study discusses the municipalities' importance, effectiveness as a local actor and the interactions. In this context, 'quality problem' of services provision will be empirically addressed in the Isparta municipal council and the selected district municipalities' councils.



Leisure Activities Against the Burnout Syndrome: Traditional Arts

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Abstract

Today; many housewives, working women, busy and exhausted business people, artists, sportsmen, politicians, pensioners etc. are so efficient and creative for recreational activities in their spare times from the responsibilities of their daily lives. Activities of traditional arts are among them. Some of the most preferred activities among them are hand knotting, flat weaving, ceramics, tile, miniature craft and so on. By allocating only one or several hours a week for those kinds of activities, people try to reduce the effects of exhaustion, fatigue and stress which intense work pressure brings forth. This study is about identifying and evaluating the leisure activities of traditional arts which people from every walk of life participate to.

Keywords: Burnout Syndrome, Leisure Activities, Traditional Arts.



Evaluating Entrepreneurship Tendencies of Traditional Handicrafts Students: A Study at Süleyman Demirel University

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Abstract

As vocational education gains importance in Turkey day by day, the number of vocational schools are also increased. It is important for the society and economy to train determined and single minded students in these schools where a huge amount of sources are transferred to. As employment opportunities for both public and private sectors are diminished significantly, supporting the graduates of these schools for setting up their own businesses is now on the agenda of the country. This study is designed to determine if young students of traditional handicrafts department of vocational schools have tendencies to be entrepreneurs when they are graduated. The study involves the students of Traditional Handicrafts Department of Süleyman Demirel University. A questionnaire about entrepreneurship tendency has been conducted to the students and results have been evaluated by analyzing the data using SPSS software.

Keywords: Entrepreneurship, Entrepreneurship Tendencies, Traditional Handicrafts



The Commodification of Education as a Social Policy Tool: Comparative Analysis of Education Systems in Turkey & Finland

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Abstract

Along with the basic functions such as addressing citizens' security needs, state mechanism designs education policies, which play a determining role in the creation of political climate to ensure its legitimacy, in accordance with the existing society's ideology, identity, culture and traditions and so on. As well as being a policy tool of raising citizens in line with the certain ideologies, the education is the main duty and the responsibility of the public authority and it is also a social policy tool that can contribute to minimize the opportunity inequalities among the citizens. In order to minimize opportunity inequalities stemming from the asymmetric relations in the capitalist system's societal structure, education policies can integrate the society's disadvantaged groups into the social structure as a social policy implementation. In this respect, a social state is obligated to identify and provide the right of education policy to all society or citizens.

During the 30 years of neo-liberalism's increasing attacks on the whole social rights, the right of education is also in progress of rapid commercialization process just like many other social rights. While neo-liberal state perspective of 21st century prepare the legal foundation of the commodification process of social rights, the education policy could not stand outside the margins of this process and the education, as a basic human right has increasingly been commodified and transformed into a financial commodity that can be bought and sold by the citizens. Without a doubt, the wave of neo-liberalism effective in the whole world is also felt in Turkey and the education right, which has never been accepted a basic right in the history of this country, has rapidly been adapted to the market mechanism in Turkey as well.

On the other hand, some countries in the Scandinavian Peninsula, which still effectively implement social policies as a necessity of social state principle and the education right that is accessible by all citizens, have taken the principal role in the survival of education as a basic human right. Particularly Finland has a privileged place among the OECD countries regarding its success of education field. The basic reasons of this place are due to free and accessible by all education system and structuring of a system that cares about the citizens' life demands. Hence in this study, alternative education policies that can stand against Turkey's existing transformation and the comparison of Turkish and Finnish education system which can be regarded as the role model in the determination of social policies. In this line, education systems of these countries and the social policies of two systems will be assessed.

Keywords: Education System, Commodification, Social Human Right, Turkey, Finland, Social Policy.



Differences in Physiological Responses of Recreational Adult Swimmers According to Age

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Abstract

Recreational swimming has been developed during recent years. Sedentary life makes physical activity important and integral for the development and maintenance of physical and psychological health. Changes in human body due to age have to do with physiology, biomechanics and psychology of each individual.

People who keep practicing, confront these changes differently in comparison to others who do not train. Monitoring these changes in healthy active adults is of great importance. Many researchers have been studying changes on swimming performance in relation to age and they have noticed decrease of performance up to 1% per year (Rahe & Arthur 1974, 1975; Favaro & Lima, 2005).

The aim of this research is to investigate physiological parameters of healthy recreational swimmers, after a maximum effort of 100m freestyle swimming. Performance time, maximum blood lactate and heart rate post exercise were recorded.

The sample of this study consisted of 24 male swimmers aged 30-50 years old that were separated in 4 age categories. Manova analysis showed that the linear combination of variables affects statistically significantly the independent variable 'age category'. The multivariable index Wilk's L was equal to 0.17, corresponding to $F(21,40) = 6,1$, $p < .05$. The index η^2 is equal to 0.74, ie 74% of the distribution of the linear combination of the dependent variable was explained by the statistical effect of the independent variable 'age category'.

Despite the small sample size, the results show that physiological responses and performance time stay relatively stable from the age of 30 till the age of 50 in healthy participants who practice regularly in swimming pool.

Keywords: recreational swimming, age, physiological responses

Fulltext of this paper is available at the page (in English): 270



Views of Teachers Regarding Learning Outcomes of Games & Physical Activities and Physical Education & Sports Curriculum

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Abstract

In this study, the aim is to determine the suitability of learning outcomes within the scope of Games & Physical Activities and Physical Education & Sports curriculum for the visually impaired students by utilizing the survey model in accordance with the views of teachers. The population of the study consists of seventy one (71) teachers for the visually impaired and thirteen (13) physical education & sports teachers working at the Ministry of National Education primary and secondary schools for the visually impaired throughout Turkey during 2015-2016 academic year. Within the scope of the study, "Form for Evaluation of the Views of Teachers Regarding Learning Outcomes" was used as the data collection tool, and various descriptive (frequency distribution, central tendency, and variation measures) as well as inference (Chi-Square Test, T-Test, and One-Way ANOVA) statistics were utilized.

In accordance with the descriptive statistical data analysis which was conducted to determine the general situation of the views of teachers regarding learning outcomes:

It was concluded that the views of primary school teachers for the visually impaired and secondary school physical education & sports teachers regarding learning outcomes displayed a homogeneous distribution as "Medium-Level Competence".

In accordance with the inference statistical data analysis which was conducted to determine the general situation of the views of teachers regarding learning outcomes:

According to the results of t-test which was conducted to see whether the average points of the views of teachers regarding learning outcomes displayed a meaningful difference in terms of the variables such as gender, branch, visually impairment status, regular follow-up of works in special education field and regular follow-up of works in sports sciences field, it was concluded that the average points obtained from the views of participating teachers regarding learning outcomes did not display any meaningful difference on these variables.

Furthermore, according to the results of one-way analysis of variance (One-Way ANOVA) which was conducted to see whether the average points of the views of teachers regarding learning outcomes displayed a meaningful difference in terms of the variables such as professional time, department of graduation, attended class, and age, it was concluded that the average points obtained from the views of participating teachers regarding learning outcomes did not display any meaningful difference on the variables of professional time, department of graduation, and attended class, but displayed a meaningful difference on the age variable.

Keywords: Visually Impaired Children, Games & Physical Activities Curriculum, Physical Education & Sports Curriculum, Learning Outcomes, Views of Teachers



Negative Effects of Refugees onto Turkey

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Abstract

Many people leave their countries everyday in the world. The Arab Spring started in 2011 has also forced migration of many people. Syria is one of these countries exposed to these incidents and forced migration. These incidents have become most severely in Syria. Syrian citizens have taken refuge in and found asylum in many countries, particularly Turkey. Millions of Syrian entered into country since 2011 and have dispersed to many cities all around the country. Several needs such as education, health, sheltering, nutrition are a matter of asylum seekers. The primary aim of this study is to determine social, economic and cultural effects of these millions of refugees onto Turkey.

Keywords: Refugee, Turkey, Syria.

Fulltext of this paper is available at the page (in Turkish): 419



Elementary School Teachers' Views About Postmodern Education

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Abstract

In this study, the purpose was to reveal the reflections of postmodernism on education which has an important place in today's world of philosophy, and to explore the relations between primary school teachers' specific individual attributes and statements regarding postmodern education. The participants of this study are the elementary school teachers of 302.961 which are actively in service all over the country. As the sample group was randomly chosen, 442 of those teachers were requested to fill the survey form online. 396 of those teachers replied the request and sent back the survey form. Regarding the principle of confidentiality of personal data, no personal information was requested from participants. All data provided from survey form were used anonymously as stated within the survey form. The instrument used in this study is the survey form containing 15 statements provided from literature inquiry focused on postmodern education. This survey form was organised to be a pre-study in order to develop scales for further studies. For determining the levels of approval, 5-level Likert type scale was used by the statements. For the ease at analysis process, scales were reduced to 3 levels and statements were re-coded accordingly. The analysis applied related to the data were controlled within the error margin of ,05. Following Chi-square tests by SPSS 22 software applied to the data gained from the survey form, it was found that the scores for 3rd statement within the gender category; 6th and 14th statements within the age category; 2nd, 4th, 6th and 14th statements within the length of service category; 1st, 3rd and 15th statements within the level of education category vary statistically significantly.

Keywords: modernism, modernist education, postmodernism, postmodern education, constructivism



Repeats, "1 Artwork=9 Artworks"

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Abstract

Repeat; simply to do it once again, in other words, to say over it. We win a lot of the teachings in our lives by repeating. We learn by repeating, we increase the permanence by repeating.

In the process of harmonization with nature, repetitions also come into play when some vital tools are created. From the moment a tree, stone, or bone is found to be similar to something else and functioning, the person decides to repeat it and make another one and one more. In fact, we can say that it constitutes the functional dimension or origin of the craft. When it comes to art! The drawings made by the first people on the wall are similar to those in nature. But it is not the same. These drawings are now regarded as the first trends of art. After this process we can evaluate the actions of individuals who do not have art consciousness; Individuals who have the art well aware, why is it necessary to repeat?

In this research called "Repeats, 1 Artwork = 9 Artworks", this question was tried to be answered in the framework of Broadway Boogie Woogie, a work of modern art portrayed by Piet Mondrian. In this process, given the work of nine artists who choose to repeat this work and an evaluation was made on the reasons for the repetition with these works.

This research was carried out according to the descriptive research model of qualitative research methods; The research topic was searched in electronic environment and all kinds of written and printed sources.

Keywords: Repeat, Say over, Reproduction, Contemporary Art, Mondrian



Cinema as a Soft Power Instrument: Hollywood Cinema Case

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Abstract

With the inclusion of communication technologies such as photography, cinema, television and the internet in our everyday life, our life has gradually been started to be represented with images. These digitized images, over time, were more impressive than their realities and gained a perceptive transformative function. These images, even constructed, have taken on important tasks in reestablishing the reality by taking reality. The cinema, which is one of the most important media in which images are designed in a certain context and used as a commodity and power element by circulation, has gradually started to be used effectively as a soft power tool in the relations of the countries with the other country and its own citizens. Their culture and ideology and endear to the people of its own people and other countries to wake admiration and agenda creation/perceptions about routing that uses a soft power as an element of cinema is one of the most important States is the United States. In this context, this study focuses on how the United States uses Hollywood cinema as a soft power element in its public diplomacy activities, managing images and discourses on transforming memories and perceptions. From the Vietnam War, relations with the Soviet Union, the disappearance of the Soviet Union after September 11 the threat through a process of purposive samples in the context of this work the method which discusses American policies in the historical process of the films, Hollywood cinema is an instrument of American soft power, which aims to read through.

Keywords: Soft Power, Public Diplomacy, Hollywood Cinema.



Digital Public Diplomacy in the Context of Official Actors

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Abstract

The digital media-based public diplomacy is called the "digital public diplomacy". Digital media has begun to be widely used in public diplomacy. Official actors today also incorporate digital technology into public diplomacy instruments. The most important advantage of using digital media in public diplomacy is; at the same time a very large mass can be reached quickly and the turn can be taken at the same speed. The main objective of networked public diplomacy is; to build and manage relations between parties involved in public diplomacy. Digital media, it is important to understand how a communication technique is used, how message contents are generated and distributed. Countries around the world also use digital media to reach citizens of other countries. By publishing and sharing messages on many different levels, different public places are reached, services are explained, country is advertised and opportunities for tourism are presented. The target group can also quickly reach the other side of the response and interpretation of these shares. Thus, mutual rapid communication is ensured. In this study; The studies of digital media-based public diplomacy are examined in the Presidency of the Republic of Turkey, the Prime Ministry, the Ministry of Foreign Affairs, the Turkish Cooperation and Coordination Agency (TIKA), and the International Turks and Relatives Communities Presidency (YTB). The scope of the work is the Facebook and Twitter pages of these official institutions and organizations. Both written and visual content shared on Facebook and Twitter are subject to both quantitative and qualitative analysis. Purpose of the study; to explain what kind of digital public diplomacy is being carried out by the official actors, and to put forward the prejudice in terms of public diplomacy of the digital media.

Keywords: Digital Media, Public Diplomacy, Official Actors.



The Effect of 360 Degree Performance Evaluation Process on Instructors: The Case of a Foundation University in Turkey

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Abstract

The purpose of the study is to examine the effect of 360 degree performance evaluation process on instructors. Phenomenology model, one of the qualitative methods, was used in the research. The study's data obtained by using interview, which is one of the quality research techniques. In this research, a focus group meeting was held with foreign language instructors at a foundation university in Istanbul, Turkey. The working group was created having a specified goal sampling method. The obtained data were gathered under categories by coding and descriptive analysis was made. Based on the findings of the study, it can be said that the 360 degree performance evaluation process has negative effects on the instructors. According to participants in the evaluation process is not only fair and transparent, but also this situation negatively affects their job motivations.

Keywords: 360 degree performance evaluation, performance appraisal, academic staff, university.



A Literature Review on Consumption Philosophy of Mathematics Education

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Abstract

The purpose of this study is to conduct a comprehensive literature review on philosophy of mathematics education. In line with this purpose, papers about "The Philosophy of Mathematics" and "The Philosophy of Mathematics Education" have been collated benefit from the national and international researches. Gathered literature is divided into two main sections as "philosophy of mathematics" and "philosophy of mathematics education". This obtained information has been tried to be explained in a descriptive way. According to the results of the study, it can be said that the philosophy of mathematics education should be evaluated in the philosophy of mathematics. The difference in philosophy of mathematics is not the result, but the reason, of the difference in philosophy of mathematics education. Therefore it is first necessary to talk about the philosophy of mathematics in order to talk about the philosophy of mathematics education.

Keywords: Philosophy of mathematics, philosophy of mathematics education.

Fulltext of this paper is available at the page (in Turkish): 427



Relations between Positive Perception, Social Relationship and Resilience: A Structural Equation Model

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Abstract

The purpose of present study is to examine the relationship between positive perception, social relations and resilience through the structural equation model. The sample group of the study is composed of 625 students who study in different department of Recep Tayyip Erdoğan University Faculty of Education. They were selected by random sampling method. 579 data were analyzed (419 girls 72.4%, 160 males 27.6%) after eliminating the scales which were determined to be incorrect and incomplete. The age range of the participants were 17 to 35 and the average was 20.7 (sd = 2.16). Positive Perception Scale (Sarıçam & Akın, 2013), Integrative Hope Scale (Akın & Kaya, 2015) and Short Resilience Scale (Sahranç, Turan, Akın, Kaya & Ercengiz, 2014) were used in the study. The conformity of the data of the study to the normal distribution was tested and it was determined that the data did not violate normality. Based on this, the relationships between positive perception, social relationship, and resilience were analyzed by Pearson's Correlation Coefficient technique. According to the results of the correlation analysis, it was found that there was meaningful relationships which are moderate ($r=.46$, $p<.01$) between the positive perception and the social relations subdimension, low level ($r=.26$, $p<.01$) between social relations and resilience, and positively moderate ($r=.38$, $p<.01$) between positive perception and resilience. The results obtained from the structural equation model ($\chi^2 / sd=2.96$, RMSEA=.05, NNFI=.90, CFI=.91, IFI=.91, SRMR=.04, GFI=.93, AGFI=.91) showed that the model was good in conformity. In addition, according to the results obtained from the structural equation model, the positive perception predicts the social relationships positively (.87, $R^2 =24$) and the social relation subdimension predicts the resilience positively (.44, $R^2 =81$). The results are discussed in the literature.

Keywords: positive perception, integrative hope, resilience, structural equation model



The Well-Known Family of Nysa Ad Maeandrum: Alcibiades and His Family

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Abstract

Alcibiades and his family, one of the most prominent families of the city, will be presented in the direction of the data obtained from the inscriptions of Nysa Ancient City, which is two kilometers away from Aydın Province Sultanhisar District. Alcibiades was one of the citizens of the city and lived in the 2nd century A.D. When epigraphical sources are examined, it is understood that this family has many activities for Nysa in their own city. Moreover, their duties and activities are not limited to their own regions but spread throughout Rome. As the excavations continue in the city, new data on this family are being continued to be reached. It is also aimed to introduce the latest epigraphic informations to the scholars through this presentation. The talk will also explain how families can play a role in a city's life, economy and future in the cities of the Roman Imperial Period and how they can change the city's architectural texture with the example of Nysa Ancient City.



Examining the Relationship between Paternalist Leadership Perception and Trust in Supervisor

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Abstract

In literature it is seen that there are contrasting theoretical debates about paternalist leadership which is stated compatible to east societies' cultural values such as high power distance and collectivism, and in contrast not compatible to west societies' cultural values such as low power distance and individualism. While paternalist leadership is perceived as intervention to private life and a phenomenon restricting freedoms by employees who have low power distance and individualist values, it has positive meanings for employees who have high power distance and collectivist values. It has been criticized that those existing debates have not in progress beyond theoretical level and need for empirical research has been emphasized. Moreover, it is stated that studies investigating effects of paternalist leadership on employee outcomes are limited and existing studies are simply intended to determine paternalist leadership tendency in organizations. For these reasons, in this study the relationship between employees' paternalist leadership perception and trust in supervisor was examined which could be as a quality indicator between leader-member relations. A quantitative research was designed based on study purpose and required data was gathered from 148 participants working in different branches of a firm operating in assistance sector by questionnaire technique. Data was examined via related analysis techniques and interpreted. According to findings, there is a moderate positive relationship between employees paternalist leadership and their level of trust in supervisor ($r: .464, p < .05$). By the employees' paternalist leadership perception increases, employees trust more to their supervisor. In addition, paternalist leadership positively affects to trust in supervisor ($p < .05$) By this research, an empirical study was produced parallel to theoretical debates in literature, the relationship between paternalist leadership and an employee outcome like trust in supervisor was questioned and a study was put forward which enabled cross-cultural comparison by examining effects of different cultural values. Thus, it is expected to contribute to culture, leadership and trust literature.

Keywords: Paternalist Leadership, Trust in Supervisor



Emotional Intelligence Studies in Turkey*

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Abstract

Emotions have an important background in social and work life in terms of their directly effect on individuals' psychological processes such as perception and attribution. It is specified that emotionally intelligent individuals are more successful both in social and work life. In studies it is seen that emotionally intelligent individuals are more satisfied with their job, have higher performance levels and more loyal and committed to their organization. It seems to be significant to examine emotional intelligence in more detail due to its importance both in social and work life. In this context, in this study it is aimed to exhibit a general appearance of emotional intelligence studies in Turkish literature. It is tried to answer questions such as emotional intelligence correlated mostly with which other variables and how were these correlations, which kind of methods mostly preferred in studies related with emotional intelligence and in general what kind of findings obtained in these studies. Based on research aim, a total of 121 scientific studies (57 thesis and 64 articles) published in Turkish literature was examined by some dimensions within the context of frequency analysis. At the end of research some inferences were made and discussed by interpreting obtained findings. In this sense, it is expected to contribute to organizational behavior field and researchers who will study emotional intelligence subject.

Keywords: Emotional Intelligence, Thesis, Articles

** This study is improved version of research namely as "Türkiye'de Duygusal Zekâ (Emotional Intelligence) Çalışmalarının Genel Görünümü" which published as a book chapter before.*



Statistical Tests Differences in Data Preparation for the Respondents' Demographics

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Abstract

The purpose of this study is to look at the differences of the statistical tests used for data preparation in terms of demographics of the respondents. Those tests, Runs test, Cronbach's alpha for reliability and chi square for independency of responses which are used widely and well known ones. Data examines for the holistic tendency scale with 5 Likert Type Scale on smart phones collected from 348 smart phone users through a convenience and a snowball sampling methods together. According to the results there are some significant differences for the Cronbach's alpha value and chi square test's p values when they are compared in terms of respondents' demographics such as gender, age and education levels. This study is drawing attention to the importance of the respondents' demographics in the preparation of data for further statistical analysis in a research.

Keywords: Runs Test, Cronbach Alpha, Chi Square Test, Demographics



Examination of Addition and Subtraction Performances of Students with and without Learning Disabilities

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Abstract

In this study, addition and subtraction performances of students experiencing learning disability, mathematics difficulties, and typical development were examined. The study group was consisted of 30 students with learning disability, 30 with mathematic difficulties, and 30 with typical development. All participants attended third grade. Relational screening model was utilized for research purposes. A tool including 14 addition and subtraction questions developed by the researcher was used to gather data. Obtained data was analyzed through one way analysis of variance. Results showed that in written and verbal operations, students with learning disabilities and with mathematics difficulties performed more slowly, had lower scores, and made more errors compared to those with typical development. In terms of comparing the types of errors made by students in written and verbal operations, all students seemed to make similar errors.

Keywords: learning disability, mathematics difficulties, addition and subtraction, error patterns



Union Organization Right of The Employees of Security General Directorate in Turkey in Line with The Similar Decisions of European Court of Human Rights

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Abstract

The union organization of the armed forces and security forces constitutes an exceptional issue in the world. In general, international contracts liberalize the countries in domestic law regimes and do not go to binding arrangements for the regulation of trade union rights for these two groups. The widespread practice in the world is to exclude members of the armed forces, the police, law enforcement and the management and supervisory staff from the scope of trade union freedom, which guarantees the right to organize unions.

As Article 15 of the Law No. 4688 regulating the union organization of public servants in Turkey enacted, the law prohibits the organization of personnel for private security personnel of public institutions and organizations as well as personnel involved in other service classes working in the security services class and the security organization besides many public employees. With this arrangement, the right of union organization of all public officials working in the General Directorate of Security at the frame of Law No. 4688 in Turkey was discussed.

In this case, in the case of dispute, which is of great importance in terms of our subject and opened with the request of the determination of the union of all security service class members working in the central and provincial organization of the Police General Directorate and of the employees working in all other service classes of the police organization established to protect their economic and social rights and interests, The Constitutional Court of Ankara has tried to examine the case against the similar decisions of the European Court of Human Rights in the same subject.

In Turkey, the law No. 4688 clearly states that the public officials have been left out of the right to organize a large number of public employees in the 15th article, where they can not join the unions. For the security personnel, all the service classes working in the security organization and all private security officers working in the public institutions should be taken under the scope of the union organizing prohibition by going out of the field which the international contracts have left to the domestic law regimes and they should not be harmful to the right of trade union organization which is one of the indispensable requirements of the democratic society order. . It is also clear that this legal regulation is the essence of a constitutional right. As a matter of fact, the Constitutional Court has canceled a part of the legal regulation in contradiction with the Constitution.

Keywords: Union organization right, Employees of security, European Court Of Human Rights, The Constitutional Court of the Republic of Turkey



Development of Environmental Awareness Scale

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Abstract

Today, environmental problems are gathered at four main points. 1) the destruction of the ecological balance, destruction of the natural order to completely disrupt the balances, 2) the waste of natural resources, 3) not struggling to eliminate natural disaster, 4) the insufficient use of renewable energy sources. Scientists have serious discoveries and worries that the world cannot solve environmental problems, especially global warming, and that the world will become a planet of disasters within this century. The only way to solve the problems that humans have is the most intelligent being on the planet is science. Informing and raising awareness happens through education. If we want to leave a livable world to future generations, we must educate everybody in this matter, especially children. It is in this point that the teachers who realize these trainings have environmental awareness.

The study was carried out with a total of 541 students randomly selected from all departments of Trakya University Faculty of Education and Pedagogical Formation program students during the fall semester of 2016-2017. "Environmental Consciousness Scale" prepared by the researcher was used as data collection tool. The scale consists of 71 items with a rating of 4. Varimax rotated descriptor and confirmatory factor analysis was used to determine the subscales as scale development statistics. For each sub-dimension, the internal consistency was determined by calculating the item-total correlation coefficient and the internal consistency was calculated by calculating the total correlation coefficient excluding item. In the same way, t-test between the upper quartile and the lower quartile was applied to detect the discrimination power of the items. For the scale and sub-dimensions, the reliability was determined by calculating the Cronbach and Rulon coefficients. It was determined that the scale consisting of 3 factors was valid, reliable and usable after statistical procedures.

Keywords: environment, scale development, validity, reliability, environmentalism.



Evaluation of The Goals for Rural Areas Development Included in The Strategic Plans of Special Provincial Administrations

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Abstract

Special Provincial Administrations are the local public agencies that have about 150 year background. For first time, they are included Turkish administration system with the 1864 Provincial Regulation by adopting French Provincial System as a model. These agencies which continued their activities based on the regulations up to 1913 obtained the status of public legal personality with the enactment of the law called The Law of Temporary Special Provincial Administration with date 1913, however, they were quite functional in their early period, they lost their functionality after 1950s. These agencies, particularly in the villages and rural areas where there aren't municipalities, have been providing economic, commercial, social and agricultural services needed by local people. Therefore, it can be said that Special Provincial Administrations, which were non-functional before the new law 5302 was enacted, both adopted to implement strategic plan and were transformed more active and functional. Thus, in this context, in the paper, first Special Provincial Administrations, strategic management and plans will be explained in theory, then some of selected Special Provincial Administrations' strategic plans will be studied in detail, finally, by determining the goals established for the rural areas development in these plans, it will be analysed how Special Provincial Administrations became active and functional after the new law 5302 had entered into in force.

Keywords: Special Provincial Administrations, Strategic Management, Strategic Plan, Rural Areas



Stylistic Qualities of Personal Pronouns

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Abstract

Pronouns have limited words compared with the other groups of words separated functional and semantic aspects. Turkish Personal pronouns also consist of six words. Personal pronouns are the words that can be used instead of live and, sometimes, inanimate objects. The wide area and the frequency of use provided them to exist in the basic vocabulary. Existing of the concept of personal pronouns in different languages indicates that this concept has universal area.

Personal pronouns are the word class that provides different qualities from all of the other indicators in the language. These words are among the language tools that connect the text with speech-act. If there weren't personal pronouns, people could produce only general logical structures. But they couldn't communicate with each other truly, they couldn't discuss about anything. It's known that personal pronouns are the first mainstays to find out the subjectivity in language.

The personal pronouns grammatically exist in almost all related studies. But this words was not analyzed in stylistic aspect, their very rich stylistic features weren't handled enough.

Although every pronoun and every status of pronoun usage have designated functions, their direct meanings and functions can mutual exchange in various conditions of expression. The expressive colors of these words occur in case of mutual exchange. Using of one pronoun instead of the other is the emotional assessment tool more than expression of person. This situation may be expression tool of the multidirectional details of communication between connecting people. The concrete quality of transformation is determined by personal and status interaction: these are the value of emotion and expressive motif.

In this paper, it's analyzed one by one the stylistic qualities of personal pronouns changings and it's explained with the examples selected from literary works. The reasons for the emergence of stylistics in pronouns are studied in linguistic context.

Keywords: Personal pronouns, stylistic, Turkish, language, word.



Reading habit of primary school teaching preservice teachers

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Abstract

Contemporary Society should consist of individuals who are modern constructive, creative, productive, latitudinarian and critical thinker about the person and situation. One of the criteria to make them latitudinarian is reading. Reading a book is a condition to follow the resultant innovations and to adapt them at an unprecedented pace developing world.

Reading is an indispensable and beneficial habit that should be developed from the childhood. The first condition of acquiring reading habit is developing positive attitude to reading. An attitude to reading has an important role in developing reading skill, to gain reading habit and intellectual identity process.

The aim of this study is to examine the reading attitude of 1. , 2. 3. 4. Grade students at Trakya University. Mainly; It is examined in contribution aspect in socialising and communication, aspects of want and interest, self-improvement, love/like and reading habit. The universe of the research; In the Trakya University Faculty of Education, the students in the Primary School Teaching Education Program of the Basic Education Department constitute a total of 338 students randomly selected from the students in the spring semester of the 2015-2016 academic year. As a data collection tool in the study; The "Reading Attitude Scale" developed by Kuzu and Doğan (2010) was used to determine the reading attitudes of prospective teachers. Data from the study were analyzed by statistical techniques such as t-test, variance analysis and LSD test.

Keywords: Faculty of education, preservice teacher, reading habit, reading a book, attitude.



The Examination of the Master's Theses and Doctoral Dissertations on the Area of Learning Disabilities in Turkey: Content Analysis

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Abstract

Learning Disabilities (LD) are neurological disorders that affect the brain's ability to receive, to process, to store and to respond to information. The term learning disability is used to describe unexplained difficulty in acquiring and/or learning basic skills such as reading, writing or math. They can also interfere with higher level thinking skills such as organization, time planning, and abstract reasoning. In recent years, many researches on the area of LD are done in Turkey. In order to determine the topics that need to be investigated, it is important to reveal the areas of existing researches. The purpose of this study is to determine the research trends of master theses and doctoral dissertations on the area of learning disabilities in Turkey between the years of 2000-2016. In this study, basic interpretive qualitative design was used. The related thesis studies were obtained from national database by using the following keywords: specific learning disabilities, learning disabilities, learning disability, learning disorder(s), learning difficulty, dyslexia, dyscalculia and dysgraphia. As a result of the study, seventy seven master's theses and doctoral dissertations were found and examined in total. All of them were full text researches related to learning disabilities studied by different areas like special education and psychology. In the study, content analysis of the examined studies was done by using the paper classification form. The results chart, frequency, and percentage table was presented as a descriptive manner. Results of the study indicate that there has been a massive increase in researches since 2010 and they centered upon the area of education. In addition, it was determined that quantitative researches were more preferred, mostly two or more data collection tools were used and sample groups were mostly primary school students with sample size varied from 31 to 100. And finally, according to the findings of the study, frequency/percentage tables and nonparametric tests came into prominence as data analysis methods.

Keywords: learning disabilities, master theses and doctoral dissertations, content analysis, research trend



Special Education Teachers' Knowledge Level on Early Literacy Skills, Environment Arrangements and Classroom Practices

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Abstract

The years from birth to age 5 are critical times for children's development and learning process. During this term, young children learn early literacy skills that can provide them the cornerstones needed for the development of later academic skills. These skills have a clear and strong relationship with later conventional literacy skills, such as decoding, oral reading, fluency, reading comprehension, writing and spelling. However, intellectual disability is an important risk factor that can affect to gain early literacy skills. Children with intellectual disabilities need more experience than others to gain these skills. In order to develop early literacy skills of children with intellectual disabilities, natural and structured opportunities have to be provided. In this study, special education teachers' knowledge level on early literacy skills, classroom practices and arrangements aimed to improve early literacy skills were examined. While determining teachers' early literacy skills and knowledge levels and classroom practices, "Teacher Interview Form" was used as the main data collection tool. In addition, about teachers' early literacy techniques, "Observation Form" and "Determination of Classroom Practices Control List" were used as the auxiliary data collection tools. In the study, semi-structured interviews were done with eighteen special education teachers. Twelve open ended questions related to the topic were asked to teachers. In addition, to determine the teachers' early literacy practices in classroom three-hour class observations were made. Environmental arrangements related to teachers' early literacy skills were evaluated according to the objects in the control list. Collected data was analyzed from qualitative research methods by means of content analysis and findings were supported by observations. At the end of the study, it was determined that a considerable part of the teachers did not have enough knowledge about early literacy, classroom practices and arrangements were not appropriate for supporting early literacy skills. Within the context of the related literature and special education system in Turkey, the obtained results were discussed and proposals were made.

Keywords: Early Literacy, Teacher Opinions, Special Education



The Moral Development Process in Media Education: A Qualitative Examination of "Survivor 2017" from the Perspective of the Theory of Moral Development

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Abstract

It can be said that in the process of socialization, values are a supporting element in individual purposes and goals and a source of motivation for the realization of the individual will. Since individual value attitudes determine private and public life, as a natural consequence the structure of society is shaped by them as well. Besides the main actors of the socialization process that are families and friend circles, media plays an effective role in formulating individual value attitudes as well. Thus, the determination of values transferred by the media and research of their effects on the individuals is an important area of examination.

This work analyses how the audience of "Survivor 2017", a game show with massive following, takes notice, interprets or internalizes the values determining the show's moral content. The aforementioned content includes numerous perspectives. The first stage of the analysis puts forth the values presented by the show "Survivor 2017" through the method of content analysis. In the second second stage the obtained values are classified according to Kohlberg's "Theory of Moral Development" this way determining the moral development level presented by the show. At the final stage of the research the audience's comments about "Survivor 2017" on internet forum pages are examined to determine the perception level of the transferred values by the target audience. Consequently, by presenting the value range transferred by the show and the value range perceived by the audience, it is possible to argue the show's function as an educational tool in the process of moral development.

In the general frame of this work it is determined that the television show "Survivor 2017" discusses the social values of respect, appreciation, morals, justice, honesty, friendship, brotherhood, sacrifice, and trustworthiness; and individual values of success, loyalty, responsibility, altruism, cooperation, individuality, discipline, self realization, sense of mission, and courage. According to the moral stage scale specified in the theory of moral development created by Kohlberg, "Survivor 2017" provides the audience with an orientation for value transfer in media education.

In summary this work provides an example for the argument on how media devices can be productively used as a consequence of the synthesis of the value research and the media pedagogy areas.

Keywords: Media education, Theory of Moral Development, Survivor Competition TV Show



Ideology, Environment and Individual in “Aylaklar” Novel

Emine Tuğcu

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Abstract

In this article, *Aylaklar* (1965) which is the first novel published under Melih Cevdet Anday's own name, is to be open to discussion in line with the connection of individuals and environment via historical perspective. Transition in society, experienced after the proclamation of Constitutional Monarchy, has been reflected through characters located on the mansion that inherited by Şükrü Pasha. Individual who live the moment in the mansion and get accustomed to this thought as a life-style, being dragged into struggle for life by the truth revealed after the mansion was sold out. The lust of these individuals, do not have enough equipment for struggling, uncovers a tragicomic scene where they are in search of a “hand” that will carry them somewhere. Therefore, impacts of changing effects on individuals after the Republic period, are being reflected with an ironic way in the *Aylaklar* novel. Characters, who may not settle with values of changing society and are deprived of power to realise their only possession “dreams”, keep struggling until draining each other by holding on the past. In this novel, modernization phenomenon, which was changed into a sistematical movement through Reform Area, presented as reckoning between Ottoman Empire and Republican Turkey.

Keywords: ideology, modernization, flaneur, individual

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Examination of Posttraumatic Stress Symptoms and Related Variables of Patients Waiting for Organ Transplantation

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Abstract

In this study, it is aimed to investigate the changes that result from traumatic experiences such as organ failure diagnosis and waiting for organ transplantation. For this purpose, posttraumatic stress symptoms in patients waiting for organ transplantation and affecting factors to posttraumatic stress symptoms such as; socio-demographic and disease-related variables, coping styles with stress and death anxiety were examined. Datums were collected from 100 patients waiting to be transplanted by using semi-structured Interview Form, Post-Traumatic Stress Symptoms Scale, Stress-Coping Style Scale and Death Anxiety Scale in a Organ Transplant Center in Istanbul. The findings were tested by unpaired t-test, One-way ANOVA, Pearson Correlation and Regression analysis. The mean scores are $1,728 \pm 0,499$ for post-traumatic stress symptoms, $8,630 \pm 1,988$ for death anxiety and $1,681 \pm 0,255$ for coping styles with stress. The mean of post-traumatic stress symptom level for patients were found to be significantly different according to the type of treatment, need someone's support in the hospital and the degree of adaptation to the disease. The relationship between self-assured approach, optimistic approach, helpless approach, social support, and post-traumatic stress symptom level was statistically significant. According to the findings, It is considered that developing programs on improving mental support and adaptation programs for treatment is important.

Keywords: Organ Transplantation, Posttraumatic Stress Symptoms, Coping Styles with Stress, Death Anxiety



Examination of Factors Affecting the Post-Traumatic Growth in Infertile Individuals

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Abstract

The aim of this study is to deal with the positive changes as a result of a traumatic life event such as infertility. In this context, the phenomenon of growth in infertile individuals and variables related to sociodemographic status and diseases which are believed to be affecting this phenomenon and perceived social support and overcoming methods are examined. The sample of the study consists of 70 people who had come to gynecology and urology departments of two private hospitals located in Kartal and Uskudar districts of Istanbul and as a result of established connection via internet with the individuals who are relatives of the infertile individuals. Sociodemographic Information Form, Posttraumatic Growth Inventory, Perceived Social Support Scale and Way of Coping Scale were applied to the patients. The results were evaluated with one-way analysis of variance (ANOVA), independent sample T-test and Pearson correlation analysis. The analysis of data obtained from the research was carried out with SPSS 19.0 statistical software package program. As the result of the study, it was seen that infertile individuals show a growth above average after the trauma. A positive correlation was found between the total points of Perceived Social Support scale and total points of subdimension of "social support from family" and Way of Coping scale and subdimensions of "fatalistic coping", "optimistic- social support seeker coping" and "problem-solving coping". The results of the research were discussed within the framework of literature and limitations and suggestions were stated.

Keywords: Infertility, Post-traumatic Growth, Trauma, Perceived Social Support, Ways of Coping



Turkish – American Relations in the Framework of the Marshall Plan

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Abstract

With the termination of the military stage in the World War II, a new stage was started, and the period lasting till the 1990s was referred as “Cold War” period. In the bipolar world order formed at the end of the war, between the member countries of N.A.T.O. led by U.S.A. and the countries of Warsaw Treaty Organization led by U.S.S.R., the irritating approach towards the territorial integrity at the end of the war and the demand for Kars and its vicinity of the Soviet Union forced Turkey to enter into the West alliance. The U.S.A. President Harry Truman’s resolution of the military aid to Greece and Turkey intended to prevent the efforts of the Soviet Union to expand and spread communism was thought to be expanded and turned into financial and economic aid. The plan prepared by the U.S.A. Secretary of State George Marshall covered 16 countries, including England. Turkey was left out of the plan on the grounds that it remained out of the war, thereupon, the application request made to the U.S.A. was assessed, and then, it was decided to make economic and financial aids also to Turkey. However, it is seen that the aids made to Turkey were in a lower level in comparison with that of the other countries. It is seen that, with the Marshall aids beginning from 1948, the economic face of Turkey changed in a short time. Especially the fact that the actors of the new political process which arose with the transition to multi-party system and the leadership of the Democratic Party adopted political and economic liberalism, together with the Marshall aids, accelerated the momentum of economic development, which was a desire of Turkey. Roads, factories were built, and, with the integration of the modern equipment and tractor into agriculture, agricultural production increased, and thus, the welfare level of the society increased.

In this study, the political and economic dimensions of Turkish-American relations in the framework of the Marshall Plan were analyzed, and especially by following the diplomatic progress of the bilateral relations in the light of the archive documents of the term, their political results were tried to be revealed. In this framework, although it is not right to see only the Marshall aids as an extension of the hegemony of the U.S.A. towards Turkey, it is possible to say that these aids added a new dimension to the relations between Turkey and the U.S.A., that Turkey’s convergence with the U.S.A. strengthened the admission in N.A.T.O. and the political integration with the Western powers.

Keywords: Truman Doctrine, Marshall Plan, Democratic Party, Turkish - American Relations.



Impact Analysis of Fadama III Project on User Group Socio-Economic Status in Edo South, Edo State, Nigeria*

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Abstract

In Nigeria, the National Fadama Development Project (NFDP) was approved for funding on 26th march, 1992 by the World Bank to assist Fadama farmers in the states that met the pre-determined eligibility criteria. The NFDP was met to raise farmers' income, contribute to food security and alleviate poverty. Fadama is a Hausa name for irrigable land usually low-lying plains underlain by shallow aquifers found in Nigeria's major river systems. Therefore, a study was undertaken to evaluate the socio-economic impact of Fadama III project on the user group in Edo South senatorial district. On the activities of participating members, results obtained showed that 45.7% were into crop cultivation i.e. (cassava, plantain, yam, watermelon, cocoyam, and maize). 21.3% were into fishing and fish production 17% engaged in poultry production, 4.3% into marketing activities. On the acquisition of inputs, assets, the results of the acquisition of inputs/assets in the study revealed that funds were actually disbursed by the project managers through the different Fadama User Groups (FUG) and Fadama Community Association (FCA) to participating members/farmers. These assets include both crude and modern farming implements, grass cutter housing units, fish ponds, snailery, canoes, fish nets etc. The process of assets procurement showed that the individual fadama user group assets procurement was effective and procedural and based on the participating members needs with a mean of 4.23 and this ranked foremost. In all, the project undoubtedly impacted significantly on the activities of beneficiaries through increased farm size, outputs, income and improved social status comparatively to non-participating farmers. Therefore, the sustainability of this laudable project should be ensured and delayed release of counterpart funds by (state and local governments) complained about by the participating beneficiaries should be improved upon to allow for timely procurement of production assets.

** This paper was not presented by author(s)*



Tabloid Journalism and Its Ethics Approach

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Abstract

When it comes to magazine journalism, it is understood today that they are colorful news which widely include rumors about private lives of the famous people, emphasize sexuality, which are far from serious content, photograph weighted and sensational, encourage consumption, and that are with priority for attracting attention. However, it is mostly forgotten that the magazine has a wide frame, serious news may also have a magazine aspect, and high quality magazine news that hold the value of the news in the foreground can also be made. Everything about the human life can create the subject of magazine.

The magazine press, which is developed with the spread of the understanding of the boulevard journalism, has been accepted as a reflection of popular culture all over the world today and has increased its effect on the media. With the gaining importance of magazines in the media, ethical issues have begun to be discussed intensively. While criticisms on standards, quality and accuracy of news have increased, the reasons such as interference in private life and privacy, relations with news sources, and rating-circulation concerns have significantly reduced the confidence in journalists. This has revealed ethical rules and concepts as well as subject of self-control in the press, and therefore in the magazine press.

The purpose of this study is to reveal how the magazine news are interpreted and positioned by magazine journalists, by looking at magazine and ethics relationship from a different perspective. Depth interview method has been used in the study. In this scope, 13 magazine correspondents working in Ankara, Istanbul and Izmir were interviewed and the data obtained was evaluated.

Keywords: News, magazine journalism, ethics, private life



The Development of the Element of Violence Through the Characters and Narrative Structure in Animation Films

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Abstract

The development of available technology and the state of the animation cinema industry due to these developments has made it possible for animation cinema to become an important genre both in terms of content and form. Animation films being a highly attention grabbing genre through the implementation of visual effects and music, can effectively transfer the messages constructed inside the narrative structure to the audience. When children, constituting an important part of the genre's audience, are evaluated as the target audience the manner in which these messages are coded and the style of delivery come into prominence. In animation films the characters created for this world take on the delivery of the messages and the narrative is structured like a real universe. Consequently when viewed from this perspective, how the explicitly violent images or elements presenting violence implicitly are transferred through these films and what they are associated with constitute the starting point of this work. The manner in which violence is presented, how and to which end the characters employ violence in the cartoons and animation films, which play an important role at the stage exploration of the world and giving it meaning especially for the small children, is examined in the scope of this research. The high number of animation films coming to the big screen in the last period is remarkable. Moving from this point, the films produced in the last five years and have a high viewing rate constitute the universe of this research and from this universe three animation films are selected according to the purpose are analysed through the method of semiotic analysis to view how the elements of violence are represented in the film in the context of time, space, and character.

Keywords: Violence, Animation Films, Media, Child



Classification of countries according to public perception of democracy

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Abstract

The term democracy is derived from Greek *demokratia*, which is a composite of *Demos* (people) and *Kratos* (rule, power). *Demos-kratos* corresponds to “power to people” meaning that people decide the laws that will govern their land. Conventionally democracy is a system of government based on popular sovereignty. However, it is seen that the forms/principles of democracy have been applied differently by communities throughout the history. Therefore it can be said that socioeconomic, political and constitutional structures of communities might form the democratic way of life.

To evaluate the levels of democracy of countries various measures used in the literature (e.g. democracy index). These measures are calculated considering pluralism, civil liberties, functioning of government, political culture, and performance of non-political dimensions of countries.

The literature review indicates that most of the studies examine the relation between democracy index and socio-economic variables. However, public perception of democracy is important as well.

In this study, the importance given to main characteristics of democracy of 60 countries' have been evaluated considering world values survey data (2010-2014). Firstly, a new dataset has been defined using central tendency measures and the relationship between main characteristics of democracy has been studied. Afterwards, countries have been classified according to main characteristics of democracy. The classification process has been considered using both classical and robust multivariate statistical approaches. Lastly, the similarities and differences between country groups, and the place of Turkey among these countries have been examined.

Keywords: Applied statistics, multivariate statistical analysis, world values survey, characteristics of democracy



Salvation in Rasim Ozdenoren's Works: "Asr-Saadet And Islamic State"

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Abstract

Rasim Ozdenoren, one of the most important names in the last period of Turkish literature's fields of story and essay, analyzes the individual and society that are trapped between tradition and modernism in his works. According to Ozdenoren, the individual and the society that are shifting their axes in favor of modernism, not towards tradition, are on the verge of a collapse. Popular culture imposed by modernism causes erosion of the values of the Muslims and alienates the society on the ontological level. Ozdenoren believes that it may be possible to escape from this collapse state and move to the convalescent state only by fortifying the tradition. The founding and bearing elements of this tradition are the values of Islam. Moving away from Islam and tending to Westernization has led to individual and social destruction, causing Muslims to live in a crisis of morality, culture and politics.

Ozdenoren contemplates the crisis of the individual and the society who forget their roots in the tradition-modernism dichotomy in his stories. On the other hand, he analyzes how to get rid of the current crisis in his essays. According to the author, it is necessary for Islam to be substituted as a fundamental element in social life, not talisman. Asr-ı Saadet era stands in front of Muslims as a model. The attainment of the Muslims from the darkness of their lives depends on the social, economic and political intervention of the stipulations of the mentioned period and on the development of Islam again in their hearts.

The purpose of this declaration is to critically evaluate the duality of tradition and modernism in Rasim Ozdenoren 's works and the thought of aAsr-ı saadet which he presented as an antidote to the crisis he experienced. A brief conceptual assessment of traditional and modern concepts will be made in the first part of the declaration, which is designed as two main sections. Then, from the works of Ozdenoren, it will be tried to examine the historical-background of the conflict between tradition and modernism that he portrays in his Works. In the second part, the answer of the question "Why should we return to Asr-ı Saadet?" will be discussed from the perspective of the author, the meaning(s) he has placed on Islam and Ozdenoren 's perspective. The writings of the Asr-ı Saadet period and the concept of the Islamic state, which the author presents as a model, will be passed through the criticism sketch.

Keywords: Modernism, Westernization, Islam, Asr-i Saadet, Islamic State.



Financial Analysis in Hospital Businesses and A Sample Practice

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Abstract

The purpose of this study is to assess the financial performance of a hospital business which is registered to Borsa İstanbul using the ratio analysis method. In this context, financial statements of the aforementioned hospital business were assessed for the period between 2013 and 2015. Results of the analysis showed that the liquidity of the hospital business has increased over years and that the ability of the hospital to clear its short-term debts was improved. A review of the capital structure showed that half of the assets were financed with loans and that the short-term liability to capital ratio has decreased over years. When activity ratios were explored, it was found that receivable turnover ratio was at an average of 5 while inventory turnover ratio was at an average of 20. Debtor collection period was grown while commercial debt payment period was shortened. Asset turnover ratios have positive values and have an upward trend. Profitability ratios have positive values, however they were relatively low. In the resulting findings, it is recommended that policies should be applied to the efficient use of resources and implementation of effective receivables and inventory management.

Keywords: Financial Analysis, Hospital, Ratio Analysis



The “risk in teaching process” or the “didactic risk”. Views of the Greek teachers

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Abstract

In every aspect of everyday teaching process, the teacher is called to make decisions which determine the achievement of predetermined objectives. Every such decisions shall be taken considering a number of preconditions, as a part of a rational approach. Since teaching is a dynamic process in which every action can alter the expected outcome, any decision involves small or large “risk” rate. The current survey firstly tries to give a theoretical context of “didactic risk” based both on data from other scientific fields and on assumptions about planning the teaching procedure. Secondly, it examines the views of Greek teachers about what they think to be “risk in teaching process”.

Keywords: “didactic risk”, “risk in teaching process”, “teaching design”



Diagnosis related groups and case mix index as a reimbursement method in health

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Abstract

Different methods are adopted for the reimbursement of hospitals for the services they provide. One of these methods, Diagnosis Related Groups, is a classification system which considers similar diseases under the same group with respect to their clinical data and costs. Differentiating from the other methods, this method also recognizes the medical severity of the conditions being treated and reveals the differences in the need for resources having made cross-hospital comparisons using case mix index.

The purpose of this study is to compare the medical severity of cases treated by hospitals located in Ankara, Istanbul and Izmir with respect to their roles using the case mix index method. In this context, the Diagnosis Related Groups data and other relevant data from 2015 were investigated for a total number of 12 hospitals falling under A1, A2, B, and C service roles for each city. The analysis showed that the case mix index obtained for hospitals differed across cities and hospital roles. A further assessment of the case mix index based on hospitals' service roles showed that the average case mix index value of hospitals under A1 role was 1.18; under A2 role was 0.84; under B role was 0.76; and under C role was 0.66. An assessment based on the cities showed that the highest case mix index values are found in the city of Izmir for A1(1.25) and A2(0.89) service roles, while it was highest in Istanbul for B(0.78) service role and in Ankara for C(0.75) service role.

When these results are reviewed, it was concluded that as the education and research hospitals which fall under A1 service role have a case mix index above 1, they treat expensive and complicated cases while public hospitals falling under the A2 service role treat cases below average the level of difficulty and public hospitals falling under B and C service roles treat cheaper and less complicated cases. In the direction of these results, it is believed that the use of Diagnosis Related Groups and case mix index values in the reimbursements made to hospitals will be fair and equitable as the hospitals with higher case mix indexes will need more resources.

Keywords: Case Mix Index, Diagnosis Related Groups, Hospital



A Slum District in The Centre of Paris: La Folie De Nanterre

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Abstract

Following the World War II, France needs labour force in the reconstruction era, named *Wonderful Thirty Years*. It appears quite cheap and easy to use the Algerian immigrants in construction and automotive sectors in particular. The Algerians' migration to France, which starts prior to the war of independence in this way, gains impetus during the war and reaches very high levels after the war. However, France does not have enough substructure to offer accommodation facilities to all the immigrants from Algeria. Admitting thousands of immigrants, France sets up a slum district called La Folie de Nanterre in the centre of Paris to solve their accommodation problem for a short and temporary time. The Algerians living in these shanty houses are in a fully miserable and poor state. They are condemned to live in conditions where even animals can hardly live. They are less-paid and less-respected than the French in the institutions where they are employed to work; they are also regarded as inferior to the French. They are in the city centre but they are kept away from the city and in a sense they are marginalized.

In this presentation, I will handle the establishment and living conditions of La Folie de Nanterre and draw attention to the unbearable and inhuman conditions to which the Algerians are subjected where they go in big hopes of leading a better life, and to the concept of stigmatization and marginalization.

Keywords: La Folie de Nanterre, Algerian, Paris, Wonderful Thirty Years, marginalization.

Fulltext of this paper is available at the page (in Turkish): 442



Determining the Impact of Brand Equity on Consumer Purchase Intention

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Abstract

Brand is an important concept making one business different than the others. The emergence of international brands in markets guided businesses to focus on how to manage their brands. Therefore, a strong brand equity created by businesses has been one of the most important tools of competition, defining consumer choice and repurchase. In this study, consumer based brand equity approach has been used to evaluate brand equity. In this study, it was attempted to determine which brand equity element is more effective regarding the mobile phone purchase of university students. Consumer based brand equity is defined in three dimensions which are brand awareness, perceived quality and brand loyalty. The relationship among the consumer based brand equity, the impact of these dimensions on brand value and the impact of overall brand value on the purchase intention have been researched in this study. Data was collected by 1190 subjects studying at the faculties of Aksaray University. The data was tested by Structural Equation Modeling. As a result of the research, it was found that brand awareness affects perceived quality, but it does not affect the brand loyalty and overall brand value. Perceived quality affects brand loyalty and overall brand value, while the brand loyalty affects the overall brand value. Furthermore, it was found that overall brand value affects purchase intention.

Keywords: Brand Equity, Overall Brand Equity, Purchase Intention



Mobbing Activities Exposed by Designers as A Creative Professional Group: A Research in the Gaziantep Carpet Industry

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Abstract

In this study, it is aimed to evaluate the mobbing enforcements that carpet designers exposed to as professional owners who have to think free and original. Also to analyze the perceptive differences for mobbing enforcements in terms of some parameters. The data was obtained from 96 designers working at the carpet factories in Gaziantep. A survey with 23-entry was gained through a research of the literature, a collection of pool of the items and the evaluation of the experts. This survey was applied to the designers and the results were analyzed by SPSS program. In this analysis, we got 4 factors and each factor was compared differently and totally by using ANOVA and T Tests whether they have a significant correlation with the demographic factors, city where the workplace is located, manager of department and business owner. As a result, it was found that the majority of the questions raised were "fair to middling" or "I agree", and it was understood that the questions prepared for the questionnaire were practically equivalent. It was also found that totally results are significantly correlated with "the number of the workers in the department, city where the workplace located, manager, workplace owner, education status, age, seniority in the workplace and at work" according to the obtained ANOVA and T tests.

Keywords: Mobbing, Designer, Carpet Sector



Once Upon a Time: An Analysis of Nostalgia Use in Advertising

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Abstract

Nostalgic advertising is a contemporary marketing and advertising method has a desired impact on consumers. This method is a sort of potion that removes “alienation” wall, which surround people as a result of capitalism. Within this scope, the objective of the advertisements connecting the brand message with consumers is to hit the bull’s eye with the help of nostalgic charm and soul of the past.

Nostalgia, which means “longing to go back home, or homeland”, has the power of turning the consumption wheel of capitalism by creating brand loyalty. Advertisements touch consumers’ hearts by reminding “beautiful” old days and make commitments in that sense.

In this study, the concept of nostalgia and the importance of traditions in society are described, followed by the literature review on nostalgic advertising. Four different advertisements including nostalgic elements by MİGROS, TADIM, ALO, NESTLE, KENT GIDA well-known brands in Turkey, are described by discourse analysis.

The study illustrates how using nostalgic elements in advertising achieve desired behavioural on the consumer via the advertisement examples by the pioneers in the market, underlines the successful outcomes of nostalgic advertisement and how it is the golden key to reach to consumers any time despite changing living habits.

Keywords: Advertising, consumption, nostalgi.

Fulltext of this paper is available at the page (in Turkish): 449



Liberal Elements in Prince Sabahaddins Thought

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Abstract

The Liberalism thought is either political, economical and philosophical doctrine. Generally the doctrine of liberalism separate two kinds which names are political and economical. David Hume, Adam Smith and John Locke are the famous Philosophers who were formalise the doctrine of liberalism. Some of the features of liberalism is individual freedom, resrict of the state and market economy. Liberalism has a great role of devoloping the modern world. In Turkey, Prince Sabahaddin is the important agent of liberalism thought. Prince Sabahaddin, who was the important thinker in second constitutionalist period, was the follower of French thinker Le Play and wanted to improve his thoughts in Turkey. Generally, it can be hold that Prince Sabahaddin wanted to save his country and he used to elements of liberalism to do it. This elements are; freedom, individualism, market economy and decentralisation. The term of decentralisation was very important for Prince Sabahaddin's thought. The term of decentralisation was driving force behind his dream of free society. Like liberalism thought, Prince Sabahaddin was said that centralisation is the danger of free society. Because of that centralisation must be eliminated and decentralisation will be dominated belong the government.

Keywords: Prince Sabahaddin, liberalism, freedom, individual, decentralisation



Students' Opinions on the Duration of Practical Pedagogical Training

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Abstract

After review of all pedagogical study programs in Slovenia, which train future teachers, we conclude: the duration of practical pedagogical training in Slovenia is rather short, compared to other countries in Europe. Research of recent years also show that students of pedagogical study programs in Slovenia demand more practical training and more contact with their future profession during their studies. We present the survey conducted among students of second cycle pedagogical study programmes at three faculties of the University of Maribor. The study involved 148 students out of first and second year second cycle study programmes at the Faculty of Arts, the Faculty of Natural Sciences and Mathematics and the Faculty of Education, University of Maribor. The key purpose of the survey was to determine: the students' opinion regarding the duration of practical pedagogical training, the extent to which the students' expectations on the entire course of practical training have been met, as well as, students' suggestions for improving future practical training. The research results particularly indicate the following: the surveyed students see insufficient practical training during their studies; the students are convinced that their expectations regarding the practical training are not completely fulfilled mainly because of the insufficient duration; the students suggest to increase the duration of practical training during the study programme. The presented survey results, opinions and suggestions remind us to put more focus on practical pedagogical training in Slovenia and, if necessary, to increase the duration of this training.



Competitive Power and Competitiveness: Comparison of Italy and Turkey in Machinery and Automotive Sectors

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Abstract

The automotive and the automotive supply industry are major contributors to a country's economy. The automotive and automotive supply industry in Turkey are heaped up especially in Marmara Region as well as in other regions and made considerable progress during past years. Bursa, Istanbul, Izmir, Kocaeli, Konya, Ankara, Adana and Manisa are cities, with high industrial density, which play an important role to keep the industry alive.

The automotive and automotive supply industry, which started to operate in the mid-1950s, continued to gain momentum in the 1960s. In 1966, the mass automobile production in Turkey started with Anadol brand. In the 1970s, major automobile manufacturers also had a say in serial production with the establishment of new assembly lines. The automotive industry, with infrastructure and superstructure investments, has always been at the top of the developed and developing country's economies. After 1996, with the entry of customs union agreement, Turkey's distribution networks have shifted to the international dimension and have undergone a structural transformation. For the automotive and automotive supply industry, the situation has become a door to foreign competition in order to adapt to ever-changing global economic conditions.

In this study, first, competitive power indexes of the machinery and vehicle sectors of Italy and Turkey were examined comparatively. Second, the export market components of automotive and automotive supply industries of Italy and Turkey have been examined comparatively. In the quantitative methodology of the study, hypothesis was tested with nonparametric statistical analyzes by sampling of the competitiveness parameters and export figures of Italy and Turkey on yearly basis. As a result, Italy and Turkey's competitiveness in the machinery and automotive sectors and their positions in the global competition have been determined.

Keywords: International Competition, Competitive Power, Machinery and Automotive Sectors



Wise of the Four Angels: The Gabriel in Classical Turkish Poet

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Abstract

Turkish Classical poetry, was formed on aesthetic grounds of Islamic culture and civilization. Istanbul and Anatolia to the center of the Ottoman Empire ruled the geography written in classical Turkish literature are the main cultural treasures. Variety of information on the topics covered in texts and the motifs used on the subject is given imagination fed by oral and written products written from the oldest civilizations in the world and forms the image . Sometimes, no other source of this information makes the Classical Turkish poetry more valuable. It happens by the use of text content generated from each of the various aspects of the treated pattern and is caused by addressing different aspects. Mythologies and religions, which date from the diet due to the nature of these texts memory of human history is rich in religious motives.

Gabriel has important role in other monotheistic religions like in Islam , it has been one of the themes of classical Turkish poetry. Ruhu'l-kudsi, Eminü'l-revelation, peacock angel with names like Gabriel, the angel of God who orders the divine prophets. Gabriel was the angel of revelation who heralded Mary to have a son , appeared to prophet Muhammad in a real form . Depicted with six hundred wings and eye-catching with a light covering everywhere from east to west Gabriel, it showed itself in the human form to the other prophets. Gabriel is the active representative of strength and purity of mind . The ideas about Gabriel's original , appearances and reality also given in the isra'iliyyats other than religious texts . Gabriel has an essential role in Heavenly religions and the formation of religious books. In this study we will focus on how Gabriel is handled in classical Turkish poetry as a resource of information and news for prophets .

Keywords: Gabriel, Revelation, Poem, Classical Turkish Poem.



Considering Miftahü'l-Hisab, Teaching Operations with Algebraic Expressions at Enderun Schools

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Abstract

Enderun Schools were established to educate talented and gifted children in Ottoman State. These schools had attracted attention of local and foreign researchers and numerous studies had been done most specifically by foreign researchers.

In this research, the effects of the table method on 7th grade students are investigated. The table method was appeared in Miftahü'l Hisab and was used in Enderun Schools for calculations via algebraic expression. For that purpose, 56 students of a public school were taught algebraic expression via two different methods. In the first group (consists of 29 students) the table method has been used, for the second group (consists of 27 students) classic (distributive property) method has been used. The Algebraic Expression Ability Test which was developed by the researcher has been applied to both groups as pre-test and post-test to examine effectiveness of the table method. Furthermore, 20 mathematics teachers have been consulted to determine the advantages and the disadvantages of the table method.

The analysis of the research findings has shown that the applied method has been effective. In addition, according to teachers' views it is concluded that the table method has advantages for facilitating to find similar terms, minimizing calculation errors and for conceptual learning. However the method has some disadvantages in terms of taking too much time when reaching to solution.

Keywords: Enderun Schools, Mathematics Education, Ottoman Madrasah, Algebraic Expressions



The Reflection of Body Language That Teachers Use in Classroom to Classroom Management

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Abstract

Communication is peculiar to many living things and is as natural as life itself. However, in living things, only human beings have the ability to transmit their messages by creating advanced symbols. With the help of this feature, it has the possibility of transferring not only its feelings but also its thoughts and knowledge to other people. When people make these translations, they use body language gestures and mimics as well as writing and speaking language.

Body language, which has an important place in human communication in everyday life, is also important in school and class environment. In the school and classroom environment created by individuals from different social backgrounds and cultures, communication between learner and teacher and the productivity of education and training should be relevant.

In order to determine how the body language used by the teachers in the class was perceived by the students, a screening model was used in the research. In the questionnaires applied to the students who are studying at various stages in the direction of the research purpose, photographs reflecting the body language of the teachers were used because visual messages were on the front panel. The study group of the study included 300 primary and secondary schools affiliated to the Ministry of National Education in the city of Edirne in the 2015-2016 school year and Trakya University Literature Faculty, Education Faculty, Formation Education and Vocational Schools. The following findings were obtained with the photographic body language questionnaire applied to these students. The primary school students approach the teachers' facial movements more critically than the upper groups, compared to the students at higher levels; The primary and secondary students in the first and second grades gave more importance to movements of eye and eye movements; Higher education students often perceive gestures and mimics of the teacher as negative and The teacher, who the other grades find positively, has found to be uncomfortable with many movements.

Keywords: Classroom Management, Body Language of Teacher, Mimic and Gesture



Factors Directing Women Workers Working in the Textile Sector in Turkey to Trade Union Membership: Example of Çorlu

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Abstract

The unionization of women in the world for various reasons differs from that of men. In spite of the increase experienced in women employment especially in the service sector after 1980, many women employees are still unorganized. The reasons, such as the fact that women mostly work in the service sector with atypical employment models, they do not get involved in trade union management sufficiently and they think that trade unions do not represent them enough, cause the unionization rates of the female labor force to be lower when compared to men.

It is observed in the working life statistics published by the Ministry of Labor and Social Security in Turkey in 2015 that the labor force participation rates of women are lower when compared to men. According to the statistics in question, while the unionization rate of men workers is 11,74 percent, the unionization rate of women workers is 5,82 percent. In Tekirdağ province where the study has been conducted, it is observed that the unionization rates differ by gender around Turkey and while the unionization rate is 19.08 percent in men workers, this rate is 15,53 in women workers.

When the number of businesses and insured employees is considered, Tekirdağ-Çorlu is among the leading industrial centers in the production of textile products in Turkey. The population of our survey study conducted to determine the tendencies of the female labor force to unionization in the textile sector in Turkey consists of unionized women working in the textile sector in Çorlu district of Tekirdağ province. The sample of our survey study with the Cronbach's Alpha coefficient of 0,963 was determined to be 323 women employees in total, 170 of which were from the Textile Workers Union of Turkey (Teksif) and 153 from Öz-İplik Trade Union.

As a result of the study, it was observed that especially the fact that women workers think that the trade union, which they are the member of, will help them in the problems they face at the workplace causes them to become the members of the trade union. Then, it was also observed that while thinking that there will be an increase in their incomes, the effect of trade union members in the individual's environment, social activities of the trade unions for the members and their families mostly affect the tendency to trade union membership, benefiting from social rights to be provided by the trade union membership takes the last place.

Keywords: Female workforce, Unionization, Textile industry, Çorlu



Is Migration Feminizing in Turkey? An Econometric Analysis

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Abstract

Internal migration phenomenon that people defined as migrated to the area from another area of the country and it is the complex a phenomenon with environmental, economic, social, political and cultural aspect is an important issue in terms of both society and individuals. When discussing the issue of internal migration in several studies, one shortcoming is that very little has been discussed in male-female distinction of internal migration. The emigration of women in the migration literature in Turkey began in the 1980s. It is dealt with in the study "migration from village to city" mostly made in the 1990s. Migration from village to city" research were discussed "family" or "labor" or "health" under. Forced migration literature not given to gender differences. "Women and migration" studies about both spatial and social a change including shows that gender identity plays an important role as the socio-economic class, culture and ethnic or national identity in the migration process. It is seen that women have migrated more in recent years in Turkey. In the literature this is expressed as feminization of migration. The aim of this study is to analyze migration probabilities of married women between the ages of 15-49 in Turkey with logit model using 2003, 2008 and 2013 Turkey Demographic and Health Surveys (TDHS) data carried out by Hacettepe University Population Studies Institute. In this study, the most important variables that have an impact on the migration of married women between the ages of 15-49 in Turkey; living area, age of woman, women's education, women's employment status, age of spouse, spouse's education level, family wealth, duration of marriage and number of households it was found that.

Keywords: Feminization of Migration, Internal migration, Logit Model, Turkey



Do Individuals Facing with Deprivation Expose to Social Exclusion? The Case of Turkey

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Abstract

The term “social exclusion” has transformed into an important problem considered in all other countries with the effect of globalization while It was a term which was born and improved in the Europe. It has been clearly seen that there are recently not enough high growth rates and new employment opportunities in the Turkey and that unemployment case has gradually been increasing. In company with largely such unemployment problem, it become inevitable that the term “social exclusion” come in view. That individuals are deprived of material and spiritual opportunities, which this situation cause them to keep away social life, show us how important the term “social exclusion”. Some of important factors that revealing social exclusion, "not having enough income", "not having an adequate house", "not reaching a certain quality of life", "not having social relations", "not being healthy", "not having a job" can be listed. In this direction, the aim of this study is to comparatively examine the factors affecting social exclusion case which individuals facing with social and economic deprivation are exposed to using Income and Living Conditions (Panel) Research Data produced by Turkish Statistical Institute in the periods of 2006-2009 and 2010-2013 with Panel Data Analysis. According to preliminary the findings from this study, individuals who exposed to social exclusion faced with social exclusion in the later part of lives of them.

Keywords: Deprivation, Social Exclusion, Panel Data Analysis, Turkey



Why to buy? Why to share? The effect of reference groups on buying behavior: the intermediary role of social media

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Abstract

Reference group effect has been considered as a determinant of human behavior for a while. From the marketing point of view, the buying behavior of every individual is affected somehow at some level by reference groups even if she/he isn't an official member of those groups. The reference group effect increases when the behavior of an individual can be easily observed by group members. Considering the buying behavior case, revealing the possession of a specific product has an important role on this increase. While social contact is essential for the reference group effect to arise, this effect increases with frequent social contact. Social media platforms allow individuals to freely communicate with each other without any physical or social borders. Moreover, while those platforms create a new aspect to the reference group phenomenon by enabling consumers to observe the buying behaviors of the members of different groups and to share their own with them, sharing purchases and belongings on social media has become a way that people adopt to show their membership to reference groups. In this study, how social media changed and increased the reference group effect is analyzed. Besides, how the desire to be a member of a group shapes the buying behaviors of individuals when deciding on a brand in a product category as well as their attitude toward different product categories is investigated. Furthermore, it is aimed to give insights about if consumers' perception about the visibility of products -either it is public or private- changes due to the characteristics of social media platforms. Managerial implications for practitioners and recommendations for future research are shared at conclusion.

Keywords: reference groups, social media, buying behavior, purchase intention



Eye Tracking Researches and New Trends in the Field of Communication

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Abstract

Different methods that enable the determination of the reactions given by the people against different stimulants were developed together with the improvement in technology. Being one of these methods, Eye-Tracking technique made analyses on the eye movements of the people possible. Measurement of the eye movements has been considered as a method used in neuroscientific researches since the mid 1970's. This technique, through which pupils and eye movements are analyzed, has importance in terms of accessing especially the brains of the consumers and learning their views on any commercial product. Eye-tracking technique is also used in the communication field where visual products such as web design, advertisement and cinema are presented in order to affect the consumers. Data acquired from the reactions given by the consumer to any stimulant are taken into consideration in various phases such as product production, promotion, distribution and presentation. In that sense, the eye tracking method helps us acquire important findings in the studies conducted in the field of communication. The purpose of this study is to contribute to the field by conceptually analyzing how the eye tracking method is used in the communication studies.

Keywords: communication, eye tracking, eye movements, neuroimaging



A Compare on Nesfatin-1 with Anaerobic and Aerobic Levels Between Different Sport Branches

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Abstract

Objective: Nesfatin-1 is a energy balance molecule. It is released from the hypothalamus comprising 82 amino acids and having a molecular weight of 9.7 kDa. Levels of Nesfatin-1 in athletes before and after anaerobic exercise is affected by engaging in competitive and challenging sports, such as athletics, boxing, and taekwondo were discussed in this paper.

Material and Methods: Sportmen/wwomen were classified in four sport groups. Nesfatin-1 concentrations were determined. ELISA kit and the competitive inhibition enzyme immunoassay technique were used. The Wilcoxon-signed rank, Kruskal-Wallis, and Mann-Whitney U tests were performed. Significance levels were set at 0.01 and 0.05.

Results: Nesfatine-1 level were different before and after the anaerobic competition exercise in athletic, boxing and taekwondo (pathletics= 0.00, $p<0.05$; pboxing= 0.00, $p<0.05$; ptaekwondo=0.00, $p<0.05$). In the competition branches, Nesfatin-1 levels were significantly meanable. In the athletic branches, Nesfatin-1 levels were not definitive.

Conclusion: Nesfatin-1 levels may show hypothalamic functions. At the competition branches, Nesfatin-1 may increase by other hypothalamic hormone release. The relationship between Nesfatin-1 and other metabolic molecules are obscure and needed more clinical and experimental studies.



Structural Characteristics and Problems of the Presidential System in Kazakhstan in Terms of the Principle of Separation of Powers

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Abstract

After the collapse of Soviet Union and till to the present days the Republic of Kazakhstan has been ruled by the presidential system. The most important factor that distinguishes the presidential system from the authoritarian regimes is that the principle of separation of powers, and the possibility of this principle to imolent politically and legally. In Kazakhstan, the president has a power and status as an arbitrator among the all branches of power. Due to the strong veto and appointment competence the Constitution of Kazakhstan gives constitutional authority to the President to control all branches of power in spite of the fact that the principle separation of powers is constitutionally approved. Nonfunctional mechanism of check and balance system among the power branches, legislative function of the President are part of the structural problems of the presidential system in Kazakhstan. In this study analysed the historical development periods and structural challenges of presidential system of Kazakhstan. On the one hand, the presidential system of Kazakhstan has been taking a positive role in the period of nation-state building process, strengthen the independence, maintain the unitary sturcture of state. On the other hand, the structural problems of the presidential system in Kazakhstan are evaluated in terms of the principle of separation of powers, and have given a conclusion regarding to the constitutional system and the political regime.

Keywords: Kazakhstan, presidential system, authoritarian regime, principle of separation of power, check and balance



Water Scarcity as a Global Public Dilemma: Public Incentive Policies Towards Rainwater Harvesting

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Abstract

Factors such as population growth rate, industrialization, increase in urbanization rate, unplanned urbanization, consumption of pesticides, climate change, which are experienced during the history of mankind, cause environmental pollution affecting future generations especially water resources. This situation, which constitutes a global public problem in today's world, has particularly reached threatening levels for usable/potable water resources. Globally, people use freshwater for agriculture(71%), industry(18%), domestic(11%) consumption. Under the predictions that the world will face 40% water scarcity in 2030, it is important that the rainwater will be stored and made usable.

"Public standards/practices", "public incentive policies", "output/result-oriented policies" are applied for rainwater storage. These policies both protect public health in the context of human rights, and promote the use of rainwater, the conservation and sustainability of resources. When the public policies regarding rainwater harvesting are examined worldwide, we can see some sample as like as with a reduction in water consumption in Germany; a 100% tax reduction in the first year of UK system; a reduction of up to \$ 1,500 in volume of rain tanks to be used in the establishment of the system in Australia; convenience in housing loans and various tax reductions in USA; various tax reductions by local governments in India. The other legal regulation is "rain tax". The tax is a kind of environmental tax applied to real estate owners due to the pollution in rainwater drainage. The tax is levied annually on impervious surfaces such as roofs and garages, which can cause drainage problems and water pollution situated on property owned by individuals and institutions. Under the predictions that Turkey will consume water resources fully until 2030, practice on the storage of rainwater have been carried out within the scope of the project. The effective incentive mechanism should be established in parallel with the world examples in Turkey and the application area should be expanded.

Keywords: Global Public Goods, Public Incentive Policies, Rainwater Harvesting, Rain Tax



Semiotic Analysis of Packed Water Brands Advertisements

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Abstract

As a communication medium advertising posters have been used for product promotion as well as conveying the messages of the companies to the consumers. Images used in the posters have the aim of swaying the positioning of the product or brand in the consumers' minds. The preferred visual images in the advertising posters of the bottled /packed water which is a fundamental product for almost every consumer frequently emphasize naturalness and youth. In the study, advertising posters of the Turkish packaged water brands were analyzed by semiotics method. The analysis was carried out at three levels as formal, semiotic and semantic.

Keywords: Advertisement, semiotic, meaning, packed water



Effect of Neuroplasticity-based BRAINFIT Mind Exercises on Attention Skills of Primary School Students

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Abstract

The purpose of this study is to investigate the effect of BRAINFIT mind exercises based on neuroplasticity on the affective characteristics of primary school students, such as impulsivity, auditory - visual attention periods and focussing skills. Quasi-experimental design was used in the study. In practice, BRAINFIT mind exercises were performed for a period of four months to 32 students, as an experimental group, selected from various elementary schools in İzmir. For the control group of 28 students, no exercise program was applied. It has been deemed appropriate for elementary school students who have gained literacy skills and who are studying at the 3rd and 4th grade levels, who have developed characteristics such as perception, memory, reasoning and reasoning, to participate in the study. "IVA + PLUS (Integrated Visual and Auditory Continuous Performance Test) (CPT)" was applied to both groups before and after the application. At the end of the research, it is expected that the exercises performed will have a positive and significant effect on the students' affective characteristics, such as impulsivity, auditory - visual attention periods and focussing skills. The application has been carried out in the research and the analysis of the data is being continued.

Keywords: Neuroplasticity, Mental Development, Attention Skills



Experiential Results of Nature Camp Training

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Abstract

This study was aimed to examine the opinions of students about their expectations and experiences before and after the outdoor camp. In this context, the phenomenology approach design which aims to reveal the experiences has been used. The study group of the research is composed of 41 students at the age of 9 who attended a private elementary school in the academic year 2014-2015. Camping in Eğriova National Park was held as a weekend activity outside school time. According to convenience sampling method was selected 9 students (7 boys and 2 girls) (age:9) for the sample. Prior to the camp, opinions were taken of students' expectations and after the camp, were taken students' the experiences. Individual interviews were conducted with the semi-structured interview form to obtain information about the expectations and experiences of the students. The obtained data was analyzed by content analysis method. In line with the opinions of the participants, a total of 6 main themes were formed, pre-camp and post-camp. Main themes of pre-camp interviews (3); psychosocial expectation, activity expectancy, expectation about the environment; the main themes after the camp (3) were psychosocial outcomes, activity outcomes and environment related outcomes. If this is the main theme, 15 sub-themes and various codes are determined. According to the results obtained, the students obtained positive contributions from the psychosocial side after the nature camp; It has become clear that physical activity in the nature is more fun than playing video games. Awareness has been gained that the time can be spent without an iPad or a computer.

Keywords: Outdoor Kamp, Expectation, Experience



Constitutional-Legal Framework of Interethnic Relations in Kazakhstan

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Abstract

The article deals with the constitutional and legal aspects of inter-ethnic relations in the Republic of Kazakhstan. The historical development of the nation-state building process in Kazakhstan was described after the independence. Main factors influencing the nation state building process was identified and also urgent problems of the inter-ethnic policy were highlighted. Additionally, the challenges of the legal regulations in the sphere of the inter-ethnic policy, lack of the institutional and legal aspects of the nation-state building process in Kazakhstan were discussed in this article. Which are composed of reforms on central citizenship and identity policy on the basis of national sovereignty, centralization of governance, monopolization of power instruments, nationalization of politics, changes related with sustaining political, administrative and territorial integrity; establishment of common legislation and formation of national law. Apart from this, research was done with the aim to reach scientific result on political and legislative changes towards nation state building in relation to democratization in the post independence period. An analysis of the situation in this field has allowed to establish the constitutional and legal basis of the model of civil peace and social harmony of Kazakh society. Additionally, revealed the key role of the Assembly of the People of Kazakhstan as the main social, political and legal institution in the sphere of inter-ethnic relations in Kazakhstan.

Keywords: nation-state, inter-ethnic policy, national identity, ethnic identity, national policy of Kazakhstan



A Comparison of Valentin Rasputin's novel 'Live And Remember' and Athol Fugard's Play 'A Place with the Pigs'

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Abstract

Fugard writes about a Russian war deserter during Second World War in *A Place with the Pigs* dated as 1987. There are two characters in the play: Pavel Navrotsky and his wife Praskovya. Navrotsky comes to his wife after deserting the army and his wife keeps him in a piggery. Navrotsky's life passes in filth among the pigs. His wife, Praskovya, occasionally brings him food and Navrotsky goes out in disguise of a woman at nights.

The novel *Live and Remember* is about Atamanovka Village, on the waterfront Angara, and its surroundings located in Irkutsk region of Russia towards the end of the Second World War. There are two characters in the novel: Andrei, a war deserter and his wife Nastyona who helps and protects him. Rasputin tells the lives of Andrei and Nastyona which dramatically changed.

There are paralellisms between Andrei's decision of deserting in Rasputin's work and Navrotsky's desertion in Fugard's play. The purpose of our study is to comparatively evaluate the despair of the protagonists in the works of these two writers who have different geographical sense of belongings.

Fulltext of this paper is available at the page (in Turkish): 507



Is CLIL the Key to the Global Village?

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Abstract

Learning the grammar of a language and using the rules in the accurate forms in a written language is not desirable as it was before. Even though modern approaches of foreign language teaching seem to have a kind of frame, the way they are put into practice in the classroom depends on the educational background, the ability to teach and learn, the interest and the creativity of both the teacher and the student. Teaching *in* a foreign language assumes that a student is able to pre-eminently use receptive and productive skills. However, “reality bites”: Even if the language of instruction is English at some universities in Turkey, the quality of the result is not as high as it’s expected. On the one hand, the age at which the foreign language is taught, the period of input and the methodologies of teaching are considered reasons for this unproductive outcome. On the other hand, the preliminary problem has been enlightened by an umbrella term called CLIL. The idea of teaching subjects or parts of subjects *through* a foreign language with *dual-focused* leads us to explore the further parts of the collaboration between foreign language and primary education teachers’. As it’s known that bilingual individuals’ creative thinking skills are higher and bilingualism provides flexibility in comprehension of the knowledge for children, it is vital to cooperate in order to enrich teaching/learning environments in the national curriculum. The presentation will illustrate the basis and the emerging potential of CLIL. Also, the concepts of bilingualism, primary education, teachers training programs and current implementations of CLIL in Europe are going to be discussed.

Keywords: CLIL, bilingualism, primary education

Fulltext of this paper is available at the page (in English): 358



The Building Policy in Anatolia Of Augustus

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Abstract

A new period began in Roman history in 28 B.C. and major changes were made in the Roman administration. One of these important changes was in the Roman government's view of the provinces which reached a different point. From this period the provinces were seen as being Roman land instead of being places to exploit. An important example of this change towards the provinces is seen in Roman building policy. During the Republican period, only some limited privileges were granted to certain cities which were on the Roman side during wars, and only in very exceptional cases was aid given to building construction. However, unlike the administrators in the Republican era, Augustus built various structures in the cities of the provinces and he gave significant financial support to settlements. Another important indirect benefit of the reign of Augustus in the development of urbanization in the cities of Anatolia is that there was no military initiative to overthrow the stability of the cities. Nevertheless, this understanding concerning the building policy in Anatolia was not furthered by subsequent emperors. In this presentation, information is given concerning how Augustus initiated change in building construction in the provincial cities of Anatolia, in which cities he focussed building activities and what kinds of assistance he provided. In addition, this building policy under Augustus will be compared to the administrators of the previous period and with the attitude of subsequent emperors concerning this matter.

Keywords: Augustus, Anatolia, Building Policy, Fiscal Aid



Slavery in The Ottoman Empire According to Russian Travelers Accounts

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Abstract

From the Xth century onwards, it is known that Russian pilgrims performed pilgrimages to places that are sacred to the Orthodox - especially to Constantinople and Jerusalem. It is seen that after the capture of these lands by the Ottomans and the establishment of inter-state relations between the Ottoman State and Russia, both the masses and merchants visited the Ottoman Empire, as also Russian statesmen with the opening of the Russian Embassy in Istanbul. Many of the topics related to the Ottoman were mentioned in the trip notes (or travels), which were written by some Russian travelers. One of these issues is the issue of slavery, which was closely related to the Russian people. Slaves, mostly from Russia, were brought from captive ports such as Kefe, Azak, Kopa and Taman and were sold in many cities of the Ottoman Empire, especially in Istanbul. In order to remedy this situation, between the XVIth-XVIIth centuries the Russian state even collected a tax which was known as "captive money", to redeem Russian slaves from captivity. In this presentation information concerning slavery in the Ottoman Empire is given that is recorded in the travel books of the Russian pilgrims and travelers: Vasiliy Gagara (XVIth century), Matvey Nejayev (XVIIIth century), Vasiliy Grigorovich-Barskiy (VIIIth century). In addition, information is provided on the release of slaves obtained through the "Azat Paper given by the Ottoman Sultan to a Russian" (XVIth century) and in The Journey to the Holy Land of the Moskovian Priest Ioann Lukyanov (1701-1703).

Keywords: Russian Travelers, Slavery, Russian Slavers, Azat Paper



Metaphorical Perceptions of Students in Fine Arts Education Departments on the Concept of Location

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Abstract

The aim of this study is to compare the metaphorical perceptions on the concept of location in students of Fine Arts Education Departments in Education Faculties of Universities. For this purpose, the students of Trakya University, Faculty of Education, Fine Arts Education Department, Painting-Handicraft and Music Major have been evaluated with respect to the perception of the concept of location through various metaphors and similarities and differences between metaphorical perceptions of students. The data gathering tool used in the study is semi-structured survey form. The form comprises two parts with demographic variables and a section requiring the participant to complete the sentence "Location is like ..., because...". The data in the study has been attained from written descriptions of students on the concept of location. The study utilized "phenomenology" as a qualitative study pattern. Metaphorical analysis has been carried out in the analysis and interpretation of data. The sample group of the study consists of all students in Trakya University, Faculty of Education, Fine Arts Education Department, Painting-Handicraft and Music Major during the second half of the 2016-2017 academic year. The categories developed by students of Fine Arts Education Department on the concept of location have been compared to constitute the Conclusion section.

Keywords: Fine Arts, Education, Location, Metaphor



Online crowdfunding as a marketing tool: The case of non-profit organizations

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Abstract

Having launched, web-based crowdfunding platforms have enabled entrepreneurs, profit-seeking enterprises and non-profit organizations to raise funds from online community through platforms such as Indiegogo and Kickstarter. The idea of gathering funds from ordinary individuals through the internet encouraged entrepreneurs to make their ideas alive and facilitated considerable amount of fundraising successes. Web-based nature of crowdfunding platforms serves as a marketing tool by introducing project creators and their ideas to crowds. Non-profit organizations and social projects also benefit the power of crowds and raise donations with ease in a short period of time through these websites. Besides, crowdfunding sites play an essential role in promoting non-profits and social projects, as they do for profit-seeking enterprises. Even though the online crowdfunding platforms are widely used by non-profit organizations for marketing efforts, it is investigated poorly in the academic literature. In our study, how these platforms are used by non-profit organizations and the benefit they gain by this are analyzed from marketing perspective. The role of those platforms such as enhancing funding potential of the non-profits by creating and increasing awareness of them, improving relationships with the donors and intensifying the trustworthiness of the projects are discussed. In this article, it is also aimed to fill the gap in the literature about the subject and the conceptual framework of the subject has been formed. Managerial implications and recommendations for future research are shared at conclusion.

Keywords: Crowdfunding, Non-Profit Organizations, Marketing, Fundraising



Comparison of Teaching Profession in Turkey and Italy

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Abstract

Today, the importance of comparative education field which examines the education systems in all dimensions comprehensively is increasing and the studies being done in this field are lighting the way for the education policies and practices of the countries. When the data on general properties of education systems of the countries are studied, it can be understood that especially the importance of teaching proficiency and the proficiency itself has acquired national and international dimensions. Today, all the societies are aware of the necessity of teaching profession and the efforts to determine the effectivity of the profession and to provide the vocational development are continuing non stop. Parallel to this, teacher education is always on the agenda of the countries. Determining the teacher education policies of the countries, the preservice and inservice training, employment, supervision and performance evaluation, career steps of the teachers are all considered as the dimensions in the teacher education context. Within the terms of these dimensions, the teaching profession in Italy and Turkey was studied. In the OECD 2015 report "Who wants to become a teacher?", the views of the students over the age of 15 on the teaching profession in 41 countries were evaluated. In the report in question, it is determined that 25 % of the students in Turkey plan to have a career in teaching. However, this situation is 1,1% in Italy. In this context, firstly, it is aimed to study the similarities and dissimilarities of teaching proficiency in Turkish and Italian education systems in a comparative approach, and then we aim to develop proposals for teaching proficiency of Turkish Education System.

For this purpose, it is tried to find answers to the questions below;

- What are the similarities and dissimilarities of the Turkish and Italian systems in the aspect of teacher training conditions?
- What are the similarities and dissimilarities of the Turkish and Italian systems in the aspect of teacher employment?
- What are the similarities and dissimilarities of the Turkish and Italian systems in the aspect of teacher supervision and performance evaluation?

Keywords: Teaching Profession – Turkey – Italy



Ali Ufki (Wojciech Bobowski) and His Bible Translation

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Abstract

When the works studied in Turkey are examined, it is possible to see that Ali Ufki from Polish origin is interested in music, also his life in the Ottoman Empire is focused on the contribution of Ottoman and modern music culture. This study will be based on the translations of Ali Ufki Bey, but rather the translation of Bible. Nowadays among Ali Ufki's translations, Holy Bible is the most famous translation task. Ali Ufki completed the translation of the Bible into the Ottoman language between the years 1662-1664. Ali Ufki served as a cultural-diplomatic link and bridge in international relations thanks to translations. For this study it is reached to the Ottoman language, Turkish, English and Polish translations of the Bible. We analyzed the translation problems independently of each other in the context of cultural transmission and grammatical equivalence that emerged from the texts in these verses of the New Testament. Observed that as a translator, Ali Ufki had the responsibility in the Bible translation Ottoman text, we are faced with the problem of transferring culture. In addition, grammatical problems have been observed in the four languages studied in the grammatical equivalence analysis section. There are problems of syntax complexity, semantic changes of verbs, use of missing adjectives, use of adverbs in different meanings, tense differences of sentences, subject differences, and increase / decrease in titles. Religious vocabulary changes that are not found in the source language but can be seen on the target language are also noteworthy. Such changes are observed also in the Turkish translation of the Bible. In the analysis of this religious book, it is tried to show possible cultural transfer and equivalence problems that could occur in translation.

Keywords: Ali Ufki (Wojciech Bobowski), Bible translation, translation problems



Knowledge Building and Scaffolding in Online Collaborative Learning Environments: Reflections on Education and Teaching

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Abstract

The knowledge building process is basically an opinion-centered process in which students interact in groups and share and discuss their ideas. It is aimed to move forward the boundaries of knowledge which means “rise above” in the knowledge building process. In the knowledge building process, students need learning to rise above their views and they must progress not only in the building of individual knowledge but also in the building of collective responsibility by inquiring their opinions. The main purpose in the knowledge building process is to encourage students to read, criticize and improve the contributions of all members in the discussion environment rather than placing them in a group. Today, online courses supported by Web 2.0 technologies require stronger active participation of students compared to past or face-to-face instructional practices. The main risk of online environments is “lurking” which refers to students who limit their action in an online environment to reading messages without posting any messages. For this reason, in online knowledge building environments, students need different scaffolds in order to form and discuss their opinions. In the literature, role assignment and sentence openers are the popular scaffolds to support the discussion process. Thus by integrating scaffolds to the knowledge building process, we can re-conceptualize the classroom as a collaborative community, in which members assume collective cognitive responsibility for the group’s knowledge building process. In this study, knowledge building, scaffolding and their reflection on the educational and instructional process which are important in today's online collaborative learning environments are discussed.

Keywords: Knowledge building, scaffolds, role assignment, sentence openers, online collaborative learning



An Examination on the Beliefs of Roman Catholic Church about Afterlife

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Abstract

One of the most fundamental elements of Christianity is *to believe the resurrection after death* which is cited in Catechism and other theological documents. As can be seen in the biblical citations (1Cor, 15:12-14, 20), when this belief is pulled out from Christianity, nothing remains behind. Christianity is one of the worlds' living religions in which the resurrection after death and the events to be followed are explained in detail. In this context, according to Christianity, afterlife will begin soon after the following events: *death, Partial Judgment, Paradise, Purgatory, Hell, Second Coming, the resurrection of the dead, rapture, tribulation, the Millennium, end of the world, The Last Judgement, New Heaven, New Earth, the ultimate consummation of all of God's purposes*. The purpose of this article is to present the perspective of Catholic beliefs about the steps mentioned above. For this reason, we have used only the official documents of the Church (papal documents, letters of the Church Fathers, council decisions etc.) and authentic sources throughout our work. Thus, we will look for a single answer to this ultimate question: "What do Catholics anticipate about future events await for mankind?" For this reason, the title of '*afterlife*' is chosen for this work. But it should be noted that it is used not only to mean 'life after death' but also to mean 'the last days'. This is why we included beliefs about futuristic events and portents of Doomsday in this work.

Keywords: Afterlife, Second Coming, the Resurrection of the Dead, the Millennium, the Last Judgment



Phenomenological Investigation of Mountain and Tree Hierophanies in Traditional Turkish Religion

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Abstract

Nature hierophanies are very common in Turkish religious beliefs and culture. They are also defined in the context of Yer Su (Earth-Water) or Yer Sub (Earth-Water). In their religious history, the Turks believed that there were some forces in nature and blessed them from the ancient times. These beliefs that the Turks possessed conceived that objects such as mountains, trees, stone-rocks, and water in nature have their own spirits. Besides, things like sun, moon, star and thunder, lightning were depicted in the form of celestial spirits. The experiences of these hierophanies (physical manifestation of the sacred) around the nature cults of the Turks manifested themselves in the form of beliefs. In this context, the tabular projections of these hierophanies appear in the form of various objects. At this point, the most important of the nature hierophanies emerged in traditional Turkish religious beliefs are mountain and tree motifs. No doubt mountains are at the forefront of environmental elements that add splendor and power to their surroundings with their natural presence. From the Archaic periods, mountains are the closest place to the gods or to their authority in religions. Parallel to this perception, some mountains are given the names of gods for their majesty and grandeur. The mountains are the center of the world or in a cosmic sense, of the universe, the place for revelation and visions, and a divine space. Cosmic mountains are also modeled on the temples, and the temple is built with cosmic mountain icons. By attributing divinity to trees, various religious and cultural perceptions are used like tree of universe, tree of knowledge, celestial tree, tree of life, and cosmic tree. The sacred beliefs of trees, especially of certain trees, lead people to the conclusion that they have a tree spirit. It is believed that trees have spirits and also carry tree fairies or tree souls. The tree's sanctity in different religions and cultures also leads to names such as celestial tree, humanity tree, the life tree. The Turks meet many of the necessary materials, especially for religious ceremonies, from beech trees. In religious ceremonies where Kams have performed, drums and their bats, the pillars in the sacrificial ritual, and the main stakes in the Turkish tents are all made from sacred beech wood.

Keywords: Hierophany, Mountain, Tree, Turkish Folk Beliefs



Enhancing Job Engagement Through Structural Empowerment, Organizational Identification and Goal Internalization

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Abstract

The purpose of this study is to examine those factors which lead to *job engagement* to emerge as a motivational process. We aimed to investigate the relationships among *structural empowerment*, *organizational identification* and *goal internalization* which, we assumed, would predict job engagement. The theoretical framework of this study was based on Kanter's theory of structural empowerment and Tajfel and Turner's Social Identity Theory. The main assumption of the present study is that structural empowerment practices would lead to positive work outcomes on the individual level by eliminating the social and structural barriers which cause employees feel powerless. Thus, structural empowerment was hypothesized as positively impacting organizational identification, organizational identification as positively impacting goal internalization and goal internalization as positively impacting job engagement - a positive mood - which is characterized by high level of energy, a sense of significance, dedication, vigour and absorption. Using convenience sampling, data were collected from a sample of 260 MBA students who study at public and private universities in Istanbul and also work at private companies. The results showed that the provision of structural empowerment practices, namely *opportunity*, *support*, *information*, *having access to resources*, *formal* and *informal power* were shown to increase the employees' sense of belongingness to and identifying with their organizations, which, in turn, led to increased levels of goal internalization and a high desire to focus their energies to reach the goals. As a result of compatible organizational and individual goals, employees' job engagement increased. Social exchange theories mainly posit that social relations are based on the reciprocity norm. In such context, it can be concluded that the organizational provision of social support and power would give an increase to employees' positive organization- and job-related attitudes and work outcomes. The overall results of our study emphasize the importance of providing effective work conditions.

Keywords: Job engagement, Structural empowerment, Organizational identification, Goal internalization



Students' Opinions of the Faculty of Divinity on Teachers' Professional Ethics (The Case of Cukurova University)

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Abstract

The aim of this study is to determine the opinions of final year students, each of whom is a prospective teacher, on Professional teaching ethics. This study is quantitative and cross-sectional pattern is applied in it. Population is all higher religious education institutions. Sample is final year students of The Faculty of Divinity, Cukurova University. While collecting data from referred sample, the questions are used, which are prepared with reference to the articles contained in the "Code of Professional Ethics for Educators", which is determined in the circular letter dated 24th June 2015, no. 97202150/30.06/6531543 of Ministry of National Education. Nearly 375 students receive education in the senior class. All students are included in this study and the independent variables of this study are gender, age, the city in which they were born, the area of residence, type of high school they graduated from, the undergraduate program they study (Divinity School and Teaching of Religious Culture And Moral Knowledge).

Keywords: Religious Education, High Religious Education, Professional Ethic



Personality and Environmental Factors Related to Foreign Language Learning

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Abstract

Individual differences in the field of foreign language or second language acquisition studies include many topics. These topics include anxiety, motivation, learning strategies, styles, tendency, personality, and environmental factors. In this study, personality and environmental factors topics will be discussed. The effect of personality and environmental factors on foreign language learning and the relationship between them will be examined. It is important to note that the above-mentioned individual differences have common shared points. For instance, anxiety can be a personality trait or personality and environmental factors can determine learning strategies. These topics can be considered as interconnected issues or they can be examined independently from each other. By this study the topics of personality and environmental factors will be examined independently of other subjects.

The psychology of personality has become increasingly important nowadays, it is tried to determine the place and the importance of the personality with various scales. Personality, which is effective in language learning process, can be evaluated as a measure of success. Personality and environmental factors must take place among the language learning methods. The success of the learner may be increased if methodological approaches are applied by asking the right questions while investigating the success components. The influence of personality and environmental factors in learning foreign languages should be taken into account, whether directly or indirectly.



The Blessed Private Lives and Shrined Houses: An Evaluation over Gated Communities in Istanbul

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Abstract

We live in a time period in which neoliberal capitalism extends to an affect all social relations. The effect in question causes urban areas to be reconstructed through neoliberal content. While the form of urbanisation gets neo-liberalized, neoliberal life style is also escalated by degrees. Depending on the new life style evolved in urban life, we observe that the forms of private and public life get reshaped as well. One of the positive contributors for such new life styles is the concept of "gated community" offered by changing housing market. Such gated communities in the context of "new life styles" make a big contribution to the private lives' blessings by way of offering stories over in essentiality of public life. In this respect, it is seen that residents as "the radicals of private life" bless the places they live in and treat their life space styles as the sanctuary. Therefore, the aim of this study is to reveal the sociologic backdrop of "shrined private lives" in gated communities in consideration of the reasons and results of such life. The population of this study has been composed of 57 residents of gated communities situated in diversified regions of Istanbul and semi-structured interview form has been used. The sound recordings spanned about 50 hours have been analysed through the method of discourse analysis. That said, various show cards of several projects have been examined. As a result of these studies it has been aimed to manifest the discourse of "shrined private life" of rapidly rising "gated communities" in Istanbul.

Keywords: Neoliberalism, neoliberal city, gated community, private life, shrine



A Quality Accreditation Experience in Higher Education: The Case of a Foundation University in Turkey

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Abstract

In recent years, the increasing national and international competition in the higher education sector has made a great change in the needs and expectations of both the business world and society as a whole. Planning, checking and improving quality so as to create an innovative and more accountable approach in university administration is, at present, an undeniable and concrete reality for all the higher education institutions. This situation makes quality the most important factor in the adaptation process of universities to the rapidly changing environmental conditions in stiff global competition. One of the most significant ways of having the right quality is to be able to receive accreditation. Therefore, it is very apparent that institutional quality planning is not adequate; instead, a quality framework at international standards should be put in place and in line with this framework, the building of a certain quality awareness for reaching measurable and sustainable quality targets have been drawing a new developmental route for all the higher education institutions. Pearson Assured is one of the most prominent accreditation bodies which provide service in the fields of determining the quality standards, benchmarking and inspecting of education programs. The Foreign Languages Preparatory School of İstanbul Commerce University, which is one of the foundation universities in Turkey, started to work under the categories of management and organization, teaching and learning, testing and assessment, quality check and improvement in 2016 within the framework of Pearson Assured quality standards; and as a result of its efforts and with the standards having been reached, it gained the right to have Pearson Assured accreditation in December, 2016. The purpose of this study is to present the experiences gained in this international accreditation process, which has been successfully conducted, in higher education.

Keywords: Higher education, university, quality, international accreditation, experience



“The Garden” As an American Icon: An Analysis of “Rappaccini’s Daughter” and *Westworld*

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Abstract

In “Rappaccini’s Daughter” Nathaniel Hawthorne narrates the story of Dr. Rappaccini who creates an artificial and dangerous garden (of Eden) full of poisonous flowers and his daughter Beatrice who due to his father’s twisted scientific studies has almost become a part of this dangerous garden and can manage to survive until she takes the medicine to cure her poisonous state and dies.

In a surprisingly similar manner, in *Westworld*, the popular American TV series of 2016, Dr. Robert Ford creates a huge amusement park named Westworld which can also be interpreted as an artificial garden of sorts in the form of the American West. People can come and experience as many adventures as possible and as they like in this huge artificial American West with the hosts/androids of the park. In this park one character in particular, a young woman like Beatrice, Dolores Abernathy starts to discover that her life as Dolores in this park is also an artificially constructed lie.

In both of these texts, though one is a story from the American literary canon and the other is a popular TV series with hundreds of years between them, the so-called doctors or pseudo-scientists “work their experiments on human beings and conceive of their function, however perversely, as healing” and create artificial natural places (Uroff 62). Moreover, these seemingly natural gardens or parks turn into dangerous and prison-like “walled garden[s]” which “contain elements which are at once demonic and divine, attractive and repulsive, and regenerative and deadly” (Zamora 324). Thus, this paper aims to discuss the idea of “the garden” in relation to America’s traditional image of itself as the Garden of Eden on earth and the destruction of this image of the garden through an analysis of the significant resemblances between “*Rappaccini’s Daughter*” and *Westworld*.



The way to Implement Donald Trump's Hate and Discriminatory Discourse Against Radical Terror by the Written Media in Turkey

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Abstract

Donald Trump announced his candidacy on June 16, 2015. He was the republican nominee for President of the United States in 2016 election. In the period during his election campaign, he used to be on the world's agenda. He became the main topic of conversation with his election campaign speeches and his private life.

Donald Trump often expressed his hatred against Islam and Muslims during his election campaign. Such that in that period there had been different terror attacks in several countries and the attacks provided appropriate reasons for Trump's hate and discriminating discourse.

In this study, USA President Donald Trump's hate and discriminatory discourse against Islam and Muslims is analysed from the point of Turkish mainstream press' approach. The examined period is between his candidacy announcement and the day he was elected as president. In this study three great attacks are analyzed: USA San Bernardino (2 December 2015), Brussels (22 March 2016) and Orlando (12 June 2016).

These attacks above stated, are analysed from the point of Hürriyet, Habertürk and Star newspapers as Turkey's great main stream press corporations. The analysis period includes one week per newspapers. Researched results indicated that Trump's discourses are differs in per newspapers based on their publishing policy. This study reveals the newspaper's approaches to Donald Trump and indicates important datas on the attitudes of the press against radical terrorism issue.



A Military Coup and a Novel

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Abstract

The military coup that took place on september 12, 1980 was reflected in literature as well as in many other areas. A considerable amount of literary work has been received about this process. One of these is the roman named yüz: 1981, written by mehmet erođlu. The military coup on september 12 is criticized through a novel hero who is not given an unnamed name in this roman. The aim of the novel is to examine the social negativities caused by the military coup over the person mentioned. Hence, in this study, the view of the novel, yüz: 1981, of the military coup, and how it assesses it will be examined. It will also be pointed out how the evaluations made are conveyed through narration. Thus, a general analysis of a september 12 novel, in the context of what they want to say, will be done.

Keywords: Novel, Mehmet Erođlu, Yüz: 1981, Military Coup

[Fulltext of this paper is available at the page \(in Turkish\): 458](#)



Problem of Reconstruction of Turkish-Islamic Civilization

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Abstract

The aim of this declaration is to discuss the reconstruction problem of the Turkish-Islamic civilization in the context of civilization-value relation. Qualitative methods have been used in this study, which is based on an understanding and interpretive tradition. Civilizations are formed on values. For this reason, the crisis of values is transformed into the crisis of civilization. Today, this is what happens in the world of Islam including Turkey. The evolving Muslim world is thinking and behaving with a nostalgic sense of civilization. The adventure of modernization towards the West from the West has provided open or implicit support for the negligence of local in the course of time, "what" and "how" of the Islamic civilization's consciousness. As the level of worship increases, the weaknesses in value and morality are closely related to the separation of form and essence based on the consciousness-body duality of Cartesian Philosophy. This is one of the most important indicators of the civilization crisis we are living in. For this reason, the re-establishment of the Turkish-Islamic civilization requires the revival of a unity-based and value-centered understanding of people and society



Elaboration on The Concept of *Neighbourhood* in Rap Music

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Abstract

Hip-hop culture and rap music hold an important place in the lives of the second and third generation Turkish youth living in Germany. The concept of “neighbourhood” is frequently mentioned in rap music, through which they express their social realities, personal feelings and thoughts. The notion of neighbourhood, which has a special place in the hip-hop culture, is also addressed in young people’s music in Germany. This study attempts to examine in what contexts and senses the concept of neighbourhood is used in the lyrics of rap songs.

Keywords: Rap music, neighbourhood, Germany, Hip-hop



The Role of Public Education Expenditures in Reducing of Gender Inequalities in Employment in Turkey

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Abstract

It is a well-known fact that education is one of the main factors in improving women's socioeconomic conditions, which will contribute to social and economic development by promoting economic growth and reducing poverty and inequalities. Education can improve the qualifications and skills of women, which will increase the participation of women in the labour market, and thus, decrease the gap in labour force participation rates between men and women. In this study we examine the role of public education expenditures in reducing the gender inequalities in employment in Turkey compared to selected OECD countries.

Keywords: Women Employment, Gender Inequality, Public Education Expenditures, Development.



The Examination of the Views of Pre-service Teachers on Usage of the Information Technologies for Educational Purposes

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Abstract

The main aim of this research is to determine the views of the pre-service teachers studying in the final year of an education faculty regarding the educational use of information technology (IT) in their own teaching in the future. The research is designed as a phenomenology which is one of the qualitative research patterns. In the selection of the sample, maximum variation sampling was chosen to obtain more detailed information from the participants. The research was conducted with 11 pre-service teachers studying in final year at an education faculty of a state university in Istanbul during the 2016-2017 academic year. The qualitative data were collected through semi-structured interview form developed by the researcher. The data acquired from the face-to-face interviews were analyzed with content analysis method. As a result of the analysis the findings are grouped under these headings: knowledge of IT technologies, competencies related to IT use, contribution of IT to the teaching of the branch and negative aspects of IT use. In addition, it was found that preservice teachers had positive views about the usage of information technologies in teaching.

Keywords: pre-service teachers, information technology, educational use



Sustainability of Russia-Kazakhstan Relations under the Shadow of China

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Abstract

Since the dissolution of the Soviet Union, “Near Abroad” and “Multi-Vector” foreign policy concepts have determined the relationships between Russia and Kazakhstan, respectively. Two main objectives have always remained key for Russia’s foreign policy towards the region. First is to prevent the rise of, and take measures against, any source of regional instability that would pose security threats to Russia. Second is to influence social, economic, political and military dynamics of regional states in a way that would be supporting Russia’s economic and strategic interests. In order to strengthen its independence and gain more manoeuvre of action, Kazakhstan has long, to a changing degree, tried to expand its political and military relations with other states/actors without transgressing Russia’s interests. Especially China, which has left Russia behind and become the biggest economic investor in Central Asia since 2009 with its rising political influence in global scale, has turned out to be a more important country/partner than any other for Kazakhstan. The energy export of Kazakhstan to China and increased share of Chinese energy companies in Kazakh energy sector are particularly cardinal areas of cooperation between the two. Moreover, The Silk Road Economic Belt Project and Shanghai Cooperation Organisation are two China-led influential actors which are of great value for Kazakhstan. This presentation argues that Russia-Kazakhstan relations has now more resembled a relationships between two sovereign states due to mainly the impact of rising Chinese economic and political influence in Central Asia, and that, in years to come, the more profile of Beijing comes up in regional and international arenas, the more Moscow-Astana axis becomes an affair of equal partners.

Keywords: Russia, Kazakhstan, China, Silk Road Economic Belt, Shanghai Cooperation Organisation



Critical Analysis of New City and Housing Forms with Respect to Social Communication

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Abstract

The city has emerged as a concept with modernism and the industrial revolution. In time, the spaces where people work and spend their idle time have evolved beyond various architectural structures and came to denote a lifestyle. These have transformed into spaces where people identify themselves and where communities assume their images. The influence of the urban life also affected the communication of the communities inhabiting the city. Still, as the city changes and transforms, the practice of social communication is impacted. Whereas a portion of the society is shunned out of certain opportunities the city provides due to socio-economic reasons, the others go further than such prospects and lead secluded, prosperous yet synthetic lives. With the transition from modernism to postmodernism, the definitions of the city have also changed. In the study, luxury residence/residential complex commercials (12 TV commercials) that air in Turkey were examined. The lifestyles that were presented in these commercials were analyzed and compared to the real urban life patterns in order to develop queries as to how the urban lifestyles transform in Turkish cities and how this affects or might affect the social communication. It is of utmost importance to question how the rapid construction of private residential areas with Turkey's vigorously developing construction sector will influence the social communication, and whether people will adopt to the synthetic lifestyles that are offered to them or will they be able to build real urban life spaces themselves with their own history and culture, where all layers of the society are represented away from the assertiveness of capital-power relationship.

Keywords: Communication, luxury residences, commercials



Communication Strategies Used in Nation Construct Process

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Abstract

This work focuses on the communication processes used in the nation construct process. The study is part of the debate about power, legitimacy and public relations. The issue that, Government what kind of communication strategies used to ensure the legitimacy during periods of social change and transformation are important in the debates. Accordingly, systematic and power-based change and transformation, rather than an autonomous change, has become a way to be used in nation. Since suppressing and ignoring is the most undesirable method for change, public relations are to be regarded as an application of power. Telling people the innovations has been a problem for The New Turkish Republic in its foundation years. This point is also to be clarified and explained in a systematic way. However, examining the communication strategies and practices that are used throughout the innovations of the Republican period has many difficulties. For this reason, the communication applications used in the "letters revolution" process have been discussed. In the study, news of Cumhuriyet newspaper that published in those years were examined. The new letters began to be used in November 1, 1928. The news will be reviewed in the study for a month and a year after that date. In the light of the data obtained as a result of the examination, a descriptive explanation was made on the axis of the question "How is the nation constructed as a reality that is shaped by the communication applications in terms of power?"

Keywords: Communication, Power, Legitimacy, Nation Construct



Investigation of the Effect of Hope and Self-Esteem on the Perception of Career Future

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Abstract

The aim of present study is to determine the role of hope levels and self esteem in explaining the career futures perceptions of university students. The study group consist of 402 university students selected by random sampling method. The distributions of participants by gender were 234 female (58.2%) and 168 male (41.8%). The average age is 22.18 (Ss =1.504). Career Future Inventory, Coopersmith Self-esteem Scale and Continuous Hope Scale were used as data collection tool in the research. The data of the study were tested for normality and the assumptions required for regression analysis were tested and no violations were encountered. Based on this, data analysis was performed by Pearson moment product correlation coefficient and multiple regression analysis. According to the findings in the research, the subscales of the career future inventory were between career adaptability and self-esteem ($r = 0.217, p < 0.01$) and pathways thinking ($r = 0.349, p < 0.01$) Agency thinking ($r = 0.351, p < 0.01$) was significantly correlated positively; and it was determined that positive correlation between career optimism and alternative measures with hope scale sub-dimensions - pathways thinking ($r = 0.225, p < 0.01$) and acting thought agency thought ($r = 0.140, p < 0.05$). In addition, it was determined that there was a positive correlation between the agency thinking and the self-esteem ($r = 0.232, p < 0.01$). According to the results of the multiple regression analysis performed, self-esteem ($\beta = 0.131, p < 0.01$) and pathways thinking ($\beta = 0.275, p < 0.01$) were found to be significant predictors of career future perception. The variance explained by the established model is determined as 13%.

Key words: Career future, hope, self esteem



'Study Drawing' In Archicture Graphic Presentation Style Jomathir Hybrid 'A+Architecture' Drawing Manually Phenomenon Visualisation

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Abstract

This research was designed to assist phenomenon visualisation producing three dimensional (3D) a quality visual object difficulties among undergraduate student of polytechnic Melacca, Malaysia. There is a studio practice process of study illustration drawing with stroke line by using Jomathir stail. Jomathir produce hybrid context 'Art' and 'Architecture Graphic Presentation Drawing' (A + AGP) as illustration graphic presentation with new symbiosis 'art' and 'AGP' style. These qualitative research using visual recorded, interview, observation and imitation used as methodology in the visualization process. The organization of Line Visual Art (LVA) was analysed based on art elements: appearance, line, shape, form, texture and colour in order to form three dimensional illustration line drawing objects manually (3DiLDOm). The model process consists of the best technique drawing painting in (3DiLDOm) by Jomathir as Subject Matter Expert (SME) with using mimesis model by Plato. This study helps in the development of students' drawing ability using line techniques with new approach and contributes to studio practice in the area of drawing model development; shifted from a Traditional Learning Approach (TDA) to a Self-Access Learning (SAL) to draw their manually illustration drawing environment for student-centred teaching transformation.

Keywords: Line Visual Art (LVA), Architectural Graphics Presentation,



Ethics, Morality and Education: Their Roles in Cultivation of Consciousness

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Abstract

Morality, virtuousness as well as education are predominantly social and cultural phenomena, since they are an outcome of social and cultural factors to a much larger extent than biological factors. Based on biological and social, or cultural factors (with a very significant role of education), free will and moral freedom have developed, and these can function as another source of forming the moral character of a person, especially on an individual level, i.e. the level of virtue of an individual, with a certain impact on social and cultural aspects, including morality (depending on the level of moral maturity and the type of moral agent) and also in our relationships to nature and ecological crisis. Moral freedom, on an individual level together with education, can become the most dynamic factor for forming the moral character of an individual, as the efforts of an individual for moral cultivation of his own conscience can be a decisive factor of moral maturity and it concerns also our relations to environmental problems. Free will and moral freedom are, in their ultimate form, manifested through (social) consequences resulting from our reasoning, decision making and actions, or behaviour. Hence, consequences (and especially social consequences) are the most significant factor characterising the state of morality and virtuousness (especially in relations to ecological issues). It means that ethics and education have a very significant role in cultivating our consciousness.



A Compare on Snow: Snowboard? Skiing?

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Abstract

Aim: Snowboard and skiing are different winter sport methods. Skiing is classical and old ski-method than snowboard. Both techniques have different ski-methods, sociology and health problems. This study aimed to compare the two techniques.

Methods: In the 2016-2017 winter season, 108 winter sportmen/women were evaluated for traumas in Palandoken Ski Center/Erzurum. 61 of 108 were ski-user (Group A) and 47 were snowboard-user (Group B). In Group A, traumas were: 27 knee, 16 elbow, 11 hip and 7 ankle. In Group B: 21 wrist, 11 skull, 9 vertebra, 6 knee. 6 cases have needed intensive care in Group B, and only one in Group A.

Results: Skiing seems to appeal more elder population than snowboard. Skiing needs much more long-time for to gain stability conditions; but snowboard may learn in erlier time than skiing. Learning diagram is parabolic in skiing, and hiperbolic in snowboard. Balancing on skiing is easier than snowboard. Weight-transferring is more harder on snowboard than skiing. Snowboard is a balance pointed sport and skiing is a speed pointed sport. Falling figures are diffent in two sport braches: antero-posterior on snowboard and laterality on skiing. Falling figures is parallel to traumas. Snowboarding injuries more inclined to anterior-posterior/coronal plans traumas, as skull/face, vertebra, wrists and less abdomen. Skiing injuries more inclined to lateral plans traumas, as knee, hip, elbow, shoulder and less ankles.

Conclusion: Snowboard has balance-active, younger and easy-learning method. Skiing has speedy, prolonged-time, more harder method. Traumas of snowboard may be more mortal than skiing; but skiing more morbid than snowboard.

Keywords: Snowboard, ski, comparing, wintersports



Comparison of Metacognitive Learning Strategies of Female and Male University Students

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Abstract

The purpose of this study was to investigate the metacognitive learning strategies of the university students in different faculties. The study group included a total of 296 students; Education Faculty students (n = 99), Sport Science Faculty students (n = 97) and Engineering Faculty students (n = 100) in Pamukkale University (167 male and 133 female). For determination of metacognitive learning strategies of university students, Metacognitive Learning Strategies Scale developing by Namlu (2004) was used. the *Kolmogorov-Smirnov test* was applied to test for a *normal distribution* and the result found that the data distribution was not normal ($p < .005$). Therefore, Mann-Whitney U statistical analysis were performed. Descriptive analysis was also performed. It has been found that university students used metacognitive learning strategies at medium level. This result is consistent with the previous research results (Baykara, 2011; Kılıç, Cihan ve Öncü, 2015). In addition to this, this study also found statistically significant difference between male and female students in the total score of metacognitive, organization and controlling scores ($p < 0.05$) in the favor of male students. However, no statistically difference in the planning and evaluating scores were found ($p > 0.05$). This result is different from previous research (e.g., Kılıç et al., 2014). It was concluded that this significant difference happened because of previous research participants were only included physical education and sport teaching department students. However, students from different faculties were participated in this study. This study shows that male and female students use different metacognitive learning strategies so future research should compare both male and female students' metacognitive learning strategies from different faculties, universities and even from different geographical and sociocultural areas.

Keywords: University Students, Metacognitive Learning, Gender



The Potential of The Social Media To Provide A Political Loyalty

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Abstract

In the study, it was accepted that social media radiated ideas and arguments, and marginal ideas constitute a barrier to critical public-rational negotiations, and that social media thus reproduces the contradictions that arise in the social structure more sharply and exclusively. On the basis of this acceptance, the argument was dealt with by Laclau and Mouffe, who defended the agonistic society, with the potential to criticize the social media in view of the sharpening nature of social blocs, the glue that holds society together rather than the formation of social disorder. In particular, the contradictions that deepened, sharpened and transformed into conflicts between the social segments in Turkey through power were regarded as dynamics that held society at the same time as widely accepted. The social media has been debating a critical potential holding the opposition and holding society together. This debate has been addressed through the recent "Presidentship" debate on social media. The sample called "Twitter Philosophers" in the social media is examined. As a result of the examination, the result is reached; power, social media and marginalized social ideas are not solving and social function towards a partnership, social media such as facebook, tiwitter etc. do not deepen contrary to the claimed unequal social structure and radically reproduce existing antagonisms.

Keywords: Social Media, Agonist Politics, Communication, Politics



A Novel from Zülfü Livaneli on the Problem of Belonging and Need for Shelter: Leyla's House

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Abstract

Zülfü Livaneli, a versatile personality, is one of the important authors of our recent literature. Livaneli, who started his story in the summer with a kind of story; Novels, essays, memories, scripts. The novel 'Leyla's House' published in 2006 is one of them. Leyla's House, the fourth novel of the author, consists of 271 pages and 29 sections. Gallimord's novel, also published in French, is chosen by Le Cup de l'Acualite Litteraire in France as 'The Biggest Novel of the Month'. The work, adapted to the theater, attracts great interest. In this study, Leyla's House, a novel which emphasizes the problem of belonging and the need for shelter, will be evaluated around elements of novel review. After the introduction of the novel, the novel will be evaluated under the title of summary, mentality, event braid, personality, space, time, point of view and narrator. In the conclusion section, Leyla's House novel will be judged.

Keywords: Zülfü Livaneli, Leyla's House, novel, the problem of belonging, need for shelter

Fulltext of this paper is available at the page (in Turkish): 464



Melodramatic Imaging in Popular Cultur Scale and Different Family Structure: A Study for The Frsy Tv Serial “Kaynanalar”

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Abstract

This study investigates how melodramatic imagery is transforming from the first Turkish television series with Kaynanalar and what social elements it deals with in its present social life in relation to modernity. Melodrama is the dominant narrative form of Turkish cinema in the 1960s and 1970s. However, it has been used frequently in the process of modernization and in the process of meeting the Turkish society with television. In our study, melodrama is treated as a meaning system and it is used in examining two different family subjects in Kaynanalar, the first Turkish sitcom example. Our work also assesses two differently traditionally different families in modern life designs and societal dissociations and associations in life connected by kinship with each other in the context of Turkish television sitcoms Kaynanalar.

Keywords: Melodrama, melodramatic imagery, popular culture, imagery and tv serial.



Games Used in Social Studies Education

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Abstract

Various researches have been carried out in education to develop methods and techniques in order to increase the quality and permanence of the learning, and these researches still continue today. When considered from this point of view, it can be said that the education system is not static and is open to changes. Learning environments have been influenced by technological developments and these developments have been evaluated within the system of multiple teaching environments in education. In this framework, the developments and emerging products in information technologies have been used for educational purposes, and the tools and equipment used have been conceptualized as educational technologies.

According to Ministry of Education social studies curriculum, social studies course includes teaching fields such as history, geography, economics, sociology, anthropology, psychology, philosophy, political science and knowledge of citizenship. Only the theoretical knowledge is not sufficient in acquiring the achievements for these teaching fields, if the quality and permanence of the learner is to be increased, the practice should also be included.

There are various obstacles in front of practising in education such as a surplus of students in class, inadequate course materials, less lesson hours compared to the number of learning outcomes. A game-based learning method can be used to remove these obstacles. The game-based learning aims to make learning fun and lasting and focus on learning all the attention of the individual during training. In game-based learning, experiences related to individual achievements are presented through role-playing games or simulated games that are designed to be closest to reality. The learning will be realized by doing so.

The aim of this study is to examine and introduce educational games which can be used in social studies education course in Turkey and in the world according to their type, age and class level. In this context, web page of 30 educational and gaming sites have been examined and the games that can be used in social studies training have been included in the study. Since the research is limited to games that can be used in social studies education, the study is suitable for the method of criterion sampling in this type of purposive sampling. This research is a qualitative study and data has been reached through document analysis examination. The obtained data were analyzed with descriptive analysis and content analysis techniques.

Keywords: Social studies education, game-based learning, multi-teaching environment and educational technologies



An Analysis of Social Problems and Solutions for Individuals with Intellectual Disability

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Abstract

One of the concepts frequently encountered in daily life of the individual is the concept of problem. The problem refers to a situation in which the academic field expresses an operation, especially in the field of mathematics, and in daily life, it prevents the achievement of the goal and must be solved and removed from it. Human beings come to the world as a biological entity and from the moment they are born, they continue their social existence by establishing social relations in a cultural environment. There may be some problems or disruptions in these established social relations. In order to overcome the problems encountered in everyday life, problem solving process is used and problems emerging in the social life can be overcome by using social problem solving skills. It has been emphasized by many researchers that individuals with disability have a quite difficulty in different aspects of social skills. These difficulties are based on difficulties in solving social problems as well as difficulties in social interaction, social perception and social meaning.

The purpose of this study is to identify the social problems that individuals with intellectual disabilities confront in their daily lives and what they do to solve these problems. For this purpose, interviews were held with teachers and parents of individuals with intellectual disabilities. The study was a qualitative case study and the semi-structured interview technique, which is included in the interview technique, was used to collect the research data. The data obtained in the study were analyzed by descriptive analysis technique.

Keywords: Individual disability, social problem, social problem solving.



Analysis of Story Books Published for Preschool Children Period Between 2000-2014 in Terms of External Structure, Interior Structure and Illustration Qualities

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Abstract

This study was carried out for the purpose of examining the story books, published for preschool children between the years 2000-2014, in terms of external structure, internal structure and illustration qualities. This research is a planned study as a descriptive scanning model.

In the research, a "StoryBookReview Form" consisting of 55 criteria was developed by the researcher by searching the literature. 324 story books selected through random sampling from translation and original story books published between 2000-2014 were examined via "StoryBookReview Form". The examined books were assessed according to the characteristics of the information about identification, external structure, internal structure and illustration. Reliability of the data between the observations were collected to assess the compatibility of the obtained data. The data obtained from the study were entered into the SPSS 22 program.

As a result of the research, it was found that 68.2% of the books from the samples did not specify the age group, 97.2% did not get approval from the board of Education, 4.3% did not specify the author name, 12% did not give information about name-surname of illustrator, 88% of the samples did not give information about the writers, 58% did not have printing number, 79.6% did not include price information. When the subject distributions were examined, it was determined that the topic of animals was dealt with the most. When the illustration features of books are examined, it is common features of almost all books that the cover images are compatible with the contents, descriptive features of illustration were strong and the use of colorful images and emotional expressions are included in images.

Keywords: Children's books, Children's literature, Pre-school, Analysis.



The Effect of Strength Trainings by Using Theraband on the Motor Skills and Shooting Performance of Basketball Players

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Abstract

The aim of this study is to examine the effects of theraband trainings which has been applied for 9 weeks on the shooting performance and some biomotor skills of the basketball players. 14 male basketball players who make matches at local children's league have participated in the research voluntarily. The average of the participants' ages is 12.79 years and the average period of their sportive history is 3.32 years.

During the 9-week period, an average of 3.09 basketball training sessions have been performed each week with both the control and the study groups. In addition, the study group has performed strength trainings using theraband combined with basketball training. Before and after the 9-week training program, pre-test and post-tests have been applied to the participants by measuring their body height and weight, 30 m sprint, 2 kg medicine ball throw, standing long jump, 30 sec. push up, 30 sec. sit up, flexibility, static balance, vertical jumping and basketball shooting tests.

According to the intra-group comparisons made at the end of the study, statistically significant differences have been determined in the body height, flexibility, sprint and push up test scores of the study group. On the other hand, statistically significant differences have been determined in the body height, sprint and body weight scores of the control group according to the intra-group comparisons ($p < 0.05$). A significant difference has been found only at standing long jump test values in favor of the study group ($p < 0.05$) according to the inter-group comparisons of the pre-test-post-test scores (difference test).

As a result, it is observed that the strength trainings by using theraband contribute to the development of some biomotor skills in male basketball players who are at the age of 13. And also, theraband trainings are considered to be applied effectively for strength development during the season.



The level of Use of Human Resources Information Systems in Businesses

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Abstract

Information and technology-based developments and the facilitation of information accessibility has led to the virtual implementation of institutions' practices of organizations in both the public and private sectors. The human resources department is one of the cornerstones of organizations and it has the most intensive knowledge applications and control. The human resources department which holds tables, reports and reports of all personnel information and data is used extensively in enterprises to facilitate the continuous operation of information systems. Thus, information flow and coordination between departments are ensured without problems.

In this context, the aim of this study is to demonstrate the level of use of information technologies that businesses use in the human resources department. It has been tried to identify the advantages and disadvantages of the businesses using the information systems intensively and the businesses which still have the traditional structure. The study's population is in the provinces of Trabzon and Gümüşhane in the Black Sea Region. The data were obtained by online and face-to-face interviews with the survey data collection technique from population. In total, a sample consisting of 178 data was created. In addition to descriptive statistical analyzes, exploratory factor analysis and confirmatory factor analysis were carried out in the context of reliability and validity analyzes. The use of human resources in the businesses has investigated by the relationship analysis applied to the obtained factors. Objective analyzes were analyzed in SPSS 20 packet programs.

In the analysis of the factors obtained as a result of study, it has been found that the human resources information system is very effective in integrating other units. The experts in the human resources department of the surveyed companies agree that the information system is useful. In addition, it has been suggested that the problems of the users of the human resources information systems related to the system and the solutions for these problems.

Keywords: Information Technologies, Human Resources, Performance, Customer Satisfaction



Determination of the Factors Which Affect the Success of Information Technology Risk Management in Hospitals

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Abstract

Knowledge and technology shape us and our environment at every step of our lives. It is not possible for organizations to be affected by this situation. Businesses that want to survive in today's economic environment have to equip their entire processes with the advantages of information and technology. Hospitals which are the largest component of the healthcare industry have also started to be managed as privately owned enterprises for the last 10 years. For this reason, this change has affected hospitals. Patient satisfaction which is the greatest goal of hospitals, has increased considerably with the addition of information technology (IT) to the hospital.

In this context, the aim of this study is to determine the factors that affect the IT risk management of hospitals and to try to find out the relation between these factors. For this purpose, hospitals in Erzincan, Gumuşhane and Trabzon are the population of research. The data were obtained by online and face-to-face interviews with the survey data collection technique from population. In total, a sample consisting of 250 data was created. Quantitative data in the study has compiled with the Knowledge Technology Success Management Scale developed in 2014. In addition to descriptive statistical analyzes, exploratory factor analysis and confirmatory factor analysis were carried out in the context of reliability and validity analyzes. At this point, the structural model reached the most appropriate scale structure. The constructive model for the purpose was analyzed in the AMOS 20 and SPSS 20 package programs with the structural equation model.

As a result of the study, It has been found that environmental factors, human factors and technological factors directly affect the IT risk management success and It has been determined that institutional factors have an indirect effect the IT risk management success in the IT risk management structured model. In addition, it has been revealed that technological factors and human factor are the most effective factors on IT risk management.

Keywords: Information Technology, Healthcare, Risk Management, Patient Satisfaction



Religious Education Class at Greek school: Trends and Prospects

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Abstract

The confusion caused since 2008 as well as afterwards in Greece, the composition 1720 in the Parliamentary Congress of the Council of Europe, regarding the religious education that should be provided to students by the educational institutions of the European countries, has led to a severe antagonism between the concerned members, referring to the content of the new syllabi for the lesson of Religious Education at the Greek school. The present proposal aims to indicate the main objections raised concerning the IRA (lesson of Religious Affairs) in the Greek educational system. It represents an attempt towards the efficient redesigning of the lesson core, which will guide students towards the "Truth" of religion, without misunderstandings and confusions in the students' minds, but also towards the firm certainty that religions cannot be integrated into unison while bearing the message of "Truth". In order to demonstrate this perspective, certain examples of the units of IRA are presented, showing the above mentioned difficulties, so as to redefine the perspective of the lesson programming.

Keywords: Program of studies in the lesson of Religious Affairs, inter-religiousness, multi-religiousness.

Fulltext of this paper is available at the page (in English): 340



An Analysis of the Structure and Evolution of Public Expenditure on Higher Education in Turkey during the Period 1980-2016

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Abstract

Enrollment in higher education in Turkey is still substantially lower than OECD average and not enough to meet the considerably high demand despite the significant increases in participation for last decades. Thus, Turkey has to expand higher education system and also enhance quality in higher education provision. It is clear that, however, it would not be possible to expand access and improve quality sufficiently without considerable increases in higher education expenditures. In this study, we analyze particularly the structure and evolution of public expenditures on higher education in Turkey compared to selected OECD countries for the period 1980-2016. In this context, we point out to main problems related to public spending on higher education and discuss various options to solve these problems.

Keywords: Public Expenditure, Higher Education, Turkey

Fulltext of this paper is available at the page (in English): 310



Documentation in the Ottoman Education Using the Vehicle and Materials in the New System Intersects

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Abstract

There is a system before and after when the concept of formation is looked from the educational perspective. From this perspective, it can be said that history of Turkish Education System gains its meaning. In order to explain how education system has developed from the past to today step by step, it is possible to see the education system as the most important function in transferring the existing culture for the growth of future generations.

Until 19th century, except for Enderun School, all educational efforts given by the thoughts of various groups had been connected to a system and supervision of the state had been provided by setting a contemporary education system. In addition, the acceptance that development ways depend upon the importance given to education leads Ottoman Empire to find new education systems.

Between the end of 1800 years and the beginning of 1900 years, it had been tried to make Ottoman Education System permanent by using material equipments for learning, which had been defined as permanent change in behavior.

Even when the state was powerless and weak in its last periods, it is observed that the state had some efforts and had tried to reach furthest educational institutions in order to develop its education system.

Moreover, the other result derived from the documents on the subject of examination is that the state examines which books should be allowed to be read in schools, and takes some books out the curriculum, in other words, it hadn't been allowed every book to be read in the curriculum.

The other point which should be emphasized during the examination is that women's education had been started to gain an importance by arguing the view that every citizen must take an education.

Keywords: Education, learning, material, book, course, vocational education, curriculum (teaching program)



The Use of Augmented Reality in Marketing Courses

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Abstract

The development of the new technological changes in mobile communications and through the use of the internet as mobile, create new communication channels. According to development technology, teaching methods and materials are also changed and improved. Developments in communication technology firstly affect the educational technology through distance learning activities also using mobile tools in education provided the new possibilities. Internet usage with Mobil devices provide the distance learning have been moved to the mobile environment. Mobil education term can be described when using mobile communication tools in educational activities. And the newest mobile learning trend can be described as augmented learning. The study was designed as a theoretical work. The relevant literature has been examined for this purpose. The fact that there is not much work on the use of the augmented reality in marketing courses in the related literature shows the importance of working. It is aimed that the study will be guided by the academicians working on this field.



An Evaluation on the Results of the 2013 Population Census in Bosnia and Herzegovina

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Abstract

In Bosnia and Herzegovina, Following the last census in the period of Yugoslavia, the census, which was the first census in the independent Bosnia-Herzegovina, took place between the dates of 1-15 October 2013. The debates among ethnic groups in the country flared up when after three years of waiting, in 2016, the Bosnia and Herzegovina Statistical Institute declared the census results unilaterally without waiting consensus among politicians, representatives of ethnic groups and different statistical institutions which close certain ethnic group. Demographic data in Bosnia and Herzegovina is at the center of political debate among ethnic groups. Therefore, the results which showed that the population of Bosniaks is 50.11% in the country led to some debates about distribution of political rights among ethnic groups in the country. The Republika Srpska authorities announced that they would not recognize the results after the results were declared, and the Statistical Institute of the Republika Srpska also raised objections to the methodology used to evaluate the census results. However, there is also some citizens in the country who protesting that the results of the population census in the country are being debated on the basis of ethnic identities. They criticize to ethnicity, religion and language categories offered to the public in the population census because these categories contains discrimination to "other" citizens of the country who apart from "constituent people" according to Dayton Agreement. The results of the population census in the shadow of all these discussions show that Bosnia and Herzegovina has undergone significant demographic changes after the war between 1992 and 1995. Firstly, deaths and migrations in the war period caused the decrease of the number of the people in the country and secondly, after the war, members of different ethnic groups who lived side by side before the war settled to the country homogeneously.

Keywords: Bosnian War, Bosnia and Herzegovina, Population Census, Republika Srpska, Dayton Agreement



Facebook Journalism – a Media Convergence, Hypertextuality or Civic Journalism*

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Abstract

Development of the new information and communication technologies has marked this century as it has enabled the full swing of web-based information and communication. Expansion of internet based media as well as the introduction of a number of social networks, among which Facebook, the most popular social network in Kosovo with 860,000 users (according to the 2016 Internet World Stats), has boosted up new ways of information whereas the convergence of different communication media in one platform has contributed to the interactive communication. As a result the number of consumers, who tend to gather information, to create and distribute the news in social networks, as well as the number of those who tend to create an opinion with the help of social networks has increased over the years.

Being witness of this shift in information and communication patterns in Kosovo, the focus of this research has been placed on the so called “Facebook journalism”. Whereas the Facebook account holders in this research are considered not as solely final beneficiaries of the information that journalists provide to them, but as key contributors in the conceptualisation and creation of news. In particular we will make an effort to answer the question: What is Facebook journalism? Is it media convergence, hypertextuality or civic journalism?

Keywords: Facebook, Journalism, Hypertextuality, Civic journalism, Social networks

** This paper was not presented by author(s)*



Muḥyī al-Dīn ‘Umar al-Iṣfāhānī’s Critique of Philosophy*

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Abstract

This paper deals with Muḥyī al-Dīn ‘Umar al-Iṣfāhānī’s critique of philosophy. There is not much data about al-Iṣfāhānī’s life. This limited information can be summarized as follows: He lived between about 650–730/1250–1330, resided in Cairo in the Bahrī Mamlūk government, was Shafi’ite & Ash’arite, and wrote five theological works including the missing one.

At the summit of al-Iṣfāhānī’s critique of philosophy, there is a work entitled *Kitāb ta’jīz al-musta’jiz*. Al-Iṣfāhānī aims in this work at the philosophy of Ibn Sīnā. His ideas are mainly influenced by the philosophical theology of Abū Ḥāmid al-Ghazālī and especially Fakhr al-Dīn al-Rāzī. The ideas that are put forward by al-Iṣfāhānī in this work can be summarized as follows:

- (1) Existence is a concept that has different dimensions. The quiddity and existence of every existent, including God, is the same.
- (2) Things in the cosmos are not from matter and form; they are from indivisible particles and their accidents.
- (3) The soul is a finite substance created afterwards for each body. After death, it will reunite with the body and both will taste the reward or punishment together.
- (4) Entity and attribution are different concepts. God has attributes that are distinct from his entity.
- (5) The universe was created after God's existence in terms of time.

Al-Iṣfāhānī has three other works, which mainly deal with the history of religions and philosophies, and hereby criticize some of the philosophical and philosophical structures: *al-Qawā’id al-Badriyya fī ‘aqā’id al-bariyya*; *Kitāb masālik an-naẓar fī masālik al-bashar* and *Kitāb daqā’iqi’n-naẓar fī haqā’iq al-bashar*. Another work of his interest is missing.

According to al-Iṣfāhānī, who evaluates in these three works the religious and philosophical structures of his time with various religious measures, they must be listed in the context of their proximity to the truth: (1) Muslims; and as others who are moving away from the truth (2) Christians, (3) Jews, (4) Zoroastrians (5) Šābi’ites, (6) Philosophers, (7) Dahrīs and (8) Sophists.

Keywords: Muḥyī al-Dīn ‘Umar al-Iṣfāhānī, Abū Ḥāmid al-Ghazālī, Fakhr al-Dīn al-Rāzī, Islamic Philosophy, Islamic Theology, Mamlūk History

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Contributed to Professions How the High Schools Which the Retired Teachers of Social Studies Graduated

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Abstract

This study was aimed to reveal how the high schools which the retired teachers of social studies graduated from contributed to their professions, to the teaching methods and techniques they used in their lessons and to perspectives related to their students by interviewing with them. Retired teachers of social studies (who were reached) living in the province of Denizli constituted the sample group. Oral history method was preferred for the study and the data were collected through face-to-face interviews. The purpose for choosing this method is both to collect in-depth information and for retired teachers over a certain age to prefer talking rather than writing. Interviews were vocally recorded and put down on paper. The study was conducted with two questions (1. Which teaching methods and techniques did you use for teaching of lessons when you were teacher? 2. Were there original methods you applied for teaching lessons when you were teacher? If so, what were they?) except for the questions identifying retired teachers of social studies (brief background, the school and the year they graduated, the places they worked at, the year of retirement) in the interviews. Striking point among the findings obtained is the contribution of to the teaching methods and techniques used by the retired teachers of social studies that how the high school institutions they graduated. Some of the findings are that graduates of teacher-educated schools use more diverse and creative methods than those graduated from other high schools.

Keywords: Oral history, regarding methods and techniques, retired teachers of social studies.



The Effectiveness of Auditory-Verbal Therapy training in Mothers' Applications of Auditory-Verbal Therapy Techniques

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Abstract

Hearing-impaired babies now have more opportunity to access sounds with the early diagnosis and early hearing amplification when compared to the past. The facts that listening is brought to the forefront in the training, that the family is the focal point during the training process and the tendency to family-centred approaches increases make Auditory-Verbal Therapy (AVT) which is a verbal approach in the training of hearing-impaired individuals remarkable. The aim of this study is to determine the effectiveness of AVT training in the applications of AVT techniques by mothers who have children with hearing impairment. The study was carried with a multiple probe design across subjects among the single subject designs. The independent variable of the study is the AVT training program. The dependent variable is the frequency of the mothers employed AVT techniques in the interaction with their hearing-impaired children (auditory input first, waiting, pausing, acoustic highlighting, singing voice, expand and extend language,, one person speaking at time, repeating, and listen). This study was conducted with three hearing-impaired children at the age between 2 and 4 years who had bilateral severe/very severe sensorineural hearing loss and their mothers. The experiment process was implemented applied at the stages of determining the mothers' baseline level, AVT training, post-assessment and maintenance. The AVT training was carried out at four stages in the study. These are the sections of introduction, information exchange, implementation of AVT and creating the home program – recommendations for the parents (Estabrooks, 2001; 2006). The data were collected through observation. For the purpose of collecting the data, a 20-minute video was recorded interaction of the mother with her child during the play. The techniques employed by the mothers were marked as the frequency on the record form developed by the researcher. As a result of the AVT application, a significant increase was determined in terms of the number and variety of the AVT techniques in comparison with the baseline level all study participants. The mothers employed all the nine techniques and they maintained their skills of using AVT techniques in the follow-up sessions carried out 3, 5 and 8 weeks by increasing their use of techniques. The social validity data also support the fact that the AVT program is an applicable program. The findings were discussed in the study and recommendations regarding the application were included.

Keywords: Auditory-Verbal Therapy, Children with Hearing Impariment, Early Childhood Intervention, Parent Education



Teaching Approaches in Small Rural Schools Through the Use of New Technology: Applying the OpenSim.

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Abstract

The three-dimension virtual environments contribute constructively to the improvement of educational and teaching field, covering possible deficits, and strengthening the teaching practice of the teacher, especially in cases where the teaching process has specific features and requires alternative actions and interventions, as happens in the small rural schools. Therefore, this paper shows the possibility of using an alternative teaching application-proposal for this school type, by using the OpenSim platform. The purpose of the application is the socialization of students, the development of social negotiation and transmittal of knowledge, the comprehension of each subject, as well as the handling of potential difficulties during the conduction of the teaching process in the small rural Schools. Through the implement of this application, that is presented in this paper, it is accomplished the saving of teaching time, the expansion of teaching activities as well as the increase of opportunities and incentives as to motivate students. Based on the alternative proposal that is presented in this paper, 14 small rural Schools located in a mountainous and hilly region of Northern Greece took part and implemented it. The participating students are expected to work together in order to process teaching activities in the virtual environment, attend common lessons between schools and talk about specific issues. The pilot application of the OpenSim that is constantly expanding showed the significant benefits it has for the students.

Keywords: teaching process, software, small rural schools

[Fulltext of this paper is available at the page \(in English\): 325](#)



The Ways of Benefiting from Non-area Works in Qanun and Classical Kemancha Education “Sample of Oblivion”

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Abstract

Anatolia, the music tradition of which is very old as well as its musical instruments, undoubtedly contains the musical codes of many different cultures by geography.

Classical Kemancha, which has found its place in different geographies with different names and forms starting from the Central Asia from past to present, is one of the important Turkish musical instruments. According to the science of organology, it is thought that the ancestor of the musical instrument is the qopuz and its derivatives in the Central Asia. Qanun is a Turkish musical instrument which has a wide variety of playing techniques and has always maintained its importance due to these features. This name was given to the musical instrument, which was called as “yatuk” or “yatogan” by Uighurs and is now known as “qanun”, by the Arabs.

The "meshk" system, which is an understanding of teacher-student education, has been used in the transition of Turkish music education from generation to generation, based on centuries ago. Nowadays, Turkish music instrument education has been moved to the academic platform, and systematic methods as well as meshk have been among teaching methods. Systematic methods have been started to be written for each musical instrument in Turkish music instrument education, and the idea of using non-area works has emerged to strengthen the technical dimension of instrument education.

In this study, based on the idea of using non-area works in musical instrument education, the partitions written for the violin and piano of the work entitled Oblivion of Astor Piazzolla (d: 1921-ö: 1992) were examined separately for qanun and kemancha. The violin partition was studied for kemancha instrument, and piano partition was studied for qanun instrument. It was envisaged that the work helped to the development of the musical instrument both from technical and artistic aspects, and it was revealed in the study that this musical instrument has contributed to musical instrument education.

Keywords: Classical Kemancha, Qanun, non-area repertoire studies, Oblivion



The Effect of the Aerobic and Anaerobic Fatigue on Free Throw Shooting Kinematic in Basketball Players

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Abstract

The purpose of this study was to investigate the effect of the shooting kinematic after the fatigue which was formed via the shuttle run and repeated sprint test in basketball. Eleven male basketball players in aerobic group (X_{boy} : 1,86 ± 0,07 m, $X_{\text{yaş}}$: 24,91 ± 3,2 yıl, X_{VA} : 84,64 ± 8,16 kg) and thirteen male basketball players in anaerobic group (X_{boy} : 1,86 ± 0,06 m, $X_{\text{yaş}}$: 24,38 ± 3,34 yıl, X_{VA} : 84,23 ± 7,61 kg) who played in Pamukkale University Basketball Team have participated voluntarily in this study (X_{HEIGHT} : 1,86 ± 0,06 m, X_{AGE} : 24,38 ± 3,47 year, X_{BW} : 84,23 ± 7,91 kg). The images of resting and fatigue of free throw shooting were recorded by three high speed cameras which were set 100 fps (Basler A602f-HDR, GER). The fatigue has been constituted among basketball players by performing shuttle run and repeated sprint test to the subjects. Blood lactate values have been taken from the earlobes before and after the free throw shooting. SIMI motion analysis software was used for 3 dimensional analyzing of resting and fatigue free throw shooting. Kinematic data were filtered with low pass Butterworth filter (2th order 12 Hz) to remove noise from all raw position data. The joint angle of ankle, knee, hip and elbow; the takeoff velocity, takeoff angle and takeoff height of the ball; the slope of the body; displacement and velocity of the center of mass were calculated during the takeoff of the ball. In order to determine the statistically significant difference between the aerobic-anaerobik resting and aerobic-anaerobik fatigue for each kinematic parameter multiple regression analyse (MANOVA) and one-way anova (ANOVA) was used. The significance level was accepted as 0,05. The research showed that there was no statistically significant difference between investigated kinematic parameters ($p > 0,05$). These results showed that basketball players participating in this study overcome the fatigue. Furthermore fatigue did not effect free throw shooting kinematics.

Keywords: Kinematic analysis, Repeated sprint test, Blood lactate, Free throw, Voluntarily exhaustion.



An Evaluation of Media Literacy Lessons and Teachers' Approaches to Lectures

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Abstract

Discussions about who should give media literacy courses have been going on since the 2007-2008 school year when the curriculum was electively elected. This course is mainly given by teachers of social studies and Turkish teachers. Media literacy is a rarely discussed and discussed concept in teacher education as it is a new subject in education. The purpose of this study is to examine the qualifications of the teachers who gave the elective media literacy course and the attainment of the purpose of this course in the eyes of the teachers.

In this study, 7 different cities of Ankara, Atatürk Middle School (Yenimahalle), Aydınlikevler Elementary School (Altındađ), Etimesgut Middle School (Etimesgut), İnönü Middle School (Gölbaşı), Nedim İnal Middle School (Mamak), Osman Hamdi Bey Middle School (Keçiören) and Rauf Orbay An in-depth interview was held with 12 teachers who attended the media literacy course at Middle School (Çankaya). In the 2013-2014 school year, all the teachers who gave elective courses on media literacy were included in these schools.

Keywords: media, media literacy, new media, teachers



The Comparison of Leg Strength, Speed and Flexibility Characteristics in 14 Year Sedanter, Football and Basketball Players

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Abstract

The purpose of this study was to determine the differences among sedanter children, basketball and soccer players' flexibility, 30 m and the leg strength values. A total of 20 sedanter children and 20 basketball players participated from selected primary school in the survey. Also, 20 football players were selected from the sub-structure of professional football team in Denizli. Participants were tested for flexibility, speed and leg strength. To determine the differences among the groups the SPSS 15.0 for Windows program were performed. In Conclusion, it was found that leg strength values of basketball and soccer players were significantly higher than those of sedentary children ($p < 0.05$). Likewise, the speed values of basketball and soccer players were found to be higher than the sedanter children ($p < 0.05$). However, no significant differences were found between the flexibility parameters of the groups ($p > 0.05$). As a result, it was determined that children's participation in soccer and basketball significantly improved leg strength and speed performance, while children's participation in soccer and basketball did not affect flexibility.

Keywords: Child and sport, strenght, speed.



Investigation on the User Satisfaction of Architectural Space Quality in Patient Rooms: A Comparison of a Private Hospital and an Educational Research Hospital in Ankara

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Abstract

In recent years, it has become important that hospital buildings are re-evaluated and designed to meet existing needs. When designing new hospital buildings, it is not only aimed at quality of medical services, but also trying to create spaces that support future improvements through architectural design. The principal determinant of the architectural form and character of hospital buildings is the patient's room. The aim of this research is to reveal the effect of the architectural space quality on the patient satisfaction of the private hospitals and education research hospital patient rooms and to compare the two hospitals according to the determined scale items. The scale items are listed under the aesthetic - comfort, function and room position factors determined for patient rooms. As a means of data collection in the study, a questionnaire form was again created by using the questionnaire developed by Ergenoğlu (2013). In March 2017, inpatients who are treated in hospitals with two working days in total, including one working day private hospital, one working day education research hospital in Ankara, constitute the universe of study. Within this scope, it is aimed to reach all of the patients. The obtained data were analyzed by SPSS Windows 21 statistical program. As a result of the analyzes, the satisfaction rate of the patient rooms for the architectural space quality was higher in the private hospital where the application was made. As a factor to this difference, it is shown that all of the private rooms of the private patients are single persons and they are working for the efforts to get accreditation in the competitive environment. As a result, if a patient with a high level of satisfaction is to prefer the hospital and recommend to the people around them, it is suggested that hospitals should attach importance to the quality of architectural space in patient room design.

Keywords: Hospital architecture, patient room, patient satisfaction



Analysis of Lean Management Practices in Hospitals by Systematic Review Method

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Abstract

Objective: Lean management is a management approach that emphasizes the reduction of waste in organizations and respect for humanity. This study aimed to analyze the types of publications made on hospitals, the techniques used and the results obtained based on the lean management approach. **Content:** All the studies published on hospitals related to lean management in Turkey are included in the scope of the research and the date range is not defined. **Material and Methods:** In this study, a systematic review method was used in the analysis of publications. Systematic review is a structured and comprehensive synthesis of a number of studies conducted with similar methods to determine the best evidence of research available to the experts in the field. In this context, the related publications have been retrospectively scanned. ULAKBİM national databases, Pubmed, National Thesis Center and Google Academic databases were searched in Turkish and English with the key words of lean, management, hospital, health, institution, Turkey, via Ankara University internet network access. **Results:** As a result of the research, a total of 24 publications were made in hospitals on lean management in Turkey. 17 of them are articles, 7 are thesis studies; 18 of them are research, 6 were found to be review type studies. Most publications were published in 2015, and these publications (8) were mostly found in industrial engineering and business areas. The most commonly used lean techniques in the publications were value stream mapping, 5S and fishbone diagram. Lean management studies have been found to be most effective in reducing wastage and reducing waiting times in hospitals. It has been determined that the hospitals where the most lean management techniques are applied are the imaging centers. **Conclusion:** It can be said that the studies conducted in hospitals related to lean management in Turkey are numerically limited. In addition, it has been observed that the techniques and results used in research-based publications are not adequately explained. Considering that lean management practices reduce wastage in hospitals, decrease waiting times and costs, increase patient and employee satisfaction, it is suggested to increase the research about the subject.

Keywords: Health, hospital, lean, management, Turkey

Fulltext of this paper is available at the page (in English): 543



Search and Matching Model Analysis: National and Regional Beveridge Curves for Turkey

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Abstract

Search and matching models examine the relationship between the numbers of unemployment-job vacancies (UV) in the labor market. In this regard, the most widely used model is the Beveridge curve approach. The Beveridge curve suggests that there is a negative interaction between unemployment rate and the rate of vacancies. According to Beveridge curve, which has a convex shape, a high unemployment rate represents a low vacancy rate. UV Matching achieves on the 45 degree in Beveridge curve model. Through this matching process employment of the unemployed in available open position cause the unemployment rates decrease. The Beveridge curve approach is also used to analyze the differences in labor dynamics among regions. From this aspect, it is important to test the Beveridge curve approach. The aim of this study is to examine Beveridge curves for Turkey's national and regional labor markets. As a result of this investigation, the differences between aggregate and regional Beveridge curve can be explained; the labor market dynamics between the regions will be compared.

Keywords: Search and Matching Model, Beveridge Curve, Panel Data Analysis

Fulltext of this paper is available at the page (in English): 275



A Reimbursement Model in Turkey: Diagnosis Related Groups

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Abstract

Improvement studies in healthcare have become one of the priority areas in Turkey as it is in the whole world. Healthcare systems are constantly shaped by factors such as increasing health care quality and controlling costs. Because of limited resources, a number of health policies are developed in order to use health resources efficiently. Diagnosis-Related Groups (DRG) emerged to guide the hospital management for improving service quality and reducing costs in hospitals. DRG was originally implemented in the United States within Medicare Program in 1983. DRG-based hospital payment was developed against expensive and ineffective payment methods. DRG was approved in the international arena. DRG, is defined as a method in which diseases are classified by using clinical and cost data, and diseases are grouped using clinical and cost data, and assigning similar diseases to similar groups. DRG, a case-by-case payment system, has a number of differences compared to other payment systems. DRG-based hospital payment is so transparent because it is based on more data. In addition, payments in the DRG are predominantly based on the demographic and clinical characteristics of the patients. In this study, which is a literature review, the concepts of DRG were explained, the effects of DRG on quality and productivity were emphasized and the applications of DRG in Turkey were discussed. Furthermore, It aimed to examine the DRG policy in Turkey by making a SWOT analysis. In conclusion, the study suggestions were presented to the hospital management, physicians and clinical coders for the complete and accurate implementation of DRGs.

Keywords: Diagnostic related groups, health services, policy, swot analysis



Non-communicable Diseases: Turkey Profile

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Abstract

Non-Communicable Diseases (NCDs), are the major cause of morbidity and mortality, increases disease burden in Turkey as well as in the whole world. According to The World Health Organization (WHO) data in 2016, non-communicable diseases accounted for 37% of cardiovascular diseases, 27% of cancer, 8% of respiratory system diseases, 4% of diabetes diseases and 23% of other non-communicable diseases. In the occurrence of these diseases, changes in the demographic structure of the population , as well as the environmental conditions and lifestyle play an important role. The cost of treatment of non-communicable diseases is very high and long term. At the same time, these diseases cause the loss of life, decreases the quality of the individuals life as well as the loss of the labor force. For this reason, the economic and social impact of non-communicable diseases can be devastating for both patients and countries. This is an issue attracting the attention of political decision makers. For this purpose, it is of utmost importance that governments implement measures to reduce risk factors (Tobacco, alcohol and drug use, unbalanced and malnutrition, physical inactivity, etc.) for NCDs. When examining the global steps taken around the world to combat NCDs, it is seen that many international organizations, especially WHO, have taken steps to combat these diseases. The study, prepared as a literature study, aimed to give information about the non-communicable diseases which are increasingly important in the world and to examine the NCDs profile of Turkey and the steps taken in combating NCDs in Turkey. In conclusion, it is thought that this study can be useful in making effective policies for decision makers on NCDs prevention.

Keywords: Noncommunicable diseases, risk factors, Turkey



Matching Function Analysis on Labour Market: Sectoral Beveridge Curves for Turkey

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Abstract

The matching function used to analyze the labor market dynamics shows how many successful matches between the number of unemployed and the number of vacancy jobs. This matching process between unemployed and vacancy jobs (UV) can be examined within the framework of the Beveridge Curve. Indeed, the Beveridge curve is a matching function between unemployment rates and vacancy rates. The success of the matching process between vacancies and unemployment is accepted as an important indicator of the labor market effectiveness. In addition, Because of differences between labor market dynamics among sectors, it is important to obtain sectoral Beveridge curve. The main purpose of this study is to analyze the sectoral dynamics of the labor market through sectoral Beveridge curves. By means of this analysis, the differences between the sectoral Beveridge Curves can be revealed; Labor market dynamics among sectors can be compared.



The External Debt- Economic Growth Nexus: An Empirical Analysis for “Fragile Five” Countries

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Abstract

In this study, we analyze the relationship between external debt and economic growth based on the Johansen cointegration analysis and VAR method for Brazil, Indonesia, India, South Africa and Turkey, which are known as “fragile five”. The relationship between external debt and economic growth is examined for each of these countries separately, except South Africa, by using annual data for the period of 1970-2015. For South Africa, we investigate the relationship by using quarterly data for the period of 2003-2015 because annual data is not available for the whole of the period of 1970-2015. Our main findings are as follows: i) In Brazil, there is a bidirectional causality relationship between external debt and GDP but the effect of external debt on GDP is higher than the effect of GDP on external debt. ii) There is no any relationship between external debt and GDP in Indonesia and India. iii) There is a unidirectional causality relationship from external debt to GDP and external debt has a positive effect on GDP in Turkey and South Africa.

Fulltext of this paper is available at the page (in Turkish): 535



Causality Relationship Between Budget Deficit and Current Account Deficit: The Case of Turkey

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Abstract

The aim of this study is to investigate the effect of budget deficits on current account deficits in Turkey. In this direction, we analyze the relationship between budget deficits and current account deficits based on the VAR method by using quarterly data for the period of 2006-2016 in Turkey. According to the findings of our analysis, in the period of 2006-2016, there is a bidirectional causality relationship between budget deficits and current account deficits in Turkey. However, the results of variance decomposition analysis point out that the effect of current account balance on budget balance is higher than the effect of budget balance on the effect of current account balance, which is supported by the impulse-response functions.

Keywords: Twin Deficit, VAR Model, Granger Causality

Fulltext of this paper is available at the page (in Turkish): 527



Towards a Better Understanding of Adolescents' Experiences of Intimate Partner Violence and the Impact on their Social Behavioural Domains*

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Abstract

Women and children/adolescents are continuously exposed to abusive acts of intimate partner violence (IPV). The incidence of children, and particularly adolescent exposed to IPV itself has not changed as much as its visibility has progressively increased, mainly due to the significant decrease in tolerance towards IPV. Startling facts about adolescent's repetitive exposure to IPV indicate an adverse impact on their social development. This study accounts for adolescents' social behavioural responses to IPV and constructs a descriptive, critical analysis, indicating short and long term implications for their social development trajectory. Through the pathway of Critical Theory and Critical Pedagogy, this study grounds itself in the socio-educational perspective, focusing on self-actualisation and socialisation concepts as determinants of the potential impact. This in-depth qualitative study acquires information-rich data from a sample of adolescent participants exposed to IPV in Gauteng, South Africa. Findings indicate levels of inadequate actualisation of noted determinants, verifying a mainly adverse impact on the social behavioural domains. Strategies to empower adolescent IPV victims to enhance their social development will be suggested.

** This paper was not presented by author*



The Effects of Adapted Sport Training Program on the Quality of Life of Individuals with Autism

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Abstract

The aim of this study is to examine the effects of “Adapted Sport Training Program” on the quality of life of individuals with autism. The study was conducted with 20 children (5 female and 15 male) aged between 6-18 and diagnosed as autism spectrum disorder according to DSM V criteria and who were also attending Trakya University Armağan Dönertaş Child Development and Education Research Center. As a research model pre-test post-test experimental model was used. The study group participated to an adapted sport training program including basic movement education, sporting skills, swimming programs for 14 weeks (3 days a week and 3 hours per day). For data collection, the parent’s form of Quality of Life Scale for Children (QLSFC) which was developed to measure the quality of life of adolescents and children aged between 2-18 years old and ‘Sensory Assessment Scale for Children with Autism’ were used. Results were obtained from parents with children who have autism spectrum disorder before and after the study. The findings of the study will be expressed in Fulltext.

Keywords: Autism, quality of life, sport training, sporting skills, swimming



A Study on Examining the Public Service Announcements within the Framework of Sustainable Consumption

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Abstract

Along with the globalization movements, the consumers' expectations and needs have diversified. In order to meet these various wants, businesses have started to present many products to the target markets. Such an increasing production of different products and services caused an increasing consumption pattern among consumers. This trend leads to draw attention necessarily to the concept of sustainable consumption. In short, sustainable consumption is mainly focusing on consuming the products and services more consciously. Public service announcements are among the effective ways of directing consumers to consume products consciously. By means of visuality, it can be possible to educate consumers more easily and rationalize their behaviors. In this study, content analysis was applied to examine the public service announcements, which were made by various institutions, organizations and a video sharing site, within the framework of sustainable consumption. It was found that different aspects of sustainable consumption were emphasized in public service announcements to express the importance of sustainable consumption.

Keywords: Sustainability, sustainable consumption, public service announcements

Fulltext of this paper is available at the page (in English): 282



The Impact of Infographic Animation Videos on Data Visualization

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Abstract

Visualized information has not lost its significance since from time that we were living in caves. Visual support to information that is meant to be explained, or its totally visual presentation, facilitates its reaching to the target audience. Information transfer throughout images is a long process, ranging from pictograms to graphics and even motion graphics. We frequently meet with these images in our everyday lives. These infographics, which facilitate our everyday life, provide us a faster understanding of the environment we are living in or the information we read.

Infographics that help us to understand complex data easily can lose their impact if the data increases. In this case, infographic videos are introduced. Animated infographic videos both transfer the data with a big speed and make the data more memorable.

This study aims to examine the production process of data visualization videos. With this aim, visual design processes of visualization animation techniques will be considered first. Second, a general evaluation of the process and priorities in design will be examined.

Keywords: Infographics, animation, data visualization



Examination of the Effects of Current World Issues Course Constructed in Accordance with the Active Learning Approach on Teacher Candidates' Awareness And Perspectives Related to the World Problems

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Abstract

As the world problems have grown, the affective dimension of behaviors has begun to be emphasized more and more. This emphasis also leads educational area including curricula, learning settings, etc., more focusing on gaining awareness and consciousness to the students. Today, it is expected teachers firstly to have an affective sight to the world problems and then enable their students having this sight. Therefore, gaining this sight to the teacher candidates seems very important goal for teacher training programs, especially to social studies ones. In this context, the main aim of this study is to investigate the effects of the Current World Issues Course constructed in accordance with the active learning approach on senior student teachers' awareness and perspectives related to the world problems. The study is conducted with qualitative case study methodology. Participants in the study are 35 senior students attending a social studies teacher training program at a state university in Turkey. Data were collected by pre and posttests, open-ended questionnaires, and focus group interviews. All data was analyzed in compliance with qualitative data analysis procedure. In this process, firstly basic coding process was conducted. Then, some superior categories were reached by combining and associating the codes. Finally, general patterns and themes were found out related to issue. According to main results of the study, teacher candidates seems to have been aware of responsibilities and roles of each person, and also their own ones, in the current complex conditions; and opportunities for solving the problems surrounding them. Some problems have become more noticeable and visible to them. Many of the participants are more volunteer about informing other people related to the world problems. The results of the study will be discussed in terms of constructivist learning settings in teacher training programs.

Keywords: Current world issues, social studies teacher training, active learning



Another Benefit of Mindfulness: Ethical Behavior

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Abstract

Severe ethical lapses have damaged the reputation of established corporations and reduced their profits in the last decade worldwide. Organizations endeavor to prevent unethical behavior such as setting up strict rules, creating an ethical climate or being a role model for newcomers. This study aims to investigate the relationship between mindfulness and ethical behavior. Mindfulness refers to being here and now emotionally and intellectually. The concept has a philosophical root directing individuals to a moral life. Freiburg Mindfulness Inventory (FMI) was adapted to Turkish and used for measuring mindfulness. Ethical Behavior was assessed with Ethical Behavior Rating Scale. Data were gathered from 250 white collar employees working in İstanbul. Results indicate that mindfulness has significant relationships with ethical behavior which means participants who are aware and who accept the things are more likely to behave ethically in their workplace. This study provides a unique theoretical contribution by examining the link between mindfulness and ethical behavior among white collar employees. Since mindfulness is a skill, cultivating employee's mindfulness through training programs is among the practical suggestions of the study.

Keywords: Mindfulness, Ethical Behavior, Acceptance, Awareness, Moral life.



The Examination of Liking Children Tendencies of Preschool Teacher Candidates in Terms of Several Variables (Pamukkale University Sample)

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Abstract

The preschool period is a critical period for all developmental areas of the child. Preschool children need for love and interest as well as academic skills in order to complete their development. The aim of this study is to investigate the liking tendency of preschool teacher candidates who have a great importance in children's development and learning. In line with this aim, main question of the study is whether preschool teacher candidates' tendency levels related to liking children vary by gender, age, graduated high school type, grade level they are attending, and selection the preschool teacher training program voluntarily or not. The study is conducted with descriptive survey model. The research group of the study is included preschool teacher candidates ranging from 1st to 4th class in Pamukkale University Faculty of Education in the 2016-2017 academic year. Appropriate sampling method is used in determining the study group. "Personal Information Form" prepared by the researcher was used as data collection tool to obtain the demographic information of the students. The Barnett liking of children scale developed by Barnett & Sinisi, (1990) and adapted by Duyan and Gelbal (2008) was used to determine the child liking tendencies of preschool teacher candidates. The Cronbach's Alpha reliability of scale was found 0.92; the test-retest reliability of it was also found 0.85. The data obtained as a result of the research will be analyzed using SPSS statistical package program. In the analysis of the study data, t test and variance analysis techniques will be used.

Keywords: Preschool education, preschool teacher candidate, liking of children.



Current Issues Teaching According to the Opinions of Social Studies Teachers

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Abstract

This study aims to determine the opinions of social studies teachers about the teaching of current issues. The study model is case study, which is among qualitative research methods. The study group, on the other hand, consists of 12 social studies teachers who render service at official secondary schools in the school year of 2016-2017. The data were collected by using semi-structured interview form. The data acquired from the study, on the other hand, were analyzed via descriptive analysis method. As a result of the study; social studies teachers stated that current issues would prepare students to life, increase their interest in the lesson and enable them to participate in the lesson more actively. They also stated that current issues would enable students to be raised as active citizens witnessing the real condition of society. The teachers indicated that they considered current issues a supplementary for social studies lesson and used them in the class when necessary. They stated that they mainly used question-answer and discussion methods while teaching current issues. It was determined that they paid attention to avoiding political issues and preferring issues regarding society and acquisitions. They indicated that coups, terror and anarchy had to be involved among current issues at most and found school books insufficient in terms of current issues. The teachers also indicated that there were problems about current issues as students would come to the class with prejudices obtained from their families and environment, there wasn't enough time and the issues would be brought to politics.

Keywords: Current issues, Social studies, Teacher



Poverty and the Development of the Human Development Index in Turkey

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Abstract

In recent years; poverty which is an important agenda item of development process is in the content of the economics studies. When the definition of poverty broadens, its measurement becomes more complicated. The indicators, which are used to evaluate poverty, change with its definitions. The phenomenon of poverty which can be defined as not having opportunities to get basic needs and minimum living standards has both togetherness and interaction with the concepts of unemployment, deprivation, discrimination, and social exclusion. In Turkey, the implementation of neo-liberal policies during the 1980s, the effects of financial crises and the process of globalization have caused new forms of social stratification, urban residential forms and cultural dynamics to emerge. Nowadays, as the development index, the concept and the index of the human development and the qualitative dimension of the development are being placed on the agenda of the societies. That is why development, rather than referring income and increased richness, is a human focused concept. In this content, the Human Development Index (HDI), which was developed by the United Nations Development Programme (UNDP), measures development by using three basic elements, namely health, knowledge, and income level. Turkey has to define her goal as to be among the high human development countries category in the nearest future. Moreover, the development policies should adopt a human development centred economic, social and cultural policy path, investing in education aiming to increase literacy rates and enrolment ratios.

Keywords: Poverty, Turkey, Human Development Index



Conflict and Negotiation in Turkish Culture: A Qualitative Study*

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Abstract

This study aims to investigate communication orientation in Turkish work culture. 91 males and 71 females totally 162 employees have been taken as participant. This study realized with qualitative data collection and analyses methods. The participants interviewed with approximately 45 open ended questions. After the data collection finished content analyses proceed, themes and subthemes which are the results from the content analyses, were taken together. The results revealed that counterparts prefer direct communication in negotiation. In face to face communication, negotiators use a kind of threatening future problem messages to persuade their counterparts. It was also found that Turk negotiators more likely express their emotions in negotiation process. The findings have been discussed in the light of direct and indirect communication culture in literature.

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Relationships between Social Identity, Social Justice Perception and Collective Action Participation

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Abstract

The purpose of this study is to explore relationships between social identity, social justice perception and collective action. For this purpose, data were obtained from 265 females and 242 males in total 505 individuals who studied at eight universities selected by easy sampling method from seven regions of Turkey. The age range of participants is 18-32. The findings of the research showed that there are negative relationships between the sense of social justice and collective action and its sub-dimensions. It was found that the social justice perception of the participants whose prior identity is student, is positive. On the other hand participants who define themselves with political arguments have negative perception on social justice. The participants whose prior identity is Kurdish activist have tendency to participate in all kinds of collective actions either actions put legal responsibility on individuals or not. On the other side, it was found that, the individuals identify themselves as student and environmentalist have stood away from all kinds of actions. Furthermore the results revealed that individuals who priory define themselves as Kemalist, conservative and patriot have not any tendency to take collective actions that put legal responsibility on individuals. Finally, individuals who define themselves religious tend to participate actions that do not put legal responsibility on individuals.



The Problem of Self in Marie Luise Kaschnitz's Story "Lange Schatten"

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Abstract

Marie Luise Kaschnitz, who, after the war, draws attention with her successful poems about the effects of war, and novels dealing more with women before the war, has had an important place in the world of literature with the socio-psychological issues presented in her stories. Texts which the individuals/children have especially witnessed in the world of emotion and thought presented a suitable ground for analysis both socially and psychologically. Kaschnitz's works have enabled psychological discussions in terms of presenting a lot of data about the spiritual world.

The story "Lange Schatten" discussed in our work is suitable for both a psychological and a sociological examination. The difficulties in the spiritual world and the family environment of a little girl, who was selected as a protagonist, are touched upon in detail. Family's approach to the child and child's experiences due to this approach are at the center of the story and the negative picture drawn by the child who has developed in a negative direction/had an ego problem has been exposed.

Keywords: Family-Child Relationship, the Problem of Self, Personality Disorder



The Effect of Music Education on Musical Preferences

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Abstract

This study aims to identify the effect of education at the Music Education Branches of the Faculties on musical preferences, by determining the variations of the students musical choices. The research, includes the first class students of Karadeniz Technical University Fatih Education Faculty Branch of Fine Arts of Music Department. The data is obtained by inquiry. By analysing the data, the effect of music education on musical preferences is discussed.

Keywords: Music, Music Education, Musical Preferences.

Fulltext of this paper is available at the page (in Turkish): 473



The Relationship between Teacher Candidates' Democratic Attitudes and Their Epistemological Beliefs

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Abstract

The purpose of the study was to investigate the relationship between prospective teachers' democratic attitudes and epistemological beliefs. This study employed a correlational research design. The convenience sampling technique was chosen for this study. The participants of this study were 483 prospective teachers that studying at the college of education at one of the highest prestige state universities that located in Güneydoğu region. "Democratic Attitudes" scale and "Epistemological Beliefs" scale were used to collect data. The data were analyzed using SPSS.20 packet program. The findings demonstrated that there was no relation between prospective teachers' scores obtained from democratic attitudes and epistemological beliefs diamond.

Keywords: Democratic Attitudes, Epistemological Beliefs, Teacher Candidates



Subcontracting Tendency of Public Sector in Turkey

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Abstract

According to the OECD definition (OECD, 2005), the subcontractor is a contracting company with another company for one or more of the product design, processing or production, construction, maintenance work and services for a given production cycle. In this context, sub-employer practice has become a means of employing unorganized and cheap workers in the private sector, while businesses give out some of their jobs except for their main activity to become smaller and more efficient. Recently, the number of subcontract workers has also increased and sub-employer application has become widespread in Turkey. In fact, it seems that subcontracting is transformed into an employment type especially by public institutions and organizations in Turkey. These developments have brought together many problems. This paper analyzes the evolution of subcontracting and discusses the main economic and social problems in Turkey.



The Evolution of Unemployment Insurance in Turkey

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Abstract

ILO has accepted the Social Security (Minimum Standards) Convention in 1952. Convention No.102 as the fundamental social security Convention embodies an internationally accepted definition of the very principle of social security. According to the Convention 102, part IV, "Each Member for which this Part of this Convention is in force shall secure to the persons protected the provision of unemployment benefit in accordance with the following Articles of this Part".

In Turkey, unemployment insurance based on mandatory attendance and insurance technique was established as a branch of the social security system by the state with the Law of Unemployment Insurance, the law no. 4447, in 1999. According to the Law, the insurance is based on the compulsory contributions of employer, employee and the state. Unemployment benefits are paid to insured workers, who lost their jobs against their will. This paper investigates the evolution of unemployment insurance and discusses the point reached in Turkey.

Keywords: social security, unemployment, unemployment insurance, the law no.4447



Turkish Language Teaching Problems

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Abstract

In this study, it is aimed to reveal the problems that arise during the teaching of Turkish language and a perspective on the causes of these problems. The examination and teaching of the Turkish language begins with the process of the republic. From this period to the present day, the results of the examination of the Turkish language reveal the methods and approaches that are decisive in the study and teaching of Western languages. While the Turkish language is under the influence of the French language in the first years, the influence of the German, Russian and English schools occasionally comes to the fore. Turkologists belonging to the Indian European language family treat the Turkish language with the methods and approaches of their own language. According to this, grammars write. These grammars are mainly influenced by the researcher's mother tongue, even though the thought systems, methods and approaches, subject classifications, even examining sentence types and terminology are influenced. Every language has a system of thinking and logic. This system emerges from the social life of the nation that owns the language. The Turkish language has a philosophy of its own system of thought and logic. If language studies and language teaching are based on this system, success will be effective and lasting. For example, how well can you teach English to a person whose native language is English, using Arabic language teaching or thinking systems and approaches? If the Turkish language is taught with a meaning-centered approach and a total deduction method, effective and lasting results will emerge. Critical thinking, research-questioning, problem solving, using information technology and entrepreneurship are related to skills such as correct, effective and beautiful use of Turkish. There are many problems with teaching Turkish language. Raising students who can think critically on language education has also become one of the main objectives of education. The achievement of the achievements of the language skills in a critical way activates language development symmetrically to individual thought development. Expressing yourself successfully is the first condition of success no matter what area. In Language Education, the aim is to train conscious individuals who can understand, read, write and express their understandings.

Fulltext of this paper is available at the page (in Turkish): 479



Music Performance Anxiety in The Context of Social Fobia and Performance Anxiety

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Abstract

Social phobia is the fear of being examined by others in social settings, the fear of being criticized or humiliated in situations where performance should be demonstrated. Performance anxiety in the other hand includes a group of disorders such as taking test (Elliott & McGregor, 1999), math performance (Ashcraft & Faust, 1994), public speaking (Merritt, Richards & Davis, 2001), sports (Hall & Kerr, 1998; Hanton, Mellalieu, Stephen & Hall, 2002) and arts performances, dance (Tamborrino, 2001), staging (Wilson, 2002), and music (Deen, 2000; Ryan, 2003) that affect a wide range of individuals' daily life and works. Performance anxiety is a phenomena that includes social anxiety or social phobia.

Music performance anxiety (MPA) is a specialized form of performance anxiety. Performance-based anxiety, especially MPA, is largely explained in terms of genetic, biological, behavioral, cognitive, physiological, and past experiences. In this study, models and theories for explaining musical performance anxiety are reviewed. Recent studies have focused specifically on the level of physical arousal, physical symptoms, negative self-perception, and cognitive schemas that maintain this disorder. Social phobia theories also apply to performance anxiety. In particular, cognitive perspective of social phobia and automatic thinking, cognitive distortions provide more specific examples for MPA. The aggravated state of MPA can lead to social anxiety and phobia, and the more intensified state can lead to stage fright. When investigating the literature in the field, it is observed that many behavioral, cognitive, learning and physiological techniques are applied for the treatment of MPA. In this study, the specific characteristics of performance anxiety in musicians and the methods and treatments applied in order to cope with these problems are evaluated.

Keywords: Social phobia, social anxiety, performance anxiety, music performance anxiety (MPA)



Cognitive Behavioral Therapy Applications in Children

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Abstract

One of the most commonly used therapies in the field of psychotherapy is cognitive behavioral therapy (CBT). In recent years, cognitive items have been considered within the framework of a theory, and the cognitive-behavioral techniques have been systematically demonstrated (Savaşır, Soygüt & Kabakçı, 2003). CBT is currently being used extensively in the treatment of both child and adult psychopathology. There is a great deal of evidence that CBT is effective in many disorders such as depression, anxiety, post-traumatic stress disorders, impulsivity, attention deficit hyperactivity disorder in children and adolescents (Jensen, Holt & Ormhaug, 2017; Grave & Blissett, 2004; Kendall & Pimentel, 2003). According to the model formed by Kendall and Braswell (1993), the CBT; while focusing on the factors that influence the information processing process, it also emphasizes the learning process, role models and environment. The goal of therapy is to teach understanding of cognitive distortions and disabilities, testing reality, teaching new skills or thoughts, coping with non-rational thoughts and beliefs, and changing them to rational thinking (Grave & Blissett, 2004, Kendall & Braswell, 1993). In many countries, the CBT programs developed by cognitive behavioral techniques used in children are applied. E.g., Kendall's "Coping Cat Workbook and Program". The same program was named in Turkish "*Fear Hunter*" by Ege University. CBT techniques for children have also been developed as a set of programs that include materials such as games (Geldard ve Geldard, 1999). There are many games used in the treatment of children in our country: "*Just in Time*" and "*Adventure Forest*". These games improve the cognitive capacities of children through processes such as short-term memory, problem solving and finding different solutions. This study discusses how CBT is used in children and adolescents, their effects and their difficulties in the light of literature.

Keywords: Cognitive-behavioral therapy (CBT), CBT practices in children and adolescents



A Research About Oud Training and Oud Methods in Turkish Music

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Abstract

Traditional Turkish music education came to modern days with preserving its existence with the system named as “Meshk”. Training in Meshk system, within the master-apprenticeship context whether theoretical or practical, manner and mimicry along with tone studies are developed together with this education. Meshk, in which the teacher is performing an whole or a part of a work singing gently, in short it is a training system that makes its way to the memory with frequent repetitions. This also applies to verbal works, Saz (a Turkish stringed instrument) works, and Saz players.

Instrument training is an important part of general music education and the use of instruments in music education plays a very important role. Turkish music, which is mainly composed of verbal works, the instrument-based method studies are unfortunately not at the expected level. One reason for this may be that the writing of musical notes in the past periods was not sufficiently used, another reason might be that Meshk training concept, which is applied by the teacher and student practically, there is no need for instrumental methods. As a result of this situation, there was no practical method for instruments written until the end of the XIX century in Turkish music.

This paper analyses which techniques and Oud methods are used in Oud classes in Higher Education Institutes which teach Turkish music. The research first focuses on the concept of Meshk system in Turkish music education, after giving a general and historical information about the music instrument Oud, a comparative research was carried out on the Oud methods used nowadays. In the comparison made, the general features of the use of Oud such as grip, pressure, positions on the Oud instrument, technical informations such as etudes and various ornaments, as well as the processing of Turkish music theories such as the mode (maqam) and methods described are also discussed. Thus, in the light of the similarities and some differences in existing methods have been analysed method approaches specific to Oud.

Keywords: “Oud in Turkish Music, Oud and method, Oud training, Meshk training and Oud methods”



Relationship Between Problem Mobile Phone Use, Mental Health Continuum and Meaning in Life in University Students

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Abstract

The aim of present study is to examine the relations between problem mobile phone usage and mental health continuum and meaning in life of university students. The study group consist of 324 university students selected by random sampling method. The distributions of participants by gender were 230 female (%71) and 94 male (%29). The average age is 20.8 ($S_s = 1.86$). Problem mobile phone use scale (Şar & Işıklar, 2012), meaning life in questionnaire (Akın & Taş, 2015) and mental health continuum short form (Demirci & Akın, 2015) were used as data collection tool in the research. It has been determined that normal distribution of research data is appropriate. Based on this, data analysis was performed by Pearson moment product correlation coefficient. According to the findings, it was determined that problem mobile phone usage were between emotional well-being subscale ($r = -0.125$, $p < 0.05$), present meaning subscale ($r = -0.194$, $p < 0.01$) significantly correlated negatively. In addition, it has been determined that there is no significant correlation between problem mobile phone usage and social well-being subscale ($r = -0.029$, $p > 0.05$) and psychological well-being subscale ($r = -0.089$, $p > 0.05$) and searching meaning subscale ($r = 0.106$, $p > 0.05$). The results are discussed in the literature.

Keywords: Problem mobile phone use, mental health continuum, meaning in life



Analysis of the Characters in Arthur Schnitzler's Novel Named Leutnant Gustl (Lieutenant Gustl) as Being Dominant Figure and Social Prototype

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Abstract

Arthur Schnitzler, the significant Austrian literature writer, is also one of the well-known representatives of impressionist era. The novel *Lieutenant Gustl* (*Leutnant Gustl*) has taken its place in world literature history as being the first sample in which he applied the internal monologue (*Der innere Monolog*) technique for the first time in German Literature.

Arthur Schnitzler took medical education and besides his medical practice as a doctor he closely dealt with literature and used the experiences he got from his psychoanalysis and psychology studies in his works of art prominently.

He frequently used inner monologues for analysing moods of the novel characters he created and it is seen that he used this technique in most of his works of art. Besides of this, he dealt with the topics such as social statues, retrogression in bourgeois life and created extraordinary characters.

In the present study, *Gustl*, a character from the novel *Lieutenant Gustl* (*Lieutenant Gustl*) will be analysed as a dominant figure and social prototype in the frame of various examples.



Elite Soccer Players' Running Speed and Heart Rate Responses at Fixed Lactate Levels with The Beginning and 4th Week of The Training Season in Different Teams

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Abstract

In the study, the lactate tests conducted in separate periods with the football players playing in two different teams in Turkish Super League were examined and compared. At the beginning of the preparation period 26 players and at the end of the 4th week the other 23 players of total 49 players' the running speeds and heart rates at the lactate threshold (2 mmol / l lactate) and anaerobic threshold (4 mmol / l lactate) were measured. The aerobic and anaerobic thresholds of the subjects were determined using a mathematical lactate curve model (spline function). The difference between the mean scores was compared by applying independent samples t-test. While lactate threshold levels were not statistically different between the test periods, anaerobic threshold heart rates (166,4 ve 179,5 beat/min) and running speeds (11,9 ve 13,8 km/h) are significantly higher in the group measured after 4 weeks. It is observed that the aerobic endurance of the group measured after 4-week of football preparation period is significantly higher and that anaerobic energy metabolism is starting to contribute a lot at higher heart rate and running speeds.

Keywords: Lactate threshold, anaerobic threshold, aerobic threshold, soccer, football, heart rate



Development of Strategic Cost Concepts in Strategic Cost Management and Use in Target Costing

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Abstract

In general sense, strategic cost management (SCM) is the strategic management of costs in the long term. Alternatively defined as the use of cost management techniques to reduce the costs and improve strategic positions of businesses, SCM is an approach which takes into account for long terms the conditions imposed by international competitive environment in decision-making processes and integrates strategic planning and strategic cost analyses. While SCM is a cost management based on cost analyses, it gives explicit priority to strategic elements. The aim of strategic cost management is to manage value creation chain, strategic positioning and cost driver processes of a business. In pursuing these goals, SCM utilizes strategic cost concepts.

Strategic cost management involves basic concepts such as resource, resource cost, direct/indirect resource cost, fixed/variable resource cost and operating cost. In this paper, strategic cost management concepts will be taken as basis and applied in target costing, a strategic cost method. Target Costing (TC) is a method to manage the costs before they incur and to produce at a cost level by ensuring desired profit without compromising the quality. TC involves cost reduction in different stages of a product's life cycle, improvement of technology and manufacturing process and cost analysis in each stage. Costs will be clearly differentiated through the model created. Calculation of unit costs will also include direct variable resource costs, direct and indirect fixed resource and operating costs. Thus, target cost will be achieved more efficiently.



Review of the Studies on Agility in Knowledge Management

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Abstract

Recently, a new term has been introduced, which tries to capture agility requirements and their respective answers within the framework of knowledge and learning for the organizations. This term is now commonly used as 'Agile Knowledge Management' (AKM). Since it is rather a new construct, it is difficult to claim that it has been sufficiently discussed and analyzed in the practical and theoretical realms. Like the term 'agile learning' it is also commonly addressed in the software development and information technology fields and across the related areas where those technologies can be applied. The organizational perspective towards AKM, seems to need some more time to become scholarly mature. Nevertheless, in the literature one can come across some implicit usages of this term occasionally. This research is aimed to explore the conceptual background of agility in KM, re-conceptualize it and extend it to business applications with a special focus on e-business.

Keywords: Knowledge Management, agility requirements Agility in Knowledge Management.

Fulltext of this paper is available at the page (in English): 297



Morality as the Limitation of Press Freedom in the Decisions of the European Court of Human Rights

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Abstract

Press, one of the most effective use tool of the freedom for expression, has an unarguable importance because of its place in pluralistic democratic regime as fourth force. As press takes its legality from this view which sees itself as a part of democratic regime, similarly the government ensures and certify its legality and security with the media's supervision power.

Freedom of press consists of rights and freedoms which can be summerized as printing, publishing and distributing news, thoughts, comments and analysis and critics freely. This right that can be used within responsibilities is limited by certain reasons as all other freedoms. Although these limits range in different communities, the verdicts of European Court of Human Rigts show the increasingly tend to restrict the scope of the article in democratic countries.

The ECHR, which is an international jurisdiction in the field, leaves a comparatively wider margin of appreciation to the contracting states, especially in matters shaped by the historical heritage, cultural traditions and customs of societies, such as morals and religious values, and adapts to the decisions of local authorities. However, the increasing margin of freedom in the freedom of the press, which is becoming more and more monotonous in the globalizing and commercializing world, is also not limitless. As a matter of fact, the ECHR has developed various criteria in terms of general morality, and subject the case to a detailed evaluation of the criteria in question.

Keywords: Ethics, Press, freedom of press, European Court of Human Rights.



Stages of ECRIF Framework

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Abstract

In traditional language teaching methods, there was no place for the learners in teaching and learning atmosphere. No importance was given to their interests and needs. However, with the coming of new methods which has promoted the learners' being a part of teaching and learning, there have been many methods and improvements. They all support the idea of learning, autonomy and learner-centeredness. In order to understand learning procedure better, there is called ECRIF, a framework with five stages: E means encounter, C means clarity, R means remember, I means internalize, F means fluency. This study gives detailed information and examples about ECRIF use in language teaching and its stages to a great extent.

Keywords: ECRIF, language teaching, stages



Approaches to Critical Reflection

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Abstract

Teaching is an ongoing process for teachers as they never stop learning. They learn from a variety of sources, even from their own teaching. This is called reflective teaching which is like a mirror that teachers can use to look on themselves. It deals with what happens in the classroom. Teachers can do this by themselves, silently, or by talking to their colleagues. So why do teachers do reflection? It has many answers like to understand their learners, to learn from what they do in the classroom and to improve themselves. In order to gain these kind of answersi they use many tools. This paper is about the definition of reflective teaching and approaches to reflection.

Keywords: Reflective teaching, teacher, approach



Sociology in Cinema: Origins of Social Types in Turkish Cinema

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Abstract

George Simmel is the first inventor of social types. Although he did not make a specific definition of social types, his creation of social types such as “the stranger”, “the poor” or “the metropolitan” make it easier for us to understand the people and their lives within a society. A similar situation is valid for cinema. We also see characters and types in cinema films within the story. The more similar the character/type to the real life, the more it is believable. Thus, it is possible to state that characters and types in cinema films can be representations of social types.

This study aims to analyze the origins of the connection between the social types and characters/types in Turkish cinema. With this aim, after the examination of social type concept in sociology, character/type structure in cinema will be examined. Finally the connection between the social types and characters/types in Turkish cinema will be examined throughout the origins of social types in Turkish cinema.

Keywords: social type, character, cinema, sociology



Group Communication At Digital Public Space: Wechat Sample

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Abstract

Technological differences in human life and new communication methods have changed the way of living the concept of social life. Social media environments one of the new forms of socialization, create common and virtual environments in which disparate people in common interests or professions can communicate through announcement or exchange of information without having to recognize each other. It is an innovation provided by the communication technology that social media can create individual media, create their own media and share them on the social media by means of photographs, videos, written texts of an individual or group.

The Wechat application, which has been widely used in social media recently, is a free, next generation mobile communication tool that combines text, voice and video chat features, with more than 800 million users worldwide, based in China. Providing the public space among the participants, Wechat is carrying digital public space by providing communication and interaction as well as the emergence of differentiated societies according to personal characteristics.

Purpose of the study examines the communication platform in terms of the importance and use of group communication in the context of public space and to reveal its social effect, the social networking site Wechat, which is used extensively in China. In the study, with literature research on group communication and digital public space, in-depth interviews conducted with the members of the Wechat group actively and the obtained data were evaluated.

Keywords: Social Media, Group Communication, Digital Public Space, Wechat



Sedentary Students' Views about 3D Virtual Sports Platform

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Abstract

It is possible to maintain a healthy and happy life by extending the regular exercise into a lifestyle. However, more and more adoption of modern life leads to the spread of a sedentary life style. Due to sedentary life style, people become difficult even in their daily activities and many illnesses are beginning to appear. Although the researches reveal a positive relationship between physical activity and health, researchers agree that people do not exercise as much as they can. In the whole world, lack of physical activity is increasingly threatening the health of communities. For this reason, it is very important to offer alternative methods to increase the sporting possibilities of the people and to help them gain the habit of doing sports. It is known that using the advantages of current and advanced technologies to solve the existing deficiencies and to produce new methods in this area could be a good solution. With the opportunities provided by current and advanced technologies such as Internet and Kinect (motion detection technology), it would be an alternative solution to provide those who cannot have the possibility of doing sports to be physically in the same room as the group, and to be able to do sports in synchrony with the trainer. In our study, the views of sedentary students using a 3D virtual sports platform developed by researchers were examined. This research is supported by TUBITAK 115K068 scientific research project.

Keywords: Kinect, Motion Detection, 3 Dimension Virtual Sport Platform



View of Teachers about Computation Errors of Students Learning Disabilities and Mathematic Disabilities

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Abstract

The aim of this study was to examine the views of third grade elementary school teachers on computation errors of their students learning disabilities and mathematic disabilities. In this study, addition and subtraction errors of students experiencing learning disability and mathematics difficulties were examined. The study group was consisted of 30 students with learning disability, 30 with mathematic difficulties. All participants attended third grade. In addition, a likert scale survey was given to the teachers of the participating students in order to determine whether they correctly identified their students' mathematical errors. When the teachers' identification of students' errors were compared to the types of errors their students actually made, results revealed that teachers were not able to identify the errors correctly. It is suggested to spare enough lesson time for mathematics instruction and to include activities in these lessons about noticing student errors, explaining their reasons and analyzing the errors in the training of the teacher candidates in order to improve these results which are thought to be related to the teachers' low expectations, prejudice and inadequate knowledge and big classroom sizes. Furthermore, it is regarded as important to increase the studies on making in-service training programs more effective and to determine effective teaching methods.

Keywords: Learning disabilities, mathematics difficulties, computational disabilities errors, addition, subtraction



Comparison of Hüsni ü Aşk and Resembles in Terms of Shape and Content

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Abstract

Seyh Galip is considered to be the last representative of the tradition of classical poetry as it is among the great poets of Divan poetry as well as its mighty power. Hüsni ü Aşk, which was received by Seyh Galib in 1783, is regarded as the last great mystical mesnevi of divan poetry. Hüsni ü Aşk is a work that Galib has received with the claim of "creating a new way, creating a new style".

Works by subject; Sufi love describes the troubles in the way of attaining divine love. Allegorical narration has been taken as a basis in the work that resulted in wrath. Hüsni ü Aşk 's place and importance in literature history, which resembles mesneviler written before himself with these characteristics, is above all the value of poetry and art. With these customs, Hüsni ü Aşk holds Galib's claim of a "new style". So much so that the resembles written in Hüsni ü Aşk proves it. This is a mathnawi, which is defined by the poet who wrote it as a resembles or who is said to be a resembles; Cân u Cânân'i of Refî-i Âmidî, Âteşgede of Yenişehirli Avni, Keçecizâde İzzet Molla's Gülşen-i Aşk and Nâz u Niyaz, and Mîr Mehmed Dâniş's Gülşen-i Dâniş.

In this work to be done, Hüsni ü Aşk and the texts written as nazire or written as nazire, Will be compared in terms of shape and content taking into account the date, poetry and period of writing. Thus, it will be determined how Hüsni ü Aşk, the ground poem, influences other texts in terms of subject and art value and will try to contribute to Hüsni ü Aşk's place and importance in Turkish literature.

Keywords: Hüsni ü Aşk, resembles, Cân u Cânân, Gülşen-i Dâniş, Nâz u Niyaz, Gülşen-i Aşk, Divan poetry



Communicative Strategies in Foreign Language Classrooms

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Abstract

There is a specific reason for everybody to learn a foreign/second language, to communicate. However, communication is open to many misunderstandings between people who are in the role of senders and receivers in communication. Through communication, people send and receive messages and try to understand the correct meaning. If the sender and receiver realize that there is a problem with the meaning, they immediately look for a suitable strategy to make the meaning clear like paraphrase, transfer, avoidance, and others. To elucidate on the topic, this study, which is a literature-based review of communication strategies in Foreign Language Teaching/Learning, is going to give detailed information about communicative strategies to a great extent.

Keywords: Strategy, communication, misunderstanding



Teacher candidates' reflections on developing video and online animation: User experience

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Abstract

The continuous development and spread of Information and Communication Technologies (ICT) have encouraged educators and policy makers to use them in a variety of teaching environments as part of national or international ICT projects. One example is the FATİH project ('Movement to Increase Opportunities and Technology') in Turkey, the largest national initiative underway since 2010 to integrate technology in educational contexts. Despite the efforts to incorporate educational technology, people involved in the education process have limited literacy in technology use as indicated in national and international reports. Top (2015) reported that teachers', teacher candidates', students', and education faculty members' basic computer literacy skills were quite limited. In their international study on students' use of ICT in 21 countries, Fraillon et al. (2014) also found that 91% of the students in Turkey had computer literacy levels around or below the lowest category on the scale. From the educational technologists' perspective, the mere presence of technology cannot guarantee better educational outcomes. In this respect, the current study was conducted during a teaching certificate program to reveal teacher candidates' reflections regarding their experiences while preparing e-content. They were required to submit two assignments: developing an online PowToon animation and a video to be broadcast on YouTube. Their reflections (186 posts for video, 87 for animation) were collected through websites and analyzed using content analysis. The participants stated that they did not previously know about the online animation program, but while they worked on the assignment, they found it entertaining and wanted to use it again. Regarding the video assignment, only some of them had previous experience; thus, they felt quite incompetent initially, spent much time to complete, but eventually liked the experience. As a result, it could be said that to help students use educational technologies more efficiently, suitable assignments should be designed and proper guidance should be provided.

Keywords: Computer literacy, teacher candidates, developing online animation, developing video



Interdisciplinary Studies: Music and Statistics

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Abstract

For handling the problem from different point of views and for reaching correct solutions through these views, different branches of science should be used in scientific studies together. Interdisciplinary studies, by using different diciplines which provides different approaches to the problem, make the studies richer. Music is a branch of science and art which has been working together with branches of science like medicine, mathematics and phisics since ancient times. Recently, especially the improvements in technology effected the world of music, and so many thecnics, including statistical analysis, became applicable in music researches. These improvements provided making the analysis more easily and quickly, and more important than these, provided the information become sharable. These improvements which can be accepted as a revolution in musical analysis, created a large working area for the researchers and gave the chance of handling so many new issues of music from a Interdisciplinary point of view.

This study aims to emphasise the importance of the depth which is provided by different diciplines in musical researches and to help to widespread these kinds of studies. In this study, the usage of statistical methods by the help of computer technology is worked out. The meanings and the usage of some statistical terms in musical researches like maximum-minimum values, range, standart deviation, grouping, line up, median, kurtosis and skewness are tried to be explained by giving some examples.

Keywords: Interdisciplinary studies, music, statistics, musical analysis.

Fulltext of this paper is available at the page (in English): 307



The concept, meaning, style of Çoñ used in Kyrgyz in the context of emphasizing positiveness

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Abstract

Various emphasizing methods are used in order to increase the effect of the word, to intensify and clarify the narration. In this article, the usage of the word "Çon" in the Kyrgyz language is examined and the emphasis expressions that have come up in this context have been determined. The meaning, concept, and style have been focused upon in order to determine the similar and different points that the word "Çoñ" has with Turkish. In terms of clarifying the matter, the above-mentioned word was examined in the Old Turkic and historical Turkic dialects and it was aimed to evaluate the meaning and concept from the past to now.

Keywords: Kyrgyz language, Çoñ, Positiveness, Emphasizing



Names formed by numbers and reasons for giving these names

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Abstract

From the past to the present naming, name taking and a name gaining have taken an important place in Turkish society. The tradition of naming is a reflection of the way of life, beliefs, and thoughts of society. For this reason, the names have never been randomly given. A time when they lived, society, especially family's expectations were considered. There is a diversity in naming a person in Turkish. In this article, names formed by numbers were investigated. The origins of the names of the people formed with the numbers, the reasons for naming and the aims of people who named them were discussed. The results obtained from the study provide the similarities, differences and general tendencies in the usage of the names formed by numbers in the Turkish language.

Keywords: Names of the people, Giving a name, Tradition, Numbers



Presentation of “Homosexuality” Concept in Internet Newspapers According to Discrimination Practices

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Abstract

Capitalism is the only sovereign power on the world stage at the global level, at the present day. The ability to maintain the existence of the capitalist economic system in the late postmodern and post-capitalist world can be succeed by providing control over the society. The fundemantal aim of each political power is creation of a control mechanism on various segments of the society. In line with this objective, the authorities control aims over the community can be achieved on the axis of shaping the society by using all the possibilities of the elements of power. Although, violence based elements such as police, soldiers and punishment are used as social control mechanisms; the rulers can maintain their existence for a long time if only they benefit from "social consent" as a hegemonic factor. Hegemony is basically a consciousness building process for individuals without the usage of violent and repressive elements of consciousness systems. In this context, media is one of the most important tools that the capitalist system uses to shape society. Media determines the images of all individuals and groups as "good" - "bad"; "positive" - "negative", "enemy" and "friend" due to the dual oppositions. Power is identified with the male gender and media creates enemy designs through various concepts such as racism and homophobia according to its own agenda directly or indirectly. In this context, homosexuals are one of the groups which are discriminated due to their sexual orientation by mass media which reproduce hate speech. For this reason, Althusser's "Ideological State Apparatuses" theory and "homosexual" phenomenon as a different sexual identity in according with Gramscian perspective are discussed in this study. The presentation of homosexuality concept which is being focus point of the gender debates are analyzed in Internet pages of newspapers which have different ideologies. So, the news which are related with homosexuality concepts examined according to qualitative and quantitative content analysis method in Sozcu, Hurriyet and Sabah newspapers' web pages. Though the research includes a literature search for gender concept, the online news which are related to the "homosexuality" fact are analyzed in terms of variables such as subject, quality, and resource in connection with the conceptual framework.

Keywords: Homosexuality, Discrimination, Internet Newspapers



The Analysis of Messages Which Include Hate Speech for Women in Inci Sozluk

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Abstract

New media environments provide a broader range of freedom of expression to the users depending on their features such as user oriented content, interactivity, speed and multimedia content when they are compared to the traditional media. In the traditional mass media, variables such as ownership policies and economic interests cause implicit or indirect discrimination to the groups which are differentiated depending on elements such as religion, race and gender. In this context, disadvantaged groups who are experiencing representation problem in traditional mass media, face with hate speech which negates their existence in public sphere. The hate speech is the base of the discrimination process that leads to hate crime; the linguistic practices which includes hate speech for discriminated groups such as women, immigrants or homosexuals are frequently encountered in everyday life and in the media. Today, hate speech has a wide range of features from ethnicity-based non-alienation to sexual identity-based discrimination to xenophobia to religious-based conflict. Discourse has the feature that it is dependent on ideologies and it has potential to influence and shape the actions of individuals and society. The representation of any case in traditional or new media environments are shaped according to the discourse. In this context, the discourse gains a structure which produces, changes and transforms the meaning. In the traditional media, the way of formation of gender perception which based on "women body" is not primarily formed by biological differences; are shaped by gender stereotypes. With the mass media, women are exposed to hate speech with the usage of sexist expressions due to the gender roles. Although the hate speech is presented with indirect expressions due to editorial audit in traditional media; the unsupervised structure of new media environments such as participatory dictionaries and microblogs allow the production and distribution of hate speech that is produced through gender roles directly. In this study, the messages which take place in "women" entries in Inci Sozluk during 15.01.2016-15.01.2017 period are analyzed due to critical discourse analysis to find out the presentation and distribution ways of hate speech for women identity.

Keywords: Women, Gender, Hate speech, Participatory Dictionary



Opinions of the Teacher Candidates in the Field of Art History who have Received Training in Formation, on the use of Different Methods in Teaching Art History

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Abstract

This study was carried out in order to get opinions of the candidates who are in the field of art history, get formation courses in Marmara University Atatürk Faculty of Education during the 2016-2017 academic year, about the use of the methods which can be applied in the art history education. In this study, case study method based on qualitative research approach was used. Semi-structured interview form consisting of 5 open-ended questions was used as data collection tool. The findings of the study were derived from semi-structured interviews with teacher candidates. The analysis of the data was done by content analysis from qualitative data analysis techniques. At the end of the study, the teacher candidates who have mastered the field knowledge stated that they were forced to use new methods, prepare materials, prepare lessons, and use active learner-centered lessons. But it is necessary and useful to use different methods, they have noted that the rigidity of the history of arts course can make it more willing and permanent to learn in an amusing learning environment and art history lesson on this side can be understood more clearly. However, it is necessary and useful to use different methods, and the boredom of art history lesson can make it interesting and permanent to learn in an amusing learning environment, and art history lesson on this side can be understood more clearly.

Keywords: art history, active learning, formation

Fulltext of this paper is available at the page (in Turkish): 486



An Alternative Model for Resolving Family Disputes: Family Arbitration Committees*

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Abstract

Society basically depends on the family. For this reason, disintegration in the family deeply affects society. To protect social order, resolving family disputes at the first stage and to prevent new conflicts are very important. Juristic remedies for resolving family disputes sometimes lead new conflicts. Prolonged court proceedings worn out spouses and families, and at the same time lead to new disputes and conflicts. On the other hand, some of the spouses who want to be find not guilty in the juristic process could act contrary to the privacy of family. Another disadvantage of the extension of the juristic process is that revealing the secrets of the family in front of the court impedes any possible future resolution. This study suggests establishing Family Arbitration Committee as an alternative model for solving family disputes. Passing to this model would help to find the cause of domestic disputes and provide a fast resolution before the problems extend. In addition, it provides family counseling and legal service help. Therefore, the partners would have the best resolution for their disputes before making a decision whether to go to court or not. This study covers the following topics related to Family Arbitration Committee (FAC):

- Investigating similar committees: Consumer Arbitration Committees
- Principles related to foundation and functioning of FAC
- Disputes under coverage of FAC
- Authority and responsibility of FAC
- Consultation and legal services provided by FAC

Keywords: Family Arbitration Committee, Family Problems, Family Disputes, Domestic Violence,

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A Study Towards Gender Roles Attitudes of University Students: Ege University Faculty of Communication Sample

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Abstract

Gender is defined as a concept that includes the gender category expectations of a culture or society, and meanings attributed to these categories; it also includes gender based division of labor, attitudes and roles. While traditional social attributions made to gender constrain women to stereotypical roles, more liberated roles as a gender are attributed to men. This dilemma has been causing women and men to confront each other in the fields of status, working conditions, social and cultural rights, political rights as well as liberties, and resulting as women to be conceived as a secondary gender.

The ties between gender and media have been on the agenda as a controversial field since the 1960s. In the focus of the discussions, it is argued that the representation system in media and the structure of media for media depending on the patriarchal ideology, and this resulted in gender inequality. This study is designed to measure media and communication students' attitudes towards gender roles. The attitudes of media and communication faculty students who have a higher prospect of being employed in various parts of the media industry, is thought to be influential in removing the sexist perspectives in the media industry, in providing equality with regard to employment and in transforming the representation system that formed in the framework of stereotypical judgements. In this context, Communication Faculty students' attitudes towards gender roles are going to be analyzed by using "Gender Roles Attitude Scale", developed by Simge Zeyneloğlu in 2008. With the help of a questionnaire that is going to be given to Ege University Communication Faculty first and final year students, perspectives on traditional male/female gender roles towards gender roles are intended to be revealed. Also with the help of demographic questions in the study, relations between student demographics and gender role attitudes are going to be defined.



Educational and Interactive Dimension of Motherhood on Social Media: A Research on Instagram

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Abstract

New communication technologies emerged from the developments in information technologies along with the internet have created virtual communication and sharing environments called social media and there have been many changes such as participation, interaction, cooperation, socialization, information acquisition and learning processes as a result of these changes in communication forms. As a result of this change, users are able to interact and communicate in a selective and participative way, as well as sharing and participating in other learning methods, especially in the process of obtaining information on a particular field of specialization.

"Motherhood," is a one of the most sensitive aspects of the learning process, a form of emotion and role represented by women in social processes. In the learning process of mothers, besides traditional teachings and transmissions, today's new media environments have become common place in the use and sharing by maternal candidates, experienced and educated mothers. Users with motherhood experience share their experiences by communicating with other women who are mothers like themselves and other participating mothers benefit from professional and knowledgeable mothers to learn about child development and education.

"Instagram", one of the growing social media application, photo and video sharing environment for professional or individual use. In this context, today's mothers have started to benefit from this new communication environment with different purposes. In Instagram, the mothers provide emotional and / or scientific support to their followers through personal sharing with the content they produce.

In this research, the instagram "academicianmother" (akademisyenanne) profile of Assoc. Professor Saniye Bencik Kangal who is an Academician at Hacettepe Child Development Department was analyzed by content analysis that the academician share photos and videos while playing games and doing activities on education and child development with her son Demir, giving education-based information and scientific recommendations. In the obtained data, it was tried to determine the educational and interactive aspects of social media.

Keywords: Social Media, Instagram, Motherhood, Child Education



Augmented and Mobile Augmented Reality in Foreign Language Teaching

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Abstract

Functions and features of recent technology helps teaching and learning become more engaging. For a decade now, gradually mobile devices replace pen and papers in education. The teaching materials and learning tools have evolved as the content became richer from text, audio, image to video and now to multi-dimensional virtual reality experience. In the case of language teaching, educational technologies are referred to enable higher rates of participation and practice enabling a wider attention span. In order to evaluate these assumptions properly this paper will focus on one technological function used for one type of teaching specifically. Augmented reality (AR) in language teaching has been popular in the last couple of years but AR is a function has been used since 1950s by pilots on the control panels. The electronic data embedded on the front window of cockpit gives instant information on velocity, altitude pressure etc. This way the vision of the pilot is augmented by electronic information. Thus, AR is basically making real world richer by adding an electronic layer on it. In most cases the screen of mobile device is used to enrich the worldview and it is named as mobile augmented reality (MAR). For instance, a picture on a book page can be used as a trigger image so that when the mobile device recognizes the image, a relevant video can be watched on the screen. This makes MAR obtainable and practical as an alternative teaching tool, as smartphones and tablets are frequently used today. This paper covers examples of successful AR and MAR applications in language education. Depending on the global practices the inclinations for teaching foreign languages in the context of Turkey are discussed. Considering a real life classroom, several recommendations are listed regarding the availability of required hardware and the depth of appropriate content.

Keywords: Augmented reality, mobile augmented reality, language teaching, foreign language teaching



Cyberloafing As a Recreational Activity at Sedentary Profession*

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Abstract

In today's world where information and communication technologies rapidly develop, in addition to opportunities provided in business and education areas, computers and internet have brought with some problems such as behaviour of cyberloafing which can be explained as the time spent in the internet as independent from purpose of the work. In this research, it was aimed to investigate the behaviours of cyberloafing as a recreational activity in sedentary people. Working at Afyon Kocatepe University, a total of 436 academic and administrative staff including people whose ages changed between 21 and 62 ($x:38,06$; $ss:7,85$) took part in the study voluntarily, and 70% of these participants ($N=305$) were males. As a data collection tool, developed by Akça (2013) prepared by reviewing the related literature, "Internet Usage Activities Scale" having 32 items and 4 factors ($\alpha: .84$) and Reasons for Internet Usage apart from Work Scale" having 13 items and 2 factors ($\alpha: .82$) were used in the study. In the data analysis, in addition to descriptive statistics, depending on the number of variables Independent Samples T Test was used for two groups, and One Way ANOVA was used for more than two groups. According to the findings of the research, it was seen that the variables including statute, gender, marital status, age groups, income level, and employment year were effective in internet usage activities of academic and administrative staff, and their statuses and marital status were effective in their internet usage apart from their works. Regarding the internet usage of the participants, the highest mean value was found in the factor "internet usage open to abuse" and this was followed by "ambiguous internet usage", "internet usage for resting", and "internet usage for personal training" factors, respectively. It can be said that the participants mostly used internet for "research" in the internet usage apart from their works.

Keywords: Leisure, Recreation, Cyberloafing

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Comparison of The Municipality Management Models for The Metropolitan Municipalities in Turkey

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Abstract

Problems of local governments have diversified and increased in line with the changes in urban factors and the increasing demands of citizens. The problems have led the local governments to be in the quest of new management models to use scarce resources effectively and efficiently.

There are four types of management model in municipalities: the powerful mayor model which has been applied in Turkey; the committee-leader model which an individual is the explicit political leader of the municipality but the authorities and responsibilities of execution are distributed among the committees and elements formed by the leader; the collective model which the responsibility is assumed by an execution committee formed with the politicians and mayor elected; and the council-manager model. In the council-manager model, all executive authorities are given to a professional manager, named as city manager and appointed by the municipal council. Influence of city manager on politics are quite limited. Council-manager form is a special model which unites the powerful leadership formed by elected members and the powerful management experience of the city manager. The advantages of this model are the separation of the decision-making authority in urban issues and the execution authority, and the city manager is fully responsible to the municipal council, and the prevention of ineffective use of resources by the elected members in the cities with huge budgets.

Council-manager model is a municipal management model preferred especially by big cities. There are a lot of municipalities using this model especially in USA and Great Britain, Germany, Finland. In USA, 58 percent of the municipalities in the cities living more than 100.000 people are governed by the council-manager model. Also, there is an academic-featured platform in USA, named as ICMA (International City/County Management Association) and providing training/courses in city management field.

As a conclusion, it might be considered that the council-manager model would be appropriate for the management of metropolitan municipalities of which responsibility areas and services are progressively increased and diversified because of the local-centralization after the law 6360 in Turkey. Because, there are lots of daily municipal activities which should be managed efficiently and effectively in the metropolitan municipalities; and the powerful mayor model is not enough to



cope with these problems. In present practice, many managerial activities are conducted by general secretary of metropolitan municipalities. It might be seen as appropriate that the municipal activities are managed by a professional manager just like a CEO, who had specific training in the municipal management field, while mayor represents the municipality and continues his relationship with local citizens and his decision-making role in the municipal council. However, the legislation and practices related to municipality management in Turkey is not ready for this model. Turkish municipal management has been established according to strong-mayor model. In addition, there are a heterogenic structure in municipal councils in Turkey. Therefore, the practices and the structure might cause difficulties in the implementation of council-manager model in the Municipalities in Turkey such as election of a professional manager and approval of his/her practices by municipal council

Keywords: Public Administration, Metropolitan Municipality, Powerful Mayor Model, Council-Manager Model



The Relationship between Trust and Dependency of Consumers on Trademarks

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Abstract

Trademarks enable consumers to try on the products about which they know, and to re-buy which they find satisfactory or to avoid from re-buying which they find unsatisfactory. Trademark is a noun, concept, word, design, picture and a combination of them, to enable a group of producers or sellers to define, describe and distinguish the products or services they provide from others. Trademark is a personalized summary of the perceptions of producers and consumers about a product or service. Trademark is a perception way of consumer, and it is recorded in consumer's memory as an aggregation of the product or service provided by producer and used by consumer. The preference of consumer about a trademark is depended on many factors. Companies should concentrate on the demands, pleasures and habits of consumers, and add new features of their products within these factors to affect consumer perception positively. This is the most significant feature of trademark development.

These efforts provide companies competitive advantage and much better position in the market. Development of a trust between consumer and trademarks is the primary way for companies to maintain consumers in addition to gain new ones. The more trust the consumers feel against a trademark and the more often they buy and use it, the more dependent they become for that trademark.

In the research in Bucak, Burdur to determine the relationship between trust and dependency of consumers on trademarks, it is observed that although cultural, economic, psychologic, social and contingency factors are effective on consumers' preferences in addition to their demographical features, the trust they feel against a trademark is the most significant factor for them to feel dependent on a trademark. It is determined that the trust between consumer and a trademark develops in a long time by buying the same products of a trademark repeatedly and being satisfactory in each time. Some consumers state that they are affected also from other customers' comments about trademarks in terms of trust development. It is also observed that only a few consumers are affected by the advertisements especially in their first purchase.

Keywords: Consumer Behavior, Trademark, Trademark Trust, Trademark Dependency



The Investigation of the Relationship between Preference Factor of Recreation Area and Mood of Recreation Area*

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Abstract

The purpose of this present study to examine the preference factor of recreation area and to investigate the relationship between preference factor of recreation area and mood of recreation area. 207 male (Mage = 29.82± 10.28) and 284 female (Mage = 28.81± 10.30) Turkish people participated in this study. Preference factor of recreation area (PFRA) developed by Gümüş and Alay Özgül (2017) and a questionnaire form was used to collect data. Descriptive statistics, MANOVA and correlation analysis were used in the data analysis. Cronbach's alphas were calculated for the scales to examine the scale's internal consistencies. MANOVA indicated significant main effect of gender on "PFRA" scores ($p<0.05$), in tests between subject effects by gender, results revealed a significant differences in "Personnel" and "Location" subscale of PFRA. There was also significant main effect of education level on "PFRA" [$p<0.05$] scores. ANOVA analysis revealed significant differences in only "Physical Facilities" subscale [$p<0.01$]. As the education level increased the mean scores of participants increased. Furthermore, analysis indicated significant and positive correlation between "PFRA" and mood of recreation area scores ($p<0.05$).

Lastly, the major factors that affect PFRA was "Personnel" and "Location" was the least important factors that affect PFRA.

Keywords: Leisure, recreation, preferences, mood of recreation area

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Studies of Marmara-Eskişehir-Gazi Universities from Essential Ecoles for Education of Social Sciences on Above-Mentioned Field and Their Contributions to This Field

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Abstract

Since 1998 when Faculties of Education were reconstructed, Education of Social Studies has been tried to be improved by considering developments over the world. As a result of these studies, Ministry of National Education applied the program, developed properly to constructionist approach, into curriculum in the school year of 2004-2005. Thereafter, researches conducted on the field of social studies rapidly increased and the problem continues to develop. In addition to the universities lowly contributed the development of the above-mentioned field, there are also universities publishing books and papers that can be accepted as cult in the field. These universities also constitute the research subject of the study. Within this context, three major universities (according to generally accepted perception) were determined and the study was conducted through these universities.

The purpose of this study is to determine the contributions of universities, which are accepted as ecole in the field of social studies, to the field by examining their published books, papers, and publications. For this purpose, the data were determined and examined by using document analysis method.

Keywords: Ecoles, published books, publications, document analysis.



Football-Related Violence: The Example of Trabzonspor Fans

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Abstract

Football-related violence has been progressively proceeding, worldwide. The increase in the frequency of violent events that occur in connection with football is also observed in our country. The aim of this study is to reveal the perception of the fans who are members of Trabzonspor Supporters Association concerning football-related violence. The study was conducted in April 2015, one month after the bus, carrying the footballers of Fenerbahçe Sports Club, was attacked in Trabzon, on 220 participants who were members of Trabzonspor Supporters Association. The data acquired from the study was assessed through an SPSS (version 16) program using chi square distribution.

According to the data acquired, the majority of the supporters who considered themselves to be fanatical (80%) were aged between 10 and 25 and the majority of these fans (55%) were single. 50% of the supporters who considered themselves to be fanatical evaluated the occurrence of violent events as normal. The supporters who considered themselves fanatical (50%) claimed to rage at the referees, (40%) the footballers, (8%) the supporters of the opposing team, and (2%) the managers of the club. 35% of the fans who participated in the study define football as a struggle for existence/survival. Besides, for the fans who have been the victims of football-related violence (42,3%) it was a natural component of the activity. A big majority of the fans (52%) evaluate football as a sport that appeals to men and therefore they consider violence as a natural part of it.

Based on the data acquired, it is concluded that football is predominantly a sport that appeals to men and accordingly, the relationship between football and violence is normal.

Keywords: Football, Violence, Fans, Trabzonspor



International Student Migration and Cultural Diversity: A Statistical Evaluation on Turkey's Capacity in The Middle East

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Abstract

International student migration in the world has become a phenomenon that is constantly gaining momentum. In this sense, the number of international students is increasing day by day. The growing importance of international student migration or cross-border mobility of students within the context of the internationalization of higher education has become a topic of interest to different academic disciplines. It can be said that Turkey has gained a considerable distance in recent years in terms of international student migration, although it has fewer international students compared to developed countries. Especially, Turkey's historical, cultural and economic ties with the countries in the immediate periphery can be an important motive to prefer for the students living in these countries. This feature can make Turkey a regional attraction center. In this way, this study aims to examine Turkey's current status in terms of international student migration or cross-border student mobility especially in the framework of developing and developed countries. In this direction, the subjects such as Turkey's potential for attracting international students, student diversity and being a regional attraction center for international students are evaluated on the basis of various international statistical data at a macro-level. From this point of view, Turkey's status as a host country for international students is discussed in the context of the metropolitan cities and smaller or medium-sized cities. Various national and international data on this subject show that the number of international students in different cities of Turkey will increase. This increase in international student numbers is not limited to universities in large or metropolitan cities. At the same time there is a marked upward trend in smaller or medium-sized cities. Most importantly, many countries in the world make efforts for the sake of taking a share from the continuously expanding international student market. However, the effects of the increasing number of the international students is not only limited to the fields of economy and education, it is also important in terms of cultural diversity and cross-cultural interaction.

Keywords: International students, student migration, cultural diversity, cross-cultural interaction, quantitative changes.



Young People's Political Interaction on Social Network Sites: Its Impact on Democracy and Civic Engagement

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Abstract

Today, the importance of internet based communication is getting more and more important. The fact that digital social networks become part of the daily lives of individuals also requires their daily activities to be addressed in this context. It has become a usual situation to see an interaction based on internet. The social and political consequences or effects of social networks that allow the expression of different views could not be denied. Along with the increase in popularity of social networking sites, the potential for online debate on social and political issues has increased rapidly. In the study, the relationship between today's internet based social networks, democracy, political and civic engagement or participation is considered at the theoretical level. Academic studies that address this relationship have revealed both affirmative and critical approaches. An important part of the academic studies of social networks and democracy identify these online spaces with the participatory model of the democracy of Athens and suggest that all citizens participate directly in the political process, just as in the agoras of the period. On the other hand, another view considers this kind of a new cyber-democracy claim as excessive and imaginary. The aim of the study is to provide a historical and critical assessment of the main arguments in the literature about whether web-based social networks contribute to democracy, political and civic participation. Digital social networks are creating new areas of interaction for individuals through technological transformations. This technology, on the one hand, promises freedom and, on the other hand, brings authority and control over the individuals. Eventually, digital social networks have a role as a self-expression area for individuals or groups, regardless of whether they have positive or negative consequences in terms of democracy, political and civic participation.

Keywords: Social network sites, political interaction, democracy, political and civic engagement, youth.



Obesity Prevalence Among University Students According to Different Measurement Methods

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Abstract

The aim of the current study was to determine obesity status of university students according to body mass index, bioelectrical impedance method and waistline and hip measurement method and to assess the results obtained through these different measurement methods.

The sample of the study was composed of 382 university students, 209 female university students and 173 male university students. Body analyses were made through heights, weights, waistline, hip measurements, BMI and bioelectrical impedance method at physiology lab of Afyon Kocatepe University, School of Physical Education and Sports. The data obtained were processed using SPSS. The data were evaluated using such statistical analysis methods as descriptive statistics, percentages and arithmetical means.

According to the findings obtained; it was found that 18.18% of the female university students were overweight, 4.78% of them were first degree obese and 1.91% of them were second degree obese. As for the male university students; 23.12% of them were overweight, 9.25% of them were first degree obese and 1.16% of them were second degree obese. According to BIA method; 6.36% of male students were fat and 13.87% of them were obese while 19.62% of the female students were fat and 11% of them were obese. When the students were examined in terms of central obesity risk; waistline and hip measurements of 22.49% of female students were found to be risky while waistline and hip measurements of 18.18% of them were highly risky. Waistline and hip measurements of 8.09% of male students were risky while waistline and hip measurements of 12.72% of them were highly risky.

In sum; it was found that according to BMI 24.87% of the female university students and 33.53% of male university students were overweight and obese; according to BIA 30% of the female university students and 20.23% of male university students were overweight and obese and according to waistline and hip measurement method 40.67% of female students and 20.81% of male students were in risky and highly risky groups in terms of obesity criteria. These indicated that BMI, BIA and waistline and hip measurement demonstrated different results. Therefore; we are



of the opinion that using BMI, BIA and waistline and hip measurement together will provide more objective results for obesity risk evaluation.

Keywords: Obesity, Bioelectric Impedance, body mass index, waistline

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Evolving Impact of the Auction Houses in Turkish Contemporary Art Market

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Abstract

In the contemporary arts practice, there are vital institutions serving the production, distribution and consumption of the artifacts and directly affecting the value of art. One of those institutions, an Auction House, as being solely a commercial entity, provides trading venue in an organized manner, matching demand and supply of art pieces, recording and announcing the transactions. The auctions provide liquidity, transparency and archiving. Above all, this practice directly affects the perception of the art value via pricing. However, that market value is not necessarily a fair and sufficient indicator and does not necessarily correspond to the artist's career path. According to the artists, the perception of value attributed by that price per se, harmed the artists' reputations and careers. This research aimed to analyze the presence and vigour of Auction Houses in Turkish contemporary art market in that sense. Comments and thoughts on that matter are received through interviews with artists. In addition, the interviews by auction houses and artists reported on the media are used to clear out the benefits and pitfalls of the current system. Solutions, priorities and preferences are discussed to establish a sound art practice. This study shows that nearly 40 years old 'young' Turkish contemporary art market, while developing and nourishing with its great potential, learns and matures through the inadequacies and the unfavorable experiences.

Keywords: Turkish contemporary art market, auction houses, value of art



The Effect of Dehydration Before Competition upon Stress Hormones Among Elite Wrestlers*

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Abstract

The aim of this study is to determine hydration levels after weight loss before competitions among the elite wrestlers and to explore the effect of it on hydration levels and stress hormones. The study was undertaken with 24 voluntary athletes who participated in wrestling championship. Pre-test measurements were taken 20 days before to the competition of elite wrestlers. The post-test measurements were taken 20 days later (18.00-18.30 hours the day before the competition). Body weight measurements were taken to determine the amount of weight loss in the athletes. In addition; 5 cc blood was obtained from experts on forearm veins. Sodium, Blood Urea Nitrogen and Glucose levels were studied to determine the hydration levels of the wrestlers and the plasma osmolality levels were calculated with the help of mathematical formula. Dehydration Cortisol, Prolactin, Testosterone and Insulin hormones were analyzed to examine the effect on stress hormones. Descriptive statistics (mean, standard deviation) were determined in the analysis of the obtained data. The normality test of the obtained data was used by Shapiro-Wilk test. Wilcoxon Rank test was analyzed for the difference between the abnormal distribution. In addition, Spearman correlation test was used for the relationship between dehydration-induced hormones. Significance was set at $p < 0.05$. In this study, it was found that wrestlers have lost 3.96% of their weight. When the difference between hydration markers is examined; the difference between glucose, blood urea nitrogen, sodium and plasma osmolality levels was determined. In addition, while there was no difference in insulin levels of wrestlers, it was determined that there was a difference in cortisol, prolactin and total testosterone levels. When the relationship of dehydration-induced stress hormones is examined; it was determined that there was no relationship between plasma osmolality and insulin and prolactin levels, and there was a moderate correlation between cortisol and total testosterone. As a result; dehydration increased levels of stress but decreased total testosterone. This is thought to reduce the maximum performance of athletes.

Keywords: Dehydration, Stress Hormone, Testosterone, Plasma Osmolarity

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The Impact of Lower Country-of-Manufacture Image on Fast Fashion Product Evaluations

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Abstract

Fashion industry is one of the most globalized industries with countless retail stores all over the world, complex supply chains, numerous multinational brands, and various product types. As many global fast fashion brands manufacture their products in a country with a lower country image than their country of origin, the question of how consumers evaluate fast fashion products should be handled with a distinction between two. Therefore, this paper attempts to provide a comprehensive explanation to the phenomenon of a negative country-of-manufacture (COM) effect implying low quality, where a positive country-of-brand (COB) effect refers an appealing design for the consumers. Employing a qualitative approach, this paper successfully distinguishes how certain situations lead different product evaluations.

Keywords: fast fashion product evaluation, country-of-manufacture effect, country-of-brand effect, low country image



The Effectiveness of Problem Solving Strategies in Geometric Optics

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Abstract

In this study, a number of problem solving methods and problem solving strategies developed by the researcher in the teaching of "Geometric Optics" unit in the 10th grade physics lesson of secondary school were tried to be proved the effectiveness of the students on their academic achievement and attitudes towards optic unit. A mixed method was used in the study. The research was carried out on three groups formed by 95 tenth grade students studying at Erzincan Milli Egemenlik Anatolian High School during the spring semester of 2015-2016 academic year. For Experiment group 1, many problems were solved by traditional method, for Experiment 2 group, problem solving strategy and for control group, traditional expression method was used. Before and after Denel procedures, Physique Academic Achievement Test developed by Bülbül (2009) and Optical Attitude Scale developed by K. Şengören (2006) were applied to all three groups. In the analysis of the obtained data, independent t test and ANOVA in the SPSS 20 package program were used. According to the results of the research, it is seen that the students in the experimental group 2, who were taught by the problem solving strategy, were statistically more successful than the students in the experimental group 1 who solved a large number of problems and the students in the control group in which they were taught by the traditional expression method.

Keywords: Physics Problems, Problem Solving Strategy, Geometric Optics, Physics education.



Koytas – particular type of monument, which set under mausoleum in the territory of Kazakhstan*

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Abstract

The paper is about sheep or koshkar sculptured grave stones. Zoomorphic stone sculptures of koshkar and ram-mouflon images dated from the epoch of ancient Turks up to the XX century are particular monument of old cemeteries in the territory of Kazakhstan. People call them “koytas” or “koshkartas”, which were used as kulpytas (gravestone). These monuments mainly spread in south and west regions of Kazakhstan. Also analogs are met in the territories of Central Asia and East Europe. The paper addresses to study history, origin, processing features and semantic meaning. There are also short conclusions of sheep and koshkar cult in ingrained perception of old Turks and present Kazakh people.

Keywords: Kazakhstan, old Turks, ram stone, gravestone.

** This paper was not presented by author(s)*



Eliminating the Misconceptions About Image Formation in Plane Mirrors By Conceptual Change Texts

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Abstract

By exploring the Science Teacher program students' misconceptions, this study is aimed to eliminate their misconceptions about image formation in plane mirrors by conceptual change texts. At the first stage, The data were obtained by applying a three-tired multiple choice test. The sample of the study were 90 sophomore students studying in Agri Ibrahim Cecen University Faculty of Education, Sicence Education Department in Autumn season. To determine misconceptions concerning the geometric optics, randomly chosen 10 sophomore students were interviewed with 10 open-ended questions. Findings obtained from the test and interviews showed that students have misconceptions about "propagation of light", and "reflection of light" and "refraction of light". At the second stage, the sample composed of 90 students were separated into two group as experimental group and control group. The conceptual change texts were prepared then to apply for instructional method in experimental group. By being parallel to each other conceptual change text method for experimental group and traditional lecturing method for control group were applied respectively. Later the test were applied as post-test in both experimental and control group. Reliability of the test that used as pre-test and post-tests were calculated by Cronbach-Alfa coefficient as 0,69 by using SPSS-11 for Windows. The study showed that the conceptual change texts were more effective than traditional method for instruction to eliminate students' misconceptions about geometric optics.

Keywords: Science Education, Physics Education, Optics, Geometric Optics, Misconceptions, Conceptual Change Texts.



The effect of different types of exercises upon sedentary young women's lipid profile*

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Abstract

The current study focused on the effect of different types of exercises regularly done for 8 weeks upon sedentary young women's body components and lipid profile.

The sample of the study was composed of 30 sedentary women recruited from Afyon Kocatepe University. The participants were randomly sorted into three groups and received combined exercises (aerobic+resistance exercises), aerobic exercises and cardio tennis exercises three days a week for eight weeks but no dietary program was given. Exercises were done by increasing them gradually by 40%-60%. Before and after the exercise programs; participants' body weights, heights, waist and hip circumferences were measured and their body components were analyzed with bioelectrical impedance method. For the lipid profile analyses; 5 cc. of blood samples were drawn from forearm veins of the participants with the help of the health specialists and a biochemical doctor assessed analyses of such lipid profile markers as total cholesterol, total triglyceride, HDL, LDL and VLDL. First measurements were performed 48 hours ago before the exercises were started (week 0) while final measurements were performed 48 hours later after the exercises were ended in the 8th week between 08.00 and 09.00 in the morning when the participants were hungry. The data obtained were processed through SPSS statistical software for the statistical analyses. In the analyses; two-way analysis variance was used for the correlational measurements while Bonferroni test -one of the multiple comparison tests- was used in order to explore the cause of the differences among the groups and measurements.

As a result of the analyses; it was identified that different exercises caused sedentary young women's basal metabolic rate, fat-free body weight and total weight of body liquid to increase; body weight, body's fat rate and body fat weight to decrease; waist and hip circumferences to reduce but no difference among the different types of exercises was seen. Besides, exercises did not affect young women's lipid profiles, either.

In sum; it was found that exercises regularly done for 8 weeks affected young women's body components considerably while it did not influence their lipid profile. The effect upon body components was dependent on time and no difference was seen in terms of exercise-type. We are of the opinion that the effect of the exercise-



types upon lipid profile may be more evident in the prospective studies in which exercises will be done with dietary programs for longer then 8 weeks.

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The Effects of Morning and Evening Endurance Training on TSH And FT4 Hormones

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Abstract

This study was carried out in order to determine the effects of endurance training during the morning hours and endurance training during the evening hours on TSH and FT4 hormones. 38 students volunteered to participate in the study. The subjects were divided into morning, evening and control groups and their hormone levels were checked with the blood samples given at 07.00 in the morning and 16.00 in the evening. In the evaluation of durability, "Conconi Test" was applied as exercise protocol. After 6 weeks of exercise protocol, blood samples were taken and the "conconi test" protocol was reapplied. IBM SPSS 21.0 package program was used to analyze the data. Descriptive Statistics were used to determine the distributions of the data, Pearson Correlation analysis was used to examine inter-variable relations, and Anova was used to determine differences between groups. The results are presented as mean and standard deviation, with a P <0.05 significance. As a result, there was no significant difference between the comparison groups between morning, evening and control groups. It was determined that the relationship between TSH and FT4 was significant in the relation between variables.

Keywords: Hormone, Thyroid, Endurance

Fulltext of this paper is available at the page (in Turkish): 494



Analizing The Before and After Effects of Resistance Treatment on ACTH Hormone

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Abstract

This study was conducted with the aim of determining whether there is any difference between ACTH hormone before and after endurance training. 38 students volunteered to participate in the study. Subjects were divided into morning, evening and control groups, and hormone levels were measured with blood samples given in the morning and evening. In the evaluation of durability, "Conconi Test" was applied as exercise protocol. After 6 weeks of exercise protocol, blood samples were taken and the "conconi test" protocol was reapplied. SPSS 21.0 package program was used to analyze the data. Pearson Correlation analysis was used to examine relations between variables, and Anova was used to determine differences between groups. The results are presented as mean and standard deviation, with a P <0.05 significance. As a result, it is thought that the necessary balance is achieved when the relationship between the Cortisol hormone and the ACTH hormone is thought to be decreased after the endurance training and when the level of the ACTH hormone is decreased. In conclusion, there was no significant difference between the groups. It was determined that the first measurement of ACTH showed a significant relationship with Gender, Height, Weight, Bme, ACTH 's 2nd measurement with Gender, Bme, Weight, AnaKah, AnaKah b.

Keywords: Hormone, ACTH, Endurance

Fulltext of this paper is available at the page (in Turkish): 501



“Youthfulness” As Hectic Time or A Postmodern Media Fetish

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Abstract

If ageing can be perceived as a general “decrease in probabilities”, then it can be said that youthfulness, as a multiverse of possible lives, is the stage of vital enthusiasm and optimum dynamism. Dominating the rhetoric and the discourse of popular culture in world of the past ten years, together with a rather meaningful denomination by mystics and gurus of the Far East, an excessive sublimation of youth’s global positioning, enunciated in the expression ‘fountain of life’, has almost gained a status of myth and cult. In addition, we are fronted with a fetishist and fascist construction of the same discourse. Hence, this type of glorification ignores middles-aged and elderly bodies. Therefore, the corporeal vitality that should have been conceived as part of the typical stages of a humane life gradually dissolves and deforms through time in the natural course of life, codified by a negative language structure and gets damned in a fundamental way. The Physical/Corporeal lines characterise personal expression, as well as the business conduct, culture, ethics and virtue of the physical appearance and charm. As a result, a new and problematic self-perception is gradually becoming prominent. This type of morbid realism is readily justified through various examples; such as a conclusion driven from a spot announcement like “the most valuable clothing is your skin”, or in the example of the novelist Theodor Driser who without a word on his sister’s body size draws upon descriptions based on her wardrobe. The main objective of this study is to look at the ways in which the predominant sensation produced by this sovereign cultural discourse alongside its pre-accepted context contributes to the production of fascistic approaches. For instance, where the glorification of, and the demand for, youthfulness and the young body transforms itself into a fetish object/value, the old age, middle-age and aged which results in bodies with reduced probabilities, thus being “thrown out of the window”, result in distorted point of views, exclusions or labelling from a cultural aspect. In other words, from this problematic perspective, we will look at the ways in which the phenomenon of agedness as identity of disfavour distorts our views regarding each other; or the ways in which an egalitarian, emancipatory and nondiscriminatory utilization of the social, cultural and economic opportunities by a fascist construction of the agedness phenomenon in media is manufactured. Finally, we will look at the ways in which various types of disadvantages are generated for those who have chosen to stay distant from the production of an ideal body and identity through matters of beauty and physical attraction, as well as the ways in which they have been deprived of it; or the images,



visuals and voices that are excluded from the social perception. In conclusion, this study focuses on the young body and the desire-based myth that has been constructed around it through an analysis of texts in the print-visual media with multiple connotations that has dominated the mediatic culture.

Keywords: Youthfulness, Young Body Myth, Popular Culture, Media, Agedness.



Impacts of Globalisation on Media Companies

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Abstract

It is obvious that there is not a generally accepted approach to the concept of globalization and there are different approaches. As a trigger for the globalization process, media is an important tool for globalization. With the widespread globalization process, the world has turned into a "global village" with the words of McLuhan. Geographical boundaries are lifted thanks to unlimited communication and human beings are more easily informed about each other. In this process, globalization has caused significant changes in media businesses as well as in all areas of life.

Globalization and the intertwined structure of the media reveal a cause-effect relationship with the mutual interaction. The two-pole struggle that the United States and the Union of Soviet Socialist Republics pioneered has laid the groundwork for unlimited communication technology initiatives that are not only at an ideological level. The developments experienced in this period, which is described as the Cold War, are not limited to the world, but they are splashed into space. The technological initiatives made during this period created important milestones for the media in the following years.

After 1980s, with the development of satellite broadcasting, televisions that can broadcast all over the world have removed the geographical and political boundaries. It is seen that these developments are experiencing an age of communication on a global scale, now that we have personal computers and internet networks that developed and spread rapidly towards the end of the century.

It is stated that at a global level, all societies created a World Society by intertwining in the economic, political and cultural dimension and people, regardless of the location they live, have been increasingly influenced by the global dynamics of the global geography of the society.

When we look at the historical development of globalization, the media has become the driving force of globalization. While globalization leaves deep traces at every stage of life from everyday life to economics, from politics to sports; media operations have also been significantly affected by this process. Technological developments have also led to the emergence of the new global media industry, where production has turned from being trapped in a particular space into being placeless.



With the contribution of the situation resulting from the media, it has been described as the end of history. Sowing of seeds of the process were thrown into institutions created after the Second World War.

In this process, the IMF and the World Bank were established and these institutions were made available to the capital. In particular, various studies have been carried out to ensure that the capital reaches the cross-border markets. The situation also draws attention to the globalization of the media. As the global village concept that Marshall McLuhan used for the first time indicates, at a global level, all societies create a World Society by intertwining in the economic, political and cultural dimension and people, regardless of the location they live, have been increasingly influenced by the global dynamics of the global geography of the society.

In this process, media enterprises have been in search of growth. Thus, the media spread from the national media to the global scene. Now the media has left a significant part of its public duties in order to become producers for the global market.

The media accelerated the globalization of capitalism, and the globalization of capitalism encouraged media cross-border investments. In this process, important changes have taken place in the structure of the media, just as in other sectors of business. As multinational corporations find new markets and operate in these markets, global media businesses find new markets. In this process, global media enterprises have gone to growth through partnerships, licensing agreements, and purchases, especially with other media companies in developing countries.

Due to the difficult competition conditions, the world media industry has created media giants within itself. These media companies, which we can characterize as the media giant, are struggling to thin on the ground due to competition at the global level.

Global media enterprises now see the whole world as their target mass. The technological developments in the media sector and the global media market that has reached saturation in the developed countries have put media investors in search for new markets and made them make investments in developing countries. Turkey is one of the countries that give importance to political and economical stability in investing preference. Global media capital has been closely involved with media operations in Turkey.

In this process, global collaborative acquisitions, partnerships, mergers and licensing agreements are widespread in media businesses as well as in other sectors.

This research has revealed that Turkish media managements cooperate with global media based generally on a licence agreement, and that the main reason of such agreements is to take the advantage of technological infrastructure of global media



companies. It is one of the outcomes of this research that Turkish media investors are not planning to invest a foreign country and that there is only one Turkish television channel abroad.

Keywords: Globalisation, Media, Media Managements



Comparing Traditional Media and New Media Use of Football Supporters as an Imagined Community

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Abstract

Coined by Benedict Anderson, the term “imagined community” is also used for all the groups with common sense of belonging dynamics. Football supporting echoes an imagined community notion around a football team, as Anderson’s term used for a nation. Media is in an important position enabling the constitution and reinforcement of imagined community. It has been debated, however, if traditional or new media tools are more effective in this constitution and reinforcement. This study, in this context, aims to shed light on the role of traditional and new media use in strengthening sense of group belonging of football supporters through focus group method.

Keywords: Imagined communities, football, supporter, traditional media, new media.



Factors Affecting Customer Complaint Behaviour: A Study on Private Label Retailers

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Abstract

In recent years, due to intense competition to provide better service to customers, it has become important to identify customers who are not satisfied with the products and services they purchase and resolve their dissatisfaction. One of the most important reactions to customer dissatisfaction is customer complaints. In this direction the purpose of this study is to examine the factors that affect customer complaint behaviour. Also this study examined whether there is difference in customer complaint behaviour in terms of demographic factors. For this purpose, a questionnaire was administered to the customer of private label retailers in Trabzon. The reliability of the scales used in the research was tested by the Cronbach Alpha Coefficient method and their validity was tested by Factor Analysis. Research hypotheses were tested by using Structural Equation Modelling and ANOVA was used to test whether there is difference in customer complaint behaviour in terms of demographic factors. According to the result of Structural Equation Modelling all factors (Attitude towards complaining, customer loyalty, perceived likelihood of success, prior complaint behaviour, dissatisfaction) have significant and positive effect on customer complaining behaviour. As result of ANOVA it is found that young and high-income consumers are more likely to complain and also females are more likely to complain than males.

Keywords: Complaint behaviour, Private label, Private label products, Private label retailers

Fulltext of this paper is available at the page (in Turkish): 350



A Žižekian Reading: Discourse Analysis of N.11, Akbank & Sinpaş GYO Advertisements

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Abstract

Today's consumer societies witness segments of social life have grown compartmentalized, which goes hand in hand with diversification and fragmentation of individual's needs and wants. In an epoch of seemingly unbridled consumerism, we can not therefore reduce people's needs and wants to consumption of material things or services (sustenance, housing, heating and etc.). Though accepting that these needs and wants which are basically identified with industrial societies still abide, consumer societies ever-increasingly lean to attain "post-material" needs such as belonging, autonomy, self-expression, aesthetics, intellect, and assuredly the desires. In the course of fragmentation and diversification of humane needs and wants, advertisement media strives to manipulate and direct post material lacks of people. It is apparent that commercial content exponentially targets each and every individual's phantasies, and arouse masses' narcissistic wants. In the mean time, it acutely exhibits a bulk of products which tells and reminds us of our lacks. These commodities promise people to attain their desires in exchange for infinite consumption. While this being the case, highly estimated plight diffused by way of advertisements are futile and illusionary. To put it differently, people's desires never quench, and mechanically insist to come back for ever more. Though advertisements reflect us our lacks, or recite "who we actually want to be/should be and what actually we want to have/should have", they are doomed to failure in filling these lacks. Commercial media solely serve to manipulate and reproduce our desires towards consumer products.

In the light of above-mentioned points, the paper attempts to analyse n11.com, Akbank ve Sinpaş GYO advertisements in respect to manipulation of desires. It draws on the Žižekian thought and bolsters its argument basing on the explanatory power of Lacano-Žižekian concepts such as "surplus-enjoyment", "objet petit a", "Symbolic", "jouissance", "looking awry" and "mechanical insistence". It uses Žižekian vocabulary given that it is well-operable in bringing high theory to popular (everyday) culture critique. It also draws on Žižekian thought which is adept to problematise and make visible junction points of psychic processes with macro social phenomena. The paper accordingly aims to analyse and show how advertisements manipulate and arouse our needs and wants. It communicates its readers about ways how these commercial media tell, invoke and promise to deliver



our lacks. This work issuing from an inquiry into implicit nature of advertisements is of significance in following ways. First of all, it aims to bring a critique into commercial media and challenge taking-for-granted interpretations of advertisements as sole *commercial content*. In relation with this, it tends to understand “things” not as meaning-neutral, value-free forms and processes. It thereagainst conceives phenomena as things/processes, which become ascribed value and meaning within social contexts. Unlike a good deal of corresponding study, it adopts a holistic approach by digging into psychic phenomena in its relationality to social processes. In this sense, selected advertisement texts are treated as discursive forms, and a relevant line of argument are introduced in tandem with Žižekian vocabulary. These discursive content are elicited as social scripts in which appearances of social phenomena is inscribed. While doing an analysis of n11.com, Akbank and Sinpaş GYO advertisements, it is examined that how these specific advertisements become semiotically constructed, and how they are underpinned by a hegemonic narrative. Underlying cultural contexts are critically established and interpreted, in which these meanings become socially produced and reproduced.

Keywords: Advertisement, Surplus-enjoyment, objet petit a, Symbolic, looking awry, jouissance, mechanic insistence



Full text of proceedings in English



The Influence of Different Intensity Swimming Warm Ups On 200m Freestyle Performance

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Abstract

The purpose of this research is to investigate whether the effect of two different types of warm up make changes in physiological responses of athletes after swimming with maximum intensity at the distance of 200m freestyle.

Seven trained female swimmers performed 200m freestyle swimming with maximum intensity five minutes after a) a warm up of 4x25m freestyle maximum intensity and b) 1000m freestyle with moderate intensity. Anova analysis showed that no statistical significant differences were observed between the two different types of warm up in all measured variables. The findings of this paper lead us to the conclusion that warm up before competition should be individually organized according to each swimmers needs and habits. Finally, further research should be made taking in to account that the distance of swimming effort and the resting period between warm up and competition, in order to ascertain the specific role of each type of warm up.

Keywords: training, competition warm ups, physiology.

Introduction

Warm up improves the physiologic adjustment of the locomotor and cardiovascular systems (Ingjer and Stromme, 1979) as well as psychological readiness to work (Schmidt, 1975) allowing achievement of better results in the athletic event or other kind of physical work. The increase in body temperature, which may be caused by warming up exerts a positive effect on the performance capacity (Martin et al., 1975) but is also known to be a factor limiting endurance (Kozlowski et al., 1985).

The effects of an active warming up procedure, involving muscular exercise of various type, intensity and duration, on body temperature and cardio respiratory or metabolic responses to physical work have not been fully recognized (Chwalbinska-Moneta and Hanninen, 1989). Coaches and athletes are generally convinced of the positive effect of some warming up procedures in achieving a good performance (De Vries, 1959; Franks, 1983). There are several types of warming up such as active and passive, specific and general (De Bruyn-Prevost and Lefebvre, 1980).



The assumed benefits of active warm up may be ascribed to changes in physiological mechanisms caused by an increase in muscle temperature in circulatory and oxygen transport systems (Barnard et al., 1973). It is generally accepted that warm up is an integral part of physical training and of competition. However, there is a considerable variation as to the warm up ritual used among athletes, coaches and physical educators. The most common warm up procedure seems to be active warm up, involving muscular exercise of varying intensity (Ingjer and Stromme, 1979).

Warm up, if performed at high intensity, may cause a negative effect, fatigue and impaired performance (Margaria et al., 1971; Richards, 1967; Stewart et al., 1973). One way to decrease this fatiguing effect would be the use of an intermittent- type warming up (Gutin et al., 1976). This type of exercise, when performed at intervals less than 60sec long, has been shown to cause lower lactacid O₂ debt than a corresponding continuous activity (Astrand et al., 1960; Christensen et al., 1960).

No data on children were available in which the physiological effects of warm up have been systematically looked at, when both the warm up and the criterion task were controlled in the laboratory. Inbar and Bar-Or, (1975) studied the influence of intermittent warming up on an anaerobic submaximal exercise lasting 30s. They reported higher oxygen consumption (VO₂) and higher heart rate during exercise after warming up.

Numerous studies have been carried out to clarify the assumed effects of warm up but the results have been conflicting. Some reports conclude that active warm up is beneficial for optimal performance (Inbar and Bar-Or, 1975; Michael et al., 1957; Pacheco, 1957) while other studies have failed to find any favorable effects of warm up (Massey et al., 1961; Mathews and Snyder, 1959; Sedgewick & Whalen, 1964; Thompson, 1958).

While Carlile (1956) reported a positive influence of warming up on performance, some authors like Karpovich and Hale, (1956) were unable to demonstrate a statistically significant difference between performance with and without warming up. Moreover, De Vries (1959) observed a negative effect upon swimmers performance following calisthenics while the same subjects attained better results when swimming was used as warming up procedure.

According to Karpovich and Hale (1956), warming up activates the same movements as those involved in the actual exercise. Better coordination may result from this procedure. Previous studies have provided conflicting research results which are difficult to interpret. Several studies suggest a favorable effect derived from warm up exercise (Martin et al., 1975; Ingjer and Stromme, 1979; DeBruyn -Prevost, 1980) while others report no effects (Knowlton et al., 1978; Sedgewick and Whalen, 1964).

Results from several investigations suggest that elevated blood lactate concentration associated with prior exercise may contribute to fatigue (Karlsson et al., 1975; Klausen et al., 1972). Other studies indicate that elevated blood lactate concentration prior to maximal exercise does not impair performance (Weltman et al., 1977; Weltman et al., 1979). Swimming is a very demanding sport that requires extreme muscle strength and endurance. Only fractions of a second may separate the first place from the second (Bobo, 1999).

The purpose of this research is to investigate whether the effect of two different types of warm, moderate and high intensity, make changes in the concentration of lactate in the



blood and heart rate of female athletes after swimming with maximum intensity at the distance of 200m freestyle.

Methods

Sample

This study involved 7 volunteer sprinter female swimmers of competitive level, n=7 female aged 16 ± 1 years, height $160\pm 4,5$ cm, weight $52,1\pm 5,5$ kg who attended a daily training 5 to 6 times per week lasting 2 hours. Before the conduction of the measurements, ethical approval was granted for the study by the ethics committee of Athens University.

Instruments and procedure

Since participants and their parents were informed for the purpose of the investigation and gave their written consent, we proceeded with the conduction of the measurement. All measurements were conducted during morning hours in 4 different sessions. The research was conducted 15 days before competition of the summer period in 50m indoor swimming pool with water temperature 26 ± 1 C°.

For the purpose of the research we measured the height and weight of the subjects.

Then, the first day of the measurements participants randomly swam the distance of 1000m freestyle swimming with intensity 50% of their better performance in 200m freestyle. The choice of 200m was made because longer swimming events would require multiple laps and flip turns which would have diluted the impact of the warm-up (Balilionis et al., 2012). Hand signals and a whistle were used by the coach to communicate with the swimmers, showing them to speed up or slow down to maintain an appropriate pace. After a five minutes rest, they performed 200m freestyle swimming with maximum intensity.

Two days later, at the next session they swam the distance of 4x25m freestyle with 45'' mixed time for each 25m. After five minutes rest, they performed 200m freestyle swimming with maximum intensity. All types of warm up started from the water and the 200m freestyle started from the start block. Immediately after each test, heart rate was measured by manual palpation method from the neck. All the participants were familiar with this method as they use it regularly in swimming training. The participants counted their own heart rate for 10 seconds (Balilionis et al., 2012). Also, for determining the maximum concentration of lactic acid in blood, capillary blood samples were taken from the fingertip in the 3rd, 5th and 10th minute after each test and analyzed with an automatic analyzer Scout Lactate Germany.

Statistical analysis

All data went through descriptive and preliminary statistics for the evaluation of normality of distributions (MEAN =average, SD= standard deviation) and the homogeneity of variances was examined. For the determination of differences between the two types of warm ups, Anova analysis was applied. For the statistical analysis, the statistical program SPSS 22 was used.

The level of statistical significance was set at $p > .05$.



Results

Descriptive statistics of variables are shown in Table 1.

Anova analysis showed that no statistical significant differences were observed between the two different types of warm up in all measured variables.

Table 1. Descriptive statistics of performance time and physiological responses in 200m freestyle swimming after different types of warm ups.

	Performance time 200m freestyle swimming	Blood lactate (mmol/L)	Heart rate (pulse/min)
1000m warm up	229,0±8,2	8,5±1,4	164,4±9,2
4x50m warm up	232,8±7,0	9,1±2,2	180,2±18,3

The results of ANOVA analysis showed no significant effect of the variable 'warm up' to the linear combination of the dependent variables. Specifically, time performance did not differ after the two types of warm up (Sig. .124), heart rate and blood lactate were not statistically different (Sig. .098 and .618, respectively).

Discussion

The analysis of the results showed no statistical significant difference between the two different types of warm-up in all measured variables.

Similar results were found in a research (Houmard et al., 1991) which found no differences in lactate and heart rate by applying different types of warm up prior to swimming effort. West et al., (2013) observed no differences in heart rate by applying different recovery periods between warm up and maximum effort. Swimming warm-up serves to raise the body's core temperature, increase blood flow, respiration rate, heart rate, and flexibility of involved muscles, which may prepare a swimmer for optimal performance (Bishop, 2003a; King, 1979). The results from previous reports have been equivocal with conflicting evidence of warm ups vs. no warm ups benefits (Balilionis et al., 2012). A research of Romney and Nethery (1993), found a significantly faster 100m swimming time after 15 minutes of swimming warm-up compared with no warm up. However, King (1979) found no significant difference in 50m swim time between a 400m swim warm up and no warm-up. Bobo (1999) found no significant differences in 100m swim time between 800m swim warm-up and no warm-up. Mitchell and Huston (1993) found no significant differences in 200m swim time between no, low intensity and high intensity warm ups. According to Balilionis et al. (2012), heart rate was significantly different after 3 types of warm up in the performance of 50m freestyle. In this study heart rate was higher after regular warm-up compared with short and no warm up. Those results confirm earlier findings by Mitchell and Huston (1993) and Zochowski et al. (2007). Previously reported improvements in swimming performance after warm-up have been attributed to an increase in heart rate causing elevated baseline VO_2 , increased muscle and core temperature (Bishop, 2003a).

Additional, psychological changes may contribute to improved performance in athletes. Previous research has shown that warm-up increases preparedness and provides time to



concentrate before the race (Bishop, 2003b). In parallel, some participants might be discouraged and have lack of motivation to race with no warm-up or a short warm-up which may explain the tendency toward lower mean times (Balilionis et al., 2012). If an individual performs consistently better after a specific warm-up such as no, short or regular warm-up, coaches should recognize the individuality and employ specific warm-up to maximize that athlete's performance (Balilionis et al., 2012).

Conclusion

The aim of the present study was to provide information about the contribution of warm up in the performance of 200m freestyle in young swimmers. No significant results occurred as expected between performances of physiological responses after the two conditions of different warm up.

The results showed that we cannot conclude in giving superiority to one of the two types of warm up therefore, warm ups' with different intensity provoke almost the same physiological responses before competition. To maximize the 200m performance, coaches and swimmers should experiment to determine each individual's optimal warm-up.

These results lead us to the conclusion that the field of warm up needs more investigation, with larger sample, longer distances and other types of warm ups.

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Differences in Physiological Responses of Recreational Adult Swimmers According to Age

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Abstract

Recreational swimming has been developed during recent years. Sedentary life makes physical activity important and integral for the development and maintenance of physical and psychological health. Changes in human body due to age have to do with physiology, biomechanics and psychology of each individual.

People who keep practicing, confront these changes differently in comparison to others who do not train. Monitoring these changes in healthy active adults is of great importance. Many researchers have been studying changes on swimming performance in relation to age and they have noticed decrease of performance up to 1% per year (Rahe & Arthur 1974, 1975; Favaro & Lima, 2005).

The aim of this research is to investigate physiological parameters of healthy recreational swimmers, after a maximum effort of 100m freestyle swimming. Performance time, maximum blood lactate and heart rate post exercise were recorded.

The sample of this study consisted of 24 male swimmers aged 30-50 years old that were separated in 4 age categories. Manova analysis showed that the linear combination of variables affects statistically significantly the independent variable 'age category'. The multivariable index Wilk's L was equal to 0.17, corresponding to $F(21,40) = 6,1, p < .05$. The index η^2 is equal to 0.74, ie 74% of the distribution of the linear combination of the dependent variable was explained by the statistical effect of the independent variable 'age category'.

Despite the small sample size, the results show that physiological responses and performance time stay relatively stable from the age of 30 till the age of 50 in healthy participants who practice regularly in swimming pool.

Keywords: recreational swimming, age, physiological responses

Introduction

Nowadays there are many opportunities for physical activities for all age categories. As part of everyday life, physical activity and sports offer physical and mental health.

Physical activity grants quality and fulfillment. During ageing process people feel inactive as endurance, strength and mobility begin to frail (Goldstein & Tanner, 1999). Ageing causes modifications in body composition that alter the muscle structure and reduce the ability to perform exercises requiring strength and power (Benelli et al., 2007; Macaluso & DeVito,



2004). It is well known that exercise maintains aerobic capacity (Kohr et al., 1991; Tanaka et al., 1997b) which is affected by age.

Physiological responses and performance time are of particular importance to a coach's feedback as well as to a recreational swimmer who wants to keep his physical activity in a better level. At the same time, they provide useful conclusions appropriate for the training design that should be applied in each age category. The physiological assessment of master athletes is often suggested as a possible solution to exclude at least the factor of inactivity and gain a better understanding of the ageing process (Donato et al., 2003; Hawkins, Wiswell & Marcell, 2003; Tanaka & Seals, 1997). Many researchers have suggested heart rate as the ideal intensity parameter of exercise ¹⁴ and determinant of functional parameters. Heart rate assessment contributes to the evaluation of the performance of the cardiovascular system and is able to evaluate performance and physical activity.

Furthermore, blood lactate in muscle serves as a measurement of anaerobic energy production. The concentration of lactate in the blood has been investigated quite a lot in swimming procedures to determine the intensity of energy production (Aujouannet et al., 2006; Barbosa et al., 2006). The level of anaerobic capacity of swimmers can be determined by simple tests.

The aim of the present study is to investigate physiological parameters after a maximum effort of 100m freestyle swimming in healthy middle aged recreational swimmers in relation to age.

Methods

Sample

The sample of this study consisted of 24 male recreational swimmers aged 30-50 years old that were separated in 4 age categories. First category, with n=8 male 30-34 years old, (body height= 181,5±8,03cm and body weight=79,7±8,6kg) , second category with n=6 male 35-39 years old (body height= 186,6±7,06cm and body weight=87,33±8,5kg), third category with n=5 male 40-44years old (body height= 179,2±1,79cm and body weight=74,2±5,8kg) and fourth category with n=5 male 45-50 years old (body height= 180,8±5,2cm and body weight=84,4±14,01kg).

Individuals did not follow any other activity and participation was voluntary. All subjects were highly educated, had sedentary jobs and were following recreational swimming programs at least for one year 2-3 times per week. All the participants were following a structured swimming program that consisted of 1000-1200m per hour. Warm up and active recovery covered 400m of whole training volume. The main part of the training contained a 70% aerobic capacity sets with all swimming strokes, exercises with or without swimming equipment and 30% of the main part contained short distance anaerobic sets. This research has the approval of ethics committee of Athens University.

Measurements

Subjects were informed about the aim and the advantages of the study and given their written consent. Before the test, body height and body weight was measured in the gym of the athletic center. All measurements were conducted in a 25-meters indoor swimming pool with water temperature 27±1° C. A warm up of 600m preceded the test and was supervised by a specialized trainer. After ten minutes of rest each swimmer participated in the maximum 100m freestyle swimming test. They all started the measurement from the water.

After the maximum effort, performance time was measured with the hand stopwatch Seiko Water Resistant 10bar S140. Heart rate was measured immediately after each test with a



polar device and was defined as pulse/min. In order to determine the maximum concentration of lactate in blood, immediately after the end of the test, in a sitting position, capillary blood samples were taken from the fingertip of the participants at 3rd, 5th, 7th min and analyzed by the automatic analyzer Scout Lactate Germany. Velocity of 100m freestyle was afterwards calculated.

Statistical analysis

The results went through descriptive statistics analysis and normality of the distribution of the variables was tested. For the investigation of differences between different age categories, Manova analysis was applied. Significance level was set at $p < .05$. The analysis was done with the statistical program SPSS 21.

Results

In multivariate level, the analysis showed that the linear combination of variables was affected statistically significantly by the independent variable 'age category'. The multivariable index Wilk's L was equal to 0.17, corresponding to $F(21,40) = 6,1$, $p < .05$. The index η^2 is equal to 0.74, ie 74% of the distribution of the linear combination of the dependent variable was explained by the statistical effect of the independent variable 'age category'.

Univariate analysis of data revealed that there is a potential statistical significant difference between the age categories in relation to 100m freestyle velocity, with the younger participants (30-34years old) having higher values (Table 1) in comparison to the rest categories (Sig. .058). In addition, in univariate level, performance time and heart rate did not show any statistical difference between groups.

Table 1. Means and standard deviations of measured variables in the four age groups

Age groups	Performance time (secs)	V100m (m/sec)	Heart rate (b/min)	Blood lactate (mmol/L)
30-34age	90,75±7,8	1,1±0,1*	169,5±14,9	10,48±3,2
35-39	115,5±27,8	0,9±0,21	165±12,4	10,1±2,9
40-44	113±15,3	0,8±0,1	153,6±14,4	11,8±2,9
45-50	111,6±21,4	0,9±0,2	166,8±16,6	13,5±2,3

*statistical significant differences between groups

Discussion

The results of the current investigation showed that recreational swimming resulted in statistically significant improvement of the 200m freestyle swimming performance. Furthermore, men were better performers than women. Considering the fact that men are more muscular than women this result was expected (Phillips et al., 1993).

There are few studies referring to recreational swimming, but multiple opinions presenting different results (Cox et al., 2010). According to Cox et al. (2010) performance time in swimming was significantly reduced in 50-70 years old women with sedentary lifestyle who followed a structured exercise program of moderate intensity for six months. Lampadari et al., 2013 found that systematic recreational swimming resulted in statistically significant improvement of swimming performance in 200m freestyle. High intensity swimming training for 12-weeks is able to produce adaptations that include a greater capacity for vasodilatation in skeletal muscle and an enhanced cardiac pump capacity in middle aged men and women (Martin et al., 1987).



Over a 12-yr longitudinal study, Donato et al., 2003, followed the rate and magnitude of decline in swimming performance of master swimmers. The results showed that swimming performance declines progressively until the age of 70 where afterwards decrease becomes quadratic. Furthermore, the rate of decline in swimming performance with age is greater in long-duration than short-duration events and female swimmers experience greater declines in sprint than endurance events in contrast to their male counterparts. The variability of the age-related decline in performance increases markedly with advancing age for both short- and long-duration events (Donato et al., 2003).

Conclusion

Recreational swimming and aqua training are the most appropriate forms of activities for people of all ages resulting to positive effects on physical, mental and spiritual health of middle aged people. Swimming enables a large variety of muscle mass and protects against injury incidents during exercise. It is of great importance to create controlled aqua training and recreational swimming programs guided by experts, so that individuals will be able to adopt a completely refreshed and healthy lifestyle (Lampadari et al., 2016).

Despite the small sample size, the results show that physiological responses and performance time stay relatively stable from the age of 30 till the age of 50 in healthy participants who practice regularly in swimming pool.

The present study focused on the level of physical condition of middle aged Greek individuals. Future studies should focus on different physiological, morphological and other variables in order to check the effect of exercise in other parameters. Of great interest is the effect of recreational swimming in older subjects.

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Search and Matching Model Analysis: National and Regional Beveridge Curves for Turkey

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1. Introduction

Unemployment is one of the most important economic problems economists are trying to find a solution. For the solution of the problem of unemployment, it is necessary to determine the source of the problem firstly, as it is in all other problems. There are crucial differences between schools of economic thought about the reasons for unemployment and its solutions. For example, according to the Classic Economics, this problem reaches solution spontaneously with flexible pricing and market mechanism. According to Keynesian Economics, the source of this problem is the inadequacy of effective demand and the solution of such an important problem cannot be left to the market mechanism.

Labor supply and labor demand are the two important factors of labor market. The crucial issue is equalization of labor supply and labor demand. One of the main factors that provide this equalization is shown as search and matching effectiveness. Search and matching models examine the relationship between the numbers of unemployment-job vacancies (UV) in the labor market. In this regard, the most widely used model is the Beveridge curve approach. The aim of this study is to examine Beveridge curves for Turkey's national and regional labor markets.

For this purpose, the first chapter gives information about the Beveridge curve approach. Empirical models examine in the second chapter. In the third chapter research findings are given. The visual review of national and regional Beveridge curriculum is also the third chapter. Finally, the results obtained from the study are evaluated as a whole.

2. Theoretical Framework

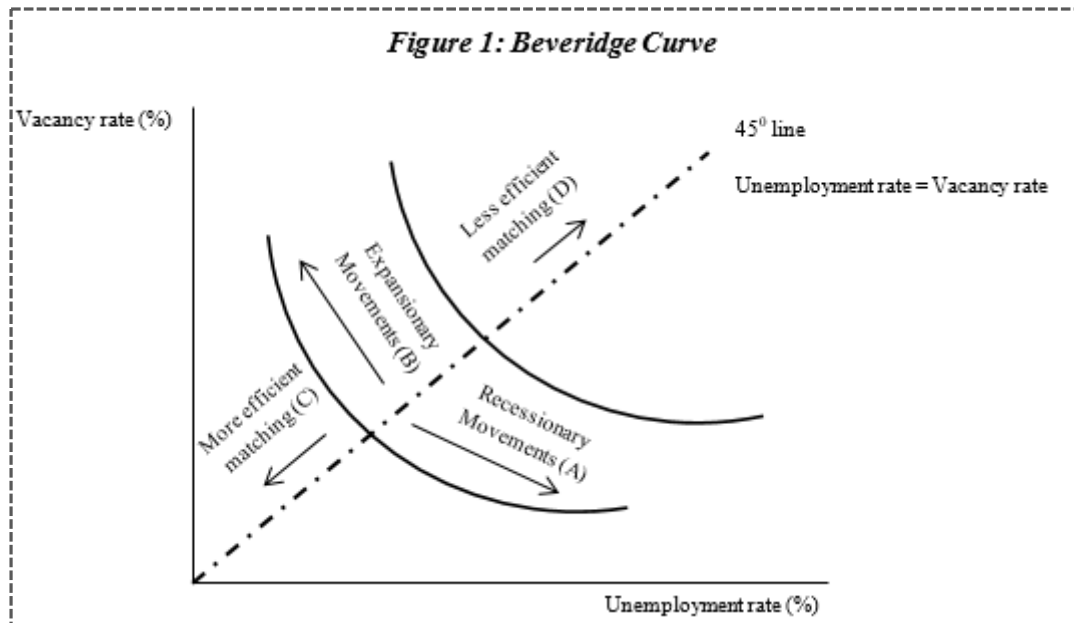
William H. Beveridge (1944) for the first time referred to the relationship between job vacancies and unemployment in his report "Full Employment in a Free Society". But he did not, however, plot a graphical representation of the UV relation (Rodenburg, 2008:141). Many studies between the years 1950-1960 were cited Beveridge. However, some of these studies have focused on monetary wage changes, wage flexibility and inflation, while some of them have focused on full employment, economic fluctuations, economic growth and price level. (For example; Routh (1959), Phillips (1958), Poole (1955), Phelps Brown and Ozga (1955), Slichter (1954), Broehl (1953), Hobsbawm (1952), Porter (1950), Phelps Brown and Hopkins (1950) vb.).

Dow and Dicks-Mireoux (1958) again pointed out the interaction between job vacancies and the unemployment. They analyzed this relationship in detail in terms of the labor market. It is also the first study involved Beveridge curve plot. This plot is negatively curved and has a convex shape according to the origin. In this first graphical representation, vacancies were horizontal axis and unemployment was vertical and stated that open jobs and unemployed are equalized on a 45 degree line. The area above the 45-degree line shows low demand and



the area under the high demand. Rodenburg (2008:127) notes that this first graphical representation was named in the 1980s as the Beveridge curve.

Figure 1 represents Beveridge curve which shows the relation of vacancy rate (open job position) and unemployment rate.



In the figure 1 the horizontal line is vacancy rate; vertical line is unemployment rate. Beveridge curve has a convex shape; a high unemployment rate represents a low vacancy rate. The curve slopes downward because when the unemployment rate is high corresponding vacancy rate tends to be low. Downward movement (A) along the curve indicates a decrease in the current vacancies due to a aggregate demand deficit, while upward movement (B) indicates improvement of aggregate demand a decrease in unemployment. 45-degree line indicate geometric location of the points where the unemployment rates are equal to the vacancy rates, the points above this line indicate the expansions, while the points underneath indicate the contractions.

While movements along the Beveridge curve originate from cyclical events, shifts of the line result from structural (noncyclical) factors. It is assumed that there is a shift inward (C) when high efficiency is provided in labor supply and labor demand matching, and outward shift (D) in the opposite case.

The Beveridge curve approach is also used to analyze the differences in labor dynamics among regions. Having regional Beveridge curves allows examination of regional changes which causing the shifts of aggregate Beveridge curve by degree of regional mismatch. The importance of testing Beveridge curve come from two main reasons; the first one is matching process and the other one is differences in labor dynamics. Therefore, National and Regional Beveridge curve estimated for understanding of labor market dynamics.

3. Research Model

Börsch-Sugan (1991) introduced a simple panel approach to Beveridge curves. In this panel approach regional level dataset were used to estimate the aggregate (National) Beveridge curve. Zoega and Wall (2002), McPherson and Flores (2012) and Bouvet (2012) also used this approach to explain the aggregate Beveridge curve with regional differences. The



advantage of panel analysis is that the number of observations per period is high. That's why in our study panel analysis is preferred. Turkish Nomenclature of Territorial Units for Statistics (NUTS) level 2 (26 sub-region) were included in the study.

By following Zoega and Wall (2002), we use the Beveridge curve given by equation (1). The panel regression equation we estimate is:

$$\ln(u_{it}) = \alpha_{it} + \tau_t D + \beta \ln(v_{it}) + \varepsilon_{it} \tag{1}$$

- α_i : a county-specific fixed effect
- D : a vector of year dummy variables
- τ_t : the coefficient on the dummy variable for year t
- u_{it} : Unemployment rates; U (Number of Unemployment) / (L (Labor Force))
- v_{it} : Vacancy rates; V (Number of vacancy) / (L (Labor Force))

In order to calculate the shifts in the Beveridge curve, we use differences of dummy coefficients year to year. Thus, primarily signs of coefficients and secondly the magnitudes of the coefficients are important. We use yearly sub-regional data on the unemployment and vacancy rates for the regions of Turkey for 2004-2015. Unemployment and Labor Force data are taken Turkish Statistical Institute; and vacancy data are taken from Turkish Employment Agency. Vacancy and unemployment rates are percentages of the labor force.

4. Analysis Findings

To estimate the aggregate Beveridge curve, the data were pooled for all 26 sub-regions, using the fixed effects panel regression for each model (Tatoğlu, 2013:79). Because of diagnostic problems, we used different estimators (Tatoğlu, 2013:208). To estimate Beveridge curves of seven regions only the sub-region of that region was pooled. Table 1 shows the analysis findings.

Table 1. Regression Results: Dependent variable=log of unemployment rate

	TURKEY (National)	Mediterranean	Aegean	Marmara	Black Sea	Central Anatolia	Eastern Anatolia	Southeastern Anatolia
α	2.25***	2.527***	2.311***	2.259***	1.918***	2.343***	2.366***	2.732***
β	-0.06**	-0.113**	-0.147**	-0.076*	-0.045**	0.145***	-0.227***	-0.023
R ²	0.28	0.61	0.98	0.22	0.73	0.32	0.16	0.10
Counties	26	3	3	5	4	4	4	3
Estimator	Driscoll Kraay	Arellano Froot Rogers	Arellano Froot Rogers	Driscoll Kraay	Arellano Froot Rogers	Arellano Froot Rogers	Arellano Froot Rogers	Arellano Froot Rogers
***:statistically significant at 1% level **:statistically significant at 5% level *:statistically significant at 10% level								

As seen Table 1, the vacancy rate coefficients of the national and all regions are negative and except The Southeast Anatolian Region are statistically significant. According to this result, except for Southeast Anatolia Region, there is a negative relationship between vacancy rate and unemployment rate as expected.

The beta coefficient equals 1 ($\beta = 1$) means that a 10% reduction in the unemployment rate corresponds to a 10% increase in the vacancy rate. According to our results, the beta coefficient in the national Beveridge curve is %6 ($\beta=0.06$). This means that a 10% reduction in unemployment is associated with a <1% increase in the vacancy rate. So, matching is quite low for the national Beveridge curve.



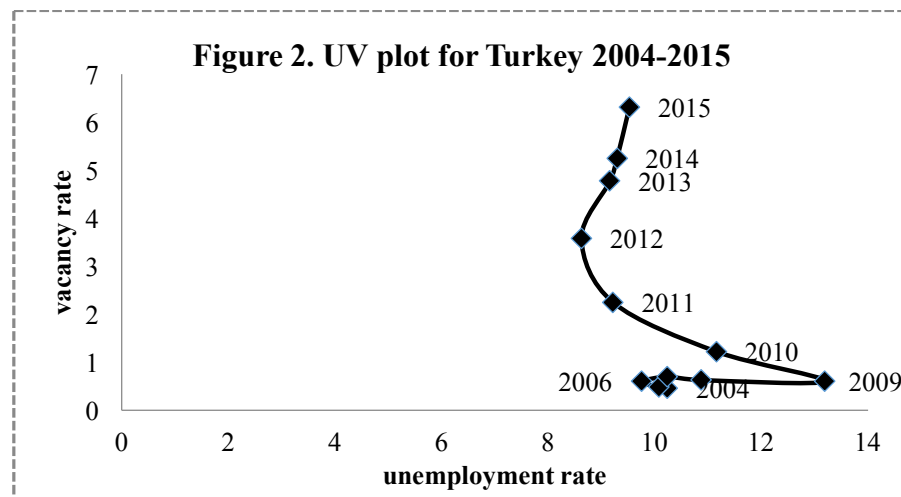
According to regional estimations (shown as Table 1), it is seen that the highest matching is in Eastern Anatolia Region ($\beta=0.227$). While the beta coefficients of Central Anatolia ($\beta=0.145$) and Aegean Regions ($\beta=0.147$) are very close to each other, they are followed by the Mediterranean Region ($\beta=0.113$). The Marmara Region ($\beta=0.076$) is close to national Beveridge estimate ($\beta=0.06$), while the Black Sea Region ($\beta=0.045$) has the lowest level of matching.

Another issue that is as important as the slope of Beveridge curves is *time shift* in the Beveridge curves. Time dummies were used to calculate the shifts in the aggregate Beveridge curve. To avoid multicollinearity 2004 dummy is excluded. Table 2 shows the shift of National Beveridge curve.

Table 2. Shift of National Beveridge Curve

Year	v	Time	Difference	Shift****
2005	-0.877*	2005-2006	-0.009	←
2006	-0.886*	2006-2007	0.859	→
2007	-0.027	2007-2008	0.078	→ (=)
2008	0.051	2008-2009	0.226	→ (=)
2009	0.277***	2009-2010	0.135	←
2010	0.142***	2010-2011	0.179	←
2011	-0.037*	2011-2012	-0.062	←
2012	-0.099***	2012-2013	-0.077	→
2013	-0.022	2013-2014	-0.014	← (=)
2014	-0.036*	2014-2015	0.049	→
2015	0.013			

:statistically significant at 1% level *: → outward
 **:statistically significant at 5% level → inward
 *:statistically significant at 10% level (=) statistically insignificant



As can be seen in Table 2, the aggregate Beveridge curve has shifted every year from 2004 to 2015. The Beveridge curve that shifts inward with a slight change in 2005 shows an outward slip between 2006 and 2008. However, the changes in coefficients for 2007-2008 are very low and statistically insignificant. This result is not surprising because these years are the years of global crisis. The rate of change in coefficients between 2009 and 2011 is both very high and statistically significant. Between these years, Beveridge curve has shifted inward. The correspondence of these years to the period of overcoming the crisis is theoretically overlapping with the results. The year 2013 coefficient is statistically

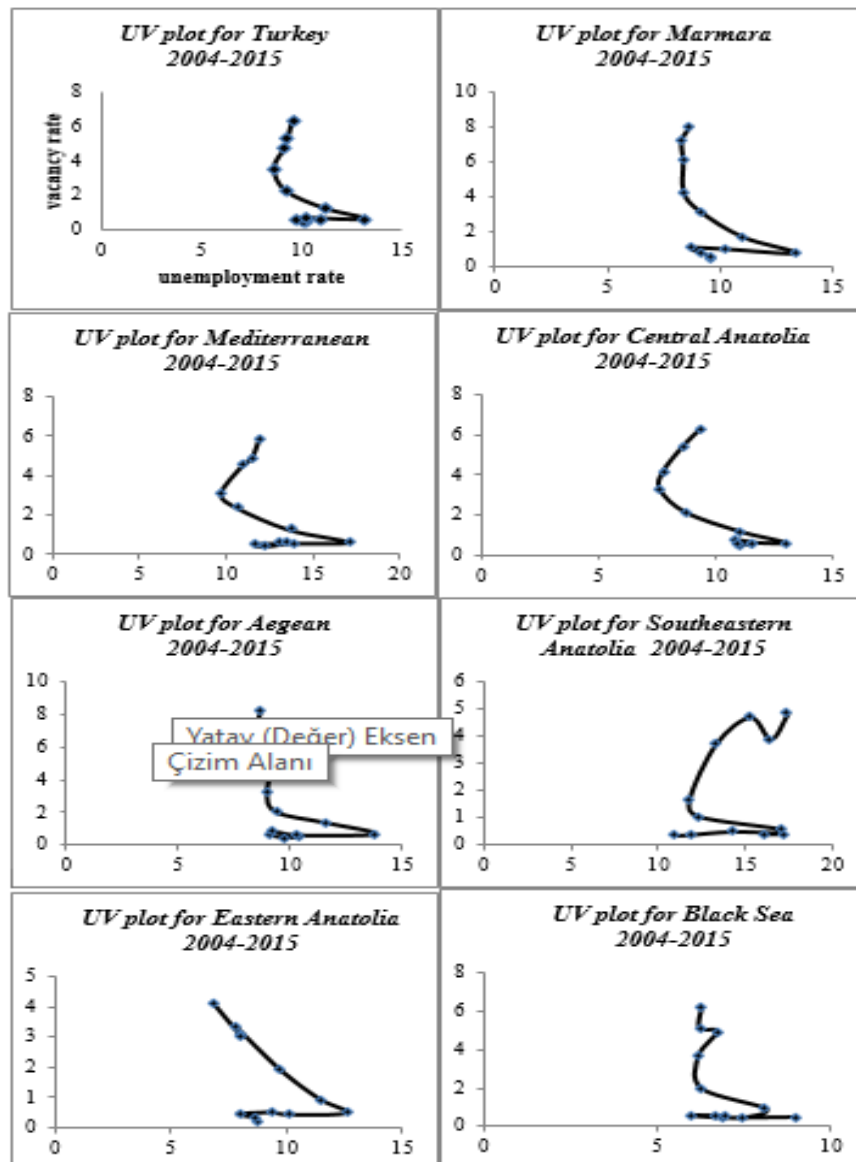


insignificant. In 2012 and 2014, it is observed that the Beveridge curve moves again outward with a slight change. Figure 2 shows the UV plot for Turkey's Beveridge curve.

When Figure 2 is visually examined, it is particularly consistent with the results of the changes between 2009 and 2012 (shown as Table 2). The findings of the analysis (Table 2) seem to be confirmed by Figure 1. Beveridge between the years 2013-2015 exhibit a steeper appearance rather than a shift.

Shifts in the Beveridge curve can be seen because of structural changes reflecting the ability of matching the unemployed with vacancies. These changes may be due to search effort, search activity, or the pool of unemployed people. The Hysteresis effect is also one of the reasons for shifting the Beveridge curve outward (Zoega and Wall, 2002:2; Bouvet, 2012:3586). Due to convexity of matching function discrepancies in regions or sectors may change the Beveridge curve. Figure 3 shows the Beveridge curve of Turkey and Beveridge curves of the seven regions.

Figure 3. Regional Beveridge Curve 2004-2015



When these graphs are analyzed collectively, year to year shifts in almost regions correspond with the national Beveridge curve. A first crucial point is the change from 2009 to 2012. Until 2009, the Beveridge curves has moved inward in some regions and outward in some regions between 2004 and 2006. In 2007-2008 periods, there is an outward movement in all regions. But since 2009, the Beveridge curve of all regions has moved inward with a great change. This movement has continued in some regions until 2011 and in some regions until 2013, generally until 2012. After these dates, the Beveridge curves are again differentiated. In 2009, the movement of all regions in the same direction, in other words due to the decrease of inconsistency in the regions, Turkey Beveridge curve has also moved inward. After 2012, the inconsistencies in the regions are increasing and Turkey's Beveridge curve is moving outward.

A second crucial point is the change in the Beveridge curve of the Eastern Region. Beveridge curve of the Eastern Anatolia Region has inwardly shifted since 2009 but compared to other regions it has a relatively linear structure. The Southeastern Anatolia region has a very different structure after 2012 as U shape.

5. Conclusions

In this study to estimate the Beveridge curve annual data for 26 sub-regions between 2004 and 2015 were used. Also shifts of national Beveridge curve arise from shifts on regional Beveridge curve or inconsistencies between regional Beveridge curve has been examined in the study. Obtained from the study findings can be summarized as follows:

- According to the analysis findings, the national Beveridge curve is negative slope. In other words, there is a negative relationship between vacancy rate and unemployment rate. But the value of β is very low. For this reason, it has been determined weak matching.
- According to the Regional Beveridge curves estimations for seven regions, The Beveridge curves of all regions are negative slope. Except Southeast Anatolia Region all coefficients are statistically significant.
- Our estimates indicate that the seven regional Beveridge curves has shifted to a statistically significant extent nearly as often as the aggregate Beveridge curve. The national Beveridge curve has shifted every period between 2005 and 2015. The Beveridge curve has shifted outward in the global crisis years of 2007-2008 and showed a significant shift inward in 2009, which could be described as the year of overcoming the crisis.
- While there are many reasons for the shift of the Beveridge curve in the literature, one of them is dynamics of regional labor market. When regional inconsistencies increase, Beveridge curve is shifted outward. In this study, it has been found that between 2009 and 2012, regional matching increased and the Beveridge curve shifted inward.

The main result of study:

- The low efficiency of the search and matching arising from regional differences may be one of the causes of high levels of national unemployment rate. Therefore, regional differences are one of the crucial factors that explain the changes in the National Beveridge curve and the dynamics in the labor market. But, it is not sufficient alone in the Turkish labor market.

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A study on examining the public service announcements within the framework of sustainable consumption

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1. Introduction

Globalization movements have forced businesses to satisfy the consumers' expectations in a more efficient way. However, such a tendency has caused an abnormal increase in the consumption behaviors of consumers. Consumers have started to consume goods and services fastly, which could jeopardize the natural resources of the world. Together with the criticisms toward excessive consumption, the concept of sustainability has attracted the attention of people. After a short period of time, sustainable consumption has become a way of life for the societies. The primary aim of sustainable consumption is to consider the next generations' welfare. In this paper, environmental dimension of sustainability, which mainly deals with protecting the natural resources and environment, is studied.

It must be admitted that sustainability has attracted the attention of consumers through public service announcements. Institutions and organizations are started to give information about sustainability and sustainable consumption by using public service announcements in a short period of time.

In this study, public service announcements related with sustainable consumption are examined. The remainder of the paper is organized as follows. First, the concepts of sustainability and sustainable consumption are introduced. Next, the concept of public service announcement is investigated. Further, content analysis is used to examine the public service announcements within the framework of sustainable consumption. Finally, the results of the study are highlighted and discussed.

2. Sustainability and Sustainable Consumption

Sustainability is an important concept in today's world which includes both the welfare of generations and protection of natural resources (Waring, Goff & Smaldino, 2017, p. 524). In the literature, it is possible to find various definitions of the concept. The definitions of sustainability mostly mention the social, ecological and economic aspects as a whole (Tan & Lau, 2009, p. 467). One of the definitions of sustainability is as follows: "Sustainability is a way of life that balances immediate needs for commerce, living, habitation, food, transportation, energy & entertainment with future needs for these resources (Sharma & Rani, 2014, p. 369)".

Along with the concept of sustainability, sustainable consumption has attracted the awareness of the population. Sustainable consumption can be defined as "the consumption of goods and services that have minimal impact upon the environment, are socially equitable and economically viable whilst meeting the basic needs of humans, worldwide (Srinivas, 2015)." According to OECD (2002, p. 2), sustainable consumption is defined as "the consumption of goods and services that meet basic needs and quality of life without jeopardizing the needs of future generations."

The aim of the efforts related with sustainable consumption is to concentrate on the various purposes such as raising the attraction of population, changing the consuming behavior of



consumers by educating them, and trying to impress consumers values (Giacomo et al., 2014, p. 244).

In recent years, various segments of population have important contributions to encourage the sustainable consumption. Green cotton label, energy efficient buildings, using eco-friendly product material, minimizing waste and pollution, use of renewable resources are some of the examples to these contributions.

3. Public Service Announcements

The most effective way of attracting consumer's attention to social issues is creating public service announcements through mass media. A public service announcement is "a type of advertising, sponsored by either government agencies or other organizations, to promote causes and activities generally considered socially desirable (Murry, Stam & Lastovicka, 1996, p. 1)" In short, public service announcement is an important way of educating people and creating behavioral changes. Behavioral changes and raising awareness would be possible by preparing messages which ensure persuasion, awareness and instruction (Georgiadis, 2013, p. 62).

Public service announcements cover various issues such as alcohol and smoking prevention, saving the environment, wearing seatbelts, hearth health. Some of the principles that are taken into consideration while preparing public service announcements are as follows:

- Duration of the public service announcements should be short.
- Public service announcements should aim to address broad audience.
- Primary goals of public service announcements are to give important information in short but in an attractive manner.
- Public service announcements must attract the audience's attention to the corresponding subject and change their behavior (Ftanou et al., 2017, p. 493)
- Basic functions of public service announcements are informing, comparing, reminding, persuading and reinforcing (Halili, Padil, Rani & Ibrahim, 2016, p. 245).

4. Methodology

The purpose of this study is to examine the public service announcements within the framework of sustainable consumption. A content analysis was used to analyze the public service announcements. Especially the ones which were made by various institutions, organizations and a video sharing site were used. 35 public service announcements related with sustainable consumption between the years 2013 and 2016 are taken into consideration. In the study three basic questions are examined. These questions can be listed as follows:

- What are the primary aims of public service announcements which were related with the sustainable consumption?
- Which phrases are frequently encountered in public service announcements?
- Who delivers messages to the target audiences?

5. Findings of the Study

The descriptive statistics about the first question of the study is given in Table 1. Aims of public service announcements are classified as "informing", "reminding" and "persuading". The frequently encountered phrases in public service announcements are shown in Figure



1. In Figure 2, top 3 frequently encountered phrases are shown on the graph. Accordingly, the most frequently encountered phrase in public service announcements is fuel saving (19,80 %), second phrase is recycling (17,33 %) and third encountered phrase is packing wastes (8,67 %). Figure 3 demonstrates the figures used in public service announcements. It is found that last 3 years, celebrities were used in the 25 % of public service announcements which were related with sustainable consumption.

Table 1. Primary Aims of Public Service Announcements

Aims	Number of Public Service Announcements
Informing	18
Reminding	7
Persuading	10
Total	35

Figure 1. Frequently Encountered Phrases in Public Service Announcements

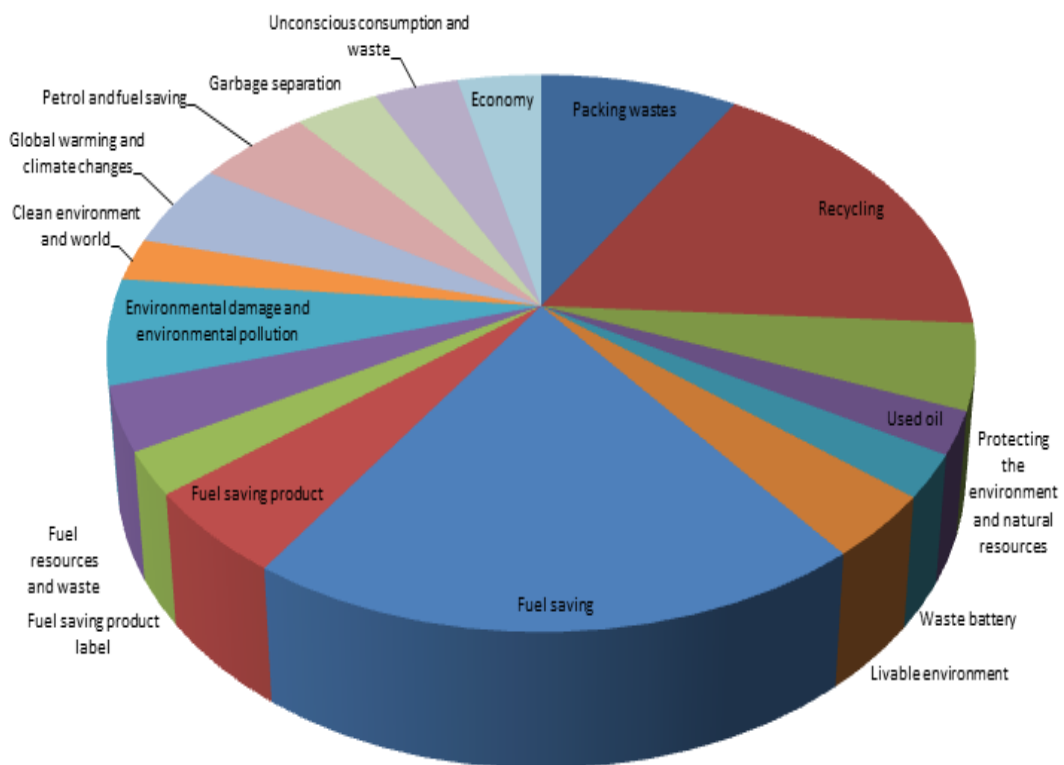


Figure 2. Top 3 Frequently Encountered Phrases in Public Service Announcements

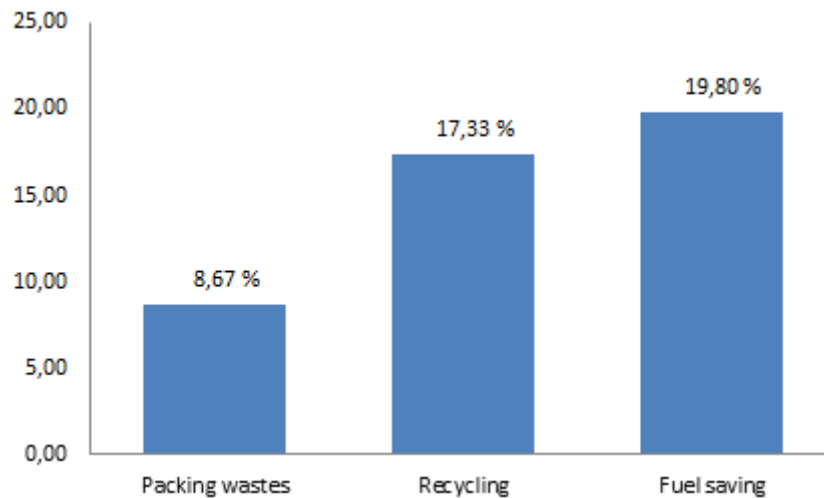
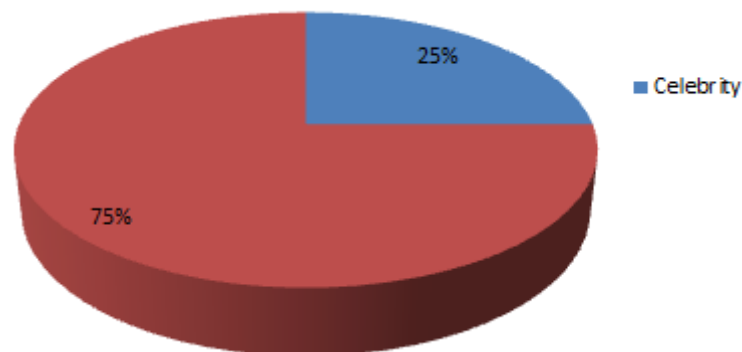


Figure 3. Figures Used in Public Service Announcements



6. Results and Discussion

In the study, three basic questions are examined. First is related with the aims of public service announcements. In this context, public service announcements related with sustainable consumption are analyzed. It is observed that 18 public services aim to be informative, 10 of them are persuading and 7 of them are reminding. Frequently encountered phrases in public service announcements are examined to answer the second question. It is observed that the aspects of sustainable consumption in public service announcements are determined as economy, packing wastes, recycling, protecting the environment and natural resources, used oil, waste battery, livable environment, fuel saving, fuel saving product, fuel saving product label, fuel resources and waste, environmental damage and environmental pollution, clean environment and world, global warming and climate changes, petrol and fuel saving, garbage separation, unconscious consumption and waste. At the end of the analysis, top 3 frequently encountered phrases in public service announcements are found as fuel saving (19,80 %), recycling (17,33 %) and packing wastes (8,67 %). In the third question of the study, figures used in public service announcements are analyzed. It is observed that 25 % of public service announcements are communicated to the audience by celebrities.

Public service announcements are one of the most impressive ways of attracting consumer’s awareness to the important issues such as sustainability and sustainable consumption. Especially the celebrities have an important role to attract the audience’s attention. In short,



by means of these short and non-commercial announcements; institutions and organizations could improve the population's attitude and educate them.

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Educational Network of Small Rural Primary Schools "VORAS" (ENSRPV)

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Abstract

In this presentation appears a Greek proposal for the function of the timetable in small rural primary school in Greece and particularly in the Primary Education in the area of Pella- north area of Greece-.

Keywords: small primary rural school, teaching, timetable, curriculum

1.The Need for Building Assemblies for The Determination of The Timetable of The "ENSRPV"

It is a primary point of reference that the study and investigation of the curricula, and therefore of the timetables, directly linked to the curricula due to the fact that they are contained in them, is a constant demand, which concerns four main dimensions: the scientific, the political, the social and the employment dimension. At the same time, the description of the individual sections of the curricula and, in particular, of the timetables is an extremely complex issue. This is because, given that conceptual confusion often arises as to the purposes, criteria, principles, structure, but also as to the approach and the quality of the theoretical principles to be adopted in order to compile or reformulate both a Curriculum and a Timetable Schedule. In addition, according to John Dewey's positions, as expressed in his work "The Child and the Curriculum" (1902), the criteria that must be taken into account for the formulation and reformulation of the Curriculum and Timetables of the formal Education are: a) The student, as an entity with all the needs, the interests of his time and the prospects for his further development and evolution. b) The content of learning chosen to achieve the above perspective, but also to make students share the officially accepted scientific knowledge. c) The data of the society.

Regarding also the case of the functionality of the "ENSRPV"s, it is pointed out that it is a multi-level and multifactorial issue, approached at organizational, educational, social and economic level. In particular:

The "organizational level" includes: the educational staff, the educational structures and the logistical infrastructure. The "didactic level" includes: Curricula and timetables, textbooks, curriculum and general learning content, as well as didactic methodology. The "social level" involves: the culture of the local community and the school's inner culture, the dialectical relations, the functioning and management of the characteristic of "multiage classroom", as well as the relation between school and local communities, but also the inverse local community and school. The "economic level" includes the quantitative and qualitative cost characteristics, namely: a) *Quantitative features*: teacher salaries, building operational costs, student travel costs; b) *Quality Characteristics*: travel risks, misbehaviour during travel, management and supervision of travelling pupils, time needed for pupils reaching and returning from a school a long way from their home.



Of particular importance is the theory, which will form the basis for the restructuring of the "ENSRPV" Timetable. In this case, the Theory of "Child Study", as formulated by Schiro (1998), is considered to be the most important, because the adversities, but also the subjective and inappropriate political choices for the MPSs, show a direct and multilevel impact on the students of the "ENSRPV"s, who suffer aggravating consequences for their status but also for the opportunities for their further development.

On the basis of what has been suggested as the main theories in this proposal for the reforming of the timetables, the Theory of "Child Study" is the most preferred because the emphasis is placed directly on the child and on his inherent abilities. The child is the basis for determining the content of the curricula and the timetables. The child is also considered to be an autonomous and independent personality and should therefore be helped to be developed socially, emotionally, physically and mentally. In general, the Theory of "Child Study" is based on the principles of human education, studying the child as a whole, taking into account his spiritual, psychological and social background.

The above-mentioned reforming logic of the "ENSRPV" s is directly and functionally related to their specific characteristics and, in particular, by the diversification of the school work and the corresponding grouping of the students. Students work in groups with a variety of purposes, and the criteria used for grouping differ according to work. Although age is often the basic criterion for the first grouping of students, however, a range of grouping strategies are used that apply to different situations. Thus, brainstorming teams are created to solve problems arising in lessons, groups of activities, or even groups of different responsibilities in the school environment.

In particular, the grouping of students in the MPSs is characterized by heterogeneity. This is due to the coexistence of students of different ages at the same time in the same classroom. This grouping, in some way, is given due to the existing operating conditions of the "ENSRPV"s and is bibliographically found to contain positive elements.

The above is combined with the fact that at the moment of the teaching process, only part of the pupils in the classroom participate in the teaching at that time. The rest of the students are implicitly involved in tasks that are performed autonomously by students but for a specific purpose. These are the so-called "silent tasks of the "ENSRPV"s".

One of the features of the "ENSRPV"s is the intense rate of work due to the limited teaching time, especially for the teaching of the new subject. It should be noted that, in the context of a teaching day, the teacher of the "ENSRPV"s has to teach a variety of lessons. Therefore, the combination of strategies and silent work is a teaching practice that particularly characterizes the "ENSRPV"s and seems to be the most appropriate.

In addition, the following criteria should be taken very seriously into the functionality of the "ENSRPV"s:-The level of student performance. -The type of behavior of students. -The diffusion of knowledge.-The necessity of flexible didactic design based on differentiated curricula and timetables.-The importance of cross-networking. -The development of partnerships. Based on the above, it is proposed to create a Unified Differentiated All- Day Multiage Primary School (UDADMPS).

2. Basic Principles, Requirements & Structures for The Timetable Reform of Multiage Primary Schools

The basic principles of the reform of the "ENSRPV" Timetable are:-The principle of objectivity.-The principle of equal learning opportunities.-The principle of responding to modern educational and social requirements that entail increased social and communication skills.-The principle of proportional distribution of hours.-Exploitation of



costs, without further financial burden.-Determination of the MPS teaching staff (general education teachers and specialties) to be finalized as far as possible before the end of the previous academic year or at most in the first 10 days of September of each academic year.

The main Requirements for Reforming the Timetable are:-Realistic consideration of students' conditions, school, local community, state choices and economic conditions.- Objectivity of criteria, choices and decisions.-Scientific documentation of principles, data and positions.

The focus on the reorganization of the "ENSRPV" Timetable is based on the following arguments: Need for flexible educational planning, adequacy of teaching time, modernization of the functional framework of the learning process, with the incorporation of learning objects similar to those of one age (mainstream) Schools, the need for adaptive differentiation, due to the flexible adaptations required in the teaching process of the "ENSRPV", The implementation of the Timetable structuring principle, implying that the timetable should be readily adaptable to the way the teacher works and particularly to the work of the Multiage School teacher, given its particular characteristics. It should be noted that the teacher's way of teaching in the multiage classroom cannot due to the specific circumstances, follow a traditional type of teaching- teacher-centred or frontal-but it takes a more "open" and free character.

3. Main Fields of Timetable Reform in Multigrade Schools

1st FIELD: "Establishment of Team Teaching"

Even in the same room, when facilities are not sufficient, with particular emphasis on the use of silent work. The use of Information & Communion Technologists (ICT) plays a constructive role as: a) it can act as an alternative means and way of approaching the curriculum. b) it can contribute to the adaptation of teaching content, shaping it according to the learning needs and special characteristics of students and simultaneously enhancing the learning environment within the classroom, without affecting or hindering the conditions of teaching for the rest of the students of other grades.

The establishment of Team Teaching and its effective implementation, for which there should be appropriate training and information of the teachers involved - in organized and systematic training- by the School supervisor, who has the responsibility of the schools that make use of this option, faces: a) The difficulty of covering the teaching hours of teachers, who work in "ENSRPV". b) The lack of adequate teaching rooms for the simultaneous implementation of different subjects.

2nd FIELD: "Multiage School Timetable"

A Unified Differentiated All- Day Multiage Primary School (UDADMPS) which will be monitored by all students of the school. On this basis, the operation of all types of "ENSRPV" (One, Two or Three-Grade) determines at six (6) hourly hours, that is 30 hours a week, in order to adequately cover also the hours of integration of educational specialties within the program. On this basis the opening hours of the morning cycle are proposed to be formed from 08.00am to 14.00pm.

The prediction relates to the operation of the school, not to the teaching hours of the teachers. Here is the schematic presentation:



Teaching Hours of All Types of Multiage Primary Schools

EDUCATIONAL CONTENT OF MORNING TIMETABLE	HOURS	DURATION
DURATION	08.00- 14.00	
	Six (6) hours	
Students' arrival	08.00-08.05	5'
1 st zone of classes	08.05-09.35	90'
Break	09.35-09.55	20'
2 nd zone of classes	09.55-11.25	90'
Lunch	11.25-11.45	20'
Break	11.45-11.55	10'
3 rd zone of class	11.55-13.25	90'
Break	13.25-13.35	10'
Preparation for the next day	13.35-14.00	25'
OPTIONAL ZONE PERIOD		
EDUCATIONAL CONTENT OF AFTERNOON TIMETABLE	HOURS	DURATION
DURATION	14.00- 16.00	
	Two (2) Hours	
1 st hour	14.00-14.45	45'
Break	14.45-15-15	20'
2 nd hour	15.15-16.00	45'

Basic remarks:

1. The introduction of the above reformation is divided into two (2) functional parts: The first part of the "Morning Timetable" involves the academic orientation, in order to achieve the factual knowledge in each subject, aiming to acquire the necessary cognitive background. The second part is directly related to the first part, but it also offers pupils to engage in free, flexible, creative and entertaining activities.
2. The above-mentioned function does not disturb the legally regulated working hours of teachers, which is 6 hours (Greek Law 1566/1985, Article 13, paragraph 8).
3. It is anticipated that there will be five (5) minutes in the morning because of the fact that the number of students is small, so there are no unnecessary delays and there is flexible time management.
4. A lunch time of twenty (20) minutes is introduced, followed by a ten (10) minute break. Lunch time is perceived as a student's social contact time and is not counted as a teacher's teaching time. The proposed length of time is sufficient, given the small number of students, which entails almost zero time for students to go to the feeding area, but also a limited preheating time for the meal.
5. The preparation time of twenty-five (25) minutes is considered adequate, taking into account the international standards for the proportion of time for homework for elementary school students¹.

¹ Hong, E. & Milgram, R. (2000). Homework: Motivation and learning preference. Westpork: Begin & Garvey.



6. Basic Elements of the Optional Zone: a) From the beginning of the academic year, there must be an at least 60% participation of the total school capacity of the school. This regulation compensates for the negative consequence that it had for the MPSs and their further downgrading, due to the effective cessation and rejection of a full-day school in it, the Ministerial Order 12/530/62626 / C1, vol. B ', FEK 1345, 16-6-2011 «Amendment-Completion of the Ministerial Decisions No. F / 20/482/95210 / C1 / 19-9-2003 (Government Gazette 1325, vol. B) & F. 12/773/77094 / 7-2006 (Government Gazette 1139. b) Which provided for the functioning of a school as an all-day school the following conditions: 1) to be enrolled and to attend at least sixty (60) students at school and b) the minimum number is 15 pupils. Under these circumstances, due to conditions and a set of student potential, it was not possible to respond to the "ENSRPV", thereby enhancing inequality.

2) Supervisory responsibility for the operation of the school and students during the Optional Zone will be on the teachers who will teach during this period. Their role, beyond their teaching duties, will be rather to oversight than administrate. The school-based administration on an organized and systematic basis will be on the general education teacher, to which the responsibility of the school administration is officially entrusted by the competent education authorities.

3) There will be a provision for teachers in the Optional Zone to work within their working hours as well as anticipating their transition to different schools to complete their teaching hours.

3rd FIELD: "Total time of classes"

For all types of one-year (one-grade, two-grades, three-grades) 30 hours per week are proposed as a total of teaching hours. In this context, all the lessons of the school will be taught along with the specialty courses. There will also be resting-lunch and student preparation time.

The main emphasis is that the functionality of the "teaching semi-hours" should be redefined, which corresponds to each lesson, because this essentially does not provide any learning response, in addition to the cumulative coverage of the hours for the weekly work of the teachers and the school. It seems to be more meaningful to institute "teaching work zones" with corresponding hours per class, which will be allocated by the teacher according to the weekly working hours, according to the conditions of each school, as well as the educational needs of the students (types of school, groups of students, class composition). This possibility is feasible and scientifically documented, because it is scientifically correct to follow the principle of time domains rather than part of the course².

The program defines time by area of knowledge and class, without specifying certain hours. On this basis, the teacher has the ability to plan and organize how much time he/she will devote to each class involved daily and weekly.

However, the allocation of teaching hours should have a range throughout the teaching week so that students are in constant contact with teaching subjects, achieving a logical learning sequence, regularity and cognitive development.

Hong, E. & Lee, K. (2003). Preferred homework style and homework environment in high-versus low-achieving Chinese students. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Hoover, V. et al. (2001). «Parental involvement in homework». *Educational Psychologist*. Vol. 36. No 3. Pp. 195-209.

² McClure, R. (1985). Curriculum balance. *International Encyclopedia of Education*. Oxford: PergamonPress



In this way the structural "balance" of the timetable is achieved through the functional and flexible interrelationship of cognitive domains and learning contents. Also, the elasticity of the duration of the teaching hours contributes to the completion of the student's work as well as to the flexibility of management of teaching time, the continuation of the learning process, as well as the saving of teaching time for wider teaching, in cognitive subjects of direct or indirect students' interests.

The designation of the zones is as follows: a) Language-Humanities content, b) Maths-Science content, c) Free Expression, Arts & Physical Education. The proposed zones in the program have the character of "unity". That is, they do not allocate by class, so that a cumulative number of teaching hours arises for the whole class or the total number of hours of the school classes. On the contrary, the hours of the zones will be common to all classes, but each class will take its lessons. For example, a total of 14 hours for Language-Humanities means that within 14 hours per week, all classes should finish all their work.

In proportion, there may also be exchange of lessons within each zone. That is, within the 90 teaching minutes of the "Language-Humanities content" area, one class is taught the Modern Greek Language lesson for 90 teaching minutes and the other or the other co-organized classes of 45 teaching minutes of History and 45 teaching minutes of Religion. This discipline also involves the specialties and the teaching of the corresponding courses.

Also, zones do not work within the program in partitions but have the ability to inter-pair. This means that no specific teaching period is taught but is spread throughout the program.

Generally speaking, the hours refer to a general framework of teaching hours and a collectivity of learning orientation.

Within the courses, the "Flexible Zone" hours are reduced based on the following arguments: -The teaching context has a "open" character, so it can be diffused in all other lessons, but it can also draw data from them. -It does not have the obligation to cover a specific curriculum.-It is not committed to the implementation of its content and can therefore be extended over a broad timeframe, even throughout the academic year.

It is also possible to reduce the hours of the "Environmental Study" lesson by one (1) hour, because: -The content of this course has an evolutionary classroom incremental curriculum, so many learning data is rewritten, albeit somewhat expanded. Consequently, basic knowledge is also provided to the pupil of the "ENSRPV" without any disparities compared to the elementary school pupil.-The subjects of the learning content of the Environmental Study course are taught extensively and specialized in the 5th and 6th grade through the courses of Physics, Geography and Social & Political Education.

The following courses are proposed in a general timeframe, during the day's compulsory schooling, as shown below. In the case of Primary and Secondary Primary Schools, but also in the one and two grade but also in the three-grade schools, the rest of the hours are covered by the operation of the implied works, aiming at the wider consolidation of the learning objects that have been taught in the teaching process by the teacher:



Timetable For All Types Of MPSS

CLASS ZONE		DURATION			
LANGUAGE & HUMANITIES		90'			
HOURS PER CLASS					
INTEGRATED LESSONS	A, B	C & D	E & F		
Modern Greek Language			7		
History			2		
Religion			2		
Social & Political Education			1		
English			2		
TOTAL			14		
HOURS OF "LANGUAGE AND HUMANITIES"					
MATHS & SCIENCE		90'			
HOURS PER CLASS					
Εντασσόμενα Μαθήματα	A, B	C& D	E & F		
Maths			3		
Science			3		
Study of the Environment		2			
Geography			1		
ICT			2		
TOTAL			11		
HOURS OF "MATHS & SCIENCE» ZONE					
FREE EXPRESSION, ARTS & PHYSICAL EDUCATION		90'			
HOURS PER CLASS					
Subjects	A, B	C& D	E & F		
Flexible Zone			1		
Physical Education			2		
Art-Music-Theatre			2		
TOTAL ZONE HOURS			5		
TOTAL HOURS FOR A GENERAL EDUCATION TEACHER					
22					
TOTAL HOURS FOR SPECIALTIES		ENGLISH	PHYSICAL EDUCATION	ICT	ART
		2	2	2	2
GENERAL TOTAL OF HOURS				30	

Remarks:

A) The teaching of the courses to be taught by the disciplines follows the didactic strategy of the co-teaching, with corresponding adaptations of the learning content and the didactic options. Here is what can be constructively contributed to:-In the Ministerial Order 50/76/121153 / C1 issue Second, Government Gazette 1471, 22-11-2002 "Definition of Study Programs, Hours of Operation and Hourly Schedule of All Day Elementary School". - In Ministerial Order 20/482/95210 / C1, issue Second, Government Gazette 1325, 16-9-2003"Teaching the English Language in the Third Grade of the Primary School-Program of



the subject" New Technologies in Education "of the All-day School - Interventions in the All-Day Program".

B) For the hours of the optional area of the school, the classes are offered: sports, visual arts, music, theatrical play, dance.

These subjects are proposed because already with this proposal it is proposed to include the corresponding specialties in the MPSs, so they can teach without job adversity in the optional zone, having as extra motivations:-They cover at the same time a range of their teaching hours.-Reduce the number of schools to move to completing their teaching hours.

These subjects are proposed to be taught for two (2) hours each (a total of 10 hours a week), as well as the corresponding hours of the optional post-secondary zone teaching. In the case that some of the teachers who will teach in the optional zone also teach in the obligatory zone, there should be adequate care in organizing the program, so that they do not exceed their 6-hour hours; on the other, to facilitate their transition to the schools in which they will be appointed to teach.

4th FIELD: "Teachers' working time"

It is suggested that the working time of Multigrade School teachers should remain 25 teaching hours, but 3 of these hours are recognized as hours of administrative work. Therefore, 22 teaching hours + 3 hours of administrative work= 25 "working hours of a MS teacher". The term "working time of a teacher" is a new term, which is not in the relevant literature or in the relevant legislation. But it can work constructively: a) To save a sufficient amount of teaching time from the total weekly timetable so that there is teaching "space(school) - time (hours)" for the integration of specialty teachers in "ENSRPV". b) The job inequality of MS teachers is eliminated, since they teach full-time and exercise full administrative work in parallel. It is noted that the 22 teaching hours is an important incentive for teachers to choose to work in an "ENSRPV" because they are the average of the maximum and the minimum teaching time that a primary school teacher is expected to teach. c) In the Multiage Primary School with either two or three teachers, the Head of the school carries out full administrative work and therefore receives the responsibility allowance. For the rest of the teachers, the term "*auxiliary administrative work*" is introduced, which means that they collaborate in the school administration by assisting the Head of the school, but without having full administrative responsibility, they do not receive the allowance. However, as a counterbalance to their workload, due to the special teaching conditions in the "ENSRPV", they have 2 hours of administrative work, which reduces their teaching hours but shapes their "working time". It is reiterated that the reduction of teaching hours is covered by the introduction of subjects taught by specialty teachers.

5th FIELD: "Specialty Teachers"

a) The first point is that with the inclusion of teaching specialties in the "ENSRPV", the principle of equal opportunities is met for all pupils of the school network of Primary Schools of the country, without discrimination. b) The inclusion of specialty teachers does not burden the state budget, because it is proposed to cover the needs by teachers from adjacent schools of Primary and Secondary Education. c) The main teaching specialties included in "ENSRPV" are: English, Physical Education, Information Technology, Arts (Art, Music, Drama depending on the availability of specialty teachers). The inclusion of the



specific subjects is proposed because these subjects are already integrated in the Mainstream Schools of Greece, but also because their existence is found in educational systems in other countries. In addition, all relevant educational literature as well as the educational policy of both Greece and the European Union – but also worldwide - place particular emphasis and importance on the development of foreign language skills, information technology and art skills as ways of promoting the expression and communication between different people at both the micro- and macro-social level. d) The way of incorporating the hours does not create a problem for teachers' working and teaching hours, since: -Teachers' working time is reformed by reducing their teaching hours. In this way there are more available hours within the weekly timetable. -The hours of Physical Education and Arts are covered because they are already integrated in the current timetable, but they are taught by the class teacher.

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Review of the Studies on Agility in Knowledge Management

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Introduction

Every organization, no matter what their scales and types are, endeavors to adapt to continuously changing environment. And, it is commonly accepted that change is not temporary and will not disappear. In that respect, companies have realized that agility is essential for their survival and competitiveness (Jain, et al., 2008).

In such a volatile environment, sustainability of any organization requires high level of adaptation capacity and capability. But, this capability may not even be sufficient by itself. It might also require prompt responsiveness in order to comply with the high speed of change in the environment. If the organizations cannot keep up with the change of the environment, although they can realize their organizational adaptation, they might still remain obsolete due to the slow rate of adaptation capability.

The firms ought to be courting their own radical transformation, rather than continuing to do what they have always done in the way that they have always done it (Demarest, 1997).

In that respect, organizations put tremendous effort, and allocate big amount of budget in order to adapt themselves quickly and correctly. In other words, they strive to be agile.

Agility has already become and apparently will remain as one of the most important challenges for the organizations. Although its importance has newly started to be recognized, still there are big question marks about how to achieve it. That is why the organizations also need to consider the dynamic environment conditions, and should realize the process of KM in an agile manner.

Agility and adaptiveness coexist within the context of the complex and changing environment (Atkinson and Maffot, 2005).

I. Definition of Agility

In the information technology, it is proclaimed that agile development is the ability of 'fitting the process to the people, rather than people to the process' (Fenstermacher, 2005). This expression may not be limited to the field of information technology. It can be valid for all the fields in terms of agility.

It is generally suggested that the abilities of knowledge and learning constitute significant domain for agility.

II. Application and Theories of Agility towards AKM

The literature presents a little in terms of explicitly addressing AKM applications and theories. However, there are plenty of practical and theoretical studies those imply different aspects of AKM.

A. Agile Enterprises

The reason being of the enterprises are not just to respond to the requests for the services. They are also driven by the internal events of the enterprise and business environment in which the enterprise functions.



That might be the reason that in most of the companies/enterprises Chief Information Officers (CIO) are the ones who are managing the transformation.

Vandergiff (2006) on the other hand, drives the attentions on the decision supports systems in the enterprises that she argues the enterprises need a more aware, inclusive and responsive decision support system.

B. Agile Project Management

Various researchers studied the relation of the KM with the project management.

According to Landaeta, et al. (2011) the perception of projects as complex adaptive systems has generated the concept of agile project management. Within this domain, Scrum (an agile software development technique) has become the choice of many organizations that have struggled for decades on how to remain in business while meeting the project objectives. Per the generic idea of agility, Scrum also seeks to response the changes rapidly and effectively.

C. Agile Learning

Agile learning is mostly mentioned and practiced in the field of electronic learning and information technologies. For that reason it is rather addressed along with some software programs such as knowledge-based process asset libraries, agile learning portals (Intrepid Systems), on line, electronic teaching portals, Wiki's and with the agile software development techniques called Scrum. In this context, agile learning is referred in order for the learners getting exactly what they need, precisely when they need it.

Within the organizational perspective, agile learning understanding can be traced back to Peter Senge in 1997, with his book called 'The Fifth Discipline: The Art and Practice of the Learning Organization' he challenges the organizations to develop the capability to learn and adapt quickly (Senge, et al, 2001).

Along with that idea, agile learning understanding has been mainly acknowledged with its importance to respond the need of complying with the speed of change in order for a better competitiveness.

Clark and Gottfredson (2009), as being the CEO and the Chief Learning Officer of TRClark Company, direct a question for the companies and then try to find some responses for these questions. Their question is: 'how can organizations sustain competitiveness?'. They suggest the answer would be in the pursuit of learning agility. They described it as the ability of an organization to learn at or above the speed of change. And they proposed that organizations must accelerate knowledge cycles to keep pace with competitive cycles (Clark and Gottfredson, 2009).

D. Agile Software Development (ASD) and Agile Manifesto

Both the software practitioners and the scholars admittedly agree on the importance of knowledge that software development is a knowledge-intensive activity. Dove (1999) and Holz, Melnik and Schaaf (2003) have first acknowledged the similarities and the connection between the ASD and KM where they emphasize that both disciplines deal with organizational culture and change management.

Agility in the software development was first recognized by the practitioners, like the other disciplines. As one of the most eminent initiatives, in 2001 the four core values and twelve principles of agile development were formally introduced and endorsed in the publication of the Agile Manifesto by some of the prominent members of the agile development



community (Lee and Xia, 2010). This manifesto declares twelve principles for ASD (Agile Alliance, 2001). Table I depicts the examples of agile approaches/methods:

Table 1. Example of Agile Approaches

Agile Approach/ Method	Practices Emphasizing Software Development Agility
DSDM (Stapleton, 1997)	<ul style="list-style-type: none"> • Development is iterative, incremental, and driven by user feedback • Delivering a perfect system is less important than <u>delivering a system that addresses the current business</u>
FDD (Coad, De Luca and Lefebvre, 1999)	<ul style="list-style-type: none"> • Customer/feature-centered iterative cycles • Regular build and inspection to ensure up-to-date systems
Agile Alliance Manifesto (Agile Alliance, 2001)	<ul style="list-style-type: none"> • Welcome changing requirements, even late in development • Agile processes promote sustainable development • Deliver working software frequently
Scrum (Schwaber and Beedle, 2002)	<ul style="list-style-type: none"> • Software team determines features of each sprint from an evolving product backlog • Create an increment of potentially shippable software during each sprint
XP (Beck and Andres, 2005)	<ul style="list-style-type: none"> • The highest priority is continuously satisfy changing customer needs • Rapid user review and feedback

III. Examples of Agile Studies Implying KM

Along with mentioned fields, there are also some other areas those imply AKM as well. Table II below indicates the summary of these examples along with the agile applications mentioned before.

Table 2. Agility Studies Addressing the KM

Author	Agility Specifics	Solution
Thunbers and Hallberg (2002).	- Suit the need of each patient	- Agile organization
Le and Lo (2003)	- The need to adapt the change	- Agile, change-adaptive business processes
Salazar, Hackney, and Howells (2003)	- Competitiveness - Ability to create new products - Relationship with customers, suppliers,	- Classificatory Framework for Internet and Biotechnology
Kang, Son, and Standkovic, (2004)	- Deadline before the real-world status changes	- Real-time data services
Norman, et al (2004)	- Respond rapidly to changes - Robust and flexible systems	- Agent-based models and techniques
Ramesh, Jain, Nissen and Peng (2005)	- Continuously focus on change and innovations - Survive in dynamic environments	- Business Process Management System (BPMS)
Karni and Kaner (2005)	- Decision making during sudden change / unexpected development	- Agile Proect Management



Fenstermacher, (2005)	- Reaction to heavyweight methods - Sensible in dynamic environments - Quickly changing requirements	- Agile methods
Fujisawa and Kershberg (2005)	- Worker participation - Proactiveness - Constant Improvement	- Injecting JIT to KM Paradigm
Iwayama and Niwa (2005)	- User oriented - Interactive and systematic refinement	- JIT interactive interface (DualNAVI)
Boehm and Turner (2005)	- Short iterative cycles - Actively involve users - Seeing change as an ally	- Information related agile processes
Trappey, Lin, Kur and Ho (2007)	- Flexibility as a key success factor	- Rule-based knowledge system
Kundu, McKay, and De Pennington (2008)	- Challenge of flexibility - Customer focus of mass customization	- Agile Supply chain operation strategies
Jain et al. (2008)	- Complex process	- Agile Supply Chain management (SCM)
Lee, Cho and Kims (2008)	- Rapidly digitalized management environment - In a complex situation	- a New Type of ES (expert system) called IMIXAO
Blake and Singh (2008)	- The need for light-weight process and responsiveness	- Model driven software engineering process
Genero, Poels, and Piattini (2008)	- Highly dynamic business environment - Flexibility	- Conceptual data models
Macris, Papakonstantinu, Malamateniu, and Vassilacopoulos (2009)	- Active user participation - Reusable, flexible, and adaptable training	- User training material
Macdonald and Matinez-Urbe (2010)	- The need to increase the affectivity	- Research data repository by employing agile community
Youssef, Mohamed, Sawyer and Whaley (2010)	- Time as the new norm for competence - To be ready for the challenges of change	- Time-based- technology
Ronnback, Regardt, Bergholtz, Johannesson and Wohed (2010)	- Instant change - Complexity - Robust and flexible management of changes	- Agile information modeling technique
Singh, et al (2104)	- agile practices for software development	Agile software development
Ramsin and Dehghani (2015)	a criteria-based evaluation framework for assessing KMS development methodologies.	evaluation for a successful KMS.
Ghobadi and Mathiassen (2016)	knowledge sharing in agile development	-create shared understanding in software teams

Youssef, et al. (2010) introduce the time as the new norm for the competing along with the quality and the cost, in their study regarding Time-Based Technologies and on the operations and manufacturing of the small and medium size firms. They assert that the organization embracing time as a competitive advantage are agile and learning



organizations. That is the reason that such organizations are supposed to initiate change and ready for the challenges that come with it.

Singh, et al (2104) issued different statistical tests are used to conclude outputs of the questionnaire. They found that Indian software industry working with agile practices lacks in providing any formal head for KM positioning. Learning and sharing through discussion forms is the most used practices among all respondents of organizations, whereas least accepted practice is dependent upon documents for transfer of knowledge. Indian organizations also lack in appointing a formal head who can provide guidelines for agile practice.

Ramsin and Dehghani (2015) proposed an evaluation framework that provides a comprehensive and detailed set of criteria for assessing general, area-specific and context-specific features of KMS development methodologies. KMS developers can select the methodology which best fits their requirements based on the evaluation results. Furthermore, method engineers can extend existing methodologies or engineer new ones so as to satisfy the specific requirements of the project at hand.

Ghobadi and Mathiassen (2016) identify the problems with maintaining and evolving data warehouse to be complex, error prone, and time consuming. They claim the reason for this state is that the environment of a data warehouse is in constant change, while the warehouse itself needs to provide a stable and consistent interface to information spanning extended period of time. They propose an agile information modeling technique that offers non-destructive extensibility mechanisms, thereby enabling robust and flexible management of changes.

IV. Agile Knowledge Management

Very recently, a new term has been introduced, which tries to capture agility requirements and their respective answers within the framework of knowledge and learning for the organizations. This term is now commonly used as Agile Knowledge Management (AKM). Since it is rather a new construct, it is difficult to claim that it has been sufficiently discussed and analyzed in the practical and theoretical realms.

Like the term agile learning, it is also commonly addressed in the software development and information technology fields and across the related areas where those technologies can be applied. The organizational perspective towards AKM, seems to need some more time to become scholarly mature. Nevertheless, in the literature one can come across some implicit usages of this term occasionally.

A. Specifics

It is very rare to encounter with the complete term of AKM in the literature except for some software and project management practices and theoretic studies. The studies and practices are not sufficient to address the conceptual basis of the construct in the scholarly literature. Actually, it is hardly possible to find peer-reviewed publications which explicitly address the AKM related or agility integrated with KM.

Below some studies are presented those use the term 'AKM' deriving from ASD and imply KM practices.

Levy and Hazzan (2009) are the two first scholars who introduced the term 'AKM' out of the scope of project management and software development, with the assumption of KM is vital for any project. But still their study is more projects oriented rather than focusing on organizational knowledge and learning. They assert an Agile KM manifesto by using the



background of ASD. But they do not really provide a comprehensive conceptual framework for AKM.

Studies reveal that introduction of KM and ASD processes increases productivity, shortens time-to-market and results in higher product quality (Bennet and Bennet, 2003; Reifer, 2002).

B. KM versus AKM Studies

Although we cannot explicitly find the term 'AKM' in the literature of KM, various scholars implicitly points at it by identifying the specifics of the environment, conditions or process of the KM.

Nonaka (1991) does not specifically identify the name of AKM but gives the hints of the agile knowledge management in one of his most well-known articles named 'The Knowledge-Creating Companies'. In a sense this understanding can be assumed as the roots of AKM.

When KM was newly starting to attract the attention of the companies, with its idea of capturing the knowledge gained by individuals and spreading it to others in the organization seemed to be one of the newest ideas. But he also mentioned the need for the 'agile strategies' to make it more effective based on the comments of Daniel G. Simpson, Director of Strategy and Planning at Clorox Co. and Bain's 1997 surveys. He quoted 'agile strategies' as the encouraging managers' strategy to wait for profitable courses to emerge and then outrun the competition (Byrne, 1997).

In 2005, the 'Third Biennial Conference of professional Knowledge Management' also discussed integration of Just-In-Time concept into KM discipline in Kaiserslautren, Germany. In the conference while various scholars shared their perspectives with conceptual understanding, some scholars introduced practical usages of JIT. In the conference (later published as a book) Fernstermacher (2005) introduces the concept of JIT (Just-In-Time) for adapting to KM discipline. Siebert (2005) also asserts JIT information delivery as a knowledge creation process and derives a framework where he claims this framework enables intelligent technologies. He further posits that JIT information delivery starts with multi-agent environments.

McKellar (2007) implies AKM, although he does not explicitly name it. In his study, he exemplifies a list of companies embracing KM. Landaeta, et al. (2009) also addresses the need for the agility, while defining the KM as 'the processes, techniques and tools that make the right knowledge available to the right knowledge worker, at the right time'.



C. *AKE (Agile Knowledge-Based Enterprises)*

Table III gives the summary of the KM studies implying the AKM:

Table 3. KM Studies Implying AKM

Year	Author (s)	Relevance to AKM
1994	Nonaka	- Organizations dealing with information and decisions in an uncertain environment. - Organization that dynamically deals with changing environment.
1997	Byrne	- The need for the 'agile strategies'.
2005	Fernstermacher	- The concept of JIT (Just-In-Time) for adapting to KM discipline. - Delivering knowledge 'just-in-time'. - Process-oriented approach to KM.
2005	Siebert	- JIT information delivery as a knowledge creation process - Enabling intelligent technologies.
2006	Vandergiff	- Decision support types are DM (decision making), DI (decision implementation) and KM. - Solutions provide DM and DI capabilities with extensive support by integrating KM capabilities. - The two of the most valuable capabilities relate to decision. - Making and implementation knowledge access and reliability.
2007	McKellar	- Companies embracing KM demonstrate the all-to-rare quality of facile, agile planning and execution.
2011	Landaeta, et al	- KM is the processes, tools, and techniques that make available the right knowledge to the right knowledge worker, at the right time.
2013	McIver, et al.	KM activities always contribute to better performance and that the greater the investment in KM the better.
2014	Patil and Kant	-A fuzzy AHP-TOPSIS framework presents to rank the solutions of KM adoption in SC. -Ranking the solutions is relatively sensitive to the barriers weights.
2015	Self, et al	-use of knowledge management as a possible method for improving the alignment of organizations with the external environment.
2016	Cegarra-Navarro, et al.	-effectiveness of a specific set -sequence of knowledge management processes

V. Results

A. Knowledge

It is hard to comprehend all definitions of knowledge published in the literature. It is equivalently difficult to reach a definition that covers all of the perspectives or has a clear consensus on it.

In a sense, in terms of its importance, knowledge is a very valuable intellectual asset for any organization.

The literature review on knowledge revealed that 'the construct of knowledge' is at the necessary level of maturity.



B. Knowledge Management

The two significant domains for the KM are 'learning' and 'knowledge'. While individual knowledge and learning would rather be assumed as a manageable process, organizational aspects of learning and knowledge requires significant management capability.

KM, with the idea of capturing knowledge gained by individuals and spreading it to the others in the organizations is an idea, about which a lot of organizations have interest including the e-business.

The literature review poses that the KM discipline has gradually moved towards its academic maturity. Academic debates have increased regarding both the theory and practice of KM by including different perspectives, with the advances in the discipline .

C. Need for Agility

The need for agility stems from the specifics of the environment (including external and internal human factors). Rapidly changing environment, uncertainty, changing customer requirements necessitate agility.

In the literature, it has been elaborated that different disciplines use and study agility with respect to their specific needs. Both the academic literature and the practices provide quite many examples of agile applications and theories. Among them, the ones relate to KM have been exemplified in this research. And those examples clearly indicated that there exist many theoretical and practical studies about agility in different disciplines those seek for contribution of KM.

D. Agility in Knowledge Management

The review of the literature reveals that there is very little background about AKM in the present literature except for some theoretic studies and applications in the area of software development and information technologies.

However, some studies in the KM literature imply the need for the KM, although none of them explicitly designates the term of 'AKM'.

E. Literature Review Analysis

The literature about KM and Knowledge within the scope of this research is at the level of academic maturity. The literature also shows that interaction of KM with other disciplines and its inevitable expansion moves toward AKM.

On the other hand, the specifics of the dynamic and complex environment necessitate agility and hence AKM in consideration of adaption with the changing environment immediately and handle ensuing challenges effectively.

There are numerous agile applications and theoretic studies in different disciplines. Some of them seek for the contribution of KM, which leads us to AKM.

There is not really sufficient AKM conceptual works and practices in the literature. The only exceptions are some studies and practices about software development and information technologies.

With the e-business perspective, limited application and understanding of KM and no applications of AKM lead the e-business organizations to work on the AKM. On the other hand, the e-business environment reflects similar specifics as the real market environment



(sometimes even more challenging). Those specifics of the environment dictate the e-business to be more adaptive and agile which actually requires AKM.

Upon those considerations it can be concluded that, the expansion direction of the KM, the needs stemming from both civilian and e-business environment, the expectations of the other agile disciplines for KM contribution and the insufficient literature about AKM clearly address that in the current body of knowledge.

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Interdisciplinary Studies: Music and Statistics

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Introduction

Technological developments which occurred during second half of 20th century, caused a great change and differentiation in philosophy. The speed of this change reached to a point which is far beyond the dreams. An invention which has been made just today, may leave its place to a new one tomorrow (Bayraktar, 1993:140). Today, most branches of science, try to follow the improvements in computer technology and try to implement these improvements in their branch fields. The results of the studies which has been made up to now showed that computer technology and devices based on computer technology presented unlimited opportunities to the related field of science (Cevher, 2002: 277). With the recognition of the advantages of the computer technology in our country and all around the world, these advantages has begun to be used in arts and education.

After the entrance of the computer technology to the world of music, lots of studies including statistical analysis became easier, more quick and sharable. So, the studies which hadn't been dared to be made because of their hard, monotonous, and long term procedures, began to spread among the educators. The spreading of these studies, provided new point of views to the researchers and made a great contribution to the researches. These developments which can be accepted a revolution in musical analysis, provided also new interdisciplinary fields of studies and gave the opportunity to research many new subjects.

The subjects of the studies used to be very limited because of the hardness of the analysis which is made about the musical notes in songs, and the inability of implementation of many analysis which are made by different disciplines. With the programs which can change the notes into numbers, statistics became applicable in musical analysis. Statistics, gives the chance to gain more trustable results in musical analysis. For instance, to analyze a musical composition which consist of 300 notes, counting, grouping, finding the median value and the calculations like these, takes really long time if it's done without the help of the computer technology. And at the end of this long and hard work, just one composition can be analyzed. But, with the advantages of the computer, notes can turn into numbers easily, and lots of different statistical analysis maximum-minimum values, range, standart deviation, grouping, line up, median, kurtosis and skewness, can be done on data base which consist of millions of notes, just in seconds.

Computer is superior than human if the abilities of keeping the data base and proceeding on this base are compared. Today, for the music educators, using the computer technology and methods of the other sciences became an obligation (Can, 2006). Music has been a branch of art and science which has been collaborating with different disciplines like maths, physics and medicine. Interdisciplinary studies, gave the opportunities to work on different subjects.

In this article, the musical researches which has been done by using the statistical analysis with the computer, all around the world and especially in our country, are studied and the usages of different statistical analyzes methods are showed on examples.

The first step in statistical analysis in music is, turning the musical notes to the numbers by using the computer programs. After this step any kinds of statistical studies can be done on this data base. At that phase, the important point is commenting on the results gained by



the analysis. It is shortly explained below the results and the comments on the results of the analysis with examples.

Range in statistics is the distance or difference between smallest and biggest of the observed measurements (ARICI, 2005: 71). Range in music is, the distance between the highest pitched voice and the lowest pitched voice of a human or musical instrument (Rushton, 1980: 583). Range in music, gives important knowledges about the voice field of a melody.

If the voice field of a melody is short, it means that the distance between the highest pitched voice and the lowest pitched voice of the melody is small; If the voice field of a melody is large, it means that the distance between the highest pitched voice and the lowest pitched voice of the melody is big. For instance a child song which consist of three notes has a short (small) voice field, a song consist of two octaves has a large voice field.

The knowledge gained by calculating the range value can be used in many places in music. For example, knowledge about the voice field of a song has a great importance for the singer. The voice field of an instrument or an etude of an instrument, is a very important knowledge for both the teacher and the student in the different phases of the education. For a composer, knowing the voice field of the target group, for example voice field of children, is important for composing appropriate and performable songs.

Recently, one of the most used statistical method is median which can be calculated dividing the total value of the measurements to the number of the measurements. (ARICI, 2005:41).

The median in musical analysis is frequently used because it gives trustable results and it's applicable to many subjects. For example voice field median gives information about the voice field; the median of the notes in the melodies and the medians of the measures gives general idea about the melody structure and the length of the melody.

Min-max values in musical analysis, gives information about the lowest and highest values in a melody. For instance, min-max values gives information about the most used time values. Min-max values can also be used for finding the highest-pitched and lowest pitched voice of the melody and finding the longest and shortest songs among the data base which consists of lots of songs.

Counting method, which is used in nearly all subjects, is often used in musical researches and analysis. In musical analysis, notes, number of the measures, time values of the notes, repetitions in melodies, the techniques written for the instruments or human voice etc. can be counted. Each counting will give the researchers lots of different information.

It can be observed especially in the recent studies that the usage of grouping, one of the most used statistical method, has increased. Grouping, can be used in different subjects in music. For example, in a data base which consists of lots of compositions, songs can be grouped according to the width of their voice field, according to their length, according to the notes, rhythms, melodies used in the song or they can be grouped according to the time values of the notes used in the song etc.

Line up method has been used in lots of studies like counting and grouping. The notes in a melody, the nuances and the forces of the melody and rhythm groups can be enumerated according to their repetitions. Also, line up of the transitions of notes which follows each other, gives very important information which can make contribution to the researches.

Standard deviation which can be accepted as the most used and most stable variation value in statistics is equal to the square root of the median of the square of the difference of the measures from the median. (ARICI, 2005: 74).



Standart deviation has a widespread usage and recently it has been frequently used in music researches. If the standart deviation of a composition equals to zero, it means that in that song, the same note is repeated. If the standart deviation is low, it means that the neighboring voices are used or the ranges of the notes are small in the song; if the standart deviation is high, it means that the distances between the notes are far. In a lot of musical analysis, standart deviation is used with the aim of determining the distribution of the notes in the melody (von Hippel, 2000: 317).

The hardship level of a melody can be learned through the standart deviation which gives the information about the usages of the intervals in a melody. For example, apart from the technical characteristics, a melody in which small intervals are used can be accepted easy; and a melody in which the big intervals are used can be accepted hard.

In the voice field of a melody, the areas in which the notes are used more frequently can be determined by calculating of kurtosis and skewness. If the skewness in musical composition equals to zero, it means that the dispersion of the notes in that song is normal, in other words, the middle areas of the voice field are mostly used. If the low-pitched areas are mostly used in the song, it means that there is a skewness to the right; and if the high-pitched areas are mostly used in the song, it means that there is a skewness to the left (Erol, 2007:44).

Kurtosis, gives information about the frequencies of the notes in a melody and so it shows that the dispersion of the notes is homogeneous or not. If there is a kurtosis in a measurement, it shows that the dispersion of the notes are homogeneous. If there is a sharpness in the graphics, it shows that the usage frequencies of the notes are not close to each other, so the dispersion of the notes is not homogeneous.

Conclusion

Interdisciplinary studies, give the researchers different points of view and enrich the results of the studies. During the last years, the usage of the statistical analysis has increased in musical researches. Counting, grouping, line up, median, standart deviation, range, max-min values, kurtosis and skewness are the most used methods of the statistics in music.

After the entrance of the statistics to the musical researches, a lot of unknown points of the musical compositions became clear and this gave the chance of a better recognition of the compositions. Supporting the interdisciplinary studies in music will contribute the dispersion of these kind of studies and will enrich the work field.

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An analysis of the *structure and evolution of public expenditure on Higher Education in Turkey during the Period 1980-2016*

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Abstract

Enrollment in higher education in Turkey is still substantially lower than OECD average and not enough to meet the considerably high demand despite the significant increases in participation for last decades. Thus, Turkey has to expand higher education system and also enhance quality in higher education provision. It is clear that, however, it would not be possible to expand access and improve quality sufficiently without considerable increases in higher education expenditures. In this study, we analyze particularly the structure and evolution of public expenditures on higher education in Turkey compared to selected OECD countries for the period 1980-2016. In this context, we point out to main problems related to public spending on higher education and discuss various options to solve these problems.

Keywords: Higher education, public expenditure, Turkey

1. Introduction

As Nicholas Barr (2004) states that:

Higher education matters. No longer only a consumption good enjoyed by an elite, it is an important element in national economic performance. So it is no accident that the numbers in higher education have increased in all advanced countries. However, a mass, high-quality higher education system is expensive and competes for public funds with other imperatives (p. 264).

In Turkey, the financing problem of higher education system has been always on agenda for many decades. In fact, enrollment in higher education in Turkey is still substantially lower than OECD average and not enough to meet the considerably higher demand despite the significant increases in participation for last decades. Thus, Turkey has to expand higher education system and also enhance quality in higher education provision. It is clear that, however, it would not be possible to expand access and improve quality sufficiently without considerable increases in higher education expenditures, which would aggravate the financing problem of the higher education system.

This study analyzes the evolution of public higher education expenditures in Turkey compared to selected OECD countries for the period 1980-2016. The aim of study is to contribute to ongoing debates on the financing problem of higher education system by examining the public spending dimension of the issue.

In 1981, in accordance with the new Higher Education Law (Law No. 2547), the administration of higher education in Turkey was comprehensively restructured. The system thereby became centralized, with all higher education institutions tied to the Council of Higher Education (Yükseköğretim Kurulu, or YÖK/ CoHE). After this restructuring, all higher education institutions were designed as universities. Expansion of higher education throughout the country was achieved, application to



higher education was centralized, and a central university exam and placement were introduced. In addition to state universities, non-profit foundation universities started to be established since 1984 (Turkish Higher Education Institutions Booklet, 2016, p. 13).

In this context, we analyze the public higher education spending particularly for the period 1980-2016. Thus, we aim to present an analysis of the public higher education spending from the beginning of the new era of the Turkish higher education system. In Section 2, new structure of the Turkish higher education system is briefly explained. The structure and evolution of public higher education spending in Turkey in the period 1980-2016 are examined in Section 3. In the same section, main problems and challenges regarding the public higher education expenditures in Turkey are also pointed out. Finally, in section 4, some conclusions regarding the public spending on Turkish higher education system are drawn.

2. An overview of the Turkish Higher Education System

The Turkish national educational system is composed of formal education system, which is the school system including the institutions of pre-school education, primary education, secondary education and higher education, and non-formal education, which includes all activities organized outside or alongside the school system. In Turkey, there is an autonomous body- The Council of Higher Education - CoHE as a national higher education authority since 1981. CoHE is independent of the Ministry of National Education (MoNE) and reports to the President of the Republic. CoHE is responsible for planning, coordination, governance and supervision of higher education within the provisions set forth in the Constitution (Articles 130 and 131) of the Turkish Republic and the Higher Education Law (Ozcan, 2011). Turkish higher education system consists of state universities, foundation universities (private, non-profit) and two-year foundation vocational schools (private, non-profit), which are all governed by the Higher Education Law.

The gross schooling rate for the Turkish tertiary education has increased continuously since the beginnings of 1980s. It reached to 97,1% in the academic year 2013-2014 from 6,4% in the academic year 1980-1981. However, it is a well-known fact that the distance higher education has played an important role in this incredible increase. The share of number of students studying in Associate's & Bachelor's degree programs on distance education of the Open Education Faculty of Anadolu University in the total numbers of students studying at the same level of study programs in all higher education institutions (HEIs) has gradually increased and reached to about 50% in the academic year 2013-2014.

The gross schooling rate for formal higher education was only 47% in the academic year 2013-2014, which is below the gross schooling rates of many countries. For example, in 2014, the gross schooling rate was 90% in Australia, 87% in USA, 87% in Chili, 63% in Italy, 66% in Israel and 64% France (Republic of Turkey Ministry of Development, economic and social indicators and UNESCO). It is clear that the gross schooling rates for formal education should be increased, while the share of distance education should be reduced.

In Turkey, the number of universities has considerably increased during the period 1980-2016. There were 27 state universities and only a foundation university in 1984. In 2017, there are 112 state universities, 65 foundation universities and also 6 independent post-secondary vocational schools according to the recent data published by the CoHE. All of



these higher education institutions are subject to the Higher Education Law and recognized and accredited by the CoHE.

In the academic year 1998-1999, the number of students registered in the foundation universities was 27.367. The share of students registered in the foundation universities in the total numbers of students and in the numbers of formal education students respectively were 1,9% and 3,1% (Guruz, 1999, p.31). In 2014, the number of foundation higher education institutions increased to 80 and their share in the Turkish HEIs system including distance education was 7%. If distance education was excluded, the share was 12% (Cetinsaya, 2014, pp. 180-181). It clearly seems that public sector has a considerable share in the system.

Entry into higher education is subject to a central exam and it is extremely competitive in Turkey. There were 361.158 applicants in order to enter universities but placement ratio was 25% for formal education, and for 29,1% in total, in 1983. In 2014, the number of applicants reached to 2.086.115 but placement ratio was only 35,2% for formal education and for 44,2% in total (Republic of Turkey Ministry of Development, economic and social indicators). In fact, the demand for higher education in Turkey has increased in parallel with the increasing schooling rates in lower and upper secondary education. Besides, there has been always an excess demand for higher education in Turkey for many decades because the share of the population below age 15 in Turkey has been one of the highest among OECD countries (OECD, 2013, p. 4). However, since 1980s, most important growth in the higher education system in order to meet this excess demand for higher education was realized in only 2006 by establishing of many new state and foundation universities. In addition, the student numbers of the HEIs were increased in 2008. Despite these developments, Turkey has failed to establish a strong balance between supply and demand in higher education. As a result, Turkey has still a limited capacity to meet growing demand and only about half of applicants of central exam can access higher education (Cetinsaya, 2014, pp. 46 and 49).

In the academic year 1982-1983, number of students in formal higher education was 247.422, while student number in distance higher education was 29.524. In the same year, the number of academic personnel was 21.814 and the total number of professor, associate professor and assistant professor was 6.957. The number of students excluding distance education per academic personnel including only professor, associate professor and assistant professor was 32.3, while the number of students per academic personnel was 10.3 (Saglam, 1994, pp.11 and 16). In the academic year 2013-2014, student number in formal state higher education institutions was 2.544.013, while student number in formal foundation higher education institutions was 350.999. In the same year, the total number of academic personnel including only professor, associate professor and assistant professor in state universities was 56.297, while it was 10.347 in foundation universities. The number of other academic personnel in state universities was 68.652, while it was 9.415 in foundation universities. Thus, the number of students per academic personnel including only professor, associate professor and assistant professor was 45,2 in state universities, while it was 33,9 in foundation universities. The number of students per other academic personnel was 37,1 in state universities, while it was 37,3 in foundation universities. The number of students per academic personnel is 20, which is considerably above the OECD average of 15,6 for 2011 (Republic of Turkey Ministry of Development, economic and social indicators and Cetinsaya, 2014, p.182). The reason behind this is that the increases in the number of academic personnel have been considerably less than the increases of student numbers in the period 1980-2016. In fact, the number of academic personnel of Turkey is



far below that of many countries. For example, according to the OECD data for 2011, the number of academic personnel was 207.000 in Canada, 392.000 in Germany, 531.000 in Japan, 230.000 in South Korea, 326.000 in Mexico, 153.000 in Spain, 111.000 in Turkey, 139.000 in the UK and 1.481000 in the USA (Cetinsaya, 2014, p. 129).

3. The structure and evolution of public higher education expenditures in Turkey in the Period 1980-2016

In Turkey, public universities can obtain revenue and spend it only by annual university budget laws. In 2003, the Public Financial Management and Control Law (Law No 5018) was enacted and put into practice starting from 2006. According to the Law No 5018 public higher education institutions are special budget administrations (before the new law they were called as the *administrations with added budget*) and they are part of the general government budget (central government budget after the new law). Special budget refers to the budget of each public administration, which is included in chart II of the Law and established as affiliated or related to a ministry for the performance of a defined public service, to which revenues are allocated, and which is authorized to spend from such revenues, with the establishment and operation principles arranged through special law (the Law No 5018, article 12). The special budget system of public universities in Turkey is in the form of negotiated, line item budgeting.

In Turkey, the revenue of public universities consists of special incomes and Treasury grants. The Treasury grant has still the highest share in the university revenues. On the other hand, the state support for foundation universities is very low. Thus, we can say that the public spending on higher education in Turkey based mainly on the Treasury grants from the central government revenues, which are allocated to the public universities by the annual special budgets.

We analyze the evolution and structure of the public higher education expenditures in Turkey in the period 1980-2016 by dividing the period in two sub-periods in order to overcome the problems related to consistent data availability.

3.1. The period 1980-2005

Table 1 presents the evolution of public higher education budget allowances as a percentage of total education budget and GNP in the period 1980-2005. As seen in Table 1, despite the incredible increases in the numbers of university, faculty and student in Turkey, the share of higher education budget allowances in total education budget and the share of the allowances in GNP have not changed considerably.

Table 1. Share of public higher education allowances as a percentage of total education budget, total government budget and GNP by year, 1981-2005

Year	Share in total education budget (%)	Share in total government budget (%)	Share in GNP (%)
1980	24,9	4,0	0,55
1985	24,4	3,0	0,42
1990	22,8	3,9	0,56
1995	25,1	3,2	0,58
2000	23,9	2,2	0,84
2005	26,0	3,4	1,09
Source : YOK, 1996, p. 60, YOK, 2005, pp. 121-122.			



Table 2 displays the evolution of public higher education allowances per student per year. As seen in Table 2, spending per tertiary student per year for formal education increased from USD 2.014 in 1981 to USD 3.072 in 2005. On the other hand, current spending per tertiary student per year for formal education was USD 1.938 in 2005, which was only 25% of the OECD average (YOK, 2005, p.124).

Table 2. Public higher education allowances per student per year, 1981-20015

Year	Total public higher education allowances per student per year Current Prices, USD		Current public higher education allowances per student per year, USD	
	Formal Education	Total	Formal Education	Total
1981	2.014	1.932	1.551	1.487
1985	1.270	1.070	965	813
1990	2.114	1.389	1.522	1.000
1995	1.538	755	1.230	604
2000	1.934	1.247	1.389	896
2005	3.072	1.898	1.938	1.197

Source: YOK, 2005, p. 124.

Table 3 displays the economic classification of total public allowances allocated to public universities by annual budgets. As seen in Table 3, in this period, public higher education allowances increased continuously and personnel expenditures, which are the part of current expenditures, had the largest share in the total higher education spending. In contrary to current expenditures, capital expenditures had a small proportion of total expenditures in this period.

Table 3. Economic classification of total public higher education allowances (Million TL, Current Prices)

Year	Personnel	Other Current Exp.	Capital	Transfer	Total
1985	75.000	24.500	37.712	14.502	151.714
1990	1.704.400	302.862	709.206	87.166	1.505.362
1995	30.000.000	5.000.000	8.923.450	1.309.320	45.232,770
2000	675.015.500	82.258.500	256.083.500	41.253.200	1.054.610.700
2005	2.734.954.000	556.880.000	913.059.000	1.013.574.000	5.218.467.000

Source: YOK, 1996, p. 65, YOK, 2005, p. 132.

3.2. The Period 2006-2016

Table 4 presents trends in expenditure on higher education institutions as a percentage of GDP for the period 2005-2013. As seen in Table 4, higher education expenditures in GDP increased slightly in the period 2005-2013 in many countries including Turkey. In 2013, total higher education expenditures accounted for 1.7% of GDP in Turkey, close to the OECD average of 1,6%. Public expenditure on higher education institutions accounted for 1,3% of GDP in Turkey, while on average across OECD countries, the share of public sources in GDP was 1,1% in the same year (OECD, 2016, pp. 199 and 207).

Table 5 presents the annual expenditure per student by educational institutions for all services in 2013. On average, OECD countries spent USD 10.493 per student per year on primary through tertiary educational institutions, while they spent USD 15.772 per tertiary student per year. In Turkey, spending per tertiary student per year was USD 10.637, while



spending per student per year on primary through tertiary educational institutions was only USD 4.448 in 2013.

Table 4. Trends in expenditure on higher education institutions as a percentage of GDP (2005, 2008, 2010, 2011, 2012, 2013) *From public and private sources, by year*

	2005	2008	2010	2011	2012	2013
Australia	1,5	1,5	1,6	1,6	1,6	1,7
France	1,3	1,4	1,5	1,5	1,4	1,5
Italy	0,8	0,9	1,0	1,0	0,9	1,0
Korea	2,1	2,4	2,4	2,4	2,3	2,3
Mexico	1,2	1,2	1,4	1,3	1,3	1,3
Spain	1,1	1,2	1,3	1,3	1,3	1,3
Turkey 1	n.a.	n.a.	n.a.	n.a.	1,4	1,7
OECD average	1,4	1,5	1,6	1,6	1,5	1,5
EU22 average	1,2	1,3	1,4	1,4	1,4	1,4

Notes: Public expenditure figures presented here exclude undistributed programmes.
 n.a.: data not available
 1. Public expenditure only.
Source: OECD, 2016, p. 206, summarized from Table B2.2.

Table 5. Annual expenditure per student by educational institutions for all services (2013) *In equivalent USD converted using PPPs for GDP, by level of education, based on full-time equivalents*

	Tertiary	Primary to tertiary
Australia	18.337	11.169
Canada	21.458	12.967
France	16.194	10.907
Germany	16.895	11.545
Italy	11.172	9.238
Korea	9.323	8.658
Luxemburg	40.933	21.320
Mexico	7.568	3.387
Norway	20.379	15.466
Spain	12.604	8.755
Turkey	10.637	4.482
UK	25.744	13.613
USA	27.924	15.720
OECD average	15.772	10.493
EU22 average	15.664	10.548

Source: OECD, 2016, p. 192, summarized from Table B1.1.

Expenditure on tertiary education rose rapidly in most countries and is 29% higher in 2013 than it was in 2005. However, this increase was offset by a significant expansion of tertiary enrolment – 16% on average across the OECD. This rapid growth in enrolment is not caused by demographic factors, but by more accessible tertiary education in most countries. Emerging economies saw the number of students enrolled in tertiary education shoot up, as in Brazil (by 50%), Chile (by 78%), Mexico (39%) and Turkey (by 76%). As a result, Turkey more than doubled its expenditure on tertiary education, while expenditure per student expanded by only 33%. Yet, despite the recent advances, Brazil, Chile and Turkey still remain among the countries with the lowest expenditure per student (OECD, 2016, pp. 181 and 190).



Finally, Table 6 displays the economic classification of total public allowances allocated to public universities by annual budgets in the period 2007-2017. As seen in Table 6, in this period like in the period 1980-2005, public allowances increased continuously and personnel expenditures, which are the part of current expenditures, had the largest share in the total higher education spending. Capital expenditures had a small proportion of total expenditures in this period too. The share of capital expenditures in 2017 is only 20% of total spending. In the OECD area, the share of capital expenditures also low and an average it is 11% of total expenditure for 2013 (OECD, 2016, p. 259).

Table 6. Economic classification of total public higher education allowances, 2007-2017 (Million TL, Current Prices)

Year	Personnel expenditure	State social security contribution	Purchasing of good and service	Current Transfer	Capital expenditure	Total
2007	3.419.435	770.316	1.026	85.629	1.284.813	6.586.692
2010	4.727.494	916.186	1.338.123	209.012	2.164.643	9.355.458
2013	8.028.608	1.366.638	2.195.908	271.251	3.365.356	15.227.761
2014	9.180.098	1.578.282	2.267.786	287.614	3.625.230	16.939.010
2015	10.011.864	1.716.406	2.533.192	378.790	3.853.000	18.493.252
2016	13.763.125	2.078.490	2.963.069	524.126	4.261.886	23.590.696
2017	14.484.562	2.233.047	3.174.955	585.143	5.142.743	25.620.450

Source: Republic of Turkey Ministry of Finance General Directorate of Budget and Fiscal Control (BÜMKO).

In the OECD area, core educational services (teachers' salaries, construction and maintenance of school buildings, teaching materials, books and administration of schools) has the largest share in total expenditure of all countries at tertiary level, while ancillary services (residence halls -dormitories, dining halls and health care) has the lowest one. On average, a mere 5% of expenditure on tertiary institutions targets ancillary services (OECD, 2016, pp. 184 and 190).

However, R&D takes up a large part of the budget at tertiary level, accounting for 31% of expenditure per student on average (OECD, 2016, p. 184). R&D accounts for over half of the total expenditure per student at tertiary level in Sweden (USD12.405) and Switzerland (USD 14.121), while R&D accounts for only %20 of the total expenditure per student at tertiary level in Turkey (USD 2.077) (OECD, 2016, p. 184). In Turkey, the reason of lower R&D expenditure per student is based on the fact that a large proportion of research is performed outside the universities. Actually, the share of university funds in total R&D expenditures increased slightly and reached to 3.4% in 2014, while the share of universities in R&D expenditures decreased from 69,8% in 1990 to 40.5% in 2014 (Turkish Statistical Institute-TUIK and Republic of Turkey Ministry of Development, economic and social indicators).

4. Conclusion

Turkey spends on public higher education much less than many countries. Moreover, there is still an excess demand for higher education in Turkey, while the number of academic personnel is very sufficient. In this context, Turkey should establish new universities and increase student numbers of existing universities in order to meet high demand on the one hand. On the other hand, Turkey should take effective measures, like improving salaries, to increase the number of academic personnel, which is necessary to meet needs of a growing system and then to decrease the number of students per academic personnel in order to enhance quality. Besides, it seems necessary to reduce the high share of distance education from %50 at least to %25 in the medium term, and to %15 in the long term.



It is clear that all these measures would result in important increases in the total expenditures on public higher education institutions. They would raise both the current expenditures including the salaries of academic personnel and purchasing of consumption goods and the capital expenditures including the construction of physical spaces and purchasing of durable assets. In addition, Turkey needs to ensure more efficiency in the public higher education spending.

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The Role of Public Education Expenditures in Reducing of Gender Inequalities in Employment in Turkey

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Abstract

It is a well-known fact that education is one of the main factors in improving women's socioeconomic conditions, which will contribute to social and economic development by promoting economic growth and reducing poverty and inequalities. Education can improve the qualifications and skills of women, which will increase the participation of women in the labour market, and thus, decrease the gap in labour force participation rates between men and women. In this study we examine the role of public education expenditures in reducing the gender inequalities in employment in Turkey compared to selected OECD countries.

Keywords: Women Employment, Gender Inequality, Public Education Expenditures, Development.

1. Introduction

Development is a multi-sided and wide-scale process. Focusing on improvements and deficiencies in many areas from education to health, from production to distribution, and from poverty to inequality, development economics guides developing countries by benefiting from the experiences of the developed countries. Women's equal participation to socio-economic life influences economic growth and development in positive manners while many women have to deal with the gender based disadvantages in their daily lives and such inequalities slow down the social developments. Public spending for education purposes is considered as main criterion of development by policy makers since it removes inequalities, improves the employment and income opportunities of individuals and has welfare enhancing effect on the whole economy in general.

Three main purposes were pursued in this study: Firstly, using indexes, bring attention to the differences of development in terms of gender; secondly, analyze the relationship between public spending on education, and removing employment and gender inequalities; thirdly, provide solution suggestions as presenting the differences between the subjects that are focused on by developing countries in "High Human Development" and developed countries in "Very High Human Development" group.

2. Literature

It is considered that Adam Smith, in the first time, brought attention to the investment that was made to human in economic development with Classical Thought. "Specialization" is the improvement of ability and reasoning of productive power of the effort in Smith's economic growth model. Specialization refers to the "productive workforce" which creates value added to production and such "productive workforce" is the source of growth (Bocutoğlu, 2012; 64-65).

Schultz, who made one of the major contributions to Neo Classic Theory and Human Capital Theory, considered human capital investments as effective investments which could increase the production and productivity. According to Schultz, education spending among human capital investments has a greater importance in the rate of students to increase the future productivity and income level, compared to other human capital investments (Schultz, 1971, 8 -48).



Public spending of a country tends to increase with parallel to its economic and cultural developments (Biehl, 1998: 102). According to Keynesian economists, public spending that is not supported by private enterprises, such as the spending on infrastructure services, social security services, safety and defending services, education and health services, has the “crowding in” effect on private investments (Sancar, 2012: 4). Public spending is expected to enable economic growth in Keynesian approach. German economist Wagner (1883) argued that public spending would increase as long as economy grew. Public spending is the reason of economic growth according to Keynes while it is the result of the growth according to Wagner (Original work, dated 1883).

Simon Kuznets regarded the inequality as a situation which was intentionally created for financing of development process. He argued that income had a more instable distribution in developing countries than developed countries and income inequality would increase in the first period of economic development until a breakeven point was reached than it would decrease in the following period (Kuznets, 1955:1-28).

Redistribution of income from high income group to lower income group is maintained with taxation systems in especially developed countries to eliminate the inequality while it is targeted for mainly low level income group to benefit from semi-public services including education and health service with public spending (Campano and Dominck, 2006:130-133). Majority of policy makers regard education as an effective tool to decrease inequality, to promote growth, and to improve the qualifications of the group of population that has the lowest level of education, since there is a positive relationship between education and prices (Tsakloglou and Cholezas, 2005:1-15). Education is considered as the main tool to equalize the income in higher levels and to remove the unfair conditions in income distribution as improving the employment conditions.

Endogenous Growth Theories, developed by Lucas (1988) and Rebelo (1991), focused on direct and indirect effects of education in development as Lucas stated that development of an individual as human capital would increase the productivity of other factors in addition to his/her own productivity (Lucas, 1988:3-42).

According to Public Policy Method of Barro among the Endogenous Growth Theories, which associate economic growth with countries’ own conditions, public goods are the reason of the growth. Educational policies in development are considered as strategical tools for social changes, besides economic developments. In his studies covering different countries, Barro stated that there was a strong connection between education level and productivity, and determined that 25% of the increase in income per capita in USA for the period of 1929-1982 was caused by the increase in education level. High level of education enabled faster growth by facilitating the adaptation to new technologies, increasing physical capital investments, causing decreases in fertility rates, enabling families to make more investments for their children (Barro, 1992:27-29).

Todaro and Smith determined the economic effects of removing gender based inequalities in education, as follows (Todaro and Smith, 2009:384);

- The return of women education is higher than of men education in developing countries
- When women education increases, fertility age increases, nutritive and education conditions of children are improved, and the children of educated mothers empower the human capital with multiplier effect



- Women productivity and their contribution to workforce increase with parallel to the increase in women education.
- Women status, which loses reputation due to poverty and lack of education, may have a chance to break through the vicious circle with the increased education opportunities.

Public education spending is one of the most effective tools in removing gender based inequalities and improving employment conditions.

3.Method

8 OECD countries, including Turkey, were selected for the study. Analysis groups were created depending on HDI criteria, as Norway, Australia and Switzerland were the first three countries, in order, in “Very High Human Development” category, Chile, Portugal and Hungary were the last three countries in “Very High Human Development” category while only Mexico and Turkey were OECD countries in “High Human Development” category. Comparative analysis was conducted using OECD and UNDP sourced secondary data, following the literature research and theoretical framework.

4.Measurement of Development and Findings

Although per capita income levels are main indicators to measure countries’ economic successes, Human Development Index (HDI) depicts countries’ development levels in a summary format with a more comprehensive content even though it has its unique limitations (Anand & Sen, 1995: 1). One of the limitations might be stated as whether economic success is equally distributed among the individuals or not. Women are generally considered as one of the disadvantageous groups which is imposed to “inequality” problems in terms of economic and social outcomes. Anand and Sen associated the gained outcomes with the differences between the maximum outcome level that each individual could gain and the outcome level that was actually gained (1996:7). Gender based inequalities result in a decrease in the outcome levels that individuals directly gain, moreover they indirectly give rise to loss of social and national outcomes. Another important concern in this subject is that there are also inequalities among women themselves as much as gender based inequalities.

The first Global Human Development Report was conducted with a focus on the concept of “development” in 1990. HDI is scaled ranging from 0 to 1 as describing higher level of development as approaching to 1. Three layers are considered in the calculation:

1. Long and healthy life indicator: Measured with average lifetime, expected in birth.
2. Access to information, level of knowledge accumulation: Measured with average level of education in adults, and expected level of education for children.
3. Humanitarian life standard: Measured with power of purchasing

Although HDI shows the average success of a country, it does not consider gender based inequalities in association with successes of countries. Gender Based Human Development Index was firstly considered in the report of 1995. Gender based development index is obtained as calculating HDI separately for women and men. Countries are divided into five groups depending on absolute deviations in social gender based inequalities in HDI. UNDP considers countries under five categories in this respect. The 1st group represents the best group while the 5th group is the worst.



Table 1. Gender Development Index

	Human Development		Gender Development Index		Human Development Index Value		Life expectancy at birth years		Expected years of schooling years		Mean years of schooling years		Estimated gross National income per capita (2011 ppp \$)	
	Value	Rank	Value	Group	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Norway	0,949	1.	0,993	1.	0,944	0,951	83,7	79,7	18,3	17,1	12,8	12,7	59.800	75.314
Australia	0,939	2.	0,978	1.	0,927	0,948	84,6	80,5	20,9	20,0	13,4	13,0	34.271	51.386
Switzerland	0,939	3.	0,974	2.	0,926	0,951	85,1	81,0	16,0	16,1	13,3	13,5	46.798	66.116
Chile	0,847	38.	0,966	2.	0,829	0,858	84,7	79,0	16,6	16,1	9,8	10,0	14.955	28.556
Portugal	0,843	41.	0,980	1.	0,833	0,850	84,0	78,2	16,5	16,6	8,9	8,9	21.095	31.673
Hungary	0,836	43.	0,988	1.	0,830	0,840	78,8	71,6	16,0	15,2	12,0	12,1	17.787	29.567
Turkey	0,767	71.	0,908	4.	0,724	0,797	78,7	72,3	14,0	15,0	7,0	8,8	10.648	27.035
Mexico	0,762	77.	0,951	2.	0,737	0,775	79,4	74,6	13,5	13,1	8,2	8,6	10.710	22.115

Sources: UNDP, Human Development Report 2016: Human Development for Everyone ,pp.198-211.

As seen in Table 1, inequality is valid for all countries in “High Human Development” and “Very High Human Development” level and constitutes important losses. The only subject in which women have numerical advantages is average lifetime while the biggest gender discrimination is observed in income. For education, Norway, Australia, Chile, Hungary and Mexico differentiate themselves from other countries in favor of women even though the differences are small. Although education related data represents similarities, differences in disfavor of women are clearly observed in Turkey. Due to the inequalities, Switzerland goes down to 2nd group in the table and Turkey becomes the only OECD country that takes place in the 4th group.

Turkey HDI value increased from 0.576 to 0.767 between 1990 and 2015. This development indicated an increase at a rate of 33.2%, stemming from 11.2 years increase in expected lifetime in birth, 3.7 years increase in average education duration and 5.7 years increase in expected education duration (“Human Development Report” 2016:199). Besides these positive improvements, when inequality differences were included into the calculation of human development index, Turkey’s value was found to decrease to 0.641 with a decrease at a rate of 15.8% depending on the inequalities in layer indexes distributions, as of 2015. For the same period, loss of the countries in High Human Development group was calculated as 20.0% depending on the inequality criterion. Turkey ranked as number 69 among 159 countries with Social Gender Based Inequality Index (SGII) value of 0.328 in 2015. Women labor force participation rate was 30.4% while men participation rate was 71.4% (www.tr.undp.org, access date: 17.04.2017). Labor force participation levels and conditions are important aspects for inequality.

As seen in Table 1, education duration in adults over 25 age is lower in Mexico and Turkey compared to other selected countries. Relationship between education duration and not only human development but also gender based development is interesting. Increase in education duration carries countries to upper ranks in terms of development. Australia, which has the best rank in terms of education, has also the best rank in terms of gender inequality. Education spendings contribute to development as also contributing to improvements of corporate structure with helps of historical accumulation. Norway and Australia, being ranked in the best ranks in terms of development, take the best places in terms of women education and general education duration.

In all countries, public spending constitutes the majority in general education financing with an approximate rate of 84%. Turkey increased public sources that were allocated for primary, secondary and high school education at a rate of 63% and this situation was followed by 7% increase in the number of students who enrolled to public state schools in these levels. As a result, allocated spending per student increased at a rate of 52%. In the same period, annual public spending for higher education was doubled and the number of



students who enrolled to public state higher education institutions increased at a rate of 56% and allocated annual spending for students in those institutions was risen at a rate of 32%. However, annual spending per student that Turkey made for primary, secondary and high school level students was \$3.327 which remained behind OECD average of \$9.433 (Education at a Glance, 2016: 211-215).

In Table 2, public spending is analyzed in a period that was analyzed with a threshold as 2008-2010, 2010-2013 with the effects of 2008 crisis. In this period, a decrease was observed in public spending on education in 19 of 27 OECD countries for which data could be obtained. The share of public spending on education was decreased in Australia, Portugal, and Hungary while an increase was observed in Switzerland, Chile, Mexico and especially in Turkey. Relative volume of public budgets should be taken into account for public spending on education. On the other hand, Switzerland, Chile, Mexico had higher rates of percentages in primary and secondary level education however education share was relatively lower when considered with all other spending (OECD, 2016:224).

Table 2. Change in public expenditure on educational institutions as a percentage of GDP (2008, 2010, 2013) *Index of change between 2008 and 2010 and between 2010 and 2013 in public expenditure on educational institutions as a percentage of GDP, for all levels of education (2013 constant prices)*

	Change in public expenditure on educational institutions from primary to tertiary			Change in GDP			Change in public expenditure on educational institutions in percentage of GDP		
	Between 2008 and 2010 (2008=100)	Between 2010 and 2013 (2010=100)	Between 2008 and 2013 (2008=100)	Between 2008 and 2010 (2008=100)	Between 2010 and 2013 (2010=100)	Between 2008 and 2013 (2008=100)	Between 2008 and 2010 (2008=100)	Between 2010 and 2013 (2010=100)	Between 2008 and 2013 (2008=100)
Norway	105	104	109	100	112	113	105	93	97
Australia	123	97	120	104	109	114	118	89	105
Switzerland	108	108	116	101	105	106	107	103	110
Chile	106	117	124	105	116	122	102	101	102
Portugal	114	91	103	99	93	92	115	97	112
Hungary	89	89	79	94	102	96	94	87	82
Turkey	122	142	174	104	116	120	118	123	145
Mexico	109	107	116	100	110	110	108	98	106
Decd Average	105	102	108	98	104	103	107	97	104

Sources: Education at a Glance 2016, OECD Indicators, pp.208.

Norway that allocated the biggest share to education in its budget exceeded OECD average, which was 4.8%, with its public spending rate as 7.3% of GDP in 2013, on the other hand the rate of public spending to GDP was 4.6%. In 2013, aggregate budget that was allocated for higher education institutions was \$10.637 as three times of total spending that was made for primary, secondary and high level education.

In Table 3, it could be observed that women-men employment gap decreases as education level increases. 2015 UNDP Report chose title subject of “Working for Human Development” and emphasized that employment conditions had indicator characteristics as much as education opportunities did. In a global scale, in 2015, 43% of the women in an age range of 15 and 29 did not get an education and did not participate to labor force. Women were employed less than men and obtained less income. Employment rate of women who had higher level of education was 58% while this rate was 76% in men. These differences between genders were almost twice of the difference in OECD (UNDP, 2015).



In Turkey, a woman with higher level of education can get only 84% of the income that an adult man gets. The rate of women whose age ranges from 15 to 29 and are not included into any of education or business institution is 43% in Turkey as 17% more than OECD rate. Women have disadvantages in Turkey in terms of both employment and salary packages. Income inequality average between women and men is 8% in OECD countries while this rate is 18% in Turkey.

Table 3. Percentage of full-time, full-year earners, part-time earners and people with no earnings, by educational attainment (25-64 year-olds) (2014)

	GENDER	Full-time, full-year earners				Part-time earners				No earnings			
		Below upper secondary education	Upper secondary or post secondary non-tertiary education	Tertiary education	All levels of education	Below upper secondary education	Upper secondary or post secondary non-tertiary education	Tertiary education	All levels of education	Below upper secondary education	Upper secondary or post secondary non-tertiary education	Tertiary education	All levels of education
Norway 2014	Men	41	62	66	58	35	30	29	31	23	9	5	11
	Women	20	33	46	36	48	53	48	50	32	14	6	15
	M+W	31	49	55	47	41	40	39	40	27	11	6	13
Switzerland 2014	Men	68	76	77	76	9	11	15	13	23	13	8	12
	Women	21	24	32	26	40	52	51	50	39	24	17	24
	M+W	42	48	58	51	26	33	30	31	32	19	12	18
Australia 2012	Men	58	75	79	73	9	8	10	9	33	16	11	18
	Women	22	35	48	37	26	32	30	29	53	34	22	33
	M+W	38	58	61	54	18	19	21	20	43	24	17	26
Chile 2013	Men	42	47	49	46	42	38	41	40	16	14	10	14
	Women	14	24	35	22	27	34	43	33	60	42	22	45
	M+W	27	35	41	33	34	36	42	36	40	29	16	30
Turkey 2014	Men	58	71	77	65	31	20	18	26	11	8	5	9
	Women	40	56	71	54	43	32	23	34	16	12	6	12
	M+W	54	68	74	62	34	23	20	28	13	9	5	10
Mexico 2014	Men	76	80	78	77	7	5	9	7	17	16	13	16
	Women	23	40	53	31	10	8	15	11	67	52	31	58
	M+W	46	59	66	52	9	6	12	9	45	35	22	39
Decd Average	Men	51	66	73	65	18	16	15	17	31	18	11	18
	Women	24	39	53	41	25	30	29	28	51	32	19	31
	M+W	37	53	63	53	22	23	22	23	41	25	15	25

Sources: Education at a Glance 2016: OECD Indicators, OECD 2016, pp.127-129.

Generally, in OECD, women are in insufficient levels in areas such as science and engineering while in sufficient levels in areas such as education and health. Women in Turkey have better positions with 27% in university education level in areas as engineering and physical sciences than OECD average, which is 25%. Women graduate rate in science, mathematics and information technologies is 50% as being over the average of OECD, which is 39%.

5. Conclusion and Suggestions

Increase in education and employment is a milestone of development. On the other hand, factors that create differences in social structure such as gender or income inequalities are obstacles of development. Continuing inequality problems among people in the 21st century cause welfare loss even in developed countries and disable the equal distribution of welfare to people.

Turkey should focus on quality raising activities for education and take actions to remove women-men inequalities in employment, income levels and all areas of political and social life. Increase in higher education spending, which also includes R&D spending, in Turkey carries women to above OECD average in women university education levels in engineering



and physical sciences areas and women graduate levels in science, mathematics and information technologies areas. With parallel to the increased equalitarian education level, labor force participation rates of women especially who have higher education degrees are also effective in decreasing inequalities in labor force markets. For a fair and sustainable development, importance of public spending on education, which can increase the individuals' competitive natures, increases.

Inequalities in income level exist for all countries while high level and equalitarian education spending of the countries in Very High Human Development level drew attention. Developing countries should focus on education spending which can enable an increase in their quality and competitive powers and they should support it with employment policies, which are considered as an effective policy.

Improvement in education and employment conditions of women is also effective in development of economic and social structure in addition to individual outcomes. Equalitarian policies have an important role on removing obstacles of development and on escalating the development pace. Removing inequality problems in all areas from education to employment is a pre-condition to development.

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Teaching Approaches in Small Rural Schools Through the Use of New Technology: Applying the OpenSim

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Abstract

The three-dimension virtual environments contribute constructively to the improvement of educational and teaching field, covering possible deficits, and strengthening the teaching practice of the teacher, especially in cases where the teaching process has specific features and requires alternative actions and interventions, as happens in the small rural schools. Therefore, this paper shows the possibility of using an alternative teaching application-proposal for this school type, by using the OpenSim platform. The purpose of the application is the socialization of students, the development of social negotiation and transmittal of knowledge, the comprehension of each subject, as well as the handling of potential difficulties during the conduction of the teaching process in the small rural Schools. Through the implement of this application, that is presented in this paper, it is accomplished the saving of teaching time, the expansion of teaching activities as well as the increase of opportunities and incentives as to motivate students. Based on the alternative proposal that is presented in this paper, 14 small rural Schools located in a mountainous and hilly region of Northern Greece took part and implemented it. The participating students are expected to work together in order to process teaching activities in the virtual environment, attend common lessons between schools and talk about specific issues. The pilot application of the OpenSim that is constantly expanding showed the significant benefits it has for the students.

Keywords: teaching process, software, small rural schools

Introduction

Over the last years, technology has entered every aspect of our lives. The educational process could not be excluded from this reality, and has now at its disposal a great many technological means that make knowledge more easily accessible to all students. Of course, during the course of this process, many problems might occur, due to the different familiarity levels that *digital natives* (students) and *digital immigrants* (teachers and parents) have with technology (Prensky, 2001). Therefore, in order for a program to be successful, it needs to be simple and understandable to each member of the educational community.

The aim of this study is to present an alternative teaching approach through the use of New Technology in small rural schools, which allows the student to further develop his/her skills in a playful way, creating a pleasant disposition for the pupil, develops a dialectical relationship between the student and the knowledge, and promotes cooperation, both among the students and between the teacher and the students. Specifically, the OpenSim platform was chosen, as it is a virtual environment that has all those features which favor collaborative learning. According to Dillenbourg (ref. Bouras, 2006), any virtual environment that has the following characteristics can be described as a collaborative e-learning environment:

- The environment can be visited by users with different interests and roles.
- Educational interactions in the environment should change the simple virtual space into a communication space. This means that users have to be able to communicate in many ways, that enable them to interact with each other in every virtual environment.



- Various representative forms should be depicted in the environment, which may vary from a plain text to a three-dimensional form.
- Users in the virtual environment must interact bidirectionally with it and not remain passive.
- The system that supports the environment must be compatible with integrated information systems and be able to integrate different technologies.
- The environment should support various e-learning scenarios.
- The virtual environment should be pleasant to the user and therefore be intimate with the physical space.

Educational 3D virtual environments

An educational virtual environment is the virtual environment that is based on a pedagogical model, incorporates or implies one or more teaching objectives, provides users with experiences that they would otherwise not be able to experience in the physical world, and contributes to positive learning outcomes (Mikropoulos & Natsis, 2010).

Three-dimensional virtual environments provide great potential for achieving better learning outcomes (Winn, 2003), a fact which is proven by a wealth of research. They offer the ability to visualize educational material and interact with the student, and thus utilize the basic principles of pedagogy and teaching (Barbatsis, 2010). Furthermore, they highlight the principles of constructive learning (Mikropoulos, 2004), discovery learning and learning through experience. Additionally, they induce the trainee to an active attitude and lead him out of inertia and the passive attendance of the course (Barbatsis, 2010).

This particular study focuses on the use of OpenSim. OpenSim (<https://en.wikipedia.org/wiki/OpenSimulator>) is an open-source server platform for hosting virtual worlds. The tools used and the script language are the same as those of Second Life. At the same time, the creation of objects and the introduction of various forms are free. Each user has a private space in which he/she can create anything he/she wants without restrictions. All that is required is the installation of OpenSim server on each user's computer. Then, each user has access to the virtual world created by the server administrator (Mavridis, 2010). OpenSim has many common features with Second Life (https://en.wikipedia.org/wiki/Second_Life). For this reason, it exploits the virtual reality and the possibilities it offers by achieving learning objectives with the help of virtual reality and creating educational environments that allow the realization of teaching objectives that would be difficult to fully capture in the tangible reality. The virtual way of teaching allows teaching courses through distance learning, instead of the classical way. That way, students socialize more easily, develop skills and learn in a playful way. An aspect of great importance is the security provided to users and, in this case, to students, since no one can enter the virtual environment without the prior permission of the administrator.

Advantages of using educational virtual environments in small rural primary schools

The small rural primary schools are mainly located in rural and remote areas. They constitute an integral part of community life, providing social and symbolic function (Benekos, 1989). These schools have special characteristics, some of which are as follows (Fykaris, 2002):

- Each teacher usually works with two or more classes.
- The main teaching strategy is silent work.



- There is co-teaching of students of different ages.
- Some lessons are taught in half-hour courses.

Those who criticize the operation of small rural primary schools, consider them obsolete and a last-resort solution. The education they provide is degraded and incomplete and their function is considered passive in both economic and educational terms (Bell, 1998). Because of their nature, these schools are unable to satisfactorily meet the requirements of the Curriculum. Their operating difficulties discourage teachers from favoring working at these schools (Fykarris, 2002). In addition, they are lagging behind compared to the bigger schools, in terms of exploiting the ICT in didactic practice due to their logistics infrastructure, their Curriculum and their institutional staffing framework (Cluvatos, 2013).

However, the very nature of small rural primary schools, allows for many of their operational features that could constitute permanent disadvantages under different circumstances, to turn into advantages for the students and the teachers. Teaching approaches through the use of New Technology are very beneficial in terms of their results in their application to small rural schools. The reason is that in these schools only a part of the students in the class actually participate in the teaching carried out at that time by the teacher. Many students are employed alongside with silent work (Fykarris, 2002). With this program, the teacher can work indirectly with his/her students. This is because, through this technique, more than one teaching strategies can be combined. Moreover, the students of small rural schools are deprived of the services of educational specialties (Fykarris, 2002) and, as a result, they do not receive courses of artistic nature and so, this program with its many applications comes to cover a large part of them. What is more, students can participate in more activities, in addition to those provided in the Curriculum, which is anyway limited due to insufficient teaching time. The application also turns classes with students of many different ages into an advantage. That is because the interpersonal relationships in the small rural schools are, either way, more direct and the teachers know their students better (Fykarris, 2002). The already formed co-operative spirit is further encouraged through the participatory joint action within the virtual environment and any possible case of isolation and marginalization of students is eliminated. All students now have more opportunities to become active, as individual units in the classroom but also as a whole, integrated group, through the virtual environment. The teacher can more easily supervise his/her work and lower the very intense work rates in which he/she functions. His/Her work can thus become more efficient in relation to the extended use of the silent work teaching technique. Even the instances of indiscipline (Fykarris, 2002) that may occur due to poor supervision and inactivity of students during silent work, might also considerably reduce, as the latter spend their time creatively.

Through the attractive learning environment provided by ICTs, and in this particular case, the virtual environment, not only can concepts and ideas that were not taught adequately due to limited teaching time be consolidated, but the learning outcomes for all students can be maximized and extended as well (Stamatis & Konsolas, 2002). Concurrently, virtual environments can, with proper handling, function as a learning motivation.

Methodology

Objective

The development of this application aims to achieve successful socialization of students, to develop social negotiation and to transfer knowledge in a prototype way through the virtual environment, to better understand and consolidate each cognitive subject, as well as to eliminate any difficulties that might occur in the provision of teaching work at Small Rural



Primary Schools because of their distance and their administrative and operational structure. The implementation of the virtual environment is part of a wider program called "Voras" and aims to improve learning through initiatives that enhance pupil engagement and performance and reflect the unique needs and special circumstances of small rural schools.

Participants

The pilot application of OpenSim at Small Rural Primary Schools is implemented in 14 Small Rural Primary Schools, located in mountainous and semi-mountainous areas of Northern Greece and specifically in the county of Edessa. In its initial phase, the program concerns students and teachers of the 5th and 6th grade of the respective schools.

OpenSim platform configuration

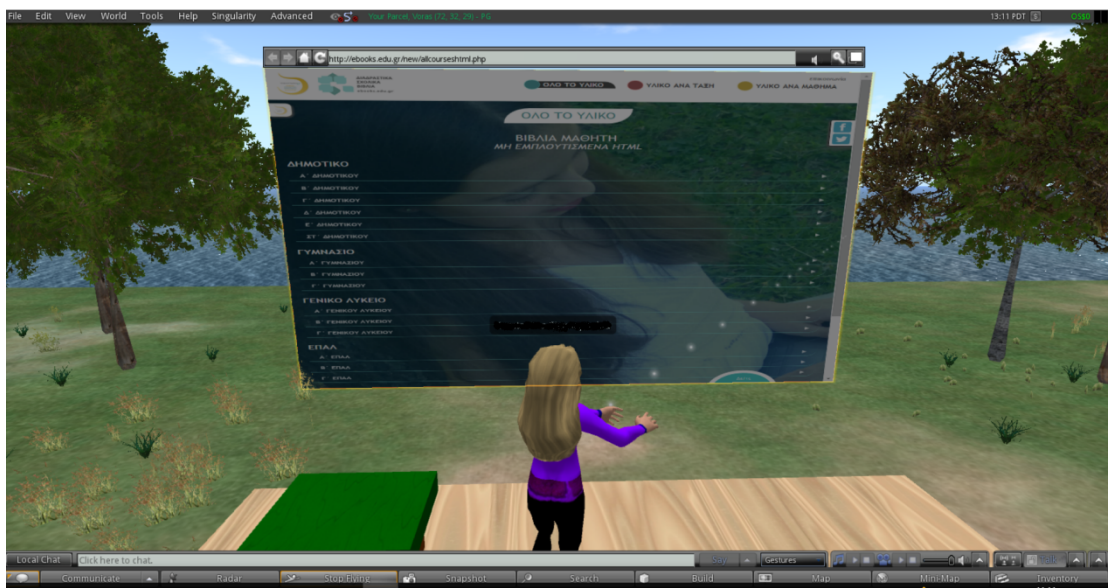
The OpenSim platform has been properly designed to contribute positively to the achievement of the pilot program's objective. For this reason, various learning "corners" have been created, where students will collaborate for the implementation of educational activities.



Picture 1: Students can solve exercises collaboratively

In particular, they will be able to create their own constructions, solve exercises collaboratively for Language and Mathematics classes, watch a film together, tour virtually in museums and exhibitions, search collaboratively for information on the Internet. Additionally, within the platform they have the possibility of either written or verbal communication.

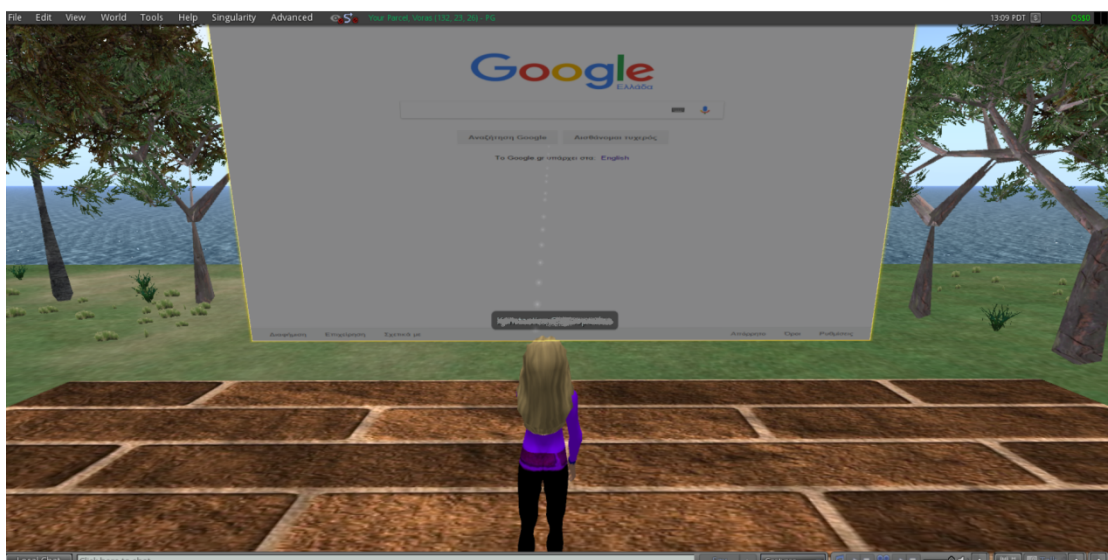




Picture 2: Students can read their school books online

Implementation

At first, students have to become familiar with the platform. The creation and formulation of the personal avatar of each student, to which every student can give the features he/she wants, and shape it according to his/her preferences, contributes greatly in this direction from the very first moment. On the next level of acquaintance with the platform, students learn how to move the avatar in space and perform useful functions. Subsequently, the students gradually acquire the ability to shape the natural environment of the platform with their own creations and constructions.



Picture 3: Students can search collaboratively for information

After the students' familiarization with the basic functions of the platform, it is important to create the appropriate climate of cooperation and friendship between them. For this reason, they are allowed to use the program as a social networking medium between individuals of

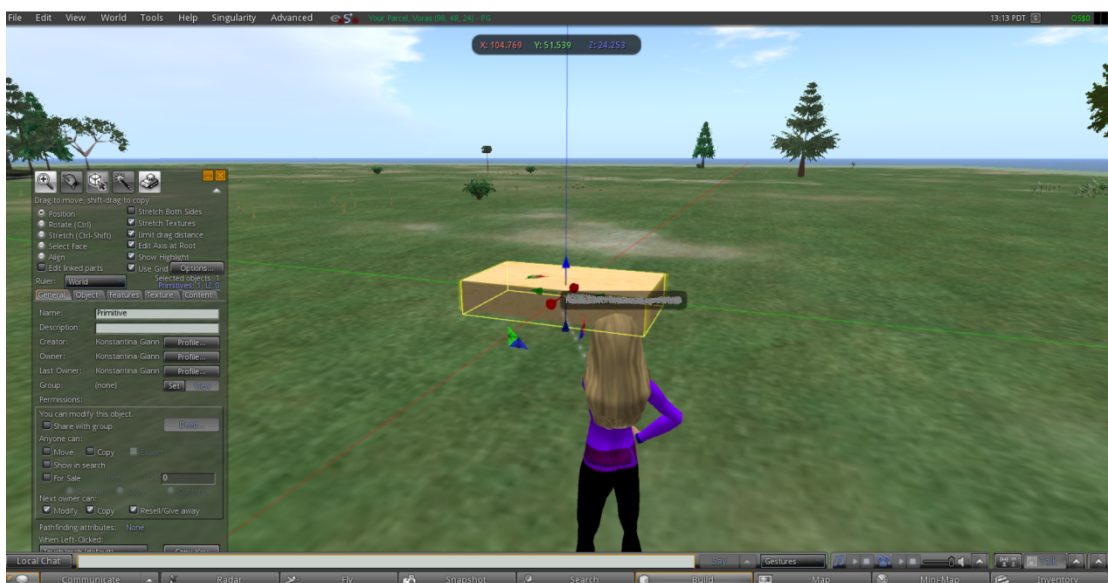


the same age that, even though they are located in different geographical regions, have the same interests, face the same problems and wonder for and research the same things.



Picture 4: Students can tour virtually in museums and exhibitions

Access to the platform will take place twice, within the context of the weekly schedule. In the initial phase, the students will simply talk with each other in order to meet and develop an intimate atmosphere.



Picture 5: Students can create their own constructions

In the immediately following phase, during the one of the two hours, the students can analyze and reflect on issues that were raised during the teaching process or in their daily routine, a process which can forge social ties between peers and also disseminate ideas and perceptions, abolishing the geographical constraints and physical barriers posed by distance. During the second hour of teaching through this platform, provided by the weekly program, instead of the silent work that students were, until now, receiving, while the supervision and assessment of their progress was problematic due to the objective



difficulties encountered by the teacher, the students now have the ability to collaborate and exchange views, dynamically shaping the educational product. It is of great importance that, instead of the "True or False" approach or the outcome that is verified only by the authority of the teacher, through this method the students gradually create the educational product themselves and the role of the teacher is limited to a coordinating and supervisory level. Throughout this whole process and from all participating schools, only one teacher is required to take on the supervisory role each time, allowing his other colleagues to concentrate on the physical space of their class and the rest of their students.

Evaluation

The evaluation of the learning outcomes, as well as the involvement of the students in the environment, will be done through the activities and discussions taking place in the virtual environment.

At the end of the program a questionnaire will be given to the students, in order to determine whether or not, and at what degree they were satisfied from the program, to let them formulate their observations, the benefits they have gained, and their suggestions, so that a newer version of the program can become more friendly and useful to them.

Conclusions

All evidence suggests that learning and teaching through three-dimensional educational virtual environments contributes to achieving positive learning and social outcomes, especially in cases where this work has particularities and requires alternative actions and interventions, as is the case in the Small Rural Primary Schools.

The fact that the students have already embraced the program creates the expectation that it will be sprawled to other Small Rural Primary Schools, as well as to all the bigger schools throughout the Greek territory, since this will pose as the linking ring, connecting the whole school community. Therefore, this program constitutes a catalyst for the upgrading of the Greek educational system, as it will allow the circulation of ideas, elements, morals and customs that will make the educational community a true totality.

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An analysis of regional continuous and permanent voting in Turkey's 2011 and 2015 general elections

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Abstract

One of the issues addressed by political geography is electoral geography. Electoral geography covers the analysis of the voters' preferences over time and permanent voting behaviors. Observation of no change in any electoral district for a long period of election results indicates permanent voting behaviors. The candidates, propaganda, the election issues and so on affect voters' preferences. The Justice and Development Party, which has been in power since 2002 elections, protected its power by receiving 49.9% of the votes in the 2011 general elections and entered the general elections held on June 7, 2015 in Turkey as the ruling party, in which its share of the vote fell to 40.9%, and it lost the ability to form a government on its own. Since none of the parties were able to form a government alone in the general elections held on June 7, 2015, coalition attempts were started. These attempts did not result in the formation of a government, so the President of the Republic decided to hold new general elections using his constitutional authority. In the elections repeated on November 1, 2015, the Justice and Development Party came to power alone again by receiving 49.4% of the votes. It will be useful to evaluate the continuity and permanence of voters' preferences based on the general elections in 2011 and the two general elections in 2015 in order to determine the conditions that affect them. This study aims to analyze the continuity and permanence of voters' preferences based on the results of the general elections in 2011 and the two general elections in 2015. The study was designed as a literature review, document analysis and field observation, and used tables formed based on the data obtained from the definitive election results and maps based on these tables to analyze the continuity and permanence of voters' preferences.

Keywords: Political geography, election geography, elector, sustainability, permanent voting

1. Introduction

Turkey transited to the multi-party system in 1946. However, the first multi-party elections that comply with the multi-party system were held in 1950. In the 67 years passed since then, non-democratic interventions in the democratic government occurred from time to time in military coups. Different political parties came to power with democratic elections. Two main parties became prominent in Turkey's political spectrum with the first democratic elections. One of them was the Republican People's Party, the party of the Republic's founders which was in power before 1950, and the other was the Democrat Party, which took power in the general elections in 1950. These two main political currents, which affected Turkey's 67 years of political history starting in 1950, have struggled for power. Although neither the Republican People's Party nor the Democrat Party directly came to power in these 67 years, the parties in power either represented the social democrats of the Republican People's Party or the conservatives who claimed to be the successors of the Democrat Party. The 67-year multi-party political history of the Turkish Republic has witnessed military coups from time to time. The interventions in democratic government began in 1960 and were repeated almost every ten years. The final intervention was attempted on July 15, 2016 by a group organized in the military. The political structure and balances were re-established with the transition to democratic environment at the end of each coup period that resulted in the dissolution of parliament and suspension of the constitution by military intervention. When the democratic environment was re-created, new political parties were established. With normalization, the newly established parties were usually the continuation of political parties that were previously effective. For



example, the Justice Party was established instead of the Democrat Party, which was dissolved after the 1960 coup, and the Republican People's Party remained. Upon the dissolution of the political parties after the 1980 military coup, the True Path Party was established as the successor of the Justice Party. The dissolved Republican People's Party was replaced by the Populist Party, which was changed to the Social Democratic Populist Party. Finally, the Republican People's Party was re-established as a result of lawsuits filed by members of the former Republican People's Party. All these processes have continued in some way until today. In 2017, four political parties have representative authority in the Grand National Assembly of Turkey: the Justice and Development Party (Ak Parti), the Republican People's Party (CHP), the People's Democratic Party (HDP) and the Nationalist Movement Party (MHP). The overall picture of the Grand National Assembly of Turkey was formed after the economic crisis in 2001. After this hardest economic crisis in the history of the Republic of Turkey, the Justice and Development Party, the Republican People's Party and a group of independent deputies were able to enter the Grand National Assembly of Turkey in the general elections held in 2002. The political parties in power during the economic crisis paid the price for the crisis by losing their seats in the Assembly.

2. Aim and method

This study aims to analyze whether the continuity and permanence of voters' habits changed based on the results of general elections from 2002 to the two general elections (one ordinary and one extraordinary) in 2015. Its data are the election results. First, the results of the general elections in 2002 were analyzed. Then, the results of the general elections in 2011 and 2015 were interpreted in terms of voters' continuous and permanent voting habits. The continuity and permanence of voters' preferences were analyzed using tables and maps based on the election results and associating them with information obtained from field observation and the literature.

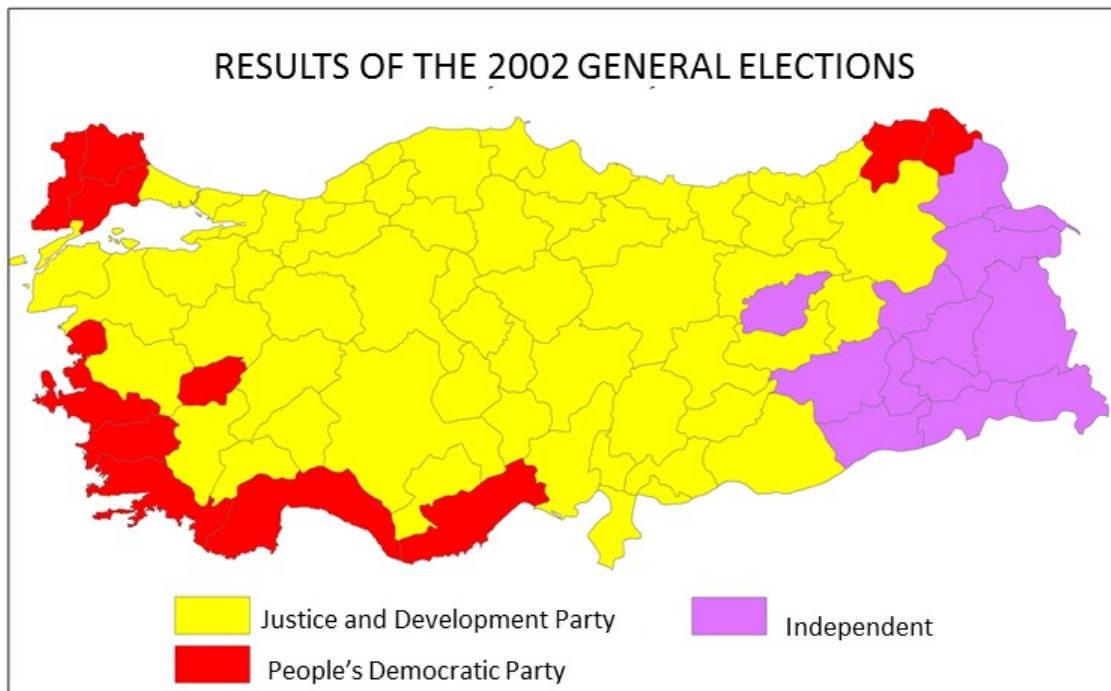
3. The Formation of voters' continuous and permanent preferences

Observation of long-term similarity in the distribution of election results in any electoral region indicates voters' continuous and permanent preferences. The first remarkable study of this subject was conducted by Roskin (2009), who found that the geographical distribution of the 1936 election results in France was almost the same as the geographical distribution of the 1981 election results.

Continuous and permanent voter preferences appeared in some regions with the transition to the multi-party democratic election system in Turkey as of 1950. For example, while the Republican People's Party and the parties regarded as its successors have always been successful in provinces such as İzmir, Muğla, Zonguldak, Tekirdağ and Edirne, the Democrat Party and the parties regarded as its successors have always been successful in provinces such as Erzurum, Kayseri, Konya and Yozgat. As mentioned above, the developments that led to today's picture of the Grand National Assembly of Turkey occurred in the beginning of the 2000s (Kiriş ve Köklü, 2012). The Justice and Development Party, included in the Assembly after the economic crisis of 2001, has a very short history considering the political history of the Republic of Turkey. It used the gap in the political spectrum during the 2001 economic crisis and became one of the two parties achieved to enter the Grand National Assembly of Turkey in the general elections held in 2002 (YSK, 2002). It came to power by receiving 34% of the vote in the 2002 general elections, winning 365 seats in the Assembly. The map of the results of the 2002 general elections (Map 1) shows that Justice and Development Party initiated a new period by receiving the highest vote shares in 25 of Turkey's 81 provinces. The continuity and permanence of voters' preferences were analyzed based on the geographical distribution of the votes in the general elections in



2002, yielding a nearly standard picture of voters’ preferences from the general elections in 2002 to the general elections in 2011 (Maps 1 and 2).



Map 1. Results of the 2002 general elections

3.1 Turkey before the general elections of 2015

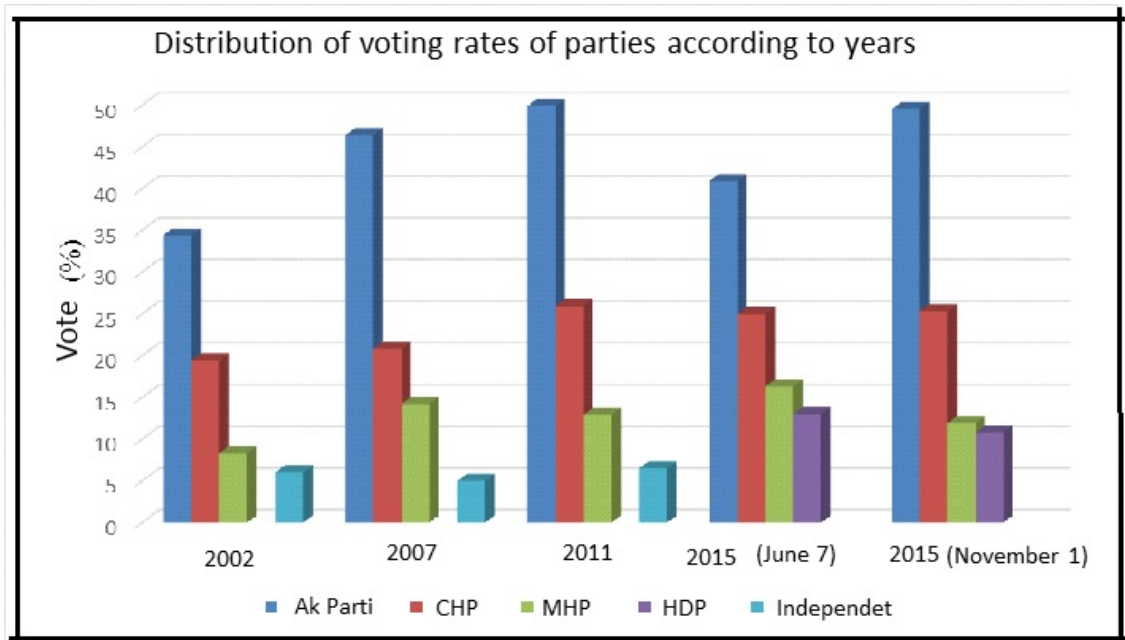
The vote share of the Justice and Development Party increased in almost every electoral period from the general elections in 2002 to the general elections held on June 7, 2015 (Table 1). Voters’ preferences became continuous or permanent to a large extent in this period, and the Justice and Development Party won the highest vote shares in certain provinces in every election (Maps 1 and 2).

Table 1. The distribution of voting rates by party in the electoral periods as of 2002

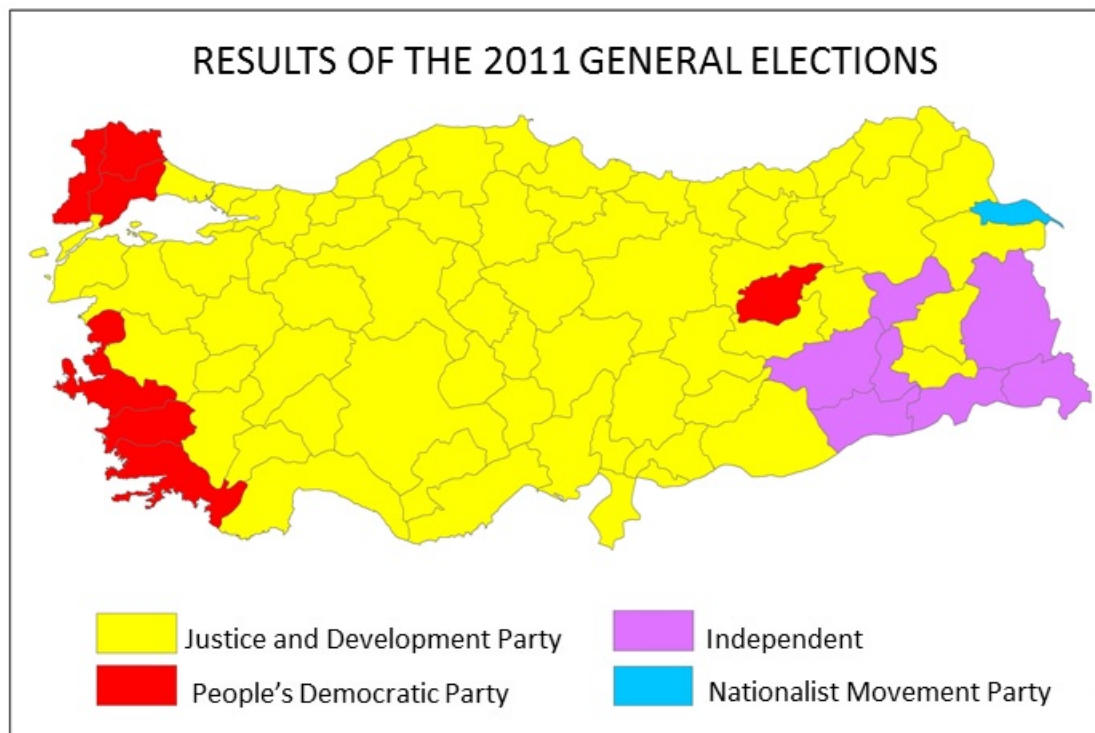
Election	AK Parti (%)	CHP (%)	MHP (%)	HDP (%)	Independent (%)
November 3, 2002	34,4	19,4	8,3	-	6
July 22, 2007	46,4	20,8	14,2	-	5
June 12, 2011	49,9	25,9	12,9	-	6,5
June 7, 2015	40,9	25	16,3	13	-
November 1, 2015	49,5	25,3	11,9	10,8	-

Recep Tayyip Erdoğan, the leader of the Justice and Development Party in the previous electoral periods, left the party as the President of the Republic before the general elections of June 7, 2015, and the party entered the elections with a new party leader. In addition, the resolution process aimed at ensuring the terrorist groups lay down their arms and leave Turkey was still being used to attempt to solve the terror problem that has affected Turkey since the 1980s, and a considerable part of the society believed that this process included compromises that would jeopardize Turkey’s territorial integrity.





Graph 1. The distribution of voting rates by party and year



Map 2. Results of the 2011 general elections

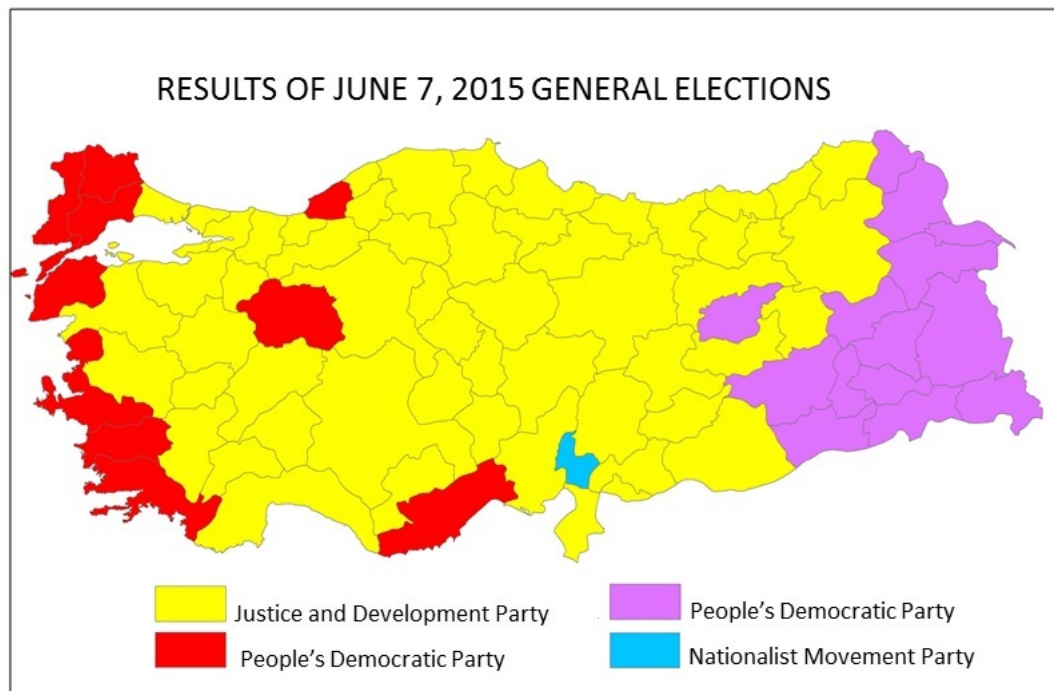
In June 2013, a tense environment threatening internal security in the country for several days resulting from acts of violence by illegal groups that aimed at a collective rebellion against the sovereign party, at terminating some investments to which the government attributed great importance, and at making the government resign and the prime minister retire from his office, which are known as the Gezi Park protests. Moreover, an attempt was made to weaken the government with a judicial coup and suspend it from its duties, which was called the process of December 17 and 25, 2013, when relatives of some ministers, as



well as some businessmen, were taken into custody for involvement in corruption and bribery.

3.2 The Continuity and permanence of voters' preferences the general elections in 2015

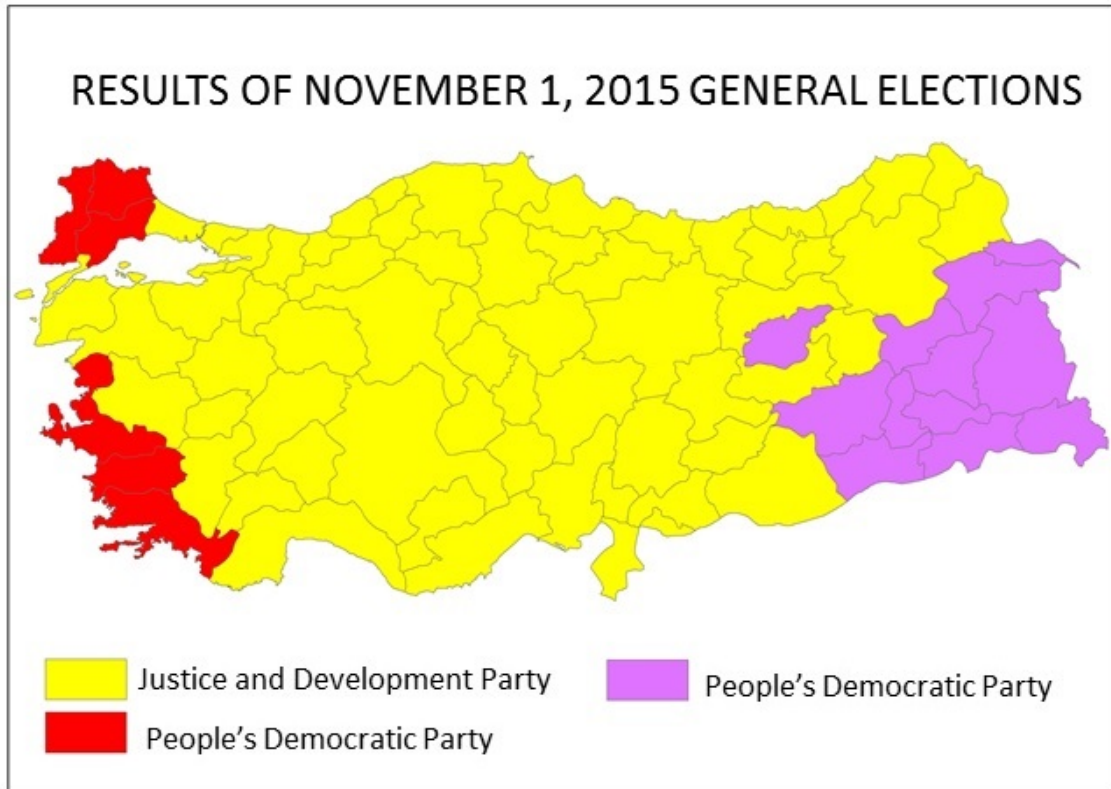
This was the context for the general elections that were held on June 7, 2015. In these temporary elections, none of the parties obtained enough votes to form a government on their own. The vote share of the Justice and Development Party fell to 40.9% from 49.9% in the general elections in 2011, and the People's Democratic Party, which entered the elections for the first time, passed national election threshold of 10% (YSK, 2011, YSK, 2015a, Table 1, Graph 1). A new geographical picture of the continuity and permanence of voters' preferences appeared in the general elections held on June 7, 2015 (Map 3). The Justice and Development Party, which won the highest vote shares in 66 provinces in the general elections of 2011, did not achieve the same success in the first 2015 general elections, when its vote share fell to 40.9%. The number of provinces where the Justice and Development Party won the highest vote shares fell to 56 in the first general elections 2015 from 66 in the 2011 general elections. Thus, the voters in the provinces of Ardahan, Kars, Ağrı, Bitlis, Zonguldak, Eskişehir, Mersin and Çanakkale changed their party preferences in the first 2015 general elections (Maps 2 and 3).



Map 3. Results of the June 7, 2015 general elections

After the first 2015 general elections, none of the parties had enough deputies to form a government on their own. Immediately afterwards, Turkey's primary problem was how to form a new government. While the attempts to form the new government continued, the separatist terror organization declared to unilaterally end the resolution process. After these general elections, the separatist terror organization and its local collaborators declared self-governance in some regions in Eastern and Southeastern Turkey, particularly in the provinces where the People's Democratic Party won the most votes. They initiated terrorist activities in the regions where self-governance was declared to achieve dominance in the region through actions threatening people's safety such as building barricades,

digging ditches, and planting bombs on roads to prevent the security forces from intervening. In addition, the inability to form a government brought up the risk of disruption of safety in Turkey. In this period, the fluctuating exchange rates and the downward tendency in exportation raised concerns about an economic crisis. These circumstances required new general elections. The voting rates and numbers of deputies changed in the new general elections on November 1, 2015, and the Justice and Development Party won enough seats in the Assembly to form a government on its own (YSK, 2015b, Table 1, Graph 1). The voters in Ardahan, Kars, Mersin, Osmaniye, Eskişehir, Zonguldak and Çanakkale voted for the Justice and Development Party.



Map 4. Results of the November 1, 2015 general elections

The results of the general elections held on November 1, 2015 revealed the following geographical picture in terms of voters' continuous and permanent preferences. The Republican People's Party retained its continuous and permanent voting rates in Edirne, Tekirdağ, Kırklareli, İzmir, Aydın and Muğla; however, the voters' preferences turned towards the People's Democratic Party in Tunceli. The voters in Iğdır, who voted for the Nationalist Movement Party in 2011, supported the People's Democratic Party, which seems to be an ethnic party, in the last general elections (Kiriş ve Köklü, 2012). In addition, the voters in Batman, Diyarbakır, Hakkâri, Mardin, Muş, Şırnak and Van, who were previously represented by independent deputies, tended to vote for the People's Democratic Party in the general elections held on June 7, 2015 and November 1, 2015 (Maps 3 and 4). The voters in Ağrı, Bitlis and Siirt, who voted for the Justice and Development Party in the general elections of 2011, also voted for the People's Democratic Party. In the general elections held on November 1, 2015, the Justice and Development Party retained its continuous and permanent voting rates from the general elections of 2011, except in the provinces of Ağrı, Bitlis, Siirt, Ardahan and Kars.

4. Conclusion

It can be seen that the Justice and Development Party expanded its area of influence in terms of voter's continuous and permanent preferences from the general elections in 2002, when it appeared on the stage of Turkish politics, to the general elections in 2011. The results show that the area of influence of the Republican People's Party shrank in terms of voters' continuous and permanent preferences in the same period. It is remarkable that the Republican People's Party had an entrenched electorate in provinces such as İzmir, Aydın, Muğla, Edirne, Tekirdağ and Kırklareli, where liberal trends are prominent as a result of their geographical location, according to the results of the general elections held on November 1, 2015. It can be concluded that the People's Democratic Party, which seems to be an ethnic party supported by a part of the Eastern and Southeastern Anatolia that had been represented by independent deputies since the general elections in 2002, tested the continuity and permanence of voters' preferences, including in Tunceli. The Justice and Development Party won the support of its voters in 63 Turkish provinces, which indicated that their continuous and permanent voter preferences were stable from the general elections in 2002 to the general elections held on November 1, 2015.

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Religious Education Class at Greek school: Trends and Prospects

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Introduction

To start with, it is announced that the "Teaching Science" forms the scientific context within which its main field of studying lies, that of "Teaching". Therefore, "Teaching" is the action of the "Teaching Science", in which the functionality of the "Teaching Science"³ is the fundamental essence of principles, theories and methods. In teaching, all aspects of passing knowledge are included, in that the Analytical Program, the teaching methods, the teaching time, the school books and the means of teaching⁴.

It is essential to underline the obligation of existence of the IRA in the Analytical Programs of the First Degree and Second Degree Education in Greece. In different case, a part of a person's life, the one of the inherent religious feeling, will be led to marginalization, fact which does not occur even in countries that have expressed various views on the IRA in the First Degree and Second Degree education throughout the years, as for example France. Still, the need of a clear foundation IRA programming needs to be highlighted, according to the pedagogical, teaching, social and theological principles. Moreover, setting foundations on which the choices of the organizational structure or orientation and the contents of IRA will be based should be achieved, while at the same time describing the context of prerequisites and structure of the Hellenic society, which are connected with the IRA. Greece, as an organized and structured country has its very own social, cultural, historical and religious traits, which should not be confused with other countries. Last but not least, the material of IRA should match the development dynamics of students as at the same time it should express respect to the intertemporality of the above mentioned traits of the greek society and tradition.

The new Program of Studies of the lesson of Religious Affairs (IRA), which has been implemented at Greek schools since September 2016, forms a different for the lesson character in comparison to what was true in the past, emphasizing on the motto "one lesson for all"⁵. Simultaneously, what used to characterize Greek school until the implementation of the new program of IRA was its base on the greek-orthodox tradition principles, fact which according to the new program is characterized as "confession" and "catechism", consequently insufficient for the lesson's contemporary profile. For this reason, the IRA loses its essence in the Program of Studies and heads towards an "Omnireligion".

The basis on which the New Program of Studies was founded is that of "religiological model", which was introduced in Great Britain and in Australia by the British religion pedagogos Grimmit and Wright. It concerns a comic-liberal model whose basic direction is

³ Fykaris, I. (2015). TIC and Teaching Methodology. Thessaloniki: Kyriakidis Publications (In Greek).

⁴ Fleming, M. & Levie, W. (1998). Instructional message design: Principles from the behavior-sciences, educational technology. Englewood Cliffs: New Jersey.-Elliott, J. (2000). The curriculum experiment- Meeting of challenge of social change. Buckingham: Open University Press.

⁵ Minister Decision 143575/D2 «IRA Program of Studies for Primary School and Junior High school-Gymnasium», OGG(Official Government Gazette) 2920/13-9-2016 and Minister Decision 143579/D2 «IRA Program of Studies for General High school-Lyceum», OGG 2906/13-9-2016.



the cosmicity and atheism and it is based on the reasoning of contradictions between religions⁶. Since, as it can be inferred from the scientific research analysis, the goals of the new Program of Studies have a cosmic, human-centered, political, social, multicultural and not at all Christ-centered character, where every mention to the Orthodox Christianity is treated as catechistic or confessional. A certain kind of masked “orthodox battling” is somehow underlying. However, a significant question is at what degree can this model function in the case of IRA at Greek school, on the already existing tradition of the Greek society, as well as the intertemporal structure of the Greek society and the impact of Orthodox Christianity on it.

This is mentioned given that Andrew Wright, on the one hand based in Critical Theory⁷ and on the other hand, accepting the principles of Critical Realism, considers that students do not need experiences as a tool to understand religion but their “religious subscription”. More specifically, students in order to understand religions need first and foremost a proficient knowledge of the linguistic expression and comprehension, which allows them to deepen both in the phenomenon of religion as well as the differentiated religious traditions.

Nevertheless, in the context of “religious subscription” along with the acknowledgement of the inevitable impact of pluralism, it is at the same time put forward the idea of students helping towards managing the dimensions of religious pluralism. In addition, accepting the fact that the students always bear special religious bonds from their families and their communities, they do not undermine those bonds but they have the opportunity to study and contemplate on different religious and philosophical theories, by using methodically skills of interpretation and critic. This perspective demands a relative maturity by the students which is not always the case, but it should be cultivated on principles matching with the scientific knowledge as well as tradition and their individual social-historic and cultural background. One such perspective could be put into effect through three basic measures, which could work as pivots of the IRA contemporary perspective: experience, critic and interaction⁸.

In any case, every mention and mainly every attempt of implementation requires the necessary scientific and research efficiency, which will indicate deeper structural pivots of the existing need and which usually develop further, as well as the measures that are not immediately obvious but can greatly influence behaviors, ways of thinking and all kinds of activity.

1. Critical approach of the IRA Program of Studies structure

An initial critical study of the new Program of Studies in IRA at the Greek school reveals a vague structural context and guiding on which it is based. Even if in the new Program of Studies, it is reported that the basic description of IRA is : *“The Orthodox tradition, gets different from catechism, guarding rational and vital balances between the known and the*

⁶ Wright, A. (2007), Critical religious education, multiculturalism and the pursuit of truth, Cardiff p.90.

⁷ Founders of the Critical Theory were the first members of the School of Frankfurt, Max Horkheimer, Theodor Adorno and Jurgen Habermas. The theory was conceived on the first quarter of the 20th century and has as its main trait the forming of perception about society and knowledge, where the implementation of reasoning as well as the free and critical dialogue make social change possible. The theory played an important role in the forming of Critical Pedagogy, which consists one of the three basic directions of the science of Pedagogy and which scorns the traditional pedagogical theory and educational act adhering to the idea that education should lead to the liberation of human through self-defining.

⁸ Bullivant, B. (2011). The pluralist dilemma in education. Sydney: Allen & Unwin.



*unknown without turning the lesson into religiology*⁹, however this notation does not define the essential aim of IRA. It is certainly vague and bears cognitive and meaning confusion, without corresponding to the basic elements of the Greek society and its structure, on the principles of the greek-orthodox tradition as well as its Constitutional amendments. The Greek society has never been hostile to anything different or unknown. Accepting the sayings of the Gospels, it has regarded anyone different as another human being, in accordance with the Christian teachings, which form the tradition and foundation of its society. The structure and aim of the IRA basis should be founded clearly on the Orthodox tradition, as a vital element to develop the Greek civilization and society integration.

The entire structural content of IRA in the new Program of Studies is characterized as a “Program of Procedure” and not as an “Analytical Program”. At this point, it must be remarked that there is a substantial scientific pedagogical difference between these two types of program, which is:

The “Analytical Program” attempts the systemization of the educational and teaching procedure, in a limited way regarding the goals set as well as its content so as to satisfy the student and society needs¹⁰.

The “Program of Procedure” is characterized by an “openness” and the tendency of a more generalized and less specific aiming. It is not characterized by a clear description of the educational material, which are organized in various subject approaches, each of which represents a specific part of knowledge. In this type of programs, the emphasis is not given to the teaching material, but more on their psychological development through a request of their experiences. It is based on the idea that the student should develop specific mental and cognitive skills and not to store knowledge or change behavior towards a specific direction. What is mainly aimed is for the student to be able to function using different ways of thinking than learning specific subjects. A serious matter concerning the content of IRA, which demands to be followed regarding its knowledge background, so as to avoid ambiguities and misunderstandings, which will lead a student’s mind to confusion concerning the phenomenon of religion¹¹. This kind of program was implemented on the IRA in the educational system of England and was deemed ineffective¹².

In the same system, the perspective of not having a school book is also discussed¹³ for the students with suggestions to the teachers of IRA to search by themselves the context on which they will base each unit. This, however, causes confusion, lack of continuity, inability to control the educational material and finally an uncertain kind and quality of the knowledge which the students acquire as a legacy for their future personality formation, when it comes to the phenomenon of religion and its content. So, the school book is

⁹ Minister Decison 143575/D2 «IRA Program of Studies for Primary School and junior High school-Gymnasium», OGG 2920/13-9-2016.

¹⁰ Westphalen, K. (1982). *Reformat of Analytical Programs* (transl. Ioannis Pyrgiotakis) Thessaloniki, Editions: Kyriakidis Bros.-Bllomer, M. & Show, K. (1999). *The challenge of educational change: Limitations and potentialities*. Oxford: Pergamon.

¹¹ For the Program of Procedure, see below:

Holt, M. (2003). *Curriculum workshop: An introduction to whole curriculum planning*. London: Routledge & Kegan Paul.-Skilbeck, M. (2002). *Core curriculum for the common school*. London: Institute of education, University of London.-Skilbeck, M. (2004). *School based curriculum development*. London: Harper & Row.

¹² OFSTED (2010). *Transforming Religious Education: Religious education in schools 2006-2009*. London.-Office for standards in Education.-OCA (2004). *Religious Education: The non- statutory National framework*. London.

¹³ The Ministry of Religious Affairs and Education aims to create a “lesson file” instead of school book.



necessary and lies in the discretion of the teacher to evaluate it and adjust it according to the circumstances of teaching.

In the new Program of Studies of IRA in the First Degree and Second Degree Education, there is a confusion of defining and direction of the lesson. To elaborate, in the new Program it is mentioned that the lesson “is not confessional, is not catechetical but either religiological”, in combination with a vague notion of developing the “critical dynamic of evaluation by the students” of the lesson proposed material¹⁴. The existing logic of the new Program of Studies of the IRA brings about a confusion in notions, replacement of the objective material of the phenomenon of religion by subjective interpretations by students and moreover, removal of any logical historical sequence of religious facts. Also, the structured aimed at by the existing program of IRA for non catechism, non confession, non religiology with the changing of manner, that is of the teaching method, which is without foundations. No Ministry of Education can impose - maybe only suggest - the way/method of teaching of any lesson, as this choice is appointed to the teacher, in relations to the student body and the perspective of goals that is going to be set during teaching.

At this point, it is important to emphasize on a crucial fact which is presented in the existing Program of IRA. More specifically, within the Program, it is reported that for the Lesson of Religious Affairs the “new methodologies on the teaching of lesson” are: “a) Development of polytropic teaching environments, underlying the inquiring and discovering method, which is supported from the team-collaboratory as well as the communicative-experimental teaching b) Development of a multi-subject teaching packet with multiple means of teaching as well as the parallel use of all the modern possibilities of Information and Communication Technologies (ICT) (OGG 2920/13-9-2016. Volume B, p. 30863).

On these facts it is vital to clarify the following:

I. The inquiring and discovering method cannot be considered an innovation, either the teaching of IRA. They are methods that exist throughout the years and in addition, they have already been used by IRA teachers, before the implementation of the new Program. Similar mentions existed in the previous 2003 program, with implementation for the case of IRA in 2006, the Inter-subject Comprehensive Program of Studies. Moreover, the above-mentioned methods are not used in teaching, when they are chosen by the teacher, so as to lead to another kind of knowledge, but to a different teaching procedure for the acquisition of the already existing knowledge by the students. To elaborate, with these methods, students do not create new knowledge, but they discover the already existing knowledge through different procedures.

On example of the use of the inquiring and discovering method, the students do not acquire another than the already existing knowledge about the Triple Deity, but they will understand the given knowledge about the Triple Deity, not in an immediate by the teacher way (ex. Face-face teaching) but through mainly cooperative activities.

II. The possibility to use sources and educational material is not an innovation of the program. Throughout the years, teachers have always had the possibility to address the relative sources and educational material. The fact that they are given, in a way, ready for educational use material, can be considered a technical assistance, however in no case can this be considered an innovation of the IRA new program. Even the previous programs of 2006 are accompanied by relative ready-to-use educational software.

¹⁴ Minister Decision 143575/D2 «IRA Program of Studies for Primary School and Junior High school-Gymnasium», OGG 2920/13-9-2016, p. 30861.



III. It is essential to explain what is meant or what could be inferred with the mention of “development of polytropic teaching environments which is supported from the team-collaboratory as well as the communicative-experimental teaching”. The attention must be given not to the word “variety” but more to the “teaching environment” and not to “teaching”. It is about two different matters. The “polytropic teaching environments” concerns, mainly the environment of teaching, meaning the origin of students, the promoted culture, the kind of interpersonal relationships formed during teaching. On the opposite, the “polytropic teaching” is about different ways of teaching the same or similar objects. Therefore, for the knowledge of the Triple Deity in the case of “polytropic teaching environment”, the emphasis is given on how the notions are adapted, as education, by students of different culture or religion or religious principles. In the case of “polytropic teaching” the emphasis is given in the teaching of the same subject in different ways, in order to render it more comprehensible to the students.

Consequently, it is clear that the point of teaching is not the “how” but the “what” will be raised as knowledge from the lesson and under which perspective. The search of sources and relevant educational material by teachers, which in the new Program of IRA is projected as innovation, cannot be considered as such, not even to merely look as one for all the above-mentioned reasons.

Furthermore, in the new Program of Studies of IRA the irrational methodological organization is observed, which bears the logic of “all together and in little”, with a sum of numerous and different pieces of knowledge, deriving by different religions and doctrines, without a logical sequence. And all that from the Third grade of Primary School. This lack of sequence will eventually lead to the student not being able to connect and comprehend the evolutionary course of religion. It may succeed in accumulating specific knowledge and tendencies, but all this without deep understanding of the religious meaning. What, actually remains, is irrelevant to each other mentions, which can only lead to confusion, as it will be proven by further examples in this study.

In combination, the greater image projected through the new Program of IRA, is absolutely confusing and will certainly lead students to lack of clarity. The valuable use of picture as a helping means is undoubted, in the teaching of IRA, through “Artful Thinking”, as in all new Programs of Studies. The implementation of “Artful Thinking” in teaching is definitely not something new in teaching methodology for Religious Affairs, as there are examples of such good practice in the previous Analytical Program of the lesson¹⁵.

To be more exact, the pictures included in the new programs of IRA, are driving the student away from the religious spirit of the content of the lesson, forming a context of “neutral religion”. As a result, they also attribute such a neutral character of religion. The majority of the depicted faces have a neutral expression, without clear direction. Such an approach, according to Arnheim, misleads the students away from the meaning of the material to be taught, confusion and disengagement from the content, as this could be used in the student’s present and future daily life¹⁶.

2. Structure Analysis of the new IRA Program of Studies

From the analysis of the IRA structural context content, it is true that the new IRA Program of Studies at the Greek School is based on a cosmic perception and on a neutral-in-religion

¹⁵ Komninou, I., Spalioras, K. (2016). Empowering Students’ Creativity through Art: Artful Thinking in Religious Education, *Educational Cycle*, 4 (3), p.p. 194-207.

¹⁶ Arnheim, R. (2005). *Art and Visual Perception. The Psychology of Creative Vision*, Athens: Editions: Themelio.- Arnheim, R. (2007). *Visual Thought*, Thessaloniki, Editions: University Studio Press.



school. In such school the IRA is here to serve an interreligious spirituality. The trait of such IRA use is that these values and notions are not connected to the Christian faith or the faith in God but are dealt with freely according to the individual moral limits of the person, who moves towards the formation of an individual system of moral values¹⁷.

The new IRA Programs of Studies at Greek School were formed on the basis of inter-religiousness. This perspective, however, raises an important question as it concerns the psychological and spiritual development of the student, as well as the formation of the kind and content of a religious conscience. This happens, because in the philosophy of the new IRA Program of Studies, there is a dominant belief that in different religions, one can find fractions of the truth that all come together in a Supernatural Reality, in one Absolute Being, fact proven in the theory of Hick¹⁸, through which it is supported that behind all religions, there is a "Divine Reality", one "Reason", one "Absolute". The word "God" is not used but the word "Real". As it is concluded in the IRA Programs of Studies at Greek school, there is a clear turn from a Christ-centered to a God-centered model. It is about the perception that leads, according to Wright *"in a form of universal religion, where all traditions are considered culturally described as the expression of one common religious experience. It is not of importance if there are basic doctrine differences between the religions of the world. What matters is not the reality they describe but the experience they describe"*¹⁹.

Also, dealing with religion as a phenomenon, with the simultaneous comparison of ideologies, other confessions and religions creates serious problems of understanding by the students, which are accentuated even more with the use of "thematic-analysis sociology", which is put in effect in the new programs, in combination with a parallel rejection of the historical sequence of religious facts.

This leads to learning each lesson as a separate piece, but also to the difficulty of understanding by students, because of the fact that it is asked from them to comprehend multiple and different to each other objects of study. The result is a phenomenal, informative approach, which guides to a superficial contact of the student with the object of study. It leads to a neutral and vague perception of the phenomenon of religion, without a central meaning, but also a neutral generalization, in which, according to the existing IRA program, the participation of "all"-meaning all religious tendencies - is possible.

In essence, it is about an obvious comparison of religions, under the character of "religiously neutral". However, it is still under speculation how "neutral" can this idea be described, even in whichever possible covering of scientific objectivity.

The entire above are added to the serious problem of accumulation of all religious traits of diverse religions and doctrines in an unorganized and without sequence way, bearing no logic apart from a vague and confusing thematic dealing of religion as a phenomenon.

Taking into consideration all the above, denial of mention to other religions should not be suggested, due to the fact of other religion students at Greek school- even if they merely represent a minority and about a 10% of the student body-, yet this is not to weaken the structural references of the Greek social context of tradition, history and its intertemporal

¹⁷ Wright, A. (2007), Critical religious education...,p. 3.

¹⁸ Hick, J. (1993), The real and its Personae and Impersonae, in Disputed Questions: in Theology and the Philosophy of Religion, New Haven, p.p.164-179.

¹⁹ Wright, A. (1998), Spiritual pedagogy: a survey critique and reconstruction of contemporary spiritual education in England and Wales, Abingdom Oxford, p. 70.



character. On the other hand, it should be conducted in a pedagogically correct way, easily-comprehensible to the students and based on facts.

In the new IRA Program, students are lead to lack of knowledge sequence, through a sum of descriptive, different, unrelated pieces of knowledge that does not eventually lead to any substantial result, regarding the meaning of the religious fact and phenomenon. A pointless and finally misleading education is achieved, to whatever extent, if so. The general perspective creates a confusing tendency, towards the belief that all religious dimensions and religions- therefore, beliefs, also- are set on the same basis. The message given is that no matter the facts of religion, which students will follow, they will be led to the same condition of redemption, through the achievement of a socially-balanced co-existence.

3. Indicative examples of the new IRA Program of Studies teaching units

To accentuate the above-mentioned, certain examples of the new IRA Program of Studies are mentioned, but it should be noted that they are not selected examples, which if they are later corrected could remove any dysfunction of these programs, but mere samples which depict their existence as a whole and their structure. More specifically:

1st example: Unit 1.3., entitled "Communication"²⁰, of First Grade of High school - Lyceum, «in Experimental method and the step "Giving Meaning", to connect their experience with the religious character of the notion being studied and after learning the meaning of notions, definitions, facts which add a religious character and content to the notion studied"²¹ of that unit.

2nd example: In Unit 1, entitled "When people pray"²² of the Fourth Grade of Primary School, a suggestion to be taught to the students: The Sunday prayer of Christians, Al-Fatihah (1st Sharia of Quran) of muslims, Sema Israel of Judaism, as well as the Indian Prayer.

3rd example: The example following is one of the examples of Units of the program, in which it is depicted that in IRA Program of Studies, religious beliefs are presented equally, giving the impressions to students that there are common experiences and values behind a singular religious phenomenon. This view is attempting to be founded in Bible as well during the meeting of Christ with the Samaritan woman. In Unit 1.1. entitled "The Search for God"²³, in "Analyzing", "students have understood the purpose, the role and the function of the meaning they have worked on, have expressed their opinion, have found similarities and differences, have possibly formed personal opinion and stand critical against it"²⁴ read: "Christ Philosopher"²⁵

²⁰ Program of Studies in Religious Affairs of First Grade of High school Religion & modern man. Material for processing the Units. In: <http://www.iep.edu.gr/index.php/el/home/40-thriskeftika1/522-thriskeftika-didaktiko-yliko-lykeio> (searched on 3-3-2017).

²¹ Ministry of Religious Affairs and Education, analytical guidelines on the implementation of the new Program of Studies of Religious Affairs in High school-Lyceum for the year 2016-2017. Circular 164531/D2/5-10-2016,

²² Program of Studies of Primary School, The world of religion Fourth Grade, We discover images, faces and stories. Material for processing the Units. In: <http://iep.edu.gr:8080/index.php/el/home/40-thriskeftika1/520-thriskeftika-didaktiko-yliko-dimotiko>, (searched on 19-4-2017).

²³ Program of Studies in Religious Affairs of First Grade of High school Religion & modern man. Material for processing the Units. In <http://www.iep.edu.gr/index.php/el/home/40-thriskeftika1/522-thriskeftika-didaktiko-yliko-lykeio> (searched on 3-3-2017).

²⁴ Ministry of Religious Affairs and Education, analytical guidelines on the implementation of the new Program of Studies of Religious Affairs in High school-Lyceum for the year 2016-2017. Circular 164531/D2/5-10-2016,

²⁵ Program of Studies in Religious Affairs of the First Grade of High school Religion & modern man. Material for processing the Units. In <http://www.iep.edu.gr/index.php/el/home/40-thriskeftika1/522-thriskeftika-didaktiko-yliko-lykeio> (searched on 3-3-2017).



(In the question of the Samaritan woman, where should we worship God?, which is the original faith? Where the religious truth lies?) Jesus answers: "Trust me woman, it is no longer the time that you will worship the Father neither on this mountain nor in Jerusalem". And he immediately adds, "It is almost the time that the real faithful will worship the Father with the power of the Holy Spirit, which will reveal the truth..." That speech is of paramount importance. Because Jerusalem and the Samaria mountain are not merely places of worship. They are the centers of Judaism and the religion of Samaritans. Talking about Jerusalem and the mountain, this woman wonders which one is the true religion. Jesus responds: None.

.....

Jesus...(however) makes an incredible step concerning the history of religions. The words placed by John in the lips of Jesus Christ mean that from now on no religion is superior to God. It does not matter if you are a Jew or Samaritan (today we could add Christian, Hindu, Buddhist or Muslim), since besides the variety of religions, what matters is the truth of the special relationship with God. Jesus breaks the religious exclusivity and undermines the legitimate reasoning of all religious traditions: their demand to be the center, the only way to be saved. Jesus wants to help the human to transcend the external religion...(without) questioning the religious behavior, yet He focuses it in the essential (in a worship of "Holy spirit and truth")²⁶.

4th example: From the program of the Third Grade of Primary School, Unit "Religious Holidays: Days full of joy and meanings" (OGG 2920/13-9-2016, p. 30871).

In this Unit, there is nothing Orthodox. On the contrary, the goals set, the content and the activities suggested lead students to an absolute confusion, by giving general mentions on numerous levels. More specifically:

A) The orientation of the religious celebration and its essential content are not defined, as well as the meaning of religion, especially the one of Orthodox Christianity. The emphasis is appointed to the fact and not the essence.

B) There is a sum of notions and a "mixing" of measures of different religions.

C) From the holidays of Christians, Christmas, Easter, the 15th of August, common Name days of Saints are not mentioned, just the celebration of the Three Hierarchs, because we usually "go to school but don't have a lesson".

D) Students are called to identify symbols from different religions and more specifically from Christianity, the cross-the initial letter of the word "cross" in the program is written with a small letter and not with a capital, fact which signifies its shape and not its religious content of saving-, the pisces, the boat and the vine. Simultaneously, students should learn the star of David, the half moon, the Allah arabesque, the Hindu swastika yin and yang the lotus and the wheel.

E) In combination, the students of the Third Grade of Primary School, are required to learn the names of the god of Muslims and Jews, meaning: the 99 names of Allah, Adonai, Ellohim e.t.c.

F) Moreover, the students of the Third Grade of Primary School should learn from this Unit the Rosh Hashana and Eid Al Fitr: the end of Muslim Ramadam.

All the above create a tendency to describe numerous and various religious information, which is certain that will confuse the students of the Third Grade of Primary School,

²⁶ Lenoir, F. (2010). Christ Philosopher (transl. Valasidis, Aim.). Athens, Editions: Polis, p.p. 320-326.



students of 9 years old, lead them to lack of religious knowledge and away from Orthodox Christianity.

5th example: From the program of the Fifth Grade of Primary School, Unit "Students and Teachers" (OGG 2920/13-9-2016, p. 30899).

The God-Man Jesus is presented as a teacher, but on the same level as Buddha, Lao Che and Moameth. They are presented as a number of teachers. This is proven by the equal presentation of their teachings. It is also mentioned that simultaneously with Christ's teaching about "Whoever of you wants to lead all should first become a slave of all" (Mk 10, 35-45), apart from the question of how students will perceive the notion "slave", this mention is directly connected with Buddha's teachings: «My monks, wearing out is the law of things. Do not forsake your struggle.» (Digha Nikaya XVI, 6, 7). It is also connected to the teachings of Lao Che «Do not prefer the great and the people will not fight», as well as Moameth's "I am leaving you a law clear and beneficial, the book of god and the example of his prophet" (From the last words of Moameth, according to Ibn Ishaq).

It is also observed that in the activities of the unit, between others, an idea suggests to ask their teacher "How he chose his profession", leading the thought of the Fifth Grade of Primary school (aged 11) to the perception that the above mentioned teachers, who are regarded as equals, taught as professionals. It is the absolute degrading of Christ our Savior and the absolute misleading of students.

Conclusion - Deductions

The most general deduction from what has been mentioned is that in the context of the IRA new Program of Studies at Greek school, the "Truth" is becoming relative to what students experience regardless of which religion they ascribe to. The vague way in which the syllabus is presented, on the basis of an ambiguous "openness" of the lesson and the parallel tendency to create a lesson for all, deforms the intertemporal identity of the lesson towards a vague and mixed generalization. Also, in the IRA programs, the idea of an individual religion is promoted, since each student collects elements from numerous religious traditions and sets the prerequisites to create an individual religion out of the religious context of any typical religious tradition, especially the Orthodox one, with multiple negative consequences in the forming of a collective structure of the future Greek society.

The students must come to contact with the Truths of Faith, through experimental situations and not in an abstract, vague and conformed manner, in order to take interest and be attracted to the deeper religious and Christian meanings. Gradually and with the maturity of logic, they will reach their personal choice of Faith. This choice must be a fruit of consult, Revelation of the Truth of Holy Reason, mature thinking and in no way imposed. Because in case of imposing and psychological pressure whatever is achieved will be temporary and fake and it will be gradually forsaken.

In any case, in the context of IRA teaching, it must be taken into consideration that the religious feeling of a child does not arise suddenly, but it comes as a result of developing religious forming of ideas, which consists parts of the course of growing up. At the same time, it should be taken into account that religiousness has very deep roots in the life of a human being, it is a universal and total psychological phenomenon linked with the creation of human. On the other hand, religiousness cannot be considered as a prefixed condition and exist under a specific form. It has an extensive potential and can be expressed under various forms and shapes, depending on the kind of social-cultural influences. Religiousness cannot be considered as a sentimental state, but even more, given that its perception works in the total of psychological and spiritual strengths of man along with free will and reason.



The above mentioned can serve as the basis in any IRA teaching planning, mainly though, in the program of studies concerning the specific lesson.

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Factors Affecting Customer Complaint Behaviour: A Study on Private Label Retailers

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Abstract

In recent years, due to intense competition to provide better service to customers, it has become important to identify customers who are not satisfied with the products and services they purchase and resolve their dissatisfaction. One of the most important reactions to customer dissatisfaction is customer complaints. In this direction the purpose of this study is to examine the factors that affect customer complaint behaviour. Also this study examined whether there is difference in customer complaint behaviour in terms of demographic factors. For this purpose, a questionnaire was administered to the customer of private label retailers in Trabzon. The reliability of the scales used in the research was tested by the Cronbach Alpha Coefficient method and their validity was tested by Factor Analysis. Research hypotheses were tested by using Structural Equation Modelling and ANOVA was used to test whether whether there is difference in customer complaint behaviour in terms of demographic factors. According to the result of Structural Equation Modelling all factors (Attitude towards complaining, customer loyalty, perceived likelihood of success, prior complaint behaviour, dissatisfaction) have significant and positive effect on customer complaining behaviour. As result of ANOVA it is found that young and high-income consumers are more likely to complain and also females are more likely to complain than males.

Keywords: Complaint behaviour, Private label, Private label products, Private label retailers

Introduction

With developing technology and globalization it has become difficult for companies to survive against their competitors. They all want to satisfy their customers with products and services they produce. But nowadays, the multiplicity of alternatives makes it difficult for companies to satisfy their customers. Due to intense competition to provide better service to customers, it has become important to identify customers who are not satisfied with the products and services they purchase and resolve their dissatisfaction. Customer complaint behaviour can be defined as communication activity involving the unavailability of a product or service (Jakoby and Jaccard, 1981: 6).

Determine that what customer do when they are dissatisfied, why they complaint, what they hope when they complaining, what's their aim to complain is so important (li, 20109. Because one of the most important reactions to customer dissatisfaction is customer complaints, the main theme of this study is customer complaints behavior. In this direction the purpose of this study is to examine the factors that affect customer complaint behaviour. Also this study examined whether there is difference in customer complaint behaviour in terms of demographic factors.

Literature

When examining literature related to factors affecting customer complaint behaviour Richins (1980) determine that customers who have positive attitude towards complaining are more likely to complain. Azam et al. (2013) examined factors affecting customer complaint behaviour in retail market and found that perceived value of complaint,



perceived likelihood of successful, attitude towards complaint have positive effect on complaint behaviour. Similarly Ashraf et al. (2013) in their study explored customer complaint behaviour in cell-phone industry and found that while prior complaint behaviour has not a significant effect on complaint behaviour, attitude towards complaining, perceived possibility of success and customer loyalty have positive effect. Bodey and Grace (2007) compared customers who have positive and negative attitude towards complaining and found that customers who have positive attitude towards complaining are more likely to complain. Singh and Wilkes (1996) determined that prior experiences of customers has positive effect on complaint behaviour. Durukan et al. (2012) in their study found that customer loyalty and perceived dissatisfaction have positive effect on complaining propensity. Singh (1990) found that firms emphasizing complaints lead customers to more complaints. Day and London (1976) found that perceived likelihood of success affected customer complaints behavior directly and positively. Mousavi ve Esfidani (2013) stated that dissatisfied customer are more tend to complaint. Blodget and Anderson (2000) examined noncomplainers, dissatisfied noncomplainants and satisfied noncomplainants and found that while probability of exit of noncomplainers or dissatisfied noncomplainants are low, probability of make positive word of mouth of satisfied noncomplainants are high. Blodget and Granbois (1992) pointed out in their study loyal customers lead to recover damages from firms rather than make negative word-of-mouth or switching to a competitor. Similarly Öztöpcü (2006) stated that loyal customers prefer to stay at the firm and solve problems instead of switching firms.

When the literature on demographic variables is examined, Beardon and Mason (1984) found that young, educated and high-income people are more likely to complain. Tronvoll (2007) and Ngai et al. (2007) found that customers with high education level are more likely to complain and also found that there is a significant relationship between occupation and customer complaint. Phau ve Baird (2008) found a positive relation between age and customer complaint behaviour. Ngai et al. (2007) stated that young customers are more likely to complain. In studies related to gender, While Phau and Baird (2008), Ngai et al. (2007) determined that there is no significant difference between female and male in terms of complaint behaviour, Kau et al. (1995) and Heung and Lam (2003) determined that females are more likely to complain than males.

There are not many studies in the literature about factors affecting customer complaints. In existing studies, all factors are not considered together. In this sense, it is thought that this work in which the variables ,attitude towards complaining, customer loyalty, perceived likelihood of success, prior complaint behaviour, dissatisfaction and demographic factors are examined together, will fill the gap that exists in the literature. Understand reasons of customer complaints is important in terms of determine what the customers are not satisfied with and to resolve this dissatisfaction. In this respect, it is thought that this study will provide important informations to the companies about customer complaints.

Methodology

The purpose of this study is to examine factors that affect customer complaint behaviour and also examine whether there are differences between customer complaint behaviour and demographic factors. Based on the purpose of this study research model was used as figure 1.

Based on the research model hypothesis are as follows;

H1: Attitude towards complaining has positive effect on customer complaint behaviour

H2: Customer loyalty has positive effect on customer complaint behaviour

H3: Perceived likelihood of success has positive effect on customer complaint behaviour



- H4: Prior complaint behaviour has positive effect on customer complaint behaviour
H5: Dissatisfaction has positive effect on customer complaint behaviour
H6: Customers' complaint behaviour show difference by demographics
H6a: Customers' complaint behaviour show difference by gender
H6b: Customers' complaint behaviour show difference by income
H6c: Customers' complaint behaviour show difference by age

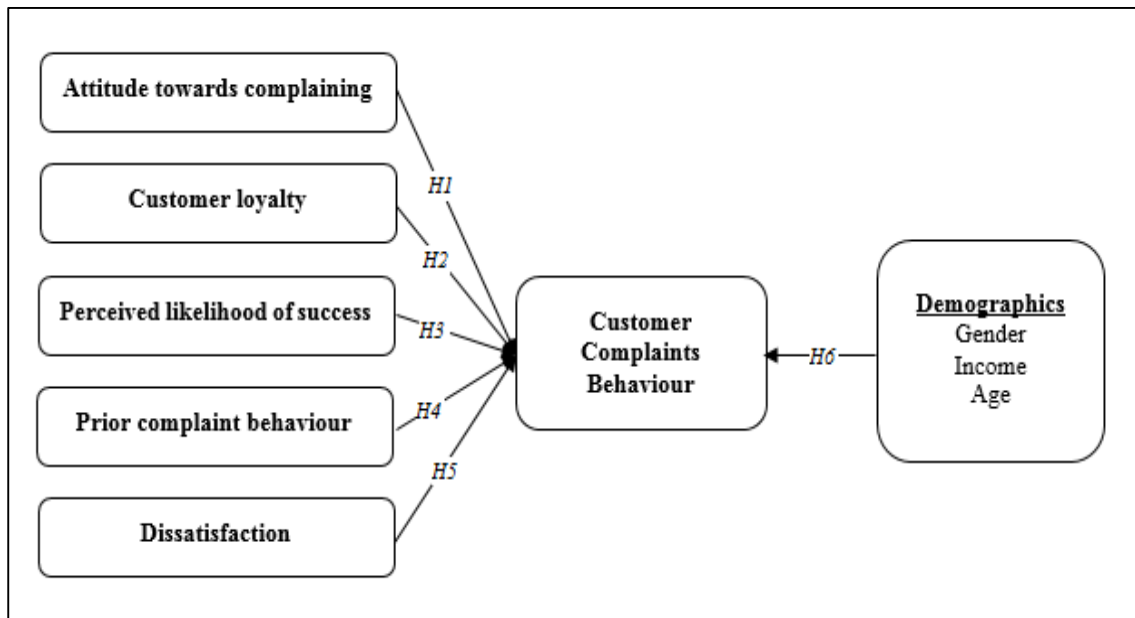


Figure 1: Research Model

In the concept of the study to facilitate data collection a questionnaire has been prepared and administered to customer of private label retailers in Trabzon. Forms obtained as a result of data collection has been evaluated and a total of 630 questionnaires were included in the sample. First questions in the questionnaire included the constructs in the research model. The scales were adapted from All questions were measured by five-point Likert scale. For instance, "1" expressed as strongly disagree, "2" expressed as disagree, "3", expressed as neutral, "4" expressed as agree, "5" expressed as strongly agree. The second part of the questionnaire included demographic variables.



Results

Table 1. Demographic Profile of All Respondents

Variable		Count	Percent %
Gender	<i>Female</i>	293	60
	<i>Male</i>	195	40
Marital Status	<i>Married</i>	276	56.6
	<i>Single</i>	212	43.4
Education	<i>Elementary Education</i>	67	13.7
	<i>High School</i>	141	28.9
	<i>Under Graduate</i>	178	36.5
	<i>Graduate</i>	102	20.9
Income	<i>Under 1400 TL</i>	51	10.5
	<i>1401 – 2800 TL</i>	80	16.4
	<i>2801 – 4200 TL</i>	94	19.2
	<i>4201 – 5600 TL</i>	93	19
	<i>5601-7200 TL</i>	92	18.9
	<i>Upper 7201 TL</i>	78	16
Age	<i>Under 18</i>	82	16.8
	<i>18-28</i>	94	19.3
	<i>29-39</i>	90	18.4
	<i>40-50</i>	85	17.4
	<i>51-61</i>	79	16.2
	<i>Upper 61</i>	58	11.9
Occupational Status	<i>Public Employee</i>	57	11.7
	<i>Contract Staff</i>	78	16
	<i>Employee</i>	70	14.3
	<i>Self-Employment</i>	59	12.1
	<i>Artisan</i>	51	10.5
	<i>Retired</i>	49	10
	<i>Housewife</i>	25	5.1
	<i>Student</i>	86	17.6
	<i>Others</i>	13	2.7
Total		488	100

Results of Reliability and Validity Analysis

To test reliability and reliability of scale Cronbach Alpha Coefficient method and factor analysis was used. As result of Cronbach Alpha Coefficient method General alpha of attitude towards complaint (ATC) is .878; customer loyalty (CLO) is .931; perceived likelihood of success is (.847); prior complaint behaviour (.892); dissatisfaction is (.833) and customer complaint behaviour (.847). Because general alpha statistics of all scales is high than values in the Cronbach’s Alpha if Item Deleted column, there is no item deleted from scale.

Factor analysis was used to determine the validity of the scale of research. As result, variance of attitude towards complaint is 73.273. (KMO: 0.785; Barlett’s test: 1070.563; p:0,000). Variance of customer loyalty is 67.424 (KMO: 0.863; Barlett’s test: 3114.061; p:0,000). Variance of perceived likelihood of success is 76.737 (KMO: 0.723; Barlett’s test: 628.219; p:0,000). Variance of prior complaint behaviour is 82.384 (KMO: 0.739; Barlett’s



test: 874.264; p:0,000). Variance of dissatisfaction is 75.240 (KMO: 0.717; Barlett’s test: 575.668; p:0,000). Variance of customer complaint behaviour is 68.828 (KMO: 0.808; Barlett’s test: 815.180; p:0,000). As a result of analysis of the validity located scale of research, there is no item deleted from scale.

Mean Differences Test (t-test and ANOVA)

t-test was used to examine differences of consumers’ complaint behaviour by gender and ANOVA was used to examine differences of consumers’ complaint behaviour by age and income . Results of mean differences test are shown in table 4, table 5 and table 6.

Table 2. Differences Between Consumers According to Gender

	Groups	N	X _{mean}	SD	t	F	p-Value
Adoption of Mobile Commerce	<i>Female</i>	293	4.0171	1.151	18.794	10.035	.002
	<i>Male</i>	195	2.2256	.819	20,078		

Table 4 shows t-test results that examine whether there are significant differences between female and male related to complaint behaviour behaviour. According to the results of t-test, consumers’ complaint behaviour shows differences by gender . So, H6 supported. According to these results, females are more tend to complaint behaviour.

Results of ANOVA are as follows,

Table 3. Differences Between Consumers According to Income

Variable	Groups	N	X _{mean}	SD	F	p-Value	Mean Difference*
Adoption of Mobile Commerce	<i>Under 1401 TL</i>	51	2.7451	.19579	6.502	.0000	1-3, 1-5, 1-6, 2-5, 2-6, 3-1, 4-5
	<i>1401 - 2800 TL</i>	80	2.9875	.15457			
	<i>2801 - 4200 TL</i>	94	3.4255	.13400			
	<i>4201 - 5600 TL</i>	93	3.0538	.13535			
	<i>5601-7200 TL</i>	92	3.7500	.13262			
	<i>Upper 7200 TL</i>	78	3.6026	.14523			
	<i>Total</i>	488	3.3012	.06129			

Homogeneity of Variance: 0.534 * p < .05

As seen in table 5, average of distributions of customers’ complaint behaviour by income groups are as follows: average of under 1401: 2,74; average of between 1401-2800: 2,98; average of between 2801-4200: 3,42; average of between 4201-5600: 3,05; average of between 5601-7200: 3,75 and average of upper 7200: 3,60. As seen in table, p value in Variance homogeneity test is high than 0.05 and it means results of ANOVA is healthy. p value that shows the significance of the differences between customers complaint behaviour is significant (p<0,05). In this direction it can be stated that there are significant differences between income groups. So, H7 supported. Accordingly, customers with high income are more tend to complaint behaviour.



Table 4. Differences Between Consumers According to Age

Variable	Groups	N	X _{mean}	SD	F	p-Value	Mean Difference*
Adoption of Mobile Commerce	Under 18 (1)	82	3.7195	1.279	8.111	.0000	1-4, 1-5, 1-6, 2-5, 2-6, 3-6, 4-1
	18-28 (2)	94	3.6383	1.268			
	29-39 (3)	90	3.5111	1.256			
	40-50 (4)	85	3.0941	1.278			
	51-61 (5)	79	2.9494	1.404			
	Upper 61 (6)	58	2.6207	1.387			
	Total	488	3.3012	1.353			

Homogeneity of Variance: 0.534

* p < .05

As seen in table 6, average of distributions of customers' complaint behaviour by age groups are as follows: average of under 18: 3,71; average of between 18-28: 3,63; average of between 29-39: 3,51; average of between 40-50: 3,09; average of between 51-61: 2,94 and average of upper 61: 2,62. As seen in table, p value in Variance homogeneity test is high than 0.05 and it means results of ANOVA is healthy. p value that shows the significance of the differences between customer complaint behaviour is significant (p<0,05), so it is stated that there are significant differences between age groups. So, H8 supported. Accordingly, young consumers are more tend to complaint behaviour than old customers.

Results of Structural Equation Modelling

Research model was tested by Structural Equation Modelling (Table 7). Model gives factors that affect customer complaint behaviour. According to fit index values, it can be said that compliance between model and data is very strong ($\chi^2/df = 2,569$; CFI=,957; TLI=,948; NFI=,932; IFI=,957; RMSEA=,057).

Table 5. Model Fit Summary for the Proposed Research Model

Fit Index	Recommended	Model
χ^2/df	<3.0	2,569
NFI	>0.9	93.2
RFI	>0.9	91.8
IFI	>0.9	95.7
TLI	>0.9	94.8
CFI	>0.9	95.7
RMSEA	<0.8	0.57

According to the result in table 8, all factors have significant and positive effects on customer complaint behaviour. Also, attitude toward complaining ($\beta = .402$) is the most effective factor on complaint behaviour. So, all hypothesis are supported.

Table 6 Coefficients of the Variables for Proposed Model

	Path	beta	SE	p-Value	Supported
H1	ATC → CCB	.402	.066	.000	Yes
H2	CLO → CCB	.142	.033	.000	Yes
H3	PLS → CCB	.281	.044	.000	Yes
H4	PCB → CCB	.116	.028	.000	Yes
H5	DSA → CCB	.221	.042	.000	Yes



Conclusion

In today's competition environment all companies want to satisfy their customers with products and services. Because satisfied customer may be loyal customer and provide competitive advantage. Therefore, determine factors that affect complaint behaviour and planning marketing efforts in this direction is important. This study examined the effects of attitude towards complaining, customer loyalty, dissatisfaction, prior complaint behaviour, perceived likelihood of success on customer complaint behaviour. Also this study examine whether there are differences by demographic variables for complaint behaviour.

According to the mean differences test (t-test and ANOVA) results, there are differences customer complaint behaviour by demographic variables. t-test results show that female are more likely to complaint than male. Also ANOVA results showed that young and high-income customers complain more than old and lower-income customers. To test research hypothesis Structural Equation Modelling (SEM) was used and it is found that all factors have significant and positive effect on customer complaint behaviour.

According to analysis results attitude towards complaining is the most important factor and it means that if customers have positive attitude towards complaining they are more tend to complain. Also the second important factor affect complaint behaviour is perceived likelihood of success. If customers believe that companies take into account complaints and take appropriate action they are more tend to complain. Companies also should determine reasons of being dissatisfied and find solution related to these reasons. Based on the results on demographic factors, since female, young and high-income customers are more tend to complaint behaviour, companies should take into consideration of these customer's satisfaction level and remove factors that cause a dissatisfaction. If these customers can be satisfied, they can tend to positive word of mouth behaviour instead of complaint behaviour.

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Is CLIL the Key to the Global Village?

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Abstract

Learning the grammar of a language and using the rules in the accurate forms in a written language is not desirable as it was before. Even though modern approaches of foreign language teaching seem to have a kind of frame, the way they are put into practice in the classroom depends on the educational background, the ability to teach and learn, the interest and the creativity of both the teacher and the student. Teaching in a foreign language assumes that a student is able to pre-eminently use receptive and productive skills. However, “reality bites”: Even if the language of instruction is English at some universities in Turkey, the quality of the result is not as high as it’s expected. On the one hand, the age at which the foreign language is taught, the period of input and the methodologies of teaching are considered reasons for this unproductive outcome. On the other hand, the preliminary problem has been enlightened by an umbrella term called CLIL. The idea of teaching subjects or parts of subjects through a foreign language with dual-focused leads us to explore the further parts of the collaboration between foreign language and primary education teachers’. As it’s known that bilingual individuals’ creative thinking skills are higher and bilingualism provides flexibility in comprehension of the knowledge for children, it is vital to cooperate in order to enrich teaching/learning environments in the national curriculum.

Keywords: CLIL, bilingualism, primary education

1. Introduction

Multilingualism is at the very heart of European identity. Even though once it was thought that bilinguals were not as successful as monolinguals in scientific or creative fields, throughout the history individuals or ethnic groups living in multilingual territories have used their bilingualism and multilingualism as a way of survival. Even if these competences were once considered as handicaps, nowadays they are becoming intellectual bonuses that cannot be ignored in our society.

Modern society and all the current information technologies let us become individuals who can easily get in touch with other cultures, nations and languages. As the technology develops, various sources on social and economic standards are getting so close to each other that it creates a need for learning foreign languages. Being able to communicate effectively in a foreign language is considered as an outstanding competence. It is believed that improving your foreign language skills helps you widen your horizons. Being able to express yourself in different languages allows you to interact with different cultural and ideological backgrounds. It is assumed that people who can effectively communicate in multiple languages feel themselves one step closer to self-actualization.

Multinational marriages, working abroad and travelling around the globe create an atmosphere where information technologies are so commonly affecting the way we raise our children. When this is the case, parents are seeking better academic environments for their children. Those students who are lucky enough to go abroad and study do not only learn the grammar of the language but also acquire the language itself through meaningful contexts. Nowadays, with the growing interest on cognition, interaction and meaningful communication put through by Piaget and Vygotsky, language learning and teaching processes have been evolving.



2. CLIL

2.1. Short historical background

When the content started to get much more highlight than the form, new terms emerged within time. In 1994 we were introduced with a new term called CLIL. Teaching simultaneously the content subjects and a language rather than the mother tongue of the learners is the basis of the concept what is now known as CLIL. However, although Marsh was the first to coin the term CLIL it's known that the concept of CLIL had been used long before that time because as Dale (2011) states, it's not possible to separate CLIL from the theories of bilingualism and second language acquisition, cognitive learning and constructivism. CLIL is considered as an umbrella term for a variety of approaches and methods such as bilingual education, content-based instruction, foreign languages across the curriculum, immersion programs. Throughout the history, As a result of geographic, demographic and political issues, programs integrating content and language have been highly needed. These kinds of programs always aim to provide bilingual instruction so that authentic communication can be easily achieved in some specific linguistic regions.

2.2. What is CLIL?

It is assumed that a rich and a meaningful context can help students acquire a foreign language without an explicit teaching. In the simplest definition, CLIL has two bases: subject and medium of instruction. "CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of **both** content and language" CLIL provides a program where knowledge of the curricular subject such as science is gained while the target language is learnt and used. Language is used to learn and the target structure is determined by the subject matter. That's why a CLIL lesson is neither a language nor a subject lesson in a foreign language. CLIL is about using languages to learn and it is about creating a "hunger to learn". CLIL provides a learning environment where students can think about and develop how they communicate (Marsh, Marsland and Stenberg, 2001). The essence of CLIL approach depends on content, communication, cognition and culture. The subject or the theme of the lesson such as history, mathematics, geography or science is called content. The interaction which takes place among students while the content is learnt is named as communication. The language used by the students to express their thoughts and opinions about the content of the lesson engages them emotionally and mentally. Cognition refers to the critical thinking skills required to comprehend and to solve problems. Approaches focusing on linguistic tasks that require memorization and application of certain language items are mostly based on LOTS. On the other hand, CLIL wants to engage students cognitively by giving importance to the development of HOTS.

Today, it's known that even if foreign language teaching approaches are seem to have a defined and fixed frames, using these approaches in a creative way in the classroom depends on the educational background of the teacher, his/her creativity, interest and the ability to teach. As each class has its own way of teaching and learning process, and as each group of learners has different abilities and interests, it's vital to be able to adapt our teaching techniques to the environment. It is vital to bear in mind that setting off with clear goals, being aware of your learners' needs and previous knowledge, letting them engage physically, mentally and emotionally in the learning process, promoting a challenging learning environment, fostering creative thinking, including collaborative and individual tasks based on the competences desired to be developed, and tailoring your lesson plans help you end up with a list of criteria making a good CLIL lesson.

With the help of CLIL a wider cultural context can be introduced and it gets easier to improve overall and specific language competences. As CLIL increases learner motivation,



students gain multilingual interests and attitudes. Also accessing International Certification and enhancing the school profile is getting easier thanks to CLIL implementations. So that CLIL helps learners develop cultural awareness, improve language competence, and prepare for both study and career.

3. Current implementations of CLIL

As for a start, instead of applying an entire CLIL program, it is suggested to teach CLIL units or modules. In a CLIL lesson both receptive and productive skills should be included. Listening is considered as a normal input activity and reading is the major source of input while speaking focuses on fluency. Grammar, on the other hand, is recycled in writing activities. Using CLIL methodology in the classroom provides exposure to L2 without extra time in the curriculum. In a CLIL classroom learning both the foreign language and the subject content means that the methodology is working well. It's necessary to remember that including some adjustments and scaffolding is inevitable in a CLIL classroom because the content is not understood right away as the students aren't supposed to be advanced in the target language. CLIL let us apply a natural way of learning a language so that students will have enough time to acquire the language. CLIL understands that different children have different learning styles so it opens doors to various kind of tasks. CLIL doesn't require high level of proficiency in the target language so it fosters the language and thinking skills. CLIL believes in the idea that language should be learnt in its social and cultural dimensions so it provides contextualized teaching units. CLIL is aware of the potential of technology over education so it has a big potential in information and communication technologies. CLIL sees the problems in the curriculum so it offers a better scheduling.

3.1. CLIL in Europe

CLIL is basically about bilingual study. In ELT, "Content based instruction", "English across the curriculum" and "Bilingual education" have been known as forms of CLIL. With the expansion of European Union, the need for communication and the diversity of language have brought up a new discussion. Languages play a key role in curricula across Europe so attention needs to be given to the training of teachers and the development of frameworks and methods which will improve the quality of language education. A clear vision of a multilingual Europe has been the aim of the European Commission since the 1990s. In CLIL language is acquired rather than enforced learning as it is seen in real-life situations, which is a natural language development. CLIL requires long-term learning. Students become academically proficient in the target language after 5-7 years in a good bilingual program. The importance is given to the fluency rather than accuracy because errors are so natural in language learning. Fluency is expected to be developed by using the target language to communicate for a variety of purposes. CLIL introduces a wider cultural context and it prepares for internationalization. CLIL is an educational approach supporting linguistic diversity.

The number of schools offering "alternative" bilingual curricula has been increasing and several European organizations specializing in CLIL have emerged. Second language acquisition research has shown that the amount of exposure to naturally-occurring language is necessary to ensure the achievement of a good level of competence in the target language. In Europe, pupils are generally between 6 and 9 years old when they have to start learning a foreign language. In Belgium, pupils are even younger as they are taught a foreign language in pre-primary education from the age of three (2012, Key Data). In the majority of European countries, learning two foreign for at least one year during compulsory education is an obligation for all pupils. In most countries, the curriculum starts to diversify in secondary education. Pupils are invited to select options or to choose between educational



pathways that offer different opportunities for foreign language learning. In Belgium, Luxembourg and Malta all schools operate on a "CLIL" basis.

4. Conclusion

As it is assumed it's significant to consider the availability of qualified teachers with the required content and target language knowledge in order to be victorious in a CLIL program. Even though CLIL may set up the perfect base for language teaching and learning in a multilingual Europe, unfortunately materials and teacher training program to prepare both language and subject teachers aren't enough to actively and effectively use CLIL. Teaching various subjects through a foreign or a second language is what CLIL suggests. This can be carried out either by the language teacher or the subject teacher who uses the target language. The collaboration between teachers to teach the target language through a subject area and vice versa is highly needed on a long journey to success in CLIL program. Moreover, parental responsibility and support in this long process is critical. When the curricula across Europe is considered, it is a true fact that languages play a key role. As the European Commission has been looking into the state of bilingualism and language education since the 1990s, teaching training programs and the development of frameworks and methods are gaining importance day by day. CLIL is considered a solution to the curricular problems. So that many European countries started to adopt the concept into their programs. Even though CLIL is not a language teaching paradigm in itself, it provides a socio-linguistic and cultural context.

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Ustam ve Ben Adlı Romanın Yeni Tarihselcilik Bağlamında İncelenmesi*

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Giriş

Ustam ve Ben adlı roman günümüz yazarlarından Elif Şafak'ın kaleme aldığı bir romandır. Eser sayısı onu geçen yazarın 2013'te yayımladığı bir romandır. Roman; Ustamdan Evvel, Ustam, Kubbe ve Ustamdan Sonra olmak üzere dört bölümden oluşur. Elif Şafak, *Ustam ve Ben* isimli romanıyla beraber Osmanlı'nın en görkemli dönemlerinden birini 16. yüzyılı anlatır. Bununla beraber roman Hint okyanusundan, Hint Ülkesine, Osmanlıdan, pek çok Avrupa ülkesine kadar geniş bir coğrafyada geçiyor. Ama romanın büyük bir kısmı Osmanlı topraklarında geçer. Kitapta Osmanlı Padişahlarından Kanuni Sultan Süleyman, II. Selim ve III. Murad dönemlerine dair önemli olaylara da yer verilmiştir. Kitapta tarihte yer alan ya da tamamen kurmaca olan pek çok karakter olsa da romanın ilk sayfasından son sayfasına kadar asıl kahramanımız Cihan'dır. Cihan 105 yaşındaki haliyle bize romanı anlatmaktadır. Cihan, Mimar Sinan'ın dört kalfasından biridir. Bir yandan Mimar Sinan'ın liderliğinde inşaatlar devam ederken öte yandan romanı hareketli hale getirecek pek çok olay da Cihan'ın çevresinde dönmektedir.

Tarih ve Yeni Tarihselcilik

Tarih, kelimesi dilimize Arapça'dan geçmiştir. Tarih, "1. Bir olayın gününü, ayını ve yılını bildiren söz veya gün... 2. Toplumları, milletleri, kuruluşları etkileyen hareketlerden doğan, olayları zaman ve yer göstererek anlatan, bu olaylar arasındaki ilişkileri, daha önceki ve sonraki olaylarla bağlantılarını, karşılıklı etkilenmeleri, her milletin kurduğu medeniyetleri, kendi iç sorunlarını inceleyen bilim"dir. (Türkçe Sözlük, 2005:1907) Tarih, geçmişi inceler. Ancak geçmişteki her hadise tarihin konusu olamaz. Tarihi tarih yazımı olarak nitelemek daha yerinde olur. Çünkü tarihi tarihçiler yazar. Geçmiş ise geride kalan zamanın adıdır. (Jenkins, 1997: 18) Tarih her ne kadar uzun bir süre nesnel ve objektif bir bilim olarak kabul edilse de bunun doğru olmadığı son zamanlarda pek çok tarihçi ve akademisyen tarafından vurgulanmaktadır.

Jenkins'in de dediği gibi tarih, bazı sınıfları yüceltirken bazı sınıfları da görmezden gelmiştir. Görmezden gelinenleri öne çıkarırsak, ön plandakileri de arkaya atsak karşımızda bambaşka bir tarih olurdu. (Jenkins, 1997: 20) Daha genel bir ifadeyle tarihin tarafsız olduğunu söylemek pek de mümkün değildir. (Jenkins, 1997: 38)

Bu bağlamda değerlendirilebilecek "Yeni Tarihselcilik, tarihî metinlerin de edebî metinler gibi okunmasını, tarihin kurgusal olduğunu, üretime açık oluşunu, edebiyatla tarih arasında bu anlamda bir fark olmadığını savunan inceleme yöntemidir." (Yeşilyurt, 2008: 1814) Stephen Greenblatt'ın ortaya koyduğu Yeni Tarihselcilik ise tarihin yukarıda belirtilen özelliklerinden uzaklaşır. "Bu terimi ilk kullanan kişi 1986'da *Towards a Poetics of Culture* isimli çalışmasıyla Stephen Greenblatt olmuştur." (Yeşilyurt, 2008: 1814) Bu yeni tarih



anlayışı, postmodern romanın tarih anlayışını belirler. Bu anlayışla tarihe bakan eserlerin belli başlı özellikleri; romanların yorum/kurgu ürünü olduğunun vurgulanması, çoğulculuk, sıradanlaştırma, metinlerarasılık ve parodi olarak sıralanabilir.

Ustam ve Ben'deki Yeni Tarihselci Unsurlar

Yorum/kurgu ile tarihin boşlukları doldurulur ve yazarın hayal gücüne göre tarih yeniden şekillenir. Yazar, bazen okuyucuyu da eserin oluşturulma sürecine ortak ederken sık sık romanın yorum/kurgu'dan ibaret olduğunu okuyucuya gösterir. Geleneksel tarih anlayışı tarihin nesnel olduğu fikrini taşır. Ama modern tarih anlayışında tarihi yazan kişilerin de kendi ideolojilerini yansıttıkları ve bu nedenle öznel oldukları gerçeği hâkimdir. Mesela tarih için kaynak gösterilen vakanüvislerin yazdıklarına bakıldığında şunları söylemek mümkündür: Vakanüvisler, hükümdarların çevresindeki maaşlı çalışanlardı. Ve o devletin, o hükümdarın istemediği şeyleri yazamazlardı. Bu yüzden her milletin, her ideolojinin farklı bir tarihinin olduğunu söyleyebiliriz. Keith Jenkins bu durumu şu şekilde ifade ediyor: *"Gösterenlerin içinin boşaldığı bir dünyadayız. Anlam yok. Sınıf yok. Tarih yok. Sadece bitmeyen bir '-miş' gibiler dünyası; geçmiş isteğe bağlı olarak birleştirilme ve yeniden birleştirme pratiklerini gösteren eğlendirici bir biçimler, türler alanı olarak oynanıyor ve yeniden oynanıyor... Burada var olan biricik tarih, gösterenin tarihi ki bu da hiçbir biçimde tarih değildir..."* (Jenkins, 1997: 78)

Jenkins'e göre tarih anlatana, yazana göre ortaya çıkmaktadır. Dolayısıyla bir yorumdur. Kişi tarihi yorumlamakta ve adeta kurgulamaktadır. Biz tarihin sadece iskeletini biliyoruz ama üzerindeki etleri, kasları ve dış biçimini oluşturan yanlı tarihçilerdir. Ayrıca geçmiş, geride kalan zaman olmasına rağmen tarih hala yazılmakta olan bir alandır. Bu konuda da Jenkins'in şu cümlelerini vermemiz yerinde olacaktır: *"Tarihçinin hakikatinin sorgulanması; olguların olgusalılıkların değişken niteliğine dikkat çekilmesi; tarihçilerin geçmişi ideolojik konumlardan yola çıkarak yazdıklarının vurgulanması; tarihin, başka her şey gibi yapı-çözmeye açık olarak yazılmış bir söylem olduğunun belirtilmesi; 'geçmiş'in, yenilikçilerin gerçek kurmaca içerisinde zikrettikleri 'gerçek dünya' kadar – salt onu eklemleneyen mevcut söylemler içerisinde var olan- görüşsel bir kavram olduğunun söylenmesi; bütün bunlar, geçmişin istikrarlı yapısını bozar ve onu parçalara ayırır. Bu sayede açılan çatlaklarda yeni tarihler yapılabilir."* (Jenkins, 1997: 78)

Aslında postmodern romancıların tarih romanlarında yaptıkları bundan ibarettir. Postmodern romancılar, tarih romanlarında iskelete sadık kalırlar ama onda da eklemlerin yerlerini romanın gidişatına göre değiştirebilirler. İdeolojiden ve öğretici havadan uzak durarak eserlerini icra ederler. Taraflı yorumlar kalktığına tarihin boşlukları romancıya sınırsız bir kurgu kaynağı oluşturur. Sonuçta tüm bunlar yazar için malzemedir ibarettir. Yazarın götürmek istediği evrenin dekoru gerçek ya da kurgu olan tarihsel kişilerdir. Opperman'da bu durum şu şekilde geçer: *"Tarihyazımcı postmodern romanların en dikkat çekici özelliği tarihsel kişilikleri kurmaca kişilerle kaynaştırmasıdır. Böylece kurmaca kişiler tarihselleşirken, tarihsel kişiler metinselleşmektedir."* (Opperman, 2006: 62)

Elif Şafak, romanın sonunda tarihin boşluklarından faydalanarak tarihe mal olmuş olayların nasıl zamanlarıyla oynadığını tek tek yazmıştır:

"Bir caminin yapımı yedi sekiz sene sürebiliyordu. Bu haliyle dümdüz kronolojik bir akışa sadık kalmam zordu. Anlatım yavaşlayacak, gereksiz uzamalar ve kopukluklar olacaktı. Bu sebepten zamanı daha esnek, hızlı ve akışkan kullandım."



"Mihrimah Sultan gerçekte on yedi yaşında evlenmişti. Ben onu daha geç evlendirdim... Rüstem Paşa'nın ölümü aslında daha erken olmalıydı, romanın ritmi için ben onun sonunu biraz erteledim."

"Takiyeddin'i hikâyeye erkenden sokmak bilinçli bir tercihti. Yoksa müneccimbaşı olması Sultan III. Murad dönemine rastlar. Hâlbuki ben ondan daha evvel bahsetmeye başladım, çünkü önemseydiğim bir şahsiyetti. Daha çok nefes alsın, hem emekleri hem çektikleri bilinsin istedim. Keza Sokollu'nun ölümü, rasathanenin yıkılmasından önce olmalıydı, ben daha sonraya bıraktım. Zira rasathaneye öncelik verdim."

"Melchior gerçek bir karakter. O da Busbecq de 1555'e doğru gelmişler İstanbul'a. Ben gene romanın akışı içinde geliş, kalış ve ayrılış süreleriyle biraz oynadım." (Şafak, 2013: 472-472) Elif Şafak, okuyucuyla oyun oynamak için Cihan'ı, romanın başında bize bir Hintli olarak tanıtır. Ve bu durum romanın ortalarına kadar devam ediyor. Romanın 294. ve 295. sayfalarında Cihan, Sangram isimli hayvan bakıcısı bir Hintliye gerçekte Hintli olmadığını Anadolu'dan geldiğini itiraf ediyor. Ama bu zamana kadar da belli yerlerde yazar bize bu konuyla ilgili ipuçları veriyor. Mesela kitabın 48. ve 49. sayfalarında Cihan, Sangram'la ilk defa karşılaşılıyor. Ve Sangram'ın konuştuğu Hintçeden hiçbir şey anlamıyor. Ve ona Türkçe karşılık veriyor. Aynı zamanda korkudan sesi titriyor. Sangram'sa şüpheleniyor ama bir şey söylemiyor. Ayrıca Cihan'ın Türkçeyi nasıl bu kadar güzel konuşabildiği de Hintli olmadığını itiraf edene kadar muamma olarak kalıyor.

Ayrıca kitapta geçen Çingene inancında kâinatı taşıyan dört fil, Mimar Sinan'ın eserlerinin çoğunda katkısı olan dört kalfası ve romanın dört bölümden oluşması da bizi doğayı oluşturan dört elemente götürür. Zaten yazar romanın başlarında anasır-ı erbaa'ya değinmiş ve dört çırağı doğayı oluşturan su, ateş, hava ve toprağa benzetmiştir. (Şafak, 2013: 14) Romanın bütününe baktığımızda bu dört unsurun kompozisyona uyum sağladığını ve romanı bir yaşam döngüsü gibi gösterdiğini söyleyebiliriz. Yazar, yorum/kurgu gücünü kullanarak bütün bu unsurları tek paydada birleştirmiştir.

Son olarak yazarın romanı hakkındaki iki cümlelik sözünü belirtmek yerinde olacaktır: "Son tahlilde anlattığım hikâye başından sonuna sadece bir düş. Tarihsel gerçekliklerden beslenerek kurulmuş, kat kat inşa edilmiş, bir başka ve bir öte evren." (Şafak, 2013: 472)

"Geleneksel tarihyazımının Yeni Tarihseleler tarafından eleştiri konusu yapılan yönlerinden en önemlisi, onun toplumların gündelik hayatını, kültürel altyapılarını göz ardı etmesi, bağlamı dikkate almamasıdır." (Yeşilyurt, 2008:1816) Buna bağlı olarak Yeni tarihselcilik belirtilen unsurları görmezden gelmez. Postmodern romanlarda da buna bağlı olarak çoğulcu bir anlayışla üst sınıftan çok alt sınıftan insanların yansıtıldığını söyleyebiliriz. Yani ezilen, hor görülen insanlar Yeni Tarihselcilik anlayışında ön plandadır. Bu kitaplarda halkı, kültürü ve toplumun bütününe görebiliriz. Çingeneler, fahişeler, psikopatlar, fuhuş aracı olarak kullanılan oğlanlar, hırsızlar ve benzeri de bu romanlarda yer edinirler. Hatta romanın odak noktasında yer alıp kahraman ya da kahramanın kurtarıcısı olabilirler. Bu alt kültürden gelen kişiler genelde toplumda emsali görülen ama yazar tarafından kurgulanan kişilerdir.

Çoğulculuk *Ustam ve Ben* romanında barizdir. Yazar, bir taraftan Mimar Sinan, Kanuni Sultan Süleyman gibi elit insanları diğer taraftan toplum tarafından ezilen ve hor görülen Çingeneleri, fahişeleri ve hayvanları bize sunmaktadır. Romanda üst kültürün etkisi kırılarak ortak kültür oluşturulmaya çalışılmıştır. Alt kültürden gelen karakterler çoğu



zaman üst kültürün önüne geçmiştir. Örneğin kahramanımızın en zor zamanlarında yanında olan ve defalarca hayatını kurtaran kişi Balaban isimli bir Çingene'dir. Romanın başlarında Çingenelerden şu şekilde bahsedilir:

"Yetmiş iki buçuk millet barınır burada" dedi saraylı.

"Buçuk olan kim?" diye sordu Cihan.

"Çingeneler, Kimse hazzetmez onlardan. At arabası sürmeleri yasak, bir tek eşeğe binmelerine izin var. Fetva çıktı." (Şafak, 2013: 46)

Osmanlı' da tam olarak millet bile sayılmayan Çingeneler, kahramanımız Cihan'ın defalarca hayatını kurtararak bu sistemin eleştirisini okuyucunun gözüne batmayacak şekilde yaparlar. Öyle ki Balaban, Hızır gibi Cihan ne zaman dara düşse tesadüfen Cihan'ı bulur ve Cihan'ın en zor durumlarında kendisine yardım eder.

Bir başka örnekte de fahişelere yer verildiği görülür. Cihan ilk cinsel deneyimini bir fahişeye yapar. Ayrıca Cihan'ı katillikle suçlamak için de bir fahişeyi kullanırlar. Yine Sadrazam Lütfi Paşa'nın azline ve sürülmesine sebep olan da bir fahişedir.

Yukarıda da belirtildiği üzere Yeni Tarihselcilik anlayışında gündelik hayat görmezden gelinmez. Bunun postmodern romana yansımaları sıradanlaştırmadır. Postmodern romancılar, Yeni Tarihselci anlayışa uygun olarak tarihi idealize etmezler tam tersine sıradanlaştırırlar. Hükümdarlar, generaller veya tarihi mal olmuş kahramanlar da bu eserlerde sıradan insanlar olarak gösterilir. Onların da zayıf yönleri vardır. Genel bir ifadeyle bu anlayışta insanlar bütün yönleriyle sunulur demek mümkündür. Bu insanlar geleneksel tarih anlayışındaki zıt olarak çeşitli hâlleriyle irdelenmektedir.

Romana bakıldığında bunun somut örneklerini görmek mümkündür. Romandaki seçkin kişiler zayıf yönleriyle yansıtılmış yani sıradanlaştırılmıştır. Bu durum geleneksel tarih anlayışının idealize etme özelliğine aykırıdır. Mesela II. Selim ayyaşır. Sürekli içer ve melankolik bir ruh haline sahiptir. Romanda aciziyeti ve kendini devamlı küçük durumlara düşürmesiyle öne çıkar. Mihrimah, Kanuni'nin tek kızı olmasına rağmen filbaz olan Cihan'a ilgi duymaktadır. Hatta bu ilgi sevgiye dönüşmüştür. Ve normalde bir hanedan mensubu kadının gözlerine bile bakmak büyük cezalara sebebiyet verirken Cihan, Mihrimah'ın elini tutar, defalarca sohbet eder hatta öper. Bu örnekler idealize edilmiş tarih yerine sıradan tarih anlayışını örnekler.

Metinlerarasılık tekniği bu anlayışta yer alan bir başka unsurdur. Bu teknikte "farklı metinlerin bir araya gelmesi çeşitli yollardan olmaktadır: "alıntı", "anıştırma", "yeniden yazma", "montaj" en çok bilinen ve yazarların sıklıkla başvurduğu yöntemlerdir." (Yalçın-Çelik, 2005:49) Alıntı en sık kullanılan yöntemdir. Üstte de belirttiğim gibi pek çok bilim dalından alıntı yapılabilir. Üstelik yazar, bu alıntıyı nereden yaptığını söylemek zorunda da değildir. Bu alıntılar içerisinde anonim şiir, türkü, fıkra, hikâye gibi halk ürünleri olduğu gibi anonim olmayan ürünler de mevcuttur. Anıştırma yöntemi ise yazarın okuyucuyla oyun oynaması için başvurulan yöntemlerden biridir. Burada yazar okuyucuya bildiği bir konuda sezdirme yapar. Çoğu zaman bu bilgilerden birden fazla anlam çıkar. Nitekim okuyucuyu yanıltıp sonda şaşırtabilmesine imkân tanır. Yeniden yazma ise adı üzerinde yazarın başka bir metni değiştirerek eserinde kullanmasıdır. "Edebiyatta montaj, yazarın kendisinden önce başkaları tarafından dile getirilen hazır bir anlatım parçasını kalıp halinde kullanması, kendi roman kompozisyonunda bir mozayik taşı gibi değerlendirilişi şeklinde tanımlanabilir." (Aytaç, 1982: 93)



Bu yöntemler aracılığıyla tarihçi ya da romancı kaybolmuş bilgiler arasında parça parça bağlantılarla kurmaca yapacaktır. Kısacası tarihin metinler arası bir kurmaca olduğunu söyleyebiliriz. Jenkins bu konuda şöyle bir cümle kullanır: “*Tarih(tarihyazımı); metinler arası, dilsel bir kuruluştur.*” (Yalçın-Çelik, 2005: 19)

Metinlerarasılık, *Ustam ve Ben*’de kullanılmıştır. Zaten roman, tarihi olduğu için yazar bu eseri oluşturmak için pek çok tarihi metinden faydalanmış ve onlardan edindiği bilgileri bu romana yansıtmıştır. Yine kendi röportajında söylediği gibi bu romanı yazabilmek için mimari, sanat, bilim tarihi, kültür tarihi ve hayvanlarla ilgili pek çok araştırma yapmış ve okuduğu metinlerden faydalanmıştır. Yazar, romana başlamadan önce Fuzuli ve Mira Bai’nin sözleriyle giriş yapmıştır. Yani roman başlamadan yazar metinlerarası tekniğinden faydalanmaya başlamıştır. Alınan metinler şu şekildedir:

“*Getirdi acz, görüp aşk müşkül olduğun, Kamu
hünerlere üstad gördüğün gönlüm.*

Fuzuli (16. yüzyıl Osmanlı şairi)” (Şafak, 2013: 10);

“*... cümle âlemi gezdim de Bulamadım aşka
değer bir nesne. Bu yüzden yabancıyım kendi
halkıma, Ve sürgünüm onların arasından,
Ermişlerin dostluğunu aradığımdan.*

Mira Bai (16. yüzyıl Hindu şairi)” (Şafak, 2013: 10)

Bunların yanında başka örnekler de vermek mümkündür. Örneğin dini bir metin olan Felak Suresi Türkçe olarak romanda yer bulur kendine: “*Sığınırım ben, karanlığı yarıp sabahı ortaya çıkaran Rabb’e, yarattığı şeylerin şerrinden, karanlığı çöktüğü zaman gecenin şerrinden, düşümlere üfleyip tüküren kadınların şerrinden...*” (Şafak, 2013: 25-26)

Bir diğer örnek olarak romanda Portekizli yazar José Saramago’nun *Filin Yolculuğu*’na göndermeler yapıldığı söylenebilir. *Ustam ve Ben*’deki Çota’nın bu romandaki filden etkilenecek oluşturulduğu yazarın “*ve hakikaten Süleyman isimli bir fil vardı Viyana’da. Onun yolculuğunu dünya edebiyatının güçlü kalemlerinden Jose Saramigo, Filin Yolculuğu adlı eserinde anlatmıştı vaktiyle.*” (Elif Şafak, 2013: 465) şeklindeki cümlelerinden anlaşılabilir.

Parodi, Yeni Tarihselcilik anlayışında yer bulan unsurlardan biridir. Parodi, “*bir edebî eserin biçimini konusundan koparıp, o konunun yerine başka ve aykırı bir konu yerleştirerek gülünç bir uyumsuzluğu (idealle gerçeklik arasında) ortaya çıkarmak ve böylece alaya alan bir taklit etkisi uyandırmak.*” (Aytaç, 1999: 237) Parodi, Eski Yunan medeniyetinde de sıkça kullanılan bir tekniktir. Hatta en eski parodi örneğinin Homeros üzerine yazılmış Batrakhomyomakhia (Kurbağalarla Farelerin Savaşı) olduğunu söyleyebiliriz. En çok tiyatrodaki kullanılan bu sanat; sinema, tiyatro, roman ve hikâyelerde de kullanılmıştır.

Parodiden bu romanda faydalanılmıştır. Romanda Cihan, Fransız Sefiri Mösyö Breves’ten aldığı Çota’nın dişini mezara gömer. Ardından mezarı ipe çevirir. Çota’nın başının olduğunu tahmin ettiği yere bir dal diker, ucuna da şal bağlar. Dalın yanına mum yerleştirir ve bağdaş kurarak bekler. Sonra bir saka gelir. Ve aralarında şu diyalog geçer:

“*Kim öldü? Bildik biri mi?*”

“*Şşş! Hürmet göster.*”

Saka’nın koyu gözleri açıldı. “Kimmiş?”

“*Evlialardan biri. Kudretlilerinden.*”

“*Buralarda evliya olduğunu işitmedim.*”



"Yüz sene boyunca kimse bilmesin istemiş."
Peki sen nereden biliyorsun?"
"Rüyada bana mezarını ifşa etti."
"İyi ettiği bir hastalık var mıymış?"
"Her şeyi iyi eder."
"Ablam kısır. Üç yaz oldu evleneli, hâlâ bekliyor, yazık."
"Getir buraya. Evliya iyileştirir. Kusur damattaysa onu da getir."
Adı neymiş bu evliyanın?"
"Çota Baba." (Şafak, 2013: 424)

Cihan, sakayı da Çota Baba Türbesi'nin muhafızı yapar. Beyaz fil ölümünde Cihan sayesinde İstanbul'un evliyalarından biri olur. Yazar bu durumu şu şekilde ifade eder:

"Ve işte böylece, Müslüman'ı, Hıristiyan'ı ve Yahudi'siyle, eski yeni yüzlerce türbesi olan yedi tepeli şehir, neşede kaderde ziyaret edilecek bir evliya daha kazanmış oldu." (Şafak, 2013: 425) Görüldüğü üzere romanda parodiden faydalanılarak tarih içerisinde ortaya çıkan kimi inanışlar mizahi bir üslupla eleştirilmektedir.

Sonuç

Ustam ve Ben, Yeni Tarihselci anlayışla tarihe bakan bir romandır. Tarihi nitelikte olan bu eser tarihi, kurgusal düzlemde yeniden şekillendirir. 16. Yüzyılda geçen ve Mimar Sinan'ın kalfası olan Cihan etrafında gelişen bu eser yorum ve kurguya dikkat çekerek bize tarihin aslında bundan öte bir şey olmadığını hatırlatır. Tarih de edebi metin gibi bir kurgudan ibarettir dolayısıyla aralarında fark yoktur anlayışıyla kaleme alınan bu romanda ayrıca çoğulculuk anlayışıyla geleneksel tarih anlayışı içerisinde kendine yer bulamayan toplumun farklı katmanlarını, kültürlerini ön plana çıkarır. Bunun yanında da tarihi kişilikleri idealize etmek yerine olağan ve sıradan hâllerleriyle anlatma yoluna gider. Bunlara ek olarak da Yeni Tarihselcilik anlayışına uygun olarak metinlerarası ilişkiler kurar ve parodi tekniğinden de faydalanır. Dolayısıyla bu romanın Yeni Tarihselci bir anlayışla tarihe baktığı ve bu anlayış neticesinde ortaya çıkan belli başlı hususlardan, tekniklerden faydalandığı söylenebilir.

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Algılama Yönetimi: Kitle İletişim Araçlarının Pazarlamaya Etkisi

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Öz

Algılama yöntemi birçok kişi tarafından pek çok farklı anlamda kullanılmaya çalışılmıştır. Biri, hedef kitleyi çıkarları doğrultusunda kandırmak ve kullanmak maksatlı bir iletişim dalı görünürken; bir diğeri ise istenilen ürünün veya hizmetin satın alınması için yapılan bir ikna etme yolu olduğunu göstermektedir. İletişim, algıları yöneten, tutum ve davranış şekillerini oluşturan ve istekli hedeflere ulaşmadaki bir aracı yönetirken, algı da aslında iletişimi yönetmektedir. Algılama yöntemi kavramı, devlet çıkarının gözetilmesi durumunda yerini "kamu diplomasisi" kavramına bırakmaktadır. Seçim zamanı, halk algıladığı yönetim doğrultusunda oy verirken, parti liderleri de kamuoyunu kamu diplomasisi doğrultusunda ikna etmeye çalışmaktadırlar. Post modernizm veya post modernite kavramının gelişmesi ile birlikte kitle iletişim araçları da, algı yönetimi kavramı içinde yerini almaktadır. Sosyal medyanın kullanımı, ürünün satışında da, milletvekili seçiminde de etkili olmaktadır. Günümüzde sosyal medya ne kadar etkili kullanılırsa, hedef kitle üzerindeki algısı da o kadar etkili olmaktadır.

Anahtar sözcükler: Algı Yönetimi, Post Modernizm, Kamu Diplomasisi, Kitle İletişim Araçları, Sosyal Medya

1. Giriş

Yapılmak istenilen iş her ne olursa olsun, önemli olan o işin hedef kitlede bırakacağı izdir. Buradan yola çıkacak olursak, algılama yönetimi aslında Halkla İlişkiler Bilim Dalı'nın "psikolojik" boyutunu oluşturur. Bu psikolojik boyut; sınıf başkanı seçiminde, partilerin genel başkanlık seçimlerinde ve hatta Cumhurbaşkanı ve Başbakan seçimlerinde bile çok önemli bir yer teşkil etmektedir. İzleyici veya seçmen üzerinde bırakılan iz, seçmen üzerinde uygulanan psikolojik baskı, tüm seçim sürecini etkileyebilmekte ve birçok değişikliğe sebebiyet vermektedir. Sosyal medyaya yansımaları ise; bu kavramın pazarlamaya olan etkisini göstermektedir. Algılama yönetimi, hedef kitlenin davranışlarını ve düşüncelerini etkilemek için yapılan her türlü propagandayı kapsamaktadır. Diplomasi, halk spotu, psikolojik varyasyonların gizle ve aldatma operasyonlarından oluşur (bkz: www.nato.int, 26.04.2013). Pentagonun verdiği tarif doğrultusunda algılama yönetimi; "duygu, güdü ve muhakemeleri etkilemek amacıyla, izleyicilere seçili enformasyonu ve sinyalleri taşıyan ya da inkar eden faaliyet (bkz: <http://karmakamus.blogspot.com>)" şeklinde tanımlanmaktadır.

2. Algı Yönetimi

İletişim toplumsal yaşamın sağlıklı ve düzgün bir şekilde ilerlemesinde önemli bir araçtır. Çünkü bu araç, insanların birbirlerini etkileme ve yönlendirme sürecindeki faktördür. İletişimin asıl amacı; hedef kitle üzerinde belirli bir etkiyi yaratmaktır.

Bir şeyin pazarlanabilmesi ve satılabilmesi için zor kullanımına yani rıza imalatına ihtiyaç vardır. Rıza imalatı veya rıza üretimi; devletlerin veya şirketlerin, normalde insanların karşı çıkabileceği veya tepki gösterebileceği davranışlarına pozitif bir çerçeveden bakmaları veya bu olaylara karşı nötr yani tepkisiz kalmalarının nasıl sağlandığını anlatan kavramdır (bkz:



<http://www.imdb.com/title/tt0373193/>,8.04.2013). Bununla birlikte paraya ve hedef kitleyi inandırmaya ihtiyaçları vardır. Paraya ihtiyaçlarının olmasının sebebi; hedef kitleyi inandırmak ve ikna edebilmek için yapılacak olan propaganda sürecinde gerekli olan iletişim araçlarının kullanılabilmesi içindir. Algılama yöntemi; “inandırma- ikna etme” kavramını, hedef kitlenin “psikolojisine” ve “bilinçaltına” seslenerek gerçekleştirmeye çalışmaktadır.

Algılama yöntemi kavramı ilk olarak ABD Savunma Bakanlığı tarafından kullanılarak; hedef kitlenin her seviyedeki istihbarat birimleri ve yöneticileri de dahil olmak koşuluyla, ülke hedefleri doğrultusunda tutum ve davranış göstermeleri, bilgi transferini ve belgelerini yönlendirerek ya da reddederek kitleleri etkisi altına almaya çalışması şeklinde tanımlanmıştır. Algıyı yönetebilmek için hedef kitleyi motive etmek ve onunla iletişime geçmek gerekir (Saydam, 2005). Algı yönetimini 8 aşamada inceleyebiliriz (Koç, 2007):

Hedef Kitle Kültürü, Değerleri ve Tutumlarını Göz Önünde Bulundurmak:

Bu maddeye verilebilecek en güzel örnek Coca-Cola'nın reklam iletişimi çalışmaları olabilir. Ramazan ayının yaklaşması ile birlikte, Türkiye'nin 11 değişik yöresi kullanılarak, o yörelerin kendine has yemeklerini kullanarak, sofralarında Coca-Cola şişesine yer vermeleri, dini kültür ve değerlere uygulaması ve reklamlarda kullanılması hedef kitle kültürünü, değerlerini, tutumlarını göz önünde tutmuş olmaktadır. Ahlaki ve etik değerlerin en önemli yapı taşı dindir. Bir iletişimci, koordinasyon sağlayacağı ve operasyonel faaliyetler yürüteceği ülkenin inanç varyasyonlarını, dini göstergelerini ve iletişim araçlarını analiz etmek, anlamak ve saygı göstermek durumundadır.

Hedef kitlenin kültürel modu analiz edilmez, iyice ve dikkatlice incelenmezse başarılı sonuçlar elde edilemeyebilir. Halk tarafından nasıl algılanmak isteniyorsa, kendini halkın gözünde o şekilde göstermelidir. Coca-Cola reklamlarının tutulmasının ve sevilmesinin nedeni; yapılan bu analizlerin doğru bir şekilde tespit edilip, reklamın ona göre yapılması bu başarının alınmasındaki en önemli sebeplerden biri olabilmektedir.

Araştırma Yapmak:

Yeni bir kişinin işe alınma sürecinde, alınacak olan personele bir takım mülakatlar ve sınavlar yapılmaktadır. Yapılan bu sınavların ve mülakatların amacı, alınacak olan personelin şirkete, ekibe ve departmana gerek eğitimsel gerekse ahlaki ve etik değerler tarafından uygun olup olmadığıdır.

Yapılan bu ölçümler, hedef kitlenin ürün veya hizmet ile değerlerin ve kültürlerinin uyumunu göstermektedir. Ölçümleri iki ayrı aşamada ele almamız gerekmektedir. İlk aşama iletişim stratejilerini oluşturmadan önce yapılması gereken aşama olmaktadır. İkinci aşama ise; sonuca varmak için katedilmesi gereken yolda sonuçların takibi ve izlenecek olan yolun değerlendirilmesi için yapılacak olan aşama olmaktadır.

Stratejik araştırmalarda; hedef kitlenin kullanıldığı haritanın, algılama haritası olduğu ortaya çıkmıştır.

Mesajın Yalın ve Anlaşılır Olması:

Yapılan bir araştırmada, insanların günde 5 bin kadar reklamla karşılaştığı ve dolayısıyla da 5 bin kadar mesaj ve markayla karşı karşıya kaldıklarını belirtmişlerdir. Bu kadar çok mesaj,



reklam ve markanın içinde hedef kitleye hitap etmek için, hedef kitlede bir yer edinebilmek için, özellikle ve ilk olarak onların algılarına, benliklerine, bilinçaltlarına seslenmek gerekmektedir.

Algılar seçicidir. Dolayısıyla reklam veren şirketler, bu algılama sürecinden geçerek diğer binlerce reklam arasında fark edilebilmeyi sağlamaktadır. Bu Pazar içerisinde sınırlı, kitlenin beyninde, hafızasında yer etme amacını gerçekleştirmek istemektedirler.

Doğru Söylemek:

Halkla ilişkilerde, doğru söyleme – doğru anlama ve doğru algılanma çok önemli bir yer teşkil etmektedir. Algı yönetilmek isteniyorsa, doğrular söylenmeli ve hedef kitlenin hiçbir zaman gözünde “yalancı” konumuna düşmemelidir.

Tekrar Etmek:

Yapılan araştırmalarda, reklamların tekrarlanması, yeniden aynı haliyle yayımlanmaya devam etmesi, hedef kitlenin zihninde markayı daha kalıcı hale getirdiği ortaya çıkarılmaktadır. Zira tekrarlanan reklamlar, markayı kalıcı hale getirirse de, belirli bir zamandan sonra tekrarlanmış olan reklam ve mesajı hedef kitlenin belli bir yerden sonra algı benliğinde yer bırakmayacağı için, kendini yenileyecek reklamlar ve mesajları da oluşturmaktadır.

Farklı Olmak:

Bir ürünün en özenli özelliği, ürüne ait olan marka veya markaya ait olan bir ürünün kendini nasıl konumlandığı, niceliksel ve niteliksel boyutta ne vaat ettiğini belirleyecek bir algılama ögesi şeklinde olmasıdır.

Ürünlerin farklılaşması veya farklı konumlanması rekabet ortamında dikkat çekmektedir. Çin malı – Alman malı eşleşmesi bu maddeye verilebilecek en iyi örneklerdendir. Çin malı, tüketicinin zihninde hep “kalitesiz” ürün statüsünde yer alırken; Alman malı ise hep “kaliteli” ürün statüsünde yerini almaktadır. İşte bunun nedeni, pazarlanan ürünün daha öncesinde hedef kitlede bıraktığı itibardır.

Görselliği Ön Plana Çıkarma:

Farklı şekillerin, birbirleriyle ilişki içinde yepyeni bir başka bütün şekil oluşturma durumu, ilginin odağını simgelemektedir. Bu bir “şey”, bir görüntü, bir reklam filmi bile olabilir. Örneğin, Biscolata reklam filmini burada örnek gösterebiliriz. Biscolata, bir bisküvi markasıdır. Reklam filminde; 4 İspanyol erkek modelin, sahilde denizden çıkarken ki hali gösterilmektedir. Modeller, kaslı vücutları, jöleli saçları ve hoş fizikleri ile bir bayanın beğeneceği tipteki erkeklerden oluşmaktadır. Dolayısıyla, bu reklam filmiyle hedef kitle kadın tüketiciler olmaktadır ve kadın tüketicinin zihninde “Biscolata yediği durumda, karşısındaki erkeğinde aynı reklam filmindeki erkek modeller gibi olabilir mi?” algısını ortaya koymaktadır.

Duygulara ve Bilinçaltına Seslenmek:

Reklamlar ve reklamı yapanlar, hedef kitlenin yani izleyicinin duygularına, belleğine seslenmek istemektedir.



Marketing Türkiye dergisinin yapmış olduğu bir araştırmada; genç hedef kitlenin, film ve dizilerdeki ürün yerleştirmeye daha fazla karşılık verdiklerini ve o ürünü daha çok kullanmak istediklerini ortaya çıkarmaktadır.

3. Algı Çatışmaları

Saydam, NPQ Türkiye dergisine (Saydam, 2005: 70) verdiği röportajında, algılama yönteminin çok eskilere dayandığını ve semavi dinlerin yayılmasında önemli bir yere sahip olduğunu anlatmaktadır. Fakat o zamanlar bu kavramın adının henüz koyulmadığını, algı yöntemine verilen bu adın Pentagon ve CIA tarafından ortaya çıktığını ve “yumuşak güç” anlamına geldiğini açıklamaktadır.

Bir ürünü satın alınabilir duruma getirebilmek için, ellerindeki o ürünü satın alabilecek olan hedef kitleyi öncelikle ikna etmek gerekmektedir. Ülke yönetiminde “ülke çıkarı” için gerçekler bazı aşamalarda göz ardı edilebilmektedir.

İletişim sosyolojisi; 1940’larda kitle iletişim araçlarının etkilerini sorgulayan bir dizi sorunu yeniden ele aldı. Paul Lazarsfeld ve Elihu Katz’ın, ortaya koyduğu ‘two steps flow’ olarak bilinen, bireylerin bir ürünü tüketme ya da oy verme/vermeme kararını yönlendiren sürecin sosyolojik açıdan incelendiği kuramdır. Lazarsfeld ve Katz bu kurama göre iletişim akışını iki aşamalı süreç olarak incelemiştirler (Weimann,1994: 4). Bu grupların kıyaslanması sonucunda çıkan sonuç, toplumu olduğu gibi tanımlamayan kısmen doğru bir analizdir. Yani halkı veya kamuoyunu ikna eden bir parti başkanının seçim krizinde bir şey yapmasına gerek kalmaz; ikna edilen önder birey yeterince kitle iletişim araçlarından yararlanmayan toplumun kararını etkileyerek kendi kararını onlara empoze eder.

Dolayısıyla; eşik bekçileri, akil insanlar, kanaat önderleri, entelektüeller, bilirkişiler algılama yöntemi yerine “kamu diplomasisi” kavramını kullanmayı tercih etmektedirler (bkz: http://higherred.mcgraw-hill.com/sites/0767421906/student_view0/chapter12/).

Post modern tüketim, globalleşme, küreselleşme, yerelleşme derken algı yönetimi kavramı da değişim ve dönüşüm sirkülasyonu içinde yerini almaktadır. Devletlerin birbirleri ile askeri savaş değil de, siyasi savaş yapmaları da bu kavramın bir enformasyonel değil, deformasyonel bir sürece dahil olduğunu göstermektedir (bkz: <http://www.tuicakademi.org>).

Birinci ve İkinci Dünya Savaş’ları başta olmak üzere, tarihte yapılan savaşların büyük bir kısmının “maddi – ekonomik” kaynaklı olduğu bilinmektedir.

Günümüzde de yapılan savaşların kökeni ekonomiye ve ekonominin getirdiği sorunlara bağlansa da, teknolojinin gelişmesi ve değişmesi ile birlikte; yazılı, görsel ve sosyal medyanın da bu savaşa dahil olduğu gözlenmektedir.

Tarihteki savaşlarda, sivil ve askeri kayıpların çok olmuş olması, toprakların, şehirlerin, yerle bir olmuş olması, maddi ve manevi kayıpların da beraberinde gelmiş olması “savaş” kelimesinin zihinlerde “kan dökme – can verme – kayıp verme” şeklinde yer ettiğini göstermektedir. Bu bağlamda; savaş kelimesi “algımızda” tarihte kaybedilen tüm bu metallerin bir belirtisi olmaktadır.

4. Algı Yönetiminin Seçimlere Etkisi ve Sosyal Medya Kullanımı

12 Haziran 2011 yılında yapılan milletvekili seçimlerinde AKP’nin % 49’luk oy almasının ve seçimlerde ilk sırada olmasının en büyük nedeni, sosyal medyanın iyi ve doğru bir şekilde



kullanılmış olmasıdır. Değişim, umut, kalkınma, imkan v.b. gibi vaatler üzerine kurulmuş olan propaganda nağmeleri sayesinde, kamuoyunun yani hedef kitlenin güvenini sağlamış ve % 49'luk bir oy oranı alıp tek başına iktidar olmuştur.

Yapılan propagandalar, doğru veya yanlış olsun, önemli olan halkın gözünde itibar ve güvene sahip olmaktır. Seçim arifesinde yapılan propagandaların asıl amacı işte bu itibar ve güvene sahip olmaktır. Halkın güvenini kazanmak ve onları "aradıkları partinin bu parti" olduğuna ikna etmeleri gerekmektedir. Yapılan oylamaların sonucunda, Adalet ve Kalkınma Partisi'nin % 49'luk bir oy alması, halkın "aradığım parti işte bu" kriterine sahip olan parti olduğunu ortaya koymuştur.

5. Sonuç

Teknolojinin ilerlemesi ve gelişmesi, algı yönetiminin de farklı pencerelerden algılanmasına ve anlatılmasına neden olmaktadır. Bir ürünün satılabilmesi, pazarlanabilmesi için hedef kitlenin iyi analiz edilip, ona göre muamele yapılması, dolayısıyla da tüketicinin bu ürünü alması ortaya çıkmıştır. Hedef kitlenin iyi analiz edilmesi, ürünün satışında çok önemli bir yer teşkil etmektedir. Hedef kitle inanmış, ikna olmuş ise; artık o ürün satılmıştır.

Bu ürün bir madde, bir eşya, bir birey ya da devletin kendisi de olabilir. Dolayısıyla, hedef kitle; müşteri, sevgili ve halk şeklinde değişik varyasyonlara da girebilmektedir. İletişim araçlarının gelişmesi, teknolojinin ilerlemesi ve post modern akımın ortaya çıkması beraberinde sosyal medya ve kitle iletişim araçlarının da pazarlamanın bu sürecine dahil olmasına neden olmuştur.

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Zeki Özturanlı'nın 'Batak Göl' Oyunu Üzerine Bir Değerlendirme

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Öz

1926'da Söke'de doğan Osman Zeki Özturanlı, 1982 yılında İzmir'de vefat etmiştir. İzmir Namık Kemal Lisesi'ni, İstanbul Hukuk Fakültesi'nin bitiren yazar Söke'de avukatlık yapmıştır. Hikâyeci kimliği ile tanınan yazarın hikâye kitapları Mühür, Tabanca, Başakçılar, Kör Karga adını taşır. Öykülerinde daha çok Ege Bölgesi insanının hayatlarını konu edinen Özturanlı'nın tek oyunu ise Batak Göl'dür. 1969 yılında yayınlanan oyun, aynı yılın Ekim ayında Kent Oyuncuları tarafından oynanmıştır. Yıldız Kenter'in yönettiği oyun iki bölümden oluşmaktadır. Bu çalışmada Batak Göl oyunu değerlendirilmeye çalışılacaktır. Gölde hâkim olan çeşitli kişiler tarafından köylülerin gölden balık tutma haklarından vazgeçirilmeleriyle ortaya çıkan köylü – bey çatışması eksenindeki olaylar çevresinde oyunun kurgusu üzerinde durulacak böylece hikâyeci kimliği ile bilinen Osman Zeki Özturanlı'nın tiyatro yazarlığı konusunda bir yargıya varılacaktır.

Anahtar Sözcükler: Osman Zeki Özturanlı, Batak Göl, Oyun, Değerlendirme

Giriş

Osman Zeki Özturanlı'nın 'Batak Göl' oyunu Türkiye'de ilk defa Ekim 1969'da Kent Oyuncuları tarafından şu kadro ile oynanmıştır. Muhtar'ı Erdoğan Ersever – Naci Girgin, Hasan'ı Müşfik Kenter, Sadık'ı Salih Sarıkaya – Cenap Aydınoglu, Fatma'yı Yıldız Kenter, Emin'i Kâmran Yüce, İrfan'ı Cenap Aydınoglu, Ayşe'yi Güler Kıpçak – Gülsen Tuncer, Mehmet'i Bülent Koral canlandırmıştır. Oyunu, Yıldız Kenter yönetmiştir. Refik Eren, kostümleri hazırlamış, Durul Gence ise müziğini yapmıştır. Sahne teknisyenleri, Emrullah Uzun ve Hikmet Uzunoğlu iken, ışıkçıları İbrahim Turgut ve Cahit Kök'tür. Eser, 1969 yılında Kent Yayınları arasından neşredilmiştir.

Oyun, iki bölümden başka bir ifade ile iki perdeden meydana gelmiştir. Oyunun ilk bölümü 65 sayfa ve 22 sahneden oluşurken, ikinci bölümü 52 sayfa ve 19 sahneden oluşmaktadır. 117 sayfa olan oyunda Muhtar, Hasan, Sadık, Fatma, Emin, İrfan, Ayşe, Mehmet olmak üzere 8 şahıs bulunmaktadır. Oyunun birinci bölümünde sahne geriden ikiye bölünmüştür. Paravanın sağ yanı hayat tâbir edilen odayı ifade eder. İçe açılan kapı, arka odaya ve evin avlusuna geçişi temin eder. Sağ taraf sokak, ön taraf ise köyün küçük bir meydanıdır. İlk bölümde oda, sokak ve meydan tanıtılır. İkinci bölümde ise aynı dekor vardır, aradan iki buçuk ay geçmiştir.

Behçet Necatigil, Edebiyatımızda Eserler Sözlüğü' adlı eserinde Zeki Özturanlı'nın 'Batak Göl' adlı oyununu şöyle özetler: "Söke civarında göl kenarı bir köye yerleştirilmiş, Balkan Savaşı sonu Yunanistan göçmeni altı kişilik aileden ikisi ölmüş, biri öldürülmüş, geriye üç kişi kalmıştır. Bu üç kişiden Hasan, gölde imtiyaz tanımadığı, Allah'ın gölünden Allah'ın balığını tuttuğu için, ağabeyinin kiralık katiller tarafından öldürülmüş ve cinayetin örtbas edilmiş olmasından dertlidir. Hasan'ın yaşlı kız ablası Fatma, askerlik çağı gelmiş yeğeni Sadık'ı komşu kızı Zeynep'le evlendirirse durumlarının düzeleceğini düşünür hep. Gölde balık korsanı Emin, çingene davulcu İrfan'ı kandırır, alacaklı rolüne çıkarır ve Hasan, ağabeyinin davulcuya bin lira borçlu olduğunu öğrenince, ölüyü borcundan kurtarabilmek için ister istemez Emin'le çalışmaya karar verir. İşlerine engel olan dalyan kâhyası Arap



Ali'yi, ağabeyinin katili diye Hasan'a vurdurtmayı tasarlayan hain Emin, Zeynep'i de işgal etmiştir, kızın Sadık'la evlenmesi de ayrıca işine yarayacaktır. Davulcu'nun vicdan azabı çekerek gerçekleri anlatması sonunda muhtar, kâhya ve Emin üçlüsünün komplosuna kurban gitmek üzere olduğunu anlayan Hasan, kanalı dinamitleyip gölü havaya uçurarak ova yapmak isterse de bu işi başaramayınca düşmanlarına teslim olmamak için kendini vurur. Sadık, askere gitmiştir. Tek başına kalan Fatma, Allah'ın verdiği gölü bataklık yapıp çıkanlara ilene ilene Hasan'ın suç ortağı olarak jandarmaya götürülür." (Necatigil, 1992: 56-57)

Olay Örgüsü

"Bataklık Göl" oyununda olay örgüsü Hasan'ın ağabeyinin vurulmasını sorgulamasıyla başlar. Eser, iki bölümden yani iki perdeden oluşur.

Birinci bölümde merkezi fonksiyon görevini üstlenmiş on beş metin halkası vardır.

1. Hasan, Muhtar, Hasan'ın ablası Fatma arasında Hüseyin ölümü, gölden balık tutma, Sadık'ın evlendirilmesi ve geçim derdi ile ilgili konuşmaların yapılması
2. Fatma, Hasan ve Sadık arasında Hüseyin'in vurulması ile ilgili konuşulması, Fatma'nın kardeşi Hasan'ı ve yeğeni Sadık'ı sakinleştirme çabaları
3. Emin'in Selimiye köyünden Davulcu İrfan ile konuşarak onu Hüseyin'in alacaklısı gibi göstermek için ikna etmesi
4. Emin'in Hasan'a ağabeyi Hüseyin'in İrfan'a borçlu olduğunu söylemesi, onu gölde balık tutmaya ikna etme çabası
5. Hasan'ın İrfan ile konuşması, ağabeyi Hüseyin'in ona bin lira borcu olduğuna inanması
6. Emin'in Sadık'ın evlenmesi ile İrfan'ın borcunu öne sürüp kendisinde kayık, motor ve ağ olduğunu söyleyerek sadece gözü kara bir adama ihtiyacı olduğunu belirtmesi ve Hasan'a kararını vermesi için süre tanınması
7. Emin'in yaptığı planla bir taşla üç beş kuş vurmaya planlaması (Göldeki korsanlığa gözü kara bir adam bulması, İrfan'ı alacaklı yapması, kirlettiği Kör Hüseyin'in kızı Zeynep'in Sadıkla evlenmesini sağlayarak bu dertten kurtulması ve Arap Ali'nin temizlenmesini düşünmesi) ve Ayşe Bacı'dan Sadık'ın evlenmesi işine çöpçatanlık etmesini istemesi
8. Ayşe Bacı'nın Fatmalara giderek Fatma ve Sadık ile konuşması, bu evlilik meselesine onları ikna etme çabası
9. Fatma ile yeğeni Sadık arasında bu evlilik meselesinin tartışılması
10. Muhtar Osman, Kâhya Mehmet ve Emin'in göldeki balık tutma meselesini konuşmaları, Arap Ali'nin varlığından rahatsız olmaları, Emin'in kurduğu planı Muhtar Osman'a ve Kâhya Mehmet'e anlatması, Arap Ali'yi Hasan'a vurdurtmayı düşünmeleri ve bunu nasıl yapacaklarını tasarlamaları
11. Hasan ve Fatma'nın yeğenleri Sadık'ın evlilik işini konuşmaları, bunu nasıl yapabileceklerini düşünmeleri, Hasan'ın Emin'in teklifini kabul edeceğini söylemesi, Fatma'nın (bir balık için o gölde ne canlar yandığını söyleyerek, gölün isminin Bataklık Gölüne çıktığını belirterek) kardeşini caydırmaya çalışması ve buna karşı çıkması
12. Hasan ve Fatma'nın bu durumu, yeğenleri Sadık ile konuşmaları



13. Fatma ve Hasan'ın tekrar bu durumu konuşmaları, Fatma'nın Sadık'ın düğününü yaptıktan ve kardeşleri Hüseyin'in borçlarını ödedikten sonra Hasan'ın bu işleri bırakmasını istemesi, dağdaki zeytinliği satılığa çıkarmayı düşünmeleri
14. Emin'in Hasan ile konuşması, Hasan'ın ağabeyi Hüseyin'in katilini Emin'e sorması, Emin'in Hüseyin'i vuranın Dalyan Korucusu Arap Ali olduğunu söylemesi
15. Hasan, Fatma, Emin ve Sadık'ın konuşmaları, Sadık'ın da Emin ve Hasan ile göle gitmek istemesi, Fatma ile Hasan'ın tartışmaları, Emin ve Hasan'ın göle gitmek üzere evden ayrılmaları

İkinci bölümde merkezi fonksiyon görevini üstlenmiş on beş metin halkası vardır.

1. Fatma ile yeğeni Sadık'ın evlilik meselesi üzerinde konuşmaları, o esnada Ayşe Bacı'nın gelerek harp nedeniyle bekleyenlerin askere alınacağını Fatma'ya söylemesi, Fatma'nın bu durumu Sadık'a duyurmak istememesi
2. Mehmet Kâhya, Muhtar Osman, Fatma ve Emin'in konuşmaları, Fatma'nın Sadık'a askerliğinin geldiğini söylemesi, Emin'in Muhtar'dan Sadık'ın askerliğini geciktirmesini istemesi, bu esnada Emin'in "amcanın katili Arap Ali" diyerek Sadık'ı kandırmayı planlaması
3. Emin'in Sadık'a amcasının katilinin Arap Ali olduğunu söylemesi, Fatma'nın içeri girerek Emin'e çıkışması, Sadık'ın aklını karıştırmamasını ifade etmesi
4. Muhtar, Fatma ve Sadık'ın konuşmaları, Muhtar'ın Sadık'ı askere bir ay geç sevk edeceğini söylemesi, Hasan'ın göldeki işlerinden söz etmesi
5. Hasan, Emin, Sadık ve Fatma'nın konuşmaları, Emin'in Sadık'ın askerliğini geciktirme isteğini Hasan'a söylemesi
6. Emin ve Muhtar'ın durum hakkında konuşmaları
7. Hasan, ablası Fatma ve yeğeni Sadık'ın evlilik ve askerliğin geciktirilmesi hususunda tartışmaları
8. Muhtar'ın gölde Arap Ali'nin başına gelenleri (ölümünü) Emin ve Hasan'a anlatması,
9. Emin, Hasan, Muhtar ve Kâhya Mehmet'in konuşmaları, Mehmet ile Hasan'ın tartışmaları,
10. Emin, Mehmet, Muhtar, İrfan'ın konuşmaları, Emin'in Muhtar'a Sadık'ın askerlik işini geciktirmesi için telkinde bulunması, İrfan'ın Muhtar, Emin ve Mehmet'in planları karşısında insanlığından utanması
11. İrfan'ın Hasan ile konuşması, kendisinin Hüseyin'den alacağını olmadığını Hasan'a itiraf etmesi, onu göle çıkarmak için bu planı kurduklarını anlatması, içinin susmaya elvermediğini söylemesi, Arap Ali'nin de ağabeyi Hüseyin'i öldürmediğini söylemesi, kimin öldürdüğünü soran Hasan'a "bizim oralarda Mehmet Kâhya olduğunu söylüyorlar" diye cevap vermesi, Hasan'ın, Zeynep'in kız olmadığını yeni öğrendiğini ifade etmesi, gerçekleri öğrenmesi neticesi kendisine kızması
12. Hasan'ın ablası Fatma ile konuşması, dinamitlerden söz etmesi, onlara göstereceğini söylemesi, kanalı havaya uçurmayı planladığını belirtmesi, askere giden yeğeni Sadık'ı ablasına emanet ederek ve helallik isteyerek evden ayrılması
13. Ayşe Bacı'nın Hasan'ı görerek Muhtar'ı ve Emin'i bilgilendirmesi, Muhtar'ın Hasan'ın elinde sandıkla göle indiğini Emin'e söylemesi, Emin'in Hasan'ın işe başlarken kendisinden dinamit istediğini anlatması, aklınca kanalı havaya uçurarak gölü



kurtarmayı amaçladığı, fakir fukaranın kendi toprağının olmasını istediğini söylemesi, Emin'in ise bunları işitince kurusıkları sandığa doldurduğunu belirtmesi, Hasan'ın elindeki sandığı bulmaları, Ayşe Bacı'nın göl patlıyor diyerek milleti uyarmaya çalışması, Fatma'nın sokakta Hasan diyerek bağırması

14. Muhtar'ın, Mehmet'in, Emin'in, Hasan'dan kendilerine teslim olmasını, kapıyı açmasını istemeleri, Hasan'ın kapıyı açmaması, kendini vurması,
15. Muhtar ve Mehmet'in, Hasan'ın suç ortağı olarak nitelendirdikleri Fatma'yı jandarmaya teslim etmek üzere götürmeleri

Şahıs Kadrosu

Oyunda toplam 8 kişiden oluşan bir şahıs kadrosu vardır. Şahıs kadrosunu muhacir aile ve diğerleri şeklinde ayırabiliriz. Ayrıca oyunda yer almadığı hâlde sürekli ismi geçen şahıslarda bulunmaktadır.

Muhacir Aile

Bu aile, zorunluluklar sebebiyle Türkiye'ye göç etmiştir. 6 kişilik aileden üçü vefat etmiş, geriye üç kişi kalmıştır.

Hasan: Oyunun birinci derecedeki kişisi durumundadır. Fatma'nın kardeşi, Sadık'ın amcasıdır. Ağabeyi Hüseyin'in öldürülmesini araştırır, Emin tarafından ağabeyinin borcu olduğu söylenilerek kandırılmış ve göldeki balık korsanlığı işine sokulmuştur. Asıl işi duvarcılıktır. Oyunun sonunda kanalı dinamitleyerek gölü havaya uçurmak ister fakat başarılı olamayınca teslim olmamak için kendini öldürür.

Fatma: Hasan'ın ablası, Sadık'ın halasıdır. Hiç evlenmemiş, kendisini kardeşlerine ve yeğenine adamıştır. Yeğeni Sadık'ı, Kör Hüseyin'in kızı Zeynep ile evlendirmek ister fakat yeğeni askere gider. Hasan'ın kanalı havaya uçurma girişimi nedeniyle o da suç ortağı olarak nitelendirilir ve oyunun sonunda jandarmaya teslim edilir.

Sadık: Fatma ve Hasan'ın yeğenidir. Babası Ahmet ve annesi Zehra bir hastalık sebebiyle ölmüştür. Halası ve amcası ile birlikte yaşamaktadır. Oyunda Kör Hüseyin'in kızı Zeynep ile evlendirilmek istense de askerlik vakti geldiğinde askere gider.

Diğerleri

Emin: Oyundaki olayların gelişiminde önemli rol üstlenir. Hasan'ı ağabeyinin borçlu olduğuna inandırarak göldeki korsan balık işine sokan, Kör Hüseyin'in kızını kirleten, bu nedenle Sadık'la evlenmesi için araya Ayşe Bacı'yı aracı görevlendiren, Arap Ali'nin ölümünü isteyen, Davulcu İrfan'ı, Hasan'ı kandırmakta kullanan, Muhtar Osman ve Kâhya Mehmet ile bu pis işlerde işbirliği yapan balık korsanı kişidir.

Muhtar: İsmi Osman'dır. Emin ve Kâhya Mehmet ile göldeki balık işinde ve diğer işlerde işbirliği yapmaktadır. Köyde kanunu kendisinin temsil ettiğini düşünmektedir.

Mehmet: Kâhya'dır. Gölden sorumludur. Beyin işlerini görmektedir. O da muhtar ve Emin ile işbirliği halindedir. Hasan'ın ağabeyini öldürdüğü söylenmektedir. Arap Ali'nin ölümünde de şüpheli kişilerden birisi durumundadır.



İrfan: Selimiye Köyü'nde davulculuk yapmakta olan bir çingenedir. Emin ile işbirliği yapıp ağabeyi Hüseyin'in kendisine borcu olduğunu söyleyerek Hasan'ı kandırır ve onun bin lirasını alır. Oyunun sonlarına doğru bunların bir oyun olduğunu ve kendisini kandırdıklarını Hasan'a itiraf eder, aldığı paranın bir kısmını da iade eder.

Ayşe Bacı: Emin'le birlikte hareket ederek Sadık'ın Kör Hüseyin'in kızı Zeynep ile evlenmesine arabuluculuk, çöpçatanlık eder. Bu nedenle sürekli Sadık'ın halası Fatma'yı ziyaret eder. Kör Hüseyin'in şartlarını onlara iletir. Oyunun sonunda Hasan'ı elinde bir sandıkla göle doğru giderken gören ve köylüleri patlama olacağı hususunda uyarı yapan kişidir.

İsmi Geçen Şahıslar:

Oyunda yer alan yukarıdaki kişilerin dışında sürekli ismi geçen şahıslar ise şunlardır: *Ahmet* ve eşi *Zehra*, Sadık'ın annesi ve babasıdır. Bir hastalık sonucu vefat etmişlerdir. *Hüseyin*, Fatma ve Hasan'ın kardeşi, Sadık'ın amcasıdır. Göldeki balık işi yüzünden öldürülmüştür. Kimin öldürdüğü net değildir. Bu konuda çeşitli söylentiler vardır. *Zeynep*, Sadık'ın evlendirilmek istendiği kızıdır. Emin, tarafından kirletilmiştir. *Kör Hüseyin*, Zeynep'in babasıdır. Paragöz birisi olarak nitelendirilir. *Ümmühan*, Zeynep'in annesidir. *Arap Ali*, göldeki balık ticaretinde önemli bir isimdir. Dalyan kolcusudur. Aslanlar köyündendir. Emin ve diğerlerinin işine gelmeyen bir tiptir, öldürülür. Kimin öldürdüğü belli değildir. *Bey*, köydeki zengin, nüfuslu kişidir. Göldeki balık ticareti onun adamları tarafından yürütülmektedir. *Tahir*, köydeki kahvenin sahibidir. *Cemal Çavuş*, *Fahri Bey*'in adamıdır. Emin ve diğerlerinin balıkları sattığı kişidir.

Mekân

Oyunun birinci bölümünün başında dekor olarak oda, sokak ve meydan tanıtılmıştır. Olaylar ismi verilemeyen bir köyde geçmektedir. Fakat bu köy, ismi 'Batak Göl' e çıkmış bir gölün yanındadır. Muhtemelen bu köy, Bafa Gölü'nün yanındaki Serçin Köyüdür. Oyunda "Bafa gölündeki (Batak Göl) dalyan tekelinin köylüleri gölden balık tutma hakkından yoksun bırakmasıyla ortaya çıkan köylü-bey çatışması" (Necatigil, 1992: 57) ele alınmaktadır.

Zaman

Batak Göl oyununda zamanlar net ifade edilmemektedir. Yalnız ikinci bölüme geçildiğinde şu açıklama yapılır: "Aynı dekor, aradan iki buçuk ay geçmiştir." (Özturanlı, 1969: 66) Oyunda sahnelerden önce kısa zaman dilimlerinin geçişinden söz edilir. "Aradan birkaç saat geçtiği ışıklarla belirtilir." (Özturanlı, 1969: 92) "Işıklar yanmıştır. Aradan iki gün geçmiştir." (Özturanlı, 1969: 100) "Aradan birkaç saat geçtiği ışıklarla belirtilir. Vakit gece yarısı olmuştur." (Özturanlı, 1969: 107) Görülüyor ki bölüm geçişinde söylenen iki buçuk aylık zaman dilimi dışında oyunda net tarihler ve zaman dilimleri verilmemiştir. 'Biraz saat geçti, iki gün geçti' gibi ifadelerle zaman ifadeleri sunulmaktadır. Bu sebeple oyundaki vaka zamanının iki buçuk / üç aylık bir zaman dilimi zarfında geçtiği belirtilebilir.

Sahneleme Tekniği

Özturanlı 'Batak Göl' adlı tiyatro oyununun hikâyesini bir röportajında şöyle anlatır: "Batak Göl'deki insanlar uzun yıllar önce girmişlerdi içime bir türlü kopmak bilmiyorlardı benden. Hikâye şeklinde çıktılar ortaya, gene tükenmediler. Bilmem sonları nasıl bitecek? Tiyatro



bir sabır işi olmalı bence. 'Batak Göl'de öyle oldu. Çok önceden beri tiyatro eserinin bir yazar-oyuncu ortak çalışması olmasına inanırdım. Gerçekleşti düşüncem. Bitirdiğimi sandığım oyunu, sonra büyük bir sanatçı Yıldız Kenter ve eşi Şükran Güngör'le kim bilir kaç kez bitirdik. Kendilerine sonsuzluğa varan minnet borçlarımı belirtmeliyim. Böylece uzun yılların ötesinden geliyor Batak Göl" (Beyhangil, 1970: 8) 'Batak Göl' oyunu Türkiye'de ilk defa Ekim 1969'da Kent Oyuncuları tarafından sahnelenmiştir. Oyunla ilgili bir tanıtım yazısı kaleme alan Nadir Yazıcıoğlu ise oyunun sahnelenmesi ile ilgili şu yorumu yapar: "Batak Göl, kent oyuncularının daha önceki yıllarda seyrettiğimiz 'Pembe Kadın' gibi oyunlarından biri. Bütün oyuncuların yerine oturmuş oyunları ve bilhassa Kenter kardeşlerin oyun süresince aksaksız Rumeli ağzını kullanmaları seyircinin ilgisini çekiyor. Hele Yıldız Kenter'in bir muhacir kadınla üç ay yaşayıp onun bütün hareketlerini ve konuşmasını sahnedeki aynen yansıtabilmesi, Yıldız Kenter'in rolünde ne kadar muvaffak olduğuna dair size bir fikir verebilir sanırım. Batak Göl, bundan dolayı, muhacirlerin gelenek, görenek ve yaşantıları hakkında bilgi sahibi olan seyircilere göre bu açıdan tamamen başarıya ulaşmış bir yapıt. Ayrıca muhtar ve Emin'in canlandırdıkları karakterler bambaşka bir özellik taşıyor ve seyirci oyun esnasında kendini sanki onlarla berabermiş gibi hissediyor. Batak Göl ile kent oyuncularını gişe amacıyla yazılmış oyunlardan çok sanat yönü kuvvetli yapıtlara yer vereceklerini gösteriyorlar. Batak Göl, herkesin ilgiyle seyredebileceği bir oyun." (Yazıcıoğlu, 1969: 2) Oyunla ilgili Cumhuriyet Gazetesi'nde bir yazı kaleme alan Selmi Andak da şu hususları dile getirir: "... Batak Göl, yazarı için ışıklı bir gelecek vad ediyor. Oyunun olumlu ve sahne sanatı yönünden de tutarlı yanı bence konusu ve kişilerinin köyden gelen bir taban üzerine kurulu olmasına rağmen, tüm yapıtın genel çizgisiyle köy oyunu olmayışıdır. Böylece Batak Göl şimdiye kadar gördüğümüz birçok bölgesel ve yöresel oyunlardan, alışılmış köy ve köycülük oyunlarından ayrılmaktadır. Aynı zamanda oyunun içinde ağır basan doğal koşullar ve kişilerin psikolojik durumlarına bağlı kişisel davranışlar sıkça belirtilmekle beraber bu eser iyi ile kötünün çelişmezliği içindeki insanın dramının, toplum içinde sömürülen saf ve namuslu kişilerin acıklı sonuna değinebilen evrensel bir karakter taşımaktadır. Bu eserin ortaya çıkabilmesi şüphesiz eserin sahneye konuluşundaki teknik başarıya ve uygun yorumlanışa bağlanmaktadır. Bu yönde Yıldız Kenter'i 'Fatma' rolünde çıkardığı gene unutulmaz kompozisyon kadar oyunu sahneye koyuşta ustalığı için de candan alkışlamak gerekir. Yıldız Kenter'in silinmez 'Pembe Kadın'ı gibi seyirciyi gene heyecanla saracak nitelikteki Fatma'sından sonra bu oyunda en büyük etkiyi uyandıran rol Müşfik Kenter'in oynadığı Hasan'dır. Birtakım günahkârlar arasında günahsız yaşayan Hasan'ı, kalın kafalı Hasan'ı Müşfik Kenter o derece inandırıcı, o derece içten oynamaktadır ki dili, sözü, hareketleriyle karşımızdadır Hasan. İnsanların zayıf anlarından faydalanarak çıkarını yürüten Emin rolünde Kâmran Yüce sahne hayatının en parlak oyunlarından birini çıkarmaktadır. Olgunluk, rahatlık, yumuşaklık ve renkli bir kompozisyon taşıyan bir teknik taşıyor Kâmran Yüce bu oyunda. Başarısının büyük payını da düzgün diline borçlu. Zorba bir tip olan Mehmet rolünde Bülent Koral da çok başarılı ve keskin çizgileri gereğiyle beliren bir oyun seviyesine ulaşıyor. Böylece oyundaki karşıt unsur adamakıllı ortaya çıkabiliyor. Güler Çıplak, Cenap Aydınoglu, Salih Sarıkaya ekip oyununu tamamlıyorlar. Kent oyuncularının bu mevsim eleman bakımından en büyük kazançları bence bu oyunda Muhtar rolündeki Erdoğan Ersever. Tam anlamıyla sahneye oturmuş, davranışları temiz ve anlaşılır, diksiyon ve enformasyonu ile Muhtar



tipini gerektiği yerde sert, gerektiği yerde aldatıcı yumuşaklık içinde verebiliyor. Bu oyunun bir özelliği de hafif batı müziği alanında haklı bir ün yapmış olan değerli müzisyen ve solist baterist Durul Gence'nin oyunun fon müziği olan 'solo bateri' ile background yaptığı seslendirmedeki başarısıdır. Oyunun aksiyonuna uygun vurgularıyla bu seslendirme, eserin yorumuna uygun düşüyor." (Andak, 1969: 6) Oyunda sahneleme, diyaloglar yoluyla gerçekleştirilmektedir. Bu diyaloglar verilirken kahramanların, duyguları, ses tonları, davranış biçimleri, kıyafetleri vb. parantez içinde verilir: "Hasan, bulunduğu yerden öfkeyle ortaya fırlar, bağırarak yüksek sesle" (Özturanlı, 1969: 63) "Gene ses gelmez, kapıyı vurur. Sonra Hasan iç uzun donları, beyaz gömlekleri ile ve gece hali ile odadan ön odaya geçer. Emin dışarıdadır." (Özturanlı, 1969: 59) Özturanlı, sahnelemede özellikle dekora, oyuncuların davranış biçimlerine, ses tonlarına, hareketlerine, duygularına büyük önem vermiş, her sahnenin başında ve diyalogların arasında parantez içinde verdiği açıklamalarla oyunun gerçeklik hissini artırmıştır.

İzlek

Zeki Özturanlı'nın 'Batak Göl' oyunundaki izlek; Türk edebiyatında birçok romanda, hikâyede ve oyunda karşımıza çıkan "köylü ile egemen güçler (bey - ağa - muhtar vb.) arasındaki çatışma" söz grubuyla ifade edilebilir. "Köydeki ağalar ve onlarla işbirliği yapan muhtar ve din adamları köylerdeki trajedinin baş sorumlusu olarak gösterilirler. Anadolu'nun kalkınamamasının ve köy halkının geri kalmasının müsebbibi olan bu egemen güçler ve uşakları pek çok piyesin omurgasını oluşturur... Zeki Özturanlı'nın Batak Göl'ünde de köylünün bataklığı kurutarak işlemesine yine ağalar engel olur." (Töre, 2009: 2317-2318) Oyunda Hasan ve ağabeyi Hüseyin'in öldürülme nedenleri, gölde korsan balık avcılığı yapmaları olarak nitelendirilebilir. Çünkü göldeki bu durum bey ve adamlarının tekelindedir. Bu nedenle köylünün tek başına bir şey yapmaları hoşlarına gitmez. Hasan, oyunun başında bu durumu şu sözlerle ifade eder: "Allah'ın gölünden Allah'ın balığını tutardı ağam." (Özturanlı, 1969: 8) Köylüye göre normal olan bir durum, köydeki egemen güçleri rahatsız eder. Oyunun ilerleyen sahnesinde bu durum yine Hasan tarafından şöyle açıklanır: "... Burnunun dibindeki gölden bir balık tutmağa kalksan, olursun hırsız. Beyin kolcularından önce birtakım hırsız şebekler vururlar seni bok çuvalı gibin. Sonu gelir mi bunun? Var mıdır bunun sonu? Sabahtan akşama kadar vurursun çapayı tarlada, gene de on liradır gündelik. Ne be, ne sanırsınız? Yemek kokusuna sofraya kurar, nefes kokusuna kumar oynarız. Cepte yok cepkende yok metelik elin uğulu der sana 'çalış vangel, çiftlik senindir.'" (Özturanlı, 1969: 11) Muhtar ise Hüseyin'in öldürülmesini, mevcut düzenle ilişkilendirerek durumu şu satırlarla ifade eder: "Su testisi su yolunda kırılır dedim. Aldırmadıydı rahmetli. Gölün imtiyazı bir kimseye verilmez dedi. Tanrı verdiğini tüm kuluna verir dedi. Birine verip birinden esirgemez dedi. İşte sonu, ne oldu; gördünüz siz de." (Özturanlı, 1969: 12) Görülüyor ki oyunda köylü ile köydeki gölde hâkim olan güçler arasındaki çatışma hâkim tema / izlek durumundadır. Hüseyin ve kardeşi Hasan'ın ölüm sebebi ise yine bu çatışmaya dayanır. Gölde korsan balık avcılığı yapan iki kardeş de bu sebeple yaşamlarını yitirmişlerdir.

Dil ve Anlatım

Oyunda yöresel dilin bozulmadığı söylenebilir. Kahramanların konuşmalarında bu açıkça görülmektedir. Süylersin, diyiliyim, amucan, olaciz, yapaçiz imiş, üyle mi istersin,



haydutlarla buğuşmak, gürmez misin, kulak asma gari, ne etçesen et, diyom, görem gari seni, biliyon, kafayı bi eyice çektikten sona, küyünde, belkim, deyodu ya, söyleyom, böle ettiler, sölüyorlar, olcağımış, varen muhtara geç de osaaa haber verem dedim, gölü kurtuçağımış vb. söz ve söz gruplarının oyunda sıklıkla kullanıldığına şahit oluruz. Bu durum, oyundaki gerçeklik hissinin oluşmasında önemli bir etken olarak değerlendirilebilir.

Sonuç

Zeki Özturanlı, Söke'de doğan ve yıllarca Söke'de avukatlık yapan bir kişi olarak eserlerinde de yöre insanının yaşantısını işlemiş ve onların dil özelliklerini kullanmıştır. Hikâyecî kimliği ile tanıdığımız Özturanlı'nın Mühür, Tabanca, Başakçılar, Kör Karga adlı dört hikâye kitabı bulunmaktadır. Çalışmamıza konu olan 'Batak Göl' oyunu ise 1969 yılında yayınlanmış, aynı yılın Ekim ayında da kent oyuncuları tarafından sahnelenmiştir. Bu oyun aslında yazarın Mühür kitabının içerisinde yer alan 'Sadıkgiller' adlı öyküsünün tiyatroya uyarlanmasıdır. Özturanlı, bir röportajında da bu durumu ifade etmiştir. Oyunda, gölde hâkim olan çeşitli kişiler tarafından köylülerin gölden balık tutma haklarından vazgeçirilmeleriyle ortaya çıkan köylü – bey çatışması eksenindeki olaylar ele alınmıştır. Bu durum, muhacir ailesinden önce Hüseyin'in sonra da kardeşi Hasan'ın ölümü ile sonuçlanmıştır. Özturanlı'nın oyunda yöresel dili bozmamasının okuyucu da gerçeklik duygusunu canlı tuttuğu ifade edilebilir. Oyunda vaka zamanının 2,5- 3 aylık bir zaman dilimi olduğu söylenilebilir. Fakat zaman geçişlerinin net olmadığı birkaç saat, gece yarısı vb. ifadelerle bu geçişlerin yapıldığı belirtilebilir. Oyunun mekânı ise 'Batak Göl' olarak nitelendirilen Bafa Gölü'dür. Olayların geçtiği köy ise muhtemelen Bafa Gölü'nün yakınındaki Serçin Köyü'dür. Oyunda ise sadece Selimiye adlı bir köyden söz edilmektedir. Özturanlı'nın tek tiyatro eseri olan 'Batak Göl' edebiyatımızda farklı türlerde ele alınan "köylü – egemen güçler (bey- ağa) çatışması"nın işlendiği eserler kategorisinde değerlendirilebilir. Bu eserlerin birçoğunda olduğu gibi köylülerin yenilgisi ile sonuçlanan bu oyun; kurgusu, tipler, dili bakımından tutarlı ve yazarının da ifade ettiği gibi gözlemlerinden hareketle kaleme alınmış gerçekçi bir eser olarak nitelendirilebilir.

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Girişimcilik ve Yenilikçiliğin Kalkınmadaki Yeri ve Yükseköğretimde Girişimciliğe Verilen Önemin Karşılaştırmalı Analizi

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Öz

Üniversitelerin tarihsel geçmişi incelendiğinde, ilk olarak ellerindeki bilgiyi yeni nesillere aktaran üniversitelerle karşılaşılmaktadır. Bunları araştırmalarıyla yeni bilgiler üreten üniversiteler izlemektedir. Son olarak araştırma sonucu elde ettikleri pratik bilgilerin hayata geçirilmesini sağlayan üniversiteler ile karşılaşmaktayız. Günümüzde bu üniversiteler girişimci ve yenilikçi üniversite adı ile anılmaktadır. Girişimciliğin temelini yenilikler olduğu kabul edilecek olursa bunun çıkış noktasının üniversiteler olmasından daha doğal bir sonuç da görülmemektedir. Her girişimcilik deneyiminin başarı ile sonuçlanması beklenmese de başta kişisel kazanımlar olmak üzere ülke kazanımları için yenilik ve girişimlerin ne denli önemli olduğu ortadadır. Gelişmiş ülkelerin ekonomik başarıları incelendiğinde girişimciliğin kalkınmalarındaki yeri rahatlıkla görülebilmektedir. Nitekim bilişim ekonomisinin anavatanı olarak görülebilecek Amerika Birleşik Devletleri'nin günümüzde elde etmiş olduğu ekonomik başarının ardında yenilikçilik ve girişimcilik sonucu üretmiş olduğu katma değeri yüksek ürünler ve hizmetler yatmaktadır. Bu çerçevede çalışma kapsamında girişimcilik ve yenilikçiliğin kalkınmadaki önemi tartışılarak, bu kavramlara eğitim ve öğretimde ne kadar önem verildiği Türkiye'deki yüksek öğretim kurumlarının müfredatları incelenerek ve yurt dışındaki rakipleri ile karşılaştırılarak analiz edilmeye çalışılacaktır.

Anahtar sözcükler: Girişimcilik, Yenilikçilik, Yüksek Öğretim.

1. Giriş

Düşünen ve öğrenen bir varlık olarak insan yaratılışından günümüze kadar devam eden ve muhtemelen bundan sonra da devam edecek olan bir öğrenme süreci içerisinde yer alan ihtiyaçları giderme yollarını keşfetmektedir. Bununla da kalmayarak, edinmiş olduğu tecrübe ve bilgileri gelecek kuşaklara aktararak nesillerinin devamını sağlamaktadır. Kısaca eğitim olarak adlandırılabilir bu aktarma faaliyetlerinin sistematik olarak verildiği kurumlar da eğitim ve öğretim kurumları adını almaktadır. İlk ve orta öğretimde temel bilgilerle donatılan bireyler yüksek öğretimde kendilerini meslek sahibi yapacak daha derin ve pratik bilgiler ile tanışır. Üniversite ismi ile genelleştirebileceğimiz yüksek öğretim kurumları tarihsel süreçte kendilerini yenileyerek, edinmiş oldukları pratik bilgileri hayatın her alanına uyarlama noktasına gelmiş ve bu halleri ile girişimci üniversite adı ile anılır bir üniversite sınıfının doğmasını sağlamışlardır. Amacı gerçeğin peşinden koşmak olan bilimin yuvası olan üniversitelerden filizlenen yaratıcı fikirler kamu kurumları ve özel kuruluşların destekleri ile hayat bularak yeni girişimlerin doğmasına zemin hazırlayarak, üretmiş oldukları katma değerli ürünlerle aynı zamanda da ülke ekonomisine katkı sağlamaktadırlar. Nitekim her yıl açıklanan ülkelerin gelişmişliklerini gösteren istatistikler incelendiğinde de bilime dolayısı ile araştırma ve geliştirmeye yüksek pay ayıran ülkelerin listenin üst sıralarındaki yerlerini korudukları görülmektedir. Bilişim toplumunun temelini



oluşturan teknolojilerin dünyaya yayıldığı ülkelere bakıldığında, hizmet sektörünün diğer sektörlerin çok önünde olduğu görülmektedir. Aynı zamanda farklı kriterler baz alınarak hazırlanan ve her yıl yenilenen üniversitelerin sıralaması incelendiğinde de aynı ülkelerin üniversitelerinin listenin başlarındaki sıralarını diğer ülkelere kaptırmadıklarına şahit olunmaktadır. Kasıtlı bir manipülasyon yoksa rakamların dili evrenseldir ve her ülkede aynı gerçekleri söylerler. Açıklanan rakamlar özellikle gelişmekte olan ülkelere gelişmiş ülkelere erişmeleri konusunda ne yapmaları gerektiğini aslında açık açık haykırmaktadır. Bu gerçek de şüphesiz bilimin ışığında araştırmaya daha fazla pay ayırarak, yeniliğin ve dolayısı ile girişimlerin önünü açmaktır.

2. Literatür

Türk Dil Kurumu'nun Büyük Türkçe Sözlüğü'nde girişimcilik "Emek, sermaye ve doğayı bir araya getirerek üretim sürecinin bir üretim faktörü olarak tasarlanması, örgütlenmesi ve onun tüm riskinin üstlenilmesi." şeklinde tanımlanmaktadır. (TDK, 2017) Gayet açık olan bu girişimcilik tanımında bir araya getirmek ve riski üstlenmek şeklinde iki önemli faaliyet dikkati çekmektedir. Gerçekten de girişimcilik fikir ile başlamakla birlikte, bu fikri hayata geçirecek tüm unsurları da bir araya getirmeyi gerektirmektedir. Zira sermayeden yoksun bir girişim fikrinin hayat bulması düşünülemez. Diğer taraftan girişimcilik aynı zamanda bir risk alma faaliyetidir de. Amerika Birleşik Devletleri'nin yeni bir ekonomiye dönüşmesinde önemli paya sahip Silikon Vadisi'ni doğuran en büyük etkenin risk sermayedarları ve melek yatırımcılar olduğu düşünüldüğünde, risk almanın girişimcilik için önemi bir kez daha anlaşılabilir olacaktır. Girişimcilik sözcüğünün etimolojik kökeni incelendiğinde de, üstlenmek, yüklenmek anlamlarına gelen "undertake"ten türediği görülmektedir. (Etymonline, 2017) Bu konudaki alan yazında girişimcilerin gözden kaçan fırsatları yakalamak ve bu fırsatları iş fikrine dönüştürme şeklinde ortak yeteneklere sahip oldukları vurgulanmaktadır. Girişimcilik ile ilgili yaklaşımlar incelendiğinde 1800'lü yılların sonunda şahsi iradesi ile eylemde bulunmak girişimcilik için yeterli görülürken, 1900'lü yılların sonundan itibaren ise girişimciliğin kalkınmadaki önemine vurgu yapan ve iş yaratma süreci olan gören yaklaşıma evrildiği gözlenmektedir. (Topkaya, 2013)

Girişimciliğin ulaştığı nokta ilk yaklaşımı kapsamak ve reddetmemekle birlikte, kalkınmamış bir ülke ekonomisinde girişimciliğin de anlamının olamayacağını özetleyecek şekilde sadece şahsi iradenin yeterli olmadığına vurguda bulunmaktadır. Girişimciliğin yıldızının parlamasında pek çok neden etkili olmakla birlikte, temel nedenlerin başında ekonomik krizler gelmektedir. 1974 petrol krizi ile başlayan kapitalist sistemin çöküşü beraberinde izlenen ekonomi politikalarının yenilenmesini zorunlu kılmış ve temeli İsviçre'de atılan neoliberal ekonomi politikaları devreye sokulmuştur. Bu politikalar bir yandan ekonomiye devlet müdahalesini reddederken, diğer yandan sermayenin serbest dolaşımının yollarını açmaktadır. Nitekim günümüzde anlaşmalarla güvence altına alınan sermaye dolaşımı sayesinde girişimciler dünyanın pek çok yerinden rahatlıkla sermaye bulabilmektedir. Soğuk savaşın bitmesinin ardından 90'lı yılların sonu ile birlikte başlayan küreselleşme akımı da girişimciliğin gelişiminde önemli bir rol oynamıştır.

Ünlü yönetim bilimci Peter Drucker girişimcilik ile ilgili "Girişimcilik mistik bir durum mudur? Girişimcilik bir sihir değildir, gizem değildir. Girişimcilik bir disiplindir ve herhangi bir disiplinde olduğu gibi öğrenilebilir" ifadelerini kullanmıştır. (Bozkurt, 2011) Bu



ifadelerden de anlaşılacağı gibi öğretilen bir disiplin olan girişimcilik pek çok üniversitenin eğitim müfredatlarında yerini almıştır. Girişimcilik ile ilgili verilen ilk eğitimler teorik bilgi ağırlıklı olmakla birlikte, zamanla bu bilginin ihtiyacı karşılayamaması sonucunda üniversite dışı kurumlar uygulamalı eğitimlerle destek sağlar hale gelmişlerdir. Girişimcilik eğitimlerinde temel amaç şüphesiz bu eğitimi alacaklara öncelikle bir girişimcilik bilinci aşlamak, ardından da bu konudaki becerileri kazandırarak ülkedeki girişimcilik kültürünün yaygınlık kazanmasına destek olmaktır. (Balaban & Özdemir, 2008) Girişimcilik eğitiminin diğer amaçları arasında işletmelere faydalı bilgiler sunarak kapasitelerini artırmak, iş durumlarına göre eylem planları oluşturmak, girişimciliği teşvik etmek sayılabilir. (Uluköy, Demireli, & Kahya, 2013)

Girişimcilik eğitimlerine önem verilmesi hususunda Türkiye'nin Avrupa Birliği'ne üyelik süreci önemli bir yer teşkil etmektedir. 1963 yılında imzalanan Ankara Anlaşması ile başlayan Avrupa Birliği'ne üyelik süreci, 1995 yılında Gümrük Birliği ile devam etmiş ve 1999 yılında Helsinki'de gerçekleştirilen Avrupa Birliği Devlet ve Hükümet Başkanları Zirvesi sonucunda Türkiye için hazırlanan Katılım Ortaklığı Belgesi ile yeni bir döneme girmiştir. Türkiye için çizilen yol haritasında yer alan önceliklerin yerine getirilmesi için 2001 yılında dönemin hükümeti tarafından bir Ulusal Program hazırlanmış ve bu program 2003 yılında gözden geçirilmiştir. Bu çerçevede 2004 yılında yayınlanan Kobi Stratejisi ve Eylem Planı'nın İlke ve Politikalar başlığı altındaki maddelerden birisi de Girişimcilik Eğitimi ve Öğretimidir. Bu maddede açık olarak "Girişimci ruhun geliştirilmesi amacıyla eğitimin her kademesinde girişimcilik eğitimi ve öğretimine yönelik programlar geliştirilecektir" ifadesi yer almaktadır. (DPT, 2017) İlave olarak 2011 yılında Yükseköğretim Kurulu (YÖK) ve Küçük ve Orta Ölçekli İşletmeleri Geliştirme ve Destekleme İdaresi Başkanlığı (KOSGEB) arasında imzalanan protokole göre girişimcilik dersinin üniversitelerde tüm bölümleri kapsayacak şekilde zorunlu veya seçmeli olarak okutulması karara bağlanmıştır. (KOSGEB, 2017)

Girişimcilik eğitimi ile ilgili literatür incelendiğinde farklı sınıflandırmalara gidildiği görülmektedir. Bir sınıflandırmaya göre girişimcilik farkındalık eğitimi, işe başlama ya da iş kurma eğitimi, mevcut girişimciler için sürekli eğitim ve girişimci dinamizmine yönelik eğitim söz konusu olurken, bir başka sınıflandırmaya göre ise girişim hakkında eğitim, girişimde bulunma için eğitim ve mevcut girişim için eğitim (kurumsal eğitim) türleri ile karşılaşılmaktadır. (Uygun & Güner, 2016) Sınıflandırmalar incelendiğinde girişimcilik eğitimlerinin çoğunun kişileri bir girişimcilik eğilimine sahip ve fırsat beklediklerini kabul ettikleri gözlenmektedir.

Yükseköğretim alanında uzun yıllardır kıyasıya bir rekabet hüküm sürmektedir. Bu rekabetin kaynağı kimi zaman akademik çalışmaların fazlalığı ile ortaya çıkarken, son zamanlarda da hem başarı sıralamasında üst sıralarda yer alan öğrencileri bünyesine katmak, hem de sanayi sektöründen daha fazla yatırımı kazanmak adına üniversiteler arasında görülmektedir. Bu durum hem üniversiteleri girişimci bir yapıya sürüklemekte hem de eğitim programlarında girişimcilik konusuna yer vermeyi gerekli kılmaktadır. Üniversitelerin ödeneklerinde kısıtlamaya gidilmiş olması da onları böyle bir arayışa iten nedenler arasında sayılabilir. Bir başka ifade ile günümüzde üniversiteler birer işletmeye dönüşmüş ve kendisinden beklenen faydalar çeşitlenmiştir. Fayda bekleyen çevrelerin başında da sanayi sektörü gelmektedir. Nitelikli mezunlar ve hayata geçirilebilecek projeler



bekleyen sanayi sektörü üniversiteleri girişimci üniversitelere dönüştürmüştür. Girişimci üniversitelerden beklenen kendi kaynaklarını yaratmaları, piyasa ile işbirliği yaratmaları ve sürekli rekabet içinde olmalarıdır. (Özdem & Sarı, 2008)

Amerika Birleşik Devletlerinde yapılan bir araştırmanın sonuçlarına göre girişimcilik eğitimi alan kişilerin yeni iş kurmada üç kat daha fazla eğilime sahip olduğu, kendi işinde çalışmaya üç kat daha fazla istekli oldukları, yıllık %27 daha fazla gelir elde ettikleri, mal varlıklarının %62 daha fazla olduğu ve çalıştıkları işten daha fazla tatmin sağladıkları ortaya çıkmıştır. (Yelkikalan, et al., 2010) Sayılan bu sonuçlar girişimcilik eğitiminin neden bu kadar önemli olduğunu kanıtlar niteliktedir.

TÜBİTAK'ın yayınlamış olduğu Girişimci ve Yenilikçi Üniversite Endeksi Gösterge Seti'ni oluşturan beş boyut şu şekildedir: (TÜBİTAK, 2017)

- Bilimsel ve Teknolojik Araştırma Yetkinliği (ağırlık oranı %20)
- Fikri mülkiyet havuzu (ağırlık oranı %15)
- İşbirliği ve etkileşim (ağırlık oranı %25)
- Girişimcilik ve yenilikçilik kültürü (ağırlık oranı %15)
- Ekonomik katkı ve ticarileşme (ağırlık oranı %25)

En düşük ağırlık oranına sahip iki boyuttan birine sahip olan girişimcilik ve yenilikçilik kültürü boyutunu belirleyen kriterlerden birisi de lisans ve lisans üstü seviyesinde girişimcilik, teknoloji yönetimi ve inovasyon yönetimi ders sayıdır.

3. Araştırma

Yükseköğretim kurumlarında girişimcilik ve yenilikçiliğe ne kadar önem verildiği, bir başka ifade ile TÜBİTAK'ın boyutlarını belirlemiş olduğu Girişimci ve Yenilikçi bir üniversite olup olmadıklarını ortaya koyabilmek adına , yine bu boyutun kriterlerinden birisi olan girişimcilik, teknoloji yönetimi ve inovasyon yönetimi ile ilgili derslere üniversitelerin müfredatlarında ne kadar yer verdikleri araştırılacaktır. Her ne kadar YÖK ve KOSGEB arasında 2011 yılında girişimcilik dersinin üniversitelerin tüm bölümlerinde seçimlik veya zorunlu bir ders olarak okutulması protokol ile karara bağlanmış olsa da, yapılan ön incelemede pratikte bu kararın üniversitelerin tüm bölümlerinde hayata geçmediği saptanmıştır. Bu noktadan yola çıkarak, yukarıda isimleri anılan girişimcilik ve inovasyon yönetimi derslerinin çoğunlukla üniversitelerin işletme bölümleri ile ilgili olduğu görüşü ile çalışma üniversitelerin adında işletme ve girişim geçen bölümleri ile sınırlı tutulmuştur.

Bu kapsamda Türkiye'de Yükseköğretim Kurulu bünyesinde faaliyet gösteren üniversitelerin işletme bölümü barındırabilecek işletme, iktisadi idari bilimler, siyasal bilgiler, sosyal ve beşeri bilimler, ticari bilimler ve yönetim bilimleri fakültelerindeki lisans programları ile sosyal bilimler enstitüleri müfredatları mercek altına alınarak içerik analizi yapılmıştır. Yurt içi üniversiteler bünyesinde elde edilen sonuçlar, her yıl uluslararası boyutta atıf, endüstri geliri, uluslararasılık, araştırma ve eğitim kriterlerine üniversite sıralaması gerçekleştiren Times Higher Education (THE) kuruluşunun web sitesinde yer alan işletme alanındaki en iyi 10 üniversitenin ilgili bölümlerinin müfredatları ile karşılaştırılmıştır.

4. Bulgular

YÖK bünyesinde faaliyet gösteren üniversitelerin bölgelere göre dağılımları Tablo 1'de yer almaktadır.



Tablo 1. Bölgelere Göre YÖK Bünyesindeki Üniversitelerin Dağılımı

Bölge	İl Sayısı	Yükseköğretim Kurumu Sayısı
Akdeniz Bölgesi	8	16
Doğu Anadolu Bölgesi	14	15
Ege Bölgesi	8	13
Güneydoğu Anadolu Bölgesi	9	11
İç Anadolu Bölgesi	13	37
Karadeniz Bölgesi	18	19
Marmara Bölgesi	11	72
Toplam	81	183

Web sayfasına erişilemediğinden inceleme dışı bırakılan üniversiteler Tablo 2'de yer almaktadır.

Tablo 2. Web Sayfasına Erişilemediğinde İnceleme Dışı Bırakılan Üniversiteler

Anka Teknoloji Üniversitesi
Fenerbahçe Üniversitesi
İskenderun Teknik Üniversitesi
İstanbul Ayvansaray Üniversitesi
İstanbul Kent Üniversitesi
İzmir Bakırçay Üniversitesi
İzmir Demokrasi Üniversitesi

İşletme bölümünü barındırmadıklarından inceleme dışı bırakılan üniversiteler Tablo 3'te yer almaktadır.

Tablo 3. İşletme Bölümü Barındırmadığından İnceleme Dışı Bırakılan Üniversiteler

Acıbadem Üniversitesi
Alanya Hamdullah Emin Paşa Üniversitesi
Amasya Üniversitesi
Bezm-i Alem Vakıf Üniversitesi
Biruni Üniversitesi
Fatih Sultan Mehmet Vakıf Üniversitesi
İstanbul 29 Mayıs Üniversitesi
İstanbul Bilim Üniversitesi
İstanbul Rumeli Üniversitesi
Milli Savunma Üniversitesi
Mimar Sinan Güzel Sanatlar Üniversitesi
Sağlık Bilimleri Üniversitesi
Sanko Üniversitesi
Türkiye Uluslararası İslam Üniversitesi
Bilim ve Teknoloji Üniversitesi
Yüksek İhtisas Üniversitesi
İzmir Yüksek Teknoloji Enstitüsü

İnceleme dışı bırakılan yüksekokullar Tablo 4'te yer almaktadır.

Tablo 4. İnceleme Dışı Bırakılan Yüksekokullar

Ataşehir Adıgüzel Meslek Yüksekokulu
Avrupa Meslek Yüksekokulu
Faruk Saraç Tasarım Meslek Yüksekokulu
İstanbul Kavram Meslek Yüksekokulu
İstanbul Şişli Meslek Yüksekokulu
Kapadokya Meslek Yüksekokulu



İncelemeye alınan 153 üniversitenin 104'ü kamu, 49'u vakıf ve özel üniversitelerden oluşmaktadır. 153 üniversiteyi kapsayan araştırma evreninde 183'ü lisans, 198'i lisansüstü olmak üzere toplam 381 programın müfredatları incelenmiştir.

183 lisans programının dağılımı Tablo 5'te yer almaktadır.

Tablo 5. İncelemeye Alınan Lisans Programlarının Dağılımı

Program Adı	Program Sayısı
Denizcilik İşletmeleri Yönetimi	1
Konaklama İşletmeciliği	1
Girişimcilik	3
Sivil Ulaştırma İşletmeciliği	3
Uluslararası İşletmecilik	6
Turizm İşletmeciliği	9
İşletme	160

198 lisansüstü programın dağılımı Tablo 6'da yer almaktadır.

Tablo 6. İncelemeye Alınan Lisansüstü Programlarının Dağılımı

Program Adı	Program Sayısı
Denizcilik İşletmeciliği ve Ekonomisi	1
Turizm İşletmeciliği	1
Girişimcilik	2
İşletme (Doktora)	74
İşletme (Yüksek Lisans)	120

Müfredatlarında ilgili derslere yer verilmeyen kamu ve vakıf üniversitelerinin lisans ve lisansüstü programlarına göre dağılımları Tablo 7'de yer almaktadır.

Tablo 7. Yer Verilmeyen Derslerin Programlara Göre Dağılımı

Program Türü	Girişimcilik	İnovasyon Yönetimi	Teknoloji Yönetimi
Kamu Lisans	25	74	76
Kamu Yüksek Lisans	24	49	47
Kamu Doktora	21	32	33
Kamu Toplam	70	155	156
Vakıf Lisans	13	40	46
Vakıf Yüksek Lisans	28	31	37
Vakıf Doktora	17	16	20
Vakıf Toplam	58	87	103
Toplam	128/315	242/315	259/315

Müfredatlarında ilgili derslere en az bir kez yer veren kamu ve vakıf üniversitelerinin lisans ve lisansüstü programlarına göre dağılımları Tablo 8'de yer almaktadır.

Tablo 8. En Az Bir Kez Yer Verilen Derslerin Programlara Göre Dağılımı

Program Türü	Girişimcilik	İnovasyon Yönetimi	Teknoloji Yönetimi
Kamu Lisans	80	31	29
Kamu Yüksek Lisans	33	8	10
Kamu Doktora	18	7	6
Kamu Toplam	131	46	45
Vakıf Lisans	38	11	5
Vakıf Yüksek Lisans	13	10	4
Vakıf Doktora	5	6	2
Vakıf Toplam	56	27	11
Toplam	187/315	73/315	56/315



İlgili derslerin müfredatta seçimlik olma durumlarına göre kamu ve vakıf üniversitelerinin lisans ve lisansüstü programlarına göre dağılımları Tablo 9’da yer almaktadır.

Tablo 9. Seçimlik Olma Durumlarına Göre Derslerin Programlara Göre Dağılımı

Program Türü	Girişimcilik	İnovasyon Yönetimi	Teknoloji Yönetimi
Kamu Lisans	52	30	29
Kamu Yüksek Lisans	31	8	10
Kamu Doktora	17	7	6
Kamu Toplam	100	45	45
Vakıf Lisans	18	9	5
Vakıf Yüksek Lisans	12	10	4
Vakıf Doktora	5	5	1
Vakıf Toplam	35	24	10
Toplam	135/187	69/73	55/56

İlgili derslerin müfredatta zorunlu olma durumlarına göre kamu ve vakıf üniversitelerinin lisans ve lisansüstü programlarına göre dağılımları Tablo 10’da yer almaktadır.

Tablo 10. Zorunlu Olma Durumlarına Göre Derslerin Programlara Göre Dağılımı

Program Türü	Girişimcilik	İnovasyon Yönetimi	Teknoloji Yönetimi
Kamu Lisans	28	1	0
Kamu Yüksek Lisans	2	0	0
Kamu Doktora	1	0	0
Kamu Toplam	31	1	0
Vakıf Lisans	20	2	0
Vakıf Yüksek Lisans	1	0	0
Vakıf Doktora	0	1	1
Vakıf Toplam	21	3	1
Toplam	52/187	4/73	1/56

187 Girişimcilik dersi toplamda 786, 73 İnovasyon Yönetimi dersi toplamda 227 ve 56 Teknoloji Yönetimi dersi de toplamda 173 kredi olarak programlarda yerlerini almışlardır.

Times Higher Education’ın (THE) internet sitesinde “Business&Management” alanında yapmış olduğu dünya üniversiteleri sıralamasında ilk 10 sırayı alan üniversitelerin ülkelere göre dağılımı Tablo 11’de yer almaktadır.

Tablo 11. THE Business&Management Kategorisi İlk 10 Üniversite

Üniversite Adı	Ülkesi
University of Oxford	İngiltere
California Institute of Technology	Amerika Birleşik Devletleri
University of Cambridge	İngiltere
Massachusetts Institute of Technology	Amerika Birleşik Devletleri
University of California Berkeley	Amerika Birleşik Devletleri
University of Pennsylvania	Amerika Birleşik Devletleri
University of California, Los Angeles	Amerika Birleşik Devletleri
University College London	İngiltere
Columbia University	Amerika Birleşik Devletleri
John Hopkins University	Amerika Birleşik Devletleri

İşletme alanında yüksek lisans ve doktora programları olmasına rağmen müfredatlarında belirtilen derslere yer vermeyen üniversiteler Tablo 12’de yer almaktadır.



Tablo 12. THE Kapsamında İlgili Derslere Yer Vermeyen Üniversiteler

University of Cambridge
University of California, Los Angeles
University College London

7 farklı üniversitede toplam 74 lisans ve lisansüstü eğitim programında ilgili derslerin programlara göre dağılımı Tablo 13'te yer almaktadır.

Tablo 13. THE Kapsamındaki Üniversitelerde Derslerin Programlara Göre Dağılımı

Program Türü	Girişimcilik	İnovasyon Yönetimi	Teknoloji Yönetimi
İşletme-Lisans	5	1	1
İşletme-Yüksek Lisans	18	9	4
İşletme-Doktora	1	1	0
İşletme Toplam	24	11	5
Mühendislik-Lisans	2	0	1
Mühendislik-Yüksek Lisans	17	11	3
Mühendislik-Doktora	0	0	0
Mühendislik Toplam	19	11	4
Toplam	43	22	9

4 kredilik 5, 3 kredilik 67 ders var iken, Türkiye'deki üniversitelerde rastlanılmayan laboratuvar derslerinin 2 ve seminer derslerinin ise 0 kredi oldukları görülmüştür.

Yabancı üniversitelerdeki programlarda Türkiye'deki üniversitelerin programlarında rastlanılmayan girişimciliğin yasal boyutu, girişimciliğin finansmanı ve atölye gibi derslere de yer verildiği gözlenmiştir.

4. Sonuç ve tartışma

Araştırma bulguları incelendiğinde konu ile ilgili özel çıkarımlardan önce üniversite tercihini yapacak milyonlarca öğrencinin programlarla ilgili bilgilere erişebileceği ortamların en başında gelen internette halen sayıları azımsanamayacak kadar çok olan programların bulunmasının üzüntü verici olduğunu bildirmek doğru olacaktır.

Alanı işletme olan programların 1/3'ünde girişimcilik ve 2/3'ünde Yenilik Yönetimi ile Teknoloji Yönetimi derslerine hiç yer verilmemiş olması bilişim teknolojileri ile iş yapmanın şimdiye kadar hiç bu kadar kolay olmadığı günümüz küresel dünyasında kelime kökünde evrensel geçen üniversitelerimize yakışmadığının da belirtilmesi gerekmektedir. İlave olarak oransal açıdan bakıldığında amacı daha fazla öğrenci çekmek olan özel ve vakıf üniversitelerinde bu derslere daha fazla oranda yer verilmemiş olması da düşündürücüdür. Ayrıca her ne kadar çoğunlukla ve özellikle ülkemizde akademik kariyer yolundaki hedeflere hizmet eden lisansüstü eğitiminde yer verilmesi beklenmese de, dünyada üst sıralara yerleşmiş üniversiteler ile karşılaştırıldığında tam tersi bir durum gözlenmektedir.

Programlarda en az bir kez yer almaları açısından bakıldığında girişimcilik konusunun yenilik ve teknoloji yönetimi konusuna göre daha iyi olması, girişimciliğin üniversiteler tarafından keşfedildiğini göstermekle birlikte, ancak diğer konuların da artan önemini farkına varılarak, üniversitelerimizin oransal olarak karşılaştırıldığında benzer durumda olan dünyadaki rakiplerinin önüne geçmeleri adına bu durumu değerlendirmeleri



gerekmektedir. Bu konu özellikle gelişmekte olan ve potansiyel taşıyan ülkemiz için ayrı önem arz etmektedir.

Seçimlik ve zorunlu olma durumları açısından incelendiğinde ise, az da olsa programlarda yer bulmuş söz konusu derslerin büyük bir oranının zorunlu olması beklendiği halde seçimlik olarak sunulmuş olması da ayrı bir düşündürücü konudur. Özgür düşünce ortamında öğrencilerin akademik gelişmelerine yön vermelerine olanak tanınması açısından seçimlik dersler önem arz etmekle birlikte, genç işsizliğinin yüksek seyrettiği ülkemizde gençleri kendi işlerinin sahibi yapacak bu tarz dersleri daha fazla oranda zorunlu olarak sunulması beklenebilir.

Derslerin programlardaki kredileri açısından incelendiğinde dünyadaki rakipleri ile karşılaştırıldığında 3 kredi ortalamasını yakaladıklarını görmekteyiz. Girişimcilik dersi özelinde incelendiğinde ise ortalamanın 4'ün üzerinde çıkması sevindiricidir. Bu söz konusu derse üniversitelerin daha fazla önem verdiğinin göstergesidir.

İşletme konusu ile ilgili yurt dışındaki başarılı üniversiteler incelendiğinde ilk sıralarda İngiltere ve Amerika Birleşik Devletleri kökenli üniversitelerin yer alması şaşırtıcı değildir. Zira ülkelerden biri sanayi toplumunun lideri iken, diğeri özellikle son yüzyıla yeniliğin kaynağı ülke olarak damgasını vurmuştur.

Yurtdışındaki üniversiteler incelendiğinde dikkat çekici olarak söz konusu derslere çoğunlukla lisansüstü eğitiminde özellikle yüksek lisans düzeyinde yer verdikleri görülmektedir. İlave olarak bu derslerin arasında öğrencileri daha fazla motive edecek laboratuvar ve atölye tarzı derslere yer vermeleri de ülkemizdeki üniversiteler açısından dikkate alınması gereken bir noktadır.

Sonuç olarak son zamanların popüler konuları olan girişimcilik, yenilik yönetimi ve teknoloji yönetimi ile ilgili olarak yolun başında olmamıza ve alınacak çok yol olmasına rağmen kötü bir konumda olmadığımız söylenebilir.

Ülkemizdeki üniversite sayısının özellikle son dönemde hızla artış göstererek ulaşılmış olduğu nokta, bu üniversitelerin bünyesinde yüzlerce program barındırması çalışmanın konu ile en ilgili olan işletme programları ile sınırlandırılması sonucunu doğurmuştur. Ancak incelenen dersler pek çok alanı ilgilendirebilecek tarzda dersler olduğundan, bundan sonraki çalışmalarda diğer branşları içeren daha kapsamlı bir araştırmanın yapılması ülkemizin kalkınması açısından çok fazla önem taşıyan konuya üniversite boyutunda daha derinlemesine bir bakış açısı getirilmesine katkı sağlayacağı düşünülmektedir.

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Bilişim Çağının Haber Kaynağı Olarak İnternet Gazetelerinin Yaşlı Dostu Web Sitesi Kriterleri Açısından Karşılaştırmalı Analizi

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Öz

Bilişim toplumu hayatımızda pek çok şeyi değiştirdiği gibi haberleşme şekillerimizi ve ortamlarımızı da değiştirmiştir. Nitekim Türkiye İstatistik Kurumunun bilgi toplumu ile ilgili istatistikleri incelendiğinde internet kullanımının giderek arttığı, internetin en çok haber alma amaçlı kullanıldığı görülmektedir. Söz konusu istatistiklerde görülecek bir başka sonuç ise internet kullanım yaş aralığının giderek yukarılara tırmandığı şeklindedir. Bir başka ifade ile orta yaş üzeri nüfus giderek daha fazla internet ile ilgilenmektedir. Bununla birlikte, internet ile tanışma hevesinde olan önceki jenerasyonların bu ortamdaki faaliyetlerini kolaylıkla yerine getirmeleri açısından bir takım basit kurallara ve uygulamalara yer verilmesi sayfa tasarımcıları için hiç de zor görünmemektedir. Bu çerçevede çalışmada en yoğun gerçekleştirilen faaliyet olan haber almanın kaynağı konumundaki internet haber siteleri yaşlı dostu tasarım kriterleri açısından mercek altına alınacaktır. Bu kapsamda Amerikan Ulusal Yaşlanma Enstitüsü'nün (National Institute on Aging) web sitesinde yayınlamış olduğu "Making Your Website Senior Friendly" belgesindeki kriterler esas alınarak, bu kriterler Türkiye ulusal basının en çok tiraja ulaşan ilk on gazetesinin internet sayfalarına uyarlanacak ve bu sitelerin karşılaştırmalı analizleri paylaşılacaktır. *Bu çalışma Marmara Üniversitesi Bilimsel Araştırma Projeleri Koordinasyon Birimince Desteklenmiştir. Proje Numarası: SOS-D-070317-0125*

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1. Giriş

Uluslararası kuruluşlar tarafından her yıl yenilenen istatistikler ile kayıt altına alınan nüfusun yaşlara göre dağılımı incelendiğinde, oransal olarak yaşlı insan sayısının giderek arttığı bir başka ifade ile dünyanın giderek yaşlandığı görülmektedir. Genç nüfusu ile övünen ülkemizde de durum dünya genelinden farklı değildir. Bu sonuçta etkili olan pek çok neden sayılabilir. Tıp bilimindeki yeni araştırmaların ve bu araştırmaları destekleyen tıp teknolojisindeki gelişmeler şüphesiz ki bu nedenlerin başında gelmektedir. Sanayi toplumu ile karşılaştırıldığında, hizmet sektörünün ön plana geçtiği günümüz bilişim toplumunda insanların çok iyi noktalara gelen çalışma şartlarının da önemli etkisi olduğu bir gerçektir. Tarih boyunca yaşanan ekonomik krizler hep yeni üretim tekniklerinin ve dolayısı ile yeni kazanç yollarının hayat bulmasının kaynağını oluşturmuştur. Nitekim 20. yüzyılın sonlarında yaşanan petrol krizi de bu tarz bir gelişmenin kaynağı durumundadır. Toplumlarının refahının devamını sağlamak isteyen gelişmiş ülkeler sürekli yeni zenginlik yollarının arayışında olmuşlardır. Nitekim dünyanın süper gücü konumunda olan Amerika Birleşik Devletleri de bu tarz bir arayışın sonucu olarak bilişim teknolojilerini hayatımıza sokmuştur. Çoğu zaman teknolojiler ihtiyaçlara göre şekillense de, bazen teknolojiler yaratılmalarının ardından kendilerine ihtiyaç yaratabilmektedir. Bilişim teknolojileri de bu teknolojilerden birisidir. İnsanoğlunun tarih boyunca çeşitli amaçlarla da olsa önlenemez bir enformasyon edinme ihtiyacı içerisinde olduğu bir gerçektir. Bu ihtiyacı karşılamak adına kişisel olarak çabalar sergileyerek teknikler geliştirseler de iletişim teknolojileri hep yardımına koşmuş ve insanoğluna ihtiyacı olan enformasyonu sunmuştur. Zamanla anlık haber alma ihtiyacı ve haber almanın yanında eğlenme ihtiyacı yeni iletişim teknolojilerinin geliştirilmesinin önünü açmış ve bizleri kitle iletişim araçları ile buluşturmuştur. Ancak



İhtiyaçların sonsuzluğu prensibi ile insanoğlu her zaman ve her yerde enformasyona erişmek istemiş ve bir güvenlik projesi olarak başlayan internet halka açılmış, ardından bu altyapı üzerinde farklı uygulamalar sunulmaya başlamıştır. Basılı gazetelerin internet versiyonları ile başlayan ve artık internete özgü gazeteler ile devam eden yayıncılığın yeni ortamı da bu uygulamalardan birisidir. Aslında kitle iletişim araçlarının bunu bir anlamda bir zorunluluk olarak yapmak durumunda kaldıkları da söylenebilir. Gerek ulusal, gerekse uluslararası istatistikler incelendiğinde bu teknolojilerin içerisine doğan yeni jenerasyonun bu platformdan farklı bir mecradan haber almayı tercih etmedikleri görülmektedir. Amaçları kar etmek ve şirketlerinin devamlılığını sağlamak olan gazeteler de bu gerçeği görmemezlikten gelemeyeceğinden zamanla hepsi bu yeni ortama ayak uydurmuşlardır. Yenilikleri internet sayfalarına uygulamakta hiç de gecikmeyen basın kuruluşlarının gözden kaçırmamaları gereken bir başka önemli nokta da dünya nüfusunun giderek yaşlandığı gerçeğidir. Pek çok uluslararası kuruluşun yayınlamış olduğu istatistikler bu gerçeği kanıtlar niteliktedir. Ancak bu ifadeden yaşlı nüfusun yeni teknolojileri kullanmaktan uzak bireyler olduğu sonucu çıkartılmamalıdır. Zira yine istatistikler incelendiğinde yaşlı nüfusun da yeni teknolojilere hızla kendilerini adapte ettikleri, örneğin haberi almak için giderek daha fazla internet ortamını tercih ettikleri görülmektedir. Bu noktadan hareketle olumlu anlamda geri dönülemez bir yola girmiş olan basının tasarımlarında erişim güçlüklerine sahip olabileceklerini düşünerek daha ileri yaşlarda olan bireylere uygun düzenlemelere gitmeleri gerekmektedir. Bu kapsamda evrensel anlamda kabul görmüş kurallar olmamakla birlikte, yaşlılarla ilgili çalışmalar düzenleyen kuruluşların araştırmalar yaptıkları görülmektedir. Bu kuruluşlardan birisi de Amerikan Ulusal Yaşlanma Enstitüsü'dür. Enstitünün web sitesinde yayınlamış olduğu Making Your Website Senior Friendly adlı çalışmada bir web sitesinin yaşlı dostu olarak değerlendirilebilmesi için taşınması gereken kriterler sıralanmıştır. Bu çalışma ulusal basınının web sitelerini söz konusu kriterleri üzerinden bir sınamaya tabi tutarak, milyonlarca kişiye ulaşan gazetelerin enformasyon sunumunda yaşlı bireyleri ne ölçüde önemsedikleri ortaya koymaya amaçlamaktadır.

2. Literatür

Yaşamın her alanında bilişim teknolojilerinin sunmuş olduğu hizmetlerden faydalanma ve ihtiyaç duyulan bilgiye bu teknolojiler aracılığıyla ulaşma şeklinde özetlenebilecek bilişim toplumunun hem kitlesel hem de bireysel iletişim ortamı şüphesiz ki internettir. İletişim araçlarının gelişmesi ve yaygınlık arz etmesi bir süreci gerektirir. Üreticiler yeni içeriklerin üretileceği araçları geliştirir, tüketiciler bu araçları sahiplenir, araçlar üzerinden yayılacak içerikler çoğalmaya başlar ve bu içerikleri yayınlayan kanallar yaygınlık arz eder. İnternetin, yayıncılık terimi ile yeni medyanın gelişmesi de benzer bir süreç izlemiştir. Yeni medyanın gündeme gelmesi çok da tesadüfi olarak gerçekleşmemiştir. Gündeme gelmesinde bir takım etkenler rol oynamıştır. Herşeyden önce enformasyonun en etkin şekilde iletilmesini ele alan matematiksel iletişim kuramının etkisinin çok fazla olduğunu belirtmek gerekir. Diğer yandan her zaman değerli olan ve para eden bilginin günümüzde artık bir ticari mal gibi alınıp satılabilecek meta haline dönüşmesinin de etkisi büyüktür. Tabi bu durumu hazırlayan küresel çapta güçlerin yeni zenginlik kaynağı olarak dünyaya kazandırmış oldukları enformasyon tabanlı ekonominin etkisinden de söz etmek gereklidir. Ayrıca özellikle soğuk savaşın sona ermesinin ardından tüm dünyayı saran küreselleşme akımlarının da etkisi vardır. İlave olarak sermaye ve yatırımların önünü açan uluslararası hukuksal düzenlemelerden de bahsedilmelidir. Tüm bu sayılanlara ek olarak enformasyonu



kullanıcı ile buluşturan teknolojilerin kazanmış olduğu taşınabilirlik, kolay kullanılabilirlik etkenler arasında sayılabilir. (Törenli, 2005) Yeni medyanın özellikleri ile ilgili pek çok yazar farklı sıralamalar yapsa da, bunları reddetmemekle birlikte bu özellikler arasında en fazla etkileşim, bağlantı ve çoklu ortamın ön plana çıktığı söylenebilir. Bunlar aynı zamanda selevi geleneksel gazetelerde bulunmayan özelliklerdir. Takip ettiği köşe yazarı ile etkileşimde bulunma, okumuş olduğu bir yazıdaki bağlantılar aracılığı ile kendini bir bilgi okyanusunda bulma ve okuduğu haberin akılda kalıcılığını pekiştirmek için yerleştirilen farklı türdeki içerikler ile karşılaşan birey, yıllardır kendisine biçilen okuyucu ve izleyici pozisyonundan yeni ortamın kullanıcı pozisyonuna evrilmektedir. Bir anlamda karşılıklı kazan kazan politikası ile hem yayın organları yapmış olduğu yeniliklerle bireyleri kendine bağlamakta, hem de birey sunulan yeni hizmetlerle kendisine önem verildiğinin farkında olarak yeni ortamların vazgeçilmez takipçileri olmaktadır.

İnternet gazetecilik mesleğine önemli sayılabilecek etkilerde bulunmuştur. Bu etkilerin başında şüphesiz maliyet gelmektedir. Özellikle muhabir, foto muhabir ve köşe yazarı gibi kimliklerde istihdam edilen personel sayısındaki azalma maliyetin önemli kalemlerini oluşturmaktadır. Gerek hobi, gerekse profesyonel amaçlı açılan haber siteleri için geleneksel gazetelerin internet versiyonları başlıbaşına birer haber kaynağı olarak vasıflarına bir yenisini daha eklemektedir. Elektronik ortamın kolaylaştırmış olduğu kabiliyetlerden olan arşivleme ve hızlı güncelleme de internetin gazetelere etkileri arasında gösterilebilir. Yukarıda bahsedilen etkileşim özelliği sayesinde gazetenin takipçileri aynı zamanda birer haber kaynağına dönüşebilmektedir. (Gürcan & Batu, 2017) Yeni mecra olan internet enformasyon iletimi açısından bir yandan tek tipçi kitle üretimini bir kenara bırakarak bireyi tekrar ön plana çıkartırken, diğer yandan da sınırsız özgürlük ortamı yaratarak bireylerin bilgiye sansüresiz erişimine imkan yaratmaktadır. Bu durum haber kaynağı olarak gazeteleri ve okuyucularını da etkilemektedir. Kendini daha önemli ve daha özgür hissetmek isteyen okuyucular haber kaynaklarında aradıklarını bulamadıklarında dijital ortamda bol olan haber kaynaklarından bir başkasına rahatlıkla geçebilmekte, bu da gazeteleri daha rekabetçi ortamda mücadele etmeye zorlamaktadır. Gazetelerin kaçınılmaz olarak yüksek rekabetli internet ortamına geçişi beraberinde satış rakamlarının düşmesi, dolayısı ile reklam gelirlerinin ve pazar payının azalması ile sonuçlanacak, biraz daha ileri götürülecek olursa işin ehli gazetecilerin mesleklerini kaybetmesi ile demokrasinin dahi zarar görebileceğinden dahi bahsedilebilir.

Ünlü Rus ekonomist Nikolai Kondratieff "The Major Economic Cycles" isimli kitabında dünya ekonomisinin elli yıllık periyodlar halinde dalgalı bir seyir izlediğini belirtmekte ve bu dalgalanmaları belirleyen en önemli etkenin ise teknoloji veya üretim teknikleri olduğunu ifade etmektedir. (Tanning, Saat, & Tanning, 2013) Bu teoriye göre bilişim ve iletişim teknolojileri ışığında şekillenen beşinci dalganın ortalarında yer almaktayız. Hayatımızın her alanında değişiklikler yaratan bilişim teknolojilerinin nimetlerinden bireyler kadar işletmeler de yararlanmaktadır. Bu nimetlerin başında da şüphesiz enformasyona kolay erişme ve etkili bir şekilde kullanabilme gelmektedir.

Yaşlı bireylerin bilişim teknolojilerini kullanma sırasında karşılaştıkları farklı pek çok engel olmakla birlikte, bir kategorizasyona gidilecek olursa şu dört başlıkta özetlenebilir: bilişsel (hafıza vb.), motivasyon (korku, inanış vb.), fiziksel (düşünme vb.) ve algı (görme, işitme vb.). İlave olarak genç ve yaşlı bireylerin bilişim teknolojilerini kullanımlarındaki farklılıkları gösteren beş farklı faktör sayılabilir: öğrenme zamanı, gerçekleştirme hızı, hata oranı, hatırlama ve öznel memnuniyet. (Holzinger, Searle, & Nischelwitzer, 2007)



Yayınlanan istatistiklerden dünya nüfusunun giderek yaşlandığı anlaşılmaktadır. Rakamlar incelendiğinde 80 yaş ve üzeri bireylerin nüfustaki oranlarının artış hızının (2000-2015 yılları için %76,5, 2015-2030 yılları için %61,1) 60 yaş ve üzeri bireylerin artış hızından (2000-2015 yılları için %48,4, 2015-2030 yılları için %55,7) daha fazla olacağı görülmektedir. (Nations, 2017) Benzer şekilde aynı eğilim Türkiye İstatistik Kurumu'nun (TÜİK) hazırlamış olduğu 1935-2016 yıllarını kapsayan Yıllara, Yaş Grubu ve Cinsiyete Göre Nüfus istatistiklerinde de görülmektedir. (TÜİK, 2017) Her bireyin enformasyon kaynaklarına erişmeye, kolaylıkla faydalanabilmeye hakkı vardır ve görevi bu enformasyonu sunmak olan işletmelerin de bu kaynakları tüm bireylerin faydalanabileceği formatlarda sunmaya gayret etmesi gerekmektedir. Bununla birlikte çok kısa bir internet gezintisinde bile bu tarz bir erişime uygun olmayan onlarca örnek bulmak çok kolaydır. 2017 yılı internet kullanıcıları istatistiklerine bakıldığında ise yaklaşık 7,5 milyara ulaşan dünya nüfusunun hemen hemen yarısının (3,73 milyar kişi) internet kullanıcısı olduğu görülmektedir. (Stats, 2017) Yine TÜİK'in hazırlamış olduğu "Son Üç Ay İçinde Bireylerin Yaş Grubuna Göre Bilgisayar ve İnternet Kullanım Oranları" başlıklı istatistik rakamlarına bakıldığında da benzer durum ile karşılaşmakta, ileri yaşta olan bireylerin bilgisayar ve internet kullanım oranlarındaki artışın daha hızlı olduğu görülmektedir. (TÜİK, 2017) Kar amacı gütmeyen bir organizasyon olan Pew Research Center isimli araştırma şirketinin 2014 yılına ait istatistikleri de bu konuda bir başka ulaşılabilecek kaynak konumundadır. Bu istatistiklere göre 65 yaş üzeri Amerikan halkının Facebook kullanımındaki yıllık artış (2013 yılında %43, 2014 yılında %56) diğer 18-29 yaş grubundan (2013 yılında %84, 2014 yılında %87) daha hızlıdır. (Center, 2017) Bu da bize şirketlerin haber sunumunda daha dikkatli olmasının gerektiğini göstermektedir.

Her ne kadar uzlaşmaya varılan kesin kurallar olmasa da enformasyon sunumu sırasında dikkat edilmesi gereken kurallar konusunda tavsiye niteliğinde paylaşımda bulunan uluslararası kuruluşlar mevcuttur. Bu kuruluşlardan birisi de 456 üye organizasyon, 69 görevli ve halkın katılımıyla web standartları geliştirmeye çalışan World Wide Web Consortium'dur. (w3.org, 2017) Konsorsiyumun 28 Şubat 2017 yılında güncellenmiş olduğu Web İçeriği Erişim Rehberi adını taşıyan çalışmasında 5 başlık altında toplam 85 kriter ortaya koymuştur. (w3.org, 2017)

3. Araştırma

Bu konuda araştırmalar gerçekleştiren kuruluşlardan diğeri de Amerikan İnsan ve Sağlık Hizmetleri Bölümü'nün bir parçası olan Ulusal Tıbbi Araştırmalar Ajansı (National Institutes of Health)'dir. Bu kuruluşun 60 yaş ve üzeri kullanıcılar özelinde hazırlamış olduğu "Making Your Web Site Senior Friendly" başlıklı kontrol listesi tarzındaki çalışmasında 5 kategori altında toplam 78 farklı kriter yer almaktadır. (Aging, 2017) Araştırma yaşlıların gazete web sitelerini görsel olarak algılamaları üzerinden gerçekleştirileceğinden, görsel algılama dışında olduğu düşünülen kriterler elenmiş, eleme sonucunda anılan çalışma içinde yer alan 31 kriter ve artık gazetelerde görülmeye alışılan ancak yaşlı okurlar için olumsuzluk teşkil edebilecek ilave 7 kriter ile araştırma gerçekleştirilmiştir.

Bilgileri düzenleme ile ilgili kriterler Tablo 1'de yer almaktadır.



Tablo 1. Bilgileri Düzenleme ile İlgili Kriterler

1	Anasayfada çok fazla habere yer <u>vermeme</u>
2	Site haritası sunma
3	Anasayfada az reklama yer verme
4	Reklamları kapatmak için imkan sunma
5	Sayfa başına dönmek için imkan sunma
6	Anasayfa butonuna yer verme

Metni Tasarlama ile ilgili kriterler Tablo 2’de yer almaktadır.

Tablo 2. Metni Tasarlama ile İlgili Kriterler

1	Sayfada yeterli beyaz alan bırakma
2	Paragraflar arasında boşluk bırakma
3	Tıklanabilir hedefler (butonlar vb.) arasında boşluk bırakma
4	Tırnaksız (sans serif) yazı karakteri kullanma
5	Sıkışık (condensed) olmayan bir yazı stili kullanma
6	Okumayı güçleştirmeyecek yazı büyüklüğü kullanma
7	Yazı büyüklüğünü değiştirmeye imkan sunma
8	Metinde koyu (bold) yazı stili kullanma
9	Başlıklarda büyük punto veya renk kullanma
10	Tamamı büyük harften oluşan sözcükler <u>kullanmama</u>
11	Eğik (italik) yazı stili <u>kullanmama</u>
12	Sola dayalı hizalama kullanma
13	Desensiz arka plan kullanma
14	Kontrastlıklar (beyaz zemin – siyah yazı) kullanma

Enformasyona Kolay Ulaşım ile ilgili kriterler Tablo 3’te yer almaktadır.

Tablo 3. Enformasyona Kolay Ulaşım ile İlgili Kriterler

1	Benzer semboller kullanma
2	Açılır (pop up) pencere <u>kullanmama</u>
3	Hangi haber kategorisinde bulunduğunu bildirme
4	Yönlendirici butonlar (önceki-sonraki sayfa, ileri-geri vb.) kullanma
5	Menülerin tek tıklama ile açılmasını sağlama
6	Kaydırma gerektirmeyecek menüler kullanma
7	Fark edilebilir bağlantılar kullanma
8	Ziyaret edilen bağlantıları vurgulama
9	Fark edilebilir butonlar kullanma
10	Sayfada yatay kaydırma <u>kullanmama</u>
11	Sayfada çok fazl dikey kaydırma <u>kullanmama</u>
12	Yeni sayfaları aynı pencerede açma
13	Arama motoru kullanma
14	Arama motorunda tamamlayıcı öneriler sunma
15	İletişim bilgilerini sunma
16	Hareketli içerik (kayan yazılar vb.) <u>kullanmama</u>
17	Haber metni ortasında reklam <u>kullanmama</u>
18	Hedefe kolay ulaşmayı (foto haberler vb.) sağlama

Ulusal ve yerel basın kuruluşlarının isimlerini sunan ve içeriklerine ulaştıran pek çok web sitesi olmakla birlikte, bu konuda en güvenilir kaynaklardan birisi, görevleri arasında makine, kağıt, mürekkep gibi basının her türlü ihtiyaçlarını gidermek olan 2 Ocak 1961 tarih



ve 195 sayılı kanun ile kurulan Basın İlan Kurumu'nun web sitesindeki 33 gazete çalışmanın evrenini oluşturmaktadır. Bu siteye göre çalışmaya dahil edilen gazetelerin isimleri Tablo 4'te yer almaktadır. (Kurumu, 2017)

Tablo 4. Çalışma Evrenini Oluşturan Gazeteler

Akşam	Evrensel	Posta	Vatan
Anayurt	Güneş	Sabah	Yeni Akit
Aydınlık	Günboyu	Star	Yeni Asya
Birgün	Habertürk	Sözcü	Yeni Birlik
Cumhuriyet	Hürriyet	Türkiye	Yeniçağ
Diriliş Postası	Milat	Takvim	Yeni Mesaj
Dokuz Sütun	Milli Gazete	Ortadoğu	Yeni Söz
Dünya	Milliyet	Şok	Yeni Şafak
			Yurt

Çalışma sayılan kriterler üzerinden yukarıda belirtilen ulusal gazetelerin haber sunumlarında yaşlı kullanıcıları ne denli önemsediklerini ortaya koymaya amaçlanmaktadır. Araştırma sırasında Safari internet tarayıcısı, 23 inch boyutunda bir monitör ve bluetooth bağlantılı bir fare kullanılmıştır. Farenin sarma hızı yavaştan hızlıya toplam altı sarma kademesinin ikinci kademesinde ayarlanmıştır.

4.Bulgular

38 kriter içeren çalışmada 30 kriter olumlu bir soru eki ile biterken, 8 kriter de olumsuz soru eki ile bitmektedir. Kriterlere verilen cevaplar 1 ve 0 şeklinde skorlanmıştır. Haber sayısı, reklam sayısı, dikey kaydırma sayısı ve yazı büyüklüğü gibi 1 ve 0'dan farklı olarak sayı ile işlenen verilerde ise tüm gazetelerin ortalaması alınarak, bu ortalama ve altında olanlar 1, üzerinde olanlar ise 0 ile skorlanmıştır. Buna göre bir gazeteden beklenen toplam skor 38 olacaktır. Haber sayısında ortalama değer 101, reklam sayısında ortalama değer 7, dikey kaydırma sayısında ortalama değer 6 ve yazı büyüklüğünde ortalama değer 16 olarak belirlenmiştir.

Bilgileri düzenleme ile ilgili 6 kriterin kaçının gerçekleştirildiği Tablo 5'te sunulmuştur.

Tablo 5. Bilgileri Düzenleme ile İlgili Kriterlerin Gerçekleşme Durumları

Gerçekleştirilen Kriter Sayısı	Gerçekleştiren Gazete Sayısı
1	7
2	7
3	12
4	6
5	1
6	0

Bu tabloya göre hiçbir gazetenin tüm kriterleri yerine getiremediği, 14 gazetenin kriter sayısının yarsından azını yerine getirdiği, sadece 7 gazetenin kriterlerin yarsından fazlasını yerine getirebildiği görülmektedir. Bu da gazetelerin sayfalarında bilgileri düzenlemeye önem vermediklerini göstermektedir.

Bilgileri düzenleme ile ilgili 6 kriterin tek tek gerçekleşme durumları Tablo 6'da görülmektedir:



Tablo 6. Kriter Bazında Bilgileri Düzenleme ile İlgili Kriterlerin Gerçekleşme Durumları

Kriter Adı	Gerçekleştiren Gazete Sayısı
Anasayfada çok fazla habere yer <u>vermeme</u>	18
Site haritası sunma	0
Anasayfada az reklama yer verme	21
Reklamları kapatmak için imkan sunma	18
Sayfa başına dönmek için imkan sunma	10
Anasayfa butonuna yer verme	19

Tablo incelendiğinde ziyaretçilerin sitenin tamamı hakkında bilgi sahibi olması açısından önemli olan bir özelliğe hiçbir gazetenin yer vermediği görülmektedir. İçerik anlamında kalabalık bir sayfada gezinen ziyaretçilerin kolaylıkla sayfa başına dönmelerini sağlayan bir özelliğe gazetelerin sadece 1/3'ünün yer vermiştir. Gazete ismine basıldığında ulaştırmakla birlikte yaratmış olduğu algıdan dolayı anasayfaya gitmeyi kolaylaştıracak bir yazı veya sembole sadece 19 gazete yer vermiştir. Kabul edilmiş bir oranı olmamakla birlikte incelenen gazetelerde yer alan reklamlardan elde edilen ortalamaya göre gazetelerin çoğunun ortalamanın altında reklama yer vermiş olması ziyaretçilerin dikkatinin dağılmaması açısından sevindirici olmakla birlikte, reklamın gazetelerin temel gelir kaynakları oldukları düşünüldüğünde az reklama yer vermeyen gazeteler de anlayış ile karşılanabilir. Ancak aynı oran reklamı kapatma için imkan sunmada yakalanamamıştır. Genç kullanıcılar için dahi sorun teşkil eden bu durum reklam verenlerin gazeteleri bu konuda baskı altında tutmaları ile açıklanabilir.

Metni tasarlama ile ilgili 14 kriterden kaçının gerçekleştirildiği Tablo 7'de sunulmuştur.

Tablo 7. Metin Tasarlama ile İlgili Kriterlerin Gerçekleşme Durumları

Gerçekleştirilen Kriter Sayısı	Gerçekleştiren Gazete Sayısı
8	4
9	3
10	7
11	5
12	10
13	3
14	1

Tablo incelendiğinde sadece 1 gazetenin tüm kriterleri yerine getirdiği görülmektedir. Bununla birlikte gazeteler tarafından kriterlerin yarısından fazlasının yerine getirildiği de gözlenmektedir. Bilgileri düzenleme ile ilgili kriterler ile karşılaştırıldığında daha iyi bir tablo ile karşılaşılması birlikte, yaşlı bireyleri ilgilendiren önemli kriterlerin yer aldığı bu tabloda tüm kriterleri gerçekleştiren gazete sayısının azlığı gazetelerin özellikle ileri yaştaki ziyaretçilerini önemsemedikleri şeklinde yorumlanabilir.

Metin tasarlama ile ilgili 14 kriterin tek tek gerçekleşme durumları Tablo 8'de görülmektedir.



Tablo 8. Kriter Bazında Metin Tasarlama ile İlgili Kriterlerin Gerçekleşme Durumları

Kriter Adı	Gerçekleştiren Gazete Sayısı
Sayfada yeterli beyaz alan bırakma	23
Paragraflar arasında boşluk bırakma	32
Tıklanabilir hedefler (butonlar vb.) arasında boşluk bırakma	21
Tırnaksız (sans serif) yazı karakteri kullanma	31
Sıkışık (condensed) olmayan bir yazı stili kullanma	24
Okumayı güçleştirmeyecek yazı büyüklüğü kullanma	24
Yazı büyüklüğünü değiştirmeye imkan sunma	19
Metinde koyu (bold) yazı stili kullanma	28
Başlıklarda büyük punto veya renk kullanma	32
Tamamı büyük harften oluşan sözcükler <u>kullanmama</u>	10
Eğik (italik) yazı stili <u>kullanmama</u>	31
Sola dayalı hizalama kullanma	31
Desensiz arka plan kullanma	18
Kontrastlıklar (beyaz zemin - siyah yazı) kullanma	33

Tabloya göre gazetelerin tamamının web sayfası tasarlama uygulamalarının sunmuş olduğu beyaz zemine siyah yazı standardına bağlı kaldıkları görülmektedir. Benzer şekilde sola dayalı hizalama, büyük puntolu başlıklar, eğik yazı gibi temel yazı tasarımı kurallarına da uydukları söylenebilir. Ancak algılamada önemli bir yere sahip olan sayfanın siyah beyaz dengesine ve arka planda desen kullanmamaya pek de uydukları söylenemez. Yine pek çok gazetenin yazılı olmayan kurallarda bağırarak konuşmayı tanımlayan ve hoş görünmeyen tamamı büyük harf kullanımına özen göstermediği de görülmektedir. Son olarak ileri yaştaki bireyler için önemli bir özellik olan ve neredeyse pek çok web sitesinde standart olarak görmeye alışık olduğumuz yazı büyüklüğünü değiştirmeye imkan sağlayan özelliğe yer verme konusunda da pek çok gazetenin sınıfta kaldığı söylenebilir.

Enformasyona kolay ulaşım ile ilgili 18 kriterden kaçının gerçekleştirildiği Tablo 9'da sunulmuştur.

Tablo 9. Enformasyona Kolay Ulaşım ile İlgili Kriterlerin Gerçekleşme Durumları

Gerçekleştirilen Kriter Sayısı	Gerçekleştiren Gazete Sayısı
6	4
7	3
8	8
9	6
10	3
11	5
12	1
13	2
15	1
18	0

Tablo incelendiğinde bilgileri düzenleme kriterleri ile ilgili tabloda olduğu gibi yine kriterlerin tamamını gerçekleştiren bir gazete rastlanılmamaktadır. Kriterlerin yarısından fazlasını gazetelerin yaklaşık 1/3'ünün yerine getirmiş olması da gazetelerin bu konuda da eksiklik olduklarını göstermektedir.



Enformasyona kolay ulaşım ile ilgili 18 kriterin tek tek gerçekleşme durumları Tablo 10'da görülmektedir:

Tablo 10. Kriter Bazında Enformasyona Kolay Ulaşım ile İlgili Kriterlerin Gerçekleşme Durumları

Kriter Adı	Gerçekleştiren Gazete Sayısı
Benzer semboller kullanma	17
Açılır (pop up) pencere <u>kullanmama</u>	23
Hangi haber kategorisinde bulunduğunu bildirme	22
Yönlendirici butonlar (önceki-sonraki sayfa, ileri-geri vb.) kullanma	18
Menülerin tek tıklama ile açılmasını sağlama	23
Kaydırma gerektirmeyecek menüler kullanma	22
Fark edilebilir bağlantılar kullanma	5
Ziyaret edilen bağlantıları vurgulama	0
Fark edilebilir butonlar kullanma	9
Sayfada yatay kaydırma <u>kullanmama</u>	33
Sayfada çok fazla dikey kaydırma <u>kullanmama</u>	23
Yeni sayfaları aynı pencerede açma	5
Arama motoru kullanma	30
Arama motorunda tamamlayıcı öneriler sunma	2
İletişim bilgilerini sunma	26
Hareketli içerik (kayan yazılar vb.) <u>kullanmama</u>	7
Haber metni ortasında reklam <u>kullanmama</u>	14
Hedefe kolay ulaşmayı (foto haberler vb.) sağlama	22

Tabloya göre hiçbir gazete ziyaretçilerine kendileri aracılığı gittikleri bağlantıları hatırlatıcı bir geri bildirim yer vermemiştir. Bununla ilgili olarak gazetelerin çoğu haber sayfalarında hiçbir bağlantıya yer vermemiş olmakla birlikte, yer vermiş olan az sayıda ki gazetenin de yazılı olmamakla birlikte neredeyse web tasarımında bir kural haline gelmiş olan ziyaret edilen bağlantıların belirtilmesine uymaması şaşırtıcıdır. Hiçbir gazete sayfa tasarımında yatay kaydırmaya yer vermemiştir. Gazetelerin çoğunun enformasyona kolay erişim manasında sayfalarında bir arama motoruna yer vermiş olmaları sevindirici olmakla birlikte, sadece ileri yaştaki değil tüm kullanıcılara yardımcı olacak arama sözcüğü hatırlatacak bir öneride bulunmaması da bir eksiklik olarak göze çarpmaktadır. Diğer sevindirici bir nokta ise gazetelerin çoğunun dikkat dağıtıcı özellikteki açılır pencerelere yer vermemiş olmasıdır. Genç kullanıcıların dahi açıldıktan sonra içerisinde kaydırma yaparak alt seçeneklere erişim imkanı sunan menülere gazetelerin çoğunun yer vermemiş olması da önemlidir.

4. Sonuç ve tartışma

Araştırma bulgularında detaylı olarak sunulduğu gibi iki kriter havuzu ve toplam skorda hiçbir gazetenin başarı göstermemiş olması, bir kriter havuzunda ise 33 gazete içerisinde sadece 1 gazetenin tüm kriterleri yerine getirmiş olması oldukça dikkat çekici ve düşündürücüdür. Yüzyıllardır insanoğlunun en önemli haber kaynaklarından birisi olmuş gazetelerin bilişim çağında teknolojinin sunmuş olduğu imkanlarla her yaş kesiminden daha fazla kişinin ulaşabileceği bir forma dönüşmesi beklenirken, ulusal basınımlar çerçevesinde yapılan araştırma sonuçlarından durumun ülkemizdeki ulusal gazetelerin



web versiyonlarına pek de beklendiği şekilde yansımadağı görülmektedir. Özellikle yaşlı bireylerin erişimi konusunda daha hassas olmaları gereken gazetelerin 38 kriter içinde ön plana çıkan görsel yardımcı öğeleri kullanmaktan kaçınmış olmaları gazetelerin bu konuda almaları gereken daha çok yolun olduğunu göstermektedir.

Çalışma ulusal basının web siteleri üzerinden yapıldığı için gerek yerel basın, gerekse sadece internet üzerinden faaliyette bulunan gazeteler ile karşılaştırma yoluna gidilmemiştir. Özellikle sadece internet üzerinden faaliyet gösteren gazetelerin incelenmesi sonucunda olumlu anlamda farklı bir tablo ile karşılaşılabilir. Tasarım anlamında tüm mesailerini tek bir ortama aktardıklarından, rekabetin basılı gazetelere göre daha fazla yaşandığı internet mecrasında ayakta kalabilmek adına daha özenli olmaları gerektiğinden böyle bir öngöründe bulunulmaktadır.

Benzer şekilde araştırma ulusal ve ülkemizdeki yerel gazetelerin web sitelerini karşılaştırmayı içeren ve ulusal ve başka ülkelerdeki gazetelerin web sayfalarını karşılaştırmayı içeren başka çalışmalar ile genişletilebilir.

Bu çalışma ve yukarıda gelecek çalışmalar için çizilen projeksiyonlar literatür kısmında belirtilen Worl Wide Web Consortium'un hazırlanmış olduğu kriterler dahil edilerek de genişletilebilir.

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Türkiye’de Eğitimin Finansmanı: Milli Eğitim Bakanlığı Bütçesi Örneği

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Öz

Ülkelerin ekonomik ve sosyal açıdan kalkınması için öncelikle toplumun eğitim seviyesinin artırılması gerekmektedir. Bu amaçla Türkiye’de eğitim sisteminde çeşitli reformlar gerçekleştirilmektedir. Yapılan en büyük reform 2012-2013 döneminde getirilen 12 yıllık zorunlu eğitim sistemidir. Çalışmada eğitim hizmeti ve eğitim hizmetine ayrılan bütçe, 12 yıllık zorunlu eğitim sistemi de göz önünde bulundurularak 2007-2016 dönemi itibariyle incelenmiştir.

Çalışmada eğitim hizmetine ayrılan bütçenin yetersiz olduğu, fonksiyonel sınıflandırma açısından en önemli harcama kaleminin eğitim hizmetleri, ekonomik sınıflandırma açısından ise personel hizmetleri olduğu tespit edilmiştir. Öğrenci, öğretmen ve okul sayısı artarken, eğitime ayrılan bütçenin azaldığı görülmektedir.

Anahtar sözcükler: Eğitim, Eğitim Harcamaları, Eğitimin Finansmanı, Zorunlu Eğitim Sistemi.

1. Giriş

Toplumların gelişmesinde başta ekonomik, mali, sosyolojik ve teknolojik gelişmeler açısından en önemli unsur eğitimidir. Eğitim hizmetine verilen önem arttıkça ülkenin gelişmişliği de artmaktadır. Eğitimle birlikte sosyal refah da artmakta, ekonomik ve siyasi istikrar gerçekleşmektedir. Ülkelerin eğitim düzeylerindeki farklılıklar, ekonomik performanslarının da farklılaşmasına neden olmaktadır. Ülkelerin eğitim seviyesinin artması işgücünün niteliğinin ve bireylerin iş bulma imkânlarının artmasına neden olmaktadır. Bu durum eğitimin işsizlikle mücadelede bir politika aracı olarak kullanıldığını göstermektedir.

Türkiye’de eğitim sisteminin iyileştirilmesi amacıyla 1990’lı yıllardan itibaren çeşitli yıllarda iyileştirmeler yapılmıştır. Bu iyileştirmeler ile öğretmen başına düşen öğrenci sayısının düşürülmesi, sınıflardaki öğrenci sayılarının artırılması, okullaşma oranlarının artırılması ve teknolojik altyapının geliştirilmesi hedeflenmektedir. Bu hedefle eğitim hizmetinin kalitesinin artırılması amaçlanmaktadır.

Eğitim hizmeti yarı kamusal niteliktedir ve hem kamu hem de özel kurumlar tarafından yerine getirilmektedir. Kamu harcamaları içerisinde önemli bir kalemi oluşturan eğitim harcamaları bu çalışmanın temel inceleme konusunu oluşturmaktadır. Çalışmada öncelikle eğitim hizmeti ve finansmanı ele alınmaktadır. Sonrasında ise eğitim hizmetine ayrılan bütçe, 2007-2016 dönemi itibariyle fonksiyonel ve ekonomik sınıflandırmalar göz önünde bulundurularak değerlendirilmektedir.

2. Eğitim Hizmeti

Çağımızda görülen hızlı gelişme ve değişimler insanı birçok yönden etkilemektedir. Bu gelişme ve değişimler karşısında bütün toplumlar nitelikli insan gücü yetiştirmek zorundadırlar. Zira eğitim, nitelikli insan gücünün yetiştirilmesinde, insanın kişilik ve karakterinin oluşturulmasında temel bir unsur özelliği taşımaktadır (Söyler, 2009: 9).



Eğitim kavramı Türk Dil Kurumuna göre; çocukların ve gençlerin toplum yaşayışında yerlerini almaları için gerekli bilgi, beceri ve anlayışları elde etmelerine, kişiliklerini geliştirmelerine okul içinde veya dışında, doğrudan veya dolaylı yardım etme olarak ifade edilmiştir (TDK, 2015). Bir başka tanıma göre ise kişinin zihnî, bedenî, duygusal, toplumsal yeteneklerinin, davranışlarının en uygun şekilde ya da istenilen bir doğrultuda geliştirilmesi, ona bir takım amaçlara dönük yeni yetenekler, davranışlar, bilgiler kazandırılması yolundaki çalışmaların tümüdür (Akyüz, 2014: 2).

2.1. Eğitim Hizmetinin Niteliği

Toplumların sosyal, çağdaş ve iktisadi olarak ilerlemesinde yüksek katkısı olan eğitim hizmetinin, bir bütün olarak düşünüldüğünde azımsanmayacak derece önemli bir yerinin olduğu görülmektedir. Özellikle eğitim hizmeti ile pozitif dışsallık yaratılmaktadır. Bunlar: (i) ekonomik kalkınmaya olumlu etki, (ii) siyasal karar alma mekanizmasının daha etkin işlemesi, (iii) suç işleme oranının düşürülmesi (iv) vergi mükelleflerinin vergi yükünün düşürülmesidir (Şener, 1987: 6).

Eğitimin amaçları zamana, toplumsal farklılıklara bağlı olarak ülkelerin yönetim ve eğitim felsefelerine göre değişiklikler göstermektedir (Şişman, 2007: 19). Türkiye’de eğitim hizmeti Milli Eğitim Bakanlığı tarafından yerine getirilmektedir. Millî Eğitim Bakanlığının Teşkilat ve Görevleri Hakkında Kanun’un 2. maddesine göre; Türkiye Cumhuriyeti’nde eğitim ve öğretim hizmetlerini planlamak, programlamak, yürütmek, takip ve denetim altında bulundurmak, eğitim ve öğretim konularında Yükseköğrenim gençliğinin barınma, beslenme ihtiyaçlarını ve maddi yönden desteklenmelerini sağlamak, Türk vatandaşlarının yurt dışında yapılacak eğitim ve öğretimi ile ilgili hizmetleri düzenlemek ve yürütmek, yükseköğretim dışında kalan öğretim kurumlarının açılmasına izin vermek ve her çeşit örgün ve yaygın eğitim kurumlarını açmak ve kuruluş kanununda belirtilen diğer görevler Milli Eğitim Bakanlığının temel görev alanlarını oluşturmaktadır.

UNESCO tarafından Uluslararası Standart Eğitim Sınıflaması (ISCED) adı altında 2011 yılında yapılan sınıflandırmaya göre eğitim hizmeti Tablo 1’de de görüldüğü üzere on kademedeki sınıflandırılmıştır. Uluslararası Standart Eğitim Sınıflaması eğitimin hangi yöntemle verildiğine bakmaksızın, özel eğitime ihtiyaç olanları da içerecek şekilde çocuklar, gençler ve yetişkinler için bütün örgün ve yaygın eğitimleri sağlayan kurumları kapsamaktadır (TUİK, 2015).

Tablo 1. Uluslararası Standart Eğitim Sınıflaması

Kod	Tanım
<u>0</u>	Erken çocukluk dönemi eğitimi
<u>1</u>	Temel eğitim
<u>2</u>	Alt düzey ortaöğretim eğitimi
<u>3</u>	Üst düzey ortaöğretim eğitimi
<u>4</u>	Ortaöğretim sonrası yükseköğretim derecesinde olmayan eğitim
<u>5</u>	Kısa dönem yükseköğretim eğitimi
<u>6</u>	Lisans veya eşdeğeri seviye
<u>7</u>	Yüksek lisans veya eşdeğeri seviye
<u>8</u>	Doktora veya eşdeğeri seviye
<u>9</u>	Başka yerde sınıflandırılmamış

Kaynak: (TUİK, 2015).

1739 sayılı Millî Eğitim Temel Kanunu ile şekillenen milli eğitim sistemi, örgün eğitim ve yaygın eğitim olmak üzere iki ana bölümden oluşmaktadır. Millî Eğitim Temel Kanunu’nun 18. maddesine göre örgün eğitim; okul öncesi eğitimi, ilköğretim, ortaöğretim ve



yükseköğretim kurumlarını; yaygın eğitim ise, örgün eğitim yanında veya dışında düzenlenen eğitim faaliyetlerinin tümünü kapsamaktadır.

Örgün eğitim; belirli yaş grubundaki ve aynı seviyedeki bireylere, amaca göre hazırlanmış programlarla, okul çatısı altında düzenli olarak yapılan eğitimidir. Örgün eğitim; okul öncesi, ilköğretim, ortaokul, ortaöğretim ve yükseköğretim kurumlarını kapsarken, daha öncede belirttiğimiz gibi Yaygın eğitim, örgün eğitim yanında veya dışında düzenlenen eğitim faaliyetlerinin tümünü kapsayan eğitim türüdür (Milli Eğitim Bakanlığı, 2015: XII, XV).

Tablo 2. Türkiye’de Okul Türlerine Göre Okul, Öğretmen ve Öğrenci Sayısı, (2007-2016)

Okul Türü	Öğretim Yılı	Okul	Öğretmen	Öğrenci
İlköğretim	2007/'08	34 093	445 452	10 870 570
	2008/'09	33 769	453 318	10 709 920
	2009/'10	33 310	485 677	10 916 643
	2010/'11	32 797	503 328	10 981 100
	2011/'12	32 108	515 852	10 979 301
İlkokul	2012/'13	29 169	282 043	5 593 910
	2013/'14	28 532	288 444	5 574 916
	2014/'15	27 544	295 252	5 434 150
	2015/'16	26 522	302 961	5 360 703
Ortaokul	2012/'13	16 987	269 759	5 566 986
	2013/'14	17 019	280 804	5 478 399
	2014/'15	16 969	296 065	5 278 107
	2015/'16	17 343	322 680	5 211 506
Genel ortaöğretim	2007/'08	3 830	106 270	1 980 452
	2008/'09	4 053	107 789	2 271 900
	2009/'10	4 067	111 896	2 420 691
	2010/'11	4 102	118 378	2 676 123
	2011/'12	4 171	122 716	2 666 066
	2012/'13	4 214	119 393	2 725 972
	2013/'14	3 744	117 353	2 906 291
	2014/'15	3 955	123 160	2 902 954
2015/'16	5 311	151 458	3 047 503	
Mesleki ve Teknik Ortaöğretim	2007/'08	4 450	84 771	1 264 870
	2008/'09	4 622	88 924	1 565 264
	2009/'10	4 846	94 966	1 819 448
	2010/'11	5 179	104 327	2 072 487
	2011/'12	5 501	113 098	2 090 220
	2012/'13	6 204	135 502	2 269 651
	2013/'14	7 211	161 288	2 513 887
	2014/'15	5 106	175 218	2 788 117
2015/'16	5 239	184 232	2 760 140	

Kaynak: (MEB, 2015: 13 ve MEB, 2016:11 verilerinden derlenmiştir).

Türk eğitim sisteminde özellikle 2010 yılından itibaren ciddi reformlar gerçekleştirilmiştir. 2010 yılında bir genelgeyle, 2014 yılına kadar bütün genel liselerin Anadolu lisesi ve meslek liselerine dönüştürüleceği açıklanmıştır. Bu dönüşümün amacı, okullar arası nitelik farklarının ortadan kaldırılması ve okul çeşitliliğinin en aza indirilmesidir. Ayrıca 2010 yılında Fırsatları Artırma Teknolojiyi İyileştirme Hareketi (FATİH) projesi uygulamaya başlanmıştır. FATİH projesinin amacı, eğitimde fırsat eşitliğini sağlamak ve okullardaki teknolojiyi iyileştirmektir. 2011 yılında MEB merkez teşkilatının yapısı önemli ölçüde değişmiştir. Bu çerçevede, merkez teşkilatı, daha etkin ve etkili çalışabilmesi için küçültülmüştür. 2012 yılında kısaca 4+4+4 olarak bilinen yeni eğitim sistemi kabul



edilmiştir. Bu reform ile eğitim sisteminin yapısında çok köklü yapısal değişiklikler gerçekleştirilmiştir. Ayrıca, zorunlu eğitim süresi sekiz yıldan 12 yıla çıkarılmıştır (Kalkınma Bakanlığı, 2014: 12-13).

Tablo 2’de 2007-2016 döneminde okul türlerine göre okul, öğretmen ve öğrenci sayıları yer almaktadır. 2012-2013 döneminden itibaren 12 yıllık zorunlu eğitim sistemi gereği okul türlerinde değişim yaşanmış ve ilköğretim yerine ilkokul ve ortaokul gelmiştir. İlköğretimde öğretmen sayısı artarken; okul sayısı sadece 2010-2011 eğitim-öğretim yılında artmış diğer yıllar bir önceki yıla göre azalmıştır, öğrenci sayısında ise. 2008-2009 ve 2011-2012 eğitim öğretim yılında azalış görülmektedir. 2012-2016 yılları arasında ilkokulda okul ve öğrenci sayısı azalmış, öğretmen sayısı artmıştır. Aynı dönemde ortaokulda ise öğretmen sayıları 2014-2015 eğitim öğretim yılı hariç artmış, öğretmen sayısı devamlı olarak artmış, öğrenci sayısı azalmıştır. Genel ortaöğretim 2013-2014 dönemi hariç 2007-2016 yılları arasında okul sayısında artış yaşanmıştır. 2012/-2013 ve 2013-2014 dönemlerinde öğretmen sayısında azalma yaşanırken, öğrenci sayısı 2011-2012 ve 2014-2015 yıllarında azalmıştır. Mesleki ve teknik ortaöğretimde ise 2014-2015 yılları hariç okul sayısı artarken, öğretmen ve öğrenci sayısı yıllar itibariyle artış göstermiştir.

Tablo 3. Net Okullaşma Oranı (%) ve Öğretmen Başına Düşen Öğrenci Sayısı, (2007-2015)

Öğretim yılı	Net okullaşma oranı (%)	Öğretmen başına düşen öğrenci sayısı	Öğretim yılı	Net okullaşma oranı (%)	Öğretmen başına düşen öğrenci sayısı
İlköğretim			İlkokul		
2007-2008	97.37	24	2012-2013	98.86	20
2008-2009	96.49	23	2013-2014	99.57	19
2009-2010	98.17	22	2014-2015	96.30	18
2010-2011	98.41	21	Ortaokul		
2011-2012	98.67	20	2012-2013	93.09	19
Ortaöğretim			Ortaöğretim		
2007-2008	58.56	15	2013-2014	94.52	18
2008-2009	58.52	17	2014-2015	94.35	17
2009-2010	64.95	18	2012-2013	70.06	16
2010-2011	66.07	18	2013-2014	76.65	15
2011-2012	67.37	16	2014-2015	79.37	14

Kaynak: (MEB, 2015: 1).

Tablo 3’te belirli bir eğitim çağına gelmiş olan nüfusun ne kadarının okula devam ettiğini gösteren net okullaşma oranı ile öğretmen başına düşen öğrenci sayısı yer almaktadır. Öğretmen başına düşen öğrenci sayıları tüm okul türlerinde 2007-2015 döneminde azalma göstermiştir. Bu durum öğrenciler ile öğretmenlerin daha fazla ilgilendiğini ve eğitimin kalitesinin arttığını göstermektedir. Net okullaşma oranı ise tüm okul türlerinde artmıştır. Fakat ilkokul ve ortaokul okullaşma oranları 2014-2015 döneminde düşüş göstermiştir. Bu düşüşün nedeni şu şekilde açıklanabilir. 2013-14 eğitim öğretim yılı ve daha önceki yıllarda öğrenci sayıları alınırken sisteme kayıtlı aktif pasif (yurt dışına çıkan, vefat eden, açık öğretime geçiş yapan) tüm öğrenciler dâhil edilmekteydi. 2014-15 eğitim öğretim yılından itibaren aktif-pasif öğrencilerin ayrıştırılmasına gidilmiş olup; sistem üzerindeki pasif duruma düşen öğrenciler (yurt dışına çıkan, vefat eden, açık öğretime geçiş yapan öğrenciler) okullaşma oranlarının hesabında kullanılan öğrenci sayılarına dâhil edilmemiştir. 2014-15 eğitim öğretim yılında pasif duruma düşen öğrenci sayılarına dâhil edilmediğinden okullaşma oranlarında kısmen düşüş olmuştur (MEB, 2015: XVI).



2.2. Eğitim Hizmetinin Finansmanı

Türkiye’de ilköğretim, ortaokul ve ilköğretim 2012-2013 döneminden itibaren zorunlu hale getirilmiştir. Eğitim hizmeti yarı kamusal maldır ve hem devlet hem de özel eğitim kurumları tarafından yerine getirilmektedir. Devlet tarafından da bu hizmetin yerine getirilmesi eğitimin kamu tarafından finanse edilmesini gerektirmektedir.

Günümüzde eğitime kaynak sağlamada genellikle üç yaklaşım göze çarpmaktadır. Bu yaklaşımlardan ilki eğitim harcamalarının kamu bütçesinden sağlandığı kamu finansmanı, başka bir deyişle vergilendirme anlayışıdır. İkinci anlayış eğitimde parasal kaynakların, öğrencilerin ailelerinden finanse edilmesine dayanan özel finansmandır. Üçüncüsü ise, eğitimden yararlanan her kesimin doğrudan veya dolaylı olarak kaynak sağlanmasına dayanan karma finansmanı yaklaşımıdır (Kayahan Karakul, 2014: 69).

Eğitimin finansmanı, eğitim hizmetlerinin sunumu için gerekli parasal kaynaklarının elde edilmesi süreci olduğu gibi, kullanılan kaynakların farklı bölgeler, iller, eğitim tür ve düzeyleri, farklı sosyo-ekonomik düzeydeki bireyler ve gruplara dağılım süreci olarak tanımlanmakta ve belirtilen bu finansman türü kamu fonları, öğrenci harçları, sınav ve kayıt harçları ile kitap ve diğer malzemeler için yapılan özel eğitim harcamaları, özel fon vb. tarafından oluşmaktadır (Güngör ve Göksu, 2013: 61).

Türkiye’de eğitimin temel finansman kaynakları; merkezî yönetim bütçesinden ayrılan pay, il özel idareleri bütçesinden ayrılan kaynaklar, dış ülke ve kuruluşlardan sağlanan dış kredi, burs ve bağışlar, halk ve kuruluşların eğitime bağışları ile okul-aile birliği gelirlerinden oluşmaktadır (MEB, 2014: 139).

3. Eğitim Hizmetine Ayrılan Bütçe

Eğitim harcamaları, eğitim hizmetlerinin gerçekleştirilmesi ve nitel ve nicel anlamda genişletilmesi için kamu ve özel kesim tarafından yapılan harcama türüdür (Güngör ve Göksu, 2013: 66). Eğitim harcamaları, kamu sektörü tarafından gerçekleştirilen en önemli sosyal harcamalardandır. Eğitim faaliyetinin diğer alanların temel yapısını ve iktisadi büyüme ile kalkınmanın belirleyici unsurunu oluşturması sebebiyle pek çok gelişmiş ülkede büyüklük olarak, savunma harcamalarından sonra eğitim harcamaları yer almaktadır (Karaaslan, 2005: 43).

Bütçeler, devletlerin gelecekteki belirli bir dönem içerisinde yapacakları harcamalar ile elde edecekleri gelirleri gösteren yasal belgelerdir. Türkiye’de devlet bütçesinin yasal dayanağını 1982 Anayasası ve 5018 sayılı Kamu Mali Yönetimi ve Kontrol Kanunu oluşturmaktadır. Milli Eğitim Bakanlığı, 2006 yılında yürürlüğü giren 5018 sayılı Kamu Mali Yönetimi ve Kontrol Kanuna ekli I sayılı Cetvelde yer alan genel bütçeli idarelerden birisidir.

Tablo 4’te Milli Eğitim Bakanlığı’na ayrılan bütçenin merkezi bütçeye ve milli gelire oranları 2007-2015 yılları itibarıyla yer almaktadır. Bakanlık bütçesinin merkezi bütçeye oranı 2010 yılı dışında düzenli bir seyir izlemektedir. 2007 yılında merkezi bütçenin %10,42 olan MEB bütçesi 2016 yılında %13,38’e yükselmiştir. Fakat MEB bütçesinin merkezi bütçeye oranı açısından söylenenleri, milli gelire oranı açısından söylemek pek mümkün değildir. 2007 yılından milli gelire oranı %3,40 olan MEB bütçesi, 2016 yılında %3,46 olarak gerçekleşmiştir. Bu durum eğitime ayrılan bütçenin bir istikrar kazanmadığını göstermektedir.



Tablo 4. MEB Bütçeleri ve Milli Gelire Oranı (2007-2016)

Yıllar	MEB Bütçesinin Merkezi Bütçeye Oranı (%)	MEB Bütçesinin Milli Gelire Oranı (%)
2007	10,42	3,40
2008	10,51	3,13
2009	10,64	2,51
2010	9,80	2,74
2011	10,92	2,81
2012	11,16	2,74
2013	11,76	3,02
2014	12,77	3,24
2015	13,11	3,19
2016	13,38	3,46

Kaynak: İlgili yılların bütçe kanunları ve eklerinde yer alan veriler göz önünde bulundurularak hazırlanmıştır.

Bütçe harcamaları belirli kriterler göz önünde bulundurularak sınıflandırılmaktadır. Türkiye’de bütçe harcamalarının sınıflandırılmasında 2006 yılından itibaren Analitik Bütçe Sınıflandırması kullanılmaktadır. Detaylı bir kurumsal kodlamayla program sorumlularının tespitine imkân vermesi, mevcut bütçede var olmayan fonksiyonel sınıflandırmanın sağlanması, aynı kodlamanın konsolide bütçeli kuruluşlar dışındaki kuruluşlarda da uygulanabilir olması, uluslararası karşılaştırmalara imkân vermesi ve ölçmeye ve analize elverişli olması analitik bütçe sınıflandırmasının temel özellikleridir (BÜMKO, 2004: 7). Analitik bütçe sınıflandırması; ekonomik sınıflandırma, fonksiyonel sınıflandırma, kurumsal sınıflandırma ve finansman tipi sınıflandırma olmak üzere dört ana bölümden oluşmaktadır. Bu çalışmada eğitim harcamaları ekonomik sınıflandırma ve fonksiyonel sınıflandırma açısından analiz edilmiştir.

3.1. Milli Eğitim Bakanlığının Harcama Yapısının Ekonomik Sınıflandırmaya Göre Analizi

Ekonomik sınıflandırma devlet faaliyetlerinin, milli ekonomi üzerindeki etkilerine göre gruplanmasıyla oluşturulmuştur. Devlet faaliyetlerinin, milli gelir ve piyasa ekonomisi üzerindeki etkilerinin ölçülmesini amaçlamaktadır (BÜMKO, 2004: 32). 5018 sayılı Kamu Mali Yönetimi ve Kontrol Kanunu’na göre kamu harcamaları ekonomik sınıflandırmaya göre 9 kalem altında sınıflandırılmaktadır:

1. Personel Giderleri
2. Sosyal Güvenlik Kurumlarına Devlet Primi Giderleri
3. Mal ve Hizmet Alım Giderleri
4. Faiz Giderleri
5. Cari Transferler
6. Sermaye Giderleri
7. Sermaye Transferleri
8. Borç Verme
9. Yedek Ödenekler

Tablo 5’te Milli Eğitim Bakanlığı tarafından gerçekleştirilen harcamalar, ekonomik sınıflandırma kapsamında analiz edilmiştir. 2007-2016 döneminde Milli Eğitim Bakanlığı tarafından gerçekleştirilen harcamaların ortalama %68,57’si personele yapılan ödemelerdir. Personel ödemeleri 2009 yılı hariç 2011 yılına kadar yükselmiş ve sonrasında



azalmaya başlamıştır. 2016 yılında ise tekrar yükselmiştir. 2007 yılında personel ödemeleri toplam harcamaların %63,16'sını oluştururken bu oranın 2016 yılında %69,06 olarak gerçekleşmiş ve toplam harcamalar içerisinde personel giderleri artmıştır.

Toplam harcamalar içerisinde personel giderlerinden sonra en önemli harcama kalemi devletin işveren sıfatıyla ödediği sosyal güvenlik katkı paylarını ifade eden sosyal güvenlik kurumlarına devlet primi giderleridir. Söz konusu dönemde toplam harcamaların ortalama %10,83'i sosyal güvenlik kurumlarına devlet primi giderleridir. 10 yıllık süreçte personel giderlerinin toplam harcamalar içerisindeki payı artmışken; sosyal güvenlik kurumlarına devlet primi giderlerinin toplam harcamalara oranı ise azalmıştır. Personel harcamalarının toplam harcamalar içerisindeki payının artmasının temel sebebi ise öğretmen sayısının yıllar itibariyle artmasıdır.

Tablo 5. Ekonomik Sınıflandırmaya Göre Harcama Türlerinin Toplam Harcamalar İçerisindeki Payı, %, (2007-2016)

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Ort
Personel Giderleri	63,16	67,22	66,30	70,77	72,14	70,74	69,44	68,69	68,12	69,06	68,57
Sos. Gv. Dev. Primi Gid.	14,82	7,93	7,65	12,06	11,38	11,55	10,97	10,66	10,65	10,62	10,83
Mal ve Hizmet Alım Giderleri	5,61	9,67	10,28	7,60	7,56	7,85	8,32	8,26	9,40	9,21	8,38
Faiz Giderleri	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Cari Transfer	8,93	9,04	8,87	3,19	3,02	3,17	2,88	3,01	2,91	2,69	4,78
Sermaye Gideri	6,97	5,51	5,40	5,22	4,88	6,64	8,33	9,32	8,86	8,23	6,93
Sermaye Transferi	0,50	0,64	1,50	1,17	1,02	0,05	0,06	0,06	0,06	0,01	0,51
Borç Verme	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Yedek Ödenek	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Toplam	100	100	100	100	100	100	100	100	100	100	100

Kaynak: İlgili yıllarının bütçe kanunları ve eklerinde yer alan veriler göz önünde bulundurularak hazırlanmıştır.

2007-2016 döneminde toplam harcamaların ortalama %8,38'ini mal ve hizmet alım giderleri; %4,78'ini cari transferler; %6,93'ünü sermaye giderleri; %0,51'ini ise sermaye transferleri oluşturmuştur. Söz konusu dönem içerisinde Milli Eğitim Bakanlığı tarafından faiz giderleri, borç verme ve yedek ödenek kalemleri hiç kullanılmamıştır.

3.2. Milli Eğitim Bakanlığının Harcama Yapısının Fonksiyonel Sınıflandırmaya Göre Analizi

İlk olarak Amerika Birleşik Devletleri'nin yerel yönetimlerinde 1909-1913 yılları arasında kullanılmaya başlanan fonksiyonel sınıflandırmada, giderler yoluyla gerçekleştirilmesi öngörülen amaçlara yönelik hizmetler, bir başka deyişle, devletin klasik ve sosyo-ekonomik nitelikteki hizmetleri göz önünde bulundurularak her bir hizmet grubu için yapılan giderler dikkate alınmaktadır (Karaaslan, 2012: 1). Kamu harcamalarının fonksiyonel sınıflandırılması ile kamu harcamalarını fonksiyonlarına göre analiz edebilme ve değerlendirme yapabilme olanağı doğmuştur (Sağbaş, 2011: 9). 5018 sayılı Kamu Mali Yönetimi ve Kontrol Kanunu'na göre kamu harcamaları 10 kalem altında sınıflandırılmaktadır:

1. Genel Kamu Hizmetleri
2. Savunma Hizmetleri
3. Kamu Düzeni ve Güvenlik Hizmetleri
4. Ekonomik İşler ve Hizmetler
5. Çevre Koruma Hizmetleri
6. İskân ve Toplum Refahı Hizmetleri
7. Sağlık Hizmetleri



8. Dinlenme, Kültür ve Din Hizmetleri
9. Eğitim Hizmetleri
10. Sosyal Güvenlik ve Sosyal Yardım Hizmetleri

Tablo 6'da Milli Eğitim Bakanlığı tarafından gerçekleştirilen harcamalar fonksiyonel sınıflandırma kapsamında değerlendirilmiştir. Toplam harcamalar içerisinde üç harcama kalemi ağırlıktadır. 2007-2016 döneminde toplam harcamaların ortalama %94,1'u eğitim hizmetine yöneliktir. Genel kamu hizmeti toplam harcamaların ortalama %5,48'i iken; dinlenme, kültür ve din hizmetleri de ortalama %0,42'dir.

Tablo 6. Fonksiyonel Sınıflandırmaya Göre Harcama Türlerinin Toplam Harcamalar İçerisindeki Payı, %, (2007-2016)

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Ort.
Genel Kamu Hizmetleri	9,33	9,68	9,26	2,63	2,87	3,04	4,52	4,39	4,43	4,57	5,48
Savunma Hizmetleri	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Kamu Düzeni ve Güvenlik Hizmetleri	0,00	0,00	0,01	0,01	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Ekonomik İşler ve Hizmetler	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Çevre Koruma Hizmetleri	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
İskân ve Toplum Refahı Hizmetleri	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Sağlık Hizmetleri	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Dinlenme, Kültür ve Din Hizmetleri	0,46	0,46	0,39	0,40	0,58	0,46	0,47	0,37	0,32	0,26	0,42
Eğitim Hizmetleri	90,21	89,85	90,34	96,96	96,55	96,50	95,00	95,24	95,25	95,16	94,1
Sosyal Güvenlik ve Sosyal Yardım Hizmetleri	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Toplam	100	100	100	100	100	100	100	100	100	100	100

Kaynak: İlgili yılların bütçe kanunları ve eklerinde yer alan veriler göz önünde bulundurularak hazırlanmıştır.

Eğitim hizmeti için yapılan harcamaların toplam harcamalara payı 2007-2016 döneminde %4,95 artış göstermiştir. Toplam harcamalar içerisinde genel kamu hizmetlerine ayrılan pay ise eğitim hizmetlerine paralel olarak azalmıştır. Söz konusu dönemde genel kamu hizmetlerinin toplam harcamalar içerisindeki payı %4,76 azalmıştır.

4. Sonuç

Çalışmada ülkelerin ekonomik kalkınma ve büyümesinde birincil derecede önemli olan eğitim hizmeti ve bu hizmete ayrılan bütçe 2007-2016 dönemi itibarıyla Türkiye özelinde analiz edilmiştir.

Türk eğitim sisteminde belirli yıllarda reformlar gerçekleştirilmiştir. Son reform 2012-2013 dönemde gerçekleştirilen zorunlu eğitim sistemidir. Bu eğitim sistemi ile birlikte zorunlu eğitim 12 yıla çıkarılmıştır. Toplumun kalkınması için birincil önemi bulunan zorunlu eğitimin süresinin uzatılması olumlu bir gelişme olmakla birlikte sistemin işleyişinde ciddi sorunlar vardır ve bu sorunların en kısa sürede çözülmesi gerekmektedir.

Türkiye'de 2007-2016 yılları arasında eğitim hizmetine ayrılan bütçe incelendiğinde Milli Eğitim Bakanlığına ayrılan bütçenin merkezi hükümet bütçesi içerisindeki payında artış



olmasına rağmen; MEB bütçesinin milli gelire oranında azalma meydana gelmiştir. Öğrenci sayısı, okul sayısı ve personel sayısı artarken eğitime ayrılan bütçe yeterli düzeyde artmamıştır. Aynı zamanda eğitim sisteminde yaşanan köklü değişimlerde göz önünde bulundurulduğunda eğitim bütçesinin yetersiz olduğu görülmektedir.

Eğitim harcamalarının toplam harcamalar içerisindeki payı ekonomik sınıflandırma açısından değerlendirildiğinde en büyük harcama kaleminin personel hizmetleri olduğu tespit edilmiştir. Öğretmen sayılarının artmasına paralel olarak personel harcamalarının da arttığı görülmektedir.

Fonksiyonel sınıflandırma açısından ise Milli Eğitim Bakanlığının doğasında var olan eğitim hizmetinin ağırlığı dikkat çekmektedir. Eğitim hizmetine yönelik harcamalar toplam harcamaların %94,1 gibi çok önemli bir kısmını oluşturmaktadır.

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Akılcı İlaç Kullanımı İle İlgili Tutum Ve Bilgi Düzeylerinin Belirlenmesine Yönelik Bir Çalışma Örneği

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Öz

Günümüzde ilaç kullanımı tüm dünyada önemli bir problem olmakla birlikte birçok sorunu da beraberinde getirmektedir. Tedavi sürecinin başlaması ile birlikte, hastalığın tamamen iyileşmesine kadar geçen sürede; bilinçsiz ilaç kullanımı, yanlış dozda ilaç alımı, ilacın iyi koşullarda saklanmaması gibi birçok problem karşımıza çıkmaktadır.

Sağlık Bakanlığının,2015 yılı sağlık harcamalarına bakıldığında 104,586 milyon TL sağlık harcamasının olduğu görülmektedir. Bu harcamanın 19,346 milyon TL'sini ise ilaç harcamaları oluşturmaktadır. Bu veriler ışığında, sağlık harcamaları içinde ilaç harcamalarının payı oldukça önemli bir yer tutmaktadır. İlaç harcamalarını azaltmak isteyen yöneticiler, ilaç kullanımında farkındalık yaratarak, akılcı ilaç kullanımı için teşvik etmelidirler.

Bu çalışmada, Ankara ilinde bulunan merkez bir ilçede yaşayan bireylerin ilaç kullanımı ile ilgili bilgi ve tutum düzeyleri ölçülmüştür. Çalışmada basit tesadüfi örneklem yöntemi kullanılmıştır. Çalışma anket araştırması şeklindedir. Literatür taraması yapıp, gerekli veriler toplanarak, ilgili istatistikî analizler yapılmıştır.

Anahtar sözcükler: Bilinçsiz İlaç Kullanımı, Akılcı İlaç Kullanımı, Bilgi, Tutum, Davranış

1.Giriş

Dünyada ve ülkemizde temel sağlık sorunlarından biri olan akılcı olmayan ilaç kullanımı, yanlış, gereksiz ilaç kullanımı ile birlikte mortalite ve morbidite gibi beraberinde birçok sağlık sorunlarına da sebep olmaktadır.

Akılcı olmayan ilaç kullanımının başında reçetesiz ilaç kullanımı, gereksiz veya fazla ilaç alımı, evde ilaç saklama alışkanlıkları yer almaktadır. Akılcı olmayan ilaç kullanımına ilişkin Dünya Sağlık Örgütü'nün tahminlerine göre ilaçların yarısından fazlası uygunsuz şekilde reçete edilmekte, dağıtılmakta ya da satılmaktadır (Aydın ve Celal, 2012,s.1).Temel sağlık sorunlarını oluşturması nedeni ile akılcı ilaç kullanımının uygulanması kaçınılmaz hale gelmektedir.

Son yıllarda özellikle ülkemizde akılcı ilaç kullanımına ilişkin uygulama konusunda önemli gelişmeler kaydedilse de hala günümüzde uygulama konusunda bazı sıkıntılar yaşanmaktadır. Gerek ülkemizde gerekse dünya akılcı olmayan ilaç kullanımı konusunda çözüm yolları araştırılmakta, uygulanmakta geliştirilmektedir.

2.Literatür

Literatürde akılcı ilaç kullanımı ile ilgili birçok tanım yer almaktadır. Dünya Sağlık Örgütü'nün yapmış olduğu tanımlamaya göre akılcı ilaç kullanımı, uygun ilacın reçete edilmesi, ilacın doğru zamanda ve düzgün bir şekilde dağıtılması, doğru aralıklarla doğru dozda alınması ve içilmesi olarak tanımlamıştır. Ayrıca Dünya Sağlık Örgütü'ne göre de uygun ilaç kullanımı etkili ve kabul edilebilir kalite ve güvenlikte olmalıdır (World Health Organization,1987,p.78).

Akılcı ilaç kullanımı toplumun hastalandıklarında bilinçsiz ilaç kullanıp kullanmadıkları; hekime başvurup başvurmadıkları; hekimle tedavinin düzenlenmesi hususunda gerekli iletişimi kurup kuramadıkları; hekime tavsiyeleri doğrultusunda tedavilerini sürdürüp



sürdürmedikleri; tedavilerinin sonlanması noktasında doğru adımları atıp atmadıkları; yakınlarına ilaç/tedavi bilirkişiliği yapıp yapmadıkları vb. birçok kritik konu ilaç kullanımı alışkanlığını doğrudan etkilemektedir (Mollahaliloğlu ve diğerleri,2011,s.61). Alınan ve kullanılan ilaçlar doğru dozda olmalı,ilaç hastalığa uygun bir biçimde seçilmeli ve uygun sürede kullanılmalıdır. Aynı zamanda Akılcı ilaç kullanımı, ilaç tedavisinin etkili, güvenli ve ekonomik biçimde uygulanmasına olanak tanıyan planlama, yürütme ve izleme sürecidir. Bu süreç ilaç endüstrisinin, devletin, hekim ve eczacılar olmak üzere sağlıkçıların ve toplumun akılcı davranmasını gerektirmektedir. (T.C. Sağlık Bakanlığı Sağlık Projesi Genel Koordinatörlüğü,1993,s.3). Akılcı ilaç kullanım ilkelerine göre etkililik, güvenilirlik, uygunluk ve maliyet kriterleri ilaç seçiminde dikkate alınması gereken zorunlu parametrelerdir (De Vries ve diğerleri,1994,p.18).

Akılcı ilaç kullanımının belirtmiş olduğu kurallara uyulmaması ise, akılcı olmayan ilaç kullanımı olarak bilinir ve tüm ülkelerin üzerinde önemle durduğu ortak sağlık sorunları arasında yer alır (Mollahaliloğlu ve diğerleri,2011,s.1).Akılcı olmayan ilaç kullanımı bir çok ülkede olduğu gibi Türkiye’de temel sağlık sorunları arasında yer alır. Akılcı olmayan ilaç kullanımına hastalarında bir takım olumsuz alışkanlıkları,bilgi açıkları ya da yanlış inanışlarının etkisi mevcuttur.Bundan dolayı Akılcı olmayan ilaç kullanımı giderilmesinde hastaların konuyla ilgili bilgi ve tutumlarının gözden geçirilmesi ve gerekli tedbirlerinin alınması önem taşır.

Akılcı olmayan ilaç kullanımına sebep sonuç ilişkisi bakımından üzerinde hassasiyetle durulması gereken konulardan birisi de Akılcı olmayan ilaç kullanımının ekonomik boyutudur (Mollahaliloğlu ve diğerleri,2011,s.10). Birçok ülkede ilaç maliyetleri toplam sağlık bütçesinin büyük kısmını oluşturmaktadır (Dünya Sağlık Örgütü,1988,s.8).Özellikle Türkiye’de son yıllarda daha fazla olmak üzere ilaca harcanan paranın giderek artış kaydettiği bilinmektedir (Mollahaliloğlu ve diğerleri,2011,s.10). Ülkemizde ise akılcı ilaç kullanımını yaygınlaştırabilmek amacı ile Sağlık bakım ekibi üyelerine, topluma ilaç kullanımında uygun yolu göstermek amacıyla birçok ülkede 1985 yılında Dünya Sağlık Örgütü’nün öncülük ettiği “Akılcı İlaç Kullanımı Programı” başlatılmıştır.

Akılcı ilaç kullanımında önemli olan diğer bir konu ise ilaç kullanımında hata oluşturabilecek kişilerdir. Uygulama hatalarındaki kişiler dikkate alındığında; hekim, hasta birey, hemşire, üretici firma ve eczane kaynaklı olarak sınıflandırılabilir (Uzun, ve Arslan,2008,s.147).Akılcı ilaç konusunda anılan tarafların akılcı davranış sergileyebilmeleri, iyi niyetli yaklaşımının yanı sıra yeterli düzeyde bilgi ve beceriye bağlıdır (T.C. Sağlık Bakanlığı Sağlık Projesi Genel Koordinatörlüğü,1993,s.3). Çalışmamızda hastalardan kaynaklanabilecek hatalar üzerinde durulmuştur.

3.Yöntem

Bu çalışma hastaların akılcı ilaç kullanımlarını değerlendirmek amacıyla yapılan tanımlayıcı bir çalışmadır. Bu doğrultuda hastaların akılcı ilaç kullanımlarına ilişkin bilgi tutumlarını değerlendirmek için 20 soruluk anket formu geliştirilmiştir. Sorulardan 3 tanesi demografik özellikleri, 17 tanesi ilaç kullanımını değerlendirmek amacıyla hazırlanmıştır. Çalışma araştırmacı tarafından önceden 42 bireye uygulanarak denenmiş, gerekli düzeltmeler yapılmıştır. Elde edilen veriler SPSS 17.0 istatistik programı kullanılarak değerlendirilmiştir.

Araştırma Ankara ilinin merkez ilçesinde 12 Ocak 2017 -21 Şubat 2017 tarihleri arasında yürütülmüştür. Araştırma, evreni bilinmeyen örneklem yönteminden yapılan hesaplamalar sonucunda %95 güven aralığında 378 kişiye ulaşması yeterli bulunmuştur. Çalışmanın örneklemini 412 kişiden oluşturmaktadır.



4.Bulgular

Çalışmaya katılan 412 bireyden 246'sı kadın (% 59,7) ve 166'sı erkektir (%40.3). Katılımcıların %21.6'i 18-30 yaşları arasında , %36.2'si 31-40 yaş arasında , %18.9'u 41-50 yaş arasında, %14.8'i ise 51-60 yaş arasındadır. Katılımcıların %4,4'ü okuma yazma bilmemekte , %31,3'ü ortaöğretim mezunu, %30,3'ü lise mezunu, %28,4'ü yükseköğretim mezunu ve %5,6'sı yüksek lisans/doktora mezunu kişilerden oluşmuştur.

Tablo 1. Katılımcıların Kullanmış Oldukları İlaçlar İçin Yarım Kalmış Ortalama İlaç Kutu Sayısı Dağılımı

	Sayı	%
Hiç yok	77	18,7
1-5 kutu	192	46,6
6-10 kutu	19	24,0
10'dan fazla kutu	44	10,7

Katılımcıların hanede yarım kalmış ilaç kutusuna sahip olmayan bireylerin %18,7'si , 1-5 arası yarım kutuya sahip bireylerin %46,6'sı , 6-10 arası yarım kutuya sahip bireylerin % 24'ü ve 10 kutudan fazla yarım kalan kutuya sahip bireylerin %10,7'sini oluşturmuştur.

Tablo 2. Katılımcıların Son Kullanma Tarihi Geçerek Attıkları İlaç Kutu Sayısı Dağılımı

	Sayı	%
1-3 kutu	144	35,0
4- 7 kutu	139	33,7
8-10 kutu	28	6,8
10'dan fazla	37	9,0
Hiç atılmamaktadır	64	15,5

Katılımcılardan hanede yarım kalmış ilaç kutusuna sahip olmayan bireyler %18,7 , 1-5 arası yarım kutuya sahip bireyler %46,6 , 6-10 arası yarım kutuya sahip bireyler % 24'ü ve 10 kutudan fazla yarım kalan kutuya sahip bireyler ise %10,7'sini oluşturmuştur.

Tablo 3. Katılımcıların Daha Önce Kullanmış Oldukları İlaçları Tekrar Kullanmaları Halinde Davranış Tercihlerinin Dağılımı

	Sayı	%
Hastalığa uygunluk	240	58,3
Son kullanma tarihi	270	65,5
Ambalajın bozulmamasına	45	10,9
Hiçbiri	2	0,5

(*Katılımcılar birden fazla seçenek işaretlemişlerdir)

Katılımcılardan evdeki artık ilaçların tekrar kullanılmasında %58.3'ü hastalığa uygun olmasına, %65.5'i son kullanım tarihinin geçmemiş olmamasına, % 10,9 'u ambalajının bozulmamasına ve %0,5'i de hiçbir şeye dikkat etmediğini belirtmiştir.

Tablo 4. Katılımcıların Kullandıkları İlaçların Yan Etkilerini Dikkat Etme Davranış Durumlarının Dağılımı

	Sayı	%
Dikkat ederim	287	69,7
Dikkat etmem	125	30,3

Katılımcıların kullanmış oldukları ilaçların yan etkilerine %69,7 si dikkat etmekte iken,%30,3'ü de ilacın yan etkilerine dikkat etmediği saptanmıştır.



Tablo 5. Katılımcıların Daha Önce Kullanmış Oldukları İlaçları Tekrar Kullanmak İstemeleri Halinde Kimden Bilgi Aldıklarına İlişkin Tercihlerinin Dağılımı

	Sayı	%
Hekim	127	30,8
Eczacı	107	26
Prospektüs	28	6,8
Tanıdık/Komşu/Akraba	50	12,1
Bilgi yok	196	47,6

(*Katılımcılar birden fazla seçenek işaretlemişlerdir)

Katılımcılar evdeki artık ilaçları tekrar kullanmak istediğinde %30,8'i doktor sorduğunu, %26'sı eczacıya,%6,8'i prospektüsünü okuduğunu,%12'i tanıdık/komşu/akrabaya danıştıklarını ve %47,6'sı ise ilacı daha önce kullandıklarından dolayı tekrar kullanırken herhangi bir bilgi almadığını belirtmiştir

Tablo 6. Katılımcıların Reçetesiz İlaç Alma Durumlarının Dağılımı

	Sayı	%
Evet	224	54,4
Hayır	188	45,6

Katılımcıların %54,4'ü reçetesiz olarak ilaç aldıklarını belirtirken , %45,6'sı ise reçetesiz ilaç almadıklarını ifade etmiştir.

Tablo 7. Katılımcıların Evde Bulundurmak Amacı ile Yazdırdıkları İlaçların Farmakolojik Gruplara Göre Dağılımı

	Sayı	%
Ağrı kesici	268	65
Antibiyotik	101	24,5
Vitamin	171	41,5
Mide ilaçları	109	26,5
Alerji ilaçları	106	25,7
Merhem	36	8,7
Diğer	126	30,6

(*Katılımcılar birden fazla seçenek işaretlemişlerdir)

Katılımcıların %65'i ağrı kesici,%24,5'i antibiyotik,%41,5'i vitamin ilaçları,%26,5'i mide ilaçları,%25,7'si alerji ilaçları,%8,7'si merhem ilaçlarını ve % 30,6'sı ise diğer grup ilaçları evde bulundurmak amacı ile yazdırdıklarını belirtmişlerdir. Diğer grup ilaçları yazdırmayı tercih edenlere hangi farmakolojik ilaç gruplarını yazdırdıklarını sorduğumuzda şeker, tansiyon, ateş düşürücü, balgam söktürücü ilaç grupları olduğunu belirtmişlerdir.

Tablo8. Katılımcıların Kendi Hastalıklarına İyi Gelen Bir İlacı Bir Başkasına Önerme Durumlarının Dağılımı

	Sayı	%
Evet	224	54,4
Hayır	188	45,6

Katılımcıların %54,4'ü herhangi bir hastalık için kendisine iyi gelen bir ilacı bir başkasına önerdiğini ifade ederken,%45,6'sı ise başkasına önermediğini ifade etmiştir.



Tablo 9. Katılımcıların Bir Hastalık Halinde Hekimin Verdiği İlaçları Kullanma Durumlarının Dağılımı

	Sayı	%
Almış olduğum ilaç bitene kadar kullandım	78	18,9
Sadece şikâyetim geçene kadar kullandım	169	41,0
Hekimin veya eczacının önerdiği süreye tamamen uydum	201	48,8

Katılımcıların bir hastalık halinde ilaç kullanma alışkanlıklarına göre, deneklerin % 18,9'u almış olduğu ilaçları bitene kadar kullandığını, %41'i ise sadece hastalığa ilişkin şikâyeti geçene kadar kullandığını ve %48,8'i ise hekimin veya eczacının önerdiği süreye tamamen uyarak ilaçlarını kullandığını belirtmiştir.

Tablo 10. Katılımcıların İlacın Kullanımı İle İlgili Bilgileri Kimden Aldıklarına İlişkin Tercihlerinin Dağılımı

	Sayı	%
Hekim	160	38,8
Eczacı	207	50,2
Sağlık personeli(hemşire, ebe,sağlık memuru vb.)	60	14,6
Prospektüs	253	61,4
İnternet	133	32,3

(*Katılımcılar birden fazla seçenek işaretlemişlerdir)

Katılımcılara hastalıkları ile ilgili daha önceden kullanmış oldukları ilacı tekrar kullanırken %38,8'i hekimden,%50,2'si eczacıdan,%14,6'sı sağlık personeline,%61,4'ü ilacın prospektüsünden ve %32,3'ü ise internetten bilgi aldıklarını ifade etmiştir.

Tablo 11. Katılımcıların İlaç Yan Etkisi İle Karşılaşmaları Halinde Davranış Tercihlerinin Dağılımı

	Sayı	%
Hekime başvururum	347	84,2
Eczacıya başvururum	142	34,5
Sağlık personeline(hemşire, ebe, sağlık memuru vb.) başvururum	68	16,5
Kendim çözüm ararım	77	18,7

(*Katılımcılar birden fazla seçenek işaretlemişlerdir)

Çalışmaya katılanların %84,2' si ilacın yan etkisi ile karşılaştığında hekime başvurduğunu,%34,5'i eczacıya,%16,5'i sağlık personeline başvurduğunu belirtir iken %18,7'si ise herhangi bir yere başvurmadığını, kendi kendine çözüm aradığını belirtmiştir.

Tablo 12. Katılımcıların Basında Reklamı Yapılan İlaçları Kullanma Durumlarının Dağılımı

	Sayı	%
Hekime danışarak kullandım	221	53,6
Eczacıya danışarak kullandım	105	25,5
Kullanan kişilere danışarak kullandım	142	34,5
Kullanmam	111	26,9

(*Katılımcılar birden fazla seçenek işaretlemişlerdir)



Katılımcıların basında reklamı yapılan ürünleri alırken %53,6' sını hekime başvurarak kullandığını, % 25,5'i eczacıya,%34,5'i kullanan kişilere danışarak kullandığını ve %26,9'u ise hiçbir şekilde bu ilaçları kullanmadığını belirtmiştir.

Tablo 13. Katılımcıların Bir Hastalık Halinde Hekimin Verdiği İlaçları Kullanma Durumlarının Dağılımı

	Sayı	%
Kullandığım ilaçları her zaman yarım bırakırım	10	12,4
İyileşince ilaçlarımı yarım bırakırım	261	33,3
Hastalığım ile ilgili yararlı olabileceğini düşündüğüm başka bir ilaçla karşılaştığımda ilacımı yarım bırakırım.	45	10,9
Hiçbir zaman ilaçlarımı yarım bırakmam	96	43,3

Katılımcıların %12,4'ü hekimin vermiş olduğu ilaçları her zaman yarım bıraktığını,%33,3'ü iyileştiğinde ilaçlarını yarım bıraktığını,% 10,9'u yararlı olabileceğini düşündüğü başka bir ilaç ile karşılaştığında ilacı yarım bıraktığını ve %43,3'ü ise ilaçlarını hiçbir zaman yarım bırakmadığını belirtmiştir.

Tablo 14. Katılımcıların İlaçların Kullanım Amaçlarını Bilme Durumlarının Dağılımı

	Sayı	%
Evet	280	68
Hayır	132	32

Katılımcıların %68'i hastalıklarına ilişkin almış oldukları ilaçların kullanım amaçlarını bildiğini belirtirken,%32'si ise ilacın kullanım amacını bilmediğini ifade etmiştir.

Tablo 15. Katılımcıların Hastalık İle İlgili İlacı Almayı Unutma Durumunda Tercih Edilen Davranış Dağılımı

	Sayı	%
Aklıma gelince iki tane alırım	242	29,4
İlacı almam	121	58,7
Bir sonrakine iki tane alırım	49	11,9

Katılımcılara ilaç alımını unuttuklarında nasıl bir davranış eğiliminde bulduklarını sorulduğunda %29,4'ü ilaç alımını hatırlayınca iki tane ilaç aldıklarını,% 58,7'si ise ilacı hiçbir şekilde almadığını ve %11,9'u ise bir sonrakine iki tane ilaç aldığını belirtmiştir.

Tablo 16. Katılımcıların İlaçlarını Aç Ya da Tok Alma Durumuna Dikkat Etme Dağılımı

	Sayı	%
Evet	307	74,5
Hayır	105	25,5

Katılımcıların %74,5'i kullanmış oldukları ilaçların aç ya da tok olarak alımına dikkat ederken ,%25'5'i ise aç yada tok alımına dikkat etmeden ilacı kullandıklarını ifade etmiştir.

Tablo 17. İlaçları Düzenli Kullanmayı Tercih Etme Davranışlarının Dağılımı

	Sayı	%
Evet	79	59,2
Hayır	333	40,8

Katılımcıların %59,2'si ilaçları düzenli kullandığını belirtirken %40,8'i ise ilaçları düzenli kullanmadığını belirtmiştir.



5.Sonuç ve Tartışma

Katılımcıların akılcı ilaç kullanımına ilişkin tutum ve bilgi düzeyleri incelendiğinde;

- Katılımcılar ağırlıklı olarak 1-5 kutu arasında hanede yarım kalmış ilaç bulundurduğu ve bu ilaç kutularını ileride meydana gelebilecek hastalık durumları için evde sakladıkları düşünülmektedir.
- Katılımcıların son kullanma tarihi geçerek atmış oldukları ilaç kutusu çoğunlukla 1-3 kutu arasında olmakla birlikte ilaçları tekrar kullanmak istediklerinde son kullanma tarihine dikkat ettikleri görülmüştür. Bu durum ilaçları son kullanma tarihi geçene kadar sakladıkları ve tekrar kullanmaları halinde son kullanma tarihine dikkat ettikleri tahmin edilmektedir.
- Çalışmaya katılan bireylerin yaklaşık %70'i ilaçların yan etkisine dikkat ettiğini belirtirken %55'i ise reçetesiz ilaç aldıklarını ifade etmiştir.
- İlaçları tekrar kullanmak istediklerinde çoğunluğun kimseden bilgi almadan ilacı kullandığını ve kendisine iyi gelen bir ilacı bir başkasına önerdiğini görülmüştür.
- Çalışmada katılımcılar evde bulundurmamak amacı ile eczaneden daha çok ağrı kesici aldıklarını ifade etmiştir. Farmakolojik ilaçlar açısından halkın bu konuda eğitilmesi ve bilinçsiz ilaç kullanımının önüne geçilmesi ve bu konuda alınması gereken tedbirlerin varlığına işaret ettiği düşünülmektedir.
- Katılımcıların doktor tavsiyesi ile kendisine verilen ilacı önerilen süreye uyarak kullandıkları görülmüştür. Katılımcıların, ilacın kullanımı ile ilgili bilgileri daha çok eczacıdan aldıklarını ve ilacın herhangi bir yan etkisi ile karşılaşma durumunda genellikle hekime başvurduğu görülmüştür.
- Katılımcıların basında reklamı yapılan ilaçları kullanma konusunda daha çok hekime danıştıkları görülmüştür. Bu durumda hekime olan güveni önemli olduğu düşünülmektedir.
- Katılımcıların çoğunluğunun kullandıkları ilacı yarım bırakmadığı, ilaçların kullanım amaçlarını bildiği, ilacı almayı unutma durumunda ilacı almama davranışında buldukları, aç ya da tok alımına dikkat ettiği ve ilaçları düzenli kullanmayı tercih ettiği görülmüştür.

Tüm bu ifadeler aracılığı ile katılımcıların ilaç kullanımı konusunda bazı alışkanlıkları, bilgi düzeyleri ve tedavi sürecinde sergiledikleri tutum hakkında bu araştırma ile önemli tespitlere değinilmiştir. Daha önceden yapılmış olan çalışmalarda birçok bulguya göre katılımcıların birçoğunda ilaç kullanımı alışkanlıklarında iyimser bazı değişimlerin olduğu söylenebilir.

Araştırma sonuçları çerçevesinde akılcı ilaç konusunda farkındalık ve bilgi düzeylerinin istenen seviyelere ulaşabilmesi için;

- Toplumda akılcı ilaç kullanımı bilinci aşılmalı bunun için uygun eğitimler verilmelidir. Bu eğitimler sürekli olmalı ve verilen eğitimin yanında, kazanılan tutum ve davranışların korunması ve desteklenmesi için ilgili düzenlemeler yapılmalıdır.
- Akılcı ilaç kullanımı için eczanelerden kontrolsüz ve reçetesiz ilaç alımı önlenmeli ve bununla ilgili idari yaptırımlar yapılmalıdır.
- İlaç kullanım politikalarına ilişkin ilgili düzenlemeler yapılmalı ve ilaçların hastalara sunulan şekilleri değiştirilerek, yeterli miktar ve düzeyde ilaç verilmelidir.
- Akılcı ilaç kullanımı ile ilgili toplumda yeterli sağlık bilinci oluşturulmalıdır.
- Akılcı ilaç kullanımı açısından sorunlu sayılan alanlara öncelik verilmelidir.



- Ulusal ilaç politikaları belirlenirken akılcı ilaç kullanımına yönelik yasal ve idari yaptırımlar dikkate alınarak, akılcı ilaç kullanım politikasının yaygınlaştırılmasına önem verilerek ilaç politikaları değerlendirilmesi kanaatine varılmıştır.

Akılcı ilaç kullanımı konusunda yapılan bu araştırmada yapılmış olan tespitler bilinçsiz ilaç kullanımının önüne geçecek diğer tedbirlerin de alınmasını önemli kılmıştır.

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Sığınmacıların Türkiye'ye Olumsuz Etkileri

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Öz

Dünya'da her zaman insanlar zorunlu bir şekilde ülkelerinden ayrılmaktadırlar. 2011 yılında başlayan ve Arap Baharı olarak ifade edilen olaylar da çok sayıda insanın zorunlu göçüne neden olmuştur. Olayların ve zorunlu göçün yaşandığı ülkelerden biri Suriye'dir. Suriyeli vatandaşlar başta sınır komşusu ülkeler olmak üzere Türkiye dahil pek çok ülkeye sığınmışlar ve iltica etmişlerdir. 2011 yılından beri yasal ya da yasa dışı yollarla ülkeye giren sığınmacılar özellikle sınır kentleri olmak üzere ülkenin her tarafına dağılmışlardır. Gelen sığınmacıların eğitim, sağlık, barınma, beslenme gibi ihtiyaçları olmaktadır. Bununla beraber geldikleri yerlere uyum da üzerinde durulması gereken diğer bir konudur. Bu çalışmanın amacı sayıları milyonları bulan sığınmacıların Türkiye'ye sosyal, ekonomik, kültürel alanlarda olumsuz etkilerini saptamak ve çözüm önerileri geliştirmektir.

Anahtar Sözcükler: Sığınmacı, Türkiye, Suriye

1.Giriş

Göç olgusu çok eski bir kavramdır. İnsanlar çok eski tarihlerden beri çeşitli nedenlerle göç etmektedirler. Göç bazen isteğe bağlı gerçekleşir bazen ise zorunludur. Günümüzde de Dünya'nın herhangi bir yerinde herhangi bir zamanda gerçekleşen olaylar nedeniyle çeşitli göçler yaşanmaktadır. Göç eden kişiler gittikleri yerlerde mülteci olabilecekleri gibi sığınmacı da olabilirler.

2011 yılında Arap Dünyasını sarsan olaylar yaşanmaya başlamıştır. Bu olaylar Arap Baharı olarak adlandırılmış ve pek çok Arap ülkesini etkisi altına almıştır. Burada yaşanan olaylar nedeniyle de ülke vatandaşları ülkelerinden ayrılmak zorunda kalmış ve çeşitli ülkelere sığınmış ya da iltica etmişlerdir. Olayların şiddetli bir şekilde yaşandığı ve ülke vatandaşlarının göç etmek zorunda kaldığı yerlerden biri de Suriye'dir. Suriye'de olaylar en şiddetli haliyle yaşanmış ve yaşanmaya devam etmektedir. Bu nedenle milyonlarca vatandaş başta sınır ülkeleri olmak üzere pek çok ülkeye göç ederek sığınmışlardır. Bu ülkelerden biri de Türkiye'dir.

Türkiye 2011 yılında başlayan olaylar nedeniyle milyonlarca Suriyeli vatandaşa kapılarını açmıştır. Nisan 2011'de başlayan gelişler günümüzde de devam etmektedir. Yasal ya da yasa dışı yollarla ülkeye giren sığınmacılar özellikle sınır kentleri olmak üzere ülkenin pek çok iline dağılmış durumdadırlar. Gelen sığınmacıların eğitim, sağlık, barınma, beslenme gibi pek çok ihtiyaçları söz konusu olmaktadır. Bununla beraber geldikleri yerlere uyum da üzerinde durulması gereken diğer bir konudur.

Bu çalışmanın amacı sayıları milyonları bulan Suriyeli sığınmacıların Türkiye'ye sosyal, ekonomik, kültürel alanlarda olumsuz etkilerini tespit etmektir. Bu amaçla çalışmada öncelikle sığınmacı kavramı açıklanmış ve mülteci kavramı ile farkına dikkat çekilmiştir, daha sonra Türkiye'deki sığınmacıların durumlarının ne olduğu ve ülkeye ne gibi olumsuz etkilerinin olduğu açıklanmıştır.



2. Mülteci-Sığınmacı Ayırımı

Bu çalışmanın konusu 'sığınmacılar' ile ilgilidir. Çünkü Türkiye'deki Suriyeliler 'sığınmacı' statüsündedirler. Bu kavram zaman zaman 'mülteci' kavramı ile karıştırılabilir. Burada bu iki kavram arasındaki ayırımı dikkate sunmak gerekir

2011 yılında Dünya Arap Baharı ile sarsılmıştır. Bu yıl Arap ülkesindeki vatandaşların mevcut yönetimlere baş kaldırmaya başladığı yıl olmuştur. Tunus'ta başlayan olaylar sonrasında Yemen, Libya, Bahreyn, Suriye gibi pek çok ülkede de yaşanmıştır. Yaşanan olaylar nedeniyle ülke vatandaşları başta sınır komşusu ülkeler olmak üzere pek çok ülkeye göç etmişlerdir. Gittikleri ülkelerde ya mülteci ya da sığınmacı olmuşlardır.

Mültecilikle ilgili tanımlamanın yapıldığı ve mültecilik haklarıyla ilgili yükümlülüklerin yer aldığı ilk uluslararası sözleşme Mültecilerin Hukuki Statüsüne İlişkin 1951 Cenevre Sözleşmesi'dir (Uzun, 2015:109). Bu sözleşmeye göre mültecilik, "Menşei ülkesi dışında bulunan ırkı, dini tabiiyeti, belli bir toplumsal gruba mensubiyeti veya siyasi görüşü sebebiyle zulüm görmekten haklı nedenlerle korku duyan ve ülkesinin korunmasından yararlanamayan ya da yararlanmak istemeyen veya zulüm korkusu nedeniyle buraya dönmek istemeyen kişi"dir (Tunç, 2015:32). Bu tanımdan hareketle mülteci olmak için birtakım şartların var olduğu ifade edilebilir. Bu şartlar aşağıdaki gibi sıralanabilir (www.amnesty.org.tr, 14.02.2017):

- Zulme uğrayacağından haklı sebeplerle korkma,
- Ülkesi dışında bulunma,
- Ülkesinin himayesinden mahrum olma ya da yararlanmak istememe,
- Ülkesine geri dönememe ya da dönmek istememe.

Mülteci sayılabilmek için birtakım şartlar söz konusudur. Bunlar aşağıdaki gibi ifade edilebilir:

- İrk, din, belirli bir gruba mensup olma ve siyasi görüşler nedeniyle sığınmak.
- Vatandaşı olunan ülkede zulüm göreceğine dair korku yaşamak.
- Zulme uğrama korkusu nedeniyle vatandaşı bulunulan ülkenin korumasından yararlanamama ya da yararlanmak istememek.
- Vatandaşı bulunulan ülke sınırları dışında bulunulmak.
- Son olarak zulüm korkusuyla vatandaşı bulunulan ülkeye dönememek.

Mültecilik statüsünün kazanılması esnasındaki yasal prosedürler ülkelerin iç hukuklarına göre gerçekleşmektedir.1951 Cenevre Sözleşmesine göre; mültecilik statüsü kazanan kişiler bulunduğu ülkede yasalara, yönetmeliklere ve kamu düzeni için alınan önlemlere uymak durumundadır. Bununla birlikte devletler de sözleşme hükümlerini mültecilere ayırım yapmadan uygulamak durumundadırlar (www.goc.gov.tr, 14.02.2017).

Mültecilik çeşitli şekillerde sona erebilir. Bunlar temelde iki gruba ayrılabilir. Bunlardan ilki iradi sebeplerdir, ikincisi ise menşe ülke şartlarının değişmesidir. Bu iki grup da kendi içinde alt başlıklara şu şekilde ayrılabilir (www.amnesty.org.tr, 14.02.2017):

➤ İradi sebepler:

- Vatandaşı olunan ülkenin yardımından kişinin kendi isteğiyle yararlanması
- Vatandaşlığın kaybedilmesinden sonra kişinin kendi isteğiyle yeniden vatandaşlık kazanması
- Yeni bir vatandaşlık alan ve vatandaşı olduğu ülkenin korunmasından yararlanılması
- Zulümden korkulduğu için terk edilen ülkeye kendi isteğiyle yeniden yerleşilmesi.



- Menşe ülke şartlarının değişmesi:
- Tabiiyetinde bulunduğu bir ülkesi olan kişiler mülteci statüsünün tanınmasını sağlayan şartlar ortadan kalktığında, vatandaşı bulunduğu ülkenin korumasından yararlanmayı kabul etmediğini ileri süremez.
- Vatansızların ise mültecilik şartları ortadan kalktığı takdirde ve normal ikametgahlarına dönebilecek durumda olmaları halinde mültecilik statüleri sona erer.

Sığınmacı ise, mülteci olarak uluslararası koruma arayan ancak statüleri henüz resmi olarak tanınmamış kişilere denilmektedir. Bu terim genellikle, mülteci statüsü almaya yönelik başvurularının hükümet ya da Birleşmiş Milletler Mülteciler Yüksek Komiserliği (BMMYK) tarafından karara bağlanmasını bekleyen kişiler için kullanılmaktadır (bianet.org,14.02.2017). Yani mülteci kendisine hukuki bir statü yani mültecilik statüsü tanınmış kişi iken; sığınmacı mültecilik statüsü incelenen ve bu nedenle kendisine geçici koruma sağlanan kişidir (Rençber, 2014: 251). Statüleri resmi olarak tanınmamış da olsa, sığınmacılar menşei ülkelerine zorla geri gönderilemezler ve haklarının korunması gerekmektedir (bianet.org, 14.02.2017).

3. Sığınmacıların Türkiye'deki Durumları ve Ülkeye Etkileri

2011 yılında Suriye'de yaşanan şiddetli olaylar nedeniyle çok sayıda Suriyeli vatandaş Türkiye'ye sığınmıştır. Türkiye'ye sığınma olayı 29 Nisan 2011 tarihinde 252 kişi ile başlamıştır ve günümüzde hala devam etmektedir (Kap,2014:30; Boyraz, 2015:41).

Türkiye'ye gelen Suriyeli vatandaşlar mülteci olarak tanımlanamamaktadır. Mülteci, yukarıda da ifade edildiği gibi "ırkı, dini, tabiiyeti, belli bir toplumsal gruba mensubiyeti veya siyasi düşünceleri yüzünden, zulme uğrayacağından haklı sebeplerle korktuğu için vatandaşı olduğu ülkenin dışında bulunan ve bu ülkenin korumasından yararlanamayan, ya da söz konusu korku nedeniyle, yararlanmak istemeyen yahut tabiiyeti yoksa ve bu tür olaylar sonucu önceden yaşadığı ikamet ülkesinin dışında bulunan, oraya dönemeyen veya söz konusu korku nedeniyle dönmek istemeyen kişidir" (Koç vd.; 2015:65-66; Ünal,2014:71).

Ülkelerin mültecilerle ilgili yükümlülükleri 1951 Cenevre Sözleşmesi ve 1967 Mültecilerin Hukuki Statüsüne İlişkin Protokol ile belirlenmiştir. Türkiye 1951 Cenevre Sözleşmesini "coğrafi çekince" ile imzalamıştır. Bu çekince gereğince Türkiye sadece Avrupa'dan gelen insanları mülteci olarak kabul etmektedir. Bu nedenle Türkiye'ye gelen Suriyeliler mülteci olarak değil sığınmacı olarak tanımlanmaktadır (Erdoğan,2014:16). Türkiye'nin 1951 Cenevre Sözleşmesine coğrafi çekince koyması ile ülkeye gelen Suriyeliler 1951 Cenevre Sözleşmesi'nin 1. maddesinde yer alan koşulları yerine getirdikleri için kendilerine İçişleri Bakanlığı tarafından sığınmacı statüsü verilmiştir. Sığınmacılık fiili bir durumu ifade etmektedir.

Türkiye Arap Dünyasında yaşanan olayların ardından açık kapı politikası uygulamış ve 2011 yılından itibaren milyonlarca Suriyeli vatandaş Türkiye'ye sığınmıştır. Türkiye başlangıçta açık kapı politikası uygularken bu kadar fazla sayıda sığınmacının geleceğine ihtimal vermemiştir. Bununla birlikte Suriye'de yaşanan iç savaşın bu kadar uzun sürmeyeceğini, rejimin yıkılacağını, ülkede düzen hâkim olunca da sığınmacıların ülkelerine dönecekleri düşünülmüştür. Ancak sonuç farklı olmuştur. İç savaş bitmemiş bunun sonucunda ülkeye sonu gelmeyen bir sığınmacı akını gerçekleşmiştir.

Türkiye'ye gelen sığınmacıların sayısı milyonlarla ifade edilmektedir. Gelen sığınmacıların bir kısmı barınma merkezlerinde kalmaktadır. Barınma merkezlerinde kalan sığınmacıların sayısı 260.053 kişidir (afad.gov.tr, 14.02.2017). Kamp dışında kalan sığınmacı sayısı ise



2.521.907'dir (www.goc.gov.tr, 14.02.2017). AFAD 2017 verilerine göre barınma merkezleri ve buradaki sığınmacıların sayısı aşağıdaki tabloda verilmiştir:

Tablo 1. Barınma merkezleri ve Sığınmacı Sayısı

İL	GEÇİCİ BARINMA MERKEZİ	BARINMA TİPİ		GBM MEVCUDU	
		Sayı	Tip	Sayı	Ulusalite
HATAY	Altınözü Konteynerkenti	2.056	konteyner	8.025	Suriyeli
	Yayladağı Konteynerkenti	776	konteyner	3.713	Suriyeli
		19 bölme			
	Apaydın Konteynerkenti	1.181	konteyner	5.219	Suriyeli
	Güveççi Çadırkenti	824	çadır	3.003	Suriyeli
GAZİANTEP	İslahiye 1 Çadırkenti	1.586	çadır	7.384	Suriyeli
	İslahiye 2 Çadırkenti	4.285	bölme	10.028	Suriyeli
				420	Iraklı
	Karkamış Çadırkenti	1.668	çadır	6.652	Suriyeli
	Nizip 1 Çadırkenti	1.873	çadır	10.099	Suriyeli
	Nizip 2 Konteynerkenti	952	konteyner	4.486	Suriyeli
ŞANLIURFA	Ceylanpınar Çadırkenti	4.551	çadır	22.192	Suriyeli
	Akçakale Çadırkenti	5.129	çadır	31.801	Suriyeli
	Harran Konteynerkenti	2.000	konteyner	13.781	Suriyeli
	Viranşehir Çadırkenti	3.938	çadır	15.181	Suriyeli
	Suruç Çadırkenti	7.028	çadır	31.852	Suriyeli
KİLİS	Öncüpınar Konteynerkenti	3.184	konteyner	15.937	Suriyeli
	Elbeyli Beşiriye Konteynerkenti	3.592	konteyner	20.948	Suriyeli
MARDİN	Midyat Çadırkenti	1.335	çadır	3.439	Suriyeli
				1.673	Iraklı
KAHRAMANMARAŞ	Merkez Konteynerkenti	5.008	konteyner	18.579	Suriyeli
				5.130	Iraklı
OSMANİYE	Cevdetiye Çadırkenti (Osmaniye iline geçici yerleştirme)	-		7.250	Suriyeli
ADİYAMAN	Merkez Çadırkenti	2.302	çadır	9.693	Suriyeli
ADANA	Sarıçam Çadırkenti	91	çadır	555	Suriyeli
MALATYA	Beydağı Konteynerkenti	1.977	konteyner	10.236	Suriyeli

Kaynak: afad.gov.tr, 14.02.2017

Ülkeye gelen sığınmacılara cinsiyet açısından baktığımızda kadın ve erkek sığınmacı sayıları arasında büyük bir farkın olmadığı görülmektedir. Ayrıca gelen sığınmacıların çok büyük bir kısmı 30 yaş altındadır. Yani genç bir nüfustur.

Türkiye'ye gelen milyonlarca sığınmacının eğitim, sağlık, eğitim, beslenme gibi pek çok ihtiyacı söz konusudur. Tüm bu ihtiyaçlar da çeşitli yönlerden ülkeyi olumsuz etkilemektedirler. Bu olumsuz etkiler üç gruba ayrılabilir. Bunlar;



- Sosyal etkiler
- Ekonomik etkiler
- Güvenlik etkileri

3.1. Sosyal etkiler

Türkiye'ye milyonlarca sığınmacı gelmiştir. Gelen sığınmacıların pek çok ihtiyacı söz konusu olmaktadır. Eğitim, sağlık, barınma gibi temel ihtiyaçların karşılanması gerekmektedir. Bu ihtiyaçların karşılanması adına çeşitli çalışmalar yapılmaktadır. Öncelikle barınma merkezindeki kişiler için çadırlar ya da konteynırlar kurulmuştur ve bu şekilde barınma sorununa çözüm bulunmuştur. Bununla birlikte Suriyeli çocukların eğitimlerine devam edebilmeleri için çalışmalar gerçekleştirilmiştir. AFAD barınma merkezlerinde binlerce çocuk eğitime kazandırılmıştır. Milli Eğitim Bakanlığı işbirliğiyle atılan adımlar neticesinde anaokulundan lise son sınıfa kadar binlerce çocuğun sokaklardan alınarak okula devam etmeleri sağlanmıştır. Ayrıca pek çok Suriyeli sığınmacıya mesleki eğitim sağlanmıştır (afad.gov.tr, 15.02.2017). Aşağıdaki tabloda eğitim alan Suriyeli sığınmacıların sayıları belirtilmektedir.

Tablo 2. Geçici Koruma Altına Alınan Suriyeli Yabancılara Sağlanan Eğitim Hizmetleri

Derslik Sayısı	Öğrenci Sayısı				Öğretmen Sayısı		Yetişkin Kursları			
							Devam Eden		Tamamlanmış	
	Okul Öncesi	İlkokul	Ortaokul	Lise	Arap	Türk	Kurs	Kursiyer	Kurs	Kursiyer
1.211	6.857	42.491	20.051	9.308	315	2.532	298	13.936	2.036	61.749

Kaynak: <http://www.goc.gov.tr>, 16.02.2017

Sığınmacıların sağlık sorunlarıyla alakalı olarak da çeşitli çalışmalar yapılmıştır. Türkiye'de kayıtlı tüm Suriyelilere sağlık hizmetleri ve ilaçlar Sağlık Bakanlığı işbirliği ile ücretsiz olarak sunulmaktadır. Sağlık Bakanlığı ayrıca Suriyeli sığınmacılar için çok sayıda Göçmen Sağlığı Merkezleri kurmuştur. Bugüne dek Suriyeli sığınmacıların tedavileri kapsamında binlerce ameliyat gerçekleştirilmiş, milyonlarca poliklinik hizmeti verilmiştir. Ayrıca yine binlerce kişiye psikososyal destek sağlanmıştır. 178 bin Suriyeli bebek de gözlerini Türk topraklarında açmıştır (afad.gov.tr, 15.02.2017). Aşağıdaki tablolarda sağlık hizmetleri ile ilgili veriler görülmektedir.

Tablo 3. Geçici Koruma Altına Alınan Suriyeli Yabancılara Sağlanan Sağlık Hizmetler

Doktor Sayısı		Geçici Barınma Merkezleri				Hastane Verileri					
		Poliklinik		Hastaneye Sevk		Poliklinik		Hastane		Ameliyat	
Yerli	Yabancı	Günlük	Toplam	Günlük	Toplam	Günlük	Toplam	Günlük	Toplam	Günlük	Toplam
96	20	7.442	4.886.843	2.275	906.869	12.589	5.839.073	792	455.950	516	313.117

Kaynak: <http://www.goc.gov.tr>, 16.02.2017



Tablo 4. Geçici Koruma Altına Alınan Suriyeli Yabancılara Sağlanan Psikososyal Destek Hizmetleri

İL	Psikososyal Destek Sağlanan Kişi Sayısı
Şanlıurfa	5000
Kilis	34.621
Gaziantep	13.148
Kahramanmaraş	591
Mardin	3.221
Osmaniye	3.044
Malatya	4.594
Adıyaman	509
Adana	6.790
Diğer	180
Toplam	71.698

Kaynak: <http://www.goc.gov.tr>, 16.02.2017

Bu hizmetlerin sağlanması açısından barınma merkezindeki sığınmacılar avantajlı durumdadırlar. Barınma merkezi dışında kalanlar pek çok ihtiyacını kendi imkânları dâhilinde karşılamak durumundadırlar. Sığınma merkezleri dışındaki sığınmacılardan maddi durumları iyi olanlar kent merkezlerinde evler kiralayarak yaşamlarını sürdürmekte, maddi durumu iyi olmayanlar ise kent merkezi dışında barınmaktadırlar.

Gelen milyonlarca sığınmacının ülke içerisinde çeşitli illere yerleşmesi durumu söz konusu olmuştur. Yukarıda da ifade edildiği gibi sığınmacıların bir kısmının ihtiyaçları devlet tarafından karşılanırken diğer bir kısmı kendi imkânlarıyla ihtiyaçlarını karşılamaktadır. Bu durum birtakım sıkıntılara neden olmaktadır. Sığınmacıların ev kiralamalarıyla kira fiyatları yükselmiş ve bu durum yerli halkta rahatsızlıklara yol açmıştır. Bununla birlikte genellikle kalabalık bir şekilde yaşayan sığınmacılar kapı komşularının şikâyetlerine de neden olmaktadır. Geçimini bir şekilde sağlamak zorunda olan sığınmacıların bir kısmı ucuz işgücü haline gelmiştir. Yerli halktan daha ucuza çalışmaları da yine sıkıntılara neden olmuştur. Ayrıca dilencilik faaliyeti çok fazla yaygın durumdadır ve yerli halk bu durumdan da rahatsızlık duymaktadır. Bir diğer rahatsızlık konusu sağlık hizmetleriyle ilgili yaşanmaktadır. Sağlık kuruluşlarında çok fazla sığınmacının olması yerli halkta yeterince hizmet alamadığı yönünde birtakım rahatsızlıklara neden olmuştur. Ayrıca sığınmacılardan ücret alınmaması ve yerli halktan ücret talep edilmesi de sorun olarak ortaya çıkmaktadır. Dil, kültür, yaşam biçimi gibi konulardaki uyumsuzluklar da zaman zaman problem olmaktadır.

3.2. Ekonomik Etkiler

2011 yılında başlayan sığınmacı akını günümüzde hala devam etmektedir. Sayıları 3 milyonu aşan sığınmacılar için Türkiye 11.4 milyar Euro'nun üzerinde bir harcama yapmıştır (ec.europa.eu, 15.02.2017). İfade edilen rakam ülke ekonomisi için çok ciddi bir meblağdır. Ayrıca yaşanan sıkıntılar nedeniyle ülkenin ticari ilişkileri zarar görmüştür (Buzkıran ve Kutbay, 2013:157, Canyurt, 2015:139). Ayrıca kira fiyatlarının artması da sosyal hayat yanında ekonomiyi de etkilemiştir.



Sığınmacıların çalışmalarına yönelik birtakım sıkıntılar söz konusu olmuştur. Bu sıkıntılarının çözülmesi için 8375 sayılı yönetmelik çıkarılmıştır. Bu yönetmelik geçici koruma sağlanan yabancıların çalışma izinlerine yöneliktir. Bu yönetmelik ile birtakım sınırlamalar dâhilinde sığınmacıların çalışmaları mümkün kılınmıştır. Yönetmeliğe göre sığınmacılar çalışma izni almadan çalışamazlar ve işverenler de çalışma izni olmayan kişileri çalıştıramazlar (mad 4). Yapılan bu düzenleme birtakım sıkıntılara çözüm olsa da sığınmacılara çalışma izni verilmesi bazı yerlerde tepki çekmiştir. İş bulma ve iş yaratma konusunda sıkıntılı olan yerlerde sığınmacılara çalışma izni verilmesi olumsuz karşılanmıştır. Zaten var olan istihdam sorununun artacağı endişesi söz konusu olmuştur. Çıkarılan bu yönetmelik ile belli bir ücretin altında işçi çalıştırma yasaklanmıştır. Ancak sığınmacılar yine de ucuz iş gücü oluşturmaktadırlar. Özellikle inşaat ve tarım sektörlerinde ucuz işgücü oluşturan sığınmacıların çalışması yerli halkta huzursuzluk yaratmaktadır.

3.3. Güvenlikle İlgili Etkileri

Sığınmacıların güvenlikle ilgili etkileri farklı açılardan değerlendirilebilir. Bunlardan ilki sınır güvenliğidir. Çok fazla sayıda ve kitleler halinde gelen sığınmacılar sınır güvenliği açısından sorunlar yaratmaktadırlar. Milyonları bulan sığınmacıların tümü yasal yollarla ülkeye giriş yapmamıştır. Pek çoğu sınır kapıları ya da kontrol noktaları dışından illegal olarak ülkeye giriş yapmışlardır. Bununla beraber sınır kaçakçılığı da bu illegal girişlerin olduğu noktalarda artmıştır. Önleme ve mücadele konusunda sıkıntılar yaşanmıştır.

Terör konusu Türkiye’de hep gündemde olan bir konudur. Çok sayıda ve yasadışı girişlerle birlikte ülkeye teröristlerin girmiş olma ihtimalini doğurmaktadır. Bu da vatandaşlarda tedirginliğe yol açmaktadır. Nitekim 12 Ocak 2016 tarihinde İstanbul Sultanahmet’te onlarca kişinin ölümüne ve yaralanmasına yol açan saldırının faalinin Suriye uyruklu olması vatandaşların endişelerinde haksız olmadıklarını göstermiştir (www.bbc.com, 15.02.2017).

Sığınmacılarla ilgili bir başka güvenlik konusu asayiş olaylarıyla ilgilidir. Zaman zaman özellikle sığınmacıların yoğun olduğu yerlerde yerel halkla sığınmacılar arasında gerginlik yaşanmaktadır (www.hurriyet.com.tr, www.ntv.com.tr, 15.02.2017). Bir yerde yaşanan bir olayın başka yerlerde de yaşanma ihtimali göz önüne alındığında sıkıntılı bir tablo ortaya çıkmaktadır.

Sığınmacıların Türkiye’ye sosyal, ekonomik ve güvenliğe ilişkin sorunları çözümüyle veya en aza indirgenebilmesi, dolayısıyla sığınmacıların da daha sorunsuz bir yaşam sürdürebilmeleri için iyi bir sığınmacı yönetimine ihtiyaç vardır (Aydın & Özcan, 2016: 14).

4. Sonuç

Küçülen dünyada bir yerde yaşanan herhangi bir olay kısa sürede diğer ülkeleri de etkileyebilmektedir. Arap ülkelerinde yaşanan ayaklamalar, iç savaşlar kısa sürede pek çok ülkeyi çeşitli yönlerden etkilemiştir. Suriye olayların şiddetli haliyle yaşandığı bir ülke olmuştur ve Suriye’deki olaylar en ciddi şekilde Türkiye’yi etkilemiştir.

Açık kapı politikası uygulayan Türkiye’ye bir sığınmacı akını söz konusu olmuştur. Gelen sığınmacılar özellikle sınır kentleri olmak üzere ülkenin pek çok kentine yerleşmiştir. Gelen kişilerin sayısının milyonları aşması elbette ki çeşitli yönlerden ülkeyi etkilemiştir. Bu etkiler sosyal, ekonomik ve güvenlikle ilgili sorunlar olarak sınıflandırılabilir. Sosyal açıdan eğitim, sağlık, barınma, beslenme gibi ihtiyaçların karşılanması yanında gelinen yere



uyum sağlanması sorunu ülkeyi etkilemiştir. Ekonomik açıdan bakıldığında milyar Euro'ları bulan harcamalar yapılması, ithalat-ihracat konularında sıkıntılar yaşanması ekonomik açıdan Türkiye'yi etkilemiştir. Güvenlik açısından bakıldığında sınır güvenliği, sınır kaçakçılığı, terör ve asayiş konularında sıkıntılar yaşanmış ve bunlar ülkeyi etkilemiştir. Sıkıntıların yaşanması ya da asgari düzeye indirilmesi için yasal, politik birtakım düzenlemeler yapılmıştır. Ancak yapılan düzenlemelerin tüm sorunlara çözüm bulduğunu söylemek zor olacaktır. Fakat iyi bir 'sığınmacı yönetimi' bu olumsuz etkileri nispeten azaltacaktır.

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Matematik Eğitimi Felsefesi Üzerine Bir Literatür Taraması

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Öz

Bu çalışmanın amacı, matematik eğitimi felsefesi üzerine kapsamlı bir literatür taraması yapmaktır. Bu doğrultuda “matematik felsefesi” ve “matematik eğitimi felsefesi” ne ilişkin ulusal ve uluslararası çalışmalar karşılaştırmalı okumaya tabi tutulmuştur. Elde edilen bilgiler, “matematik felsefesi” ve “matematik eğitimi felsefesi” olmak üzere iki ana başlıkta toplanmıştır. Bu başlıklar altında toplanan bilgiler, açıklayıcı bir biçimde aktarılmaya çalışılmıştır. Çalışmanın sonuçlarına göre matematik eğitimi felsefesinin, matematik felsefesi içinde değerlendirilmesi gerektiği söylenebilir. Matematik felsefelerindeki farklılık, matematik eğitimindeki farklılığın bir sonucu değil, bir sebebidir. Bu nedenle matematik eğitimi felsefesinden söz edebilmek için öncelikle matematik felsefesinden bahsetmek gerekmektedir.

Anahtar Sözcükler: Matematik felsefesi, matematik eğitimi felsefesi.

Giriş

Matematik dünyasına önemli katkıları bulunan ünlü matematikçilerin hayatlarını incelediğimizde çalıştıkları alanların sadece matematikten ibaret olmadığını kolaylıkla görürüz. Bu matematikçilerin çoğu hem matematik hem de felsefe alanında yeni ufuklar açmışlardır.

MÖ 427 - MÖ 347 yılları arasında yaşamış olan Plato, hem kendinden sonra gelen bilim insanlarına ilham vermesi hem de fikirleriyle onları yönlendirmesi nedeniyle matematik tarihinde önemli bir yere sahiptir (C.Merzbach, Uta; Boyer, Carl B, 1991).

Aristoteles mantık biliminin kurucusu olarak bilinir. Ondan önce Elea okulu ve sofistler bu bilimin kurulması için çalışmışlardır. Tartışmalarının odak noktası mantıklı düşünme kavramı olmuştur. Fakat mantık ilk olarak Aristoteles tarafından kurulmuştur (Öner, 1986). Modern felsefenin kurucusu olan Descartes, geometrik metodların felsefik doktrinleri açıklanmak ve demonstre etmek için uygulanabileceğini iddia ediyordu. Descartes bu düşünceler eşliğinde analitik geometriyi kurmayı başarısını gösterdi (McKeon, 1930).

Dünya tarihinde Thales, Pisagor, Euclid, Pascal ve Newton önemli matematikçiler olarak gösterilmektedir (M.E.B., 2016). Bu matematikçilerin aynı zamanda birer filozof oldukları da bilinen bir gerçektir.

Özetle tarihe damgasını vurmuş olan bu matematikçilerin çalışmalarına baktığımızda matematiği ve felsefeyi beraber ele aldıklarını görürüz. Daha doğrusu matematikçi olmalarının yanında aynı zamanda birer filozofturlar. Tersine, filozof olmalarının yanında aynı zamanda birer matematikçiydiler. Matematik dünyasının önde gelen isimlerinden Frege, Russell, Whitehead, Wittgenstein, Quine, Hilbert, Gödel, Leibniz ve Bolzano gibi matematikçiler de aynı zamanda önemli birer filozoftular.

Sonsuz küçükler hesabını geliştiren Alman matematikçi ve filozof Gottfried Wilhelm Leibniz “Matematik olmadan felsefeye derinlemesine nüfuz edemeyiz. Felsefe olmadan da matematiğin derinliklerine nüfuz edemeyiz. Her ikisi olmaksızın herhangi bir şeye nüfuz edemeyiz” diyor (Baki, 2014).

Matematik ve felsefe arasında böylesine sıkı bir yakınlık olmasına karşılık, yapılan literatür taraması sonucunda konu ile alakalı araştırmaların çok az sayıda olduğu ortaya çıkmıştır. Tüm bunları göz önünde bulundurduğumuzda gerek ulusal gerek uluslararası platformlarda matematik felsefesi etkinlikleriyle yapılan öğretimin araştırılmaması bir eksiklik olarak görülmüştür. Yapılan literatür taramasını “matematik felsefesi” ve “matematik eğitimi felsefesi” olarak iki başlık altında toplamaya çalışacağız.



Matematik Felsefesi

Matematik felsefesi üzerine yazılmış olan bir eseri incelediğimizde, Cantor'un sonsuzluk ile ilgili incelemelerinin küme teorisinde açığa çıkan problemlerin ardından, bu problemleri yok etmek üzere bir temel probleminin açığa çıktığı, 30-40 yıllık süren çalışmaların sonuçsuz kaldığını görürüz. Esasında matematik felsefesi tüm zamanlara vardı; fakat matematiği bir temele oturtmak üzere, matematik felsefesi ile aktif olarak ilgilenilmesi, bu dönemin (matematiği bir temele oturtma arayışı) ayırt edici özelliğidir. (Hersh, 1997: 138). Ernest'e göre matematik felsefesinin aşağıdaki 13 problem ile ilgilenmesi gerekir. Ernest bu yaklaşımları Lakatos ve Wittgenstein'in düşüncelerini esas alarak incelemiştir. Ardından onları genişleterek şu şekilde belirtmiştir (Gür, 2004).

1. "Matematiksel bilginin gerekçelendirilmesi.
2. Matematiksel nesnelerin karakteri ve ontolojik konumu.
3. Matematiksel Platonculuğun bu kadar makul ve başarılı bir bakış olmasının nedenlerinin açıklanması.
4. Matematikçinin pratiği ile matematiğin kendi karakterinin ilişkisi.
5. Öznel matematiksel bilgi ile kabul görmüş matematiksel bilginin ilişkisi.
6. Kişinin mevcut matematiği nasıl öğrendiği.
7. Kişinin matematiksel bilgiyi yeni bir bilgiye nasıl dönüştürdüğü.
8. Matematiksel bilginin gelişimi.
9. Dil ve matematik ile kil tabletlerden bilgisayara kadar bilgi teknolojilerinin birbirleri ile ilişkisi.
10. Tarihin, matematik felsefesini nasıl aydınlatmış.
11. Matematik ile diğer bilgi alanları, değerler, kültür ve tecrübe ilişkisi.
12. Pür matematiğin, bilim ve 'gerçek' hayatta uygulamalarının çok kullanışlı ve güçlü olmasının açıklanması.
13. Matematiksel teorilerin nasıl değerlendirildiği veya takdir topladığı, değerlendirme sürecinde herhangi bir kriter topluluğunun olup olmadığı" (Ernest'ten aktaran Gür, 2004).

Sonuçta, matematik felsefesindeki sorunlar iki ana başlık altında toplanabilir. Birincisi, matematiksel epistemoloji ve ontoloji içeren temel problemler. İkincisi, matematik ve insan etkileşimini ele alan sorunlar ki, bu problemler. Bunlar, sadece matematikle veya felsefeyle ilgili değil; sosyal bilimlerin diğer dallarını da ilgilendirir (Ernest, What Is The Philosophy Of Mathematics Education, 2004).

Literatürde matematik felsefesindeki başlıca akımlar olan Mantıkçılık, biçimcilik, Platonculuk ve sezgicilik akımlarını inceleyelim.

Mantıkçılık

Matematiği sağlam temeller üzerine oturtmak için yapılan felsefelerin en çarpıcı olanının mantıkçılık olduğu söylenebilir (Yıldırım, 2015). Matematiğin, mantığın bir kolu olduğunu savunan düşünce okuluna mantıkçılık denir (Gür, 2004). Matematiği, mantıksal kurallar çerçevesinde bir sistem olarak ele alan düşünceye matematik felsefesinde mantıkçılık denir. Bu mantık kuralları haricine çıkılmadığı müddetçe matematiksel doğruluk garantilenmiştir (Latterell, 2013). Mantıkçılar, matematiği tümüyle mantığa indirgeyebileceklerini düşünüyorlardı. Onlara göre, matematiksel doğruların tamamı, yalnızca aksiyom ve mantıksal çıkarım yoluyla ispatlanabilirdi. Bu akımın akımının kurucuları olan Frege, Russell ve Whitehead, mantık yoluyla şüpheye yer vermeyecek bir kesinlik elde edileceğini düşünüyorlar ve böylece matematiği sağlam temeller üzerine inşa edebileceklerine inanıyorlardı (Gür, 2004). Frege'ye göre aritmetik, Russell'a göre ise tüm matematik



mantığa indirebilirdi. Matematik tarihinde Frege'ye gelene kadar sayı hakkında yapılan tanımların neredeyse tamamı mantıksal yetersizlik içermekteydi. (Yıldırım, 2015).

Frege ve Russell matematiği sağlam temellere oturtma girişimini gerçekleyebilmek için aşağıdaki iki ön şartın sağlanması gerektiğini iddia etmişlerdir:

1. Matematikteki kavramların tamamının yalnızca mantıksal terimlerle ifade edip bunların tanımlarını vermek.
2. Aksiyom ve teoremleri mantık ilkelerinden elde etmek (Yıldırım, 2015).

Fakat yine de matematiğin mantıksal ve epistemolojik temellerini ele alan problem henüz tamamen çözülmüş değildir (Benacerraf, Paul; Putnam, Hilary;, 1983).

Biçimcilik

Salt biçimsel kuralların bir araya getirildiği görüşünün hâkim olduğu biçimcilik anlayışına göre matematik; soyut nesne ve ilişkileri konu alan simgesel bir sistemdir. Bu sistemi meydana getiren terimler hiçbir anlamı olmayan, içerikten yoksun birer simge niteliği taşıyan önermelerdir Matematik öğrenenlerin sözü edilen içerikten yoksun bu simgesel kuralları öğrenip sistem içerisinde nasıl kullanmaları gerektiğini kavramaları gerekiyordu (Latterell, 2013). Biçimcilik 'kağıt üzerinde işaretlerle oynanan oyun' olduğunu savunur. Bu öğretiyeye öncülük edenlerin başlıcaları Hilbert, von Neumann ve Curry'dir (Gür, 2004). David Hilbert'in öncülük ettiği biçimcilik öğretisi bir reform programı niteliği taşımaktaydı. Programın amacı, matematiğin temellerine yönelik eleştirilere karşı matematiksel önermelerin tutarlığını garanti altına almaktı (Yıldırım, 2015).

Hilbert ve onu takip edenlere göre matematik, salt mantığa indirgenmek yerine, simgesel aksiyomatik bir sistem yoluyla sağlam temellere oturtulabilirdi. Onlara göre matematikte uygulanan ispat yöntemi de yetersizdi (Yıldırım, 2015).

Biçimcilik genel olarak iki türe ayrılabilir.

1.Terim biçimciliği

Terim biçimciliğine göre matematiğin konusu vardır. Matematikteki önermeler doğru ya da yanlıştır.

2.Oyun Biçimciliği

Bu anlayış çerçevesinde ise matematikle ilgili olan metafizik ve epistemolojik problemler kolayca cevabını bulur (Gür, 2004).

Platonculuk

Bu görüşe göre, matematiksel kavramlar bizden bağımsız olarak nesnel bir varlığa sahiptir. Matematikçi, bu yapıları yaratmayıp, bulur. Yani icat etmez, keşfeder (Yıldırım, 2015). Genel olarak çoğu matematikçi Platoncu'dur.

1. "Platonculuk, Brown'a göre şu maddelerden oluşmuştur:
2. Matematiksel nesnel bizden bağımsız olarak var olup, gerçeklerdir.
3. Matematiksel varlıklar, bir bakıma soyuttur bir bakıma soyut değildir. Matematiksel nesnelere sezilebilir ve matematiksel hakikati kavrayabiliriz.
4. Matematik tecrübeden bağımsız olarak ulaşılabilen bir bilgidir.
5. Matematik, a priori olmasına rağmen, kesin doğru olması gerekmez.



6. Platonculuk, diğer görüşlerden daha fazla, matematiksel hakikati arama tekniklerine açıktır” (Gür, 2004).

Sezgiliklik

Diğer felsefi çözümlere karşı bir tepki olarak ortaya atılan sezgiliklik, matematiksel nesne ve kuruluşların varlık sorununu ön plana çıkarır. İndirgemeci geleneğin bir koludur. Matematiksel nesnelerin ve kavramların varlık problemini ele almıştır. Bu görüşe göre, sezgi matematiksel kavramlar ve mantıksal çıkarımlara somut içerik noktasında kaynak oluşturur. Bu ise matematiğin geçerli bir yöntemi sayılabilirdi. Bu görüşte matematiksel kavramların ve mantıksal çıkarımların da çok net bir şekilde açıklanması gerektiği savunulur. Sezgicilere göre matematiğin ayırt edici özelliği onun zihinsel bile etkinlik olması ile alakalıdır. Böylece matematikteki nesnelere insan zihninde inşa edilebilirliği ölçüde varlık kazanırlar.

Bu öğretimin kurucuları lideri L.E.J.B Brouwer ve A.Heyting'dir. Brouwer'ın 1907 de yayımlanmış olan çalışması bu görüşün oluşmasındaki ilk adım sayılabilir. Sezgi felsefenin kökenini Kant'a ve hatta antik Yunan dönemine kadar uzatanlar da vardır.

Matematik Eğitimi Felsefesi

Matematik eğitimi felsefesi nedir? Bu soru cevaplanmaya çalışılırken bile birçok tepkiye neden olmaktadır. Çünkü 'Matematik eğitimi felsefesi' kalıbı aşırı yorumlanmaya uygun değildir. Üzerine çok fazla yorum yapılırsa ortaya çok farklı sonuçlar çıkabilir.

"Felsefe" ve "matematik eğitimi" kavramları ayrı iken basit olarak anlaşılabilir niteliktedirler. Matematik eğitimi felsefesi basitleştirilmeye çalışıldığı takdirde ortaya yanıtlanması gereken son derece önemli bir soru çıkacaktır. "Matematik öğrenme ve "matematik öğretmenin" amacı nedir?

Matematik öğretiminin amacı, önemini sunulduğu sosyal gruplardan yani; insanlardan almaktadır. Bu amaçların sosyal gruplarla ve toplumla genel olarak ilişkili olması gerekir. Buradaki "amaç" sözcüğünden kasıt "değerler" dir. Yani amaçlar, değerleri ifade etmektedir. Dolayısıyla amaç ve değerler; eğitim, toplumda matematik ve matematiğin rolü ile ilgilidir. Matematik eğitimi felsefesinin basitleştirilmiş anlamını düşünürsek; matematiğin öğretilmesi ve öğrenilmesi konuları, bu etkinliğin altında yatan amaç ve gerekçeler, öğretmenin ve öğrencinin rolü, toplumda matematik ve konu ile ilgili olan sosyal grupların temel değerlerini kapsadığını görürüz (Ernest, The Philosophy of Mathematics Education, 2004).

Bir kimsenin hangi matematik felsefesini benimsediği, onun hangi matematik eğitimi felsefesini kabul ettiğini belli eder (Latterell, 2013)

Matematik Eğitiminin Amaçları

Matematik eğitiminin amaçları oldukça tartışmalı bir alandır. Matematiğin doğasını ve amaçlarını farklı matematik felsefeleri ile ele alan beş farklı grup vardır. Bu gruplar ve amaçları şu şekildedir:

1.Sanayi odaklı eğitimciler

Sanayi odaklı eğitimciler için matematik eğitiminin amacı; bireyin matematiğe yatkın olması ve aynı zamanda bu yatkınlığın işlevsel olması gerekir. Öte yandan ikinci bir amaç ise itaattir.

Matematik gerçeklerden ve becerilerden oluşan açık bir bilgi birikimidir (Lawlor, 1988; akt. Ernest, 2004). 'Basit matematiğin anlaşılması' becerilere dahildir. $2+2=4$ eşitliği ise;



matematiksel bir gerçektir (Letwin, 1988; akt. Ernest, 2004). Okul matematiği diğer bilgi alanlarından açık bir şekilde ayrılmıştır ve müfredat dışı bağlantılarla sosyal değerlerden uzak tutulmalıdır (Lawlor, 1988; akt. Ernest, 2004). Matematikte toplumsal nesnelere yer yoktur (Campaign for real education, 1987; akt. Ernest, 2004). Matematik tamamen tarafsızdır ve yalnızca sayı ve hesaplama gibi nesnel içeriklerle ilgilenir (Ernest, The Philosophy of Mathematics Education, 2004).

Sanayi odaklı eğitimciler için öğrenme; bireysel talep, özveri ve çabaya bağlıdır. Öğrenme 'sıkı işgücü' veya 'çalışma' benzetmeleri ile temsil edilir. Buna ek olarak öğrenme; izole ve bireyseldir (Ernest, The Philosophy of Mathematics Education, 2004).

Sanayi odaklı eğitimcilerin öğretim teorisi otoriterdir. Katı disiplin ve bilgi aktarımını içerir. Öğretim, bir miktar bilgi birikiminin karşı tarafa aktarılması anlamına gelir (Lawlor, 1988; akt. Ernest, 2004). Ahlaki değerlerin korunabilmesi için; sıkı çalışma, çaba ve öz disiplin şarttır. Öğretim; öğrenme, ezberleme, uygulama yapma şeklinde gerçekleşir. Öğretim süreci boyunca; etkinliklere, çeşitli materyallere, farklı düşünceleri araştırmaya gerek yoktur. Matematik 'eğlenmek' demek değildir (Prais, 1987; akt. Ernest, 2004).

2. Teknoloji Odaklı Eğitimciler

Bu grubun matematik öğretimine yönelik amaçları faydacıdır. Teknoloji odaklı eğitimcilere göre; yetişkin birer birey olduklarında istihdam edilebilmeleri için; öğrencilere uygun seviyede matematik öğretilmelidir. Bu amaç üç yan bileşen içermektedir:

1. Öğrencilere ihtiyaç duyacakları matematik bilgi ve becerileri kazandırmak,
2. Öğrencilerin istihdam edilmelerine yardım için; matematiksel kazanımlarını belgelemek,
3. Kapsamlı teknolojik eğitimle bilgisayar bilinci ve bilgi teknolojisi becerileri kazandırmak.

Teknoloji odaklı eğitimcilere göre okul matematiği iki kısımdan oluşmaktadır: Birinci kısım; saf matematiksel beceriler, usuller, gerçekler ve bilgiyi içerir. Bunlar konunun ana iskeletini oluştururlar. İkinci kısım; matematiğin kullanımı ve uygulamalarını içerir. Bu, matematiğin hayati önem taşıyan ve çalışmaya motive eden kısmıdır. Okul matematiği dışa dönüktür. Öz değerler, üretkenlik ve model hiçe sayılmaz.

Bu eğitimcilerin öğrenmeye bakışı, sanayi odaklı eğitimcilerle benzerlik gösterir. Ciddi ve sıkı çalışmaya önem verirler. Ezberlemek, uygulama yapmak, problem çözmek beraberinde matematikte başarıyı getirir. (Ernest, The Philosophy of Mathematics Education, 2004)

Matematik öğretiminin odak noktası, matematik öğretme ve uygulama sanatıdır (Lighthill, 1973; akt. Ernest, 2004). Motivasyona önem verirler. Teknolojinin matematik öğretimini değiştirdiği inancını taşırlar. Bilgisayar destekli etkinliklerin eğitim programlarında yer alması bunun en büyük kanıtıdır (Ernest, The Philosophy of Mathematics Education, 2004).

3. Eski Hümanistler

Bu topluluğun amacı; "matematik, matematik içindir" öğretisi doğrultusunda, matematiğin sadece kendisi için öğretilmesi ve saf matematiğin aktarılmasıdır.

Okul matematiği; öğrencilerde matematiksel düşünme becerisini, sanat ve estetik algısını geliştirmek için saf matematiksel bilgiyi içermelidir. Okul matematiği disiplinin kendisi gibi saf, hiyerarşik olarak yapılandırılmıştır. Hiyerarşide yukarıya çıkıldıkça, matematik giderek daha saf, titiz ve soyut hale gelir. Öğrenciler 'matematiksel kabiliyetlerine' göre bu



hiyerarşiyi olabildiğince hızlı tırmanmaları için teşvik edilirler. Yükseldikçe, üniversite düzeyinde eğitim görmeye ve gerçek matematiğe daha da yaklaşırlar.

Bu topluluğa göre; matematiksel zekâ ve matematik kabiliyeti bireye kalıtımla aktarılır. Öğrenme, saf matematik bilginin ve onunla ilişkili düşünce stillerinin anlaşılması ile alakalıdır.

Matematik; kültür, beşeri miras ve zihinsel başarının bir parçasıdır ve matematiksel bilgidir; bireye, değerlerin ve kültürün aktarılmasıdır. 'Saf matematik, saf düşünce kapasitesini geliştirir' tezini savunurlar. Saf matematiğin öğretilmesini bu yüzden istemektedirler. Öğretmen açıklayıcı rolündedir ve öğretim noktasında öğrencileri cesaretlendirmek ve güdülemek için görsel materyaller, modeller, kaynaklar kullanabilir. Gerçek matematik sadece başarı seviyesi yüksek öğrencilerle çalışılabilir. Uygulamalı matematik başarı seviyesi düşük öğrencilere yönelik olduğu için, öğrencilere bu kaynaklarla uygulama yapma şansı verilmez (Ernest, The Philosophy of Mathematics Education, 2004).

4. İlerlemeci Eğitimciler

İlerlemeci eğitimcinin matematiksel amacı; genel eğitime katkıda bulunmaktır. Öğretim programlarının amacı; bireyin bireysel gelişimine katkı sağlamak olmalıdır (Ernest, The Philosophy of Mathematics Education, 2004).

Bu eğitimciler bilgi kuramı açısından hem deneyci hem de rasyonalisttirler. Marsh' a göre; bu ideolojinin odak noktası, deneyim ve çocuktur. Müfredat değil (Alexander, 1984; akt. Ernest, 2004). Matematik tüm çocukların gelişimi için bir araçtır. Matematik, tüm müfredatın yalnızca bir parçasıdır. Bu nedenle 'müfredat boyunca matematiğin' çocuklara yönelik uygulamaları okul matematiğinin bir parçası olarak değerlidir.

Bu topluluk öğrenciyi öğrenmenin merkezine koymakla birlikte; öğrenmenin araştırarak, keşfederek, problem çözerek, işbirliğine dayalı çalışarak gerçekleşeceğine inanmaktadır.

Okul matematiğinin merkezinde problem çözme olmalıdır. Öğretmen salt bilgi aktarımı yapmak yerine öğrenmeyi kolaylaştırmalıdır. Bunun için; öğrenme ortamlarının problem çözme hedef alacak şekilde dizayn edilmesi gerekir (Ernest, The Philosophy of Mathematics Education, 2004).

5. Halkçı Eğitimciler

Halkçı eğitimciler, yarı deneyselciği ve sosyal yapılandırmacılığı benimsemişlerdir. Matematiğin icat olduğu görüşünü savunurlar. Onlara göre matematik insan zihninin bir ürünüdür ve dolayısıyla yanlışlanabilir. Halkçı eğitimciler matematiğin toplumun kültüründen bağımsız olmadığını düşünürler. Bu da bizi 'ethnomatematik' tanımına götürür. Ethnomatematik dediğimizde akla ilk gelen matematiksel düşüncenin toplum kültüründeki ifade biçimidir (Ercan, 2005). Halk eğitimcisine göre; demokratik vatandaşlık bilincinin geliştirilmesi matematikteki eleştirel düşünme sayesinde gerçekleşir. Okul matematiği, öğrencilerin kendilerini yabancılaşmış hissettikleri ve kendilerine dışarıdan dayatılan bir bilgi olarak görülmemelidir. Bunun yerine; okul matematiği öğrenci kültürüne yerleşmelidir.

Bu görüşe göre öğrenmenin merkezinde öğrenci olmalıdır. Matematiğe aktif olarak katılma, problemi ortaya çıkararak probleme çözüm üretme, geniş toplumsal bağlamları tartışma, çevrelerinde ve hayatlarında gizlenmiş olan matematiği ortaya çıkarıp tartışma öğrenciyi öğrenmenin merkezi haline getirecektir.

Halkçı eğitimciler, 'herkes için eğitim' prensibini benimsemişlerdir. Onlara göre öğretim demokratik ve açık olmalıdır. Öğretmenin tartışmalarda taraf tutmayan yol gösterici ya da



şeytanın avukatı rolünü üstlenmesi şarttır. Halkçı eğitimcilerin öğretim teorileri birtakım bileşenlerden oluşmaktadır. Örneğin; öğrencilerde özgüven tesis edebilmek için, grup çalışması, proje çalışması ve problem çözme gibi etkinliklere yer verilmelidir. Bununla birlikte öğrencilerden ders içeriğini sorgulamaları ve eleştirel düşünebilme kabiliyetlerini geliştirmeleri beklenir (Ernest, *The Philosophy of Mathematics Education*, 2004).

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Aylaklar Romanında İdeoloji, Mekan ve Birey

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Özet

Bu makalede Melih Cevdet Anday'ın kendi adıyla yayımladığı ilk romanı *Aylaklar* (1965) tarihsel bir bakış açısıyla birey ve mekân ilişkisi bağlamında tartışmaya açılacaktır. II. Meşrutiyet'in ilanından sonra toplumda yaşanan dönüşüm Şükrü Paşa'dan miras kalan konağa yerleştirilen karakterler aracılığıyla yansıtılır. Konakta "anı" yaşayan ve bu düşünceyi hayat tarzı hâline getiren karakterler, konağın elden çıkmasıyla karşılaştıkları "gerçek" karşında ayakta kalma mücadelesine sürüklenir. Hayatta kalabilmek için yeterli donanıma sahip olmayan bu karakterlerin kendilerini taşıyacak yeni bir "el" bulma arzuları trajikomik bir tablo ortaya çıkarır. Böylece *Aylaklar* romanında Cumhuriyet ile birlikte değişen değerlerin birey üzerindeki etkisi ironik" bir şekilde yansıtılır. Değişen toplumun değerleri ile uzlaşamayan, çalışmadan kazanmak isteyen ve sahip oldukları tek şey olan hayallerini ise gerçekleştirme gücünden yoksun kalan bu karakterler, geçmişe sığınarak var olma mücadelelerini birbirlerini tüketene kadar sürdürür. Tanzimat dönemi ile sistemli bir harekete dönüşen modernleşme olgusu bu romanda Osmanlı Devleti ile Cumhuriyet Türkiye'sinin hesaplaşması şeklinde sunulur.

Anahtar Sözcükler: ideoloji, modernleşme, aylak, birey

1. Giriş

Aylaklar, Melih Cevdet Anday'ın kendi adıyla yayımladığı ilk romanıdır, 1965 yılında kitap olarak yayımlanmadan önce *Cumhuriyet* gazetesinde 15 Mart-4 Temmuz 1964 tarihleri arasında 109 sayı olarak tefrika edilmiştir. Yayımlandıktan sonra ilgi gören eser Rusça ve Bulgarcaya çevrilmiş, "komünizm propagandası"²⁷ yaptığı gerekçesi ile de çeşitli tartışmalara zemin hazırlamıştır. Üzerine yapılan çalışmalarda tamamlanmamış bir "taslak" olduğu²⁸, "biyografik" ve "otobiyografik" özellikler taşıdığı²⁹, varoluşçu düşünceleri içerdiği³⁰ ve "gerçekçi" bir roman olduğu³¹ söylenmiştir. Nüket Esen'e göre *Aylaklar* romanında "zengin bir ailenin parasızlık ve yozlaşma sonucu çöküşü ve yok oluşu" anlatılmaktadır³² (1990: 277). *Aylaklar* üzerine geliştirilen tüm bu iddialar, roman ile ilgili ilk ipuçlarını da vermektedir: Tarihsel bir çerçeve, politik bir katman ve bireysel sorunlar. Roman bir aile öyküsü olarak sunulmaktadır; dört kuşak ile temsil edilen aile içinde yaşanan değişim, tarihsel ve sosyal dönüşümle birlikte ele alınır. Bu yazıda, romanın çözümlenmesinde ideolojik bağlam olarak Osmanlı ile Cumhuriyet rejiminin sosyal hayattaki izdüşümü değerlendirilecek, sembolik olarak kullanılan konak ve apartman yaşantısı karşılaştırılacak ve roman kişilerinden Muammer üzerine odaklanılacaktır.

²⁷ Roman yayımlandıktan sonra bir milletvekili "komünizm propagandası" yaptığı gerekçesiyle metinden bir paragrafı TBMM'de okumuştur. Haydar Kazgan, bu milletvekilinin romanı anlamadığına işaret ederek, Anday'ın Cumhuriyet'in değerleri doğrultusunda bir uyarıda bulunduğunu belirtmiştir. (Doğan 2012, 119-20)

²⁸ Tahir Alangu "1965'te Roman ve Hikayemiz" başlıklı yazısında romanın bir taslak özelliği taşıdığına, kurgusunun gevşek olduğuna işaret eder. (Doğan 2012: 120)

²⁹ İbrahim Tatarlı, romanda geçen Şükrü Paşa konağının Ragıp Paşa konağıyla benzerliğine roman karakterlerinden Leman Hanım'ın Anday'ın halası Behice Hanım'dan, Davut Bey'in Abidin Dino'nun dedesi Arif Dino'dan, Dünder Bey'in ise *Doğmayan Hürriyet* kitabının yazarı Hasan Amca'dan izler taşıdığına değinir. (Doğan 2012: 120)

³⁰ Alpay Kabacalı, eserin varoluşçu izleğine atıfta bulunarak romanı "diyalektiğe uygun ya da diyalektiğe doğru bir idealizm" arayışı olarak değerlendirir. İbrahim Özen, "Konak Hayatının Mirasyedi Sakinleri ve Varoluşçu bir Aylak: Melih Cevdet Anday'ın *Aylaklar* Romanı" adlı yazısı metnin varoluşçu izleği üzerine odaklanır.

³¹ Behçet Necatigil, *Edebiyatımızda Eserler Sözlüğü*.

³² Mustafa Dere, "Aylaklar Romanında Aile ve Ev" adlı makalesinde anlatıdaki aile yaşantısını irdeler.



Aylaklar, iki bölümden oluşan kurgusuyla iki farklı ideolojiyi, iki farklı mekânı ve iki karakteri merkeze alır. Bu ikili yapıya uygun olarak anlatıda iki farklı bakış açısı kullanılır; birinci bölümde hâkim anlatıcı, ikinci bölümde ise kahraman anlatıcı. Birinci bölüm, tıpkı bir tiyatro oyunu gibi kurgulanarak sahneleme tekniği ile oluşturulmuştur. Roman kişilerinin tanıtıldığı birinci bölümün ilk sahnesinde Leman Hanım dolayımında etrafındakiler hakkında fikir sahibi oluruz. Leman Hanım, ilk bölümde merkezi bir rol oynayan, paşa babasından kalan konak ve para ile evin yönetimini üstlenen, asaletini korumak için yaptığı harcamalarla konağın çöküşünü hazırlayan kişidir. Eşi Davut Bey, siyasal mücadele içindeyken Avrupa'ya geçmiş, orada yıllarca kaldıktan sonra siyasetle ilgisini tamamen koparma kararı vermiştir. Zengin bir ailenin oğlu olan Davut Bey, kendine kalan mirası "tuhaf hayalleri" yüzünden tüketmiş, "hayalperest" bir kişi olarak sunulur. Yuşa Tepesi'ne Fatih Sultan Mehmet'in heykelini dikmek, Argo gemisinin yolunu bulup Altın Postu ele geçirmek gibi "idealleri/hayalleri" vardır, atlara olan merakı ise Leman Hanım ile yollarının kesişmesine neden olmuştur. Davut Bey'in arkadaşı Dünder Bey, Meşrutiyet ihtilalcisi iken sonradan muhalif olan "tümünden parasız", hayatı boyunca tıpkı Davut Bey gibi hiç çalışmamış biridir. Şükrü Paşa'nın konağına sığınan Dünder Bey; meşrutiyet ve ihtilalcilik anılarını anlatarak konağa "siyasi" bir renk katmaktadır. Leman Hanım'ın kızı Mürşide içki müptelası, geçmiş zaman anılarıyla aklını yitirmiş, dostu olmayan, sevgisiz kalmış ve anlatının çirkin, kapı dinleyen, fitne çıkarıcı kadınıdır. Leman Hanım'ın ölen kızı Pakize'nin kocası Galip Bey, konağın içgüveysi olarak yok hükmünde davranılan ve değer görmeyen "kayıp nesil"dir; Leman Hanım için "neden yaşadığı anlaşılmayan" silik bir kişiliktir. Galip Bey'in akrabası Nesime, önce kocasını sonra sevgilisini terk ederek kalacak yeri olmadığından Şükrü Paşa'nın konağına sığınan, kadınlığı ile konak için bir "aşı"dır. Babasının Galip Bey olup olmadığı belirsiz bırakılan Leman Hanım'ın torunu Muammer; önce konakta eğitim görmüş, liseyi Saint Joseph'te tamamlayarak üniversitede hukuk eğitimi almış, konağın geleceğe yapılan tek yatırımdır. Muammer'in arkadaşı Şükrü, nihilist özellikleriyle öne çıkarılan zamanın yarattığı bir "aylak"tır. Babası ile isim benzerliği olduğu için Leman Hanım tarafından "Küçük Paşa" olarak adlandırılan Şükrü, olayların akışında gerilimi oluşturan bir kişi görünümündedir. Muammer'in eşi Ayla, konak hayatı ve böylelikle sahip olacağına inandığı "asalet" için geleceğe dair ideallerinden vazgeçerek üniversite eğitimini yarıda bırakıp evliliği tercih etmiştir. Roman kişilerinin genel bir çerçevesine bakıldığında, hepsinin ortak özelliğinin üretmeden tüketmek, çalışmadan hayatını idame ettirmek üzerine kurulu olduğu görülmektedir. Muammer'in ailesinin sorumluluğunu üstlenerek çalışmak zorunda olması ile varoluşsal bir kaygı ile baş etmek durumunda kalması, romanın ikinci bölümünde ele alınır.

2. İdeolojinin Temsili Dili: İroni

Romanın ideolojik arka planı iki rejim ile temsil edilir: Osmanlı'nın teokratik yapısının sarsıntıya uğradığı imparatorluğun son dönemi ile Cumhuriyet'in inşa edilmeye çalışıldığı erken dönemi. Bilindiği üzere "ideoloji" terimi birçok anlama gelen hatta tanımı itibarıyla birbirleriyle uyuşmayan çetrefilli bir anlam alanına sahiptir. Sistematik inançlara gönderme yaptığı gibi felsefe ile aynı anlamda kullanılabilen, daha çok ise iktidar meselesine göndermede bulunmaktadır. Terry Eagleton, ideolojinin yaygın tanımının hâkim toplumsal grup ve sınıf iktidarını meşrulaştırmakla ilişkili olduğunu söyleyerek bu meşrulaştırma sürecinin altı farklı stratejisine dikkati çeker: "Egemen iktidar kendisini, kendine yakın inanç ve değerlerin *tutunmasını sağlayarak*, bu tür inançları doğrulukları kendinden menkul ve görünüşte kaçınılmaz kılacak şekilde *doğallaştırarak* ve *evrenselleştirerek*, kendisine meydan okumaya kalkışan fikirleri *karalayarak*, rakip düşünce biçimlerini, muhtemelen açığa vurulmayan ama sistemli bir mantıkla *dışlayarak* ve toplumsal gerçekliği kendine uygun yollarla *çapraşıklaştırarak* meşrulaştırabilir" (2005: 23-24). Bu altı strateji karmaşık



biçimlerde iç içe geçme eğilimindedir. Michel Foucault'a göre ideoloji sadece iktidar, ordu ve parlamento ile sınırlı değildir; "en mahrem sözlerimize, en küçük hareketlerimize bile sızan, her tarafa yayılmış, tanımlanamaz bir güç ağıdır" (Eagleton, 2005: 26). Bu geniş ve kapsayıcı düşünce tarzı her şeyin ideolojik olduğu sonucunu doğurur ki bu düşünce, bir taraftan kabul görürken diğer taraftan da eleştirilere hedef olur. Althusser'e göre ise ideoloji, "insani varlıkları birer toplumsal özne olarak kuran ve bu öznelere bir toplumdaki egemen üretim ilişkilerine bağlayan, yaşanan ilişkileri üreten anlamlandırma pratiklerini düzenlemenin belirli bir yoludur" (Eagleton, 2005, 41). Althusser de ideolojiyi geniş ve hayatın her alanını kapsayıcı kavramakla birlikte daha çok egemen formasyon olarak ideolojiyle sınırlar kendini. Burada *Aylaklar* romanının ideolojik yapılanmasından söz ederken bu kapsayıcı tanım değil, siyasi iktidar süreçlerine yönelik söylemler ele alınacaktır.

Romanda siyasi söylemin kurucuları erkeklerdir; kadın karakterler için iktidar söylemi ev içi otoritenin belirlenmesine yöneliktir. Örneğin Leman Hanım ile gelini Ayla arasında gelişen tartışmada konağın "hanım efendisinin" kim olduğudur. Leman Hanım, konak içindeki otoritesini korumak için evin hizmetçisi Melahat'ın Ayla'ya "küçük hanım" diye hitap etmesini emreder, aksi yaşandığında ise bir kriz doğar. Romanın erkek karakterlerinden Dünder Bey ile Davut Bey'in söylemlerinde İttihat ve Terakki yönetimine karşı muhalif bir eleştiri söz konusudur. Her ikisi de üretmeden sadece tüketime yönelik yaşamlarını ve memleketin içinden geçtiği sürecin sorumluluğunu onlara dayandırır. Dünder Bey, "Ben hayatımla kumar oynamış adamım. Ama felek bizi tutmadı. Bu da suç mu sanki? Asıl suçlular, bugün sizin, onun ötekini büyük adamlar diye adlarını saygı ile andığımız kimselerdir. Cemal Paşa bir gün bana, "Sen delisin" demişti. Asıl deli olan kendisi idi, o da Talat da, Enver de... Onlar memleket üzerine kumar oynadılar, batırdılar sonunda memleketi. Ama ben boş gezenin boş kalfasıyım, onlar tarihimizin büyükleri" (2011: 10). Osmanlı'dan Cumhuriyet'e rejim değişikliğini ve buna bağlı olarak toplumsal dönüşümü tecrübe eden Davut Bey, ülkede siyaset algısının değişmediğini dile getirir. Yeni bir buluş ortaya koymaktan mahrum bir milletin siyaseti kendi çıkarları için kullanması Davut Bey'in sözlerinde tabii bir gelişme olarak sunulur:

Siyaset yapacak seviyeye gelmemiştir bizim insanlarımız. Çünkü hiçbirimizde yeni bir buluş ardında koşmak, yeni bir şey yaratmak gücü ile terbiyesi yok. Siyaset nedir? Topluluk şuurunda bir keşif. Kalabalığı en az yüz yıl sürükleyecek bir hedef icat etmek. Oysa biz icat edilmiş hedefler ve eski keşifler ardında dolaşıp durduğumuz için sonunda gele gele kendi çıkarımızı korumaya geliyoruz. İdealizmi bir türlü anlayamıyoruz. Beni Paris'te müteessir eden de buydu işte. Fransız İhtilali yeni bir buluştu. Bizse o buluştan yararlanmaya, hem de teker teker keselerimizi doldurmak anlamında yararlanmaya kalktık, anlıyor musun? İşin bamteli buradadır. Çünkü siyaset yararlanmak için değildir." [...] Siyaset halkın da çıkarına değildir. Ondan ne tek insanlar ne de topluluklar yararlanabilir. Siyaset insan topluluklarının kaderidir. Bu kader birtakım dâhilerin elinde arada bir yeniden yazılır ve birtakım bıkkınlıklar giderilerek insanlara yeni bir yaşama ümidi aşılanır. [...] Siyaset, bir şey için değil, siyaset için yapılırsa güzel olur (2011: 31)

Davut Bey ve Dünder Bey gençlik yıllarında ihtilalci kanatta yer alarak idealist bir kişiliğe sahip olduklarını ancak bu idealizmin, kendilerini bundan yoksun bıraktığını iddia etmektedirler. Ancak her iki karakterin de inançlarının anlam ve değerlerini sorgulamadıklarını sadece içinde buldukları egemen ideolojinin başarısızlığını sezdirdiklerini görürüz. Leman Hanım'ın Osmanlı ve Cumhuriyet nesli arasında yaptığı karşılaştırmaya baktığımızda ise ironik bir tabloyla karşılaşırız:



Bizim nesil atılgandı, cesurdu, yaşamayı severdi. Bak bana bir defa da ibret al! Bu yaşımda senden canlıyım. Davut Bey'e bak, yüz bulsa benden, dünyaya delik açmaya kalkar. Dünder Bey'i görmüyor musunuz? Eski tabancasını bulsa, ihtilal çıkaracak. Bir de bizden sonrakilere bakın canım! Şu Galip'in miymıntılığına bakın! Şu Mürşide'nin serseliğine bakın! Biri para biriktirmeyi düşünür, öteki rakı içip kapı dinlemeyi... Sizin kuşağa gelince, siz şimdi kuşak diyorsunuz ya, bir filozofluktur sizde, hindi gibi düşünüp duruyorsunuz. Sen Muammer, yılınlığı yakıştırmışsın kendine... Şükrü'yü severim, ama doğrusu o da çokça kurnazdır ha... Çıkarını çok iyi bilir, ona göre kullanır herkesi... Elinizi bir işe sürmeden dünyaya fetva vermek istiyorsunuz siz" (2011: 91)

Atılgan, cesur ve yaşamayı seven nesil olarak kendini örnek göstermesi ve bununla birlikte Davut Bey ile ilgili "dünyaya delik açma" Dünder Bey'in eski tabancasıyla "ihtilal çıkarma" arzusuna yaptığı vurgu, Leman Hanım'ın içinde bulunduğu ironik durumu açığa çıkarır. Gerçekleşmesi mümkün olmayan hayallerin peşinden koşmakla her şeyini kaybeden, kalacak yeri olmadığından konağa sığınan, babasının mirasından kalanla yaşamını idame ettiren bir nesil, cumhuriyet ideolojisi ile yetişen nesilden daha üst bir konuma çıkarılmaktadır. Diğer taraftan konağı yaptıran II. Abdülhamit'in eczacıbaşlarından Şükrü Paşa'nın trajikomik hikâyesi de Osmanlı ideolojisinin bir eleştirisi gibi yorumlanabilir.

Üç karısı olan Şükrü Paşa, her eşi için bir mekân yaptırır, ilki yalı, ikincisi köşk ve sonuncusu romana konu olan konaktır. Şükrü Paşa, sultanın bir gün konağı ziyaret edeceği düşüncesiyle konağını II. Abdülhamit'in zevkine göre döşetir; konağın iç tasarımı için İtalyan bir sanatçı tutar ve konak İtalya'dan gelen eşyalarla donatılır. Her an konağa padişahın geleceği umudunu taşıyan paşa, Meşrutiyet'in ilanıyla rütbelerinden olmakla kalmaz, Kayseri'ye sürgün gönderilir. İstanbul'a döndüğünde ise umudunu kaybetmiş, hiç kimseyle konuşmayan içki müptelası bir adam olmuştur. Ölümüne yakın zamanlarda bunayan Şükrü Paşa, dışkı ile dolu oturağını "bugün efendimizin kahvaltısını ben götüreceğim" diye konağın odalarını dolaşır ve sonunda bir düştten uyanmış gibi ağlar, "padişah gitmiş" diyerek titremeye başlar. Şükrü Paşa'nın son günü olarak aktarılan bu sahne, çarpıcı bir ironiyi de açığa çıkarmış olur. Sultana sunulmak istenen dışkı, bilinçli bir eylem değil de "bunama" gerekçesiyle ele alınsa bile bu davranış paşanın, umutsuzluğunun ve sultana duyduğu öfkenin bir göstergesi olarak yorumlanabilir. Romanda Osmanlı'dan Cumhuriyet'e değin rejim değişmiş olmakla birlikte siyasete yaklaşım açısı değişmez; çıkar hesapları öne çıkar ve siyasete temas eden hiçbir karakter, umduğunu bulamaz hepsi bir şekilde hüsrana uğrar. Cumhuriyet rejiminde iktidar sahipleri farklı olarak sermayenin yeni sahipleridir; Osmanlı'nın üst sınıfı Cumhuriyet rejimi ile birlikte kapitalist pazar ekonomisinde yerini tüccarlara devretmiştir. Tüccarlara yukarıdan bakan ve ticareti küçümseyenler alay konusu hâline gelmişlerdir. Hatta esnaf takımı bunların arkasından "Babanın paşalığı para etmez, çalış da adam ol" diye söylenmekte ve para artık toplumun "yeni tanrısı" olarak (Anday, 2011: 43) kabul görmektedir. Toplumun yeni tanrısına sadece çalışarak değil siyaset yaparak kavuşmak mümkün görünmektedir. Konağın elden çıkması ile Muammer'in çalışmak zorunda kalması, bu gerçekle yüzleşmesine neden olur. Avukat olan arkadaşı Eşfak'ın yanında çalışmaya başlayan Muammer, onun aracılığı ile partici zihniyetle tanışır. Cumhuriyet aydınlanmasının bir eleştirisi olarak da okunabilecek aşağıdaki pasaj yine bir ironi içerir:

Gireceksin bir partiye, çalışacaksın. Tabii bizim partiye gireceksin. Kabuğuna çekilip oturmanın günü geçmiştir. Kaşarlanmış politikacılardan kurtaracağız bu memleketi. Biz evimize çekilip oturdukça ortalık onlara kalıyor. İyi insanlar, bilgili, aydın kişiler, politikaya boş verdikçe, kötüler, madrabazlar, çıkarıcılar dümeni ellerine alıyorlar. Har vurup harman savuruyorlar ondan sonra. Yağma yok artık! [...] Aydınlar



birleşmedikçe kurtuluş yoktur memleket için. Aydın, ilerici takım birleşecek, gericiye, çıkarıcıya nefes aldirmayacak. Ben bunu bilirim, bunu söylerim. Yüzde yetmiş okuma yazma bilmeyen toplumda, halkı elbette gerici eline geçirir, kullanır onu, sömürür. Türkiye daha bir süre, ne kadar sürer bilmem, namuslu aydının güdücülüğü altında ilerleyecektir. Yeter ki sevdirelim kendimizi halka, onun için çalıştığımızı anlatalım. Onun desteğini kazanalım. (2011: 220)

Cumhuriyet aydınının tepeden bakan ve erdemi yüceltirken alt sınıfı küçümseyen tavrı bu dönem edebi metinleri için “tipik” sayılabilecek bir durumdur. Bir taraftan aydın ve halk arasındaki kültürel uçurumdan dem vurulurken diğer taraftan halk, aydın için ağa düşürülmesi gereken bir av gibi görülür. Memleketin “kötüler, madrabazlar ve çıkarıcılardan” kurtuluşu için aydınların birlikteliğine ihtiyaç duyulduğuna dikkat çekilirken namuslu aydının “güdücülüğü” için Eşfak’ın model sunulması anlatıdaki ironiyi açığa çıkarır. İçtiği rakının etkisiyle kendisinin de menfaatine olan düşkünlüğünü “kazık yiyerek büyüdüm arkadaş, kazık atarak alıyorum öcümü” sözüyle ortaya koyar. Muammer’e “avukatlıkta dürüst olmak enayiliğin daniskasıdır” (2011: 222) derken adaletin temsilcisi olması gereken avukatlara biçtiği rol çıkarları doğrultularında hareket etmeleridir. Bunu da idealizm olarak tanımlar; Eşfak’a göre idealist, hayatını örnek haline getiren değil yaşamının yolunu bulup yarının daha iyi olmasını sağlayan adamdır. Siyasetle uğraşanların kişisel menfaatlerini memleketin çıkarı gibi göstermeleri, memleket için çalışıyor gibi görünüp kendilerine hizmet etmeleri Osmanlı’dan Cumhuriyet’e değişmeyen siyaset algısını açığa çıkarmaktadır; değişen sadece erk sahipleridir. Örneğin Muammer’in babası olma ihtimali olarak sunulan Pakize’nin modern dans hocası, bu eski ile yeni arasındaki farkı vurgulaması bakımından önemli bir örnektir. Kadirî tekkesindeki dinsel raksın temposu, Kemalist devrimden sonra benimsenen Avrupa dansına uyduğundan dervişlikten modern dansa geçişte yabancılaşma çekmemiştir. Kadirî tekkesine bağlı bir dervişin Cumhuriyet rejimi ile birlikte modern dansa geçişinin “olağan” bir durum gibi ritim benzerliğine dayandırılarak açıklanması yine ironik bir bakışın ürünüdür. Dolayısıyla romanda siyasi göndermeler ve buna bağlı olarak değişen sosyal yaşam, ironi yoluyla dile getirilerek, doğrudan bir hedef göstermeden örtük bir şekilde eleştirilmektedir.

3. Taşınan Değerler: Konaktan Apartmana

Romanın kurgusunun odağında yer alan “konak” Osmanlı rejiminin çöküşünü, “apartman” ise Cumhuriyet rejimini temsil eden sembolik bir değere sahiptir. Anlatının ilk bölümünde konağın yapılış hikâyesi geçmişe dönük anıların aktarımıyla salt metinsel olarak ele alınır. Anlatı zamanı olan Cumhuriyet döneminde, konağın çökmeye yüz tutmuş görünüşü tasvir edilirken yeni kurulan devlet sisteminde Osmanlı’nın konumu açığa çıkmaktadır.

Dışarıdan bakıldığında bu konakta hâlâ oturulduğuna inanılmazdı. Dam saçakları sarkmış, panjurların çoğu kırık, bağdadi yer yer kopmuş, dökülmüştü. İçerinin görünüşü, gerçi dış görünüş gibi değildi. Ama taban tahtaları gıcırıyor, kapılar kapanmıyor, pencere çerçevelerinin aralarından dışarıyı görünüyordu. Sıvalar yer yer dökülmüştü, tavanlardan kâğıtlar, tahta çubuklar sarkıyordu. Pahalı çeşitten olduğu anlaşılan eşya adamakıllı eskimişti; kanepelerin, koltukların yayları kimi yerde kumaşı yırtarak yukarı fırlamıştı. Perdeler lime lime idi. (2011: 15-16)

Dam saçaklarının sarktığı, panjurlarının kırık dökük olduğu, tahtalarının gıcırdağı, kapılarının kapanmadığı, sıvalarının döküldüğü, eşyalarının eskidiği, perdelerinin lime lime olduğu bu üç katlı konak, işlevini çoktan yitirmiş ve kaçınılmaz sona yaklaşmıştır. Konak yaşantısına bakıldığında çalışmadan sadece tüketen karakterlerin, geçmişin ihtişamını göstermek için yapılan hesapsız harcamaların, gerçeklikten kopuk düşüncelerin öne çıkarıldığı görülür. Dünder Bey’in yaptığı öz eleştiri, konak ile Osmanlı devleti arasında



kurulan ilişkiyi adeta gözler önüne serer: “Osmanlı İmparatorluğu da böyle battı, [...] Biz aylıklarımızın köylüden alınan vergi ile ödendiğini bilmezdik, devletin bir köşede bir parası var sanırdık. Birinci Dünya Savaşına neden girdiğimizi Talat Paşa bilmiyor, Cemal Paşa bilmiyor, Enver Paşa bilmiyor. Peki kim biliyor? Bilen yok” (2011: 154) Dünder Bey’in bu söyleminde tek tesellisi devletin nasıl yönetildiğinden habersiz olan bürokratların yanısıra siyasi liderlerinden de bundan habersiz olmasıdır. Tıpkı konağın ihtiyaçlarını ailesinden kalan miras ile karşılayan ve bu sayede yönetimini elinde bulunduran Leman Hanım gibi. Leman Hanım da kendine sığınanları konağına kabul ederken onların ihtiyaçlarını nasıl karşılayacağını hesap etmediği gibi, konaktakiler de bunu düşünmemişlerdir. Hatta Leman Hanım, ev yaşamı şenlensin diye Muammer’i evlendirmeye karar verir; bu arzuya düğün harcamaları için borçlanmayı hatta konağı ipotek altına aldırılmayı bile göze alır. Konağın yaşamını şenlendirme isteği de çöküşün somut nedeni olur.

Osmanlı bürokrasisinin çöküşü konağın yıkılması ile temsil edilirken konakta yaşayanların çöküşüne apartman bir çözüm getirmez. Bilakis apartman, bu yapıyı içinde barındırmaz ve önce Leman Hanım, sonra Davut Bey ve daha sonra Dünder Bey ölür. Ayla, Şükrü ve Nesime evden ayrılır, Mürşide akıl sağlığını tamamen kaybeder, Muammer de Tepebaşında bir otelde cebinde bir lirasıyla kalakalır. Mehmet Can Doğan’ın belirttiği gibi Cumhuriyet mimarisini haber veren apartman, Osmanlı bürokrasisinin ahlakıyla yetişenleri kabul etmez. (2012: 161-62) Çünkü Cumhuriyet rejimini temsil eden apartman, konağına sığınan kişilerin zihniyetini değiştirememiştir, sadece Muammer konağın yıkılışı ile kendisi arasında bir bağ kurarak değişmeye bir “birey” olarak var olmaya çabalayacaktır. “Ben bu yıkılan konak değilim, ben bir tahta parçası değilim. Değişen yaşamla birlikte değişeceğim, uyacağım ona ve böylece de ölümsüzlüğü yakalayacağım.” (Anday, 2011: 188) Nitekim romanın ikinci bölümü Muammer’in varoluşsal kaygılar yaşadığı ve kendi benliğini sorgulama sürecine ayrılmıştır. Anlatının ilk bölümünde Muammer’in yetiştiği ortam, ailesi, çocukluk süreci onun kendilik arayışındaki çatışmaları anlayıp değerlendirmeye olanak tanır.

4. Kalemin Sihri Bireyin Doğuşu: Muammer

Romana isim olarak seçilen “aylaklar” tabirinin anlatıda geçen kullanım alanına baktığımızda Osmanlı dönemindeki “aylak” ile modern zamandaki “aylak”ın nasıl kavrandığını, aralarındaki benzerlik ve farklılığını tespit edebiliriz. Modern anlatılarda “aylak” için kullanılan “flanör” adlandırması “yürüyen düşünce” anlamında, düşüncenin insan aklındaki izdüşümlerini karşılar; zamansal ve çevresel koşullara göre de farklılık gösterir. Hüseyin Köse, Türk edebiyatında aylak figürünü, Tanzimat ve Cumhuriyet olmak üzere iki dönemde ele alır. Ona göre aylak figür, “Tanzimat döneminden itibaren Batılılaşma ve yenileşme hareketleriyle birlikte kök salmaya başlayan “abartılı kibarlık ve gösteriş budalası” tiplere, “yalnızlığı ve tutunamayışı ile kitleden ayrılan seküler benlikler”e, yeni kurulan Cumhuriyetin “yerleşik ideolojisiyle hareket eden birey karşısında “asi”likleriyle öne çıkan kimlikler”e, yerli halkla belli bir iletişimsizlik ve yabancılaşma yaşayan toplumsal duyarlılığa körelmiş aydınlara, statüsü ve zenginlikle övünen “zengin züppe” “snop” ve mirasyedi karakterlere, sonrasında ise varoluşsal bulanımlarla örselenmiş “tutunamayanlar”a dek uzanır” (2012: 14). Bu dönemselleştirmede keskin ayrımlar olmasına karşılık aylak figürünün temsilinde modernleşme olgusunun ve kent yaşamının merkeze alındığı açıktır. Tanzimat döneminde “batılılaşma” çerçevesinde ele alınan “alafranga” tipinden Cumhuriyet sonrasında topluma yabancılaşmış aydına ve varoluşsal sorunlar yaşayan tutunamayanlara kadar hepsi aylaklık şemsiyesi altında toplanmıştır. Toplumsal sürecin belirleği bu değişim çizgisinde değişmeyen unsur mirasyediliğin ya da çalışmadan yaşamını idame ettirme düşüncesinin varlığını korumasıdır. *Aylaklar* romanında bu dönemsel ayrımın karşılığını görmek mümkündür. Osmanlı’nın son dönem nesli Leyla Hanım, Davut Bey ve Dünder Bey aileden tevarüs eden mülkün sakinleri olarak



geleneğin sorgulayıcısı değil sürdürücüsüdürler. Dünder Bey ile Muammer arasında gerçekleşen aşağıdaki diyalog iki nesil arasındaki farkı göstermesi bakımından önemlidir.

Dünder Bey. “Hey gidi gençlik” diyordu. “Yetmiş yaşına geldim, yaşamayı bir gün bile yük gibi gördüğüm olmamıştır. Her zaman, her işe yeniden atılmaya hazırım ben. İçmekse o benim gücüm değil, keyfimdir. Ne unutmak için ne de dayanmak için içerim. Elimden geldiğince unutmaya bakarım. [...] Yaşamayı hep tatlı görmüşümdür ben... İşte bugünkü gençleri bunun için anlayamıyorum ben. Neyin ıstırabını çekiyorlar? Hangi yükü yükleniyorlar ki yaşamak onlara güç geliyor. Senin nen esik Muammer? Ne sıkıntın var? Neyi unutmak için içiyorsun? Söyler misin bana? [...]

[Muammer], “Anlamıyorsunuz” diyordu. Yaşamak çekilmez bir şeydir, derken herkesin sandığı gibi parasızlığı, hastalıkları, başarısızlıkları filan anlatmak istemiyoruz biz. Yaşamının kendisi saçmadır, anlıyor musunuz? Bizim bu dünyada neden bulunduğumuza hiçbir gerekçe gösterilemez.

“Öyleyse mutluluk diye bir şey yok”

“Yok ya... Ama mutsuzluk diye de bir şey yok”

“Neden geldiğimizi bilmediğimiz için, öyle mi?”

Yalnız o kadar da değil. Sonumuzu da değiştiremeyeceğimiz için. Daha açığı evrenin, insan için hiçbir özel amacı yoktur. İnsan türünün çoğalıp gelişmesi, sonsuz zaman içinde, üzerinde durulmaya değer bir oyundur”

Davut Bey, “Affedersin ama Muammer” diye lafa karışıyordu. “Öyle ise neden Hukuk Fakültesine yazıldın? Şunu anlatır mısın bana?”

“Gitmesem de olur da onun için. Üniversiteye gitmekle gitmemek arasında bir ayrım yoktur”

“Öyleyse gitme”

“Belki o daha iyi olur. Çünkü gitmek ne olsa bir aksiyondur. Aksiyondan kaçtığımız ölçüde yaşamının saçmalığına uygulanır ki, bu bize geçici bir rahatlık verir”

Dünder Bey, “Sosyal idealleri yok gençlerin,” diyordu. Bütün iş orada. Çevrelerini, yurtlarını, kendi insanlarını düşünmüyorlar; kendilerini onlardan bağımsız sayıyorlar. Oysa insanı sosyal havyan diye...”

Muammer, “Hayır, insan hayvansal toplumdur,” diye Dünder Bey’i şaşırtmak istiyordu. (2011: 55-56)

Uzun bir pasaj olmakla birlikte bu diyalog, iki neslin yaşamı kavrayışı arasındaki farkı belirginleştirir. Dünder Bey, II. Meşrutiyet döneminin siyasi atmosferini soluyan, Cumhuriyetin kuruluş aşamalarını gören bir karakter olarak dönemi için yüceltilen kavramlarla konuşur. Bir vatandaş olarak yurdu ve insanı için çalışmanın erdeminden söz eder, her ne kadar kendisi anlatıda bunun dışında kaldığı için aylak olarak konumlandırılmış olsa da. Bununla birlikte Dünder Bey’in, bu düşüncelerin kaynağını geçmişe dayandırması dikkate değerdir. Zira “siz yüz yıllık bir çürümenin sonucusunuz” derken kendi neslini Cumhuriyet’in yeni insan tipolojisini doğurduğuna hükmeder. Diğer taraftan Muammer’in söyleminde hiçlik, saçma ve oyun kavramları öne çıkar -ki-, bunlar varoluşçu felsefenin tartışma alanlarıdır. Romanın ikinci bölümünde bu düşünceler açıklanır; Muammer’in yaşadığı dünyayı kavrama şekline bağlı olarak karar ve eylemlerinin nedenlerine yer verilir.



Muammer'in günlüğünden anlatılan ikinci bölüm, daha önceden de ifade edildiği gibi varoluşçu felsefenin kavramları ile kurgulanmıştır.³³ Bu bölümün günlük şeklinde sunulması önemlidir; çünkü Muammer'in yaşadığı hayatı farkında olarak yaşadığına dair metinsel bir strateji işlevi görür. Başka bir deyişle düşüncelerini yakalamak için, onları örten "süprütüyü" çıkarıp atmak için günlüğe başvurur. Kendine sorduğu ilk soru "insanoğlu kendi yargıları, kendi inanışları ile mi yaşıyor, yoksa başkalarının inanışları ile mi?"dir. (2011: 153) Sartre'ın sistemleştirdiği varoluşçu felsefenin "varoluş özden önce gelir" ilkesi Muammer'in sorusunun cevabıdır ve bu cevabı bulmak için adım adım eyleme geçecektir. Bilindiği üzere varoluş özden önce gelir ifadesi, insanın önce var olduğu, daha sonra özünü bulduğu düşüncesine dayanır. Muammer özüne varmak için Sartre'ın "Cehennem başkalarıdır" sözünü temel düstur olarak kabul eder ve bu ilkeyi kavrayışı onu, etrafında bulunan herkesi kendinden uzaklaştırmaya iter. Öncelikle, karısı Ayla'nın kendine uzak olduğunu, aynı dili konuşmadığını fark eder. Bu farkındalık ile bir geneleve gider, sonra bir silah edinir, Nesime ile birlikte olur ve intihar düşüncesine kapılır. Burada Muammer'in eylemlerine bakıldığında kendini bulma sürecinde cinsellik ve ölüm düşüncesinin belirleyici olduğu görülmektedir. Her ikisi de birer "ihlal"e gönderme yapar: Aldatma ve intihar. Bu iki ihlalin nedeni özgürlüğe ulaşmak gibi görünmektedir; hem bedenen hem de ruhen. "Benim asıl istediğim özgür olmaktır. Karımdan ayrılmalıyım, bu evden ayrılmalıyım, geçmiş düşüncesinden ayrılmalıyım... Ondan sonra her şeyi yeni baştan yaratmalıyım" (2011: 185) diye yazacaktır günlüğüne. Nitekim de dediği gibi olur, anlatının sonunda tek başınadır bir otel odasında. Oysa anlatının sonlandığı yer asıl hikâyenin başlangıcıdır, çünkü Muammer'in kendini yaratma süreci bundan sonra başlayacaktır. Bu yüzden romanda varoluşçu felsefesinin imkânlarıyla aslında bireyselleşme olgusuna yer verildiğini iddia edebiliriz. Onun sancısı birey olarak doğuşunun habercisidir; dolayısıyla Muammer'in yaşadığı bu süreç, birey olarak kendini idrak etmesine ve bu kavrayışı ile kendini var kılmasına yol açacaktır. Bunu da tuttuğu günlük dolayısıyla yazı ile mümkün kıldığını söylemek yanlış olmayacaktır.

5. Sonuç

Aylaklar romanında Osmanlı ve Cumhuriyet ideolojisi, bir aile anlatısı etrafında ele alınmış ve siyasi yapılanmanın toplumsal hayattaki karşılığı olarak irdelenmiştir. Her iki ideolojinin toplumda yarattığı sorunlar, karakterler aracılığıyla ironik bir anlatımla eleştirilmiş ve bu bağlamda, Muammer ve onun bireyselleşme çabası öne çıkarılmıştır. Muammer'in değişim ve dönüşümü, konak ve apartmanın sembolik kullanımı ile birlikte ele alındığından mekanın birey üzerindeki etkisi yansıtılmıştır. Böylelikle çizgisel zamanda Osmanlı ve Cumhuriyet dönemine yerleştirilen aylakların farklı görünüşleri, iki resmi ideolojinin yarattığı aylaklık figürünü takip etmeye olanak tanımaktadır.

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³³ İbrahim Özen, "Konak Hayatının Mirasyedi Sakinleri ve Varoluşçu Bir Aylak: Melih Cevdet Anday'ın *Aylaklar* Romanı" başlıklı makalesinde bu konuya detaylı bir şekilde yer vermiştir. Bu bağlamda "özgürlük", "sorumluluk", "saçma", "eylemsizlik", "intihar" gibi kavramların romandaki karşılığı varoluşçu felsefeye göre değerlendirilmiştir.



Paris'in Merkezinde Bir Gecekondu Mahallesi: La Folie De Nanterre

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Öz

II. Dünya savaşının ardından Fransa, *Muhteşem otuz yıl* adı verilen yeniden yapılanma döneminde, işgücüne gereksinim duyar. Özellikle de inşaat ve otomobil sektörlerinde Cezayirli göçmenleri kullanmak her açıdan daha ucuz ve kolaydır. Böylece Cezayirlilerin bağımsızlık savaşı öncesinde başlayan Fransa göçü, savaş sırasında ivme kazanır ve sonrasında ise korkunç boyutlara ulaşır. Fransa, Cezayirli göçmenlerin barınma sorunlarını çözecek yeterli alt yapıya sahip değildir. Binlerce göçmeni kabul eder ve geçici bir çözüm olarak Paris'in merkezinde La folie de Nanterre adı verilen en büyük bidonvil/gecekondu mahallesi kurulur. Bidonvilde yaşayan Cezayirli tam bir sefalet içindedir. Hayvanların bile yaşamakta güçlük çekeceği koşullara mahkûm edilirler. Çalıştıkları kurumlarda, Fransızlardan aşağı görülür; daha az ücret alırlar. Kent içinde, kentten uzak tutulur, *damgalanır* ve *ötekileştirilir*.

Bu bildiri, La Folie de Nanterre'in kuruluşu ve yaşam koşulları ele alınarak, Cezayirlilerin, büyük umutlarla göç ettikleri Fransa'da maruz kaldıkları durum, *damgalama* ve *ötekileştirme* kavramları üzerine dikkat çekilecektir.

Anahtar Sözcükler: La Folie de Nanterre, Cezayir, Paris, Muhteşem otuz yıl, ötekileştirme.

Giriş

Göç dendiğinde, göçmenleri normal dışı bir ulama yerleştiren etiketlerden olan ötekileştirme (marginalisation) ve damgalama (stigmatisation) akla gelen iki önemli kavramdır. Göçün ardından iki farklı kültürün iç içe girmesi birçok sorunu da beraberinde getirir. Göç, ev sahibi kültür tarafından istila (göçmenler, istilacıdır ve sınır dışı edilmelidirler), aşırı nüfus (göçmenler, ev sahibi ülkenin dokusunu bozarlar) ve etkilenme (göçmenler pistir, hastalık taşırlar ve Fransız ırkının saflığı için büyük bir tehlike oluştururlar. Kültürel bağlamda da bir etkilenme riski vardır. Çünkü Fransız halkı ister istemez, göçmenlerle yakınlaştığı ölçüde, onların kültüründen etkilenecektir) gibi ulusal kimliği tehdit eden sözcüklerle (göçmenlerin ve Fransızların kaynaşması, ulusal kültürel özellikler için bir tehdittir) eşanlı tutulur; kimliği reddedilen ve dışlanan göçmen ötekileştirilerek damgalanır (*Relations interculturelles et acculturation*, 2010:3-5). Damgalama ve ötekileştirme toplumsal bir fenomen olarak birey ve bireyler arasında bir uçuruma yol açar. Göçmenin içinde bulunduğu kültürün normlar bütününe uyum sağlamaması, sağlamasına izin verilmemesi ya da uzak tutulması, olumsuz bir etiketlenmeye maruz kalarak ötekileştirilmesine ve damgalanmasına zemin hazırlar. Göç bağlamında, yukarıdaki iki kavramın en önemli örneklerinden biri de "*göçmen ülkesine geri dönmelidir*" düşüncesiyle geçici bir yerleşim yeri olarak 1953 yılında Paris'in merkezinde kurulan La folie de Nanterre adlı bidonvil/gecekondu mahallesidir.

İş gücü göçü söz konusu olduğunda, Cezayirlilerin Fransa'ya göçü 1912 yılından itibaren başlatılır ve 2. Dünya savaşı öncesi ve sonrası olmak üzere ikiye ayrılır (Stora, (1992), ss. 13-14). Özellikle de 1945-1975 yıllarını kapsayan "*muhteşem otuz yıl*" döneminin resmi göç tarihinde ayrıcalıklı bir yeri vardır. 2. Dünya savaşında 320 000 asker ve 270 000 bin sivil kaybeden Fransa, bu yeniden yapılanma döneminde, iş gücüne gereksinim duyar. Özellikle inşaat ve otomobil sektöründeki işçi açığını ucuz sağlamayı düşünerek, eski kolonilerinden göçmen işçi/üş gücü kabul etmeye başlar. 1946 yılından itibaren, Portekiz, İtalyan, İspanyol ve Magriplilerin Fransa'ya kabulünde artış göze çarpar. 1955 yılında ise göçmen kabulü



doruk noktasına ulaşır. 1968 yılında sayı 470 000'i aşar. (*Histoire de l'immigration en France*, 2004: 3-20). Daha az ücretle çalışan ve istendiği zaman işine son verilebilen göçmen işçiler, şirketler için büyük bir fırsat ve şans olarak görülür. Göçmenlerin başını ise Cezayirli çeker. Çalışan sınıfın alt tabakasını oluşturan Cezayirli göçmenlere Fransızların çalışmak istemedikleri en güç ve ücreti en düşük işler verilir. En büyük avantaj ise herhangi bir kriz anında kolayca geri gönderilebilmeleridir. Bu da göçmenleri *uygun ve mobil işgücü* ulamına yerleştirir. Fransa'daki Cezayirli göçmenlerin sayısı 1954 yılında 210 000, 1964 yılında 460 000 ve 1975 yılında ise 700 000'e ulaşır (Legris, 2005, s. 53). Böylece göçmen, "tek amacı ücretli bir iş bulma, geldiği ülkeden daha iyi koşullarda yaşama ve bir gün ülkesine geri dönme niyetinde olan bir davetlidir" tanımı değişir. Fransa'nın kitleler halinde gelen göçmenleri barakalardan oluşan bidonvillere yerleştirmekten başka çaresi yoktur. Bu uzamlara yerleştirilen göçmenler etnik ve uzamsal ötekileştirilmeye (Goffman, 2014, s.33) maruz kalır ve damgalanırlar.

La Folie de Nanterre

İlk olarak 1920'li yıllarda, Fas'ın Kazablanka kentinde, dış cepheleri fiçı ya da benzin bidonlarının kesilmesiyle elde edilen levhalarla kaplı barakalardan oluşan ve kentteki en düşük yaşam koşullarını içeren yerleşim alanını oluşturan mahalle için kullanılmaya başlanan bidonvil sözcüğü, 1950'li yıllardan sonra da Fransa'da göçmenlerin yerleştirildiği mahallelere verilen ad olarak gündeme gelir. Bidonvil karşılığı olarak Fransızca da şu ifadeler kullanılır: «*Habitat spontané*», «*habitat insalubre et misérable*», «*habitat non réglementaire*», «*clandestin*», «*illicite*», «*marginal*», «*informel*» ve «*habitat bidon*». Bidonvil, ötekileştirilmiş ve damgalanmışların bir araya toplandığı bir paradigma olarak, geçici, eğreti, kentin sınırları içinde ancak kentsel normların dışında kalan toplumsal bir uzamdır (Cattedra, 2006, ss. 1-2). Gazeteci Jean Pottier bir bisiklet gezintisinde keşfettiği bidonvili şöyle tanımlar:

"(...) Metal levha ve ahşaptan yapılmış ve katranlanmış kumaşla kaplanmış barakalar, eski karavanlar ve briketten yapılar görüyordum (...) Zaman zaman oraya uğruyordum. Sakinler sıcakkanlıydı, yaşam koşullarını paylaşmak için fotoğraflarını çekmemi kabul ediyorlardı... Fakir ve yıkık lojmanlarını, çamurlu yollarını gösteriyorlardı. Bu gecekondu mahallesinin genel haliydi"... Sıcak insan ilişkileri, günlük yaşamı dayanılır kılıyordu"(Potier, Bidonvilles de Nanterre (1957-1963)).

Bidonvilde bekârlar ve aileler oturur; barakalar arasında fark vardır. Bekâr barakalarında sayısı yediye kadar çıkan yataklar yerde yan yana birbirine yapışık olarak dizilir. Aileler ise çocuk çocuk aynı odada uyurlar. Biraz daha şanslı olanlar, savaş sonrası inşa edilen HLM'lerde (sosyal konutlarda) oturur. Hatta seçim yapma hakları olmayanlar da vardır. Ya yüksek fiyata bir otelde kalacak ya da bidonvilde yaşayacaklardır. Bidonvilde yaşayan bir göçmen içinde yaşadıkları koşulları şöyle dile getirir:

"Oturmuyoruz..., sinip bir kenara çekiliyoruz, Sıçanlar gibiyiz, deliklere giriyoruz...Oturmak, insanlar arasında olmak, onlarla, onlar gibi yaşamaktır, aralarında yaşamaktır; insanların yaşadığı normal koşullarda, insan olarak insanca yaşamaktır, onların arasında, onlar gibi, yani onlarınki gibi lojmanlarda yaşamaktır" (aktaran Sayad, 1995, s. 41).

Göçmenler, içinde yaşadıkları koşullarda görünmez olmak ve Fransızlar tarafından fark edilmemek için ellerinden geleni yaparlar. Çünkü gösterilecek hiçbir şey yoktur. Ölülerine saygı gösterilmez, insanlık dışı koşullarda gömülürler. Etrafları çevrilidir, bekçi tek çıkış kapısını tutar, akşam 18 de kapı kapatılır. Amaç, göçmenlerin çevredeki apartmanlarda



oturan Fransızları rahatsız etmesini engellemek ve bu pislikten etkilenmemeleri için gerekli önlemleri almaktır. Çünkü göçmen Fransızların gözünde, “pislik içinde yaşar, pisliği solur, pisliklere basarak yürür, pisliklere dokunur, pislik ayrılmaz parçaları olur, pislik olurlar, artık yalnızca bir pislik olduklarına ve ötekiler tarafından da bu şekilde algılandıklarına inanırlar, hangi parfümü sürerse sürsünler, pis kokarlar” (Sayad, 1995, s. 92). Ne kadar temiz ve titiz davranmaya çalışırsa çalışsın, göçmen/bidonvilli/öteki damgasından kurtulamaz (Sayad, 1995, ss.91-94.) Göçmen dendiğinde, akla ilk olarak Araplar, özellikle de Cezayirli gelir. Göçmenler pis, Araplar ise iki katı pistir. Görünmez olmaları daha hayırlıdır. Ev sahibi kültürün bir parçası olamamaktan, ötekileştirilmekten ve damgalanmaktan ıstırap duyarlar. Çünkü Fransızlar, Paris’in merkezindeki bu insanları görmez, görmek istemez ya da görmezden gelirler (Sayad, 1995, s. 47).

Göçmenlerin günlük yaşamları tam bir çiledir. Bidonvilin adresi bazı kurumlar dışında geçerli değildir. Herkes için tek bir adres vardır: 127, rue de la Garenne. Yetkililer bu adresi kimlik kartlarına ve aile cüzdanlarına yazmayı reddeder. Oturma ve çalışma kartlarının üzerine “absence de domiciliation”/adres yoktur/ yani “vit en bidonville”/bidonvilde yaşıyor ifadesi yazılır. Bu da “presence sans interet en France”/ “Fransa’da varlıklarının bir anlamı yok” anlamına gelir (Gastaut, 2004, s. 6). Bu yüzden, daha iyi bir lojmana başvurulduğunda evrakların kaybolmaması için başka adres verilir ve posta takip edilir. Daha iyi bir lojman için yapılan başvurularla ilgili dosyanın tamamlanması için lojmanlarla ilgilenen birimden bir kontrol memuru anket yapmak için aileleri ziyaret eder. Yeni lojman belgelerinin alınması ve tesliminde bin bir güçlük yaşanır. Çok sıra vardır; memurlar sorun çıkarır. Resmi makamlardan gelen belgeler dosyaları doldurur, ancak sonuç alınmaz. Bu konuda bir Cezayirli kadın göçmenin yetkililere yazdığı mektup dikkat çekicidir:

“Başka bir yere taşınmak için birçok kez istekte bulundum. Hiçbir yanıt alamıyorum. İçinde bulunduğum koşullarda yaşayamam. Altı yıldır ailemle birlikte bidonvilde yaşıyorum. Alçı karolardan yapılmış barakam her taraftan nem ve soğuk sızdırıyor. On çocuğum, evimizin kötü koşulları yüzünden sürekli hastanede. Şu an üç tanesi de hastanede yatıyor. Neden bize lojmanımızın koşullarını tespit etmesi için bir görevli göndermiyorsunuz? (...)” (aktaran Cohen, 2013, s. 492).

Daha iyi koşullarda yaşamak için araçlara el altından yüklü miktarda paralar ödenir. Göçmenlerin ülkelerine döndüklerinde geri gelmeleri çok güçtür. Bu yüzden, birçok aile yıllarca geri dönememe korkusuyla Cezayir’e gitmez. Bidonvilin varlığı kabul edilmediği için hizmetlerde de büyük sorunlar yaşanır (Sayad, 1995, ss. 47-50). Gerçekte hiçbir hizmet verilmez.

Eşitsizliğin kol gezdiği bidonvilde, kış aylarında, kadınlar buz parçalarını ya da kartoplarını eski fiçılarda toplar, eriterek çamaşır yıkamada kullanırlar. Barakalardaki delikler, ısı kaybını en aza indirmek için çarşaf ve giysilerle tıkanır. Aylarca karanlıkta ve mum ışığında bir mahzende gibi yaşayan, gece gündüz pis havayı soluyan kadınlar ve çocuklar hep hastadır. Çamur ve pisliğin içinde oynayan çocuklar, her tür mikrobu kol gezdiği bu ortamda yaşayan ölüden farksızdırlar. Hastaları görmeye gelen doktor dışında kimseyi görmezler. Taksi ve ambulanslar bile bu bölgeye gelmek istemezler. Barakalarda, çocukların bu pisliğin içinde güzel bir şeyler görmesi için kafeste kuş beslemek bulunan tek çaredir. Eğitimlerine devam etmeleri büyük bir tehlikedir, çünkü bir Fransız’ın önüne geçme ve onun yerini alma riski vardır (Maffre, 2012, s. 05). Gerçekte, Milli Eğitim Bakanlığı’nın kafasını meşgul eden sorular bambaşkadır: Bu çocuklar “Fransa’da mı kalacaklardır? Kiminle evleneceklerdir? Yaşam tarzları ve psikososyal davranışları nasıl olacaktır? Kendilerini Fransız mı Cezayirli mi duyumsayacaklardır?” (Maffre, 2012, ss.03-04).



Baraka ve göçmen sayısı “Brigade Z” adı verilen ekipler tarafından 1961 yılından sonra sürekli kontrol edilir (Cohen, 2013, s.175). Emniyet birimlerine bağlı olarak kurulan Brigade Z, bidonvilin büyümesini ve yeni barakalar eklenmesini engellemekle görevli yıkım ve kırım ekibidir. Bu ekiptekiler, önceden haber vermeden aniden kapıları açarak barakalara girer, göçmenlerin eşyalarını ayakları altına alır, yırtar ve çamura atarlar. Göçmenlerin güç yaşamını daha da güçleştirmek için ellerinden geleni yaparlar. Tek olan çeşmenin suyunu keser, barakaların önlerine toprak yığar, bidonvil içinde herhangi bir alış verişe izin vermezler. Kontrolün daha kolay yapılabilmesi için belirli bir plan dâhilinde hareket eder, her aileye *bilgi fişi* dağıtır; barakalara numara verir ve üç ya da sekiz kişilik gruplar halinde sürekli devriye gezerler. En büyük özellikleri çok acımaz ve kaba olmalarıdır. Barakaların tamiri ve ekler geceleyin gizlice yapılır. Birileri çalışırken, diğerleri de herhangi bir tehlikeye karşı nöbet tutar. Yeni bir bebek dünyaya geldiğinde, ona baraka içinde bir yer açmak çok güçtür. En küçük bir kuşkada, baraka yerle bir edilir. Tüm bu yaptırımlar karşısında göçmenlere susmak ve her şeye katlanmak düşer (Gastaut, 2004, s.5). Bu ekipler, görüntü ve üniformalarıyla, Fransa'nın göçmenlere gösterdiği baskıcı yüzünün simgesidir. Bidonvilde on iki yıl yaşayan, göçmenleri yakından tanıyan, onlara her konuda yardımcı olmaya çalışan ve durumlarını çektiği fotoğraflarla belgeleyen Monique Hervo, bidonvilde geçirdiği bir geceyi şöyle anlatır:

“Gece boyunca, bir gürültü olup olmadığını ve kapının ansızın açılıp açılmayacağını bekliyor, sık sık uyanıyor, çok az uyuyorlar. Tansiyonun ve korkunun yüksek olduğu o geceleri anımsıyorum. Erkekler, girişi saklamak için barakaların dışına tahta parçaları çakıyordu. Polis köpekleri bidonvilin sokaklarında homurdanarak dolaşıyordu. Işıklar barakaları aydınlatıyordu. Korku her birinin karnında düğümliyordu” (Maffre, 2012, s. 07).

Göçmenler, her şeyden korkarlar: “Yeryüzünden, gökyüzünden, yağmurdan, güneşten, yangından, en önemlisi de insanlardan-jandarmalardan-polisten ve görevlilerden-hatta hiçbir varlıklarının olmadığını anladıkça kendilerinden” bile (Sayad, 1995, s. 50). Dışarıdakiler de/Fransızlar da göçmenlerden korkarlar. Yoldan geçenlerin bakışları kin ve nefret doludur. Kent içinde ancak kentten uzak bu insanlara bir başka dünyadan gelen garip yaratıklar olarak bakılır. Ötekileştirme ve damgalama bir göçmenin sözlerinde doruk noktasına ulaşır:

“Öyle sanıyorum ki onlar da bizden korkuyorlar. Biz onlara bir şey yapmadık, onları ısırmadık, onlara saldırmadık. Bizi neden fark etmediklerini, görmediklerini ve işitmediklerini kendi kendimize soruyoruz. Onları korkutuyoruz” (aktaran Sayad, 1995, s. 102).

Göçmenlerin kendilerini “öteki” ve “damgalanmış” duyumsadıkları anlardan biri de toplu taşıma araçlarına bindikleri ve su almaya gittikleri anlardır. Bidonvil sakini olduklarının en kolay anlaşıldığı anlardır bunlar. Çeşmeye gittiklerinde Fransızların gözü onlara çevrilir. Hatta Fransız gençleri alaycı bir tavırla güler. Bakışlarını göçmenlere diker ve sırtırlar. Ne yaparlarsa yapsınlar, bidonvilli olma kimliği derilerine kazınmıştır adeta (Sayad, 1995, s. 43). Irkçılık, ötekileştirme ve damgalama, 1966 yılında *ESPRIT* dergisinin yaptığı bir ankette açıkça ortaya çıkar: Cezayirli, “düzenbaz, tembel, acımasız, kusurlu ve pis”tir (Legris, 2005).

La Folie de Nanterre, çamur demek, susuz kalmak demek, sıçanlar demek, yangın demektir.

Çamur ve çamurlu ayaklar, yersiz yurtsuz göçmenlerin simgesidir. Çamurlu ayakkabılarla otobüse binmek istemez, utanırlar. İşe zamanında yetişebilmek için sabahın erken saatinde yola düşerler. En büyük arzularından biri, Fransızlar gibi temiz ayakkabılarının olmasıdır. “Onlarla aynı ayakkabıları giyerler, ancak çamur onları başka bir ulama yani göçmen/öteki



ulamına yerleştirir” (Sayad, 1995, s. 46). Temiz ayaklar, çamurlu ayaklara karşıdır. Bidonvil sakinleri toplu taşıma araçlarına binerken, birbirlerini ayaklarındaki çamurdan tanırlar. Ayaklarını barakalardan dışarı çıkarır çıkarmaz balçığa saplanırlar. Fransızların gözünde, çamur ve çamurlu ayakkabılar ötekinin/Cezayirli göçmenin kimliğinin ve bidonvile aidiyetinin en belirgin özelliğidir. Göçmen çamur, Fransız ise asfalt demektir. “Çamura bulanmak, kentte olduğu halde, kentli olmamaktır. Bidonvil sakini, ne köylü ne de kentlidir. Bidonvil sınırını aşması demek özel yaşam ve bilinmeyen, kara yazgının yani başkalarının uzamı olan genel yaşam arasındaki simgesel sınırı aşmaktır bir anlamda” (Sayad, 1995, s. 44). Ender de olsa bidonvile gelen Fransızlar, kendi temiz dünyalarına döndüklerinde çamurun izlerini silmek için çaba harcarlar. “Çamur fobisi, bidonvil fobisidir. “Bidonvil çamur ülkesidir, pislik/çöp krallığıdır, Fransızlar bulaşıcı hastalıklara yakalanmamak ve pisliğe batmamak için bidonvilden uzak dururlar. Barakalarda yaşamak, sıçanlar gibi yaşamaktır. Göçmenler iki ayaklı sıçanlardır” (Sayad, 1995, s. 86). Bidonvilde oturan Miloud bu durumu şöyle betimler:

“Otobüse bindiğimizde, ayakkabılarımızın pislik içinde olmasından utanıyoruz. İnsanlar senin pis olduğunu düşünüyor. Çok çamur olduğunda, temiz ayakkabıları elimize alıyoruz. Otobüse binmeden önce, eskileri, akşam dönerken giymek üzere otların arasına saklıyoruz. Akşam olduğunda, ayakkabıları yerinde bulamıyoruz, birileri yanlışlıkla almış oluyor” (aktaran Maffre, 2012, s. 11).

Bidonvil için en büyük sorun içme suyunun kısıtlı olmasıdır. Tüm bidonvilde, barakalardan uzakta, bidonvil ve kent sınırında, inşa edilmiş iki çeşme vardır. Basit malzemelerle yapılan küçük el arabalarıyla, Fransızların bakışları ve alaycı gülüşleri altında, çeşmeden su almaya gitmek çok aşağılayıcıdır. Su almaya gidenler gerçek kentlilerin sutaşıma arabasını görmemesi için bedenlerinin bir bölümüyle onu gizlemeye çalışırlar. Fransızların bakışlarıyla karşılaşmamak için başlarını öne eğip, saklanacak delik ararlar Yüzleri kızarır, sararır. Su kanları, canlarıdır. Ekmekten daha önemlidir (Sayad, 1995, ss. 48-53).

Bidonvilde en büyük sorunlardan biri de yağmurdur. Yağmur yağdığında, sel akar ve önüne gelen her şeyi yerle bir eder. Barakaların içine dolar. İşte o zaman bidonvil bir “göl kenttir”, sakinler için ise “bataklık” ya da “balçık çukurudur”.

Sıçanlar her yerdedir. “Bidonvil sıçanlar tümenidir”, kalabalık bir ordu gibi istila eder, saldırırlar, hiçbir şey onlara karşı koyamaz. Onlardan bir şey saklanamaz. İnsanlardan daha güçlüdürler. Çıkmadıkları delik yoktur. Barakaların altında galeriler kazar; temelleri kemirir; barakaları yıkar; çocukları yaralarlar. Zehir bile onları öldürmez. Çöplerin toplanmadığı bidonvilde yaşamak “sıçanlar gibi pisliğe gömülü olarak yaşamak”tır (Sayad, 1995, s. 83).

En temel gereksinim olan tuvalet de yoktur. Göçmenler bu gereksinimlerini çöp yığınlarının arkalarında giderirler. Ya da bu amaçla açılan bir çukur kullanılır, dolduğunda ise üzeri kapatılır ve bir başkası açılır. Hava güzel olduğunda da bidonvilin arkasındaki açık araziye gidilir. Yağmurlu havalarda da herhangi bir yer tuvalet olarak kullanılır. Çocukların kullanımı için kovalar alınır ve sabah erkenden kimse görmeden utana utana uzak alanlara boşaltılır (Sayad, 1995, s. 94).

Bidonvilde yangınlar da büyük bir tehlikedir. Barakaların yapımında kullanılan sıradan malzemeler, yangına adeta davetiye çıkarır. Aydınlatmada ise elde bulunan olanaklardan yararlanılmaya çalışılır. Çoğunlukla mum, gaz ve asetilen lambası, yalnızca erkeklerin yaşadığı bidonvillerde de kaçak elektrik kullanılır. Yangınların en büyük nedeni devrilen mumlar ve ısınmak için kullanılan ve özellikle çocuk zehirlenmelerine yol açan kömür sobalarıdır. 1955-1960 yılları arasında meydana gelen yangınlar derin izler bırakır ve çok sayıda yaşama mal olur (Sayad, 1995, s. 98).



1960'da bidonvillerin daha da artmasıyla endişeye kapılan Fransız yöneticiler, gözetime ve baskıya ağırlık verirler. Yeniden Yapılanma ve Lojman Bakanlığı, bidonvillerdeki yatak sayılarının yerleşim yerlerinin yakınında gerçek yerli köyleri oluşturmaktan kaçınacak şekilde sınırlandırılması talimatını verir. Göçmen kültürünü yansıtan yerleşim alanlarına sıcak bakılmaz. Farklı kurumlardan görevliler, düzenli olarak bilgi toplamak ve alınan bir kararın uygulanmasını sağlamak için bidonvile gelirler. Göçmenler, devletin bu görevlileri hangi amaçla gönderdiği konusunda kuşkuya düşerler. Özellikle Cezayir savaşı sırasında, bidonvilde yaşayanlara uygulanan baskı, ötekileştirmenin, damgalamanın, düşmanlığın ve ırkçılığın en büyük göstergesidir. Kontroller sıklaştırılır, amaç FLN'nin (Ulusal Kurtuluş Cephesi) hücrelerini bulmaktır. Cezayirliler, kendilerine göre önlemler alsalar da başarılı olmazlar. 17 Ekim 1961 tarihindeki gösteride çok sayıda göçmen ölür (Gastaut, 2004, s.5).

Kurumlardan gelen görevlilerin ziyareti büyük bir olaydır. Her söylenen söz çok önemlidir, tüm bidonvilde duyulur ve söylenenler konusunda değerlendirmeler yapılır. Ağızlarından çıkan her sözcük, daha iyi koşullarda yaşama ümidine bir kıvılcım olur ve beklenir. Psikolojileri bozulan göçmenler için yaşam daha da dayanılmaz bir hal alır. Fransızların büyük çoğunluğu bidonvil gerçeğinden çok uzaktır. Bunun yanında göçmenleri öteki olarak görmeyen, damgalamayan ya da daha doğrusu maskeli davrananlar da vardır. Bunlar papazlar, rahibeler, sağlık görevlileri ve öğretmenlerdir. Belediye çalışanları sorunları dinler ancak hiç bir şey yapmaz. Tüm politikacılar bu insanlara karşıdır. Bidonvil sanki göçmenlerin yarattığı bir sorunmuş ve orada yaşamayı hak ediyorlarmış gibi davranır ve suçlarlar. Dört taraftan kısıtlanan göçmenler, bidonvilde kendilerini gerçekten bir bidonun içinde duyumsarlar. Bidonvil bir bidondur ve içinde de göçmenler yaşar. Özellikle kadınların ve çocukların dış dünyayı uzaktan bile görme şansları yoktur. Yalnızca düşlerinde kalır insanca yaşamak: Göçmen Yamina şöyle bir düşünür:

"Hep düşlediğim evi size betimlemek isterim. Tek katlı büyük bir ev olsun. O evde birçok oda, banyo ve bidonvildeki gibi olmayan bir tuvalet olsun. Bidonvildeki yalnızca bir delik, birisi girdiğinde, başka kimseye yer yok. Eğer polis, barakaya ek yaptığımızı anlarsa, her şeyi yıkar. İçinde gerekli her şeyin olduğu büyük bir bahçe düşünüyorum... Araba için bir garaj, mutfak, zil ve içeriye hava ve tabi ki güneşin de girmesi için büyük geniş pencereler olsun" (aktaran Maffre, 2012f.).

Sonuç

Fransa'ya özgü ekonomik ve kültürel bağlamın bir sonucu olarak ortaya çıkan ve Cezayirlilerdeki sürgün duygusunu güçlendiren La folie de Nanterre, 80 000 Cezayirli göçmenlerin yaşadığı bir sefalet uzamı olarak 1970li yıllara kadar varlığını korur. Tüm bakışların çevrildiği "utanç lojmanları" olarak adlandırılan bidonvilde göçmenler ötekileştirilir, damgalanır ve aşağılanırlar. Varlıkları yok sayılır, sefalete mahkûm edilirler. Ev sahibi ülkenin ekonomik kalkınmasına katkı sağlar; ancak varlıklarını ispat edemezler. Bidonvil kentsel panoramada "garip bir yerleşim yeri" olarak algılanır ve dışlanır. "Kentli olmak için kentin arkasından koşan, ona benzemek için çaba harcayan bir yerleşim yeridir. (...) Kent olmayan kent, kente öykünen, kentin karikatürü olan simulakr kent, içinde yaşayanları aldatan bir kent, kentin merkezinde olsa da asla gerçek anlamda kent olamayacak kent"tir (Sayad, 1995, ss. 14-16). Bidonvilde yaşamak cehennemde, kentte herkes gibi insan gibi yaşamak cennette olmaktır. Kent göçmenler için yasak cennettir (Sayad, 1995, s. 115). Kentsel ve kırsal olandan uzak araftaki bu uzamda yaşamaktan, herkes gibi olamamaktan,



insan olamamaktan, farklı olmaktan ve kendilerinden daha üstün insanların olmasından ıstırap duyarlar.

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Geçmiş Zaman Olur Ki: Reklamda Nostalji Kullanımına Dair Bir Çözümleme

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Özet

Pazarlama ve reklam stratejileri arasında, reklamda nostaljik unsurların kullanılması yaklaşımı; tüketicide istenen güçlü etkiyi yaratmaktadır. Bu adeta, kapitalizmin insanı çevreleyen “yabancılaşma” perdesini ortadan kaldıran bir iksir gibidir. Bu anlayışla marka mesajını tüketicilerle buluşturulan reklamların mesajları; nostaljinin çekiciliği ve geleneklerin, geçmişin köklü ruhuyla pazarlama amaçlarının gerçekleşmesinde hedefi on ikiden vurmayı amaçlar.

Anlamı; “eve, ana vatana dönüş” olan nostalji, tüketicide aidiyet duygusu yaratarak kapitalizmin tüketim çarkını döndürme gücünü kullanır. Reklam, geçmiş “güzel” günleri hatırlatarak tüketicinin kalbine dokunur, tüketicie vaatler sunar.

Çalışmada nostalji kavramı ve geleneklerin toplumların yaşamlarındaki yerine değinilerek reklamda nostaljik unsurlar üzerine literatür bilgisi verilerek Türkiye pazarında tanınmış markalar arasında yer alan TADIM, MİGROS, ALO, NESTLE ve KENT GIDA markalarının nostaljik unsurlar içeren reklamlarından seçilen 4 farklı reklam, betimlenerek analiz edilmiştir.

Çalışma; reklamda nostaljik öğe kullanımının tüketicide istenen davranış değişikliğinin gerçekleşmesi yolunda markaların reklam stratejilerindeki ortak yaklaşıma değinmekte, reklamda nostalji kullanımının her dönemde başarılı neticeler verdiği dikkat çekerek değişen yaşam biçimlerinde tüketicie açılan kapının anahtarının nostalji olduğunu vurgulamaktadır.

Anahtar Sözcükler: Reklam, tüketim, nostalji.

1.Giriş

Zihnin ve kalbin geçmişe yaptığı yolculuklar, insanoğlunda her zaman derin duygular yaratmıştır. Bu duygu durumunun ardında bireyin güven, aidiyet, belirsizliklerden uzaklaşma ve mutlu olma arzuları yatar. Tüketicinin söz konusu ihtiyaçları doğrultusunda pazarlama da stratejik planlarını bireyin duyguları üzerinden hayata geçirirken nostaljiden yani bir başka deyişle geçmişin sihirli değneğinden faydalanmayı unutmamıştır.

Reklam stratejilerinde markaların sıklıkla kullandığı bir unsur olan nostalji; tüketici üzerinde güçlü bir etki yaratması nedeniyle birçok marka tarafından reklamların vazgeçilmez unsuru olarak kullanılmaktadır.

Bu çalışmada, reklamda nostalji kullanımına dikkat çekilerek perakende sektörünün farklı markalarının nostaljik öğeler taşıyan reklamlarını analiz edilmiş ve nostaljik öğeler ile tüketicie verilmek istenen mesajlardaki söylem ortaya konulmuştur. Marka mesajını nostaljinin çekiciliğiyle tüketicie aktaran reklamların tüketicie sunduğu duygusal vaatler üzerinde durulmuştur.

Çalışmanın ilk bölümünde nostalji kavramı; anlamsal açıdan ve literatürdeki, reklamdaki yeri bakımından ele alınmış; ikinci bölümde ise reklamları analiz edilen markalar olan TADIM, MİGROS, ALO, NESTLE ve KENT GIDA markaları genel olarak tanıtılarak sektördeki yeri üzerine açıklamalar yapılmıştır. Üçüncü bölümde ise söz konusu markaların nostaljik öğeler taşıyan reklamları analiz edilmiştir. Reklam analizlerinde betimleme yöntemi kullanılmıştır. Çalışmanın sonuç bölümünde; analiz edilen reklamlarda nostalji öğesi sayesinde tüketicie verilen ortak mesajlar özetlenmiş ve günümüzde reklamda nostalji kullanımının pazarlamada önemli bir yeri olduğu üzerinde durulmuştur.



2. Nostalji Kavramı Ve Reklamdaki Yeri

“Nostalji” sözcüğü, Türk Dil Kurumu tarafından; *“geçmişte kalan güzelliklere olan özlem duygusu ve bu duygunun baskın bir duruma gelmesi, geçmişseverlik”* (www.tdk.gov.tr) olarak tanımlanır. Etimolojik olarak incelendiğinde sözcüğün; “eve/ vatana dönüş” anlamına gelen “nostos” ile “keder ve ızdırap çekmek” anlamındaki “algos” kelimelerinin biraraya gelmesinden oluştuğu görülmektedir (Holbrook, 1993). Türk Dil Kurumu, kelimenin “değişime karşı duyulan korku sonucu geçmişe sığınma duygusu” içeren bir anlama sahip olduğunun da altını çizer.

Reklam ve nostalji arasında kurulan ve çalışmanın ilerleyen bölümlerinde detaylı olarak incelenecek nostalji-tüketici ilişkisinin temelinde; tüketim toplumundaki kaos nedeniyle tüketicinin nesneleşme/şeyleşme (reification) noktasında geçmişe sığınma ihtiyacından doğan geçmişseverlik yatmaktadır.

İnsan hayatında geçmişte kalan yaşanmışlıklar, bir başka ifadeyle anılar, bugünün sıkıntıları arasında sorunları bir nebze olsun unutturarak bireye, geçmişin penceresinden özlemle bakma mutluluğunu yaşatır. Anılar, bireyin diğer insanlarla ortak değerlere sahip olmasını da sağlar.

Nostalji; bireyde olumlu anlamda bir duygulanma üretmek suretiyle bireyin benlik saygısını artırır, sosyal bağı kuvvetlendirerek varoluşsal tehdidi hafifletir (Sedikides vd., 2008; Akt. Taşkaya, 2013). Nostaljinin pembe gözlüğü arkasından birey, idealize edilmiş ve özlem duyulan bir geçmişe bakar (Muehling ve Pascal, 2012; Akt. Taşkaya, 2013). Birey, nostalji duygusu sayesinde geçmişle ilgili öğelerle hafızasıyla bağlantı kurar. Nostaljinin getirdiği hüznün ve özleme mutluluk duygusu da eşlik eder. Nostaljinin tekrar hatırlattığı geçmiş deneyimlerde aile ve arkadaşlık önemle yer alır (Demir Otay, 2008). Tüm bunlar nostaljinin birey üzerindeki olumlu etkisi dikkat çekmektedir. Böyle olunca da yaşanan günün olumsuzlukları karşısında nostalji oyunuyla yaratılan olumlu duygular, bireyi etkilemektedir. Tüketim ve reklam penceresinden bakıldığında tüketicinin kalbine nostaljinin eliyle dokunmak, pazarlama ve reklam amaçlarının gerçekleştirilmesine yönelik olmaktadır. Tüketici, içinde yaşadığı anın belirsizliklerle dolu güvensiz ortamında geçmişin güvenli kollarında kendini daima rahat hissedecektir.

Nostalji kullanımına yönelik pazarlama anlayışı post modernizmle ve post modern bireyle bağlantılı olarak değerlendirilebilir. Bu bağlamda Retro akım da geçmişi düşünme, nostalji yoluyla tüketicinin gözünde geçmişi sıcak anılar ile özdeşleştiren postmodern niteliğiyle nostaljik pazarlamanın merkezindedir (Odabaşı, 2012) .

Nostalji unsuruna dayanan pazarlama çalışmalarında markaların yeniden canlandırılması, marka mirası ve nostalji kullanımı önem taşır (Brown, 2001). Nostaljik pazarlama, geçmişe duyulan özlem duygusu ile tüketim arasında anlamlı bir ilişki kurma yolunda gerçekleştirilen pazarlamadır. Tüketicinin tatmin olma duygusu ile eski olanı talep etme durumuyla nostaljik pazarlamanın, geçmişi özleyen tüketiciyi özlediklerine kavuşturur ve aynı zamanda da bu duyguları, o zaman yaşamamış genç kuşaklara da aktarır (Demir Otay, 2008).

Reklamlarda kullanılan nostaljik unsurlar; süreklilik ve güven vaadi üzerine inşa edilmektedir.

Nostaljinin içinde barındırdığı “güven” reklamda, tüketiciye ürün aracılığıyla transfer edilmektedir. Nostaljik temelli kurumsal reklamlar ise bir başka noktada kurumun/markanın sürekliliğini ve dolayısıyla köklü geçmişini ortaya koyarak güven duygusu oluşturmaktadır. Nostaljik unsurlar içeren reklamlar, tüketiciye geçmişe duyulan özlemi giderecek yollar göstermektedir (Taşkaya, 2013). Tüketicinin kayıp duyguları,



nostalji aracılığıyla geri gelmekte ve tüketicide “kolektif hafıza” oluşturulmakta; nostalji unsurları sayesinde “kim” ve “ne” olduğu ortaya konulmakta, aidiyet hissi güçlendirilmektedir.

Reklamda nostaljik unsurların kullanılması, markaların nostaljik paketleriyle geri dönmesi, eski tasarımların bu bakış açısıyla yeniden yaratılması ile geçmişe de geleceğe de tam olarak bağlanmak istemeyen ama “geçmişseverliğin” güveniyle bugün rahat nefes alan çağımız tüketicisiyle marka arasında duygusal bir bağ kurulmakta, bu bağlamda da reklamda nostaljinin nimetlerinden yararlanılmaktadır.

2.1. Örneklerde Ele Alınan Markalara Genel Bakış

Nostaljik öğelerin reklamda kullanılması ve tüketiciye verilen mesajlar üzerine çalışmada ele alınan şirketlerle ilgili aşağıda yer alan genel bilgiler, reklam incelemelerine de ışık tutacak niteliktedir. Türkiye’de perakende sektörünün lideri konumunda faaliyet gösteren ve çalışmanın üçüncü bölümünde nostaljik içerikli reklamları incelenen markaların kuruluşları, faaliyet alanları, vizyon ve misyonuna dair genel bilgi aşağıda yer almaktadır:

2.1.1. Migros



1954 yılında kurulan Migros, Türkiye’de 7 coğrafi bölgede “Migros, size iyi gelecek” sloganiyla Türkiye’de modern perakende sektörünün lider markalar arasında yer almakta; gıda ve ihtiyaç maddeleri dışında kozmetik, kırtasiye, züccaciye, elektronik, kitap ve tekstil gibi geniş bir ürün yelpazesıyla hizmet vermektedir. Perakendecilikte hem Türkiye hem de çevre ülkelere yayılma ve tüketici beklentilerinin önünde olma stratejisiyle, tüketiciye en yakın olma vizyonu; müşteri odaklı, insana, topluma ve çevreye duyarlı, güvenilir ve aynı zamanda da yenilikçi yapısıyla paydaşlarını tatmin ederek sektördeki liderliğini sürdürme misyonu ile hizmet etmektedir. Migros, günümüzde 1500’ü aşkın mağazasıyla sektörde yer alır (www.migros.com.tr)

2.1.2. Tadım



Tadım, 1971 yılında Türkiye’nin paketli kuruyemiş ve kuru meyve markası olarak İstanbul’da kurulmuştur. Pazarın en iyi ürünlerini üreterek, markaya bağlılığı artırmak ve pazarın büyümesine eşlik etme yolunda tüketici mutluluğuna öncelik veren misyonu ile Tadım; “kuruyemişi paketleyerek en kaliteli ürünü en taze haliyle ve en uygun fiyattan tüketiciye sunmak” amacıyla yola çıkmıştır. Markanın adı “lezzet”i ifade etmektedir. Günümüzde İstanbul’un yanı sıra Almanya’da da Tadımca üretim tesisleri bulunmaktadır. Tadım, İstanbul İhracatçılar Birlikleri’nin 2008, 2009, 2010, 2011 ve 2014 yılı ihracat kayıtlarına göre paketli kuruyemiş ihracatında da ilk sıradadır. Tadım, 2004’te kuru meyve



paketlemesine de başlamıştır. Uluslararası Tat ve Kalite Enstitüsü (ITQI) tarafından tescillenen Tadımca, 2009 yılında "Üstün Lezzet Ödülü"nün sahibi olmuştur (www.tadim.com).

2.1.3. Alo



Uluslararası bir şirket olan Procter & Gamble'a ait çamaşır deterjanı ALO, 1970'li yılların başından beri Türkiye pazarındadır. Procter & Gamble, tüketicinin yaşamına dokunacak ve yaşam kalitesini arttıracak ürünler geliştirme yolundaki misyonu ile küresel pazarda birçok tanınmış marka ile yer almaktadır. Yaşamı iyileştirme amacıyla tüketiciye yönelik yeni çözümler ve ürünler geliştirdiğini ortaya koyan şirket, dünyanın birçok yerinde geniş alanlarda büyüme çalışmalarına devam etmektedir. Şirketin kurumsal kültür de amaçları doğrultusunda toplumun yaşamını bir adım daha ileri taşımaya uygundur. Şirket çalışanları da içerden terfi esasına dayalı yapıda güven temelli bir kurumsal kültürün içinde yer almaktadır (www.pg.com.tr).

2.1.4. Nestle



1867'de ilk bebek mamasını geliştiren Henri Nestlé'nin şirketi, 1905 yılında Anglo-Swiss ile birleşmesiyle uluslararası bir marka olan NESTLE faaliyetlerine başlamıştır. Geniş bir faaliyet alanına sahip olan marka; bebek maması, çikolata, şekerleme, dondurma, içecek, kahvaltılık gevrek, medikal beslenme, kahve, su vb. alanlarda tüketiciye hizmet vermektedir.

Türk tüketicisiyle 1875 yılında bebek maması ürünüyle tanışan Nestlé, Türkiye'deki ilk ofisini 1909'da İstanbul Karaköy'de açmış ve Türkiye'de birçok ilk'e imza atmıştır. Örneğin 1927'de Cumhuriyet'in ilk sanayi yatırımlarından olan ve Türkiye için de ilk olma özelliği taşıyan çikolata fabrikasını İstanbul Feriköy'de açmıştır. Bunun yanı sıra 1932'de ilk fıstıklı çikolata DAMAK, 1968'de ilk sürme çikolata olan *CHOKELLA*, 1984'te ilk hazır kahve olan NESCAFE, 1986'da ilk çikolatalı toz içecek olan NESQUIK, 1989'da ilk kahve kreması *COFFEE MATE*, 2001 yılında *NESCAFE 3'ü 1 Arada* ürünleri ile Türkiye'de tüketici ile buluşmuştur. 2001'de *NESTLE PURE LIFE* markasıyla su sektöründe faaliyetlerine başlamış, 2007'de Novartis Medikal Beslenme Birimi'ni bünyesine katarak tıbbi beslenme alanında faaliyet



göstermiştir. 2012 yılında Pfizer Nutrisyon'un satın alana marka, Türkiye'nin bebek maması SMA'yı da yelpazesine katmıştır (www.nestle.com).

2.1.5. Kent Gıda



Kent Gıda'nın temelleri 1927'de atılmış, 1956'da İstanbul'daki modern tesiste üretim başlamış, 1960'ta ise şeker üretiminin yanında sakız da yer almıştır. Marka, 1990'da sektöründe TSE ve imalat yeterlilik belgesi sahibi olmuştur. 2002 yılında şirket hisselerinin büyük bir bölümü Cadbury tarafından satın alınmıştır 2010 yılında Cadbury, Kraft Foods tarafından satın alınınca da Kent Gıda, Kraft Foods bünyesine dahil olmuştur. 2012'de Kraft Foods, Mondelez International adıyla küresel atıştırmalık ürünler şirketini kurmuştur. Kent Gıda 2013'te Türkiye'nin ilk 500 ihracatçı firması arasında yer almıştır. Kent Gıda San. ve Tic. AŞ. halen Türkiye'de Mondelez International Holding çatısı altında ürünlerini tüketiciyle buluşturmaktadır (www.mondelezinternational.com).

3. Bulgular, Nostaljik Öğeler İçeren Reklamların Analizi

Çalışmanın bu bölümünde; TADIM, MİGROS, ALO, KENT GIDA ve NESTLE markalarının nostaljik öğeler içeren reklamlarının betimleme yöntemiyle analizi yer almaktadır. Reklamları analiz edilen markalar, Türk perakende sektörünün önde gelen markalarıdır. Seçilen reklamlarda; sosyal medya kullanımı, bayram ve gelenekler, Türk aile yapısı vb. farklı noktalarda nostalji öğelerinin kullanımı söz konusu olduğundan bu reklamlar tercih edilmiştir.

3.1. "Tadım, 1971'den Beri Türkiye'nin En Büyük Sosyal Ağı" Reklamı İncelemesi



Reklam, bireyi henüz sosyal medyanın yaşamın içinde yer almadığı günlere götürür ve bu günlerin "ilişki" boyutundaki iletişimini göstererek sosyal medya olmadan da geniş kitlelerin arasında güçlü bir bağ olduğuna dikkat çeker. "Takip etme, takibi bırakma, trending topic, dürtme" gibi sosyal medya terimlerini gerçek insan ilişkileri üzerinden kullanarak bu terimlerin altında yatan iletişimin aslında geçmişte "gerçek ilişki" temeline dayanarak zaten var olduğunu göstermek suretiyle hedef kitlede geçmiş günlere dair bir özlem duygusu oluşturur. Bu özlemin ardında; gerçek ilişkiler, arkadaşlıklar, dostluklar,



samimiyet, bağlılık ve mutluluk vardır. Aile ve arkadaş toplantıları, “altın günü” gibi buluşmalarla eski günlerin yaşam biçimlerinin gösterildiği reklamda “gerçek insan ilişkileri” vurgusu hakimdir.

Sosyal medya sayesinde bugün “mış gibi” hissettiğimiz birçok duygunun gerçeğinin geçmişte olduğu ve bu gerçek ilişkilerin köprüsünün de TADIM olduğuna vurgu yapılmıştır. TADIM, reklamda sadece bir kuruyemiş olmaktan çıkmış; ilişkilerin, duyguların, dostlukların kurucusu konumuna yerleştirilmiştir. İnsanların mutlu yüzlerinin arkasında TADIM vardır. Bu noktada reklamın yaptığı nostaljik göndermede sosyal medyanın “nesneleşme/şeyleşme/reification” kavramı üzerinden eleştirel bakış açısıyla değerlendirildiğini söylemek mümkün olabilir. “Şeyleşme”; insan emeği olan ürünlerin ve bireylerin nicel olarak birbiriyle karşılaştırılabilir şekilde nesneye dönüştürülmesi, insanlar arasındaki nitel bağların kaybolması, böylece kişiliğin deformasyona uğraması, emeğin metalaşması sürecidir (Bewes, 2008). Unutulmamalıdır ki reklamın ortaya koyduğu, bir sosyal medya eleştirisi değil; insanlar arasındaki ilişkinin sosyal medya olmadan da ne boyutta olduğunun gösterilmesidir.

Sanal gerçeklik üzerinden gerçekliğin, yakınlıkların kaybedildiği bir ortama karşı geçmiş günlerin nostaljik duygularıyla tüketicide bir satın alma davranışı gerçekleştirilmek istenmektedir. Çağın bireyini “tüket veya kaybet” “sosyal medyada olduğun kadar varsın” yaklaşımıyla çevreleyen tüketim kültürünün yarattığı anlayışıyla bireyin “şey/nesne” haline getirildiği anı imleyen şeyleşme; insani temastan yoksun kalma, dayanışmanın kaybolması ve insanın düşünce biçiminin nesneleşmesi anlamına gelir. Reklam filmi, geçmiş günlerin nesneleşme boyutundan uzak anlarını hatırlatan insani bir sıcaklıkla ürünü tüketicie sunar. “1972’den beri” ve “Türkiye’nin tadı, tuzu” söylemleri ile marka itibarı perçinlenmekte, markaya duyulan güven pekiştirilmektedir. TADIM ürünleri, aile sıcaklığının, arkadaşlıkların, aşkların, yakınlıkların ifadesi haline gelmiştir.

3.2.“Migros Nostalji Kampanyası” Reklamı

Reklamın eski Türk filmlerinden birinin içindeymişiz hissini verilmesi, 60’lı, 70’li yılların Yeşilçam filmlerindeki saf aşk, samimiyet, doğallık, masumiyet duygularını hatırlatarak tüketicinin kalbine dokunmaktadır. Gerçek ilişkilerin sıcaklığıyla yaşanan aşkları, doğal hayatları, bağlılık ve sadakat duygusunu ortaya koyan eski Türk filmlerinin tüketicinin zihninde bu bağlamda özlenen ve çok eskide kalmış duygulara temas etmesi altı çizilmesi gereken önemli bir noktadır. MİGROS sayesinde tüketici adeta eski Türk filmlerinin sembolize ettiği saf ve temiz duyguların hakim olduğu bir yaşama geri döner. İnsan ilişkilerinde günümüzde son derece ihtiyaç duyulan “temiz” duygular nostaljik unsurlarla tüketicie hatırlatılır. Siyah-beyaz renk kullanımı da tüm bunları destekler niteliğinin yanı sıra reklamdaki nostalji duygusunu da pekiştiren bir unsurdur. MİGROS nostalji ürünleri, tüketicieyi özlediği günlere götürecektir. Bu öyle güçlü bir zihin yolculuğudur ki reklamda hafızasını kaybeden kadın, sevdiği adamın adını hatırlayamadığı halde kendisine gösterilen tüm nostaljik ambalajlı ürünleri hatırlayarak tanır. Dolayısıyla tüketici de nostaljik ürünler sayesinde tıpkı bu kadın gibi zihninde geçmiş günleri net olarak canlandırma becerisine sahip olacak, MİGROS nostalji ürünleriyle geçmişe gidecektir. “Nostaljik ambalajlı ürünler yine Migros’ta!” ifadesiyle sona eren reklamda “yine MİGROS’ta” söylemi dikkat çekicidir yani bu ilk defa yapılmamıştır ve nostalji ürünlerinin yeri elbette MİGROS’tur zira MİGROS da bir o kadar köklü geçmişe sahip bir markadır ve geçmişin değerini bilmektedir. Geçmişin güzelliklerini özleyen tüketicinin gideceği yer, MİGROS’tur anlamı son derece güçlü verilmiştir.



3.3. "Alo 40. Yıl kampanyası" reklamı

ALO, yıllar önce de reklamlarında Türk müziğinin sevilen sesi Zeki Müren'i kullanmıştır. Müren, geçmiş yıllardaki reklamda yer alan "Size ALO diyorum!" sloganıyla zihinlerde yer etmiştir. Tıpkı Migros nostalji reklamlarında değinildiği gibi bu reklamda da kamuoyuna mâl olmuş, sevilen, güvenilen, değer verilen, takdir edilen, sanatında tartışmasız bir sanatçının kullanımı reklamın vermek istediği mesajı kuvvetlendirmektedir. Zeki Müren'in reklam boyunca söylediği şarkı, ritmik unsuruyla reklam dinamiğini güçlendirmekte ve geçmiş günlerin hatırlanmasını kolaylaştırmaktadır. 40.yıl reklamının geçmiş yıllardaki Zeki Müren'li reklama gönderme niteliği taşıması nostaljik unsur bir kat daha arttırır niteliktedir.

Reklam, eski yaşam biçimlerine, Türk aile yapısına, temiz çamaşırlarıyla şöhretli annelerimize vurgu yaparak özlenen yaşam biçimlerini hatırlatır. Evlerde televizyon olmaması, yeni gelen televizyonun üzeri örtü örtülmesi, 60 lı 70 li yıllardaki Türk ailesi profiline yansıtılması, ev dekorasyonunda geçmişin izleri, sadelik bağlılık ve mutlu aile bireyleriyle nostaljik unsurlar aracılığıyla dikkat çekilmektedir. Milli birlik ve beraberliğe de vurgu yapan reklamda reklamda nostalji sadece ürünle değil, özlenen yaşam biçimleriyle ve özlenen aile yapısının vurgulanmasıyla ifade edilmektedir.

"Beyaz" sözcüğüne yüklenen anlamlarla ekrana yansıyan cümlelerde görsel hafızaya etki ederek tüketiciye "temizlik ALO'dadır" mesajı vermiş ve mesaj, "bembeyaz" ifadesiyle pekiştirilmiştir. "Özenin, aşkın, mutluluğun, zaferin" renginin de beyaz olduğu belirtilerek "beyaz"dan yani temizlik ürününden tüketiciye aktarılan duygu ve değerler ortaya konulmuştur. "Yarımlar bembeyaz." ifadesiyle güvenli gelecek vaadini ve dolayısıyla umudu tüketiciye aktaran reklamın; aşk, mutluluk, gelecek üzerine "temizlik" sözcüğünün "arınma, iyilik, güven, mutluluk, güzel bir gelecek" yan anlam ve mecaz kullanımıyla tüketiciye verdiği mesajla ALO, reklamda "temiz" bir yaşama açılan kapıdır.

3.4. Nestle 1927 Özel Seri Çikolata



www.wimeo.com

Bu bölümde ele alınan reklam, ürün paketi içinde yer alan nostaljik unsurları mercek altına almaktadır. Nestle, 1927 yılında Türkiye'nin ilk çikolata fabrikasını İstanbul'da kurmuş ve Türkiye'de ürettiği ilk çikolata anısına "1927 Özel Serisi"ni üretmiştir. Tüm 1927 serisi ürün paketlerinin içinde ürünün hikayesini anlatan yazılar ve ilk fabrikanın, o dönemin Nestle reklamlarının fotoğrafları yer almaktadır. Kakao oranı farklı çeşitleriyle 1927 serisinde Nestle, tarihin anılarını tüketiciye sunar. Türkiye'deki ilk çikolata fabrikası olması, köklü ve "biz"den bir marka mesajını aktarır. 1927 serisi, Nestle'nin Türkiye'deki tarihi serüvenin



sembolüdür; bu bağlamda ürünün paketi içindeki nostaljik reklamların yanı sıra ürünün kendisi başlı başına nostaljidir.

3.5. Kent Bayram Reklamı

Kent Gıda'nın bayram temalı nostaljik reklamları ilk olarak 2000 yılında tüketiciyle buluşmuştur. Bayramın ve bayramlaşma geleneğinin önemini vurgulayan reklamlarda unutulmaya başlayan değerlerin topluma hatırlatılması üzerine kurgulanmış nostaljik bir yapı dikkat çeker. Marka; *'Bayram Hatırlamaktır'* (www.mondelezinternational.com) mesajıyla tüketiciye bayram ziyaretlerinin önemini, saygı duyduğumuz ve değer verdiğimiz büyüklerimizin bizi özel günlerde nasıl özlemle beklediğini, bayram ziyaretlerinin yarattığı mutluluğu duygusal bir biçimde aktarır. Türk kamuoyu açısından bayramlar, hem dînî hem sosyal açıdan önem arz eder. İçinde bulunduğumuz tüketim çağında bayram, tüketiciye bir tatil fırsatı gibi sunulmakta ve turizm sektöründe bayram satışları ayrı bir yer teşkil etmektedir. Kent Gıda'nın bayram temalı reklamlarında "bayram tatil değildir" mesajı verilerek aile büyüklerinin ziyareti ve bayramın anlamı üzerine nostaljik unsurlar öne çıkarılmıştır. Bu anlamda da reklam, kapitalist tüketim devrinin karanlığında kaybolma tehlikesiyle karşı karşıya kalan bayram ziyaretlerini, bayram geleneğini tüketiciye hatırlatma noktasında adeta bir sosyal sorumluluğu da yerine getirmiş olur.

70'li yıllardan 2000'li yıllara uzanan süreçte Kent, bayram ziyaretlerinin vazgeçilmez hediyesi olduğu mesajını vererek markanın köklü geçmişine temas eder. Reklamda Türk aile yapısına dikkat çekilir, büyüklere saygı ve küçüklere sevgi, birlik, beraberlik, huzur, sadelik, geleneklere bağlılık üzerine kurulu yaşam biçimi nostaljik unsurlarla göz önüne serilir. 70'li yıllardan başlayan reklam senaryosunda ailenin yıllar içindeki gelişimi, çocukların büyümesi, evlenmesi, doğumlar ve ölümler gösterilirken tüm karelerde değişmeyen unsur KENT şeker ve çikolatalarının evdeki yeridir. Bu reklamda da ALO reklamında olduğu gibi kamuoyu tarafından sevilen ve bilinen bir şarkı kullanılmıştır. Şarkının sözlerinde reklamın mesajına yönelik yapılan değişiklik dikkat çeker, buna göre bayram; fotoğraflarda yıllar sonra tekrar tekrar hatırlanan tatlı anılar demektir. Bu anlamda "albüm, fotoğraf" sembolü üzerinden kurgulanan reklamda KENT, bu tada ortak olduğunu, bu tadın bir parçası olduğunu ve tıpkı aileden bir birey gibi evin içinde bir yere sahip olduğunu ifade eder. "Nesillerdir her bayram birlikteyiz." sözü ile de "nesil" kelimesinin taşıdığı süreklilik, kökten ayrılmadan değişimi yaşama ve aynı zamanda da var olmaya devam etme özelliği KENT ürünlerinin bir özelliği olarak verilir.

4. Sonuç Ve Tartışma

Çalışmada örnek olarak incelenen TADIM, MİGROS, ALO, NESTLE 1927 reklamlarında nostalji öğesini kullanan söz konusu markaların, "nostalji" sayesinde tüketicide kolektif bellek inşasıyla bağlılık, aidiyet, birlik ve beraberlik duygularını güçlendirdiği görülmüştür. Yaşam biçimlerine bu bakış açısıyla dikkat çeken nostaljik içerikli reklamlar, hedef kitleyi özlediği geçmişe ve geçmişte kalan yaşam tarzına götürmek üzere tasarlanmıştır. Nostalji perdesi arkasında idealize edilmiş geçmiş, bireye sunulmuştur. Böylece de tüketim toplumunda bunalan birey, geçmişte kalan güzelliklere sığınabilmektedir.

Birey, artık ne yaparsa yapsın bir daha geri dönemeyeceği günlere, sahip olamayacağı güzelliklere dokunma fırsatı elde etmiştir ve nostaljinin yarattığı duygusal bağ ile reklam, tüketicinin belleğine, anılarına, kalbine dokunmuştur. Anılar, günlük sıkıntılar arasında bireyi mutlu etmiş, bireyin toplumla ortak değerlere sahip olduğunu bir kez daha hatırlatmıştır. Nostalji; bireyin benlik saygısını artırma ve sosyal bağlarını da güçlendirme yolunda bir araç olarak nitelendirilebilir. Nostaljinin tekrar hatırlattığı ve artık geçmişte kalan deneyimlerle aile bağları, dostluklar, gelenek ve görenekler öne çıkarılmıştır.



Tüketici, içinde yaşadığı anın belirsizliklerle dolu güvensiz ortamında nostalji sayesinde geçmişin güvenli kollarındadır. Bu bağlamda da nostaljik pazarlama, geçmişe duyulan özlem duygusu ile tüketim arasında anlamlı bir ilişki kurma noktasında işlevini yerine getirmeye çalışmakta, nostaljik reklamlar da geçmişi özleyen tüketiciyi özlediklerine kavuşturmaktadır. Nostaljinin yarattığı; aidiyet, süreklilik, güven tüm reklamlarda hissedilmekte; W.Benjamin'in değindiği gibi nostalji, pazarlamanın faydalanacağı gizli bir mahzen olarak reklamdaki yerini korumaktadır. Buna göre de nostaljik öğelerler örülmüş reklamlar, günümüzde son derece gündemdedir, markalar tarafından sıklıkla tercih edilmektedir ve pazarlama işlevini yerine getirmek üzere tüketicinin anılarına dokunmaktadır.

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Bir Askerî Darbe ve Bir Roman

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Giriş

12 Eylül 1980'de gerçekleşen askerî darbe bir süre sonra edebiyata da yansımıştır. Bu bağlamda roman türünde çeşitli eserlerin yazıldığı görülmektedir. Bu romanlardan biri de Mehmet Eroğlu'nun yayımlanmış altıncı romanı olan bu eser *Yüz: 1981*'dir. 1995-1999 arasında yazılan eser 2000'de yayımlanmıştır. Eser, giriş ile son başlıklı kısımların dışında 3 bölümden oluşmaktadır. Bu bölümler 1. kitap, 2. kitap ve 3. kitap başlıklarını taşımaktadır. 1. Kitap dört, 2. Kitap on dört, 3. Kitap iki alt kısımdan oluşmaktadır.

"12 Eylül'den sonra topluma çok geniş bir operasyon yapıldı. Bir çerçeve çizildi, bu çerçevenin dışındaki her türlü bakış yine sistematik olarak ortadan kaldırıldı. Örgütsel olarak kaldırıldı, kişiler pasifize edildi. Sonra Türkiye birdenbire küreselleşme, bilgi çağı ile tanışarak büyük kapitalist sisteme entegrasyon sürecine girdi. Buradan da yeni bir insan türü ortaya çıktı; emekle bir şeyi elde etmek yerine kısa yoldan 'köşe dönme' metoduyla başarılı olma tercihi... Ama toplumun değerli saydığı, emek sarf ederek kazanmak, uzun vadeli olmak gibi şeylerin canını okundu. Bunların hepsi 12 Eylül'ün ürünü." (Gündem, 2000: 15) diyen yazar bu romanı niçin yazdığını açıklamaktadır.

Bu roman, *"90'lı yıllar Türkiye'sine, geçmişteki kökleriyle birlikte, tutulmuş bir ayna niteliğinde. Bir sıradanlığa, kayıtsızlığa tepkinin romanı... (...) Roman, 80'li yıllardan sonra Türkiye insanının değişen kişiliğini, benliğini, sosyo-ekonomik ve kültürel boyutuyla ele"* (Cantekin, 2001: 24) *almaktadır.* Bunu yaparken de ortaya çıkan tablonun sorumlusu olarak 12 Eylül 1981'deki askerî darbeyi göstermektedir.

İnceleme

Romandaki olayların merkezine konan adı verilmeyen bir kişi üzerinden ve bunun yanında romanda yer alan başka kişiler üzerinden darbe sorgulanmakta, eleştirilmektedir. Dolayısıyla bu kişiler üzerinde ayrıntılı bir şekilde durulmalıdır.

Mehmet Eroğlu, kendisiyle yapılan söyleşilerde romanın başkişisinden anti-kahraman olarak söz etmektedir. Yazarın bu kişiden böyle söz etmesine rağmen onun roman tekniği açısından bir anti-kahraman değil başkişi olduğunu söylemek mümkündür. Nitekim Mehmet Tekin yazısında bu kişi için *"roman genelindeki konum ve işlevi, onu bir roman 'kahraman'ı yapmaya yetip artmaktadır. (...) Etilye sütlüye dokunmadan paşa paşa yaşamayı simgelemek üzere romanda yer verilmişse suç onun mu?"* (Tekin, 2006: 243) der. Yazarın ondan bir anti-kahraman olarak söz etmesi bu kahramanın taşıdığı özellikler sebebiyledir. Yazar sıradan, hayattan sadece zevk almaya çalışan, duyarsız, apolitik ve benzeri özellikleri taşıyan birisini başkişi olmaya layık görmemektedir. Ancak üzerinde durulan kişi, kişisel özellikleri her ne olursa olsun, olay örgüsünün merkezindeki kişi olması itibarıyla bir başkişidir.

Bu kişinin adı roman boyunca hiç verilmemiştir. Bu durum, yazarın bilinçli bir tercihidir. Yazar, bu kişinin adını vermemekle bir genelleme yapmış olmaktadır. Başkişi adı konusunda *"adım? Adımın ne önemi var? Çok istiyorsanız, beni kendi adınızla çağırın. Bu bütün sorunları çözer. Zaten birbirimizden ne farkımız var?"* (Eroğlu, 2000: 428) der. Onun böyle demesinin sebebi, 1980'den sonra herkesin kendisi gibi olduğunu belirtmek içindir. Başka bir ifadeyle kendisine isim verilmeyerek 1980 sonrasında herkesin, gördüğü baskı sebebiyle, insanî değerlerden uzaklaştığı genellemesi yapılmaktadır. Böylece 'ben', 'biz'i; bir



başka ifadeyle okuyucuyu, toplumu temsil eden bir tip olmaktadır. Daha açık bir ifadeyle tekilde tümel temsil edilmektedir.

Fiziksel özelliklerine bakıldığında başkişinin ayrıntılı ele alınmadığı görülür. O, kırk yaşına gelmiş, felsefe bölümünden mezun olmasına rağmen o alanda çalışmayan biridir. Geçimini üvey babasından kalan parayı değerlendirerek sağlamaktadır. O, bir mirasyedi, bir aylaktır.

Bu hususlara değinildikten sonra romandaki işlevini belirginleştiren, özellikleri üzerinde durmak gerekir. Onun özellikleri şöyle sıralanabilir: Sevgi ve aşk duygusuna sahip olmama ve kadınlara cinsel bir obje gibi bakma, sıradanlık, duyarsızlık, bencillik, apolitiklik, idealsizlik ve sorgulayıcı olmama.

O, hayatı boyunca farklı kadınlarla birlikte olmuştur. Ziyet, Işık, Duygu, Sevda, Ferda, Nazan bunların başlıcalarıdır. Bu kadınlarla birlikte olmasına rağmen bunların hiçbirini sevmemiş, hiçbirine âşık olmamıştır. O, aşk yerine gündelik ilişkiyi, cinselliği yeğler ve bunun sebebini de "*Ruh belirsizken, beden her zaman kesinliktir, çünkü bedenin derinliği olsa da gizi yoktur, sizi aldatmaz. İşte aşk yerine ilişkiyi, ruh yerine bedeni seçmemin nedeni...*" (Eroğlu, 2000: x) şeklinde açıklar. Kendisi, kadınlar ve aşk konusundaki düşüncelerinin en doğrusu olduğunu düşünmektedir. O, sevgi duygusuna sahip olmadığı için âşık olamamakta ve kadınlarla sadece cinselliğe dayalı ilişkiler kurmaktadır.

Sıradanlık onun taşıdığı özelliklerden biridir. Onun bu özelliği gerek kendisi gerekse diğer kişiler tarafından dile getirilir. Kendisi bu konuda "*ben hayatımla yetindim, hayatımı aşmayı hiç cüret etmedim. Sadece yaşıyor olmak, var olmak, çevremdeki akıp giden hayata katılmak bana yetti, beni yatıştırdı.*" (Eroğlu, 2000: xi) der. Onun için önemli olan sadece yaşamını sürdürebilmektir. O, "*hiçbir hayatın başrolünü oynamaya kalkışmadım; kendiminkini bile. Bu durum beni ne utandırıyor; ne de görevini savsaklayanlara özgü o üstü örtülü suçluluk duygusuyla yüklüyüm.*" (Eroğlu, 2000: vii) diyecek kadar sıradan biridir. Gerçekten de başkişi, hiçbir kişiyi, hiçbir değeri önemsemeden sadece olağan yaşam içinde akıp gitmek istemektedir. Kendisini sıradan olduğunu yer yer dile getiren başkişi bunun bir kusur, bir hastalık olduğunu da reddetmektedir. "*Cennet, cehennem, bugün, yarın, iyilik, kötülük... Hepsine inanıyorum, tıpkı sizler gibi. Çünkü sizler gibiyim. Ne hastayım, ne de hastalık taşıyorum. Ne insan soyunu ve hayatın anlamını tehlikeye atan bir caniyim, ne de bir çocuk kadar masumum. Sizler gibi yiyen, sizlerden biraz daha fazla içen, sizler gibi uyuyan, sizler gibi sevişen biriyim. (...)* Özetle, *marş yok, ilahi yok, cehennem ateşi yok, suç yok, altın hayaller ülkesi yok ve sıradanlık diye bir hastalık yok.*" (Eroğlu, 2000: 424) Böylece bu reddedişle o, herkesin kendisi gibi olduğunu söylemektedir. Yani sıradanlığı bir hastalık değil, herkesin taşıdığı, yaşamını sürdürme içgüdüleriyle ortaya çıkan bir özellik olarak değerlendirmektedir.

Başkişinin bir diğer özelliği çevresinde olup bitenlere karşı duyarsız oluşudur. Onun yaşadığı dönemde pek çok olumsuz durum ortaya çıkmasına rağmen o, bunların karşısında sessiz ve edilgendir. Onun duyarsızlığını gösteren olaylar, askerliği sırasında başlar. 1981'de askerken roman kişilerinden Faruk'un solcu bir derneği basması ve cinayetler işlemesine tanık olur. O, olaylara karışmaz ama engellemek için de bir şey yapmaz. Hatta o anı anlatırken "*kendi varlığım tehlikeye başka varlıklara duyarlı olamazdım.*" (Eroğlu, 2000: 186) der. Yine bu dönemde sorgulamalara, işkencelere tanık olur. Bunların karşısındaki tutumu da edilgendir. Bu örnekler, başkişinin duyarsızlığını somutlaştırmaktadır.

Duyarsızlığın kaynağında bencillik yatmaktadır. Onun duyarsız, vurdumduymaz olmasının temelinde 'ben'e göre yaşaması vardır. Onun tek gayesi kendi yaşamını sürdürmektir. Dolayısıyla o, 'ben'ine zarar getirebilecek hususlardan kaçmakta; öylece bencilleşmekte, duyarsızlaşmaktadır. Onun yaşam felsefesi bir kitapta okuduğu şu sözlere dayanmaktadır:



"Birinci, ikinci ve üçüncü olarak ben gelirim, sonra başka hiçbir şey... Sonra gene ben ve daha sonra öteki insanlar..." (Eroğlu, 2000: 419)

Bu özellikler yanında başkişi, apolitik biridir. Amacı hayatını koruma ve devam ettirme olduğu için, çevresindeki siyasi gelişmeleri umursamamaktadır. Aynı zamanda onu herhangi bir ideolojisi de yoktur.

Güçlü tutkulara, ideallere sahip olmaması; buna bağlı olarak acı çekmemesi onu belirginleştiren özelliklerdendir. O, bu konuda "aşk, bağlılık, tutku, nefret gibi kavramlar acemi bir terzinin elinden çıkmış gibi hep eğreti durdu üstümde. (...) Acı çekmenin bize her şeyi, en çok da kendimizi duyumsayıp kavrayabilme yeteneği verdiğini bildiğim halde (...) acıdan da tıpkı tutkudan olduğu gibi uzak durdum, karşılaştığım da hep uzaklaştım ve 'yıkım ve kargaşadan doğan acıyı sevmeyi' Dostoyevski gibi yaratıcılara bıraktım." (Eroğlu, 2000: ix) der. Buradan da anlaşılacağı gibi o, güçlü tutkular, idealler taşımadığı için acı da çekmemektedir.

Üzerinde durulabilecek son özelliği her şeyi olduğu gibi kabullenmesi, dolayısıyla hiçbir şeyi sorgulamamasıdır. Başkişi kendi yaşamında ve toplumsal yapıda farklı gelişmeler yaşanmasına rağmen bunları sorgulama gereği duymaz. Bunun sebebi, diğer pek çok özelliğinin kaynağında yatan, yaşamını tehlikeye atma korkusudur. O hiçbir şeyi sorgulamayan, sadece hayatını sürdürmeye çalışan biridir.

Yukarıda yapılan açıklamalarda görülebileceği gibi başkişi, olumsuz niteliklerle dolu biridir. O, bu niteliklere bağlı olarak kendini şöyle değerlendirir: "yelken açmadığım, bir denizci gibi durmadan rüzgâr kovalamak yerine sağlam demirlerle hareketsiz kalacağın gölleri yeğlediğim ya da bu durgun göllere karışan ırmakların yarattığı yönsüz akıntılara kapılmadığım için suçlu muyum sizce? (...) Evet, her türlüünden kararlıkla kaçınarak, tutkuyla arama belirsiz, sisli bir uzaklık koydum, bunu kabullenebilirim. Israr ederseniz, bu düşsel uzaklığın giderek beni benden (...) uzaklaştırdığını da itiraf ederim. Ama siz de bu içsel yabancılışmanın, kişiye mutluluk denilen o sınırsız sükûneti başışladığını kabul etmelisiniz." (Eroğlu, 2000: viii-ix) Ona göre söz konusu özellikleri kendisine mutluluk getirmiştir. Kendisi bu yüzden özelliklerinden pek de şikâyetçi değildir.

Romanda başkişiye yüklenen bütün bu özellikler ve yer yer bunlara yapılan eleştirilerin amacı belirli bir dönemi, onun getirdiklerini sorgulamaktır. Kastedilen bu dönem, zaman zaman üzerinde durulduğu gibi, 1980'deki askerî darbe süreci; getirdikleri ise yeni bir insan ve toplum yapısıdır. Böylece söz konusu unsurlar eleştirilir. Kendisi aracılığıyla darbenin aşksız, sevgisiz, sıradan, duyarsız, bencil, tutkusuz, idealsiz, apolitik, sorgulamayan olağan insan tipi ortaya çıkardığı; böylece yozlaşmış bir toplum yapısının oluştuğu ifade edilmektedir.

Anlatılmak istenen bu düşünceler simgesel olarak aktarılmaya çalışılır. Onun değişen yüzü değişen insan tipini simgelemektedir. O, hayatının bir noktasında yüzünün geçmişteki gibi olmadığını, değiştiğini fark eder. Bunun ardından da söz konusu değişimi sebeplerini ve zamanını araştırmaya başlar. Sonuçta o, yüzünün 1981'de değiştiğini kavrar. Bu değişimin sebebi, onun askerde tanık olduğu cinayetler karşısındaki duyarsızlığıdır. Böylece darbenin baskı ve kısımlarla insanların yüzünü değiştirdiği, onları insanî değerlerden uzaklaştırdığı düşüncesi vurgulanır. Neticede başkişinin yüzünün değişmesiyle darbenin insanlarda, toplumda olumsuzluklar ortaya çıkardığı anlatılmaya çalışılır.

O, yüzünün değiştiğini öğrendikten sonra başka bir gerçekle daha tanışır. Bu gerçek kendisine âşık olan kadınların öldüğüdür. Bu yüzden roman kişilerinden Ferda'nın kendisine âşık olmaması için uğraşır. Bunu engelleyemeyince de, Ferda için biraz kaygılanmasına rağmen, duyarsızlığına geri döner. Bu aşk ve ölüm kavramlarıyla yine darbe



eleştirilmektedir. Aşk-ölüm, aşksızlık-yaşam paralelinde kurulan ilişkilerde aşkın ölümü, aşksızlığın yaşaması söz konusudur. Bununla darbenin aşkla temsil edilen insanî değerleri yok ettiği, aşksızlıkla temsil edilen değersizlik ve yozlaşmayı ortaya çıkardığı temsili olarak işlenmektedir. (Yürek, 2012: 151-154)

Sonuç olarak başkişinin romandaki işlevinin 1980 askerî darbesi sonrasında ortaya çıkan insan tipini yansıtmak olduğu söylenebilir. Olumsuz nitelikler taşıyan bu insan tipi, başkişinin "belki bilmek istersiniz, artık yüzümü merak etmiyorum. 1981'de -her şey gibi- o da değişmiş. Sadece benimki mi? Aslında hepimizininki değişti, ama tek fark, bu değişikliğin benim yüzümden açığa çıkıyor olması." (Eroğlu, 2000: 428) demesinden anlaşılacağı gibi genelleştirilir ve özetle bu kişi aracılığıyla darbeye eleştirel bir tutum taşınır.

Doğrudan darbeyi temsil eden diğer kişiler Tahir Bey, Işık ve Faruk'tur.

Tahir Bey, anlatıcı onu şöyle tanıtır: "Ünlü ve köklü, oldukça zengin bir ailenin tek çocuğu... Ama o daha on beşine gelmeden babasıyla -çok geçmeden kullanmaktan vazgeçip, terk edeceği- soyadından başka ortak bir noktası olmadığını keşfetmişti." (Eroğlu, 2000: 169)

Tahir Bey, seksenli yıllarda tutuklanıp işkence görmüş, hapsedilmiş solcu insanların temsilcisidir. O, ünü yurt dışına kadar yayılmış bir felsefe profesörüdür. O, roman kişilerinden Işık'la evlenmiş ve bu evlilik Işık ölene kadar sürmüştür. Tahir Bey, darbe sürecinden sonra da mücadelesine devam eder. O, yaşam felsefesini "insanlığın insanlar üstündeki hakkı, insanın bireysel haklarından önemlidir..." (Eroğlu, 2000: 172) cümlesiyle açıklar. Tahir Bey kendisini, insanlara karşı sorumlu hissetmekte, kendince onların mutluluğu için uğraşmaktadır. Sol düşünceye dayanan uğraşları, doğal olarak, bu düşüncenin karşıtları tarafından tepki toplar ve sonunda Tahir Bey, Faruk tarafından öldürülür. Bu özellikleriyle Tahir Bey askerî darbenin karanlık yüzünü gösteren bir kişidir. Çünkü o sol düşünceli bir insan olarak darbe sürecinde tutuklanmış, hapse girmiş, işkence görmüş ve en sonunda da öldürülmüştür. Onun suç olarak görülen düşünceleri kendisinin sonunu hazırlamıştır. Bu yönüyle o, askerî darbenin düşünen, sorgulayan, mücadele eden, sol düşüncelere sahip olan insanlar karşısındaki tutumu gözler önüne serilir.

Ressam olan Işık, Tahir Bey'in eşidir. Onun fiziksel ve kişilik özellikleri şöyle anlatılır: "Yüzü hiçbir kadınıninkine benzemezdi: Güzeldi. Ama içerdiği anlamın güzellikten daha derin köklere sahip olduğu hemen fark edilirdi. Donuktu, ama tenini kaplayan ince buzun altında soğuktan başka bir şeyin var olduğunu düşünmeden edemezdi insan. Mutluluğunu, mutsuzluğunu, neşesini ya da acısını ele vermez, bir hazine gizler gibi saklardı. Yüzü bu açıdan bakıldığında dışbükey bir aynayı andırırdı: Hiçbir şeyi dışa vurmayan, yansıtmayan, her şeyi kendi içindeki bir noktaya odaklayan bir ayna. Ya da su emer gibi bütün duygularını içine alan, benliğine ileten süngere de benzetebilirsiniz bu yüzü. Benliğine gelince; dibini göstermeyen, yüzeyinde hiçbir şeyin yüzmediği, yoğunluğu yüksek, koyu bir sıvının oluşturduğu derin bir göl..." (Eroğlu, 2000: 148-149)

Işık, 1981'de gözaltına alınınca o dönem asker olan başkişiyle tanışır ve sonra ona âşık olur. Bu dönemde aynı zamanda Tahir Bey'le evlidir. Işık ve başkişi 1981-1983 yılları arasında birliktelik yaşarlar. Işık, Kasım 1983'te bir ressam için en değerli unsur olan görme yeteneğini kaybettikten sonra ölür. Işık'ın işlevi, Ferda gibi, askerî darbenin olumsuzluklarını göstermektir. Çünkü o da Tahir Bey gibi darbe sürecinde tutuklanmış ve zor durumda kalmıştır.

Faruk, olumsuzluğuyla ön plana çıkarılan askerî darbenin somut yüzüdür. O, korku ve dehşet saçan bir kişidir. Bu özellikleriyle eleştirilen askerî darbenin simgesidir. Başkişi, Faruk'u yatılı okul yıllarından beri tanımakta ve ondan korkmaktadır. Aslında sadece başkişi değil, çevresindeki herkes Faruk'tan korkmaktadır. Bunun sebebi onun



davranışlarıdır. Onun hayat felsefesi “öldür, kurtul” (Eroğlu, 2000: 103) sözleriyle açıklanabilir. Gerçekten de Faruk bir ölüm makinesi gibidir. Çocukluğunda hayvanları gözünü kırpmadan öldüren Faruk, askerî darbe sürecinde solcuları hedef alır. 1981’de başkişinin de tanık olduğu bir olayda solcuları öldürür. Belirtilen süreçte Faruk “*tespih taneleri gibi yan yana dizilmiş sayısız hücrenin, o hücrelerdeki mahkûmların efendisi, gecekonduvardaki yangınların, gece baskınlarının iz sürücüsü, başoyuncusu ve yönetmeni*” (Eroğlu, 2000: 102-103) konumundadır.

Başkişi onun işlediği cinayetlerin sebebini şöyle açıklar: “*Kendini -inançlı bir kararlılıkla- adil sanıyordu. Cinayetlerine temel oluşturan görüşü, eylemlerinin aslında iyilik kavramından doğduğu fikriydi. Daha da korkutucu olan ise, yaşadığını, yani var olduğunu (...) ancak cinayetlerle kanıtlamasıydı. (...) Anlamsız cinayet açlığının nedeni bu olmalıydı*” (Eroğlu, 2000: 184) Faruk son olarak vatan haini olarak gördüğü Tahir Bey’i öldürür. Bu cinayet onun ölümüne de zemin hazırlar. Faruk, Tahir Bey’in yardımcısı Veysel tarafından öldürülür.

Şiddet, korku, dehşet, ölüm gibi kavramların ifadesi olan Faruk, askerî darbenin olumsuzluğunu eylemleriyle somutlaştırmaktadır.

Başta başkişi olmak üzere üzerinde durulan kişilerden hareketle 12 Eylül 1980’deki askerî darbeyi anlatan romanda tema 1980 sonrası ‘ben’in yani insanın sıradanlaştığı, yozlaştığıdır. Bu ‘ben’ 12 Eylül askerî darbesinden sonra ortaya çıkan insan tipidir. Bu insan tipi olumsuz olarak değerlendirilir. Dolayısıyla yozlaşmış bir ‘ben’ söz konusudur. Aynı zamanda bu ‘ben’, ‘biz’i temsil ettiği için sıradanlaşmış, yozlaşmış bir ‘biz’, bir toplum söz konusudur. (Yürek, 2013: 1553) Romanın girişinde başkişi tarafından söylenen,

“Tekrarlıyorum: Suçsuzum; tıpkı sizler gibi.

Suçluysam bile, unutmayın,

En çok sizinki kadardır bu.” (Eroğlu, 2000: vii) şeklindeki sözler bu durumu somutlaştırmaktadır.

Sonuç

Türkiye Cumhuriyeti kurulduğu yıldan beri toplumu etkileyen farklı dönemler yaşamıştır. 1960, 1970 ve 1980’lerde olan darbeler, bu dönemlerin birkaçını oluşturmaktadır. Toplumu etkileyen bu darbeler, edebiyata yansımış ve farklı edebî metinlerde ele alınmıştır. *Yüz: 1981* de bu edebî metinlerden biridir. Bu roman, 12 Eylül 1980’de yapılan askerî darbeyi, onun sonrasını konu edinmektedir. Roman, söz konusu döneme, darbenin ortaya çıkardığı sonuçlara eleştirel bir bakış açısıyla yaklaşmaktadır. Bunu yaparken de başta ismi verilmeyen başkişiden olmak üzere farklı kişilerden faydalanmaktadır. Başkişinin değişen yüzüyle anlatılan askerî darbenin yarattığı olumsuz değişimler dikkat çekici bir anlatım yoludur. Mağdurlar, zalimler, olumsuz anlamda değişenler, yaşanan olumsuz gelişmeler aracılığıyla bu eser, askerî darbeyi bir anlatı türü olan roman üzerinden eleştirel bir bakış açısıyla değerlendirmektedir.

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Zülfü Livaneli'den Aidiyet Sorununun Ve Barınma İhtiyacının Vurgulandığı Bir Roman: Leyla'nın Evi

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Öz: Çok yönlü bir kişilik olan Zülfü Livaneli, son dönem edebiyatımızın da önemli yazarlarından birisidir. Yazın hayatına öykü türüyle başlayan Livaneli; roman, deneme, anı, senaryo türlerinde eserler verir. 2006 yılında yayımladığı 'Leyla'nın Evi' adlı romanı da bunlardan bir tanesidir. Yazarın dördüncü romanı olan Leyla'nın Evi 271 sayfadır ve 29 bölümden oluşur. Gallimord'un Fransızca olarak da yayınlandığı roman, Fransa'da Le Cup de l'Actualite Litteraire tarafından 'Aydın Büyük Romanı' seçilir. Tiyatroya da uyarlanan eser, büyük ilgi görür. Bu çalışmada aidiyet sorununun ve barınma ihtiyacının vurgulandığı bir roman olan Leyla'nın Evi, roman incelemesine ait unsurlar çevresinde değerlendirilecektir. Romanın tanıtımı yapıldıktan sonra özet, zihniyet, olay örgüsü, şahıs kadrosu, mekân, zaman, bakış açısı ve anlatıcı başlıkları altında roman değerlendirilecek, sonuç bölümünde ise Leyla'nın Evi romanı hakkında yargılara verilecektir.

Anahtar Kelimeler: Zülfü Livaneli, Leyla'nın Evi, roman, aidiyet sorunu, barınma ihtiyacı

Giriş

Leyla'nın Evi, Zülfü Livaneli'nin dördüncü romanıdır. 2006 yılında yayımlanan roman, 271 sayfadır ve 29 bölümden oluşur. Leyla'nın Evi romanı, Gallimord tarafından Fransızca yayınlanır. Livaneli'nin bu romanı, Fransa'da Le Cup de l'Actualite Litteraire tarafından 'Aydın Büyük Romanı' seçilir. Tiyatroya da uyarlanan eser, büyük ilgi görür.

Özet

Romanın başkişisi, Bosnalılar Yalısı'nda doğup büyümüş Leyla Hanım, yalının yeni sahipleri Ömer Cevheroğlu ve eşi Necla tarafından sokağa atılır. Yaşlı kadın yalının önündeki ulu çınarın altında iki gün boyunca yerinden kıpırdamadan oturur. Mahalle sakinleri yaşlı kadını evlerine davet ederler fakat kadın bu teklifleri reddeder. Leyla Hanım, doğup büyüdüğü, bir sürü hatırasının olduğu bu evi terk etmek istemez. Hizmetçiler yaşlı kadını valiziyle birlikte demir kapının önüne bırakırlar. Fakat Leyla Hanım yetmiş altı yılını geçirdiği bu yalıyı ve anılarını bırakmakta zorlanır. Mahalle sakinleri, yalının yeni sahipleri ile bu durumu konuşmayı düşünseler de bu güçlü ailenin karşısına çıkıp bu durumu konuşmaya cesaret edemezler.

Bu olay gazetecilerin de dikkatinden kaçmaz. 'Gün' gazetesinin şehir sorumlusu, günlük toplantı notlarına yaşlı kadını da ekler. Bu göreve gazetede altı ay önce çalışmaya başlayan Yusuf talip olur. Yusuf'un dedeleri Leyla Hanım'ın paşa dedesinin bahçıvanlığını yapmışlardır. Yusuf, 'Büyük Hanım' olarak hitap edilen Leyla Hanım'ı buradan tanımaktadır. Çocukluğu neredeyse onun yanında geçmiştir. Yalıya yaklaşan Yusuf, ulu çınarın altında oturan Büyük Hanım'ı ve onunla konuşan polis memurunu görür. Polis, yaşlı kadına emir aldığını, onun buradan uzaklaştırılması gerektiğini aksi takdirde onu karakola götüreceğini söylemektedir. Bu arada Yusuf, yalının yeni sahipleri Ömer Bey'le yaşlı kadının durumunu konuşmaya gider ve kadın için alınan sahte doktor raporunun olduğunu öğrenir. Yusuf, yalıdan çıktığında yaşlı kadın elindeki müstakil tapuyu polise göstererek derdini anlatmaya çalışmaktadır. Yusuf, Büyük Hanıma eğilerek ellerinde sahte rapor olduğunu belirtir ve onu kendi evine götürmek ister. Leyla Hanım da çaresiz bir şekilde bu teklifi kabul eder.

Yusuf, Büyük Hanım'ı Cihangir'de kız arkadaşı Roxy'le birlikte yaşadığı apartman dairesine götürür. Roxy, bu duruma çok kızar ve Yusuf'la tartışmaya başlar. Kızın bu tavrı karşısında



Leyla Hanım, evi terk etmek istese de gideceği başka bir yer olmadığı için o evde kalmaya devam eder. Bazı günler Yusuf ile Roxy'nin tartışıklarını duyar. Leyla Hanım'ın soylu ailesine karşılık Roxy'nin -gerçek ismiyle Rukiye'nin- ailesi Türkiye'den Almanya'ya göçmüştür. Ailesinden nefret eden Roxy'nin hayatı, annesinin ölümünün ardından daha da çekilmez bir hâl alır. Babası Alman bir kadınla evlenir ve evdeki huzursuzluk giderek artar. Daha sonra Roxy, arkadaşı Naciye aracılığı ile sex salonları ile tanışır. Buralarda modellik yapmaya başlar. Hip-hop müziğine ilgisi olan Roxy, kazandığı para ile Essen şehrinde Grugahalle adı verilen hip-hop festivaline katılır. Burada karşılaştığı üç çelimsiz çocuk ile 'Roxy and Other Animals' adlı bir grup kurarlar. Daha sonra bu grupla İstanbul'a gelirler. Burada Yusuf ile tanışır. O, bu zamana kadar tanıdığı hiçbir erkeğe benzememektedir. Birlikte yaşamaya başlarlar. Yusuf'un Leyla Hanım'ı da bu eve getirmesiyle bu üç şahsın kaderleri birleşir. İlk zamanlarda Leyla Hanım'ın eve gelmesinden rahatsız olan Roxy, zamanla bu kadının her konudaki bilgisine, konuşmasına, duruşuna içten içe hayranlık duymaya başlar. Kadının onlara para ve müzik konusunda yardım etmesi, bu hayranlığı biraz daha artırır. Leyla Hanım da farklı bir şey olduğunu hisseder. İçinde bu yaşlı kadına yardım etme isteği uyanır. İlerleyen süreçte bu apartman dairesi daha yaşanır bir hâl almaya başlar.

Bir gün yalı sahipleri ile konuşmaya giden Leyla Hanım, burada yalının yeni sahibi Ömer Bey'in babası Ali Yekta Bey'le tanışır. Ona durumu anlatarak oğlu ve gelininin kendisini evinden attığını, kalacak yeri olmadığını, ayrıca elinde tapusu olduğu halde kimsenin bunu dikkate almadığını ifade eder. Ali Yekta Bey'in de o yalıda istenmediğini anlar. Bunu hisseden Ali Yekta Bey de yalıdan ayrılarak uşaklığını yaptığı konağa döner. Burada rahatsızlanarak günlerce hasta yatan Ali Yekta Bey, bir gün çıldırmış bir şekilde yalıya gelerek kendisine hakaret eden gelini Necla'yı vurur ve hapse girer. Bunun üzerine aklını kaçırma noktasına gelen Ömer Bey, evini Leyla Hanım'a geri verir. Bu olayların yaşandığı günlerde Roxy'i, Leyla Hanım'a hamile olduğunu söyler. Yusuf'la karar verirler ve doğan bebeklerine Leyla adını koyarlar.

Leyla Hanım, uzun çabaların sonunda evine tekrar yerleşir. Ancak eski neşesi kalmamıştır. Bir gün bahçesindeki hamağa uzanarak elindeki beyaz çarşafı üzerine serer ve ölümü bekler. Tıpkı annesi ve anneannesi gibi beyazlar içinde vefat eder. Yusuf, Büyük Hanım'ın evine geldiğinde masanın üzerinde kızı Leyla'ya bırakılmış bir mektup bulur. Bu mektupla Leyla Hanım'ın evini, kızları Leyla'ya bıraktığını öğrenir.

Zihniyet

Leyla'nın Evi romanında, Leyla Bosnalı adlı yaşlı bir kadının paşa dedesinden kalan evinden, yalının yeni sahipleri tarafından atılması ve bu kadının evini tekrar kazanma çabaları anlatılmaktadır. Romanın 'Leyla, Roxy ve Ali Yekta Bey'in Hayatıma Girişi' adlı bölümünde ifade ettiği şu cümleler, bize romandaki zihniyeti vermesi açısından önemlidir:

"Hem bu insanları seyrediyor hem de hepsinin göçmen olduğunu düşünüyorum. Her birinin tipi ayrı; kimi esmer, kimi sarışın; kimi Balkan tipli, kimi Orta Asyalı... Bilmese hiç kimse bu insanların aynı ülke vatandaşı olduğunu söyleyemez. Kimi Balkanlardan, kimi Kafkasya'dan, kimi Orta Asya'dan, kimi Ortadoğu'dan, Hicaz'dan, Yemen'den, Kudüs'ten, Rusya'dan, Gürcistan'dan, Bosna'dan, Bulgaristan'dan kaçıp gelmiş. Burası bir sığınak. Kaçtıkları ülkelerde evlerini, barklarını, bahçelerini, tarlalarını, hatta arkalarından acı acı ağlayan kedi ve köpeklerini bırakmışlar. Geldikleri bu ülkede de kaçanların mülküne yerleşmişler. Rumların ve Ermenilerin evleri, bu evsiz barksız kalmış, ölümden zor kurtulmuş insanlara verilmiş. Yabancı evlere yerleşip tanımadıkları tarlaları sürmeye başlamışlar. Dünyanın bu bölgesinin tarihi, birbirinin mülküne konma tarihi. Mücadelelerin, savaşların çoğunun altında mülk kavgası var. Boşalan evler, dolan evler, mülk davaları, insanoğlunun barınma ihtiyacı, başının



üstünde bir çatı bulunması temel gereksinimi, tarih boyunca birçok trajediye yol açmış. Aynen bu romandaki gibi. Leyla'nın Evi'ni yazma ve hepimizin hayatına bir biçimde damgasını vuran bu mülk trajedisini anlatma fikri o gün o motorda doğuyor.” (Livaneli, 2012: 9).

Romanda çeşitli nedenlerle evlerinden, yaşadıkları topraklardan göç ettirilen, koparılan insanların dramı Leyla'nın yaşadıkları üzerinden verilmeye çalışılmıştır. Romandaki zihniyeti, “barınma ihtiyacı neticesinde insanların yaşadıkları mülk trajedisi” sözleriyle açıklamak yerinde olur.

Olay Örgüsü

Leyla'nın Evi romanının olay örgüsü farklı sosyal kategoriye sahip insanların birbiriyle karşılaşması veya çatışmasını ifade edecek şekilde düzenlenmiştir. Romandaki olaylar, Leyla Hanım'ın evden atılması ile başlar. Leyla Hanım ve onun çevresindeki şahısların tutum ve davranışları, hayat tarzları ve anlayışlarının romandaki olay örgüsünü oluşturduğunu söyleyebiliriz.

Leyla Hanım-Ömer Cevheroğlu İlişkisi: Romandaki ilk olay halkasını Bosnalılar Yalısı'nda büyümüş Leyla Hanım ile yalının yeni sahibi Ömer Cevheroğlu arasındaki ilişki oluşturur. Ömer Cevheroğlu, eşi Necla'nın da isteği ile Leyla Hanım'ı hazırladıkları sahte rapor ile evinden atar. Sokakta kalan Leyla Hanım, elinde tapusunun olduğunu söylese de bu durum karşısında bir şey yapamaz.

Leyla Hanım-Yusuf İlişkisi: Romandaki ikinci olay halkasını, Leyla Hanım ile çocukluğunu Leyla Hanım yanında geçiren Yusuf arasındaki ilişki oluşturur. 'Gün' gazetesinde çalışan Yusuf, haber için yalının önüne gittiğinde iki gündür ulu çınarın altında bekleyen Leyla Hanım'ın polisle konuştuğunu görür. Yalı sahibi ile konuşan Yusuf, bir sonuç alamaz. Leyla Hanım'ı kendi evine davet eder. Çaresiz kalan Leyla Hanım, bu teklifi kabul eder. Yusuf, Leyla Hanım'ın evine kavuşması için çok mücadele eder. Bu zaman dilimine kadar Leyla Hanım, Yusuf'un evinde kalır. Evine tekrar kavuşunca Yusuf'un evinden ayrılır.

Leyla Hanım-Roxy İlişkisi: Romanın üçüncü olay halkasını, Leyla Hanım ile Yusuf'un kız arkadaşı Roxy (Rukiye) arasındaki ilişki oluşturur. Yusuf'la Cihangir'deki apartman dairesinde beraber kalan Roxy, Yusuf'un evine yerleşen Leyla Hanım'dan pek hoşlanmaz ve onun evden gitmesini ister. Fakat yakından tanıdıkça o da Yusuf gibi Leyla Hanım'a saygı duymaya başlar. Aralarında sıcak bir bağ oluşur. Yusuf'la evlenen Roxy'nin bir kız çocuğu olur. Çocuğuna Leyla ismini verir.

Yusuf-Roxy (Rukiye) İlişkisi: Romandaki dördüncü olay halkasını, Roxy ile Yusuf arasındaki ilişki oluşturur. Önceleri Almanya'da peep show'larda modellik yapan Roxy, sonraları arkadaşları ile kurduğu grupla hip-hop tarzı müzik yaparak para kazanmaya çalışır. Yusuf ise Gün gazetesinde çalışan bir gençtir. Roxy, bir kulüpte kendisiyle röportaj yapmak isteyen Yusuf'la tanışır. Daha sonra sevgili olan Yusuf ve Roxy, Yusuf'un Cihangir'deki dairesinde birlikte yaşamaya başlarlar. Birlikte, Leyla Hanım'ın evine tekrar kavuşması için mücadele ederler. Roxy, hamile olduğunu öğrendiği gün Yusuf'a evlenme teklif eder. Yusuf bu teklife çok şaşırır ve teklifi kabul eder. Evlenirler. Doğan çocuklarına Leyla adını verirler.

Leyla Hanım-Ali Yekta Bey İlişkisi: Romanın beşinci metin halkasını Leyla Hanım ile kendisini evden atan Ömer Cevheroğlu'nun babası Ali Yekta Bey arasındaki ilişki oluşturur. Leyla Hanım, yalya gittiği bir gün orada Ali Yekta Bey ile karşılaşır tanışır. Leyla Hanım, Ali Yekta Bey'e oğlu ve gelininin kendisini yalından attıklarını anlatır. Elinde tapusu olduğu hâlde evden çıkarıldığından ve kendisi için hazırlatılan rapordan söz eder. Duydukları karşısında hayrete düşen Ali Yekta Bey, bu mesele ile ilgili oğlu ile konuşsa da bir netice alamaz.



Ali Yekta Bey-Ömer Cevheroğlu İlişkisi: Romadaki altıncı metin halkasını Ali Yekta Bey ile oğlu Ömer Cevheroğlu arasındaki ilişki oluşturur. Hayatı boyunca oğlu Ömer için çalışan ve onu en güzel okullarda okutan Ali Yekta Bey, oğlu ile birlikte çıktığı öğle yemeğinde Leyla Hanım'ın durumunu anlatır. Ömer, eşi Necla'nın Leyla Hanım'ın evini misafir evi yapacağını belirtir. Ali Yekta Bey, çok sinirlenir. Gelini Necla'nın oğlu üzerindeki gücünü bir kez daha görür. Bu konuşmanın sonunda kendisinin de yalıda istenmediğini anlar.

Şahıs Kadrosu

Erkekler

Yusuf: Gün Gazetesi'nde çalışır. Üniversiteyi bitirene kadar o eski yalılar semtinde oturmuştur. Daha sonra Cihangir'e taşınmıştır. Çocukluğunun yarısına yakını Büyük Hanım'ın (Leyla Hanım'ın) yanında geçmiştir. Gazetede çalıştığı dönemde Roxy ile tanışır. Cihangir'deki apartman dairesinde onunla birlikte yaşamaya başlar. Kendisine yaşlı bir kadının yalının önünde iki gün beklediğini söylediklerinde bu kadının Leyla Hanım olduğunu anlar ve bu haber için gönüllü olur. Ömer Bey'in elinde Leyla Hanım ile ilgili rapor olduğunu öğrenince Leyla Hanım'ı, Roxy ile yaşadıkları eve getirir. Leyla Hanım'ın evini tekrar alması için mücadele eder. Roxy ile evlenir. Gazetede kadroya geçer ve daha iyi bir maaşla çalışmaya devam eder.

Ali Yekta Bey: Yalının yeni sahibi Ömer Bey'in babasıdır. Dört nesil İstanbullu olmakla övünür. Rıza Bey'in konağında uşaklık yapan Ali Yekta Bey'in sadece babası değil, dedesi de beylere, padişahlara hizmet etmiştir. Oğlu Ömer'i bu şekilde yetiştirmek istemez. Ailelerinin kaderinin Ömer'den sonra değişmesini ister. Parasını oğlunu yetiştirmek için harcar. Oğlu İktisat Fakültesini dereceyle bitirdikten sonra onu Brown Üniversitesine yüksek lisans yapmaya gönderir. Gelini Necla'dan haz etmez. Oğlunun bir yalı almasına çok sevinir. Yalının kapısında gördüğü Leyla Hanım'ı dinledikten sonra oğlu ile konuşur. Fakat bu konuşmadan sonra kendisinin de yalıda istenmediğini anlar. Oradan uzaklaşır. Bu yaşadıklarına üzülür ve hastalanır. Tekrar yalıya döner gelini ile oğlunun tartışmalarını duyar. Duyduklarına daha fazla dayanamaz ve babasının hediye ettiği silahla gelini Necla'yı başından vurarak öldürür. Hapse düşen Ali Yekta Bey, bu konuyu mahkemede bile anlatmaz, oğlu dâhil kimseyle konuşmaz.

Ömer Cevheroğlu: Ali Yekta Bey'in oğludur. Babası bir konakta uşak olan Ömer, bu konaktaki diğer çocuklarla birlikte İngilizce ve Fransızca dersleri alır, tenis oynamayı, ata binmeyi öğrenir. En iyi okullarda okur ve İktisat Fakültesini derece ile bitirir. Yakışıklı bir adam olmasına rağmen genç kızlardan uzak bir gençlik geçirmiştir. İstanbul'da bir finans şirketi kurar ve her geçen gün yükselir. Mesaiye kaldığı bir gece Necla ile yakınlaşır. Daha sonra Necla ile evlenir. Eşine büyük bir aşkla bağlı olan Ömer Cevheroğlu, eşinin her sözünü yerine getirmektedir. Bosnalılar Yalısı'nı satın alır. Burada oturan Leyla Bosnalı'yı sahte rapor hazırlatarak evden atar. Eşi Necla'nın istememesi nedeniyle babası Ali Yekta Bey'e yalıda kalamayacağını ima eder. Necla ile tartıştıkları bir sırada babası Ali Yekta Bey'in içeri girerek eşi Necla'yı öldürmesi neticesi aklını yitirir. Her gün babasını ziyarete gider. Fakat babası o dâhil kimse ile konuşmaz. Necla'nın öldürülüşünü kabullenmekte zorlanır. Romanın sonunda Leyla Hanım'a evini geri verir.

Kadınlar

Leyla Hanım (Leyla Bosnalı): Leyla Bosnalı, romanın merkez kişisi durumundadır. Bosnalı Abdullah Avni Paşa'nın torunu olan Leyla Hanım, annesi Handan ile İngiliz Teğmen Robert Whitaker'ın yasak aşkı neticesinde dünyaya gelmiştir. Kendisine özel olarak tutulan hocalardan dersler alarak eğitimini tamamlamıştır. Anneannesi Üftade Hanım, onun her şeyi ile ilgilenerek onu hayata hazırlamıştır. Dedesinin ölümünden sonra anneannesine



kalan maaş yetmediği için yalını satarlar ve yalının bahçesindeki küçük eve yerleşirler. Bir gün anneannesini de kaybeden Leyla Hanım, hayatta tek başına kalır. Kimse ile evlenmeden yaşar. Yıllarca tek başına yaşadığı evden yalının yeni sahipleri tarafından atılır. Elinde tapusu olduğu halde evden atılmasını içine sindiremez. Roman boyunca evine tekrar kavuşmak için mücadele eder. Çaresiz kaldığı için Yusuf'ta kalmaya başlar. Yusuf'un sevgilisi Roxy ilk zamanlarda onu bu evde istemese de zamanla aralarında bir sıcaklık oluşur. Ali Yekta Bey'in gelini Necla'yı öldürmesinden sonra Ömer Cevheroğlu, evi tekrar Leyla Hanım'a bırakır. Romanın sonunda vefat eden Leyla Hanım, tekrar kavuştuğu evini, "Leyla'nın Evi Leyla'ya" diyerek yanlarında kaldığı Yusuf ve Roxy'nin çocuğu Leyla'ya bırakır.

Roxy (Rukiye): Gerçek adı Rukiye'dir. Almanya'da peep showlarda modellik yapmış daha sonra hip-hop tarzı müzik yaparak para kazanmaya çalışmıştır. Ailesinden nefret etmektedir. Gittiği hip-hop festivalinde üç genç ile tanışır ve onların solisti olur. Gruplarına 'Roxy and Other Animals' ROA adını verirler. İstanbul'a gelen grup burada müziklerini yapmaya çalışır. Roxy, bir gün gece kulübünde kendisiyle röportaj yapmak isteyen Yusuf'la tanışır. Onun çevresindeki erkeklerden farklı olduğunu düşünür. İlk kez kendini değerli hissedenden Roxy, Yusuf ile birlikte Cihangir'deki bir apartman dairesine taşınır. Yusuf'un kendileri ile kalması için eve getirdiği Leyla Hanım'ı başta istemese de zamanla ona alışır ve aralarında sıcak bir bağ kurulur. O da Yusuf'la beraber Leyla Hanım'ın evine tekrar kavuşması için elinden geleni yapar. Hamile olduğunu öğrenince Yusuf'a evlenme teklifi eder. Yusuf'la evlenir. Doğan bebeğine çok saygı duyduğu Leyla Hanım'ın ismini verir.

Necla: Ömer Cevheroğlu'nun eşidir. Gözü daima yükseklindedir. Kendi ihtiraslarından başka bir şey düşünmez. İstanbul'a yerleşmeleri ile hayatı değişir. Burada Ömer ile tanışır. Onunla evlenir. Kendi geçmişini unutarak, hayatını uşaklık yaparak devam ettiren kayınpederi Ali Yekta Bey'i küçük görür. Onun yalıda kalmasını istemez. Leyla Hanım'ı da evinden attıran kendisidir. Romanın sonlarında kayınpederi Ali Yekta Bey tarafından başından vurularak öldürülür.

Mekân

Romanda tasviri yapılan ilk mekân, Leyla'nın hayatını geçirdiği ve sonra oradan ayrılmak zorunda olduğu evdir. Bu ev, romanda şu satırlarla anlatılmıştır: "*Yalının büyük bahçesinin ucunda, sahil yoluna birleşen duvarın dibinde orta büyüklükte, beyaz tek katlı bir ev vardı. Yaşlı kadın, ömrünü o evde geçirmişti.*" (Livaneli, 2012: 14) Bahsi geçen bu ev, oldukça önemlidir. Öyle ki, Handan ile İngiliz Teğmen Whitaker'in aşklarının ilk meyvesi bu evde atılır. Handan hamile olduğu anlaşılınca bu eve taşınır. Leyla bu evde dünyaya gelir. Handan, bu evde vefat eder. Yalı elden çıkınca Leyla ile anneanesi bu eve yerleşirler. Anneanesi Leyla'yı hayata bu evde hazırlar. Leyla, anneannesini bu evde kaybeder ve ömrünün sonuna kadar yaşadığı, hatıralarla dolu bu evde de hayata gözlerini yumar. Yalı, romanda şöyle anlatılır:

"19. yüzyıl sonları ve 20. yüzyıl başlarında yapılan bütün yalılar gibi bir zenginliği ve görkemi değil, su kenarında geçirilen rahat bir aile hayatını çağrıştıran, bir parça alçak gönüllü bir yapıydı. 19. Yüzyılın Osmanlısında moda olan barok yapılara hiç benzemeyen daha çok Doğu zevkini yaşatan ahşap bir yalı." (Livaneli, 2012: 25).

Romanda, yalının bahçesinin tasviri ise şu şekilde yapılır:

"Anlattıklarına göre o zamanlar bahçe bir cenneti andırırmış: Dev manolyalar, incir ve nar ağaçları, erguvanlar, limon, portakal gibi turuncgiller, en nadide güller, krizantemler, ortancalar. Dalları küçük evin üstüne uzanan ve neredeyse çatısını çiçekleriyle kaplayan



güzelim manolya ağacı da Leyla Hanım doğduğu zaman dedesi tarafından onun adına dikilmişti." (Livaneli, 2012: 21).

Leyla doğduğu zaman dikilen bu ağacın Leyla'nın ölümüne yakın yalının yeni sahipleri tarafından kesilmesiyle aslında onun öleceği sezdirilir. Dolayısıyla manolya ağacının ömrü, Leyla Hanım'ın ömrü ile özdeşleştirilir. Zülfü Livaneli'nin romanları ile ilgili yüksek lisans tezi hazırlayan Emrah Seferoğlu, roman hakkında şunları ifade eder:

"Leyla'nın Evi romanı, XIX. Yüzyılda yapılmış, Marmara ve Karadeniz arasında yılan gibi kıvrılan boğazın kıyısında sonsuz iki dizi halinde sıralanan yalılardan birini, Leyla Hanım'ın dedesi Bosnalı Abdullah Avni Paşa'nın yalısını merkez mekân olarak ele alır." (Seferoğlu, 2014: 103).

Yalının geçmişteki durumu ile el değiştirdikten sonraki durumu aslında bir zihniyet değişimini de gösterir. Eskiden lüksü ve ihtişamı simgeleyen yalı, el değiştirdikten sonra bozulmanın çürümenin simgesi hâline gelir:

"Bosnalı Avni Paşa Yalısı, mekân olarak sadece barınmayı ya da lüks bir yalıyı imlemez. Yalı, Osmanlı aristokrasisinin çöküşünü de imler. Bu nedenle başkişi Leyla Hanım için eski görkemli zamanları hatırlatan ve art zamanların göndergesi iken yeni sahipleri ile birlikte yaşanan anlatı zamanının yozlaşmasını simgeler. Yalı bu sebeple geçmişte geniş / açık bir mekân iken olayın geçtiği anlatı zamanında ise büyüklüğü ile ters orantılı dar/kapalı bir mekândır." (Seferoğlu, 2014: 105)

Leyla Hanım, evini kaybettikten sonra boşluğa düşer. Yıllardır evinin dışında bir yerde yaşamamış olan Leyla Hanım'ın dünyası yıkılır. Çaresizdir, kime güveneceğini, ne yapacağını bilemez. Leyla Hanım'ın romanda evini kaybetmesiyle örnekleyebileceğimiz bireylerin evlerini kaybettikten sonraki durumlarını Ayşe Demir, şöyle yorumlar:

"Birey için evin kendine sağladığı şartları yitirmek, hele bunun kendi rızası olmadan gerçekleşmesi büyük bir çatışmayı doğurur. Evi ya da aileyi kaybetmek, insanın çevresinde kurulan dünyanın yıkılması anlamına gelir. Yıllar belki de nesiller boyu parça parça meydana getirilen mekânı yitirmek insanın geçmişini, bazen geleceğiyle birlikte yitirmesidir. Bu durumda insanın etrafındaki kale yıkılmıştır. Birey kalenin dışında, savunmasız, güven duygusu sarsılmış hâlde kalır." (Demir, 2011: 41).

Gaston Bachelard, Mekânın Poetikası adlı kitabında evin insanı derleyen toplayan bir yer olduğunu evin olmadığı durumlarda insanın dağılmış bir varlık olduğunu şöyle açıklar:

"Ev, insan yaşamındaki olumsuzlukları (contingences) savuşturur, süreklilik yönünde verdiği öğütleri çoğaltır. Ev olmasa, insan dağılmış bir varlık olurdu. Ev, insanı gökten inen fırtınalara karşı koruduğu gibi, yaşamdaki fırtınalara karşı da ayakta tutar. Ev hem beden hem ruhtur. İnsan varlığının ilk dünyasıdır." (Bachelard, 2014: 37)

Leyla Hanım'ın evini kaybettikten sonra yaşadığı trajedi de bu duruma bir örnektir. Evin bir insanın ve yaşadığı kültürün kimlik kartı olduğunu ise Handan İnci, şöyle ifade eder:

"Ev, insanın iç dünyasını ve yetiştiği kültürü birebir yansıtan önemli bir yaşama alanıdır. Bu açıdan ev, psikolojik ve sosyolojik çözümlenmeler için verimli bir laboratuvar işlevi görür. Romancı ele aldığı kişiyi ev ortamında göstererek onun kimliğini oluşturan unsurları da açığa çıkarmış olur. Ev, bir insanın ve kültürün kimlik kartı gibidir." (İnci, 2003: 17).

Leyla Hanım'ın evinden atıldıktan sonra yaşadığı durumlar, kendini ve kimliğini kaybeden birisinin yaşadıklarına benzetilebilir. Leyla Hanım, evden atıldıktan sonra Yusuf'un Cihangir'deki apartman dairesine geçici olarak yerleşir. Leyla'nın sakin yaşamına karşılık oldukça hareketli bir semt olan Cihangir romanda şöyle tasvir edilir:



"Beyoğlu'nun, Cihangir'in o kışkırtıcı kalabalığında, tarif edilemeyen bir çekicilik vardı. Caddede birbirlerine çarpa çarpa yürüyen kızlı erkekli öğrenci kalabalığı, iki yana sıralanmış müzik dükkânlarından yükselen etnik müzik karmaşası, köftecilerden, hamburgercilerden yayılan kokular, genç kız kahkahaları, sinema afişleri, genç yüzleri parlatan ışıklar, sanat galerileri, çevreyi şaşkın şaşkın süzen turistler, rock, caz, hip-hop kulüpleri, türkü barlar, pos bıyıklı erkekler, travestiler, uzun saçlı küpeli oğlanlar, pavyonlardan çıkan yıpranmış, ağır makyajlı konsomatrisler, Balık Pazarı'nın çıldırtıcı yeme içme şehvetli, çıplak ampuller altında pırl pırl parıldaayan balıklar, renk renk meyve, sebze yığınları, peynir, pastırma dükkânlarından yayılan çemen kokusuna karışan ağır anason..." (Livaneli, 2012: 31).

Romanda Yusuf'un Cihangir'deki dairesi ise şu satırlarla anlatılır:

"Loş dairede ilk gördüğü şey, müthiş bir perişanlık, dağınıklığı. Toz içinde rengi akmış kahverengi kadife bir divan, üstünde kirli tabaklar duran küçük formika bir masa, yıpranmış sandalyeler, küçük bir kitaplıktaki kitaplar gözüne çarptı. Yerde alacalı bulacalı bir kilim." (Livaneli, 2012: 41).

Romanda Leyla Hanım'ın evinden atıldıktan sonra yaşadıkları, gördükleri insanın yaşadığı yerin özellikle de evin, insan hayatındaki önemini göstermektedir. Leyla Hanım, romanın sonunda evine kavuşur fakat hiçbir şeyin eskisi gibi olmadığını, bir şeylerin değiştiğini hisseder, bu durum romanda şöyle anlatılır:

"Evde ilk fark ettiği şey, kokunun değişmiş olmasıydı. Orası artık kendisine ait olan tanıdık kokuları taşıyor, daha farklı, daha ekşimtirak bir koku yayıyordu. Bunun dışında bir değişiklik yapılmamıştı henüz. Belki de oraya sıra gelmemişti. Evinde inşaat boyunca bekçilerin kaldığını biliyordu 'zavallı adamlar' diye düşündü, onların da bir kabahati yok. Komodinin çekmecelerini açtığı zaman büyük bir hayal kırıklığına uğradı. Çünkü ne kadar hatırası varsa hepsi gitmişti. Ne Hicaz'dan gelen üzerine dualar işlenmiş ipekli örtü kalmıştı, ne annesinin şapkası, ne notaları ne işlemeli örtüleri, ne padişah fermanları, ne hatlar, ne de fotoğraflar. Leyla o anda kendisini bu evde son derece yabancı hissetti. Duvarlardaki yağlıboya tablolar bile götürülmüştü. Bu yüzden orası artık kendisine ait bir ev gibi durmuyordu. Daha doğrusu o öyle hissedemiyordu, büyük bir gönül yorgunluğuyla dışarı çıktı." (Livaneli, 2012: 253).

Leyla Hanım'ın yaşadığı trajedi kendisinin yaşadığı değişikliklerle açıklanabilir. Evinden atıldıktan sonra yaşadıkları, gördükleri o ana kadar evinden dışarı çıkmamış ve dış dünyayı tanımamış yaşlı bir kadın için hayatı tanımak ve anlamlandırmak adına önemlidir. Bu durum romanda şu satırlarla ifade edilir:

"Ev aynı olsa bile kendisi değişmişti... Çevresine ördüğü yalnızlık zırhı kırılmış, içeri bir şeyler sızmıştı. Bu bir şeylerin ne olduğunu tam olarak bilemiyordu ama artık kendi kendine yetemediğinin farkındaydı. Onun dışında bir dünya vardı ve Leyla artık o dünyayı tanımıştı. Hiç tanımadığı zamanlardaki gibi olamazdı." (Livaneli, 2012: 261-262).

Zaman

Leyla'nın Evi romanında kesin tarihlerin verilmediği görülür. Şimdiki zamanda yaşanan olayların yanı sıra Leyla Bosnalı'nın geçmişe ait anıları verilerek geriye dönüşler yapılır. Leyla Bosnalı, 1923'te doğmuştur. Şimdiki zamanda 76 yaşında olduğuna göre romanın şimdiki zamandaki tarihi, 1999 yılıdır. Romanın ilk bölümünde verilen şu satırlar aracılığı ile romandaki olayların yaz mevsiminde bir haziran ayında başladığı görülür: "Boğaziçi insanının içini yaşama sevinciyle dolduran bir haziran sabahını yaşıyordu." (Livaneli, 2012: 16) Leyla Bosnalı'nın yetmiş altı yıldır yaşadığı evinden atılması ise romanda şu satırlarla ifade edilir: "Büyük Hanım'ın yetmiş altı yıldır yaşadığı, bir gün bile ayrılmadığı evinden atıldığına inanması mümkün değildi." (Livaneli, 2012: 16) Flashback yapılarak geçmişteki



olaylardan ve hatıralardan söz edilen kısımlara ise şu satırlar örnek verilebilir: “*Defterin o sayfasında 24 Eylül 1922 tarihi vardı. Leyla, babasının dayısı tarafından bu tarihte öldürülmüş olduğunu hatırladı. Demek ki bu mektubu yazdıktan birkaç saat sonra can vermişti.*” (Livaneli, 2012: 133) Romanın birçok yerinde bu şekilde geriye dönüşler yapılarak Leyla’nın ve Leyla’nın ailesinin geçmişte yaşadığı olaylardan söz edilir. Romanın sonunda Leyla’nın evine kavuştuğu zaman dilimlerinden birine ait olan şu satırlar, romanın bitiş zamanı ile ilgili bir ipucu niteliğindedir:

“*O parlak eylül güneşi altında parıldayan mavi Boğaz, kuşların ötüşü, ağaçlar ve hamakta uyuyan bebek o kadar güzeldi ki belki de bütün bunlar yaşam ile ölüm arasındaki en keskin zıtlığı oluşturuyor, her zaman olduğu gibi ona yine tuhaf bir boşluk duygusu ve üzüntü veriyordu.*” (Livaneli, 2012: 266).

Görülüyor ki romandaki olaylar bir haziran ayında başlar ve romanın sonunda verilen ‘bir yıl sonra’ adlı bölümden anlaşılacağı gibi ertesi yıl bir eylül ayında Leyla’nın vefatı ile son bulur.

Tema

Leyla’nın Evi romanının ana teması barınak/sığınma meselesi söz grubuyla ifade edilebilir. Ömer Cevheroğlu ve eşi Necla’nın Leyla Bosnalı’yı evinden atmaları neticesi gelişen olaylar, bireylerin barınak ihtiyacının önemini vurgular. Romanda bu durum şu satırlar aracılığı ile verilir: “*Uykuya dalmadan önce barınak meselesi diye düşündü. Kahrolası barınak meselesi. Başımıza gelen acıların nedeni bu.*” (Livaneli, 2012: 166). Romanda Leyla’nın evinden atılması ile yüzyıllardır evinden barkından edilen insanların yaşadığı trajedi anlatılmak istenir. Bu durum romanda yine şu satırlarla ifade edilir: “*Leyla ömrü boyunca evini barkını kaybeden milyonlarca insanın acısını yüreğinde duymuştu. Hem de bir gün aynı kaderi paylaşacağını bilmeden.*” (Livaneli, 2012: 164). Bu durum, Aytaç tarafından da şöyle belirtilir:

“Eserin entrik kurgusu, insanoğlunun barınma ihtiyacının olumsuz sonucu olan mülkiyet edinme hırsı üzerine kurulur. İnsanlar yaşadıkları mekânlara kimlik kodlarını aktarırlar. Bireylerin ya da toplumların kodlarını aktardıkları, bellek mekânlarından zorbaca atılmaları/kovulmaları onlarda yurtsuzluk, aidiyetsizlik, yalıtılmışlık ve yabancılık hisleri ortaya çıkarır... Nesnel belleği, toplumu birbirine bağlayan önemli kültürel bellek koludur. Eserde, nesnel belleğini imleyen en önemli simge değer ‘Leyla’nın Evi’dir. Leyla’nın evinin prototip olarak alındığı anlatıda, insanoğlunun evini/yurdunu kaybetmesi sonrasında yaşadığı trajedi ortaya konur. Romanın ana matrisi ‘sığınma, korunma göndermeli ev izleği’ ile kurulur. Eserde Leyla’nın kaybettiği evi ekseninde, yersiz yurtsuz kalan insanların yaşadığı acı tecrübeler imlenir. Eserin olay örgüsü, Leyla’nın müstakil tapulu evinden çıkarılması ile başlar. Ev, dış dünyaya atılmış/bırakılmış olan insanın ilk sığınağıdır. Dünyada yapayalnız olan Leyla için evi, anıları saklayan sığınak/barınaktır... Leyla’nın Evi romanında entrik kurgunun kurulmasını sağlayan en önemli öge ‘barınak meselesi’dir.” (Aytaç, 2013: 113-114).

Romandaki bu temanın dışında Roxy/Rukiye’nin yaşadığı topluma yabancılaşma hâli, Leyla’nın topluma ve çevreye kendini kapatarak yalnızlaşması, Leyla Hanım’ın annesi Handan ile İngiliz Teğmen Robert Whitaker arasında/Roxy-Yusuf arasında ve Ömer Cevheroğlu ile eşi Necla arasında yaşanan aşk ve cinsellik olguları, romanın sonunda kendisinin uşaklığını küçümseyen gelini Necla’yı öldüren Ali Yekta Bey’in, ömrü boyunca uşaklık yapması fakat oğlu Ömer Cevheroğlu’nun yalı sahibi olması neticesi o evde kalarak efendilik tutkusunu tatma isteği sonucunda gelişen efendi-köle diyalektiği de diğer temalar olarak karşımıza çıkar. (Aytaç, 2013: 116-123)



Bakış Açısı ve Anlatıcı

Leyla'nın Evi romanında her şeyi bilen, gören ve nakleden ilahi/tanrısal (hâkim) bakış açısı kullanılır. Bu anlatıcı, başta Leyla Bosnalı olmak üzere roman şahıslarının geçmişte ve şimdi de yaşadıkları bütün olayları bilen ve nakleden durumundadır:

"Yapayalnız kalmıştı. Bu kriz ilk ve son oldu. Çocukluğundan beri soğukkanlı bir kız olarak tanınan Leyla, ömrü boyunca bir daha hiç ağlamayacaktı. Kaybolan ailesinin, Paşa dedesinin, anneannesinin ve annesinin yasını bir tek kez açığa vurmıştı ve bu ömür boyu tutulacak bir yasa bedel olmuştu." (Livaneli, 2012: 128).

Romanda yer alan mektuplarda ise kahraman anlatıcının bakış açısının kullanıldığını görürüz. Leyla Hanım'ın ölmeden önce Yusuf ve Roxy'nin kızları Leyla'ya hitaben yazdığı mektup, bu anlatıcı türüne bir örnek gösterilebilir:

"Sevgili Kızım Leyla, Bu mektubu önce annenle baban açacaklar, büyüdüğün zaman da sana okuyacaklar. Geçmişteki olayları gözünde canlandırman zor olacağı için ne demek istediğimi belki de tam olarak anlayamayacaksın. Çünkü bu ülke bu kadar büyük bir sarsıntı yaşamıyorsa, temelleri çökmeseydi, belki de ailem ve ben bu boyutta bir trajedi yaşamıyorduk..." (Livaneli, 2012: 270).

Romandaki hâkim (ilahi) anlatıcı roman şahıslarının şimdideki ve geçmişteki yaşantıları hakkında bilgi sahibidir. Onların geçmişteki yaşantılarının yanında, o dönemde yaşananlar da zaman zaman geriye dönüş tekniği / flashback ile verilmektedir.

Sonuç

Leyla'nın Evi romanı, yaşlı bir kadın olan Leyla Bosnalı'nın evinden atılmasını ve evini tekrar alma mücadelesini anlatır. Bu süreçte Leyla Hanım'ın yaşadıkları, gördükleri, tanıştığı, muhatap olduğu insanlar ve onlarla ilişkileri romanın olay örgüsüne vücut verir. Ömer Cevheroğlu'nun eşi Necla'nın isteği ile Leyla Hanım'ı yıllardır yaşadığı evden çıkarması bundan sonraki süreçte Leyla Hanım'ın Roxy ve Yusuf'la aynı evi paylaşması, Ali Yekta Bey'in kendisine ve Leyla Hanım'a yapılan haksızlığa tepkisel bir eylemde bulunarak gelini Necla'yı öldürmesi, sonrasında Ömer Cevheroğlu'nun Leyla Hanım'a evini geri vermesi ve Leyla Hanım'ın hayata gözlerini açtığı evde vefat etmesi romanın kurgusal bağlarını oluşturmuştur. Aidiyet duygusunun ve barınma ihtiyacının vurgulandığı romanda, insanların yaşadıkları mekânların, onların hayatında ne kadar büyük bir öneme sahip olduğu ve bu mekânları kaybettiklerinde bireylerin içine düştükleri boşluk, Leyla Hanım'ın şahsında anlatılmıştır.

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Müzik Eğitiminin Müzikal Tercihler Üzerine Etkisi

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Öz

Bu çalışma, Müzik Eğitimi Bölümlerinde verilen eğitimin, öğrencilerin dinlemek için tercih ettikleri müzik türlerinin farklılaşmasına yol açıp açmadığını tespit ederek, müzik eğitiminin müzikal tercihler üzerindeki etkisini belirlemeyi amaçlamaktadır. Çalışma, Karadeniz Teknik Üniversitesi Fatih Eğitim Fakültesi Güzel Sanatlar Eğitimi Bölümü Müzik Eğitimi Anabilim Dalı Lisans birinci sınıf öğrencilerini kapsamaktadır. Çalışmanın verileri, anket tekniği ile toplanmıştır. Elde edilen verilerin çözümlenmesi ile müzik eğitiminin müzikal tercihler üzerindeki etkisi tartışılmıştır.

Anahtar Sözcükler: Müzik, Müzik Eğitimi, Müzikal Beğeni.

Giriş

Müzik, insan yaşamının her evresinde yer alan bir olgudur. Müziğin insan yaşamındaki önemi, bireysel ve toplumsal yaşamın değişik boyutlarındaki çok yönlü işlevlerinden kaynaklanmaktadır (Uçan, 1997:14). İnsanlar, hayatlarının hemen her aşamasında dinlenmek, rahatlamak, eğlenmek gibi amaçlarla, çeşitli türlerde müzikler dinlenmektedir.

Müzik tercihi, kişinin kendisinin ve çevresindekilerin beğenileri doğrultusunda takip ettiği, dinlediği veya ürettiği, öncelikli olarak keyif aldığı belirli bir müzik tarzını veya içeriğini tanımlar (Lamont ve Greasley, 2009; Akt. Öztürk, 2016). Müzikal tercihleri etkileyen bir çok değişken vardır.

Yağışan (2013) Üniversite Öğrencilerinin Müzik Tercihi ve Saldırganlıkla İlişkisi adlı çalışmasında, müzik tercihleri ve birtakım kişilik özellikleri arasında (Güner, 1998 akt. Sezer,2011; Mills,1996 akt. Aydoğan ve Gürsoy, 2007; Kelly ve ark.,2003:s.205; Devlin ve ark., 2009) sıkı bağlar bulunduğunu ifade etmiştir.bunun yanında, müzik tercihleri ile saldırganlık arasında (Yağışan, 2013), gençlerin dinlediği müzik türleri ve giyim tarzı arasındaki bağlantılarla ilgili de (Koca ve Koç, 2010) birçok çalışma yapılmıştır.

Aynı zamanda Öztürk, yaptığı çalışmasında (2016); müzik tercihi konusundaki çalışmaların genel olarak, bireylerin müzik tercihlerinin kendilerinin ve yakın çevrenin istekleri, niyetleri, tutumları ve davranışları gibi özellikleri kapsamında anlamaya (Sloboda, Ivaldi ve O'Neill, 2001) veya belirli müzik tercihlerinde bulunan bireylerin duygu, düşünce ve davranışları arasındaki ilişkileri açıklamaya (ör. Friedman, Gordis ve Förster, 2012; Hargreaves, North ve Tarrant, 2006, Juslin, 2013) odaklandığını belirtmektedir (Öztürk, 2016). Müzik Eğitimi Bölümlerinde verilen eğitim de müzik tercihlerini etkileyen unsurlardan biridir. Müzik eğitimiyle beraber ilgi, estetik kaygı ve sanatsal beğeni değişecek ve gelişecek; öğrencinin bilgisi arttıkça beğeni konusunda daha da seçici olabilecektir (Kayhan, 2011, s.2).

Bu çalışmanın amacı, Müzik Eğitimi Bölümlerinde verilen eğitimin, öğrencilerin dinlemek için tercih ettikleri müzik türlerinin farklılaşmasına yol açıp açmadığını tespit ederek, müzik eğitiminin müzikal tercihler üzerindeki etkisini belirlemektir.

Çalışmanın alt problemleri şu şekilde belirlenmiştir;



- Alt Problem: Öğrencilerin dinledikleri müzik türleri nelerdir?
- Alt Problem: Öğrencilerin dinledikleri müziği seçme nedenleri nelerdir?
- Alt Problem: Öğrencilerin dinledikleri müzikte dikkat ettikleri özellikler nelerdir?
- Alt Problem: Öğrencilerin katıldığı müzikal etkinlikler nelerdir?
- Alt Problem: Öğrencilerin müzikal etkinliklere katılma sıklığı nedir?

Yöntem

Bu çalışma; tarama modeli bir araştırma olup, var olan durumu ortaya çıkarmayı hedeflemektedir. Betimsel tarama modeli olayların, varlıkların, grupların, mevcut durum ve özelliklerini kendi koşullarında betimlemeye ve incelemeye çalışan bir araştırma modelidir (Kaptan, 1998: 53). Tarama modelleri, geçmişte ya da halen var olan bir durumu var olduğu şekliyle betimlemeyi amaçlayan araştırmalara uygun bir modeldir (Karasar, 2005: 183).

Araştırmada elde edilen veriler, lisans birinci sınıf öğrencilerinin görüşlerine dayalıdır. Araştırma, betimsel niteliktedir ve durum tespiti yapmaya yöneliktir. Araştırmada veriler, anket yoluyla elde edilmiştir. Anket soruları, çalışmanın amacına uygun olarak ve öğrencilerin birden fazla şık seçebileceği şekilde hazırlanmıştır.

Evren ve Örneklem

Araştırmanın örneklemini, 2016-2017 eğitim-öğretim yılında Karadeniz Teknik Üniversitesi Fatih Eğitim Fakültesi Güzel Sanatlar Eğitimi Bölümü Müzik Öğretmenliği Anabilim Dalında okuyan 48 lisans birinci sınıf öğrencisi oluşturmaktadır.

Verilerin Analizi

Araştırmada veriler örneklem gurubundan veri toplama aracı (anket) uygulanarak elde edilmiştir. Anket yoluyla ulaşılan veriler istatistiksel işlemlere tabii tutularak analiz edilmiştir. Elde edilen bulgular yorumlanarak sonuçlara ulaşılmış ve bu sonuçlar doğrultusunda önerilerde bulunulmuştur.

Bulgular ve Yorum

Müzik eğitiminin müzikal tercihler üzerindeki etkisi, öğrencilerin dinledikleri müzik türleri, dinledikleri müziği seçme nedenleri, dinledikleri müzikte dikkat ettikleri özellikler, katıldığı müzikal etkinlikler, müzikal etkinliklere katılma sıklığı başlıkları altında tablolaştırılarak açıklanmıştır.

Müzik Eğitimi Anabilim Dalı öğrencilerinin bölüme başlamadan önce dinledikleri müzik türleri incelendiğinde; kız öğrencilerin en fazla Pop müzik, ikinci sırada ise THM dinledikleri, erkek öğrencilerin ise en fazla Pop müziği ve THM'yi, eşit oranda dinledikleri görülmektedir. Bölüme başladıktan sonra, 29 kız öğrenciden 24'ünün (% 83) en fazla Klasik müzik dinlemeyi tercih ettiği göze çarpmaktadır. İkinci sırada THM ve TSM yer almaktadır. Erkek öğrencilerin bölüme başladıktan sonra dinledikleri müzik türleri açısından çok fazla bir değişiklik olmadığı görülmektedir.



Tablo 1. Dinledikleri müzik türleri

	Bölüme başlamadan önce			Bölüme başladıktan sonra		
	Kız	Erkek	Toplam	Kız	Erkek	Toplam
Pop	22	10	32	14	10	24
Rock	7	4	11	7	6	13
Türk Halk Müziği	15	10	25	18	13	31
Türk Sanat Müziği	11	5	16	18	10	28
Klasik Müzik	9	9	18	24	10	34
Diğer	*****	*****	*****	*****	*****	*****
Karışık	4	2	6	2	2	4
Jazz	1	4	5		3	3
Arabesk	1	4	5	2	4	6
Yabancı müzik	1		1	1		1
Rap	-	1	1	-	1	1
Punk, progressive, fusion	-	1	1	-	1	1

Toplama bakıldığında, bölüme başlamadan önce en fazla dinlenen Pop müziği tercihinde azalma görülürken; Rock müzik, THM, TSM ve Klasik müzik tercihlerinde artış görülmektedir. En fazla artış, Klasik müzikte olmuştur.

Boş bırakılan Diğer müzik türleri seçeneğine öğrenciler, Karışık, Jazz, Arabesk, Yabancı, Rap, Punk, Progressive, Fusion dinlediklerini belirtmişlerdir.

Tablo 2. Dinledikleri müziği seçme nedenleri

	Bölüme başlamadan önce			Bölüme başladıktan sonra		
	Kız	Erkek	Toplam	Kız	Erkek	Toplam
Aile	-	1	1	2	3	5
Arkadaş Çevresi	5	4	9	5	4	9
Ortam	7	4	11	6	7	13
Kişisel zevkler	22	12	34	19	14	33
Ana çalgım	4	8	12	16	14	30
Rahatlamak	12	8	20	16	6	22
Eğlenmek	13	5	18	16	6	22
Diğer	*****	*****	*****	*****	*****	*****
Gelişmek	-	1	1	-	-	-
Kalite	-	1	1	2	1	3

Dinlediği müziği seçme nedenlerine bakıldığında, öğrenciler bölüme başlamadan önce en fazla kişisel zevklerine göre müzik seçtiklerini belirtmişlerdir. Bölüme başladıktan sonra da yine en fazla kişisel zevklere göre seçilmesine rağmen, ana çalgısından dolayı seçeneğinde gözle görünür bir artış vardır. Rahatlamak ve eğlenmek için dinlenen müziklerin de azaldığı görülmektedir.



Tablo 3. Dinledikleri müzikte dikkat ettikleri özellikler

	Bölüme başlamadan önce			Bölüme başladıktan sonra		
	Kız	Erkek	Toplam	Kız	Erkek	Toplam
Çalgılara	15	13	28	24	14	38
Armonisine	8	7	15	16	15	31
Söyleyen kişiye (sözlü ise)	6	6	12	7	7	14
Sözlerinin anlamına (sözlü ise)	22	7	29	13	9	22
Diğer	*****	*****	*****	*****	*****	*****
Ezgisine	1	-	1	-	-	-
Kalitesine	-	1	1	-	-	-
Her şeyine	-	1	1	-	2	2

Öğrenciler Müzik Eğitimi Bölümüne başlamadan önce, dinledikleri müzikte en çok sözlerin anlamına dikkat ettiklerini belirtmişlerdir. Bölüme başladıktan sonra, dinledikleri müzikte en fazla çalgılara daha sonra ise müziğin armonisine dikkat ettiklerini belirtmişlerdir. Söyleyen kişi, en az dikkat çeken özelliktir.

Tablo 4. Katıldığı müzikal etkinlikler

	Bölüme başlamadan önce			Bölüme başladıktan sonra		
	Kız	Erkek	Toplam	Kız	Erkek	Toplam
Klasik müzik konseri	8	9	17	23	12	35
THM konseri	11	11	22	21	11	32
TSM konseri	10	5	15	17	10	27
Pop konseri	13	9	22	16	12	28
Diğer	*****	*****	*****	*****	*****	*****
Hepsine	-	-	-	2	2	4
Rock, blues, progressive	-	1	1	-	1	1
Hiçbirine	3	3	6	-	1	1

Katıldığı müzikal etkinlikler açısından bakıldığında, Müzik Bölümü öğrencilerinin, bölüme başlamadan önce en fazla Pop müziği ve THM etkinliklerine katıldıkları görülmektedir. Bölüme başladıktan sonra, en fazla katıldıkları etkinliklerin Klasik müzik olduğu görülmektedir. Klasik müziği ile ilgili etkinlikleri, THM ve Pop müziği takip etmektedir. TSM etkinlikleri, diğerlerine göre az tercih edilse de bölüme başlamadan önce 15 öğrenci katılırken, bölüme başladıktan sonra öğrenci sayısı 27'ye çıkarak tercih edilme oranını, THM ve Pop müziğe göre daha fazla artmıştır. Hiçbir etkinlikte katılmayan öğrenci sayısı bölüme başladıktan sonra 6'dan 1'e düşmüştür.

Müzikal etkinliklere katılma sıklığı, bölüme başlamadan önce de başladıktan sonra da en fazla altı ayda bir olarak karşımıza çıkmaktadır. Genel olarak bakıldığında, kız öğrencilerin müzikal etkinliklere daha sık katıldıkları görülmektedir. Tabloda aynı zamanda, müzikal etkinliklere katılımın bölüme başladıktan sonra arttığı da görülmektedir. Bununla beraber, bölüme başlamadan önce ve başladıktan sonra da hiçbir etkinliğe katılmayan öğrencilerin olduğu da gözle çarpılmaktadır.



Tablo 5. Müzikal etkinliklere katılma sıklığı

	Bölüme başlamadan önce			Bölüme başladıktan sonra		
	Kız	Erkek	Toplam	Kız	Erkek	Toplam
Haftada bir	4	5	9	8	7	15
Ayda bir	11	4	15	19	9	28
Altı ayda bir	4	5	9	2	1	3
Yılda bir	8	3		2	1	3
Diğer	*****	*****	*****	*****	*****	*****
Katılmadım	1	2	3	1	2	3
2-3 ayda bir	1	-	1	-	-	-
Ne zaman olursa	-	1	1	-	1	1

Sonuç ve Öneriler

Müzik Eğitimi Anabilim Dalı öğrencilerinin bölüme başlamadan önce dinledikleri müzik türleri incelendiğinde; genel olarak, bölüme başlamadan önce en fazla dinlenen Pop müziği tercihinde azalma görülürken; Rock müzik, THM, TSM ve Klasik müzik tercihlerinde artış görülmektedir. En fazla artış, Klasik müzikte olmuştur.

Kız öğrenciler tarafından birinci sırada Pop müzik, ikinci sırada ise THM tercih edildiği, erkek öğrenciler tarafından ise en fazla Pop müziği ve THM eşit oranda tercih edildiği görülmektedir. Bölüme başladıktan sonra, 29 kız öğrenciden 24'ünün (% 83) en fazla Klasik müzik dinlemeyi tercih ettiği göze çarpmaktadır. İkinci sırada THM ve TSM yer almaktadır. Erkek öğrencilerin bölüme başladıktan sonra dinledikleri müzik türleri açısından çok fazla bir değişiklik olmadığı görülmektedir.

Dinlediği müziği seçme nedenlerine genel olarak bakıldığında, rahatlamak ve eğlenmek için dinlenen müziklerin bölüme başladıktan sonra azaldığı görülmektedir. Öğrenciler bölüme başlamadan önce en fazla kişisel zevklerine göre müzik seçtiklerini belirtmişlerdir. Bölüme başladıktan sonra da yine en fazla kişisel zevklere göre seçilmesine rağmen, ana çalgısından dolayı seçeneğinde gözle görünür bir artış vardır.

Öğrenciler Müzik Eğitimi Bölümüne başlamadan önce, dinledikleri müzikte en çok sözlerin anlamına dikkat ettiklerini belirtmişlerdir. Bölüme başladıktan sonra, dinledikleri müzikte en fazla çalgılara daha sonra ise müziğin armonisine dikkat ettiklerini belirtmişlerdir.

Katıldığı müzikal etkinlikler açısından bakıldığında, Müzik Bölümü öğrencilerinin, bölüme başlamadan önce en fazla Pop müziği ve THM etkinliklerine katıldıkları görülmektedir. Bölüme başladıktan sonra, en fazla katıldıkları etkinliklerin Klasik müzik olduğu görülmektedir.

Müzikal etkinliklere katılma sıklığı, bölüme başlamadan önce de başladıktan sonra da en fazla altı ayda bir olarak karşımıza çıkmaktadır. Genel olarak bakıldığında, kız öğrencilerin müzikal etkinliklere daha sık katıldıkları görülmektedir. Tabloda aynı zamanda, müzikal etkinliklere katılımın bölüme başladıktan sonra arttığı da görülmektedir. Bununla beraber, bölüme başlamadan önce ve başladıktan sonra da hiçbir etkinliğe katılmayan öğrencilerin olduğu da göze çarpmaktadır.



Tüm sonuçlara bakıldığında, müzik eğitimi bölümüne yeni başlan öğrencilerin, öğretim üyeleri tarafından özellikle alan çalgısı seçiminde ilgilerine göre yönlendirilmesi önerilmektedir. Aynı şekilde, öğrencilerin kendi alanlarına uygun olan müzikleri ve müzikal etkinlikleri daha fazla tercih etmelerinin eğitimlerine katkıda bulunacağı düşünülmektedir.

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Türk Dili Öğretimi Sorunları

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Öz

Milletlerin dilleriyle dünya görüşleri arasında sıkı bir ilişki vardır. Bir dili diğerlerinden ayıran sadece bu dilin kuralları değildir. Dil topluma başka bir özellik, başka türlü düşünme, davranma ve yaşama özelliği verir. Kültür, bir milletin hayat tarzıdır. Bu hayat tarzı dili oluşturduğuna göre, dil öğrenmek, o hayat tarzıyla tanışmak, belli bir süre sonra da onu benimsemek anlamına gelir. Dilin bu özelliğinden dolayı devletler politikalar oluşturur ve bunu gerçekleştirmek üzere yöntemler, yaklaşımlar geliştirir.

Her dilin kendine göre bir mantığı, bir düşünce sistemi vardır. Diller bu düşünce sistemlerine uygun mantıkla öğretilirse sonuç daha verimli olur. Bir dili kendi mantığının dışında hedef kitlenin mantığı ve düşünce sistemiyle öğretmek, söz konusu dili öğrenmeyi zorlaştırdığı gibi öğrenen kişiye de umulan yararı sağlamaz.

Günümüzde Batılılar dillerini yabancılara kendi mantıklarıyla öğretiyorlar. Bir yabancı dile hakim olmak için, o dilin felsefesini, mantığını da bilmek gerekiyor. Dünyaya öğrenilecek dilin penceresinden bakıldığında o dil, doğru ve daha kolay öğrenilmektedir. Dilin düşünceyle olan ilişkisi bakımından, Leo Weisberger "Dil, bir milletin düşünce aynasıdır" der.

Dillerin mantık sistemi çocukluktan başlayarak belirli süreçlerden sonra mükemmelleşir. Türkçede bu sürecin her aşamasında dili güdüleyen, yönlendiren bir sistem hakimdir.

Düşüncenin ilk aracı cümleden hareket ederek Türkçeyi öğrenmek ya da öğretmek en uygun yaklaşımdır. Türkçede yargı sondadır. Diğer bütün unsurlar yargıyı destekleyici olarak başta yer almaktadır. Türkçenin temel düşünce ve hareket sistemini cümle oluşturur. Cümleyi ise yüklem yönlendirir. Cümleler ve kelimeler düşünme ve fikir üretme araçlarıdır. Dil düşüncenin en somutlaştığı alandır. Düşünceler dil kalıplarına, cümlelere ve kelimelere dökülerek ifade edilir, aktarılır.

Türk düşünce sisteminde en önemli unsuru sona bırakma özelliği vardır. Türkçede bütün cümleler bir şahıs eki veya kavramıyla biter. Bu durumda Türkçenin en önemli unsuru şahıslardır, yani insandır. Türk dili öğretimindeki sorunlar dil-düşünce analiz sistemi, tümden gelim yöntemi ve anlam merkezli yaklaşımlar çerçevesinde ele alınarak uygulamadaki farklılıklar örneklendirilecektir.

Anahtar Sözcükler: Yöntem, anlam merkezli yaklaşım, düşünce sistemi

Türk Dili Öğretimi Sorunları

Bilindiği gibi her dilin kendine göre bir mantığı, bir düşünce sistemi vardır. Diller bu düşünce sistemlerine uygun mantıkla öğretilirse sonuç daha verimli olur. Bir dili kendi mantığının dışında öğrencinin mantığı ve düşünce sistemiyle öğretmek, söz konusu dili öğrenmeyi zorlaştırdığı gibi öğrenen kişiye de umulan yararı sağlamaz. Yabancı bir dilin dünyasına girebilmek, sadece dilin temel yapılarını bilmekle olamaz, orada yaşamakla olur. Çocuk dili öğrenirken yapıp etmeler, davranışlar, işaretler gibi hareketlerin eşliğinde dili tanır. "Dilin yaşama alanında bulunarak dil öğrenilir" (Soykan 1991). Bu yapılamıyorsa en akılcı yol dilin mantığından hareketle dilin dünyasına ulaşmaktır.

Bilindiği gibi her dilin kendine göre bir mantığı, bir düşünce sistemi vardır. Diller bu düşünce sistemlerine uygun mantıkla öğretilirse sonuç daha verimli olur. Bir dili kendi mantığının dışında öğrencinin mantığı ve düşünce sistemiyle öğretmek, söz konusu dili öğrenmeyi zorlaştırdığı gibi öğrenen kişiye de umulan yararı sağlamaz. Yabancı bir dilin dünyasına girebilmek, sadece dilin temel yapılarını bilmekle olamaz, orada yaşamakla olur. Çocuk dili öğrenirken yapıp etmeler, davranışlar, işaretler gibi hareketlerin eşliğinde



dili tanır. "Dilin yaşama alanında bulunarak dil öğrenilir"(Soykan 1991). Bu yapılamıyorsa en akılcı yol dilin mantığından hareketle dilin dünyasına ulaşmaktır.

Günümüzde Batılılar dillerini yabancılara kendi mantıklarıyla öğretiyorlar. Bir yabancı dile hakim olmak için, o dilin felsefesini, mantığını da bilmek gerekiyor. Dünyaya öğrenilecek dilin penceresinden bakıldığında o dil, doğru ve daha kolay öğrenilmektedir. Dilin düşünceyle olan ilişkisi bakımından, Leo Weisberger " Dil, bir milletin düşünce aynasıdır" der. Doğan Aksan da "Bir milletin ruhu dilidir; dili de ruhudur." derken, Atatürk şunları söyler: "Milli his ile dil arasındaki bağ, çok kuvvetlidir. Dilin milli ve zengin olması, milli hissin inkişafında başlıca müessirdir. Türk dili dillerin en zenginlerindedir. Yeter ki bu dil şuurla işlensin". "Türklük düşüncesinden doğan dilimizin kendine has bir dünya görüşü, düşünce tarzı ve mantığı vardır" (Kayayerli 1992). Türk Dilini de yabancılara öğretirken dilin mantığını ve düşünce sistemini göz ardı etmememiz gerekmektedir. Bunun için öncelikle "Türk dili ile ilgilenen araştırmacılar yapı ve şekil meselelerini aşp, Türkün ve Türkçenin mantık sistemine ulaşmalıdırlar" (Hacıeminoğlu 1992). Bu alanlarda çalışan bilim adamlarınca Türkçe kök ve gövdelere düzenli bir şekilde ekler getirilerek türetilen kelimelerin nasıl bir mantık sistemine dayandığı pek araştırılmamıştır. Bu mantık sistemi, yeterince araştırılmadığı için de yıllarca gerek ana dili, gerekse yabancı dil olarak Türk dili, yabancı dillerin mantık ve düşünce sistemlerine göre öğretilmeye çalışılmıştır. Değil yabancıya, Türklere bile ana dilini Türkçenin düşünce sistemi ve buna bağlı yöntemle öğretemiyoruz.

Bu mantığı ve buna bağlı yöntemi yansıtmadığını düşündüğümüz Türkçe eserleri kısaca şöyle sayabiliriz:

Türk dilinin Türkçe yazılmış ilk grameri Bergamalı Kadri tarafından 1530'da Vezir-i Azam İbrahim Paşa adına yazılan Müyessiretü'l Ulum adlı eserdir. Bu eserde örnekler Türkçedir ama Türkçenin kuralları Arapça'nın kurallarına uydurulmuştur.

Tanzimat devrinde yazılmış olan gramer kitaplarından bazıları: Ahmet Cevdet ve Fuat Paşa'nın "Medhâl-i Kavâid (1851). Abdullah Ramiz Paşa'nın "Lisan-ı Osmanînin Kavâidini Hâvi Emsüe-i Türlü (1866), Abdurrahman Fevzi'nin "Mikyâssü'l Lisan Kıtasu'l Beyan (1831)...

Bu devirde gramer kitabı yazarlar arasında Selim Sabit, Ali Nazima, Manastırlı Rıfat, Fazlı *Kecip*, Ahmet Rasim, Mihrî, Şemseddin Sami, Necip Asım gibi isimler vardır.

Gerek bu eserlerde, gerek bu devirde yazılan başka gramerlerde temel olarak Türk dilinin yapısı göz önünde tutulmakla birlikte bazılarında Arap yönteminin, bazılarında da Fransız yönteminin hakim olduğu görülür (Levend 1972).

Bu gramer kitaplarının hepsinde Aristo'nun tasnifini kabul eden Arap gramercilerinin etkisi vardır. Medreselerin öğretim dili Arapça olduğu için, "Darülmualiminde, Elifba, Sarf, Nahiv ve Meani(anlam bilgisi) (Saraçoğlu 1992) dersleri, alışılmış geleneksel yöntemlerle verilir.

Hüseyin Cahid Yalçın'ın Türkçe Sarf ve Nahiv adlı eserinde Arapça ve Farsça kurallara yer verilmeyle birlikte Türkçeye de oldukça fazla yer verilir. Bu eser de Fransız yöntemine göre ele alınmıştır.

19. yüzyılın ortalarına kadar medreselerde Arapça ağırlıklı eğitim yapıldığı için okullara yönelik öğretici Türkçe gramer kitapları hazırlanmamıştır. Arapça ve Fransızca yapı olarak birbirine yakın olduğundan önce Arapça dil bilgisi yoluyla Fransızca cümleler çözülüyor, sonra Türkçeye çevriliyordu. Bu güne kadar dilcilerimiz Arapça ve Latince karması geleneksel bir yol izledikleri için, Türkçenin gramerini yazarken de okullarda



öğretirken de hemen hemen klasikleşmiş olan bu mantık ve yöntemden uzaklaşamazlar. Bu yöntem daha çok kelime ve çekim bilgisi olarak kendini gösterir. Burada söz dizimine pek yer verilmez.

Göreve dayalı şekil bilgisi, gözle görülür şekli ortaya koyma, onun türlü görevlerini düzenli bir şekilde ve örneklerle öğretmenin yanında, dilde şekle bağlı olan veya olmayan görevlerin de ortaya çıkarılması, bunların diziliş sırası, vurgu yeri, ses türemesi gibi farklı yönleriyle ilgilendirir. Bu kelime ve kelime anlam biliminin yanı sıra, cümle anlam bilimine de yönelmek gerekir. *"Değişik dil bilgisi kitaplarında ve monografilerde Türkçenin sözdizimi konuları ele alınırken cümle anlam bilimine çok az ve yetersiz olarak değinilmiştir"* (Aksan 1987). Dilimizin dallanarak gelişip zenginleşmesi Türk milletinin sosyal teşkilatlanmasına paraleldir. Necmettin Hacıeminoğlu bu konudaki görüşlerini şöyle ifade eder. *"İşte bu gerçeği dikkate alarak fertlerle değil, oymaklarla, boylarla meşgul olunmalıdır. Ancak o zaman ağacı değil, ormanı görebiliriz. Şekil ve yapıyla mana ve düşünce tarzı arasındaki münasebeti kurabiliriz", "Fakat mana yönü ve ifade tarzının arkasındaki tasavvuru henüz kavramış değiliz"* (Hacıeminoğlu 1992).

Hint-Avrupa dil ailesine bağlı dillerde kelime temel birim olarak ele alınmıştır. Yapısalcı ve üretimsel dil bilim akımlarının kelime merkezli incelemeler geliştirdiği görülmektedir. Üretimsel dil biliminde cümle ve düşünce derinliği beklenirken kelimenin temel alınmasının sebebi olarak dilde ek-kök birleşmelerinin amacının kelime oluşturmak olduğu ve bu süreçte dil yetisinin önemli bir rol oynadığı vurgulanmaktadır. *"Bir kelimenin zihinde oluşması ek-kök birleşmelerinin gerçekleşmesi birtakım hiyerarşik düzlemler içinde tanımlanabilirler. Biçimbilimsel kurallarla, sesdizimsel, sözdizimsel ve anlamsal kurallar arasında sıkı bir ilişki vardır.... Biçimbirimlerin işlevleri tanımlanırken yalnızca sözcük içi özelliklere değil, sözcüğün sözdizimsel yapı içinde diğer sözcüklerle olan ilişkilerine de açıklama getirilmektedir"* (Büyükkantarcıoğlu 2001).

Yapım ekleri sınıflandırılırken düşünce derinliklerinde oluşan öncelik-sonralık durumları belirli bir anlam dairesi içinde nüanslar, renkler kazanması bir dil mantığı içinde ele alınmamıştır. Kelimeleri oluşturan kendinden önce ve sonra gelen ek durumuna göre sınıflandırma yoluna gidilmiştir. Dil bilgisi anlayışındaki yapı çözümlemeleri tek başına yeterli değildir. Bu yapıların zihinde oluşturdukları aşamalar da ele alınmalıdır. Halbuki anlam merkezli dillerde temel birim ekler değil cümlelerdir. M.Ö. III yüzyılda Hintli Panini kelimeyi esas almak yerine cümleleri esas alarak dili incelemeyi başarmışken (Köksal 2003:43) her nedense bu yöntem (Bu yöntem bizi doğrudan cümlenin zihindeki düşünce boyutuna götürecektir.) daha sonra üzerine gidilmemiş, geliştirilmeden bırakılmıştır. Türkçe, eklerden oluşmuş bir dil olmasına rağmen, dildeki bütün yapıları belirleyen esas unsur cümledir. Sesler, ekler ve kelimeler cümle içinde ifade ettikleri anlama göre bir konum kazanırlar. Bir görüşe göre eklerin önemli bir kısmı, kelimelerin ekleşmesiyle meydana gelmiştir (Hatiboğlu 1974:7). Bu şekilde sınırlı sayıdaki kurallarla sınırsız sayıda dile ait yapıların oluşumu sağlanmış olur.(*). Biçimbilim incelemelerine ülkemizde farklı yaklaşımlar getirilmiş olsa da günümüzde üretimsel dilbilim en geçerli temel kuram olma özelliğini korumaktadır (Büyükkantarcıoğlu 2001). Bu çalışmada, Türkçenin kendi özelliğinden gelen bu yakınlıktan da yararlanarak Türkçedeki kelimeleri oluşturan eklerin kelimelere kattıkları anlam özelliklerine göre sınıflandırma denemesi yapılacaktır.

Kelime toplumu ilişkilendirildiğinde kelimenin kökeni bir dereceye kadar önemlidir. Yani köken çok da önemli değildir. Günlük kullanıştaki yeri, doldurduğu boşluk ve yeni kavramı karşılaması önemlidir. Dilin bu yönüyle ilgili olarak Berke Vardar (1982:118) *"Bildirişimi kolaylaştırmaya, toplumun çeşitli dilsel gereksinimlerini karşılamaya dönük etkinlikler arasında dil düzenleme ve düzeltim çalışmaları, özellikle de dilin sözlüksel kesimini yenileme, arıtma ve varsıllaştırma girişimleri, yazıya ve yazıma ilişkin yalınlaştırma ya da dizge*



değiştirme çabaları önemli yer tutar. Gerçekte söz konusu etkinlikler, dilin sınırlarını aşan, toplumsal olguların da hem nedenler, hem sonuçlar açısından etkisini derinden duyurduğu bir alanla ilgilidir. Bundan ötürü de ister dile, ister yazıya ilişkin önlemler söz konusu olsun bunlar yalnızca dilbilimsel bir uygulama olarak ele alınamaz; toplum bilim gibi dalları, toplumsal bilim ya da toplum dil bilim gibi karma nitelikli araştırma alanlarını da yakından ilgilendirir.” demektedir. Binlerce yıllık süreç içinde geriye dönüp baktığımızda anlamın yapım şeklinin önüne geçtiği görülür. Burada dil toplum, dil kültür ilişkisinin etkisi kendini gösterir. Bu etki diğer dillerde olduğu gibi Türkçede çok hızlı gelişmez. Cumhuriyetle başlayan dile yönelik çalışmalar bunun yakın dönemdeki tanığıdır.

Binlerce yıllık süreç içinde yabancı dil ve kültürlerin Türk dil ve kültürü üzerinde elbette olumsuz etkisi vardır. Ancak bu etki toplumun Türklükten uzaklaşma derecesi kadar etkilidir. Yani kişiler, kendini, ailesini ne kadar karışmış melez görüyorsa; kullandığı dil de o kadar karışmıştır.

Yalnız şekle bağlı kalmanın ne kadar yanlış olduğunu yapısal dil bilim apaçık ortaya çıkarmıştır.

Göreve dayalı şekil bilgisi, gözle görülür şekli ortaya koyma, onun türlü görevlerini düzenli bir şekilde ve örneklerle öğretmenin yanında, dilde şekle bağlı olan veya olmayan görevlerin de ortaya çıkarılması, bunların diziliş sırası, vurgu yeri, ses türemesi gibi farklı yönleriyle ilgilendirir. Bu kelime ve kelime anlam biliminin yanısıra, cümle anlam bilimine de yönelmek gerekir. “Değişik dil bilgisi kitaplarında ve monografilerde Türkçenin sözdizimi konuları ele alınırken cümle anlam bilimine çok az ve yetersiz olarak değinilmiştir” (Aksan 1987). Dilimizin dallanarak gelişip zenginleşmesi Türk milletinin sosyal teşkilatlanmasına paraleldir. Necmettin Hacıeminoğlu bu konudaki görüşlerini şöyle ifade eder: “İşte bu gerçeği dikkate alarak fertlerle değil, oymaklarla, boylarla meşgul olunmalıdır. Ancak o zaman ağacı değil, ormanı görebiliriz. Şekil ve yapıyla mana ve düşünce tarzı arasındaki münasebeti kurabiliriz”, “Fakat mana yönü ve ifade tarzının arkasındaki tasavvuru henüz kavramış değiliz” (Hacıeminoğlu 1992).

Aradan binlerce yıl geçtiği hâlde, anlatımda sözün ve cümlelerin değeri değişmemiştir. İnsanlar anlatmak istediklerini bütün dillerde önce cümle hâlinde düşünüyor ve cümle hâlinde anlatıyorlar. Kelimeler bu bütünlüğün oluşmasına yardımcı oluyor. Onlar cümleye girip görev aldıkları zaman kesin bir değer kazanmış olurlar. Mesela hazırladığımız bir konuşma metnini topluluk karşısında sunarken atladığımız veya unuttuğumuz bir kelimenin yerine yeni bir kelime yerleştirebiliriz. Sonuçta fikir cümlesi değişmez. Değişen sadece kelimedir. “Onlar bir dilin kelime hazinesindeki içleri gizli güçle dolu, fakat görevleri belirsiz ve genel olarak bir kavram ya da fikir anlatan durgun gramer yapılarıdır” (Dilaçar 1971). Örnek olarak güzel kelimesini ele alalım:

Bahçede güzel güzel oynuyor. Arkadaşım güzel konuşur. Ben güzele , güzel demem./ Güzel benim olmayınca. Güzeli herkes sever. Güzel elbise almışsın. Güzelliğin on para etmez/ Şu bendeki aşk olmasa.

Görüldüğü gibi “güzel” kelimesi cümlelerde farklı anlam ve görevde kullanılmıştır.

Bu konuda Agop Dilaçar: “Gramer öncesi çağdan beri insan, anlatmak istediklerini bütün bir fikir ya da düşünce olarak tasarlamış ve bunu bütün bir cümle hâlinde açıklamıştır. Fikrin veya hükmün en küçük birimi cümledir. Kelime ikinci planda kalır” (Dilaçar 1971), derken Fitrat, “Düşünce veya yargı zihnî bir cümledir”, “Bir fikir, bir düşünce anlatan kelime grubu bir cümle olur.” (Fitrat 1927:5-9), demekle dil öğretiminde cümlelerin veya yargının önemini belirgin bir şekilde öne çıkarırlar.



Düşünce kalıpları anlam birliklerinden oluşur. Anlam birlikleri kavramları karşılar. Türkçede kavramı ifade etmek için önce yargı düşünülür. Ardından yargıyı tamamlayan yardımcı unsurlar düşünülür. Kavramlarımızı karşı tarafa ulaştırmak için düşünce işleminin bittiği yerde iletişimi gerçekleştirme işlemi başlar. Bu aşamada önce belirli özelliğe sahip seslerin birleşmesiyle kelimeler oluşur. Ardından belirli kurallar içinde anlamlı şekillerden oluşan bir düşünce sisteminin ürünü olan cümleler oluşur. Bu şekilde belirli bir diziliş yoluyla oluşan cümleler Türkçenin bütün özelliklerini üzerinde taşır. Bu anlamlı diziliş bir düşünce yüküne sahiptir. Farklı cümlelerde aynı kelimeler belirli kurallarla bir bütünlük içinde farklı görevler ve anlamlar da üstlenebilir (*İyi yazıyor. İyi kalem. Kalemın iyisi v.s*). Bunun uygulanması, düşünce sistemine göre dizilmiş olan parçalardan oluşan yardımcı unsurların ifade edilmesinin ardından temel unsur olan yüklem ve öznenin anlatımda yer alması cümlenin oluşması ile tamamlanır. Bu şekilde esas oluşum düşünce boyutunda kavram ve anlam bütünlüğü içinde gerçekleşir. Bu oluşumun cümle şeklinde ortaya çıkışı ise Türkçenin uygulama yönünü gösterir.

Dil alanındaki önemli çalışmalarıyla tanınan Fransız dilci Ferdinand Bruret (1860-1938) 1922'de yayımladığı "Düşünce ve Dil" adlı eserini dil ve gramerin alışılan kalıplarına göre değil, düşüncenin kalıplarına ve kategorilerine göre çözümleyerek incelemiş ve o sıraya göre düzenlemiştir. Buna göre de gramerde ele alınacak ilk konu ses-harf-kelime değil, doğrudan doğruya düşüncenin bütün anlatımı olan cümle olması gerekiyordu. Gramerde ortaya çıkacak olan sonuçların sınıflandırılması şekillere göre değil, fikirlere göre yapılmalıydı.

Batılı dilciler kendi dilleriyle ilgili öğretim yöntemlerini ve araştırmalarını fikir esasına yani yargıya göre düzenlerler.

Yargı yani cümle, dilin mantığına göre dizilmiş bir kelime grubu olduğu için bir sonuçtur. Tek kelimelik yargılarda da açıkça söylenmeyen veya gösterilmeyen şahıs zamirlerinin varlığı özneyi temsil eder.

Batı dillerinde dilin mantığına göre kurallı cümle sistemini şu şekilde basitçe bir semayla gösterebiliriz:

özne + yargı (yüklem) + tamamlayıcı unsur + = sonuç (cümle)
geriye doğru inceleme

Bu şekildeki bütünlük kavramını, gelinen noktadan yani sonuçtan geriye doğru yönelerek öğretmek, dili cümle şeklinde ele alıp öğretmek demektir. Batılı kendi dilinde bunu yapmıştır. Bu sistemi cümleye uygulayarak unsurların diziliş sırasını takip ettiğimizde tamamlayıcı unsurlardan sonra yargıya ulaşıldığı görülür. Bilindiği gibi bu yöntemin adı tüme varımdır.

Tüme varım yöntemini yapısalcılık adı verilen anlayış belirler. Yapısalcılara göre her dilin bir mantığı vardır. Dilin yapısı da o dili öğretmek için ilk basamaktır, bir başlangıçtır. Bir dili oluşturan en küçük anlamlı birim kelime olduğuna göre dil öğretimi de yapısalcılara göre kelimedenden başlar.

Aslında Batı dilleri için inceleme şekli cümleden başlar veya kelimedenden başlar ifadesi uygulamada ilk adım olarak yapılması gereken aynı şeyi karşılar. Çünkü cümlenin sonu yargıya yardımcı olan herhangi bir kelimedir. İnceleme veya öğretme sondan başa doğru olacağı için ilk adım bu kelimedenden başlayacaktır.



Bu dil bilgisi kitapları birbirine benzer klâsik yöntemle hazırlanmışlardır. Önce sesler ele alınmış. Sonra gelen bölünme kelimeler, ses, hece, kök, türeme gibi şekil özellikleri bakımından incelenmiştir. Ardından kelime grupları ve cümleye geçilerek, cümlenin unsurları ve tahlili yoluna gidilmiştir. Görüleceği gibi bu dil bilgisi kitaplarında genellikle tüme varım yöntemi izlenmiştir.

Batılı dilcilerin uyguladığı bütünlük kavramını yani yargıyı esas alarak, onu öne çıkarıp Türkçe cümleyi tüme varım yöntemiyle ele aldığımızda Batılı dilcilerden farklı sonuçlara ulaşırız. Çünkü Türkçenin yapısı gereği, dil mantığına göre kurallı cümlelerde yargı sonda, ikincil veya tamamlayıcı unsurlar baştadır. Bu mantık yapısı kelime ek ilişkisinden kelime grupları ve cümleye kadar aynı şekilde, aynı anlayışta yer alır. Görüleceği gibi Türkçe cümlenin yargılı unsurlarıyla batı dillerinin cümlelerindeki yargılı unsurlar farklı uçtadırlar. Bunu önceki şemada olduğu gibi kurallı Türkçe bir cümlenin yapısı üzerinde şöyle gösterebiliriz:

tamamlayıcı unsur + yargı + özne = sonuç (cümle)

geriye doğru incelenir

İncelemeye veya öğretmeye sebep sonuç ilişkisi içinde bütün diller sonuçtan yani yargıdan veya cümleden başlanması gerekmektedir. Batılı dilciler dillerini bu şekilde ele almışlardır. Bu inceleme şekli bütün diller için geçerli olduğundan Türkçeyi de bu şekilde ele aldığımızda aynı yöntem yani **tüme varım** yöntemi bizi yanıltır. Şemada ifade edildiği gibi Türkçeyi tüme varım yöntemiyle incelemek veya bir yabancıya dilimizi öğretmek yargıdan yani yüklemden başlamak anlamına gelmez. Kurallı cümlenin sonunda bulunan yüklem yani yargı ifadesi taşıyan unsur en sonda yer alacağı için öğretimde diğer unsurların önüne geçmiş olur. Yani öğretime yargıdan başlamış oluruz. Yardımcı unsurlarının öğrenilmesi veya incelenmesi yüklemden daha sonraya bırakılacağı için bu bütünden parçaya gitmek anlamına gelir. Dil bilgisinde bu yöntemin adı **tümnden gelim**dir.

Dilimizi anadili ve yabancılara öğretirken öğretmenlerimizin bu yöntemi bilmeleri ve uygulamaları Türkçenin kendi mantığıyla öğretilmesi olarak yorumlanmalıdır.

Bu durumda sonuç olarak *"Türkçeyi öğretmekle görevli Türkçe öğretmenlerinin Türkçeyi tümnden gelim yöntemiyle öğretecek şekilde eğitilmesi dilin yapısı ve mantığı açısından öncelik taşımaktadır."* diyebiliriz.

Türkçenin bu genel özellikleri düşünce analizi teorisinin bakış açısına göre kısaca aşağıdaki gibi ele alındığında ilgili sorunlar çözülecektir.

- 1) Kavrama işlevi, anlam bütünlüğünü yani yargıyı temsil eden temel unsurdan tamamlayıcı unsurlara doğru şekillenerek oluşur.
- 2) Yargının ilk basamağını, cümlenin sonunda yer alarak özne ve şahısları temsil eden çekim ekleri oluşturur.
- 3) Temel unsuru oluşturan özne ve yüklem ilişkisi diğer tamamlayıcı unsurların şekillenmesini belirler.
- 4) Bu şekillenmeler, cümle içerisinde ifade edilmeye veya vurgulanmaya çalışılan kavramların anlaşılmasını sağlar.

Dolayısıyla, şekil özelliğiyle belli bir mantık içerisinde dizilerek oluşmuş yapılardan meydana gelen cümlenin en son unsurundan başlanmak üzere geriye doğru genişletilerek incelenip öğretilmesi dil-düşünce analizi teorisinin temelini oluşturur (Avcı 2012).



Türk dilinin incelenmesi ve öğretiminde Türkçe düşünce sistemi kendi yöntemini belirler. Bu sisteme uygun yöntem, tündengelim yöntemidir. Bu yöntemine uygun olarak çalışmanın bütün üniteleri, konuyu kapsayan örnek cümlelerin verilmesiyle başlar. Düşüncenin ilk aracı olan cümleden hareket ederek Türkçeyi öğretmek ya da öğrenmek en uygun yaklaşım olacak bu şekilde teori ve yaklaşım sorunları çözülmüş olacaktır.

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Formasyon Eğitimi Alan Sanat Tarihi Alanındaki Öğretmen Adaylarının Sanat Tarihi Öğretiminde Farklı Yöntemlerin Kullanımı İle İlgili Görüşleri

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Öz

Bu çalışma 2016- 2017 Öğretim yılında Marmara Üniversitesi Atatürk Eğitim Fakültesi'nde Formasyon derslerini alan, alanı sanat tarihi olan öğretmen adaylarının sanat tarihi öğretiminde uygulanabilecek yöntemlerin kullanımı ile ilgili görüşlerini almak amacıyla yapılmıştır. Bu çalışmada nitel araştırma yaklaşımına dayalı durum çalışması yöntemi, veri toplama aracı olarak 5 açık uçlu sorudan oluşan yarı yapılandırılmış görüşme formu kullanılmıştır. Çalışmanın bulguları, öğretmen adayları ile yapılan yarı yapılandırılmış görüşmelerden elde edilmiştir. Verilerin analizi nitel veri analiz tekniklerinden içerik analizi ile yapılmıştır. Çalışmanın sonunda, alan bilgisine hakim olan öğretmen adaylarının sanat tarihi derslerinde yeni yöntemler bulmak, materyaller hazırlamak dersi planlamak konuyu kavratırken yöntemler kullanmak ve aktif öğrenci merkezli bir ders işlemek konusunda zorlandıklarını ifade etmişlerdir. Fakat farklı yöntemlerin kullanılmasının gerekli ve yararlı olduğunu, sanat tarihi dersine olan sıkıcılığın eğlenceli bir öğrenme ortamında öğrenmeyi istekli ve kalıcı hale getirebileceğini ve bu sayede sanat tarihi dersinin daha anlaşılır olacağını belirtmişlerdir.

Anahtar sözcükler: sanat tarihi, aktif öğrenme, formasyon

Giriş

Sanat Tarihi, sanat denilen olayın doğuşundan günümüze kadar birçok memleketlerde ne şekilde ne tür eserler vererek görüldüğünü inceleyen, sanat eserlerinin ve onları yapan sanatçıların üsluplarını sanat anlayışlarını saptayarak değerlendirmeyi amaçlayan bir bilim dalıdır. (Kınay 1993:5)

Kısacası sanat, tarihi süreç içinde günümüze kadar değişimlere uğrayarak gelir, sanat eseri kendinden önceki dönemlere kaynaklık eder. Bu nedenle de öğretmenler sanat tarihi öğretiminde sanat eserlerini yer ve zaman ilişkisi bakımından irdeleyerek öğretmeliler. Sanat tarihi eğitiminin önemli bir amacı öğrenciye yaşayan, canlı bir sanat tarihi bilinci kazandırmaktır. Ancak bu sayede öğrenci sanatı tanıyacak, öğrenecek, seçenek ve yeni biçimler yaratmada bir temel oluşturacaktır (Kırıçoğlu 2002:136). Sanat eğitimi alan bireylerin bu alanda geçmişten günümüze kadar neler yapıldığını bilmesi, çağımızı anlaması açısından önemlidir. 2006 sanat tarihi öğretimi programında, günümüz öğrenci profili, bilimsel ve akılcı düşünme becerisine sahip, araştırmacı ve sorgulayıcı, bilgiyi ezberleyen değil bilgiye ulaşabilen, bu bilgiyi kullanıp paylaşabilen, iletişim kurma becerilerine sahip, teknolojiyi etkin bir şekilde kullanabilen, kendini gerçekleştirmiş ve bunun yanı sıra insanlığın ortak değerlerini de sahiplenmiş, yaratıcı, üretken, takım çalışmasına yatkın, öğrenmeyi öğrenmiş ve yaşam boyu öğrenmeyi benimsemiş bireyler olarak tanımlar. (Karapınar, Kaşıkçı 2006)

Programda öğrenci merkezli bir dersin önemine dikkat çekiyor olmasına rağmen sanat tarihi dersi çoğu öğrencinin zihninde ezbere dayalı, sıkıcı, günlük hayatta işe yaramayan bir ders olarak algılanmaktadır. Dersin olumsuz imajı öğretmen merkezli öğretim yöntem ve tekniklerin yaygın olarak kullanılması, biçim ve içerik yönünden öğrencileri güdülemekten yoksun ders kitapları, tek tip materyal kullanımı, ezbere dayalı sınav sistemi ve sınıflarda ki öğrenci sayısının fazlalığı gibi faktörlere bağlanabilir. Olcay Kırıçoğlu da Sanatta Eğitim adlı kitabında sanat tarihi eğitimi ile ilgili sıkıntıyı şu şekilde belirtmiştir. "Sanat tarihi yalnız okuma, tekrarlama, yazma yönteminin kuruluşu içinde sürer, bu nedenle de öğrencide



beklenen ilgi uyanmaz." Bu ezberci yapı, bireylerin yaratıcı ve sorgulayıcı değil, pasif ve aynı zamanda her şeyi olduğu gibi alan bireyler olarak yetiştirilmesine neden olmaktadır. Bu nedenle Anlamlı ve etkili öğrenme için aktif katılımlı bir öğrenme süreci gereklidir. Bu süreci destekleyen aktif öğrenme yaklaşımları geleneksel öğrenme yönteminin tersine öğrenciyi ve öğretmeni eylemsel bir sürecin içine dâhil eder. Aktif öğrenme; öğrenen kişinin öğrenme sorumluluğunu taşıyarak, kendisine öğrenme yönleri ile ilgili kararlar alarak kendi düzenlemesini yapma fırsatı verdiği ve karmaşık öğretim işleriyle öğrenenin, öğrenme sırasında zihinsel becerilerini kullandığı bir öğrenme sürecidir. (Açıkgöz, 2004:17) Aktif öğrenme, öğrenen kişiye öğrenme süreci ile ilgili kararlar vermesi konusunda fırsatlar sağlar, öğrenen de bu fırsatları kullanarak öğrenmeyi gerçekleştirir (Stern ve Huber, 1997).

Aktif öğrenmeyi geleneksel öğrenmeden ayıran en temel fark kullanılan tekniklerdedir. (Açıkgöz, 2004: 127-169). Bu teknikler, öğrencilerin öğrenme sürecine olabildiğince aktif bir şekilde katılmasını sağlar Öğretmenin alan bilgisinin iyi olması, tekniklere hâkim olması, yaratıcı, öğretici, bilgilendirici harekete geçirici materyaller de hazırlaması gerekmektedir. Geleneksel yöntemlere göre öğretmen daha aktiftir ve zahmetli iş yükü taşımaktadır. Okulun, sınıfın fiziki imkânlarını bu yöntemlere hazır hale getirmek ve idarecilerin desteğini almak aktif öğrenme yöntemlerini uygulanabilir kılar. Materyallerdeki zenginlik ile hedeflere götürecek öğrenme faaliyetlerinin çeşitliliği, öğrenmenin niteliğini doğrudan etkileyen faktörlerdir. Sıkıcı, otoriter, aşırı disiplin ortamından uzak; kalıcı, kolay ve eğlenceli öğrenme ortamı oluşturmaya katkı sağlayacak öğretim tekniklerinin nelerden ibaret olduğunun bilinmesi önemlidir. Bu aşamada devreye aktif öğrenme stratejileri girmektedir. (Açıkgöz, 2004:85-113). Bu stratejilerin başında görseller materyaller gelir. Bu araçlar, aktif öğrenmeye katkı sağlayan dikkatin bir noktaya toplanması, hatırlamayı kolaylaştırma ve anlamlılık açısından önemli birer araçtır. Çeşitli haritalar, şekiller, istatistiklerin yorumlanması ve kavramların açıklanması açısından kullanışlıdır. (Allen- Taylor-Turner, 2005:273-274). Zengin bir yöntem ve teknik bilgisine sahip olan öğretmen, dersi planlama safhasında konuların içerik ve özelliği ile sınıfın durumunu göz önüne alarak gerekli uygulamaların yapılması için ortam hazırlar (Davison- Leask, 2005:79).

Fakat okullarımızda bugün okutulmakta olan sanat tarihi içerik ve yöntem olarak yukarıda belirtilen programdan uzaktır. Bu araştırmanın yapılma amacı bununla ilgilidir. Öğretmen merkezli ezbere dayalı bir eğitimin bugünün öğrenci profiline uymamasıdır. Yapılan literatür taramasında sanat tarihi öğretimine uygun çalışmaya rastlanmamış olması nedeniyle sanat tarihi öğretmen adaylarının görüşleri incelenmesi amaçlanarak çalışma gerçekleştirilmiştir.

Yöntem

Araştırma modeli

Bu çalışma nitel araştırma yöntemine dayalı durum çalışması kullanılmıştır. Nitel araştırma, görüşme, gözlem, doküman çözümlemesi gibi nitel veri toplama yöntemlerinin kullanıldığı, alguların ve olayların doğal ortamda gerçekçi ve bütüncül bir biçimde ortaya konmasına yönelik bir sürecin izlendiği araştırma olarak tanımlanabilir. Bir başka deyişle, nitel araştırma, kuram oluşturmayı temel alan bir anlayışla sosyal olguları bağlı buldukları çevre içerisinde araştırmayı ve anlamayı ön plana alan bir yaklaşımdır. (Yıldırım, Şimşek, 2008:9)

Çalışma grubu

Bu çalışma 2016- 2017 Öğretim yılında Marmara Üniversitesi Atatürk Eğitim Fakültesinde Formasyon derslerini alan, alanı sanat tarihi olan 21 öğretmen adayı ile yürütülmüştür.



Öğretmen adayları materyal geliştirme ve özel öğretim yöntemleri dersi almışlar ve alanları ile ilgili seçtikleri konularla ilgili 40 dakikalık aktif öğrenmeye dayalı bir ders hazırlığı yapmışlar ve hazırladıkları bu dersi staj yaptıkları ilgili liselerde uygulamışlardır. Uygulamalar sonunda öğretmen adaylarının sanat tarihi öğretiminde aktif öğrenme yöntemlerinin kullanımını ile ilgili görüşleri alınmıştır. Öğretmen adayların gerçek isimleri yerine A1, A2 (aday-1, aday-2) şeklinde kodlar verilmiştir. ÖAK: Öğretmen Adayının Kodu olarak kullanılmıştır.

Verilerin toplanması

Veri toplama aracı olarak uzman görüşleri doğrultusunda hazırlanan 5 açık uçlu sorudan oluşan yarı yapılandırılmış görüşme formu kullanılmıştır. Görüşme formunda öğretmen adaylarına;

Özel öğretim yöntemleri dersi almadan önce hangi sanat tarihi öğretimi yöntemlerini biliyordunuz bildiğiniz bu yöntemler öğrenmeyi gerçekleştirme konusunda yeterli miydi?

Özel öğretim yöntemleri dersi aldıktan sonra yeni öğrendiğiniz yöntemler nelerdi ve bu yöntemleri hazırlamakta zorluk çektiniz mi, zorlandıysanız hangi konularda zorlandınız?

Hazırlamış olduğunuz farklı yöntemleri sınıf ortamında uygularken neler yaşadınız olumlu olumsuz yanları nelerdir?

Ayrıca öğretmen adaylarına öğretmen olduklarında aktif öğrenme yöntemlerini sanat tarihi derslerinde kullanmayı düşünüp düşünmedikleri?

Öğretmen adaylarının konu hakkında eklemek istedikleri olup olmadığı sorulmuştur. Alınan görüşler incelenerek bulgular doğrultusunda gruplandırılmıştır.

Verilerin analizi

Verilerin analizi nitel veri analiz tekniklerinden içerik analizi ile yapılmıştır. Nitel veri analizi, araştırmacının verileri düzenlediği, analiz birimlerine ayırdığı, sentezlediği, biçimleri ortaya çıkardığı, önemli değişkenleri keşfettiği ve hangi bilgileri rapora yansıtacağına karar verdiği bir süreçtir. (Bogdan ve Biklen, 1992)

Bu çalışmadan elde edilen veriler araştırmacılar tarafından kategori ve alt kategorilere ayrılmış ve kodlama yüzdesi % 90 olarak bulunmuştur. Fark için araştırmacılar bir araya gelerek uzlaşmaya varmışlardır.

Bulgular

Bu bölümde öğretmen adaylarının yazılı açıklamalarının analizinden elde edilen bulgulara yer verilmektedir.

Tablo 1'deki açıklamalar genel olarak değerlendirildiğinde % 76 öğretmen adayının sanat tarihi derslerinde kullanılan slayt ile anlatım tekniğinin konun kavranmasına değil de ezberlenmesine uygun olduğunu, derste sürekli anlatımlarda dikkatlerinin dağıldığını belirtmişlerdir. % 24 öğretmen adayının sanat tarihi derslerinde kullanılan slayt ile anlatım yönteminin tek taraflı olduğunu ama öğrenci sunumlarıyla, gezi ve videolarla desteklendiğinde derste anlatılanların daha kalıcı olduğunu ifade etmişlerdir.



Tablo 1. Sanat tarihi öğretiminde önceden bildiğiniz yöntemlerin kullanımı ile ilgili görüşler

Kategori	Alt Kategori	ÖAK	Örnek Açıklamalar
Sanat tarihi öğretiminde önceden bildiğiniz yöntemlerin kullanımı ile ilgili görüşler	Olumlu Görüş	A3, A6, A14, A17, A21	"Sanat tarihi derslerinde bu zamana kadar öğretmenlerimizden öğretim yöntemi olarak anlatım yöntemini gördük fakat konuya uygun geziler yaptığımızda bilgi daha fazla kalıcı oluyordu."(A3) "Slayttan Sunuş yolu ile ders anlatılıyordu. Bunun dışında bizde sunumlar yapıyor konu anlatıyorduk, konu ile ilgili gezilere katılıyor, videolar izliyorduk. Konu pekişiyordu" (A14, A6,) "Slayttan görsel gösterme, soru cevap, video film izleme, tartışma, müze gezileri gibi yöntem ve teknikler uygulanıyordu. Geziler ile daha iyi bilgiyi pekiştiriyorduk, video ve film izlediğimizde konuyu daha iyi anlıyor sonunda tartıştığımız için unutmuyorduk. (A17, A21)
	Olumsuz Görüş	A1, A2, A4, A5, A7, A8, A9, ... A15, A16, A18, A19, A20)	"Öğretmen merkezli sunuş yoluyla anlatım yöntemi kullanılmaktaydı. Dersten kopuyorduk." "Slayt ile anlatım yöntemi kullanılıyordu, fotokopileri ve kitaptaki bilgileri ezberleyerek dersten geçiyorduk sonrada tekrarlanmadığı için unutuluyorduk". (A1, A2, A4, A5, A7, A8, A9, . . A15, A16, A18, A19, A20)

Tablo 2. Özel öğretim yöntemleri dersi aldıktan sonra yeni öğrendiğiniz yöntemler nelerdi ve hazırlanan yöntemler, konusunda yaşanan zorluklarla ilgili görüşleri

Kategori	Alt Kategori	ÖAK	Örnek Açıklamalar
Özel öğretim yöntemleri dersi aldıktan sonra yeni öğrendiğiniz yöntemler nelerdi ve hazırlanan yöntemler, konusunda yaşanan zorluklar	Farklı yöntem ve teknik denemede Zorluk Yaşama	A1, A2, A3, . A13 A15 . A21	"Aktif öğrenme yöntem ve teknikleri öğrendik. Sanat tarihi öğretimi için farklı yöntem ve teknikler hazırlarken zorlandığım başlıca konu, daha önceden bu şekilde bir ders anlatımı görmemiş olmam. Fakat bu sorunu destek alarak aştım." (A1, A4, A7, A8, A11, A12, A13, A21) "Bireysel farklılıklarının öğrenmeyi güçleştirdiğini, bu nedenle çoklu zekâ kuramına uygun etkinlikler hazırlamanın gerekli olduğunu, konuyu planlamanın zaman yönetimi açısından önemli olduğunu gördüm. Yaş gruplarına uygun teknikler bulmakta zorlandım" (A5, A9). "Hedef ve kazanımlar doğrultusunda yöntemler oluşturmayı, bütün duyu organlarına hitap edilmesi gerektiğinin önemli olduğunu gördüm. Tecrübesiz olduğum için ders sürecinde hazırladığım teknikleri 40 dakikaya sığdırmakta zorlandım" (A6, A10, A16). "Aktif öğrenme yöntemlerini kullanmak öğrenciyle karşılıklı iletişimi artırıyor. Konuya uygun yöntemleri bulmak öğretmen için zorlayıcı biraz tecrübe istiyor. Sınıf içinde uygularken sınıfı koordine etmekte zorlandım ama zaman içinde öğrencileri yakından tanıdıkça halledebileceğimi düşünüyorum. (A2, A3, A15, A17) "Slayt ile sunumun sıkıcı yanlarını keşfettim ve onu daha ilgi çekici hale getirmek için öğrenci merkezli olan aktif öğrenme tekniklerini sunumun içine yerleştirdim. Böylece öğrenci pasif konumdan aktif konuma geçerek derse olan ilgisi arttı. Fakat sınıfı yönetmekte ve materyal hazırlamada zorlandım." (A20, A10, A18)
	Zorluk Yaşamama	A14	Sınıf ortamında yöntemleri kullanırken daha önce öğretmenlik deneyimi yaşadığım için sınıfı kontrol etmekte zorlanmadım. (A14)

Tablo 2'nin genel olarak bir değerlendirmesi yapıldığında % 95 Öğretmen adayının konuya uygun aktif öğrenmeye dayalı sunuş tekniğinin dışında, farklı yöntem ve teknikler



uygulamada ve hazırlanmada bazı sıkıntılar yaşadıkları ama sıkıntılara rağmen hazırladıkları 40 dakikalık dersten zevk aldıkları ve öğretmen olduklarında bu yöntemleri uygulayabilecekleri anlaşılmaktadır. Bu zorlukların başında hem konuya, hem kazanıma uygun yöntem bulmada ve yaş grubuna uygun gerekli öğretim materyalleri hazırlamada zorlandıkları ve tecrübesiz oldukları için sınıfı yönetmekte zorlandıkları anlaşılmaktadır % 95 Öğretmen adayı öğrenci merkezli dersi kendi sınıflarında uygulayacaklarını belirtmiştir. % 5 aday sadece zorlanmadığını, deneyimli olmasından dolayı öğretmenliğin zamanla deneyim kazanılacak bir meslek olduğu belirtmiştir.

Tablo 3. Hazırlanan farklı yöntem ve teknikleri sınıf ortamında uygularken neler yaşandığına dair görüşler

Kategori	Alt Kategori	ÖAK	Örnek Açıklamalar
Sanat Tarihi Öğretiminde Sınıf Ortamında Farklı Yöntem ve Teknikleri Uygulama Durumu	Yöntem ve teknikleri kullanma olumlu	A1, A2, A3, A4, A6, A7, A8, A9, A12, A13 A15, A17, A19, A21	<p>"Sınıf ortamında oyun ve tartışma yöntemlerini uygularken öğrencilerin aynı anda konuşup derse katkı sağlamaları hoşuma gitti." (A1)</p> <p>"Hazırlamış olduğum farklı materyallerle öğrencinin katılımını sağlamak için uyguladığım yöntemler ilgi çekti, kullandığım yöntemler bilgiyi kalıcı hale getirdiğini gördüm..." (A2, A3)</p> <p>"..demokratik bir ortamın sağlanmış olduğunu görmek tüm yorgunluğumu unutturdu. Öğretmenliğin alınan donanımlardan çok tecrübe işi olduğunu gördüm. (A4, A6, A7 A9,)</p> <p>"Özel öğretim yöntemi dersinde aldığımız bilgiler doğrultusunda hazırladığımız 40 dakikalık öğrenci merkezli dersi uygularken harcadığım gayret beni yordu ama öğrencilerin heyecanı beni mutlu etti, pasif ders dinlemeye alışmış öğrencileri harekete geçirmek zorlayıcıydı." (A8, A12)</p> <p>"..yeni yöntemler denemek ve uygulamak heyecanlıydı. Yaptığım uygulamada kendimi ve öğrencileri sınama fırsatım olması güzeldi..." (A13, A19, A15,)</p> <p>"Aktif olarak derse katılmalarından dolayı öğrenciler eğlendiler ders eğlenceli hale geldi. Dersi planlamak süreyi kullanmak adına önemli çünkü etkinlikleri yaparken zaman çabuk geçiyor." (A17)</p> <p>"Staj yaptığım okulda öğrenci kalitesi çok iyi değil, dikkatlerini teorik derslerde toplayamıyorlar. Fakat öğrencileri derse katarak bilgileri verip çok tekrar ettiğim için konuyla ilgilendiler. (A21)</p>
	Yöntem ve teknikleri kullanma olumsuz	A5, A10, A11, A14, A16, A18, A20,	<p>"...sınıfların kontrolünü sağlamakta zorlandım. Sınıfların kalabalık oluşu öğrenci katılımlı aktif öğrenme yöntemini uygulama konusunda zorlayıcı oldu..." (A5)</p> <p>"Bulduğum okulda öğrenciler çok ilgisiz olduğu için ve dersin hocası değil de stajyer olmam sınıfta öğrenci merkezli bir ders işlememi zorlaştırdı.." (A10)</p> <p>"Yeni yöntemler denemek materyaller hazırlamak keyifli bir o kadarda ekonomik olarak zorlayıcıydı benim için" (A16, 18)</p> <p>"...gün içinde sürekli bu tür ders anlatmak öğretmen için yorucu olabilir. Öğretmen günlük derslerini iyi planlamalı". (A20)</p> <p>"Tecrübesiz olmam beni zorladı ama iyi bir deneyimdi." (A11, 14)</p>

Tablo 3'deki açıklamalar genel olarak değerlendirildiğinde % 67 öğretmen adayının yöntem ve teknikleri sanat tarihi dersini daha eğlenceli, zevkli ve anlaşılır hale getirdiğini düşündükleri ortaya çıkmaktadır. Ayrıca öğretmen adayları aktif öğrenmeye dayalı bir ders ortamının öğrenciler için daha verimli bir öğrenme ortamı oluşturacağını



düşündükleri için sanat tarihi derslerinde farklı yöntem ve teknikleri kullanmak istedikleri anlaşılmaktadır. % 33 öğretmen adayı aktif öğrenme yöntemini sanat tarihi öğretiminde kullanımı konusunda olumsuz düşüncülerinin nedeni olarak stajyer olmalarını, sınıfların kalabalık oluşunu, ekonomik olarak zorlayıcı bulduklarını, bütün gün bu şekilde ders anlatmanın öğretmen için yorucu olabileceği olarak göstermektedirler.

Tablo 4. Öğretmen adaylarına öğretmen olduklarında aktif öğrenme yöntemlerini sanat tarihi derslerinde kullanmayı düşünüp düşünmedikleri ile ilgili görüşleri

Kategori	Alt Kategori	ÖAK	Örnek Açıklamalar
Sanat Tarihi Öğretiminde Aktif Öğrenme Yöntem ve Tekniklerin Kullanım Durumu	Kullanmayı düşünen	A1, A2, A3, A4, A6, A7, A8, A9, A12, A13, A15, A17, A19, A21	"Öğrenci merkezli bir ders anlatımının önemli olduğunu yaparak yaşayarak öğrenmenin daha kalıcı olduğunu görüşümdedir." (A1, A2, A3, A4, A6 A7, A8, A9, A12, A15) "Öğrencinin aktif rol aldığı derste öğrenmenin gerçekleştireceğinden derslerimde kullanmayı düşünüyorum tabi ki iyi planladıktan sonra." (A17) "..öğrenmeyi istekli hale getireceğini, öğrencilerin derse sıkılmadan katılım göstereceğine inanıyorum." (A13) "Öğrencileri öğrenmeyi öğretme açısından iyi olur, fakat sınıftaki öğrencilerin yaş ve seviye durumlarını iyi tespit edip yöntemleri sınıfın seviyesine göre hazırlamalıdır" (A19, A21)
	Kullanmayı düşünmeyen	A5, A10, A11, A14, A16, A18, A20	"...Materyaller hazırlama konusunda ekonomik sıkıntı yaşayabileceklerini..." (A16, A18) "...uygulanabilir fakat sınıfların mevcutlarının az olması ve sınıfın fiziki şartlarının uygun olması kaydıyla" (A10, A5) "günde altı saat farklı sınıflara giren öğretmen için yorucu olabilir, fakat iyi planlanırsa öğrenciler için faydalı olabileceğini düşünmekteyim." (A11, A14, A20)

Tablo 4'deki görüşleri değerlendirdiğimizde, % 33 öğretmen adayının aktif öğrenme yöntemlerini kullanmak istememe nedenleri olarak öğretmen adaylarının yaşadıkları materyal hazırlama sırasında yaşanan ekonomik güçlükler, zamanın ve etkinliklerin planlanması sırasındaki tecrübesizlikler, sınıf mevcutlarının kalabalık olması gösterilebilir. Kullanma konusunda olumlu görüş belirten % 67 öğretmen adayları ise zamanı ve etkinlikleri iyi şekilde planlandığında öğrenci merkezli bir ders için farklı yöntemlerin kullanılmasının gerekli olduğu ezberci bir anlatım yönteminden uzaklaşılması gerekliliği sonucuna ulaşmıştır.



Tablo 5. Sanat tarihi öğretiminde aktif öğrenme yöntemlerinin kullanımı hakkında neler eklemek ve çıkarmak isterdiniz ile ilgili görüşleri

Kategori	Alt Kategori	ÖAK	Örnek Açıklamalar
Sanat tarihi öğretiminde aktif öğrenme yöntemlerinin kullanımı ile ilgili öneriler	Eklemek istenilenler	A1, A2, A3, A4, A5, A6, A7, A8, A9, A10 A11, A12, A13 A14, A15, A17, A20 A21	"Öğretmenin alan bilgisi konusunda yeterli olması öğrencilere farklı anlatım yöntemleri kullanıp dersi ilgi çekici hale getirmeli, gezi imkânı olmayan okullarda konu sınıf ortamında görselleştirilerek, dramatize edilerek, film izlettirilerek mutlaka görselleştirilmelidir, konuya uygun canlandırmalar yapılmalıdır" (A1, A3, A16, A17) "Sanat tarihi kültürünün çocuklarda olamayışının nedeni müzelere sergilere gidilmeyişidir. Çocukları küçük yaşta bu etkinliklere hazırlamalıyız..." (A4, A6, A7, A9, A12, A13) "Sanat tarihinde konular okuyarak ve anlatıldığında çok soyut kalıyor. Görsellerle gezilerle somutlaştırmak gerekiyor. (A8, A5, A14) "..sanat tarihi sınıfı atölyesi bulunmalı ve farklı yöntemlerin uygulanabileceği düzende hazırlanmış olmalı.." (A15, A2) Farkındalık yaratmak için konuya uygun projeler hazırlatıp okul ortamında sergilenmesi sağlanmalıdır"(A10, A11, A20, A21)
	Çıkarmak istenilenler	A18, A19	"Sadece anlatım yönteminden ve kitaptan okuyarak ezberletme yönteminden vazgeçilmeli farklı yöntemler denemeliler" (A18, A19)

Tablo 5'deki Önerileri değerlendirdiğimizde % 90, Öğretmen adayı staja gittikleri devlet okullarını fiziki şartlarını düzeltilmesi ve sınıf mevcudunun azaltılmasının öğrenmeyi gerçekleştirme açısından önemli olduğunu vurgulamışlardır. Sınıf ortamında film, video, dramatize, görselleştirme gibi tekniklerin sıkça uygulanması gerektiği görülmektedir. Bu görüşmelerden sanat kültürünü küçük yaşta verilmesi için müze ve sergilere gitme konusunun okullarda düzenlenmesi gerektiği ortaya çıkmıştır. Okulda farkındalık yaratmak için öğrencilere poster, afiş, proje hazırlatıp sergiler hazırlatma konusunda önerilerde bulunmuşlardır. Öğretmen adaylarının % 10'u ise sanat tarihi öğretiminde düz anlatım yönteminin ezberletmeye yönelik olduğu için kullanılmaması gerektiği önerisinde bulunmuşlardır.

Sonuç ve Öneriler

Çalışmadan elde edilen bulgulara dayanarak, adaylar her konuya ve kazanıma göre yöntem teknik bulmada, hazırlamada zorluklar yaşadıklarını ifade etmişlerdir. Özellikle bazı teknikler için materyallerin hazırlanması ekonomik olarak zorlayıcı olacağını, yaş grubuna uygun yöntemleri bulmak, kazanımlarla bütünleştirmek ve dersi zamana göre planlamak konusunda zorluk yaşadıklarını belirtmişlerdir. Öğrencilerin öğrenci merkezli öğretim yöntemine karşı bir adaptasyon sorunu yaşadıklarını ancak uygulamaların artmasıyla bu sorunun ortadan kalktığını belirtmişlerdir. Stajyer oldukları için uygulamalar sırasında zaman yönetimi ve sınıf kontrolü konusunda bazı sıkıntılar yaşadıklarını da dile getirmişlerdir.



Öğretmenin yöntem ve teknikler hakkında yeterince bilgi sahibi olması, alan bilgisine hâkim olması ve tecrübesinin de yeterli olması uygulanan yöntem ve tekniklerin başarı ile uygulanması için önemlidir. Adaylar tecrübesizliklerinden dolayı uygulamada olumsuzluklar yaşamış olsalar bile, farklı tekniklerin sanat tarihi dersini daha zevkli, eğlenceli ve anlaşılır hale getirdiği ve verimli bir öğrenme ortamı oluşturduğu için farklı yöntem teknikleri derslerinde kullanacaklarını belirtmişlerdir. Farklı yöntemlerle öğretimin, öğrencilerin derse olan ilgilerinin artmasında, derse ve konuya ilgiyi sürekli hale getirmesinde, öğrenciler arasındaki iletişimi arttırmasında önemli rol olduğu görülmüştür. Öğretmen adaylarından özellikle derse ilgiyi çekmek, bilgiyi somutlaştırmak, iletişimi arttırmak ve bilgiyi son test ile ölçmek için kullanılması gerektiği görüşü sonuç olarak çıkmıştır.

Sanat tarihi öğretiminde düz anlatım yönteminin ezberletmeye yönelik olduğu için tek başına kullanılmaması ve farklı tekniklerle desteklenmesi gerektiği ortaya çıkmıştır. Öğretmen adayları bu uygulamanın alan bilgilerinin gelişimine katkı sağladığını, farklı yaratıcı teknikler hazırlamanın güçlüklerinin neler olabileceğini öğrendiklerini ve yapılan bu uygulama sanat tarihi dersine karşı ilgilerinin artacağını düşündüklerini belirtmişlerdir. Ayrıca yaşadıkları sorunlara karşı çözüm önerisi olarak staja gittikleri devlet okullarının fiziki şartlarının düzeltilmesi, sınıf mevcudunun azaltılması, sanat kültürünü küçük yaşta verilmesi için müze ve sergilere gidilmesi, okulda farkındalık yaratmak için öğrencilere poster, afiş, proje hazırlanması ve sergiler düzenlenmesi sadece sanat tarihi derslerinin değil diğer tüm derslere fayda sağlayacağını belirtmişlerdir. Ayrıca Kırıçoğlu (2002) , Sanatta Eğitim adlı kitabında "Sanat tarihi okullarımızda daha çağdaş ve yeni bir anlayışla ele alınmalıdır. Sanat tarihi kitaplarda hangi sıralamada olursa olsun, öğretmen yakın çevredeki yapıtlarla ilişki kurarak dersine canlılık kazandırmalıdır. Bu çalışmalar içinde çağdaş sanat hiç ihmal edilmemelidir." şeklinde öneri olarak sunmuştur.

Öneri olarak, sanat tarihi eğitimi alan lisans öğrencilerine formasyon dersleri verilmeli, staja giderek deneyim kazanmalarının önü açılmalı, tecrübe kazandırılmalıdır. Dünya mirasına ve kendi kültürüne sahip çıkmayı küçük yaşta öğretmek için okullarda sanat tarihi dersini arttırmak ve projelerle bilinçlendirmek gereklidir. Ayrıca okullarda geziler düzenleyerek ülkemizdeki mirası korumaya yönelik yöntemler geliştirilmelidir. İkinci olarak bu çalışma öğretmen adaylarının yazılı açıklamalarıyla ve görüşme tekniği ile sınırlıdır. İleride yapılacak çalışmalar için gözlem tekniğinin birlikte kullanılmasıyla daha detaylı veriler elde edilebilir.

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Sabah ve Akşam Yapılan Dayanıklılık Antrenmanlarının TSH ve FT4 Hormonları Üzerine Etkisi

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Öz

Bu çalışma sabah saatlerinde yapılan dayanıklılık antrenmanı ile akşam saatlerinde yapılan dayanıklılık antrenmanlarının TSH ve FT4 hormonları üzerindeki etkisini tespit etmek amacıyla yapılmıştır. Yapılan çalışmaya 38 öğrenci gönüllü olarak katılmıştır. Denekler sabah, akşam ve kontrol grubu olarak ayrılmış sabah saat 07.00 ile akşam saat 16.00'da verilen kan örnekleri ile hormon düzeylerine bakılmıştır. Dayanıklılığın değerlendirilmesinde ise egzersiz protokolü olarak "Conconi Testi" uygulanmıştır. 6 haftalık egzersiz protokolü sonrası kan örnekleri alımı ve "conconi test" protokolü tekrar uygulanmış farklılıklara bakılmıştır. Verilerin analizinde IBM SPSS 21.0 paket programı kullanılmıştır. Verilerin dağılımlarını tespit etmek için Tanımlayıcı İstatistik, değişkenler arası ilişkilerin incelenmesi için Pearson Korelasyon analizi, gruplar arası farkların belirlenmesi için ise Anova uygulanmıştır. Sonuçlar, ortalama ve standart sapma olarak sunulmuş olup $P < 0,05$ değeri anlamlı kabul edilmiştir. Sonuç olarak sabah, akşam ve kontrol grupları arasında yapılan karşılaştırma sonucu gruplar arası anlamlı bir fark olmadığı, değişkenler arası yapılan ilişki incelemesinde TSH ile FT4 ün 2. ölçümü arasında ilişkinin anlamlı olduğu tespit edilmiştir.

Anahtar sözcükler: Hormon, Tiroid, Dayanıklılık

Giriş

TSH ve FT4' ün kanda serbest olarak dolaşan Tiroid hormonlarını belirttiği, TSH hormonunun yüksekliği tiroid yetmezliğinin işareti, FT4' ün ise doğrudan Tiroid hormonu ile alakalı olduğu bilinen bir gerçektir. Hormonal sistemler hem kısa süreli hemostatik kontrol hem de uzun süreli hücresel uyarlamalarla ilgili görünmektedir. Bazı çalışmalar farklı antrenman değişkenlerinin organizma üzerinde hormonal etkilerini belirlemek için de aerobik ve anaerobik sportif alıştırmaların etkilerini göz önüne almışlardır (Dağlıoğlu ve Hazar 2009). Fiziksel antrenman programlarına katılan kişilerde bulunan tiroid hormonu salgılama hızındaki artış, egzersizin TSH (Tiroid stimule edici hormon) seviyelerini artırması ile açıklanabilir (Galbo ve ark 1977). Tiroksin (T4) de 4 iyot atomu triiyodotronin (T3) de 3 iyot atomu vardır. Yeterli miktarda tiroid hormonunun üretimi ise dışarıdan beslenme ile iyot alınmasına bağlıdır. Genel olarak tiroid hormonları metabolik hızı oksijen tüketimi ve ısı üretimi arttırıcı etkiye sahiptirler. Aşırı tiroid hormonu salınımına "hipertiroidizm" denir. Bu durumda zayıflama, sinirlilik, kalp atım hızının artışı, sıcağa dayanıksızlık, güçsüzlük, uykusuzluk ve yorgunluk görülür (Samuel ve Toriola 1988). Tiroid hormonları vücut doku hücrelerinin O₂ kullanımını arttırarak karbonhidrat ve lipid metabolizmasının regüle edilmesini sağlarlar. (Who 1985). Tiroid hormonları bazal metabolizmaya etkilidir (Açıkada ve Ergen 1990). Egzersizde tiroksin (T4) ve triiyodotronin (T3) hormon salınımında meydana gelen artış, egzersizde enerji dengesinin regüle edilmesiyle ilgilidir (Sepulveda ve ark 1989, Rubai ve Moddy 1991, Kuter ve Öztürk 1992). Tiroid bezi hormonları egzersizde; Karbonhidrat kullanımını arttırır, Protein sentezinin artışı ile kasta hipertrofiyi sağlar, Egzersizde glikoz kullanımını arttırmak için glikoz ve glikojenolisiz sağlar, Serbest yağ asitlerinin mobilizasyonu ve kullanımını arttırarak, dayanıklılığı arttırır. Bu yüzden tiroid bezi hormonları tiroksin ve triyodotronin uzun süreli, şiddetli egzersizlerde artış gösterir ve bu artış enerji dengesinin sağlanmasıyla ilgilidir (Takashi ve ark 1992).



Materyal ve Metod

Araştırmaya Denizli Pamukkale Üniversitesi Spor Bilimleri ve Teknolojisi Yüksek Okulu'n da okuyan, 38 öğrenci gönüllü olarak katılmıştır. Denekler sabah, akşam ve kontrol grubu olarak ayrılmıştır. Deneklerin, sabah ve akşam olmak üzere çalışmaya başlamadan önce ve çalışmanın bitiminden sonra kan tetkiklerine bakılmıştır. Kan alım ve tetkikleri Pamukkale Üniversitesi Tıp Fakültesi hastanesi merkez laboratuvarında gerçekleştirilmiştir. Deneklerin vücut yağ yüzdelerinin belirlenmesinde biceps, triceps, supscapula ve suprailiak bölgelerinden deri kıvrım kalınlığı Skinfold kaliperi (Holtain Ltd. İngiltere), uzunluklar Holtain antropometri seti (Holtain Ltd. İngiltere), kullanılarak ölçüldü. Vücut yağ ölçümleri Durnin ve Womersley (Durnin1974), formülü kullanılarak hesaplanmıştır. Dayanıklılık performansının belirlenmesinde conconi testi uygulanmıştır. Testin uygulamasında ve çalışma sürecinde 15-20 dakikalık ısınma ve esnetme çalışmaları yaptırılmıştır (Renstrom, 2000). Bu süreçte vücut ısısının artırılması, metabolik süreçlerin hızlandırılması ve kardiyovasküler metabolizmanın optimize edilmesi amaçlanmıştır (Bishop, 2003). Testin uygulanışı sırasında, birbirleri arasında 20 m bulunan 5 işaret yardımıyla dairesel olarak yapılan bu test 8.5 km/saat hızla başlatılmış ve her 200 m de bir koşu hızında 0.5 km/saat artış yapılmıştır. Test, sporcuların testi gönüllü olarak sonlandırmalarına ya da birbirini takip eden iki 20 m'de üst üste iki sinyali kaçırana kadar devam ettirilmiştir. Sinyal sesi bir laptop ve CD kullanılarak ayarlanmıştır (Conconi, 1982, Conconi, 1996) Conconi testi sırasında sporculara RS 800 (Polar Vantage NV, Polar Electro Oy, Finland) kalp atım hızı kaydeden saatler verilmiş ve sporcuların KAH (Kalp Atım Hızı) değerleri test boyunca kaydedilmiştir ve test sonrasında bilgisayara geçirilerek her hıza denk gelen ortalama KAH tespit edilmiştir. Bu hızlardan yola çıkılarak sporcuların dayanıklılık performanslarını geliştirmede 3x10 dk. 2 dk. dinlenme ile nabız 150 olacak şekilde yaygın dayanıklılık, 1x20 dk. nabız 165 olacak şekilde yoğun dayanıklılık, 3x6-8 dk. 3-5 dk. dinlenme ile nabız: 178 olacak şekilde Yaygın İntervale denk gelen şiddetlerde 6 hafta boyunca haftanın 3 günü yaygın dayanıklılık, 1'er günü ise yoğun dayanıklılık ve yaygın interval dayanıklılık antrenmanı yapmışlardır. Deneklerin çalışma öncesi alınan kan örneklerinden analizler yapılmış, 6 hafta sonra çalışma sonunda aynı testler tekrar edilmiştir. Verilerin analizinde IBM SPSS (Statistical Package for the Social Sciences) 21.0 paket programı kullanılmıştır. Verilerin normal dağılıp (parametrik) dağılmadığını (nonparametrik) tespit etmek için Descriptive Statistics (Explore) testi yapılmıştır. Değişkenler arası ilişkilerin incelenmesi için Pearson Korelasyon analizi, gruplar arası farkların belirlenmesi için ise Anova (post-hoc Tukey) uygulanmıştır. Sonuçlar, ortalama (X) ve standart sapma (SS) olarak sunulmuş olup $P < 0,05$ değeri anlamlı kabul edilmiştir.

Bulgular

Tablo incelendiğinde Cinsiyet, Yaş, Boy, Kilo, Bme, Yağ a, Yağ b, Koşu Hızı a, AnaKah a (Anaerobik Kalp Atım Hızı), Koşu Hızı b, AnaKah b, Topmes a (Toplam Mesafe), Topmes b, FT4, TSH, FT4 2, TSH 2 değişkenlerinin tümünde gruplar arası farkın anlamlı olmadığı tespit edilmiştir. ($p < 0.05$)



Tablo:1 Gruplar Arası Değişkenlerin Karşılaştırılması

	1.Grup(Sabah)		2.Grup(Akşam)		3.Grup(Kontrol)		F	P
	X	SS	X	SS	X	SS		
Cinsiyet	1,3571 ^a	,13289	1,3333 ^a	,14213	1,1667 ^a	,11237	,622	,543
Yaş	22,3571 ^a	,40065	23,3333 ^a	,85576	22,3333 ^a	,75210	,699	,504
Boy	168,4286 ^a	2,27194	169,0000 ^a	1,88696	169,5000 ^a	2,26468	,063	,939
Kilo	63,5429 ^a	3,42906	58,3333 ^a	2,60839	59,0167 ^a	2,57452	,950	,397
Bme	22,1714 ^a	,84395	20,3417 ^a	,57964	20,4417 ^a	,45418	2,441	,102
Yağ a	15,0500 ^a	1,61350	15,4500 ^a	1,76363	15,6833 ^a	1,47617	,040	,961
Yağ b	14,6571 ^a	1,44772	13,8667 ^a	1,28260	15,9333 ^a	1,42432	,528	,594
Koşu Hızı a	11,6424 ^a	,41413	11,0833 ^a	,41210	11,5417 ^a	,33404	,570	,571
AnaKah a	183,2857 ^a	1,69495	186,9167 ^a	1,64436	184,2500 ^a	,76994	1,632	,210
Koşu Hızı b	11,8000 ^a	,41178	11,2000 ^a	,36845	11,0917 ^a	,32133	1,081	,350
AnaKah b	181,5714 ^a	1,70878	186,8333 ^a	1,71373	184,5833 ^a	,98825	3,034	,061
Topmes a	1807,1429 ^a	236,84378	1666,6667 ^a	211,53599	1850,0000 ^a	151,50758	,204	,817
Topmes b	2098,5714 ^a	242,61818	1805,8333 ^a	202,61345	1791,6667 ^a	128,78119	,760	,475
FT4	1,0557 ^a	,03498	1,0283 ^a	,02806	,9992 ^a	,02271	,916	,409
TSH	2,2306 ^a	,57807	2,5513 ^a	,29942	1,8245 ^a	,20485	,713	,497
FT4 2	1,0964 ^a	,04585	1,0325 ^a	,01935	1,0175 ^a	,02082	1,662	,204
TSH 2	1,4717 ^a	,21104	2,1660 ^a	,29812	1,6479 ^a	,17031	2,429	,103

a,b. Aynı satırda farklı harf taşıyan gruplar arasındaki fark önemlidir (p<0.05)

Tablo 2. Değişkenler Arası İlişkinin İncelenmesi

	Grup	Cinsiyet	Yaş	Boy	Kilo	Bme	Yağ a	Yağ b	Koşu Hızı a	AnaKah a	Topmes a	Koşu Hızı b	AnaKah b	Topmes b	FT4	TSH	FT4 2	TSH 2
Grup C	1	-.170	,004	,060	-.185	-.299	,047	,103	-.038	,088	,020	-.225	,232	-.183	-.223	-.107	-.279	,101
Sig.		,307	,980	,722	,266	,069	,778	,539	,820	,600	,904	,174	,161	,273	,178	,521	,090	,547
N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38
Cinsiyet C	-	1	,044	,552 ^{**}	,689 ^{**}	,566 ^{**}	-	-	,691 ^{**}	,198	,631 ^{**}	,727 ^{**}	,194	,646 ^{**}	,432 ^{**}	,007	,213	,237
Sig.		,307	,795	,000	,000	,002	,001	,000	,234	,000	,000	,244	,000	,007	,967	,199	,152	
N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38
Yaş C		,004	1	-.140	-.031	,053	-.030	-.061	-.209	,023	-.172	-.203	,129	-.175	,098	-.138	,006	-
Sig.		,980	,795	,401	,852	,751	,859	,716	,208	,893	,303	,221	,440	,294	,559	,407	,970	,414
N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38
Boy C		,060	,552 ^{**}	1	,777 ^{**}	,362 ^{**}	-.208	-.240	,470 ^{**}	-.005	,383 ^{**}	,402 ^{**}	-.063	,356 ^{**}	,086	-.185	-.115	,169
Sig.		,722	,000	,401	,000	,026	,211	,146	,003	,976	,018	,012	,706	,028	,609	,267	,492	,310
N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38
Kilo C		-.185	,689 ^{**}	-.031	1	,864 ^{**}	,015	,004	,445 ^{**}	,004	,292	,422 ^{**}	-.107	,305	,336 ^{**}	-.182	,113	,064
Sig.		,266	,000	,852	,000	,000	,930	,981	,005	,981	,075	,008	,522	,062	,039	,274	,501	,705
N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38
Bme C		-.299	,566 ^{**}	,053	,362 ^{**}	1	,216	,224	,274	,013	,116	,289	-.112	,154	,441 ^{**}	-.129	,249	-
Sig.		,069	,000	,751	,026	,000	,193	,177	,096	,940	,487	,079	,505	,356	,006	,439	,131	,925
N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38



Tablo 2. Değişkenler Arası İlişkinin İncelenmesi (Devamı)

	Grup	Cinsiyet	Yaş	Boy	Kilo	Fime	Yağ a	Yağ b	Koşu Hız a	Anakaha	Topmesa	Koşu Hız b	Anakah b	Topmes b	FT4	TSH	FT4 2	TSH 2	
Yağ a	P.Corr.	-	-	-.208	.015	.216	1	.974**	-.519**	-.148	-.585**	-.549**	-.292	-.589**	-.066	-.002	-.056	-.062	
	Sig.	.778	.002	.859	.211	.930	.193	.000	.001	.376	.000	.000	.076	.000	.693	.991	.740	.709	
	N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	
Yağ b	C	-.103	-.527**	-.061	-.240	.004	.224	.974**	1	-.183	-.582**	-.554**	-.322*	-.603**	-.067	-.032	-.045	-.110	
	Sig.	.539	.001	.716	.146	.981	.177	.000	.002	.270	.000	.000	.049	.000	.691	.849	.789	.511	
	N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	
Koşu Hız a	C	-.038	-.691**	-.209	-.470**	.445**	.274	-.519**	-.495**	1	.069	.904**	.946**	.022	.881**	-.037	.074	-.021	.111
	Sig.	.820	.000	.208	.003	.005	.096	.001	.002	.679	.000	.000	.896	.000	.824	.659	.898	.509	
	N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	
Anakaha	Corra	.088	.198	.023	-.005	.004	.013	-.148	-.183	.069	1	.179	.047	.881**	.155	.078	-.187	-.209	.288
	Sig.	.600	.234	.893	.976	.981	.940	.376	.270	.679	.281	.781	.000	.354	.641	.260	.208	.080	
	N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	
Topmes	C	.020	.631**	-.172	.383*	.292	.116	-.585**	-.582**	.904**	.179	1	.878**	.181	.970**	-.108	.104	-.101	.142
	Sig.	.904	.000	.303	.018	.075	.487	.000	.000	.000	.281	.000	.276	.000	.518	.534	.547	.397	
	N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	
Koşu Hız b	C	-.225	-.727**	-.203	-.402*	.422**	.289	-.549**	-.554**	.946**	.047	.878**	1	.024	.904**	.048	.118	.079	.094
	Sig.	.174	.000	.221	.012	.008	.079	.000	.000	.000	.781	.000	.884	.000	.775	.479	.637	.574	
	N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	



Tablo 2. Değişkenler Arası İlişkinin İncelenmesi (Devamı)

	Grup	Cinsiyet	Yaş	Boy	Kilo	Bme	Yağ a	Yağ b	Koşu Hızı a	AnaKah a	Topmes a	Koşu Hızı b	AnaKah b	Topmes b	FT4	TSH	FT4 2	TSH 2
AnaKah C	,232	,194	,129	-,063	-,107	-,112	-,292	-,322*	,022	,881**	,181	,024	1	,146	,143	-,173	-,148	,251
b Sig.	,161	,244	,440	,706	,522	,505	,076	,049	,896	,000	,276	,884	,383	,391	,299	,376	,128	
N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38
Topmes C	-,183	,646**	-,175	,356*	,305	,154	-,589**	-,603**	,881**	,155	,970**	,904**	,146	1	-,048	,113	-,050	,135
b Sig.	,273	,000	,294	,028	,062	,356	,000	,000	,000	,354	,000	,000	,383	,773	,501	,764	,421	
N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38
FT4 C	-,223	,432**	,098	,086	,336*	,441**	-,066	-,067	-,037	,078	-,108	,048	,143	-,048	1	,026	,715**	,025
Sig.	,178	,007	,559	,609	,039	,006	,693	,691	,824	,641	,518	,775	,391	,773		,879	,000	,883
N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38
TSH C	-,107	,007	-,138	-,185	-,182	-,129	-,002	-,032	,074	-,187	,104	,118	-,173	,113	,026	1	,546**	,185
Sig.	,521	,967	,407	,267	,274	,439	,991	,849	,659	,260	,534	,479	,299	,501	,879		,000	,267
N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38
FT4 2 P.Corra	-,279	,213	,006	-,115	,113	,249	-,056	-,045	-,021	-,209	-,101	,079	-,148	-,050	,715**	,546**	1	-,224
Sig.	,090	,199	,970	,492	,501	,131	,740	,789	,898	,208	,547	,637	,376	,764	,000	,000		,177
N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38
TSH 2 C	,101	,237	-,137	,169	,064	-,016	-,062	-,110	,111	,288	,142	,094	,251	,135	,025	,185	-,224	1
Sig.	,547	,152	,414	,310	,705	,925	,709	,511	,509	,080	,397	,574	,128	,421	,883	,267	,177	
N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Tablo İncelendiğinde, Cinsiyet değişkeninin; Boy, Kilo, Bme, Yağ a, Yağ b, Koşu Hızı a, Koşu Hızı b, Topmes a, Topmes b, FT4 ile arasında 0.01 düzeyinde ilişki anlamlıdır. Boy değişkeninin; Cinsiyet, Kilo, Koşu Hızı a ile arasında 0.01 düzeyinde, Bme, Topmes a, Topmes b, Koşu Hızı b ile arasında 0.05 düzeyinde ilişki anlamlıdır. Kilo değişkeninin; Cinsiyet, Boy, Bme, Koşu Hızı a, Koşu Hızı b ile arasında 0.01 düzeyinde, FT4 ile arasında 0.05 düzeyinde ilişki anlamlıdır. Bme değişkeninin; Cinsiyet, Kilo, FT4 ile arasında 0.01 düzeyinde, Boy ile arasında 0.05 düzeyinde ilişki anlamlıdır. Yağ a değişkeninin; Cinsiyet, Yağ b, Koşu Hızı a, Koşu Hızı b, Topmes a, Topmes b ile arasında 0.01 düzeyinde ilişki anlamlıdır. Yağ b değişkeninin; Cinsiyet, Yağ a, Koşu Hızı a, Koşu Hızı b, Topmes a, Topmes b ile arasında 0.01 düzeyinde, AnaKah b ile arasında 0.05 düzeyinde ilişki anlamlıdır. Koşu Hızı a değişkeninin; Cinsiyet, Boy, Kilo, Yağ a, Yağ b, Koşu Hızı b, Topmes a, Topmes b ile arasında 0.01 düzeyinde ilişki anlamlıdır. Koşu Hızı b değişkeninin; Cinsiyet, Kilo, Yağ a, Yağ b, Koşu Hızı a, Topmes a, Topmes b ile arasında 0.01 düzeyinde, Boy ile arasında 0.05 düzeyinde ilişki anlamlıdır. AnaKah a değişkeninin; AnaKah b ile arasında 0.01 düzeyinde ilişki anlamlıdır. AnaKah b değişkeninin; AnaKah a ile arasında 0.01 düzeyinde, Yağ b ile arasında 0.05 düzeyinde ilişki anlamlıdır. Topmes a değişkeninin; Cinsiyet, Yağ a, Yağ b, AnaKah a, AnaKah b, Topmes b ile arasında 0.01 düzeyinde, Boy ile arasında 0.05 düzeyinde ilişki anlamlıdır. Topmes b değişkeninin; Cinsiyet, Yağ a, Yağ b, Koşu Hızı a, Koşu Hızı b, Topmes a ile arasında 0.01 düzeyinde, Boy ile arasında 0.05 düzeyinde ilişki anlamlıdır. TSH değişkeninin; FT4 2 ile arasında 0.01 düzeyinde ilişki anlamlıdır. FT4 değişkeninin; Cinsiyet, Bme, FT4 2 ile arasında 0.01 düzeyinde, Kilo ile arasında 0.05 düzeyinde ilişki anlamlıdır. FT4 2 değişkeninin; TSH ve FT4 ile arasında 0.01 düzeyinde ilişki anlamlıdır. Grup, Yaş ve



TSH 2 değişkenlerine bakıldığında diğer değişkenler ile arasında anlamlı bir ilişki olmadığı tespit edilmiştir.

Tartışma ve Sonuç

Tiroid hormonları enerji metabolizmasının önemli düzenleyicisidir ve fiziksel egzersizde salınımının arttığı yönünde bulgular vardır (Günay 1999). Egzersiz ve antrenmanlar bazı hormonların kandaki seviyelerinde artış veya azalmaya neden olmaktadır. Egzersiz esnasında, egzersizin yoğunluğu ve süresine bağlı olarak tiroid hormonu düzeyi değişir. Uzun süreli ağır egzersizde T3, T4 artar (Fox ve ark. 1988). Egzersizle dokuların metabolizması arttığı ve tiroid hormonlarında artma da aynı etkiyi gösterdiği için, antrenmanların tiroid fonksiyonlarına, dolayısıyla bazal metabolizmaya etkisinin olup olmadığı araştırılmış ve antrenmanlarla istirahat metabolizmasının değişmediği bulunmuştur. Atletlerde egzersizle T4 (tiroksin) katabolizmasının ve aynı zamanda sekresyonunun arttığı gösterilmiştir. Yani egzersizde hem T4 kullanımı, hem de salgılanması artar (Akgün 1989). Yapılan bir çalışmada, anaerobik güç testi futbol ve bisiklet gruplarının TSH düzeylerini etkilemezken, taekwondo grubu değerlerini önemli düzeyde artırdı. Ayrıca aynı test bisiklet grubunun serum TSH değerlerini, taekwondo grubu değerlerine göre önemli şekilde düşürdü (Çakmakçı 2013). Yine aynı çalışmada anaerobik güç testi bisiklet grubu sporcularının FT4 hormon düzeylerini etkilemezken, futbol ve taekwondo grubunun hormon düzeylerini önemli şekilde artırdığı görülmüştür (Çakmakçı 2013). Mastorakos ve Pavlatou (2005) yapmış oldukları çalışmada TSH seviyesinin egzersizden hemen sonra düştüğünü ve düşüş devam ederek en düşük seviyesine egzersizden 24 saat sonra ulaştığını bildirmişlerdir. Maraton koşusu sonrasında da TSH, T3 ve T4 hormon düzeylerinin yükseldiği tespit edilmiştir (Sander ve Rocker 1988). Literatür araştırmalarında görüldüğü gibi çalışmamızı destekler ve aksi yönde birçok çalışma mevcuttur. Çalışmamızda sabah, akşam ve kontrol grupları arasında yapılan karşılaştırma sonucu gruplar arası anlamlı bir fark olmadığı, değişkenler arası yapılan ilişki incelemesinde TSH ile FT4 ün 2. ölçümü arasında ilişkinin anlamlı olduğu tespit edilmiştir. Sonuç olarak FT4'ün 2. ölçümü yani antrenman sonrası yapılan ölçümde çıkan değerlerin TSH hormonu ile ilişkisinin olduğu görülmüştür. Bu doğrultudan bakıldığında, TSH hormonunun vücut sıcaklığını ve kalp atış hızını düzenleme gibi fonksiyonlarının olduğunu düşünerek antrenman sonrası alınan FT4 ölçümü ile olan anlamlı ilişki, egzersiz sonrası organizmanın normale dönmesinde denge rolü oynadığının göstergesi olarak düşünülmektedir.

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Dayanıklılık Antrenmanlarının Öncesi Ve Sonrası ACTH Hormonu Üzerindeki Etkinin İncelenmesi

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Öz

ACTH kortizolün üretimini uyaran bir hormondur. Kortizol düzeyleri düştüğünde ACTH yükselmekte, Kortizol yükseldiğinde ise ACTH düşmektedir. Bu çalışma dayanıklılık antrenmanlarının öncesinde ve sonrasındaki seviyesi kontrol edilen ACTH hormonu üzerinde etkisinin ve aradaki farkın olup olmadığını tespit etmek amacı ile yapılmıştır. Yapılan çalışmaya 38 öğrenci gönüllü olarak katılmışlardır. Denekler sabah, akşam ve kontrol grubu olarak ayrılmış sabah ile akşam saatlerinde verilen kan örnekleri ile hormon düzeylerine bakılmıştır. Dayanıklılığın değerlendirilmesinde ise egzersiz protokolü olarak "Conconi Testi" uygulanmıştır. 6 haftalık egzersiz protokolü sonrası kan örnekleri alımı ve "conconi test" protokolü tekrar uygulanmış farklılıklara bakılmıştır. Verilerin analizinde SPSS 21.0 paket programı kullanılmıştır. Değişkenler arası ilişkilerin incelenmesi için Pearson Korelasyon analizi, gruplar arası farkların belirlenmesi için ise Anova uygulanmıştır. Sonuçlar, ortalama ve standart sapma olarak sunulmuş olup $P < 0,05$ değeri anlamlı kabul edilmiştir. Sonuç olarak, gruplar arası anlamlı bir fark bulunmazken, ACTH'nin ilk ölçümü ile Cinsiyet, Boy, Kilo, Bme, ACTH' 2. ölçümünün Cinsiyet, Bme, Kilo, AnaKah a, AnaKah b ile arasında anlamlı bir ilişki olduğu tespit edilmiştir.

Anahtar Kelimeler: Hormon, ACTH, Dayanıklılık

Giriş

Fiziksel aktivite ve antrenman, kan seviyelerindeki bazı hormonların artışına ve azalmasına neden olmaktadır. Bu artış ve azalmalar, endokrin salgı bezlerinin ayarlaması ile olmaktadır. Bu değişik kan seviyeleri aynı zamanda da metabolik değişimleri de göstermektedir (Hakkınen et al 1989, Fox ve ark. 1999). Hormonal sistemler hem kısa süreli hemostatik kontrol hem de uzun süreli hücresel ayarlamalarla ilgili görünmektedir. Bazı çalışmalar farklı antrenman değişkenlerinin organizma üzerinde hormonal etkilerini belirlemek için de aerobik ve anaerobik sportif alıştırmaların etkilerini göz önüne almışlardır (Dağlıoğlu ve Hazar 2009). Kortizolün fiziksel aktiviteye verdiği cevap aktivitenin şiddetine ve süresine göre farklılık gösterir (Fox ve ark. 1999). Bilindiği gibi gerçekte kortizol hormonu vücut için gerekli bir hormondur. Bazı elit düzeydeki sporcular performanslarını artırmak için kortizol haplarını kullanmaktadırlar. Dayanıklılık sporlarında ağrıyı bloke ederek bir avantaj sağlayabilir. Aslında egzersiz esnasında kortizolün artırılmasında sakıncalı bir durum bulunmamaktadır. Fakat egzersizden sonrada kortizol düzeyi yüksek kalırsa o zaman bir problem ortaya çıkabilir. Bazı hormonların egzersiz, antrenman ve dinlenme değerleriyle karşılaştırıldığında, kandaki oranlarında artma yada azalma oluşmaktadır. Temel nedeni egzersiz olan bu artış ve azalmalar genellikle endokrin bezinin salgıladığı hormon miktarındaki ayarlamaları yansıtır (Erdemir ve Tüfekçioğlu 2008). Bu çalışma dayanıklılık antrenmanlarının öncesinde ve sonrasındaki seviyesi kontrol edilen ACTH hormonu üzerinde etkisinin ve aradaki farkın olup olmadığını tespit etmek amacı ile yapılmıştır.



Materyal ve Method

Araştırmaya Denizli Pamukkale Üniversitesi Spor Bilimleri ve Teknolojisi Yüksek Okulu'n da okuyan, 39 öğrenci gönüllü olarak katılmıştır. Denekler sabah, akşam ve kontrol grubu olarak ayrılmıştır. Deneklerin, sabah ve akşam olmak üzere çalışmaya başlamadan önce ve çalışmadan sonra kan tetkiklerine bakılmıştır. Kan alım ve tetkikleri Pamukkale Üniversitesi Tıp Fakültesi hastanesi merkez laboratuvarında gerçekleştirilmiştir. Deneklerin vücut yağ yüzdelerinin belirlenmesinde biceps, triceps, supscapula ve suprailiak bölgelerinden deri kıvrım kalınlığı Skinfold kaliperi (Holtain Ltd. İngiltere), uzunluklar Holtain antropometri seti (Holtain Ltd. İngiltere), kullanılarak ölçüldü. Vücut yağ ölçümleri Durnin ve Womersley (Durnin1974), formülü kullanılarak hesaplanmıştır. Dayanıklılık performansının belirlenmesinde conconi testi uygulanmıştır. Testin uygulanışı sırasında, birbirleri arasında 20 m bulunan 5 işaret yardımıyla dairesel olarak yapılan bu test 8.5 km/saat hızla başlatılmış ve her 200 m de bir koşu hızında 0.5 km/saat artış yapılmıştır. Test, sporcuların testi gönüllü olarak sonlandırmalarına ya da birbirini takip eden iki 20 m'de üst üste iki sinyali kaçırana kadar devam ettirilmiştir. Sinyal sesi bir laptop ve CD kullanılarak ayarlanmıştır (Conconi, 1982, Conconi, 1996) Conconi testi sırasında sporculara RS 800 (Polar Vantage NV, Polar Electro Oy, Finland) kalp atım hızı kaydeden saatler verilmiş ve sporcuların KAH (Kalp Atım Hızı) değerleri test boyunca kaydedilmiştir ve test sonrasında bilgisayara geçirilerek her hıza denk gelen ortalama KAH tespit edilmiştir. Bu hızlardan yola çıkılarak sporcuların dayanıklılık performanslarını geliştirmede 3x10 dk. 2 dk. dinlenme ile nabız 150 olacak şekilde yaygın dayanıklılık, 1x20 dk. nabız 165 olacak şekilde yoğun dayanıklılık, 3x6-8 dk. 3-5 dk. dinlenme ile nabız: 178 olacak şekilde Yaygın İntervale denk gelen şiddetlerde 6 hafta boyunca haftanın 3 günü yaygın dayanıklılık, 1'er günü ise yoğun dayanıklılık ve yaygın interval dayanıklılık antrenmanı yapmışlardır. Deneklerin çalışma öncesi alınan kan örneklerinden analizler yapılmış, 6 hafta sonra çalışma sonunda aynı testler tekrar edilmiştir. Verilerin analizinde IBM SPSS (Statistical Package for the Social Sciences) 21.0 paket programı kullanılmıştır. Verilerin dağılımlarını tespit etmek için Descriptive Statistics (Explore) testi yapılmıştır. Değişkenler arası ilişkilerin incelenmesi için Pearson Korelasyon analizi, gruplar arası farkların belirlenmesi için ise Anova (post-hoc Tukey) uygulanmıştır. Sonuçlar, ortalama (X) ve standart sapma (SS) olarak sunulmuş olup P<0,05 değeri anlamlı kabul edilmiştir.

Bulgular

Tablo incelendiğinde; Cinsiyet, Yaş, Boy, Kilo, Bme (Body Mass Index), Yağ a, Yağ b, Koşu Hızı a, Topmes a (Toplam Mesafe), Koşu Hızı b, AnaKah a (Anaerobik Kalp Atım Hızı), AnaKah b, Topmes b, ACTH, ACTH 2 değişkenlerinde gruplar arası anlamlı bir fark bulunamamıştır.



Tablo:1 Gruplar Arası Değişkenlerin Karşılaştırılması

	1.Grup(Sabah)		2.Grup(Akşam)		3.Grup(Kontrol)		F	P
	X	SS	X	SS	X	SS		
Cinsiyet	1,36 ^a	,497	1,33 ^a	,492	1,17 ^a	,389	,622	,543
Yaş	22,36 ^a	1,499	23,33 ^a	2,964	22,33 ^a	2,605	,699	,504
Boy	168,43 ^a	8,501	169,00 ^a	6,537	169,50 ^a	7,845	,063	,939
Kilo	63,54 ^a	12,830	58,33 ^a	9,036	59,02 ^a	8,918	,950	,397
Bme	22,17 ^a	3,158	20,34 ^a	2,008	20,44 ^a	1,573	2,441	,102
Yağ a	15,05 ^a	6,037	15,45 ^a	6,109	15,68 ^a	5,114	,040	,961
Yağ b	14,66 ^a	5,417	13,87 ^a	4,443	15,93 ^a	4,934	,528	,594
Koşu Hızı a	11,64 ^a	1,550	11,08 ^a	1,428	11,54 ^a	1,157	,570	,571
Topmes a	1807,14 ^a	886,188	1666,67 ^a	732,782	1850,00 ^a	524,838	1,632	,210
Koşu Hızı b	11,80 ^a	1,541	11,20 ^a	1,276	11,09 ^a	1,113	,204	,817
AnaKah a	183,29 ^a	6,342	186,92 ^a	5,696	184,25 ^a	2,667	1,081	,350
AnaKah b	181,57 ^a	6,394	186,83 ^a	5,937	184,58 ^a	3,423	3,034	,061
Topmes b	2098,57 ^a	907,794	1805,83 ^a	701,874	1791,67 ^a	446,111	,760	,475
ACTH	23,65 ^a	15,663	22,88 ^a	16,371	15,89 ^a	9,609	1,111	,340
ACTH 2	24,70 ^a	24,079	24,75 ^a	12,914	16,24 ^a	4,927	1,072	,353

a,b. Aynı satırda farklı harf taşıyan gruplar arasındaki fark önemlidir (p<0.05)

Tablo.2 Değişkenler Arası İlişkilerin İncelenmesi

	Grup	Cinsiyet	Yaş	Boy	Kilo	Bme	Yağ a	Yağ b	Koşu Hızı a	AnaKah a	Topmes a	Koşu Hızı b	AnaKah b	Topmes b	ACTH	ACTH 2	
Grup	C	1	-.170	.004	.060	-.185	-.299	.047	.103	-.038	.088	.020	-.225	.232	-.183	-.222	-.208
	S		.307	.980	.722	.266	.069	.778	.539	.820	.600	.904	.174	.161	.273	.180	.211
	N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38
Cinsiyet	C	-.170	1	.044	.552**	.689**	.566**	-.495**	-.527**	.691**	.198	.631**	.727**	.194	.646**	.574**	.496**
	S	.307		.795	.000	.000	.002	.001	.000	.234	.000	.000	.244	.000	.000	.000	.002
	N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38
Yaş	C	.004	.044	1	-.140	-.031	.053	-.030	-.061	-.209	.023	-.172	-.203	.129	-.175	.052	-.085
	S	.980	.795	.401	.852	.751	.859	.716	.208	.893	.303	.221	.440	.294	.758	.612	.612
	N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38
Boy	C	.060	.552**	-.140	1	.777**	.362**	-.208	-.240	.470**	-.005	.383*	.402*	-.063	.356*	.423**	.103
	S	.722	.000	.401	.000	.026	.211	.146	.003	.976	.018	.012	.706	.028	.008	.538	.538
	N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38
Kilo	C	-.185	.689**	-.031	.777**	1	.864**	.015	.004	.445**	.004	.292	.422**	-.107	.305	.602**	.384*
	S	.266	.000	.852	.000	.000	.930	.981	.005	.981	.075	.008	.522	.062	.000	.017	.017
	N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38
Bme	C	-.299	.566**	.053	.362**	.864**	1	.216	.224	.274	.013	.116	.289	-.112	.154	.570**	.492**
	S	.069	.000	.751	.026	.000	.193	.177	.096	.940	.487	.079	.505	.356	.000	.002	.002
	N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38
Yağ a	C	.047	-.495**	-.030	-.208	.015	.216	1	.974**	-.519**	-.148	-.585**	-.549**	-.292	-.589**	-.120	-.079
	S	.778	.002	.859	.211	.930	.193	.000	.001	.376	.000	.000	.076	.000	.472	.638	.638
	N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38
Yağ b	C	.103	-.527**	-.061	-.240	.004	.224	.974**	1	-.495**	-.183	-.582**	-.554**	-.322*	-.603**	-.145	-.115
	S	.539	.001	.716	.146	.981	.177	.000	.002	.270	.000	.000	.049	.000	.385	.493	.493
	N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38



Tablo.2 Değişkenler Arası İlişkilerin İncelenmesi (Devamı)

	Grup	Cinsiyet	Yaş	Boy	Kilo	Bme	Yağ a	Yağ b	Koşu Hızı a	AnaKah a	Topmes a	Koşu Hızı b	AnaKah b	Topmes b	ACTH	ACTH 2	
Koşu Hızı a	C	-.038	,691**	-.209	,470**	,445**	,274	-.519**	-.495**	1	,069	,904**	,946**	,022	,881**	,157	,010
	S	,820	,000	,208	,003	,005	,096	,001	,002		,679	,000	,000	,896	,000	,347	,951
	N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38
AnaKah a	C	,088	,198	,023	-.005	,004	,013	-.148	-.183	,069	1	,179	,047	,881**	,155	,320	,357*
	S	,600	,234	,893	,976	,981	,940	,376	,270	,679		,281	,781	,000	,354	,050	,028
	N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38
Topmes a	C	,020	,631**	-.172	,383*	,292	,116	-.585**	-.582**	,904**	1	,878**	,181	,970**	,051	-.063	
	S	,904	,000	,303	,018	,075	,487	,000	,000	,000		,281	,000	,276	,000	,760	,707
	N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38
Koşu Hızı b	C	-.225	,727**	-.203	,402*	,422**	,289	-.549**	-.554**	,946**	,047	1	,024	,904**	,195	,090	
	S	,174	,000	,221	,012	,008	,079	,000	,000	,000	,781	,000	1	,884	,000	,241	,589
	N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38
AnaKah b	C	,232	,194	,129	-.063	-.107	-.112	-.292	-.322*	,022	,881**	,181	1	,146	,222	,325*	
	S	,161	,244	,440	,706	,522	,505	,076	,049	,896	,000	,276	,884	1	,383	,180	,046
	N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38
Topmes b	C	-.183	,646**	-.175	,356*	,305	,154	-.589**	-.603**	,881**	,155	,970**	,904**	1	,095	-.004	
	S	,273	,000	,294	,028	,062	,356	,000	,000	,000	,354	,000	,000		,569	,982	
	N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	
ACTH	C	-.222	,574**	,052	,423**	,602**	,570**	-.120	-.145	,157	,320	,051	,195	,222	,095	1	,580**
	S	,180	,000	,758	,008	,000	,000	,472	,385	,347	,050	,760	,241	,180	,569		,000
	N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38
ACTH 2	C	-.208	,496**	-.085	,103	,384*	,492**	-.079	-.115	,010	,357*	-.063	,090	,325*	-.004	,580**	1
	S	,211	,002	,612	,538	,017	,002	,638	,493	,951	,028	,707	,589	,046	,982	,000	
	N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Tablo incelendiğinde, Cinsiyet değişkeninin; Boy, Kilo, Bme, Yağ a, Yağ b, Koşu Hızı a, Topmes a, Koşu Hızı b, Topmes b, ACTH, ACTH 2 ile arasında 0.01 düzeyinde ilişki anlamlıdır. Boy değişkeninin; Cinsiyet, Kilo, Koşu Hızı a, ACTH ile arasında 0.01 düzeyinde, Bme, Topmes a, Koşu Hızı b, Topmes b ile arasında 0.05 düzeyinde ilişki anlamlıdır. Kilo değişkeninin; Cinsiyet, Boy, Bme, Koşu Hızı a, Koşu Hızı b, ACTH ile arasında 0.01 düzeyinde, ACTH 2 ile arasında 0.05 düzeyinde ilişki anlamlıdır. Bme değişkeninin; Cinsiyet, Kilo, ACTH, ACTH 2 ile arasında 0.01 düzeyinde, Boy ile arasında 0.05 düzeyinde ilişki anlamlıdır. Yağ a değişkeninin; Cinsiyet, Yağ b, Koşu Hızı a, Topmes a, Koşu Hızı b, Topmes b ile arasında 0.01 düzeyinde ilişki anlamlıdır. Yağ b değişkeninin; Cinsiyet, Yağ a, Koşu Hızı a, Topmes a, Koşu Hızı b, Topmes b ile arasında 0.01 düzeyinde, AnaKah b ile arasında 0.05 düzeyinde ilişki anlamlıdır. Koşu Hızı a değişkeninin; Cinsiyet, Boy, Kilo, Yağ a, Yağ b, Topmes a, Koşu Hızı b, Topmes b ile arasında 0.01 düzeyinde ilişki anlamlıdır. AnaKah a değişkeninin; AnaKah b ile arasında 0.01 düzeyinde, ACTH 2 ile arasında 0.05 düzeyinde ilişki anlamlıdır. Topmes a değişkeninin; Cinsiyet, Yağ a, Yağ b, Koşu Hızı a, Koşu Hızı b, Topmes b ile arasında 0.01 düzeyinde, Boy ile arasında 0.05 düzeyinde ilişki anlamlıdır. Koşu Hızı b değişkeninin; Cinsiyet, Kilo, Yağ a, Yağ b, Koşu Hızı a, Topmes a, Topmes b ile arasında 0.01 düzeyinde, Boy ile arasında 0.05 düzeyinde ilişki anlamlıdır. AnaKah b değişkeninin; AnaKah a ile arasında 0.01 düzeyinde, Yağ b, ACTH 2 ile arasında 0.05 düzeyinde ilişki anlamlıdır. Topmes b değişkeninin; Cinsiyet, Yağ a, Yağ b, Koşu Hızı a, Topmes a, Koşu Hızı b ile arasında 0.01 düzeyinde, Boy ile arasında 0.05 düzeyinde ilişki anlamlıdır. ACTH değişkeninin; Cinsiyet, Boy, Kilo, Bme, ACTH 2 ile arasında 0.01 düzeyinde ilişki anlamlıdır. ACTH 2 değişkeninin; Cinsiyet, Bme, ACTH ile arasında 0.01 düzeyinde, Kilo, AnaKah a, AnaKah b ile arasında 0.05 düzeyinde ilişki anlamlıdır.



Tartışma ve Sonuç

Hakinen ve arkadaşları, orta yaşta ki bayan ve erkek, yaşça daha büyük bayan ve erkek üzerinde altı aylık dayanıklılık ve patlayıcı kuvvet antrenmanları yaparak total testosteron, serbest testosteron, büyüme hormonu, kortizol ve cinsiyet hormonları üzerindeki ani değişimleri incelemişler, antrenman süresince hormonlar üzerinde bir değişiklik bulamamışlardır (Hakinen ve ark. 2000). Buono ve ark. (1991) 27 yaş her 2 dk da 50 watt ve % 40-100 VO₂max artırarak uygulanan egzersiz sonucunda, ACTH ve Kortizol parametreleri, üretilen iş ile kullanılan oksijen miktarlarının paralel ve anlamlı artışlar gösterdiğini tespit etmişlerdir. Schulz ve ark. (2000) 26 yaş çeşitli erkek sporculara uyguladığı anaerobik egzersiz sonrası, ACTH ve kortizolde anlamlı artışlar bulurken, Farrell ve ark. (1983) 26 yaş sedanter gönüllülere uyguladıkları submaksimal (% 80 max. VO₂) ve maksimal (% 100 max. VO₂) akut egzersizler sonucunda ACTH ve kortizol parametrelerinde anlamlı artış bulmuşlar ve şiddet olarak artan max. VO₂ 'ye paralel olarak ACTH ve kortizol' ün arttığını belirtmişlerdir. Ünal (1998), egzersiz esnasında üretilen laktat yada tüketilen VO₂max miktarı ile ACTH ve kortizol artışları arasında anlamlı ilişki olduğuna dikkat çekmiştir. Wittert ve ark. (1996) kronik egzersize yapan sporculara göre kontrol sedanter gruplarında, ACTH ve kortizol parametrelerinde sedanterlerin anlamlı bir şekilde düşük olduğunu bildirmişlerdir. Gozansky ve ark (2005) 10 bayan deneyeği %90 maksimal kalp atım seviyesinde 10 dk egzersize tabi tutuklarında, egzersiz sonrası serum kortizol düzeylerinde anlamlı artış olduğunu belirtmişlerdir. Maimoun ve ark (2006) 50 dk'lık bisiklet egzersizine tabi tutulan 7 erkek bisikletçinin, egzersiz sonrası ve egzersizden 15 dk sonra alınan numunelerde kortizol düzeyinin egzersizden hemen sonra ve 15 dk sonra, egzersiz öncesi değerlere oranla anlamlı bir artış (p<0.05) gösterdiğini bildirmişlerdir. Thomas ve ark. (2003) ise 20 m lik koşu yaptırılan 10-11 yaşlarında 32 kız ve erkek çocuğun, egzersiz sonrası kortizol düzeylerinde anlamlı bir artış görülmediğini, Güneş (1995) düşük şiddetle yapılan egzersizlerde kortizolün hiç artmadığını ya da çok az azaldığını, egzersiz şiddeti arttıkça bu artışa kortizolün de eşlik ettiğini bildirmişlerdir. Çalışmamız neticesinde, gruplar arası anlamlı bir fark bulunmazken, ACTH'nin ilk ölçümü ile Cinsiyet, Boy, Kilo, Bme, ACTH' 2. ölçümünün Cinsiyet, Bme, Kilo, AnaKah a, AnaKah b ile arasında anlamlı bir ilişki olduğu tespit edilmiştir. Ayrıca ACTH seviyesi sabah ve akşam yapılan antrenmandan sonra artış göstermektedir. Dolayısıyla Kortizol seviyesi düşecek olup bu tip düzenli egzersizin stresten uzaklaşma, kan şekerinin yükselmemesi, kilo almama gibi organizmaya birçok olumlu etkisinin olabileceği ve denge görevi gördüğü düşünülmektedir.

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Valentin Rasputin'in Yaşa ve Anımsa' Romanı Ve Athol Fugard'ın 'Domuz Ahır' Oyununun Karşılaştırılması

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Öz

Fugard, 1987 yılında yazdığı "Domuz Ahır" adlı oyununda II. Dünya Savaşı sırasında ordudan kaçan bir Rus askerini konu alır. Oyunda iki karakter vardır: Pavel Navrotski ve karısı Praskovya. Navrotski ordudan kaçtıktan sonra eşinin yanına gelir ve eşi onu domuz ahırında saklamaya başlar. Navrotski'nin hayatı domuzların arasında pislik içinde geçmeye başlar. Eşi Praskovya ona belirli aralıklarla yemek getirir ve Navrotski'yi geceleri kadın kılığında dışarı çıkarır.

'Yaşa ve Anımsa' romanının konusu, II. Dünya savaşının sonuna doğru, Rusya'nın İrkutsk bölgesinde bulunan Angara Irmağı kıyısındaki Atamanovka köyü ve civarında geçmektedir. Romanda iki ana karakter vardır, askerden kaçan Andrey ve ona yardım eden, onu koruyup kollayan eşi Nastyona. Valentin Rasputin, bu romanyla, Andrey ve Nastyona adlı karakterlerin keskin bir şekilde değişen hayatlarını anlatmıştır.

Rasputin'in yapıtında Andrey'in askerden kaçış kararını alışı ile Fugard'ın oyunundaki Navrotski'nin askerden kaçışı arasında paralellikler vardır. Çalışmamızın amacı coğrafi açıdan farklı aidiyetleri olan bu iki yazarın eserlerindeki kahramanların çaresizliklerini karşılaştırmalı ele almaktır.

Valentin Rasputin'in 'Yaşa ve Anımsa' Romanı ve Athol Fugard'ın 'Domuz Ahır' Oyununda Çaresizlik Teması

Valentin Rasputin'in 'Yaşa ve Anımsa' adlı romanı 1974 yılında yayımlandıktan hemen sonra, yalnızca Sovyet okurlar arasında değil, kısa süre içerisinde Avrupa'da da büyük bir ilgiye karşılır. Yüzyıllar boyu hiç değişmeyen konulardan biri olan savaşın insan ruhundaki etkisi Valentin Rasputin tarafından işlenmektedir. Bu eseri diğer savaş romanlarından ayıran en önemli özellik; kahramanlıklar gösteren bir askerin hayatını değil, savaştan kaçan bir askerin çaresizliğini anlatmasıdır.

Olaylar, II. Dünya savaşının sonuna doğru, Rusya'nın İrkutsk bölgesinde bulunan Angara Irmağı kıyısındaki Atamanovka köyü ve civarında geçmektedir. II. Dünya Savaşı kuşkusuz savaş yaşayan tüm insanların hayatını değiştirir. Savaştan sonra insanların hayatı hiçbir zaman eskisi gibi olmaz. Valentin Rasputin, bu romanyla, Andrey ve Nastyona adlı karakterlerin keskin bir şekilde değişen hayatlarını anlatmıştır. Romanda, ana hatlarıyla savaşın değiştirdiği insanların hayatı, köylülerin savaşa karşı tutumu ve savaşın Nastyona ve Andrey'in hayatını nasıl şekillendirdiği yansıtılır.

Romanda savaş sahneleri, ölümler, cesetler, kanlı cephe tasvirleri yok gibidir. Savaş, Andrey ve Nastyona'nın ilişkisi üzerinden tasvir edilir. Romanda kahramanlıklar gösteren karakterler yoktur. İki ana karakter vardır, askerden kaçan Andrey ve ona yardım eden, onu koruyup kollayan eşi Nastyona. Romanda savaşta kahramanlıklar gösteren bir askerin hayatını değil, savaştan kaçan bir askerin hayatı ışığında savaşın ve çaresizliğin anlatılması, 'Yaşa ve Anımsa' romanını diğer savaş romanlarından ayıran en önemli etkendir.

'Domuz Ahır' adlı oyunun yazarı Athol Fugard, 1932 yılında Güney Afrika'da doğar. Kendisini İngilizce yazan bir Güney Afrikalı olarak ifade eden Fugard, Cape Town Üniversitesi'nde eğitimine başlar, ancak Afrika'yı otostopla gezmek için okulu bırakır. Daha sonra bir gemiye tayfa olarak katılır ve dünyayı gezer. Birkaç oyunculuk deneyiminden



sonra tiyatro oyunları yazmaya başlar. Bu oyunların çoğu Güney Afrika'da geçer ve dönemin siyasi düzenini içerir. Fugard, toplumun gerektirdiği kalıplara giremeyen hem güçlü hem de zayıf karakterler yaratır. Bazı yapıtlarında Güney Afrika dışındaki olayları da konu edinir. Bununla ilgili olarak bir röportajında şöyle demiştir:

"Şimdi yazmakla geçirdiğim 35 yıla dönüp baktığımda, her 10 yıllık dönemde çalışmalarının gidişatında bir şey görüyorum. Tekerin her dönüsünde anormal bir oyun dikkatleri çekiyor. Böyle üç adet anormal oyunum var: Orestes, Dimetos ve son zamanlarda yazdığım Domuz Ahır."34

Fugard'ın bu eseri yazmaya karar vermesi de ilginçtir. Yazarın *New York Times* gazetesinin 27 Mayıs 1985 tarihli sayısında 'Sovyet Asker Kaçağı 41 Yıl Sonra Bir Domuz Ahırında Bulundu'³⁵ başlıklı bir haber gözüne takılır çünkü yirmi beş yıl öncesinde London's Theatre Workshop'un ünlü kurucusu Joan Littewood'a sunduğu 'Domuz Ahır'ı adlı bir oyun yazmıştır. Bu erken dönem oyunuyla ilgili olarak Fugard, Russel Vanderbroucke'ye şöyle der:

"Bu benim bir 'Ahlak Yasası'³⁶ öyküsü üzerine ilk girişimimdi. Oyun, küçük bir Afrika topluluğunun beyaz bir kadınla aşk yaşayan siyahi bir adama olan tepkisi üzerine kuruluydu. Sonuç olarak onu yırtıp attım." (Wertheim, s. 167).

Nadir olarak Güney Afrika dışında başka yerleri konu alan 1987 yılında yazdığı 'Domuz Ahır'ı adlı oyununda Fugard, II. Dünya Savaşı sırasında ordudan kaçan bir Rus askerini konu alır. Oyunda iki karakter vardır: Pavel Navrotski ve karısı Praskovya. Navrotski ordudan kaçtıktan sonra eşinin yanına gelir ve eşi onu domuz ahırında saklamaya başlar. Navrotski'nin hayatı domuzların arasında pislik içinde geçmeye başlar. Eşi Praskovya ona belirli aralıklarla yemek getirir ve Navrotski'yi geceleri kadın kılığında dışarı çıkarır. Fugard, bu oyunu 'kendi alkolikliğinden doğan bir metafor olarak' adlandırır. Ancak oyunda affedilmemenin verdiği çaresizlik dışı vurulmaktadır.

Olay örgüleri üzerinde kısaca durduğumuz bu iki eserdeki karakterlerin isimlerinin etimolojik kökenleri çalışmamızda yöntem olarak kullanılmıştır. 'Domuz Ahır'ındaki karakter isimlerinin etimolojik anlamları karakterlerin yazgılarıyla paralel iken, 'Yaşa ve Anımsa'da zıtlık göstermektedir.

'Yaşa ve Anımsa'da Latince *Andreus* olan Andrey ismi cesur, savaşçı anlamına gelmektedir. (Superanskaya, 2012, s.174). Aynı şekilde Andrey'in yaşadığı *Atamanovka Köyü*'nün adı, savaşçı Rus Kazaklarının liderlerine verilen *ataman* sözcüğünden gelmektedir. (Bkz. TDK) *Andrey* ve *Atamanovka* isimlerinin anlamlarıyla başkarakter Andrey'in kişiliği hem tezat (ya da ironi) hem de paralellik oluşturmaktadır, çünkü savaşmak kadar savaştan kaçmak da bir cesaret işidir. Andrey *"Herkes gibi savaşmıştı; ne daha iyi, ne de daha kötü."* (s.28). Bir antikahraman olan Andrey, Nastyona'nın hamile kalışına kadar edilgen bir kişilik olarak tasvir edilmektedir. Evini özleyen Andrey, ordudan kaçarak bir nevi varlığını devam ettirmek ister. Bu varoluşu da Nastyona'nın hamile kalmasında bulur ve çocuğu doğurması için Nastyona'yı ikna etmeye çalışır. Andrey'in duygusal dünyası ve dış dünya arasındaki - yani somut ve soyut arasındaki- gelgitleri, onun etken ve edilgen duruşunu belirler.

Köyün adı olan *Atamanovka* sözcüğüne dönecek olursak; Rusçanın yapısı itibarıyla bu sözcük dişil bir özelliğe sahiptir. Bu köye gelin olarak gelen Nastyona'nın güçlü kişiliği

³⁴ Bkz. Erişim: <http://www.iainfisher.com/fugard/athol-fugard.html>.

³⁵ Bkz. <http://www.nytimes.com/1985/05/27/world/soviet-deserter-discovered-after-41-years-in-pigsty.html>

³⁶ Ahlak Yasası (Ing. Immorality Act): 1927 yılında Güney Afrika Parlamentosu'nda siyah ve beyaz insanlar arasında evlilik dışı cinsel ilişkiyi yasaklayan yasa.



ataman sözcüğünün anlamıyla bağdaştırıldığında buradaki dişillğin Nastyona'yı; yani Rus kadını³⁷ çağrıştırdığı sonucuna varılabilir. Çünkü "Nastyona sabredecek, başına gelen her şeye dayanacaktı, hiçbir şeye yaramayan bir kadın gibi amaçsız yaşamayacaktı. Böyle yaşamaktansa hiç yaşamamak daha iyiydi." (s.116-117) Bunun yanı sıra Nastyona ismi Rusçada Anastasya isminin kısa hallerinden biridir. Latince karşılığı *Anastasios* olan bu isim, *yeniden canlanmak, yeniden doğmak* anlamlarına gelmektedir (Superanskaya, s.173). Nasyona'nın yazgısı ile taşıdığı ismin anlamı arasında da bir ironi görülmektedir.

'Yaşa ve Anımsa'da savaş tüm şiddetiyle sürerken, köy halkı soğuk havaya aldırış etmeden cephedeki askere yardım etmek için tarlalarda çalışır. Nastyona da aynı şekilde tarlada çalışır. Bu sırada kıtlık baş gösterir. Yiyecekler yetersiz gelmeye başlar. Köyün diğer erkeklerinin de savaşa katılmak zorunda kalmalarıyla da köyde kadınların ve yaşlıların yaşamı daha da zorlaşır. Ev işlerinin yükü üzerine kalan Nastyona, tüm sıkıntılara rağmen yaşantısından şikâyetçi olmaz. Andrey'in cepheye yaralanması ve tedavi sürecinden cepheye dönmek yerine gizlice köye gelmesi ile Nastyona'nın yaşamı birdenbire değişir. Kaçak yaşamının zorluğunu çeken Andrey'in köye döndüğünü sadece eşi bilir. Nastyona bu sırrı saklamak ve eşine yiyecek temin etmek zorunda kalır. Eşinin yanında olması Nastyona'yı mutlu ederken kaçak bir durumda olması ona sıkıntı verir. Çift uzunca bir süre gizlice görüşür ve bu süreçte Nastyona hamile kalır.

Evliliklerinin ilk başlarında çocukları olmayan çift için bu haber müjdeli gözükse de durumu gizlemek oldukça zordur. Nastyona'nın karnının şişmesi sonucu kayınvalidesi onun hamile olduğunu fark eder. Evden kovulan Nastyona arkadaşı Nadka'ya sığınır. Köyde dedikoduların başlasa da Nastyona, Andrey'i ve bebeğini korumak zorundadır. Ancak çocuğunun gelecekte sorun yaşayacağını ve utanç duyacağını düşünerek Nastyona kendini nehre atarak intihar eder.

'Domuz Ahırında Navrotski'nin ön adı Latincesi *Paulus* olan Pavel; küçük, büyük olmayan anlamlarına gelmektedir. Savaş korkusu Navrotski'yi, isminin anlamı gibi küçük ve dar aynı zamanda pis bir yere düşürmüştür. Oyunun girişinde, Navrotski'nin bulunduğu yer şöyle tasvir edilir:

"Yazar tarafından uydurulan küçük bir köyde bir domuz ahır. İğrenç ve harabe bir ortam. Ahıllardan biri ilke bir meskene çevrilmiş. Sadece en gerekli eşyalar var. Uzun süredir burada birinin yaşadığı aşikâr. Duvarlar, zamanı ifade eden çizgilerle dolu..." (s.1)

Fugard'ın karakteri Navrotski karakterine ait bir *leitmotif* göze çarpmaktadır. Navrotski'nin annesi onun için çocukluğunda bir 'ev terliği' örmüştür. Bu terlik ona çocukluğunu, ailesini, eşini ve huzuru hatırlatır. Ahırda yaşadığı süre boyunca bu terlik eskimiş ve kirlenmiştir. Askerden huzuru bulmak için kaçan Navrotski yıllarda kaldığı ahırda hüsrana uğrar ve çaresizlik içinde kalır. Bu çaresizlik annesinin hatırasına baktığı zaman daha da artar ve aklını kaçırarak gibi olur. Navrotski, domuz ahırında kendi iç dünyasıyla konuşurken şunları söyler:

"Anne, onu, terliği... Sen küçük³⁸ Pavel'in için öyle bir sevgiyle örmüştün ki onu... Şimdi onun ne durumda olduğunu bir görsen, mezarından çıkar ve bana onu hediye ettiğin güne lanet okurdun. İlk başta her şey çok sıradan gözüküyordu. Bana bir üniforma ve silah verdiler. Selam vermeyi öğrettiler. Bir bahar günü sabahın erken saatlerinde Praskovya'yı öpüp savaşa

³⁷ "Nasyona'nın prototipi Rus kadını hakkındaki düşüncelerdir. Bu düşünceler sadece yıllar öncesi köy anılarında kalan köylü kadını ile ilgili değil, adeta Rus kadınının iyiliği, sadakati ve kendisini feda edişinin sunumudur." Valentin Rasputin (Karadeniz, 2006, s. 7).

³⁸ Pavel Navrotski karakterinin 19. yüzyıl Rus edebiyatına özgü 'küçük adam' tiplerine benzemektedir. 'Bkz. Küçük adam imgesi' Bkz. Olcay, T., Rus Edebiyatında Doğal Okul, İstanbul Üniversitesi Edebiyat Fakültesi Yayinevi, İstanbul, 2003.



gitmiştim. Düşünüyordum ki terliklerim evde benim dönüşümü bekleyeceklerdi. Kaygısız bir şekilde ıslık çalarak gülümsemiştim. İlk günlerde arkadaşlarım benle bu konuda alay ediyorlardı. Ama haftalar geçti, biz evden daha da uzaklara gitmiştik. Arkadaşlarım alay etmeyi kestiler. Geceleri hep birlikte otururken şarkılar söyler, fıkralar anlatırdık. Birisi çıkar benden 'terliklerimi' anlatmamı isterdi. İnsanlar kederli gözlerle ateşe bakarlar, ben ise terliklerimi giymemin, Praskovya ile fırının yanına oturup havadan sudan, domuzlardan, köydeki dedikodulardan konuşmanın ne kadar hoş olduğunu anlatırdım. Tüm bu küçük anılar evden uzaktayken insanın kalbine işler. Orduda geçirdiğimiz ilk kış çok çetin değildi. 'Baharda evde olacağız' diye düşünürdük. Sonraki kış da sabrettik. Ama diğer kış ilk kar düştüğünde anladık ki evimize yakın bir süren sonra dönemeyeceğiz. Bu öyle bir kış ki aramızdaki en yaşlı kişi bile böyle bir soğuk hatırlamıyor... Neden? Bizi sıcak evlerimizde genç kadınlarımız beklerken neden soğuktan ve açlıktan gebereceğiz?... İşte bu anda terliklerim masumiyetini yitirdi ve beni ızdıraba sürükledi." (s. 14).

Navrotski'nin eşi Praskovya'nın isminin anlamı da eserin konusu bağlamında ilginçtir. Yunancası *Paraskeva* olan bu ismin anlamı 'bayram arefesi' anlamı taşımaktadır. Hıristiyanlıkta Pazar gününün kutsal sayılması, yani bir nevi bayram günü olması nedeniyle Praskovya'nın Cumartesi gününü; 'Yaşa ve Anımsa'daki Nastyona'nın diriliş günü olan Pazar gününü temsil ettiğini söyleyebiliriz. 'Aya Paraskeva' Hıristiyanlıkta tarlaların ve hayvan sürülerinin koruyucusu olarak kabul edilir. Hayvanları kırimdan korumak için Paraskeva'ya dualar edilir.³⁹ Bu nedenle iki eserde de kadın karakterlerin olay örgüsü ve isimlerinin etimolojik kökenine bağlı olarak daha güçlü, koruyucu, istikrarlı bir çizgi sergilediğini söyleyebiliriz.

Andrey ve Navrotski; ikisi de savaştan bıkmıştır ve ailesini özlemektedir. İki karakterin özlem duygularında benzerlikler mevcuttur. Terlik, Pavel Navrotski'ye çocukluk anılarını hatırlatmaktadır. Terliği eskimesi ile Navrotski'nin kaderi aynı yöndedir. Andrey'in 'Domuz çamurunu kendisi bulur' sözü, Navrotski'nin kaderini çağrıştırmaktadır.

Rasputin'in yapısından Andrey'in askerden kaçış kararını alışı ile Fugard'ın oyunundaki Navrotski'nin askerden kaçışı arasında paralellikler vardır. Nastyona, Andrey'e "Nasil buna cesaret edebildin?, Bu öyle kolay bir iş değil ki, nasıl gücün yetti?" diye sorar. Andrey ise şöyle cevap verir: "Bilmiyorum. Elimde değildi. Sizi öyle görmek istiyordum ki, yaşayamıyordum sizsiz. Cephede olsaydım, elbette kaçıp gelmezdim. Ama askeri hastanedeyken, köyümüz yanı başımda gibiydi. Oysa hangi yanıbaşımdaydım? Trenle gittim gittim sonu gelmedi... Birliğime dönseydim daha çabuk varırdım. Amacım kaçmak değildi. Sonra baktım ki, nereye döneceğim, kurşuna dizilmeye, ölüme mi? Daha iyisi burada ölmek. Ne deyim şimdi! Domuz çamurunu kendisi bulur."(s. 57) Andrey askerdeyken ailesini çok özler, özellikle eşinin yanında olmak ister ve kaçma kararı alır. Kaçtıktan sonra geri dönemeyeceğini bilir. Eğer dönerse kurşuna dizilecektir. Askerden kaçanların idam edilmesi Andrey'i çaresiz kılar ve evlerinin yakınlarında bir avcı kulübesinde yaşamaya başlar. Navrotki ise askerden kaçma sancılarını şu sözlerle dile getirmektedir:

"Boğazıma bir şey düğümlemişti. Gözümün önüne fırında yanan odunlar, kulağıma pişen ekmeğin sesi, kokusu geliyordu. Evet, ben zayıf bir insandım, belki de bunlarla baş edebilirdim, eğer kulağıma fısıldanan şu ses olmasaydı: 'Eve git Pavel, eve git.' Bu sesi dualarla, vatan şarkılarıyla bastırmaya çalıştım. Ancak hiçbir yardımcı olmadı. Ses benimle alay etmeye devam etti. Gökyüzünde ve cehennemde hiçbir bayrak yok, bu dünyada haklı sayılabilecek hiçbir vazife yok. Ve her seferinde aynı nakarat: Evet git Pavel, eve git." (s. 15).

³⁹ Praskovya, Bkz. Erişim: <http://kazovut.ru/names/praskoviya.html>.



Bu iki yapıtı sonuç olarak ele aldığımızda, 'Yaşa ve Anımsa'da Nastyona, Andrey için yiyecek bir şeyler getirdiğinde, Andrey, "Artık benim tüm günlerim kara." (s.48) diye konuşur. İçinde bulunduğu çaresizlik onu dönüşü olmayan bir yola sürüklemiştir, toplumsal baskı nedeniyle eşini ve çocuğunu kaybetmiştir. Aynı şekilde Fugard'ın 'Domuz Ahır'ı' adlı oyununda Navrostki'nin eşi Praskovya, Navrostki'nin dışarı çıkıp her şeyi itiraf etmeyi istemesi ve hazırladığı metni okuyarak af dilemesi karşısında, savaşta yakınlarını kaybeden insanların kendisini öldüreceğini söyler ve onun çaresizliklerini dışa vurur. Uzun bir süre domuz ahırında kalan Navrostki, oyunun sonunda yine kendi iç sesini dinleyerek domuzları ahırdan özgürlüğüne salar. Eşiyle birlikte çektiği onca çile ve domuz ahırındaki tutsak hayatından sonra kaçmaya karar verirler. Navrostki ve Praskovya çaresizliklerini her şeyi göze alarak aşmaya çalışmışlardır.

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İcmadan Konvansiyona: icma bir uyulaşım olabilir mi?

Süleyman Dönmez

Giriş

Bilimsel yöntemle ulaşılan bilginin kesin sonuçlar verdiği iddiasında olan akımlara kısaca ve topluca determinizm denir. Determinist görüşler tabiatta meydana gelen her olayın bir takım kanunların zorunlu sonucu olarak geçmişte belirlendiğini söyler. Yani her sebep zorunlu olarak bir sonucu doğurur. Sonuç sebep ilişkisi arasında kesintisiz mutlak bir ilişki vardır. Mutlak determinist anlayış zorunlu sebepler zincirine karşı insan iradesinin hiçbir etkisinin bulunmadığını söyleyecek kadar ileri giderek insan hürriyetine ve dolayısıyla ahlak ve din alanına açık bir kapı bırakmaz. 19. yy. da Laplace ve Plosson'la zirve yapan bu determinist anlayışın köklerinin Aristoteles' e kadar götürmek mümkündür.

Determinizm en kesin ifadesini Spinoza'da bulur. Spinoza, insanın hareketlerinin matematik zaruretin aynı olan bir zaruretle meydana geldiğini kabul eder. Spinoza'nın felsefesinde, zaruret bir sonuç değil, bir hareket noktasıdır. Hürriyet ise, zaruretin zıddı olduğundan hürriyeti inkâr etmek gerekir. Böyle insan iradesine dahi yer bırakmayacak şekilde evrendeki her şeyin önceden belirlenmiş sebeplerin zorunlu sonucu olduğu fikri doğal olarak tepki gördü ve karşıt bilim anlayışlarının da doğması için zemin hazırladı. 20. yy. da insanlık özellikle şu sorularla meşgul oldu:

Bilimin söyledikleri güvenli midir? Bilim bize maddenin kendisi hakkında gerçek bilgiyi veriyor mu? Eğer bilim bize tüm gerçekliği sunmıyorsa metafiziğe ve dine neden kapı açılmasın? Tüm bu sorular aslında Rönesans'la ortaya çıkan bilimi dinin yerine koyma ve bilimin bir gün dini insan hayatından tümüyle dışlayacağı zannının zihinlerde bıraktığı, tabir yerindeyse felç ettiği zihinlerin bu sakat anlayıştan kurtulma adına bir nevi çırpınışlarıdır.

İslami ilim geleneği böyle bilim ve din arasında alan savaşına müsaade eden ayrık, birbiriyle çelişik bir zihin yapısını kabul etmez. Zira İslami akıl kâinatta cereyan edegelen olayları Allah'ın birliğinin ve kudretinin ayetleri olarak görür ve çoğu defa inkârcıların dikkatlerini bu ayetler üzerinde düşünmeye davet eder. Hıristiyan akli mucizeyi merkeze alarak akli ve akletmeyi imana götüren bir öncül olarak ileri sürmez. Aksine akla rağmen inanmayana davet eder. İsa'nın tanrılığına ve insanların günahı için çarmıha gerilmiş, üç gün sonra da dirilmiş tanrıyla aynı özden tanrı oğlu olduğuna inanmaya çağırırken müntesiplerinin yalnızca İsa'nın hayat hikâyesini aktaranlara inanmasını ve sadece bu yolla kurtuluşa ereceğini kabul etmesini ister. İnanca çağırırken akla ve düşünceye asla vurgu yapmaz. Zira Pavlusçu Hıristiyanlık mistik, kurtuluşçu bir din doğurmuştur. Bu dinin denkleminde akıl asla bulunmaz. İman ve kurtulmadan ibaret bir denklem vardır ortada.

Oysa Kuran'a bakıldığı zaman aklet ki inanasın, düşün, ibret al da iman et, tarzında bir anlayışla imana davet edildiği görülür. Dolayısıyla böyle bir iman anlayışının akli faaliyet ve çabayı imanın bir öncülü olarak gördükten sonra akıl ve din, imanla bilim sahasını ayrı görmesi, bu şekilde de bir insanın kalbini ve beynini birbirinden ayrı kaplara koyması beklenemez. Kısaca İslami akıl doğası gereği bilimle dini ayrı değerlendirmeye bu ikisi arasında çelişkinin olabilirliğine tümüyle kapalı bir akıldır. Aksine bilimi, bilgiyi ve akletmeyi imana götüren bir saik olarak görmüştür.

İşte katı dogmatik determinizmle, bilgiyi inanca götüren bir köprü olarak göremeyen Hıristiyanlık ve onu temsil eden kilise arasındaki çatışma Tanzimat dönemi yenilmişlik psikolojisi içindeki bir kısım Türk aydını tarafından belki de tarihte ilk defa olarak İslam dünyasına taşınmış oldu. Din ve bilim kavgası şeklinde çıkan bu tartışma beraberinde yeni bir



yaşam tarzı da sunuyordu. Yaptığı tüm devrimleri de din ve bilimin çatıştığı iddiasıyla temellendiriyordu.

Bu çatışma içerisinde hem dini cephede hem de bilim cephesinde bir takım gelişmeler ve farklılaşmalar olması kaçınılmazdı. Dini cephede, modernleşme tarihselcilik, mealcilik vs. birtakım gelişmeler yaşanırken tüm bu gelişmelerin İslam dünyasına has özgün hareketler olduğunu sanmak safdillik olur. Kavganın kendisi batıdan devşirme olduğu gibi bu kavgayı çözümlene çalışmalarının da çoğu maalesef batıdan devşirildi. Oysa asıl üzerinde durulması gereken bu kavganın bizim dünyamıza ait olmadığını fark etmek olmalıydı. Bu tarafta dini sığaya çekmek bir alışkanlık halini alırken ve dini hayattan olabildiğince dışlamak prensip haline gelirken kimse bilimin verilerinin mutlak doğrular olup olmadığını sorgulamadı ya da bunu yüksek sesle dillendirmek cesaretini bulamadı. Çünkü karşımızda tabu haline getirilmiş bir din anlayışı vardı artık. Toplumların alışkanlıklarından vazgeçmesi gerçekten zordur. Fikirler değişse bile o fikirlerden doğan alışkanlıklar bir süre daha devam ederler. Tabu olan Hıristiyanlık kilisesinin yerini başka bir tabu doldurmalıydı, o da bilim oluverdi.

İslam dünyasının hiç şüphesiz felsefi planda bunu sorgulayacak birikimi vardı. Ama Osmanlı'nın kâht-ı ricalden yıkıldığı tespitini hatırlamaktan başka burada söyleyecek söz kalmıyor. En azından Gazali'yi doğru anlamak ve onu çağdaş bir bakış açısıyla okuyabilmek mümkün olsaydı, tabi yeni Gazalileri yetiştirebilmek anlamına gelir bu, İslam dünyası sürekli batının gerisinden gitmek ya da en fazlası batıyı kendisine uyarlamak kopyacılığından kurtulur ve kendi özgün dünyasını en azından koruyabilir, dünyaya yeni bir medeniyet projesi sunabilirdi.

İslam dünyasının en yaygın kelami mezhebi olan Eş'arilik dolayısıyla İslam dünyasında yaygın kanaat sebeplilik prensibini reddetmeyi gerekli kılabilirdi. Nitekim geçmişte İslam dünyası her sebebin zorunlu olarak bir sonucu doğurduğu fikrinin Allah'ın mutlak kudretini sınırlandırmak anlamına geldiği düşüncesiyle tenkit etmiştir. Mesela Gazali filozofların varlıklarının meydana gelişi konusundaki böyle determinist dünya görüşlerine karşıdır. Ona göre "bu teori, Allah'ın iradesinin yer yüzündeki tatbikine pek hoşgörüle bakmayan bir kâinat tasavvurudur." (Mustafa Cihan, Gazali ve E. Boutroux' ta Endeterminizm, s. 11)

Gazali Tehafüt'te sebeplilik konusunda şunları söyler:

Alışkanlık eseri olarak sebep diye inanılan şey ile eser diye inanılan şey arasını birleştirmek zaruri değildir. Bu sebep ve eser ayrı şeylerdir. Birinin ispatı diğerinin ispatını içermediği gibi, sebep ve eserden, birinin olumsuzlanması diğerinin olumsuzlanmasını da içermez. Yine sebep ve eserden birinin varlığı için, diğerinin varlığı zorunlu olmadığı gibi birinin yokluğu diğerinin yokluğu için zorunlu değildir. Mesela susuzluk ve su içmek, doymak ve yemek, yanmak ve ateşe girmek..vb. olaylar, birbirine bitişik şeyler değildir."

Böylece Gazali'nin filozofların zarurete dayalı sebeplilik anlayışlarına karşı çıktığını görüyoruz. Çünkü ona göre " sebeple netice arasındaki bağlantı bir zaruret bağlantısı değil, sadece bir alışkanlık bağlantısıdır." (Cihan Mustafa, age s. 12)

Bu konuda Gazali'nin yine Tehafüt'te verdiği bir misal çarpıcıdır: "Doğuştan gözleri görmeyen birisi, daha önce gece ve gündüz arasındaki farkı hiç bilmeseydi ve gözleri aniden açılrsa, renkleri ve eşyayı idrak etse zanneder ki idrakin faili gözün açılmasıdır. Havanın kararmasıyla beraber, idrakin failinin güneş ışığının sebep olduğunu zanneder. Oysa görmeyi sağlayan güneş ışığı değildir." Ona göre, görme hadisesinin asıl sebebi ne gözün açılması, ne de güneş ışığıdır. Bizzat Allah'ın mutlak gücü dolayısıyladır. Çünkü diğer sebepler şartlar değiştikçe etkileri değiştiğinden adi sebep sayılır. Bunlar asli sebep olamazlar. Asıl sebep, hiçbir şarttan dolayı değişime uğramayan, aksine şartları tayin eden bir varlıktır ki, bu Allah'ın bizatihi kendisidir.(bkz. Cihan Mustafa; age. s 13-14)



Aslında ne Gazali ne de diğer Eş'ari ve Sünni kelamcılar bu fikirleriyle âlemdeki sebep sonuç ilişkisini bir kargaşa ve belirsizliğe iten bir anlayışı savunuyor değillerdi. Dolayısıyla onların bu fikirleriyle bilimin gelişmesinin önünde bir engel oluşturdukları iddia edilemez. Zira onlar âlemde sebep sonuç ilişkisinin varlığını kabul etmekle beraber bu ilişkinin zorunlu olduğu fikrine karşıydılar. Nitekim Gazali vesile sebepeçilik fikrini ifade etmiştir. Buna göre Allah biricik ve hakiki sebeptir. Yaratıklar dünyasındaki sebepler ise sadece ara sebepler durumundadır. Hadiseler arasında önceki hadise sonrakinin meydana gelmesine yalnızca vesile teşkil eder. Ayrıca bu sebep sonuç ilişkisinin Allah'ın dilemesiyle değişkenliğe uğraması mümkündür. Sebep sonuç arasındaki bağ kesilebilir. Sebep varken sonuç, sonuç varken sebep bulunmayabilir. Allah bir sonucu bildiğimiz sebeplerden başkasıyla yahut hiç sebep olmadan da var edebilir.

Tüm bu fikirler âlemle ilgili bilginin imkânsızlığı fikrine götürmez. Çünkü burada karşı çıkılan mutlak determinist bir anlayıştır. İslam düşüncesi kâinatın tümüyle tesadüflerle yürüdüğünü ve ya bir düzensizlik içinde gittiğini düşünmez. Zira kâinatın âdetullah denilen bir düzenle sürdüğünü kabul eder. Böylece bilimsel düşünceye kapısını sürekli açık tutar. Fakat bilimsel düşünce diye ortaya atılan görüşleri de değişmez mutlak hakikatler olarak kabul etmez. Esasen bilimsel şüphecilik de bunu gerektirir ve bilimin ruhuna uygun olan da budur.

Determinist karşıtı görüşler, batıda özellikle bilimin tabulaştırılmasına yol açan, ahlak ve maneviyata kapıları tümüyle kapatan felsefi düşüncelerin doğurduğu ahlaki ve metafizik buhrana biraz da tepki olarak zaman zaman tamamen bilim karşıtlığına kadar ulaşan fikirlerin ortaya çıkmasına neden oldu. Ancak pozitivizme daha ciddi ve mutedil eleştiriler de yapıldı. Bu eleştirilerin öncülüğünü yapan ilim adamlarından birisi de Emile Boutroux(1845-1921)'tur. Boutroux, "Doğa Yasalarının Olabilirliği" adlı tezinde maddeden hayata, hayattan bilince, aşağı realiteden üstün realiteye geçtikçe determinizmin alanının daraldığını ve etkisinin azaldığını savundu. Sonuç olarak "fizik alemde egemen olan determinizm matematik kesinlik taşıyan bir determinizm değildir" yargısına vardı. Bu bilim eleştirisi başka bilim adamlarının da katkısıyla revaç buldu. Ancak antiscientism diye adlandırılan bu akımı bilim karşıtı bir akım olarak algılamak doğru değildir.

Bu akımın en önemli isimlerinden olan Henri Poincare her bilimin bir hipotezle başladığını ve hipotezle yaşadığını söylemiş, "Bilimin Değeri" adlı eserinde de hipotezlerin bilimin değerinden bir şey kaybettirmediğini savunmuştur. Yine ona göre matematiğin ilkeleri, yasalar ve fizik kuramları geniş bir 'convention' (uylaşma) payına sahiptir. Neden o uzlaşma değil de uylaşma başvuruyoruz sorusuna "çünkü bu daha uygundur" cevabını vererek 'conventionalism' doktrininin esas savunucusu ve hatta kurucusu rolünü üstlenmiştir. Kuşkusuz uylaşımı doğuran şeyse sezgidir. (20. yy da Bilimi Sarsan Düşünceler ve Henri Poincare, Karaçay T.)

Süleyman Hayri Bolay uylaşımıcılığın temel tezini şöyle ifade ediyor: Birtakım problemleri sadece deneye dayanarak çözmek imkânsızdır. Böyle problemler, ancak deney verileri ile birlikte çözüme imkân veren bazı konvansiyon'ları kabul etmekle halledilebilir. Deney verileri bize çözümü ihtimam eden hükümleri dikte ettiremezler... bu hükümler kısmen bizim seçmemize bağlıdır. Çünkü biz serbest bir şekilde problemin çözümüne ulaştıracak olan konvansiyonları değiştirebiliriz. (Süleyman Hayri Bolay; Bilimin Değeri Meselesi; s 15)

Yine ilgi çekici bir tespit olarak Boutroux' un tabiat kanunlarında bir değişme gördüğünü ve aslında hareketsiz gibi algılanan tabiatın gerçekte tamamen hareketli ve canlı olduğunu kabul ettiğini zikredebiliriz. Böylece o tabiat kanunlarının değişken olduğunu kabul ederken şu hükme ulaşmıştır: Değişme kanunu hariç olmak üzere, her şey değişmektedir. Poincare başlangıçta Boutroux' un bu görüşüne karşı çıkmıştır: " kanunların evrimine inansak bile, bu



evrim ancak çok yavaş olabilir... bu yüzden tabiat kanunları ancak önemsenmeyecek derecede değişime uğrayabilir.

Ancak daha sonra Poincare "Bilimin Değeri" eserinde "tabiat kanunları hiçbir zaman iyice bilinmediğinden tabiat kanunlarının değiştiği hükmüne varmamak elde değildir" diyerek Boutroux'un fikrine katıldığını ifade etmiş olmaktadır. (Cihan Mustafa; age s 47-48)

Bunlardan yola çıkarak kanunları ve fizik sabiteleri değişen bir tabiatta mutlak determinizme yer olmadığı rahatlıkla söylenebilir. Nitekim M. Planck 1901'de 'Planck sabitesi' denilen değişmez bir sayıyı da keşfetmiştir. O bu sabite ile bütün fizik olaylarında bir emniyetsizlik payının olduğunu göstermiştir. Bu da klasik determinizmin esaslarını sarsmıştır. Böylece Broglie'nin ifadesiyle "fizik determinizm duvarında, genişliği Planck sabitesi ile ölçülen bir çatlak" olduğu söylenebilmiştir.

Yine modern bilimde determinizm krizine yol açan asıl olay Heisenberg(1901-1977)'in 1927'de ortaya attığı ünlü 'belirsizlik' ilkesidir. Bu ilkeye göre atomların iç dünyasında, mikro kozmunda, bir belirsizlik payı vardır. Çünkü hareket halindeki bir elektronun tam olarak yerini tespit etsek hızını tespit edemiyoruz, hızını tespit etsek yerini tespit edemiyoruz. Hatta aletlerimiz ne kadar mükemmel olursa olsun bu sonuç değişmemekte, bir belirsizlik payı mikro kozmos âlemde bulunmaktadır.(Cihan Mustafa; age 8-9)

Bu değişkenlik ve belirsizlik prensibinin mutlak determinizmi yıkmasının yanı sıra, Poincare'nin uylaşımçılık fikriyle bilimsel teoriler alternatifi bulunamayan mutlak ve değişmez gerçekler olarak algılanmak yerine onların kabul edilmeye elverişli uylaşımalar olarak benimsenmesi fikri bilime bakış açısını tümüyle değiştirmiş ve artık bilim- din zıtlaması gibi bir anlayışın tarihe karışmasının kapısını aralamıştır. Bilimsel bilginin izafi doğrular olarak anlaşılıp uygun bir konvansiyondan daha uygun bir konvansiyona doğru geliştiğini kabul etme fikri bilimsel mantık açısından daha sorunsuz bir düşüncedir.

Felsefe ve Fıkıh münasebeti

Öncelikle fıkıh kavramının tarihi süreç içerisinde başlangıçta taşıdığı genel anlamdan uzaklaştığını ve daha dar bir anlama indirildiğini gözden kaçırmamalıyız.

İlk dönemlerde fıkıh denirken kişinin dine dair sahip olduğu anlayış biçimi kastediliyordu. Burada din derken ibadet ve muamelat alanına indirgenmiş bir din anlayışından ziyade kişinin hayat felsefesini kuşatan ve onun tüm yaşamını, anlayış ve algısını oluşturan bir kavramdan bahsetmiş oluyoruz. İnce ve derin anlayış demek olan fıkıh dolayısıyla inanç ve düşünce alanını da kuşatıyordu. Nitekim Ebu Hanife inanç alanıyla ilgili görüşlerini el-fikhu'l-ekber, en büyük fıkıh, adlı bir eserde toplamıştır.

Daha sonra gelinen süreçte fakihlerin daha ziyade ahkâma dönük konularla meşgul olması ve ümmetin ameli konularda ihtiyaç duyduğu içtihat alanıyla meşgul olmalarının da tesiriyle fıkıh kavramından ibadet ve muamelata dair ameli hükümlerin bilinmesi kastedilir oldu. Yani fıkıhın teori ve felsefe kısmı zayıflayarak pratik kısmı gelişti. Bu da zaman zaman teoriyle pratik arasında ciddi farklar doğmasına da yol açtı. Son zamanlarda makasit fıkıhının öne alınma çabalarının arka planında bu kopuş ve uzaklaşmanın fark edilmesinin yattığı da söylenebilir. Ancak günümüzde fıkıh, İslam fıkıhı kavramının yerini İslam Hukuku, fıkıh usulü kavramının yerini de İslam hukuk metodolojisi tabirinin aldığı görüyoruz. Bu durum fıkıh algısında pratiğe yönelmenin ve toplumsal ihtiyaçları ön plana almanın fıkıhın alanını gittikçe daha fazla daralmasına yol açtığını göstermektedir. Bu şekilde ince ve derin anlayış demek olan fıkıh kavramından hayli uzaklaşıp insanlar arası ilişkilerde konu olan haklarla sınırlandırılmış, başka bir açıdan düşünülürse isim değişikliğiyle beraber bir gün tarihe terk edilmiş bir fıkıh kavramıyla yüzyüze gelebiliriz. Fıkıh bir bütünlüğü ifade ederken hukuk kavramı bir parçayı anlatır. Bütünü yitirip parçada kaybolmak bazen parçayı da doğru anlamamaya götürür. Bu



İtibarla fıkhi bütünlüğe dönmek son derece gereklidir. Felsefe bilimsel bütünlüğü gösteren bir çatı olması yönüyle de fıkha yakın bir alanı karşılar. Ayrıca fıkıh ve felsefe her ikisi de insan düşüncesinin ama basitçe düşünme değil ince ve derin düşünceye karşılık geldiği de gözden kaçırılmamalıdır.

Fıkıh usulünde bilginin kaynakları

İslami düşüncede bilginin kaynakları arasında akıl, duyular ve vahyin geçtiğini söylemiştik.

Müctehitlerin tafsili şer'i delillerden, şer'i ameli hükümleri istinbat etmesi şeklinde tanımlanan fıkıh ise, ameli hükümleri bilmek için şer'i delillerden yararlanır. Yani fıkhi bilginin kaynağı olarak şer'i deliller esas alınır.

Bu delilleri genel olarak incelediğimizde bunların bir kısmının önceki tasnifte vahiy denilen alanla doğrudan ilişkili olduğunu görürüz. Nitekim usul kitaplarında şer'i deliller olarak zikredilen kitap, sünnet, bizden öncekilerin şeriatları (önceki ümmetlerin bizdeki nasslarda zikredilip neshedildiğine dair delil bulunmayan hükümler bizim için de geçerli olduğu fakihler tarafından ifade edilmiştir) vahye doğrudan bağlı olan delillerdir. Sahabi kavli de bu bağlamda değerlendirilebilir. Zira ulemanın ittifak ettiği alan bu konuda sahabinin kendi fikri olarak ifade etmiş olamayacağı konularda sahabinin görüşünün bağlayıcı olduğudur. Bu da yine vahiy olduğu düşünülen sünnet kapsamında değerlendirilmesi anlamına gelir.

Fakihlerin kıyası, maslahat, istihsan, sedd-i zerayi, istishab ise akla dayalı hüküm kaynaklarıdır. Ancak burada akla Sünni ulema tarafından tümüyle bağımsız bir hareket alanı tanınmadığını yine nasslar çerçevesinde bir hareket özgürlüğü tanındığını da vurgulamak gerekir.

Örfe gelince bu delilin de duyular ve akılla ilişkili olduğu rahatlıkla söylenebilir.

Şer'i deliller arasında bilgi kaynağı ve fakihlerin atfettiği bilgi değeri bakımından en ilginç olanıysa icma kavramıdır. Çünkü icma bir yönüyle beşeri bir çabanın, ictihadın ürünü olarak aklın müdahil olduğu bir alan olmasına rağmen fakihler sarıh olan icmaya kat'i delil olarak bakmışlardır. Yani bir anlamda ona Kuran nassıymış gibi bir değer atfetmişlerdir. Gerçi bazıları bu konuda tafsilata girişmişlerdir. İbnü'l-emin Mahmut Esat fıkıh usulünün icma bahsinin sonunda şunları söyler: Mütevatir icmanın en güçlüsü, devirleri sona ermiş sahabenin icmasıdır. Hatta sahabe devri son bulmamış olsa bu icma ittifaki olmaz. Böyle bir icma, delaleti kesin olan ayet ve mütevatir haber gibidir. Kuvvette ikinci sırayı; sahabeden sonra gelenlerin icmaları alır. Bu icma ise meşhur habere benzer. Üçüncü sırayı ise ihtilaflı olan icma alır. Böyle bir icma sahih haberi vahit gibidir. Zan ifade eder ve gereğiyle amel etmeyi gerektirir

Tabi ki bu husus icmayı kaynak olarak kabul eden ve icmanın oluşabilirliğini, ve şayet oluşabilirse bu durumun bilinebilirliğini kabul eden fakihler açısından. Nazzam, Harici ve Şia'nın büyük çoğunluğu hariç İslam âlimlerinin neredeyse tamamı icmayı delil olarak kabul etmişlerdir. Ancak bunların da bir kısmı teorik olarak icmayı kabul etseler de pratikte sahabe döneminden sonra böyle bir icmanın oluşabilmesinin güçlüğünü ve bilfarz oluşabilse bile bunun bilinebilmesinin güçlüğünden bahsetmeden edememişlerdir. Nitekim İmam Ahmet bir kişinin bu konuda icma vardır demesini hoş karşılamamış, şayet söyleyecekse bu hususta farklı düşünen olduğunu bilmiyoruz demesini öğütlemiştir. (bkn. Zekiyyüddin şaban; İslam hukuk ilminin esasları; s.118 vd.)Yine Şafii kendi döneminde icmanın oluşabilmesinin güçlüğünü dile getirmiştir (Muhammet Ebu Zehra; İslam hukuk metedolojisi; s 170 vd.).

İmamlar icmayı bir kaynak olarak kabul etmişlerse de onu öyle zor şartlara bağlamışlardır ki neredeyse tarihte fakihlerin tarifine uygun bir icma oluştuğunu söyleyebilmek ihtilaf konusu edilebilmiştir. Zira fakihler tek bir müctehidin bile muhalefetini icmanın oluşmasına engel saymışlardır. Yine bazıları asrın geçmesini de şart olarak görmüşlerdir. Bu ayrımlara girerek



konuyu uzatmadan Abdulvehhab Hallaf'ın usul-u fikh eserinin 55 ve 56 ıncı sayfalarında geçen şu ifadelerini aktarmayı yerinde buluyoruz:

“Tercihe şayan bulduğum görüş şudur ki: açıklamış olduğumuz tarifi ve rükünleriyle icmanın, İslam ümmetinin fert ve uluslarına tevdi edilmesi durumunda oluşabilmesi adeten mümkün değildir. ..

İcma bu manasıyla Peygamberin vefatından sonraki bir asırda fiilen oluşmuş mudur. Cevap, hayır. Her kim sahabenin hüküm verdiği olaylara müracaat eder ve toplanıp verdikleri hükümleri düşünürse anlar ki bu mana ile icma vaki olmamıştır. Olan sadece ilim ve görüş sahibi olanlardan hazır olanların ortaya atılan hadisede ittifak etmeleridir. Gerçekte o cemaatin istişaresiyle sadır olan bir hükümdür. Tüm ümmetin görüşü değil... şüphe yok ki bir ihtilaf ortaya çıktığı vakit Ebu Bekr'in insanların seçkin ve liderlerinden topladığı kimseler Müslümanların liderlerinin tamamı değildi. Çünkü onlardan pek çoğu Mekke, Şam, Yemen ve cihat meydanlarında bulunabiliyordu... Ömer de böyle yapıyordu. Bu ise fakihlerin icma dediği şey değildir. Gerçekte o cemaatin teşride bulunmasıdır.”

Hallaf sahabi döneminden sonra Endülüs Emevileri döneminde yine böyle ulemadan oluşan bir şuranın varlığını zikreder ve bunun dışında genellikle yapılan icthatların ya ferdi ya da bir müctehidin kendi beldesi ve muhitiyle istişaresinden ibaret olduğunu vurgular.

Yine Hallaf icmanın günümüzde hükümetlerin icmaya ehil olabilmek için gerekli şartları haiz olanlara bir diploma vermesi ve onların tamamının bir hususta ne düşündüklerinin tespiti yoluna gitmesi suretiyle icmanın gerçekleşebilmesini mümkün görmektedir. Günümüz dünyasında bunun zorluğu da ortadadır. Bu önerisiyle Hallaf'ın fakihlerin icma tanımına uygun bir icmayı oluşturabilmek için teklifte bulunduğu açıktır ancak bu husus ta yazıldığı kadar kolay değildir.

Genel olarak Hallaf'ın açıklamaları aslında bir çok günümüz fıkıhçısının da tasvip edeceği insafı ve mutedil görüşlerdir. Buradan yola çıkarak icma kavramının en azından sahabi asrıdan sonra iman ve İslam'a dair belli başlı temel konuların tekrar tartışılmasının önünde bir bariyer oluşturmaktan başka pratik bir değer ifade etmediği söylenebilir. Bu, usulcülerin icmaya yükledikleri anlamdan yola çıkarak söylenebilecek bir tespitten ibarettir. Bundan dolayıdır ki yakın dönemde icmayı farklı kavramlarla ilişkilendirerek ona işlevlik kazandırmak isteyenler olmuştur. Ziya Gökalp, Halim Sabit, Ahmet Hassan gibi isimler burada zikredilebilirler. Bu isimlerin icmaya daha ziyade şura ve çağdaş siyasi kavramlarla ilişkili bir misyon yüklemek istedikleri söylenebilir.

Acaba icma Müslümanların temel meselelerde birliğini sağlayarak tarihteki misyonunu tamamlamış mıdır? Bu soruya verilecek cevap icmanın misyonunun muvakkat mı yoksa sürekli mi olduğu ile ilişkilidir. Akla ve vicdana uygun olan icmanın misyonunun sürekli olduğunu düşünmektir. Zaten tarihte de kimse icma görevini tamamlamıştır dememiştir. Fakat sahabi döneminin dışında ümmetin usulcülerin söylediği anlamda icma ettiği bir hususun ortaya konamaması da ilginçtir. Fıkıh kitaplarında bu hususta icma vardır ifadelerinin de çoğu aslında usulcülerin tanımladığı manada bir icma değil belki mezhep için bir icmadan ibarettir. (Zekiyyüddin Şaban, age s. 119)

Bu durumda fakihlerin icmayı deliller kategorisinde Kuran ve sünnetten sonra üçüncü sırada zikretmesinin ve icmayla oluşan bilgiyi kat'i bilgi olarak görmesinin pratikte ne anlamı olduğu sorusu ortaya çıkar. Temel konularda oluşan icmanın da zaten esas mesnedinin açık bir nasstan başka bir şey olmayacağı düşünülürse icmanın hiçbir anlamı kalmamış olur. Oysa icmanın hüccet olmasına delalet eden naslar incelenirse bunlardan fakihlerin icma için ileri sürdüğü şartların çıkarılmasının güçlüğü görülür. Böylece icma farklı bir anlam ve değer kazanmış olur.



İstisnasız tüm fakihlerin bir asırda aynı görüş üzere birleşmesi imkansız talep etmekle aynı şeydir. Adeten imkânsız olan bir şeyse hakikaten imkânsız hükmündedir. Şârinin böyle muhal bir şeyi ümmete arz etmesi ise hikmete münafidir. Şu halde Şarinin amacını tespit etmeye çalışmak için naslara müracaat etmek gerekir.

Değerlendirme

İcmanın hüccet oluşuna fakihlerin gösterdikleri delillerin birçoğunun zorlama yorumlarla usulcülerin icma tanımına yaklaştığı açıktır. Hadislerin bir kısmı ise sened bakımından tenkit edilmişlerdir. Ancak bütün bunlara rağmen delillerin toplamından istifade edilen ortak bir mana vardır. O da cemaate ve cemaatin görüşüne ayrı bir değer atfedildiğidir. Hakikatin azınlık görüşünde olabileceği ihtimaline binaen burada çoğunluk görüşünün bir değer ifade etmediğini düşünmek sağlıklı değildir.

Doğrunun cemaatle beraber olduğunun ifadesi şeklinde anlaşılacak olan ve cemaatin görüşünden ayrılmamaya delalet ettiğini düşündüğümüz nasların bazılarının cemaî ictihat dediği anlayışla ve şura kavramıyla daha fazla ilişkili olduğunu düşünüyorum.

Bu yönüyle uylaşımçılık fikriyle benzerlik taşıdığını söyleyebiliriz. Hele ictihadın mutlak doğruyu ifade etmemesi ve muhalif görüşün de doğru olabileceği ihtimaline değer verilmesi fikhın bilginin değeri bağlamında determinist bir anlayıştan çok uylaşımçı düşünceyle benzerlik taşıdığı söylenebilir.



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Öz

Bilindiği gibi ilkçağ filozofları ilk ilke (arkhe) olarak toprak, su, hava ve ateşi kabul etmişlerdir. Çeşitli mitolojik sistemlerde yaratılışın başlıca unsuru su olmuştur. Canlıların varlığını devam ettirebilmeleri için en temel unsurlardan biri olan su, yaşamsal bir öneme sahiptir. Besinler, ısı, tohum gibi olgular varlıklarını suya borçludurlar. Türk yaratılış mitinde kozmos, sudan türemiş ve bütün canlılar sudan yaratılmıştır. Su, başlangıç maddesi olduğu gibi eskatolojik mitte dünyanın sonunu getiren unsur olarak da kabul görür. Suyun kutsallığı makro kozmosta (evrenin oluşumu) olduğu gibi mikro-kozmosun (insanın oluşumu) da su ile başlayıp su ile sona ermesine dayandırılır. Türk mitolojisinde dünya yaratılmadan önce her yerin sularla kaplı olduğuna inanılır; bu noktada dünyadaki tüm varlıklar Tanrı tarafından yaratıldığı halde su yaratılmamıştır. Suyun hayat verici oluşu onun kutsiyet kazanmasına da sebep olmuştur. Özellikle atlı göçebe hayatının yaşandığı Türk kültüründe her suyun sahibinin (ruhunun) olduğu kabul edilmiş, sulara kurbanlar kesilmiş, onlarla konuşulup dertleşilmiş, bir sıkıntısı hastalığı olanlar, kötülükten kaçanlar suların yardım istemişlerdir. Bu bağlamda Rus kültüründe de suyla ilgili benzer inanışlardan söz etmek mümkündür. Suyun kutsiyeti ölümsüzlük vermesi gibi bir işlev ile kuvvetlendirilmiş, kimi zaman suyun bereketi, sağlık kaynağı olması, kimi zaman ise kötülüklerden uzaklaştırıp ruhun arındırılması yönünde inanışlarla kendini göstermiştir. Çalışmamızda doğadaki dört temel unsurdan biri olarak kabul gören su kavramının Türk ve Rus inanç sisteminde nasıl algılandığı ve ifade bulduğu anlamlar karşılaştırmalı olarak ele alınıp incelenecektir.

Anahtar Sözcükler: Su, Türk, Rus, inanç.

Giriş

M. Ö. VII. yüzyılda başlayan varlığın esasını oluşturan element tartışmalarında doğayı Yunanlılar'a araştırma nesnesi olarak sunan ilk filozof Thales (M.Ö. 624-545), her şeyin kendisinden türediğine dair ilk ilke olan arkhenin su olduğunu ifade etmiştir. Çünkü Thales'e göre doğa yaşayan bir organizma olduğu için arkhe, yaşamı desteklemeli ve yaşam kaynağı olmalıdır. O dönemlerde canlı varlıklar ile cansız madde arasındaki ayrım henüz gerçekleştirilmediği için doğanın tek kaynağı olarak arkhe, değişim ve hareketin ilk nedenini de içermelidir. Bu bakımdan Thales, suyun kolayca başka hallere dönüşebildiğini ve hareketli olduğunu gözlemler ve suyun katı (buz), sıvı (su) ve gaz (buhar) şeklinde üç farklı halde bulunabilen tek töz ve görülebilen tözler arasında ise en hareketlisi olduğunun farkına varır, zira su, kapladığı mekânın şeklini derhal almaktadır (Çağlar, 2008, s.63). O halde Thales'in gözlemleri, yaşamı sembolize eden ve dört elementin en kolay başka hallere dönüşebilen suyun (mai) mitolojilerdeki tanımıyla paralellik göstermektedir.

Semavi dinlerde de su, başlangıç maddesi olarak sayılır. Tevrat'ın Tekvin kitabında su, yaratmaya sebep "ilk madde"dir. Kuran'da da göklerle yer yaratılmadan önce Allah'ın arşının su üzerinde olduğu bildirilir. Bundan sonra sudan diğer varlıkların yaratılma aşamalarına geçildiğine dair Kuran'da: "her canlı şeyi sudan yarattık" denmektedir (Bilgin, 2002, s.53, 89-90).

Türk yaratılış mitinde de kozmos, sudan türemiştir, başka bir deyişle yaratılışın başlangıç nüvesi sudur, dünya yaratılmadan önce her yerin sularla kaplı olduğuna inanılır ve ilk canlıların su aracılığıyla yaratıldığı kabul edilir. Suyun ilk madde oluşuna eski Türk efsanelerinde de rastlamaktayız. Nitekim Verbitski'nin derlediği Altay Yaratılış Destanı'nda



su, şu şekilde geçmektedir: "*Başlangıçta ne gök vardı ne de yer... Dünya uçsuz bucaksız, sonsuz sudan ibaretti. Bu sonsuz suyun üzerinde mütemadiyen sürekli uçup duran Tanrının dahi konacağı küçücük bir kara parçası bile yoktu*" (Akman, 2002, s.3-4; Bilgin, 2002, s.53; Ögel, 2010,c. 1, s.432-433).

Su, Rus mitolojisinde de önemli bir yere sahiptir. Su hayatın başlangıcıdır ve doğada olan her şeye hayat verir. Bir Ukrayna söylencesinde suyla ilgili söylenen şu sözlerde olduğu gibi: "*Başlangıçta ne gökyüzü vardı ne de yeryüzü, sadece karanlık ve su vardı. Tanrı kutsal ruhları suya bıraktı*" (Uzelli, 2016, s.76).

Su kavramı, ilk dillerde insanlığın ilk sesi olan "A" sesi ile dile getirilmiştir. Eski Germen dilinde su anlamında "AA" sözcüğü, Farsçada ise "*canlılık*" anlamına da gelen "*ab*" sözcüğü kullanılmış ve içenlere ölümsüzlük veren su, "*ab-ı hayat*" (*Hayat Suyu, Dirilik Suyu*) olarak adlandırılmıştır (Hançerlioğlu, 1975, s.9; Çağlar, 2008, s.76; Kaya, 2013, s.15). Aslında tüm dünya mitolojilerinin en önemli motifi sayılan Bengi-su ya da Hayat Suyu tasavvuftaki Vahdet-i Vücut düşüncesinin efsanelere yansımalarıdır. Benzer bir şekilde Altay ve Anadolu masallarında ölüp de kutsal ve sihirli bir güç olan hayat suyu ile dirilme motiflerine sıkça rastlanır. Bazı Altay efsanelerinin Hayat Suyu ile ilgili bölümü şu şekildedir: "Büyük bir dağ yükselir, on iki gök katından Dağda bir kayın vardı, yaprakları altından, Kayının altındaysa, küçük bir çukur vardı, Bir karış bile değil, o kadar yüzlek dardı. Bu çukur hep doluydu, kutsal hayat suyuyla, İçen ölmez olurdu, ebedi bir duyuydu" (Çağlar, 2008, s.82). Hayat suyu ölümleri ve hastaları iyileştirdiği gibi ihtiyaçlara da gençlik verir, içildiği zaman ise ölümsüzlüğe (Zülkarneyn, Köroğlu'nun Kıratı vd.) kavuşulacağına inanılırdı. Suyun hayat bahşedici, yaratıcı bir mukaddes gibi telakki edilmesi inancı, günümüzde *zem zem suyu* ile devam etmektedir (Akman, 2002, s. 6).

Ruslara baktığımızda sofralardaki bereket ve bolluk, hayat veren suya yani ab-ı hayata bağlanır. O sudur ki bitkileri besler, büyütür, ekini yeşillendirir. Rus mitolojisine göre yağmur bulutları çok eski zamanlarda gökyüzündeki kuyulardan ve ırmaklardan oluşmaktaydı. Bu bulutlara zincir vuran soğuk kış, kutsal suları kilitlemişti. Dolayısıyla güçsüz düşen yeryüzü, donmuş ve karlarla kaplanmıştı. Susuz kalan bulutlardan yağmur yağdırarak gökyüzü pınarlarından hayat suyunu içen şimşek ve yıldırım Tanrısı Perun'un, taştan yapılmış çekiciyle ilkbaharda bu zincirleri kırarak yağmur suları için yol açtığına inanılmış ve bu suretle yağmur bulutları yeryüzünü sulayarak ona eski gücünü kazandırmış, ürünler vermiş, her yeri ağaç ve çiçekle süslemiş ve yeryüzünü ölüm uykusundan uyandırarak ona yeni bir hayat vermiştir. Dolayısıyla bu noktada ilkbaharın ilk yağmurları kutsal sayılmış ve Tanrı Perun'un gönderdiği bu kutsal suyun insan vücudundaki yaraları iyileştirdiğine, kırıkları kaynattığına ve bedene hayat verdiğine inanılmıştır (Afanasyev, 2005, s.115; Öksüz, 2014, s.114-115). Yine inanca göre ilkbaharın yağmur sularında yıkanan kişi, güce, sağlığa, güzelliğe ve huzura kavuşur. Bu nedenle yağmur başlayınca dışarı çıkılır ve yağın yağmurla üç kez yüz yıkanır. Bazıları ise bu ilk yağmur suyunu biriktirir ve tüm sene yağmurun yağması için kapalı bir kaptan tutar (Madlevskaya, 2005, s.175; Öksüz, 2014, s.116). Hayat suyu, görmeyen gözleri de açar. Bu da yağmurun kara bulutları dağıtıp arkasından dünyanın gözü olan güneşi ortaya çıkarmasını simgelemektedir. Bu noktada temel halka sayılabilecek yağmur sözcüğünün Rusça karşılığı olan *dojd* (дождь) sözcüğünün etimolojisinde 'vermek, dağıtmak' anlamları yer alır. Kısaca yağmur, veren, dağıtan, üremeyi gerçekleştiren bir olgudur. Nehir veya ırmaktan farklı olarak erildir, bu nedenle dölleme eylemini ve buna bağlı olarak üremeyi, yaşamın devamını sembolize eder (Uzelli, 2016, s.78). Yağmur olarak su, doğurganlığın ve gökyüzü tanrısının gücüdür. Çiy olarak ise kutsanmayı, ruhsal tazelenmeyi ve şafağın ışığını/yenilenmeyi temsil eder (Akman, 2002, s.2).



Benzer bir şekilde daha İslamiyet öncesi Orta Asya kültüründe var olan günümüzdeki yağmur yağdırma törenleri Anadolu'da da uygulanagelen bir adet olduğu söylenebilir. Hatta Çömçe Gelin adı ile *Yağ yağ yağmur Teknede hamur Ver Allah'ım ver Selli sulu Yağmur* tekerlemesine bağlı olarak çocuk oyunları arasında sayılabilen yağmur duası geleneği bile mevcuttur (http://turkoloji.cu.edu.tr/pdf/mehmet_yardimci_yer_su_kultu.pdf). Yağmurun bereket getireceğine, Nisan yağmurunda yıkanmanın dertlere iyi geleceğine inanılır.

Slavlarda masal ve efsanelerde geçen sihirli sular "*ölüm suyu-myortvaya voda- мёртвая вода*" ve "*hayat suyu- jivaya voda- живая вода*" şeklinde ikiye ayrılmış ve ölüm suyunun kahramanın ölü bedenindeki kesikleri, yaraları, parçalanmış kemikleri birbirine kaynaştırdığı ama ölüyü diriltmediği ve dolayısıyla bu suyun yalnızca ölü bedeninin dağılmış uzuvlarını bir araya getirdiği varsayılmıştır. Ölen kahramanın canlanması için ise hayat suyu serpilmelidir ve hayat suyu ancak karşıtı olan ölüm suyuyla bir bütünlük oluşturur (Öksüz, 2014, s.114-115).

Türk folklor düşüncesinde de "*ab-ı hayat*" ve "*ölüm suyu*" olarak ikilik gösteren su kültü mitolojik dünya modelindeki kozmogonik ve eskatolojik mitlerin yansımasıdır. Suyun ilk madde olması da hayatla ölümü birleştirmesinde görünmektedir. Dolayısıyla su hem yaşama hem de ölüm gücü olduğu için bölülebilir de birleştirebilir de. Diğer bir ifadeyle, başlangıç maddesi olan su, eskatolojik mitte dünyanın sonunu getiren bir unsur olarak da görülür. Aynı şekilde suyun kutsallığı makro-kozmosta (evrenin oluşumu) olduğu gibi mikro-kozmosun (insanın oluşumu) da su ile başlayıp su ile sona ermesine dayanmaktadır.

Rus tarihçi ve halkbilimci Kostomarov'a göre *Dana (Дана)*, Slav mitolojisindeki Su Tanrıçası'nın adıdır. Kostomarov: "*Her şeyin başı olan su, her zaman olağanüstü güzel, her zaman taze, aynı anda hem bakire hem kadın olabilir, kısaca güneşin zevcesidir Dana*" der. O, yorgun yolcunun susuzluğunu gideren, yaralı askerin yarasını sağaltan, tarlalara yağmur olup yağmak üzere göğe yükselendir. Yaşayan her şeye can katan, iyi yürekli bir tanrıçadır (Uzelli, 2016, s.77). Aynı şekilde Rus mitolojisinde kadın soyunun başlangıcının, doğurganlığın temsilcisi olan *Mokoş (Мокoшь -Макошь)*, yaşamsal bir ihtiyaç olan suyla ve nemle ilişkilendirilir (Ayrıntılı bilgi için bkz: <http://www.rodnovery.ru/knizhnaya-polka/631-slavyanskaya-mifologiya-entsiklopedicheskij-slovar>). Rusçada *mokrota*, 'ıslaklık, nem' anlamındadır. Mokoş'un pek çok işlevi Hıristiyanlığın kabulünden sonra Azize Paraskeva kültüne bağlanır. Mokoş'un anısına bu azize, *Paraskeva Pyatnitsa (Параскева Пятница)* şeklinde adlandırılır ve adından da anlaşılacağı üzere kutsal günü Cumadır ve haftanın bu gününde iplik eğirmek, çamaşır yıkamak yasaktır. Annelerin ve evlenmemiş kızların koruyucusu sayılan bu azizenin tasvirleri su kaynaklarının ya da kuyularının civarına konur (Öksüz, 2014, s.90-91).

Suyun tüm canlıların yaşamlarını sürdürebilmek için en başta gelen bir unsur oluşunu, ana rahmine düşmemize neden olan maddenin ve yaşamı sürdüren kanın likit olmasıyla da özdeşleştirmek mümkündür ve çocuğun dünyaya gelmeden önce ana rahminde su ile çevrenmesi, hayat verici bir başlangıç olan suyun mitolojik düşüncede ana rahminin sembolü olmasını sağlar. İkonografik panolarda görüldüğü üzere Meryem, hamilelik müjdesini bir kuyunun yanında su çekerken alır. İsa kendisine su vermek istemeyen Samiriyeli kadınla bir kuyu başında karşılaşır (Ersoy, 2007, s.496-497).

J.C. Cooper, *An Illustrated Encyclopaedia of Traditional Symbols* isimli eserinin *Su Maddesi*'nde suyu bütün yönleriyle ele alır ve dünyadaki su ile ilgili kült ve inançlardan söz ederken şu satırlara yer verir: "*Platon'a göre sular, bütün değişenlerin sıvı hali, maddenin ilk şekli, farklılaşmışlığın, evrendeki her şeyin kaynağı ve özü, var olan bütün potansiyellerin kaynağıdır.*" Bütün sular doğumla, kadınsı prensiple, evrensel rahimle, ilk özle, yaşamın



çeşmesiyle tazelik ve doğurganlık suyuyla bağdaştırılır ve büyük ananın sembolüdür (Akman, 2002, s.1).

Kuruluk ve ölümün durağan şeklinin tam tersine su, kan dolaşımı ve nem ile bağdaştırılır, yaşama girer ve onu canlandırır. Bu yüzden suyun ve kanın eski yaşamı arındıran ve yeni yaşamı kutsal kılan dinlerde su ve kanla vaftiz olmak (Yunanca-βάπτισι , suya daldırma, Hıristiyanlarda suya daldırma töreni) son derece önem taşır. Suyla yıkanma yalnızca eski yaşamdan ve ölümden yani yaşam ve doğuma yeni saf yaşama dönüş değil, aynı zamanda ruhun madde dünyasına dönüşünü de sembolize etmektedir. Bunun yanı sıra şaraba karışmış su da, insanla kutsal doğanın karışımını temsil eder, başka bir deyişle, tanrının insanda görünmez bir şekildeki karışımını (Akman, 2002, s. 2).

Türk mitolojisinde yeryüzüne hükmeden bazı varlıklar gibi suya hükmeden varlıklar da bulunmaktadır. Bu varlıklar Su Anası, Su İyesi, Su Dedesi gibi adlarla anılmış ve göllerin, nehirlerin, denizlerin en derin yerlerinde yaşadıklarına inanılmıştır ve onların bazen yüzmeye gelenleri yanlarına çekerek ölümlere sebep olduklarına dair inanıştan dolayı söz konusu varlıklardan gelen gazabı engellemek için bu varlıklara saçılar sunulmuş, adaklar adanarak gönülleri hoş tutulmaya çalışılmıştır. Suyun bir ruhu olduğu inancından hareketle su iyelerini memnun etmeye veya onlardan medet ummaya çalışılır. Bunun için su iyesine kurban verilmesi gerekir. Konuya dair en eski kayıtlar M.Ö. 1050 yıllarında kuzey Çin'i ele geçiren Choular dönemine aittir. Chou hükümdarının savaşa giderken geçtiği mıntıkların yer-sularına kurban verdiği, ayrıca Hunların da sulara ve ağaçlara kurban sundukları bilinmektedir (Akman, 2002, s.5).

Benzer bir şekilde gerek Mezopotamya gerekse Hititler'de daha ziyade arınma, bereket ya da kötü ruhları uzaklaştırma amaçlı tüm kötülüklerin yer altı dünyasından geldiği inancından hareketle yer altı dünyasına giden yolları su kaynakları oluşturduğundan oradaki tanrıları memnun etmek, ölü ruhları yatıştırmak, ülkenin refahı ve bereketli bir yılın teminatı için son derece gerekliydi. Dolayısıyla su kaynakları, yer altı tanrıları ve ölü ruhlarla iletişim kurmanın tek yolu (Erbil, 2005, s.15, 71,78). Türklerin yaratılış destanlarında suyla ilgili Orhun abidelerinden öğrendiğimize göre Göktürklerde "Yer-sular" devletin resmi kültlerinden biriydi. Türklerin kurban törenleri de kutsal bir dağ tepesinde yapılmaktaydı. Bu dağlarda genellikle kutsal sayılan bir krater gölü bulunurdu (Kaya, 2013, s.18; TDEA, 1998, s. 47). Doğu bilimci Radloff'a göre yer-sular, göklerin katlarında yaşayan bütün yukarı dünya ilahları, beşeriyeti meydana getiren, yaşatan ve koruyan varlıklar olarak mütalaa edilirdi (http://turkoloji.cu.edu.tr/pdf/erman_artun_su_kultu.pdf).

Rus mitolojisinde de özellikle güneydeki halklar için nehirler ve ırmaklar yeryüzünün damarları olarak varsayılmış ve ortak inanışa göre akarsular aracılığıyla öbür dünyayla iletişim kurulmuştur. Bu nedenle en önemli yaşam unsurlarından bir olan su kaynaklarının tamamına saygı gösterilmiş ve kurbanlar sunulmuştur. Hatta eski putperest inanışları döneminde kutsal su olduğuna inanılan yerlere kiliseler, dini mabetler inşa edilmiştir. Suda yaşayan ruhlara kurban ve armağanlar sunulmuştur.

Eski Türk inançlarını en iyi aksettiren törenlerden biri Safranbolu' da Konarı gölü üzerinde yapılır. O gölde daha evvel adak olarak adanmış kurbanlar kesilir ve kesilen kurbanların kanları göle akıtılır (Akman, 2002, s. 8; Kalafat, 1999, s. 51). Benzer bir şekilde Zonguldak'ta yaşatılan bir geleneğe göre, Karadeniz'de balığa çıkanların eşleri, fırtınanın azdığı zamanlar bezden yapılmış bebekleri denize attıklarına, kara bir ineğin sütünü sağıp denize ya da gemicilerin azgın suların yatışacağı düşüncesiyle suya zeytinyağı döktüklerine rastlanır (http://turkoloji.cu.edu.tr/pdf/mehmet_yardimci_yer_su_kultu.pdf).

Yaşam kaynağı olan suya Rusya'da büyük saygı gösterilir. Suyu tükürülmez, su kenarında yüksek sesle konuşulmaz, küfredilmez. Suyun içinden yürünmez, akşam vakti su kenarında



çamaşır yıkanmaz, çünkü o saatlerde suyun uyuduğuna inanılır. Temiz bir ruha sahip olduğu düşünülen su kuyularından hasta ve hamile kadınların, ölü yıkayıcıların ve ebelerin su çekmesi iyi karşılanmaz. Baharın erken dönemlerinde henüz buz çözülmesi yeni başladığı sırada su, lohusaya benzetildiği için suya taş ve çöp atılmaz. Ayrıca su taşırken saygılı olunmalı, eve götürülene kadar konuşulmamalıdır. Diğer bir taraftan su, ölenlerin ruhlarının ya da kötü ruhların mekanı olarak varsayılır ve geleneğe göre bir kişi evde öldüyse ruhunun suya gittiğine inanılır ve evden çıkana kadar su kullanılmaz. Cenaze evden çıktıktan sonra bütün kaplardaki sular boşaltılır ve kaplar ters çevrilir. Kuzey Rusya'daki geleneğe göre ölen kişilerin yanına bir bardak su konur. Bardaktaki su dalgalandığında ruhun bedenden ayrıldığı düşünülür. Ayrıca kırk gün ruhun fani dünyayı terk etmediğine inanıldığı için evin ibadet köşesine bir bardak su ve havlu bırakılır (Madlevskaya, 2005, s. 172; Öksüz, 2014, s. 117-118).

Doğu Slavları arasında yaygın olan bir inanca göre kuraklığın nedeni ölümlerin ya da hem toprakta hem de su da yaşayabilen hayvanların suyu toplamalarıdır. Bunu engellemek için bazı yörelerde boğularak ölen kişilerin mezarına su dökülür. Bunun için köyün kadınları ve genç kızları toplanır ve mezara kırk kap su götürürler. Yaşlı kadınlar mezara bir delik açar, diğerleri ise suyu boşaltırlar. Bir başka inanışa göre ise cenaze ırmaktan karşıya geçirilirse ölen kişi suyu yanına alır ve kuraklık oluşur. Bunun için mezarın yanına mutlaka ırmaktan alınan bir şişe konur. Eski dönemde kuraklık zamanı gökyüzündeki kaynakları açmak için yeryüzündeki pınarları ortaya çıkarma ihtiyacı duyulduğundan köyün civarında kullanılmayan eski kuyular ya da su kaynakları temizlenmiş, etrafında ayinler yapılmış ve bulunan suyla yıkanılmıştır. Hıristiyanlık döneminde de büyük kuraklık zamanında aynı işlemler tekrarlanmış, kuyuyu beslemek için ya da bereket getirmesi amacıyla buğday, tahıl, lahana, soğan, sarımsak, tuz, ekmeğe, para, okunmuş su, bütün ya da parçalanmış çömlek gibi maddeler atmak adet olmuştur (Madlevskaya, 2005, s. 175; Öksüz, 2014, s. 115-116).

Türk mitolojisinde de Anadolu'daki su kültürüne bağlı olarak suyun temiz tutulması inancı devam etmektedir. Dere ve pınarları kirletmeme, temiz tutma aksi takdirde çarpılacağı şeklinde bir cezalandırma korkusu halen bu kültürlerin yaşamasında etkili olmaktadır. Ağrı ve Kars'ta ilkbaharda yıkanmak için akarsuya ilk defa girilirken, "ağırlığım, kirliliğim, kelliğim, keçeliğim bu suya" diye söylenirse ve bu üç kez tekrarlanırsa, o yılın sağlık ve huzur içinde geçeceğine, Kars'ta ise yedi ayrı çeşmeden su toplayıp sabah ezanından sonra onunla banyo yapan genç kızın kısmetinin açılacağına inanılır (http://turkoloji.cu.edu.tr/pdf/erman_artun_su_kultu.pdf). Ekmeğe gibi Allahın bir nimeti sayılan suyun Anadolu'da su içerken elini başa koyma geleneği de suya gösterilen saygıya dair bir örnektir (Ögel, 2010, c. 2, s.327).

Halk kültürümüzde su ile ilgili inanışlarda Türklerin hala eski inanç sistemlerine dair izlere rastlamak mümkündür. Örneğin, Çukurova yöresinde doğum ile ilgili inanışlarda kadının kolay doğum yapabilmesi için akarsu üzerinden geçirilmesi; hamile kadına okunmuş su veya zezem suyu içirildiği vakit doğumunun kolay ve yine hamile kadının çok su içtiğinde çocuğun cildinin güzel olacağı; bahtı kapalı kızların hoca tarafından okunmuş muskayı suya atıp arkalarına bakmadan gitmeleri veya bu suyla yıkanmaları; gelin yeni evine girerken kapıya su konması; rüyada yağmur görülürse bereket olacağı; bir kişi su içtiğini görürse o kişinin içinin ferahlayacağı düşüncesi; yağmur yağarken dilek tutulması gibi inanışlar Çukurova bölgesinde su kültürünün varlığını devam ettirdiğinin bir göstergesidir (http://turkoloji.cu.edu.tr/pdf/erman_artun_su_kultu.pdf). Bunun yanı sıra ölünün yıkandığı yere bir satır su ve içine de bir tas konulmasıyla ölünün gelip oradan su içtiğine ve yine ölen kişinin yıkandığı su kazanının ters çevrildikten sonra üzerine bir tasla su konulması gerektiğine dair inançlar Rusya'daki uygulamalarla benzerlik taşımaktadır.



Safranbolu ve yöresinde ise gelin alma sırasında, gelin atla gelirken muhakkak bir su üzerinden geçmek zorundadır. Gelin atın üzerinde, su üstünden geçerken suya elma, helva türünden yiyecekler atarak dua eder. Bu uygulamanın bir benzerini Bingöl ve Tunceli civarında görmekteyiz. Oralarda da gelin eve getirilirken mutlaka ırmak veya dere üstüne kurulu köprüden geçilir. Dere veya ırmak kurumuş olsa bile bu hareket yerine getirilir. Böylece eve gelen gelinin kötülüklerden korunacağına ve eve bereket geleceğine inanılır (Kalafat, 1999, s. 51; Akman, 2002, s. 8-9). Söz konusu durum halk kültüründe, suyu geçmenin nikâhın mecazı ve soy artımının gerekli bir süreci olarak anlamlandırılmasını sağlamıştır.

Ateş ve su olmadan neslini devam ettiremeyeceği düşünen insanoğlu bu iki elementi hem tanrıları anma hem de arınma aracı olarak kullanmış ve Slav halkları bunu Kupala'da birleştirmiştir. Slav halklarının yaz gündönümü festivali olan *İvan Kupala* (*Иван Купала-İvan Kupala, Иванов день-İvanov den', купальская ночь-Kupal'skaya noç'*) antik çağlardan beri Slavlar arasında *Güneş ve Yazın Olgunluğu Bayramı* olarak kutlanmıştır (Graşina & Vasilyev, 2013, s. 235; Dalkılıç, 2015, s. 151). Hıristiyanlığın kabulünden sonra eski takvime göre 24 Haziran, yeni takvime göre 7 Temmuz'a denk gelen bu bayram, zamanla Vaftizci Yahya'nın doğum günüyle bağdaştırılmasına rağmen, gerçekte bugünkü Hıristiyanlık anlayışından uzak, Pagan kökenli ve halk kültürüne dayalı bir bayramdır. İnanışa göre, su ve ateş İvan gününde bir nevi büyü güce sahip olur ve bu güç de insanı yaşam enerjisi ve sağlıkla doldurur. Kupala geleneğinin önemli bir kısmı suda gerçekleştirilir. Ateş yakıldığı gece genç kızlar ve delikanlılar birlikte suya girerler. Aynı zamanda Kupala'yı simgeleyen bir kukla yapılır ve şarkılar eşliğinde suya daldırılır (Tereşenko, 1999, s. 257; Öksüz, 2014, s. 105-106; Dalkılıç, 2015, s. 153). Kupala'nın ateşi, kız kardeşi *Mara* (*Marya-Morevna-Mарья-Моревна*) nın ise suyu temsil ettiğine inanılır. Benzer bir ritüel, her yıl Burdur ilinin Göllhisar ilçesindeki Yusufça kasabasında çobanların "*Ateşte Yıkanma Bayramı*" adını verdikleri bir kutlamayla gerçekleştirilir. *Yaz Başı Bayramı* olarak da adlandırılan bu kutlamalar sırasında aynı eski Rus halk geleneklerinde olduğu gibi Yusufça Kasabası'ndaki çobanlar da yılın bu zamanı küçükbaş hayvanları ateşten geçirerek yıkar. Anılan geleneğin Türklerin beş bin yıllık bir geleneği olduğu, Göktürklerden beri Türk oymak ve boylarında devam ederek günümüze kadar geldiği belirtilmektedir. Yine aynı şekilde İvan Kupala kutlamaları sırasında ateşin etrafında toplanıp şarkılar eşliğinde dans edilmesinin ve ateşin üzerinden atlanmasının bir benzerine Anadolu'da da rastlanır. Bu geleneğin ve kültürün devamının en belirgin örneğini Rusya'da bahar bayramı olarak kutlanan *Maslenitsa* (*Масленица*) ve *Nevruz* bayramlarında da görebiliriz (Alyılmaz, 2009, s. 29,54; Dalkılıç, 2015, s. 154-155). Rusya'da ayrıca 1 Ağustos'ta kutlanan *Medoviy Spas, Makoviy Spas, Perviy Spas, Spas na vodah* (*Медовый Спас-Маковый Спас-Первый Спас-Спас на водах*) Bayramı yer alır. O gün bal toplanır, yakınlardaki göle gidilir, dua edilir, günahlardan arınmak, hastalıklardan korunmak ve kem gözlerden sakınmak amaçlı mutlaka suya girilir, hatta hayvanlar da suya sokulur (<http://www.pravmir.ru/medoviy-spas-istoriya-smysl-propovedi-tradicii>). Ayrıca Rusya'da Hz. İsa'nın vaftiz edildiği gün kabul edilen 19 Ocak'ta kutlamak için buz gibi suya girilir. *Kreşçenie Gospodne, Svyatoye Bogoyavlenie* (*Крещение Господне-Святое Богоявление*) adı verilen günde suyun içindeki gümüş haç çıkartılmaya çalışılır ve inanca göre suya giren herkes günahlarından arınır (<http://foma.ru/19-yanvary-2014-kreshchenie-gospodne-bogoyavlenie.html>).

Bunun yanı sıra geleneksel kültürümüzde ölümsüzlük suyu içmiş iki kardeşten biri olan Hızır karadaki kötülöklere, İlyas ise sudaki (denizdeki) kötülöklere karşı korur. İki kardeş her yıl 6 Mayıs'ta bir su başında bir araya gelir ve bu buluşma Hidrellez (6 Mayıs'ta başlar, 8 Kasım'da sona erer ve yazın başlangıcını simgeler) şenlikleri adı altında kutlanmaktadır (http://turkoloji.cu.edu.tr/pdf/mehmet_yardimci_yer_su_kultu.pdf).



Sonuç

Evrendeki dört elementten biri kabul edilen su, yaratılışın kökeni sayılmasının yanı sıra hayatın kaynağı, bereket ve bolluk temsilcisi, koruyucu ve arındırıcı bir güç olarak kabul görmüş, eski çağlardan beri kutsallığına inanılmış ve İslamiyette namaz abdesti alma esnasında Hıristiyanlıkta ise daha da ileri gidilerek manevi, ahlaki bir arınmayı ifade eden vaftiz törenlerinde kullanılagelmiştir.

Tüm kültürlerde olduğu gibi geleneksel kültürümüzde de başlangıçta yalnızca su olduğu ve ilk canlıların su aracılığıyla yaratıldığı kabul edilir. Nitekim Dede Korkut'taki "suya ecel gelmez" sözü belki de bu gerçekten hareketle söylenmiş olsa gerek.

Türk kültüründe her suyun sahibinin (iyenin, ruhunun) olduğu kabul edilmiş, sulara kurbanlar kesilmiş, onlarla konuşulup dertleşilmiş, bir sıkıntısı hastalığı olanlar, kötülükten kaçanlar sulardan yardım istemişlerdir. Bu bağlamda Rus kültüründe de suyla ilgili benzer inanışlardan söz etmek mümkündür. Tıpkı Türk mitolojisinde olduğu gibi suyun kutsiyeti ölümsüzlük vermesi şeklinde bir işlev ile kuvvetlendirilmiş, kimi zaman suyun bereketi, sağlık kaynağı olması, kimi zaman ise kötülüklerden uzaklaştırıp ruhun arındırılması yönünde inanışlarla kendini göstermiştir. Bunun yanı sıra gerek Türk gerekse Rus mitolojisinde ölenlerin, hayat suyu içerek dirilmelerine inanılmış ve bu bağlamda ölümsüzlük suyu, gençlik vermiş ve hayatı sonsuzlaştırmıştır,

Hayatın özü olan su, mitolojik kültüre dinler aracılığıyla girmiştir ve aynı zamanda medeniyet demektir. Tarih boyunca medeniyetler su kenarlarına kurulmuştur. İnsanın sudan yaratılışı, Musa Peygamber'in gerek Eski ve Yeni Ahit'te gerekse Kur'an'da Kızıl Deniz'i yararak kavmiyle beraber geçtiğini anlatan kıssalar, her üç kitabî dinin de su havzalarına yakın bölgelerde büyüüp gelişmesi, suyu sadece bir bereket unsuru kılmamış, mucizelerin de odağı haline getirmiştir.

Sonuç itibarıyla kültürel etkileşimler ulusların mitlerinin etkileşimlerini beraberinde getirmiş ve bu noktada mitler ise etkileşimler sonucunda insanların ortak ve evrensel miraslarının görülmesi açısından yol gösterici olmuşlardır. Pek çok etkileşim yaşayan mitler geçmişten günümüze kendilerini tekrar ederek, farklı toplumlarda bazı değişiklikler göstererek yaşamaya devam edegelmişlerdir. Onların yaşadığı bu sürekli değişim aslında ana motiflerinin hep aynı olduğunun bir göstergesidir. Mitlerin birbirleri ile sürekli etkileşim içerisinde olduğu ve bu etkileşimler ile ortak ve evrensel bir bütünlük oluşturduğu ve farklı yerlerde türemiş olsalar bile temelde aynı ve kendilerinden önce türemiş olanların izlerini taşıdıkları görülmektedir. Herkes tarafından kabul görmeleri ise onların kolektif bir yapıya sahip olmalarından kaynaklandığı söylenebilir.

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Bütçe Açığı ile Cari Açık Arasındaki Nedensellik İlişkisi: Türkiye Örneği

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Öz

Bu çalışmanın amacı Türkiye’de 2006-2016 dönemi için cari işlemler açığı ile bütçe açığı arasındaki karşılıklı ilişkinin incelenmesidir. Bu doğrultuda söz konusu değişkenler arasındaki ilişki üçer aylık verilerle VAR modeline dayalı olarak analiz edilmiştir. Analiz sonucunda elde edilen bulgulara göre, Türkiye’de söz konusu dönemde cari açık ile bütçe açığı arasında çift yönlü nedensellik ilişkisi olduğu belirlenmiştir. Ancak varyans ayrıştırma analizi sonuçları, cari işlemler açığının bütçe açığı üzerindeki etkisinin görece daha fazla olduğunu göstermektedir. Etki-tepki fonksiyonları da bu bulguyu desteklemektedir.

Anahtar sözcükler: Cari İşlemler Açığı, Bütçe Açığı, İkiz Açık, Granger Nedenselliği, VAR Analizi

1. Giriş

Pek çok gelişmiş ülkede özellikle 1980’li yılların başında eşanlı olarak ortaya çıkan bütçe açığı ve cari işlemler açığı problemleri, iki açık arasındaki nedensellik ilişkisine dikkatleri çekmiştir. Söz konusu dönemde bu konuda yapılan uygulamalı çalışmalarla bütçe açığı ile cari işlemler açığı arasındaki ilişkiler incelenmiş ve literatürde bu sorun “ikiz açık” kavramı ile adlandırılmıştır. Bu doğrultuda ikiz açık sorunu iki temel yaklaşım çerçevesinde ele alınmıştır. Bunlardan ilki Geleneksel Keynesyen yaklaşımdır. Bu yaklaşıma göre bütçe açığı ile cari işlemler açığı arasında aynı yönlü bir ilişki olduğu, diğer bir deyişle bütçe açığının cari işlemler açığına neden olduğu ileri sürülmektedir. İkinci görüş Ricardocu denklik hipotezidir. Bu yaklaşıma göre ise bütçe açığı ile cari işlemler açığı arasında herhangi bir nedensellik ilişkisi bulunmamaktadır.

Bu çalışmada Türkiye’de bütçe açığı ile cari işlemler açığı arasındaki ilişki 2006-2016 dönemi için incelenecektir. Bu doğrultuda çalışmanın ikinci bölümünde konuyla ilgili teorik bilgiler aktarılacak, üçüncü bölümünde yapılan uygulamalı çalışmalar özetlenecektir. Veri seti ve kullanılacak yöntemin açıklanacağı dördüncü bölümü takiben beşinci bölümde elde edilen bulgulara yer verilecektir. Çalışma genel bir değerlendirmenin yapıldığı altıncı bölümle sonlandırılacaktır.

2. Teorik Çerçeve

Literatürde bütçe açığı ile cari işlemler açığı arasındaki ilişkiyi açıklamaya çalışan Geleneksel Keynesyen yaklaşım ve Ricardocu denklik yaklaşımı olmak üzere iki temel yaklaşım yer almaktadır. Keynesyen yaklaşıma göre, ekonominin genel dengesini sağlamak için bütçe dengesi bozulabilir. Keynes yaklaşım iki temel modele dayanmaktadır. Birincisi Keynesyen Gelir-Harcama Modelidir. Bu modele göre, özel kesimde yatırım ve tasarruflar birbirine eşitken, ortaya çıkabilecek bir bütçe açığı dış açığa neden olmaktadır. İkinci model olan Mundell-Fleming modeline göre bütçe açıkları toplam harcamaların dolayısıyla toplam talebin artmasına neden olur. Bu da faiz oranlarını yükselterek ulusal paranın değerinin artmasına neden olur. Sonuçta ithalat hem talep artışından hem de ulusal paranın değerlenmesinden dolayı artarak dış açığa neden olur.



Ricardocu denklik hipotezine göre ise bütçe açıkları dış açıklara neden olmaz. Bütçe açıkları borçlanma ile finanse edilirse dış açık oluşmaz. Çünkü kamu tasarruflarındaki azalma, özel tasarruflardaki artış ile dengelenir.

Ricardocu denklik hipotezi, vergi mükelleflerinin, devletin faiz ödemelerini yapabilmesi için gelecekte vergileri arttıracak ve gelecekteki yüksek vergilerin cari dönemdeki düşük vergilerin etkisini telafi edeceğinin farkında olduklarını varsayar (Yıldırım v.d. 2013:451). Dolayısıyla bütçe açığına neden olan vergi indirimi tüketimi arttırmaz, tersine tasarrufu arttırır. Tüketim ve faiz oranlarının değişmemesi dış ticaretin etkilenmemesine neden olur. Böylece bütçe açığı dış açığa neden olmaz.

3. Literatür

Türkiye ile ilgili yapılan çalışmalarda farklı sonuçlar elde edilmiştir. Erdinç (2008), Türkay (2013), Barışık ve Kesikoğlu (2006), Keskin ve Yılmaz (2006), Çavdar (2011), yaptıkları çalışmalarda geleneksel yaklaşımın geçerli olduğunu bulmuşlardır. Bolat v.d. (2011) 1998-2010 dönemini kapsayan çalışmalarında kısa dönemde geleneksel yaklaşımı destekleyen, uzun dönemde ise Ricardocu denklik hipotezini destekleyen sonuçlar elde etmişlerdir. Ayrıca, Arıcan (2005), Tunçsiper ve Sürekçi (2011) de bütçe açıkları ile cari işlemler açığı arasında Ricardocu denklik hipotezini destekleyen sonuçlar elde etmişlerdir.

Başka ülkeler için yapılan çalışmalarda da Türkiye'ye benzer sonuçlar elde edilmiştir. Baharumshah ve Lau'nun Japonya, Singapur, Malezya, Kore, Filipinler, Tayland ve Filipinler'i kapsayan çalışmalarında Singapur ve Japonya için Ricardocu denklik hipotezini destekleyen sonuçlar elde ederlerken, diğer ülkeler için de geleneksel görüşü destekleyen sonuçlar elde etmişlerdir. Kim ve Roubini (2008), Holmes (2010), ABD için farklı dönemleri kapsayan çalışmalarda geleneksel görüşü destekleyen sonuçlar elde etmişlerdir.

4. Veri ve Yöntem

Çalışmada Türkiye için cari işlemler dengesi ile bütçe dengesi arasındaki karşılıklı ilişki VAR modeli yardımıyla incelenmiştir. Bu doğrultuda 2006-2016 dönemi için "Cari İşlemler Dengesi/GSYİH" ile "Bütçe Dengesi/GSYİH" değişkenlerine ilişkin üçer aylık veriler kullanılarak analiz gerçekleştirilmiştir. Söz konusu veriler T.C. Merkez Bankasından alınmış ve tarafımızdan düzenlenmiştir.

Bu doğrultuda öncelikle modelde yer alan değişkenlere ilişkin zaman serilerinin durağanlıkları sınanmıştır. İncelenen zaman dönemi boyunca serinin ortalaması ve varyansı sistematik bir değişme göstermiyorsa veya seri periyodik dalgalanmalar içermiyorsa serinin durağan olduğu kabul edilmektedir. Buna göre stokastik bir Y_t sürecinin ortalamasının ve varyansının zaman içinde değişmemesi yani sabit olması, bu sürece ait kovaryansın da geçmişten bağımsız olması durumunda sürecin durağan olduğu varsayımı yapılmaktadır (Granger ve Newbold, 1977: 257). Çalışmada serilerin durağanlıklarının belirlenmesinde Augmented Dickey-Fuller (ADF) ve Phillips-Perron (PP) birim kök testlerinden yararlanılmıştır. ADF birim kök testinde kullanılan geniş model şu şekildedir:

$$\Delta Y_t = \alpha + \beta T + \delta \cdot Y_{t-1} + \sum_{i=2}^p \beta_i \Delta Y_{t-j+1} + \varepsilon_t \quad (1)$$

Bu modelde p gecikme sayısını göstermekte ve AIC ya da SIC gibi bilgi kriterlerince belirlenmektedir. ADF birim kök testi, bu denklemin en küçük kareler yöntemi ile tahmin edilerek δ 'nin tahmin değeri ve standart hatasının bulunmasına dayanmakta ve buradan τ test istatistiği hesaplanmaktadır. Karar aşamasında τ test istatistiği, Dickey ve Fuller



(1979)'da üç farklı regresyon denklemi için çeşitli örnek büyüklüklerine göre düzenlenen tablolardaki kritik değerlerle karşılaştırılmaktadır. Buna göre τ test istatistiğinin mutlak değeri ($|\tau|$), kritik değerden büyükse, söz konusu zaman serisinin durağan olmadığını öne süren temel hipotez reddedilmekte ve serinin durağan olduğu ortaya çıkmaktadır.

PP birim kök testinde de ADF birim kök testinde yer alan Denklem (1) kullanılmaktadır. Ancak ADF birim kök testinde ortaya çıkması muhtemel yüksek mertebeli otokorelasyon problemi, PP birim kök testi sürecinde gecikmeli terimlerin çeşitli varyasyonlarının modele eklenmesiyle yapılan düzeltmelerle ele alınmaktadır. Bununla birlikte PP birim kök testinin temel avantajı, t-istatistiğinde değişiklik yapmasıdır (Awan, Anjum ve Rahim, 2015: 386). PP birim kök testinde temel hipotez ve karar verme süreci ADF birim kök testi ile aynı şekildedir.

Modelde yer alan değişkenlere ilişkin serilerin durağanlık sınaması yapıldıktan sonra analize söz konusu değişkenlerin durağan halleriyle oluşturulan VAR modeli ile devam edilmiştir. Makroekonomik zaman serilerinin analiz edilmesi aşamasında kullanılan yöntemlerden birisi olan vektör otoregresif (VAR) modeller, makroekonomik zaman serilerinin açıklanmasında normal dağılmış hatalara dayanan ve makroekonomik çalışmalarda sıklıkla tercih edilen bir modeldir. VAR modellerinin sıklıkla tercih edilmesinin sebepleri arasında modelin esnek olması, kestirimin kolay olması ve modelin makroekonomik verilere uygunluk sağlaması sayılabilmektedir. Bu özelliklerin yanı sıra koentegrasyon özelliği ile veriler içerisinde uzun ve kısa dönem bilgilerinin birleştirilerek kullanılmasını sağlaması VAR modellerinin tercih edilmesinin en önemli sebebi olmaktadır (Juselius, 2006: 14).

Değişkenlerin karşılıklı olarak birbirlerini etkiledikleri durumlarda değişkenlerin içsel/dışsal ayrımına tabi tutulması zorlaşmakta, bu da analizin tutarlılığını önemli ölçüde etkilemektedir. Bu nedenle eşanlı denklem sistemlerinde belirlenme probleminin üstesinden gelebilmek için bazen yapısal model üzerinde birtakım kısıtlamalar yapılması gerekmektedir (Darnell, 1990: 114-116). Eşanlı denklem sistemlerinin içerdiği bu değişkenler arasındaki etkileşim karmaşıklığının giderilmesine yönelik olarak Sims (1980) tarafından geliştirilen Vektör Otoregresif (VAR) Modeller ile söz konusu sorun ortadan kalkmaktadır. Sims (1980) çalışmasında, bir değişken kümesi içerisinde gerçekten eşanlılık varsa hepsinin eşit biçimde ele alınması, içsel ve dışsal değişkenler arasında önsel bir ayrım yapılmaması gerektiğini ifade etmektedir.

Diğer taraftan oluşturulan VAR modelinin tahmin edilmesiyle elde edilen parametrelerin doğrudan yorumu pek anlamlı olmamakla birlikte, VAR modelleri üç temel işlevi yerine getirmek için sıklıkla kullanılmaktadır. Bu işlevler Granger nedensellik testi, etki-tepki fonksiyonlarının incelenmesi ve varyans ayrıştırması olarak sıralanmaktadır (Greene, 1997: 815-816). Kriz ekonomilerinde sıklıkla kullanılan VAR analizinde, değişkenlerde meydana gelen şokların diğer değişkenlere etkisi ölçümlenmekte ve şoklarla ilgilenilmektedir. Zaman serisi modellerinde hata terimi genellikle şokları temsil etmek için kullanıldığından, sistemdeki her bir değişkenin kendi ve diğer değişkenlerin hatalarına karşı reaksiyonu etki-tepkiler olarak adlandırılmaktadır. Varyans ayrıştırması ise değişkenlerin her birinin varyansında meydana gelen değişmelerin yüzde kaçının kendi gecikmesi, yüzde kaçının diğer değişkenler tarafından açıklandığını göstermektedir. Böylece değişkenlerin içsel ya da dışsal olup olmadıkları hakkında da bilgi vermektedir. Diğer bir ifadeyle "varyans ayrıştırması, her bir değişkenin öngörü hata varyansını diğer değişkenlerin her birine paylaştırarak şokların diğer değişkenler üzerindeki etkilerini oransal olarak ölçmede kullanılmaktadır." Varyans ayrıştırmasının etki-tepki analizinden farkı, şokların göreceli önemlerini ortaya koyması olarak ifade edilmektedir. Yani etki-tepki



analizinde şoklar karşısında dışsal değişkenlerin tepkileri, varyans ayrıştırmasında ise şokların nispi önemi ortaya çıkarılmaya çalışılmaktadır (Warne, 2000: 5).

VAR modeline dayalı Granger nedensellik analizi ise iki değişkenin arasında bir ilişkinin olup olmadığını, eğer varsa ilişkinin yönünü belirlemek için kullanılmaktadır. Granger (1969) ve Sims (1972), değişkenler arasında karşılıklı olabileceği düşünülen içsellik ya da dışsallık ilişkilerinden yola çıkarak nedensellik ilişkilerini ele almışlardır. Analizde kullanılan değişkenler arasında eşbütünleşme ilişkisinin olmadığı durumda ilişkinin yönünü tespit etmek amacıyla durağan serilere Granger Nedensellik Testi uygulanabilmektedir. Buna göre x ve y gibi iki değişken olduğu varsayımı altında, eğer x değişkenine ait bilgilerin modele eklenmesi y değişkeninin öngörüsüne katkı sağlıyorsa, x değişkeni y değişkeninin nedeni olarak ifade edilmekte ve nedenselliğin yönü x değişkeninden y değişkenine doğru belirlenmektedir. Granger nedensellik analizi için aşağıdaki regresyon ilişkileri tahmin edilmektedir (Granger, 1969: 431).

$$Y_t = \alpha_0 + \sum_{i=1}^p \alpha_{1i} Y_{t-i} + \sum_{i=1}^p \alpha_{2i} X_{t-i} + \varepsilon_{1t} \quad (2)$$

$$X_t = \beta_0 + \sum_{i=1}^p \beta_{1i} X_{t-i} + \sum_{i=1}^p \beta_{2i} Y_{t-i} + \varepsilon_{2t} \quad (3)$$

Burada p gecikme uzunluğu, değişkenler arasında tahmin edilen standart VAR modeli içinde yer alan bilgi kriterleri kullanılarak tespit edilmektedir. Granger nedensellik testinde analize dâhil edilecek değişkenlerin durağan olması gerekmektedir. Buna göre, modelde yer alan bağımsız değişkenin gecikmeli değerlerinin katsayılarının, belirli bir anlamlılık düzeyinde grup halinde sıfıra eşit olup olmadığı test edilmektedir. Bu süreçte modelde yer alan değişkenlerin grup halinde F-istatistiğine bakılarak karar verilmektedir (Granger, 1969: 428-429).

Bu bağlamda incelenen dönem için durağan serilerle oluşturulan VAR modelleri üzerinden analizler gerçekleştirilmiş ve bütçe dengesi ile cari işlemler dengesi arasındaki ilişki bu şekilde incelenmiştir. Söz konusu VAR modellerinde uygun gecikme uzunluğu tespit edilirken, farklı gecikme uzunlukları karşısında bilgi kriterlerinin aldığı değerler dikkate alınmış, optimum gecikme uzunluğu Akaike (AIC) ve Schwarz (SIC) bilgi kriterine göre belirlenmiştir. Diğer taraftan yapılan testlerle modelin uyumu da incelenmiş, modelin durağanlığıyla ilgili AR karakteristik polinomunun ters köklerinin birim çember içerisinde olup olmadığı, LM Otokorelasyon Testi ile modelde otokorelasyon olup olmadığı ve White Testi ile değişen varyans sorunu olup olmadığına bakılmıştır. Devamında uygun model üzerinden öncelikle Granger Nedensellik Testi uygulanmış, sonrasında genelleştirilmiş etki-tepki fonksiyonları ve varyans ayrıştırması ile değişkenler arasındaki dinamik ilişkiler incelenmiş ve elde edilen bulgular ortaya konulmuştur.

5. Bulgular

Analizin ilk aşamasında gerçekleştirilen birim kök testlerine ilişkin sonuçlar Tablo 1'de gösterilmiştir. ADF birim kök testi ile PP birim kök testi sonuçları paralellik göstermektedir. Buna göre hem bütçe dengesi (BD), hem de cari işlemler dengesi (CAD) değişkenlerine ilişkin serilerin düzey değerinin durağan olduğu (I(0)) tespit edilmiştir.

Tablo 1. ADF ve PP Birim Kök Testi Sonuçları



Değişkenler	ADF	Kritik Değerler		PP	Kritik Değerler	
		% 5	% 10		% 5	% 10
<i>BD</i>	-3,7611*** (3)	-2,95	-2,61	-6,1867*** (3)	-2,93	-2,60
<i>CAD</i>	-3,3604** (4)	-2,94	-2,61	-3,8210*** (2)	-2,93	-2,60

Açıklama: Parantez içindeki değerler gecikme uzunluklarını göstermektedir. ADF birim kök testinde maksimum gecikme uzunluğu 12 alınarak optimal gecikme uzunlukları Akaike Bilgi Kriteri (SIC)'ne göre belirlenmiştir. PP birim kök testinde ise optimal gecikmeler Newey-West tahmincisine göre otomatik olarak belirlenmiştir. Her iki test için; paket program tarafından gösterilen ve MacKinnon (1996)'da yer alan kritik değerlere göre (*) %10 önem düzeyinde, (**) %5 önem düzeyinde ve (***) %1 önem düzeyinde istatistiksel anlamlı olduğunu göstermektedir. Modelde yer alan deterministik bileşenler (sabit ve trend) söz konusu zaman serilerinin zaman yolu grafiklerine bakarak belirlenmiş ve her iki değişken için sabit terim içeren model kullanılmıştır.

Modelde yer alan her iki değişkenin de düzeyde durağan ($I(0)$) olduğu tespit edilmiştir. Bu doğrultuda söz konusu dönemde bu iki değişken arasındaki ilişkiler değişkenlerin düzey değerlerinin yer aldığı VAR modeli yardımıyla araştırılacaktır. Öncelikle oluşturulacak VAR modelinin uygun gecikme uzunluğu bilgi kriterleri yardımıyla belirlenecek ve modelin temel varsayımları sağlayıp sağlamadığı kontrol edilecektir. Gecikme uzunluğunun belirlenmesi ve modelin uyumu ile ilgili sonuçlar Tablo 2'de sunulmaktadır.

Tablo 2. VAR Modeli Gecikme Uzunluğu Seçimi

Gecikme	LR	FPE	AIC	SC	HQ
0	-	20.36561	8.689579	8.774890	8.720188
1	19.85112*	14.41317*	8.343287*	8.599220*	8.435114*
2	5.400996	15.12950	8.389563	8.816117	8.542607
3	4.307864	16.31652	8.460070	9.057246	8.674332

Açıklama: LR: LR test istatistiği, FPE: Nihai tahmin hatası, AIC: Akaike bilgi kriteri, SC: Schwarz bilgi kritei, HQ: Hannan-Quinn bilgi kriteri. (*) uygun gecikme uzunluğu için bilgi kriterinin değerini göstermektedir.

2 gecikme için; otokorelasyon LM testi = 4,58 (0,33); değişen varyans White Heteroskedasticity testi = 8,58 (0,74) ve Jarque-Bera (JB) test istatistiği = 4,08 (0,39).

Tablo 2'de yer alan bilgi kriterlerinin aldığı değerlere bakıldığında, bütün bilgi kriterleri uygun model olarak VAR(1) modelini işaret etmektedir. Modelin uyumuyla ilgili durağanlık ve kararlılık koşullarına bakıldığında LM test istatistiği olasılık değeri 0,05'den büyük olduğundan (0,55) hata terimlerinin otokorelasyonlu olmadığını temel hipotezi ve White test istatistiği olasılık değeri 0,05'den büyük olduğundan (0,31) değişen varyansın olmadığı temel hipotezi reddedilememektedir. Ayrıca AR karakteristik polinomunun ters köklerinin birim çember içerisinde olduğu da tespit edilmiştir. Dolayısıyla model durağanlık ve kararlılık koşullarını sağlamaktadır. Bu doğrultuda çalışmanın devamında VAR(1) modeli üzerinden yapılan Granger Nedensellik Testi'ne ilişkin bulgulara yer verilecek, sonrasında genelleştirilmiş etki-tepki fonksiyonları ve varyans ayrıştırma analizleri sonuçları sıralanacaktır. Granger Nedensellik Testi bulguları Tablo 3'de gösterilmektedir.

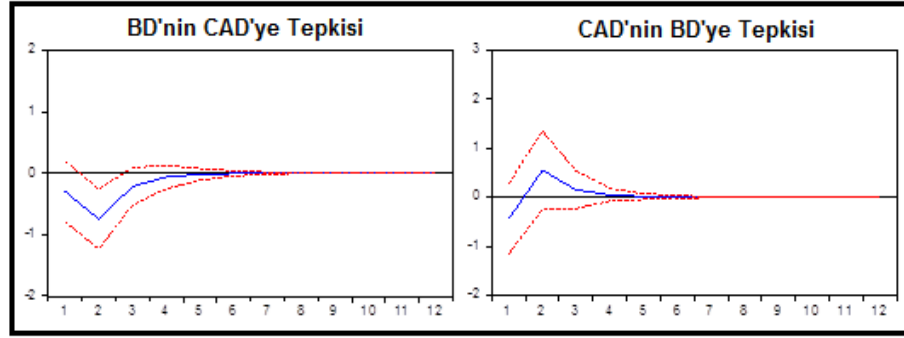
Tablo 3. VAR Granger Nedensellik Testi Sonuçları

	Ki-Kare	sd	Olasılık
<i>CAD</i> → <i>BD</i>	13,4543***	1	0,0002
<i>BD</i> → <i>CAD</i>	5,2206**	1	0,0223



Açıklama: (*) %10 önem düzeyinde, (**) %5 önem düzeyinde ve (***)%1 önem düzeyinde istatistiksel anlamlı olduğunu göstermektedir. sd serbestlik derecesi ve aynı zamanda modellerin optimum gecikme uzunluğunu ifade etmektedir.

VAR Granger nedensellik testi sonuçlarına göre bütçe dengesi ile cari işlemler dengesi değişkenleri arasında çift yönlü nedensellik ilişkisi tespit edilmiştir. Söz konusu değişkenler arasındaki dinamik ilişkilerin modellendiği genelleştirilmiş etki-tepki fonksiyonlarına ilişkin bulgular Grafik 1'de gösterilmektedir.



Grafik 1. Genelleştirilmiş Etki-Tepki Fonksiyonları

Cari işlemler dengesinde meydana gelen bir standart sapmalılık şoka karşılık bütçe dengesi bir dönem gecikmeli olarak şok ile ters yönde geçici bir tepki vermekte, sonraki dönemlerde bu tepki sönmekte ve anlamsızlaşmaktadır. Cari işlemler dengesi değişkeninde meydana gelen bir standart sapmalılık şoka karşılık bütçe dengesinin verdiği tepkiye bakıldığında ise ilk 3 dönemde şok ile aynı yönde bir tepki verdiği, ancak bu tepkinin istatistiksel olarak anlamlı olmadığı görülmektedir. Analizin devamında söz konusu değişkenlere ilişkin varyans ayrıştırması sonuçları Tablo 4'de yer almaktadır.

Tablo 4. Varyans Ayrıştırması Sonuçları

Periyod	BD'nin Varyans Ayrıştırması		CAD'nin Varyans Ayrıştırması	
	BD	CAD	BD	CAD
1	100.0000	0.000000	3.524787	96.47521
2	79.46421	20.53579	6.496108	93.50389
3	78.21039	21.78961	6.641933	93.35807
4	78.09326	21.90674	6.655639	93.34436
5	78.08224	21.91776	6.656927	93.34307
6	78.08120	21.91880	6.657049	93.34295
7	78.08110	21.91890	6.657061	93.34294
8	78.08109	21.91891	6.657062	93.34294
9	78.08109	21.91891	6.657062	93.34294
10	78.08109	21.91891	6.657062	93.34294
11	78.08109	21.91891	6.657062	93.34294
12	78.08109	21.91891	6.657062	93.34294

Bütçe dengesi değişkeninin varyans ayrıştırması sonuçlarına göre bir dönem gecikmeli olarak hemen her dönemde bütçe dengesindeki değişimlerin ortalama %22'si cari işlemler dengesi tarafından açıklanmaktadır. Yani cari işlemler dengesinin bütçe dengesi üzerindeki etkisi ikinci dönemden itibaren belirgin biçimde göze çarpmaktadır. Cari işlemler dengesinin varyans ayrıştırması sonuçlarına göre ise bir dönem gecikmeli olarak hemen her dönemde cari işlemler dengesindeki değişimlerin ortalama %6,5'u bütçe dengesi tarafından



açıklanmaktadır. Varyans ayrıştırma sonuçlarına göre cari işlemler dengesinin bütçe dengesi üzerindeki etkisi daha fazladır ve bu bulgu etki-tepki fonksiyonlarında elde edilenle örtüşmektedir.

6. Sonuç ve Tartışma

Türkiye için bütçe açığı ile cari açık arasında nedenselliğin araştırıldığı bu çalışmada 2006-2016 dönemi için "Cari İşlemler Dengesi/GSYİH" ile "Bütçe Dengesi/GSYİH" değişkenlerine ilişkin üçer aylık veriler kullanılarak analiz gerçekleştirilmiştir. Analiz sonucunda Türkiye'de söz konusu dönemde bütçe açığı ile cari açık arasında çift yönlü nedensellik ilişkisi olduğu belirlenmiştir. Bu ilişkinin cari işlemler dengesinden bütçe dengesine doğru olan kısmının daha güçlü olduğu gözlemlenmiştir.

Çalışmanın sonuçları geleneksel Keynesyen yaklaşımı destekler nitelikte olup Türkiye için ikiz açık hipotezinin incelenen dönemde geçerli olduğunu ortaya koymaktadır. Diğer taraftan bulgular, bütçe açıklarının azaltılmasında cari açığın azaltılmasının rolü olabileceğine işaret etmekte, dış açıkların kapatılmasına yönelik politikaların bütçe dengesinin sağlanmasına da katkı sağlayacağı değerlendirilmektedir.

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Dış Borç – Ekonomik Büyüme İlişkisi: “Kırılgan Beşli” Ülkeleri Üzerine Ampirik Bir Çalışma

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Öz

Bu çalışmada “Kırılgan Beşli” olarak adlandırılan Brezilya, Endonezya, Hindistan, Güney Afrika ve Türkiye’de dış borç ile ekonomik büyüme arasındaki ilişki Granger nedensellik testi ile incelenmiştir. Dış borç stoku ve ekonomik büyüme ilişkisi Güney Afrika dışındaki her bir ülke için ayrı ayrı olmak üzere 1970-2015 dönemi yıllık verileri kullanılarak analiz edilmiştir. Güney Afrika için 1970-2015 döneminin yıllık verilerinin tamamı mevcut olmadığından, 2003-2015 dönemi üçer aylık verileri kullanılarak analiz gerçekleştirilmiştir. Elde ettiğimiz temel bulgular şu şekildedir: i) Brezilya’da ekonomik büyümeden dış borç stokuna doğru tek yönlü bir nedensellik ilişkisi tespit edilmiştir. ii) Endonezya ve Hindistan’da dış borç stoku ile ekonomik büyüme arasında anlamlı nedensellik ilişkisi bulunamamıştır. iii) Türkiye ve Güney Afrika’da dış borç stokundan ekonomik büyümeye doğru tek yönlü bir nedensellik ilişkisi tespit edilmiştir.

Anahtar sözcükler: Dış Borç Stoku, GSYİH, Granger Nedenselliği, Kırılgan Beşli

1. Giriş

Ekonomik büyüme, büyük oranda GSYİH’den yatırımlara ayrılan paylara bağlı olmakta, yatırımların kaynağını da tasarruflar oluşturmaktadır. Fakat özellikle gelişmekte olan ülkelerin tasarruf açığı olduğundan, yatırımları arttırabilmeleri için gereken iç tasarrufları yetersiz kalmaktadır. Bu noktada söz konusu ülkeler dış kaynaklara ihtiyaç duymakta ve dış borçlanma yoluna gitmektedirler. Böylece iç tasarruflardan daha fazla yatırım yapma olanağına sahip olmaktadır. Fakat dış borçlanmanın her zaman yatırımları arttırıp, ekonomik büyümeyi sağlayacağı düşünülmemelidir. Dış borçlanma ancak verimli alanlarda değerlendirilebilirse ekonomik büyümeye önemli bir katkı sağlayabilmektedir.

Gelişmekte olan Brezilya, Endonezya, Türkiye ve Güney Afrika ülkeleri Morgan Stanley’in 2013 yılı Ağustos ayı ekonomi raporunda kırılgan beşli olarak nitelendirilmiştir. Aynı raporda ABD Merkez Bankası’nın (FED) tahvil alımlarını azaltacağına yönelik açıklamasından da bahsedilmektedir. FED’in bu açıklamasının ardından kırılgan beşli ülkelere giden yabancı sermaye akımlarında azalmalar, hatta yabancı sermaye çıkışları olmuştur. Böylece kırılgan beşli ülkeleri, yükselen piyasalar içerisinde ulusal paraları en fazla değer kaybeden ülkeler olmuşlardır. Bu ülkelerin kırılgan beşli olarak nitelendirilmesinde temel bazı nedenler vardır. Bu nedenler; cari açığın GSYİH’ya oranının yüksek oluşu, büyüme oranlarındaki istikrarsızlık, dış finansman ihtiyacının artması, ekonomi dışı alanlarda potansiyel risklerin oluşması ve yüksek enflasyon oranları şeklinde sıralanmaktadır (Çeviş ve Ceylan, 2015:6381-6382; Akel, 2015:77). Bu çalışmada da dış borç-ekonomik büyüme ilişkisi kırılgan beşli ülkeleri için analiz edilecektir.

2. Literatür

Literatürde, dış borçlanma ile ekonomik büyüme arasındaki ilişkilere yönelik yapılan çalışmalarda farklı sonuçlara rastlanılmaktadır. Reinhart ve Rogoff’un gelişmiş ve gelişmekte olan 44 ülkeyi kapsayan çalışmalarında, kamu borcu ve büyüme ilişkisine yönelik şaşırtıcı bir şekilde benzer sonuçlar bulmuşlardır. Büyüme ve borç arasındaki ilişki, normal borç seviyelerinde nispeten zayıf iken, kamu borcunun GSYİH’nın kabaca %90’larında olan ülkelerde büyüme oranları daha düşük olduğu tespit edilmiştir.



Iyoha'nın Sahra Altı Afrika ülkelerini kapsayan çalışmasında, yüksek dış borç stokunun yatırımlar üzerinde baskı yaptığını ve büyüme oranını olumsuz etkilediğini bulmuştur. Ayrıca borç stokundaki önemli azalma yatırımları ve büyümeyi arttırdığı bulunmuştur. Borç stokundaki %20 azalma ortalama olarak yatırımları %18, büyümeyi %1 arttırmaktadır.

Clements v.d. nin düşük gelirli ülkeler üzerine yaptıkları çalışmada, yüksek borç seviyelerinin düşük gelirli ülkelerde ekonomik büyümeyi baskı altına aldığı sonucuna ulaşmışlardır. Yine aynı çalışmada, borç ancak belli bir eşiğe ulaştıktan sonra büyümeyi olumsuz etkilediği belirtilmektedir. Bu eşik nominal GSYİH'nin %50 olarak tespit edilmiştir.

Checherita ve Rother 12 Euro ülkesinde Kişi Başı GSYİH büyümesine devlet borçlarının etkisini araştırmışlardır. Borçların GSYİH'ya oranı %90-%100 olmasının uzun dönemli büyümeyi olumsuz etkilediği sonucuna varmışlardır. Borcun GSYİH'ya oranı %70-%80 olması bile, borcun negatif büyüme etkisinin çoktan başladığını tespit etmişlerdir.

Pattillo vd. nin 93 gelişmekte olan ülke için dış borcun büyüme üzerine etkisini analiz etmişlerdir. Elde ettikleri sonuç, yüksek borç temel olarak yatırımların hacminden çok etkinliğini azaltarak büyümeyi düşürmektedir.

Gürdal ve Yavuz Türkiye için 1900-2013 dönemini baz alarak dış borçlanma ekonomik büyüme ilişkisini analiz etmişlerdir. Dış borçlanma ile ekonomik büyüme arasında eşbütünlük ilişkisi ve ekonomik büyümeden dış borca doğru tek yönlü nedensellik olduğu aynı çalışmada belirlenmiştir.

Çöğürücü ve Çoban dış borç ekonomik büyüme ilişkisini 1980-2009 dönemi için analiz etmişlerdir. Elde edilen sonuca göre, dış borçlanma büyüme üzerinde negatif bir etkiye sahiptir.

3. Veri ve Yöntem

Çalışmada "Kırılgan Beşli" olarak adlandırılan Brezilya, Endonezya, Hindistan, Güney Afrika ve Türkiye'de dış borçlanma ile ekonomik büyüme arasındaki ilişki VAR modeline dayalı Granger nedensellik testi yardımıyla incelenmiştir. Bu doğrultuda Brezilya, Endonezya, Hindistan ve Türkiye için "Dış Borç Stoku" ile "GSYİH" değişkenlerine ait 1970-2015 dönemi yıllık verileri kullanılarak analiz gerçekleştirilmiştir. Güney Afrika için ise veri kısıtı sebebiyle 2003-2015 dönemine ilişkin üçer aylık verilerle analiz yapılmıştır. Söz konusu veriler Dünya Bankası'nın internet sitesinde yer alan veri bankasından (data.worldbank.org), Güney Afrika ile ilgili veriler ise Güney Afrika Merkez Bankası'nın (South African Reserve Bank) internet sitesinde yer alan veri bankasından alınmıştır. Dış borçlanma ile ekonomik büyüme arasındaki nedensellik ilişkisi her bir ülke için oluşturulan VAR modelleri ile ayrı ayrı incelendiğinden, Güney Afrika için inceleme döneminin farklı olması sorun teşkil etmemektedir. Ayrıca analizlerde modellerde yer alan değişkenlerin logaritmik dönüşümleri kullanılarak ortaya çıkması muhtemel otokorelasyon ve değişen varyans problemlerinin kısmen ortadan kaldırılması amaçlanmıştır. Bunun yanında Güney Afrika için gerçekleştirilen analizlerde üçer aylık veriler kullanıldığı için bu serilere Census X-12 yöntemi kullanılarak mevsimsel düzeltme işlemi uygulanmıştır.

Bu doğrultuda öncelikle modelde yer alan değişkenlere ilişkin zaman serilerinin durağanlıkları sınanmıştır. İncelenen zaman dönemi boyunca serinin ortalaması ve varyansı sistematik bir değişme göstermiyorsa veya seri periyodik dalgalanmalar içermiyorsa serinin durağan olduğu kabul edilmektedir. Buna göre stokastik bir Y_t sürecinin ortalamasının ve varyansının zaman içinde değişmemesi yani sabit olması, bu sürece ait kovaryansın da geçmişten bağımsız olması durumunda sürecin durağan olduğu varsayımı



yapılmaktadır (Granger ve Newbold, 1977: 257). Çalışmada serilerin durağanlıklarının belirlenmesinde Augmented Dickey-Fuller (ADF) ve Phillips-Perron (PP) birim kök testlerinden yararlanılmıştır. ADF birim kök testinde kullanılan geniş model şu şekildedir:

$$\Delta Y_t = \alpha + \beta T + \delta \cdot Y_{t-1} + \sum_{i=2}^p \beta_i \Delta Y_{t-j+1} + \varepsilon_t \quad (1)$$

Bu modelde p gecikme sayısını göstermekte ve AIC ya da SIC gibi bilgi kriterlerince belirlenmektedir. ADF birim kök testi, bu denklemin en küçük kareler yöntemi ile tahmin edilerek δ 'nin tahmin değeri ve standart hatasının bulunmasına dayanmakta ve buradan τ test istatistiği hesaplanmaktadır. Karar aşamasında τ test istatistiği, Dickey ve Fuller (1979)'da üç farklı regresyon denklemi için çeşitli örnek büyüklüklerine göre düzenlenen tablolardaki kritik değerlerle karşılaştırılmaktadır. Buna göre τ test istatistiğinin mutlak değeri ($|\tau|$), kritik değerden büyükse, söz konusu zaman serisinin durağan olmadığını öne süren temel hipotez reddedilmekte ve serinin durağan olduğu ortaya çıkmaktadır.

PP birim kök testinde de ADF birim kök testinde yer alan Denklem (3) kullanılmaktadır. Ancak ADF birim kök testinde ortaya çıkması muhtemel yüksek mertebeli otokorelasyon problemi, PP birim kök testi sürecinde gecikmeli terimlerin çeşitli varyasyonlarının modele eklenmesiyle yapılan düzeltmelerle ele alınmaktadır. Bununla birlikte PP birim kök testinin temel avantajı, t-istatistiğinde değişiklik yapmasıdır (Awan, Anjum ve Rahim, 2015: 386). PP birim kök testinde temel hipotez ve karar verme süreci ADF birim kök testi ile aynı şekildedir.

Durağan olmayan serilerde durağanlığı sağlamak için fark işlemcisi devreye sokulmakta, serilerin durağanlaşana kadar farkı alınmaktadır. Ancak serilerin farklarının alınması bilgi kaybına neden olmakta ve olması muhtemel uzun dönemli ilişkilerin de kaybolmasına neden olmaktadır. Bu nedenle seriler arasındaki uzun dönem ilişkisini ortaya koyabilmek için eşbütünleşme analizi yapmak gerekmektedir.

Değişkenler arasında bir ortak stokastik trend mevcut ise bu durum değişkenlerin koentegre (eşbütünleşik) olduklarını göstermektedir. Değişkenler arasında eşbütünleşme ilişkisi olması durumunda VAR modelleri en uygun modeller olmamakta, VAR modellerinin koentegre olması durumu ile elde edilen vektör hata düzeltme (VECM) modellerinin kullanılması gerekmektedir (Lütkepohl, 2004:86-87). Dolayısıyla çalışmada analiz edilecek değişkenlere ilişkin serilerin düzeyde birim köklü olup birinci mertebeden durağan olmaları ve aynı zamanda eş bütünleşik olmaları durumunda VECM modelleri üzerinden Granger nedensellik testi uygulanacaktır. Serilerin aynı mertebeden durağan olmaması veya aynı mertebeden durağan olan serilerin eş bütünleşik olmaması durumunda standart VAR modellerine dayalı olarak Granger nedensellik testi gerçekleştirilecektir.

VAR modeline dayalı Granger nedensellik analizi iki değişkenin arasında bir ilişkinin olup olmadığını, eğer varsa ilişkinin yönünü belirlemek için kullanılmaktadır. Granger (1969) ve Sims (1972), değişkenler arasında karşılıklı olabileceği düşünülen içsellik ya da dışsallık ilişkilerinden yola çıkarak nedensellik ilişkilerini ele almışlardır. Analizde kullanılan değişkenler arasında eşbütünleşme ilişkisinin olmadığı durumda ilişkinin yönünü tespit etmek amacıyla durağan serilere Granger Nedensellik Testi uygulanabilmektedir. Buna göre x ve y gibi iki değişken olduğu varsayımı altında, eğer x değişkenine ait bilgilerin modele eklenmesi y değişkeninin öngörüsüne katkı sağlıyorsa, x değişkeni y değişkeninin nedeni olarak ifade edilmekte ve nedenselliğin yönü x değişkeninden y değişkenine doğru



belirlenmektedir. Granger nedensellik analizi için aşağıdaki regresyon ilişkileri tahmin edilmektedir (Granger, 1969: 431).

$$Y_t = \alpha_0 + \sum_{i=1}^p \alpha_{1i} Y_{t-i} + \sum_{i=1}^p \alpha_{2i} X_{t-i} + \varepsilon_{1t} \quad (2)$$

$$X_t = \beta_0 + \sum_{i=1}^p \beta_{1i} X_{t-i} + \sum_{i=1}^p \beta_{2i} Y_{t-i} + \varepsilon_{2t} \quad (3)$$

Burada p gecikme uzunluğu, değişkenler arasında tahmin edilen standart VAR modeli içinde yer alan bilgi kriterleri kullanılarak tespit edilmektedir. Granger nedensellik testinde analize dâhil edilecek değişkenlerin durağan olması gerekmektedir. Buna göre, modelde yer alan bağımsız değişkenin gecikmeli değerlerinin katsayılarının, belirli bir anlamlılık düzeyinde grup halinde sıfıra eşit olup olmadığı test edilmektedir. Bu süreçte modelde yer alan değişkenlerin grup halinde F-istatistiğine bakılarak karar verilmektedir (Granger, 1969: 428-429).

Bu bağlamda incelenen dönem için durağan serilerle oluşturulan VAR modellerine dayalı olarak Granger nedensellik testleri gerçekleştirilmiş ve dış borç stoku ile GSYİH arasındaki ilişki bu şekilde incelenmiştir. Söz konusu VAR modellerinde uygun gecikme uzunlukları Akaike Bilgi Kriteri'ne (AIC) göre belirlenmiştir. Diğer taraftan yapılan testlerle modelin uyumu da incelenmiş, modelin durağanlığıyla ilgili AR karakteristik polinomunun ters köklerinin birim çember içerisinde olup olmadığı, kararlılığıyla ilgili LM Otokorelasyon Testi ile modelde otokorelasyon olup olmadığı ve White Testi ile değişen varyans sorunu olup olmadığına bakılmıştır. Devamında uygun model üzerinden Granger Nedensellik Testi uygulanmıştır.

4. Bulgular

Çalışmanın bu kısmında her bir ülke için gerçekleştirilen analizler sonucunda elde edilen bulgular sunulacaktır. Öncelikle analize dahil edilen ülkelerin dış borç stoku (EXD) ve GSYİH (GDP) değişkenlerine ilişkin serilere uygulanan birim kök testlerine ilişkin sonuçlar Tablo 1'de gösterilmiştir.

Birim kök testlerine ilişkin sonuçlar her bir ülke için ayrı ayrı olmak üzere şu şekilde özetlenebilmektedir:

- Brezilya örneği için hem dış borç stoku (LBEXD), hem de GSYİH (LBGDP) değişkenlerine ilişkin serilerin düzey değerinin durağan olduğu (I(0)) tespit edilmiştir.
- Endonezya örneği için hem dış borç stoku (LEEXD), hem de GSYİH (LEGDP) değişkenlerine ilişkin serilerin birinci farkları alındıktan sonra durağan hale geldiği (I(1)) tespit edilmiştir.
- Hindistan örneği için hem dış borç stoku (LHEXD), hem de GSYİH (LHGDP) değişkenlerine ilişkin serilerin birinci farkları alındıktan sonra durağan hale geldiği (I(1)) tespit edilmiştir.
- Türkiye örneği için dış borç stoku (LTEXD) değişkeninin birinci farkı alındıktan sonra durağan hale geldiği (I(1)), GSYİH (LTGDP) değişkeninin ise düzey değerinin durağan olduğu (I(0)) tespit edilmiştir.



- Güney Afrika örneği için hem dış borç stoku (LSAEXD), hem de GSYİH (LSAGDP) değişkenlerine ilişkin serilerin birinci farkları alındıktan sonra durağan hale geldiği (I(1)) tespit edilmiştir.

Tablo 1. ADF ve PP Birim Kök Testi Sonuçları

Ülkeler	Değişkenler	ADF	Kritik Değerler		PP	Kritik Değerler	
			% 5	% 10		% 5	% 10
<i>Brezilya</i>	<i>LBEXD</i>	-4,15** (10)	-3,54	-3,20	-4,23*** (3)	-3,51	-3,18
	<i>LBGDP</i>	-3,97** (2)	-3,51	-3,18	-4,37*** (2)	-3,51	-3,18
<i>Endonezya</i>	<i>LEEXD</i>	-1,86 (4)	-3,52	-3,19	-1,86 (4)	-3,52	-3,19
	<i>LEGDP</i>	-2,08 (1)	-3,51	-3,18	-1,83 (2)	-3,51	-3,18
	<i>ΔLEEXD</i>	-1,82* (5)	-1,94	-1,61	-2,67*** (6)	-1,94	-1,61
	<i>ΔLEGDP</i>	-4,63*** (0)	-2,92	-2,60	-4,64*** (0)	-2,92	-2,60
<i>Hindistan</i>	<i>LHEXD</i>	-3,24* (5)	-3,52	-3,19	-1,68 (4)	-3,51	-3,18
	<i>LHGDP</i>	-1,92 (0)	-3,51	-3,18	-2,03 (4)	-3,51	-3,18
	<i>ΔLHEXD</i>	-4,01*** (0)	-2,92	-2,60	-3,93*** (2)	-2,92	-2,60
	<i>ΔLHGDP</i>	-6,00*** (0)	-2,92	-2,60	-6,01*** (3)	-2,92	-2,60
<i>Türkiye</i>	<i>LTEXD</i>	-2,13 (1)	-3,51	-3,18	-1,94 (3)	-3,51	-3,18
	<i>LTGDP</i>	-3,40* (0)	-3,51	-3,18	-3,50* (1)	-3,51	-3,18
	<i>ΔLTEXD</i>	-5,15*** (0)	-2,92	-2,60	-5,15*** (0)	-2,92	-2,60
<i>Güney Afrika</i>	<i>LGAEXD</i>	-0,24 (0)	-3,50	-3,17	-0,25	-3,50	-3,17
	<i>LGAGDP</i>	-3,10 (0)	-3,50	-3,17	-2,82 (2)	-3,50	-3,17
	<i>ΔLGAEXD</i>	-6,47*** (0)	-2,92	-2,59	-6,49*** (2)	-2,92	-2,59
	<i>ΔLGAGDP</i>	-11,41*** (0)	-2,92	-2,59	-13,05*** (5)	-2,92	-2,59

Açıklama: : Δ fark operatörünü, parantez içindeki değerler gecikme uzunluklarını göstermektedir. ADF birim kök testinde maksimum gecikme uzunluğu 12 alınarak optimal gecikme uzunlukları Akaike Bilgi Kriteri (AIC)'ne göre belirlenmiştir. PP birim kök testinde ise optimal gecikmeler Newey-West tahmincisine göre otomatik olarak belirlenmiştir. Her iki test için; paket program tarafından gösterilen ve MacKinnon (1996)'da yer alan kritik değerlere göre (*) %10 önem düzeyinde, (**) %5 önem düzeyinde ve (***) %1 önem düzeyinde istatistiksel anlamlı olduğunu göstermektedir. Modelde yer alan deterministik bileşenler (sabit ve trend) söz konusu zaman serilerinin zaman yolu grafiklerine bakarak belirlenmiştir.

Birim kök testi sonuçlarına göre Brezilya ve Türkiye örneği için eşbütünleşme analizi koşulları sağlanmamaktadır. Buna göre söz konusu ülkeler için değişkenlerin durağan biçimlerinin yer aldığı VAR modelleri oluşturulacak ve bu modeller üzerinden Granger nedensellik testi yapılacaktır. Ancak diğer ülkeler için dış borç stoku ve GSYİH değişkenleri birinci dereceden fark durağan oldukları için değişkenler arasındaki eşbütünleşme ilişkisinin araştırılması gerekmektedir. Daha önce de ifade edildiği gibi değişkenler arasında eşbütünleşme ilişkisinin varlığı durumunda analize VECM modeli, eşbütünleşmenin olmaması durumunda ise VAR modeli ile devam edilecektir. Bu doğrultuda Endonezya, Hindistan ve Güney Afrika örnekleri için eşbütünleşme koşulu sağlandığından (bu ülkeler için hem dış borç stoku hem de GSYİH değişkenleri fark durağan (I(1)) olduğundan) Johansen eşbütünleşme yaklaşımı ile değişkenler arasındaki uzun dönem ilişkileri araştırılacaktır.

Johansen eşbütünleşme testinde kullanılacak modellerin gecikme uzunluğu, değişkenlerin düzey değerlerinin yer aldığı VAR modelleri yardımıyla Akaike Bilgi Kriteri'ne göre belirlenmiştir. Buna göre söz konusu örnekler için Johansen eşbütünleşme testi sonuçları Tablo 2'de gösterilmektedir.



Tablo 2. Johansen Eşbütünleşme Testi Sonuçları

Ülkeler	H ₀ Hipotezi	İz İstatistiği	%5 Kritik Değer	Max. Özdeğer İstatistiği	%5 Kritik Değer	Eşbütünleşme
<i>Endonezya</i>	r = 0	12,07	15,49	11,35	14,26	Yok
	r ≤ 1	0,71	3,84	0,71	3,84	
<i>Hindistan</i>	r = 0	15,04	15,49	12,65	14,26	Yok
	r ≤ 1	2,39	3,84	2,39	3,84	
<i>Güney Afrika</i>	r = 0	19,37	25,87	15,01	19,38	Yok
	r ≤ 1	4,35	12,51	4,35	12,51	

Açıklama: Kritik değerler MacKinnon, Haug ve Michelis (1999)'dan alınarak paket program tarafından verilmektedir. Model seçimi Akaike Bilgi Kriteri'ne göre gerçekleştirilmiştir.

Analiz edilen üç ülke için elde edilen sonuçlara göre; iz istatistiği ve maksimum özdeğer istatistiği kritik değerlerle karşılaştırıldığında, hem iz istatistiği hem de maksimum özdeğer istatistiğine göre en az bir tane eşbütünleşme vektörü olduğunu ifade eden temel hipotez %5 anlamlılık düzeyinde reddedilmektedir. Buna göre her bir örneklem için dış borç stoku ile GSYİH değişkenleri arasında eşbütünleşme ilişkisi olmadığı tespit edilmiştir. Bu doğrultuda analize değişkenlerin durağan hallerinin yer aldığı VAR modelleri ile devam edilecek, uygun VAR modelleri üzerinden Granger nedensellik testi yapılacaktır.

Analiz edilen her bir örnek ülke için dış borç stoku ile GSYİH değişkenlerinin durağan hallerinin yer aldığı VAR modelleri oluşturulmuştur. Oluşturulan bu modellerin gecikme uzunlukları Akaike Bilgi Kriteri'ne (AIC) göre belirlenmiş, ayrıca modellerin durağanlık ve kararlılık koşullarını sağlayıp sağlamadığına bakılmıştır. Durağanlık koşulunu sağlayan, otokorelasyon ve değişen varyans sorunu olmayan modellere dayalı olarak Granger nedensellik testleri gerçekleştirilmiştir. Bu doğrultuda Granger Nedensellik Testi bulguları Tablo 3'de gösterilmektedir.

Tablo 3. VAR Granger Nedensellik Testi Sonuçları

Ülkeler	Nedensellik İlişkisi	Ki-Kare	sd	Olasılık	Model
<i>Brezilya</i>	<i>LBGDP</i> → <i>LBEXD</i>	15,04***	2	0,0005	VAR(2)
	<i>LBEXD</i> → <i>LBGDP</i>	3,16	2	0,2054	
<i>Endonezya</i>	<i>ΔLEGDP</i> → <i>ΔLEEXD</i>	2,58	1	0,1083	VAR(1)
	<i>ΔLEEXD</i> → <i>ΔLEGDP</i>	2,27	1	0,1319	
<i>Hindistan</i>	<i>ΔLHGDP</i> → <i>ΔLHEXD</i>	0,03	1	0,8462	VAR(1)
	<i>ΔLHEXD</i> → <i>ΔLHGDP</i>	0,08	1	0,7730	
<i>Türkiye</i>	<i>LTGDP</i> → <i>ΔLTEXD</i>	2,18	1	0,1393	VAR(1)
	<i>ΔLTEXD</i> → <i>LTGDP</i>	3,36*	1	0,0666	
<i>Güney Afrika</i>	<i>ΔLGAGDP</i> → <i>ΔLGAEXD</i>	0,06	2	0,9679	VAR(2)
	<i>ΔLGAEXD</i> → <i>ΔLGAGDP</i>	8,76**	2	0,0125	

Açıklama: (*) %10 önem düzeyinde, (**) %5 önem düzeyinde ve (***) %1 önem düzeyinde istatistiksel anlamlı olduğunu göstermektedir. VAR modelleri gecikme uzunlukları AIC'e göre belirlenmiştir.

Birim kök testlerine ilişkin sonuçlar her bir ülke için ayrı ayrı olmak üzere şu şekilde özetlenebilmektedir:



- Brezilya örneği için GSYİH değişkeninden dış borç stoku değişkenine doğru tek yönlü bir nedensellik ilişkisi tespit edilmiştir.
- Endonezya örneği için dış borç stoku ile GSYİH değişkeni arasında nedensellik ilişkisi tespit edilememiştir.
- Hindistan örneği için dış borç stoku ile GSYİH değişkeni arasında nedensellik ilişkisi tespit edilememiştir.
- Türkiye örneği için dış borç stoku değişkeninden GSYİH değişkenine doğru tek yönlü bir nedensellik ilişkisi tespit edilmiştir.
- Güney Afrika örneği için dış borç stoku değişkeninden GSYİH değişkenine doğru tek yönlü bir nedensellik ilişkisi tespit edilmiştir.

5. Sonuç ve Tartışma

Kırılğan beşli ülkelerinin ortak özellikleri olmakla birlikte bu ülkelerdeki ekonomik gelişmeler farklılık gösterebilmektedir. Bu çalışmada da elde edilen sonuçlar bu söylemi destekler niteliktedir. Türkiye ve Güney Afrika'da borç stokundan GSYİH'ya doğru; Brezilya'da tam tersi olarak GSYİH'dan dış borç stokuna doğru tek yönlü nedensellik ilişkilerine ulaşılrken, Endonezya ve Hindistan'da iki değişken arasında nedensellik tespit edilememiştir. Elde edilen bu sonuçların incelenen dönem ve çalışmada kullanılan analiz yöntemi doğrultusunda geçeli olduğu, farklı dönemler ve yöntemler için elde edilecek sonuçların farklılık gösterebileceği unutulmamalıdır.

Çalışmada kırılğan beşli ülkelerinde farklı sonuçlar elde edilmesi, bu ülkelerin sahip oldukları ekonomik yapı, uyguladıkları politikalar ve alınan borçların hangi alanlarda değerlendirildiğiyle yakından ilgilidir.

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Hastanelerde Yalın Yönetim Çalışmalarının Sistemik Derleme Yöntemiyle Analizi

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Öz

Çalışmanın Amacı: Yalın yönetim, örgütlerde israfın azaltılması ve insana saygıyı vurgulayan yönetim yaklaşımıdır. Bu çalışmada, yalın yönetim yaklaşımına dayalı olarak hastaneler üzerine yapılan yayınların türlerinin, kullanılan tekniklerin ve elde edilen sonuçların analiz edilmesi amaçlanmıştır. **Kapsam:** Türkiye’de yalın yönetim ile ilgili hastaneler üzerine yayımlanan tüm çalışmalar araştırma kapsamına alınmış, tarih aralığı tanımlanmamıştır. **Yöntem ve Materyal:** Bu çalışmada, yayınların analizinde sistemik derleme yöntemi kullanılmıştır. Sistemik derleme; alanında uzman kişiler tarafından elde edilebilir en iyi araştırma kanıtını belirlemek için benzer yöntemler ile yapılmış çok sayıda araştırmanın yapılandırılmış ve kapsamlı bir sentezidir. Bu kapsamda, konu ile ilgili yayınlar geriye dönük olarak taranmıştır. Ankara Üniversitesi internet ağı erişimi üzerinden yalın, yönetim, hastane, sağlık, kurum, Türkiye gibi Türkçe ve İngilizce anahtar kelimelerle, ULAKBİM Ulusal Veri Tabanları, Pubmed, Ulusal Tez Merkezi, Google Akademik veri tabanlarında tarama yapılmıştır. **Bulgular:** Araştırma sonucunda, Türkiye’de yalın yönetim üzerine hastanelerde yapılmış toplam 24 yayına ulaşılmıştır. Bunların 17’sinin makale, 7’sinin tez çalışması; 18’inin araştırma, 6’sının derleme türünde olduğu bulunmuştur. En fazla yayının 2015 yılında yapıldığı, bu yayınların (8) çoğunlukla endüstri mühendisliği ve işletme alanlarından olduğu saptanmıştır. Yayınlar en fazla kullanılan yalın tekniklerin değer akış haritalama, 5S ve balık kılıcı diyagramı olduğu bulunmuştur. Yalın yönetim çalışmalarının hastanelerde en fazla israfı azaltmada ve bekleme sürelerini düşürmede etkili olduğu saptanmıştır. Hastanelerde yalın yönetim tekniklerinin en fazla uygulandığı birimin görüntüleme merkezleri olduğu belirlenmiştir. **Sonuç:** Türkiye’de yalın yönetim ile ilgili hastanelerde yapılan çalışmaların sayısal olarak sınırlı olduğu söylenebilir. Ayrıca, araştırmaya dayalı olarak yapılan yayınlarda kullanılan tekniklerin ve sonuçların yeterince açıklanmadığı gözlenmiştir. Yalın yönetim uygulamalarının hastanelerde israfı azalttığı, bekleme sürelerini ve maliyetleri düşürdüğü, hasta ve çalışan memnuniyetini artırdığı dikkate alınarak, konu ile ilgili araştırmaların artırılması önerilmektedir.

Anahtar Sözcükler: İsrif, sağlık, Türkiye, verimlilik.

Giriş

Yalın yönetim, İkinci Dünya Savaşı’ndan sonra, Taiichi Ohno’nun önderliğinde, ilk olarak Toyota Motor Fabrikası’nda uygulanmaya başlanan bir sürekli iyileştirme felsefesidir (Efe ve Engin, 2012). Graban (2011) yalın yönetimi “Bir alet çantası, bir yönetim sistemi ve kurumların yönetimi ile şeklini değiştirebilen bir felsefe” olarak tanımlamıştır. Temelinde isafı ortadan kaldırmak ve insana saygı olan bu felsefe, üretim sektöründe yakaladığı başarı ile hem üretim sektöründen hem de hizmet sektöründen firmaların dikkatini çekmiş ve hızla yaygınlaşmıştır (Gök ve Arıcı, 2016). Sağlık alanında ilk yalın yönetim uygulaması 2001 yılında İngiltere’de yapılmış, başarılı sonuçların alınmasıyla, birçok ülkede ve farklı sağlık kurumlarında uygulanmaya başlanmıştır (Kadarova ve Demecko, 2016). Hastanelerde yalın yönetim uygulamaları için değer akış haritalama, 5S, kaizen, kanban, iş standartlaştırma, balık kılıcı diyagramı, pareto analizi gibi araçlardan ve tekniklerden yararlanılmaktadır (Kadarova ve Demecko, 2016; Tunç, 2016; Yüksel, 2012; Graban, 2011). Ancak kullanılan tek bir teknik ya da teknikler yalın yönetimi tam olarak tanımlamamaktadır. Yalın yönetimin etkisinin örgütte görülebilmesi için yönetim sisteminin tamamında uygulanması gerekmektedir. Bu durum, herhangi bir örgüt ya da



sektör kadar hastaneler için de geçerlidir (Grabau, 2011, s.56). Hastanelerde yalın yönetim, kalite ve verimliliği artırmak, bekleme sürelerini ve israfları azaltmak için kullanılan ve önerilen bir yöntemdir (Al-Hyari vd., 2016). Dünya çapında hastanelerde, yalın yönetim uygulamaları ve yayınlarının sürekli artış gösterdiği, yalın yönetime yapılan eleştirilerin ise yok denecek kadar az olduğu ileri sürülmektedir (De Souza, 2009).

Bu çalışmada, Türkiye’de yalın yönetim yaklaşımına dayalı olarak hastaneler üzerine yapılan yayınların türlerinin, kullanılan tekniklerin ve elde edilen sonuçların analiz edilmesi amaçlanmıştır. Analizde, aşağıdaki araştırma sorularına yanıt aranmıştır.

1. Türkiye’de hastanelerde yapılan yalın yönetim ilgili yayınların yıllara göre dağılımı nasıldır?
2. Yayınların yazarları hangi bilim alanındandır?
3. Yayınlardan elde edilen önemli sonuçlar nelerdir?
4. Yayınlarda en sık kullanılan yalın yönetim araçları ve teknikleri nelerdir?
5. Yayınlarda yalın yönetim uygulamaları hangi birimlerde yapılmıştır?

Bu bağlamda, Türkiye’de konu ile ilgili yapılan yayınların profili oluşturulmakta ve hastanelerde alın yönetim uygulamalarına temel oluşturacak kanıtlar sunulmaktadır.

Gereç ve Yöntem

Çalışma konu ile ilgili yayınların geriye dönük olarak incelenmesini kapsayan sistematik derleme yöntemi ile gerçekleştirilmiştir. Sistematik derleme; alanında uzman kişiler tarafından elde edilebilir en iyi araştırma kanıtını belirlemek için benzer yöntemler ile yapılmış çok sayıda araştırmanın yapılandırılmış ve kapsamlı bir sentezidir. Sistematik derleme, işin tanımlanması, bilgi için tarama yapma, kanıt kalitesinin değerlendirilmesi ve analizi, kanıtın sunumu ve özetlenmesi, kanıtın tartışması, sistematik derlemenin yazımı, dış hakemler ve yayınlama aşamalarından oluşmaktadır (Karaçam, 2013).

Çalışmanın gerçekleştirilmesi için Ankara Üniversitesi internet ağı erişimi üzerinden yalın, yönetim, hastane, sağlık, kurum, Türkiye gibi anahtar kelimelerle Türkçe ve İngilizce çeşitli taramalar, ULAKBİM Ulusal Veri Tabanları, Pubmed, Ulusal Tez Merkezi, Google Akademik veri tabanları kullanılarak yapılmıştır. Yayınların taranmasında herhangi bir tarih aralığı seçilmemiş, tümüne ulaşılmaya çalışılmıştır. Çalışmaya ulusal ve uluslararası dergilerde yayınlanmış tüm makaleler ve ulusal tez merkezinden erişilebilen tüm tez çalışmaları dahil edilmiş; kongrelerde sunulan bildiriler ve kitaplar çalışma kapsamına alınmamıştır.

Bulgular

Çalışmada, yapılan literatür taraması sonucunda Türkiye’de hastanelerde yalın yönetim ile ilgili 28 yayın olduğu saptanmış, 3 yüksek lisans ve 1 doktora tezine erişim engeli bulunduğu için çalışma kapsamına alınamamıştır. Buna göre, çalışma kapsamında 17 makale ve 7 tez çalışması ile incelenmiştir. Çalışmaların araştırma türleri incelendiğinde 6’sının derleme, 11’inin araştırma türünde toplam 17 makale; 2 doktora, 5 yüksek lisans olmak üzere toplam 7 tez olduğu belirlenmiştir. Konuyla ilgili ilk yayının 2008 tarihinde yapıldığı; en fazla yayının (8) 2015 yılında olduğu saptanmıştır. Yayınların yıllara göre dağılımı Tablo 1’de verilmektedir.

Tablo 1 incelendiğinde, Türkiye’de hastanelerde yalın yönetim alanında yapılan çalışmaların oldukça kısıtlı olduğu görülmektedir. Bunun temel nedeni yalın yönetim uygulamalarının diğer kurumlarla karşılaştırıldığında, hastaneler için nispeten yeni olmasıdır. Ayrıca son üç yılda yapılan çalışmaların sayısında artış gözlenmektedir. Bu durum, konunun hastaneler açısından giderek daha güncel ve önemli hale geldiğini göstermektedir.



Tablo 1. Yayınların Yıllara Göre Dağılımı

YIL	MAKALE	TEZ
2008	-	1
2009	-	1
2010	-	-
2011	-	2
2012	1	1
2013	1	1
2014	3	-
2015	7	1
2016	5	-
TOPLAM	17	7

Çalışmaların hangi alanlardan araştırmacılar tarafından yapıldığı incelendiğinde konu üzerinde en fazla işletme ve endüstri mühendisliği (6) alanından yayın yapıldığı, bu alanları hastane kalite birimleri (4) ve sağlık yönetiminin (3) izlediği tespit edilmiştir. Yayınların yazarlarının alanlarına göre dağılımı Tablo 2'de verilmektedir.

Tablo 2. Yazarlarının Bilim Alanlarına Göre Dağılımı

ALAN*	ÇALIŞMA**	SAYI
Hastane /Kalite	Akgün (2015), Işık ve Işık (2016), Önder vd., (2015), Turan ve Turan (2015)	4
Muhasebe ve Vergi Uygulamaları	Aksoylu (2014), Özen (2015)	2
İşletme	Ateş ve Toraman (2016), Deran ve Beller (2014), Derin (2008), Doğan (2011), Doğan ve Unutulmaz (2016), Yıldız ve Yalman (2015)	6
Endüstri Mühendisliği	Aytaç (2009), Efe (2011), Efe ve Engin (2012), Güleriyüz (2012), Özçelik ve Güleriyüz (2013), Özdemir (2013)	6
Tıp	Doğan vd., (2014), Bakan (2015)	2
Uluslararası İşletmecilik ve Ticaret	Ilkım ve Derin (2016)	1
Sağlık Yönetimi	Kılıç vd., (2016), Özkan vd., (2015), Solak (2015)	3

* Çalışmalarda birinci yazarların alanları dikkate alınmıştır.

** Tezlerden üretilen makaleler, farklı çalışmalar olarak ele alınmıştır.

Tablo 2 incelendiğinde, hastanelerde yalın yönetim konusunda farklı bilim alanlarından yazarların olduğu, sağlık yönetimi alanında yapılan çalışmaların azlığı göze çarpmaktadır. İncelenen altı derleme makalesi 2015-2016 yıllarında yayınlanmıştır. Bu durum Türkiye'de hastanelerde yalın yönetim konusunun oldukça yeni olduğunu göstermektedir. Derleme makalelerinde ortak amaç yalın yönetimi ve tekniklerini sağlık kurumlarına tanıtmak, dünyadan ve Türkiye'den örneklerle yalın yönetimin sağlık kurumları için gerekli bir felsefe olduğunu ortaya koymaktır (Akgün, 2015; İlkım ve Derin, 2016; Işık ve Işık, 2016; Özkan vd., 2015; Turan ve Turan, 2015; Yıldız ve Yalman). Türkiye'de hastanelerde yalın yönetimin uygulanabilirliğini, risklerini ve faydalarını ortaya koyabilmek için uygulamaya dayalı olan araştırma makalelerinin incelenmesi önemlidir. Tablo 3'de çalışma kapsamında incelenen araştırma makaleleri ve tezlerden elde edilen sonuçlar verilmektedir.



Tablo 3. Yalın Yönetim Çalışmalarına Ait Sonuçların Dağılımı

SONUÇ	ÇALIŞMA	SAYI
Çalışan ve hasta güvenliğinde artış	Ateş ve Toraman (2016), Bakan (2015), Doğan vd., (2014)	3
Maliyetlerde azalma	Ateş ve Toraman (2016), Önder vd., (2015), Özdemir (2013)	3
Hatalarda azalma	Ateş ve Toraman (2016), Bakan (2015)	2
İsrafın azalması	Efe (2011), Önder vd., (2015), Özen (2015), Kılıç vd., (2016), Doğan ve Unutulmaz (2016), Bakan (2015), Efe ve Engin (2012), Özdemir (2013), Aytaç (2009), Gülyüz (2012), Solak (2015), Doğan (2011)	12
Bekleme sürelerini düşürme	Efe (2011), Önder vd., (2015), Özçelik ve Gülyüz (2013), Doğan ve Unutulmaz (2016), Efe ve Engin (2012), Aytaç (2009), Gülyüz (2012), Doğan (2011)	8
Kabul edilen hasta sayısında artış	Özçelik ve Gülyüz (2013), Gülyüz (2012)	2
Hasta ve çalışan memnuniyetinde artış	Kılıç vd., (2016), Özdemir (2013)	2

* Tezlerden üretilen makaleler farklı çalışmalar olarak ele alınmıştır.

Konu ile ilgili yapılan araştırma makaleleri ve tez çalışmaları incelendiğinde genel olarak ortak amacın yalın yönetim tekniklerinin hastanelerde uygulanabilirliğinin test edilmesi olduğu görülmektedir. Araştırmalar sonucunda hastanelerde yalın yönetim uygulamalarından elde edilen sonuçların, israfi azaltma (12), bekleme sürelerini düşürme (8), maliyetleri azaltma ve çalışan ile hasta güvenliğini artırma (3) olduğu saptanmıştır. Genel olarak, araştırma makalelerinde yalın yönetimin uygulama aşamaları ve sonuçlarının tanımlanmasında sınırlılıklar bulunmaktadır. Bu durumun, tekniklerin uygulamasını zorlaştırdığı söylenebilir. Tezlerden elde edilen sonuçlar araştırma makaleleri ile karşılaştırıldığında daha sayısal, açık ve sistematik olduğu gözlenmiştir. Hastanelerde yalın yönetim uygulamalarında kullanılan tekniklerin, değer akış haritalama (9), 5S (6), balık kılıcı diyagramı (3) olduğu belirlenmiştir. İncelenen çalışmalarda kullanılan yalın yönetim tekniklerinin dağılımı Tablo 4’de verilmiştir.

Tablo 4. Çalışmalarda Kullanılan Yalın Yönetim Tekniklerinin Dağılımı

TEKNİK	ÇALIŞMA*	SAYI
Değer Akış Haritalama	Doğan (2011), Gülyüz (2012), Aytaç (2009), Özdemir (2013), Efe (2011), Efe ve Engin (2012), Doğan ve Unutulmaz (2016), Özen (2015), Özçelik ve Gülyüz (2013)	9
Simülasyon	Doğan (2011), Doğan ve Unutulmaz (2016)	2
Kaizen	Solak (2015)	1
5S	Solak (2015), Gülyüz (2012), Aytaç (2009), Doğan vd., (2014), Özçelik ve Gülyüz (2013), Ateş ve Toraman (2016)	6
Balık Kılıcı Diyagramı	Gülyüz (2012), Özdemir (2013), Özçelik ve Gülyüz (2013)	3
Pareto Analizi	Gülyüz (2012), Özçelik ve Gülyüz (2013)	2
İş Standartlaştırma	Özdemir (2013)	1
Değer Akış Maliyetleme	Aksoylu (2014), Deran ve Beller (2014)	2

* Tezlerden üretilen makaleler farklı çalışmalar olarak ele alınmıştır.



Yapılan arařtırmalarda, yalın ynetim tekniklerinin hastanelerde hangi birimlerde uygulandıđı incelenmiřtir. Buna gre, hastanelerde yalın ynetim uygulamalarının birimlere gre dađılımı Tablo 5'te verilmiřtir.

Tablo 5. Hastanelerde Yalın Ynetim Uygulamalarının Birimlere Gre Dađılımı

BİRİM	YAZAR*
Grntleme Merkezi	Aksoylu (2014), Gleryz (2012), zelik ve Gleryz (2013)
Laboratuvar	Bakan (2015), Dođan vd., (2014)
Acil Servis	Efe (2011), Efe ve Engin (2012)
Fizik Tedavi ve Rehabilitasyon	Dođan (2011), Dođan ve Unutulmaz (2016)
Dahiliye	Ayta (2009)
Faturalandırma ve Tedavi Sreleri	zdemir (2013)
Depo	Solak (2015)
Eczane	Ateř ve Toraman (2016)
Rntgen ve Biyokimya	Deran ve Beller (2014)

* Tezlerden retilen makaleler farklı alıřmalar olarak ele alınmıřtır.

Tablo 5 incelendiđinde hastanelerde en fazla yalın ynetim uygulamasının yapıldıđı birimin grntleme merkezleri (3) olduđu grlmektedir. Daha sonra laboratuvar, acil servis ve fizik tedavi ve rehabilitasyon birimleri (2) gelmektedir. Uygulama alanları iin genellikle kompleks olmayan, alıřan sayısının az olduđu birimlerin seildiđi grlmektedir. Birok arařtırmacı yalın ynetimi hastanelerde uygulamaya bařlarken tek bir birimin seilmesi gerektiđini savunmaktadır (Grabau, 2011; Yksel, 2012; Barnas ve Adams, 2014).

Sonuç ve neriler

Yapılan arařtırma sonucunda, Trkiye'de hastanelerde yalın ynetim konusunda yapılmıř yayınlara en ok 2015 (8) yılında olduđu saptanmıřtır. Yayınların sayısı son yıllarda artıř gsterse de bu sayının olduđu kısıtlı olduđu grlmektedir. Ayrıca Trkiye'de yayınlanan arařtırma makalelerinin ođunda kullanılan yalın ynetim teknik ve aralarının aık şekilde anlatılmadıđı ve yalın ynetimin kazanımlarının sayısal olarak ifade edilmediđi tespit edilmiřtir. Arařtırma makalelerindeki bu durum konunun anlařılmasını ve uygulanmasını zorlařtırmaktadır. Yalın ynetimin kazanımlarından daha fazla yararlanabilmek iin alanda yapılan nitelikli alıřmaların sayısının artırılması nerilmektedir. Yapılan yayınların hangi bilim alanlarından arařtırmacılar tarafından yapıldıđı incelendiđinde endstri mhendisliđi ve iřletme (6) alanlarının ne çıktıđı grlmektedir. Bu bađlamda, sađlık ynetimi alanından arařtırmacıların yalın ynetim konusunda daha fazla alıřma yapması nerilmektedir. İncelenen alıřmalarda hastanelerde yalın ynetim uygulamaları ile en ok israfın azaltılması (12) ve bekleme srelerinin dřrlmesi (8) sonularına ulařıldıđı belirlenmiřtir. Bununla birlikte, hastanelerde yalın ynetimin maliyetlerin dřrlmesi; verimliliđin, hasta ve alıřan memnuniyetinin artırılması gibi konularda da olumlu etkileri olduđu grlmektedir. Yapılan alıřmalarda yalın tekniklerinden en ok deđer akıř haritalama (9) ve 5S (5) tekniđinin kullanıldıđı belirlenmiřtir. Bu tekniklerin kullanılmasındaki temel nedenler uygulanmalarının kolay olması ve kısa srede sonu vermeleridir. Hastanelerde yalın ynetim uygulamaları iin en ok tercih edilen birim ise grntleme merkezleri (3) olmuřtur. Uygulama yapılacak birim seiminde genel olarak



hasta yoğunluğunun düşük olduğu alanlara bir eğilim olduğu görülmektedir. Yalın yönetimde başlangıç noktası olarak küçük birimler önerilse de yalının yönetimin bir değişim felsefesi olduğu ve başarılı sonuçlar elde edebilmek için bir kültür haline getirilmesi gerektiği unutulmamalıdır. Konunun hastanelerdeki gerçek başarısını ölçebilmek için daha uzun süreli ve kapsamlı çalışmalar yapılması önerilmektedir.

Yalın yönetimin hastanelerdeki başarısını gösteren birçok çalışma bulunmasına karşın, yalın yönetime yapılan eleştirilerin yok denecek kadar az olduğu bilinmektedir. Yalın felsefe, sihirli bir değnek olmasa da hastanelerin var olan problemlerine çözüm olarak önerilebilir. Hastanelerde yalın yönetim düşüncesini desteklemek, hasta beklentilerini ön planda tutmak, çalışan katılımını sağlamak ve sürekli iyileştirme halinde olmak yalın yönetim uygulamalarındaki başarıyı doğrudan etkileyebilir. Yalınlaşma başarılı olduğunda ise daha kaliteli, güvenli, düşük maliyetli, hasta ve çalışan memnuniyetinin üst düzeyde olduğu bir sağlık hizmeti sağlanabilir.

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Toplumsal hareketlere müdahalede yönetim: Türkiye örneği

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Özet

Toplumsal hareketler otorite, iktidar ve kültürel inançlar ile uygulamalara karşı çıkan kolektif ve kurumsal olmayan oluşumlardır. Tüm dünyada olduğu gibi, güvenlik güçlerini kullanarak ve yetki ve sorumluluğu paylaşmadan sert ve katı bir şekilde müdahale edilen Türkiye’de de çok sayıda toplumsal hareketler meydana gelmektedir. Toplumsal hareketlere bu şekilde müdahale teme çeşitli sorunlara yol açmaktadır. Bu sorunları yok etmek veya azaltmak için vatandaş-odaklı ve yerinden yönetimi bir yönetsel yaklaşım gereklidir. Bu yönetsel yaklaşım ‘yönetişim’ olarak bilinmektedir. Yönetişim, kamu yönetimi, özel sektör ve sivil toplum kuruluşları arasında bir işbirliği anlamına gelmektedir. Yönetişim, devlerin otoritesine dayanmak yerine, çoğulculuğu ve katılımcılığı gerektirir. Bu çalışmada, yakın geçmişte çok sayıda toplumsal hareketin meydana geldiği Türkiye’deki, başlıca üç pratik kullanılmaktadır. İki İstanbul’daki Taksim Meydanı’nın yeniden düzenlenmesine karşı direnen Gezi Parkı eylemleri, ikincisi Bergama-İzmir’de siyanürlü altın aramaya karşı çıkan çevreci hareket ve son olarak Ankara’da bulunan Orta Doğu Teknik Üniversitesi kampüsünden geçen karayoluna karşı boykot olayıdır.

Anahtar sözcükler: Toplumsal hareketler, yönetim, Türkiye.

1.Giriş

Toplumsal hareketler dünyada pek çok ülkede meydana gelebilen olaylardır. Toplumsal hareket, belli bir dayanışma içerisinde olan bir grubun yürüttüğü, kolektif olan ve sistemin sınırlarını zorlayan bir eylem türüdür. Toplumsal hareketler genellikle birbirleriyle hakimiyet ilişkisi içinde olan, çatışma düzeninde karşı karşıya gelen, aynı kültürel yönelime sahip olan ve bu kültürün ortaya çıkardığı aktivitelerin toplumsal kontrolü için mücadele eden aktörlerin hareketidir. Toplumsal hareketler yüzlerce belki binlerce yıldan beri var olan hareketlerdir. Ancak bu isimle anılmaları ya da bu şekilde adlandırılmaları 18. yüzyıl sonlarına doğru olmuştur.

Toplumsal hareketler çok çeşitli nedenlerle ortaya çıkabilmektedirler. Çevre, seçimler, göçler, kapitalist sistem ve emek, bu nedenlerden sadece birkaçını oluşturmaktadır. Toplumsal hareketlerin nedenleri çeşitlilik arz edince, bu hareketleri gerçekleştiren eylemcilerin de çeşitli olması kaçınılmazdır. İşçiler, öğrenciler, öğretmenler, sanatçılar, aktörler, aktrisler, LGBT(Lezbiyen, gey, biseksüel, transeksüel) bireyler ve akademisyenler bu eylemcilere örnek olarak verilebilirler.

Daha önce ifade edildiği gibi toplumsal hareketler dünyanın pek çok ülkesinde meydana gelen ya da gelebilecek olan hareketlerdir. Bu ülkelerden biri de Türkiye’dir. Türkiye, çevreci hareketler ve öğrenci hareketleri gibi pek çok toplumsal hareketle karşı karşıya gelmiştir. Başlangıçta Türkiye’deki hareketler daha ziyade işçi hareketlerinden ibaret olmuştur. 1968 yılında tüm dünyada olduğu gibi Türkiye’de de toplumsal hareketlerde bir değişme meydana gelmiştir. Toplumsal hareketler farklı bir boyut kazanmaya başlamıştır. Toplumsal hareketlerin değişmesi ve farklı bir boyut kazanması hem eylemlerin hem de



eylemcilerin değişmesi ve çeşitlenmesine neden olmuştur. Yani hem dünyada hem de Türkiye'de toplumsal hareketler geniş bir aktörler yelpazesine sahip olmuştur.

Türkiye'de yaşanan çeşitli toplumsal hareketlere kamu yönetiminin bakış açısı ve yaklaşımı genellikle pek olumlu olmamıştır. Olumsuz bir tutum ve tepki söz konusu olmuştur. Olumsuz tepkinin pek çok nedeni söz konusudur. Bu nedenlerden biri yönetim ilkelerine uygun davranılmamasıdır. Bu çalışmada Türkiye'de kamu yönetiminin toplumsal hareketlere yönetimin ilkelerini ne derece uyguladıkları açıklanmaktadır. Çalışmada Türkiye'de meydana gelen üç toplumsal hareket pratiği üzerinden değerlendirme yapılmıştır. Bu pratikler Gezi Parkı Eylemleri, Bergama'da siyanürle altın aranmasına karşı gerçekleştirilen eylemler ve Orta Doğu Teknik Üniversitesi'ndeki yol yapımına karşı gerçekleştirilen eylemlerdir. Çalışma literatür taraması yöntemi kullanılarak hazırlanmıştır.

2. Genel olarak toplumsal hareketler ve türkiye'de toplumsal hareket örnekleri

Dünyanın pek çok yerinde yüzlerce belki binlerce yıldan beri çeşitli amaçlarla halk ayaklanmaları gerçekleşmiştir. Ancak 18. yüzyıla gelene kadar bu ayaklanmalar toplumsal hareket olma kabiliyetinden yoksun kalmışlardır. Çünkü bu ayaklanmalar çeşitli çıkar gruplarından oluşan geniş kapsamlı örgütler (Tilly,2008:16) tarafından gerçekleştirilmemiştir. 18. yüzyıldan itibaren özellikle Batı Avrupa ve Kuzey Amerika'da insanlar yeni bir politik olgu olarak toplumsal hareketleri oluşturmaya başlamışlardır (Tilly, 2008:16). Toplumsal hareket, otoritelere, iktidar sahiplerine veya kültürel inançlara ve pratiklere karşı kolektif, organize, sürdürülebilir ve kurumsal olmayan bir meydan okumadır (Goodwin ve Jasper, 2003:3). Toplumsal hareket, birbiriyle hakimiyet ilişkileri ve çatışma düzleminde karşı karşıya gelen, aynı kültürel yönelime sahip ve bu kültürün ortaya çıkardığı aktivitelerin toplumsal kontrolü için mücadele eden aktörlerin hareketidir (Touraine, 1999:43-44). Toplumsal hareketlerin ilk nüveleri 18. yüzyıl sonlarına doğru ortaya çıkmıştır. O zamana kadarki ayaklanmalar hem örgütlü olmamıştır hem de genel olarak aşağı tabakadaki insanlar tarafından gerçekleştirilmiştir. Bu yüzden ki bu ayaklanmalar yazılı tarihte pek yer almamışlardır. Yani yaşanan tarihle yazılan tarih birbirine uymamaktadır. Tarihi yazanlar seçkinler davranmışlardır. Fakat 18. yüzyıldan ve özellikle 19. yüzyılın başlarından itibaren toplumun aşağısındakilerin; köylülerin, işçilerin, zanaatkarların faaliyetleri, eylemleri, ayaklanmaları ve en önemlisi örgütlülük düzeyleri seçkinler arasında görmezden gelinemeyecek bir düzeye ulaşmıştır. Hızlı kentleşme, göç, kapitalist toplumsal ilişkiler, metalaşma süreci toplumda ciddi kargaşalara yol açmış ve bunun sonucunda da vergi ayaklanmaları, ekmek ayaklanmaları, seçim ayaklanmaları baş göstermiştir. Kısaca ifade edilen bu süreç toplumsal hareketler üzerine ilk sistematik düşünceyi ya da yaklaşımı da ortaya çıkarmıştır (Çetinkaya, 2008:28). Bu yaklaşım günümüz literatüründe Kalabalıklar Yaklaşımı olarak ifade edilmiştir. Bu yaklaşımın en önemli temsilcisi Gustave Le Bon'dur. Le Bon'un toplumsal hareketleri oluşturan kitleler ile ilgili görüşleri oldukça negatiftir. Le Bon ve temsilcisi olduğu seçkinler ve yöneticilerin toplumsal hareketlere bakış açısı daha çok korku ve tikslenme içeriklidir. Onlara göre kalabalıklar yalnızca yıkıcı bir rol oynamaktadırlar. Her tez kendi antitezini oluşturduğu gibi, Le Bon'un Kalabalıklar Yaklaşımı da kendi karşıtını oluşturmakta geç kalmamıştır. Bu karşıt yaklaşım Rasyonalist Ekol olarak ifade edilmektedir. Yaklaşımın en önemli ismi



Mancur Olson'dur. Rasyonalist ekol toplumsal hareketlere kör inançlar ya da sürü psikolojisi bakış açısıyla bakmamaktadır. Bu ekole göre toplumsal hareketler bireylerin rasyonel eylemlerinin tezahürüdür. Bu nedendir ki rasyonalist ekol, davranış kavramı yerine bir bilinçliliği ifade eden eylem kavramını kullanmaktadır (Çetinkaya, 2008:32). Toplumsal hareketlerle ilgili teoriler tabii ki yukarıda ifade edilenlerle sınırlı değildir. Kaynak Mobilizasyonu Teorisi ve Politik Olanaklar Kuramı toplumsal hareketleri açıklamak için ortaya çıkmış olan diğer teorilerdir. Kaynak Mobilizasyonu Teorisi John McCarthy ve Mayer Zald tarafından geliştirilmiştir. McCarthy ve Zald toplumsal hareketlerde örgütlere odaklanmışlardır. Onlara göre toplumsal hareketin merkezindeki olgu bunların kurmuş oldukları örgütlülüklerdir. Bir hareketin ortaya çıkması için başta parasal kaynaklar olmak üzere pek çok kaynağa ihtiyaç vardır. Bu kaynaklar temin edilip hareket doğrultusunda seferber edilmelidir. Zaten toplumda birtakım tepkiler her zaman mevcuttur. Önemli olan bunların bir hareket doğrultusunda seferber edilmesidir. Bu seferberliği de sağlayan formel örgütlerdir (Çetinkaya,2008:34). Politik Olanaklar Teorisi, Kaynak Mobilizasyonu Teorisi'ni ile kardeş teori olarak ele alınan bir yaklaşımdır. Bu yaklaşım "toplumsal hareketleri kurumsal siyasetin dışında yer alan çeşitli toplumsal grupların kolektif çıkarları doğrultusunda kurumsal siyaset üzerine baskı yaratmak üzere giriştikleri rasyonel çabalar olarak görür" (McAdam,1982; Tilly,1978 aktaran Özen, 2013:46). Yaklaşımın savunucuları daha ziyade toplumsal hareketlerin içinde varlık buldukları politik sistemi ele almışlardır ve onun protesto fiilleriyle olan ilişkisi üzerinde durmuşlardır (Çetinkaya,2008:35). Önem atfedilen bir yaklaşım daha mevcuttur. Bu yaklaşım Yeni Sosyal Hareketler Yaklaşımı'dır. İlk dönemdeki toplumsal hareketlerde ekonomik çıkarlar ön plana çıkmış durumdadır. Genellikle tek bir sosyal sınıftan oluşan üyeler siyasal gücü ele geçirmek amacıyla hareket etmektedirler. 1960'larda ortaya çıkan ve 1968 sonrası siyaset sahnesinde yükselişe geçen yeni toplumsal hareketler mücadeleyi geçmişten farklı bir biçimde yürütmeye başlamışlardır (Demiroğlu,2014:136). Yani toplumsal hareketler kendilerini siyasi gücü kontrol etme çabasıyla soyutlamış, sivil hakların dönüşümüyle ilgilenmişlerdir (Çayır, 1999:16-17). Yeni Toplumsal Hareketler Ekolu insanların toplumsal harekete katılımında kolektif kimliğin önemine vurgu yapmaktadır. Yeni toplumsal hareketler zengin bir içeriğe, geniş bir talepler ve aktörler yelpazesine sahiptir. Dar iktisadi çıkarlar peşinde koşmak söz konusu değildir. Bu hareketler demokratiktir. Katılıma açıktır. Formel kurumsal yapı kanalları dışında çalışırlar. Hayat tarzı, etik ve kimlik duyarlılıkları üzerine vurgu yapmaktadırlar (Çetinkaya,2008:44).

Yukarıda tarihinden, türlerinden, özelliklerinden bahsedilen toplumsal hareketler dünya üzerindeki pek çok ülkede kendilerini göstermişlerdir. Bu ülkelerden biri de Türkiye'dir. Türkiye de çeşitli toplumsal hareket pratiklerine sahne olan bir ülke olmuştur. Bu pratiklerden üç tanesi aşağıda ifade edilmektedir.

2.1. Gezi parkı eylemleri

Gezi Parkı eylemleri Türkiye'de son dönemde meydana gelen ve büyük bir yankı uyandıran toplumsal hareket pratiğidir. Türkiye'de hemen hemen tüm illerde, çok farklı aktörlerin katılımı ile gerçekleşen bir toplumsal harekettir. Sadece Türkiye'de değil bunun yanı sıra pek çok ülkede taraftar toplayan ve desteklenen bir hareket olmuştur. Gezi olayları Taksim Gezi Parkı'nda Topçu Kışlası'nın yeniden inşa edilmek istenmesi sonucunda parkta yıkım



faaliyetlerinin başlaması ve ağaçların sökülmesi ile başlamıştır (Yiğit, 2013:2). 27 Mayıs 2013 tarihinde olaylar başlamıştır. Aslında olayların başlangıcı 2011 yılına dayandırılabilir. Çünkü 2011 yılında Taksim'i Yayalaştırma Projesi kabul edilmiş ve 2012 yılında Anıtlar Kurulu tarafından onaylanmıştır. Bu konuda ilk protestolardan biri 6 Mayıs 2012 tarihinde gerçekleşmiştir ve Taksim Dayanışması Grubu üyeleri parkta bir basın açıklaması yapmışlardır. Daha sonraki tarihlerde zaman zaman protestolar ve etkinlikler devam etmiştir. İmza kampanyaları başlatılmış, festivaller düzenlenmiştir. Ancak asıl olaylar daha önce de ifade edildiği gibi 27 Mayıs 2013 tarihinde başlamıştır.

Gezi eylemleri katılımcı profilleri açısından çok renkli bir görüntü oluşturmuştur. Her düşünceden insanın katıldığı bir eylem olmuştur. Bu renkliliği Özbek (2013:29-30) şöyle ifade etmektedir:

"Farklı ideolojik yönelimleri, dini inançları, etnik kimlikleri, cinsel yönelimler olan, hatta farklı takımları tutan çok renkli, çok çeşitli bir insan çoğuluydu bu ortak iradenin paydaşları. İçlerinde Barış Bayrağı sallayan yeşiller, Gökkuşluğu bayrağı sallayan LGBT bireyler, Mor bayrak sallayan feministler, Türk Bayrağı sallayan Kemalistler, Abdullah Öcalan'ın resmini taşıyan Kürtler, Kuran'dan alıntılardıkları ayetlerle sosyal adaleti savunan Müslümanlar, polis ve ordunun lağvedilmesini, tüm iktidarın hemen halka devredilmesini talep eden maksimalist devrimciler, evetçiler, yetmez ama evetçiler, hayırcılar, boykotçular, AKP seçmenleri, CHP seçmenleri, MHP seçmenleri, oy pusulasında 'hiçbiri' diye bir şık olmadığı için oy kullanmayanlar, ulusalcı komünistler, ulusalcı olmayan komünistler, ortanın solu, ortanın sağ, ortanın ortasında olanlar, liberaller, sol liberaller, sosyalistler, sosyal demokratlar, eski solcular, yeni solcular, özgürlükçü solcular, bu politik kimlik belirleyenlerin hiçbirine metelik vermediği için 'slogan bulamayanlar', BJK'liler, GS'liler, FB'liler, 'Kahrolsun başlı şeyler' diyerek Türkçe siyasal mizahın en tercüme edilemez örneğini veren 'orantısız zeka' sahipleri, sanatçılar, işçiler, işsizler, aydınlar, akademisyenler, öğrenciler, öğretmenler, beyaz yakalılar, mavi yakalılar, yakasızlar, Aleviler, Sünniler, ateistler, Rumlar, Ermeniler ve Süryaniler ve daha kimler kimler..."

Taksim Gezi Parkı'nda insanlar farklıydı, bu nedenle diller, sloganlar, üsluplar farklıydı. Ama ortak bir irade söz konusuydu.

Gezi eylemleri ilk başladığı dönemde geleneksel medyanın pek ilgisini çekmemiştir ve bu nedenle özellikle televizyon kanallarında Gezi Parkı eylemleri ile ilgili haberlere yer verilmemiştir. Ancak buna rağmen Gezi eylemleri çok kısa sürede yayılmıştır. Buna imkân veren de büyük ölçüde sosyal medya olmuştur. İnsanlar sosyal medya üzerinden örgütlenmiş ve birliktelik içinde hareket edebilmişlerdir. Eylemlerde olup bitenler gerek sözler ile gerekse videolar ile paylaşılmıştır. Bu şekilde Taksim'de olanlar bütün dünyada görülmüş, duyulmuştur. Gezi hareketi internet ağları ile haberleşmeyi sağlamış ve değişik yollarla apolitik bir muhalefet izleyerek hükümeti eleştirmiştir. Aslında Gezi eylemleri sosyal paylaşım ağlarıyla hareketlilik sağlamış ve farklı görüşleri, kimlikleri bir amaç etrafında toplamıştır (Özbek, 2013:32). Başlangıçta basında çok yer almamasına rağmen, sonrasında uzun süre gündemde kalmıştır Gezi eylemleri.

Gezi eylemleri pek çok ilde etkili olan eylemlerdir. Türkiye'nin dört bir yanında protestolar yapılmış, eylemler düzenlenmiştir. Eylemlerin şiddeti çok fazla ve sonucu da ağır olmuştur.



Eylemlere 3 milyondan fazla kişi katılmış ve çok sayıda kişi gözaltına alınmıştır. Bunlardan bir kısmı tutuklanmıştır. Ayrıca büyük miktarda maddi hasar meydana gelmiştir. Ancak asıl kayıplar insan hayatında olmuştur. Bunun yanı sıra 8000'den fazla kişi yaralanmıştır, onlarca kişi biber gazı kapsülü nedeniyle gözünü kaybetmiştir. Gezi Parkı Eylemleri ciddi ve ağır sonuçları olan bir toplumsal hareket olmuştur. Hem eylemcilerin hem müdahalede bulunan kolluk güçlerinin hem hiç bir şekilde olaylarla alakası olmayan kişilerin maddi ve manevi yönden zarar gördüğü bir eylemler bütünü olmuştur.

Gezi Parkı Eylemleri Türkiye gündeminde uzun süre yer edinen, hem Türkiye hem de dünyada adından çokça söz ettiren eylemler olmuşlardır. Bu eylemler çok renkli bir eylemci profiline sahip olmuştur. Türkiye'nin neredeyse tüm illerinde eylemlere katılım gerçekleşmiştir. Gezi eylemleri aynı zamanda çok ciddi bir mücadelenin ve müdahalenin de yapıldığı eylemlerdir. Eylemlerde yönetim sert bir tavır takınmış ve sert söylemlerde bulunmuşlardır. Yatıştırıcı olmak yerine kışkırtıcı olunmuştur.

Vatandaşlar başlangıçta bilgi kirliliğine maruz kalmışlardır. Bu durumun temelinde cevap verebilirlik, hesap verebilirlik, şeffaflık gibi yeni kamu yönetimi ve yönetim ilkelerine uyulmaması etkili olmuştur.

2.2. Çevreci hareketler: Bergama örneği

Çevreci düşünceler ve çevrenin korunmasına yönelik fikirlerle beslenen çevreci hareketler 19. yüzyılın ikinci yarısından itibaren ortaya çıkmaya başlamış ve zamanla gelişme göstermiştir. Çevreci hareketlerin daha çok insanların mevcut durumlardan rahatsız olduklarında veya bir değişimin tehdit olarak algılanması sonucunda ortaya çıktıkları vurgulanmaktadır. Özellikle Batı'da çevre hareketlerinin ortaya çıkmasında ya da çevreye daha duyarlı olunmasında çevre sorunlarının artması etkili olmuştur. Dünyada çevreci hareketler ilk olarak Amerika, Fransa ve Almanya gibi gelişmiş ülkelerde ortaya çıkmıştır. Sonrasında az gelişmiş ya da gelişmekte olan ülkelerde de etkili olmaya başlamışlardır. 20. yüzyılın başlarında çevreci hareketler korumacı bir nitelik arz etmekteydi. 1960'lar ve sonrasında ise daha ideolojik ve kolektif bir hal almaya başlamıştır. Türkiye'de çevreci hareketler 20. yüzyılın ortalarında gelişmeye başlamıştır. Çevre sorunları ile ilgili düşünceler Osmanlı zamanına kadar götürülebilse de, çevre korumaya yönelik çalışmalar yenidir. Türkiye'de 1960 ile 1970'ler çevreci hareketlerin ivme kazandığı yıllar olmuştur. Çevre bilinci oluşturma, kamuoyunu bilgilendirme, çevre sorunlarına karşı önlem almak gibi amaçlarla çevreci hareketler meydana gelmiştir (Aygün ve Şakacı, 2011:141).

Türkiye'de pek çok çevreci hareket meydana gelmiştir. Bunlardan biri de Bergama da başlatılan ve uzun süre devam eden siyanürle altın aramaya karşı olan harekettir.

Bergama'daki çevre hareketi 1990'lı yıllarda başlamış ve uzun yıllar devam etmiştir. Bergama hareketi, Bergama'nın Ovacık, Çamköy ve Narlıca köyleri arasında kalan bir alanda faaliyet göstermek isteyen Eurogold isimli çok uluslu bir firmanın faaliyet göstermesi ile başlamıştır (Özen,2009:3). Avustralya ve Almanya kökenli olan firma 1989 yılında maden arama ruhsatını almış, 1991 yılında da tesis inşaatına ve maden için ön hazırlıklara başlamıştır (www.bianet.org,02.09.2015). Firma yörede sekiz yıl faaliyet gösterecektir ve çıkardığı cevherden altını ayırmak için de siyanürlü liç yöntemini kullanacaktır. Firmanın



çalışmalara başlamasının ardından 1992 yılında eylemler başlamış ve sonrasında daha da sıklaşmıştır (Özen,2009:3).

Bergama yerelinde başlayan eylemler birkaç yıl içerisinde çeşitli profesyonel grupların, çevreci grupların, akademisyenlerin katılımları ile farklı toplumsal kesimlerin desteğini sağlamıştır (Özen,2009:3). Yani Bergama hareketi farklı toplumsal grupları mobilize etmiştir. Bunun yanı sıra talepler ulusal gündeme taşınmıştır (Çobanoğlu,2014:119).

Bergama hareketinin temelde iki nedeni söz konusudur. Bunlardan ilki çevrenin korunmasıdır. Firma tarafından çıkarılacak olan altın cevherinin ayrıştırılmasında siyanür kullanılacaktır. Sodyumsiyanür (NaCN), madencilikte cevherden altın ve gümüş çıkarmak için kullanılmaktadır. Sodyumsiyanür, zehirli, zararlı bir kimyasaldır. Siyanür hem insana hem de çevreye ciddi zararlar vermektedir. İnsanlarda gerek solunum gerekse diğer yollardan sağlık sorunlarına neden olmaktadır. Çevrede ise hem su kirliliğine hem toprak kirliliğine neden olmakta doğal çevreyi olumsuz yönde ciddi şekilde etkilemektedir (iguneltr.wordpress.com,07.09.2015). Siyanürün bu zararları dışında altın içeren kayaların kırılması sırasında ortaya çıkan toz da ciddi şekilde hem çevreye hem de insanlara zarar vermektedir. Ayrıca firma binlerce ağacı da yok etmiştir (www.bianet.org,02.09.2015). Diğer neden ise anti emperyalizmdir. Anti-emperyalist söylem şu şekilde ifade edilmektedir. Madeni işletecek olan Eurogold isimli firma çokuluslu yabancı bir firmadır. Bu firmanın doğal çevreyi ve insan sağlığını dikkate almadan Türkiye'nin kaynaklarını sömüreceği ifade edilmektedir (Özen,2009:4).

Bergama hareketi içerisinde, toplumsal hareket eylem repertuarı içerisindeki çeşitli eylemler yer almıştır. Toplantılar düzenlenmiş, seminerler yapılmış, raporlar hazırlanmış, dilekçeler verilmiş ve basın toplantıları düzenlenmiştir. Bunların yanında yargı süreci başlatılmıştır (Özen,2009:4). Altın madenine karşı ilk dava 1994 yılında açılmıştır. Dava Çevre Bakanlığı'nın firmaya verdiği faaliyet izninin iptaline ilişkindir. 1996 yılında mahkeme açılan davaları reddetmiştir. Bunun üzerine dava Danıştay'a intikal etmiştir. Danıştay mahkemenin vermiş olduğu kararı incelemiştir ve kararı bozmuştur. Danıştay kararı üzerine İzmir Barosu kararın uygulanmasını valilik makamından talep etmiştir. Valilik henüz kesinleşen bir yargı kararı olmadığını belirtmiştir ve firma faaliyetlerine devam etmiştir. Sonrasında köylüler Çevre Bakanlığı'na başvuruda bulunup mahkeme kararının uygulanması talep etmiştir. Ancak Bakanlık bu aşamada Danıştay kararının uygulanamayacağını belirtmiştir. Bunu takiben ilk kararı veren mahkeme olan İzmir Birinci İdare Mahkemesi Danıştay kararına uyarak firmanın faaliyet iznine ilişkin idari işlemi iptal etmiştir. İlgili makamlara karar iletilmiştir. Kararla ilgili olarak maden civarındaki köylüler Bergama Asliye Hukuk Mahkemesi'ne keşif istemi ile başvurmuşlardır. Keşif sonucunda madenin faaliyetlerine devam ettiği ortaya çıkmıştır. Bu sonucun ortaya çıkmasının ardından Başbakanlık tarafından TÜBİTAK uzmanlarından bölgeyle ilgili bir rapor hazırlaması talep edilmiştir. Sonrasında Başbakanlık tarafından bir genelge yayınlanmış ve Bergama ve Eskişehir'deki altın madenleri ile ilgili mahkeme kararlarının ülke ekonomisini zarara uğrattığı ifade edilmiştir. Bu genelge sonrasında ÇED Yönetmeliği'nde de değişikliğe gidilmiş ve deneme üretimi yapan tesis ya da işletmelerin bir defaya mahsus olmak üzere ÇED sürecinden muaf tutulacağı belirtilmiştir. 2000 yılında Başbakanlık ilgili Bakanlıklara



talimat vererek Eurogold isimli firmaya çalışma izni verilmesini istemiştir. Firma sonrasında isim değiştirerek faaliyetlerine devam etmiştir (www.jmo.org.tr, 02.09.2015).

Bergama hareketindeki hukuksuzluk, Avrupa İnsan Hakları Mahkemesi'ne taşınmıştır. AİHM 2004 yılında açıkladığı kararında köylülerin mücadelesini haklı bulmuştur. Mahkeme Türk Hükümetlerinin, verilmiş olan ulusal mahkeme kararlarına uymayarak madenin çalışmasına göz yummasının Avrupa İnsan Hakları Sözleşmesinin 8. maddesini ihlal ettiği kararını vermiştir.

Bergama'da vatandaşlar çevre ve kendilerinin zarar görmeleri üzerine ayaklanmaya başlamışlardır. Ayaklanmalarla birlikte yasal yollara da başvurulmuştur. Ancak mahkeme kararları yetkililer tarafından dikkate alınmamıştır. Avrupa İnsan Hakları Mahkemesi'ne götürülen davada yine vatandaş haklı bulunmuş ancak yine bir değişiklik olmamış, maden faaliyetlerine devam etmiştir. Bu durum Türkiye'de hukukun üstünlüğü ilkesinin göz ardı edildiğinin açık bir göstergesi olmuştur. Bununla birlikte vatandaş odaklı düşünülmediği de ortaya çıkmaktadır.

2.3.ODTÜ yol yapım projesine karşı öğrencilerin protesto eylemleri

Mekanda ve mekan üzerinde verilen mücadeleler, çoğu kez iktidar mücadelelerinin merkezinde yer almaktadır. Mekan toplumsal iktidar mücadelesini görünür kılan en önemli unsurların başında gelmektedir (www.academia.edu, 08.10.2015). Orta Doğu Teknik Üniversitesi pek çok kez eylemlere sahne olan, çeşitli çatışmaların yaşandığı, aslında tabiri caizse iktidar mücadelesi verilen bir mekan olmuştur. Bu eylemler ya da mücadelelerden biri de 2013 yılında ODTÜ'den geçirilmesine karar verilen otoyol tartışmalarıyla ortaya çıkmıştır.

Anadolu Bulvarı- Konya Yolu arasındaki bağlantı yolunun ODTÜ Ormanı'ndan geçirilmeye karar verilmesiyle birlikte tartışmalar da başlamıştır (t24.com.tr, 08.10.2015). Bu yolun ODTÜ ormanından geçirilmeye karar verilmesi ormana ciddi şekilde zarar vermektedir. Binlerce ağaç kesilecektir. Bunun yanında bu yol ile birlikte ODTÜ içerisinde çeşitli rant alanlarının açılacağı ile ilgili tartışmalarda söz konusu olmuştur.

19 Ekim 2013 tarihinde bir gece baskını ile Ankara Büyükşehir Belediyesi ekipleri ODTÜ'den geçirecek otoyol projesi ile alakalı olarak, TOMA ve Çevik Kuvvet ekipleri ile birlikte ağaç kesme makineleri, iş makineleri ile birlikte ODTÜ arazisine girerek ağaçları sökmeye başlamıştır. Bu durum protesto eylemlerine neden olmuştur. Eski yeni ODTÜ'lü öğrenciler tarafından dikilen ağaçların kesilmek istenmesi öncelikle öğrencileri harekete geçirmiştir. Ayrıca o çevredeki mahalle sakinleri de durumdan rahatsız olmuşlardır ve öğrencilere destek vermişlerdir (www.sarıyertimes.com, 08.10.2015). Çiğdem ve 100. Yıl Mahalleleri sakinleri öğrencilerle birlikte protesto eylemlerine katılmışlardır. Sosyal medya üzerinden örgütlenen eylemciler ODTÜ'ye yürümek istemişlerdir.

Yürüyüşe geçen eylemcilere polis gaz bombaları, tazyikli su ile müdahale edince grup dağılmak zorunda kalmıştır. Eylemciler de taş ve ses bombalarıyla karşılık vermişlerdir (www.academia.edu, 08.10.2015). Polis ile eylemciler arasındaki çatışmalar daha sonra da devam etmiş ve sokaklara yayılmaya başlamıştır. 100. Yıl Mahallesi de ciddi çatışmalara sahne olmuş ve 8 kişi gözaltına alınmıştır (www.savaşkarşitleri.org, 08.10.2015).



ODTÜ'de gerçekleştiren eylemlere pek çok üniversiteden destek gelmiştir. Karadeniz Teknik Üniversitesi, Akdeniz Üniversitesi, Yeditepe Üniversitesi, Yıldız Teknik Üniversitesi, Anadolu Üniversitesi bu üniversitelerden bazılarıdır. Eylemler ülkenin pek çok yerine yayılmıştır. Yol yapımıyla ilgili direnişe ODTÜ'nün öğretim üyeleri de ciddi destek sağlamışlardır.

Gerçekleştirilen tüm eylem ve protestolara rağmen "1071 Malazgirt Bulvarı" adı verilen otoyol açılmıştır. Resmi açılış sırasında öğrencilerin protestoları devam etmiştir. Polisle çatışmışlar, yeni açılan yola barikatlar kurarak eylem yapmışlardır. Zaten açılışın olacağı günün sabahında polis TOMA ve helikopterlerle ODTÜ'yü abluka altına almıştır. Ancak önlemlere rağmen öğrenci eylemleri durdurulamamıştır.

ODTÜ'de yol yapımına karşı gerçekleştiren eylemler yönetimin sonuca ulaşmasına engel olamamıştır. Ancak eylemcilere karşı yapılan müdahaleler ya da sert söylemler yerine daha vatandaş odaklı düşünülse, halkla ilişkiler geliştirilmeye çalışılsa, daha stratejik düşünülseydi daha iyi sonuçlar alınacağı ya da en azından olayların büyümeden engellenebileceği kuvvetle muhtemeldir.

3. Yönetişim kavramı ve ilkeleri

Yönetişim, sözlük anlamı ile bir sistem içerisinde amaçları gerçekleştirmek için ilgili olan bütün aktörlerin ortak çabalarını ve bu çabaların sonucunu ifade eder(Aydın,2013:300). Yönetişim aynı zamanda bir çağdaş yönetim yaklaşımıdır. Bu yönü itibarıyla yönetim kamu, özel sektör ve sivil toplum işbirliğini ifade etmektedir. Bu üç alanın bir araya gelerek pazarlık yapmaları, birbirlerinin görüşlerini benimsemeseler bile saygı duymalarını ifade etmektedir. Yönetişim yaklaşımında kamunun yetki ve otoritesini sivil toplum örgütleriyle paylaşması söz konusudur. Devlet otoritesine dayanmak yerine çoğulcu ve katılımcı bir anlayış geliştirmektedir. Bu şekilde toplumun daha etkin ve demokratik yönetileceğine inanılmaktadır (Aydın,2013:300,301). Yönetişim yaklaşımında geniş bir aktörler yelpazesinin var olması kararlara katılımı, amaçlara ortak bir şekilde ulaşılmasını sağlamaktadır. Otoritenin ortak kullanımı söz konusu olmaktadır. Bu da yönetim yaklaşımını demokratik bir hale getirmektedir. Yönetişim yönetim sürecinde yer alan aktörler ve örgütler arasındaki etkileşimi, formel bir sıfatı bulunmayan kişi ya da kuruluşların katılımını, hiyerarşik yapı yanında hükümet dışı kuruluşların da yönetim faaliyetlerinde etkin katılımını savunan bir yönetim yaklaşımıdır (Yüksel,2000:145).

Yönetişim yaklaşımı merkezi iktidara dayalı yönetim yaklaşımının yetersizliğine dikkat çekmektedir. Bu nedenle çoğulcu ve interaktif bir yönetim yaklaşımı savunulmaktadır. Kararların tek kutuplu bir şekilde alınması yerine çok kutuplu bir karar alma mekanizması savunulmaktadır. Yani hiyerarşik bir yapı yerine heterarşik bir yapı söz konusudur. Bu çok kutuplu anlayış zaten beraberinde işbirliği ve ortaklığı getirmekte bu da kamu hizmetlerinin piyasalaşmasına odaklanan dar görüşlü anlayışlara karşı olunmasına sebep olmaktadır (Eryılmaz, 2013:61).

Yönetişim yaklaşımı ile birlikte devletin bilinen egemen, güçlü, muktedir rolü sivil toplum kuruluşları, özel sektör gibi yapılanmalarla eşitlenmeye başlamıştır. Ya da bu rolün etkisi azalmaya başlamıştır. İktidarın tek başına karar alan ve vatandaşların da sadece alınan bu



kararları uygulamak gibi bir vasfının olduğu yönetim şekline uzaklaşmakta, yönetilen konumda olan vatandaşların karar almada, bu kararları uygulamakta etkili olması anlayışı hakim olmaya başlamıştır (Nohutçu,2014:411).

Yönetişimin yukarıda yapılan tanımlarından sonra önemli ve tanımlayıcı birtakım özellikleri ortaya çıkmaktadır. Bunlar şu şekilde ifade edilebilir (Çukurçayır vd., 2010:20,28,31):

- Yönetişim bir süreçtir.
- Tek bir eylem ya da bir kurallar kaideler sistemi değildir.
- Yönetişimde tek başına bir kamusal otorite yoktur.
- Tek taraflı bir hakimiyet ya da egemenliğin varlığı söz konusu değildir. Özel sektör ve sivil toplum örgütleri ile bir ortaklık vardır.
- Yönetişimde aktörlerin uzlaşması söz konusudur.
- Yönetişim karşılıklı etkileşimin, iletişimin hakim olduğu bir süreçtir.
- Resmi bir kurum değildir. Bu nedenle hiyerarşi ve bürokratik düzenden farklıdır ve daha çok sosyo-ekonomik hayatla ilgilenmektedir. Sosyo-ekonomik hayatın koordine edildiği bir süreçtir.
- Yönetişim demokratik bir yönetim için en önemli bileşenlerden biridir. Çünkü yönetişimin pek çok ilkesi demokrasiyi ciddi şekilde desteklemektedir.
- Yönetişimde bir ortaklık, uzlaşma söz konusudur. Bununla birlikte hükümet dışı aktörler yönlendirme gücüne sahiptirler. Yani yönetişimde kastedilen yönlendirme gücüne sahip olan hükümet dışı aktörlerin var olduğu bir yapılaşmadır.
- Yönetişimin özünde toplumun ihtiyaçları, talepleri ve tercihleri belirleyici olmaktadır. Bu yönüyle de yapay ya da soyut bir düşünceden ibaret olmayıp, karmaşıklaşan toplumsal durumlar yönetilmekte ve ihtiyaçları karşılamaya yönelik hareket edilmektedir.

Yönetişim kavramının üç boyutundan söz edilebilir. Bunlar yönetsel, sistemsel ve siyasal boyutlardır. Yönetsel boyutta, denetlenebilen bir yönetim anlayışı kast edilmektedir. Yani yönetim şeffaf, hesap verebilir, etkin olmalıdır. Sistemsel boyutta yönetim sürecinde hükümetten çok daha geniş bir yapı öngörülmektedir. Çok aktörlü, katılımcı bir sistem söz konusu olmaktadır. Merkezi yönetim yanında yerel yönetimler, sivil toplum kuruluşları, özel sektörün de katılımının sağlanması amaçlanmaktadır. Yönetişim geniş bir aktörler yelpazesine sahiptir ve bu aktörlerin karşılıklı etkileşimi ve bilgilendirmesi ile uzlaşma alanının olduğu bir yönetim anlayışıdır. Bu nedenle de kamu otoritesi tarafından doldurulan kamu alanının ve özel sektör tarafından doldurulan özel alanın karşısına sivil kamu alanının çıkmaya başlamasını sağlamıştır yönetişim (Çukurçayır vd., 2010:18). Siyasal boyutta ise vatandaş katılımı esas alınmaktadır. Vatandaşların mümkün olan her alanda ve her biçimde siyasal ve yönetsel karar alma süreçlerine katılımı esas alınmaktadır (Sobacı,2007:223). Yönetişimde yönetme ve yönlendirmeye ilişkin sorumluluk dengesinde sivil toplum lehine bir gelişme söz konusudur. Yani sorumluluk dengesi devletten sivil topluma doğru kaymaktadır (Eryılmaz,2013:60).

Yönetişimin bir ülkede hakim olduğunu söyleyebilmek için yönetişim ilkelerinin varlığının söz konusu olması gerekir. Ülkede tam bir yönetişimin söz konusu olabilmesi için birtakım ilkelerin varlığı gerekmektedir. Bu ilkeler aşağıdaki şekilde ifade edilebilir:



- Şeffaflık İlkesi
- Katılımcılık İlkesi
- Hesap Verebilirlik İlkesi
- Etkinlik İlkesi
- Hukukun Üstünlüğü İlkesi
- Eşitlik İlkesi
- Cevap Verebilirlik İlkesi
- Stratejik Vizyon İlkesi

3.1. Şeffaflık ilkesi

Şeffaflık; devletin hedeflerine, bu hedeflere ilişkin politikalarına ilişkin bilgileri düzenli, tutarlı ve güvenilir bir şekilde vatandaşlarına sunmasını ifade eder (Bozkuş,2009:58). Ayrıca şeffaflık; bireylerin, kamu kuruluşlarının sosyal, siyasal, ekonomik konularda, özel sektör kuruluşlarının mali durumları ile ilgili konularda, uluslar arası kuruluşların faaliyetleri ile ilgili konularda bilgiye zamanında, anlaşılır bir şekilde ulaşabilmesini ifade etmektedir (Karakuş,2011:18). Diğer bir ifade ile şeffaflık, anayasal, yasal ve kurumsal yapıların devletin faaliyetleri ile ilgili bilgi üretmesi ve toplumun üretilen bu bilgilere ulaşabilmesini ifade etmektedir. Yani kamusal alandaki bilgilerin vatandaşlara ve sivil toplum kuruluşlarına açık olması söz konusudur.

Şeffaflık karar alma sürecinin tüm evrelerinde, alınan kararların uygulanması sırasında, uygulama sonucu elde edilen sonuçların değerlendirilmesinde, denetlenmesinde etkili olan bir kavramdır. Tüm bu evrelerde elde edilen bilgi, belge ve bulguların bu durumlardan etkilenen herkese açık olmasını ifade eder şeffaflık (Gürleyük, 2014:30). Şeffaflık kavramı 20. yüzyılın ortalarından sonra gündeme gelen bir kavramdır. Yönetimde ortaya çıkan olumsuzluklar, geleneksel kamu yönetimi anlayışından kaynaklanan sorunlar şeffaflığı gündeme taşıyan konular olmuşlardır. Bu sorunlar yanında bilgi teknolojilerinde yaşanan gelişmeler, eğitim seviyesinin artması, iletişim ve haberleşme ağlarının gelişmesi, yönetim anlayışında ve düşüncesinde yaşanan değişimler de şeffaflığın ortaya çıkmasına önemli katkılar sağlamışlardır (Yalçın,2010:23). Şeffaflıkla birlikte alenilik, görünmeyen ortaya çıkması ve perdelerin kalkması sağlanmaktadır. Şeffaflıkla birlikte kamusal örgütler ve uluslar arası kuruluşlar tarafından alınan kararlar ile uygulanan politikadaki aksaklıklar da tespit edilebilecektir ve bu aksaklıklar düzeltilebilecektir (Gürleyük,2014:30).

Şeffaflık, kamu kurumlarının çevreleriyle bilgi paylaşmasını ve açık bir şekilde hareket etmesini anlatan bir kavramdır. Kamu sektöründeki paydaşların -varsa- suistimalleri ortaya çıkarabilmek ve kendi hak ve çıkarlarını koruyabilmek için vakıf olmak durumunda oldukları bilgiler vardır. İşte bu bilgilere ancak şeffaflık ile ulaşılabilir. Şeffaflığın sağlanabilmesi için öncelikle kamu sektörü ile vatandaşlar arasında iletişim kanallarının açık olması gerekmektedir. Ancak bu tek başına yeterli değildir. Bununla birlikte paydaşlar arasında aktarılan bilgilerin erişilebilirlik, ilgililik, kalite ve doğruluk gibi özellikleri de taşınmaları gerekir (Öztoprak,2011:32).

Şeffaflık, devletin belirlediği ve uyguladığı politikalara ilişkin bilgilerin vatandaşlara açık olmasını ifade eder. Bu hesap verme sorumluluğuna ve kamu hizmetlerinin daha etkin ve verimli bir şekilde sunulmasına imkan sağlamaktadır (Şahin,2011:54).



3.2. Katılımcı yönetim ilkesi

Katılımcılık, halkın ve sivil toplum kuruluşlarının yönetime, karar almaya, planlamaya dahil edilmesidir. Bu dahil olma ya da dahil edilme vatandaşlar tarafından doğrudan olabileceği gibi kendilerini temsil eden kişi ya da kurumlar tarafından da sağlanabilmektedir (Gürleyük,2014:31). Katılımcılık, vatandaşların devrettikleri temsil hakkının yerinde ve amaç dışı kullanılıp kullanılmadığının denetlenmesini de ifade etmektedir (Şahin,2011:50). Halkın şikayetlerinin, taleplerinin dinlenmesi, gerekirse onlara danışılması da katılımın içerisinde yer alan unsurlardır. Katılımcılık yönetişimin önemli ilkelerinden biridir. Yönetişimde vatandaş sadece yönetilen olarak düşünülmemektedir. Vatandaş siyasal, yönetsel sorunlara taraf olabilen, çözüm önerebilen, kendisine danışılan, fikirleri önemsenen bir konumdadır. Yani pasif vatandaşlıktan aktif vatandaşlığa geçilmektedir. Yönetim artık sadece bürokrat ve siyasilere bırakılacak bir iş olarak görülmemektedir. Bu nedenle vatandaşların yönetime aktif katılımı amaçlanmaktadır. Vatandaşların yönetime aktif katılımları ile politikalar belirlenmiş, farklı aktörler bir araya gelmiş ve bunların çıkarları arasında uzlaşma sağlanmış olacaktır. Böyle bir durumda da aslında vatandaşlar ortak bir amaç doğrultusunda hareket etmiş olacaklardır (Gürleyük,2014:31). Tabi ki nihai karar aşamasında sorumluluk yine devlete ait olmaktadır. Ancak politikaların şekillenmesinde vatandaşlar aktif rol almaktadırlar (Akçay,2013:8). Ama vatandaş artık bir yönetilen olarak değil bir paydaş olarak görülmektedir (Gürleyük,2014:31). Katılımcı yönetim anlayışında, vatandaş sadece hak talep eden değil, sorumluluk yüklenen bir konuma gelmektedir (Şahin,2011:51). Katılımcılık aynı zamanda hizmet sunumuna katılımı da içermektedir. Vatandaşların kamu personeli ya da onun gözetim ve denetimi altında özel kişiler tarafından sunulan kamu hizmetlerinin sunumuna dahil olması da katılımcılığın bir boyutudur.

Katılımcılık ilkesinin uygulanabilmesi için birtakım koşullarının sağlanması gerekir. Öncelikle karar verme sürecine halkı dahil edecek açık ve şeffaf bir devletin varlığı gerekmektedir. Vatandaş-devlet arasında sürekli, güvenilir ve tutarlı bir bilgi akışının olması gerekmektedir (Karakuş,2011:22). Vatandaşlarda sorumluluk bilincinin var olması gerekmektedir. Toplumla ilgili sorunlarla ilgili olarak toplumsal bir farkındalık var olmalıdır. Vatandaşlar katılım hakkına sahip olduklarını bilmelidirler ve bunu kullanmak için gerekli özen ve çabayı göstermelidirler. Katılımcılıkta vatandaşlar arasında ayırım yapılmamalıdır. Eşitlik esas olmalıdır. Halkın katılım mekanizmalarını öğrenebileceği iletişim ve haberleşme kanalları açık olmalıdır(Karakuş,2011:22). Katılımcı bir yönetim anlayışı için yönetişimin üç temel aktörü olan devlet, sivil toplum ve özel sektörün birlikte hareket etmesi de en önemli gerekliliklerden bir diğeridir (Yalçın,2010:33).

Katılımın sağlanmasının pek çok yararı vardır. Öncelikle katılımın sağlanması vatandaşlarda demokrasi duygusunu geliştirecektir. Böylelikle vatandaşlar seçilmişleri ve atanmışları daha etkili bir şekilde denetleyebilir, alınan kararlar ile gerçekleştirilen faaliyetleri daha etkili bir şekilde değerlendirebilirler. Vatandaşların karar alma, planlama, uygulama süreçlerine katılımları ile yaptıkları katkılar sayesinde vatandaşların istekleri, şikayetleri dikkate alınmakta ve gerekli düzenlemeler yapılmaktadır (Akçay,2013:9-10). Katılımcılık kamu gücünün kötüye kullanılmasını engellemektedir. Vatandaşlar yapılan düzenlemeleri daha olumlu bir şekilde karşılayacaklardır. Çünkü yapılan düzenlemelerde



kendi katkıları söz konusu olmaktadır. Düzenlemeler daha olumlu karşılanacağı için uyum da kolaylaşmış olacaktır. Vatandaşlarda devlete karşı olan güven ve sadakat de artmış olacaktır. Vatandaşların fikirleri dinleneceği için ilginç, orijinal, faydalı fikirler elde edilebilecektir. En önemlisi de taraflar arasında ortak bir dil oluşacaktır (Bozkuş,2009:62).

Katılımcılık ilkesinin belirtilen faydalarına rağmen Türkiye'de etkin bir şekilde uygulandığını söylemek oldukça güçtür. Türkiye'de katılım daha ziyade seçimlerde ve arada bir yapılan referandumlarda oy kullanmaktan ibarettir. Bunun dışında vatandaşların ne karar alımlarına ne de hizmet sunumlarına katılımı söz konusudur.

3.3. Hesap verebilirlik ilkesi

Hesap verebilirlik, yetki ve sorumluluk sahibi kişilerin, hizmet ettikleri kişilere görevleri, yetki ve sorumlulukları ile ilgili konularda açıklama yapması, hesap vermesidir (Akçay,2013:11). Hesap verebilirlik ile örgüt ya da kurumun amaçları için nelerin planlandığı, nelerin yapılmış olduğu, nelerin yapılmamış olduğu, yapılanların zamanında yapılıp yapılmadığı, yapılmayanların ise neden yapılmadığı sorgulanabilmektedir. Aslında hesap verebilirlik ile hukuka uygunluk, şeffaflık, tarafsızlık, eşitlik gibi ilkelere uyulup uyulmadığı ortaya konulmaktadır (Dur,2011:68). Hesap verebilirlik, kendisine yetki, kaynak, görev ve sorumluluk tahsis edilen kişi ve kurumların, beklentilere uygun olarak davranıp davranmadıklarını belirlemeyi amaçlamaktadır. Yönetim hakkına sahip olanların meşruluklarını sağlamaları kamuoyuna hesap verebilirlikleri ile doğru orantılıdır (Yalçın,2010:26). Yöneticilerin kamuoyu güvenini kazanmalarında ya da var olan güveni arttırmalarında hesap verebilirlik etkili bir yoldur (Karakuş,2011:20).

Hesap verebilirliğin uygulanabilmesi için gerçekleştirilmesi gereken bir kaç durum da söz konusudur. Öncelikle vatandaşın aktif olarak yer alabileceği denetim mekanizmaları oluşturulmalıdır. Kamu kurumları ve çalışanları bu denetim mekanizmaları aracılığıyla vatandaşa hesap vermelidirler. Ayrıca kişilerin kamu kurumları ve çalışanlarını denetleyebilmeleri için bunlar hakkında bilgi sahibi de olmaları gerekmektedir. Bu nedenle kamu hizmetlerinin sunumuyla ilgili bilgi sistemlerinin oluşturulması ve kullanılması gerekmektedir. En önce olması gereken ise hukukun üstünlüğüdür. Hukukun üstünlüğü hesap verebilirlik için olmazsa olmazdır (Akçay,2013:12). Türkiye'de hesap verebilirliğin artırılmasına yönelik birtakım düzenlemeler yapılmıştır. Bu düzenlemeler aşağıdaki gibi sıralanabilecektir (Karakuş,2011:21):

- 4982 Sayılı Bilgi Edinme Hakkı Kanunu
- 5018 Sayılı Kamu Mali Yönetim ve Kontrol Kanunu
- 5176 Sayılı Kanunla Kurulan Kamu Görevlileri Etik Kurulu
- 6328 Sayılı Kamu Denetçiliği Kurumu Kanunu
- Performans esaslı bütçeleme
- Stratejik planlama yaklaşımına geçilmesi
- E-devletin oluşturulması

Hesap verebilirlikle ilgili çeşitli düzenlemeler yapılmıştır. Ancak önemli olan bu düzenlemelerin teoride kalmayıp pratiğe aktarılabilmesidir. Bu konuda öncelikle vatandaşların bilinçlendirilerek haklarından ve sorumluluklarından haberdar edilmeleri



gerekmektedir. Bununla birlikte yönetiminin de hesap verme sorumluluğu olduğunun bilincinde olması ve bu konuda istekli olması gerekmektedir.

3.4. Etkinlik ilkesi

Etkinlik, belli amaçlar doğrultusunda gerek duyulan faaliyetlerin doğru zamanda ve doğru şekilde yapılmasını ifade eder (Dur,2011:69). Etkinlik aynı zamanda, açıkça belirlenmiş hedeflere uygun politikalar hazırlanması, bu politikaların etkili ve zamanında hayata geçirilmesi, gerçekleşmesi olası etkilerin ve geçmişteki tecrübelerin değerlendirilmesi anlamına gelmektedir. Etkinlik, belirlenen amaçlara ulaşma derecesini ifade etmektedir (Gürleyük, 2014:33). Etkinlikte amaçlara ulaşırken kaynakların optimal kullanılması, kaynak israfı yapılmaması ve aynı şekilde zamanın da boş yere tüketiminden kaçınılması vardır (Yalçın,2010:35).

Etkinliğin birtakım kriterlerle ölçüldüğü ifade edilebilir. Bu kriterler aşağıdaki şekilde sıralanabilir (Gürleyük,2014:33):

- Kaynakların etkin kullanımının sağlanması,
- Uzun dönemli vizyonun korunması,
- Örgüt içi teknik donanımın yeterliliği,
- İnsanlara, çalışanlara karşı duyarlı olunması,
- İnsanların endişelerinin dikkate alınması, bu endişelerin dinlenmesi ve çözüm bulunmaya çalışılması.

Etkin bir yönetim yaklaşımında, küreselleşme ve sürdürülebilir kalkınma anlayışları gereği yaşanan değişimlere ayak uydurulması gereği söz konusudur. Buna yönelik olarak da vatandaşların, özel sektörün, kamu sektörünün ve sivil toplum kuruluşlarının birlikte rol almaları gerekmektedir (Gürleyük,2014:34).

Etkinlik kamu sektöründe olması gereken ancak tüm boyutlarıyla tam anlamıyla uygulanamayan bir ilkedir.

3.5.Hukukun üstünlüğü ilkesi

Hukuk devleti, hukuka dayanan, hukuku temel alan ve hukuk sayesinde var olan devlet demektir. Devletin hukuk çerçevesine alınması, hukukla bağlanması, yönetimde keyfiliğin önüne geçilmesi hukuk devletinin gerekleridir. Hukuk devleti çağdaş demokrasilerin olmazsa olmazıdır. Devlet hukukla bağlıdır. Yargı bağımsız bir niteliğe sahiptir. Yani idari ya da siyasi baskılar söz konusu değildir. Hukuk kurulları herkese eşit bir şekilde uygulanmaktadır. Hak ve özgürlükler güvence altına alınmıştır (Yalçın,2010:39). Bir ülkenin hukuk devleti olduğunun söylenebilmesi için birtakım ilkelere sahip olması gerekmektedir. Bu ilkeler aşağıdaki şekilde ifade edilebilecektir:

- Kanunlar geleceğe yönelik, açık ve anlaşılır olmalıdırlar. Kanunların geçmişe yürümezliği ilkesi hakim kılınmalıdır.
- Kanunlar görece istikrarlı olmalıdır.
- İdari düzenlemeler açık, şeffaf, anlaşılır olmalıdır.
- Bağımsız bir yargı olmalıdır.
- Yargıç güvencesi sağlanmalıdır.



- Yargıya erişim kolay olmalıdır.
- İlgili kişilere verilen takdir yetkisinin hukuku yozlaştırmasına izin verilmemelidir.

Hukuk devleti sadece kural koyan değil, aynı zamanda koyduğu kurallara kendisi de uyan devlettir (Şahin,2011:61). Hukukun üstünlüğü ise hukuk devletinin tüm eylem ve işlemlerine karşı yargı yolunun açık olması, bu eylem ve işlemlere hukuk kurallarının egemen olması, hiçbir kişi ya da kurumun hukukun üzerinde bulunmaması demektir (Bozkuş,2009:63). Kurum ve kuruluşların belirlenen yasal çerçeve içinde hareket etmeleri ve vatandaşların da var olan yasal kuralların kendilerine de uygulanabileceklerini kabul etmeleri hukukun üstünlüğünün bir ifadesidir (Öztoprak,2011:43). Hukukun üstünlüğü sayesinde devlet gücünü, vatandaşlarına adil, eşit, tarafsız, öngörülebilir şekilde ve kanunun belirlediği sınırlar çerçevesinde kullanacaktır.

Devletin vatandaşlar arasında saygınlığının ve otoritesinin var olabilmesi ya da var olanın artması için hukukun üstünlüğü ilkesinin egemen kılınması, etkin işleyen bir adalet sisteminin kurulması gerekmektedir. Vatandaşlarına hukuk güvencesi sağlayamayan ve kendisi de hukuk kuralları ile bağlı olmayan devlet, vatandaşlarının sadakatini, güvenini kazanamayacağı için gerçek anlamda otorite de sağlayamayacaktır (Bozkuş,2009:63). Ayrıca hukukun üstünlüğünün egemen olduğu ülkelerde yolsuzluk da daha fazla kontrol altına alınabilecektir (Gürleyük,2014:35).

Hukukun üstünlüğünün hakim olduğu ülkelerde vatandaşlar kendilerini güvende hissedeceklerdir. Vatandaşlarla birlikte yerli ve yabancı yatırımcılar da kendilerine güvenli bir liman bulmuş gibi olacaklardır. Hukukun üstünlüğünün egemen olduğu ülkelerde yatırımcılar geleceğe yönelik kar ve risk hesaplamalarını daha rahat bir şekilde yapabileceklerdir. Bununla birlikte güvenli ve öngörülebilir bir ortam söz konusu olduğu için sermayenin yurt dışına çıkışı söz konusu olmayacaktır (Öztoprak,2011:44).

Hukukun üstünlüğü devletlerin uygulaması gereken en temel ilkedir. Bir ülkede hukukun üstünlüğü sağlanamazsa diğer ilkelerin de uygulanması çok mümkün olmayacaktır. Hukukun üstünlüğünün sağlanması vatandaşların kendilerini güvende hissetmelerini, haklarının, özgürlüklerinin güvence altına alındığını bilmelerini sağlamaktadır. Bununla birlikte vatandaşların devlete olan sadakati ve bağlılıkları da artacaktır. Mahkemeler tarafsız ve bağımsız olabilecek ve mahkeme kararlarının uygulanması sağlanabilecektir. Devlet de hukuka bağlı olduğu için keyfi uygulamalardan kaçınacaktır. Ancak Türk kamu yönetimine bakıldığında zaman zaman hukukun göz ardı edilmesi, yargıya müdahale edilmesi, özgürlükleri kısıtlayıcı müdahalelerde bulunulması söz konusu olmaktadır. Bu durum da hukukun üstünlüğü ilkesinin zedelenmesine sebebiyet vermektedir.

3.6.Eşitlik ilkesi

Eşitlik, bütün bireylerin insan olmaları sebebiyle eşit haklara sahip olmaları, eşit siyasal değerlere sahip olmaları, bireyler arasında ayırım yapılmamasını ifade etmektedir (Karakuş,2011:27). Eşitlik kamu sektörünün alacağı karar ve uygulayacağı politikalarda toplumun bir kesimini kayırmaması, vatandaşların uyması gereken kuralların açık ve net bir şekilde ortaya konulması ve bu kuralların herkese eşit şekilde uygulanmasını ifade eder (Yalçın,2010:48). Tüm bireylerin kendine özgü koşullar içerisinde objektif ve adil bir



şekilde muamele görmesi gerekmektedir (Akçay,2013:6). Eşitlik de insanlar arasında ırk, dil, din, mezhep, cinsiyet gibi ayrımlar söz konusu değildir. Aynı statü ve konumdaki kişilere aynı şekilde davranılması gerekir. Ancak özellik arz eden durumlarda farklı davranılması eşitlik anlayışını zedeleyici bir durum ortaya çıkarmamaktadır. Eşitlik ilkesinde bütün bireylerin, sahip oldukları refah seviyelerini korumak ve geliştirmek fırsatına sahip olmaları söz konusudur. Yönetimin de tüm hizmet ve faaliyetlerinde bütün vatandaşlara, paydaşlara, menfaat sahiplerine eşit davranması ve böylece çıkar çatışmalarının önüne geçmesi eşitlik ilkesinin bir gereğidir (Gürleyük, 2014:35).

Yönetişimin ve yeni kamu yönetimi anlayışının iyi bir şekilde uygulanabilmesi için bireylerin kendilerini güvende ve eşit yani ayrıştırılmamış hissetmeleri gerekmektedir. Bununla birlikte bilindiği üzere yönetimde bir aktörler yelpazesi söz konusudur. Kararlar bu aktörlerin ortak düşünceleri doğrultusunda alınmakta ve sorumluluk aktörler arasında paylaşılmaktadır. Eşitlik ilkesi gereğince tüm aktörlerin sorumlulukları eşit bir şekilde üstlenmesi gerekmektedir (Karakuş, 2011:27).

Eşitlik ilkesinin hakim kılınması kamu yönetiminin olmazsa olmazlarından. Vatandaşlar arasında ayırım yapılmaması gerekmektedir. Vatandaşların; sosyo-ekonomik, dinsel, mezhepsel, siyasal açılardan ayrıştırılmaması gerekmektedir. Ancak yöneticilerin zaman zaman ayrıştırıcı, bölücü ifadeler kullanmaları eşitlik ilkesinin ciddi yaralar almasına neden olmaktadır.

3.7. Cevap verebilirlik ilkesi

Cevap verebilirlik, bireylerin kamusal faaliyetlerle ilgili olarak yöneticilerden ve siyasilerden talep ettikleri cevapları alabilmelerini ifade eder. Yönetimin cevap verebilmesi gerekli bilgilere sahip olması ve bu bilgileri talep edenlerle paylaşmasını gerektirir (Bozkuş,2009:62). Cevap verebilirlik kamusal hizmet sunan kurum ve kuruluşların kendilerinden istenen eylem ve bilgilere hızlı ve doğru şekilde karşılık vermesini ifade etmektedir (Öztoprak,2011:45). Hızlı bir şekilde karşılık vermekten kasıt, vatandaşların hizmeti talep ettikleri zaman ile kamu kurum ve kuruluşlarının hizmeti yerine getirdikleri zaman arasındaki süre farkıdır. Doğru bir şekilde hizmetin yerine getirilmesinden kasıt ise hizmeti sunan kurumların ya da kişilerin bu hizmeti hangi kalite ve ne ölçüde yerine getirdiğinin ifade edilmesidir. Tabi ki hizmet sunulurken adalet, eşitlik, hukukilik, etkinlik gibi ilkelere uyulması gerekmektedir. Kısaca ifade etmek gerekirse cevap verebilirlik, vatandaşların kendileriyle ve kamuoyuyla ilgili bilgileri edinebilmesidir (Akçay, 2013:13)

Cevap verebilirliğin hayata geçirilmesi ile pek çok durum doğru orantılıdır. Vatandaşın müşteri olarak görülmesi ve onun tatmin düzeyinin en üst seviyede tutulmaya çalışılması, hizmet ve faaliyetler belirlenirken vatandaşların tercihlerinin ön planda tutulması gibi durumlar cevap verebilirlik ile orantılıdır (Bozkuş, 2009:62).

Cevap verebilirlik ilkesinde “vatandaşın önce gelmesi” söz konusudur (Bozkuş, 2009:63). Vatandaşın önce gelmesi anlayışının temelinde “cevap veren yönetim” yaklaşımı vardır (Gürleyük, 2014:34). Bu ilkeler ile amaç hem vatandaşın daha fazla sorumluluklarının farkında olmasını sağlamak hem de yönetimleri daha duyarlı hale getirmektir. Cevap verebilirlik ile vatandaşlar kendilerinin yönetim tarafından dinleneceklerini bilmektedirler.



Bununla birlikte cevap veren konumundaki kişilerin de cevap vermeye hazır, duyarlı, sempatik, güler yüzlü olmaları ve tabii ki cevap bekleyenlerin gereksinimlerini anlayabilmeleri ve öngörebilmeleri gerekmektedir (Yalçın, 2010:38).

3.8. Stratejik vizyon ilkesi

“Stratejik vizyon kavramı, liderlerde ve halkta iyi yönetim ve insani gelişim konusunda tarihi, kültürel ve sosyal tabana dayanan uzun dönemli, geniş açılı bir anlayışın olmasını anlatır.” Liderlerin stratejik vizyonları belirgin olmalıdır. Bununla birlikte süreklilik de arz etmesi gerekmektedir (Bozkuş,2009:65). Stratejik vizyon ilkesinde “liderler iyi yönetim ve kalkınma hususunda etkin bir perspektife sahip olmalı ve gelişmeye yönelik gerekli unsurları belirleyerek bunları sağlamalıdır.” (Gürleyük, 2014:36).

Vizyon yönetici ve yönetilenler tarafından ortak bir şekilde belirlenmelidir. Vizyona yönelik olarak ortaya konulan hedefler hayal ürünü olmamalı, ulaşılabilir olmalıdır. Hem yönetenler hem de yönetilenler belirlenen vizyona inanmalıdırlar (Bozkuş, 2009:65).

Stratejik vizyon belirlenirken;

- Ciddi bilgi ve verilerle desteklenmeli,
- Çevreye duyarlı olmalı,
- Vatandaşların talepleri, şikâyetleri, gereksinimleri dikkate alınmalı,
- Değişen ve gelişen koşullara uyum sağlayabilmeli,
- Kamu hizmetlerinin etkili ve verimli bir şekilde sunulması amaçlanmalı
- Hizmetler vatandaşa makul bir sürede sunulmalı,

gibi konular dikkate alınmalıdır (Gürleyük; 2014:36). Ayrıca stratejik bir vizyon oluşturulması ve sorumluluk alınması, her birimin kendi görev ve hizmet alanlarıyla ilgili olarak düşünceler üretebilmelerine ve yeni icatlar yapabilmelerine bağlıdır (Karakuş, 2011:28).

4.Sonuç

Toplumsal hareketler, yerleşik alanın dışındaki toplu eylemler yoluyla, ortak bir çıkarı korumak ya da ortak bir hedefe erişmeyi sağlayabilmek için girişilen toplu bir çabadır. Toplumsal hareketler dünyadaki pek çok ülkede meydana gelmiştir ve gelmeye devam etmektedir. Bu ülkelerden biri de Türkiye’dir. Türkiye çeşitli toplumsal hareketlerle karşı karşıya kalmış bir ülkedir. Zaman içerisinde işçi hareketleri, öğrenci hareketleri, çevre hareketleri gibi pek çok toplumsal hareket meydana gelmiştir. Son yıllarda Türkiye hem ülke içinde hem ülke dışında yankılar uyandıran toplumsal hareketlere sahne olmuştur. Bunlardan biri Gezi Parkı Eylemleridir.

Gezi Parkı Eylemleri, Taksim Gezi Parkı’ndaki ağaçların sökülüp yerine Topçu Kışlası’nın yeniden inşa edilmesine karar verilmesi üzerine başlamıştır. 27 Mayıs 2013 tarihinde başlayan olaylar 1 ay kadar bir süre bazen yoğun şiddetli bazen daha sakin bir şekilde devam etmiştir. Eylemler hem ülke içinde hem ülke dışında ciddi destek görmüştür. Ülke içerisinde Bingöl ve Bayburt illeri hariç 79 ilde eylemlere destek vermek amacıyla olaylar yaşanmıştır.

Gezi Parkı Eylemleri Türk kamu yönetiminin toplumsal hareketlere karşı olumsuz bir tepki gösterdiğinin önemli örneklerinden biri olmuştur. Bu eylemlerde güç kullanma tekeli



elinde bulunduran devlet, bu gücünü zaman zaman orantısız bir şekilde kullanmaktan çekinmemiştir. Olaylarda ciddi maddi ve manevi hasar meydana gelmiştir. Çok sayıda kamu malı, bunların yanında çok sayıda özel mülk zarar görmüştür. Esnafın iş yapamaz duruma gelmiştir. Ancak insan hayatı söz konusu olunca bu sayılanlar ikinci planda kalmaktadır. Gezi Parkı Eylemlerine milyonlarca kişi katılmıştır. Bunlardan 8 bininden fazlası yaralanmıştır. Onlarca kişi gözünü kaybetmiştir. 10'a yakın vatandaş ise hayatını kaybetmiştir.

Türk kamu yönetimi yaşanan bu eylemlerde yönetim ilkelerine uyumda zafiyet göstermiştir etkili bir şekilde uygulayamamıştır. Eylemler sırasında şeffaflık, hesap verebilirlik, katılımcılık gibi ilkeler etkili bir şekilde uygulanamamıştır.

Olaylar başladığında vatandaşa ve eylemcilere karşı şeffaf olunmamıştır. Vatandaş yönetimin eylem ve işlemlerini izleyememiştir. Bununla birlikte vatandaşlar bilgilendirilmemiştir. Ana akım medya olaylar başladığında tamamen ilgisiz kalmıştır. O kadar ki olayların yaşandığı sırada bazı TV kanalları penguen belgeselleri yayınlamıştır. Bilgi aktarılmaması vatandaşlar açısından bilgi kirliliğine neden olmuştur. Vatandaşlar ve eylemciler sorunun çözümüne dahil edilmemiş, dışarıda bırakılmışlardır. Eşitlik ilkesine uygun davranılmamıştır. “%50’lik bir kesimi evinde zor tutuyoruz.” gibi ayrıştırıcı ifadeler kullanılmıştır. Bununla birlikte yatıştırıcı ifadeler kullanmak yerine kışkırtıcı ifadeler kullanılmış, uygulamalar yapılmıştır.

Yönetimin zafiyet gösterdiği diğer iki olay Bergama’da siyanürle altın aranmasına karşı gerçekleştirilen eylemler ile ODTÜ’deki yol yapım çalışmasına karşı yapılan ayaklanmalardır. Siyanürle altın aranması hem insan sağlığı hem çevre açısından ciddi sorunlara neden olmaktadır. Ancak bu durum Bergama’da çok ciddiye alınmamıştır. Bunun üzerine vatandaşlar ayaklanmıştır. Ayaklanmalara karşı müdahaleler gerçekleştirilmiştir. Ancak Bergama’da en çok dikkat çeken konu yasal süreçlerle ilgili olmuştur. Köylüler ayaklanmayla birlikte mahkemeye başvurup bir yasal süreç de başlatmışlardır. Mahkeme maden çalışmalarının durdurulmasına karar vermiş ancak karar uygulanmamıştır. Sonrasında dava Avrupa İnsan Hakları Mahkemesine intikal ettirilmiştir. AİHM davacıları haklı bulmuştur. Ancak AİHM’nin de kararı uygulanmamıştır. AİHM kararların uygulanıp uygulanmadığını takip etmek durumunda değildir. Ancak karar verirken özellikle AİHS baz alınarak değerlendirme yapmaktadır. Türkiye’de “usulüne uygun olarak yürürlüğe konulmuş olan uluslararası antlaşmalar kanun hükmündedir.” şeklinde bir kabul söz konusudur. Ancak adı geçen durumda sözleşme hükümlerine de uygun davranılmamıştır. Bu durumlar bir ülke için çok önemli olan hukukun üstünlüğü ilkesini yıpratmakta bunun da ötesinde yok saymaktadır. Hukukun üstünlüğünün uygulanmaması diğer ilkelerin de uygulanmasını engelleyecektir. Bunun yanında vatandaşların hak ve özgürlüklerine zarar verilmesi durumuna da neden olabilecektir.

ODTÜ’deki yol yapım çalışmaları da yine birtakım zafiyetlerin olduğunu ortaya çıkarmıştır. Polis yine ciddi şekilde müdahalede bulunmuştur. Öğrenciler, akademisyen, yöre halkı dinlenmemiştir. Halkla ilişkiler etkili bir şekilde sağlanamamıştır. Diyalog kurma yoluna gidilmemiştir. Kişilerle konuşulup ikna etme yolu yerine müdahale etme yolu tercih edilmiştir. Bununla birlikte var olan projelerin tamamlanması beklenmemiştir. ODTÜ yol



yapımı çalışmasında trafiği rahatlatmak amacı ön plana çıkmaktadır. Ancak bitirilmek üzere olan bir metro hattı trafiği zaten rahatlatabilecektir. Bu projenin bitirilmesi beklenmemiştir.

Kamu yönetiminin hizmet sunarken temel amacı kamu yararadır. Bu nedendir ki vatandaşların taleplerini, şikayetlerini dikkate almak durumundadır. Toplumsal hareketler bir işaretçidir. Kişilerin şikayetlerini, taleplerini, düşüncelerini dile getirebildikleri bir ortam oluşturmaktadırlar. Bu nedenle;

- Eylem yapan kişilerle ya da grup liderleriyle diyaloga geçilmelidir.
- Eylemcilerin talepleri, şikayetleri öğrenilmelidir.
- Yapılacak eylem ya da işlemlerle ilgili eylemcilere ve vatandaşlara gerekli açıklamalar yapılmalıdır. Yapılacak projelerin artıları ve eksileri anlatılmalıdır.
- Hukukun üstünlüğü ilkesine muntazam özen gösterilmelidir. Hiçbir şekilde bu ilke ihlal edilmemelidir. Özellikle hukuk devleti olan devletlerde özel özen gösterilmelidir.
- Hem eylemcilerin hem diğer vatandaşların yönetimin eylem ve işlemlerini takip edebilmeleri, izleyebilmeleri mümkün kılınmalıdır. Yani şeffaflık ilkesi yönetime hakim kılınmalıdır.
- Şeffaflık ilkesiyle birlikte hesap verebilirlik, cevap verebilirlik, açıklık ilkeleri de hakim kılınmalıdır.
- Vatandaşlar arasında ayırım yapılmamalıdır. Ayrıştırıcı, bölücü ifadelerden uzak durulmalıdır.
- Eylemcilere hakaret içerikli ifadeler kullanılmamalıdır. Bu durum kişileri kışkırtmaktan ve öfkeyi artırmaktan başka bir şeye neden olmayacaktır. Hatta bazen bu ifadeler içselleştirilip farklı bir yöntemle yönetimlere karşı kullanılabilir.
- Farklı anlayış, inanış, düşünceler benimsenmese bile anlaşılmaya çalışılmalıdır. Uzlaştırıcı ve yatıştırıcı olunmalıdır.

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