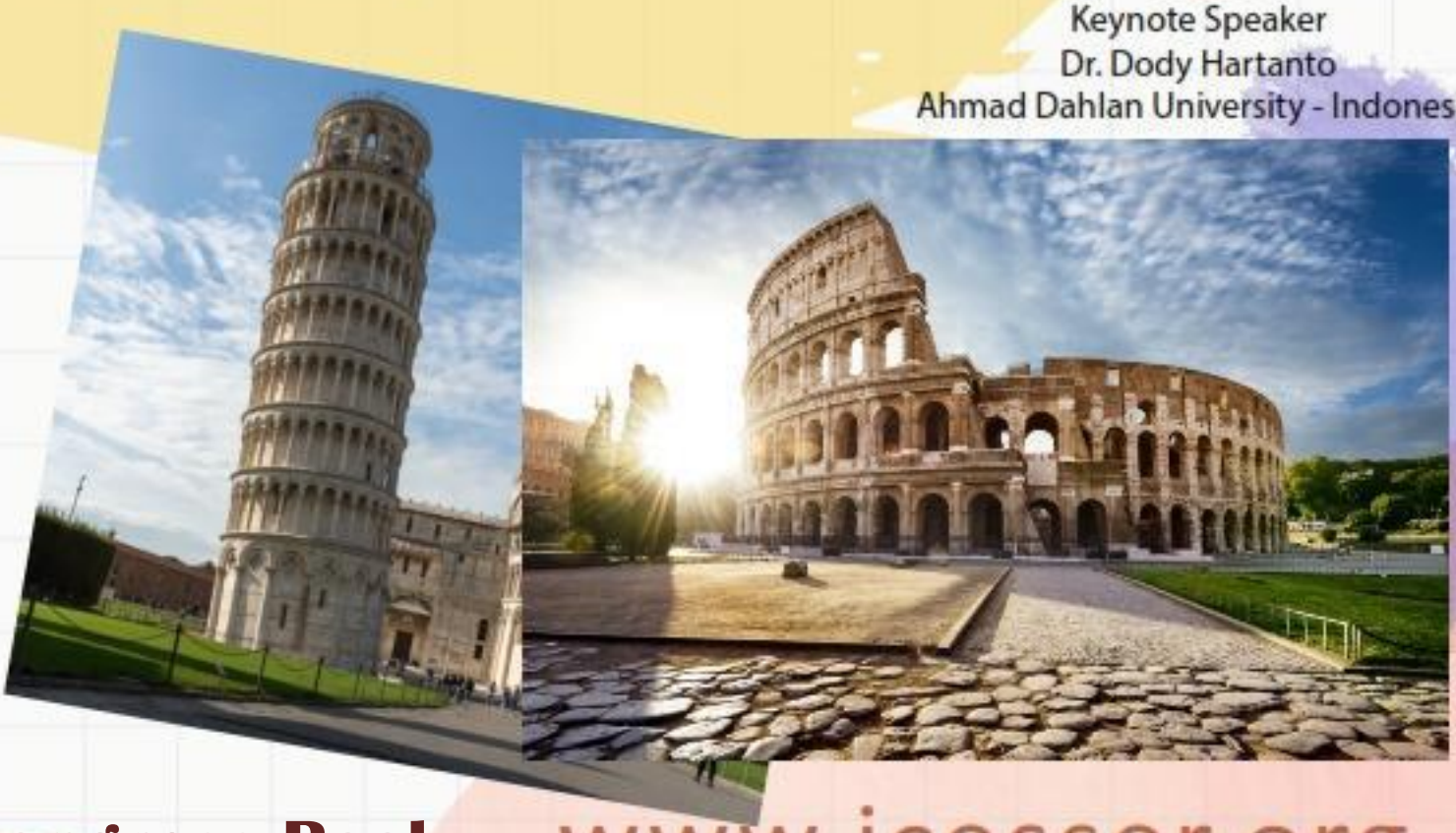
ICESSER

5th International Conference on Empirical Social Sciences, Economy, Management and Education Researches

June 19, 2022

Rome - Italy

Keynote Speaker
Dr. Dody Hartanto
Ahmad Dahlan University - Indonesia



Congress Book

www.icesser.org

ISSUED: 01. 07. 2022

ISBN: 978-605-73381-4-3

SOCRATES JOURNAL OF INTERDISCIPLINARY SOCIAL STUDIES

UBS INSTITUTE

USBILIM

ICESSER 5TH INTERNATIONAL CONGRESS ON EMPIRICAL SOCIAL SCIENCES, ECONOMY, MANAGEMENT AND EDUCATION RESEARCHES
JUNE 19, 2022
ROME

CONGRESS ORGANIZING BOARD
Dr. Gültekin Gürçay
Prof. Dr. Hülya Çiçek Kanbur
Prof. Dr. Həcər Hüseynova
Doç.F.ü.f.d., İradə Kərimova
Aynurə Əliyeva
Dr. Leman Kuzu
Dr. Nadire Kantarcıoğlu
Dr. Zehra Fırat
Dr. Mehdi Meskini Heydarlou
Dr. Amaneh Manafidizaji

Edited By
DR. GÜLTEKİN GÜRÇAY
DR. AMANEH MANAFIDIZAJI

All rights of this book belong to Academic Sharing Platform Company Publishing House
Without permission can't be duplicate or copied.
Authors of chapters are responsibleboth ethically and juridically.
Academic Sharing Platform–2022 ©

Issued: 01.07.2022
***ISBN*: 978-605-73381-4-3**

CONGRESS ID

ICESSER 5TH INTERNATIONAL CONGRESS ON EMPIRICAL SOCIAL SCIENCES, ECONOMY, MANAGEMENT AND EDUCATION RESEARCHES

DATE – PLACE

JUNE 19, 2022
ROME

ORGANIIZATION

USBILIM INTERNATIONAL CONFERENCES
ACADEMIC SHARING PLATFORM
SOCRATES JOURNAL

EVALUATION PROCESS

All applications have undergone a double-blind peer review process.

PARTICIPATING COUNTRIES

Turkey – Algeria. – Azerbaijan- Indonesia - Pakistan – Philippines – Uzbekistan – Dubai- India

PRESENTATION

Oral presentation

PERCENTAGE OF PRESENTATION

45% form Turkey and %55 from other Countreies

LANGUAGES

Turkish, English, Russian, Persian, Arabic

Scientific & Review Committee

Dr. Gulmira ABDİRASULOVA
Kazak Devlet Kızlar Pedagoji Üniversitesi

Prof. Dr. Yunir ABDRAHIMOV
Ufa State Petroleum Technological University

Dr. Maha Hamdan ALANAZİ
Riyad Kral Abdülaziz Teknoloji Enstitüsü

Dr. Dzhakipbek Altaevich ALTAYEV
Al – Farabi Kazak Milli Üniversitesi

Doç. Dr. Hülya BALKAYA
Atatürk Üniversitesi

Doç. Dr. Mehmet Fırat BARAN
Mardin Artuklu Üniversitesi

Dr. Amina Salihi BAYERO
Yusuf Maitama Sule Üniversitesi

Dr. Karligash BAYTANASOVA
Al – Farabi Kazak Milli Üniversitesi

Dr. Baurcan BOTAKARAEV
Hoca Ahmet Yesevi Üniversitesi

Dr. Ahmad Sharif FAKHEER
Ürdün Devlet Üniversitesi

Dr. Zehra FIRAT

Doç. Dr. Abbas GHAFFARI
Tebriz Üniversitesi

Prof.Dr. Ariz Avaz GOZALOV
Moskova Devlet Üniversitesi

Prof. Dr. Gulzar İBRAGİMOVA
Bakü Avrasya Üniversitesi

Dr. Gültekin GÜRÇAY

Doç. Dr. Dilorom HAMROEVA
Özbekistan Bilimler Akademisi

Dr. Bazarhan İMANGALİYEVA
K.Zhubanov Aktobe Devlet Bölge Üniversitesi

Dr. Keles Nurmaşulı JAYLIBAY

Kazak Devlet Kızlar Pedagoji Üniversitesi

Dr. Mamatkuli Jurayev
Özbekistan Bilim Akademisi

Dr. Kalemkas KALIBAEVA
Kazak Devlet Kızlar Pedagoji Üniversitesi

Dr. Bouaraour Kamel
Ghardaia Üniversitesi

Dr. Nadire KANTARCIOĞLU

Prof. Dr. Ergün KOCA
Girne Amerikan Üniversitesi

Prof Dr. Bülent KURTİŞOĞLU
Ardahan Üniversitesi

Dr. Leman KUZU
İstanbul Kültür Üniversitesi

Sonali MALHOTRA
Delhi Balbahtri Academy

Dr. Alia R. MASALİMOVA
Al – Farabi Kazak Milli Üniversitesi

Prof. Muntazir MEHDI
Pakistan Language Academy

Dr. Amanbay MOLDIBAEV
Taraz Devlet Pedagoji Üniversitesi

Doç. Dr. Yeliz ÇAKIR SAHİLLİ
Munzur Üniversitesi

Dr. Aysulu B. SARSEKENOVA
Orleu Milli Kalkınma Enstitüsü

Dr. Gulşat ŞUGAYEVA
Dosmukhamedov Atyrau Devlet Üniversitesi

Doç. Dr. Yeliz KINDAP TEPE
Cumhuriyet Üniversitesi

Doç. Dr. Mehmet Özkan TİMURKAN
Atatürk Üniversitesi

Dr. K.A. TLEUBERGENOVA
Kazak Devlet Kızlar Pedagoji Üniversitesi

Dr. Cholpon TOKTOSUNOVA
Rasulbekov Kırgız Ekonomi Üniversitesi

Doç. Dr. Yıldırım İsmail TOSUN
Şırnak Üniversitesi

Dr. Botagul TURGUNBAEVA
Kazak Devlet Kızlar Pedagoji Üniversitesi

Dr. Dinarakhan TURSUNALİEVA
Rasulbekov Kırgız Ekonomi Üniversitesi

Doç. Dr. Ali Korkut ULUDAĞ
Atatürk Üniversitesi

Prof. Dr. Akbar VALADBIGI
Urumiye Üniversitesi

Doç. Dr. C. VIJAI
St.Peter's Institute

Dr. Yang ZİTONG
Wuhan Üniversitesi

ACADEMIC SHARING PLATFORM

ICESSER 5th International Congress on Empirical Social Sciences, Economy, Management and Education Researches

June 19, 2022
Rome - Italy

CONGRESS PROGRAM
Online (with Video Conference) Presentation

Meeting ID: 840 5264 6475
Passcode: 190622

IMPORTANT, PLEASE READ CAREFULLY

- To be able to make a meeting online, login via https://zoom.us/join site, enter ID instead of "Meeting ID
- or Personal Link Name" and solidify the session.
- The Zoom application is free and no need to create an account.
- The Zoom application can be used without registration.
- The application works on tablets, phones and PCs.
- Speakers must be connected to the session **10 minutes before** the presentation time.
- All congress participants can connect live and listen to all sessions.
- During the session, your camera should be turned on **at least** %70 of session period
- Moderator is responsible for the presentation and scientific discussion (question-answer) section of the session.

TECHNICAL INFORMATION

- Make sure your computer has a microphone and is working.
- You should be able to use screen sharing feature in Zoom.
- Attendance certificates will be sent to you as pdf at the end of the congress.
- Moderator is responsible for the presentation and scientific discussion (question-answer) section of the session.
- Before you login to Zoom please indicate your name surname and hall number,

exp. H-2, S- 1 NAME SURNAME

INTERNATIONAL JOURNAL OF SOCIAL SCIENCES
USBILIM

19.06.2022 10 : 00 – 10 : 20 (Turkey Local Time) Opening Speach

Keynote Speaker

Dr. Dody Hartanto.

Ahmad Dahlan University, Indonesia

The Strengthness of Character in Students: A Foundation in Encountering the New Normal Era

INTERNATIONAL JOURNAL OF SOCIAL SCIENCES
USBILIM

ICESSER 5th International Congress
on Empirical Social Sciences, Economy, Management and Education Researches
June 19, 2022
Rome - Italy

HALL 1 – SESSION 1	Meeting ID: 840 5264 6475	Passcode: 190622

19.06.2022 10:30- 12:00 (Turkey Local Time)

MODERATOR: PROF. DR. DWI SULISWORO

Authors	Topic Title
EDLYN JOY P. ESPIRITU PARDILLO, JONATHAN D. GAMINO, RETCHEL MAE S. ILAGAN, JOHNLLOYD R. SOLIS, ASHTON T.	Qualitative Study of the Lived Experiences of Left Behind College Students in Davao Del Norte
EARL JONES G. MUICO	**A Qualitative Inquiry On The Teachers Using Youtube Videos In An Online Class**
EDLYN JOY P. ESPIRITU ALGOSO, RAY LEMUEL CAUBA, LIESLY P. NAMOC, JESSA MAE S. RAMOS, JOSE PROTACIO C. SAMPANI, RICCI SHANE D.	"Padayon para sa Pangandoy: Exploring the Experiences of the Working College Students"
NADELLA LESMANA KAMISAH ARIFFIN DWI SULISWORO	**Learning English Among EFL Students In Indonesia: Motivation And Learning Outcomes**
IRAWATI SABBAN DWI SULISWORO	Strategy For Determining The Quality Of Private Higher Education In Indonesia

ZOHAIB HASSAN SAIN	**Challenges in Quality of Education in Higher Education Institutions (HEIs) of Pakistan**
ALAMGIR BISWAS	Design Thinking In Libraries: Alternative Adaptation During Emergency
EDLYN JOY P. ESPIRITU EZEQUIEL P. BAAY DOPHENE MAE AREVALO CHIQUI C. JIMENEZ MARY JOYCE CAPUNO RAINAH MARIAE PUSTA	**Raise Your Flags: Exploring the Coming Out Process of Identified LGBTQ in Davao del Norte, Philippines**

INTERNATIONAL JOURNAL OF SOCIAL SCIENCES
USBILIM

ICESSER 5th International Congress
on Empirical Social Sciences, Economy, Management and Education Researches
June 19, 2022
Rome - Italy

HALL 2 – SESSION 1	Meeting ID: 840 5264 6475	Passcode: 190622

19.06.2022 10:30- 12:00 (Turkey Local Time)

MODERATOR: DOÇ. DR. DERYA ÇAKMAK KARAPINAR

Authors	Topic Title
GÜLARƏ QOCAYEVA	**Təhsil Keyfiyyətinin Yüksəldilməsinin İdarə Edilməsinə Müasir Yanaşmalar Və Mövcud Vəziyyətinin Təyini Amilləri**
QƏDİROVA ZENFİRA	Təhsil Müəssısələrinin İnnovasiya Proseslərinin Layihələnməsi Və Tətbiqi
GÜLARƏ BALAYEVA SALEHOVA	**Təhsil Müəssisələrinin İdarə Edilməsi.**
TUĞBA PAK PROF. DR. HASAN KAYA	Fen Eğitiminde Proje Tabanlı Öğretim Yönteminin Akademik Başarıya Etkisinin Araştırılması
PÜSTƏXANIM BALAYEVA	**Dünya Təcrübəsində Klassik İdarəetmə Məktəblərinə Yanaşmalar**
АЙБЕНИЗ ОСМАНОВА	Математика древней индии
DOÇ. DR. DERYA ÇAKMAK KARAPINAR ÖĞR. GÖR. ARİF DAŞ	**Açık Ve Uzaktan Eğitim Öğrencilerinin Dijital Okuryazarlık Düzeylerinin İncelenmesi: Atatürk Üniversitesi Örneği**
HASHIMOVA ALBINA CHINGIZ	State Regulation Of The Quality Of Educational Services In Azerbaijan

ICESSER 5th International Congress
on Empirical Social Sciences, Economy, Management and Education Researches
June 19, 2022
Rome - Italy

HALL 3 – SESSION 1	Meeting ID: 840 5264 6475	Passcode: 190622
19.06.2022 10:30- 12:00 (Turkey Local Time)		
	MODERATOR: PROF. DR. AHMET NİYAZİ ÖZKER	
Authors	Topic Title	
SENA IŞIK ASST. PROF. DR. İLKAY ŞENDENİZ-YÜNCÜ	Foreign Exchange Positions Of Turkish Banks	
PH.D M.K.GANESHAN PROF. DR. C.VETHIRAJAN	**The Impact Of Digital Transformation On Business Organizations**	
PROF. DR. AHMET NİYAZİ ÖZKER	Borrowing Phenomenon In OECD Countries And Borrowing-Based Deviations In Macroeconomic Equilibrium Targets	
OLADEJI DANIEL OLADELE ADEYEMI JIMOH OLUDARE O. OSIBOYE PROMISE GOODNESS ADELEYE ADEREMI TIMOTHY ADELEYE	**Recent Advances On The Sustainable Strategy For Maintenance Service Culture In Nigeria: A Key Towards Achieving 2030 Sustainable Agenda**	
DOÇ. DR. FİGEN BÜYÜKAKIN ARŞ. GÖR. SEDANUR DEMİR ONUR EVLİOĞLU	2000-2021 Dönemi İçin Türkiye'de Dolarizasyonun Garch Modeli İle Tahmini	
ASSIST. PROF. K.R.PADMA READER, K.R.DON	**Ukraine Crisis Coupled With Covid-19 Pandemic Considered As End To Globalization: An Update On Asian Crisis**	

AISSATA KAYOKO BERTHE	Investigating The Barriers To Circular Economy Implementation: A Case Study Of Mali
Ph.D ENIDA ZHUGRI (ISTREFI	**The Effect Of Some Macroeconomic Indicators On The Economic Growth Of Western Balkan Countries: An Analitical Analyses**
Ph.D., BOUKHEDIMI CHEMS EDDINE..	The Examination Of DACIA Competitiveness In The European's Electric Vehicle Market

INTERNATIONAL JOURNAL OF SOCIAL SCIENCES
USBILIM

HALL 1 – SESSION 2	Meeting ID: 840 5264 6475	Passcode: 190622

19.06.2022 14:00- 16:00 (Turkey Local Time)

MODERATOR: DOÇ. DR. YAKUP YÜKSEL

Authors	Topic Title
DOÇ. DR. YAKUP YÜKSEL	Müfessir Tâhir B. Âşur'un Bakara Sûresi 171. Âyette Geçen Dua Ve Nidâ Kavramları Hakkındaki Düşünceleri
DOÇ. DR. YAKUP YÜKSEL	**A'râf Sûresi 12. Âyet Bağlamında Müfessirlerin Ateş Ve Toprak Hakkındaki Tartışmalarına Eleştirel Yaklaşım**
JUMAYEV GAYRATJON	History And Etymology Of The Study Of The Ethnonym "Turk"
IMAMOV KHURSHID	**"An-nujum az-zahira fi muluk Misr va-l-Qahira" as an Important Source In The History Of Amir Temur.**
KOMILJON SULTONOV	History Of The Development Of The Foundations Of Amir Temur'S State Administration
YULDASHEV BOTIR URALOVICH	**Europeans In India During Jahangir's Time**
DR. ÖĞR. ÜYESİ HATİCE KELEŞ	Liminality Ve Marjinalliğin Somutlaşmış Örnekleri Olan Bazı İlahi Figürler Üzerine Bir Değerlendirme
SHARIPOV AZIZJON AZIMOVICH	14-15 Yüzyıl Doğu El Yazması Kaynaklarında Amudarya Nehrı ("Babürname"den Alınan Bilgilere Dayanarak)"

HALL 2 – SESSION 2	Meeting ID: 840 5264 6475	Passcode: 190622
19.06.2022 14:00- 16:00 (Turkey Local Time)		
	MODERATOR: ASSOC. PROF. DR. MUKESH KUMAR SHARMA	
Authors	Topic Title	
Гасанова Вусаля Шахин кызы к.ю.н.,	Мелиорация и водное хозяйство в Азербайджане (до и после оккупации Карабаха)	
FATMA KURŞUN **FATMA NOYAN TEKELİ**	**Predicting Fake Tweets Using NLP**	
RAQUEL D. CANTOS ROMMEL D. SERGİO	The Anxiety and Depressive Symptoms of Work from Home Employees during the COVID-19 Pandemic: Basis for Counseling Intervention Program	
BALLESTEROS, BERNADETH S.	**ME-TIME" And Psychological Well-Being Of Millennials**	
ASSOC. PROF. DR. MUKESH KUMAR SHARMA ASSOC. PROF. DR. RAVINDRA KUMAR SHARMA	Phytogeographical Distribution of Calligonum polygonoides of Churu District, Rajasthan	
DARWIN D DIOLA	**Leadership Styles and Organizational Culture: Basis for Retention Policy Program**	

ICESSER 5th International Congress
on Empirical Social Sciences, Economy, Management and Education Researches
June 19, 2022
Rome - Italy

HALL 3 – SESSION 2	Meeting ID: 840 5264 6475	Passcode: 190622
19.06.2022 14:00- 16:00 (Turkey Local Time)		
	MODERATOR: PROF. DR. GÜLSÜN KURUBACAK	
Authors	Topic Title	
DR. EMRAH SOFUOĞLU	**The Impact Of Covid-19 On Turkish Tourism Sector: A Structural Break Analysis**	
ARAŞ.GÖR., KAAN YİĞENOĞLU	Çin'in Doğrudan Yabancı Yatırım Politikasının Gelişimi	
ARAŞ.GÖR., KAAN YİĞENOĞLU	**Dış Politikada Enerji Güvenliği: Güney Gaz Koridoru Örneği**	
DR. ÖĞR. ÜYESİ SUZAN URGAN PROF. DR. GÜLSÜN KURUBACAK	Dijitalleşen Örgütler Ve Smart Gap (Akıllı Açık) Etkisi	
ARŞ. GÖR. DR. BÜŞRA HALİS ÖZTÜRK	**Çalışma Yaşamında Motivasyon Ve İçsel-Dışsal Çalışma Değerlerinin İş Yaşamına Etkisi**	
ARŞ. GÖR. ABDULBAKİ KINSÜN	Bir Sosyolog Olarak Robert K. Merton ve Onun İşlevselcilik Teorisi (1910-2003)	

CONTENT

CONGRESS ID	
SCIENTIFIC & REVIEW COMMITTEE	
PROGRAM	
CONTENT	
ORAL PRESENTED PAPERS IN THE CONGRESS	
EDLYN JOY P. ESPIRITU & PARDILLO, JONATHAN D. & GAMINO, RETCHEL MAE S. & ILAGAN, JOHNLLOYD R. & SOLIS, ASHTON T. QUALITATIVE STUDY OF THE LIVED EXPERIENCES OF LEFT BEHIND COLLEGE STUDENTS IN DAVAO DEL NORTE	1
EDLYN JOY P. ESPIRITU & ALGOSO, RAY LEMUEL & CAUBA, LIESLY P. & NAMOC, JESSA MAE S. & RAMOS, JOSE PROTACIO C. & SAMPANI, RICCI SHANE D. *PADAYON PARA SA PANGANDOY*: EXPLORING THE EXPERIENCES OF THE WORKING COLLEGE STUDENTS	19
Edlyn Joy P. Espiritu & Ezequiel P. Baay & Dophene Mae Arevalo & Chiqui C. Jimenez & Mary Joyce Capuno & Rainah Mariae Pusta RAISE YOUR FLAGS: EXPLORING THE COMING OUT PROCESS OF IDENTIFIED LGBTQ IN DAVAO DEL NORTE, PHILIPPINES	32
EARL JONES G. MUICO QUALITATIVE INQUIRY ON THE TEACHERS USING YOUTUBE VIDEOS IN AN ONLINE CLASS	49
Irawati SABBAN & Dwi SULISWORO STRATEGY FOR DETERMINING THE QUALITY OF PRIVATE HIGHER EDUCATION IN INDONESIA	50
Nadella LESMANA & Kamisah ARIFFIN & Dwi SULISWORO LEARNING ENGLISH AMONG EFL STUDENTS IN INDONESIA: MOTIVATION AND LEARNING OUTCOMES	58
Zohaib Hassan Sain CHALLENGES IN QUALITY OF EDUCATION IN HIGHER EDUCATION INSTITUTIONS (HEIS) OF PAKISTAN	66
Alamgir Biswas DESIGN THINKING IN LIBRARIES: ALTERNATIVE ADAPTATION DURING EMERGENCY	67
Gülarə Qocayeva TƏHSİL KEYFİYYƏTİNİN YÜKSƏLDİLMƏSİNİN İDARƏ EDİLMƏSİNƏ MÜASİR YANAŞMALAR VƏ MÖVCUD VƏZİYYƏTİNİN TƏYİNİ AMİLLƏRİ	68
Qədirova Zenfira TƏHSİL MÜƏSSİSƏLƏRİNİN İNNOVASİYA PROSESLƏRİNİN LAYİHƏLƏNMƏSİ VƏ TƏTBİQİ	69

Gülarə Balayeva Salehova TƏHSİL MÜƏSSISƏLƏRİNİN İDARƏ EDİLMƏSİ.	70
TUĞBA PAK & HASAN KAYA FEN EĞİTİMİNDE PROJE TABANLI ÖĞRETİM YÖNTEMİNİN AKADEMİK BAŞARIYA ETKİSİNİN ARAŞTIRILMASI	71
Püstəxanım Balayeva DÜNYA TƏCRÜBƏSİNDƏ KLASSİK İDARƏETMƏ MƏKTƏBLƏRİNƏ YANAŞMALAR	77
Гасанова Вусаля Шахин кызы, к.ю.н., МЕЛИОРАЦИЯ И ВОДНОЕ ХОЗЯЙСТВО В АЗЕРБАЙДЖАНЕ (ДО И ПОСЛЕ ОККУПАЦИИ КАРАБАХА)	78
Айбениз Османова МАТЕМАТИКА ДРЕВНЕЙ ИНДИИ	80
SENA IŞIK & İLKAY ŞENDENİZ-YÜNCÜ FOREIGN EXCHANGE POSITIONS OF TURKISH BANKS	82
M.K.GANESHAN & C.VETHIRAJAN THE IMPACT OF DIGITAL TRANSFORMATION ON BUSINESS ORGANIZATIONS	91
Ahmet Niyazi ÖZKER BORROWING PHENOMENON IN OECD COUNTRIES AND BORROWING-BASED DEVIATIONS IN MACROECONOMIC EQUILIBRIUM TARGETS	92
Figen BÜYÜKAKIN & Sedanur DEMİR & Onur EVLİOĞLU FORECASTING DOLLARIZATION IN TURKEY FOR 2000-2021 PERIOD WITH THE GARCH MODEL	105
Aissata Kayoko Berthe INVESTIGATING THE BARRIERS TO CIRCULAR ECONOMY IMPLEMENTATION: A CASE STUDY OF MALI	119
Enida Zhugri (Istrefi) SOME MACROECONOMIC INDICATORS ON THE ECONOMIC GROWTH OF WESTERN BALKAN COUNTRIES: AN ANALYTICAL ANALYSIS	120
Yakup Yüksel A'RÂF SÛRESİ 12. ÂYET BAĞLAMINDA BAZI MÜFESSİRLERİN ATEŞ VE TOPRAK HAKKINDAKİ TARTIŞMALARINA ELEŞTİREL YAKLAŞIM	131
Yakup Yüksel MÜFESSİR TÂHİR B. ÂŞUR'UN BAKARA SÛRESİ 171. ÂYETTE GEÇEN DUÂ VE NİDÂ KAVRAMLARI HAKKINDAKİ DÜŞÜNCELERİ	139
Jumayev Gayratjon HISTORY AND ETYMOLOGY OF THE STUDY OF THE ETHNONYM "TURK".	145
Imamov Khurshid "AN-NUJUM AZ-ZAHIRA FI MULUK MISR VA-L-QAHIRA" AS AN IMPORTANT SOURCE IN THE HISTORY OF AMIR TEMUR.	156

Komiljon Sultonov HISTORY OF THE DEVELOPMENT OF THE FOUNDATIONS OF AMIR TEMUR'S STATE ADMINISTRATION	160
Yuldashev Botir Uralovich EUROPEANS IN INDIA DURING JAHANGIR'S TIME	165
Hatice KELEŞ LİMİNALİTY VE MARJİNALLİĞİN SOMUTLAŞMIŞ ÖRNEKLERİ OLAN BAZI İLAHİ FİGÜRLER ÜZERİNE BİR DEĞERLENDİRME	168
Sharipov Azizjon Azimovich 14-15 YÜZYIL DOĞU EL YAZMASI KAYNAKLARINDA AMUDARYA NEHRI ("BABÜRNAME"DEN ALINAN BILGILERE DAYANARAK)"	170
Fatma KURŞUN& Fatma NOYAN TEKELİ PREDİCTİNG FAKE TWEETS USİNG NLP	182
Raquel D. Cantos & Rommel D. Sergio THE ANXIETY AND DEPRESSIVE SYMPTOMS OF WORK FROM HOME EMPLOYEES DURING THE COVID-19 PANDEMIC: BASIS FOR COUNSELING INTERVENTION PROGRAM	183
Ballesteros, Bernadeth S. "ME-TIME" AND PSYCHOLOGICAL WELL-BEING OF MILLENNIALS	184
MUKESH KUMAR SHARMA & RAVINDRA KUMAR SHARMA PHYTOGEOGRAPHICAL DISTRIBUTION OF CALLIGONUM POLYGONOIDES OF CHURU DISTRICT, RAJASTHAN	185
Darwin D Diola LEADERSHIP STYLES AND ORGANIZATIONAL CULTURE: BASIS FOR RETENTION POLICY PROGRAM	191
Emrah SOFUOĞLU THE IMPACT OF COVID-19 ON TURKISH TOURISM SECTOR: A STRUCTURAL BREAK ANALYSIS	192
KAAN YİĞENOĞLU DIŞ POLİTİKADA ENERJİ GÜVENLİĞİ: GÜNEY GAZ KORİDORU ÖRNEĞİ	206
KAAN YİĞENOĞLU ÇİN'İN DOĞRUDAN YABANCI YATIRIM POLİTİKASININ GELİŞİMİ	212
SUZAN URGAN & GÜLSÜN KURUBACAK DIGITALIZING ORGANIZATIONS AND THE SMART GAP EFFECT	218
BÜŞRA HALİS ÖZTÜRK ÇALIŞMA YAŞAMINDA MOTİVASYON VE İÇSEL-DIŞSAL ÇALIŞMA DEĞERLERİNİN İŞ YAŞAMINA ETKİSİ	227
DODY HARTANTO & MUFIED FAUZIAH & HURIN NABILA THE CHARACTER STRENGTH OF STUDENTS: FOUNDATIONS IN FACING THE NEW NORMAL ERA??	244
DERYA ÇAKMAK KARAPINAR & ÖĞR. GÖR. ARIF DAŞ	

AÇIK VE UZAKTAN ÖĞRETIM FAKÜLTESI ÖĞRENCILERININ DIJITAL OKURYAZARLIK DÜZEYLERININ İNCELENMESI: ATATÜRK ÜNIVERSITESI ÖRNEĞI	253
HASHIMOVA ALBINA CHINGIZ	273
STATE REGULATION OF THE QUALITY OF EDUCATIONAL SERVICES IN AZERBAIJAN	

ACADEMIC SHARING PLATFORM

QUALITATIVE STUDY OF THE LIVED EXPERIENCES OF LEFT BEHIND COLLEGE STUDENTS IN DAVAO DEL NORTE

EDLYN JOY P. ESPIRITU- ***ORCID ID: 0000-0003-0602-249X***

PARDILLO, JONATHAN D.

GAMINO, RETCHEL MAE S.

ILAGAN, JOHNLLOYD R.

SOLIS, ASHTON T.

Department of Arts and Sciences Education
University of Mindanao Tagum College
Tagum City, Philippines

Abstract

Left-behind students are often intertwined with many responsibilities in their homes, education, and life. With the Philippines having a strong migration rate, there has been a strong phenomenon of the left-behind students in the country facing life with such phenomena. In line with this, a qualitative approach has been implemented to explore the lived experiences of left-behind students in the Davao Del Norte Region. Following these objectives, the researchers employed an in-depth interview with nine (9) college student participants from different areas in Davao Del Norte, with at least one parent outside the country. Through the lenses of Self Determination theory on wellbeing and Eudaimonia, the Researchers found the prevalence of longing for one's parent, an early need for independence, and a strong sense of autonomy to face challenges are three of the predicators of wellness. The researchers recommend nurturing their relationship with their non-migrant parent, similar to the level of their migrant parent. Recorded experiences serve as a preview of a bigger picture and step to furthering literature on the phenomena.

Keywords: *Wellbeing, Left Behind College Students, Phenomenological Analysis, Davao del Norte*

INTRODUCTION

Many Filipino parents may seek to find fairer opportunities outside the country, leading to them leaving their children behind in the country in the care of their spouse or a relative. Leaving the country and working abroad has been an enticing path toward providing their families with financial support (Cortes & Patricia, 2015). Many Southeast Asian Families and Communities have had International Migration as a common strategic plan and uplift their economic conditions (Lam & Yeoh, 2018). In recent years there have been reports of at least 10 million. Moreover, Children were left-behind at home due to parents being able to provide for their children financially and support them for their needs (Smeekens, 2010). Due to parental migration, there may be a possible change in circumstance for the left-behind child in the country. This includes their development and learning, as growing up without their primary

caregiver may find themselves lacking and longing (Jampakalay, Richter, Tangchonlatip, and Nanthamongkolchai, 2018).

Globally, this subject has been explored through many lenses. A study in Europe examined the perspectives of migrating children in Europe, and found that these perspectives are often overshadowed by those of their parents, as voices unheard. Furthermore, they expressed the need for studies around children's experiences, not just of their parents (Curtis, Thompson, & Fairbrother, 2018). A similar study was conducted in China exploring the experiences and perspectives of left-behind children and found that a drawn and extended separation between the parents and children results in struggles for the child growing up and psychosocial challenges. (Zhao, Wang, Zhou, et al., 2018).

Pajaron, Latinazo, et al. (2020) found that Families and Children left behind in the Philippines often feel strong negative emotions such as loneliness and stress, which are magnified by the collectivist ideals of the country. The families and especially children experience parental absence, which comes up against a lack of emotional support from parents who migrated and left behind awareness of the latter's welfare (Asis & Ruiz-Marave, 2017). A national study conducted by (Cortes & Patricia, 2015) found that there were more adverse effects on the child's educational outcomes when the migrating parent is the mother than the father and that girls were less affected by the change than boys.

There have been few academic reports in the local region on studies of children and parental migration contrary to other areas in the country. In addition, literature on similar topics explored the perspectives of teenagers and children. Gaspar (2008) wrote in his book an excerpt of a mother and daughter talking through an online chatroom and noted the hardship by children left-behind in the country as challenging and stressful. Furthermore, he recommended this field of study towards being and future researchers.

In light of such circumstances, this research explores the experiences of left-behind students of parental migration, their everyday challenges, coping strategies, and perspectives. In addition, this will focus on college students' perspectives, as they explore their lived experiences from childhood to the early beginnings of their adult life. The researchers urge the need for the conduct of this study to create a groundwork for further research on the subject, but also to provide local insight into the perspectives of the left-behind students and, finally, to enable institutions and other agencies to create programs in line with the results found in the study

Research Questions

The encompassing questions of the study are to explore the psychological well-being and the experiences and perspectives of college students whose parents have chosen to migrate outside the country to support the family. Specifically, this study aims to:

1. What are the experiences of left-behind students?
2. What challenges do left-behind students face?
3. What are the coping behaviors of left-behind students?

Review of Related Literature

Parental migration

Parental migration is operationally defined as the movement of one's parents from one's own country to another, as a form of international migration. International migration has played a prominent part in the recent years of the Philippines, with the country having a strong and prevailing culture or migration (Garcia et al., 2022). Many Filipinos seeking greener pastures

often resort to migration as a means of liberation (Pacoma, 2020). International migration in the Philippines has been primarily driven by financial and economic reasons, as an upheaval to one's economic circumstance in the country. Consequently, due to limiting factors and poor access to opportunities within one's locale to-be migrants often leave their children behind, to the care of one's immediate family or close relatives thereto. These workers sometimes referred to as *"bagong bayani"* or modern day heroes, in addition to their contribution to nearly 10% of the national gross domestic product (GDP) (ION, 2021). These migratory Filipinos often work in labor related jobs ranging from domestic help, corporate employment, and service workers within blue collar jobs, Healthcare, Utility and industrial industries. In the past 2 years with the rising matter of the Covid-19 pandemic, some overseas Filipino workers, returned to the country in fear of the global health crisis, while some have decided to stay abroad within their country of employment. Deployment of Filipinos abroad as migratory workers have shown a drastic decline with the numbers reporting a 75% reduction in 2020 (ION, 2021). According to Zhao et al. (2018) Parental migration's effects towards the child, is not limited to internal migration such as rural-to-urban displacement but also show similar results to transnational migrants. Children receiving remittances from migrant parents have been observed to achieve and perform better in school . According to Pajaron (2020), there has been contradicting reports on a left-behind child's performance in school, while some studies from the Philippines, Nepal, and Mexico observe that these students achieve and perform better in school (Acharya & Leon-Gonzales, 2014; Antman 2012; Asis & Ruiz-Marave, 2013), the contrary is also shown, with left-behind children having a higher drop-out rate from schools (Bakker et al., 2022; Mckenzie & Rapport, 2011). This could be attributed to the various psychosocial effects experienced by the student.

Left-Behind Students

Left-Behind students are operationally defined in this study, as the children left behind in the country as a result of parental migration. Due to the obvious rapidly expanding number of migratory rural workers, the left-behind children are regarded a particular category in society, and they receive a lot of attention (Han et al., 2018). Cheng & Sun (2015) stated that left-behind children (LBC) are generally cared well by grandparents or other members of their extended families, and most of them can only live with their parents once a year during the spring festival holiday, which lasts seven days. LBC can only communicate with their parents by telephone, SMS, and letters on other days. Children under the age of 18 who are left at their ancestral house after one or both parents travel to urban regions for employment for at least six months are referred to as LBC in China. As a result, young children were frequently left with their grandparents or entrusted to the care of their parents' relatives or acquaintances (Dong et al., 2019). Many studies have shown that parental guidance and involvement positively affect the child's academic outcomes (Boonk, Gijselaers, Ritzen, & Brand-Gruwel, 2018). Consequences not directly affecting academic performance and achievement such as positive traits of learning motivation, resiliency, and responsibility were also shown to be results of parental involvement in a child's education.

Parent-child separation

Separation of child and parental figure, can have various lasting effects to a child, according to Cohen & Weitzman (2016), adolescents and the teenage years of a child are the most-high risk of disruption years for children. Migration and Parent-Child Separation Globalization has resulted in an overwhelming tendency toward technical and social integration in the last few decades (Prempeh et al., 2004)**,** which has had an impact on worldwide migratory patterns. In industrialized countries, a typically restrictive approach to immigration today coexists with a considerable demand for specific types of migrant workers, such as in domestic

service and agriculture. Meanwhile, in the developing world, rapid urbanization in nations such as China has resulted in massive migrant flows into cities (Wu, 2007). China has experienced tremendous economic expansion and huge urbanization since the late 1970s, when the reform and opening up policy was implemented. In China, the industrialization process has hastened rural reforms, boosted agricultural production, and liberated agricultural labor. As a result, a huge number of former rural laborers have relocated to more urbanized areas in search of better job possibilities and pay. As a result, since the mid-1980s, China has experienced the world's largest peacetime population shift, according to some researchers (Roberts, 2002). People migrate from rural to urban areas across countries or within countries, mostly motivated by the prospect of better economic conditions and chances for human development. Although such incentives were once seen only on an individual basis, it is today practically impossible to ignore the family's central role. As a result, household migration is frequently regarded as a survival strategy pursued in response to a family's economic difficulties (Lauby & Stark, 1988). However, many family members cannot migrate together due to strict entrance restrictions, financial constraints, and limited access to public goods in the destination (Valtolina & Colombo, 2012). As a result, migrant parents around the world are abandoning hundreds of millions of children, many of whom are low-skilled laborers from developing countries (Yeoh & Lam, 2006) Migrant workers on the bottom end of the socioeconomic spectrum, in particular, typically have little or no chance of reuniting with their families in destination nations, resulting in long-term separation from family members left behind. Whether women work as domestic servants or men at sea or in construction, labor migrants from Southeast Asia often take up short-term contracts in the region's wealthier countries and abroad. The legal or practical impossibility of bringing a family to the host country is due to their limited rights of residency in the host country. Because their parents are undocumented immigrants, millions of Latin Americans in the United States and Europe cannot bring their children with them. Even legally resident migrants face bureaucratic and financial barriers to family reunification, leading to years of unwelcome separation (Carling et al., 2012). Rural-to-urban migrants in China face tremendous barriers to accessing public goods such as primary education and medical treatment because of China's urban local public resource distribution and management system. In addition, rural laborers earn less money, live in more cramped conditions, and work in more physically demanding professions. As a result, most migrant workers are forced to leave their children behind in their rural hometowns. Leaving children behind has become widespread in rural China, not just among low-income families but across the socioeconomic range (He et al., 2012).

Moreover, it has been stated that children who were left with migrant parents experience changes in the family than those non-migrant parent students. Left behinds experience changes in family transitions; they handle the household composition, which, in turn, have the responsibilities and behaviors in their perspective home (Mayol-garcia, 2016). Moreover, parental migration predicts that students' time in studying is declining (Antman, 2011), and they are spending more on house chores or household (Chang, 2011).

Relationship with Migrant Parent

Overseas Parents with left-behind children often employ modern parenting techniques using information and communication technologies to mediate between physical distances (Bernardo, Mansukhani & Daganzo, 2018). Migrant Parents lead busy lives for their subsistence and often have limited time for their children. (Wang, Chen, & Gong. 2021). Aguilar (2020) explored the compensatory behavior of OFW Parents with their left-behind children as heavily reliant on communication, mediated by technologies such as Facebook Messenger, and Skype. A close friendship was discovered to moderate the relationship between family cohesion and the self-perceived happiness of the students who were left behind. It was

also shown that having an excellent supportive friendship helped students leave behind their internalizing challenges by mitigating the negative effects of poor parent-child relationships (Zhao, J., et al., 2015). Similar studies also found that using communication technology can maintain emotional and intimate relationships between the left-behind child and their parent. (Bernardo et al. 2018). Xia, L. et al., (2014) self-support is considered beneficial for interpersonal problem resolution and harmonious and acceptable social connections since it reflects the ideal interpersonal personality. Several studies found that early independence and maturity result from the transnational family's circumstance (Hernandez, 2017; Christ, 2017). The following statements suggest that students who were left behind have enhanced their emotional attachments and ability to deal with their migrant parents' separation. The long absence was predicted to throw emotional attachments and attachment relationships into disarray (Zhao et al., 2018). In addition, some children of migrant parents primarily emphasized monetary support as the primary compensatory device for their absence, overshadowing other types of support traditionally given by parental figures (Bernardo et al. 2018). Interaction through communication technologies has been an important facet in the daily transaction of left-behind children and migrant parents. Communication serves as the primary mediator and link between a child's interaction with the migrant parent as well as their self-esteem (Hernandez, 2016)

Theoretical Framework

This study is anchored on the theory of Ryan & Deci's (2019) Self Determination theory and it's the perspective on well-being and Eudaimonia. Eudaimonia, or living well, consists of happiness and pleasure, constituting a good life for individuals. According to this model, living a eudaimonic lifestyle promotes subjective well-being, psychological well-being, meaning, vitality, and physical Health. Furthermore, elements that characterize a eudaimonic living are (1) valuing and pursuing intrinsic goals, for one's self, community, relationships, and society, in contrast to pursuing material aspects of wealth and power; (2) one's agency to act autonomously and of one's own volition, and (3) mindfulness and pursuant of action with a sense of awareness. Behaving in ways that fulfill one's basic psychological needs for competence, relatedness, and autonomy has completed the three motivational concepts of the model. Furthermore, this theory does not limit eudaimonia and eudaimonic living to a set of traits and values. But rather the existence of positive and wellness outcomes, and to reach a result where one finds oneself living life in satisfaction and the three concepts of a eudaimonic lifestyle.

METHODS

The methodology included the research design, research locale, research participants, research instrument, data analysis, and ethical considerations.

Research Design

This paper utilizes a descriptive qualitative non-experimental research approach which can be used to improve both the design and interpretation of traditional surveys. It explores a concept that has not been studied before. It is used to understand any social phenomenon from the actors' perspective rather than explaining it from the outside. It helps to understand complex phenomena that are difficult to capture. (Ospina & Foldy, 2009)

Research Participants

The study was conducted in Davao Del Norte. The participants were interviewed in their prospective home via an online interview. The study was conducted in the second semester of

the academic year 2022. Many types of sampling are possible, although researchers in qualitative research usually focus on relatively small samples. Research participants are generally selected because they can provide detailed descriptions of their experiences and are willing to articulate their experiences, thereby providing rich information that will challenge and enrich the researcher's understanding.

The sampling method was a purposive sampling technique because it is widely used to identify information for the most effective use of limited resources (Creswell & Poth, 2017). In addition, the selected participants contributed to the research topic and were willing to share their experiences as college students whose parents migrated. Qualitative in-depth interviews were conducted with 9 Participants. The sampling criterion of under 15 years old is linked to separation at adolescents can present itself difficulties towards adulthood (Monaco & Montoya-Castilla, 2019).

Materials

This study utilizes a researcher-made interview guide that aims to explore the research problem. The Interview guide has been tailored to be open-ended and promote explanatory answers instead of binary yes or no answers. Some areas of the interview guide were also adapted from Ryff's well-being scale questionnaire (Ryff et al. 2014). In collecting the Data, the researchers utilized Google Meet as an online platform for interviewing the study participants. Alongside a recording software to record the duration of the interview.

Data analysis

Data gathered during the In-depth Interview with the participants will be analyzed using thematic analysis. In this regard, the researchers followed the six fundamental steps toward thematic analysis to offer a structured and organized scheme for the analysis of patterns and themes throughout the data set. (Braun & Clarke, 2014).

This framework proposes to familiarize the data, create an initial coding for the identified features of the data, generate themes, review the themes presented, defined and organized, and report on the presented findings. The steps shown were arranged to create a streamlined process to arrive at a theme for the data gathered. Data transcriptions were transcribed after the In-depth interviews and were arranged from the first Participant *(P1)* to *(P9).* Coding of the data was immediately followed after transcription, resulting in codes being reported accordingly.

Ethical Considerations

The study prioritized following ethical principles and guidelines throughout the entire duration of the research. The study's researchers maintained integrity, Beneficence, and non-maleficence throughout the study. This section discusses the various ethical key points in the study.

The study participants were presented with copies of a written letter and consent form, which were validated and noted by the proper channels. In this regard, the participants have complete autonomy in their participation in the study. The participants are well within their rights to refuse or cease participation in the study. Before the interviewand data gathering process, the Participants are asked to sign the documents presented to them beforehand, wverifying and acknowledging their consent to participate. Furthermore, no legal rights are waived in the involvement of the study

Confidentiality of the data and the data gathering process were observed throughout the study. The information gathered was kept under security and can only be accessed by the researchers to use the study. The data gathered were shared among other parties of the

institution, or private agencies, unless dictated to by law and legal means. Should the study participants wish their evidence and data gathered to be destroyed, the researchers followed suit in the participant's prerogative to the study.

The Researchers maintained and upheld the psychological and mental being of the participants. The study shall not involve any high-risk situations that could damage their property, person, and image. No psychological or socio-economical damage was inflicted on the study participants. Steps are taken into account to alleviate and prevent such circumstances. Due to the subjective nature of the questions presented in the interview of the study. There is a minimal possibility that the informants will not be factual nor complete in the detail of their responses. Regarding this circumstance, the researchers maintained integrity and honesty in the study.

RESULTS AND DISCUSSION

This section presents the data gathered from the interviews conducted by the Researchers. The data collected during the in-depth interviews were analyzed accordingly, and the sections below are the themes uncovered from the interviews.

What are the experiences of left-behind students?

Positive relationship with a migrant parent. Left-behind students were established to have a positive relationship with their parents abroad. In the analysis of the participants' responses, Communication and Support were commonly found within their responses. *Communication and Emotional and Financial Support* were identified as subthemes in this regard.

Bernardo et al. (2018) found that transnational parenting necessitates the use of communication technologies for left-behind children in the country. In this narrative, we found that the participants had an open and honest relationship with their Migrant parent. In addition to how they distinctly described their relationship, the frequency of communication is a common motif in the subject. These interactions, primarily through voice, video calls, chats, and messages, are significant in the participants' perceived emotional and intimate support.

This theme appeared four times in the interview responses in the study. Despite the physical limitation and geographical distances, the participants found a way to establish a healthy relationship with their migrant parents. As stated by the participants, two notable participants said having a healthy and open mother-child relationship and defining their closeness as being each other's best friends. This theme explores the left-behind student's ability to disclose their activities to their migrant parent. Furthermore, Hernandez (2016) found that a high level of disclosure, or closeness, also relates to the relationship's health and comfort.

In conjunction with the central theme, this subtheme is focused on the participant's frequency of communication with their migrant parent. The researchers found that their communication became every day or an *"every other day"* routine for the individuals. In connection to the parent theme, this reinforces the positive relationship with their migrant parent. Hernandez (2016) stated that communication, specifically internet-based communication, is inherently related to the individual's interaction with their migrant parent.

Materialism gratitude or the rationalization of financial support as compensation for the parent's absence was observed in some children of OFWs in the Philippines (Bernardo et al., 2018). Exploring the idea of some children developing a sense of materialistic values, spawning from the parenting style of giving a child a substantial amount of the remittance as allowance. While we cannot substantiate nor disprove such causality, in place of the scope of the study,

previous literature explored the relationships between materialistic views, gratitude, and well-being (Bernardo et al., 2018). It could be speculated that such emphasis brought to the finances and remittances of the migrant parent; serve as the primary evidence of their support to their families, as poverty has mainly been the driving force of international labor migration in the Philippines (Tabuga et al., 2021). In this regard, some participants may classify a positive relationship with their parents as the presence of financial support and remittances.

Independence. A need for self-reliance or autonomy was observed in 6 of the responses given by the participants. In the analysis of their answers, a dominant motif was; the need to be independent early in life. This experience is essential in the following themes discussed in this chapter, as both precursor and consequence.

Left-behind students explored their experiences and similar motifs of being independent in life and being self-reliant to stand on one's own feet. Christ (2017) also found that children of transnational families in the Philippines develop independence and mature early in the absence of their parents. This finding is also congruent with other studies of similar nature (Hernandez, 2016). This has also been explored in other countries, such as Vietnam and Peru, with the same imperative of children developing independence early on in life, despite adversarial circumstances (Crivello & Morrow, 2019). Furthermore, Brenda (2019) discussed that some left-behind children yearn for autonomy in life, whether or not they have the support of their parents in such circumstances. Most of the responses are connected to their need and capability to be independent in life. In the dissection of the theme presented, using the lens of a eudaimonic perspective on self-determination (Ryan & Deci, 2019), we can establish a connection with the left-behind student's need for independence as a manifestation of the second element of a eudaimonic lifestyle. This implies the ability to act with one's agency and autonomy; paths leading to such autonomy could be characterized by the participant's physical lack of parental care from their migrant parent, manifesting a strong sense of independence. This autonomy, however, is not indicative of the participant's detachment or disregard for their family. On the contrary, it was used to further family goals and provide support through one's independent actions.

Personal Growth. Left-behind students described their experiences in life as a sense of growth and learning from one's experiences. Codes of personal development were standard among the responses of the left-behind students. The majority of the participants share the same answer despite adveristies. Left-behind students showed satisfaction with their life. This theme focuses on the satisfaction of a potential result.

Personal growth is important to well-being (Maurer & Daukantaite, 2020). The researchers found that a common theme in the left-behind student's responses was learning from one's experiences. Most participants reported being pleased with their circumstances in life as it has made them resilient and mediated their character and development. Their growth in life can be attributed to how they handled their life despite adversities and challenges. Personal growth also can be connected to the previous themes of independence. Crivello & Morrow (2019) defined resilience as faring better than one's adversarial circumstances. In the analysis of the responses, we can ascertain that the left-behind students' confidence stems from their experience of overcoming such circumstances. Exploring notions of independence through the lens of SDT-Eudaimonia, the researchers observed the first characteristic of living a eudaimonic lifestyle, which constitutes valuing one's self, community, and relationships.

Indifferent. Indifference is a feeling of distance and a lack of concern towards another party. In this regard**,** left-behind students felt indifferent to their migrant parents and parental figures. This response, however, was only reported by a single participant in the interview. Analyzing this theme can be discussed in conjunction and as a consequence of the previously discussed theme of *Independence*.

Indifference towards parental figures could arise from various sources. In this context, separation from the migrant parent occurs around the age of 12. According to Cohen & Weitzman (2016), disruptions, specifically the separation of children from their parents at specific ages, have different effects that carry on later in life. He argued that school-aged children (6-12) and adolescents are the most inopportune time for separating the parent and child. Effects such as school performance and negative emotions such as anger and risky behavior can present themselves in later life stages. The analysis of other responses for this theme, this was the only participant that reported difficulties and indifference towards the relationship with their migrant parent. Emotional and financial support could also be a predictor of the indifference experienced by the participant and the level of open communication between the migrant parent and left-behind student. Hernandez (2016) established a meaningful connection between disclosure and the level of openness of conversation toward positive relationship evolution.

What challenges do left-behind students face?

Longing for parental support. This theme explores the challenges the left-behind students encountered due to their separation from their migrant parents in everyday life. Such challenges are present in most of the recorded interviews. Furthermore, *Missing support in school* and envy is established as a subtheme.

In the analysis of the various responses of the participants, the researchers found that their experience as left-behind students was difficult. While there are several ways for them to express their difficulties, a common motif in their descriptions was longing for support and guidance. Previous literature on similar concepts postulates that while migrant parents still provide support for their children, their support is marginally less, leaving their children at an unfavorable impediment. (Yang, 2017; Cui & To, 2019). Support and guidance in this context are defined as love, care, and physical support in life, such as spending intimidate family time to bond with each other, intimate family moments, and guidance on a child's decisions in life.

In conjunction with the overarching theme, this section will be tackling the subtheme of *Missing support in school.* As such, some participants reported feeling *left out* in some aspects of childhood, especially during their time at school.

Schools operate in more than just classroom activities but also towards the other aspects of student development. The majority of the participants reported feeling unrepresented in their time at school. This refers to instances of school life where physical presence and attendance are needed. Studies on parental involvement in education have positively impacted the student's performance, development, and success (Boonk et al., 2018).

The participants' responses explore the subtheme of envy of the participants, which this theme is in conjunction with the central theme of *longing for parental support.* Envy can be defined differently in different contexts. Smith & Kim (2007) described envy closely with longing, characterized by a feeling to desire something that someone else has. Some participants felt envious of other people who had their parents with them to accompany them through school and everyday life. Perpetuating such negative emotions could lead to more negative outcomes if left unchecked. In reviewing the organization of the theme *Longing for Parental Support* and its subthemes, *Missing support in School* and *Envy* (presented in Table 2.). We can establish that the left-behind children long for parental support and therefore specifically report on a state of longing for school support. Emotions of envy are not an entirely obscure concept in this context.

Difficulty in receiving support from the migrant parent. All participants' responses are experiencing difficulty in terms of receiving guidance and support from their mothers who

migrated, considering the distance and time difference. Eventually, they realized that there were moments when no guardian or mother guided them in their growth.

Throughout these challenges of difficulty towards their parents, they experience life without the presence of a mother and no guidance. While interviewees admitted that they are experiencing hard times without the support and guidance of a mother next to them. They emphasized the difference between a parent physically and distantly. College students and, at the same time left-behind, they experience a challenging situation. There are times when a difficult time in school and there was no support and guidance from parents or mother.

As Xie (2019) mentioned, the absence of a parent might be concerned with left-behind children, and less involvement in relation to their child might cause differences in development. Hence, this finds that left-behinds are obstacles of Hides from others, Reject External Help, and Avoiding being a burden.

The interviewees avoided being a burden to others and preferred to cope with their problems alone. A typical response when they have issues is choosing to hide and not wanting others to be involved and concerned about them. These left-behinds willingly choose their own choices and don't want others to concern themselves. In contrast to previous research findings, children and parents have different relationships, and left-behinds tend to distance themselves (Hoang and Yeoh, 2015). In a study by Eisenberg, Hunt, and Speer (2012), they mentioned that many students don't want to seek help from others as they want to deal with their problems alone, not feeling their problems are severe enough, and not having time. They prefer to handle it on their own. Although interviewees state that they communicate with their parents seen in (Table 1), when problems occur, left-behind push other people and handle issues alone.

Some problems occur when parents leave their children at home. In a previous study, during these difficulties that left-behind parents are the distance, they experience a poor relationship with their parents, inattention, and peer relationship problems (Doi et al. 2015). That includes pushing people away or peers, disconnecting from other people, and feeling left out. Moreover, as stated by the same study, being alone and handling their problems might provide a good and unique opportunity to improve their independence, responsibility for housework and themselves, boost their confidence, and mature early enough to be alone.

Changes in household roles and structure. Left-behind students acknowledged the roles of household roles and structure. We all know mothers usually clean and work at home. Participants take household roles as their parents or mothers migrate to another country.

In the previous study, it was stated that those children who have been left with migrant parents experience a change in a family than those non-migrant parent students. Left behinds experience changes in family transitions; they handle the household composition, which, in turn, has the responsibilities and behaviors in their perspective home (Mayol-garcia, 2016). Moreover, one adolescent mentioned how tired it is to facilitate housework without a mother.

Parental migration predicts that students' time in studying is declining (Antman, 2011), and they are spending more on house chores or household (Chang, 2011). As mentioned by the interviewees, they were focused and taking up the housework and were exhausted. A left-behind student responds that a tiring day for college students to study and therefore, a mother should be at home to do household work. As confirmed by the previous author, students are responsible for their household work and consume working their time on housework. Further, these participants adhered to and handled the responsibilities in households. The implications gathered upon analyzing the themes and subthemes coded from the participants' responses is

that there are changes in household roles. Left-behinds matured and independently accepted and took the motherly roles and took up house roles.

What are the coping behaviors of left-behind students?

Companionship. This theme focuses on how left-behind students cope in everyday life related to their separation from their migrant parent. Companionship was linked to the emotional consequences of the children who were left-behind to varying degrees; moreover, *support from friends* was identified as a subtheme.

In an analysis of this theme, the researchers found that the participants had someone to turn to when they were having difficulties. This is even without the presence of the migrant parent. Almost everyone interviewed of the left-behind students said they had at least one friend. Left-behind students' friends made them happy, they said. Friends helped each other with everyday life difficulties and learning endeavors; they expressed feelings and accompanied and supported each other when they were having difficulty. Left-behind students said they could comfortably talk to their close and best friends during difficult circumstances. Man et al. (2017) revealed that social support impacts psychological status directly and acts as a buffer between psychological status and negative life events. Students who receive more social support have fewer negative emotional reactions after experiencing negative life events. A close friendship modulates the association between family cohesiveness and left behind student's self-perceived happiness. It was also shown that having a strong supportive friendship helped left behind student's internalizing difficulties by buffering the harmful impacts of bad parent–child connections (Zhao, Liu, & Wang, 2015). Many left-behind children indicated happiness while they were among their friends (Sun et al., 2015)

Keeping to oneself. Left-behind students were found to keep problems to themselves, supporting or maintaining oneself while facing challenges without relying on external assistance. Left-behind students admitted such coping behavior in their every problematic moment and were found as a frequent response among the participants.

The response of the participants above delves into the theme of self-support. Xia et al. (2014) self-support is beneficial for interpersonal problem resolution and harmonious and acceptable social connections since it reflects the ideal interpersonal personality. Left-behind student somehow manages their circumstances without the support of their migrant parent or sometimes their friends since they are used to being alone. One study by Liu H. et al. (2020) revealed that college students who lived alone were more likely to have mental health issues than those who lived with one of their parents. The aforementioned assertions show that left-behind students have improved their emotional bonds and ability to cope with the separation from their migrant parents. The lengthy absence was expected to cause chaos in emotional ties and attachment relationships (Zhao et al., 2018). Compared to unhappy individuals, cheerful people lived healthier and longer lives (Willroth et al., 2020). Baumeister et al. (2013) stated that fulfilling one's needs and desires improved enjoyment but had little impact on meaningfulness. Happiness focuses on the now, but meaningfulness considers the past, present, and future. Left-behind students are somehow happy with their lives despite all the circumstances.

Being optimistic. It enhances the mental well-being, strengthens your relationship, and protects you from negative situations. It can lead to greater health in a variety of conditions. Optimism is linked to several well-known personality characteristics (Taylor et al., 2017). In this theme explore the coping behavior of the left-behind students.

Lam & Yeoh (2019) revealed that they see a similar trend as the children become older, getting braver and more confident, and unafraid to communicate their feelings to their left-behind career, migrant-parent, or even a stranger in the shape of the interviewer. Confidence is a type of psychological consciousness and psychological state of positive and effective

expression of self-worth, self-respect, and self-understanding, so a person's confident personality is a reflection of a person's ability to complete an activity with confidence and psychological characteristics. Moreover, it reflects positive and effective attitudes, tendencies, and choices in thinking and action not only affect the individual's ability to complete an activity with confidence and psychological characteristics. Also, it reflects the positive and effective attitudes, revealing major personality, temperament, and ability differences among individuals (Xiaorong, 2017). Most left-behind students have the same perspectives, having a positive outlook in their lives and being confident throughout the unpleasant moments they've experienced. Positive coping methods can help people cope with stress and preserve physical and mental health (Li et al, 2020). This coping behavior is one of the important things to have as a left-behind student.

Summary

Left-behind students had similar experiences growing up, despite varying elements of circumstance such as the duration of their parents abroad and the variation of which year their parent decided to leave the country. A majority percentage were observed to have a positive relationship with their migrant parent. This is further developed through open communication and the reception of emotional and financial support. Furthermore, left-behind students were found to have a strong sense of independence and established their past challenges as an avenue for personal-growth, characterized by a strong driving force of learning from one's adversities in life.

In light of the challenges faced by the left-behind students, it can be concluded that strong emotions of longing and envy became everyday challenges for them. Such challenges could also be preceded by the second established theme of their difficulty in receiving guidance from their migrant parent, in which case was predominantly their mothers. Majority of the Participants reported the challenge of keeping up with the accustomed expectation of having their parents during parent assemblies in school, which reportedly led to sadness and negative manifestations of envy and low self-esteem. In conjunction with these two challenges, there was also a reported change in household roles and structure, as previous household duties were now delegated to the children.

The results show that left-behind students found a support structure and a form of companionship from their friends and peers, establishing an emotional support system. Which, during difficult moments, they could confide with. These support systems served as their means to find immediate emotional support, as well as having the benefit of one's physical presence. While most of them found a form of support structure with their friends, the left-behind students also reported keeping problems to themselves and resolving them on their own devices. The left-behind students were also pleased with their lives' outcomes and generally had a positive outlook and an optimistic mindset. These highlights the positive and negative coping behaviors of the left-behind students.

REFERENCE

Acharya, & Leon-Gonzalez. (2014). How do migration and remittances affect human capital investment? The effects of relaxing information and liquidity constraints. *Journal of Development Studies, 50*(3), 444-460.

Ames, H., Glenton, C., & Lewin, S. (2019). Purposive sampling in a qualitative evidence synthesis: A worked example from a synthesis on parental perceptions of vaccination communication. BMC medical research methodology, 19(1), 1-9.

Antman, F. (2012). Gender, educational attainment, and the impact of parental migration on children left behind. *Journal of Population Economics, 25*(4), 1187-1214.

Asis, M. M. (2017). The Philippines: Beyond Labor Migration, Toward Development and (Possibly) Return. *Migration Policy Institute, 2*.

Asis, M., & Ruiz-Marave, C. (2013). Leaving a legacy: Parental migration and school outcomes among young children in the Philippines. *Asian and Pacific Migration Journal, 22*(3), 349-375.

Bakker, C. (2022). The Impact of Migration on Children in the Carribean.

Baumeister, R. F., Vohs, K. D., Aaker, J. L., & Garbinsky, E. N. (2013). Some key differences between a happy life and a meaningful life. The journal of positive psychology, 8(6), 505-516.

Bernardo, A. B. I., Tan-Mansukhani, R., & Daganzo, M. A. A. (2018). Associations between materialism, gratitude, and well-being in children of overseas Filipino workers. Europe's Journal of Psychology, 14(3), 581–598. doi:10.5964/ejop.v14i3.1555 - 10.5964/ejop.v14i3.1555

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology, 3*(2), 77-101.

Braun, V., & Clarke, V. (2014). What can "thematic analysis" offer health and well-being researchers? International Journal of Qualitative Studies on Health and Well-Being, 9(1), 26152. doi:10.3402/qhw.v9.26152

Brenda, Y. (2019). Parental migration and disruptions in everyday life: reactions of left-behind children in Southeast Asia. *Journal of Ethnic and Migration Studies, 45*(16), 3085-3104. https://doi.org/10.1080/1369183X.2018.1547022

Bitancur, M. J. J. G., & Bitancur, M. F. U. (2018, July). I Miss Dad: A Descriptive Case Study among Children Left by Overseas Filipino Worker (OFW)–Parents. In Ascendens Asia Journal of Multidisciplinary Research Conference Proceedings (Vol. 2, No. 4).

Boonk, L., Gijselaers, H. J., Ritzen, H., & Brand-Gruwel, S. (2018). A review of the relationship between parental involvement indicators and academic achievement. Educational Research Review, 24, 10-30.

Carling, J., Cecilia, M., & Schmalzbauer, L. (2012). Central Themes in the Study of Transnational Parenthood. *Journal of Ethnic and Migration Studies, 38*(2), 191-217. https://doi.org/10.1080/1369183X.2012.646417

Cheng, J., & Sun, Y. H. (2015). Depression and anxiety among left-behind children in China: a systematic review. *Child: care health and development, 41*(4), 515-523. Retrieved from https://onlinelibrary.wiley.com/doi/abs/10.1111/cch.12221

Chang, H., (2011). Labor Migration and Time Use Patterns of the Left-behind Children and Elderly in Rural China. Https://Econpapers.Repec.Org/Article/Eeewdevel/V_3a39_3ay_3a2011_3ai_3a12_3ap_3a2199-2210.Htm.

Christ, S. (2017). "You are supposed to treat them like your mum and dad": narratives about transnational family lives by middle-class Filipino children. Journal of Ethnic and Migration Studies, 43(6), 902–918. doi:10.1080/1369183x.2016.1274563

Choi, N., Chang, M., Kim, S., & Reio, T. G. (2014). A STRUCTURAL MODEL OF PARENT INVOLVEMENT WITH DEMOGRAPHIC AND ACADEMIC VARIABLES. Psychology in the Schools, 52(2), 154–167. doi:10.1002/pits.21813

Cohen, G. J., & Weitzman, C. G. (2016). Committee on psychosocial aspects of child and family health, section on developmental and behavioral pediatrics. Helping children and families Deal with divorce and separation. Pediatrics, 138(6), e20163020.

Colson, S. (2017). In-Depth Interviews: Data Collection Advantages and Disadvantages. Communications for Research. https://www.cfrinc.net/cfrblog/in-depth-interviewing

Cortes, & Patricia. (2015). The Feminizaton of International Migration and its Effects on the Children Left Behind: Evidence from the Philippines. *World Development, 65*, 62-78. https://doi.org/10.1016/j.worlddev.2013.10.021

Cui, K., & To, S. (2019). Migrant status, social support, and bullying perpetration of children in mainland China. Children and Youth Services Review, 107, 104534. doi:10.1016/j.childyouth.2019.104534

Curhan, K. B., Levine, C. S., Markus, H. R., Kitayama, S., Park, J., Karasawa, M., … Ryff, C. D. (2014). Subjective and objective hierarchies and their relations to psychological well-being: A U.S./Japan Comparison. Social Psychological and Personality Science, 5(8), 855–864.

Crivello, G., & Morrow, V. (2019). Against the Odds: Why Some Children Fare Well in the Face of Adversity. The Journal of Development Studies, 1–18. doi:10.1080/00220388.2019.1626837

Creswell, J., & Poth, C. (2017). *Qualitative Inquiry and Research Design: Choosing Among FIve Approaches (4th Ed).* SAGE Publications, Inc.

Curtis, P., Thompson, J., & Fairbrother, H. (2018). Migrant children within Europe: a systematic review of children's perspectives on their health experiences. *Public Health, 158*, 71-85. https://doi.org/https://doi.org/10.1016/j.puhe.2018.01.038

Denzin, N., & Lincoln, Y. (2011). *The SAGE Handbook of Qualitative Research (Fourth Ed.).* SAGE Publications, Inc.

Dong, B., Yu, D., Ren, Q., Zhao, D., Li, J., & Sun, Y. (2019). The resilience status of Chinese left-behind children in rural areas: a meta-analysis. *Psychology, Health & Medicine, 24*(1), 1-13. https://doi.org/10.1080/13548506.2018.1487986

Doi, S., Fujiwara, T., Ochi, M., Isumi, A., & Kato, T. (2018). Association of sleep habits with behavior problems and resilience of 6- to 7-year-old children: results from the A-CHILD study. Https://Pubmed.Ncbi.Nlm.Nih.Gov/29680430/.

Eisenberg, D., Hunt, J., & Speer, N. (2012). Help seeking for mental health on college campuses: review of evidence and next steps for research and practice. Https://Pubmed.Ncbi.Nlm.Nih.Gov/22894731/.

Fan, X., & Lu, M. (2020). Testing the effect of perceived social support on left-behind children's mental well-being in mainland China: The mediation role of resilience. *Children and Youth Services Review*, 109. https://doi.org/10.1016/j.childyouth.2019.104695

Garcia, K., Habana, K., & Canto, D. (2022). The Effects of Labor Migration and OFW Remittances on the Level of Poverty in the Philippines. *Journal of Economics, Finance and Accounting Studies*, *4*(1), 203-221. https://doi.org/10.32996/jefas

Gaspar, C. M. ((2008)). Notes on Filipino Migration. *ATENEO DE DAVAO UNIVERSITY JOURNAL*, *25*, 223-232.

Ge, L., & Durst, D. (2019). A Hermeneutic Phenomenological Inquiry: Probing Challenges and Prospects of Left-behind Children Education in the Northern Shaanxi Province, China. Journal of Studies in Social Sciences, 18(2).

Giorgi, A. (2012). The descriptive phenomenological psychological method. . *Journal of Phenomenological Psychology*, *43*(1), 3-12. https://doi.org/10.1163/156916212X632934

Han, L., Zhao, S., Pan, X. Y., & Liao, C. J. (2018). The impact of students with left-behind experiences on childhood: the relationship between negative life events and depression among college students in China. *International Journal of Social Psychiatry*, *64*(1), 56-62. https://doi.org/10.1177/0020764017739332

He, B., Fan, J., liu, N., Li, H., Wang, Y., Williams, J., & Wong, K. (2012). Depression risk of 'left-behind children' in rural China. *Psychiatry research*, *200*(2), 306-312. https://doi.org/10.1016/j.psychres.2012.04.001

Hernandez, P. K. J. (2016). The evolution of the relationship of OFW [Overseas Filipino Workers] parents and their children through social media afforded communication (Doctoral dissertation).

Hoang, L. A. N. A. N. H., & Yeoh, B. (2014). Children's agency and its contradictions in the context of transnational labour migration from Vietnam. Https://Onlinelibrary.Wiley.Com/Doi/Full/10.1111/Glob.12057.

Hu, H., Lu, S., & Huang, C. C. (2014). The psychological and behavioral outcomes of migrant and left-behind children in China. *Children and Youth Services Review*, *46*, 1-10. https://doi.org/10.1016/j.childyouth.2014.07.021

ION. (2021). *COVID-19 Impact Assessment on Returned Overseas Filipino Workers.* International Organization for Migration (IOM).

Jordan, L. P., & Graham, E. (2012). Resilience and well-being among children of migrant parents in South-East Asia. . *Child development*, *83*(5), 1672-1688. https://doi.org/10.1111/j.1467-8624.2012.01810.x

Jampaklay, A., Richter, K., Tangchonlatip, K., & Nanthamongkolchai, S. (2018). The impact of parental absence on early childhood development in the context of Thailand. Https://Journals.Sagepub.Com/Doi/Abs/10.1177/0117196818767439.

Kasser, T., Ryan, R., Zax, M., & Sameroff, A. (1995). The relations of maternal and social environments to late adolescents' materialistic and prosocial values. *Developmental Psychology*, *31*(6), 907. https://doi.org/10.1037/0012-1649.31.6.907

Lam, T., & Yeoh, B. (2018). Migrant mothers, left-behind fathers: the negotiation of gender subjectivities in Indonesia and the Philippines. *A Journal of Feminist Geography*, *25*(1), 104-117. https://doi.org/10.1080/0966369X.2016.1249349

Lam, T., & Yeoh, B. S. (2019). Parental migration and disruptions in everyday life: reactions of left-behind children in Southeast Asia. *Journal of ethnic and migration studies*, *45*(16), 3085-3104.

Lauby, J., & Stark, O. (1988). Individual migration as a family strategy. Young women in the Philippines. *Population studies*, *42*(3), 473-486. https://doi.org/10.1080/0032472031000143596

Li, J., Chen, Y. P., Zhang, J., Lv, M. M., Välimäki, M., Li, Y. F., ... & Zhang, J. P. (2020). The mediating role of resilience and self-esteem between life events and coping styles among rural left-behind adolescents in China: a cross-sectional study. *Frontiers in Psychiatry*, *11*, 1190.

Liu, H., Zhou, Z., Fan, X., Wang, J., Sun, H., Shen, C., & Zhai, X. (2020). The influence of left-behind experience on college students' mental health: A cross-sectional comparative study. International journal of environmental research and public health, 17(5), 1511.

Lobos, J.D.C., Juliata, B.M., & Peñalba, E.H., Consequences of Parental Absence due to Migration: A Qualitative Inquiry into Adolescent Students' Well-being. Faculty Journal, 8, 9-18, 2019

Man, Y., Mengmeng, L., Lezhi, L., Ting, M., & Jingping, Z. (2017). The psychological problems and related influential factors of left-behind adolescents (LBA) in Hunan, China: a cross sectional study. *International journal for equity in health*, *16*(1), 1-12.

Maurer, M. M., & Daukantaitė, D. (2020). Revisiting the Organismic Valuing Process Theory of Personal Growth: A Theoretical Review of Rogers and Its Connection to Positive Psychology. Frontiers in Psychology, 11. doi:10.3389/fpsyg.2020.01706

Matud, M. P., López-Curbelo, M., & Fortes, D. (2019). Gender and psychological well-being. *International journal of environmental research and public health*, *16*(19), 3531. https://doi.org/10.3390/ijerph16193531

Mayol-Garcia, Y. H. (2016, June 15). *ETDA*. Https://Etda.Libraries.Psu.Edu/Catalog/4m90dv48q. https://etda.libraries.psu.edu/catalog/4m90dv48q

McKenzie, D., & Rapoport. (2011). Can migration reduce educational attainment? Evidence from Mexico. Journal of Population Economics. *Journal of Population Economics*, *24*(4), 1331-1358.

Mónaco, E., Schoeps, K., & Montoya-Castilla, I. (2019). Attachment Styles and Well-Being in Adolescents: How Does Emotional Development Affect This Relationship? International Journal of Environmental Research and Public Health, 16(14), 2554. doi:10.3390/ijerph16142554

Ospina, S., & Foldy, E. (2009). A critical review of race and ethnicity in the leadership literature: Surfacing context, power and the collective dimensions of leadership. *The Leadership Quarterly*, *20*(6), 876-896. https://doi.org/10.1016/j.leaqua.2009.09.005

Pacoma, M. (2020). Mapping the 'home': A literature review on Filipino migration and diaspora. *Jurnal Studi Komunikasi*, *4*(2), 259-281. https://doi.org/10.25139/jsk.v4i2.2473

Pacoma, M. (2020). Mapping the 'home': A literature review on Filipino migration and diaspora. *Jurnal Studi Komunikasi*, *4*(2), 259-281. https://doi.org/10.25139/jsk.v4i2.2473

Pajaron, M., Latinazo, C., & Trinidad, E. (2020). The children are alright: Revisiting the impact of parental migration in the Philippines. *GLO Discussion Paper, 507*. Retrieved from http://hdl.handle.net/10419/215517

Prempeh, O., Adjibolosoo, S., & Mensah, J. (2004). Globalization and the human factor: Critical Insights Aldershot, England. *Ashgate*.

Roberts, K. (2002). Femalre Labor Migrants to Shanghai: Temporary "Floaters" or Potential Settlers? *International Migration Review, 36*(2), 492-519. https://doi.org/10.1111/j.1747-7379.2002.tb00090.x

Ryan, R., Huta, V., & Deci, E. (2008). Living well: A self-determination theory perspective on eudaimonia. *Journal of Happiness Studies, 9*(1), 139-170. https://doi.org/10.1007/s10902-006-9023-4

Ryan, R. M., & Deci, E. L. (2019). Brick by Brick: The Origins, Development, and Future of Self-Determination Theory. Advances in Motivation Science. doi:10.1016/bs.adms.2019.01.001

Smith, R. H., & Kim, S. H. (2007). Comprehending envy. Psychological Bulletin, 133(1), 46–64. doi:10.1037/0033-2909.133.1.46

Sun, X., Tian, Y., Zhang, Y., Xie, X., Heath, M. A., & Zhou, Z. (2015). Psychological development and educational problems of left-behind children in rural China. *School Psychology International*, *36*(3), 227-252.

Tabuga, A. D., Baiño, M. L. S., & Vargas, A. R. P. (2021). Analyzing the Characteristics of International Migration in the Philippines Using the 2018 National Migration Survey.

Taylor, A. M., Ritchie, S. J., & Deary, I. J. (2017). Associations of intelligence across the life course with optimism and pessimism in older age. *Intelligence*, *62*, 79-88.

Tong, L., Yan, Q., & Kawachi, I. (2019). The factors associated with being left-behind children in China: Multilevel analysis with nationally representative data. *PloS one, 14*(11). https://doi.org/10.1371/journal.pone.0224205

Tzeletopoulou, A., Alikari, V., Krikelis, M. I., Zyga, S., Tsironi, M., Lavdaniti, M., & Theofilou, P. (2019). Fatigue and perceived social support as predictive factors for aggressive behaviors among mental healthcare professionals. *Archives of Hellenic Medicine/Arheia Ellenikes Iatrikes*, *36*(6).

Valtolina, G., & Colombo, C. (2012). Psychological well-being, family relations, and developmental issues of children left behind. *Psychological reports, 111*(3), 905-928. https://doi.org/10.2466/21.10.17.PR0.111.6.905-928

Villarosa, J. B., & Ganotice, F. A. (2018). Construct validation of Ryff's psychological well-being scale: Evidence from Filipino teachers in the Philippines. Philippine Journal of Psychology.

Wang, J., Chen, C., & Gong, X. (2021). The impact of family socioeconomic status and parenting styles on children's academic trajectories: A longitudinal study comparing migrant and urban children in China. New Directions for Child and Adolescent Development, 2021(176), 81–102. doi:10.1002/cad.20394

Willroth, E. C., Ong, A. D., Graham, E. K., & Mroczek, D. K. (2020). Being happy and becoming happier as independent predictors of physical health and mortality. Psychosomatic medicine, 82(7), 650.

Wu, F. (2007). China's emerging cities: the making of new urbanism. *Routledge*.

Xia, L. X., Shi, X. L., Zhang, Y., & Hollon, S. D. (2013). Interpersonal self-support and attentional bias on negative and positive interpersonal information. *International Journal of Psychology*, *48*(6), 1246-1259.

Xiaorong, H. W. G. (2017). Influence on Confident Personality of College Students with Early Left-behind Experiences and Peer Counseling.

Xie, W. (2019). Left-behind villages, left behind children: Migration and child health and development in rural china. (Order No. 13420478, The George Washington University). ProQuest Dissertations and Theses, , 157. Retrieved from https://search-proquest-com.eres.qnl.qa/docview/2167942913?account id=49936

Yang, D. (2017). A general report on the education of migrant children and the policy transformations in China. Annual report on education for China's migrant children in 2016. Social Science Academic Press (China)

Yeoh, B., & Lam, T. (2006). The costs of (im)mobility: Children left behind and children who migrate with a parent. *Perspectives on gender and migration*, *38*, 120-149. Retrieved from https://repository.unescap.org/bitstream/handle/20.500.12870/865/SDD_PUB_Perspectives_on_Gender_and_Migration.pdf?sequence=4&isAllowed=y#page=128

Zhao, J., Liu, X., & Wang, M. (2015). Parent–child cohesion, friend companionship and left-behind children's emotional adaptation in rural China. *Child Abuse & Neglect*, *48*, 190-199.

Zhao, C., Wang, F., Zhou, X., Jiang, M., & Hesketh, T. (2018). Impact of parental migration on psychosocial well-being of children left behind: a qualitative study in rural China. *International Journal for Equity in Health*, *17*(80). https://doi.org/10.1186/s12939-018-0795-z

PADAYON PARA SA PANGANDOY: EXPLORING THE EXPERIENCES OF THE WORKING COLLEGE STUDENTS

EDLYN JOY P. ESPIRITU- *ORCID ID: 0000-0003-0602-249X*
ALGOSO, RAY LEMUEL
CAUBA, LIESLY P.
NAMOC, JESSA MAE S.
RAMOS, JOSE PROTACIO C.
SAMPANI, RICCI SHANE D.

Department of Arts and Sciences Education
University of Mindanao Tagum College
Tagum City, Philippines

ABSTRACT

This study explores the experiences of the working students at the University of Mindanao Tagum College and how students find ways to make the most of their time working and studying, and how they deal with the difficulties of working and studying. It is a subjective report that uses a phenomenological approach to gather important data. The method used to make this part of the study is purposive sampling. Based on the participants' responses to their perceptions of working while studying, it has been determined that financial support, character development, and real-world job experience are the primary driving motivations behind working while studying at the university. Despite the challenges, the participants described working while studying as a motivation to develop themselves further and acquire some skills for better employment.

Moreover, it shows that the effective ways of overcoming their problems are through good time management, being responsible, and self-discipline. They may also experience time constraints as they balance their studies and work responsibilities. As a result, it is essential to consider their experiences, which may impact their academic status.

Keywords: experiences, challenges, advantages and disadvantages, coping mechanisms

INTRODUCTION

Many students work part-time while pursuing their studies (Bennet, McCarty & Carter, 2015; Darolia, 2014). This work experience causes stress to their academics and college experiences. Students seek employment while studying for various reasons, including rising study costs, limited scholarship opportunities, and low family finances. As a result of these factors, an increasing number of students are working part-time. Students who want to pursue higher education are encouraged to take out loans (Metcalf, Watts & Pickering, as cited by Tumin, Faizuddin, A., Mansir, F., Purnomo, H., & Aisyah, N., in 2020). Even though there is a dedicated budget for education in the form of scholarships, most students do not have access to it. As a result, taking out a loan is thought to be the greatest option for students who want to continue their education (Lucas & Lammont, as cited by Tumin et al, 2020).

To afford the costs of their studies, some students may need to work full-time or numerous jobs (Goldrick-Rab, 2016). Curtis (2007) and Hakkinen, as cited by Tumin et al.

(2020), estimated that 50 and 60 percent of university students work part-time. Working students may benefit from full-time or part-time jobs to help reduce financial stress. They may, however, encounter additional issues such as busy schedules and study allotment. Additional personal and family commitments might lead to stress and mental health problems (Matheuws, 2018). Additionally, working students' negative effects are primarily linked to anxiety, sadness, and poor academic performance (Mounsey, Vandehey, and Diekhoff, 2013).

Based on the reasons as mentioned earlier, the current study explores the experiences of working students, particularly those in higher education institutions, in dealing with the problems of working while studying. As a result, the goal of this study is to gain a better knowledge of working students enrolled at the University of Mindanao Tagum College, as well as to discover the reasons for part-time employment, as well as to explore difficulties and how students manage them. The study's suggestions and recommendations are expected to improve working students' experiences and help them succeed in employment and school (Ikhwan, 2018).

In Cambodia, the majority of college students work while attending classes. After finishing the foundation year, the majority of them tend to change shifts to evenings or weekends so that they can work. "Working in roles linked to my studies has given me great experience before I graduate," a Cambodian graduate said, "but I do not have time for my family because I have to spend the weekdays at work and weekends on my projects" (Work and Study, 2017). "My employment allows me to better understand how our society should work," one student among four interviewees said in another news piece in the Phnom Penh Post. The US Department of Education reported that, in 2017, 43 percent of all full-time undergraduate students and 81 percent of part-time students were employed while enrolled. The proportion of full-time students working for pay was higher in 2017 than in 2010, when 41 percent were used, but lower than in 2005 when 50 percent worked for pay while enrolled. Employment rates for part-time students follow a similar fluctuating pattern: 86 percent in 2005, 75 percent in 2010, and 81 percent in 2017. More than 11.4 million undergraduate students (58 percent) worked for pay while enrolled in 2017.

In the Philippines, according to the 2011 Survey of Children (SOC) cited in Medina, Race & Reyes (2020), 3.3 million Philippine children aged 5-17 years worked at least one hour a week. Almost 90% (2.97 million) of them are junior high-school-age children, and 2.1 million attend school. In recent years, many studies have indicated that an increasing number of high school students are working part-time. For example, Singh, Green & Jaquess cited in Medina, Race & Reyes (2020) observed that students toiling part-time is becoming more common. Curtis and Shani cited in Medina, Race & Reyes (2020), noted a similar trend in recent years; students combining work and study have increased rapidly during this time. Therefore, exploring the reasons behind this global phenomenon is worthwhile.

According to the Commission on Higher Education (CHED), over 216,000 students in the country are combining education and work, representing roughly 8% of all college students. Apart from their typical jobs as librarians and research assistants, working students nowadays are primarily involved in food service, entertainment, and sales. A financial crisis is one of the reasons why students want an extra income," says the officer-in-charge of CHED's executive director's office, Atty. Julito Vitriolo. He further stated that these students are obliged to work independently due to increased commodity costs and tuition bills. According to the CHED, only half of working students complete college since many are unable to adjust and concentrate on their academics. In contrast, others cannot continue due to financial difficulties. Working

students should have occupations that are not too demanding and more relevant to their degrees so they may work easily.

Ramento's research, cited by Abenoja (2019), states that the City of Davao's students have low educational attainment due to a low salary, which forces students to combine working and studying. As a result, students experiencing financial difficulties are devoting more time to their studies. They spent more time working than studying, resulting in poor grades and academic performance.

Many studies have explored and mentioned financial stability, social status, academic difficulties of working students in college universities, and how they manage and balance their time and tight schedule with their part-time or full-time employment. However, the researchers have not found any study that looked into the experiences of working students in the local setting. Thus, the researchers are highly interested in exploring the experiences of working students and how they cope with regular cycles. Its relevance is also a factor.

Research Problem

This present study explores working students' experiences, particularly those college students of UM Tagum College, in dealing with the problems of working while studying. Also, to determine what motivates the student to work while studying. Specifically, the study intends to answer the following questions:

1. What are the experiences of working students?
2. What are the challenges encountered by working students?
3. What are the coping mechanisms of the working student?

Theoretical Framework

This study was supported by the theory of Becker, the Human Capital Theory (1964), and the Theory of the Allocation of Time (1965).

According to Human Capital Theory (Becker, 1964), student employment can complement education because of the additional knowledge and skills gained while working. There are several reasons why student work can result in such an increase in human capital. First, employment allows students to learn new general and transferable abilities, including work ethics, communication skills, and time management (Buscha, Maurel, Page, & Speckesser, 2012). Second, combining study and job may allow students to practice what they've learned in school (Geel & Backes-Gellner, 2012). Third, employment may enhance students' future-orientedness, motivating them to work harder in school to pursue a particular future career (Oettinger, 1999).

According to the Theory of the Allocation of Time (Becker, 1965), the Zero-Sum Theory proposes that student work and education are counterparts(Becker, 1965). Student employment, it is said, tends to limit students' use of time: time spent working crowds out time spent on activities that improve academic success (e.g., studying, doing homework, and attending classes; Bozick, Kalenkoski & Pabilonia, as cited by Neyt, B., et., al. 2017). Student employment may cause problems in educational attainment because of the reduced time spent on the last activities (Arulampalam, Naylor, & Smith, 2012; Stinebrickner & Stinebrickner, as cited by Neyt, B., et., al. 2017). However, investing an hour in student work does not always imply spending an hour studying (Triventi, 2014). In other words, student workers may reduce their free time while maintaining their engagement in school-related activities (much). Indeed, Kalenkoski and Pabilonia (2012), Schoenhals, Tienda, and Schneider and Warren, as cited by

Neyt, et al. (2017), all found that in a one-to-one relationship, time spent working does not affect time spent on school-related activities. Working students also limit their time spent on non-academic activities (e.g., time spent with family or friends and watching television or in front of a computer).

METHODS

Research Design

A qualitative research design is used in this study. It is a subjective report which makes use of a phenomenological way to deal with accumulating important information. A phenomenological study explores the relevance of people's lived experiences in relation to a phenomenon and then provides a composite explanation (Creswell, 2007). This method focuses on understanding and interpreting the meaning that participants bring to their personal lives (De Vos, 1998).

Research Participants

The participants of this study consisted of eight (8) college students from UMTC who are currently working while studying from the age of eighteen (18) to twenty-five (25) years old, male or female, with a single civil status. The participants were bona fide college students of the University of Mindanao Tagum College with at least six (6) months and above work experience. The information provided by the participant is given with full disclosure, which entails sharing one's personal information or presented information.

The researchers used a purposive sampling technique in choosing the participants of this study. Purposive sampling is a widely used technique in identifying information for the most effective limited resources (Creswell & Poth, 2017). In addition, the selected participants joined voluntarily and shared their experiences as working students.

Materials

This study used researcher-made questions to explore the experiences of the working students at the University of Mindanao Tagum College. The questions will proceed with a validation process and were assessed. Interview guide questions and a voice recorder were employed in this qualitative phenomenological study for credibility purposes. The questions are written and asked in English, and participants can choose the language they are most comfortable with to express themselves without fear of being misunderstood.

Data Analysis

When the data is collected, the researcher evaluated and analyzed the data using the Thematic Analysis. Thematic analysis is a method for examining qualitative data. Data comprises scanning through a data collection to identify, assess, and report on recurring trends (Braun and Clarke 2006). It is a way of describing facts, but it also incorporates interpretation in picking codes and developing themes. Using thematic analysis in this study is extremely beneficial since it is a versatile and valuable research approach that may most likely provide a large, comprehensive, and thorough account of the data.

When the researchers collate the data, they immediately sort it for thematic analysis. First, the researchers transcribed and coded the data from *P1 to P8.* Coding of the data was immediately followed after transcription, resulting in codes being then reported accordingly.

Ethical Consideration

In ensuring ethical standards and credibility, a researcher should follow the following guidelines in ethical research: respect for person, beneficence, justice, consent, and confidentiality.

RESULTS AND DISCUSSION

What are the experiences of working students?

The first research problem tried to explore students' experiences working while studying.

Positive Experiences

Character Development. Throughout life, people experience different obstacles that will develop their character to become the best version of themselves. This character development is best seen and noticed in work since this is where people's skills and abilities are tested and challenged. Furthermore, being a student and a worker means having your competence improved and questioned simultaneously. The participants reported feeling more independent and responsible, supporting the study by Frigillano, Ciasico & Nulada (2015), which found that students feel independent and responsible while working and studying. In addition, the students reported that through working, they managed to improve and develop their communication skills and successfully interact with different kinds of people. This is supported by the study of Kwadzo (2014), wherein the researcher found that working while studying greatly improved the students' communication skills and interpersonal relationships.

Challenging. Working while studying is not an easy feat. To most working students, it is a chance to grow. However, it is easier said than done. But through constant perseverance and effort, this undertaking can be bested. The participants described feeling challenged by their endeavor. They could not focus and often found working while studying difficult. However, despite being challenged, they saw this experience as something positive because through this, they were able to learn. This is supported by Reyes (2020), who the researcher found that despite feeling challenged, the students were still able to perform well in their studies and work.

Motivated. Motivation to learn is a tendency within students which directs him or her to learn something new. Working students who study while working are expected to be able to carry out their obligations and responsibilities properly, beginning with time management between education and employment. The second rank theme states that among the responses of the eight participants, having a motivation at work is an advantage of being a working student. According to Liu, D., Mitchell, Lee, Thomas., Holtom, & Hinkin (2012), a pleasurable feeling towards your job is the reason why getting motivation by the sole satisfaction of the act influences a working student's job satisfaction.

Negative Experiences

Poor Time Management. Managing one's time is difficult, especially if you're juggling working and studying. The working students could not easily overcome this because work life and school life often overlap. The participants in this study stated that they often have difficulty managing their time. Some sacrifice their time from studying to work. Some students give up their time to work to study. The working students also reported that they often miss school activities and are sometimes absent due to conflicts in time management. This is connected to the study conducted by Reyes in 2020, which states that working students often struggle with

time management. Moreover, in Balderrama et al. (2021) study, the students stated that working while studying is difficult because they have limited time.

Psychological Well-Being. Hope and dreams keep people going. However, this does not mean that they are entirely invincible. With almost no time to rest and their time divided between working and learning, the working students find it challenging to keep their minds focused. The participants in this study described that they felt stressed since they could not focus their minds on only one task. According to Astudillo et al. (2019), students expressed that their thinking process could not function well since they have to think about both work and school activities simultaneously. In the study by Frigillano, Ciasico & Nulada (2015), the researchers found that the students expressed varied emotions due to stress, including irritability. Additionally, the participants in this study reported feeling tired and pressured. Reyes (2020) stated that the learners often feel tired due to working and studying simultaneously. In the study of Kwadzo (2014), the researcher indicated that the students experienced tiredness and frustration, a manifestation of emotional and physical stress.

What are the challenges encountered by working students?

The second research problem explored participants' challenges in work and school settings and how they managed them.

Mental Health Problems. The first rank themes, the statement gathered by the researchers, mostly lean toward poor mental health. Working while studying is challenging to the student and causes poor mental health. According to Tengiz Verulaza and Revaz Jorbenadze (2022), the majority of students picked simple part-time employment that was unrelated to their future careers. According to the students, the difficulty of balancing work and study was the source of their sleep disturbances, which had a detrimental impact on their physical and mental health, and hence on their academic performance (Verulava, T., & Jorbenadze, R., 2022).

Academic Performance. The second rank challenge indicates that working while studying mostly affects the academic performance among the eight participants. Studying and working simultaneously had a detrimental impact on students' academic achievement. Due to weariness, stress, absenteeism, and failure to fulfill the specified deadlines, students work and study simultaneously (Chinyakata, R., Raselekoane, N. R., & Mphahlele, R. R. C., 2019). Jobs would interrupt studying and be detrimental to a student's GPA if they spent their time and attention on them (BYU Employment Services, as cited by Chantrea, B., et al., 2018).

Time Management. The third rank challenge states that working students struggle to manage their time between work and studies. According to Astudillo, Martos, Reese, Umpad, and Dela Fuente (2019), students are thinking about job and school activities at the same time. This is especially because they lack review time and could not answer the questions posed by their professors. Connected to the study conducted by Reyes in 2020, which states that working students often struggle with time management.

Internet Connectivity Issues. The fourth rank challenge. Because of the pandemic, the school has started an online class platform. The most needed is the internet connection. Some working students indicate that most working students are struggling with the unstable internet and cause to affects their academic performance. An unstable internet connection is the biggest issue for instructors, students, and parents in distant learning (Madarang, 2021). During Covid-19, Educational institutions switched to virtual learning to keep students educated while preventing the virus from spreading. Around 1.5 billion pupils were affected by school closures at their height. However, at least two-thirds of students cannot access the internet at home, implying that not everyone has equal access to online lessons. It's also not just an issue of

whether students can access the internet. Even those who appear connected have had problems, highlighting the distinction between online and actual connectivity (Matsuda, 2021).

Work Performance. The last rank challenges the statements gathered by the researcher leaning on the work performance of the working student. Working students affect their academic performance but also their work performance in the workplace. Students experience mental and physical stress, which manifests in fatigue, lack of sleep, role conflict, homesickness, and irritation (Kwadzo, M., 2014). Employees who work long hours and cannot strike a balance between work (family) and family (work) duties are particularly emotionally fatigued. As a result, such personnel are less invested in their employment and perform poorly in the service delivery (Karatepe, 2013).

Table 2 shows the overall ranking of challenges for working students. Mental health, academic performance, time management, internet connectivity issues, and work performance have all been identified as challenges that working students face at the University of Mindanao Tagum College. Based on the responses of the eight participants, they appeared to acknowledge the challenges they faced in working while studying fully.

What are the coping mechanisms of the working student?

The final research problem is to learn about coping strategies of the working students on how they cope with their challenges in school and at work.

Self-efficacy. The first rank coping mechanism states working students have a strong self-efficacy that pursues working students to achieve personal goals. The findings show that effective time management and self-motivation are two successful mechanisms. According to Honicke and Broadbent, 2016; Ritchie, 2016; Zumbrunn, Broda, Varier, and Conklin, (2019), self-efficacy is a powerful and effective motivational, cognitive, and affective driver of student behavior.This can further influence their engagement, effort, persistence, self-regulation, and achievement (Honicke and Broadbent, 2016; Ritchie, 2016; Zumbrunn, S., Broda, M., Varier, S., and Conklin, S. 2019).

Religious Coping. The second rank coping mechanism indicates that among the eight participants, they rely on guidance and prayers to achieve their tasks both in school and at work. They believe that religious coping has commonly been linked to improved mental health results when dealing with stressful situations. According to Pargament, as cited by Gellman & Turner, (2013), religious coping refers to cognitive, emotional, and behavioral reactions to stress placed in a religious context. It can be used for various things, such as finding meaning in life, becoming closer to God, finding hope, finding serenity, connecting with people, self-development, and personal restraint.

Time Leisure. The third rank coping mechanism indicates that leisure time is essential to the participant's well-being. It is essential and significant how working students use their daily leisure time to preserve physical and mental well-being. As stated by Leung, Leung, & Lam, as cited by Das, Barman, Barman, (2019), recreational activities influence individual well-being. Leisure time benefits both physical and mental health. It helps to relieve stress and despair (Harvey, S B., Hotopf, M., Overland, S., & Mykletun, as cited by Das, S., Barman, P., Barman, P. (2019).

Social Support. The last rank coping mechanism states that effective social support has been found to be one of the most significant indicators of happiness, and it has long been thought to improve health and protect against stress. Based on the participants' responses, most

believe that the need for social support helps them to be stronger and motivated to finish their tasks. It is a way that they can feel better when they have people in their times of difficulty. Mortenson, as stated by Li, M.H., (2015) found that when college students confront academic challenges, they are more likely to seek social support to help them cope with stressful situations.

Summary

This study was conducted at the University of Mindanao – Tagum City. The findings of this study will be specific to the context of University of Mindanao Tagum College in Mabini Street, Tagum City, Davao del Norte. Consisted of eight (8) college students from UMTC who are currently working while studying from the age of eighteen (18) to twenty-five (25) years old, male or female. A qualitative research design is used in this study. It is a subjective report that uses a phenomenological way to deal with accumulating important information.

Using thematic analysis, this study's results have shown that key themes are present in each research problem, which was addressed from the first paragraph above, that reflects each of the participants' responses. In the first research problem, results show that character development, time management, and challenge are the key themes for the positive experiences that the researchers have analyzed from the participants' responses to each question. On the other hand, time management was also considered a part of negative experience from the participants' responses and their psychological well-being. In the second research problem, results show that mental health problems, academic performance, time management, internet connectivity issues, and work performance are the key themes identified as challenges that working students face at the University of Mindanao Tagum College. In the third research problem, results show that character development and being motivated are the key themes of the advantages of working while studying, while poor time management and poor mental health are the key themes identified by the researchers from the participants' responses as disadvantages of working while studying. Lastly, in the fourth research problem, self-efficacy, religious coping, time leisure, and social support are all identified by the researchers from the participants' responses as key themes that show the coping mechanisms of the working student.

Conclusion

Based on the findings and discussions of the study, it can be concluded that the students at the University of Mindanao Tagum College had worked while studying to continue their studies and achieve their dreams. The results of this study revealed some major factors of students choosing to work while studying. Mainly the students opt to work while studying due to major reasons such as financial support, character development, and real-world job experiences. The findings reveal that financial assistance is one of the driving factors of working while studying, with students wanting to support themselves financially and be independent. Character development is also a driving force. They want to learn new skills and gain experience that they can apply in the future and for work background purposes. The majority of students work for financial reasons. This serves as an internal motivation for students to work harder, even when studying, to earn money.

They seemed to fully understand the significance of working while studying and the outcomes. The findings also show that working while studying at university has positive and negative consequences. As a result, students who must work while studying should be committed, disciplined, responsible, and have good time management skills.

REFERENCES

Abenoja, R., Accion, N., Aguilar, J., Alcasid, M., Amoguis, M., Buraquit, D., Mama, A., Pacete, J. & Pame, J. (2019). The Experiences of Working While Studying: A Phenomenological Study of Senior High School Students. University of Immaculate Conception.

Arulampalam, W., Naylor, R. A., & Smith, J. (2012). Am I missing something? The effects of absence from class on student performance. Economics of Education Review, 31(4), 363–375. https://repec.iza.org/dp11023.pdf

Astudillo, M. L., Martos, R., Reese, T. M. ., Umpad, K. J., & Dela Fuente, A. . (2019). The Effects of Time Management among Working Students of Selected Grade 12 General Academic Strand of Senior High School in Bestlink College of the Philippines. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research*, *1*(1). Retrieved from https://ojs.aaresearchindex.com/index.php/aasgbcpjmra/article/view/1254

Balderrama, E. J. M., Dela Vega, S. K. P., Templado, S. M., Trinidad, A. O., & Francisco, C. D. (2021). Part-Time Job: Students' Difficulties In Studying And Working Amidst Of Covid-19 Pandemic. *International Journal of Academic Multidisciplinary Research (IJAMR)*, *5*(4), 224-228.

Bandura, A. (1997). Self-efficacy: The exercise of control. https://www.uky.edu/~eushe2/Bandura/Bandura1999HP.pdf

Becker, G. S. (1964). Human capital: A theoretical and empirical analysis, with special reference to education. New York: National Bureau of Economic Research https://repec.iza.org/dp11023.pdf

Becker, G. S. (1965). A theory of the allocation of time. Economic Journal, 75(299), 493–517 https://repec.iza.org/dp11023.pdf

Bennett, D., McCarty, C., Carter, S. (1 July 2015). The Impact of Financial Stress on Academic Performance in College Economics Courses https://www.semanticscholar.org/paper/The-Impact-of-Financial-Stress-on-Academic-in-Bennett McCarty/65b6bdc1aa5333d9f3c8a2aebb6388445f9d826f?sort=relevance&pdf=true

Bentley, P. & O'Neil, M. (1984). School participation and labour force participation of teenagers. In Kaspura, A. (Ed.) Labour Force Participation in Australia: The Proceedings of a Conference (pp135- 153) Bureau of Labour Market Research monograph series, No 1. Canberra: AGPS. https://uc.edu.kh/userfiles/image/2018/Working%20and%20Studying%20at%20the%20Same%20Time.pdf

Broton, K.M., Goldrick-Rab, S., Benson, J. (1 September 2016). Working for College: The Causal Impacts of Financial Grants on Undergraduate Employment https://journals.sagepub.com/doi/10.3102/0162373716638440

Buscha, F., Maurel, A., Page, L., & Speckesser, S. (2012). The effect of employment while in high school on educational attainment: A conditional difference- in- differences approach. Oxford Bulletin of Economics and Statistics, 74(3), 380–396 https://repec.iza.org/dp11023.pdf

BYU Employment Services. (2006), Effects of Employment on Student Academic Success. https://uc.edu.kh/userfiles/image/2018/Working%20and%20Studying%20at%20the%20Same%20Time.pdf

Carnevale, P.A., Smith, N., Melton, M. & Price, E.W., (2015). Learning While Earning, The New normal. Retrieved May 8, 2017 from: https://cew.georgetown.edu/cew-reports/workinglearners/

Chang, P., Wray, L., & Lin, Y. (2014). Social Relationships, Leisure Activity, and Health in Older Adults. *Health Psychology*, *33*(6), 516–523. https://mgesjournals.com/hssr/article/view/1881/1860

Chantrea, B., Chansophy, H., & Chantyta, H. (2018). Working and Studying at the Same Time https://uc.edu.kh/userfiles/image/2018/Working%20and%20Studying%20at%20the%20Same%20Time.pdf

Chinyakata, R., Raselekoane, N. R., & Mphahlele, R. R. C. (2019). *Factors contributing to postgraduate students working and studying simultaneously and its effects on their academic performance*. African Renaissance (1744-2532), 16(1).

Creed, P. A., French, J., & Hood, M. (2015). Working while studying at university: The relationship between work benefits and demands and engagement and well-being. Journal of Vocational Behavior, 86, 48-57 file:///C:/Users/Raymart%20Reyes/Downloads/ADIC2017_WorkingWhileStudying.pdf

Darolia, R. (2014). Working (and studying) day and night: Heterogeneous effects of working on the academic performance of full-time and part-time students. Economics of Education Review, 38, 38-50. http://rajeevdarolia.com/wp-content/uploads/2017/07/Darolia_EcEdR_2014_WorkingCollege.pdf

Das, S., Barman, P., Barman, P. (31 October 2019). Nature Of Spending Leisure Time Among College Students and Its Effects on Their Mental Health https://mgesjournals.com/hssr/article/view/1881/1860

Eurostudent (May 2019). Motives and Benefits of Working While Studying https://www.eurostudent.eu/download_files/documents/EUROSTUDENT_INTELLIGENCE_BRIEF_52019.pdf

Freire, C., Ferradás, M., Regueiro, B., Rodríguez S., Valle, A., & Núñez, J.C., (19 May 2020). Coping Strategies and Self-Efficacy in University Students: A Person-Centered Approach. https://www.frontiersin.org/articles/10.3389/fpsyg.2020.00841/full

Frigillano, S. D., Ciasico, E. S., & Nulada, L. M. (2015). Lived Experiences Of On-Campus Working Students. *Open Science Journal of Education*, *3*(6), 38-42.

Geel, R., & Backes- Gellner, U. (2012). Earning while learning: When and how student employment is beneficial. Labour, 26(3), 313–340. https://repec.iza.org/dp11023.pdf

Gladding, S. T. (2012). Group: A counseling specialty (6th ed.). Upper Saddle River, NJ: Merrill Prentice Hall. https://www.counseling.org/docs/default-source/vistas/influence-of-stress-social-support-seeking-and-trait-resilience-on-problem-solving-and-avoidance-a-cross-country-study.pdf?sfvrsn=1a417f2c_8

Hodges, J. (2021). *Working Students: Persistence Pays Off, Dropout Risk Is High*. Earnest. https://www.earnest.com/blog/working-students-dropout-risk-is-high/

Honicke, T., and Broadbent, J. (2016). The relation of academic self-efficacy to university student academic performance: a systematic review. *Educ. Res. Rev.* 17, 63–84. doi: 10.1016/j.edurev.2015.11.002

Hovdhaugen, E. (2015). Working while studying: The impact of term-time employment on dropout rates. Journal of Education and Work, 28(6), 631-651 https://www.tandfonline.com/doi/abs/10.1080/13639080.2013.869311

https://www.frontiersin.org/articles/10.3389/fpsyg.2020.00841/full

Ikhwan, A. (2018). Penerapan Manajemen Hubungan Sekolah dan Masyarakat dalam Perspektif Islam. Al-Hayat: Journal of Islamic Education, 2(1), 1–16. https://www.researchgate.net/publication/346616755_Working_Students_in_Higher_Education_Challenges_and_Solutions

Irfan, A. & Azmi, F.T. (2014), Work Life Balance among Students: An Empirical Study. International Journal of Advanced Information in Arts Sciences & Management, Vol.1, No.1 https://uc.edu.kh/userfiles/image/2018/Working%20and%20Studying%20at%20the%20Same%20Time.pdf

Jewell, S. (2014). The Impact of Working While Studying on Educational and Labour Market Outcomes. Retrieved May 5, 2017 from: https://www.omicsonline.com/open-access/business-and-economicsjournal-2151-6219.1000110.php?aid=31717

Kalenkoski, C. M., & Pabilonia, S. W. (2012). Time to work or time to play: the effect of student employment on homework, sleep, and screen time. Labour Economics, 19(2), 211–221. https://repec.iza.org/dp11023.pdf

Karatepe, O. M. (2013). The effects of work overload and work-family conflict on job embeddedness and job performance: The mediation of emotional exhaustion. *International Journal of contemporary Hospitality management*.

Kusuoku, Shigenori. (2005). Daigakusei no shinro sentaku ni okeru jiko koryoku no sogai yoin ni kansuru ichikosatsu [A Consideration of a prevention factor concerning the career decision-making self-efficacy of undergraduates: A focus on identity]. *The Ritsumeikan Business Review* 44, no. 2:106–23. https://www.jil.go.jp/english/JLR/documents/2012/JLR35_sekiguchi.pdf?fbclid=IwAR1ZQWPuPKhpwpUQgVNTIp-CisVQWLl5O0vAPMx6wfsrA57W85Ir0pp4YWI

Kwadzo, M. (2014). International students' experience of studying and working at a northeastern public university in the US. *Journal of International Students*, *4*(3), 279-291. doi:10.32674/jis.v4i3.467

Li, M.H., (2015). Influence of Stress, Social Support-Seeking, and Trait Resilience on Problem Solving and Avoidance: A Cross-Country Study Ming-hui Li https://www.counseling.org/docs/default-source/vistas/influence-of-stress-social-support-seeking-and-trait-resilience-on-problem-solving-and-avoidance-a-cross-country-study.pdf?sfvrsn=1a417f2c_8

Liu, D., Mitchell, T.R., Lee, Thomas., Holtom, B.C., & Hinkin T.R. (2012). When Employees are out of step with Coworkers: How Job Satisfaction Trajectory and Dispersion Influence Individual- and Unit-level Voluntary Turnover. Academy of Management Journal, 5, 1360-1380. https://www.diva-portal.org/smash/get/diva2:1115369/FULLTEXT01.pdf?fbclid=IwAR2W2Ph_ehOP_8ikiHD2HxCQ7uSxmqr1pd77b5yjNWgLh1dOfZVvqDrO3TQ

Madarang, C. S. (2021, June 03). New poll says unstable internet remains top challenge in distance learning. Retrieved May 15, 2022, from https://interaksyon.philstar.com/politics-issues/2021/06/03/193126/new-poll-says-unstable-internet-remain-top-challenge-in-distance-learning/

Martinez, E., Ordu, C., Sala, M. R. D, & McFarlance, A. (2013). Striving to Obtain a School-Work-Life Balance: The Full-time Doctoral Student. International Journal of Doctoral Studies. Vol.8

https://uc.edu.kh/userfiles/image/2018/Working%20and%20Studying%20at%20the%20Same%20Time.pdf

Matheuws, K. B. (2018). The working time-poor: Time poverty implications for working students' involvement. Doctoral Dissertation. USA: Ohio University. https://www.researchgate.net/publication/346616755_Working_Students_in_Higher_Education_Challenges_and_Solutions

Matsuda, A. (2021, August 18). Access to the internet, access to the world: Students' experiences of online learning in Bangladesh during covid-19. Retrieved May 6, 2022, from https://a4ai.org/access-to-the-internet-access-to-the-world-students-experiences-of-online-learning-in-bangladesh-during-covid-19/

Mounsey, R., Vandehey, M., Diekhoff, G.M. (June 2013). Working and Non-Working University Students: Anxiety, Depression, and Grade Point Average https://eric.ed.gov/?id=EJ1022291

Oettinger, G.S. (1999) Does high school employment affect high school academic performance? Industrial and Labor Relations Review 53(1): 136–151.

Perna, L. (2010). Understanding the Working College Student. *American Association of University Professors*.

Perna, L. W., & Odle, T. K. (2020). *Recognizing the Reality of Working College Students*. American Association of University Professors. https://www.aaup.org/article/recognizing-reality-working-college-students#.Ykb-ROhBzIU

Reyes, K. (2020). *Bata, Bata, Ano Ang Iyong Ginagawa?: Lived Experience Of Working Students*. https://www.iser.essex.ac.uk/research/publications/working-papers/iser/2014-42.pdf

Richardson, M., Evans, C., & Gbadamosi, G. (2014). The work–study nexus: The challenges of balancing full-time business degree study with a part-time job. Research in post-compulsory education, 19(3), 302-309. https://www.tandfonline.com/doi/abs/10.1080/13596748.2014.920582

Richardson, M., Evans, C., & Gbadamosi, G., n.d. Academic plate spinning: The difficulties of balancing full time degree study with a part-time job. https://uc.edu.kh/userfiles/image/2018/Working%20and%20Studying%20at%20the%20Same%20Time.pdf

Ritchie, L. (2016). Fostering self-Efficacy in Higher Education Students. London: Palgrave MacMillan https://books.google.com.ph/books?hl=en&lr=&id=19PMCgAAQBAJ&oi=fnd&pg=PP1&dq=Ritchie,+L.+(2016).+Fostering+self-Efficacy+in+Higher+Education+Students.+London:+Palgrave+MacMillan.&ots=k837bgVr1a&sig=WEvyixpDQB1defDMloTXZa0znDE&redir_esc=y#v=onepage&q&f=false

Sekiguchi, T. (2012). Part-Time Work Experience of University Students and Their Career Development. https://www.jil.go.jp/english/JLR/documents/2012/JLR35_sekiguchi.pdf?fbclid=IwAR1ZQWPuPKhpwpUQgVNTIp-CisVQWLl5O0vAPMx6wfsrA57W85Ir0pp4YWI

Sharafuddin, S. H. (2016). Manners of Prophets in Entertainment and Leisure Time. *Journal of Studies in Islam & Psychology*, 9(16), 27-54. https://mgesjournals.com/hssr/article/view/1881/1860

Triventi, M. (2014). Does working during higher education affect students' academic progression? Economics of Education Review, 41, 1–13. https://repec.iza.org/dp11023.pdf

Tumin, T., Faizuddin, A., Mansir, F., Purnomo, H., & Aisyah, N. (June 2020). Working Students in Higher Education: Challenges and Solutions. https://www.researchgate.net/publication/346616755_Working_Students_in_Higher_Education_Challenges_and_Solutions

Tuononen, T., Parpala, A., Mattsson, M., & Lindblom-Ylänne, S. (2015). Work experience in relation to study pace and thesis grade: Investigating the mediating role of student learning. Higher Education, 72(1), 41–58. https://uc.edu.kh/userfiles/image/2018/Working%20and%20Studying%20at%20the%20Same%20Time.pdf

Umemura, Yuko, and Atsuko Kanai. (2006). Shushoku katsudo ni okeru riso to genjitsu no togo katei ni kansuru tansakuteki kenkyu [The process of integration of the ideal-self and reality in career decision-making: From the viewpoint of the relationship among idealized self-concept, actual self-concept and social context] *Japanese Journal of Administrative Science* 19, no. 2:151–62. https://www.jil.go.jp/english/JLR/documents/2012/JLR35_sekiguchi.pdf?fbclid=IwAR1ZQWPuPKhpwpUQgVNTIp-CisVQWLl5O0vAPMx6wfsrA57W85Ir0pp4YWI

Verulava, T., & Jorbenadze, R. (2022). *The impact of part-time employment on students' health*. Retrieved May 5, 2022, from https://www.mmsjournals.org/index.php/mmj/article/view/413

Wood, R., & Bandura, A. (July 1989). Social Cognitive Theory of Organizational Management https://www.researchgate.net/publication/235360936_Social_Cognitive_Theory_of_Organizational_Management

Zumbrunn, S., Broda, M., Varier, S., and Conklin, S. (2019). Examining the multidimensional role of self-efficacy for writing on student writing self-regulation and grades in elementary and high school. *Br. J. Educ. Psychol.* doi: 10.1111/bjep.12315 [Epub ahead of print]. https://www.frontiersin.org/articles/10.3389/fpsyg.2020.00841/full

RAISE YOUR FLAGS: EXPLORING THE COMING OUT PROCESS OF IDENTIFIED LGBTQ IN DAVAO DEL NORTE, PHILIPPINES

Edlyn Joy P. Espiritu
ORC ID: *0000-0003-0602-249X*
Ezequiel P. Baay
Dophene Mae Arevalo
Chiqui C. Jimenez
Mary Joyce Capuno
Rainah Mariae Pusta
Department of Arts and Sciences Education
University of Mindanao Tagum College
Tagum City, Philippines

ABSTRACT

People ultimately embraced LGBTQ society, but the method of coming out was tough. Notwithstanding their prevalent recognition, LGBTQ people's lived experiences have been linked to criticisms. The researchers' goal in this study is first to explain LGBTQs' experiences; secondly, to learn about the critiques, problems, and defamations they faced; and third, to study their coping mechanisms in dealing with such challenges. This qualitative phenomenological research encompasses in-depth interviews with eight (8) Filipino identified LGBTQ individuals as participants. The interview questions were semi-structured to acquire knowledge about participants' experiences, criticisms, and coping mechanisms. The gathered data were collected, transcribed, and thematically analyzed. Results from the data revealed six essential themes: (1) Unfair Treatment, (2) Empathetic Relationships, (3) Discrimination, (4) Intersection of Religion and Sexuality, (5) Self Preservation, and (6) Socialization. Forbye, the researchers strongly suggest legal action against unfair treatment and bullying to provide consistent and unambiguous nondiscrimination protections for LGBTQ people in crucial sectors. Thus, circumstances like those encountered by the participants can be resolved as quickly as possible. Furthermore, the findings serve as a guide for all interested parties who wish to use or create effective initiatives and campaigns, an organization aiming to obtain full recognition of LGBTQ civil rights.

Keywords: *LGBTQ, Phenomenology, Lived Experiences, Criticisms, Self-Preservation*

INTRODUCTION

Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) individuals are not unfamiliar to anyone. This notion of uniqueness in sexual orientation is more widely recognized in contemporary society than in the past. In a global setting, lack of recognition, legal difficulties, refusal of medical care, and the stigma associated with LGBTQ individuals. Chan (2021) provided recommendations on making the community more LGBTQ-friendly and underlined the significance of social acceptance for this group of people. Nonetheless, several middle-aged conservatives are opposed to the LGBTQ movement, prompting these individuals to conceal their identities owing to a lack of legal protection and societal hostility.

As highlighted in Horn's (2013) study, political and cultural conflicts in the United States and worldwide have made sexual orientation a significant issue. Marriages between the sexes, adoptions between the sexes, and the presence of transgender adolescents have split the populace and communities. In the United States, persons with divergent societal standards and beliefs frequently fear that LGBTQ individuals would be rejected or persecuted. Moreover, while revealing their sexual orientation to family and friends, members of the LGBTQ community have struggled to establish their individuality and a sense of well-being and belonging (Subhraiit, 2014).

In the Philippines, Manalastas & Torre (2013) investigated how the Filipino LGBTQ movement advocated human rights to attain legal empowerment and equal rights, which might lead to social transformation and a decline in the likelihood of disparities. Concerns about Philippine legislation and regulations, such as freedom from discrimination, fair and equal treatment, and marital equality, account for most of these persons' anxieties. It is essential to have a greater understanding of the topic to reduce the problematic and escalating abuse of LGBTQ people. Despite these obstacles, some LGBTQ individuals continue to share their coming-out stories. This disclosure may indicate a desire for companionship, assistance, and compassion (Green, Bobrowicz, & Ang, 2015). The process they endured before being acknowledged as members of the LGBTQ community suggests that it was one of the most complex and significant events they have had (Charbonnier & Graziani, 2016).

Furthermore, growing up in a family rooted in tradition and culture has never made coming out simple. The study by Stahl, Love, and Terepka (2021) revealed that the familial context is the most challenging to navigate while revealing an LGBTQ identity but also the most crucial. This is because the parent-child relationship is essential for the health and well-being of children, and the quality of this interaction influences the creation of future healthy relationships. Parents' acceptance is necessary for a healthy sense of self, and respect teaches individuals to value themselves. All youth, and LGBTQ youth, in particular, benefit from familial ties and the presence of supportive peers. Consequently, Russel and Fish (2016) found that sexuality-related social support from parents, friends, and the community throughout adolescence uniquely contributed to better well-being in young adulthood, with the parental backing offering the most significant impact.

Prior to the 1980s, research revealed that LGBTQ individuals were less "mentally healthy" and more prone to depression, suicidal ideation, and self-harming behavior than heterosexual individuals. A recent study indicates that while LGBTQ individuals may experience more psychological stress than heterosexual individuals, environmental and cultural factors, such as family support, allow them to follow a healthy developmental path comparable to that of heterosexual individuals (Shepler & Perrone-McGovern, 2016). If there are no supportive social and environmental variables surrounding a person's sexual identity, stigmatization can internalize negative attitudes and beliefs (Dyar, Feinstein, Schick, & Davila, 2016). It is important to have a supportive environment when revealing your true gender identity. There is also evidence that the timing of coming out to family can affect the reaction

and relationship—delaying disclosure, for example, may exacerbate or generate an issue rather than solve it (Apperson et al., 2015). Coming out is difficult to fulfill, but LGBTQ+ individuals must integrate their identities, and their influence varies widely based on personal and cultural factors (Baiocco et al., 2020).

Despite umpteen challenges, the LGBT community has made exceptional contributions to society, and the community should be grateful for these accomplishments. Homosexuals have made significant contributions to the arts and sciences; The contributions of authors, painters, dancers, and musicians have enriched our culture. Scientists have made significant headway in the fight against HIV and AIDS, and Sally Ride, the first female astronaut, was a lesbian. The LGBT community has contributed significantly to advancing civil rights and equality for all through its involvement in civic life. New victories such as open military service are being welcomed by the LGBT community, which continues to push for employment and marriage equality. We should recognize the efforts of the LGBT community (Mustanski, 2012).

This qualitative study was done to assess the lived experiences of LGBTQ individuals during the process of coming out. The researchers are also interested in their issues and how they manage them while revealing themselves to their family, friends, peers, and community. Numerous worldwide and national studies have been done, however only a small number are presented locally. The purpose of this study is to remedy a localized deficiency. In addition, it seeks to differentiate not only the variables but also their actual experiences during the coming out process.

Research Problem

The main objective of this phenomenological qualitative study is to explore the lived experiences of LGBTQ individuals. Hereafter, the data will be gathered by answering the questions below:

1. What experiences do individuals who identify themselves as LGBTQ describe their coming out?
2. What are the criticisms, challenges, and defamatory they experienced in their coming out?
3. What are the coping mechanisms they do in handling criticisms, challenges, and defamatory they received after coming out as an individual identifying themselves as an LGBTQ?

Theoretical Framework

This qualitative phenomenological design study was anchored to Manen (1997) – the four lifeworld existentials. This theoretical framework was deliberately providing a vibrant understanding of the lived experiences of the LGBTQ individuals' process and aspects that influenced them coming out.

As described by Manen (1997), the four lifeworld existentials are lived space (spatiality), lived body (cooperativity), lived time (temporality), and lived human relationship (relationality). According to the four lifeworld existentials proposed by Manen (1997), lived space is the response of persons to their surroundings and places. The second is the lived body, which refers to the characteristics of the human body and our embodiment, in addition to the five sense experiences that occur during our lifetimes. The third lived existential is lived time, which refers to our own past, our chronological relationship with time, and the common ways we see it. Lastly, the lived human relation refers to the ties we have with others and the manner in which we maintain them (Seamon, 2012; Manen, 1997).

Mannen's four lifeworld existentials (1997) Enhanced this research by incorporating the tremendous complexity of the lifeworld, which comprises our lived experiences and the meaning structures by which they can be characterized and interpreted.

METHOD

Research Designs

This study employs qualitative research methodologies and a phenomenological approach. Since the study focused on examining the lived experiences of LGBTQ individuals, a qualitative research design is the most appropriate because it seeks to determine the whys and hows of the issue. According to Creswell (2013), the phenomenological method as a qualitative research strategy emphasizes the commonality of a group's lived experience. In addition, the aforementioned design demands an in-depth interview to collect data from the respondents.

Research Participants

The participants in this study were Eight (8) individuals who identified as lesbian, gay, bisexual, transgender, and queer (LGBTQ) and are willing to discuss their experiences during the coming out process. In addition, the researchers utilized a non-probability sampling technique, as not every member of the community had the opportunity to participate in this study (Learnbay Data Science, 2021). In addition, the researchers employed purposive sampling to pick the participants, as there is an inclusion criterion (such as selecting LGBTQ individuals) that must be met to obtain the exact data from the participants required for this study (Alchemer, 2021).

Material

The researchers performed in-depth interviews to collect information about the participants' experiences, feelings, and perspectives regarding coming out. In addition, during a systematic interview, researchers and respondents can delve deeply into a subject and refocus the process as necessary. Depending on the study's requirements, this independent research method permits the employment of a range of methodologies.

According to Economic Glossary by Gabler (2013), a comprehensive interview is a non-standardized or semi-structured oral survey with somewhat available interviewer content and design. Higher, more informed, and driven to improve the spontaneity of replies.

Data Analysis

The data were analyzed using thematic analysis, a systematic method for identifying and organizing important patterns across data (Braun and Clarke, 2012). In addition, Braun and Clarke (2012) asserted that thematic analysis is an acceptable and efficient method for interpreting a collection of experiences, thoughts, and behaviors across a data set. After interviewing all of the participants, the researchers read each transcript three times to immerse themselves in the entire interview before dividing it into sections (Creswell, 2012). After that, the researchers emphasized salient features, subjects of inquiry, and participant behavior perspectives in each transcript of the interview. The researchers then employed coding to explore the interview transcripts for emergent themes, such as those related to lived experiences of LGBTQ people and coming out. This hermeneutic phenomenologically focused methodology was designed to investigate and comprehend the lived experiences of LGBTQ individuals during the coming out process. Importantly, due to the phenomenological nature of

the research and the imperative to identify and articulate emerging themes, coding was dependent entirely on research questions.

Ethical Considerations

This qualitative research project is influenced by a multitude of distinctive ethical considerations and constraints. These issues and concerns may emanate mainly from the study's methodology. This research highlights the ethical issues surrounding the right to conduct the study, confidentiality, and anonymity. Participants are the primary focus of this research. Therefore, the researchers ensure their safety, identity, and privacy. Participants are also not obliged to answer questions in an interview for this research.. The study was conducted following the ethical norms established by Mack, Woodsoug, Macqueen, Guest, and Namey (2005).

RESULTS AND DISCUSSION

What experiences do individuals who identify themselves as LGBTQ describe their coming out?

Unfair Treatment. Individuals who identify as LGBTQ have suffered unequal treatment based on their behavior, appearance, and attire. The first table illustrates individuals' unjust treatment by their relatives, classmates, and community. LGBTQ individuals continue to confront discrimination, harassment, disadvantage, and injustice in education, health and care, services, victimization, and work, among other areas of their lives (Metcalf, 2016). Collins (2016) stated that due to the stigmatization of sexual orientation, the concept of coming out conjures up a wide variety of experiences and consequences, regardless of the individual; one of these consequences is the unfair treatment of LGBTQ individuals due to the incorrect perceptual context. Unfair treatment was one of the central themes in the events that elicited the greatest participant reactions, and it consisted of three subthemes: Social Exclusion, Exploitation, and Stigma.

Social Stigma. Five (5) replies from eight (8) participants indicate that they faced disapproval of discrimination from their relatives, friends, and community in relation to the subtheme of social stigma. It is an experience that they have been disapproved of or discriminated against, whether via vocal discrimination or communal norms. Stigma and prejudice lead to unfavorable health outcomes, such as major depressive disorder, binge drinking, drug abuse, and suicidality, among LGBT individuals. Bullying, familial rejection, and societal stigma have been associated with an increased risk of school dropout, suicide, and drug abuse among LGBT kids (Mallory, Brown, Russell, & Sears, 2017). Some reactions include parental rejection, which exacerbates stigma-related stress, leading to a rise in internal conflicts, relationship issues, and unfavorable attitudes.

Exploitation. Only two (2) of the eight (8) respondents indicated that they had been exploited or mistreated via physical or verbal abuse. It has been their experience to be physically or verbally assaulted by their classmates, relatives, and/or community. The following replies illustrate their physical and psychological experiences of family and community abuse. LGBT persons suffer unique and distinct health challenges. Physical trauma caused by torture and constant mental abuse leads in severe despair and anxiety, drug misuse problems, and physical and domestic violence (Martinez, 2013). In addition, these replies demonstrate that the parents are incapable of recognizing their children's identities and allowing them to express themselves as LGBTQ persons, which leads to physical and emotional abuse. According to Hernandez (2021), parents are usually not given the necessary skills and tools to handle and overcome the

problems of motherhood. In conjunction with unresolved generational trauma, inadequate support and resources may contribute to recurring cycles of abuse, such as exploitation.

Social Exclusion. Only two (2) of the eight (8) individuals reported having been socially ostracized by their family, friends, or classmates. It is an experience in which they dread society's rejection. Sexual and gender minorities may experience emotions of exclusion due to discrimination, prompting them to question who belongs in the community. Discrimination and isolation are particularly intimidating to the LGBTQ community (Parmenter, Galliher, & Maughan 2020). Brenner (2016) also found that 30 to 60 percent of lesbians, gay men, bisexuals, and transgender individuals experience anxiety and despair at some time in their life. The results indicate that respondents are hesitant to express themselves due to the negative comments they may face after coming out as LGBTQ.

Empathetic Relationships. Positive connections, acceptance, and reconciliation are experienced throughout the coming out process. It describes the strengthening of their relationships with family and friends. Also, it entails their acceptance by the community and the reconciliation between their families. According to Mora, Rodrguez, and Ramón (2022), empathy is the capacity to see and feel the emotions of others. It was revealed that empathy predicted openness to varied elements, such as sexual orientation, which promotes empathy and comprehension, suggesting a shift in attitude and heightened awareness toward them. The second topic, Empathic Relationships, was composed of participants' ten (10) answers and two (2) subthemes: Gender Identity Acceptance and Reconciliation.

Gender Identity Acceptance. It has also been shown that social acceptance and social support prevent individuals from unfavorable health effects (Baiocco, Fontanesi, Santamaria, Ioverno, Baumgartner, & Laghi 2016). Seven (7) out of eight (8) individuals reported being welcomed and acknowledged by their families, communities, and parents. After getting acceptance from their family, friends, and community, it is a moment in which they sense pleasure and liberation in their hearts. In addition, the process of creating one's sexual identity, including self-identification, self-acceptance, and coming out, might increase one's mental stress (Juster 2016). In addition, their responses revealed personal acceptance of LGBTQ adolescent identities, which demonstrated the strongest positive associations with concurrent support measures and support satisfaction changes, thereby mitigating the adverse effects of anti-LGBTQ abuse on their mental health.

Reconciliation. Recent research has focused on the family composition, examining how elements such as the number of siblings or parents in the home affect how the family responds to the coming out experience (Farr, Simon, & Bruun 2017). Only three (3) participants out of eight (8) stated that they have been reconciled and rejoined with family and friends. It is an experience that has improved the family's and friends' bonds and relationships. LGBTQ individuals who disclosed their homosexuality experienced more significant parental verbal abuse based on sexual orientation. Still, more current family support and less fear of future parental victimization, showing growing tolerance over time (Kaltz-Wise, Rosario, & Tsappis 2016). In addition, the stated statements indicated that their relationship with their family improved after coming out as LGBTQ individuals compared to when they were still in the closet.

What are the criticisms, challenges, and defamatory they experienced in their coming out?

Discrimination. The basic point of the response was that prejudice could take the shape of damaging words, such as curses, catcalls, prejudgment, or internet harassment. A sense of psychological community membership is necessary for the success and well-being of youth. LGBTQ and other sexuality and gender-nonconforming youth confront significant obstacles to community acceptance. LGBTQ individuals lose their sense of belonging and self-confidence due to social criticism, underestimation, and prejudice (Sheshadri and Math, 2013). Lesbian, gay, bisexual, transgender, and queer people had a lower level of well-being (i.e. social, community, economic, and physical well-being) than their straight counterparts, according to a study (Rao and Mason, 2018) on the well-being of American citizens.

Bullying. During the coming out process, eight (8) of the individuals in this study were bullied. Some of them had undergone verbal, emotional, and physical bullying. According to a study by Bartkiewicz (2012), LGBT youth are more likely to be bullied than other youth. This level of victimization may negatively affect their educational experiences and well-being. Moreover, according to Ybarra ML (2015), generalized bullying victimization among LGBTQ children is consistently connected with internalizing issues such as depressive symptoms, suicidal ideation, and suicide attempts. Due to its high relationship with essential health effects, bullying has gained considerable public health attention for adolescents and LGBTQ youth in particular (National Academies of Sciences, Engineering, and Medicine, 2016).

Prejudice. Five (5) out of the eight (8) individuals reported being subjected to other people's prejudices. Since then, the general public has believed that being LGBTQ is a negative trait. Chan (2021), presented ideas on how to make the community more welcoming to LGBTQ people and highlighted the significance of social acceptability to this group of people. However, several people in their 30s and 40s who hold conservative political views are opposed to the LGBTQ movement. As a result, some members of the LGBTQ community are forced to conceal their identities owing to a lack of legal protection and public hostility. The realities of everyday life for LGBTQ individuals are still shaped by discrimination, harassment, and prejudice (Casey,2017).

Intersection of Religion and Sexuality. The connection between religion and sexuality is another common theme that arose from the participants' replies. Three subthemes evolved from this topic: Faith-Based Attack, Identity Crisis, and the Struggle to Find a Romantic Partner. Members of the LQBTQ community have been the target of religiously motivated violence, have been confused about their own identity, and have had their religion questioned by the community and their families. Additionally, the transitions of LGBTQ individuals on spiritual and religious belief systems were explored. According to one research, individuals publicly announced their sexual orientation or gender identity also experienced a spiritual crisis. The same researchers identified three forms of occupational adaptation: decreased involvement and engagement with religious groups, a shift in the meaning of religious engagement, and a total transformation of beliefs. Beatrice and Hattie (2015). Identified LGBTQ folks suffer from inadequate genuine love connections. According to Fingerhut & Peplau (2013), same-sex and other-sex couples express similar sentiments of love, trust, attachment security, and contentment in their pair relationships. Better relationship satisfaction is associated with longer relationship longevity for all couple types. In addition, sexual minority and heterosexual individuals describe similar characteristics when imagining the "ideal" romantic partner (e.g., having similar values and interests, being dependable, affectionate, etc.). However, sexual minority individuals tend to emphasize parenting ability and religion less than heterosexual individuals.

Faith-based Attack. Analysis of the statements made by the participants revealed that three had personal experience with being harassed or threatened by members of a religious community due to their chosen identification. Because of this feature, they had a tough time resolving issues pertaining to their identities, such as coming out processes and identity conflicts, as well as the implications of spiritual or religious activities. Consequently, some participants continued to cling to the religious traditions of their childhood, while others accepted new religious traditions. As a result, many participants deepened their spirituality, while others gave up on it entirely. Those who gave up their religion typically lost their faith, rituals, communities, family connections, and particular religious vocations (Beagan & Hattie, 2015). However, Harris and Singletary (2014) pointed out in their research that although religion and gender identities can coexist, the locations where they meet can be fraught with anxiety and even risk. Making LGBTQ+ believers feel accepted in the church is the responsibility of the pastoral staff, the leaders of the church, and members of the religious community.

Identity Crisis. Identity crisis was a prevalent theme that emerged from the participants' responses. Three of the eight individuals have experienced identity doubt. According to Lefevor, Goldblum, Dowling, Goodman, Hoeflein, and Skidmore (2022), individuals with doubt or conflict regarding their sexual identity confront particular challenges and life circumstances that may prompt them to seek psychotherapy. There are, however, few precise recommendations for therapists who work with clients who experience sexual identity doubt or conflict. Identity development happens throughout the adolescent stage of Erikson's stages of psychological development. This idea explains the disorientation experienced by LGBTQ individuals during their coming-out process by illuminating the crises they faced. Moreover, Leung (2021) noted that identity formation is one of the essential developmental tasks for lesbian, gay, bisexual, transgender, and queer individuals and that their identities are valued in a heteronormative society. It revealed that they are at risk for various risk factors, including depression and suicidal ideas and attempts.

Romantic Relationship. As a member of the LGBTQ community, three out of eight respondents stated that it is difficult for them to maintain a romantic connection. Finding a spouse who is aware of and accepting of their sexual orientation of choice. According to Kansky's (2018) research, one of the most crucial parts of well-being is social relationships, which have strong ties to physical and mental health. Due to the intensified emotions and cognitions inside these close interactions, romantic partnerships may negatively impact well-being. In certain instances, though, LGBT individuals have faced physical violence and abuse from their partners. They have engaged in abusive relationships with members of the LGBTQ community (Reuter, Newcomb, Whitton, & Mustanski, 2017).

What are the coping mechanisms they do in handling criticisms, challenges, and defamatory they received after coming out as an individual and identifying themselves as an LGBTQ?

Self Preservation. Self-preservation entails maintaining a physical and/or mental distance from harmful influences. This includes both emotional and monetary well-being. Because humans are social creatures, they may use self-preservation to defend others. Individuals who identify with the LGBTQ community can conceal societal labels in numerous identity elements. Due to persecution, rejection, discrimination, internalized stigma in their families, schools, peers, social media, religion, racial and ethnic enclaves, the LGBTQ community, particularly young people, experience minority stress (Bouris, Goldbach, & Gibbs, 2017). The most significant number of participants responded to the self-preservation topic,

consisting of three (3) subthemes: Ignore Negatives, Personal Relationship with God, and Self-Reflection.

Ignore Negativities. Seven (7) of the eight (8) participants stated that they preferred disregarding the critiques and defamations to avoid stress and harm. It is a coping mechanism people use to avoid being impacted by undesirable actions and to restrict their emotions to regions from which they gain no advantage. This subtheme reveals that the majority of the participants, LGBTQ people, would rather ignore negatives for their emotional and psychological safety. According to Cisneros and Bracho (2020) and Parmenter et al. (2020), previous intersectional research has revealed that LGBTQ individuals face racialized discrimination and feelings of invisibility and exclusion within the LGBTQ community, which has resulted in misinformed perceptions regarding the group.

Personal Relationship to God. Five (5) of the eight (8) individuals stated that their relationship with God is their coping method for dealing with criticisms and defamations. Some LGBTQ people may have encountered stigma at the hands of religious organizations on a universal scale. Yet, many members of this community continue to become active members of the religious communities that accept them, as they believe it is their means of coping with and transforming their negative emotions into positive ones (Foster 2017). Moreover, the relationship between sexuality and a person's relationship with God is not easy. Religion plays an intriguing part in each individual's life; the extent to which it influences a person depends on a variety of contextual circumstances.

Self Reflection. Two (2) of the eight (8) respondents indicated that they frequently engage in self-reflection and self-evaluation to avoid being influenced by criticisms levied against them. Self-reflection is essential for self-awareness because it enables us to objectively assess our ideas, feelings, emotions, and behaviors. Self-disclosure has been demonstrated to increase self-acceptance and promote a positive LGBT identity. It has even been linked to higher self-esteem and lower levels of loneliness and guilt (Mason, 2016). Coming out has never been easy and detrimental to a person's mental health. As a result of their failure to manage their situations, the participants have experienced despair. Self-reflection is essential to overcoming criticisms and defamations. It can assist a person in achieving self-assurance and emotional control.

Socialization. LGBTQ individuals are known for their wit and humor. It is a means for them to communicate and engage with others. People that identify as LGBTQ are social beings. It is how people fit into a group and behave so that the group (or society) can relate to them. Socialization influences the behavior, beliefs, and behaviors of both adults and children. Accepting and communicating one's gender or sexual identity is challenging and stressful. They are motivated to accept and openly display their true colors by the acceptance of family, peers, and other persons. It is the primary factor that motivates them to maintain a positive view of their experiences. According to parents, accepting homosexuality gives their children the fortitude to struggle and cope with their sexuality (Ferrer, Maranan, Luntaga, Rosario, & Tus, 2021). Additionally, Coming out provides various benefits for individuals, such as enhancing their relationships with their peers, family, and friends and exhibiting how their self-esteem increases as a result of their coming out (Caraballo, 2018). Socialization is one of the primary topics of the third research question, and it consists of two subthemes: community involvement and friendships.

Community Involvement. Four (4) of the eight (8) respondents answered that they are actively involved in the community to cope with the criticisms and prove to the community

that they are not useless. LGBTQ teenagers and other sexuality and gender non-conforming youngsters face substantial challenges to acceptance in their communities. According to the National Office for Suicide Prevention (2020), the significance of social situations that foster empowerment has been acknowledged. Alternatively, Formby (2017) believes that while not everyone who identifies as LGBT has a social connection to a single 'LGBTQ community,' referring to 'LGBTQ communities' may be a more appropriate use, stressing the heterogeneity among and between people who identify as LGBTQ.

Friendships. Because recognizing and communicating your gender or sexual identity is a tough and stressful process, four (4) of the eight (8) participants indicated a preference for socializing with their friends with whom they may openly express their true gender identity. LGBTQ individuals seek a connection and affection that will make them happy. Perch (2017) states that LGBTQ individuals who are out and welcomed are more likely to have improved mental health, resulting in reduced stress levels and fewer signs of anxiety and despair. Russell and Fish (2016) reveal that during adolescence, sexuality-related social support from parents, friends, and the community all contributed differentially to early adult well-being, with parental support having the greatest influence.

Summary

This research paper has been conducted to explore the lived experiences of lesbian, gay, bisexual, and queer individuals in their coming out process. LGBTQ individuals experienced a variety of experiences during their coming out process, including unfair treatment in the form of social stigma, exploitation, and social exclusion. Coming out was never easy for them because they had received unequal treatment based on their behavior, appearance, and attire. They had also faced discrimination and disapproval from their classmates, relatives, and community, as well as being socially rejected and physically or verbally assaulted. Nonetheless, empathetic relationships had developed despite their distressing situations where they had developed positive connections, acceptance, and reconciliation throughout their coming out process.

As they came out as members of the LGBTQ community, they were subjected to criticism, challenges, and defamatory remarks, most notably in the form of discrimination. People who identified themselves as part of the LGBTQ community had been subjected to prejudices that took the form of hurtful comments, such as curses, catcalls, prejudgment, or harassment over the internet. These are connected to bullying in all states; verbal, emotional, and physical. In addition, the researchers have taken note of the link between religion and sexuality, which has led them to conclude that the subjects face difficulties such as faith-based attacks, identity crises, and a lack of opportunities to engage in romantic relationships.

Individuals who were identified as LGBTQ utilized various coping techniques; the most common modifications include self-presentation and socialization. Some of them had made it a habit to ignore criticisms to protect themselves from stress and potential harm. Perhaps, they spent their time in assessing themselves while others were devoted to serving the Lord. In addition, the researchers concluded that the vast majority of LGBTQ people are now socially engaged, as seen by their participation in the communities in which they live and the friendships they have developed with people from various groups.

A significant number of research has been conducted on a global and national scale; however, only a limited number of these studies are presented at the local level. The primary goal of this research is to address this gap that has been identified in a certain area. In addition, the researchers wanted to separate and comprehend the variables involved in the coming out process and the actual experiences that the participants had during this process.

Implications

The study's conclusion determined that LGBTQ respondents had encountered adverse effects during their coming out processes, such as being bullied for the way they look by peers, family/relatives, or the community. After coming out of the closet, individuals may be socially shunned by organizations and exploited by their culture through verbal and physical attacks. Moreover, faith-based attacks in which they received some accusations about being LGBTQ are not found in the Bible, and those who perpetrated them are sinners. Most of their reactions featured adverse effects that led to melancholy, excessive thought, and physical and mental abuse.

Nonetheless, some individuals have trouble recognizing themselves as LGBTQ and wonder if being LGBTQ is a passing phase. Due to the impediment to their identity, some respondents also reported having difficulty forming relationships that would last a lifetime. In addition, some LGBTQ individuals have trouble transitioning to the environment in which they have lived due to the expectations they place on themselves regarding how they should behave.

On the other hand, it demonstrated their positive relationships with their friends, families, and community members who chose to accept them. This resulted in stronger familial bonds and reconciliation, allowing them to gain confidence and independence after being accepted as fully acknowledged LGBTQ individuals. Although they were subject to discrimination, they chose to ignore it and concentrate on themselves and their relationship with God.

References

Abrams, M. (2022). 47 Terms That Describe Sexual Attraction, Behavior, and Orientation. Retrieved from: https://www.healthline.com/health/different-types-of-sexuality

Alchemer (2021, May 20) *Purposive Sampling 101.* Retrieved from: https://www.alchemer.com/resources/blog/purposive-sampling-101/#:~:text=Purposive%20sampling%2C%20also%20known%20as,to%20participate%20in%20their%20surveys.

Apperson, J. M., Blincoe, S., & Sudlow, J. L. (2015). An exploratory study of young adults' attitudes toward parental disclosure of LGBT identity. *Psychology of Sexual Orientation and Gender Diversity, 2*(4), 492-496. doi:10.1037/sgd0000111

Baiocco, R., Fontanesi, L., Santamaria, F., Ioverno, S., Baumgartner, E., & Laghi, F. (2016, July 15). *Coming out during adolescence: Perceived parents' reactions and internalized sexual stigma.* Retrieved May 06, 2022, from ResearchGate: https://www.researchgate.net/profile/Roberto-Baiocco/publication/270054855_Coming_out_during_adolescence_Perceived_parents%27_reactions_and_internalized_sexual_stigma/links/5a61ad22a6fdccb61c503611/Coming-out-during-adolescence-Perceived-parents-reactions-and-internalized-sexual-stigma.pdf

Bartkiewicz, M.J., Greytak, E.A., & Kosciw, J.G. (2012). Strategies to Prevent Bullying of LGBT Youth in The Prevention Researcher. GLSEN. Retrieved from: https://www.glsen.org/research/strategies-prevent-bullying-lgbt-youth

Boso, L. A. (2016). Acting gay, acting straight: Sexual orientation stereotyping. Tennessee Law Review, 83, 575–643. Retrieved from https://tennesseelawreview.org/volume-archives/volume-83/winter-2016/acting-gay-acting-straight-sexualorientation-stereotyping

Boppana, Shilpa. and Alan M. Gross. 2019. "The impact of religiosity on the psychological well-being of LGBT Christians." Journal of Gay & Lesbian Mental Health23(4):412-426.

Braun, V., and Clarke, V. (2012). "Thematic analysis," in APA handbooks in psychology. APA Handbook of research methods in psychology, Vol. 2. Research designs: Quantitative, qualitative, neuropsychological, and biological, eds H. Cooper, P. M. Camic, D. L. Long, A. T. Panter, D. Rindskopf, and K. J. Sher (Worcester, MA: American Psychological Association), 57–71. doi: 10.1037/ 13620-004

Brenner, B. (2016, May 18) *Understanding Anxiety and Depression for LGBTQ People.* Retrieved May 06, 2022, from Anxiety & Depression Association of America: https://adaa.org/learn-from-us/from-the-experts/blog-posts/consumer/understanding-anxiety-and-depression-lgbtq

Burton, S. (2020, May 11). The Lived Experience of Gay Male College Students After Coming Out to a Heterosexual Roommate in a Residence Hall: A Phenomenological Investigation. Retrieved April02,2022 from: https://etd.ohiolink.edu/apexprod/rws_etd/send_file/send?accession=kent1586258279094467&disposition=inline

Caraballo, J. (2018, October 11). *Do Things Truly Get Better When You Come Out as Q?* Retrieved March 31, 2022, from: https://www.talkspace.com/blog/coming-out-as-lgbtq-benefits-challenges/

Casey, L. (2017). "LGBTQ people's day-to-day experiences are still structured by discrimination, harassment and prejudice." NBC news. Retrieved from: https://www.nbcnews.com/feature/nbc-out/most-lgbtq-americans-experience-harassment-discrimination-harvard-study-finds-n823876

Castañeda, J. (2017, February 22). Bata at Bahaghari: Experiences of LGBT children in the Philippines. Retrieved April 02, 2022 from ASEAN SOGIE Caucus: https://resourcecentre.savethechildren.net/document/bata-bahaghari-experiences-lgbt-children-philippines/

Cameron, J., Finnegan, H., & Morry, M. (2012). Orthogonal dreams in an oblique world: A meta-analysis of the association between attachment anxiety and avoidance. Journal of Research in Personality, 46(5), 472–476. https://doi.org/10.1016/j.jrp.2012.05.001

Chan, A. S. W. (2021). Advocating Worldwide Social Inclusion and Anti-discrimination among LGBT Community. Journal of homosexuality, 1-3.

Cisneros, J., and Bracho, C. (2020). Undocuqueer stress: How safe are "safe" spaces, and for whom? J. Homosex. 67, 1491–1511. doi: 10.1080/00918369.2019. 1607684

Collins, J. C. (2016). Retaliatory strike or fired with cause: A case study of gay identity disclosure and law enforcement. New Horizons in Adult Education and Human Resource Development, 28(1), 23–45. doi:10.1002/nha3.20129

Creswell, J. W. (2012). Qualitative inquiry and research design: Choosing among five approaches (3 rd ed.). Los Angeles, CA: SAGE Publications, Inc.

Donahue, R. (2019, August 05). *The Complicated Benefits of Coming Out*. Retrieved April 01, 2022, from allure.com: https://www.allure.com/story/coming-out- process-physical-mental-pain-relief

Dicicco-Bloom, B. and Crabtree, B.F. (2006) The Qualitative Research Interview. Medical Education, 40, 314-321.Retrieve from http://dx.doi.org/10.1111/j.1365-2929.2006.02418.x

Drake, B. (2013, June 25). How LGBT adults see society and how the public sees them. Retrieved April 01, 2022 from Pew Research Center: https://www.pewresearch.org/fact-tank/2013/06/25/how-lgbt-adults-see-society-and-how-the-public-sees-them/

Dyar, C., Feinstein, B. A., Schick, V., Davila, J. (2016). Minority stress, sexual identity uncertainty, and partner gender decision making among nonmonosexual individuals. *Psychology of Sexual Orientation and Gender Diversity*, *4*(1), 87-104 doi: 10.1037/sgd0000213

Farr, R., Simon, K., Bruun, S. (2017, February 15). *LGBTQ Relationships: Families of Origin, Same-Sex Couples, and Parenting.* Retrieved May 06, 2022, from IGI Global:Family Dynamics and Romantic Relationships in a Changing Society

Ferrer, A., Maranan, L., Luntaga, J., Rosario, A., & Tus, J. (2021, February 06). The Exploration on the Lived Experiences and Challenges Faced of the Gay College Students Amidst COVID 19. Retrieved April 01, 2022 from ResearchGate: https://www.researchgate.net/publication/349064344_The_Exploration_on_the_Lived_Experiences_and_Challenges_Faced_of_the_Gay_College_Students_Amidst_COVID_19

Formby, E. Exploring LGBT Spaces and Communities: Contrasting Identities, Belongings and Well-being; Routledge: London, UK, 2017

Frost, D. M., Hammack, P. H., Wilson, B. D. M., Russell, S., Lightfoot, M., & Meyer, I. H. (2019, April 25) *The Qualitative Interview in Psychology and the Study of Social Change: Sexual Identity Development, Minority Stress, and Health in the Generations Study.* Retrieved May 06, 2022,from:https://discovery.ucl.ac.uk/id/eprint/10072467/3/Frost%20Frost%20et%20al.%20%28in%20press%29%20-%20Generations%20Qualitative%20Methods.pdf

Gates (2014). The prevalence of mental disorders among lesbian, gay, bisexual and transgender in Baghdad. American Journal of BioMedicine, 2(12), 1219-1228. Retrieved from https://ajbm.net/wpcontent/uploads/2014/12/The-prevalence-

of-mental-disorders-among-lesbiangay-bisexual-and-transgender-LGBT-in-Baghdad.pdf

Goldbach JT, & Gibbs JJ (2017). A developmentally informed adaptation of minority stress for sexual minority adolescents. Journal of Adolescence, 55, 36–50. 10.1016/j.adolescence.2016.12.007 [PubMed: 28033502]

Green, M., Bobrowicz, A., & Ang, C. S. (2015). The lesbian, gay, bisexual and transgender community online: discussions of bullying and self-disclosure in YouTube videos. Behaviour & Information Technology, 34(7), 704-712

Guittar, N. A., & Rayburn, R. L. (2016). Coming out: The career management of one's sexuality. Sexuality & Culture, 20, 336–357. doi:10.1007/s12119-015-9325-y

Hernandez, R. (2021, July 27) *The Commercial Sexual Exploitation ofBoys & LGBTQ+ Youth: A Systematic Literature Review.* Retrieved May 06, 2022, from California State University San Marcos: The Commercial Sexual Exploitation of Boys & LGBTQ+ Youth: A Systematic Literature Review

Horn, S. S. (2013). Attitudes about sexual orientation. Handbook of psychology and sexual orientation, 239-251.

Hudson-Sharp, N., & Metcalf, H. (2016, July 21) *Inequality among lesbian, gay bisexual and transgender groups in the UK: a review of evidence.* Retrieved May 04, 2022, from National Institute of Economic and Social Research: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/539682/160719_REPORT_LGBT_evidence_review_NIESR_FINALPDF.pdf

Juster, R., Ouellet, E., Lefebvre-Louis, J., Sindi, S., Johnson, P. J., Smith, N. G., & Lupien, S. (2015, February 12). *Retrospective coping strategies during sexual identity formation and current biopsychosocial stress.* Retrieved May 06, 2022, fromResearchGate:https://www.researchgate.net/publication/271140099_Retrospective_coping_strategies_during_sexual_identity_formation_and_current_biopsychosocial_stress

Kaltz-Wise, S., Rosario, M., & Tsappis, M. (2017, December 01). *LGBT Youth and Family Acceptance.* Retrieved May 06, 2022, from HHS Public Access: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5127283/#:

Katz-Wise, S., Rosario, M., & Tsappis, M. (2016, November 16). Lesbian, Gay, Bisexual, and Transgender Youth and Family Acceptance. Retrieved April 02, 2022 from Pediatric Clinics of North America: https://www.sciencedirect.com/science/article/abs/pii/S0031395516410576?via%3Dihub

Kosciw, J. G., Greytak, E. A., Zongrone, A. D., Clark, C. M., and Truong, N. L. (2018). The 2017 National School Climate Survey: The experiences of lesbian, gay, bisexual, transgender, and queer youth in our nation's schools. New York,NY: GLSEN

Learnbay Data Science (2021, August 23) *Non-Probability Sampling*. Retrived from: https://issuu.com/datascience.learnbay/docs/non-probability_sampling

Mack, N., Woodsong, C., MacQueen, K., Guest, G. and Namey, E. (2005) Qualitative Research Methods: A Data Collector's Field Guide. Family Health International (FHI), USA. Retrieved from https://www.scirp.org/(S(351jmbntvnsjt1aadkposzje))/reference/ReferencesPapers.as px?ReferenceID=180154

Mallory, C., Brown, T., Russell, S., & Sears, B. (2017, April 27) *The Impact of Stigma and Discrimination Against LGBTQ People in Texas.* Retrieved May 06, 2022, from The Williams Institute UCLA School of Law: https://williamsinstitute.law.ucla.edu/wp-content/uploads/Impact-LGBT-Discrimination-TX-Apr-2017.pdf

Manalastas, E. J. D., & Torre, B. A. (2013). Social Psychological Aspects of LGBT Human Rights in the Philippines. Gender and Justice Action Advocating Research Program, Institute of Human Rights, University of the Philippines Law Center.

Maree, K. and Pieterson, V.L. (2007) First Steps in Research. In: Creswell, J.W., Ebersohn, L., Eloff, I., Ferreira, R., Ivankova, N.V., Jansen, J.D., Nieuwenhuis, J., Pieterson, V.L., Plano Clark, V.L. and van der Westhuizen, C., Eds., First Steps in Research Sampling, Van Schuik Publishers, Pretoria, 214-223. Retrieved from https://www.scirp.org/(S(vtj3fa45qm1ean45vvffcz55))/reference/ReferencesPapers.aspx?ReferenceID=2137157

Martinez, O., & Kelle, G. (2014, October 21) *Sex Trafficking of LGBT Individuals*. Retrieved May 06, 2022, from International Law News: Sex Trafficking of LGBT Individuals - PMC

Mason, G. (2016, December 06). *'Coming Out' Stories: A narrative study into 'coming out' as lesbian and gay to the family*. Retrieved April 01, 2022 from: https://www.research.manchester.ac.uk/portal/files/57430848/FULL_TEXT.PDF

Mora, J. E., Rodríguez, F. M. M., & Ramón, J. P. M. (2022, March 24) *Attitudes toward Transsexuality, Empathy, and Bullying in Young Population.* Retrieved May 04, 2022, from International Journal of Environmental Research and Public Health: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8997397/

Mustanski B. (2012). My Last Two Reasons to Have Gay Pride: Creativity and Civic Engagement. Retrieved from: https://www.psychologytoday.com/us/blog/the-sexual-continuum/201207/my-last-two-reasons-have-gay-pride-creativity-and-civic-engagement

Nadal, K., & Corpus, M. (2013, September). "Tomboys" and "baklas": Experiences of lesbian and gay Filipino Americans. Retrieved April 02, 2022 from APA PsycNet: https://psycnet.apa.org/doiLanding?doi=10.1037%2Fa0030168

National Office for Suicide Prevention. Connecting for Life: Ireland's National Strategy to Reduce Suicide 2015–2020; Health Services Executive: Dublin, Ireland, 2014; pp. 931–3250.

National University of Ireland, Galway (2022). Coming Out. Retrieved from https://www.nuigalway.ie/counsellors/self-help/coming-out/

Newcomb, M., LaSala, M., Bouris, A., Mustanski, B., Prado, G., Schrager, S., & Huebner, D. (2019, May 29). The Influence of Families on LGBTQ Youth Health: A Call to Action for Innovation in Research and Intervention Development. Retrieved April 01, 2022 from: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6551980/pdf/lgbt.2018.0157.pdf

Parmenter, J., Galliher, R., & Maughan, A. (2020, February 21) *LGBTQ+ Emerging Adults Perceptions of Discrimination and Exclusion within the LGBTQ+ Community.* Retrieved May 06, 2022, from Psychology & Sexuality: https://digitalcommons.usu.edu/cgi/viewcontent.cgi?article=2819&context=psych_facpub

Perch, J. (2017, June 20). *How 'Coming Out' Improved My Health and Happiness*. Retrieved April 01, 2022, from Shape.com: https://www.shape.com/lifestyle/sex-and-love/how-coming-out-improved-my-health-and-happiness

Pew Research Center (2013, June 13). The Coming Out Experience. Retrieved April 1, 2022 from: https://www.pewresearch.org/social-trends/2013/06/13/chapter-3-the-coming-out-experience/

Rao, S., & Mason, C. (2018, May 21). Minority Stress and Well-Being Under AntiSodomy Legislation in India. Psychology of Sexual Orientation and Gender Diversity. doi:10.1037/sgd0000291. http://mzuir.inflibnet.ac.in/bitstream/123456789/957/1/Pranaya%20Rai,%20PSY.pdf

Ream, G. L. (2018). What's unique about lesbian, gay, bisexual, and transgender (LGBT) youth and young adult suicides? Findings from the national violent death reporting system. J. Adoles. Health 64, 602–607. doi: 10.1016/j.jadohealth. 2018.10.303

Roberts, N. (2016). Embodying self: A dance/movement therapy approach to working with concealable stigmas. American Journal of Dance Therapy, 38(1), 63. doi:10.1007/s10465-016-9212-6. https://digitalcommons.lesley.edu/cgi/viewcontent.cgi?article=1100&context=expressive_theses

Rosati, F., Pistella, J., Nappa, M. R., & Baiocco, D. (2020) *The Coming-Out Process in Family, Social, and Religious Contexts Among Young Middle and Older Italian LGBQ+ Adults*. Front. Psychol. 11:617217. doi: 10.3389/fpsyg.2020.617217

Russell, S. & Fish, J. (2016, March 28). *Mental Health in Lesbian, Gay, Bisexual, and Transgender (LGBT) Youth.* Retrieved March 31, 2022 from PubMed Central: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4887282/

Shepler, D., & Perrone-McGovern, K. (2016). *Differences in psychological psychological distress and esteem based sexual identity development. College Student Journal*, *50*(4), 579-589. Retrieved from: https://eric.ed.gov/?id=EJ1121562

Sheshadri & Math (2017). The interplay of sexual orientation, social discrimination, and legislation: A consensus yet awaited! Indian journal of Social Psychology, 34(2), 95-98. doi:10.4103/ijsp.ijsp_47_18. http://mzuir.inflibnet.ac.in/bitstream/123456789/957/1/Pranaya%20Rai,%20PSY.pdf

Stahl, T., Love, H., & Terepka, A. (2021, September 28). *Coming out? Out of Where? What it means and the crucial role of families.* Retrieved April 01, 2022 from Columbia University Department of Psychiatry: https://childadolescentpsych.cumc.columbia.edu/articles/coming-out-out-where-what-it-means-and-crucial-role-families

Tracy, N. (2013, April 12). Possible Consequences and Reactions to Coming Out, *HealthyPlace*. Retrieved on 2022, April 1 from: https://www.healthyplace.com/gender/coming-out/possible-consequences-and-reactions-to-coming-out

Villines, R. (2021). LGBTQ Youth and Mental Health.https://www.medicalnewstoday.com/articles/lgbt-youth-and-mental-health

A QUALITATIVE INQUIRY ON THE TEACHERS USING YOUTUBE VIDEOS IN AN ONLINE CLASS

EARL JONES G. MUICO

UM TAGUM COLLEGE

– 0000-0001-8524-5434

ABSTRACT

This qualitative study explored the views and insights of Teachers who use Youtube videos in their class. The researcher formulated questions to collect data which was followed by the analysis of results. This research can be an avenue to discover the emerging revelations of teachers in their use of Youtube videos. The study employed the qualitative analysis using the multiple case study method. The participats were identified through purposive sampling. There were 3 participants which served as the primary source of data. The researcher interviewed the participants and the data gathered was generated through a semi-structured interview using validated interview questions as instruments. Transcripts of interviews were analyzed through thematic analysis. The result revealed that participants embraced the differences of their perspective to cope with their experiences. The themes that were generated are the following themes: Improvement, Easy access, Abundance of resource, Supplement, Appropriate, Interest, Time Frame and Familiarity, Motivation and Active learning.

Keywords : Youtube videos, Online class, supplemental material

STRATEGY FOR DETERMINING THE QUALITY OF PRIVATE HIGHER EDUCATION IN INDONESIA

Irawati SABBAN [1], Dwi SULISWORO [2]

[1] Pasifik Morotai University, 0000-0003-4601-4195

[2] Universitas Ahmad Dahlan, 0000-0002-7625-8505

ABSTRACT

The determination of the higher education quality plan requires a strategy for implementing higher education. Higher education must exceed the national higher education standards set by Law number 12 of 2012 concerning higher education administration. What happens is that higher education has not been able to achieve higher quality standards due to the establishment of a strategy for determining the quality of higher education, especially in the North Maluku Islands. This research is a follow-up study to assist higher education in the archipelagic region in North Maluku in formulating a strategy for determining the quality of higher education. The research design used is qualitative research to obtain comprehensive data. The study results show that each standard does not involve stakeholders in each strategy set, so the graduates produced do not meet the standards desired by graduate users. The systematic impact is also seen in the competence of higher education graduates in the archipelago, which has a large number of unemployed, and this has implications for the number of applicants who decline every year.

Keywords: university, higher education, quality determination, strategic management, stakeholders.

1. INTRODUCTION

The quality improvement strategy formulated by universities in the North Maluku islands did not go as planned. Universities did not meet the expectations of stakeholders. Another impact is the decreasing interest of the community in continuing their studies at the university. The three criteria for evaluating strategic options are suitability, acceptability, and feasibility [1]. Ref [2] states that strategy shows a tight fit with external and internal aspects of the overall situation of the organization. Does the strategy result in good organizational performance? Strategic and long-term planning are considered synonyms that balance analytical and intuitive thinking [3]. Strategic planning is one of the primary activities that must be considered by the managerial part of a higher education institution [4].

Education as an investment in human resource development is an effort made in an organizational context [5]. In support of continuous quality improvement, universities in the North Maluku islands have formulated a quality improvement strategy plan involving the academic community, professional organizations, alumni, the business world, and the government in setting university standards. This strategy has not run optimally due to the lack of involvement of all civitas, professional organizations, alumni, and other stakeholders. Ref [6] and [7] state that any organization requires the active involvement of all its critical decision-makers to be successful. This activity is also evidenced by the number of distributions of private universities in North Maluku Province from an archipelagic point of view that is quite fulfilled. However, most of them do not have outstanding recognition from the National Accreditation Board or National Accreditation Agency.

Data from the Central Statistics Agency for 2021 shows that 17 private universities in North Maluku Province consist of universities and colleges. The Head of Region XII of Higher Education Service Institution stated that the issue of accreditation in North Maluku has not yet been resolved, with a total of 17 higher education institutions not yet accredited. The question is, how do universities plan strategic planning? Researchers assume that if strategic planning is well designed and based on stakeholder needs, it will improve higher education quality. Ref [8] states that quality is right with assessing how a product meets specific criteria, standards or references. To increase graduate satisfaction and remain competitive, universities must manage providing higher education using one strategy that needs to be considered focusing on service quality [9,10].

Referring to BAN-PT Regulation Number 4 of 2017 concerning Policy for Preparation of Accreditation Instruments, the implementation of quality higher education emphasizes the quality dimension starting from the input, process, output, outcome, and performance stages of governance and leadership. This instrument means that in improving the quality of higher education. It is centred not only on one dimension, namely the dimension of implementing higher education or the tri dharma of higher education but the quality dimension is assessed from the beginning of entering college to the overall dimensions of the output, the dimensions of leadership and governance. Thus a quality culture must be born in universities. Referring to previous research, the tracer study of universities in border areas was low. The study results show that many university graduates in border areas do not have jobs and are looking for work. Meanwhile, the alumni's perspective on abilities in the academic field focuses on aspects of graduates who have particular competencies, general competencies, personality competencies, and infrastructure. Then this is a follow-up study on how universities in border areas formulate planning strategies for providing education?

2. METHOD

This research design uses a qualitative research design, where the researcher intends to describe the stages of quality assurance planning in implementing strategies for improving the quality of higher education. This opinion is under Ref [11] statement that qualitative research intends to understand the phenomenon of what is experienced by research subjects as a whole by describing it in words and language by utilizing scientific methods.

Qualitative research theory is said to be of quality if the data collected must be complete, namely primary data and secondary data [12]. Sources of data and data collection procedures in this study were sourced from interviews (key informants), observation and documentation. The research instrument in this study was the researcher himself. In qualitative research, the researcher's position is as an instrument and a planner and implementer of data collection, analysis, and interpretation of data. In the end, he becomes a reporter for the results of his research. This research was conducted in North Maluku Province, especially in the Morotai archipelago. The participants were the leaders of the universities. The data analysis technique used in this study uses the Miles and Huberman model [13], namely data reduction, data presentation and conclusion drawing or verification.

3. FINDINGS AND DISCUSSION

Determination strategy plan in the implementation and achievement of the strategy for improving the quality of higher education in the archipelagic region in this study is detailed into the indicators : (a) Graduate Competency Standards; (b) Standards of Learning Content; (c) Standard Learning Process; (d) Learning Education Assessment Standards; (e) Lecturer and Education Personnel Standards; (f) Standard of Learning Facilities and Infrastructure; (g) Learning Management Standards; and (h) Learning Financing Standards.

3.1. Competence of graduates

The reduction from interviews with participants, observations, and documentation studies show that The Graduate Competency Standards (GCS) were initially compiled and determined at the central level, then passed down to universities and developed. GCS itself includes academic and non-academic aspects. The GCS is also designed so that graduates have unique abilities and expertise following their respective scientific disciplines and evolving market needs.

Based on an interview with the Chancellor (code: Wcr-Rek), the implementation of this GCS refers to the SOP made in detail. The SOP itself is produced from the process of establishing the Internal Quality Assurance System Policy, Quality Manual, Quality Standards, and Forms (code: Doc-2/3/4/5). The implementation instructions are clear and complete contained in these documents. Every

year, the implementation of this GCS is evaluated as feedback to determine the overall quality improvement plan.

The determination of the quality improvement plan is the 'master' or 'head' of all National Higher Education Standards because other standards will lead to the interests. Students as educational inputs are processed in the administration of education and teaching at universities to produce competent graduates according to their fields. Graduates as outputs are expected to have benefits for the benefit of universities, the world of work, and social or community interests in general.

The first step is to prepare and study various materials in setting these standards by referring to the higher education legislation. The initial determination of the GCS on June 25, 2018, was formulated by the head of the Quality Assurance Unit (QAU) and examined by the academic vice-chancellor, determined by the Chancellor, and controlled by the QAU. The initial determination is inseparable from the vision and mission of the university—the determination of GCS as a guide for designing, formulating and setting Graduate Competency Standards (GCS). Graduate Competency Standards (GCS) were first compiled, composed, and determined, carried out in educational implementation activities in each faculty, especially in study programs. All Graduate Competency Standards and their derivatives at the level of study programs at the university.

Overall, the quality improvement plan on graduate competency standards is the primary benchmark in lowering the quality improvement plan on other standards. In addition to the GCS, the quality improvement plan for another necessary measure is the standard of learning content, as discussed in the next section.

3.2. Learning Content

The reduction from the results of interviews with participants, observations, and documentation studies, shows that the quality improvement plan on content standards goes hand in hand with graduate competency standards, which have also been carried out since 2018 until now. Preparation and objectives for improving the quality of content standards are compiled, formulated, and determined, carried out to implement educational activities in each faculty, especially the study program at UNIPAS Morotai. The archipelagic university curriculum has been prepared based on the Indonesian Qualification Framework. The curriculum contents must be forward-oriented, following the study program's vision, mission, goals and objectives and, of course, in line with each faculty's vision, mission, goals and objectives (code: Wcr-Dek-1).

In each semester, the study program determines an academic supervisor for each student and carries out the process of controlling student educational guidance. In the plan to improve the quality of content standards, the study program determines the final project supervisor for each student. It

carries out the process of controlling the completion of the student's last project. In addition, the study program implements policies and has programs on improving an excellent academic atmosphere. Each head of the study program ensures the depth and breadth of the learning material to produce graduates with the competencies desired by the study program at the beginning of each semester (code: Doc-3). This is done through coordination with SPMI at the study program, faculty, and university levels.

For this reason, all quality improvement plans must refer to the university's goals formulated and determined by taking into account academic excellence and scientific patterns. Thus, the learning objectives must be prepared carefully and tiered from the university level to mapped to the learning objectives of the study program curriculum and each material in each course (code: Wcr-LMP). For this reason, the university establishes content standards that will serve as benchmarks for leaders of faculties, study programs and lecturers who are responsible for their roles as designers, assessors, and reformers or developers of content standards.

Overall, the plan to improve the quality of content standards is a significant aspect of supporting graduate competency standards, which need to be supported by strengthening other standards. With the quality improvement plan on graduate competency and content standards, the following standard that is important to improve is the standard of the learning process. The determination of the quality improvement plan on the standard of the learning process is discussed in the next section.

3.3. Learning process

The reduction from the results of interviews with participants, observations, and documentation studies show that the quality improvement plan on the standard of the learning process is a direct derivative of the quality improvement plan on graduate competency standards and content standards. It is understandable because the learning process is the core or ' core business ' of education at every level, including higher education (code: Wcr-Dek-1).

The effectiveness of the learning process at first can be seen from the planning of the learning process prepared by the lecturer. The evidence includes the existence of a syllabus and learning implementation plan containing learning objectives, teaching materials, teaching methods, learning resources, and assessment results. These plans are suggested to accommodate student-centred Learning (SCL) as the primary learning process by placing students as the main actors in the learning process and lecturers functioning as facilitators (code: Wcr-Rek-0) so that the learning process can be more effective.

The effectiveness of the learning process can also be seen from the planning of the lecture schedule, which contains information about the day, lecture time, courses, course codes, lecture halls, and lecturers (code: Doc-5). However, the plan does not take into account the maximum number of

students per class and the whole teaching load per educator, the maximum ratio of textbooks for each student and the maximum proportion of the number of students per teacher, and the maximum ratio of the number of students per teacher. The planning is sufficiently supported by the mentoring plan carried out by lecturers (as academic supervisors and thesis/final project supervisors) to students related to educational aspects (work practice, PPL, or internships) and non-academic (code: Obs-1).

Determining the quality improvement plan on the standard of this learning process begins with coordination between the dean and the Head of the Study Program and related parties. Furthermore, the Head of Study Program discussed various matters related to planning the learning process in each semester. Then the Head of Study Program assigns related parties to carry out the tasks as written in the formal statement. Unfortunately, the determination of the learning process plan is still very minimal in coordination with the dean and the head of the study program, and this is indicated by the fact that there has been no revision or no increase in process standards since 2018 until now.

Overall, the plan to improve the quality of the standard learning process is the main activity in providing education to support the competency standards of graduates, which need to be supported by the standard of learning content, which in turn needs to be supported by strengthening other measures.

3.4. Learning Assessment

The reduction from the results of interviews with participants, observations, and documentation studies show that the quality improvement plan on the learning assessment standard is directly related to the quality improvement plan on the learning process standard. The results or outputs of this learning process can be seen now from the learning assessment (code: Wcr-Dek-1). This assessment standard can be used as a benchmark for internal and external campus parties in assessing the university's overall performance.

The determination of the quality improvement plan on this learning assessment standard consists of guides in designing, formulating, and setting learning assessment standards regarding the assessment of student learning processes and outcomes to fulfil learning outcomes at the university. Learning assessment standards are first compiled, formulated, determined, and carried out in each faculty's educational activities, especially study programs at the university. Choosing the quality improvement plan on this learning assessment standard includes all learning assessments and their derivatives at the university's study program level.

The planned strategy for improving the quality of learning assessment standards is (a) the Chancellor regularly coordinates with the assistant Chancellor in the academic field, and (b) the dean, the head of the study program, organizes socialization and training for lecturers related to assessment methods and mechanisms, assessment procedures. And assessment instruments. However, not all

lecturers understand all aspects of this assessment standard, so another strategy that needs to be planned is to provide intensive training to lecturers who need it, especially for young lecturers (code: Wcr-Dek-2).

The determination of the plan for improving the quality of this learning assessment standard also needs to pay attention to the specified criteria, namely that 80% of the evaluation results of lecturers' performance are in the excellent category, and subject values are published. At least 50% of students are active in learning (lecturers' reports), and 85% are per the course contract and academic guidelines. Another criterion is that 75% of course lecturers develop assessment techniques, and 75% of course lecturers develop assessment instruments. As many as 85% of lecturers/lecturer teams need to conduct an assessment according to the RPS. Finally, GPA is required above 2.75 for each student and 100% per the number of students in the Faculty level Judicial Decree.

According to the results of observations made by researchers, the current completeness of documents related to the learning process is considered complete, especially for documents such as (a) Learning tools: lesson plans, contracts, lesson plans; (b) Academic manuals; (c) Observation guide sheets and observation results/reports; (d) Final Grade Transcript; (e) SK Yusidium Diploma; and (f) SK Judisium at the Faculty level. In its development, most documents related to learning tools currently need to be refined and adapted to strengthen synchronous and asynchronous online learning by utilizing technological developments (code: Wcr-Rek-1 and Wcr-Rek-3).

In essence, the plan for quality improvement in learning assessment standards is a continuation of quality improvement in learning process standards in supporting graduate competency standards, which need to be supported by learning content standards, which need to be supported by strengthening other measures.

4. CONCLUSION

Until 2022, the university is still using the strategic planning designed in 2018, meaning that there has been no improvement or revision. The determination of quality improvement plans on graduate competency and content standards is closely related to the learning objectives held by the university, which still uses the old strategy. Determining the quality improvement plan on this content standard also guides designing, formulating, and setting learning content standards as the level of depth and breadth of material during the learning process at the university. In the educational process, the standard of learning assessment has been carried out properly, namely paying attention to the specified criteria, namely that 80% of lecturer performance evaluations are in the excellent category, and subject values are published. At least 50% of students are active in learning, and 85% follow lecture contracts and academic guidelines. Another criterion is that 75% of course lecturers develop assessment

techniques, and 75% of course lecturers develop assessment instruments. As many as 85% of lecturers/lecturer teams need to conduct an assessment according to the RPS. Finally, GPA is required above 2.75 for each student and 100% following the number of students in the Faculty level Judicial Decree. The research findings emphasize that the quality improvement plan for each standard is a buffer for the smoothness, implementation, and achievement of the overall quality standard. It is necessary to revise it by involving stakeholders.

REFERENCES

[1] Williams, K. *Strategic Management*. New York: DK Stephanie Jackson. 2009.

[2] Gamble, J. *Essential Of Strategic Management: The quest for competitive advantace*. New York: McGraw-Hill Education, 2015.

[3] Morrisey, G. L. *A Guide to Long-Range Planning*. California: Jossey-Bass. 1996.

[4] Raluca, D. A. and Alecsandru, S. V. Strategic Planning at the Level of Higher Education Institution 'Quantitative Elements Used in the Early Stages of the Process, *Procedia - Soc. Behav. Sci.*, 58, 1-10, 2012.

[5] González-Gaudiano, E. Education for sustainable development: Configuration and meaning. *Policy futures in education*, 3, 3, 243-250, 2005.

[6] Morrisey, G. L. *A Guide to Strategic Thinking*. California: Jossey-Bass. 1996.

[7] Dixon, K. and Scott, S. The evaluation of an offshore professional-development programme as part of a university's strategic plan: A case study approach, *Qual. High. Educ.*, 9, 3, 287–294, 2003.

[8] Green, D. *What Is Quality in Higher Education?*. Taylor & Francis, 1900 Frost Road, Bristol, PA 19007-1598, 1994.

[9] Brown, J. F. and Marshall, B. L. Continuous quality improvement: An effective strategy for improvement of program outcomes in a higher education setting. *Nursing Education Perspectives*, 29(4), 205-211, 2008.

[10] Fornell, C., Johnson, M. D., Anderson, E. W., Cha, J. and Bryant, B. E. The American Customer Satisfaction Index: Nature, purpose, and findings, *J. Mark.*, 60, 4, 7-18, 1996.

[11] Moleong, L. *Metode Penelitian Kualitatif*. Bandung: Rosdakarya. 2013.

[12] Suharsimi, A.. *Prosedur Penelitan: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta. 2010.

[13] Miles, M. B. and Huberman, A. M. *Qualitative data analysis: An expanded sourcebook*. Sage. 1994.

LEARNING ENGLISH AMONG EFL STUDENTS IN INDONESIA: MOTIVATION AND LEARNING OUTCOMES

Nadella LESMANA [1], Kamisah ARIFFIN [2], Dwi SULISWORO [3]

[1] Universitas Islam Negeri Raden Intan Lampung, 0000-0003-0265-1299

[2] Universiti Teknologi MARA, 0000-0001-5567-9960

[3] Universitas Ahmad Dahlan, 0000-0002-7625-8505

ABSTRACT

This study is concerned with the discrepancies among Indonesian EFL students in terms of their learning outcomes in the English language although they have received similar instructions within the same education system. This study explored the factors that contribute to and influence student motivation in learning English, and determined the possible relationship between motivation and their performance in learning the language. Such findings have pedagogical significance on the English language teaching and learning. It is hoped that instructors will be more aware of the origin and extent of their learners' motivation, hence, creating a more conducive and optimal environment for successful language learning.

Keywords: extrinsic, integrative, intrinsic, instrumental, motivation, achievement.

1. INTRODUCTION

The rapid globalization and competition of trade have made English significant in today's culture of communication. In this era of information explosion, students, especially those in higher education have to be proficient in English as it is a means of gaining wider access to scientific and technical knowledge. Career-wise, graduates who are proficient in English will be at an advantage as they are more compatible and marketable in the world of work.

In Indonesia, students have to go through compulsory learning of English for at least nine years, six in primary school and three in secondary school. However, it has been observed that despite the nine years span of learning English, some students are still not linguistically capable. In short, they fail to achieve an acceptable level of competence in the language by the time they finish schooling. On the other hand, it has also been observed that there are also students who are more competent, thus, making them more competitive and more employable. This has raised an important question – why are they discrepancies among these students in their learning outcomes although they have received similar instructions within the same education system?

Empirical research in second language acquisition has indicated that they are varieties of factors that can be related to success in second language learning. Among the variables, motivation has been identified as one of the major factors that can affect learning outcomes. It is believed that highly motivated learners generally will do better in their learning compared to those who are not. This is because motivation is one of the energies, direction, and persistence of a person concerned with activation formation and purpose [1], and very much relates to one's attitudes, wishes, and efforts. It is also considered as the key factor affecting the pace, continuity, and performance of learning [2]. Quoting a renowned motivator, Les Brown, on motivation, 'life takes on meaning when you become motivated, set goals, and charge after them in an unstoppable manner.

In second or foreign language learning, motivation is defined as the learners' orientation in relation to the goals of learning the language. It determines the extent of active and personal involvement, as well as attitude towards learning [3,4]. Ref [5] stipulated that learners with high motivation have a low affective filter, thus, are more successful in their second language. On the contrary, those with low motivation have a higher affective filter, forming a mental block. This impedes language acquisition. It is important, therefore, for instructors to consider this motivation variable as it can affect language acquisition and learning outcomes.

As motivation is an inner impetus that can drive learners to a particular action, it is important to identify the factors that contribute to and influence learner motivation and the effect of motivation on learning outcomes. Thus, this study aimed to describe the learners' motivation to learn English and determine the relationship between motivations and learning outcomes. The findings may be able to answer the questions about the discrepancies in learning outcomes among the learners in Indonesia, hence, for the educators to be in a better position to make learning successful for the learners.

2. METHOD

This study is a narrative reflective study to describe the role of motivation in EFL. Based on primary sources, researchers studied to obtain an overview of the process of improving learning outcomes associated with the motivation.

3. LEARNING MOTIVATION

Learning a second or foreign language is challenging and requires special effort on the learners' part. The motivation or demotivation in learning the language is a core element determining success or failure in learning. This is because many facets of language learning are subject to active decisions by

learners - students who are dedicated and responsible for their own learning need encouragement to become autonomous students.

The motivation for students includes not only bringing them into English but also exciting their desire to understand and teach. In contrast to other subjects, English learning has individual attributes that require learners to remember, practice, and communicate more. English teachers have a duty to increase the willingness of their students to participate actively in the language learning process in this regard. There are different ways to motivate students: using different fascinating activities, new techniques such as technology, setting expectations and using rewards, creating a positive learning environment, and collaborative activities [6].

This motivation has been an important motivation for the successful acquisition of a second language [7,8] and for continuing to study the second language [9]. Studies in the 1980s have found that integrative Motivation may not be the strongest predictor of language learning [10]. In addition, studies in the 1990s suggested that the motivation for learning a second language may not be as simple as the integrative-instrumental dichotomy.

Within second language learning, students learn a language for using instrumentals [2] or for integrative reasons, such as making friends with the people who speak the language; and not simply understanding or doing their learning or being able to seem more capable than others [4]. The social-educational model of language learning, developed by Ref [11,12] was based on two main motivational orientations for language learning: integrative and instrumental.

On the basis of the above findings, it can be stated that, in some contexts, some learners are more successful in learning a language if they are inclusive and others benefit from instrumental orientation in different contexts. The other dimension of motivation is to the degree of intrinsic or extrinsic motivation of learners. Intrinsic motivation is the motivation for which no apparent reward except the activity itself exists, according to Ref [1]. The tasks are performed for themselves rather than as a result of their external compensation. The aim of inherent motivation is to produce certain internally rewarding results, such as feelings of skill and self-determination. Extrinsically driven behaviors are conducted in anticipation of an external and external reward.

Researchers have different views on the different types of motivation, previous studies about the role of motivation in language learning in the impact of the school on EFL learning motivation: an Indonesian case study that the motivation of Indonesian adolescents to learn English during the first 20 months of junior high school with the aim of identifying internal and external motivational factors and learning activities. The research results show very positive student attitudes toward language and expectations of success were maintained during this period, whereas their attitudes towards formal learning experiences tended to deteriorate (Lamb: 2007). According to the theory of self-determination

[1], there are three types of motivation, namely extrinsic motivation, intrinsic motivation, and motivation. In addition, there are four types of extrinsic motivation, namely external regulation, introjection, and identification. Academic intrinsic motivation plays an important role in achievement, competence, and academic learning [13]. After that, intrinsic motivation comes from a genuine interest in an activity. Despite this, extrinsic motivation stems from expected benefits or separable outcomes [14]. Thus, the ability to master EFL due to motivation is a key aspect in being fluent in English. As a Supporting Factor for English Learning Success, the best and not hampered by age, condition, or location.

3.1. Effects Motivation on Learning Achievement

The Research by Ref [15] has shown that motivation increases student academic achievement. According to the study's search, motivation might be viewed as motion or something that stimulates others to move. Meanwhile, Ref [16] defines motivation as an energy shift that occurs in humans and is characterized by the formation of feelings, reactions, or behaviors to achieve specific goals. Furthermore, motivation is related to various outcomes such as curiosity, persistence, learning, and performance [1]. In addition, when teachers care and support and emphasize the teaching and learning process above performance results, and when they provide feedback, children tend to be motivated to achieve and expect success. In addition, there are gender differences in types of motivation and academic achievement. Motivation in the educational domain has been shown to positively affect learning strategies, academic performance, adjustment, and student well-being. Besides, Motivation can influence academic performance through study efforts as a mediator in primary, secondary, and tertiary education.

3.2. Factors that Contribute to Motivation in Learning English

Experts agree that there are two types of motivation in learning, based on their emergence: intrinsic motivation and extrinsic motivation. Intrinsic or extrinsic motivation refers to whether a person's motivation or will is stronger. Intrinsic motivation is motivation that originates within a person. Except for the activity itself, there are no prizes. This means that the essence of motivating action, namely, a sense of autonomy and desire that begins and organizes itself, whereas in extrinsic motivation, there is an anticipation of external rewards, and someone is motivated from outside sources rather than from oneself. Intrinsic/extrinsic motivation is related to the term locus of control which was first introduced by Ref [17].

A locus of control is a belief that an individual has about things that can affect his or her success or failure in life. An individual with a high locus of control believes that every event that has occurred

in his life thus far is the result of his own behavior and efforts (internal), whereas individuals with a low locus of control believe that everything he experiences in his life is the result of luck, opportunity, fate, and even other (external) people.

When it comes to student learning motivation, students who have an internal locus of control will be more dominant in the effort factor. As a result, if students fail to achieve learning outcomes, they will blame themselves for their lack of effort in learning the subject matter. As a result, students will be more motivated and work harder to improve their grades. Furthermore, if the student achieves success, he will feel proud because he has succeeded in learning the material and will value the achievement more. This has an impact on future actions because they will be more motivated to achieve higher achievements if they put more effort into learning the lesson.

Students with an external locus of control, on the other hand, will see success and failure from outside themselves because they believe there is only a slight correlation between effort and success; thus, if they fail, they tend to blame the surrounding environment for the cause. According to this definition, locus of control is one of the factors that influence students' learning motivation.

3.3. Students' Learning Motivation Outcomes

Learning a new language exposes students to a diversity of cultures as well as a variety of modes of expression and communication with other foreign-language speakers in a range of instances. It also promotes literacy growth in both the official and foreign languages. Learning English as a foreign language involves learning about other people's cultures, making learners more open-minded and tolerant citizens, and decreasing ethnocentrism. Being able to communicate effectively in both official and foreign languages is also important for economic development, and studying a foreign language gives young people an opportunity to improve their employability in business and leisure.

Learning English as a second language involves learning about other people's cultures, making learners more open-minded and tolerant citizens and decreasing ethnocentrism. Being able to communicate effectively in both official and foreign languages is also important for economic development, and studying a foreign language gives young people with opportunity to improve their employability in business and leisure.

Since foreign language learning skills are closely tied to first language learning skills, learners whose first language learning skills do not match those that would be effective in EFL learning can be expected to have trouble learning English. EFL learners whose first language is not alphabetical and

who did not learn their first language in an alphabetically coded approach will have a particularly tough time learning English [14,17,18].

4. CONCLUSION

Motivation in mastering language is devided into two types: integrative motivation and instrumental motivation. Integrative motivation is the desire of pupils to integrate with the culture and language they are studying. Students that have a great desire to study the language in depth typically possess this motivation. Meanwhile, instrumental motivation is motivated by the belief that through learning a foreign language or English, a person will be able to attain something, such as a higher position or employment. In this case, language serves as a tool to attain specific aims. Integrative motivation is the only sort of motivation that assures success in learning a foreign language or English. This is because people with integrative motivation have a good attitude toward the language they are learning and are willing to go to any length to master it. This person actively practices and does not rely exclusively on books or teachers. They are continually on the lookout for opportunities to listen to a foreign language or English through radio or television broadcasts, and they are not afraid to try to utilize that language in conversation. Learning a foreign language is not difficult for them because they enjoy it.

ACADEMIC SHARING PLATFORM

REFERENCES

[1] Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. Contemporary educational psychology, 25(1), 54-67.

[2] Dornyei, Z. (1990). Conceptualizing motivation in foreign language learning'. Language Learning, 40, 1, 45-78.

[3] Ngeow, K. Y. H. (1998). Motivation and transfer in language learning. (ERIC Document Reproduction Service No. ED 427 318).

[4] Oxford, R., & Shearin, J. (1994). Language learning motivation: Expanding the theoretical framework. The Modern Language Journal, 78(1), 12-28.

[5] Krashen, S. (1985). The Input Hypothesis: Issues and Implications. Harlow: Longman.

[6] Kong, Y. (2009). A Brief Discussion on Motivation and Ways to Motivate Students in English Language Learning. International Education Studies, 2, 145-149. http://dx.doi.org/10.5539/ies.v2n2p145.

[7] Gardner, R.C. (1988). The socio-educational model of second-language learning: assumptions, findings, and issues. Language Learning, 38, 101- 126.

[8] Gardner, R. & Lambert, W. (1972). Attitudes and Motivation in Secondary Language Learning. Rowley, M. A: Newbury House.

[9] Clement, R., Gardner, R.C., & Smythe, P.C. (1977). Motivational variables in second language acquisition: a study of Francophones learning English. Canadian Journal of Behavioral Science, 9(2), 123-133.

[10] Gardner, R. C. (1985). The Attitude Motivation Test Battery: Technical Report 1. University of Western Ontario: London.

[11] Gardner, R.C & Lambert, W.E. (1959). Motivational variables in second language acquisition. Canadian Journal of Psychology, 13, 191-197.

[12] Gardner, R.C. & Lambert, W.E. (1972). Motivational variables in second language acquisition. In R.C. Gardner & W. Lambert (eds.) Attitudes and motivation in second language learning. (pp. 119-216). Rowley, MA: Newbury House.

[13] Mao, Z. (2011). A Study on L2 Motivation and Applications in Reading Class in Senior High School. Theory and Practice in Language Studies, 1, 1731-1739.

[14] Krug, K., Shafer, T., Dardick, W., Magalis, C., & Parente, R. (2002). A test of foreign language acquisition: Paired-association learning. Applied Cognitive Psychology, 16(2), 211-221. Retrieved July 31, 2005, from Wiley Interscience database.

[15] Dörnyei, Z. (2005). The psychology of the language learner: Individual differences in second language acquisition. Mahwah, NJ: Lawrence Erlbaum.

[16] Chalak, A., & Kassaian, Z. (2010). Motivation and Attitudes of IranianUndergraduate EFL Students towards Learning English. GEMA Online Journal of Language Studies, 10, 37-56.

[17] Ganschow, L., Sparks, R., & Javorsky, J. (1998). Foreign language learning difficulties: An historical perspective. Journal of Learning Disabilities, 31(3), 1¬ 18. Retrieved June 23, 2005, from Infotrac database.

[18] Holm, A., & Dodd, B. (1996). The effect of first written language on the acquisition of English literacy. Cognition, 59(2), 119-147. Retrieved June 30, 2005, from Infotrac database.

ACADEMIC SHARING PLATFORM

CHALLENGES IN QUALITY OF EDUCATION IN HIGHER EDUCATION INSTITUTIONS (HEIS) OF PAKISTAN

Zohaib Hassan Sain
Superior University, Pakistan

ABSTRACT

The purpose of this study is based on exploratory research to identify "Challenges in Quality of Education in HEIs of Pakistan". Exploratory research approach is used to achieve the objectives of the study in less time and inexpensive means. From the last few years, Pakistan is facing a lot of challenges in education sector such as curriculum, less training institutions, corruption in education, teacher's behavior, less research work. Emerging issues in education sector are less training institutions and trend towards research work which is essential to follow for the growth and strength of any economy. The purpose of our research is to identify the major challenges in educational sector in Pakistan which the educational sector is suffering from last few years. The researcher used triangulation in order to carry the reliability and validity of the data for results. So, to conduct this triangulation the researcher used questionnaire for the students, questionnaire for the teachers and interviews of the management. . In this regard primary data was collected from the focused group of students using a sample of 100 questionnaires for each university were filled by the students of the selected five universities. This attempt of conducting the research will play an important role in the development of Pakistan. In this research Curriculum, Corruption in education, less training institutions, Teacher's behavior and less research work are independent variables and Quality of Education is dependent variable. In future, we will research on the solution of these problems. To increase the literacy rate, the Govt. of Pakistan has announced that the education is compulsory for sixteen years old for every citizen.

Keywords: *Curriculum, Corruption, Teacher's Behavior, Research Work.*

DESIGN THINKING IN LIBRARIES: ALTERNATIVE ADAPTATION DURING EMERGENCY

Alamgir Biswas
Adamas University, Kolkata, West Bengal, India
Orcid- 0000-0002-4701-3613

ABSTRACT:

Design Thinking is a process or a way to solve problems. Design Thinking prioritize customer's need above everything else. It encourages us to think divergently, think out of the box and to come up with creative ways that might not even exist.

A library is not simply a repository of books but a door to idea processing, information centre that ignite in imagination building. It is a social organization which uses technology to offer information services to heterogeneous population on 24x7. Presently, the library is not defined by the number of books in the shelves but rather how the library is equipped with everything that a client may need. It can be a proper seating arrangement, faster internet services, modern IT tools, assistance in research and development etc. Now is the time to rethink the activity being performed at a library, it's not that what services we offer but what services the users can seek for at different situations. And if so, are we prepared enough for that? In case of Libraries, design thinking may allow us to think what are the possibilities and services can be added up to satisfy the customer group. Can't we think of a library that can engage itself with real-life problem solving infrastructure? This study was carried out to investigate the current and prospective challenges faced by academic libraries and suggested tentative recommendation to face the challenges.

KEYWORDS: Academic Libraries, Global Challenges, Alternative services, Design Thinking

TƏHSİL KEYFİYYƏTİNİN YÜKSƏLDİLMƏSİNİN İDARƏ EDİLMƏSİNƏ MÜASİR YANAŞMALAR VƏ MÖVCUD VƏZİYYƏTİNİN TƏYİNİ AMİLLƏRİ

Gülarə Qocayeva

Azerbaycan Devlet Pedagoji Üniversitesi

Özət

Təhsildə keyfiyyətin idarə edilməsi prosesinin son illərdə üzərində durulmasının səbəbi, təhsilin keyfiyyəti ilə birbaşa əlaqədar olan dünyada bütünləşmiş insan modelinin gücünü nəzərə alma yarışında təlim-təhsil obyektlərinin öz üzərlərinə düşən məsuliyyətə ciddi yanaşmaları və eyni zamanda təhsil müəssisələrində rəqabətin daha geniş vüsət almasıdır.

Təhsil prosesi hər inkişafa, yeniliklərə son dərəcə meyilli sahədir. Odur ki, hələ klassik təlim-tədris dönəmində Amerika və İngiltərədə akademik qurumların əksəriyyəti ya dövlət, ya da universitet xaricində formalaşan bəzi qurumların akademik standartlar mövzusunda həyata keçirdiyi sanksiyalar və şəxsi finansial problemləri nəticəsində köklü dəyişikliklərə gedərək öz keyfiyyətlərini sorqulamağa başlamışdılar. Çünki maddi gəlirlər, müəssisələrin araşdırma və inkişaf fakültələri vasitəsilə nail olduqları yeniliklər və təhsil müəssisələrinə qeydiyyatdan keçən tələbələrin azlığı akademik heyətin nəhayət ayılmasına gətirib çıxarmışdı. Və beləcə təhsilin keyfiyyətli idarə olunması meydana gəldi, demək olar insanlığın təhsil fəlsəfəsinə tamamilə yeni bir baxış bucağı bəxş etdi. Təhsildə keyfiyyətli idarəetmə tendensiyası insana xas nüansları əsas fəlsəfə qəbul edir, hər bir fərdin fərqli olduğunu və belə olduğu təqdirdə insanın istək və qabiliyyətlərinin də fərqli olması gerçəkliyini əvvəldən qəbul edir və nəzərə alırdı. Bununla belə, təhsilin keyfiyyətli idarə olunması ilə bağlı təhsil müəssisələri tədrisin keyfiyyəti ilə yanaşı təqdim olunan xidmətin keyfiyyəti ilə də maraqlanırdılar, çünki keyfiyyətli xidmət birbaşa təhsilin keyfiyyətini daha da artırır. Bu kitabxanalardakı işıqlandırmadan tutmuş, yemək növbəsində gözləməməyə, dərsin yüksək səviyyədə təşkilinə qədər bütün sahələrdə işlər görüb, inkişaf etməyi nəzərdə tuturdu. Belə olduğu təqdirdə, təhsilin keyfiyyətli idarə olunmasını tədris prosesinin əsası kimi götürən müəssisələr, nail olmaq istədikləri məqsədləri yenidən müəyyənləşdirərək, öyrənmənin məktəbi bitirdikdən sonra avtomatik öyrənilmiş, əzbərlənib unudulmuş köhnə bilgi ilə deyil, ardıcıllıq təmin olunmuş, cəmiyyətdə özünü tanıma, öz yerini müəyyən etmə kimi məqsədlərə nail olma vasitəsinə çevrilməsi üçün çalışırdılar. Bütün bu çalışmalar özünü illər içində doğrultmağa başladı və müasir dövrdə geniş yayılmış təlim-tədris prosesinə dönüşdü.

Anahtar Kelimeler : təhsil, keyfiyyət, yeniliklər, qiymətləndirmə modelləri

TƏHSİL MÜƏSSISƏLƏRİNİN İNNOVASİYA PROSESLƏRİNİN LAYİHƏLƏNMƏSİ VƏ TƏTBİQİ

Qədirova Zenfira

Azerbaycan Devlet Pedagoji Üniversitesi

Özət

Bu gün biz artıq informasiya cəmiyyətinin üzvləri sayılırıq. İnformasiya cəmiyyətinin xarakterik xüsusiyyəti informasiya texnologiyalarının insan həyatının bütün sahələrinə nüfuz etməsi, informasiya sənayesi və biliklərin intensiv inkişaf etməsidir. Bu, İKT-nin inkişafı nəticəsində formalaşan yeni tip cəmiyyətdir, buna biliklər cəmiyyəti də deyilir. Burada insanın rifahının əsas şərti bilik, informasiya və onların səmərəli tətbiqidir. Bu cəmiyyət zaman, məkan və siyasi sərhədləri aşaraq informasiya mübadiləsinə imkan verir. Bu cəmiyyətdə həyat keyfiyyətinin bütün parametrlər üzrə yüksəlməsi üçün elmə əsaslanan mühüm ictimai qərarlar qəbul edilir. İnformasiya cəmiyyəti müxtəlif mədəniyyətlərin qarşılıqlı əlaqəsinə, hər bir toplumunözünütəsdiqinə də imkan verir. Kapital və işçi qüvvəsindən əlavə, bilik də istehsalın əsas amilinə çevrilir.Müasir şəbəkə texnologiyaları iqtisadiyyatın strukturunu dəyişməklə bərabər, zaman və məkan anlayışlarına yeni məna verir. Təhsilin statusu daha da yüksəlir. Təhsil sisteminin vəzifəsi iqtisadiyyatın inkişafını stimullaşdırmaq, cəmiyyətin və əmək bazarının sürətlə dəyişən tələblərinə uyğun olaraq mütəxəssis hazırlığını təmin etməkdir.
Məlum olduğu kimi, qlobal təhsil sistemi sənayeləşmə dövründə xeyli inkişaf etmiş, həmən dövrün sosial sifarişini əsasən yerinə yetirə bilmişdir. Lakin bu təcrübə və yaradılmış elmi-pedaqoji baza hazırda az yararlıdır, köhnə təcrübəyə və problemlərə yeni yanaşma gərəkdir. Digər tərəfdən, təhsilin sənayeləşmə dövründən yığılıb qalan bir xeyli problemləri də var ki, indiki şəraitdə yeni formada təzahür edir.Ümumiyyətlə, müasir təhsildə xeyli mürəkkəb ziddiyyətlər, paradokslar və həlli çətin məsələlər var. Görünür, bu səbəbdən təhsil problemləri bəşəriyyətin bir çox dühalarının daim diqqət mərkəzində olmuşdur. Albert Eynşteyn Jan Piajeyə göndərdiyi məktubunda yazırdı: “Sizin, uşaqlarda təfəkkürün formalaşması proseslərini öyrənməyiniz çox təqdirəlayiqdir. Bir alim kimi Sizin cəsarətinizə heyranam. Bizim həll etdiyimiz mürəkkəb fiziki problemlər, Sizin tədqiq etdiyiniz uşaqlarin təhtəlşüur və şüur sirləri ilə müqayisədə oyun-oyuncağı xatırladır”.

Anahtar kelimeler: klassik, məktəb, davranış, fərdi, funksiya, əlaqələndirmə

TƏHSİL MÜƏSSISƏLƏRİNİN İDARƏ EDİLMƏSİ.

Gülarə Balayeva Salehova

Azerbaycan Devlet Pedagoji Üniversitesi

Özet

Təcrübə göstərir ki, rəhbərlik-pedaqoji kollektiv, rəhbərlik-şagirdlər, rəhbərlik-ictimai təşkilatlar, müəllimlər-şagirdlər, müəllimlər valideynlər sisteminə üstünlük verilməlidir. Demokratik idarəetmə fəaliyyətinin optimallaşdırılması vəzifələrindən biri hesab edilir. Bunun aşağıdakı optimal varinatının əsas götürülməsini məqsədəuyğun hesab edirik:
-təhsilin kriteriyalarının aydınlaşdırılması;
- konkret şəraitin nəzərə alınması;
- bir neçə imkanı olan optimal variantın seçilməsi (çoxvariantlılıq).
İdarəetmənin subyekti müəyyən olunur. Fərdi və kollektiv qərar qəbul edilir və məktəb rəhbərlərinin fəaliyyəti ilə həyata keçirilir. Idarəetmədə bir sıra funksiyalar şagird, müəllim və təşkilatçıların ixtiyarına verilir. İdarəetmədə əməyin elmi təşkili diqqət mərkəzində olur. Idarəetmə orqanlarının seçilməsi, yoxsa təyin olunması sualının cavabında seçməyə daha çox üstünlük verilir. Təhsil müəssisələrinin demokratikləşdirilməsinin ilk addımları pedaqoji kollektivlə aparılan iş, onların əməyinin qiymətləndirilməsi və nüfuzunun artırılması üçün görülən tədbirlərdir. Təhsilin idarə edilməsi asan bir proses deyil. Müəyyən çətinliklər və konfliktlərin yaranması qaçınılmazdır. Konfliktlər, şəxsiyyətlərarası münasibətlərdə xoşa gəlməyən halların olması, etik normalara riayət edilməməsi prosesdir. Təhsil müəssisələrində idarəçilərlə müəllimlər, müəllimlərlə şagirdlər və valideynlər arasında baş verən konfliktlər etik münasibətlərin formalaşmasında böyük əhəmiyyət kəsb edir. Rəhbər şəxsiyyətlərarası, ümumi və xüsusi maraqlar dairəsində qarşıya çıxan vəzifələrin həyata keçirilməsində baş verən konfliktlər artıb genişlənməsində və həllində həlledici təsir göstərir. Rəhbər özü istəsə də, istəməsə də konfliktlərə cəlb edilir, onları idarə etməli olur və nəticəni özünün fəaliyyətində hiss edir.
Keçmişimizə sağlam düşüncə ilə nəzər salaraq, inkişaf etmiş ölkələrin təhsil sisteminin idarə edilməsini öyrənməklə respublikada təhsilin yeniləşməsində idarəetmənin daha faydalı strukturlarını müəyyən etməyə çalışmalıyıq. Azərbaycanda təhsil sisteminin idarə edilməsi strukturu milli zəminə, türk dünyasının və islam əxlaqının yaratdığı mənəvi sərvətlər və ümumbəşər dəyərlərə əsaslanmalıdır. Təhsil sisteminin idarə edilməsində yeniləşmənin müxtəlif istiqamətdə qoyulmasına diqqəti artırmaq lazımdır. Obyektiv şərait nəzərə alınmaqla, təhsilin idarə edilməsinin müxtəlif variantlarından istifadə edilməlidir.

Anahtar Kelimeler : pedaqoji kollektiv, idarəetmə, təhsil müəssisələri, təhsil sistemi

FEN EĞİTİMİNDE PROJE TABANLI ÖĞRETİM YÖNTEMİNİN AKADEMİK BAŞARIYA ETKİSİNİN ARAŞTIRILMASI

TUĞBA PAK [1], Prof. Dr. HASAN KAYA [2]

[1] Erciyes Üniversitesi, Eğitim Bilimleri Enstitüsü,

https://orcid.org/0000-0002-1214-9123

[2] Erciyes Üniversitesi Eğitim Fakültesi, Matematik ve Fen Bilimleri Bölümü,

https://orcid.org/0000-0003-3529-9762

ÖZET

Bu araştırma, 6.sınıf fen bilimleri öğretim programında yer alan "Kuvvet ve Hareket" ünitesi kazanımlarının öğretiminde proje tabanlı öğretim yönteminin akademik başarıya etkisini incelemek amacıyla yürütülmüştür. Yapılan bu çalışmada nicel araştırma yapılmıştır. Nicel araştırma ön test-son test kontrol-deney gruplu yarı deneysel desen yöntemi ile yapılmıştır. 2017- 2018 eğitim-öğretim yılı ikinci döneminde İç Anadolu Bölgesi ve şehir merkezinde bulunan Hacı Mustafa Gazioğlu Ortaokulu'nda 6.sınıfta okuyan 54 öğrenci (27 kontrol, 27 deney) ile çalışma gerçekleştirilmiştir. Çalışmadaki uygulamalar öğretim programı ve ünite kazanımlarına uygun olarak beş hafta süreyle yürütülmüştür. Kontrol grubunda ders kitabında yer alan etkinlikler, deney grubunda ise proje tabanlı öğretim yöntemine uygun hazırlanan etkinlikler yapılmıştır. Çalışmada veriler 25 çoktan seçmeli sorudan oluşan akademik başarı testi ile toplanmıştır. Çalışmada kullanılan "Kuvvet ve Hareket" başarı testi Erbek (2016) tarafından hazırlanmıştır. Akademik başarı testi deney ve kontrol gruplarına ön test ve son test olmak üzere iki kez beş hafta ara ile uygulanmıştır. Elde edilen verilerin normal dağılım gösterip göstermediği incelenmiştir. Kontrol ve deney grubundaki öğrencilerin mod, medyan ve aritmetik ortalamalarının birbirine yakın olduğu, basıklık ve çarpıklık değerlerinin standart hataya bölünmesi sonucu çıkan değerlerin -1,5 ile +1,5 aralığında olduğu gözlenmiştir. Toplanan verilerin normal dağıldığı tespit edildikten sonra t-testi ile analizi yapılmıştır. Kontrol ve deney grubu ön test puanları arasında anlamlı bir fark bulunmamıştır. Grupların eşit seviyede olduğu kabul edilmiştir. Kontrol ve deney grubu son test puanları karşılaştırılmış ve anlamlı fark gözlenmiştir. Proje tabanlı öğretim yönteminin uygulandığı deney grubu başarı ortalaması $\overline{X}_{PTÖ}$=20,11 iken ile fen programının ön gördüğü etkinliklerin yapıldığı kontrol grubu başarı puan ortalamasının $\overline{X}_{KONTROL}$= 16,15 bulunmuştur. Sonuç olarak proje tabanlı öğretim yönteminin akademik başarı yönünden fen programının ön gördüğü yöntemlere göre daha etkili olduğu bulunmuştur. Elde edilen bulgular ışığında çalışma benzer çalışmalar ile karşılaştırılmıştır. Sonuçlar tartışılmış ve öneriler sunulmuştur.

Anahtar Kelimeler: Fen bilimleri, proje tabanlı öğretim yöntemi, akademik başarı.

1. GİRİŞ

Doğumla başlayan yaşamın sonuna kadar devam eden öğrenme süreci insan hayatında çok önemlidir. Bireylerin öğrenme heyecanı ile yetişmesi tüm yaşamının zenginleşmesinde

etkilidir. Büyük bir hızla değişim gösteren Dünyada her alanda olduğu gibi öğrenme yöntemleri de farklılaşmaktadır (Erdoğan, 2007).

Bulunduğumuz dönemde öğrenme artık sadece davranış değişimi olmaktan çıkmıştır. Bilginin önceki kazanımlarla ilişkilendirilerek bellekte depo edilmesinin yeterli olmadığı bilinmektedir. Davranışçı yaklaşımda kişilerin davranışları bilgiden önce gelmiştir. Bu süreçte kişi sahip olduğu bilgileri kendi arasında ilişkilendiremediği için günlük yaşantısında kullanamamıştır. Dolayısıyla ezber bilgi bundan dolayı önemini yitirmiştir (Erdem ve Akkoyunlu, 2002).

Bu bağlamda artık düşündüren, sorgulatan ve araştırmaya yönlendiren öğrenme yaklaşımlarında hedef noktada öğrenci vardır. Bireylerin üst düzey düşünme becerilerine sahip olması, öğrendikleri ile günlük yaşamda problemlerini çözebilmeleri, yeni ürünler ortaya çıkarabilmeleri hususunda önemli bir yere sahiptir. Proje tabanlı öğretim yöntemi ile bireylerin belirlenen hedefler ışığında işbirliği içinde araştırma yapıp sorumluluk alarak, bir ürün ortaya koymalarının üst düzey düşünme becerileri ile öğrenmelerin gerçekleşmesini sağlayacağı düşünülmektedir. Proje tabanlı öğrenmede bireyler ortak bir amaç için farklı görevler alarak çalışmakta ve çalışmanın sonunda bir ürün ortaya çıkarmaktadır (Girgin, 2009).

Proje tabanlı öğrenme yönteminin odağında öğrenci ve proje vardır. Bu öğrenme yönteminde öğrenciler somut bir ürün oluşturmak için grup halinde veya tek çalışmaktadırlar. Proje tabanlı öğrenme yaklaşımında temel amaç bireylerin kendi öğrenmelerinden sorumlu olması ve çalışmaya istekli hale getirilmesidir (Alioğlu, 2014).

Göz ardı edilemez bir gerçek olan eğitimin toplumların ekonomik ve sosyal açıdan gelişmesinde belirleyici olmasıdır. Bu sebeple öğrenmeyi öğrenme, öğrenilenlerin gerçek yaşantıda kullanılabilirliği çok önemlidir. Öğrencilerin fen bilimleri başarısına proje tabanlı öğretim yönteminin etkisi bu çalışma ile araştırılmak istenmiştir. Konu ile yapılan çalışma örnekleri sayısı literatürde fazladır. 6.sınıf kuvvet ve hareket ünitesindeki kazanımları edinmekte öğrencilerin zorlandığı bilinmektedir. Bu çalışma ile proje tabanlı öğretim yönteminin kuvvet ve hareket ünitesi örneği ile etkisinin araştırılması hedeflenmiştir. Bu hedefe yönelik çalışmada araştırılan soru;

"Fen bilimleri dersinde proje tabanlı öğretim yönteminin akademik başarıya etkisi var mıdır?" şeklindedir. Alt problemler ise;

1. Ön test puanları arasındaki fark çalışma gruplarında anlamlı mıdır?
2. Son test puanları arasındaki fark çalışma gruplarında anlamlı mıdır?
3. Ön test ve son test puanları arasındaki fark deney grubunda anlamlı mıdır?
4. Ön test ve son test puanları arasındaki fark kontrol grubunda anlamlı mıdır? şeklinde sıralanabilir.

2. DENEYSEL ÇALIŞMALAR

2.1. Araştırma Modeli

Fen bilimleri dersi 6.sınıf "Kuvvet ve Hareket" ünitesi kazanımlarının proje tabanlı öğretim yöntemi ile edindirilmesinin, öğrencilerin akademik başarısına etkisinin araştırılması için ön test-son test kontrol gruplu yarı deneysel desen kullanılmıştır. Bu araştırma deseninde bağımlı, bağımsız ve kontrol edilen değişken bulunur (Büyüköztürk ve diğerleri, 2008). Bu çalışmada yöntem bağımsız değişken, akademik başarı bağımlı değişken, proje tabanlı öğretim yönteminin uygulandığı grup deney grubu, öğretim yöntemine müdahale edilmeyen grup kontrol grubu, grup başlangıç başarı düzeyleri, kişi sayısı kontrol edilen değişkendir.

2.2. Evren ve Örneklem

Çalışmanın evreni İç Anadolu Bölgesi'ndeki tüm 6.sınıf öğrencilerini kapsamaktadır. Örneklemini ise 2017-2018 eğitim-öğretim döneminde bir şehir merkezinde bulunan ortaokulun 6/L ve 6/M sınıflarında okuyan 54 öğrenci oluşturmaktadır. Araştırmada bu iki sınıf 5.sınıf fen bilimleri ders ortalamalarına bakılarak belirlenmiştir. Ortalamaları birbirine yakın sınıflar seçilmiştir. Kontrol ve deney grupları kura ile belirlenmiştir. Deney grubu olarak 6/L sınıfı, kontrol grubu olarak 6/M tanımlanmıştır.

2.3. Verilerin Toplanması

Deney grubunda proje tabanlı öğretim yöntemi ile hazırlanan ders planları doğrultusunda dersler işlenmiş, kontrol grubunda dersin işlenişine müdahale edilmeden dersler işlenmiştir. Deney grubunda uygulama öncesi problem çözme basamakları hakkında bilgilendirilme yapılmış ve çalışma grupları oluşturulmuştur. Çalışma gruplarının oluşturulmasında gönüllülük esas alınmıştır. Uygulama beş hafta sürmüştür. Çalışmada 25 çoktan seçmeli maddeden oluşan "Kuvvet ve Hareket" ünitesi başarı testi beş hafta ara ile deney ve kontrol gruplarına uygulanmıştır. Çalışmada kullanılan "Kuvvet ve Hareket" başarı testi Erbek (2016) tarafından geliştirilmiştir. Erbek (2016) "Kuvvet ve Hareket" ünitesi kazanımları doğrultusunda 25 maddeden oluşan başarı testini hazırlamıştır. Testin pilot uygulaması yapıldıktan sonra Cronbach α değeri 0,76 bulunmuştur.

2.4. Verilerin Analizi

Çalışma gruplarına uygulanan ön test-son test puanları SPSS 26 programıyla analiz edilmiştir. Verilerin kodlanmasında doğru yanıtlama için "1" değeri, yanlış yanıtlama için "0" değeri girilmiştir. Parametrik testlerin uygulanabilirliği için verilerin betimsel analizi yapılmıştır. Betimsel analiz için, başarı testi puanlarının aritmetik ortalama, medyan, mod, basıklık, çarpıklık değerleri ve q-q pot grafikleri değerlendirilmiştir. Medyan, mod ve aritmetik ortalamanın birbirine yakın olması, çarpıklık ve basıklık değerlerinin -1 ile +1 aralığında yer alması, q-q plot grafiğinde nokta dağılımının düzensiz olması verilerin normal dağıldığını destekler ve verilere parametrik testlerin uygulanabileceğini ifade eder (Büyüköztürk ve diğerleri, 2015). Çalışmada katılımcının yüksek olması durumunda çarpıklık ve basıklık değer aralığı -2 ile +2 alınabilir (Tabachnick ve Fidell, 2007).

Ön test ve son test sonuçlarının betimsel analizi yapıldığında verilerin gruplar arasında normal dağılım gösterdiği gözlenmiştir. Çizelge 1'de toplanan verilere ait betimsel istatistik sonuçları verilmiştir.

Çizelge 1. Çalışma Gruplarının Ön Test ve Son Test Puanlarının Betimsel İstatistikleri

Gruplar	Aritmetik Ortalama (Mean)	Medyan (Ortanca)	Mod	Çarpıklık (Skewness)	Basıklık (Kurtosis)
Deney(Ön test)	9,00	8,00	10	0,238	-1,035
Deney(Son test)	20,11	20	21	-0,993	0,891
Kontrol(Ön test)	8,81	9,00	7	0,183	-0,507
Kontrol(Son test)	16,15	16,00	10	-0,164	-0,664

Çizelge 1 incelendiğinde deney ve kontrol grubuna ait verilerin normal dağılıma uygun olduğu görülmüştür. Çalışma gruplarının ön test başarı puan ortalamalarına bakılarak grupların denkliği karşılaştırılmıştır. Deney ve kontrol grubunun ayrı ayrı ön test ve son test puanları karşılıklı olarak bağımsız t-testi ile analiz edilmiştir.

Bağımsız t-testi ile ön test puanları karşılaştırılan çalışma gruplarına ait bulgular çizelge 2'de verilmiştir.

Çizelge 2. Çalışma Grupları Ön Test Puan Farklarının Karşılaştırılması

Gruplar	N	$\overline{X}$	sd	F	p
Deney	27	9,00	3,742	0,456	0,622
Kontrol	27	8,81	2,288		

Çizelge 2 incelendiğinde çalışma gruplarının ön test başarı puan ortalamaları yaklaşıktır. Anlamlılık düzeyi 0,622'dir. $p>0,05$ olduğundan kontrol ve deney grupları arasında ön test puanlarına göre anlamlı bir fark yoktur.

Çizelge 3. Çalışma Grupları Son Test Puan Farklarının Karşılaştırılması

Gruplar	N	$\overline{X}$	sd	F	p
Deney	27	20,11	2,621	9,897	0,003
Kontrol	27	16,15	4,865		

Çizelge 2 ve 3 birlikte incelendiğinde çalışma gruplarının son test puan ortalamalarının her iki grupta da arttığı gözlenmiştir. Fakat proje tabanlı öğretim yönteminin uygulandığı grupta artış matematiksel olarak daha fazladır. Gruplar arasındaki farklılığın istatistiksel olarak anlamlılık düzeyi 0,003'dür. $p<0,05$ olduğundan çalışma grupları arasındaki bu farklılık anlamlıdır.

Çizelge 4. Deney Grubu Ön ve Son Test Puan Karşılaştırılması

Grup	N	sd	t	p
Deney Son Test–Ön Test	27	4,710	12,259	0,000

Çizelge 4 incelendiğinde deney grubuna ait ön ve son test sonuçları arasındaki farkın anlamlılık düzeyinin $p<0,05$ olduğu görülmektedir. Dolayısıyla deney grubunun ön ve son test sonuçları arasındaki fark anlamlıdır.

Çizelge 5. Kontrol Grubu Ön ve Son Test Puan Karşılaştırılması

Grup	N	sd	t	p
Kontrol Son Test–Ön Test	27	5,677	6,712	0,457

Çizelge 5 incelendiğinde kontrol grubuna ait ön ve son test sonuçları arasındaki farkın anlamlılık düzeyi $p>0,05$ olduğu için bu fark anlamlı değildir.

3. SONUÇLAR VE DEĞERLENDİRME

"Ön test puanları arasındaki fark çalışma gruplarında anlamlı mıdır?" alt problemine yönelik bulgular ışığında çalışma gruplarının ön test sonuçları arasındaki farkın anlamlı

olmadığı sonucuna varılmıştır. Bu sonuç çalışmanın güvenirliliği açısından birbirine benzer iki grupla çalışıldığının göstergesi olarak değerlendirilebilir.

"Son test puanları arasındaki fark çalışma gruplarında anlamlı mıdır?" alt problemine ait bulgular incelendiğinde kontrol ve deney grupları arasındaki farkın anlamlı olduğu bulunmuştur. Bu sonuç proje tabanlı öğrenme yönteminin başarıyı artırmada mevcut yönteme göre etkisinin fazla olduğunu ifade etmektedir.

"Ön test ve son test puanları arasındaki fark deney grubunda anlamlı mıdır?" alt problemine ilişkin deney grubuna ait ön test ve son test sonuçları karşılaştırılmıştır. Karşılaştırma sonucu bulunan anlamlılık düzeyi $p<0,05$'dir. Sonuç olarak deney grubundaki bu artış istatistiksel olarak da anlamlıdır.

"Ön test ve son test puanları arasındaki fark kontrol grubunda anlamlı mıdır?" alt problemine ilişkin kontrol grubuna ait ön test ve son test sonuçları karşılaştırılmıştır. Karşılaştırma sonucunda matematiksel olarak öğrenmeye bağlı bir atış olduğu ancak, istatistiksel olarak anlamlılık düzeyinin 0,05'ten fazla olması sebebi ile bu artışın anlamlı olmadığı görülmüştür.

Araştırma sonuçları bu konu ile ilgili önceden yapılmış araştırmaların sonuçlarını desteklemektedir. (Aladağ, 2008; Alioğlu, 2014; Anteplioğlu, 2018; Çıbık, 2006; Karaçallı ve Korur,2012; Savuran, 2007) yaptıkları araştırmalarda proje tabanlı öğretim yönteminin başarıya olumlu katkısının olduğu sonucuna ulaşmışlardır. Bahsi geçen araştırmalar, proje tabanlı öğretim yönteminin derslerde kullanılmasının öğrencilerin motivasyonlarını ve derse olan ilgilerini artırdıklarını, dolayısıyla kazanımları edinmelerinde daha etkili olduğunu ortaya koymuşlardır.

4. GENEL DEĞERLENDİRME VE SONUÇLAR

Bu araştırmada deney grubu öğrencileri proje çalışmalarında çok istekli ve özverili çalışmışlardır. Bu çalışma bulgularından elde edilen sonuçlarda bu durum etkili olmuştur. Çünkü proje tabanlı öğretim yönteminde süreçte merkezde öğrenci yer almaktadır. Öğrencinin kendisi ihtiyaç hissettiği bilgiyi araştırmakta, deneme yanılma yoluyla bilginin kullanılabilirliğini test etmekte ve sonuçta bireysel veya grupça yaptığı bir ürünü sunmaktadır. Dolayısıyla tüm bu fırsatları öğrenciye sunan proje tabanlı öğrenme yöntemi başarının artmasında etkilidir.

.

KAYNAKÇA

[1] Aladağ, S., İlköğretim matematik öğretiminde proje tabanlı öğrenme yaklaşımının öğrencilerin akademik başarısına etkisi. Türkiye Sosyal Araştırmalar Dergisi, 12(2), 157-170, 2008.

[2] Alioğlu, E., *Proje tabanlı öğrenme yaklaşımının ortaokul 6. sınıf görsel sanatlar dersi ebru ünitesinin öğrenci başarısına, tutumuna ve kalıcılığa etkisi* [Yayınlanmamış yüksek lisans tezi. Dicle Üniversitesi Eğitim Bilimleri Enstitüsü, Diyarbakır, 2014.

[3] Anteplioğlu, A., *Effect of Project basedinstruction on scienceachievement: an experimentalstudywith 7thgradestudents.*Master'sthesis, Middle East Technical University, Ankara, 2018.

[4] Büyüköztürk, Ş., Kılıç-Çakmak, E., Akgün, Ö., Karadeniz, Ş., & Demirel, F., *Bilimsel araştırma yöntemleri*. Ankara: Pegem A Yayıncılık, 2008.

[5] Erdem, M. ve Akkoyunlu, B. (2002). İlköğretim sosyal bilgiler dersi kapsamında beşinci sınıf öğrencileriyle yürütülen ekiple proje tabanlı öğrenme üzerine bir çalışma. İlköğretim-Online, 1(1), 2-11.

[6] Erdoğan, G., *Çevre eğitiminde küresel ısınma konusunun öğrenilmesinde proje tabanlı 2021 öğrenmenin etkisi* [Yayınlanmamış yüksek lisans tezi], Zonguldak Karaelmas Üniversitesi, Sosyal Bilimler Enstitüsü, Zonguldak, 2007.

[7] Girgin, D., *Canlılar ve hayat ünitesinde proje tabanlı öğrenme yaklaşımının ilköğretim 5. sınıf öğrencilerinin akademik başarı ve tutumları üzerindeki etkisi* *Yayımlanmamış yüksek lisans tezi, Dokuz Eylül Üniversitesi, Eğitim Bilimleri Enstitüsü, 2009.

[8] Karaçallı, S. ve Korur, F., *Yaşamımızdaki elektrik ünitesinde öğrencilerin akademik başarısına ve kalıcılığına proje tabanlı öğrenme yönteminin etkisi,* X. Ulusal Fen Bilimleri ve Matematik Eğitimi Kongresi, 25-27, Niğde Üniversitesi, Niğde, 2012.

9] Ömeroğlu, E. , Büyüköztürk, Ş. , Aydoğan, Y. , Diğerleri, V. , Çakan, M. , Kılıç Çakmak, E. , Özyürek, A. , Gültekin Akduman, G. , Günindi, Y. , Kutlu, Ö. , Çoban, A. , Yurt, Ö. , Koğar, H. & Karayol, S. (2015). Okul Öncesi Sosyal Beceri Destek Projesinde Geliştirilen Ölçme-Değerlendirme Araç ve Yöntemlerinin Tanıtımı . Muğla Sıtkı Koçman Üniversitesi Eğitim Fakültesi Dergisi , 2 (1) , 74-83 . DOI: 10.21666/mskuefd.28115

[10] Özahioğlu, B., *İlköğretim fen ve teknoloji dersinde proje tabanlı öğrenmenin bilimsel süreç becerilerine, başarı ve tutum üzerine etkisi* (Yayınlanmamış yüksek lisans tezi), Çanakkale Onsekiz Mart Üniversitesi, Eğitim Bilimleri Enstitüsü, Çanakkale, 2012.

[11] Özünal, S. (2016). Ortaokullarda coğrafya konularının öğretiminde proje tabanlı öğrenmenin öğrenci başarısına etkisi. International Periodical for the Languages, Literature and History of Turkish or Turkic, 11(3), 1903-1918.

[12] Savuran, D., *İlköğretim yedinci sınıflarda proje tabanlı öğrenme modelinin matematik başarısına tutuma ve kalıcılığa etkisi* (Yayınlanmamış yüksek lisans tezi), Balıkesir Üniversitesi, Fen Bilimleri Enstitüsü, Balıkesir, 2007..

[13] Tabachnick, B. G.,Fidell, L. S., &Ullman, J. B. (2007). *Using multi variate statistics, 5,* 481-498. Boston, MA: Pearson, 2007.

DÜNYA TƏCRÜBƏSİNDƏ KLASSİK İDARƏETMƏ MƏKTƏBLƏRİNƏ YANAŞMALAR

Püstəxanım Balayeva

Azerbaycan Devlet Pedagoji Üniversitesi

Özet

Bir elm kimi idarəetmə isə XX əsrin əvvəllərində yaranmışdır və bu tarix 1911-ci ildə sahibkar alim olan Fayol "Elmi idarəetmənin prinsipləri" adlı kitabının nəşrindən başlanır. Əvvəllər istehsal meneceri, sonralar isə məsləhətçi işləyən Fayol qazandığı təcrübəyə əsaslanaraq təklif etdiyi prinsipləri "Maqazin idarəedilməsi" (1903) və digər yuxarıda adını çəkdiyimiz kitabda işdə səmərəliliyin artırılması üçün 4 prinsipi irəli sürmüşdür:

1. Əməkdaşların öz işlərini necə yerinə yetirdiklərini öyrənmək, onların malik olduqları bilikləri müəyyənləşdirmək, işin yerinə yetirilmə yollarını inkişaf etdirməklə tətbiq etmək;
2. Yerinə yetirilən işin yeni üsullarını dəqiqləşdirmək və standart əməliyyatları kodlaşdırmaq;
3. İşçilərin malik olduqları bilik və bacarıqlarını işin yerinə yetirilməsi ilə bağlı tələblərə uyğunluğunu müəyyənləşdirmək və tələb olunan qaydalar üzrə işin yerinə yetirilməsi üçün müvafiq təlimat vermək;
4. İş üçün kifayət və məqbul hesab olunan səviyyəni müəyyən etmək və işin daha da təkmilləşdirilməsi üçün əmək haqqı sistemini müəyyənləşdirmək.

Fayola görə elmi rəhbərlik prinsiplərinin üç məqsədi vardır:

-səmərəsiz işin səbəblərini öyrənmək və lazımi məsləhət vermək;
-səmərəsizliyin aradan qaldırılması yollarını göstərmək;
-müəyyən qanun və qaydalara istinad etməklə idarəetmənin bir elm olduğu qənaətinə gəlmək.

Əslən fransız olan Amerikalı sahibkar və tədqiqatçı alim Anri Fayol idarəetmə barədə ilk dəfə sistemli şəkildə nəzəriyyə irəli sürmüşdür. Məhz bu səbəbdən, onu "menecmentin atası" adlandırırlar. A. Fayolun idarəetmə nəzəriyyəsinə əsas töhfəsi ondan ibarətdir ki, o, idarəetmə prinsiplərini sistemləşdirdi və bir neçə qarşılıqlı əlaqəli funksiyaları menecmentin universal funksiyaları kimi təqdim etməklə onların tətbiqinə tam proses kimi baxdı. Klassik idarəetmə məktəbinin cəmiyyət üçün həyata keçirdiyi başlıca yenilik, əvvəllər tətbiq olunan idarəetmə təcrübəsi əsasında yeni elmi yanaşmalar və çalarlar gətirməsidir. Bu məktəb idarəetmə prinsiplərini, funksiyalarını, metodlarını və üslublarını müəyyən etməklə yanaşı, onların təcrübi olaraq həyata keçirilməsi mexanizmini də hazırlamış oldu.

Fayol idarəetməni bir-birini izləyən mərhələlərdən ibarət olan bir proses kimi işləmiş, bu prosesin mərhələlərini idarəetmə funksiyaları kimi aşağıdakı 5 qrupda vermişdir:

-Planlaşdırma
-Təşkiletmə
-Aparıcılıq
-Koordinasiya
-Nəzarət

Anahtar Kelimeler : idarəetmə, rəhbərlik, idarəetmə nəzəriyyəsi, idarəetmə funksiyaları.

МЕЛИОРАЦИЯ И ВОДНОЕ ХОЗЯЙСТВО В АЗЕРБАЙДЖАНЕ (ДО И ПОСЛЕ ОККУПАЦИИ КАРАБАХА)

Гасанова Вусаля Шахин кызы, к.ю.н.,
Заведующий отделом «Истории естественных и точных наук» ИИН НАНА
доцент кафедры «Экономики и права» Павловского филиала ННГУ им. Н.И. Лобачевского
доцент кафедры «Уголовного права» Волжского Государственного Университета на Транспорте
ORCİD 0000-0003-1897-6477

Тезис.

Мелиорация и водное хозяйство – является важной сферой, которой определяется большое значение в Азербайджане. В сложившихся обстоятельствах значение проблем этой сферы еще больше возрастает.

Основная инфраструктура создана в советское время и со временем пришедшая в непригодное состояние, в связи с чем были проведены капитальные работы, связанные с ремонтом старой инфраструктуры, были сооружены несколько крупных водохранилищ, а именно: - водохранилище Тахтакерпю; - Шамкирчайское водохранилище. В связи с этим на севере и западе страны стали орошаться десятки тысяч гектаров земель, что в последующем сказывается на росте сельскохозяйственного производства.

Важное значение имеет мелиорация при низких водных ресурсах, что в дальнейшем и обосновывает потребность сооружения водохранилищ, водных каналов, что всегда занимало приоритетное место среди инфраструктурных проектов. Немаловажное значение имеет вопрос рационального использования воды, где наблюдаются определенные пустоты, над которыми еще следует поработать. Устойчивое развитие сельского хозяйства тесно связано с эффективностью водообеспечения.

Подача воды на земли с затрудненным орошением положительно сказалась на отраслях сельского, крупного фермерского хозяйствах, возродилась хлопководческая отрасль в Азербайджане.

Несмотря на это перед Азербайджаном стоит задача: в исключении недостатков; взяв за основу современный подход в управлении; вовлечение новой технологии; в необходимости рационально пользоваться водой, поскольку прослеживается большой объем потерь, по субъективным и объективным причинам; необходимость ведения четкого учета объема воды, как поступающего в водохранилища, так и вытекающего, что бы привело к уменьшению потерь воды, проблема, которая остается актуальной и по сей день.

Поскольку в советское время прокладывались земляные каналы, то появляется основная задача нынешнего времени, а именно их ремонт и реконструкция. По этой причине происходит засолению почвы.

Необходимо определиться с завозом новой технологии, созданию прочных связей с лидерствующими организациями по всему миру, специализировнные в данной области, изучать опыт стран со схожим климатом, как у нас; изучить все, составить адекватный план мероприятий, по возможности принять государственную программу на основе современных принципов, которые имеют место быть в мире в области мелиорации и орошения.

Были утверждены и предусмотрены сооружение 10 новых водохранилищ, следом должны быть проведены каналы, приняты вытекающие из них меры.

Одним из актуальных вопросов стали меры орошения освобожденных земель, поскольку на них находятся большие источники воды, где и формируются наши источники воды.

Переход Суговушана под наш контроль дает возможность улучшения водообеспечения таких районов, как Агдам, Тертер, Барда, Геранбой и др., и если учесть, что около 30 лет водоканалы на этих территориях не эксплуатировались важно проанализировать состояние каналов, провести по надобности ремонтные мероприятия и начинать подавать воду на посевные участки.

В Агдаме - Хачинчайское водохранилище, есть водохранилище недалеко от города Физули, то есть все водохранилища находящиеся на освобожденных землях подлежат глубокому анализу и на основе которого подлежат рациональному использованию, кроме того, есть необходимость дать ответ на вопрос - о надобности сооружения водохранилищ на освобожденных землях. Конечно, самым крупным нашим водным источником на освобожденных землях являются водохранилища Худаферин и Гызгаласы, расположенные на границе с Ираном.

Нашему государству предстоит большая работа – как на освобожденных землях, так и на других территориях. Работы должны проводиться на основе принципа модернизации, экологической безопасности и максимальной рациональности.

Ключевые слова: водохранилища, орошение, мелиорация, вода.

ACADEMIC SHARING PLATFORM

МАТЕМАТИКА ДРЕВНЕЙ ИНДИИ

Айбениз Османова
Научный сотрудник Института истории науки

Тезисы

Одной из стран, внесших свой вклад в науку математики, является Индия. Предполагается уже в первом тысячелетии до нашей эры в Индии возникли «Веды». Именно «Веды» дают основания полагать, что индусы были знакомы с математикой, так в этом источнике рассказывается о правилах и расчетах строительства храмов для богослужений. В VII-V веках до нашей эры в Индии появились первые письменные тексты по математике.

Долгое время одной из причин, тормозивших развитие науки в Индии, в том числе и математики, было отсутствие единого государства и вторжения соседних племен. Лишь в III веке до нашей эры во времена правления династии Маур, в Индии образовалось единое государство.

Создание единого государства также привели к быстрому развитию культуры и научных знаний в Индии, в том числе к бурному развитию математики.

После распада единого государства в Индии в 180 г. до нашей эры в Индии начался период хаоса, и большинство крупных городов было разрушено. В то время были разрушены и храмы, игравшие роль научных школ. Хотя это и привело к многолетнему кризису в развитии науки в Индии, научные достижения не были полностью уничтожены.

В 4 веке нашей эры здесь снова началось культурное развитие после основания государства Гупта. Именно в этот период были созданы астрономические и математические труды, называемые «синдхантами» (учениями) Влияние эллинизма было очевидно в формировании первых синдхант.

Уже в древности были достигнуты значительные успехи в развитии математической науки. Наиболее ярко это было выражено в алгебре и вычислительных методах. Именно индийцы изобрели десятичную систему счисления. Они создали символы для 10 чисел, используемых в наше время.

Долгое время - до XVII века в Индии труды по математике писались на санскрите, который в свою очередь был общим языком среди индийцев.

Начиная с VI века до нашей эры, были установлены отдельные символы для 19 чисел. С некоторыми изменениями эти знаки стали современными числами фигурами. Эти цифры были приняты арабами. Вот почему мы сейчас называем эти числа арабскими числами, а сами арабы называют их индийскими числами. Индийцы разработали полные алгоритмы для всех вычислительных операций, включая извлечение квадратных и кубических корней.

Индийцы также использовали дроби. В писаниях середины второго тысячелетия встречаются выражения «артха» т.е. 1/2, «пада» 4/1, «три пада» 3/4 и так далее (5. стр. 180).

В целом алгебра была более развита в Индии. Использование многочисленных символов в этом поле связано с их названием. Но у них не было знака равенства. Начиная с Брахмагупты, индийцы стали широко использовать отрицательные числа. Интересно, что положительные числа («дхана» или «сва») трактовались ими как собственность, а

отрицательные («рина» или «кшая») — как долг. Индейцы называли свою математику «ганита», т. е. арифметикой

Древнейшие знания по геометрии в Индии включены в сборник «Шульва-сутра», служащий средством для строительства храмов и алтарей в VII-VI веках до нашей эры.

Таким образом, индийская математика внесла большой вклад в развитие математической науки в мире. Используемые сегодня правила исчисления, основанные на десятичной системе счисления, были восприняты европейцами у индийцев. Название «арабские цифры» образовалось исторически, из-за того, что в Европу десятичная позиционная система счисления попала через арабские страны.

Ключевые слова: математика, геометрия, Индия, система счисления.

ACADEMIC SHARING PLATFORM

FOREIGN EXCHANGE POSITIONS OF TURKISH BANKS

SENA IŞIK [1], İLKAY ŞENDENİZ-YÜNCÜ [2]

[1] Republic of Turkey Ministry of Treasury and Finance,

Middle East Technical University, Department of Business Administration,

0000-0001-6765-025X

[2] Middle East Technical University, Department of Business Administration,

0000-0002-6065-4204

ABSTRACT

The volatility in the inflation rate makes the real return of investments ambiguous and it reduces the demand for investing in domestic currency, therefore in many economies after a period of high inflation and abrupt devaluations of local currency, banks, and their clients start to hold an important part of their deposits in foreign currency (see Honohan and Shi, 2001). The main source of credit risk for the banks is associated with the credits extended to their customers. Some other reasons, stemming from other operations of a bank, also lead to credit risk. Interbank transactions, trade financing, foreign exchange transactions, swap operations, bonds, options, futures contracts, and guarantees are some examples of financial operations and instruments that create credit risk for the banks (The Banks Association of Turkey, 1999). Total foreign exchange assets comprise all foreign exchange asset accounts, foreign exchange indexed assets, and forward foreign exchange buying commitments of banks, including an account of banks' offshore branches. The value of total foreign exchange liabilities is calculated by summing all foreign exchange liability accounts, foreign exchange indexed liabilities, and forward foreign exchange selling commitments of banks, including an account of banks' offshore branches. From 2006 through 2021, Turkish banks have short positions within the balance sheet, they lessen the short positions with the long positions, which are recorded in off-balance-sheet and foreign exchange indexed ones. Especially since 2020, we notice a major increase in foreign exchange net positions.[1]

Keywords: Foreign Exchange, Dollarization, Banking Sector

1. INTRODUCTION

In literature, the "currency substitution" term was used to describe the demand for foreign currency by local economic agents, especially in the early 1970s. Then, "currency substitution" and "dollarization" terms were used interchangeably during the 1970s and 1980s. Holding foreign currency as a tool for declining the risks related to inflation and devaluations also provides efficiency gain from diversified portfolios and reduces the incentives for inflationary

[1] This study is a part of Sena Işık's MBA Thesis ompleted under supervision of İlkay Şendeniz-Yüncü at Middle East Technical University, Department of Business Administration. The views expressed in the article are those of the authors and do not necessarily reflect those of the Republic of Turkey Ministry of Treasury and Finance nor of its members.

finance and capital outflow (Feige and Dean, 2002). As mentioned by Honohan and Shi (2001), the volatility in the inflation rate makes the real return of investments ambiguous and it reduces the demand for investing in domestic currency. Therefore, they pointed out that in many economies after a period of high inflation and abrupt devaluations of local currency, banks and their clients start to hold an important part of their deposits in foreign currency.

The main source of credit risk for the banks is associated with the credits extended to their customers. Some other reasons, stemming from other operations of a bank, also lead to credit risk. Interbank transactions, trade financing, foreign exchange transactions, swap operations, bonds, options, futures contracts, and guarantees are some examples of financial operations and instruments that create credit risk for the banks (BAT, 1999).

Law No. 1567 Regarding the Protection of the Value of Turkish Currency[2], published on February 25, 1930 dated and 1433 numbered Official Gazette, constitutes the basis of foreign exchange legislation in Turkey. The principles and procedures of the foreign exchange regime are regulated with decrees that use Law No.1567 as the base. With Decree No.14 Regarding Protection of the Value of Turkish Currency[3], published in the Official Gazette dated September 15, 1955, and numbered 9104, the import of foreign exchange to Turkey was liberated. However, it was obligatory to sell the foreign currencies, brought into the country, to one of the authorized banks within the periods determined by the Ministry of Finance. With the same regulation, the residents in Turkey were allowed to open deposits with foreign currencies, which are not compulsorily brought to Turkey. This regulation could be accepted as the first step in the development of the dollarization phenomenon in Turkey.

After this regulation, the convertible deposit accounts were put into practice in 1967. The aim of these accounts was to provide the required foreign exchange for the economy, from the savings of Turkish workers abroad.

In 1976, the Central Bank of the Republic of Turkey (CBRT) started to open "foreign exchange deposits with credit letters" for taking Turkish workers' savings from German banks (Artukoglu, 2005).

The implementation of convertible deposit accounts and foreign exchange deposits with credit letters shows that the required conditions for dollarization in the Turkish economy first occurred in the late 1960s and early 1970s.

As stated by Civcir (2005), until the end of 1988, the high and volatile difference between domestic and foreign inflation and depreciation of domestic currency affected the inflation rate. As a result, as he mentioned, residents, who want to be protected against inflation, turned to foreign currency. As well as high inflation rates, fiscal deficits, financial crises, and political instabilities deepened the dollarization phenomena in Turkey and increased the dollarization rate. In addition, Civcir (2005) pointed out that portfolio choices became more sensitive to the relative return of assets after the liberalization of the capital account in Turkey and it reduced the transaction cost of having foreign currency deposits. Kepenek and Yentürk (2005) mentioned that, with the liberalization of the capital account in 1989, the capital inflow to Turkey was more than expected, like in many developing countries. As a result of this, Turkey evaded from foreign exchange bottle-neck, while capital inflows led to overvaluation in the real exchange rate. On the other hand, Metin-Özcan and Us (2006) stated that the reasons behind resorting to dollarization even in the periods, when the real returns of assets denominated in

[2] The current version of the law could be accessed from http://www.mevzuat.gov.tr/MevzuatMetin /1.3.1567.pdf.
[3] The original text of the Decree is available at http://www.resmigazete.gov.tr/arsiv/9104.pdf.

Turkish lira were higher than those denominated in foreign currencies, were the ongoing uncertainties in the political and macroeconomic conjuncture.

As described by Rodriguez and Carter (1984), a bank has a long position if the foreign currency cash inflows, expected by the bank, are more than the foreign exchange cash outflows. On the other hand, as they stated, the bank has a short position if the foreign currency cash outflows are larger than the foreign exchange cash inflows. In addition, the situation is called a square position when the foreign currency cash inflows and foreign currency cash outflows are equal in a certain period.

Exchange rate risk could be defined as the risk that movements in the exchange rate affect the value of banks' assets and liabilities in foreign currency (Saunders and Cornett, 2008). For instance, a bank with a net long asset position in a foreign currency is exposed to exchange rate risk, if the bank has to liquidate its foreign exchange assets at an exchange rate smaller than the rate that the bank took the foreign exchange position (Casu et al., 2006). Or as a consequence of adverse exchange rate changes, a bank, which has an open position, might face serious losses (Committee on Banking Regulations and Supervisory Practices, 1980).

2. FOREIGN EXCHANGE POSITIONS

According to the database of BAT, there are 51 banks in Turkey, 35 of which are deposit banks and 16 of which are development and investment banks.

2.1.Foreign Exchange Assets

According to data provided by Banking Regulation and Supervision Authority (BRSA), total foreign exchange assets of banks in Turkey were 6,713,159.45 million Turkish lira (TL), as of December 2021. Total foreign exchange assets comprise all foreign exchange asset accounts, foreign exchange indexed assets, forward foreign exchange buying commitments of banks, including account of banks' offshore branches. Foreign exchange indexed assets describe the assets, precisely defined as a foreign exchange indexed instrument in related contract or legislation. Their values are directly affected by the changes in the foreign exchange rate. Off-balance sheet foreign exchange assets include the assets regarding forward, swap, futures and options transactions.

As of December 2021, in TL terms, balance sheet assets in foreign exchange constituted around 71% of the total foreign exchange assets, whereas the share of off-balance sheet foreign exchange assets was 29%. Foreign exchange indexed assets; on the other hand, has only about 0.34% share in total.

The USD value[4] of total foreign exchange assets follows an increasing pattern except for the years 2009 and 2018. After a decline in 2009, it increased continuously between the years 2010 and 2017. Following a slight decline in 2018, the value declined by about 37,708 million USD from 2018 to 2019. Then it started to increase in 2020 and reached 754,288 million USD in 2021.

Yet, in terms of domestic currency, the value increased by about 957,304 TL from December 2019 to December 2020, and about 2,820,087 TL from December 2020 to December 2021. The development of the components of total foreign exchange assets is shown in Figure 1.

[4] Although, BRSA provide the data only in TL, to study the changes in the foreign exchange assets of banks the values should be adjusted from the foreign exchange rate movements. Hence, the TL values were converted to USD, by using CBRT annual indicative foreign exchange selling rates.

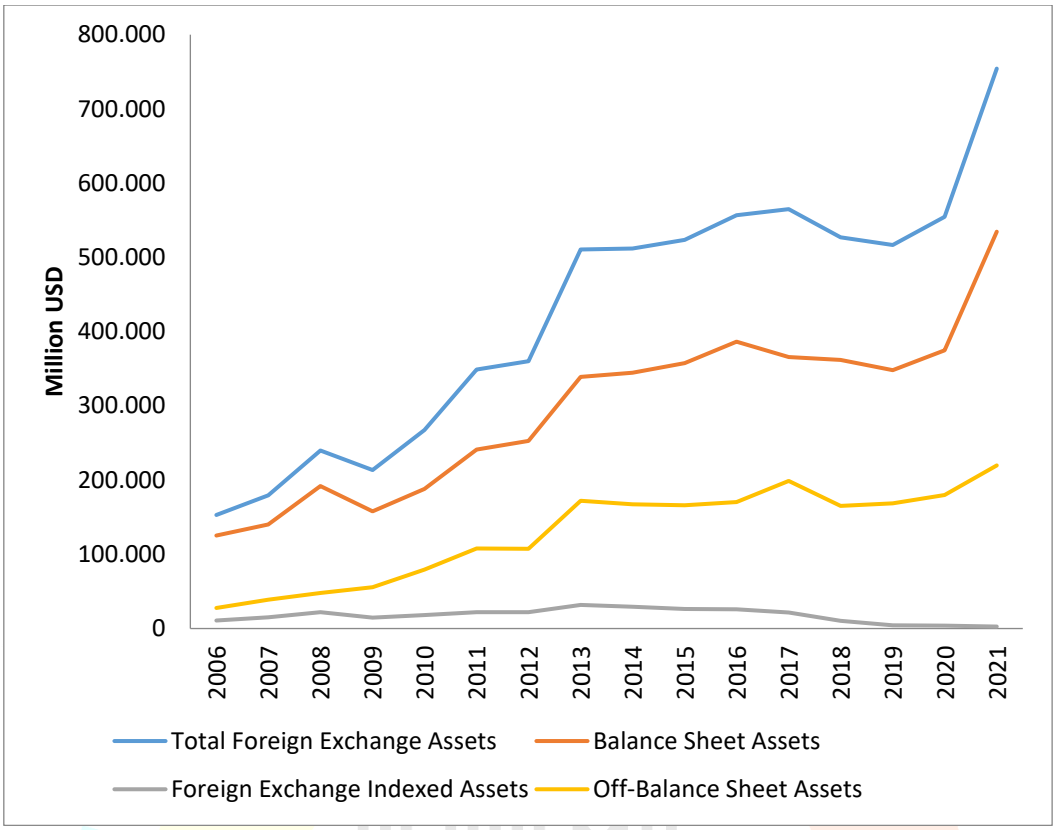


Figure 1- Components of Banks' Foreign Exchange Assets

Source: BRSA

As is seen from Figure 1, balance sheet and off-balance sheet foreign exchange assets follow a similar pattern. They increased together from 2006 to 2008. After the decline in balance sheet foreign exchange assets in 2009, both of them continued to increase until 2014. In 2014 and 2015 off-balance sheet foreign exchange assets decreased and then they continued to increase, except for the decline in 2018. Between the period 2017 and 2019 balance sheet of foreign assets decrease, then started to increase again.

From 2020 to 2021 balance sheet foreign exchange assets increased by 42% while the same ratio was about 22% for off-balance sheet foreign exchange assets. In 2021 both reached their maximum.

The foreign exchange indexed assets increased between the years 2006 and 2013, except for a decline in 2009. Then, it continuously decreased, starting from 2013. In 2021, it recorded its minimum level for the period of 2006-2021 in terms of USD.

Figure 2 presents the share of foreign exchange credits in total foreign exchange assets.

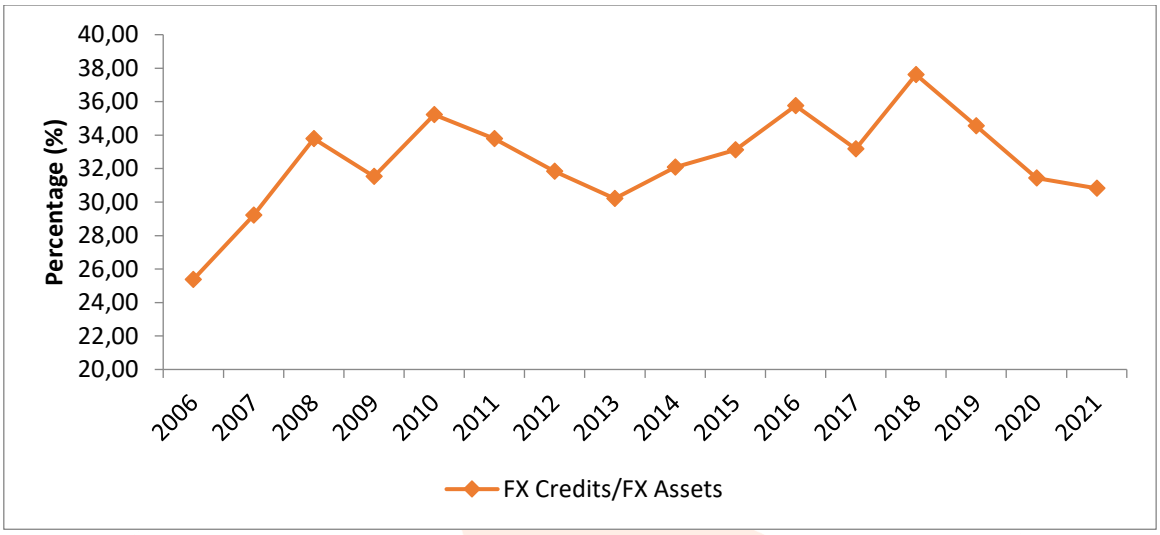


Figure 2- Foreign Exchange Credits/ Foreign Exchange Assets

Source: BRSA

The ratio of foreign exchange credits to total foreign exchange assets changed between 25% and 37% between the years 2006 and 2021. The ratios show that the foreign exchange credits are a significant component of banks' total foreign exchange positions.

2.2.Foreign Exchange Liabilities

According to BRSA data, the total foreign exchange liabilities of banks in Turkey are 6,654,870 million TL, as of December 2021. The value of total foreign exchange liabilities is calculated by summing all foreign exchange liability accounts, foreign exchange indexed liabilities, forward foreign exchange selling commitments of banks, including the account of banks' offshore branches. Foreign exchange indexed liabilities show the liabilities, precisely defined as a foreign exchange indexed instrument in related contract or legislation. Their values are directly affected by the changes in the foreign exchange rate. Off-balance sheet foreign exchange liabilities include the liabilities regarding forward, swap, futures and options transactions. In TL terms, the share of balance sheet liabilities in foreign exchange liabilities is around 80%, while the share of off-balance sheet foreign exchange liabilities is 20%. The value of foreign exchange indexed liabilities is recorded as 0, in December 2021.

The USD value[5] of total foreign exchange liabilities showed a continuous increase between the years 2006-2017, except for the fall in 2009. From 2018 to 2019, total foreign exchange liabilities decreased. In 2020, it started to increase again.

The development of the components of total foreign exchange liabilities of banks in Turkey is shown in Figure 3.

[5] Although, BRSA provide the data only in TL, to study the changes in the foreign exchange liabilties of banks the values should be adjusted from the foreign exchange rate movements. Hence, the TL values were converted to USD, by using CBRT annual indicative foreign exchange selling rates.

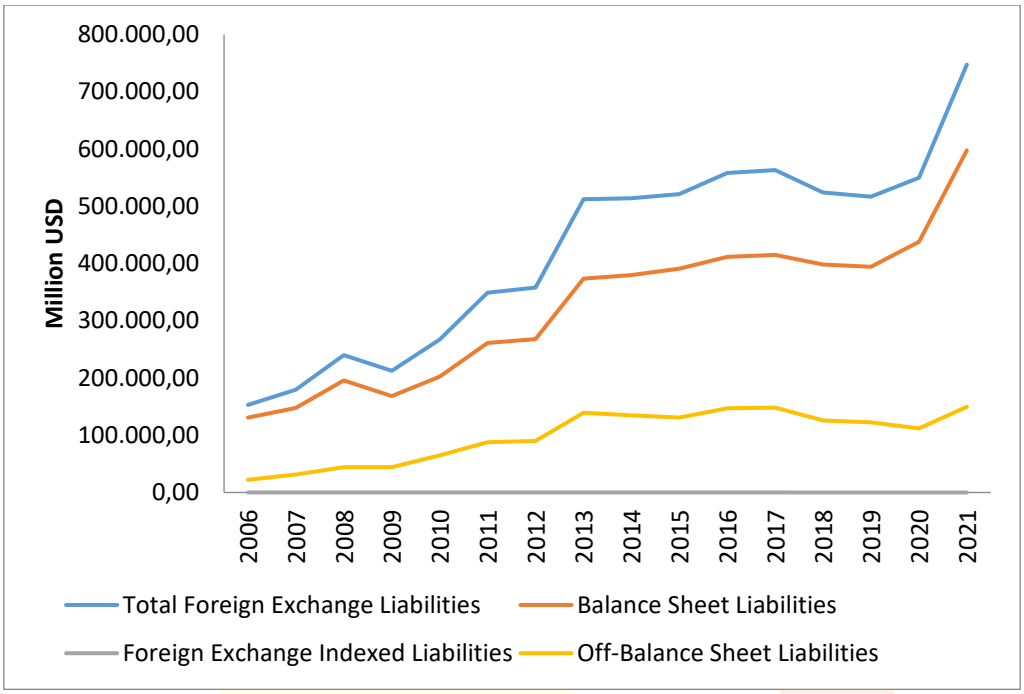


Figure 3- Components of Banks' Foreign Exchange Liabilities

Source: BRSA

According to Figure 3, balance sheet and off-balance sheet foreign exchange liabilities move in a similar trend. They increased together from 2006 to 2008. After the fall in 2009, balance sheet liabilities continued to increase until 2018. In 2017, it made a peak and decreased in 2018 and 2019. In 2020 it started to increase again. Off-balance sheet foreign exchange liabilities rose in the 2010-2013 period and then showed a decline in 2014 and 2015. After this decline, it followed ups and downs, then it reached its maximum in 2021. From 2006 to 2017, the foreign exchange indexed liabilities moved up and down without following a trend.

From 2006 to 2017, the foreign exchange indexed liabilities moved up and down without following a trend. However, in 2018 it dramatically decreased and was recorded as 0 in the last four years.

In addition, in Figure 4, the ratio of foreign exchange deposits to total foreign exchange liabilities is shown.

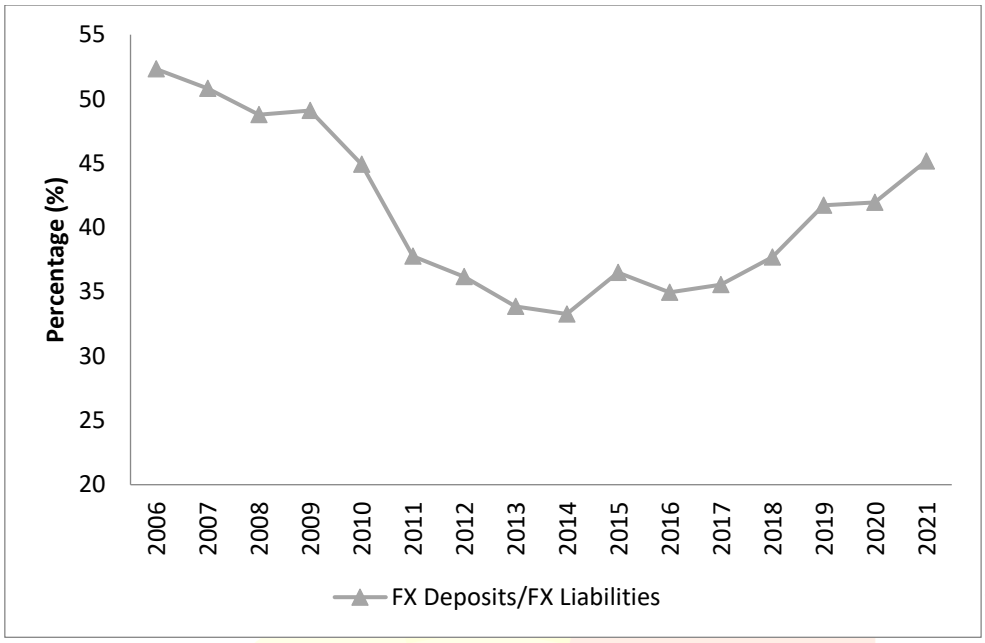


Figure 4- Foreign Exchange Deposits/ Foreign Exchange Liabilities

Source: BRSA

Although the ratio of foreign exchange deposits[6] to total foreign exchange liabilities was greater than 50% in 2006 and 2007, it followed a downward trend from 2006 to 2014. In 2014, the ratio was 33.27%. However, it increased to %36.51 in 2015. After a slight decline in 2016, it started to increase again. In 2021, the ratio was recorded as 45.16%.

3. DISCUSSION

The net amount of foreign exchange assets and liabilities including off-balance-sheet transactions is defined as the foreign exchange position of a bank (Fukao, 1991). The Regulation on Foreign Currency Net General Position/Own Funds Standard Rate Calculation on Consolidated and Unconsolidated Basis and Implementation by Banks published on the November 1, 2006 dated Official Gazette, and came into force on its publication. In this regulation, own funds are defined as the bank's funds calculated according to "Regulation on Own Funds of the Banks"[7] and foreign exchange net general position means the difference between the sum of foreign exchange assets and the sum of foreign exchange liabilities, in terms of the Turkish lira. Similarly, consolidated own funds are described as the bank's funds calculated under "Regulation on Own Funds of the Banks"[8] and consolidated foreign exchange net general position is calculated by subtracting the sum of foreign exchange liabilities from foreign exchange assets, denominated in Turkish lira. According to this regulation, the weekly simple arithmetic mean of the foreign currency net position/equity standard ratios' absolute value calculated over working days, shall not exceed 20%. Correspondingly, the absolute value of the net general position/equity standard ratio, calculated based on consolidated financial statements, shall not exceed 20%.

[6] Because of the BRSA data availability, foreign exchange deposits and foreign exchange participation funds included for 2011-2021 period, whereas only foreign exchange deposits are included for 2006-2010 period.

[7] According to this regulation, own fund is calculated by the sum of Tier 1 capital and Tier 2 capital which are subject to deductions laid down in the Regulation.

[8] According to this regulation, consolidated own funds are calculated by adding minority interest and other capital issued out consolidated subsidiaries that is held by third parties into own funds on the basis of the parent banks' consolidated financial statements.

In Table 1, banks' foreign exchange net general positions and the ratio of foreign exchange net general position to the regulatory capital standard are listed, for the period 2006-2021.

Table 1. Foreign Exchange Net General Positions of Banks in Turkey

Years	Foreign Exchange Net General Positions (million TL)	Foreign Exchange Net General Position / Regulatory Capital Standard Ratio (%)
2006	198.75	0.33
2007	204.33	0.26
2008	-93.08	-0.10
2009	605.68	0.53
2010	81.37	0.06
2011	602.90	0.39
2012	3,910.92	2.00
2013	-1,244.73	-0.56
2014	-6,013.67	-2.22
2015	2,778.20	0.91
2016	-4,196.98	-1.23
2017	2,217.62	0.53
2018	14,518.77	2.84
2019	-770.06	-0.12
2020	33,316.36	4.36
2021	58,288.60	6.16

Source: BRSA

From 2006 through 2021, Turkish banks have short positions within the balance sheet, they lessen the short positions with the long positions, which are recorded in off-balance-sheet and foreign exchange indexed ones. Especially since 2020, we notice a major increase in foreign exchange net positions.

REFERENCES

[1] Artukoğlu, O. S. *Yurtdışı İşçi Tasarruflarının Türkiye Cumhuriyet Merkez Bankası, Banka Sistemi ve Türkiye Ekonomisi Üzerine Etkileri*, Uzmanlık Tezi, TCMB, Ankara, 2005.

[2] Casu, B., Girardone, C., Molyneux, P. *Introduction to Banking.* Prentice Hall, 2006.

[3] Civcir, İ. Dollarization and Its Long-run Determinants in Turkey. Research in Middle East Economics, 2005.

https://www.researchgate.net/publication/228688668_Dollarization_and_its_Long-run_Determinants _in_Turkey/link/6081ce868ea909241e1aa1ae/download (Accessed: 25.08.2019)

[4] https://www.bis.org/publ/bcbs00e.pdf (Accessed: 22.07.2019)

[5] Feige, E., Dean, J. W. Dollarization And Euroization in Transition Countries: Currency Cubstitution, Asset Substitution, Network Externalities and Irreversibility, International Finance University Library of Munich, Germany, 2002.

[6] Fukao, M. Exchange Rate Movements and Capital Asset-Ratio of Banks: On The Concept Of Structural Positions. Bank of Japan Monetary and Economic Studies, 9 (2), 1991. https://www.imes.boj.or.jp/research/papers/english/me9-2-4.pdf (Accessed: 18.04.2019)

[7] Honohan, P., Shi, A. Deposit Dollarization and the Financial Sector in Emerging Economies. The World Bank Policy Research Working Paper (2748), 2001.

[8] Kepenek, Y., Yentürk, N. *Türkiye Ekonomisi*, Remzi Kitabevi, İstanbul, 2005.

[9] Metin Özcan, K., Us, V. Dolarizasyon Sürecinde Son Gelişmeler: Türkiye Ekonomisi Örneği, TİSK Akademi, 2006.

[10] Rodriguez, R. M., Carter, E. E., *International Financial Management*, New Jersey: Prentice Hall, 1984.

[11] Saunders, A., Cornett, M. M., *Financial Institutions Management-A Risk Management Approach*, McGraw-Hill Irwin, 2008.

[12] https://www.tbb.org.tr/dosyalar/arastirma_ve_raporlar/risk_yonetim (Accessed: 18.04. 2019)

THE IMPACT OF DIGITAL TRANSFORMATION ON BUSINESS ORGANIZATIONS

M.K.GANESHAN
Ph.D Research Scholar in Management
ICSSR Doctoral Fellowship
Alagappa Institute of Management
School of Management
Alagappa University, Karaikudi-630 003, Tamil Nadu, India

Dr. C.VETHIRAJAN
Professor and Head
Department of Corporate Secretaryship
School of Management
Alagappa University, Karaikudi-630 003, Tamil Nadu, India

Abstract
In recent years, the notion of Digital Transformation (DT) has gained a lot of traction. To satisfy changing business and market requirements, digital transformation is the process of employing digital technology to build new or modify existing business processes, culture, and customer experiences. Digital transformation is the redesigning of business in the digital age. Implementing real, customer-centric digital solutions like mobile applications or websites to better the customer journey is one example of digital transformation. Others incorporate the use of machine learning algorithms to convert a traditional firm into a digital one. Empowering people, engaging consumers, and optimizing processes, services, and products are all major areas of digital transformation. This research report is based on secondary data and a review of the literature. The advantages of digital transformation can be found in a variety of industries: It enables firms to upgrade legacy processes, streamline operations, improve security, and boost profitability. Ninety percent of businesses operate in the cloud. Reducing costs, enhancing efficiency, offering a better customer experience, and assuring governance and compliance are all common motivations of digital transformation. However, the necessity to survive is by far the most compelling reason for this shift in business practices. Because it has brought so many changes in our daily lives and also helps us to improve and reshape our environment with the aid of practical, experimental, and scientific knowledge or technology, the digital age has had a significant impact on the social, economic, and political life of societies today. As a result of these effects, a range of innovative business models, such as those for frugal innovation and the circular economy, have been implemented.
Keywords: technology, digital, business, applications, industry

BORROWING PHENOMENON IN OECD COUNTRIES AND BORROWING-BASED DEVIATIONS IN MACROECONOMIC EQUILIBRIUM TARGETS

Prof. Dr. Ahmet Niyazi ÖZKER
Bandirma Onyedi Eylul University, Faculty of Economics and Administrative Sciences, Public Finance Department 10200-TURKEY
ORCID ID: 0000-0001-5313-246X

ABSTRACT

It is observed that the borrowing phenomenon in OECD countries has increased significantly as a common financial phenomenon in recent years due to the different causes. In this study, it appears that the general borrowing phenomenon, especially public borrowing in OECD countries affected by the post-2019 pandemic process, causes significant deviations in structural macroeconomic target balances based on different purposes. At the very beginning of these determinations, it has revealed that especially the increasing debt burden created a growing debt burden in response to the decreasing public income options as the increases in government expenditures for these countries. Thus, significantly the increased gross borrowing needs of the governments, especially after the 2019 and 2020 process have been in actual fiscal discussions for the future. This phenomenon also reveals that OECD countries have averaged an average of 50 to 65% increase in GDP ratios. It has been observed that this situation has led to significant changes in monetary and fiscal policies within the scope of OECD countries, as well as the start of an important new impact process on the marketable debt market and loanable funds. It is understood that the continuous increase in the funding needs and debts by the government in 2020 and 2021, in particular, constitutes a reason for significant increases in the following years as the sum of debt service and interest payments of these debts. It is understood that this phenomenon, especially for emerging and developing economies in OECD countries, makes a process in which interest policies inevitably come to the fore in terms of macro balances of structural policies.

Key Words: Debt Policies, GDP, Interest Applications, Macroeconomics Targets, OECD.

JEL Codes: E40, E42, E43.

1. INTRODUCTION

These recent deviations in macroeconomic target balances on the basis of countries mean global financial balances to be achieved with different macro targets and different borrowing projections, especially for countries representing emerging economies. It is understood that especially the dollarization phenomenon for different fiscal balances and different monetary-fiscal policies triggered these deviations. This phenomenon, which different external debt projections are created within a different borrowing trend, means also the differently global money-interest policy perceptions within OECD. It is a fact that the need for financing in public programs within the scope of the OECD to compensate and meet the social and economic effects of the post-Covid-19 pandemic has increased (UN-ECLAC, 2020: 10-11). It is also observed that the debt and public debt burden reached record levels, especially in OECD countries where borrowing from the market grew significantly in 2020 and beyond. It appears that the 2020 estimates for government bond exports and the increasing amount of public bonds after 2021 increase the average debt burden on the country. At the same time, debt management policy evaluations regarding the sovereign debt related to financing needs are borrowing policies oriented constitutes an essential part of this issue. On the other hand, it is clear that

among OECD governments, the borrowing projections of governments are around 19 Trillion dollars for 2020, and after 2020, it generally reaches 21 Trillion US dollars for 2021 as a result of a significant increase process (IMF, 2020: 3-4).

Despite this increased period until 2019, the fact that public debts showed a decreasing trend in 2021 as the OECD average, reaching 7.7 levels in terms of GDP, indicates a significant increase during the year compared to the previous period. Despite all this, the fact that the public debt limits, which increased in 2020, entered a decreasing trend in 2021, can be explained by the rationality of the long-term results of the governments' short-term borrowings and the short-term scenarios of achieving. This fact means a financial balance as related to future expectations, especially in the scope of debt policies. The position of the record of the mandatory debt in 2020 has resulted in a significant increase in budget deficits as a ratio of GDP, as it continues in 2021 as a borrowing projection (Congressional Research Service, 2021: 4-5). On the other hand, this phenomenon has started a process in which public cash needs have increased, with a budget deficit of approximately 20 trillion dollars on average. The budget cash requirement, which emerged as the total OECD average based on average debt increases, can be considered an important phenomenon that can be expressed as a new projection, especially as a negative outcome application of the difficulties in providing vaccination and other health-related components within the health sector. The most important feature behind public borrowing is that it often brings a financial burden to public finance, and the most important reason for its increase can be interpreted as the amortization period of debts. In this respect, the difference between a standard gross borrowing requirement and a net debt requirement creates a significant debt increase trend, especially after 2019-2021 (OECD, 2022: 14-15).

2. CHANGES IN THE BORROWING PHENOMENON IN THE OECD AND THE POSITION OF CASH DEBT REQUIREMENTS

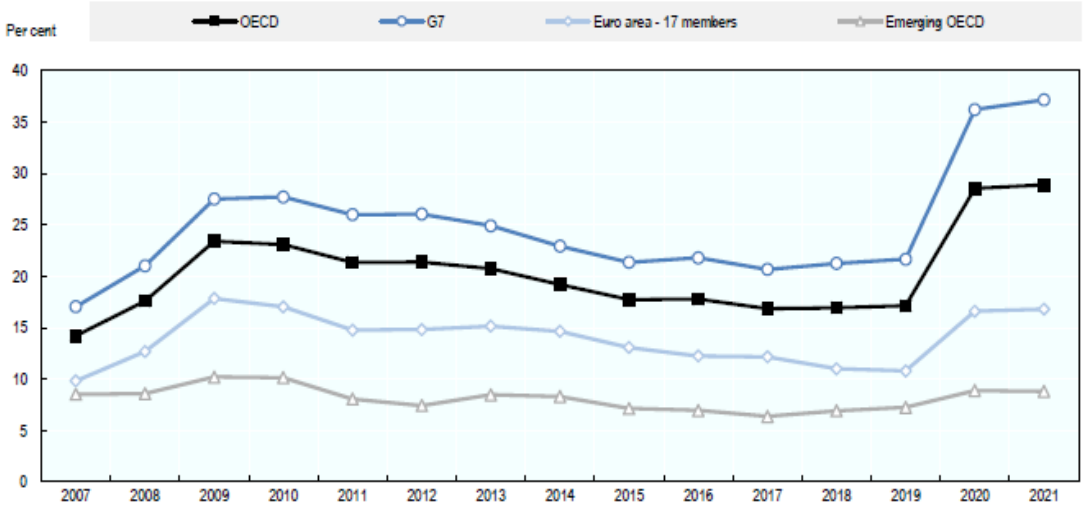
In the debt process, as related to weakened economically, it has been observed inevitably that the debt burden increased and sectoral confidence in structural transformation policies decreased. The uncontrollable position of some new variants in the vaccination process means a possible peak in health expenditures and the need for additional financing. Therefore, in addition to the negative expectations in the recent period, negative and irrational practices in public finance represent the position that causes the budget deficits to increase and weakens the economic activities and puts this process into a vicious financial circle (Padoan and Noord, 2012: 2-3).

2.1. Average Debt Change Process and Structural Distribution of Borrowing Needs in the OECD

This fiscal phenomenon in OECD means more needing new public borrowing policies to the future. One of the essential features of the increases in debt options within the scope of the OECD is that it creates a debt cycle related to the classification of countries depending on the development difference within the OECD. This cycle of periodic debt volatility has put forth especially needed the evaluation of seventeen countries in the Euro Area and the G7 countries, especially those representing emerging economies (OECD, 1997: 9). This approach, which has a significant meaning, has made it inevitable that the cash debt requirements will differ as a phenomenon, especially with the other debt requirements in question.

These classifications of these countries, which we have mentioned, show significant differences and bring the contradictions arising from different structural debt policies to the plan by differentiating the financial targets and the formations in the structural debt policies (Blundell-Wignall, 2012: 15). In addition, this structural phenomenon related to borrowing also represents a meaningful analysis process in terms of revealing the level of debt option countries that

represent emerging economies are faced with, unlike other developed G7 countries. On the other hand, when we look at the OECD in general, it shows that debt options have entered a significant increasing trend, and this rising trend has shown a considerable leap after the Corona-19 pandemic. Notably, the increase in public borrowing processes, especially as a movement, manifests itself in developed G7 countries with the maximum jump effect in the increasing trend. In Chart 1 below, it is possible to trace the periodic position of the gross borrowing requirement concerning OECD debt volatility:



Source: OECD (2021), OECD Sovereign Borrowing Outlook for OECD Countries, Paris: OECD Publications, 2021, p. 11.

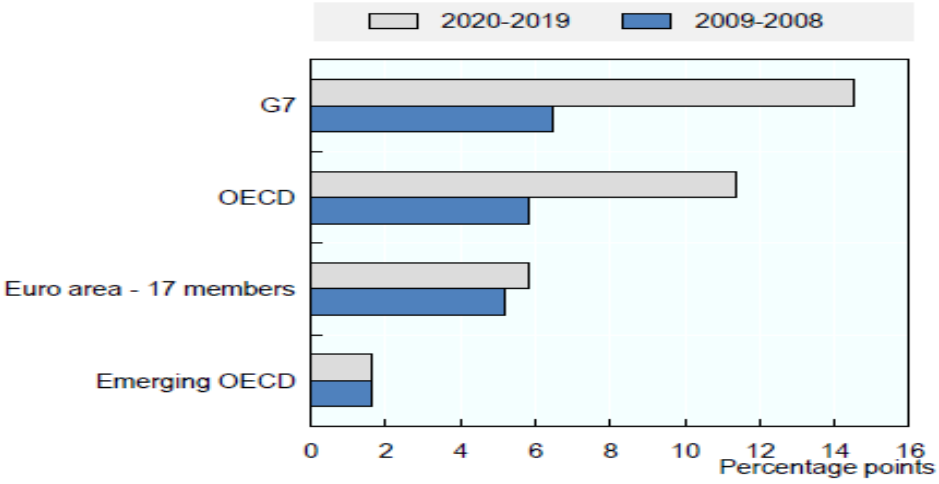
Graphic 1. Gross borrowing needed in OECD's Requirements and Debt Variations Periodically

As can be seen in Chart 1 above, it is observed that the average debt variability within the scope of the OECD entered into a continuously increasing trend, especially after 2007. This period, which peaked with the 2009 financial crisis, revealed a not very variable stagnation between the global financial crisis and the peak borrowing options due to Corona-19 which is in 2019. However, it is a remarkable feature that this stagnation became a jump trend after the 2019 pandemic process. Even if there is a slight proportional decrease in borrowing limits until 2019 in the expression of stagnation, especially for the G7 countries, the fact that there is a severe increase after the pandemic has also revealed a position that structurally differentiates the emerging economies in this process (Yıldırım, 2020: 5-6).

But, it indicates that in countries representing emerging economies within the scope of OECD, actual borrowing rates vary between 8% and 10% of GDP and are more stable along 2007-2020. The fact that this rising trend takes place in the developed G-7 countries with the increasing costs of health expenditures can be considered as the main reason for the different approaches to the analysis of OECD debt options. Emerging economies have also revealed their trends towards production processes during the pandemic process, partly with a lower level of the underwriting of the health costs related to the pandemic process.

This fact reveals a different trend in the increase of gross borrowing costs in these countries and that the reasons for borrowing limits from the G7 countries are evaluated differently (IMF, 2022: 15). This financial flow process reveals the existence of a debt phenomenon, which will continue to increase in a continuously increasing trend, which can be evaluated within the Peacock-Wiseman approach. However, different results emerge when the subject is considered especially within the scope of the G-7 within the scope of the OECD and 17-member countries in the Euro Area. Regarding these different results, it is noteworthy that the most crucial

difference is between OECD countries representing emerging countries within the scope of OECD (Kharas, 2010: 12). In Chart 2 below, it is possible to see the comparisons of each annual difference increase between 2008 and 2009 and 2019 and 2021, which can be expressed as average values across the entire OECD:



Source: OECD (2021), OECD Sovereign Borrowing Outlook for OECD Countries, Paris: OECD Publications, 2021, p. 10-11.
***** As per cent of GDP

Graphic 2. Increasing Need for Public Borrowing to the COVID-19 Process Compared to the 2008 Financial Crisis

As observed in Graph 2 above, it appears that the countries that reveal the most critical debt phenomenon in terms of debt distribution within the scope of the OECD are the G7 countries, which represent the developed OECD countries. As the OECD average, the effect of these average increases took place in the process as a crucial average increase in borrowing as the effect of the G7 countries. The position of borrowing options, especially in different countries, indicates that these options present different margins within the range of each of these countries we have mentioned. This sign especially reveals that the debt variability of emerging OECD countries between 2019 and 2020 and between 2008 and 2009 is not subject to any proportional variability.

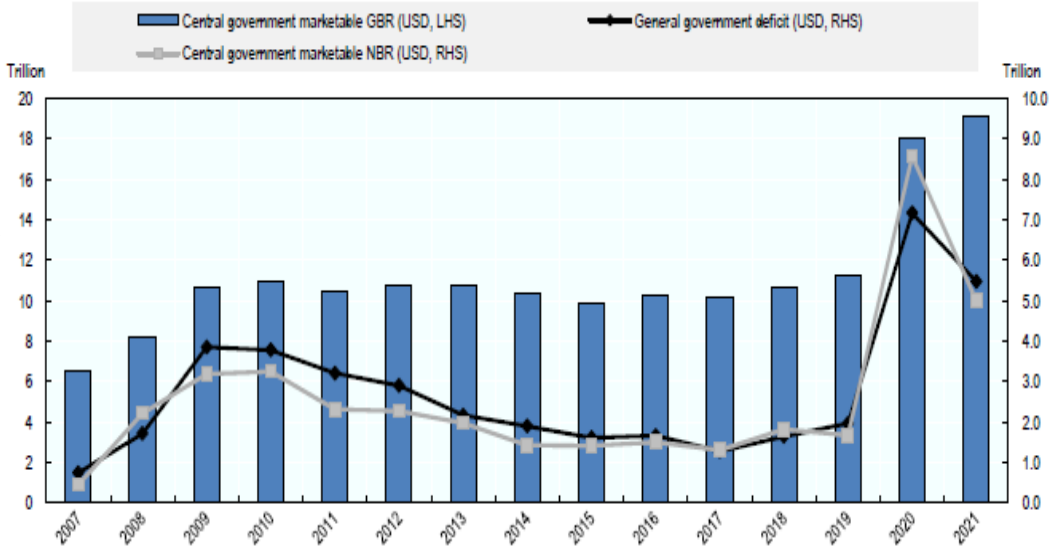
It reveals that the changes in borrowing limits until 2019 turned into a global debt phenomenon for different purposes and that the financial institutional infrastructures were significantly effective in creating the financial institutions and debt options of the G7 countries, which act with the borrowing phenomenon (OECD, 2017: 75). When this phenomenon is considered a percentage distribution, it reveals that each proportional value of GDP turns into a structure representing approximately 15% of GDP, especially within the G7 countries. As of 2020, this phenomenon means an increase of more than two times compared to 2019, within a significant increasing trend. However, the fact that the issue between 2008 and 2009 has been evaluated shows that this phenomenon, as the OECD average, reveals an average borrowing phenomenon of around 6 per cent within the scope of GDP.

Again, this phenomenon indicates that, as OECD countries in emerging economies, monetary and fiscal policy implementations did not show any change between 2008 and 2009 and 2019 and 2020 in all borrowings, and approximately 1.8 per cent of GDP in emerging economies, came to the fore. The debt increase process, which creates an impact mechanism in the handling of this phenomenon at different levels, and in the comparison of the pandemic process between the 2008 and 2009 periods and the pandemic process between 2019 and 2020, is a financial phenomenon that results in an increase in health expenditures at the entire global level and

makes countries more indebted (World Health Organization, 2020: 38-39). Considering these increases at the global level, it is possible to talk about a global impoverishment phenomenon in which the deviations in the distribution of worldwide income and welfare enter an even more negative process. In addition, it should emphasize that the distribution of the volume of real debt increases causes global financial relations in OECD countries, which have different effects at different scales we have classified.

2.2. The Change Process of Budget Deficits and Net/Gross Borrowing Requirements in the OECD

However, the emergence of different approaches and different effect scales between countries in interpreting the borrowing phenomenon within the scope of OECD regarding the deviations in some debt-based macroeconomic values is a vital debt phenomenon. In this context, emphasizing the Borrowing Requirement and net borrowing requirements across the entire OECD in understanding the differences and impact scales between countries provides a meaningful basis for a critical debt process analysis (OECD, 2007: 39). Analysing this current structure means that, within the framework of increasing global debt limits for all OECD countries after 2007, the increase in borrowing options, especially as gross borrowing requirements with the net borrowing requirements as a ratio of GDP. the macro expectations of countries for borrowing and possible financial balance calculations affect and differentiate this phenomenon, especially in the net borrowing requirement of emerging economies and different from the other OECD countries (OECD, 2010: . The fact that general government deficits are also compared with the gross and net borrowing requirements standardized as OECD scope and average, in this respect, provides an important ground of meaning in analyzing and understanding the current position of the borrowing phenomenon. Within the scope of OECD, it is possible to observe these two phenomena, which are almost close to the unit, with different actions and different angles of increase tendency, in the graph 3 below:



GBR = Standardised Gross Borrowing Requirement, NBR = Net Borrowing Requirement.

Source: OECD (2020-a), *Survey on Central Government Marketable Debt and Borrowing*, Paris: OECD Publications, 2020, p. 13; OECD (2020-b), *Economic Outlook-December 2020;* Paris: OECD Publications, 2020, p. 23; IMF (2021), *World Economic Outlook Database-October 2021*, Washington D.C.: International Monetary Fund (IMF), 2021, p. 41.

Graphic 3. Borrowing Variations Outlook in OECD countries, and Debt Variations (2007-2021)

When this issue is evaluated in terms of financial deviations within the scope of OECD, it is seen that the increases in the emergence of net borrowing requirements other than gross borrowing requirements and requirements peaked especially after 2019 and 2020, as observed in Chart 3 above. In particular, each value that can be expressed as a ratio of national income represents a gross borrowing requirement in 2001, which reached up to 19 trillion within the scope of the entire OECD, especially on a dollar basis. This phenomenon, which can be equated with all government fiscal deficits in general, also shows that central government debt has entered a more significant decline in a different trend despite this increase based on Net Borrowing Requirements (Blommestein et al, 2010-a: 3-4).

It is noteworthy that, especially between 2014 and 2019, borrowing and net borrowing requirements are higher commercially. This remarkable phenomenon can be explained by the economic growth phenomena of the countries in the commercial period. The net borrowing requirement of net economic growth as net values, on the other hand, shows that each current value that can take on an annual basis is more affected by inflation and the need for a net severe debt in real terms. It reveals the need for more current financing due to budget deficits that occur in parallel with inflation. However, although the Net Financing Requirement reveals that a lower financing requirement is required, this phenomenon can be explained as the excess of the gross current expenditure limits in realizing real economic growth in OECD countries. Increases in gross debt options to cover actual investment expenditures are valued lower than the gross monetary increases to cover service sector deficits and out-of-inflation valuation. Therefore, the proportional value increases in the gross and net debt requirement, which show different values, leading that the scale of the increasing trend of actual and gross values is quite close, even though they differ in current values.

In terms of OECD increasing borrowings, two important reasons for this approach can be mentioned. Although the deviations in the net borrowing requirement in these values, as the OECD average after 2007, are not different in terms of the net and gross values, it can be said that it is an essential result of the fact OECD (Blommestein et al, 2010-b: 2). Namely, the financial institutions have different results from the gross values in their accounting accounts. The borrowing phenomenon has increased the net borrowing requirement until 2019, with different applications, especially the cost value of the OECD's general government budget deficits in dollars in each place. The debt phenomenon carried to a higher level after 2019, followed a trend parallel to the position of public budget deficits in the post-2007 period. Despite the very close equivalent movement regarding the net borrowing requirement, a higher level of net debt requirement after 2020 came to the fore and this structural phenomenon limit was due to the general budget deficits.

Debt requirements for greater exposure have also created a higher debt variance. This situation can be explained by the fact that investment targets in emerging economies are identified with foreign investment targets for 2020, and they need more foreign investment resources. When this phenomenon is considered in terms of gross government public deficits, the increase was very close to the gross borrowing requirement's position and showed a specific decrease in 2021. In addition, the government reached its place in 2021, which further reduced public budget deficits (OECD, 2021: 9). The decline in the net borrowing values in the central government budget to almost the same level resulted in the removal of public obligations to 5.5 trillion dollars in average value. The second reason for the emergence of higher net borrowing requirements in 2020, especially after 2019, is that the Corona-19 pandemic process of the government budget creates a significant cash and expenditure cost.

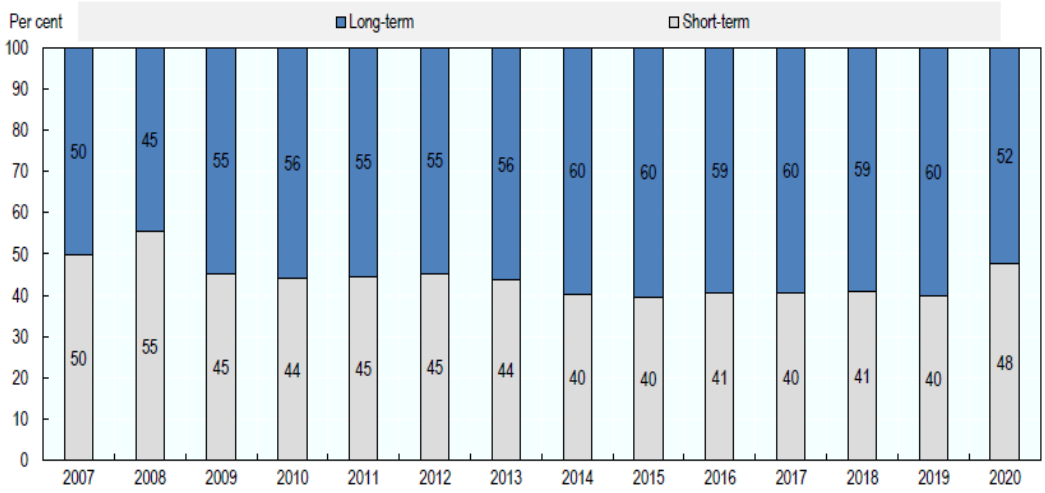
The primary reason for this is the need for higher health technology and financial infrastructure for the struggle of developing countries in the pandemic process to increase health expenditures and health problems. When these values are expressed as average values in the OECD, it is

revealed that the government budget deficits of all deals have decreased further. Still, there is a public debt deficit of around five and half-trillion dollars as of 2021. This structure translates into global deficits of approximately one trillion dollars in gross cash requirement. It should be to emphasizing that this deviation is higher than the cash financial requirement and means a new debt policy that will bring borrowings to the fore even in the post-2021 period (European Parliament, 2021: 7).

3. BORROWING COSTS AND DEVIATIONS BASED ON MATURITY VARIABILITY OF OECD DEBT REQUIREMENTS

However, the robust approach towards explaining debt-based deviations put forth as an average value for OECD countries is that these debts should be shaped by their debt requirement limits and according to maturity differences, and debt phenomenon analyses should be made on this basis. This requirement also refers to the short- and long-term debt variability expressed as maturity differences in the post-2007 period. Besides, the said debt volatility also means the structure of debt compositions, which is also directly affected by long-term and short-term debt compositions and is shaped by possible future borrowing costs. On the other hand, this structural approach is also a sign of a crucial fiscal phenomenon issue: it is observed that after 2007, a significant effort has been made, especially for the long-term extension of debt options (Lenain et al, 2010: 13). While there is a long and short-term distribution of approximately 50% and 50% of the long-term and short-term OECD borrowing phenomenon in 2007, this equal-term share increased in the short term in the following years. There was a new significant difference after the 2008 and 2009 financial crises. It appears to be in an upward trend which means those favourable borrowing policies are intended to cope with the debt issues (OECD, 2012: 8).

It is seen that after 2009, that is, in the years immediately after the financial effects of the 2009 crisis, long-term borrowings came to the fore frequently and it was aimed to get rid of the borrowing phenomenon and all kinds of structural negative financial positions related to borrowings with the debt policies created in this regard. It is possible to monitor this situation in Chart 4 below regarding the borrowing process:

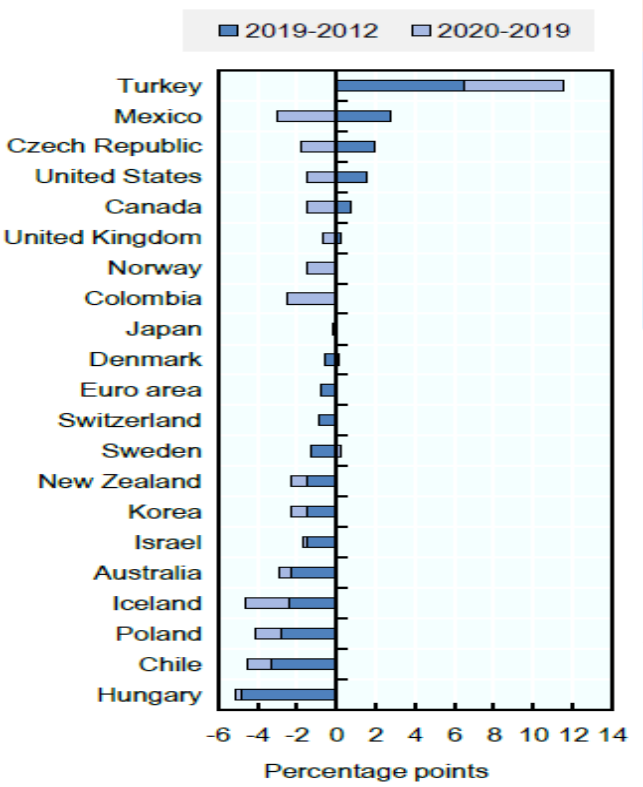


Source: OECD (2021), OECD Sovereign Borrowing Outlook for OECD Countries, Paris: OECD Publications, 2021, p. 17; OECD (2020-a), *Survey on Central Government Marketable Debt and Borrowing*, Paris: OECD Publications, 2020, p. 27.

Graphic 4. Periodical Borrowing Requirements in the OECD and Maturity Options Distribution

As seen in chart four above, the periodic maturity costs of debt options increase constitute balanced scales that can be expressed with different values. These balanced scales also reveal that any regular debt policy should reveal a financial plan based on a borrowing trend that can be considered long-term in long-term issues. Indeed, after the 2009 financial crisis, it is seen that borrowing policies in the long term have a more important place in the process than the OECD debt average (IMF, 2009: 34-35). However, it is difficult to say that a significant deviation has been prevented due to the increase in debt costs. Especially along 2012-2019, all such expenses in the interest limits variability during 2019-2020 have taken place in the position of crucial main dynamics affecting some essential debt elements.

However, it is observed that the restrictions on all kinds of value and borrowing rates related to borrowing rates have a significant cost effect. However, it is also observed that short-term borrowings, especially after 2019, become almost equal to periodic distribution with the pandemic process in 2020 (Acar, 2020: 282). This phenomenon, which can be expressed as short-term and long-term borrowing costs, has also put values that can differ into a different short-term borrowing trend than the previous 2018 and 2019. However, it points out that despite the decrease in interest rates in some developed first-world countries, where the interest paid for the increase in the debt stocks of countries such as Turkey has reached a severe level. Namely, Turkey has also entered an important debt phenomenon after the financial crisis within a significant debt trend. In Chart 5 below, it is possible to monitor some proportional changes in debt ratios from 2012 to 2021 and the position of interest-based fiscal deviations that can be made based on 2021 as a debt ratio cost:



Source: OECD (2021), OECD Sovereign Borrowing Outlook for OECD Countries, Paris: OECD Publications, 2021, p. 15

Graphic 5. Course and Change in the interest rates from 2012 through to 2020 in Some OECD Countries

As seen in Chart 5 above, it is possible to talk about some interest rate increases, primarily based on developing countries, to the rise in interest payments due to interest rates between 2012 and 2019. It is a significant financial indicator that Turkey has the highest interest rates

and increases in interest payment limits, followed by Mexico in second place and the Czech Republic in third place. The interpretation of this position, especially based on increases in the USA, has been compared with the rise in interest rates. It has brought different critical interpretations to the schedule. The fact that these different current interpretations are negative despite the decrease in interest rates and interest debt liabilities in 2012 and 2019, especially in other countries, can be explained by the amortization process in payments turned into a heavy debt cost phenomenon in developing countries (European Commission, 2021-c). In the one-year change period between 2019 and 2020, it is revealed that these rates increased at the highest rate in Turkey and that a significant decrease in investment volume parallels the increase in borrowings between 2019/20 means a necessary cash requirement for closing the budget deficits with borrowing policies.

Undoubtedly, the one-year change in current value between 2019 and 2020 has brought the increasing limits in terms of net debt requirements. A significant interest burden in parallel with the growing budget deficits takes place in the process with short-term. High-interest rates, and the one-year change process in which the government's high borrowing is inevitable, have been brought to the discussion schedule especially in India (OECD, 2019: 4). The fact that the interest rates, especially in the Euro Area region, decreased slightly and hovered around "-1" means a significant contribution value in similar countries, as these interest rates continued in the following years, especially in countries such as Hungary, at a tiny percentage. However, the position of interest rates in the most critical increasing trend means a tight monetary policy, in which investments stopped, and cash requirements were further restricted after the 2019 pandemic period, in which economic contraction policies came to the fore.

It can also be interpreted that this tight monetary policy approach in the Eurozone region, together with low-interest rates, had a significant impact on real halves and that borrowing policies and cash requirement limits decreased. However, the increase in interest rates among developing countries, especially in Canada, the Czech Republic, Mexico and Turkey, is around 13 per cent in terms of borrowing interest in total in 2020. At this stage, it should be said that the increase in net borrowing requirements is the primary factor in the borrowing policies of underdeveloped countries dependent on Corona 19 health services (European Commission, 2021-a). This rationale also raises the possibility that the debt redemption processes that have to be paid forward may act in a short-term manner.

This possibility will significantly impact countries with their increasing short-term, but high-interest debt policies and the cost of this financial borrowing will be evaluated with a significant budgetary burden arising from the distribution of compulsory debt payment options and maturity differences. The rising level of short-term borrowing between 2017, 2018 and 2019 increased by 8-9% on average in 2020, approximately as the OECD average, and short-term debts turned into a preferable situation. This phenomenon, which also means high investment costs, means the tendency to make investment options with foreign financing, which can express in different values and take place in other conditions of countries (European Commission, 2021-b).

Discussion

Despite the faster control of debts in OECD countries, which express especially emerging economies, there is an increasing public debt within the G7 countries and across the OECD. Debt in the process as a trend need has affected public balances and debt projections as a phenomenon. On the other hand, the recent position of average debt burden increases within the scope of OECD has also revealed a high degree of debt projection uncertainty in 2021 and beyond. It would not be a mistake to say that healthcare production services are the most

important factor in the increase in borrowings and debt costs in the G-7 countries and the OECD general average. This phenomenon, which may create a financial phenomenon in OECD countries, especially as a return of borrowing costs in the years after 2021-2022, is divided into different values in terms of borrowing costs.

But this fiscal formation for a discussion group will mean the search for debt resources as a new debt policy, especially in OECD countries, which will mean the discussed subject title of new debt options. It has been accepted as the most important reason for the increase in 2020. This phenomenon, which means urgent borrowing and current account deficits in net borrowing requirement, seeks critical financial resources, also means that the income distribution gap in OECD countries is broken from the development gap of future-oriented countries. This situation also causes the financial support measures, which also reflect the risks to global health and economic development processes, to be evaluated within the debt policies that have increased significantly. In addition, it is understood that the effects of debt stabilizers weakened the optimism process in the sectors in this period where the impact of automatic financial stabilizers was also has aimed and economic activities. This trend also reveals a cost process, which means a borrowing and redemption process, which can be expressed in more hot money, within the study of external fundraising of services related to social service increases. In brief, as related to this said process, where capital accumulation in Turkey decreased further, especially in 2019 and 2021, and can be emphasized. It is understood that the approaches related to the determination of maturity policies with borrowing policies are a result of the problem of not being able to be formatted more optionally in the global process, as well as preventing a possible financial crisis in this regard. At this point, the main criterion, which is the topic of discussion for OECD countries, is the level of resources and the extent to which financial resources will be shaped, especially after the Corona 19 pandemic.

4. CONCLUSION

The fact that the debt phenomenon has become an essential factor in OECD countries after 2015 has emerged as a critical investment constraint, especially in OECD countries representing developing and emerging economies. The high economic growth targets of the developing countries have brought a conditional process to invest in these countries, which also have foreign financing deficits, with higher costs and borrowings, as a result of these countries' need for more financing. While this process affects the view of the countries' development level as their investments, it has also made it inevitable that some critical financing needs of the G7 countries and emerging economies and the Euro-Area region will be differentiated and subject to different policies, especially within the scope of varying categorization of debt elements. Despite all this, it is seen that possible borrowing changes bring up a boron phenomenon, which is generally more structurally different and shaped by faulty policies in the process in emerging economies. To the OECD average, it is seen that it is a crucial borrowing phenomenon that short-term and high-interest borrowings are brought to the schedule. Especially in countries trying to develop in crisis periods to eliminate the possible debt costs of long-term and short-term borrowings take place significantly.

In addition, this situation resulted in developed OECD countries preferring long-term borrowings to make short-term and low-interest borrowings more meaningful. In addition to all these, another important factor affecting the debt phenomenon is the financial crisis, the differences in front of the savings gap of the countries and the degree of efficiency of the calculations in national savings. This structural fiscal phenomenon has revealed that the nations are a factor in economic development and cash debt requirement in recent years. In this respect, it reveals that the economic growth-based evaluation of the debt phenomenon in OECD countries also occurs in closing budget deficits and financing public deficits, especially in

developing countries. On the other hand, this phenomenon brought a structure that resulted in the inclusion of some different policies within the scope of OECD countries, the fact that the costs of some interest payments beyond the global financial debt criteria took place in the process. Besides, this has meant the deterioration of international financial standardization for the last fifteen years. All kinds of global cooperation, which can be expressed as economic development and development union, come to the fore with several different political borrowing-based approaches, which is the most significant handicap in implementing standard fiscal policies within the scope of OECD. This handicap also reveals that countries affected by global crises produce debt policies at different levels. These policies generally result in a more significant debt vicious cycle and phenomenon with high-cost redemption processes in underdeveloped countries.

ACADEMIC SHARING PLATFORM

REFERENCES

Acar, M. (2020), "Post-Corona World: The Effects of COVID-19 on Economic, Social and Academic Life", in *Reflections on the Pandemic in the Future of the World*, Muzaffer Şeker, Ali Özer and Cem Korkut (Eds.), Ankara: Turkish Academy of Sciences Publications, 2020, pp. 209-288.

Blommestein, H. J., Jensen, O. S. and Olofsson, T. (2010-a), *A Suggested New Approach to the Measurement and Reporting of Gross ShortTerm Borrowing Operations by Governments*, OECD Journal: Financial Market Trends, Vol. 2010 – Issue: 1, Pre-publication Version, Paris: OECD Publications, 2010.

Blommestein, H. J., Vayvada, E. D.and Flores, P. I. (2010-b), *OECD Sovereign Borrowing Outlook No.3*, OECD Journal: Financial Market Trends Vol.e 2010 – Issue: 2, Pre-publication Version, October 2010, Paris: OECD Publications, 2010.

Blundell-Wignall, A. (2012), *Solving the Financial and Sovereign Debt Crisis in Europe*, OECD Journal: Financıal Market Trends, Vol. 2011 Issue. Paris: OECD Publications, 2012.

Congressional Research Service (2021), *Federal Deficits, Growing Debt, and the Economy in the Wake of COVID-19*, CRS Report, March 23, 2021, R46729, Washington D.C.: Congressional Research Service (CRS), 2021.

European Commission (2021-a), *Commission Implementing Decision of 1.6.2021 Establishing The Framework for Borrowing And Debt Management Operations Under Nextgeneration EU for 2021*. Avaiable at: https://eur-lex.europa.eu/legalcontent/EN/TXT/?uri=uriserv%3AOJ.L_.2021.236.01.0075.01.EN (Accessed June 19.2022).

European Commission, (2021-b), 'Next Generation EU – Funding Plan June-December 2021. Avaiable at: https://ec.europa.eu/info/sites/default/files/about_the_european_commission/eu_budget/factsheet_funding_plan_v5.pdf (Accessed June 19. 2022).

European Commission (2021-c), *(EU) 2021/1095 of 2 July 2021 Establishing The Methodology For Allocating Costs Related To Borrowing and Debt Management Operations Under Next Generation EU. Available at:* https://eur-lex.europa.eu/legalcontent/EN/TXT/?uri=uriserv%3AOJ.L_.2021.236.01.0075.01.ENG (Accessed June 19.2022).

European Parliament (2021), *Next Generation EU Borrowing: a First Assessment*, In-Depth Analysis Requested by the BUDG Committee, PE 699.811 - October 2021, Brussels: European Parliament Policy Department for Budgetary Affairs Directorate-General for Internal Policies, 2021.

IMF (2009), *International Monetary Fund Annual Report 2009: Fighting the Global Crisis*, Paris: The International Monetary Fund (IMF), 2009.

IMF (2020), *Fiscal Policies to Address The Covıd-19 Pandemic*, International Monetary Fund October 2020, Washington D.C.: International Monetary Fund (IMF), 2020.

IMF (2021), *World Economic Outlook Database-October 2021*, Washington D.C.: International Monetary Fund (IMF), 2021.

IMF (2022), *Making Debt Work for Development and Macroeconomıc Stability*, Development Committee, April 2022, Washington, D.C.: International Monetary Fund (IMF), 2022.

Kharas, H. (2010), *The Emerging Middle Class in Developing Countries*, OECD Development Centre Research area: Global Development Outlook-January 2010, Working Paper No. 285, Paris: OECD Publications, 2010.

Lenain, P., Hagemann, B. and Carey, D. (2010), *Restoring Fiscal Sustainabilty in The United States*, Economics Department Working Paper No. 806, ECO/WKP(2010)62, 22-Oct-2010, Paris: OECD Publications, 2010.

OECD (1997), *The OECD Report on Regulatory Reform Synthesis*, Paris: Organisation for Economic Co-operation and Development (OECD), 1997.

OECD (2007), *Lessons Learnt from Experience with Debt-for-Environment Swaps in Economies in Transition*, Paris: Organisation for Economıc Co-Operatıon and Development (OECD) Publications, 2007.

OECD (2012), *Debt and Macroeconomic Stability*, OECD Economics Department Policy Notes, No. 16, January 2013, Paris: OECD Economic Department Publications, 2012.

OECD (2017), *Resilience in A Time of High Debt*, OECD Economic Outlook-Chapter 2, Vol. 2017 Issue: 2, Paris: OECD Publications, 2017.

OECD (2019), *OECD Economic Surveys: India*, Overview-December 2019, Paris: OECD Publications, 2019.

OECD (2020-a), *Survey on Central Government Marketable Debt and Borrowing*, Paris: OECD Publications, 2020.

OECD (2020-b), *Economic Outlook-December 2020;* Paris: OECD Publications, 2020.

OECD (2021), *OECD Sovereign Borrowing Outlook for OECD Countries*, Paris: OECD Publications, 2021.

OECD (2022), *OECD Sovereign Borrowing Outlook 2022*, Paris: OECD Publications, 2022.

Padoan, P. C. and Noord, P. V. D. (2012), *Avoiding Debt Traps: Fiscal Consolidation, Financial Backstops and Structural Reforms*, OECD Journal: Economic Studies Vol. 2012, Washington D.C.: OECD, 2012.

UN-ECLAC (2020), *Report on The Economic Impact of Coronavirus Disease (COVID-19) on Latin America and The Caribbean*, United Nations publication LC/TS.2020/45, Santiago: United Nations Publications, 2020.

World Health Organization (2020), *Global Spending on Health: Weathering the Storm*, Canova: World Health Organization (WHO) Publications, 2020.

Yıldırım, N. (2020), "Challenges in Global Value Chains After Covıd-19 Pandemic: A Revıew", *in The Covid-19 Pandemic Global Risks and Uncertainiıes*, Nazan Susam (Ed.), This study was funded by Scientific Research Projects Coordination Unit of Istanbul University, Project Number: SBG-2020-36831, İstanbul: İstanbul Bilgi Üniversity, 2020, pp. 3-20.

FORECASTING DOLLARIZATION IN TURKEY FOR 2000-2021 PERIOD WITH THE GARCH MODEL

2000-2021 DÖNEMİ İÇİN TÜRKİYE'DE DOLARİZASYONUN GARCH MODELİ İLE TAHMİNİ

Doç. Dr. Figen BÜYÜKAKIN[1], Arş. Gör. Sedanur DEMİR[2], Onur EVLİOĞLU[3]

[1]Kocaeli Üniversitesi, Siyasal Bilgiler Fakültesi, bfigen@kocaeli.edu.tr - ORCID ID:0000-0002-0226-7265
[2]Kocaeli Üniversitesi, Siyasal Bilgiler Fakültesi,sedanur.demir@kocaeli.edu.tr - ORCID ID:0000-0002-1473-9610
[3]Kocaeli Üniversitesi, Sosyal Bilimler Enstitüsü,onurevlioglu2@hotmail.com- ORCID ID:0000-0002-6125-7294

ABSTRACT

Dollarization is generally defined as the substitution of foreign currency for domestic currency in the economy. However, the concept of dollarization is also explained by dividing it into different types in the literature. Namely, there are various classifications such as formal, semi-official and informal dollarization, partial and full dollarization, real and financial dollarization. The dollarization problem, which is generally seen in the economies of developing countries, arises as a result of the instability in the economy. Crises and the high inflation process following the crises increase the orientation towards foreign currency and thus the phenomenon of dollarization in the economy arises. The crises experienced in Turkey in 2001, 2008, 2018 and 2020 caused fluctuations in the economy and the confidence of the economic actors in the domestic currency decreased due to the uncertainty experienced in these periods. In particular, with the impact of the COVID-19 pandemic, significant economic problems have arisen around the world. In addition to the direct negative effects of the pandemic in Turkey, it also had negative effects indirectly through the reflection of the problems experienced on a global scale to Turkey. This process led to the depreciation of the Turkish lira against foreign currencies, macroeconomic instability and a decrease in the confidence of economic agents in the domestic currency. This situation both accelerated and deepened the dollarization process in the Turkish economy.

Dollarization, which has become the current economic problem of the Turkish economy, constitutes the main research subject of this study. The aim of the study is to model the dollarization rate in the Turkish economy in the 2000-2021 period, including the volatility in the process. When modeling a time series, the most frequently used models on incorporating the volatility in the series are the Autoregressive Conditional Heteroskedasticity (ARCH) and the Generalized Autoregressive Conditional Heteroskedasticity (GARCH) models. In this context, dollarization rate was estimated by ARCH and GARCH models in accordance with the purpose of the study. As a result of the model estimations, it has been determined that the best model that eliminates the volatility in the dollarization rate in Turkey for the period under consideration is the GARCH(1,1) model.

Keywords: Dollarization, ARCH Model, GARCH Model, Domestic Currency Substitution, Model Estimation.

ÖZET

Dolarizasyon, genel anlamda, ekonomide bireylerin yerli para yerine yabancı parayı ikame etmeleri olarak tanımlanmaktadır. Ancak bunun yanı sıra dolarizasyon kavramı, literatürde

farklı türlere ayrılarak da açıklanmaktadır. Şöyle ki, resmi, yarı resmi ve gayri resmi dolarizasyon, kısmi ve tam dolarizasyon, reel ve finansal dolarizasyon gibi çeşitli sınıflandırmalar bulunmaktadır. Genellikle gelişen ülke ekonomilerinde görülen dolarizasyon problemi, ekonomideki istikrarsızlık sonucunda ortaya çıkmaktadır. Krizler ve krizleri takip eden yüksek enflasyon süreci, yabancı paraya olan yönelimi artırmakta ve böylece ekonomide dolarizasyon olgusu baş göstermektedir. Türkiye'de 2001, 2008, 2018 ve 2020 yıllarında yaşanan krizler, ekonomide dalgalanmalara neden olmuş ve bu dönemlerde ekonomik aktörlerin yaşanan belirsizlikten dolayı yerli paraya olan güveni azalmıştır. Özellikle, COVID-19 pandemisinin etkisiyle dünya genelinde önemli iktisadi sorunlar ortaya çıkmıştır. Pandeminin, Türkiye'de doğrudan oluşturduğu negatif etkilerinin yanı sıra küresel ölçekte yaşanan problemlerin Türkiye'ye yansımasıyla dolaylı olarak da negatif etkileri olmuştur. Bu süreç, Türk lirasının yabancı paralar karşısında değer kaybetmesine, makroekonomik istikrarsızlığın yaşanmasına ve iktisadi birimlerin yerli paraya olan güveninin azalmasına neden olmuştur. Bu durum ise Türkiye ekonomisinde dolarizasyon sürecini hem hızlandırmış hem de derinleştirmiştir.

Türkiye ekonomisinin güncel iktisadi sorunu haline gelen dolarizasyon, bu çalışmanın temel araştırma konusunu oluşturmaktadır. Çalışmanın amacı, Türkiye ekonomisinde 2000-2021 dönemi içinde gerçekleşen dolarizasyon oranını, süreç içerisindeki oynaklıklar (volatilite) da dahil edilerek modellemektir. Bir zaman serisi modellenirken, serideki oynaklıkların modele dahil edilmesi üzerine en sık kullanılan modeller, Otoregresif Koşullu Değişen Varyans (ARCH) ve Genelleştirilmiş Otoregresif Koşullu Değişen Varyans (GARCH) modelleridir. Bu bağlamda, çalışmanın amacına uygun olarak dolarizasyon oranı, ARCH ve GARCH modelleri ile tahmin edilmiştir. Yapılan model tahminleri sonucunda, ele alınan dönem için Türkiye'de gerçekleşen dolarizasyon oranındaki oynaklıkları gideren en iyi modelin GARCH(1,1) modeli olduğu tespit edilmiştir.

Anahtar Kelimeler: Dolarizasyon, ARCH Modeli, GARCH Modeli, Yerli Para İkamesi, Model Tahmini.

1. INTRODUCTION

Dollarization usually occurs when individuals prefer foreign currency instead of domestic currency in order to protect their wealth or income from the costs caused by instability in the economy. In the dollarization process, the domestic currency cannot partially or completely fulfill the basic functions of money. In this context, dollarization is stated as the reaction of economic individuals in an unstable economy (Kapkara and Çağlaırmak 2021: 150).

The phenomenon of dollarization is classified as formal, semi-official and informal dollarization, full and partial dollarization, real and financial dollarization. Official dollarization occurs with the legal acceptance of foreign currency. In semi-official dollarization, foreign currency is legal, but its share in financial transactions is very high, but it is valid in domestic currency in daily economic transactions. Informal dollarization, on the other hand, occurs when individuals increase their demand for foreign currency due to the instability in the domestic currency. Again, in this context, the liberalization of foreign exchange transactions by the economic authorities of the residents causes the emergence of unofficial dollarization. Partial dollarization is the provision of at least one of the functions of money with foreign currency. In economic life, besides the national currency, there is also a foreign currency. Examples include countries such as Bolivia, Peru and Turkey. In full dollarization, economic individuals in the country use foreign currency in all financial and economic affairs. Foreign currency is adopted instead of national currency (Berke, 2009: 130; Özen, 2018: 104; Zeybek, 2014: 45). Real dollarization is defined as the export of final goods or the importation of intermediate goods in

the production of final goods, the indexing of costs and returns to foreign currency. In a simpler definition, it refers to the passage of exchange rate to prices. Financial dollarization, on the other hand, means that assets and liabilities are denominated in foreign currencies. Failure to prevent the effects of financial dollarization increases the fragility of the economy (Kapkara, 2021: 21; Özcan and Us, 2006: 102-103).

When countries in a spiral of exchange rate, interest and inflation deviate from their macroeconomic targets, the environment of insecurity that arises leads individuals to foreign currency instead of domestic currency. The continuous high inflation and high depreciation of the domestic currency cause economic individuals not to adopt the domestic currency as a store of value. High inflation in the economy causes negative expectations for the value of the domestic currency in the future, and this situation increases the distrust of individuals towards the domestic currency. For this reason, economic actors make financial transactions on the basis of foreign currency instead of making inflation-indexed agreements in domestic currency (Özen, 2018: 105). As a result of all these, as Serdengeçti (2005) stated in his study, the first main factor triggering the formation of dollarization is macroeconomic instability, the second factor is the wrongly implemented policies, and the third factor is the loss or lack of confidence in the economy. Togay (1997), on the other hand, states in his study that dollarization stems from the macroeconomic imbalances of developing countries and further increases these imbalances.

As a result of the changes in the foreign exchange regime in the Turkish economy after 1980, the demand for foreign currency increased and it was also effective in the emergence of the dollarization phenomenon for Turkey. Negative expectations in exchange rates and inflation are effective in the formation of the dollarization problem (Balaylar, 2004: 41-42). Again, in this context, the high budget deficits of the public and the increase in the debt stock appear as another important factor in the formation of dollarization. Increasing risk premium in the economy increases the cost of borrowing in local currency. Due to the high domestic borrowing cost, economic actors provide foreign currency resources at a lower cost, thus triggering the increase in dollarization (Taşseven and Çınar, 2015: 123). In addition to the structural problems of the Turkish economy, the political stability factor also has an impact on dollarization. Negative shocks in the political sphere adversely affect the economy and cause economic individuals to have negative expectations. The 2001 and 2018 crises in the Turkish economy, the developments in the political field and the negative course in macroeconomic indicators caused the dollarization problem to deepen. In addition to the negative domestic shocks, the global crises (such as the 2008 global financial crisis) have an impact on the dollarization rate in the Turkish economy. The COVID-19 virus, which has been seen globally in recent years, has further increased the dollarization problem in the Turkish economy. Due to the negative effects of the pandemic on the global economy, high depreciation occurred in the Turkish lira and economic individuals resorted to dollarization in order to protect their wealth.

Since dollarization has important effects on the economy, there are many studies on this subject in the literature. Examining the relationship between exchange rate regimes and dollarization, Miles (1981) found in his study that dollarization did not occur in the fixed exchange rate system, while dollarization occurred in the flexible exchange rate system. Arteta (2005), on the other hand, concluded that the effect of the flexible exchange rate regime on deposit dollarization is greater than the effect on credit dollarization, and the currency mismatch is at a very high level in the flexible exchange rate system.

There are many studies in the literature examining the relationship between dollarization and macroeconomic variables. Özkaramete (1996), one of these studies, found that the percentage change in exchange rate, broadly money supply and inflation rate have a significant and positive

relationship with dollarization. De Freitas (2004), Saraç (2010), Yılmaz and Uysal (2019) similarly concluded that inflation has an effect on dollarization. Vehicle etc. (2013), on the other hand, observed in their study that dollarization increases in times of high inflation, but does not decrease in times of low inflation. Zeybek (2014) also concluded in his study that there is an inverse and significant relationship between dollarization and the real sector confidence index, and a positive and significant relationship between inflation and inflation. In his study, Adanur (2001) examined the relationship between WPI (Wholesale Price Index) and dollarization and concluded that there is a causal relationship from WPI to dollarization. In their study, Terzi and Kurt (2007) examined how changes in the exchange rate affect inflation depending on the level of dollarization rate and determined that the level of dollarization rate and changes in exchange rate affect inflation linearly.

Studies examining dollarization by classifying it as loan, debt and deposit dollarization have also taken their place in the literature. Taşseven and Çınar (2015), one of these studies, concluded that real sector exports, firms' leverage ratio, real exchange rate, public borrowing and inflation rate are factors that increase debt dollarization. In addition, in the same study, it was stated that the scale size of the firms and the fluctuations in Borsa Istanbul are the factors that reduce the debt dollarization. Çağlaırmak and Kapkara (2019) found that increases in deposit and liability dollarization, interest rates of commercial loans, inflation rate and increases in leverage rates positively affect credit dollarization. In the same study, it was stated that the real exchange rate affected the credit dollarization negatively. In their study in 2021, Kapkara and Çağlarmak (2021) concluded that debt dollarization has positive effects on the profits of the sectors. In addition to these studies, Akşehirli (2020) stated in his study that macroeconomic fluctuations cause an increasing trend in credit dollarization and deposit dollarization.

Considering the studies in the literature and mentioned above, it is seen that in generally the relationship of dollarization with different variables is examined. In this study, unlike the studies in the literature, the dollarization rate in the Turkish economy in the period 2000:01-2021:09 was analyzed with Autoregressive Conditional Variance (ARCH) and Generalized Autoregressive Conditional Variance (GARCH) models.

2. DATA SET AND METHOD

Dollarization, which has recently become a current and important economic problem of the Turkish economy, constitutes the main research subject of this study. The aim of the study is to model the dollarization rate in the Turkish economy in the period 2000:01-2021:09 by including the volatility of the series. For this purpose, first of all, the dollarization rate series to be used in the analysis was calculated using the formula in Equation 1. For this, the foreign currency deposits of the residents and the total (Turkish Lira + foreign currency) deposit data were used. The data were obtained from the official website of the TCMB (https://evds2.tcmb.gov.tr/) (Table A1).

$$Dollarization\ Rate = \left(\frac{Total\ Foreign\ Currency\ Deposits\ of\ Domestic\ Residents}{Total\ Deposit}\right) \times 100 \qquad (1)$$

Figure 1 shows the course in the period 2000:01-2021:09 of the obtained dollarization rate series. Between 2000-2021, the dollarization rate in Turkey the most with 60% was in October 2001; the lowest with 28.5% was in June 2013. However, the dollarization rate fluctuates over time and the series contains volatility (Figure 1).

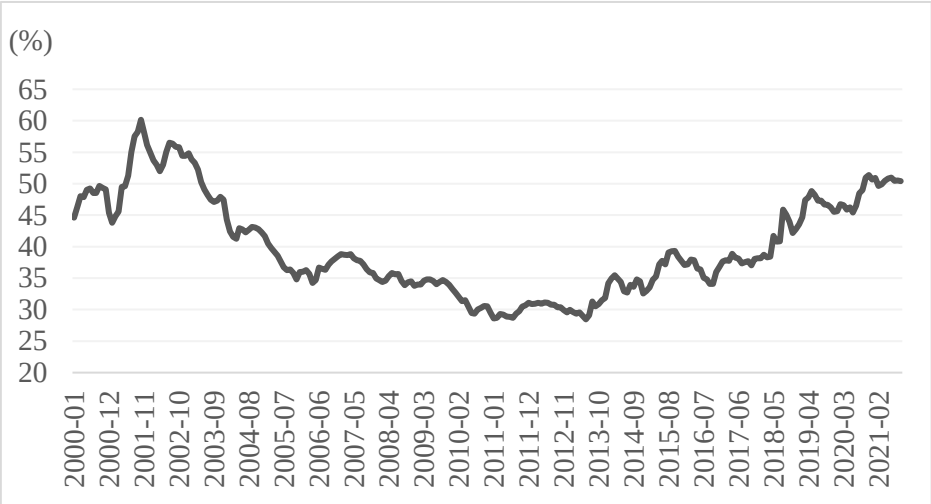


Figure 1. Dollarization Rate in Turkey for the Years 2000-2021 (%)

While doing econometric analysis, it is seen that some series have volatility over time. In other words, it is seen that the variance of the series is not constant over the period. Unpredictable sudden increases or decreases cause the variance of the series to change and a heteroscedastic structure is formed in the series. Considering this situation, different econometric methods have been improved to model the series.

While modeling a time series, the most frequently used models in the literature, which allow modeling by considering the volatility in the series, are Autoregressive Conditional Heteroscedasticity (ARCH) and Generalized Autoregressive Conditional Heteroscedasticity (GARCH) models. The ARCH model was developed by Engle (1982). In the ARCH model, the forecasting of the current period of the variable are made based on historical values of it. The fact that the value of a variable in the current period is affected by the values of the past period shows that it has an autoregressive structure. While "e_t" indicates the error term with a white noise process, the first-order autoregressive structure (AR[1]) is expressed as in Equation 2.

$$y_t = \gamma y_{t-1} + e_t \tag{2}$$

Under the assumption of normality, the expression in Equation 3 is defined as the ARCH model of order p (Yıldız, 2013: 64).

$$y_t|\Psi_{t-1} \sim N(0, h_t),$$

$$h_t = \alpha_0 + \alpha_1 y_{t-1}^2 \tag{3}$$

$$h_t = h(y_{t-1}, y_{t-2}, \dots, y_{t-p}, \alpha)$$

The GARCH model was introduced by Bollerslev (1986, 1987) with the development of the ARCH structure. The GARCH model allows for a more flexible lag structure and longer historical information than the ARCH model. While $p \geq 0$ *and* $q > 0$, the GARCH(p,q) model is expressed as in Equation 4 (Yıldız, 2013: 64).

$$E_t|\Psi_{t-1} \sim N(0, \sigma_t), \quad \alpha_0 > 0,\ \alpha_i \geq 0,\ \beta_j \geq 0,\ i = 1, \dots, q\ \ and\ j = 1, \dots, p$$

$$\sigma_t^2 = \alpha_0 + \sum_{i=1}^{q} \alpha_i e_{t-i}^2 + \sum_{j=1}^{p} \beta_j \sigma_{t-j}^2 \tag{4}$$

$$\sigma_t^2 = \alpha_0 + \alpha(L) e_t^2 + \beta(L) \sigma_t^2$$

If $p = 0$, it is said to have an ARCH model, and if $p = q = 0$, the error terms have a white noise process. If $p = q = 1$, in other words, GARCH(1,1), there is a structure in which the margin of error is stable in covariance and the error terms are not sequentially dependent.

3. RESULTS

In this study, the dollarization rate happens in Turkey in the period of 2001:01-2021:09 has been estimated by ARCH and GARCH models. The analyzes made throughout the study were made using the EViews 10.0 package program.

Before performing a time series analysis, the variables must be stationary for the analysis to give reliable results. The fact that the series is stationary means that it displays the same characteristic features (the mean, variance and covariance are constant) over time. In this way, whatever period is considered for that series, the results will not differ significantly. Therefore, the stationarity of the dollarization rate series is tested before estimating the ARCH and GARCH models. In order to test the stationarity, Augmented Dickey-Fuller (ADF) and Phillips-Perron (PP) unit root tests, which are the most frequently used unit root tests in the literature, were applied. ADF test are developed by Dickey and Fuller (1981), and PP test are developed by Phillips and Perron (1988).

The hypotheses H_0 and H_1 that should be tested for the stationarity of the dollarization rate (dor) series and the results of the tests performed are given below (Table 1).

H_0: I(1) [The series has a unit root and is first order (difference) stationary.]

H_1: I(0) [The series has no unit root and is stationary in its original form.]

Table 1. Unit Root Test Results for the Dollarization Rate Series

Variable	Unit Root Tests	α	Critical Value*	Test Statistics	Prob.
dor	*ADF Test*	%5	-3.4273	-0.9400	0.9487**
dor	*PP Test*	%5	-3.4272	-0.5697	0.9796**
Δdor	*ADF Test*	%5	-3.4273	-11.9640	0.0000
Δdor	*PP Test*	%5	-3.4273	-11.6506	0.0000

*Critical value for with constant and trending model. ** The series contains a unit root with a margin of error of $\alpha = 0.05$.

Looking at Table 1, H_0 hypothesis cannot be rejected since the t values calculated in both ADF and PP unit root tests for the dollarization rate (dor) series are not more negative than the critical table values with a 5% margin of error. In other words, the dollarization rate (dor) series contains at least a unit root and is not stationary in level. In this case, by taking the first difference of the dollarization rate series (Δdor), both unit root tests were applied to the obtained new series. H_0 hypothesis cannot be accepted because the t values calculated for the differenced series (Δdor) are smaller (more negative) than the critical table values with a 5% margin of

error. Thus, it has been determined that the dollarization rate (dor) series is difference stationary I(1). So, in the analyzes to be made throughout the study, the differenced series (Δdor) was used because it was stationary.

In order to make volatility estimation after unit root tests, appropriate AR, MA, ARMA, or ARIMA models should be decided first. For this, the Box-Jenkins method, which was developed by Box-Jenkins (1970), and which enables the determination of the best model among the alternative models, was applied. With using the information criteria (Akaike, Schwarz, and Hannan-Quinn), it was determined that the most appropriate model for the analysis was AR(3) MA(1,3) and the model was established in this way (Table 2).

Table 2. The Results of Estimated ARMA Model

Dependent Variable: Δdor Method: ARMA Maximum Likelihood (BFGS) Sample: 2000M02 2021M09				
Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	0.023050	0.091296	0.252475	0.8009
AR(3)	-0.288396	0.076144	-3.787483	0.0002
MA(1)	0.361384	0.049032	7.370364	0.0000
MA(3)	0.441594	0.076674	5.759345	0.0000
SIGMASQ	0.879991	0.050518	17.41925	0.0000
R-squared	0.154125	Mean dependent var		0.022143
Adjusted R-squared	0.140856	S.D. dependent var		1.021934
S.E. of regression	0.947230	Akaike info criterion		2.750452
Sum squared resid	228.7976	Schwarz criterion		2.818926
Log likelihood	-352.5587	Hannan-Quinn criter.		2.777980
F-statistic	11.61573	Durbin-Watson stat		1.996979
Prob(F-statistic)	0.000000			

After the appropriate model is estimated, in order to model with the ARCH model, there should be no autocorrelation problem between the error terms of the model, and there should be an autocorrelation problem between the squares of the error terms (Yıldız, 2013: 191). Therefore, before proceeding to the ARCH model, the correlogram of the residuals (Table A2) was examined and it was observed that there was no autocorrelation problem between the error terms. When it was checked whether there was autocorrelation between the squares of the error terms, the existence of the autocorrelation problem was determined (Table A3). In this case, the necessary conditions for making predictions with the ARCH model are met. In other words, the existence of ARCH effect was detected in the model. Thus, ARCH and GARCH models can be used in volatility forecasts. Table 3 shows the estimation results of ARCH and GARCH models.

Table 3. Results of Volatility Forecasts

ARCH MODEL				
Variable	Coefficient	Std. Error	z-Statistic	Prob.
C	-0.044440	0.097391	-0.456312	0.6482
AR(3)	-0.136962	0.072763	-1.882299	0.0598
MA(1)	0.465690	0.046485	10.01801	0.0000
MA(3)	0.290307	0.060129	4.828032	0.0000
Variance				
C	0.682979	0.051008	13.38957	0.0000
RESID(-1)^2	0.246184	0.099366	2.477537	0.0132
R-squared	0.135992	Mean dependent var	0.009869	
Adjusted R-squared	0.125747	S.D. dependent var	1.017206	
S.E. of regression	0.951103	Akaike info criterion	2.713953	
Sum squared resid	228.8631	Schwarz criterion	2.796811	
Log likelihood	-342.7430	Hannan-Quinn criter.	2.747274	
Durbin-Watson stat	2.217193			
GARCH MODEL				
Variable	Coefficient	Std. Error	z-Statistic	Prob.
C	-0.055731	0.072303	-0.770803	0.4408
AR(3)	-0.292786	0.100528	-2.912469	0.0036
MA(1)	0.395676	0.058651	6.746242	0.0000
MA(3)	0.365473	0.087710	4.166817	0.0000
Variance				
C	0.022500	0.010252	2.194622	0.0282
RESID(-1)^2	0.098905	0.026622	3.715233	0.0002
GARCH(-1)	0.873059	0.025740	33.91891	0.0000
R-squared	0.138424	Mean dependent var	0.009869	
Adjusted R-squared	0.128207	S.D. dependent var	1.017206	
S.E. of regression	0.949764	Akaike info criterion	2.587439	
Sum squared resid	228.2190	Schwarz criterion	2.684106	
Log likelihood	-325.4859	Hannan-Quinn criter.	2.626313	
Durbin-Watson stat	2.066585			

Looking at Table 4, the ARCH-LM test results of the above-mentioned ARCH and GARCH models are seen. According to the results in Table 4, since $p > 0.05$, the H_0 hypothesis that "there is no ARCH effect in the model" cannot be rejected and it is understood that both models are purified from ARCH effect.

In order to determine which of the ARCH and GARCH models is the best model, the information criteria of the models (Akaike, Schwarz and Hannan-Quinn), Durbin-Watson and Log likelihood values were compared. Among the models, having the lowest information criteria, the highest Log likelihood value, and the Durbin-Watson value closest to "2" is the criteria for being the most appropriate model. As a result of the model estimations (Table 3) and when considering the said criteria, it has been determined that the GARCH(1,1) model is the best model to estimate the volatility of the changes in the dollarization rate in Turkey. This model is determined for the period of 2000:01-2021:09.

Table 4. ARCH-LM Test Results

ARCH Model	Heteroskedasticity Test: ARCH			
	F-statistic	0.110121	Prob. F(1,254)	0.7403
	Obs*R-squared	0.110940	Prob. Chi-Square(1)	0.7391
GARCH Model	Heteroskedasticity Test: ARCH			
	F-statistic	0.010689	Prob. F(1,254)	0.9177
	Obs*R-squared	0.010772	Prob. Chi-Square(1)	0.9173

According to the results of the GARCH(1,1) model, the sum of the ARCH and GARCH coefficients (0.099 + 0.873 = 0.972) is less than 1 but very close to 1. This indicates that the series under consideration has a long memory. In particular, the fact that the GARCH parameter (β), which shows the degree of continuity of volatility, is close to 1 (0.873), indicates that volatility will be effective for a long time when a shock occurs in the series.

4. CONCLUSION

Dollarization, which is expressed as the substitution of foreign currency for domestic currency by individuals in the economy, generally emerges during crisis periods and as a result of macroeconomic instabilities. The decrease in confidence in the domestic currency and the increase in uncertainty, especially as a result of high inflation, trigger the dollarization problem, thus causing individuals and firms to carry out most of their economic activities in foreign currency.

The dollarization problem, which occurs mostly in developing countries, has been the subject of many studies in the literature because it causes important problems in terms of economies. There are many studies from different perspectives, from different countries and by associating them with different variables. In this study, it is aimed to estimate the volatility in the dollarization rate with ARCH and GARCH models and finally to determine the most appropriate model. Thus, it can be concluded that how much the volatility in the dollarization rate is affected by the shocks and whether the effect on it is long or short-term. For this purpose, the dollarization rate data happen in Turkey for the period 2000:01-2021:09 were used in the analysis. The findings obtained from the analyzes show that the most appropriate model from both models is the GARCH(1,1) model and that the shocks experienced have a long-term effect on the changes in the dollarization rate.

There are two crisis processes experienced in recent years, which have affected the whole world economically and whose effects still continue. One of them is the COVID-19 pandemic, while the other is the Russia-Ukraine war. The effects of the pandemic and war have caused relatively high inflation rates across the world compared to previous periods. This situation has led to an increase in the dollarization rate, especially in Turkey. Levy-Yeyati (2003) talked about policies that can be implemented to reverse dollarization, especially in developing economies. These policies are to develop domestic markets, to reduce the effect of exchange rate on costs and in order to keep the real exchange rate at low levels to take measures against external factors causing dollarization. He mentioned that in addition to these policies, a strong monetary policy should be accompanied. From this point of view and when considering the findings obtained from the analysis results, it can be said that it will not be easy to quickly reduce the effect of changes in the dollarization rate in Turkey. Because, according to the results of the analysis, changes in the dollarization rate have volatility that maintains the shocks experienced for a long time. As a result, in Turkey, controlling the increases in inflation rates and ensuring

macroeconomic stability in a way that will create confidence in economic actors will reduce dollarization over time.

REFERENCES

Adanur, A., N., Para İkame Süreci ve Türkiye Örneği, Celal Bayar Üniversitesi Yönetim ve Ekonomi Dergisi, 7,1, 2001.

Akşehirli, N., Türkiye'de Kredi ve Mevduat Dolarizasyonu: Makroekonomik Göstergelerin ve Alınan Önlemlerin Yansımaları (2015: 3 – 2019: 12), Sosyal Bilimler Akademi Dergisi, 3,1, 2020.

Araç, A., Telatar, F., Telatar, E., Türkiye Ekonomisinde Para İkamesi – Enflasyon İlişkisinin Zamana Bağlı Değişen Yapısı, Pamukkale Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 14, 2013

Arteta, C., O., Exchange Rate Regimes and Financial Dollarization: Does Flexibility Reduce Currency Mismatches in Bank İntermediation?, Topics in Macroeconomics, 5,1, 2005.

Balaylar, A., N., Duygulu, A., A., Türkiye'de Para İkamesi Olgusu ve Para Talebinin İstikrarı, Dokuz Eylül Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi, 19,2, 2004.

Berke, B., Tam Dolarizasyonun Makroekonomik Politika Yansımaları, Elektronik Sosyal Bilimler Dergisi, 8,27, 2009.

Bollerslev, T., Generalized Autoregressive Conditional Heteroskedasticity, Journal of Econometrics, Volume 31, Issue 3, April 1986.

Bollerslev, T., A., Conditionally Heteroskedastic Time Series Model for Speculative Prices and Rates of Return, The Review of Economics and Statistics, Vol. 69, No. 3 (Aug., 1987).

Box, G. E. P., Jenkins, G. M., Time Series Analysis Forecasting and Control. San Francisco: Holden-Day, 1970.

Çağlaırmak, U., N., Kapkara, S., Kredi Dolarizasyonunun Belirleyicileri: Türkiye Örneği, Economics Literature, 1,2, 2019.

De Freitas, M., L., The Dynamics of Inflation and Currency Substitution in a Small Open Economy, Journal of International Money and Finance, 23,1, 2004.

Dickey, D. A., Fuller, W. A., Likelihood Ratio Statistics for Autoregressive Time Series with a Unit Root, Econometrica, Vol. 49, No. 4 (Jul., 1981) 1057-1072.

Engle, R. F., Autoregressive Conditional Heteroscedasticity with Estimates of the Variance of United Kingdom Inflation, Econometrica, Vol. 50, No. 4, Jul., 1982.

Kapkara, S., *Türkiye Örneğinde Finansal Dolarizasyon Olgusunun Bankacılık ve Reel Sektör Açısından Ampirik Analizi,* Yayınlanmamış Doktora Tezi, Anadolu Üniversitesi, Sosyal Bilimler Enstitüsü, Eskişehir, 2021.

Kapkara, S., Çağlaırmak, U., N., Borç Dolarizasyonun Reel Sektör Karlılığı Üzerine Etkisi, Kocaeli Üniversitesi Sosyal Bilimler Dergisi, 1,41, 2021.

Levy-Yeyati, E., Financial Dedollarization: A Carrot and Stick Approach, Business School Working Papers nueve Universidad Torcuato Di Tella, 2003.

Miles, M., Currency Substitution: Some Further Results and Conclusions, Southern Economic Journal, 48,1, 1981.

Özcan, K., M., Us, V., Dolarizasyon Sürecinde Son Gelişmeler: Türkiye Ekonomisi Örneği, TİSK Akademi, 1,2, 2006.

Özen, A., E., Dolarizasyon Olgusu: Teorik Bir İnceleme ve Türkiye Örneği, Ekonomi Politika ve Finans Araştırmaları Dergisi, 3,1, 2018.

Özkaramete, N., Türkiye'de Dolarizasyon ve Para İkamesi: 1990-1995, Ekonomik Yaklaşım, 7,20, 1996.

Phillips, P. C., Perron, P. Testing for a Unit Root in Time Series Regression, Biometrika, Vol. 75, No. 2 (Jun., 1988), 335-346.

Saraç, T.,B., Enflasyon ve Para İkamesi İlişkisi: Türkiye Ekonomisi için Ekonometrik Bir Analiz (1994: 01 – 2009: 12), Ekonomi Bilimleri Dergisi, 2,1, 2010.

Serdengeçti, S., Dolarizasyon/Ters Dolarizasyon, TCMB Başkanın Konuşmaları, Eskişehir. 2005.

Taşseven, Ö., Çınar, S., Türkiye'de Borç Dolarizasyonunun Belirleyicileri ve Makroekonomik Göstergeler Üzerindeki Etkileri, Social Sciences Research Journal, 4,2, 2015.

Terzi, H., Kurt, S., Türkiye'de Dolarizasyon Sürecinde Döviz Kuru ve Enflasyon İlişkisi, Ekonomik Yaklaşım, 18,64, 2007.

TCMB, *Elektronik Veri Dağıtım Sistemi*, https://evds2.tcmb.gov.tr/ (Erişim tarihi: 01.06.2022)

Togay, S., Para İkamesi-Nedenleri ve Yarattığı Sonuçlar, Ekonomik Yaklaşım, 8,26, 1997.

Yıldız Bozkurt, H., *Zaman Serileri Analizi*, Ekin Yayınları, Bursa, 2013.

Yılmaz, M., Uysal, D., Türkiye'de Dolarizasyon ve Enflasyon İlişkisi, İktisadi İdari ve Siyasal Araştırmalar Dergisi, 4,10, 2019.

Zeybek, H., Dolarizasyon ve Finansman Maliyeti, İşletme ve İktisat Çalışmaları Dergisi, 2,2, 2014.

APPENDİX

Table A1. Information on the Source of the Data Set

Foreign Currency Deposits of Domestic Residents		Total Deposits	
2000:07-2005:11	2A-Total Foreign Currency Deposits of Domestic Residents (Archive) in Deposits in Deposit Banks (Thousand TL) (Archive)	2000:07-2012:11	3-Total Deposit (Turkish Lira + Foreign Currency) (1+2) (Archive) in Deposits in Deposit Banks (Thousand TL) (Archive)
2005:12-2012:11	2A-Total Foreign Currency Deposits of Domestic Residents (Archive) in Deposits in Deposit Banks (Thousand TL) (Archive) + A- Domestic Residents (a+b) (Archive) in Selected Balance Sheet Sizes of Participation Banks (Thousand TL) (Archive)	2012:12-2021:09	3-Total Deposit (Turkish Lira + Foreign Currency) (Thousand TL) in Weekly, Deposits - Banking Sector (Thousand TL)
2012:12-2021:09	2.A.1. Domestic Residents (Thousand TL) + 2.B.1. Domestic Residents (Thousand TL) in Weekly, Deposits - Banking Sector (Thousand TL)		

ACADEMIC SHARING PLATFORM

Table A2. The Correlogram of the Errors of the AR(3) MA(1,3) Model

Autocorrelation	Partial Correlation		AC	PAC	Q-Stat	Prob
.|. |	.|. |	1	-0.003	-0.003	0.0032	
.|. |	.|. |	2	0.038	0.038	0.3834	
.|. |	.|. |	3	0.008	0.008	0.4008	
*|. |	*|. |	4	-0.069	-0.071	1.6811	0.195
.|. |	.|. |	5	-0.007	-0.008	1.6936	0.429
.|. |	.|. |	6	0.014	0.020	1.7493	0.626
.|. |	.|. |	7	-0.053	-0.051	2.5056	0.644
.|. |	*|. |	8	-0.061	-0.068	3.5184	0.621
.|. |	.|. |	9	-0.031	-0.029	3.7747	0.707
.|. |	.|. |	10	0.002	0.010	3.7756	0.805
.|. |	.|. |	11	-0.002	-0.006	3.7771	0.877
.|. |	.|. |	12	0.068	0.058	5.0375	0.831
.|. |	.|. |	13	0.022	0.020	5.1678	0.880
.|. |	.|. |	14	0.045	0.041	5.7187	0.891
.|. |	.|. |	15	0.019	0.011	5.8161	0.925
.|. |	.|. |	16	0.053	0.053	6.6142	0.921
.|* |	.|* |	17	0.102	0.104	9.5220	0.796
.|. |	.|. |	18	0.034	0.037	9.8529	0.829
.|. |	.|. |	19	-0.017	-0.017	9.9386	0.870
.|. |	.|. |	20	-0.033	-0.022	10.251	0.893
.|. |	.|* |	21	0.049	0.078	10.949	0.896
.|. |	.|. |	22	-0.052	-0.038	11.713	0.898
*|. |	*|. |	23	-0.082	-0.089	13.649	0.848
.|. |	.|. |	24	-0.011	-0.004	13.684	0.883
.|. |	.|. |	25	0.029	0.065	13.933	0.904
.|* |	.|* |	26	0.102	0.105	16.953	0.812
.|. |	.|. |	27	0.074	0.051	18.538	0.776
.|. |	.|. |	28	0.008	-0.006	18.556	0.818
.|. |	.|. |	29	0.038	0.032	18.989	0.837
*|. |	*|. |	30	-0.095	-0.107	21.665	0.754
.|. |	*|. |	31	-0.042	-0.071	22.179	0.773
.|. |	.|. |	32	-0.021	-0.026	22.313	0.807
.|. |	.|. |	33	-0.061	-0.060	23.438	0.797
.|. |	.|. |	34	-0.004	-0.011	23.443	0.833
.|. |	.|. |	35	-0.006	0.004	23.453	0.864
.|. |	.|* |	36	0.045	0.077	24.082	0.871

Table A3. The Correlogram of the Error Squares of the AR(3) MA(1,3) Model

Autocorrelation	Partial Correlation		AC	PAC	Q-Stat	Prob
.|* |	.|* |	1	0.109	0.109	3.1294	0.077
.|* |	.|* |	2	0.086	0.075	5.0932	0.078
.|** |	.|** |	3	0.338	0.327	35.349	0.000
.|** |	.|* |	4	0.247	0.207	51.605	0.000
.|. |	*|. |	5	0.004	-0.071	51.608	0.000
.|* |	.|. |	6	0.104	-0.031	54.505	0.000
.|* |	.|. |	7	0.197	0.064	64.934	0.000
.|. |	.|. |	8	0.010	-0.034	64.962	0.000
.|. |	.|. |	9	-0.011	-0.039	64.992	0.000
.|. |	*|. |	10	0.033	-0.070	65.294	0.000
.|* |	.|. |	11	0.080	0.053	67.044	0.000
.|. |	.|. |	12	-0.025	0.010	67.219	0.000
.|. |	.|. |	13	0.003	0.014	67.221	0.000
.|. |	.|. |	14	-0.004	-0.056	67.227	0.000
.|. |	.|. |	15	-0.031	-0.048	67.498	0.000
.|. |	.|. |	16	0.001	0.031	67.498	0.000
.|. |	.|. |	17	-0.026	-0.004	67.682	0.000
.|. |	.|* |	18	0.049	0.080	68.358	0.000
.|. |	.|. |	19	0.021	0.033	68.479	0.000
.|. |	.|. |	20	-0.007	-0.008	68.491	0.000
.|. |	.|. |	21	0.022	0.008	68.633	0.000
.|. |	.|. |	22	0.005	-0.042	68.641	0.000
.|. |	.|. |	23	0.057	0.058	69.572	0.000
.|. |	.|. |	24	0.020	0.011	69.691	0.000
.|. |	.|. |	25	0.015	-0.007	69.757	0.000
.|* |	.|. |	26	0.080	0.064	71.637	0.000
.|. |	.|. |	27	0.032	-0.002	71.929	0.000
.|. |	.|. |	28	-0.033	-0.051	72.254	0.000
.|. |	.|. |	29	0.054	0.002	73.117	0.000
.|. |	.|. |	30	0.059	0.011	74.159	0.000
.|. |	.|. |	31	-0.014	0.007	74.219	0.000
.|. |	*|. |	32	-0.051	-0.071	74.987	0.000
.|. |	.|. |	33	0.068	0.044	76.389	0.000
.|. |	.|. |	34	-0.029	-0.040	76.642	0.000
.|. |	.|. |	35	-0.057	-0.007	77.642	0.000
.|. |	.|. |	36	0.016	0.006	77.716	0.000

INVESTIGATING THE BARRIERS TO CIRCULAR ECONOMY IMPLEMENTATION: A CASE STUDY OF MALI

Aissata Kayoko Berthe

Ankara Yildirim Beyazit University

ABSTRACT

The importance of circular economy (CE) towards the sustainability of the global economy is increasing day by day. Circular economy (CE) focuses on a continuous usage of resources as long as possible in the production process. Even if it provides a great deal of benefits, it has also barriers to its adoption especially in the context of under-developed countries. Therefore, the goal of this study is to analyze the barriers to CE implementation in various industries of Mali. This study will focus on the barriers to the adoption of CE in Mali through literature review and multi-criteria analysis. To this end, first, a comprehensive literature review is conducted to identify the barriers to CE. Then, Fuzzy DEMATEL is used to reveal the association among the barriers through the expert group with 16 members from both manufacturing and service sectors in Mali. The findings of the study suggested that lack of national policies towards CE, inadequate reverse supply chain network structure and lack of organizational policies and strategies turned out to be the most important cause barriers. Our findings also suggested that lack of effective workforce, lack of customer awareness, lack of collaboration among supply chain members and high need for investment were the most important effect barriers. Furthermore, managerial and policy implications will also be provided to effectively implement CE in Mali.

Keywords: Circular Economy, Cause Barriers, Effect Barriers, Fuzzy-DEMATEL

SOME MACROECONOMIC INDICATORS ON THE ECONOMIC GROWTH OF WESTERN BALKAN COUNTRIES: AN ANALYTICAL ANALYSIS

Ph.D. (c) Enida Zhugri (Istrefi)[1]

Abstract

This paper aims to make a descriptive analysis of the secondary data of some key macroeconomic indicators and their impact in the last five years on the economic growth of WB countries (Albania, Montenegro, North Macedonia, Kosovo, Serbia, and Bosnia and Herzegovina). Data are obtained from the World Bank with a 1-year frequency for each indicator. These indicators we have included in the analysis are the level of foreign direct investment, inflation rate, unemployment, interest rate, governance spending, and remittances. During the 15 years, the Western Balkans countries have faced two significant crises; the financial crisis of 2008 that affected all financial systems and the financial crisis that came as a result of Covid-19. Both of these events were accompanied by the contraction of key macroeconomic indicators.

Keywords: economic growth, inflation, FDI, remittances, and unemployment.

Introduction

The effects and indicators that bring economic growth have been and continue to be even more in the spotlight by researchers. The evolution of the process of globalization has made researchers vigilant and study all the factors that lead to economic growth. Due to their capacities, some countries are considered developed, and others are developing. This paper is divided into the following sections; the following section presents a brief review of the literature in which we will look at what are some of the leading indicators that affect economic growth; in the second part, we have present an overview of some of the leading macroeconomic indicators in the Western Balkan countries. The third part is a descriptive analysis of the secondary data obtained mainly from the World Bank to see how the trend of these indicators

[1] ***Ph.D. Student at the University of National and World Economy***
Department of International Economics Relations and Business
Lecturer at "Aleksander Moisiu" University, Durres Albania, Department of Finance and Accounting

has changed compared to the economic growth of these countries. In the last part, we have the conclusions drawn from this paper and the essential references.

The Solow and Ramsey models are some of the main theories that explain economic growth. According to the first theory, which is considered the worst model of growth, it is assumed that a country's economic growth comes from the accumulation and efficient use of physical capital and not from the stock of capital or labor. Other researchers have highlighted technological advancement as one of the primary growth drivers. According to Groth (2011), the technological process brings economic growth by increasing capital stock (Ramsey, 1996), thus refuting Solow's growth theory.

Whereas according to endogenous growth models, in addition to physical and human capital, economic growth is stimulated by government measures (Barro, 1996, Lucas 2002). For this reason, since many theories look at economic growth from different perspectives, there is a need to study all the factors that bring economic growth in certain regions.

For this reason, our study focuses on the Western Balkans region, whose countries have something in common: ongoing conflicts, wars, and economic and institutional destabilization. Another common denominator is that these countries retain the status of a potential candidate country of the European Union (except Kosovo, which does not yet enjoy the status of a candidate country).

One of the most significant changes in these countries has been the change of the economic system (and political as well) from countries with closed economies to countries with free and open economies. The passage of this transition phase brought about rapid economic growth in these countries.

International aid has significantly contributed to all countries' economic growth, but the economy fell in 2008 during the global economic crisis. However, the region still contains some of Europe's poorest countries, with poor economic performance, high unemployment, political instability, and widespread poverty. Regarding living standards and prosperity, the region lags behind EU peers.

Literature review

Fischer (1993) used inter-sectorial and panel data for developed and emerging economies, where he also made a significant contribution to the literature which explored the relationship between inflation and economic growth in the long term, and according to his study findings,

there is a significant negative correlation between inflation and economic growth. Barro (1995) assessed the effects of inflation on economic performance using data from 100 different countries covering the period 1960-to 1990. In this study, he concluded that: if some variables are kept constant, according to the results of the regression that he used for the study, he concluded that an increase in average inflation of 10 percent per year reduces the real GDP growth rate from 0.2 to 0.3 percent per annum and simultaneously reduces the ratio of investments to GDP from 0.4 to 0.6 percent.

Ghosh and Phillips (1998) claim that there is no doubt that high inflation is detrimental to economic growth, while this inflicting effect is less pronounced when it comes to a moderate inflation rate. They have used regression panel data and have found a significant opposite relationship between inflation and economic growth, which exists excessively in all inflation rates, except for very low ones. Similarly, based on studies by Hasanov (2010), who used the annual data on the real GDP growth rate, the Consumer Price Index, and the Gross Fixed Capital Formation growth rate in order to assess whether there is any threshold impact of the inflation rate in economic growth over the period 2001-2009. The results from the model showed that there is no linear relationship between inflation and economic growth in the economy of Azerbaijan. For example, while the level of the inflation rate is 13 percent, the impact on GDP growth is reflected in positive economic growth, while when the inflation rate in the economy exceeds 13 percent, economic growth is expected to decrease by about 3 percent cent.

According to Barajas et al. (2009), the impact of remittances on growth was classified into three categories. First, by increasing the rate of capital accumulation, remittances increase the rate of human capital and physical capital accumulation while decreasing the cost of capital in the recipient country. The second effect is related to the change in labor force growth due to the first. Because remittance income is substituted for labor income, remittances may reduce labor force participation. Third, remittances affect investment efficiency by influencing TFP growth. The household unit information is an essential part of the country-level investigations because it provides insight into how remittances affect households on a smaller scale. Existing macro empirical studies on remittances are primarily concerned with growth, poverty, inequality, and output growth.

Another indicator that affects economic progress is remittances. The impact of remittances on growth was classified into three categories (Barajas et al., 2009). First, by increasing the rate of capital accumulation, remittances increase the rate of human capital and physical capital

accumulation while decreasing the cost of capital in the recipient country. The second effect is related to the change in labor force growth due to the first. Because remittance income is substituted for labor income, remittances may reduce labor force participation. Third, remittances affect investment efficiency by influencing TFP growth. Most country-level investigations rely on household unit information as bits of knowledge into how remittances influence households on a smaller scale. Existing empirical studies on remittances primarily focus on growth, poverty, inequality, and output growth volatility. Most remittance analyses look at the outcomes of remittances through the lens of households. On the part of remittances, three critical strands of economic work exist. According to current empirical findings, remittances positively impact economic growth in developing countries.

Since Richard Musgrave (1989) published The Theory of Public Finance, it has been a tradition for economists to classify governmental functions in the three classes of allocation, stabilization, and redistribution proposed by Musgrave. The pursuit of the other three functions was assumed to automatically generate a natural long-run growth rate. However, growth has acquired great prominence in recent decades in many countries. Consequently, various policies that do not easily fit into Musgrave's categories have been introduced. It is high time to recognize economic growth as an explicit fourth objective added to Musgrave's trio (Musgrave, 1989). Indeed, if appropriately managed and utilized, government expenditure has a significant positive effect on real GDP growth, especially in less developing countries with inadequate and underdeveloped infrastructural facilities and where the private sector is not mature enough to play the expected role in the economy. Government intervention in economic growth may be both beneficial and detrimental. The positive effects of government action can include The use of fiscal policies such as income taxes and transfer payments that can lead to more equitable income redistribution; The supply of pure public goods, which may account for a sizable portion of total demand; Government often acts as a facilitator in the markets with asymmetric and imperfect information (Husnain et al., 2011). The government's actions may also stifle economic growth. This is possible due to credit market competition between the less efficient public and private sectors, which raises interest rates, displaces private investment, and eventually reduces economic growth. Furthermore, state-imposed taxes can distort market prices and rational resource allocation.

In the study of economic development, various theories and competing attitudes were reviewed, representing the method of solid and weak points. As a result, contradictory values emerge from state to state. In this regard, Chinese practice can be considered. The empirical findings indicate

that the Chinese economy has undergone a structural change to identify the main economic parameters involved in this economic growth process (Todaro & Smith, 2012). The capital accumulation results when the current incomes are saved and invested in increasing the production in the majority of cases. Investing in human resources can improve the country's living standards while also increasing GDP (Todaro & Smith, 2012). Within International World Policies, the primary goal of economic policies is to address inequalities both within and outside of a state (Patrakos et al., 2007).

The well-known economist, Arthur Okun, was the first who started the tackling discussion in the 1960s. Okun's Law is named after he researched the subject. Okun's Law intends to investigate the statistical relationship between a country's unemployment and economic growth rates. Okun's Law seeks to inform or reflect statistical data on the rise in the unemployment rate and the percentage of economic growth. More specifically, the version of Okun's Law states that "to achieve one percent (1%) decrease in the unemployment rate, real GDP must grow by approximately 2%." If the unemployment rate decreased by 1%, GNP would increase to 3% (Fuhrmann, 2012).1 Another version of Okun's Law displays the relationship between unemployment and GDP, whereby the percentage increase of 1% in unemployment causes a 2% fall in GDP. Okun's Law is not a very exact determined. However, the empirical evidence still holds on its benefits (Fuhrmann, 2012).

In conclusion, we can say that there exists different factor that has an impact on economic growth, some of them positively affect economic growth, and others have a negative effect.

The trend of some macroeconomic indicators for WB countries

As we can see, per capita GDP in Western Balkan countries has an average of around 6528.2 $. The five countries' current GDP per capita is half that of the 11 EU member states of Eastern Europe (EU-11) and one-quarter of the most advanced Western European countries. The following table presents an overview of some of the key macroeconomic indicators for 2020.

Table 1: Macroeconomic indicators on WB countries 2020

Country	Per capita GDP (in US-$)	Real GDP growth rate (% change in real terms)	Consumer prices (end year, % change)	Unemployment (% of the labor force)	Current account / GDP (in %)	Foreign Direct Investmnt (as % of GDP)
Bosnia and Herzegovina	6079.783	-2.601	-1.051	16.85	-3.769	2.167
FYRM	5917.263	-5.018	1.2	18.4	-3.389	4.359
Montenegro	7677.152	-15.208	-0.256	15.86	-25.934	7.534
Serbia	7720.511	-0.414	1.576	10.3	-4.081	8.286
Albania	5246.292	-3.399	1.621	11.7	-8.83	7.799
Average Western Balkans	**6528.2**	**-5.328**	**0.618**	**14.378**	**-9.2**	**6.029**

Source: World Bank indicators, 2020

The country with the highest GDP per capita is Serbia and Montenegro, with $ 7720,511 and $ 7677,152, respectively. Bosnia and Herzegovina have a GDP per capita of $ 6079,783, while North Macedonia has a value of about $ 5917,263. The table above shows that Albania ranks last with a GDP value per capita in 2020, around $ 5246,292.

The real GDP growth rate for 2020 in the Western Balkans has been adverse throughout the region, where Montenegro reports an economic decline of -15% of GDP, followed by Northern Macedonia and Albania, which during this year had a decline economic respectively -5.018% of GDP and -3.399% of GDP. The country with the lowest decline was Serbia, with an economic decline of -0.414%, and Bosnia and Herzegovina with -2.601% of GDP. The economic downturn in these countries resulted from the crisis that caused the economic development of the pandemic of Covid-19, which drastically reduced economic activity.

In spring 2020, inflation slowed in most Western Balkan countries. The COVID-19 crisis depressed domestic demand, driving down price inflation. The effect was amplified by

depressed international prices for oil and other commodities. COVID-19-related disruptions to supply chains partially offset these effects, which pushed up food inflation in some Western Balkan economies, especially Albania, North Macedonia, and Serbia. When the most severe lockdown measures were lifted in the summer and international commodity prices recovered, inflation rose again. However, by July, inflation dynamics differed considerably across the region: while in BiH, the CPI deflated by 1.3 percent, in Serbia, inflation reached 2.0 percent, in line with the National Bank of Serbia (WB regular economic report, 2020).

Unemployment in WB countries during 2020 reached an all-time low in all Western Balkan countries but remained higher than in the EU peer countries. Unemployment rates ranged from around 10.3 percent in Serbia and 11.7 percent in Albania, and 25.2 percent in Kosovo. Also, long-term unemployment[2] continued to fall – from 18.6 percent of the labor force in 2012 to 8.8 percent in 2019 Q2. Apart from new job creation, emigration from the region was critical to reducing unemployment. Nevertheless, despite historically low unemployment rates, they were two to three times higher than in the EU peer countries (Austria, Bulgaria, Croatia, and Hungary). At the same time, skill shortages were reported in specific sectors, such as IT personnel in Serbia and Kosovo and medical doctors and nurses throughout the region. In most countries, the unemployment rate increased in the first half of 2021, although the employment support programs in response to the pandemic helped blunt its negative impact. Job losses from the recession and its aftermath have disproportionately affected women and youth, setting back efforts to raise the region's perennially low labor force participation rates.

The level of integration with the global economy: One of the most critical factors that can overtake the international economic developments in a specific country is the level of integration related to the world economy. The economic level is demonstrated in the "openness index," representing the percentage of exports and imports volume to GDP. In light of the global crisis, a lower openness index would be a positive factor in mitigating the crisis's negative impact on the economy. Data shows that Serbia, Bosnia and Herzegovina, Montenegro, and Macedonia have a higher openness index than West European Countries (Table 4). Moreover, other WB countries, such as Albania and Kosovo, have a lower openness index. It means that the trade relation of these countries with the rest of the World has been more intensive, representing more potential for overpassing an adverse effect of the global crisis on the economies of these countries.

[2] Long-term unemployment refers to persons unemployed for 12 months or more.

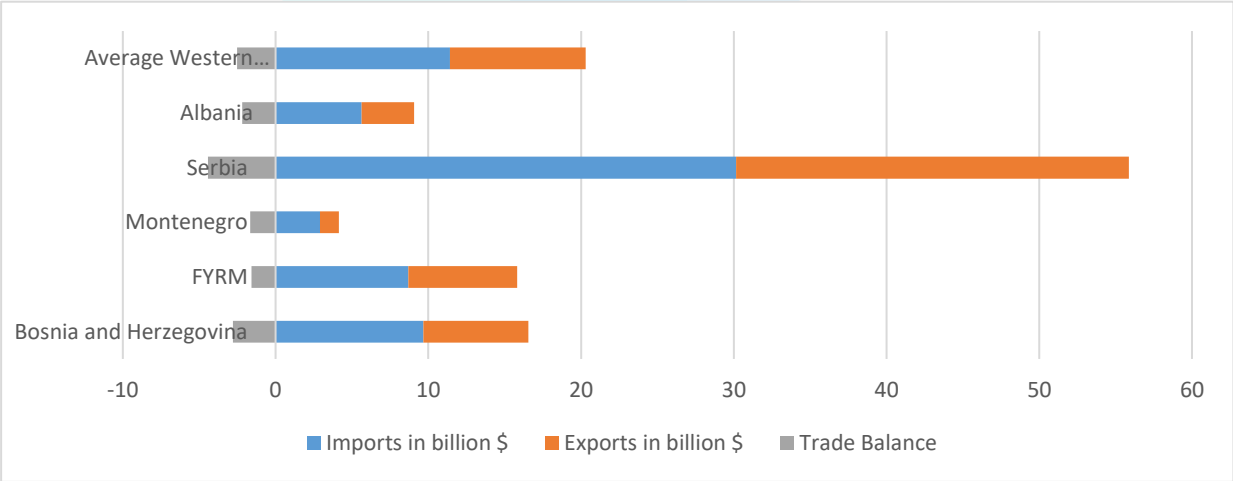
Table 4. Western Balkan countries trade openness index, 2020.

Country	Imports in billion $	Exports in billion $	Trade Balance	Trade Openness Index
Bosnia and Herzegovina	9.671	6.885	-2.786	83
FYRM	8.698	7.13	-1.568	129.1
Montenegro	2.91	1.24	-1.67	87
Serbia	30.146	25.728	-4.418	104.76
Albania	5.636	3.441	-2.195	60.97
Average Western Balkans	**11.412**	**8.885**	**-2.527**	**92.96**

Source: World Bank Indicators, 2020

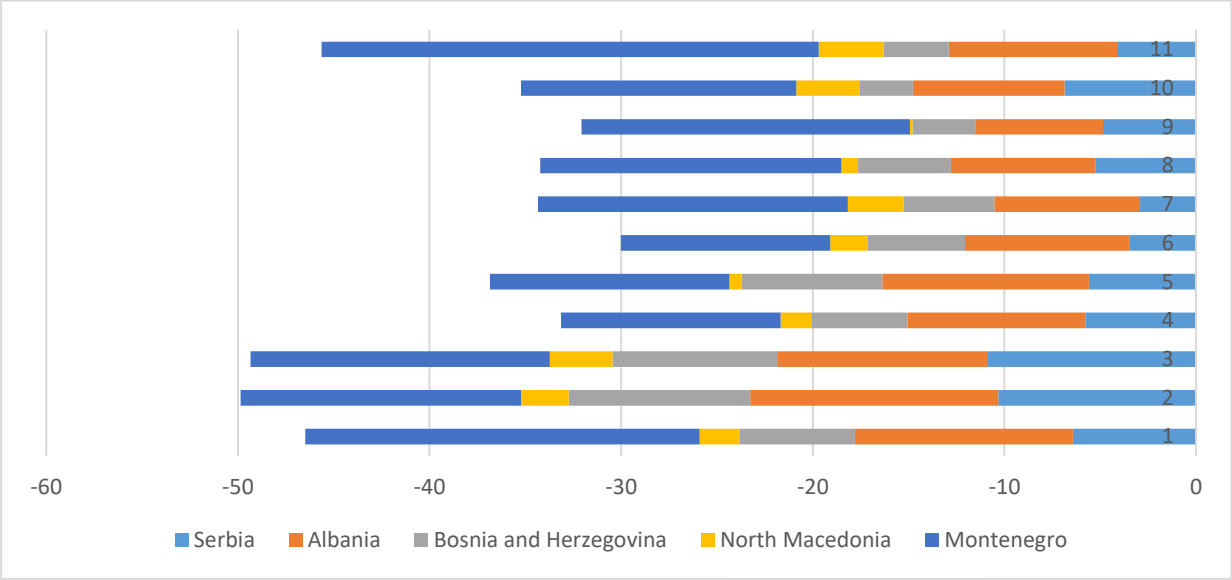
One of the main consequences of the pandemic crises in the World is trade disruption. The COVID-19 pandemic has caused unprecedented: production and consumption have scaled back across the globe. According to the World Trade Organisation, the decrease in international trade was particularly pronounced in the first half of 2019, when merchandise trade fell by 13 percent compared to 2018. For countries like Albania, Kosovo, and Montenegro that are more dependent on services trade, especially tourism, the deterioration in their current account deficits (CADs) has been much worse (shown in the graph below).

Graph 1. Western Balkan countries trade openness index, 2020.



Source: World Bank Indicators, 2020

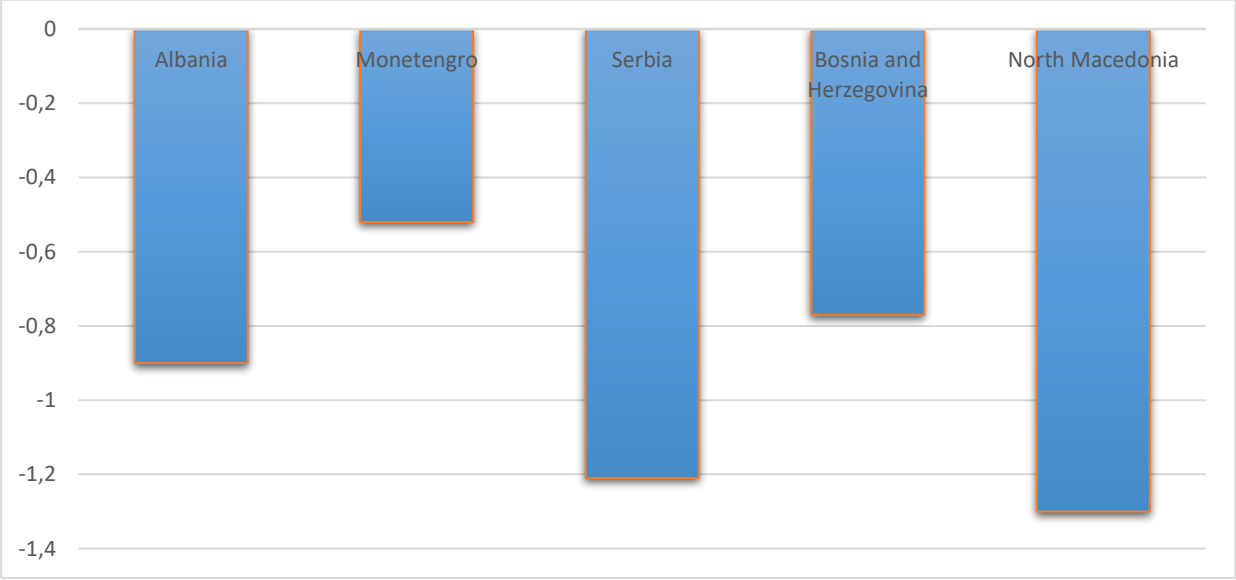
Graph 2. Current account balance (% of GDP) on WB countries, 2010-2020



Source: World Bank indicators, 2020

In this graph, we see a negative report of FDI to Current Account Balance for 2020 in all Western Balkan countries due to the pandemic's effects on the international trade of these countries.

Graph 3. Foreign Direct Investment to Current Account Balance Ratio, 2020



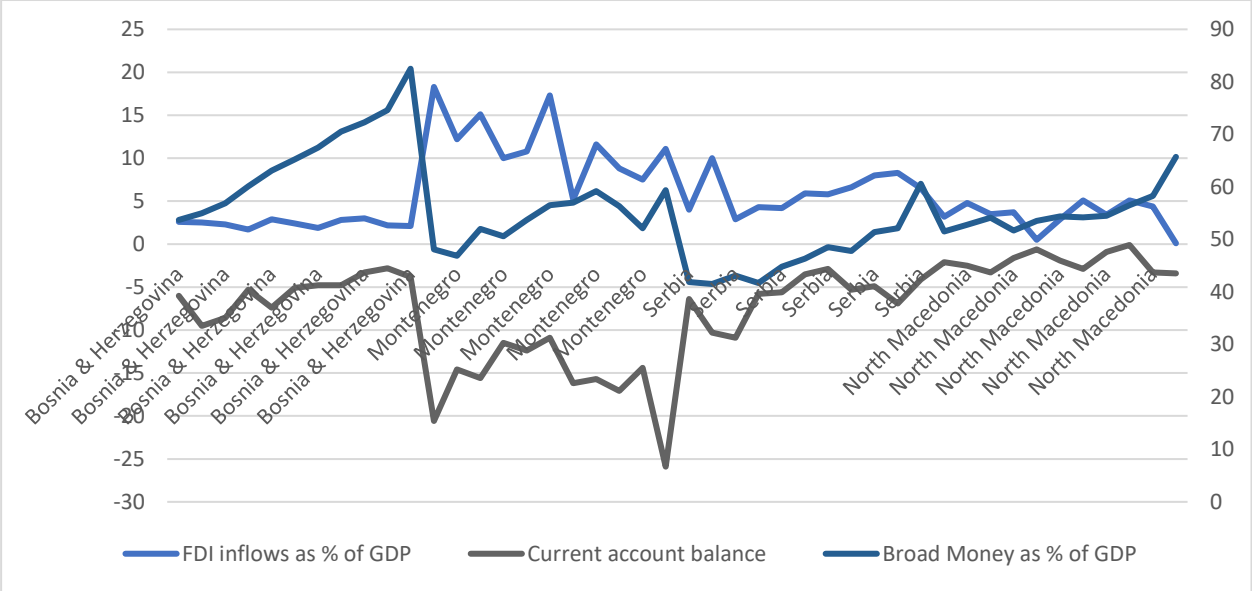
Source: World Bank indicators, 2020

Despite this, it is more important to mention that a large amount of foreign direct investment went directly to non-tradable sectors of these countries. So, foreign direct investment inflows

did not contribute to the export capacity and thus did not help solve the countries' external imbalances in the long term. However, Western Balkan countries must undergo structural reforms to provide economic stability and attract foreign direct investment to support the export sectors.

As we can see from the chart below and the reports compiled for the Western Balkan countries, FDI plays an essential role in economic growth. It is noticeable that the current account balance has been in negative values in all WB countries, but the country that has had it more pronounced has been Montenegro with a 25.9, while Macedonia has had the highest value of this indicator and why negative by about 0.1.

Graph. FDI inflows as % of GDP, Current account balance, and Broad Money as % of GDP



Source: World Bank indicators, 2020

Conclusions

In the study of economic development, various theories and competing attitudes were reviewed, representing the method of solid and weak points. As a result, contradictory values emerge from state to state. In this regard, Chinese practice can be considered. The empirical findings indicate that the Chinese economy has undergone a structural change to identify the main economic parameters involved in this economic growth process (Todaro & Smith, 2012). The capital accumulation results when the current incomes are saved and invested in increasing the production in the majority of cases. Investing in human resources can improve the country's

living standards while also increasing GDP (Todaro & Smith, 2012). Within International World Policies, the primary goal of economic policies is to address inequalities both within and outside of a state (Patrakos et al., 2007).

References

Barro, R. J. (1991). Economic growth in a cross section of countries. Quarterly Journal of Economics, 106, 407-443.

Lucas, R. E. (1990). Why doesn't capital flow from rich to poor countries? The American Economic Review, 80, 92-96

Patrakos, G., Aranitidis, P., Pavleas, S. (2007). Determinants of Economic Growth: The Experts' View. Working Papers, pp. 1,6, 8.

Saaed, A.A., & Hussain, M.A. (2015). Impact of exports and imports on economic growth : evidence from Tunisia. *Journal of Emerging Trends in Economics and Management Sciences, 6*, 13-21.

Todaro, M.P. & Smith, S.C. (2012), *Economic Development* (11th ed.). Boston: Pearson Addison Wesley.

Barajas, A., Chami, R., Fullenkamp, C.R., Gapen, M.T., & Montiel, P.J. (2009). Do Workers' Remittances Promote Economic Growth? *International Monetary Fund (IMF) Research Paper Series*.

Hasanov, F. (2010). Relationship between inflation and economic growth in azerbaijani economy: Is there any threshold effect?. *Asian Journal of Business and Management Sciences*, 1(1), 01-11.

Ghosh, Atish and Steven Phillips (1998). Inflation, disinflation and growth, IMF working paper, wp/98/68.

Fischer, S. (1993) The Role of Macroeconomic Factors in Growth. Journal of Monetary Economics, 32, 485-512.http://dx.doi.org/10.1016/0304-3932(93)90027-d

A'RÂF SÛRESİ 12. ÂYET BAĞLAMINDA BAZI MÜFESSİRLERİN ATEŞ VE TOPRAK HAKKINDAKİ TARTIŞMALARINA ELEŞTİREL YAKLAŞIM

Yakup Yüksel*

Giriş

A'râf sûresi 12. âyette Yüce Allah, Âdem'e secde etmeyen Şeytan'a; kendisini secdeden alıkoyan şeyin ne olduğunu sormuş, o da kendisinin ateşten, Âdem'in ise topraktan yaratılmış olduğu gerekçesini ileri sürmüştür. Şeytanın secde etmemesinin nedeni olarak ateşten yaratılmış olduğunu söylemesi, kendi unsurunun daha değerli olduğu iddiasında olduğunu göstermektedir. Dolayısıyla âyette geçen ateş ve toprak kavramı, müfessirleri meşgul etmiş ve bunlardan hangisinin daha üstün olduğu hususunda farklı görüşler belirtmişlerdir. Ateş ve toprak unsuru sadece İslam bilginlerinin gündemini meşgul etmemiş aynı zamanda felsefecilerin de ilgi alanında yer almıştır. Toprak, su, hava ve ateş felsefede anâsır-ı erbaa olarak ele alınmıştır. İslam felsefesine bu düşüncenin Antik Yunan düşüncesinden girdiği kabul edilmektedir. Konumuzla ilgili şu bilgilere yer vermek faydalı olacaktır: "Arkhe diye ifade edilen bu ilk madde Thales'e göre su, Anaximenes'e göre hava, Herakleitos'a göre ateştir. Empedokles ise bunlardan her birini arkhe olarak kabul etmek yerine, toprakla birlikte dördünün kâinatın ana maddesini teşkil ettiğini söylemiştir. Eflâtun'un da dört unsur fikrini savunduğu bilinmektedir. Dört unsur teorisini sistemleştirerek tabiat bilimlerinde hâkim görüş haline getiren ise Aristo olmuştur. Ona göre kâinat, ay üstü ve ay altı olmak üzere ikiye ayrılır. Ay üstü âlem ebediyet diyarı olduğu için burada oluş (kevn-génération) ve bozulma (fesad-corruption) yoktur ve bu sebeple ay üstü âlemde bir tek unsur vardır. Aristo buna esîr adını verir. Ay altı âlem ise oluş ve bozulma evreni olduğu için burada birden fazla unsurun bulunması gerekir. Aksi takdirde etkileme (fiil) ve etkilenme (infiâl) olamaz. Aristo fiziğinin temel konusu olan dört unsur teorisi Helenistik dönemde daha çok benimsenmiş, sonradan Süryânîler aracılığıyla Arapça'ya aktarılmış ve tabâi'-i erbaa, keyfiyyât-ı erbaa, ahlât-ı erbaa ve ilel-i erbaa terimleriyle fizikten tıbba, tıptan ahlâka kadar geniş bir alana uygulanmıştır."[1]

Bu tebliğimizde müfessirlerin ilgili âyette geçen ateş ve toprak hakkındaki tartışmalarına eleştirel bir bakış açısıyla yer vereceğiz. Ayrıca şeytanın ateşten yaratılmış olduğu bilgisine kendisinin nasıl ulaşmış olduğunu ortaya koyacağız. Amacımız âyette geçen tartışmalı hususlarla ilgili müfessirlerin görüşlerini ortaya çıkarmak, güncel yaklaşımlara temas etmek ve hangi görüşün daha gerçekçi olduğunu tespit etmek olacaktır.

Anahtar Kelimeler: Kur'an, Âyet, Müfessir, Ateş, Toprak.

*Doç. Dr. Tekirdağ Namık Kemal Üniversitesi İlahiyat Fakültesi.

[1] Bkz. Bekir Karlığa. "An'asır-ı Erbaa", *TDİA*, İstanbul: 1991, III/149-151.

A CRITICAL APPROACH TO THE SOME MUFASSIRS' DISCUSSIONS ABOUT FIRE AND EARTH IN THE CONTEXT OF VERSE 12 OF A'RAF SÛRAH

Abstract

In the 12th verse of the sûrah of A'raf, Almighty Allah said to the Satan who did not prostrate to Adam; He asked what prevented him from prostrating, and he argued that he was created from fire and Adam was created from earth. Therefore, the concept of fire and earth in the verse has occupied the interpreters and they have expressed different opinions about which of them is superior. In this study, we will include the interpreters' discussions about fire and earth in the relevant verse from a critical point of view. We will also reveal how Satan came to know that she was created from fire. Our aim will be to reveal the opinions of interpreters on the controversial issues in the verse, to touch on current approaches and to determine which view is more realistic.

Keywords: Qur'an, Verse, Mufassır/İnterpreter, Fire, Earth

1. A'râf Sûresi 12. Âyet Hakkında Müfessirlerin Görüşleri

Müfessirlerin görüşlerine geçmeden önce âyeti paylaşmak yerinde olacaktır. Konumuzla ilgili âyetin meâli şöyledir: *Allah, "Sana emrettiğim zaman seni saygı ile eğilmekten ne alıkoydu?" dedi. (O da) "Ben ondan hayırlıyım. Çünkü beni ateşten yarattın. Onu ise çamurdan yarattın" dedi.*[2]

Âyetin zahirinden anlaşıldığına göre şeytan Allah'ın emrine uymamış ve Âdem'e secde etmeyişinin gerekçesi olarak da kendisinin ondan daha üstün olduğunu ileri sürmüştür. Dikkatlerimizi çeken yön ise daha hayırlı olma niteliğinin vasıf ve özeliklerle değil de yaratılmış olduğu unsurda oluşunu ileri sürmüş olmasıdır. O da kendisinin ateşten, Âdem'in ise topraktan yaratıldığını, dolayısıyla ateşin topraktan üstün olduğunu savunmasıdır.

Burada bir başka konu da İblisin ateşten yaratılmış olduğu bilgisine kendisinin nasıl ulaşmış olduğu hususudur ki müfessirler tarafından araştırma konusu olmuştur. Tâhir b. Âşur konuyla ilgili olarak şöyle demiştir: "İblis, ateşten yaratılmış olduğunu ileri sürdüğüne göre kendisinin bu unsurdan yaratıldığını da bilmektedir. Bu bilgiyi de iki şekilde elde etmiş olabilir. Birincisi, onun yaratılışına şahit olan melekler kendisinin ateşten yaratıldığını söylemişlerdir. İkincisi ise, bizzat Yüce Allah Kur'an'da onun ateşten yaratıldığını şu âyetlerle beyan etmiştir: *Allah, insanı pişmiş çamur gibi bir balçıktan yarattı. Cinleri de yalın bir alevden yaratmıştır*.[3] Dolayısıyla Yüce Allah ona kendisinin ateşten yaratıldığını haber vermiştir. Âyette her ne kadar cinler geçmiş ise de iblis de cinlerin cinsinden bir varlıktır. Bunu da *Hani biz meleklere, "Âdem için saygı ile eğilin" demiştik de İblis'ten başka hepsi saygı ile eğilmişlerdi. İblis ise cinlerdendi de Rabbinin emri dışına çıktı Şimdi siz, beni bırakıp da İblis'i ve neslini, kendinize dostlar mı ediniyorsunuz? Hâlbuki onlar sizin için birer düşmandırlar. Bu, zalimler için ne kötü bir bedeldir!*[4] âyetinden öğrenmiş olmaktayız.

[2] A'râf 7/12.
[3] Rahmân 55/14-15.
[4] Kehf 18/50

Son dönem müfessirlerden İbn Âşûr, ateşi şöyle tarif etmiştir: Yaratılmış cisimlerin aslî unsurunda var olan yanma sebebiyle alevli bir şekilde yanıp erimesi neticesinde ortaya çıkan yüksek ateştir/alevdir." Ay ve Güneş'teki ateş gibi.[5] Bu tanımdan sonra sözlerini şu şekilde sürdürmüştür: Bu hararet bir nesneyi yakıp kül etme seviyesine ulaşınca bu ateşli cisim bir maden, bitki veya toprak olarak kendisini göstermektedir. Aynen kül olmuş madende görünen ateş gibi."

Müfessirlerden Ebû Hayyân da bu âyeti tefsir sadedinde Râzî'den birtakım nakillerde bulunarak şöyle demiştir: "Aslında âyette niçin Adem'e secde etmedin sorusunun cevabı "ben ondan daha hayırlıyım" cümlesi değildir. Ancak bu cümlede cevap olacak anlam da vardır. Dolayısıyla şeytana göre ateş çamurdan daha faziletlidir. Durum böyle kabul edilecek olursa faziletli olan kendinden aşağıda olana secde etmez. Ateş; parlak, yüksek, latif, hafif, sıcak, kuru ve gök cevherlerine komşu ve onlara bitişik bir unsurdur. Toprak ise karanlık, yoğun/katı, ağır, soğuk, kuru ve gök cisimlerine uzak bir unsurdur. Ateşte güçlü bir tesir ve etki vardır. Yani faaldir, toprak ise edilgendir yani kabul eden ve etkilenen bir unsurdur. Biz biliyoruz ki tesir etmek edilgenlikten daha değerlidir. Ateşte canlılığı devam ettiren bir hararet/canlıların yaşayacağı uygun bir sıcaklık vardır. Toprak ise soğukluğu ve kuruluğu ile ölüme daha münasip bir unsurdur. Bu kabul edilecek bir teori olursa yaratılma unsuru daha faziletli olan, en iyi ve en şerefli kabul edilir. Bu yüzden üstün olana, kendisinden şeref bakımından aşağıda olana hizmet etmesi emredilmez. Baksana! Ebû Hanife ve İmam Mâlik için kendilerinden aşağıda olan birisine hizmet etmeleri emredilecek olsa bu ne kadar çirkin ve akla ziyan bir iş olur![6] Sonuçta müfessirler şöyle demişlerdir: İblis kendisinin daha faziletli bir unsurdan yaratılmış olduğunu söylemekle hata etmiştir. Zira hem toprak hem de ateş her ikisi de yaratılmış cansız unsurlardır ve aralarında bir fark yoktur. Nitekim toprak bazı yönlerden ateşten daha üstündür ki onları şu şekilde sıralamak mümkündür: Toprağın cevherinde/özünde sakinlik, vakar, tahammül, yumuşaklık, utangaçlık ve sabır vardır. İşte Âdem'i işlediği suçtan sonra tövbe etmeye götüren etken de budur ki o pişman olmuş ve yalvarmıştır. Ateşin cevherinde ise hafiflik, tutuşma, kızgınlık, yükselme ve kargaşa/isyan vardır. Bunlar da helak, lanet ve azabı çağrıştıran unsurlardır. Müfessirler bundan sonra toprağın üstünlüğüne dair on cihet zikretmişlerdir. Ayrıca maddi unsur bakımından üstün olmanın sûret bakımından üstünlüğüne işaret olmadığının altını çizmişlerdir. Nitekim kafir bir kimseden mümin kişi, müminden kafir bir kişi peyda olabilmektedir. Bu bağlamda "Habeşli bir mümin, kafir bir Kureyşli'den daha üstündür" ilkesini unutmayalım. Netice itibariyle önermeler sahih olmadığı zaman sonuç da doğru olmaz. Yani İblis ateşten yaratılmıştır, her ateşten yaratılan topraktan yaratılandan üstündür, öyleyse İblis, unsuru toprak olan Âdem'den üstündür sonucu çıkmaz.[7]

Ateş ve toprak hakkında İbn Sînâ'nın görüşlerine yer vermek konumuz açısından faydalı olacaktır. "Öncekilerden (önceki felsefeciler/bilginler) "zıtlar" fikrine yönelerek, "iki zıddın, bütünün (âlemin) iki ilkesi olduğunu düşünen ve bu bakımdan "iyilik ve kötülük" ile "nur ve zulmet" görüşü üstünde duran bazı gruplar, ateşi övmekte, onun özelliğini yüceltmekte, takdis ve tespih etmekte aşırıya gittiler. Bunların hepsi ateşin ışığı ve aydınlığından dolayıdır. Bu kimseler toprağı da "karanlık" ve içi ne bilkuvve ne de bilfiil olarak aydınlık olmayan bir şey

[5] Muhammed Tâhir b. Âşûr. *et-Tahrir ve't-tenvîr.* (Tunus: Müessesetü't-Târih, 2000), VIII/33.
[6] Muhammed b. Yûsuf b. Ali b. Yûsuf Ebû Hayyân. *el-Baḥru'l-muḥît,* thk. Mâhir Habbûş, (Beyrut: Dârür-risâleti'l-'Almiyye, 2010), X/27.
[7] Ebû Abdillâh Fahrüddîn Muhammed b. Ömer b. Hüseyn er-Râzî. *Mefâtîhu'l-ġayb*. (Beyrut: Dâru'l-fikr, 1985), XIV/36-37; Ebû Hayyân. *el-Baḥru'l-muḥît,* X/27-28; Âlûsî, Ebü's-Senâ Şihâbüddîn Mahmûd b. Abdillâh b. Mahmûd el-Hüseynî Âlûsî. *Rûḥu'l-me'ânî fî tefsîri'l-Ḳur'âni'l-'aẓîm ve's-seb'i'l-meṯânî.* (Beyrut: Dârü'l-kütübi'l-'ılmiyye, 1994), IV/329.

şeklinde gördüklerinden onu kötülediler ve aşağıladılar. Sonra birlik, sebât (sabitlik/durağanlık) ve orta olmanın, iyilik ve erdem yerine geçen anlamlardan olduğunu, bunların zıtlarının ise kötülük ve rezilet yerine geçen anlamlardan olduğunu düşündüler. Böylece ateşi birlik, durağanlık ve mekanda orta olma vasfıyla, toprağı ise çokluk, hareket ve uç olma vasfıyla düşündüler. Bu kişiler kendileri için doğru olmayan bir şeyi üstlendiler. Nasıl olur da ateşte iyiliğin yerine geçecek bütün anlamlar, toprakta ise kötülüğün yerine geçecek bütün anlamlar bulunur, bu nasıl mümkün olur? Çünkü ateş, niteliği aşırı derecede bozucu olan bir şey iken toprak mutedildir/dengelidir ve bozucu değildir. Ateş toprağa yakın olan yerde daha hızlı hareket eder, yokluğu ve parçalanmayı daha çok kabul eder ve duyu tarafından algılanmaz. Toprak ise hareket bakımından daha yavaştır ve yakın doğal mekanda var olmak bakımından daha sabit olur. Ayrıca toprağın doğal mekanı canlılığın doğal mekanıdır, bitkilerin ve hayvanların yetişmesinin doğal mekanıdır. Ateşin doğal mekanı ise bunun zıddıdır. ”[8] Nitekim İbn Sînâ ilk muallim Aristo'nun zikredilen düşüncede olanlara güzel bir cevap verdiğini söylemiş ve şu cümlelere yer vermiştir: “Farzet ki ateş üstünlük bakımından öndedir ve farzet ki üstün olmak orta olmayı gerektirir ve buna göre ateşin ortada olması gerekir. Halbuki üstün olmak orta olmayı değil de orta olmak üstün olmayı gerektirmiyor mu? Orta olmayla ilgili meziyet sıralanmadadır. Ateş sıralanmada orta olmayı kabul eder. Böylece onun sırası cisimlerin sırasının ortasıdır, toprağın sırası ise sıranın sonudur.”[9]

Konunun analizini sağlıklı yapabilmek için kısaca da olsa felsefecilerin görüşlerine yer vermiş olduk. Amacımız hem felsefecilerin hem de müfessirlerin anâsır-ı erbe'a hakkındaki düşüncelerini mukayeseli bir şekilde görüp en doğru sonuca ulaşmaktır. Zira eşyanın varlığının dayandığı dört unsur dini boyuttan ziyade bilgi boyutu ile açıklanmaya muhtaç bir konudur. Bu yüzden âyette dile getirilen ateş ve toprak gibi unsurların tefsirinde din bilginleri pozitif ilimlerin söylediklerine de yer vermek zorunda kalmışlardır. Bu bağlamda unsurlar arasında üstünlük hususu ilk bazı müfessirlerden başlamak üzere günümüze kadar devam edegelen araştırmacılar tarafından da merak edilmiştir. Çoğu müfessir konuya bu açıdan bakmamıştır. Son dönem müfessirlerinden İbn Âşûr'a göre ateş, topraktan daha üstündür. Zira ateş karşılaştığı cisimlere daha çok etki etmekte ve onlara galip gelmektedir. Bir de ateş ışık saçmaktadır. Ayrıca ateş temiz olup ona herhangi bir pislik, kir yapışmaz. Toprak bu konuda ateşle aynı niteliğe ortak değildir. Bunların ortak olduğu yön, her canlı varlığın bu iki unsurdan meydana gelmiş olma özelliğidir. Meleklerin ateşten yaratılması hadisesine gelince bu durum, onların yaratılmış olduğu unsurun, farklı cisimlerle karışık olan ateşten tamamen ayrı mücerret, saf bir şua/ışık halidir. Bunları söyledikten sonra İbn Âşûr, tîn/çamur kelimesini tefsire yönelmiş ve şöyle demiştir: Tîn, su karışmış olan topraktır yani çamurdur. Ayrıca su da ateş ve topraktan hariç yaratılma unsurlarından birisidir ki canlıların hayatiyetini devam ettirmeleri diğer iki unsur yanında suya bağlıdır. Ona göre Kur'an âyetiyle anlaşılmaktadır ki ateş, şeref bakımından topraktan daha üstündür ve bu ayetle de onaylanmıştır.

İbn Âşûr sözlerine şu şekilde devam etmiştir: İblis, Allah'ın emrine kesin bir şekilde karşı geldiğinden ötürü sorguya çekilmiştir. Yaratılma unsuru olan ateşin temizliği İblis'i aldatmış ve emre uymamıştır. Halbuki fazilet olarak bir unsurdan yaratılmış olmak yeterli değildir. Kemâlat mertebelerine çıkmaya mayasında olan unsur yeterli gelmemiştir. Zira bir varlığın terkip edilme keyfiyeti/yaratılmış olduğu unsurların bir araya getirilerek varlık haline getirilmesi, yaratıcının bu terkibi oluşturmasındaki maksadında aranmalıdır. Sadece sırf yaratıldığı unsura bakmak yeterli değildir. Yüce Allah'ın şeytanı ateşten yaratmış olması,

[8] İbn-i Sinâ. *Kitâbü'ş-şifâ.* trc. Harun Kuşlu-Muhittin Macit, (İstanbul: Litera Yayıncılık, 2010) s. 59.
[9] İbn-i Sinâ. *Kitâbü'ş-şifâ.* S. 61.

canlılara etki edip onlara muttali olarak bozması ve canlıları yoldan çıkarması yeteneğine bağlıdır. Ademi topraktan yaratmış olmasının sebebi ise dünyada ustalıkla imar vazifesi yapması, şekillendirmesi, kötü şeyleri düzeltmesi, kemâlat yolunda bu şekilde ilerlemesi maksadına matuftur. Bütün bunlar yaratıcının varlıkları meydana getirdiği unsurların terkibinde, onları bir araya getirmesinde kendini göstermektedir. Nitekim melekleri de salt nurdan yaratmıştır. Tamamen itaate dayalı, verilen görevi harfiyen yerine getirmek için bu nitelikteki bir unsurdan yaratmıştır. Bundan ötürü her şekle girebilecek yani şekillenmeye müsait unsurdan, topraktan yaratılan insan kemâlata ulaştığında onun faziletleri daha üstün ve hayret edilecek bir durum halini almaktadır. Rezilliklere bulaşıp sefih bir duruma düşmesinde ise şeytandan bile daha aşağı seviyeye inmesine sebep bir unsur. Bu yüzden sorumlu varlık olarak insan muhatap kabul edilmiş ve ilâhî mesajlarla ona hitap edilmiştir.[10]

2. Ortaya Çıkan Görüşlerin Değerlendirilmesi

Her ne kadar A'râf sûresi 12. âyette ateş ve toprak unsuru zikredilmiş ise de gerek İslam düşünürlerinin gerekse bazı felsefecilerin ortak noktada birleştikleri şey varlığın dört unsurdan terkip edildiği düşüncesidir. Nitekim bu âyette şeytan ve Âdem'in yaratılmış olduğu ateş ve toprak unsuru dile getirilmiş ise de zımnen su ve hava unsuruna da yer verildiğini söyleyebiliriz. Hatta Âdem'in çamurdan yaratılmış olduğu vurgusu toprağa karışık olan su unsuruna da gönderme yapmaktadır. Bunun da ötesinde *İnkâr edenler, göklerle yer bitişikken, bizim onları ayırdığımızı ve diri olan her şeyi sudan meydana getirdiğimizi görmediler mi? Hâlâ inanmayacaklar mı?*[11] âyetinde su unsuruna bâriz bir şekilde dikkatlerin çekildiğini görürüz.

Eşyanın oluşumunda bu dört unsurun mevcut olduğu fikri çok eski bir düşüncedir. Her ne kadar prensip olarak Empedokles ile başladığı görüşü hâkim ise de insanlık tarihi kadar eski bir fikir olduğunu söylemek yanlış olmasa gerektir. Nitekim Kur'an'da varlığı oluşturan dört elementle ilgili âyetler olduğuna yer verilmektedir. Kısaca konuyla ilgili bazı âyetlerin meâllerine şu şekilde yer verebiliriz: "*O, yeri sizin için döşek, göğü de bina yapan, gökten su indirip onunla size rızık olarak çeşitli ürünler çıkarandır. Öyleyse siz de bile bile Allah'a ortaklar koşmayın*"[12]; "*Cinleri de daha önce dumansız ateşten yaratmıştık*"[13]; "*Cin"i de yalın bir ateşten yarattı*"[14]; "*Şüphesiz Allah katında (yaratılışları bakımından) İsa'nın durumu, Âdem'in durumu gibidir: Onu topraktan yarattı. Sonra ona "ol" dedi. O da hemen oluverdi*"[15]; "*Arkadaşı, ona cevap vererek dedi ki: "Seni topraktan, sonra bir damla döl suyundan yaratan, sonra da seni (eksiksiz) bir insan şeklinde düzenleyen Allah'ı inkâr mı ediyorsun?*"[16]; "*Sizi topraktan yaratması, O'nun (varlığının ve kudretinin) delillerindendir. Sonra bir de gördünüz ki siz beşer olmuş (çoğalıp) yayılıyorsunuz*."[17]

Elementlerden sadece hava unsuru Kur'an'da sarih bir şekilde zikredilmemiştir. Ancak bazı düşünürler buna işaret eden âyetlerin olduğunu söylemiş ve genellikle rîh kelimesi ile hava unsuruna işaret edildiğini ileri sürmüşlerdir.[18] Bu hususta şu âyetleri örnek olarak vermişlerdir:

---

[10] Bkz. İb. Âşûr. *et-Tahrir*. VIII/33.
[11] Enbiya 21/30.
[12] Bakara 2/22.
[13] Hicr 15/27.
[14] Rahman 55/15.
[15] Âl-i İmrân 3/59.
[16] Kehf 18/37.
[17] Rum 30/20.
[18] Şirin Ma'tûk el-Hirâzî. "Ru'yetu Simolociya Lifenni'l-Münemnemâti'l-İslâmî fi Zılli'l-Anâsırı'l-Kevnîyye el-

"Şüphesiz, göklerin ve yerin yaratılışında, gece ile gündüzün birbiri ardınca gelişinde, insanlara yarar sağlayacak şeylerle denizde seyreden gemilerde, Allah'ın gökyüzünden indirip kendisiyle ölmüş toprağı dirilttiği yağmurda, yeryüzünde her çeşit canlıyı yaymasında, rüzgârları ve gökle yer arasındaki emre amade bulutları evirip çevirmesinde elbette düşünen bir topluluk için deliller vardır"[19]; "*Rablerini inkâr edenlerin durumu şudur: Onların işleri, fırtınalı bir günde rüzgârın şiddetle savurduğu küle benzer. (Dünyada) kazandıkları hiçbir şeyin (ahirette) yararını görmezler. İşte bu, derin sapıklıktır.*"[20]

Gördüğümüz kadarıyla şeytanın, Allah'ın "Âdem'e secde et" emrine karşı çıkıp kendisinin üstün olduğunu ileri sürmüş olması genelde klasik müfessirler tarafından onun ateşten yaratılma unsurundaki bir üstünlük olarak algılanmamıştır. Râzî, Ebû Hayyân, Kurtubî, Âlusî ve bunların dışında birçok müfessir ateş ve toprak unsurlarının özünde aynı olduğu dolayısıyla birinin diğerinden daha üstün olduğu fikrinin temelde yanlış olduğunu savunmuşlardır. Bu görüşte olan müfessirlerin ortak düşüncesi ve konuya yaklaşımları şöyledir: Bir varlığın değeri hakkında sadece yaratılmış olduğu unsura bakmak yeterli değildir. Her unsur kendi özünde eşittir. Birinin diğerinden üstünlüğü söz konusu olamaz. Üstünlük yaratılmış olduğu bu unsurun üzerine koymuş olduğu vasıflarda aranmalıdır. İlk müfessirlerden Taberî de açık olmamakla birlikte toprağın ateşten daha üstün olduğuna işaret eden şöyle bir açıklama yapmıştır: "Ateşin cevherinde hafiflik, tutuşma, çalkantı ve yükselen bir alev vardır. Nitekim habis şeytanı emre isyana da bu özelliği itmiştir. Toprağın cevherinde/özünde ise sakinlik, vakar, tahammül, yumuşaklık, utangaçlık ve sebat vardır. İşte bu özellik nedeniyle Âdem hatasından dönmüş, tövbe etmiş, rabbinin af ve mağfiretine ermiştir."[21] Taberî her ne kadar açık bir şekilde toprağın ateşten üstün olduğunu söylememiş ise de ifadelerinden toprağın daha üstün olduğu düşüncesinde olduğu anlaşılmaktadır.

Konuyla ilgili Tâhir b. Âşur'un diğer müfessirlerden ayrı düşündüğünü ve mevzuya farklı yaklaştığını görmekteyiz. Muhtemelen onun, ateşin daha üstün olduğu fikrini benimsemekle aslında felsefecilerin bakış açısıyla konuya yaklaştığı ortaya çıkmaktadır. Zira konuyla ilgili şu şekilde bir sınıflama onun düşüncesini destekler mahiyettedir. "Ay altı âlemin en üst kısmında ateş küresi, onun altında hava, onun altında su, onun altında toprak küresi yer alır. Düz çizgi doğrultusunda hareket eden unsurlardan ateş ve havanın hareket yönü merkezden çevreye toprak ve suyunki ise çevreden merkeze doğrudur."[22] Hatta İbn Miskeveyh yukarıdan aşağıya doğru inen bir varlık hiyerarşisinden bahsetmektedir. Ona göre varlıklar dairesel ve iç içe bir şekilde yukarıdan aşağıya doğru ateş, hava, su ve toprak şeklinde bir sıralama olarak tezahür eder.[23]

Yine "tasavvufî düşünceyi felsefî boyutlara kavuşturarak İslâm düşüncesinde büyük değişiklikler meydana getiren İbnü'l-Arabî, unsurların feleklerin hareketi sonunda ortaya çıktığını belirterek Tanrı'nın dört unsuru dört günde yarattığını, bunların içerisinde ateşin en üst mertebede bulunduğunu, fakat Hz. Âdem'in çamurunda yer alan suyun hepsinden daha etkili olduğunu söyler ve unsurlara kendi özelliklerini verenin Allah olduğunu belirtir. İbnü'l-

---

Erba'iyye". *Mecelle el-Ürdüni li'l-Fünûn*, 2019, 4/11.

[19] Bakara 2/164.

[20] İbrahim 14/18.

[21] Ebû Ca'fer Muhammed b. Cerîr b. Yezîd el-Âmulî et-Taberî. *Câmi'u'lbeyân fî te'vîli'l-Ḳur'ân*. (Beyrut: Dârü'l-kütübi'l-'ılmiyye, 1992), V/440.

[22] Bkz. Bekir Karlığa. "Anasır-ı Erbaa", *TDİA*, İstanbul: 1991, III/149-151.

[23] Konuyla ilgili detaylı bilgi için bkz. Ramazan Turan. İbn Miskeveyh'in Adalet Anlayışı. (Ankara: İlahiyat Yayınları, 2021), s. 114-115.

Arabî ile paralel fikirler taşıyan İbn Seb'în ise dört unsurdan söz ederken bunların keyfiyetleriyle fiilleri arasında denklik bulunduğunu, parlak olan ateşin cisimleri kendi tabiatına çevirdiğini, şeffaf ve latîf olan havanın sûretleri kolayca benimseyip bıraktığını, suyun da aynı özellikleri taşıdığını, toprağın ise yoğun bir cisim olduğunu belirtir."[24]

Aristoteles varlığı ay üstü ve ay altı alan şeklinde ikiye ayırmıştır. Ay altı alanın toprak, su, hava ve ateş olmak üzere dört unsurdan oluştuğunu ileri sürmüştür. Bu dört unsurun her biri ona göre ya sıcak ya soğuk ya kuru ya da nemlidir. Bu unsurların varlıklarını sürdürebilmesi için aralarında bir denge olması gerekir. Bunun için de ay üstü alandaki beşinci unsurla (eterle) varlığın doldurulması gerekir. Bu beşinci unsurda karşıt nitelikler ona göre yoktur. Dolayısıyla beşinci unsurun (eterin) daha değerli olduğunu düşünür. [25]

Sonuç

Çoğu felsefeci ve müfessirlerin anâsır-ı erbe'a hakkında hangisisin daha üstün olduğu şeklindeki bir tartışmadan ziyade bunların varlığı ve işlevi hususunda fikir yürüttüklerini görmüş olduk. Zaten konuya sağlıklı bir yaklaşım da böyle olmalıdır. Unsurların birbirlerinden üstünlüğü nihayetinde herhangi bir nasla tespit edilmiş değildir. İlk dönemlerden itibaren ateş unsuru daha üstün bir cisim gibi algılanırken günümüzde toprağın daha üstün olduğu fikri ağırlıklı görüş olarak benimsenebilir. Zira meseleye insan varlığı açısından bakacak olursak diğer üç unsuru da toprak üzerinde elde ettiğini görürüz. Dolayısıyla temelde meseleye üstünlük cihetinden değil bazı düşünürlerin yaptığı gibi işlevsellik açısından bakmak gerekir kanaatindeyim.

Aslında İbn Âşûr, ateşin topraktan üstün olduğunu söylerken şeytanın da imtihanı kaybettiğinin altını çizmiştir. Ateş unsurunun onu aldattığını fakat üstünlük için sadece bu unsurun yeterli olmadığını ileri sürmüştür. Dolayısıyla İbn Âşûr, ateşin topraktan üstün olduğunu savunurken şeytandan bağımsız olarak konuya unsurlar arası meziyet cihetinden baktığı ortaya çıkmıştır. Sonuç itibariyle varlığın meydana geldiği dört unsur arasında özü itibariyle bir üstünlük söz konusu değildir. Her cevherin ayrı bir fonksiyonu olmakla birlikte bir araya geldiklerinde nesneye hayatiyet katmaktadırlar. Gerek müfessirler gerekse felsefecilerin anâsır-ı erbaa hakkındaki düşüncelerinden hareketle bir unsurun diğerine üstünlüğü tarzındaki yaklaşımın sağlıklı bir bakış açısı olmadığını gördük. Mamafi ateşin diğer unsurlardan üstün olduğunu ileri sürenlerin aslında gökten aşağıya doğru bir sıralamaya dayalı olarak bunu söyledikleri anlaşılmaktadır. Şeytanın kendisinin ateşten yaratıldığını ileri sürmesi ve bu söylemin onun hangi unsurdan yaratılmış olduğu bilgisine sahip olduğu haberinin iki yolla kendisine ulaşmış olduğunu anladık. Birincisi meleklerin onun yaratılışına şahit oldukları ve bunu ona bildirdikleri yoluyla ikincisi de bizzat Allah'ın haber vermesiyledir. Günümüzde dört unsurdan hangisinin daha üstün olduğuna dair güncel bir tartışmamın olmadığı da bilinmektedir. Dolayısıyla dört unsurun birbirine üstünlüğü konusu temelde yaklaşım açısından doğru değildir. Her bir unsurun işlevi farklı ve değerlidir. Netice itibariyle şeytanın iddiası kabul görmemiş batıl bir fikirdir. Nitekim Yüce Allah onu bu konuda tasdik etmemiş ilahi rahmetinden kovmak suretiyle cezalandırmıştır.

[24] Bkz. Bekir Karlığa. "An'asır-ı Erbaa", *TDİA*, İstanbul: 1991, III/149-151.
[25] Bkz. G. E. R. Lloyd. *Aristoteles.* çev. Aylin Kayapalı, (İstanbul: Pinhan Yayınları, 2014), s. 122, 125.

Kaynakça

Âlûsî, Ebü's-Senâ Şihâbüddîn Mahmûd b. Abdillâh b. Mahmûd el-Hüseynî. *Rûḥu'l-meʿânî fî tefsîri'l-Ḳurʾâni'l-ʿaẓîm ve's-sebʿi'l-meṯânî*. 16 Cilt. Beyrut: Dârü'l-Kütübi'l-'Ilmiyye, 1994.

Ebû Hayyân, Muhammed b. Yûsuf b. Ali b. Yûsuf. *el-Baḥru'l-muḥît*. thk. Mâhir Habbûş. 22 Cilt. Beyrut: Dârür-risâleti'l-'Almiyye, 2010.

Hirâzî, Şirin Ma'tûk. "Ru'yetu Simolociya Lifenni'l-Münemnemâti'l-İslâmî fi Zılli'l-Anâsırı'l-Kevnîyye el-erbaiyye", *Mecelle el-Ürdüni li'l-Fünûn*, 2019, 4/11.

İbn Âşûr, Muhammed Tâhir. *et-Taḥrîr ve't-tenvîr*. 30 Cilt. Beyrut: Müessesetü't-Târiḫi'l-'Arabî, 2000.

İbn Sînâ. *Kitâbü'ş-şifâ*. trc. Harun Kuşlu-Muhittin Macit. İstanbul: Litera Yayıncılık, 2010.

LLoyd, G. E. R. *Aristoteles*. çev. Aylin Kayapalı, İstanbul: Pinhan Yayınları, 2014.

Râzî, Ebû Abdillâh Fahrüddîn Muhammed b. Ömer b. Hüseyn. *Mefâtîhu'l-ġayb*. 30 Cilt. Beyrut: Dâru'l-fikr, 1985.

Ramazan Turan. *İbn Miskeveyh'in Adalet Anlayışı*. Ankara: İlahiyat Yayınları, 2021.

Taberî, Ebû Ca'fer Muhammed b. Cerîr b. Yezîd el-Âmülî. *Câmi'u'lbeyân fî te'vîli'l-Ḳur'ân*, Beyrut: Dârü'l-kütübi'l-'ılmiyye, 1992.

ACADEMIC SHARING PLATFORM

MÜFESSİR TÂHİR B. ÂŞUR'UN BAKARA SÛRESİ 171. ÂYETTE GEÇEN DUÂ VE NİDÂ KAVRAMLARI HAKKINDAKİ DÜŞÜNCELERİ

Yakup Yüksel*

Giriş

Kur'an'da geçen duâ ve nidâ kavramları her ne kadar ilk bakışta aynı anlama gelse de aralarında nüans olduğu bilinmektedir. Kur'an'da duâ ve bunun türevleri olan kelimeler birçok yerde geçmektedir. Âyetlerde geçen duâ kavramı ve türevleri genelde duâ etme[1], yalvarma[2], Allah'tan arzu ve istekte bulunma, çağırma[3], isteme[4], ibadet etme[5], davet etme[6], yardıma çağırma gibi anlamlara geldiği görülmektedir. Nidâ kavramı ise bu formatta sadece iki âyette (Bakara 2/171; Meryem 19/3) geçmekte, diğer türevleri ise duâ kavramı kadar olmamakla birlikte on altı ayette geçtiği bilinmektedir.[7]

Duâ ve nidâ kavramlarının Kur'an'da sadece bir âyette bir arada kullanıldığına şahit olmaktayız. O âyet de çalışmamızın başlığında işaret etmiş olduğumuz âyet olup, konuyu Muhammed Tâhir b. Âşur'un yaklaşımı ile ele alacağız. Ayrıca anlam olarak birbirine yakın olan ve Arap dilinde birbirinin yerine kullanılan bu iki kavramı daha iyi analiz edebilmek için ilk iş olarak sözlüklerdeki kullanımını ortaya koyacağız. Daha sonra da Muhammed Tâhir b. Âşûr özelinde bu âyeti *et-Tahrîr ve't-tenvîr* adlı tefsirinde nasıl işleyip tefsir ettiğine temas edeceğiz. Nitekim bu iki kelimenin Bakara sûresi 171. âyette bir arada kullanılmış olması Müfessir Tâhir b. Âşur'un dikkatini çekmiş ve farklı yorumlar ileri sürmüştür. Bu tebliğimizde Müfessir Tâhir Âşur'un dua ve nidâ kavramları hakkındaki düşüncelerini ele alacağız. Amacımız bu kavramlarla ilgili onun özgün düşüncelerinin yanı sıra diğer müfessirlerle benzeşen ve ayrılık arz eden fikirlerini ortaya çıkarmaktır. Ayrıca dua ve nida kavramları arasındaki farklılığın meâl bakımından manaya ne tür bir anlam zenginliği katacağını tespit etmek olacaktır.

Anahtar Kelimeler: Bakara, Âyet, Müfessir, Dua, Nidâ.

[1] Bkz. Enbiyâ 21/90; Secde 32/16
[2] Bkz. En'am 6/71; İsrâ 17/57
[3] Bkz. En'am 6/40; Hûd 11/62; Yusuf 12/33; Şu'arâ 26/72; Kasas 28/41; Fetih 48/16.
[4] Bkz. Sâd 38/51; Duhân 44/55
[5] Bkz. Nisâ 4/117; En'am 6/52; En'am 6/108; Yunus 10/66; Hûd 11/101; Ra'd 13/14; Kehf 18/48; Furkân 25/68; Ankjbût 29/42; Mü'min 40/20; Fussilet 41/48
[6] Bkz. Mü'min 40/41-43; Fussilet 41/31
[7] Bkz. Âl-i İmrân 3/193; Mâide 5/58; A'râf 7/22; Meryem 19/3, 24, 52; Kasas 28/46, 62, 65, 74; Ankebût 29/29; Sâffât 37/75, 104; Fussilet 41/47; Nâzi'ât 79/16; Alak 96/17.

MUFASSIR TAHIR B. ÂSHUR'S THOUGHTS ON THE CONCEPTIONS OF PRAYER AND CALL/NIDA MENTIONED IN VERSE 171 OF THE SÛRAH OF BAKARA

Abstract

It is known that there are nuances between the concepts of prayer and supplication in the Qur'an, although they have the same meaning at first glance. The fact that these two words are used together in the 171st verse of the sûrahof al-Baqara means Mufassir Tâhir b. Ashur. He caught the attention and put forward different interpretations. In this study, we will discuss the thoughts of Mufassir Tahir Âshur on the concepts of prayer and supplication. Our aim is to reveal his original thoughts on these concepts as well as his similar and different ideas with other commentators. In addition, it will be to determine what kind of richness of meaning the difference between the concepts of prayer and supplication will add to the meaning in terms of meaning.

Key Words: Baqara, Verse, Mufassir, Prayer, Call.

1. Duâ ve Nidâ Kavramları

Duâ sözlükte çağırmak, yardım talep etmek, seslenmek ve istemek anlamlarına gelmektedir. Duâ, ed'ıye kelimesinin tekil ismi olup seslenmek, birisi için hayır ya da kötü dua da bulunmak anlamındadır. Lâm harfiyle (*deâ lehû*) şeklindeki kullanımı hayır istekte bulunmak alâ harfiyle (*deâ aleyhi*) şeklindeki kullanımı ile de kötü istekte bulunmak yani beddua etmek anlamındadır.[8] Râğıb el-İsfahânî "duâ nidâ gibidir" demiştir. Ancak nidânın kendisine bir isim eklenmeden yâ harfi veya eyâ harfiyle kullanıldığını, duânın ise mutlaka kendisine bir isim eklenerek kullanıldığını belirtmiştir. Bununla birlikte ikisinin birbirlerinin yerine kullanıldıklarını da ifade etmiştir. Duâ kelimesinin aynı zamanda birisine isim koymak anlamında olduğunu da söylemiş ve *de'avtu ibnî zeyden* "oğluma Zeyd adını koydum" örneğini vermiştir.[9]

İbn Manzûr, *duâ* kelimesine oldukça geniş yer ayırmış ve bu kelime hakkında şöyle demiştir: "Duâ yardım talep etmek, yardıma çağırmak anlamındadır ki ***ved'û şuhedâekum min dûnillâhi in kuntum sâdikîn*** "*eğer doğru sözlü iseniz, Allah'tan başka, güvendiklerinizi de yardıma çağırın*" (Bakara 2/23) âyetinde bu anlamda kullanılmıştır. Duâ ibadet etmek/kulluk yapmak anlamına da gelmektedir. Nitekim ***innelleżîne ted'ûne min dûnillâhi 'ibâdun emśâlukum*** "*Allah'tan başka taptıklarınız putlar da sizin gibi yaratıklardır*" (A'raf 7/194) âyetinde kulluk yapmak anlamındadır.[10]

Cevherî *nidâ* kelimesinin bağırmak/seslenmek anlamında olduğunu söylemiştir. Aynı kulüp/dernekte toplanmaya da bu kelimenin kökünden *tenâdev* dendiğini ifade etmiştir. Bir

*Doç. Dr. Tekirdağ İlahiyat Fakültesi Öğretim Üyesi. yyuksel@nku.edu.tr

[8] Bk. İsmâil b. Hammâd Cevherî, *eş-Şıḥâḥ*: *Tâcü'l-luġa ve ṣıḥâḥu'l'Arabiyye*, thk. Ahmed Abdulgafûr Attâr, (Beyrut: Dârû'l-'ılm, 1979), s. 2337.

[9] Ebü'l-Kāsım Hüseyn b. Muhammed b. el-Mufaddal er-Râgıb el-İsfahânî, *Müfredâtü elfâẓi'l-Ḳur'ân*, thk. Safvân Adnân Dâvûdî, (Beyrut: Dâru'ş-Şâmiyye 1997), s. 315.

[10] İbn Manzûr, Ebü'l-Fazl Cemâlüddîn Muhammed b. Mükerrem b. Alî b. Ahmed el-Ensârî, *Lisânü'l-'arab,* (Beyrut: Dâru'l-Fikr, 1994, XIV/

toplumun oturup konuştukları yere *en-nediyyu, en-nedvetu, en-nâdî* ve *el-muntedâ* dendiğine yer vermiştir. Bir grubun ayrılmasına yani bir arada olmalarına *en-nediyyu* denilemeyeceğine işaret etmiş ve Mekke'de Kusay'ın yaptığı eve bir araya gelip istişare ettikleri için Dâru'n-nedve (toplanma ve konuşa yeri) denildiğinin altını çizmiştir. Aynı kökten cömert anlamına gelen *en-nediyyu* kelimesi eli açık olan yani cömert olan kişi için de *nediyyu'l-keffi* şeklinde kullanıldığına işaret etmiştir. *Nedâ* kelimesi mesafenin son noktası anlamına geldiğinden sesin en son ulaştığı yere de denilmektedir. Bu bağlamda bir kişinin sesi diğerinden gür olup daha uzağa ulaşıyorsa bunu ifade etmek için *fülânun endâ savten min fülan* denilir.[11]

Nidâ kelimesinin duâ gibi bağırmak/seslenmek anlamında olduğuna yer veren İbn Manzûr, sesi güzel olan kişi için *ende'r-raculü* dendiğini söylemiştir. Bu ayrıntıya işaret etmiş olmasından hareketle *nidâ* kelimesinde sesin tonu için bir anlam ifade ettiğini söyleyebiliriz. Duâ için aynı şeyi söylemek zordur. Aynı zamanda nidâ kelimesinin hemzeli olarak yani *nidaun* şeklinde uzatılarak kullanılmasında seslenmenin en yüksek perdeden olduğu, yani yüksek bir sesle çağırmak anlamında olduğunun altını çizmiştir. Ezan için nidâ kelimesinin kullanıldığına da yer vermiştir. Bir grup, cemaat, topluluk için *en-nedvetu* dendiğine temas etmiştir.[12]

İsfahâni de nidâ'nın sesi yükseltmek ve izhâr/dıştan göstermek anlamında olduğunu söylemiştir. Sırf ses için de aynı kelimenin kullanıldığına yer vermiştir. Yani mefhumu anlaşılsın ya da anlaşılmasın, anlamlı veya anlamsız olsun çıkan sese nidâ denildiğini söylemiştir. Anlamlı olan nidâ kavramı için ***Ve iż nâdâ rabbuke mûsâ eni'ti'l-kavme'z-zâlimîn*** (Şu'ara 26/10); ***Ve iżâ nâdeytum ilâ's-salâti't-teḫażûhâ huzuven vela'ibâ*** (Mâide 5/58); ***iżâ nûdiye lissalâti min yevmi'l-cumu'ati*** (Cum'a 62/9) âyetlerini, anlamsız ses için de ***Ve meśelu'l-leżîne keferû kemeśeli'l-leżî yen'iku bimâ lâ yesme'u illâ du'âen ve nidâen*** (Bakara 2/171) âyetini örnek olarak vermiştir. Bu konuda İsfahânî birçok âyete yer vermiş olmakla birlikte biz birkaç tanesi ile kifayet etmeyi yeterli gördük. Ayrıca bazı âyetlerde geçen nidâ kavramı ile Yüce Allah'a (Meryem 19/3) işaret edildiğini, bazıları ile de akla işaret edildiğini belirtmiştir. Örneğin **Rabbenâ innenâ semi'nâ munâdiyen yunâdî lil-îmâni en âminû birabbikum feâmennâ** (Âl-i İmrân 3/193) âyetinde geçen el-munâdî kelimesi ile akla, indirilen kitaba ve gönderilen elçiye işaret edildiğini ileri sürmüştür. Zira bu unsurlar iman etmeyi gerektiren açık deliller olduğundan sanki de nidâ yani açık bir çağrı gibi iman etmeye davet etmektedir. Nidâ açık bir ses olduğu gibi aklın da iman etmeyi gerektiren açık delilleri bildiği ilintisini kurarak nidâ kavramına geniş bir anlam yüklemiştir. Ayrıca nidâ kelimesinin aslının ısklaklık/rutubet/nem anlamında olan *en-nedâ* kökünden geldiğini ifade etmiş ve kök anlamıyla kavramsal anlamı arasında şöyle bir bağ kurmuştur: Konuşan kişi ağzının nemliliğini çoğaltmaktadır. Devamlı konuşan kişinin kelamı da bu akışkanlıktan dolayı güzel olmaktadır.[13]

Her ne kadar bu iki kavram anlam itibariyle birbirine yakın ise de bazı dilciler tarafından aralarında fark olduğuna işaret etmiş olduklarını gördük. Yeri gelmişken konuyla ilgili verilen şu bilginin de doğru olmadığını veya başka bir ifadeyle yanlış anlaşıldığının altını çizmek gerekir. "Râgıb el-İsfahânî, sözlük anlamıyla dua kelimesinin nidâ ile anlam yakınlığı olmakla birlikte ıstılahî mânadaki duada daima tâzim ve tâzimle birlikte istekte bulunma anlamının mevcut olduğuna dikkat çeker ve buna müslümanların Hz. Peygamber'i çağırırken (dua) saygılı bir ifade kullanmalarını emreden âyeti (en-Nûr 24/63) delil gösterir."[14]

---

[11] Cevherî, *eṣ-Ṣıḥâḥ*, 2505-2506.
[12] İbn Manzûr, *Lisânü'l-'arab,* XV/315-316.
[13] Isfahânî, *Müfredât,* s. 796-797.
[14] Bkz. Selahattin Parladır, "Duâ", *TDİA,* İstanbul, 1994, IX/530-535.

Râğıb el-İsfahânî'den alıntısı yapılan bu paragrafta aslında o, duâ kavramının ta'zim ve saygı anlamı içerdiğini dile getirmemiş bilakis bu kavramın bizim yukarıda da işaret ettiğimiz gibi isim koymak, ad vermek anlamında kullanıldığına yer vermiştir. Ancak bu bağlamda Hz. Peygamber'in isminin sıradan isimler gibi kullanılmamasını ve O'nun adının saygıyla anılmasını dile getirmiştir. *(Ey inananlar!) Peygamberin (sizi) çağırmasını aranızda birbirinizi çağırmanız gibi tutmayın. İçinizden biribirini siper ederek sıvışıp gidenleri Allah gerçekten bilir. Artık onun emrine muhalefet edenler, başlarına bir belânın gelmesinden veya elem dolu bir azaba uğramaktan sakınsınlar*[15] âyetinin de Hz. Peygamber'in adının saygısız bir şekilde kullanılmamasına işaret ettiğini söylemiştir.[16]

2. Müfessir Tâhir b. Âşur'un Bakara Sûresi 171. Âyette Geçen Dua ve Nidâ Kavramları Hakkındaki Düşünceleri

Müfessir Tâhir b. Âşûr'un konuyla ilgili düşüncelerine geçmeden önce âyetin metni ve meâlini vermek faydalı olacaktır.

Vemeśelu'l-leżîne keferû kemeśeli'lleżî yen'iku bimâ lâ yesme'u illâ du'âen venidâen summun bukmun 'umyun fehum lâ ya'kilûn. *"İnkâr edenleri imana çağıran (peygamber) ile inkâr edenlerin durumu, bağırıp çağırmadan başka bir şey duymayan hayvanlara seslenen (çoban) ile hayvanların durumu gibidir. Onlar sağırdırlar, dilsizdirler, kördürler. Bundan dolayı anlamazlar."* (Bakara 2/171).

Bu âyetle ilgili olarak ilk tefsir kaynaklarına baktığımız zaman duâ ve nidâ kavramları üzerinde durmadıklarına şahit olmaktayız. Örneğin Taberî ve Zemahşerî kavramlardan ziyade âyetin ele aldığı konuya odaklanmışlardır. Bu bağlamda insanların imana davet edildiklerini ancak onların bu hakikat çağrısına duyarsız kalıp hayvanlar misali yapılan daveti anlamadıkları üzerinde durmuşlardır. Konunun bir benzetme sanatıyla işlendiğine yer vermişler ve nasıl ki hayvanlar duydukları sesin ve çağrının ne anlama geldiğini anlamadıkları gibi inanmak istemeyen kimseler de hakkın sesini duymakla birlikte içermiş olduğu mesajın hakikatini anlamamışlardır.[17] Şu kadar var ki Kurtubî, nidâ kelimesinin uzak için, duâ kavramının da yakın için kullanıldığına işaret etmiştir.[18]

İbn Âşûr bu âyette geçen duâ ve nidâ kavramlarının aynı olduğu ve pekiştirme için kullanıldığını söyleyenlerin ifadelerine yer vermiş ancak pekiştirme için kullanıldığı görüşünü kabul etmemiştir. Ayrıca duânın yakın için nidânın ise uzak için kullanıldığı, duâ'nın işitilen, nidânın ise bazen işitilen bazen de işitilmeyen ses olduğu anlamında kullanıldığına yer verdikten sonra şöyle demiştir: "Âyetin zahirinden anlaşıldığına göre her iki kavram da hayvan sürüsünün anladığı cinsten bir ses olduğu yönündedir. Hatta o, duâ'nın onları güden kişi tarafından sürüyü engellemek için çıkardığı bir ses olduğunu söylemiştir. Nidâ ise ona göre hayvanların toplanmaları için daha yüksek bir tondan çıkardığı sestir. Dolayısıyla her ne kadar birbirlerine atfedilmiş olsa da bu iki kelimenin aynı anlamda olması câiz değildir. Zira te'kidi lafzi de atıf olmaz. Nidâ sesi duyurmak için yüksek perdeden seslenmek ya da burada murad

[15] Nûr 24/63
[16] Isfahânî, *Müfredât,* s. 315.
[17] Ebû Ca'fer Muhammed b. Cerîr b. Yezîd el-Âmulî et-Taberî. *Câmi'u'lbeyân fî te'vîli'l-Ḳur'ân*, (Beyrut: Dârü'l-kütübi'l-'ılmiyyeTaberi, 1992), II/84-87; Ebü'l-Kâsım Cârullah Mahmud b. Ömer ez-Zemahşerî. *el-Keşşâf 'an ḥaḳâiḳî't-tenzîl ve 'uyûni'l-aḳâvîl*, (Beyrut: 1997), I/328.
[18] Muhammed b. Ahmed Kurtubî. *el-Câmi' li aḥkâmi'l-Ḳur'ân*, (Beyrut: Dârü'l-Kütübi'l-'İlmiyye, 1992), II/145.

edilen anlam hayvanları korumak için bir araya toplanmalarını sağlayan bir sestir.[19] Bunları söyledikten sonra müellif, konuyla ilgili A'râf sûresinde geçecek olan …*ve nûdû en tilkumu'l-cennetu ûriśtumûhâ*… âyete (A'râf 7/43) gönderme yaparak nidâ kavramıyla ilgili burada yaptığı yoruma bakılmasını tavsiye etmiştir. İbn Âşûr'un işaret etmiş olduğu yerdeki yorumu da şöyledir: "Nidâ kavramının aslının lügatte "sözü ilan etmek/konuşmayı açık yapmak" anlamında olduğunu söylemiştir. Genellikle nidânın bir kimseyi kendisine yapılacak olan sesi işitmesi, sese dönmesi ya da sese yönelip duyması anlamında olduğunu ifade etmiştir. Yüksek bir sesle olmasa da söylenen maksat için çıkarılan sestir. Yine nidânın kendisinde kavl yani söz anlamı olduğunu da sözlerine ilave etmiştir.[20]

Sonuç

Duâ ve nidâ kavramlarının Kur'an'da birçok âyette yer almış olduğunu gördük. Genel kanaate göre bu iki kelime kök anlam itibariyle birbirlerinin yerlerine kullanılmakla birlikte aralarında anlam farklılığının olduğu da görülmüştür. Buna göre her iki kelime; seslenmek, dua etmek, çağırmak, bağırmak anlamları itibariyle ortaktırlar. Duâ kelimesinin nidâ kelimesinden daha umûmi olduğu sonucu ortaya çıkmıştır. Zira dua kelimesi harf-i cerlerin kullanımıyla hayır dua etmek, bir şeyin hayrını istemek anlamına geldiği gibi başkasının kötülüğünü istemek yani beddua etmek manasında da kullanılmaktadır. Bu bağlamda duâ, lâm harfiyle (*deâ lehû*) şeklindeki kullanımı hayır istekte bulunmak alâ harfiyle (*deâ aleyhi*) şeklindeki kullanımı ile de kötü istekte bulunmak yani beddua etmek anlamındadır. Ayrıca duâ kelimesi ibadet etmek anlamındadır. Nidâ kelimesi ibadet anlamında kullanılmaz. Duâ kelimesinin Arapların dilinde bir kişiye ad koymak manasında kullanıldığı görülmüştür. Nidâ kelimesinde ise böyle bir kullanım söz konusu değildir. Yine bu iki kelimenin sadece bir âyette bir arada kullanıldığı bilgisine ulaşmış olduk ki o âyet de tebliğimizin başlığında işaret etmiş olduğumuz âyettir. Çoğu müfessirin bu âyetteki iki kelimenin aynı anlamda kullanıldığı dolayısıyla nidâ kelimesinin duâ kelimesi üzerine atfedilerek pekiştirme görevi yaptığını ileri sürdüklerini gördük. Tâhir b. Âşûr ise onlardan ayrı düşünmüş ve nidâ kelimesinin pekiştirme anlamında olmadığını savunmuştur. Ona göre iki kelime farklı anlamda olup duâ; sürüyü güden çobanın onları yürütmek için çıkardığı ses, nidâ da dağılmış olan sürünün toplanmasını sağlamak için çıkardığı bir sestir.

[19] Muhammed Tâhir b. Âşûr. *et-Tahrir ve't-tenvîr.* (Tunus: Müessesetü't-Târih, 2000), II/112.
[20] İbn Âşûr. *et-Tahrir,* VIII/103.

Kaynakça

İbn Âşûr, Muhammed Tâhir. *et-Tahrir ve't-tenvîr.* 30 Cilt. Beyrut: Müessesetü't-Târih, 2000.

Cevherî, İsmâil b. Hammâd. *eṣ-Ṣıḥâḥ*: *Tâcü'l-luġa ve ṣıḥâḥu'l'Arabiyye*. thk. Ahmed Abdulgafûr Attâr, Beyrut: Dârû'l-'ılm, 1979.

İbn Manzûr, Ebü'l-Fazl Cemâlüddîn Muhammed b. Mükerrem b. Alî b. Ahmed el-Ensârî, *Lisânü'l-'arab.* 16 Cilt. Beyrut: Dâru'l-Fikr, 1994.

İsfahânî, Ebü'l-Kāsım Hüseyn b. Muhammed b. el-Mufaddal er-Râgıb. *Müfredâtü elfâẓi'l-Ḳur'ân*. thk. Safvân Adnân Dâvûdî, Beyrut: Dâru'ş-Şâmiyye 1997.

Kurtubî, Muhammed b. Ahmed, *el-Câmi' li aḥkâmi'l-Ḳur'ân*. 20 Cilt. Beyrut: Dârü'l-Kütübi'l-'İlmiyye, 1992.

Parladır, Selahattin. "Duâ", *TDİA,* İstanbul, 1994, IX/530-535.

Taberî, Ebû Ca'fer Muhammed b. Cerîr b. Yezîd el-Âmülî, (1992). Câmi'u'lbeyân fî te'vîli'l-Ḳur'ân, Beyrut: Dârü'l-kütübi'l-'ılmiyye

Zemahşeri, Ebü'l-Kâsım Cârullah Mahmud b. Ömer. *el-Keşşâf 'an ḥaḳâiḳî't-tenzîl ve 'uyûni'l-aḳâvîl fi vücûhi't-te'vîl*. 4 Cilt. Beyrut: 1997.

ACADEMIC SHARING PLATFORM

HISTORY AND ETYMOLOGY OF THE STUDY OF THE ETHNONYM "TURK".

Jumayev Gayratjon
Tashkent State University of Oriental Studies, Academy of Sciences of the Republic of Uzbekistan, State Museum of Temurid History. Tashkent – Uzbekistan.
ORCID ID: 0000-0001-6742-587X

Annotation

This article provides information about the history of the ethnonym "Turk" and its etymology. The views, opinions, and scientific hypotheses of scientists on the semantics of the term "Turk" and the origin of the word "Turk" are compared.

Key words: Turk, khanate, ashina, Enasay, Kidan, Uyghur, "hu", "hule", "xude", "rung", "rungdi", "sirung", "shanrung", "chuanan", "dingling", "di".

The Turkic ethnonym has been found in written sources since the 6th century AD. According to Thomsen and Barthold, the Turkic ethnos was originally a social term, later a term of the people and language family.

The word, which had not previously been the name of some tribe or clan, began to denote a tribal union, and gradually the name of the people became ethnonymous.

The etymological meaning of the Turkish word is also determined by the above authors, Means "held, united, strong, mighty". According to Mirzo Ulugbek, Kayumars was a contemporary. As Kayumars was the first ruler of Eastern Iran, T. was "the first king of the kings of the East." According to Abulgazi Bahodirkhan, Turk "after his father, he roamed the lands. In Shajarayi Turk, Abulgazi Bahodirkhan connects the word Turk with the name of a person, that is, the name of the eldest son of Yafas ibn Nuh (peace be upon him) is Turk. On behalf of the Turks, Yofas was called “Abuturk”. From the Turkic son of Japheth came the Turkic peoples, from the son of Som the Semitic peoples, and from the son of Ham the Indian and Persian peoples. noted.

The word Turk was first officially used as the name of the state that came to us through ancient sources under the name "Turkish Khanate".

Today, the name is used as a common name for peoples who speak a common Turkic language, are culturally close to each other, and have the same roots. The state, known as the Turkic Khanate, existed in the early Middle Ages (552-754) and was founded by the Ashina dynasty, one of the ancestors of the ancient Hun tribes in Central Asia. Ashina means "Wolf" in Chinese. In the sense of this word, it was transferred from ancient Turkic to ancient Chinese. The history of the Turkic state dates back to 460 when the Ashina dynasty moved from East Turkestan to the Altai Mountains under the rule of the Jujans. The Ashina, who lived under the rule of the Jujans until 545, defeated the Jujans in battle and established an independent state. During its development, the country covered northern China, Siberia, Mongolia, Central Asia, Central Asia, and the Caucasus. The state's borders stretched from the Yellow Sea in the east to the Black Sea in the west. Before the Ashina dynasty emerged as a state, it lived in the Southern Altai Mountains, producing iron products for the Jujans who ruled in these areas and providing them with weapons.

In time, the Ashina clan grew stronger and formed alliances with the tribes of East Turkestan and the Altai Mountains, taking on the name "Turk." During the reigns of Asan Shod, Tuu, and Bumin, the Turks established a political and military state structure in the form of the ancient Hun tribes and the Tokhar-Sogdian confederation in East Turkestan and now marched to neighboring territories.

Relying on a strong cavalry, the Turks conquered the Uyghur tribes, known in Chinese sources as the Tele, in 545, and the Zhujan in 551.

In 552, Bumin assumed the title of Hakan. By 555, they had subjugated the Turkic peoples living in the middle reaches of the Syrdarya, the Kidans in western Manchuria, and the Kyrgyz tribes living along the Enasoy River. In a relatively short period of time, the Turkish Khanate defeated its more powerful rivals.

These included the Hephthalite state, conquered by Istami in 576, and the Zhou and Qi states in northern China during the reign of Mughan Hakan (553-572).

In 571, the Turks, allied with Byzantium, marched against Iran, and the Sassanids defeated Iran and established control of the Great Silk Road in the area up to the Amu Darya. But as a result of the breakdown of the alliance by the Byzantine state in 581, the Turks also occupied the Bosphorus (in 576) and Kherson.

Many Uzbek, Turkish, Russian, Turkic, and world scholars have conducted research on the etymology and semantics of the word "Turk". A significant part of the research work on this

issue belongs to Russian and Soviet researchers, including LN Gumilev, AN Kononov, NA Baskakov, NA Batmanov, N. Ya Bichurin, NA Aristov, AP Potseluevsky, VV Bartold, Z. Yampolsky, KI Petrov, SP Tolstov, et al.

European scholars such as E. Blosche, Geiger, H. Vamberi, L. Munkachi, and V. Thomsen have conducted their own research on the subject. Uzbek scientists A.Askarov, A.Khojayev, A.Kubatin, Gaybulla Boboyor, Farhod Maqsud, F.Jumaniyazova, Karakalpak writer, playwright and turkologist D.Aitmuratov conducted research in this regard. As for the history of the origin of the Turkish term, it is officially associated with the formation of the Turkic Khanate (in some sources, the Blue -Turkish Khanate) (Ko'k, Go'k Turk Xoqonligi) in 552. However, in our opinion, the origin of this name and its occurrence in the earliest sources is much older, as exemplified by the following opinion of A. Khodjaev, who studied the oldest Chinese sources: According to Zuo Juan (a story about Zuo) written in the 7th century BC, 2,500 to 3,000 years ago, the Chinese lived in the middle and lower reaches of the Yellow River and in the southern provinces.

During this period, the peoples living in the northern and western parts of the Chinese were called "hu", "hule", "xude", "rung", "rungdi", "sirung", "shanrung", "chuanan", "dingling", "di". , "Tongues," and they speak the same language, and their customs are similar. The above names have been proven to belong to the Turkic tribes, and "di" and "dili" are translations of the word "tele," meaning "Turk," in ancient Chinese. Apart from Chinese sources, the oldest form of the term is said to have been called "tik" or "tiklar" in the 14th century BC. Among the ancient sources in Herodotus' History is the name "targitab" among the peoples of the east. There is also speculation that the Scythian-born Tyrkae, the Togarmah mentioned in the Torah, and the Turuka or Thrak mentioned in ancient Indian sources may be the oldest forms of the Turkic name.

The occurrence of such information, together with the Turkic name, proves the antiquity of the Turkic peoples, which in terms of antiquity is almost equal to human civilization. The research of another scholar Z. Yampolsky on the most ancient forms of the Turkish term is also important. He believes that the Turkish term is related to the word "turukkov" in the Assyrian inscriptions, which were written three and a half thousand years ago. The inscriptions on these clay tablets were found near Lake Urmia in present-day Armenia. In addition, clay tablets belonging to the ancient state of Urartu state that three thousand years ago, in the Kalagrana region of present-day Azerbaijan, the Urartians lived in their own language, which they called "turuhi". Now it would be useful to get acquainted with the semantics of the term "Turk". We can see the occurrence of the Turkish word in the oldest written sources in Z. Yampolsky's

research. Z. Yampolsky considers this word to be related to the word "turukkov" in the Assyrian inscriptions of the II millennium BC. The inscriptions on these clay tablets, written three and a half thousand years ago, were found around what is now Lake Urmia.

In the early days, the term was not a political term, but a political term denoting the unification of several tribes and peoples. For example, SP Tolstov stated that the word "Turk" means "young unmarried warrior".

The word later became the common name for tribal traditions and, finally, for a politically united people. In general, the word "Turk" is semantically and etymologically defined as young, strong, alive, warrior, warrior, strong, wolf, conqueror, winner, ruler, a man sitting on the shore, standing, helmet. It has more than thirty meanings. Lev Nikolayevich Gumilev coined the term "turkyuts". The term is formed by adding the plural suffix "yut" to the word "turk". The Chinese call the ancient Turkic "tujue", so in some studies, the name can also be found as "turk-tyugyu" or "tugyu".

There has been a lot of research on Turkish ethnonymy, and there is a lot of speculation about the origin and meaning of the ethnonym. Soviet linguist, academician, and Turkologist AN Kononov (1906-1986), one of the scholars who studied Turkish ethnonymy, wrote in his article “Опыт анализа термина Турк” (Experience in Analyzing Turkish Terms) that “The oldest neighbors of Turks are the Chinese. are the oldest and best-known neighbors. The original form of the word, which they transcribed as "tukyue", is Turkut or Turks.

To explain the meaning of this word, the Chinese give the following explanation, which is known from the history of the Sui dynasty: "There is a helmet-shaped mountain in the Altai mountain range The tribes living in the Tu-kyue settlement at the foot of this mountain range called the helmet "Tu-kyue" in their language. This opinion of AN Kononov has been accepted by many scientists in their research. Soviet Kyrgyz Turkologist IA Batmanov supports AN Kononov's opinion on this issue. According to IA Batmanov, the Turks could be considered to be named after their hats or iron hats. In addition, the opinion of AN Kononov is supported by I.I. Gess and A. Bukshpan. According to Sinologist I. Bichurin and the Mongolist Schmidt, the Mongols always wrote the word tukyu in the form "dulga".

The word is "dudulga" in Mongolian, that is, the word "helmet."

Russian orientalist-historian and ethnographer N. A. Aristov explained that to explain this term, "there is an absolutely appropriate Turkic word meaning Turkish helmet ...".

The first attempt to interpret the etymology of the Turkish word in Europe shows that the name is associated with the myth of the Trojan (VII century).

It should be noted that Tura, the king of the East, is the name of one of the heroes in the Avesta.

In this regard, E. Bloshe states that the area inhabited by the ancestors of the Turks has the same origin as the name Turya, which is mentioned in the Avesta.

In general, in many works from the Avesta to the Shahnameh, the term Turan is used to refer to the peoples and the region in which they lived from the Caspian Sea to the Syr Darya.

In Abulqasim Firdavsi's epic "Shohnama", Faridun's son Tur can be related to the Turkic name in terms of its origin.

In Mahmud Qashqari's Devoni Lug'at it-Turk, the word Turk is used in three combinations: “the Turkish sun was the highest rising of the sun; Turkish grapes were- the time of ripening of grapes; Turkish young man, in the most mature period of his life”.

Alexander Petrovich Potseluevsky, a Soviet Turkologist, was the first to suggest that the word "Turk" meant "ascension" or "reached the peak of the ascent." This idea of Alexander Petrovich Potseluevsky is connected with the semantics of the verb "turmek" in Turkish.

That is, the word turmaq (verb) confirms that the Turkish word means "ascension" or "the highest point of ascension."

Vamberi and L. Munkachi later translated the Turkish word as "creation," meaning "man."

Lekok, V.Tomsen, Yu. The Turkish word Nemet is thought to be related to the words "force" or "power".

"Soviet scholars approached the analysis of the term 'Turk' from a socio-historical point of view," says AN Kononov in his “Опыт анализа термина Турк” (Turkish Opyt Analysis Term.)

In VV Barthold's research, we see that the word "Turk" was considered a political term, not an ethnonym. In other words, the word originally meant a union of tribes as a political term, not an ethnic unit. According to Barthold, the term "Turk" can be compared to the word "type" - law, custom. Hence, "turk" - "turu" means the unification of the people according to certain rules or customs. Another researcher, N.Ya Marr, compares the Turkish word with the word "tar-khan". According to Marr, the term is not accidental, it means the name of the privileged class of the seed, or "god". He even goes so far as to say that the word can be traced back to the matriarchal period, when it means "female goddess." AN Kononov agrees with N.Ya. Marr's views on the Turkish word.

AN Kononov wrote, "In this quote, I pay special attention to N. Ya Marr's statement that the term 'Turk', along with other meanings, is equivalent to 'god' in the name of a privileged class."

The first record of this was made by the ancient Roman geographer Pomponius Mela. He wrote in his book that "in 44 AD, the Turks (turcae) lived in the steppe-rich steppes of the North Caucasus."

Another Roman encyclopedist, Pliny the Elder, wrote in his Naturalis Historia that ten groups of Sarmatians lived east of the Sea of Azov. In the far east, near the Derbent Pass in the North Caucasus, they are called Turks. In fact, these scholars both lived almost at the same time and wrote about exactly the same people.

In The Origin of the Turks, Bernstam quotes Mahmud Kashgari as saying, "This name indicates that it was not originally used as a tribal or people's name, but as the name of a military unit, and later changed to a tribal name."

I don't think it's right to associate the term "Turk" with the name of a tribe, because there are separate tribes and peoples among the Turkic peoples.

"… In ancient Turkish, tribal aristocracy and principalities were called "el". In a state called the Turkish Khanate, which unites many peoples, the ruling class of the state was baptized under the name "Turk", meaning "heavenly people". According to Mahmud Kashgari, the word Turk is derived from the word "torkun", which means "family" and means a union of tribes.

Quoted by AN Kononov: "Based on the opinion of SP Tolstov, according to the new interpretation of the above term: the original form of the word" Turk "is derived from the word" tur-kun "(tar-qan)", and its meaning "A young unmarried warrior."

He goes on to say that a young unmarried soldier means "military", "military leader", as well as "tribal aristocracy", "civilian", "suzerain" (dominant people), and "supreme ruler". will pass.

In the 7th and 8th centuries AD, members of the ruling class of the state known to us as the Turkish Khanate was baptized as "heavenly people."

"The Turkish people," A.N. Bernstam is a corporation of the ruling part of the tribes, in which the individual tribes, primarily the Oguz, are clearly distinguished. According to the texts, these ruling classes of Turkish society originated from the Oghuz tribe, who called themselves "Turks", and spread the name as a common tribal name.

In the name of the Oghuz tribe, one should look for the oldest tribal experience - the totemistic names of the tribes. "Okus" The word "bull" is a softened version of the Oghuz language and differs from okus - "bull" in the sense of the tribal totem ... it also includes the name of the Oghuz tribe with an ogus or oghush variant. .. ".

In the word "Turk", we find the rest of the word "torkun", which, according to Mahmud Kashgari, means "family" in the sense of a tribal community.

Here we consider the opinion of AN Kononov: "S. P. Tolstov gives a new interpretation of the term "Turk", the initial form of which is "tur-kun" (tar-kan), meaning "age group of young unmarried warriors." And in the following places, from the meaning of "young class" to the meaning of "army", "military leader", farther - "tribal aristocracy", "Patricia", "suzerain",

"supreme ruler", and later – the general name is calculated. In the early Middle Ages, the ruling aristocracy was a nation with the traditions of this social organization, regardless of ethnicity or language ... "

However, there are scholars who consider the Turkish word to be an ethnic term. K.A. Inostrantsev writes: “The peoples who came with the Mongols in the thirteenth century and who now speak Turkic (Turkic) languages and now live in Central Asia and Eastern Europe are, of course, descendants of the Turkic (Turkic) peoples; came to these territories only under Mongol rule. Politically, they were Mongols and ethnically Turks (Turks).

We even have enough language features to classify tribes. Those who speak Turkish are called Turks (Turks), and those who speak Mongolian are called Mongols ... ”

"However, K.A. Inostrantsev adds one more thing: Kaen (a staunch supporter of the political classification of peoples) recognizes an ethnic name, which is Turkish."

According to O. Pritsak's hypothesis, the term turges (sh) -turgis (sh) is related to the Turkish term. But his opinion requires some explanation.

At the end of his work, Academician AN Kononov made his final statement. He, like other Soviet scholars, reads the Turkish word as a two-element formation; "Round" consists of a base and "k" of an additional part. The second element of the Turkish term derives from the affix "-k", "gun", "day", which in turn is derived from the independent word meaning "wife", "woman". He writes about the first element of the Turkic term (Turkic ethnonym) as a later phonetic variant of the form Tur, which takes us to a very ancient state of tribes and peoples later called the Turks.

We associate this with the origin of the word "tur-tor-tos" from the "barrier-fetish", and then with the spirit and its material appearance "idol", "god" and so on. 'lik - "place of worship", "front corner", "place of honor", "best place in the country", "main place in the furnace" - (as a result of the natural development of the main meaning) "habit", The meaning of "law" is then changed to "rule" and "judge", "teacher" and "chief".

From the above considerations of Soviet scholars, it can be seen that the term "Turk" was originally held to be "a political name, not an ethnic one" and that the term always served as a "common name for a tribal association."

Indeed, from the above analysis, it is understood that the term “Turk” is a generic name that unites a wide area and many tribes of different races and ethnic origins.

What is clear from the above is that it was able to unite many tribes, in the form of tur // tor // tos, which were “in the form of a community (plural) tur- k <t u r - k u n (tur / / tor). became the common name of many tribes).

These can be taken as a general and understandable name for the totem.

Probably, the term Turan, which appeared in Iran and later had a legendary interpretation, should be understood as "the land of species", ie the term Turan is associated with the word tur // tor // tos. However, A. N. Kononov himself believes that E. Oberhummer does not accept the idea of a genetically common origin of the Turkic and Turanian terms here.

AN Kononov writes in the work "Grammar of the language of Turkic runic monuments of VII-IX centuries": "Now we have to add the following to what I said in my first works on the structure of the Turkish word. The most probable form of the name is, as A. N. Bernstam rightly believes, the word tur-kun, "tribe," "relatives," "ancestral home," a place where relatives gather; Turkic "people", "tribe", "father's house"; parents and relatives of Terkun's wife in Kyrgyz; terkun "father, parents and all relatives of the wife", "wife's house"; turgun "the house of the father to whom the married daughter returns" …

The gist of the above words "tur + e, tur + u, tor + u are the verbs "appear", "born", "be", "stand".

These words are reflected in words found in Turkic and Mongolian languages, for example, Buryat Turkish and Mongolian torox - similar to words meaning birth.

The Turkish term apparently meant that the desert aristocracy, which formed the ruling clan of the Ashina tribe, belonged to a high-born family."

This opinion of Kononov, supporting the above assumptions, may be a proof that the term was transferred from the tribal aristocracy to the name of an entire nation.

Professor AN Baskakov semantically connects the Turkish term to the same group of Turkic ethnonyms "for example, in the name of kinship of property.

"Turuk", "Turk", "Turk", in the Turkic language turkun-terkun, turkun-terkun-torkhom "parents and relatives of a married woman"; turkhem in Buryat - plural turkhemuud "relatives, cousins of the wife", "mother-in-law"; - in Mongolian, the name of a married people or tribe; see turkun-torkun "all the relatives of the wife" ... the root of the word was Turk-turk, which served as the basis for naming the Turkic tribes Turks, i.e. Turks ... "

The above are mainly the conclusions of scholars on the etymology of the "Turkish" ethnonym. According to AN Kononov, the transcription of the ethnonym "Turk" in modern special literature occurs in four ways: Turk, Turk, Turk, Turkut, and the only correct reading of these is variant-Turk. Let us now try to analyze the meaning of the term "Turk". According to many scholars, the word originally meant a political union, not an ethnic one.

First of all, we need to pay attention to the meaning of the word "net" in several sisters Turkic languages. For example, if we look at the semantics of the word "net" in many Turkic

languages, it is the opposite side of the entrance, the phrase "go to the net" in Uzbek when the honored guest arrives. also applies to the most distinguished guest, the most senior of the guests, or the oldest member of the household.

In our opinion, the word "net" means "place in front of the entrance, a place of honor". For example, when a distinguished guest comes to the house of the modern Karakalpaks and other Turkic peoples, they say: So it turns out that the two phrases are synonymous with the word "high."

According to scientists A.Z.Rozenfeld, E.M.Murzaev, T.G.Pavlova, the words "net", "narrow", and "narrow" are available in Kazakh, Kyrgyz, Pamir (Vanj, Darvaz), Spanish, Catalan, and other languages. turular means closely related meanings in the above languages. These are "hill", "high", "mountain", "peak", "tower", "the highest part of the mountain valley", "alpine place" "alpine meadow" and others.

Marco Polo, a famous Italian traveler in Asia during the Mongol rule in medieval China, described the location of khans and high-ranking people in the Mongols on the feast as follows: 'stands: his table is much higher than other tables; to the north (probably in the innermost part of the room opposite the front door), facing the front door; on the left sits his eldest wife, and on the right are the much lower sons, nephews, and cousins of the imperial family; and their heads fall under the head of the great khan; and other princes sit at other tables, even lower. The wives sit in the same way. The wives of the great khan's sons, his nieces and nephews, and the wives of the barons and knights sit on the lower left and behind them on the lower. Everyone knows his place, he must sit in the order determined by the great khan. ”

Apparently, the word "net", which means "high place", may be derived from the habit of distributing chairs at the table.

Now let's look at the origin of the word "turkun". As for the meaning of the word "turkun" in Kyrgyz, it means "parents and relatives of the wife"; "wife's house"; "father's house", the house where his married daughter returns, is a word that scholars associate with the ethnonym "Turkish".

In our opinion, the etymology (semantics) of the ethnonym "Turk" can not be studied in isolation from the name of the tribe and the totem "Oguz" - bull. As AN Bernshtam said: "On behalf of the Oghuz tribe it is necessary to look for the most ancient tribal experience - the totemic names of the tribes (Turks) ...". "The word 'Oghuz', along with the word 'Turk', was used as a symbol of the distant antiquity and the heroic period of the Turkish people."

The same A.N. Bernshtam writes in "Historical Truth in the Legend of Oguz-Kagan": Part of it is so ancient that it is difficult (or impossible to say for sure) that it is about the Turkic or Mongol people. Other parts of the legend depict events involving different people.

S.E. Bikovsky in his work "Yafet ancestor of the Eastern Slavs-Cimmerians" proved the totem of the bull in the most ancient periods of Russian history.

According to Uyghur legend, "the legendary Oguz Hakan was born from a certain Moon Hakan in the form of an ox." And A.N. Bernstam speculates that the name of Ay Kagan conceals the image of the Babylonian-Assyrian religious beliefs of Ishtar, the goddess of love and fertility, whose name corresponds to that of the Sumerian Inanna.

On the common name of the Oghuzs and the legends about the Oghuz-kagan, N.A. Aristov wrote the following: iz) is explained by the presence of bull worship between. In general, among primitive peoples, animals were made idols by worshiping the spirits of ancestors directly or by taking the name of the animal.

Consequently, the idea of the totem nature of the ox-bull for the ancestors of the Turkic peoples is generally accepted by historians.

Trencheni-Valdapfel Imre wrote in his book Mythology: "The idea of gods in human form (in Greek anthropomorphism) preceded the idea of gods in animal form (theriomorphic)."

However, we cannot say that in ancient times the worship of the bull was widespread (Eastern, Middle, Middle, Old, Western, North Asia, Eastern Europe, North Africa, etc.). And among the many nations of the world, we see God mainly in the form of a bull, and the bull is defined by heaven. I. Matsokin, on the other hand, argues that despite the fact that the bull totem appears in different places (countries) of the bull totem, " all this will eventually come to the same root." We know the oldest Sumerian god Ana (Anu in Babylon), the ancient European god Yahweh, the ancient Greek Zeus, and others in the form of a bull.

Samuel N. Kramer, in his History, Begins with the Sumerians, writes: “The Sumerians of the third millennium BC developed a number of metaphysical and theological concepts, but they are not clearly formed, but in the present and to some extent. there is reason to believe that it has spread throughout the Middle East and all over the world. These notions, formed by the ancient Sumerians, left a significant mark on the religion of the ancient Jews and later Christians.

In conclusion, there are different views on the Turkish ethnonym and the meaning of this word. The names of the Turkic peoples, who believed in all the heavenly religions of the world, built a great empire and states in history, lived a nomadic and sedentary life, their history is interesting, of course, this name and its etymology are studied and are being studied. The study

of the history of the Turkic ethnonym is still important. In this article, we have looked at the history and ethnography of this ethnonym.

References

1. Gumilev L.N "Drevnie tyurki". Moskva, 1993.c.23
2. Rahmanov N "Turk xoqonligi"-T.: 1993.
3. Kislev S.V Drevnya istoriya Yujnoy Sibiri. Moskva, 1951. C 100
4. Gumilev L. N "Xunu". Moskva, 1960. C.23.
5. Бичурин Н.Я. (Иакинф) Собрание сведений о народах, обитавших в Средней Азии в древние времена. // Т. II. М.-Л.: 1950. 334 с
6. Chavanness E.. // Documents sur les tou-kiue (turcs) occidentaux.//1903. 600-с
7. Баскаков Н. А. Модели тюркских этнонимов и их типологическая классификация. Кн.: Ономастика Востока. М. 180
8. Кононов А. Опыт анализа термина Турк. М Советская этнография 1949г. 8 с.
9. Аристов Н. А. Заметки об этническом составе тюркских племен и народностей и сведения об их численности. Вып. III—IV Санктпетербург. 1896
10. Бартольд В. В. Сочинения. Т.У.М. 1968.
11. Ямпольский 3. Древнейшие сведения о тюрках с зоне Азербайджана.—Учен, записки Азербайджанского гос. университета. Серия языка и литературы. №2. Баку. 1966
12. Д. Айтмуратов. Тюркский этноним «ТУРК» (Приложения к № 4 журнала «Вестник» за 1996 г) с. 44.
13. Бернштам А. Н. Происхождение турок — истории до капиталистического общества. 1935
14. Бернштам А. Н. Историческая правда в легенде Огуз-кагапе. —Советская этнография. № 6 . М.—Л. 1935
15. Кононов А.Н. Грамматика языка тюркских рунических памятников VII-IX вв. Л. 1980
16. Выковский С.Я. Яфетический предок восточных славян-киммерийцы. известия ГАИМК. Т. VIII. Вып. 8-10
17. Мирзо Улуғбек. Тўрт улус тарихи / Б. Аҳмедовнинг кириш сўзи, изоҳлари ва таҳрири остида; Форс тилидан Б.Аҳмедов, Н.Норқулов, М.Ҳасаний тарж. – Тошкент: Чўлпон, 1994. – 352 б.
18. Abulg'oziy Bahodirxon. Shajarayi turk. Toshkent. 1994. 212b.

"AN-NUJUM AZ-ZAHIRA FI MULUK MISR VA-L-QAHIRA" AS AN IMPORTANT SOURCE IN THE HISTORY OF AMIR TEMUR.

Imamov Khurshid
Researcher of the Timurid State Historical Museum of the Academy of Sciences of the Republic of Uzbekistan, Tashkent – Uzbekistan.
ORCID ID: 0000-0003-3747-3509

ABSTRACT

Jamaluddin Abu-l-Mahasin Yusuf ibn Taghriberdi (1411-1469) was a famous Egyptian historian born in Cairo. His father was one of the great emirs during the reign of the Egyptian sultans az-Zahir Barquq and his son an-Nasir Faraj. This helped him to have a lot of information about his time. He was educated by the famous scholars of his time, Ibn Hajar al-Asqalani, and Badruddin al-Aini. He studied history from Taqiyuddin Ahmad ibn Ali al-Maqrizi, a teacher of historians in his time. Ibn Taghriberdi wrote 12 works on history. The most famous of these is “An-Nujum az-Zahira fi Mulki Misr wa-l-Qahira” ("Bright Stars on Egypt and the of Cairo"). This work consists of 16 volumes and contains information from the VII century to the period in which he lived. It is also significant that An-Nujum az-Zahira contains a lot of information about Amir Temur. It details Amir Temur's lineage, personal qualities, coming to power, and forming a great empire as a military commander. In particular, his military operations against Tokhtamishkhan, and his marches to Damascus, Iraq, and India were mentioned in detail.

In this book, the author writes that Amir Temur came to the attention of Sultan Hussein because of his ability to distinguish the best of horses, and from this position, he rose to the position of Amir. Amir Temur's ability to distinguish horses is also one of the key factors in his success in his later military career. The intensity of his cavalry served as a decisive factor in many battles.

Among them are Ibn Taghriberdi's “An-Nujum az-Zahira fi Mulki Misr wa-l-Qahira” ("Bright Stars About Egypt and the Cairo"), Amir Temur's military campaigns in Iraq and Damascus, the tactics he used to fight his country along with its borders, a system of rapid and accurate access to information about the political and military situation in other distant lands has been formed.

It has its place with detailed coverage of the political situation in these regions and the details of mutual diplomatic correspondence. Unlike Ibn Arabshah's History of Amir Temur, rhetoric is rarely used to describe events. At this point, this work requires a systematic study of Amir Temur in order to fully study the activities of the military commander. We will talk about these in our article.

Keywords: Tagriberdi, al-Asqalani, Amir Temur, Damascus, ibn Arabshah

Jamaluddin Abu-l-Mahasin Yusuf ibn Taghriberdi [1. У.Уватов “Соҳибқирон араб муаррихлари нигоҳида”. “Шарқ”, Тошкент. 1997. P.9.] (1411-1469) was a famous Egyptian historian born in Cairo. His father was one of the great emirs during the reign of the Egyptian sultans az-Zahir Barquq and his son an-Nasir Faraj. This helped him to have a lot of information about his time. He was educated by the famous scholars of his time, Ibn Hajar al-Asqalani, and Badruddin al-Aini. He studied history from Taqiyuddin Ahmad ibn Ali al-Maqrizi, a teacher of historians in his time. Ibn Taghriberdi wrote 12 works on history. The most famous of these is “An-Nujum az-Zahira fi Mulki Misr wa-l-Qahira” [2. Ibn Taghriberdi, “An-Nujum az-Zahira fi mulki Misr wa-l-Qahira”, volumes XII, XIII. Cairo, 1956] ("Bright Stars on Egypt, and Cairo"). This work consists of 16 volumes and contains information from the 7th century to the

period in which he lived. It is also significant that An-Nujum az-Zahira contains a lot of information about Amir Temur. It details Amir Temur's lineage, personal qualities, coming to power, and forming a great empire as a military commander. In particular, his military operations against Tokhtamishkhan, and his marches to Damascus, Iraq, and India were mentioned in detail.

In this book, the author writes that Amir Temur came to the attention of Sultan Hussein because of his ability to distinguish the best of horses, and from this position, he rose to the position of Amir. Amir Temur's ability to distinguish horses is also one of the key factors in his success in his later military career. The intensity of his cavalry served as a decisive factor in many battles.

Ibn Taghriberdi describes the battle with Sultan Hussein as the first victory of Amir Temur as a commander. From the Samarkand side, Sultan Hussein's troops occupied Darband. Amir Temur, on the other hand, bypassed the main road and ordered his soldiers to dismount on a pasture where Sultan Hussein's troops were stationed and pretend to be resting. This event works, and Sultan Hussein's soldiers pass in front of them as if they were passing in front of their own army. Then Temur attacked Sultan Hussein's troops from behind and defeated them [3. Ibn Taghriberdi, "An-Nujum az-Zahira fi mulki Misr wa-l-Qahira," XII vol. Cairo, 1956. p. 256].

The second great victory of Amir Temur was the victory over Tokhtamishkhan, located near Turkestan near the Khojand River. In this battle, Amir Temur was close to defeat. The spiritual support of his spiritual leader, Sayyid Baraka, will lead him to victory in a difficult situation [4. Ibn Taghriberdi. p. 259] This situation shows that the army paid special attention to keeping the military morale in check.

The third major victory was the victory over the Iraqi Ajam's sultan Mansour bin Shah Wali and the subsequent conquest of Baghdad, Basra, Kufa, and Diyar Bakr.

Amir Temur was informed about the death of King Feruzshah of India, that he had no son, that the people of Delhi were in conflict, that a minister named Mallu was on the throne of Delhi, and that Feruzshah's brother Sorangkhan, who was his deputy in Molton, was against him. When Timur heard this news, he took the opportunity and traveled from Samarkand to Molton in the month of Dhu'l-Hijjah 800. Temur besieged Sorangkhan for 6 months. Sorangkhan's army had 800 elephants, and Timur captured them as well [Ibn Taghriberdi, "An-Nujum az-Zahira fi mulki Misr wa-l-Qahira," XII vol. Cairo, 1956. p. 261]. This indicates that Amir Temur's military activity has established a system of rapid notification of the international political and military situation, and immediate measures have been taken in response.

In "An-nujum az-Zahira", the fierce battle for Delhi, in which all the military tactics used are explained in detail, is as follows: They had elephants with them. On top of each elephant was a kajava (tower, dome) with several warriors inside. These elephants were dressed in special armor and leafhoppers. With their voices, bells and rattles hung to scare the horses away with their voices. Their trunks were reinforced (terrified) with a few sharpened swords. The Indian soldiers followed the elephants so that these elephants could frighten the horses of Timur's soldiers with their belongings. Timur conspired with their plans and made thousands of three-sided iron thorns. They were sprinkled on the tracks of elephants. The top of the 500 camels was filled with reeds with wicks dipped in oil. He put them in front of his soldiers. When the two groups saw each other and began to move for battle, Timur lit those fiery loads and drove them over the elephants. Those camels ran from the heat of the fire. Then the rulers led them after them. Temur waited in ambush. He then attacked in the morning with his soldiers. While the people were fighting, Temur turned his horse back, the people ran to defeat him (Temur), his horses were mistaken for fleeing from the elephants, and they moved to the places where the iron spikes they had made were scattered. The trick he used on the Indians worked. The elephants were sharply driven (forward) from behind until they crushed these iron spikes.

As a result of crossing the spikes, they retreated. Then Timur drew the attention of the soldiers to the camels. Their flames were increased, their sparks rose everywhere. As they pushed them forward with their spears behind their backs, the camels screamed with a hideous image.

When the elephants saw this, they moved in fear towards the Indian soldiers. They felt pain from the thorns that Timur threw in their path. They were on their knees and could not move, like mountains scattered on the ground. Their blood flowed like a river. At this moment, Timur's soldiers came out, who were in ambush on both sides of the Indian army. Then Timur, together with those who were with him (soldiers), destroyed them, the Indians retreated, and arrows were fired at them.

Then they joined forces and fought with spears and then with swords and axes. The two groups of Indian nobles and leading warriors persevered and fought patiently until they were defeated. After fleeing the battle, the rest were defeated. Timur followed them until he reached Delhi. And he besieged it until he captured it [Ibn Taghriberdi, “An-Nujum az-Zahira fi mulki Misr wa-l-Qahira,” XII vol. Cairo, 1956. p. 262-264].

This information in the source shows that Amir Temur was able to use the elephant tactics favored by the Indian army against them and that he was able to take advantage of the unfavorable military conditions.

Ibn Taghriberdi in his information about the campaign against Damascus in "Annujum al-Zahira" refers to the events in Damascus. Damascus was a city of strategic importance in the region. Since the city has a strong defensive wall and a fort, short time and low loss measures are used to capture the city. The events that took place here are described in the source as follows: ... The inhabitants of Damascus fought a fierce battle on the wall. They were opposed by walls and ditches. The group that attacked the gates of Damascus was taken prisoner. captured many horses and killed about a thousand of them.

While the people of Damascus were fighting fiercely to defend their homeland, two of Timur's comrades came to the wall and shouted, "The Emir wants peace." And the emir asked a wise man to be sent to talk to him.

After the people of Damascus heard from Temur's comrades about the truce, they decided to send Chief Justice (Kadi) Taqiyuddin Ibrahim bin Muhammad bin Muflih al-Hanbali. He came out of the wall of Damascus, went to Temur, and met with him. I had an ulterior motive when I came here, and now I have no intention other than to return. But as usual, I have to get the "nine" in my proposal. It was his custom that if he took a city by the truce, its inhabitants would come out to him with all kinds of food, drinks, animals, clothes, and nine gifts. Its name is "nine" and means 9 in Turkish ...

When Ibn Muflih returned to Damascus, he began to turn the people away from the battle. He praised Temur, his religion and the correctness of his beliefs, and stopped the people of Damascus from war... They decided to make peace. They collected one thousand thousand dinars (one million dinars) as compensation and brought it to Amir Temur. Amir Temur said that the funds required from them would amount to a thousand tumans, and appointed them as a group to represent them in this work. The fog consisted of 10,000 gold dinars, and in their accounts there was a difference in the value of gold ... When the amount reached a thousand tumans, Ibn Muflikh took it and delivered it to Temur. Temur said to ibn Muflih and his companions: “According to our calculations, this amount is equal to three thousand dinars. You still have seven thousand dinars left, and as far as I know, you are not in a position to pay them. Due to lack of funds, they took out the property and weapons left by the Egyptians. As a result, due to lack of funds, Amir Temur divided the city between his emirs and captured it without a fight. This information of the author is also important because it is described in more detail than in other sources.

Among them are Ibn Taghriberdi's “An-Nujum az-Zahira fi Mulki Misr wa-l-Qahira” ("Bright Stars About Egypt and the Cairo Empire"), Amir Temur's military campaigns in Iraq

and Damascus, the tactics he used to fight his country along with its borders, a system of rapid and accurate access to information about the political and military situation in other distant lands has been formed.

It has its place with detailed coverage of the political situation in these regions and the details of mutual diplomatic correspondence. Unlike Ibn Arabshah's History of Amir Temur, rhetoric is rarely used to describe events. At this point, this work requires a systematic study of Amir Temur in order to fully study the activities of the military commander.

References

1. У.Уватов, 1997. “Соҳибқирон араб муаррихлари нигоҳида”. Тошкент. 9 б
2. Ibn Taghriberdi, 1956. “An-Nujum az-Zahira fi mulki Misr wa-l-Qahira”, volume XII. Cairo.
3. Ibn Taghriberdi, 1956. “An-Nujum az-Zahira fi mulki Misr wa-l-Qahira”, XIII vol. Cairo.

4. Ибн Арабшоҳ, 1992. “Амир Темур тарихи”, сўз боши, араб тилидан таржима ва изоҳлар У.Уватов томонидан тайёрланган. Тошкент.
5. https://www.selenge.com.tr/yazar/ibni-tagriberdi

ACADEMIC SHARING PLATFORM

HISTORY OF THE DEVELOPMENT OF THE FOUNDATIONS OF AMIR TEMUR'S STATE ADMINISTRATION

Komiljon Sultonov

Researcher of the State Museum of Temurid History of the Uzbek Academy of Sciences,

Abstract: The excellence of public administration established by Amir Temur and his commitment to the principles of justice, the consultation of scholars with every decision of the ruler, the advantages and disadvantages of work, unity of opinion, vigilance, caution are taken in accordance with the principles and specifications. The unconditional implementation of the ruler's decisions shows that the rules for the selection, training and appointment of officials, formed on the basis of thousands of years of experience and traditions of those times, are embodied in theoretical views on governance in states that have made a name for themselves in history.

Key words: Amir Temur, public administration, Temur tuzuklari, national statehood, science and education, people, Timur's codes, social justice, deliberativeness, entrepreneurship.

Introduction

One of the most outstanding periods in the history of the statehood of Uzbekistan is associated with the name and outstanding transformations of the great ancestor of the Uzbek people, Amir Temur (1336-1405), a world-famous statesman and commander. As is known, the period of Amir Temur and the Temurids occupies a special place in world history. Researchers have long known the presence of many historical works that are primary sources in covering the history of Central Asia and the countries of the Middle East during the times of Temur and the Temurids, dating back to the 14th-15th centuries. The main merit of Amir Temur to the peoples of Central Asia was that he put an end to feudal fragmentation and internecine wars in the country, liberated Movarounnahr from the oppression of the Mongols and, having united its population, laid the foundation for a centralized strong feudal state, established peace and made every effort to further development of the country. The state created by Amir Temur relied on all the social strata that existed at that time and was governed on the basis of legality.[1]

It should be emphasized that Amir Temur not only liberated his country, but also helped the liberation of other peoples of the world from the oppression of the invading Mongol conquerors. This paved the way for their development as independent states. Thus, he fulfilled the indirect mission of a liberator, showing great respect for other peoples of the world. An article in the Italian magazine Marco Polo says: “... Amir Temur did not allow the Mongol conquerors to threaten China when the Ming dynasty came to power in China; he did the same for the ancient Russian state, defeating the Golden Horde" [2]

Contemporaries describe Amir Temur as a wise statesman who loved history, literature, science and art, did everything for their development and prosperity, coordinated all his actions with scientists and sages. He left behind a magnificent spiritual legacy. The work “The tuzuk-i-Temuri (“Temur tuzuklari”), the author of which is Amir Temur himself, a set of rules, which is a valuable historical document, is a political testament that he leaves to his children. Highly appreciating the significance of this historical monument, the historian Lyangle says: “Temur

passed on to his successor, along with the empire, an even more precious gift - the art of preserving it." [3]

Amir Temur remained in history as a great creator, patron of science and culture. He showed great initiative and dedication in restoring the national economy destroyed as a result of many years of feudal fragmentation and turmoil, in the restructuring of cities

The perfection of state administration established by Sahibkiran Amir Temur and his commitment to the principles of justice, every decision of the ruler is based on consultations with scientists, the advantages and disadvantages of work, frivolous, bad, dangerous, unity of opinion, vigilance, caution is adopted in accordance with a number of principles and specifications. The unconditional implementation of the ruler's decisions shows that the system of selection, training and appointment of officials in states, formed on the basis of thousands of years of experience and traditions of those times, is embodied in theoretical views on governance in states that have made a name for themselves in history.

In addition, based on Amir Temur's own experience in building a centralized state, perfect theoretical rules, principles, procedures and practices for managing the state and society were created. The state of Amir Timur, the greatest of its time, was governed by the principles of social justice, because Sahibkiran paid special attention to the development of the country, in which sciences occupied a special place. Temur ensured the rule of law in the country. In his time, everyone - the vizier, and the amir, and the merchant, and the common man were equal before the law. The calm and order established in the country created the basis for the development of agriculture, handicrafts, trade, science and culture. In a short time, Movarounnahr and Turkestan turned into a country with a developed science and culture. Having created a centralized state, Amir Temur laid the foundation for the development of a system for maintaining troops, military affairs, and intelligence. Only abroad today, in almost 50 countries, Temur scholars reveal new facets of an outstanding personality and his descendants.[4]According to the edifications of "The tuzuk-i- Temuri ("Temur tuzuklari"), his state was based on 12 classes: the descendants of the prophet, scientists, heads of communities (sheikhs); intelligentsia; pious people; emirs and military leaders; troops and people; wise men and government advisers; viziers (ministers) and secretaries (educated officials); doctors, astrologers and geometers (architects); historians; authors of annals and chronicles; spiritual elders-dervishes and experts in the science of God (theologians); gunsmiths; travelers, merchants and caravan leaders (sorbon).[5] Amir Temur, noting the basic principles and criteria for the selection of public administration officials in the Code that the following foundation is based on decisions: fairness; compliance with the structure; counseling and advice; rigorous decision-making, entrepreneurship, vigilance and caution; patience; enthusiasm .[6]

In addition to the fact that Amir Temur perceives these values of public administration as the principles of his dominant activity, he requires officials at all levels under his authority to strictly follow them. From the point of view of the science of public administration, these requirements have been accepted as basic principles not only in the processes of public administration, but also in the selection of leaders and officials for public administration.

The strength of the government of Amir Temur was that he divided the main ideas of the state, development programs, plans for the prosperity of the country, the well-being of people into separate parts and tied them to serving certain people and required discipline. The rules of state and state administration, appointment and selection of civil servants, developed by Amir Temur, are based on a combination of theory and practice in this area. Amir Timur connects the measure not to go astray when choosing a leader for a public position with the issue of complete social, economic, political, legal and moral protection of the candidate for the

position. It is required that each leader has qualities suitable for a particular career. For example, the Vezir (minister) must have such qualities as originality, cleanliness; reasonableness; awareness of the state of people, courtesy to them; patience and peace. Thus, the Vazir will be granted the will of the sipoh and raiat (Military and people), and he will be granted four more privileges: trust, attention, will and talent. Summing up, Amir Temur repeatedly emphasized that he sought to carry out all the work on the basis of laws, which later became known as "Tuzuklar", but considered the above-mentioned principles of state administration to be his main slogan.[7]

All the rules and laws arising from "The tuzuk-i-Temuri " are developed on the basis of these basic principles. Amir Temur determines the rules and directions of management according to the basic principles, on the basis of which general provisions for each industry are developed in the structure. The " tuzuk-i-Temuri " states that decision-making in accordance with it, since the political processes in the state are changeable, a similar feature is decision-making. As a result, there is a need for frequent innovations in state and public laws. But when coordinating the newly introduced rules with laws close to them, it is warned that it is not allowed that other laws lose their significance.

With this approach, Amir Temur was the first among the countries of Central Asia, the Middle East and the Middle East to establish the practice of managing state power on the basis of komusiy konunlar (Constitutional laws).[8] The application of criteria related to state and public administration, as well as the selection of officials, embodied in the "tuzuklar", bore fruit in the state of Amir Temur. The state in which Amir Temur ruled was recognized as the most powerful state not only in the East, but and in the West at that time. In the public administration of Amir Temur, state plans, programs, ideas, their main direction, main criteria, basic principles and directions that must be observed, as well as the requirements for leaders implementing state policy, and their discipline, rules, Firstly, differ from each other. from each other, and secondly, they are all closely interconnected with each other and coordinate in unity in an inseparable degree. In the theoretical legacy of Amir Temur on the management of the state and society, four fundamental criteria are important, which for the most part determine the main qualities of a leader. These criteria include: dedication of the leader; provision and protection of the leader; requirements for managers in the statutes are specified, strict disciplinary discipline; encouragement and punishment of the leader. Amir Temur in these four main criteria is extremely demanding on the attitude of leaders, by himself, as a result of observing these criteria, he created a large centralized state on one of the largest continents in the world, and also formed a strong and efficient system of public administration.

The most important value of "Temur tuzuklari" also lay in the fact that he was able to create a clear position and leadership, which allows quickly introducing into practice the selection of leadership personnel, appointment to positions, organization of their activities and control over the order of work. Also, the " tuzuk-i-Temuri " served as the basis for building a strong and durable state. Therefore, in the last quarter of the 14th - early 15th centuries, in the era that followed the Roman Empire, such a powerful, talented and strong political elite was not formed in any state, as in the state of Amir Temur.

Conclusion

At the same time, along with the study of world experience in the process of reforming the system of selection and training of leadership personnel in the country, in this matter we have paid great attention to the effective use of national values and traditions. Since independence,

great success has been achieved in this area, a unique national experience has been accumulated in the selection and training of leadership personnel, which is now recognized by the international community. However, in the process of organizing and improving management in the economic, socio-political, legal and cultural spheres, as well as in the selection and training of leadership personnel for various areas of management in the country, some problems still arise. It should be noted that Amir Temur was extremely demanding on the officials of his state, he knew how to formulate a system of a number of criteria and requirements for their appointment to a service position, these requirements, criteria, procedures, rules and laws were applied in an encyclopedic manner and applied in practice.

It should be noted that in the XIV-XV centuries, theory and practice were not so integrated in any other country. In the tuzuk-i-Temuri, he formed a clear system of rules and guidelines for the selection, appointment, organization of activities and control over the order of work, which can be quickly implemented in practice. At the same time, the statutory provisions in Temur's Code laid the foundation for building a strong and stable state, maintaining its stability.

ACADEMIC SHARING PLATFORM

Literature

1.Muminov I. The role and place of Amir Temur in the history of Central Asia. Tashkent. Fan, 1968.

2.See Marco Polo's journal. 2006. Vol. 2. with. 28 Italy.

3. Grekov B. D., Yakubovsky A. Yu. Oltin Urda va uning kulashi. - Tashkent: Ukuv pedagogy of nashriyoti. 1956. - B. 334-344, 350-353.

4. Bobir Berdiev. “Temur tuzuklari” and zhamiyat ijtimoiy katlamlarining aks etishi. Izhtimoiy fikr-inson hukuqlari. 2013 yil №3. B-115

5. Novoseltsev A.P. On the historical assessment of Timur. //Questions of history, 1973. -№2. -FROM. twenty.

6. on the significance of the study of the role of Amir Temur (1336-1405) in the history of the peoples of Maverannahr, Khorasan and Iran.//Bulletin of the National University. Series of humanities and social sciences Dushanbe: 2006, No. 1. ¬ S. 99-106.

7. Temur Tuzuklari. Forschadan A. Soguny va H. Karomatov tarzhimasi. –T.: Gulom nashriyoti, 1991. –B. 53.

8. Ibn Arabshoh. Amir Temur tarihi Achoib al-makdur fi tarihi Taimur (Temur tarihida takdir achoibotlari). 1 whale, ¬Tashkent: Mekhnat 1992. ¬S. 68-326; 2 - kitob, ¬Tashkent: Ed. Fan

ACADEMIC SHARING PLATFORM

EUROPEANS IN INDIA DURING JAHANGIR'S TIME

Yuldashev Botir Uralovich
The Government of The State Museum of Temurid's History
of the Academy of Sciences of Uzbekistan

Annotation

At this article we provide information on bases Manuscripts about the relations between Mughal Empire and Europeans during Emperor Jahangir in India. The Baburi Emperor built many beautiful memorial buildings like Lal Qila in Delhi, Red Fort and Taj Mahal Complex in Arga and a lof of gardens. The forth Emperor of Baburi State had written a book named "The Tuzuk-i-Jahangiri" in Persian language, which translated into English, Hindi, Urdu and Uzbek languages.

Keywords: The Tuzuk-i-Jahangiri, England, Venetian workmanship, ambassador.

The Baburid State left an indelible mark on the political and cultural life of Asian countries. Baburids misnamed in Europe and in Russia as Mughal. Founder of this state Zahiruddin Muhammad Babur (1483-1530) was grandson of Amir Temur. After Babur captured Kabul in 1504, his main focus was on the conquest of India. Babur moved his capital from Kabul to Agra in 1526 after defeating the Sultan of Delhi, Ibrahim Lodhi, at the Battle of Panipat.

After the death of King Babur, the borders of the Baburi State expanded further during the reigns of the heirs to the throne, King Humayun and King Akbar. Sea routes will open in the East and West. During the reign of the fourth ruler of the Baburi State, King Jahangir, the influx of Europeans began. At this time, a lot of Portuguese, Dutch and British trading companies began to establish contacts with the king of the Baburi State. Manuscripts dating back to the reign of King Jahangir, such as Tuzuk-i-Jahangiri, Ma'asir-i-Jahangiri of Kamgar Husaini, Iqbalnama-i-Jahangiri of Muhammad Sharif called Mutamid Khan and and others, are cited by Europeans as French. All of these books are written in Persian. The Tuzuk-i-Jahangiri was written by king Jahangir himself. When he finished his Memoirs for the first twelve years of his reign he made them into a volume, and had a number of copies made and distributed. The first copy gave to Shah Jahan.

Mutamid Khan was one of amirs Emperor Jahanagir. His book "Iqbalnama-i-Jahangiri" gives more information about that period.

During the reign of Jahangir, the relations of Europeans with the Baburi State reached a special stage. Portugal, the Netherlands, England, and Spain were among the leading countries in the field, among the European countries that were at war with each other for dominance by sea. First of all, the British realized that the alliance with the Baburids, the most powerful state in the Indian subcontinent, would bring great success in this area. In August 1608, the ship of Captain William Hawkins arrived at the port of Surat and anchored. Hawkins was to deliver with him a letter written by King James I of Britain to the Court of the Baburi Emperor. The British ambassador, fluent in Turkish and Persian, arrived at the Emperor Jahangir royal palace in April 1609. The letter of the British king was written in Spanish[1].

No explanation has yet been found as to why the letter was written in Spanish. W. Hawkins handed over his royal letter and many other valuable gifts. The British ambassador translated the letter, written in Spanish, into Turkish and spoke with the king in Turkish. In a letter to the British king, Baburi Emperor was asked to allow the king to conduct trade activities

1 Guerreiro F. Jahangir and the Jesuits. - New Delhi, p. 80.

for those on British naval ships. During the conversation with the ambassador, Emperor Jahangir allowed the British to conduct trade activities. Jahangir also bestowed on Hawkins four hundred cavalry posts and thirty thousand rupees. Along with William Hawkins, there were also two Protestants who came to the Baburid palace, that is, a servant who did not recognize the Catholic order. One of them, Stefan Gravnier, died in Agra. Portuguese monks living in the capital of the Baburid state did not allow him to be buried in the territory of their church. The British ambassador immediately married the daughter of an Armenian merchant. Hawkins' case has been described by some historians as a fear of being poisoned and killed[2]. Emperor Jahangir showed a lot of kindness to the British ambassador. In one of his conversations with the ambassador, the king asked how the outcome would be if the port of Diu was attacked. William Hawkins told the king that if the fourteen English ships were at sea and that an army of twenty thousand Baburis began to attack from land, the Portuguese would surrender after their arrival. Despite the king's kindness and benevolence to the British ambassador, no serious action was taken against the Portuguese. In 1611, William Hawkins left India.

The next British ambassador, Paul Canning, arrived in Agra in 1612 and met with King Jahangir. The British ambassador, who handed over King James's letter to King Jahangir, lived for some time in the palace of the Baburids, and he, too, returned unscathed.

The next ambassador of the British king, William Edward, arrived at the royal palace of Jahangir in 1615 and handed over a letter from King James. This ambassador also did not achieve the main intended result. The British actually wanted to intensify their activities on the beaches of the Baburid state, reducing the influence of the Portuguese.

Thomas Roe, the fourth ambassador of Great Britain, arrived in Surat in September 1615, one of the main port cities of India. The main purpose of the British ambassador was to conduct independent trade in Gujarat, which was under the rule of the Baburi State, and to gain a special position from many rulers[3], writes the Pakistani historian Sh. A. Rashid. At that time, the capital of the Baburi State was Ajmir. Sir Thomas Roe was a strong politician and diplomat. Thomas Roe, a well-educated Turkish scholar, quickly found common ground with King Jahangir, the ruler of the Baburi State. Indian and Western historians note that the two were addicted to wine and that the British company East India enjoyed great privileges as a result of their joint drinking. Thomas Roe established good relations with the king of Hindustan and high-ranking officials in the palace, allowing the British to conduct trade in India. King Jahangir also issued a special decree on this released.

Thomas Roe leaves the Baburi Palace three years later. At that time, British companies had the privilege of trading freely not only on the Arabian coast, but also along the Bay of Bengal. Russian orientalist K. Antonova writes that King Jahangir could have stopped the activities of English merchants at any time, but they always gave gifts to the king. This idea was supported by the Indian scientist V. Mahajan also confirms. Thomas Roe established good relations with Prime minister Asif Khan, the brother-in-law of the great Jahangir king. Thomas Roe’s efforts opened the doors of Indian trade to British traders.

Since then, British traders have been active in India. Gujarat fabric will soon become the most marketable commodity in China, Japan and European markets. As a result of active British trade, the port of Gujarat became the largest trading center in the Baburi State. Bethel, pepper, various fabrics, tea, and other products were imported from different parts of the country, and the British bought these goods and sent them to other countries. In his diary, Thomas Roe wrote a number of important pieces of information, such as the state system in the Baburi State, palace life, and the local method of localization. He testified that in India there was no law governing the country and the order of the king was the law. At this point, of course,

2 Sharma S. R. Mughal Empire in India. - Agra, 1934. p. 221.
3 Sh. Rashid. A short history of Pakistan. - Karachi, 1967. -p.82.

the British ambassador was referring to the Constitution. He also noted that local traders in seaports were trying to disrupt the activities of British traders. This is natural, as foreign traders are foolish inside the country.

After the Europeans began to have preferential trade activities inside the country and on the high seas, especially the Portuguese piracy and the taxation of merchant ships, local merchants were forced to buy goods from other parts of the country and sell them to the British at the port. It is noteworthy that no information has yet been found about the sending of an ambassador to the British royal palace during the reign of Jahangir during the Baburi period.

In "Jahangirname" author writes: "*On Thursday, the 19th [of Dey] at the request of my auspicious son Shah-Jahan, I went to his house. On account of the birth of the son that God Almighty had bestowed on him a grand entertainment was given, and he presented offerings. Among these was a sword, broad sword, which was of Venetian workmanship. The hilt and fastenings were made of sapphire cut in Europe: in short it had been beautifully made*"[4]. It seems Jahangir new about Italy too.

Trade and diplomatic relations conducted by the Baburi State in the early seventeenth century contributed to the further development of economic, political and cultural life between the peoples of India and other countries.

ACADEMIC SHARING PLATFORM

4 Jahangir. The Tuzuk-i-Jahangiri or Memoirs of Jahangir/Translated by A. Rogers. - New Delhi, 1978. Volume II, p.113-114.

LİMİNALİTY VE MARJİNALLİĞİN SOMUTLAŞMIŞ ÖRNEKLERİ OLAN BAZI İLAHİ FİGÜRLER ÜZERİNE BİR DEĞERLENDİRME

Dr. Öğr. Üyesi Hatice KELEŞ

Bayburt Üniversitesi İlahiyat Fakültesi/Felsefe ve Din Bilimleri/Dinler Tarihi,

ORCID : 0000 0002 6984 0732

ÖZET

Tanrılar genellikle eril ve dişil olarak Kutsal Kitaplarda ve mitolojide kendini göstermiştir. Bunlardan eril olan tanrılar yaratıcı, yönetici ve yargılayıcı gibi özellikler gösterirken dişil tanrılar merhamet, doğurganlık ve koruyuculuk gibi iyi özellikleri ile insanoğlunun inançlarında yer almıştır. Ancak dişil tanrıların yani tanrıçaların tam zıttı özellik gösteren ilahi figürler de mevcuttur. Bu ilahi figürler diğerlerinden farklı olarak annelik, pasiflik, uysallık, duygusallık, itaat ve alçakgönüllülük gibi özelliklerle anılmazlar. Güçlü, sınır tanımayan, bağımsız, çocuksuz, şiddet yanlısı ve bilgelik özellikleriyle anılan tanrıçalardır. Buna ek olarak olağanüstü ve sihirsel güçlere sahip olmaları bakımından da insanların zor zamanlarında başvurdukları ilahi varlıklar olmalarıyla önemlidirler. Onların inananlarının hala olmasının yegane sebebi hayatlarını sınırda yaşayan yani ölümle yaşam arasında mücadele içerisinde olan insanların başvurdukları ilahi güçler olmalarındandır. İnsanların hayatlarının yaşanılmasının zorlaştığı anlarda, içinde bulundukları duruma sınırda olma ve eşik anlamına gelen *Liminality* ifadesi araştırmacıların bu Tanrıçalar için kullandığı bir kavram olmuştur. Araştırmacıların bu Tanrıçalar için kullandığı diğer bir kavram olan *Marjinal* ise aşağılık ve normal koşulların dışında olma anlamı taşımaktadır. İşte bu noktada liminality ve marjinalliğin karşılığı olan bu ilahi güçler karşımıza çıkmaktadır. Bu çalışmada Avrupa'dan Asya'ya ve Amerika'ya kadar dünyanın birçok yerinde yani farklı kıtalarda var olsalar bile özellik, güç, onlara inanma sebebi ve hatta ikonografi bakımından şaşırtıcı derecede benzerlik gösteren Rus/Polonyalı Baba Yaga, Hintli Kali, Brezilyalı Pombagira ve Meksikalı Santa Muerte adlı tanrıçaların kendilerine inananları için neler ifade ettiği üzerine bir değerlendirmede bulunulacaktır.

Anahtar Kelimeler: Dinler Tarihi, Tanrıça, Liminality, Marjinal.

ABSTRACT

Gods often appear in the Bible and mythology as masculine and feminine. While the masculine gods showed features such as creator, manager and judge, the feminine gods took place in the beliefs of human beings with their good features such as mercy, fertility and protection. However, there are also divine figures that are the opposite of feminine gods, ie goddesses. These divine figures, unlike others, are not known for features such as motherhood, passivity, meekness, sensuality, obedience and humility. They are strong, uninhibited, independent, childless, violent and wise goddesses. In addition, they are important in terms of having extraordinary and magical powers, as they are divine beings that people refer to in difficult times. The only reason why they still have believers is because they are the divine powers that people who live their lives on the border, that is, who are in a struggle between death and life, resorted to. Liminality, which means being on the border and being the threshold to the situation they are in, has been a concept used by researchers for these Goddesses when

people's lives get difficult. Marginal, another concept that researchers use for these Goddesses, means being inferior and outside of normal conditions. At this point, these divine powers, which are the counterpart of liminality and marginality, appear. In this study, Russian/Polish Baba Yaga, Indian Kali, Brazilian Pombagira and Mexican Santa Muerte who are surprisingly similar in terms of characteristics, power, reason to believe in them and even iconography, even though they exist in many parts of the world from Europe to Asia and America, that is, on different continents. An evaluation will be made on what the goddesses mean to their believers.

Keywords: History of Religions, Goddess, Liminality, Marginal.

.

ACADEMIC SHARING PLATFORM

14-15 YÜZYIL DOĞU EL YAZMASI KAYNAKLARINDA AMUDARYA NEHRI
("Babürname"den Alınan Bilgilere Dayanarak)"

Sharipov Azizjon Azimovich
Özbekistan Cumhuriyeti İlimler Akademisi Temurid Tarihi Devlet Müzesi
"Maneviyat ve Aydınlanma" Bölümü Başkanı.
Taşkent, Özbekistan.

ÖZET

"Babürnoma"nın, bazıları hidronim olan 1.800'den fazla yer adı içerdiği bilinmektedir. Timur döneminin diğer yazılı kaynaklarının yanı sıra Babürnoma'dan elde edilen verilerin analizi şunu gösteriyor, Amuderya ve havzasında bulunan geçitler ve güzarlar, Temurid İmparatorluğu'nun diğer ülkelerle uluslararası ticaret, ekonomik ve kültürel bağlarının kurulmasında önemli rol oynamıştır. Babürnoma'da bahsedilen Amudarya hakkında yazılanların karşılaştırmalı toponimik analizi, Orta Asya'nın tarihsel toponimi için önemli bilimsel sonuçlar çıkarmamıza izin veriyor.

Büyük İpek Yolu üzerindeki geçitler (güzarlar), nehir boyunca kentsel, kırsal ve büyük yerleşimlerin ortaya çıkması ve gelişmesinde önemli bir etkiye sahip olan yerleşimlerdi. Guzarlar, nehir kıyısındaki şehirleri gemilerle birbirine bağlayan bir tür liman görevi gördü.

Temuriler döneminde büyük geçitlerde, tekne ve tekne yapımı ve onarımı, nehir boyunca yolcu ve eşya taşımacılığı, nüfusun nehir boyunca doğru yerlere taşınması gibi hizmetleri veren bir altyapı oluşturuldu.

Geçişler her zaman devlet kontrolü altındaydı ve onları özel olarak denetleyen, vergi toplayan ve güvenliği sağlayan görevliler tarafından yürütüldü. Sonuçta, bu topraklardan alınan vergiler devlet hazinesine gelir getirdi ve krallığın ekonomik kalkınması üzerinde önemli bir etkisi oldu.

Geçiş sistemlerinin önemi, sosyo-politik ve ekonomik faktörlerin, ticari ve ekonomik ilişkilerin etkisi altında farklı tarihsel dönemlerde değişmiştir. Bazı önemli geçişler, antik çağlardan ve Orta Çağ'dan günümüze kadar önemini korumuştur. Amu Derya geçişlerinin siyasi ve uluslararası önemi hakkında bilgi Timurluların yazılı kaynaklarında bulunabilir.

Geçişlerin stratejik önemi nedeniyle devlet, bunların korunmasını ve periyodik onarımlarını gerçekleştirmiş, düşman işgali sırasında geçişlerin güçlendirilmesine büyük önem vermiştir.

Timurlular döneminin kaynakları, Amu Derya boyunca akış yönünde aşağıdaki ana geçişlerin olduğunu iddia eder. Özellikle, nehrin üst havzasında – Arhang, Töqqiztaram, Töqquzölum, Sangreza, Çubak, Ayvaj (Uboj, Uyoj); orta havzada – Termiz, Şörob (Obi-Şör), Kelif, Karki, Burdoliq, Çorjöy (Omuya).

Makale, Timurlu döneminin büyük tarihçilerinin – Nizamiddin Şami ("Zafarnoma"), Şarafuddin Ali Yazdi ("Zafarnoma"), Hafizi Abru (Zayli Zafarnomayi Şami), Abdurazzaq Semerkandi, Zahîreddîn Muhammed Babür ("Babürnâme"), Ğiyosiddin Khandamir ("Habib us-siyar fi akhbori afrodi başar"), Mirza Muhammed Haydar'ın ("Tarih Raşidi"), diğer Arap tarihçi İbn Arabşoh ("Ajoyib al-maqdur fi tarixi Taymur" – Amir Temur'un tarihinde kader harikaları") ve İspanyol büyükelçisi Rui de Gonzalez Klavixo ("Semerkant'a, Emir Timur'un sarayına yapılan bir gezinin günlüğü (1403-1406)" bilimsel mirasının yanı sıra diğer bilim adamlarının araştırmalarını kullanıyor.

Anahtar Kelimeler: Timurlular dönemi, Amuderya, akarsular, güzarlar, Zahiriddin Muhammed Babür, yazılı kaynaklar.

AMUDARYA RIVER IN 14-15 CENTURY EASTERN MANUSCRIPT SOURCES (By the Materials of "Baburname")

ABSTRACT

As is known, there are more than 1800 toponyms in "Boburnom", some of which are hydronyms. Crossings (guzars), located in the Amu Darya, its tributaries and river basins, played an important role in establishing international trade, economic and cultural relations of the Temurids state with other countries. This article is devoted to a comparative toponymic analysis of these hydronyms based on information obtained from "Boburnoma" as well as from other written sources of the Timurid epoch.

Crossings and guzars were settlements on the Great Silk Road, which had a significant impact on the emergence and development of urban, rural and large settlements along the river. The Guzars served as a kind of port connecting the riverside cities with each other by ships. During the reign of the Temurids, infrastructure was formed in large guzars, which provided services such as construction and repair of boats and boats, transportation of passengers and cargo across the river, transportation of the population to the desired destinations along the river.

Guzars were always under state control and were carried out by special inspectors, tax collectors, security officers. After all, taxes from those lands brought revenue to the state treasury and had a significant impact on the economic development of the kingdom.

Due to the strategic importance of the crossings, the state carried out their protection and periodic repairs, and paid great attention to strengthening the crossings during the enemy invasion.

Sources from the Timurid period state that the following major crossings took place along the Amudarya in its direction of flow. In particular, in the upper basin of the river - Arhang, Togqiztaram, Tokquzolum, Sangreza, Chubak, Ayvaj (Uboj, Uyoj); in the middle basin - Termez, Shurob (Obi-Shur), Kelif, Karki, Burdoliq, Charjoy (Omuya).

The article is based on the great historians of the Timurid epoch – Nizamiddin Shami ("Zafarnoma"), Sharafuddin Ali Yazdi ("Zafarnoma"), Hafizi Abru ("Zayli Zafarnomayi Shami"), Abdurazzaq Samarkandi, Zahireddin Muhammad Babur ("Baburnama"), Giyosiddin Khandamir ("Habib us-siyar fi akhbori afrodi bashar"), Mirza Mohammad Haydar ("History of Rashidi"), other Arab historian Ibn Arabshoh ("Ajoyib al-maqdur fi tarixi Taymur" – fateful wonders in the history of Amir Temur") and Spanish ambassador Rui de Gonzalez Klavijo ("Diary of a trip to Samarkand, to the palace of Amir Timur (1403-1406)" uses his scientific legacy as well as the research of other scientists.

Keywords: Timurid period, Amudarya, streams, guzars, Zahiriddin Muhammad Babur, written sources.

Orta Asya'nın en büyük nehri olan Amudarya, ilk olarak Avesto'da *Vahvi Daitya* olarak anılmıştır (Ходжаева Н. 2003). Eski Yunanca *Ox, Oxus (Oxus)* kelimesi, *Okuz (Öküz)* nehrinin Türkçe adından türetilmiştir. *Okuz* ("nehir") - eski Türk halkları, herhangi bir büyük nehir okuz olarak adlandırılır.

Jaihun – İncil'de ve Tevrat'ta adı geçen ve eski İbranice'de "azgın bir nehir" (taşan, hevesli) anlamına gelen Gihon (Geon) nehrinin Arapça telaffuzundan türetilmiştir. Araplar, ıslak ve hareketli doğası nedeniyle Amu Derya'ya "Jaihun" ve arkasındaki topraklara "Movarounnahr" adını verdiler, Movarounnahr'ı Horasan'dan ayıran doğal bir sınır olarak görülüyordu.

"Babürnoma"nın, bazıları su adları (hidronimler) olan 1.800'den fazla yer adını içerdiği bilinmektedir. Timurlular döneminin yazılı kaynaklarında Amuderya, daha çok "*Jaihun*" ve nispeten daha az "*Obi Omuya*" olarak anılır.

Bazı araştırmacılar, "Amu" nehrinin adını, orta havzasında bulunan Orta Çağ kalesi Amuya'ya (Omuya, Amul) bağlıyor (Antik Omuya bölgesi, Türkmenistan'daki günümüz Türkmenabad (Çorjoi) şehrine karşılık gelir). Nitekim bu dönemin kaynaklarında nehir ağırlıklı olarak *Amu, Omuy, Omuya,*

Obi-Amu, Omu suyu şeklinde zikredilmektedir ve nehrin Termez şehrinin topraklarından geçen kısmı *Obi-Tirmiz* (Termez Su)'dir.

Timurlular dönemi kaynaklarında nehrin her iki ismi de geçmektedir. Örneğin, Şarafuddin Ali Yazdi'nin "Zafarnoma"sında Amu Derya'nın eski adı "*Jaihun*" ("Muqaddima-Giriş"te 13 ve ana metinde 45 kez) yazılır ve 15. yüzyılın adı "Obi-Omuya"dir (13 kez). Yani yer adının eski formu da dolaşımdaydı (Бўриев О. 2017.).

"Babürnoma"da *Amu* (آمو), *Amu deryasi* (آمو دریاسی), *Amu suyi* (آمو سویی) şeklindeki bu nehir bazı tarihi olaylarda anlatılmaktadır.

Dahil olmak üzere, 1503 yazında Zahiriddin Muhammed Babür Fergana bölgesinden ayrılarak Horasan'a gitti. Gissar beklerinden Boki Çaganiyoni (Khisravşah'ın kardeşi, Badaxşon valisi), büyük ordusuyla Babur'un hizmetine gitmeyi teklif etti.

Bu önemli olay Amu Darya'nın sağ kıyısında gerçekleşti: *"Tarix töqquz yuz önda (1503) Amu daryosi yoqasida Boqi Çağoniyoniy manga kelib mulozamat qildi"(* Заҳириддин Муҳаммад Бобур. *Бобурнома.* 2002*)*. Amudarya'dan bazen Babürnoma'da belirli bir tarihi bölgenin toprak sınırlarını tanımlarken bahsedilir: *"Sulton Mahmud mirzoning (*Sultan Mahmud Mirza, 1453-1495, Mavarounnahr'ı 1494'ten 1495'e kadar yöneten Timurlu bir prensti. Sultan Ebu Seyyid Mirza'nın oğlu*) zamonida [Xisravşohning] öq navkari beş-olti mingga yetib edi. Amu daryosidin Hindukuş toğiğaça viloyat, ğayri Badaxşon tamom munga taalluq edi"*.

Amudarya havzasındaki akarsuların isimleri. Amudarya, yukarı havzasındaki iki ana kol olan Vakhş (Vakhş Nehri, Kızılsu ve Mugsu nehirlerinin birleştiği yerde, Pamir Dağları'nda başlar. Havzanın çoğu Pamir-Alay dağ sisteminde yer almaktadır. Üst akıntıya Surkhob (Kızıl Nehir) denir ve batıya doğru akar; solda Obixingou nehrini alır, Vakhş adını alır ve güneybatıya Amudarya'ya döner) ve Panj nehirlerinin birleşmesiyle oluşur. Bu nehirler kaynaklarda *Obi Vakhş, Vakhşob, Obi Panj, Panjob* olarak adlandırılmaktadır. Bu nehirler arasında tarihi Khatlon (Khuttalon) eyaletinin konumu nedeniyle Babur, Vakhş Nehri'ni tüm ilin ana nehri olarak ***Khatlon suyi*** (ختلان سویی) olarak adlandırır.

Mirza Babur'un Movarounnahr'ı birleştirmeye yönelik önemli çabalarından biri Vakhş Vadisi'nde gerçekleşti. Babürnoma'da "**Vakhş**" ismi geçmese de, o dönemde yazılan "Tarihi Raşidiy"de Vakhş Nehri'nden iki yerde (sayfa 11a, 153b) bahsedilmiştir – onlardan biri "Zafarnoma"da Şarafiddin Ali Yazdi *"Tuğluq Temurxonni Movarounnahrga ikkinçi bor yurişi zikri"* ifadesinde (yani, H. 762 (1361)'de Moğol hanı Tuğluk Temurhan, Emir Hüseyin'e yürüdü ve Vakhş Nehri üzerindeki bir savaşta onu yendi) olaylarında, diğeri - H. 916 (1510-1511) olaylarında, Gissar'ı ele geçirmek için Hamza Sultan liderliğindeki Şeybânîlere karşı verdiği mücadelede Babür'den bahsedilir.

Vakhsh Nehri çoğunlukla dar bir vadidir ve bazen derin vadilerden akar. Nehrin bu dar boğaz bölgesinde, ünlü ortaçağ ***Puli Sangin kalesi*** (Tacikistan'ın Vakhş Vadisi'ndeki Nurek Hidroelektrik Santrali (HES) çevresinde yer almaktadır) ve nehir üzerinde bir taş köprü vardı. Bu nedenle bazı kaynaklarda bu kaleye *Toşkopruk (Toşkofruk)*da denilmektedir.

Movarounnehr Şeybaniler'in kontrolüne girince Şeybanihan, Çağanyan'ı Mehdi Sultan'a, Gissar vilayetini Hamza Sultan'a verdi (1503). Şeybanikhan'ın (Aralık 1510) ölümünden sonra Babür, Movarunnehr'i geri almak ve Hisori Şodmon, Kunduz ve Baglan'ı yöneten Mehdi sultanları ve Hamza sultanlarına karşı yürümek için Kabil'den yola çıktı. Şeybaniler ana güçlerini Gissar'da topladılar ve Babür'ün ordusunun Vakhsh Nehri'ni geçmesini engellemeye çalıştılar. Ancak Babür ve ordusu Vakhş sahiline düşmandan çok daha erken ulaştı ve 1511'de Puli Sangin'i, üzerindeki Obdara (Tacikistan'da, Ilak ve Kofarnihon nehirlerinin eteklerinde yer almaktadır. Şimdiki adı Obdarai-dahona'dır) adresinde geçtikten sonra, Şaybanileri sert bir şekilde vurmayı ve onları Darbandi Ahan'a sürmeyi başardı. Babür'ün zaferiyle sonuçlanan bu savaşta Şeybani sultanları - Hamza sultan, Mehdi sultan ve Mamak sultanı - esir alındı, Mirza Haydar, "Babur Podişah onlara Şeybanihan'ın Moğol hanlarına ve Çigatay sultanlarına davrandığı gibi davranacaktır" (Мирза Муҳаммад Хайдар. 1996) dedi - yani idam edildi.

Kokça Nehri – Panj Nehri'nin (Badahşan ve Tokhar eyaletlerindeki en büyük nehir) sol kolu, Babürnoma'da ***Kokça suyi*** (کوکچه سویی) şeklinde bahsedilir. Bu nehir Hindukuş Dağları'nın kuzey yamaçlarından akar ve günümüz Daşti-Kala yerleşimi çevresinde Panj Nehri'ne akar (Kokcha Nehri'nin Panj Nehri ile birleştiği yerde, arkeologlar Yunan-Makedon ve Greko-Bactrian şehirleri Ayhanim'in – *İskenderiye Oksiana* kalıntılarını buldular).

Timur döneminin kaynakları ayrıca en büyük (sağ) nehirlerinin - Varduj (Artunj) ve Gunt (Gund, Alichur – Panj Nehri'nin sağ koludur. Kaynağı, Batı Pamir dağlarından akan ve Khorog şehri yakınlarındaki Panj

Nehri'ne akan Alichor'dur) ve sol nehirlerin - Keşm (Kişm), Jurm (Jurmun suyu) adlarından bahseder. "Babürnoma" H. 912'de (1506-1507) olaylarının anlatımına göre Bedahşan beyleri, bölgeyi yöneten Babür'ün kardeşi Nasır Mirza'ya karşı ayaklandılar, Kokça Nehri ile Yaftal arasındaki ovalarda savaşlar oldu, Nasir Mirza'nın yenildiği söyleniyor: *"Uşbu yil Nosir mirzoning va tarbiyatkardalarining ixtilot va maoşidin Badaxşon beklarikim, Muhammad qörçi va Muborakşoh va Zubayr [Roğiy] va Jahongir bölğay, ranjida, balki yoğiy böldilar. Barça ittifoq qilib, çerik tortib,* ***Kökça suyining*** *Yaftal va Roğ (*Badahşan'ın kuzey doğusundaki yerleşim yerleri*) sori tuzi bila otliq-yayoqni yiğib, yasob puştalar bila Xamçonning yovuğiğa keldilar. Nosir mirzo va qoşidaği betajriba yigitlar andişa va mulohaza qilmay, bular bilan uruşqa puştalarda kelib uruşurlar. Yeri burtoğ, yayoqi qalin bir-ikki qatla ot solğonda töxtab urubki yondururlar, böldura olmaslar, qoça berurlar. Badaxşoniylar Nosir mirzoni bosib, bölğon tavobi' va lavohiqini talon-toroj qildilar. Nosir mirzo yoquğidağilari bila bosturub, talatib, Işkamiş va Norin bila Kelogoy kelib, Qizil suv yuqqori-öq yurub, Obdara yöli bila kirib, Şibartu kötalidin oşib, Kobulğa... keldi"(* Бобурнома, 2002*).*

Amudarya'nın orta havzasında, üç büyük sağ kol - Kofarnihon, Surkhan, Şerabad ve bir sol kol - Kunduz Nehri ile birleşir.

Kofarnikhon Nehri – Gissar sıradağları (Dara-i Nihom) aralığından çıkar ve Aivaj geçişinde Amu Darya'ya akar. Nehir, üst havzasındaki iki büyük sağ kol olan – Çangob (Khanaqo), Varzob ve sol kol olan – Ilaq Nehri'nin birleşmesiyle oluşur.

Kofarnihon nehri IX–XIII yüzyıllarda Arap kaynaklarında *Niham, Nihamrud* şeklinde geçmektedir.

Babürnoma'da nehirden bahsedilmese de Qabodiyon, Gissar ve Ayvaj gibi havzalardaki yerleşimlerinden bahsedilmiştir, özellikle: *"Qabodiyonğa yetganda Xisravşohning inisi Boqi Çağoniyoniykim, Çağoniyon va Şahri Safo va Tirmiz anda edi, Xatib Qarşiyni yiborib davlatxohlik izhori qilib, bizga qöşulmoq böldi..."* (Бобурнома, 2002).

Bildiğiniz gibi, Gissar'ın tarihi bölgesinin Kofarnihon Nehri'nin Çangob ve Varzob kolları arasında yer aldığı bilinmektedir. Bölgenin idari merkezi olan – Hisori Şodmon Kalesi, Çangob Nehri'nin sol kıyısında yer alıyordu. Babürnoma'nın 901 AH (1495–1496) olaylarıyla ilgili anlatımı, bölgede meydana gelen tarihi olaylardan bahseder. Mavarunnehr hükümdarı Sultan Mahmud Mirza, Gissar eyaletini en büyük oğlu Sultan Mes'ud Mirza'ya vermiş ve ünlü beyi Hüsravşah'ı babası olarak atamıştı.

Sultan Mahmud Mirza'nın vefatından sonra (Ocak 1495), Horasan devletinin hükümdarı Sultan Hüseyin Mirza (tam adı Hüseyin bin Gıyaseddin Mansur bin Baykara (1438–1506), Timur İmparatorluğu hükümdarı), Mavorunnehr'deki siyasi durumdan yararlanarak, topraklarını genişletmek için Gissar Eyaleti, Sultan Mes'ud Mirza ve Hüsrevşah üzerine yürüdü. Sultan Hüseyin Mirza'nın bu büyük ordusunda oğulları Bediüzzaman Mirza, İbrahim Hüseyin Mirza ve Muhammed Valibek ve Zunnun Argun gibi ünlü emirler de vardı. Sultan Hüseyin'in ordusunun bir kısmı Vakhş Nehri'ni geçerek Khatlon Eyaletini işgal ederken, geri kalanı Kofarnihon Nehri'nin Sangreza Nehri'ni geçerek Gissar Eyaletini işgal etmeye başladı. Ancak, Gissar kalesi Horasanlılar tarafından başarısız bir şekilde kuşatıldı. ("Hisorni qabab ola olmay... Sulton Husayn mirzodek mardona va uluğ podşoh bu ...yuruşta podşohona azmini bajo kelturmay, heç işni butkarmay, yondi", - Babür hatırlıyor) ve Movarunnahrs'ın güçlü direnişi sonucunda Sultan Hüseyin Mirza, büyük kayıplar görerek Horasan'a dönmek zorunda kaldı. Babür, bu olayları Kofarnihon Nehri ve kollarında anlatmasına rağmen, Gissar'da bu nehirlerden bahsetmez.

Ancak Khandamir, Varzob Nehri üzerindeki geçit hakkında bilgi verir: "Sultan Mes'ud Mirza bu haberi duyunca, sadece birkaç subayıyla birlikte **Varzob boğazına** kaçtı. Mansur Kağan şehzadenin kaçtığını öğrendiğinde, düşmanı takip etmeleri için Abulmuhsin Mirza ve Muhammed Muhsin Mirza ile birkaç emir ve asker gönderdi. Şehzadeler ilerledi ve onları koruyan Sultan Muhammed Mirokhur, Sultan Mes'ud'un ordusunun **Varzob boğazında** kuşatmasına ulaştı ve ikisi arasındaki savaş yüksek bir noktaya ulaştı. Ancak kaderin iradesiyle, düşmanlardan birinin vurduğu kılıç, yıkım zemininde yere düştü. Oğlu esir alındı. Olayın ardından şehzadeler olay yerine geldi ve muhalefet dizginleri kaçış vadisine çevirdi" (Хондамир, 2013).

Ilaq Nehri, Qorategin sıradağlarının güney yamacından akar ve Kofarnihon Nehri'ne boşalır. Bu iki nehir arasında Orta Çağ'da Ilok'un tarihi toprakları vardı.

Babür, Fergana vilayetinden ayrılıp Gissar vilayetinden Afganistan'a gittiğinde, 1503 yazında Ilak nehri havzasındaki Ilok (ایلاک یایلاغی) merasından geçtiğini hatırladı: *"[909 yil] muharram oyida*

(Haziran-Temmuz 1503) Farğona viloyatidin Xuroson azmi bila Ilok yayloğigakim, Hisor viloyatining yayloqlaridindur, kelib tuştum... Uluğ-kiçik meni umidvorlik bila iraşib yuruydurganlar ikki yuzdin köprak, uç yuzdin ozroq bölğay edi... Iloqtin uç-tört köç bila Hisor navohisiga Xoja Imod degan yerga kelib tuşuldi" (Бобурнома, 2002).

Surkhan Nehri (Çagonrud), Gissar sırtının güney yamacında, Topalangdarya ve Karatağ nehirlerinin birleştiği yerde oluşur ve Termez şehri yakınlarında Amudarya'ya akar. Çağanyan'ın tarihi bölgeden geçmesi nedeniyle Timurlular dönemi kaynaklarında *Çağaniyon, Rudi Çağaniyon, Çağanrud, Sagonrud* olarak geçmektedir. Hafizi Abru'nun "Coğrafya" adlı çalışması, *Rudi Çağaniyon* suyunu Termez civarında sulama için kullandığını belirtir.

Semerkant Şeybaniler'in eline geçtiğinde Babür, Muhammed Mazid Tarkhan liderliğindeki Semerkant beyleri de dahil olmak üzere destekçileriyle birlikte Gissar'a çekilmek zorunda kaldı. Babur'dan ayrıldılar ve Çaganrud'un Çiltu merasında Khisravşah'a katıldılar: *"Muhammad Mazid tarxon boşliq Samarqand beklari köç va ahlu ayollari bila bizing bila tebradilar. Çağoniyonning Çiltu ölangiga tuşganda, Muhammad Mazid tarxon ayrilib borib, Xisravşohqa navkar böldilar" (*Бобурнома, 2002).

Karatağ Nehri, Surkhandarya Nehri'nin sol koludur; IX-X yüzyıl kaynaklarında Kamrud şeklinde geçmektedir. Samanid dönemi tarihçisi İbn Rusta (tam adı – Abu Ali Ahmed ibn Umar, IX–X yüzyıllar), Kamrud'un Saghaniyan Nehri'ne döküldüğünü hatırlıyor. Bu nehir "Babürnoma"da aynı isimle anılır – ***Kamrud*** (**کمرود**), ***Kamrud rudi*** (**کمرود رودی**). Babür, H. 906 (1500-1501) olaylarını anlatırken, Novandok bölgesinden ve Çaganrud üzerindeki Kamrut geçişinden geçtiğini iddia eder: *"Kamrud bila yuqori yurub, Sara toq dobonidin oşmoq bölduk. Navandoq navohisiğa yetganda, Xisravşohning navkari bir töqquz ot va bir töqquz parça kelturdi. Kamrud oğziğa tuşganda, Şerali çuhra qoçib Xisravşoh qoşiğa bordi. Tonglasiğa Qöçbek ayrilib Hisor bordi.* ***Kamrud darasiğa*** *kirib, yuqori boqa yuruduk. Tangi va uçma yöllarda tund va tez kötallarda qalin ot va teva qoldi. Uç-tört ora qönub, Saratoğ kötaliğa yettuk, kötal va ne nav' kötal, hargiz mundoq tangi va uçma yöllar bila yurulgan emas. Köp taşviş va suubat bila muxotara tangi va uçmalardin ötub, yuz ranj va maşaqqat bila muhlik baland va tang kötallardin oşib, Fon navohisiğa kelduk"; "Sulton Mas'ud mirzo Hisorda turmoqning maslahatini topmay,* ***Kamrud rudi*** *yuqqori Saratoğ yöli bila inisi Boysunqur mirzo qoşiga – Samarqandğa bordi" (*Бобурнома, 2002).

XV-XVI yüzyıllara ait kaynaklarda **Şerabad nehri** hakkında bilgi yoktur. Ancak Mirza Babur, Termez'in kuzeyinde Şerabad Nehri arasındaki toprakları "Kokhtan Dağı" olarak adlandırdı: *"Köhtan toğining janub tarafidaği viloyot, misli Tirmiz va Çağoniyon va Hisor va Xatlon va Qunduz va Badaxşon Hindukuş toğigaça Sulton Mahmud mirzoning tasarrufida edi. Oğasi Sulton Ahmad mirzo ölganidin söng aning viloyoti daği muning tasarrufida böldi*" (Бобурнома, 2002).

Kunduz Nehri, Afganistan'ın en büyük nehirlerinden biridir. Bu nehir Hindu Kuş sırtının Kohi Bobo Dağları'ndan başlar ve üst kısımlarda *Bamiyon* ve orta kısımlarda *Surkhob* olarak adlandırılır. Nehir Bamiyan, Bağlan ve Kunduz illerinden geçer. Kunduz şehrinden geçtiğinde, bir sağ kol olarak Khanabad Nehri ile birleşir ve Vakhş Nehri'nin birleştiği yerin güneyinde Amuderya'ya akar.

Kunduz, Babürnoma'da aynı adı taşıyan bir şehir, bölge ve nehir olarak sıklıkla anılır. Metinde - ***Kunduz*** (قندز) ve onun koluna ***Dogobai Kunduz*** (دوغابه قندز) denir. Bilhassa H. 909 (1503-1504) yılı Baburnama'daki hadiselerin tasvirinde, Kabil eyaletinin tarifi, Kabil'in kuzeybatısında bulunan Bamiyan Dağı'ndan başlayan bir nehir olarak zikredilmektedir: *"Yana Bomiyon toğidur, bu toğ berk toğ voqi' bölubtur. Hirmand va Sind va Döğobai Qunduz va Balxob suyi bu toğdin çiqar. Derlarkim, bir kunda har tört daryo suyidin içsa bölur*" (Бобурнома, 2002). Hindistan ile Belh arasındaki ticaret kervanlarının yolu bu nehir vadisinden geçiyordu.

Babürnoma ayrıca Kyzylsuv (Surkhob) nehrinden de bahseder. Bugün, bu ismin nehri üç bölgede bulunmaktadır: 1) Vakhsh Nehri'nin üst kısımları; 2) Panj Nehri'nin sağ kolu (Hulbuk kalesinin topraklarında, bu nehir sol kol - Yahsu nehri ile birleşir ve birlikte Amuderya'ya akar); 3) Afganistan'daki Kunduz Nehri'nin orta kesimlerine de aynı ad verilir.

Babür, Kunduz Nehri'nin ("Surkhob") orta kısımlarının adını Türkçe olarak verir – Kızılsuv (**قیزیل سو**): *"Biz Samtu (*Afganistan'ın kuzeyinde bir kasaba. Konumu, günümüz Baglan eyaletindeki Puli Khumri civarındadır*) yöli bilan Qizilsuv sari ingan mahalda uç-tört ming uyluknikim, Xisravşohğa taalluq va Hisor, Qunduzda bölur möğul ulusi köçlari bila kelib [bizga] qöşuldilar"* (Бобурнома, 2002).

Andarob Nehri, Duşi kasabasına (Bugünkü Afganistan'da aynı adı taşıyan bir yerleşim yeridir) ulaştığında, sağ kol olarak Kızılsuv'e katılır: "*Ya'qubga ijozat bergandin söng Qizilsuv quyi köçib, Andarob suyining qotilişiğa yovuq tuşuldi. Tonglasi, rabiulavval oyining avositida jarida Andarob suyini ötib, Duşi navohisida bir uluğ çinor tubida öturdum*" (Бобурнома, 2002).

912 (1506-1507) olaylarının hesabı ayrıca Babür'ün kardeşi Nasır Mirza'nın Kızılsuv boyunca Badahşan'dan dolaştıktan sonra Kabil'e geldiğini belirtir.

Babür'ün hayatındaki bir diğer önemli olay da Kunduz vilayetinde yaşandı. Babür'ün kız kardeşi Khonzodabegim'in Şaibanikhan hareminde olduğu biliniyor. Şeybanihan Merv'de yenilince Şah İsmail, elçisi ile Hanzoda'yı Babür'e gönderdi. Khonzodabegim, oğlu Khurramşah ile birlikte, Kunduz Nehri'ni Belh dağlarından geçerek Babür'e katıldı: *"Şoh Ismoil özbak (şayboniylar)ni Marvda bosqonda Xonzodabegim Marvda edi. Mening jihatimdin yaxşi körub, andin uzattilar, Qunduzda kelib menga qotildilar"* (Бобурнома, 2002).

Amudarya'nın aşağı havzası. Termez'den Harezm'e kadar olan aşağı havzada Amuderya'ya hiçbir kol katılmaz (Bazı araştırmacılar, uzak geçmişte Zarafşan Nehri'nin de sağ kolu olarak Taykir Nehri üzerinden Amuderya'ya aktığını kabul ediyor (Мухамеджанов А.Р. 1978). Geçmişte Balhob (Bandi Amir) Nehri de Amuderya'nın sol kolu olarak Kelif Uzboy üzerinden nehre dökülüyordu. Taberi'ye göre, VIII. yüzyılın ilk yarısında Belh'ten Termez'e bir su yolu vardı ve H. 117'de (735) Arap general Asad ibn Abdullah, gemileri donatarak Balkh'tan Termez'e doğru yola çıktı (История ат-Табари, 1987); On dokuzuncu yüzyıl İngiliz kaynakları, Amu Derya'ya bağlanabilecek Balkhob nehir yatağı hakkında da bilgi sağlar. Harezm bölgesine ulaştığında nehir iki kola ayrılır – Çoğu, Özb*oy* vadisindeki Eski Gürganj şehri yakınlarındaki Karakum Çölü'nden "*Obi Gürlan", "Joyi Gürlan"* adı altında geçmektedir, *Gyorladi* (*Agriça* olarak da bilinir) denilen yerde Hazar Denizi'ne akar ve geri kalanı bir deltaya Harezm Gölü'ne (Aral Denizi'ne) akar. Her iki "Zafarnoma"da da Amudarya'nın Aral Denizi'ne giden nehir yatağına *Eski Öküz* denir. Amuderya'nın Hazar-Aral Denizi'ne dökülen nehirlerine ilişkin bilgiler, kaynak bilim adamı O. Buriev'in araştırmasında ayrıntılı olarak anlatılıyor (Бўриев О. 2017). İşte Amudarya'nın Özb*oy* eski nehri hakkında XV. yüzyıla ait yazılı kaynaklardaki bilgiler. İspanyol büyükelçisi Clavijo ve Arap tarihçi İbn Arabşah da Amu Derya'nın Hazar Denizi'ne aktığını kaydetti. (Клавихо Руи де Гонсалес. 2010; Ибн Арабшох. 1992).

Amudarya havzasındaki geçitlerin (güzarların) isimleri. Büyük İpek Yolu üzerindeki geçitler (güzarlar), nehir boyunca kentsel, kırsal ve büyük yerleşimlerin ortaya çıkması ve gelişmesinde önemli bir etkiye sahip olan yerleşimlerdi. Guzarlar, nehir kıyısındaki şehirleri gemilerle birbirine bağlayan bir tür liman görevi gördü.

Temuriler döneminde büyük geçitlerde, tekne ve tekne yapımı ve onarımı, nehir boyunca yolcu ve eşya taşımacılığı, nüfusun nehir boyunca doğru yerlere taşınması gibi hizmetleri veren bir altyapı oluşturuldu.

Geçişler her zaman devlet kontrolü altındaydı ve onları özel olarak denetleyen, vergi toplayan ve güvenliği sağlayan görevliler tarafından yürütüldü ("Hudud al-Alam'a göre, Farob'dan Amuderya'dan geçiş sadece özel yetkililer – *"Miri Rud", "Amiri Jayhun"* aracılığıyla gerçekleştirildi (Hudud al-'Alam, 1970); A.Vamberi'ye göre, Buhara Emirliği döneminde, Karki Geçidi'nin Amudarya'dan geçişi sadece Daryobegi'nin izniyle yapılmıştır (Вамбери А. 1867). Sonuçta, bu topraklardan alınan vergiler devlet hazinesine gelir getirdi ve krallığın ekonomik kalkınması üzerinde önemli bir etkisi oldu.

İspanyol gezgin Rui Gonzalez de Clavijo, notlarında Timurlu krallığındaki geçişler, özellikle Termez geçişi hakkında bilgi verdi: "nehirde sürekli olarak kıyıdan kıyıya yolcu taşıyan tekneler var. Semerkant İmparatorluğu'ndan başka bir ülkeye giden bir kişi, bu bölgede yaşasa dahi, nereye ve nereye gittiğini gösteren bir belge göstermediği takdirde karşı tarafa nakledilmeyecektirSemerkant krallığı hiçbir belgeye ihtiyaç duymadan kolayca devredilebilir... Kayıklara kral tarafından muhafızlar görevlendirildi ve nehri geçenlerden geçiş ücretleri alındı" (Клавихо, Руи де Гонсалес. 2010), - Clavijo'yu hatırlatır.

Geçiş sistemlerinin önemi, sosyo-politik ve ekonomik faktörlerin, ticari ve ekonomik ilişkilerin etkisi altında farklı tarihsel dönemlerde değişmiştir. Bazı önemli geçişler, antik çağlardan ve Orta Çağ'dan günümüze kadar önemini korumuştur. Amu Derya geçişlerinin siyasi ve uluslararası önemi hakkında bilgi Timurluların yazılı kaynaklarında bulunabilir.

Geçişlerin stratejik önemi nedeniyle devlet, bunların korunmasını ve periyodik onarımlarını gerçekleştirmiş, düşman işgali sırasında geçişlerin güçlendirilmesine büyük önem vermiştir.

Timurlular dönemi kaynaklarında nehirleri geçmeye yönelik çeşitli yerleşim yerleri "güzar", "keçik" tabirleriyle kullanılmıştır. "Babürnoma"da bu, esas olarak "güzar" ("*güzar topib, suvdin keçildi*"), "*güzar boşi*" ("*Uşbu kun **güzar boşida** ekanda nilobiylar kelib... peşkaş qilib kördilar"*), ve "keçit" ("*ot va teva bila va partol bila **keçittin** keçildi*", "*Ilamiş daryosining **Yassi keçit** otliq **guzari**...*") gibi ifadelerle ifade edilir.

Geçişler, kendi adlarına sahip yer adlarıdır ve genellikle yakındaki yerleşim yerlerinin adlarıyla ilişkilendirilir (örneğin *Termez, Çorjoi, Arhang* vb. Bazı isimler kısmen değiştirilmiş bir biçimde bugüne kadar korunmuştur (örneğin, Uboj-Ayvaj .... vb.).

Timurlular döneminin kaynakları, Amu Derya boyunca akış yönünde aşağıdaki ana geçişlerin olduğunu iddia eder. Özellikle, nehrin üst havzasında – Arhang, Töqqiztaram, Töqquzölum, Sangreza, Çubak, Ayvaj (Uboj, Uyoj); orta havzada – Termiz, Şörob (Obi-Şör), Kelif, Karki, Burdoliq, Çorjöy (Omuya).

Mirza Babur, Timurluların Şeybanilere karşı mücadelede izlediği yavaş politika hakkında bilgi verirken 909 (1503-1504) olaylarını anlatırken önemli Amuderya geçişlerini de listeler: *"Sulton Husayn mirzoning bu xatlari mujibi noumidlik böldi. Ne uçunkim, Temurbekning yurtida bu tarixda andin uluqroq podshoh ham yosh va ham viloyat va ham çerik bila yöq edi. Andoq köz tutulur edikim, payopay elçilar va tavoçilar jad va qadara bila kelib, mundoq hukmlar kelturgay erdikim: "**Tirmiz va Kilif va Karki güzarlarida** kema munça yasang, köpruk asbobi bu miqdor tayyor qiling, yuqqori **Töqquz ölum güzarlarni** yaxşi ehtiyot qiling", to bu neça yil özbak tafriqasidin dilşikasta bölğan ellarning köngli qaviy bölub, umidvor bölğaylar edi. Sulton Husayn mirzodek Temurbek öruniğa ölturğon uluğ podşoh ğanimning ustiga yurumakni demay, yer berkitmakni desa, el va ulusqa ne umidvorliq qolğay?"*(Бобурнома (2002).

Arkhang geçilmesi, Afganistan'dan Khatlon vilayetine geçiş sırasında Amu Derya'nın Panj kolundaki en önemli güzarlardan biridir. Burada nehrin sol kıyısında, idari olarak Toharistan bölgesine ait olan ortaçağ şehri – Arhang (VII-XIV), Arhang Saray (XIV-XV, Şehir 16. yüzyıldan beri Hz. İmam olarak anılmaktadır. Şimdiki adı İmam Sahib'dir ve Afganistan'ın Kunduz eyaletine aittir) bulunuyordu. buradan geçen yol Kunduz'dan Khatlon-Gissar-Karategin-Ilak üzerinden Taşkent ve Fergana bölgelerine; Kunduz-Kabil-Peşaver üzerinden Hindistan'a. Babürnoma'da Arhang'dan bahsedilmese de bu döneme ait diğer kaynaklarda adı geçmektedir. Özellikle "Zafarnom"a göre nehir suyunun bol olması nedeniyle *"bağlı kayıklarla"* geçilebilir. Hondamir ayrıca şunları da yazıyor: *"Emirler ... kral adına birkaç gemiyi **Arkhang geçişine** getirdikten sonra ... gemi nehri geçti ve birkaç gün boyunca Soli-Saray bölgesi ülkenin bayrak taşıyıcısının yeri oldu" (*Хондамир Ғиёсиддин. 2013*).*

Tarihçiler Khandamir (1495-1496 olaylarının hesabında), Khafizi Taniş Buhari (Abdullah II'ın 1584-1585 yıllarında Tokharistan ve Badahşan'a yaptığı seferlerle ilgili olayların anlatımında) ve Mirza Mohammed Haidar da (Amir Hüseyin ve Sahibkiran Amir Temur'un Tolikon ve Badahşan'daki yürüyüşü ve krallarla ateşkes hakkındaki bölüm – "Zafarnoma"dan alıntıda) Arkhang'ın Amu Derya Nehri'nden geçilmesiyle ilgili tarihi olaylar hakkında bilgi verdiler.

Bugün **Arkhang geçilmesi**, Afganistan'ı Tacikistan'dan ayıran Sherkhan Bandar sınır kapısında bulunuyor.

Çubak geçilmesi - Khatlon bölgesini Tokhar eyaletinden ayıran Pyanj Nehri üzerinde bulunur. Kaşgar, Ilak ve Korategin'den Tolukan-Andaraba'ya ve Kabil'e giden yol bu kavşaktan geçiyordu. Konumu, Arhang-Saray'ın doğusunda, Tacikistan'ın bugünkü Khatlon Eyaletinin Mir Sayid Ali Hamadoni ilçesindeki Çubak (Çubek) köyündedir.

"Babürnoma"da bu gecikmeyle ilgili bir bilgi yoktur, ancak Abdurazzoq Semerkandi eserinde (Horasan hükümdarı Abulqasim Babur'un 1454'te Sultan Ebu Seyyid Mirza'nın Movarounnahr'ı fethetmek için başarısız yürüyüşü hakkında yaptığı açıklamada) bahseder: *"Ramazan ayının başında (25 Ağustos 1454), Kunduz ve Baghlan geçilmesinlarından geçtik ve **Arkhang geçilmesina** yaklaştık ve birkaç gün durduk. (Burada) "ordu, Badahşan Eyaleti yakınlarında gemi olmadan geçilebilecek olan Çubak Geçidi'nin üst kısımlarına doğru yürümesi gerektiğine" dair bir kraliyet kararnamesiydi. Arkhan geçidinde ... kralın sarayına birkaç gemi getirildi" (*Абдураззоқ Самарқандий. 2008*).*

Her iki "Zafarnoma"un yazarları, Arkhang-Saray'ın doğusundaki başka bir geçişi hatırlıyor - **Qönğuz alang (Qunqor ölang)**. Burası, modern Afganistan'daki Nawabad'ın mevcut yerleşim bölgesinde, Kokça Nehri'nin Pyanj Nehri'ne birleştiği yerde Badahşan'daydı.

Babürnoma'daki **Dokuz Ölüm Guzars'ın** (توقوز اولوم) ve Tarihi Raşidi'deki **Dokuz-taram** geçişinin mevcut coğrafi konumu net olmasa da, bu kaynaklardaki metinler bu güzarların ve çevredeki gerçeklerin Amu Derya'nın Vakhş ve Panj nehirleri arasında yer aldığını öne sürüyor.

Tarihçi Mirzo Haydar, **Dokuz-taram** geçişini ("Şah İsmail'in Kral İsmail'e yenildiği haberi ve Babür Padişah'ın Kabil'den Kunduz'a yürüdüğüne dair açıklama") hatırlıyor. Görünüşe göre, "Ölümün Dokuz Guzars'ının yüksek geçitleri" olarak adlandırılan Babur'un aklında tam olarak bu yer vardı. Dolayısıyla, coğrafi ve stratejik bir bakış açısından, Dokuz Taram geçişi Khatlon şehri yakınlarındaki Vakhş Nehri üzerindeydi.

Dokuz Ölüm Guzars'ın, Amu Darya kıyısında, Vakhş Nehri ile Amudarya'nın birleştiği yerin yakınında, Beşai Palangon Eyalet (Kaplan Ormanı, Kaplan Ormanı, Tigrovaya Balka olarak bilinir) Koruma Alanı'nda bulunduğunu varsayabiliriz.

"Dokuz ölüm" ifadesindeki "*ölüm* (اولوم)" kelimesi Şami "Zafarnoma"sinda (ancak Yazdi'de – "*güzar*") bulunur ve "su geçiş yeri" anlamına gelir: *Düşmanlar ... su geçitlerini ve köprüleri yok etti. Ölümleri ele geçirdiler ve durdular. Sahibkiran Amir Temur yeni bir geçiş yaptı ve ordusunu [nehrin karşısına] gönderdi. Yagiler ... kocalarından kaçtılar .... gittiler ve Badahşan krallarına katıldılar"* (Низомиддин Шомий, 1996).

Sangreza geçilmesi – Cofarnihon Nehri üzerindeki bir geçiştir. Tacikistan'ın Rudaki semtinde, Sangto'da yer almaktadır. Bu gecikme hakkında "Babürnoma"da bir bilgi yoktur, ancak "Habib us-sıyar"da Sultan Hüseyin'in 1495 yılında Gissar'a yürüyüşü vesilesiyle bahsedilmiştir. Khandamir çalışmalarında hatırlıyor: *"Sultan Hüseyin Mirza'nın Urducası, Amudarya'yı geçmek ve Gissar eyaletine ulaşmak için **Sangreza geçilmesi**na gitti"* (Хондамир, 2013).

Ayvaj güzari, Babürnoma'da *Avboj güzari (اوباج کذری), Uboj, Uyoj (اویاج کذری)* şeklinde verilir. Yazdi "Zafarnoma"nın Türkçe tercümesinde – *Avzaç güzari*, Khandamir'de "Ayvoj *keçigi"* olarak da geçmektedir. Geçiş, Tacikistan'ın Khatlon bölgesinin Şahrituz (Şortuz) bölgesindeki Jura Nazarov kollektif çiftliğinin topraklarında, Amu Derya Nehri'nin sağ kıyısındaki günümüz Ayvaj yerleşimi yakınında gerçekleşti. Ayvaj'dan Hindistan'a Kunduz-Bamiyan-Kabil üzerinden, bu güzergahtan kervan Qabodiyon-Khatlon-Hisori Şodmon-Siritak'tan geçerek Fergana bölgesine veya Ayvaj-Darbandi Ohanin üzerinden Semerkant'a geçer. Zahiriddin Babür, 909'da (1503) Movarunnehr'den Kabil'e giderken bu güzardan geçtiğini hatırlatır: "*Amu suyini Uyoç [Ayvaj] güzaridin ötganda..."*.

Bu dönemde Ayvaj güzar'da gemi kullandığı da belirtilmektedir. Khandamir özellikle şunları hatırlıyor: "Tavoçi emirleri, Amui Nehri kıyısındaki kum tepelerine sıkışmış gemileri topladı ve kutsal kalabalığın marangozları birkaç tekne daha inşa etti ve nehir üzerindeki Ayvaj geçişinde tekne köprüleri inşa etmeye başladı" (Хондамир).

Termez güzarı – Movarounnahr'ın güney sınırında bulunan bu güzar, Afganistan toprakları üzerinden Hindistan'ın Belh kentine giden önemli bir uluslararası ticaret merkeziydi. Özellikle Batı Avrupa'daki Kastilya Krallığı'ndan Semerkant'a, Emir Timur'un sarayına gelen büyükelçiler, Termez güzarından geçtiler. Büyükelçilik sözcüsü Rui Gonzalez de Clavijo, Günlüğü'nde şunları yazdı: *"21 Ağustos 1404 Perşembe günü elçiler büyük nehre (Amudarya) geldiler.... kayıklarla nehrin diğer tarafına geçtiler. O akşam Termite (Termez) adlı büyük bir şehre vardık" (*Клавихо, Руи де Гонсалес, 2010).

"Babürnoma"da bu güzar hakkında bilgi de var: *"Boysunqur mirzo yetti oy qabal tortti. Bir umidvorliği mundin edi, mundin ham noumid böldi. Ikki-uç yuz oç uruği bila Qunduzğa Xisravşohğa özini tortti. **Tirmiz navohisidin Amuni keçaturğon mahalda** Sayyid Husayn Akbarkim, Sulton Mas'ud mirzoning ham uruği, ham mu'tabar kişisi edi, Tirmiz hokimi edi, xabar topib, Boysunqur mirzoning ustiga keldi. Mirzo suvdin ötub edi. Mirim Tarxon anda suvğa bordi" (*Бобурнома, 2002*).*

Termez güzar, Özbekistan ile Afganistan sınırında, günümüz Khairaton Dustlik köprüsü üzerinde yer almaktadır.

Hafız Abru, Termez yöresine ait başka bir güzar - **Burdagoy (Bardağviy)** hakkında bilgi verir (Antik Yunanca kelime "pandok" - "otel" anlamına gelir (Камалиддинов Ш.С., 1996). Ona göre, Termez şehrinin inşasından çok önce, Termez'den çok uzak olmayan, bu güzarın yakınında, Büyük İskender Burdagoi kalesini inşa etti. "Kral Guzar" denilen yerde görev yapan kayıkçıların ve kayıkçıların yaşadığı hareketli bir zanaat merkeziydi. Şehir 15. yüzyılda bile var olmuş ve önem açısından Termez ile rekabet edebilmiştir". Bu güzar, 17. yüzyıl kaynaklarında Yorgoh (Yordagu) olarak da adlandırılır.

Hafız Abru'nun bahsettiği antik Burdagoy kalesi, Özbekistan'ın Surkhandarya bölgesinin Muzrabot ilçesinde, Amuderya'nın 4 km kuzeyinde, Karasuv kıyısında, Şurobkurgan yerleşiminin 3 km batısında, Kampirtepa antik yerleşimi yerinde bulunmaktadır.

Şurab (Obi-Shur) güzar - Babür bu güzar hakkında bilgi vermez. Ancak "Zafarnoma" ve "Tarihi Raşdiy" eserlerinde "Amir Timur ve Amir Hüseyin'in Badahşan kralları ile barış yaptığı" ifadesinde bahsedilmektedir. Konumu Özbekistan'da, Amuderya kıyısında, Termez'in 30 km batısında, bugünkü Şurob köyündedir.

Kelif güzar, Movarounnahr'ın ana güzarlarından biridir. Konumu, Afganistan sınırına yakın, Türkmenistan'ın Lebap bölgesinin Kuytentag ilçesindeki aynı adı taşıyan (Kelif tren istasyonu) köyde Amu Derya kıyısındaydı. Bu geçitten geçen yol Semerkant - Şehrisabz - Kelif - Balkh - Bamiyan - Kabil'den; veya Buhara-Karşi-Kelif-Horasan-Afganistan topraklarına kadar uzanır.

Babürnoma'da *Kelif* (كليف), *Kilif güzari* (**كليف كذرى**) şeklinde 901 (1495-1496) ve 909 (1503-1504) olayları şöyle anlatılır: "Sulton Husayn mirzo kordon va sohib tajriba podşoh edi. Qunduz sari suv yuqori boqa köçti. Ötrudaği çerikni ğofil qilib Abdullatif baxşi boşliq beş-olti yuz öbdon kişini **Kilif güzariga** yibordi. Ul çerik voqif bölğunça Abdullatif baxşi ta'yin bölğon el bila **Kilif güzaridin** ötub suv yoqasini mazbut qildi" (Бобурнома, 2002).

Karki Guzar (**كركى كذرى**), Amu Derya'nın sol (batı) kıyısında yer alan, Türkmenistan'ın bugünkü Lebap Eyaletinin Kerki İlçesinin (Bölgesi) idari merkezidir.

Bu Güzar'dan geçen bir kervan yolu Horasan'dan Movarounnahr'ın Karshi-Guzar-Şakhrisabz şehirlerinden başkent Semerkant'a geçti. Movarounnahr'dan Horasan'ın Andhoy-Şibirgan-Maymana üzerinden Timur'un başkenti Herat'a gitmek mümkündü.

909 (1503-1504) olaylarının anlatımında "Babürnoma" da sadece bir yerde Karki güzar'dan bahsedilmesine rağmen, bilgi Khandamir'de nispeten daha fazladır.

Özellikle, "Habib us-siyar" ("Bediüzzaman Mirza halkının komplosu ve dolayısıyla Muhammed Han Şaibani'nin Amuya'yı Belh'e geçtikten sonra ayrılması") 1503 olaylarından bahsedilmiştir: "Dünyayı fetheden Şaibanikhan, Karki'nin güzarından geçti. Bunu duyan Mirza Bediüzzaman atının dizginini Gazravon Dağı'na çevirdi". Ayrıca, *"Muhammed Han Şaibani 912 Zilhicce ayının ortasında (10 Nisan 1507) Dorilmulk Semerkant'tan mal almanın eyerinde oturdu ve* ***Karki Geçidi'ni*** *geçti ve Andhud topraklarına koştu"; "Hilal ve Muharrem ayının lüksü (13 Mayıs 1507) doğudan parlayıp göğün mavi denizini geçtikten sonra Muhammed Han Şeybani'nin Karki Geçidi'ni geçip Horasan'a yöneldiği haberi yayıldı"* (Хондамир, 2013).

Burdolik güzar, Türkmenistan'ın bugünkü idari bölgesinin merkezinde, Amu Derya Nehri'nin sağ kıyısında yer alan küçük bir güzardır. Babür bu pasaj hakkında bilgi vermemekle birlikte bu döneme ait başka kaynaklar da vardır.

Örneğin Nizomiddin Şami'de "Emir Musa'nın Emir Hüseyin'in yanına kaçtığı ve bir orduyla Emir Timur'u işgal etmeye çalıştığı" belirtilmektedir. *"Amir Temur Sahibkiran ... Turtkul yolunu Omuya nehrine geçti. Çok su vardı. Amir Sahibqiran ... Burdolik'in eteklerini geçeceği yeri seçti ve emirleri dört yüz adamla nehir kıyısından aşağı yola gönderdi"* (Низомиддин Шомий, 1996). *Şarafiddin Ali Yazdiy'de: "Hazrat Sohibqiron Amu daryosidan ötib, Qarşida möğul bosqinçilariga qarşi yuriş qildi" ifadesinde hatırlıyor: "ul hazrat öz muborak nafsi bilan ötar yölini istab, har sori yurub boqti. Burdaliğning ayoğidin [suvdan] ötar yerni topib, beklariğa buyurdikim "tört yuz kişi bilan sizlar quyi boringlar" va özi ikki yuz kişi bilan... özini suvğa solib... ötdi"*(Шарафиддин Али Йаздий, 1997).

Burdalık yakınlarındaki Amuderya'nın sol kıyısındaki Palvart köyünde bulunan Kuşan ve Sasani hazinesi bakır sikkelerinden bu güzarın oldukça eski olduğu bilinmektedir. Timurlular döneminde Burdalig Geçidi'nde marangoz atölyeleri de vardı. Gemilerin yanı sıra başka ahşap ev eşyaları da yaptılar. Bilhassa Emir Timur, Karşı kalesinde Moğolların üzerine yürüyüp şehri kuşatmaya başlamış ve Khandamir'e göre "*Burdalık'tan getirilen merdivenler"* vasıtasıyla şehri ele geçirmiştir.

Çorjoi güzari (**چارجو كذرى**), Amudarya'nın orta havzasında Orta Asya'daki en büyük geçittir. Konumu, bugünkü Türkmenistan'ın Lebap bölgesi olan Türkmenabad şehrindedir. Omuya Kalesi'nin daha sonraları kaynaklarda Çorjoi (Diğer kaynaklarda bu güzar, Amu Darya'nın sağ kıyısında bulunan antik Farob kentine atıfta bulunarak "Farob güzar" olarak da adlandırılır) olarak anıldığı bilinmektedir. Buradaki geçiş Horasan'dan Buhara üzerinden Daşti Kıpçak'a; Movarunnehr'den Horasan'ın Merv-Meşhed-Nişabur-Sabzavar-İran topraklarından Irak ve Suriye ülkelerine veya Merv-Herat-Pers bölgesinden Hürmüz limanına (deniz yoluyla Hindistan) taşındı.

Babur, Çorjoi güzar'dan Movarounnahr'dan Horasan'a kadar büyük bir merkez olarak bahseder: "Bir neça kökaldoş emaldoş va bayrisi [temuriy Sulton Mahmud mirzoning tönğiç öğli] Sulton Mas'ud mirzoni olib, Samarqandğa, Sulton Ali mirzo qoşiğa kelturur xayoli bilan Keşqa keldilar. Ul jamoat ham qasd maqomida böldilar. Keşdin qoçib, **Çorjö guzori** bila ötib, Sulton Husayn mirzo qoşiğa bordi" (Бобурнома, 2002).

Timur kaynaklarında Horasan ile Movarounnehr arasındaki "Jaihun'u geçtikten sonra", "Amuya Nehri'ni geçmek" gibi olaylarla ilgili bilgilerin genellikle geç Charjoi'ye ait olduğunu görebiliriz.

Amuderya'nın aşağı kesimlerinde yer alan Harezm bölgesine ait güzarlara ilişkin bilgiler nispeten sığdır. Khandamir, Vazir şehri yakınlarındaki **Osaf Öküzi'nin güzarını** hatırlıyor: *"Mansur Haqqan [Sultan Hussein Mirza] Jaihun'u geçtikten sonra nehir kıyısındaki Osaf Öküzi semtinin kenarı kutsal ordunun çadırlarının kurulduğu bir yer oldu"* (Хондамир, 2013).

Genel olarak, Timur döneminin diğer yazılı kaynaklarının yanı sıra Babürnoma'dan elde edilen verilerin analizi şunu gösteriyor, Amuderya ve havzasında bulunan geçitler ve güzarlar, Temurid İmparatorluğu'nun diğer ülkelerle uluslararası ticaret, ekonomik ve kültürel bağlarının kurulmasında önemli rol oynamıştır. Yukarıda Babürnoma'da bahsedilen Amudarya hakkında yazılanların karşılaştırmalı toponimik analizi, Orta Asya'nın tarihsel toponimi için önemli bilimsel sonuçlar çıkarmamıza izin veriyor.

Kullanılan kaynaklar ve literatür

1. Abu Ali Ahmad ibn Omar ibn Rosteh. Kitab al-a'lak an-nafisa / Ed. M.J. de Goeje. Bibliotheca geographorum arabicorum. Pars 7. Lugduni Batavorum: E.J.Brill, 1967. P. 93.
2. Adamec L. W. Mazari-i-Sharif and North-Central Afghanistan. Graz, 1979. – P. 120.
3. Hudud al-'Alam (The Regions of the world), a Persian geography / Translated and explained by V.Minorsky. London, 1970. (482 p.). - P.113
4. Абдураззоқ Самарқандий. Матлаи саъдайн ва мажмаи баҳрайн. II жилд иккинчи ва учинчи қисмлар, 1429–1470 йил воқеалари // Форс тилидан таржима, сўзбоши ва изоҳлар муаллифи А.Ўринбоев. Географик номлар изоҳли кўрсаткичи О.Бўриев. Тарихий шахс, воқеа ва атамаларга изоҳ беришда Ғ.Каримов ва Э.Миркомилов иштирок этишди. – Тошкент: "Ўзбекистон", 2008. (832-б.). – Б. 349.
5. Абулғозий Баҳодирхон. Шажараи турк /Масъул муҳаррир ва сўзбоши муаллифи А.Аҳмедов. – Т.: "Чўлпон", 1992. – (169а варақ) Б. 169.
6. Баевский С.И. Географические названия в ранних персидских толковых словарях (XI—XV вв.) // СНВ, вып. 22, книга 2. М., 1980. С. 83-89.
7. Бартольд В.В. Сочинения в 9 томах. М.: Наука, 1963-1971. – Б. 93
8. Буриев О. "Бобурнома"даги топонимлар изоҳли луғати / Масъул муҳаррир М.Исҳоқов. – Т.: Наврўз, 2015. – Б.82.
9. Бўриев О. Темурийлар даври ёзма манбаларида Марказий Осиё тарихий географияси: монография / ЎзбР ФА Темурийлар тарихи давлат музейи, Абу Райҳон Беруний номидаги Шарқшунослик ин-ти; Таҳрир ҳайъати Б.Абдуҳалимов (мас.муҳаррир), А.Аҳмедов, Д.Юсупова, А.Хўжаев, М.Исҳоқов, Х.Файзиев. – Тошкент: Mumtoz so'z, 2017. – Б. 285. [Харита ва илл.].
10. Вамбери А. Путешествіе по Средней Азіи изъ Тегерана черезъ Туркменскую пустыню по восточному берегу Каспійского моря въ Хиву, Бухару и Самаркандъ, предпринятое въ 1863 году съ научною цѣлью, по порученію Венгерской Академіи въ Пештъ, членомъ ея А. Вамбери. – М.: Изд-во А.М. Мамонтова, 1867. – С. 192.
11. Гутлыев Г., Никитин А.В. Клад сасанидско-кушанских монет и подражаний чекану Васудевы из Туркмении // Советская археология, 1987, № 2. С. 259–262.

12. Джамал ал-Карши. Ал-Мулхакат би-с-Сурах / Введение, перевод с арабско-персидского, комментарии, текст, факсмиле Ш.Х. Вахидова, Б.Б.Аминова. История Казахстана в персидских источниках. – Алматы: Дайк-Пресс, 2005. Т. I. – С. 91, 105.

13. Заҳириддин Муҳаммад Бобур. *Бобурнома.* Порсо Шамсиев, Содиқ Мирзаев ва Эйжи Мано (Япония) нашрлари асосида қайта нашрга тайёрловчи : Саидбек Ҳасанов. Тошкент "Шарқ", 2002. – Б. 49.

14. Ибн Арабшоҳ. Ажойиб ал-мақдур фи тарихи Таймур (Темур тарихида тақдир ажойиботлари). Сўз боши, араб тилидан таржима ва изоҳлар муаллифи У.Уватов. (I-II китоблар). – Тошкент, 1992. I-китоб. – Б.151, 153.

15. Камалиддинов Ш.С. Историческая география Южного Согда и Тохаристана по арабоязычным источникам IX – начала XIII вв. – Т.: Ўзбекистон, 1996. – 534 с.

16. Клавихо, Руи де Гонсалес. Самарқандга – Амир Темур саройига саёҳат кундалиги (1403-1406). Масъул муҳаррир: Муҳаммад Али; сўз боши ваизоҳлар муаллифи М.Сафаров; тарж. О.Тоғаев. – Тошкент: Ўзбекистон, 2010. – Б. 143; Клавихонинг Самарқандга саёҳати / Рус тилидан таржима, кириш сўз ва изоҳлар О.Бўриев; Масъул муҳаррир Н.Ҳабибуллаев. – Тошкент: Адолат, 2004. – Б.6.

17. Махмуд ибн Вали. Море тайн относительно доблестей благородных (География) / Введение, перевод, примечания, указатели Б.А.Ахмедова. – Т.: Фан, 1977. – Б. 95.

18. Мирза Муҳаммад Хайдар. Тарих-и Рашиди. / Введение, перевод с перс. А.Урунбаева, Р.П.Джалиловой, Л.М.Епифановой. – Ташкент: Фан, 1996.– Б.322.; Тарихи Рашидий. ЎзР ФАШИ қўлёзмаси, инв. № 1430, 157а варақ.

19. Мурзаев Э.М. Очерки топонимики. М., 1974. – С.216.

20. Мухамеджанов А.Р. История орошения Бухарского оазиса: (с древнейших времен до начала XX в.) / Отв.ред. Я.Г.Гулямов. – Т.: "Фан" УзССР, 1978. – С.49.

21. Низомиддин Шомий. Зафарнома / Форс тилидан ўгирувчи – Юнусхон Ҳакимжонов. Таржимани қайта ишлаб нашрга тайёрловчи ва масъул муҳаррир – А.Ўринбоев. Изоҳлар ва луғатлар тузувчи – Ҳабибулло Кароматов (географик номлар изоҳи – О.Бўриевники). Ҳофизи Абрунинг Низомиддин Шомий "Зафарнома"сига ёзган "Зайл"и – ("Илова") ни форсийдан ўгирувчи ва изоҳларини тузувчи – Омонулла Бўриев. – Тошкент: "Ўзбекистон", 1996. – Б. 41;

22. Пичикян И.Р. Ай-Ханум // Градостроительство и архитектура. – М., 1991. – 204 с.

23. Стеблин-Каменский И.М. Река иранской прародины // Ономастика Средней Азии. М., 1978. – С. 72-74.

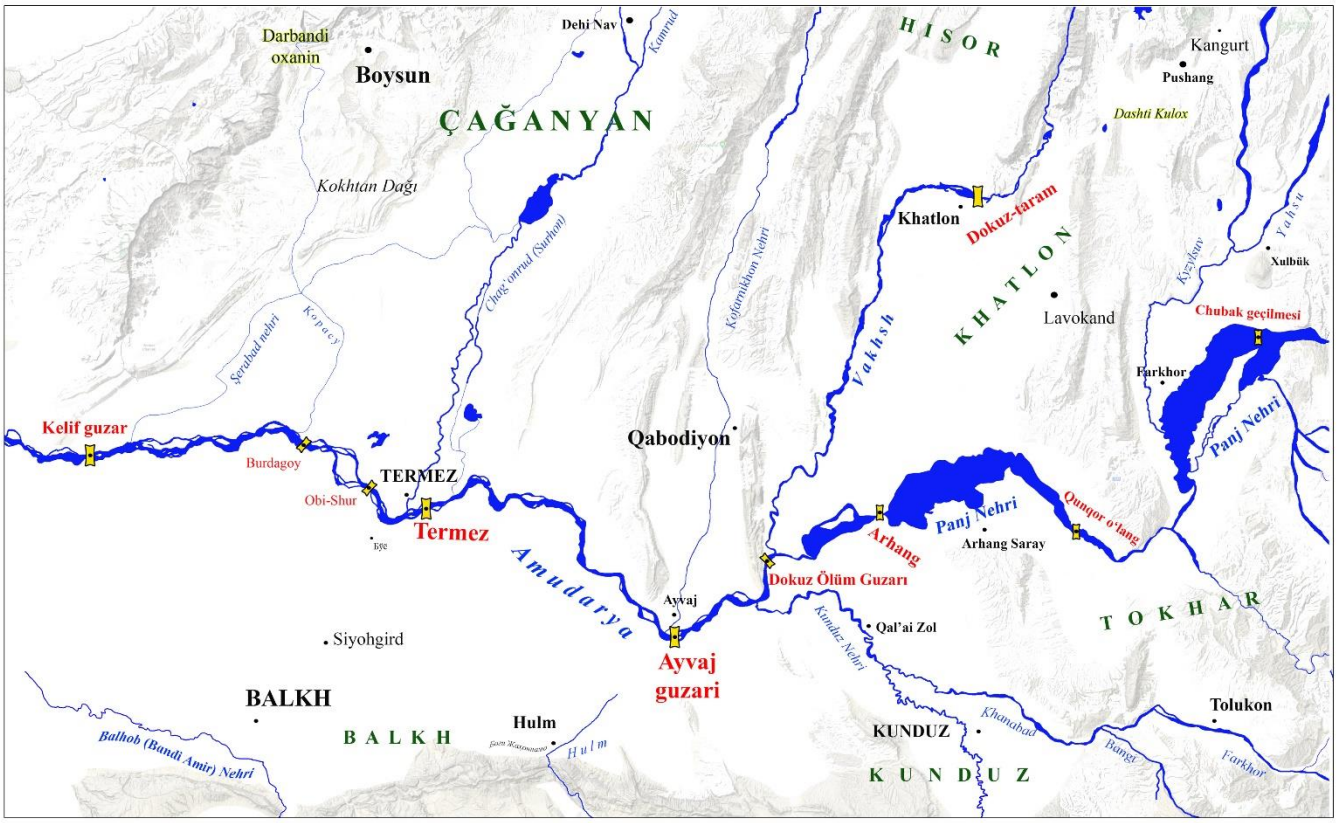
24. Ходжаева Н. Локализация авестийских гор Хаара Бе-резаити, рек Вахви-Датия, Ранха и моря Ворукаша. Душанбе, 2003. – Б. 67-79.

25. Хондамир Ғиёсиддин. Ҳабиб ус-сияр фи ахбори афроди башар: (Башар аҳли сийратидан хабар берувчи дўст) / Форс тилидан таржима, муқаддима муаллифлари Ж.Ҳазраткулов, И. Бекжонов. – Тошкент: O`zbekiston, 2013. – Б.554.

26. Шарафиддин Али Йаздий. Зафарнома / Сўзбоши, табдил, изоҳлар ва шарҳлар муаллифлари А.Аҳмад, Ҳ.Бобобеков. – Т.: Шарқ, 1997. – Б. 65.

27. Эфендиев О. Азербайджанское государство Сефевидов в XVI веке. – Баку: "ЭЛМ", 1981. – С. 79, 84.

AMUDARYO, NEHİRLERİ VE GÜZARLARI
XIV-XV yüzyıllar



PREDİCTİNG FAKE TWEETS USİNG NLP

Fatma KURŞUN[1], Fatma NOYAN TEKELİ[2],

[1]Department of Statistics, Faculty of Arts and Sciences, Yildiz Technical University, Turkey
[2]Department of Statistics, Faculty of Arts and Sciences, Yildiz Technical University, Turkey

Abstract

Natural language processing (NLP) refers to the branch of computer science and more specifically, the branch of artificial intelligence or AI concerned with giving computers the ability to understand the text and spoken words in much the same way human beings can.NLP combines computational linguistics rule-based modeling of human language with statistical, machine learning, and deep learning models. Together, these technologies enable computers to process human language in the form of text or voice data and to 'understand' its full meaning, complete with the speaker or writer's intent and sentiment. NLP drives computer programs that translate text from one language to another, respond to spoken commands, and summarize large volumes of text rapidly even in real time. There's a good chance you've interacted with NLP in the form of voice-operated GPS systems, digital assistants, speech-to-text dictation software, customer service chatbots, and other consumer conveniences. But NLP also plays a growing role in enterprise solutions that help streamline business operations, increase employee productivity, and simplify mission-critical business processes.In this work, it will be estimated whether the posts shared by users on Twittewr are real or fake by using NLP methods. The data includes disaster tweets and real disaster tweets will be estimated.

Key Words: deep learning, NLP

References:https://www.ibm.com/cloud/learn/natural-language-processing#toc-what-is-na-jLju4DjE

THE ANXIETY AND DEPRESSIVE SYMPTOMS OF WORK FROM HOME EMPLOYEES DURING THE COVID-19 PANDEMIC: BASIS FOR COUNSELING INTERVENTION PROGRAM

Raquel D. Cantos, MA, RPsy, RPm
Polytechnic University of the Philippines & Dr. Jose Fabella Memorial Hospital

Rommel D. Sergio, Phd
Polytechnic University of the Philippines & Canadian University of Dubai

Abstract

This research aims to study the prevalence of depressive and anxiety symptoms in work-at-home employees during the COVID-19 pandemic as well as the utilization of the Employee Assistance Program (EAP) model. This study included fifty-two (52) work-from-home employees from various private companies in the Philippines who were referred for Employee Assistance Program (EAP) counseling. The study employed a quantitative, descriptive design. The Patient Health Questionnaire (PHQ-9) and the Generalized Anxiety Disorder-7 (GAD-7) are two research instruments used to evaluate the respondents' depressive and anxiety symptoms, respectively. The majority of the respondents are young adults between the ages of 22 and 25, (M=29.3, SD = 6.70). Most of them have a three-session model, and only a few have an eight-session model.

Work-from-home employees, on average, struggle with moderately severe depression. However, there are 34.62% of them with severe depressive symptoms. On average, they also manifest a moderate level of anxiety symptoms, with 38.46% of them having severe anxiety. It was also found out that there is a significant difference (t-value 5.600,

p-value 0.000) between depressive and anxiety symptoms. It can be inferred that although there is a high level of comorbidity between depression and anxiety symptoms, the employees' adaptive coping abilities and social support system could be one of the factors for the considerable variations. Lastly, a sample counseling intervention program was developed based on the study's findings.

Keywords: Depression, Anxiety, Employee Assistance Program, Work from Home Employees and Counseling Intervention Program

"ME-TIME" AND PSYCHOLOGICAL WELL-BEING OF MILLENNIALS

Ballesteros, Bernadeth S.

Adamson University - Philippines

ABSTRACT

Several research studies have revealed that "Me-time" and Psychological Well Being are correlated with each other. This study aims to determine whether the aforementioned variables affect one another.

A total of One Hundred Twenty-Six (126) participated in this study. All subjects answered two (2) prepared test scales to measure the "Me-time" and Psychological Well-Being. Data collected were then treated using descriptive statistics, mainly through Correlational Formula: Pearson Correlation Coefficient.

Pearson Correlation Coefficient revealed that decision-making indicated a significant weak relationship with environmental mastery, a sense of autonomy and purpose in life, and a significant moderate relationship with self-acceptance. Empty individualization indicated a significant weak relationship with all dimensions of psychological well-being. Self-reliance indicated a significant weak relationship with a sense of autonomy and self-acceptance and a significant very weak relationship with environmental mastery. Self-centeredness indicated a significant weak relationship with a sense of autonomy, and a significant moderate relationship with environmental mastery, a sense of personal growth, positive relations, purpose in life, and self-acceptance.

Keywords: "Me-time", Psychological Well-Being, Self-Reliance, Decision Making, Empty Individualization, Self-Centeredness, Sense of Autonomy, Environmental Mastery, Sense of Personal Growth, Positive Relations, Purpose in Life, Self-Acceptance.

PHYTOGEOGRAPHICAL DISTRIBUTION OF *CALLIGONUM POLYGONOIDES* OF CHURU DISTRICT, RAJASTHAN

DR. MUKESH KUMAR SHARMA
Associate Professor,
Department of Geography
Singhania University Pacheri Bari, Jhunjhunu, Rajasthan

DR. RAVINDRA KUMAR SHARMA
Associate Professor,
Department of Electronics and Communication Engineering
Singhania University Pacheri Bari, Jhunjhunu, Rajasthan

ABSTRACT

As we know that the area under district i.e. Churu district belongs to the State of Rajasthan, the State of Rajasthan is located in north-western India . From geographical spread point of view has extension from 27°24' to 29° north latitudes and 73°40' to 75°41' east longitudes.

The plant species-Calligonum polygonoides belongs to the family Polygonaceae. It is always observed in the form of a shrub. Its main trunk is much branched and is a leafless shrub generally gaining its height in between 1 to 2.5 m. An average length of internodes in the shrubs ranges 3 to 5 cm. Its roots penetrate very deep in the sand dunes and sandy plains habitats and due to this reason the 'shoot/root ratio' of shrub is maximum in the community of Indian arid zone which ranges from 1:5 to 1:10. Hence, due to this factor it is one of the most characteristic xerophytic leafless shrub of the study area which stretches further up to east in the district. The period starts after rainy season, i.e. October and November. Flowers are pinkish, perianth about 3 mm long and is tuberculate. Fruiting takes place from the month of November.

It belongs to the vegetation group of shrub. From life-forms point of view it comes in the group of 'nanophanerophytes'. Xerophytic-categorisation and leaf class of the shrub again falls into the second category of 'leafless' plant species of Indian Arid zone. It is a characteristic - xerophytic shrub of Indian arid zone. Sand dunes areas, interdunal area and undulating loose sandy plains are the most favourite as well suitable habitats for the growth and development of this desert shrub. By possessing this type of habitat characteristic the shrub by nature bears of monoclimax tendency of plant succession. It is the most useful as well as a multipurpose shrub species of Indian arid zone. Out of 5 applied categories it covers nearly all of these categories viz., fuel, fodder, edible, medicinal and commercial.

It is the only plant species among the list of multipurpose plants which is an element of Mediterranean climate. From western Haryana the shrub has westward distribution in Asia over the globe by covering the provinces and countries which are : Pakistan, Baluchistan, Persiya, Iraq, Iran and Turkey. The plant has very limited extension on the globe, especially over the desert belt of middle Asian countries such as Pakistan, Afghanistan and other above mentioned countries. In India, it occurs not beyond the states of Rajasthan (major), south-west Haryana and north-west Gujrat (minor). Rajasthan is the only state where this shrub has occurrence at large scale.

STUDY AREA

As we know that the area under district i.e. Churu district belongs to the State of Rajasthan, the State of Rajasthan is located in north-western India . The district of Churu lies in the north-east of Rajasthan State at an altitude of 286.207 metres above the mean sea level. From geographical spread point of view has extension from 27°24' to 29° north latitudes and 73°40' to 75°41' east longitudes. It is bounded by Hanumangarh in north, Bikaner in west, Nagaur in south and Sikar, Jhunjhunu districts and boundaries of Haryana State in the east. It covers six tehsils namely : Taranagar, Rajgarh, Churu, Sardarshahr, Ratangarh and Sujangarh. (Figure1.1)

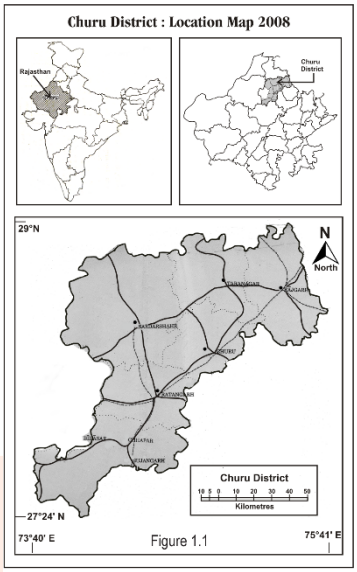


Figure 1.1

Source : Based on Survey of India Map with The Permission of the Surveyor General of India

REVIEW OF LITERATURE

The area under research work was studied by following botanists and time to time viz; first of all the Sekhawati region was touched from vegetational study point of view by Mulay and Ratnam (1950), Bikaner and pilani neighbourhood areas by joshi (1956 and 1958), vegetation of chirawa by Nair (1956), again Nair and Joshi for Pilani and neighbourhood areas (1957), vegetation of harsh nath in aravalli's hills was studied by Nair and Nathawat (1957), vegetation of Jhunjhunu, Manderella and neighbourhood by Nair (1961), vegetation of ajit sagar dam by Nair and Kanodia (1959); Nair, Kandodia and Thomas (1961) studied the vegetation of Khetri town and neghbourhood areas and vegetation of Lohargal and it's neighbourhood areas of Sikar district by Nair and Malhotra (1961). After the work of Nair and Malhotra (1961), i.e. four decades ago. the area was again left for any sort of further research work in the field of applied Botany.

A significant, very authentic taxonomic work was contributed in the field of botany by Bhandari with the publcation of a book Flora of the Indian desert (1990). From the field of applied phytogeography point of view. Charan gave a valuable contribution with a publication of a book on Plant Geography (1992). Bhattacharjee (2000) gave a very valuable autheontic contribution through the publication of a book on Handbook of Medicinal Plants in which he presented the medicinal plants of Indian Sub-continental back ground with their coloured photographs also and Sharma (2007) gave a very valuable autheontic contribution through the publication of a book on Medical Plant Geography.

OBJECTIVES

As the nature of the research work, it becomes the prime most duty of a phytogeographer to trace out to identify the plants and than their geographic interpretation from their origin point of view, their cartographic presentation from spatial distribution point of view and lastly also to prepare their layout planning map for on going plantation programme at least for the applied plant species for the area under study. The study will covers also the change detection aspect in the green coverage of the area under study.

HYPOTHESIS

Naturally, the present study will cover the present position of phytogeographic pattern of spatial distribution of applied plant species, so a phytogeographer can propose their allocation of sites of coinciding habitats from their conservation point of view for the welfare of future generation of the area under study.

We can conserve those plant species which have their appled values for the welfare of human beings inhabiting in that particular area or the area under study. for this purpose, a

phytogeographer has to give an account of the layout maps of that area under study which covers the allocation of the sites with favourable habitats according the nature of the existing applied plant species for the area under investigation.

METHODOLOGY

Applied categorization of those listed applied plant spices will be carried out into their main applied categories, viz; plants for fuel purpose, plants for fodder purpose, plant species for medicinal use, plants for edible purpose, and plant species for commercial values.

To illustrate the frequency of distribution of particular plant species the prescribed method of Raunkier's will be exercised to show whether the particular plant species is rare, frequent, common or abundant for the area under investigation. The nature of habitats and the eco-climatic conditions will be dealt as a part and portion of the study to support the phyto-climatic account of the research problem for the area under study.

From phytogeographic study point of view, a cartographic interpretation of the multi-purpose plant species will be dealt at two levels i.e. at macro-level and at microlevel, basically it may be dealt phytogeographic sense.

PHYTO-GEOGRAPHY OF CALLIGONUM POLYGONOIDES

1. Name of the Specimen :

CALLIGONUM POLYGONOIDES

2. Local Name :

Phog, Phogdra

3. Botanical Name :

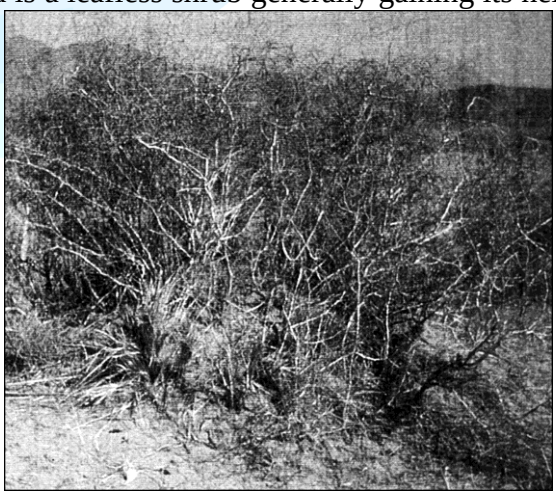
Calligonum polygonoides

4. Family :

Polygonaceae

5. Morphology :

The plant species belongs to the family Polygonaceae. It is always observed in the form of a shrub. Its main trunk is much branched and is a leafless shrub generally gaining its height in between 1 to 2.5 m. An average length of internodes in the shrubs ranges 3 to 5 cm. Its roots penetrate very deep in the sand dunes and sandy plains habitats and due to this reason the 'shoot/root ratio' of shrub is maximum in the community of Indian arid zone which ranges from 1:5 to 1:10. Hence, due to this factor it is one of the most characteristic xerophytic leafless shrub of the study area which stretches further up to east in the district (Plate : 1.1).



6. Flowering and Fruiting :

The period starts after rainy season, i.e. October and November. Flowers are pinkish, perianth about 3 mm long and is tuberculate. Fruiting takes place from the month of November. The buds are called as 'leson' by the in habitats and its average length ranges from 5 to 9 mm by excluding the bristles of the fruits

which is densely clothed with reddish brown bristles dilated at the base.

7. Vegetation Group:

It belongs to the vegetation group of shrub. From life-forms point of view it comes in the group of 'nanophanerophytes'. Xerophytic-categorisation and leaf class of the shrub again falls into the second category of 'leafless' plant species of Indian Arid zone.

8. Eco-climatic Conditions and Habitat :

Phytogeographically and climatically it coincides with the fact that the community of Calligonum polygonoides is encountered mostly on sand dunes and sometimes on loose sand in the more arid parts with rainfall less than 400 mm and dry season exceeding 9 months. This drought resisting species has no occurrence beyond the phytogeographical demarcation i.e. for arid region and 300 m from MSL also makes an important geographical basis for its distribution in the areas of Indian arid zone.

500 to 700 ppm is an average soluble salt contents range for the habitats under Calligonum community in Churu district. The ph ranges from 8.6 to 9.1 and electrical conductivity from 0.1 to 0.6 mmhos which revealed that the occurrence of Calligonum favours the nature of alkaline habitat rather than that of saline. The plant survives very well even in the poorest habitat of sand dunes and sandy plains regarding the mineral nutrients point of view viz; 0.004 to 0.2 Nitrogen, 4.00 to 21.00 P_2O_5 and 70 to 197 K_2 (kg/acre). Soil moisture plays an important role in the distribution of the shrub particularly in sand dune areas. It is found that an increasing order of soil moisture take placed from dunal tops to their slopes, and dunal slopes to their dunal valley within dunal areas topography. Than after it increases from dunal area to interdunal area, and than ultimately to the seasonal depressions which are common features in the arid zone of the district.. The percentage of soil moisture is found in an enhanced position from pre- to post- monsoonal period at different depths i.e. 0.000-0.04 to 0.15-0.37 at surface, 0.3-0.93 to 1.00-3.0 at 20 cm, and 1.5-3.20 to 2.2-5.60 at 50 cm depth. The occurrence of shrub from phytogeographical demaraction point of view falls in the west up to 40 cm. rainfall boundary, -33 to -50 moisture index, and above 180 Kcal/cm^2/yr total solar radiation from evapotranspiration point of view.

9. Applied Uses:

It is the most useful as well as a multipurpose shrub species of Indian arid zone. Out of 5 applied categories it covers nearly all of these categories viz., fuel, fodder, edible, medicinal and commercial. Perhaps it is the second plant in the list of multipurpose plants which covers all of the five categories of applied categorisation.

A. Fuel Purpose:

Throughout the areas under study desert, stem of Calligonum is used for burning purpose by the local people as a fuel. Now a days a profession of preparation of coal from this plant is being more in practice for general use as domestic fuel for cooking purpose. The coat prepared from this plant is also considered of good quality which is used by Iron smiths, etc.,

B. Fodder Purpose:

The young green and fleshy branches of the shrub which comes out in the rainy season i.e. July to September every year are preferably eaten by camels, also by sheep, goats, and cattle

C. Edible Purpose:

The young branches are chewed by the children and the young buds called as 'lasson' are used by the local inhabitants in the preparation of vegetable, specially, known as 'Kadhi or Kari'.

D. Medicinal Purpose:

The decoction of the plants branches after boiling is used gargle against in the relief for the sore-gums, and

E. Commercial Purpose:

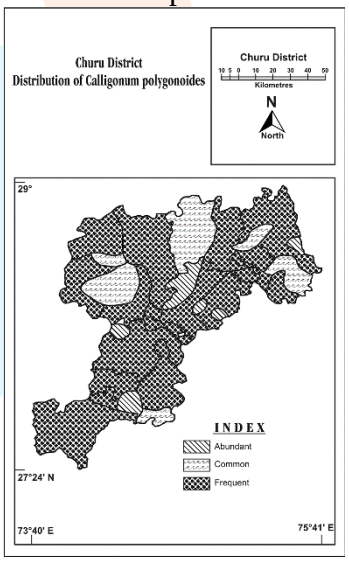
Some localities which are experiencing the indiscriminate cutting of Calligonum and from this preparation of coal is practised at local market value but on a large scale. On such places, the coal preparation is developing as a small scale industry. Due to this factor the existence of shrub has no doubt of worth importance due to commercial point of view. Its twigs and trunks are used as a building material in Indian arid zone for building the huts, walls, boundaries,

etc. This character again rises the value of the shrub from commercial point of view in comparison to the other desert plants of western part of Indian arid zone i.e. Churu district.

10. Phyto-geographical Distribution:

It is the only plant species among the list of multipurpose plants which is an element of Mediterranean climate. From western Haryana the shrub has westward distribution in Asia over the globe by covering the provinces and countries which are : Pakistan, Baluchistan, Persiya, Iraq, Iran and Turkey. It is obvious from the map that the plant has very limited extension on the globe, especially over the desert belt of middle Asian countries such as Pakistan, Afghanistan and other above mentioned countries. In India, it occurs not beyond the states of Rajasthan (major), south-west Haryana and north-west Gujrat (minor). Rajasthan is the only state where this shrub has occurrence at large scale.

Phytogeographical the xerophytic shrub is distributed over the desert plain of Churu district, the particular topography. From last thousands year in nature the shrub is presumed as an indicator of sand dunes habitat as well as xeric conditions of the great Indian desert, of which the particular part and portion is situated in extreme The district are covered by huge sand accumulation as sand dunes and the particular shrub has frequent occurrence.



Source : Forest Survey of India Dehradun, Forest Deptt. Govt. of Rajasthan, Jaipur & Field Survey

Phytogeographical the xerophytic shrub is distributed in some localities, field observations revealed that the shrub has only five abundant patches of occurrence from phygeographic pattern of distribution at two patches in Sujangarh tehsil, three patches in Churu tehsil and one patch in Rajgarh tehsil. Four localities of common occurrence are located at separate places; first in Rajgarh tehsil, second in Taranagar tehsil, third in Sardarshahr tehsil and forth in Sujangarh . It has frequent occurrence remaning part of the district Thus, one can visualize by going through the map of distribution of the shrub that it has frequent more thorough distribution in the study area but has specific distribution as shown in the (Figure : 1.2). Rarely it may not be seen in any area of Churu district.

Conclusion

It is a characteristic - xerophytic shrub of Indian arid zone. Sand dunes areas, interdunal area and undulating loose sandy plains are the most favourite as well suitable habitats for the growth and development of this desert shrub. By possessing this type of habitat characteristic the shrub by nature bears of monoclimax tendency of plant succession. Ecologically and biologically the occurrence as well as distributional pattern of the shrub is so significant that Calligonum and its associates which are drought loving plants are here used as basis of index for phytogeographical demarcation of the areas under Indian arid zone. In this way on the basis of these plants in the study area and western portion of Haryana is phytogeographically

demarcated into three climatic regions which are; extreme-arid region, arid-region and semi-arid region, respectively. Being leafless, the shrub ranks in the first category of the phytogeographical adaptation for the plants in harse desertic conditions in the district.

REFERENCES :

- Anonymous (1991) Nature and Extent of Biodiversity in Arid and Semi arid Region of India.-CAZRI Jodhpur.
- Bachketi, N.D. (1984) Social Forestry in India, Problems and prospects, Published by Birla Institute of Scientific Research, New Delhi.
- Bhandari M.M. (1990) Flora of the Indian Desert (Revised) MPS Report Jodhpur.
- Charan, A. K. (1992) Plant Geography, Rawat Publication, Jaipur
- Sharma, M.K. (2007) Medical Plant Geography, Rachana Publications, Jaipur.
- Rathore, N.S. (1992) Application of Remote Sensing in Forest Cover Mapping of North Aravlli's Mountains Ranges. XIV-Indian Geography Congress, Jaipur, Abstract Publication, pp. - 31.
- Raunkiaer, C. (1934) The Life-forms of the plant and statistical plant geography. Clarendon Press. Oxford.
- Robinson, H. (1978) Biogeography. MacDonald and Evan,London.

ACADEMIC SHARING PLATFORM

LEADERSHIP STYLES AND ORGANIZATIONAL CULTURE: BASIS FOR RETENTION POLICY PROGRAM

Darwin D Diola, MPsy, CHRA

Polytechnic University of the Philippines

ABSTRACT

The main purpose of this study is to determine the relationship between Leadership Styles and Organizational Culture of the respondents as basis for the Retention Policy Program. The researcher used descriptive method of research to gather information about the present existing conditions. Percentage and weighted mean were computed to determine the dominant Leadership Styles and perceived Organizational Culture. While Pearson Correlation Coefficient r was used to determine the relationship between Leadership Styles and Organizational Cultures. Concentrating on the gathered findings, it can be deduced that majority of the respondents or 61.25% perceived the style of their Manager as Democrative Leadership. On the other hand, rendering on the data, it can be denoted that majority of the respondents or 55% perceived that the current culture present in their Organization is Involvement. Based on the findings, majority of the respondents perceived that Democrative Leadership is the most practiced Style of the Managers. This also concluded that majority of the respondents perceived that the dominant culture in their Organization is Involvement Culture. There is a significant relationship between Leadership Style and Organizational Culture. Rendering on the findings, a retention policy program is proposed. The proposed Retention Policy Program may be implemented and evaluated thereafter.

Key Words: *Leadership Style, Organizational Culture, Retention Policy Program, Authoritative Leadership Style, Supportive Leadership Style, Democrative Leadership Style, Achievement Oriented Leadership Style, Involvement Culture, Reward System.*

THE IMPACT OF COVID-19 ON TURKISH TOURISM SECTOR: A STRUCTURAL BREAK ANALYSIS

Dr. Emrah SOFUOĞLU [1]

[1] Kırşehir Ahi Evran University, FEAS, Department of Economics, ORCID ID: 0000-0001-7716-1599

ABSTRACT

This paper provides a brief overview of the COVID-19 outbreak and discusses its impact on the Turkish tourism industry and the economic policies for the sector. In addition, the study empirically analyzes international tourist numbers in Turkey. The global and Turkish tourism sector has experienced many fluctuations since 1990. Therefore, the aim of the analysis is to detect the strongest structrual break for 1990M01-2020M12. For this purpose, structural breakpoint unit root tests (Innovative Outlier and Additive Outlier tests) are utilized. According to the Additional Outlier test results, which is more suitable to apply because of the instant changes, a structural break is confirmed in three of the four models for the 2020M08 period. In addition, one structural break for the 2020M03 is determined by the Innovative Outlier test. The findings from both methods are statistically significant and strongly support a structural break in the international tourist number in Turkey for the COVID-19 period. The detection of a structural break in the COVID-19 period over the 1990-2020 monthly data can be interpreted as the effects of the pandemic on the tourism sector are more pronounced than in other periods. In light of the empirical results, some policy recommendations are suggested to reinvigorate the tourism sector in Turkey.

Keywords: COVID-19, tourism, structural break

Jel Classification: C19; H52; Z32

1. Introduction

Towards the end of 2019, an outbreak of pneumonia occurred in Wuhan, China, the cause of which is unknown. Then, the World Health Organization (WHO) asked national authorities for more information to assess the problem. After this date, the epidemic became the center of attention of the entire world. At 12th January 2020, China publicly confirmed the COVID-19 and on 11th March 2020, finally, WHO assessed that COVID-19 could be identified as a pandemic (WHO, 2020). Since then, countries have taken many measures to combat the epidemic. Due to the measures and prohibitions, severe reductions have been observed in many sectors. Outbreaks are described as "public health shocks". Their effects are not only limited to increased disease rates or death rates. Social interaction and economic activity can be severely restricted, especially in viral outbreaks (Rasul, 2020). The tourism sector is more vulnerable to epidemics due to the impacts on short-term mobility and social responsibility (Gössling et al., 2020). Outbreaks have both short-term and long-term effects on tourism (Acar, 2020; Hoque et al., 2020). The travel and accommodation sectors are identified as the first sectors to suffer

damage in an outbreak (Bharwani and Mathews, 2012; Menon and Goh, 2005). For these reasons, the tourism sector is one of the most affected sectors during COVID-19.

According to UNWTO (2020), in 2020, the tourism sector saw severe declines and tourism performance returned to 1990 levels. According to the report, international tourist arrivals (overnight visitors) fell by 74% in 2020 compared to last year. That is a 1,3 trillion dollars export loss, 11 times more than the post-2008 financial crisis loss. The cost of the loss to the world economy is around $ 2 trillion. International tourism fell by %-0.4 during the SARS crisis in 2003 and %-4 during the 2008 global financial crisis. According to research conducted by the World Travel & Tourism Council (WTTC) in 2020, the number of tourism employees who will lose their jobs on a global scale due to the pandemic is projected to be in the range of 142-174 million. The research states that international travel and tourism industries worldwide are likely to be lost by up to $ 4.7 billion.

Table 1: Impact of COVID-19 on the top 10 tourism destinations in 2020 (YTD change %, September)

Rank	Country	International tourist arrivals (%)	International tourism receipts (%)
1	France	-46	-50
2	Spain	-76	-75
3	United States	-72	-58
4	China	-84	-50
5	Italy	-57	-57
6	Turkey	-72	-69
7	Mexico	-47	-56
8	Thailand	-79	-64
9	Germany	-63	-42
10	United Kingdom	-60	-51

Source: UNWTO, 2021. There is no data for France in the database.

Table 1 shows the top ten most visited countries in 2019. It is observed that international tourist and international tourism revenues fell very dramatically in September 2020 compared to the same period of the previous year. The highest loss of international tourists was seen in China with 84%, while the highest loss of tourism revenue was seen in Spain with 75%. The number of international tourists in Turkey fell by 72%, while international tourism revenue decreased by 72%. The government has issued many circulars to reduce the number of cases in Turkey and control the epidemic. The essential decisions for the economy are lockdown (evening, weekend, and sometimes holidays), travel restrictions, closing schools, shutting down in some sectors (wedding halls, restaurants, and sports centers). Measures and individuals ' displacement of tourism plans have caused severe damage to the tourism sector.

Table 2: COVID-19 cases and deaths

	World total			Turkey total		
Date reported	Cases (Cumulative)	Cases (Daily	Deaths (Daily)	Cases (Cumulative)	Cases (Daily)	Deaths (Daily)
1Feb	12025	2112	46	0	0	0
1 May	3197361	81254	6467	120204	2615	84
1 July	10181951	156887	4194	199906	1293	19
1 Oct	33895295	327254	5877	318663	8121	67
31 Dec	81549069	732428	14257	1379969	15692	239

1 Mar (2021)	114140104	362866	7497	2701588	8424	66
1 June (2021)	170449640	372649	9052	5249404	6493	122
15 Aug (2021)	206761642	661402	10368	6059806	19949	145
15 Nov (2021)	256537699	409974	5884	8408166	21624	189
1 Jun (2022)	527811774	475291	1008	15072747	975	4

Source: WHO, 2021.

Table 2 shows COVID-19 data from the world and Turkey. Table 2 shows that cases and deaths increase and decrease over periods. The data, which tends to decline after the restriction decisions, increases after the normalization process. Finally, after vaccination process, there is sharp decrease in daily cases and death numbers in Turkey.

Table 3: Vaccination Rates (20.06.2022)

At Least One Dosage of Vaccine (% of Population 18+)			
1.Dose Vaccination Rate	93.21%	Number	57.853.512
2.Dose Vaccination Rate	85.52%	Number of Persons	53.081.826

Source: Republic of Turkey Ministery of Health, 2022

Table 3 shows the vaccination rates and the number of vaccinations over the age of 18 in Turkey. Accordingly, the rate of first dose vaccine is 90%, while the rate of second dose vaccine is 81%. According to the table, it is seen that vaccination efforts are successful in Turkey.

This study examines the impact of the COVID-19 pandemic on the tourism sector in Turkey. Section 1 gives general information about the COVID-19 pandemic and its impacts on the tourism sector in Turkey. Section 2 discusses the impact of the outbreak on the Turkish tourism sector and presents a literature summary. Section 3 introduces empirical analysis and reports findings. Finally, empirical results are discussed and some policy recommendations are presented in the conclusion.

1. COVID-19 impact on the tourism sector in Turkey

The devastating impact of the outbreak has been felt in Turkey, like many countries. According to IMF (2020) forecasts, Turkey's GDP is expected to decline by %5 in 2020. The World Bank (2020) estimated that Turkey's economy will shrink by %3.8. In addition, it is stated in the report that labor force participation may decrease due to COVID-19 and employment may be negatively affected because of the pandemic. However, according to TurkStat (2021), Turkey has grown by 1.8% in 2020, indicating that it is one of the rare countries whose economy is growing during the pandemic period. Tour operators, airlines and hotel businesses were most affected by the coronavirus (COVID-19) outbreak due to capital size, physical equipment, fixed costs, employment, and sales turnover in the tourism sector (Estada et al. 2020; Sułkowski, 2020). The tables below discuss the impacts of COVID-19 in Turkey's tourism sector.

Table 4: International tourist numbers (Turkey)

Months	2019	2020
January	1 539 496	1 787 435
February	1 670 238	1 773 112
March	2 232 358	718 097
April	3 293 176	24 238
May	4 022 254	29 238
June	5 318 984	214 768
July	6 617 380	932 927
August	6 307 508	1 814 701
September	5 426 818	2 203 482
October	4 291 574	1 742 303
November	2 190 622	833 991
December	2.147.878	699 330
Total	**45038286**	**12 734 213**

Source: Republic of Turkey Ministry of Culture and Tourism, 2021.

Table 4 shows the number of international tourists in Turkey by month between 2019-2020. While 45 million international tourists visited Turkey in 2019, it was only 12,7 million in 2020. The number of international tourists arriving in Turkey in 2020 has decreased over three times compared to 2019.

Table 5: Tourism income (Turkey)

Year	Tourism income (1000 $)
2016	22 107 440
2017	26 283 656
2018	29 512 926
2019	34 520 332
2020	9 097 000

Source: Republic of Turkey Ministry of Culture and Tourism, 2021.

According to Table 5, Turkey's tourism revenues have steadily increased over the past five years until 2020. However, in 2020, a sharp decrease is seen that is about four times compared to the total revenues of the previous year.

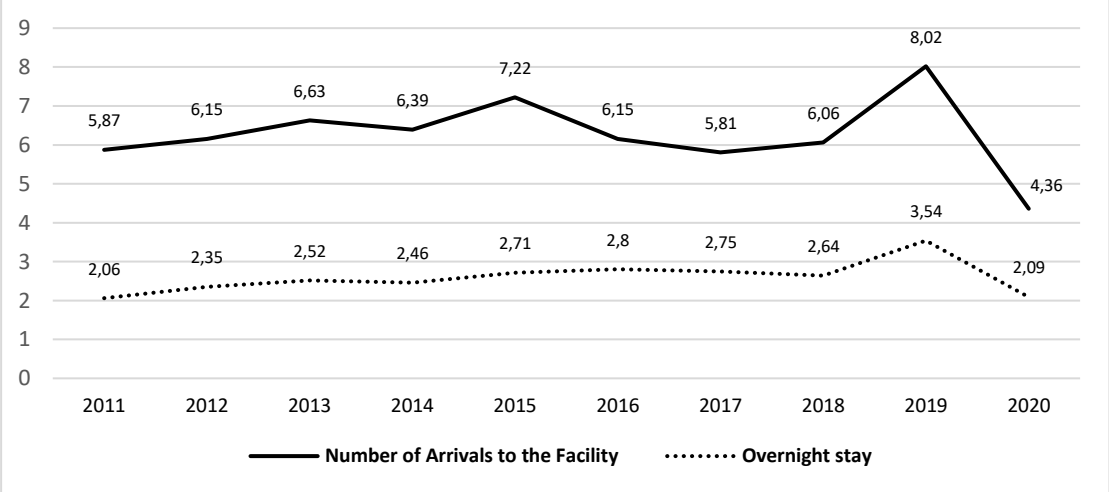
Table 6: Impact on airlines (Turkey, 2016-2020)

Years	Domestic arrivals	International arrivals	Total passenger traffic
2016	102.499.358	71.244.179	173.743.537
2017	109.511.390	83.533.953	193.045.343
2018	112.911.108	97.587.056	210.498.164
2019	99.946.572	108.427.124	208.373.696
2020	49.621.174	31.986.025	81.607.199
Change compared to the previous year (2020/2019)	-50,4%	-70,5%	-60,8%

Source: General Directorate Of State Airports Authority, 2021

According to Table 6, passenger traffic in the airline industry in Turkey has increased regularly until 2020. However, by 2020, there was a 50% decrease in domestic lines and a 70% decrease in international lines. This decline has a severe negative impact on both the aviation industry and the tourism industry.

Figure 1: COVID-19 impact on hotel business (2011-2020, million, Turkey)



Source: Republic of Turkey Ministry of Culture and Tourism, 2021

According to Figure 1, facility entries in the accommodation sector, which were 8 million in 2019, decreased by 45% in 2020. Similarly, the number of overnights decreased by approximately 40% compared to the previous year.

Table 7: COVID-19 impact on hotel business (2016-2020, Turkey)

Year	Occupancy (%)	Average Room Price (Euro)	The average income per room (Euro)
2016	51	76,2	38,9
2017	60,2	66,8	40,2
2018	66,2	70,4	46,6
2019	67,3	77,4	52,3
2020 (till June)	33	61,2	20,1

Source: Hotel Association of Turkey (2019, 2020).

Table 7 contains hotel sector data for the last five years in Turkey. Accordingly, the effect of COVID-19 on the hotel business is clearly observed. Hotel occupancy, which was 67% in 2019, fell to 33% in July 2020. The average room price, which averaged 77 euros in 2019, fell to 61 euros in 2020, but the average income per room fell from 52 euros to 20 euros.

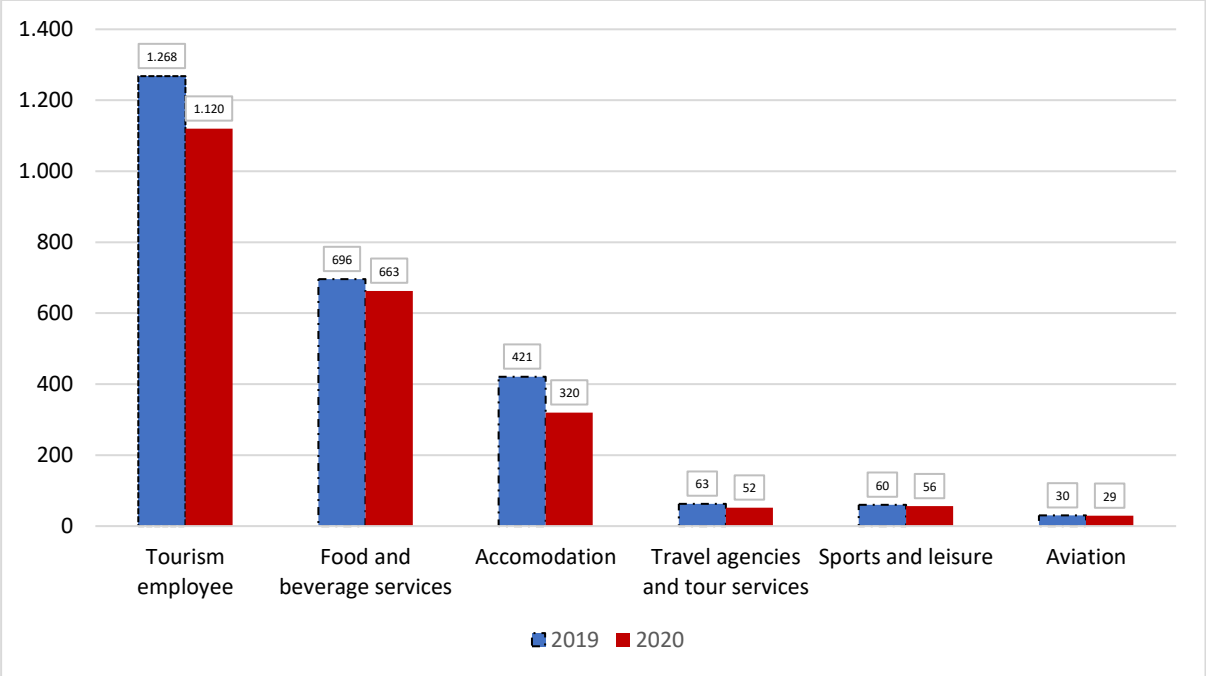
Table 8: Tourism performance of the most visited provinces (October, Turkey)

Years	2018	2019	2020	Change
İstanbul	11.340.081	12.690.376	4.154.021	-%67,3
Antalya	12.008.939	14.135.788	3.099.687	-%78,1
Muğla	2.702.403	3.203.258	668.049	-%79,1
İzmir	966.068	1.150.397	280.072	-%75,7
Turkey	3.775.467	4.291.174	1.742.303	-%60

Source: Association of Turkish Travel Agencies, 2020.

Table 8 shows the international tourist entry of the top 4 most visited provinces of Turkey. Accordingly, total tourist entry in the four cities decreased by an average of 75%. Across Turkey, there is a 60% decline. This high and devastating impact caused by COVID-19 in the tourism sector has many adverse effects on the economy.

Figure 2: COVID-19 impact on tourism employment (1000 people, Turkey)



Source: Turizm Data Bank, 2021

Due to COVID-19 in 2020, there were considerable losses in tourism employment in all destinations. In 2020, Turkey's total number of tourism employees decreased by about 12% compared to the previous year. In the accommodation sector, there is a sharp decline of around 25%. The accommodation sector is followed by travel agencies and tour operators, with a %17 decrease. Tourism-related employment in the food and beverage sector fell by 4.7%. These indicators show that direct and induced COVID-19 impacts on the economy are devastating.

2. Literature Survey

In this part, developments in the tourism sector during COVID 19 are examined. Recent studies are included in the literature table. Studies have generally stated that COVID-19 negatively affects the tourism sector and it will take time for the industry to recover. Table 8 presents brief literature on tourism enterprise issues, psychological approaches to tourism activities, government incentives, and economic policies

Table 9: Literature Brief on COVID 19-Tourism Studies

Author(s)	Year	Findings
Khalid et al.	2021	The size of the tourism sector in the destination country could become positive with an economic stimulus package aimed at mitigating the negative effects of the COVID-19 pandemic. In addition, countries that rely more on the tourism sector are more likely to adopt a larger economic stimulus package.
Polukhina et al.	2021	Empirical data obtained through statistical analysis and in-depth interviews were analyzed. The results reveal that Russian businesses and local communities need to develop tourism both pre-pandemic and during COVID-19. At the same time, the findings show that Russian tourism destinations are weak in federal and regional policy in ensuring sustainable governance, and there are systematic shortcomings.
Plzáková and Smeral	2021	As a result of the improving economic situation according to the optimistic scenario, real tourism imports increased by 8% in 2021 and 6% in 2022. Despite the more optimistic outlook of this scenario and the strong recovery in tourism demand, the level of travel spending abroad in 2022 will remain more than 50% below 2019 values.
Škare et al	2021	Panel Structural Vector Auto-Regression results show that COVID-19 pandemic has a far greater devastating impact on the travel and tourism industry than previous studies' findings. Tourism managers should therefore assess the impacts of outbreaks on business and develop new risk management methods to deal with the crisis.
Zheng et al.	2021	The study investigates what triggers the public's "pandemic fear of travel" and how people provide self-protection, coping and resilience concerning travel. Accordingly, the research combines conservation motivation theory, managing and resistance theories. The researchers conducted an online survey with 1208 participants in China. According to the results, threat severity and suspicion can cause "fear of travel," which leads to protection motivation and protective travel behavior in the aftermath of the pandemic outbreak. The findings also suggest that "fear of travel" can evoke different coping strategies, which increase people's psychological resilience and lead them to prefer more cautious travel behaviors.
Alagon	2021	The study emphasized that the shock effect in tourism-dependent economies would be much worse. Tourism will again be an essential factor despite COVID-19 and new norms. Given the current situation, tourism-dependent countries should strengthen their domestic tourism and support their initial economic losses. Another option is to create travel balloons or green corridors with other countries.
Sung et al.	2021	Government incentives applied to reduce the impact of COVID-19 on the tourism sector are examined by focusing on Korean tourist behaviors after COVID-19. The results show that Korean tourists have increased their preference for domestic travel and have shown an interest in government subsidies.
Athanasopoulos et al.	2021	The study uses statistical models of historical data and ignores the COVID-19 effect. For this purpose, the authors examine the responses of 443 tourism experts on surveys. According to the results, compared to the domestic market, the loss in the international arrivals market is significantly higher. In addition, the recovery period is expected to be longer and may extend beyond 2023.
UNWTO	2021	According to the results of the panel of experts survey, there are uncertainties for post-2020. 45% of participants predicted good prospects for 2021, while 25% expected a similar performance and 30% predicted a deterioration according to the findings. Experts predict that demand for outdoor and nature-based tourism activities will increase, and interest in domestic tourism and 'slow travel' experiences will also increase. In addition, most experts do not see a return to pre-epidemic levels before 2023. Expanded scenarios for 2021-2024 show that it might take two to four years to return to 2019 levels.

Uğur and Akbıyık	2020	According to the text mining results, tourism sector is easily affected by global crises. As the news spread, it's almost the same day that travelers decide to cancel or postpone their trip.
Jaipuria et al.	2020	The results show that if the tourism sector and tourism policies are not restructured, foreign exchange earnings can fall below US$1790.53 million or can be lost totally in India.
Foo et al.	2020	The pandemic has dramatically affected the tourism industry in Malaysia, especially airline and hotel businesses.
Sikarwar	2020	The study examined the foreign exchange risk of 131 tourism firms from 19 countries during the COVID-19 outbreak and compared it with the pre-COVID-19 period to analyze the time-change of exposure of firms. The study found that firms faced significantly higher exchange rate risk during the outbreak. Thus, firm-specific variables such as operational efficiency, leverage and hedging are important determinants of exchange rate risk for firms in the tourism industry.
Silva	2020	An online survey was conducted with Ter (Tourism in Rural Areas) managers. The findings revealed that the COVID-19 outbreak had a significant negative impact on most tourism businesses in rural areas in Portugal. However, the author claimed that the pandemic in Portugal increased consumption levels through rural tourism/accommodation. However, the findings contradict the results of studies conducted for France (Seraphin and Dosquet, 2020) and Czechia (Vaishar and Šťastná, 2020).
Ranjit Sah	2020	The impact of the pandemic on tourism is investigated over worker remittances, which are essential for Nepal's economy. Accordingly, tourism revival may take longer than the 2015 earthquake, and remittances may not return to normal anytime soon.
Bakar and Rosbi	2020	According to the supply-demand analysis, the pandemic causes panic among people and decrease tourism demand. Tourism prices also have a downward trend due to the low demand for the sector.
Gunzela et al.	2020	Declining mobility during the pandemic led to a decline in services and tourist trade. Accordingly, data on tourism, travel and service production indicate a general deterioration in tourism services in the Euro area in the last quarter of 2020. The partial recovery in tourism services seen during the 2020 summer months was mainly due to domestic tourism which was replaced by external tourism.
Fotiadis et al.	2020	The study aims to produce different scenarios in international tourism demand estimates in light of the covid-19 outbreak. Applying two different methodologies(the Long Short Term Memory neural network and the Generalized Additive Model) based on recent crises, researchers calculated the expected decline in international tourist arrivals for 12 months. The authors claim that the decrease in tourist entries can range from 30.8% to 76.3%, and this decline will continue until June 2021 at the earliest.
Baum and Hai	2020	The effects of COVID-19 are discussed in the context of the tourism sector and human rights. The study makes a "real-time" assessment of the epidemic's impact on the rights to participate in hospitality and tourism. According to the results, the rights to participate in hospitality and tourism were negatively affected, unlike in peacetime, especially in Asia, Europe and North America.

3. Data and Methodology

In this study, international tourist data for Turkey is used for empirical analysis. The analysis covers the period 1990M01-2020M12 and employs monthly data. International tourist data is obtained from the Turkish Ministry of Culture and Tourism statistical database[5]. The data was converted to the natural logarithm form before applying the unit root tests with structural breaks.

[5] Turkish Ministry of Culture and Tourism (2021). Tourism Statistics. https://yigm.ktb.gov.tr/TR-9851/turizm-istatistikleri.html

Table 10: Descriptive statistics of international tourist numbers

Mean	13.97023
Median	13.97584
Maximum	15.70521
Minimum	10.09568
Std. Dev.	0.887045
Skewness	-0.453462
Kurtosis	3.649191
Jarque-Bera	19.28139
Probability	0.000065
Sum	5196.927
Sum Sq.Dev.	291.9209

4.1. Innovational Outlier Test

If the random walk hypothesis is valid for the series, it is impossible to predict based on historical data. For this reason, to determine if there is a random walk in the series unit root tests such as ADF, PP and KPSS are utilized. However, conventional unit root tests without considering a structural break can produce biased evidence about random walk. Ranganathan and Ananthakumar (2010) stated that permanent random shock effects cause this problem. This study employs a modified version ADF unit root test which tests the presence of a single structural break.

For the Innıovational Outlier model, Equation (1) is considered as a general null hypothesis:

$$y_t = y_{t-1} + \beta + \psi(L)\,(\theta D_t(T_b) + \gamma DU_t(T_b) + \varepsilon_t) \qquad (1)$$

where ε_t are *i.i.d.* innovations, and ψ(L) is a lag polynomial representing the dynamics of the stationary and invertible ARMA error process. It should be noted that the break variables enter the model with the same dynamics as the ε_t innovations.

For the alternative hypothesis, t a trend stationary model with breaks in the intercept and trend is assumed as Equation (2) with the breaks again following the innovation dynamics.

$$y_t = \mu + \beta_t + \psi(L)(\theta DU_t(T_b) + \gamma DT_t(T_b) + \varepsilon_t) \qquad (2)$$

4.2. Additive Outlier Test

The general Additive Outlier model null hypothesis is depicted as in Equation (3):

$$y_t = y_{t-1} + \beta + \theta D_t(T_b) + \gamma DU_t(T_b) + \psi(L)\varepsilon_t \qquad (3)$$

where ε_t is *i.i.d.* innovations and ψ(L) is a lag polynomial representing the dynamics of the stationary and invertible ARMA error process and □ is a drift parameter. It should be noted that the full impact of the break variables occurs immediately. The alternative hypothesis is for a trend stationary model with possible breaks in the intercept and trend, as it is shown in Equation (4).

$$y_t = \mu + \beta_t + \theta DU_t(T_b) + \gamma DT_t(T_b) + \psi(L)\varepsilon_t \qquad (4)$$

In these two test methods, four different models are formed for a single variable. For non-trending series, a model is analyzed with (i) outlier considering a single change in level, (ii) a change in both level and trend, and (iii) a change in trend. In this study, innovative and additive outliers are taken into account to correct breaks in case of the presence of unit root in the series. The innovative outlier model estimate that the break occurs steadily. The breaks follow the same dynamic path as the innovations. The additive outlier model assumes that the breaks occur instantaneously. The innovative outlier model is used if the break occurs constantly. However, in the additive outlier model, breaks occur instantly. Innovational Outlier and Additive Outlier approaches estimate the null hypothesis of the unit root process against the alternative of stationary considering the structural breaks. Because COVID-19 effects occur instantly, the findings from the Additive Outlier test are more important for the study. In order to determine the break dates, four models were estimated.

Table 11: Unit root test results

Break-type:Additive Outlier

Model				
Trend Specification	Intercept	Trend and Intercept		
Break Specification	Intercept	Intercept	Trend and Intercept	Trend
Break Date	**2020M08***	**2020M08***	**2020M08***	2017M07
ADF-test statistics	-7.58	-12.24	-12.30	-4.04
P-value	<0.01	<0.01	<0.01	0.11

Break-type:Innovative Outlier

Model				
Trend Specification	Intercept	Trend and Intercept		
Break Specification	Intercept	Intercept	Trend and Intercept	Trend
Break Date	1991M01**	**2020M03***	1991M05**	1991M06*
ADF-test statistics	-4.73	-5.85	-5.51	-5.48
P-value	0.02	<0.01	0.02	<0.01

**Note: * and ** ** indicate statistical significance at 1% and %5 levels, respectively. The lag length is chosen according to the Schwarz Information Criterion automatically by the program (E-Views 12). The breakpoint selection method is based on the Dickey-Fuller minimization of t-statistics.

Table 11 shows the unit root test results according to the Additive Outlier and Innovative Outlier tests. As mentioned before, the results obtained from the Additive Outlier test are more critical as the breaks in the tourism sector occur instantly because of the COVID-19 pandemic. The empirical findings show a structural break for 2020M08 at the %1 significance level in three of the 4 models. The result obtained for 2017M07 is not statistically significant. Although the Innovative Outlier method considers that the breaks occur steadily, it has managed to detect the presence of a structural break for 2020M03 at the %1 significance level. Other results also indicate that there is a structural break for 1991M01, 1991M05 and 1991M06. The findings

from both methods strongly support the existence of a structural break in international tourist numbers for the COVID-19 period in Turkey in 2020.

4. Discussion and Conclusion

The measures due to the COVID-19 outbreak such as travel restrictions, airline flight cancellations, and the closure of tourism business, have significantly reduced the supply and demand of national and international tourism services (International Labour Organization, 2020). COVID-19 can affect the global economy in three different ways in terms of supply and demand. These ways are as follows: i) on production, ii) supply chain and market disruptions, and iii) its impact on firms and markets (Maital and Barzani, 2020). The first two articles refer to the effects on supply, while the third refers to the impact on demand. COVID-19 pandemic has negatively affected the tourism sector in Turkey in terms of both supply and demand. International tourist numbers indicate a sharp decrease in tourism demand. In addition, decreased tourism activities also show a decline in tourism supply. This paper examines the impact of COVID-19 on the tourism sector in Turkey. For this purpose, Additional and Innovative Outlier structural breakpoint tests are applied for 1990M01-2020M12. According to the Additional Outlier test, a structural break is confirmed in three of the four models for the 2020M08. And also, one structural break for the 2020M03 is confirmed by the Innovative Outlier test. Overall empirical results demonstrate a structural unit root presence in Turkey for 2020, covering the COVID-19 period. In the analysis consisting of 372 observations, the structural break dates were determined within the period of COVID-19. This indicates a significant impact of the pandemic on the tourism sector in Turkey.

The tourism sector has s strategic importance for Turkey since it creates employment opportunities, provides foreign exchange inflow and contributes to economic growth. International tourist numbers in Turkey decreased by 72% and tourism income decreased by 74% in 2020, proving the destructive impacts of COVID-19 pandemics on the sector. In this period, expansionary economic policies are required. With this understanding, the government announced incentive packages. Although the efforts are expected to stimulate tourism activities, it is thought to be insufficient. It is observed that the cases have decreased after the lockdown process and vaccination efforts in Turkey. One of the policies that will increase tourism demand is the perception of the *"safe destination"*. In this context, it is necessary to increase the dialogue with other countries to lift the travel bans. The domestic market is also important for the sustainability of the Turkish tourism sector. It is not the right policy to turn to the domestic market only during crisis periods, it should be always encouraged (Bahar and İlal, 2020). On the other hand, the pandemic has some negative effects on the psychology of individuals. For individuals, the anxiety and fear of the pandemic will cause the holiday needs to be met primarily within their own country (Demir et al., 2020). Wanjala (2020), suggests that domestic tourism should be supported during COVID-19 process and large campaigns should be announced. In addition, due to the pandemic, individuals tend to consider more isolated vacation options. It is seen that there is a tendency to holiday types such as summer houses, daily rental apartments, bungalows and tents, because pandemic conditions in such areas are under the control of individuals (Yenişehirlioğlu and Salha, 2020). The pandemic process is an opportunity for the reorganization of all tourism companies. For this reason, companies should provide more environmentally friendly and fair services to their citizens.

In conclusion, policymakers and tourism stakeholders should first calculate the cost, risk and impact of crises on the tourism sector. Some epidemics, natural disasters, economic and political crises have shown that the tourism sector needs to be reviewed. In this context, tourism stakeholders have to prepare action plans for shocks. One of the things to be done is to diversify tourism activities. Slow tourism might be one of the solutions, which does not cause intense activity and mobility.

References

Acar, Y. (2020). Yeni Koronavirüs (Covid-19) Salgını ve Turizm Faaliyetlerine Etkisi. Güncel Turizm Araştırmaları Dergisi, 4(1), 7-21

Alagon, M. C. N. (2021). The Impact of the Tourism Sector of a Country's Economic Downturn: Pre and Post COVID-19 Pandemic. *The Impact of the Tourism Sector of a Country's Economic Downturn: Pre and Post COVID-19 Pandemic*, *68*(1), 1-7.

Association of Turkish Travel Agencies (2020). Turkish Tourism Statistics Report with Latest Data. https://www.tursab.org.tr/istatistikler/diger-istatistikler (Access date: 17.01.2021)

Bahar, O., & İlal, N. Ç. (2020). Coronavirüsün (Covid-19) turizm sektörü üzerindeki ekonomik etkileri. *International Journal of Social Sciences and Education Research*, *6*(1), 125-139.

Bakar, N. A., & Rosbi, S. (2020). Effect of Coronavirus disease (COVID-19) to tourism industry. *International Journal of Advanced Engineering Research and Science*, *7*(4), 189-193.

Bharwani, S. and Mathews, D. (2012), "Risk identification and analysis in the hospitality industry: practitioners' perspectives from India", Worldwide Hospitality and Tourism Themes, Vol. 4 No. 5, pp. 410-427, doi: 10.1108/17554211211277851.

Demir, M., GÜNAYDIN, Y., & Demir, Ş. Ş. (2020). Koronavirüs (Covid-19) salgınının Türkiye'de turizm üzerindeki öncülleri, etkileri ve sonuçlarının değerlendirilmesi. *International Journal of Social Sciences and Education Research*, *6*(1), 80-107.

Foo, L. P., Chin, M. Y., Tan, K. L., & Phuah, K. T. (2020). The impact of COVID-19 on tourism industry in Malaysia. *Current Issues in Tourism*, 1-5.

Fotiadis, A., Polyzos, S., & Huan, T. C. T. (2021). The good, the bad and the ugly on COVID-19 tourism recovery. *Annals of Tourism Research*, *87*, 103117.

General Directorate Of State Airports Authority (2021). Statistics. https://www.dhmi.gov.tr/Sayfalar/EN/Statistics.aspx (Access date: 15.02.2021)

Gössling, S., Scott, D., & Hall, C. M. (2020). Pandemics, tourism and global change: a rapid assessment of COVID-19. *Journal of Sustainable Tourism*, *29*(1), 1-20.

Gunnella, V., Krustev, G., & Schuler, T. (2021). Developments in the tourism sector during the COVID-19 pandemic. *Economic Bulletin Boxes*, *8*.

Hoque, A., Shikha, F. A., Hasanat, M. W., Arif, I., and Hamid, A. B. A. (2020). The Effect of Coronavirus (COVID-19) in the Tourism Industry in China. *Asian Journal of Multidisciplinary Studies*, 3(1), 52-58.

Hotel Assosiaction of Turkey (2020). STR June 2020 Report. http://www.turob.com/tr/istatistikler/str-2020-eylul-raporu (Access date: 19.02.2021)

International Labour Organization (2020). COVID-19 and the tourism sector. https://www.ilo.org/wcmsp5/groups/public/---europe/---ro-geneva/---iloankara/documents/briefingnote/wcms_742721.pdf (Access date: 3.03.2021)

Jaipuria, S., Parida, R., & Ray, P. (2021). The impact of COVID-19 on tourism sector in India. *Tourism Recreation Research*, *46*(2), 245-260.

Khalid, U., Okafor, L. E., & Burzynska, K. (2021). Does the size of the tourism sector influence the economic policy response to the COVID-19 pandemic?. *Current Issues in Tourism*, 1-20.

Maital, S. and Barzani, E. (2020), "The global economic impact of COVID-19: a summary of research", Samuel Neaman Institute for National Policy Research, pp. 1-10.

Menon, K.U. and Goh, K.T. (2005), "Transparency and trust: risk communications and the Singapore experience in managing SARS", Journal of Communication Management, Vol. 9 No. 4, pp. 375-383.

Palamalai, S., Kumar, K. K., & Maity, B. (2020). Testing the random walk hypothesis for leading cryptocurrencies. *Borsa Istanbul Review*.

Phillips, P. C. B. and P. Perron, 1988. "Testing for a unit root in time series regression". *Biometrika* 75: 335-346.

Plzáková, L., & Smeral, E. (2021). Impact of the COVID-19 crisis on European tourism. *Tourism Economics*, 13548166211031113.

Polukhina, A., Sheresheva, M., Efremova, M., Suranova, O., Agalakova, O., & Antonov-Ovseenko, A. (2021). The Concept of Sustainable Rural Tourism Development in the Face of COVID-19 Crisis: Evidence from Russia. *Journal of Risk and Financial Management*, *14*(1), 38.

Rasul, I. (2020). The Economics of Viral Outbreaks. *AEA Papers and Proceedings*, 110: 265-268. DOI:10.1257/pandp.20201016

Ranganathan, T. and U. Ananthakumar. 2010. Give it a Break. Paper presented at the 30th International Symposium on Forecasting, San Diego, USA.

Republic of Turkey Ministry of Culture and Tourism (2021). Tourism statistics. https://www.ktb.gov.tr/EN-249283/tourism-statistics.html (Access date: 02.02.2021)

Republic of Turkey Ministry of Health (2021). COVID-19 Vaccination Information Platform. https://covid19asi.saglik.gov.tr/?_Dil=2 (Access date: 31.8.2021)

Resmi Gazete (2020). Mal ve Hizmetlere Uygulanacak Katma Değer Vergisi Oranlarının Tespitine İlişkin Kararda Değişiklik Yapılmasına Dair Karar (Karar Sayısı: 2812). https://www.resmigazete.gov.tr/eskiler/2020/07/20200731-4.pdf (Access date: 12.12.2020)

Ruiz Estrada, M. A., Park, D., & Lee, M. (2020). The evaluation of the final impact of Wuhan COVID-19 on trade, tourism, transport, and electricity consumption of China. *Tourism, Transport, and Electricity Consumption of China (March 9, 2020)*.

Sah, R., Sigdel, S., Ozaki, A., Kotera, Y., Bhandari, D., Regmi, P., ... & Dhakal, R. (2020). Impact of COVID-19 on tourism in Nepal. *Journal of Travel Medicine*, *27*(6), taaa105.

Sikarwar, E. (2021). Time-varying foreign currency risk of world tourism industry: effects of COVID-19. *Current Issues in Tourism*, 1-5.

Silva, L. (2021). The impact of the COVID-19 pandemic on rural tourism: a case study from Portugal. *Anatolia*, 1-3.

Škare, M., Soriano, D. R., & Porada-Rochoń, M. (2021). Impact of COVID-19 on the travel and tourism industry. *Technological Forecasting and Social Change*, *163*, 120469.

Sułkowski, Ł. (2020). Covid-19 Pandemic; Recession, Virtual Revolution Leading to De-globalization?. *Journal of Intercultural Management*, 12(1), 1-11.

Sung, Y. A., Kim, K. W., & Kwon, H. J. (2021). Big Data Analysis of Korean Travelers' Behavior in the Post-COVID-19 Era. *Sustainability*, *13*(1), 310.

Turizm Data Bank (2021). Turizm istatistikleri, turizm haberleri ve analizler. https://www.turizmdatabank.com/turizm-istatistikleri/

Turkstat (2021). Quarterly Gross Domestic Product, Quarter IV: October-December, 2020. https://data.tuik.gov.tr/Bulten/Index?p=Quarterly-Gross-Domestic-Product-Quarter-IV:-October-December,-2020-37180&dil=2 (Access date: 04.03.2021)

Uğur, N. G., & Akbıyık, A. (2020). Impacts of COVID-19 on global tourism industry: A cross-regional comparison. *Tourism Management Perspectives*, *36*, 100744.

UNWTO (2021). International tourism and COVID-19. https://www.unwto.org/international-tourism-and-covid-19

UNWTO (2021). UNWTO World Tourism Barometer. https://www.unwto.org/unwto-world-tourism-barometer-data

Wanjala, K. (2020). Economic Impact Assessment of the Novel Coronavirus on Tourism and Trade in Kenya: Lessons from Preceding Epidemics. Finance ve Economics Review, 2(1), 1-10.

WHO (2021). WHO Coronavirus disease (COVID-19) Dashboard. https://www.who.int/emergencies/diseases/novel-coronavirus-2019/situation-reports

World Bank (2020). Turkey economic monitor adjusting the sails. https://openknowledge.worldbank.org/bitstream/handle/10986/34318/Turkey-Economic-Monitor-Adjusting-the-Sails.pdf?sequence=6&isAllowed=y

World Travel & Tourisml Council (2020). Global economic impact from COVID-19 2020 Report. https://wttc.org/Research/Economic-Impact/Recovery-Scenarios

Yenişehirlioğlu, E., & Salha, H. (2020). COVID 19 Pandemisinin Türkiye İç Turizmine Yansımaları: Değişen Talep Üzerine Bir Araştırma. *İstanbul Ticaret Üniversitesi Sosyal Bilimler Dergisi*, *19*(37), 355-368.

Zheng, D., Luo, Q., & Ritchie, B. W. (2021). Afraid to travel after COVID-19? Self-protection, coping and resilience against pandemic 'travel fear'. *Tourism Management*, *83*, 104261.

DIŞ POLİTİKADA ENERJİ GÜVENLİĞİ: GÜNEY GAZ KORİDORU ÖRNEĞİ

Araş.Gör., KAAN YİĞENOĞLU [1]

[1] VAN YÜZÜNCÜ YIL ÜNİVERSİTESİ, Erciş İşletme Fakültesi,

- ORCID ID: 0000-0002-1961-6601

ÖZET

Tarih boyunca enerji, ülkeler arasındaki ekonomik rekabetin en önemli belirleyicilerinden bir tanesi olmuştur. Bir ülkenin yeterli enerji kaynaklarına sahip olmaması, dış ekonomik ilişkilerinde bağımsız politikalar izlemesini sınırlandırmaktadır. Zira ekonomik ve siyasi bağımsızlık birbirini etkileyen kavramlardır. Bir adım daha ileri giderek, ekonomik bağımsızlığını sağlayamayan ülkelerin siyasi bağımsızlıklarından tam olarak söz edilemeyeceği vurgulanmalıdır. Bu nedenle ülkelerin enerjide dışa bağımlı olmaması hayati önem taşımaktadır. Bu bağlamda bu çalışmada, Rusya ile Avrupa Birliği (AB) arasındaki enerji kaynaklı sorunlar ve taraflar arasındaki rekabet incelenmektedir. AB enerji gereksinimi olan ve enerjide büyük ölçüde Rusya'ya bağımlı olan, aynı zamanda alternatif enerji kaynakları arayışında olan bir Birlik'tir. Rusya ise enerjiyi ekonomik ve gerektiğinde siyasi çıkarları için kullanmaktan çekinmeyen bir ülkedir. Son yıllarda iki taraf arasındaki gerilimin kaynağı Güney Gaz Koridoru (GGK) oldu. Hazar Denizi'nden Avrupa'ya doğal gazın taşınmasını ifade eden GGK, AB'nin enerjide Rusya'ya olan bağımlılığını azaltma girişiminin bir sonucudur. Bu çalışmada Scopus veri tabanında konu ile ilgili yapılan çalışmalar literatür taramasına dayalı olarak içerik analizi yöntemi ile değerlendirilmiştir. GGK'nin arkasındaki motivasyonların kaynak çeşitliliğini artırmak, enerji arz güvenliğini sağlamak ve temiz çevre gibi faktörlerden oluştuğu belirlenmiştir. Daha sonra AB'nin enerji politikalarının karar alma sürecine ilişkin çeşitli tespitler yapılmış ve bu noktada AB kurumlarının karar alma sürecindeki rolü ve etkileri tespit edilmiştir. AB kurumları arasındaki enerji politikasındaki karar alma yaklaşımları bir bütün olarak AB'yi etkilemektedir. Bu bağlamda, enerji politikası oluşturma sürecinde kurumların rollerine dikkat çekilmiştir. Son olarak GGK kapsamındaki ülkelerin bu girişimden nasıl etkilendiğine yönelik çalışmalar incelenmiştir. Bu kapsamda Azerbaycan, Türkiye, Rusya, İtalya ve diğer AB ülkeleri hakkında yapılan çalışmalar konu edinilmiştir.

Anahtar Kelimeler : Güney Gaz Koridoru, Enerji Politikaları, Enerji Bağımlılığı, Rusya-AB İlişkileri, Jeoekonomik Rekabet.

ENERGY SECURITY IN FOREIGN POLICY: THE CASE OF THE SOUTH GAS CORRIDOR

ABSTRACT

Throughout history, energy is one of the best transitions from economic relations. Survival use in a country limits its monitoring for inadequate equipment in exterior design. Because it is a concept of economic and political means. To go one step further, it must be mentioned precisely what countries cannot provide uneconomically. They care about the education of students from this undergraduate level education. In this context, there are similarities between the problems related to the relationship between this study and the European Union (EU). The EU is a union that is an energy power and dependent on Russia, which is in energy, but also in alternative energy sources. Russia, on the other hand, does not hesitate to use energy for economic and country political interests. The Southern Gas Corridor (GGK) consists of two persons. GGK, which expresses the gas from the Caspian to Europe, is the school of the EU's energy education to Russia in a world. In this study, the studies on the Scopus database were evaluated with content analysis based on the literature. Expanding resources to build the GGK complements the supply and clean environment. Afterwards, it has been evaluated in relation to the roles of the EU in the decision-making process of the EU, which consists of people who have received training in energy decision-making. It guides the decision-making systems in EU-related relations policy for the EU as a whole. It is to give importance to this energy, their role in entering politics. Finally, the countries covered by the GGK are suitable for how to act in this way. This subject has been studied in Azerbaijan, Turkey, Russia, Italy and other EU practice.

Keywords: Southern Gas Corridor, Energy Policies, Energy Dependence, Russia-EU Relations, Geoeconomic Competition.

1. GİRİŞ

Enerji, ülkelerin dış politikalarında her zaman önemli unsurlardan biri olmuştur. Özellikle COVID-19 pandemi süreci nedeniyle artan enerji maliyetleri nedeniyle enerjinin stratejik önemi son yıllarda artmıştır. Tüm bunlara ek olarak enerji bağımlı ülkeler açısından bakıldığında enerji arz güvenliğinin öneminin son derece önemli olduğu anlaşılmaktadır. Enerjide dışa bağımlı olan ülkeler için enerji arzının güvenilir ve düşük maliyetli bir şekilde yapılması gerekmektedir. Bu ülkelerin güvenilir ve düşük maliyetli enerji temini için dış politikalarını değiştirdikleri ve farklı ülkelerle işbirlikleri geliştirdiği bilinmektedir. Bu durum, değişen enerji jeopolitiğinin yanı sıra küresel düzenin dinamik kalmasını sağlayan faktörler arasında yer almaktadır. En önemli enerji ithalatçılarından biri olan AB'nin dışa bağımlılığı, zaman zaman enerji güvenliği konusunda sorunlar yaratmaktadır. AB, enerji için büyük ölçüde Rusya'ya bağımlıdır. 2021'de AB'nin toplam gaz tüketiminin %40'ından fazlası, petrol ithalatının %27'sinden ve kömür ithalatının %46'sından fazlası Rusya'dan geldi (Avrupa Komisyonu, 2022). Rusya'nın yayılmacı politikaları sonucunda girdiği askeri çatışmalar AB'nin

enerji güvenliğini tehlikeye atıyor. 2022'deki Rusya-Ukrayna savaşı bunun son örneğini temsil ediyor. Rusya, enerji kartını dış politikada AB'ye karşı kullanmaktan çekinmiyor ve enerji arzını kesmekle tehdit ediyor. Rusya ile Batı arasında artan gerilime paralel olarak AB de alternatif enerji tedarikçileri arayışlarına başlamıştır. Bu kapsamda Azerbaycan ile Güney Gaz Koridoru çerçevesinde kaynak çeşitliliğinin ve enerji arz güvenliğinin artırılmasına yönelik görüşmeler yapılmıştır. Bu çalışmanın amacı, enerji güvenliğinin dış politikadaki önemini Güney Gaz Koridoru örneği üzerinden değerlendirmektir. Bu amaçla konuyla ilgili yapılan çalışmalar literatür taramasına dayalı bir içerik analizi yöntemiyle değerlendirilmiştir. Çalışmanın devamı şu şekilde ilerlemektedir. İlk olarak, enerji güvenliğinin dış politikadaki önemi hakkında açıklamalar yapılmıştır. Daha sonra çalışmada kullanılan yöntem ve veri toplama süreci hakkında bilgi verilmiştir. Bulgular açıklandıktan sonra çalışmanın sonuçlarına yer verilmiştir.

2. YÖNTEM VE BULGULAR

Bu çalışmada Scopus veri tabanında 2008-2021 yılları arasında "güney gaz koridoru", ve "TANAP" anahtar kelimeleri kullanılarak toplam 26 çalışmaya ulaşılmıştır. Özet ve tam metin okumalarının ardından 15 çalışmanın değerlendirilmeye alınmasına karar verilmiştir. Söz konusu çalışmalar içerik analizi yöntemiyle incelenmiştir. Sözü edilen çalışmaların incelenmesinin ardından GGK hakkında üç başlığa ulaşılmıştır. Bunlardan birincisi GGK'nin arkasındaki motivasyona odaklanan çalışmalardır. İkincisi, enerji politikasında karar alma sürecini konu edinenlerdir ve üçüncüsü GGK'nin anlaşma kapsamında ülkelere etkisi ve dış politika ilişkisi hakkında olanlardır. Bir sonraki alt başlıkta, incelenen çalışmalardan elde edilen bulgular tartışılmaktadır.

2.1. GGK'nin arkasındaki motivasyon

AB, tarih boyunca kurum ve kuruluşlarıyla bütünleşik ve kapsamlı bir enerji politikası geliştirmek için mücadele etmektedir (Farzalibeyov, 2021:57). Enerji politikasının boyutlarından biri de enerji arz güvenliğidir (Azimov, 2021:76). 2000'li yıllarda Rusya-Ukrayna krizi nedeniyle yaşanan doğalgaz kesintileri sonrasında enerji güvenliği AB'nin öncelikleri arasında yerini almıştır (Farzalibeyov, 2021:60). 2006 yılında iki ülke arasında yaşanan krizden sonra GGK, AB'nin ilerleme kaydetme projesi haline gelmiştir (Farzalibeyov, 2021:62). AB, her iki ülkenin de güvenilir tedarikçiler olmadığını fark etti (Hasanov ve diğerleri, 2020). 2007'de AB liderleri rekabete, arz güvenliğine ve sürdürülebilirliğe dayalı "Avrupa'nın enerji politikasını" benimsediler (Azimov, 2021:73). 2008'deki Rusya-Gürcistan savaşı da AB'nin enerji güvenliği için bir tehdit oluşturmuştur (Erşen&Çelikpala, 2019:587). 2014 yılında Rusya'nın Kırım'ı ilhak etmesi sonucunda AB aynı yıl "enerji güvenliği stratejisini" benimsemiştir (Hasanov vd., 2020). Farklı büyüklük ve entegrasyon seviyelerindeki gaz piyasaları AB için bir enerji güvenliği sorunu oluşturmaktadır (Farzalibeyov, 2021:57). AB ülkeleri arasındaki enerji altyapısını birbirine bağlamak için geliştirdiği Trans-Avrupa Enerji Ağları (TEN-E) politikasında GGK ön plana çıkmıştır (Farzalibeyov, 2021:60). Zengin doğal gaz rezervlerine sahip olan Hazar Bölgesi, enerji arz güvenliğini geliştirmek ve çeşitlendirmek isteyen AB için önemlidir ve bu nedenle GGK, AB'nin amiral gemisi projesi olarak kabul edilmektedir (Farzalibeyov, 2021:57). Aslında AB, Azerbaycan'dan gaz tedarik etmenin yüksek maliyetine rağmen tedarik kaynaklarını çeşitlendirme motivasyonu ve stratejik önemi ile GGK'yi tercih ediyor (Hasanov ve diğerleri, 2020). AB'nin GGK'yi tercih etmesinin nedenlerinden biri, daha temiz bir çevreye sahip olma motivasyonudur (Hasanov ve diğerleri, 2020). GGK'yi modern İpek Yolu'nun bir parçası olarak görmek ve ticaret kadar bilgi, teknoloji ve deneyim alışverişini ifade etmek de bir başka motivasyon kaynağıdır (Kavianifar&Sazmand, 2017:159).

2.2. Enerji Politikasında Karar Alma Süreci

1973-1974 petrol krizi nedeniyle ortaya çıkan ve OPEC ambargoları ile devam eden süreçte birçok Avrupa ülkesinin zarar görmesi, o dönemde Avrupa Topluluğunu alternatif enerji kaynakları arayışına yönelik stratejik kararlar almaya itmiştir. Bu sorun, Avrupa Konseyi'nin ortak enerji politikası hedeflerini benimsemesiyle sonuçlanmıştır. (Azimov, 2021:75-76). 2006 ve 2008 yıllarında Rusya-Ukrayna gerilimi nedeniyle ortaya çıkan enerji arz sorunları, AB'nin kurumsal enerji politikasını yatırım, güvenilirlik ve güvenlik temelinde gözden geçirmesine neden olmuştur (Azimov, 2021:75). Yani AB'nin dış enerji ilişkileri ve bu alandaki yetkinlikleri devletlerin kontrolündedir (Prontera, 2017:277-278). Bu noktada Avrupa Komisyonu'nun devletlerin elinde pek çok araçtan yoksun olduğunu belirtmek gerekir (Prontera, 2017:283). Öte yandan GGK ile ilgili kararların kurumsal değil bireysel olarak alındığını savunan çalışmalar da bulunmaktadır (Hasanov vd., 2020). Doğal gazın AB enerji güvenliğini çeşitlendirmedeki perspektif rolü, karar verme sürecinde etkilidir (Hasanov ve diğerleri, 2020). GGK kapsamında TANAP projesinde devletlerin egemenlik haklarını kısıtlayan hükümlerin bulunmaması, devletlerin bu konuda elini güçlendiren unsurlardan biridir (Kaya, 2017:114). AB'nin dış doğal gaz kararlarında ulusüstü yönetişime göre liberal hükümetler arası teori tercih edilmektedir (Farzalibeyov, 2021:62). Ayrıca tekelci gaz piyasaları, devletlerin karar vermede baskın bir rol oynamasını sağlar (Prontera, 2018:474). Düzenleyici devlet anlayışının gelişmesine rağmen, enerji piyasalarında siyasetin baskın rolünün devam etmesi, devletlerin karar alma süreçlerindeki etkinliğinin devam etmesini sağlamaktadır (Prontera, 2018:489). GGK ile ilgili kararların çoğu devlet aktörleri tarafından başlatılmış ve teşvik edilmiştir (Farzalibeyov, 2021:55).

2.3. GGK'nin Anlaşma Kapsamındaki Ülkelere Etkisi ve Dış Politika İlişkisi

Günümüzde dış politikanın öncelikleri arasında bu bağlamda değerlendirilen güvenlik ve enerji güvenliği yer almaktadır (Azimov, 2021:77). Birçok ülkeden oluşan AB'nin temel politikalarından biri, üyelerinin dış politikalarını korumaktır (Azimov, 2021:80). AB ülkelerinin farklı dış politika anlayışları, bir bütün olarak AB'nin enerji politikasının belirlenmesinde önemli rol oynamaktadır (Azimov, 2021:81). AB'nin Güney Kafkasya dış politikasındaki kilit ülkelerden biri, zengin enerji kaynaklarına ve stratejik bir konuma sahip olan Azerbaycan'dır (Azimov, 2021:82). 2006 yılında Rusya-Ukrayna gaz anlaşmazlığı Ukrayna'ya karşı bir dış politika aracı olarak kullanıldığı için eleştirilmiştir (Azimov, 2021:85). AB, özellikle enerjide Rusya'ya bağımlı olan Orta ve Doğu Avrupa ülkelerinde Rusya'nın etkisini kırmayı hedeflemektedir (Azimov, 2021:75). Stratejik konumu nedeniyle genellikle avantajlı olduğu belirtilen Türkiye'nin dış politikadaki konumu nedeniyle zaman zaman sorunlar yaşadığı da bir gerçektir (Erşen&Çelikpala, 2019:584). Bu, GGK'de olduğu gibi AB ve Rusya gibi önemli aktörlerin karşı karşıya geldiği enerji projeleri için daha da geçerlidir. Türkiye, Güney-Kuzey enerji koridorlarındaki konumunu güçlendirerek dış politika zorluklarını aşmayı hedefliyor (Erşen&Çelikpala, 2019:586). Türkiye'nin hem AB'ye hem de Rusya'ya karşı izlediği dış politika, Türkiye'nin enerji jeopolitiğindeki rolünü ve önemini artırmaktadır (Erşen&Çelikpala, 2019:587). GGK'de AB ile işbirliği yapan Türkiye, Rusya ile ilişkilerini normal seyrinde sürdürme politikası izliyor. Türkiye'nin AB ve Rusya ile ilişkilerinin seyri, uzun vadede GGK'nin kaderini belirleyecek kadar önemlidir (Erşen&Çelikpala, 2019:588). Oligopolistik piyasa yapısı devam ederse ve rekabetçi davranırsa Türkiye önemli bir pazar gücü potansiyeline sahiptir (Schulte&Weiser, 2019:91). GGK'nin önemli bir parçası olan TANAP projesi ile doğalgaz fiyatlarındaki düşüşün üretime olumlu yansımaları bekleniyor. Bu sonucun gerçekleşmesi, büyük ölçüde petrol stoklanması ve alternatif enerji kaynaklarına yönelmesi ile sağlanacaktır (Yıldırım vd., 2017:412-413). Doğalgaz piyasasında serbestleşme ve rekabeti hedefleyen Türkiye, bütçe açığını en aza

indirmeyi ve (Austvik&Rzayeva, 2017:546) GGK'nin doğalgaz ithalat fiyatlarını düşürerek ithalatçılara önemli ekonomik kazançlar sağlaması beklenmektedir (Hasanov, 2016:1004). gazın taşınmasına ilişkin tarifeler, giriş-çıkış tarife rejiminden daha yüksektir (Pickl, 2016:608).

3. GENEL DEĞERLENDİRME VE SONUÇLAR

Bu çalışmada dış politikada enerji güvenliğinin önemi üzerinde durulmuştur. Bu amaçla GGK örneği kullanılmıştır. Çalışma Scopus veri tabanına dayanılarak konuya ilişkin olduğu tespit edilen 15 çalışmanın incelenmesiyle yürütülmüştür. Çalışma sonucunda incelenen çalışmaların üç konuda yoğunlaştıkları tespit edilmiştir. Bunlardan ilki, GGK'nin arkasındaki motivasyonlardır. Bu başlık altında, Rusya'nın bölgesel ve küresel çatışma alanlarına müdahalesinin AB'nin arz güvenliğini olumsuz şekilde etkilediği ve Ukrayna ile yaşadığı çatışma ve savaş ile bu durumun AB enerji arzını tehdit edecek boyuta ulaştığı belirlenmiştir. AB açısından Rusya ve Ukrayna güvenilir enerji arz eden ülkeler olmaktan çıkmaya başlamıştır ve bunun sonucunda AB ülkelerinin liderleri alternatif enerji kaynaklarına yönelmişlerdir. Bu kapsamda yürütülen müzakereler sonucunda TEN-E politikasında GKK'nin en uygun alternatif enerji hattı olduğu kararlaştırılmıştır. Hazar Bölgesi'nden enerji ithal etmenin nispeten yüksek maliyetine rağmen AB bu tercihte bulunmuştur. Çalışma bulgularından ikinci enerji politikasında karar alma süreciyle ilgilidir. AB kurumları içerisinde karar alma sürecinde Avrupa Konseyi ve Avrupa Komisyonu öne çıkmaktadır. Konsey Birliğin ortak enerji politikası geliştirmesinde etkindir. Ancak son yıllarda siyasi ve askeri gelişmeler nedeniyle AB üyesi ülkelerin hükümetlerinin sürece daha fazla müdahil oldukları bilinmektedir. Çalışmanın üçüncü bulgusu ise GKK kapsamındaki ülkelerle ilgilidir. Bu noktada Azerbaycan, Türkiye, Rusya ve AB ülkelerinin farklı şekillerde etkilendikleri sonucuna ulaşılmıştır.

ACADEMIC SHARING PLATFORM

KAYNAKÇA

Abbasov, F. G. (2014). EU's external energy governance: A multidimensional analysis of the southern gas corridor. *Energy Policy*, *65*, 27-36, https://doi.org/10.1016/J.ENPOL.2013.10.007

Avrupa Komisyonu (2022). In focus: Reducing the EU's dependence on imported fossil fuels. https://ec.europa.eu/info/news/focus-reducing-eus-dependence-imported-fossil-fuels-2022-apr-20_en#:~:text=REPower%20EU%20to%20cut%20dependence,and%20cost%20%E2%82%AC99%20billion. (17.05.2022).

Austvik, O. G., & Rzayeva, G. (2017). Turkey in the geopolitics of energy. *Energy Policy*, *107*, 539-547, https://doi.org/10.1016/J.ENPOL.2017.05.008

Azimov, A. (2021). EUROPEAN ENERGY POLICY AND THE EUAZERBAIJAN ENERGY COOPERATION. *Journal of Comparative Politics*, *14*(1), 71-90.

Erşen, E., & Çelikpala, M. (2019). Turkey and the changing energy geopolitics of Eurasia. *Energy Policy*, *128*, 584-592, https://doi.org/10.1016/J.ENPOL.2019.01.036

Farzalibeyov, F. (2021). Evolution of the Southern Corridor in the European energy security agenda and policy-making process. *International Journal of Global Energy Issues*, *43*(1), 55-78, https://doi.org/10.1504/IJGEI.2021.10035924

Gandzhumian, V. (2015). " THE GAS PIPELINE WAR": ON SEVERAL GEOPOLITICAL CONSEQUENCES OF THE TANAP AND TURKISH STREAM PROJECTS. *Central Asia & the Caucasus (14046091)*, *16*.

Hasanov, M. (2016). An analysis of economic benefits of the Southern Gas Corridor. *Energy Sources, Part B: Economics, Planning, and Policy*, *11*(11), 999-1005, https://doi.org/10.1080/15567249.2014.932864

Hasanov, F. J., Mahmudlu, C., Deb, K., Abilov, S., & Hasanov, O. (2020). The role of Azeri natural gas in meeting European Union energy security needs. *Energy Strategy Reviews*, *28*, 100464, https://doi.org/10.1016/j.esr.2020.100464

Kardaş, Ş. (2011). Geo-strategic position as leverage in EU accession: the case of Turkish–EU negotiations on the Nabucco pipeline. *Southeast European and Black Sea Studies*, *11*(1), 35-52, https://doi.org/10.1080/14683857.2011.558721

Kavianifar, P., & Sazmand, B. (2017). European Interstate Initiatives before and after Resolution of Nuclear Issue. *Geopolitics Quarterly*, *12*(4), 146-182.

Kaya, İ. S. (2017). Evaluation of Tanap Agreements in Terms of International Law and Expropriation Law. *Bilig*, (83), 99-119.

Özdemir, V., Yavuz, H. B., & Tokgöz, E. (2015). The Trans-Anatolian Pipeline (TANAP) as a unique project in the Eurasian gas network: A comparative analysis. *Utilities Policy*, *37*, 97-103, https://doi.org/10.1016/J.JUP.2015.06.007

Pickl, M. (2016). Entry-exit versus distance-related transmission pricing–The European Southern Gas Corridor. *Energy Sources, Part B: Economics, Planning, and Policy*, *11*(7), 608-616, https://doi.org/10.1080/15567249.2012.723795

Prontera, A. (2017). Forms of state and European energy security: diplomacy and pipelines in Southeastern Europe. *European Security*, *26*(2), 273-298, https://doi.org/10.1080/09662839.2017.1313233

Prontera, A. (2018). Italian energy security, the Southern Gas Corridor and the new pipeline politics in Western Europe: from the partner state to the catalytic state. *Journal of International Relations and Development*, *21*(2), 464-494, https://doi.org/10.1057/JIRD.2015.31

Schulte, S., & Weiser, F. (2019). Natural gas transits and market power: The case of Turkey. *The Energy Journal*, *40*(2), 77-100, https://doi.org/10.5547/01956574.40.2.SSCH

Yildirim, D. Ç., Erdogan, S., Yildirim, S., & Can, H. (2017). The effect of the Trans-Anatolian natural gas pipeline project (TANAP) on industrial production in Turkey. *International Journal of Energy Sector Management*, *11*(3), 404-415. https://doi.org/10.1108/IJESM-10-2016-0005

ÇİN'İN DOĞRUDAN YABANCI YATIRIM POLİTİKASININ GELİŞİMİ

Araş.Gör., KAAN YİĞENOĞLU [1]

[1] VAN YÜZÜNCÜ YIL ÜNİVERSİTESİ, Erciş İşletme Fakültesi,

- ORCID ID: 0000-0002-1961-6601

ÖZET

Bir ülkenin ekonomik yatırımlarının takip edilmesinde en önemli göstergelerden bir tanesi doğrudan yabancı yatırımlardır. Portföy yatırımlarından farklı olarak doğrudan yabancı yatırımlar uzun vadeli olarak karakterize edilirler. Doğrudan yabancı yatırımların ikinci özellikleri, yatırım yapılan ülkeye bir ilgi olduğunu göstermesidir. Bir diğer deyişle, doğrudan yabancı yatırımlar, ekonomik gelişme potansiyeline sahip ülkelere yapılır ve bunun sonucunda bazı amaçlara ulaşılmak istenir. Bu nedenle, yatırım yapan ve yatırım yapılan ülke arasında basit olmayan bir ekonomik ilişkinin olduğu ve bu ilişkinin bölgesel ve küresel düzlemde değişikliklere neden olabileceği gözden kaçırılmamalıdır. Zira doğrudan yabancı yatırımların aynı zamanda ekonomik bütünleşmeyi teşvik eden, küresel ticareti canlandıran, işgücü, sermaye, bilgi, mal ve hizmet akışını hızlandıran yönleri bulunmaktadır. Günümüzde bölgesel ve küresel bütünleşmeye en fazla katkı sağlayan ülkelerden bir tanesi Çin'dir. Dış politikada ağırlıklı olarak barışçıl bir strateji izleyen Çin'in son yıllardaki ekonomik yükselişi ve doğrudan yabancı yatırım politikası dikkat çekmektedir. Bu amaçla, bu çalışmada Çin'in doğrudan yabancı yatırım politikasının zaman içerisinde nasıl geliştiği sorusunun cevabı aranmaktadır. Bugün Çin'in doğrudan yabancı yatırım politikası, dış politikasının önemli unsurlarından bir tanesi hâline gelmiştir. 1970'lerin sonlarına kadar Çin ekonomik ambargolara maruz kaldığından ciddi olarak nitelendirilebilecek doğrudan yabancı yatırımı yoktur. 1980'li yıllarda "açık kapı politikası" benimseyen Çin'in, buna paralel olarak ekonomik kalkınma ve yatırım politikalarında canlılık görülmüştür. 1990'ların ortalarına doğru Çin'in doğrudan yabancı yatırım politikasının değişikliğe uğradığı belirlenmiştir. 2000'li yılların başında benimsenen küreselleşme stratejisinin bir sonucu olarak denizaşırı yatırımlar artmıştır. 2013 yılındaki "Kuşak ve Yol Girişimi" sayesinde Çin, doğrudan yabancı yatırımlarda bağımsız ve kapsamlı bir strateji izleme imkânı elde etmiştir. Çalışmadan elde edilen bulgulara göre, 1950'li yıllardan günümüze kadar geçen sürede Çin'in doğrudan yabancı yatırım politikası hem değişmiştir hem de genişlemiştir. Bu süreçte Çin'in reform politikasının başarılı sonuçları olmuştur. Bununla birlikte, verimsizlik sorununun tam olarak çözülemediği sonucuna ulaşılmıştır.

Anahtar Kelimeler : Doğrudan Yabancı Yatırım, Çin, Ekonomik Yatırım

ABSTRACT

One of the most important indicators in monitoring the economic investment of a country is foreign direct investments. Unlike portfolio investments, foreign direct investments are characterized as long-term. The second characteristic of foreign direct investment is that it shows an interest in the country of destination. In other words, foreign direct investments are made in countries with economic development potential, and as a result, some goals are desired to be achieved. For this reason, it should not be overlooked that there is a non-simple economic relationship between the investor and the investee country, and this relationship may cause changes at the regional and global level. Because foreign direct investments also have aspects that encourage economic integration, stimulate global trade, and accelerate the flow of labor, capital, information, goods, and services. Today, China is one of the countries that contributes the most to regional and global integration. Following a predominantly peaceful strategy in foreign policy, China's economic rise and foreign direct investment policy in recent years have drawn attention. For this purpose, this study seeks to answer the question of how China's foreign direct investment policy has developed over time. Today, China's foreign direct investment policy has become one of the important elements of its foreign policy. Until the late 1970s, there was no foreign direct investment that could be considered serious as China was subject to economic embargoes. In the 1980s, China, which adopted an "open door policy", showed vitality in its economic development and investment policies in parallel. Towards the mid-1990s, it was determined that China's foreign direct investment policy had changed. As a result of the globalization strategy adopted in the early 2000s, overseas investments have increased. Thanks to the "Belt and Road Initiative" in 2013, China gained the opportunity to pursue an independent and comprehensive strategy for foreign direct investments. According to the findings obtained from the study, China's foreign direct investment policy has both changed and expanded from the 1950s to the present. In this process, China's reform policy has had successful results. However, it was concluded that the inefficiency problem could not be solved completely.

Keywords : Foreign Direct Investment, China, Economic Investment

1. GİRİŞ

Doğrudan yabancı yatırım (DYY), kaynak ülkedeki yatırımcıların hedef ülke olarak isimlendirilen başka bir ülkedeki firmaların üretim, dağıtım ve diğer faaliyetlerini kontrol etmek amacıyla varlıkların mülkiyetini elde etme süreci olarak tanımlanmaktadır. Bir diğer ifadeyle

DYY, herhangi bir yatırımcının farklı bir ülkedeki işletmede kalıcı bir menfaat elde etmek ve işletmenin yönetiminde söz sahibi olmak için yaptığı yatırımdır (Moosa, 2003). DYY yoluyla işgücü, finans, bilgi ve diğer kaynakların dağıtılması ve optimizasyonu sağlanır Bhattacheryay, 2018).

Çok sayıda ülke, firmaların kendi ülkelerine yatırım yapmasını kolaylaştırmayı amaçlayan yasalar çıkarırken, aynı zamanda, DYY için çeşitli teşvikler (parasal ve vergi) sunmaktadır (Loukil, 2016). DYY, istihdamın, teknolojik ilerlemenin, verimliliğin artırılmasının ve uzun vadeli ekonomik büyümenin hızlandırılmasının önemli itici gücüdür (Anyanwu, 2017). DYY çekme arzusu, yalnızca doğrudan yabancı yatırımın ulusal geliri ve istihdamı artıran yeni yatırımlar getirmesi gerçeğinden değil, aynı zamanda DYY'nin yerel ekonomiye daha yüksek verimlilik artışı ile sonuçlanabilecek ek yayılma faydaları sağlayacağı beklentisinden kaynaklanmaktadır (Goel, 2017).

Çin'deki ekonomi geçişi ve endüstrinin gelişmesiyle birlikte, Çinli işletmelerin DYY faaliyetleri son yıllarda istikrarlı bir şekilde artmaktadır. Çin hükümetinin yenilikleri ve sınır ötesi ekonomik işbirliğini teşvik etme çabaları, gelecekte daha fazla dışarıya yönelik DYY'nin önünü açmıştır (Wang&Zhao, 2017). Son on yılda Çin, Avrupa ülkeleri de dahil olmak üzere dünyanın en büyük yabancı yatırım ihracatçılarından bir tanesi olmuştur (Janaćković&Janaćković, 2019). Çinli firmalar, esas olarak pazar ve doğal kaynak aradıkları Asya, Latin Amerika ve Afrika'ya yatırım yapmakla birlikte, Batı Avrupa ve Amerika Birleşik Devletleri'nin gelişmiş ekonomileri de son zamanlarda önemli hedefler haline gelmiştir (McCaleb&Szunomár, 2017).

Bu çalışmada Çin'in dışarıya yönelik DYY politikasının gelişimi analiz edilmektedir. Bu amaçla öncelikli olarak literatür taraması yapılmaktadır ve sonrasında tarihsel olarak günümüze kadar Çin'in DYY politikasının ne şekilde evrildiği anlaşılmaya çalışılmaktadır.

2. ÇİN'İN DIŞARIYA DÖNÜK DYY POLİTİKALARINI İNCELEYEN ÇALIŞMALARIN ANALİZİ

Scopus veri tabanında yapılan aramaya göre Çin'in dışarıya dönük DYY politikası hakkında 2005-2022 döneminde toplam 293 makalenin yazıldığı anlaşılmaktadır. Arama yapılırken "China", "OFDI" ve OFDI'nın açılımı olan "Outward Foreign Direct Investment" anahtar kelimeleri kullanılmıştır. Buna göre, 2005 ve 2006 yıllarında birer makalenin olduğu, 2007 ve 2008 yıllarında ise hiçbir makale olmadığı belirlenmiştir. 2009-2013 döneminde makale sayısı 3 ila 7 arasında değişmektedir ve 2014 yılında 15'e yükselmektedir. 2015 ve 2016 yıllarında sırasıyla 6 ve 9 adet makale tespit edilmiştir. 2017 yılında bu sayı hızlı bir şekilde 29'a yükselmiştir. 2018 ve 2019 yıllarında makale sayısı sırasıyla 23 ve 27 adettir. 2020 yılında 51 adet makaleye ulaşılmıştır. 2021 yılında ise artış devam ederek toplam 80 adet makale olduğu görülmüştür. Ulaşılan tüm makalelere ilişkin yazar, kurum, ülke bilgileri ve çalışmanın yapıldığı alan Çizelge 1'de gösterilmektedir. Buna göre, konu hakkında en fazla çalışma yapan yazarlar toplam 5'er adet makaleyle Kong, Liu ve Yao'dur. Geri kalan yazarların 4'er çalışması bulunmaktadır. Yazarlar arasında makale sayısı bakımında önemli bir fark bulunmamaktadır. Bu sonuca göre, Çin'in DYY politikasına odaklanan yazarların Çizelge 1'de yer alan 10 isim olduğu anlaşılmaktadır. Konunun en fazla çalışıldığı kurumlar sıralamasında Sichuan Üniversitesi birinci ve ülke sıralamasında Çin ilk sıradadır. Ulaşılan makalelerin yaklaşık %29'u İktisat, Ekonometri ve Finans alanında yapılırken, yaklaşık %20'si İşletme, Yönetim ve Muhasebe alanlarında yapılmıştır.

Çizelge 1. Çin'in Dışaraya Yönelik DYY Politikası Hakkında Yapılan Çalışmaların Analizi

Yazar	Kurum	Ülke	Alan Dağılımı(%)
Kong, Q.	Sichuan Üniversitesi	Çin	İktisat, Ekonometri ve Finans (28.8)
Liu, H.	Zhejiang Üniversitesi	ABD	İşletme, Yönetim ve Muhasebe (20.2)
Yao, S.	Nanjing Üniversitesi	Birleşik Krallık	Sosyal Bilimler (18.2)
Chen, C.	Renmin Üniversitesi	Avustralya	Çevre Bilimleri (12.2)
Liu, X.	Peking Üniversitesi	Güney Kore	Enerji (8.4)
Luo, Y.	Southwestern Üniversitesi	Tayvan	Mühendislik (2.9)
Peng, D.	Dalian Üniversitesi	Hong Kong	Bilgisayar Bilimleri (2.0)
Qiao, P.	Jilin Üniversitesi	Pakistan	Karar Bilimleri (1.8)
Wang, L.		Kanada	Dünya ve Gezegen Bilimleri (1.6)
Wang, P.		Almanya	Matematik (1.0)

Kaynak: Scopus, (ErişimTarihi: 29.05.2022).

Çizelge 1'de yer alan yazarın (Kong, Q) içerisinde yer aldığı çalışmalardan bir tanesinde, Çin'in DYY politikasının, faktör fiyatlarındaki bozulmalardan ve Çin'in faktör piyasasının piyasalaşmasından kaynaklanan düşük verimlilik sorununu çözüp çözemeyeceği araştırılmıştır. Elde edilen sonuca göre, DYY'nin faktör fiyatı bozulmalarının toplam faktör verimliliği üzerindeki olumsuz etkisini azaltabileceği tespit edilmiştir (Cheng vd., 2020). Çin'in "ilerici reformunun" temel bir özelliği olarak kaynakların yanlış tahsisinin dışarıya yönelik DYY üzerindeki etkisinin analiz edildiği çalışmada, toplam faktör verimliliğinin yatırım miktarının genişlemesi üzerinde olumlu bir etkiye sahip olduğu belirlenmiştir (Kong vd., 2021a). Faktör yoğun olmayan firmalar, DYY yoluyla verimliliklerini artırabilirler (Kong et al., 2021b). Enerji politikaları, kısa vadede firmaların iş ve çevresel performanslarını iyileştirebilir; uzun vadede ise bu etki yıldan yıla azalmaktadır (Zhang&Kong, 2021).

3. ÇİN'İN DYY POLİTİKASININ TARİHSEL GELİŞİMİ

Bu bölümde kuruluşundan günümüze kadar Çin Halk Cumhuriyeti'nin DYY politikanın gelişimi analiz edilmektedir. Kuruluş yıllarında çeşitli yaptırımlara maruz kalan Çin DYY'den ziyade yoksulluk gibi ekonominn temel sorunlarına odaklanmıştır. Bu nedenle, ekonomik reformların başladığı 1978 yılına kadar belirli bir DYY politikasından söz etmek doğru değildir. Bu dönemde Hong Kong'taki şirketleri aracılığıyla ilerleyen dönemler için temel teşkil eden sermaye birikimi oluşturmaya gayret göstermiştir (Lau & Bruton, 2008). Deng Xiaoping liderliğinde 1978 yılında açık kapı politikasına geçen Çin, Shenzhen, Zhuhai, Xiamen ve Shantou olmak üzere dört özel ekonomik bölge kurmuştur. 1979 yılında Çin ile yabancı ortak girişimler ve bununla ilişkili yatırımlara izin veren yasal düzenlemeler sonucunda Çin'in dünya pazarlarıyla entegrasyonu artmaya başlamıştır. 1990'lı yıllarda siyasi istikrarın görece iyileşmesiyle DYY için uygun ortam oluşmuştur. Ancak o dönemdeki DYY anlayışı günümüzdekinden daha farklıydı. Nispeten küçük yatırımlar, az sayıda firma ve geniş çaplı olmayan yatırımlar söz konusuydu. 1993 yılında Çin'in DYY politikası önemli ölçüde değişmiştir. Toplam arz ve talep dengesizliği nedeniyle enflasyonu kontrol altına almaya yönelik politikalar uygulanmıştır. Buna Batı'nın Çin'e yönelik ekonomik yaptırımları da eklenince denizaşırı yatırımların gözden geçirilmesine karar verilmiştir (Kobayashi vd., 1999). 2000'li yıllarda Çin'in Dünya Ticaret Örgütü'ne girmesi ve "küreselleşme" açılımı doğrudan birleşme ve satın almalar gerçekleştirerek hızlı bir şekilde denizaşırı yatırımlar yapmasına imkân sağladı. Ekim 2007'de Çin'in ekonomik reformunu ve dışa açılma politikasını sürekli

olarak derinleştirmesi ve bir kazan-kazan stratejisi uygulaması gerektiğine ilişkin kararlar belirlendi. Bu kararların temelinde nitelikli işletmelerin desteklenmesi, denizaşırı yatırımlar yapılması ve karşılıklı yarar sağlayan işbirliklerinin genişletilmesi bulunmaktadır. Bu dönemde birçok tanınmış marka şirket yurtdışı yatırım ve uluslararası rekabete aktif olarak katılmıştır (Long, 2005). Çin'in DYY politikası 2012 yılında "Kuşak ve Yol" projesi nedeniyle yeni bir aşamaya geçmiştir. Proje sayesinde Çin'in DYY'si ağırlıklı olarak ticari hizmet, imalat, madencilik, perakende, finans ve inşaat sektörlerinde yoğunlaşmaya başlamıştır. Ayrıca, yatırım modeli sıfırdan yatırım, sınır ötesi birleşme ve satın almalar, öz sermaye finansmanı ve kooperatif ittifakları gibi çeşitli türleri kapsamaya başlamıştır. Bunlar arasında, sınır ötesi birleşmeler ve satın almalar giderek önde gelen yatırım modeli haline gelmiştir (Li & Cheong, 2019).

4. SONUÇ

Çin'in ekonomik reformlarına başladığı 1978 yılı baz alındığında o yıldan günümüze kadar olan sürede Çin'in DYY yoluyla önemli kazanımlar sağladığı söylenebilir. Elbette ki bu başarıların sorunsuz şekilde olmadığı ve bazı sorunlarla birlikte geliştiği belirtilmelidir. Çin içerisinden ve uluslararası kuruluşlardan yapılan değerlendirmelerde, Çin'in DYY stratejinde eksiklikler olduğu, karar alıcıların yeterince konularına hâkim olamadığı ve uluslararası gelişmeleri zaman zaman eksik değerlendirdikleri belirtilmektedir. Yatırımların yönlendirilmesi ve etkin şekilde denetlenmesi gerçekleşmediğinden, küresel pazarlarla entegrasyon sağlananamakta ve sonuç olarak verimsizlik baş göstermektedir. Bu nedenle, DYY politikasının etkin olabilmesi için denetimlerin bağımsız şekilde yapılmasına öncelik verilmelidir.

KAYNAKÇA

Anyanwu, J. C. Foreign direct investment. In: Handbook of globalisation and development. Edward Elgar Publishing, 2017.

Bhattacheryay, S. Foreign direct investment in India opportunities and challenges. International Journal of Asian Business and Information Management (IJABIM), 9(4), 1-20, 2018.

Cheng, H., Wang, Z., Peng, D., & Kong, Q., Firm's outward foreign direct investment and efficiency loss of factor price distortion: Evidence from Chinese firms. International Review of Economics & Finance, 67, 176-188, 2020.

Goel, M. Foreign Direct Investment in India: A Trend Analysis. Anwesh, 2(2), 23, 2017.

Janaćković, M., & Janaćković, T., Chinese foreign direct investment in European countries. Ekonomski izazovi, 8(16), 28-39, 2019.

Kong, Q., Peng, D., Ruijia, Z., & Wong, Z., Resource misallocation, production efficiency and outward foreign direct investment decisions of Chinese enterprises. Research in International Business and Finance, 55, 101343, 2021a.

Kong, Q., Tong, X., Peng, D., Wong, Z., & Chen, H., How factor market distortions affect OFDI: An explanation based on investment propensity and productivity effects. International Review of Economics & Finance, 73, 459-472, 2021b.

Kobayashi, S., Baobo, J., & Sano, J. The "Three Reforms" in China: Progress and Outlook. *RIM Pacific Business and Industries*, *45*, 2-41, 1999.

Li, R., & Cheong, K. C., "Going Out", Going Global, and the Belt and Road. İçinde *China's State Enterprises* (ss. 151-194). Springer, 2019.

Long, G., China's policies on FDI: Review and evaluation. *Does foreign direct investment promote development*, 315-336, 2005.

Loukil, K. Foreign direct investment and technological innovation in developing countries. Oradea Journal of Business and Economics, 1(2), 31-40, 2016.

McCaleb, A., & Szunomár, Á. Chinese foreign direct investment in Central and Eastern Europe, 2017.

Moosa, I.A., Foreign Direct Investment. In: *International Financial Operations*, Finance and Capital Markets Series. Palgrave Macmillan, London, 2003.

Scopus, https://www.scopus.com/term/analyzer.uri?sid=5f1324685e23f164a27598d2bad6578c&origin=resultslist&src=s&s=TITLE-ABS-KEY%28%22China%22+OR+%22Chinese%22+AND+%22OFDI%22%29&sort=plf-f&sdt=cl&sot=b&sl=46&count=293&analyzeResults=Analyze+results&cluster=scosubtype%2c%22ar%22%2ct%2bscoexactkeywords%2c%22China%22%2ct%2c%22OFDI%22%2ct%2c%22Outward+Foreign+Direct+Investment%22%2ct&txGid=510eb81d03bdc71532fb2116eed0f101 (Erişim Tarihi: 29.05.2022).

Wang, Y., & Zhao, L. Outward foreign direct investment from China: Recent trend and development. The Chinese Economy, 50(5), 356-365, 2017.

Zhang, D. & Kong, Q. How does energy policy affect firms' outward foreign direct investment: An explanation based on investment motivation and firms' performance, Energy Policy, 158, 2021.

DIGITALIZING ORGANIZATIONS AND THE SMART GAP EFFECT

Dr. Öğr. Üyesi Suzan URGAN[1], Prof. Dr. Gülsün KURUBACAK[2]
[1] Ondokuz Mayıs Üniversitesi, Bafra İşletme Fakültesi,
– 0000-0002-9280-4174
[2]Anadolu Üniversitesi, Açıköğretim Fakültesi,
0000-0002-8068-7142

ABSTRACT

Changes that occur within the framework of technological innovations put organizations in new forms. One of these forms is digitalizing organizations. With the rapid progress of digital technology and its integration in various sectors, it is seen that all business processes, business models and organizational structures have undergone radical changes. Digital organizations that occur in parallel with the internet of things and industry 4.0 are organizations where digital technology is used. In digitalizing organizations, the relations of organizational stakeholders are changing, and all processes from human resources management to marketing, especially organizational communication and organizational culture, are carried out with digitalization. Radical changes that occur with technological changes and digitalization cause some positive and negative results. In the digitalized organization, the individual may experience problems in adapting to changes. However, along with all the problems, the cycle of radical change contains potential opportunity gaps. When these gaps are handled in the business or organizational field, it is predicted that they turn into smart gaps that need to be filled. The words smart, specific, measurable, accepted, realistic and timely create the concepts of "smart" and "intelligent". The gaps that need to be filled in the most appropriate way, or the smart gap, refer to the opportunities in the gaps, pointing to the advantages that emerge as a result of the changes. The objective of the study is to draw attention to the resonance effect of smart deficits in the context of opportunities in digitalized organizations. It is seen that the concept of smart gap has been mentioned in different sectors. However, it is foreseen that it is important to express the opportunity gaps that need to be filled for organizations that evolve into digitalization with technological changes with the concept of smart deficit. From this point of view, in this study, digitalized organizations and the concept of smart gap are conceptually discussed within the framework of studies in the literature.

Keywords: Digitalization, Digitalizing Organizations, Smart Gap, Niche Gap.

1. INTRODUCTION

Just as the movement of an object in the physical universe is determined only by the movement of another object, organizational structures and every element belonging to these structures are shaped by the same function in the social universe (Ercil and Sener, 2012: 33). When the environment within the organization begins to change in line with its own dynamics, multi-stage processes begin. These processes take place within the framework of the organization and the environment so that those who can adapt to change are included in the system as businesses that continue their lives (Yeloglu, 2012: 190). Therefore, the continuity of life of organizations

is realized not only by their efficient work in the technical field but also by legitimizing themselves in their environment (Ozen, 2007: 269).

New systems emerging with these changes make the existence of digitalized organizations inevitable. With the changes in automation systems and the use of more robotic technologies, organizations are evolving into digitalization. The features that can adapt to these changes are in individuals who have the skills and equipment suitable for digitalization and technology.

Although every change occurs with processes that force the individual and the organization, it brings many opportunities and advantages. These advantages and opportunities potentially exist in gaps or gaps that arise as a result of changes. In addition, these gaps can be considered as a springboard that will provide advantages to businesses, which is predicted to have a resonant effect on innovations. When these gaps, which are deemed appropriate to be expressed with the concept of the smart gap, are evaluated, profitability, competitive advantage, and long-term survival will emerge for businesses.

It is foreseen that the concept of the smart gap, which has been discussed in other areas, is important in terms of expressing the potential for change gaps. It is assumed that it is important for the concept of the smart gap to take its place in the literature, within the framework of its use in terms of attracting potential opportunities with the resonances created by the changes. From the perspective of studies in the literature, conceptually, digital organizations and the concept of the smart gap are the subjects of this study.

2. CONCEPTUAL FRAMWORK

In this part of the study, digital organizations and the concept of smart open are included.

2.1. Digitizing Organizations

When paradigms are evaluated in terms of the development of science, it is seen that ordered systems take on the appearances of chaos, complexity, and disorder. It evolves into positivist linear assumptions, interrogative systems, and nonlinear dynamical systems that accept differences (Sozen and Gurbuz, 2012: 348). Scientific studies, technological discoveries, and scientific advances within the framework of nonlinear dynamic systems reveal unprecedented developments (Brockman, 2007).

The evolution of people with technological developments can be examined in four stages. Considering these stages in order, the dimension in which the first human emerged and basic needs are met is the zero dimension. The first dimension is the dimension that started with the use of agriculture and building simple houses but includes scientific changes that still remain a mystery, such as mummification in the pyramids. The second dimension has been formed by the changes achieved by human beings, who have learned to use the seas, through intercontinental travel. The third dimension has now been realized with the existence of a person who travels to the moon with the conquest of the sky and can fly easily in the sky. The fourth dimension, which includes the 21st century, consists of extensive and unexpected scientific inventions and discoveries. After this stage, it seems possible to experience

developments in which inventions and innovations will shake the foundation of everything known (Passig, 2011: 112-114).

Toffler (1996), on the other hand, deals with the waves of change that humanity has undergone in three dimensions. The first wave of change created the agricultural revolution and emerged in the millennium. The second wave emerged three hundred years after the industrial revolution. The third wave of change has also occurred with electronic changes and a new lifestyle (Toffler, 1996: 27). This style is developing within the framework of digitalization.

The concept of digital, which originates from the Latin word "digitus", refers to digitization, which forms the basis of information systems. With the rapid progress of digital technology and its integration in various sectors, it is seen that all business processes, business models, and organizational structures have undergone radical changes. The digitalization process that emerges with digital developments in businesses is discussed in four groups (Klein, 2019: 998-1000):

- Personal computer phase
- Internet phase
- Mobile social media phase
- Internet of things phase

The concept also referred to as the internet of things or industry 4.0, refers to organizational changes within the scope of innovation and agility that occur with digitalization. Relationships between employees and managers in organizations, organizational communication, and organizational culture are issues that concern the organization. Digitalization changes social behaviors and create a new understanding and values.

With the internet of things, elements such as 3D printers, blockchain technology, mobility, big data, cyber-physical systems, either individually or in various combinations, create new business models and trigger changes from industry to society and from society to individual. Thus, this situation causes processes that start with digitization in businesses and evolve into digitalization. This structure also brings about the change of management style (Yankin, 2019: 23).

The digitalization process is seen in studies conducted both in Turkey and all over the world. Examples of these studies can be given in the world with e-residence and digital ecological applications, and in Turkey with banking and agricultural field studies (Eryilmaz, 2020: 1).

One of the most important issues seen with digitalization is the change in the hierarchical structure in the organization. In order to increase performance with organizational agility, the necessity of changing the hierarchy and providing a structuring that can fulfill customer expectations as soon as possible emerges. Organizational learning is also facilitated by digitalization. In this sense, information platforms can be freely used to provide different innovation processes. Business ecosystems are created with the use of new processes and

materials. Even though it is possible for business ecosystems to exist without digital assets, the increased communication offered by digitalization makes it easier to organize talents (Kuuisisto, 2017: 346).

In the changing organizational life with industry 4.0 in digitalization, perhaps the most important factor is the management of human resources. New business processes also shape human resources management. The freelance workforce must be capable of lifelong development in growing and changing organizations. Technology, talent and transformation are combined with this workforce, taking into account business and social ethical values (Asilturk, 2018: 540). It can be stated that systems and institutions that can be expressed as modern human resources play a role in the harmonization of new rules in human resources management (Kusbeci, 2021: 69). With the appropriate integration of the interaction of technology with the individual, change in human resources management is guided (Kusbeci and Tekin, 2021: 26). Although human resources are vital for the growth of a company, most human resources departments in the world seem to have limited operational powers due to ineffective processes (Rana and Sharma, 2019: 178).

Due to the variable and heterogeneous nature of factors such as the market, competition and production systems, customer expectations and demands are changing. It is important to consider the human resources element that can fulfill these demands. While the automation of simple and monotonous processes takes place, other processes emerge as more complex and intertwined. Therefore, it is important that the existing workforce competency strategies change in parallel with this change. In order for employees to undertake more strategic tasks, they need to be activated with coordination and creative activities (Heclau et al., 2016: 1). In this context, businesses have to revise their personnel and wage policies. Especially in large enterprises, structures that will shape trust and confidence are needed (Drucker, 1993: 185).

With the increase in digitalization in businesses, human resource management applications have also started to digitalize, and it is called HRM 4.0 or e-HRM (Sekkeli, 2021: 84). HRM 4.0 functions are revised with this change. In addition, job analysis is handled together with the processes determined as job planning, recruitment, training, performance management, wage management, career planning and industrial relations (Davutoglu, 2018: 4045; Sekkeli, 2021: 87).

HRM 4.0 applications, with the human resources applications that need to be designed, encourage industry 4.0 managers to integrate innovative talent and learning into a business process by developing training programs in order to encourage innovative learning in organizations. These trainings should directly increase the diversity of employees' job-related skills. For new hires, it should be handled within teamwork and mentoring. In addition, recruitment, testing of various skills and heterogeneous knowledge should be carried out in staffing studies. From this point of view, training, staffing, performance evaluation and job design are clustered as the main applications that should be designed in human resources applications (Shamim et al., 2016: 5312).

The elements in organizational life, the shape and content of which differ with changing paradigms, and especially the change of human resources management are expressed. These changes show that the individual, who is considered as human resources, needs to be equipped with innovative skills. In addition, it is necessary for managers to know the ways in which these skills can be revealed. In this case, it is important to create a learning model that will encourage continuous learning and creativity in each of the human resources management and business processes. Along with all this, the importance of digital organizations to anticipate and adapt to the changes emerges. Although changes are manifested in highly complex and troublesome processes for most businesses and individuals, they also create potentially enormous opportunity gaps. Within the framework of these opportunity gaps, the concept of smart gap is included hereinafter.

2.2. Smart Gap

Developments in science and technology are effective in all areas of life. Studies carried out in parallel with these developments; Examples include pushing the limits of physics (Agar, 2017), artificial intelligence technologies (Bostrom, 2009), quantum calculations and astrobiology (Brockman, 2007) (Urgan, 2019). The issues are on how the current situation will change, how it will be affected by these developments, and whether we are ready for changes are important. It seems likely that the developments will be quite shocking, radical and the effects of which will be felt widely. Despite all this, these changes lead to great opportunities. It is seen that each change in the historical process creates great opportunities and gaps that need to be filled.

The gaps formed as a result of the changes are expressed with the concept of niche in the field of business and marketing. In other words, this gap is used to mean that the individual finds a suitable job for himself / herself, and finds his /her place and position. “Niche” or “space” is conceptually used to describe the void (cavity) that occurs in the wall, and “niche” means the space that is a candidate to be filled (Marketing Communication, 2017). The equivalent of the English word “gap” is used to mean “range” or “space” (www. seslisozluk.net)

Smart is a word formed by combining the words specific, measurable, accepted, realistic and timely (www. wikipedia.org.). The English adjective literally corresponds to the concepts of clever and intelligent (www.tureng.com.). From this point of view, it is foreseen that expressing the concept of smart gap with the meaning of the gap that needs to be filled in the most appropriate way or the smart gap will be appropriate in terms of expressing the opportunity changes that occur as a result of the changes.

In the physical universe, the motion of one object triggers the motion of another object. Based on this situation, changes in the social universe trigger the formation of new ones (Sozen and Gurbuz, 2012: 242). These changes create new gaps that need to be filled. When this situation is considered in terms of the business world, it also brings anxiety. In particular, the traces of the concerns that unemployment would increase with technological changes could be seen until the 19th century. However, although mass unemployment was expected with industrialization, it is obvious that this fear did not materialize. Since the beginning of the industrial revolution, at least one new business line has been created for every business line that has been lost to machines and the average standard of living has increased dramatically (Harari, 2018: 35).

The concern expressed above is also expressed for energy resources. In particular, there is a constant fear that oil resources will run out. However, the bacteria found in the oil layers in the research conducted by Thomas Gold in the Ecuadorian Galapagos Islands in 1977 refutes this thesis. It shows that the gas and oil layers in the world, together with the bacteria that constantly reproduce in the oil formation, will be enough for human beings even for 500 million years (Passig, 2011: 136-137). From this point of view, it would be appropriate to consider the hope of science instead of anxiety. Within the framework of the scientific worldview, it is important to comprehend the nature of the processes underlying the cosmos, the fundamental subject of science, energy/matter, and all living/non-living phenomena. Elements of nature that can be quantitatively determined, measured and preferably poured into mathematical relations describing behavioral regularities reveal precise and objective knowledge (Goodwin, 2007: 53). In this case, the individual will be able to adapt the knowledge he has acquired not only with his mechanical, physical, biological or technological equipment but also with his ethical equipment to every profession (Csikszentmihalyi, 2007: 117).

When the changes in the smart gap are evaluated, it is possible to compensate for the change in the traditional profession in many fields from art to health services. These occupations are being replaced by new ones. Teams formed by the combination of human and artificial intelligence will affect many areas from security to banking (Harari, 2018: 43). The most important point here is that the happiness of the individual will be realized depending on the expectations rather than the objective conditions. From this point of view, a situation arises in which the individual constantly forces to improve his / her conditions and seeks success in his / her career (Harari, 2018: 54).

In the historical process, human beings have undergone constant changes and these changes have created paradigms. These changes, of course, affected the individual in various aspects. The search for a spiritual and emotional balance within the negative aspects of technological changes required different methods. When evaluated in general, all the changes that occur include many opportunities together with the developing technology (Urgan, 2021: 103).

3. CONCLUSION

Changes that will occur, whether sudden or gradual, will carry human intelligence from one level to the next. This level of intelligence will implement every possible technology through superintelligence. These are advanced molecular manufacturing, medical nanotechnology, other human-enhancing technologies, all weapons, life-like virtual realities, self-generating and space-colonizing robotic probes, and more. It also includes changes that can be effective in creating plans and strategies, solving philosophical problems, persuading and manipulating (Bostrom, 2009).

The main problem in the changes that occur within the framework of developments in science and technology is how it will affect people and the organization they are in. When the changes are evaluated for the individual, the organization and the economy, it is predicted that the cognitive gap between super smart and mediocre people will grow. People with abstract reasoning skills will be in demand. The difference between the genetically enhanced superhuman and the undeveloped average human would be enormous. In addition, their

economic and political power will develop in parallel with this. However, new positive sciences, which reveal and support the strengths in human beings, will play an important role in solving the problems that occur. It is predicted that these problems will arise from the connection problems between the machine that takes on flesh and bones and the human that becomes mechanized (Csikszentmihalyi, 2007: 114-117).

The future of the individual will follow a course depending on the ability to cope with the changes in informatics and biotechnology. The ability to make sense of artificial intelligence, big data algorithms and bioengineering will be equally effective. On the other hand, these developments, along with technological and scientific advances, may throw billions of people out of the business world and face mass unemployment or personal unemployment that they do not know how to cope with (Harari, 2018: 33).

Along with all this, the future will offer unlimited opportunities to individuals with certain talents. In the period of changes, the success of these individuals will increase. In this sense, individuals who can solve complex problems, take initiative in times of crisis, are creative, can achieve human management, work in coordination with others, have emotional intelligence, judgment and decision-making ability, service-oriented, solution-oriented and cognitive flexibility can be successful in change. Kelly, 2017: 19). These individuals will take their place in businesses as employees with high information capacity who adapt the system to themselves (Sezer and Ak, 2017: 2013).

The impact of digitalization and the processes following it is important both for businesses and in all areas that concern the individual. In this context, digitalizing organizations with the development of technology and the concept of smart gap were discussed. Digitalization proceeds with processes that occur with radical changes. Although every radical change causes confusion, it contains endless opportunity alternatives, which are described as smart gaps.

REFERENCES

Agar, N., *Where to Transhumanism? The Literature Reaches A Critical Mass*, Hastings Center Report, 37(3), 12-17, 2007.

Asilturk, A., İnsan kaynakları yönetiminin geleceği: İK 4.0, *Journol of Awerenes*, 3, 527-544, 2018.

Brockman, J., *Gelecek 50 Yıl, Yirmi Birinci Yüzyılın İlk Yarısında Hayat Ve Bilim*, (N. Elhüseyni, Trans.), NTV, İstanbul, 2007.

Bostrom, N. (2009). Superintelligence. https://www.nickbostrom.com/views/superintelligence.pdf, Erişim Tarihi: 13.04.2021.

Csikszentmihalyi, M., Mutluluğun geleceği. J. Brockman (Ed.), *Gelecek 50 yıl* (pp.107-117), NTV, İstanbul, 2007.

Davutoglu, N. A., Sanayi 4.0'ın Liderlik ve İnsan Kaynakları Yönetimine Algısal Etkileri, *Journalof Social and Humanities Research, 5*(30), 4041-4048, 2018.

Drucker, P. F., *Gelecek İçin Yönetim,* Türkiye İş Bankası Kültür Yayınları, 1993.

Ercil, Y. ve Sener, İ., Örgüt Çalışmalarında Kaos ve Karmaşıklık Kuramları, (Ed.), H. Cenk Soızen ve H. Nejat Basım, Örgüt Kuramları (s. 327-350), Beta, İstanbul, 2012.

Eryilmaz, M., Örgütlerde dijitalizasyon ve ardılları üzerine bir tartışma. N. Rüzgar (Ed.). *İşletme yönetimi* (s.109-133), Nobel, Ankara, 2020.

Goodwin B., Kültürün Gölgesinde, J. Brockman (Ed.), *Gelecek 50 yıl* (pp.107-117), NTV, İstanbul, 2007.

Harari, Y. N., *21. Yüzyıl İçin 21 Ders*. İstanbul: Kolektif, 2018.

Hecklaua, F., Galeitzkea, M., Flachsa, S. and Kohl, H., Holistic Approach For Human Resource Management in INDUSTRY 4.0, *Procedia CIRP*, 54, 1 – 6, 2016.

Klein, M., İşletmelerin Dijital Dönüşüm Senaryoları-Kavramsal Bir Model Önerisi, *Elektronik Sosyal Bilimler Dergisi, 19*(74), 997-1019 2020.

Kuusisto, M., Organizational Effects of Digitalization: A Literature Review, *International Journal of OrganizationTheory and Behavior, 20*(3), 341-362, 2017.

Kusbeci, P., Büyük veri. İ. Ç. Tekin (Ed.) *Yenilikçi İnsan Kaynakları Uygulamaları ve Örgütsel İnovasyon, Teori, Örnek Olay ve Öneriler* (ss.61-78), Ankara: Nobel, 2021.

Kusbeci, P. ve Tekin, İ. Ç., Endüstri 4.0 Perspektifinden İnsan Kaynakları, *Ekonomi ve Sosyal Araştırmalar Dergisi, 8*(15), 18-29, 2021.

Nalbantoglu, C. B., Dijital Dönüşümün Örgüt Kültürü Üzerine Yansımaları, *KMÜ Sosyal ve Ekonomik Araştırmalar Dergisi,* 23(40), 193-207, 2021.

Ozen, Ş., Yeni kuramsal kuram: Örgütleri Çözümlemede Yeni Ufuklar ve Yeni Sorunlar, (Der.), A. S. Sargut ve Ş. Özen, Örgüt kuramları (s. 237-330), İstanbul: İmge, 2010.

Passig, D., 2050, İki Bin Elli, (N. Kurrant, Çev), Koton, 2015.

Pazarlama İletişimi, *Niş pazarlama nedir?*. https://pazarlamailetisimi.com/nis-pazarlama-nedir/. (Erişim Tarihi: 21.08.2021), 2017.

Rana, G. And Sharma, R., Emerging Human Resource Management Practices in Industry 4.0, *Strategic HR Review, 18*(4), 176-181, 2019.

Seslisozluk. https://www.seslisozluk.net/gap-nedir-ne-demek/. (Erişim Tarihi: 21.08.2021).

Shamim, S., Cang, S., Yu, H. and Li, Y., Management Approaches for Industry 4.0, A Human Resource Management Perspective. *IEEE Congress on Evolutionary Computation (CEC)*, pp. 5309-5316, doi: 10.1109/CEC.2016.7748365, 2016.

Wikipedia. https://tr.wikipedia.org/wiki/SMART_Metodu, (Erişim Tarihi: 21.08.2021).

Sozen, C. ve Gürbüz, S., Örgütsel Ağlar. H. C. Sözen ve N. Basım, (Eds.), *Örgüt Kuramları* (ss.301-326), İstanbul: Beta, 2012.

Sekkeli, Z. H., İKY 4.0. İlknur Ç. Tekin (Ed.), *Güncel ve Teknolojik Gelişmeler Işığında İnsan Kaynakları Yönetimi İçinde* (ss.75-97). Ankara: Nobel, 2021.

Toffler. A., *Üçüncü Dalga,* (A. Seden, Çev.), İstanbul: Altın Kitaplar, 1996.

Tureng. https://tureng.com/tr/turkce-ingilizce/smart, (Erişim Tarihi: 21.08.2021).

Urgan, S., Transhumanism and Positive Psychological Capital in Organizational Behavior. S. Sisman-Ugur ve G. Kurubacak (Eds.), *Handbook of research on learning in the age of transhumanism* (pp. 328-345). Hershey, PA: IGI Global. doi:10.4018/978-1-5225-8431-5.ch020, 2019.

Urgan, S., İşyeri Mutluluğu ve Transhümanizm, C. Duran, Ş. Sevim ve S. Budak (Eds), *Örgütlerde Bağlılık* (pp. 92-107). Konya: Eğitim, 2021.

Yankin, F. B., Dijital Dönüşüm Sürecinde Çalışma Yaşamı, *Trakya Üniversitesi İktisadi İdari Bilimler Fakültesi E-Dergi, 7*(2), 1-38, 2019.

Yeloglu, H. O., Örgüt Çalışmalarında Kaos ve Karmaşıklık Kuramları, (Ed.), H. Cenk Sözen ve H. Nejat Basım, Örgüt Kuramları (s. 189-220), İstanbul: Beta, 2012.

ACADEMIC SHARING PLATFORM

ÇALIŞMA YAŞAMINDA MOTİVASYON VE İÇSEL-DIŞSAL ÇALIŞMA DEĞERLERİNİN İŞ YAŞAMINA ETKİSİ

Araş. Gör. Dr. Büşra HALİS ÖZTÜRK[1]

ÖZET

İnsanlar bir örgüt ya da kuruluş için en önemli varlıktır. Bu sebeple çalışanları işlerine sadık hale getirmek, onları örgüte bağlı kılmak her kuruluş için öncül amaçtır. Örgütün başarılı olabilmesi, çalışanların verimliliği ve performansı ile sıkı bir şekilde paralellik göstermektedir ve bir örgütün genel başarısı için kilit faktör olan çalışanların verimli ve performanslı olmaları da bazı etkenlere bağlı olmaktadır. Bunların başında da motivasyon ve çalışma değerleri gelmektedir. Çalışma değerleri özellikle son zamanlarda tartışılan ve üzerinde ampirik araştırmalar yapılan güncel konuların başında gelmektedir. Çalışma değerleri, kişinin çalışma yaşamına perspektifini ve çalışma yaşamından isteklerini göstermekte olan bir kavramdır. Toplumun bir parçası olan örgütler, çeşitli çalışma değerine sahip kişilerden meydana gelmektedir. Bu çeşitliliklerse, her insanın sosyalleşme döneminde kazanımını sağladığı tecrübelerden kaynaklanmaktadır. Tüm bunlar kapsamında teorik bir şekilde yürütülmüş olan çalışmada motivasyonun çalışma hayatındaki önemine yöneticiler ve çalışanlar açısından değinilmiştir ve motivasyonun çeşitleri ve araçları ele alınmıştır. Çalışma değerleri kavramının iki önemli saç ayağı olan içsel (daha çok içten gelen, takdir ve kendini geliştirme-gerçekleştirme) ve dışsal (dışarıdan gelen, maddi anlamda tatmin araçları) çalışma değerleri olarak teorik şekilde incelenmiş ve çalışma değerlerinin iş hayatında ne tür etkileri olabileceği ele alınmıştır.

Anahtar Kelimeler: Motivasyon, Çalışma Değeri, Değer

ABSTRACT

People are the most important asset for an organization or organization. For this reason, making employees loyal to their jobs and making them loyal to the organization is the primary goal for every organization. The success of the organization closely parallels the productivity and performance of the employees, and the productivity and performance of the employees, which is the key factor for the overall success of an organization, depends on some factors. At the beginning of these are motivation and work values. Work values are a concept that shows one's perspective and wishes from working life. Organizations that are a part of society consist of people with various work values. These variations stem from the experiences that each person gains during the socialization period.

[1] Muğla Sıtkı Koçman Üniversitesi, İktisadi ve İdari Bilimler Fakültesi,
ORCID NO: 0000 0003 0449 0054

Within the scope of all these, the study, which was carried out in a theoretical way, touched on the importance of motivation in working life in terms of managers and employees, and the types and tools of motivation were discussed. The concept of working values is examined theoretically as internal and external working values and the effects of working values on business life are discussed.

Keywords: Motivation, Work Value, Value

GİRİŞ

İş hayatında motivasyon, işlerle alakalı eylemleri başlatan ve biçimini, tarafını, yoğunluk seviyesini ve süresini saptayan bir dizi dahili ve harici kuvvet olarak ifade edilebilir. Diğer taraftan iş doyumu insanların kendi işlerinden memnuniyet duyma ölçüsü olarak da tanımlanabilmektedir. Çalışanları çeşitli biçimlerde motive etmeye odaklanmış olan pek çok teori bulunmaktadır. Bu araştırmalar insan gereksinimlerini ve çalışanların hangi şekilde motive olacağını açıklamaya çalışmaktadır. Kendiliğinden motive olmuş kişiler genel olarak zorlu iş, bireysel gelişim ve özerklik yapmayı tercih etmekteyken, çalışanlar para, kazanç, itibar, prestij ve ekstra ücretler vb. somut ödüllerin bir neticesi olarak dışsal şekilde motive olabilmektedirler.

Hem iş doyumu hem iş motivasyon çalışma yaşamı dahil olmak üzere yaşamın her kısmında önem arz etmektedir. Motivasyon olmaksızın kişilerin başarıya ulaşma ve başarılı olma isteğinde bulunamayacağı ifade edilmelidir. Aynı zamanda motivasyon etkileri olmaksızın iş doyumu gibi akıcı performans ve verimliliğe sebep olan bir neticeye ulaşmak da neredeyse imkânsız olmaktadır. Çalışan motivasyonu ve iş doyumunun örgütsel kapsamda oldukça önemli olmasının sebeplerinden birisi de bahsedilmekte olan herhangi süreçte birbiriyle ilişki içinde olmalarıdır.

Örgütsel bütünlük, her çalışanın kendini örgütün bir parçası olarak görmesi ve bu kapsamda örgütün başarıları adına gönülden katkı vermesi ile sağlanabilmektedir. Örgütlerin ortak düşünce, davranış ve duygu ortaya koyarak başarıya erişmesi çalışma değerleri ile ilgilidir. Her insan çeşitli değer bütününe inanmaktadır. Fakat, çalışma hayatında ortak bazı eylemler sergilemek gerekmektedir. Çalışma değerlerinin sınıflandırılması ile birlikte örgütün temel çalışma değeri meydana gelmektedir ve bu kapsamda örgütsel amaçlara erişmek daha kolay olmaktadır.

Çalışma değeri, çalışma alanında bazı ilkelerin çalışanların yargıları üstündeki etkilerini belirttiği gibi, çalışan kişilerin istekleri ya da erişmeyi arzuladıkları durumu simgeleyen bir ölçüttür. Buna göre, analizi iyi yapılmış çalışma değerleri örgütlerde misyon, vizyon ve amaçlara hızlı bir biçimde erişme imkânı sunmaktadır. Çalışma değerinin saptanması, kategorize edilmesi ve değerlendirilmesi yönetimin bu husustaki isteğine ve samimiyetine paralellik göstermektedir. Çalışma değerini analiz edebilmek adına gerekli olan en önemli hususun iletişim olduğu ifade edilmelidir. Başarılı bir şekilde sağlanmakta olan iletişim,

çalışanların talep ve isteklerinin doğru bir biçimde aktarılmasını sağlamakta ve buna paralel şekilde doğru neticelere erişmeyi mümkün kılmaktadır.

Tüm bunlar ele alındığında çalışma kapsamında motivasyon kavramı ve tanımları ele alınmakta, çalışma hayatında motivasyonun önemi yöneticiler ve çalışanlar dahilinde teorik şekilde değerlendirilmektedir. Çalışma değerleri hususunda çalışma, değer, çalışma değeri kavramları tek tek ele ele alınmakta ve çalışma değerleri içsel ve dışsal değerler olarak incelenmektedir. Son olarak çalışma değerlerinin iş hayatına etkileri üzerine durulmaktadır.

1. MOTİVASYON

1.1. Motivasyon Kavramı

Son yüzyıl içerisinde hizmet alanı yüksek seviyelerde yaygın hale gelerek sanayi ve tarım alanını arkasında bırakmıştır. Hizmet alanına bağlı olan firmaların karlılığını devam ettirebilmesi nedeniyle müşterilere kaliteli hizmetleri sunabilmek ve müşterilerin memnuniyetini sağlayabilmek mecburiyetinde oldukları ifade edilmektedir (Kılıç ve Çoban, 2015: 374). Firmaların bu amaçlarına ulaşabilmeleri de kesinlikle iyi bir şekilde eğitim almış ve gelişimini sağlamış olan, konuyla ilgili bilgilere sahip olan, deneyimli ve motivasyonu yüksek personellerden geçmektedir (Tanrıverdi ve Oktay, 2001: 38).

Başarılı bir şekilde çalışmakta olan sistemin şartlarından birisi de motivasyonu yüksek olan çalışanlarla mümkün olmaktadır (Hakmal, Karadağ ve Demir, 2012). Çalışanların motivasyonlarını yükseltmeden, eylemlerini gerçekleştirmesi de pek mümkün olmamaktadır (Yıldırım ve Arslan, 2015: 27).

Motivasyon bir işletmede olan insanların davranışlarına etki edebilen, yön verebilen ve eylemlere neden olan etkilerin en başında bulunur ve örgütsel davranışa önem arz eden etkileri bulunmaktadır (Örücü ve Kanbur, 2008). Aynı şekilde motivasyonu yükseltme, örgüt yönetiminin, çalışanların iş devamlılığı, işe olan süreklilikleri ve performans seviyelerini arttırma konusu bakımından önemli üstüne düşülen bir husus olarak ifade edilmektedir (Kurt, 2005: 278).

İşletme ve örgütlerde, örgütlerin çalışanlarından beklentisi ile personellerin örgütlerinden beklentisi arasında teraziyi sağlayabilmek adına çalışmalar yapılması elzemdir. Yönetici kişilerin bu dengeleri sağlayabilmeleri için çalışanları hareketlendirecek olan güdülemelerin neler olduğunu öğrenmesi ve bu güdüleri hangi şekilde tetikleyebileceğinin bilincinde olması önem arz etmektedir (Akgündüz, 2013: 140).

Motivasyonun son süreçlerde yönetim psikolojilerinin en mühim hususlarından biri olarak görülmesinin arkasındaki nedeninin, sanayi inkılabı sonrasındaki gelişme ve değişimler olduğu fikri öne atılmaktadır (Kurt, 2005: 289). Eren'e (2003: 13) göre bilhassa ileri sanayi topluluklarında otomasyona geçiş evresinin tamamlanması sonrasında çalışanların işlerinden kazanmış oldukları tatminleri azaltıcı bir durum ortaya çıkmıştır.

Motivasyonun iki öncül özelliğinin bulunduğu ifade edilmektedir. Bu özelliklerden birisi motivasyonun kişisel bir durum olmasıdır. Birini motive eden herhangi bir olay ya da durum bir başka kişiyi motive edememektedir. İkinci durum ise motivasyon sadece kişilerin davranışlarında gözlemlenebilmektedir. Netice olarak güdülenmeler, psikolojik ya da fizyolojik bir eksiklik ya da gereksinme ile başlamakta olan bir süreç olarak belirtilmektedir (Tınaz, 2012: 18).

1.2. Motivasyon Tanımları

Motivasyon, Latince olarak "motive" kelimesinden ortaya çıkmıştır (Örücü ve Kanbur, 2008: 89). "motive" kelimesinin Türkçe karşılığı "saik, güdü ya da eyleme geçirici" olarak ifade edilebilir ve motivasyon teriminin dilimizde tam karşılığını çıkarmak pek kolay olmamaktadır (Yıldırım, 2007).

Motivasyon teriminin birden fazla tanımının olduğu ifade edilebilir. Bunun nedeniyse temel olarak psikolojik bir husus olan motivasyona, araştırmacı kişiler tarafınca çeşitli şekillerde değinilmiş olmasıdır. Motivasyon konusundaki yapılmış olan tanımlamaların üç temel niteliği olduğu ifade edilmektedir (Tanrıverdi ve Oktay, 2001: 40). Bu nitelikler, eyleme geçme, davranışları sürdürme ve odaklanmak olarak belirtilmektedir (Acuner, 2010: 18). Hangi alanda olursa olsun işletmelerin ve örgütlerin ortak emeli çalışanların emeğini örgütsel emelleri gerçekleştirmeye doğru yoğunlaştırabilmektir.

Motivasyon, kişileri eyleme geçirebilen, işleri üretmeye ve yapmaya yönlendiren his, fikir ve dürtülerin tamamı olarak ifade edilmektedir (Uçkun ve Pelit, 2003).

Başka bir tanımlamaya göre ise motivasyon, kişilerin kendilerine koydukları hedeflere erişebilmeleri adına içlerinde hissetmiş oldukları başarıya karşı olan inancı ve isteği dışarıya çıkarmaları sonrasında başarıya erişebilmek adına çok daha fazla çalışmaları ve çaba göstermeleridir (Tanriverdi ve Oktay, 2001).

Diğer bir tanımlama kapsamında ise motivasyon, kişileri eyleme geçirebilen ve hedefleri kapsamında yönünü seçen, fikirleri, inancı, kısacası arzuları, gereksinimleri ve korktuklarıdır (Fındıkçı, 2006).

1.3. Çalışma Yaşamında Motivasyonun Önemi

Tanrıverdi ve Oktay'a (2001) göre işletmeler bakımından oldukça fazla önem arz eden bir yere sahip olan personel yönetimlerinin, personel seçimi, personel değerlendirmesi, personel eğitimleri, iş analizleri, iş tanımlamaları, fiyatlandırma, sosyal alandaki hizmet durumu ve iş tasarımları vb. yükümlülüklerinin haricinde personel motivasyonlarını da işletmeler bakımından gerçekleştirilmesi elzem olan denklemlerden biri olarak ifade etmek mümkündür.

Farklı araştırmacılarca motivasyonunu yeri ve önemi üzerine araştırmalar yapılmıştır. Bu araştırmalardan bazıları;

İşçilerin motivasyonlarının sağlanabilmesi, iş yaşamının önem arz eden hususları dahilinde kabul edilmektedir. Zira motivasyon personelin ve işletmenin verimliliğinde önem arz eden bir yer edinmektedir (Hakmal, Karadağ ve Demir, 2012: 184).

Motivasyon yaşamın her alanında kişinin karşısına çıkan önemliliği tartışılmaz bir konu olup, özellikle iş hayatında başarıyı etkileyen faktörlerin başında gelmektedir (Yıldırım, 2007).

1.3.1. Yöneticiler Açısından Önemi

Günümüzdeki koşullar altında nitelikli bir yönetici olabilmek adına üst seviyelerde bir eğitime sahip olabilmek ve tecrübeye sahip olabilmek yetersiz kalabilmektedir ve yöneticilik yapacak olan bireylerin, bütün personeli, ihtiyaçlarını göz önüne almak kaidesiyle örgütsel hedeflerine yönelik motivasyon yükseltebilme becerilerinin mutlaka olması elzemdir (Tınaz, 2012).

Zira, yönetici kişinin başarılı olması, çalışmada bulunan kişilerin örgütsel hedefler istikametinde çalışmalarına; beceri, tecrübe, bilgi ve kuvvetlerini tam anlamıyla bu kapsamda tüketmelerine bağlı olduğu bilinmektedir (Koçel, 2005: 294).

1.3.2. Çalışanlar Açısından Önemi

Personelin motivasyonunu yükseltmesi, çalışanların insani şekilde fiziki, ruhani, topluma yönelik, gruba yönelik gereksinimlerinin grubun hedefe yönelik gereksinimleri istikametinde her kişiye özel araçlar ve yöntem ile karşılanması, belirli planlamalar yardımıyla personellerin eylemlerine bu yolda şekil ve yön verilmesi sürecidir (Gümüş ve Sezgin, 2012).

Çalışanlar, motivasyonun ehemmiyetini anlamışlarsa hem kendi gereksinimlerini hem de bu gereksinimlerini nasıl gidereceklerini iyi belirlemişler demektir. Böylece personeller, kendilerini ve çevrelerini iyi tanırlar. Bu anlayışın benimsendiği iş yerlerinde hem personellerin kendi aralarında hem de personellerle üst yöneticileri arasında sağlam ve dostça diyaloglar kurulmuş demektir. Belirli aralıklarla yapılacak toplantılarla ürün/hizmet kalite ve verimliliğinin artırılması konusunda personellerin görüşlerinin alınması ve bu kararların uygulanması ile sonuçların pay edilmesi, kişisel motivasyonu büyük oranda artıracaktır (Tınaz, 2012).

1.4. Motivasyon Çeşitleri

Kişi gereksinmelerinden kaynaklanan etkenler, oluşma şekilleri, yönleri ve şiddetleri gibi ölçütlere dayanarak farklı sınıflandırmalara tabi tutulabilirler. Güdüler, kişisel davranışları etkileyebildiği şekilde değer taşırlar ve bu davranışlar, kasti veya kasıtsız olabilmektedir (Sabuncuoğlu ve Tüz, 2001: 25). Belirtilmekte olan bu hususlar dahilinde etkenler 4 kategoride incelenebilmektedir. Bunlar alt başlıklar dahilinde ele alınmaktadır.

1.4.1. İç Güdüler

İçgüdüler bilinçsizce gerçekleşen belli doğal eylemlerin ve reflekslerin neticesi olarak küresel bir düzen halini ortaya koymaktadır. Fakat kişilerin bilinçlice gerçekleştirdikleri davranışlarını açıklayabilme de içgüdünün pek yeri bulunmamaktadır. Herhangi bir eylemin içgüdü şeklinde tanımlanabilmesi için kesinliği bulunan bir fiziki sebebin bulunması, içgüdü şeklinde eyleme geçtiği düşünülmekte olan davranışın hayvanların dünyasında global bir özelliğinin bulunması, içgüdülerle temellenmiş olduğu belirtilen davranışın öğrenme süreçleri neticesinde değişmemiş ve pozitif yönde gelişmemiş olması gibi niteliklerin bulunması gerekmektedir (Sabuncuoğlu ve Tüz, 2001: 27).

1.4.2. Fizyolojik

Fizyolojik etkenlere organik etkenler de denilmektedir, canlının hayatını sürdürebilmek için gidermek zorunda olduğu temel gereksinimlerden kaynaklanan etkenlerdir. Canlının varlığını ve soyunu sürdürme ihtiyacından doğarlar ve doğuştan itibaren etkili olurlar (Çelik, 2010: 24).

1.4.3. Sosyal

Sosyal nitelikte bulunmakta olan motivasyonun önem arz eden niteliklerinden bazıları ele alınmaktadır. Belirtilen listeleme aslında kesinliği olan ve evrensel bir şekilde kabul edilmiş olan bir liste değildir. Ancak kişi eylemleri adına bir enerji kaynağı oluşturabilmesi ve onları daha fazla çaba göstermeye itmesi bakımından önem arz eden özelliklerdendir. Bu özellikler şu şekilde sıralanabilir; bütün tehlikelerden uzak durma, kurtulma ve emniyette olma hissi, dışlanma korkuları, sevgi gereksinimi ve arkadaşlık hissiyatı, başarıya ulaşmak, başarılı olmak, mükemmele erişmek ve iyi bir iş yapabilme isteği, yıkmak, yakmak, hiddet gereksinimi ve saldırmak vb. hissiyatlar şeklinde sıralama yapılabilmektedir (Öztabağ, 1970).

1.4.4. Psikolojik

Psikolojik içgüdüler, insanlar için doğum ile birlikte olan ya da sonrasında sahip olunan güdülerdir. Bu güdülerin bireylerin kişisel ve eylemsel modellerini belirler. Öte taraftan psikolojik gereksinimlerden ortaya çıkan motivasyonun akışlarını takip edebilmek bazı durumlar da mümkün olabilmektedir fakat nedenlerini anlayabilmek ve bunun bilincine varmak pek kolay olmamaktadır (Sabuncuoğlu ve Tüz, 2001: 28). Psikolojik yöndeki güdülemelerin neler olduğunu saptamak sosyal güdü ve fizyolojik güdülerden çok daha zor olmaktadır.

1.5. Motivasyon Araçları

Birçok çalışmayla geçerlilik durumu genel olarak kabul gören ve grupların motivasyonlarıyla ilgili uygulamaları biçimlendiren, motivasyonları özendiren durumlar; ekonomiye yönelik, psikolojik ve sosyal hayata yönelik ve örgütsel-yönetsel durum olarak 3 başlıkta ele alınmaktadır (Yıldırım, 2007; Örücü ve Kanbur, 2008; Acuner, 2010; Tınaz, 2012).

1.5.1. Ekonomik Faktörler

Ekonomik anlamdaki motivasyon aracı; bilhassa gelişmekte olan ve az gelişmiş olan ülkelerse personelle adına önem arz eden motivasyon araçlarından biri olarak kabul görmektedir. Gümüş ve Sezgin'e (2012) göre işçi motivasyon düzeyinin yükseltilmesinde kullanılmakta olan belli başlı iktisadi araçların arasında prim, ücret, ücretteki yükselme, emeklilik hedefleri ve ekonomik ödüller bulunmaktadır.

1.5.2. Psiko-Sosyal Faktörler

İşçilere iktisadi fayda getirmeden, psikolojik ve sosyal doyum yolu ile motivasyonu yükseltmeye yönelik olan araçlardan birisi olarak kabul görmektedir. Bu hususta yapılmış olan çalışmalar ele alındığında, bilhassa psiko-sosyal yönden motivasyon halinin örgütlere bağlılık seviyesini arttırabildiği ve psiko-sosyal gereksinimlerin anlaşılmasının karmaşık ve zor olabileceği yönündeki fikirlerin ön plana çıktığı gözlemlenmektedir. Örücü ve Kanbur'a (2008) göre işçilere ekonomik bir menfaat kazandırmaktan daha çok, sosyal ve psikolojik yardım sağlayabilen motivasyon araçlarından en önemlilerinden birisi psiko-sosyal faktördür.

Çalışanların motivasyon seviyelerinin yükseltilmesinde en çok kullanılmakta olan psiko-sosyal araçların içinde psikolojik güvence, tavsiye sistemleri, terfi olanakları, yetki vermek ve sorumluluk devrinin bulunduğu ifade edilmektedir (Yıldırım, 2007; Örücü ve Kanbur, 2008).

1.5.3. Örgütsel-Yönetsel Faktörler

İşçi motivasyonun yükseltilmesinde kullanılmakta olan diğer bir grup araç, yönetsel-örgütsel motivasyon araçları olmaktadır. İşçilerin motivasyon seviyelerinin yükseltilmesinde en fazla kullanılmakta olan örgütsel-yönetsel araçlar içinde "kararlara katılma", "iyi ve uygun çalışma koşulları", "öncü ve örnek olmak" ve "takdir ve ödüllendirme" bulunmaktadır (Yıldırım, 2007).

2. ÇALIŞMA DEĞERİ

2.1. Çalışma Kavramı

Çalışma, hayatta önem arz eden bir yerde bulunan, gündelik etkinliklerde "yapısal bir öğe" durumundaki etkinliklerden birisi olarak, maksadı kişinin gereksinimlerini karşılamak olan ürün ve hizmetlerin üretilmesinde, fiziksel ve zihinsel çalışmanın gerekli olduğu bazı işlerin yapılması olarak ifade edilmektedir (Giddens, 2008: 792). İnsanın sosyal bir canlı olarak durumu, yapmış olduğu işlerle belirlenmektedir. Belek'e (2001: 12) göre yapılan işlerde "kendisini geliştirebilir, gerçekleştirebilir, özgüven sahibi olabilir". Çalışma gerek çalışma alanlarında gerekse de toplum nezdinde meydana getirdiği etkiler ile sosyal dayanışmanın önem arz eden bir öğesi ve doğayı değiştirebilen bir özelliğe sahiptir. Aynı zamanda, mekân ve kültür ile sıkı ilişkiler içerisinde bulunup sosyal bir yapılanmaya temel oluşturmaktadır. Çalışma kavramının değeri ve anlamı, tarihsel süreçte iktisadi gelişmelere paralel şekilde ve her toplumun özellikleri, değerleri ve inançları tarafınca şekillenmektedir. Bir diğer ifade ile

çalışmanın içeriği ve anlamı tarihsel süreçte değişikliğe uğramıştır (Tınar, 1996: 3). Buna göre çalışma olarak tanımlanacak olan etkinlikler, bu etkinliklerin yer almakta olduğu sosyal şartlar ve yorumlara bağlı olarak çeşitlilikler göstermektedir.

Çalışma teriminin, akla ilk gelen niteliği olan "para kazanma" öğesi, on dokuzuncu asırdan beri ön planda olmaktadır. Bunun sebebi, endüstrileşme döneminde para getirici piyasa çalışmalarının "çalışma" terimi ile belirtilmesidir. Daha önceki zamanlarda ise iktisadi bakımdan değerli olmak ile beraber kişiye direkt olarak para kazandırmayan durumlar da çalışma terimine dahil edilmekteydi. On yedinci ve on sekizinci asırlar süresince kadınların aileye destek olmak adına yapmış olduğu etkinlikler arasında yer bulmakta olan sebze yetiştirmek, çamaşırla ilgili işler, hayvanlara bakmak, yemeği hazırlamak, tarlayı sürmek, öteki el işleri, nakit olarak para getirmesi beklenmeyen fakat oldukça değerli olduğu bilinen çalışma örnekleri olarak aktarılabilir (Tilly ve Scott, 1978: 3). Sosyal sorumluluk bilinci ile birlikte gerçekleştirilen gönüllü etkinlikler de birer çalışma örneği olarak ifade edilebilir. Bu sebeple, çalışma terimine yalnızca ücretli işler dahil olmamaktadır. Karşılığı ücretle ödenmiş olsun veya olmasın zihinsel veya bedensel emek verilen çalışmaların tamamı çalışma terimine dahil edilmektedir (Rose, 1987: 30). Bunun gibi kişinin yapmış olduğu işin "çalışma", "angarya" veya "boş vakit" olup olmadığı, yapılan işin şeklinden daha ziyade işlere destek olan sosyal durumlara ve toplumların üretim yapılarına paralellik göstermektedir. Çalışma durumu, toplum nezdindeki otonomi, kuvvet, bağımlılık ilişkisinin inceleme alınlarına dahil olmaktadır (Giddens, 2008: 376).

Çalışmayla ilgili yapılmış olan tanımlamaların ortak noktası insanların faaliyetleri olmuştur. Bu faaliyetlerin içerisinde bireysel ve sosyal motifler bulunmaktadır. Kişinin sosyal alanda çalışma eylemini göstermesi hem biyolojik gereksinimlerinin yerine getirilmesine hem de sosyal gereksinim ve yükümlülüklerini sağlamasına yönelik bir eylemdir (Özkul, 1997: 8). Buna paralel olarak çalışma, kişinin doğa ile olan etkileşimini belirtmekle birlikte; gereksinimlerini yerine getirdiği andaki psikolojik sağlığı, ideolojisi, grup, aile ve sosyal çevre ile etkileşimini de esas alan bir terimdir.

2.2. Değer Kavramı

Değer kelimesi kavram olarak çeşitli disiplinlerde ve çeşitli anlamlarda kullanılmaktadır. Genel anlamıyla değer kavramı Doğan'a (2002) göre "bir kişi veya bir toplumun ideal kabul ettiği var olma veya hareket etme tarzıdır". Değerler, kişilerin fikirlerinde davranış ve tutumlarda meydana gelen standartlar veya ölçülerdir. Bu sebeple, istenenleri, faydalı görünenleri ve beğenilen durumları göstermekte olan ölçütler olarak tanımlanabilmektedir. Bir diğer ifade ile değerler, hangi sosyal eylemin doğru, iyi ve istenilmekte olduğunu saptayan, paylaşılan ölçüt veya düşüncelerdir (İçli, 2002: 104). Benzer bir diğer tanımlama kapsamında ise değerler; nesneler ve olaylar karşısında benimsenmiş olan doğru-yanlış, güzel-çirkin- iyi-kötü vb. yargılardır (Erkal vd., 1997: 80).

Kişilerin fikir, davranış ve tutum yapılarında birer ölçüt şeklinde meydana gelen değerler, sosyal bütünlüklerin ayrılmak bir öğesini meydana getirmektedir. Kişiler içerisinde yaşamış oldukları toplum, kültür ve grupların değerini benimsemektedirler ve

değerlendirmeleriyle tercihlerinde bunları ölçüt olarak kullanmaktadırlar. Bu şekilde daha doğru, daha iyi, daha uygun, güzel ve daha önemli vb. genel yargılara erişebilirler (Tolan, 1996: 233). Kişilerin davranış ve tutumların da çoğu zaman dini ve ahlaki değerlerle örf ve adetlerin içermiş olduğu değerlerin etkileri altında kalmaktadırlar.

Değerler kişilerin hayatındaki idealleri, davranış öncelikleri ve ilkeleri hususundaki tercihlerine açıklama getiren bilişsel bir yapıdır. Buna paralel olarak değerler, erişilmesi mümkün olanı değil, erişme arzusu hissedilen ideal amaçları temsil etmektedir (Licht, 1998: 170). Değerler, karakterin temelidir. Kişinin vermiş olduğu kararlar, güvenmiş olduğu insanları, zamanını ve enerjisini etkilemektedir (Macionis, 2001: 68). Kişilerin çevrelerindeki etki öğelerine perspektifini biçimlendiren değerler, bir toplumun üyelerini bir arada tutan epey etkili kültür öğeleridir (Stewart ve Glynn, 1985: 67). Buna benzer şekilde değerler, önem dereceleri kapsamında kendi içerisinde sınıflara ayrılan ve kişilerin erişmeyi arzuladıkları amaçlar olarak belirtilebilir (Henslin, 2004: 44).

Değer hususunda son zamanlarda önem arz eden çalışmalara imza atmış olan Schwartz değeri, "genel olarak eylemlerin/davranışların seçiminde, durumların ve kişilerin değerlendirmeye alınmasında, eylemlerin/davranışların açıklanmasına yardımcı olan sosyal bir aktör" olarak belirtmekte ve "kişilere hayatlarında değişken önemlilik içinde rehber olan ilkeler olarak hizmet veren arzu edilebilir hedefler" olarak tanımlamaktadır (Schwartz, 1999: 25). Diğer bir tanımlama da değerler, "toplum tarafınca onay almış temel motivasyonların sözlü temsilcileri" olarak belirtilmektedir (Struch vd., 2002: 17).

2.3. Çalışma Değeri Kavramı

Çalışma durumunun bir değer olarak algılanması, çalışmanın özelliği bakımından değil, tam anlamıyla faaliyet olarak toplum nezdindeki algılanışı veya ahlaki şekilde çalışmaya yüklenilen yaklaşımla alakalıdır (Lordoğlu ve Özkaplan, 2005: 7). Çalışmaya yüklenmiş olan değer bakımından özellik, kazanımı sağlanan üretim gibi çalışmanın biçimi veya neticeleri değil, kavram olarak toplumda algılanış şekli belirleyici etkendir. Kişinin içerisinde bulunduğu toplumların belirlemiş olduğu alternatifler kapsamında tercih edilen davranış şekilleri çalışma olarak tanımlandığında, meydana gelen şekli belirleyecek pek çok etken ortaya çıkmaktadır. Bu etkenler kapsamında çalışma değerleri, kişinin dahili dürtülerine bağlı şekilde işinde nasıl eyleme geçmesi gerektiğini belirtmektedir (Özkul, 1997: 9).

Kişinin toplum değerinin alt kümesi olan çalışma değeri, bireyin işinde aramakta olduğu veya arzu ettiği özellik, tatmin ve karşılıktır (De Vos vd., 2005: 43). Bir diğer tanımlama kapsamındaysa çalışma değeri, kişinin işinde erişmeye çalıştığı genel ve göreceli olarak durağanlık gösteren hedeflerdir (Super, 1970: 56). Başka bir tanımlama da çalışma değeri kişinin iş hayatında kazanımı sağlanan kesin çıktılara vermiş olduğu değer olarak tanımlanmıştır (Lewis, 1985: 377). Yapılmış olan çeşitli tanımlamalar kapsamında çalışma değeri; dürüstlük, sosyal yükümlülük, altın kurallar, adaletli olma, vicdanlı çalışma, dini inançlar, iyi-kötü karşılaştırması, belirgin bireysel menfaatler, hukuk, vicdan, namuslu olma, sosyal adalet, fazilet, liderlik, fani olma, karakter, mahremiyet, tanrı ve topluma ait olma vb. terimlerle tanımlanmaya çalışılmıştır (Elizur, 1984: 380).

Çalışma değerinin bilincine varmak, kişiye örgütlerde bir anahtar rol sağlamaktadır. Paylaşılmış değerler, işbirlikçi eylem içerisinde bir temel çerçeve meydana getirir. Yine, gittikçe artmakta olan bir biçimde müşteriler, iş yapmış oldukları firmaların sahip olduğu değerlere alaka göstermektedir. Müşteriler, örgütlerin kendi öncül isteklerini açık bir şekilde yansıtan çalışma değerine sahip olma beklentileri içinde bulunurlar. Bu kapsamda çalışma değerinin önemini arttıran sebepler aşağıdaki gibi sıralanabilir (Connock ve Johns, 1995: 90):

- Yönetici kişilere eylemler ve kararlar ile alakalı şekilde rehber olur.
- Yeni çalışanlar için davranış standartlarını tanımlar ve her yönü ile iş gücü adına bir hayat standardı durumuna gelen bir ahlaki kültür oluşturur.
- Örgütlerin stratejik eğilimlerine destek olur.
- Örgütlerin vizyonunu ve stratejik planlarını uyumlu duruma ulaştırarak onları başarıya eriştirir.
- Örgütün kamuoyundaki imajlarını iyi hale getirir ve müşteri güven seviyelerini arttırır.
- Çalışma değeri, birinci derece motive edici bir unsurdur. Bu sebeple, çalışma değeri hem kişinin hem de örgütlerin mücadele kuvvetini yükseltir.
- Çalışma değeri, açık etkileşimi yerine getirerek direkt ve dürüst bilgi alma durumunu yerine getirir.

2.4. Çalışma Değerleri

Çalışma değerleri literatürde "içsel çalışma değerleri" ve "dışsal çalışma değerleri" olarak sınıflandırılmış. Bu sınıflandırmalar alt başlıklar dahilinde ele alınacaktır.

2.4.1. İçsel Çalışma Değerleri

Dahili veya içsel çalışma değeri bireylerin ekonomik olarak değerlendiremeyeceği, duyularla algılanabilen, çalışma aşamalarıyla alakalıdır. İçsel çalışma değerine bireyin çalışmakta olduğu işin dikkatleri üzerine toplaması, işin çalışan insanı rekabet ve mücadeleye itmesi, çalışan kişiyi yenilikleri ortaya çıkarabilmesi için öne çıkarması, başarılı olduğunun bilincinde olabilmesi ve çalışanın kendi hakimiyetini oluşturabilmesi örnek olarak verilebilmektedir (Avcı, 2011: 8). İçsel çalışma değerleri terimi, insanların çalışma hayatlarıyla paralellik göstererek, insanların ekonomik hususta bir beklentiye girmedikleri konular olarak belirtilebilir. İçsel çalışma değerleri terimi bütün insanların hayatları boyunca sahip olmayı bekledikleri hedefler olarak da belirtilmektedir. Çeşitli özelliklerdeki görev ya da çalışma, insanların kendini yetiştirebilmesi, özgün düşüncelere sahip bir karakter olabilme vb. değerler içsel değer terimini belirtmektedir (Kaasa, 2011).

İçsel çalışma değeri işle alakalı süreçlere odaklanmaktadır, ekonomik anlam barındırmayan ödüllerin kazanımı kişinin yapmış olduğu çalışmalara yönelik şekilde sergilediği içsel alaka ve ilgiyi göstermektedir. Bireyin içsel çalışma değeri neticesinde kazanımını sağladığı ödüller yenilikçi karakterin meydana gelmesi adına imkân kazanması ve kendini geliştirmeye yönelik öğrenme olanağı olabilmektedir. İçsel çalışma değerini ortaya koyan

bireyler, bireysel ilerleme ve gelişim adına içgüdüsel bir arzuya sahip olmaktadırlar (Deci ve Ryan, 2000).

İçsel çalışma değerini özverili olmak, bağımsızca karar verebilmek, hayal gücünü ortaya çıkarmak, diğer insanlar için belli başlı şeylerden vazgeçmek, rasyonel ve pragmatik olmak, başarılar, farklılıkların kazanımını sağlamak ve otorite sahibi olmak vb. bazı terimler meydana getirmektedir. Bağımsız şekilde karar verebilme kavramı, bireylerin çalışma yaşamını alakadar eden ve etkisi altında bulunduran kararları kişisel ve başka insanların etkileri altında kalmaksızın verebilmesini belirtmektedir. Kubat'a (2007: 67) göre otorite sahibi olabilmek ve çeşitliliklerin kazanımını sağlama kavramları kişilerin çalışma yaşamında yerine getirdiği sorumlulukların çeşitlilik barındırması ve insanın yönetimsel hususta sahip olabildiği kuvvettir.

2.4.2. Dışsal Çalışma Değerleri

Harici ya da dışsal çalışma değeri içsel çalışma değerinin zıttı şekilde ekonomik şekilde değerlendirilebilmektedir. Ekonomik ücret, maddi değerleri barındıran sosyal kazanımlar, iş koşulları, emeklilik sürecini kapsamakta olan hazırlıklar vb. hususlar insanın çalışmasıyla direkt olarak alakalı bulunmayan değerleri kapsam alanına almaktadır (Ros vd., 1999). Dışsal çalışma değeri yapılan çalışma ve maddi gelir gibi işi yapan çalışanların hayat koşullarının bozulmaması adına gerekli görülen koşullar olarak düşünülmektedir (Kaasa, 2011). Dışsal çalışma değerleri kavramı içsel çalışma değeri kavramlarından çeşitlilik göstererek bireylerin yerine getirmekte olduğu sorumlulukların manevi tarafından daha öte maddi veya maddesel tarafın insanlarda ortaya çıkarmış olduğu beklentileri masaya yatırmaktadır (Yücel ve Karataş, 2009: 80). Bireyin yerine getirmiş olduğu sorumluluk ve çalışma yaşamında yer alan güvenlik kavramları, bireyin sorumluluklarını yerine getirmesiyle kazanımını sağlayacağı menfaatler dışsal çalışma değeri kavramı kapsamında kendisine yer bulmaktadır.

Dışsal çalışma değerinin bireylere yönelik ödülleri maddi olabileceği gibi bireylerin prestij ve saygınlıklarını da arttırabilmektedir (Malka ve Chatman, 2003). Dışsal çalışma değerlerine sahip olan kişilerin yüksek maddi gelire sahip olduklarında yapmış oldukları çalışmalarda memnuniyetleri de yükselmektedir (Twenge vd., 2010). Bireylerin çalışma hayatının, yerine getirmekte olduğu görevlerin iktisadi yönlerini, çevreyle olan alakaları, bireylerin güvenliği, bireyin otorite konumundaki insanlarla olan etkileşimleri, çalışma alanında beraberce görev aldıkları insanlar, saygın bir insan olabilme durumu ve yaşamı işleyiş şekli dışsal çalışma değerini meydana getirmekte olan kavramlar olarak ifade edilebilmektedir. Kubat (2007) bireyin güvenliği kavramı iktisadi anlamda bir güvenliği yani bireyin düzenli bir gelire sahip olması ve düzenli şekilde aynı işleri yapıp, iş arama ya da iş değiştirme halinde kalmamasını belirtirken, bireyin hayatını yaşayış şeklinin yine bireyin istediği işi yapabilmesine paralellik gösterdiğini ifade etmektedir.

2.5. Çalışma Değerlerinin İş Hayatına Etkileri

Çalışma değerleri hususunun iş hayatındaki etkileri 1920'li senelerde Hawthorne tarafınca araştırılmaya başlanmıştır. Hawthorne Etkisinin neticeleri kapsamında; örgütler sosyal bir sistem olarak kabul edilmektedir ve örgün içindeki kişiler bu sistemin öncül parçalarıdır. Bu nedenle, Hawthorne Etkisi, personellerin örgün içindeki değer yargılarının, inançlarının, tutumlarının, geleneklerinin ve amaçlarının beraberce çalıştıkları öteki grupları veya kişileri de etkisi altına alabileceği üzerine durmaktadır (Koçel, 2014: 278). Daha sonrasında 1930'lu senelerle beraber Allport ve çalışma arkadaşlarının değerle ilgili araştırmaları, çalışma yaşamında değer üstüne yapılacak çalışmalar adına uygun şekilde kabul edilmiştir. Allport ve çalışma arkadaşları, ekonomik, teorik, sosyal, estetik, dini ve politik olmak üzere 6 evrensel değer kategorisi oluşturmuş ve bu değer sınıflandırmalarının bütün kişiler için geçerliliği olduğunu belirtirken değerlerin, kişilerin önceliklerine göre kişiler arası farklılıklar gösterebileceği belirtilmiştir (Lyons vd., 2009).

1960'lı yıllarda araştırmacı kişiler, iş yerlerinde değerin etkisini araştırmaya koyulmuşlardır. Zira değerlerin kişileri, sıra dışı süreçlerde bir arada tuttuğu gözlemlenmiş, bu şekildeki durumlar iş yerinde gerçekleştiğinde personellerin nasıl davranış ve tutum ortaya koydukları incelemeye alınmıştır (Fındıklı, 2012: 21). 1970'li yıllardaysa çalışma değerleri hususunda yapılmış olan çalışmaların sayısı çoğalmış ve konuyla ilgili bilim adamları çeşitli ölçekleri geliştirmeye koyulmuşlardır (Kubat, 2007; Lyons, 2003).

Örgütsel verimlilik ile motivasyon arasında çok sıkı bir ilişki bulunmaktadır. Çalışanların işinden memnun olması motivasyonlarını arttıracağı gibi örgüte olan bağlılıklarını ve performanslarını arttıracaktır. Çalışanlar ne kadar içsel ve dışsal motivasyona sahip olursa, iyi bir performans göstermeleri de o kadar yüksek olmaktadır. Bu nedenle örgütlerin önemli sorumlulukları söz konusudur. Motivasyon kuramlarıyla çalışma değerlerini ölçen pek çok araştırma yapılmıştır. Ekonomik değişiklikler ve sürekli değişen çevre koşulları, çalışma yaşamının zorlukları, örgütlerin karmaşık yapısı ile çalışanların yetenekleri, kişilik özellikleri ve ilgi alanları gibi birçok faktör önemli olmakta ve buna göre bir değerlendirme yapılmaktadır. Yapılan çalışmalarda, genel olarak hem dışsal hem de içsel değerlerin çalışanların performansları üzerinde olumlu etkisi olduğu görülmüş, kimi zaman da birinin diğerinden daha yüksek olmasının verimliliği arttırdığı belirlenmiştir. Örneğin, içsel açıdan motive olan bir kişi için ödül eylemin kendisi içinde olmaktadır, yaptığı işi istediği, merak duygusunu tazelediği ve tatmin duyduğu için yapmaktadır. Bu durumda kendi kendini motive etmektedir. Örgütsel bakımdan da çalışana yetki ve sorumluluk verilmesi, işine saygı duyulması da içsel motivasyonu arttırmaktadır. Öte yandan, ücret, primler, ekstra imkanlar gibi dışsal motive edici faktörlerin de performansta oldukça olumlu etki ettiği söylenebilmektedir. Yapılan birkaç çalışmaya bakıldığında;

Ölçer (2005) tarafından departmanlı bir mağazada yapılan araştırmaya göre; "iş güvencesi, amir ile iyi ilişkiler, performansa dayalı adil ücret ve takdir sistemi, iş arkadaşlarıyla iş birliğine ve güvene dayanan ilişkiler, uygun çalışma ortamı, ekip çalışması yapılması, bireye yeteneğine uygun önemli/çekici işler verilmesi ve iş rotasyonunun hizmet personelinin

motivasyon düzeyini olumlu yönde etkilediği tespit edilmiştir. Ayrıca, motivasyon düzeyi ile performans düzeyi arasında pozitif yönde anlamlı ilişkiler olduğu ortaya konulmuştur".

Muogbo (2013), Nijerya'nın Anambra Eyaleti'nde 21 üretici firmadan 63 katılımcıyla gerçekleştirdiği araştırmada, dışsal ve içsel motivasyonun performansa etkisini incelenmiştir. Dışsal motivasyonun işletme çalışanları üzerinde önemli bir etkisi olduğu bulgulanmıştır. Bu durumda ücretlendirmede adalet olduğunda, çalışanların daha yüksek performans gösterme eğiliminde olacağı vurgulanmıştır.

Korkmaz'ın (2008) 120 sağlık çalışanı üzerinde yaptığı çalışmada, "çalışanların gelir düzeylerinin, maddi ve manevi ödül almanın, kara katılmanın, sosyal yardım almanın, statü ve yetki sahibi olmanın, emeklilik güvencesinin, bağımsız çalışma, öneri sistemlerinin, yükselme olanaklarının, işin çekici olmasının, fiziksel çalışma şartlarının, adaletli ve sürekli disiplin sisteminin performansı etkilediği belirtilmiştir."

Dolayısıyla çalışma hayatı, kişinin yaşamındaki önem arz eden kısmı meydana getiren öğelerden biridir. Çalışma yaşamında ortaya çıkabilecek olumsuz bir durumun veya beklenmedik durumların meydana geldiği süreçlerde insanların bir bütün halde bulunmalarını, meydana gelen durum kapsamında beraberce eyleme geçmelerine imkân veren etkenlerin başında değerler gelmektedir (Fındıklı, 2012: 21). Kişi, yaşamına dair hangi şekilde kendine ait beklentilere sahipse, çalışma hayatında da işine yönelik isteklere sahip olabilecek, işine yönelik davranışlarını geliştirebilecektir. Buna paralel olarak, iş hayatındaki her bir insanın işine, iş arkadaşına yönelik değerleri bünyesinde barındırması da oldukça olağan kabul edilmektedir. Dolayısıyla insana yönelik genel değerler araştırılırken, yaşamın önem arz eden bir bölümünü meydana getiren iş yaşamındaki davranışların, beklentilerin, inançların incelenmesi de kaçınılmazdır. Bu nedenle, çalışma hayatında iş görenlerin işlerine yönelik eylemlerinden, davranışlarından, tutumlarından, beklentilerinden meydana gelen çalışma değerinin ayrı bir araştırma konusu olmadı da normal karşılanmaktadır. Zira Abu-saad ve Isralowitz'in (1997) araştırmalarında belirtmiş oldukları gibi çalışma değeri, sosyalleşme dönemindeki anahtar kavram olarak kabul edilmektedir. Çalışma değeri, eğitim, kültür, din, siyaset, aile veya iş gibi kavramlarda bağımsız olmanın aksine onların birer yansıması olarak kabul görmektedir.

SONUÇ

Çalışma hayatı insan yaşamının önemli bir bölümünü kapsamaktadır. Bu nedenle çalışanların işlerinden tatmin olmaları hayatlarını pozitif yönde etkilemektedir. Bunun zıttı durumlarda ise kişinin yaşamı negatif yönde etkilenmektedir. Motivasyon durumu hem iş hayatında hem de bireysel hayatın içerisinde kişilerin verimliliklerini arttırmasın da ya da düşürmesinde etkili olmaktadır. Bu sebeple çalışanların motivasyon süreçleri ve iş doyumu dengeleri daha da önemli bir hale gelmektedir. Çalışanların motivasyon dengeleri iş doyumunu direkt olarak etkilediği için çalışma hayatında motivasyon araçlarına önem verilmesi yüksek performans ve verimlilik adına göz ardı edilmemesi gereken bir husustur.

Kişilerin hayatının bir parçası olan değerler, bireysel hedeflere erişme konusunda en etkili öğelerden birisi olarak kabul edilmektedir. Değerler, eylemleri ve düşünceleri

yönlendirebilmektedir. Bu sebeple değerler, kişilerin karar almasında önem arz eden etkiye sahip olmaktadır. Değerlerin kişiden kişiye farklılıklar göstermesi, sahip olunan yaş, ırk, din, cinsiyet, gelir ve eğitim vb. türlü etkenlerden kaynaklanmaktadır. Bunlara ek şekilde, kişinin sosyalleşme süreçlerindeki tecrübeleri de etkili olabilmektedir. Nitekim, sosyalleşme süreçlerinin temel aracı olan aile kurumu, kişilere temel değerleri kazandırmaktadır. Aile gibi çalışma yaşamı da sosyalleşme süreçlerinin araçlarından birisidir.

Açıklamalar kapsamında, kişinin sahip olduğu değerlerle çalışma değerleri arasında paralellik olduğu ve bir bütün olarak öteki tutum, inanç ve davranışları etkileyebildiği gözlemlenmektedir. Bu etkiler, işletme ve örgütlerin çalışma alanlarındaki başarısını önemli ölçülerde belirleyebilmektedir. Filhakika çalışma değerleri, ortak amaç ve hedeflerin yerine getirilmesi bakımından önem arz etmektedir. Yöneticilerin bir araya gelerek oluşturdukları örgüt değerleri ve aynı zamanda profesyonel bir şekilde hazırlanan motivasyon araçlarıyla birlikte çalışanların verimlilik, performans ve iş doyumu artacaktır. Böylece örgütün vizyon ve misyonuna, hedeflerine erişmesi daha kolay olacaktır.

ACADEMIC SHARING PLATFORM

KAYNAKÇA

Abu-saad, I., ve Isralowitz, R. (1997). "Gender as a determinant of work values among university students in Israel". *The Journal of Social Psychology*, 137(6), 749- 763.

Acuner, A. Ş. (2010). *Örgüt Kültürünü Oluşturan Unsurların Çalışanlar Üzerindeki Motivasyonel Etkileri*. Ankara: Milli Prodüktivite Merkezi Yayınları.

Akgündüz, Y. (2013). "Konaklama İşletmelerinde İş Doyumu, Yaşam Doyumu Ve Öz Yeterlilik Arasındaki İlişkinin Analizi". *Celal Bayar Üniversitesi Sosyal Bilimler Dergisi*, 11(1), 180-204.

Avcı, E. (2011). *İlköğretim Sosyal Bilgiler Öğretmenlerinin Karakter Eğitimine Dair Öz-Yeterliklerinin İncelenmesi*. (Doktora Tezi) Gazi Üniversitesi Eğitim Bilimler Enstitüsü, Ankara.

Belek, İ. (2001). *Sosyal Devletin Çöküşü ve Sağlığın Ekonomi Politiği*. İstanbul: Sorun Yayınları.

Connock, S., ve Johns, T. (1995). *Developing Strategies: Ethical Leadership*. New York: IPD Publishing.

Çelik, P. (2010). *İş Görenlerin Motivasyon Düzeyleri ile İş Tatmini ve İşe Devam İlişkisi Üzerine Turizm Sektöründe Bir Uygulama*. (Yayımlanmamış Yüksek Lisans Tezi). Akdeniz Üniversitesi Sosyal Bilimler Enstitüsü, Antalya.

De Vos, A., Bunyens, D., ve Schalk, R. (2005). "Making Sense of a New Employment Relationship: Psychological Contract-Relates Information Seeking and the Role of Work Values and Locus Control". *International Journal of Selection and Assessment*, 13(1).

Deci, E. L., ve Ryan, R. M. (2000). "The 'What' and 'Why' of Goal Pursuits: Human Needs And The Self-Determination of Behavior". *Psychological Inquiry*, 11.

Doğan, İ. (2002). *Sosyoloji: Kavramlar ve Sorunlar*. Ankara: PAGEM.

Elizur, D. (1984). "Facets of Work Values: A Structural Analysis of Work Outcomes". *Journal of Applied Psychology*, 69.

Eren, E. (2003). *Yönetim ve Organizasyon (Çağdaş ve Küresel Yaklaşımlar).* İstanbul: Beta Basım.

Erkal, M. E., Baloğlu, B., ve Baloğlu, F. (1997). *Ansiklopedik Sosyoloji Sözlüğü*. İstanbul: Der Yayıncılık.

Fındıkçı, İ. (2006). *İnsan Kaynakları Yönetimi*. İstanbul: Alfa Yayınları.

Fındıklı, M. M. (2012). *İş Değerleri Perspektifinde Yönetici - Çalışan Uyumu Ve İş Tatmini İle Lider –Üye Etkileşimi Üzerine Türk Sağlık Sektöründe Bir Araştırma*. (Doktora tezi). Ulusal Tez Merkezi'nden alınmıştır.

Giddens, A. (2008). *Sosyoloji*. (Çev: Cemal Güzel). İstanbul: Kırmızı Yayınları.

Gümüş, S. ve Sezgin, B. (2012). *Motivasyonun Örgütsel Bağlılığa ve Performansa Etkisi*. İstanbul: Hiperlink Yayınları.

Hakmal, H., Karadağ, M. ve Demir, C. (2012). "Hemşirelerin Motivasyon Düzeylerine Etki Eden Faktörler: Gülhane Askeri Tıp Fakültesi Eğitim Hastanesinde Bir Uygulama". *Anadolu Hemşirelik ve Sağlık Bilimleri Dergisi*, 15(3), 181-187.

Henslin, J. M. (2004). *Essentials of Sociology*. Boston: Pearson.

İçli, G. (2002). S*osyolojiye Giriş*. Ankara: Anı Yayıncılık.

Kaasa, A. (2011). "Work Values in European Countries: Empirical Evidence and Explanations". *Review of International Comparative Management*, 12(5).

Kılıç, R. ve Çoban, M. (2015). "Herzberg'in Motivasyon Teorisi ile Liderlik Tipleri Arasındaki İlişki: Bankacılık Sektöründe Bir Uygulama". *Yönetim ve Ekonomi Araştırmaları Dergisi*, 13(1), 365-380.

Koçel, T. (2005). *İşletme Yöneticiliği*. İstanbul: Arıkan Basım Yayım Dağıtım.

Koçel, T. (2014). *İşletme Yöneticiliği*. İstanbul: Beta Basım.

Korkmaz, S. (2008). *Hastahanelerde doktor, hemşire ve ebelerin motivasyonunu etkileten faktörler: bir uygulama*.Yüksek Lisans Tezi, Çağ Üniversitesi Sosyal Bilimler Enstitüsü, Mersin.

Kubat, U. (2007). *İmalat Sektöründe İş Değerleri ile Kişilik Özellikleri Arasındaki İlişkinin İncelenmesi*. (Yüksek Lisans Tezi). Akdeniz Üniversitesi Sosyal Bilimler Enstitüsü, Antalya.

Kurt, T. (2005). "Herzberg'in Çift Faktörlü Güdüleme Kuramının Öğretmenlerin Motivasyonu Açısından Çözümlenmesi". *Gazi Eğitim Fakültesi Dergisi*, 25(1), 285-299.

Lewis, P. (1985). "Defining Business Ethics; Like Nailing Jello To A Wall". *Journal of Business Ethics*, 4.

Licht, A. N. (1998). "The Mother of All Parh Dependencies Toward A Cross Cultural Theory of Corporate Governance Systems". *Delaware Journal of Corporate Law*, 26.

Lordoğlu, K., ve Özkaplan, N. (2005). *Çalışma İktisadı*. İstanbul: Der Yayınları.

Lyons, S. T. (2003). *An Exploration Of Generational Values İn Life And At Work*. (Yayımlanmamış Doktora tezi). https://curve.carleton.ca/c3cc861c-e720- 47a1-a33f-e8d570474474 adresinden erişilmiştir.

Lyons, S. T., Higgins, C. A., ve Duxbury, L. (2009). "Work values: Development of a new three-dimensional structure based on confirmatory smallest space analysis". *Journal of Organizational Behavior*, 31, 969-1002.

Macionis, J. J. (2001). *Sociology*. New Jersey: Prentice Hall.

Malka, A., ve Chatman, J. A. (2003). "Intrinsic and extrinsic work orientations as moderators of the effect of annual income on subjective well-being: A longitudinal analysis". *Personality and Social Psychology Bulletin*, 29.

Muogbo, U. S. (2013). The ınfluence of motivation on employees' performance: A study of some selected firms in Anambra State. *An International Journal of Arts and Humanities*, 2(3), 134-151.

Örücü, E. ve Kanbur, A. (2008). "Örgütsel-Yönetsel Motivasyon Faktörlerinin Çalışanların Performans ve Verimliliğine Etkilerini İncelemeye Yönelik Ampirik Bir Çalışma: Hizmet ve Endüstri İşletmesi Örneği". *Yönetim ve Ekonomi*, 15(1), 85-97.

Özkul, M. (1997). *Çalışma Sosyolojisi*. Isparta.

Öztabağ, L. (1970). *Psikolojide İlk Adım*. İstanbul: Remzi Kitabevi.

Ros, M., Shalom H. Schwartz., ve Shoshana S., (1999). "Basic Individual Values, Work Values, and the Meaning of Work". *Applied Psychology: An International Review*, 48(1), 49-71, 1999.

Rose, M. (1987). *Industrial Sociology: Work in the French Tradition*. London: Sage Publications.

Sabuncuoğlu, Z. ve Tüz, M. (2001). *Örgütsel Psikoloji*. Bursa: Ezgi Kitabevi.

Schwartz, S. H. (1999). "Basic Human Values". Theory, Methods and Aplications, An Overview.

Stewart, E. W., ve Glynn, J. A. (1985). *Introduction to Sociology*. New York: Mc Graw-Hill Inc.

Struch, N., Schwartz, S. H., ve Kloot, W. A. (2002). "Meanings of Basic Values for Women and Men: A Cross-Cultural Analysis". *Personality and Social Psychology Bulletin*, 28(1).

Super, D. E. (1970). *Work Values Inventory Manual*. Boston: Houghton Mifflin.

Tanrıverdi, H. ve Oktay, K. (2001). "Otel İşletmelerinde İş gören Motivasyonuna Yönelik Bir Araştırma". *Turizm Akademik Dergisi*, 2, 33-41.

Tınar, M. Y. (1996). *Çalışma Psikolojisi*. İzmir.

Tınaz, P. (2012). *Çalışma Yaşamından Örnek Olaylar*. İstanbul: Beta yayınları.

Tilly, L. A., ve Scott, J. W. (1978). *Women, Work and Family*. New York: Winston.

Tolan, B. (1996). *Toplum Bilimlerine Giriş*. Ankara: Adım Yayıncılık.

Twenge, J. M., Campbell, S. M., Hoffman, B. J. ve Lance, C. E. (2010). "Generational Differences in Work Values: Leisure and Extrinsic Values Increasing, Social and Intrinsic Values Decreasing". *Journal of Management*, 36(5).

Uçkun, C. G. ve Pelit, E. (2003). "Hizmet İşletmelerinde İş gören Motivasyonunun Önemi ve Verimliliğe Etkisi". *Standard: Teknik ve Ekonomik Dergi*, 493, 49-53.

Yıldırım, M. ve Arslan, Ö. E. (2015). "İş görenlerin İş Motivasyonunun Örgütsel Bağlılıklarına Etkisi: Ankara'daki Beş Yıldızlı Otel İşletmelerinde Bir Araştırma". *Turizm Akademik Dergisi*, 2(1), 23-37.

Yıldırım, S. (2007). *Motivasyon ve Çalışma Yaşamında Motivasyonun Önemi*. (Yayımlanmamış Yüksek Lisans Tezi). Kahramanmaraş Sütçü İmam Üniversitesi Sosyal Bilimler Enstitüsü, Kahramanmaraş.

Yücel, C. ve Karataş, E. (2009). "Eğitim Yöneticilerinin Benimsedikleri İş Değerleri". *Ege Eğitim Dergisi*, 10(2), 70-101.

THE CHARACTER STRENGTH OF STUDENTS: FOUNDATIONS IN FACING THE NEW NORMAL ERA??

Dody Hartanto[1], Mufied Fauziah[2], Hurin Nabila[3]

[1,2,3] Universitas Ahmad Dahlan, Faculty of Teacher Training and Education, Department Guidance and Counseling

ABSTRACT

This article aims to discuss the theoretical framework and various model opportunities that can be used to facilitate the process of character building in the new normal era. These articles are compiled through a systematic and integrative literature review process. In this paper, the theoretical framework develops from a review of existing research on Character Strength, hope and pedagogy theory, and transformative education. The study uses systematic review research by summarizing the results of primary research to present more comprehensive and balanced facts. The data used in this study is secondary data accessed through Google Scholar with the keyword "character strength" in Indonesian and English. The selected articles were published from 2017-2022 and found data for 68,300 articles. The key articles were selected based on their suitability to the research question and 6 articles were found to be suitable. The results show that various models have been developed regarding character strength. Many character strengths are developed by integrating several variables which are said to have a strong correlation such as happiness, spirituality and other positive psychology. Several models have been developed and tested by other researchers, both on an individual and group basis. Other studies also show that the use of film media can be used as a medium for developing characters.

Keywords: character strength, new normal era

1. INTRODUCTION

The COVID-19 pandemic is a huge challenge for education around the world as education has to be done virtually to stop the spread of COVID-19. The closure of schools in almost all countries in the world, which lasted for almost more than two years is known to result in a massive decline in student learning abilities. This decline in learning ability is a serious threat. Various studies have shown the problem of losing knowledge, skills and character in students [1].

The strength of character as human behaviour at this time becomes more interesting through the educational process, especially during a pandemic and will change during endemic times. Academics and researchers have attempted to examine various kinds of student attitudes and behaviours in the learning process. Strength of character can be a factor

that affects academic achievement and well-being [2]. Strength of character is a predictor of academic achievement, among others, because it is able to generate hope, self-regulation, enthusiasm and perseverance [3]. However, not many academics and researchers have discussed the strength of student character as a foundation in facing the new normal era.

Several studies have shown that character strength has a strong relationship with well-being, both in adults [4], adolescents and children [5]. Character strength has been shown to be an important predictor of well-being [6]. Strengths of character such as curiosity, enthusiasm, love, gratitude and hope are related to subjective well-being. Meanwhile, character strengths such as honesty, perseverance, kindness, social intelligence, self-regulation and humour have a relationship with psychological well-being [7]. Other studies also show a strong positive association between the dimensions of environmental mastery, life goals and self-acceptance to psychological well-being [8]. In general, it can be assumed that character strength is related to individual well-being, so individual welfare can be improved by displaying character strength [9].

2. METHODS

This study was designed using systematic review research that focuses on summarizing the results of primary research so that it can present comprehensive and balanced facts. The research procedure was carried out as follows:

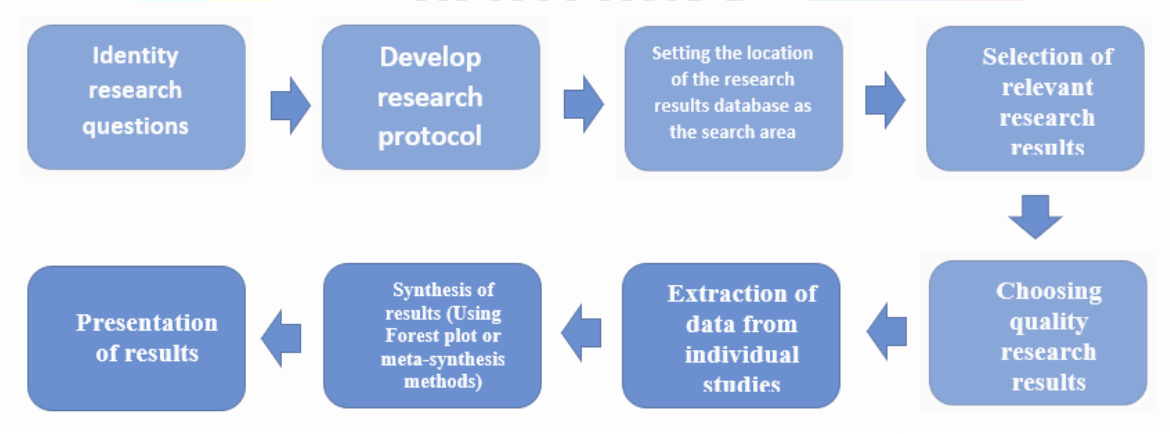


Figure 1. Research Procedure

The selection of articles starts from research journals on Google Scholar. The keyword used in the search is "Character Strength" in Indonesian and English. The screening used is the result of research for the last 6 years, from 2017-2021 found 68,300 articles. The articles were then re-selected by collecting relevant articles to answer the research question, "How is the Character Strength Intervention model?". Analysis of research data was carried out by means of data extraction, namely by writing down all the data obtained through journals

about the character strength development model and converted into new data by filtering the money data used into several categories.

3. RESULTS AND DISCUSSION

Data penelitian yang diperoleh berdasarkan hasil seleksi adalah 6 artikel yang dapat dilihat pada tabel 1

Tabel 1. Articles About Intervention Models For Character Strength

Writer	Method	Sample Amount	Findings
Niemic (2018) [16]	-	-	Offers a positive psychology intervention model designed to enhance the synergy between character strength and mindfulness training. Using a character strength search step by means of practitioners labelling strengths seen in Action, explaining with rational evidence and showing appreciation and value of perceived strengths in terms of emotionality, meaning, relevance and purpose/outcome.
Saele, et.al (2022) [17]	Mixed method	A cluster-randomized a controlled trial was conducted with 28 classes of 643 Zambian youth ages 10-13 (M=11.39, SD=0.95, 55.4% women)	Resistance to training intervention by holding Global Resilience Oral Workshops (GROW). The program's curriculum is rooted in positive psychology and spirituality.

Prasetyo & Ika (2019) [18]	Experiment	Psychology Student of University of Diponegoro year 2018	Career Happiness Plan training has an effect on increasing character strength in students. There was a difference in the strength of the subject's character (students of the 2018 Undip Psychology Faculty) after attending the career happiness plan training.
Siritikul, et. al. (2021) [19]	Descriptive analyses, Rasch model analysis	40 first-year medical students	There is a change in character after watching the movie. The films that the researchers watched were Twilight, Gandhi, The Shawshank Redemption and Amelie.
Arumsari (2018) [20]	Qualitative method with descriptive technique	3 Counselees who have low character strength	Individual counselling with symbolic modelling techniques is proven to be effective in developing the strength of the character of simplicity.
Bu & Duan (2018) [21]	-	79 freshmen	Increasing Strength Knowledge using the Aware-Explore-Apply model which includes: first, increasing awareness of character strengths that were previously not realized or used by clients on a limited basis;

			furthermore, exploring together the strengths of character with questions, activities, reflections, and challenges; and finally, switch to the app when the client chooses a concrete goal and next step to put the power of character into action

Table 1 shows the various models that have been developed regarding character strength. Many character strengths are developed by integrating several variables which are said to have a strong correlation such as happiness, spirituality and other positive psychology. Several models have been developed and tested by other researchers such as the Aware-Explore-Apply model. Other studies have also shown that some films can be used as a medium for character development. In addition, individual-based interventions such as individual counselling can also be used as an alternative in developing character strengths.

Character is defined as a set of good personality traits or a collection of individual virtues [22]. It is characterized by positive behaviours that last long into habits such as moral commitment, social responsibility, determination and self-discipline towards individuals [23]. Character is also referred to as an individual's general attitude towards social responsibility and their acceptance of their environment, which is supported by knowledge of social conditions, emotional reactions to other people's difficulties, and the development of prosocial skills [24]. Character is also seen as involvement in attitudes or behaviours that are in line with morals [25].

Strength of character is a positive personality trait that has a positive impact on emotional, rational, and operational well-being [26]. Strength of character is a valuable asset that can help improve one's life by using the ability to help others [27]. Strength of character is described as part of positive attitudes, the driving force that allows individuals to develop by achieving optimal or advanced psychological functioning [9]. Besides being able to help individuals in achieving goals in life, the strength of character can also encourage individuals to do good [28]. The strength of this character is believed to be a driving force for someone

to be more productive [29]. Strengths of character such as creativity, love of learning, and prudence, are personality traits that have positive values [9], so it can be assumed that character strengths can be shown in various situations in various domains of life. [30]. Character strength is important to note because it can affect every element of development, be it positive emotions, intrinsic involvement, positive relationships, feelings of meaning and purpose, and achievement [31].

There are two articles in table 1 which show efforts to increase the two strengths of character, namely the power of knowledge and simplicity. Values in Action (VIA) classifies 24 character strengths and six universal policies (Peterson: 2004). The six policies are humanity, wisdom and knowledge, justice, courage, transcendence and simplicity. Humanity's policies consist of love, kindness, and social intelligence. Policies regarding wisdom and knowledge consist of creativity, curiosity, judgment, love of learning, and perspective. The policy on justice consists of teamwork, fairness, and leadership. The policy of courage consists of bravery, perseverance, honesty, and zest. The policy on transcendence consists of an appreciation of beauty and excellence gratitude, hope, humour, and spirituality. The policy of simplicity consists of forgiveness, humility, prudence, and self-regulation.

The results of this study explain the existence of several interventions that have been developed. However, in intervention-based research or personality strength models, there are still few findings. Basic research on the relationship of character strength with various variables is easy to find, but related to model interventions is still quite limited. This can be a concern for further research to be moved to conduct intervention-based research on character strength. The strength of character continues to receive attention but there is a great opportunity for expansion and deepening of the study so that various practices can be carried out more routinely and in tandem with work.

REFERENCES

[1] Engzell, Per, Arun Frey, and Mark D. Verhagen. Learning loss due to school closures during the COVID-19 pandemic. *Proceedings of the National Academy of Sciences* 118.17, 2021.

[2] Wagner, L., and Ruch, W. Displaying character strengths in behavior is related to well-being and achievement at school: evidence from between- and within-person analyses. 2021.

[3] Karris Bachik, M. A., Carey, G., and Craighead, W. E. VIA character strengths among U.S. college students and their associations with happiness, well-being, resiliency, academic success and psychopathology. J. Positive Psychol. 1–14. 2020.

[4] Buschor, C., Proyer, R. T., and Ruch, W. Self- and peer-rated character strengths: how do they relate to satisfaction with life and orientations to happiness? *J. Positive Psychol.* 8, 116–127. 2013.

[5] Weber, M., Ruch, W., Littman-Ovadia, H., Lavy, S., and Gai, O. Relationships among higher-order strengths factors, subjective well-being, and general self-efficacy – the case of Israeli adolescents. *Personal. Individual Diff.* 55, 322–327. 2013.

[6] Proctor, C., Maltby, J., and Linley, A. Strengths use as a predictor of well-being and health-related quality of life. *J. Happiness Studies* 12, 153–169. 2011.

[7] Hausler, M., Strecker, C., Huber, A., Brenner, M., Höge, T., Höfer, S. Distinguishing relational aspects of character strengths with subjective and psychological well-being. Front. Psychol. 8:1159. 2017

[8] Leontopoulou, S., and Triliva, S. Explorations of subjective wellbeing and character strengths among a Greek University student sample. *Int. J. Wellbeing* 2, 251–270. 2012.

[9] Peterson, C., and Seligman, M. E. P. (2004). Character Strengths and Virtues: A Handbook and Classification. New York, NY: Oxford University Press.

[10] Park, N., Peterson, C., and Seligman, M. E. P. Strengths of character and wellbeing. *J. Soc. Clin. Psychol.* 23, 603–619. 2004.

[11] Hartanto, Dody. Influenza vs Affluenza Mana yang Lebih Berbahaya? *Radar Jogja. Jawa Pos. 14 Nov 2020*

[12] Littman-Ovadia, H., and Lavy, S. Character strengths in Israel: hebrew adaptation of the VIA inventory of strengths. *Eur. J. Psychol. Assessment* 28, 41–50. 2012

[13] Huta, V., and Hawley, L. Psychological strengths and cognitive vulnerabilities: are they two ends of the same continuum or do they have independent relationships with well-being and ill-being? *J. Happiness Studies* 11, 71–93. 2010.

[14] Hartanto, Dody. Future Anxiety: Gelombang Ketakutan Akan Masa Depan. *Radar Jogja. Jawa Pos. 12 Des 2020*

[15] Huffman, J. C., DuBois, C. M., Healy, B. C., Boehm, J. K., Kashdan, T. B., Celano, C. M., et al. Feasibility and utility of positive psychology exercises for suicidal inpatients. *Gen. Hosp. Psychiatry* 36, 88–94. 2014

[16] Niemiec, R. M. (2012). Mindful living: character strengths interventions as pathways for the five mindfulness trainings. *Int. J. Wellbeing* 2, 22–33. doi: 10.5502/ijw.v2i1.2

[17] Seale, J. P., Seale, D. M., Pande, Y., Lewis, T. M., Manda, W., Kasanga, L., ... & Harris, S. K. GROW Zambia: A pilot cluster-randomized trial of a spiritually-based character strengths training curriculum to enhance resilience among Zambian youth. *The Journal of Positive Psychology*, 1-14. 2021.

[18] Prasetyo, A. R., & Ratnaningsih, I. Z. Pelatihan career happiness plan untuk meningkatkan kekuatan karakter (virtue) sebagai modal kerja pada mahasiswa. *Jurnal Psikologi Vol*, *18*(2), 187-198. 2019.

[19] Siritikul, S., Chalanunt, S., Utrapiromsook, C., Mungara, S., Wongpakaran, T., Wongpakaran, N., ... & Wedding, D. (2021). Changes in character strengths after watching movies: when to use rasch analysis. *BMC Research Notes*, *14*(1), 1-6. 2021.

[20] Arumsari, C. Konseling Individu dengan Teknik Modeling untuk Meningkatkan Kekuatan Karakter Kesederhanaan. *JKI (Jurnal Konseling Indonesia)*, *4*(1), 1-15. 2018.

[21] BU, He; DUAN, Wenjie. A single-session positive cognitive intervention on first-year students' mental health: Short-term effectiveness and the mediating role of strengths knowledge. *Journal of American College Health*, 67.6: 515-522. 2019

[22] Elliott, J. Using research to improve practice. *International Handbook on the Continuing Professional Development of Teachers*, eds C. Day and J. Sachs. 2004.

[23] Baumrind, D. Rearing competent children. *Child Development Today and Tomorrow*, ed. W. Damon ,349–378. 1989

[24] Hay, D. F., Castle, J., Stimson, C. A., and Davies, L. The social construction of character in toddlerhood. *Morality in Everyday Life*, 23–51. 1995

[25] Wynne, E., and Walberg, H. *Developing Character: Transmitting Knowledge.* Posen, IL: ARL 1984

[26] Niemiec, R. M. Mindfulness and character strengths. Hogrefe Publishing. 2013

[27] Wagner, L., Gander, F., Proyer, R. T., & Ruch, W. Character strengths and PERMA: Investigating the relationships of character strengths with a multidimensional framework of well-being. Applied Research in Quality of Life, 15(2), 307-328. 2020.

[28] Lottman, T., Zawaly, S., and Niemiec, R. M. Well-being and well-doing: Bringing mindfulness and character strengths to the early childhood classroom and home. *Positive Psychology Interventions in Practice*, ed. C. Proctor (New York, NY: Springer). 2017.

[29] Park, N. Character strengths and positive youth development.The Annals of the American Academy of Political and Social Science,591(1), 40-54. 2004

[30] Niemiec, R. M. Six functions of character strengths for thriving at times of adversity and opportunity: a theoretical perspective. Appl. Res. Qual. Life 15, 551–572. 2020.

[31] Weber, M., Wagner, L., and Ruch, W. Positive feelings at school: On the relationships between students' character strengths, school-related affect, and school functioning. *J. Happiness Stud.* 17, 341–355. 2016

ACADEMIC SHARING PLATFORM

AÇIK VE UZAKTAN ÖĞRETIM FAKÜLTESI ÖĞRENCILERININ DIJITAL OKURYAZARLIK DÜZEYLERININ İNCELENMESI: ATATÜRK ÜNIVERSITESI ÖRNEĞI

Doç. Dr. Derya ÇAKMAK KARAPINAR [1], Öğr. Gör. Arif DAŞ [2]

[1] Atatürk Üniversitesi, Açık ve Uzaktan Öğretim Fakültesi, - 0000-0003-0796-1800

[2] Atatürk Üniversitesi, Açık ve Uzaktan Öğretim Fakültesi, - 0000-0002-0138-171X

ÖZET

Bilgi ve iletişim teknolojilerinde meydana gelen hızlı gelişmeler sonucunda yeni teknolojiler ve dijital ortamlar ortaya çıkmaktadır. Ortaya çıkan bu yeni teknolojiler bireylerin hayatına her alanda nüfus etmektedir. Bireylerin hayatına nüfus ettiği alanlardan biri de eğitim ve öğretim süreçleridir. Dijital ortamların ve teknolojik araç ve gereçlerin eğitim öğretimde kullanılmaya başlaması ile birlikte öğrencilerin dijital okuryazarlıkları önem kazanan bir husus haline gelmiştir. Çünkü dijital okuryazarlık bireylerin bilgi ve iletişim teknolojilerinin kullanımına ilişkin tutum, anlayış ve beceri geliştirme olarak tanımlamıştır. Bu nedenle bu çalışmada açık ve uzaktan eğitim gören öğrencilerin bilgi güvenliği farkındalıklarının ölçülmesi amaçlanmıştır. Bu amaç doğrultusunda Bayrakcı (2020) tarafından geliştirilen Etik ve Sorumluluk, Genel Bilgi ve İşlevsel Beceriler, Günlük Kullanım, Profesyonel Üretim, Gizlilik ve Güvenlik ile Sosyal Boyutlar çerçevesinde bireylerin sahip olması gereken dijital okuryazarlığa dair yetkinliklerin belirlenmesi ve dijital okuryazarlıklarının ölçülmesi amacıyla geliştirilen Dijital Okuryazarlık ölçeği kullanılmıştır. Elde edilen veriler SPSS 21 paket programı ile analiz edilmiş ve katılımcıların genel olarak okuryazarlık düzeylerinin yüksek olduğu, yaş, aylık hane geliri ve eğitim düzeyinin dijital okuryazarlık üzerinde kısmen etkisi olduğu ve diğer demografik özelliklerin bireylerin dijital okuryazarlık düzeyleri üzerinde bir etkisi olmadığı bilgilerine ulaşılmıştır.

Anahtar Kelimeler: Dijital Okuryazarlık, Açık ve Uzaktan Öğrenme, Dijital Yetkinlikler

Abstract

As a result of rapid developments in information and communication technologies, new technologies and digital environments are emerging. These emerging technologies permeate the lives of individuals in all areas. One of the areas in which individuals penetrate into their lives is education and training processes. With the use of digital environments and technological tools and equipment in education, students' digital literacy has become an important issue. Because digital literacy is defined as individuals' attitudes, understanding and skill development

regarding the use of information and communication technologies. For this reason, in this study, it is aimed to measure the information security awareness of open and distance education students. In line with this purpose, the Digital Literacy scale developed by Bayrakcı (2020) was developed to determine the digital literacy competencies that individuals should have within the framework of Ethics and Responsibility, General Knowledge and Functional Skills, Daily Use, Professional Production, Privacy and Security, and Social Dimensions and to measure their digital literacy. used. The data obtained were analyzed with the SPSS 21 package program and it was found that the literacy levels of the participants were high in general, age, monthly household income and education level had a partial effect on digital literacy, and that other demographic characteristics did not have an effect on the digital literacy levels of individuals.

Keywords: Digital Literacy, Open and Distance Learning, Digital Competencies

1. GIRIŞ

Dijital okuryazarlık her ne kadar bireylerin bilgisayar gibi teknolojileri kullanma becerileri olarak tanımlansa da bilgi ve iletişim teknolojilerinin bireyler tarafından etkin bir şekilde kullanılması için sadece bireylerin temel teknoloji kullanımı becerilerine ihtiyaç yoktur. Bireylerin bilgi ve iletişim teknolojilerine erişim imkanları doğrultusunda zamanla kullanım becerileri gelişebilmektedir (Buckingham, 2010). Bu nedenle Glister (1997) dijital okuryazarlık kavramını daha geniş anlamda bilgi ve iletişim teknolojilerinin kullanımına ilişkin tutum, anlayış ve beceri geliştirme olarak tanımlamıştır. Dijital okuryazarlık tanımları incelendiğinde bireylerin günlük yaşamları içerisinde sürekli olarak etkileşim halinde olduğu dijital ortam ve araçları kullanma, bu ortam ve araçlar aracılığıyla iletişim kurma ve diğer süreçleri etkili bir şekilde yönetmek bir taraftan öne çıkarken diğer taraftan teknik farkındalığın yanı sıra sosyal ve bilişsel becerilerin tümü öne çıkmaktadır.

Dördüncü Endüstriyel Devrim'inin ve pandemi sürecinin de etkisi ile hız kazanan dijitalleşmenin ve dijital ortam ve araçların günlük yaşantının her alanında ve neredeyse her anında insanlar tarafından aktif kullanımının yoğun kullanıma dönüşmesi ile birlikte önem kazanan kavramlardan biri dijital okuryazarlıktır. Dijital okuryazarlık hızla gelişen teknolojinin ve dijital ortam ve uygulamaların kullanımında bireylerin kullanım becerilerinin yanı sıra bu ortam ve uygulamaların avantaj ve dezavantajlarının, fırsat ve tehditlerinin farkında olunmasını ve kullanım esnasında farkındalık ve kullanım kültürü ile hareket etmesini içermektedir.

Aslında dijital okuryazarlık sosyo-duygusal, bilişsel ve teknik becerilerin geliştirilmesini gerektirir. Dijital okuryazar bir birey farklı teknolojik cihazları (Bilgisayar, tablet, telefon vb.)

ya da farklı yazılımları çalıştırabilmeli, gezinebilmeli ve ihtiyaç duyduğu kaynaklara erişebilmeli, çevrimiçi topluluklarda uygun şekilde hareket edebilmeli ve dijital ortamlardan ya da bu ortamlardaki bireylerden kaynaklanabilecek olumsuz durum ya da zararlardan uzak durabilmeli yani kendini koruyabilmelidir.

2. DIJITAL OKURYAZARLIK

Dijital okuryazarlık, kültürel, bilişsel ve teknik kaynakların birleşimi olarak görülmektedir. Yani dijital okuryazarlığı yüksek bir birey olmak için dijital kaynaklara ve uygulamalara erişimi olduğu gibi aynı zamanda bireyin bunların kullanımına yönelik bir kültürel birikimi de olmalıdır. Buna ek olarak dijital teknolojilerin ve ortamların kullanımında paylaşma, iletişim kurma ve işbirliği yapma gibi süreçlerde en uygun zamanı ve nasıl yapılacağını bilmek ve süreçleri anlamaktır (Hague ve Payton, 2010). Martin'e (2005) göre dijital okuryazarlık, bireylerin dijital araç ve uygulamaları tanıması, bunlara erişmesi ve yönetmesi, gerekli olduğunda entegre edebilmesi ve bunları gerçekleştirebilmek için farkındalıklarının oluşması, tutum geliştirmeleri ve kullanım becerilerinin ya da yeteneklerinin gelişmesi olarak tanımlamıştır. Aslında dijital araç ve uygulamaların bireyler tarafından değerlendirilmesi, gerektiğinde analiz ya da sentez yapabilmesi, yeni bilgiler oluşturabilmesi ve dijital ortamlar aracılığıyla iletişim kurması ve bunu gerçekleştirme biçimi bireyin dijital okuryazarlığının göstergesi olarak değerlendirilmektedir.

EshetAlkalai (2004) dijital okuryazarlığı "*dijital çağda hayatta kalma becerisi*" olarak tanımlamakta ve beş beceri ile çerçevelendirmektedir. Bunlar; görsel beceriler, üretme becerileri, dallanma becerileri, bilgi becerileri ve sosyo-duygusal becerilerdir. Bu beceriler bireylerin dijital ortamlarda daha nitelikli gezinme yapmasını, daha nitelikli bir şekilde web tabanlı bilgileri bulmasını ve anlamasını gerektiğinde analiz ve sentez yapabilmesini sağlamaktadır. Ng (2012) ise teknik, bilişsel ve sosyal-duygusal olmak üzere üç boyut altında dijital okuryazarlığı çerçevelendirmektedir ve dijital okuryazarlığı yüksek olan bireylerin bu boyutlar temelinde teknik ve operasyonel becerilere sahip olması, eleştirel düşünme ve dijital bilgileri değerlendirme becerisine sahip olması ve öğrenme, iş ve diğer günlük aktiviteler için bilgi ve iletişim teknolojilerini sorumlu bir şekilde kullanabilmeleri gerektiğini söylemektedir.

Hobbs (2010), dijital ve medya okuryazarlığı olarak ele aldığı dijital okuryazarlık kavramını beş faktörlü bir yapı olarak ele almış ve değerlendirmiştir. Bu faktörler; erişim, analiz ve değerlendirme, içerik oluşturma, yansıtma/ifade etme ve hareket/eyleme geçiştir. Böylece dijital okuryazarlık bireyin teknolojik araçları etkin kullanımını, aradığı bilgiye erişebilmesi,

karşılaştığı iletilerin anlamını, amacını, güvenirliğini değerlendirme ve eleştirel açıdan bakılmasını, kendini ifade etmesini sağlayacak özgün içerikler oluşturmasını, sosyal sorumluluk ve etik ilkeler çerçevesinde davranmasını ve sorun çözümü ve bilgi paylaşımı konusunda harekete geçmesini içeren bire süreç olarak karşımıza çıkmaktadır.

Uzmanların görüşleri ışığında dijital okuryazarlık kavramının ve bireylerin dijital okuryazarlık düzeylerinin bilgisayar ve internet kullanma ya da mobil/dijital teknolojileri kullanım becerileri ile sınırlı olmadığı görülmüştür. Bireylerin teknik sosyal ve bilişsel farkındalıklarını, bilgi, beceri ve tutumlarını kapsayan bütüncül bir kavram haline gelişmiştir.

3. MATERYAL VE YÖNTEM

3.1 Araştırmanın Amacı ve Önemi

İçinde yaşadığımız yüzyılın, dördüncü sanayi devriminin ve dijitalleşmeyi hızlandıran diğer unsurların etkisi ile birlikte bireylerim dijital teknolojileri ve interneti kullanma becerilerinin önemi artmıştır. Dijital teknolojileri ve interneti kullanma becerisi tüm bireyler için olduğu kadar öğrenciler içinde önemlidir. Çünkü dijital ortamlarda öğrenciler büyük bir hacme sahip verilerle ve farklı sunum şekillerine sahip veriyle karşı karşıya kalmaktadır. Öğrenciler metin halinde verilerle karşılaşmanın yanı sıra farklı bilişsel süreçleri gerektiren resim, video, etkileşimli simülasyonlar, eş zamanlı ya da eş zamansız birçok uygulama ile de karşılaşmaktadırlar. Bu nedenle Greene, Yu ve Copeland (2014) dijital okuryazarlığı bireylerin bilgisayar tabanlı, çok modlu bilgilerin kullanımı sırasında yer aldığı bilişsel süreçler olarak ifade etmiştir. Her ne kadar günümüz öğrencileri Prensky (2001) tarafından bilgi ve iletişim teknolojilerini iyi kullanan dijital yerliler olarak betimlense bile dijital okuryazarlık becerilerinin incelenmesi ve geliştirilmesi için eğitimlerin verilmesi gerekebilmektedir. Bu araştırma ile Atatürk Üniversitesi Açık ve Uzaktan Öğretim Fakültesi öğrencilerinin dijital okuryazarlık düzeylerinin ve demografik özelliklere göre değişiminin ölçülmesi amaçlanmaktadır. Bu amaç doğrultusunda aşağıdaki araştırma soruları tasarlanmıştır;

AS1: Katılımcıların dijital okuryazarlık düzeyi nedir?

AS2: Katılımcıların dijital okuryazarlık düzeyi cinsiyete göre farklılaşmakta mıdır?

AS3: Katılımcıların dijital okuryazarlık düzeyi yaşına göre farklılaşmakta mıdır?

AS4: Katılımcıların dijital okuryazarlık düzeyi medeni durumuna göre farklılaşmakta mıdır?

AS5: Katılımcıların dijital okuryazarlık düzeyi eğitim düzeyine göre farklılaşmakta mıdır?

AS6: Katılımcıların dijital okuryazarlık düzeyi çalışma durumuna göre farklılaşmakta mıdır?

AS7: Katılımcıların dijital okuryazarlık düzeyi aylık hane gelirine göre farklılaşmakta mıdır?

Atatürk Üniversitesi Açık ve Uzaktan Öğretim Fakültesi öğrencilerinin bilgi güvenliği farkındalıklarının ve demografik özelliklere göre değişiminin ölçülmesi amaçlanan bu çalışma;

- Araştırmanın örneklem grubu Atatürk Üniversitesi öğrencilerinden oluşmasıyla,
- Araştırmanın belirli zaman dilimlerinde gerçekleştirilmiş olmasından dolayı geçen zamanla birlikte katılımcılarda görüş, düşünce, fikir ve beklentilerin değişme ihtimalinin bulunmasıyla,
- Araştırma sonucunda elde edilen bulguların tamamen katılımcıların verdiği cevapların analizi neticesinde ortaya çıkan sonuçlar olmasıyla,
- Literatürde Açık ve Uzaktan Öğretim Fakültesi öğrencilerinin dijital okuryazarlık düzeylerinin ve demografik özelliklere göre değişimini inceleyen çalışmaların bulunmamasıyla sınırlıdır.

3.2. Veri Toplama Araçları ve Süreci

Ocak 2021 ve Şubat 2022 tarihleri arasında Atatürk Üniversitesi öğrencilerine çevrim içi ortama aktarılmış anket formları aracılığı ile ulaşılmış ve böylelikle çalışmanın örneklemi çalışmaya gönüllü olarak katılan 1139 öğrenciden oluşmuştur. Araştırmada ulaşılabilirlilik–elverişlilik ilkesinden hareketle kolay örnekleme yöntemiyle seçilen örneklem grubundaki katılımcılara veri toplama aracı olarak araştırmacı tarafından geliştirilen sosyo-demografik bilgi formu ve Bayrakcı (2020) tarafından geliştirilen Dijital Okuryazarlık Ölçeği formu uygulanmıştır.

Sosyo-demografik Bilgi Formu: Katılımcıların yaş, cinsiyet, medeni durumları, aylık gelirleri, okudukları bölüm ve çalışma durumları gibi bilgilerini elde etmeyi amaçlayan ve araştırmacı tarafından geliştirilen bir formdur.

Dijital Okuryazarlık Ölçeği: Dijital Okuryazarlık Ölçeği (DOYÖ) bilişim teknolojilerini çok daha yoğun kullandığı varsayılan üniversite öğrencilerinin ve mezunlarının dijital okuryazarlık düzeylerini tespit etmek amacıyla 29 maddelik ve 6 faktörlü bir ölçek olarak geliştirilmiştir. Ölçek 5'li Likert tipi bir (1:Kesinlikle katılmıyorum, 2:Katılıyorum, 3:Kararsızım, 4:Katılıyorum ve 5:Kesinlikle katılıyorum) yapıya sahiptir. Ölçek; 7 maddeden oluşan 'etik ve sorumluluk', 5 maddeden oluşan 'genel bilgi ve işlevsel beceriler', 6 maddeden oluşan 'günlük kullanım', 2 maddeden oluşan 'profesyonel üretim' 4 maddeden oluşan 'gizlilik ve güvenlik' ve 4 maddeden oluşan 'sosyal boyut' olmak üzere 6 boyuttan oluşmaktadır. Ölçeğin Cronbach Alpha ile saptanan güvenirliğinin (Cronbach alfa iç tutarlık güvenirlik katsayısı=0.91) ve alt boyutlarının güvenirliğinin (etik ve sorumluluk'=0.842, genel bilgi ve işlevsel beceriler=0.875, günlük kullanım=0.782, profesyonel üretim=0.719, gizlilik ve güvenlik =0.820 ve sosyal boyut =0.761) yüksek olduğu görülmüştür.

3.3. Verilerin Analizi

Verilerin analizinde SPSS 20 paket programı aracılığıyla ölçme aracının geçerlik ve güvenirliğini test etmek ve onaylamak amacıyla Kaiser-Meyer-Olkin Örnekleme Yeterliliği, Bartlett Küresellik Testi ve Cronbach's Alpha testleri yapılmış ve ardından veri dağılımını tespit etmek amacıyla Kolmogorov-Simirnov testi yapılmıştır. Test sonucunda verilerin normal dağılım gösterdiği saptanmıştır. Atatürk Üniversitesi Açık ve Uzaktan Öğretim Fakültesi öğrencilerinin bilgi güvenliği farkındalıklarının ve demografik özelliklere göre değişiminin ölçülmesi için parametrik testlerden bağımsız gruplar t testi ve Anova kullanılmıştır.

4. BULGULAR

Araştırmanın bu bölümünde öğrencilerin Atatürk Üniversitesi Açık ve Uzaktan Öğretim Fakültesi öğrencilerinin dijital okuryazarlıklarına ve demografik özelliklere göre değişimine ilişkin bulgular sunulmuştur. Araştırma soruları çerçevesinde elde edilen verilerin analizi sonucunda ortaya çıkan bulgulara ilgili bağıntısal bulgular başlığı altında yer verilmiştir.

4.1. Betimsel İstatistik Bulguları

Araştırmanın bu bölümünde katılımcıların cinsiyet, yaş, medeni durum, hane gelir düzeyi, eğitim düzeyi, çalışma durumu, yaşadığı il ve okuduğu bölüm bilgilerine yer verilmiştir.

Çizelge 1. Katılımcıların Demografik Özellikleri

		N	%
Cinsiyet	Erkek	564	49,5
	Kadın	575	50,5
Yaş	18-20	115	10,1
	21-29	486	42,7
	30-37	273	24,0
	38-44	151	13,3
	45-50	63	5,5
	51 ve üstü	51	4,5
Medeni Durumunuz	Evli	520	45,7
	Bekar	619	54,3
Eğitim Düzeyiniz	Lise	231	20,3
	Ön Lisans	524	46,0
	Lisans	321	28,2
	Yüksek Lisans	56	4,9
	Doktora	7	0,6
Bir işte Çalışma Durumunuz	Evet	717	62,9
	Hayır	422	37,1
Aylık Hane Geliriniz	2000-4000	412	36,2
	4001-6000	333	29,2
	6001-8000	198	17,4
	8001-10000	101	8,9
	10001 ve üzeri	95	8,3
Yaşadığınız İl	İstanbul	204	17,9
	Ankara	106	9,3
	İzmir	62	5,4
	Erzurum	45	4,0
	Gaziantep	38	3,3
	Konya	32	2,8
Okuduğunuz Bölüm	Çocuk Gelişimi Ön Lisans	100	8,8
	Bilgisayar Programcılığı Ön Lisans	96	8,4
	İş Sağlığı ve Güvenliği Ön Lisans	88	7,7
	Adalet Ön Lisans	75	6,6
	Tıbbi Dokümantasyon ve Sekreterlik Ön Lisans	67	5,9
	İslami İlimler Ön Lisans	47	4,1

Araştırmaya gönüllü olarak 1139 öğrenci katılmıştır. Uygulanan 1139 adet formda eksik doldurma kaynaklı çıkarılması gereken herhangi bir form olmadığı için analize 1139 form ile devam edilmiştir. Araştırmaya katılan öğrencilerin %50,5'inin kadın ve %49,5'inin erkek olduğu; %10,1'inin 18-20 yaş aralığında, %42,7'sinin 21-29 yaş aralığında, %24'ünün 30-37 yaş aralığında, %13,3'ünün 38-44 yaş aralığında, %5,5'inin 45-50 yaş aralığında ve %4,5'inin 51 yaş ve üstünde olduğu; %45,7'sinin evli ve %54,3'ünün bekar olduğu; %20,3'ünün lise mezunu %46'sının ön lisans mezunu ve %28,2'sinin lisans mezunu, %4,9'unun yüksek lisans

mezunu ve %0,6'sının doktora mezunu olduğu; %62,9'unun bir işte çalıştığı ve % 37,1'inin bir işte çalışmadığı; aylık hane gelirlerinin %36,2'sinin 2000-4000 TL arasında olduğu, %29,2'sinin 4001-6000 TL arasında olduğu, %17,4'ünün 6001-8000 TL arasında olduğu, %8,9'unun 8001-10000 TL arasında olduğu ve %8,3'ünün 10001 TL ve üzerinde olduğu; hemen hemen her ilde yaşayan öğrencilerin olduğu ama ağırlıklı olarak %17,9'unun İstanbul'da, %9,3'ünün Ankara'da, %5,4'ünün İzmir'de, %4'ünün Erzurum'da, %3,3'ünün Gaziantep'te ve %2,8'inin Konya'da yaşadığı; hemen hemen her bölümde öğrenim gören katılımcıların olmasına karşın ağırlıklı olarak %8,8'inin Çocuk Gelişimi Ön Lisans, %8,4'ünün Bilgisayar Programcılığı Ön Lisans, %7,7'sinin İş Sağlığı ve Güvenliği Ön Lisans, %6,6'sının Adalet Ön Lisans, %5,9'unun Tıbbi Dokümantasyon ve Sekreterlik Ön Lisans ve %4,1'inin İslami İlimler Ön Lisans programlarında öğrenim görmeye devam ettiği görülmüştür.

4.2. Bağıntısal İstatistik Bulguları

Dijital Okuryazarlık ölçeği ile toplanan veriler için Kaiser-Meyer-Olkin Örnekleme Yeterliliği ve Bartlett Küresellik Testi yapılarak faktör analizine uygunluğu tespit edilmeye çalışılmıştır. Bartlett Küresellik Testinde p değerinin (0,000) 0,05'ten küçük olduğu ve Kaiser-Meyer- Olkin Örnekleme Yeterliliği (KMO) değerinin ise (0,963) 1'e yaklaştığı görülmüştür. p değerinin 0,05'ten küçük olması değişkenlerin analiz yapmaya uygun olduğunu ve KMO değerinin 1'e (KMO=0,963) yaklaşması ise değişkenlerin birbirini hatasız ve mükemmel biçimde tahmin edebileceğini göstermektedir (Durmuş, Yurtkoru ve Çinko, 2011). Bu analizler sonucunda değişkenler arası korelasyonların faktör analizine uygun olduğu görülmüştür. Yapılan faktör analizi sonucunda ölçeğin 4 boyuttan oluştuğu ve bu boyutların toplam varyansın %71,258'ini açıkladığı saptanmıştır. Cronbach Alpha ile saptanan güvenirliğinin (Cronbach alfa iç tutarlık güvenirlik katsayısı=0,962) ve alt boyutlarının güvenirliğinin (1. boyut=0.817, 2. boyut=0.824, 3. boyut=0.811 ve 4. boyut=0,841) yüksek olduğu görülmüştür. Bu çalışmada ölçeğin orijinalinde yer alan ölçek isimlerine bağlı kalınarak boyut isimleri 1. Boyut= Günlük Kullanım, Gizlilik ve Güvenlik, 2. Boyut= Etik ve Sorumluluk, 3. Boyut=Genel Bilgi ve İşlevsel Beceriler ve 4. Boyut=Profesyonel Üretim ve Sosyal Boyut olarak kullanılacaktır.

4.2.1. Katılımcıların Dijital Okuryazarlık Düzeyleri

Çizelge 2. Katılımcıların Dijital Okuryazarlık Düzeyleri

	Maddeler	N	Min	Max	X	SS
Etik ve Sorumluluk	DOY1	1139	1	5	**4,17**	0,947
	DOY2	1139	1	5	**4,14**	0,967
	DOY3	1139	1	5	**4,03**	1,015
	DOY4	1139	1	5	**4,15**	0,989
	DOY5	1139	1	5	**4,14**	0,972
	DOY6	1139	1	5	**4,15**	0,970
	DOY7	1139	1	5	**4,06**	0,992
Genel Bilgi ve İşlevsel Beceriler	DOY8	1139	1	5	3,76	1,172
	DOY9	1139	1	5	3,88	1,105
	DOY10	1139	1	5	3,60	1,268
	DOY11	1139	1	5	3,73	1,210
	DOY12	1139	1	5	3,74	1,218
	DOY13	1139	1	5	3,23	1,389
Günlük Kullanım, Gizlilik ve Güvenlik	DOY14	1139	1	5	**4,41**	0,852
	DOY15	1139	1	5	**4,14**	1,023
	DOY16	1139	1	5	**4,29**	0,931
	DOY17	1139	1	5	3,99	1,129
	DOY18	1139	1	5	**4,31**	0,906
	DOY19	1139	1	5	**4,24**	0,986
	DOY22	1139	1	5	**4,06**	1,022
	DOY23	1139	1	5	**4,11**	1,004
	DOY24	1139	1	5	**4,23**	0,921
	DOY25	1139	1	5	**4,34**	0,980
Profesyonel Üretim ve Sosyal Boyut	DOY20	1139	1	5	**2,84**	1,328
	DOY21	1139	1	5	3,04	1,327
	DOY26	1139	1	5	3,01	1,372
	DOY27	1139	1	5	3,52	1,256
	DOY28	1139	1	5	3,57	1,254
	DOY29	1139	1	5	3,81	1,192

Katılımcıların dijital okuryazarlık düzeylerine ilişkin yapılan analiz sonucunda puan ortalaması 'Katılıyorum'a en yakın olan maddelerin Etik ve Sorumluluk ile Günlük Kullanım, Gizlilik ve Güvenlik Boyutlarında olduğu görülmüştür. Bu maddelerin;

- DOY1: Günlük hayatta olduğu gibi dijital ortamlarda da kişisel veya yasal haklarımın (mahremiyet, telif, konuşma özgürlüğü vb.) devam ettiğinin farkındayım. ($\bar{x}$=4,17, ss=0,947),
- DOY2: Çevrim içi ortamlarda kendimin ve başkalarının kişisel verilerini (fotoğraf, adres, aile bilgileri vb.) korumak için nasıl davranmam gerektiğini bilirim. ($\bar{x}$=4,14, ss=0,967),

- DOY3: Çevrim içi ortamlarda eriştiğim bilgilerin doğru olup olmadığını farklı kaynaklardan sorgulayabilirim. ($\bar{x}$=4,03, ss=1,015),
- DOY4: Çevrim içi ortamlarda siber zorbalık (aşağılama, küfür, nefret söylemi vb.) ve istismar gibi davranışların etik ve yasal sorumluluklarının farkındayım. ($\bar{x}$=4,15, ss=0,989),
- DOY5: Bilişsel ve ahlakî gelişime uygun olan dijital oyunları ve içerikleri ayırt edebilirim. ($\bar{x}$=4,14, ss=0,972),
- DOY6: Çevrim içi ortamlarda yaptığım her şeyin kaydedildiğinin farkındayım. ($\bar{x}$=4,15, ss=0,970),
- DOY7: Dijital ortamlarda telif haklarının ihlalinden doğabilecek etik ve yasal sorumlulukların farkındayım. ($\bar{x}$=4,06, ss=0,992),
- DOY9: Şifre kullanımına ilave olarak alınması gereken tedbirlerin neler olduğunu biliyorum. ($\bar{x}$=3,91, ss=1,11),
- DOY14: e-Devlet uygulamalarını (MHRS, UYAP, vergi& ceza sorgulama vb.) etkin kullanabilirim. ($\bar{x}$=4,41, ss=0,852),
- DOY15: Bulut bilişim teknolojilerini (Google Drive, iCloud, Dropbox vb.) günlük hayatta etkin kullanabilirim. ($\bar{x}$=4,14, ss=1,023)
- DOY16: Mobil cihazlarda takvimi sadece tarihe bakmak için değil; aynı zamanda anımsatıcı, not alma, etkinlik oluşturma vb. işler için de kullanabilirim. ($\bar{x}$=4,29, ss=0,931),
- DOY18: Rezervasyon, alışveriş, adres bulma vb. gündelik pratiklerde dijital teknolojileri etkin kullanabilirim. ($\bar{x}$=4,31, ss=0,936),
- DOY19: Kullandığım bir web sayfasını sık kullanılanlara veya yer imlerine ekleyebilirim. ($\bar{x}$=4,24, ss=0,986),
- DOY22: Uygulamaların kişisel bilgilerime (konum, rehber, kamera vb.) erişimini kısıtlamayı bilirim. ($\bar{x}$=4,06, ss=1,022),
- DOY23: İstenmeyen/spam epostaları ve oltalama mesajları tanıyıp engelleyebilirim. ($\bar{x}$=4,11, ss=1,004),
- DOY24: Sosyal ağlardaki paylaşımlarımda ve profilimdeki gizlilik/güvenlik ayarlarını değiştirebilirim. ($\bar{x}$=4,23, ss=0,921),
- DOY25: Nasıl güçlü bir şifre oluşturacağımın farkındayım. ($\bar{x}$=4,34, ss=0,980),

olduğu saptanmıştır ve "Katılmıyorum" ya da "Kesinlikle Katılmıyorum"a yakın maddelerin bulunmadığı bu nedenle de katılımcıların dijital okuryazarlık düzeylerinin yüksek olduğu söylenebilir.

4.2.2. Katılımcıların Cinsiyete Göre Dijital Okuryazarlık Düzeyleri

Çizelge 3. Cinsiyete Göre Dijital Okuryazarlık Düzeyleri ve Alt Boyutları

	Cinsiyetiniz	N	Mean	SS	p
Etik ve Sorumluluk	Kadın	575	28,76	5,82	0,443
	Erkek	564	36,26	7,82	
Genel Bilgi ve İşlevsel Beceriler	Kadın	575	20,27	6,21	0,112
	Erkek	564	23,63	6,00	
Günlük Kullanım, Gizlilik ve Güvenlik	Kadın	575	41,77	7,81	0,712
	Erkek	564	42,48	7,70	
Profesyonel Üretim ve Sosyal Boyut	Kadın	575	19,03	6,04	0,056
	Erkek	564	20,55	6,37	
DOY Toplam	Kadın	575	109,85	21,45	0,268
	Erkek	564	115,60	22,73	

* 0,05 düzeyinde anlamlıdır.

Çizelge 3 incelendiğinde katılımcıların cinsiyete göre dijital okuryazarlığının, günlük kullanım, gizlilik ve güvenlik, etik ve sorumluluk, genel bilgi ve işlevsel beceriler ile profesyonel üretim ve sosyal boyut olmak üzere dört boyutunun farklılık göstermediği ($p>0,05$) tespit edilmiştir. Böylece katılımcıların dijital okuryazarlığında cinsiyete göre anlamlı bir farklılık olmadığı saptanmıştır.

4.2.3. Katılımcıların Medeni Durumuna Göre Dijital Okuryazarlık Düzeyleri

Çizelge 4. Medeni Duruma Göre Dijital Okuryazarlık Düzeyleri ve Alt Boyutları

	Medeni Durumunuz	N	Mean	SS	p
Genel Bilgi ve İşlevsel Beceriler	Bekar	619	22,14	6,22	0,097
	Evli	520	21,70	6,46	
Etik ve Sorumluluk	Bekar	619	29,17	5,77	0,544
	Evli	520	28,44	6,23	
Günlük Kullanım, Gizlilik ve Güvenlik	Bekar	619	42,44	7,40	0,097
	Evli	520	41,74	8,16	
Profesyonel Üretim ve Sosyal Boyut	Bekar	619	20,46	6,01	0,080
	Evli	520	18,98	6,44	
DOY Toplam	Bekar	619	114,23	21,34	0,053
	Evli	520	110,87	23,21	

* 0,05 düzeyinde anlamlıdır.

Çizelge 4 incelendiğinde katılımcıların medeni durumuna göre dijital okuryazarlığının, günlük kullanım, gizlilik ve güvenlik, etik ve sorumluluk, genel bilgi ve işlevsel beceriler ile profesyonel üretim ve sosyal boyut olmak üzere dört boyutunun farklılık göstermediği (p>0,05) tespit edilmiştir. Böylece katılımcıların dijital okuryazarlığında medeni duruma göre anlamlı bir farklılık olmadığı saptanmıştır.

4.2.4. Katılımcıların Yaşına Göre Dijital Okuryazarlık Düzeyleri

Çizelge 5. Yaşa Göre Dijital Okuryazarlık Düzeyleri ve Alt Boyutları

					Levene Testi			
	Yaş	**N**	**Ortalama**	**Standart Sapma**	**F**	**df1**	**df2**	**p**
Etik ve Sorumluluk	**18-20**	115	29,04	5,92	0,904	5	1133	0,478
	21-29	486	29,09	5,70				
	30-37	273	29,08	5,98				
	38-44	151	28,84	5,99				
	45-50	63	26,61	7,20				
	51 ve Üzeri	51	27,43	6,84				
	Total	1139	28,84	5,99				
Genel Bilgi ve İşlevsel Beceriler	**18-20**	115	20,98	6,84	0,474	5	1133	0,795
	21-29	486	21,73	6,26				
	30-37	273	22,69	6,29				
	38-44	151	23,11	5,95				
	45-50	63	19,44	6,24				
	51 ve Üzeri	51	21,58	6,15				
	Total	1139	21,93	6,33				
Günlük Kullanım, Gizlilik ve Güvenlik	**18-20**	115	42,26	7,54	0,476	5	1133	0,794
	21-29	486	42,52	7,54				
	30-37	273	42,39	8,21				
	38-44	151	42,10	7,58				
	45-50	63	39,23	8,13				
	51 ve Üzeri	51	40,21	7,19				
	Total	1139	42,12	7,76				
Profesyonel Üretim ve Sosyal Boyut	**18-20**	115	20,19	6,26	0,595	5	1133	0,704
	21-29	486	20,24	6,05				
	30-37	273	20,04	6,38				
	38-44	151	19,63	6,20				
	45-50	63	16,52	5,86				
	51 ve Üzeri	51	17,62	6,64				
	Total	1139	19,78	6,25				
DOY Toplam	**18-20**	115	112,48	22,85	0,525	5	1133	0,757
	21-29	486	113,60	21,47				
	30-37	273	114,21	23,04				
	38-44	151	113,70	21,52				
	45-50	63	101,82	22,15				
	51 ve Üzeri	51	106,86	23,12				
	Total	1139	112,69	22,27				

* 0,05 düzeyinde anlamlıdır.

Katılımcıların yaşları ile dijital okuryazarlıkları ve alt boyutları arasındaki ilişki tek yönlü Anova analizi ile saptanmaya çalışılmıştır. Tek yönlü Anova için ön şart olan grup varyanslarının homojenliğinin sağlanıp sağlanamadığı Levene testi aracılığıyla test edilmiş ve test sonucunda p değeri hem bilgi güvenliği farkındalığı hem de alt boyutları için 0,05'ten büyük (DOY: 0,757, ES: 0,478, GKGG: 0,794, GBIB: 0,795, PUSB: 0,704) olduğu için grup varyanslarının homojen olduğu saptanmıştır. Anova Analizi için bir engel olmadığı görülmüş ve uygulanan Anova Analizi sonuçları Çizelge 6'da sunulmuştur.

Çizelge 6. Yaşa Göre Dijital Okuryazarlık ve Alt Boyutları

		(I) Yaş	(J) Yaş	Ortalama Farkı	Standart Sapma	p
Tukey	Günlük Kullanım, Gizlilik ve Güvenlik	45-50	18-20	3,03	1,21	0,125
			21-29	3,28*	1,03	**0,019**
			30-37	3,15*	1,08	**0,042**
			38-44	2,86	1,16	0,133
			51 ve Üzeri	0,97	1,45	0,985
	Etik ve Sorumluluk	45-50	18-20	2,42	0,93	0,101
			21-29	2,47*	0,80	**0,025**
			30-37	2,46*	0,83	**0,037**
			38-44	2,22	0,89	0,131
			51 ve Üzeri	0,81	1,12	0,979
	Genel Bilgi ve İşlevsel Beceriler	45-50	18-20	1,53	0,98	0,625
			21-29	2,29	0,84	0,072
			30-37	3,25*	0,87	**0,003**
			38-44	3,67*	0,94	**0,001**
			51 ve Üzeri	2,14	1,18	0,460
	Profesyonel Üretim ve Sosyal Boyut	21-29	18-20	0,05	0,64	1,000
			30-37	0,20	0,46	0,998
			38-44	0,61	0,57	0,897
			45-50	3,72*	0,82	**0,000**
			51 ve Üzeri	2,61*	0,91	**0,047**
		45-50	18-20	3,66*	0,97	**0,002**
			21-29	3,72*	0,82	**0,000**
			30-37	3,51*	0,86	**0,001**
			38-44	3,11*	0,92	**0,011**
			51 ve Üzeri	1,10	1,16	0,934
	DOY Toplam	45-50	18-20	10,66*	3,46	**0,026**
			21-29	11,77*	2,96	**0,001**
			30-37	12,39*	3,09	**0,001**
			38-44	11,87*	3,31	**0,005**
			51 ve Üzeri	5,03	4,16	0,833

* 0,05 düzeyinde anlamlıdır.

Çizelge 6 incelendiğinde katılımcıların yaşına göre dijital okuryazarlığının, günlük kullanım, gizlilik ve güvenlik, etik ve sorumluluk, genel bilgi ve işlevsel beceriler ile profesyonel üretim ve sosyal boyut olmak üzere dört boyutunda da anlamlı farklılık olduğu (p<0,05) saptanmıştır. Günlük kullanım, gizlilik ve güvenlik boyutunda 45-50 yaş arasındaki bireyler ile 21-29 yaş ve 30-37 yaş arasındaki bireyler arasında anlamlı bir farklılık olduğu görülmüştür. Etik ve sorumluluk boyutunda 45-50 yaş arasındaki bireyler ile 21-29 yaş arasındaki bireyler arasında anlamlı bir farklılık olduğu saptanmıştır. Genel bilgi ve işlevsel beceriler boyutunda 45-50 yaş arasındaki bireyler ile 30-37 yaş arasındaki bireyler arasında anlamlı bir farklılık olduğu tespit edilmiştir. Profesyonel üretim ve sosyal boyutunda 21-29 yaş arasındaki bireyler ile 45-50 yaş ve 51 ve üzerindeki yaş aralığındaki bireyler arasında ve 45-50 yaş arasındaki bireyler ile 18-20 yaş, 21-29 yaş, 30-37 yaş ve 38-44 yaş arasındaki bireyler arasında anlamlı bir farklılık olduğu görülmüştür. Bunlara ek olarak Dijital okuryazarlık ölçeğinin genelinde 45-50 yaş arasındaki bireyler ile 18-20 yaş, 21-29 yaş, 30-37 yaş ve 38-44 yaş arasındaki bireyler arasında anlamlı bir farklılık olduğu tespit edilmiştir.

4.2.5. Katılımcıların Eğitim Düzeyine Göre Dijital Okuryazarlık Düzeyleri

Çizelge 7. Eğitim Düzeyine Göre Dijital Okuryazarlık Düzeyleri ve Alt Boyutları

					Levene Testi			
	Eğitim Düzeyi	**N**	**Ortalama**	**Standart Sapma**	**F**	**df1**	**df2**	**p**
Etik ve Sorumluluk	**Lise**	231	28,78	6,02	3,08	4	1134	0,051
	Ön Lisans	524	29,24	5,76				
	Lisans	321	28,65	5,90				
	Yüksek Lisans	56	26,37	7,89				
	Doktora	7	29,57	4,89				
	Total	1139	28,84	5,99				
Genel Bilgi ve İşlevsel Beceriler	**Lise**	231	21,69	6,45	0,39	4	1134	0,912
	Ön Lisans	524	21,98	6,33				
	Lisans	321	22,14	6,22				
	Yüksek Lisans	56	21,21	6,63				
	Doktora	7	22,85	5,58				
	Total	1139	21,93	6,33				
Günlük Kullanım, Gizlilik ve Güvenlik	**Lise**	231	41,81	7,96	1,37	4	1134	0,262
	Ön Lisans	524	42,56	7,55				
	Lisans	321	41,95	7,64				
	Yüksek Lisans	56	40,26	9,39				
	Doktora	7	42,71	7,25				
	Total	1139	42,12	7,76				
	Lise	231	19,70	6,19	1,49	4	1134	0,396

Profesyonel Üretim ve Sosyal Boyut	**Ön Lisans**	524	19,95	6,11				
	Lisans	321	19,90	6,35				
	Yüksek Lisans	56	17,83	7,06				
	Doktora	7	19,85	6,36				
	Total	1139	19,78	6,25				
DOY Toplam	**Lise**	231	112,00	22,82				
	Ön Lisans	524	113,75	21,36				
	Lisans	321	112,65	22,42				
	Yüksek Lisans	56	105,69	26,56	1,75	4	1134	0,304
	Doktora	7	115,00	21,85				
	Total	1139	112,69	22,27				
* 0,05 düzeyinde anlamlıdır.								

Katılımcıların eğitim düzeyleri ile dijital okuryazarlıkları ve alt boyutları arasındaki ilişki tek yönlü Anova analizi ile saptanmaya çalışılmıştır. Tek yönlü Anova için ön şart olan grup varyanslarının homojenliğinin sağlanıp sağlanamadığı Levene testi aracılığıyla test edilmiş ve test sonucunda p değeri hem bilgi güvenliği farkındalığı hem de alt boyutları için 0,05'ten büyük (DOY: 0,304, ES: 0,051, GKGG: 0,262, GBIB: 0,912, PUSB: 0,396) olduğu için grup varyanslarının homojen olduğu saptanmıştır. Anova Analizi için bir engel olmadığı görülmüş ve uygulanan Anova Analizi sonuçları Çizelge 8'de sunulmuştur.

Çizelge 8. Eğitim Düzeyine Göre Dijital Okuryazarlık ve Alt Boyutları

		(I) Eğitim Düzeyi	(J) Eğitim Düzeyi	Ortalama Farkı	Standart Sapma	p
Tukey	**Etik ve Sorumluluk**	**Yüksek Lisans**	**Lise**	2,40	0,88	0,054
			Ön Lisans	2,86*	0,83	**0,006**
			Lisans	2,27	0,86	0,065
			Doktora	3,19	2,39	0,670
* 0,05 düzeyinde anlamlıdır.						

Çizelge 8 incelendiğinde katılımcıların eğitim düzeyine göre dijital okuryazarlık, günlük kullanım, gizlilik ve güvenlik, genel bilgi ve işlevsel beceriler ile profesyonel üretim ve sosyal boyut olmak üzere üç boyutunda da bir farklılık olmadığı (p>0,05) saptanmıştır. Buna karşın etik ve sorumluluk boyutunda yüksek lisans mezunu bireyler ile ön lisans mezunu bireyler arasında anlamlı bir farklılık olduğu (p<0,05) tespit edilmiştir. Böylece katılımcıların dijital okuryazarlığında etik ve sorumluluk eğitim düzeyinin kısmen etkili olduğu belirlenmiştir.

4.2.6. Katılımcıların Çalışma Durumuna Göre Dijital Okuryazarlık Düzeyleri

Çizelge 9. Çalışma Durumuna Göre Dijital Okuryazarlık Düzeyleri ve Alt Boyutları

	Çalışma Durumunuz	N	Mean	SS	p
Genel Bilgi ve İşlevsel Beceriler	Çalışıyor	717	22,55	6,13	0,101
	Çalışmıyor	422	20,88	6,53	
Etik ve Sorumluluk	Çalışıyor	717	28,90	5,88	0,472
	Çalışmıyor	422	28,73	6,19	
Günlük Kullanım, Gizlilik ve Güvenlik	Çalışıyor	717	42,36	7,55	0,280
	Çalışmıyor	422	41,71	8,09	
Profesyonel Üretim ve Sosyal Boyut	Çalışıyor	717	20,00	6,27	0,780
	Çalışmıyor	422	19,42	6,21	
DOY Toplam	Çalışıyor	717	113,83	21,96	0,611
	Çalışmıyor	422	110,76	22,68	

* 0,05 düzeyinde anlamlıdır.

Çizelge 9 incelendiğinde katılımcıların çalışma durumuna göre dijital okuryazarlığının, günlük kullanım, gizlilik ve güvenlik, etik ve sorumluluk, genel bilgi ve işlevsel beceriler ile profesyonel üretim ve sosyal boyut olmak üzere dört boyutunun farklılık göstermediği ($p>0,05$) tespit edilmiştir. Böylece katılımcıların dijital okuryazarlığında çalışma durumuna göre anlamlı bir farklılık olmadığı saptanmıştır.

4.2.7. Katılımcıların Aylık Hane Gelirine Göre Dijital Okuryazarlık Düzeyleri

Çizelge 10. Aylık Hane Gelirine Göre Dijital Okuryazarlık Düzeyleri ve Alt Boyutları

					Levene Testi			
	Aylık Hane Geliri	N	Ortalama	Standart Sapma	F	df1	df2	p
Etik ve Sorumluluk	**2000-4000**	412	28,86	6,10	1,388	4	1134	0,552
	4001-6000	333	28,58	6,04				
	6001-8000	198	29,64	5,31				
	8001-1000	101	28,70	5,98				
	10001 ve üzeri	95	28,13	6,61				
	Total	1139	28,84	5,99				
Genel Bilgi ve İşlevsel Beceriler	**2000-4000**	412	21,33	6,44	3,494	4	1134	0,816
	4001-6000	333	21,62	6,20				
	6001-8000	198	23,14	6,09				
	8001-1000	101	22,26	6,39				
	10001 ve üzeri	95	22,82	6,43				
	Total	1139	21,93	6,33				
Günlük Kullanım,	**2000-4000**	412	41,65	8,04	2,783	4	1134	0,217
	4001-6000	333	41,59	7,91				

Gizlilik ve Güvenlik	**6001-8000**	198	43,50	6,61				
	8001-1000	101	42,12	7,17				
	10001 ve üzeri	95	43,17	8,45				
	Total	1139	42,12	7,76				
Profesyonel Üretim ve Sosyal Boyut	**2000-4000**	412	20,04	6,03	1,718	4	1134	0,238
	4001-6000	333	19,25	6,20				
	6001-8000	198	20,45	6,27				
	8001-1000	101	19,03	6,30				
	10001 ve üzeri	95	19,95	7,12				
	Total	1139	19,78	6,25				
DOY Toplam	**2000-4000**	412	111,89	22,42	2,340	4	1134	0,582
	4001-6000	333	111,06	22,24				
	6001-8000	198	116,74	20,69				
	8001-1000	101	112,13	21,46				
	10001 ve üzeri	95	114,09	24,94				
	Total	1139	112,69	22,27				

* 0,05 düzeyinde anlamlıdır.

Katılımcıların aylık hane gelirleri ile dijital okuryazarlıkları ve alt boyutları arasındaki ilişki tek yönlü Anova analizi ile saptanmaya çalışılmıştır. Tek yönlü Anova için ön şart olan grup varyanslarının homojenliğinin sağlanıp sağlanamadığı Levene testi aracılığıyla test edilmiş ve test sonucunda p değeri hem bilgi güvenliği farkındalığı hem de alt boyutları için 0,05'ten büyük (DOY: 0,582, ES: 0,552, GKGG: 0,217, GBIB: 0,816, PUSB: 0,238) olduğu için grup varyanslarının homojen olduğu saptanmıştır. Anova Analizi için bir engel olmadığı görülmüş ve uygulanan Anova Analizi sonuçları Çizelge 11'de sunulmuştur.

Çizelge 11. Aylık Hane Gelirine Göre Dijital Okuryazarlık ve Alt Boyutları

		(I) Aylık Hane Geliri	(J) Aylık Hane Geliri	Ortalama Farkı	Standart Sapma	p
Tukey	**Günlük Kullanım, Gizlilik ve Güvenlik**	**6001-8000**	**2000-4000**	1,84*	0,66	**0,046**
			4001-6000	1,91*	0,69	**0,048**
			8001-1000	1,37	0,94	0,593
			10001 ve üzeri	0,32	0,96	0,997
	Genel Bilgi ve İşlevsel Beceriler	**6001-8000**	**2000-4000**	1,81*	0,54	**0,008**
			4001-6000	1,51	0,56	0,058
			8001-1000	0,63	0,71	0,789
			10001 ve üzeri	1,19	0,73	0,973
	DOY Toplam	**6001-8000**	**2000-4000**	4,85	1,92	0,085
			4001-6000	5,68*	1,99	**0,036**
			8001-1000	4,60	2,71	0,437
			10001 ve üzeri	2,65	2,77	0,874

* 0,05 düzeyinde anlamlıdır.

Çizelge 11 incelendiğinde katılımcıların aylık hane gelirine göre etik ve sorumluluk ile profesyonel üretim ve sosyal boyut olmak üzere iki boyutunda da bir farklılık olmadığı (p>0,05) saptanmıştır. Buna karşın günlük kullanım, gizlilik ve güvenlik boyutunda aylık hane geliri 6001-8000 arasındaki bireyler ile aylık hane geliri 2000-4000 ve 4001-6000 olan bireyler arasında bir farklılık olduğu (p<0,05); genel bilgi ve işlevsel beceriler boyutunda aylık hane geliri 6001-8000 arasındaki bireyler ile aylık hane geliri 2000-4000 olan bireyler arasında bir farklılık olduğu (p<0,05) ve dijital okuryazarlıkta aylık hane geliri 6001-8000 arasındaki bireyler ile aylık hane geliri 4001-6000 olan bireyler arasında bir farklılık olduğu (p<0,05) tespit edilmiştir. Böylece katılımcıların dijital okuryazarlığında, gizlilik ve güvenlik, genel bilgi ve işlevsel beceriler aylık hane gelirinin kısmen etkili olduğu belirlenmiştir.

5. TARTIŞMA VE SONUÇ

Araştırma bulguları sonucunda çalışmaya gönüllü olarak katılan açık ve uzaktan öğretim öğrencilerinin dijital okuryazarlık düzeylerinin yüksek olduğu belirlenmiştir. Çalışmada dijital okuryazarlık; günlük kullanım, gizlilik ve güvenlik, etik ve sorumluluk, genel bilgi ve işlevsel beceriler ile profesyonel üretim ve sosyal boyut olmak üzere dört boyutta incelenmiştir.

Bu bağlamda demografik özelliklerin dijital okuryazarlık boyutlarındaki etkileri ele alındığında, dört boyuttan herhangi birisi için medeni durum ve cinsiyet faktörlerinin Kozan ve Bulut Özek(2019)'in çalışmalarındaki gibi etkili olmadığı gözlemlenmiştir.

Fakat yaş söz konusu olduğunda dijital okuryazarlık seviyesinde ve alt boyutlarında yaş grupları arasında anlamlı farklılık olduğunda gözlemlenmiştir. Alt boyutlar yaş faktörü ele alınarak tek tek incelendiğinde ise; Günlük Kullanım, Gizlilik ve Güvenlik ile Etik ve Sorumluluk boyutlarında 21-29 ile 30-37 yaş aralığında bulunan bireylerin dijital okuryazarlık seviyelerinin diğer yaş gruplarına oranla daha yüksek olduğu gözlemlenmiştir. Genel Bilgi ve İşlevsel Beceriler boyutunda ise 30-37 ile 38 - 44 yaşa aralığındaki katılımcıların dijital okuryazarlık seviyelerinin diğer gruplara oranla daha yüksek olduğu söylenebilmektedir. Profesyonel üretim ve sosyal boyut açısından dijital okuryazarlık seviyeleri ele alındığında ise katılımcıların yaşları ilerledikçe seviyelerinin düştüğü söylenebilir. Fakat Onursoy(2018)'un da belirttiği gibi dijital yerli olarak adlandırılan katılımcılardan 18-20 yaş arasındaki katılımcıların dijital okuryazarlık konusunda sadece sosyal boyutta diğer gruplardan farklılaştıkları söylenebilir.

Katılımcıların eğitim durumlarının yalnızca dijital okuryazarlığın etik ve sorumluluk alt boyunda etkili olduğu ve bu boyutta da önlisans mezunu katılımcıların seviyesinin daha yüksek olduğu gözlemlenmiştir.

Ayrıca katılımcıların çalışma durumlarının da dijital okuryazarlık seviyelerinde herhangi bir farklılığa sebep olmadığı gözlemlenmiştir. Fakat hane halkının aylık kazancı söz konusu olduğunda katılımcıların arasında anlamlı farklılıklar olduğu gözlemlenmiş ve düşük gelir seviyesindeki bireylerin Günlük Kullanım, Gizlilik ve Güvenlik ile Genel Bilgi ve İşlevsel Beceriler boyutlarında daha yüksek seviyede olduğu söylenebilmektedir.

Katılımcıların açık ve uzaktan öğrenme sürecinde aktif öğrenim gören bireyler olduğu göz önünde bulundurulduğunda, eğitim sürecinin büyük kısmında dijital platformların kullanıldığı süreçlerde başarılı olmaları beklenmektedir. Fakat özellikle genç katılımcıların Onursoy'un(2018) da belirttiği gibi dijital okuryazarlık bilgilerini genellikle sosyalleşmek için kullandıkları için istendik sonuçlara ulaşmak mümkün olmayabilir.

İlerleyen çalışmalar için dijital okuryazarlığın açık ve uzaktan öğrenenlerin akademik başarılarına yönelik etkileri incelenebilir. Bu bağlamda katılımcıların eğitim süreçlerinde teknolojinin ne kadar ve nasıl etkili olduğunu görmek mümkün olabilir.

6. KAYNAKLAR

Bayrakcı, S. (2020). Dijital Yetkinlikler Bütünü Olarak Dijital Okuryazarlık: Ölçek Geliştirme Çalışması. (Yayımlanmış Doktora Tezi). İstanbul: Marmara Üniversitesi Sosyal Bilimler Enstitüsü.

Buckingham, D. (2010). Defining digital literacy. *Medienbildung in neuen Kulturräumen*, 59-71.

Eshet-Alkalai, Y. (2004). Digital literacy: A conceptual framework for survival skills in the digital era. *Journal of Educational Multimedia and Hypermedia*, 13(1), 93-106.

Gilster, P. (1997). *Digital literacy*. Wiley Computer Publications.

Greene, J. A., Yu, S. B. and Copeland, D. Z. (2014). Measuring critical components of digital literacy and their relationships with learning. *Computers & Education*, 76, 55–69.

Hague, C., & Payton, S. (2010). *Digital literacy across the curriculum*. UK: Futurelab.

Martin, A. (2005). DigEuLit – a European framework for digital literacy: a progress report. *Journal of ELiteracy*, 2, 130-136.

Hobbs, R. (2010). *Digital and Media Literacy: A Plan of Action*. Washington, D.C: The Aspen Institute.

Kozan, M. & Bulut Özek, M. (2019). Böte Bölümünün Öğretmen Adaylarının Dijital Okuryazarlık Düzeyleri ve Siber Zorbalığa İlişkin Duyarlılıklarının İncelenmesi, *Fırat Üniversitesi Sosyal Bilimler Dergisi,* 29(1), 107-120.

Onursoy S. (2018). Üniversite Gençliğinin Dijital Okuryazarlık Düzeyleri: Anadolu Üniversitesi Öğrencileri Üzerine Bir Araştırma. *Gümüşhane Üniversitesi İletişim Fakültesi Elektronik Dergisi,* 6(2), 989-1013.

ACADEMIC SHARING PLATFORM

STATE REGULATION OF THE QUALITY OF EDUCATIONAL SERVICES IN AZERBAIJAN

Azerbaijan, Baku. Hashimova Albina Chingiz
Customs Academy of State Customs Committee
https://orcid.org/0000-0002-9866-5865

ABSTRACT

The article reflects the development of the institutional framework, infrastructure and human resources of the education system in order to provide the person with comprehensive knowledge and skills in accordance with the concept of development of the Republic of Azerbaijan. Education allows people to quickly master technology, take a worthy place in the labor market and join the process of lifelong learning, choose a healthy lifestyle, the right attitude to the environment.

In modern times, the role of education in economic life has increased significantly. At present, education, along with inculcating the knowledge and skills required in the economy, must fulfill the tasks of comprehensive preparation of citizens for future life and integration into society.

Effective governance plays an important role in the successful implementation of the education strategy and the involvement of stakeholders in the sustainable improvement of the quality of education. requires the application of results-oriented management and other modern management technologies to the process.

Keywords: educational services, educational strategy, educational programs, educational concept, quality of education.

1. INTRODUCTION

The development of market relations in our country covers all life activities in the social sphere, including the education system. Educational services take the form of a commodity. And this fact applies equally to long-term (professional development, staff development, etc.) and short-term (separate lecture courses, instruction, excursions) services. The latter, in any form, reflect a certain amount of information (oral, graphic, etc.) delivered from the person who teaches them to the person who teaches them. The provision of such services involves the use

(at the option of) any technical means and pedagogical measures permitted by society, ensuring that the learner assimilates this information as fully as possible by the learner.

Educational services differ from other non-material services in their consumer properties: they meet the needs of a person for spiritual and intellectual development and the acquisition of certain skills and qualifications. However, these needs can be met to some extent through self-education. In this case, they are not implemented through the field of educational services. Educational services, like other intangible goods, differ from the multifaceted material goods, which, in turn, manifests itself in their circulation as a commodity. In this regard, let us note two main differences. The first, as in other services, the production, transmission and consumption of the service by the buyer coincide in time: that is, in the case of direct contact between the producer (seller) and the consumer (buyer). Due to this, these services cannot be collected and maintained by either the producer or the consumer, and at the same time, the buyer cannot buy and sell them to someone else, which limits the market relations in education. Second, in the purchase and sale of material goods, the owner changes, but the properties of the commodity do not change; In the case of the purchase and sale of educational services, the seller loses the right of ownership of his specific commodity, but the buyer does not acquire this right: the commodity itself "loses" because it is consumed as soon as it is produced and sold. Here, we encounter another factor that limits the spread of market relations in the field of education.

Consumption of educational services, regardless of their specific situation, leads to an improvement in the quality of the workforce in the economic sense. Therefore, it is quite natural to claim that the education service is "lost" in consumption as a specific commodity, and turns into another specific commodity - labor. In this case, of course, it should be borne in mind that the quality of the latter depends not only on the aggregate of educational services consumed, but also on the quantity and quality of personal labor expended in the consumption of these services, personal abilities of students and their level of implementation. Therefore, it is necessary to distinguish the sum of educational services consumed by a student from the sum of his knowledge, skills and competencies. The first of these aggregates is the result of the work of the teachers (relevant teaching assistants and administrative staff), and the second is the result of the joint work of the teacher and the student.

It should also be noted that it is not knowledge, skills, or habits that are often claimed, but rather that educational services can be seen as a commodity of educational institutions. Under market conditions, an educational institution can only claim reimbursement of its socially necessary costs for the provision of any educational services. This result is important for determining the value of educational services. This measure does not directly depend on the

consumer's labor costs, but there is an indirect dependence, and there are two factors that determine it:

First. The quality of educational services is still assessed by the quantity and quality of knowledge, skills and habits acquired in the process of its consumption. For this reason, such a service should also have elements of control over knowledge, skills and habits.

The second. With the increase in labor costs of the consumer of educational services, the period of time the service is provided can be reduced without compromising its quality.

Upon completion of the training course, ie after consuming a certain set of services in the field of education, a person (temporarily, if the concept of continuing education is observed) leaves the space of the education services market and becomes the owner of the education service characterized by a certain quality enters as. By selling its labor power in this market, its owner receives its value, that is, his salary. The final salary received by the employee during the entire period of his / her employment (hereinafter referred to as the salary), the labor costs associated with the production and reproduction of the labor force, ie - the cost of educational services during the study period; personal labor costs in the process of consuming educational services; pays personal labor costs incurred when working as a worker, servant or specialist in the creation of material and intangible benefits in the labor process.

Theoretically, the structure of the employee's full salary is as follows.

Its first component is a source of payment for educational services, the second element is a source of material security during the study period, and the third is a source of financial support for the employee and his family members who are unable to work.

Such a scheme of use of wages can be considered ideal in the system of market relations. But in practice, like any ideal model, it is impossible to fully realize it. First of all, because the periods of education and productive labor are often separate and long-term. Payment for educational services must be made immediately, otherwise it will be impossible for educational institutions to operate and reproduce these services without interruption. Their consumers are mainly economically disadvantaged children and young people. This conflict can be resolved in several ways:

1) long-term targeted loans are provided to students on the condition of repayment (deducting from labor) during the productive labor period;

2) covers all costs related to the payment of public education services and financial support of their consumers (accordingly, the salaries of future workforce owners are reduced);

3) various sources can be used to pay for educational services and financial support of their consumers: public sources (funding of educational institutions from the national or local

budgets, benefits for students and long-term loans); personal funds of students (as well as funds of their parents or guardians); Funds of enterprises and organizations (reimbursement of expenses for training of specialists, professional development of employees); funds of public organizations, charities and individuals.

Two of these roads have not been fully implemented in any country in the world. This is mainly due to the following reasons: the provision of long-term loans to minors and those who are not engaged in productive work is highly risky and technically difficult; Reimbursement by the state of all costs related to the production and consumption of educational services becomes a significant burden on its budget, and in addition, it does not stimulate the full effective consumption of educational services by students.

Based on the above, the third way is preferred in solving the problem of payment for educational services. The only difference is the use of payment sources for educational services to one degree or another. For example, in the United States, public sources (federal budget, state budgets, and local budgets) cover 73% of education expenditures, while the remaining 27% come from direct consumer payments, as well as income from scientific and economic activities, personal donations, and so on. paid at the expense of. Thus, the number of services offered by public educational institutions is much higher than the volume of services provided by special educational institutions (percentage - 81.2: 18.8). Education in primary and secondary education institutions of the state (public) sector is free; Tuition fees paid by university students cover 14% of expenditures in the public sector and 38% in the private sector.

2. EDUCATIONAL COMPLEX

Azerbaijan's transition to a market economy creates new economic problems in adapting the organizational and economic mechanism of the education system to the market environment. In the context of the transition of our economy to market relations, the reform of the national education complex should be a priority area of social development. This is explained by the fact that education has a very strong impact on the development of society: it is a social institution responsible for the inheritance, collection and reproduction of scientific knowledge, moral values and norms.

The dominant position of education in economic development and ensuring international competitiveness is now accepted all over the world. It is clear that socio-economic problems in any country cannot be solved without radical changes in education.

Countries that do not have a sufficient higher education system are doomed to backwardness.

The effective development of the economy based on the achievements of ETT requires a large number of highly qualified personnel. And in general, the life of modern society, which is full of science and information technology, requires a high level of attention to the level of education. The process of self-determination of the nation and the development of national consciousness also place special demands on the level of education of the people. Real life shows that democratic freedoms, both for the individual and for society as a whole, can bring significant benefits if they are based on high competence.

The unprecedented dynamics of all spheres of life in our time, the rapid change of technology, the constant demand for new knowledge have made it necessary to create a new system of education - the education system of the older generation. Life itself has stimulated the development of the concept of continuing education, which always accompanies people and is an integral part of their way of life. Today, it is impossible to be a specialist and a modern person who actively participates in the cultural and political life of the country without constantly improving their knowledge. It is very difficult to do this without proper methodological support and special efforts of various state and public organizations. That is why all over the world, and especially in developed countries, professional development services and educational services for the older generation in general are developing at an advanced pace.

The question of what and how to learn arises very sharply in the context of frequent changes in the content of knowledge, their gradual enrichment, the changing demand for specific types of knowledge. No country is satisfied with its education system. It is being reformed everywhere. Each country solves its own problems, taking into account the established traditions of cultural life and economic opportunities. At the same time, many experts believe that the success of education reform at the national level will depend on the level of involvement and interaction of three parties in the system - educational institutions, government and business.

Since the development of human capital theory, economists have realized that a high level of education plays a crucial role in a country's economic success. This is confirmed by the fact that the level of education is one of the leading factors in the success of the "tigers" of South Asia.

The main element in the theory of human capital is the concept of human capital. This concept refers to a set of knowledge and skills that perform a dual function as a factor of production and an item of long-term use.

The application of the "capital" category is based on the existence of two qualities - long-term use and the nature of production. The definition of "human" indicates that this capital cannot be separated from its owner - a specific person.

In the early 1950s, while researching ways to increase labor productivity, the American scientist T. Schultz, who distinguished the acquired and developed human abilities as an independent factor, made a decisive contribution to the formation of the concept of human capital.

This theory has helped to find a rational explanation for many economic events. Thus, it was possible to overcome the limitations of the approach based on the traditional analysis of "labor" and "capital" factors, highlight a fundamentally important source of economic growth and correctly determine the economic role of the main social spheres of modern society.

The use of the category of "human capital" in economic theory refers to this type of capital as "cost", "profit", "investment" and so on. also implies the possibility of applying the concepts.

There are the following classifications of human investment in human capital theory:

- investment in knowledge;
- investment in health;
- emigration.

Each investment imposes different costs (time, books, food, teacher training, etc.), brings income (increased labor productivity, etc.) and is aimed at increasing the amount of human capital.

Thus, according to the theory of human capital, the decisions of the individual in relation to investment are influenced by three main elements:

a) the personal qualities of the individual of human capital and the conditions of production determined by institutional rules;

b) the cost of time and other factors of production that determine the level of costs within the existing production conditions;

c) real wages that can be received for the next active economic life.

Taking into account the optimal behavior of these elements when investing in human capital determines the behavior of the individual.

In the late 1950s and early 1960s, the economics of education was based on the theory of human capital. This theory assessed the profitability of investments in education.

The main theoretical judgments were:

- ✓ The knowledge and skills acquired by people as a result of education are a form of capital;
- ✓ "human capital" is a product of targeted investment;

- ✓ The growth rate of "human capital" is higher than the growth rate of "material capital".

Many theoretical and scientific-practical works were devoted to the economic problems of education in a planned economy. These works explored the relationship between education and technical progress, the analysis of educational costs, strengthening the material and technical base, improving labor and wages, financial security of students and pupils, planning and forecasting training, efficient use of funds and so on.

The external economic efficiency index (S) of education reflects the ratio of the increase in national income (I) to the cost of education (M) as a result of the increase in the level of education of workers in the field of material production. The cost-benefit ratio (R) reflects the ratio of net education income (G = I - M) to its total expenditures.

$$S = I / M; R = G / M = (I - M) / M = I / M - 1 = S - 1$$

At present, the economics of education is an important part of the scientific direction of "human resource development". Problems of human resource development include demographic problems, unemployment, health, nutrition, housing, environment, education, lack of qualified personnel, etc. reflects issues.

Modern Azerbaijan has inherited a well-developed system of education and training from the former USSR, both quantitatively and qualitatively. This ensured that students, especially in the exact sciences, were well educated and had access to general education for all sections of society.

Among the negative consequences of central planning and political control are the following:

- restriction of freedom and restriction of personal choice;
- narrow specialization;
- teaching dogmatic norms and restricting the dissemination of information;
- lack of incentives to increase labor productivity;
- Maintaining a relatively reliable “basic” level of funding from public funds, which ensures the maintenance of the structure of higher education and, consequently, eliminates the ability to respond quickly to the changing needs of the labor market, etc.

Ultimately, the rigid centralized management of the education system, which restrains any innovation, has led to the problem that knowledge, intelligence and professionalism are not required by economic, political and social institutions.

Education is understood on the one hand as a key factor in the development of the nation's intellectual potential, the development and strengthening of its independence and international competitiveness, and on the other hand as a fundamental exercise of human civil, political, economic and cultural rights.

Literacy rate of the elderly population, the share of employees with special secondary and higher education, the number of students per 10,000 people, etc. Such indicators confirm that Azerbaijan is still one of the most educated countries. Azerbaijani youth have a relatively high level of literacy, but the opportunities for social progress created by various types of education have begun to decline. The discrepancy between the education of young people and the content and nature of their work is growing. Lack of education and skills leads to the devaluation of the educational process in the minds of young people.

Today, the education system, which has relative independence, is in conflict with a society that has changed its development orientation. The current educational crisis in Azerbaijan is quite deep and multifaceted.

The current reconstruction of the economy on a market basis, the strengthening of differentiation in the general education system (primary and secondary), the deepening of social differentiation in society give it a hereditary character and contradict the concept of social justice. The tendency of young people belonging to different social groups according to their marital status to have a certain convergence of starting positions in life is replaced by a tendency to increase the differences in the starting position.

The educational opportunities of the population, especially the wealthy, are expanding. There is a tendency for children from high-income groups to be educated in Europe or the United States. It is true that this tendency cannot be considered completely negative, but at the present time, it indicates an increase in social stratification in society.

Preschool education. For several years now, the absolute number of children in both preschool and permanent preschool institutions has been declining. This situation is becoming more widespread, mainly because the cost of services of such enterprises is rising sharply. The unsatisfactory level of pre-school education is mainly due to the low level of the material base, the deterioration of the organization of health services, and the increase in the incidence of children's diseases. There is a shortage of educators in preschool institutions. However, staff training remains low. The provision of children with permanent preschool facilities has fallen sharply.

Complete secondary education. The majority of students study in public educational institutions, where the quality of education does not stimulate the creative abilities of

adolescents. Sociological research and life itself show that teenagers lose their sense of perspective on education, are hopeless about the future, and are afraid of not continuing their education and finding a job after graduation.

Vocational education. The development of vocational education is in stark contrast to the high prevalence of unskilled labor in enterprises. Vocational schools (the number of which has also sharply decreased) train skilled workers according to a relatively limited classification of specialties (compared to those in the national economy).

Young people, who have mastered the growing number of specialties and professions in the labor market, are the first to join the ranks of street vendors.

High education. The field of higher education has its own problems. This is due to the change of generations, the shortage of young and middle-aged teachers, the departure of highly qualified personnel from the higher education system.

Universities are trying to adapt to the situation, looking for opportunities to protect themselves. These include granting the right to use the funds received from paid education in universities. At the same time, it would be wrong to refer to the university's self-sufficiency, despite the fact that universities earn certain amounts in addition to the budget. In all developed countries, the state bears the brunt of supporting universities. This is not only the training of the required number of professionals, but also the provision of a certain level of literacy in society. In the United States, state support from all levels of budgets is 75-80% of the total. In other countries, this support is higher. For example, in Canada and Germany - 100%. World experience proves that even in difficult times, countries that prioritize education, reforms in accordance with its new goals and objectives, emerge from the crisis faster and more successfully.

The number of non-state universities licensed to provide educational activities is growing rapidly. The non-governmental sector faces problems in the field of education and libraries, lack of logistics, permanent staff, lack of scientific and pedagogical staff and so on.

Competition between public and private universities can stimulate the development of the entire higher education system.

The problem of aggravation of the financial situation of teachers is also among the urgent problems.

University science is in serious crisis. The real volume of funding for research in higher education has decreased several times, and the number of researchers has decreased accordingly.

It is known that research activity is an indirect indicator that characterizes the teaching activity in higher education. A teacher engaged in scientific research usually has a large amount of knowledge to be passed on to students - especially in the field of economics. For example, in the periodic ranking of UK universities, the volume of research is one of the main indicators of the level of activity. In this case, in most cases, there is no real increase in the labor of a teacher conducting research. The main issue here is prestige, the ability to finance participation in conferences, the establishment of a working group under his leadership.

As it is known, teaching is more successful in places where there are scientific schools with long history and traditions. The establishment of scientific schools is an extremely long and delicate process. In universities, such a scientific school, in fact, has a very strong influence on determining the overall structure of training. It seems that it is difficult to talk about the existence of such schools for the vast majority of specialties in our country. It is clear that the new non-state universities do not have these scientific schools.

In addition, it should be noted that due to the development of commercial forms of education, modern processes in higher education, neither old nor new, have not led to an increase in the level of education.

Strict government regulation is needed to ensure a synergistic combination of free and paid education in the higher education system. Intensive stratification of society in terms of material well-being, the decline in living standards of the majority of the population is already showing its negative consequences, and in the future will have a more significant impact on the fate of young people studying. The stereotype of “continuing one's education in higher education”, which has been formed for generations and still persists in high school students, will gradually become less specific to a small number of graduates.

Concern for the future of secondary, high school and university graduates should be the basis of the state's youth policy so as not to cause great losses in the general intellectual potential of the people. However, this requires appropriate laws and resources.

During the transition to market relations, a number of problems arise in the vocational education system at all levels:

– reduction of funding. The decrease in funding for the education system is directly related to the decline in GDP. The share of GDP in education has fallen by about 2.5 times over the last 20 years. Taking into account the low level of GDP per capita, the cost of education in Azerbaijan is very low. At the same time, in modern market economies, the share of GDP allocated to education is much higher than in Azerbaijan: in the United States - 5.5%, in the UK - 5.3%, in France - 5.4%.

– Breaking the traditional ties between educational institutions and production enterprises. Traditionally, the severance of ties with the institutions and organizations that train their staff has also led to a deterioration in the financial situation of educational institutions. The training of workers and specialists in educational institutions could no longer meet the real students of production. This is due to the fact that the system of distribution of labor, which is inherent in the administrative economy, has collapsed, and the formation of a competitive labor market has not become the subject of control and study of educational institutions. They continue to train staff, guided by the plan economy, which has already lost its relevance. In a market economy, the state does not guarantee employment, and the acquired initial professional skills are quickly lost.

– Excessive specialization. One of the main problems is over-specialization. Traditional planning in the education system refers to the abundance of technical specialties that are still not in demand by most. The labor market of Western countries is also an example of the need to change the benchmarks of the existing training system in Azerbaijan.

In market economies, the professional future of the individual is uncertain, and educational institutions are forced to focus on specialties with a wider range of applications. Students are not able to get an early specialization. Instead, they must be prepared for numerous career changes and the ability to perform a variety of functions. Limited specialization increases the risk that an employee's occupation will not meet the rapidly changing demands of the economy. Broad specialization, on the other hand, gives educational institutions the flexibility to move from one specialty to another in order to keep up with demand.

- Outdated principles of planning and financing. The slow pace of education system restructuring is due to outdated planning and funding principles. Maintaining a dynamic balance between supply and demand for young workers and professionals in the labor market may be possible if their output ratio takes into account changes in the sectoral structure of the economy.

Research in the field of informal employment of young workers and professionals shows that they are now more attracted to the service sector in new, non-traditional labor markets. However, in the modern system of staff training, the ratio is as follows: more than half of graduates are trained for production, and only 10% for service.

3. EDUCATION SYSTEM REFORM PROBLEMS

At a time of economic and socio-political reforms, the reform of the education system is even more important. In general, the following main directions of today's reforms can be noted.

This is, above all, the democratization of the entire education system. It refers to both the management and implementation of the education system. Democratization is already affecting the content of education. As a result, the educational process is developing in the direction of realizing more and more human rights, inculcating universal values, forming a spirit of mutual solidarity between different peoples, respecting the views of others.

Reforms in modern education have clearly stated their efforts to increase its fundamentals, which allows everyone to self-educate and then acquire knowledge in different ways from different sources.

One of the main directions of reforms in modern education is its humanization and humanization. Today, it is clear to everyone that education at any level should not only specialize in a narrow field. It must also shape personality, inculcate civic qualities, teach people modern forms of communication, prepare them to live in a rapidly changing world, assimilate every new information and be able to make effective decisions.

Achieving these goals without the use of modern teaching technologies is unthinkable. And in this case, of course, the informatization of all education is in the forefront. It is a universal tool for obtaining the necessary information, and offers unprecedented opportunities in its use. The process of informatization of education, which is currently being carried out intensively, is an important step towards the creation of an informed society.

And finally, today it is clear that there is a desire for the integration of education, both at the national level and globally. Here we are talking about the possibility of coexistence of different forms and systems of education. This integration can provide both the inheritance in education and the most effective comprehensive solution to its methodological support.

In order for this to happen in Azerbaijani education, the following goals are to be achieved:

It is necessary to apply new standards that meet the requirements of the new century and assess the level of education of each person and citizen. Not only wealthy people, but all Azerbaijanis must acquire knowledge and learn to think in order to be able to live, to adapt to changing conditions, to understand the world around them, the ever-changing world. Everyone, as a citizen of Azerbaijan, must understand and accept their obligations and responsibilities.

It is necessary to make broad fundamental changes in the education system. It must be adapted as much as possible to changes in society and the economy. The education system must be permanent, open, variable, multi-level, multi-channel, and remain within the reach of the masses. The family must be returned to the status of the foundation of the education system, including the alternative system.

The structure of education must be restructured in accordance with the ongoing economic and social changes in society, the tasks of Azerbaijan's integration into the world community.

It is necessary to move to a new system of education management by increasing the role of public-state forms. Management should be carried out not through direct influence, but through regulation, indirectly influencing the elements of the system and the processes that take place there. The purpose of management should be to support and maintain the chosen direction of education. To do this, it is necessary to move from normative management to the management of probable processes to meet the needs of people for education, intergenerational and cultural relations.

It is necessary to preserve the potential of the country's professors and teachers, to restore their lost status in society.

It is necessary to continue the process of creating new socio-economic mechanisms and regulatory framework for the education system.

An effective education system for the elderly needs to be rebuilt in practice. This system will provide rapid retraining and professional development in accordance with the needs of the labor market in the country and its regions, as well as the conditions of the international division of labor.

It is necessary to create a system for monitoring the demand for specialists in the labor market at the national and regional levels, and to link it closely with the education system.

It is necessary to create an elite (not elite) education system.

One of the forms of solving territorial problems of specialist training can be the creation of a distance learning system in Azerbaijan. This is primarily due to the lack of opportunities to meet the knowledge needs of the population in some regions of Azerbaijan. The purpose of training in this form is to move students from the limited concept of coming from the regions to the center (capital) for education to mobile ideas, knowledge and the concept of education. World experience shows that the number of distance learners with distance learning technologies is growing faster than the number of full-time students. The creation of distance learning in the country is a matter of time: the population of remote regions is especially in need of it.

Of course, the above theses do not cover the full range of goals of change in the education system.

At the same time, it is necessary that policy in the field of education and science and culture, which are inextricably linked with it, become a leading part of public policy.

It is necessary to define the socially dangerous boundaries of the education system:

• minimal investments from the state budget;

• minimum wage level;

• minimum meeting the demand for teaching staff;

• Crisis levels:

- social tension;

- demographic situation;

- unemployment;

- Crisis, dangerous level of environmental tension.

Factors of social burden on the school are:

• economic reforms;

• demand for knowledge;

• idea gap;

• political bargaining;

• family;

• social conflicts.

Today we can talk about a fundamentally new stage in the development of the national school in Azerbaijan. The main feature of this stage is the dynamic growth of the role of national culture and mother tongue in the content of education. This allows creating a new type of national school and inculcating universal, multicultural training in young people on the basis of national culture.

Special attention should be paid to the reforms in the higher education system. This is explained by the fact that the high level of development of higher education in modern conditions reflects the global trend of humanization of public relations, the development of individual creative forms of labor, and at the same time acts as an indicator of economic growth.

In this regard, let us characterize a number of general provisions of possible directions of modernization of the higher professional education system, ways to solve its financial problems:

a) ensuring a closer relationship between educational services and the needs of the local labor market.

For this, the following is necessary:

• Competitive financing of the most effective educational institutions that take the lead in meeting the needs of local labor markets for staff;

• Develop a marketing system for educational services and study the state of demand for graduates of educational institutions;

• certification of special educational institutions;

• Orientation of education to new areas of activity.

The study of the dynamics of changes in the structure of production allows us to identify the most common directions of restructuring in the education system. Even before the start of economic reforms, the share of the service sector in staff training was less than objective demand. It is safe to assume that many areas of the service sector will develop and that there will be a need for qualified personnel. Thus, the demand for personnel in the field of trade, catering, finance, information and banking services is growing.

b) differentiated form of financing of educational institutions:

The current system of equal funding of educational institutions does not help to train personnel in accordance with real needs. To prevent this, the budgets of educational institutions should be determined by the knowledge they provide during their studies to help graduates find jobs. To this end, it is necessary to apply competitive financing to educational institutions that are better adapted to the new working conditions and train promising qualified personnel, on the other hand, the funds allocated to enterprises that do not care about the employment of their graduates and the effective use of their skills should be reduced. In this case, it is also possible to use the world experience: the budget of the educational institution, which can not employ 50% of its graduates, should be reduced. The effect of the principle of differentiated financing is that as the budget moves from weaker, more uncompetitive institutions to stronger, market-oriented educational institutions, the whole system will gradually move in the right direction.

c) diversification of funding sources, including the expansion of the provision of paid educational services in accordance with the orders of enterprises, organizations and individuals.

It is necessary to encourage the development of the range of educational services offered by educational institutions on a paid basis at the request of public and private enterprises, employment agencies, the well-off part of the population. However, the governing bodies of the education system should not only empower the heads of educational institutions to attract additional financial resources, but also monitor compliance with educational standards and the quality of training, as the priorities of educational institutions should not shift from social to commercial purposes.

4. EDUCATION FINANCING ISSUES

The growth of the population's demand for higher education depends not only on the protection of the university from the general crisis, but also on the development of its multi-

channel financing system, the attraction of extra-budgetary funds by universities and the strengthening of all potential investors.

Along with the state system, an extra-budgetary financing system should be formed in connection with the commercialization of the activities of universities.

Attracting extra-budgetary funds to finance universities is an objective necessity, not only due to the limited capacity of the state budget, but also due to the involvement of universities in market relations.

Today, universities have a wide range of experience in attracting additional sources of extra-budgetary funding: funds earned by universities from the offer of traditional programs and various new types of educational services, grants, funds for capital research and application, guardianship funds, etc. . However, there are certain shortcomings in the practice of extra-budgetary funding of the university and the development of commercial activities. In order to eliminate them, in our opinion, it is expedient to implement the following measures.

The main direction of the activities of universities in the organization and attraction of extra-budgetary funds should be the development of various forms of integration with production. For example, in the transition to market relations, universities could participate in research on the restructuring of the national economy, training and retraining of managers and specialists. Universities need to more actively study the situation in the labor and education services market and carry out the necessary marketing activities to be able to respond quickly to changing needs for professional development and professional development.

The organization and conduct of methodological and scientific consultations in our universities, which are huge in terms of importance and scale, one of the most widespread in foreign universities, has not yet developed much. Universities have an intellectual base and specialists to conduct consulting activities.

The inclusion of the university in the system of market relations requires a reconsideration of a number of key principles of the organizational and economic mechanism of its activities. In particular, there is an urgent need to find new, extra-budgetary sources of funding for the training of highly qualified specialists. As one of such channels, universities can have foreign economic activity. In this regard, it would be very useful to study the experience of foreign universities in attracting and efficient use of extra-budgetary funding sources.

Germany's experience in organizing commercial activities in universities and attracting extra-budgetary funds proves that there are numerous sources of funding for education in this country. Extra-budgetary funds received by German universities from companies, their associations and scientific aid funds to finance teaching and research are called "third-party

funds". Most of the "third aid" attracted by German universities falls on contract research. Contracts (agreements) are concluded between a scientist or a group of scientists working in a university and a firm to conduct certain research in the interests of the latter. This agreement, among other things, specifies the subject of the study, the terms of the contract, the form and amount of remuneration.

Another form of attracting extra-budgetary funds by universities is the establishment of institutions or research centers, which are mainly funded by private funds. Such institutes and centers are independent structural units created and financed by economic associations, societies and scientific aid funds, under the auspices of universities.

Another form of attracting extra-budgetary funds by universities is the financing of the rates of scientists working at universities by enterprises, their associations and scientific aid funds.

Latin American countries are in the middle of the group of developing countries in terms of the share of state funding for education. For many years, the universities have gained experience in dealing with the harsh market laws in the context of the economic and financial crisis, as well as developed a number of forms of attracting private resources to finance their activities.

Thus, it is interesting to establish independent agencies where university scientists conduct research for industry. These organizations enter into direct contracts with the heads of educational institutions. Due to low additional costs, agencies can provide high salaries to teachers of educational institutions, confidentiality and efficiency of relations.

The involvement of private capital in the financing of universities on a commercial basis is also carried out in the form of consortia. They include those who fulfill the orders of private companies - public universities, as guarantors - government agencies, and to a lesser extent - those who finance and order the project, ie private enterprises. The activities of such university consortia in the field of economic research, such as marketing research, are associated with the development of strategies of Mexican firms in foreign markets.

The main educational activity of higher education institutions is of interest to these firms in terms of the development of programs ordered by companies to improve the skills of their employees. The Chilean experience shows that the need for private business to create such educational programs sponsored by corporations arises when national businessmen face problems at the international level. For example, they are not sufficiently prepared for the world economy, they do not know the history, culture, etc. of the country they are interested in. Such situations arise when you unknowingly want to master foreign markets.

Foreign foundations and firms also act as donors to Mexican universities. The first distributes grants in areas of interest to foreign scientific and business structures. The latter act on the basis of their own interests.

Also interesting is the experience of the Mexican Technological University in organizing a diploma exchange. First of all, small and medium-sized enterprises, deprived of their scientific and technical means, benefit from his work.

The exchange operates as follows: students and professors can deliver the topics of diploma works of practical importance to the transfer point of the university. The works are then transferred to the Chamber of Commerce, which publishes them in its own advertising magazine. Firms can apply to the Chamber of Commerce, which forms a proposal for cooperation with the university, based on the catalog of diploma works.

In order to prevent the above-mentioned negative consequences and ensure the existence of the education system, it is necessary to implement a set of measures that can cover all aspects of the organizational and economic mechanism of its activities. This difficult issue must be addressed in the general context of economic, socio-cultural and spiritual improvement of public relations.

One of the important factors in determining the direction of reforms in education is the study of the activities of educational institutions in countries with developed market economies.

Referring to the trends and levels of economic development of the system of social and economic priorities and values, the degree of understanding of the role of the education system in solving problems of improving and accumulating intellectual potential, each society is characterized by its national approaches to solving this problem. . In countries with an established system of market relations, the development of education is provided by a large amount of public funding. This creates equal opportunities for access to educational services, provides support to students, and performs many other different functions.

It should be noted that in recent years in developed countries, due to the aggravation of the budget deficit due to the economic downturn, there has been some stabilization trends in public funding of the education system. This is also due to the need to divert more funds to other social programs. At the same time, the reduction in state reserves is not large-scale, and is complemented by a diversified system of extra-budgetary funding, as shown below.

As an example, consider the experience of the United States. According to American experts, the US national education system embodies large and often insignificant industries, especially manufacturing and construction. Its purpose is to give people the opportunity to get an education and improve it throughout their lives. Until recently, the true scale of this industry

has only been the subject of speculation. In particular, this applies to education offered by employers who are underdeveloped and largely out of the public spotlight. Until recently, there were no serious attempts to fully assess the entire US education industry in the country. But it is clear that its scale is very large. In the late 1990s, more than 77 million people in the United States were enrolled in all forms of formal education, and education costs $ 320 billion. more than $. One in three U.S. residents was a participant in a refresher or professional development program offered by either a student or an employer. Interestingly, the number of educational opportunities provided by employers exceeds the number of people trained by the entire US higher education system.

As the US experience shows, the policy of liberal reforms in the 60s and 70s of the twentieth century led to a significant increase in public spending on education, expanding the coverage of various groups of the population with education. On the other hand, according to American experts, the quality of education has declined. Therefore, in the 1980s, a conservative approach prevailed in American education policy. This became possible after the Reagan and Bush administrations pursued policies aimed at reducing the role of the federal government in the development of education, reducing federal spending on education, delegating some of these costs to states, and increasing initiative at the local level.

In accordance with the conservative concept of education policy, supporters of market-based education reform made concrete proposals to strengthen personal initiative in education, strengthen its business ties, and develop the privatization of school education.

However, experience has shown that these changes have not been easy to implement, as the educational establishment, which has a strong backbone at all levels of government, is their main rival. The US business community supports market reforms in education. This is of great importance, because the role of private business in achieving national goals in education is undeniable.

The main contribution of the business is the organization and financing of workforce training, in-house training. The role of the private sector in financing the education system is very small compared to the public sector. States, local governments and the federal government play a key role in state funding for education.

One of the main problems that arise in the process of diversification of sources of funding for education in a market economy and requires its solution is the creation of a mechanism for students to finance their own education. This problem is particularly subtle in countries where tuition fees are traditionally low or non-existent (in part, in Azerbaijan as well).

The issue of money for the education system will always be at the forefront, for a simple reason: any changes in this area lead to a "snowball" of results.

Summarizing the above, we can conclude that different national education systems have historically been formed, so there is no single and optimal "scientific" solution to the problem of financing education.

Even in market economies, the need for state funding for education can be summarized as follows:

- if any commodity is necessary for the whole society, then the state finances their production through non-market mechanisms (taxes and other benefits);

- disagreement with the full payment of tuition fees due to the uncertainty of whether the student's acquired knowledge (as well as his / her salary) will be needed in the future;

- Creditors are not ready to spend their money on education for the same reasons, because they operate based on the current market situation and the demand for staff;

- External, positive effects of education, both economic and non-economic: from investing in the acquisition of knowledge to economic growth, giving greater flexibility to the labor market, spreading literacy, aesthetic and cultural values, more productive participation in political life;

- Taxes on future income of graduates.

But at the same time, there are factors that determine the importance of paying for education by individuals:

- personal interests (large income, higher social status, greater share in consumption, better working conditions, active participation in political life, ample opportunities for cultural, scientific and technological achievements);

- Increased responsibility of the student in obtaining education, and the educational institution for the quality of education.

However, it is very difficult and almost impossible to quantify many of the above-mentioned interests. In this regard, many countries are increasingly interested in the introduction of market incentives in the education system. They see financial incentives as a more effective means of influencing the nature of educational institutions than administrative intervention.

The transition to a market mechanism is taking place in two directions: in the selection of public funding and in the expansion of funding sources.

In many countries, the financing of the public and private sectors of higher education is provided by a combination of the following sources of income: government subsidies, personal donations, business and, in part, students.

Summarizing the above, we can draw another conclusion: there is no universal set of forms and methods for solving the economic problems of education. There is the experience of different national education systems with their own historical, cultural, legal and other characteristics. Moreover, in terms of its acceptance of economic, psychological, technological and social innovations, education belongs to the conservative spheres. Therefore, reforms in this area are very painful and take years:

Socio-cultural spheres in Azerbaijan have been working under new conditions since 1992. However, liberalization in the economy was accompanied by a lack of clear public policy in these areas. Their social and scientific-technical aspects were not fully taken into account. Educational institutions, which were in a very difficult financial situation, blindly began to switch to the principles of commercialization of their activities. However, in the context of declaring education free and declining real incomes, these processes are causing dissatisfaction among many segments of the population.

The main problem is that at the initial stage of the reforms, the development of the education system was considered quite autonomously and was poorly linked to the overall strategy of economic reforms in the country. At present, the thesis that the state's education strategy focuses not only on the creepy existence of education, but also on its modernization as a single social organism, even in the context of limited resources, is welcomed by the governing bodies. At the same time, all political, economic, social forces and cultural factors must be fully involved in the reform process in this area.

CONCLUSION

Legal security plays an important role in the context of reforms. Currently, the main legislative acts defining the directions of reforms in education in Azerbaijan are:

1. The Constitution of the Republic of Azerbaijan
2. Law of the Republic of Azerbaijan "On Education"
3. Education reform program in Azerbaijan
4. Regulations of institutions on various types of education approved by the decisions of the Government of the Republic of Azerbaijan
5. Other legislative acts of the Azerbaijan Republic, decrees of the President of the Azerbaijan Republic, decisions of the government of the republic

In these legislative acts, the leadership of the republic has adopted a number of decisions that strengthen the priority of education.

Recent reforms in the education system have yielded the following results:

• The process of democratization in education has begun, education management has become decentralized, and educational institutions have been given some freedom;

• the content of education was non-ideological and non-political;

• The practical implementation of the principles of humanization and humanization began, the content of education began to return to the world of culture and man;

• development of state education standards has started;

• there is a real opportunity to choose the educational institution, curriculum, textbooks;

• higher education was transferred to a multi-level system;

• Diversification of sources of funding for educational institutions has begun.

At present, the reforms of the education system in Azerbaijan are underway, and alternative and paid education is gaining its future development.

First of all, the changes in the education system of Azerbaijan due to the peculiar pluralism of education have affected private paid universities, institutes, schools, gymnasiums, lyceums, etc. led to the formation of.

According to the official announcement, in accordance with the education reform, their purpose is to move away from a single standardized school, to create more opportunities for boys and girls to show their skills and talents. However, according to some researchers, in reality, this pluralism has simply allowed the legalization of mechanisms that previously secretly belonged to the Soviet education system: the creation of maximum conditions for selection and elite production. In fact, these trends apply not only to universities, but also to secondary and primary schools. Currently, the level of education of 15-19 year olds is declining. At this age, a large proportion of boys and girls with incomplete secondary and lower education do not study anywhere. In part, this can be explained by the fact that a certain number of young people, as a rule, want to engage in small business, which is quite profitable and does not require any professional knowledge.

Projects to privatize universities, the creation of private universities on the basis of state universities, the privatization of educational institutions (not the creation of new ones) can not but strengthen the process of differentiation in the national education system, which can lead to increased social tensions and loss of educational potential. The secret idea of the ruling elite's reproduction will not make up for the losses.

The analysis of trends in the field of education allows us to conclude that Azerbaijan is moving towards a technocratic education model. At the same time, by lowering the quality of public secondary education, the state will gradually deteriorate. Given that there is almost no Western-style useful and effective state system of "adult education" in the country, we can stand on the verge of an educational and cultural crisis in a society where the worst examples of the West are perceived by the mass media.

REFERENCES

1. Azərbaycan Respublikasının Konstitusiyası,(2001) Bakı

2. Milli iqtisadiyyat və iqtisadiyyatın əsas sektorları üzrə strateji yol xəritəsinin basilica istiqamətləri.(2016) AZƏRBAYCAN RESPUBLİKASI Prezidentinin sərəncamı

3. Azərbaycan-2030:sosial –iqtisadi inkişafa dair Milli Prioritetlər.(2021) AZƏRBAYCAN RESPUBLİKASI Prezidentinin sərəncamı

4. Azərbaycanda iqtisadi islahatların həyata keçirilməsinin xüsusiyyətləri və problemləri (elmi işlər toplusu)(2000), I buraxılış, səh-569, Elm nəşriyyatı.

5. Azərbaycanda iqtisadi islahatların həyata keçirilməsinin xüsusiyyətləri və problemləri (elmi işlər toplusu)(2001), II buraxılış, səh-547, Elm nəşriyyatı.

6. XƏLILOV.S **Təhsil sistemi. Nəzəriyyə və praktika**.(1999) «Azərbaycan Universiteti nəşriyyatı». Səh 245

7. ƏLIRZAYEV Ə.Q. Sosial sferanın iqtisadiyyatı və idarə edilməsi (dərs vəsaiti), (2010), "İqtisad Universiteti" nəşriyyatı. 326 s.

8. ƏLIRZAYEV.Ə.Q. **Sosial-mədəni iqtisadi inkişaf və tənzimləmə** (2016), "İqtisad Universiteti" nəşriyyatı. Səh-458

9. ƏLIYEV.Ə.B. **Xidmət sahələrinin iqtisadiyyatı** (2017)Dərs vəsaiti "Təhsil"nəşriyyatı, səh-136

10.ƏZIZOVA G.A. **İqtisadiyyatın tənzimlənməsi**. Dərs vəsaiti, (2015)"İqtisad Universiteti" nəşriyyatı, səh-203.

11. NƏCƏFOV Z.M. **Milli innovasiya sistemlərinin əsasları**.(2006)"Elm"nəşriyyatı, səh-624.

12. MURADOV A.N. **Elmi-texniki potensial: əsas inkişaf meylləri və problemləri** (2005) Monoqrafiya "Elm"nəşriyyatı, səh-322

13. QASIMOV F.H., NƏCƏFOV Z.M., HÜSEYNOVA A.D. **Müstəqillik dövründə elmin innovativ inkişafı** (2011)AMEA-nın Xəbərləri. Elm və İnnovasiya seriyası, N°3 (7), səh 1-7.

14. QULİYEV T.Ə. **İnsan resurslarının idarə edilməsi**.(2013) "Nağıl evi"nəşriyyatı,səh-828.

15. RƏHMANOV F.P. **Sosial infrastrukturun tənzimlənməsi problemləri**.(2004)"Gənclik"nəşriyyatı, səh- 304 .

16. RAHMANOV, F.P . **Sosial Sfera ve Sosial Siyaset** (2021)Dərs Vəsaiti, "MSV NƏŞR",səh-436

17.SALAHOV R.M. **Xidmətlər bazarının dövlət tənzimlənməsinin səmərəliliyinin artırılmasının perspektiv istiqamətləri**.(2014), "Əmək və sosial problemlər"jurnalı, № 1 (14), səh:135-141

18. ŞƏKƏRƏLIYEV A.,ŞƏKƏRƏLIYEV Q. **Azərbaycanın iqtisadiyyatı: reallıqlar və perspektivlər**.(2016) "İqtisad Universiteti" nəşriyyatı. Səh-626

19. http://www.azstat.org/ - Azərbaycan Dövlət Statistika komitəsinin saytı (Date of Access: 03.08.2021).

20. http://www.edu.gov.az/ - Azərbaycan Respublikası Təhsil Nazirliyinin saytı (Date of Access: 03.08.2021).

21.http://www.president.az - Azərbaycan Respublikası Prezidentinin saytı (Date of Access: 03.08.2021).

ACADEMIC SHARING PLATFORM