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Dr.Gülten HERGÜNER

Esteemed science friends; We have completed our sixth issue. In this issue, 14 articles have been published and accepted. I thank all our science volunteer friends who support us not only with their knowledge but also with their studies. We send our deepest love to academician friends who didn't leave us alone from the day our journal started its publication life to today with their knowledge and support, our friends who worked keenly and excitedly in management of journal, author and author who shared their valuable scientific studies with us. We send our thanks to Nurhayat ÇELEBİ, Çetin YAMAN, Işık BAYRAKTAR, Gökhan DELİCEOĞLU, Hakan Murat KORKMAZ, Serdar TOK, Mutlu TÜRKMEN and others that we couldn't write the names who didn't leave us alone also in this issue with their critics, evaluations and contributions. Our journal is continously improving itself, and putting out all the stops in order to reach the most accurate and qualified publications to you. We have covered a great distance from the day we were on this way with the purpose of bringing some values to the whole science world until today. We will maintain the same self-sacrifice and enthusiasm in following studies. We thank again to our friends who have joined us recently both with their publications and knowledge and experiences, and wish you to have healthy, peaceful and happy days until seeing you in our next issue

With love and regards…

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STUDY ON EXTENTS OF CAREER PLANNING OF TURKISH ATHLETES WHO HAVE WON MEDALS AT THE OLYMPICS WITH RESPECT TO THEIR INCOME LEVEL

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Abstract: In this study titled Career planning and Examination of career factor according to income level, 37 different sportsmen/sportswomen from sports disciplines have been reviewed and among them 8 (21,6%) have been selected from taekwondo, 18 (48,6%) from wrestling, 11 (29,7%) from boxing, 4 from weight lifting, 2 from judo and 1 from athleticism. Within the examination it was researched whether the participated persons were different in terms of demographic features and sportive variants in order for the determination of career planning dimensions. The study is entirely in descriptive quality. Moreover activities of the sportsmen/sportswomen have been evaluated in terms of career planning. During the application phase of this study, a questionnaire including 102 questions which are consisted of as the following: 14 demographic questions, 47 questions measuring career planning during active sportsmen/sportswomen process and 41 questions measuring the career planning after quitting sports was applied to the participants. Questionnaire data was analyzed by using SPSS 17.0 statistical program. At the end of the analysis, reliability and validity of the scale was made on 80 national sportsmen/sportswomen from different branches, who continues or quitted making sports. General reliability coefficient (Crombach Alpha) for career planning scale belonging to the period active in sports was found to be 0,921 while the general reliability coefficient for career planning scale during the process after quitting making sports was found to be 0,879. In study it was reached to the conclusion that Turkish sportsmen/sportswomen ranked in Olympics didn't make an efficient career planning in sportive terms according to their income levels and they directed or compelled to direct towards different vocation groups other than sports. Furthermore it was reached that the sportsmen/sportswomen having high income have higher benefits from sports either when they were active in sports or after they quit7ted making it. This study shall make contribution for sports administration, sports federations, clubs and elite sportsmen/sportswomen to become conscious regarding the career planning and these processes to acquire an institutional identity.

Key Words: Career, Career planning, sports career, income level, Olympics, Olympic sportsmen/sportswomen.

[2]This study was prepared by benefiting from postgraduate thesis made in 2011 at Firat University Institute of Health Sciences by the second author at Works Cited under the consultancy of Dr. Cemal GUNDOGDU

INTRODUCTION

The career is a process where an individual is satisfied in psychological aspect by means of reconstructing the occupation for which he is responsible; it is a both occupational development and self-realization that he has achieved with the reception of training related to that occupation as well as a series of attitudes and behaviours that he perceives in connection with the occupational experience which he has gained throughout his life and the activities, and the experience gain of personnel for the occupation which they fulfil (Akin, 2005: 1-18), (Aytac, 2005: 5), (Bagcivan, 2002: 35-36).

From the perspective of an individual, the career has come into prominence due to several reasons and these reasons are listed as follows (Varol, 2001: 6):

It helps the individual form an identity and status.

It constitutes a focus and meaning for life.

It has a social meaning.

It plays an active role in obtaining a material power.

It provides occupational satisfaction.

It plays an active role in the development of personality.

Definition of Career Planning and Its Significance

Organizations have started to put emphasis on the human resources management upon realizing that human is at the top of factors affecting the success of organizations. They are obliged to place importance on the human resources activities in order to provide success in organizations, to increase the occupational satisfaction of employees for the purpose of effectively achieving their goals in the shortest time possible, and to maintain the sustainability of organization (Gündogdu et al, 2010: 608-615).

The career planning is a process in which individuals set goals with the consideration of their skills, attention and values, and do planning in order to achieve these goals. According to another definition, the career planning includes a process comprised of the individual himself, the opportunities and limitedness which he has, the decisions that he makes and determination of career goals by being aware of the consequences of his decisions, and the planning for occupational, educational and other relevant development programs which shall enable him to reach particular career goals (Erdogmus, 2003: 11), (Findikci, 1999: 345).

The effort to determine the concept of goal-mission-vision, which is one of the strategic management components, constitutes the

basis of decisions shaping the future and it is described as one of the domains required for the individual and organizational success. However, setting realistic and flexible goals becomes more difficult in a constantly changing career life where the instability is experienced to a great extent (Yaylaci, 2006: 86-87). Creating a good career vision is a crucial step in advancing the career (Walker & Leveskue, 2006: 29).

INSTRUMENT AND METHOD

Research Model

This research, which aims at determining the effectiveness of career planning of Turkish athletes who have won medals at the Olympics on the basis of opinions of the athletes with Olympic ranks, is conducted in a screening model with a descriptive quality.

Population and Sampling

The population of this research is comprised of 45 Turkish athletes who are living and residing in Turkey and who have won medals at the Olympics (*www.tmok.com/ summer Olympic games and Turkish athletes*), whereas the sampling consists of 37 accessible athletes.

Data Collection Instruments

The research on "*the determination of career planning profiles of Turkish athletes who have won medals at the Olympics*" has 3 sections. A survey consisting of the following question groups is employed: 14 questions for the scale of athletes' demographic characteristics, 47 for the scale of athletes' career planning in the period in which they started doing sports and 41 for the scale of athletes' career planning in the period in which they quit doing sports. The reliability and validity of the scale are based on 80 national athletes, whether active or inactive in sports, from different branches. Athletes are asked to evaluate their career planning in both periods in which they did sports and in which they quit sports. As a result of the pilot study carried out, the general reliability coefficient for the scale of career planning during the active sport period is calculated as 0,921 (Crombach Alpha) while the general reliability coefficient for the scale of career planning during the post-sport period is calculated as 0,879, which are both high. According to the results of factor analysis conducted for determining the structural validity of the scale, the scale of career planning related to the active sport period is separated into 4 factors as seen in Table 1. These factors are specified as "factors influential in starting doing sports", "factors influential in planning a sport career", "factors influential in sportive success" and "gain of sports during the athletes' active sport pe-

riod". The scale of career planning related to the post-sport period is separated into 3 factors as seen in Table 2. These factors are specified as "transition period within the post-sport period", "factors influential in ending their sport career" and "gain of sports during the athletes' post- sport period".

Statistical Data Analysis

The software SPSS 17.0 (Statistical Package for Social Sciences) for Windows is used in connection with statistical analyses during the assessment of findings that are obtained by the study. The descriptive statistical methods (Frequency, Percentage, Average and Standard Deviation) are employed for the assessment of data. As hypothesis testing, the Anova test and t-test are conducted for variables which display normal distribution. The results are dually assessed within the confidence interval of 95% and in the significance level of $p<0,05$.

Results:

The Olympic athletes who have won medals at the Olympics and participated in the research are composed of 7 females (18,9%) and 30 males (81,1%). Among the Olympic athletes who have won medals at the Olympics and participated in the research; 13 of them (36,1%) are between the ages of 18 and 35, 12 of them (33,3%) are between the ages of 36 and 45, and 11 of them (30,6%) are between the ages of 46 and above. Among the Olympic athletes who have won medals at the Olympics and participated in the research, 16 of them (43,2%) have high school education level and below, whereas 21 of them (56,8%) have university education level and above. Among the Olympic athletes who have won medals at the Olympics and participated in the research, 7of them (18,9%) are single, whereas 30 of them (81,1%) are married. Among the Olympic athletes who have won medals at the Olympics and participated in the research, it is observed that 20 of them (54,1%) have the monthly income of 2000 Turkish Liras and below, whereas 17 of them (45,9%) have 2001 Turkish Liras and above. With respect to the Olympic athletes who have won medals at the Olympics and participated in the research, it is observed that they are national athletes composed of; 8 (21,6%) in taekwondo, 18 (48,6%) in wrestling and 11 (29,8%) in other branches (4 in boxing, 4 in weightlifting, 2 in judo, 1 in athletics). Among the Olympic athletes who have won medals at the Olympics and participated in the research, it is observed that 8 of them (22,2%) actively continue to do sports, whereas 28 of them (77,8) do not actively continue to do sports. Among the Olympic athletes who have won medals at the Olympics and participated in the rese-

arch, it is observed that; 15 of them (40,5%) have achieved Olympic success in and prior to 1988, 10 of them (27,0%) have achieved Olympic success between the years 1989-2000 and 12 of them have achieved Olympic success (32,4%) in and after 2001. With respect to the Olympic athletes who have won medals at the Olympics and participated in the research, it is observed that they have achieved success in the countries as follows: 6 (of them) (16,2%) in Barcelona, 9 (%24,3) in Athens, 2 (5,4%) in Los Angeles, 4 (10,8%) in Beijing, 1 (2,7%) in Helsinki, 5 (13,5%) in Seoul, 1 (2,7%) in Melbourne, 2 (5,4%) in Sydney, 4 (10,8%) in Rome, 1 (2,7%) in Tokyo, 1 (2,7%) in Atlanta and 1 (2,7%) in Munich. Among the Olympic athletes who have won medals at the Olympics and participated in the research, it is observed that; 12 of them (32,4%) have ranked first, 13 of them (35,1%) have ranked second and 12 of them (32,4%) have ranked third. Among the Olympic athletes who have won medals at the Olympics and participated in the research, it is observed that; 16 of them (43,2%) have started doing sports between the ages of 15-19, whereas 21 of them (56,8%) have started doing sports between the ages of 11-17. With respect to the Olympic athletes who have won medals at the Olympics and participated in the research, it is observed that they have achieved the best ranks between the following ages; 14 of them (37,8%) between 15-19, 12 of them (32,4%) between 20-25 and 11 of them (29,7%) 26-31.

Among the Olympic athletes who have won medals at the Olympics and participated in the research, it is observed that 18 of them (62,1%) have quit doing sports at the age of 30 and below, whereas 11 of them (37,9%) have quit doing sports at the age of 31 and above. When the distribution by occupation of the Olympic athletes who have won medals at the Olympics and participated in the research is examined, it is observed that: 7 of them (18,92%) are retired people, 6 (16,22%) are sports advisors, 5 (13,51%) are physical education teachers, 2 (5,41%) are academicians, 2 (5,41%) are athletes, 2 (5,41%) are coaches, 2 (5,41%) are businessmen, 1 (2,70%) is a parliamentarian, 1 (2,70%) is a retired parliamentarian, 1 (2,70%) is a housewife, 1 (2,70%) is a computer operator, 1 (2,70%) is a sports education specialist, 1 (2,70%) is a sports specialist at municipality, 1 (2,70%) is a retired worker, 1 (2,70%) is a sports manager, 1 (2,70%) is a student and 1 (2,70%) is a self-employed person.

Table 1. Differentiation Of Career Planning Dimensions Of Turkish Athletes, Who Have Won Medals At The Olympics And Participated In The Research, On The Basis Of Sex Variable

Extent	Group	N	Average	Ss	t	p
Factors influential in starting doing sports	Female	7	3,109	0,961	-0,649	0,521
	Male	30	3,280	0,606		
Factors influential in planning a sport career	Female	7	3,495	0,576	2,045	**0,049***
	Male	30	3,074	0,565		
Factors influential in sportive success	Female	7	3,761	0,213	2,447	**0,020***
	Male	30	3,450	0,550		
Gain of sports during the athletes' active sport period	Female	7	4,727	0,341	1,869	0,070
	Male	30	4,486	0,363		
Transition period within the post-sport period	Female	7	3,565	0,831	1,036	0,322
	Male	30	3,296	0,324		
Factors influential in ending their sport career	Female	7	2,271	0,549	-0,456	0,651
	Male	30	2,413	0,815		
Gain of sports during the athletes' post- sport period	Female	7	4,445	0,550	1,535	0,134
	Male	30	4,162	0,493		

*** P < 0,05**

Based on the t-tes t conducted for the purpose of determining whether the score average of factors that are influential in planning a sport career, one of the extents of the career planning scale of Turkish athletes who have won medals at the Olympics and participated in the research, displays a significant difference with respect to sex variable, the difference between group averages is found to be statistically significant (t=2,05; p=0,049<0,05). According to the difference between averages, scores for the factor influential in sport career planning of female Olympic athletes are higher than those of male Olympic athletes.

Based on the t-test conducted for the purpose of determining whether the score average of factors that are influential in sportive success, one of the extents of the career planning scale of Turkish athletes who have won medals at the Olympics and participated in the research, displays a significant difference with respect to sex variable, the difference between group averages is fo-

und to be statistically significant (t=2,45; p=0,020<0,05). According to the difference between averages, scores for the factor influential in sportive success of female Olympic athletes are higher than those of male Olympic athletes.

Table 2. Differentiation Of Career Planning Extents Of Turkish Athletes, Who Have Won Medals At The Olympics And Participated İn The Research, On The Basis Of Age Variable

Extent	Group	N	Average	Ss	F	p
Factors influential in starting doing sports	18-35	13	3,308	0,575	0,355	0,704
	36-45	12	3,283	0,959		
	46&Above	11	3,073	0,615		
Factors influential in planning a sport career	18-35	13	3,432	0,475	3,596	**0,039***
	36-45	12	3,287	0,672		
	46&Above	11	2,841	0,494		
Factors influential in sportive success	18-35	13	3,673	0,438	1,646	0,208
	36-45	12	3,604	0,357		
	46&Above	11	3,330	0,631		
Gain of sports during the athletes' active sport period	18-35	13	4,670	0,385	2,141	0,134
	36-45	12	4,607	0,407		
	46&Above	11	4,378	0,249		
Transition period within the post-sport period	18-35	13	3,695	0,703	4,376	**0,021***
	36-45	12	3,247	0,338		
	46&Above	11	3,148	0,264		
Factors influential in ending their sport career	18-35	13	2,208	0,461	0,260	0,773
	36-45	12	2,444	0,733		
	46&Above	11	2,424	0,956		
Gain of sports during the athletes' post-sport period	18-35	13	4,619	0,385	10,728	**0,000***
	36-45	12	4,233	0,412		
	46&Above	11	3,827	0,458		

*** P < 0,05**

Based on the single direction variance analysis (Anova) conducted for the purpose of determining whether the score average of factors that are influential in planning a sport career, one of the extents of the career planning scale of Turkish athletes who have won medals at the Olympics and participated in the research, displays a significant difference with respect to age variable, the difference between group averages is found to be statistically significant (F=3,596; p=0,039<0,05). As a result of the complementary post-hoc analysis carried out in order to determine the origins of differences, scores for the factor influential in sport career planning of Olympic athletes aged between 18 and 35 are higher than those of Olympic athletes aged 46 and above.

Based on the single direction variance analysis (Anova) conducted for the purpose of determining whether the score average of factors that are influential in transition period within the post-sport period, one of the extents of the career planning scale of Turkish athletes who have won medals at the Olympics and participated in the research, displays a significant difference with respect to age variable, the difference between group averages is found to be statistically significant (F=4,376; p=0,021<0,05). As a result of the complementary post-hoc analysis carried out in order to determine the origins of differences, scores for the factor influential in transition period within the post-sport period of Olympic athletes aged between 18 and 35 are higher than those of Olympic athletes aged 46 and above.

Based on the single direction variance analysis (Anova) conducted for the purpose of determining whether the score average of factors that are influential in the gain of sports during the athletes' post-sport period, one of the extents of the career planning scale of Turkish athletes who have won medals at the Olympics and participated in the research, displays a significant difference with

Table 3. Differentiation Of Career Planning Extents Of Turkish Athletes, Who Have Won Medals At The Olympics And Participated İn The Research, On The Basis Of Monthly İncome Variable

Extent	Group	N	Average	Ss	t	p
Factors influential in starting doing sports	2000 TRY and below	20	3,300	0,862	0,411	0,684
	2001 TRY and above	17	3,200	0,557		
Factors influential in planning a sport career	2000 TRY and below	20	3,106	0,584	-0,960	0,343
	2001 TRY and above	17	3,292	0,597		
Factors influential in sportive success	2000 TRY and below	20	3,469	0,395	-1,041	0,307
	2001 TRY and above	17	3,640	0,571		
Gain of sports during the athletes' active sport period	2000 TRY and below	20	4,436	0,336	-2,263	**0,030***
	2001 TRY and above	17	4,694	0,358		
Transition period within the post-sport period	2000 TRY and below	20	3,292	0,661	-0,780	0,441
	2001 TRY and above	17	3,433	0,363		
Factors influential in ending their sport career	2000 TRY and below	20	2,480	0,852	1,018	0,317
	2001 TRY and above	17	2,211	0,606		
Gain of sports during the athletes' post- sport period	2000 TRY and below	20	4,030	0,538	-2,749	**0,009***
	2001 TRY and above	17	4,467	0,406		

*** P < 0,05**

respect to age variable, the difference between group averages is found to be statistically significant (F=10,728; p=0,000<0,05). As a result of the complementary post-hoc analysis carried out in order to determine the origins of differences, scores for the factor influential in the gain of sports during the post-sport period of Olympic athletes aged between 18 and 35 are higher than those of Olympic athletes aged 46 and above.

Based on the t-test conducted for the purpose of determining whether the score average of factors that are influential the gain of sports during the athletes' active sport period, one of the extents of the career planning scale of Turkish athletes who have won medals at the Olympics and participated in the research, displays a significant difference with respect to the monthly income variable, the difference between group averages is found to be statistically significant (t=-2,26; p=0,030<0,05). According to the difference between averages, scores for the factor influential in the gain of sports during the active sport period of Olympic athletes whose monthly income level is 2001 Turkish Liras and above are higher than those of Olympic athletes whose monthly income level is 2000 Turkish Liras and below.

Based on the t-test conducted for the purpo-

se of determining whether the score average of factors that are influential the gain of sports during the athletes' post-sport period, one of the extents of the career planning scale of Turkish athletes who have won medals at the Olympics and participated in the research, displays a significant difference with respect to the monthly income variable, the difference between group averages is found to be statistically significant (t=-2,75; p=0,009<0,05). According to the difference between averages, scores for the factor influential in the gain of sports during the post-sport period of Olympic athletes whose monthly income level is 2001 Turkish Liras and above are higher than those of Olympic athletes whose monthly income level is 2000 Turkish Liras and below.

Table 4. Score Averages Of Career Planning Extents Of Turkish Athletes, Who Have Won Medals At The Olympics And Participated In The Research, On The Basis Of Their Active Sport Period And Post-Sport Period.

Extent	N	Min.	Max.	Average	S.s
Factors influential in starting doing sports	37	1,800	4,600	3,254	0,730
Factors influential in planning a sport career	37	1,778	4,333	3,191	0,589
Factors influential in sportive success	37	2,500	4,500	3,457	0,484
Gain of sports during the athletes' active sport period	37	3,680	5,000	4,554	0,365
Transition period within the post-sport period	37	2,583	5,000	3,357	0,542
Factors influential in ending their sport career	37	1,333	4,667	2,354	0,747
Gain of sports during the athletes' post- sport period	37	3,100	5,000	4,231	0,524

As seen in Table 4, when the score averages

Table 5. Differentiation Of Career Planning Extents Of Turkish Athletes, Who Have Won Medals At The Olympics And Participated In The Research, With Respect To The Variable Of The Year In Which They Have Achieved Olympic Success.

Extent	Group	N	Average	Ss	F	p
Factors influential in starting doing sports	In and prior to 1988	15	2,987	0,765	2,624	0,087
	Between 1989-2000	10	3,640	0,723		
	In and after 2001	12	3,267	0,580		
Factors influential in planning a sport career	In and prior to 1988	15	2,809	0,425	7,778	**0,002***
	Between 1989-2000	10	3,567	0,642		
	In and after 2001	12	3,356	0,461		
Factors influential in sportive success	In and prior to 1988	15	3,417	0,556	1,240	0,302
	Between 1989-2000	10	3,725	0,327		
	In and after 2001	12	3,563	0,484		
Gain of sports during the athletes' active sport period	In and prior to 1988	15	4,371	0,258	7,136	**0,003***
	Between 1989-2000	10	4,856	0,124		
	In and after 2001	12	4,533	0,459		
Transition period within the post-sport period	In and prior to 1988	15	3,105	0,309	5,326	**0,010***
	Between 1989-2000	10	3,304	0,321		
	In and after 2001	12	3,716	0,726		
Factors influential in ending their sport career	In and prior to 1988	15	2,289	0,851	0,332	0,720
	Between 1989-2000	10	2,517	0,807		
	In and after 2001	12	2,262	0,395		
Gain of sports during the athletes' post-sport period	In and prior to 1988	15	3,840	0,464	12,071	**0,000***
	Between 1989-2000	10	4,380	0,368		
	In and after 2001	12	4,595	0,376		

*** P < 0,05**

of career planning extents of Turkish athletes, who have won medals at the Olympics and participated in the research, during their active sport period and post-sport period is examined, it is observed that the score average of the gain of sports during the athletes' active sport period is found to be the highest, whereas the score average of factors influential in ending their sport career turns out to be the lowest.

Based on the single direction variance analysis (Anova) conducted for the purpose of determining whether the score average of factors that are influential in planning a sport career, one of the extents of the career planning scale of Turkish athletes who have

won medals at the Olympics and participated in the research, displays a significant difference with respect to the variable of the year in which they have achieved Olympic success, the difference between group averages is found to be statistically significant (F=7,778; p=0,002<0,05). As a result of the complementary post-hoc analysis carried out in order to determine the origins of differences, scores for the factor influential in career planning of Olympic athletes who have achieved Olympic success in and prior to 1988 are lower than those of Olympic athletes who have achieved Olympic success between the years 1989 and 2000, and in and after 2001.

Based on the single direction variance analysis (Anova) conducted for the purpose of determining whether the score average of the gain of sports during the athletes' active sport period, one of the extents of the career planning scale of Turkish athletes who have won medals at the Olympics and participated in the research, displays a significant difference with respect to the variable of the year in which they have achieved Olympic success, the difference between group averages is found to be statistically significant (F=7,136; p=0,003<0,05). As a result of the complementary post-hoc analysis carried out in order to determine the origins of differences, scores for the gain of sports during the active sport period of Olympic athletes who have achieved Olympic success in and prior to 1988 are lower than those of Olympic athletes who have achieved Olympic success between the years 1989 and 2000.

Based on the single direction variance analysis (Anova) conducted for the purpose of determining whether the score average of the transition period within the post-sport period, one of the extents of the career planning scale of Turkish athletes who have won medals at the Olympics and participated in the research, displays a significant difference with respect to the variable of the year in which they have achieved Olympic success, the difference between group averages is found to be statistically significant (F=5,326; p=0,010<0,05). As a result of the complementary post-hoc analysis carried out in order to determine the origins of differences, scores for the transition period within the post-sport period of Olympic athletes who have achieved Olympic success in and prior to 1988 are lower than those of Olympic athletes who have achieved Olympic success in and after 2001.

Based on the single direction variance analysis (Anova) conducted for the purpose of determining whether the score average of the gain of sports during the athletes' post-sport period, one of the extents of the career planning scale of Turkish athletes who have won medals at the Olympics and participated in the research, displays a significant

difference with respect to the variable of the year in which they have achieved Olympic success, the difference between group averages is found to be statistically significant (F=12,071; p=0,000<0,05). As a result of the complementary post-hoc analysis carried out in order to determine the origins of differences, scores for the gain of sports during the post-sport period of Olympic athletes who have achieved Olympic success in and prior to 1988 are lower than those of Olympic athletes who have achieved Olympic success between the years 1989 and 2000, and in and after 2001.

DISCUSSION AND CONCLUSION

When the results on differentiation of Turkish athletes who have won medals at the Olympics and participated in the research are assessed;

With respect to the demographic characteristics of their planning levels, it is concluded that their career planning levels statistically differ by p<0.05 in connection with factors influential in sport career planning and sportive success in the period in which they do sports. Nonetheless, the planning of athletes does not display any difference in terms of their sex in the period when they have quit doing sports. Accordingly, impacts of the factors influential in sport career planning of female athletes and the factors influential in their successes are higher than those of male athletes. In a study performed by Sahin (2007) regarding teachers, it is ascertained that there is not any correlation between career planning and sex of teachers. Therefore, it may be expressed that the impact of sex differs in occupation which is performed (Sahin, 2007: 130-140).

43,2% of Turkish athletes who have participated in the research have started doing sports between the ages of 5 and 10, whereas 56,8% of them have started doing sports between the ages 11 and 17. 37,8% of Turkish athletes who have participated in the research have achieved their best rank between the ages of 15 and 19, while 32,4% and 29,7% of them have achieved their best rank between the ages of 20 and 25, and 26 and 31, respectively. 62,1% of Turkish athletes who have participated in the research have quit doing sports at the age of 30 and below, whereas 37,9% of them have quit doing sports at the age of 31 and above. It is considered that the athletes have quit doing sports in early ages when they may have been more efficient.

The research among wrestlers reveals that the experience which is gained through competitions and education over the years is a prerequisite for the increase in sportive success. The coefficient between working and success over the years is positive and highly important. The abundance of expe-

rience of athletes in sports branches results in the differentiation of their success at the level of 18% in local, 30% in regional and 36% in national areas, respectively. The difference of experience between athletes indicates that the ones who have started doing sports early, between the ages of 7 and 12, also start competing soon in comparison to the athletes who have started doing sports in older ages. It is observed that there is a positive and crucial impact between the experience and motivation in sports after the age of 12. However, inexperienced wrestlers (between the ages of 7 and 12) gain a higher motivation in order to avoid future failures, through participating in much more competitions and training while they are young. Athletes who participate in wrestling competitions in early ages fail more frequently compared to the ones who have started wrestling in older ages, because the competition rules compare these inexperienced athletes to more experienced athletes (Halvari, 1989: 979-988).

With respect to their monthly income levels, it is concluded that impacts of Turkish athletes' career planning extents, who have won medals at the Olympics and participated in the research, statistically differs by $p<0.05$ to the extent of the gain of sports during the athletes' active sport period and post-sport period, while any significant differentiation is not observed to other extents. Accordingly, the gain of sports during active sport period and post-sport period of Turkish athletes whose monthly income level is 2001 Turkish Liras and above is higher than those of other athletes whose monthly income level is 2000 Turkish Liras and below. In Adigüzel's study (2008) that deals with the factors influential in career plans of youngsters, statistically significant correlations, supporting our research, between the level of income and career planning are ascertained. As a result, it may be expressed that the level of income is an important variable that affects career planning (Adigüzel, 2008: 126-131).

With respect to the assessment of the results on career planning levels of Turkish athletes, who have won medals at the Olympics and participated in the research, during their active sport period and post-sport period;

When career planning levels of Turkish athletes, who have won medals at the Olympics and participated in the research, during their active sport period and post-sport period are assessed on the basis of 5; it is concluded that the level in which their career planning is at its best applies to the gain of sports during the athletes' active sport period with the score of 4,554, whereas the period in which their career planning is in the most negative state occurs in connection with the factors influential in ending their sport career with the average score of 2,354. Upon the assess-

ment of the obtained results; it is expected that athletes are considered to be at the peak of their career when they actively do sports and thus earn considerable income. On the other hand, the fact that factors influential in ending their sport career negatively affect their career in the period in which they have quit doing sports is a result that needs to be considered. It is assumed that our athletes may continue their sport career and bring success to our country many times in cases where studies are carried out for the purpose of turning negative factors influential in ending their sport career into positive factors.

It is concluded that career planning of Turkish athletes, who have won medals at the Olympics and participated in the research, statistically differs by $p<0.05$ with respect to the years in which they have achieved Olympic success, to the extent of "factors influential in planning a sport career", and to the extent of the gain of sports during their active sport period. Similarly, their career planning statistically differs by $p<0.05$ with respect to the years in which they have achieved Olympic success, to the extent of the transition period, and to the extent of the gain of sports during their post-sport period. Accordingly, impacts of the factors influential in sport career planning of Turkish athletes, who have achieved Olympic success in and prior to 1988, are lower than those of other athletes, who have achieved Olympic success between the years of 1989 and 2000, and after 2001. Scores for the gain of sports during the athletes' active sport period are lower than the athletes who have achieved Olympic success between the years of 1989 and 2000. Impacts of the transition period within the post-sport period are lower than the athletes who have achieved Olympic success in and after 2001. Scores for the gain of sports during the athletes' post-sport period are lower than the athletes who have achieved Olympic success between the years of 1989 and 2000, and after 2001.

In connection with the result abovementioned; if we assume that economy is one of the critical elements in career planning, it may be stated that today's athletes earn a considerable income through Olympic success and therefore are capable of planning their career with more favourable opportunities and qualities since the award regulation that is related to both the period in which athletes in the past won medals and to being granted a medal of today and recent time provided no financial return profit for athletes in the past.

It was reached to the conclusion that the influences of career planning extents of Turkish sportsmen/sportswomen who participated in research and ranked in Olympics was differentiated at $p<0,05$ level statistically in terms of benefits of sports when they were active and after they quitted according to

their monthly income and there was no differentiation in other levels. It was concluded that there was a relationship between career planning and income level. It was determined that income level was effective on career planning.

As a result of this research, it is concluded that Turkish athletes, who have won medals at the Olympics, are incapable of planning a sport career efficiently on the basis of their income, and they have tended or had to tend to different occupations other than sports, and the gain of sports is higher during the active sport period and post-sport period of athletes who have a high level of monthly income.

SUGGESTIONS

Private sector should be informed by the state regarding the sponsorship law and thus successful athletes should be urged to make personal sponsorship agreements.

State Ministry in charge of Sports should make a contribution in the development of units that would give professional consultancy service to the athletes that would show high level of success within the body of Federations and Turkish National Olympics Committee during their active sports life, finalization of their sports career and their life after sports. Thus the way should be paved for athletes to seize the opportunities when making their career planning. These supports and works might enable the athletes who are active in different branches to make a more qualified career planning. Another important point is that the legal arrangements to be made on this direction should be urgently activated.

The way should be paved for the individuals who got sports training within Turkish Sports Organization and had experience on this field to take charge in concerning institutions and more should be employed. The fact that the number of managers who god sports training in various branches within Turkish Sports Organization and had experience on this field is not so high can be assessed as a handicap.

Moving on this point, it can be suggested that necessary employment arrangements should be made for the athletes who achieved high level of success in European, World and Olympics championships to be actively charged in sports management.

The way can be paved for the athletes who retired or quitted making sports due to various reasons to be educated in their own fields by federations active in various sports branches. Necessary knowledge transfer can be made to individuals who set their heart to different sports disciplines within the body of federations about the concerning sports discipline and they can be directed towards

the sports discipline they have interest more properly.

Today there are many sports arenas in private sector. These arenas are entirely used in commercial purposes. It is a known fact that the person/s within the business administration has no knowledge on the concerning sports branch. It should be reminded that the individuals who attended to sports activities in such sports enterprises to make benefit got harmed according to many studies. Legal structure should be constituted towards the management and supervision of these enterprises run as a commercial entity and those who had sports training and having a sports experience should become more powerful within these institutions by way of federations.

Above mentioned detections and suggestions should be organized primarily for sports sciences having different branches to be more efficient and get more benefit. Future anxiety should be removed when making career planning. And for this material and moral support should be given by the state and concerning federations to the sportsmen/sportswomen who took charge in these fields and branches and made contributions. When making career planning material anxiety and suspicions should be removed and sports science should take part in our lives as a discipline.

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OLİMPİYATLARDA DERECE YAPAN TÜRK SPORCULARININ KARİYER PLANLAMA BOYUTLARININ GELİR DÜZEYLERİNE GÖRE İNCELENMESİ

Özet: Bireyler belirledikleri hedefler ile aldıkları eğitim vasıtasıyla; kişisel ve mesleki gelişim süreci içerisinde, kimlik ve statü oluşturma, maddi güç, iş tatmini gibi birçok fayda faktörü sağlarlar. Kariyer bir süreçtir ve bireyler açısından kariyer planlaması gelecek açısından önemlidir. Kariyer planlamaması ve kariyer boyutunun gelir düzeyine gore incelenmesi konulu bu çalışmada, spor disiplinleri içerisinden (8'i (% 21,6) taekwondo, 18'i (% 48,6) güreş, 11'i (% 29,7) 4 boks, 4 halter, 2 judo, 1 atletizm) 37 farklı sporcu üzerinde inceleme gerçekleştirildi. Inceleme içerisinde kariyer planlama boyutlarının belirlenmesi amacıyla uygulamaya katılan kişilerin demografik özellikleri ve sportif değişkenler açısından farklılık olup olmadığı araştırılmıştır. Çalışma tamamen betimsel niteliktedir. Ayrıca olimpiyatlarda derece yapan sporcuların kariyer planlaması açısından etkinlikleri de ele alınmıştır. Bu çalışmanın uygulama aşamasında katılım sağlayan sporculara; 14 demografik soru, aktif sporculuk sürecindeki kariyer planlamasını ölçen 47 soru ve sporu bıraktığı süreç içerisindeki kariyer planlamasını ölçen 41 sorudan oluşan toplam 102 soruluk bir anket uygulanmıştır. Anket verileri SPSS 17.0 istatistik programı kullanılarak analiz edilmiştir. Analiz sonucunda ölçeğin güvenirliği ve geçerliliği farklı branşlardan spora devam eden veya bırakmış 80 milli sporcu üzerinde yapılmıştır. Spor yapılan sürece ait kariyer planlaması ölçeği için genel güvenirlik katsayısı (Crombach Alpha) 0,921 olarak, sporu bıraktıkları süreçteki kariyer planlaması ölçeği için ise genel güvenirlik katsayısı 0,879 olarak bulunmuştur. Anketin güvenilirliğinin belirlenmesinde alfa katsayısından, sporcuların demografik ve sportif profillerinin belirlenmesinde frekans ve yüzde istatistiklerinden, sporcuların spor yaptıkları ve sporu bıraktıkları süreçte kariyer planlama boyutlarının belirlenmesinde ise; ortalama ve standart sapma istatistiklerinden yararlanılmıştır. Sporcuların kariyer planlama boyutlarının demografik ve sportif profillerine göre farklılaşmasının belirlenmesinde; normal dağılım gösteren değişkenler için t-testi, anova, normal dağılım göstermeyen değişkenler için man-whitney-u, kruskall wallis testleri uygulanmıştır. Araştırmada; Olimpiyatlarda derece yapan Türk sporcularının gelir düzeylerine göre sportif açıdan etkin bir kari-

yer planlaması yapamadıkları, spor alanının dışındaki farklı mesleklere yöneldikleri ya da yönelmek zorunda kaldıkları sonucu elde edilmiştir. Ayrıca; yüksek gelir sahibi sporcuların ise spor yaptığı ve bıraktığı dönemde sporun kazanımlarının daha yüksek olduğu sonucuna ulaşılmıştır. Bu araştırma spor yönetimi, spor federasyonları, kulüpler ve elit sporcuların kariyer planlaması ile ilgili bilinçlenmesine ve bu süreçlerin kurumsal bir kimlik kazanmasına katkı sağlayacaktır.

Anahtar Kelimeler: Kariyer, Kariyer Planlaması, Spor Kariyeri, Gelir Düzeyi, Olimpiyat, Olimpik Sporcu.

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DETERMINATION OF ACADEMIC SUCCESS IN PHYSICAL EDUCATION TEACHER CANDIDATES

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Abstract: The purpose of this study was to examine the predictive ability of the Big Five personality traits, trait emotional intelligence (EI), and general mental ability in physical education (PE) teacher candidates' academic success. The sample included 171 PE teacher candidates ranging in age from 19 to 29(M= 23.31 and SD= 2.16). Participants completed the Five Factor Personality Inventory, the Schutte Emotional Intelligence Scale and the Raven's Progressive Matrices at the beginning of the 2009-2010 academic year. At the year's end, participants' grade point averages (GPAs) were matched to their personality, trait EI, and general mental ability scores. Pearson product-moment correlations and linear regression were used to analyze data. Trait EI, general mental ability were not related to GPA. Additionally, a regression model consisting of the Big Five personality traits, trait EI, and general mental bility could predict only 10% of variance in GPA.

Keywords: Trait emotional intelligence, personality, physical education

INTRODUCTION

In Turkey the number of institutions aiming to bring up Physical Education (PE) teacher has increased dramatically during the last one-half decade. However, Turkish Ministry of Education has employed very limited amount of PE teacher since 1996. As a result of this, early withdrawal from college and decreasing level of academic achievement have become a major problem for college managers. In this respect, an accurate determination of the PE teacher candidates' academic success is of great importance.

Previous efforts to explain academic success focused traditionally on personality and intelligence. Results from these studies suggested that personality traits within the Big Five personality model may explain success in school.

The most important Big Five facet that can be theoretically related to academic success is Conscientiousness. In a study by Payne, Youngcourt, and Beaubien (2007) it has been shown that individuals having higher level of Conscientiousness have the strongest learning goal orientation. Numerous empirical studies have identified positive relations between Conscientiousness and diverse indicators of academic performance (O'Connor & Paunonen, 2007) such as exam performance (Chamorro-Premuzic, & Furnham, 2003), Grade Point Average (GPA) (Basuta, Prins, & Hamaker, 1999; Wagerman & Funder, 2007). However, because of recent findings demonstrating that there might be an inverted U-shaped relationship between academic success and Conscientiousness (Cucina & Vasilopoulos, 2005), aforementioned results should be interpreted with caution.

Another Big Five dimension that can be related to academic success is Openness to Experience. Because the concept of Openness appears to be unusually difficult to grasp and it includes cultural sophistication, culture, sensitivity to esthetic, imagination as well as intelligence and intellectual activity (McCrae & Costa, 1997) it is not easy to interpret association between academic success and Openness to Experience. Considering Chamorro-

Premuzic and Furnham (2004) argument suggesting that open individuals are more prone to engage in activities that stimulate the acquisition of knowledge, it might be logical to assume a positive association between Openness to Experience and academic success. However, despite the findings documenting that Openness to Experience is positively related to academic success, in their meta analysis O'Connor and Paunonen (2007) reported that relationship between these two variables was very low and they rejected the notion that there is an overall interaction between Openness to Experience and academic performance.

Neuroticism might be another academic success-related personality trait. Neuroticism includes traits such as Anxiety, Anger-hostility, Depression, Self-consciousness, Impulsiveness and Vulnerability (Costa & McCrae, 1992/2006) which may have potential to deteriorate students' academic performance. Despite studies suggesting a negative relationship between Neuroticism and academic performance (Chamorro-Premuzic & Furnham, 2003a; Chamorro-Premuzic, & Furnham, 2003b), O'Connor and Paunonen (2007) reported in their meta-analyses a very low correlation coefficient between Neuroticism and academic performance (r = .-3) and suggested that Neuroticism may not be a strong determinant of individual differences in scholastic achievement in general.

It has been shown in several studies that Extraversion is positively related to intelligence (Busato, Prins, Elshout, & Hamaker, 2000; Chamorro-Premuzic & Furnham, 2004; Furnham, Chamorro-Premuzic, & McDougall, 2002). However, it seems that Extraversion is negatively related to academic success. In fact, research findings suggested that extraverts underperform in academic setting because of their distractibility, sociability and impulsiveness (Sanchez-Marin, Rejano-Infante, & Rodriguez-Troyano, 2001). Conversely, introverts' greater ability to consolidate learning, lower distractibility, and better study habits (Entwistle & Entwistle, 1970/2003) may

lead better academic performance.

Research examining predictive ability of Agreeableness dimension of the Big Five personality model produced contradictory results. While some researchers found Agreeableness to be positively related to academic success (Farsides & Woodfield, 2003; Gray & Watson, 2002), other researchers failed to find such a significant correlation between Agreeableness and academic achievement (Conard, 2006; Duff, Boyle, Dunleavy, & Ferguson, 2004). Thus Agreeableness may not be an important determinate of academic success.

Recently, emotional intelligence as a possible predictor of academic success attracted considerable amount of interest. Results from these studies revealed inconsistent results which make predictive ability of EI problematic. These inconsistent results may stem from how EI is conceptualized and measured. In this

respect, debates on trait EI which refers to a constellation of behavioral dispositions and self-perceptions concerning one's ability to recognize, process, and utilize emotion-laden information (Petrides & Furnham, 2000a, 2000b) and self report EI scales focused largely on whether trait EI has predictive ability over and above traditional personality traits. According to Mayer, Caruso, and Salovey (1999) asking people regarding their personal, self reported beliefs about their EI worth noting. In addition, Waterhouse (2006) stated that "the claim that" EI determines real-world success has not been validated. Waterhouse further stated that EI competencies should not be taught in the school. Because of these inconsistent findings and theoretical debates on the trait EI, it is a necessity to examine the effect of trait EI on academic success of PE teacher candidates.

Although considerable amount of research exists demonstrating association between academic success and intelligence (Di Fabio, & Palazzeschi, 2009; Rohde, & Thompson, 2007; Chamorro-Premuzic, & Furnham, 2008; Duckworth, & Seligman 2005), the effect of intelligence in a unique academic setting where success is determined partially by physical abilities is not clear and deserves a detailed examination.

Based on results mentioned above in this study, we postulated that academic success should be related more to personality especially Conscientiousness. Intelligence should not be related to academic success because of the unique academic requirement for PE teacher candidates.

METHOD

Participants

The sample included 171 fourth grade physical education teacher candidates (male: 96, female: 75) ranging in age from 18 to 31 years (Mean:± 22.31).

Materials

Schutte Emotional Intelligence Scale

The Emotional Intelligence Scale developed by Schutte et al. (1998), revised by Austin, Saklofske, Huang, and McKenney, (2004) and adapted for Turkish populations by Tok, Moralı, and Tatar (2005) was used in order to measure emotional intelligence. The scale contains 41 items and gives an overall EI score as well as three subscale

scores, namely, Optimism/Mood Regulation, Appraisal of Emotion and Utilization of Emotion. Optimism/Mood Regulation measures the extent to which people report being able to regulate their own and others' emotions; Utilization of Emotions measures the extent to which people report being able to utilize emotions in solving problems; and Appraisal of Emotions measures the extent to which people report being able to identify their own and others' emotions. Austin et al., (2004) provided evidence for the first two factors and the full scale's internal reliability. The scale's internal consistency coefficient for our sample was .87.

The Five Factor Personality Inventory

To assess personality characteristics FFPI developed by Somer, Korkmaz and Tatar, (2002) was used. FFPI is a 220 items personality inventory designed to assess the main five personality traits namely Neuroticism, Extraversion, Openness to Experience, Agreeableness, and Conscientiousness and their 17 sub-dimensions. Item responses are made using a five point-format. The inventory's Manual provides evidence for reliability and validity of the measurement device.

Raven's Progressive Matrices

The Raven's SPM is the most well known, most researched, and most widely used of all culture-reduced tests (Raven, Court, & Raven, 1998). It consists of 60

diagrammatic puzzles, each with a missing part that the test taker attempts to identify from several options. The 60 puzzles are divided into five sets (A, B, C, D, and E) of 12 items each. To ensure sustained interest and freedom from fatigue, each problem is boldly presented, accurately drawn, and, as far as possible, pleasing to look at. No time limit is set and all testers are allowed to complete the test. As an untimed ''capacity'' test, and even as a 20-min ''speed'' or ''efficiency'' test, the SPM is usually regarded as a good measure of the nonverbal component of general intelligence rather than of culturally specific information. It has been found to demonstrate reliability and validity across a wide range of populations, with retest reliabilities of .83–.93 over a 1-year interval.

Procedure

Participants completed the Five Factor Personality Inventory, Schutte Emotional Intelligence Scale, and Raven's Progressive Matrices at the beginning of the 2009-2010 academic years. At the end of the year their grade point averages were obtained and matched to their trait previous measures.

Statistical Analyses

In order to analyze obtained data set descriptive statistics, Pearson correlation coefficient and hierarchical regression analyses were used. SPSS 11.0 was used in statistical analyses.

RESULTS

Pearson product-moment correlations were calculated among Schutte Emotional Intelligence Scale dimensions, Big Five personality traits, Raven's Progressive Matrices and GPA. Results showed that only Conscientiousness related to end-of year academic

GPA.

Table 1. Correlation among the Emotional Intelligence, the Big Five Personality Traits,

Table 1. Correlations among the Big Five Personality Traits, Emotional Intelligence, the Raven's Progressive Matrices and participant GPAs

	1	2	3	4	5	6	7	8	9
1 GPA									
2 Extroversion	.020								
3 Agreeableness	-007	.111							
4Conscientiousness	.220**	.334**	.187*						
5 Emotional Stb.	-.104	-428**	-235**	-312**					
6 Openness	.087	.373**	.283**	.401**	-316**				
7 Optimism / MoodRegulation	.009	.246**	.197**	.184*	-.067	.336**			
8 Utilisation of Emotions	-.100	.079	-.033	.128	.025	-.033	.128		
9 Appraisal of Emotions	-.020	-383**	-.165*	-.177*	.278**	-307**	-.135	.198**	
10 Raven's P. M.	.12	.094	-.041	-.057	.010	-.025	-.103	.028	-.171

*p<.05

**p<.05

Raven's Progressive Matrices, and GPA

To test whether or not the Big Five personality traits, trait emotional intelligence and general intelligence have the ability to predict academic success in PE teacher candidates' linear regression were carried out. All independent variables were entered into the model simultaneously (Enter method). Result revealed that our model could predict only 10% of the variance in PE teacher candidates' GPA. Most of the variances were explained by Conscientiousness and Raven's Progressive Matrices.

Table 2. Predictive ability of the Big Five Personality Traits, Emotional Intelligence, the Raven's Progressive Matrices, for GPAs

Gruops	Independent Varibles	Beta	T	R	R^2
	Extraversion /	-.093	-.980		
	Agreeableness	-.065	-.810		
	Conscientiousness	.257	3.04*		
	Neuroticism	-.111	-.937		
Model	**Openness to Experience**	.021	.152	.32	.10
	Optimism/Mood Regulation	.026	.322		
	Utilisation of Emotions	-.144	-.1.80		
	Appraisal of Emotions	.034	.585		
	Raven's Progressive M.	.157	1.97*		
	(Constant)		2.94		

DISCUSSION

The aim of the present study was to determine which personality trait is the strongest predictor of the PE teacher candidates whether two different types of intelligence can increase predictive ability of the personality traits.

The main hypothesis was confirmed supporting the positive role of Conscientiousness in academic success. This result is in line with other studies (Vianello, Robusto, & Anselmi, 2010) which showed that academic success is most related to Conscientiousness. It seems that individuals who are organized, attentive, persistent, focused (Furnham et al., 2002) self-disciplined and achievement-oriented (Chamorro-Premuzic & Furnham, 2004) might be more successful. However, despite the theoretical reasons which rationalize positive relationship between Conscientiousness and academic success, O'Connor and Paunonen's (2007) meta-analysis showed that the relationship between Conscientiousness and academic success may be less consistent than expected. For example, Goff and Ackerman (1992) found no significant correlation between Conscientiousness and academic success at the high school level. Further, in their meta-analysis Ackerman and Heggestad (1997) reported one study demonstrating a significant negative correlation between Conscientiousness and "knowledge and achievement" (p. 231). One previous study's result by Cucina and Vasilopoulos (2005) which demonstrated an inverted U shaped association between academic success and Conscientiousness may explain these inconsistent results regarding the role of Conscientiousness in academic success.

Contrary to our hypothesis no relationship was found between Openness to experience and academic success. Openness was also not related to intelligence. Based on results reported by Harris (2004) and the argument

made by McCrae and Costa (1997) suggesting that Openness to Experience may represent how intelligence is reflected in personality we expected a positive relationship association between these variables. Cultural sophistication and imagination facets of the Openness to Experience (McCrae & Costa, 1997) may explain the lack of association between Openness and academic success. De Fruyt and Mervielde (1996) found a negative association between GPA and the openness to fantasy facet (being dreamy and not task oriented) and the openness to aesthetics facet (i.e., appreciating art and beauty). Not suprisingly, Extraversion, Agreeanleness and Neuroticism were not related to academic success. This result confirms O'Connor and Paunonen's (2007) findings regarding the role of Extraversion, Agreeanleness and Neuroticism in academic success which suggest that these traits may not be useful constructs to predict academic success.

Although literature on predictive ability of trait EI for academic success indicates that trait EI might be slightly related to academic success, our results provide no evidence for an association between academic success and trait EI. Considering previous studies' results demonstrating association between academic success and trait EI, we suggest that predictive ability of trait EI may depend on several factors. First, context where the relationship between academic success and trait EI is examined may have an influence on predictive ability of trait EI. For example, Parker, Summerfeldt, Hogan, and Majeski (2004) examined the relationship between trait EI and academic success during the transition from high school to university where students face several stressors such as making new relationships, modifying existing relationships with parents and family found that trait EI related to academic success. It seems that non-cognitive abilities such as understanding and managing emotions may facilitate better academic performance when students face new stressors. Another factor, as mentioned before, might be how EI intelligence is conceptualized. In this respect, O'Connor and Little (2003) tested the predictive ability of both ability and trait EI for academic success and showed that EI is not a strong predictor of academic achievement regardless of the type of instrument used to measure it.

Non-verbal intelligence measured by progressive Matrices were not strong determinant of the PE teacher candidates' academic success operationalized GPA. These results are not in line with previous results indicating an association between academic success and intelligence in various settings (Di Fabio & Palazzeschi, 2009; Rohde & Thompson, 2007). Study samples may explain the differences between results. For our sample, academic success is determined not only by cognitive ability but also determined partially by physical and kinesthetic abilities. It seems that general cognitive ability is not an adequate construct to explain PE teacher candidates' academic success. Further, other factors rather than general cognitive ability may play an important role in PE teacher candidates' academic success. In this regard, the Multiple Intelligences (Gardner, 1983) which also includes non-cognitive abilities such as bodily-kinesthetic intelligence appear more useful construct to understand PE teachers' academic success. Our results regarding the relationship between general cognitive abil-

ity and academic success showed that predictive ability of the intelligence tests may depend on the context.

Results of the present study revealed that personality, general cognitive ability and emotional intelligence could account only a small amount of variance in academic success. This finding should lead college managers to consider what other factors might be related to academic success in PE teacher candidates.

Anecdotal evidence suggests that due to extremely low possibility to be employed as a PE teacher, candidates' academic motivation is very low. We suggest in future studies to examine academic motivation and academic self in addition to intelligence and personality.

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BEDEN EĞİTİMİ ÖĞRETMENİ ADAYLARININ AKADEMİK BAŞARILARININ BELİRLENMESİ

Bu çalışmanın amacı, beş büyük kişilik özelliği (dışa dönüklük, yumuşak başlılık, öz denetim, duygusal tutarsızlık ve gelişime açıklık), duygusal zeka ve genel mental yeteneğin beden eğitimi öğretmeni adaylarında akademik başarı için öngörücünü gücü incelemektir araştırmaya yaş ortalaması 23.31(ss = 2.16) olan 171 beden eğitimi öğretmeni adayı katılmıştır. Katılımcılar 2009-2010 öğretim yılı başında Beş Faktör Kişilik Envanteri, Schutte Duygusal Zeka Ölçeği ve Rave'nin Progresif Matrisleri'ni tamamlamışlardır. Akademik yılın sonunda katılımcıların not ortalamaları, daha önce elde edilen kişilik, duygusal zeka ve genel mental yetenek skorları ile eşleştirilmiştir. Elde edilen veri setinin analizinde Peason korelasyon ve linear regresyon analizleri kullanılmıştır. Sonuçlar, öğretmen adaylarında akademik başarılar, duygusal zeka ve genel mental yetenek arasında anlamlı bir ilişki bulunmadığını göstermiştir. Öte yandan, kişilik özellikleri, genel mental yetenek ve duygusal zekadan oluşan regresyon modeli öğretmen adaylarının akademik başarısını % 10 düzeyinde açıklayabilmiştir. Regresyon modelinde öngörücü gücü en yüksek değişken ise öz denetim kişilik özelliği olarak bulunmuştur. Araştırmadan elde edilen sonuçlar öz denetim kişilik özelliğinin öğretmen adaylarının akademik başarısında önemli etkisinin olabileceğine işaret etmektedir.

Anahtar kelimeler: Duygusal Zeka, Kişilik, Beden Eğitimi

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'THEATRE IS ONLY ALIVE IF IT IS KICKING.' SARAH KANE AND *BLASTED*[1]

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Abstract: Ensuing John Osborne's *Look Back in Anger* in 1956, a new angry young generation has appeared with more provocative and shocking works which have later been called 'in-yer-face' theatre by critic Aleks Sierz. It would not be wrong to say that Sarah Kane with her first play *Blasted* is the key figure of 'in-yer-face' theatre. Presenting dirty language, sex, nudity, violence on stage are shocking techniques that leave an indelible impression. In *Blasted*, Kane connects the interpersonal violence with the forgone conclusions of the war which is dirty, and she depicts this idea in a harsh way in which audiences may feel that as if Kane throws up on them while telling her story.The purpose of this paper is to evaluate the characteristics of in-yer-face theatre in Sarah Kane's *Blasted*.

Key Words: In-yer-face theatre, Sarah Kane, Blasted, Violence, War

INTRODUCTION

British theatre of the 1990s has witnessed the rise of a new angry young generation whose works have been labelled provocative, speculative, confrontational, sensational, shocking, taboo-breaking, brutal, bleak, gloomy and dark (Biçer, 75). This storm in British Theatre has later been called 'in-yer-face' theatre by critic Aleks Sierz in his book bearing the same title, In-Yer-Face Theatre.

Cambridge Advanced Learner's Dictionary & Thesaurus describes the phrase 'in-yer-face' (IYF) as a slang term meaning "something done in a forceful way that intends to shock people". As a dramatic term, the widest definition of in-yer-face theatre is described by Sierz. He defines it as a kind of drama which "takes the audience by the scruff of the neck and shakes it until it gets the message" (4). Since it mirrors the insensitive and reckless side of society, Sierz clarifies that it is "a theatre of sensation" as it shakes the actors and spectators out of conventional responses, irritates and provokes alarm (4). In other words, it brings the audience on the verge of facing themselves in the sense of reality. In the light of these definitions, it will not be difficult to answer "How do you know a work is in-yer-face? Sierz lists the prominent features of IYF as follows: the language is usually filthy/dirty, characters talk about unsuitable or forbidden taboo subjects such as talking about sex

1 ***Bu Çalışma 1 nci Uluslararası Bilim ve Kültür Kongresi 2012 Temmuz-Ağustos Ayı İçerisinde Ankarada Sunulmuştur.***

on stage, using the words 'fuck' and 'cunt'. Moreover, they take their clothes off, have sex, humiliate each other, experience unpleasant emotions, and become suddenly violent (7). Sierz expresses that shock tactic is another characteristic of in-yer face theatre. It is a way of waking up the audience to explore difficult feelings, provoking and confronting them. Since they want to question the idea of what is normal, what it means to be human, what is natural or what is real", they "push up the boundaries of what is acceptable (5). In short, the reasons that make a play shocking constitute the essence of in-yer-face theatre.

The roots of in-yer-face theatre date back to the Ancient Greek Tragedies such as *Oedipus* who kills his father, has children from his mother and blinds himself, and *Medea*, *Pheadra* and *Agamemnon* who now symbolize child murder and incest. In Roman tragedy Seneca with his violent 'revenge tragedy' is the milestone.The Jacobean version of tragedy after translation of Seneca also includes violence with the content of "horrible murder, painful torture, wanton acts of cruelty and vicious vengeance". The root of in-yer-face theatre originating in Greek, Roman and then Jacobean sense of drama proceeds with French playwright Antonin Artaud. His Theatre of Cruelty[1], (written in the thirties) forms the keynotes of 1990s in-yer-face theatre. Besides, John Osborn's *Look Back in Anger*[2] in 1956 is the most "exhilarating days of new writing sparked off" (Sierz, xi). However as to Sierz 'the golden age' of in-yer-face theatre is considered as the period "between performing Sarah Kane's *Blasted* (1965) and her committing suicide" (248).

Born in Brentwood, Essex in 1971 and committed suicide in 1999 at the age of 28, Sarah Kane with her first play *Blasted* made innovative and important contributions to British Theatre (Sierz, 90-91). In addition to *Blasted*, Kane wrote five plays including, *Skin*[3], *Phaedra's Love*[4], *Cleansed*[5], *Crave*[6],

1 **Theatre of Cruelty** is Antonin Artaud's "label for the type of performance he advocated to force audiences to confront the violent impulses suppressed with their unconscious minds" (Brockett & Ball 436)

2 **Look Back in Anger** is a John Osborne play about a love triangle involving an intelligent and educated but disaffected young man of working class origin (Jimmy Porter), his upper-middle-class, impassive wife (Alison), and her haughty best friend (Helena Charles). The play was a success on the London stage, and spawned the term "angry young men" to describe Osborne and those of his *generation who employed harshness and realism in the theatre in contrast to the more escapist theatre previously seen* (Wikipedia).

3 **Skin** is an eleven minute screenplay written for Channel 4, a British TV station, depicting a violent relationship between a black woman and a racist skinhead

4 **Phaedra's Love** is loosely based on the classical dramatist Seneca's play *Phaedra*, but with a contemporary setting

5 **Cleansed** is placed in a university but functions as a torture camp. It is the story of a group of people-- a young woman and her brother, a disturbed boy, a gay couple and a peepshow dancer-- within this world of extreme cruelty in which declarations of love are viciously tested.

6 **Crave** is Kane's "most despairing" plays, written when she had lost faith in love

and *4.48 Psychosis*[7] (76). Kane's texts deal with themes of "destructive love, sexual craving, pain, physical and psychological dimensions of cruelty, issues of distress, melancholia and death" (Biçer 76). By examining these specific topics she questions and breaks down the established notions of audiences.

Although *Blasted* is a good representation of in-yer-face theatre with its different and unconventional form, Kane is still affected by other playwrights namely Ibsen, Pinter, Brecht and Beckect while writing it. For instance, with the image of the man/Ian with his head poking out of the floor with the rain pouring through the ceiling onto his head, and time concern 'The sound of spring rain'are influenced by Becket (Sierz 102).

When Sarah Kane's *Blasted* was performed in 1965 at the Royal Court's Theatre Upstairs it became "the most talked about play" for years. This performance was highly controversial and the play was fiercely attacked by most newspaper critics, many of whom regarded it as a play "without dramatic merit" which may be the most genteel review (Sierze The play is set in an expensive hotel room in Leeds. Ian, a foul-mouthed middle-aged tabloid journalist has brought a young woman, Cate, to the room for the night. Cate is a naive, emotionally fragile and intellectually simple young woman. Ian's first words in the room are: "I've shat in better places than this". Throughout the scene 1, Ian tries to seduce Cate, but she resists. All the while, Ian proudly parades his misogyny (hatred of women), racism and homophobia (fear of homosexuals or their lifestyle). Cate sucks her thumb, stutters when agitated and is prone to epileptic fits. The scene ends with the sound of spring rain.

Scene 2 begins the next morning. Ian wants to have sex with her and after one of her faints, he rubs himself against her. Later, he tells her about the paranoia of being an undercover agent. She fellates (participate in oral sex) him then bites his penis. She tells him that she used to love him, but now he is a 'nightmare 'and then, unexpectedly, a soldier enters the room brandishing a gun and Cate escapes through the bathroom window. The hotel room is then struck by a mortar bomb, and the scene ends with the sound of summer rain.

In Scene 3, the hotel room is in ruins; the bomb has blasted a hole in the wall. The soldier and Ian start to talk, and it is gradually revealed that the hotel is located in the midst of a brutal war. The soldier tells Ian about the horror that he has witnessed and taken part in, involving rape, torture and genocide (destruction of an ethnic, racial, religious or national group), and says he has done every-

7 **4.48 Psychosis** is Kane's shortest and most fragmented theatrical work, dispenses with plot and character, and no indication is given as to how many actors were intended to voice the play.

thing as an act of revenge for the rape and murder of his girlfriend Col. He wants Ian to write about the horrors of war. Ian rejects it indicating that "This isn't a story anyone wants to hear". The soldier then rapes Ian, and sucks out his eyes, eats them and then shoots himself. The scene ends with the sound of autumn rain.

In Scene 4, Ian lies blinded next to the soldier, who has committed suicide. Cate returns, describing the city being overrun by soldiers, and brings with her a baby that she has rescued while repeating that Ian is a nightmare. The baby dies, and she buries it in a hole in the floorboards and leaves to get some food, but not before arguing with Ian about the utility or futility of praying during a burial. The scene ends with the sound of heavy winter rain.

Scene 5 consists of a series of brief images, showing Ian crying, masturbating and even hugging the dead soldier for comfort as he starves in the ruined room. Eventually, he crawls into the hole with the dead baby and eats it. The stage direction then reads that Ian dies. It starts raining, and Ian says "Shit". Cate returns, bringing a sausage that she has paid for by having sex with the soldiers outside. She eats and hand-feeds the rest of her meal to Ian, who says:"Thank you." 94).

In *Blasted*, Kane consciously depicts the traumas of war, rape, domestic violence and loss. Using the Bosnian war of the early 1990s as a central motivation, she shows the catastrophic images of bombings, pain, torture, hunger and mutilation, inhumanity, sexual violence, abuse, and rape that define war.

While the first part of the play as defined in Sierz work, is set in Leeds and warns against complacency in Britain; it shifts to Bosnia in the second half and confronts us with the reality of the war, breaking down the distance imposed by geography and indifference (107). Although the place, the hotel, seems to be the same with the first half of the play, because of the abrupt shift in plot, they move into the middle of the war with the coming of the soldier.

The form of the play consists of two different stories as Kane changes the topic in the middle and adds a subplot which is related to the war in Bosnia. Thus, the first part starts with a common rape in a Leeds hotel room, in which there is a complete power imbalance, and the second part questions what is happening in Bosnia. While combining these two parts Kane thinks that the "seeds of full-scale war can always be found in peacetime civilization and the wall between so-called civilization and what happened in central Europe is very thin and it can torn down any time" (Sierz, 100-101). Thus the naturalistic first half suddenly turns into a

nightmarish and symbolic second half. According to Kane, the form which changes unexpectedly is the meaning of the play which is that people's lives are thrown into complete chaos with no warning whatsoever (Sierz, 102). What Sierz identifies as the play's "deliberately unusual and provocative form" is a function of two elements: the rejection of a unity of space and the fearless representation of physical suffering (103).

There are three characters in the play; Ian, Cate and the Soldier. Ian is a balding, hard-drinking, chain smoking journo with his seedy and reckless look. Cate, on the other hand, is sulky, earnest, naive, charming and a stutter under stress. According to Sierz's comments, her thumb-sucking and stammering soon indicated that something was wrong; her vulnerability laid her open to abuse. Furthermore, at the end of the play she changed role with Ian whose predatory masculinity shrinks into childish dependency, his victim grows into a survivor. (99-100). Kane's characters long for a space that gives them the properties of home: "security, fulfillment, privacy, and belonging", unfortunately, they find themselves lost in place, wandering within spaces that are transient, leaky, and constantly under siege. (Wixson 76)

Since *Blasted* is a good example of in-yer-face theatre it is not surprise that the contents of play are "anal rape masturbation, micturition, defacation, fellatio, frottage, cannibalism and eye gouging". Apart from its horror, the play is about violence, rape, and war, especially the war in Bosnia (101).

Addressing the issue of rape in *Blasted* Sarah Kane shows violated women bodies in pain. In the first scene of the play the rape was, as usual, inflicted to female. Here Ian has raped Cate during the night. But the second rape was, unusually, male to male. The Soldier raped Ian, sucked out his eyes because the other soldiers in the war raped his girlfriend Col. *Blasted* inserts "radical tones to the traditional image of rape, searching the question of rape's representability, linking verbal and visual representation, as well as pushing the boundaries by visually staging a male on male rape" (Biçer 77) . According to Biçer, in *Blasted*, almost certainly for the first time in the history of theatre, in front of the spectators there are the rapes of both man and woman at the same time in the same story (77). It is also worth to note that Sarah Kane, in *Blasted,* rejects creating traditional heroes and characters. In her play, each character is both victim and evil at the same time.

Kane in *Blasted* tries to represent onstage what is often only implied or referred off-stage, moving the edges to the centre. She attempts to represent "the political, ethical, and existential unconscious while avoiding

euphemism[8] through abstract symbolism or metaphor" (Wixson 75).

Blasted being a typical example of in-yer-face theatre does not state a case or imposes its point of view. In other words, Kane does not have a message, she just makes connections. For instance, her vision of masculinity is not ideological but concrete. Ian abuses Cate because she is in his power. He tyrannizes her into submission. Aggressive, manipulative and predatory, Ian's actions illustrates the mindset of the middle-aged male. After all, Cate thrusts him since he is a family friend and she was even once his girlfriend. Kane makes connections between "the male urge to self-destruct and tabloid rhetoric, sexual fantasy, nationalist aspirations, football tribalism, homophobic feelings, racist hatred and open warfare" (Sierz 104). One typical contrast is between Ian's meat-eating and Cate's vegetarianism. However this changes at the end by transformation of Cate.

Although the violent and disgusting side of the war is explained to the audience through talking about war which is achieved especially by the soldiers talk, Kane conveys her message mostly through shocking techniques. For instance the characters use filthy words such as "fucking Jesus" (8), "stop fucking about" (8), "I'm fucked" (11), "conker" (at kestanesi) (11), "shit" (14), "wank off" (masturbating) (15), "cunt" (24), "bitch" (39). May be the most prominent example of using filthy language comes out Ian's speech: "you don't have to fuck me 'cause I'm dying, but don't push your cunt in my face ...". They also break taboos by talking about unsuitable or forbidden things. First of all they 'talk about sex' or have sex on stage intentionally in Cate's performing oral sex on Ian or unintentionally when Ian rapes Cate, Soldier rapes Ian and the other soldiers rape the soldier's girlfriend Col. There are also 'masturbating' scenes which can be included into having sex on stage when Ian "... takes her hand and grasp it around his penis, keeping his own hand over top. Like this, he masturbates until he comes...". Apart from this, 'nudity' is also used on stage via stage directions. Another taboo breaking subject is religion. For instance, when Cate says that she believes in God, Ian replies that "everthing's got a scientific explanation" (53) and in another scene when Cate utters the word "God", Ian replies her with the word "cunt". Kane uses cannibalism again for shocking the audience. Cannibalism first appears with Cate's idea about eating some part of the soldier. The second and the most powerful one is Ian's eating the baby. There are

8 **Euphemism** is a substitution of an expression that may offend or suggest something unpleasant to the receiver with an agreeable or less offensive expression, or to make it less troublesome for the speaker, as in the case of doublespeak (Wikipedia).

also extreme violences in the play when the soldier's sucking Ian's eyes out and eating them which are also a part of cannibalism. The violence can be observed from Cate's biting Ians penis, too. Last of all, racism reveals itself in the very beginning of the play in an insulting manner with Ians talking: "hate this city. Stinks. Wogs and Pakis taking over" (4), or "cal that coon (nigger), get some more sent up". All these shocking elements are used in this play as a property of in-yer-face theatre.

To sum up, there is nothing totally right or wrong in terms of people in *Blasted*, in other words Kane does not portray the characters as just black or white, instead she reflects them in a realistic manner by revealing that nobody can be totally guilty or innocent. For instance in *Blasted*, Ian is not simply an abuser, nor is Cate simply a victim (Sierz 244)

The play became the story of the destruction of three people: in fact it is a story about the destruction of a world. Although *Blasted* mirrors the gloomy atmosphere of wars and postmodern human relationships via violence, rape, cannibalism it differs from other dramatic genres such as absurdism because Kane still promises hope. Besides, the message that Kane wants to give us is that war is both unendurable and must be endured, and it is also the life itself that is unendurable and must be endured (Sierze 107). Namely, she insists that there is still hope and she conveys her message with her all authenticity by kicking us because she thinks that "theatre is only alive if it is kicking".

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'TİYATRO SEYİRCİYİ RAHATSIZ ETTİKÇE CANLI KALIR' SARAH KANE VE *BLASTED*

Özet: John Osborne'nun 1956'daki *Look Back in Anger* 'rını takiben sonradan eleştirmen Aleks Sierz tarafından 'suratına tiyatro' olarak adlandırılan daha provakatif ve şok edici eserlerle yeni bir öfkeli genç kuşak ortaya çıktı.Sarah Kane'nin ilk kitabı *Blasted* ile suratına tiyatrodaki en önemli figür olduğunu söylemek yanlış olmasa gerek.. Sahnede kirli bir dil, açıklık, seks ve şiddet kullanarak dünya çapında önemli bir etki yaratmıştır. Kane *Blasted'ta* kişiler arası şiddeti kirli savaşın kaçınılmaz sonuçları ile bağlar ve bu düşünceyi öyle sert bir üslup ile gösterir ki izleyici Kane hikayesini anlatırken üzerlerine kusuyormuş gibi hissedebilir. Bu çalışmanın amacı in-yer face tiyatro özelliklerinin Sarah Kane'in *Blasted* adlı eserinde incelemektir.

Anahtar Kelimeler: Suratına Tiyatro, Sarah Kane, Blasted, Şiddet

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AGE, GENDER DIFFERENCES IN CREATIVITY AMONG STUDENTS[1]

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Abstract: This research examined age and gender as predictors of creativity. Participants (N= 153, 105 = male & 48= female) completed creativity test. A multiple regression analysis revealed age, creativity explained 0.143 of the variance in academic achievement but there is a significance relation (F= 8.294, sig=000, P<0.01) between those variables and academic achievement. Finding the relationship between age and academic achievement is also decreased (r=.345). According this table correlation age to CGPA was (Zero-order = .345 p < 0.05). However implications of the findings to investigate in age, gender and creativity are discussed.

Key Words: Age, Creativity, Student, Gender

1. INTRODUCTION:

Research on academic achievement of young students (Komarraju, Karau, & Schmeck, 2008), provides no reliable and consistent indication concerning the extent of creativity, age and gender on academic achievement. A search on academic achievement studies revealed that various variables had been identified as correlates of academic achievement (Abar, Carter, & Winsler, 2008; Curcio, Ferrara, & De Gennaro, 2006; G. M. Johnson, 2008; W. Johnson, McGue, & Iacono, 2006; Layne, Jules, Kutnick, & Layne, 2008; Liew, McTigue, Barrois, & Hughes, 2008; Mizuno et al., 2008; Moller, Stearns, Blau, & Land, 2006; Parker et al., 2004; Schlee, Mullis, & Shriner, 2008; Thompson & Zamboanga, 2004; Zhang, 2004).

Research has also suggests that academic achievement can be predicted through creativity testing (Cicirelli, 1965;

Feldhusen, Denny, & Condon, 1965; Hirsh & Peterson, 2008; Struthers et al., 1996). In Iran for example, researchers have investigated psychological and demographic variables (creativity, age and gender) and academic achievement variables

1 ***Bu Çalışma 1 nci Uluslararası Bilim ve Kültür Kongresi 2012 Temmuz-Ağustos Ayı İçerisinde Ankarada Sunulmuştur.***

(MehrAfza, 2004),(Nori, 2002),(Karimi, 2000) ,(Mahmodi, 1998)'s research and (Behroozi, 1997). Additionally, research suggests that as students attain higher levels of education, there is an apparent decline in the relationships between academic achievement and creativity. This indicates that creativity tests account for a smaller portion of the variance in academic achievement. Furthermore, some investigators suggest that the predictive power of creativity and level of the age for academic achievement becomes almost negligible at the university level.

Researchers have been curious about the relationship between creativity and academic achievement for numerous years. However, studies investigative the relationships between these factors have not yielded consistent consequences. (Ai, 1999) For example, studies investigating creativity and academic achievement conclude that creativity is not related to academic achievement. Other researchers established that creativity was related to academic achievement. Additionally, some studies have reported that creativity is related to higher levels of academic achievement, when such achievement needed divergent and productive ability. However, knowing the relationship between creativity and academic achievement is important for education and teaching, and there is a lack of data on the relationship between these variables among students (Behroozi, 2006).

Age is an independent variable for the present study. When we refer to age relationship to academic achievement (CGPA), we are referring to relation between students at one age and students at another age. Our purpose is to examine the relationship between age and academic achievement stronger or weaker than the relationship between creativity and academic achievement. Do creativity, age and gender predict academic achievement? If yes, what's their level of prediction (low, moderate or high)? These are some questions that were pondered on in this study. The major objective of this study was to examine creativity, age and gender as predictors of undergraduate students' academic achievement. The present study will provide a better estimate of the true association between academic achievement, creativity, age and gender by having creative perception inventory test as predictors and cumulative grade point average (CGPA), applied to undergraduate students. Hence the following hypothesis is examined this study is: Controlling for age and gender, creativity explains a significant proportion of the variance in academic achievement.

2. Research Method

2.1 Participants

In the present study we visited 153 students who were tested at ages of 18 to 27 years old. One hundred and fifty three Iranian undergraduate students in Malaysian Universities (31.4% females and 68.6% males) were recruited as spondents in this study. Their ages ranged from 18 -27 years for females and 19-27 years for males.

2.2 Measures

2.2.1 Khatena-Torrance

Creative Perception Inventory (KTCPI)

Creative perception was examined using KTCPI (Khatena-Torrance Creative Perception Inventory) (A. K. Palaniappan, 2005). The Khatena-Torrance Creative Perception Inventory is based upon the rationale that creative functioning is reflected in the personality characteristics of the individual, in the way they thinks or the kind of thinking strategies they employ, and in the products that emerge as a result of their creative strivings. The scale presents statements to which subjects are required to respond. The responses reflect the extent to which the subjects function in creative ways (A. K. Palaniappan, 2005). The KTCPI consists of 50 items for some things about my self that require yes or no answers. Scoring of responses to this measure presents little difficulty and can be done by simple frequency count of the positive responses on the total scale. There is no time limit for the scale but most subjects complete the checklist in 10 to 20 minutes. Scoring responses to the items is done by counting the number of positive responses, giving a credit of 1 for each positive response. All the blank responses are scored zero (Palaniappan, 2007a).

2.3 Procedure

Undergraduate students participated in this study. The research questions posed for the study required identifying and analyzing the distributions and correlations of certain Khatna-Torrance creative perception inventory test best addressed in the form of a descriptive study. Intelligence levels were assessed by self- report instruments. They were assessed by result of administration office of universities (described below), divided by gender, and calculated by total scores and subscales. The women samples (18-27 years) and men (19-27years) were selected during the regular course time.

Instructions were given written and oral for all participants, and they were ready to answer the upcoming questions in the class. Since multiple significance tests were conducted, data were analyzed by multiple

Table 1: Comparisons of Creative Perception Inventory Scores of Males and Females (50 items)

Measure	N	Minimum	Maximum	Mean	SD	Range
Total Score	153	21	41	32.31	4.45	20
Male	105	21	39	31.90	4.36	18
Female	48	23	41	33.21	4.55	18

regression. The participants replied the tests and were free to anonymous. Students received no rewards but they were given the results in the form of a self- referenced level of abilities. Scores for creativity scale's total score were calculated by the SPSS statistical program.

3. Results

The data were analyzed on the basis of academic achievement, and reported descriptive statistics variables and also predictor variables as well as normal P-P plot in tables and figures below.

3.1 Descriptive Statistics

Table.1 shows descriptive statistics of creativity. Finding this result has been shown that the females' mean(33.21) score was greater than the males' mean(31.90) for Creativity, but the standard deviations between females and males were not higher differences (males=4.36& females=4.55). In other words also the ranges of scores between two groups were same (18).

3.2 Academic achievement predictors

The following tables show multiple regressions (standard) between CGPA and scores of the creativity, age and

Table.2 Model Summary

Mode	R	R Square	Adjusted R	Std. Error of Square the Estimate
1	.378a	.143	.126	.501

Predictors: (Constant, Creativity , Age, Gender)

Dependent Variable: CGPA

Table.3 ANOVA b

Model	Sum of Squares	df	Mean Square	F	Sig
1 Regression	6.268	3	2.089	8.294	0.000a
Residual	42.130	149	0.252		
Total	43.806	152			

a. Predictors: (Constant, Creativity, Age, Gender)

b. Dependent Variable: CGPA

* p< 0.01

Table.4 Coefficients a

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig	Correlations		
	B	Std.Error	Beta	Zero-order	Partial		
1 (Constant)	632	.487		1.298	.196		
Creativity	.019	.009	.154	2.011	.046*	.157	.163
Age	.071	.017	.331	4.269	.000**	.345	.330
Gender	.059	.090	.051	.658			

a. Dependent Variable : CGPA

*P< 0.05

**P<0.01

gender. Table 2 shows variables entered. Both independent variables (age, gender and creativity) together explain .143 of the variance (R squared) in academic achievement (CGPA), which is significant, as indicated by the F-value of 8.294 in the table 2&3. Finding has been indicating lower correlation CGPA and independent variables this study (scores of the creativity and age). However, table 4 shows t-values indicates that creativity contribute to the CGPA. There were significantly relation creativity to CGPA (t=2.011, p=046) and age to CGPA (t= 4.269, p=0.000).

3.3 Partial correlations

Partial correlations in table 2 showed that independent variables (creativity scores and gender) was not significantly related to academic achievement (CGPA) at $P < 0.05$. According this table correlation creativity to CGPA was (Zero- order =.157, $P < 0.05$), and correlation age to CGPA was (Zero-order = .345 $p < 0.05$).

4. Discussion

By and large, there found creativity, age and gender low predictors (R=.378, R –Square= .143) by academic achievement (CGPA) in the sample. But there is significance relation (F= 8.294, sig=000, P<0.01) between those variables and academic achievement. Another finding the relationship between age and academic achievement is decreased (r=.345). There also found the relationship between creativity (r=.157 is lowed by academic achievement in the sample, at the same time in the present study there was no significant differences between gender and academic achievement (t= -1.167 sig= .245).

Generally, previous research has produced mixed results between creativity, age, gender and academic achievement. (Aitken Harris, 2004) found that there existed a small to moderate positive correlation with an intelligence factor (which included the creativity scales), however (Asha, 1980) suggested that the relation between creativity and academic achievement could be different for males and females. According this finding there was highly significantly relation between creativity and academic achievement of males. However her study shows less significant than that for males, also include for females. Asha (1980) also found that creativity is related to academic achievement for both males and females. But in other words,(Nori, 2002) in her study has explained that there was no significant relationship.

Previous finding shows different relation result between age and achievement. (Waldman, 1986) refereed the positive relationship between age and performance, but in another study (McEvoy, 1989)

found that the age was largely unrelated performance.

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ÖĞRENCİLER ARASINDA YARATICILIKTAKİ YAŞ VE CİNSİYET FARKLARI

Özet: Bu araştırma, yaş ve cinsiyeti yaratıcılığın tahmin unsurları olarak incelemiştir. Katılımcılar (N= 153, 105 = erkek & 48= kadın) yaratıcılık testini tamamlamıştır. Çoklu regresyon analizi, yaş ve yaratıcılığın akademik başarıda varyansın 0.143'ünü açıkladığını ortaya koymuştur fakat bu değişkenler ve akademik başarı arasında bir önem ilişkisi bulunmaktadır (F= 8.294, sig=000, P<0.01). yaş ve akademik başarı arasında bulunan ilişki de düşüş göstermiştir (r=.345). Bu tabloya göre, CGPA'ya olan korelasyon yaşı (Zero-order = .345 p < 0.05) bulunmuştur. Bununla berbaer yaş, cinsiyet ve yaratıcılığı araştırmak için bulguların çıkarımları da tartışılmıştır.

Anahtar Kelimeler: Yaş, Yaratıcılık, Öğrenci, Cinsiyet

İİB INTERNATİONAL REFEREED ACADEMİC SOCİAL SCİENCES JOURNAL
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LYRICISM AS A WAY OF RESISTING PANOPTICISM: A FOUCAULDIAN READING OF A PORTRAIT OF THE ARTIST AS A YOUNG MAN[1]

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Abstract: The present paper begins by explicating Foucault's theory of panopticism, illustrating the panoptical disciplinary projects which help control behavior through inducing in their subjects a fear of being constantly monitored. This panoptic machine automatizes the functioning of power by creating responsible subjects who become "the principle[s] of [their] own subjection", with the final function of bringing about, within the deepest recesses of the subjects, a strong will to confession. Then, by demonstrating the construction of this panoptical world in Joyce's Portrait, Stephen's will to lyricism is accounted for as a way of resistance to panoptical society which helps mold confessing individuals. His lyricism is further expounded in the light of a study of confession in Christianity, according to which he adopts not a Christian confessional mode in order to assimilate into the community of the faithful, but the narrative paradigm of Satan to author his own identity, confessing only his claim to autonomous selfhood. With solipsism being his inevitable destiny, he composes a villanelle and keeps a journal to avoid entering an effective discourse of confession internalized within him. His lyricism not only entails his rejection to adopt religious confession as well as his resistance to join the order, but also is imbued with strong sexual desire, the mingling of which is, according to Foucault, a new discourse in the modern world, quite similar to Christian preaching. Stephen abjures religion of the Church only to preach his own religion.

Key Words: confession, lyricism, A Portrait, solipsism, Foucault, panopticism, Christianity

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INTRODUCTION

The word "confess" and its derivatives are repeated more than forty times in Joyce's Portrait. This urge to confess, be it external or internal, in order to be re-embraced by the

normal society is widely observed in his canon, whether it is his novels that we are considering, his short story collection, or even his play (Lowe-Evans, 1990:564). I will particularly concentrate, in the current paper, on the idea of confession in A Portrait, and in interpreting it I will draw upon Foucault's theory of panopticism as well as history of sexuality. In his book Discipline and Punish, Foucault dubs panopticism the idea that from the 19th century onwards, disciplinary projects characterized by individualization of their objects of supervision were applied for the first time to those parts of the society which were discretely marked by distinct separation, and which already used to exclusively undergo exclusion ritu-

als. Defining his theory based upon one of the architectural inventions of the utilitarian philosopher Jeremy Bentham, a penitentiary called Panopticon, he suggests that this building is more than a building; It is rather "a figure of political technology" roughly equated with the "inquisitorial technique." (Foucault, 1995:205-225) The Panopticon consists of a central tower and a peripheral ring; the inmates can be constantly seen in their partitioned cells from the central tower in which is situated the supervisor who may never be seen. This very feeling of being always kept under an eye constructs in the inmates the power functions which make them bear the principles of their own subjection (Foucault, 1995:200-201). This will to truth, Foucault contends, eventually surfaces in the act of confession. Providing a brief history of confession in the Western culture, I will discuss the different meanings associated with it, and the different categories it falls into. I will also explore the word confession which is basically utilized to signify the act of rejoining the community of the faithful. However, the first confessant in the Biblical history was Satan, and the kind of confession he adopted was different. He did not confess his sin in order to be absolved by God, but when relating to Eve the story of his disobedience to God, simultaneously a disguised act of confession, Satan refers to his own over-ambitious proclivity for an autonomous selfhood (Gobble, 2004:1). Insisting on his autonomy, Satan's inevitable fate, though, was solipsism, and so is Stephen's, hence his strong will to lyricism rooted in constructing a solipsistic world, the will to merely express himself and his private particulars to the total exclusion of other discourses (Mulrooney, 2001:168-169). His act of confession in his journal as well as his lyrical villanelle, drastically contrasted with religious confession epitomized in the part which he attends the confessional, is a lyrical narrative of selfhood and solipsism, with Stephen, in Mulrooney's words (2001:165), as "the author of his own reality." Having adopted this type of confession, Stephen does not assimilate into the faithful community of Christians, but rather is further separated and estranged as an individual from the Christian masses. His lyricism, not only neutralizes Stephen's confession by not fulfilling the fundamental requirement of confession as a speech act, which is to convey what is expected to be heard by the confessor, but is also strongly imbued with sexual drives. His villanelle is triggered, in the first instance, when he is sexually contemplating the girl, and his journals are swarming with his frequently mentioning the same girl. This poetics of sexuality is according to Foucault a new discourse in today's world, one quite similar to religious preaching. He defines sexuality

and its relation to power in terms of repression that is by describing it as a desire repressed and consigned to silence by power relations. If that is the case, he asserts, the mere act of discussing sex is transgressing power. Discussing sex also bears a quasi-religious promise of a better future to come, when man is free to speak about sex, and when sex is no longer a negative thing. This discourse, juxtaposing lyricism, religiosity, revolution, freedom, and pleasure is today's type of the old form of preaching (Foucault, 1978:6-7). Finally, it is concluded that Stephen leaves the discourse of public religion, i.e. Christianity, which intends to suck him into a panoptical visibility by molding him into what Foucault (1978:59) calls "a confessing animal", in order to take shelter into a personal solipsistic world, in which he is able to preach his own religion, and to become the author of his own autonomous self.

PANOPTICISM

The French historian and philosopher Michel Foucault (1995:195-228) begins his discussion of panopticism by explicating the different treatment of people suffering from leprosy and of those from plague in centuries ago. While the first group was excluded, the second was disciplined; whereas the first group underwent separation, the second underwent segmentation; on the lepers was imposed "the rituals of exclusion", while upon the plague-stricken "disciplinary projects". Foucault demonstrates that from the nineteenth century on, a significant shift took place as the lepers began to undergo the treatment already received merely by the plague-stricken people: the segmentation of disciplinary projects would be from then on inflicted on the ostracized, separated lepers. He argues that the modern civilization has given rise to emergence of societies run with the principle of panopticism, societies in which a few number of people must keep a constant watch over a great multitude at a time. To elaborate on it, he discusses Jeremy Bentham's Panopticon, the penitentiary he had devised in keeping with his utilitarian tenets. Described by Foucault (1995:216) as "an event in the history of human mind", Panopticon is constituted of two parts: a periphery ring of prisons going round a central tower of supervision. The inmate cells are like small theaters with windows on two sides, one opening to the outside of the prison and the other to the central tower. For the effect of backlighting, the shadow silhouettes of the inmates are always visible to the supervisor who remains hidden in the central tower. Due to the walls between them, the inmates can make no contact with each other. Not being sure whether they are being watched or not at any moment, the inmates

abide by the regulations and become docile creatures. Thus, the power automatizes its efficacious functioning by passing its effects over to the other side of this power relation—to the side of the inmates. The prisoner, "perfectly individualized and constantly visible", in terms of Foucault (1995:202), "assumes responsibility for the constraints of power; he makes them play spontaneously upon himself; he inscribes in himself the power relation in which he simultaneously plays both roles; he becomes the principle of his own subjection." While Bentham presents Panopticon as an enclosed institution, Foucault (1995:205) claims that it is "a generalizable model of functioning" which can be employed "whenever one is dealing with a multiplicity of individuals on whom a task or a particular form of behavior must be imposed." Apart from prisons, Foucault (1995:199) enumerates some other institutions such as hospitals, workshops, schools and asylums as the institutions in which the panoptic principle obtains.

PANOPTICAL RELIGION AND CHRISTIAN CONFESSION

Foucault never explicitly mentions religion as a panoptic institution, but as a matter of fact his definition of panoptic principle as the ability of a power to penetrate men's behavior and to create individuals who feel responsible to work the power functions upon themselves is finely related to what Foucault suggests about religious confession in his History of Sexuality. He (1978:60) contends, "The obligation to confess is now relayed through so many different points, is so deeply ingrained in us, that we no longer perceive it as the effect of a power that constrains us; on the contrary, it seems to us that truth, lodged in our most secret nature, demands only to surface". Therefore, social control is achieved through two different ways: both direct repression by others and our desire to be re-embraced by the society and to gain normality (Hughes-Warrington, 2008:112). So, it can be claimed too, that religious omnipresent God functions in a panoptic manner, molding Foucault's "responsible individuals" by creating in them a tormenting feeling of sin. The Christian God is everywhere, and as in Foucault's (1995:294) example of the letters on the wall of Mettray, he "sees you" everywhere. Having committed sexual sins, Stephen is consternated by a strong feeling of sin following the rector's sermon:

He strove to forget [his sins] in an act of prayer, huddling his limbs closer together and binding down his eyelids: but the senses of his soul would not be bound and, though his eyes were shut fast, he saw the places where he had sinned and, though his ears were tightly covered, he heard. He desired

with all his will not to hear or see. He desired till his frame shook under the strain of his desire and until the senses of his soul closed. They closed for an instant and then opened. He saw (Joyce, 2005:116-117).

Quite likewise, after the horrific rector's Sermon is finished in the third chapter, with a sudden temporal leap in the narrative transition, Joyce portrays a scared Stephen, terrified by the invisible yet verifiable eyes in the darkness, and thus, alone in his room, saying prayers in the presence of a ubiquitous God who sees everything:

He went up to his room after dinner in order to be alone with his soul, and at every step his soul seemed to sigh; at every step his soul mounted with his feet, sighing in the ascent, through a region of viscid gloom. He halted on the landing before the door and then, grasping the porcelain knob, opened the door quickly. He waited in fear, his soul pining within him, praying silently that death might not touch his brow as he passed over the threshold, that the fiends that inhabit darkness might not be given power over him. He waited still at the threshold as at the entrance to some dark cave. Faces were there; eyes: they waited and watched…Murmuring faces waited and watched; murmurous voices filled the dark shell of the cave. He feared intensely in spirit and in flesh but, raising his head bravely, he strode into the room firmly…Why was he kneeling there like a child saying his evening prayers? (Joyce, 2005:116).

The idea of an omniscient all-knowing God occurs, especially following the Hellfire Sermon, in other parts of the novel too—a God with keen eyes who can penetrate into the minds of the people, achieve great amount of knowledge about their souls, and gain power over them. In another passage after hearing Father Arnall's fiery Hellfire Sermon, Stephen contemplates the sight of some girls before he wonders whether their souls are loved by God better than his:

Frowsy girls sat along the curbstones before their baskets. Their dank hair hung trailed over their brows. They were not beautiful to see as they crouched in the mire. But their souls were seen by God; and if their souls were in a state of grace they were radiant to see: and God loved them, seeing them (Joyce, 2005:119).

While Freud considers guilt as a psychological abnormality, occurring as a result of a superego and thus treated by psychiatry, Martin (1975:92) claims that if religion had done the thing it should have done, there would emerge no profession as psychiatry. Pope Pius IX suggests that no genuine sense of guilt can be cured by psychiatry alone (Martinez-Pilkington, 2007:205). The sense of guilt produced by religion is given a religious remedy: confession. The panoptic

religion which disciplines the responsible individuals with the help of feeling of sin, forces the sinner into religious confession. Overall, one can assert, the power of the panoptical systems, including religion, lie in their disindividualized, uninterrupted and automatized functioning with no need for "direct supervision and intervention" (Dandeker, 1989). These automated systems of information technology constantly collect information about men's behavior in a way that men "regard such solicitations as integral exchanges in everyday life", the system which Foucault dubs confession regarding organized Christianity (Elmer, 2003:244). It is supposed, Foucault (1978:60) says, that confession frees the individual, and lets him feel liberated. The same urge to confess pushes Stephen into going to confessional and confessing all his sins to feel, as is suggested later, "holy and happy" again. Before that, Stephen, in the following passage, gestating the introductory short sermon of the last day, is pondering the idea of a vindictive God with penetrating eyes who has come to exact revenge on his sinful soul, after he has "committed sins of impurity" with a girl, having "led him nearer to the refuge of sinners":

Every word of it was for him. Against his sin, foul and secret, the whole wrath of God was aimed. The preacher's knife had probed deeply into his disclosed conscience and he felt now that his soul was festering in sin. Yes, the preacher was right. God's turn had come (Joyce, 2005:97).

In the following part, it will be attempted to provide a more or less thorough Biblical as well as linguistic interpretation of the act of confession, which is necessitated by the power relations of a panoptical world. Then, the paper will illustrate how Stephen circumvents the discursive structures of panopticism, mainly that of religious confession.

CONFESSION

To confess is to assimilate into a socially defined normality, to return to the community of the faithful, and to lose one's autonomous sense of self. After Stephen confesses his sins of impurity in the confessional scene to the priest, "blinded by his tears and by the light of God's mercifulness," he feels that God's grace has been suddenly bestowed on him again, as God with his keen eyes has seen his purified soul:

He strode homeward, conscious of an invisible grace pervading and making light his limbs. In spite of all he had done it. He had confessed and God had pardoned him. His soul was made fair and holy once more, holy and happy. (Joyce, 2005:124)

While in the beginning half of the novel, Stephen is merely a receiver and listener of the various existing discourses, having no distinct voice of his own, he takes a dia-

metrically opposed path in the second half (Mulrooney, 2001:168-169). His status as a rebellious confessor is pretty similar to that of Satan. He confesses not a divine confession but a solipsistic satanic one. But the type of confession utilized by Stephen, according to Foucault's theory of sexuality (1978:7) has religious undertones as well, which make out of him a modern religious preacher. First, I will explain the second type of confession in Biblical tradition, and then would examine confession in the light of Foucault's theory.

SOLIPSISTIC CONFESSION

God's Words are unitive; Satan's are separative. While God's words create worlds, and man by giving entities a linguistic being gets reunited with his God, Satan's words or narratives separate Adam and Eve from heaven. The first occasion of confession in Biblical history is ascribed to Satan, as he provides Eve in Eden with a narrative about himself which is a disguised confession. Satan claims that by eating the forbidden fruit, he has gained creative reason, causing him to stand as equal to God. This counts for both a confession and a narrative asserting his autonomy from God. Thus Satan confesses a claim to his own selfhood, and his own independence from God. Encouraging Eve to conceive of herself as being autonomous from and equal to God by calling her "universal dame," Satan creates a separative narrative whose contagion spreads to Eve and then is passed on to Adam, leading to their expulsion from heaven (Gobble, 2004:1-3). In his Hellfire Sermon father Arnall describes the same biblical event, castigating Lucifer's vanity in his self-assertion and Adam and Eve for their weakness:

A sin, an instant of rebellious pride of the intellect, made Lucifer and a third part of the cohort of angels fall from their glory. A sin, an instant of folly and weakness, drove Adam and Eve out of Eden and brought death and suffering into the world (Joyce, 2005:113).

Therefore Satan's narrative confession "seeks not to perpetuate connections but to propagate isolation". This isolation strips Satan of the possibility of creating any connections or getting reunited with the transcendence, leaving him isolated in the trap of his solipsism (Gobble, 2004:3-4).

Solipsistic thought holds that "one is the only self, the only center of consciousness" in the world (Craig, 2005). It thus denies the existence of a meta-language, or a master narrative, which defines everything existent. Milton's Satan forcefully declares his solipsism in hell, since he has rebelled against the narrative of God, has called him-

self "self-begot, self-raised," and has identified himself to be the author of his selfhood:

Receive thy new Possessor: One who brings

A mind not to be chang'd by Place or Time.

The mind is its own place, and in itself

Can make a Heav'n of Hell, a Hell of Heav'n (Milton, 1998:9).

Dominic Mangamello has attributed almost the same conditions to Stephen, claiming that he "recognizes no anterior logos, no authoritative voice other than his own." (Mulrooney, 2001:165) Stephen, in his journals, asserts somewhere near the end of the book that he "cannot repent," thus rejecting the master narrative of religion, and also refuses to join the order, by no means feeling "within [himself], in [his] soul, a desire to join" it, and tries to have himself released from the restricting discursive shackles of Ireland:

When the soul of a man is born in this country there are nets flung at it to hold it back from flight. You talk to me of nationality, language, religion. I shall try to fly by those nets (Joyce, 2005:174).

He also defines Ireland as the "old sow that eats her farrow," in an overt attempt to shatter the nationalistic discourses of his age. (Joyce, 2005:174) Quite like the rebellious Satan, "free from the political and religious structures of nationality, language, [and] religion," Stephen resorts to solipsism, becoming "the author of his own reality" with the ultimate aim "to forge in the smithy of [his] soul the uncreated conscience of [his] race (Mulrooney, 2001:165). Satan's rebellion and his will to self-authorship has long cast a demonic shadow over the task of literary writing. While the Russian philosopher Nikolai Berdiaev (1914, 98-99) describes human creativity as "the revelation of the image of the Creator," Denis de Rougemont (1944, 131) contends that Devil works with our hands; as soon as the writer starts writing, Satan is there to influence him. So authorship is potentially demonic, especially if solipsistic. Composing a villanelle and keeping his journal, Stephen writes of his most private tasks, most of which are of no interest to the readers. Therefore, not only does he reject religious confession through his lyricism and his claim to his autonomy by writing in a demonic solipsistic manner, but he also shuns entering confession, which as a speech act necessarily incorporates a bilateral power relation. In an act of confession, the confessor exercises his power through offering absolution, while the confessant uses his power by controlling the material the confessor would have at his disposal. Thus confession is always dialogic, so that expressing subjectivity necessarily occurs in an intersubjective context

(Gobble, 2004:17-18). Through writing in a lyrical mode, Stephen gets far away from religious confession, avoids entering any kind of dialogic discourse, and manages to confess his will to self-authorship. Writing his daily events in a solipsistic manner, he recoils from the religious confession devised by the panoptical social systems, and embarks on writing with a satanic solipsism. Just as Foucault (1999) remarks that evil resists the act of verbalization, and refuses to get involved in an "explicitdiscourse", Stephen refuses to get sucked into the discourse of confession of his society.

LYRICISM AND SEXULAITY

Defining sex in terms of repression by the power relations of the Victorian period, Foucault (1978:5-7) avers that talking of sex today resembles a political cause, since regarding it as having been repressed by the society, the mere fact of talking about it has the value of a "deliberate transgression". To write his villanelle, Stephen has been stimulated by the sexual desires he feels strongly towards the girl, since before he manages to fully improvise it, we read:

Conscious of his desire she was waking from odorous sleep, the temptress of his villanelle. Her eyes, dark and with a look of languor, were opening to his eyes. Her nakedness yielded to him, radiant, warm, odorous and lavish-limbed, enfolded him like a shining cloud, enfolded him like water with a liquid life (Joyce, 2005:191)

His journals also frequently refer to the same girl, and are full of sexual desire. Talking of sex not in an act of confession, Stephen is proclaiming "a new day to come", and is promising "a certain felicity", both of which activate "ancient functions of prophecy." Today, sex performs functions which used to be usually ascribed to religious preaching. As a new discourse which Stephen picks up too, religiosity, sex and lyricism are juxtaposed beside each other in talking about sex which has already been condemned and silenced by the society (Foucault, 1978:7).

Stephen's works being permeated by sexual desire, and written freely in a context far from religious confession, turns him into a modern preacher of his own personal religion. His distinct lyricism still containing a religious jargon, makes him not an evil refusing to enter discourse but a preacher who rejects organized Christianity only to preach his own personal religion.

CONCLUSION

Though the panoptic society moves Stephen towards becoming a confessing animal, he confesses nothing but, quite like Satan, his will to self-authorship. Through writing lyrical works, he confesses not to a religious confessor but discusses freely his private

life including his sexual desires, confessing his sense of autonomous self. By writing a villanelle and keeping a journal, he not only takes shelter in solipsism, protecting himself from the eyes of the panoptical society, but also becomes the author of his own selfhood. Discussing his sexual desire, Stephen employs a discourse which is according to Foucault the modern way of preaching, with Stephen thus becoming the preacher of his own private religion.

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PANOPTİSİZMİ ENGELLEMENİN BİR YOLU OLARAK LİRİZM: GENÇ BİR ADAM OLAN SANATÇININ PORTRESİNİN FOUCAULT TARZINDA İNCELENMESİ

Özet: Davranışların kişilerde sürekli olarak izlenme korkusu yaratarak kontrol altına alınmasına yardımcı olan panoptik cezalandırma projelerini ortaya koyan bu çalışma, Foucault'un panoptisizm kuramını açıklayarak başlamaktadır. Söz konusu panoptik makine, "kendi bağlılıklarının temeli" haline gelen sorumlu kişiler yaratarak gücün işleyişini otomatikleştirmekte ve kişilerin en derininde güçlü bir itiraf etme isteğini beraberinde getirmektedir. Daha sonra Joyce'un Portresindeki bu panoptik dünyanın oluşturuluş şeklini göstermek suretiyle itiraf eden kişiler oluşturulmasına yardımcı panoptik topluma karşı bir tür direniş olarak Stephen'ın lirizm isteği açıklanmaktadır. Stephen'ın lirizmine göre O; inançlı topluma dahil olmak için Hıristiyan günah çıkarma tarzını değil, daha ziyade yalnızca iddiasını özerk benliğine itiraf ederek Satanın sözlü paradigmasını benimsemektedir. Onun lirizmi, Hıristiyanlıkta günah çıkarmaya ilişkin yapılan bir çalışmayla daha ayrıntılı biçimde açıklanmaktadır. Solipsizmin açınılmaz kaderi olmasıyla bir *villanelle* yaratmakta ve kendi içinde içselleştirdi etkili bir itiraf söylemine girmekten kaçınabilmek için günlük tutmaktadır. Onun lirizmi, yalnızca dini bir itiraf yolu seçilmesini reddetmeyi ve düzene karşı direnişini zorunlu kılmaz ayrıca güçlü bir cinsel arzuyla doludur. Foucault'a göre bunun karışımı, Hıristiyan öğütlerine oldukça benzeyen modern bir yeni dünya söylemini ortaya koymaktadır. Stephen, Kilise dinini yalnızca kendi dininde öğütler vermek için inkar eder.

Anahtar kelimeler: İtiraf, lirizm, Portre, Solipsizm, Foucault, Panoptisizm, Hıristiyanlık

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ON THE CULTURAL COMPLEXITIES OF FOREIGN LANGUAGE PLANNING IN IRAN[1]

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Abstract: The aim of this study is to investigate English teachers' conceptions of the cultural conflicts associated with formulation and implementation of foreign language policies in Iran during the past 15 years. English teachers as micro-agents of foreign language planning play an essential role in realizing policies made by high-rank administrators in post-colonial societies. To evaluate country's foreign language planning, 120 experienced Iranian English teachers' conceptions, across 10 provinces of the country have been elicited to identify the possible cultural barriers and accelerators for the success of these policies. The results of non-parametric statistical analysis show that language plans in the areas of *Codification* and *Elaboration* have been more successful while the applied policies in the areas of *Formulation*, *Implementation*, and *Cultivation* need to be seriously revised and meticulously refined in future while taking their cultural deficits into account. It is argued that following a long-term and non-fluctuating agenda for teaching English as a foreign language in Iran is necessary to establish and maintain integrated policies and progressing plans that can secure both Iran's national unity and its international status.

Keywords: Foreign language policy; Iranian society; Cultural conflict; teachers' conceptions; non-parametric
analysis

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INTRODUCTION

The recent trend dominating the field of foreign language policy and planning calls for studying the role of social micro-agents (language teachers) in the final realization of these policies. Consequently the focus of research has shifted from top-down studies toward bottom-up research concentrating on the various variable associated with foreign language teachers. One aspect of the role of micro-agents in applying foreign language policies has to do with the conceptions they develop through interaction with the administrative body organized by the government, on one hand, and interaction with the language learners as the final recipients of the instructed plans, on the other hand.

Despite its profound influence and critical importance, language planning, as an interdisciplinary area of research in both politics and linguistics, has not yet found its rightful

place in either of them. Standard languages and the way they are formed had been studied earlier by philologists, Prague School of functional linguists, and applied linguists, but paying attention to its ideological side has given rise to new analyses of language standardization which is treated more as ideological process than as empirical linguistic fact (Woolard & Schieffelin, 1994). As Blommaert (1996, as cited in Ferguson 2006) points out, language planning is one of those disciplines that are strongly rooted in contingent historical and sociopolitical realities.

Obviously, covering all aspects of language policy and planning in Iran during the past decades is neither desired nor feasible through a single study. This paper is only meant to work as an opening to the almost untouched field of language planning in the country and is intended to pave the path for future research and discussion. The approach taken in this paper toward language planning in Iran is evaluative and descriptive. As Takala and Sajavaara (2000) correctly state, good planning needs good evaluation to inform it. This study aims to investigate teachers' conceptions of the formulation and implementation of foreign language policies in Iran during the past 15 years. Contrary to the common view that takes the teachers as plan appliers and the high-rank politicians as the only policy makers, the authors of this paper try to emphasize the dynamicity and mutuality of a constructive relationship that have to be established between these two groups and also their relation to other parties involved in the language planning activities.

BACKGROUND

Language planning (henceforth LP) refers to a range of managing activities in the area of language learning and teaching that are not necessarily undertaken by one single agent. Among the various scholars who have tried to come up with an exhaustive definition for the term, Fishman (1974) has suggested a rather broad and relatively clear one. According to him, language planning is 'the organized pursuit of solutions to language problems, typically at the national level' (p. 46). Here the term "national level" is suggestive of the historic importance in language planning of nation-building and associated processes of national identity formation, including language standardization (Ferguson, 2006). Volonishov (as cited in Joseph, 2006) refers to language and politics as two inseparable, maybe even indistinguishable entities. Compared to other subareas in applied linguistics, most of which are theory driven and likely to become linguistics applied rather than applied linguistics (Widdowson, 2000), language planning is more

problem driven and practice oriented.

Foreign language policies and planning in Iran have been radically influenced by the decisions made by politicians. Paying a more focused attention to language planning in Iran can enrich educational environment for students and teachers in a developing country. It should also be remembered than only through a rational and strong interaction between language policies and other existing policies, language planning enterprise can take its practical steps. If language planning is formulated in vacuum and without any direct and strong connection with financial, economic, national, and educational policies, there will not be a way to achieve desirable outcomes, in educational circles. Foreign language planning in Iran, specially in the formation stage needs focused attention, because it mostly deals with policy deliberations and decisions. To have a better image of how these policies are formatted and how this formation compromises with logistical, cultural and social challenges of the society, a deliberate and focused study is required to evaluate and analyze how much our current teachers know these policies practical and fruitful compared to what they could implement in their classroom in their past experiences.

Investigating LP history in Iran is bound to two main limitations. The first limitation is rooted in the deficiency of the accounts made by several historiographer many of which were either politically biased or personally too nearsighted to be able to create inclusive and conclusive account of LP activities for the coming generations. Lack of sufficient historical documentations, that might have shown the trace of political decisions concerning language, deprives researchers from building a realistic image of LP history. By a cursory look at the histories written for the past 200 years of political life in Iran, one can easily understand that many of the evidences of LP activities have been either completely vanished under the ruins of tyrannical dynasties or concealed in the historical treasures which are long kept in Europe and other places in the Western world.

The second problem with the study of LP in Iran is not related to past but the hardships researchers may face when trying to trace the present situation of language policies in the country. A considerable amount of the information which is essential to the study of LP is usually kept secret in political circles. In addition numerous decisions which are only made on a occasional basis are not documented or reported officially. Even though these decisions are not recognized or approved by known politicians, they may have a great effect of the future of LP in Iran. Therefore it can be observed that the main problem, associated with both

limitations, for the researchers is clarifying the past and present state of LP in Iran, and then to build a frame of reference that can be used to analyze and compare them to each other. In the present study, researcher have tried to tackle the first and second problems using a data recovering technique, and taking a new perspective towards LP issues respectively.

One of the strategies to recover lost historical data is known as parallel extrapolation. This technique is based on the assumption that the reactions of agents in two similar environments to similar stimuli usually follow a relatively predictable pattern, hence the possibility of rebuilding the history of one agent based on the data gathered from other similar agents in parallel environments. The term extrapolation is borrowed from mathematics and refers to the fact that most data nodes in the recovering grid are predicted and have not been empirically observed. The researchers have adopted this technique to rebuild a historical profile for LP in Iran. Given the above assumption, the lost historical data related to LP history in Iran can be recovered to an acceptable extent by studying the political actions and linguistic reactions which have been going on for a long time in similar countries. As a developing country which has been long exploited by Britain, Russia, France, and America, Iran is similar in various aspects to the colonies. It can be argued that having a relatively similar background, Iran and other colonized countries can be logically expected to share many aspects related to politics and linguistic variation in the post colonial era. The role of linguistic dominance in maintain cultural, political, and sometimes even logistical power of colonizing powers over the colonized communities has been frequently mentioned in the LP literature. To build a genealogical understanding of the origins of LP research, one can study the history of LP during the past decades. This section is organized in two parts: 1) the early years of LP; and 2) The renaissance of LP and its scope.

THE EARLY YEARS OF LP

Comparatively, the academic discipline of language planning is recent and its early years are most strongly rooted in decolonization and the language problems of newly emergent states (Spolsky, 2004). Because of their lack of flexibility and settlement, the decolonized states of Africa and Asia were regarded as a particularly appropriate area of study for language planning and policy compared to those older states of Europe (Rubin and Roger, 1980). Actually in most post-colonial states, English, for two reasons, has been retained as language of the state and of education (North, 2008). First, it is because of their fragility, poverty, and

lack of experience in implementing radical policy change (c.f. Schendl, 2000). Second, it allocates to the fear and threat coming from ethnic favoritism towards indigenous languages (c.f. Shelly, 1999). Consequently, it leads to the extension of the dominance of powerful states (previously colonizing powers) over the post-colonial societies.

The applied policies of a country and individuals' level of literacy in the society is an element which lets English becomes an EFL or ESL version of English in that society. Quirk (1998) has referred to this rich array of varieties as ENL, ESL, and EFL, while Kachru addressed these varieties by other terms named the inner-circle, outer-circle, and expanding-circle of Kachru (1985 as cited in Zhiming, 2003). The difference between these circles lies in how and by whom these standards and norms are provided. Quirk's tripartite taxonomy of ENL, ESL, and EFL parallels the inner, outer, and expanding circles of English proposed by Kachru 1985 (as cited in Zhiming, 2003). By the 1980s and early 1990s, previously practiced LP was accused it of serving the interests and agendas of dominant elites. It became a medium to maintain inequality both within post-colonial societies and between powerful and young states. As the result, having unfavored images of manipulation LP had diminished in prominence and prestige.

THE RENAISSANCE OF LP AND ITS SCOPE

After a decay of LP decline, a new era of LP was known. Based on the failed experience of LP in the previous era, linguists started to discover and explore new aspects of language planning, with a focused attention on the role of micro-agents across the society (Webb, 1999). The redirection of theoretical inquiries and practical agenda in the new era of LP was inspired by a number of central realizations that transformed the nature of this discipline to a great extent. In this new era, issues such as language revitalization, minority language rights, globalization, and spread of English gained more attention from LP scholars. In addition, the interdisciplinary nature of the discipline has been more seriously taken into consideration recently. Spolsky (2003, as cited in Feguson, 2006) and Broke-Unte and Holmarsdottir (2004) emphasize the extensive role of LP and its interrelationships between language plans and other state policies. Today, the necessity of developing appropriate language at national level is noticed by both linguists and politician specially in developing countries (Clayton, 1998); Iran is not an exception in this regard.

LP History in Iran

Foreign languages that have been spread across Iran in a organized and systematic way include Arabic, French and English. Since French was only practiced in Iran in a relatively short period of time as the standard foreign language in schools, and the principles concerning foreign language policy related to French and English share many aspects, here the researchers focus on Arabic and its spread in Iran. After the rise of Islam in the region, Arabic became the language of politics, science, and art for centuries. Even though the relative frequency of the books written in Arabic in the mentioned was not the same along this period, Arabic undoubtedly dominated cultural and scientific circles. Although Arabic was esteemed and the educated class had to learn it as an academic necessity, the ordinary people maintained Persian language, of course with considerable changes, as the prevalent language used in everyday life. The educational systems responsible for the spread of Arabic among the elites were mainly involved in religious studies. One may find the remnant of those systems in the present clerical system for Islamic studies in Iran, "Hawzeh". The main concern about foreign language in religious circle was to prepare the students (future clergymen) to understand the Arabic language so that they can read, and occasionally write in Arabic; this was (and is) assumed an essential skill in their professional life. Since speaking and listening in Arabic was not propriety for the religious and scientific circles, the teaching methods and learning strategies used for the Arabic language were not developed and organized toward that end. Arabic never became a second language in Iran, although a considerable amount of governmental aids have been allocated to maintain it as the official language of state-supported scientific circles. Arabic today is taught as the language of religion in Iranian schools, but its popularity is considerably less than before; students' expectations to receive joyful lessons that enables them to use Arabic for communication in real-life are not met by the current textbooks, teaching methods, and in general activities conducted by Arabic teachers.

Despite the fact that Arabic has lost its dominance over scientific circles, the Iranian government has not lost its interest in revitalizing Arabic in Iran. Each year many students graduate from Iranian university in majors related to the Arabic language. Some of them become scholars of the Arabic literature, some turn to oral or written translation, and some others become Arabic teachers. Therefore one can see that Arabic is still one of the major players in the field of foreign language policy; definitely the string links between Iranian and Islamic culture will se-

cure this situation. However, one should not forget that policies made in different arenas of foreign language policy interact, and the consequences of those decisions may clash or collaborate towards national security objectives. An in-dept analysis is required to show all the aspects of relationship between language policies developed for spreading Arabic and English; but to develop a primitive understanding of the issue which serves this study efficiently a brief review of the history of these two may suffice. In can be argued that one of the main sources for the illogical fluctuations that can be observed in Iranian authorities' policies for the foreign languages taught in the schools is that political and cultural factors that motivate the authorities are rooted in different areas.

Those authorities who are mostly concerned with Islamic standards, sometimes called hardliners, see Arabic as the main foreign and even second language that should be practiced in Iran. For them, allocating more budgets for teaching and learning Western languages such as English, French, Italian, and German is a waste of time and governmental resources. The only reason that may satisfy them to value English for a certain period of time is the fact that English can serve anti-American purposes. However, another group of Iranian authorities see English as the first priority in foreign language planning. They argue that given the prominent place of English as an international language, the current lingua franca of the world, required policies and plans should be devised and supported to assure its progress in all parts of society specially academic environments. This may seem too obvious to be even mentioned or argued for but sharp fluctuations in Iranian authorities' attitude toward English as the foreign language practiced in Iran has shown that the factors working against the spread of English in Iran should be taken into serious consideration.

THE FIVE STAGES OF LP

Language planning comprises 5 standard phases: 1) formulation; 2) codification; 3) elaboration; 4) implementation; and 5) cultivation.

FORMULATION

The first stage of language planning is *formulation* concerned with systematizing the practiced language(s) of the country (Fishman, 1974). Formulation is mostly affected by non-linguistic and social factors (Fishman, 1974). At this level policy formation is in close relationship with a variety of social, economic, and political factors. Policies should are formulated concerning how compromises should be reached between opposing views and interests. In a country

with two different political parties, both politicians and linguisticians should try to find common parts which meet the needs of the society.

CODIFICATION AND ELABORATION

While formulation of language policies is mostly concerned with sociopolitical non-linguistic issues, *codification* and *elaboration* are in fact the technical linguistic aspects of language planning. This stage is rather purely linguistic and academically driven. However, this should not take us astray and make us to consider these stages as completely context-free and thoroughly objective. Certainly such technical expertise alone never seems to be sufficient since there are always habits and attitudes and values and loyalties and preferences, not only in the target populations, but among the planners themselves. Thus research into codification and elaboration stages and their phases needs to be adequately supported with recent sociolinguistic theories so that the principles of the adoption of linguistic features among societies are properly understood and help the researchers and planners to set the related parameters in the relevant context.

IMPLEMENTATION

The stage of implementation in language planning is usually concerned with the circumstances under which language planning efforts tend to succeed or fail (Fishman, 1974). Little is known about how to implement language planning, particularly about how to implement it differently in relation to a variety of target populations and given a variety of social settings. As Rubin (1980) correctly points out, implementation itself must be viewed in the context of the type of decision making that preceded it and the type of codification/elaboration that was engaged in. implementation and cultivation stages are associated with logistical and cultural challenges,

CULTIVATION

Cultivation is a sequentially later and more advanced stage of language planning, dealing primarily with stylistic varieties (Lewis, 2008) of the target language focused upon during previous stages of language planning. In Neustupny's view (1970, as cited in Fishman, 1974) cultivation involves the iteration of each of the processes related to previous stages of LP, but for more specific or additional functions. Ferguson (1968, as cited in Fishman, 1974) has stressed the *Intertransalatability* goal as basic to language planning. *Intertransalatability* goes beyond lexical and grammatical features alone to conversational and written styles as

a whole, as well as to entire literary genres. Usually, in order to foster the development of such styles, registers or varieties, some academies or language planning authorities advocating agencies sponsor entire translation series from various kinds of world literature (Nekvapil, 2008). Another dimension of considerable importance is that of *Evaluation* stressed by Rubin (1980). He reminds us that various criteria of language planning success (knowledge, attitude, use etc.) need to be specified and attended to as part of the planning process itself rather as process needs to be attended in later stages. Tauli (1973, as cited in Fishman, 1974) has further refined and expanded his distinctive approach stressing that language planning theory must not merely be descriptive and predictive but prescriptive or directional as well.

MICRO-LANGUAGE PLANNING: THE ROLE OF THE PUBLIC

Public opinions can play a decisive role both in formulation and implementation of language policies, specially in those countries that are more democratically developed. Folk attitudes about language (called folk linguistics) may affect the kind of rule-making about language. Perhaps the pioneering work in this area is Hoenigwald's article (1966, as cited in Schiffman, 1996) which lays the groundwork. He proposes a number of questions prerequisite for further study in the field of LP. He suggests we consider such questions as:

- What do people think about language?
- What do they think about their own versus other language?
- Is their language part of or intelligible with languages in another language family?
- What do they think of multilingualism?
- What do they know about (or think about) language differences that are correlated with social differences (age, sex, race, etc.)?

The term "social constructionism" refers to the relationship between the self and the society. This view, does not regard self and society as two system in which the formulation of one (mainly individual) happens within the framework of the society (Santos, 1992). It regards cognition as a part of social systems not merely an individual asset. Weiner (1986, as cited in Santos, 1992) defines knowledge in social constructivism a "socially justified belief" dependent upon "social relations, not-reflections of reality" (p. 163). Regarding social constructivism, language policy and language planning does not happen in vacuum, but mainly through an interaction between individuals and the hidden or explicit policies in the society

(Hornberger, 2008). Takala and Sajavara (2000) point out four reasons for the growth of a nation's total foreign language capital: language planning decisions and language policies, globalization and the need for English as an international language, change in policies because of explicit decisions by authorities or various types of institutions, and people's private decisions to travel and immigrate without any intervention by authorities. The final outcome of LP is a result of interaction between these four factors. While the first three cases entail top-down processes, people's private decisions is more of a bottom-up nature, a factor that has been either largely neglected or consistently ignored in the literature of LP hitherto. Public opinion surveys, which are occasionally used to assess the implementation of LP programs, can reflect people's attitude toward these plans and be used to predict nations' next move. I think those myths that regard themselves with top-down nature of language planning should be rejected and it should be kept into mind that LP is both top-down and bottom-up in nature.

TEACHERS AND BOTTOM-UP PLANNING

Iranian FL teachers play an essential role in determining the future of LP in Iran. English teachers' approach toward teaching can affect both the public and the elites of the society. As discussed before, public opinion about English or Arabic is an important factor in the formation or revision of foreign language policies. Teachers can translate and reimagine language policies and curriculum in their own classrooms (Varghese, 2005). As Barker and Giller (2004) note, English teachers are not simple devices to apply top-down language policies that are handed down to them. More recent studies within the field of language planning seem to be more attentive to the role of teachers in reformulating and changing language planning activities. Communities of teachers and sometimes even students are now assumed to have considerably great potentials to confront inequality produced and supported by LP and are expected to work as active cells of micro language planning networks that can effectively influence the decisions made by authorities in administrative power through collaborative bottom-up activities.

The bottom-up approach toward language planning seems to be inspired by complexity theories which were devised originally in empirical sciences. If social, political, and educational systems are seen as complex systems that can change constantly while maintain their stability, English teachers' beliefs and actions are expected to work as

strange attractors (Larsen-Freeman, 2005) that can determine the complex patterns of foreign language planning. Given the complex network made of post-colonial social forces and complicated attitudes toward English and Arabic across different political parties and social communities in Iran, applying a complex systems approach to the study of LP in Iran may provide researchers with fruitful results.

While authorities opinions about the language policies applied during the past 15 years may be compromised for political reasons, teachers' opinions concerning the success or failure of LP programs reflect the position of outer parties that see the stage in a wild angle. Opinions of experienced teachers who have faced the constant fluctuations of the educational decisions in Iran and have closely observed their consequences on the state schools and private English institutes constitute a valuable source for the study of LP in Iran.

METHOD

Teachers' conceptions of the cultural success of applied policies in 5 stages of LP were elicited to provide the research with the descriptive pattern of the status quo and the patterns based on which these policies may have changed within the investigation time-span. The method of the study is represented in three sections: 1) participants; 2) procedure of the study; and 3) data analysis.

PARTICIPANTS

Participants of this study comprise 120 Iranian English teachers whose teaching experience ranged from 15 to 30. The main purpose of the research (evaluating cultural success of LP within the past 15 years in Iran) was earnestly explained to the participants and any potential ambiguity in the items was avoided, providing necessary elaborations. Due to the wide range of local cultures in different places in Iran, the samples were collected from 10 provinces of the country.

PROCEDURE OF THE STUDY

The data collecting instrument in this study was a self-made questionnaire which was primarily drawn up based on the available theoretical frameworks. In a pilot study, the questionnaire was circulated among 30 English teachers (other than the main participants) to be refined and revised later. The final version of the prepared questionnaire, including 15 heterogeneous items was distributed among the participants (120 experienced English teachers) and the relevant frequency data collected from the yes/no questions, which ask the participants to compare the cultural success of different stages of LP

in Iran, was imported to the computer to be statistically analyzed and interpreted by the use of SPSS software.

DATA ANALYSIS

The frequency data which was obtained from the questionnaire was analyzed using a two-dimensional non-parametric test. The first dimension comprised all the issues covered within the questionnaire and related to one of the 5 stages of LP, and the second dimension was time. Therefore, the type of frequency analysis used in this study provided the researchers with a diachronic insight into the situation of LP in Iran from past to the present time. Because of the heterogeneity of the items, the test was applied to each and every item separately so that each set of data related to an item could be analyzed and interpreted independently. The items were almost equally allocated to 5 stages of LP and the results of non-parametric test in each section of the questionnaire were used to measure the level of cultural success in applying foreign language policies and plans in the Iranian society.

RESULTS AND DISCUSSION

The results of the study, originally observed within numerous SPSS tables have been tabulated and reorganized into Table 1. As it can be seen the results of non-parametric test show that there has been a significant and meaningful positive change only in the areas of codification and elaboration during the past 15 years while no considerable progress has been made in other areas of LP, namely formulation, implementation, and cultivation.

Table 1 The results of the 20 two-dimensional non-parametric tests

	Level of Sig.	Mean Rank: Past	Mean Rank: Present
Formulation			
Item 1	0.96	60.34	60.66
Item 2	1.00	60.50	60.87
Item 3	0.90	60.13	60.87
Item 4	0.85	61.04	59.96
Codification			
Item 5	**0.00**	45.45	75.65
Item 6	**0.02**	39.47	81.53
Item 7	**0.03**	44.57	75.65
Item 8	**0.01**	47.63	73.37
Elaboration			
Item 9	**0.02**	43.27	77.73
Item 10	**0.04**	41.62	79.38
Item 11	**0.02**	43.00	78.00
Item 12	**0.04**	54.18	66.82
Implementation			
Item 13	0.67	61.75	59.25
Item 14	0.09	55.50	65.50
Item 15	0.59	58.91	62.09
Item 16	0.74	61.48	59.52
Cultivation			
Item 17	0.65	59.18	61.82
Item 18	0.69	59.35	61.65
Item 19	0.80	61.57	59.43
Item 20	0.68	59.32	61.68

Levels of significance show the areas in which significant and positive changes have been observed in the cultural success of the foreign language policies and planning during the past 15 years in Iran. Mean ranks in past and future represent the amount of progress in different stages of LP. As it is expected, high levels of significance are associated with considerable positive changes in the mean rank. According to Table 1, the level of success of the policies applied in two areas (codification and elaboration) has significantly improved during the time-span under focus in this study, whereas no significant changes were observed in the cultural success of the other three stages namely formulation, implementation, and cultivation.

CONCLUSION

This study was launched to study Iranian English teachers' conceptions of the cultural success of foreign language policies and plans during the past 15 years. The results show that applied policies and devised plans for managing the practice of teaching English as a foreign language in Iran have not been equally successful in all stages of LP. According to Jahn (1999), professional attitude of English teachers toward state language policies is believed to be a rather reliable indicator of LP's success. This study shows that while in the area of codification and elaboration, satisfactory improvements have been observed during the past 15 years, much more work is needed to be done to systematize and regulate the actions which are taken to formulate the policies, implement the plans, and cultivate English language across schools, universities, and other educational institutions.

Among the others, the area of formulation which is mostly concerned with establishment of language policies and their introduction to subordinate organizations does not seem to be making a steady progress. Moore (2006) states that any change in the attitudes of countries' macro-language planners toward the English-speaking countries could reshape and sometimes even redefine the available internal structures of the national educational system, including English courses in states schools and private institutes. Of course, taking the special situation of Iran, both in national and international domains, and its challenging interaction with countries such as Britain and USA into account, such violent and wide fluctuations in the creation and application of policies could be partly expected. It seems that the formulated policies are considerably affected by two different perspectives arguably associated with major political parties in Iran.

According to one perspective, the spread of English is seen as a concrete manifestation of the expansion of the dominance of imperialist powers over post-colonial societies, and any effort to block or at least to control it would serve the independence of developing nations in various areas, particularly in economy and culture (Spolsky, 2004). However, based on the other view, English language is needed for international communication mostly in politic and scientific areas and the process of development is necessarily associated with the improvement of learning and teaching English as a foreign language all over the country in both state and private organizations (Bianco, 2008). Obviously, the dramatic changes that reshape LP and its related legal and educational structures are forced by the growing tension between these two opposing perspectives held by Iranian authorities.

In the area of implementation, the participants were asked to give their opinion about three major subareas, namely state/private distinction, teacher education, and the use of technology. The results suggest that there is a huge gap between states schools and universities and private institutes concerning the quality of teaching and the material used in classrooms. Instead of working as collaborating components of a single educational system, state and private sectors seem to be working rather divergently. Like any other area of business, state organizations follow top-down orders that are not necessarily appealing to the public; in contrast, private institutes, as trading units that seek for more benefit, try to stay updated and change their policies according to the needs and wants of the students.

Another major area related to the implementation of LP, actually the most important one, is teacher education that is extended through pre-service and in-service programs. In private institutes, pre-service training for English teachers is more favored while states organizations usually prefer to provide the teachers with in-service complementary programs. According to the results obtained from the questionnaire, although the quantity and diversity of in-service programs have been greatly increased during the past 15 years, their quality has remained almost the same and no significant change has been observed in relation to their content.

Cultivation is the last and the most challenging stage of LP (Fishman, 1974). Our result verify this; a very long way seems to be ahead of the language planners of the country, if one defines the *Cultivation* stage with regard to its sustainability and entirety in comparison with other stages. Iranian authorities have not made a firm decision about their position toward the cultivation of English language, and its associated culture yet. While some actions accelerate the

spread of English all over the country, some decisions do not seem to be taken in that direction at all. As discussed before, one of main reasons for the fluctuating pattern observed in the decision made by authorities is the fact that not all of them share the same beliefs about the value and place of English as the international language of the world as opposed to Arabic as the language of the religion. It seems that policies related to the cultivation of English language in Iran may never prove as efficient as they are expected unless Iranian authorities developed a unified agenda that can integrate the interests of both parties under a single set of language policies and cultivation plans.

Although Iran is not a post-colonial country, in the classic sense, its existing atmosphere shares many characteristics with countries such as India, Pakistan, Malaysia etc., specially in the case of English teacher education programs. In accordance with the results obtained from LP studies in the mentioned countries, the findings of this research suggest that to achieve more desirable results from the devised language policies within the country, Iranian authorities need to be more attentive to opinions and attitudes held by English teachers. As micro-agents who are responsible for adopting and implementing the instructed policies which are mostly devised at the high levels of political hierarchy, Iranian EFL teachers play a crucially important role in determining the future path of LP in the country. Educational systems in post-colonial societies face unique problems that are not observed in other places of the world. The situation in Iran is even more complex. Language planners and administrators in Iran have to face the fact that English and Arabic are both vital to the cultural and political concerns of the country. None of these languages can be compromised for the sake of the other. If the conceptions held by teachers about the quality of the existing language policies are not taken into serious consideration by the politicians, there is a high chance that those apparently scattered and trivial conceptions converge, not necessarily under a single authority, to form a covert agenda working towards ends which can endanger the national unity or distort Iran's international status in the long run. The Iranian authorities responsible for making decisions about formulation, implementation, and cultivation of language policies need to listen to the teachers before their voice is turned against the local culture. Teachers' opinions can also affect the public attitude toward the foreign language taught in schools. Iranian people have a long history of facing conquering nations who have dominated them both politically and culturally for a considerable amount of time. The movements which are usually ignited and developed in post-colonial societ-

ies make the task of foreign language planners much more difficult. These movements see foreign languages and all the activities related to them namely teaching and learning as an unfortunate remnant of colonizing powers. Anti-imperialists are highly sensitive to allocating budget for the spread of the language of the imperialist states such as Britain and America. The interaction between post-colonial social forces, official positions, public opinion and teachers' belief comprise an intricate network of ideas and activities that determines the success or failure of LP programs in Iran. Researchers interested in the history of LP in Iran cannot exclude any of these factors from their studies.

The results of this study show the importance of documentation in LP. Attitudes and opinions held by Iranian English teachers toward the language policies applied by the government need to be documented to form a data-driven theoretical ground based on which one can develop plausible theories about the situation of LP in the past, present, and future. If teachers see governmental educational frameworks as inefficient and outdated, they will tend to form individual and sometimes regional agendas which are neither considered nor approved by the official authorities. The chaos created out of this situation may consume a great amount of state resources for reconfiguration and replanning.

Ignoring English teachers' opinions about LP in Iran may force the complex social systems in Iran toward more chaotic patterns. To study the agents involved in these complex system, a complicated research agenda has to be devised. The program will work much more efficiently it is officially approved and allowed by the Iranian authorities. If opinions of English teachers are documented realistically, studied extensively, and taken into account seriously, the possible divergent patterns which may appear in the future can be managed much more effectively. The dynamic nature of the relationship between top-down policies and bottom-up feedback of the educational community leaves no choice for both linguists and politicians but to design more extensive research projects and do more in-dept analysis to organize all stakeholders' opinions, specially teachers, about the fairness and efficiency of the language plans and their underlying policies, as an integrated and informant knowledge base which can be effectively used by macro language planners and policy makers. This knowledge base, hopefully in future, can work as an interface between macro and micro language planners to develop a more appropriate LP agenda for Iran.

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İRANDAKİ YABANCIL DİL PLANLAMASININ KÜLTÜREL KARMAŞALARI ÜZERİNE

Özet: Bu çalışmanın amacı, son 15 yıl içerisinde İngilizce öğretmenlerinin yabancı dil politikalarının geliştirilmesi ve uygulanmasıyla ilişkili kültürel çatışmalar konusundaki algılarını incelemektir. Yabancı dil planlamasının küçük birer aracıları olan İngilizce öğretmenleri, sömürgecilik sonrası toplumlarda üst düzey yöneticiler tarafından oluşturulan politikaların hayata geçirilmesinde önemli rol oynamaktadır. Ülkenin yabancı dil planlamasını değerlendirmek amacıyla 10 ildeki 120 deneyimli İranlı İngilizce öğretmeninin algıları, söz konusu politikaların başarılı olması yolundaki olası kültürel engeller ve fırsatları tanımlamak üzere ortaya çıkarılmıştır. Parametrik olmayan istatistiksel analizin sonuçları; *Geliştirme, Uygulama* ve *Aşılama* alanlarında uygulanan politikaların kültürel eksiklikleri göz önünde bulundurularak ciddi şekilde gözden geçirilmesi ve titizlikle düzeltilmesi gerekirken *Kodlama* ve *Ayrıntılandırma* alanındaki dil planlarının daha başarılı olduğunu göstermiştir. İran'ın milli birliğini ve uluslararası konumunu koruyabilecek entegre politika ve ilerleme planları geliştirmek ve devam ettirmek için İran'da yabancı dil olarak İngilizce öğretimine yönelik uzun vadeli ve sabit bir gündem takip edilmesinin gerektiği savunulmaktadır.

Anahtar kelimeler: Yabancı dil politikası; İran toplumu; Kültürel çatışma; öğretmenlerin algıları; parametrik olmayan

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MEDIA LITERACY ON THE USE OF SOCIAL NETWORKING SITES (FACEBOOK AND TWITTER) FOR YOUTH IN INDONESIA[1]

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Abstract: The background of this writing is due to the fact that a number of Indonesian youth has not reflected the Indonesian values basis in using SNS (particularly Facebook and Twitter). Indonesian values such as politeness, not exposing private matters in public, togetherness and cooperation on mutual assistance are not reflected in Indonesian youth attitude at the time of using Facebook and Twitter. This writing is aimed to formulate what type of media literacy can be applied in Indonesia. On the basis of the said phenomena, the writing result offers media literacy which is based on Indonesian values, that can be applied by the youth at the time of using Facebook and Twitter, in the sense that values followed by Indonesian society among others togetherness, mutual assistance, cooperation in gathering donation and other type of mutual assistance, politeness (control of freedom of expression on SNS), honesty, justice, social hospitality in social interaction, tolerance and democracy, shall be reflected in the youth SNS.

Key Words: Internet Literacy, SNS, Indonesian Values.

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INTRODUCTION

This writing is based on the writer's research result that states that Indonesia youth in using Internet, including facebook and Twitter has become routine activity, in the sense that, every day they access Internet. They feel isolated if they do not access Internet every day and they are also proud of becoming part of virtual community. They access Internet 10 through 15 times a day. The writer's research result indicates the dependency of the youth on Internet and this, has been executed to 149 students of Faculty of Social and Political Science, University of Brawijaya, by the use of data compilation method through questionnaire of Likert Scale. Data analysis technique is descriptive method and *Exploratory Factor Analysis*/EFA.

The high activity of Indonesian youth in the

use of Internet, SNS Facebook and Twitter, has made the writer to formulate media literacy and with the hope that Indonesian youth can use SNS especially Facebook and Twitter wisely. Since the beginning of the finding of Internet and its use which is becoming broader and broader, a number of questions emerge on its possibility of negative impacts from the use of Internet, especially upon the youth. The Internet content which is considered dangerous for the youth is pornography (including advertisements), sexual abuse, criminality, untrue information (spam), which is regarded endanger and deteriorate the youth mentality, particularly in Indonesia nowadays, Internet can be accessed easily via wi-fi available at cafe, food stand, and schools. Internet is also regarded to make the youth reluctant to interact with society, owing that they are deeply serious and intensely surfe in online world. Indonesia, through the Ministry of Communication and Information has closed *laman* mostly on pornography. However, this, will be much more effective if accompanied with media literacy education, especially Internet, from the very beginning, to the children. Basis of Internet literacy method is by giving comments or writing that do not offend others' feeling, will also socialized. This issue, specially considered, in that Indonesia is a heterogenous country from the aspect of various ethnics and religion types. This writing has become interesting because writings or comments that may offend SARA (etnics, race, and religion) aspects is encountered.

Indonesian youth must consider the value such as social hospitality, peace, cooperation and solidarity shall be engrained deeply in the youth when they use Internet especially SNS Facebook and Twitter. However, it is indicated in reality that many of Indonesian youth has not respected highly politeness values on their SNS. An example of this is found when the youth curse or express dirty words, talks in vulgar manner, even expose romantic photos of himself with his lover. Peaceful norms sometimes neglected by the youth. As an example, at time of using SNS, they frequently establish their gang action via SNS, that in real life , fighting among students occurs. A number of Indonesian students fight in online world.

This writing is designed to give contribution on how to use SNS, especially Facebook and Twitter based on Indonesian values. The importance of media literacy to the Indonesia youth in using SNS is also due to the background of data stating that Internet user in Indonesia is dominated by the youth (Rosdianah, 2009).

Research result of Yahoo and Taylor Nelson Sofres (TNS) indicate that most of Internet users in Indonesia are youths of 15 through

19 years of age. Deputy Manager Director TNS, Sures Subramanian, exposes that, based on survey attended by two thousand respondents, of 64% are youth. In second level, 42% of Internet users comprises those of 20 up to 24 years of age. This is due to the fact that leisure time owned by the youth is more plenty compared with those work group age. Muhammad (2010) states that two-third of internet user in Indonesia is youth. That's why Internet has very great effect towards Indonesia young generation.

Detta (2012) states that research undertaken by wearesocial.org found that of 237.556.363 Indonesia population, 39.600.000 persons are Internet user and 40.829.720 is user of social media sites. That research also reports that more than half user of Internet Indonesia at the age of 20 years and lower. This means that Indonesian youth has recognized deeply on social media sites like Facebook and Twitter. Based on data of total facebook user, http://checkfacebook.com/ to be accessed on 27 May 2012 at 14.31 WIB, Indonesia is on the fourth rank after the United States, India, and Brazil by total user of 42.586.260. Based on Semiocast research, institute of social media research which is centralized in Paris, in an article with topic "Indonesia is the Fifth Twitter User in the World", in this respect, Indonesia is the fifth after United States, Brazil, Japan and England with total Twitter account 19,5 million.

A number of items that occur in Indonesia that makes us concerned. Many people does not care on youth user SNS that does not reflect Indonesian values. Compared with other countries, media literacy for youth using SNS, Indonesia is far left behind, whereas some countries do care in providing the youth using media literacy at the time of using Internet, even some have afforded social movement to realize media literacy for the community, for the youth in particular, as user of social media sites in Internet. In California, **United States**, English Language Arts Standards (ELA) urges student capable of identifying, analysing and critisizing persuasive technique on a media message (Riza, 2012). Media literacy education in South Africa is used to promote education reformation. Media literacy education in England, Scotland, Canada, and Australia becomes part of language art lesson.

Rahmawan Detta (2012) in his writing with topic "The Importance of Internet and Social Media Use by Children" states that from year 2006 through 2009, EuKids Online, an independent research in England which is under Departement of Media and Communication from London School of Economics, carried out research in 18 Uni Europe countries. This research is aimed to identify the use of Internet and Social Media by

youth and children. The research also aimed to evaluate factors of socio-culture, parent's role and regulation related with Internet usage in the respective country. In January 2010 Kaiser Family Foundation in Amerika conducted research that aims to identify the use of media by a child with age ranges from 8 to 18 years. This research is performed throughout the whole states of America.

The weak movement of media literacy in Indonesia causes the youth lose to apply Indonesian values at the time of using Internet. Indonesia position in media literacy movement, can only be viewed Internet program *Sehat Aman* (INSAN) sponsored by the Ministry of Communication and Information. This program socializes the use of Internet healthily and safe to a number of public society so that Internet can give benefits and additional values. As comparison on this, in other countries, media literacy movement, according Syukri's notes "Peran Pendidikan Nonformal untuk Pemasyarakatan Literasi Media" stated that media literacy movement in the United States is initiated by universities that conduct media literacy project, such as New Mexico Media Literacy Project (NMMLP) by University of New Mexico and Appalachian State University, opening S2 program in media literacy. A number of universities in Amerika such as Babson College and University of North Carolina in Caphel Hill establish institute that develops a study on media literacy for school teachers. Media literacy movement in Canada is conducted by Ministry of Education that makes media literacy as education curriculum and extra curricular at schools. Media literacy movement in Australia is also sponsored by universities such as Edith Cowan University, University of Sydney, and Macquarie University. Media literacy movement in Rusia has been commenced since year 2002 that makes media literacy being one of study program in universities. Media literacy movement in Ireland is represented via government, that makes media literacy education as part of curriculum in elementary school and junior high school. Japan establishes a study club/group on youth and media literacy that owns a number of professors in various science such as education, communication, social and politics and owns the design from a number of universities to formulate media literacy for Japanese community.

In Indonesia, research on the use of Internet and social media by the youth, is still scarce. Indonesia has not given high attention and care upon real effort in realizing media literacy. Effort of realizing media literacy such as Melek Media Community (http://melekmedia.org/) that gives attention and attemp to promote media literacy in Indonesia. This community, via website and blog

writes issues on information, knowledge, and education on media literacy. Some activities as practice of media literacy has also been performed in Indonesia such as *Konferensi Nasional Literasi Media di Indonesia*. A workshop activity on Media Literacy (http://www.literasimedia.org/) is aimed to develop young generation skill in order to become critical on mass media content, and also develop understanding on heterogenous concept and tolerance in society. The activity comprises Media Literacy to be conducted in Depok, Palu, and Ambon. Through Media Literacy workshop activity, it is expected that young generation has capability to access media, analyze media content suitable with its context, critisize mass media, and write message in various media form and type. Kidia *Kritis Media untuk Anak* (http://www.kidia.org) is one of a number of activities supported by Foundation of *Pengembangan Media Anak* as practice of media literacy. To be critical with media comprises five capabilities, namely able to limit total hours used for media, able to choose suitable media content, able to understand media content and not easily influenced by media content, and able to take benefits from the media being consummed.

Education on media literacy in Indonesia has not been widely carried out. Media literacy practice in Indonesia is only known at workshop, seminar forum, road show, media literacy promotion activity, by board of self-effort community the so-called *lembaga swadaya masyarakat* or in students' organization. Application try-out on media literacy was conducted in 2002, where media literacy as subject at Elementary School (*SDN Percontohan Johar Baru 01 Pagi Jakarta Pusat) by Indonesian Children Walfare Foundation (Yayasan Kesejahteraan Anak Indonesia)*. Furthermore, from 2006 through 2010 Children Media Development Foundation (*Yayasan Pengembangan Media Anak)* conducted media literacy try-out and improvement which was contributed by UNICEF. Central of Indonesian Broadcasting Commission *(Komisi Penyiaran Indonesia-KPI)* Conducted Training of media literacy Trainers, in an effort to manifest healthy broadcasting. The above mentioned facts stimulates the writer to more formulate youth media literacy in using Internet.

LITERATURES REVIEW

Literacy Media

In this information era, community understanding upon certain reality or phenomena is obtained via mass media (printed, electronic, and Internet). Mass media has great influence in community's forming trust, opinion, and behaviour. The need of infor-

mation causes community dependent on mass media. Community feel necessary to access mass media as an effort to meet the requirement on information. Information that is obtained from mass media will affect community's thinking, understanding, view point, opinion and behaviour. The rate of mass media influence, causes the importance of media literacy for the community in consuming mass meda.

Media literacy is an effort to control mass media influence in individual life. Media literacy is a study to assist individual to recognize media so that the individual can consume media intelligently. Media literacy teaches on the utilization of media wisely and evaluate critically the media content. Individual media user that has media literacy capability will give response and evaluate a media message with responsibility.

National Association for Media Literacy Education (NAMLE) regard media literacy as a series of communication competence that consists of capability to access, analyze, evaluate communicate information in different kind of form, including message on printed and non printed media.

Baran in his http://www.fergut.com/wordpress/media-ecology/using-the-transatlantic-to-teach-media-literacy/ mentions seven elements in media literacy, namely:

1. An awareness of the impact of media (awareness on media influence)
2. An understanding of the process of mass communication (understanding on mass media communication process)
3. Strategies for analyzing and discussing media messages (strategies in analyzing and discussing media message)
4. An understanding of media content as a text that provides insight into our culture and our lives (understanding on media content as a text that provides knowledge insight into our culture and life)
5. The ability to enjoy, understand, and appreciate media content (capability to enjoy, understand and evaluate media content)
6. An understanding of the ethical and moral obligations of media (understanding on responsibility on media ethics and moral)
7. The development of appropriate and effective production skills (capability development of effectively and properly production).

Media Literacy on S*ocial Networking Sites* (SNS)

Boyd and Ellison (2007) defines *Social Networking Site* (SNS) or commonly termed as social network as service based on web, makes possible for each individual to build social communication through online world like to build a profile of oneself, representing someone's relation and ex-

pose whatever relation occurs between one *member* and another *member* in provided system. Mike Gotta in his article, "*Reference Architecture for Social Network Sites*" (2008) states that social networking sites is:

a. Website functions is as individual facility to build communication with other individual that makes them possible to mutually build or widen their social network.
b. Website functions is as facility for those who want interact one another, share information in the sites, participate in different sites activity and build community informally and voluntarily.
c. Website that contains specific component, makes possible user to define profile in online, list of individual connection, notification on an activity, participate in community group as well as arrangement of privacy and license.

Boyd and Ellison (2007) define SNS as sites that provide service based on web that makes it possible for user to build public profile or semi-public profile in a limited system, build list of friend, where users can have mutual sharing of relation and show and change their list of relation from the said system. The use of SNS can give positive benefits but not free from negative impacts, if it is not used properly and proportionally.

Considerable benefits can be obtained from SNS among others, it can be used to sustain social relation with friend, obtain new friends with same interests, and share knowledge and experience. However, a part from positive impacts, SNS can result negative impacts like too much share of information that is personal in nature, decrease of physical activities, cyberbullying and other tresspass of law. Exceeding use of SNS can cause individual atttitude because users tend to avoid direct social cmmunication and interaction with other man or community.

Media literacy for Internet media is catagorized as new media literacy or digital literacy. This digital literacy among others comprises skill and understanding in the use of Internet. Internet media literacy also comprises understanding that message Internet media message also gives impacts to the individual and community. That understanding gives community wisdom in producing and consuming Internet media message content. SNS has capability to connect one individual with other unknown individual. SNS also makes individual possible to build mutually social relation with user from different kind of culture. On the basis of such SNS function and capability, it is quite certain that SNS will give impacts to individual, personally and in community, socially. This is the reason why SNS media literacy important for users.

Yohannis (2009) states that SNS as one of technological products is able to change behaviour, values and culture of user, among

others user keeps exposing privacy to public eventhough they realize that their private identity will be known by other people, the fading of friendship value, habit to discuss rumour, the use of SNS in long time, using profile to promote oneself in exceeding manner and being mis-used, for bias action such as identity spam or stealing. Those examples are evidence that culture malfunction from moral values, occurs in SNS. Accordingly, Internet media literacy, especially in the use of SNS is very required to minimize the impacts given.

The Use of *Social Networking Sites* (SNS) Media Literacy for the Youth

American Academy of Child and Adolescent Psychiatry report in http://health.kompas.com/read/2012/02/07/14033436/Tip.agar.ABG.Aman.Gunakan.Jejaring.Sosial more than 60% youth of Unites States of America has at least one SNS profile. Most part of the number spend time more than two hours a day for interaction in SNS. That phenomena is not far different with phenomena of SNS used by Indonesian youth. The use of SNS like facebook and twitter has become trend in youth.

Based on the obtained data, Internet user is dominated by the youth and Internet user activities is dominated by the use of SNS, therefore, SNS media literacy education for youth is required, considering that the use of SNS not only give positive benefits but also brings negative impacts to the user.

Youth is community group that is vulnerable towards negative effect brought by mass media like SNS of Internet media, owing that youth, is a phase where individual undergoes identity and view point formation process. Youth is community group that easily immitate message displayed in mass media. Message displayed by media might be adverse because it does not conform to values in the society, and accordingly, priority in media literacy education shall be given for the use, in order to have capability to select media message that is not suitable with social culture.

SNS is communication media being solution on difference of time and distance, able to provide information on old friend and build friendship with new friend. However, sometimes individual provacy boundary become obscure and resulting in dependency. The use of SNS is afraid of resulting in adverse impact such using SNS in exceeding portion and at unsuitable time caused by dependency effect.

Youth has capability for more open to receive education and learning. This capability will help media literacy education process given to the youth. Youth will easily receive understanding on media literacy, especially to use SNS in Internet media, thus, objective of SNS media literacy for the youth can be achieved. The youth can use SNS intelligently and wise.

Parents participation to help control their youth children in using SNS is also required in an effort of SNS media literacy for the youth. Parents is expected to build their youth children in using SNS such as limiting portion of SNS usage, give advice on information that is too personal in nature, give advice on information that is feasible to share by teaching sensitivity.

DISCUSSION

Media Literacy for the Youth in Using SNS Based on Indonesian Values

Wikipedia in http://id.wikipedia.org/wiki/Budaya to be accessed on 28 May 2012 at 15.43 stated that J.J. Hoenigman distinguishes culture into three, namely idea, activity, and artefact. Idea is culture manifestation in the form of idea collection, values, norms, rules, and so forth that is abstract. Activity is culture manifestation patterned action of human in his community such as social system. Artefact is culture physical manifestation in the form of activity result, action, and the work of human in his community in the form of things which is concrete.

Nowadays, society receives abundant of message and information from various kind of media. Message delivered by media, varies, from useful information up to information that neglect truth and culture. Message in mass media contains communicator trust and attitude that can give impact to the community as communicant. Community will give response based on trust and attitude value owned. Many community responds by approving the message which is not sure suitable with culture followed by community.

The receiving of message and information from mass media sometimes not followed by ability to consume media wisely. This causes the importance of media literacy education for community, for minimize negative impact from using media and to manifest media literacy for the youth in using SNS facebook and Twitter based on Focus Group Discussion held on 21th June 2012 at FISIP UB Malang with 15 participants (consist of students and media literacy experts), the following are required:

1. Youth SNS may not offend SARA (Ethnics, race, and religion)
2. Youth must know that SNS is a public space. So that youth do not exposing private matters in SNSs.
3. Require to be formed facebook of twitter Watch.
4. Giving education about facebook and twitter usage.
5. Lecturers have role in giving media literacy for students.
6. Youth must have norm and social value.

7. FGD result offers media literacy which is based on Indonesian values in the youth SNSs shall be reflected:

- togetherness
- mutual assistance
- cooperation in gathering donation and other type of mutual assistance
- politeness (control of freedom of expression on SNS)
- honesty
- justice
- social hospitality in social interaction
- tolerance and democracy

Example on Displaying Social Harmony and Togetherness in SNS

The above figure indicates that Indonesia youth communicates via social networking sites by showing harmony and togetherness value. This can be viewed based on communicator status that states that, a family keeps being a family, namely by exposing communicator's photo together with communicator's friends who are considered as a family. Erlangga Satryawan, student of Faculty of Social and Political (FISIP) Brawijaya University, writes such message because communicator feels there is a bound, like a family and brothers with interest group they follow in communicator's opinion, although member in that group no longer joins the group, they keep becoming a family.

Politeness can be done by controlling Internet expression

Youth, should not publized all issues of one's own that is too private in nature. This must be avoided, in spite of its difficulty. In an article *Saatnya Berkicau dengan Media Sosial* it is mentioned that one of Indonesian people characteristic is eager to know other people's news and also eager to expose everything occurs on them. In the use of social networking sites, if it based on moral values, those are unsuitable, since everything which is privacy in nature is better not to be known by other people.

Message or comments in youth SNS may not offend other's feeling, such as using sinical sentence or words that is not suitable with value and norms. Considering that the youth often communicates via SNS by ignoring politeness, sensitivity and tole-

rance, Budiman and Nadya (2012) states that the use of *slang* words by the youth is sufficiently high. 40% respondent declare they have used 11-20 *slang* words from 30 provided words. About 35% respondents represent high use of *slang* word, namely 21-30 words from the provided 30 an. The other 25% respondents only use 0-10 *slang* words from the 30 provided words. It can be concluded from the research result basis that youth often use *slang* words (local term *bahasa gaul*) or terms popularly applied by the youth.

Freedom, especially mal-use of Internet such pornography obtained Baran (2006:321) serious attention reporting that most effort at controlling the Internet are aimed at indecent or pornographic Web content. Stein and Sinha (2006) said, freedom of expression is a value that numerous nations endorse as a political or social right.

Computer networks open up new and significant opportunities to engage in expression. Computer networks allow groups within civil society to forge direct connections with one another through electronic mail, web pages, file transfers, real-time messaging, and online newsletters, and discussion groups.

Zwart (1997:2) also reported that today, no one body has responsibility for the control and operation of the Internet itself has no independent existence, rather it is a public network linking networks of different computers, made possible by the fact that all of those different computers can speak the same language, TCP/IP, the Internet protocol language.

Internet and Public Discussion

Jankowski (2006:66) states, the place of public discussion and debate has been a central feature of community media initiatives for decades, and this feature is equally central to many Internet-based facilities. Newsgroups, discussion lists, and specially constructed sites for debating social, political, and cultural issues abound on the Internet.

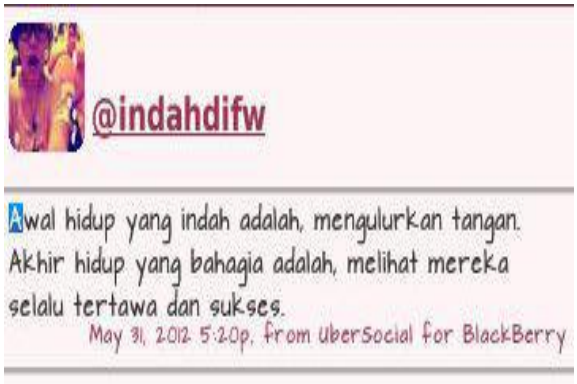
In using SNS, youth shall reflect social harmony without regarding that the use is from different area. Ari (2010) exposes that in facebook, a number of social networking sites from friends, school alumnae, social movement can be encountered, including group or community of the from the same area, where the respective language used in the group or community uses their regional language. Facebook as one of social networking sites provides a site for the said group or community, which is called *group*. One of community types to be established is regional community. The established community establishes network and connects

individuals from certain regional community. Individuals from regional community communicate using their own regional language.

Example of Cooperation Value Reflection on Youth SNSs:

The above figure indicates that Indonesian youth communicate via SNSs by representing cooperation value through sentences, asking support when he will play futsal. Subhan Muttaqin, a student, wrote such message, asks support when he will play futsal so that he will win.

Mutual assistance is reflected from the use of SNSs Facebook and Twitter in gathering sense of solidarity. Social networking sites, is able to connect those having sense of care and empathy or having same opinion on a social phenomena, which is manifestated in real action. Example of this is when natural disaster occurs, care appears via Social networking sites in order to help natural disaster victims.



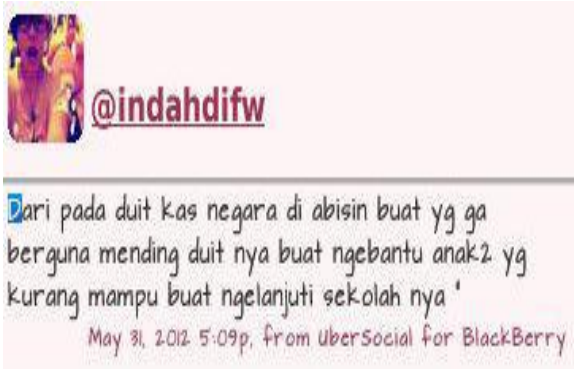
The above figure indicates that Indonesian youth communicate via SNS with motive to help other people. This mutual assistance can be seen from his *tweet. "awal hidup yang indah adalah mengulurkan tangan*". (The beginning of beautiful life is giving help). This indicates that communicator wants to invite public to take part in mutual assistance for those requiring help in order to have better condition, namely by writing this *tweet* berbunyi "akhir hidup yang bahagia adalah melihat mereka selalu tertawa and sukses". (The end of happy life is seeing them always smile and successful).

Dwi Indah Fajarwati, a student, writes that message because communicator wants to share her opinion on beautiful mutual assistance to others and make them happy.

Above figure indicates that Indonesian youth communicates via social networking sites with motive to express their feeling. This can be seen from communicator *tweet*. that states that communicator feels puzzled and asks her friend what shall be done by communicator.

Azizah Des Derivanti, a university student wrote that message because she wants to meet and chat with her close friend, but time makes it impossible so that communicator uses social networking sites for its solution.

Example of Justice Value Reflection in SNS:



Above figure indicates that Indonesian youth communicate through social networking sites with motive creating justice. This can be viewed from communicator *tweet* that states that country's cash is better to be used to help poor children in order to continue their study and not spending country's money for unnecessasy things.

Dwi Indah Fajarwati, a university student, wrote that message, because communicator feels that so far the country not quite give attention and care upon difficulties undergone by its citizen.

Example of Politeness Value Reflection in SNS:

The above figures indicates that Indonesian youth communicate via social networking sites that represents politeness value. This, can be judged by the use of communicator polite *tweet* language.

Azizah Des Derivanti writes the said message because communicator will continue to achieve her dream, turns out to undergo constraints, and communicator deliberately gives up her dream and feels sure that there will be better way.

Example of Honesty Value Reflected in SNSs

Above figure indicates that communicator expresses honestly his desire to go home and together with the family, so that he feels no burden when he is together the family when writing the said message, communicator wants to express his feeling via social networking sites, twitter, owing that communicator feels to be burdened by his considerable tasks and has private problem with his partner. Message contained in the said social networking sites indicates honesty values.

Example of Hospitality Value Reflection in SNSs:

Above figure indicates that Indonesian youth in communication via social networking sites takes into account hospitality to their friends. This hospitality is represented via expression of "happy birthday" to his communicator.

Erlangga Satryawan writes such message because communicator wants with old friend although they scarcely meets each other.

Communicator writes the above message because communicator is from Bojonegoro city and likes watching football, and therefore communicator shows her social hospitality by saying congratulation to Persibo fans community.

Example of Tolerance Value Reflection in Youth SNS:

The above figure indicates that Indonesian youth in their communication via social networking sites take into account tolerance value.

Chintya Prasida Rismarini, a student interested in Public Relations, confessed that her motivation writing the said message due to anniversary of *day without tobacco* so that smokers have tolerance not to smoke on that day.

Example of Democracy Value Reflection in Youth SNS

Above figures indicating that Indonesian youth communicates via social networking system in order to represent democracy values, namely to express their ideas on the saving of energy where presently awareness of the community on it has not been realized.

Dyah Puspitaningrum, one of the studied students, has written that message because she wants to express her idea/opinion on Earth Hour to public.

Developing Internet Literacy Skills

Media literacy is a kind of skill that appears automatically. As any other skills, literacy media can be developed. Skills that can be enhanced through literacy media is by thinking how essential literacy media in creating and controlling culture that control us and our lives (adopted from Baran, 2004) under Ardianto,et.al (2007:214).

Zwart (1997:14) states that Internet user on the other hand must choose to view the subject matter by searching, selecting, and often subscribing, either with or without the payment of a fee, to the particular service. Therefore the same rules should not apply to the Internet as are being applied to regular broadcasting.

Social Nettiquet media is a regulation in the usage of social networking sites. Indonesia through Communication and Information Ministry build a program called Health Internet (*Internet Sehat)* has stated ten social nettiquet media, namely: do not lie, do not hate, mutual shareness, do not curse, do not abuse, share accurate information, correct mistakes, show love, respect privacy and make initial consideration. On the basis of the said nettiquet, the obtained number of values needs to be created in the use of social networking sites such as honesty, mutual do not lie that represents that user of social networking sites shall have honesty in communication, do not hate, that represents that user shall create social harmony, share information; showing love that indicated that user shall have kindness, do not curse or abuse that indicate that user shall have politeness, respect privacy that shows that user shall have tolerance in communication.

Social networking sites can be utilized as media to create the Indonesia culture values. Utami (2011) clarifies application of national identity in the use of social networking sites. The said application can use viral marketing techniques, where individual A owns account on social networking sites. That individual makes friends with many Indonesian people. Furthermore, the said individual always writes status or notes that changes special day of Indonesian country, distribute the website *link* related with meaning of that special anniversary for friends who reads it. The said individual receives good response from his friends and this condition is termed as popular condition as *top news*. Public that understand the said condition will be motivated to do the same thing and hence develops into the Indonesian values. This viral marketing techniques enhance the insight of the Indonesia community, and furthermore this community will recognize the national identity and Indonesian values. Accordingly it improve personal quality which is of national iden-

tity as Indonesia citizen.

On the basis of such explanation, it can be concluded that the said technique can be used to create values contained in Indonesia culture such as democracy, harmony, tolerance, and mutual assistance.

The Law Bureau and Health Ministry Organization of Republic Indonesia (2010) at the time of court institution undergoes trust crisis, certain social group use Internet in an effort to meet community sense of judgement. This social group frequently use social networking sites such as facebook as a media to support those that undergo unjust experience. This social group has mutual correlation that mutually influence each other and make mutual assistance. Among those support is the support to Bibit-Chandra and Prita Mulyasari. This social group is manifestation of Indonesian community aspiration via social networking sites.

The above indicates that social networking sites can be used to create Indonesian values, namely justice**,** mutual assistance, togetherness, and cooperation. Manifestation of Indonesia community aspiration via social networking sites, can represent democracy values.

A number of mistakes have been made by social networking sites user that can harm others. That, can be classified as trespassing the law. Rudi (2011) states that, maturity of an individual is required in the use of social media. User must be responsible upon communication message delivered via social networking sites. Therefore, politeness is required in using social networking sites. This indicates that social networking sites can be used to create politeness values.

Health Internet program (Internet Sehat) exposes that social networking sites makes children and youth much more friendly, attentive and full of emphaty. The example of this is giving attention to the birthday of friend of theirs, comment on photos, video and status of their friends. This indicates that social networking sites can be used to create social hospitality and tolerance values.

Health Internet program (Internet Sehat) also mentions that social networking sites makes children and youth learn to develop technical and social skill that is very required in digital era such as method of adaptation, and socialization with public and manage friendship network. This also indicates that social networking sites can be used to create social harmony and togetherness.

Health Internet program (Internet Sehat) exposes trick to obtain friends to use social networking sites among others frequently say hello and sharing, but not exceeding**.** For instant a friend writes a message, then responded by communicator, and communi-

cator asks to make ordinary discussion on recent issues. Mutual sharing of information, feeling expression, discussion on most recent issues, up to assisting friends who undergo problems. Frequently say hello is shown as hospitality values that can be created, and mutual sharing is represented as mutual assistance values that can be created.

Meanwhile, Alhaq (2011) exposes that social networking sites is media for people with different kind of background. User can use good words in comments he makes, avoid emotion and sensitive issues in order to avoid problems and offend other people. User must be respectful to others if he wants to be respected. This indicates that politeness and tolerance values can be created via social networking sites.

Facebook must be able to function in bulding togetherness, unity and capable of solving problem faced in each area with various natural resources and human type. Second role is government and social role. When Facebook finds out development alternative, government is capable of providing contribution to practical area and the community is capable of optimizing movement in area development. Third role is capable of developing locality mechanism. Group in Facebook as a means of various information and gathering support. On the basis of such explanation, social networking sites can create values on togetherness value, cooperation, social harmony, and mutual assistance (Aditya, 2011)

Aditya (2011) also mentions that facebook will be much more beneficial if user utilizes the media to build nation locality in that, social networking sites can create sense of friendship, social harmony among various religion, race and group, by optimizing facility for sharing information on social culture development. The role of social networking is as foundation to manifest Indonesia to be more democratic, sustain multiculturalism and pluralism in community. Aditya (2011) exposes that a number of principles have been taught in community life, among others sence/values of togetherness, love each other, mutual assistance, judgement, democracy and so forth. Like social networking sites facebook being a media builds community principles via Internet. Based on this, it can be concluded that social networking sites can create values of democracy, judgement, mutual assistance, togetherness, cooperation, social harmony and tolerance, suitable with Indonesian cultural values.

CONCLUSION AND SUGGESTION

Conclusion:

1. Media literacy movement on the use of SNS by the youth, must be optimally practiced in Indonesia.
2. Ethnics, race, and religion must be placed in the first place to maintain unity in diversity.

Suggestion:

1. Literacy media in Internet, in SNS in particular, can be conducted by carrying out research on Internet literacy media, compatible with the Indonesia community.
2. Other efforts that can be performed is providing education based on capability on Internet literacy media to students at schools. Literacy media has been arranged to take into account cultural aspects and moral values, which is is expected to be able to minimize the negative impacts on the use of SNS.

EXPRESSION OF THANKS

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SOSYAL PAYLAŞIM SİTELERİNİN (FACEBOOK VE TWITTER) ENDONEZYADA'Kİ GENÇLERE YÖNELİK OLARAK KULLANIMINDA MEDYA OKURYAZARLIĞI

Özet: Bu çalışmanın arka planı, birçok Endonezyalı gencin SPS (özellikle Facebook ve Twitter) kullanımı nedeniyle Endonezya'nın değerlerini yansıtmadığı gerçeğine dayanmaktadır. Endonezya'nın kibarlık, özel konuların dışa vurulmaması, karşılıklı yardıma dayanan işbirliği ve beraberlik gibi değerleri; Facebook ve Twitter'ın kullanımı sırasında Endonezyalı gençlerin tutumlarına yansımamaktadır. Bu çalışmanın amacı, Endonezya'da ne tür medya okuryazarlığının uygulanabileceğini belirlemektir. Belirtilen olgu temelinde bu çalışmanın sonuçları; Endonezya değerlerini temel alan, Facebook ve Twitter kullanılırken Endonezyalı gençler tarafından uygulanabilecek ve diğerlerinin yanı sıra beraberlik, karşılıklı yardımlaşma, bağış toplanmasında işbirliği ve diğer tür karşılıklı yardımlaşmalar, kibarlık (SPS'de ifade özgürlüğünün kontrol edilmesi) dürüstlük, adalet, sosyal etkileşimde misafirperverlik, tahammül ve demokrasi gibi Endonezya toplumu tarafından izlenen değerlerin SPS gençliğine yansıtılması bağlamında medya okuryazarlığı önerisinde bulunmaktadır.

Anahtar kelimeler: İnternet okuryazarlığı, SPS, Endonezya değerleri.

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SOCIAL CAPITAL FORMING THROUGH SNSs Facebook and Twitter in INDONESIA[1]

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Abstract: Communication technology has made the world narrower and narrower. Human can easily exchange information crossing geographical boundary, even social and psychological boundary. This compatible with Marshall Mc-Luhan concept, *global village* where human being can build relation easily , cheap and speedily, for instant e-mail, short message service (SMS) and that is popular in 4 years recently , SNS's Facebook and Twitter. User of SNS's Facebook and Twitter in Indonesia resulting worry on the falling and weakening of inter personal interaction. The aim of this article is to obtain response upon the said assumption through establishment of social capital that will be viewed via bridging, bonding and local identity. That will be viewed via bridging, bonding and local identity. A survey of 431 students was conducted at 21 Senior High School in Malang, East Java, Indonesia. Factor Analysis was used to categorize the Social Capital among youth. The factor analysis result toward the problem of social capital among Senior High School students is structured into 6 main problems; they are (1) general bridging, (2) local identity, (3) general bonding, (4) special bridging, (5) group bonding and (6) special bonding. The first factor consists of the ability to interact in a community, interested in the school and supporting intra school activities. This factor can explain 27.025% about the social capital of a student. In other words, the social capital of a student would be more emphasized when the student often involves himself in school community and activities.

Keywords: social capital, social networking sites, youth

1 ***Bu Çalışma 1 nci Uluslararası Bilim ve Kültür Kongresi 2012 Temmuz-Ağustos Ayı İçerisinde Ankarada Sunulmuştur.***

INTRODUCTION

Application of new communication technology often causes panic on negative impacts that might occur. This is also happens in Indonesia. Internet development gives various kind of response, where the emerge of problem is the impact due to widely usage of Internet , especially by the youth. This is also true at the time of when Social Networking Sites (SNSs) Facebook and Twitter mostly used by various kind of user in Indonesia. Especially parents and those having great interest in education that is afraid on Internet and SNSs, stimulates the occurrence of cyber bullying , sexual harassment, cyber crime and possibility of

contacting with unknown and dangerous person. Apart from that, Internet and SNSs is regarded making the youth serious in cyber surfing and do not have care to his environment.

This research is carried out to test the above mentioned assumption , especially on assumption that states that the youth usage of Internet and SNSs causes the falling and weakening of interpersonal interaction. It is also stated that SNSs user can affect formation of social capital.

To explore in a more extensive way upon the relationship among individuals we will use Social Capital

concept. Robert Putnam on his article Social Capital: measurement and consequences (xxxx:1) explained social capital is that networks and the associated norms of reciprocity have value. They have value for the people who are in them, and they have, at least in some instances, demonstrable externalities, so that there are both public and private faces of social capital. This social impact might be related to the social capital owned by teenagers in Indonesia.

Existing research by Haythornthwhaite (2001:1) shows that more strongly tied pairs communicate more frequently, maintain more and different kind of relations, and use more media to communicate. It is argued that where ties are strong, communicators adapt their use of media and expand to other media to support the exchanges important to their tie; where ties are weak, communicators rely on few means contact, and depend on media and protocols established by other. Based on the above opinion, this study aims to examine the social impact on the use of SNSS from the interaction pattern amongst people. Besides, it would be explored the usage of SNSs by teenagers and how the outcomes to their social networks are.

Regarding the social capital and SNSs, there is a study result which stated that SNSs sustains the social connectivity of members that are already fairly active and mobile (Papacharissi and mendelshon 2008: no page). The study aimed to prove whether maintaining social capital through SNSs influence the strong and weak ties.

Social Networking Sites

Boyd and Ellison (2007) defined social networking sites (SNSs) as a web based service which enables an individual to (1) creating public or semi public profile in a limited system (2) articulating the list of other users and with whom they are connected (3) browsing and crossing their collection lists which are made by other users in the system.

Explained further by Boyd and Ellison (2007) that SNSs has unique characteristics such as (1) enables an individual to interlace communication with the individuals who have already be the part of their social

life in off line system (2) enables individual new people as well as foreign people which will possible them to enlarge their social network. Friendship with new people could be gained according to the recommendation from other friends listed in friends list. Besides, this friendship with new people also could be conducted randomly after receiving confirmation from the related individual (3) this SNS is also utilized as a marketing media for various kinds of products. This media is called e-commerce and it has already changed the paradigm of conventional marketing system among the society in a certain degree.

In advance, SNSs has superiority in the form of technical features which enables an individual profiles to be accessed by friends listed in its friends list. The profile has been uniquely designed to possible the individual to show anything which represent him/herself. After signing up to SNSs, an individual would be requested to fill a form containing a list of questions such as age, location, status, necessities, job, education, and etc. related to someone's personal data. Then, the user might upload profile pictures and add several other photos which would be loaded in photo albums or they can even add multimedia files to the profile page.

Thus, the user profile could be world widely browsed by other people. According to Boyd and Ellison (2007) this matter is called as the *visibility of profile.* Profile in Friendster could be browsed by anybody, while in MySpace, the system makes it possible for the users to choose whether they want their profile to be publicly visible, or visible for "friends only". Facebook has a different approach where in the users connected in the network are able to browse each other profiles. Besides, Facebook allows the users to reject any friend request from other user. This visibility aspect and access is also one of the characteristics of SNS which distinguish it from other sites. After joining to a particular social network, the users would be asked to identify other people who also contained in their system. Naming and labelling system of those networks also different each other. Some of them named it as "friends", "contacts", and "fans".

Connection appearance is an important component of SNSs. This connection contains of the appearance of friends who also linked to the profile of any friends, so it will enable the users to pleach friendship networking through the existing connection. This friends list also can be browsed by anyone who are already allowed to view the profile. Most SNS also provides the facilities for users to post messages on their friends' profiles. In Facebook this is called 'status'. According to the research conducted by Safitri and Rinawati, messages in status could be categorized to various purposes such as ef-

fusing their minds and thoughts, release their unsatisfaction, gaining their self existences, entwining relationship and connection, entertainment and drawing attention. This feature is the one which draw the existence of "comments" given by the friends who are connected to the user. Besides, SNSs also has the feature of private messages which is alike webmail, it is private in characteristic. In other words, it could not be accessed by any friends in the connection except the receiver of the message itself.

Social Capital in SNSs

This social capital has been largely formulated by the experts. There are several variations regarding the concept of social capital. One of them is proposed by Robert Putnam in his article entitled Social Capital: measurement and consequences (No Year:1) that social capital is that networks and the associated norms of reciprocity have value. They have value for the people who are in them, and they have, at least in some instances, demonstrable externalities, so that there are both public and private faces of social capital. Putnam on Littlejohn (2009:145) explained social capital is the relative absence of social ties creates a society in which there is no sense of community, no commitment to a social good that is larger than the needs of individuals. In other word that social capital as social networks and their associated norms of reciprocity, implying that it is both the network and the effect of the network.

Furthermore Lin (1999:1) has conducted the discussion on the debates among the experts concerning the concept of social capital and concluded that social capital, as a concept, is rooted in social networks and social relations, and must be measured relative to its root . Therefore social capital can be defined as resources embedded in a social structure which are accessed and/or mobilized in purposive actions . By this definition, the notion of social capital contains three ingredients : resources embedded in a social structure ; accessibility to such social resources by individuals ; and use or mobilization of such social resources by individuals in purposive actions . Thus conceived, social capital contains three elements intersecting structure and action : the structural (embeddedness), opportunity (accessibility) and action-oriented (use) aspects.

Adler and kwon (2002:14) identified 3 (three) benefits from social capital:

1. The first of social capital's direct benefits is information: for the focal actor, social capital facilitates access to broader sources of information and improves information's quality, relevance, and timeliness.
2. Influence, control, and power constitute a second kind of benefit of social capital. In Coleman's example of the "Se-

nate Club," some senators are more influential than others be-cause they have built up a set of obligations from other senators, and they can use those credits to get legislation passed.

3. The third benefit of social capital is solidarity. Strong social norms and beliefs, associated with a high degree of closure of the social network, encourage compliance with local rules and customs and reduce the need for formal controls.

According to the definition above, it can be seen that social capital has relation with the community as how defined by Dewey on Littlejohn (2009:146), advanced two criteria for a good community. First, in a good community, the interests that were shared among members were numerous and varied. Second, the interplay between a community and other forms of association were free and full. In essence, then a good community is not a walled off cult but a group that is diverse and connected to other associations of people.

In the Internet , especially in Social Networking Sites (SNSs), there is connection between each other which can make linkage person to person. SNSs such as Fecebook and Twitter enable individuals to present themselves, emphasize their position in social network, defending or building connection with other individuals. Individuals participating in Facebook and Twitter might be able to interact each other to someone they know in the offline world as well as meeting new friends. Online SNSs which are used in this study are Facebook and Twitter enable the users to present themselves in an online profile, getting friends which might send comments on each other's page, as well as viewing other's profile. Facebook members might join to virtual groups according to their similarities in interests and hobbies, knowing other's hobbies, favorite music and relationship status through the connection of the profiles.

Ellison, Steinfield and Lampe (2007:2) stated that SNSs constitutes a rich site for researchers interested in the affordances of social networks due to its heavy usage patterns and technological capacities that bridge online and offline connections. Henceforth Ellsion et.al explained that SNSs represents an understudied *offline to online* trend in that it originally primarily served a geographically-bound community (the campus). Previous research suggests that Facebook users to keep in touch with old friends and to maintain or intensify relationships by some form of offline connection. (Lampe, Ellison, & Steinfield, 2006:27).

Also explained that social capital always exist whether in SNSs because the social capital (the value of being in the network) depends not just on the individual people in that network, but very heavily on the way

they are connected. As stated by Merwe : (http://ezinearticles.com/?Social-Capital-in-Online-Social-Networks&id=738864, accessed on 6th February 2011), there is concepts social capital on social network site:

1. Access to broader sources of information at lower costs. "Lower costs" in this context would mean less effort, you are able to get access to the information you want about your friends without having to reach out them in a traditional sense.
2. Extended power and influence. People with higher social capital not only get the benefit or more information, but they also stand the chance to become "opinion leaders" that people a lot of rely on. This power and influence can really go a long way to build an online identity that becomes a sense of pride.
3. Solidarity between actors, compliance with rules and customs the need for formal controls. Even though there is so much freedom to do and say what you want online, strong social networks seem to have their own rules in terms of what is allowable and what is not.

Quote Putnam, Williams (2006:2-3) explained Putnam's concepts of "bridging" and "bonding" allow for different types of social capital to result when different norms and networks are in place . According to Putnam, these two types of social capital are related but not equivalent. They are not mutually exclusive, and in the validation work below, they are oblique rather than orthogonal to one another. Putnam explained "bridging" social capital is inclusive. It occurs when individuals from different backgrounds make connections between social networks. These individuals often have only tentative relationships, but what they lack in depth they make up for in breadth. As a result, bridging may broaden social horizons or world views, or open up opportunities for information or new resources. On the down side, it provides little in the way of emotional support. By contrast, "bonding" can be exclusive. It occurs when strongly tied individuals, such as family and close friends, provide emotional or substantive support for one another. The individuals with bonding social capital have little diversity in their backgrounds but have stronger personal connections. The continued reciprocity found in bonding social capital provides strong emotional and substantive support and enables mobilization.

Haythornthwaite (2002:1) has been among the first to speculate on how the tie strength approach may differ online and offline. She suggests that new communications technologies such as the Internet are inherently useful for forming and maintaining weak tie networks, but that the more centralized the connection is the more dependent and

fragile the weak-tie networks are. On her article :' *Tie strenght and the Impact of new media'* Haythornwaite explained that more strongly tied pairs more frequently, maintain more and different kinds of relations, and use more media to communicate. It is argued that where ties are strong, communicators adapt their use of media and expand to other media to support the exchanges important to their tie; where ties are weak,communicators rely on few means of contact (often only one), and depend on media and protocols established by others.

Base on existing literature, SNSs supporting process from bonding and bridging social capital (Ellison et.al 2007, Steinfield et.al. 2008, Papacharissi et.al. 2008, Burke et.a.l 2009), support teenager's self esteem and encouraging them to relate to their peers (Ellison et. al. 2007, Steinfield et.al 2008), stimulate social learning (Burke et.al. 2010), enhance social trust, civic participation and political engagement (Valenzuela et.al. 2009).

Ellison et.al (2007) drawing on survey data from a random sample of 800 Michigan State University undergraduate students and find that certain kinds of Facebook use can help students accumulate and maintain bridging social capital. From the result, it is obtained that the primary audiences for their profiles are high school friends and people they know from an MSU context. This implies that highly engaged users are using Facebook to crystallize relationship that might otherwise remain ephermal.(p.18). As argued by Haythornthwaite (2005), social media create "latent tie connectivity among group members that provides the technical means for activating weak ties" (*p* . 125). Latent ties are those social network ties that are "technically possible but not activated socially" (*p* . 137).

Research done by Ellison et.al. (2007) shows that certain kinds of Facebook use (articulated by Facebook intensity items) can help students accumulate and maintain bridging social capital. Rubin (2002:538) stated that media uses and effects, then, depend on the potential for and the context of interaction. This is heavily influenced by people's social and psychological circumstances, including lifestyle, life position, and personality. Life satisfaction, mobility, loneliness, and mood, are determinants of media behavior.

Steinfield et al. (2008:434) analyzed panel data from two surveys on Facebook users , complemented with in-depth interview with 18 facebook users conducted a year apart at a large U.S. university. Intensity of Facebook use in year one strongly predicted bridging social capital outcomes in year two, even after controlling for measures of self-esteem and satisfaction with life. The authors suggest that "Facebook affordances help reduce barriers that lower self-esteem

students might experience in forming the kinds of large, heterogeneous networks that are sources of bridging social capital" (p.434). This study claims that SNSs may be particularly help to address the relationship development and maintenance needs of young adults at a point in their lives where they are moving away from home and into the university (p.443).

RESEARCH QUESTIONS

How teenagers ' social capital in Malang, Indonesia , related with Bridging, Bonding and Local Identity?

METHOD

Sample and procedure

In answering these questions, a survey was conducted toward 500 students of Senior High Schools in Malang-Indonesia. The study was conducted toward 21 schools both public and private schools in Malang, 3 schools were not willing to be explored, so the study results cover 18 schools only. The questionnaires spread among 500 students, and about 55 questionnaires were not returned and 14 questionnaires was not completely filled, therefore the research data covers only 431 respondents.

Table1. Characteristics of Respondents

Characteristic	category	Frequency	Percentage (%)
Gender	boys	192	44.5
	girls	239	55.5
Age	14 years old	44	10.2
	15 years old	166	38.5
	16 years old	119	27.6
	>= 17 years	102	23.5
Account SNS	Facebook	425	98.6
	Twitter	273	63.3
Access SNS	Handphone	286	66.4
	Computer	299	69.4
	Warnet	174	40.4
	Blackberry	99	23.0
Access/day	11-15 times	355	82.4
	16-2 times	40	9.3
	21-25 times	11	2.6
	< 25 times	25	5.8
Lenght	5 minute	69	16.0
Of access	6-15 minute	104	24.1
	16-30 minute	95	22.0
	31-60 minute	74	17.2
	< 60 minute	89	20.6

The respondents of the study were mostly girls (55.5%) out of 431 respondent, aged between 15-16 years old (66.1%), mostly used Facebook account (98.6%), do the access via cellular phones (66.4%) or computers (69.4%), access the Internet for about 11-15 times per day (82.4%) for the duration of acces about 6-30 minutes (46.1%). These findings reflect that SNSs have become the part of High School Students activities today.

Measures

The respondents were asked to voluntarily fill the questionnaires concerning their usage of Facebook and Twitter. Generally the respondents spent around 7-15 minutes in filling the questionnaires.

Demographics

Boys were given the code of 0 and the girls were given the code of 1. In the questionnaire the age of the respondents are also asked.

Social Capital

Social Capital

Social capital (SC). This variable is used to identify interpersonal interaction on youth, towards school mate and to those available around the youth. In addition to that, it is also used to identify the youth trust upon environment and people around him. In particular, local identity tries to explain the bonding of youth towards the environment where he lives. Being adopted from Williams (2006), it comprises two dimensions, namely bridging social capital and bonding social capital. To accommodate researchers' interest in adopting local element, one dimension is added up , namely local identity . Bridging social capital consists of 9 statements, while bonding social capital consists of 5 statements , and local identity social capital comprises of 6 statements. Five points of Lickert Scale is used in answering questions. 1 defines highly disagree, 2. Defines disagree, 3. defines neutral, 4. defines agree and 5. defines highly agree.

FINDING

The description of social capital is divided into three; they are bridging, bonding and local identity, shown at the
table below:

Table 2. Descriptive Statistic of *Social Capital*

Statement	Minimum	Maximum	Average
Bridging			
1. I'm interested in what's happened in school	1	5	3.83*
2. School is a good place [a]	1	5	4.11*
3. Interacting with people in school makes me eager to try new things.	1	5	4.08*
4. Interacting with people in school makes me feel as a part of a big community	1	5	4.09*
5. I want to spend my time to support general activities in school.	1	5	3.92*
6. In school, I get in contact with new people all the time.	1	5	3.44*
7. Interacting with people in school reminds me that all people in this world are connected to each other. [a]	1	5	4.11*
8. Online Group discussion makes it easier for me to express ideas and opinion [b]	1	5	3.28*
Bonding			
1. There are several people in school I trust to be able to solve my problems. [a]	1	5	4.00*
2. In urgent condition when I need a loan of 1 million rupiah, I know whom the people I can rely on [b]	1	5	2.33
3. There is someone in school to whom I can ask for advices in an important decision making	1	5	3.79*
4. People interacting with me in school can be a good job reference for me.	1	5	3.85*
5. I don't really know the people in school to ask them to do something important.	1	5	3.49*
6. I trust all friends in my friend list or twitter.	1	5	2.47
Local Identity			
1. I feel proud to be part of Malang community	1	5	3.76*
2. I'm interested in knowing what happens in my hometown, Malang [a]	1	5	3.92*
3. I know recent news about Arema football club	1	5	3.12*
4. I'm proud of being a part of Arema/ Aremanita	1	5	3.68*
5. I know the officials of Malang City government [b]	1	5	3.05*

Definition: * = average value more than 3; a = higher average value; b = lowest average value

From the table above it can be shown that the description of bridging defines about the positive contribution toward social capital. It can be seen from the average value of the whole items is more than 3. The highest average value is 4.11 listed in two items which are; school as a good place to interact with the people in school, and interacting with people in school reminds me that all people in this world are connected to each other. Meanwhile the lowest average value is 3.28 listed in the item of 'regarding online group discussion make it easier for a student to express opinion and ideas.'

The description of social capital from the indicator of bonding is slightly different with the bridging, not all items obtain positive response from the students. From 6 measuring items, there are 2 items which have the value lower than 3;'in urgent condition when I need a loan of 1 million rupiahs, I know the people in school that I can rely on (average = 2.33)', and 'believe to all friends in friend list or twitter (average = 2.47)'. Meanwhile, the highest average value of 4.00 is shown in the statement that 'there are several people who can be trusted by a student to help solving problems'. In short, this description gives a firm statement that social bond occurred between the students and the school is quite good.

The description regarding local identity also obtains good response, this five indicator measurement items valued more than 3. The highest value is 3.92 listed in the item of 'the students are interested in everything happens in Malang', and the lowest average value is 3.05 in the item of 'the students know the officials in Malang well'. Overall, the students know well the local identity of Malang, such as; the high level of 'feeling as being a part of Malang community', 'knowing much about the football club known as Arema', and even there is evidence of 'being proud to be the part of Arema'.

Results of Factor Analysis

Factor analysis is conducted to understand the data structure of each variable. The main factor of a variable of measurement attributes will be in the extraction of first factors. This analysis will show the value of KMO as the statistic to explain the existence of dependency between attributes; the recommended value is 0.50 or more. The result of factor extraction would be measured in several factors with the cumulative percentage of total variance at least 60%. The following would be the result of factor analysis of all variables in this research.

Social Capital

Social capital variable is measured from 3 indicators which are developed into 19 attributes with KMO value of 0.826 and the result of extracted factor analysis is six main factors with cumulative percentage of total variance is 62.898%.

Table 3. Result of Factor Analysis Variable *Social Capital*

Factors	Name of Factors	Attributes	% Total Variance	% Cumulative of Total Variance	*Loading Factor*
1	**General Bridging**	1. Interacting with people in school makes me feel as a part of a big community	27.025	27.025	0.829
		2. I'm interested in what is happening in school			0.743
		3. School is a good place			0.721
		4. Interacting with people in school encourages me to try new things.			0.707
		5. I want to spend time to support general activities in school.			0.668
2	**Local Identity**	1. I know recent news about Arema soccer club.	9.839	36.863	0.828
		2. I'm proud of being a part of Arema/ Aremanita			0.799
		3. I'm interested in what is happening in my city, Malang			0.646
		4. I feel that I'm part of Malang community			0.554
3	**General Bonding**	1. There is someone who can give me advices in my decision making	8.241	45.105	0.832
		2. Trust to some people in school to solve problems			0.689
		3. People interacted with me can be a good job reference for me			0.601
4	**Special Bridging**	1. Interacting with people in school reminds me that all people in this world are connected each other.	6.579	51.684	.790
		2. In school, I get in contact with new people all the time.			.647
5	**Group Bonding**	1. I believe all of my friends in my friend list or twitter	5.947	57.630	0.757
		2 .Online group discussion makes it easier for me to express my opinion and ideas			0.640
		3. I know the officials in Malang City government			0.501
6	**Special Bonding**	1. in urgent condition there is someone in school I can rely on	5.268	62.898	-0.737
		2. I don't really know people in school to ask them to do something important			0.719

Value of KMO = 0,842; L = *Bridging*; M = *Bonding*; N = *Local Identity*

The factor analysis result toward the problem of social capital among Senior High School students is structured into 6 main problems; they are (1) general bridging, (2) local identity, (3) general bonding, (4) special bridging, (5) group bonding and (6) special bonding. The first factor consists of the ability to interact in a community, interested in the school and supporting intra school activities. This factor can explain 27.025% about the social capital of a student. In other words, the social capital of a student would be more emphasized when the student often involves himself in school community and activities.

DISCUSSION

The findings showed that the indicators of social capital, covering bridging, bonding, and local identity, greatly varied. Factor analysis indicated that teenagers' social capital data were found more diverse in bridging indicator. In other words, teenagers using their schools to bridge themselves to the social environment showed high social capital. For example, a teenager felt that their social interaction at school helped them to get involve in larger social community. Moreover, they gained interest in following up to date information about the school, and participating in school's events. Here, SNSs, Facebook and Twitter, encouraged the students to strengthen their social capital. In this case, teenagers strengthen their relationship with their peers by continuously interacting with them through SNSs Facebook and twitter. The findings supported Donath and Boyd's (2004) hypothesis stating that online SNSs improved weak-tied relationships into stronger ones since internet technology enabled people to create new relationship as well as maintain the bound of the relationship in an easier and more affordable way.

Putnam (2000) suggested that bridging social capital was commonly associated with weak-tied or even broken relationships with possibly some valuable information to reveal. Furthermore, Putnam (2000) illustrated that the weak-tied relationship showed lack of emotional support from others. However, nowadays, the use of online interaction can improve the problem. For example, through Facebook and Twitter, teenagers can interact with others by sending message, posting photos, comment and putting 'like' to something. Such relationships are closely related to the bridging social capital that strengthens weak-tied social relationship. They also enable teenagers to involve in broader relationships within particular social groups which possibly provide beneficial resources. Such studies conducted by Donath & Boyd (2004), Wellman et al., (2001), Ellison et.al (2006), Steinfeld et al, (2008) also supports the advantage of Facebook in

establishing and maintaining bridging social capital.

Conclusion of this research is that Facebook and Twitter is able to build and strengthen interpersonal communication for the Indonesian youth. Facebook and Twitter can become appropriate means for person having mutual contact and simultaneously participate in collective section for instance a group of anti-cigarette in Indonesia that socialize danger in smoking and also social movement in socio-politics. In other words, SNSs could encourage youth to participate voluntary in their society.

Limitation and Further Research

This research is limited on discussion of descriptive social capital in youth. Some factors influence the formation of social capital, and those factors shall further be studied for instance by involving social and psychological variable that becomes background in the use of SNS's. This gives implication to the use of wider theory such as third person theory and public sphere theory.

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ENDONEZYA'DA SPS'LER (FACEBOOK VE TWITTER) YOLUYLA SOSYAL SERMAYE OLUŞUMU

Özet: İletişim teknolojisi, dünyayı gittikçe daha dar hale getirmiştir. İnsanlar, artık coğrafik ve hatta sosyal ve psikolojik sınırları aşarak kolayca bilgi alışverişinde bulunabilmektedir. Bu çalışma, Marshall Mc-Luhan'ın insanoğlunun kolaylıkla, ucuz ve hızlı şekilde (örn. e-posta, SMS ve son 4 yıldır yaygın olan SPS'ler-Facebook ve Twitter) ilişki geliştirebildiği *küresel köy* kavramıyla bağdaşmaktadır. Endonezya'daki SPS Facebook ve Twitter kullanıcıları, kişilerarası etkileşimin düşmesi ve zayıflaması yönünde endişelerin oluşmasına neden olmuştur. Bu çalışmanın amacı; köprüleme, birleştirme ve yerel kimlik yoluyla görülebilen sosyal sermaye oluşturularak bahsi geçen varsayıma yanıt bulmaktır. Malang, Doğu Java ve Endonezya'daki 21 Lisede okuyan 431 öğrenci üzerinde anket çalışması gerçekleştirilmiştir. Gençler arasında Sosyal Sermayeyi sınıflandırmak amacıyla Faktör Analizi kullanılmıştır. Analizin Lise öğrencileri arasındaki sosyal sermaye problemine ilişkin sonuçları, 6 temel sorun üzerinde odaklanmaktadır: (1) genel köprüleme, (2) yerel kimlik, (3) genel birleştirme, (4) özel köprüleme, (5) grup birleşimi ve (6) özel birleştirme. İlk faktör, toplum içerisindeki etkileşim gücünü içermekte olup okul ve destekleyici okul içi faaliyetlerle ilişkilidir. Bu faktör, öğrencinin sosyal sermayesinin yaklaşık %27.025'ini açıklayabilir. Diğer bir deyişle sık sık okul topluluğu ve faaliyetlerine dahil olarak bir öğrencinin sosyal sermayesine daha fazla önem verilebilir.

Anahtar kelimeler: sosyal sermaye, sosyal paylaşım siteleri, gençlik

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A SYSTEMATIC REVIEW ON ACCEPTANCE OF ELECTRONIC DOCUMENT MANAGEMENT SYSTEMS[1]

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Abstract: Document management systems (DMS) are important tools to maintain and keep record of documentation. With the emergence of information technologies, it shaped into the new form, which is called Electronic Document Management Systems (EDMS). However, the use of EDMS by the users is important aspect for its effectiveness. In this study, the user acceptance of EDMS was investigated by a systematic review on the latest studies about acceptance of EDMS by employing acceptance models. The results presented that the acceptance studies were rare about EDMS use in organization, and there is an important lack in studies in this field. A promising future study was suggested as a contribution to the literature.

Key Words: Electronic Document Management Systems, User Acceptance, Systematic Review

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INTRODUCTION

Documents have been processed in paper form and they are being substituted by the electronic versions nowadays. Today, the stored documents can be reached and modified easily whenever they are needed. In this term, document management has a crucial role for organizations in order to maintain the operations. Documenting the tasks, operations, policies and processes and to store for future use are a common routine for every organization. Over the time, by the emergence of information technologies, developments of DMS have changed the way of documentation, and Electronic Document Management Systems have gained a strong position with the extensive use of computers in organizations. In addition to that, digitizing documents within the content of e-transformation is one of the major operations in many organizations, especially in government agencies. For instance, e-government transformation process in Turkey extensively involves inter-operational systems including communications and electronic documentations. Thus, those latest developments increased the importance of EDMS in use.

Document Management Systems were evolved since the beginning of documentation systems which roots back to early 70s. The computers were held as recording and

storing devices of documents in organizations. Then, the importance and its use were increased over the time. Document management was defined as organizing and maintaining documentation about specific tasks and processes. When the system went on electronic environment, the dynamics of documentation has changed. Adam (2007) defined EDMS as a computer application or a set of computer utilities which is used to store and track electronic documents and versioning for changes. Zantout and Marir (1999) explained the most important functions of a DMS as:

- Manipulating the documents
- Indexing and storing in order to retrieve the documents
- Communicating via document exchanging
- Collaborating the documents
- Modeling and automating the flow of documents

Even though EDMS is a useful system, a system is nothing if there are no one using it, and it would be a redundant expense for an organization. So, like in every information technologies, there is another side of EDMS, which is the use side. It is important to emphasis on sociotechnical approach in order to implement successful technological developments. A system can be technically designed perfect, but if no one intends to use it, it would be nothing but a trash. With this point of view, acceptance of a technology by the users gains importance.

Behavioral studies since the late 80s have been increased about user acceptance of technologies. The pioneer study on technology acceptance was conducted by Davis (1989) with the model of Technology Acceptance (TAM). Davis aimed to assess user intentions to use specific technologies based on predefined constructs as perceived usefulness and perceived ease of use. Later on, the studies led to extended and modified versions of TAM. The leading studies in addition to TAM were TAM2 which were developed by Venkatesh and Davis (2000) by extending TAM model, Theory of Planned Behvior (Aizen, 1985) and Unified Theory of Acceptance and Use of Technology (UTAUT) (Venkatesh et al, 2003).

In this study, a systematic review was conducted in order to investigate acceptance studies about EDMS in the literature. It was aimed to figure what have been done and what can be done in the literature in terms of acceptance studies. In the following chapters, the review method was explained, the findings of the study were shared and the paper was concluded with discussion and future studies.

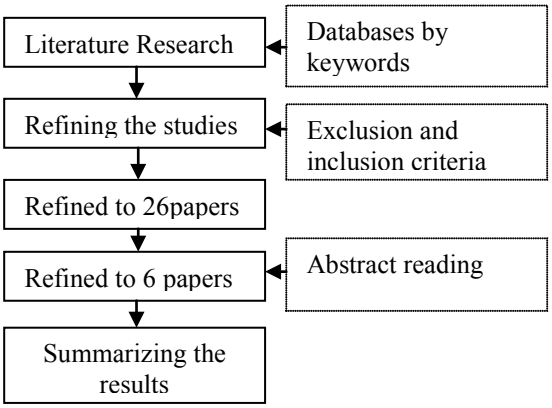
METHOD

The method was constructed upon a review protocol in order to review the literature systematically. Kithchenam's (2004) systematic review procedure was employed. According to the procedure, the following steps were followed:

1. Determining the topic of the research including research field and techniques
2. Extraction of the studies/papers from literature considering exclusion and inclusion criteria
3. Evaluation of the quality of the studies
4. Synthesis of the data
5. Reporting the results

Under the topic of acceptance of EDMS, the academic databases, which were scopus.com and sciencedirect.com, were searched to reach academic studies. The keywords for the search were "EDMS", "DMS", "Electronic document management system", "Document management system", "Document management", "acceptance", "adoption" and "technology acceptance" and the combination those keywords. The findings were refined based on publication date (the publications of last 10 years were chosen for emerging studies), citation rate and indexed journals (the highest number of citations and indexed journals for reliable studies). In total, 26 papers were refined. They were evaluated by abstract basis in order to reach acceptance studies. In total, 6 papers were found, 3 of which related to developments in EDMS, and the rest related to acceptance studies. The papers will be presented in the "Results" chapter. Figure 1 presented the process of systematic review on EDMS.

Figure1. Process of systematic review



RESULTS

The review presented that there were EDMS studies over 600 in the literature. However, the studies which aim to investigate user acceptance of EDMS were rare. Instead of handling EDMS, most of the studies involved e-government acceptance, and held EDMS as a part of it. One of the major studies was presented by Hung et al by two different studies (Hung et al, 2006; Hung et al, 2009). In those studies, they were investigated the acceptance of document manage-

ment system as a part of e-government system. One study proposed an EDMS as an intergovernmental service and seek for the factors affecting user intentions towards the system by employing an extended model of theory of planned behavior. Results of the study provided resourceful recommendations for government policy makers:

- To improve strategic planning considering the factors
- To develop use promotion strategies that provide guidance
- To develop training plans to improve users independent operation capability
- For system developers:
- To implement training guidance, to increase user friendly interfaces and to implement task and technology collaborative mechanisms
- To develop self-learning mechanisms
- For government agencies:
- To increase collaboration, training sessions for use, to create services that are sensitive to existing workplace practices

Another study (Hung et al, 2006) presented a case study on online tax filling and payment system as a part of EDMS. The recommendations were similar, however, it identified that acceptance of e-government services can be explained by variables of subjective norm, attitude and perceived behavior control. In addition to that, the limitations were outlined about method and the modeling.

A study of Chu et al (2004) emphasized on Electronic Tendering System (ETS), which was a version of EDMS. ETS was defined as "it supports the tasks of downloading and uploading electronic tender documents via the Internet". In the study, a modified TPB was employed to develop a model and assess the use of ETS. Effects of perceived behavioral control and social norms were found significant in terms of user intentions.

In addition to acceptance studies, some researches demonstrated developments in EDMS. Jones (2012) highlighted the rationale, thus risk and rewards, about implementation of organization wide EDMS. He outlined positive sides of EDMS as it enables appropriate feasibility study, senior executive commitment, effective project management, common business processes and information management. He also outlined shortcomings of EDMS implementation as:

- Improved ownership of user
- EDMS strategy aligned to business strategy
- Improved information management
- Improved training
- Improved system utilization

Baker et al. (1998) brought new aspects in complex document research by "defining the rapid means of locating information, the increased probability of reasoning from previous cases, and the facilitation of the documentation process for future justification of the decision". Similarly Huang (2003) adapted use of multimedia in EDMS and stated that multimedia "affects decision makers' browsing and navigation behavior in terms of total browsing time, average browsing time per document, and total number of documents retrieved". He also outlined that it does not affect efficiency of navigating and users' cognitive attitudes did not affect the efficiency of navigating.

DISCUSSION

The review presented that even though there were number of studies about document management systems and EDMS in the literature, there were limited studies regarding the acceptance of EDMS. The studies were refined in order to access reliable and quality papers considering review procedures, inclusion and exclusion criteria. Thus studies were remained in limited numbers. However, it was unexpected to reach 26 papers in indexed journals. The reason can be that the use of EDMS was not widely available like in government agencies till the latest developments in information technologies. Also, the confidential issues of private organizations may limit the studies. In addition to that, EDMS mostly has been evaluated as an integrated system of e-government. Thus, as a separated system, it might have been avoided. However, the importance of EDMS has been increased over the time. It can be inferred from the studies about EDMS developments. Those studies enlightened the potentials of EDMS, and it also indirectly outlined the possible factors that may affect user intentions to use. For instance, the study of Huang (2003) proposed the use of multimedia, which can bring a visual factors affecting intention to use the EDMS. On the other hand, Baker et al (1998) provided indicators about document research on EDMS.

The acceptance papers presented influencing factors that affects intention of EDMS users. They demonstrated that social norms, which is the degree of influence by social environment, and perceived behavioral control, which is the degree of ability to perform the behavior, were the most influencing factors. They were resourceful to provide recommendations for government agencies and users. It indicated the need of acceptance studies and its importance.

CONCLUSION AND FUTURE STUDIES

This study aimed to retrieve and investigate the papers in te literature which were about acceptance of EDMS. A systematic method was employed and findings were refined considering determined criteria. Results demonstrated the need of acceptance studies on EDMS and developments in the field. However, it was found that studies were limited and the current studies had drawbacks about generating new factors and investigating mediation factors.

Future studies are required about researching new influencing factors. Acceptance of e-government studies can be useful in order to reach new variables for acceptance model. UTAUT can be employed for model development and can be extended by the new variables from the literature. Its implementation with a cross sectional survey study over at least 150 participants is recommended in order to reliable results. It is believed that its implementation in an organization would be resourceful for the literature, and also for the system developers by providing recommendations.

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ELEKTRONİK BELGE YÖNETİM SİSTEMLERİNİN KABUL EDİLEBİLİRLİĞİ ÜZERİNE SİSTEMATİK BİR İNCELEME

Özet: Belge yönetim sistemleri (BYS) belgeleri yönetmek ve kayıtlarını tutmak için önemli araçlardır. Bilgi teknolojilerinin ortaya çıkmasıyla birlikte, Elektronik Belge Yönetim Sistemleri (EBYS) adı verilen yeni bir şekil almıştır. Fakat, EBYS'nin kullanıcılar tarafından kullanımı etkinliği için önemlidir. Bu çalışmada, EBYS'nin kullanıcı kabulu,kabul modelleri uygulanarak EBYS'nin kabulu hakkındaki son zamanlarda yapılan sistematik bir inceleme ile araştırılmıştır. Elde edilen sonuçlar, kabul çalışmalarının EBYS'nin organizasyondaki kullanımının yaygın olmadığını, ve bu alanda yapılan çalışmalarda kayda değer eksiklikler olduğunu vurgulamıştır. Gelecek vaat eden bir çalışma literatüre katkı açısından önerilmiştir.

Anahtar Kelimeler: Elektronik Belge Yönetim Sistemleri, Kullanıcı Kabulu, Sistematik İnceleme

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www.iibdergisi.com

VIRTUAL ORGANIZATIONS AND THEIR COMMUNICATIONS

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Abstract: Mass data production and distribution of this production by computer technology in particular are among the indicators of the postmodern era. Formations emerged depending on the modern ages have led to the differentiation of the organizational structures as well. The new-generation information technologies have been helpful for the implementation of flexible organizational models. Virtual organizations are one of the leading post-modern organizational structures developed with intent to accommodate globalization. In this study, formation process of virtual organizational structure, causes of its emergence, its types and characteristics, advantages and disadvantages of virtual organizational structure etc. are discussed with the method of literature review. In addition, an answer is sought for the question of how the communication of a virtual organization must be. In this context, communication of the Turkish company CicekSepeti.com that collaborated with Amazon a short time ago has been investigated. The problems arising in communication of virtual organization have been tried to be identified and solution suggestions have been made.

Key Words: Post Modernism, virtual organization, communication, virtual communication, web page

INTRODUCTION

When humans bored with the rationalistic and functional structure of modernism, the differentiation-seeking, the desire of getting away from rationalism and reality created a suitable basis for postmodernism. Postmodernism that questions the basic principles of modernism and looks at it with critical eyes when needed has destroyed many known values in every area, and has introduces different concepts to our lives. Thus, postmodernism emerges as a new social and cultural formation. In this new postmodernist era, the information society gained a larger place for itself, on the other side.

Information society is a society where information is the principal power and the major source of capital. Information is the major power that illuminates and leads every stage of social life. In an information society, information is a life style and a way of thinking and living. In an information society; development levels of countries began to be measured by using computer and with the amount of obtained, processed and stored information, not with the material values

that they produce such as steel and energy. The incredible progress in information and communication technologies led to great changes in human life, particularly after the 80s.

It is known that the developments in communication and information processing technologies and the consequent developments in computer applications brought out "information age". As for the development in computer applications, it entered into almost every stage of life, and began to bring out new ideas, attitudes and behavior (Black & Edwards, 2000:567). One of the most important problems of the enterprises struggling to survive in the competitive environment of our age is the difficulty of adapting quickly to changing environmental conditions. In this process, virtual organizations integrated into our lives by information society seem to be in line for being the basic management trend in the future.

Changes caused by information technology, and concordantly by the globalization process led to creation of new opportunities. These new opportunities caused management understanding in enterprises to be changed; and besides, led to restructuring of organizations. Koçel combines under three groups the reasons of the changes in thought of the management, caused by this process (Koçel, 2010: 371).

Developments in communication and information technologies: Computer, communication via satellite and the change in Internet technologies in particular eliminated the concept of distance in communication. It created the opportunity of accessing any desired information for everyone. The dizzying development in this area changed all the social life and also led to change of the structures of organizations.

International competition: National boundaries have lost their meanings in terms of economy, and this fact urged enterprises to adopt globalization. Enterprises faced with the indispensability of surviving by competing in the international market during this period encountered the necessity of reorganizing the principal enterprise functions such as procurement, production, sales as well as the secondary functions such as human resources, accounting and finance.

Humanistic values: The postmodern period led to a change in humanistic values to a great extent. For example, the concept of personality changed, and human began to be perceived as the most valuable being. The education levels of people raised and their expectations and behavior patterns began to change. The creative aspect of human was discovered, and enterprises began to take care of ensuring people to benefit from this human nature. In particular, human capital representing the creative power of hu-

man became the most important production factor. Enterprises began to be evaluated depending on their human capitals. These changes caused the organizational understanding in enterprises to undergo a change.

AN OVERVIEW OF VIRTUAL ORGANIZATION

Organization is a social being, which has a joint work order intended for specific goals, and which is in connection with its surroundings. In today's world, in which new information technologies gain speed, there are a wide variety of emerging organizational structures.

Certain organizational structures of post-modern organizations developed to adapt to globalization can be classified in thirteen groups as; flexible organizations, aggregated organizations, network organizations, organizational structures getting smaller, hybrid organizations, virtual organizations, joint venture models, learning organizations, plain organizations, organizations benefiting from external sources, organizations that adopted the approach of the core skills, self-governing organizations that adopted the approach of self-administered team, and organizations that adopted the approach of total quality management (Kanbur, 2008). Among these types of organizations, especially virtual organizations come into prominence, with the development of Internet technology.

Virtual organization is an organization with a geographically dispersed form, members of which are related to each other with long-term common interest targets, which keep each other informed about their works and coordinate each other by means of communications technologies. Contribution of each participant organization to the field where it is the most powerful, i.e. with its own basis skill, constitutes the basis of a virtual organization. In this kind of structure based on a sort of partnership federation, organizations cooperate in order to commercialize their existing skills and to follow up a common purpose (Simsek, 2002). At this point, the fact that especially communication technologies have a vital importance for virtual organizations emerges as a result. Because any problem that may arise from these technologies can be large or small, but in any case, it would directly affect the organization's business processes.

"Virtual Organizations" can also be defined as enterprises in different geographic regions tied together with the help of communication technology, for the purpose of production of certain products, which became in accord with each other, and works as though there is only one enterprise (Yüksel & Murat, 2001:113). Virtual organizations mean that organization employees partici-

pate from different geographies in a global environment, with the support of communication technologies.

From another point of view, it is possible to consider virtual organization as a structure, where basic capabilities, resources and customer-market opportunities are brought together (Goldmann, 1995: 202). Virtual organization is an enterprise, club, community, institute, organization or any similar organization, which came into existence completely or partially together with the communication technologies, and which is connected to Internet through cable systems, telephone systems and other similar systems (DeCenzo & Robbins, 1999: 232).

REASONS FOR THE EMERGENCE OF VIRTUAL ORGANIZATIONS

Virtual organization and virtual company that was initially only a vision of the futurists intended for the future became a necessity at the present time. The factors led to this necessity can be listed as follows; (Sarıhan, 1998: 253).

- The rapid development of technology, particularly information technologies.
- The change in the nature of economic relations emerged in consequence of the gained international character of the economy, reduction of the protectionist customs barriers between countries, and generalization of the economic integration between nations.
- It enables to make employments in the country where the cheapest labor is available, with intent to reduce the cost of production and market penetration, while having designs made in the countries, where highest quality designs are made.
- Very low capital intensity of virtual companies, in comparison with that of other companies
- The risk of loss of economical speed for those who are not fast in production, which emerged in consequence of the fact that the speed factor gained importance in product and service productions as well as in time based competition.
- The necessity to make production for people from different cultures, who have different tastes, with the increasing importance of customer demands in production.

The Industrial Revolution emerged in Europe in 18th and 19th centuries, upon the appearance of the mechanized industry caused by the effect of the new inventions on production. This revolution led to an increase in the capital accumulation in Europe. In the subsequent process, the increased accumulations contributed especially to the technological developments and development

of information technologies, which were at an incredible pace. Boundaries were eliminated upon globalization, and goods or services began to be produced through the collective production and distribution of different cultures from different geographies. The companies making cheaper production came into prominence in a short time, and within this process, the structures providing the fastest, easiest and cheapest coordination gained a special place in the market. The demand for these structures increased dramatically.

TYPES AND CHARACTERISTICS OF VIRTUAL ORGANIZATIONS

Virtual organizations can be classified in two types, based on the meaning of the term 'virtual' in the literature (Bultje & Wijk, 1998).

1 Balanced virtual organizations: Virtual organizations, in which cooperation between organizations has more or less permanent feature, and risk and ownership are distributed to enterprises are called "balanced virtual organizations" (Palmer & Speier, 1997). Enterprises coming together to ensure critical inputs with desired quality to be obtained in desired time, in a balanced organizational structure, work in the coordination realized by the leader enterprise.

2 Dynamic virtual organizations: Although in dynamic virtual organizations the network mostly can obtain a permanent feature, a "temporary cooperation" relation is in question, within the framework of shared leadership. In a dynamic network, independent enterprises, each specialized in a particular topic, share their knowledge and skills in order to meet a temporary demand of a customer, in line with its own targets and interests, and to penetrate market by developing a product/service. Relations between companies in a dynamic network are established in accordance with market mechanism, not a central plan and coordination, and they are based on opportunism rather than a long-term trust. In a dynamic structure, partners in the network work under the coordination of an organizer enterprise (Palmer & Speier, 1997).

Figure 1 Differences Between Virtual Organization Types

	Balanced Virtual Organizations	Dynamic Virtual Organizations
Cooperation Period	Permanent	Temporary
Limitations	Clearly Defined	Uncertain / Variable
Reliance on opportunities	No	Yes
Use of Information and Communications Technologies	Shared infrastructure (hardware for the group, WANs, remote)	Marketing and distribution channel, reconstruction of physical infrastructure (Web, Intranet)
Principal Partners	Known	Unknown
Structure	There exists a leading enterprise	There exists an organizer enterprise (broker); leadership is shared
Logic of Work	A leading enterprise establishes market-based relations with different organizations	Organizations, each of which is independent, come together to create the specific values, by means of permanent or temporary relations.
Relations between Enterprises	Chain of command, central plan and coordination of the leading enterprise	Coordination of the organizer enterprise, depending on the market mechanism
Membership	Typically smaller, but adjustable	Typically bigger
Mission	All functions and the full functionality, as an active organization	Acceptance of many functions by different enterprises, in order to meet a market opportunity

Source (Bultje & Wijk,1998)

According to the table above, cooperation continues uninterruptedly in Balanced Virtual Organizations. Organization's boundaries are clearly defined. Continuous change according to opportunities or disabling the organization is out of question. Use of information and communication technologies is seen to be highly intensive. Leader enterprise's structure and the working principle in conformity with that structure is in the foreground. Chain of command is dominant, while memberships are smaller. In Dynamic

Virtual Organizations, cooperation is temporary. There is an uncertainty for the organization. 'What and when will occur' is not known exactly. Marketing and distribution channel as well as re-establishment of physical infrastructure are important in terms of using information and communication technologies, while the principal partners are not known, and partners are replaced from time to time. Leadership is share in organization, and completely independent organizations come together to create specific values by means of permanent or temporary relations. Membership is typically larger and many functions are undertaken by different enterprises, in order to meet a market opportunity.

Virtual organizations engaged in electronic commerce can be classified as follows, (Ölçer, 2007).

- *Virtual company:* It is a temporary network of independent companies linked each other through their knowledge and technologies, which share their costs and capabilities in order to reach the market.
- *Web-based organizations:* They are organizations that provide information on the web about the products they sell to consumer groups, and make their sales through the Internet.
- *Strategic networks:* They are networks established by enterprises, in order to make strategic cooperation with intent to evaluate market opportunities and meet customer expectations.
- *Virtual teams;* They are groups formed to conclude a project in cooperation, and they are mostly based on electronic techniques, regardless of whether their members are in different geographic regions, time periods and organizations (Hagen, 1999: 90).

The main characteristics of virtual organizations can be summarized as follows (Kanbur, 2008:394).

- Virtual organizations are organizations with high ability to meet customer demands.
- Virtual organizations have high ability to the ability to adapt to changing conditions.
- There exists mutual bond of trust between enterprises in a virtual network.
- Face to face relationships of virtual organizations decreased due to modern communication technologies.
- Virtual organizations adopted the principle of co-manipulating outside sources, instead of doing all the work themselves.
- Knowledge and expertise constitutes the

basis of a virtual organization.

Akkavuk listed characteristics of virtual organizations, which are a different structure, as opportunism, perfection, technology, unlimitedness, trust, human-human relation through machine instead of human-machine relationship, information flow different from the hierarchies, having a decentralized management approach, and being a floating structure (Akkavuk, 1997:31-38).

Virtual organizations are similar to network organizations, at first glance. Therefore, the differences between both types of organizations are as follows (Kanbur, 2008:395).

- Virtual organizations are actually a special form of network organizations.
- Network organizations can be both permanent and temporary. However, most of virtual organizations have a temporary organizational structure.
- In network organizations, there is only one leading enterprise, while leadership varies in virtual organizations, from project to project, depending on the purpose.
- In network organizations, the process of being divided and added occurs on the basis of the unit. In virtual organizations, this can be reduced to an individual basis.

An organization has to pass the following stages, in order to become a virtual organization (Koçel, 2010:364).

- All works must be done with computers and with the aid of computers.
- There is no need to establish computer network in organization.
- Organization should be connected to the Internet network.
- Determination of the organization's basic skills is a necessity.
- Employees should be knowledgeable and sensitive about organization's mission, vision and objectives.
- Strategic business partners should be determined.
- That structure created should be set in motion and operated by means of communication.

ADVANTAGES AND DISADVANTAGES OF VIRTUAL ORGANIZATIONS

In our age, in which everything is changing at a great pace, perhaps the biggest advantage of virtual organizations is that they have a structure that can respond quickly to these changes. Virtual organizations, which are able to act independently of time and space due to the fact that everything is done with computer and with the aid of comput-

ers, can meet a customer in the shortest time possible. The ability to adapt to changing conditions adds plus value to virtual organization.

Besides, improving productivity, providing competitive advantage, improvement in management style through management and implementation styles suitable for objectives, providing flexibility when workload is intense, ensuring continuity of works during natural disasters, labor strikes and other disruptive events and actions, ensuring reduction in rates of illness and staff absenteeism, improvement in performances of employees, enhancement in employees' morale and providing job satisfaction, decreasing the rate of change in labor force, less training and recruitment expenses as a result of keeping valuable employees in enterprise, savings in office expenses and office related general expenses, adaptation to legal regulations, sensitivity of enterprise to environmental issues etc. are the advantages of a virtual workplace practices, at the organizational level (Akkirman, 2002:64).

The foremost difficulty encountered in virtual organizations is that everything is connected to a computer and internet technology because any breakdown that may occur in the Internet and computer technology may cause big problems, and loss of time and money. In addition, virtual organizations are still not known by many people. Generally, people may tend to stay away from organizations that do virtual business.

Another problem is security that is of a great importance for most people. In virtual organizations, often lack of guarantee of a regular income for the employees is in question. This insecurity may keep many organizations away from virtual organization jobs. If there is not a permanent structure, and if human communication is very limited, it is hard to create a sense of belonging to a virtual team or organization. Naturally, loyalty to organization would not exist. Employee's motivation and desire to take responsibility for company would be lower (Ataman, 2009: 491-492). In addition, it has some disadvantages such as the facts that employees feel lonely since they are away from social relations, employees are afraid if the thought of "out of sight, out of mind" become effective on rewarding and promotions, employees' possible resistance to a new management style, problems that may arise with the selection of virtual employees, employee training, problem of accessing only resources in central office, and the possibility of being a workaholic due to virtual employees' different works and working places (Akkirman, 2002: 67).

COMMUNICATION OF VIRTUAL ORGANIZATION: THE EXAMPLE OF CICEK SEPETI

The foundation of the firm CicekSepeti.com was begun at first in 2001, with the foundation of the website ciceksiparisi.com by Emre Aydın. The foundation purpose of the company that gained its current form in 2006 as ciceksepeti.com was to fill a gap in the market. The idea of CicekSepeti was born when Emre Aydın's brother wanted to send flowers from the USA to his family. CicekSepeti.com that is today one of the biggest online flower websites of Turkey increased its success rate in a short time. The new target set by the CEO Emre Aydın and his team is to maintain their leadership in the flower sector, and to become the leader of the online gift sector in Turkey as well. The organization has more than 500 thousand customers, and every day hundreds of flowers are sent to each corners of Turkey. Every month, approximately 80 thousand orders are received.

Orders coming to the site via the Internet and call center are transmitted to the distribution point in the related region on an online basis; they are prepared in accordance with their formats in the website, and delivered in the desired period of time. CicekSepeti Gurme that was put into service in 2011 consists of cakes, cookies, bouquets, chocolate and pastry products. The product orders of Gurme are prepared in the workshops in Istanbul, Ankara and Izmir, and the orders from these cities are delivered from these places.

CicekSepeti.com has more than 160 employees. The employees have at least bachelor degrees, and they are accepted for the work after interviews and eliminations made by the company's human resources. The employees' working hours is between 9:00 am and 18:00 pm. As for the Call Center employees, they are employed in shifts. In special days (Valentine's Day, Mother's Day, New Year's Day, Father's Day, etc.), during which the number of orders increases in the company, personnel with short-term contracts may be added to the team, for supporting the call center employees. The company provides uninterrupted service to its customers 24 hours a day 7 days a week.

The organizational structure of CicekSepeti.com is a corporate structure rather than a flexible structure that is accustomed to be seen in virtual organizations. All the units of the company work under the CEO's direction. The finance department is affiliated to the CFO, and CFO is affiliated to the CEO. The company's headquarter is located at 4th Levent. The company sends flowers to its customers by the agency of its contracted florists (stakeholders). In every city

of Turkey, distribution is provided by its contracted florists. CicekSepeti.com operates the agency of its 150 contracted florist throughout Turkey. As for the gift sector, the company procures its products from the suppliers.

Besides CicekSepeti.com, there are also the brand names Frutation and Magicgift under the under auspices of CicekSepeti.com. It communicates with its suppliers and supplementary firms, which are located in different cities, through the interface. Any of its florists serving out of the city gives information to the system on an online basis, after the sale.

In January 2011, Hummingbird Ventures made an investment in CicekSepeti.com. In December 2011, Amazon.com became the minority shareholder of the company. Amazon.com started its partnership in Turkey and made an investment in the flower sector for the first time.

Within the scope of social responsibility, CicekSepeti.com organized a campaign to raise money for the Turkish Foundation for Children In Need Of Protection–TKMÇV (Koruncuk Foundation). TKMÇV is supported with some part of the income obtained from the sales of the flowers bearing determined code numbers. CicekSepeti.com has strategic partners on the business basis. CicekSepeti.com receives more than three thousand orders a day. The In-house training is provided depending on demand. When necessary, training can also be provided on the basis of product and business.

The most frequently encountered problem of CicekSepeti.com is related to the deliveries in special days. Since flower is a gift that is not ordered previously and should be delivered in the same day, the intensity in special days may sometimes cause complications. In order to avoid this problem, the number of their contracted florists is planned to be increased. One other problem is that the personnel are interfered by security barrier at the entrances of Turkish public buildings, hotels, and plazas. They may encounter the problem of being unable to deliver the flower due to such security barriers.

Cicek Sepeti is in scope of balanced virtual organizations, in the category of web-based organizations. In its website, it gives information about the products that it sells to the consumers groups in Turkey, and sells the products over the Internet.

All works in CicekSepeti.com is done with computers and the aid of computers. The organization is connected to the internet network. The basic ability of the organization is floristry. The organization frequently hold meetings intended for giving information to its employees, about its mission, vi-

sion and goals; and ensures them to become sensitive. The organization has strategic business partners. CicekSepeti.com is an organization engaged in outsourcing. This structure created is set in motion and operated with communication.

In Cicek Sepeti, knowledge and expertise of various organizations are connected to one another, in order to use them for a common purpose. CicekSepeti.com is an organization with a high adaptability skill that can operate in such a way as to meet customer demands in the shortest time possible. CicekSepeti.com is an organization with a high responsiveness skill, i.e. an organization that the can reply its customers about their demands in a short time. It guarantees that any mails from customers are replied within 5 minutes. As other virtual organizations, CicekSepeti.com's blind side is any problem that may arise from the communication technology.

The success of a virtual organization depends on a high degree of confidence (trust) between the units in the network. In the environments without the element of confidence, it is hard to put forth a high performance. The confidence of CicekSepeti.com's employees in their units creates positive results in the reports of the human resources department. In CicekSepeti.com, there are only the titles expressing the nature of the job (marketing staff, R & D engineer, etc..). CicekSepeti.com combining the sources coming from various companies into a single project and penetrating the market with new products has a considerable advantage of speed. In a virtual workplace, an independent structure in terms of work, place and time is out of question.

In a virtual environment, communication includes mutually exchanging ideas, and accessing, using, distributing, changing and sharing the information and data. In order to provide an effective communication in a virtual environment, a communication arrangement must definitely be designed. An effective communication system can be provided; by ensuring all the virtual employees have the communication technologies used in the virtual team; ensuring everybody working in the virtual environment to be able to communicate with each other, any time and at any place they want; and encouraging the employees to use the communication technologies, to develop and apply certain protocols, and to communicate with each other.

The principles that should be taken into consideration in establishing the virtual communication are given below (Gienier, & Metes, 1995:232-237).

- Determination of how the employees away from one another would be in an

electronic contact, and how such a contact can provide cooperation, and how can it support the management,

- Determination of the cases in which face-to-face meeting should be held,
- Taking care of ensuring that the communication arrangement is established in such a way as to encourage teamwork,
- Selecting the communication technologies to be used, by considering that the communication arrangement would constitute the basis of trust and cooperation,
- Providing the virtual employees with the required training, in order to ensure the selected communication technologies to be used effectively,
- Ensuring the maps, diagrams, and graphs to be utilize as needed.

The features of virtual communication allows for formation of trust between departments or organizations. According as trust is provided, a better communication arrangement would be established, everybody working in the virtual workplace or anybody who makes a contribution would be ensured to be informed of the emerged events, learning would be easier, accessing data and information would be possible, team, organization and changes in the environment would be revealed, synchronous work would be easier, virtual employees would be enabled to express and tell about themselves, and be easily in contact with each other (Gienier, & Metes, 1995:230). In this context, team work is important in CicekSepeti.com, and there is a structure supporting and encouraging team work as well as a communication form suitable for that structure. There are team leaders and project leaders within the structure of the company.

The general name assigned for all the electronic communication options used in a virtual environment is “groupware”. “Group software” provides communication and collaboration, by integrating software and hardware systems. Today’s most widely used groupware are e-mail, sms, and messenger. Other widely used groupware is computer-supported video conference. Groupware can be divided into two general categories as synchronous and asynchronous software. Synchronous groupware applications enable the virtual employees to interact with each other simultaneously. In asynchronous groupware applications, interaction between virtual employees occurs at different times (Duarte & Snyder, 1999:31). The communication tools such as e-mail, sms, messenger, computer-assisted video-conference are frequently used in CicekSepeti.com. The use of these tools that enables the employees to connect with each other may take shape depending on the needs. And

those who work in the workplace as away from each other are continuously in contact with one another by means of e-mail, phone etc. Every morning a managers meeting is held at CicekSepeti.com's headquarter.

Leaders should enable virtual employees to use commonly used communication tools without difficulty. For this reason, managers should pay attention to ensure that the people who will be employed in virtual workplace programs have sufficient technological knowledge and skills, which should be kept updated by continual training programs.

Establishment of a healthy and regular communication in a virtual workplace depends on establishment of an effective communication between managers and virtual employees, and between virtual employees and those who work at headquarters. For success of virtual workplace programs, managers should regularly communicate with virtual employees, and call them at certain intervals. Communication has a critical importance in virtual business programs. The questions such as "Who communicate with whom for which subject, through which communication method, and how often" should be clearly and unambiguously replied (Chase, 1999:1). Emre Aydın, the company's General Manager, attaches importance to contacting his employees. The employees define him as a modest leader, who has a high ability to communicate, who can be reached any time, and who can be met also out of the office. Thus, the employees become motivated, and their loyalty to the company increases.

Continual feedbacks given by the managers to the virtual employees, who can meet with the managers face to face limitedly or who cannot at all, are important. Managers should continuously give feedbacks to virtual employees about the works carried out in this regard. Such a feedback can be made by a phone call, e-mail, voice mail, and electronic chat. Thus, a person working in a virtual environment receives regular information about his work, and feels that remaining away from the enterprise does not mean he is forgotten. Feedback is made continuously in CicekSepeti.com. Particularly with e-mail and voice mail service, communication is established between employees and team leaders and managers. In addition, CicekSepeti.com that receives customer's opinions, requests and complaints through the website, telephone or e-mail guarantees the requests to be replied , and comes up with a solution for recommendations or problems as soon as possible.

Intranet is a system that connects only computers, local area networks and wide area networks with each other in a specific organization. On the Intranet, it is possible to operate various accounting, human re-

sources and production automation software; and to carry out some works such as keeping various databases and distributing documents. Intranet is a system providing in-house communication. Extranet is expressed as an external communication. An organization can communicate with its customers, dealers and other organizations that it cooperates with (Güçdemir, 2010:76). CicekSepeti.com uses intranet and extranet. Thus, it can establish both an in-house communication with its employees and external communication with its customers and stakeholders.

One of the tools that allow for communication between the customer and organization is blogs. Blog application began in the United States for the first time. There are blogs in many subjects such as technology, health, music, politics… etc. Since blogs are the platforms, where the target group can freely express their opinions about the companies, they are highly essential.

Blogs are a dialogue tool, most of which enable their readers to send their comments about the opinions. It is important to ensure blogs to be open to dialogue (Güçdemir, 2010:30). CicekSepeti.com prepared a blog page with intent to communicate with its customers. In the page http://www.cicek-sepeti.com/blog/, information about discounts to be made in special days as well as news about various subjects (such as the news of the bridal bouquet.) are given. However, when the page is examined, it is seen that it is not a very active blog, and that the news and comments in it are very old in terms of their dates. Therefore, this company must update its blogs, in order to strengthen its communication with the customers. CicekSepeti.com is also available in social media such as tweeter and facebook. The number of its followers in tweeter is 6113. This number is not high. CicekSepeti.com must accelerate its studies intended for enhancing its social media communication. As a web-based company, it must receive support from professionals for using social media.

As a useful tool of public relations, websites of organizations would be helpful for enhancing the awareness and understanding of the target group about the products and services. More importantly, the effective use of the internet plays an important role for communication management, when considering the potential of web pages for improving mutual communication. However, the use of technology alone does not make contribution to establish and maintain useful communication between organizations and their target groups. The way of using technology with the mutual communication understanding is more important (Park ve Reber, 2008:409). Therefore, the corporate web pages are the platform, whereby the

companies establish direct communication with the target group over the web. For this reason, it is of great importance.

Since CicekSepeti.com is a web based organization, webpage is important for the company. However, as a virtual organization CicekSepeti.com's corporate information is not available on its website. Company's authorities have stated that the company's priority is to serve customers, and since they are not a stock exchange listed company, it is not a necessity to give corporate information. However, since today the expectations of the customers about the company increased, all kinds of information would be required to be available in the webpage, which can express the corporate features of the organization. Thus, the communication established by the organization with the customer would be enhanced.

Stakeholder communication should also be given importance in a virtual organization. In a very short period of time, the Internet became a communication channel serving for all the purposes intended for interacting with stakeholders in a vast field. Organizations began to use the Internet more intensely with each passing day, for some purposes such as for marketing their products customers, doing business with suppliers and brokers, communicating with employees etc. (Merwe, et all 2005:40). CicekSepeti.com maintains the stakeholder communication with an infrastructure that can ensure it 24 hours a day 7 days a week, at any time and in any environment.

CicekSepeti.com effectively uses all of the online advertising tools. As for offline advertising tools, it prefers brand co-operations. The Company does not prefer radio and TV advertisements too often.

Crisis communication is important in virtual organizations because the problems that may be related to this type of organizations reach people very quickly via the Internet. Therefore, crisis communications must be actualized quickly and decisively.

Organizations also need new crisis communication strategies that they would develop through the Internet for crises period. According to Weick (1995), crises periods are the most difficult periods for organizations. In life cycle of an organization, crisis is considered as only a step, and crisis is not a problem by itself for the organization; and what is important is the organization's response. Organizations and its executives have to take some critical decisions during crisis. However, there are some difficulties that companies have to face under these conditions. These are (Holtz, 1999:199): Excessive pressures, high stress, increase in external examinations, rush hours and the complexity of information. The Internet's role in crisis communication is important.

The Internet is usually used for communication by organizations, while it is used for crisis communication to a lesser extent (Taylor & Perry, 2005:211). A virtual organization should make crisis plans for crisis communications, according to crisis scenarios that may be designed beforehand. A crisis spokesman should be available for crisis communication as well.

CicekSepeti.com has never faced a big crisis. However, a crisis definition should be made in organizations in any case. CicekSepeti.com has not made any the crisis definition. Which department will take care first in case of a crisis has not been determined or a crisis commission has not been established. Regarding this issue, the authorities of the company stated that in case of crisis, the person who is responsible for the unit from where the crisis arises can produce a solution.

Two important obstacles as technological and cultural are encountered in establishment of virtual communication arrangement. Technological obstacles are the obstacles and restrictions in communication and information system, inadequacy of the technological support given for communication technologies, and the inadaptability of the technologies used in the communication arrangement. These difficulties can be overcome by means of multi-media, wireless technology and developed standards (Gienier, & Metes, 1995: 234). Even if the obstacles such as the difficulties and obstacles in accessing the communications and information system, the inadequacy of the technological support given for communication technologies, and the inadaptability of the technologies used in the communication arrangement do not be caused by CicekSepeti.com, the company's works are interrupted in case of a breakdown in TTNet, since the company works with TTNet. In addition, studies are carried out from time to time, with intent to minimize technological barriers and strengthen the infrastructure that will perform the virtual communication and coordination.

Nevertheless, managers should recognize these obstacles, take the required measures and minimize them. During technology selection, task and team type, virtual work experiences and skills of virtual employees should be considered. In addition, a continuous technical support service" should be established, and by this means, the virtual employees encountering technical problems should receive the required support without delay (Akkirman, 2002:118).

CONCLUSION

One of the principal postmodern organizational structures developed to adapt to globalization is virtual organization. The new generation information technologies helped

the implementation of flexible organization models, and the number of virtual organizations is increasing with each passing day, upon the generalization of computer technologies in particular. These organizations gained acceleration for some reasons such as rapid development of information technologies, removal of economic borders, and differentiation of customer expectations.

Virtual organizations are organizations with a high ability to meet customer demands, with high ability to adapt to changing conditions, with a bond of trust between them, and with the future of basing on knowledge and expertise. An organization should do its entire works with the aid of computers, in order to be a virtual organization. Organization needs to connect to the Internet network. The basic skill of the organization should be determined and employees should be ensured to be knowledgeable and sensitive with respect to mission, vision and objectives of the organization. In this process, it is important to determine the strategic business partners.

In a period of our age, in which everything is changing rapidly, the certain and maybe the biggest advantage of virtual organizations is their structure that can quickly respond this change. Since all the works are done with computers and the aid of computers, the virtual organizations having the ability of acting independently of space and time can meet a customer in a short time but problems may arise due to the fact that everything depends on computer and the Internet technology. Because any interruption that may occur in the Internet and computer technology, may led to big problems as well as loss of money and time. Therefore, attention should be paid to this issue.

As for virtual organizational communication, it began to gain more importance with each passing day. Communication in a virtual environment involves mutual exchange of ideas. Accessing, using, distributing, editing and sharing the information and data are the process required to be available in virtual communication. In virtual environment, a communication arrangement should definitely be designed in order to ensure an effective communication. Some communication tools such as e-mail, sms, messenger, and computer aided video conference should be used in this process. In communication of a virtual organization, managers should regularly communicate with employees, and call the virtual employees at certain intervals. They should establish dialogues particularly with e-mail, voice mail, video conference services. Communication with Intranet and Extranet arranges both in-house and external communications.

Tweeter, Facebook and blogs used in social media gain more importance with each passing day, in terms of an organization's con-

nection with a customer. Such environments enable an organization and target group to establish a relation with each other. Corporate web pages are the platforms, where companies communicate directly with the target group on the web. Therefore, the design and its content should be taken care of. In addition, direct communication is established here with the target group.

Stakeholder communications should also be given importance in a virtual organization. Within a very short period of time, the Internet became a communication channel serving for all the purposes intended for interacting with stakeholders in a vast field. Virtual organizations should act with this awareness.

A virtual organization should effectively use advertising tools in media communication, and support social responsibility projects and sponsorships. In virtual organizations, possible crisis scenarios should be developed beforehand for crisis communication, and the required persons should be given tasks. In this study, CicekSepeti.com was investigated in order to examine how the communication of a virtual organization is carried out. CicekSepeti.com is within the scope of balanced organizations, and in the category of web-based organizations.

CicekSepeti.com continuously uses some communication tools such as e-mail, sms, messenger, computer-aided video-conference and so on. A regular communication takes place between the leader of the virtual organization's structure and the team leaders as well as between the team leaders and the employees. Especially e-mail, voice mail, and video conference services are used for this communication. Communication with Intranet and Extranet arranges both in-house and external communications of CicekSepeti.com.

CicekSepeti.com is not active in social media. The number of those who follow this website through Tweeter, Facebook and blogs is not high. Such environments are very important in terms of establishing communication between a virtual organization and the target group, therefore, studies should be carried out on this subject. The corporate webpage of the organization should be rearranged, the company's information should be updated, and the basic values should be added to these pages. In CicekSepeti.com, all kinds of communication tools are used within the scope of stakeholder communication, and feedback is attached importance.

Although virtual organization has some studies such as effective use of advertising tools in media communication, and supporting social responsibility projects and sponsorships, their number should be increased. Because the projects currently are being carried out are not adequate for such a position, since it is the leader in its sector. Any

study has not been carried out CicekSepeti.com for crisis communication. And this puts forth the possibility of problems that they may encounter in case of any possible crises in the future.

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SANAL ORGANİZASYONLAR VE İLETİŞİMİ

Özet: Modernizmin akılcı, işlevsel yapısından insanlar sıkılınca, farklılaşma arayışları, biraz akıldan uzaklaşma, gerçeklikten uzaklaşma isteği postmodernizm için uygun bir zemin oluşturmuştur. Modernizmin temel ilkelerini sorgulayan gerektiğinde eleştirel bir gözle bakan postmodernizm, her alanda bilinen birçok değeri yıkarak farklı kavramları hayatımıza sokmuştur. Böylece post-modernizm, yeni bir toplumsal ve kültürel oluşum olarak karşımıza çıkmaktadır. Bu yeni post modernist çağda, bilgi toplumu da kendine daha geniş bir yer edinmiştir. Kitlesel bilgi üretimi ve bu üretimin özellikle bilgisayar teknolojisi ile dağılımı, postmodern çağın göstergeleri arasında yer almaktadır. Yeniçağa göre ortaya çıkan oluşumlar, organizasyon yapılarının da farklılaşmasını sağlamıştır. Yeni kuşak bilgi teknolojileri esnek örgüt modellerinin uygulanmasına yardımcı olmuştur. Küreselleşmeye uyum sağlamak üzere geliştirilmiş post modern organizasyon yapılarının belli başlarından biri de sanal organizasyonlardır. Bu çalışmada literatür tarama yöntemi ile sanal organizasyon yapısının oluşum süreci, ortaya çıkış nedenleri, türleri, özellikleri, sanal organizasyon yapısının avantajları ve dezavantajlarına vb. değinilmiştir. Ayrıca sanal organizasyonun iletişimi nasıl olmalı sorusuna cevap aranmıştır. Bu kapsamda kısa süre önce Amazon ile işbirliğine giren Türk şirketi Çiçek Sepeti com'un iletişimi incelenmiştir. Sanal organizasyon iletişiminde ortaya çıkan sorunlar tespit edilmeye çalışılarak, çözüm önerileri sunulmaya çalışılmıştır. Sanal organizasyon iletişimi ise her geçen gün daha da önem kazanmaya başlamıştır. Sanal ortam içerisinde iletişim karşılıklı fikir alışverişi yapılmasını kapsar. Bilgi ve verilere erişilmesi, kullanılması, dağıtılması, değiştirilmesi, paylaşılmasını da sanal iletişimde olması gereken süreçlerdir. Sanal ortamda etkin iletişimi sağlamak için mutlaka iletişim düzeni dizayn edilmelidir. Bu süreçte e-posta, sms, messenger, bilgisayar destekli video konferansı vb. gibi iletişim araçları kullanılmalıdır. Sanal organizasyon iletişiminde yöneticilerin çalışanlarla düzenli iletişim kurması, sanal çalışanları belirli periyotlarla araması gerekmektedir. Özellikle e-posta, sesli mesaj, video konferans servisiyle diyaloglar kurulmalıdır. Intranet ve ektranet ile iletişim ise hem kurum içi iletişimi hem de kurum dışında gerçekleşen iletişimi düzenlemektedir. Sosyal medyada kullanılan tweeter, facebook ve bloglarda sanal

organizasyonun müşteri ile kurdukları bağlantı açısından her geçen gün daha da önem kazanmaktadır. Bu tür ortamlar sanal organizasyon ve hedef kitle arasında ilişki kurmasını sağlamaktadır. Kurumsal web sayfaları ise şirketlerin web üzerinde hedef kitle ile doğrudan iletişim kurdukları platformdur. Bu yüzden tasarım ve içeriklerine özen gösterilmesi gerekmektedir. Ayrıca hedef kitle ile buradan direkt iletişimde kurulmaktadır. Sanal organizasyonunda paydaş iletişimine de dikkat edilmelidir. Çok kısa sürede, internet çok geniş bir alandaki paydaşlar ile etkileşimde bulunmak için tüm amaçlara hizmet eden bir iletişim mecrası haline gelmiştir. Bu bilinçle sanal organizasyonların hareket etmesi gerekmektedir. Sanal organizasyonun medya iletişiminde reklam araçlarını etkin kullanma, sosyal sorumluluk projelerine ve sponsorluklara destek verme gereklidir. Kriz iletişimi için ise sanal organizasyonlarda daha önceden olası kriz senaryoları geliştirmeli ve gerekli kişiler görevlendirilmelidir. Çiçek Sepeti com, dengeli sanal organizasyonlar kapsamında yer almaktadır ve web tabanlı örgütler kategorisi içindedir. Tüketici gruplarına sattıkları ürünler hakkında web sayfasında bilgi sunarak, satışlarını internet üzerinden yapmaktadır. ÇiçekSepeti.com'da e-posta, sms, messenger, bilgisayar destekli video konferansı vb. gibi iletişim araçları sürekli kullanılmaktadır. Sanal organizasyon yapısının lideri ve takım liderleri ile de çalışanlar arasında düzenli iletişim gerçekleşmektedir. Bu iletişim için ise özellikle e-posta, sesli mesaj, video konferans servisleri kullanılmaktadır. Intranet ve ektranet ile iletişim ise ÇiçekSepeti.com'da hem kurum içi iletişimi hem de kurum dışında gerçekleşen iletişimi düzenlemektedir. ÇiçekSepeti.com'da sosyal medyada etkin değildir. Tweeter, facebook ve bloglarda bu siteyi takip eden kişi sayısı fazla değildir. Bu tür ortamların sanal organizasyon ve hedef kitle arasında iletişim kurması açısından önemi büyük olduğu bu konuda çalışmalar yapılmalıdır. Organizasyonun kurumsal web sayfası ise yeniden düzenlenmeli şirket bilgileri güncellenmeli temel değerler bu sayfalara eklenmelidir. ÇiçekSepeti.com'da paydaş iletişimi içinde her türlü iletişim aracı kullanılmakta ve geri beslemelere önem verilmektedir. Sanal organizasyonun medya iletişiminde reklam araçlarını etkin kullanma, sosyal sorumluluk projelerine ve sponsorluklara destek verme gibi çalışmaları mevcut olsa da sayısının arttırılması şarttır. Çünkü kendi sektöründe lider konumda olduğu için şu anda yürütülen projeler bu konuma göre yeterli değildir. Kriz iletişimi için ÇiçekSepeti.com'da her hangi bir çalışma yapılmamıştır. Bu da ileride olası bir

krizle karşılaşılırsa sorun yaşayabilecekleri ihtimalini ortaya çıkarmaktadır. Sanal iletişimin önemi kavranarak şirketlerin bu konuda eğitimler vermesi ve çalışmalar yapmasıda beklenmektedir. Böylece organizasyonlar daha da başarılı olacaktır.

Anahtar Kelimeler: Post modernizm, sanal organizasyon, iletişim, sanal iletişim, web sayfası

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AN INTELLECTUAL OTTOMAN LADY: EMINE SEMIYE

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Abstract: Emine Semiye the daughter of Ahmet Cevdet Paşa an-outstanding statesman during Tanzimat period – pioneered in the women's movement with her sister Fatma Aliye. As an author, politician, journalist, teacher and nurse, she had a quite colorful personality. Emine Semiye focused on subjects like politics, women rights, feminism, child education both in her articles published in various newspapers and her literary Works. Since her Works namely her manuscripts and her series in newspapers have not been throughly evaluated so far (with the exception of a few articles) she is not very well known. This study's goal is to determine Emine Semiye place within Turkish Literature and Turkish women's movement via clarifing her political, literary and feminist identity.

Key Words: Emine Semiye, Feminism, Woman's Movement.

Not: "Bu çalışma ilgili yazarın doktora tezi olan Emine Semiye Hayatı adlı çalışmandan esinlenerek hazırlanmıştır.

INTRODUCTİON

Emine Semiye was the daughter of Ahmet Cevdet Paşa, two years younger than her sister Fatma Aliye, one of the first female Turkish novelists in Turkish literature. Emine Semiye lived between the years 1864-1944 and experienced the process of how the Ottoman State turned its face from the East to the West, how it entered another sphere of civilization and how it transformed from empire to nation state; she witnessed all the political and social upheavals of the period. Accordingly it would be fruitful to first look at the transformations in the field of women's emancipation and visibility during this period in order to gage Emine Semiye's position. With the declaration of Tanzimat Decree in 1839 many changes started to happen in the Ottoman Empire in different spheres from the military to education, to social and cultural life of the country. The tendency to westernize that made itself felt from the beginning of the 19th century in educational, military and social matters also effected the way the people perceived, and the Ottoman administration started to accept the transformation of its subjects to individuals. In this period changes were implemented in the state and all citizens were given equal rights and responsibilities. From this date onwards women also started to question their place in society and especially their rights to education, and the first official step that was taken for the emancipation of women is considered to be the 1856 Land Law.

With the declaration of Tanzimat in 1839 the Ottoman State enters a movement of historical transformation. Women take on the greatest role in this transformation and in a way they become the symbols of western-

ization. That's why the most important issue thatTurkish intellectuals try to tackle since the Tanzimat period has been 'women'. For instance Namık Kemal drew attention to the issue of women in his articles "Maarif" (Education), "Aile" (The Family), "Terbiye-i Nisvan Hakkında Bir Layiha" (An Essay on the Education of Women). In his epistle entitled *Kadınlar* (Women), Şemsettin Sami states his views on women's education and the responsibility that a woman should take on as "a good wife, a good mother" both in the society and in the family. Ahmet Mithat Efendi, another important writer of the period is another example to be considered. Ahmet Mithat is one of the first feminist writers of Turkish literature. He treats issues that concern women in many of his books, and he encourages the appearance of women writers.

Emine Semiye was one of the first Turkish women to have an education abroad. She studied psychology and sociology in France and Switzerland for 7 years. After that she lived in Paris for long years and accompanied her son Cevdet Lagaş when he was studying political sciences in Paris as well. Emine Semiye got married twice. The first was the Military Supreme Judge Mustafa Bey. The second was the renowned governor Reşit Paşa. He was her nanny's son and their marriage ended quite scandalously.

Although Emine Semiye was only two years younger than Fatma Aliye not much attention was paid to her either during her lifetime or afterwards. It can be observed that when compare to Fatma Aliye she had a more acute and untraditional approach. The literary aspect of her work has also gone unnoticed due to the fact that there are almost no studies on her work that remains either in manuscript, or has been serialized in newspapers; but then there are also novels, short stories and articles in book form. Her articles on women's rights reveal her rather unconventional stance in her period. Maybe the reason why she was not recognized during her time was her radical approach.

We have been able to find five novels, four story collections, three memoirs, one scientific work, numerous articles and letters. Her novels are *Muallime* (Governess), *Sefalet* (Poverty), *Gayya Kuyusu* (Gayya Well), *Bikes* (Orphan) and *Mükafat-ı İlahiye* (Divine Reward). Her stories; *Terbiye-i Etfâle Ait Üç Hikâye* (Three Stories Concerning the Upbringing of Children) and *Hissi Rekabet* (Emotional Rivalry), *Emir Çoban Kızları* (The Girls of Shepherd Emir), *Dilşad Hatun* (Dilsad Khatun), her memoirs; *Selanik Hatıraları* (Salonica Memoirs), *Kalem Tecrübeleri* (Experiences of the Pen) ve *Hürriyet Kokuları* (The Scent of Liberty). Her scientific work include *Hülâsa-i İlm-i Hesap* (Summary of Scientific Calcula-

tions) and *İktitaf* (Extract) which contains her work that appeared in the women's paper *Hanımlara Mahsus Gazete.* She also has published articles on children's education, feminism and other subjects, along with letters.

Emine Semiye penned her novels and short stories with a feminine sensibility. She treated issues concerning women frequently in her novels. Her treatment sometimes appears as the silhouette of an educated woman that is reading a book, and sometimes a woman who works to earn a living. In *Muallime* Bihbude tries to earn a living by teaching. In *Gayya Kuyusu* Rezin starts to work as a tailor in order to ameliorate the dire financial situation they find themselves in. Another issue she tackles in her novels and short stories is the change in our understanding of love and marriage with the advent of westernization. During this period Şinasi with *Şair Evlenmesi* (Marriage of the Poet) and Şemsettin Sami *Taaşşuk-ı Talat ve Fıtnat* (The Love of Talat and Fitnat) criticize arranged marriages. Staying within the current discourse of the time the women in Emine Semiye's novels also marry men they know rather than get married through arranged marriages. In *Bikes* the Memune and Raci who do not know they were betrothed when infants get to know each other, fall in love and marry. In the same novel Muti and Teveccüh also fall in love and marry. In Emine Semiye's novels women are usually strong characters. In *Mükafat-ı İlahiye* Alis is a strong enough woman to divorce her husband who dries up the wealth he has inherited from his father due to his addiction to drink and gambling and who ends up having to beg people for money. In *Sefalet* Sabite tries to save her fortune which has been taken away from her through deception on the one hand and tries to stand on her two feet in the face of hunger on the other. Emine Semiye places special emphasis on the education of children in her novels and particularly short-stories. Her view on polygamy is similar to Fatma Aliye's. In Fatma Aliye's novel *Muhadarat* the protagonist Fazıla stays silent when he marries a second time due to the fact that they have not been able to have children. However, Fazıla objects to her husband marrying another time when the two *cariyes* he has taken have already become pregnant. In Emine Semiye's novel *Sefalet* Zümrüt Hanım similarly says nothing when her husband takes a second wife because they have no children. Both writers regard polygamy legitimate only when the couple can have no children. Other than women's issues Emine Semiye also treats other subjects such as errors in children's upbringing, class confrontation, 'wrong' westernization, social issues and superstitions in her short stories and novels.

Emine Semiye is not considered within the Servet-i Fünûn literary school, however, her work has been considerably influenced by it. She herself speaks of this influence in her book *Kalem Tecrübeleri* (Expriences of the Pen):

"-An able member of our extended family recommended me to practice Edebiyat-ı Cedide (New Literature) and told me to write with 'new ideas'. This bore its fruit during the three and a half years I spent in Serez, and my efforts resulted in the first volume of the book. After writing Hayat-ı Mufazzal (A Privileged Life) which comprises the first part, the difficulty of my change of idiom slowly led me to go back and retain my old style of writing, however, I tried to add new colour to it. I was trying to record my own insignificant life and my usage of the new style smacked of mimicry and so I left it. I considered the work of Cenab, Fikret and other literary figures of this new style and then decided to write in a way that fitted the development of my own life and thus I acquired a style I could call my own; if it's not good enough to read, I ask those who aim to read it to consider my female weaknesses and inform me of their assessments so that it may further my thought processes."[1]

This statement reveals that Emine Semiye was influenced by the literature of Serveti Fünûn. Just as in style, the influence of Serveti Funun in subject matter is also quite evident. The clash between truth and imagination, the desire to flee and suicide are among the chief themes of Serveti Fünûn. "The chief theme of hating the bitter truth and living in the imagination brings along certain side-themes. The writers of this period that display a great difference from those that have gone before them have treated a trope that has become quite a distinct feature of this literature. This dangerous trope that entered Turkish literature with Tanzimat was that of suicide." (Akay 1998:179). In Emine Semiye's novels there are also characters who like to dream, who have plans of escape and tendency for suicide. In *Sefalet* Hayati experiences the clash between harsh reality and his dreams. In *Bikes* Memune, in *Muallime* Bihbude try to flee when they are faced with difficulties. Such that when Memune realizes that she can't run away she chooses suicide as a way out, however, she is saved by her brother Muti at the last minute. In *Sefalet* Mahir who loses all his money seeks escape in suicide. In *Muallime* when Mahsul Bey goes to visit the grave of his wife, he chooses the way through the cliff although he runs the risk of falling- pointing to his tendency for suicide as well. In the same novel Mahsul Bey's wife Saadet Hanım commits suicide when her illegitimate affair with her daughter's fi-

1 Emine Semiye Hayatı, *Fikir Dünyası, Sanatı, Eserleri. 2010,* Basılmamış doktora tezi.

ancé Sehil is revealed. The suicide of Saadet in *Muallime* shows similaries with Bihter's suicide in Halit Ziya's *Aşk-ı Memnu.* Just like Saadet, when Bihter's forbidden love affair with her young lover comes out to the open she takes her own life.

In her *Selanik Hatıraları* Emine Semiye compiled her work that appeared in the *Mütalaa Gazetesi* newspaper that appeared in Salonica for which she was the editor; in *İktitaf* she compiled her work for the women's newspaper *Hanımlara Mahsus Gazete.* The subjects treated in *Selanik Hatıraları* and *İktitaf* show many similarities to the ones in her novels and short stories. In the said memoirs she speaks of issues from children's upbringing to the wrong kind of westernization, education in general and womanhood. Her numerous articles on the political issues of the day have also been published in many newspapers and magazines. Emine Semiye lived in Serez between 1905-1908 while her husband was the governor of the principality. In her *Kalem Tecrübeleri* she speaks of her experiences in Serez. The larger part of the memoir spans the time period 23 July -7 September 1906 which she spent in the highlands of Serez. Şefika Kurnaz says the following about the travelogue nature of *Kalem Tecrübeleri*:

"Emine Semiye spent nearly two months of the summer of 1906 in the Serez Highland and she recorded the area's history, buildings, picnic places, mountains, hills, flora, fountains, brooks, nomads, natural medicine, traditions, beliefs and entertainments in detail. Her depiction provides one of the last vestiges of a culture that has ended with the exchange of populations with Greece, with the removal of Muslims from the area. The sections about the Serez Highlands are important not only because they provide the last picture of Turkish life in these areas but also because they are first pieces of travelogue writing that has come from the pen of a female writer in Turkish literature." (Kurnaz, 2008).

In *Hürriyet Kokuları* Emine Semiye compiled her articles that deal with politics and women's issues that appeared in various Salonican papers in the period 1908-1909. She says that she penned *Hürriyet Kokuları* for her experience to provide an example for coming generations and for her work to survive her own demise: "I should consider myself lucky if this work provides a beneficial lesson concerning the strife of life… If not, let it remain my small inscription on morals."[2] Her scientific work is her work of arithmetic called *Hülasa-i İlm-i Hesap*.

In the period of Tanzimat women started to seek solutions to their problems by voicing in them in various publications. Thus, intellectual Ottoman women developed a

2 Emine Semiye, *Hürriyet Kokuları,* Milli Ktp, Yz. A 2693. p.6.

common women's consciousness, a common 'women's ideal'. This is the period when the foundations of Ottoman feminism were laid. Women writers formed a women's movement with their works in different fields, such as fiction writing and journalism. Emine Semiye was very active in this movement.

Emine Semiye believed that womanhood had been denigrated for centuries, and she bears traces of a more radical stance than Fatma Aliye. She believes that the nations that give importance to women reach the highest level of civilization: "The nations who care about the progress and education of women who make up the greater part of the human race enjoy the highest levels of civilization today. For the soul of the family is woman, the cradle of humanity is woman, the treasure of hope is woman!" (Emine Semiye 1325: 3). Emine Semiye says that Ottoman women can be found at the highest posts of society and that they present a wealth of humanity; she wants to give them a sense of pride. Sometimes she looks down on men who try to denigrate women and criticizes them in a playful manner. She says that there is no difference between men and women when it comes to intellect:

"Yes ma'am, yes sir, medically there is no difference between the brains of men and women. In USA schools where girls and boys take the same classes, the number of girl students who distinguish themselves by way of their comprehension are equal in number to the boy students, and the great teachers of that country who took note of this have concluded that there is no difference between the brains of men and women.

Concerning this I have also gathered information from doctors. They even add that women's intellect, that their spirituality adds extra affection and care." (Emine Semiye 1325: 3).

Men trying to "pacify women with lullabies full of compliment" will not have their way. According to Emine Semiye men either point to certain "oppressive powers" against women' movement or try to pacify women with lullabies full of compliments to prevent them from realizing their womanhood. Emine Semiye says that these efforts of men will amount to nothing and that women who have "forgotten their womanhood" are now being replaced by a generation that call the men to task as "you blind men!" (Zihnioğlu 1999: 8-9).

During the second constitutional period there was an understanding that the principles of liberty and equality would also benefit women. However, this did not come to pass and there was no change in women's situation. Seeing this, writers who defended women's rights elt dejected and when criticizing the situation used an angry and

depressed idiom. One of these writers is Emine Semiye. In her "From Whom Shall We Ask for the Emancipation of Women?" she speaks, without giving his name, of one of the high officials of the ruling Party of Unity and Progress, of how before the constitution she had asked for the restitution of rights for women, how he assured her that they would see it after the constitution is declared, and how, afterwards when they were in government, he did not keep his word. Emine Semiye states that the emancipation of women can be realized only through the struggle of women themselves: "Since our men do not think about us… that they think about us as the last issue, we have to think about our own situation, and it is women themselves who have to see to it that our future generations of women are educated in a way that befits the civilized world, that they are not deprived of any women's or human rights." (Emine Semiye 1325: 733)

In the conference that the Party of Union and Progress held in Salonica for women on 1st August 1908, Emine Semiye criticized the pressures on women's dress code by saying "The clothing up that Islam orders us to keep is not this ill-fitting covering that we practice today" She gave start to the struggle with the following words to the public "We are trying our best to attain liberty of our persons which is our due right" eight months after the second constitution was put in place." (Zihnioğlu 2003: 54).

The articles of the first female writers (1869-1908), especially those of Fatma Aliye and Emine Semiye were published in the many women's magazines that started to be published in the environment of freedom that followed right after the revolution of 1908. These articles play an important role raising the awareness of the coming generation to women's issues. We see that the mission that Fatma Aliye and Emine Semiye took on in this period was later passed on to Halide Edip, Şükufe Nihal and especially Nezihe Muhiddin. Although they differed in their political views and suggestions for solutions these names that followed on the footsteps of Fatma Aliye and Emine Semiye took women's struggle for their right unto future generations.

Women, who with every passing day started to become more visible in public life also tried to enter the sphere of politics which was considered to be exclusive to men only. Ottoman women's participation in political life takes off after the declaration of the second constitutional period. That Turkish women should start to be visible in political life was a great step for the period even though there were gradual changes in women's lives. Emine Semiye was one of the first Turkish women to be active in political life. She was among the active members of Ottoman Democrat Party, and the Party

of Union and Progress. During the Edirne governorship of her second husband Reşit Paşa she participated in the secret meeting of the Party of Union and Progress. Bernard Caporal relates in *Revue du Musulman* that Emine Semiye was the president of the Women's Revolution Committee of party in Salonica. (Caporal 1999:150). Emine Semiye continued this activity in the coming years and then fled to Paris. This led to her divorce with Reşit Paşa. In order to sketch the history of Turkish women's participation in politics, it is essential to have a good understanding of Emine Semiye's presence in the political sphere as a woman.

After the declaration of the second constitutional period women started to articulate their request for freedom through the press. The number of women's newspapers and magazines in which women could express and define themselves increased greatly during this period and this kind of press took on very important roles. Women's newspapers and magazines during this period are important when we want to observe the process of transformation of womanhood. Especially Emine Semiye's writings that have been published in various magazines and newspapers will provide us with important details about this process. Emine Semiye had realized the importance of magazines and newspapers in advancing awareness among women, and she actively used this field to this end. She was the chief editor of the newspapers *Mütalaa* and *İnci* (Pearl) published in Salonica. Apart from that her many articles appeared in the different publications such as *Hanımlara Mahsus Gazete, Ati, Kadın, Mehasin*, *Edebiyat-ı Umumiye Mecmuası, Resimli Kitap, Saadet, Bahçe, Yeni Edirne, Yeni Gazete, Yeni Asır, Şura-yı Ümmet, İnci, İzler, İnkılab, Balkan*. Emine Semiye treated issues that developed thought and morals in her articles that were published in newspapers and journals. Apart from the emancipation of women she also treated such as children's upbringing, education, science, beauty, health and even clothes.

Among the first steps that were taken in the Tanzimat period on the route to modernization, the foremost ones are the education and education of women. Before this period the Ottoman State had already opened up schools in order to keep up with advancing science and technology. However these are not establishment that cater to women. Women's education gained importance starting with the Tanzimat period and that's when women's schools started to be opened. The main aim was to ameliorate and develop the roles that women played in Ottoman social structure.

Emine Semiye started to become active in women's movement, political activity and the press in her younger years. She was

aware of the importance of women's education from the very start and she chose to become a teacher. During the period when she was in Salonica due to her husband's job, she worked as teacher and inspector in the Women's Secondary School and the Terakki Schools. In her memoirs Naciye Neyyal says the following about her education and her teaching practice:

"- This grand lady was the younger daughter of the historian Ahmed Cevdet Paşa and the sister of Fatma Aliye. Although she did not pursue education very vigilantly at first, she then started to admire her older sister Fatma Aliye's progress and thus became a good student. She wrote stories and novels, she even received prizes. Because everybody fears her fierce tongue, everyone treats her with the utmost respect. Her house is like a school, she gives lessons to the children of her friends and acquaintances." (Hürmen 2004: 259).

Emine Semiye thinks it fit to use her house like a school. However, her priority is women's education. She believes that lifting the veil of ignorance from the faces of women can be only through education:

"- Because the intellectual education that would befit the name of 'woman' is not given in our schools- do you realize how important it becomes for enlightened women of education to come together and carry over to the less fortune what we have together by way of information and solutions so that we can make some dent in the veil of ignorance that seems to hang over the faces of women of Islam? Do you realize what important service this is? What important duty!"[3]

After 1920 Emine Semiye went to Beirut with Halide Edip in order to educate the upcoming teachers of the Republic. In later years she taught in various towns of Anatolia; she taught literature and Turkish in the Girls' Teacher Schools in Edirne, Sivas, Ordu and Adana.

In the years of Tanzimat, especially in the period after the declaration of the second constitution women's organizations were set up and they became centers of activity. In these organizations women helped soldiers and the families of soldiers especially during the war years. Although the activities of these organizations may seem strictly 'feminine' some of these organizations also carried out activities for the advancement of the educational and intellectual worlds of women.

These women's organizations were mostly founded by the daughters of prestigious families in Istanbul. Likewise, Ahmet Cevdet Paşa's daughters were active in these efforts. In 1908 Fatma Aliye founded Cemiyet-i İmdâdiye (Philantrophic Organization) for helping the soldiers at the front, and

3 *Hürriyet Kokuları*, s.7.

again in Emine Semiye founded Şefkat-i Nisvan (Women's Affection) in Salonica and Hizmet-i Nisvan (Service of Women) in Edirne. Şefkat-i Nisvan was a very active organization and branches were opened in Salonica, Edirne, Konya and Samsun. Among the activities of this organization was supporting women's education, helping them set up small businesses and contribute to production. Women made and sold handmade materials in order to provide funds for this organization. Hizmet-i Nisvan on the other hand worked in the areas of helping women get into business life and to promote more practical clothing styles.

Besides being a writer, a women's right activist, a political activist, journalist, teacher and founding member of various organizations, Emine Semiye also worked as a nurse. During the Balkan Wars Emine Semiye wanted to work at the Etfal (Children's) Hospital and found a way to get employment there. Under the supervision of Besim Ömer Paşa, who is one of the leading figures of the history of Turkish medicine, she helped in the nursing of wounded soldiers during the Çanakkale War. In later years she also worked at the Şişli Etfal Hospital as a volunteer nurse.

Emine Semiye was a pioneering intellectual Ottoman woman whose life spanned the transformation and reconstruction years in Turkey starting from the Tanzimat period to the Republican years. Throughout this historical process she was visible in the public sphere as a writer, politician, women's rights advocate and educator. As the younger sister of Fatma Aliye, her radical stance brought attention to both her literary endeavors and other activities. It is hoped that with time her works which still remain in manuscript form will be better known and this will help us place her more specifically within Turkish literature and Turkish women's movement.

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AYDIN BİR OSMANLI KADINI: EMİNE SEMİYE

Özet: Tanzimat'ın önde gelen devlet adamlarından Ahmet Cevdet Paşa'nın kızı Emine Semiye devri içerisinde aktif olarak kadın hareketlerinde öncülük görevini ablası Fatma Aliye Hanım'la birlikte yüklenmiştir. O yazar, siyasetçi, gazeteci, öğretmen ve hemşire olarak oldukça renkli bir kimliğe sahiptir. Emine Semiye hem çeşitli gazetelerdeki yazılarında hem de edebî eserlerinde siyasi konular, kadın hakları, feminizm, çocuk terbiyesi gibi konular üzerinde durmuştur. El yazması ve tefrika halinde olan eserleri üzerinde şu ana kadar birkaç makale dışında çalışılmadığı için edebî kimliği de bütünüyle değerlendirilememiştir. Bu çalışmada Emine Semiye'nin siyasi, edebi kimliği ve kadın hareketleri içerisindeki yeri belirginleştirilerek Türk edebiyatı ve Türk kadın hareketi içerisinde hak ettiği yeri alabilmesi hedeflenmektedir.

Anahtar Kelimeler: Emine Semiye, Feminizm, Kadın Hareketi

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PARADIGM CHANGES IN TURKEY'S MIDDLE EAST POLICY: AKP PERIOD'S TURKISH FOREIGN POLICY AND EFFECTS ON THE MIDDLE EAST[1]

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Abstract: Republic of Turkey has followed peaceful foreign policies by staying away from conflicts, which can be regarded as passive policy, based on *"Peace at home, peace in the world"* philosophy. Although this policy seems to be consistent within itself; it also includes a structure which changes according to developing events and ruling parties. With reference to Turgut Ozal's political stance that aims at establishing friendly relations especially with countries in the old Ottoman Empire geography, which is called as *"Neo-Ottomanism";* the most significant breaking point in Turkish foreign politics might be the period of Justice and Development Party (AKP), after 2002. AKP, which has come into power on November 2002, has also brought a political understanding which meant an important breaking in the traditional Turkish foreign policy. According to this stance; Turkey is a central country with power to influence a wide geography, other than just being a neighboring country of Europe, Middle East and Central Asia. The most striking developments in AKP period's foreign politics is experienced in the axis of Middle-East. Lead by Ahmet Davutoglu, who appeared with strategic depth thesis, Turkey has managed to become a much more active player of Middle-East. While some people evaluate the period's foreign politics understanding as deviation from Turkey's political stance, some people evaluate it in scope of idealism and applaud. In this regard, people are making errors by ignoring some positive developments or ignoring some mistakes in the foreign politics. Among all these disputes, there is also the fact that today the peoples of Middle-East societies are feeling sympathy and respect for Turks and Turkey than ever before, considering the whole history of Republic. Purpose of this study is to evaluate what happened to the desire of making Turkey a more active player in the region (which was started in Ozal period) with AKP's *"Strategic Depth"* policy and how this policy influences the people in the geography, in scope of Middle-East.

Keywords: Turkish Foreign Politics, Paradigm Shift, Neo-Ottomanism, Strategic Depth, Middle-East, Middle-East Policy of Turkey

1 Abstract This study was presented as the 1 st International Congress on Culture and Society.

PREAMBLE

Republic of Turkey has followed a policy with negative apperance towards the Middle-East until a near time period since its foundation. Turning back on neighbouring people and countries with same cultural climate that have lived in the same geography for hundreds of years made Middle East a very far place for Turkey. Determination of preferences of Republic of Turkey in favor of the West during the foundation years with very clear lines, absolute disengagement from Ottoman geography, hostility towards Arabs mixed with many baseless rumors, and obeying American foreign policy with cold war paradigm have shares in this scenery. (Cubukçu, 2009) Republic of Turkey, who stepped forward with claim of becoming a western, modern state, saw the Middle East as a dangerous area and preferred to stay out of this area as far as possible. The idea that any attempt and contact with the region would harm Turkey's western character and would cause Turkey to be perceived as a Middle Eastern state caused Turkish administrators to stay out of the region as much as possible. On the other hand, seeing Middle East as identical to specific features, which were tried to be erased by the administration of republic, and the belief that Arabs betrayed the Ottoman Empire made the distance further. (Uslu, 2010:147) In addition of Turkey's choosing to integrate with the West, Middle East countries had serious problems with Western countries and newly founded Israel in scope of resolving the colonialism and this was effective in creating the distance between Turkey and the Middle East, too. Turkey in the eye of Middle East countries and people has no meaning other than being the ally of West and Israel, against whom they fight for honor. Although it has general characteristics, it can't be said that Turkey's Middle East policy has a stable feature. In this policy, an appearance which changes depending on time, events and ruling parties can be mentioned. Turkey, during the times of having problems with the West, became closer to Middle East countries from time to time to gain their support. In scope of this, Turkey showed a behavior that supported Arabian thesis in the international arena during Middle East crisis situations. For example, declaration of Turkey that the bases in Turkey could not be used by USA for intervention to Middle East developments, and continuing this behavior for a long time can be evaluated in this scope. Despite all these developments, the fact that Turkey's foreign policy's main axis was integration and cooperation with West never changed; Turkey never saw the Middle East as an alternative.

Western biased foreign policy understanding obliged Turkey to act, from time to time,

against its interests. Turkish administrators, in order not to become separated with the West and to save their strategical importance in the eye of West, did not hesitate to support Western, or rather American policies, despite of creating dangers for their own safety during Middle East developments in 1990's. (Uslu, 2010:148)

Removal of biggest enemy perception as the result of ending of Cold War era and Russia's becoming divided and emergence of independent Turkish states and such factors created the desire to move more independently for Turkish administrators. In creation of these desires, Ozal, who left his mark on Turkey's ten years and who, maybe for the first time literally carried out independent and active foreign policy moves, had big influence.

Justice and Development Party (AKP) who came to power on November-2002, brought about some doubts towards itself within the country and abroad. AKP government, who was aware of all of these, tried to show that a serious deviation from the traditional West-biased foreign policy would not be realized, by making attempts for especially USA and EU.

In addition to this, some political reforms with determination for democracy were realized, some social services were offered to satisfy the people and an important economical development rate was obtained and AKP government tried to establish global and especially regional relations to strengthen Turkey's hand against the West or which may be used in a strong way when West left them alone, without seriously harming relations with the West in foreign policy. Bad history of West in terms of standing behind Turkey when it is necessary was effective in creation of such a policy. Although cooperation and partnership works were carried out, the West never showed behaviors to make Turkey feel that there was a place among them for Turkey.

AKP's Turkey noticed in the last ten years that there was no guaranteed place in the West for them and while performing reforms regarding the aspects that mad it weaker against the West, also made attempts to essentially protect its position and interests in scope of principles adopted by the West in foreign policy.

Without doubt, Turkey's Middle East policy is the first among the fields where the new foreign policy, which was created in the last ten years with AKP governments, makes itself felt. In this period Turkey gave importance to having normal relations with all of its neighbours, creating a safety ring around the Middle East that is one of the most prominent regions of the world in terms of security problems, by solving problems with them and to prepare a ground to move

more freely regarding domestic and especially foreign policies.

New foreign policy performed in Middle East stimulated the historical, cultural and social bonds in the region and the countries, to which Turkey turned its back for long years, became strategical superiority and plus values for Turkey. This state made Turkey stronger in regional and global scale. Especially when interests and policies of West and other global powers regarding the region are thought about, Turkey will become a more indispensable country for their regional policies with each passing day. Correct strategy and moves in the Middle East, where very fragile balances and equations take place, can create a world in which restraining moulds of Turkey in foreign policy are broken, Turkey leaves its mark in the region with own identity and becomes an indispensable partner ofr the west by following the path of becoming a global power. Otherwise no one can find the courage to talk about the things that are lost.

MIDDLE EAST AND ITS IMPORTANCE

There are various geographical descriptions for the Middle East. In the wide meaning the region extending from Marrakech to Bangladesh, from Georgia to Sudan is defined as the Middle East. It is suitable to define the Middle East in the narrow meaning as the region that neighbors our East and South borders and between the Mediterranean Sea and Afghanistan, which includes Arabian Peninsula and Egypt. (Oztek, 2009:6)

Middle East is one of the most important locations of the world thanks to its rich natural resources and strategical features. In addition to these, being the emergence area of many religions and existence of many places which are deemed as holy by such religions, creation of a very different picture in terms of origin, culture and beliefs by the people living in the region turned the Middle East into an unstable geography of numerous and neverending crises, conflicts and wars.

The structure of the population living in the region includes mainly Iranians, Afghans, Pakistanis, Turks, Arabs, Africans, Jews and Caucasians and numerous small population groups and this mixed population structure is mainly subject to Islam's various sects, while it should also be taken into account that there is an important and energetic population of Christians and Jews. This diversity in terms of origins, cultures and beliefs from time to time plays a harming role in stability and peace in the region while the interventions of foreign powers wanting to use the factors that make the Middle East important, for their own policial and economical interests and they cause the emergence of political conflicts with long dura-

tion, which are very hard to solve. (Oztek, 2009:7)

There are numerous examples to prove that the origins, beliefs and natural richness factors are individually and together act as the reason of conflicts and wars in the region.

The idea of ruling the region which was mainly based on beliefs in the past years continued their existence until today with related conflicts by increasing, extending and getting more violent. The problems based on Muslim-Christian conflicts in the region are more limited and have small scale when compared, while the main problem and maybe the biggest of the problems is based on Muslim-Jew disagreement and conflict. The problems and conflicts which are generally observed between the Muslims and Jews actually show Jew-Arab problem characteristic and it became symbolized and concrete with Israel state and Palestine Community. This problem gained a wider and more complex state with the foundation of Israel and it can be said that it earned an identity where, in a way, all global powers intervene in addition of Israel and Muslim countries.

Especially learning the fact that the Middle East was the base of oil which became a strategic and indispensable element since the beginning of twentieth century made this region an open target for the major states. Middle East was exposed to diplomatic and military attacks, from time to time, of Westerns states that want to become dominant in the region, during the first half of 19. century. With the completion of industrial revolution the region became a geoeconomic geography as a big marketplace and an indispensable resource for the industrial raw materials. It had such importance that it was impossible to be a big state for a country who could not take place in the region in a way and who could not invade a place in the region. Occupation of the region by big European states which started at the end of 19. century and completion of the occupation and sharing in the first quarter of 20. century creates an important argument to explain the importance of this geography. It is a fact talked by everyone that the main idea behind the occupation of Iraq with claim of bringing democracy to the region and controlling the Middle East, which was seen as the center of global terror, was controlling and getting shares from the regional oil resources. USSR and then USA occpupation of Afghanistan in 1979 and USA's keeping Iran continuosly under threat with the assumption that it could constitute a nuclear threat are all because of strategical importance and controversial structure of Middle East that includes very sensitive balances.

There are other factors that make Middle East important in the international arena

other than the oil. The region also forms the connection line of Afria, Asia and Europe and includes world's most important air, land and sea transportation and commercial routes, which add to its importance. It is possible to reach Europe from Asia via Iran-Anatolia route and the routes coming from east via Mesopotamia connects to East Mediterranean Sea, with Egypt and African continent via the Sinai Peninsula. Similarly, some routes along East Mediterranean coasts reach the interior parts of Asia continent via Anatolia and Iraq-Iran, which adds to importance of Middle East. (Erendil,1992:32) From this angle, ending of oil or the dependency on oil will not remove the strategic importance of the region.

Another reason that makes the Middle East problematic and fragile is the demographic structure of Arab communities. Although they seem the gather under Arab upper identity, the hostiliy among the tribes along the history still continues and creates an obstacle that prevents the unity of numerous Arab states literally, which are founded artificially. Their not being able to move together even for such a vital subject as Arab-Israel problem supports this thesis. This fact is the reason behind not being efficient enough at regional and global scale for the Arab League founded by Arabian coutnries and Islamic Conference Organization whose members are mainly Arab countries.

Middle East will always be the conflict area of global powers in this scope and be one of the most attractive and important regions of the world that includes rich energy resources, geostrategic position, potential conflicts with complex demographic structure, ethhic-nationalist and radical religious movements and events. Developing and following a foreign policy in this region, which includes very sensitive balances, with the same sensitivity has great importance for own safety in addition to its desire of becoming a regional and global power.

HISTORICAL COURSE OF TURKEY'S MIDDLE EAST POLICY:

Middle East, from 1517 until 1918 when it was lost, was under the rule of Ottoman Empire for 400 years. Republic of Turkey, which was founded after the Ottoman Empire, followed a political line that almost ignored this region by avoiding the continuance of relationship with the region despite of many strong religious, political, cultural etc. bonds that were created during this long sovereignity process of four hundred years. As mentioned above, choosing West as the political preferrence of Republic of Turkey, Arab hostiliy based on various rumors, and the ideas that having strong relationships with the region would cause Turkey to be

perceived as an underdeveloped Middle East state and would damage Turkey's Western character were efficient in this. Middle East's identical appearance with some features which were tried to be erased by the Administration of Republic shall also be considered to be effective in this situation.

Founders of the republic looked for the reasons of Ottoman Empire's collapse in its religious and traditional roots, and perceived the East and naturally the Islamic geography as the soruce of backwardness and barbarity. During many long following years and even today, there is no significant change in this perspective towards Middle East among the most political actors of Turkey.

Behavior of Turkey and Turkish society towards Middle East societies were similarly shown towards Turkey and Turks in the Muslim societies and states in the region. In many Middle East countries which were quickly colonised with I. World War, The English and French blamed Turks for every bad thing and tried to create a permanent conflict between Turks and the people in the region. In time Middle East countries declared their independence one by one, but this time the leaders such as Saddam Hussein and Nasir tried to reduce the interest of local people towards Turks with Arab nationalism and create hostiliy between Turks and Arabs. In other words, the slander campaigns against Turkey during colonialism period were continued by Arab nationalists this time, during their effort to constitute a nation-state. (Laciner,2009) This situation accelerated the separation of Turkey and Middle East societies and created damages which are very hard to mend.

The political line which was determined for Middle East during the foundation of republic, despite of some partial changes and becoming softer, continued until a very near time. 2. The new world order created with the World War deeply influenced Turkey's foreign policy. The threats from Soviets after war made Turkey become closer with the West. Turkey's inclining towards the West influenced its Middle East policy indirectly. Turkey, with its NATO membership in 1952, followed a policy in Middle East in parallel with NATO and tried to prove that it was a good ally for the West.

A foreign policy indexed to USA was followed in this period as becoming a member of NATO was the priority of country. Supporting the colonialist country France instead of Algeria during Algeria's independence, following policies defending Western Block at Bandung Conference caused isolation of Turkey regarding third world countries - therefore Middle East/Arab countries. (Sonmezoglu, 2006: 362-363)

For a long time Turkey's relationship with the region were necessary and basically

safety relationships. In 1950's Turkey regarded its own national interests and Western world's interests identical and therefore it was perceived in the Middle East as the "Agent of the West". As the result of Jupiter missile crisis, Johnson letter, poppy plantation crisis with USA, weapon embargo and other unpleasent experiences; Turkey personally experienced the problems of following a one-dimensional foreign policy by paying high prices and especially after 1964, a multi-dimensional foreign policy was required. In this scope the relations with Middle East countries were tried to be improved but Turkey was not able to develop a foreign policy apart from West in Middle East because of various reasons. (Laciner,2009)

Some obligatory reasons that prevent developing an independent Middle East policy can be mentioned. It could not be expected from Turkey to act differently during a period where each country felt the obligation of standing behind USA or Soviets during the cold war conditions. Another one is the economical reasons. Of course it would not be possible to talk about an independent policy where Turkey even had difficulties of providing the most basic services and where it had no significant existence economically. As mentioned, the negative political behavior adopted during the foundation of Republic penetrated Turkey's foreign political line and prevented an independent Middle East policy to be developed. Because perceiving the Arabian world as the symbol of Islamism and backwardness created some contradictions for Turkey on its way of becoming a Western contry.

Laciner (Laciner,2009) states that another factor which prevented establishing a strong bond with Middle East was ignorance. According to him although Turks ruled the region for hundreds of years, their uninterestedness caused ignorance, ignorance caused prejudices and more ignorance. From regular people on the streets to Turkish politicians and some intellectuals, there are many people who think Iran is an Arab country and who regard Tunisia, Syria, Iraq and similar countries, which are far more secular and secularistic than Turkey, as religious countries just because they were Arabs.

It was mentioned before that Turkey felt the necessity of creating a multidimensional foreign policy since 1964. In this scope this period became the years to follow policies of getting closer with Middle East. The most important reason of Turkey approaching towards Middle East without doubt is, of course in addition to other factors, is the disappointment in Western World and diplomatic support need in Cyprus problem.

Turkey gradually became closer with Middle East countries as the result of problems experienced with Western Europe-Northern

America axis generally during 1960's and 1970's, and followed a policy close to Arab countries in 1967 War. (Sonmezoglu, 2006: 362-363) It participated in Islam Summit Meeting organized on March 1970 despite of reservations towards secularism in foundation of Islamic Conference Organization and although it did not cut diplomatic relations with Israel, it gained support of Arab states for Cyprus problem. (Oran, 2006:792-793)

Ending of Cold War era and collapse of Soviets turned Turkey into a more active power in the international field. In this new conjuncture Turkey faced a unique chance to expand its influence area in Caucasia, Balkans and Middle East in addition to Central Asia by using cultural and historical values. Turkey became isolated at an important degree when a strong reaction was shown against 12th September coup d'etat by the West in addition to continuing disappointment towards the West. Turkey, which noticed the impossibility of a foreign policy with single dimension and the obligation to create commercial and political relations with all regions, turned to countries and markets which were once ignored.

Years with Turgut Ozal laid the foundations of a radical change in Turkey's ideological lines. Ozal, who can be regarded as conservative and even religious, who was able to read world's fact clearly with high self-confidence, did not see any conflict between being developed and religion on the contrary to previously dominant belief in Turkish political line and accepted that Turkey had a multi-identity structure and did not have to choose one among all of them. His conservative and modern identity mad ehim a leader in peace with his own people and provided advantages to Turkey in establishing close relations with Middle East societies, from whom Turkey stood away for long years. Ozal's being interested in old Ottoman geography and expressing that Turkey had religious, historical and cultural bonds with those regions; transferring his ideas into action to establish close relations with these states and societies brought Turkey to a more respected position and contributed to heal Turkey's bad political history in this geography.

Ozal achieved many changes and firsts in foreign policy. Firstly, he blended realist approach and liberalist approach in foreign policy and made many more changes after that. Ozal efficiently made economy a part of the foreign policy. Secondly he developed the concept of *"mutual dependency"*. This is a liberal concept. Turning to Ottoman geography was started by Ozal. Foreign policy was brought to the level of people during Ozal period. (Karaosmanoglu, 2010:175-176) This political approach was taken as a model at some degree by AKP government,

which was going to emerge after ten years.

1990's are the years when Turkey experienced coalition governments. In this period where strong governments could not be established, Turkey followed a USA-biased policy in Middle East. In this period Turkey's Iran, Syria and Iraq relations were based on Kurdish Problem and PKK terror. After Ozal's ruling years, Turkey's active policy with its environment lost acceleration and gained a one-dimensional shape, at some degree because of terror.

Turkey acted in parallel with USA's Middle East policies after 11th September and gave full support to USA to make the region have a new democratic shape that is more pluralist politically and economically, which shows more respect for human rights; and concretized it by sending troops to the region for Afghanistan war and by providing open support for Iraq intervention.

FROM "NEO-OTTOMANISM" TO "STRATEGICAL DEPTH"

There are many politicians who think that the active foreign policy understanding that aims for Turkey's becoming a regional and global actor, and which is mentioned with AKP's "Strategical Depth" expression is related with the "Neo-Ottomanism" used to state Turgut Ozal period's foreign policy understanding . Actually it is a fact that both political approaches contain many projections in terms of establishing closer and friendly relations with the current geography and becoming the leader country of the region and a country whose words are paid attention to, at global scale. In this scope it is useful to know about "Neo-Ottomanism" which expresses the political line of Ozal period, to better understand AKP period's foreign policy strategy. In the second half of 1980's and at the beginning of 1990's Turkey witnessed significant events that could cause big changes in foreign policy line in its own geography. At the end of 1980's, sheltering of hundreds of thousands of Turkish citizens in Turkey as the result of Bulgaria's pressure, assimilation and exile actions on Turkish minority attracted the attention of Turkish politicians and public to Turks living in Bulgaria, the lost lands. In other words this event became the first step of an awakening in terms of reminding Turkey of its kins, which were forgotten a long time ago.

The main event that drew the attention of Turks about Turks living abroad was Turkic Republics that gained independence as the result of the collapse of Soviets at the beginning of 1990's. Dissolution of Soviets made radical changes in Turkey's foreign policy an obligation in many terms. A significant breaking was observed in position of Turkey, which had been an indispensable ally

of the West aginst the Soviets, since its first day in NATO.

Collapse of Soviets also brought about questioning about Turkey's Western and European identity. Turkey, which was treated as a Western country up to that day, or at least which looked to be treated in that way, was tried to be convinced personally by Western countries that actually it was not exactly a Western country. The attempts to persuade Turkey in becoming a part of a second group, a Mediterranean Union, in Turkey's relations with European Union at the beginning of 1990's and 2000's; Turkey's insistingly repeating its being European (Bilgin,2004: 269-291) also expresses an identity crisis at some degree, which corresponds to a political process that still continues today.

New conditions occuring in the region made it obligatory for Turkey to create a new foreign policy line. At one side the idea of opening a Turkish world extending from Adriatic to Great Wall for country's commercial and political resources, and at one side the new ideological, political and practical problems Turkey faced in relations with Western world were the basic elements that made this re-structuring obligatory. Occupation of Kuwait by Iraq and then the saving of Kuwait by an international force lead by USA with decision of United Nations Security Council, and 1991 Gulf War with Iraq's occupation, are the most important events that occured in this period of re-structuring needs. This event had critical role in restructuring of Turkey's strategical position at international degree while having a breaking at Turkish Foreign Policy. This new breaking is a paradigm shift towards foreign policy structuring defined as Neo-Ottomanism. (Karadeli,2007:38)

Basic idea of new politic line of Turkish Foreign Policy is, as opposed to those accepted and reflected until that day, includes the thesis that Turkey is a European country, as much as being a Mediterranean and Middle East country. This thesis was founded on the basis that, in order for Turkey to become a regional and global player and having a prestigious foreign policy, this could not be done without establishing close and healthy relations with the states and communities with whom Turkey has religious, historical and cultural partnerships in the old Ottoman geogprahy.

Turgut Ozal, during the time he was the prime minister and the president, always emphasized this subject and influenced Turkish Foreign Policy's basic stance by moving from this point. The foreign policy in which Ozal had faith needed to be active and proactive instead of being reactive and be prepared in accordance with country's interests and required being a side of the developments directly, by anticipating what

could happen as the result of such developments. Therefore, the policy moulded as the result of this belief and its result became a foreign policy understanding much more different than Kemalist Foreign Policy; not more westernizer and regional, but instead regionalist and realist. (Karadeli, 2007:38) Now in this new political understanding, the policy of not touching anything based on not getting involved in things whatever the cost might be regarding the regional problems was left and there will be a new Turkey that can show the courage to take the initiative by taking sides in the problems to solve them. A. Makovsky defines this as "Sweeping aside the understanding of Ankara about not taking side in Middle East conflicts". (Makovsky,1999:92)

Turkey's new political line can be evaluated as a strategic move that aims for embracing the relations with Turkish World and Turkish cultural inheritance, which aims for healing bad relations between Middle East and South Mediterranean geogprahy, with whom Turkey has common denominator of Islam. Shortly what is planned to do is, the desire to run a foreign policy in which Turkey's regional interests are in the foreground.

This re-structuring in Turkish foreign policy affected Turkey's perception by the West. In scope of the new policy Turkey, who follows a more active policy in Middle East, as mentioned before, lost value when the Soviets dissolved and regained this value with Gulf Crisis' drawing attention to the region. The perception that Turkey was a country in the Mediterranean or Europe's southeastern end was redefined for the West that it was an important ally in Middle East. Therefore Turkey revised its value in the eye of Europe and found the ground to follow a more active policy in Middle East.

Turkey will continue to get the rewards in the following years of being able to establish good relations with neighbouring countries while showing the skill to be a good ally for the West. Among these benefits, the progress obtained in relations between Israel, and based on normalization of relations between Syrica, this country's getting PKK and Abdullah Ocalan out of their borders can be mentioned. Also Turkey's being able to participate in solving the problems as the mediator in the Middle East where it followed the policy of not interfering with any problem for years shall not be seen as a thing to look down on.

Turgut Ozal's new approach that is brought to Turkish foreign policy ensured that the shy and passive policy in the republic's history of not taking the initiative and avoiding the regional problems as far as possible, not being interested with the old Ottoman geography and moral and material cultural inheritance, especially staying out of Middle East

that is identified with a Muslim identity, was left. Although some local examples were experienced before, for the first time such a strong breaking in Turkish foreign policy was observed. Although this breaking lost acceleration in ten years after Ozal, because of the difficulties in political conditions, weak governments and weak politicians in power; it seems to have gained an irreversible position in Turkish foreign policy. It would be true to say that Turkish foreign policy which is named as "Strategic Depth" by AKP government carries the genetic coeds of Ozal's new Turkish foreign policy, as some AKP politicians express from time to timne.

AKP PERIOD MIDDLE EAST POLICY'S BASIC DYNAMICS

AKP government, which rules Turkey since November 2002, accepted Ahmet Davutoglu's "Strategic Depth" concept as the basic point of origin in foreign policy. When Strategic Depth concept is considered, it is understood to be a new approach in developed geographical, historical and cultural scope, by moving from "Neo-Ottomanism" concept used to define Ozal Period's Turkish foreign policy as mentioned before. According to Ahmet Davutoglu, the strategic depth consists of the combination of a country's geographical position, historical experience depth, political and social properties. (Davutoglu,2007:7-8) According to Ahmet Davutoglu, Turkey can create a new cultural identity by blending the experienced dialectic tensions, and turn these dialectic tension parts into a more important whole (Davutoglu,2007:554). According to AKP government's new Middle East strategy, Turkey needs to have zero problems in relations with its neighbours to activate its geographical depth and turn it into strategic depth. The idea thought in scope of the new strategy is to increase the human activities culturally and economically with close neighbours and following a new policy to ensure that the values and relations produced by Turkey's environment flow to Turkey. (Turkish Times, 2004.)

Minister of Foreign Affairs Abdullah Gul revealed the new political line codes during his speech at budget negotiations on 22nd December 2003. He stated that Turkish administrators had to adopt the psychology of "founder player of dialogue atmosphere and cooperating with the neighbourhood", and big state ideal could only be carried out with such a self-confidence psychology (Gul,2003). According to Gruen (Gruen,2004:453) what the Turkish administrators do is, by being conscious that not involving in the developments and not directing them in this world's most complex and critical region would be causing harm

to Turkey; carrying out the evaluation of opportunities and challenges caused by the behaviors of states and non-state factors realistically. According to Jung (Jung,2005) Turkey will prefer to solve problems with social, cultural, economical, political and diplomatical attemtps by plumbing the depths of problems instead of using military means and forceful methods in its foreign policy in the region and become the region's active and influential player by creating trust in parties with whom it speaks and enters into cooperation in various fields.

Turkey's new foreign policy vision is based on two basic determinations. Turkey is not the peripheral country of EU, Middle East or Central Asia, it is not in the periphery of this geography, and it is a central country with power to influence a wide geography expanding to three contients. Turkey has to claim this inheritance and this historical mission and gain a role in accordance with this rich background. While we create our foreign policy vision, another fact which we take as a foundation is that Turkey cannot be defined as a regional power anymore. Turkey shall proceed on the path of becoming a global power in this historical turning point. Turkey does not need a change of route in traditional foreign policy. But we have to develop our current route with a global vision by considering the facts of the new world consciously." (Radikal,2005)

These words expressed by Prime Minister Erdogan during his 25th February 2005 *"Address to the nation"* speech can be regarded as explaining the genetic codes of Middle East policy of AKP's Turkey.

As Prime Minister Erdogan explained, there are two basic movement points in Turkey's new foreign policy concept. First of them is the subject that Turkey cannot act as an ordinary country in this strategical geography and cannot accept such a treatment. Turkey shall be perceived as a party to be considered in equations related with the region whose opinion shall be asked, who influences the policies with "*central country*" title, instead of being a country which can be persuaded by anyone to do something. Secondly, Turkey shall proceed to its target of becoming a global power, which is the further stage of being a country whose regional power is accepted.

Prime Minister Erdogan's explanation about the obligation of Turkey to become a regional power and connecting this obligation to historical, political, religious and cultural etc. partnerships which are mentioned with Turkey's regional historical inheritance and rich background expressions, are noticeable. Another noticeable point in Prime Minister Erdogan's speech is, the message given as an answer to doubts and perceptions occuring about the existence of an axis deviation in Turkey's foreign policy since

the first day AKP has been in power, which has been felt by some internal and external groups. The doubts and expectations that AKP, perceived as an Islamist party, was going to turn Republic of Turkey's West-biased traditional foreign policy into an Islam and Middle East -biased structure were loudly spoken all over the world. Prime Minister's statement that Turkey needed no route changes in Turkey's foreign policy but the traditional passive policy was going to be revised, relaxed the mentioned groups at least partially. But it is not possible to say that especially Western global powers, which are used to an obedient and passive Turkey, are glad to see the new political strategy of Turkey.

AKP's Turkey is trying to create an influence area in foeign policy in geopolitical meaning. But this influence area that is defined as "*Ottoman Geography*" which is defined as Middle East at private scale, is not pointing out a political and economical structure like EU as opposed to ideas put forward by some people. Mentioned political line emphasizes the development of political and economical relations by using region's historical, cultural and religious similarities. This emphasize at some degree is based on the desire to compensate for our political, economical and cultural losses in this geography neglected for decades by Republic of Turkey.

IMPACTS OF TURKEY'S NEW POLITICAL LINE ON MIDDLE EAST STATES AND COMMUNITIES

Turkish foreign policy that is applied by AKP government in the last years with the expression of "Strategic Depth" especially gave birth to significant results in Middle East. Without making deep analyses, it will be useful to take a look at how the followed political line has an impact on especially Muslim Middle East communities. As explained before, until a near period of Republic of Turkey's history, almost ignoring the Middle East and keeping relations with this region limited and at official level, plus regional countries' showing the same behavior caused great separation between Turkey and regional countries. In addition to this, Turkish people and mentioned people had some negative feelings because of various reasons and prejudices, which made this separation process deeper. As the simplest example, the fact that Arabs were perceived by Turks as traitors who shot them from behind, and Turks were seen by Arabs as a colonist power, despite of being based on some wrong information at large extent, it was sustained in the subconscious of the local people for long years.

Muslim communities in Middle East constitute the area in which AKP period's Turkish foreign policy is regionally the most effective. The field, in which the most progress

has been made in policy of having an active role in solution of regional problems and establishing close and sincere relations with regional countries by Turkey, was especially removing the prejudices in the minds of of Muslim communities. Middle East communities that almost never had peace after Ottoman Empire, who continuosly struggled with problems, begin to symphatize with the efforts shown to solve their problems. Especially the Arab people, who think their leaders are powerless and without the ability of taking the initiative, are showing great respect to leaders who can talk against Israel, even if they are not Arabs.

Although Muslim communities in Middle East have their own problems, Palestine issue is the common problem with priority for Arabs. From this angle, the fact that Turkey is acting more sensitively under AKP government for Palestine issue when compared to past, and displaying statements and actions to support the political expressions have been important factors that changed Muslim Middle East's negative Turkey perception. When Turkey, who provided the biggest political and financial aid to Palestine in the last years, gave an intense reaction to Israel who attacked to Gaza at the end of 2008, this was met with great surprise and admiration in Muslim communities of the region. Reluctancy of Egypt which is a prominent neighbor of Palestine among the Muslim Arab states, made Turkey's behavior more meaningful. According to Turkmen, (Turkmen;2010:34) arrival of exiled leader of Hamas, Khaled Mashal in Ankara even before the Palestine Parliament gathered after winning 2006 February Gaza election shows that Turkey adopted the Palestine issue.

While the positive atmosphere created in Middle East Muslim communities by Turkey's reaction to Gaza attack continued, one year later a big event which will maybe never be forgotten by the regional people and which was actually expected in the heart of people was realized by Turkish Prime Minister. Prime Minister Recep Tayyip Erdoğan, who *"reprimanded"* Israel President Shimon Peres because of his expressions regarding Gaza at 2009 World Economic Forum, left the forum. Israel-Palestine issue which continued for years was firstly mentioned by Republic of Turkey's Prime Minister in such a serious environment before the eyes of the world. Action of Arab League General Secretary Amr Moussa, who stood up when prime minister was leaving the forum, was the first indication of how this event would be seen by Arabs and finally, the expectations came true. Prime Minister became the new hero of Middle East and Arabs begin to see Turkey, which was once regarded as a stranger, as their brother country. This event, from one angle,

was the date when Muslim Arabs opened their hearts in addition to their geographies to Turkey.

There are of course other factors which made Turkey valuable in the eye of Middle East people. But these factors are mainly gained value as the elements that obtained importance after the atmosphere created by Davos event. Turkmen (Turkmen;2010:35) explains the factor which makes Turkey respected and attractive in the region as having Muslim people, being a democratic country and close relations carried out especially with EU, NATO and the West. It is a fact that Turkey is seen as a democratic country being able to unite the religion and modernism in the eye of Middle East people that are ruled by dictators and oppressive regimes, despite of its problematic democracy and secularism which still couldn't be put on the right track. This position makes them see Turkey with sympathy and envy.

Influence of active and prestigious foreign policy of the last years cannot be ignored in the fact that today the people in Muslim Middle East countries are interested in Turkey and Turks; they prefer products with the labels of Turkey, watching Turkish TV series at high rates and tourists from Middle East are coming to our country at unprecedented numbers and trade records are broken. Also it must be noted that direct investments at levels that may greatly contribute to Turkey's economical growth from regional countries are provided and the road is paved for Turkish companies to have business under special conditions with priority in the mentioned geography.

Turkey adopted it as a principle to help with an understanding without making discrimination between not only Middle East but also African states and people, who are living under difficult conditions and experiencing its benefits exceedingly. In addition to the efforts shown to be selected as temporary member of United Nations Security Council, almost every Middle East and Africe countries voted in favor of Turkey and Turkey achieved one of the biggest diplomatic and political successes in its history, which should not be forgotten.

RESULT

Republic of Turkey determined its political preference with very clear lines, in favor of the West because of the desire to become a westernized modern state in its foundation years. This choice brought the perception that the Middle East is a dangerous area which shall be kept away. Seeing Middle East as identical to some properties which were tried to be erased by the Republic's administration, the belief that Arabs betrayed the Ottoman Empire etc. factors caused neighbouring countries and peoples, who

lived in the same geography for hundreds of years with big cultural and belief similarities, to become alienated.

Turkey's Middle East policy showed changes from time to time depending on the time, conditions and political identities of the administrators but there had been no significant breaking in the Middle East perception which had a place in subconscious of Turkish politicians. The first serious breaking in this negative perception was experienced in the years when Turgut Ozal was in power. Turgut Ozal opened the door for radical changes in Turkey's ideological lines. It can be said that his conservative identity which even had religious features was effective in these political changes. Ozal, who had high level of self confidence and who could read the world's conditions well did not see any conflict between becoming developed and the religion, as opposed to traditional belief in Turkish political line. It can be said that this identity provided advantages to Turkey in terms of establishing closer relations with Middle East communities, from whom Turkey stood away for long years. Ozal's being interested in old Ottoman geography and expressing that Turkey had religious, historical and cultural bonds with those regions; transferring this belief into action to establish close relations with these states and societies contributed to heal Turkey's bad political history in this geography.

AKP, which came to power on November 2002, accepted Ahmet Davutoglu's "Strategic Depth" concept as the basic point of origin in foreign policy. This political understanding can be seen as a more systematic and advanced level version of Ozal period's Turkish foreign policy, which was based on geographical, historical and cultural scope. The new political line in Turkish Foreign Policy is based on the thesis that Turkey is also a Mediterranean and Middle East country in addition of being a European country. If Turkey wants to become a regional and global player this cannot be done without establishing healthy and close relations with states and communities who have religious, historical and cultural bonds between Turkey and which are located at old Ottoman geography. Turkey has made a strategic move with which Turkey's regional interests are brought to forefront by aiming to heal bad relations with Middle East and South Mediterranean geography, with whom Turkey shares Islam as the common denominator, and this move has become succesful at a rate that can be called good.

The new political understanding was applied at the point of breaking the deep rooted prejudices in the minds of Muslim communities of Middle East. Palestine issue is the common issue of especially Muslim Arab communities with high priority, in Middle East. From this angle, the fact that Turkey

of AKP is acting more sensitively for Palestine issue when compared to past, and displaying emotional behaviors in addition of the political efforts to solve the issue have been important factors that changed Muslim Middle East communities' negative Turkey perception.

In addition of providing serious amounts of political and financial support to Palestine, Turkey's giving a more intense reaction to Israel who attacked Gaza when compared to other Arab and Muslim countries became the beginning of a serious breaking in positive meaning regarding the perception of Turkey in the eyes of Muslim Middle East communities. Prime Minister Recep Tayyip Erdogan's reprimanding Israel President Shimon Peres at 2009 World Economic Forum because of his expressions regarding Gaza was met with great admiration of Muslim communities in this geography. Prime Minister became the new hero of Middle East while Turkey was started to be seen as a brother country by Arabs. In a sense this event is the date when Middle East geography's doors are opened fully for Turkey. In addition of adopting the Palestine issue, Turkey's being seen as a modern Western country, being perceived as a country that combined the religion and modernism, made Turkey more prestigious and sympathetic in the eyes of Middle East peoples, who are governed by dictators and oppressive regimes.There, are many measureable results of the newly applied political understanding for Turkey, in the Middle East. Reaching record levels in terms of trade relations and becoming people's choice just because of being Turkish trademarks, regional capital which is turning towards Turkey with big investments, Turkish companies' being able to find investment possibilities in Middle East more easily, high level of increase in number of tourists coming from region to Turkey can be counted among these. Moreover a Turk was selected as the general secretary of Islamic Conference Organization; plus almost every Middle East and Africa country voted in favor of Turkey's candidacy for United Nations Security Council temporary membership and Turkey achieved one of the biggest diplomatical and political successes of its history, and all of them are the results of this active regional policy.

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TÜRKİYE'NİN ORTA DOĞU POLİTİKASINDA PARADİGMA DEĞİŞİMLERİ: AKP DÖNEMİ TÜRK DIŞ POLİTİKASI VE ORTADOĞU'YA ETKİLERİ

Özet: Bu çalışmada genelde Türkiye Cumhuriyeti'nin Orta Doğu politikasının temel dinamikleri ve tarihi süreç içerisinde Türkiye'nin Orta Doğu politikasında meydana gelen evrimleler; özelde ise 2002 yılından bu yana iktidarda bulunan AKP hükümetinin uygulamaya koyduğu *"Stratejik Derinlik"* politikasının Türkiye- Orta-Doğu ilişkilerine etkileri ele alınmıştır. Çalışmada önce Orta Doğu'nun, sahip olduğu zengin doğal kaynakları ve stratejik özellikleri nedeniyle dünyanın en önemli noktalarından birini oluşturduğu ve bu özelliğinin Orta Doğu'yu bitmek tükenmek bilmeyen krizlerin, sayısız çatışmaların, savaşların yaşandığı istikrarsız bir coğrafyaya dönüştürdüğü üzerinde durulmuştur. Osmanlıdan sonra kurulan Türkiye Cumhuriyeti'nin, dört yüzyıllık uzun bir hâkimiyet sürecine ve bu süreçte oluşmuş güçlü dini, siyasi, kültürel vb. birçok bağa rağmen bölgeyle ilişkilerini sürdürmekten kaçınmasının, adeta bu bölgeyi yok sayan bir politik çizgi benimsemesinin gerekçeleri üzerinde durulmuştur. Türkiye'nin Orta Doğu politikasında belli politik sebeplerle ortaya çıkan evrimleler üzerinde durulmuştur. Bu bağlamda 2. Dünya Savaşı'nın sona ermesiyle ve artan Rusya tehditleriyle birlikte Türkiye'nin tamamen Batıya endeksli bir politika izlediği, 1952 yılında gerçekleşen NATO üyeliğiyle birlikte Türkiye'nin, Ortadoğu'da NATO çizgisinde bir politika izlediği ve Batı'ya iyi bir müttefik olduğunu ispatlamaya çalıştığı tespiti yapılmıştır. 1960'lar ve 1970'lerde, Batı'yla yaşanan sorunlar sonucunda Türkiye'nin Ortadoğu ülkeleri ile yakınlaştığı, İsrail ile dostluk ilişkisi olmasına karşın 1967 Savaşı'nda Arap ülkelerine yakın bir politika izlediği ve bu çerçevede 1970 Mart ayında düzenlenen İslam Zirve Konferansı'na katılarak Kıbrıs Sorunu'nda Arap devletlerinin desteğini kazanmaya çalıştığı tespit edilmiştir. Soğuk Savaş döneminin kapanması ve Sovyetlerin yıkılmasının, Türkiye'yi uluslararası alanda çok daha aktif bir güç haline getirdiği, Türkiye'nin bu yeni konjonktürde kültürel ve tarihsel değerlerini kullanarak Orta Asya'yla beraber Kafkaslar, Balkanlar ve Orta Doğu'da etki alanını genişletmek için benzersiz bir fırsatla karşı karşıya kaldığı tek boyutlu bir dış politikanın imkânsızlığını ve tüm bölgeler ile ticari ve siyasi bir ilişki geliştirmenin bir zorunluluk olduğunu fark eden Türkiye'nin, daha önce önemsemediği ülkelere ve

pazarlara yönelmek zorunda kaldığı görülmüştür. Turgut Özallı yıllar, Türkiye'nin ideolojik çizgilerinde radikal bir değişimin de kapılarını araladığı, dış politika'da birçok yeniliğe ve ilke imza attığı, Osmanlı coğrafyasına yönelişin Özal'la başladığı bu bağlamda AKP'nin "Stratejik Derinlik" sözüyle ifade edilen ve Türkiye'nin bölgesel ve küresel bir aktör olmasını hedefleyen aktif dış politika anlayışının Turgut Özal dönemi dış politika anlayışını karşılamada kullanılan "Yeni Osmanlıcılık" la ilişkili olduğu tespitleri yapılmıştır. 2002'de iktidara gelen AKP hükümetinin "Stratejik Derinlik" politikasının Başbakan Erdoğan'ın açıklamaları ışığında iki temele dayandığı ve bunlardan birincisinin, Türkiye'nin yer aldığı bu stratejik coğrafyada sıradan bir ülkeymiş gibi hareket edemeyeceği ve böyle bir muameleyi kabullenmeyeceği, Türkiye'nin, bölgede isteyenin istediğini yaptıracağı değil *"merkez ülke"* sıfatıyla politikaları etkileyen ve kendisine fikir danışılan, bölgeyle ilgili denklemlerde dikkate alınması gereken bir taraf olarak algılanması gerektiği; diğerinin ise bölgesel gücü kabullenilmiş Türkiye'nin bir ileri aşama olan küresel güç olma hedefine yürümesi gerektiği hususlarıdır. Türkiye, bu yeni stratejiyi özellikle Orta Doğu üzerinde etkili olarak kullanmaya çalışmıştır. 2008'de İsrail'in Gazze saldırısına Türkiye'nin verdiği sert tepkinin ve Başbakan Erdoğan'ın 2009 Dünya Ekonomik Forumu'nda İsrail Cumhurbaşkanı Şimon Peres'e Gazze konusundaki ifadelerinden dolayı *"sert çıkma*" sının Müslüman Orta Doğu'nun negatif Türkiye algısını dönüştüren önemli bir faktör olduğu ve bu coğrafyadaki Müslüman toplumlarda artık bir Türkiye sempatisinin varlığı dile getirilmiştir. Uygulamaya konulan yeni politik anlayışın Orta Doğu'da Türkiye açısından ölçülebilir birçok pozitif sonucunun olduğu, sosyal, siyasi ve ekonomik göstergeler ışığında değerlendirilmiş ve Orta Doğu'da izlenen aktif politikaların kazanımları ortaya konmuştur.

Anahtar Kelimeler: Türk Dış Politikası, Paradigma Değişimi, Yeni Osmanlıcılık, Stratejik Derinlik, Orta Doğu, Türkiye›nin Orta Doğu Politikası

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COLLABORATION OF HIGHER EDUCATION INSTITUTIONS (HEIs) WITH BUSINESS: THE CASE OF TURAR RYSKULOV KAZAKH ECONOMI UNIVERSITY (KAZEU)

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Abstract: The main purpose of this paper is to investigate the current state of the interaction between university and business. It focuses on approaches of improving joint research activity of universities with business communities. Collaboration between university and business is illustrated with an example of Turar Ryskulov Kazakh Economic University. This is an evaluative overview of the theoretical basis of university and business collaboration and attempt to identify forms, methods and ways to improve their interaction.

Key Words: Higher Education, Research, Innovation, Business Community, University, Turar Ryskulov Kazakh Economic University

INTRODUCTION

The progressive development of human society is based on the close interaction of education, science and business. Considering the common roots of science and business, researchers have noted the formation of the spirit of innovation and entrepreneurship that are characteristic for both the scientist and a businessman (Urevich and Csapenko, 2000). Weber noted that the business was based on science, in particular, the technical invention. Science, however, "has received strong stimulation of the capitalist interests, and their practical implementation"

McClelland in his empirical research has shown that among professional groups high level of motivation to achieve success together with politicians, academics and businessmen are also included. At the same time it is indicated that the similarity between scientists and entrepreneurs should not be overestimated. Between them, there are important psychological differences with respect to risk, which is one of the main attributes of entrepreneurship. Scientists consider as the most important advantages of their professions the psychological security, revealing a clear tendency to avoid the troubled situations that are specific to business or politics (Stenberg, 1988).

Study on the sources of financing of knowledge-intensive production shows that not only the Government and local authorities,

but also businesses, represented by corporations and individuals, contribute. This contribution leads to the competition in attracting research centers of both national and foreign, which results demand for scientists, including those from the academic environment (Avdulov and Kulkin, 1992).

Currently, in Kazakhstan, the main principles of State policy in the field of science are defined, which rigidly connects its development to the economic and social policies of the country:

1. Selection and promotion of priority directions of scientific and technical development in accordance with national interests and long-term socio-economic development of the country and mobilization of resources for their implementation;
2. Formation and placement of State orders for science and technology;
3. Creation of the necessary economic conditions for the development of scientific and technological innovation, entrepreneurship and other forms of market infrastructure in the area of scientific and technical activities;
4. Research funding from the State budget at a level ensuring the implementation of national priorities, and promotion of financing for research from other sources;
5. Integration of scientific and technical developments, production and education

The main part of the national innovation policy in Kazakhstan is proposed to consider the formation of an innovative education system, which should provide quality training for a new generation of skilled people, susceptible to innovate, create and implement innovative projects. Kazakhstan is trying to integrate the experience of many developed countries, which started its way to progress with strengthening education, human capital formation. It is emphasized that the leading role in the transition to an effective knowledge-based economy, has always belonged to the universities. Thus, we see that the innovation development of economy is impossible without the integration of science, business and education.

The paper aims to underline this integration, benefiting from a literature review and a real case for the collaboration of science, business and education. The paper is outlined accordingly.

WAYS OF COLLABORATION OF SCIENCE, BUSINESS AND EDUCATION

The innovation process creates prerequisites for the immediate integration of science, education and production.

Innovative education universities are based on the following principles (Tamenova and Abdrazakova,2012).

1. Education in the creation of new knowledge - through the integration of education with Fundamental Science.
2. The openness for modern research and modern economy.
3. The presence in the curriculum of the forms of learning such as: project development, training, training in production and research organizations.
4. Compliance of the technological equipment of educational process with the level of advanced science.

The main forms of providing innovative educational activities are:

1. Conducting research of fundamental and applied nature;
2. The use of educational technology, providing students the opportunity to choose elective courses.
3. Developing of real projects in various sectors of the economy by the students.

The most widespread and simple way of interaction is contractual relations. Between university and enterprise always consists the contract on rendering of certain services. In the contract it is registered, among others:

- ✓ quantity of the ordered students,
- ✓ term of their preparation,
- ✓ the sum of payment for their preparation

The mechanism of interaction between scientific personnel and business subjects in this form allows its participants to receive high economic incomes, i.e., as a matter of fact, to receive "the rent" based on access to intellectual resources in the form of the advanced scientific achievements.

Alliances is accepted to name the scientific and technical alliance of different sized several firms with HEIs on the basis of the agreement on joint financing, working out and modernization of production (educational program). Participants of an alliance bring the contributions in the form of intellectual, material and other resources, and after achievement of results receive their shares under the agreement of intellectual property. In a spectrum of organizational forms alliances occupy an intermediate step between informal cooperation and full merge. Management is carried out by one of leading members or specially appointed coordinating committee.

Another form of relation between university and industry is a Consortium. It represents voluntary association of the organizations for the decision of a specific target, realization of the program, large-scale project realization. The consortium assumes respon-

sibility division between the companies-founders, the equal rights of partners and the centralized management. It can include the enterprises and the organizations of different patterns of ownership, profile and size.

Nowadays another relation type has become popular such as Joint Ventures. The joint venture assumes the contribution from partners in the form of the capital, technology or other actives. In many cases responsibility in management is divided between firms-partners.

Incubators programs are also developing recently. In fact, many Kazakhstani HEIs and the enterprises build the strategy of a survival on a basis of incubator program and represent firm-incubators. Students, who work in the business incubator, directly are involved both in process of training and in manufacturing process and it well influences formation of the professional expert.

Techno-parks (technological parks, scientifically-technological parks, innovative-technological parks, innovative parks, research parks, scientific parks, and scientifically-industrial parks) are intended for a commercialization of the developed technologies, assistance of developing the small high technology innovative companies, creating as much as possible favorable environment for their functioning.

Irrespective of economic sector or industry, the vast majority of industry-university partnerships are of the Research Partnership type, which predominantly involves applied firm- specific research. In this type of partnership, funding from the industry partner is received in exchange for "intellectual power" in the form of research services and technology transfer. In science-based fields, universities focus on basic research, and the main interest of industry partners is in the commercial and industrial implications of a scientific project and how they can be taken advantage of by internal research and development departments. In less science-based fields, the solution of technical problems is a major concern of industry. In all fields, the exchange of knowledge in techno-scientific communities is a crucial element of interaction in research partnerships.

Less common type of industry-university partnership is a Course Partnership, which gravitates around a regular university course (or set of courses) rather than a research project or program. In these types of partnerships, the industry partner agrees to sponsor one of more courses in which the students are expected to apply concepts and theory learned in class into the solution of some of the industry partner's key problems. Students benefit from the direct contact with the industry they are likely to join after they graduate as well as professional relationships they are able to establish during the course.

Meanwhile, by different authors, new organizational forms for universities are also suggested (Erdil Et al, 2012). Entrepreneurial Universities or Academic Spin-off Companies are defined and recommended, as well. (Erden and Yurtseven, 2012)

DEVELOPMENT OF UNIVERSITY-BUSINESS COLLABORATION

In February 2011 in Kazakhstan, the Law "On Science" was accepted, which implements a completely new model of governance. The law provides that the scientific and innovative activity, along with education, will become the main activity of HEIs. It provides a simplified mechanism for the practical application of research results. State universities and research institutes are allowed to pursue the commercialization of their research projects independently or together with other entities. New forms of financing research areas such as basic, grant and program-target were introduced. Regulations governing the new system such as basic rules, grant and program-oriented funding and a list of organizations subject to base funding (161 scientific organizations) were approved by government(Law on Science,2011). Now the program base funding is implemented, which would allow public research organizations and universities spend on infrastructure, utilities, administrative costs, and payment of administrative and support personnel, information, among others. The introduction of this form of financing was encouraged by scientific community.

Any collaboration starts with searching for mutual benefits for both parties. With cooperating with partners, we expect that working together we can achieve much more than acting alone. Collaboration of KazEU with LLP Executive Consulting is a reflection of the synergies arising when the educational institution and business conduct joint research.

Under the agreement to conduct joint research with graduate students and consulting firm, LLP Executive Consulting, in November 2010 two unique projects were launched, which associated with the study of the client experience by providers of commercial television in Almaty and in the exploration of factors of quality of service in banking. To involve students in this project motivational package was developed. Motivational package consisted of the following incentives:

- ✓ Teaching research skills by trainers of LLP Executive Consulting;
- ✓ Participate in a unique copyrighted training "Fundamentals of Service Management;

- ✓ Issuance of certificates of participation in research;
- ✓ Cash prizes for the best two teams (500 USD per team).

Students were tasked, to meet real customer:

- ✓ Client experiment (study of client experiences into feelings of service providers, commercial television);
- ✓ Recruiting participants in the experiment of 200 people (snowball method);
- ✓ In-depth interviews with the participants of the experiment;
- ✓ Content analysis of interviews;
- ✓ Benchmarking of service providers, commercial television;
- ✓ Analysis of the strengths and weaknesses of service providers ‘ processes;
- ✓ Development of the final presentation with recommendations for optimizing service provider processes

The research group consisted of 20 students, who represent all Faculties of KazEU.

The second project involved students of Faculty “Finance”. The project was not commercially oriented, so the motivation of students has a personal interest in participation in order to acquire research skills. A group consisted of 5 students.

The research included:

- ✓ Content analysis of client stories of Russian and Kazakhstani consumers to identify factors of quality of service;
- ✓ Comparison of consumers of Kazakhstan and Russia for the perception of the quality of service;
- ✓ Patterns, and writing analytical reports;

In addition, at the request of the department “Management”, under the supervision of LLP Executive Consulting was conducted brief research on the identification of quality factors in the context of electronics stores in Almaty. The study involved 36 students of 3rd year from the department “Management.” Students were pre-trained on how to conduct in-depth interviews and drafting content analysis. At present, work is underway to integrate research in the learning process. Undertaken work in this direction will enhance the research activities KazEU and engage in the scientific field of young scholars, talented students and masters. In the future, the results of these studies will be used as a learning process, to improve the quality of training and preparation of scientific publications.

Moreover, through joint research between LLP Executive Consulting and KazEU the following synergies occur:

- KazEU, involving all levels of the students in market research, provides them with skills and knowledge to meet the

needs of potential employers, thereby increasing their competitiveness in the labor market;

- KazEU, participating and engaging in Faculty members in market research, forms a stable research activity (stability is possible only if the involvement of the main driving force of each university – Faculty members), making a big step towards the development of a modern university with advanced solid reputation;
- The LLP Executive Consulting, through research forms the basis of fundamental knowledge to develop effective approaches to solving business problems as part of their consulting projects;
- The LLP Executive Consulting, managing research projects in the best groups of students, creates for himself a highly skilled talent pool with proven professional and personal qualities;
- LLP Executive Consulting will bring in the required methodological framework KazEU business studies and provide a link to the business environment. KazEU, in turn, will provide a large number of researchers needed for large-scale, long-and evidence-based research the LLP Executive Consulting.

KazEU can use the research outcomes in scientific publications with reference to the LLP Executive Consulting Copyright. The copyright for the data collected in frames of planned research, belong to the LLP Executive Consulting.

The key success factors in collaborative research are:

1. the existence of understanding the needs of the business environment for the formation of research topics,
2. market demand, as well as possession of the methodology of business research,
3. the availability of motivated scientific personnel,
4. the presence of a number of managerial skills (project management, personnel management, knowledge management, etc.) (Dosaev,2011).

The presence of all four success factors will generate strong demand for research results. In the case of pooling their efforts KazEU and the LLP Executive Consulting will have at its disposal all the four key factors.

CONCLUSION

There are numerous benefits that derive from university-business relationships, including benefits to society, universities, and companies. For instance Aalto University, a foundation-based new university merging three universities in Finland is increasingly being recognized as a forerunner to generate

social impact, integrating not only science but also art with technology and business (Markkula, 2011). University-industry collaborations can stimulate companies' internal research and development programs. University researchers help industrial scientists identify current research that might be useful for the design and development of innovative processes and potential products. Society benefits from university-industry research relationships through innovative products and technologies. Some universities seek industrial partnerships because of the potential financial rewards of patents and licenses that result from the commercialization of academic research. This provides a means by which universities can decrease the governmental funding gap.

At the same time collaboration between university and business faces significant challenges. Based on the researches conducted on university-business collaboration, we identify the following barriers:

1. Cultural differences between Industry and University counterpart
2. Lack of adequate resources on Industry and University side
3. Long-term orientation of academic research, tending to remain in exploration – vs. focus on short- and medium term exploitation-oriented research by companies
4. Inflexible academic research timetable
5. Incompatible reward systems with focus on publishing vs. protecting results
6. Risk related to obtaining control over University inventions through Intellectual Property rights

Mainly these barriers related to a fundamental difference between corporate and academic research. For Universities joint research is a way of getting new knowledge, whereas for business it is a source of profit (commercialization of outcomes of research). It is possible to overcome most of these barriers. They can be solved by developing of new forms of cooperation between university and business, where inputs and benefits of each side will be defined. For example, inflexible academic research timetable takes place due to the nature of the academic process, where research should fit into the training schedule (or be included into the training schedule). To decide this, nowadays it is practiced to decrease the teaching load of some faculty members allowing them to do more scientific work. Also it is suggested to invite practitioners (experts from industry) to contribute in educational process giving master classes, visiting lectures, and training

Limitations and future work

This paper relies on one case for a specific time period. While sustainability of the case demands additional analysis, further studies on other cases can be done in the future.

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YÜKSEK ÖĞRENİM KURUMLARI İLE İŞ DÜNYASININ İŞBİRLİKLERİ: TURAR RYSKULOV KAZAKH EKONOMİ ÜNİVERSİTESİ ÖRNEĞİ

Özet: Bu makalenin ana amacı, üniversite ile iş dünyası arasındaki etkileşimin mevcut durumunu incelemektir. Makale, üniversite ve iş dünyası topluluklarının ortak araştırma yapabilme aktivelerininin geliştirilmesine yönelik yaklaşımlara odaklanmıştır. Üniversite iş dünyası işbirliği bu makalede Turar Ryskulov Kazakh Economic Üniversitesi örneği ile somutlaştırılmıştır. Özel olarak Üniversite ile LLP Yönetici Danışmanlığı firması arasındaki işbirliği inceleme konusu yapılmıştır. Makale ayrıca üniversite-iş dünyası işbirliğinin kavramsal çerçevesini ortaya koyarken şekil ve yöntemleri ile etkileşimlerini geliştirme yollarını belirlemeye çalışmaktadır. İşbirliği yöntem ve şekilleri; sözleşme ilişkileri, konsorsiyum, ittifaklar, proje ortaklığı girişimleri, kuluçka programları, tekno-parklar, araştırma ortaklıkları gibi sınıflandırmalara tabii tutulmaktadırlar. Diğer ülkelerde konu ile ilgili yenilikçi örneklere de rastlanmaktadır. Örneğin, Finlandiya›daki Aalto Üniversitesi; sanatı, teknoloji ve iş dünyası ile birleştiren ve toplumsal etki yaratan öncü yaklaşımıyla dikkat çekmektedir. Makalede inceleme konusu yapılan vakadan yola çıkılarak varılan sonuçlarda, özellikle Kazakhistan özelinde önem taşıyan olumlu neticelere varılmakla beraber üniversite-iş dünyası işbirliğinin önündeki engellerin de altı çizilmiştir. Örnek olarak, iki kurumun kültürel farklılıkları ve kaynak eksiklikleri verilebilir. Yine, belirli bir zamanda tek bir vaka üzerinde yapılan bu inceleme ve değerlendirmelerin konu edilen vakanın sürekliliğinin sağlanması ve diğer vakalarla da desteklenmesi için, ileride yeni çalışmaların yapılması yerinde olacaktır.

Anahtar Kelimeler: Yüksek Öğrenim, Araştırma, İnovasyon, İş Dünyası, Üniversitesite, Turar, Ryskulov Kazakh Ekonomi Üniversitesi

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ASSESSMENT OF THE FOOTBALL REFEREES' INTERPRETATIONS ON THE LAWS OF THE GAME

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Abstract: The study was conducted on the 336 referees coming from different cities of Turkey and attending to courses for the Promotion to Super League, Super League Assistant, Classification A, Classification B, Classification C and Classification C Assistant Refereeing Staff for the 2007-2008 football seasons. The distribution of the number of the referees in terms of their regions, and the percentages of their decisions were taken into account and the comments were made considering these values. The participants interpreted on FIFA video recordings consisting of 24 positions. When the answers of the 336 participants were evaluated, the average number of the correct answers given by the referees is 14, and 10 for the incorrect ones per referee. There are several reasons of football referees' making wrong decisions. Lack of education, not being able to take the correct position during the match, being far from the position, tiredness, the pressure by the audience, pressure by the media, pressure by the footballer, wrong perception of the position and interpreting it in a wrong way, the lack of the knowledge of the laws of the game, etc. can be considered as some of these reasons. These reasons may vary. So far, the common view has been that the reasons of the referees' wrong decisions have depended on the negative conditions that the referees have faced during the matches. This study shows that no matter how the negative conditions of the match are cleared away or no matter how clear the referees watch the positions on display, the decisions they make are not the standard ones.

Key Words: Football, Referee, FIFA, The Laws of the Game , Match positions, Referees' interpretations

INTRODUCTION

The role of a referee is really important in the match's being played under the principles of Fair Play, in a cheerful and exciting atmosphere, with many goals scored during and at the end of the game or its being played in an unsystematic, eventful and disputed manner (Orta, 2002a). Refereeing requires knowledge, experience, competence, good personality, form, and concentration. A referee is a person having a regular life style, knowing about psychology and sociology, being able to comment on the human being's individual and social behaviors, and

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This study at Cambridge University, the 3rd July 23 to 25, 2012 date Sport and Society Conference, presented as a virtual declaration.

who has to be a good sample in terms of his/ her behaviors both inside and outside the field of the game (Orta, 2002b).

The start of the football refereeing in the world has been in parallel with the start and the expansion of football. Until 1819, the captains of each team had been the referees during the matches (San, Unsi and Var, 1963). It was found out that the institution of refereeing first came into existence in England (Orta, 2002) and it started to get institutional in 1880s (Lineker, 1994). All the changes in the game of football effected the refereeing. In 1881, it was the first time that there were things to be mentioned about a referee in the laws of the game (Babacan, 1972). Referees have become the only authorized person of the matches since 1890 (Artun, 1992).

The systematization and publishing of the laws of the football game first came true in 1896 to create a shared harmony all over the world (Baba, 1992). Refereeing in started to progress after the year 1990 when the retired footballers became the referees of the game (Tezcan, 1964).

It can be seen that the necessary importance has not been attached to the referees who are the most important part of the game together with the regular changes in the laws of the game (FIFA Magazine," 1997) which cause referees to make mistakes. FIFA (Fédération Internationale de Football Association) and IFAB (International Football Association Board) have taken new steps studying on this issue since 1990 (Orta, 2008). Many source was made about implemention of football rules by FIFA to ensure unity and standart. (Laws of the Game, 1995; 1996; 2003)

There are several studies and researches on referees all over the world. Some of these studies are available below:

In recent years many researches are conducted about referees and assistant referees. This researches are especially about physical qualifications of referees. Metabolic stressor is researched effects of performance to referees during the game (Krustrup, Mohr and Bangsbo, 2002; Castagna, Abt and D'ottavio, 2007; Bird, Nevill and Castagna, 2006). There are lots of research about physical qualification as well as psychological qualification. This researches include effects of psychological stressor to performance and management qualification to psychological stressor (Mascarenhas and Plessner, 2006).

In addition there are few studies about behavioural model of referees whose detection capabilities. Econometric analysis of the Football referees' interpretations with which the behaviors of the football referees on duty were analyzed in Italian Football

League (Series A) was examined. In this study, it is mentioned that the audience exerted social pressure on the referees and this affected the referees' interpretations in favour of the host team (Springer and Verlag, 2007).

In the research named as the perceptions of the football players on injustice and the types of the mistakes done by the referees; the effect of the referee's interpretations, which were perceived as unjust, on the football players was studied (Canovas, Reynes and Ferrand, 2008).

Similar studies have explored the effects of different environmental factors on the performance of the referees. One of these studies is a factor of stress caused by football spectators (Downward and Jones, 2007; Balmer, Nevill, Ward and Fairclough, 2007; Johnston, 2008), in the other explored the effects of altitude on the performance of referee (Kızılet, Topsakal and Orta, 2009)

The main things of referees performance that accuracy and consistency in making decision. There are lots of investigation about this topic. (Catteeuw, Helsen, Gils and Wagemans, 2009; MacMahon, Helsen, Starkes and Weston, 2007). Main point of this researches are positive impact of performance about true referees decision.

There are several reasons of football referees' making wrong decisions. Lack of education, not being able to take the correct position during the match, being far from the position, tiredness, the pressure by the audience, pressure by the media, pressure by the footballer, wrong perception of the position and interpreting it in a wrong way, the lack of the knowledge of the laws of the game, etc. can be considered as some of these reasons (Orta and Söğütçü, 2004).

These reasons may vary. So far, the common view has been that the reasons of the referees' wrong decisions have depended on the negative conditions that the referees have faced during the matches. In this study, it is aimed to measure whether the referees' interpretations are standardized or not even when all these negative conditions of the match are cleared away and the positions of the match are watched clearly by the referees on display.

METHOD OF RESEARCH

PARTICIPANT GROUPS

The study was conducted on the 336 referees coming from different 41 cities of Turkey and attending to courses for the Promotion to Super League, Super League Assistant, Classification A, Classification B and Classification C Assistant Refereeing Staff for the 2007-2008 football season (Table 1).

The most successful referees in all regions of Turkey are invited to the "Promotion

Courses" by the Central Board of Referees. 336 participants of our study consists of 27 referee candidates of Classification A, 3 Female referee candidates of Classification B, 31 referee candidates of Classification B, 56 referee candidates of Classification C, 191 Assistant referee candidates of Classification C, 9 referee candidates of Super League and 19 Assistant referee candidates Super League (Table 1).

Table 1 The Number of the Referees in terms of their Classifications

The Classifications That The Referees Are The Candidates Of	The Number Of The Referees
Referees of super league	9
Assistant referees of super league	19
Referees of classification A	27
Referees of classification B	31
Referees of classification C	56
Assistant referees of classification C	191
Female referees of classification B	3
Total	336

As the study also shows the success of referees' interpretations on the positions, it was taken into consideration while promoting their classifications. This was approved by the referees who took the tests.

METHOD

The study consists of 24 match positions prepared in 2007 by Fédération Internationale de Football Association (FIFA). Being the uppermost institution of the football in the world, FIFA aims the Laws of the Football Game to be interpreted in a standardized manner. So FIFA desires to remove differences among the interpretations of the referees, the media, the footballers, the interpreters, the audience, the directors, and the others. The videos of the positions were very clear and they were displayed on a huge screen that everyone could see easily. After giving detailed information to the participants, evaluation sheets were given to the referees. The participants were asked to write their interpretations of the 24 positions recorded by FIFA after watching each of them. There are two parts – technical and disciplinary decision - in the evaluation sheets related to each position. The technical decisions have four and the disciplinary decisions have three choices on this evaluation form. Technical decisions include "No Foul", "Indirect Free Kick", "Direct Free Kick" and "Penalty kick". As for the disciplinary decisions, they consist of "No Card", "Yellow Card" and "Send off". The analysis of the match positions which are

prepared by FIFA and directed to 336 referees coming from different cities of Turkey and attending to courses for the Promotion to Super League, Super League Assistant, Classification A, Classification B, Classification C, and Classification C Assistant Refereeing Staff for the 2007-2008 football season are as in the following:

1- The player tackles his opponent endangering his health and sliding his one foot in the air.

2- The footballer prevents his opponent by using his knee in the penalty area.

3- The footballer moves in front of the opponent who is heading towards the goal by the touch line and stops his opponent using his hip.

4- The footballer falls down in the opponents' penalty area. There is no contact to the player, but the player does not intend to mislead the referee's decision while falling down.

5- The footballer, who is about to score a goal, is pulled from behind outside the opponents' penalty area and is fallen down by his opponent.

6- The player kicks his opponent's leg in the midfield

7- The player tries to deceive the referee and lays himself down in the opponents' penalty area in an exaggerated manner expecting to have a penalty.

8- An intervention from behind is done to the player in the goal area having the obvious goal-scoring opportunity.

9- The footballer tackles sliding to gain the ball. He cannot touch the ball but the feet of his opponent. His sliding tackle is not a kind of one endangering his opponent's health.

10- The opponent and the goalkeeper are attacking the ball coming back from the goalkeeper. The ball is between both players.

11- The player is sliding from the field of play to outside passing the touch line and tackling his opponent outside the field of play. The tackle is completely aiming to the player rather than the ball and it may injure the opponent.

12- The goalkeeper is causing his opponent to fall down by touching his legs in the penalty area. However, there is no obvious goal-scoring chance in the position.

13- The footballer is tackling his opponent by sliding without intending to play with the ball, but he is not endangering his opponent's health.

14- The player prevents his opponent by moving between the ball and his opponent with a contact in the penalty area.

15- The player stops his opponent who is moving forward together with the ball by pulling his jersey.

16- The player kicks his opponent's foot from behind off the ball.

17- The player falls down deliberately in the opponents' penalty area to mislead the referee's decision and gain an unfair profit.

18- The player who is heading towards the opponents' goal and having an obvious goal-scoring opportunity is fouled from behind by an opponent.

19- The player is preventing the opponent to meet the ball by handling the ball in order to prevent an obvious attack by the opponent team.

20- Both players are sliding to the ball between them. One of them is kicking the other's knee and injuring him without taking care of his own foot.

21- The player is pushing the opponent from behind using his shoulder in the penalty area.

22- Coming to the front line of the penalty area, the goalkeeper is tackling his opponent without controlling his tackle

23- A sliding tackle is done to the player who passes his opponent with the ball.

24- The player having an obvious goal-scoring opportunity is fallen down by an opponent's tackle from behind in the penalty area.

STATISTICAL METHOD

The distribution of the number of the referees in terms of their regions, and the percentages of their decisions were taken into account and comments were made considering these values.

FINDINGS

The number of the 336 participant referees' in terms of the classifications that they are the candidates of and their percentages were shown Table 2.

Table 2 Number of the Candidates for the Classifications and Their Percentages

The Classifications That Referees Are The Candidates Of	The Number Of The Referees	Percentage
Referees of super league	9	2.7
Assistant referees of super league	19	5.7
Referees of classification a	27	8
Referees of classification b	31	9.2
Referees of classification c	56	16.7
Assistant referees of classification c	191	56.8
Female referees of classification b	3	0.9
Total	336	100

The participants interpreted on FIFA video recordings consisting of 24 positions. When the answers of the 336 participants were evaluated, the average number of the correct answers given by the referees is 14, and 10 for the incorrect ones per referee

(Table 3).

Table 3 The Interpretation of the FIFA Positions by the Referees on Duty in Turkish Professional Leagues in Turkey

Number of the Referees	Total Number of the Questions	Correct Answers	Wrong Answers
336	8064	4748	3316
Average		14.13	9.87

While 98.2% of the referees interpreted the position in which the player tackles his opponent endangering his health and sliding his one foot in the air as "Direct Free Kick". They could not the same high percentage in terms of this position's disciplinary sanction. 58.7% of the referees could not send the player off although the position should be punished by a red card.

76.6% of the referees made the right decision which is "Penalty kick" for the position in which the player prevents his opponent by using his knee in the penalty area. As for the disciplinary sanction 96.3% of the referees interpreted the position correctly by not showing any cards to the player.

93.7% of the referees correctly interpreted the position in which the player moves in front of the opponent who is heading towards the goal by the touch line and stops his opponent using his hip as "Direct Free Kick". While 32.9% of the referees believed that "No Card" should be shown, 65.2% of the referees decided on showing "Yellow Card" for the player as a disciplinary sanction. 32.9% of the referees interpreted the position only as "Direct Free Kick" without any cards although they had to show a yellow card to the player.

One of the biggest problems experienced in Turkish Football Leagues is deception. The percentage of the correct answer of "No Infringement" is 71.4 for the player falling down in the opponents' penalty area. 43.6% of the showed yellow card although no card must be shown for this position as a disciplinary sanction.

The player, who is about to score a goal, is pulled from behind outside the opponents' penalty area and is fallen down by his opponent. 98.8% of the referees interpreted this position as "Direct Free Kick" and 97.9% of

them as "Send Off". The referees achieved to give the correct answer with a high level of percentage both as a technical and as a disciplinary sanction in this position having obvious goal-scoring opportunity.

For the position in which the player kicks his opponent's leg in the midfield, 95.5% of the referees chose the option "Direct Free Kick". 26.9% of the referees misinterpreted the position and did not send of the player.

The player is trying to deceive the referee and lays himself down in the opponents' penalty area in an exaggerated manner expecting to have a penalty. Although 88.9% of the referees believed that there is "No Foul", only 59.6% of the referees are in the opinion of showing a yellow card as the player was trying to deceive the referee. This position was misinterpreted by the referees in the percentage of 40.4.

An intervention from behind is done to the player in the goal area having the obvious goal-scoring opportunity. Out of the 90.8% of the referees interpreting the position as a "Direct Free Kick" and a "Penalty kick" only 60% of the referees sent off the player. 40% of the referees misinterpreted this position.

The footballer tackles sliding to gain the ball. He cannot touch the ball but the feet of his opponent. His sliding tackle is not a kind of one endangering his opponent's health. While 93% of the referees agreed on "Direct Free Kick" for this position that did not endanger the opponent's health, only 69.3% of them decided on showing a "Yellow Card". 30.7% of the referees misinterpreted the position by not showing a yellow card to the player.

Table 4 The Assessment of the 24 FIFA Positions' Technical Interpretations Made by 336 Referees Who are on Duty in Turkish Professional Leagues

Item	No Foul	Indirect Free Kick (IFK)	Direct Free Kick (DFK)	Penalty	FIFA's Decision
1	0.3%	1.5%	98.2%	--	DFK
2	21.9%	0.3%	1.2%	76.6%	Penalty kick
3	3%	3.3%	93.7%	--	DFK
4	71.4%	22.8%	0.9%	4.9%	No Foul
5	0.6%	0.3%	98.8%	0.3%	DFK
6	3%	1.5%	95.5%	--	DFK
7	54%	34.9%	0.9%	10.2%	IFK
8	9.2%	0%	3.6%	87.2%	Penalty kick
9	5%	0.9%	93.2%	0.9%	DFK
10	90.4%	3%	6.6%	--	No Foul
11	77.6%	2.7%	17.7%	2%	No Foul
12	4.8%	0.3%	1.5%	93.4%	Penalty kick
13	0.3%	0.3%	96.4%	3%	DFK
14	55.7%	4.2%	2.1%	38%	Penalty kick
15	0.9%	0.3%	98.5%	0.3%	DFK
16	0.9%	0%	98.5%	0.6%	DFK
17	41.4%	38.9%	1.8%	17.9%	IFK
18	25.4%	2.4%	1.8%	70.4%	Penalty kick
19	0.6%	0.3%	97.6%	1.5%	DFK
20	3.6%	3.3%	93.1%	--	DFK
21	0.3%	0%	5.7%	94%	Penalty kick
22	2.4%	0%	3.9%	93.7%	Penalty kick
23	1.2%	0%	96.4%	2.4%	DFK
24	15.5%	2.1%	2.7%	79.7%	Penalty kick

For the position in which the goalkeeper and the opponent are attacking the ball coming back from the goalkeeper, 90.4% of the referees agreed on "No foul" and 98.2% of them believed that there was no disciplinary sanction. They interpreted the position correctly with a high level of percentage.

In the position in which the player is sliding from the field of play to outside, passing the touch line, tackling his opponent and injuring him outside the field of play; 77.6% of the referees gave correct answers by realizing that the contact occurred outside the field of play. As for the disciplinary sanction, the referees' interpretations varied to a great extent. While 48.3% of the referees showed a "Yellow Card", only 34% of the referees interpreted the position correctly by showing a "Red Card". 17.7% of the referees did not show any cards for this position.

In the position in which the goalkeeper is causing his opponent who has no obvious goal-scoring chance to fall down by touching his legs in the penalty area, 93.4% of the

referees interpreted correctly by deciding on "Penalty kick" as a technical sanction. As a disciplinary sanction, 37.8% of them did not show any cards. However, 59.8% showed red cards and interpreted the position correctly. 40.2% of the referees misinterpreted this position in terms of its disciplinary sanction.

As a technical sanction of the position in which the footballer is tackling his opponent by sliding without intending to play with the ball, but he is not endangering his opponent's health, 96.4% of the referees interpreted the position correctly by deciding on "Direct Free Kick". However, the percentage of the referees' correct interpretations is 51.9 for the disciplinary sanction of the position.

As for the technical sanction of the position in which the player prevents his opponent by moving between the ball and his opponent with a contact in the penalty area, 40.1% of the referees correctly interpreted the position as "Direct Free Kick" and "Penalty kick". It was detected that the percentage of the right interpretations which was 24.4 for the disciplinary sanction of a "Yellow Card" was quite low. 74.2% of the referees believed that there must not be any disciplinary sanction for this position.

It was found out that the referees correctly interpreted the position in which the player stops his opponent who is moving forward together with the ball by pulling his jersey with a high percentage. This position was one of the rare ones for which the referees reached a consensus both in terms of the technical and the disciplinary sanctions. The referees achieved a standard as 98.5% of the referees awarded the position with "Direct Free Kick" and 94.9% of them showed a "Yellow Card".

For the position in which the player kicks his opponent's foot from behind off the ball, 98.5% of the referees interpreted it correctly by deciding on "Direct Free Kick" and 76.5% of them were right by sending the player off. 23.5% of the referees could not send off the player.

In the position in which the player falls down deliberately in the opponents' penalty area to mislead the referee's decision and gain an unfair profit, 19.7% of the referees misinterpreted the position by deciding on "Penalty kick". Moreover, the percentage of the referees who showed their "Yellow Card" as the position's disciplinary sanction is 70.2.

Only 70.4% of the referees correctly interpreted the position in which the player who is heading towards the opponents' goal and having an obvious goal-scoring opportunity is fouled from behind by an opponent by choosing the correct answer of "Penalty

kick". 25.4% of them believed that there were no infringements in the position. Although the correct interpretation of the position was "Send Off" as a disciplinary sanction, only 54.7% of the referees circled this choice. 45.3% of the referees misinterpreted the position.

The position in which the player prevents the opponent to meet the ball by handling the ball in order to prevent an obvious attack is one of those which can be commonly interpreted by the referees in Turkey. 97.6% of the referees with "Direct Free Kick" and 93.3% of them with "Yellow Card" correctly interpreted the position.

Table 5 The Assessment of the 24 FIFA Positions' Disciplinary Interpretations Made by 336 Referees Who are on Duty in Turkish Professional Leagues

Item	No Card	Caution (Yellow Card)	Send Off (Red Card)	FIFA's Decision
1	5.4%	53.3%	41.3%	Send Off
2	96.3%	3.7%	0%	No Card
3	32.9%	65.2%	1.9%	Caution
4	56.4%	43%	0.6%	No Card
5	0.3%	1.8%	97.9%	Send Off
6	4.2%	22.7%	73.1%	Send Off
7	39.1%	59.6%	1.3%	Caution
8	23.1%	16.9%	60%	Send Off
9	21.8%	69.3%	8.9%	Caution
10	98.2%	1.8%	0%	No Card
11	17.7%	48.3%	34%	Send Off
12	37.9%	59.8%	2.3%	Caution
13	1.8%	51.9%	46.3%	Caution
14	74.2%	24.4%	1.4%	Caution
15	5.1%	94.9%	0%	Caution
16	5.2%	18.3%	76.5%	Send Off
17	29.2%	70.2%	0,6%	Caution
18	30%	15.3%	54.7%	Send Off
19	6.4%	93.3%	0.3%	Caution
20	9.5%	34.7%	55.8%	Send Off
21	80%	19.3%	0.7%	No Card
22	12.1%	37%	50%	Send Off
23	1.8%	90.6%	7.6%	Caution
24	23.1%	19%	57.9%	Send Off

While 93.1 percent of the referees decided on "Direct Free Kick" for the position in which two players slide to the ball together and one of them kicks the other's knee and injures him without taking care of his own foot, only 55.8% of them correctly interpreted it and showed their red cards. 44.2% of the referees could not send off the player.

94% of the referees correctly interpreted the position in which the player is pushing the opponent from behind using his shoulder in the penalty area by choosing the correct option "Penalty kick". 20% of them misinterpreted the position by showing the footballer either a yellow or a red card.

Although 93.7% of the referees correctly interpreted the position in which the goalkeeper coming to the front line of the penalty area tackles his opponent without controlling his tackle as "Penalty kick", only 50% of them could send the player off.

In the position in which a sliding tackle is done to the player who passes his opponent with the ball, 96.4% of the referees choosing "Direct Free Kick" and 90.6% of the referees deciding on showing a "Yellow Card" achieved a common interpretation of the position.

While 82.4% of the referees correctly interpreted the position in which the player having an obvious goal-scoring opportunity is fallen down by an opponent's tackle from behind in the penalty area by choosing the options "Direct Free Kick" and "Penalty kick", only 57.9% of them could send the player off.

When 336 referees' answers given to each position by FIFA are evaluated, the percentages of their answers can be displayed in Table 4 and Table 5.

CONCLUSION

There are several reasons of football referees' making wrong decisions. Lack of education, not being able to take the correct position during the match, being far from the position, tiredness, the pressure by the audience, pressure by the media, pressure by the footballer, wrong perception of the position and interpreting it in a wrong way, the lack of the knowledge of the laws of the game, etc. can be considered as some of these reasons. These reasons may vary. So far, the common view has been that the reasons of the referees' wrong decisions have depended on the negative conditions that the referees have faced during the matches. This study shows that no matter how the negative conditions of the match are cleared away or no matter how clear the referees watch the positions on display, the decisions they make are not the standard ones.

When 336 participants' answers to the FIFA video recordings were evaluated, it has been

found out that the average number of the correct answers given by the referees is 14, and 10 for the incorrect ones per referee.

When FIFA positions are evaluated in terms of the questions asked, the percentage of the referees who correctly decided on both the technical and disciplinary sanctions was 58. Furthermore, the percentage of the referees who made wrong decisions on one or both of the technical and/or disciplinary sanctions was 42.

While the percentage of the correct answers for the technical decisions made by the referees for 24 positions is 83.5, the percentage of the correct answers for the disciplinary sanctions is 67.7.

It can be clearly seen that one of the biggest problems of the referees is the application of the disciplinary sanctions. When 10 positions which require "Caution" are taken into consideration, it has been detected that 32.1% of the referees made mistakes by not showing any cards.

It is obvious that the referees also have some problems in sending the player off. In the 10 positions which require a "Red Card" to be shown, 39.9% of the referees gave wrong answers and did not show a red card to the players. The percentage of the referees' correct answers in sending the players off is 60.1.

The positions for which the referees' in Turkey commonly show "Yellow Cards" can be detected as pulling from behind, sliding from the back of a player after the player passes the opponent, and handling the ball to prevent the opponent to meet the ball.

In four positions which do not require any cards to be shown, the referees reached the highest percentage of 82.7. It can be clearly seen that the referees have the tendency not to show any cards.

While 79.8% of the referees correctly interpreted the 3 positions in which there is no infringement thus not requiring a direct or indirect free kick, 20.2% of them misinterpreted the position and decided to award the position with a foul.

In two positions which require indirect free kick, only 36.9% of the referees chose the correct option. In these two positions which require indirect free kick, 47.7% of the referees believed that there was no foul. This shows that the referees misinterpret the positions which have the intentions to deceive the referees. Managing football matches successfully is possible by reducing the number of mistakes and developing an understanding of standardized management. That the referees do not reach a consensus on the positions and interpret the positions differently is the most concrete indicator of referees' different practices either during the match or in the match intervals.

In Turkey, the referees misinterpreting the positions are found guilty of either opportunism or interpreting the positions according to the messages they receive from somewhere. However, even in many countries, professionalization of senior refereeing has still not been able to wipe factor of human beings' making mistakes out.

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FUTBOL HAKEMLERİNİN KURAL YORUMLARININ DEĞERLENDİRİLMESİ

Özet: Bir futbol maçının zevkli, heyecan verici, Fair Play ilkeleri içersinde, bol gollü geçmesinde ve bitmesinde veya düzensiz, olaylı, kavgalı bir hava içersinde oynanmasında hakemin rolü son derece önemlidir. Dünya futbolunun en üst kurumu olan FIFA; Futbol Oyun Kurallarının tüm dünyada standart bir yaklaşımla yorumlanmasını amaçlamaktadır. Böylece futbolda; hakeme, medyaya, futbolcuya, yorumcuya, seyirciye ve yöneticiye göre farklı yorumları ortadan kaldırmak istemektedir. Bu amaçla, Dünya Futbol Federasyonları Birliği FIFA tarafından hazırlanarak ülke federasyonlarına 24 maç pozisyonu gönderilmiş ve bu pozisyonlarda hakemler tarafından verilmesi istenen kararlar belirtilmiştir. Araştırmamız; 2007–2008 futbol sezonu için, Türkiye'nin çeşitli illerinden gelerek Süper Lig, Süper Lig Yardımcı, A Klasman, B Klasman C Klasman ve C Klasman Yardımcı Hakem Kadrolarına Yükselme Kurslarına katılan 336 hakem üzerinde uygulanmıştır. Araştırmaya katılan hakemlere; araştırma ile ilgili ayrıntılı bilgi verildikten sonra, değerlendirme kâğıtları dağıtılmıştır. 24 pozisyondan oluşan FIFA görüntüleri tek tek izlettirilerek, her pozisyondan sonra pozisyonla ilgili yorumlarının kâğıtlara işaretlenmesi istenilmiştir. Pozisyon görüntüleri çok net olup, herkesin rahat görebileceği dev ekranlardan hakemlere izlettirilmiştir. Değerlendirme kâğıtları, her pozisyonla ilgili teknik ve disiplin kararı olmak üzere iki bölümden oluşmuştur. Değerlendirme formu üzerindeki teknik kararlarının dört, disiplin kararlarının ise 3 yanıt seçeneği bulunmaktadır. Teknik kararlar; "Faul Yok", "Endirekt Serbest Vuruş", "Direkt Serbest Vuruş" ve "Penaltı" seçeneklerinden, Disiplin Kararları ise; "Kart Yok", "İhtar" ve "İhraç" seçeneklerinden oluşmaktadır. Hakemlerin her pozisyon için verdikleri kararların yüzdeleri hesaplanmış ve yorumlar bu değerler üzerinden yapılmıştır. 24 pozisyondan oluşan FIFA görüntüleri ile ilgili araştırmaya katılan 336 hakemin verdikleri yanıtlar değerlendirildiğinde; hakem başına düşen doğru yanıt ortalaması 14, yanlış yanıt ortalaması ise 10'dur. Futbol Hakemlerinin hatalı karar vermelerinin çok çeşitli nedenleri bulunmaktadır. Bunlardan bazılarını ele aldığımızda; eğitim eksikliği, maç sırasında iyi pozisyon alamamaları, pozisyona uzak kalmaları, yorgunluk, seyirci baskısı, medya baskısı, futbolcu baskısı, pozisyonu yanlış algılama ve yorumlama, kural bilgisinin yetersizliği, vd. sayılabilir. Bu nedenler çok çeşitlilik gösterebilir. Hakemlerin hatalı karar verme nedenleri hakkında, bugüne kadar var

olan genel kanı, daha çok hakemlerin maçlarda yaşadığı olumsuz koşullara bağlı olduğu yönündeydi. Bu çalışmamız; maçlarda yaşanan bütün bu olumsuz koşullar ortadan kaldırıldığında ve hakemlere ekran başında kuralları çok net olan pozisyonlar izlettirildiğinde, verdikleri kararların da standart olmadığını ortaya koymaktadır.

Anahtar Kelimeler: Futbol, Hakem, FIFA, Oyun Kuralları, Maç Pozisyonları, Hakem Yorumları

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