

IIB INTERNATIONAL REFEREED ACADEMIC SOCIAL SCIENCES JOURNAL



Temmuz – Ağustos – Eylül 2013 Sayı: 11 Cilt: 4 Summer Jul - Aug - Sep 2013 Issue: 11 Volume: 4

www.iibdergisi.com

ISSN: Print 2146-5886 Online 2147-172X



TABLE OF CONTENTS

AN APPLIED EXAMPLE OF THE EFFECT OF TV COMMERCIALS, A REASON FOR TURKISH CONSUMER'S PREFERENCE FOR ORGANIC PRODUCT, ON CONSUMER PERCEPTION <i>Sefer GÜMÜŞ</i>	1-21	TURKISH VERSION OF EMPLOYMENT HOPE SCALE: THE VALIDITY AND RELIABILITY STUDY EDUCATION CLASSES <i>Ahmet AKIN, M.Ali HAMEDOĞLU, Çınar KAYA, Hakan SARIÇAM</i>	56-68
A GENERAL LOOK TO THE SOCIAL RESPONSIBILITY PROJECTS OF SOME WELL-KNOWN CORPORATE COMPANIES IN TURKEY <i>Ceyhan C. KILINC, Mehmet SAHIN, Alper ATEŞ</i>	22-33	THE CLASSIFICATION OF TURKISH FOLK DANCES IN TERMS OF MOVEMENT <i>Kürşad GULBEYAZ</i>	69-78
COMPARISON OF ANGER SITUATIONS OF HIGH SCHOOL STUDENTS WHO DO SPORT ACTIVELY AND THOSE WHO DO NOT <i>Erdal ZORBA, Nigar YAMAN, Serdar TOK, Menzure YAMAN, Nurullah ÇELİK, Eda GÖKÇELİK</i>	34-44	USE OF MATERIALS IN THE EDUCATION SYSTEM OF THE OTTOMAN EMPIRE THE EXAMPLE OF THE JOURNAL OF: ÇOCUK DOSTU <i>Mehmet ÖZDEMİR</i>	79-95
MODERN INTERPRETATIONS OF OTTOMAN COURT FABRIC'S DESIGNS IN TURKISH FASHION DESIGN <i>Tülay GÜMÜŞER</i>	45-55	THE MEDIATION EFFECT OF WORK / LIFE CONFLICT IN THE RELATIONSHIP OF WORK LOAD AND PERFORMANCE FEEDBACK WITH GENERAL LIFE SATISFACTION <i>Özlem İLHAN KAYALIBAĞ, Işık ÇİÇEK, Mithat KIYAK</i>	96-121

CHIEF EDITOR

Ayhan AYTAÇ

ASSISTANT CHIEF EDITOR

Gülten HERGÜNER
Nur DİLBAZ ALACAHAN
Gökşen ARAS
Fatma TEZEL ŞAHİN
Adalet KANDIR

EDITOR

Metin YAMAN
Nezahat GÜÇLÜ
Halil İbrahim BAHAR
Ayhan AYTAÇ
Murat ERCAN
Işık BAYRAKTAR
Erdal ZORBA
Serdar TOK
Mutlu TÜRKMEN
Hülya Gülay OGELMAN
Fatih ÇATIKKAŞ
Yener ÖZEN
Çetin YAMAN
Aylin ZEKİOĞLU

ASSISTANTS OF EDITORS

Nurgül ÖZDEMİR
H.Arif TUNCEZ
Yener ATASEVEN
Gülten BULDUKER

SYSTEM EDITORS AND MANAGERS

Serdar TOK
Fatih ÇATIKKAŞ

TECHNICAL EDITOR

Burhan Maden
burhanmaden@gmail.com

FIELD EDITORS

Ahmet AKŞİT
Barış KARAELEMA
Barış KAYA
Çiler HATİPOĞLU
E. Görkem KAYAALP ERSOY
Ebru ÖZGÜR GÜLER
Esin ÖZKAN
Eva ŞARLAK
Hakan SARIBAŞ
Hava ÖZKAN
İbrahim YILMAZ
Kerime ÜSTÜNOVA
Nevin KOYUNCU
Neylan ZİYALAR
Özlem CANKURTARAN ÖNTAŞ
Ruhet GENÇ
Seda ŞENGÜL
Serkan EKİZ
Sevgi MORALI
Siret HÜRİSOY
Solmaz ZELYUT
Tuğçe TUNA
Ülkü GÜNEY
Valide PAŞAYEVA
Yasemin İNCEOĞLU
Naim DENİZ



Ali Serdar YÜCEL

Distinguished Readers,

Science and scientific researches are as old as human history. Many inter-related sciences renovate themselves each passing day, and produce works that are useful for humanity and the universe. Together with the change in research techniques and technology, technicality, quality and differences have started to make their presence felt. Researches and scientific studies that have been conducted in many fields from past to present are entering into our lives more quickly. Researches conducted in various fields and data obtained as a result of these researches are put at other researchers' disposal. Our journals serving as a bridge in reaching the scientific researches to you, esteemed readers and researchers, provide them to you via today's conditions and the facilities brought by technology. We included a total of 8 articles in this volume of the journal. As of this volume, we won't publish the referee list upon the request of the referees. Our journal has entered into GenamicsJournalSeek and J-Gate international indices with this volume. Our journal pursuing its publication at a fast pace with a multidisciplinary concept accepts publication from 108 different disciplines and sub-disciplines. With this volume, a total of 56 scientists from national and international fields have participated in the board of referees. We thank all scientists due to their participation. Moreover, the quality and technicality of the publications sent to our journal are gradually improving. We want to express the felicity for these studies. The fact that the publications coming from particularly Turkish republics increase points out that our journal is internationally known, and its scientific quality and technicality is gradually increasing. We feel honored with the requests concerning the publication of notifications, accepted in many national and international congresses, in our journal and offers of cooperation. Our next 12th volume will be published in December, 2013. We thank our authors who always stand by us with their studies, referees of the volume, board of editors and members of our editorial board, and wish you welfare until seeing you in the next volume.



AN APPLIED EXAMPLE OF THE EFFECT OF TV COMMERCIALS, A REASON FOR TURKISH CONSUMER'S PREFERENCE FOR ORGANIC PRODUCT, ON CONSUMER PERCEPTION

Sefer GÜMÜŞ

Beykent University Lecturer in Department of Business Administration

Abstract: This study was carried out with the purpose of determining the preferences of Turkish consumers for organic product. It was an applied research, and the questionnaire used in the application was previously proved to be reliable and used in different study. A total of (N=650) people participated in our research. Most of the participants are educated and have knowledge about organic agriculture. A two-part questionnaire composed of 54 items with 5 likert scale was directed to the participants. Most of the questionnaires were conveyed to the participants via a web system. Participants were randomly selected, and they weren't asked any questions which include the credentials. The research took 7 months approximately. A total of 972 people were reached in this period, but only 650 of the returned questionnaires were found appropriate for the application. Data set acquired as a result of the conducted questionnaire were analyzed in PASW Statistic 18 (SPSS-Statistical Package for Social Sciences) package program. Reliability analysis, frequency tables, descriptive statistics, independent sample t test, one-way variance analysis, Tukey and Chi-square tests were utilized within the scope of analysis. Following the reliability analysis of the study, Cronbach's alpha coefficient was found 0,913. This value shows that the study is highly reliable. As a result of the research and application done, it as seen that TV commercials create a positive effect on consumer perception, the commercials affect the shopping dimension of consumers. Brand, package and health dimension of organic agricultural products also constitute a significant factor for consumer perception. Most of the consumers have stated that they have more general knowledge about TV commercials and organic agricultural products and that's why they increase their consumption of organic products. It was concluded following this research that TV commercials create a positive effect on consumption perception regarding the consumption of organic agricultural products of Turkish TV viewers, and it also generates the supply of consumer.

Keywords: *Organic Agriculture, Organic Product, Consumer, Commercial, Marketing, Perception*

1. INTRODUCTION

The research was extended in accordance with the scope and purpose, and literature review was firstly conducted. Studies in this field were examined, and the effects of TV commercials on consumers which create a cause for the increase in the supply of consumers were tried to be determined. A method which was previously used

in a different study was followed in this research due to the fact that it is an applied study, but some innovations regarding the dimensions of consumption and consumer were added. Information regarding the consumption preferences of consumers was collected during our research, and methods for application were developed in line with the collected information. In parallel with these methods, data were analyzed with various

methods within the framework of obtained analysis and findings. With the purpose of a more qualified research, literature scope was deepened within a corporate angle by creating a framework. As each product has its own techniques for sales and commercials, it was desired to focus on the effect of commercial and sales techniques - examined in organic agricultural products - on consumer perception. We are of the opinion that this study will be a good literature and resource contribution for different studies in this field.

1.1. Problem situation

Within the framework of the scope of the research, the purpose is to determine Turkish consumer's perception dimension about TV commercials and consumption of organic agriculture. Product preferences and qualifications of today's consumer society are changing each passing day. This change also creates differences on consumer's perception of consumption and preferences. Among these differences, TV commercials, packages, communication methods, technology, health, socio-demographic features, income differences and most importantly the dimension of sales techniques on consumer can be stated. The basis of our research is about the analysis of the problem 'how does conversion of commercial factors, affecting the consumer perception, into the product sales affect realization of sales and increase in supply of consumer?'

1.2. Literature Review and Theoretical Framework

As in many world countries, the importance of food safety also increases for Turkey day by day. It is a well-known fact that many of the

genetically modified agricultural products pose great problems in terms of health (Altın and Orak, 2007: 1-2). The threat by chemicals posing threat to physical and environmental health on human development has gradually increased (Ak, 2002: 409). Agricultural production conducted with unconventional production techniques has put human health and environment into serious danger. Therefore, the idea of organic agriculture may mean lots of things (Delingd & Source, 2000: 198-208). Today's organic agriculture producers have changed their production methods and techniques for a long time, and headed towards healthy production by removing the factors which threaten community health and environmental health (Jack, Hendrickson & Stevenson 1996: 113-123). Organic agriculture and organic production are important developments for environmental awareness (Wier et al., 2002: 45-62). Some recent studies and data obtained point out the increase in organic agriculture and consumption of organic food all over the world (Howard & Allen, 2006: 439-451). Public administration and government should cooperate concerning natural and organic foods and develop projects for consumer's awareness (French, 2011). Due to the importance gradually given by society and individuals to the more healthy and additive-free products, quick developments occurred in organic product market. So world's organic agriculture sector constitutes 2% of the market. In 2009, the financial dimension of organic consumption in the USA was 26.6\$ million dollar (Belli, 2007: 26-30). As of 2009, the studies conducted in some developed world countries indicate that the volume of organic agricultural production has increased 5.3% (French, 2011). As in the

whole world, organic agriculture and organic food consumption also increase in Turkey (National Türk, 2011). Although the prices are high, the increase in organic agricultural consumption caused consumer awareness and difference in consumer perception due to the commercials (Babaoğul and Şener, 2010: 1-377). Consumer awareness comes first among the reasons for the increase in today's fast consumption of organic agricultural products. The fact that there are no artificial preservatives, glazing agents, pigmentary substances and other chemicals in organic agricultural products increased the consumption of organic product (National Türk, 2011). Commercials made by producer and seller companies in parallel with the developing technology have caused an increase in consumption (Saray, 2007: 1-130). TV commercials and their effect on consumer perception come first among the factors causing the rate of consumption to increase (Tamer, 2008: 1-112): There are lots of techniques to grab the consumer's attention in TV commercials, to make the product accepted in the commercials and to have an effect on consumer perception. These techniques not only differentiate the consumer's interest and perception, but also contribute to the increase of consumption rate (Sabuncuoğlu, 2006: 1-226). Studies carried out in world and Turkey market, advertisements prepared for organic agricultural products and commercial policies have quickly increased the rate of organic agricultural consumption (Tetik, 2011). It is a well-known fact that TV commercials made in different concepts create differences in consumer perception. Figures, colors, the role of products, brand and actors used in commercials contribute

to increase in consumption and to realization of product sales (Cengiz, 2005: 1-310).

1.3. Purpose, Scope and Method

In this research, it was tried to determine the relation between organic fresh fruit and vegetable consumption of participants and TV commercials. So, a questionnaire composed of two parts were applied to a total of 650 participants. In the first part of the questionnaire, participants were asked about their personal information (age, income, education, organic product usage etc.) with classifying scale as descriptive variables. In the second part, 54 questions were directed about their TV watching habits and organic product usage, and their views were questioned with 5 likert scale. With the purpose of testing the reliability of the created scale, Cronbach's alpha analysis was applied.

While independent sample t test was used in analyses made regarding the variables composed of two independent groups, one-way ANOVA was preferred in comparisons with three or more groups. Besides, Chi-Square tests were utilized for research of independence. The stated tests were analyzed with PASW Statistic 18 package program.

2. RESEARCH METHODOLOGY

2.1. Data Analysis

Data set obtained following the conducted questionnaire were analyzed in PASW Statistic 18 (SPSS-Statistical Package for Social Sciences) package program. Reliability analysis, frequency tables, descriptive statistics, independent sample t test, one-way variance analysis, Tukey and

Chi-square tests were utilized within the scope of analysis.

2.2. Application and Analyses:

Table 1. Reliability Statistics

Cronbach's Alpha	Item Number
0,913	54

When the results of the reliability analysis are examined, it has been concluded that 54 items included in the analysis are at high reliability level.

2.1. Demographic findings of the participants:

When the age distribution of the participants who were included in the analysis are examined; the rate of the participants between 31-40 years old comes first with 37%. And then 21-30 age group comes after with 27%. When the educational level is considered, the rate of the participants with college and higher educational level is 79%. University students and graduates come first with a rate of 52%. When the income level of the participants are taken into account, it is seen that their income level is high. The rate of the participants with income level of 3000 and above is 42%. Most of them are married (68%) and male (52%). 90% of the participants live in metropolitan. Only 4% of the participants don't know how to use computer. Most of them (63%) work in private sector. The rate of civil servants is 31%. Most of them don't have a health problem.

Table 2: Your age

18-20	3%
21-30	27%
31-40	37%
41-50	18%
51+	15%

Table 3: Your education

Literate	1%
Primary School	5%
High School	14%
College	10%
University	52%
Master/Doctorate	17%

Table 4: Your income

500-1000	10%
1001-1500	9%
1501-2000	12%
2001-2500	11%
2501-3000	16%
3001+	42%

Table 5: Marital status

Married	68%
Single	32%

Table 6: Your sex

Male	52%
Female	48%

Table 7: The region where you live

Metropolitan	90%
City	5%
County	4%
Town	0%
Village	0%

Table 8: Using computer

Yes	96%
No	4%

Table 9: Occupation

Civil Servant in public sector	31%
Private sector	63%
Student	3%
Housewife	2%
Not working	1%

Table 10: Health problem

Yes	12%
No	88%

79% of the participants have stated that they do shopping frequently. The biggest factor in doing shopping is stated as meeting the needs. 91% of them have knowledge about organic agriculture. 70% consumes fresh fruit and vegetable. When the types of organic fruit and vegetables consumed by participants are considered, tomatoes come first with a rate of 91%. Apple, green bean and lettuce are the most consumed fruit and vegetables. When the reasons of organic product preference are considered, being healthy and natural is the first prominent reason. Organic agricultural products are seen not to be economic. 93% of the participants state that they will suggest organic agricultural products to their friends. When the places selling organic fruit and vegetable are considered, local bazaars and markets come first. When the monthly expenditure of participants for fresh fruit and vegetable are considered, it is seen to be between 100 and 400 lira. Among this amount, 100-300 liras are spent on organic products.

Table11: Do you do shopping frequently?

Yes	79%
No	21%

Table12: Factors affecting you to do shopping

TV Commercials	5%
My needs	88%
My environment	1%
My health	3%
Prices and campaigns	3%

Table 13: Do you have knowledge about organic agriculture?

Yes	91%
No	9%

Table14: Do you consume organic fresh fruit and vegetable?

Yes	70%
No	30%

Table15: Which organic fruits and vegetables do you consume?

Tomato	91%
Apple	42%
Green Bean	41%
Lettuce	40%
Parsley	37%
Olive	34%
Scallion	33%
Aubergine	32%
Potato	30%
Carrot	27%
Lemon	26%
Bell pepper	24%
Red pepper	23%
Garlic	23%

Tangerine	22%
Purslane	21%
Onion	21%
Pear	20%
Orange	20%
Dill	20%
Corn	17%
Zucchini	17%
Green rocket	15%
Fig	14%
Kidney bean	13%
Artichoke	12%
Leek	6%

Table16: Why do you prefer organic product?

As it is healthy	84%
As it is economic	71%
As it is natural	2%
Due to TV commercials	2%

Table17: Is organic agriculture economic for you?

Yes	29%
No	71%

Table18: Do you suggest organic agricultural products to your friends?

Yes	93%
No	7%

Table19: Where do you buy organic fresh fruit and vegetable?

Markets	42%
Regional bazaars	47%
Internet	1%
Directly from producer	10%

Table 20: What is your monthly expenditure for fresh fruit and vegetable?

100-200	43%
201-300	34%
301-400	17%
401-500	3%
501-750	2%
751-1000	1%
1001-1500	1%

Table 21: What is your expenditure for organic fresh fruit and vegetable?

100-200	81%
201-300	13%
301-400	4%
401-500	0%
501-750	1%

Table 22: TV commercials and consumer perception

	Disagree	Agree a bit	Some-what agree	Quite agree	Abso-lutely agree	Mean	Stan-dard Devia-tion
CONSUMER PERCEPTION FOR ORGANIC PRODUCTS							
1- Nutritional Value Of Organic Fresh Fruit And Vegetables Is Higher.	3%	4%	13%	26%	54%	4,24	1,01
2- Consuming Organic Agricultural Products Is Healthier Than Consuming Traditionally Produced Agricultural Goods.	1%	1%	12%	37%	49%	4,32	0,81
3- I'm Glad To Consume Organic Agricultural Products.	2%	3%	7%	32%	56%	4,38	0,89
4- It Is More Appropriate To Consume Organic Agricultural Products For Human Health.	0%	1%	6%	32%	60%	4,51	0,71
5- Consuming Organic Agricultural Products Is More Reliable Than Consuming Traditional Agricultural Products.	1%	1%	14%	35%	50%	4,31	0,82
6- Organic Agricultural Products Are More Nutritional Than Traditional Agricultural Products.	8%	8%	17%	30%	38%	3,81	1,25
7- The Biggest Factor For Me In Preferring Organic Agricultural Products Is That It Is Beneficial For Human Health.	1%	3%	6%	22%	68%	4,52	0,82
8- Organic Foods And Vegetables Contribute More To Get The Necessary Nutritional Values Than Traditional Food Products For Me And My Family.	3%	12%	12%	32%	41%	3,98	1,12
9- Organic Food Products Help Me More Than Traditional Food Products To Be Sick Less.	2%	7%	25%	26%	40%	3,96	1,04
10- Organic Agricultural And Food Products Are More Delicious Than Traditional Food Products.	2%	6%	19%	30%	42%	4,02	1,04
11- More Production Areas Should Be Provided And Supported For Organic Agricultural Products.	0%	1%	4%	23%	72%	4,66	0,59
12- I Think Organic Foods, Fruit And Vegetables Involve More Mineral And Vitamin.	0%	4%	21%	27%	47%	4,17	0,93

13- I Don't Think There Is A Big Difference Between Organic Food And Traditional Foods.	36%	21%	12%	15%	16%	2,53	1,50
14- I Think Organic Food Products Are Perceived As Flavor Of The Month By Consumers.	24%	24%	18%	20%	15%	2,79	1,39
15- Organic Foods And Vegetables Are Of Higher Quality Than Traditional Food Products.	2%	13%	17%	30%	38%	3,89	1,11
16- Organic Products Are Not Found Everywhere, Unfortunately.	3%	4%	13%	30%	50%	4,21	1,00
17- As The Organic Product Diversity Is Low, I Can't Have Any Product I Want.	4%	3%	16%	29%	48%	4,14	1,05
Consumer's Perception About Organic Product Pricing							
18- I Think Organic Product Prices Are Too High.	1%	1%	10%	32%	56%	4,41	0,79
19- I Can't Always Prefer Organic Product, As Their Prices Are Too High.	2%	7%	18%	34%	39%	4,00	1,03
20- There Are Lots Of Price Differences Between The Prices Of Traditional Products And Organic Agricultural Products.	2%	3%	18%	39%	38%	4,08	0,92
21- I Don't Think There Is A Difference Between The Prices Of Traditional Agricultural Products And Organic Agricultural Products.	47%	21%	9%	11%	12%	2,20	1,42
22- I Don't Pay Attention To The Prices Of Organic Agricultural Products For Me And My Family's Health.	12%	16%	25%	24%	23%	3,31	1,31
23- There Should Be A Standard In Pricing Of Organic Agricultural Products.	0%	3%	5%	21%	71%	4,58	0,76
24- Consumption Of Organic Agricultural Products Have To Be Increased And Their Prices Should Be Taken To More Reasonable Levels In Order To Protect Community Health And Future Generation.	0%	0%	8%	20%	72%	4,62	0,67
25- There Is Different Pricing In Each Place Where Organic Agricultural Products Are Sold.	1%	3%	14%	36%	47%	4,24	0,86

26- The Prices Of Organic Agricultural Products Are Too High As Per Today's Economy.	2%	3%	11%	32%	52%	4,31	0,90
27- As Organic Agricultural Products Are Preferred More, I Think Salesmen Use This Situation In Their Favor And Increase The Prices.	1%	4%	12%	27%	54%	4,29	0,94
28- Government Should Support The Production Of Organic Agricultural Products And Take Pricing To A More Reasonable Level In Order To Protect Community Health And Help The Future Generation To Be Healthier.	0%	1%	5%	19%	74%	4,67	0,63
The Effects Of Chemical Usage In Production Of Organic And Traditional Agricultural Products On Consumer Perception							
29- I Don't Think Organic Agricultural Products Are Produced With Chemical Substances.	8%	6%	18%	31%	37%	3,84	1,21
30- Agricultural Pesticides Aren't Used In Organic Agricultural Products.	2%	11%	25%	30%	32%	3,80	1,07
31- I Think Chemical Substances Aren't Used In Organic Agricultural Products Unlike Traditional Products.	8%	11%	11%	36%	34%	3,76	1,25
32- Production Techniques Of Organic Agricultural Products Don't Give Chemical Harm To The Environment And Nature In Comparison To Traditional Agricultural Products.	7%	3%	16%	33%	41%	3,98	1,15
33- Products Produced With The Use Of Chemicals Threaten Both My Health And My Family's Health. Therefore, I Prefer Organic Agricultural Products.	1%	4%	15%	40%	40%	4,13	0,90
34- The Production Carried Out With The Use Of Chemicals And Pesticides Should Be Terminated For Protection Of The Nature And Continuation Of The Future Generation, And Organic Agricultural Production Should Be Supported.	1%	2%	7%	23%	66%	4,50	0,83
35- I Think Chemicals And Pesticides Are Used In Organic Agricultural Production And Traditional Agricultural Production.	15%	16%	26%	23%	21%	3,19	1,33

36- Some Pesticides Are Used Also In Production Of Organic Agricultural Products And The Nature Is Damaged.	17%	28%	22%	17%	16%	2,88	1,32
37- I Think Organic Agricultural Products Are Hormone-Free.	2%	5%	11%	43%	39%	4,12	0,93
38- I Think Organic Agricultural Products Are Produced With More Traditional And Natural Production Techniques.	2%	10%	12%	37%	40%	4,04	1,03
The Effects Of Organic Agricultural Products And Package Factor On Consumer Perception							
39- The Appearance And Package Of Organic Agricultural Products Appeal More.	24%	12%	20%	23%	21%	3,04	1,46
40- As The Packages Of Traditional Agricultural Products Are More Standard, I Prefer Organic Agricultural Products.	24%	28%	13%	18%	17%	2,75	1,43
41- The Appearance And Packages Of Organic Agricultural Products Are More Natural And Classical.	7%	20%	20%	28%	25%	3,44	1,25
42- Package Storage Ways Used In Organic Agricultural Products Don't Harm The Nature And Environment. Therefore, I Prefer Organic Products.	8%	18%	30%	23%	21%	3,30	1,22
43- The Packages Of Organic Agricultural Products Are More Striking.	21%	17%	25%	20%	17%	2,95	1,37
44- I Don't Think There Is A Difference Between The Packages Of Organic Agricultural Products And Traditional Agricultural Products.	13%	19%	24%	24%	20%	3,19	1,31
THE EFFECTS OF ORGANIC AGRICULTURAL PRODUCTS And SELLING TECHNIQUES ON CONSUMER PERCEPTION							
45- I Believe That Organic Agricultural Products Should Be Supported With Commercials Of Television, Radio, Cinema, Newspaper And Other Materials In Order To Be Preferred More.	1%	4%	11%	39%	44%	4,22	0,87
46- I Don't Think Sufficient Advertisements And Commercials Aren't Made For Organic Agricultural Products.	22%	25%	15%	15%	22%	2,90	1,47

47- I Think The Places Selling Organic Agricultural Products Create Differences For Consumers To Buy Products.	6%	25%	24%	21%	23%	3,30	1,24
48- I Prefer Organic Agricultural Products More Than Traditional Agricultural Products Because TV Commercials Draw My Attention To Organic Agricultural Products More.	13%	28%	24%	16%	19%	2,98	1,31
49- Organic Agricultural Products Are Advertized More Than Traditional Agricultural Products In TV Commercials.	18%	37%	19%	12%	15%	2,70	1,30
50- Commercials And Advertisements About Organic Agricultural Products Directed To Health And Environment Are Highly Effective On My Preferences.	18%	15%	24%	21%	21%	3,12	1,38
51- Organic Agricultural Products Are Advertized More In Television, Radio, Internet And Newspapers.	2%	8%	12%	41%	38%	4,03	1,01
52- I See That Commercials About Organic Agricultural Products Are Only Made In Markets And Sales Points.	0%	8%	24%	43%	26%	3,87	0,89
53- I Believe TV Commercials And Advertisements Are Effective For Me To Prefer Organic Agricultural Products.	4%	14%	14%	29%	39%	3,85	1,20
54- I Think TV Commercials And Advertisements Affect The Preferences Of Consumers.	2%	15%	15%	32%	36%	3,87	1,11
55- I Believe That Organic Agricultural Products Are Healthier Due To The TV Commercials And Advertisements.	10%	25%	24%	19%	22%	3,19	1,30

Hypothesis 1: TV Commercials aren't effective on consumption of organic fruit and vegetables.

Sig value (0,000) is out of 0,05 rejection region. Therefore, H₀ hypothesis should be rejected. TV commercials are an effective factor on consumption of organic fruit and vegetables.

Table 23: Effect of TV commercials

		<i>N</i>	<i>Average</i>	<i>SS</i>	<i>F</i>	<i>p</i>
Do You Consume Organic Fresh Fruit/ Vegetable vs. Do TV Commercials Affect The Consumption	Disagree	10	1,00	,000	16,008	0,000
	Agree a bit	97	1,59	,495		
	Somewhat agree	99	1,22	,418		
	Quite agree	207	1,35	,477		
	Absolutely agree	237	1,20	,400		
	Total	650	1,30	,461		

Hypothesis 2: Education level isn't an effective factor on consumption of organic fruit and vegetables.

Sig value (0,015) is out of 0,05 rejection region. Therefore, H0 hypothesis should be rejected. Education level is an effective factor on consumption of organic fruit and vegetables.

Table 24: Effect of education

		<i>N</i>	<i>Average</i>	<i>SS</i>	<i>F</i>	<i>p</i>	<i>Difference</i>
		<i>Tukey</i>					
Do You Consume Organic Fresh Fruit/ Vegetable vs. Education	Literate	6	1,00	,000	2,838	0,015	1,2-3,4,5,6
	Primary school	33	1,09	,292			
	High school	94	1,26	,438			
	College	65	1,32	,471			
	University	341	1,32	,466			
	Master/ doctorate	111	1,38	,487			
	Total	650	1,30	,461			

Hypothesis 3: packaging is not an effective factor on consumption of organic fruit and vegetables.

When the sentence “packages of organic agricultural products are more natural and classical” is examined; sig value (0,000) is out of 0,05 rejection region. Therefore H0 hypothesis should be rejected. Packages of organic agricultural products are an effective factor on consumption of organic fruit and vegetables.

When the sentence “the packages of organic agricultural products are more appealing” is examined; Sig value (0,027) is out of 0,05 rejection region. Therefore H0 hypothesis should be rejected. The fact that packages are appealing is an effective factor on consumption of organic fruit and vegetables.

When the sentence “the packages of organic agricultural products are different from the ones of

traditional agricultural products” is examined; Sig value (0,414) is within 0,05 acceptance region. Therefore H0 hypothesis can't be rejected. The

more the packages of organic agricultural products differentiate, the more the consumption of organic fruit and vegetables change.

Table 25: Effect of packages

		<i>N</i>	<i>Average</i>	<i>SS</i>	<i>F</i>	<i>p</i>
41- The Appearance And Packages Of Organic Agricultural Products Are More Natural And Classical	Yes	452	3,57	1,255	17,907	0,000
	No	198	3,13	1,200		
	Total	650	3,44	1,255		
43- The Packages Of Organic Agricultural Products Are More Striking.	Yes	452	3,03	1,316	4,916	0,027
	No	198	2,77	1,475		
43- The Packages Of Organic Agricultural Products Are More Striking.	Total	650	2,95	1,371		
44- I Don't Think There Is A Difference Between The Packages Of Organic Agricultural Products And Traditional Agricultural Products.	Yes	452	3,16	1,343	0,667	0,414
	No	198	3,25	1,224		
	Total	650	3,19	1,308		

Hypothesis 4: packaging is not an effective factor on consumption amount of organic fruit and vegetables.

Therefore H0 hypothesis should be rejected. Packages of organic agricultural products are an effective factor on consumption amount of organic fruit and vegetables.

Sig value (0,049) is out of 0,05 rejection region.

Table 26: Effect of packages

		<i>N</i>	<i>Average</i>	<i>SS</i>	<i>F</i>	<i>p</i>
How Much Do You Spend On Organic Fresh Fruit And Vegetables vs. The Appearance And Packages Of Organic Agricultural Products Are More Appealing	Disagree	155	1,29	,738	2,388	0,049
	Agree a bit	81	1,40	,769		
	Somewhat agree	128	1,13	,341		
	Quite agree	152	1,26	,546		
	Absolutely agree	134	1,34	,875		
	Total	650	1,27	,677		

Hypothesis 5: organic product consumption and product consumption motivations are not inter-related.

Sig value (0,000) is out of 0,05 rejection region.

Therefore H0 hypothesis should be rejected. Organic product consumption and product motivations are inter-related. Product consumption is higher than other circumstances as it is healthy.

Table27: Product consumption Motivations

Independent Samples t-test				
	t	df	Sig. (2-tailed)	Result
Why do you prefer organic product	6,233	648	,000	Difference exists

Table28: Statistics of Product Consumption motivations

Descriptives				
Do you consume organic fresh fruit/vegetable				
	N	Mean	Std. Deviation	Std. Error
As it is healthy	547	1,3510	,47772	,02043
As it is economic	12	1,2500	,45227	,13056
As it is natural	77	1,0390	,19477	,02220
Due to TV commercials	14	1,0000	,00000	,00000
Total	650	1,3046	,46060	,01807

Hypothesis 6: organic product consumption and TV commercials are not inter-related.

Sig value (0,001) is out of 0,05 rejection region. Therefore H0 hypothesis should be rejected. TV commercials are an effective factor on organic product consumption.

Table29: Effect of TV commercials product consumption

Independent Samples t-test				
	t	df	Sig. (2-tailed)	Result
I Think TV Commercials And Advertisements Have An Effect On Me To Prefer Organic Agricultural Products.	4,688	4	0,001	Difference exists

Hypothesis 7: There is no relation between organic product consumption and being economic.

Sig value (0,000) is out of 0,05 rejection region. Therefore, H0 hypothesis should be rejected.

The prices of products are an effective factor on organic product consumption.

Table 30: Organic product price –preference

Independent Samples t-test				
	t	df	Sig. (2-tailed)	Result
Do You Consume Organic Fresh Fruit/Vegetables vs. I Can't Always Prefer Organic Product As The Prices Are Economically Too High.	5,221	4	,000	Difference exists

Hypothesis 9: There is no relation between organic product consumption and TV commercials.

Sig value (0,001) is out of 0,05 rejection region. Therefore, H0 hypothesis should be rejected. TV commercials and advertisements are an effective factor on organic product consumption.

Table31: Product Consumption TV Commercials

Independent Samples t-test				
	t	df	Sig. (2-tailed)	Result
Do You Consume Organic Fresh Fruit/Vegetables vs. I Believe TV Commercials And Advertisements Are Effective On Me To Prefer Organic Agricultural Products.	4,688	4	,001	Difference exists

Hypothesis 10: Nutritional value of organic product is not an effective factor on the amount of consumption.

Sig value (0,014) is out of 0,05 rejection region. Therefore, H0 hypothesis should be rejected. Nutritional values of organic products are an effective factor on the amount of organic product consumption.

Table32: Organic product nutritiousness

Independent Samples t-test				
	t	df	Sig. (2-tailed)	Result
How much do you spend on organic fresh fruit and vegetables vs. Nutritional value of organic fresh fruit and vegetables is higher	3,159	4	,014	Difference exists

Hypothesis 11: Reliability of organic products is not an effective factor on product consumption.

Sig value (0,000) is out of 0,05 rejection region. Therefore, H0 hypothesis should be rejected. Reliability of organic products is an effective factor on organic product consumption.

Table33: Organic product and traditional product

Independent Samples t-test				
	t	df	Sig. (2-tailed)	Result
Do you consume organic fresh fruit/vegetable vs. Consuming organic agricultural products is safer than consuming traditional agricultural products.	7,372	4	,000	Difference exists

Hypothesis 12: Age of the participants and organic product consumption are independent factors.

Sig value (0,415) is within the 0,05 acceptance region. Therefore H0 hypothesis shouldn't be rejected. Age of the participants and organic product consumption are independent of each other.

Table34: Age effect in product consumption

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3,931 ^a	4	,415
Likelihood Ratio	3,854	4	,426
Linear-by-Linear Association	,420	1	,517
N of Valid Cases	650		

Hypothesis 13: Sex of the participants and TV commercials are independent factors.

Sig value (0,440) is within the 0,05 acceptance region. Therefore H

Hypothesis shouldn't be rejected. Sex of the participants and effect of TV commercials are independent of each other.

Table35: Sex effect in product consumption

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3,756 ^a	4	,440
Likelihood Ratio	3,782	4	,436
Linear-by-Linear Association	1,588	1	,208
N of Valid Cases	650		

3. Conclusion and Evaluation:

It is seen that most of the participants in the analysis are more than 30 years old, educated, married, male and have high level of income. The rate of living in metropolitans is high. Usage of computer is at levels of 94%. It has been found that participants work in private sector and they are healthy.

When their shopping habits are concerned, they do shopping frequently due to the needs. A large

part of them consume fresh fruit and vegetables and well-informed about the organic agriculture. Mostly consumed organic products are Tomato, Apple, Green bean and Lettuce, and they are generally provided from markets and local bazaars. Participants prefer organic products as they are healthy and natural. But organic fruit and vegetables are not found economic despite all the benefits. Most people suggest organic products to their friends. Monthly expenditure on organic products is between 100 and 300 lira , and the

one on the whole fresh fruit and vegetables is between 100 and 400 lira.

When the consumer perception regarding organic products are concerned, the opinions with the highest averages are below:

- More Production Areas Should Be Provided And Supported For Organic Agricultural Products.
- The Biggest Factor For Me In Preferring Organic Agricultural Products Is That It Is Beneficial For Human Health.
- It Is More Appropriate To Consume Organic Agricultural Products For Human Health.

When the organic product pricing is concerned, the opinions with the highest average are below:

- Government Should Support The Production Of Organic Agricultural Products And Take Pricing To A More Reasonable Level In Order To Protect Community Health And Help The Future Generation To Be Healthier.
- Consumption Of Organic Agricultural Products Have To Be Increased And Their Prices Should Be Taken To More Reasonable Levels In Order To Protect Community Health And Future Generation.
- There Should Be A Standard In Pricing Of Organic Agricultural Products.

When the consumer perception regarding the usage of chemicals in production of organic and traditional agricultural products is concerned, the opinions with the highest averages are below:

- The Production Carried Out With The Use Of Chemicals And Pesticides Should Be

Terminated For Protection Of The Nature And Continuation Of The Future Generation, And Organic Agricultural Production Should Be Supported.

- Products Produced With The Use Of Chemicals Threaten Both My Health And My Family's Health. Therefore, I Prefer Organic Agricultural Products.
- I Think Organic Agricultural Products Are Hormone-Free.

The opinions with the highest averages in consumer perception regarding organic agricultural products and package factors are below:

- The Appearance And Packages Of Organic Agricultural Products Are More Natural And Classical.
- Package Storage Ways Used In Organic Agricultural Products Don't Harm The Nature And Environment. Therefore, I Prefer Organic Products.
- I Don't Think There Is A Difference Between The Packages Of Organic Agricultural Products And Traditional Agricultural Products.

When the effects of organic agricultural products and selling techniques on consumer perception are concerned, the opinions with the highest averages are below:

- I Believe That Organic Agricultural Products Should Be Supported With Commercials Of Television, Radio, Cinema, Newspaper And Other Materials In Order To Be Preferred More.

- Organic Agricultural Products Are Advertized More In Television, Radio, Internet And Newspapers
- I See That Commercials About Organic Agricultural Products Are Only Made In Markets And Sales Points.
- TV commercials are an effective factor on consumption of organic fruit and vegetables. When organic fruit/vegetable commercials are on screen, the consumption motivation for the product increases.
- Education level is an effective factor on consumption of organic fruit and vegetables. As the concept of health and naturalness is more developed at levels of high education, the inclination for organic products increase.
- Packages of organic agricultural products are an effective factor on consumption of organic fruit and vegetables. High quality packages increase the inclination for consumption of organic fruit and vegetables.
- The fact that packages are striking is an effective factor on consumption of organic fruit and vegetables. The more ostentatious the packages of organic products are, the more the inclination for the consumption increases.
- As the packages of organic agricultural products differentiate from the traditional products, the consumption of organic fruit and vegetable changes. When the packages of traditional products and organic products are compared, the packages of organic products are found higher quality. And this affects the consumption.
- Organic product consumption and product motivations are inter-related. Product consumption is seen higher than other circumstances as it is healthy.
- The prices of products are an effective factor on organic product consumption. The fact that product prices are high is a factor preventing the organic product consumption.
- Nutritional values of organic products and their safe-characteristics are effective factors on the amount of organic product consumption. Organic products are found more nutritious, beneficial and safe. This is a factor triggering the consumption.
- Organic product consumption is free from age and sex. Moreover, TV effect doesn't have any effect on sex.

4. REFERENCES

- ALTIN, M. and ORAK, A., (2010).** Internet Address: <http://www.rizetema.org/kutuphane/dosya/organiktarim.pdf>, (Access Date: 11.06.2013).
- AK, İ., (2002).** "Ecological Agriculture and Stockbreeding", Science of Food and Feed- Technology. Bursa Food Control and Central Research Institute, Year 1, Vol. 2, 2002/2, pp.31-39.
- BABAOĞUL, M., ŞENER, A., (2010).** Consumer Columns II, Hacettepe University Consumer – Market – Research – Counseling – Test and Training Center, Ankara. pp.1-377
- BELLİ, B., (2007, May/June).** Natural baby, toxic world. *E-Magazine*, pp. 26-30.

- CENGİZ, S.A., (2005).** Modernism, Automobile Culture and Advertisement: Universe Established with Automobile Advertisements, Ankara University Institute of Social Sciences, Department of Journalism Published PhD Thesis, Ankara. 1- 310.
- DELIND, L.,& SOURCE, B., (2000).** Transforming Organic Agriculture Into Industrial Organic Products: Reconsidering National Organic Standards, Human Organization 59, No: 2, pp.198-208
- FRENCH, S., (2011, April 15).** *Companies beware: Pushing health to the next level.* Insider. Retrieved from.
- HOWARD, P.,& ALLEN, P., (2006).** Beyond organic: Consumer interest in new labeling schemes in the Central Coast of California. *International Journal of Consumer Studies*, 30(5), 439-451.
- KLOPPENBURG, J., HENDRICKSON, J.R., & STEVENSON, G.W., (1996).** Coming into the Foodshed. In *Rooted in the Land: Essays on Community and Place*. William Vitek and Wes Jackson, eds. Pp. 113-123. New Haven, Conn.: Yale University Press.
- SARAY, F.A., (2007).** Consumer's lifestyle and Role of Commercial, Marmara University Institute of Social Sciences, Department of Communication Sciences Science of Advertising and Publicity, Published Master Thesis, Istanbul. pp.1-130
- SABUNCUOĞLU, A., (2006).** Gender in Television Commercials, Ege University Institute of Social Sciences, Department of Public Relations and Publicity Published Master Thesis, Izmir. pp.1-226
- TAMER, Z., (2008).** Growth in Advertising Expenses and Measurement of Advert Efficiency: An Example Application,, Selçuk University Institute of Social Sciences, Main Department of Public Relations Publicity Department of Advertising, Published Master Thesis, Konya. pp.1-112
- TETİK, S., (2012).** Applied Analysis Of The Factors Causing Turkish Consumers To Prefer Organic Product, UHBAB Journal, No: 1, Volume: 1, pp.37-64
- WIER, M.,& CALVERLEY, C., (2002).** Market potential for organic foods in Europe. *British Food Journal*, 104(1), 45-62.
- <http://www.nationalturk.com/organ-ik-gida-tuketimi-54193#.UeTUW-VrP2c> (Access: 10.05.2013).

TÜRK TÜKETİCİSİNİN ORGANİK ÜRÜN TERCİH ETMESİNE NEDEN OLAN TELEVİZYON REKLAMLARININ TÜKETİCİ ALGISI ÜZERİNDEKİ ETKİSİNİN UYGULAMALI ÖRNEĞİ

Özet: Bu çalışma Türk tüketicinin organik ürün tüketim tercihlerinin belirlenmesi amacıyla yapılmıştır. Yapılan araştırma uygulamalı olup, uygulamada kullanılan anket daha önceden güvenilirliği sağlanmış ve farklı bir çalışmada kullanılan ankettir. Araştırmamıza toplam (N=650) kişi katılım sağlamıştır. Katılımcıların büyük çoğunluğu eğitilmiş ve organik tarım hakkında bilgisi sahibidir. Katılımcılara 54 maddelik 5’li likert ölçekten oluşan iki bölümlü anket yönlendirilmiştir. Yönlendirilen anketlerin büyük çoğunluğu internet üzerinden oluşturulan bir sistem ile katılımcılara ulaştırılmıştır. Katılımcılar rast gele seçilmek üzere belirlenmiş, kimlik bilgilerini içeren hiçbir soru yöneltilmemiştir. Araştırma yaklaşık 7 ay kadar sürmüştür. Bu süre içerisinde toplam 972 kişiye ulaşılmış, fakat dönen anketlerin sadece 650 âdeti uygulama için uygun bulunmuştur. Anket uygulaması sonucu elde edilen veri seti PASW Statistic 18 (SPSS-Statistical Package for Social Sciences) paket programında analiz edilmiştir. Analiz kapsamında, güvenilirlik analizi, frekans tabloları, betimleyici istatistikler, bağımsız örneklem t testi, tek yönlü varyans analizi, Tukey ve Chi-square testlerinden faydalanılmıştır. Çalışmanın güvenilirlik analizi sonucunda Cronbach’s Alpha katsayısı olarak 0.913 değeri elde edilmiştir. Bu değer çalışmanın oldukça güvenilir olduğunu göstermektedir. Yapılan araştırma ve uygulamanın sonucunda Televizyon reklamlarının tüketici algısı üzerinde olumlu bir etki yarattığı, yapılan reklamların tüketicinin alışveriş boyutunu etkilediğini göstermiştir. Ayrıca organik tarım ürünlerine yönelik marka, ambalaj ve sağlık boyutu da tüketici algısı üzerinde önemli bir etken oluşturmaktadır. Tüketicilerin büyük çoğunluğu Televizyon reklamları ile organik tarım ürünleri hakkında daha genel bilgiye sahip olduğunu bu nedenle organik tarım tüketimlerinin arttığını belirtmişlerdir. Türk televizyon izleyicisinin organik tarım tüketimi konusunda televizyon reklamlarının tüketim algısı üzerinde olumlu bir etki yaptığı ve tüketim arzını oluşturduğu bu araştırma sonucunda saptanmıştır.

Anahtar Kelimeler : Organik Tarım, Organik Ürün, Tüketici, Reklam, Pazarlama, Algı

A GENERAL LOOK TO THE SOCIAL RESPONSIBILITY PROJECTS OF SOME WELL-KNOWN CORPORATE COMPANIES IN TURKEY

Ceyhan C. KILINC¹ Mehmet SAHIN² Alper ATES³

¹ Selcuk University Faculty of Tourism Department of Hospitality Management

² Selcuk University Vocational School of Akşehir, Department of Business Administration

³ Selcuk University Faculty of Tourism Department of Travel Management

Abstract: The concept of corporate social responsibility explains that tasks of businesses are not only fulfilling the responsibilities by producing the goods and services. Also it has a chance of responsibilities towards workers, customers, holder of shares, competitors and even more significant than these to environmental problems. The aim of this study includes the factors of social responsibility have been cited in the former studies with providing about the social responsibility projects carried out in Turkey. This study is formed of three stages; in the first stage corporate social responsibility concept is examined in general form, in the second stage the dimensions that are concerned with this concept. In the last stage the corporate social responsibility projects of some well-known companies in Turkey are given. Consequently in the long term, this concept provides added value to the corporation strategy and its profitability. Also the corporate's brand as being a part of business strategy strengthens the image of the brand and its image.

Keywords: *Social Marketing, Responsibility, Social Responsibility, Corporate Social Responsibility*

INTRODUCTION

In this century, consumers consider the businesses as responsible as the governments for the solution of social problems and they expect the businesses as well to make an effort about the solution of many social problems, especially education and health. For this reason, the importance of social responsibility activities in business management has increased and the studies in this area have taken primacy.

Nowadays, social responsibility is appreciated as a feeling of responsibility that ensures a business to maintain its actions on the basis of moral values and in accordance with the

expectations of the groups in and out of the organizations within the frame of economical and legal conditions. Social responsibility concept serves to create a real agreement between the business and the society. The businesses have some responsibilities to their society since they operate as a part of social life. They accept these responsibilities when they start up in order to operate and survive in a society. Therefore, businesses have to operate by serving the purpose of the society and by determining policies in accordance with the society's criteria of value (Tenekecioğlu, 1977). The process of institutionalization is the last stage of the sense of social responsibility. Corporate social responsibility con-

cept, which has an important place in business management nowadays, has shaped after this process. The corporate social responsibilities of businesses have become a subject which is often emphasized and discussed in modern business understanding. This concept indicates that in business management social responsibility is carried out professionally and within the frame of certain rules by the experts.

Now, the businesses have not only realized their social responsibilities, but also started to direct their work in this sense considering it as a part of institutional management. Corporate social enterprises are great activities assumed by an institution to support social purposes and to fill in corporate social responsibility functions (Kotler, 2006).

The society wants companies to give importance to their voluntary responsibilities as well as their compulsory responsibilities. Corporate social responsibility means the consideration and protection of the profits of all stakeholders that are directly or indirectly affected from the business activities in addition to companies' maximization of only their own profits in their business services (Aktan and Börü, 2006: 19).

Robbins and Coulter define social responsibility as an obligation for a commercial business to undertake beneficial enterprises for the society as a long-term objective in addition to its economical and legal responsibilities (Achenbaum, 1986: 27). According to another definition; it is stated as a positioning and marketing means that connects a company or

brand to a relevant social purpose or problem to gain mutual profit (Pringle and Thompson, 2000: 2).

THE OVERVIEW OF CORPORATE SOCIAL RESPONSIBILITY

Corporate social responsibility both enables finding fund and helps the firm to enhance its ability and company culture. On the other hand, the company's earning reputation, that is, its becoming prominent can be considered as a spillover benefit. Benevolent social responsibility speculations affect those out of the firm positively. Corporate social responsibility matters as it affects the activities of the business in every respect.

Increasingly, consumers want to buy products from the companies they trust, suppliers aspire to enter into business relations with the companies they rely on, employees hope to work for a company they respect, major investor groups choose to support the firms that they regard as socially responsible, and non-governmental organizations would like to work with the businesses seeking practical solutions for common purposes. (Werther and Chandler, 2006: 19).

There are some writers who think that corporate social responsibility has disadvantages in addition to its advantages. The possible damages of corporate social responsibility are usually shaped around that they detract the business from its economical purpose, which is the main objective, and that they cause extra cost. The main disadvantages of social responsibility are these (Şimşek et al., 2003)

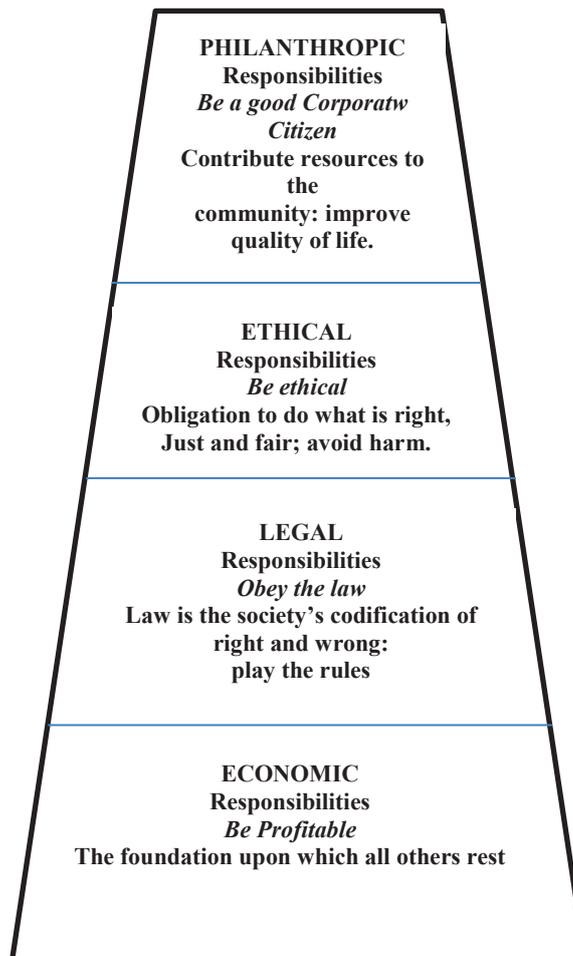
- When social activities are reflected to the cost of the product, the prices increase and this can cause the loss of market.
- New human resources can be needed for social activities.
- The hypersensitive behaviours of the owners, shareholders and managers of the business towards social subjects can cause detraction from organizational purposes.

THE DIMENSIONS OF CORPORATE SOCIAL RESPONSIBILITY

There are four main responsibilities that businesses have to fulfil in terms of corporate social responsibility activities (Argüden, 2002: 9).

These responsibilities have been brought up as ‘Three-dimensional Conceptual Model of Corporate Performance’ in the study developed by Archie B: Carroll.

Figure 1 Corporate Social Responsibility Pyramid



Resource: Archie B. Carroll, “The Pyramid of Corporate Social Responsibility: Toward the Moral Management of Organizational Stakeholder”, Business Horizon, Vol. 3 4, No.4 July – August 1991.

According to this, corporate social responsibility concept is shaped on the dimensions of economic, legal, ethical and philanthropic responsibility (Carroll, 1979: 499). Carroll indicates that the scope of the responsibility types in the pyramid showing the scope of social responsibilities of the businesses can expand. According to Carroll, the scopes of ethical and voluntary responsibility have gained much importance in recent years and these four dimensions deserve more consideration as well. Aupperle affirmed Carroll's study hierarchically by means of an empirical research in 1984.

American managers concentrated mostly on economy, and then legal, ethical and philanthropic dimensions followed it respectively. Pinkston and Carroll repeated Aupperle's research in 1996 to see whether it changed in time or within international norms. They reached the same results by using Carroll's definition in 1979. However, the philanthropic responsibility has decreased while the gap between economic and legal responsibility has become narrower. Businesses do not fulfil these dimensions just for the benefit of the business but for the benefit of the society at the same time (Pirsch et al., 2007: 126).

CORPORATE SOCIAL RESPONSIBILITY IN TURKEY

Corporate social responsibility concept is certainly one of the concepts which has recently

become prominent in Turkey as well. The number of the conducted projects in the scope of CSR, which has rapidly risen, similarly are increasing day by day. Although CSR appears to be a new concept, it can be said that the background of CSR practices goes back to the Ottoman Empire. The foundation concept in the Ottoman Empire formed the basic corporate mechanism of public services such as education, health and social security. Today, several holdings in Turkey have a foundation. When appreciated in this sense, the expectations of the society from the companies shape upon historical foundation philosophy and social responsibility is perceived equivalent to the donations and philanthropic activities of the businesses (Bikmen, 2003).

In Turkey, Capital Journal carries out a set of researches about CSR. The journal has been carrying out researches about 'Social Responsibility Leaders of Turkey' since 2005 and sharing the results with the public. The results of the research vary as the number of the projects, led by the CEOs and the bosses of the companies every year, that start branding and whose communication levels are raised, increases. When the results of the last study in 2010 are considered, Sabancı Holding is chosen as the most successful company by the public according to the researches on CSR and Turkcell is chosen as the most successful company by the businesses (Bayıksel, 2010: 60-62).

Table 1 Corporate Social Responsibility Leaders of Turkey in 2010

The Most Successful Companies in the Scope of Corporate Social Responsibility Chosen by the Public in 2010	The Most Successful Companies in the Scope of Corporate Social Responsibility Chosen by the Business World in 2010
1. Sabancı Holding	1. Turkcell
2. Turkcell	2.Eczacıbaşı Holding
3. Koç Holding	3. Koç Holding
4. Ülker	4. Garanti Bank
5. Arçelik	5. Sabancı Holding
6.Eczacıbaşı Holding	6. Coca- Cola
7. Avea	7. Akbank
8. Coca-Cola	8. İş Bank
9. Doğan Holding	9. Borusan H./ Türk Telekom
10. Garanti Bank	10. Ülker

Resource: Capital Journal 2011

According to the researches on CSR, Sabancı Holding is ranked first by public while Turkcell is ranked first by the business world. The second rank varies on the opinion of public and the businesses. Turkcell is ranked second by the public while the businesses chose Eczacıbaşı Holding for the second rank. Koç Holding is ranked third both by the public and by the business world (Bayıksel, 2010: 65).

There is a parallelism between the types of the projects put into practice by the businesses in the scope of CSR in Turkey and the projects in the world. The fact that there are some projects having worldwide awards and achievements on CSR which has entered to the business world in about the year 2000 and which has a background of about 10 years indicate that the consciousness and the practices about the subject has increased in Turkey. Most of

the projects on CSR, which businesses have focused on to contribute a social purpose in Turkey, are in the scope of education.

(i) Modern Turkey Project (Çağdaş Türkiye'nin Çağdaş Kızları)

Modern Girls of Modern Turkey (Çağdaş Türkiye'nin Çağdaş Kızları) project, carried out cooperatively by Turkcell and The Association for Supporting Modern Life (ÇYDD), is one of the most extensive projects among the cooperative works of businesses and non-profit organisations in the scope of education in Turkey.

The project which was announced to public with a press conference held by Turkcell and The Association for Supporting Modern Life (ÇYDD) in 2000, started by granting scho-

larships for education to 5.000 female students who want to continue their education.

In 2007, Turkcell increased the number of annual scholarships to 10.000 by extending the scope of the project. In this project, girls have been provided with scholarships and school supplies; they have been trained on public health and family planning in summers and they have been taken on cultural tours to big cities.

The girls who have had a chance to have education thanks to this project have been called 'Kardelen' (Snowdrop). Within the Project (www.turkcell.com.tr):

- Nearly 27.500 'Kardelen' girls have been provided with Turkcell scholarships,
- About 11.500 'Kardelen' girls have graduated from high school,
- 3.437 'Kardelen' girls have passed the university entrance exam,
- Nearly 1.250 'Kardelen' girls have graduated from university since the year 2000.

(ii) Father, Send me to School Project (Baba Beni Okula Gönder)

The newspaper Milliyet initiated a social responsibility project called Father, Send me to School (Baba Beni Okula Gönder) in 2005 for the education of girls who will undertake the primary role in bringing up next generations basing on the fact that education is one of the most important problems in Turkey and especially girls are deprived of education. The aim of the project is to contribute the reintegration of the girls, who make up the half of the po-

pulation, as productive individuals for the rise of Turkey's welfare level.

In the scope of this campaign, which started on 23rd April 2005, nearly 10.000 girls have been provided with a three-year scholarship of education so far. The constructions of 32 dormitories and 11 primary schools have been undertaken and nearly 20.000 books have been handed out to the libraries of girls' dormitories and to village schools having demanded.

Various educations and social activities have been carried out. 'Baba Beni Okula Gönder' (Father, Send me to School) project, carried on by The Association for Supporting Modern Life (ÇYDD) and Milliyet newspaper, provided a source of about 30 million TL from over 110 thousand supporters (KSSD, 2010: 9).

(iii) Standing United for Education Project (Eğitimde Gönül Birliği)

Standing United for Education (Eğitimde Gönül Birliği) is a project carried out by Arçelik Company in the scope of education. The project was implemented in 2004 with the cooperative work of non-governmental organizations such as The Vehbi Koç Foundation, Turkish Educational Volunteers Foundation, The Mother, Children and Education Foundation and Private School Volunteers Society. The aim of the project is to support the education and development of children who study at regional primary education boarding schools and who come from disadvantaged families in some cities such as Van, Hakkari, Iğdır, Erzurum, Ordu, Gaziantep, Kars, Rize

and Çankırı. In the scope of the campaign which was started after the signed protocol between Arçelik Company and Ministry of Education, both the students have been provided with scholarships and some programmes have been organized in order to contribute their personal development. Within the project, which was started in 2004 and planned to continue for 8 years, 38 regional primary education boarding schools in 7 cities are aimed to be included as well (Uçar, 2009: 39).

(iv) Smoke-Free Breath Project (Dumansız Nefes)

Smoke-Free Breath (Dumansız Nefes) project, one of the corporate social responsibility projects in the scope of health, has been carried out by Seyitler Chemical Industry Corporation. By adopting the motto ‘Give up smoking for your health!’ as the slogan of their project, smoking ban in closed areas, which became law in 2008 in Turkey, has been supported. Moreover, some elements reminding the campaign have been made use of on every means of communication between the company and all its stakeholders. The company that inform about the harms of smoking from the package of their products to bills and transmittal letters as well as on their websites aim to carry their approach on the subject to their employment process(<http://www.seyitler.com>).

(v) Clean Toilet Campaign (Temiz Tuvalet)

The Clean Toilet Campaign, one of the long termed social responsibility projects in Turkey which has been carried out by OPET sin-

ce 2000, is focused on an important problem of Turkey.

The Clean Toilet Campaign has been started to contribute to development of awareness in Turkey on “toilet cleaning and hygiene” themes. OPET first started the project in its own stations, and extended the project to cover the whole country, and has succeeded to make it a permanent project with an emphasis on its difference with the importance it has attached not only to standard corporate image and service quality but also to cleaning and hygiene in Opet stations. OPET The Clean Toilet Campaign, ranked first in the ‘Social Responsibility Projects’ category in IPRA (International Public Relations Association) Golden World Awards competition in 2004. (<http://www.opet.com.tr>).

CONCLUSION

In constantly evolving and changing world, phenomenon of corporate social responsibility which is emerging as one of the values and has an important location in both the literature and management applications has began to be expressed terms of strategic meanings for organizations.

Today, corporate social responsibility, finds a place forward to traditional / classical approach. In today’s businesses must do something as well as their economic goals and the expectations of a number of contemporary initiatives and actions. An activity within the scope of corporate social responsibility is at the beginning of their applications. In this context,

businesses are not seen as economic entities, are seen as socio-economic organizations.

The corporate social responsibility which has four key area of responsibility (economic, legal, ethical, philanthropic) practices within the organization and outside the organization that will bring about the social order is extremely important. In Turkey, mainly in education, health and social projects emerging CSR practices; businesses in relation to these matters are also allowed us to establish various non-governmental organizations. Organizations provide various supports to civil society organizations which are acting on the past experiences to develop projects in the field of social responsibility.

In this study we examined the various CSR projects. Çağdaş Türkiye'nin Çağdaş Kızları Projesi, Baba Beni Okula Gönder Projesi ve Eğitim'de Gönül Birliği Projesi are the projects which are held in education field. Smokeless Breathing Project and Clean Toilet Project are the projects of the health sector. These projects are supported by the community and successfully implemented. These projects help to increase the image of businesses and the adoption of the businesses by the community. As a result, businesses can serve the society with these CSR projects and they have a good image in the society, such as community service and have had the opportunity to gain more profits in the long term.

REFERENCES

- ACHENBAUM, A. W., (1986).** Social Security, Cambridge University Pres, London.
- AKTAN, C. C., BÖRÜ, D. (2006).** Kurumsal Sosyal Sorumluluk, içinde: Aktan, C. C. (Editör), Kurumsal Kültür, Ankara: SPK Yayını.
- ARGÜDEN, Y., (2002).** Kurumsal Sosyal Sorumluluk, ARGE Danışmanlık Yayınları, No: 03, 1. Baskı, Ekim.
- BAYIKSEL, Ş. Ö., (2010).** Kurumsal Sosyal Sorumluluk Araştırması, Capital Dergisi, 18 (3): 60-68.
- BİKMEN, F., (2003).** Corporate philanthropy in Turkey: Building on tradition, adapting to change, SEAL - Social Economy and Law Project Journal, 2.
- CARROL, A. B., (1979).** A Three dimensional conceptual model of CSP, Academy of Management Review, 4: 497-506.
- KOTLER, P., LEE, N., (2006).** Kurumsal sosyal sorumluluk, Çev: Kaçamak, S., Yayıncılık matbaası. İstanbul.
- KSSD., (2010).** Türkiye Kurumsal Sosyal Sorumluluk Derneği, Eylül Haber Bülteni, 2 (9): 9.
- OPET.(20.08.2012).** <http://www.opet.com.tr/tr/Icerik.aspx?cat=83&id=49>.
- PIRSCH, J., GUPTA, S., GRAU, S., (2007).** A Framework for Understanding Corporate Social Responsibility Programs as a

Continuum: An Exploratory Study, Journal of Business Ethics, 70: 125-140.

PRINGLE, H., THOMPSON, M., (2000).

Marka Ruhü: Sosyal Sorumluluk Kampanyaları ile Marka Yaratmak, Çev: Zeynep Yelçe, Canan Feyyat, Scala Yayıncılık, İstanbul.

SEYYİTLER KİMYA A.Ş. (20.08.2012).

<http://www.seyitler.com.tr/default.asp?mid=222&L=TR>.

SHETH, H., KATHY, M. B., (2010).

Beyond the Game: Perceptions and Practices of Corporate Social Responsibility in the Professional Sport Industry, Journal of Business Ethics, 91: 434-35.

ŞİMŞEK, M., AKGEMCİ, T., ÇELİK, A.,

(2003). Davranış Bilimlerine Giriş ve Örgütlerde Davranış, Adım Matbaacılık, Konya.

TENEKECİOĞLU, B., (1977). İşletmelerin Sosyal Sorumlulukları, Eskişehir İTİA Dergisi, 13(2) Eskişehir.

TURKCELL.(25.08.2012). <http://www.turkcell.com.tr/site/tr/turkcellhakkinda/Sayfalar/sosyal-sorumluluk/egitim/kardelenler/kardelenler.aspx>.

UÇAR, R. B., (2009). Bir sürprizimiz var!, Para Haftalık Ekonomi Dergisi, 2009/03: 38- 39.

WERTHER, W. B., CHANDLER, D., (2006).

Strategic Corporate Social Responsibility / Stakeholders In A Global Environment. California: Sage Publications.

TÜRKİYE’DE TANINAN BAZI KURUMSAL İŞLETMELERİN SOSYAL SORUMLULUK PROJELERİNE GENEL BİR BAKIŞ

Özet: Küreselleşen ve hızlı bir değişim içinde olan günümüzün rekabetçi pazar ortamı makro ve mikro çevrelerde yaşanan değişim hem işletmeleri hem de bireyleri büyük bir değişime zorlamaktadır. Günümüzün değişen ve gelişen rekabetçi yapısı birey konumunda olan müşterilerin işletmelerden olan beklentilerinin daha da çoğalmasına sebep olmaktadır. Günümüz müşterisi artık satın aldıkları ürün ve hizmetlerin yanında işletmelerinde içinde buldukları toplum ve çevreye yönelik olarak hizmetlerin olması gerektiği bilinci ile hareket etmektedir. Öyle ki toplum şirketlerin gönüllü sorumlulukları yerine getirmesi ile birlikte zorunlu sorumluluklara da önem vermesi gerektiği üzerinde önemle durmaktadır. Kurumsal sosyal sorumluluk kavramı sadece işletmelerin sorumluluklarını ürün ve hizmet üreterek yapması olarak değil aynı zamanda çalışanlara, müşterilere, hisse sahiplerine, rakiplere ve daha da önemli olan çevresel sorunlara karşı sorumluluklarını yerine getirmesi olarak tanımlanması gerekliliğini ön plana çıkarmaktadır. Kurumsal sosyal sorumluluk işletmenin sermayesini artırmasına ve kurum kültürü ile kabiliyetinin ilerlemesine yardımcı olmaktadır. Diğer taraftan kurumsal sosyal sorumluluk bilinci işletmenin itibar kazanmasına ve bu belirginleşen durumla birlikte genel olarak işletmelerin bundan yaygın bir biçimde yararlanmasına olanak tanımaktadır. Yaşanan bu değişimle birlikte günümüz organizasyonları üzerlerine düşen bu zorunlulukları gönüllülük esası ve sosyal sorumluluklarının bir gereği olarak algılamaktadır. Bu nedenden dolayı kurumsal birçok organizasyon stratejik planlamalarında sosyal sorumluluk projelerine büyük bir önem vermektedir. Kurumsal sosyal sorumluluk kavramı yakın zamanda Türkiye’de belirgin bir biçimde öne çıkmaya başlayan kavramlardan biridir. Buna yönelik olarak işletmeler tarafından her geçen gün yeni sosyal sorumluluk projeleri oluşturulmakta ve bunların sayısı hızlı bir biçimde artmaktadır. Kurumsal sosyal sorumlulukla ilgili geçmişe bakıldığında buna yönelik olan uygulamaların Osmanlı İmparatorluğu zamanında da olduğu görülmektedir. İmparatorluk zamanında kamu hizmeti genelinde oluşturulmuş olan temel kurumsal mekanizmanın eğitim, sağlık ve sosyal güvenlik alanları etrafında oluşturulduğu görülmektedir. Günümüzde Türkiye’de bulunan birkaç holding de buna benzer şekilde oluşumlara sahip durumdadır. Türkiye’de Capital dergisi kurumsal sosyal sorumlulukla ilişkili bir dizi araştırmaları yürütmektedir. Capital dergisi

tarafından yürütülen bu araştırmalar “Türkiye’nin Sosyal Sorumluluk Liderleri” başlığı altında 2005 yılından beri yürütülmektedir. 2010 yılında kurumsal sosyal sorumluluk alanında yapılan araştırma sonuçlarına bakıldığında: kamu tarafından yapılan değerlendirmeye göre Sabancı Holding ilk sırada yer alırken, Turkcell firmasının da iş dünyası tarafından ilk sırada yer aldığı görülmektedir. Türkiye’deki işletmelerin kurumsal sosyal sorumluluk amaçları ve uygulamaya koydukları proje çeşitlerinin diğer ülkelerde yapılan projeler ile paralellik gösterdiği de ayrıca söylenebilir. Türkiye’de firmalar tarafından yapılan kurumsal sosyal sorumluluk projelerine bakıldığında genellikle tanınan kurumsal organizasyonların ön planda olduğu söylenebilir. Turkcell ve Çağdaş Yaşamı Destekleme Vakfı işbirliği ile yürütülen “Çağdaş Türkiye’nin Çağdaş Kızları” projesi Türkiye’nin eğitim amacına yönelik olarak işletme ve kar amacı gütmeyen organizasyonların birlikte yaptığı en geniş katımlı projelerden birisi olarak karşımıza çıkmaktadır. Milliyet gazetesi tarafından “Baba Beni Okula Gönder” projesi ise kızların eğitimine yönelik olarak yapılan bir diğer sosyal sorumluluk projesidir. Bir diğer proje ise Arçelik firması tarafından eğitime yönelik olarak yapılan “Eğitimde Gönül Birliği” başlıklı projedir. Bunların dışında “Dumansız Nefes” projesi eğitime yönelik olan kurumsal sosyal sorumluluk projelerinin dışında sağlık amacına yönelik olarak Seyitler Kimya Endüstri tarafından yürütülen farklı bir proje olarak gösterilebilir. Uzun dönemli yürütülen ve Türkiye’nin önemli problemlerinden birisi olarak gösterilen bir başka kurumsal sosyal sorumluluk projesi ise OPET tarafından 2000 yılından beri yürütülen “Temiz Tuvalet” kampanyasıdır. Burada kısa bir biçimde açıklanmakta olan kurumsal sosyal sorumluluk projeleri ile ilgili daha geniş bir bilgilendirmeye çalışmanın içinde yer verilmektedir. Bu çalışmanın amacı daha önceki çalışmalarda yer alan sosyal sorumluluk ve buna yönelik faktörlerin Türkiye’de yürütülen sosyal sorumluluk projeleri genelinde incelenmesini içermektedir. Bu amaca yönelik olarak çalışma üç bölümden oluşmaktadır. Birinci bölümde, kurumsal sosyal sorumluluk kavramı genel hatları ile incelendikten sonra ikinci bölümde bu kavrama yönelik olan boyutlara yer verilmiştir. Ardından üçüncü bölümde Türkiye’de tanınan bazı kurumsal şirketlerin düzenlemiş olduğu kurumsal sosyal sorumluluk projelerine ayrıntılı bir biçimde yer verilmiştir. Bununla birlikte çalışmada Türkiye’de gerçekleştirilen çeşitli kurumsal sosyal sorumluluk projeleri temelinde incelenmiştir. Bunlardan Çağdaş Türkiye’nin Çağdaş Kızları Projesi, Baba Beni Okula Gönder Projesi ve Eğitim’de Gönül Birliği Projesi eğitim alanında yapılan projelerdir. Dumansız Nefes Projesi ve Temiz Tuvalet Projesi ise sağlık alanında yapılmış olan diğer projelerdir. Yapılan projeler toplum tarafından desteklenmiş ve başarıyla uygulanmış projeler olarak karşımıza çıkmaktadır. Bu projelerin de yardımı ile işletmelerin toplum gözünde imajının artmasına ve işletmelerin toplum tarafından daha çok benimsenmesine yardımcı olacağı düşünülmektedir. Ayrıca işletmeler bu kurumsal sosyal sorumluluk projeleri ile buldukları topluma hizmet ettikleri gibi toplum gözünde iyi bir imaj sahibi olup uzun dönemde daha fazla kar elde etme olanağına sahip olabilir. Bununla birlikte uzun dönemde bu kavram işletmelerin kurumsal stratejilerine ve karlılığına artı bir de-



ğer sağlayacaktır. Aynı zamanda işletme stratejisinin bir parçası olarak kurumun ve markasının imajını güçlendirecektir.

Anahtar Kelimeler: Sosyal Pazarlama, Sorumluluk, Sosyal Sorumluluk, Kurumsal Sosyal Sorumluluk

COMPARISON OF ANGER SITUATIONS OF HIGH SCHOOL STUDENTS WHO DO SPORT ACTIVELY AND THOSE WHO DO NOT

*Erdal ZORBA¹, Nigar YAMAN², Serdar TOK³, Menzure YAMAN⁴, Nurullah ÇELİK³,
Eda GÖKÇELİK²*

¹ *Gazi University, Physical Education and Sport Department*

² *Bartın University, Physical Education and Sport Department*

³ *Sakarya University, Physical Education and Sport Department*

⁴ *İstanbul The Metropolitan Municipality*

Abstract: The aim of the study is to investigate the effects of joining the sport activities as a competitor on the state anger-anger expression situations among high school students. 117 volunteer students studying at a high school level and 64 of whom do sports actively in a sports club and 53 of whom do not do sports actively, participated in the research. In the study, “The State Trait Anger Scale” which was first developed by Spielberger and then adapted to Turkish by Özer(1994)was applied. According to the findings of the study, no statistical difference was found comparing the anger dimensions between the groups of high school students who do and don’t do sports actively on the dimensions of trait anger, anger- in, anger-out and anger-control. According to the findings, since the adolescence age reactions of the ones who do and do not do sport have similar or dominant, it was found that the results were also related to the adolescence. Although a great number of scientific studies show that joining sports activities has positive effects on introversion, difficulty with expressing oneself, gaining social environment; in the light of this research’s findings and evaluations, sports doesn’t have a direct effect on controlling of anger situations. However, sport is an important tool to provide important advantages for the development of individuals physiologically, psychologically and in terms of social features. In this sense, orientating individuals to sports should be encouraged.

Keywords: *Anger, Sport, Adolescent, High school*

INTRODUCTION

Anger is one of the important emotional expressions in adolescence like in each age group, and the way of expressing anger is also important. It may cause physical, psychological and social problems on adolescents un-

less it is revealed or expressed in a proper way (Starnes Tm., Peters Rm.,2004: 335-342).

Anger is defined by Biagio as a strong feeling which directs a person to remove disturbing stimulators related to cognitions occurring in the case of an obstruction, threat or injustice supposed to be real or exist. Spielberger and

his fellows define anger as a progressive emotional state of feeling that varies in intensity, from mild irritation to fury and rage (Spielberger Cd, Crane Rs, Kearns Wd and et all., (1991: 265-279).

In the psychology dictionary anger is defined as an aggression response to an attitude damaging the personality. As a term of psychology, it verbalizes the anger and being pushed into the unkind treatments due to offence (Okmans, C,1999). Adolescence, through the developmental process of an individual, is the period which begins with the end of childhood till getting into the adulthood physiologically. As well as having some differences within the individuals, adolescence can be subcategorized in to three: early(11-14), middle(14-17), late (17-20 ages) (Koç M., 2004).

Controlling the anger and using it for a beneficial purpose is important in many ways for an individual in each period from the childhood in which the emotions start to be recognised and diversify.

Adolescence is the developmental stage which has emotional tides and crisis. Recognising and controlling of feelings in this period will contribute to to socialization of the adolescent. (Tambağ H., Öz F., 2004: 11-21).

Anger is one of the important emotional expressions in adolescence like in each age group. The way of expressing anger is important. It may cause physical, psychological and social problems on adolescents unless it is revealed or expressed in a proper way (Starner Tm., Peters Rm.,2004: 335-342).

Despite anger is lived as a form of affectivity and enthusiasm in adolescence, the negative effects of anger on personality may turn into revenge, repulsion, envy and hostility etc. feelings in his/her later life. A person subject to this kind of feelings get angry more often and harsh (Akgül, H., (2005).

Activities in which the adolescent take place is important element for creating the environment of adolescent. Researches show that joining in the activities for a certain aim in accordance with the structured environment and programs have positive effects on building the personality and identity of adolescent (Coatsworth Jd et al., 2005:361-70).

Sport is defined not only as a concept for developing of motor addiction and quick motor activities but also physical and psychological activities in which different factors have (Kalyon, T.A.,1994). Involvement in sport is important in each stages of life. Especially for children, adolescents and young adults, consolidating of health has a critical importance for protection from illnesses and psychosocial well being (Malina, 1996; 161– 86.). The study which was conducted in the light of these informations, was done to show the effects of regular sport activities on the anger situations of adolescent individuals.

METHOD

Descriptive method was used in the study. Sample of the study consists of 117 volunteer students studying at a high school in Bartın and 64 of whom do sports actively in a sports club and 53 of whom do not do sports

actively. In the study the ages of the subjects range between 14-17. “The State Trait Anger Scale” which was adopted to Turkish by Özer (1994) was used to detect the Trait Anger and anger expression ways of adolescents who are actively in sport activities as a competitor and who are not actively in sport activities as a competitor. The scale contains 34 items. The first 10 items of the scale measure the level of anger and the rest 24 items indicate the anger ways of individuals.

Each sub-dimension consists of 8 questions. High points obtained from the trait anger show the level of anger is high; high points in the anger-in scale shows that anger is suppressed; high points in the anger-out scale shows that anger is expressed easily and high points in the anger control scale show that anger can be controlled. In a study where the reliability and validity of this scale was done by Weiss; for the trait anger .79, for the anger in dimension .62, for the anger-out .78 and for the anger

control .84 values were found (1993). In our study the whole Alpha coefficient of the scale is $\alpha=0,77$. Also, for the trait anger dimension it is $\alpha=0,81$, for the anger-in dimension $\alpha=0,60$, for the anger-out dimension $\alpha=0,80$ and for the anger control dimension $\alpha=0,80$.

STATISTICAL ANALYSIS

The scale used in the study was carried out in the classroom environment for the high school level students (who are) continuing their education, as well as being active athletes in a sport club and for the ones who do not doing sport actively in a sport club in the province of Bartın.

ANALYSIS OF DATA

In the analysis of the data SPSS 13.00 packet program, frequency, standart deviation, percentage values and t-test were used. The mean level for the statistical calculations was determined as ($p<0.05$).

FINDINGS

Table 1 : Comparison of the trait anger situations of the students who do sport actively and those who do not:

Group	n	x	Ss	t	Sd	p
Doing sport actively	64	2,09	0.54	0.79	115	.429
Not doing sport actively	53	2,17	0.59			

$p>0.05$

Table 1, shows the comparison of the trait anger situations of the adolescents who do sport actively and those who do not. According to the chart, the average point for the

trait anger situations of the individuals who do sport actively is 2.09 ± 0.54 while the average point for the trait anger situations of the

individuals who do not do sport actively is 2.17 ± 0.59 .

The “t” value obtained from the comparison of difference points was found as 0.79. This result doesn’t reflect any significant statistical difference.

Table 2: Comparison of the anger-in situations of the students who do sport actively and those who do not:

Group	n	x	Ss	t	Sd	P
Doing sport actively	64	2,09	0.48	0.39	115	.697
Not Doing sport actively	53	2,12	0.49			

$P > 0.05$

Comparison of the anger-in situations of the students who do sport actively and those who do not do sport actively can be seen at Table 2. According to the chart, the average point for the trait anger-in situations of the adolescent individuals who do sport actively is

2.09 ± 0.48 while the average point for the trait anger-in situations of the adolescent individuals who do not do sport actively is 2.17 ± 0.59 . The “t” value obtained from the comparison of difference points was found as 0.39. This result is not statistically significant.

Table 3: Comparison of the anger-out situations of the students who do sport actively and those who do not:

Group	n	x	Ss	t	Sd	P
Doing sport actively	64	2,00	0.55	0.47	115	.635
Not doing sport actively	53	2,05	0.62			

$P > 0.05$

According to the chart 3, the average point for anger-out situations of the individuals who do sport actively is 2.00 ± 0.55 while the average

point for anger-out situations of the individuals who do not do sport actively is 2.05 ± 0.62 . The “t” value obtained from the comparison

of difference points was found as 0.47. This result is not significant statistically.

Table 4: Comparison of the anger control situations of the students who do sport actively and those who do not:

Group	n	x	Ss	t	Sd	P
Doing sport actively	64	2,92	0.66	0.38	115	.705
Not doing sport actively	53	2,88	0.68			

$P > 0.05$

Table 4, shows the comparison of the anger control situations of the adolescents who do sport actively and those who do not. According to the chart, the average point for the anger control situations of the individuals who do sport actively is 2.09 ± 0.54 , the average point for the trait anger situations of the individuals who do not do sport actively is 2.17 ± 0.59 . The “t” value obtained from the comparison of difference points was found as 0.38. This result doesn’t reflect any significant statistical difference.

DISCUSSION

According to the independent t-test results in this study which aims at determining the effects of doing sport actively on high school level adolescents’ trait anger-anger expression situations, no statistically significant result was found in the trait anger, anger-in, anger-out and anger control situations between the experimental and control groups.

By defining anger as an emotional state of feeling that varies in intensity, from mild irritation to fury and rage, Spielberger and his fellows (1991) qualify anger as a reflexion and inducing of many personality traits.

Anger-aggressiveness are the terms that are frequently used together in literature. In researches, anger and aggressiveness are mostly discussed together and associated and evaluated related to each other. Generally, the term of anger is defined as a wide emotional experience varying from mild discompose or boredom to fury and rage (Martin et al., 2000).

One of the expressing ways of anger, even maybe the most important one is seen as aggressiveness. A lot of study in the literature show that anger is an important variable for individuals to show aggressiveness (Balkaya et al., 2003).

Some studies related to the field support the results of this study. Kırımoğlu and his fel-

lows (2008) made a research on 723 high school students (327 of them is female; 396 of them is male) some of whom do sport and the rest of whom do not. As a result of the study no statistically significant difference was found between those who do and those who do not, the ones doing sport but not as a competitor, males who do sport and those who do not do sport and females who do sport and those who do not do sport in terms of aggressiveness level. These results show parallelism with our study.

Similarly, and his fellows (2011) investigated the effects of sport on anger situations for 43 hearing impaired individuals who do sport and those who do not do sport actively. The age range of the individuals is between 15 and 20. At the end of the study no significant difference was found between two groups in the sub-dimensions of anger-in, anger-out and anger control. On the other hand, a significant difference was found in the trait anger dimension. Our study show parallelism with that study in the sub-dimensions of anger but contradict in the trait anger dimension. The reason of this contradiction may be due to the discrepancy of the samples between the studies.

Kul and and his fellows made a research on disabled individuals (2011). But this study was carried out with the individuals having no disabilities. Healthy individuals are more consistent in the trait anger dimension when they are compared with disabled individuals. This may be due to the obstacles of disabled individuals. It is possible to say that each kind of physical and mental disability

may effect the trait anger situations of individuals. In addition, Kuru (2003) could not find any difference in his study made on the comparison of personality traits of physical education students who have different kind of positions and who are doing and not doing sport. The reason of this result was commented by the researcher because of the fact that both groups of students who do sport and who do not do sport study in the same conditions, reflecting the characteristics of adolescence with the same personality traits and living in similar conditions. In the study no significance was obtained in terms of personality traits. Since subject groups in both studies have the same features it is possible to comment that the result supports this study.

In another study Ellison and Freischlag (1975) chose totally 84 students. These students consist of basketball, baseball, football players, athletes (short-long and cross country runner) and non-athletes. In the study, Bernreuter Personality Inventory (BPI) was applied to the groups. At the end of the study, since no significance was found in liveliness, neurotic tendencies, self-efficacy, introversion, extroversion, dominancy, confidence and sociableness variables between athletes and non-athletes. It is possible to comment that this result support our study, as well.

It was proved by a lot of scientific studies that joining in sport activities in adolescence has positive effects on introversion, not being able to express oneself, gaining social environment. According to Malina (1996) in-

involvement in sport in each period of life is important.

Malina (1996) indicated that involvement in sport is important in each stages of life. Especially for children and adolescents, consolidating of health has critical importance in terms of protection from illnesses and psycho-social well being. This situation is important especially nowadays when the adolescents have a sedentary life style, obesity and similar problems. Besides, sport provides the sportsman with the environment to try himself/herself, comparing himself/herself with his/her peers and an environment to compete in healthy conditions. These make easier to develop positive self-respect, sense of self and mental resistance.

These results reflect the positive effects of joining in sportive activities.

Similary Karadağ (2008) made a research on 166 individuals (%65.7 of them are male) staying in orphanages and whose ages are between 13 and 16. In that study, it was aimed to evaluate the relations between the level of physical activity, psychological signs and life quality levels of adolescents. As a result of that study, frequency of using cigarette, alcohol and drug on individuals involving in sport activities were found at a low level, but the life quality points are high, general psychological sign and depression points are lower, wishes to hurt someone or break something, frequency of studying and reading book/newspaper are high. This is an important study indicating the gains of sport in adolescence since it detects that as the time of adolescents allocated

for sport increase, the intensity of psychological indications' of adolescents decrease, life quality points and the time spent with their friends increase and they feel themselves better among friends.

Moreover in Germany, Kirkcaldy and his fellows(2002) made a study on 1000 high school students whose ages range between 14 and 18. In that study, the students who do sport were detected to have more positive self-images, at a lower level of using alcohol and drugs, lower points of depression and anxiety than the students- those who do not do sport. This is an important report reflecting the gains of sport in adolescence.

According to the findings of study, no statistical difference found on comparing the anger dimensions of high school students who do and don't do sports actively between the groups on the dimensions of trait anger, anger- in, anger-out and anger-control. In the findings, since the adolescence age reactions of ones who do and do not sport have similar or dominant, it was found that the results were also related to the adolescence.

Although a great number of scientific studies show that joining sports activities has positive effects on introversion, difficulty with expressing oneself, gaining social environment; in the light of this research's findings and evaluations, sports doesn't have a direct effect on the control of the anger situations.

CONCLUSION

In the light of this research's findings and evaluations, sport doesn't have a direct ef-

fect on the control of anger situations. It was observed that adolescence age and reactions could come into prominence more in anger situations in adolescence and thus they have similarity. However, sport is an important tool to provide important advantages for the development of individuals physiologically, psychologically and in terms of social features. In this sense, orientating individuals to sports should be encouraged.

REFERENCES

AKGÜL, H., (2005). Grupla Psikolojik Danışma Ve Rehberlik Programları. Pagem Yayıncılık, Ankara,

BALKAYA F., ŞAHİN NESRİN H. ,(2003). Çok Boyutlu Öfke Ölçeği. Türk Psikiyatri Dergisi, Sayı:14(3), S: 192-202.

COATSWORTH JD, SHARP EH, PALEN L, DARLİNG N, CUMSİLLE P, MARTA E., (2005). Exploring Adolescent Self-Defining Leisure Activities and Identity Experiences Across Three Countries. Int J Behav Dev; 29 (Suppl 5): 361–70.

ELLİSON, K. VE J. FREİSCHLAG., (1975). Pain Tolerance, Arousal and Personality Relationships of Athletes and Nonathletes. The Research Quarterly, 46, 250-255.

KALYON, T.A., (1994). Spor Hekimliği, Gata Basımevi, Ankara.

KARADAĞ, Ö., (2008). Ankara’da Bulunan Yetiştirme Yurtlarında Yaşayan Adole-sanlarda Sosyodemografik Özelliklerin

Ve Fiziksel Aktivite Düzeyinin Ruhsal Belirtiler Ve Yaşam Kalitesi Açısından Değerlendirilmesi (Yüksek Lisans Tezi). Ankara: Hacettepe Üniversitesi.

KİRİMOĞLU H., PARLAK N., DERECELİ Ç., KEPOĞLU., (2008). A.:Lise öğrencilerinin Saldırganlık Düzeylerinin Spora Katılım Düzeylerine Göre İncelemesi Niğde üniv. Beden eğitimi ve spor dergisi Cilt 2, Sayı 2.

KİRKALDYBD, SHEPHARD R, SİEFEN G. The relationship between physical activity and self-image and problem behaviour among adolescents. Soc Psychiatry Psychiatr Epidemiol 2002; 37: 544–50.

KOÇ M., (2004). Gelişim Psikolojisi Açısından Ergenlik Dönemi ve Genel Özellikleri. Sosyal Bilimler Enstitüsü Dergisi, 17 (2): 231-2.

KUL M., GÖRÜCÜ A., DEMİRHAN B., YAMAN N., SARIKABAK M., (2011). Sporun İşitme Engelli Ergenlerin Öfke Durumlarına Etkisi, Selçuk Üniversitesi Beden Eğitimi Ve Spor Bilim Dergisi, Konya.

KURU E., (2003). G.Ü. Gazi Eğitim Fakültesi Dergisi Cilt 23, Sayı 1 175-191.

MALİNA R. THE YOUNG ATHLETE., (1996). Biological growth and maturation in a biosocial context. In: Smoll F, Smith R (Eds). Children and Youth in Sports: A Biosocial Perspective: Brown and Benchmark; 161– 86.

- MALİNA R., (1996).** The Young Athlete: biological growth and maturation in a biosocial context. In: Smoll F, Smith R (Eds). Children and Youth in Sports: A Biosocial Perspective: Brown and Benchmark; 161– 86.
- MARTİN, R., WATSON, D. & WAN, C. K. A., (2000).** Three-factor Model of Trait Anger: Dimensions of affect, behavior and cognition. Journal of Personality, 68, 870-897.
- OKMANS.C,(1999).** Ergenlik Dönemindeki Öfke İfade Tarzlarının Kendilik İmgesi Bağlamında İncelenmesi. Marmara Üniversitesi Eğitim Bilimleri Enstitüsü, Yüksek Lisans Tezi, İstanbul, (Danışman: Prof. Dr. Betül Aydın).
- ÖZER K., (1994).** Sürekli öfke ve öfke ifade tarzları ölçekleri ön çalışması. Türk Psikoloji Dergisi,; 9 (31): 26-35.
- SPIELBERGER CD, CRANE RS, KEARNS WD VE ARK., (1991).** Anger and anxiety in essential hypertension. Stress and Emotion: Anxiety, Anger and Curiosity. Spielberger CD (Ed), New York Taylor&Francis, s. 265-279.
- STARNER TM., PETERS RM., (2004).** Anger expression and blood pressure in adolescents. The Journal of School Nursing, 20 (6): 335-342.
- TAMBAĞ H., ÖZ F., (2004).** Aileleri İle Birlikte Ve Yetiştirme Yurtlarında Yaşayan Ergenlerin Öfke İfade Etme Biçimleri. Kriz Dergisi, Sayı: 1, S:11-21.
- WEISS MR., (1993).** Psychological effects of intensive sport participation on children and youth: self-esteem and motivation. In: Cahill BR, Pearl AJ (Eds). Intensive participation in children's sports. Champaign (IL): Human Kinetics.

AKTİF SPOR YAPAN VE YAPMAYAN LİSE ÖĞRENCİLERİNİN ÖFKE DURUMLARININ KARŞILAŞTIRILMASI

Özet: Bu çalışmanın amacı, yarışmacı olarak spor faaliyetlerine katılımın lise öğrencilerinde sürekli öfke-öfke ifade durumlarına etkilerini araştırmaktır. Araştırmaya; 14-17 yaş aralıklığında olan lise düzeyinde eğitimini sürdüren, spor kulüplerinde aktif spor yapan 64 sporcu öğrenci ve spor yapmayan 53 öğrenci olmak üzere toplam 117 öğrenci gönüllü olarak katılmıştır. Çalışmada Spielberger tarafından geliştirilen ve Özer (1994) tarafından Türkçeye uyarlanan, “Durumluk Sürekli Öfke Ölçeği” uygulanmıştır. Araştırmada kullanılan ölçek Bartın ilinde lise düzeyinde eğitimini sürdüren aynı zamanda bir spor kulübünde aktif sporcu olan öğrenciler ile aktif spor yapmayan öğrencilere sınıf ortamında uygulanmıştır. Spor faaliyetiyle müsabık olarak uğraşan ergenler ile müsabık olarak bir sporla uğraşmayan ergenlerin sürekli öfke ve öfke ifade tarzlarının belirlenmesinde Özer (16) tarafından Türkçeye uyarlanan ‘Sürekli Öfke- Öfke Tarz Ölçeği’ kullanılmıştır. 34 maddeden oluşan ölçeğin ilk 10 maddesi sürekli öfke düzeyini ölçerken, diğer 24 madde ise bireylerin öfke tarzlarını (öfke-içte, öfke dışı ve öfke kontrol alt boyutlarını) belirtmektedir. Her bir alt grup 8’er sorudan oluşmaktadır. Sürekli öfkeden alınan yüksek puanlar, öfke düzeyinin yüksek olduğunu; öfke-içte ölçeğindeki yüksek puanlar, öfkenin bastırılmış olduğunu; öfke-dışa ölçeğindeki yüksek puanlar, öfkenin kolayca ifade ediliyor olduğunu ve öfke-kontrol ölçeğindeki yüksek puanlar ise öfkenin kontrol edilebildiğini göstermektedir. Bu ölçeğin güvenirlik ve geçerlik çalışmaları yapılmış bu çalışmada, sürekli öfke için .79, öfke-içte boyutu için .62, öfke-dışa boyutu için .78 ve kontrol altına alınmış öfke için .84 bulunmuştur (Weiss Mr., 1993). Bizim yaptığımız çalışmada ölçeğin tamamının güvenirlik katsayısı Cronbach’ s alfa katsayısı $\alpha=0,77$, sürekli öfke boyutu için $\alpha=0,81$, öfke içte boyutu için $\alpha=0,60$, öfke dışı boyutu için $\alpha=0,80$ ve öfke kontrol boyutu için $\alpha=0,85$ olarak bulunmuştur. Aktif spor yapan bireylerin sürekli öfke durumları puan ortalaması 2.09 ± 0.54 , spor yapmayan bireylerin sürekli öfke durumları puan ortalaması ise 2.17 ± 0.59 ’dur. Fark puanları karşılaştırmasından elde edilen t değeri 0.79 olarak bulunmuştur ve bu sonuç istatistiksel olarak anlamlı bir farkı yansıtmamaktadır. Aktif Spor yapan ve yapmayan bireylerin öfke-içte durumlarının karşılaştırmasında, spor yapan ergen bireylerin öfke-içte durumları puan ortalaması 2.09 ± 0.48 , spor yapmayan bireylerin öfke-içte durumları puan ortalaması ise 2.12 ± 0.49 olarak bulunmuştur. Fark puanları karşılaştırmasından elde edilen t değeri ise 0.39 olarak bulunmuştur ve bu sonuç istatistiksel olarak anlamlı değildir. Aktif spor yapan bireylerin öfke-di-

şa durumları puan ortalamasının 2.00 ± 0.55 , aktif spor yapmayan bireylerin öfke-dışa durumları puan ortalaması ise 2.05 ± 0.62 olarak tespit edilmiştir. Fark puanları karşılaştırmasından elde edilen t değeri 0.47 olarak bulunmuştur ve bu sonuç istatistiksel olarak anlamlı değildir. Aktif spor yapan ve yapmayan bireylerin öfke kontrol durumlarının karşılaştırmasında spor yapan ergen bireylerin öfke kontrol durumları puan ortalaması 2.92 ± 0.66 , spor yapmayan bireylerin öfke kontrol durumları puan ortalaması ise 2.88 ± 0.65 'dir. Fark puanları karşılaştırmasından elde edilen t değeri 0.38 olarak bulunmuştur ve bu sonuç istatistiksel olarak anlamlı değildir. Araştırma sonucunda, aktif spor yapan ve yapmayan lise öğrencilerinin öfke boyutlarının karşılaştırmasında gruplar arasında sürekli öfke, öfke içte, öfke dışta ve öfke kontrol boyutlarında istatistiksel farklılık görülmemiştir. Bulgularda spor yapan ya da yapmayanların ergenlik yaş dönemi tepkilerinin benzer ve baskın olduğundan sonuçların da ergenlikle ilintili olduğu görülmüştür. Sportif etkinliklere katılmanın ergenlik döneminde yoğun olarak yaşanan içe kapanma, kendini ifade edememe, sosyal çevre edinme konularında olumlu etkilerinin olduğu bilimsel birçok çalışmayla ortaya konulmuş olmasına karşılık, Bu araştırma bulguları ve değerlendirmeler ışığında; sporun öfke durumlarının kontrol altına alınmasında doğrudan bir etkisinin olmadığı görülmektedir. Ancak buna rağmen Spor, bireylerin fizyolojik, psikolojik, sosyal vb. özelliklerini geliştirmede önemli kazanımlar sağlayan bir araç konumundadır. Bu anlamda, bireylerin sportif etkinliklere yönlendirilmeleri teşvik edilmelidir.

Anahtar Kelimeler: Öfke, Spor, Ergen, Lise

MODERN INTERPRETATIONS OF OTTOMAN COURT FABRIC'S DESIGNS IN TURKISH FASHION DESIGN

Tülay GÜMÜŞER

Yaşar University, Social Sciences Institute, Department of Art and Design

Abstract: This study includes the investigation of Ottoman court fabrics and its designs' reflections in Turkish fashion. Ottoman court fabrics which reflect brilliancy and power of the Ottoman Empire had become a symbol in terms of technical and artistic richness. Court fabrics were experienced their most powerful period in the 16th century and had been played an important role in the light of the variety of weaving materials and designs in the world of textiles. Some of the important features of court fabrics are made up of raw silk and weaved gold and silver threads, and they have unique motifs within themselves. In recent years, Turkish fashion designers have been in search of design identity, and they have been trying to find a way to be able to express themselves. Designers have begun to use Ottoman court fabrics' designs in their designs so as to create differences. In this study, the way in which Ottoman court fabrics are used by today's designers will be examined in fashion fields.

Keywords: Ottoman Court Fabrics, Turkish Traditional Motifs, 16th Century Ottoman Weaving, Contemporary Turkish Fashion Design

This study was prepared by being used the post graduate thesis of the author in the 1st place made in İzmir University of Economics, Institute of Social Sciences, Design Studies Main Science Branch in 2011.

1. INTRODUCTION

Ottoman Empire was political and economically at its peak during the 16th century. It was that period Ottoman art achieved a purity of expression and power that it was never again to attain. This opulence is evident in Ottoman silk fabrics which enhanced with silver and gold were in great demand within the Empire. The people where living in Topkapı Palace-Sultans, member of their families and court officials- gave great importance to their clot-

hing. The garments that they wore were cut from the most expensive fabrics (Tezcan, Weader and Baker, 1996).

On exceptional happenings such as feast days, state funerals, circumcision of the princes, ambassadorial receptions and the launching of military campaigns, the Ottoman sultans wore garments and caftans specially tailored according to ceremony. Yet, caftan was a special garment indicating a privileged status for sultan and the court officials, furthermore,

caftans for the sultans always held different features in shape color and material with respect court officials' caftans. The visual expression of this privileged status could be traced in 16th century Ottoman miniature paintings which depicted the sultan and his court life. Furthermore, the European ambassadorial retinues' diaries give detailed descriptions of the sultan's caftans and other accessories (Adıgüzel and Özkavruk, 2010).

In that period, the most important raw material was silk. As time went on, the Ottoman weaving tended to be influenced by the arts, fabrics, motifs, techniques, composition features of all the other nations (Özener, 1980).

Anatolia, situated on the Eastern- western trade route prior to and post period of Ottomans, was a stamping ground. That's why, Turkish weaving made a progress capable of the influences originating from the Eastern and western countries in these years. Moreover, the Ottoman fabrics, which had been successors of Seljuks who were well-advanced in weaving in Anatolia, reached a synthesis by evaluating the Eastern and Western influences together with the Seljuks art concept and became the artist of the peculiar Turkish weaving art. The importance of Bursa, which had been popular prior to 15th century and kept its reputation for centuries, must not be kept out of sight in terms of the fact that this city laid the proper emphasis on the fabric, protected it as a treasury object, met requirements of the member of the palace for the luxury fabric exerted the influences on the increase of the production and the quality (Öztürk, 1991).

Anatolia was a nexus in the silk trade linking to the East. The Persians, Turks and Italians traded, produced, and consumed huge quantities of raw silk and luxury fabrics. Silk trade became a determining factor in state policy and military objective in Ottoman society, silk fabrics became an important emblem of rank, wealth, and reward (Paquin, 1994: 2).

The Anatolian weaving tradition continued in the course of the Ottoman sovereignty. The use of the weaving products was important in terms of running the state status to which considerable significance was attached within the country, the sultan of which dominated three continents. It has long been known that weaving products have been used in respect of maintaining the social status (Uğurlu, 1987).

Nakkaşhane was the center of all the arts. The compositions, which were the most beautiful were successfully applied on the other branches of art in which their own characteristics of techniques and properties were kept. Handweaving skill of the weaver was necessary as well as his physical power. Designs drawn by the Nakkaş had to be woven by the weavers in a best and perfect way. And the achievement was attained thanks to the close cooperation among the technicians, that is, the masters and apprentices including the artist drawing the designs (Gürsu, 1988). All these fabrics were oriental designs and retained under the control of a single center. This center was Bursa. Byzantines lived in Bursa before the invasion of Ottomans. Byzantine was very developed about silk production (Quatert, 2002). When Bursa became a center of Ottoman Empire,

Bursa became an important production center in terms of raw silk and fabric productions (Öz, 1979). “Bursa, known as city of silk was the first capital of the Ottoman Empire until Edirne replaced it in this capacity in 1402. Under the Ottomans Bursa flourished as an international emporium of silk trade as well as the center of silk industries already in the fourteenth century as contemporary sources attest” (İnalçık, 2008:21).

When we examined the Ottoman period of art history, we clearly observe that the activities and controls made concerning the fabrics in the 15th century paved way for the reputation of the fabrics in 16th century. The controls at issue are aimed at keeping the qualified fabric production in accordance with the standards (Öztürk, 1991). Another important factor in making these controls is, on the other hand, the profits made by these fabrics. The high profits led some people to make various tricks. The officials of then acting on the basis of the decrees and the concerned legal clauses tried hard to prevent such kind of illegal activities through continual inspectors (Eğilmez, 1939).

Inexpert people beginning silk weaving as a result of increasing demand in the eighteenth century decreased the quality and this can be considered among the reasons for the collapse of the silk industry. Increasing the number of weavers, especially in Istanbul caused an important decrease in quality and many cheap and unqualified products were put on the market. Weavers, who suffered because of this, cited their opinions to the government and wanted to take measures but they could not

succeed. In the meantime, there were many improvements in raw silk production, especially in Italy and France; lighter and cheaper fabrics began to attract the attention instead of hand weaving. Therefore, European countries became the major purchasers of Ottoman raw silk and they decreased the cost as they wanted. The main destructive effects reached a considerable peak between the years 1825 and 1830. Moreover, while the industry was collapsing in the centers, such as Halep, Şam, İstanbul, Amasya, Bursa, and Selanik, transportation difficulties accelerated the collapse in the hinterlands and local markets of the villages. In the last quarter of the nineteenth century, the railway system that reached 515 km in length between Izmir and Aydın, and the other railway system which was reached 516 km in length between Izmir, Alaşehir and Afyon considerably accelerated this collapse (Dölen, 1992).

Following the collapse period in politics, the weaving art as well as the other branches began to retreat (Çorum, 1987). When the quality of the Turkish fabrics began to fall down, the fabrics of European origin commenced to increase in demand. Today it can be possible to see these samples inherited from that period in Topkapı Palace Museum, Konya Museum and Benaki Museum in Athens (Aslanapa and Diyarbakirli, 1977).

2. TURKISH CONTEMPORARY FASHION

The Textile industry can be accepted as one of the most important sectors serving various fields. When it comes to design, anything can

be a source of inspiration for the designer. The designers use new trends in the world in their collections with their own interpretations. Recently, the traces of history that have left the magnificence of the Ottoman Empire's court life and rich art culture in the modern world have gained the attention of textile designers. Today, some textile designers form their collections with inspiration from Ottoman motifs. Besides unique designs, there are some designers who turn back to years ago and try to make the footprints of that period come alive today. These designers have begun to frequently use modern designs alongside classical designs. It can be said that Cemil İpekçi is one of the designers who uses traditional motifs the most in Turkey. Cemil İpekçi tried to transfer the interpretations of the past to the present by using them very often in his collections. He pointed out his feelings about the collection which is called "Harem" as follows;

"When dressing up one should satisfy himself/herself before everything and everyone. He/she should not please the man on the street, a crowd or theoretical guards of a contemporary style with a silhouette but please just himself/herself. Dressing should have changes, surprises according to how you woke up, what you are feeling, your sadness and joy. People decide all together what to wear or choice certain colors together from showcase. The meaning of today's fashion is the contemporary name of confidence, and a form of man's defending his/her new form. The contemporary world, the one that makes people run after it, that looks for colors, lines and

commercial worries and that is forced to be functional day by day is beautiful and meaningful with not only fashion but also with its history. Especially Anatolia... It is madness to abandon there as it fought with many civilizations and became enriched with them, as it is also a bottomless and unattainable well!.. I do not consider dressing as distinct from art, poem, a Byzantium viewpoint, and wrought irons in the houses of Istanbul. Art is full of winds, memories. If you caused an authentic wind to blow in the podium, I do not believe that you would determine its direction, place, or power correctly. The East is as beautiful as a fairy tale and what we do is express it with contemporary words. My words are fabric, color, line... The way I express myself with my clothes is the real and elegant bridge I am trying to build between the past and the present." (www.modamda.net/2008/10/12/Cemil-ipekci-harem-koleksiyonu. accessed on 26.08.2012).

Of the Harem collection, it is clearly seen that he is influenced by Çatma fabrics which were generally woven by silver and gold or gilt thread, usually wound a double strand of silk thread named as klaptan (Gürsu, 1988:14). He influenced by Çatma fabrics and used the crescent motif on the dress (fig 1). Crescent motifs are seen in Çatma caftans (image 1)



Figure 1: Harem Collection

Rıfat Özbek, who is one of the world's famous fashion designer usually focuses on Ottoman motifs in his collections. In his autumn/winter collection that he created for Italian brand "Pollini" in 2006 could be a good example for this. In this collection the dominance of Ottoman motifs can be seen clearly. It was used in different colored fabrics with the composition



Image 1: Çatma Caftan

of vertical branch. Also the crescent motif and Saz style compositions which made up hata-yi, tulip and penç motifs were interpreted in contemporary garments (fig 2). This example (image 2) is observed on the Serenk fabrics were woven by silk klaptan, their warps were from the raw silk (Sipahioğlu, 1992).



Figure 2: Pollini Collection



Image 2: Serenk Fabric



Figure 3: Pollini Collection

The pastel colored organza fabrics were used in the collection (fig 3) and, especially tulip motif was woven by precious metal threads which named as Zerbaft and also it can be seen on Çatma fabrics (image 3) (Gürsu, 1988).

It can be seen that Ottoman motifs were used in their original forms on these fabrics. The most important features that make these fabrics different from the traditional ones are the colors used, the fabric types and indeed the style of the garments.

Another designer is Dilek Hanif who uses Ottoman motifs in her collection. She introduced her collection called “Haute Couture” in



Image 3: Çatma Caftan

Paris, in the Academy of Fine Arts in 2009/10. These motifs are seen on the Serenk fabrics were more simply woven fabrics in comparison with the ones woven by gold. Generally the basis of fabric was red and of spontaneous designs is observed to have been woven in three colors (Dalsar, 1945).

Dilek Hanif designed modern caftans with the inspiration of Ottoman inheritance. The most interesting feature of this caftans (fig 4) is that it was designed in Ottoman’s popular color red together with hyacinth (image 4) and crescent motifs in a modern style on hand woven fabrics.



Figure 4: Haute Couture



Image 4: Caftan with applique embroidery

In the last example, Atıl Kutoğlu who is the most renowned fashion designer in the world, exhibited his “Ottoman and Mozart” collection in New York Fashion Week in 2006. It can be seen that all Ottoman court fabrics’ motifs are seen his designs dominantly. Especially Atlas which are generally solid-color, tough,

stiff and lustrous fabrics (Tezcan, 1984). On the other hand, Kutnu and Selimiye fabrics were made up of cotton but their warps were silk and wefts were cotton. Mostly they were woven in colored lines. He used the lines in these fabrics were formed by putting the colors side by side (image 5).



Figure 5: Ottoman and Mozart Collection



Image 5: Selimiye Fabric

3.CONCLUSION

At the end of this study, examples of contemporary Turkish fashion designs made by starting from court fabrics called as Çatma, Seraser, Kemha, Atlas, Kutnu, Hatayi, Serenk and Zerbaft used in the Ottoman period in particular are given. Designs are investigated according to the garments designed by several leading of Turkish fashion designers. For this Turkish motifs are seen to be used in fashion some of the most popular motifs Çintemani (Three Spot), Tiger Stripe, Tulip, Carnation, Hatayi, Crescent, Hyacinth and Peuç are seen to be used frequently in these examples. In these examples, the colors turquoise blue and res, purple and yarns gold and silver are used. In the part related to fashion designs, it can be seen that the magnificence of the Ottoman Empire has begun to be employed again in cloth designs. The motifs are used as they are, but row materials of some of them in the cloths.

Weaving techniques and printing techniques are also used. Some fabrics are woven in jacquard looms, some of them are handlooms. After investigating the development of these fashion fabrics through history, it can be thought that the use of Turkish motifs in fashion designs will help these studies continue in the future. It was seen in the investigated examples that Turkish motifs and designs provide several opportunities to make unique designs that are appropriate for both classical and modern designs.

Seeing the footprints of Turkish culture in fashion of design might have brought a new

line to the designer. Moreover this can help the motifs to applied to several fields and prevent them from being forgotten. These kinds of uses will create differences in the world fashion design.

REFERENCES

- ADIGÜZEL TOPRAK, F. AND ÖZKAVRUK ADANIR, E., (2010).** An Instigative Attitude: ‘Conspicuous Consumption’ at the Ottoman Court by The Patrons during Suleyman It’s Reign. YEDİ Dergisi. Dokuz Eylül Üniversitesi Yayınları. Vol:4 pp:9-15
- ASLANAPA,O.AND DİYARBEKİRLİ, N., (1977).** Türk Kumaşları. Ankara.
- DALSAR,F,(1960).** Bursa’da İpekçilik. İstanbul Üniversitesi Yayınları. İstanbul.
- DÖLEN, E., (1992).** Tekstil Tarihi. Marmara Üniversitesi Teknik Eğitim Fakültesi Yayınları. No: 92/ 1.
- EĞİLMEZ, M, Ş.,(1939).** Tarihte Bursa Sanatları. Uludağ Dergisi, Vol: 21 year: 4 p:38
- GÜRSU, N., (1988).** Art of Turkish Weaving: Designs Through the Ages. Redhouse yayınevi: İstanbul.
- İNALCIK, H., (2008).** Türk Tekstil Tarihi. Türkiye İş Bankası Yayınları. İstanbul.
- ÖZ, T., (1979).** Türk kumaş ve Kadifeleri. Topkapı Saray Müzesi, Yapı Kredi Yayınları. vol:1 No:7. İstanbul.

- ÖZENER, M., (1980-81).** Türk Kumaş Adları. İstanbul Üniversitesi Edebiyat Fakültesi Yayınları. Tarih Dergisi. vol: 33 No: 43, pp: 391-340
- ÖZTÜRK, İ., (1991).** Yayınlanmış Narh Defterleri, Fermanlar Ve Belediye Kanunları Işığında 16.yy Osmanlı Kumaş Sanatı Ve Standardizasyonu. IX Milletlerarası Türk Sanatları Kongresi. 23-27 Eylül 1991. pp: 138-149
- PAGUIN, G., (1994).** Silk and Wool: Ottoman Textile Designs in Turkish Rugs. II. International Congress on Turkish and Central Asian Carpets. On October 16. İstanbul.
- OUATAERT, D., (2002).** Osmanlı İmparatorluğu 1700-1922. İletişim Yayınları.
- SİPAHIOĞLU, O., (1992).** Bursa ve İstanbul'da Dokunan ve Giyimde Kullanılan 17.yy Saray Kumaşlarının Yozlaşma Nedenleri. Yayınlanmamış Yüksek Lisans Tezi. Dokuz Eylül Üniversitesi. Güzel Sanatlar Fakültesi. İzmir
- TEZCAN, H., WEARDEN, J., AND BAKER, P. L., (1996).** Silk for the Sultans: Ottoman Imperial Garments from Topkapı Palace. İstanbul.
- TEZCAN, H., (1984.)** Specimens of Old Turkish Fabrics. Sanat Dünyamız. vol: 31. p:58
- UĞURLU, A., (1987).** Osmanlı Yönetiminde Anadolu Dokuma Sanatı. İlgi Dergisi. Year: 21 No: 51 pp: 242-247

TÜRK MODA TASARIMINDA OSMANLI SARAY KUMAŞ DESENLERİNİN ÇAĞDAŞ YORUMLARI

Özet: Bu çalışma Osmanlı saray kumaş desenlerinin Türk moda tasarımındaki etkilerini kapsamaktadır. Osmanlı İmparatorluğu 16.yy da ekonomik ve siyasi açıdan en güçlü ve en parlak dönemini yaşamıştır. Bu siyasi ve ekonomik güç sanat alanında da etkisini göstermiştir. Mimari, seramik, çini süslemeleri, tezhip, hat, minyatür, halı ve tekstil gibi sanatın her alanında en güzel eserlerin bu devirde yapıldığı görülmektedir. Tekstil alanında da en güzel örneklerin Osmanlı saray kumaşları olduğu bilinmektedir. Saray kumaşları kullanılan malzemeler bakımından çok kıymetliydi bu yüzden devlet hazinesi olarak görülüyordu. Padişah ve saray üyeleri için özel olarak dokunan bu kumaşlar saray içinde Nakkaşhane adı verilen atölyelerde dokunuyordu. Saray atölyesi için küçük yaşlardan itibaren eğitim gören Nakkaşlar tarafından çizilen desen ve kompozisyonlar el tezgahlarında devlet kontrolü altında dokunuyordu. Herhangi bir hırsızlık olayına karşı tüm altın ve gümüş malzemeler kayıt altına alınıyordu. Uygunsuz davranışlarda bulunanlar devlet tarafından çok ağır cezalandırılıyordu. Çok pahalı olan bu kumaşlar zamanla Osmanlı İmparatorluğu'nun gücünü ve görkemini yansıtan bir sembol haline gelmişti. Saray kumaşlarının en önemli özelliklerinden biri ham ipekten dokunmaları, bazılarında altın ve gümüş iplikler kullanılması ve her birinin kendi içinde sıra dışı desenlere sahip olmasıdır. Kumaşlar desen ve kompozisyon özellikleri, kullanılan ham maddesi ve teknik malzemelerine göre isimler almaktadır. Bu kumaşlar incelendiğinde Çatma, Zerbaft, Seraser, Serenk, Kemha, Kutnu, Atlas ve Hatayi adını alan kumaşlar karşımıza çıkmaktadır. Kumaşlarda en sık kullanılan motifler ise çintemani, kaplan çizgisi, lale, sümbül, hilal, hatayi, penç, bulut, rumi, karanfil, yıldız, taç gibi stilize edilmiş bitkisel ve hayvansal çıkışlı motiflerden oluşmaktadır. Askeri törenlerde, bayram kutlamalarında ve cenaze törenlerinde bu kumaşlar duvarlara asılıyor ve padişah için tören alanında yerlere seriliyordu. Padişah ve saray mensupları bu törenler için saray kumaşlarından özel olarak hazırlanan kaftanları giyerlerdi. Aynı zamanda diğer ülkelerin devlet adamlarına ekonomik güçlerini göstermek için hediye olarak da sunulurdu. Kumaş ticaretinde de İran, İtalya ve diğer batı ülkeleriyle alışverişler yapılmış ve bu ticaretten büyük gelir sağlamışlardır. Saray kumaşları refah düzeyinin artmasında da önemli bir rol oynamıştır. Batılı devletleri de sanatsal olarak etkilemiştir. 17.yy itibariyle Osmanlı İmparatorluğu'nun ekonomik ve siyasi

yönden çöküş dönemine girmesi ile kumaşlarında diğer sanat dallarında olduğu gibi kalitesi bozulmaya başlamıştır. Devlet tarafından altın ve gümüş gibi değerli malzemelerin kullanılması yasaklanmıştır. Pahalı kumaşların yerini daha ucuz kumaşlar almış ve Avrupalıların etkisinde kalarak hazırlanan desen ve motiflerin kullanımı yaygınlaşmıştır. Günümüzde Osmanlı saray kumaşları ve kaftanlar Türkiye ve bazı ülkelerde ki müzelerin koleksiyonlarında yer almaktadır. Son zamanlarda Türk tasarımcılar dünya modasında söz sahibi olabilmek, farklılık yaratabilmek ve kendi tasarım kimliklerini bulabilmek için kendi köklerine dönmeye başlamışlardır. Bu dönüşün en önemli sebebi tasarım kimliklerinde Türk kültürünü temsil etmektir. Son yıllarda Osmanlı İmparatorluğu'nun bıraktığı zengin kültür tasarımlarında etkisini göstermeye başlamıştır. Bu etkiler bazı kumaşlarda birebir aynı olarak el tezgahlarında dokunmuş ve modern çizgilerle giysilere yansımıştır, bazıları ise farklı kumaş çeşitleri üzerinde aynı motifleri kullanırken bazıları da desenleri ve motifleri değiştirerek günümüze uyarlamışlardır. Unutulmaya başlanmış olan geleneksel sanatlarımızın yeniden hatırlanmasını sağlamak ve moda alanında yapılan son çalışmaları inceleyerek bilimsel alana yeni bir kaynak kazandırmak bu çalışmanın amacını teşkil etmektedir. Sonuç olarak, Osmanlı saray kumaşlarını tasarımlarında kullanmaya başlayan Türkiye'de ve yurtdışında yaşayan Türk tasarımcıları hazırladıkları koleksiyonlar ile yurtdışında da büyük başarılar imza atmışlardır. Bu tasarımcılarımız arasında geleneksel motifleri ve kumaşları sık sık kullanan Cemil ipekçi, Dilek Hanif, yurtdışında yaşayan tanınmış modacılar Atıl Kutoğlu ve Rıfat Özbek en önde gelen isimlerdir. Tasarımcıların yurtiçi ve yurtdışında düzenlenen defilelerde Osmanlı esintisini yaşatan koleksiyonları yerli ve yabancı izleyicilerin beğenisini toplamıştır. Hazırlanan tüm koleksiyonlar geleneksel çalışmalarında günümüzde modernize edilerek kullanılabileceğini göstermiştir. Aynı zamanda Osmanlı kültürü ve tarihi ile ilgili araştırmaların artmasında da katkıda bulunmuşlardır. Batılı tasarımcılarında son zamanlarda Osmanlı kültürüne ilgi duymaya başlaması ve onların tasarımlarına da olumlu yansımaları olmasında Türk moda tasarımcılarının çalışmalarının payı büyüktür. Geçmiş ve gelecekle bir bağ oluşturmaya çalışan tasarımcıların bugün yarattıkları tasarımlar günümüzde de rağbet gördüğü gibi ileride yeni nesiller içinde birer yol gösterici örnekler olmaya devam edeceği ön görülmektedir.

Anahtar kelimeler: Osmanlı Saray Kumaşları, Geleneksel Türk Motifleri, 16th yüzyıl Osmanlı dokumaları, Çağdaş Türk Moda Tasarımcıları

TURKISH VERSION OF EMPLOYMENT HOPE SCALE: THE VALIDITY AND RELIABILITY STUDY

Ahmet AKIN¹, M.Ali HAMEDOĞLU², Çınar KAYA³, Hakan SARIÇAM⁴

^{1,2,3} *Sakarya University, Education Faculty, Department of Educational Sciences*

⁴ *Dumlupınar University, Education Faculty*

Abstract: The aim of this research is to examine the validity and reliability of the Turkish version of the Employment Hope Scale (EHS; Hong et al. 2012). The sample of this study consisted of 398 (235 female and 163 male) teachers. The results of confirmatory factor analysis demonstrated that the six items loaded on one factors and the one-dimensional model was well fit ($\chi^2=215.29$, $df=63$ $p=0.00$, $RMSEA=.078$, $NFI=.95$, $NNFI=.95$, $CFI=.96$, $IFI=.96$, $RFI=.92$, $GFI=.93$, $AGFI=.88$, and $SRMR=.040$). The internal consistency coefficients of two subscales were .85 and .90 respectively, for the overall scale was .93. In the concurrent validity significant relationship ($r=.37$) was found between the Employment Hope Scale and Career Adaptability and Optimism Scale. The t-test results differences between each item's means of upper 27% and lower 27% points were significant. The corrected item-total correlations of EHS ranged from .55 to .78. Overall findings demonstrated that this scale is a valid and reliable instrument for assessing the employment hope. EHS can be utilized in various areas like workforce management, social policies and leadership research.

Keywords: Employment Hope, Validity, Reliability, Confirmatory Factor Analysis

INTRODUCTION

The individuals' internal evaluation of own capabilities has been an area of study especially since the seminal works of Bandura (1977) in the psychology literature (Leonard, 2002). Self-sufficiency is one of the concepts commonly used in areas of social work and social service policies. When individuals experience feelings of self efficacy, they pursue their life goals, make decisions and implement those decisions in a determined fashion; and self efficacy has a positive effect on self-sufficiency (Herr and Wagner, 2003). The term self-sufficiency is more commonly used in areas of social work and social service policies. When the feelings of self efficacy

intensify, individuals pursue their life goals, make decisions and implement those decisions in a determined fashion, and self efficacy has a positive effect on self-sufficiency (Herr and Wagner 2003).

Self-sufficiency of the individuals is seen as a general goal of public policies (Hong et al. 2012). Despite this fact, there is no consensus on the exact meaning of the term (Long 2001). The concept is usually evaluated as an economic and financial output, and it is one of the high-priority goals in appraising the success in the sphere of social public policy, especially in the U.S.A. (Hawkins 2005). Within the framework of the research and application on workforce development, self-

sufficiency has two dimensions: financial and psychological; yet there is not enough emphasis on the psychological dimension (Hong et al. 2009). Haveman and Bershadker (1998) has conceptualized poverty as “inability to be self-reliant” and operationalized the term as “the capability of families to meet some minimum level of living by means of their own efforts” (p. 343). Mulroy and Lauber (2004), in their study evaluating a program with a logical model, defined self-sufficiency as “independence from government subsidies” (s. 575). According to Long (2001), for families to be self-sufficient, they should have an income that is above the federal poverty level after the taxes are subtracted, without any form of financial support, and having some kind of health coverage (s. 391). The definitions converge on the notion of being able to meet family needs without support, yet there is a lack of clarity on the specific components of the concept, which induces problems on the evaluation processes of policies and programs devised for enhancing self-sufficiency (Hawkins 2005; Long 2001).

Bratt and Keyes (1998), in their study on nonprofit housing organizations, have acknowledged the need for a re-conceptualization and clarification for the construct self-sufficiency for a better understanding of the programs and activities of these organizations. These institutions having components like “personal responsibility building”, or “skill building for work”, would be regarded as quite inefficient when the goal of self-sufficiency is defined primarily on financial terms; therefore the term should be broadened as encompassing

non-financial, or psychological components of self-sufficiency (p. 801). From the perspective of social agencies, employment possibility, is the result of the supply and demand interactions in the labor market; and when the success is assessed with employment, (for instance as in (Fleischer 2001) “finding and keeping a job for more than 12 months”), agency evaluations are conducted by reference to an external factor, out of their scope (Hong et al. 2012).

Daugherty and Barber (2001), have criticized the economic self-sufficiency ideal as being a “classical liberal philosophical ideal that inappropriately focuses on a rational and economic view of personhood”; and argued that this conceptualization would support a wrong the human will and meaning in the complex society (p. 662).

Another, important concept relevant for the study is empowerment, which can be regarded as being an individual psychological construct; as well as being an “organizational, political, sociological, economic, and spiritual” one (Rappaport 1987). Becker, Kovach, and Gronseth (2004) delineated the fact that an empowerment based definition of self-sufficiency is required for the evaluation processes of services, programs, and work force development systems, and described the individual having self-sufficiency as capable of defining her needs, making decisions and implementing these decisions and to continue with managing other needs, having confidence and being able to find solutions for herself (p. 332).

In order to understand the outlook in Turkey about self-sufficiency with regard to social policies, one can glance at the definition of neediness in the Code of Social and Economic Support (SHÇEK, 2011). In this code, neediness is defined as “absence of property or income sufficient for providing the person herself, her spouse and children under her custody, and parents with a minimum level of living according to the conditions of the location they live (item 4).” Considering the fact that poverty, an alternative term for neediness, can be regarded as “inability to be self-reliant” (Haveman and Bershadker 1998); it can be stated that self-sufficiency is purely defined in terms of financial resources in the above quotation from the code. The definition for the “needy old person” is characterized by “being in social and economic deprivation and need for help” in the same code (item 4); which refers to the social dimension of neediness. After all, in the same code, in the part describing the service offered to citizens by social work practitioners, self-sufficiency is explicitly mentioned as an important objective and a quality needed to be developed (item 25); yet, remarkably, this objective is regarded as the professional responsibility of the practitioner, not as an institutional goal. Hence, it can be concluded the need for an empowerment-based definition of self-sufficiency is needed, at least in the public social policy area, in Turkey as well.

Although there exists studies examining the relationship between psychological resilience factors [(like self-efficacy (Herr and Wagner 2003) and self-esteem (Kunz and Kalil,

1999)) and economic self-sufficiency; effects of these factors on psychological aspects of self-sufficiency remains under-researched (Hong et al. 2012)].

Addressing this gap in the area, Hong, Sheriff and Naeger (2009), conducted a qualitative focus group study on low income job seekers in order to come up with a “bottom-up” definition of self-sufficiency. According to their focus group, self-sufficiency is not primarily an outcome but it is a process encompassing skills like: overcoming unrealistic financial goals, building inner strength and future outlook, acquiring skills and resources, and then moving forward toward realistic financial goals. Hong et al. (2009) offered a definition of self-sufficiency as “an empowering path toward a realistic financial goal” (324); and introduced two key components and six sub-components: (1) psychological empowerment (self-worth; self-perceived capability; and future outlook) and (2) process of moving toward future goals (self-motivation; utilization of skills and resources; and goal orientation).

Hong, Polanin, and Pigott (2012) re-named the psychological dimension of self-sufficiency as “employment hope” and developed Employment Hope Scale (EHS) in order to measure this construct. In their validation study, final EHS is composed of 14-items and psychological empowerment (Factor 1) and goal-oriented pathway (Factor 2) were found to be the two main factors in the exploratory factor analysis (EFA); both factors had high internal consistency (alphas for Factor1 and Factor 2 was .90 and .93 respectively and .94

for total EHS) and the final model was well fit (Hong et al. 2012).

The Turkish version of the EHS which has been adapted in the present study is a self-report scale designed for measuring the employment hope construct mentioned above. The EHS scale is an 11-point Likert-type scale with scores ranging from 0 and 10, with 0 denoting (Turkish equivalent of) “Do not agree at all”; 5 as “Neutral”; and 10, as “Totally Agree”. Items are sentences about the cognitive and emotional experiences of the respondents like “(1) When working or looking for a job, I am respectful toward who I am.”, “(13) Even if I am not able to achieve my financial goals right away, I will find a way to get there.”; and “(9) I am able to utilize my skills to move toward career goals.”.

The Employment Hope Scale, as an instrument devised for assessing the psychological dimension of self-sufficiency, which has sufficient psychometric properties, is presented to the attention of researchers and practitioners in Turkey for utilization in evaluation and research activities in various areas like career counseling, management, social services, social policies.

METHOD

Participants

Participants were 398 (235 female and 163 male) teachers who were employed in different schools in Istanbul and Kocaeli, Turkey. The departments of these teachers were psychological counseling and guidance (n=33), science education (n=32), pre-school

education (n=80), computer and instruction technology education (n=24), primary education (134) and Turkish language education (n=52), elementary math education (n=43) and the mean age of the participants was 32.3.

Instrument

Career Adaptability and Optimism Scale (CAOS): Career Adaptability and Optimism Scale was developed Erdoğan Zorver and Korkut Owen (2011). Vocational Outcome Expectations Scale was used for the criterion related validity. Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy of .95 and a significant result on Bartlett’s test of sphericity $\chi^2= 3274,47$ ($p < .00$, $df= 153$). Results confirmatory factor analyses demonstrated that 18 items yielded one factor and the one-dimensional model was well fit ($\chi^2= 357.76$, $sd= 135$, $RMSEA= .06$, $CFI= .93$, $GFI= .90$, $SRMR= .04$). Factor loadings ranged from .59 to .75. Cronbach alpha internal consistency coefficient was found as .93. In the concurrent validity significant relationship ($r= .60$) was found between the Career Adaptability and Optimism Scale and Vocational Outcome Expectations Scale. Test-retest reliability coefficient was .85. The psychometric properties of this instrument suggest that it may be a useful tool in the further investigation of school to work transition phenomena associated with university students and recent graduates and may provide counselors with an additional tool to facilitate their work with students making the transition from university study to fully employed and productive adults.

Procedure

Primarily translation of the EHS into Turkish was based on the kind permission of Philip Young P. Hong (2012). As the first step three specialists who were a native Turkish speaker fluent in English translated English version into Turkish. Discrepancies in initial translations were addressed with the assistance of a fourth independent translator. The Turkish version of the EHS was then translated back into English by three English-speaking language specialists who were blinded to the original scale and the objective of the study. The differences between translated versions were evaluated and a satisfactory compliance with the original scale was achieved by consensus of the translators. The completed Turkish version was evaluated for cultural concordance by three academicians from department of English Language and Literature, controversial items were determined and necessary modifications were done. The updated version was reevaluated by the original group of expert reviewers, to finalize the Turkish version used in this study. After that a study of language equivalence was executed and then the validity and reliability analyses of the scale

were investigated. In this study confirmatory factor analysis (CFA) was executed to confirm the original scale's structure in Turkish culture (Büyüköztürk, 2011; Sümer, 2000; Şimşek, 2007; Yılmaz & Çelik, 2009) Also concurrent validity, internal consistency reliability, the item-total correlations and the differences between mean scores of upper 27% and lower 27% groups were examined. Data were analyzed using LISREL 8.54 and SPSS 17.0 package programs.

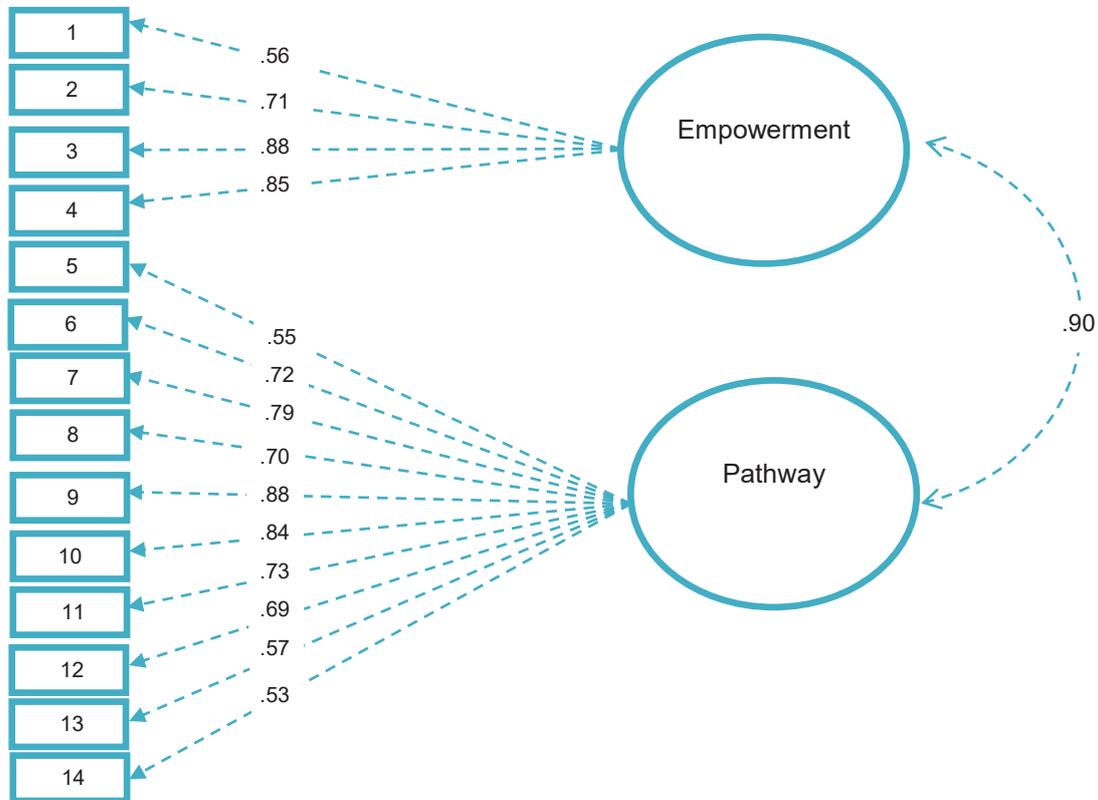
RESULTS

Construct Validity

The results of confirmatory factor analysis indicated that the model was well fit and

Chi-Square value ($\chi^2=215.29$, $df=63$ $p=0.00$) which was calculated for the adaptation of the model was found to be significant. The goodness of fit index values of the model were RMSEA=.078, NFI=.95, NNFI=.95, CFI=.96, IFI=.96, RFI=.92, GFI=.93, AGFI=.88, and SRMR=.040. Factor loadings and path diagram of Turkish version of EHS are presented in Figure 1.1.

Figure 1.1 Factor Loadings and Path Diagram for the EHS



Reliability

The internal consistency coefficient of empowerment subscale is .85, and pathway subscale is .90. The overall internal consistency coefficient of the scale was .93. Test-retest reliability coefficient was .71. In the concurrent validity significant relationship ($r = .37$) was found between the Employment Hope Scale

and Career Adaptability-Optimism Scale. The corrected item-total correlations of EHS ranged from .55 to .78. The t-test results differences between each item's means of upper 27% and lower 27% points were significant ($p < 0.001$). The item analysis results and descriptive statistics are presented in Table 1.1

Table 1.1 The EHS Item-Total Correlation, t-test results differences between each item's means of upper 27% and lower 27% group, and Descriptive Statistics

Item No	Item-Total Correlation n(398)			Upper 27% group n(106)		Lower 27% group n(106)		t
	\bar{X}	Sd	r_{jx}	\bar{X}	Sd	\bar{X}	Sd	
1	8,97	2,11	,53	9,90	,35	7,53	2,93	-8,29***
2	9,00	2,05	,62	9,97	,21	7,56	2,71	-9,13***
3	8,92	1,82	,76	9,92	,29	7,22	2,55	-10,83***
4	8,83	1,85	,74	9,84	,49	7,23	2,56	-10,34***
5	7,71	2,53	,55	9,60	1,15	5,66	2,61	-14,19***
6	8,43	2,20	,70	9,83	,63	6,18	2,61	-14,03***
7	8,51	2,19	,77	9,91	,31	6,32	2,76	-13,31***
8	8,21	2,22	,69	9,85	,57	6,20	2,52	-14,58***
9	8,80	1,88	,82	9,92	,26	6,92	2,53	-12,11***
10	8,63	1,93	,75	9,90	,29	6,86	2,49	-12,48***
11	8,61	2,03	,72	9,90	,52	6,78	2,74	-11,50***
12	8,31	2,23	,71	9,86	,64	6,26	2,71	-13,27***
13	7,56	2,63	,59	9,50	1,09	5,13	2,78	-15,04***
14	7,79	2,68	,56	9,67	,94	5,51	3,03	-13,51***

***p<.001

As shown in Table 1.1, for example, employment hope mean scores of upper 27% group (9.90) were higher than lower 27% group (7.53), (t= 8,29) with a significance level of .001 for item 1.

employment hope mean scores of upper 27% group (9.50) were higher than lower 27% group (5.13), (t= 15.04) with a significance level of .001 for item 13.

DISCUSSION

The purpose of this study was to translate the EHS into Turkish and examine its psychometric properties. Confirmatory factor analysis demonstrated that the factor structure was harmonized with the factor structure of the original scale. Thus, it can be said that the structural model of the EHS which consists of two factors was well fit to the Turkish culture (Bentler and Bonett 1980; Hu and Bentler 1999; Schermelleh-Engel and Moosbrugger 2003; Tabachnick and Fidell, 2007). The in-

ternal consistency reliability coefficients of the scale were high (Büyüköztürk 2011; Kline 2000; Tabachnick and Fidell, 2007). Reliability studies showed that the scale has a stable construct indicated by good test-retest correlation (Kuzucu, 2008). Reliability coefficients are consistent with previous research findings (Hong et al. 2012; Juntunen and Wettersten, 2006; Yakushko and Sokolova, 2010). Considering that item total correlations having a value of .30 and higher and significant test results differences between each item's means of upper 27% and lower 27% are generally considered to be adequate in terms of distinguishing between the traits to be measured for construing item total correlation, it is possible to state that item total correlations and t-test result regarding the scales are adequate (Büyüköztürk 2011; Tabachnick and Fidell, 2007). Namely, as a result of the item-analysis based on the upper 27% group means and on the lower 27% group means to determine how efficient the Turkish-version form was in distinguishing between individuals who have high and those who have low levels in terms of the employment hope measured. Overall findings demonstrated that this scale had high validity and reliability scores and that it may be used as a valid and reliable instrument in order to measure the empowerment-based self-sufficiency (SS) outcome among low-income job-seeking clients. Nevertheless, further studies that will use EHS are important for its measurement force.

The Employment Hope Scale, as an instrument devised for assessing the psychological dimension of self-sufficiency, which has suf-

ficient psychometric properties, is presented to the attention of researchers and practitioners in Turkey for utilization in evaluation and research activities in various areas like education, management, social services, social policies, and leadership.

REFERENCES

- BANDURA, A., (1977).** Self-efficacy: Toward a Unifying Theory of Behavioral Change. *Psychological Review*, 84(2):191-215
- BECKER, J., KOVACH, A. C., & GRON-SETH, D. L., (2004).** Individual empowerment: How community health workers operationalize self-determination, self-sufficiency, and decision-making abilities of low-income mothers. *Journal of Community Psychology*, 32, 327-342.
- BENTLER, P. M., & BONET, D. G., (1980).** Significance tests and goodness of fit in the analysis of covariance structures. *Psychological Bulletin*, 88, 588-606.
- BRATT, R. G., & KEYES, L. C., (1998).** Challenges confronting nonprofit housing organizations' self-sufficiency programs. *Housing Policy Debate*, 9, 795-824.
- BÜYÜKÖZTÜRK, Ş., (2011).** Sosyal bilimler için veri analizi el kitabı. Ankara: Pegem Akademi yayınları.
- DAUGHERTY, R. H., & BARBER, G.M., (2001).** Self-sufficiency, ecology of work, and welfare reform. *Social Service Review*, 75(4), 662-675.

- ERDOĞMUŞ ZORVER, C., & KORKUT OWEN, F. ,(2011).** Kariyer Uyumu ve İyimserliği Ölçeğinin Geliştirilmesi. XI. Ulusal Psikolojik Danışmanlık ve Rehberlik Kongresi, 27 Eylül 2011, İzmir.
- FLEISCHER, W., (2001).** Extending ladders: Findings from Annie E. Casey foundation's jobs initiative. Baltimore, MD: Annie E. Casey Foundation.
- HAMEDOĞLU, M. A., AKIN, A., KAYA, M., SARIÇAM, H., GEDİKSİZ, E., ÖZDEMİR, E., & ÇITEMEL, N., (2012, December).** The validity and reliability of the Turkish version of the Employment Hope Scale (EHS). Paper presented at the International Chaos, Complexity and Leadership Symposium (ICCLS 2012), December, 20-22, Ankara, Turkey.
- HAVEMAN, R., & BERSHADKER, A., (1998).** Self-reliance as a poverty criterion: Trends in earnings-capacity poverty, 1975-1995. *American Economic Review*, 88, 343-347.
- HAWKINS, R. L., (2005).** From self-sufficiency to personal and family sustainability: A new paradigm for social policy. *Journal of Sociology and Social Welfare*, 32, 77-92.
- HERR, T., & WAGNER, S. L., (2003).** Self-efficacy as a welfare-to-work goal: Emphasizing both psychology and economics in program design. Chicago, IL: Project Match - Families in Transition Association.
- HONG, P. Y. P., SHERIFF, V. A., & NAEGER, S. R., (2009).** Bottom-up definition of self-sufficiency: Voices from low-income jobseekers. *Qualitative Social Work*, 8, 357-376.
- HONG, P. Y. P., POLANIN, J.R., & PIGOTT, T.D. (2012).** Validation of the Employment Hope Scale: Measuring Psychological Self-Sufficiency Among Low-Income Jobseekers. *Research on Social Work Practice*, 22(3), 323-332.
- HU, L. T., & BENTLER, P. M., (1999).** Cutoff criteria for fit indexes in covariance structural analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling*, 6, 1-55.
- JUNTUNEN, C. L., & WETTERSTEN, K. B. (2006).** Work hope: Development and initial validation of a measure. *Journal of Counseling Psychology*, 53, 94-106.
- KEMER, G., (2006).** The role of self-efficacy, hope, and anxiety in predicting university entrance examination scores of 11th grade students. Yayımlanmamış Yüksek Lisans Tezi, Orta Doğu Teknik Üniversitesi, Ankara.
- KLINE, P., (2000).** Handbook of psychological testing. London: Routledge.
- KUNZ, J., & KALIL, A., (1999).** Self-esteem, self-efficacy, and welfare use. *Social Work Research*, 23(2), 119-126.
- KUZUCU, Y. ,(2008).** Duygusal farkındalık düzeyi ölçeğinin uyarlanması: Geçerlik ve güvenirlik çalışmaları. Türk Psikolo-

- jik Danışma ve Rehberlik Dergisi, 3(29), 51-64.
- LEONARD, D. C., (2002).** Learning theories: A to Z. Westport, CT: Greenwood Press.
- LONG, D. A. ,(2001).** From support to self-sufficiency: How successful are programs in advancing the financial independence and well-being of welfare recipients? Evaluation and Program Planning, 24, 389-408.
- MULROY, E. A., & LAUBER, H., (2004).** A user-friendly approach to program evaluation and effective community interventions for families at risk of homelessness. Social Work, 49, 573-586.
- RAPPAPORT, J., (1987).** Terms of empowerment/exemplars of prevention: Toward a theory for community psychology. American Journal of Community Psychology, 15, 121–148.
- SHÇEK. (2011).** Sosyal ve Ekonomik Destek Yönetmeliği. <http://www.shcek.gov.tr/sosyal-hizmetler-ve-cocuk-esirgeme-kurumu-sosyal-ve-ekonomik-destek-yonetmeli.aspx>. Accessed 11 Dec 2012.
- SCHERMELLEH-ENGEL, K., & MOOSBRUGGER, H., (2003).** Evaluating the fit of structural equation models: Tests of significance and descriptive goodness-of-fit measures. Methods of Psychological Research Online, 8(2), 23-74.
- SÜMER, N., (2000).** Yapısal eşitlik modelleri: Temel kavramlar ve örnek uygulamalar. Türk Psikoloji Yazıları, 3(6), 49-74.
- ŞİMŞEK, Ö. F., (2007).** Yapısal Eşitlik Modellemesine Giriş: Temel İlkeler ve Lisrel Uygulamaları. Ekinoks Yayınları, Ankara.
- TABACHNICK, B. G., & FIDELL, L. S., (2007).** Using multivariate statistics(5th ed.). Boston, MA: Pearson.
- TUNCAY, T., & ERBAY E., (2006).** Sosyal Hizmetin Temel Hedefi: Sosyal Adalet. Toplum ve Sosyal Hizmet, 17(1), 53-70.
- YILMAZ, V., & ÇELİK, H. E., (2009).** Lisrel ile Yapısal Eşitlik Modellemesi-I: Temel Kavramlar, Uygulamalar, Programlama. Pegem Akademi Yayınları, Ankara.
- YAKUSHKO, O., & SOKOLOVA, O. ,(2010).** Work hope and influences of career development among Ukranian college students. Journal of Career Development, 36, 310-323.

İŞ UMUDU ÖLÇEĞİ (İÜÖ) TÜRKÇE FORMU: GEÇERLİK VE GÜVENİRLİK ÇALIŞMASI

Özet: Umut, geleceğe uyum sağlamak için bireye güç veren, gelecekle ve yaşadığı anla ilgilenmesini ve anlam bulmasını sağlayan, pozitif bakış açısı ve iyi oluşu destekleyen, başkalarıyla ilişkiyi sürdürmeye yardım eden dinamik bir güçtür (Kemer, 2006; Akt. Hamedoğlu ve diğerleri, 2012). İş umudu kavramı umut kavramından türetilmiş olmasına rağmen farklı manalar içermektedir. TUIK 2013 Ocak verilerine bakıldığında her 100 gençten 21'i işsizdir, yani bu gençler her an elde edilebilecek iş fırsatlarına paralel olarak iş umudu içinde yaşamlarına devam etmektedirler. Fakat Türkiye'de umut ile ilgili yapılmış çalışmalar incelendiğinde iş umudu ile ilgili bir ölçme aracına rastlanmamıştır. Bu çalışmanın amacı Hong, Polanin & Pigott (2012) tarafından geliştirilen İş Umudu Ölçeğini Türkçeye uyarlamak ve ölçeğin geçerlik ve güvenirlik analizlerini yapmaktır. **Yöntem:** Bu araştırma üç ayrı ilde, farklı okullarda görev yapan toplam 398 öğretmen üzerinde yürütülmüştür. Öğretmenler farklı branşlarda olup; yaşları 23 ile 43 yaş arasında değişmekte ve yaş ortalaması 32.3 olan öğretmenlerin 235'i (% 59) kadın ve 163'ü erkektir (% 41). **Kullanılan ölçme araçları:** Çalışmada veri toplamak amacıyla İş Umudu Ölçeği Türkçe formunun yanı sıra ölçüt (uyum) geçerliliği için Kariyer Uyum ve İyimserlik Ölçeği kullanılmıştır. Ayrıca demografik bilgilere ulaşmak için Kişisel Bilgi Formu dağıtılmıştır. (Career Adaptability and Optimism Scale): Kariyer Uyum ve İyimserlik Ölçeği, Erdoğan Zorver ve Korkut Owen (2011) tarafından geliştirilmiştir. Ölçüt bağıntılı geçerlik için Mesleki Sonuç Beklentisi Ölçeği kullanılmıştır. Kaiser-Meyer-Olkin (KMO) örneklem uygunluk katsayısı .95 Bartlett's sphericity test sonucu $\chi^2= 3274,47$ ($p< .00$, $sd= 153$) olarak bulunmuştur. Doğrulayıcı faktör analizi sonucu 18 maddeli ve tek faktörlü modelin uyum indeksi değerlerinin ($\chi^2= 357.76$, $sd= 135$, $RMSEA= .06$, $CFI= .93$, $GFI= .90$, $SRMR= .04$) olduğu gözlenmiştir. Madde faktör yükleri .59 ile .75 arasında sıralanmaktadır. Cronbach alpha iç tutarlık güvenirlik katsayısı .93 olarak hesaplanmış. Ölçüt bağıntılı geçerlik için Kariyer Uyum ve İyimserlik Ölçeği ile Mesleki Sonuç Beklentisi Ölçeği arasında ($r= .60$) ilişki bulunmuştur. Test tekrar test geçerlik katsayısı ise .85 olarak tespit edilmiş. Bu sonuçlara göre ölçeğin geçerli ve güvenilir bir ölçme aracı olduğu söylenebilir. **İşlem:** İş Umudu Ölçeğinin uyarlama çalışması için ölçeği geliştiren Philip Young P. HONG ile e-mail yoluyla iletişim kurulmuş ve ölçeğin uyarlanabileceğine ilişkin gerekli izin alınmıştır. Ölçeğin Türkçeye çevrilme süreci belli aşamalardan oluşmaktadır. Öncelikle ölçek İngiliz Dili ve Edebiyatı ve Filoloji bölümü mezunu 4

dil uzmanı tarafından Türkçeye çevrilmiş ve daha sonra bu Türkçe formlar tekrar İngilizceye çevrilerek İngilizce ve Türkçeyi bilen 17 kişiye uygulanarak iki form arasındaki tutarlılık incelenmiştir. Yine aynı öğretim üyeleri elde ettikleri Türkçe formlar üzerinde tartışarak anlam ve gramer açısından gerekli düzeltmeleri yapmış ve denemelik Türkçe form elde edilmiştir. Son aşamada bu form, psikolojik danışma ve rehberlik ve ölçme ve değerlendirme alanındaki 2 öğretim üyesine inceletilerek görüşleri doğrultusunda bazı değişiklikler yapılmıştır. Hazırlanan Türkçe form çoğaltılarak üniversite öğrencilerine gerekli açıklama yapıldıktan sonra uygulanmış ve formlar toplanarak, verilerin bilgisayar ortamına aktarılması sağlanmıştır. İş Umudu Ölçeğinin yapı geçerliği için elde edilen verilere doğrulayıcı faktör analizi (DFA) yapılmıştır. Bu çalışmada DFA kullanılmasının nedeni orijinal formun faktör yapısının MEB’de çalışan Türk öğretmenler üzerinde doğrulanıp doğrulanmadığını incelemektir (Büyüköztürk, 2010; Sümer, 2000; Şimşek, 2007; Yılmaz ve Çelik, 2009). Uyum indekslerinde genelde olduğu gibi GFI, CFI, NFI, RFI ve IFI için $> .90$, RMSEA $< .08$ ve SRMR için $< .05$ ölçüt olarak alınmıştır (Hu & Bentler, 1999). Ortalama ve toplam puanlar arasındaki ilişkileri tespit etmek için Pearson Momentler Korelasyon Analizi uygulanmıştır. İş Umudu Ölçeğinin geçerlik ve güvenilirlik analizleri için SPSS 17 ve LISREL 8.54 programları kullanılmıştır. **Bulgular:** Doğrulayıcı faktör analizi (DFA): Ölçeğin yapı geçerliliği için 398 öğretmenden elde edilen verilere uygulanan doğrulayıcı faktör analizinde iki boyutlu modelin uyum indeksi değerleri: ($\chi^2=215.29$, $sd=63$ $p=0.00$; RMSEA=.078, NFI=.95, NNFI=.95, CFI=.96, IFI=.96, RFI=.92, GFI=.93, AGFI=.88, ve SRMR=.040) olarak bulunmuştur. **Ölçüt geçerliliği:** Ölçeğin ölçüt geçerliği çalışmasında İş Umudu Ölçeği ile Kariyer Uyum ve İyimserlik Ölçeği arasında pozitif ($r= .37$) ilişki olduğu görülmüştür. **Güvenirlik:** İş Umudu Ölçeğinin Cronbach alfa iç tutarlık güvenilirlik katsayısı ölçeğin bütünü için .93, psikolojik güçlendirme alt boyutu için .85, amaç yönelimli yol alt boyutu için .90 olarak bulunmuştur. Ayrıca ölçeğin test-tekrar test güvenilirliği için ölçek 23 gün ara ile aynı çalışma grubundan 74 öğretmene tekrar uygulandığında, iki uygulama arasındaki korelasyon katsayısı .71 olarak bulunmuştur. **Madde analizi:** Yapılan analiz sonucunda ölçeğin düzeltilmiş madde-toplam korelasyonları 55 ile .78 arasında sıralanmaktadır. Ayrıca toplam puanlara göre belirlenmiş %27’lik alt ve üst grupların madde puanlarındaki farklara ilişkin t değerlerinin ise 8.29 ($p< .001$) ile 15.04 ($p< .001$) arasında değiştiği görülmüştür. **Tartışma ve Öneriler:** Çalışmanın genel amacı doğrultusunda İş Umudu Ölçeğinin geçerliği: Faktör analizi, ayırt edici geçerlik ve benzer ölçek geçerliği ile belirlenmiştir. Faktör analizi sonucunda ölçeğin iki boyutlu olarak uyum verdiği görülmüştür. Ayırt edici geçerlik çalışması sonucunda ölçekte yer alan 14 maddenin alt grupla üst grubu birbirinden anlamlı düzeyde ayırt ettiği görülmüştür. Benzer ölçek geçerliği (ölçüt geçerliği) çalışması sonucunda ise ölçeğin geçerli olduğu sonucuna varılmıştır. Bu üç geçerlik çalışmasından elde edilen sonuçlar, araştırma literatüründe önerilen ve kabul edilebilir aralıklar arasında bulunmaktadır (Büyüköztürk, 2011; Tabachnick and Fidell, 2007). İş Umudu Ölçeğinin güvenilirlik çalışmaları sonuçlarına bakıldığında ise Cronbach-alfa,

madde toplam korelasyonu katsayıları ile test-tekrar test yöntemiyle elde edilen korelasyon katsayılarının kabul edilebilir düzeyde olduğu görülmektedir. İş Umudu Ölçeğinin geçerlik ve güvenilirlik çalışmalarından elde edilen bulgular, Türkçe 'ye uyarlanan 11'li (“0” Kesinlikle Katılmıyorum; “5” Nötr; “10” Kesinlikle Katılıyorum) Likert puanlamaya sahip, 14 maddelik ölçeğin yetişkinlerin ve çalışanların iş umut düzeylerini geçerli ve güvenilir bir şekilde ölçmek amacıyla kullanılabileceğini göstermektedir.

Anahtar Kelimeler: İş umudu, geçerlik, güvenilirlik, faktör analizi

THE CLASSIFICATION OF TURKISH FOLK DANCES IN TERMS OF MOVEMENT

Kürşad GÜLBAYAZ

Dicle University Directör Of State Conservatory

Abstract: Turkish folk dances are classified from different aspects. These classifications have different characteristics. Some of them handle the subject from different aspects as well as some of them are movement-based. However, the truth is a movement-based classification. Because, the thing classified is movement and performance. Some of the researchers have not dealt with the Turkish folk dances in terms of type concept; there have been even ones who argue that they are not included in type concept. However, when the word “type” is analyzed, the fact that folk dances can be dealt with type concept emerges. In addition to this, there are even sub-types of these types. When the Turkish folk dances are classified, there have also been the ones who categorized according to the tools used in hands. However, the tools used in hands do not have an effect on the movement of the performance or do not make contribution to the movement of the performance. They are only used for the purposes of rhythm or decoration. For this reason, these tools’ being included in type scope must not be in question.

Keywords: Folklore, Turkish Folklore, Turkish Folk dance, Dance, Anatolian Dance

Various Classifications of Turkish Folk Dances

Some researchers classified Turkish folk dances by taking different points into account. Some of them are as follows.

Ahmet Cakir classified Turkish folk dances according to decimal system. According to performance place, music structure, the structure of the instruments, the names that they have, their subjects, the tools used, the tradition of folk dancing, the ways of performance, the number of performers (Cakir, 1989).

Turker Eroglu does not accept the classifications such as halay (a kind of anatolian folk dance), bar (a kind of anatolian

folk dance), horon (a kind of anatolian folk dance), yallı, hora (cyclic dance), which some researchers categorize as types since they are not appropriate for “type” definition scientifically. He argues that Metin And tells line dance and the tradition of dance performance by supporting his views. He also indicates that dances with spoon and greetings express the means and the form of the dance. He does not accept discriminations like halay region, bar region by stating “Dances as bar or zeibek (a kind of anatolian folk dance) are discovered in the performances of halay region.” Instead of these, he supports “decimal system” which is from decimal systems that emerged as a study result of Ministry of Culture and that Cakir wrote out for the first time.

Cemil Demirsipahi classified Turkish folk dances from different perspectives in his work named “Turkish Folk Dances” as being according to provinces, regions, the number of the performers, the gender of the performers, the speed, the objects used, people’s names, the names of the animals, the music types, the movement of the feet, local emigrants’ words, the place of the performance, the forms of the sequence, the names of the Turkish tribes, the religion, the lyrics, the foot rule, the instruments, discipline, the subjects.

Sadi Yaver Ataman categorized Turkish folk dances in his book named “100 Turkish Folk Dances” according to regions and as percentaged. He did the classification according to the regions as bar region, halay region, horon and sallama (swinging) (a kind of anatolian folk dance), zeybek – bengi – mengi – seymen (a kind of anatolian folk dance) region, kaşık (spoon) region.

Ataman, however, stated in his percentaged classification that he made by taking the performance types into account as % 30 halay, % 15 zeybek – swasbuckler – seymen – association dances, % 10 bar, % 9 dances with imitations and representative dances, % 8 horon and karşılama (greeting) (a kind of anatolian folk dance), % 7 hora dance, % 7 kırık (break) dances, % 4 dances with drum, the rest part of % 10, however, as the dances with guns and various means along with sportive dances and dances related with traditions, customs.

Sait Evliyaoglu and Serif Baykurt classified Turkish folk dances in their work named

“Turkish Folklore”, which they published together according to the number of the people who dance, gender, tools, regions and classifications under general names [halay, cyclic dance, horon (horom, horan), greeting, dances with spoon, yallı, zeibek, çiftetelli (a kind of anatolian solo folk dance)].

Goktan Ay categorized Turkish folk dances in his book named “Introduction to Folklore” according to geographic distribution (Central Anatolia, East Anatolia, Black Sea, Aegean, South-east Anatolia, Marmara and Thrace), the names of the dances, the forms of the dances, the types of the dances (halay, zeibek, horon, bar, spoon – bengi – mengi – güvende, greeting – cyclic dance).

I would like to catch your attention on this view related with the subject to look at where the habit of using spoon during dancing comes from: Spoon is a pure Turkish word. It is known that two plates and two spoons are used in the dance that is performed in the presence of Khans and called as “Khan Dance” (Ay, 1990).

Although a type or form named greeting with spoon has not been seen until today, such a classification was made in various contests of folk dances. The reason of this is that it is a name suggested to classify the dances of the provinces that lost their feature of belonging to a single type by being under the effect of many types of folk dances like especially Kocaeli, Sakarya, Bolu, Bilecik, Bursa (Özbilgin, 1995).

It is seen that the point that the people have taken into account until now is local people's traditions of using spoons while dancing. The spoon or another tool that is used during the performance is in no way connected to the step and movement composition of the local dances. The spoon used is only used for the purpose of the rhythm. It is for this reason that spoon usage does not have anything to do with the scope of type. If it is so, it will be necessary that we analyze the dances in which handkerchief is used in hand, the dances in which knife is used or the likes of them under a type.

We can say that all these classifications are correct in terms of their manner of approaching. Because in each approach, a different characteristic has been used as base and they have been classified in this direction. Well, when we ask the question of which one of these is more correct, which one is more scientific, the base that we should take into account must be movement and doing a classification accordingly.

Mehmet Ocal Ozbilgin classified Turkish folk dances in his postgraduate thesis in the scope of type as halay, horon, bar, zeibek, greeting, cyclic dance, spoon dances, teke (goat) dances (a kind of Anatolian folk dance).

Nihal Otken analysed Turkish folk dances in her proficiency in arts thesis named "The Determination and Anatomic Analysis of the Basic Movements Applied in Turkish Folk Dances" under five types as being bar, halay, greeting, zeibek and horon.

When five types in Turkish folk dances are examined by considering movement characteristics in body parts, dance forms, dance directions and rhythmic structures, general characteristic of each type emerged. (Ötken, 2002).

Type Concept in Turkish Folk Dances

A lot of researchers, authors, educators and academicians have classified Turkish folk dances until today. Some of these accepted Turkish folk dances as type, some of them mentioned sub-types, some of them, however, did not accept them as types. As a result, the classification of Turkish folk dances has not been able to be solved.

In the first place, it is necessary to see if Turkish folk dances can be analysed in the scope of type or not. Because of this, then, the definition of the word "type" must be searched. A lot of people and institutions have explained. As its lexical meaning "type": "Kind, sort. All of the individuals who have common characteristics, classes where the sorts are separated. Logical concept which is a unit in itself and beyond which concept of kind appears." (Turkish Language Agency, 1998), (www.tdk.gov.tr 2010).

"Common characteristic that determines the type which is identical to a group taking part in a total of objects or assets of the same kind. It is used for a thing that indicates a type becoming evident with any of its qualifications in a group of objects or assets of the same kind." (Great Larousse Dictionary and Encyclopedia, 1986).

What we understood from the encyclopaedical definitions is that it is necessary one thing has common characteristics and sub-categories, sub-branches in itself for it to become a type. In this respect, to analyse the Turkish folk dances in the scope of type will be quite correct and appropriate. After this step, then, it is essential to make the definition of type in Turkish folk dances that advance rapidly in the direction of being a discipline from now on and to classify in this way also after this.

From my point of view, when type in folk dances is mentioned, “the dances that have association such as figure, movement, style, attitude, rhythm becoming dense in a definite area-region” must be understood.

In this respect, while the classification of Turkish folk dances is made, making only a movement-based classification will be the most accurate. Because what we categorize is dance. Dance is composed of movements. Naturally, a classification that is not set on the basis of movement will be wrong.

Turkish Folk Dances According to the Types

Turkish folk dances are categorized under five main types in terms of movement in the scale of Turkey. These main types are, however, are those according to the names that people use:

1. Bar
2. Halay
3. Horon
4. Karşılama

5. Zeybek

These are main types and, moreover, each type is divided into sub-branches in itself and these are called “sub-types” then. For instance, Zeibek dances can be divided into sub-types as slow zeibek, quick zeibek, goat zeibek; bar dances as closed-bar, open-bar, men’s bar, women’s bar.

1. BAR (A KIND OF ANATOLIAN FOLK DANCE)

We can say those about bars as a result of step and movement analysis: They are dances in which the movements are made from hips, knees and claws by generally holding the upper part of the body stable, which seem hard but which are performed elastically. The hands are used by taking another’s hand between fingers like a comb (bar and halay holding), by holding the shoulders, the little fingers or independently. Although the men and the women dance separately, it is seen that they dance together even if it is rare. Women’s bars are with ballad, men’s bars are without ballad. They are grouped as being open bar, closed bar, men’s bar, women’s bar. It is performed alone, with two people or as a group. We can give Kosarma, Kiz Sevda (Girl’s Love) and Davul Bari (Drum Bar) as examples for bars that a person performs ; and Cesme Basi, Cerkez Bari (Circassian Bar), Karabag (Karabakh), Durna Bari (Crane Bar), Itfadiye, Hancer Bari (Dagger Bar) and Ispir Sallamasi (Ispir Swinging) as examples for bars that two people perform. Traditionally, men’s bar are performed in open area, women’s bar are performed in closed area. Generally,

drum, clarion, a small oboe, bittern, bagpipe, clarinet, accordion, tabourin, and tambourine accompany bars. Besides densely in East Anatolia and Northeast Anatolia Region, it is also performed partially in Eastern Black Sea, Central Black Sea and Central anatolia regions.

2. HALAY (A KIND OF ANATOLIAN FOLK DANCE)

It will be correct to divide halay into sub-types as halay of Central Anatolia, halay of Eastern Anatolia and halay of Southeastern Anatolia in consideration of their step, movement, music and rhythmic structures.

In Central Anatolia Halay, movements are performed softly, the heavy parts are performed on the sole, the quick parts are performed on the law, anyone of the team does not have solo dance performance and arm usage is aesthetic like arm usage in whirling. The parts and the melodic structure is rich in performances. The melody and rhythm of each part are generally different. In halay of East Anatolia, the movements are performed on sole, hard, flexibly from knees and by shaking the shoulders up and down, the head and the one at the end of the team can dance solo. Solo can be done also with a drummer. In halay of Southest Anatolia, movements are performed on sole, flexibly on claws, flexibly from knees, by shaking the shoulders front-backward, the head and the one at the end of the team can dance solo. Solo can be done also with drummer and the one playing clarion.

The hands in halay are used by holding the little fingers, the shoulders, with hands between fingers like a comb (bar and halay), holding crossbar in front and at the back, akimbo or independently. It can be danced as women, men and mixed, with or without ballad. Generally, drum, clarion, a small oboe, zambır, instrument with three double strings, end-blown flute, clarinet, taborine, tabourin and tambourine accompany halay or they are performed without a stringed instrument. They are performed alone, with two people or as a group. In also halay that one person or two people perform, it is necessary that there are dancers who continue the dance at the back quiescently or who beat time generally with hands by waiting on foot fixedly or sedentary.

We can give Meryem, Simsim, Kama Oyunu (Dagger Dance), Kasap Oyunu (Butcher's dance), as examples besides all solo movements for halay that one person or two people dance. Besides densely in Central Anatolia, Eastern Anatolia and South-eastern Anatolia regions, they are also performed partially in Central Anatolia, Central and Eastern Black Sea, West Mediterranean Regions.

Even though it has been said that halay has 2, 3 and 4 parts until now, there are also halays with one part and 5 parts besides these. We can give Tokat Yellow Girl (Tokat Sari Kiz), Diyarbakir Delile as examples for halay with one part; we can, however, give halay of Sivas as an example for halay with five parts.

3. HORON (A KIND OF ANATOLIAN FOLK DANCE)

We can generally say those about horon by taking step and movement structures into account: Movements are made generally by using sole and the feet come down to earth hard. The whole body is used by being vibrated with knees moving to front and backward, by shaking the shoulders, waist and arms, by throwing the feet forward sharply. As being men and women separately, it is also performed in mixed way. Men's dances are hard and rapid, women's dances are, however, soft. Mixed dances are not so hard as men's dances and not so soft as women's dances. The hands are used by holding little fingers, like the holding of horon and independently. Generally, drum, clarion, kemanca, a small oboe, bagpipe, accordion, instruments with three double strings, and end-blown flute accompany horon. They are performed alone, with two people or as a group, with or without lyrics. In also horon that a person or two people perform, it is necessary that there are dancers who continue the performance at the back quiescently. We can give Knife Horon Dance as an example for horon that a person or two people perform besides all solo movements that are not used much nowadays. It is performed partially in Northeastern Anatolia and northern parts of Central Anatolia besides densely in Eastern and Central Black Sea Regions.

4. KARŞILAMA (A KIND OF ANATOLIAN FOLK DANCE)

We can generally say those about greetings by taking step and movement structure into account: The feet are used by pulling them upwards, from heel to sole, by setting foot with heel-claw, scating from knees and flexible on claws. The body is used softly, quickly and flexibly. It is performed with women, men and mixed. Men's dances are slower and more magnificent, women's dances are more active. Generally, spoons in hands are used in greetings of regions except Thrace region. They are performed alone, with two people or as a group, with or without lyrics. The hands are used by holding little fingers, shoulders, belt, with the holding of horon and independently. Generally, drum, clarion, clarinet, reed, bagpipe, violin bow, recorder, violin, nail kemanca, four-stringed kemanca, tamboura, instrument with three double strings, end-blown flute, taborine, arms drum, tong with cymbal, cymbal accompany greetings. It is performed densely in Thrace, Marmara, Mediterranean, West Black Sea Regions, the west and South parts of Central Anatolia Region and partially in Aegean Region.

5. ZEYBEK (A KIND OF ANATOLIAN FOLK DANCE)

We can generally say those about zeibeks as a result of movement analysis: The movements in slow zeibeks are slow, by setting foot on sole with heel, turning, walking by pulling the knees upward and bending the knee by hitting it onto the ground. Movements are faster in

quick zeibeks and goat dances, but the usage techniques of them are the same. Personal movement and movements with imitation are in the foreground. Spoon is used in hands in quich zeibeks. Not withstanding, the hands are generally used freely, by turning open, it is performed by holding little fingers and shoulders even it is rare. Although men and women dance seperately, it is seen that they also dance together even if it is rare. It is with and without ballad; it is performed alone, with two people and as a group. Generally, drum, clarion, clarinet, reed, instrument with three double strings, violin bow, end-blown flute, taborine, arms drum, mandolin with a metal body, cittern accompany zeibeks. Zeibeks are generally performed in Aegean and Mediterranean regions and partially in Marmara, Central Anatolia and west Black Sea regions.

Even if it is said that Zeibeks have not been performed except 9 – timed combined method (3+2+2+2) and (2+2+2+3) types until now, there are also two-timed, 4 – timed and 9 (3+3+3) – timed zeibeks. Mugla Cökertme for 4 – timed zeibek, Izmir Ah Bir Atas Ver, Canakkale Kaba Guvende for 9 (3+3+3) – timed zeibek can be given as examples.

CONCLUSIONS

It is correct to classify Turkish folk dances under types from the point of scientific aspects. When the classification of the Turkish Folk Dance is made, it is necessary to categorize based on movement. Nonetheless the other classifications are correct for their approach, they do not carry any scientific value.

Turkish Folk Dances can be divided into types such as Bar, Halay, Horon, Karşılama and Zeibek. There are sub-types under these types. The types must be seperated into subtypes in themselves.

Since the equipments that are used during the performance do not have an effect on movements, these must not be taken into account while the dances are divided into types or sub-types.

Education at license, post-graduate and doctorate level has been given in the field of Turkish folk dances in Turkey for years. It is necessary that the academicians who come from this field and who improved and proved themselves do this work from now on.

REFERENCES

- ATAMAN, S.Y., (1975).** “100 Türk Halk Oyunları” (100 Turkish Folk Dances), Tifdruk Mtb. (Tifdruk Pub.), İstanbul.
- AY, G., (1990).** “Folklora Giriş” (Introduction to Folklore), Pan Yay.(Pan Pub.), İstanbul.
- BAYBURT, Ş., EVLİYAĞLU, S., (1988).** “Türk Halk Bilimi” (Turkish Folklore), Ofset Röprodüksiyon Mtb. (Ofset Reproduction Pub.), Ankara.
- BÜYÜK LAROUSSE SÖZLÜK VE ANSİKLOPEDİSİ (GREAT LAROUSSE DICTIONARY AND ENCYCLOPEDIA), (1986).** Gelişim Yay. (Gelişim Pub.), İstanbul.

ÇAKIR, A., (1989). “Türk Halk Oyunlarının Tasnifi” (The Classification of Turkish Folk Dances), Milli Folklor Dergisi (National Folklore Journal), Cilt:3 (Binding:3), (Sayı:9), Ankara.

DEMİRSİPAHİ, C., (1975). “Türk Halk Oyunları” (Turkish Folk Dances), TTK Bas. (TTK Pub.), Ankara.

EROĞLU, T., (1995). “Doğu ve Güney Doğu Anadolu’da Halk Oyunları ve Halayların İncelenmesi” (The Analysis of Folk Dances and Halay in Eastern and Southeastern Anatolia), Kılıç Arslan Mtb. (Kılıç Arslan Pub.), Ankara.

GÜLBAYAZ, K., (2005). “Türk Halk Oyunlarının Hareket Açısından Değerlendirilmesi” (The Assessment of Turkish Folk Dances in terms of Movement), İTÜ. Sosyal Bilimler Enstitüsü Temel Bilimler Ana Sanat Dalı (ITU. Institution of Social Sciences Basic Sciences Department), Türk Türk Halk Müziği Sanatta Yeterlik Tezi (Turkish Folk Music Thesis of Proficiency in Arts), İstanbul.

TÜRK DİL KURUMU (TURKISH LANGUAGE AGENCY), (1998). “Türkçe Sözlük” (Turkish Dictionary), Türk Dil Kurumu Yay. (Turkish Language Agency Pub.), Ankara.

TÜRK DİL KURUMU (TURKISH LANGUAGE AGENCY), web site [http//www.tdk.gov.tr](http://www.tdk.gov.tr) 06.07.2013

ÖTKEN, N., (2002). “Türk Halk Oyunlarında Kullanılan Temel Hareketlerin Tespiti ve Anatomik Analizi” (The Determination and Anatomic Analysis of the Basic Movements Applied in Turkish Folk Dances), Sanatta Yeterlilik Tezi (Thesis of Proficiency In Arts), İTÜ. Sosyal Bilimleri Enstitüsü (ITU. Institution of Social Sciences), İstanbul.

ÖZBİLGİN, M.Ö., (1995). “Türk Halk Oyunlarında Tür ve Biçim Sorunu” (The Problem of Type and Form in Turkish Folk Dances), Yüksek Lisans Tezi (Postgraduate Thesis), E.Ü. Sosyal Bilimleri Enstitüsü (E.U. Institution of Social Sciences), İzmir.

TÜRK HALK OYUNLARININ HAREKET AÇISINDAN SINIFLANDIRILMASI

Özet: Türk halk oyunlarını bazı araştırmacılar farklı noktaları dikkate alarak tasnif etmişlerdir. Ahmet Çakır Türk halk oyunlarını 10’lu sisteme göre tasnif etmiştir. Oynanış yerine, müzik yapısına, çalgıların yapısına, aldıkları adlara, konusuna, kullanılan araçlara, oyun oynama geleneğine, oynanış biçimlerine, oyuncu sayısına göre. (Çakır, 1989) Türker Eroğlu bazı araştırmacıların tür olarak tasnif ettikleri halay, bar, horon, yallı, hora gibi tasnifleri, bilimsel olarak tür tanımına girmediği için kabul etmemektedir. Metin And’ın görüşlerini destekleyerek sıra oyununu ve oyun oynama geleneğini anlattığını savunmaktadır. Ayrıca kaşıklı oyunlar ve karşılaşmaların oyun aracı ve oyunun şeklini ifade ettiğini belirtmektedir. Cemil Demirsipahi Türk halk oyunlarını “Türk Halk Oyunları” isimli eserinde; illere göre, bölgelere göre, oyuncu sayısına göre, oyuncuların cinsiyetine göre, hıza göre, kullanılan eşyaya göre, kişi adlarına göre, hayvan adlarına göre, makamlara göre, ayak hareketlerine göre, yerli muhacir sözcüklerine göre, oynanan yere göre, diziliş şekillerine göre, Türk boylarının adlarına göre, dine göre, söze göre, ölçüye göre, çalgıya göre, sıkı düzene göre, konulara göre olmak üzere farklı açılardan tasnif etmiştir. Sadi Yaver Ataman Türk halk oyunlarını “100 Türk Halk Oyunu” isimli kitabında, bölgelere göre ve yüzdeleri olarak tasnif etmiştir. Bölgelere göre tasnifi; bar bölgesi, halay bölgesi, horon ve sallama, zeybek – bengi – mengi – seymen bölgesi, kaşık bölgesi şeklinde yapmıştır. Sait Evliyaoğlu ve Şerif Baykurt birlikte çıkardıkları “Türk Halk Bilimi” adlı eserlerinde Türk halk oyunlarını; oynayan kişi sayısına göre, cinsiyete göre, araçlara göre, bölgelere ve genel adlar altındaki gruplanışlarına göre yapmışlardır. Göktan Ay “Folklora Giriş” isimli kitabında Türk halk oyunlarını; coğrafik dağılıma göre, oyunların isimlerine göre, oyunların şekillerine göre, oyunların türüne göre tasnif etmiştir. Oyun esnasında kaşık kullanma alışkanlığının, nereden geldiğine bakmak için konuyla ilgili şu görüşe dikkatinizi çekmek isterim: Kaşık öztürkçe bir kelimedir. Orta Asya’da Hakanlar huzurunda oynanan ve adına “Hakan Oyunu” denilen oyunda iki tabak iki kaşık kullanıldığı bilinmektedir. (Ay, 1990) Kaşıklı karşılaşma diye bugüne kadar bir tür ya da biçim görülmemesine rağmen çeşitli halk oyunları yarışmalarında böyle bir tasnife gidilmiştir. Bunun sebebi ise özellikle Kocaeli, Sakarya, Bolu, Bilecik, Bursa gibi birçok Halk Oyunları türünün etkisinde kalarak tek bir türe mensup olma özelliğini kaybetmiş illerin oyunlarını sınıflandırabilmek için ortaya atılmış bir isimdir. (Özbilgin, 1995) Tüm bu tasniflere, yaklaşım açıları itibarı ile hepsi doğrudur diyebiliriz. Çünkü her yaklaşımda farklı bir özellik baz alınmış ve bunun doğrultusunda tasnif edilmiştir.

Peki, bunlardan hangisi daha doğrudur? Hangisi daha bilimseldir? Sorusunu sorduğumuzda dikkate almamız gereken esas kesinlikle hareket olmalıdır ve bu doğrultuda bir tasnif yapmaktır. Mehmet Öcal Özbilgin yüksek lisans tezinde Türk halk oyunlarını tür kapsamında halay, horon, bar, zeybek, karşılama, hora, kaşık oyunları, teke oyunları olarak tasnif etmiştir. Nihal Ötken “Türk Halk Oyunlarında Kullanılan Temel Hareketlerin Tespiti Ve Anatomik Analizi” isimli sanatta yeterlilik tezinde Türk halk oyunlarını bar, halay, karşılama, zeybek ve horon olmak üzere beş tür altında incelemiştir. Türk Halk Oyunlarındaki 5 tür, vücut bölümlerindeki hareket özellikleri, oyun formları, oyun yönleri ve ritmik yapıları göz önüne alınarak incelendiğinde her türün genel karakteristik özellikleri ortaya çıkmıştır. (Ötken, 2002) **Türk Halk Oyunlarında Tür Kavramı** : Günümüze kadar birçok araştırmacı, yazar, eğitimci ve akademisyen Türk halk oyunlarını tasnif etmişlerdir. Bunlardan bir kısmı Türk halk oyunlarını tür olarak kabul etmiş, bir kısmı alt türlerden bahsetmiş, bir kısmı ise tür olarak kabul etmemiştir. Sonuç olarak Türk halk oyunlarının sınıflandırması halen çözümlenememiştir. Öncelikle Türk halk oyunlarının tür kapsamında incelenip incelenemeyeceğine bakmak gerekir. Tür; “Çeşit, cins. Ortak özellikleri olan bireylerin tamamı, cinslerin ayrıldığı bölüm. Kendi içinde bir birim olan ve ötesinde cins kavramının bulunduğu mantıksal kavram.” (Türk Dil Kurumu, 1998) (www.tdk.gov.tr 2010) “Aynı cinsten nesnelere ya da varlıklar bütünü içinde yer alan bir grubu özdeş bir tipi belirleyen ortak özellik. Aynı cinsten nesnelere ya da varlıklar grubu herhangi bir niteliğiyle belirginleşen bir tipi belirten bir şey için kullanılır.” (Büyük Larousse Sözlük ve Ansiklopedisi, 1986) Ansiklopedik tanımlardan da anladığımız bir şeyin tür olabilmesi için kendi içinde ortak özellikleri ve altta da sınıflarının, alt dallarının olması gerekliliğidir. Bu açıdan Türk halk oyunlarını tür kapsamında incelemek gayet doğru ve yerinde olacaktır. Bana göre Türk halk oyunlarında tür denilince “belli bir yörede – bölgede yoğunlaşan figür, hareket, üslup, tavır, ritim gibi birlikteliği olan oyunlar” anlaşılmalıdır. Bu açıdan Türk halk oyunlarının tasnifi yapılırken sadece hareket bazlı bir tasnif yapmak en doğrusu olacaktır. Çünkü sınıflandırdığımız oyundur. Oyun da hareketlerden oluşmaktadır. Doğal olarak hareket temeline oturtulmayan bir sınıflama da yanlış olacaktır. **Türlere Göre Türk Halk Oyunları**: Türkiye ölçeğinde Türk Halk Oyunları hareket açısından beş ana tür altında toplanır: Bar, Halay, Horon, Karşılama, Zeybek: Bunlar ana türler olup her tür kendi içinde alt kollara ayrılmakta ve bunlara ise “alt türler” denilmektedir.

Anahtar Kelimeler: Folklor, Türk Folkloru, Türk Halk Oyunları, Türk Halk Dansları, Oyun, Dans

USE OF MATERIALS IN THE EDUCATION SYSTEM OF THE OTTOMAN EMPIRE THE EXAMPLE OF THE JOURNAL OF: ÇOCUK DOSTU

Mehmet ÖZDEMİR

Sakarya University

Abstract: According to the understanding of education in modern ages, the design and the use of materials are important for education to reach its particular aims. In spite of this fact, we see that in our history of education, sufficient researches and practices could not be done about the manufacturing and the use of materials. The aim of this article is to contribute to the illumination of the benighted parts of the educational activities about the use of materials in the late period of the Ottoman Empire. The period after the 1908 II.Meşrutiyet-Constitutional Monarchy- is of big importance and richness in terms of magazine publishing for children. This is one of the important journals of the period to 1914, once a week, but published 13 issues the journal of Çocuk Dostu journal. The journal which rather aimed to appeal to the pre-school children broke grounds about using materials in education. The journal of Çocuk Dostu is of a different importance for the period in which it was published; as it contributed to the material manufacturing and thus to the development of children's language, opinions and the manual skills apart from contributing to the necessity of using materials in education. It is aimed to enlighten an unknown period about the use of materials of our history of education with the results obtained.

Key words: Educational Technologies and the Use of Materials in the Ottoman Empire, Education and Technology in the Ottoman Empire, The History of Ottoman Education, The journal of Çocuk Dostu

1.Introduction

The term “Educational Technology” is the name of a new discipline that has begun to be used and discussed in the field of education since the second half of the 20th century. In Current Turkish Dictionary (2007) the word “technology” with a French origin is defined as: “1. *The knowledge of practice, the science of performance that contains the methods*

of manufacturing about a branch of industry; the tools, staff and the equipment used, and the forms of using these. 2. The equipment developed by the man to control and change the material environment of a person and all the knowledge about them.” In the same dictionary “Educational Technology”, called as “educational technology” in English, is described with the following sentences; “*The field of education which deals with the issues such*

(1) A child journal published in the Ottoman period. ÇOCUK DOSTU Müdür-İ Mesul; Tevfik Nureddin, S.3, 24 Nisan 1330 / 7 Mayıs 1914, Necm-İ İstikbal Matbaası, İstanbul

as the supplying and the organization of the classroom, test room and ateliers in order for the education theories and teaching programmes to find the possibility of practicing in the most effective and positive way; to render the educational surrounding to an effective position about communication; the manufacturing, use and development of the equipment and problems concerning these issues.” However, “educational technology” is described in the field of education as the process for education to reach its particular aims by the way of evaluating the results obtained by using smartly and artfully the accessible human power and the methods-techniques whose external sources are known, complying with a systematic planning based upon the researches and terms about the fields of learning and communication (Demirel, 2010).

In this field, when the descriptions of the education technology are analyzed (Gagne, 1987; Alkan, 1997; Çilenti, 1998; Ergin 1998; Rıza, 1997; Anglin, 1995), it is seen that our subject “material design and use” just forms a part-but a very important part- of the educational technologies. When considered from the point of practice, educational technologies are effective in producing materials, in the effective use of materials and evaluating the results (Molenda, 2003), they enhance the quality of learning, increase creativity and productivity (Rıza, 2002). As a matter of fact, researches show that teachers, by taking into consideration the interests and talents of the students, should use methods and materials which will motivate them (Ornstein&Lasley), and they emphasize that educational technology should

support education (Hawkins&Collins, 1992). Some of the means of education which Bruner (2009) called as “teaching helpers” are designed to represent to the student the material he/she cannot reach on his/her own in daily life. Such materials provide effective and lasting learning surroundings by addressing to more than one sense of the students. For instance, when especially supported with stimulators (sound, motion, etc.), the visual materials may be ultimately effective (Alım, 2007).

Teaching materials, when used according to the proper aims of the learning field;

1. Achieve multiple learning surroundings,
2. Help to meet the students’ individual needs,
3. Attract attention,
4. Make it easy to remember,
5. Reify abstract things,
6. Provide economy of time,
7. Provide the chance to observe safely,
8. Help to represent contents that are consistent with each other at different times,
9. Can be reused,
10. Make it easy to understand by simplifying the content (Yalın, 2003:82).

It is known that these technologies are used in language teaching with the two aims of “being a teaching source” and “as a means of support for education processes” (Freeman&Anderson, 2011).

In the last years a rapid increase and development is seen in the use of educational technologies in Turkish education system and academic studies about this subject. The study by Şimşek, Özdamar, Becit, Kılıçer, Akbulut, Yıldırım (2008) deal extensively with the current tendencies in educational technologies. However, it is seen that the researches made on the historical development of educational technologies is handled in the study of Saettler (1968) which is one of the few studies in this field. The historical development of educational technologies in Turkey is analyzed by Göktaş (2009). Unfortunately, it is a fact that in the History of Education in Turkey, the researches on the past of the educational technology and the use of materials are ultimately limited in numbers and content. In the few studies only a relation is set up between educational technologies and the reforms in the Ottoman period (Göktaş, 2009). By the way, in spite of the start of the use of the blackboards, dictionaries, inkwells, maps and globes on the grounds of the Assembly of National Education which was established in the year 1846 and the “regulations” it published are mentioned as “the first steps towards technology”, the example materials that have been forgotten among the pages of the periodicals which were published in the last periods of the Ottoman Empire could not have been attained. We can say that this subject is deficient as it requires interdisciplinary studies and the talent to read texts with old letters written in Ottoman Turkish. However, the guidance of the history is needed in order for the system of education in Turkey to be more fertile and

profitable and to take a step towards the future.

Educational technologies have been born first with the birth of the mankind, developed and came until today by passing through different phases (İşman, 2008:84). Alkan divides this development, which happens to range from simple to complex, into five main periods:

1. Pre-script, Script and Press
2. Visual and Auditory Devices
3. Individual, Mass and Global Education
4. Automatization
5. Cybernation (Alkan, 1997)

Although these processes have shown different developments in different communities, the whole humanity, in fact, survived until today by passing through the similar phases. We see this development in the educational technologies from simple to complex; in the process that develops starting from the Gokturk Epitaphs, which are the first written Turkish texts, to the Uighurs, the Karakhanids, the Seljukians, and from the Ottomans until the Turkish Republic. Yet, as we have mentioned above, the developments in these periods have not been subjected to a detailed analysis. Especially, the developments in the field of education after the acceptance of Islam by the Turks; and subjects about the methods and techniques with which people the Turks presented to the world civilization like Farabi, Harezmi, İbn-i Sina, Mevlana, Yunus Emre, etc. had grown up, are out of the scope of this

essay and yet they are subjects worth to be analyzed.

2. Education after the Second Constitutional Monarchy and Magazine Publishing

The period after the Second Constitutional Monarchy, established on July 10, 1324/ July 23, 1908; is very important for the History of Education in Turkey (Kodaman, 1980, Koçer, 1970). Thus, the activities under the names of reformation, reorganization and reform during the period of Reforms and Constitutional Monarchy have limited the role functions of the traditional system of education, institutions and the products of this system within the “state”. The period of Union and Progress and the period of Republic have quickened the making history of the classical system of education together with the body of all the values (Cihan, 2007:102). Unfortunately the “destructive and wearisome” results of the War of Tripoli, the Balkan Wars and the First World War which have marked the period of Second Constitutional Monarchy, have affected the child magazines (Okay, 2000:42). New arrangements were made about education specially after the full possession of the governance by the Committee of the Union and Progress. The executive construction was changed apart from the reorganization of the syllabi with “*Tedrisat-I İbtidaiyye Kanun-ı Muvakkati*”- Temporary Primary Law- which was accepted on November 6, 1913. Course books were rewritten and even the Turkish language teaching was made obligatory in primary schools (Aytekin, 1991:147). In spite of the wars and the hard condition of the state’s

finance, important strides were made in the area of education. For example, we see that “Student-centered- Constructivist Approach” which is on contemporary Turkey’s agenda for education today was tried to be practiced even in those years. The changes in the “teaching technique” area, which were started in the period of Constitutional Monarchy especially in the schools educating teachers, were extended to other schools. The method of “spelling” was put into practice in the courses of Turkish language and the letters of the alphabet were started to be taught with “tangible images”. Particularly, “the method of finding” and “the method of discovery” which served to think and deduce by one’s self by profiting from the methods of experiment and observation, the thesis named as “*Usûl-i Tekşîf*”- the method of explore- then, was defended (Oruç, 2006:xii). Journalism and magazine publishing which started in the 1860s, started to develop rapidly since then. As is known, the first published child magazine of the Ottoman period was “*Mümeyyiz*” (1869). Twenty child magazines had been published during the forty years from the first publication of *Mümeyyiz* in 1869 till 1908 (Okay, 1999:216). And the number of child magazines published between 1908 and 1918, in a period of ten years, is sixteen. This period named as the years of Constitutional Monarchy had been extremely fertile for the publication of child magazines. These magazines made progress about qualification apart from just fertility. We see that with the purpose of increasing the quality of learning and decreasing the cost of learning to the lowest levels, the manufacture

and use of materials were included in these magazines which were published with the aim of supporting organized education.

3. The Journal of “Çocuk *Dostu*”

The Journal of Çocuk *Dostu* attracts attention as a magazine that had been able to be released 13 issues between the dates of April 1, 1330/ April 14, 1914 and July 10, 1330/ July 23, 1914 (Okay, 1999:134), and which aims to address rather “pre-school” children. This journal, which started to its publication life as the sibling of the journal of Çocuk *Dünyası*-Child World-, appropriate to its target audience included pictures that would catch little children’s attention and be liked by them. It also continues this aim by including stories written with letters arranged in big fonts and composed of easy words. It tries to attract the attention of children with this method. After all, the connotation “It is the friend of teenyweeny children” just under the title, frankly states the target audience of the journal. Though all these positive qualifications, it could not have been long-termed like other magazines of the period due to the economic and social developments. It is seen that in the Journal of Çocuk *Dostu* which “protects the child with the perception of his/her social importance, and aims to develop him/her morally, culturally and socially” (Ceyhan2008:121); the studies about the manufacturing of the materials and their use in education are included. Çocuk *Dostu*, with this qualification, differs greatly from other magazines of the period. It is certainly important that the-

se subjects were included between pages of the journal of Çocuk *Dostu*; years before the “Educational Technologies and Material Development” lecture which is on the agenda of modern education today, and has been given at all departments of the Faculty of Education after the reorganization of these faculties (November 4, 1997). This is also the reason why it is the subject of this essay.

4. Materials Available in the Journal of Çocuk *Dostu*

The first two issues of the Journal of Çocuk *Dostu* consist of little stories. Thus, the journal started its publication life with a few deficiencies. But we see that the quality of the journal improves both as content and form after the third issue.

The third issue dated April 24, 1330/ May 7, 1914; starts with an illustrated article named “The Handcraft of Little Turgut”. After mentioning that Turgut who does not go to the school as he is little, is a “hardworking, kind-hearted, truthful” Turkish child, especially the fact “how much he loves the handcraft” is emphasized. It is mentioned that he even builds houses and bridges from woods in pieces; and runs a chemindefer by laying down irons. Turgut’s father who sees this interest of him one day brings “a sheaf of black coarse paper”, namely carton. There are examples about what he will do with them. Turgut does the images below by looking at them and cutting the black paper and then gluing them (Image 1).

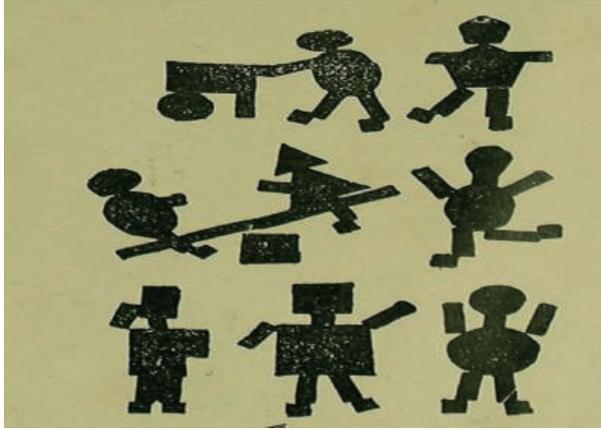


Image 1

When examined in detail; in the first row children working with a wheelbarrow, in the second row children playing on the teeterboard and in the third row children talking with each other are seen. The common point of these images is their being formed of geometric shapes and being simple for pre-school children to make with ease. The journal's choice of images which are not complex shows that the journal attaches importance to the pedagogical sentiments. Hence, apart from developing the handcrafts of children it is aimed to contribute to the development of cognitive abilities and the development of psychomotor abilities, that emerge from the co-work of mind and muscles and which occupy an important place in daily life, by making children do these images.

These images are easy for pre-school children to do by looking at the black carton images. The journal offers children, who do not yet go to the school, to do useful things at home by showing them the toys they can make by indicating them practically, by building their

capacity and thus it prepares them for the next school term.

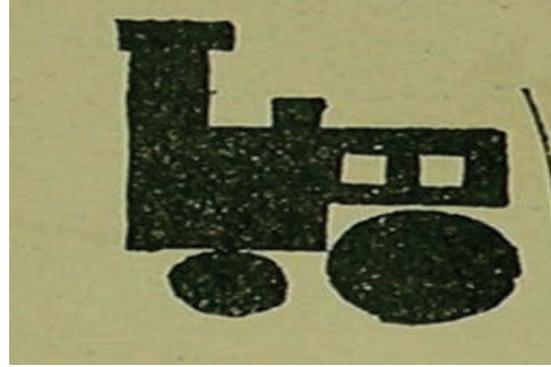


Image 2:

Nowadays, according to the “real to life” principle which is one of the principals in learning and teaching, the main reason of organization of the learning environment is to bring the real life into the classroom environment. But in the situations when real life cannot be reached, the closest models should be chosen. In this respect “chemindefer” namely the locomotive; another important image Turgut makes, is a model taken from the real life (Image 2). The child who learns to do this image will both improve his/her handcraft and implicitly realize the technology in progress and its advantages. For, the train was a new vehicle then that came into the Ottoman society recently. It is going to be more teaching for children to come across this vehicle as a toy in the pre-school period. This strategy of the Journal of Çocuk Dostu, also, is a practice close to the “real to life” principle of the material prepared for education.

Another image for pre-school children that we encounter in the journal is the figure of a child playing football (Image 3). This figure is also an image which will attract This choice shows that the activities in the journal were fictionalized according to the principle of “child relativity” by taking the interests and needs of children into consideration. From this standpoint, *MüdiriI Mes’ul Tevfik Nuraddin Bey-* Managing Director Mr. Tevfik Nurettin-and his staff need to be congratulated.

the attention of children. Because playing football is a game that will catch the attention of children from all times.

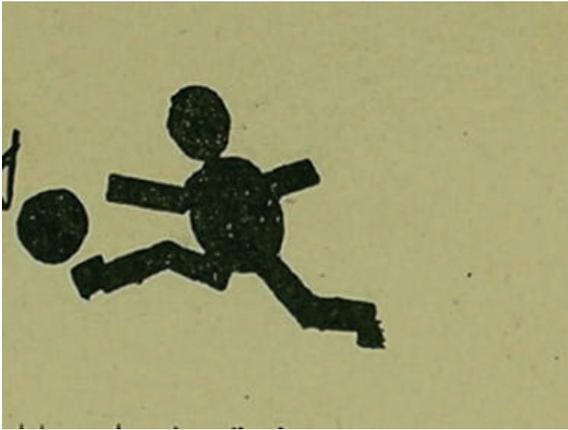


Image 3:

The images above, done by Turgut’s own hands, have been also associated with the play of Karagöz at the same time, the only source of entertainment for children then. As is known, Karagöz is a shadow play. As these images are also made up of shadows, they had been named “Turgut’s Karagöz” by the staff preparing the journal. Thus, also a reference to Karagöz play was made. This reference shows that the approach in our current system of education that exists in the understanding of constructivism is an appropriate approach for the learning of new information and the awakening of preliminary information. Thus, according to this understanding, a new learning happens in close contact with the previous ones (Senemoğlu, 2011).

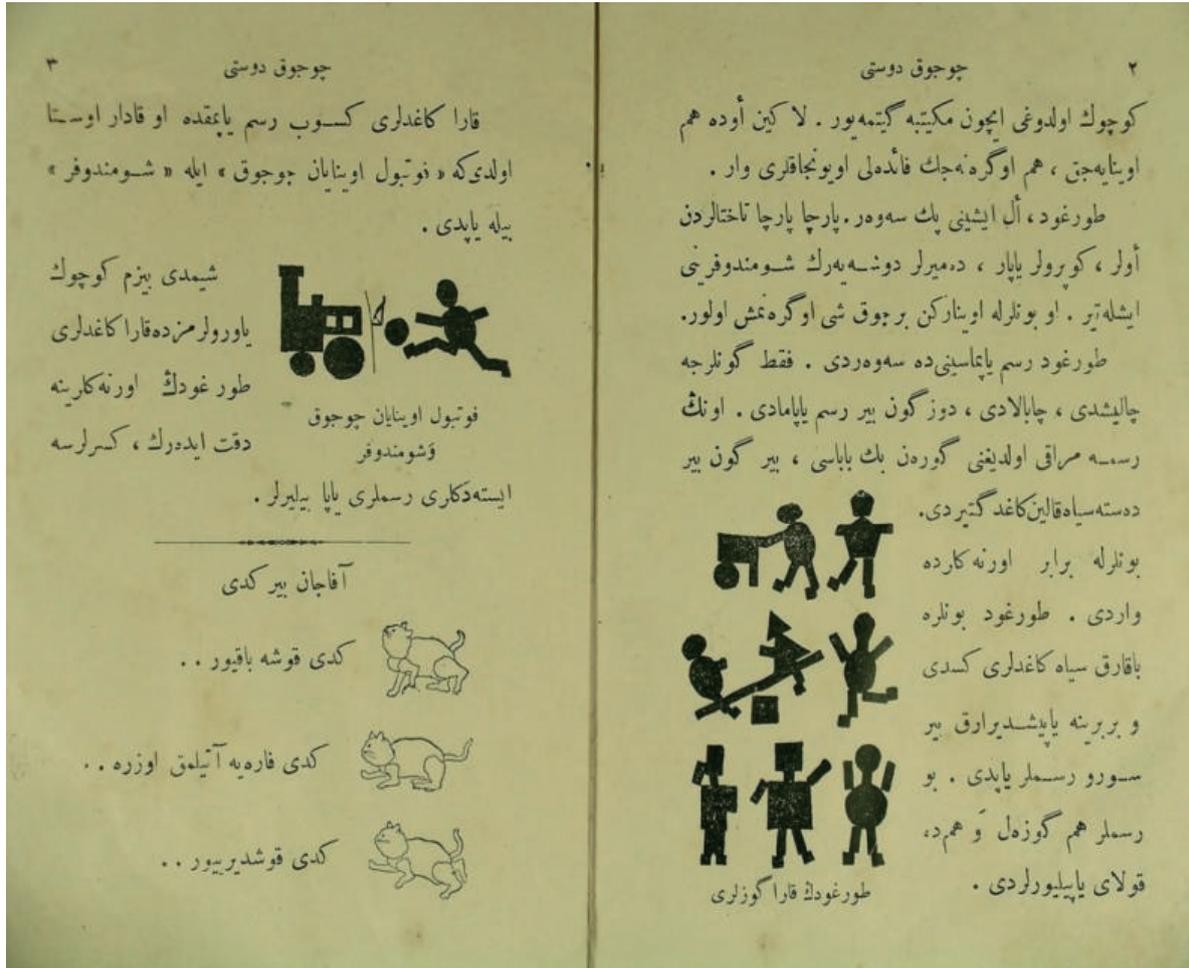


Image 4: An image from the Journal of ÇocukDostu. p.3

Another material whose manufacturing is shown in the Journal of Çocuk Dostu is given under the title of “A Naughty Cat”. In this practice, the manufacturing of the cat’s model is taught to children. After the image (Image 5) below is given in the journal, children are told how to make the model step by step. This practice also shows that the method of “having it done

by showing” which is used in our current system of education, was used in that period. The method of having it done by showing is a way of teaching first by showing and expla-

ining the practice of an activity, the operation of equipment and then by having the student make training and practice (Demirel and Şahinel, 2006).

It is seen at the same time that the material aimed to be taught in the journal is taught gradually from simple to complex according to our current education principles.

After introducing the cat with the sentences “Oh, this Tabby kitty! How intelligent, how naughty it is. It got rid of all the mice in the house.”; it is asked to the children whether

they want such a cat or not. Sure enough, as of no children who do not want to have this cat cannot be thought, the information below about the manufacturing of the cat is started to be given immediately:

“So, glue onto a carton the cat whose arms, tail, body and head stand apart in the

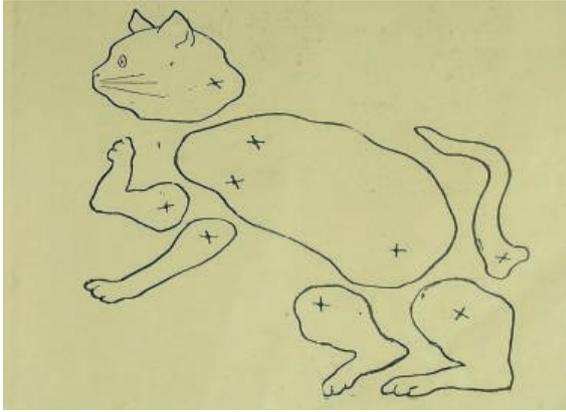


Image 5:

big picture and cut each separately. Pierce

them from the points marked with X and attach to each other.” (Çocuk Dostu, 1914:p.3, p.5) After explaining thus the manufacturing of the cat, a joke is made: “Yet, beware of its biting your hand while cutting. Do you ask how can a lifeless cat bite you? Well, it will not bite but the scissor will...” In this way, it is reminded to children to be careful during the manufacturing of the material.

After the manufacturing of the Naughty Cat is over, children are taught how to use this material. Various shapes are given to the cat which is adjoined by children from the places marked, and what do these shapes mean is asked. With this method, it is aimed to improve the children’s imagination, language develop-

ment and the ability to use Turkish. Examples are:

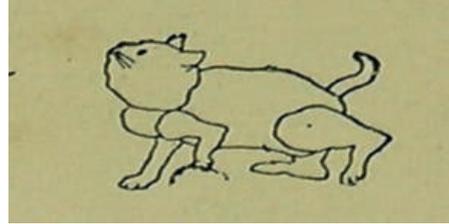


Image 6:

Opposite this shape, given by stirring from the places the parts join, it writes: “The cat looks at the bird...” (Image 6) Thus, children both form this sentence and imagine a cat looking at a bird.

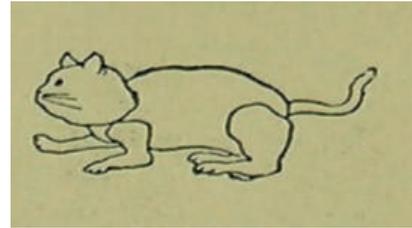


Image 7:

Opposite this image it writes: “The cat is about to jump on the mouse...” (Image 7)

Indeed, a cat about to catch a mouse is seen in the form given. A living picture that will be easily seen by children who will look at the image carefully is created. The handcraft abilities of children will develop with their forming of these shapes at the same time.

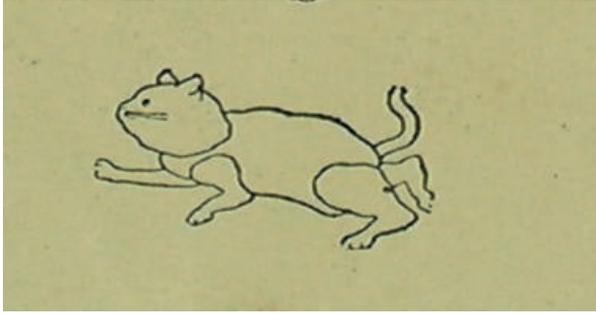


Image 8:

In this image a running cat is situated (Image 8) An image of a running cat is formed for children by shaping artfully the joint parts of the cat model. It is required from them to understand these images and create them with their own effort.

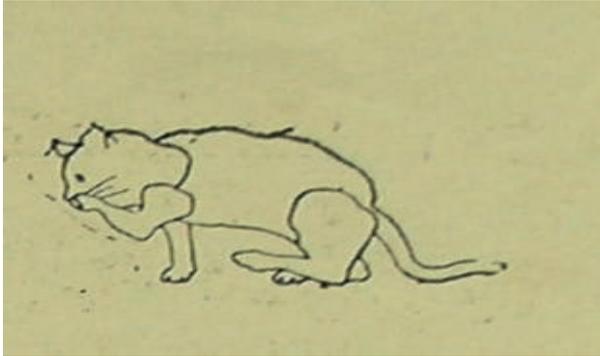


Image 9:

In this image a cat licking itself is animated. (Image 9) As this situation is also one of the most encountered ones, it is represented to the perception of children.

The last image of the Naughty Cat in the journal is the image of “a cat playing a game” (Image 10). As game and child are two inseparable concepts, it is tried to draw the attention of children by presenting such a situation in this image.

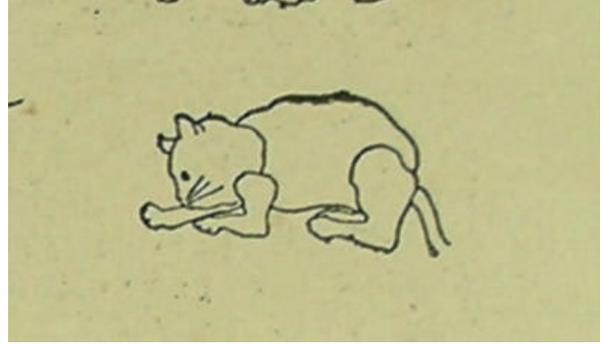


Image 10:

As is seen, in the Journal of Çocuk Dostu many activities are carried out via a toy material that has been made by children. It is aimed to have children recognize the life and animals, improve their language and the knowledge of vocabulary together with their manual skills. One of the fields of educational technology is the manufacturing and the use of materials. As the most general purpose of life is to “get individuals ready for life”; manufacturing and using materials through this process undoubtedly plays an important role at reaching it. We see that the Journal of Çocuk Dostu made great efforts to make this role come to life during the process of its publication.

Again in the same issue of the Journal of Çocuk Dostu, another material is included which can be done by children at home and played. This is also a means of game that can be easily done with the objects that can be found at home. This toy consists of a “sailing ship”, which has been done by turning upside down a four-legged table that can be found in every home, and then binding a piece of cloth between its legs (Image 11).

As it can be seen in the picture above, the material which consists of a table turned into a “sailing ship” by turning it upside down and binding pieces of clothes between its legs; has now turned into a big ship on which children can go to a world trip. These words are used in the journal for the five siblings consisting of three girls and two boys: “three sisters and two brothers have gone to a world trip by getting on a big ship. They have raised the flags, hoisted the sails.”



Image 11:

As it can be seen in the picture above, the material which consists of a table turned into a “sailing ship” by turning it upside down and binding pieces of clothes between its legs; has now turned into a big ship on which children can go to a world trip. These words are used in the journal for the five siblings consisting of three girls and two boys: “three sisters and two brothers have gone to a world trip by getting on a big ship. They have raised the flags, hoisted the sails.”

The ship captained by the biggest brother and steered by the smallest one, sails to the open

sea flying like a bird. But the ship is caught in a storm which comes out all of a sudden. The storm blows over after many disasters and fears and then it lands safely to America. Eventually, the voyage which started in the middle of a room at home reaches the trans-ocean America. Even the occurring of such a voyage can be argued when the conditions of the year 1914 are considered in a milieu where the War of Tripoli, the Balkan Wars and the First World War happens. However, the fact that this voyage, just like tales, started by children in the living room of a house in Istanbul reaches forth to America first and then to Australia, Asia and Africa; and then returns to the place it started in the first place requires a marvelous imagination and knowledge of geography. Thus, the Journal of Çocuk Dostu includes among its pages another successful example about “teaching”; by compelling the imaginations of pre-school children very much but doing this by using means of the fable genre, and using the doing-living “discovery method” in the atmosphere of a game. This story is finished with the classical sentence of our tales: “They saw that they have gone nowhere fast after being to so many places.”

Game, used in our current system of education, too, is the basis of the physical, cognitive, lingual, emotional and social development of children; it is participated by them willingly and with delight; it is a part of the real life and is stated as the most active process of learning (Dönmez, 1992); is used as a means of training in different phases of education yet especially in the period pre-school. It is seen

that the Journal of Çocuk Dostu benefits from this pedagogic means in that period, too.

The last example we are going to give from the 3rd issue of the Journal of ÇocukDostu has the title of “By the Milk”. In this text, with reference to the behavior of two cats portrayed by a milk pot; proverbs “At mealtime children should be the ones who get water” and “He, who gets up in anger sits down with a loss” are underlined.

In this image material that is used to underline the above proverbs; in response to the big cat who says “I am older than you, I am going to drink first”, there is a little cat saying “At mealtime children should be the ones who get milk. Do you get it?” (Image 12). “The pot is knocked down” as a result of the struggle between the two cats that fight badly and who only remember the proverbs which suit to their own purposes. In the end the ones who got up “in anger”, sat down “with a loss”. The text chosen for the children and backed up with successful drawings is included remarkably among the pages of the journal.

These drawings which take place in the Journal of Çocuk Dostu indicate to the caricatures used with educational purposes in the process of education in our time. Researches about the use of caricatures particularly in language teaching show that they redound a sense of humor to the students and develop their abilities of critical thinking, creative thinking, etc.



Image 12:

5. Conclusion and Proposals

The Journal of Çocuk Dostu is a journal which reunited with its readers in years 1914-1915, at a time when the densest and the most important events of Turkish history happened, a world empire fell, and the foundation of a new state was tried to be laid. It catches the attention as an important difference for the journal and its directors to give priority to the education of children, to choose pre-school children as the target audience and encourage the manufacturing and use of the materials at a time when the Ottoman Empire is in a struggle of existence. Developing students' knowledge of language and vocabulary by using a set of materials, making practices which will reveal their manual skills and other abilities, is seen as the most significant qualification of the Journal of Çocuk Dostu. Today we see the importance of the manufacturing and the use of materials in education activities and making use of the educational technologies. The Journal of Çocuk Dostu, which taught the manufacturing of the materials and how to use them to pre-school children almost

eighty years before, and which while doing this considered child psychology and reality in the child, is a journal worth to be analyzed. It is beyond any doubt that these results we reached by analyzing only a few issues will flourish when the journal will be analyzed as a whole.

It is necessary to reveal these experiences, which belong to our recent past, in order to maintain the current education activities on a sound ground, take advantage of historical experiences and provide historical sustainability. We, especially, know that in the chaos of the Second Constitutional Monarchy, hundreds of large and small journals were published. As the treasures and reservoir of a period is hidden in these journals, it is seen as a necessity to increase the inter-disciplinary studies especially in the Faculties of Education at the degrees of Bachelor's, Master's and PhD. The researchers, departments and department chairs at the fields of both pedagogics and social science have responsibilities about this subject.

REFERENCES

- ALIM, M., (2007).** The Importance Of Teaching Technologies and Material Development Course and Suggestion on The Teaching Process. Eastern Geographical Review, Çizgi Kitabevi, 243-262.
- ALKAN, C., (1997).** Eğitim Teknolojisi, Anı Yayınevi, Ankara.
- ANGLİN, G.J., (1995).** Instructional Technology: Past, Present and Future, Libraries Unlimited Inc. USA.
- AYTEKİN, H.W., (1991).** İttihat Ve Terakki Dönemi Eğitim Yönetimi, Gazi Üniv. Yay., Ankara.
- BRUNER, J., (2009).** Eğitim Süreci, Çeviri: Talip Öztürk, Pegama Yayıncılık, Ankara.
- CEYHAN, C.O., (2008).** “Eski Harfli Bir Çocuk Dergisi: Çocuk Dostu”, Türkoloji Kültürü, 1(1). 121 – 125.
- CİHAN, A., (2007).** Osmanlı’da Eğitim, 3F Yayınevi, İstanbul.
- ÇİLENTİ, K., (1998).** Eğitim Teknolojisi Ve Öğretim, Gül Yay., Ankara.
- DEMİREL, Ö., (1993).** Eğitim Terimleri Sözlüğü, Usem Yay., Ankara.
- DEMİREL, Ö., (2010).** Eğitim Sözlüğü, Pegama Yayıncılık, Ankara.
- DEMİREL, Ö.&ŞAHİNEL, M. (2006).** Türkçe Öğretimi, Pegama Yayıncılık, Ankara.
- DÖNMEZ, N.B. (1992).** Üniversitede Çocuk Gelişimi ve Eğitimi Bölümü ve Kız Meslek Lisesi Öğrencileri İçin Oyun Kitabı, İstanbul, Bayrak Matbaası.
- ERGİN, A., (1998).** Öğretim Teknolojisi Ve İletişim, Anı Yay., Ankara.
- FREEMAN, D.L. &ANDERSON, M., (2011).** Techniques and Principles in Language Teaching, Oxford University Press.

- GAGNE, R.M., (1987).** Instructional Technology: Foundations, Lawrence Erlbaum Associates, Publishers, Hillsdak, New Jersey, USA.
- GÖKTAŞ, Y., NURAY, T.G., KAROĞLU, A., ÇAĞILTAY, K. (2009).** Öğretim Teknolojilerinin Osmanlı İmparatorluğu Dönemindeki Tarihi Gelişimi, Gazi Üniversitesi Endüstriyel Sanatlar Eğitim Fakültesi Dergisi, 24, 81-92.
- GÜNCEL TÜRKÇE SÖZLÜK (2007).** TDK, Ankara.
- HAWKINS, J.& COLLINS, A., (1992).** Design-Experiments For Infusing Technology into Learning, Educational Technology, 32(9), 63-67.
- KOÇER, H.A., (1970).** Türkiye’de Modern Eğitimin Doğuşu ve Gelişimi 1773 -1923, MEB, İstanbul.
- KODAMAN, B., (1980).** Abdülhamit Devri Eğitim Sistemi, İstanbul.
- MOLEND, M., (2003).** Instructional Technology, Submitted for Publication in A. Kovalchick& K. Dawson, Ed’s, *Educational Technology: An Encyclopedia*, Copyright Abc-Clio, Santa Barbara.
- OKAY, C., (1999).** Eski Harfli Çocuk Dergileri, Kitabevi Yay., İstanbul.
- OKAY, C., (2000).** Meşrutiyet Çocukları, Bordo Yay., İstanbul.
- ORNSTEİN, A.C.& LASLEY, T.J., (2000).** Strategies for Effective Teaching, New York: Mcgraw Hill.
- RIZA, E., (2002).** Brain Activities and Educational Technology, The Turkish Online Journal of Educational Technology, 1(1), 3-7.
- SAETTLER, P., (1968).** A History of Instructional Technology, Mcgraw-Hill Book Company, 330 W.42nd St., New York.
- SENEMOĞLU, N., (2011).** Gelişim Öğrenme ve Öğretim, Pegama Yayıncılık, Ankara.
- ŞAHİN, O.&, KIRPIK, G., (2006).** Osmanlı’da Modern Öğretim, Strateji, Yöntem ve Teknikleri, Gazi Kitabevi, Ankara.
- ŞİMŞEK, A., ÖZDAMAR, N., BECİT, G., KILIÇER, K., AKBULUT, Y. ve YILDIRIM, Y., (2008).** Türkiye’deki Eğitim Teknolojisi Araştırmalarında Güncel Eğilimler, *Selçuk Üniversitesi Sosyal Bilimler Dergisi*, 19, 439-458.
- TAHİR, R.E., (1997).** Eğitim Teknolojisi Uygulamaları, Anadolu Matbaası, İzmir.
- YALIN, H.İ., (2003).** Öğretim Teknolojileri Ve Materyal Geliştirme, 8. Baskı, Nobel Yayın Dağıtım, Ankara.

OSMANLI DEVLETİ EĞİTİM SİSTEMİNDE MATERYAL KULLANIMI: “ÇOCUK DOSTU” DERGİSİ ÖRNEĞİ

Özet: Eğitim alanında son yüzyılın ikinci yarısından itibaren bütün dünyada olduğu gibi ülkemizde de materyal tasarımı, yapımı ve kullanımı önem kazanmıştır. Çünkü eğitim ve öğretimin önceden belirlenmiş hedeflerine ulaşmada materyal kullanmak büyük kolaylık sağlamaktadır. Özellikle Eğitim Fakültelerinin yeniden yapılandırılmasından sonra (Kasım 1997), bütün bölümlere zorunlu olarak açılan “Öğretim Teknolojileri ve Materyal Tasarımı” dersi bu konudaki eksikliklerin giderilmesinde önemli ölçüde etkili olmuştur. Ancak bütün bu faydalı gelişmelere rağmen, Türk Eğitim Tarihi içinde materyal yapımı ve kullanımı ile ilgili yeterli araştırma ve çalışmaların yapılamadığını görüyoruz. Bu makalenin amacı, Osmanlı Devleti’nin son dönemine ait materyal kullanımı konusundaki eğitim faaliyetlerinin karanlıkta kalan bir bölümünün aydınlanmasına katkıda bulunmaktır. 1908 Meşrutiyeti sonrası, çocuk dergiciliği açısından son derece önem ve zenginlik taşımaktadır. Çünkü bu dönemde diğer periyodiklerin yanında, her yaş grubundaki çocuklara yönelik çıkarılan dergi sayısında önemli bir artış gözlenmektedir. Bu dönemin önemli dergilerinden biri de 1914’te haftada bir defa olmak üzere ancak 13 sayı çıkartılabilen Çocuk Dostu dergisidir. Çocuk Dünyası dergisinin “kardeşi” olarak yayın hayatına başlayan bu dergi, hedef kitlesine uygun olarak küçük çocukların ilgisini çekecek, onların hoşlanacağı resimlere yer verir. Bu dergide, materyal yapımı ve eğitimde kullanımı ile ilgili çalışmalara yer verildiği de görülmektedir. Çocuk Dostu bu özelliği ile de dönemin diğer dergilerinden önemli bir farklılık taşımaktadır. Ayrıca büyük puntolarla dizilmiş harflerle yazılan ve basit kelimelerden oluşan hikâyelere yer vererek bu amacını gerçekleştirmeye devam eder. Bu yöntemlerle çocukların ilgisini çekmeye çalışır. Zaten başlığın hemen altında yer alan “Mini mini çocukların arkadaşısıdır” ifadesi, derginin hedef kitlesini açıkça ifade etmektedir. Bütün bu olumlu özelliklerine rağmen, ne yazık ki o da dönemin diğer dergileri gibi ekonomik ve siyasi gelişmelerden dolayı uzun soluklu olamamıştır. Daha ziyade okul öncesi çocuklarına hitap etmeyi amaçlayan bu dergi öğretimde materyal kullanma konusunda da ilklere imza atmıştır. Çocuk Dostu dergisi, öğretimde materyal kullanmanın gerekliliği dışında, materyal yapımı ve bu sayede çocukların dil, düşünce, hayâl ve el becerilerinin gelişimine de katkıda bulunduğundan yayımlandığı dönemde farklı bir önem taşımaktadır. Ayrıca çocuklara kendi elleri ile yaptırılan materyaller kullanılarak, onların cümle kurmaları sağlanmış ve böylece ana dillerini

kullanma becerilerinin geliştirilmesi hedeflenmiştir. Bu bakımdan çalışmamızın konusunu ve kapsamını Çocuk Dostu dergisi oluşturmaktadır. Bu dergide araştırmamıza konu olan özellikler kendi şartları içinde ve olduğu gibi günümüz Türkçesine kazandırılarak tanımlanmıştır. Çalışma verilerinin toplanması, kaynakları bulma, günümüz Türkçesine ve Lâtin alfabesine aktarma, okuma not alma ve değerlendirme işlemlerini kapsadığından belge tarama yöntemi ile gerçekleştirilmiştir. Çalışma materyallerinden elde edilen bilgiler betimsel analiz ile gözler önüne serilmiştir. Makalemizde değerlendirilen veriler nitel araştırma tekniklerinden tarama modeli ile elde edilmiş ve sonuçta önemli bulgulara ulaşılmıştır. Derginin 3. sayısında yer alan “Küçük Turgut’un El İşleri” başlıklı resimli bir yazıda, daha küçük olduğu için okula gitmediği ifade edilen Küçük Turgut’un “çalışkan, iyi yürekli, doğru sözlü” bir Türk çocuğu olduğu ifade edildikten sonra onun özellikle “el işini pek sevdiği” vurgulanır. Hatta parça parça tahtalardan evler, köprüler yaptığından, demir döşeyerek “şimendifer” işlettiğinden bahsedilir. Bu durum derginin daha o yıllarda, modern eğitim sistemlerinde karşımıza çıkan “eğitimde çocukların yeteneklerini ortaya çıkarma ve geliştirme” ilkesine dikkat çektiğini ortaya koymaktadır. Bunun dışında çalışmada elde edilen şu sonuçlar dikkat çekicidir: Çocukların okul öncesi bir dönemde, oyuncak olarak da olsa tren/şimendifer ile karşılaşmış olmaları daha öğretici olacaktır. Çocuk Dostu dergisinin bu stratejisi de eğitim-öğretim açısından hazırlanan materyalin “hayata yakınlık” ilkesine uygun olan bir uygulamadır. Dergide kullanılan “futbol oynayan çocuk” figürü de başarılı bir şekilde seçilmiştir. Çünkü futbol oynamak bütün zamanların çocuklarının ilgisini çekecek bir oyundur. Dolayısı ile sevdikleri bir oyun resmi ile el becerilerini geliştirmek ustaca düşünülmüş bir seçimdir. Karagöz figürünün seçiminde de aynı başarı gösterilmiştir. Bu seçimler dergide yer alan etkinliklerin “çocuğa görelilik” ilkesine uygun olarak çocukların ilgi ve ihtiyaçları göz önünde bulundurularak kurgulandığını göstermektedir. “Afacan Bir Kedi” başlığı altında ele alınan konuda da benzer bir yöntemin kullanılmış olması, günümüz eğitimcilerine ve planlamacılarına da yol göstermektedir. Dergide ayrıca, günümüz eğitim sisteminde de kullanılan “oyun” yöntemine yer verilmiş olması dikkat çekicidir. Ters çevrilmiş ve ayaklarına bağlanan kumaş parçaları ile “Yelkenli Gemi” haline getirilmiş basit bir masadan ibaret olan oyun materyali, çocukların dünya seyahatine çıkacakları büyük bir gemi haline getirilmiştir. Bu oyunda, üç kız ve iki erkek çocuktan oluşan beş kardeş için şu cümleler kullanılmıştır: “Üç hemşire ile iki birader, büyük bir gemiye binerek bütün dünyayı dolaşmaya çıktılar. Bayrakları çektiler, yelkenleri açtılar.” En büyük erkek kardeşin kaptanlık ettiği küçüğünün dümeni kullandığı bu gemi, kuş gibi uçarak engin denizlere açılır. Okul öncesi çocuklarının hayal dünyalarını bu kadar zorlayan ama bunu masal türünün imkânlarını kullanarak yapan Çocukların Dostu dergisi, oyun ortamında, yaparak - yaşayarak “buldurucu yöntemi” kullanarak “öğretim” konusunda başarılı bir örneğe daha böylece sayfalarında yer vermiş olur. Önerimiz, buraya bir kısmını aktardığımız bulgular göstermektedir ki Yeni Türk Edebiyatı sınırları içine giren II. Meşrutiyet yıllarında çıkan çocuk dergileri ve özellikle Çocuk Dostu dergisi, günümüz eğitim

ve öğretim faaliyetlerinin daha sağlam bir zeminde sürdürülebilmesi ve tarihi tecrübelerden yararlanılabilmesi, tarihi sürekliliğin sağlanabilmesi için eğitimde kullanılan materyaller açısından mutlaka incelenmelidir. Bizim yaptığımız bu konu ile ilgili ilk çalışmada eğitim tarihimizin materyal kullanımını açısından bilinmeyen bir dönemine ışık tutmaya çalışılmış, bundan sonra yapılacak çalışmalar için de yol açılmıştır. Bu konu disiplinler arası bir çalışma gerektirdiğinden hem eğitim bilimleri alanında, hem de sosyal bilimler alanındaki araştırmacılara, bölümlere ve bölüm başkanlıklarına lisans ve lisansüstü seviyelerde sorumluluklar düşmektedir.

Anahtar sözcükler: Osmanlı'da Öğretim Teknolojileri ve Materyal Kullanımı, Osmanlı'da Eğitim ve Teknoloji, Osmanlı Eğitim Tarihi, Çocuk Dostu Dergisi

THE MEDIATION EFFECT OF WORK / LIFE CONFLICT IN THE RELATIONSHIP OF WORK LOAD AND PERFORMANCE FEEDBACK WITH GENERAL LIFE SATISFACTION

Özlem İLHAN KAYALIBAĞ¹ Işık ÇİÇEK² Mithat KIYAK³

¹ Okan University, Institute of Social Sciences, Health Management Department,

² Okan University, Faculty of Economic and Administrative Sciences, Department of Business

³ Okan University, Faculty of Economic and Administrative Sciences, Health Management Department,

Abstract: The way in which the tools of retaining employees as a human resource function change bring to mind the question of what the other variables related to positive attitudinal desired changes in the organization are. General life satisfaction as one of the variables gains more importance in organizational framework. The aim of this research is to investigate the mediation effect of work/life conflict and life/work life conflict on the relationship work overload-general life satisfaction and performance feedback-general life satisfaction. 227 participants are selected considering occupational status and educational level via stratified sampling technique in a private hospital. Work Overload Scale developed by Peterson (1995), Job Diagnostic Survey developed by Oldham-Hackman (1980) to evaluate performance feedback, Work/Life Conflict Scale developed by Netemeyer (1996) and General life satisfaction scale developed by Diener vd. (1985) are utilized in this study. The mediation effects of work/life conflict on the relationship work overload-life satisfaction and on the relationship performance feedback from job itself-life satisfaction are demonstrated by utilizing multiple regression analysis and structural equation modeling (Lisrel).

Keywords: Work Overload, Performance Feedback, Work/Life Conflict, Life Satisfaction

INTRODUCTION

As the importance given to human health is increasing rapidly, the requirement of increasing the standard of nursing and treatment health service gain importance. One of the ways of achieving this aim is to increase research concerning the perceptions and evaluations of health workers oriented at working conditions. The environment in which the economical and trading borders of countries are removing and competitiveness is sharply increa-

sing highlight quality of service and products for organizations. Focusing manpower that is significant resource of organization and developing performance of employee are necessary to increase quality (Atlas and Çekmelioglu, 2006). General life satisfaction that is examined for relationship with performance is considered to improve the performance of employees. Life satisfaction is substantive element because it has relationship with job satisfaction. Therefore, the antecedents of general life satisfaction in organizational

context are investigated in various samplings. The relationship of general life satisfaction with organizational commitment, job performance, and turnover intention is found in one of the last studies (Erogan et al., 2011). Nevertheless, the life satisfaction surveys widely ignored the organizational context (Hakenen and Schaufeli, 2012).

In this respect, the aim of this research is to investigate mediation effect of employees' perception about work/life conflict on the relationship of work load and performance feedback with general life satisfaction in a sampling selected from health sector.

THEORETICAL FRAMEWORK

WORK LOAD, PERFORMANCE FEEDBACK, WORK/LIFE CONFLICT

Work load is generally described as various pressures that affect the worker's work performance and reactions. The work load is comprehended as the work that the individual is having more work than normal. The work load is an important variable for the worker. In other words, extreme work load is one of the most important factors which are the source of stress for work. Whether the work load is physical or mental the health, performance and productiveness of the worker are been effected. There is an opinion of that mental work load has a direct proportion with the sources that the task demands. Environmental work load is the workloads that come from work environment. The effects of harmful substances such as inconvinent temperature,

lighting, noise, vibration and dust can be considered as workloads (Orguc, 2009).

Performance feedback serving to develop the performance of workers and organizations is a process that evaluates the targets to what extent it is achieved.

Feedback is a degree of clear and direct information came from job itself about individual achievement. Job characteristics theory that Oldham and Hackman (1974) developed in the literature propose five basic job characteristics, one of which is performance feedback measured by means of feedback from job itself and from people (Hackman and Oldham, 1974; 1975, 1980). Feedback is defined as knowledge of approval (prohibit) the performance or behavior perceived and evaluated by other people. If performance feedback is given properly as desired, it causes meaningful results in terms of solving the problems at work, increasing motivation, and enabling individual/organizational learning (Kaymaz, 2007)

The individuals' expectations in life are about their jobs or families. In a similar way, it can be said that expectations from a person are related to work environment and family in a general meaning. Therefore, the roles that individuals have about job and family are the most prominent ones during their lives. Job roles and family roles depend on each other. If a person trying to balance between necessities of work roles and family roles does not regulate roles in both sides, he or she will experience conflict between work and family. The define proposed by Greenhaus and Beutell (1985) is commonly referred in the literature:

Work–family conflict is “a form of interrole conflict in which the role pressures from the work and family domains are mutually incompatible in some respect.

As the expectations from individual increase, the conflict between work and life will be highly experienced. Inbalance between the individuals’ responsibilities concerning work/life and demands of both sides also cause them to perceive work/life conflict. Conflict between individual’s role of work and life is generally experienced when demands of both sides emerge synchronously. Work-life conflict can be classified as three types in terms of constructual differentiations and properties causing conflict: time-based conflict, strain-based conflict, and behavioral-based conflict. Work-family conflict is a form of inter-role conflict in which role pressures from work and family domains are mutually incompatible (Greenhaus and Beutell, 1985). Time based conflict occurs when time spent in one role interferes with time spent in other role. Strain-based conflict occurs when stress experienced in one role bleeds over into the other role, limiting the participation in that role (Netemeyer et al., 1996; Tracy et al., 2013).

Family-work conflict is the negative situation emerged via family responsibilities blocking job performance. Family-to-work conflict occurs when experiences in the family interfere with work life like presence of young children, primary responsibility for children, elder care responsibilities, interpersonal conflict within the family unit, unsupportive family

members. Although these two forms of conflict–work interference with family and family interference with work are strongly correlated with each other, more attention has been directed at work/life conflict more than life/work conflict. If individuals are not able to balance between work and family, they will feel discomfort psychologically. Many roles in family and work domains may create stress.

Early research has employed measures of work/family conflict that did not distinguish between the direction of conflict. To some extent an overlap is expected (Frone et al. 1992).

THE EFFECT OF WORK LOAD AND PERFORMANCE FEEDBACK ON WORK/LIFE CONFLICT

Work load is a remarkable work demand (Maslach, 2001). Burnout is an important concept related to work load in the literature. Burnout stems from being exposed to high work demands for a long time. It has negative spillover on individuals’ family live (Alarcon, 2011). There are many dimensions of work demands, such as time pressure (tight deadlines), high speed of work, and the quantity of work (work overload). Considering work load as high work demand, it affects work/life conflict. (Allen, et al. 2000). It is found that long and irregular working hours, overtime, working time, and strict business programs have positive relationship with work/family conflict (Kim and Ling, 2001; Ozdevecioglu, Aktas, 2007).

Many researchers have long held that as the number of hours an individual spends on work increases, conflict between the individual's work and home lives increases as well, and that these negative effects extend to other work and life outcomes. This is in keeping with the scarcity hypothesis which suggests that the more roles one occupies, and the more one's time is divided between those roles, the less that will be available for any specific role (Barnett & Gareis, 2000). Logically, as time spent on work increases and time available for home and family decreases, work–family conflict will increase. Foley and McGillivray (2000) found the long hours and intense job demands created tensions between work and nonwork lives. (Dixon and Sagas, 2007). There is good evidence that long (full-time) work hours are likely to increase the risk of work–life conflict (Frone, Yardley, and Markel 1997; Byron 2005; Wharton and Blair-Loy 2006; Allan, Loudoun, and Peetz 2007; Skinner, 2008). Skinner (2008) also found that work overload was the strongest predictor of full-time employees' work–life conflict.

Further, as DiRenzo, Greenhaus, and Weer (2011) noted, increased working hours may also result in increasing interference between work and family responsibilities, thus resulting in family–work conflict (Adkins and Premeauks, 2012). Voydanoff (1988) posits that meeting the often incompatible demands of family and work may create family-work conflict. For example, working long hours may prevent adequate performance of family responsibilities (Olorunfemi, 2009).

In their influential model Greenhaus and Beutell (1985) acknowledge timebased conflict (time pressure, lack of time for family and leisure) as one of three major sources of work–life conflict. The other sources are strain-based conflict (anxiety, fatigue, tension) and behaviour-based conflict (incompatible behavioural expectations between work and home life). Voydanoff (2004) found that time- and strain-based work demands show relatively strong positive relationships to work-to-family conflict.

Barnett (1998) argued that the impact of long hours depends on the subjective meaning of those hours and a person's life circumstances. Individuals in highly engaging, interesting and fulfilling jobs may choose and enjoy long hours (e.g. Wallace 1997). Parents may choose to work long hours to support their family. For example, in an Australian study of full-time working fathers, Weston et al. (2004) found that a significant minority of fathers working very long hours were highly satisfied with their hours (25%) and around 40 percent did not desire fewer hours. Berg, Kalleberg, and Appelbaum (2003) found that involuntary overtime, rather than length of work hours, was the stronger predictor of employees' views that the company was helping them to balance work and family. Furthermore, the impact of long work hours may also depend on cultural meanings of work (e.g. Spector et al. 2004).

Work overload is likely to have a dual effect on work–life conflict (Frone, Yardley, and Markel 1997): high workloads are likely to

increase work hours, and also to contribute to feelings of strain and exhaustion. Frone, Yardley, and Markel (1997), for example, found that workload was positively associated with work hours, and both demonstrated moderate positive associations with work–life conflict. There is also evidence that workload may be a stronger predictor of work–life conflict than work hours (Wallace 1997; Allan, Loudoun, and Peetz 2007). Given the potential dual pathways via which work overload may influence work–life conflict, we expected that work overload would be the stronger predictor of work–life conflict (Skinner, 2008).

Performance feedback is described as one of the job resources that employees have. Work engagement that is a desired positive situation is experienced when the employees have job resources such as autonomy, support, and feedback (Halbesleben, 2010; Hakanen ve Schaufeli, 2012). Therefore, work/life conflict that is negatively related to work engagement has negative relationship with performance feedback, in this context.

Timely feedback on work performance is one of the elements about work/life balances. (Induru and Pathan, 2011). Effective and timely feedback is critical to improving performance. Inasmuch as performance is developed, work/life conflict is not expected to occur.

Depending on theoretical knowledge and previous research findings, it can be expressed that work load and performance feedback for employees influence experiencing work/life conflict. Hypotheses H_1 and H_2 are proposed as below:

H_1 : Work load has an explanatory effect on the variance of work/ life conflict.

H_2 : Performance feedback has an explanatory effect on the variance of work/ life conflict.

THE EFFECT OF WORK/LIFE CONFLICT ON GENERAL LIFE SATISFACTION

Life satisfaction is a broader form of satisfaction spanning and representing the sum of multiple life domains, including job, family, and spirituality (Carlson and Kacmar, 2000; Judge and Watanabe, 1993; Greenhaus et al., 1987).

It is expected that stress and burnout tendency caused by workload decrease individual's motivation and job satisfaction. In other words, there is meaningful negative relationship between excessive work load in organization and employee's job satisfaction (Orguc 2009). Considering the positive association between job satisfaction and general life satisfaction, it can be expressed that work load indirectly affects general life satisfaction in the negative direction.

That is to say, life satisfaction is a consequence of work/life balance (Guest, 2002) and has been negatively related to work-family conflict (Carlson and Kacmar, 2000; Dixon and Sagas, 2007).

Performance feedback and workload are seen as two of the reasons causing burnout. Considering the direct relation of burnout with general life satisfaction, it is not wrong notion that performance feedback and work load are

some of the indirect antecedents of life satisfaction (Ari, 2008).

Individual's family is a principle component of life satisfaction for a person. Therefore, the fact that work/life conflict decrease general life satisfaction for an employee is true idea. Life satisfaction will be in low level for individuals who neglect their families because they worry about this situation.

Life satisfaction is increased through involvement in activities within the family domain and receipt of emotional support from family members (Judge et al., 1994; Wiley, 1987). Therefore, when work interferes with family, life satisfaction is negatively impacted. Family/work conflict is also thought to impact negatively on levels of life satisfaction, as the work role is an arguably large component of a person's life (Wiley, 1987; Magnus and Viswesvaran, 2005).

Individuals having difficulty in balancing work requirements with home and family commitments are likely to experience life dissatisfaction. Prior research indicates that full-time workers have reported life dissatisfaction when work interfered with their family life (Adams, King, & King, 1996). An empirical evidence reveals that salespeople experiencing elevated levels of work/family conflict have had low levels of life satisfaction (Bhuiyan et al., 2005). In addition, there is empirical evidence to provide support for the notion that family/work conflict is negatively related to life satisfaction. For instance, Netemeyer et al. (1996) indicated that family/work conflict was negatively correlated with salespeople's

life satisfaction. Aryee et al. (1999) found that family/work conflict had a significant negative effect on life satisfaction for a sample of Hong Kong Chinese employed parents in dual-earner families. (Bhuiyan et al., 2005).

Furthermore, Karatepe and Baddar (2006), Kossek and Ozeki (1998), Allen et al (2000) Ozdevecioglu and Aktas (2007) reported a significant relationship between work/life conflict and life satisfaction.

The meta-analytic results show that regardless of the type of measure used (bidirectional w-f conflict, work to family, family to work), a consistent negative relationship exists among all forms of work/family conflict and life satisfaction. This relationship was slightly less strong for family to work conflict (Ernst and Ozeki, 1998).

Work-family balance is generally thought to promote well-being. Kofodimos (1993) suggests that imbalance—in particular work imbalance—arouses high levels of stress, detracts from quality of life. Hall (1990) proposes an organization-change approach to promoting work-family balance, and the popular press is replete with advice to companies and employees on how to promote greater balance in life (Cummings, 2001; Fisher, 2001; Izzo & Withers, 2001). Why should work-family balance enhance an individual's quality of life? First, involvement in multiple roles protects or buffers individuals from the effects of negative experiences in any one role (Barnett & Hyde, 2001). Beyond this buffering effect, family balance is thought to promote well-being in a more direct manner. Marks and

MacDermid (1996) believe that balanced individuals are “primed to seize the moment” when confronted with a role demand because no role is seen as “less worthy of one’s alertness than any other.” According to this reasoning, balanced individuals experience low levels of stress when enacting roles, presumably because they are participating in role activities that are salient to them. In fact, Marks and MacDermid (1996) found that balanced individuals experienced less role overload, greater role ease, and less depression than their imbalanced counterparts. Balanced individuals are fully engaged in both roles, they do not allow “situational urgencies” to hinder role performance chronically (Marks & MacDermid, 1996). Instead, they develop routines that enable them to meet the long-term demands of all roles, presumably avoiding extensive work–family conflict (Frone, Russell, & Cooper, 1992).

However, the beneficial effects of balance are based on the assumption of positive balance. An equally high investment of time and involvement in work and family would reduce work–family conflict and stress thereby enhancing an individual’s quality of life. To determine whether there are different effects of positive balance and negative balance on quality of life, it is necessary to distinguish individuals who exhibit a high total level of engagement across their combined work and family roles from those who display a low total level of engagement. For example, those individuals who devote a substantial amount of time to their combined work and family roles and distribute this substantial time equally

between the two roles exhibit positive time balance. By contrast, those individuals who devote only a limited amount of time to their combined work and family roles and distribute the limited time equally between the two roles exhibit negative time balance (Greenhaus et al, 2003). Similarly, individuals who invest a substantial amount of psychological involvement in their combined roles and distribute their substantial involvement equally between their work and family roles exhibit positive involvement balance, whereas those who distribute their limited involvement equally exhibit negative involvement balance. In other words, positive balance has a more substantial positive impact on quality of life than negative balance (Greenhaus et al, 2003). When individuals invest substantial time or involvement in their combined roles, there is more time or involvement to distribute between work and family. In this situation, imbalance can reflect sizeable differences between work time and family time or between work involvement and family involvement, and therefore produce extensive work–family conflict and stress that detract from quality of life. However, it is expected that little or no benefit of balance when individuals invest limited time or involvement in their combined roles. In this situation, because there is so little time or involvement to distribute, imbalance reflects small differences between work time and family time or between work involvement and family involvement, and arouses little or no work–family conflict and stress that detract from the quality of one’s life (Greenhaus et al, 2003).

Based on theoretical knowledge and previous research findings, it can be expressed that work load and performance feedback have indirect effect on the general life satisfaction. There is mediation function of work/life conflict on these relationships. Hypotheses H_3 and H_4 are proposed as below:

H_3 : Work/life conflict mediates the relationship between work load and general life satisfaction.

That is to say, work load affects general life satisfaction through work/life conflict.

H_4 : Work/life conflict mediates the relationship between performance feedback and general life satisfaction. That is to say, performance feedback affects general life satisfaction through work/life conflict

Figure 1, the research model can be seen.

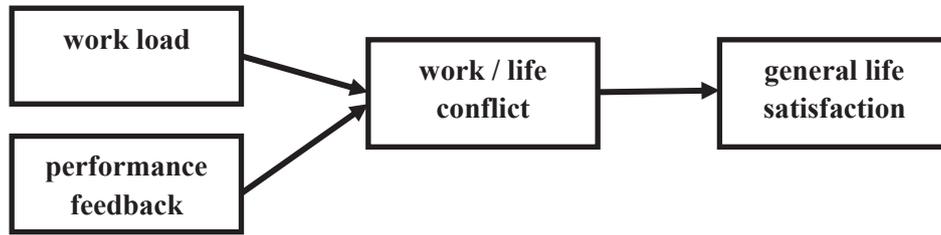


Figure 1: Research model

METHOD

SAMPLING

The research is carried out in a private hospital in İstanbul. Population consists of 560 individuals including doctors, nurses, and administrative staff. 227-employee-sampling is selected by means of stratified technique.

DATA COLLECTION AND SCALE

Questionnaire technique is utilized for data collection. Demographic data and questions regarding family life are presented in the first part of questionnaire. There are the items for each variables in the second part. 6-point likert scale is utilized for measuring so as to prevent participants from evaluate the items in a manner caused by central tendency.

Work Load: 11-item scale developed by Peterson et al (1995) is used. High points mean high level of work load. The reliability values of the scale was reported between 0,62 and 0,89 for samplings in 21 different contruies. One of the items is scored as reversed code. Turkish version of scale was adapted by Derya (2008). The items was evaluated via 5-point Likert. Internal consistency was calculated as 0.86

Performance Feedback: 6-item sub-scale of Job Diagnostic Survey developed by Oldham and Hackman (1980) is utilized.

Performance feedback is measured for two dimensions: performance feedback from job itself and performance feedback from people. Turkish version of scale is adapted by Bal (2008). Two items are scored as reversed

code. Bal utilized 6-point likert scale for measuring and reported 0.773 for cronbach alpha.

Work/life conflict: 10-item scale developed by Netemeyer et al (1996) is used. 5 items are related to measure work/life conflict, other 5 items correspond to measure life/work conflict. High scores mean that individuals experience conflict highly. Turkish version of scale was adapted by Derya (2008) who utilized 5-point Likert. Internal reliability for sub-scale of work/life conflict is 0.90 and is 0.87 for sub-scale of life/work conflict.

General Life Satisfaction: 6-item the satisfaction with life scale (SWLS) developed by Diener et al. (1985) is used for measuring. High score means life satisfaction in high level for individual. Turkish version of scale was adapted by Derya (2008) who utilized 5-point Likert. Internal reliability for the scale was reported as 0.86.

STATISTICAL METHOD

Descriptive statistical methods, factor analysis for diagnosing dimensions of variables, internal consistency value for diagnosing reliability, pearson correlation for examining linear relations among variables are utilized in this research. Multiple linear regression is used to investigate the exploratory effects of independent variables on conflict dimensions. Mediation effects of work/life conflict and life/work conflict are test by means of structural equation modeling in lisrel program.

FINDINGS

DEMOGRAPHIC DATA

74 % participants is woman. The large part of the sampling (48.5 %) is in the age interval 18-28. This is followed by age interval 29-39 (39,2 %). The numbers of married and single individuals are nearly the same. 85 out of 112 married individuals have children. Participants graduated from high school are 41.9% of sampling. Employees who do not have any managerial duty are 74.9 % of sampling. Doctors, nurses, and managerial staff occupy 16.3 %, 42,7 %, 41 % of sampling, respectively. Job tenure for 26% of participants is 4-7 years. This is followed by 1-3 years (18.9 %). Organizational tenure for 36.6 % of participants is 1-3 years. This is followed by less than 1 year (27.8 %). Ratio of employees working during daytime without shift is 73.6 %.

RELIABILITY AND VALIDITY OF SCALES WORK LOAD SCALE

11-item scale originally developed as one dimension has value of internal consistency reliability that is 0.796

PERFORMANCE FEEDBACK SCALE

Internal consistency value of 6-item scale originally developed as two dimensions is 0.338 in this research. The last item is deleted from the scale, then cronbach alpha value increase to 0.55. The 3 rd item is deleted from the scale, then cronbach alpha value increase to 0.628. The threshold value for internal consistency reliability is set to 0.6 in accordance with Aiken' resrach (2002). Therefore, reversed code items in this scale are deleted for the sake of attaining threshold value of reliability. The items are loaded to two factors as

expected. The dimensions are named as performance feedback job itself and performance feedback from people in accordance with

literature. Factor structure of scale is shown at Table 1.

Table 1: Factor structure of performance feedback scale

Factor	Item	Factor Load	Explained Variance	Reliability
feedback from people	Supervisors often let me know how well they think I am performing on the job.	0.915	48.87 %	0.831
	My immediate superiors and co-workers on this job often provide me with feedback as to how well I am performing	0.910		
feedback from job itself	The nature of my job provides me with plenty of clues to figure out whether I am performing or not	0.860	27.88 %	0.50
	Beside to feedback from co-workers and supervisors, job itself provides clues about whether or not I am performing well.	0.759		
Total scale reliability				0.628
Total explained variance			76.75 %	

Even though internal consistency reliability for the sub-scale of performance feedback from job itself is slightly below the threshold value, total scale reliability is at satisfactory level. Therefore, it is appropriate to use this scale for measuring performance feedback.

WORK /LIFE CONFLICT SCALE

Depending on original factor structure in the literature, twodimensions are emerged via

factor analysis. Because one item is loaded to two factors with the difference less than 0.1, it is deleted from the scale. Five items are named as work/life conflict and last four items are named as life/work conflict considering original scale items loaded two items, separately. Factor structure of performance feedback scale is shown at Table 2.

Table 2: Factor structure of work/ life conflict scale

Factor	Item	Factor Load	Explained Variance	Reliable
Work / life conflict	The demands of my work interfere with my home and family life.	0.884	56.89 %	0.949
	The amount of time my job takes up makes it difficult to fulfil family responsibilities.	0.931		
	Things I want to do at home do not get done because of the demands my job puts on me.	0.935		
	My job produces strain that makes it difficult to fulfil family duties.	0.885		
	Due to work related duties, I have to make changes to my plans for family activities.	0.881		
Life /work conflict	I have to put off doing things at work because of demands on my time at home.	0.871	26.82 %	0.928
	Things I want to do at work don't get done because of the demands of my family or spouse/partner.	0.922		
	My home life interferes with my responsibilities at work such as getting to work, accomplishing daily tasks, and working overtime.	0.895		
	Family-related strain interferes with my ability to perform job-related duties.	0.891		
Total scale reliability				0.915
Total explained variance			83,70 %	

GENERAL LIFE SATISFACTION SCALE

6 items are loaded to 1 factor as expected. The internal consistency reliability of the scale is found as 0.854.

DESCRIPTIVE STATISTIC RESULTS

Mean and standard deviation values of variables are shown at Table 3.

Table 3: Descriptive statistics of variables

	Work load	Performance feedback from people	Performance feedback from work itself	General life satisfaction	Work / life conflict	Life/work conflict
Avg.	3,37	3,89	4,42	3,74	3,36	1,97
Stand. var.	0,94	1,50	1,14	1,06	1,50	1,07

RELATIONS BETWEEN VARIABLES

Linear relationship values among work load, performance feedback from job itself, perfor-

mance feedback from people, work/life conflict, life/work conflict, and general life satisfaction are shown at Table 4.

Table 4: The linear relationships among variables

	Work load	Performance feedback from people	Performance feedback from job itself	General life satisfaction	Work/life conflict	Life/work conflict
Work load	1					
Feedbacks from people	0,057	1				
Feedbacks from job itself	0,259 **	0,235 **	1			
General life satisfaction	-0,295 **	0,032	0,118	1		
Work / life conflict	0,629 **	-0,093	-0,061	-0,209 *	1	
Life /work conflict	0,103	-0,132	-0,288 **	0,080	0,344 **	1

*Correlation is meaning meaningful at 0,05 level

** Correlation is meaning meaningful at 0,01 level

The explanatory effects of independent variables on the variance in conflict dimensions are shown at Table 5.

Table 5: The explanatory effects of independent variables on work/life conflict and life/work conflict

	Work / life conflict		Life / work conflict	
	Standard Beta coefficient	t	Standard Beta coefficient	t
Work Load	0,665 *	11,376	0,162 *	2,228
Performance feedback from people	-0,046	-0,781	-0,012	-0,170
Performance feedback from job itself	-0,157 *	-2,612	-0,345 *	-4,609
R ²	0,420		0,120	
F	43,453		8,089	
Relevance Value	0,000		0,000	

According to regression analysis results, work/life conflict is mostly affected by work load. Work load and performance feedback from job itself explain 42 % of variance in the work/life conflict. Life/work conflict is mostly affected by performance feedback from job itself. Work load and performance feedback from job itself explain explain 12 % of variance in the life/work conflict. Performance feedback from job itself is negatively related to both types of conflict. Significant effects of performance feedback from people does not emerge.

Considering all findings, it can be expressed that hypothesis H₁ is fully supported and H₂ can be partly accepted.

The mediation effects of work/life conflict and life/work conflict are tested by means of structural equation modeling in lisrel program.

T values of the relations in the model and confirmatory fit index for the model are shown at Figure 1, Table 6, respectively.

Goodness of fit index are considered as $\chi^2/d.f < 5$, NNFI $>0,90$, CFI $>0,90$. Based on all fit index, it can be said that goodness of fit for the model is at medium level.

Table 6: Goodness of fit index for the model.

X ²	d.f.	X ² /d.f.	NNFI	CFI
1659.04	484	3.42	0.85	0.86

Standardized path coefficients (parameter estimates) are investigated, and the values of error variances are diagnosed for the model.

Any item having error variance in as high level as deleting from model is not determined.

Considering t values and standardized path coefficients, mediation role of wok/life conflict on the relationship of work load (Isy) and performance feedback from job itself (Perfbi) with general life satisfaction (Yasamat) is not found.

The relationship between performance feedback from people (Perfbk) and work/life conflict does not have meaningful t value (0.93).

Life/work conflict does not show a mediation effect for the proposed relationships.

Considering structural equation model findings, hypothesis H₃ and H₄ can be partly accepted.

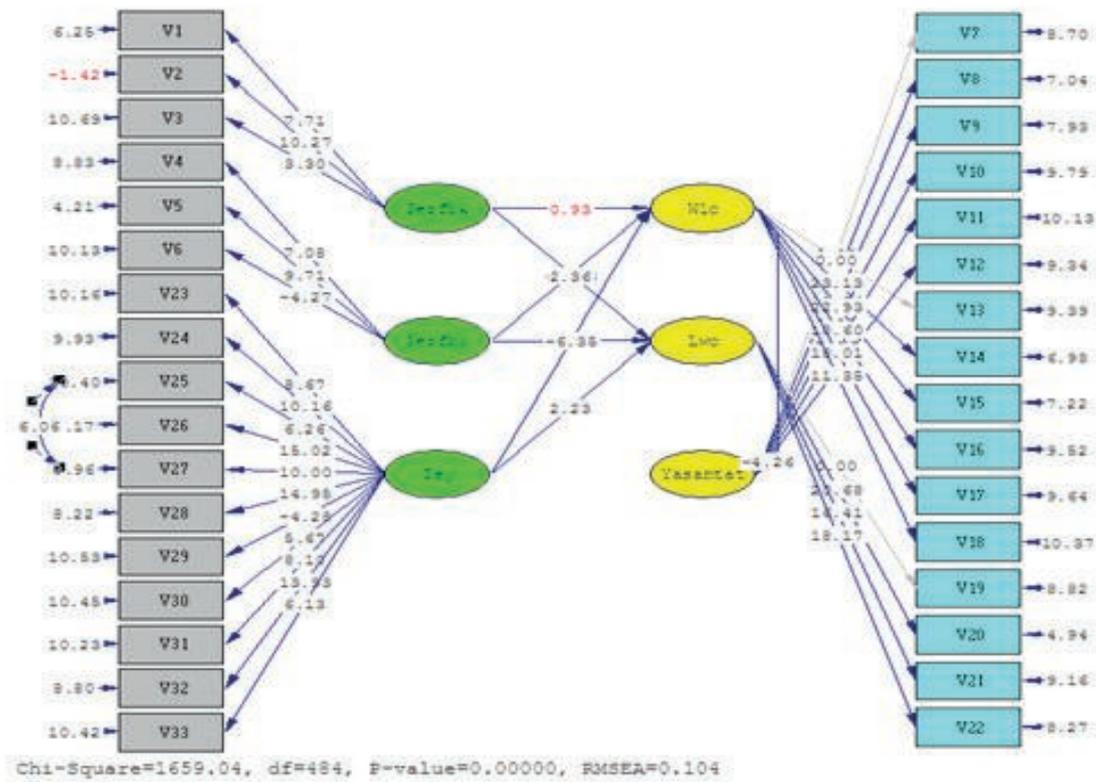


Figure 2: The t values of the relations in model

According to the model test, hypothesis H₃ and H₄ can be partly accepted.

As the effect of the performance feedback from people could not emerge, the hypothesis H₂ is partly verified.

DISCUSSION

Considering the work that professionals execute in health sector, performance feedback from job itself occurs mostly. Receiving feedback from patient is a situation occurring commonly more than receiving it from supervisor or co-workers.

RESULT

According to the research findings, one of proposed hypotheses are fully supported and three hypotheses are partially accepted.

The reason for partly verifying of hypotheses H_3 and H_4 is that mediation effect of life/work conflict does not emerge.

Relevant research shows that work/life conflict is experienced more than life/work conflict (Kinnunen et al., 2004; Frone and Cooper, 1992; Özdevecioğlu and Aktaş, 2007; Boyar et al. 2005; Adkins and Premeaux, 2012). Mean values of work/life conflict and life/work conflict are 3.36 and 1.97, respectively. This finding is consistent with previous results. It is been identified that general life satisfaction has a negative relation with workload. Because work/life conflict has also been diagnosed as mediate variable for the relationship between work load and general life satisfaction, it can be expressed that mediation effect emerges partly. The performance feedback from job itself has not demonstrated any meaningful relationship with life satisfaction. Therefore, work / life conflict has full mediation effect for the relationship between performance feedback job itself and general life satisfaction.

According to the research findings, the feedback from job itself has a positive relation with work load. Feedback theory (Kluger and DeNisi, 1996) proposes that efficiency of feedback depends on available cognitive resources for individual. If feedback drive receiver's attention to his/her duty, cognitive resource that individual use is linked to duty. Then, it is possible to regulate the performance for individual (Hakanen and Schaufeli, 2012). According to this theory, behaviour is regulated by comparisons of feedback to go-

als or standards. Goals or standards are organized hierarcihically. Attention is limited and therefore only feedback standard gaps that receive attention actively participate in behavior regulation. Feedback interventions change the locus of attention and therefore affect behavior. The feedback intervention provides a comparison from which to compare to the goal or standard. Feedback intervention have the capacity to alter the locus of attention. When people want to overcome failure then they work harder (Kluger and DeNisi, 1996).

Salmoni et al. (1984) suggestions that feedback intervention increases cognitive elaboration (more thinking about the task). Therefore, the employee thinks that the work load increase. Many feedback intervention cues direct attention to self. Attention to the self is likely to activate reactions and influence the way tasks are used (Kluger and DeNisi, 1996). If feedback focuses attention at the level of the self because it is personalized, or because the task in question is closely related to person's self concept, subsequent performance will typically suffer (DeNisi and Kluger, 2000). Therefore, the perception of work overload emerges.

Because wok executed in a hospital mostly require group working, the positive relationship between feedback from job itself and feedback from people is expected to occur through a holistic view towards job; thus the evidence of significant relationship between feedback regarding job and other components that can related to job is found.

Increment in work load makes individuals to get weaker while struggling with issues (Sears et al. 2000). Increasing levels of workload will cause individual to perceive lack of his/her job resources. Negative spillover between work and life occurs. Individual's coping with effect of feedback after adverse situation will decrease (Hakanen ve Schaufeli, 2012).

According to this research findings, as the performance feedback from job itself increases, the levels of both conflict types decrease, as well. The relation of performance feedback from job itself with life/work conflict is relatively stronger than that of work/life conflict. The reason for this is that individuals continue to feel the impact of adverse events in their family lives. Besides, weakening in coping strategies obstructs to solve family life problems. One of the problems that can not be solved in family life and remove to workplace is uncertainty of feedback at work. Performance feedback is commonly perceived after negative events in the health sector. Especially, received feedback at risky situations decrease waiting time depending on uncertainty situation for health employees, and then individuals will experience work/life conflict in lower level.

Work / life conflict and life / work conflict has got very similarities. (Duxbury et al, 1994; Frone et al, 1992). Because each individual has fixed amounts of physical and psychological resources (e.g., time, mental energy, etc.), conflicts in one direction are likely to be coupled with expressions of conflict in the other direction. According to this research fin-

dings, both of the conflicts have a meaningful correlation value (0,344). Magnus and Chockalingam (2005) calculated the sample sized weighted mean observed correlation between work to family conflict and family to work conflict as 0,38 in their meta analysis. Adkins and Premeaux (2012) calculated correlation as 0,41 (in terms of family, leisure time). Karatepe and Baddar (2006) found a value of 0,44.

Individual studies have reported correlations between work/life conflict and life/work conflict that vary widely across samples [e.g., $r = .10$, $p > .05$ reported by Gutek, Searle, and Klepa (1991); compared with $r = .59$, $p < .05$ reported by Flye, Agars, and Kottke (2003)]. The correlation value found in this research is similar to that of previous research findings.

MANAGERIAL IMPLICATIONS, LIMITATIONS AND FUTURE RESEARCH.

Managerial support reduces work/ life conflict (Thomas and Ganster, 1995; Ramasundaram ve Ramasundaram, 2011).

The fact that service is offered via group working in health sector increase the importance of social support in the workplace.

According to claims of Job demand-control model (Karasek, 1979) and Job demand-control-support model (Karasek and Theorell, 1990), work load as job demand and performance feedback as a job resource balance each other due to interaction. This situation cause work/life conflict stemming from burnout to diminish work/life conflict. Therefore, the level of general life satisfaction can

be increased. Support from supervisors and coworkers is remarkable factor to decrease adverse effects.

Job demands are defined as psychological stressors such as working intensively for long period's time, being overloaded and having limited time to do the required work, and having conflicting demands. Noteworthy, these job demands are psychological in nature and not physical. Other components of psychological demands are stressors that arise from personal conflict that may have been caused by task pressures. Karasek and Theorell (1990) contend that task requirements or workload are central components of psychological demand. Karasek's (1989) concept of control has been developed in conjunction with the concept of psychological demands and relates to the ability to exert some influence over one's environment so it becomes more rewarding or less threatening (Ganster, 1989). The notion of control integrates the workers authority to make decisions on the job with their skills. Applications of control in the workplace include the scheduling individual rest breaks, utilizing flexi-time, choosing holiday leave and personalizing work areas (Love et al., 2007). Control is sometimes called as decision latitude. Job decision latitude refers to job and organizational characteristics such as the employee's decision-making authority, opportunities to participate, and opportunities to use skills and knowledge (Karasek & Theorell, 1990). The definition of autonomy encompasses the concept of job decision latitude but normally does not include opportunities to use skills and knowledge

(Elovainio et al., 2004). The Demand-control model shows how health impairment may be influenced by two dimensions at work: job demands and job control or resources. A review by Van der Doef and Maes (1999) showed that high job demands and low control have negative effects on psychological and physiological health. Lourel, Gana, Prud'homme, and Cerle (2004) tested the Demand-Control model among correctional officers in France and showed that a heavy workload predicted emotional exhaustion and depersonalization. (Lourel et al., 2008). Fox et. al (1993) found significant interactions between subjective and objective measures of work load and a measure of perceived control predicting psychological and attitudinal outcomes indicated support for the model. Xie (1996) found support for the cross-cultural applicability of Karasek's Job demands-decision latitude model. The highest anxiety and depression were related to high job demands and low control, and the highest job satisfaction and life satisfaction were related to high job demands and high control. To sum up, job control elements should be considered in work designs and organizational arrangements. Besides, on-site child care, diminishing time taken to travel to and from work are some examples of employee-friendly applications to decrease work/life conflict.

General life satisfaction and life/work conflict that are relatively less investigated in the organization literature and the effect of performance feedback on conflict in this study can be seen contribution to literature.

Selecting only one hospital, using non-probability technique for selecting hospital, utilizing likert scale causing evaluations by social desirability, the artificial increment in the reliability stemming from normative scale (Meglino and Ravlin, 1998; Maden, 2010) are expressed as limitations.

The effect of stable individual psychological factors (e.g. being workaholic, achievement oriented, perfectionism) psychological well-being, capacity for coping with pressures of competing demands, life and careers stages of employees (Guest, 2002) are further research topics in the individual level. Furthermore, the effect of organizational culture/climate (e.g. supportive organizational culture) for experiencing work/life conflict can be investigated. As for job variables, the effects of different job characteristics (autonomy, skill variety) and interaction effect of job and control can be questioned for further study. Longitudinal design is also suggested for researching.

Inclusion of moderator variables demonstrating powerful effects (e.g. managerial support, the presence of spouse, the number of children, family support, dual career couples) can result in high explanatory equations for tested relationships. Replication of this research via including other health staff having different titles in different health institutions is suggested.

REFERENCES

- ADAMS, G. A., KING, L. A. and KING, D. W. (1996).** Relationships of job and family involvement, family social support, and work-family conflict with job and life satisfaction. *Journal of Applied Psychology*, 81 (4), pp: 411-420.
- ADKINS, C. L. and PREMEAUX, S. F., (2012).** Spending time: The impact of hours worked on work-family conflict. *Journal of Vocational Behaviour*, 80, pp: 380-389.
- AIKEN, L., CLARKE, S., SLOANE, D., SOCHALSKI, J. and SILBER, J., (2002).** Hospital nurse staffing and patient mortality, nurse, burnout, and dissatisfaction, *JAMA*, 288 (16), pp: 1987-1993.
- ALARCON, G. M., (2011).** A meta analysis of burnout with job-demands, resources, and attitudes. *Journal of Vocational Behavior*, 79, pp: 549-562.
- ALLAN, C., LOUDOUN, R. and PEETZ, D., (2007).** Influences on work/non-work conflict. *Journal of Sociology*, 43(3), pp: 219-239.
- ALLEN, T. D., HERST, D. E. L., BRUCK, C. S. and SUTTON, M., (2000).** Consequences associated with work-to-family conflict: A review and agenda for future research. *Journal of Occupational Health Psychology*, 5, pp: 278- 308.
- ANSEEL, F., LIEVENS, F., and SCHOLLART, E., (2009).** Reflection as a strategy to enhance task performance after feedback. *Organizational Behavior and Human Decision Processes*, 110, pp: 23-35.

- ARI, G. S. and BAL, E., (2008).** Burnout. Celal Bayar University Faculty of Economics and Administrative Sciences, Journal of Management and Economy, 15 (1), pp: 131- 147.
- ARYEE, S., LUK, V., LEUNG, A. and LO, S., (1999).** Role stressors, inter-role conflict, and well-being: the moderating influence of spousal support and coping behaviors among employed parents in Hong Kong. Journal of Vocational Behavior, 54, pp. 259-278.
- ATLAŞ, S. and ÇEKMECELİOĞLU, H., (2006).** Job satisfaction, organizational commitment, and organizational citizenship behavior impacts on business performance. Marmara University The Institute Of Social Sciences Journal, 17, pp: 28-33.
- BAL, E. A., (2008).** Self-efficacy, contextual factors and well-being: The impact of work engagement. Unpublished Doctoral Thesis, Marmara University Institute of Social Sciences.
- BARNETT, R.C.,(1998).** Toward a review and reconceptualisation of the work/family literature. Genetic, Social, and General Psychology, 124 (2), pp: 125-138.
- BARNETT, R. C., and GAREIS, K. C., (2000).** Reduced-hours employment: The relationship between difficulty of trade-offs and quality of life. Work and Occupations, 27, pp: 168-187.
- BARNETT, R. C., and HYDE, J. S., (2001).** Women, men, work, and family: An expansionist theory. American Psychologist, 56, pp: 781–796.
- BERG, P., KALLEBERG, A. L., and APPELBAUM, E., (2003).** Balancing work and family: The role of high-commitment environments. Industrial Relations 42 (2), pp:168-188.
- BHUIAN, S. N., MENGUC, B. and BORSBOOM, R., (2005).** Stressors and job outcomes in sales: A triphasic model versus a linear-quadratic-interactive model. Journal of Business Research, 58, pp: 141-150.
- BOYAR, S., MAERTZ, C. P., and PEARSON, A. W., (2005).** The effects of work-family conflict and family-work conflict on nonattendance behaviours, Journal of Business Research, 58, pp: 919-925.
- BYRON, D., (2005).** A meta-analytic review of work-family conflict and its antecedents. Journal of Vocational Behavior, 67, pp: 169-198.
- CARLSON, D. S., and KACMAR, K. M., (2000).** Work-family conflict in the organization: Do life role values make a difference? Journal of Management, 26 (5), pp: 1031-1054.
- CUMMINGS, B., (2001).** Sales ruined my personal life. Sales & Marketing Management, 153 (11), pp: 44–50.
- ÇAKMAKDORUK, N., (2008).** Organizations work – family and family conflicts

- upon individuals' performances were influenced by business and business life satisfaction role. Unpublished Master's Thesis, Erciyes University, Institute of Social Science.
- DENISI, A. S., and KLUGER, A. N., (2000).** Feedback effectiveness: Can 360-degree appraisals be improved? The Academy of Management Executive (1993-2005), 14, (1), Themes: forming impressions and giving feedback (Feb, 2000) pp: 129-139.
- DERYA, S., (2008).** Crossover of work-family conflict: antecedent and consequences of crossover process in dual-earner couples. Unpublished Master's Thesis, Koç University, Institute of Social Sciences.
- DIRENZO, M. S., GREENHAUS, J. H. and WEER, C. H. (2011).** Job level, demands, and resources as antecedents of work-family conflict. Journal of Vocational Behavior, 78, pp:305-314.
- DIXON, M. A., and SAGAS, M., (2007).** The relationship between organizational support, work-family conflict and the job-life satisfaction of university coaches. Research Quarterly for Exercise and Sport. 78 (3), pp: 236-247.
- DUXBURY, L., HIGGINS, C. and LEE, C., (1994).** Work-family conflict: A comparison by gender, family type, and perceived control. Journal of Family Issues, 15 (3), pp: 449-466.
- ERDOGAN, B., BAUER, T. N., TRUXILLO, D. M., and MASFIELD, L. R., (2012).** Whistle while you work: a review of the life satisfaction literature. Journal of Management, 38, pp:1038-1083
- ELOVAINIO, M., KIVIMAKI, M., STEEN, N., and VAHTERA, J. (2004).** Job decision latitude, organizational justice and health: multilevel covariance structure analysis. Social Science and Medicine, 58, pp: 1659-1669.
- FISHER, A., (2001).** Is your business taking over your life? Fortune Small Business, 11(9), pp: 32–39.
- FLYE, L. P., AGARS, M. D., and KOTTKE, J. K., (2003).** Organizational approaches to work–family conflict: Testing an integrative model. Paper presented at the meeting of the Society of Industrial Organizational Psychology, Orlando, FL.
- FRONE, M. R., RUSSELL, M. and COOPER, M. L., (1992).** Antecedents and outcomes of work-family conflict: Testing a model of the work-family interface. Journal of Applied Psychology, 77, pp: 65-78.
- FRONE, M. R., YARDLEY, J. K. and MARKEL, K. S., (1997).** Developing and testing an integrative model of the work-family interface. Journal of Vocational Behavior, 50, pp: 145-167.
- FOLEY, M., and MCGILLIVRAY, D., (2000).** Absence from or absence of work in the “leisure industries”: free time or displacement? Managing Leisure, 5 (4), pp: 163-180.

- FOX, M. L., DWYER, D. J., and GANSTER, D. C., (1993).** Effects of stressful job demands and control on physiological and attitudinal outcomes in a hospital setting. *Academy of Management Journal*, 36 (2), pp: 289-218.
- GANSTER, D. C., (1989).** Worker control and well-being: A review of research in the workplace. In S. L. Sauter, J. J. Hurrell, & C. L. Cooper (Eds.), *Job Control and Worker Health*. Chichester, UK: Wiley.
- GREENHAUS, J. H. and BEUTELL, N. J., (1985). Sources of conflict between work and family roles. *Academy of Management Review*, 10, pp: 76–88.
- GREENHAUS, J. H., BEDEIAN, A. G. and MOSSHOLDER, K. W. (1987).** Work experiences, job performance, and feelings of personal and family well-being. *Journal of Vocational Behavior*, 31(2), pp: 200-215.
- GREENHAUS, J. H., COLLINS, K. M. and SHAW, J. D., (2003).** The relation between work-family balance and quality of life. *Journal of Vocational Behavior*, 63, pp: 510-531.
- GUEST, D. E., (2002).** Perspectives on the study of work-life balance, *Social Science Information*, Sage Publications. London, Thousand Oaks, New Delphi, pp: 255-279.
- GUTEK, B. A., SEARLE, S. and KLEPA, L., (1991).** Rational versus gender role expectations for workfamily conflict. *Journal of Applied Psychology*, 76, pp: 560-568.
- HACKMAN, J. R. and OLDHAM, G. R., (1974).** The job diagnostic survey: An instrument for the diagnosis of job and the evaluation of job redesign Project. Yale University Administrative Science, Technical Report, No:4.
- HACKMAN, J.R., and OLDHAM, G. R., (1975).** Development of the job diagnostic survey. *Journal of Applied Psychology*, 60, pp: 268-279.
- HACKMAN, J.R., and OLDHAM, G. R., (1980).** *Work Redesign*. Reading, MA: Addison- Wesley.
- HAKANEN, J. J., and SCHAUFELI, W. B., (2012).** Do burnout and work engagement predict depressive symptoms and life satisfaction? A three wave seven-year prospective study. *Journal of Affective Disorder*, 141, pp:415-424
- HALL, D. T. (1990).** Promoting work/family balance: An organization-change approach. *Organizational Dynamics*, 18(3), pp: 5–18.
- HALBESLEBEN, J.R.B., (2010).** A meta-analysis of work engagement: relationships with burnout, demands, resources, and consequences. Ed: Bakker, A.B., Leiter, M.P. *Work engagement: A handbook of essential theory and research*. Psychology Press, New York, NY, pp: 102-117.
- INDURU, J. and PATHAN, A. K., (2011).** Work-life balance in pharmaceutical sec-

- tor. *International Journal of Comprehensive Pharmacy*, 2 (12), p: 1-6.
- IZZO, J., And WITHERS, P., (2001).** Balance and synergy: The greatest benefit? How companies are responding to changing employee values. *Compensation & Benefits Management*, 17(3), pp: 23–28.
- JESSICA, R. M., and VISWESVARAN, C., (2005).** Convergence between measures of work-to-family and family-to-work conflict: A meta-analytical examination. *Journal of Vocational behavior*, 67, pp: 215-232.
- JUDGE, T. A., and WATANABE, S., (1994).** Individual differences in the nature of the relationship between job and life satisfaction. *Journal of Occupational and Organizational Psychology*, 67, pp: 101-107.
- JUDGE, T. A., BOUDREAU, J. W. and BRETZ, R. D., (1994).** Job and life attitudes of male executives. *Journal of Applied Psychology*, 79(5), pp: 767–782.
- KARASEK, R., (1979).** Job demands, job decision latitude and mental strain: Implications for job redesign. *Administrative Science Quarterly*, 24, pp: 285-306.
- KARASEK, R. A., and THEORELL, T., (1990).** *Healthy work: stress, productivity and the reconstruction of working life.* New York: Basic Books.
- KARATEPE, O., and BADDAR, L., (2006).** An empirical study of the selected consequences of frontline employees' work-family conflict and family-work conflict. *Tourism Magement*, 27, 1017-1028.
- KAYMAZ, K., (2007).** The size and performance feedback and behavior process. *Ankara University Faculty of Political Science Journal*, 62, (4), pp: 143-178.
- KIM, J., and LING, C., (2001).** Work-family conflict of women entrepreneurs in Singapore. *Women in Management Review* 16 (5) pp: 204-221.
- KLUGER, A. N., and DENISI, A., (1996).** The effects of feedback interventions on performance: A historical review, a meta analysis, and preliminary feedback intervention theory. *Psychological Bulletin*, 119 (2), 254-284.
- KOFODIMOS, J. R., (1993).** *Balancing act.* San Francisco: Jossey-Bass
- KOSSEK, E., and OZEKI, C., (1998).** Work-family conflict, policies, and the job-life satisfaction relationship: A review and directions for organizational behavior-human resources research. *Journal of Applied Psychology*, Vol 83(2), pp: 139-149.
- LOUREL, M., GANA, K., PRUD'HOMME, V. and CERCLE, A., (2004).** Le burnout chez le personnel des Maisons d'Arrêt: test du modèle "demande- contrôle" de Karasek, *Encéphale*, 30 (6), pp: 557-563.
- LOUREL, M., ABDELLAOVI, S., CHEVALEYNE, S., PALTRIER, M. and GANA, K., (2008).** Relationships between psychological job demands, job control and burnout among firefighters. *North*

- American Journal of Psychology, 10 (3), pp: 489-496.
- LOVE, P.E.D., IRANI, Z., STANDING, C. and LEAOOVUS, M. T., (2007).** Influence of job demands, job control, and social support on information systems professionals' psychological well-being. *International Journal of Manpower*, 28 (6), pp: 513-528.
- MADEN, C., (2010).** Person-environment fit, social exchange relationships, and employee outcomes in organizations. Unpublished Doctoral Thesis, Boğaziçi University, Institute of Social Sciences.
- MAGNUS, J. R., and VISWESVARAN, C., (2005).** Convergence between measures of work-to family and family to work conflict: A meta analytic examination. *Journal of Vocational behaviour*, 67, pp: 215-232.
- MARKS, S. R., and MACDERMID, S. M., (1996).** Multiple roles and the self: A theory of role balance. *Journal of Marriage and the Family*, 58, pp: 417-432.
- MASLACH, C., SCHAUFELI, W., and LEITER, M., (2001).** Job burnout. *Annual Review of Psychology*, 52, pp: 397-422.
- MEGLINO, B. M., and RAVLIN, E. C., (1998).** Individual values in organizations: concepts, controversies, and research. *Journal of Management*. 24, pp: 351-389.
- NETEMEYER, R. G., BOLES, J. S., and MCMURRIAN, R., (1996). Development and validation of work-family conflict and family-work conflict scales. *Journal of Applied Psychology* 81(4) pp: 400-410.
- OLORUNFEMI, D. Y., (2009).** Family-work conflict, information use, and social competence: A case study of married postgraduate students in the faculty of education. University of Ibadan Library Philosophy and Practice, January, pp: 1-8
- OZDEVECIOĞLU, M., and AKTAŞ, A., (2007).** Commitment to dedication, professional career and organizational impact on general life satisfaction of infidelity: the role of work-family conflict. Erciyes University, Journal of Faculty of Economics and Administrative Sciences, 28, January-June, pp: 1-20.
- ÖRGÜÇ, I. G., (2009).** Relationships among work load, job stress, job satisfaction, and motivation of project managers in construction firms. Unpublished Doctoral Thesis, İstanbul Kültür University, Institute of Social Sciences.
- RAMASUNDARAM, A., and RAMASUNDARAM, G., (2011).** The role of work family conflict as a mediator between work-thought interference and job stress. *International Management Review*, 17 (2), pp: 25-34.
- SALMONI, A. W., SCHMIDT, R. A., and WALTER, C. B., (1984).** Knowledge of results and motor learning: A review and critical reappraisal. *Psychological Bulletin*, 95, pp: 355-386.

- SEARS, S. F., URIZAR, G. G., and EVANS, G. D., (2000).** Examining a stress-coping model of burnout and depression in extension agents. *Journal of Occupational Health Psychology*, 5, pp: 56–62.
- SKINNER, N., and POCOCK, B., (2008).** Work-life conflict: is work time or work overload more important? *Asia Pasific Journal of Human Resources*, 46 (3), pp: 303-315.
- SPECTOR P.E., COOPER, C. L., POELMANS, S., ALLEN, T. D., and SANCHEZ, J. I., (2004).** A cross-national comparative study of work/family stressors, working hours, and wellbeing: China and Latin America vs. the Anglo world. *Personnel Psychology*, 57, 119-142.
- THOMAS, L. T., and GANSTER, D. C., (1995).** Impact of family-supportive work variables on work-family conflict and strain: A control perspective. *Journal of Applied Psychology*, 80, pp: 9-15.
- TRACY, L. G., CASPER, W. J., and EBY, L. T., (2013).** Work, family, and community support as predictors of work-family conflict: A study of low-income workers. *Journal of Vocational behaviour*, 82, pp: 59-68.
- VANDERDOEF, M., and MAES, S., (1999).** The job demand control (-support) model and psychological well-being: A review of 20 years of empirical research. *Work and Stress*, 13, pp: 87–114.
- VOYDANOFF, P., (1988).** Work role characteristics, family structure demands, and work/family conflict. *Journal of Marriage and the Family*, 50, pp: 749–761.
- VOYDANOFF, P., (2004).** The effects of work demands and resources on work-to-family conflict and facilitation. *Journal of Marriage and Family*, 66, (2), pp: 398-414.
- WALLACE, J. E., (1997).** It's about time: A study of hours worked and work spillover among law firm lawyers. *Journal of Vocational Behavior*, 50, pp: 227–248.
- WESTON, R., GRAY, M., QU, L., and STANTON, D., (2004)** Long work hours and wellbeing of fathers and their families. Research Paper, No. 35, Australian Institute of Family Studies, Melbourne.
- WHARTON, A. S., and BLAIR-LOY, M., (2006).** Long work hours and family life: A cross-national study of employees' concerns. *Journal of Family Issues*. 27, pp: 415-436.
- WILEY, D. L., (1987).** The relationship between work/nonwork role conflict and job-related outcomes: Some unanticipated findings. *Journal of Management*, 13(3), pp: 467–472.
- XIE, J. L., (1996).** Karasek's model in the people's republic of China: effects of job demands, control, and individual differences. *Academy of Management Journal*, 39 (6), pp: 1594-1614.

İŞ YÜKÜ VE PERFORMANS GERİ BİLDİRİMİNİN GENEL YAŞAM TATMİNİ İLE OLAN İLİŞKİSİNDE İŞ HAYATI/ÖZEL HAYAT ÇATIŞMASININ ARA DEĞİŞKEN ROLÜ

Özet: Bir insan kaynağı yönetimi fonksiyonu olarak çalışanları elde tutma araçlarının nasıl değişebileceği örgütlerde istenen olumlu tutumsal değişkenlerle ilgili olabilecek diğer değişkenlerin neler olabileceği sorusunu akla getirmektedir. Bu değişkenlerden birinin genel yaşam tatmini olduğu görüşü gittikçe önem kazanmaktadır. genel yaşam tatmininin öncüllerinin örgütsel bağlamda neler olacağı çeşitli örneklerde araştırılmaktadır. Ancak yaşam tatmini araştırmaları büyük ölçüde örgütsel çerçeveyi göz ardı etmişlerdir. Araştırmanın amacı iş yükünün, işin kendisinden ve kişilerden sağlanan performans geri bildiriminin genel yaşam tatmini üzerindeki etkisinde iş hayatı/özel hayat çatışması ve özel hayat/iş hayatı çatışmasının ara değişken etkisini incelemektir. Tabakalı örnekleme kullanılarak seçilen 227 katılımcı eğitim düzeyleri ve mesleki statülerine göre belirlenmiştir. Araştırmada iş yükü algısının değerlendirilmesi için Peterson (1995) tarafından geliştirilen ölçek, performans geri bildirim ölçümü için Oldham ve Hackman (1980) tarafından geliştirilen İş Teşhis Anketi'nin alt ölçeği, iş/özel hayat çatışması değerlendirmesi için Netemeyer vd. (1996) tarafından geliştirilen ölçek, genel yaşam tatmini değerlendirmesi için ise Diener vd. (1985) tarafından geliştirilen ölçek kullanılmıştır. Araştırmada betimleyici istatistik yöntemleri, değişkenlerin faktör yapılarını ortaya çıkarmak için faktör analizi, ölçeklerin güvenilirliklerini belirlemek için cronbach alfa iç tutarlık katsayısı, değişkenler arası doğrusal ilişkiyi değerlendirmek için pearson korelasyon katsayısı, bağımsız değişkenlerin iş hayatı/özel hayattaki değişimin ne kadarını açıklayabildiğini gösterecek çoklu regresyon analizi (SPSS) ve iş hayatı/özel hayat dengesinin ara değişken rolünü teşhis etmek için yapısal eşitlik modelinden (Lisrel) yararlanılmıştır. Analizler 0,05 anlamlılık düzeyinde gerçekleştirilmiştir. Bulgulara göre, en güçlü doğrusal ilişki iş hayatı/özel hayat çatışması ve iş yükü arasında olumlu yönde ortaya çıkmıştır. İş hayatı/özel hayat çatışması en çok iş yükünden etkilenmektedir. Özel hayat/iş hayatı çatışması ise en çok işin kendisinden sağlanan performans geri bildiriminden etkilenmektedir. İşin kendisinden sağlanan performans bildirim her iki çatışma türü ile olumsuz yönde ilişkilidir. Kişilerden performans geri bildiriminin anlamlı bir etkisi görülmemiştir. İşin kendisinden geri bildirim iş yükü ile olumlu ilişki göstermiştir. İş/aile çatışması ve aile/iş çatışması birbirleri ile istatistiksel olarak anlamlıdır. Çalışmada iş hayatı/özel hayat çatışması, iş yükü ve işin kendisinden sağlanan performans geri bildiriminin genel

yaşam tatmini üzerindeki etkisinde ara değişken etkisi göstermiştir. İş yükünün genel yaşam tatmini ile olumsuz yönde anlamlı bir ilişkisi tespit edilmiştir. İş hayatı/özel hayat çatışmasının bu ilişkide ara değişken olduğu da teşhis edildiğinden bu ara değişken etkisinin kısmen olduğu ifade edilebilir. İşin kendisinden geri bildirim yaşam tatmini ile anlamlı bir ilişki göstermemiştir. İş hayatı/özel hayat çatışmasının bu ilişkide ara değişken olduğu teşhis edildiğinden bu ara değişken etkisinin tam olduğu ifade edilebilir.

Anahtar Kelimeler: iş yükü, performans bildirim, iş/özel hayat çatışması, yaşam tatmini

TITLE	NAME	INSTITUTION
DR.	Tuğçe TUNA	MİMAR SİNAN UNIVERSITY
DR.	Abdulkadir YUVALI	ERCİYET UNIVERSITY
DR.	Adalet KANDIR	GAZİ UNIVERSITY
DR.	Adülkadir OĞRAK	BARTIN UNIVERSITY
DR.	Ahmet ACAR	DOKUZ EYLÜL UNIVERSITY
DR.	Ahmet ÜSTÜN	AMASYA UNIVERSITY
DR.	Akartürk KARAHAN	YILDIRIM BEYAZIT UNIVERSITY
DR.	Ali GÜREŞ	CELAL BAYAR UNIVERSITY
DR.	Ali KIZILET	MARMARA UNIVERSITY
DR.	Ali Serdar YÜCEL	FIRAT UNIVERSITY
DR.	Ali Volkan ERDEMİR	ERCİYES UNIVERSITY
DR.	Ali ÖZARBOY	MARMARA UNIVERSITY
DR.	Alper ASLAN	NEVŞEHİR UNIVERSITY
DR.	Ani AGOPYAN	MARMARA UNIVERSITY
DR.	Arslan TOPAKKAYA	ERCİYES UNIVERSITY
DR.	Arzu ÖZYÜREK	KARABÜK UNIVERSITY
DR.	Aslı SAĞIROĞLU ARSLAN	ERCİYES UNIVERSITY
DR.	Aslı Özlem TARAÇCIOĞLU	GAZİ UNIVERSITY
DR.	Atabey KILIÇ	ERCİYES UNIVERSITY
DR.	Ayfer ONAN	DOKUZ EYLÜL UNIVERSITY
DR.	Aygül ALAN ERNEK	MALTEPE UNIVERSITY
DR.	Ayhan HELVACI	ULUDAĞ UNIVERSITY
DR.	Aylin ZEKİOĞLU	CELAL BAYAR UNIVERSITY
DR.	Aysel PEHLİVAN	MARMARA UNIVERSITY
DR.	Aytekin ALPULLU	MARMARA UNIVERSITY
DR.	Ayşe ATALAY	MARMARA UNIVERSITY
DR.	Ayşe KARADUMAN	HACETTEPE UNIVERSITY
DR.	Ayşe N. YARELİ	CELAL BAYAR UNIVERSITY
DR.	Ayşe TÜRKSOY	İSTANBUL UNIVERSITY
DR.	Ayşen CANDAŞ	BOĞAZİÇİ UNIVERSITY
DR.	Bahar GÜDEK	ON DOKUZ MAYIS UNIVERSITY
DR.	Bahri ÖZTÜRK	İSTANBUL KÜLTÜR UNIVERSITY
DR.	Banu AYÇA	MARMARA UNIVERSITY

DR.	Belkız Ayhan TARHAN	LEFKE AVRUPA UNIVERSITY
DR.	Berna YAVUZ	DOKUZ EYLÜL UNIVERSITY
DR.	Birsen KOLDEMİR	İSTANBUL UNIVERSITY
DR.	Burak KARTAL	CELAL BAYAR UNIVERSITY
DR.	Burçak KAYA	İSTANBUL UNIVERSITY
DR.	Canan ALBAYRAK	SAKARYA UNIVERSITY
DR.	Celil ARSLAN	ERCİYES UNIVERSITY
DR.	Cem ÖZEN	KADİR HAS UNIVERSITY
DR.	Cemal YILMAZ	FIRAT UNIVERSITY
DR.	Cevdet Alptekin KAYALI	CELAL BAYAR UNIVERSITY
DR.	Çiğdem GÜLER	MARMARA UNIVERSITY
DR.	Derya AYDIN OKUR	İSTANBUL KÜLTÜR UNIVERSITY
DR.	Durmuş TEZCAN	İSTANBUL KÜLTÜR UNIVERSITY
DR.	Dursun ARIKBOĞA	İSTANBUL UNIVERSITY
DR.	Duygu SÖKEZOĞLU	AFYON KOCATEPE UNIVERSITY
DR.	Ekrem ALBAYRAK	MARMARA UNIVERSITY
DR.	Elnur Hasan MİKAİL	KAFKAS UNIVERSITY
DR.	Emel Funda TÜRKMEN	AFYON KOCATEPE UNIVERSITY
DR.	Emre YANIKEKREM	CELAL BAYAR UNIVERSITY
DR.	Erdinç ALTAY	İSTANBUL UNIVERSITY
DR.	Ergun YOLCU	İSTANBUL UNIVERSITY
DR.	Erol SOLMAZ	MUĞLA UNIVERSITY
DR.	Esin KURLU	DOKUZ EYLÜL UNIVERSITY
DR.	Fatma ÇELİK KARAPINAR	MEHMET AKİF ERSOY UNIVERSITY
DR.	Fatma TEZEL ŞAHİN	GAZİ UNIVERSITY
DR.	Feryal ÇUBUKÇU	DOKUZ EYLÜL UNIVERSITY
DR.	Filiz ERBAY	MEVLANA UNIVERSITY
DR.	Filiz GÖLPEK	GAZİKENT UNIVERSITY
DR.	Gülden ERTUĞRUL	DOKUZ EYLÜL UNIVERSITY
DR.	Gökhan BOLAT	ERCİYES UNIVERSITY
DR.	Gökhan DELİCEOĞLU	KIRIKKALE UNIVERSITY
DR.	Habib YILDIZ	SAKARYA UNIVERSITY
DR.	Hacı Ömer KARPUZ	PAMUKKALE UNIVERSITY
DR.	Hakan CAVLAK	DÜZCE UNIVERSITY

DR.	Hakan KOLAYIŞ	SAKARYA UNIVERSITY
DR.	Halil KALABALIK	SAKARYA UNIVERSITY
DR.	Halil TEKİN	HACETTEPE UNIVERSITY
DR.	Halil İbrahim BAHAR	POLİS AKADEMİSİ GÜVENLİK BİLİMLERİ FAKÜLTESİ
DR.	Haluk ÖZSARI	İSTANBUL UNIVERSITY
DR.	Hanifi ASLAN	GAZİKENT UNIVERSITY
DR.	Harun ÖĞMÜŞ	SELÇUK UNIVERSITY
DR.	Hasan ABDİOĞLU	BALIKESİR UNIVERSITY
DR.	Hasan BAKTIR	ERCİYES UNIVERSITY
DR.	Hatice ANIL DEĞERMEN	İSTANBUL UNIVERSITY
DR.	Hatice YALÇIN	KAMANANOĞLU MEHMETBEY UNIVERSITY
DR.	Havva YAMAN	SAKARYA UNIVERSITY
DR.	Hülya GÜLAY	PAMUKKALE UNIVERSITY
DR.	Hüseyin AKTAŞ	CELAL BAYAR UNIVERSITY
DR.	Işık BAYRAKTAR	GENÇLİK VE SPOR BAKANLIĞI
DR.	Kadim ÖZTÜRK	DOKUZ EYLÜL UNIVERSITY
DR.	Kerim TÜRKMEN	ERCİYES UNIVERSITY
DR.	Kurtuluş Yılmaz GENÇ	GİRESUN UNIVERSITY
DR.	Kürşad SERTBAŞ	SAKARYA UNIVERSITY
DR.	Levent BAYRAKTAR	ATAKENT VETERINARY MEDICINE
DR.	Lütfiye OKTAR	İZMİR EKONOMİ UNIVERSITY
DR.	Macide ŞOĞUR	İSTANBUL UNIVERSITY
DR.	Mahmut HIZIROĞLU	SAKARYA UNIVERSITY
DR.	Mehmet ANIK	BARTIN UNIVERSITY
DR.	Mehmet BULUT	GAZİ UNIVERSITY
DR.	Mehmet GÜNAY	GAZİ UNIVERSITY
DR.	Mehmet Hayrullah AKYILDIZ	SAKARYA UNIVERSITY
DR.	Mehmet Metin HÜLAGÜ	ERCİYES UNIVERSITY
DR.	Mehmet Yalçın TAŞMEKTEPLİGİL	19 MAYIS UNIVERSITY
DR.	Mehmet İNBAŞI	ERCİYES UNIVERSITY
DR.	Mehmet YORULMAZ	MARMARA UNIVERSITY
DR.	Mehmet ÖZDEMİR	SAKARYA UNIVERSITY

DR.	Melike Lale GÜLER	MARMARA UNIVERSITY
DR.	Menderes KABADAYI	19 MAYIS UNIVERSITY
DR.	Mesut İDRİZ	GAZİKENT UNIVERSITY
DR.	Metin AYCIL	GAZİKENT UNIVERSITY
DR.	Metin AYCIL	GAZİKENT UNIVERSITY
DR.	Metin SAYIN	CELAL BAYAR UNIVERSITY
DR.	Metin YILMAZ	AFYON KOCATEPE UNIVERSITY
DR.	Muřafa ARGUNŐAH	ERCİYES UNIVERSITY
DR.	Muřafa OLAK	ONDOKUZ MAYIS UNIVERSITY
DR.	Muřafa KESKİN	ERCİYES UNIVERSITY
DR.	Muřafa UĐURLU	MUĐLA UNIVERSITY
DR.	Muřafa ÖNER UZUN	AFYON KOCATEPE UNIVERSITY
DR.	Muřafa ŐANAL	ERCİYES UNIVERSITY
DR.	Mutlu TÜRKMEN	BARTIN UNIVERSITY
DR.	Mümtaz SARIÇİÇEK	ERCİYES UNIVERSITY
DR.	Naim DENİZ	ÜSKÜDAR UNIVERSITY
DR.	Nalan TÜRKMEN	MARMARA UNIVERSITY
DR.	Natık RZAZADE	AFYON KOCATEPE UNIVERSITY
DR.	Necdet AYSAL	ANKARA UNIVERSITY
DR.	Nejla GÜNAY	GAZİ UNIVERSITY
DR.	Neylan ZİYALAR	İSTANBUL UNIVERSITY
DR.	Nilah YETKİN	İZMİR EKONOMİ UNIVERSITY
DR.	Nilay KARAKAYA	ERCİYES UNIVERSITY
DR.	Nur DİLBAZ ALACAHAN	ANAKKALE 18 MART UNIVERSITY
DR.	Nuray EKŐİ	İSTANBUL KÜLTÜR UNIVERSITY
DR.	Nurgül ÖZDEMİR	ADNAN MENDERES UNIVERSITY
DR.	Nurhan TEKEREK	ULUDAĐ UNIVERSITY
DR.	Nusret RAMAZANOĐLU	MARMARA UNIVERSITY
DR.	Okan TUNA	DOKUZ EYLÜL UNIVERSITY
DR.	Osman KABAKÇILI	MİLLİ EĐİTİM BAKANLIĐI
DR.	Osman TİTREK	SAKARYA UNIVERSITY
DR.	Osman YILDIZ	SÜLEYMAN DEMİREL UNIVERSITY
DR.	Osman İMAMOĐLU	ON DOKUZ MAYIS UNIVERSITY
DR.	Pelin AVŐAR	DUMLUPINAR UNIVERSITY

DR.	Ramazan ERDEM	SÜLEYMAN DEMİREL UNIVERSITY
DR.	Ramazan GÖKBUNAR	CELAL BAYAR UNIVERSITY
ÖĞR. GÖRV.	Ranamarcella ÖZENÇ	HALIÇ UNIVERSITY
DR.	Recai COŞKUN	SAKARYA UNIVERSITY
DR.	Recep KAYMAKCAN	SAKARYA UNIVERSITY
DR.	Recep TARI	KOCAELİ UNIVERSITY
DR.	Sacit ADALI	TURGUT ÖZEL UNIVERSITY
DR.	Salih Zeki İMAMOĞLU	GEBZE YÜKSEK TEKNOLOJİ UNIVERSITY
DR.	Salih ÖZTÜRK	GAZİKENT UNIVERSITY
DR.	Sami MENGÜTAY	HALIÇ UNIVERSITY
DR.	Selahattin KARABINAR	SAKARYA UNIVERSITY
DR.	Selami GÜNEY	ERZİNCAN UNIVERSITY
DR.	Selçuk Bora ÇAVUŞOĞLU	İSTANBUL UNIVERSITY
DR.	Semih YILMAZ	MARMARA UNIVERSITY
DR.	Semih YILMAZ	MARMARA UNIVERSITY
DR.	Serap MUNGAN AY	MARMARA UNIVERSITY
DR.	Serdar AYAN	DOKUZ EYLÜL UNIVERSITY
DR.	Serdar ERDURMAZ	GAZİKENT UNIVERSITY
DR.	Serdar TOK	EGE UNIVERSITY
DR.	Servet YAŞAR	AFYON KOCATEPE UNIVERSITY
DR.	Seviç KÖSE	CELAL BAYAR UNIVERSITY
DR.	Sevinç GÜNEL	HACETTEPE UNIVERSITY
DR.	Sibel ARSLAN	KIRIKKALE UNIVERSITY
DR.	Sibel KARGIN	CELAL BAYAR UNIVERSITY
DR.	Sinan AYAN	KIRIKKALE UNIVERSITY
DR.	Sinan BOZKURT	MARMARA UNIVERSITY
DR.	Sinem TUNA	İSTANBUL UNIVERSITY
DR.	Soner ESMER	DOKUZ EYLÜL UNIVERSITY
DR.	Suat CANOĞLU	MARMARA UNIVERSITY
DR.	Sultan Bilge KESKİNKILIÇ KARA	MİLLİ EĞİTİM BAKANLIĞI
DR.	Suzan Suzi TOKATLI	ERCİYES UNIVERSITY
DR.	Süleyman DEMİRCİ	ERCİYES UNIVERSITY

DR.	Süleyman ÖZDEMİR	İSTANBUL UNIVERSITY
DR.	Süphan NASIR	İSTANBUL UNIVERSITY
DR.	Süreyya SAKINÇ	CELAL BAYAR UNIVERSITY
DR.	Tarkan KAÇMAZ	DOKUZ EYLÜL UNIVERSITY
DR.	Tunç ÖZBEN	BOĞAZİÇİ UNIVERSITY
DR.	Turgay BİÇER	MARMARA UNIVERSITY
DR.	Türkey BULUT	HALİÇ UNIVERSITY
DR.	Uğur TÜRKMEN	AYFON KOCATEPE UNIVERSITY
DR.	Ufuk ALPKAYA	MARMARA UNIVERSITY
DR.	Vahit CELAL	AĞRI İBRAHİM ÇEÇEN UNIVERSITY
DR.	Vedat BAL	GAZİKENT UNIVERSITY
DR.	Veysel KÜÇÜK	MARMARA UNIVERSITY
DR.	Yalçın TAŞMEKTEPLİGİL	ON DOKUZ MAYIS UNIVERSITY
DR.	Yavuz YILDIZ	CELAL BAYAR UNIVERSITY
DR.	Yaşar TATAR	MARMARA UNIVERSITY
DR.	İbrahim ÇAM	CELAL BAYAR UNIVERSITY
DR.	İbrahim EROL	CELAL BAYAR UNIVERSITY
DR.	Yener ÖZEN	ERZİNCAN UNIVERSITY
DR.	Yeşim Bektaş ÇETİNKAYA	DOKUZ EYLÜL UNIVERSITY
DR.	İlhami YÜCEL	ERZİNCAN UNIVERSITY
DR.	İlknur TÜTÜNCÜ	KASTAMONU UNIVERSITY
DR.	İmdat ELMAS	İSTANBUL UNIVERSITY ADLİ BİLİMLER ENSTİTÜSÜ
DR.	İrfan GÜLMEZ	MARMARA UNIVERSITY
DR.	İrfan GÜNSEL	YAKIN DOĞU UNIVERSITY
DR.	İsmail AYDOĞAN	ERCİYES UNIVERSITY
DR.	İsmail GÜLEÇ	SAKARYA UNIVERSITY
DR.	İsmet EMRE	BARTIN UNIVERSITY
DR.	Yusuf MİRİŞLİ	AFYON KOCATEPE UNIVERSITY
DR.	Yılmaz KARADENİZ	MUŞ ALPARSLAN UNIVERSITY
DR.	Zahit SERARSLAN	MARMARA UNIVERSITY
DR.	Zeynep Çiğdem UYSAL ÜREY	ÇANKAYA UNIVERSTY
DR.	Özay ÖZPENÇE	PAMUKKALE UNIVERSITY
DR.	Özbay GÜVEN	GAZİ UNIVERSITY

DR.	Özgür AY	AFYON KOCATEPE UNIVERSITY
DR.	Özgür Kasım AYDEMİR	PAMUKKALE UNIVERSITY
DR.	Özlem GÖRÜMLÜ	DOKUZ EYLÜL UNIVERSITY
DR.	Şaban KAYIHAN	SAKARYA UNIVERSITY
DR.	Şahika KARACA	ERCİYES UNIVERSITY
DR.	Şakir BATMAZ	ERCİYES UNIVERSITY
DR.	Şebnem ARIKBOĞA	İSTANBUL UNIVERSITY
DR.	Şerif Ali BOZKAPLAN	DOKUZ EYLÜL UNIVERSITY
DR.	Şükran Güzin ILICAK AYDINALP	KÜLTÜR UNIVERSITY
DR.	A. Gamze Yücel İŞILDAR	GAZİ UNIVERSITY
DR.	A.Evren ERGİNAL	ÇANAKKALE 18 MART UNIVERSITY
DR.	Adem ÇABUK	ULUDAĞ UNIVERSITY
DR.	Ahmet AKIN	SAKARYA UNIVERSITY
DR.	Ahmet AKŞİT	NİĞDE UNIVERSITY
DR.	Ahmet ERGÜLEN	NİĞDE UNIVERSITY
DR.	Ahmet İMANÇER	EGE UNIVERSITY
DR.	Ahmet İNAM	ORTA DOĞU TEKNİK UNIVERSITY
DR.	Ahmet Burçin YERELİ	HACETTEPE UNIVERSITY
DR.	Ahmet Ercan GEGEZ	MARMARA UNIVERSITY
DR.	Ahmet Faruk AYSAN	BOĞAZİÇİ UNIVERSITY
DR.	Ahmet Faruk DOĞAN	BEYKENT UNIVERSITY
DR.	Ahmet GÜNAY	BALIKESİR UNIVERSITY
DR.	Alev FATOŞ FARSA	EGE UNIVERSITY
DR.	Alev Fatoş PARSA	EGE UNIVERSITY
DR.	Ali HALICI	BAŞKENT UNIVERSITY
DR.	Ali Osman UYSAL	ÇANAKKALE 18 MART UNIVERSITY
DR.	Ali PULAT	UŞAK UNIVERSITY
DR.	Alptekin YAVAŞ	ÇANAKKALE 18 MART UNIVERSITY
DR.	Arif TUNÇEZ	SELÇUK UNIVERSITY
DR.	Aslı ERİM ÖZDOĞAN	ÇANAKKALE 18 MART UNIVERSITY
DR.	Atik KULAKLI	BEYKENT UNIVERSITY
DR.	Ayda ÇELEBİOĞLU	ATATÜRK UNIVERSITY
DR.	Ayfer BUDAK	ERZİNCAN UNIVERSITY
DR.	Ayfer TANRIVERDİ	GAZİ UNIVERSITY

DR.	Ayhan AYTAÇ	TRAKYA UNIVERSITY
DR.	Ayhan ÖZŞAHİN	MARMARA UNIVERSITY
DR.	Aykut LENGER	EGE UNIVERSITY
DR.	Aykut GÜL	OSMANİYE UNIVERSITY
DR.	Ayla ALTINTEN	GAZİ UNIVERSITY
DR.	Aylin NAZLI	EGE UNIVERSITY
DR.	Ayşe Sezen BAYOĞLU	ANKARA UNIVERSITY
DR.	Aytekin ALBUZ	GAZİ UNIVERSITY
DR.	Ayten AKATAY	ÇANAKKALE 18 MART UNIVERSITY
DR.	Ayşe ÇAYLAK TÜRKER	ÇANAKKALE 18 MART UNIVERSITY
DR.	Ayşe OKANLI	ATATÜRK UNIVERSITY
DR.	Ayşe Meral TÖREYİN	GAZİ UNIVERSITY
DR.	Ayşe MURATHAN	GAZİ UNIVERSITY
DR.	Ayşen HİÇ GENÇER	BOSTON UNIVERSITY
DR.	Ayşen KORUKOĞLU	EGE UNIVERSITY
DR.	Ayşen TEMEL EĞİNLİ	EGE UNIVERSITY
DR.	Ayşen TOKOL	ULUDAĞ UNIVERSITY
DR.	Ayşen Altun ADA	DUMLUPINAR UNIVERSITY
DR.	Banu KEMALOĞLU	ÇANAKKALE 18 MART UNIVERSITY
DR.	Barış KARAEMLA	GAZİ UNIVERSITY
DR.	Barış KAYA	ZONGULDAK KARAEMLAS UNIVERSITY
DR.	Belgin AYDINTAN	GAZİ UNIVERSITY
DR.	Belgin GÖKYÜREK	GAZİ UNIVERSITY
DR.	Belma FİRLAR	EGE UNIVERSITY
DR.	Besim AKIN	MARMARA UNIVERSITY
DR.	Beyhan ÖZTÜRK	ÇANAKKALE 18 MART UNIVERSITY
DR.	Bilgehan GÜVEN	ÇANAKKALE 18 MART UNIVERSITY
DR.	Birol DOĞAN	EGE UNIVERSITY
DR.	Burcu ARACIOĞLU	EGE UNIVERSITY
DR.	Burhanettin FARİZOĞLU	BALIKESİR UNIVERSITY
DR.	Bülent GÜLÇUBUK	ANKARA UNIVERSITY
DR.	Cahit AYDEMİR	DİCLE UNIVERSITY
DR.	Cahit GÜNGÖR	ÇUKUROVA UNIVERSITY

DR.	Cemal ZEHİR	GEBZE YÜKSEK TEKNOLOJİ ENSTİTÜSÜ
DR.	Cengiz AKBULAK	ÇANAKKALE 18 MART UNIVERSITY
DR.	Cengiz ÖZMETİN	BALIKESİR UNIVERSITY
DR.	Cevat BİLGİN	ÇUKUROVA UNIVERSITY
DR.	Cumhur ASLAN	ÇANAKKALE 18 MART UNIVERSITY
DR.	Çağlan Karasu BENLİ	GAZİ UNIVERSITY
DR.	Çetin BEKTAŞ	ERZİNCAN UNIVERSITY
DR.	Çetin YAMAN	SAKARYA UNIVERSITY
DR.	Çiler HATİPOĞLU	ORTA DOĞU TEKNİK UNIVERSITY
DR.	Dilek DEMİRHAN	EGE UNIVERSITY
DR.	Dizar ERCİVAN ZENCİRCİ	EGE UNIVERSITY
DR.	Doğan BIÇKI	ÇANAKKALE 18 MART UNIVERSITY
DR.	Durmuş Ali BAL	ERZİNCAN UNIVERSITY
DR.	Ebru Özgül ÇETİN	EGE UNIVERSITY
DR.	Ebru Özgül GÜREL	ÇUKUROVA UNIVERSITY
DR.	Eda PURUTÇUOĞLU	ANKARA UNIVERSITY
DR.	Efsun Ezel ESATOĞLU	ANKARA UNIVERSITY
DR.	Ela Ayşe KÖKSAL	NİĞDE UNIVERSITY
DR.	Elçin MACAR	YILDIZ TEKNİK UNIVERSITY
DR.	Elif ÇEKİCİ	MARMARA UNIVERSITY
DR.	Elif ÖZMETİN	BALIKESİR UNIVERSITY
DR.	Emine ÖZMETE	ANKARA UNIVERSITY
DR.	Erdal EKİCİ	ÇANAKKALE 18 MART UNIVERSITY
DR.	Erdal ZORBA	GAZİ UNIVERSITY
DR.	Erdemir GÜNDOĞMUŞ	ANKARA UNIVERSITY
DR.	Erdiñç KARADENİZ	MERSİN UNIVERSITY
DR.	Erdoğan GÜNEŞ	ANKARA UNIVERSITY
DR.	Erhan IŞIKLAR	EGE UNIVERSITY
DR.	Ertuğrul GELEN	SAKARYA UNIVERSITY
DR.	Esin ÖZKAN	EGE UNIVERSITY
DR.	Esmā Görkem KAYAALP ERSOY	BEYKENT UNIVERSITY
DR.	Eva ŞARLAK	IŞIK UNIVERSITY
DR.	Faruk KARACA	ATATÜRK UNIVERSITY

DR.	Fatih KILIÇ	SÜLEYMAN DEMİREL UNIVERSITY
DR.	Fatma ALİSİNANOĞLU	GAZİ UNIVERSITY
DR.	Fatma PAKDİL	BAŞKEN UNIVERSITY
DR.	Fatoş GERMİRLİ BABUNA	İSTANBUL TEKNİK UNIVERSITY
DR.	Fehmi TUNCEL	ANKARA UNIVERSITY
DR.	Feriha YILDIRIM	GAZİ UNIVERSITY
DR.	Figen GÜRSOY	ANKARA UNIVERSITY
DR.	Fikret GÜLAÇTI	ERZİNCAN UNIVERSITY
DR.	Filiz GİRAY	ULUDAĞ UNIVERSITY
DR.	Fusun TOPSÜMER	EGE UNIVERSITY
DR.	Gaye ÖZDEMİR	EGE UNIVERSITY
DR.	Göğçe UYSAL	BAHÇEŞEHİR UNIVERSITY
DR.	Görkem MERGEN	ANKARA UNIVERSITY
DR.	Gülcan ERAKTAN	ANKARA UNIVERSITY
DR.	Güldeniz EKMEK	MALTEPE UNIVERSITY
DR.	Gülşen KIRLA	ÇUKUROVA UNIVERSITY
DR.	Gülten BULDUKER	ANKARA UNIVERSITY
DR.	Gülten HERGÜNER	SAKARYA UNIVERSITY
DR.	Gülşen ERYILMAZ	ATATÜRK UNIVERSITY
DR.	Güran YAHYAOĞLU	ÇANAKKALE 18 MART UNIVERSITY
DR.	Gürbüz GÖKÇEN	MARMARA UNIVERSITY
DR.	Hacer ÖZGEN	HACETTEPE UNIVERSITY
DR.	Hadiye ÖZER	ATATÜRK UNIVERSITY
DR.	Hakan SARIBAŞ	ZONGULDAK KARAEMLAS UNIVERSITY
DR.	Hakan YILDIRIM	MARMARA UNIVERSITY
DR.	Halil TANIL	EGE UNIVERSITY
DR.	Halil FİDAN	ANKARA UNIVERSITY
DR.	Halil İbrahim SAĞLAM	SAKARYA UNIVERSITY
DR.	Halil İbrahim TANÇ	ATATÜRK UNIVERSITY
DR.	Hamdi GÜLEÇ	ÇANAKKALE 18 MART UNIVERSITY
DR.	Hanifi KURT	EGE UNIVERSITY
DR.	Harun ÜRER	EGE UNIVERSITY
DR.	Hasan TATLI	ÇANAKKALE 18 MART UNIVERSITY

DR.	Hasan İlhan TUTALAR	DİCLE UNIVERSITY
DR.	Havva ÖZKAN	ATATÜRK UNIVERSITY
DR.	Hidaye Aydan SİLKÜ	EGE UNIVERSITY
DR.	Hilmi SÜNGÜ	BOZOK UNIVERSITY
DR.	Hülya İz BÖLÜKOĞLU	GAZİ UNIVERSITY
DR.	Hüseyin AĞIR	KAHRAMAN MARAŞ SÜTÇÜ İMAM UNIVERSITY
DR.	Hüsnü ERKAN	DOKUZ EYLÜL UNIVERSITY
DR.	Işıl AKGÜL	MARMARA UNIVERSITY
DR.	İbrahim BUDAK	ERZİNCAN UNIVERSITY
DR.	İbrahim YILMAZ	ATATÜRK UNIVERSITY
DR.	İlyas KARABIYIK	ERZİNCAN UNIVERSITY
DR.	İlyas SÖZEN	BEYKENT UNIVERSITY
DR.	İnci KAYHAN KUZGUN	HACETTEPE UNIVERSITY
DR.	İnci Kuyulu ERSOY	EGE UNIVERSITY
DR.	İsa ÇELİK	ATATÜRK UNIVERSITY
DR.	Kağan ÖĞÜT	BAHÇEŞEHİR UNIVERSITY
DR.	Kazım GÜNER	ÇANAKKALE 18 MART UNIVERSITY
DR.	Kerime ÜSTÜNOVA	ULUDAĞ UNIVERSITY
DR.	Kürşat YILMAZ	DUMLUPINAR UNIVERSITY
DR.	Lale GÜREMEN	AMASYA UNIVERSITY
DR.	Lale ORTA	OKAN UNIVERSITY
DR.	Lokman Hakan TECER	BALIKESİR UNIVERSITY
DR.	Mahir GÜMÜŞ	ÇANAKKALE 18 MART UNIVERSITY
DR.	Mahmut AKBOLAT	SAKARYA UNIVERSITY
DR.	Mehmet KAYA	SAKARYA UNIVERSITY
DR.	Mehmet METE	DİCLE UNIVERSITY
DR.	Mehmet ÖZBAŞ	ERZİNCAN UNIVERSITY
DR.	Mehmet TANYAŞ	MALTEPE UNIVERSITY
DR.	Mehmet YÜCE	ULUDAĞ UNIVERSITY
DR.	Mehmet Ali HAMATOĞLU	SAKARYA UNIVERSITY
DR.	Mehmet Barış HORZUM	SAKARYA UNIVERSITY
DR.	Mehmet Devrim TOPSES	ÇANAKKALE 18 MART UNIVERSITY
DR.	Mehmet TOP	HACETTEPE UNIVERSITY

DR.	Meltem GÜRÜNLÜ	MALTEPE UNIVERSITY
DR.	Meltem DOĞAN	GAZİ UNIVERSITY
DR.	Meltem Kutlu GÜRSEL	DOKUZ EYLÜL UNIVERSITY
DR.	Meltem YILMAZ	GAZİ UNIVERSITY
DR.	Meneviş Uzbay PİRİLİ	EGE UNIVERSITY
DR.	Merih Tekin BENDER	EGE UNIVERSITY
DR.	Mesut TEKSAN	ÇANAKKALE 18 MART UNIVERSITY
DR.	Mehmet GÜÇLÜ	GAZİ UNIVERSITY
DR.	Metin KAYA	GAZİ UNIVERSITY
DR.	Metin SABAN	ZONGULDAK KARAEMLAS UNIVERSITY
DR.	Metin UYAR	BEYKENT UNIVERSITY
DR.	Metin YAMAN	GAZİ UNIVERSITY
DR.	Mevhibe ALBAYRAK	ANKARA UNIVERSITY
DR.	Mine SARAN	EGE UNIVERSITY
DR.	Mirza TOKPUNAR	ÇANAKKALE 18 MART UNIVERSITY
DR.	Muhammet Fatih KESLER	ÇANAKKALE 18 MART UNIVERSITY
DR.	Muhammet Hanefi PALABIYIK	ATATÜRK UNIVERSITY
DR.	Murat AYDOĞDU	DOKUZ EYLÜL UNIVERSITY
DR.	Murat ERCAN	BİLECİK UNIVERSITY
DR.	Murat KUL	BARTIN UNIVERSITY
DR.	Murat NİŞANCI	ERZİNCAN UNIVERSITY
DR.	Murat ÜNAL	EGE UNIVERSITY
DR.	Musa BİLGİZ	ATATÜRK UNIVERSITY
DR.	Muštafa AKSOY	ÇANAKKALE 18 MART UNIVERSITY
DR.	Muštafa BAYRAKÇI	SAKARYA UNIVERSITY
DR.	Muštafa KAYA	ATATÜRK UNIVERSITY
DR.	Muštafa KOÇ	SAKARYA UNIVERSITY
DR.	Muzaffer ERCAN YILMAZ	BALIKESİR UNIVERSITY
DR.	Müjde KER DİNÇER	EGE UNIVERSITY
DR.	Mümin KARABULUT	BEYKENT UNIVERSITY
DR.	Münevver YALÇINKAYA	EGE UNIVERSITY
DR.	Münir ÖZTÜRK	EGE UNIVERSITY
DR.	Münir ŞAKRAK	MARMARA UNIVERSITY

DR.	N.Oğuzhan ALTAY	EGE UNIVERSITY
DR.	Nalan AKDOĞAN	BAŞKENT UNIVERSITY
DR.	Nazan GÜNAY	EGE UNIVERSITY
DR.	Nergiz ÖZKURAL	BEYKENT UNIVERSITY
DR.	Nesrin ADA	EGE UNIVERSITY
DR.	Nesrin BAYRAKTAR ERTEN	ÇANAKKALE 18 MART UNIVERSITY
DR.	Nevin YILDIRIM KOYUNCU	EGE UNIVERSITY
DR.	Nezahat GÜÇLÜ	GAZİ UNIVERSITY
DR.	Nezihe ŞENTÜRK	GAZİ UNIVERSITY
DR.	Neşet AYDIN	ÇANAKKALE 18 MART UNIVERSITY
DR.	Nihal ARIOĞLU	İSTANBUL TEKNİK UNIVERSITY
DR.	Nilgün AÇIK ÖNKAŞ	MUĞLA UNIVERSITY
DR.	Nilgün TOKER KILINÇ	EGE UNIVERSITY
DR.	Nilgün TUTAL CHEVİRON	GALATASARAY UNIVERSITY
DR.	Nilüfer DALKILIÇ	DUMLUPINAR UNIVERSITY
DR.	Nimet ÖNÜR	EGE UNIVERSITY
DR.	Niyazi KURNAZ	DUMLUPINAR UNIVERSITY
DR.	Nuray ALTUĞ	MARMARA UNIVERSITY
DR.	Nurdan KALAYCI	GAZİ UNIVERSITY
DR.	Nurdan SARAÇOĞLU	GAZİ UNIVERSITY
DR.	Nurettin ARSLAN	ÇANAKKALE 18 MART UNIVERSITY
DR.	Nurettin BİROL	ERZİNCAN UNIVERSITY
DR.	Nuri BİLGİN	EGE UNIVERSITY
DR.	Nurşin ATEŞOĞLU GÜNEY	YILDIZ TEKNİK UNIVERSITY
DR.	Oğuz BAL	GEBZE MESLEK YÜKSEK OKULU İKTİSAT BÖLÜMÜ
DR.	Oğuz ÇETİN	NİĞDE UNIVERSITY
DR.	Ömer TURAN	ORTA DOĞU TEKNİK UNIVERSITY
DR.	Ömer İSKENDEROĞLU	NİĞDE UNIVERSITY
DR.	Ömer Faruk ÇETİN	ERZİNCAN UNIVERSITY
DR.	Ömer Rıfık ÖNDER	ANKARA UNIVERSITY
DR.	Özcan SEZER	ZONGULDAK KARAEMLAS UNIVERSITY
DR.	Özlem CANKURTARAN ÖNTAŞ	HACETTEPE UNIVERSITY

DR.	Paşa YALÇIN	ERZİNCAN UNIVERSITY
DR.	Pınar TINAZ	MARMARA UNIVERSITY
DR.	Rahmi YAĞBASAN	BAŞKENT UNIVERSITY
DR.	Ramazan ABACI	SAKARYA UNIVERSITY
DR.	Ramazan AKSOY	ZONGULDAK KARAEMLAS UNIVERSITY
DR.	Özcan GÜNGÖR	ATATÜRK UNIVERSITY
DR.	Rasim KALE	KARADENİZ TEKNİK UNIVERSITY
DR.	Recep BOZTEMUR	ORTA DOĞU TEKNİK UNIVERSITY
DR.	Recep ÖZKAN	NİĞDE UNIVERSITY
DR.	Remzi ALTUNIŞIK	SAKARYA UNIVERSITY
DR.	Rezzan TATLIDİL	EGE UNIVERSITY
DR.	Ruhettin YAZOĞLU	ATATÜRK UNIVERSITY
DR.	Ruhet GENÇ	BİLGİ UNIVERSITY
DR.	Sabiha SEVİNÇ ALTAŞ	SAKARYA UNIVERSITY
DR.	Sadık KILIÇ	ATATÜRK UNIVERSITY
DR.	Safiye AKDENİZ	EGE UNIVERSITY
DR.	Sahavet GURDAL	MARMARA UNIVERSITY
DR.	Sayın DALKIRAN	ERZİNCAN UNIVERSITY
DR.	Sebahat ERDOĞAN	GAZİ UNIVERSITY
DR.	Seda ŞENGÜL	ÇUKUROVA UNIVERSITY
DR.	Selahattin GÜRİŞ	MARMARA UNIVERSITY
DR.	Selçuk BİLGİN	GAZİ UNIVERSITY
DR.	Selçuk KENDİRLİ	HİTİT UNIVERSITY
DR.	Selçuk YALÇIN	DUMLUPINAR UNIVERSITY
DR.	Selçuk ÖZTEK	MALTEPE UNIVERSITY
DR.	Selman CAN	ATATÜRK UNIVERSITY
DR.	Selver ÖZÖZEN KAHRAMAN	ÇANAKKALE 18 MART UNIVERSITY
DR.	Selver YILDIZ	ULUDAĞ UNIVERSITY
DR.	Sema BUZ	HACETTEPE UNIVERSITY
DR.	Sema Altun YALÇIN	ERZİNCAN UNIVERSITY
DR.	Semiyha DOLAŞIR TUNCER	ANKARA UNIVERSITY
DR.	Semra DAŞCI	EGE UNIVERSITY
DR.	Serap ALTUNTAŞ	ATATÜRK UNIVERSITY

DR.	Serap ÇABUK	ÇUKUROVA UNIVERSITY
DR.	Serap SÖKMEN	ATATÜRK UNIVERSITY
DR.	Serdar PİRTİNİ	MARMARA UNIVERSITY
DR.	Serkan BENK	ZONGULDAK KARAEMLAS UNIVERSITY
DR.	Serkan EKİZ	DOKUZ EYLÜL UNIVERSITY
DR.	Sevim BUDAK	İSTANBUL UNIVERSITY
DR.	Sevinç ÖZER	ÇANAKKALE 18 MART UNIVERSITY
DR.	Sevinç ÜRETEN	BAŞKENT UNIVERSITY
DR.	Sibel SÖNMEZ	EGE UNIVERSITY
DR.	Siret HÜRSOY	EGE UNIVERSITY
DR.	Solmaz ZELYUT	EGE UNIVERSITY
DR.	Soner AKKOÇ	DUMLUPINAR UNIVERSITY
DR.	Soner YAĞLI	EGE UNIVERSITY
DR.	Suat UĞUR	ÇANAKKALE 18 MART UNIVERSITY
DR.	Sudi APAK	BEYKENT UNIVERSITY
DR.	Süleyman ÖVEZ	İSTANBUL TEKNİK UNIVERSITY
DR.	Ş.Emet GÜREL	EGE UNIVERSITY
DR.	Şafak Ertan ÇOMAKLI	ANKARA UNIVERSITY
DR.	Şahamet BÜLBÜL	MALTEPE UNIVERSITY
DR.	Şebnem BURNAZ	İSTANBUL TEKNİK UNIVERSITY
DR.	Şebnem TOPLU	EGE UNIVERSITY
DR.	Şehnaz ERTEM	GAZİ UNIVERSITY
DR.	Şengül HABLEMİTOĞLU	ANKARA UNIVERSITY
DR.	Şeref ULUOCAK	ÇANAKKALE 18 MART UNIVERSITY
DR.	Şinasi SÖNMEZ	ZONGULDAK KARAEMLAS UNIVERSITY
DR.	Şule YÜKSEL YİĞİTER	ERZİNCAN UNIVERSITY
DR.	Tamer BUDAK	ZONGULDAK KARAEMLAS UNIVERSITY
DR.	Tevhit AYENGİN	ÇANAKKALE 18 MART UNIVERSITY
DR.	Timur Han GÜR	HACETTEPE UNIVERSITY
DR.	Tuncay AYAŞ	SAKARYA UNIVERSITY
DR.	Turhan KORKMAZ	ZONGULDAK KARAEMLAS UNIVERSITY

DR.	Tülin SÖYLEMEZOĞLU	ANKARA UNIVERSITY
DR.	Uğur BATI	YEDİTEPE UNIVERSITY
DR.	Ülkü GÜNEY	MALTEPE UNIVERSITY
DR.	Ümit GÜNER	DUMLUPINAR UNIVERSITY
DR.	Ünal BİLİR	ÇANAKKALE 18 MART UNIVERSITY
DR.	Valide PAŞEYEV	ATATÜRK UNIVERSITY
DR.	Vasif NABİYEV	KARADENİZ TEKNİK UNIVERSITY
DR.	Veli DUYAN	ANKARA UNIVERSITY
DR.	Veli Özer ÖZBEK	DOKUZ EYLÜL UNIVERSITY
DR.	Volkan ÖNGEL	BEYKENT UNIVERSITY
DR.	Yakup HACI	ÇANAKKALE 18 MART UNIVERSITY
DR.	Yasemin KÖSE	ZONGULDAK KARAEMLAS UNIVERSITY
DR.	Yasemin YAVUZER	NİĞDE UNIVERSITY
DR.	Yasemin İNCEOĞLU	GALATASARAY UNIVERSITY
DR.	Yavuz SOYKAN	DUMLUPINAR UNIVERSITY
DR.	Yaşar ÖZBAY	GAZİ UNIVERSITY
DR.	Yener ATASEVEN	ANKARA UNIVERSITY
DR.	Yusuf ÇELİK	HACETTEPE UNIVERSITY
DR.	Yusuf GÜMÜŞ	DUMLUPINAR UNIVERSITY
DR.	Yücel BAŞEĞİT	ÇANAKKALE 18 MART UNIVERSITY
DR.	Zafer AKBAŞ	DÜZCE UNIVERSITY
DR.	Zafer ÖNLER	ÇANAKKALE 18 MART UNIVERSITY
DR.	Zeki PARLAK	MARMARA UNIVERSITY
DR.	Zekiye UYSAL	ÇANAKKALE 18 MART UNIVERSITY
DR.	Zeliha KAYAALTI	ANKARA UNIVERSITY
DR.	Zeynep ZAFER	ANKARA UNIVERSITY

IIB INTERNATIONAL REFEREED ACADEMIC SOCIAL SCIENCES JOURNAL
Atakent 2 Mah. Akasya 1 Evleri C2/23 Blok Kat 4 D 17 Halkalı Küçükçekmece İstanbul



<http://www.iibdergisi.com>
<http://www.iibdergisi.net>
<http://www.iibdergisi.org>
<http://www.iibdergisi.info>
<http://www.iibdergisi.biz>
E-mail info@iibdergisi.com