

# CURRENT STUDIES OVER SOCIAL SCIENCES



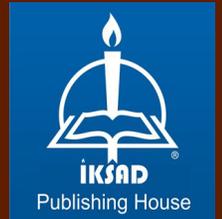
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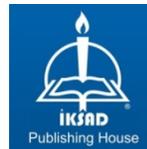
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## **PREFACE**

Social sciences are very important for the development of society. Social scientists have always played a great role in the development of a country. The path of new technological advancements goes through the social sciences. A social scientist has the power to change the whole world and shape the society. For example, social scientists like Ibn K haldun, Adam Smith, Jean Jacques Rousseau influenced the masses in the world. With their innovative ideas, society has found its way.

Language, economy, culture, social changes, history et al are the corner stones of social sciences. Social sciences include Psychology, Theology, Sociology, Linguistics, Archeology, Geography, History, International Relations, Law, Political Science, Philosophy. All these science branches meet qualified man power for society. Social development is provided by qualified man power. Social Sciences deals with the reality created by human beings.

The main purpose of the Social Sciences is to help people to develop the ability to make logical decisions, based on knowledge in the public interest. The aim of the social sciences is not only to understand social events, but to change the society in a desired way, to increase the quality of life and culture of the society. Every event of interest to the society is in the subject of social sciences, so it is of great importance to work together in all kinds of studies and the joint efforts of all disciplines for the society. This book can be shown as an example of inter disciplinary studies in social sciences and it also serves this purpose. This book, which includes current studies in

social sciences, consists of 18 chapters. The following topics are mentioned in the chapters respectively: “A DIFFERENT STUDIO EXPERIENCE IN ARCHITECTURAL EDUCATION: TO BE INTEGRATED INTO THE COMPETITION PROCESS”, “THE EFFECTS OF IZMIT COMMUNITY CENTER ON THE URBAN SOCIAL CULTURAL AREA AND ARCHITECTURE FIELD”, “STRATEGIC COMMUNICATION THROUGH NEW MEDIA IN US DIPLOMACY”, “THE WOMEN STRIKES IN EPZs AND HUMAN RIGHTS JOURNALISM”, “STRUCTURAL EQUATION MODELLING ON THE RELATIONSHIP BETWEEN ETHICAL CLIMATE, MOTIVATION AND JOB INVOLVEMENT”, “THE DETERMINANTS OF MIGRATION FLOW: A PANEL DATA ANALYSIS FOR SELECTED OECD COUNTRIES”, “THE CHANGES IN THE SETTLEMENT PATTERN OF AKSARAY DISTRICT OF ISTANBUL”, “RECONSIDERING ROADS TO RECONCILIATION AND TRANSITIONAL JUSTICE: A CONCEPTUAL FRAMEWORK”, “RELATIONSHIP BETWEEN BRICS-T STOCK INDEX FUTURES MARKETS: EVIDENCE FROM NONLINEAR GRANGER CAUSALITY”, “PRIVILEGES FOR THE DISABLED AS LAID DOWN BY THE TURKISH TAX LAW”, “PASS-THROUGH OF EXCHANGE RATE AND IMPORT PRICES TO DOMESTIC PRICES IN TURKEY”, “SEVAI FABRICS IN KONYA ETHNOGRAPHY MUSEUM”, “AN INVESTIGATION ON DISCUSSING REGIONAL LOCAL GOVERNANCE MODEL”, “LEGITIMATE DOCUMENTS OF THE HORRORS OF SLAVE WOMEN: HARRIET JACOBS’ AUTOBIOGRAPHY, INCIDENTS IN THE LIFE OF A SLAVE GIRL”, “DESTRUCTIVENESS IN PSYCHOLOGY IN THE BLINDFOLD BY SIRI HUSTVEDT”, “THE POWER OF EMOTIONS IN A PRAYER FOR OWEN MEANYBY JOHN IRVING”, “AN INVESTIGATION OF

EMPLOYEE'S ATTITUDES ON WOMEN MANAGERS", "THE CORRELATION BETWEEN EMOTIONAL CAPABILITY AND PERFORMANCE IN THE ORGANIZATIONS".

Would like to thank all the authors who contributed to this book by their valuable writings.

Dr. Mustafa TALAS

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## CHAPTER 1:

### A DIFFERENT STUDIO EXPERIENCE IN ARCHITECTURAL EDUCATION: TO BE INTEGRATED INTO THE COMPETITION PROCESS

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#### **Introduction**

Having perceived as ‘the battle fields where opponent minds and uncompromising solutions fight are the grand design studios with intangible boundaries’ (Lipstad,1989), the challenge is to set a venue for experiencing the unimagined. This paper emphasizes the dilemma of teaching as well as staying up-to-date and sensing the ‘zeitgeist’ of architectural design. The studio experience by integration of a student competition that was in the agenda at the time is tackled through the tension between the demands of the studio and essentials of a design competition. The endeavour is to initiate architectural design in the competition frame. Competitions constitute a tool to produce a valuable end-product as well as their dynamic nature providing a continuum in the architectural perspective. So the competition participation is included into the design studio teaching. In other words; architectural competition process is considered to be the main enquiry and leading theme of the design studio.

As ‘the architect learns by making, learning by doing and thinking in acting’ (Schön, 1987), the competition participation is perceived as a different way of learning. Architectural design studio is often undertaken via conventional ‘iteration by critiques’ method in architectural schools. Implication of competition to the studio process introduces a possibility to break through these static teaching patterns. Statement of the design problem externally establishes a fixed distance to the question for the student and the tutor. The competition specifications determine the deadline, the requested design work and the programme; as the studio tutor plays the role of design consultants. However, due to the flexible framework of the competition, it is not considered to be the main guideline, but formulated as a part in the whole production process .Besides sharing personal experiences, design consultants provide insights.

Thus; the formulation of the studio is parallel to the study by Doris et al., the main program is structured to focus on design process where the emphasis was on exploring ideas through ‘modelling, reflecting at each stage on the issues of occupation, cross-cultural issues in design, physical, mental and spiritual issues of place, symbolism, metaphor and meaning, tectonics and their integration through design’ (2009), then the specifications of the competition is integrated to the process.

The basic topic is taken as the ‘urban synopsis’ that refers to the social, cultural and physical transactions in the city. The state of being ‘on the axes’ in the urban context brings about various textures for various functions connected with usage and communications. The abstract theme ‘synapses-spaces’ are presented as the goal of studio design proposals. On the other hand, the theme of a student design competition by one of the major aluminium production companies in Turkey has addressed the mobile spaces designed in the urban nodes. This particular specification was parallel to the studio teaching approaches of that semester. The context of the design problem searches for solutions to a bi-functional settlement in one particular transportation axe of the city: Bostancı.

Oxman states that relational thinking embraces the possibility of the critical thinking improvement (1999). Within an intellectual atmosphere created in the design studio to be the core (Oxman, 1999), the experience of competition is implemented. The methodology of this paper is formulated with respect to 2 particular phases took place in the studio. First one is the first half of the semester focused on the preparation for the competition regarding the theme formulated parallel to the competition specifications. The second one took place after completing the competition and tackling the same design problem from a wider perspective. The products of these two phases are compared in a systematic order with respect to the qualitative research methodology, interpretivism. The goal of the approach is to understand the complex world of lived experience from the point of view of those who live it (Groat & Wang, 2002). In this case, the works completed in the studio is reflected via a selection with respect to the insights of the authors of this research.

The differences between the methodological approaches towards the design problem for an architectural competition and design studio

teaching have been identified. As the structured education tendency of the studio refers to some conventional design tendencies, the competition provides a free approach towards the same problem. On the other hand, the proposals for the competition address a generic idea for the solution; whereas the proposals for the studio end-products provide in-depth formulations beginning from concept to the production details. This paper points out the dilemma on the introvert character of the design studio that produces a large pile of design knowledge and the competition with the contemporary, to-the-point recipes referring to daily agenda of the architecture venue.

### **Thematic background of the design studio**

The *design* of design studio teaching is also an issue to study for the architectural academia. Since the knowledge of architecture pile; the learning process is also provided by collecting many kinds of knowledge from a variety of disciplines. So every studio has its own original objectives and probable outcomes. The objectives of design teaching evolve regarding the creative approach of that design intensity. Goldschmidt explains this tendency by referring to ‘creativity’ which is not a notion to teach, but to identify and encourage (2003). Thus, the design studio theme stirs objective of the creativity and formulates the teaching by experience. The theme of the studio has focused on transactions in particular spaces of the urban context since urban tissue puts forward the social aspects of architecture and interaction in the built environment. Coherently, Dursun et al. states that ‘the dynamic architectural configuration is not merely an aesthetic search, but also a search for objectivity that will enable new conditions, expansions and experiences’. The programme is not taken as a text formulating the functionality but as ‘an open-ended hypertext which is related to the concept of event, variability and bodily experience’ (Dursun et al., 2014).

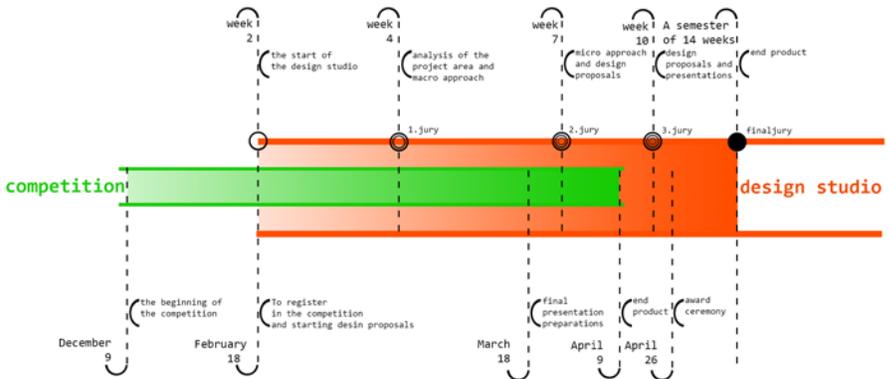
‘Urban synapses’ (named by the authors) has been determined as the main theme before discovering a parallel student competition announcement. The conventional definition of ‘synapses’ in biology has been implemented to the design problem. In which the synapses stands for ‘a region where nerve impulses are transmitted and received, encompassing the axon terminal of a neuron that releases neurotransmitters in response to an impulse, an extremely small gap across which the neurotransmitters travel, and the adjacent membrane

of an axon, dendrite, or muscle or gland cell with the appropriate receptor molecules for picking up the neurotransmitters in the brain' (Oxford Dictionary).

Due to the metaphorical understanding of synapses in the urban texture, the transactions in the city seek for various functions in order to enhance better usage and communications. Moreover, well formulated synapses spaces provide a better functioning in the urban context. Spaces for transportation, trade, gathering and leisure tend to work as synapses points in this regard. The state of being relatively temporary is the core idea of design. This alternative formulation of space and interactions is expected to be enhanced with the proposed micro urban intervention. The formulation of this fragmented space is described as semi-closed and closed spaces; not exceeding 800 m<sup>2</sup> of area or 2500 m<sup>3</sup> of volume. Two main functions are required from the designers in studio; one is exhibition; while the other is considered to be a gathering space including the functions such as reading, cafeteria, and shopping.

As the semester was about to begin, a national announcement has been received informing a student design competition by Can Aluminium Company. The company is one of the leading producers of aluminium compounds for construction. The deadline had been 7 weeks further; dividing the semester into two parts. The theme of the competition was applicable to urban areas –such as marketplaces, waterfronts, historical areas, parks and similar urban spaces. The requirement was mobile living areas design whose function to be determined by the participant students. Global warming, efficient energy consumption and sustainable built environment issues including ventilation, heat, light, noise, daylight control were expected to be considered by the participants. The student determining the theme and the program would provide a design proposal by using the aluminium as a contemporary material regarding environmental, economic, technical and social benefits. In addition to the lightness and easy-to process properties of aluminium, the alternative and potential usages of the material were expected to be explored. The concept of mobility along with lightness, the state of permanency or temporality related to mobility; the connections that the proposal would formulate with the urban context regarding the architectural configuration that was described to be temporary.

In the competition frame, skills for creating a space that was light and mobile as well as applicable to a variety of places for students would be probated. The space could refer to different urban contexts in the maximum 150 m<sup>2</sup> or 500 m<sup>3</sup> volume semi-open and indoor area of mobile living in order to meet the demands of reading, exhibition, publicity, meeting, cafe, shops or other multi-functions. The flexible approach of the competition and parallel basic studio design tendencies has enabled implementation of a different experience into the studio teaching. Since the context of the original design problem was larger than the competition specifics, the competition was formulated as the first part of the studio design process. In the first phase, the general layout and the smaller fragment of 150 m<sup>2</sup> or 500 m<sup>3</sup> was to be designed. After the deadline of the competition, further design developments would continue with the larger context due to the original problem definition (Diagram 1).



**Diagram 1:** Formulation of the design studio teaching

### The same design question: what changes the approach?

In the traditional architectural design teaching, the approach to the design problem is taught through the project-based 'studio'. In the studio experience, the students 'express and explore ideas, generate and evaluate alternatives, and ultimately make decisions and take action'. The techniques for architectural representations and 'reasons with these representations to inquire, analyse, and test hypotheses about the designs they represent' are studied (Gross & Do, 1997).

Shaffer points out that the images of design work and actual activity of design practices can be two different things. The general observation does not always reflect the actual design practice so research on design as a pedagogical model is often at the centre of the studies in the field (2003). There has been several works on the issue (Hall & Stevens, 1996; Hawkins, 1993; Stevens, 2000). Moreover the psychology of the design learning researches brings about further findings (Akin, 1986; Branki, Edmonds, & Jones, 1993; Coyne & Snodgrass, 1993; Davies, 1987; Goldschmidt, 1989; Jansson, 1993; Mitchell, 1994; Rowe, 1987; Schon, 1988b; Simon, 1996).

The design students are expected to develop a design project understanding beyond the pragmatic reflecting; but an understanding of the ‘magic and poetry’ of the built space and the effect on the users; to provide the skill to formulate the materiality and tectonics via drawings and models; to create design solutions at an informed level; as well as the ability to think critically and translate findings into the project work (Spanbroek, 2010). Another important input in the studio is the critical discussion of the work. The critical approach is not only the concluding assessment of the design studio process; but also a way to learn upon the design platform. Thus; the critical perspective is perceived as a ‘recurring challenge of architectural education’ in order to integrate the main lecture format of the conventional courses into the learning by experience and by doing (Gross & Do, 1997). Within the studio design process some studies address the ‘conceptual paradigm’ to be the crucial issue rather than the final products after the analysis of the region and forming strategies (Fernando, 2006). Nevertheless other literature supports the process-centred studio approach for the integration of both conceptual and practical thinking (Demirbaş & Demirkan, 2007; Ozturk & Turkkan, 2006; Ellmers, 2006; Koch et al., 2002; Lawson, 2003; Ulusoy, 1999). It should be noted that teaching and learning has been motivated through the entire arguments being pieces of the whole to provide connection of both experiential and conceptual knowledge. Such knowledge is enhanced through dialogue between students and instructors aiming to

encourage students to ‘think something differently’ (Aydınlı & Avcı, 2010). So the design studio is supported with ‘workshops, seminars, trips, site study, readings- writings and practice of construction’ with respect to a particular design problem by which the student is brought from a passive state to active (Ciravoğlu, 2001). In the ‘competition implemented to the studio’ case, the design problem is determined by an agent other than the design studio tutors. As the competition specifications described by an external jury is accepted to be the design problem of the studio teaching process; it constitutes equal distances to the problem both for the tutors and the students. Such approach is an interesting case for the tutors since critical discussions provide wider insight. It should be noted that, in the competition case, tutors are also clueless about the tendencies of the jury. So the teachers do not directly reflect their expectances from a particular project; but struggle to teach the architects’ perception and their sensibilities. Thus; the tutors and students struggle together for the design proposal that would be appreciated by the competition jury.

A mixed process of workshops including group or personal work, references to other disciplines that constitutes ‘independent media’; a sort of platform for sharing, self-confidence, freedom and self-satisfaction via production in a short time period; the studio enables ‘one to one practicing experiences, forming out of a medium that provokes creativity and provides the philosophical and cultural interaction (Ciravoğlu, 2001). In such an atmosphere, competition embraces rivalry due to its nature. The designers in the studio compete with each other as well as with their rivals in other architecture schools without any estimation of competitors’ numbers or design tendencies. The other designers who also participate in the competition are also rivals on the same platform. Nevertheless they can neither see each other’s work nor interact to share ideas. Thus; the studio design notion is explored through a different interpretation during the competition experience. Dursun et al. states that the architect learns from both from his/her own design and from creations of others (2014). In addition to the group discussions and juries,

competition opens a wider perspective towards the design problem (Dursun et al., 2014).

Hammond states that the design and built object should not be taken to be two separate actions that one ends and the other begins. These two are circular processes feeding each other, transforming and developing simultaneously. Even though building is an imaginative process, materials and realizing details, the process of transformation of the design ideas into a physical structure is experienced physically (1980). Coherently, the competition presents a written specification to the designer and his/her consultant. This written text states the boundaries of the project and leaves the exploitation limits to the designer. So the abstract state and the physical possibilities intersect in this frame. The flexibility margin in the design is also crucial to prepare the students to the professional architectural environment.

The action of 'learning to learn' becomes more important than specific knowledge itself (Aydınlı & Avcı 2010). Competition stirs this action to a larger venue made up of not only the members of a particular studio but a national platform where the unfamiliar, new and undiscovered collide.

### **The competition posters versus the 'end product'**

During the design process held in the studio a major difference emerges in the inputs regarding the competition posters and the final work. Shaffer states that the designer chooses to address 'a particular issue' referring to the design problem (2003). However, the particular issue is tackled due to the critical venue of the design proposal. Moreover, Shaffer explains that 'a solution is proposed' (2003), the shifts in the reaction of the same students for the same issue are interesting. The critical iterations in the design process have been formed with respect to the general architectural competition tendencies by the students even before tutors notify in the studio. It is the reflection of the contemporary architecture platform enabling rapid communication and changes in tendencies.

Thus the particular, well-defined format and the generic specifications on the web site of the competition imply concept-based proposals. They are quite abstract which is controversial to the sharp definitions of specific details as well as a massive conceptual frame that the design studio seeks. Several studies state that the design process is not possible to be detected by any methodology, but can be assessed through the content of critiques on design representations (Demirbas & Demirkan, 2003; Uluoglu 2000). Thus, the content of the critiques also shift regarding the different demands of the competition and the studio teaching experience. Dong (2006) formulates the representations of design ideas in two categories as the visual and linguistic forms. In design studios, the representation is provided via sketches. They serve as ‘the external representations provide a link between the actual world and the mental world of the designer’ (Demirkan, 2005; Senyapili & Basa, 2006; Sagun & Demirkan, 2009). The demands of the design problem specification also create a new approach to the problem itself. The expression way of the design solution refers to the venue that the proposal is to be shared.

Aydınlı & Avcı states that the contemporary architectural knowledge should not be taken as a product, but as a continuous and unfinished process (2010). So architecture is not passive in representation; on the contrary it provides new design possibilities through the images represented (Aydınlı & Avcı, 2010). Shaffer refers to review or jury as a ‘central tool’ of the design studio, creating interactions between learner, peers, and experts. This formal group discussion of student work is conducted through individuals displaying their work, presenting their plans, and professionals from outside the studio giving feedbacks (Shaffer, 2003).

On the other hand Aydınlı & Avcı refer to this review process as innovative thinking platforms since understanding and thinking architecture indicates new possibilities of design (2010). The factor of designing for the competition or the design studio learning shifts the reactions of the jury towards the student work. The ‘articulated

schema' developed, 'various perspectives' brings about flexible relational thinking flexible design attitudes (Aydinli & Avcı, 2010). Discovery of new perspectives is obtained through the metaphorical theme of synopsis and its implementations both for the studio and the competition.

Considering the designing for competition and designing in the studio to learn as two different approaches to the design problem; the product tend to differ respectively. Even though designing for a student competition is also a learning process, it is more likely to be an experience in participation regarding the competition specifications, keeping up with the well-defined presentation formats and formulating a design thinking via architectural presentation techniques. This is also an example of what Shaffer & Resnick argueto be the 'elements' that work together 'to create thickly authentic environments' (1999). The authenticity of preparing for the competition also goes parallel to the learning activities and their combinations with; 'goals that matter to the community outside the classroom', personally meaningful to the student, ways of thinking within an established discipline, and the means of assessment' (Shaffer, 2003). This tendency is provided with respect to the specifications from an 'outsider agent': the competition committee. It should be noted that the main purpose of the competition is not teaching even if it is a students' competition but to assess the final products obtained from participants. The attitude is not supposed to be constructive and teaching-based but critical and tightly connected to the agenda of the competition. Thus the products developed refer to these particular facts of competition nature.

On the other hand, design studio teaching refers to a constructive critical learning mission. The critical jury discussions aim development of design skills for the students. Schön describes this interaction as 'an extended and loosely structured interaction between designer and critic (expert or peer)' (1985). It should be noted that crit-desk is not always the culmination of a design; but a venue for evaluation in order to develop the work. Schön states that the critique

is central to enhance the student's ability to design thoughtfully (Shaffer, 2003). Contrary to the assessment process of the competition, design studio process creates a platform for iterations as the design period continues. Wenger argues that 'learning is a process whereby an individual comes to participate in the practices of a community'; the discussion is both social and profoundly individual(1998).As the final discussions on the competition jury decisions are neglected, the competition does not constitute such social interaction platforms during the design process.

## **Methodology**

The research methodology approach is qualitative due to the nature of architecture design. This study displays the shifting design tendencies with respect to the venue that the proposals are to be posted. It is also the review of an 'off-the-chart' studio teaching process engaged with the competition notion. It should be noted that some teaching interventions are conducted as involuntary reflections by the tutors. Thus; the methodology suits to the philosophy of interpretivism; which is one of the three main methods of qualitative research. This way of study refers to the philosophers Husserl and Heidegger whose tradition is adapted to social sciences. The aim of interpretivism is to make meaning of complex nature of live experience through the individuals' perspective that lived it in person. It should be noted that the methodology bases on the first person's point of view and subjective experience. Literature refers to the Cartesian split between subject and object, mind and matter in this regard; thus the challenge is 'to develop an objective interpretive science of subjective human experience (Groat & Wang, 2002).

Thus a systematic selection of works has been provided in order to reflect controversies of competition preparation and teaching processes in the studio. Out of 58 student works that participated in the competition and completed the design studio semester, 13 works have stood out with respect to the major criteria considered to be crucial for the study. These 13 works are selected with respect to their

contribution in those criteria. The criteria are the approach via the proposal scheme, the notion of scale for intervention and architectural presentation techniques. The assessed works of 13 students reflect contribution these aspects.

The theme of the design studio is also crucial to be coherent with the above criteria mentioned. The abstract notions embedded in the studio teaching also applicable to the open-ended competition specifications. Thus; these particular 13 works shows the development of architectural attitude for students in the studio. Ehmann states that stirring the notion of assessment towards the process and person focus in addition to the product seeks for shifting weightings accordingly in order to reflect that the process, the person and the product are valued equally (2005). This tendency also stresses process and the designer as well as the final product (Goldschmidt 2003; De La Harpe B., Peterson F., Frankham N., Zehner R., Forsyth G., Musgrave E. & McDermott R., 2009). Thus the different assessments conducted at different stages of the studio experience address both the process and two different products extract various culminations out of one particular design problem. Aydınlı & Avcı describes such intensities as ‘discovering knowledge’ in order to improve different possible representation models through the conceptualizing and materializing processes (2010).

In such manners; the determination of a national student competition theme as the theme of the design identifies the studio to be a national architecture venue in a sense. In that venue, the designer and his/her consultant find the opportunity to meet with other designers from diverse architecture schools. Due to the competition rules designer can only hand in two A1 sized posters. Thus, controversial to the conventional jury milieu, without the jests and speech of the designer the only architectural presentation tools are the 2 particular posters proposed. That creates the core practice of design conceptualisation, intervention and presentation competencies to be assessed accordingly.

## **The assessment criteria**

### *(1) Proposal approach*

This particular criterion refers to the main components of approach to the design problem regarding the macro/micro configurations in architecture, the coherent application of landscape, and the characteristics of being a place. The consideration of built entities with respect to the inputs such as relations to the seafronts, the view and the topography also formulates the approach to the design problem. The approach to the problem also urges for fragmented and holistic form ideas.

### *(2) The notion of scale*

The notion of scale is a crucial input since the area of intervention differs with respect to the competition specifics and the design studio requirements. The students are expected to be aware of the intervention shifts as the size change. On the other hand; the scale notion stands for the gradual levels in design applications. The scale formulates the integrations of macro decisions respectively.

### *(2) Presentation techniques*

The presentation techniques criterion monitors the displaying the design ideas in an architectural way. It is combination of various competencies especially regarding the competition environment where the design proposal is assessed without further verbal explanation. The design approach presentations, completion, usage of canvas, use of digital tools are some particular entities of presentation ways. It should be noted that, the students present 'new ways of seeing, thinking and doing to be innovative in their design process' via presentation techniques (Aydınlı & Avcı, 2010).

DESIGN PARADIGMS		DESIGNS													
proposal approach	competition	Macro approach	●	●	●	●	●	●	●	●	●	●	●	●	●
		Micro approach	●			●	●	●	●	●	●	●	●	●	●
		Built entities	●	●	●	●	●	●	●	●	●	●	●	●	●
		Framged forms	●	●	●	●	●	●	●	●	●	●	●	●	●
		Holistic forms	●	●	●	●	●	●	●	●	●	●	●	●	●
	design studio final	Macro approach	●	●		●	●	●	●	●	●	●	●	●	●
		Micro approach					●			●	●	●	●	●	●
		Built entities					●			●	●	●	●	●	●
		Framged forms		●		●	●			●	●	●	●	●	●
		Holistic forms	●		●	●	●	●	●		●	●	●	●	●
The notion of scale	scale of intervention	●	●	●	●	●	●	●	●	●	●	●	●	●	
	integration of macro decisions	●	●	●	●	●	●	●	●	●	●	●	●	●	
	scale of intervention					●	●			●	●	●	●	●	
	integration of macro decisions	●	●	●	●	●	●	●	●	●	●	●	●	●	
	studio design	●	●	●	●	●	●	●	●	●	●	●	●	●	
presentation techniques	competition	presentation	●	●	●	●	●	●	●	●	●	●	●	●	
		competition	●	●	●	●	●	●	●	●	●	●	●	●	
		usage of canvas				●	●	●	●	●	●	●	●	●	●
		use of digital tools	●	●	●	●	●	●	●	●	●	●	●	●	●
	design studio final	studio design	●		●	●	●	●	●	●	●	●	●	●	●
		presentation					●			●	●	●	●	●	●
		competition					●			●	●	●	●	●	●
		presentation					●			●	●	●	●	●	●
design studio final	usage of canvas	●	●	●	●	●	●	●	●	●	●	●	●	●	
	use of digital tools	●	●	●	●	●	●	●	●	●	●	●	●	●	

Diagram 2. Design paradigms assessment chart

In order to interpret the shifting dynamics of competition and the entire design process in the studio, a chart has been constituted. If the criteria mentioned above are found on the competition posters handed in and the final design studio work, it is marked on the diagram. With respect to this systematic assessment model, 13 student proposals are reviewed. As the results of the national student design competition is announced, one proposal out of these 13 works is awarded with honourable mansion (1/13). Moreover; 7 proposals from the studio participants succeeded to pass to the last round of the competition (7/13). It should be noted that 58 students have participated in the competition from this particular studio – the entire students from second year Gebze Technical University architecture students.

It is very interesting that, only 4 design proposals are competent in the competition as well as the studio process. It has been found that these competent design works also fulfil demands of the parameters displayed through the design paradigms (4/13). It can be inferred that

the requirements of competition and the studio diverge in nature. Moreover, some students are more competent in the generic design formulations which are very necessary for such competitions while others are competent in thorough design implications.

Eight design proposals have been successful in the competition process in terms of generating new ideas and implementing them with respect to the three main criteria. However 4 of these students could not keep up with the studio continuum in the entire semester (8/13). Even if they were competent in the competition period, they took relatively lower grades. The nature of the architectural design studio teaching can be judged for such a result. In a semester of 14 weeks, the design studies begin with analysis of the site and formulating the main design approach. Then the intervention is studied from macro level to mic details. It can be inferred that, every designer have their divergent skills to design at different levels and scales. Probably a standard design studio process is very dense for students in the second year undergraduate level.

There are 5 design works that only focused on the studio design process (5/13). It can be stated that some designers are not comfortable with the competitive design venues where sharing posters, presentation techniques and ideas are more exposed. Even it can be stated that some designers are more likely to be conservative in sharing their work in the larger platforms. Moreover, the act of competition participation demands more struggle on deadlines and keeping up with the specifications. It is also detected that formulating a generic, intense design idea and presenting it via architectural presentation tools is more difficult than providing a thorough detailed design solution for some students.

However some works display that; in some cases the design proposals competent with the macro approaches cannot keep the same pace in the studio design development phase (4/13). These architecture students are contrary to ones mentioned above. They can be categorised as 'enthusiastic' about constituting a design approach and formulate massive ideas on presentations. But as the

developments of these are asked to be developed, they are not competent with detailed solutions, micro interventions or methods of applications. It can be inferred that there are two types of students in this regard; first type is the ‘detail solvers’ and the others are the ‘idea generators’. It can be stated that the profession of architecture has a wide range of fields and it is difficult to be competent in every design phase.

The condensed structural and spatial intervention tendencies have been continued in the design period by only 7 design works (7/13). The main goal in the studio was to keep with the generic idea proposed at the competition posters and develop the idea after the competition deadline is over. Nevertheless only some students formulated their micro design interventions through their original design approach. Others shifted their design solutions into totally different approaches. This can be the result of scale questions in architecture. Once the designer begins to struggle with the in-depth problems and the scale moves from macro to micro; the original design ideas begin to fade.

It can be stated that the contemporary presentation tool of architecture is digital techniques and this tendency is embraced even in the early stages of architectural design learning. It is detected that the entire presentations of the proposals are provided via digital tools (13/13). This is also the result of beginning to teach digital tools to students even in the freshmen year during basic design classes. Nevertheless; students do not abandon the flexible hand sketches besides digital techniques since hand sketches have accompanied digital presentation techniques in some design works in some cases (4/13). It can be described as a hybrid technique in which hand sketches are scanned by digital devices and edited via design software such as Photoshop, Rhino or AutoCAD.

Sharing the illustrations, diagrams and schemes that had visualised previous projects with awards on the digital platforms with the students have a direct impact on the design studio work. It is observed that the presentation techniques of these designs have

surrounded the design studio students at the beginning of the design studio. Besides assisting students through ways of presentations, and schemas as examples, these exhibitory activities have played a role to trigger ideas at the design process beginnings and to reproduce further design thinking.

Considering architectural design teaching as a national phenomenon; the conventional tendencies perceived as studio methods or keeping a parallel pace with the other international architecture schools do not provide as rapid idea sharing platforms as the competitions amongst students. Workshops or collaborative design studios should be taken as other particular platforms in this regard. Moreover, placing the competition participation process in the design studio constitutes an irrational impact area for students in terms of emotions and motivations. They are listed as the following:

*Rivalry* – Students participating in the competition have become rivals in the studio. The idea of winning a reward in the competition has affected the motivation of students.

*The potential to win*– As the competition is culminated, one student was able to have a successful degree. The design studio students who are the members of a newly established undergraduate degree in architecture (the undergrad degree in architecture has a 7 years of history, as graduate program in architecture is much older), the students have witnessed that they can also be awarded in design competitions.

*Being awarded* – After the design studio process the grades are tangible indication of accomplishment. The colloquium for the award winners, the organisation of award ceremony constructs self-esteem for the students and honours the participants.

*Acceptance* – The jury reports informing about the reasons to receive a degree or being eliminated in the competition provides a sense of acceptance for the students. The sense of acceptance is reflected in the design studio process after the competition phase of studio teaching and works as a factor for evolution of students.

## **Conclusion**

This paper challenges to identify the shifting intensities of design regarding different discussion platforms. Moreover the designer possesses the intuition skill to comprehend the design demand of that particular design venue. There is no doubt that particular guidelines such as specifications on a design competition or the syllabus of a design studio course frames it. Even if the design theme is provided to be the same, the design reactions and the stance of the designer tend to change accordingly. This study displays such differences in design tendencies by referring to a studio semester divided into two phases; one is culminated by the participation of architecture competition for students and the second is concluded with the developments of ideas generated during the first phase. The results are assessed through a chart by using interpretivism method of qualitative approach. Then the findings are tried to be interpreted with respect to the experience of the tutors conducted teaching in the particular studio; also the authors of this paper.

The theme of the competition covers the vast part of the whole design studio in time. After the competition registrations are completed, it has been observed that students had difficulty in continuing the studio design process. It can be inferred that the competition process has created an important and dominant focus in the studio. Since participation in the studio provides an agenda even after the working process through the exhibition of the entire participated works in the competition and publishing jury reports of awarded works as well as the eliminated proposals in the first run; enriches the architectural environment. Moreover; taking part in a competition provides a venue of comparison between statements and applications of young designers. Students get the opportunity to compete nationally through their stance towards the described architecture problem.

Moreover, each design proposal whether rewarded or not, is regarded as statements made in the architecture field. Honourable mansion,

purchasing reward or only participation refers to a documentation of future idea. Moreover; they should be considered as the most important input of the national architectural agenda. The competitions constitute a massive role in the professional practice due to the platform it creates in experimental –production- and educational senses. The importance to the competition platform is given and an introduction to the architecture students is made due to its drive for transformation.

On the other hand; the dense, well-constructed formulation of architecture studio opens a wide field for students to comprehend their competencies and weak sides. Since a regular studio teaching begins with analysis on site, deriving solutions from the design problem with help of those analysis, then detailed plan, section and façade studies follow. This series of design work enables an exercise of actual architectural practice in a sense. On the other hand, due to the particular learning goals of certain levels in architectural education; the weightings of these phases may shift. Moreover, the design studio teaching provides a circular model of developing ideas by critiques leading to iterations. Thus; contrary to the competition process the critiques are not taken to be the tools for only assessing the work; but also developing the design ideas.

It should be noted that this study does not reflect a general scientific recognition on the subject matter; but open a discussion on the architectural production for diverse venues. Further explorations are necessary to conclude for some findings. For instance a competition with more precise specifications and design studio intervention can be tested by which the generic way of competition production might shift. It also should be noted that this is a unique attempt to display a teaching experience in architecture that provides a connection between the daily practises of architecture and its academic teaching ways.

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## CHAPTER 2:

### THE EFFECTS OF IZMIT COMMUNITY CENTER ON THE URBAN SOCIAL CULTURAL AREA AND ARCHITECTURE FIELD

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#### Urban Identity And Community Centers

The city's search for its own identity and the lack of identity are the most important problems of today's cities. The identity of the city ensures that the city is separated from the others and become recognizable. At the same time, social sensibility and sense of belonging depend on the identity of the city as a result.

When the traces of the city of Izmit and urban identity in the historical process are examined, it is seen that the urban cultures are connected to the shore. Historical identity seems to be based on coastal cultures, all artifacts visible, the way in which they come together, and all the formations proposed by this ancestor. It is possible to read the city of Izmit reaching to the day-to-day with the articulation of cultures through these layers of culture. It is seen that all the artifacts that make up the city and the basic elements behind the settlement decisions stem from the topography. Izmit Loch is the scene of the city and it is an indication that the city is based on water. As a port city that opened to the world in every period of its history, the coast is an important influence for Izmit, which gives the identity of the city.

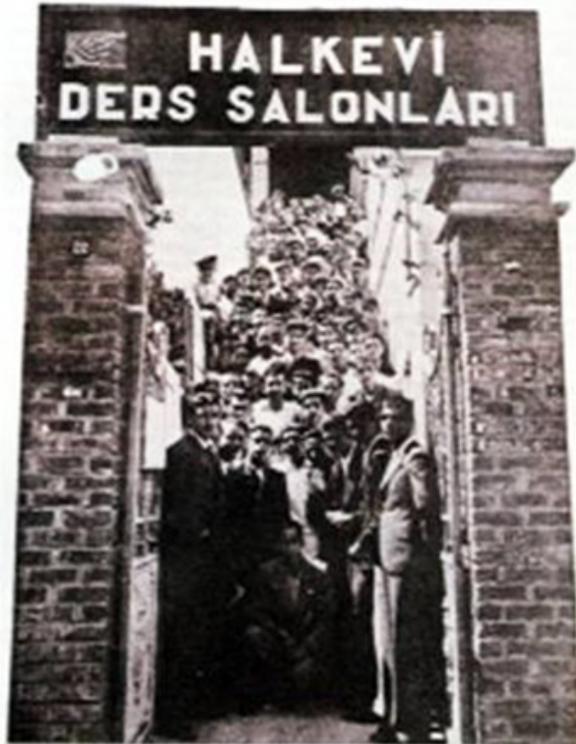
İzmit Community Center also faces this historical continuity / reality and one of the living parts which is seen in the urban context. As one of the social institutions that the Early Republican Period brought to the city, İzmit Community Center is very important in terms of its conscious position in the city and on the coast, its close environment relations, the programmatic elements proposed by the city with its suggestion and the trace in urban memory. This judgment reinforces the fact that the public houses have a place in our foundation purpose and culture accumulation. Namely; public education activities were made common throughout the country with the People's Residence established in 1932. The people's houses were established at a time when a people up to 80 percent of them could not read or write, after a need. (Kılıç, E.) Baltacıođlu, who stated that the gardens of the community houses are to live before teaching. He stated that the public house is a cultural home and that the most important task is to fight morally, artfully, at home, in music, in theater, in architecture, (Baltacıođlu, İ.H.)



Tunceli Pertek Community Center's visiting by Atatürk



Revolution days and community centers



Community Centers and people's interest (Boyut Pedia)

## **Construction Of Izmit Community Center**

Under these circumstances, the construction of a community center complex in Izmit was decided in 1937. Under the chairmanship of the CHP party leader Hamit Oskay, approval of the plans of the building and the commencement of the necessary work for the construction of the village house were found in March of 1938. (March 3, 1938 *Türkyolu* Newspaper) The positions to be built are purchased by the party in April of the same year. (April 7, 1938 *Türkyolu* Newspaper) İzmit Community Center, which is regarded as a trigger of the development of the city center of Izmit, has also been considered as an important beginning for the reconstruction of the coastal lane. The issue of locating the Community Centerbuilding in Izmit coastal shore, where the new roads will be reconstructed and the directive will be made and this development will be directed at the local press. (June 16, 1938 *Türkyolu* Newspaper)

*"The new building's plan is prepared by precious architect Seyfi Arkan in a very nice style. There is a gymnasium, a lounge and a conference hall, a gymnasium with a gymnasium, a gymnasium and a gymnasium. Since the building is to be kept by the sea, it is thought that a small hymn will be brought to the beach and a swimming pool will be brought to the body. "(TBMM, National Palaces Archive)*

The groundbreaking ceremony was held on August 10, 1938 with the participation of a large group of civilian superiors. The place where the building was built was equipped with flags and continued with the ringing of the National Anthem by the people's band and afterwards the governor and the president of the party Hamit Oskay.

In Oskay's speech; Izmit people are gathered to lay the foundations of a very important building, the Turkish people are going to raise the level of culture, the public house which is an important step for the rooting of the revolutions known to revive the social life, and the steps taken by the Izmit people in this issue. A groundbreaking ceremony was initiated with the signing of a paper by Mehmet Kağıtçı, the chief of community center. (August 11, 1938 Türkyolu Newspaper)



Construction of Izmit Community Center (İlker Kumral Archives)



Izmit Community Center View from the North (İlker Kumral Archives)

At the local press, the architect Seyfi Arkan has been described as "high enjoying owner" and has been spoken with gratitude. (August 18, 1938 Turkish Newspaper) The General Secretariat of CHP for the furnishing of Izmit Community Center, which is still under construction in 1941, has allocated a contest for 20.000 Lira and won a contest and the contestant painter and decorator Nafiz Besen won. (June 10, 1938 Türkyolu Newspaper)

### **The Effects Of Izmit Community Center On The Urban Social Cultural Area**

Izmit Community Center served not only for Izmit but also for important social functions such as Kandira, Yalova, Sakarya and Hendek in the 1940s in terms of socialization and cultural sharing. According to the news in Türkyolu Newspaper, between 1942 and 1943, 8 concerts were heard by 1,500 people. 13 representatives of 49 representatives watched. 14 family gatherings, 4 village visits, 4 exhibitions were opened and the exhibition was visited by 10000 people. Poetry listeners were arranged. 1,600 patients were treated in the policlinic in the community center, 300 poor school uniforms, 15 poor shoes were purchased, books, notebooks, fabric and sewing material were provided to poor students in the girls' institute. (February 21, 1943 Türkyolu Newspaper)

When the Izmit Community Center approached the 1950s, frequent meetings were held to speed up their declining work (December 18, 1949, Türkyolu Newspaper). Representations are thought to be given to the movie theater as the conferences diminish.

Hendek, Eskişehir, Kandıra, Adapazarı, Bursa and many other public hall halls have been given to the rent due to the lack of representations. Izmit Community Center resting room was given to the rent as coffee and it was thought that the representative hall would be given to the rent as well. However, it will also be available for public housing for certain days (17 November 1949 Türkiye Newspaper) for hall representation, conferences and meetings to be put on the lease agreement. In 1950, the Public House Library was forced to move upside down. The reason for the move is that you want to give this room to the rent (9 August 1950 Türkiye Newspaper). Following the removal of the decision to close the Community Centers in 1951, all fixtures belonging to Community Center in Izmit were determined and collected in a room. On 17 August 1951 the public hall cinema hall was sealed (17 August 1951 Türkiye Newspaper)



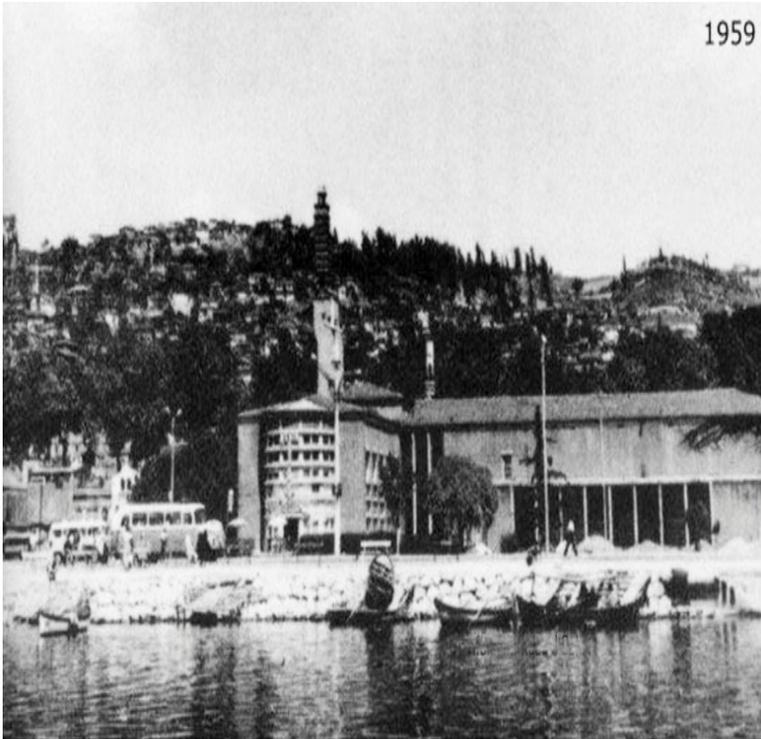
Izmit Community Center Theatre (Özgür Kocaeli Newspaper)

Izmit Community Center was opened in 1932 and continues its educational activities as a public education center and an evening art school. Until 1951, when he was closed, he pioneered the formation of various theatrical plays in the city and the theatrical culture in the city. First of all, he has hosted the game "The Influx". He is a difficult married woman, Independent, White Hero, Target, Caterpillars, Honorable Sanchez, Gemini, Forced Medical, Hero, Debbazlik, Epic Day, Wedding and that Cihan, "The success of the staging has also been proven by the Court of Appeal, Double Deafs, Poet Commemorative, Gemiler, Consulting Çelebi, Criminal Code, Navy Night, Head Worker, Lonely Word, Male Puppet, Human Consumption, Sacrifice, Mental Administration, Hamlet and Sting. The last played game was the "Hell" game played in 1951.

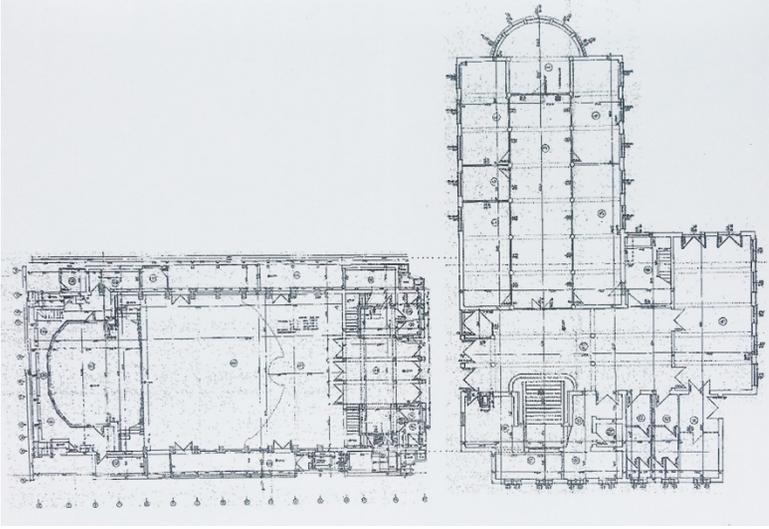
### **The Effects Of Izmit Community Center On Architecture Field**

When viewed from the architectural point of view Şenyurt's expression; Izmit Community Center has been realized with an approach that is not different from other community houses with its different window sizes, curved fronts, outcrops, a tower, and a conception of design depending on the prismatic composition. The building consists of two main sections, a conference hall and a city cafeteria and educational units. The masses of the city cafeteria and the conference room are connected to each other by a semi-open corridor. Both structures are reached via this corridor passage. Horizontal band windows are divided by columns extending along the curved façade facing the sea. The mass of the conference room and

the facade was pulled back to the main street and front facing the sea, and the facade was brought to the foreground with the exits carried by the columns. Along these facades, which are being retreated, the conference room is accessed from the side outlets and through the columns directly to the street. These side exits are not used today ... The monument of the marble-clad staircase attracts attention to the right of the main hall where the city restaurant was formerly located. (Şenyurt O.)



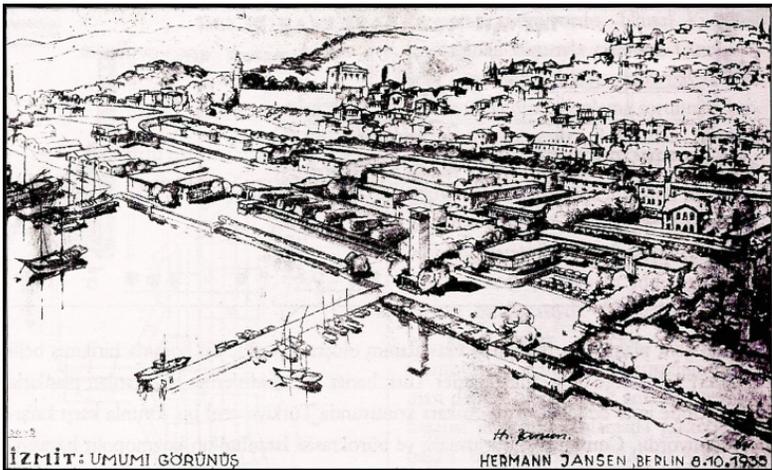
Izmit Community Center and Coast, 1959 (Cemal Turgay Archive)



The Plan of Izmit Community Center(Yavuz Ulugün Archive)

The tower of Izmit Community Center indicates an important image in urban memory. This architectural element that has risen vertically has been articulated to the architectural preferences of the period. Looking at the use of vertical elements in the production of modern architecture; ideological grounds seem to have emerged as a design decision adopted in public structures. According to a determination of the ideological meaning of the architecture of the Yesilkaya villages, Izmit Community Center argues that secularism symbolizes the triumph of the secularism over religion because it is not only the ideals of progress of the Republic but also of the Fevziye Mosque, which is located near the people's houses, by associating with the vertical axis of the tower factory chimneys and silos. (Yeşilkaya, G.N.) However, the documents found in Izmit Community Center Archive are mentioned in the projects where this usage was made as a "sea lantern". Because there is documentation in the archive that there

is a sea lantern and that there is a lighting project for this. In addition, it is stated that this is the sea lighthouse in the decision of the Conservation Board of Cultural and Natural Assets. Although there is a road at the front of the building, as seen from the construction drawings, the sea is in front of it when it is built and the designed tower can be seen immediately from the sea as a lighthouse. (Durakan, A. and Ulusu Uraz, T.) Bozdoğan argues that such structures are used in public buildings built in Europe at that time and that Turkish architects may have been influenced by them. (Bozdoğan, S.) With this, It is seen that Hermann Jansen's work for İzmit city, which was the first work done for the city of İzmit in the Republican period in 1935, is in front of the main sculpture, that is to say, the present location of İzmit Halkevi.



Hermann Jansen's İzmit Study, 1935 (Tekeli İ., 1998)



Izmit Community Center Present Position



Izmit Community Center Present Position(İbrahim Türkeri Archive)

There are many things to be done about mass, size, facade, rhythm, tower and life and returning through Izmit Community Center. As can be understood from the announcement of this public structure that is to be built, the architecture is given priority and the architecture is also referred to with a description of its style. A city was excited and happy to win a building. Because Izmit Community Center keeps coastal life alive by proposing a program intensity on the coast. Programs aimed at organizing outdoor relations were planned to

be opened to the city through this structure and to be located in this area of the city. The location of the Fevziye Mosque right next to it can also be interpreted as an effort to be attached to the city's everyday life crowd. Izmit Community Center building of Atatürk's architect Seyfi Arkan, who kept the feature of being one of the most beautiful and qualified constructions of the city, gave Hermann Jansen the right to emphasize that the new buildings to be built in the streets and squares of Izmit should be "art-worthy constructions". It was also scratched into the urban memory with the most important stop (Community Center Bus Stop) in the reach with the square in front (Community Center Square) and the road to the city. He accompanied, organized and took place in the lives of the city's ceremonies.

## **Conclusion**

The historical continuity of urban artifacts, both physical and socio-economic directly affects the development and cultural accumulation of the city. Unidentified cities continue to grow in an uncontrolled way and with their own problems. The use of urban resources is urban identity parallel rationalization. Because the city will damage its existing identity Uses are rejected from the very beginning. In the urban context, the Izmit Community Center continues to exist as a data right next to the city's search for identity.

It is important to point out that the coastal factor, which is a descriptive factor in the definition and conception of the boundaries of the city, is also important in the formation of the images related to İzmit. The "shore", whose boundaries can not be drawn while defining

the boundaries of the city, has formed an important network in the urban system, unlike today's Izmit, with its "water" which is a natural element forming itself. The external spaces suggested have triggered social cultural accumulation with continuity. He created a cloud of perception about the city. Izmit Community Center, a city that loves the theater, is still in the cloud of this perception even though it has moved away from its coast.

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## CHAPTER 3:

### STRATEGIC COMMUNICATION THROUGH NEW MEDIA IN US DIPLOMACY\*

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#### INTRODUCTION:

New media enables common connectivity, reciprocal interactions and accelerated information diffusion on a global scale. When it is considered these advantages of new media, governments prefer utilizing social media as a strategic tool to build hegemony in the global power structure. The government agencies benefit from new media as a strategic communication tool for accomplishing foreign policy objectives. Strategic communication which is operated through new media constitutes a networked, mediated and mobilized relationship between publics and governments.

According to A. Ross's (2011: 452) view, diplomatic engagement consisted largely of government to government actions. With the advent of new media, this engagement increasingly takes place from people to government. But this approach ignores other actors, such as public institutions, private sector agencies, multinational corporations, non-governmental organizations, civic platforms and opinion leaders which participate to the field of

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diplomacy by means of new media. Diplomacy begin to transform into a field that is conducted with multi-actors.

### ***Theories On Strategic Communication***

K. Hallahan, D.R. Holtzhausen, B. Van Ruler and D. Verčič (2007: 3) define the nature of strategic communication as the purposeful use of communication by an organization to fulfill its mission. In the scope of this communication type, six relevant disciplines could be implemented: management, marketing, public relations, technical communication, political communication and information/ social marketing. Hallahan et. al. (2007: 7) note that strategic communication focuses on how the organization itself presents and promotes through the intentional activities of its leaders, employees and communication practitioners. Additionally, strategic communication aims influencing targeted groups and making persuasion (2007: 24-26), by that reason it is a purposeful activity. According to Hallahan et. al. organizations are seeking for empowering effectiveness by utilizing new media.

Sandhu (2009: 74-75) who is explaining strategic communication function points out that it implies intentional communication of an organization, and is especially shaped by institutions. Similarly Hallahan's et. al. view, Sandhu says that strategic communication is related with an institutionalized purposeful action, and also involves rational and deliberate decision-making process.

Holtzhausen (2008: 4848-4849) describes strategic communication as an effort of organizations and communicative entities communicating deliberately to reach set goals. This activity covers the full spectrum of economic and social sectors, such as trade and industry, politics, nonprofit government agencies, activist groups, and even celebrities in the sports and entertainment industries, all referred as communicative entities.

Briefly, according to Holtzhausen the strategic communication process provides for both persuasive and collaborative communication, including the participation of audiences, while maintaining consistent messages. In the view of theories on strategic communication, as it is mentioned above, managing strategic communication is a planned, coordinated and a purposeful action.

### ***New Media As A Strategic Communication Tool***

Communication through traditional media is based on monologic communication and a one to many message flow. Communication through new media is based on dialogic communication and a many to many message flow. Print and broadcast media outlets and other ‘mediators’ have always interpreted and reframed messages for media consumers. Through new media communicators now have a direct line of sight with their audience, namely prosumers. Audiences both consume and produce messages via the new media outlets (Cunningham, 2010: 111).

As Cunningham (2010: 112) emphasizes that feedback is a form of dialogue, and dialogue is the currency of new media strategic

communication. If the goal of strategic communication is to change perceptions, opinions and ultimately behavior, then without feedback it is difficult to measure whether a strategic communication endeavor has succeeded. Cunningham (2010: 113) says that the intent of new media strategic communication should be the design of messages meant to engage users in dialogue over time. In this regard, US diplomatic agencies are aware of getting feedback by utilizing new media is a required issue for a better strategic communication. As Cunningham (2010: 114) points out America's strategic communication efforts has been adapted to technological innovations.

As defined by Lewis and Nichols (2015: 550-551) new media structure allows to control the messages while creating a strategy, thereby a centralized action could be constituted in organizational engagements. In their argument, strategic communication should be considered as a management function rather than a technical function and this role is the part of management structure and a decision-making process which relies on to employ new media as a strategic communication tool.

Zhang evaluates the usage of new media in diplomacy as a strategic issue management (SIM) process. According to Zhang (2013: 1325), in the first phase of SIM process, an issue emerge on new media, and diplomats decide to act or not. Second is the proactive phase. In this phase, diplomats use new media and traditional media to position the agenda and crystallize the public opinion. Third is the reactive phase. In this phase, a conflict may emerge on new media,

and the diplomat act to respond to the conflict. In the final phase, a new issue circulates. The diplomatic agency may continue to communicate with the public through new media to build long-term relationships. According to Zhang, new media become a strategic tool in the proactive and reactive phases when it is used to drive the viral trends, to build an agenda, to communicate staged events and actions, to stress the key values, and to resolve conflicts, all of which are essential in achieving long-term policy goals and organizational missions.

I. Mergel (2010: 7) identifies three different types of new media use to carry out organizational actions. By the first strategy, called as push strategy; Internet is used as an additional communication channel to get message out in Twitter updates, Facebook walls, YouTube channels, blogs and etc. By the second strategy, called as pull strategy; Internet is used to bring audiences back to an organization's website, where the news is gathered. Pull strategy is actively involving audiences using some degree of interaction that result in a few retweets or answers to comments on responses from Twitter followers. In regard to Mergel's definition, to set up 'networking' is the third strategy. By this type of new media use, Internet could be driven not only to control the messages but also to observe, collaborate and be interactive between the agency and its diverse constituencies. Mergel (2010: 7) reports that new media does not replace the existing traditional channels of communication with government's

stakeholders, instead it provides new ways of interactions with citizens and public.

Mergel (2016: 142-143) argues how new media has been institutionalized and integrated new routines in the existing communication strategy. According to Mergel, government agencies evaluate new media opportunities to support their missions beyond the disseminating information. Mergel (2016: 142) remarks that new media use among the US government agencies has become accepted technology to interact with the public in general, with other government agencies and also to collaborate internally.

As Mergel (2016: 146-147) expresses, new media is part of the organizational communication strategy and is adjusted according to organizational needs and goals. That is, new media adaption in government agencies is impacted by institutional and organizational mechanisms, and this governance mechanisms influence the interactivity of online tactics. Governance processes are also designed to be in alignment with the hierarchical norms and standard operating procedures.

From an another viewpoint, S.A. Chun, S. Shulman, R. Sandoval and E. Hovy (2010: 5) address the emerging aspect of web-based interactivity of governments and claim that the decision making process has been transformed into a participatory government. Chun et. al. (2010: 4) draw attention to the government needs to develop strategies for how to use these enabling technologies to support governance. According to Chun et. al. (2010: 2) US government urges

the implementation of three principles while adopting web-based technology: transparency, participation and collaboration. Transparency in government is providing information to citizens about the government policies. Participation encourages the public engagement by increasing opportunities for the public to participate in policymaking. The principle of collaboration demands partnerships and cooperation among the federal government agencies, across all levels of government and with nonprofit organizations, businesses, and individuals to improve the effectiveness of government.

Besides, A. Meijer and M. Thaens (2010: 114) emphasize that new technologies offer new possibilities for governments to become more transparent, more effective, more responsive. Meijer and Thaens (114-115) remarks that communication in many-to-many networks, user-generated content and personalization are the key characteristics of new media. Operational strategies of governments which are used to achieve organizational goals transformed into citizen-centered.

I. Manor and E. Sagev (2015: 94) note that new media enables two-way interaction and engagement between foreign ministers and their followers, this facilitating the creation of long-lasting relationships and brand loyalty. Thereby according to Manor and Sagev's perspective, digital diplomacy could be an essential tool in nation branding activities, in other words the use of social network sites by governments could shape the national image and reputation. As Manor and Sagev (2015: 107) write, the image portrayed on new

media by a foreign ministry could promote desired effect amongst the target population of digital diplomacy.

Similarly, Bertot, C.J., Jeager, P.T. and Hansen, D. (2012: 30) state that government agencies are increasingly using new media to make connections having the potential to extend government services, solicit new ideas, and improve decision-making and problem-solving. According to Bertot et. al. (2012: 31) the use of new media may increase access to government information and services and facilitate civic participation.

New media supports engagement with the public and interactive communication -sharing opinions, getting feedback - as a result, a networked participation could be risen. The advantages of new technologies lead to implement organizational goals and operational strategies more conveniently. Government agencies are adapting new technologies in decision-making process and try to supply the needs of governance.

### ***The Historical Changes In US Diplomacy After The Advent Of New Media***

During the Cold war US had harnessed soft power in diplomatic initiatives, and in this regard, US Information Agency (USIA) is established in 1953 as a soft power tool to combat Soviet propaganda and the spread of communism. End of the Cold War, this strategy was abolished as part of a post-Cold War bureaucratic reorganization, soft power efforts come into the forefront in the State Department (Hallams, 2010: 552-553). By the developments in communication

technologies, new media has become the new soft power tool of US diplomacy.

The trend toward new media outreach within the US government began in the early 1990s, when the Internet quickly became an everyday tool in businesses and homes (Dale, 2009: p. 5). In the past few years, social networking sites has become accessible in worldwide.

By 2004, Web 2.0 had come to be used as convenient way to speak about the new wave of blogs, the crowd-sourced encyclopedia site Wikipedia (founded 2001), social networking sites including Facebook (launched 2004), file-sharing sites like Flickr (launched 2004) and YouTube (launched 2005). The evolution of web and the development of online public diplomacy followed each other (Cull, 2013: 124). As stressed by N. J. Cull (2013: 125), the use of new media emerge some characteristics in public diplomacy 2.0: New communication technologies facilitate relationships, support user-generated items and networks of exchange rather than solely information distribution.

Public diplomacy 2.0, digital diplomacy, cyber diplomacy and network diplomacy are the similar definitions which are conceptualized as to substitute each other. Public diplomacy 2.0 encompasses the use of new media platforms and communication technologies.

Both Bush administration and Clinton administration paid little attention to concepts of soft power, and they did not accord public

diplomacy a high priority. The campaign of Obama's in Presidency election conducted by new media led to realize the power of networks while shaping ideas in digital diplomacy. The White House grasp that, for an effective soft power, the harnessing of these new technologies is required (Hallams, 2010: 551-552).

Hallams (2010: 555) cites that after September 11 attacks US government official established a program called Public Diplomacy 2.0 that sought to embrace social networking sites and other web tools to win the 'war of ideas'. As part of the program the State Department's Educational and Cultural Affairs Bureau established its own Facebook page. On the other side, a Digital Outreach Team (DOT) was established in 2006 and begin to involve websites in Arabic, Farsi, Urdu and other languages. The DOT was designed to help counter ideological support for terrorism on Arabic-language blogs and engaging online discussions instead of simply making policy pronouncements (Hallams, 2010: 555). The US Digital Outreach Team (DOT) is an initiative, aiming to engage directly with citizens in the Middle East by posting messages about US foreign policy in Internet forums. DOT has also its own Facebook, YouTube, Flickr, and Twitter accounts, but mostly operates by posting messages on popular Internet discussion forums. DOT's mission is to explain US foreign policy and to counter misinformation (Khatib, L. et. al., 2012: 453).

After September 11 attacks, the US State Department's Bureau of International Information Programs (IIP) declared a

document entitled ‘The Network of Terrorism’ to persuade them of the importance of a broad international coalition against Al-Qaeda and the document was placed on IIP’s web site (Hallams, 2010: 553).

The US State Department created the Taskforce as an e-Diplomacy unit for rebranding America’s image in 2002. The Office of e-Diplomacy which has more than 150 full-time social media employees working across 25 different offices. The Office was established to overcome knowledge barriers contributing to the September 11 (2001) attacks and to improve the ability of the State Department to communicate and share knowledge (Adesina, 2017: 8). In addition, the State Department also has an internal version of Wikipedia called Diplopedia, which has more than 14.000 entries. To encourage internal networking, there is also equivalent of Facebook called Corridor, which has over 6.500 members (Adesina, 2017: 8).

In 2007, the State Department joined the blogosphere with its own blog, Dipnote, and launched an online diplomacy platform which includes webcasts, blogs, videos, YouTube, Twitter, Facebook and Second Life (Dale, 2009: p. 12-13).

The State Department website launched an initiative in 2010, Opinion Space, that invites visitors to register their opinions about a number of issues, from politics to economy, and to instantly find out where they stand on the opinion scale reciprocally with others (Khatib, L. et. al., 2012: 454).

Consequently, foreign policy agencies are adapting new media in line with their goals and targeted audiences. As noted by Adesina

(2017: 11), the use of new media by diplomats has opened communication between policymakers and citizens. These tools, especially Facebook and Twitter, provide diplomatic missions with direct access to citizens, both inside and outside of their countries. This communication often bypasses state and media filters, enabling countries more effectively influence foreign audiences and achieve diplomatic objectives. According to Adesina (2017: 10) digital technologies can be useful in diplomacy in the field of information collecting and disseminating, in the field of consular activities, and for communications during emergencies and disasters. Adesina emphasizes that digital diplomacy will not replace traditional diplomacy, but if handled with skill, this tool can strengthen and fasten the work of the state in international relations.

New media enables agenda-setting to influence the public and getting responses instantly from the public. Government agencies can control and monitor information flow in a more targeted way by new media. Messages can reach to huge masses accelerately and easily without any gatekeepers in the new media field. Governments benefit from operational capacity of new media to pursue strategic goals and enhance sovereignty as a part of digital diplomatic efforts.

### *The Use Of New Media In US Diplomacy*

The US government defines digital diplomacy as the use of social networks in US diplomacy in order to facilitate in the interaction between American diplomats and Internet users in other countries (Zinovyeva, 2013: 33). Zinovyeva (2013: 35), who attempts to explain the role of new media in digital diplomacy in the case of US, emphasizes that the US strategy in digital diplomacy is a complementary effort accompanying to the military-political objectives to keep US leadership in the global information sphere. Zinovyeva (2013: 33) adds that, US foreign policy and digital diplomacy are based on ideological foundations which are being effectively promulgated through the business model and information policy of Google, Facebook, Twitter, and other American IT companies.

The officials of US Department of State are tasked with achieving US foreign policy goals, such as discrediting the ideology of Al-Qaeda, the Taliban, and other anti-American movements, and undermining the political regimes in Iran, China, and several other countries by fomenting protest and fostering new dissident (Zinovyeva, 2013: 34).

As Zinovyeva (2013: 34) highlights, the other strategies in US digital diplomacy are that financing projects to develop and promulgate the spread of new technologies that allow users to circumvent censorship on the Internet by creating information services aimed at supporting the opposition in authoritarian countries, helping

the opponents of authoritarian regimes to exchange information online, circumventing the government's restrictions.

Zaharna (2010) mentions the main changes in US diplomacy after the advent of new media and explains this transformation with Botan's view which is defined in his work, *Grand Strategy* (2006). According to Botan, 'grand strategy' involves the questions of policy and planning. 'Strategy' is related with the campaigns designed to meet the goals of the grand strategy. 'Tactics' are the specific activities related with the methods of implementing a strategy. As stressed by Zaharna (2010: 159-161), throughout the post September 11 period, the confusion between grand strategy, strategy and tactics was evident in US diplomacy and strategic communication. A notable change in US diplomacy was advocated with regard to foreign publics and other governments, not the US government or its policies. As Zaharna notes, cooperative and integrative grand strategy began to conduct in US diplomacy after September 11, and thereby engagement become a core component in its policy and grand strategy. US public diplomacy have moved from a one-way communication pattern to a more two-way and even collaborative communication. In this regard, the interactive new media features has been used commonly to establish dialogue and gain public support for US policies.

Besides, Hallams (2010: 538) explores the transformative role of new media technologies in US diplomacy. As Hallams notes, US seeks both to revitalize its tools of soft power and impact foreign publics by new media. Hallams (2010: 565) remarks that new media is

used to advance US interest and struggle with enemy propaganda and hostile audiences. New media is seen as force multipliers and a tool for enhancing US positions, policies and strategic communication efforts.

C. Martin and L. Jagla (2013: 10) stressed that US officials need to communicate directly with the public by using technological tools for getting the messages across. As a sample of this diplomatic effort, State Department's Innovation Team has encouraged its embassies abroad to utilize regional new media technology instead of relying solely on Facebook or Twitter to stay connected with the local public. For example, a diplomat might open a RenRen account in China a Mixi profile in Japan, or a VK page in Russia, each in order to stay connected to the region's online community - essentially, tapping into public opinion.

Lichtenstein (2010: p. 2-4) notes that new media platforms have become an integral part of a new US Department of State effort to bring diplomacy into the digital age. As cited by Lichtenstein, traditional forms of diplomacy still dominate, but 21st century statecraft is not mere corporate rebranding. Diplomacy now includes new strategies that rely on developing tech-based solutions and encouraging cyber-activism to amplify traditional diplomatic efforts.

In this context, digital diplomacy is conducted by utilizing new communication technologies to cope with challenges in foreign policy. As a consequence, US State Department seeks to empower

new media as a diplomatic tool to interact with public, to built the political agenda and keep the national interests.

### ***Applying Research: The Network Analysis***

The purpose of this study is to investigate new media practices of US Diplomacy. In this regard, the official new media platforms of US Department of State (social media accounts, video and photo sharing sites, blogs and etc.) are explored with a qualitative research method. A network analysis is applied to evaluate the new media functions as a tool in US diplomacy.

Department of State has an official Twitter account and a Facebook page, and reaches directly with over 15 million people by these social networking sites. In Facebook page, diplomatic issues, initiatives, meetings and official speeches are posted regularly. The authorities can also get instant feedback on their shared items. Besides, Twitter allows officials to send short messages to the huge masses being follower of this network. In the Twitter page, messages are extended by the added links which refer to the Department's official blog, web site and YouTube channel. The Twitter page also retweets the statements of ambassadors and other diplomatic officials, in addition the declarations from foreign policy bureaus and government agencies are retweeted. While announcing the instant developments, #ThisWeekatState is the commonly used hashtag in the Twitter messages. Tumblr, a similar microblogging system like Twitter, also is used by the Department of State to share current diplomatic statements and events with photos and videos.

Another new media platform, namely as blog, is the web-based place where the discussion is spinning and goes viral rapidly. Department of State also interact with an official blog, called Dipnote. In the blog page, the upcoming events is highlighted including a wide range of global issues and US diplomatic initiatives.

Besides, YouTube channel is used by the Department of State to share videos about declarations of senior officials. The foreign policy developments and official declarations are also shared in Google+ with added links which refer to blogs page, Dipnote. By this way, the visibility of blog page is increased in Google search.

Department of State has an official Instagram page to spread the messages by adding brief information to the updated photos. Similarly, Flickr is used by Department of State to disseminate photos about upcoming diplomatic events. Both social networking sites enable to get feedback from the public.

As can be seen from the network structure of US diplomacy, operational capacity of new media platforms are extended by using hyper-textuality and interactive features. Social networking sites which are belongs to Department of State make contact with each other by cross-linkages. The inter-connectivity of all these sites via hyper-textuality increases the visibility of shared items and to be heard. Additionally, interactive features lead to two-way communication between the authorities and citizens. In this context, Department of State engages in interactive communication with

public, also exchanges ideas and disseminates information by maintaining foreign policy goals.

### *Conclusions*

The emerging innovations on information technologies offer opportunities to the governments to achieve foreign policy goals. Managing new media platforms become the part of diplomatic efforts after the emergence of new communication technologies. New media meet the needs of diplomatic agencies in web-based strategic attempts. Besides, new media reinforces interaction between governments, public, private sector agencies, multinational corporations, non-governmental organizations, civic platforms, opinion leaders and other actors. Using new media in diplomatic efforts enables controlling information flow and gives opportunity to instantly respond the citizens. New media platforms support collaboration between government and the foreign publics. As a result, enhancing the use of new media platforms enables various advantages in decision-making process and the management of information flow.

US diplomacy organizations are adapting new media to interact with foreign publics and also local audiences, so they have a significant capacity in implementing two-way communication. Collaboration is a key figure while engaging with the public in US diplomacy. The capacity in empowering social networks amplify the efficiency of diplomatic initiatives. US State Department attempt to drive ideas and values by new media in line with national interests,

national security and developmental concerns. Actually, US digital diplomacy is built with a networked structure including coordinated strategic and purposeful actions.

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## CHAPTER 4:

### THE WOMEN STRIKES IN EPZs AND HUMAN RIGHTS JOURNALISM

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#### 1. Introduction

Women still face a gender bias in workplace especially in export-processing zones. Despite there is an efforts of companies to promote diversity and equality, in export-processing zones women still dominate lower paying administrative ranks compare with the men, while they have executive levels. Although women get great gains over 50 years, in export-processing zones conditions and other unfair treatments over women workers still a crucial problems for societies. Apart from the economic, social and political discussion on this problem, it is also apparent that this unequal treatments were not attract media attention as well. Similar with the minority representations' women strikes and their voices were usually neglected in the media agenda.

This study will explain the topic of women in export-processing by addressing broader theoretical debates regarding globalization of production, the feminization of employment, resistance in EPZs and the idea of human rights journalism. Then in the light of this information, the export-processing zones and gendering the resistance: women strikes in Antalya free zone in Turkey will be illustrated.

Accordingly, this study aims to investigate the ambiguity of explanation with the attitudes of EPZs and failure of the practicing human rights journalism in subject of EPZs. It is important to say that there is an unspoken of economic implementation of free zones on countries especially in Third World. Therefore Ustubici with her sophisticated attributions tries to bring perspective for the subject of resistance of EPZs and condition of women in free zone in Antalya, and the failure representations of women strikes with regards to idea of human rights journalism.

## **2. Export-Processing Zones (EPZs)**

To begin with, the information about employment and social policy in respect of export-processing zones (EPZs) is essential. As an important feature of globalization, EPZs have been monitored by the International Labor Office (ILO) for over many years. There are many forms, which are including free trade zones, special economic zones, bonded warehouses, free ports and maquiladors. Especially, ILO has described EPZs as industrial zones which are in relation to internationalization of production. The most obvious features of export-processing zones with special incentives set up to attract foreign investors. EPZs are classified as industrial zones by ILO, because most of the imported materials get through some degree of processing before being re-exported again. To put differently, EPZs have been functioning in the heart of the host countries' economies. Thus the scope of the EPZs underlines within the context of foreign direct investment (FDI) as well as regional and international trade.

Moreover, analyzing the scope of EPZs also goes beyond the respect of domestic economic policy. (ILO Committee Report, 2002).

Significantly, there are some remarkable examples of zones, which have involved simple processing activities to include not only high tech but also, science zones and financial zones. Today, most of these zones were not formed as enclave-type zones; they would be considered also single-industry zones. The most famous one could be exemplified as the jewellery zones in Thailand or the leather zone in Turkey. While there is plenty of examples for those zones, Mauritius and Hainan are the distinct from the others, because they allow factories anywhere to apply for zone status.

Eventually, as ILO declared that countries set up zones with the hope of attracting investment. Therefore, they expect the boasting employment, increasing exports and generating foreign exchange. For example, in China many special economic zones are contemplated not only attract investment but also, enlarging the job generation. For this respect, unlike other zone operating countries, China provides low unit labor costs and infrastructures in zones, which helped to attract many foreign investors. In the light of this example, we were becoming familiar with the identical attitudes of host countries, especially China, Czech Republic, Hungary, Kenya, Philippines and Malaysia. (ILO Committee Report, 2002). The figure in below indicated the low wages of EPZs mostly had been successful in attracting most foreign investors: Figure 1;

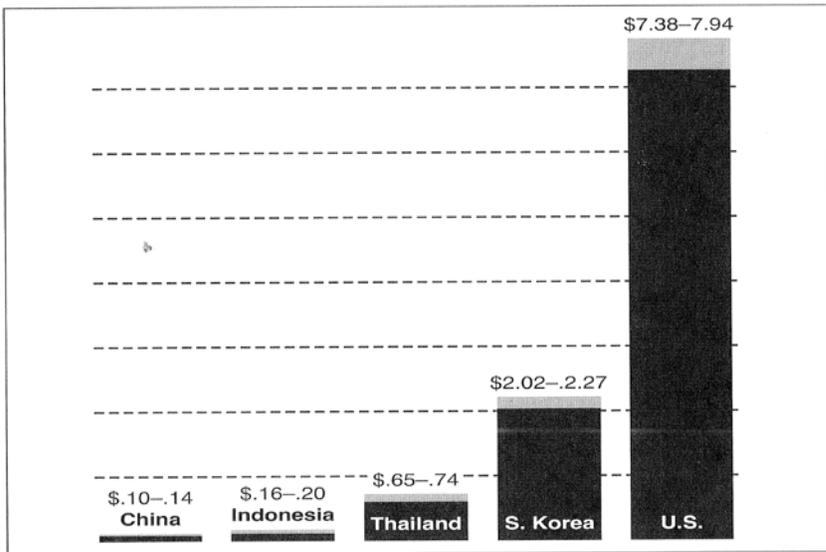


FIGURE 1 Hourly Wages in Athletic Footwear Factories

The employment effects of EPZs in developing countries have been exponentially increased over 20 years. As ILO pointed out that in China the number of employed people had picked about 30 million in terms of the special economic zones, economic and technological development zones, and border zones. Importantly, all forms of zones have open channel for young women to join the formal economy, instead of working from agriculture zones and domestic service. Statistically, women constitute the majority of workers in EPZs. Since supervising women is easier compare to supervising men in long hour works. (ILO Committee Report, 2002). As Ustubici (2009) mentioned, according to Marxist-feminist perspective young unmarried women in the Third World are preferred as EPZ workers due to being cheap, docile and manipulable labor force makes high levels of productivity gains. (Ustubici, 2009:5).

Nevertheless, most of the researchers argue that as a nature of the work of EPZs the gender profile of workforce is arguable and problematic. In other words, sweatshops mainly by EPZs would be identified as not only duty-free, but also tax-free havens, where most of the advanced western economies practices virtually any hours, conditions of works as well as wage structure that they choose. (McNally, 2006:184). As it is mentioned above, in most of the governments in Third World countries tried to achieve by special strategy for EPZs is crucial. Since, they have designated their strategy for attracting foreign investments to get charming global capital. To maintain this situation the important proportion labor of young women of color were exploiting in EPZs, at least seventy countries. (McNally, 2006:184).

In the light of this knowledge, the worst situation was the reality about development miracles of East Asian tigers (NICs) came from the exploitation of young female labor in free zones. The various examples have focused on that thousands of jobs in EPZs will be at a stake particularly for women workers. From another explanation:

Women or girls come from rural areas into the towns and cities into export-processing zones or to military base servicing areas, or cross state borders in search of work. They may be their family's only income earner. This in turn unsettles gender relations, and gives those women experiences which range from liberating to exploitative or downright dangerous. (Baylis & Smith, 2005:678)

According to many obvious examples, McNally (2006) mentioned some significant examples which have included huge number of women workers in EPZs. On the one side, he exemplified Taiwan had jumped in the proportion of women in the working class jumped from 20 to 45. On the other side, Bangladesh was also important country with regards to share large scale on EPZs. Respectively, when Bangladesh economies started to practice on export-oriented garment industry, the profile of industrial production has been obviously feminized. To put differently, “ about 1.5 million garment workers toil in more than 3.000 factories in Bangladesh between 80 to 90 per cent of whom are women, the vast majority between the ages 14 and 25.” (McNally, 2006:184). This information was visualized in the picture below.



Source: Apparels Bulletin of Bangladesh, 2009

### **3. EPZs and Women in the Center of Unfair Treatments**

In order to have better understanding for EPZs and gender issues, the title of social protection and conditions of work should be summarized. According to ILO Committee Report there are difficulties to articulate the conditions of work. However, basically, hours of work, overtime and wages, occupational health and safety leave, provision food and night transport, social security and the special needs of women workers would be identified unsatisfactory in most of the EPZs. As it is clear from the example of the most devastating industrial fires were occurred in the history of capitalism.

Eventually, in 1993 as a result of this fire, the official number of death was estimated 188 with most of the non-identified bodies. Dramatically, the most majority of death people were young women as young as thirteen years of age. (McNally, 2006: 186). Here, with respect to example although the number of sacrifices was significant for human rights, the most fateful part of the event was the reasons of this large-scale death. Decidedly, all these young female labor were died as a result of the locked doors and barred windows. (McNally, 2006:186). Clearly, conditions of work in EPZs is neither safety nor healthy for anyone especially young girls under eighteen years old.

On the other hand in terms of ILO Committee Report, in several factories in Lesotho, which is garment factory, workers get opportunity to have dust masks, but if you abandon them, they would be useless, so hygiene issues in EPZs can also cause health problem. Relatively, there is tension between owners and managers in EPZs factories about accessing toilet facilities. As highlighted in the movie

of Maria Full of Grace, a girl who was working for the sweatshops of plant, and in the movie the most attractive scene was the punishment of girl due to the going toilets two times in a day. Therefore, many commentators use the concept of slavery to describe the new proletariat work conditions. McNally (2006) in his book offers a general summary of the conditions of workers in EPZs by words:

Regardless of where the EPZs are concentrated, the workers' stories have a certain mesmerizing sameness: the workday is long—fourteen hours in Sri Lanka, twelve hours in Indonesia, sixteen in Southern China, twelve in Philippines. The vast majority of the workers are women, always young.. The management is military style, the supervisors often abusive, the wages below subsistence and the work low-skill and tedious. (McNally, 2006: 186).

As a result of the lack of controlling bodies of EPZs activities, the contribution of EPZs in terms of social and economic developments are hard to involve due to the lack of reliable, gender-disaggregated statistics regarding the cost and benefits of zones. (ILO Committee Report, 2002). On the other hand, exporting women is big business, with the help of the recruitment agencies, banks and airlines. For this point, dealing migrant women is essential, because now about half of all those labor migrants are women. Regretfully the women trade reflects the power and wealth relations globally. "Power South Asian states export domestic workers while richer ones import these women." (Baylis & Smith, 2005:678). On the other hand, for example, the Sri Lankan government spent millions on providing infrastructure for companies in EPZs but they did not build any

hostels to house the influx of migrant workers, mainly from rural areas all over the island.

To illustrate that, today both in South and North Cyprus most of the domestic servants became migrant labors from Philippines, however although they are supposed to be domestic servants, after living some year in island as a result of their national differences they were considered as exotic and sexually attractive. Consequently, this leads to increase in women trafficking in Cyprus, especially in North side. As Baylis and Smith (2005) introduced in this way, “the export of domestic workers is not so different from the international purchase of mail-order brides and the international sex tourist industry.” (Baylis & Smith, 2005:678).

Similarly, Zarembka (2007) was illustrated women exporting with specially focusing on America’s dirty work of migrant maids and modern-day slavery. According to Zarembka (2007) it is possible to identify that the most vulnerable people in the United States are migrants. They were coming mostly due to the lack of job opportunities in their own countries. Therefore, US abused migrant domestic workers, who are sometimes victims of slavery and human trafficking. Most of the coming migrant female workers were faced with the similar situation, which are confiscating their passports’ by government, forcing to work days more than twelve hours long, for less than one dollar per hour. Besides, they were also facing with the kind of imprisonment, because they were not allowed to leave the house without her employer. Moreover, more barbarously when they were exposed to raped, the human rights lawyer refused to take them

hospital by saying that medical care would be too expensive for them. (Zarembka, 2007:451).

Moreover, as a result of the shift on production to the export sector women are exposed to work under the poorly paid positions as much as little opportunities to improve their wages. Therefore, as Whitworth (2006) criticizes, today we are witnessing the class and gender oppression work as in the case of introduction of private property during the colonial period. On the other hand, Whitworth (2006) shares Cynthia Enloes's accounts in order to show most important gender figures in IPE, such as tourism, foreign domestic servants and export-processing zones (EPZs). To put more emphasis on EPZs, one can support that most of the young women were favored. Since their tempting docility is ensured. Thus, according to Whitworth (2006) most of the young women recruit by MNCs as a first place. In the light of this knowledge about discrimination of women and work highlights by the IMF austerity measurements with the capacity to responses of women. Moreover, "this may include severe domestic financial management as well as traveling abroad as foreign domestic servants, often with the requirement that a significant proportion of their salaries be repatriated back to the home country." (Whitworth, 2006:94).

Coming back to the female workers in EPZs which has great part that includes migrant women, the young female labors are forced to prove every month that they are not pregnant which means they will not qualify for maternity benefits. Here, in what sense these restrictions would be acceptable in 21<sup>st</sup> century. This application

shows that women in EPZs are clearly accepted to be productive manner instead of reproductive purposes. “Indeed, in many maquiladors plants it is common for supervisors to distributive birth control pills.” (McNally, 2006:185). In ethical sense this is unacceptable to managements or supervisors have the right to intervene ones’ private life and sexual life freedom. From this penetration, young female labor in EPZs became reification of EPZs those managers and owners of the factory also had the right to decide his/her employees’ private life, pregnancy, and maternity.

Especially, managers and owners by doing this rigid control are minded to reduce the problem of young women getting pregnant, which is costly affected not only productivity but also, brings addition costs by insurance and pregnant permission for owners of the factory. As a result of this, although the young female are the most wanted types of labor, in order to decrease labor costs most of the factories ownership counted the pregnancy situation of women to remove the idea of permanent status and legal rights. Despite the researches shows that in order to growth of EPZs effectively integrated economies is needed, neither host countries government, nor EPZs management elaborating the significance of the fiscal incentives, investment in infrastructure, technology and human capital and the creation of linkages into the local economy. (ILO Committee Report, 2002).

Nevertheless, most of the factories do not focus on the improvement of work condition ever they do not approach their employees. In the feminization of poverty, EPZs are the most crucial

area that promotes abusing women in workplace. There is significant number of examples of unfair treatment of women workers; however I would specially focus on the situation that was occurred in Turkey Free Zones (FZs). Abuses by Fresenius Medical Care (FMC) in Antalya was illustrated the unfair treatment for women workers in EPZs. Statistically, 95% workers of factory were women, and factory in international corporation share the big piece of cake because it is a monopoly in the market of dialysis products. The list below mentioned shows the most apparent unfair treatment that used on the women workers in Antalya Free Trade Zones:

- Married woman workers are not allowed to become pregnant without FMC Novamed's approval. Each worker is given a schedule, which specifies during which months they are allowed to become pregnant. If a woman worker becomes pregnant in "breach" of this given schedule, she is terminated without compensation.
- Woman workers are required to get permission from the employer before getting marriage. (Wiki News, 2007).

As it is obvious from the list workers in Antalya free trade zones are treated inhumanly regardless of whether they have their own private life or not. Novamed factory manager believe that he has right to control his workers life even they became married. Moreover women in FMC Novamed are not only alleging low wages but also faced abuses. Under the excuse of save energy women workers have

to obey these rules: not to accept guests in their own homes when they are off the clock, not to communicate or even have sex with their spouses when they are off the clock, not to see each other when they are off the clock, only to eat and sleep when they are off the clock.

#### **4. Human Rights Journalism and cultural studies approach to journalism**

The idea of human rights journalism and gender studies might be placed and understood from the cultural studies. They are both interested the meanings of the news and mediation in complex societies. In this sense, they are interested in the technology and its mediator role in the gender sensitive issues (Gans, 2004). “Both investigate ordinary everyday life: journalism from the point of view of reportable events; cultural studies from that of ordinary lived experience. They both display emancipationist tendencies: journalism as part of the modern tradition of liberal freedoms, cultural studies as part of a critical discourse developed around struggles over identity, power and representation” (Hartley, 2008).

On the other hand, the tradition of journalism research has focused on industrialized and corporate mode of production, while cultural studies might play a small role in this accepted tradition by the fact that they share a common interest in the communication of meaning in conflicted societies (Green & Sykes, 2004). The cultural approach to journalism purpose was critical rather than the professional, which means it sought to empower the public or more precisely readers not the journalists. In other words, news

organizations or PR industries have not the priority to cultural approach to journalism. Generally speaking British cultural studies were frameworks of multidisciplinary knowledge as political science, economics, sociology and literary studies in order to explain social change and whose benefited by encouraging this social change in the societies (Turner, 2002).

Existing frameworks were based upon *economics* and *politics*, characterising the human 'subject' of modernity as the *worker* and the *voter*, and focusing emancipationist struggles on the workplace via the labour movement and trade unionism (economics), and the ballot box via Labour Parties in parliaments (politics). But by the mid- twentieth century neither of these struggles had precipitated the predicted social transformation and popular emancipation. (Hartley, 2008: 40)

Significantly, with regards to above mentioned reasons, cultural studies approach to journalism seek to answer the question that how social change started to detailed the concept of subjectivity, and how this shift put more attention to the worker and the voter as a means of masses. Here, Hall et al (1978) mentioned that an impediment to the emancipation of classed, raced and gendered subjects became the failure of the subjectivity of the global corporate communications (Ericson, Baranek & Chan, 1987). Although some believe that political economy is a part of cultural studies as ideological, political and economic impact of news media, others argues the distinction between the political economy and cultural approaches to journalism (Miller, 2001).

Meanwhile cultural analysts have drawn on literary, linguistic and semiotic traditions to investigate how subjectivity is fixed in language, and how unequal power relations in modern societies are conducted on a day to day basis, both in everyday life and via the mass media. They were interested in the production and circulation of meaning in society, in order to answer this question: if power operates to 'subject' people in various ways, how is it done communicatively? How is power transmitted through texts like newspapers and television broadcasts? (Hartley, 2008: 42).

For the very first interest in cultural studies, the economic and political determinants of change started to be entailed by social class with a special focus on the working class, which lately extended to gender, race, ethnicity and so on. With the help of this developments journalism became an important apparatus that defines the subcultures and countercultures spheres diverse societies which facing the environmental movements as well (Felski 1989).

In 1999, Turkey has signed the European Council İstanbul Convention, which is mainly about the prevention to gender based violence in all aspects. The gender-based news reporting is one part of it, which was underlined with the Article 19: 'Relatively, parties shall take the necessary legislative or other measures to ensure that victims receive adequate and timely information on available support services and legal measures in a language they understand (European Council, İstanbul Convention, 1999, Article 19)'.

## **5. Women Strikes Examples from the Different Free Zones**

Gradually, after all these inhumane treatments on women workers brought the road of going to strike in Antalya. As Ustubici (2009) mentioned that, “the first strike in a Turkish free zone (FZ) was launched in September 2006 by 85 women workers protesting against the poor and gendered working conditions at Novamed, a medical equipment manufacturing factory owned by a German based MNC.” (Ustubici, 2009:1) As a result of the low wages and poor health and safety regulations were resulted with the strikes in factory. The most flagrant reason that was sounded in media was that most of the strikers were against the direct interventions to their bodies such as scheduling pregnancy periods by the employer. Here one can remind the Foucault’s interpretations about power in society, which supports that if there is a power then there is resistance. In other words, “such approaches conceptualize power not only in dominant structures but also in resistance.” (Ustubici, 2009:3).

In the light of the Ustubici work on the subject, contextualizing the Novamed strikes in Turkey based on the idea of feminization of labor. She was identified the concept of feminization of labor by pointing the overrepresentation of women workers in EPZs. (Ustubici, 2009: 5). Although there is sign to accept that Turkey has adopted the export-based economy, there is evidence that the lack of collective action in EPZs and female employment confronts the challenges of mobilizing women. (Ustubici, 2009:22). Clearly, although employment has been increasing by adopting export-oriented economy, however the work opportunities for women in terms of the

conditions did not evenly better off compare to domestic markets' conditions. Therefore, "the resistance at Novamed, albeit small, has altered the notion of doing politics by enabling national and transnational coalitions among different women's groups and labor unions." (Ustubici, 2009: 23).

Generally, I would like to draw a picture of Novamed strikes in Antalya to be more specific on the subject of women in EPZs. With the help of the Ustubici (2009) work, it is easy to understand that strikes period was started to applying Petrol-Is to improve work conditions. As a result of the employers' refusal to accepting the union which means the accepting the representative power of their workers, they evoked workers to go on strike. They want to get women to join union to highlight their poor working, health and safety conditions and harassment by their supervisors. Eventually the Novamed strikes were ended with some concrete findings which were mentioned in Ustubici's work by words:

After 15 months of resistance by initially 85 workers, the strike ended with the recognition of workers' right to collective agreement. It turned out to be a victory both on the part of the union and the Women's Platform for Solidarity with Novamed Strikers.. During this period, occasional reports on the strike reached local and national newspapers. (Ustubici, 2009:26).

From this enforcement it was also proven that women's activism has shifted strike for incorporating their bodily politics. Thus active involvement of women's and feminist groups had role to increase quantitative of strikes with the help of media. In other words, with its

distinctive features of mobilization and resistance became an outcome of gradually recognizing women's human rights to body politics. According to ILO Committee Report, while EPZs have been improved the opportunity for source of job creation particularly for women, they have been practicing to ban on trade union rights in order to shortage of human resource development costs in their factories. Therefore it can be said that, “ One means of fostering sound labor-management relations could be the participation of representatives from workers' and employers' organizations on the boards of investment promotion and zone management bodies.” (ILO Committee Report, 2002).

Compare to Turkey Case, now I would like to mention a case study of free economic zones in Korea. Initially, the Korean government was agreed on the designation of the first free economic zones in the part of the Incheon city. (Lee, 2005:2). Most of the researchers in Korea was supported that in order to become prepared for the changing external economic circumstances by the globalization of production and huge share of China in this process, Korea started to have plan of building special economic zones. However most of the civil society organizations and labor unions were opposed to introduce of free economic zones in Korea due to the fact that most of these contributions were resulted in the oppressing labor rights and disrupting public services especially medical care, and service for the disabled. (Lee, 2005:4) As it is clear from this explanations most of the opposition regardless of the which country that you put in hand shows the similar excuses for rejecting EPZs concerning the

deterioration of employment conditions and oppression of labor movements.

Furthermore by focusing more specifically on case of Korea with regards to labor related provisions in the Free Economic Zone Act there is a general going on the strikes due to the opposition of trade unions in Korea. Relatively, trade unions were concerned that the Act would lower labor conditions in EPZ, so resistance of Act is needed. On the other hand, employers were suggested that the abolishment of international labor standards. (Lee, 2005:14). Despite all these situation and explanations the amendment of Labor standards Act in Korea had achieved to reduce the legal work hour from 44 hours to 40 hours. (Lee, 2005: 14). To consider that Korea is in the crucial position regarding the geographically closest the most preferable countries for EPZs, it is in the piece of thousands of free economic zones around the world in neighboring China which encouraging a race to the top so Korea tried to et rid of being another examples of EPZs which was continually indicates joining the race to the bottom. (Lee, 2005:19).

In the light of all these information, the most remarkable solution for the issues of EPZs and their inhumane treatment for workers especially for women ones was emphasized in the ILO report. According to ILO Committee Report (2002), EPZs are the most shared sectors in Third World countries that serve formal sector employment for women. Therefore, care should be taken for EPZs management in such contribution on promoting women's advancement and those women workers should not be confined to

low-skill, low-paid and low-prospects jobs. Moreover they should have chance to attaining training opportunities and better jobs. Furthermore, ILO was listed the most essential points that EPZs governing bodies should consider. These are basically, equal wages without discrimination by sex, enjoying maternity protection and benefits (specially, including paid and unpaid maternity leave, employment security, security during pregnancy and maternity leave and nursing breaks and facilities), limitation excessive working hours, education policies and encouraging promotion of technical and managerial position.

## **6. Discussion and Conclusion**

In conclusion, the evidence that most of the export-processing workers' strikes were gendered not only national but also transnational levels. The idea is that women even they had feminized resistance as in the Novamed-case most of the mobilization strategies were constructed with regards to patriarchic relations. Significantly, in most of the case that was proved that in order to get success men is the prerequisite for continuation of women's reproduction. Currently, the changes in the international division of labor made women more favorable workers compare to men. Relatively, with the ambiguity of many subjects in the procedures of EPZs call to mind that women were suffered in this process. Moreover with the ignorance of the human rights in almost all factories in EPZs helped the system to make female workers not only robot with routine works, but also by reification of bodies they do not have any voice for their life. Parallel

to this side, when we look at the governments that allowed those EPZs justified their allowance by insisting on the bases of economic reconstructing as they believe export-oriented economies would make most of the developing countries better off in international area.

For all kind of different theoretical framework in international relations and world politics issues of gender were the most ignorant ones, however gender is the vital center of most of the issues binding under the name of global political economy. Today, in most of the subtopic of political sciences and IR we are witnessing the strengthen position of women, such as; international political economy with migrant status, women trafficking in sex industry, civil society associations, even in terrorism and war and peace studies. So, feminization of labor and feminization of poverty are the most urgent topic which should be covered by all countries' governing body. By agreeing on the women were experienced unequal opportunities and unethical treatments, with the help of the civil society organization today, most of the female workers tried to put on the map of existing situation by going on the strikes. Social reproduction and export processing zones are neglecting issues for IPE. Therefore social conceptualization is needed to be explaining in the interpretations of IPE. To re-emphasize the event that occurred in Antalya Free Zone, I would like to clarify that according to Turkish Labor Law, (number 4857) discrimination of gender in workforce was absolutely restricted. In detail this labor law was not only banned direct discrimination between men and women in workforce but also, it was declared the removal of unfair treatment for women during their pregnancy.

Although all these achievements in Turkey started to be applied due to the conformity of EU process, it is undeniable that with the help of this purposes of conformity with EU Labor Law, today in Turkey women got some opportunities to put their situation on the table as in the case of Antalya.

Human rights journalism and working class representations in the media are the controversial issues event today. However, compare with the other countries Turkey in terms of the export-processing zones and the women workers conditions were the dramatic scenario which did not find the room in the Turkish press. Generally, one may argue that women in the unfair treatment approaches in the workplace is not a unique phenomenon for certain societies and periods. Everybody agreed on the existence of the unfair treatments and accepted the women position in important positions, however, today we are still discussing the unequal representations of women workers in communication production. News production or journalism significantly are far from what the human rights journalism suggested and underlined.

Human right journalism in the case of women strikes in EPZs should be understood as a failure, which journalists decided to be silent by not trying to narrative the women in EPZs' pain for a larger audience, both local and foreigner. In other words, journalism instead of maintaining an objective distance from the cooperation, states and the women workers by engaging approach to covering the story, they ignored the problem at all. Here, it is also important to mention that human rights journalism should not be understood as essentially

female, there is a certain advantage to being socio-culturally positioned as an essential notions of gender, race, nationality, or any other type of social identity. Preferably, all journalists could strive for this more careful approach to human rights journalism while covering the all kind of conflicts and issues. At the same time, when it is about the strikes human rights journalists should create their story more critically about their own social position by taking into account that perspectives might drastically differ from those of the socially-privileged. On the other hand, with intersectional feminist correspondents leading the way, human rights journalism and women workers representations” should become more ethical, more nuanced, and more focused on the “human” element of human rights journalism.

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## CHAPTER 5:

### STRUCTURAL EQUATION MODELLING ON THE RELATIONSHIP BETWEEN ETHICAL CLIMATE, MOTIVATION AND JOB INVOLVEMENT

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#### INTRODUCTION

Some worldwide famous corporations revealed that ethical scandals were experienced. After corporate scandals, ethic concept drew attention more than ever. Especially for the last two decades, researchers increased the frequency of studies about business ethic. There is a growing acceptance of the opinion that the work environment has a strong impact on employees' (teachers') unethical attitudes and behaviors (Trevino, Weaver, & Reynolds, 2006). Like all organizations, schools create ethical work environment. Schools guide teachers, students, employees and other constituencies about ethical values (Rosenblatt & Peled, 2002). When ethical climate in a school organization is perceived, its procedures, ethical rules and values are clear and comprehensible (Demir, 2018b). Thus individuals working at every level know what right and wrong behavior consists of and how to solve ethical problems which they face. Schulte et al. (2002) indicate that ethical climate influences procedures and functions in a

school. According to Yaman, Mermer and Mutlugil (2009) when school administrators, teachers and students are aware of their ethical responsibilities, they behave suitably. In this way, probable ethical deteriorations are prevented. Demir and Karakuş (2015) clarify that perceived ethical climate facilitates an organization to reach the organizational goals.

Despite a few studies examining the effects of ethical climate on organizational behavior at school organizations analyzing antecedents of ethical climate in the literature, how ethical climate affects teachers' motivation and job involvement seems to go unexplored. There are individual studies in the literature examining the relationship between ethical climate and various positive and negative attitudes. Despite growing popularity, there is a lack of multivariate studies examining the relationship between ethical climate and motivation and job involvement in only one study. This study aims at filling the gap in the literature by examining these variables in only one study in educational organizations.

### **Ethical Climate**

The term ethical climate was first developed by Victor and Cullen in 1987 (Yener, Yaldiran, & Ergun, 2012). Ethical climate is referred to as the shared perceptions of employees regarding procedures, practices and values that clarify what right and wrong behavior consists of in the organization (Victor & Cullen, 1988). Every organization has their own sets of ethical procedures and values. Ethical climate is as an identity card for an organization;

therefore it is a distinguishing property. In an organization, ethical climate provides to determine which actions people consider ethically appropriate and what moral criteria they use to make decision about how to solve the ethical dilemmas (Cullen, Victor, & Stephans, 1989). Through this process organizational values are turned into actions which are afterwards represented in various work outcomes (Martin & Cullen, 2006). In an organization which has ethical climate, rules are clear and definite, everybody understands in the same way and react similarly. Nobody are exposed to unfair executions and rewards are fairly distributed (Cullen et all, 1989).

Sharma, Srivastava, Ningthoujam and Arora (2012) show that both personal attributes (perceived work ethics) and situational attributes (job content and training) influence job involvement level of individuals. They demonstrate that work ethic is positively correlated with job involvement. Kreitner and Kinichi (2009) reveal that administrators can enhance individuals' job involvement by creating work environment that promotes intrinsic motivation. It's claimed that perceived ethical climate has an impact on both motivation and job involvement.

## **Motivation**

The concept of motivation is extremely important in organizational behavior thus it receives special attention by the theoreticians and practitioners. It's the vital responsibility for directors to keep their employees' motivation. Because of the importance of motivation in the field of management, scientists have made

empirically based models and developed different motivation theories to determine what makes individuals active and how to keep individuals' motivation permanently goal-directed at work.

The concept motivation derives from the Latin word “movere” used for motivation (Steers, Mowday, & Shapiro, 2004). Basing on this concept, the term motivation is defined as psychological processes referring to forces within an individual that facilitates the direction, level and persistence of an individual's attempts expended at work (Kreitner & Kinichi, 2009; Schermerhorn, Hunt, Osborn, & Uhl-Bien, 2011). Direction expresses an individual's choice when given some possible alternatives. Level refers to the amount of an effort that an individual makes. Finally, persistence refers to the length of time that an individual lodges in with a given action (Lunenburg & Ornstein, 2012; Schermerhorn et al., 2011). As it's seen, there are three common denominators related with conditions and events that encourage, energize and support human behavior (Steers et al., 2004).

There are two important differentiations to examine the motivation theories: intrinsic and extrinsic motivation (Hoy & Miskel, 2010). Intrinsic motivation is based on personal reasons such as concern, necessity, curiosity and satisfaction. When intrinsically motivated, individuals carry out the activities resulting from positive feelings of duty itself. Extrinsic motivation is based on the external reasons such as reward, punishment and promotions at work. When extrinsically motivated, individuals perform the duties to get a tangible reward and a promotion at work or to avoid from a

punishment (Deci & Ryan, 2008). According to Hoy and Miskel (2010), teachers having a high level of work motivation compel the school administrators, are fond of educational and instructional activities, are open to new opinions and approachments, advance their career and are faithful to their students. Tiwari and Singh (2014) point out that motivation is positively correlated with job involvement. Sharma et al. (2012) indicate that job involvement is one of the several positive outputs of employee motivation, others being job satisfaction, organizational commitment and organizational citizenship behaviors.

### **Job Involvement**

Job involvement is a positive attitude that expresses in the extent to which an individual is immersed in, dedicated to or addicted to his/her present job (Kreitner & Kinichi, 2009; Schermerhorn et al., 2011). Individuals having high level of job involvement, are psychologically identified with their jobs (Robbins, Decenzo, & Coulter, 2013; Schermerhorn et al., 2011; Sharma et al., 2012). They enjoy spending intensive effort to succeed in special projects, turning hard duties into fun for them (Kreitner & Kinichi, 2009; Schermerhorn et al., 2011), keep away from being absent from work and feel guilty because of unfinished duties (Sharma et al., 2012). Job involvement is related to the internalization of the importance of a job, such that job is in the center of one's life who feels job involvement (Kreitner & Kinichi, 2009; Robbins et al., 2013).

A survey of 55000 employees by the Gallup organization points out that when employees' attitudes display high level of job involvement and organizational commitment, profits for workers rise (Schermerhorn et al, 2011). A meta-analysis study comprising thousands of employees finds that job involvement is positively related to job satisfaction, organizational commitment and intrinsic motivation and negatively associated with intentions to leave (Brown, 1996). Managers are encouraged to enhance employees' job involvement as a practicable strategy for promoting job performance (Kreitner & Kinichi, 2009).

### **The Relationships between Ethical Climate, Motivation and Job Involvement**

Recent researches put forth a positive relationship between perceived ethical climate and positive attitudes such as motivation (Demir & Karakuş, 2015; Mahal, 2009; Tyagi, 1982; Wentzel, 1998) and job involvement (Sharma et al., 2012). Also in the literature, there is a positive relationship between motivation and job involvement (Brown, 1996; Demir, 2018a; Sharma et al., 2012; Tiwari & Singh, 2014). Further, within the context of this study, if teachers go through experiences in which they perceive ethical climate, they are motivated verbally that they can do their best to succeed in organizational goals, and if they are encouraged psychologically, they will tend to possess high levels of work motivation, which can create high levels of job involvement. Given this, it could be claimed that teachers who have perceptions of ethical climate at school feel that they are encouraged

as high achievers and so they are also eager to managing challenging tasks, and thus they have high level of job involvement.

### **Purpose of the study**

It's extremely important for teachers to have a greater level of perceived ethical climate and thus positive attitudes in educational organizations. Related literature set forths that there is a need of multivariate studies in educational research about perception of ethical climate. Also, no study regarding the relationship between ethical climate and job involvement has been seen, so it is indicated that in this relationship job involvement is a new variable. To fill this gap, the relationship between ethical climate, motivation and job involvement has been examined in this study. The purpose of this study is to point out the relationship between perceived ethical climate, teachers' motivation and job involvement. In accordance with the purpose, this study focuses on some hypothesizes. According to hypothesized model in figure1 below, this study hypothesizes:

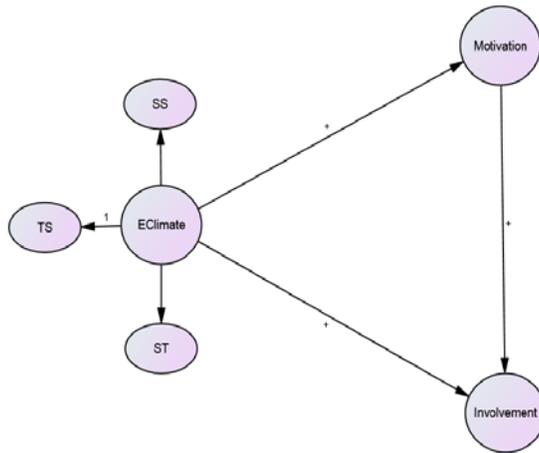
*HI: Teachers' perceived ethical climate positively affects their level of motivation.*

*HII. Teachers' perceived ethical climate positively affects their level of job involvement.*

*HIII. Teachers' level of motivation positively affects their level of job involvement.*

*HIV. Teachers' perceived ethical climate positively affects their job involvement through the mediation effect of motivation.*

Figure 1. The hypothesized model



Notes: EClimate: Ethical Climate, SS: Student-Student Relationship, TS: Teacher-Teacher Relationship, ST: Student-Teacher Relationship, Involvement: Job Involvement.

## **Method**

### **Research Design**

In this study, the survey-based correlational design was used. Ethical climate perceptions of the teachers, motivation and job involvement levels of teachers were determined through surveys; the relationship among these variables was analyzed.

### **Samples**

The population of the study consists of primary school teachers working in İskenderun district in Hatay during 2017-2018 academic year. Using the cluster sampling method, a total of 26 schools were selected randomly and the scales were administered to all the teachers working in these schools. A sample of 206 teachers agreed to participate in this study. According to Field (2009), this sample size is appropriate for representation at 95% confidence interval for this population.

62.1% of the teachers participating in this study were male (n=128); 37.9% were female (n=78). Married participants made up 71.8% of the participants (n=148); whereas 28.2% of them were single (n=58). The most frequent age range of the participants was 31 to 40 years (n=75), at 36.4%. The most frequent tenure range of the participants was between 1 to ten years (n=131), with a percentage of 63.6%.

## Research Instruments and Procedures

Data for this study was obtained using a five-point Likert-type scale. The points of the scale were “1: I don’t agree at all”; “2: I don’t agree”; “3: I agree partially”; “4: I agree”; and “5: I totally agree.” Three different scales were used in this study. Researchers left the scale forms to the selected schools by hand. Participants were asked to give the best fit answers to the items of the scales that paired their perceptions. After few days, the filled scale forms were taken from the schools.

“*Elementary school ethical climate index*” scale was developed by Keiser and Schulte (2007) and adapted to Turkish by Kocayiğit (2010). With the remaining 31 items (of 38), the original three-dimensional factorial structure was confirmed (explained variance = 42.09 %, Bartlett = .000, KMO = .890,  $\chi^2 = 483.809$ ,  $df = 318$ ,  $\chi^2/df = 1.521$ , P-value = .000, Root Mean Square Error of Approximation [RMSEA] = .050, Incremental Fit Index [IFI] = .928, Tucker & Lewis Fit Index [TLI] = .920, Comparative Fit Index [CFI] = .927). Cronbach’s Alpha of the overall scale was .716. Cronbach’s Alpha coefficients of three dimensions were as follows; Teacher-Student Relationship: .887, Student-Teacher Relationship: .854, Student-Student Relationship: .902.

*Motivation at work scale* was prepared by Gagné, et al. (2010) and adapted to Turkish by Akbolat and Işık (2012). Seven items (of twelve) remained after factor analysis. This single factor scale presented a good fit to the data (explained variance = 53.85 %, Bartlett

= .000, KMO = .806, Cronbach's Alpha = .851,  $\chi^2 = 18.156$ ,  $df = 8$ ,  $\chi^2/df = 2.270$ , P-value = .020, RMSEA = .073, IFI = .984, TLI = .971, CFI = .984).

*Job involvement scale* was prepared by Griffin, et al. (2010) and adapted to Turkish by Demir (2018c). None of the items was deleted and a single factor scale consisting of three items presented a good fit to the data (explained variance = 64.451%, Bartlett = .000, KMO = .662, Cronbach's Alpha = .717,  $\chi^2 = .398$ ,  $df = 1$ ,  $\chi^2/df = .398$ , P-value = .955, RMSEA = .020, IFI = 1.000, TLI = 1.000, CFI = 1.000).

### **Data Analysis**

After collecting the data, the missing values were eliminated; skewness and kurtosis coefficients were checked. Data were normally distributed. Exploratory factor analyses (with SPSS) (Büyüköztürk, 2012; Field, 2009) and confirmatory factor analyses (with AMOS) were performed for each scale used in this study (Bryne, 2010). For estimating model parameters in confirmatory factor analysis (CFA), the maximum likelihood estimation method was used. After testing the reliability and validity of each scale, measurement model was developed, defining covariances between the latent variables. After obtaining good fit indices at the measurement model, the covariances were deleted and one-way paths were defined between the latent variables for developing a structural model (Bayram, 2013).

CFA provides to obtain more real statistical outcomes because of considering the contributions to the proposed model and modification indices of all correlations (Kline, 2011). Structural

equation modeling (SEM) is a statistical method that has a large usage by researchers in different disciplines. SEM is especially popular for enabling to test direct and indirect impacts among the observed and unobserved variables in a single model. This method also allows researchers to develop and predict the multivariate models (Bayram, 2013; Meydan & Şeşen, 2015). In line with the purpose of this study, SEM was used to determine the relationship among perceived ethical climate, teachers' level of motivation and job involvement and to test the proposed model.

## **Results and Discussion**

The structural model that produced the best fit indices points out that teachers' perceptions of ethical climate lead to increase in their motivation levels. Therefore, Hypothesis I is confirmed. In other words, when teachers feel that their school has ethical work climate and interactions among people in their schools are positive, they feel that they are motivated to do their best. They perceive that their feelings about their motivations in carrying out school-related tasks tend to be more positive. Similarly, Wentzel (1998) found out that when students perceive positive climate in their school, they have positive feelings and attitudes, they are more eager to learn and they participate in school activities. Demir and Karakus (2015) revealed that ethical climate has a positive effect on students' motivation in the qualitative part of their study. They also demonstrate that ethical climate has a positive effect on teachers' motivation both in qualitative and quantitative part of their study. Researches assert that perceived ethical

climate affects employees' motivation positively in the other organizations except from educational organizations, too. Mahal (2009) and Tyagi (1982) revealed that work climate as perceived positively enhanced employees' motivation, hence job performance in profit organizations. Tyagi (1982) also found out that organizational climate affected intrinsic motivation more than extrinsic motivation.

Sharma, Srivastava, Ningthoujam and Arora (2012) found that both personal attributes (perceived work ethics) and situational attributes (job content and training) had a positive effect on job involvement level of individuals. Differently, this study revealed that ethical climate had an indirect positive effect on teachers' job involvement. Therefore HIII is not confirmed. In other words, if teachers perceive ethical climate at school they don't feel directly addiction to their jobs.

Brown (1996) in a meta-analysis study comprising thousands of employees found out that job involvement was positively related to job satisfaction, organizational commitment and intrinsic motivation and negatively associated with intentions to leave. Tiwari and Singh (2014) argued that motivation was positively correlated with job involvement. Sharma et al. (2012) also indicated that job involvement was one of the several positive outputs of employee motivation, others being job satisfaction, organizational commitment and organizational citizenship behaviors. Demir (2018a) also revealed teacher's motivation had an impact on teacher's job involvement. Similarly, this study revealed that motivation increased teachers' level of job

involvement. In other words, if teachers are motivated, feel more capable psychologically they become vigor to achieve challenging tasks. One set of positive perceptions leads to an increase in another set of perceptions. Thus, teachers who believe they have necessary skills and knowledge they can utilize at their professions and feel more competent in solving problems and managing challenging duties they face. Therefore, HIII is confirmed.

Observing links to the relationship between perceived ethical climate and job involvement, previous researches (Demir and Karakuş, 2015; Mahal, 2009; Tyagi, 1982; Wentzel, 1998) put forward that ethical climate had a positive impact on motivation; and some researches (Brown, 1996; Demir, 2018a; Sharma et al., 2012; Tiwari and Singh 2014) revealed that motivation had a positive impact on job involvement. As perceptions regarding the climate of organizations become more ethical, individuals psychologically feel more motivated. Highly motivated individuals lead to high levels of addiction to their job (Kreitner & Kinichi, 2009). This study found out that motivation as a full mediator in the relationship between perceived ethical climate and job involvement lead to confirmation of Hypothesis IV. By increasing teachers' level of motivation, perceptions of ethical climate raise teachers' level of job involvement. In other words, perceived ethical climate indirectly impacts on job involvement by affecting teachers' motivation. There does not appear to be research examining how perceived ethical climate could help increase level of job involvement at schools by motivation.

## **Conclusion and Suggestions**

The ethical climate of schools has effects on how teachers feel and work for their schools. Teachers' perceptions about whether schools have ethical work climate has determining effect on how teachers situate their schools in terms of competition with other schools. Perceptions about whether a school has an ethical climate also impacts how teachers think about and evaluate their own success in school-related tasks. School administrators and education policy makers need to know that ethical climate can be used as a leverage to change the mindsets of teachers regarding competitive power of their schools. There are two ways the ethical climate can be secured: more effective induction programs and professional development programs especially for school administrators. Induction programs need to place more importance to how to create work ethical climate. Additionally, the organization of professional development activities needs be tailored in such a way to create the ethical climate at schools.

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## CHAPTER 6:

### THE DETERMINANTS OF MIGRATION FLOW: A PANEL DATA ANALYSIS FOR SELECTED OECD COUNTRIES

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#### INTRODUCTION

International migration already figures prominently on the policy agenda of many OECD countries. There are a vast number of economic and non-economic forces behind the decision to migrate. Migrants can be “pushed” out of their home countries due to deteriorating economic conditions or political unrest. Conversely, migrants are often “pulled” into destinations that offer high wages, good health care, and strong educational systems. Hence, in making their decision, individuals compare the net benefits of migration to the costs (Simpson, 2017).

The 2017 edition of the OECD International Migration Outlook reviews permanent migration flows in the OECD area have increased for the third year in a row, according to preliminary 2016-year data. Approximately, 5 million people migrated permanently to OECD countries in 2016, well above the previous peak level, observed in 2007 before the economic crisis. As increased permanent migration, temporary migration has also increased in the OECD. In 2015, international intra-firm mobility increased by more than 10% and

secondment of workers within the European Union rose by 3% (OECD, 2017).

The economic impact of migration flows through into every aspect of the economy. Migration has positive impacts not just on population growth, but also on labour participation and employment, on wages and incomes. Migration has also changed the age pyramid of receiving countries. Migrants tend to be more concentrated in the younger and economically active age groups compared with natives and therefore contribute to reduce dependency ratios. Migrants contribute more in taxes and social contributions than they receive in benefits. Moreover, migrants arrive with skills and abilities, and so supplement the stock of human capital of the host country. Therefore, migrants contribute to technological progress.

## **2.A BRIEF LITERATURE REVIEW**

The movements of people, both internal and international, has been broadly studied by researchers of social sciences. It is common practice to distinguish the study of people movements within the country borders and the one between different countries. The former is named internal migration while the latter is called international migration (Etzo, 2007).

Literature on migration is dominated by the neoclassical theory. The theory emphasizes most the role of economic factors in explaining migration (Lewis, 1954; Ranis and Fei, 1961; Harris and Todaro, 1970; Todaro, 1976). According to the theory, migration is caused by differences in the ratio between labour supply and demand. Workforce leaves poor countries where there is no capital and wages are low and will orient towards countries where there is a surplus of capital and therefore wages are higher. This generates oriented migration and orients migration flows (Pânzaru, 2013).

Dolado et al. (1994), analyzed the relationship among migration, human capital and economic growth with the help of the Solow-Swan model in the host country in 23 OECD countries. They concluded that there was a relationship between migration and economic growth and the power of this relationship determined the level of human capital migration. He also found that high human capital migration would have a significant impact on economic growth.

Vogler and Rotte (1998) made an analysis of migration from developing countries to Germany, also citing both the role of

economic factors (GNP, growth of labour force) and that of non-economic factors (political rights, civil liberties, political terror). Their findings reveal the importance of political freedom in shaping migration.

Parikh and Van Leuvensteijn (2003) examined gross interregional migration flows in Germany after reunification in 1989. They find that internal migration flows over the period 1993-1995 responded to differential in unemployment rates and wages between the sending and the destination region.

Mayda (2005) focused on economic and non-economic determinants of migration for a panel of OECD countries. Mayda (2005) investigated the role of variables such as GDP per worker, common language, share of young population, distance. The results do not contradict too much the classical theories of migration, primarily emphasizing the role of economic factors. However, along with them, the non-economic factors' role is also highlighted (Pânzaru, 2013).

Fachin (2007) investigated the long-run determinants of internal migration in Italy during the period 1973-1996. The outcomes from panel cointegration tests show that the main determinant of the (low) internal migration has been the income growth in the sending region and reveal the weak effect of the unemployment rate.

Ahmad et al. (2008) tested the determinants of international migration from Pakistan using time series analysis. In their study, it was concluded that the migration from Pakistan had a positive relationship with the inflation and unemployment rate in the country, but the real wage level and migration were negatively related. They also stated that international migration was positively affected by workers' foreign exchange inflows.

Roy and Debnath (2011) analyzed the relationship between migration and economic and non-economic variables with the help of pooled section data in 15 major states of India. In their analysis, the per capita income level and economic growth were found to be a factor increasing migration.

Maria and Lazarova (2012) tested the relationship among migration, human capital and economic growth in 130 developing countries with regression and simulation analysis. In their analysis, they concluded that migration has a statistically significant relationship with human capital and economic growth. They also

stated that the migration of people with human capital has a negative impact on the economic growth of the emigrant country.

Lottum and Marx (2012) estimated a gravity model for interregional migration in 26 provinces of Indonesia. According to the estimation results of the model, they concluded that state-supported high cost migration. These findings indicate that other developing countries have policy implications.

Pânzaru (2013) investigated two sets of determinants, economic and non-economic, to assess the influence they exerted on migration in Central and Eastern Europe during the period of 2000-2010. As economic factors, the doing business index and the labour market regulation index are used in his study, while as non-economic factors the judicial independence index and integrity of the legal system index are used. His findings showed that economic factors play the most important role in international migration. But taking into account the specificities of countries analysed (transition from a communist-socialist system to a democratic-capitalist one) and sensitivities of the population of these countries in matters relating to freedom, he expected that variables invoked would exert some influence on migration. However, reported to the results for the panel of countries used, it can be said that migration and the decision to migrate are not influenced by the rules and conditions necessary for doing business (business regulation).

Sprenger (2013) empirically investigates the determinants of migration between 21 developed countries which are members of the EU and the OECD. Using data on migration flows over the period 2000–2009, the paper examines the impact of traditional economic variables such as income and unemployment differentials, geographical and demographic factors. It also examines the effect of cultural differences on the mobility patterns in the EU before and after the 2004 enlargement round. The research results show that economic factors are significant in analysing migration flows.

Boubtane et al. (2013) tested the relationship among migration, unemployment and economic growth in 22 OECD countries using the Panel VAR method. In their analysis, they concluded that the migration event affected the economic growth of the receiving country positively and the unemployment rate negatively.

Darwah and Verter (2014) examined the determinants of international migration in Nigeria using time series analysis. They used

data covering the period of 1991-2011 in their studies. In their analysis, they concluded that unemployment, migrants' remittances and population growth are determinants of migration from Nigeria to other countries. These results show that there is a positive relationship between the number of Nigerians abroad (immigrants) and unemployment.

Dincer and Muratoğlu (2014), during the period 1960-2010, the economic impact of immigration from Turkey made to the 20 OECD countries were analyzed using Augmented Gravity Model. In the analysis, it was observed that the enhance in the income level of the receiving country increased migration and the migration to the countries with low or stable population growth rate increased. They also concluded that there was a negative relationship between distance among countries and migration rate.

Çatalbaş and Yazar (2015) examined the determinants of internal migration in Turkey using panel data analysis method. In the study, it has been concluded that the wealth level of the region has a positive effect on the migration rate; but on the other hand the inflation rate, employment rate and the terror problem had a negative impact on the migration rate. In addition, in order to reduce the negative effects of internal migration, despite some improvements in the independent variables, they have reached their predictions for internal migration.

Haimannová (2015), in his study, aims to analyze potential determinants of migration from developing countries to Czechia. However, it was aimed to examine the migration patterns between 1995 and 2012 to the Czech Republic and what kind of theories could be used to explain them. According to the results, the driving forces of the main country for immigration from African countries are more important than the draft factors of the target country. All other variables were statistically insignificant in this analysis. According to the results of the analysis, the determinants of international migration are not equal to the results of Rotten and Vogler (1998). It was concluded that the hypothesis created by Rotte and Vogler does not generally apply to all countries due to the impact of economic indicators and immigration policies on immigrant entry.. In other words, according to the analysis, determinants dealing with international migration in the new system have a clearer explanation than the results obtained from other theories.

Muratoğlu and Muratoğlu (2016), during the period 1960-2010, the economic impact of immigration from Turkey made to the 20 OECD countries were analyzed using Augmented Gravity Model. As a result of the analysis it has been concluded that the GDP growth in the OECD countries resulted increasing migration rate to these countries from Turkey. This study shows that, GDP growth in Turkey reduces the migration rate.

Ducan (2016), according to TSI sub-region to create 21 of their classification, regression analysis investigated by the panel elements causing internal migration in Turkey. In the study, the increase in secondary school level schooling and the rise in terrorist incidents increased migration, however the increase in employment decreases migration.

Maria (2017), in her study on 2004-2014, argues that migration in 28 European Union member states is due to the level of development of host countries.

Altunc et al. (2017), tested the effects of out-migration on unemployment, inflation and economic growth in Turkey's economy by using the time series analysis method. In their analysis, they concluded that there is a bi-directional Granger causality relationship between external migration and economic growth (GDP).

Draženović et al.(2018) analyzed the economic and non-economic key drivers of the new EU member states' migration to other EU member states after the accession process. They concluded that both economic factors (measured by different GDP and labor market indicators) and non-economic factors (capture of EU membership, level of corruption in the economy and demographic characteristics of the country) affect migration decisions.

### **3.DATA AND ECONOMETRIC METHODOLOGY**

#### **3.1.Data**

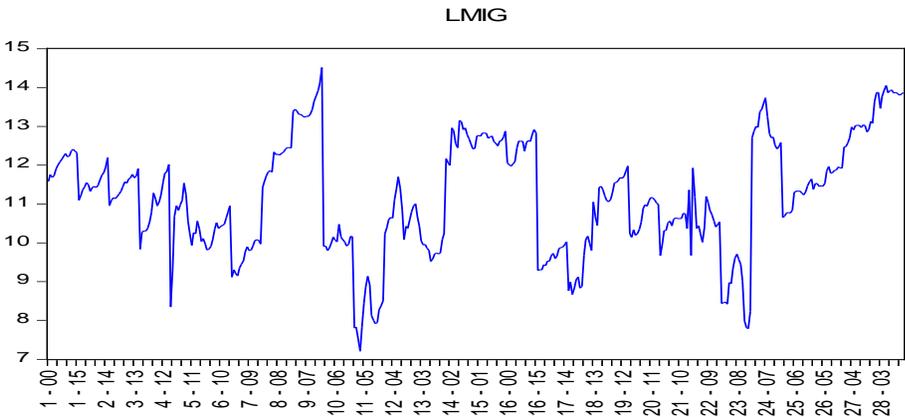
This paper attempts an econometric model to illustrate the relationship between migration flows, unemployment, urbanization and economic freedom. In the analyzing of this relationship between the variables by incorporating a balanced panel from the 28 OECD countries, this study considers the linear panel data specification as follows:

$$lmig_{it} = c + \beta_1 unemp_{it} + \beta_2 freedom_{it} + \beta_3 urban_{it} + u_{it} \quad (1)$$

Where *lmig* is the logarithmic form of inflows of foreign population by nationality and the data is taken from OECD’s International Migration Database (2017), *unemp* is the unemployment rate, which is the number of unemployed divided by total labor force, expressed as a percent and the unemployment data is taken from OECD Data, *freedom* denotes the index of economic freedom, which is taken from Heritage Foundation., and *urbanis* urban population (% of total), which is taken from the World Bank Data. The annual data is used. This sample is determined based on the data availability.

Figure 1 and 2 illustrate the trend of the variables used in this study for the 28 OECD countries for the period 2000 to 2015.

**Figure 1:** Inflows of foreign population of the 28 OECD countries



**Figure 2:** Unemployment rate, Economic Freedom Index and Urbanization Rate of the 28 OECD countries

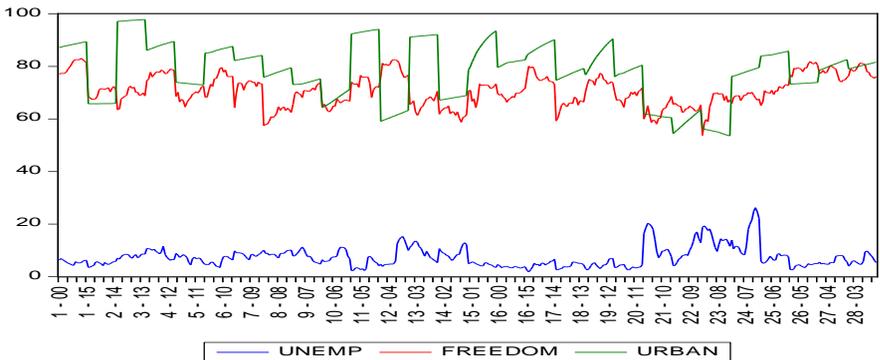


Table 1 presents descriptive statistics of data used in this study. According to Table 1, there is no sampling bias in the data. The means of all variables are close neither to their minimum nor maximum value, which indicates that there is no disproportion.

**Table 1:** Descriptive statistics

	<b>LMIG</b>	<b>UNEMP</b>	<b>FREEDOM</b>	<b>URBAN</b>
<b>Mean</b>	11.16635	7.378568	70.85914	78.03084
<b>Median</b>	11.18733	6.536864	70.45000	79.26750
<b>Maximum</b>	14.51675	26.21929	83.10000	97.85800
<b>Minimum</b>	7.210080	1.809079	53.80000	53.59800
<b>Std. Dev.</b>	1.451434	3.896926	5.996172	10.92187
<b>Observations</b>	448	448	448	448

Table 2 provides the results from correlation matrix of the variables. According to correlation matrix, lmig is positively correlated with freedom and urban, negatively correlated with unemployment.

**Table 2:** Correlation matrix

	<b>LMIG</b>	<b>UNEMP</b>	<b>FREEDOM</b>	<b>URBAN</b>
<b>LMIG</b>	1	-0.064	0.175	0.058
<b>UNEMP</b>	-0.064	1	-0.375	-0.323
<b>FREEDOM</b>	0.175	-0.375	1	0.346
<b>URBAN</b>	0.058	-0.323	0.346	1

### 3.2.Methodology

#### *Cross-sectional dependence and the homogeneity of slope coefficients*

Testing for cross-sectional dependence and the homogeneity of slope coefficients in a panel data analysis is important for selecting the appropriate estimator. Especially, due to globalization and an increasing integration of economies, controlling of cross-sectional dependence, which could be explained that a shock affecting individuals forming a panel may also affect other individuals seems necessary in this study examining the relationship between migration, unemployment, economic freedom and urbanization rate among the

28 OECD countries. In this study, CD test, is developed by Pesaran (2004) are used in order to control cross-sectional dependence among the selected countries.

The test statistics can be calculated through the below panel data model:

$$y_{it} = \alpha_i + \beta_i' x_{it} + \mu_{it} \text{ for } i=1,2,\dots,N; \quad t=1,2,\dots,T \quad (2)$$

The test statistics, developed by Pesaran (2004) is as follows:

$$CD_{LM} = \sqrt{\frac{1}{N.(N-1)}} \left[ \sum_{i=1}^{N-1} \sum_{j=i+1}^N (T \cdot \hat{\rho}_{ij}^2 - 1) \right] \square N(0,1)$$

where  $\hat{\rho}_{ij}$  shows the estimation of the correlation coefficient among the residuals obtained from individual OLS estimations of Equation (2). Under the null hypothesis of no cross-sectional dependence  $CD_{LM}$  test is useful when N is large relative to T and it is asymptotically distributed as standard normal.

The null and the alternative hypotheses of this test are as follows:

$$H_0 : Cov(\mu_{it}, \mu_{jt}) = 0 \text{ for all } t \text{ and } i \neq j$$

$$H_0 : Cov(\mu_{it}, \mu_{jt}) \neq 0 \text{ for at least some } i \neq j$$

In the analysis of panel data, the other issue to consider is the testing of slope homogeneity. The homogeneity of the estimated coefficients for each individual in the panel is investigated through Pesaran and Yamagata's (2008) homogeneity tests in this study.

### ***Unit root characteristics***

Several different panel unit root tests are available. Panel unit root testing emerged from time series unit root testing. The major difference to time series testing of unit roots is that we have to consider asymptotic behavior of the time-series dimension T and the cross-sectional dimension N (Nell and Zimmermann, 2011). In general, first generation panel unit root tests are based on the following regression:

$$\Delta Y_{i,t} = \beta_i \cdot Y_{i,t-1} + Z_{i,t} \cdot \gamma + u_{i,t} \quad (3)$$

Where  $i = 1, 2, \dots, N$  is individual, for each individual  $t=1, 2, \dots, T$  time series observations are available,  $z_{i,t}$  is deterministic component and  $u_{i,t}$  is error term. The null hypothesis of this type is  $\rho_i = 0$  for  $\forall_i$ .

The first of first generation panel unit root tests is LLC that allow for heterogeneity of individual deterministic effects and heterogeneous serial correlation structure of the error terms assuming homogeneous first order autoregressive parameters. They assume that both  $N$  and  $T$  tend to infinity but  $T$  increase at a faster rate, so  $N/T \rightarrow 0$ . They assume that each individual time series contains a unit root against the alternative hypothesis that each time series stationary. Thus, referring to the model (3), LLC assume homogeneous autoregressive coefficients between individual, i.e.  $\beta_i = \beta$  for all  $i$ , and test the null hypothesis  $H_o : \beta_i = \beta = 0$  against the alternative  $H_A : \beta_i = \beta < 0$  for all  $i$ .

The structure of the LLC analysis may be specified as follows:

$$\Delta Y_{i,t} = \alpha_i + \beta_i \cdot Y_{i,t-1} + \delta_i \cdot \tau + \sum_{j=1}^{p_j} \phi_{ij} \cdot \Delta Y_{i,t-j} + u_{it} \quad (3)$$

$i = 1, \dots, N$   $t = 1, \dots, T$  where  $\tau$  is trend,  $\alpha_i$  is individual effects,  $u_{it}$  is assumed to be independently distributed across individuals. LLC estimate to this regression using pooled OLS. In this regression deterministic components are an important source of heterogeneity since the coefficient of the lagged dependent variable is restricted to be homogeneous across all members in the panel (Barbieri, 2006).

Other test, Im, Pesaran and Shin (2003) test allows for residual serial correlation and heterogeneity of the dynamics and error variances across units. Thus, the Im-Pesaran-Shin (IPS) test is not as restrictive as the Levin-Lin-Chu test, since it allows for heterogeneous slope coefficients. Hypothesis of IPS may be specified as follows:

$$H_o : \beta_i = \beta = 0 \quad H_A : \beta_i < 0 \text{ for all } i$$

The alternative hypothesis allows that for some (but not all) of individuals series to have unit roots. IPS compute separate unit root tests for the  $N$  cross-section units. IPS define their  $t$ -bar statistics as a

simple average of the individual ADF statistics,  $t_i$ , for the null as:

$$\bar{t} = \sum_{i=1}^N t_i / N$$

It is assumed that  $t_i$  are i.i.d and have finite mean and variance and  $E(t_i)$ ,  $\text{Var}(t_i)$  is computed using Monte-Carlo simulation technique (Barbieri, 2006).

#### 4. EMPIRICAL FINDINGS

The empirical findings of cross-sectional dependence test are presented in Table 3. It is clear that the null of no cross-sectional dependence across the OECD countries is not rejected from Table 3. In addition, the result of the  $\tilde{\Delta}_{adj}$  statistic indicates that the slope coefficients are homogeneous.

**Table 3:** Results for cross-sectional dependence test

Variable	CD test statistic	prob. value
<b>Lmig</b>	-0,745	0,228
<b>Unemp</b>	1,181	0,119
<b>Urban</b>	1,159	0,123
<b>Freedom</b>	-0,865	0,194
<b>Model</b>	$\tilde{\Delta}_{adj}$ test statistic	prob. value
$lmig_{it} = c + \beta_1 unemp_{it} + \beta_2 freedom_{it} + \beta_3 urban_{it} + u_{it}$	-0,512	0,696

\*\*\*, \* indicate rejection of the null hypothesis at the 1% level of significance.

Source: Authors' estimations.

Table 4 shows the panel unit root test results through the LLC test. According to Table 4, the null hypothesis of a unit root cannot be rejected at the 1% significance level in their levels.

**Table 4:** Results for the LLC unit root test

Variable	LLC Test Statistic	
	Constant	Constant and Trend
<b>Lmig</b>	-3,43*** (0,00)	-3,48***(0,00)
<b>Unemp</b>	-4,04*** (0,00)	-4,28*** (0,00)
<b>Urban</b>	-25,29*** (0,00)	-2,67*** (0,00)
<b>Freedom</b>	-5,48*** (0,00)	-4,03*** (0,00)

\*\*\* indicates rejection of the null hypothesis at the 1% level of significance.

Source: Authors' estimations.

We estimated the relationship among unemployment, urbanization, economic freedom and migration inflows to the 28 OECD countries during the period 2000-2015 through Panel EGLS method (cross-section weights). The results of panel estimation are shown in Table 5. According to Table 5, economic freedom and urbanization level have statistically significant and positive effects on migration inflows to the 28 OECD countries, while the impact of unemployment is found negative and statistically significant. So, we can say that freer economic environment, lower unemployment rate and higher urbanization level have accelerated migration inflows to the selected country group.

**Table 5:** Results for Panel Least Squares Method

**Dependent Variable:** Lmig

**Method:** Panel Least Squares

White cross-section standard errors & covariance (d.f. corrected)

Variable	Coefficient	Std. Error	t-Statistic	Prob.
<b>Freedom</b>	0.045888	0.005540	8.283062***	0.0000
			-	
<b>Unemp</b>	-0.053433	0.005743	9.304326***	0.0000
<b>Urban</b>	0.113296	0.008474	13.36984***	0.0000
<b>c</b>	-0.531537	0.453130	-1.173033	0.2415

\*\*\* indicates rejection of the null hypothesis at the 1% level of significance.

## 5. CONCLUSION

Elements that determine migration flows between developed countries are different from those explaining migration between developing and developed countries. It has been shown in the literature that mechanisms that cause migration between developed countries are not the same, because the potential migrants' initial situation is unlike that of the immigrants from developing countries (Sprenger, 2013).

This study aims to reveal the linkages between unemployment, urbanization, economic freedom and migration inflows of 28 OECD countries using annual dataset from the period 2000 to 2015 through Panel EGLS method (cross-section weights). The results of panel estimation showed that economic freedom and urbanization level have statistically significant and positive effects on migration inflows to the 28 OECD countries, while the impact of unemployment is found negative and statistically significant. As a result, it can be said that freer economic environment, lower unemployment rate and higher urbanization level have accelerated migration inflows to the selected country group.

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# **CHAPTER 7:**

## **THE CHANGES IN THE SETTLEMENT PATTERN OF AKSARAY DISTRICT OF ISTANBUL**

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### **INTRODUCTION**

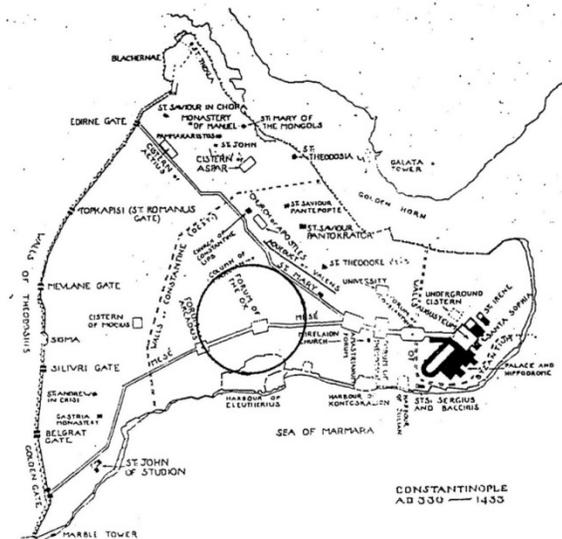
The purpose of the study is to discuss especially Aksaray Square that is one of the important points of the district and the important buildings around Aksaray Square and to put forth what extent they are influenced by the changes while examining the history of Aksaray district of Istanbul and the changes in its settlement pattern.

In Istanbul Encyclopedia, Aksaray is defined as a district located on the flat intersection with the Bayrampaşa (Lykos) Valley and Atatürk Boulevard which is the intersection of the Golden Horn and the Marmara shores, dividing the peninsula into two by passing through the narrowest and lowest passages of it (Fig. 1) (Tekeli, 1993, p.134).

The Old Bous (Bull) Forum sets the center of the Aksaray district in the Turkish era (Fig. 2). The area became an important settlement due to its proximity to the Port of Eleueterios (Langa-Ulanka) in Yenikapı, one of the largest ports of Roman times after Constantinople was founded, and on the most important road of the city. Aksaray was a center of trade and transportation with a serious precaution until the Roman period to the Ottoman period. After the conquest, this area lost its commercial function to a great extent. After the defeat of the Karamanoğulları to Ishak Pasha, a part of the people of Aksaray was brought to the region. After that, the name of the region became Aksaray (Göncüoğlu, 2008, p. 15).



*Figure 1. Aksaray in 1950s (Salt Galata Archive)*



*Figure 2. The Map of Istanbul ( Nedret İşli Archive )*

The location of Aksaray has also created interesting results in terms of population distribution of the city. The Marmara Coasts of Istanbul, from Samatya to Kumkapı was the neighborhoods where the Greeks and Armenians generally lived. In contrast, Turks had settled in neighborhoods such as Cerrahpaşa, Kocamustafapaşa, Fatih, Horhor and Laleli. Aksaray was a meeting place between Christian and Muslim communities (Tekeli,1993, p.134).

In the III.Murat Period (16th century) Aksaray was a place where there were about forty thousand janissary who were constantly confused and uncontrollable. After the disruption of the old guild discipline, most of these janissaries were moved to single rooms around the barracks and were trading in bazaars and markets. From time to time, they were causing great upheavals and revolts in the city because they could not get their ulufe (service pay in Ottoman Empire). Finally, in 1826, after a rebellion, the janissaries, surrounded in their barracks in Etyemez Square, were removed. This incident called as auspicious incident (Vaka-I Hayriye) (İşli, 2008).

Aksaray has always been known as a vibrant and full of events thanks to the janissaries which are an important element in urban life until the auspicious incident (Vaka-I Hayriye). Around the Aksaray, a corruption and prostitution zone was formed due to the increasingly out of control of the Janissaries quarries. Aksaray has become a famous district with its garden and kaleyard (Yenibahçe and Langa) where people often have gone, its bazaar, being among the promenade places, its location that is on the historical transportation hub of the city (Tekeli,1993).

There are two main arrangements that affect the pattern of the settlement to a great extent. The first of these arrangements was made after the fire of 1856 Aksaray and the second one is the zoning movements of Menderes period. These two events really played an

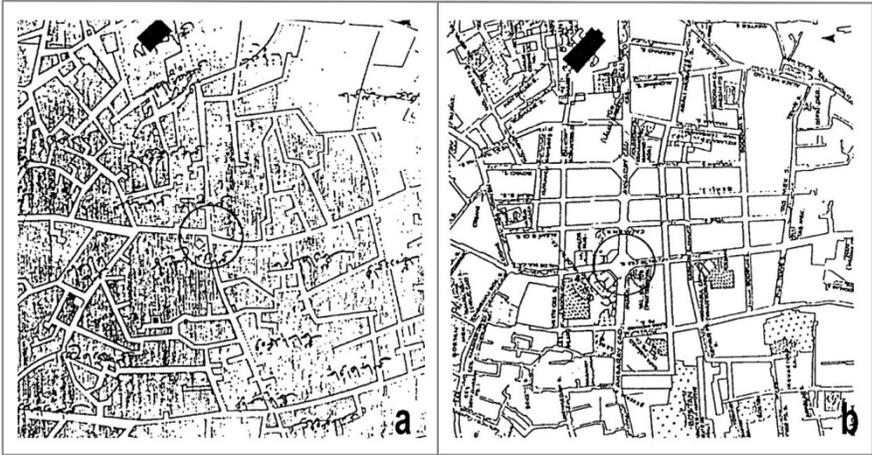
important role in the formation of the historical and urban pattern of Aksaray.

### **The Fire of Aksaray in 1856**

The fire of Aksaray destroyed more than 650 buildings and became a milestone in the city planning history of Istanbul. Following this fire, the first burnt district in the Ottoman capital was rebuilt with a systematic plan and an alternative city plan was drawn and applied. With the ruling of Grand Vizier Mustafa Resit Pasha, foreign specialists were assigned to modernize Istanbul. Italian engineer Luigi Storari was one of these specialists. The Empire had determined the main character of the plan which ordered to Storari after the fire of Aksaray Koçu, 1958, p. 539; Meriç, 1997, p.45).

A plan consisting of long, wide streets suitable for the situation after fire was required. Storari, who accepted this request, re-organized the organic street networks of the region. The main intersections were clearly visible in the pattern of Aksaray before the fire. The north-south highway that came from the Golden Horn and crossed the Unkapanı and reached Yenikapı on the Marmara coast crossed Aksaray street going to Divan yolu in the east-west direction. Storari concentrated on the expansion and extension of these two main cities. Storari cut down the corners of these streets to identify the four roads that were born from this intersection and to emphasize their importance (Fig. 3).

This new manner of planning was a new concept for Istanbul. And the concept of the "Public Square", a western term that emerged, did not even exist in Ottoman architecture. For example, in the *Journal de Constantinople*, one of the well-known publications of the period, this square was defined as "belle place" (Çelik, 1992, p.78).



**Figure3.** a) Aksaray in 1950s b) Aksaray in 1870s (Çelik, 1992).

### **The Zoning Movements of Menderes Period**

Aksaray was a lively urban environment between Cerrahpaşa and Haseki districts, protecting the monumental structures, urban pattern, houses and mansions from the Republic until the end of World War II. The district was also a tram terminal and the reputation of Aksaray Bazaar spread throughout the city. Aksaray Square at the place of Old Bous Forum, with Valide Mosque that overlooking this square and has magnificent courtyard façade and crown gate, still was retaining its urban pattern and traditional social structure (Fig. 4) (Göncüoğlu, 2008, p. 15).

The change of Aksaray has coincided with Democratic Party's rise to power and the period that the rattling of third world countries because of the challenging economic and political conditions of World War II. The disintegration of the people living in this region and the destruction of the old city pattern is a result of the zoning movements of Menderes period which started in 1956. Following this, Millet Street was opened first and Vatan Street (Fig. 5), which was not necessary to be done at that time, was opened in Bayrampasa Valley. And Aksaray

Square was removed for the old road descending from Beyazit can meet with these new roads (Fig.6, Fig. 7) (Meriç, 1997, p.45).

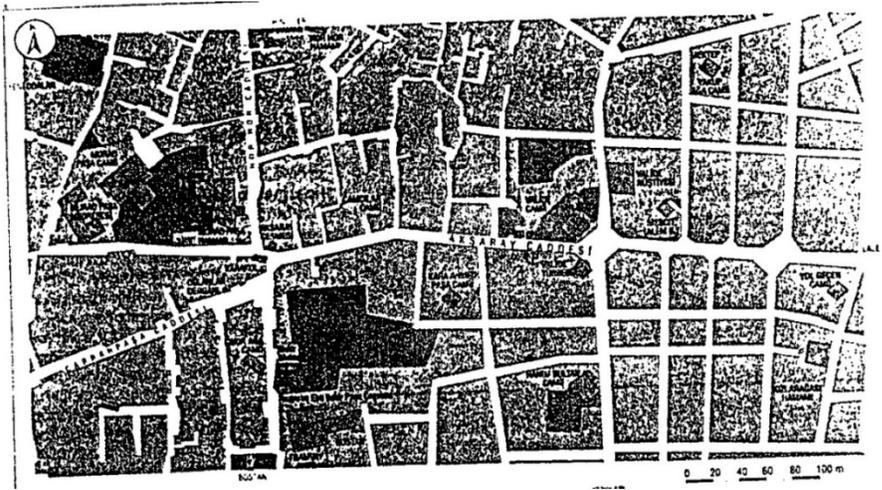


**Figure4.** Aksaray in 1950s (Nedret İşli Archive) (Göncüoğlu, 2008, p. 15).

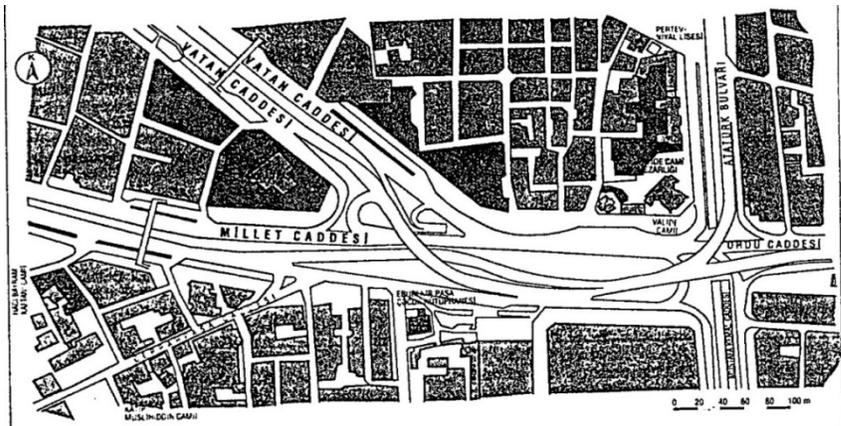


**Figure 5.** A Photography Construction Process of from Vatan Street(Sözcü Archive, 2016).

Aksaray has largely lost its historical texture due to the fact that transportation arrangements were made by road engineers during these regulations, urban conservation was not yet developed, and the sensibility of historical monument was weak. As a result of the arrangements made, an urban area dominated by Valide Mosque disappeared and Aksaray police station, that has a historic value, was demolished (Meriç, 1997, s.152).



*Figure6.* Aksaray in 1875 (Meriç, 1997, p. 44).



*Figure7.* Aksaray in 1993 (Meriç, 1997, p. 44).

### ***Pertevniyal Valide Sultan Mosque***

The most important monumental structure of the region in the recent period is the Pertevniyal Valide Sultan Mosque (Fig. 8). II. Mahmud's wife and Sultan Abdulaziz's mother Pertevniyal Valide Sultan gave great importance to the Pertevniyal Valide Mosque. Valide Mosque was designed as a complex containing a mosque, school, tomb, muvakkithane (the place where the time for pray is determined) and fountain. Valide Sultan has asked that the mosque be in the size of Ortaköy Mosque, but the courtyard should be kept larger. So, when she came to the mosque, there would be a space of sufficient width for the soldiers to greet her. Besides, the place of the building was chosen in a district which has always been a community like Aksaray with her request. Sarkis and Agop Balyan, the original architects of the building built between 1869 and 1871, had worked together with all the local and foreign artists in their era. Pectevniyal Valide Sultan Mosque, which is the most important monumental structure of the last period, has lost all its monumental influence because it is located at a very low level compared to the roads that circulate around it (Fig. 9) (Kablan, 2009; Çebi, 2010; Eldem, 1992).



***Figure8. Aksaray in 1960s-1970s (Sözcü Archive, 2016)***



**Figure9.** The state of Pertevniyal Valide Sultan Mosque before and after road arrangements (İşli, 2008)

### **Result**

In the region that had five big fire at least; it is known that most of the two-storied wooden civil architecture was lost, the ones in the photographs were the buildings of Sultan II. Abdülhamid period (1876-1909) and the last ones were destroyed by the 1956 zoning movements of Menderes period. The stone structures were completely cleaned of wood and the original architecture was destroyed under the name of restoration with modern views and subjective interpretations after 1956. All these architectural activities had resulted with constructing of European apartments straight boulevards, highways and large squares instead of the architecture of the historical city of Istanbul with the narrow and meandering street. From the architectural point of view, the massacre of the historical monuments in Aksaray can be given as a sample of the destruction of the Ottoman Architecture, especially between 1955 and 1973.

In fact, later evaluations showed that the Western methods used in the planning of Aksaray in the 19th century were wrong and were characterized that ignored the local historical heritage. For example, at the beginning of the century, Architect Mazhar Bey mentions that the subjugated and non-national spirit of the Tanzimat made Aksaray an imitation of the long and wide main streets of Paris (Çelik, 1992,

p.21).However, Mazhar Bey did not bring an alternative solution and it was too late to evaluate it. Because the Aksaray example was declared as the basic model of urbanism.

After the zoning movement of Menderes period, the old mansions and houses were replaced by an intensive construction of apartments. As a result, a large part of the indigenous dwellers migrated to other parts of the city and the old Aksaray lost both its physical and social texture. Whereas the district has had an important commercial function since antiquity.

Today, it has become a transit area as a result of radical changes. Due to the numerous underpasses and overpasses, it no longer carries any special features of the urban space. Pertevniyal Valide Sultan Mosque, which is the most important monumental structure of the last period, has lost all its monumental influence because it is located at a very low level compared to the roads that circulate around it (Fig. 10).



**Figure 10.**a) Aksaray in 1970 (Sözcü Archive), b) Aksaray in Today (Değişti Archive)

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## CHAPTER 8:

### RECONSIDERING ROADS TO RECONCILIATION AND TRANSITIONAL JUSTICE: A CONCEPTUAL FRAMEWORK

Gökhan AK\*

*“Peace agreements ... do not in themselves end wars or bring about lasting peace. In most cases, prewar continuities and the war mentality jeopardize the prospects of a consolidated peace and postwar reconciliation.”* (Francis, 2000: 357)

#### INTRODUCTION

In the 1990s the international community witnessed the establishment of two central tribunals with the intention to prosecute individuals that have committed serious crimes against humanity during war. One tribunal was the International Criminal Tribunal for Rwanda (ICTR) located in Arusha, Tanzania, and the other was the International Criminal Tribunal for the former Yugoslavia (ICTY), located in The Hague, Netherlands. Both courts were established within the framework of the UN International Criminal Court. The purpose of these International Criminal Tribunals seems evident.

Post-conflict tribunals can work both as a deterring factor and as a moral justification to victims of war crimes, being an important factor on the road to post-conflict reconciliation. Still, the recent upsurge in universal jurisdiction towards past atrocities, have been

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met with skepticism from academics as well as politicians. The more pragmatic idea, which has dominated the conflict resolution literature, is that states in civil war situations do occasionally, have to choose between peace and justice. Combatants of war, and others committing crimes against humanity, are considered as rational actors that may not be willing to lay down their weapons if they knew that they are regarded as criminals and will be prosecuted if they do (e.g. Aron, 1981; Fearon, 2005). Peace negotiations and settlements do therefore, commonly involve an aspect of amnesty or exile for the combatants, making them immune to post-conflict prosecution. In an attempt to end the four decades long civil war in Colombia, for example, the government has initiated a reconciliation program offering amnesty and jobs to guerrillas in exchange for peace. These types of settlements are, of course, deeply unpopular among victims as well as human right activists, arguing that war-criminals should be held responsible for crimes committed during warfare, but are often seen as a necessity to reach a settlement and cease fighting (Bass, 2005).

How societies deal with a difficult past and the benefits and costs of doing so has long been a popular research task among scholars interested in democratization processes. Some have, similar to Aron (1981) and Fearon (2005) in the conflict literature, been concerned about postregime prosecution as an obstacle to democratization (e.g. Huntington, 1993), but a number of scholars have also discussed the possible benefits of *transitional justice* for more long-term reconciliation and the establishment of stable democratic institutions (e.g. McAdams, 1997; Minow, 1998; De Brito

et.al. 2004; Skaar et.al. 2005). Bringing perpetrators to justice may be important for the restoration of healthy relations between groups and help to build trust in the new social order (Gloppen, 2005: 22). Just bringing out the truth about past crimes can be helpful in the process of reconciliation and in consolidating the new democratic regime (Lie et.al. 2006).

Justice, truth, and peace in a post-conflict period are often presumed to be mutually reinforcing goals. Unfortunately, during times of insecurity, justice, truth, and peace often come into conflict. Warlords might forego peace negotiations because they fear severe punishment. Failing to punish wrongdoers could seed resentment and potentially provoke retributive violence by victims. Offering amnesty might coax rebels to surrender and thus secure a lasting peace. These examples demonstrate inherent tensions among the options used to address the violence of the past and a broader quest for truth and justice (Elster, 2010). Despite vibrant debate, we have yet to adequately address many of these relationships. With a new dataset on post-conflict justice (PCJ), we can examine empirically these interactions. PCJ includes the different ways in which governments and opposition come to terms with the wrongdoings of the past, including trials, truth commissions, reparations, amnesties, purges, and exiles. More generally, with these data we can assess the relationships between justice, truth, and peace. Recent peacebuilding literature focuses on the many institutional options available to strengthen a fragile peace (e.g. power sharing in Hartzell and Hoddie, 2007; Jarstad and Sisk, 2008), security sector reform (Toft, 2010), and

peacekeeping forces (Doyle and Sambanis, 2006), and emphasizes the types of institutions which can be put in place to increase the likelihood that conflict will not resume. We add to these institutions PCJ processes.

The focus on justice in the post-conflict period began with the trials at Nuremberg and Tokyo following World War II. In the 1970s and 1980s, many Latin American political transitions were followed by broad amnesty agreements and/or national truth commissions to address the violence of exiting military regimes (i.e. Chile and Argentina). Greater global attention was brought to transitional and post-conflict justice in 1994 when, following the end of Apartheid, South Africa implemented its Truth and Reconciliation Commission, a national effort to address historical legacies of Apartheid and the violence that occurred on both sides of the conflict (Gibson, 2004). Since 1994, a variety of judicial procedures have been initiated, including the Special Court for Sierra Leone, notable for its hybrid approach of national and international participation (Stensrud, 2009); Rwanda's nation-wide community Gacaca court system (Clark, 2010); and Liberia's Truth and Reconciliation Commission, which included a strong push to incorporate the voices of the Liberian diaspora community (Young and Park, 2009). From these experiences, scholars have struggled to understand the implementation, selection, and overall effects of PCJ on diverse post-conflict goals such as increasing democracy and reducing human rights abuses, seeding reconciliation (Gibson, 2004), generating catharsis and healing, and contributing to the duration of peace. A major hurdle affecting analysis of these

institutions and their impact on the post-conflict period is a lack of systematically collected data, both cross-national and cross-temporal. Post-conflict research has overlooked justice institutions in favor of other peacebuilding efforts; most of the work within transitional justice has focused on single institutions following political transitions, such as truth commissions, reparations programs, amnesties, and trials. Olsen, Payne and Reiter (2010a,b) is a noteworthy exception. Their Transitional Justice Data Base covers trials, truth commissions, amnesties, reparations, and illustration policies in all countries in the world from 1970 to 2007. Olsen, Payne and Reiter (2010a,b) also look at transitional justice in countries with civil war. Unfortunately, their country-year data structure makes it difficult in countries with concurrent conflicts to ascertain which specific conflict the transitional justice measures target (Binningsbø et. al. 2012: 731-732).

So, do legal amnesties for combatants help end civil wars? International policy experts often take it for granted that amnesties promote negotiated settlements with rebels. However, a large number of amnesties are followed by continued fighting or a return to the battlefield. What, then, are the factors that make amnesties effective or ineffective? (Dancy, 2018) In this study, we use a disaggregated data set of all amnesties enacted in the context of internal war since 1946 to evaluate a bargaining theory of amnesties and peace. Testing hypotheses about conflict patterns using models that account for selection, we find that (1) only amnesties passed following conflict termination help resolve civil wars, (2) amnesties are more effective

when they are embedded in peace agreements, and (3) amnesties that grant immunity for serious rights violations have no observable pacifying effects. These policy-relevant findings represent a new breakthrough in an ossified “peace versus justice” debate pitting security specialists against global human rights advocates.

Why do some postconflict states return to violence, while others remain at peace? Analysts increasingly credit postconflict justice institutions -such as truth commissions, amnesties, reparations, and trials- with contributing to the prevention of conflict recurrence following civil wars. However, scholars remain divided about the overall effectiveness of these varied institutions (Loyle and Appel, 2017). In this study, we also directly engage this debate. We seek to overcome theoretical and data limitations that make it difficult to address the relationship between justice institutions and the likelihood that conflict will recur. We find that only postconflict justice processes that lessen conflict-induced grievances, and thus address individual motivations to rebel, are successful at keeping the peace. In a series of statistical tests using new data on postconflict justice from 1946 to 2006, we find strong support for the role of motivation-addressing processes in reducing conflict recurrence.

## **Methodology**

Methodology of this study is mainly qualitative research method including benefiting from secondary data sources like scientific books, essays and thesis related with the topic of the study. Thus, as research techniques, content analysis, discourse analysis, and document analysis will be used for enabling a scientific research.

## **Findings and Conceptual Framework**

The study of post-conflict justice and peace incorporates ideas from many disciplines and on a range of topics including justice, reconciliation, democratization, and peace. While diversity is valuable, it can also lead to confusion in theory and practice and so requires close evaluation of how diverse ideas interact, and to what end. Therewithal, countries in transition to post-conflict peace face difficult choices when deciding how to deal with the violence and conflict of their past in a way that increases their chances of a better, conflict-free, future. The transition may be from armed conflict to a peaceful state, from dictatorship to democracy, or a combination of both. Peace agreements do not in themselves end wars or bring about lasting peace. In most cases, pre-war conditions and the war mentality jeopardize the prospects of a consolidated peace and post-war reconciliation. The fact that half of all peace accords tend to fail within the first five years, the so-called ‘conflict trap’, highlights the need to address the root causes of conflict in order to prevent a recurrence. However, there is also the issue of justice, accountability and truth in post-conflict societies. The notion of dealing with the past after violent conflict has been defined as transitional justice. Importantly, the concept of transitional justice, as its name hints, closely links transition with the pursuit of justice. It is based on the assumption that in order to move on politically and socially, some form of dealing with gross human rights abuses, crimes against humanity and war crimes is necessary. This paper examines the relationship between transitional justice and peace by pursuing

sustainable peace through post-conflict peace-building methods and efforts. By viewing that from a normative theoretical perspective enables us to explore new challenges, opportunities and arguments. Thus, it illustrates how, even with the new transitional justice mechanism used, the elements of peace-building which aim to address everyday structural violence and inequality were excluded. Ultimately, this paper argues for a more integrated approach to justice, one that incorporates truth, accountability and peace-building.

### **1. Post-conflict Justice and Peacebuilding: An Introduction of Transitional Justice**

Transitional justice seeks to provide a framework for democratic transition. It aims to restore or create the conditions for peace and stability, through a process in which factors such as truth, accountability and reconciliation are central. Transitional justice is relevant to a time and process of change, for instance following a key transformative event such as a peace accord, a power-sharing deal, or elections (Rotberg, 2000). This period usually follows an era of violence and mass human rights violations brought about as a result of dictatorship style of rule, an apartheid-type system, genocide, or civil war, which leaves the society divided and with many survivors still suffering (Moghalu, 2009). This process requires a comprehensive set of strategies that must deal with the events of the past, but must also look to the future, in order to prevent a recurrence of conflict and abuses. These strategies need to include elements of truth and justice. They examine the ways in which societies address legacies of past criminal regimes which committed mass violations of human rights, in

order to build more democratic, just and peaceful societies (Bhargava, 2000).

The first notion of transitional justice can be traced back to the International Military Tribunal at Nuremberg after World War II (WWII), when top Nazi officials were prosecuted and ‘de-nazification’ programmes were introduced (Teitel, 2000). At that time, there was a view, in the United States of America (USA) in particular, that criminal justice was the best method to deal with perpetrators. However, following the Nuremberg Trials, some analysts criticised the process as a travesty of justice; a case of victor’s justice involving the selective prosecution of individuals only from the ‘losers’, whilst no prosecution of individuals who committed acts of equal intensity from the ‘winning’ governments were indicted (Minow, 1998). As a result of the critique of Nuremberg and the changing nature of the international arena, a new accountability debate emerged, one which placed more emphasis on truth than on justice. This position ushered in the rise of truth commissions. A truth commission is a body set up to investigate a past history of violations of human rights in a particular country. This can include investigations of violations by the military, other governments and opposition forces (Hayner, 1995). Truth commissions are often tasked with coming up with an ‘official truth’ of what happened during the conflict. This ‘official truth’ can help inoculate future generations against revisionism and empower citizens to recognise and resist a return to abusive practices (Van Zyl, 2006).

Truth commissions also serve to provide recommendations regarding legal, administrative and institutional measures that should be taken to prevent the recurrence of human rights abuses by the governments of the countries involved (Crocker, 2000). These could include governments adopting vetting programmes, where they ensure that persons responsible for human rights abuses are either removed from public service or prevented from being employed in government institutions (Van Zyl, 2006). In addition, truth commissions can make recommendations on what reparations a government should provide to victims (Crocker, 2000). Under international law, states have an obligation to provide reparations to victims of gross violations of human rights. These reparations can take many forms, including material assistance (e.g. compensation payments, pensions, bursaries and scholarships), psychological assistance (e.g. trauma counselling) and symbolic measures (including the erection of monuments and memorials and observance of national days of remembrance) (Teitel, 2000). The first example of a truth commission was the National Commission on Truth and Reconciliation of Chile which was established in 1991 to deal with some of the abuses of the Pinochet regime (Hayner, 1995). The Commission was mandated to examine the acts of the past. What was particularly significant about this process was that after the Commission had completed its work, the National Corporation for Reparations and Reconciliation was established to continue the search for the remains of the missing persons. This was done to resolve cases left open and to organise the Commission's files so that they could be made available to the public.

A third role or function of truth commissions is to seek to promote reconciliation in the post-conflict society (Villa-Vicencio, 2000). Reconciliation is vital to building a peaceful and stable society. Societies that emerge from periods characterised by mass atrocities and widespread conflict often have deep suspicions, grievances and animosities. These divisions almost always endure after the period of conflict, creating the potential for a return to violence and a recurrence of human rights abuses (Bhargava, 2000). This is particularly true where conflicts were underpinned by an identity dimension, in which religion, language, race or ethnicity were used to sow division and justify human rights abuses (Kiss, 2000). The South African Truth and Reconciliation Commission (SATRC) was the first commission to attempt to rectify the balance between truth and reconciliation. The SATRC added some unique features to the transitional justice process, including the new element of a conditional or earned-amnesty process. The Amnesty Committee, one of the three committees set up by the SATRC, was established to adjudicate and facilitate the granting of amnesty to persons who, in the committee's opinion, fulfilled the criteria laid down in the Promotion of National Unity and Reconciliation Act 34 of 1995. These criteria were: individuals must themselves apply for amnesty for acts, which they had committed; group applications were not permitted; individuals had to provide full disclosure about their role in the act and they had to illustrate that the act was politically motivated (see The Promotion of National Unity and Reconciliation Act 1995).

Despite the many successes of the South African process, in the last decade there has been a widespread abandonment of amnesties in the international human rights community. This has involved a move back towards retributive justice in the form of trials. Examples of this are the United Nations (UN)-run International Criminal Tribunal for the former Yugoslavia (ICTY) where perpetrators from the 1990s Balkan wars were prosecuted and the International Criminal Tribunal for Rwanda (ICTR) which prosecuted perpetrators from the 1994 Rwandan genocide. This illustrates the third transition in international justice (Bickford, 2005).

## **2. Social Justice in Post-Conflict Cases: Sudan Example**

Countries in transition face difficult choices when deciding how to deal with the violence and conflict of their past in a way that increases their chances of a better, conflict-free, future. The transition may be from armed conflict to a peaceful state (e.g. Burundi, Mozambique, Rwanda, Sudan and Sierra Leone), from dictatorship to democracy (e.g. Argentina and Chile), or a combination of both, as was the case in South Africa (Moghalu, 2009). Francis (2000: 357) argues that ‘peace agreements...do not in themselves end wars or bring about lasting peace. In most cases, pre-war conditions and the war mentality jeopardize the prospects of a consolidated peace and post-war reconciliation’. The fact that half of all peace accords tend to fail within the first five years, the so-called conflict trap, highlights the need to address the root causes of conflict in order to prevent a recurrence. However, there is also the issue of justice, accountability and truth in post-conflict societies. The notion of dealing with the past

after violent conflict has been defined as transitional justice. Importantly, the concept of transitional justice, as its name hints, closely links transition with the pursuit of justice. It is based on the assumption that in order to move on politically and socially, some form of dealing with gross human rights abuses, crimes against humanity and war crimes is necessary (Connolly, 2012: 5).

Sudan have been in war with itself since its official admission as an independent state in the mid-1950s. Since then violent confrontation, low scale and high scale violent conflicts to open civil war have been the rule, and intermittent peace the exception. At times peace agreements were signed and constitutions passed but hopes for peaceful, united and democratic conflict-free Sudan have never been realized. Prevarication and denial has had the tragic result of splitting the country into two states- Sudan and South Sudan, both embroiled in the same old protracted conflicts, earning in the process the status of failing and failed states respectively.

The secession of South Sudan in 2011 marks a turning point in the history of the Sudanese state. This outcome, the result of a failed transition following the Comprehensive Peace Agreement (CPA) of 2005, left the remaining regions of Sudan embroiled in old and new patters of conflict. The Sudanese ruling elite are faced with managing two interrelated processes: formation of the Sudanese nation, and building state institutions that can be effective in delivering development goods. The continued failure of northern ruling elite in managing these processes from an inherently faulty approach to nation state building since independence in 1956. The outcome has been

systematic marginalization and exclusion of the broad masses of non-northern groups from access to state power. Recognizing the urgency of the current situation, the Government of Sudan organized the National Dialogue (2014-2017) the outcome of which has not crucially redressed the fallouts of the protracted conflicts. While the policy recommendations were celebrated by some as providing guidelines for resolving political crisis in the country, yet others lamented lack of political will to see adhere to National Dialogue calls for opening up and accommodating opposition and rebel groups. Nonetheless, a new momentum for ending conflict and ushering in a new phase of post-conflict seems in the offing.

A host of economic, social and political indicators sum up the crux of Sudan current situation. Economic indicators are seen in sharp and rising of disparities in national development among and between regions, underdevelopment, cumulative international debt, economic sanctions, accelerated trends of economic decline, and collapse of economic productive sectors, failure of economic and regulatory institutions, resulting in massive economic corruption, lack of transparency and accountability. Social indicators are reflected in sharp and rising trends divides along ethnic/tribal lines, poverty scaling, social injustice, state sponsored socio-cultural marginalization/ exclusion; mismanagement of cultural diversities, social disruption /disintegration , massive migration and population mobility (IDPs and refugees), brain drain and deterioration of social capital, rising religious intolerance, radicalism and politicization of religious factors, deterioration of an overall human insecurity.

Political indicators are seen in unsettled disputes and contestation over fundamentals that makes a state a functioning and stable state, namely national identity, citizenship, and constitution, recurring and protracted wars, associated with gross human rights violation and oligopoly of power and use of violence over wide territorial space of Sudan instead of monopoly of power and use of violence as inclusive state jurisdiction (the question of the rule of law and state legitimacy), successive failure of the fashionably dominant, Power Sharing Model and the current Paradigm of Peace-making in Sudan manifested in sustained counterproductive peace agreements.

Equality issues pertaining to identity and balanced development are of vital significance. The contention that cultural and ethnic diversity would be replaced by cultural and ethnic homogeneity with the secession of South Sudan has been proven painfully wrong. Sudan is and still remain a diverse country. Hence, one of the most pressing challenges that policy makers in post-conflict Sudan will be how to confront the question of managing ethnic diversity and, related to this, how to address past grievances of communities in the periphery. The challenge is how to reconcile sub-national and national identities in an inclusive national identity capable of accommodating a wide range of asymmetric definitions, identity is multi-faceted and that citizens can hold multiple identities depending on their role in society. In addition to providing for enforceable constitutional safeguards guaranteeing non-discrimination. Religious and cultural freedoms and recognition and respect for cultural diversity, the burden of reconciling local identities to a mutual sense of belonging based on

concepts of citizenship would largely fall on the shoulders of the political elite. As for the political reforms, political institutions are either inclusive political institutions and or exclusive ones. Acemoglu and Robinson (2012) marshalled extensive evidence suggesting that inclusive political institutions give rise to efficient economic institutions that eventually achieve economic and social development and economic prosperity. Exclusive political institutions, on the other hand, give birth to extractive economic institutions that eventually fail to achieve development. The current ruling regime provides an excellent example of an exclusive political regime, which gives rise to an extractive economic system legitimized and buttressed by the cultivation and presence of fatalistic culture and religious ideology.

### **3. Comparative Analysis of Post-conflict Building Processes**

Post-conflict peacebuilding is crucial in terms of meeting human needs for justice and reconciliation. Then, the ending of overt violence via a peace agreement or military victory does not mean the achievement of peace. Licklider (1995) concluded that only one-third of the negotiated settlements of ‘identity civil wars’ (or ethnic conflicts) between 1945 and 1993 that lasted for at least five years resulted in lasting peace. Rather, the ending of violence or a so-called ‘post-conflict’ situation provides “a new set of opportunities that can be grasped or thrown away” (Rothstein, 1999: 224). The international community can play a significant role in either nurturing or undermining this fragile peacebuilding process. The United Nations, individual states and international nongovernment organizations

(INGOs), have become increasingly involved in trying to rebuild peaceful societies in the aftermath of violent conflict. The dilemmas currently being faced in Iraq are only the latest in a line of learning experiences in this complex task of post-conflict peacebuilding. In Namibia and Cambodia, for the first time, the UN launched expanded peacekeeping operations which included not only military security but the coordination of elections. In East Timor, the UN mandate broadened even further to include the establishment of a functioning government and society through comprehensive development, law and order, security and governance objectives. In both Afghanistan and Iraq, extensive reconstruction activities have also been pursued, including an emphasis on establishing security, democracy and good governance. Then, our argument is supported by the results of comparative studies and analysis including field researches, such as for example, in Cambodia and Rwanda, and preliminary analysis of experiences in Sierra Leone and East Timor, which are explored in more detailed studies.

The meanings of justice and reconciliation suggested by my interviewees reflected broad and complex understandings as well as needs in the aftermath of violent conflict. Some of the differences noted were the greater emphasis placed on fairness and impartiality by Cambodians describing justice, while Rwandans were more likely to mention the role of punishment in their definitions of justice. Cambodians more often commented on the importance of respect for human rights when talking about justice. Both Cambodians and Rwandans emphasized the importance of legal justice while

Rwandans also identified the importance of socioeconomic justice in order to promote reconciliation. Cambodians were more likely to regard reconciliation as some kind of political compromise, presumably because of their experience with the Hun Sen government's use of the term 'national reconciliation' to describe the process of accommodation of the former Khmer Rouge. Nevertheless, Cambodians did make the link between reconciliation and peace. Rwandans, meanwhile, focused on the need for reconciliation as an interpersonal process requiring forgiveness.

The relationship between justice and reconciliation was seen as interdependent by both Cambodians and Rwandans, but the issue of what type of justice and how to prioritise these processes varied both within and between the two groups. Cambodians were focussed very much on wanting justice because they had already experienced 'national reconciliation' as defined by Hun Sen, while in Rwanda the focus was on achieving justice ahead of reconciliation. In Cambodia the emphasis was on human rights and procedural justice, as well as punishment for the former Khmer Rouge, while in Rwanda retributive and restitutive justice were prioritized. Again, it should be borne in mind that the attitudes towards justice and reconciliation in the whole populations of these two countries would be expected to vary even more than is indicated by this preliminary study of members of the victim groups. So, what are the lessons that can be learnt from these two case studies in relation to priorities for peacebuilding? (Lambourne, 2004)

## **Conclusion (As A Way Forward)**

Post-conflict peacebuilding is evidently not a simple process. There are significant limitations and complications that need to be addressed, including political and resource constraints, lack of political will, and lack of capacity to implement terms of the peace agreement (Bertram, 1995). The efforts of the international community to promote peace in societies recovering from violent conflict are further complicated when there has not been a negotiated end to the violence involving the international community, as in Rwanda after the genocide in 1994. Boutros-Ghali in *Agenda for Peace* draws the distinction between post-conflict peacebuilding in the context of a comprehensive peace settlement, and peacebuilding activities where the UN does not already have a peacemaking or peacekeeping mandate. In the latter situation, it is not clear who has the responsibility for implementing, monitoring and co-ordinating peacebuilding activities, and the parties to the conflict are not bound by any agreement as to their part in the peacebuilding process. If the violence has ceased because of a military victory, as in Rwanda, then there is the problem of an imbalance of power between the victors and losers to deal with in the reconstruction of society and the implementation of justice mechanisms. This situation is different again and even more challenging when the victor in the military conflict is an outside intervener, such as the US in Iraq and Afghanistan. The US and coalition have the moral and legal responsibility to provide assistance in the rebuilding effort, but do not have the moral credibility nor practical experience to manage the

process. The UN has the experience, but is lacking credibility in Iraq, and has limited resources to tackle such an enormous and complicated task. How can either the US or UN effectively implement justice and reconciliation processes in this situation?

Previous studies have concentrated on evaluating post-conflict peacebuilding as part of the implementation of peace agreements and have generally not included cases without a negotiated settlement. This is a limited approach as many conflicts ‘end’ as the result of military victory, as in Rwanda and Iraq, which has significant implications for the consideration of transitional justice issues. There will be no lasting peace and stable democracy in war-torn societies without truth, justice, and reconciliation. Mass killing, ethnic cleansing, rape, and other brutal forms of conducting war in ethnic, religious, and similar types of conflict render reconciliation extremely difficult. Although it is a long-term process, it has to be started as soon as the peace operation and peacebuilding are initiated (Lambourne, 2004).

In the international community’s past peacebuilding practice, the focus on the political rather than the personal has tended to mask the underlying psychosocial processes that contribute to the willingness and readiness of people to choose a path of peace and reconciliation rather than engaging in further mass violence and/or abuse of human rights. As argued by Rasmussen, the concern with “hard-nosed” *geopolitics* needs to expand to include the realm of *geosocial politics* in which relationship-building and reconciliation take centre stage (Rasmussen, 2001).

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# **CHAPTER 9:**

## **RELATIONSHIP BETWEEN BRICS-T STOCK INDEX FUTURES MARKETS: EVIDENCE FROM NONLINEAR GRANGER CAUSALITY**

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### **INTRODUCTION**

Risks have increased with the developments in international financial markets and the management of these risks have become very important. The main objective of the portfolio management of individuals and institutional investors is to gain return by lowering these risks. For this purpose, investors try to diversify their portfolios. Diversification in international financial markets is important because it allows the portfolio investor to significantly reduce the total risk compared to national diversification. In this way, the investor will have attained the highest return with the lowest risk level.

It is important to be able to establish a balance of risk and return for investors in financial markets and to maintain this balance during the investment period. It is stated in the modern portfolio theory that the investor can reduce risk without decreasing the expected return by using covariance and correlation coefficients, or increase the expected return without increasing the risk (Markowitz, 1952). To give such an effect for international diversification, the international financial markets should not be unified or the correlation should be low. Arouri (2004), Kearney and Lucey (2004) point out that if the correlation

between international markets increases, the benefits of diversification for investors will decrease. This situation causes international portfolio investors to look for new low investment opportunities to reduce their risks.

Investors often use the products traded in futures markets in portfolio diversification. International futures markets play a complementary role to international financial markets due to their risk aversion and price discovery functions. Increasing uncertainties and price fluctuations in the world economy increase the importance of derivative products used in risk management (Çevik and Pekkaya, 2007: 49).

The aim of this study is to investigate the correlation between the futures markets of the developing countries and the relationship between nonlinear causality and the information that will be useful for investment decisions for international investors. The countries discussed in this study are BRICS-T countries. The reason why we use BRICS countries as examples is these countries that are known as developing economies. From this point, the relationship between the futures markets will be determined by iBovespa (Brazil), MICEX (Russia), BSE100 (India), CSI (China) FTSE / JSE40 (South Africa) and BIST30 (Turkey) stock indices using the daily data from the period 01.08.2012 - 29.06. 2018. A limited number of studies are seen to have examined the relationship between futures markets looking at previous literature. In this respect, it is thought that the current study will contribute to the existing literature. In addition, this study differs

from other studies due to the use of BRICS-T stock index futures market data and Nonlinear Granger causality test.

The rest of the paper is organized as follows: The next section is devoted to literature on futures markets. In Sections 3, econometric methodology and the data of the study are described. In Section 4, empirical results are presented. We summarize and conclude empirical findings in the last section.

## **2.Literature Review**

In previous literature, many studies on futures markets have examined the relations between spot and futures markets, price discovery and hedging function of futures markets, price-volume relationship in futures markets. Some of these studies have been reported by Bilson et al. (2005), Butterworth and Holmes (2005), Alzahrani et al. (2014), Sun et al. (2015), Wei et al. (2015), Clark et al. (2016), Yarovaya et al. (2017).

Studies which examine the relationship between the international stock index futures markets, which consists of the subject of our study, at different periods and with different methods is available in the literature. Booth et al. (1997) determined that fluctuations in the US and UK stock index futures markets affected each other. Yang and Bessler (2004) investigated the price relationship between nine main stock index futures markets (Australia, Japan, Hong Kong, Germany, France, UK, Switzerland, USA and Canada). As a result of the analysis, it was observed that USA had a significant impact on UK, France and Switzerland futures markets,

while the Japanese futures market was affected by other markets. In addition, Japan, France and Canada futures markets have little effect on other markets, while the Swiss futures markets have no impact on others. Marcelo et al. (2007) found that there is a significant and positive information dissemination from the US index futures market to the Spanish stock index futures markets, but the Spanish futures market has a negative effect.

Katsikas (2007) investigates the relationship between volatility and autocorrelation in major stock index futures returns of three major European markets. The evidence points to a negative relationship between volatility and autocorrelation. The results show a negative correlation between volatility and autocorrelation. Albuлесcu et al. (2015) examined the dynamic correlation between three European stock index futures contracts (FTSE 100, DAX 30 and CAC 40). The results show that stock index futures are highly correlated and this correlation increases around financial crisis periods. Dynamic correlation fluctuates significantly in the long term. For this reason, investors need to do this analysis continuously for risk diversification. Albuлесcu et al (2017) investigate the co-movements and contagion between developed international stock futures markets. The results point to the existence of an important correlation of the stock index futures markets, especially in the medium run and long run. In addition, during the analyzed period, the European markets lead the other selected markets.

Özen et al. (2014) analyzed daily data from the stock index futures markets of Turkey (BIST30) and four Eurozone countries -

Italy (MIB30), France (CAC40), Spain (IBEX), Greece (ASE20). It is stated that there is a bidirectional causality relationship between futures markets in Euro regions. This result provides empirical evidence that the Eurozone stock futures markets are highly integrated.

There are also studies examining the volatility spread between stock index futures markets (Booth et al, 1996; Sim ve Zurbreugg, 1999; Gannon, 2005; Huang, 2012; Gök ve Kalaycı, 2015; Yarovaya et al, 2016a; Yarovaya et al, 2016b). Yarovaya et al, (2016a) examines inter-regional and inter-regional transmission of information across 10 developed and 11 emerging markets in Asia, the Americas, Europe and Africa using both stock indices and stock index futures. The results demonstrate that futures markets provide more efficient channels of inter-regional information transmission than stock markets because the magnitude of return and volatility spillovers is larger using stock index futures data.

Sim and Zurbreugg (1999) examined the relationship between the Australian and Japanese futures markets using the ARCH model. Analysis results show that there is a volatility spillover effect from the Japanese futures market to the Australian futures markets. Gannon (2005) has determined that there is a volatility spillover from the US index futures market to the Hong Kong futures market. Gök and Kalaycı (2015) have examined return and volatility spillover between the Turkish and the US index futures markets. It has been determined return and volatility spillover from the US index futures market to the Turkish index futures markets. This result shows that the US market is

more effective. Huang (2012) investigates volatility spillover process between the US, the UK and Japanese stock index futures markets. Asymmetric volatility spillover effects were observed between Japanese - UK and Japanese - USA. In addition, there are bidirectional cross market volatility spillover between the UK and the US.

In addition to the stock index futures markets, studies which examine the relationship between futures markets based on different products such as foreign exchange, commodity and agriculture are also found in the literature (Fujihana and Mougue, 1997; Booth et al., 1998; Asimakopoulos et al., 2000; Lin et al., 2008; Khalifa et al., 2011; Kumar and Pandey, 2011; Chen et al., 2016; Koy and Cetin, 2016; Jia et al., 2016; Kang et al., 2017).

### **3. Empirical Framework**

#### **3.1. Data**

The aim of this paper is to examine relationship between stock index futures markets of BRIC countries and Turkey. In this respect, the data related to futures contracts of iBovespa (Brazil), MICEX (Russia), BSE100 (India), CSI (China) FTSE / JSE40 (South Africa) and BIST30 (Turkey) indices are used. The logarithmic return of the daily closing data for the period of 01.08.2012 - 29.06.2018 was calculated and used for the analysis. The data series are obtained from the database of investing.com.

### **3.2. Nonlinearity Test**

If time series data has nonlinearity, the inferences from the linear Granger causality test would be misleading. The Brock, Dechert, and Scheinkman (BDS) test was developed by Brock et al. (1996) and is one of the most frequently used models to test the linearity of the data. The BDS test provides a nonparametric statistic for testing assumption of the identically and independently distributed (i.i.d.) error term of time series data. The rejection of the null of the i.i.d. assumption therefore supports evidence of nonlinearity in data.

### **3.3. Nonlinear Granger Causality Test**

Linear Granger Causality tests are insufficient to find the nonlinear causality relationship between time series. The study of Baek and Brock (1992) demonstrates that in the presence of nonlinearity, the forecasting performance of nonlinear models is better than that of linear models. Hiemstra and Jones (1994) have developed a non-parametric method to identify non-linear Granger causality relationships between time series. Diks and Panchenko (2006) showed that the nonlinear causality test developed by Hiemstra and Jones falsely rejected the null hypothesis for Granger causality testing and developed an alternative test to eliminate this problem.

Diks and Panchenko (2006) have developed a nonparametric method to test the null hypothesis in nonlinear Granger causality. The null hypothesis is expressed as follows;

$$q = E[f_{X,Y,Z}(X, Y, Z)f_Y(Y) - f_{X,Y}(X, Y)f_{Y,Z}(Y, Z)] = 0$$

$$T_n(\varepsilon_n) = \frac{n-1}{n(n-2)} \cdot \sum_i \left( \hat{f}_{X,Z,Y}(X_i, Z_i, Y_i) \hat{f}_Y(Y_i) - \hat{f}_{X,Y}(X_i, Y_i) \hat{f}_{Y,Z}(Y_i, Z_i) \right)$$

#### 4. Empirical Analysis

Firstly, a correlation matrix was established in order to test the existence of the relationship between the stock index futures markets that were included in the research. Accordingly, the degree of correlation between these futures markets is as indicated in Table 1. When the table is examined, it can be said that there is a weak correlation between the futures markets. This result is important for investors who want to diversify their investments.

Table 1. Correlation matrix

	<b>Brazil</b>	<b>Russia</b>	<b>India</b>	<b>China</b>	<b>S.Africa</b>	<b>Turkey</b>
<b>Brazil</b>	1.000	0.256	0.106	0.025	0.046	0.236
<b>Russia</b>	0.256	1.000	0.277	0.390	0.124	0.327
<b>India</b>	0.106	0.277	1.000	0.284	0.004	0.217
<b>China</b>	0.025	0.390	0.284	1.000	0.094	0.161
<b>S.Africa</b>	0.046	0.124	0.004	0.094	1.000	0.124
<b>Turkey</b>	0.236	0.327	0.217	0.161	0.124	1.000

However, it is not possible to say which market affects the other while making a general evaluation about the degree of co-operation between markets by looking at the correlation values. For this reason,

causality analysis has been conducted in order to identify the affected and affecting factors in the interaction between countries.

To examine causality relationship between stock index futures markets it is first necessary to determine whether the series are stationary. Unit root tests developed by Dickey and Fuller (1979) (ADF), and Phillips and Perron (1988) (PP) are used for stationarity analysis. The unit root test results are presented in Table 2.

Table 2. Results for Unit Root Tests

	Return series	ADF	PP
<b>Level</b>			
<b>Constant</b>	<b>Brazil</b>	-24.50876***	-32.19804***
	<b>Russia</b>	-35.41472***	-36.24457***
	<b>India</b>	-15.23413***	-39.92639***
	<b>China</b>	-25.07793***	-32.39366***
	<b>South Africa</b>	-33.96653***	-34.76550***
	<b>Turkey</b>	-32.68292***	-32.69299***

Note: The number of lags for the ADF test was determined by the AIC. The bandwidth for the PP test was selected by Newey-West estimator using the Bartlett kernel. \*\*\* denote statistical significance at the 1%.

Since the absolute values of the t values obtained for the ADF test are greater than the absolute values of the critical values of the significance levels of 1%, it is seen that the return series has no unit root, that is, they are stationary at the level values of the series. The Phillips Perron test also supports the ADF test statistic.

In order to analyze the nonlinear causality relationships between stock index futures markets determined to be stable at the level,

nonlinear Granger causality tests developed by Hiemstra and Jones (HJ) (1994) and Diks and Panchenko (DP) (2006) were applied.

The process followed by the series to be analyzed before these tests will be tested by the BDS test developed by Brock et al. (1996). This is one of the tests used to demonstrate that the series follow a linear and non-linear process. The null hypothesis is that the series does not follow a linear process. The BDS tests for the series are given in Table 3.

Table 3. Results for the Nonlinearity Test

m	Brazil BDS Statistic	Russia BDS Statistic	India BDS Statistic	China BDS Statistic	S.Africa BDS Statistic	Turkey BDS Statistic
2	0.0027(0.2443)	0.0107(0.0001)	0.0173(0.0000)	0.0238(0.0000)	0.0116(0.0000)	0.0024(0.3428)
3	0.0085(0.0239)	0.0180(0.0000)	0.0328(0.0000)	0.0470(0.0000)	0.0237(0.0000)	0.0106(0.0089)
4	0.0135(0.0026)	0.0247(0.0000)	0.0426(0.0000)	0.0604(0.0000)	0.0338(0.0000)	0.0176(0.0003)
5	0.0157(0.0007)	0.0293(0.0000)	0.0501(0.0000)	0.0676(0.0000)	0.0400(0.0000)	0.0227(0.0000)

Note: Numbers in brackets are p-values.

As seen in Table 3, the null hypothesis for all series is rejected and shows that the series follows a nonlinear process. This test is the basis of the nonlinear causality test for the causality relationship between the series. In this respect, causality relation is investigated by nonlinear Granger causality tests and the estimation results are presented in Table 4.

Table 4. Results for the Nonlinear Granger Causality Test

$L_X=L_Y$	Brazil $\neq$ Russia		Russia $\neq$ Brazil		Brazil $\neq$ India		India $\neq$ Brazil	
	THJ	TT2	THJ	TT2	THJ	TT2	THJ	TT2
1	1.252(0.1052)	1.224(0.1103)	0.445(0.3279)	0.159(0.4367)	4.121(0.0000)	4.058(0.0000)	2.695(0.0035)	2.629(0.0042)
2	1.234(0.1084)	1.164(0.1220)	2.447(0.0071)	2.102(0.0177)	4.067(0.0000)	3.682(0.0001)	2.210(0.0135)	1.909(0.0280)
3	1.533(0.0626)	1.200(0.1150)	2.701(0.0034)	2.083(0.0185)	3.594(0.0001)	2.941(0.0016)	2.303(0.0106)	1.801(0.0358)
4	0.762(0.2227)	0.494(0.3105)	2.493(0.0063)	1.741(0.0408)	3.486(0.0002)	2.623(0.0043)	2.646(0.0040)	1.874(0.0304)

$L_X=L_Y$	Brazil $\neq$ China		China $\neq$ Brazil		Brazil $\neq$ S.Africa		S.Africa $\neq$ Brazil	
	THJ	TT2	THJ	TT2	THJ	TT2	THJ	TT2
1	1.650(0.0494)	1.556(0.0598)	2.955(0.0015)	2.820(0.0023)	3.360(0.0003)	2.952(0.0015)	1.872(0.0305)	1.869(0.0307)
2	0.890(0.1866)	0.760(0.2236)	2.577(0.0049)	2.020(0.0216)	3.226(0.0006)	2.621(0.0043)	2.024(0.0214)	1.804(0.0355)
3	0.912(0.1808)	0.777(0.2184)	2.642(0.0041)	1.696(0.0448)	2.279(0.0113)	1.421(0.0775)	2.211(0.0134)	1.852(0.0320)
4	2.313(0.0103)	2.090(0.0182)	2.669(0.0038)	1.507(0.0658)	2.490(0.0063)	1.367(0.0857)	2.165(0.0151)	1.815(0.0347)

$L_X=L_Y$	Brazil $\neq$ Turkey		Turkey $\neq$ Brazil		Russia $\neq$ India		India $\neq$ Russia	
	THJ	TT2	THJ	TT2	THJ	TT2	THJ	TT2
1	2.600(0.0046)	2.529(0.0057)	0.118(0.5473)	0.070(0.5280)	1.490(0.0680)	1.637(0.0508)	1.301(0.0966)	1.188(0.1173)
2	2.989(0.0013)	2.620(0.0043)	0.130(0.5518)	0.110(0.5440)	2.418(0.0077)	2.286(0.0111)	1.356(0.0874)	1.154(0.1242)
3	2.510(0.0060)	2.166(0.0151)	0.007(0.4969)	0.289(0.6140)	2.117(0.0171)	1.823(0.0341)	1.324(0.0927)	1.059(0.1447)
4	1.734(0.0413)	1.674(0.0470)	1.167(0.1215)	0.635(0.2624)	2.415(0.0078)	2.083(0.0186)	1.575(0.0575)	1.374(0.0846)

$L_X=L_Y$	Russia $\neq$ China		China $\neq$ Russia		Russia $\neq$ S.Africa		S.Africa $\neq$ Russia	
	THJ	TT2	THJ	TT2	THJ	TT2	THJ	TT2
1	1.802(0.0357)	1.721(0.0425)	2.577(0.0049)	2.470(0.0067)	1.265(0.1028)	1.197(0.1154)	2.244(0.0123)	2.137(0.0162)
2	2.619(0.0044)	2.417(0.0078)	2.367(0.0089)	2.222(0.0131)	0.907(0.1819)	0.667(0.2523)	1.201(0.1147)	1.074(0.1413)
3	2.236(0.0126)	1.972(0.0243)	2.240(0.0125)	1.946(0.0258)	1.095(0.1366)	0.890(0.1866)	0.559(0.2880)	0.351(0.3625)
4	2.601(0.0046)	2.238(0.0125)	2.078(0.0188)	1.743(0.0406)	2.577(0.0049)	2.063(0.0195)	0.484(0.3139)	0.386(0.3497)

$L_X=L_Y$	Russia $\neq$ Turkey		Turkey $\neq$ Russia		India $\neq$ China		China $\neq$ India	
	THJ	TT2	THJ	TT2	THJ	TT2	THJ	TT2
1	1.597(0.0550)	1.485(0.0687)	0.274(0.3917)	0.128(0.4488)	2.065(0.0194)	2.063(0.0195)	2.572(0.0050)	2.567(0.0051)
2	1.215(0.1121)	0.990(0.1609)	0.116(0.4535)	0.035(0.5140)	2.261(0.0118)	2.168(0.0150)	1.473(0.0702)	1.377(0.0702)
3	1.879(0.0301)	1.666(0.0478)	0.834(0.2018)	0.583(0.2799)	2.845(0.0022)	2.673(0.0037)	1.615(0.0531)	1.451(0.0531)
4	1.131(0.1289)	1.024(0.1529)	0.295(0.3839)	0.114(0.4545)	2.943(0.0016)	2.629(0.0042)	1.876(0.0303)	1.564(0.0303)

$L_X=L_Y$	India $\neq$ S.Africa		S.Africa $\neq$ India		India $\neq$ Turkey		Turkey $\neq$ India	
	S.Africa		Turkey		S.Africa		Turkey	
	THJ	TT2	THJ	TT2	THJ	TT2	THJ	TT2
1	2.230(0.0128)	1.958(0.0250)	1.156(0.1237)	1.192(0.1164)	1.601(0.0546)	1.350(0.0883)	0.825(0.2044)	0.949(0.1711)
2	3.332(0.0004)	2.717(0.0032)	1.136(0.1278)	1.058(0.1448)	2.603(0.0046)	2.139(0.0161)	1.702(0.0443)	1.691(0.0453)
3	2.931(0.0016)	2.302(0.0106)	1.374(0.0847)	1.345(0.0892)	2.339(0.0096)	1.705(0.0440)	1.798(0.0360)	1.658(0.0485)
4	4.382(0.0000)	2.882(0.0019)	1.953(0.0253)	1.687(0.0457)	1.369(0.0854)	0.921(0.1784)	2.676(0.0037)	2.241(0.0124)

$L_X=L_Y$	China $\neq >$		S.Africa $\neq >$		China $\neq >$		Turkey $\neq >$		China $\neq >$	
	S.Africa									
	THJ	TT2	THJ	TT2	THJ	TT2	THJ	TT2	THJ	TT2
1	1.921(0.0273)	1.845(0.0324)	3.225(0.0006)	3.123(0.0008)	1.020(0.1536)	0.983(0.1628)	0.420(0.3370)	0.384(0.3502)		
2	2.022(0.0215)	1.711(0.0435)	2.302(0.0106)	2.157(0.0154)	0.547(0.2920)	0.493(0.3109)	0.564(0.2863)	0.521(0.3010)		
3	2.443(0.0072)	2.132(0.0164)	2.460(0.0069)	2.302(0.0106)	1.550(0.0605)	1.551(0.0603)	0.651(0.2574)	0.495(0.3101)		
4	2.601(0.0046)	1.986(0.0234)	2.265(0.0117)	2.138(0.0162)	2.854(0.0021)	2.322(0.0100)	2.013(0.0220)	1.799(0.0359)		

$L_X=L_Y$	S.Africa $\neq >$		Turkey $\neq >$		S.Africa $\neq >$	
	THJ	TT2	THJ	TT2	THJ	TT2
1	0.191(0.4240)	0.189(0.4246)	0.750(0.2265)	0.570(0.2840)		
2	0.866(0.1930)	0.754(0.2251)	0.825(0.2046)	0.559(0.2879)		
3	0.977(0.1642)	0.724(0.1642)	0.519(0.3017)	0.358(0.3598)		
4	0.181(0.5719)	0.201(0.5719)	0.542(0.2936)	0.029(0.4882)		

Note: THJ, Hiemstra and Jones (1994) and TT2, Diks and Panchenko (2006) represent test statistics. Numbers in brackets are p-values.

The following results were achieved by nonlinear Granger causality test:

- When the nonlinear causality relationship between the Brazilian stock index futures market and other markets is examined, there is a bi-directional nonlinear causality relationship between Brazillian and Indian-South African futures markets. Also unidirectional causality are determined from Russian and Chinese futures markets to Brazilian futures market and from Turkish futures market to Brazillian futures market.

- When the nonlinear causality relationship between the Russian stock index futures market and other markets is examined, the bi-directional nonlinear causality relationship between Russian and India-Chinese futures markets is determined. There is no causality relationship between Russian and South African futures markets. Moreover, unidirectional nonlinear causality is seen from Russian futures market to Turkish-Brazillian futures markets.

- When the nonlinear causality relationship between the India stock index futures market and other markets is examined, there is a bi-directional nonlinear causality relationship between India and other futures markets.

- When the nonlinear causality relationship between Chinese stock index futures market and other markets is examined, it is determined that there is a bidirectional nonlinear causality relationship between Chinese and Russian-Indian-South African futures markets. Also a unidirectional causality relationship is detected from the Chinese futures market to the Turkish-Brazilian futures markets.

- When the nonlinear causality relationship between the South African stock index futures market and other markets is examined, bidirectional nonlinear causality relationship between South African and Brazilian-Indian-Chinese futures markets is determined. In addition, any causality relationship between South African and Russian-Turkish futures markets is not seen.

- When the nonlinear causality relationship between the stock index futures market and other markets in Turkish is examined, it is seen to be bidirectional nonlinear causality relationship between Turkish and Indian futures markets. Any causal relationship between African and Turkish futures markets does not appear. In addition, unidirectional causality relationships are determined from Brazilian-Russian-Chinese futures markets to Turkish futures market.

The resulting non-linear Granger causality analysis results indicate that interact with each other, the BRICS and Turkey futures markets.

#### **4. Conclusion**

Futures markets have become the focus of international investors for the risk transfer and price-setting functions. International investors have to diversify their portfolio to reduce their investment risks. Investors are trying to make minimum investment risks by including contracts that are traded in futures markets.

In this study, the relationship between the futures markets of Brazil, Russia, India, China, South Africa and Turkey is evaluated by using the data from the period 01.08.2012 - 29.06.2018. First, a correlation matrix is created to test the existence of the relationship between the stock index futures markets included in the study. There is a weak correlation between stock index futures markets. This result is important for international investors who want to diversify their portfolios. The causality relationship is detected to say which futures market effects the other.

Unlike previous studies, we tested the nonlinearity of the stock index futures markets series and then carried out the nonlinear Granger causality analysis. Since the BDS test supports evidence of nonlinearity in the series, the linear causality test ignoring this information may result in misleading inferences. The direction of the nonlinear Granger causality relationship between the BRICS-T stock index futures markets is shown in Figure 1.

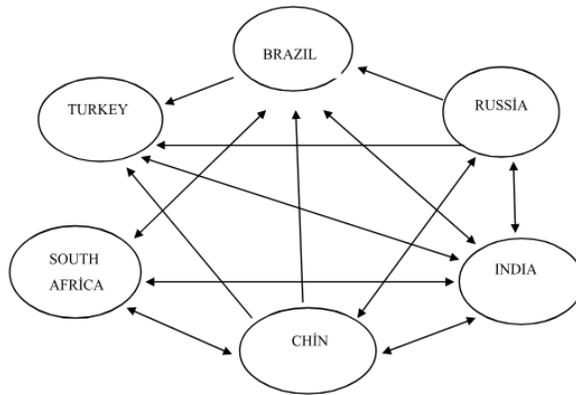


Figure 1. Relationship to each other of BRICS-T stock index futures markets

The findings from the nonlinear causality analysis shows that there is a bi-directional nonlinear causality relationship between Brazil and India-South Africa, Russia and India-China, India and Brazil-Russia-China-South Africa-Turkey, China and Russia-India-South Africa, South Africa and Brazil-India-China, Turkey and India stock index futures markets. So these markets mutually affect each other. Booth et al (1997), Marcelo et al (2007) and Özen et al (2014) have also shown a similar relationship between some stock index futures markets.

As a result of the analysis from Russia to Brazil-Turkey, from Brazil to Turkey, from China to Brazil-Turkey has been found to have a one-way nonlinear causality relationship. Yang and Bessler (2004) found results supporting the one-way relationship in the futures markets. In addition, no causality relationship was found between South African and Turkish-Russian futures markets. When the findings obtained from the study are evaluated in general, it can be

argued that BRICS-T stock index futures markets will enable a good international portfolio diversification.

Our results are important to understand the relationship between the international stock index futures markets. In addition, the results provide some information to investors who want to diversify their portfolio in international financial markets.

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**CHAPTER 10:**  
**PRIVILEGES FOR THE DISABLED AS LAID DOWN BY THE**  
**TURKISH TAX LAW\***

Seda TOPGÜL

The research focuses on the regulations in the Income Tax Law, the Value Added Tax Law, the Customs Tax Law, the Real Estate Tax Law, the Special Consumption Tax Law and the Motor Vehicle Tax Law, which contain positive discrimination privileges for people with disabilities within the Turkish Tax Law system. Accordingly, the Income Tax Law defines the disabled up to the third degree and regulates the disability reduction. A certain amount of income tax reduction has been introduced for the disabled people working as wageworkers. In the Value Added Tax Law, tax reduction privileges are also provided especially for the supply of equipment used by people with disabilities in daily life. In addition, the opportunity to benefit from the house tax for disabled people is regulated in the Real Estate Tax Law. Privileges have been introduced in the Customs Tax Law for the exemption of personal property of people with disabilities from customs duty. There is also a regulation in the Special Consumption Tax Law for the tools that require special equipment to be used by disabled people on their own. The final regulation for people with disabilities within the Turkish Tax Law is the regulation on motor vehicles to be used by people with disabilities within Motor

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Vehicle Tax Law. In this framework, the laws, which provide some privileges to the disabled people included in the tax law, will be examined.

## **1. THE PRIVILEGES IN THE INCOME TAX LAW**

According to the Article 31 of the Income Tax Law, persons who lost at least 80% of the working capacity are deemed first degree disabled, who lost at least 60% of the working capacity are deemed second degree disabled, and who lost at least 40% of the working capacity are deemed third degree disabled. Employees who are liable to look after a disabled person, disabled self-employed persons, the disabled who are taxed according to the simple taxation, and self-employed persons who are liable to look after a disabled person as well as the disabled employees can benefit from the disability tax deductions. The disability tax deduction amounts calculated by the Income Tax Law under Article 31 based on the loss of the working capacity are laid down in December 29, 2017, with the General Communique on Income Tax, for 2018. Pursuant thereto, tax deduction amounts are specified as 1000 TL for the first degree disabled, 530 TL for the second degree disabled, and 240 TL for the third degree disabled. For the disabled employees and the employees who are liable to look after a disabled person, disability tax deductions are made from the income tax base (Income Tax L. Article 89). There are income tax advantages evaluated considering the minimum living allowance of the disabled who get paid on minimum wage according to the disability deductions. Pursuant thereto,

- It is determined that the tax advantage for the 1st Degree Disabled people (who lost at least 80% of the working capacity) shall be 150 TL for 2018,
- For the 2nd Degree Disabled people (who lost at least 60% of the working capacity) shall be 79,5 TL,
- For the 3rd Degree Disabled people (who lost at least 40% of the working capacity) shall be 36 TL.

Accordingly, for the disabled to benefit from the disability tax deduction; the person should earn wage, the wage should be earned according to the real procedure, the person should have lost at least 40% of the working capacity or be liable to look after a disabled person (Yayman and Çımat, 2012: 303).

As per the Article 32 of the Income Tax Law; *“When the wage is taxed in the real procedure, a minimum subsistence reduction is applied* “those who benefit from the disability deduction amongst persons who are taxed according to the real procedure are ensured to be set-off from the minimum subsistence reduction.

Pursuant to the Article 103 of the Income Tax Law, 1/12 of the discount amount obtained by multiplication of the income tax tariff with the rate applied to the first bracket (15% up to 12,600 TL) is et-off from the income tax calculated monthly (Yayman and Çımat, 2012: 304). As an example, a first-degree disabled person is benefiting from 1000 TL disability deduction. In this case, based on 15 percent of income tax earning tariff,  $1000 * 0.15 = 150$  TL will be reflected in the disabled person’s salary.

In 2018, among the disabled who are taxed according to the simple procedure,

- The disability deduction amounting 1000TL\*12=12,000 for the first-degree disabled people,
- 530TL\*12=6,360 for the second-degree disabled people
- 240TL\*12=2,880 TL for the third-degree disabled people can be cut off from the taxation bases.

## **2. THE PRIVILEGES IN THE VALUE ADDED TAX LAW**

Social and military exemptions and other exemptions are regulated in the Article 17 of the Value Added Tax Law No. 3065. With the article added in 2005 by the Law No. 5378 to this article, “*All kinds of equipment and special computer programs specially designed for the education, profession, daily life of the disabled*” are considered tax-exempt. The rules and procedures relating to this exemption are specified in the VAT General Communiqué No: 110. Pursuant thereto; all kinds of equipment (for example, white canes, writing machine, Braille keyboard; devices and tools such as wheel chair used by orthopedically handicapped, orthosis-prosthesis) and special computer programs specially designed for the education, profession, daily life of the disabled is stated to be accepted within the scope of exemption. However, it is clear that purchases by a commercial enterprise for special programs, screen reading software, and services such as movie preparation are not possible to be interpreted within the scope of the Article 17/4-s of the VAT Law (Revenue Administration, 2014). As hereby provided for, the part

considered as the VAT exemption comprises the equipment that are “designed for the disabled for daily use.”

In the related decision<sup>†</sup> of the Council of State, it is ruled that a device which is not specially designed for immediate use but specially modified later for use by the disabled cannot benefit from VAT exemption.

### **3. THE PRIVILEGES IN THE CUSTOMS DUTY LAW**

It is specified in the Article 167 of the Customs Law No. 4458 and in the subparagraph a, entitled other property in the paragraph 12 where the Immunity from Customs Duty and Exemptions are regulated that properties reserved for use by the invalid and the disabled are immune from customs duties. With regards to this matter, “Decision on the Application of Some Articles of the Customs Law No.4458” is issued under No. 27369 in 7 October 2009. The properties reserved for use by the visually impaired are defined in the Article 103 of this decision. The properties specially manufactured for the scientific and cultural development of the visually impaired, brought by them for personal use, and the properties to be imported by the public benefit associations, foundations, and institutions and organizations authorized by the Ministry of Health for providing education and aid are thereunder exempted from customs duty.

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<sup>†</sup> Decision No E: 2011/3445, K: 2011/5067 of 22 September 2011.

The Article 104 of the Law defines the properties reserved for use by the invalid and the handicapped to be subject to the customs duty. Pursuant thereto,

- It is specified that motor-operated or non-motorized chair, bicycle and other property used by the invalid and the handicapped themselves,
- Sent gratuitously to the public benefit foundations and associations, and to the governmental agencies to be distributed free of charge, and released into free circulation by the foundations and governmental agencies,
- Motor land transportation vehicles for the public transportation of the invalid and the disabled, possessing assemblies facilitating for the invalid and the disabled to get in and off the vehicle and transportation, that are imported by the public benefit associations and those who are authorized by the Ministry of Health will be granted exemption.

*On the condition that they are not older than three years, including year of registration and of model, as of the date when they are submitted to the Customs Administration,*

*a) Motorbikes and automobiles with the engine capacity not exceeding 1600 cc, possessing specially manufactured mobilizer equipment for use by the invalid and the handicapped exclusively, and released into the free circulation by these persons,*

*b) Among the vehicles which cannot be used by the invalid and the handicapped personally due to the fact that they completely*

*lost their hand and foot functions, possessing equipment which facilitates for the person to get in and get out of the vehicle and transportation, used by a driver from the person's blood relatives and relatives by marriage up to third degree or a driver employed depending upon a labor contract, those with the engine capacity not exceeding 2500 cc.;*

*1) The vans with the HS codes 8702.10.91.13.00 and 8702.10.99.13.00, and*

*2) The motor land vehicles having from six to nine seatings, excluding the portable seats, and a roof height enabling comfortable transportation for the invalid and the handicapped person are granted exemption.*

*(3) The application of the subparagraph (a) of the or the paragraph two does not require the vehicles to have special equipment for the veterans with disability on the left leg who are within the scope of Anti-Terror Law No. 3713 of 12/4/1991.*

*(4) In order for the import of the vehicles in the subparagraph (b) of the paragraph two to be permitted, exempt from the customs duty tax, the customs administration should be convinced that the invalid or the handicapped person needs such a vehicle.*

*(5) It is stated that in the application of the subparagraphs (a) and (b) of the paragraph two, land vehicles are not allowed to benefit.*

To benefit from the customs duty tax exemption, the disabled person should prove their condition to the Customs Administration.

#### **4. THE PRIVILEGES IN THE REAL ESTATE TAX LAW**

The expression "disabled" is added through the amendment made in 2003 in the paragraph 2 of the Article 8 of the Real Estate Tax Law No. 1319. Hence, it is ensured that the disabled can benefit from “zero” house tax for their single residence within the boundaries of Turkey not exceeding 200 m<sup>2</sup> gross floor area. To enjoy this right, they need to communicate to the municipalities a medical report obtained from a general hospital. The implementation of the zero-tax application does not require the disabled to be resident at the said residence and they will not pay the real estate tax in case of renting. Apart from these, it will not be possible for a disabled person to benefit from the real estate tax exemption in case he has more than one residence, holds share of more than one residence, has the right of use of more than one residence or a house exceeding 200 m<sup>2</sup> gross floor area (Yayman and Çımat, 2012: 310).

#### **5. THE PRIVILEGES IN THE PRIVATE CONSUMING TAX LAW**

According to the paragraph 2 of the Article 7 of the Private Consuming Tax Law No. 4760:

- The vehicles which has the HS code 87.11, with the disability rate is equal to or more than 90%, excluding those with engine capacity exceeding 1600 cm<sup>3</sup> and exceeding 2800 cm<sup>3</sup>,
- The vehicles, excluding those exceeding 2.800 cm<sup>3</sup> in engine capacity, those with all wheels connected to or can be connected

to the transmission, private cars having seatings for up to eight persons including the driver, race cars and land vehicles, are scrapped because they have become unusable due to an earthquake, landslide, flood, fire or accident after the first acquisition by those who within the framework of the related legislation, substantiated with a medical board report, that their disability status does not allow to use these vehicles personally and requires them to continuously use a wheel chair or a stretcher, with disability rate more than 90% and who made suitable modifications in a way to allow them to get in and get off the vehicle and travel,

- Those having the HS code 87.11, excluding the ones with the engine capacity exceeding 1.600 cm<sup>3</sup> and 2.800 cm<sup>3</sup>, are scrapped because they have become unusable due to an earthquake, landslide, flood, fire or accident after the first acquisition by the invalid and the disabled who have them equipped with special mobilizer equipment suitable for their disability,

- are exempt from private consuming tax for once in five years only for the first acquisition by the invalid and the disabled who are within the scope of these sub clauses (Yayman and Çımat, 2012: 310-311).

In order for the disabled to benefit from this exemption; they need to substantiate that they lost 90% and more of their workforce with a medical report having a statement “can use special equipment vehicle” obtained from a general hospital annexed to the Special

Consumption Tax statement, to have a H class driver's license and to substantiate that the vehicle is modified for the disabled (İstanbul Department of Taxation, 2015).

For the disabled who are to be exempt from the Private Consuming Tax once in five years to benefit from this right;

- As long as their disability rate is more than 90%, it is not required that they use the vehicle themselves or the vehicle has special assemblies,
- In case of the disability rate is below 90%, the vehicle should possess special assemblies to allow them to use the vehicle themselves.
- The disabled person, who bought their first vehicle being exempt from Private Consuming Tax and scrap their vehicle because it has become unusable due to an earthquake, landslide, flood, fire or accident before five years from the exemption, can benefit from the special consumption tax on the acquisition of second vehicle although it has not been five years from the first acquisition of property (Akmaz, 2012: 8).

## **6. THE PRIVILEGES IN THE MOTOR VEHICLES TAX LAW**

It is stated in the subparagraph c amended in 2003 of the Article 4 of the Motor Vehicles Tax Law No. 197, for those who have more than 90% of invalidity or disability, the vehicles registered to their names and modified in a way to make suitable for the invalid and the disabled shall be exempt from taxation. In this case, the vehicle should be registered to the name of the disabled with 90% or more disability

or specially modified for a disabled person with 90% or more disability (İnanç, 2014: 111). To benefit from the tax exclusion of the law these matters should be taken into account:

- The disability rate should be taken into account because a disability rate equal to or more than 90% is required for the tax exclusion. The disabled with 90% disability rate are within the scope of the exclusion. On the other hand, the disabled with the disability rate less than 90% can benefit from the exception clause after they substantiate their disability rate with a document from a general hospital and register that their vehicles under their names have special assemblies.
- Even if the disability rate is more than 90%, the difference between a vehicle with exception and vehicle out of the scope of the exception should be taken into account.
- For the automatic vehicles, the disabled persons can benefit from tax exclusion regulation as of the date when they registered the vehicle to their names without any further special in-vehicle modification as long as they substantiate with the medical report they obtained that they have disability only on the left foot and leg. For those who have disability on their right foot or leg, they can enjoy the tax exclusion after they have their vehicle specially modified.
- The driver should have a disabled license to benefit from the tax reduction and for the vehicle to be considered on the disabled status. However, as long it is stated in the medical

report that they can use automatic vehicle, they can be exempt from tax without any requirement for a “H class” license.

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# CHAPTER 11:

## PASS-THROUGH OF EXCHANGE RATE AND IMPORT PRICES TO DOMESTIC PRICES IN TURKEY<sup>1</sup>

Gizem BAŞ\*

Mehmet KARA\*\*

### INTRODUCTION

This study examines the determinants of inflation in Turkey, a developing transitional economy. The adverse effects of inflation are well known, and for Turkey, price instability has been argued to be a strong factor in stifling economic development. In this frame, Turkey's experience is not unique in terms of price instability. An understanding of the mechanisms by which inflation is transmitted through the economy is thus of importance, particularly to developing nations (Kara and Oğünç, 2012:10).

The understanding of the effects of the changes observed in exchange rates or import prices is very important for monetary policy implications. Most importantly, for Turkey, cost-push inflation is experienced for a very long time, which means that cost-push inflation became a chronic problem in Turkey. Cost-push inflation occurs when

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we experience rising prices due to higher costs of production and higher costs of raw materials.

In this research study, it has been chosen to examine the external dynamics of exchange rate and import prices pass-through in Turkey since inflation has become a quite significant issue for the country related to the price levels. Since Turkey’s economy is a price-taking open economy, it is considered that external factors has a greater impact on inflation, such as import prices and exchange rate.

In literature,the effects of the changes observed in exchange rates or import prices on inflation is defined as *pass-through*.

## 1. LITERATURE REVIEW

Pass-through of exchange rate and import prices to inflation in literature is summarized in Table 1.

**Table 1: Literature Review**

Author/s	Period/Country	Method	Results
MacCarthy (2000)	1976-1998/ USA, Japan, Germany, France, England, Belgium, Netherlands, Sweden and Switzerland	VAR Analysis	The analysis results indicated that import prices have a rigid pass-through effect. This pass-through effect is greater in the economies that have higher share of imports.
Leigh and Rossi (2002)	1994-2002/ Turkey	VAR Analysis	It is founded that that the effects of exchange rate on inflation is for one year, and this effect has occurred most in the first four months.
Rowland (2004)	1983-2002/ Colombia	VAR Analysis	Pass-through of import prices on consumer price index and producer price index is found to be low.

Kara and Ögünç (2005)	1991-2001 and 2001-2004/ Turkey	VAR Analysis	Analysis results implies that exchange rate pass-through has decreased after the implementation of floating exchange rate regime.
Gül and Ekinçi (2006)	1984:1-2003:12/ Turkey	Johansen Cointegration Test, Granger Causality Test	Based on the results, it can be concluded that nominal Exchange rate and inflation are cointegrated in the long-run. Also, there is one-way causality from exchange rate to inflation.
Kara etc. (2007)	1980-2006/ Turkey	Time-Varying Parameters and Seasonally Unrelated Regressions	Pass-through effect of exchange rate is lower compared to period before the floating exchange rate regime. Also, it is indicated that there are two most important factors that have influence on inflation, and these are exchange rate regime and inflation targeting strategy.
Korhonen and Wachtel (2006)	1999-2004/ Armenia, Georgia, Kazakhstan, Kyrgyzstan, Moldova, Russia and Ukraine	VAR Analysis	It is stated that pass-through effect is quite remarkable in the countries which have entered to capitalist system recently and have higher degree of import dependency.
Sever and Mızrak (2007)	1987:01-2006:06/ Turkey	VAR Analysis	The effect of exchange rate changes on inflation and interest rates is greater than their lagged values and the exchange rate is an exogenous variable.
Peker and Görmüş (2008)	1987-2006/ Turkey	VAR Analysis	It is concluded that exchange rate changes is an important determinant of inflation for the selected period of time.
Yüncüler (2011)	1997-2010/ Turkey	VAR Analysis	Pass-through effects of exchange rate and import prices reduced during the period of inflation targeting strategy. And, it is observed that the changes in import prices are reflected more quickly in consumer prices than exchange rate changes.

Arslaner etc. (2014)	1986-2013/ Turkey	VAR Analysis and Markov Switch Model	It is founded that pass-through of exchange rate occurs rapidly. Financial crisis and the changes in openness level of the country have a significant effect on this pass-through of exchange rate.
Korkmaz and Bayır (2015)	2003:01-2014:11/ Turkey	VAR Analysis	There is a unidirectional causality from exchange rate to producer price index and from consumer price index to exchange rate.
Bozdağlıoğlu and Yılmaz (2017)	1994:01-2014:12/ Turkey	VAR Analysis	It is stated that increase in nominal exchange rates affects inflation for the selected period of time.

## 2. MODEL and DATA DESCRIPTION

### 2.1. Model

The model used in this study is as follows;

$$CPI_t = \alpha_1 + \alpha_2 NOMEXCHRATE_t + \alpha_3 IMPORTTOTAL_t + \alpha_4 GDP_t + \mu_t(\mathbf{1})$$

*CPI* stands for consumer price index, *NOMEXCHRATE* implies nominal exchange rate (\$/TL), *IMPORTTOTAL* is total import price index in US dollars, *GDP* represents real gross domestic product. The time period of the analysis involves the first quarter of 2006 and the fourth quarter of 2017.

## 2.2. Data Description

In the analysis, the data is applied between 2006 and 2017. CPI and nominal exchange rate data are taken from Central Bank of the Republic of Turkey (CBRT). And also, the data of import price index of total and real GDP are taken from Turkish Statistical Institute (TurkStat). In addition, the period of data is quarterly.

Table 2 below represents the variables, definition and sources employed in the analysis.

**Table 2: The Variables in the Study**

Code	Explanation	Source
CPI	Consumer Price Index (2003=100)	CBRT
NOMEXCHRATE	Nominal Exchange Rate (\$/TL) (US Dollar in terms of Turkish Liras)	CBRT
IMPORTTOTAL	Total Import Price Index in US Dollars (2010 = 100)	TurkStat
GDP	Reel Gross Domestic Product	TurkStat

### 3. EMPIRICAL RESULTS

#### 3.1. Unit Root Test

In the study, the Augmented Dickey-Fuller (Dickey and Fuller, 1981) unit root test is used to determine the order of stationarity of the variables.

In Table 3, it is demonstrated the results' of unit root of the variables.

**Table 3: Unit Root Test Results**

Variables	In levels	1 <sup>st</sup> Difference	Decision
	ADF	ADF	
LCPI	-3.8337[0.0233] [c+t]	-	I(0)
LNOMEXCHRATE	-1.7097[0.7312] [c+t]	-5.7638[0.0000] [c]	I(1)
LGDP	-2.4874[0.3325] [c+t]	-4.8192[0.0003] [c]	I(1)
LIMPORTTOTAL	-2.1052[0.2437] [c]	-4.4751[0.0008] [c]	I(1)

*Notes: Expressions in square brackets represent the probability values of the tests performed, while [c] intercept and [c + t] represent trend and intercept.*

The unit root test results stated that consumer price index data is stationary at level. In contrast, total import price index, nominal exchange rate and real GDP became stationary at first difference. It means that while the dependent variable is I (0), all independent variables are I (1).

### 3.2. Cointegration Test

ARDL bound testing approach reveals whether there exists a long-term relationship between variables. Short and long term coefficients can be estimated if t-statistic value is greater than the upper critical limit when the boundary test is applied.

Unrestricted Error Correction Model (UECM) of bound testing approach for the study as follows;

$$\Delta CPI_t = \alpha_0 + \alpha_1 t + \sum_{i=1}^m \alpha_{2i} \Delta CPI_{t-i} + \sum_{i=0}^m \alpha_{3i} \Delta NOMECHRATE_{t-i} + \sum_{i=0}^m \alpha_{4i} \Delta IMPORTTOTAL_{t-i} + \sum_{i=0}^m \alpha_{5i} \Delta GDP_{t-i} + \alpha_6 CPI_{t-1} + \alpha_7 NOMECHRATE_{t-1} + \alpha_8 IMPORTTOTAL_{t-1} + \mu_t$$

(2)

where  $t$  is trend variable,  $m$  is lag length.

In the above equation,  $\alpha$ ,  $\Delta$ ,  $\varepsilon$  stand for the constant term, the difference operator, and the error term, respectively. After the regression equation is estimated, Wald test (F-statistics) is employed in order to be able to detect the long-term relationship.

In the model, the null hypothesis is that there is no cointegration between dependent and independent variables ( $H_0: \alpha_6 = \alpha_7 = \alpha_8 = 0$ ); on the contrary, the alternative hypothesis is that there is cointegration between them.

In this study, the lag length is determined as 6 because it provides the smallest value. After determining the lag length, by using

the boundary test approach, the cointegration relationship between the series is investigated.

The results of the Boundary Test is represented in Table 4.

**Table 4: Results of Bound Test**

k	F statistic	%5 critical values	
		Lower Bound	Upper Bound
3	5.60	3.23	4.35

The critical values are obtained from the Table CI(V) of Pesaran et al. (2001), and k indicates the number of independent variables in the equation of Unrestricted Error Correction Model (UECM). Since the value of F statistic is greater than the upper critical value according to the boundary test results, there is a long-run relationship between the variables. As the existence of the interaction in the long-run is detected, ARDL model for the data series can be constructed.

### 3.3. ARDL Model

The ARDL model for analysing the long-term relationship between the variables in the model as follows;

$$CPI_t = \alpha_0 + \alpha_1 t + \sum_{i=1}^m \alpha_{2i} CPI_{t-i} + \sum_{i=0}^n \alpha_{3i} NOMEXCHRATE_{t-i} + \sum_{i=0}^l \alpha_{4i} GDP_{t-i} + \sum_{i=0}^p \alpha_{5i} IMPORTTOTAL_{t-i} + \mu_t \quad (3)$$

The following table represents ARDL model and the diagnostic tests.

**Table 5: ARDL (5,1,3,6) Estimation Results**

Variables	Coefficients	t-statistics	p-values
LCPI(-1)	0.442198	2.611865	0.0156
LCPI(-2)	0.037769	0.241033	0.8117
LCPI(-3)	0.142244	0.870062	0.3933
LCPI(-4)	0.493646	2.843294	0.0092
LCPI(-5)	-0.292703	-1.747085	0.0940
LNOMEEXHRATE	0.053414	1.330769	0.1963
LNOMEXCHRATE(-1)	0.090328	2.232805	0.0356
LGDP	-0.086401	-1.010337	0.3228
LGDP(-1)	0.112478	1.044126	0.3073
LGDP(-2)	-0.142784	-1.345969	0.1914
LGDP(-3)	0.144009	1.626541	0.1175
LIMPORTTOTAL	0.130222	2.137661	0.0434
LIMPORTTOTAL(-1)	0.006410	0.070205	0.9446
LIMPORTTOTAL(-2)	0.024756	0.298951	0.7677
LIMPOTTOTAL(-3)	-0.62947	-0.773455	0.4471
LIMPOTTOTAL(-4)	0.024550	0.297403	0.7688
LIMPOTTOTAL(-5)	-0.148401	-1.940972	0.0646

LIMPORTTOTAL(-6)	0.150469	3.264865	0.0034
C	0.174563	1.178215	0.2508
<b>Diagnostic Test Results</b>			
R <sup>2</sup>		0.999	
Adjusted R <sup>2</sup>		0.998	
X <sup>2</sup> BG		1.2655 [0.1045]	
X <sup>2</sup> NOM		2.6551 [0.2651]	
X <sup>2</sup> RAMSEY		0.5921 [0.4498]	

*X<sup>2</sup> BG, X<sup>2</sup> NOM and X<sup>2</sup> RAMSEY are statistics of autocorrelation, normality and model construction error, respectively.*

Based on the diagnostic test analysis, it is determined that there is no auto-correlation problem in the series of variables, the series are normally distributed, and the selected model is suitable.

### **3.3.1. Long-term Relationship**

The long-term coefficients calculated by the estimation results of ARDL (5,1,3,6) model is represented in Table 6 below.

**Table 6: Long-run Coefficients**

<b>Variables</b>	<b>Coefficients</b>	<b>t- statistics</b>	<b>p-values</b>
LNOMEXCHRATE	0.812810	5.391705	0.0000
LGDP	0.154384	0.751203	0.4601
LIMPORTTOTAL	0.707163	3.809424	0.0009
C	0.987091	1.343546	0.1922

The analysis results for the long-term indicates that there is a statistically and economically significant relationship among nominal exchange rate, total import price index and inflation. The coefficients of nominal exchange rate and total import price index variables are significant and positive. Therefore, nominal exchange rate and total import prices have a remarkable effect on inflation in the long run. It means that an increase in nominal exchange rate and import prices results in an increase in inflation.

### **3.3.2. Short-run Relationship**

In order to examine the short-run relationship between the variables, the Error Correction Model based on the ARDL approach is set up as follows;

$$\begin{aligned} \Delta CPI_t = & \alpha_0 + \alpha_1 t + \alpha_2 EC_{t-1} + \sum_{i=1}^m \alpha_{3i} \Delta CPI_{t-i} + \sum_{i=0}^m \alpha_{4i} \\ & \Delta NOMEXCHRATE_{t-i} + \sum_{i=0}^m \alpha_{5i} \Delta IMPORTTOTAL_{t-i} + \sum_{i=0}^m \alpha_{6i} \\ & \Delta GDP_{t-i} + \mu_t \end{aligned} \quad (4)$$

where  $EC_{t-1}$  refers to the one period lag value of error terms' series that obtained from the long-run relationship. The coefficient of this variable indicates how much of the short-term imbalance will be corrected in the long run.

**Table 7: Error Correction Model Results Based on ARDL (5,1,3,6)**

Variables	Coefficients	t-statistics	p-values
D(LCPI(-1))	-0.380956	-2.228530	0.0359
D(LCPI(-2))	-0.343187	-1.957888	0.0625
D(LCPI(-3))	-0.200943	-1.110631	0.2782
D(LCPI(-4))	0.292703	1.747085	0.0940
D(LNOMEXCHRATE)	0.053414	1.330769	0.1963
D(LGDP)	-0.086401	-1.010337	0.3228
D(LGDP(-1))	0.142784	1.345969	0.1914
D(LGDP(-2))	-0.144009	-1.626541	0.1175
D(LIMPORTTOTAL)	0.130222	2.137661	0.0434
D(LIMPORTTOTAL(-1))	-0.024756	-0.298951	0.7677
D(LIMPOTTOTAL(-2))	0.062947	0.773455	0.4471
D(LIMPORTTOTAL(-3))	-0.024550	-0.297403	0.7688
D(LIMPORTTOTAL(-4))	0.148401	1.940972	0.0646
D(LIMPORTTOTAL(-5))	-0.150469	-3.264865	0.0034
ECT(-1)	-0.176846	-3.099600	0.0051

Analysis results indicated that there is no statistically significant relationship between nominal exchange rate and inflation in the short term.

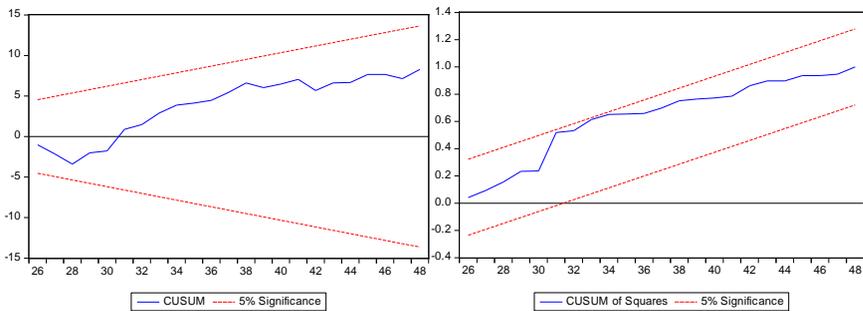
In addition, the relation between import prices and inflation is several accordingly different lagged values. In other words, for the current period this relation is positive whereas for the fifth lagged period this relation is found unexpectedly negative.

Error correction coefficient is determined as  $-0.17$ . The coefficient is negative and statistically significant as it is expected. In the short-term, 17% of the deviations is corrected for the next term, and the system comes to the equilibrium.

### 3.3.3. CUSUM Tests

In addition to the analysis performed, the stability of long term coefficients is examined for structural change by using the Cumulative Sum (CUSUM) tests, which is a general test developed by Brown et al. (1975).

**Figure 1:** Plot of CUSUM tests for the parameters stability of the equation



The figure implies the CUSUM test statistics' plot that takes place in the critical bounds of 5% significance level. It is concluded that the parameters predicted by the model are stable for the data series employed.

#### **4. CONCLUSION**

In a nutshell, this paper investigated the association between exchange rate and import prices that have impacts on inflation in Turkey for the period of 2006-2017. Pesaran et al. (2001) ARDL boundary test and long term cointegration coefficients estimation are employed for the empirical analysis. And, quarterly data is employed.

Analysis results indicated that nominal exchange rate has a positive effect on inflation in long term. However, there is no statistically significant relationship between nominal exchange rate and inflation in the short term.

Furthermore, an increase in the total import price index leads inflation in Turkey to increase in the long term. However, in the short run, the relation between import prices and inflation is several accordingly different lagged values. In other words, for the current period this relation is positive whereas for the fifth lagged period this relation is found unexpectedly negative.

The coordination of monetary and fiscal policy is quite significant to struggle against high inflation in Turkey. The monetary and fiscal policies applied in the country need to support each other; in contrast, it is not possible to obtain the successful results while

struggling against inflation if the policies that do not support each other are implemented.

Another important point for price stability is the central bank's reliability in the country. If the central bank in the country is able to manage expectations well in the market, it will be able to struggle inflation more effectively as well. Hence, the central bank's policy independence should be strengthened to enhance its credibility.

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## **CHAPTER 12:**

### **SEVAI FABRICS IN KONYA ETHNOGRAPHY MUSEUM**

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#### **INTRODUCTION**

Silk fabrics are among the most powerful and most characteristic works of arts of the Ottoman Empire in terms of their weaving technique and pattern features. These fabrics became representatives of Ottoman dominance in the eye of foreigners with their features of being diplomatic gifts. The fabrics regarded as an important means in the spread of artistic ideas across the country had an important role showing the status within the culture of upper class and in state ceremonies. Because of being an indicator of dominance and reign from this point of view, fabric art can be said to have been given more importance than other arts. The art of fabric elevated in parallel to the economic and political live of the Empire and had its most brilliant time in the 16<sup>th</sup> and 17<sup>th</sup> centuries in both technical and artistic terms (Bilgi, 2007: 12). The arts of fabric made advancements in parallel to the transition periods of the Ottoman Empire. For example, it gave its best examples in the rising period of the empire and lost its quality and beauty in the regression period.

As for fabric manufacturing centers, Bursa became one of the most important centers in Anatolia in the manufacture and trade of textile products and textile raw materials. After 1550, İstanbul made advancement as the second weaving center (Sipahioğlu, 1992: 19;

Dalsar, 1960:21). In addition to these, it is known that there were silky fabrics in Edirne, Konya, Aleppo, Damascus, and Baghdad. Because silky weaving is a fine art that necessitates technical knowledge, it was helpful in some point for weaving to gather around several centers and for the arts to be under the administration and control of the state (Sipahioğlu,1992:136).

From mid-19<sup>th</sup> century onwards, mechanization period negatively affected the manufacture of raw silk in the houses and neighborhoods with traditional methods (Bayram, 2013:46). Silk weaves' spreading over other big cities of the country by not being restricted only to Bursa is shown to be the triggers of this situation. The fact that weaving looms increased in numbers in İstanbul in particular came to spoil the quality of silky fabrics. The Sultan's trying to provide a stiff control over these negative situations partly prevented this corruption (Sipahioğlu, 1992: 136). In this period, there is a change that European silky weaves brought to Turkish fabric art. That French and Italy came to manufacture the raw materials needed for silk weaving caused the Turks to have less silk trade with the East. That the fabrics weaved in the west came to cost cheaper than those weaved in the Ottomans made it impossible for the heavy and expensive Turkish fabrics to compete with cheap and light European silks. This change revealed the obligation to move on to the new type of manufacturing by giving up classical technique in Turkish art of fabrics. When the demand of public for the fabrics from Europe increased, imitation fabrics started to be manufactured.

It is known that Turks employ nonverbal narrations as well as verbal narrations in their traditions shaped depending on many artistic works of arts, myths and narrations. The concept of patterns, motives and colors used on the surfaces of the fabrics have been a part of nonverbal communication with symbolic narrations they include. Yet, the perception of pattern, color and composition known in the imitation fabrics that flourished with both the influences of the Ottoman Empire's political and economic problems and the effect of the West suffered a transformation. It is possible to see the impact of this transformation on the works of art that have reached today. Within the context of this study, twelve Sevai fabrics belonging to the nineteenth century on display in textile unit of Konya Ethnography Museum tried to be examined with the productions of two important manufacturing centers.

While doing the literature scan of the study, it is a great inadequacy not to have made researches about Sevai fabrics at the museum. Whereas, it is of great importance to research such topics that have important parts in nonverbal narrations. For this reason, the museum was visited for making research on the fabrics on August 26-27, 2018 with the warrant taken from Provincial Directorate of Culture and Tourism of Konya Governorate and from Konya Ethnography Museum Directorate. Twelve Sevai fabrics were chosen among 250 fabric variations that are conserved at museum storage. Fabrics were photographed, and dating was done depending on their inventory numbers. The similarities and differences between the cited fabrics produced by two manufacturing centers were mentioned;

motives, composition schemes and colors that reflect the aesthetic understanding of the time were comparatively dealt with. The findings of the study supported with visual examples have been discussed in the conclusion section.

### **Sevai Fabrics at the Example of Konya Ethnography Museum**

Historical Turkish fabrics of importance with their patterns, colors and material for hundreds of years are among the most valuable ones of our materialistic culture in social and artistic terms while they were long regarded as the symbol of status. Konya Ethnography Museum, having some of these fabrics in its possession (1975), has had a rich collection with purchases and donations. Sevai fabrics among textiles such as Kemha, Seraser, Kutnu, Kemha etc., which arrived at the museum through purchases, are conserved at the museum storage.

Sevai, weaved with silk thread and gold thread(klaptan<sup>1</sup>), is a kind of fabric having short branches ornamented with leaves and flowers that have sometimes a sprinkled or sometimes a geometric order with 18<sup>th</sup> century features (Yetkin,1993:138). In another definition; “An old fabric which was most popular in the 18th and 19th centuries; a silk fabric in silk and silk thread” (Gürsu, 1988:14). These fabrics have been mostly preferred in manufacturing clothes such as women dress and pantalets. There is information in the resources about the fact that Sevai fabrics resemble Selimiye<sup>2</sup> fabric

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<sup>1</sup>Silver and gold or gilt thread usually wound around a generally double strand of silk thread. (Gürsu, N. 1988. The Art of Turkish Weaving: Designs Through the Ages. P.14. Redhouse Press

weaved again with silk thread and gold thread (klaptan). The most marked features of these silky fabrics is that the pattern is ordered in a repetitive manner horizontally and longitudinally. Although the fabrics have several motives, their order is rather limited. The primary ornamental motives in the Ottoman weaves of classical period are flowers thought to have originated from the love of nature in the palace and Ottoman society. The most common motives are tulips, cloves, hyacinths, roses, pomegranates, pine cones, leaves in the shape of dagger, spring branches, and sycamore leaves. These motives were included in a definite composition scheme, depending on a definite symmetry and the principal of infinity. The most commonly used color is dark red named *güvezi* (dark red or violet) on the fabrics obtained with transverse colors. Contours were generally used on the sides of the motives (Bilgi, 2007:13).

Sevai fabrics at Konya Ethnography Museum confronted us sometimes with their above-mentioned features and sometimes in different combinations. The change observed in these fabrics with an important place in Turkish tradition have been discussed first over Bursa Sevais then over İstanbul Sevais according to their quantities. All the fabrics at the museum are kept in 38x53 cm frames. Some of the fabrics have been seen to be quite worn out, most of which are in pieces.

Among these fabrics, the fabric surface of the first Sevai example manufactured in Bursa are seen to be composed of thick and thin stripes longitudinally. There are symmetric plantal motives in the middle of thick stripes weaved in beige color. On the sides ornaments

ordered in spiral form attract attention. Next to the thick stripes there is a thick plain stripe weaved with klaptan, and next to it there are repetitions of ornaments in three spiral forms (fig.1). Another fabric example consists of longitudinal two thick stripes. The plain surface stripes in beige color are ornamented with plantal motives in red, yellow, light blue, and green colors. Their side contours are quite worn out in grey color. The pattern of the stripes on the main ground in crème color remind the scales on the surface of the fish skin (fig.2).

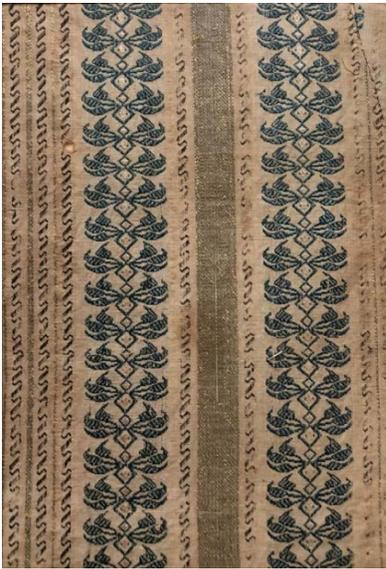


Figure 1: Bursa Sevai. Inv.No: 3761      Figure 2: Bursa Sevai. Inv.No: 3767

In another example with pink color main ground, the surface of the fabric is composed of intermingled thick stripes. The top of these stripes weaved with klaptan were ornamented with small flowers in blue, green and black colors (fig.3). In another fabric where there are

plantal motives weaved with one row of klaptan horizontally on a dark blue ground, two thin zigzag stripes near this row were used weaved with one row of klaptan. There are red, yellow and pink floral flowers around the stripes (fig.4).

In the last example of Bursa Sevais, the surface of the fabric is composed of two thick stripes longitudinally. On these stripes weaved in white color, there are climbing rose in red and pink colors and dark green leaves. The sides of these motives and stripes were contoured in grey color. The pattern of ornamented stripes is accompanied by thin lines in brilliant beige color (fig. 5).

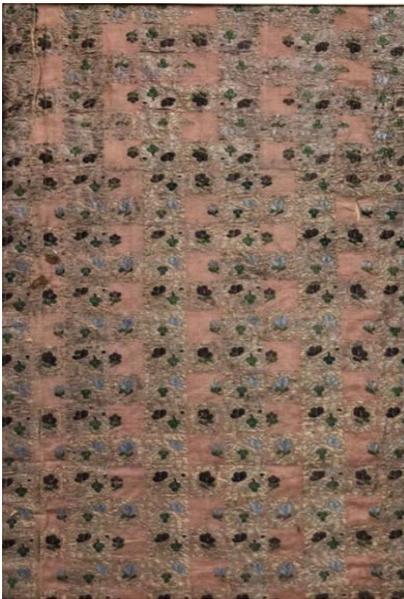


Figure 3: Bursa Sevai.Inv.No: 3916



Figure 4: Bursa Sevai.Inv.No: 3928



Figure 5: Bursa Sevai. Inv.No: 3760



Figure 6: İstanbul Sevai. Inv.No: 3764

Considering İstanbul Sevai fabrics after Bursa Sevai examples, it attracts attention that same color tones were preferred and plantal ornaments were used as seen in other images. In the example of one piece of İstanbul Sevai, weaved with silk thread and included in a frame, a composition of two rows of longitudinal thick stripes are seen. One row of the fabric is composed of a stripe weaved with self-patterned klaptan, and the other one is composed of red and green flower and leaf motives one under the other. Between the flowers there are again plantal motive repetitions weaved with klaptan. Their side contours were completed with thin chain form (fig.6).

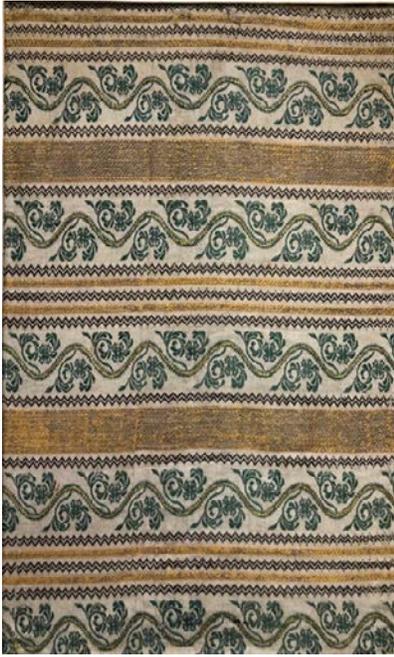


Figure 7: İstanbul Sevai. Inv.No: 3763



Figure 8: İstanbul Sevai. Inv.No: 3766

In another example of fabric piece, there are leaf motives between green zigzag stipes on a crème ground, and on their sides there are three rows of zigzag and two rows of thin stripes weaved with klaptan (fig.7). On the surface of the fabric with one row of klaptan and one row of red-ground stripes longitudinally, wheatear motive is sorted parallel to these stripes. The ground of crème color stripes were emphasized with dark green symmetric leaf ornaments (fig.8).

In another fabric example composed of plain and dotted stripes in yellow, black and red color side by side, small plantal ornaments and thin lines by their sides are seen in parts other than the existing stripes (fig.9). In an example where there are colorful bouquets of

orange, blue and green colors in off-set rows on beige color ground, there are bird figures on the stems of flowers. Also, Arabian writings were used inside the flower motives on the crème color ground (fig.10).



Figure 9: İstanbul Sevai. Inv.No:3765



Figure 10: İstanbul Sevai. Inv.No: 3674



Figure 11: İstanbul Sevai. Inv.No: 3776

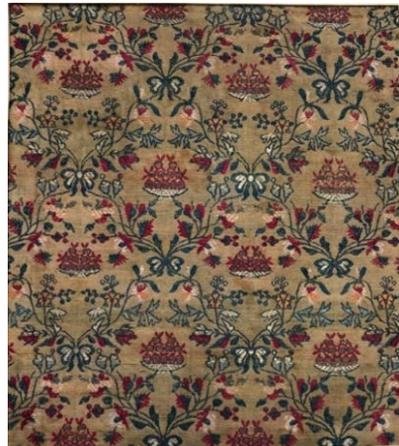


Figure12: İstanbul Sevai. Inv.No: 3675

The fabric example with dark dusty rose color regarded as the most marked example of European influence is composed of flower bouquets weaved with longitudinally sorted crème blue and yellow threads and composed of black leaves (fig.11). Considering the last example of İstanbul Sevais, the western influence is seen as in the previous example. This fabric composed of beige color main ground was ornamented with flower motives weaved with red, green and crème color silk threads. Inside the flowers figures with fruits on plates were placed. The flowers were surrounded with green branches and leaves one tone darker than the ground (fig.12).

## **Conclusion**

Turkish Art of fabric, with the west-centered industrial development in the 19<sup>th</sup> century, is maybe one of the most valuable cultural heritage of ours with traces of socio-economic and cultural transformation together with political life of the Ottoman Empire. Of the fabrics conserved at museums today, Sevais manufactured in Bursa and İstanbul have been dealt with in their pattern and composition features and the influences of the transformation they had with the effect of the west have been tried to be determined.

Patterns are of course the most marked features that labelled the historical Turkish fabrics. Whatever the type of the fabrics may be, it is seen in the fabric examples that the principle of infinity of Turkish – Islamic art was sustained. One feature of these fabrics is that they were designed to form an integrity with wall and ceiling decorations and furniture and carpets. In comparison to old fabrics weaved

sticking to traditional values, Sevais are different from traditional ones with their plain composition scheme and their patterns in which plantal motives were generally used. These motives were sometimes used alone in the fabrics and were sometimes supported by stripes of different thickness. Contrary to classical compositions generally seen in geometric and off-set rows, the preference of motives with more figures and objects shows the influence of the west.

From designing perspective, five Bursa Sevais were seen to be composed of a composition ornamented by longitudinal stripes and floral flowers. In almost all fabric patterns, contours were used around the motives. It can be said that they show resemblance to fabrics of previous times with this feature. Red, blue and green tones which were often used in the fabrics of the Ottoman Period were also preferred in Sevais, and the colors of dark blue, beige, pink, and yellow which were not preferred in classical period at all were determined to be heavily used.

As for İstanbul Sevais, which were great in number, three of them were composed of longitudinal stripes, resembling to those manufactured in Bursa. Compositions schemes of one of them was horizontally striped, one was composed in half-drop match and another one was composed in full drop match. The influence of the west is clearly seen in the fabric patterns of the last two. In the examples with motives of bouquet flowers in general, the colors of brown and orange, which were very little encountered in traditional fabrics, were observed to be preferred in İstanbul Sevais.

It has been determined that silk thread was used and klaptan was also used from time to time in fabrics weaved in both manufacture centers.it is possible that the fabrics take the names according to the cities they were manufactured rather than to the technique, material or pattern features.

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## CHAPTER 13:

# AN INVESTIGATION ON DISCUSSING REGIONAL LOCAL GOVERNANCE MODEL

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## INTRODUCTION

Innovations in the dynamics of regional development on a global scale lead to changes in the objectives, mechanisms and practices of development policy. Firstly, in European countries these new dynamics are directed by different governance mechanisms to reach development goals. Measures for harmonization of member and candidate member countries to the European Union's regional policy are very important. The same is affecting the new governance mechanisms in regional development. Regional development makes it necessary to once again revised height for Turkey in regional development tools and environment of the central difference. Regional development is not as it was in the past. a phenomenon that can now be realized with the participation of regional, local, national and even international actors is no longer necessary instead of an upside down approach based on the intervention of the central government. Now the more decentralized mechanisms and the new dynamics of development will address the definition, strategies, interventions, actors, organizations and institutional structures of regional development essential. In order to be able to achieve regional and local development, various institutional structures are needed in these scales. Today, there is a need for a more or less approach based on the participation of organizations. Regional management centers; the

foreign company should be dealt with in other countries' units. New understanding, creation of investment and management strategies, planning, promotion, sales, after-sales services, brand management, financial management, technical support, political convenience creation, external procurement, testing of newly developed products, laboratory services, research and analysis, training of employees coordination and management services need to be related to the activities of the organization by center.

Administrative decentralization is the execution of public services of local nature and economic, commercial, cultural and technical functions by public legal entities other than the hierarchy structure of the central administration. These public legal entities represent either certain people living in a particular geographical area, or certain services such as education, trade, industry and culture. These institutions have not been given a status of sovereignty as in federalism.

Turkey's administrative structure is in the form of a continuation of the Ottoman Empire. In the Ottoman Empire, up to the Tanzimat, the constitutional administration consists of the administrative levels of state, sanjak and accident. Following the very first Republican reforms, the province that forms the basis of the Ottoman constitutional administration can not find its counterpart in the property and administrative structures. In addition, they were left empty, instead of provincial administrations, provincial and district administrations were replaced by accidents. The provinces were prepared in 1863 by taking the example of the Grand Duchess of Fuad Pasha and the French governor of Mithat Pasha, the governor of Nis. All of these are transformed into provinces with the Regulation of the Tuna Province. Administrative decentralization is widely practiced in all countries. The aim is to eliminate the disadvantages of over-centralization, to ensure the participation of the people in government,

to balance local needs with local services and to increase efficiency or effectiveness in public services. In addition, provincial ordinance and provinces were removed and provinces were replaced and centralized system entered into force. After the First World War, the most developed and growing autonomous public institutions, the most criticized today and the state is trying to privatize the most important organs. In particular, public institutions operating in the field of economics are heavily criticized on the grounds that they cause state capitalism, undermines private entrepreneurship and hence limits freedom of work and enterprise. The existence of today's appearance and system, which is also essential for the present NUTS regions, owes to this. Before Turkey, France, assign step regionalization without losing the color of the unitary state is the only country.

### **1. Current Status for Regions in Turkey: The NUTS System**

The Statistical Regional Units Classification, which was created by the Eurostat (European Union Statistical Office) in the mid-1970s to present detailed data by the European Union, has brought a new breath to the regional model in our country. It was aimed with this system to collect statistics on a regional basis, to make socio-economic analyzes and to form the framework of regional policies for collecting. It was essential to build a single database across the EU, standardize regional statistics and, in doing so, to act on similar qualities that regions have in order to produce a comparable picture. Turkey also been adopted as an example of the application unit (HasanoğluveAliyev, 2009). This work was a common ground in the area scale. In 2003, development agencies were established with the Participation Partnership Certificate/ Document, which was accepted as the second one by Turkey. In fact, the illusions here are defined as "Level 3". the neighboring provinces showing similarity in economic, social and geographical direction were focused on the regional

development plans and population sizes. They are grouped as "Level 1" and "Level 2" (Özer, 2007: 394)

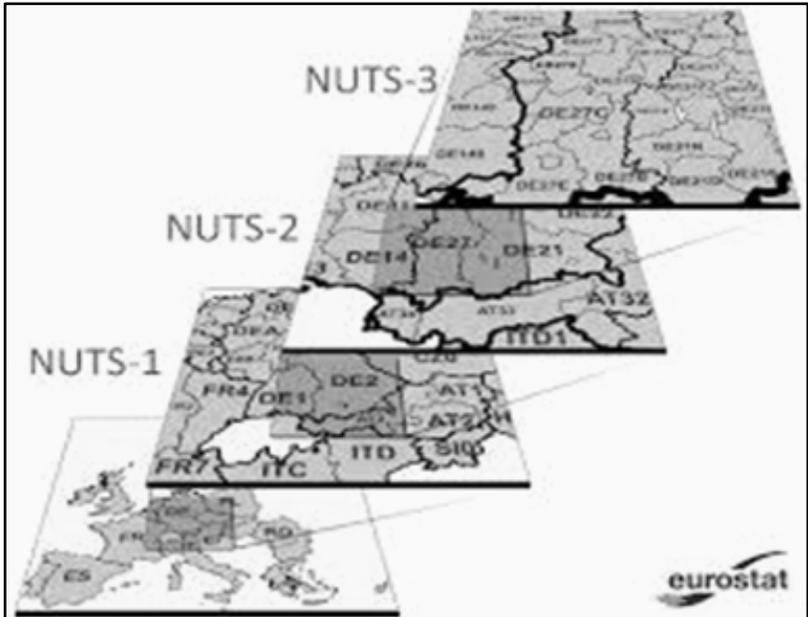


Figure 1: A representative Figure for NUTS system (Eurostat, 2018)

Even the political systems, which were characterized as centralist and authoritarian, began to rearrange their structures and functions in 1970, according to the idea of decentralization. There are various forms of decentralization in developed and developing countries. Deconcentration and privatization are also considered within the concept of decentralization. Geographical decentralization contributes to the development of mutual aid and unity among the citizens. Because politics requires cooperation with others, compromise and pleasing. Decentralization, in this sense, is an important guarantee of political peace. As a matter of fact, the countries where the internal peace has settled are also societies in which the tradition of geographical decentralization develops.

This system has been introduced to remove the regional imbalances among the member countries of the European Union. to make use of the funds provided by the Union in the backward regions. a regionalization system has been established within member states. With this system, a comparable quality is given to each region. This system was developed for the name NUTS (No-menclature of Territorial Units for Statistics).NUTS is a five-level hierarchical classification. Three of these levels are regional and two are located. Within the hierarchical NUTS classification, the member countries are first divided into NUTS 1 regions in various numbers. In addition, these regions then entered NUTS 2 regions within themselves. In addition, the NUTS 2 regions were then divided into the NUTS 3 regions. The three levels were considered "local" because they included the territorial administration and the latter two, NUTS 4 and NUTS 5, included settlement administrations.A rough summary of which is given below (Göymen, 2005).

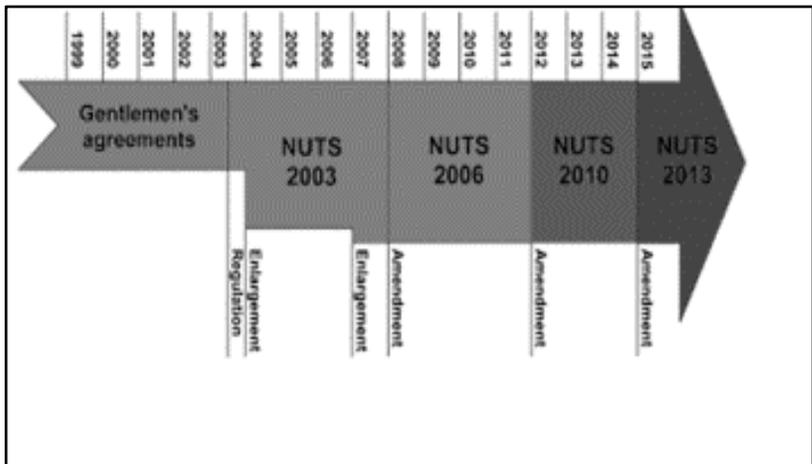


Figure 2: Five Stages prescribed for NUTS (Espon.eu, 2018)

## 2. New Perspectives for Different Regions in EU and Needed Management Models

Europe is the main mode for presenting new perspectives for our country. Each EU member country has developed its own regional policy in order to overcome the disparities between regional development levels. The issues related to regional development are primarily the responsibility of different countries. Coming to this end, Member States undertake the necessary infrastructure studies to ensure regional development. Today, various index efforts are making an analysis among the countries. A study conducted for the index between European countries where Turkey is located is known as the Regional Competitiveness Index. The short name is known as RCI. It means the Regional Competitiveness Index. It is done every 3 years. According to the report of the year 2013, NL31 from the Netherlands was the leader among the regions in the first place, Utrecht region. The Netherlands has a very strong economy and has played a special role in the European economy for centuries. Since the 16th century, shipping, fishing, trade and banking have been the most important sectors of the Dutch economy. The Netherlands is one of the top ten exporters of the world. The Netherlands consists of 12 provinces (Provincie in Dutch) and 3 overseas public administrations (openbare lichamen in Dutch).

The region with the highest regional competitiveness index among the top ten countries was the UK with 6 regions with high regions. Greece, on the other hand, seems to be the country with the most region in the last 10 least developed regions in terms of competitiveness. For this reason, both the UK and the unitary state structure of management model for the future with the candidate countries such as Turkey, also samples can be taken to resolve the difference in this sense of inequality. Herein we can find the ESPON's visual statement below. The inner and northern parts via predefined regions have the highest GDP per capita level, spotted with lighter signs (Annoni and Kozovska,2010).

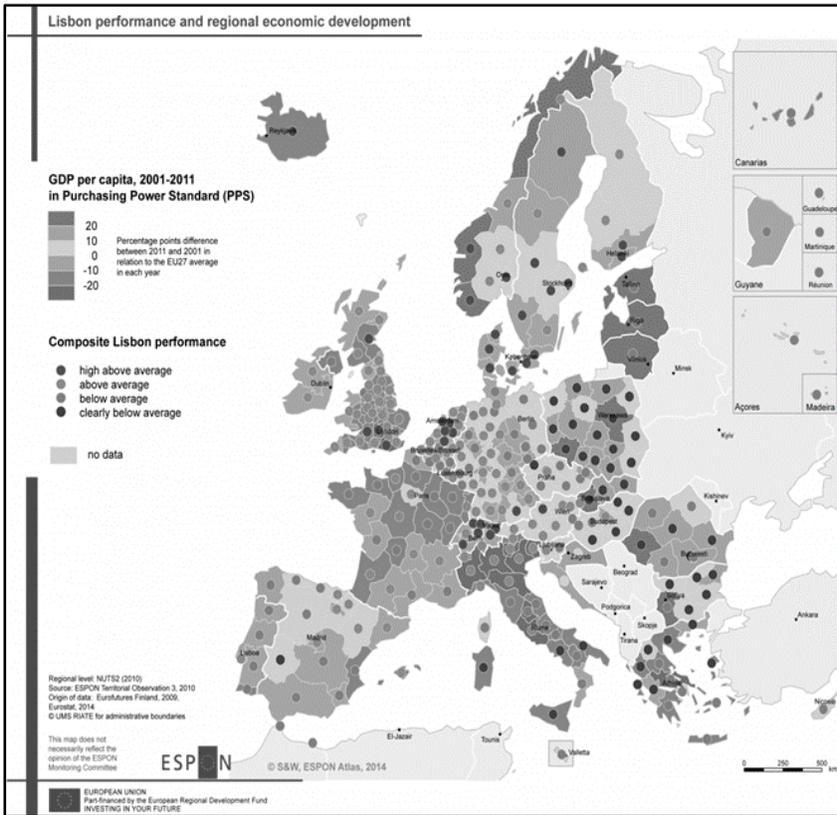


Figure 3: Lisbon Performance Summary for different Regions (Espn.eu, 2018)

Comparisons with the consumption power for the NUTS 2 regions may also be appropriate. For the EU average, it is obvious that the interior Londro segment is above this assessment and standard, and the Eastern European Territories are behind. Here you can find another image of the subject below.

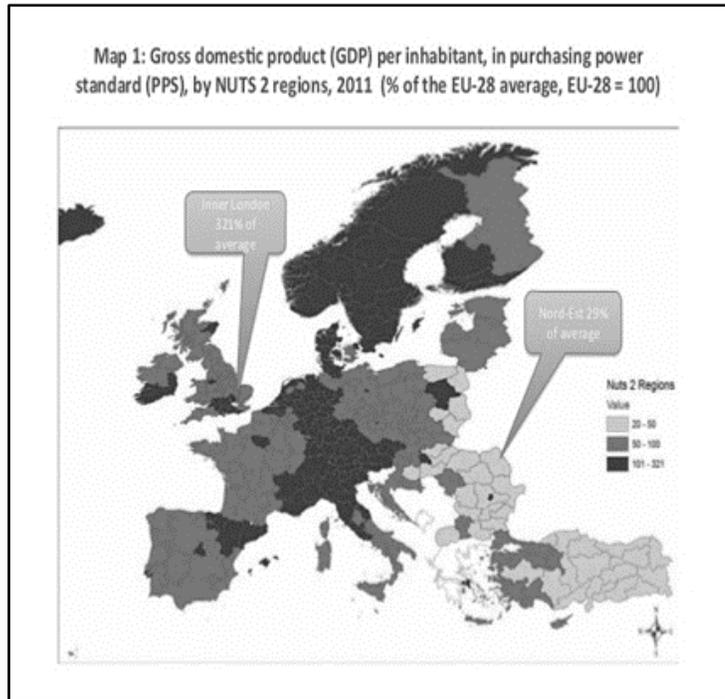


Figure 4: GDP in PPS for NUTS (Espon.eu, 2018)

As the work of RCI, Eurostat and ESPON is evaluated together, the first step in the development of regional development strategies is clear. This step is to identify the current situation and uncover the potentials for the sectors. Below are the regional competitiveness index values in the first 10 and the last 10 according to 'NUTS' evaluations. (Based on 2013 RCI assessment). According to this, the Netherlands, England and France have the most competitive regions. Eastern European regions are the last group in the sequence.

Top 10	Region (NUTS code)	RCI 2013	Bottom 10	Region (NUTS code)	RCI 2013
1	Utrecht (NL31)	100.0	257	Peloponnisos (EL25)	5.1
2	London area (UKH2, UKH3, UKI1 and UKI2) (*)	94.2	258	Sud-Vest Oitenia (RO41)	4.2
3	Berkshire, Buckinghamshire and Oxfordshire (UKJ1)	93.5	259	Centru (RO12)	4.2
4	Stockholm (SE11)	92.7	260	Anatoliki Makedonia, Thraki (EL11)	3.9
5	Surrey, East and West Sussex (UKJ2)	90.7	261	Noto Aigiao (EL42)	3.7
6	Amsterdam area (NL23 and NL32) (*)	90.1	262	Dyiki Makedonia (EL13)	2.8
7	Darmstadt (DE71)	89.2	263	Yugolitochen (BG34)	2.7
8	Île de France (FR10)	89.1	264	Sterea Ellada (EL24)	2.2
9	Hovedstaden (DK01)	88.8	265	Sud-Est (RO22)	0.1
10	Zuid-Holland (NL33)	87.6	266	Severozapaden (BG31)	0.0

(\*) Chemnitz (DED4), Leipzig (DED5), Emilia-Romagna (ITH5), Marche (IT13), Cheshire (UKD6) and Merseyside (UKD7): estimates based on the NUTS 2006 classification.  
(\*) Aggregated data to take account of commuting patterns, comprising: Bedfordshire and Hertfordshire (UKH2), Essex (UKH3), Inner London (UKI1) and Outer London (UKI2).  
(\*) Aggregated data to take account of commuting patterns, comprising: Flevoland (NL23) and Noord-Holland (NL32).  
Source: European Commission (Joint Research Centre and Directorate-General for Regional and Urban Policy)

Figure 5: Top and lastly ordered regions (Europa.eu, 2013)

The 2016 RCI Assessment Map is again attractive on the same route and is presented below. The Dark Green color here shows the RCI index at the Highest level. NL 31 is the region with the highest level of Regional Competitiveness in the Utrecht Region. The Dark Purple Color indicates the lowest RCI index value. In Eastern Europe, the BG31 Region is located in Bulgaria and has the lowest regional competitiveness value.

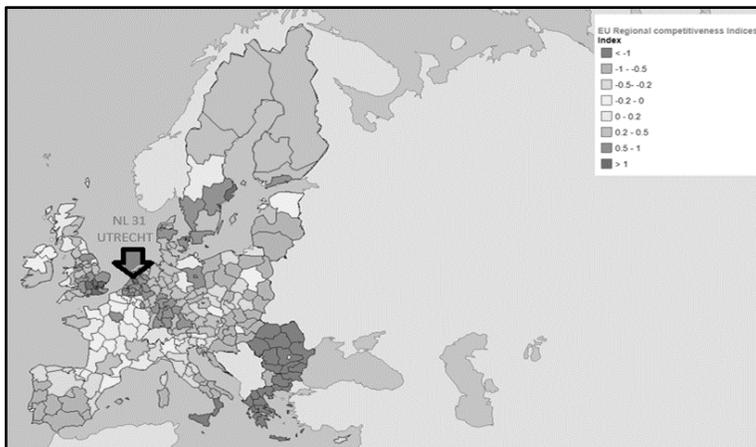


Figure 6: Map on 2016 RCI top ranked region as NL 31 Utrecht (Europa.eu, 2016)

The prominent country with the most competitive region among the top ten RCI rankings is Britain. When we look at the gradual structuring of the regional management model in the UK, we can see the following summary display. The number of units is given in parentheses (Spiekermann and Wegener, 2006: 19)

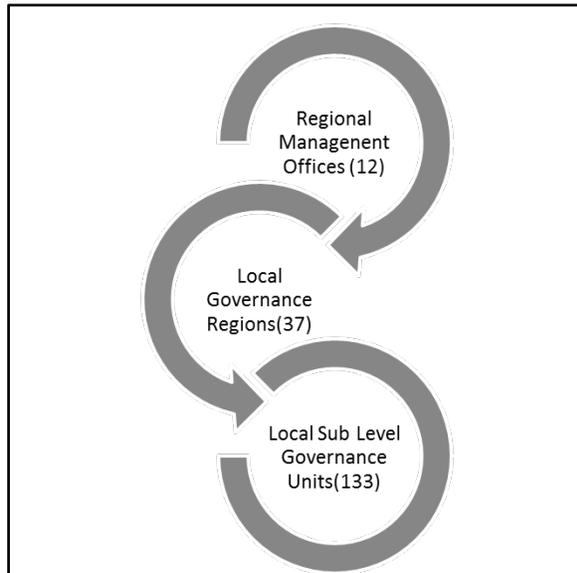


Figure 7: Number of local administration units in UK Regional Governance Model

It is desired to describe with unit numbers the regional management model of *Landsdelen* in the upper region units, the provinces and the lower altitude collaborative units, with the following visual aid, as the Utrecht region is in Netherlands (Salet, et al. 2003).

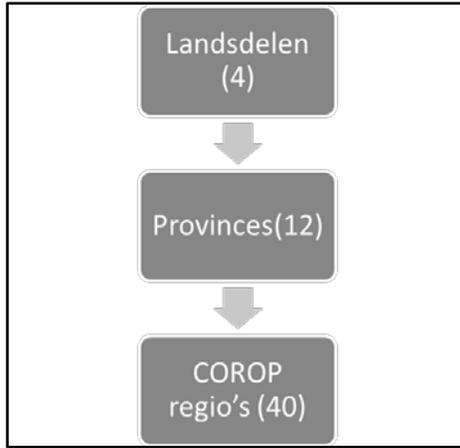


Figure 8: Netherlands's regional governance model

One of the heaviest models can be given for Greece. Greece is one of the economic conditions it is in. It has not achieved structural economic investments either. Other approaches to tourism are needed for this county. For example, industrial incentives should be transferred to planning. As you can see below, it does not mean much that the high number of units in the sub order for regional administration is vital. Greece is the country with the highest number of low RCI owner regions in the last tens' order (Petraikos and Psycharis, 2004).

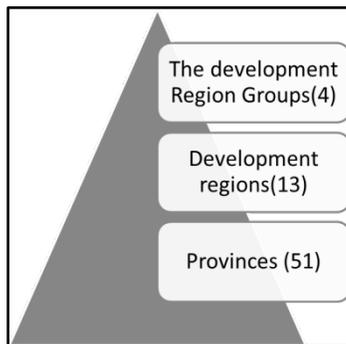


Figure 9: Greece's regional government units

Romania is another country with its own territories in the last order except Bulgaria and Greece. The regional management model in Romania is very well developed. The following visual helps you to understand this with unit numbers. Unemployed people, retirees, rural payers, large families living in low-wage jobs, large cities living in large cities and regions in the Moldova border and less developed northeastern regions make up the most poverty-stricken population in the country. Unpredictable migration to other EU countries in the upcoming period creates uncertainty about the labor force. The end of the temporary restrictions imposed on the Romanian labor force by other EU countries as of 2014 is one of the factors that will increase the migration of the workforce from the country. It is expected that the labor force in the country will decrease in the next five years.

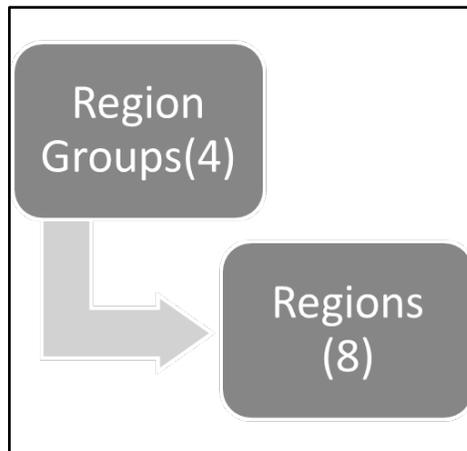


Figure 9: Romania's regional government units

### 3. More decentralized models in a discussion for Turkey and its own experience

Turkey's administrative structure in the "zone" has no basis. Area concept, developed by Turkey's topography and climatic conditions, and the country is divided into 7 regions. The discrimination is not based on regional politics but on geographical grounds. General purpose zones in Turkey will need to be divided into administrative regions and regional management. In history some administrative regions included the form of regions in which some institutions and organizations of central government are organized via general inspectorate, priority owner development regions, regional governorships, OHAL (extraordinary district regimes) and GAP (Southeastern Anatolia Region) / EAP (Eastern Anatolia region project) / DOKAP (Eastern Black Sea Region Project) plan regions. Regional management, on the other hand, is a model of management organized at regional level.



Figure 10: Geographical Regions in Turkey via different zones

According to the Constitution, it is possible that central government bodies, for example, ministries may also form "regional organizations". Ministries with regional organizations can also be created in the same way. The Constitution also allows central government institutions to establish regional organizations. It can be said that the "province" is the basic organizational unit of the central government and the "region" is the exceptional structure (Gorzela, 1998).

### **3.1. The experience of first steps on regional governmental models in Turkey**

Looking at the history at first, the Ottoman Empire before World War I in 1913, passed the law as "İdare-iUmumiye-iVilayetKanun-iMuvakkat". This law described the location of the governor and provincial Administration Board was shown. It also organized the formation of the Provincial Administration and its duties in a very detailed way. Along with this arrangement, the state wanted the local powers to have a power of governance in the administration. These powers allowed them to participate in the councils which constituted the ground for the passage of the constitutional order. The authorities increased the authority of the governors sent from the other side in center. It also formed the provincial organizations of the central ministries so that the authority of the governor was extended in the administration of the province. The principles as the separation of duties, the assemblies and duties of the province were reorganized. Ensuring the unity of the country and democratic governance were realized (Aydoğan, 2004)

Grand National Assembly of Turkey, on June 25, 1927 No. 1164 adopted the law on public inspection form. This region was established in Diyarbakir including Elazığ, Urfa, Bitlis, Van, Hakkari, Siirt and Mardin. On November 27, 1927, the decree of the design of

Law No. 5858 was accepted. Ibrahim TaliÖngören became the First General Inspector. In 1933, Ahmet HilmiErgeneli was appointed as First Public Inspector. AbidinOzmen, who was appointed to the First Public Inspectorate on June 11, 1935, resigned from the Aydın deputy. The first General Inspectorate, which started to work in Diyarbakır, was later added to Ağrı Province. Prior to Thracian incidents, on February 18, 1934, in the center of Edirne, including Kırklareli, Tekirdağ and Çanakkale II. The first General Inspectorate was established. The General Inspectorate, by the decision of the Council of Ministers, was appointed as the governor of Bitlis and İzmir before. On July 26, 1943, upon the death of KâzımDirik at the beginning of his duty, thus the Second Public Inspectorate duty was assigned to the position of first General Inspector. He was AbidinÖzmen. He was also mostly known as the head ofTrakya General Inspectorate (Bati, 2008)

According to the first article of Law no. 1164 dated 25 June 1927, it was decided that the center of Erzurum was going to be chosen as a new region's administrative heart which covers the provinces as Kars, Gümüşhane, Erzincan, Trabzon, Ağrı, so named as III. The General Inspectorate. On August 23, 1935, TahsinUzer, who had previously served as Ardahan, Konya and Erzurum deputy, was appointed to the position for this region as General Inspectorate by the decision of the Council of Ministers. Turkey's Prime Minister Ismet Inonu asked for establishing an inspectorate to be in the province of Dersim which is Tunceli, today. It was wanted to take the control of unemployment in the region. It was believed that the existing General Inspectorates to develop the region were inadequate. After returning to Ankara, he made an arrangement on 6 January 1936, known as the Tunceli law. Along with the decree numbered 23823, the Fourth General Inspectorate was formally established. In June 6, 1936, the governor of the province was brought in practice choosing Tunceli as

the center. Elazığ, Tunceli and Bingöl departed from the First General Inspectorate and joined the Fourth General Inspectorate Region. On January 10, 1936, the 8th Corps Commander Lieutenant General Hussein Abdullah Alpdoğan was appointed to be the Fourth General Inspector with the decision numbered 229 by the Council of Ministers. Later on, these public inspectorates were closed and these experiences disappeared without inheriting anything for regional governance (Toros, 1991).

### **3.2. The experience of first steps on regional governmental models in Turkey**

Adıyaman, Ağrı, Artvin, Bingöl, Bitlis, Diyarbakır, Elazığ, Erzincan, Erzurum, Gaziantep, Gümüşhane, Hakkari, Kars, Malatya, Kahramanmaraş, Mardin, Muş, Siirt, Sivas, Tunceli, Şanlıurfa and Van were the provinces which were firstly declared as the preliminary zones in development process in 1968 by the establishment a central planning unit known as State Planning Organization (Gökçen, 1987). The current situation after 2003 made this number up to 50 provinces as they are seen in the below map with dark colour (Kıran, 2008)



Figure 11: The provinces which are focused, having priority for development

Region Governorship was also wanted to be brought. Decree no. 71 of 1983 was above this. The list of those regional governorships can be seen above. After 8 months 3036 numbered law cancelled this regulation. A State of Emergency Governorship, starting at 8 provinces in Turkey's eastern and southeastern Anatolia and in the fight against terrorism by the governor of this province started to work on July 19, 1987 for ensuring safety. Along with the establishment of this governor, the state of emergency has begun to be implemented in these provinces. But it was abolished on November 30, 2002. On 19 July 1987, the Governorship entered into force with the abolition of the martial law ahead of Diyarbakir, Hakkari, Siirt and Van. The first Extraordinary District Governor is Hayri Kozakçıoğlu, appointed by Prime Minister Turgut Özal. Hereby, the stated provinces can be seen below with dark colour, and the neighbor cities are seen in light colour. Along with the neighbor cities a type of regional common strategy and management was put in practice in this zone (Behçet, 2014).



Figure 12: A State of Emergency Governorship regimes in provinces in the years 1987-2002

### **3.3 Unitarian model's saving and reforms on decentralization**

The unitary state is a state governed by the central government and governed by a single unit, in which administrative units, ie units under the national scale, can only use the powers that the central government considers appropriate. The vast majority of world states are unitary states. In the unitary state, the state is an indivisible whole. However, administrative units such as sub-districts, provinces and districts can be found in the unitary state. But these are simple administrative divisions. They have only administrative powers. There are no legislative and judicial powers. They are all subject to the same sovereignty. The same constitution and the same laws, in short, the same rules of law are applied. Local administrations may go through simple regulations governing social life in their internal affairs, but they cannot make independent legal arrangements. According to Article 3 of the Constitution of the Republic of Turkey, Turkey State, the country and nation is an indivisible whole. The fact that the state is an indivisible whole with its country and nation means that it is a unitary state. The Government of Turkey, is a unitary state. In other words, the country does not have different governing regions where different laws apply. There is no federal structures in Turkey. Turkey's Grand National Assembly authority to cover the whole territory of Turkey and every Turkish citizen is treated equally on this land. Said unitary state structure, is the greatest guarantor of Turkey's territorial integrity and inner peace. unitary state structure in Turkey, the central administration of the center is composed of provincial and local government organizations and international organizations. There are 126 units in the republican regime as the world is made Turkey. There are also 37 units of unitary monarchy. In other words, a large number of countries around the world are unitary. Nevertheless, regional administrations or less centralized models are being tried to respond to the needs of the era and the citizens more quickly.

In the "restructuring of public administration" studies carried out after 1960, the theories on regional administrations were also included. However, the word "region" brought with it some difficulties in practice. the territorial structure of the state and the integrity of the administration would be ruined. The Constitution of 1961 chose the word "environment in multiple provinces". The 1982 Constitution used the term "multi-provincial" central government organization. It was abolished by a decree issued after the 1980 coup d'etat (Geray, 1997).

As is well known, Turkey's geographical regions' appearance had a long history, they were created in June 6 - June 21, 1941 between the dates determined by the First Geography Congress held in Ankara. The Congress addressed the writing of primary, secondary and high school curriculum programs and school books, geographical terms and geographical names. Turkey had gathered in order to work on the outline of the nomenclature of Geography and location. The results of this study in Turkey to be surrounded by seas on three sides, the separation of Anatolia inland from the coast into the mountains, climate, vegetation, transportation, and taking into account criteria such as geographical regions of Turkey were determined. However, it continued and the following attitude reached, as it was discussed. Some of them are only working, giving an example as nodal (polarize) understanding of the region. This attitude has been increased by the use of theories for the gradual settlement of zones which was mentioned. In every country there are local administrations together with the central administration. The difference between countries is that more weight is given to one of them. Some countries adopt a centralized administrative system, while others focus on decentralization. Others have established a certain balance between decentralization and decentralization. This different organization is related to the political, cultural, economic and

historical conditions of the countries. The 16-zone classification was an example, indeed. The settlement centers' given echelon study was one of them known as polarized area classification (Arslan, 2005).

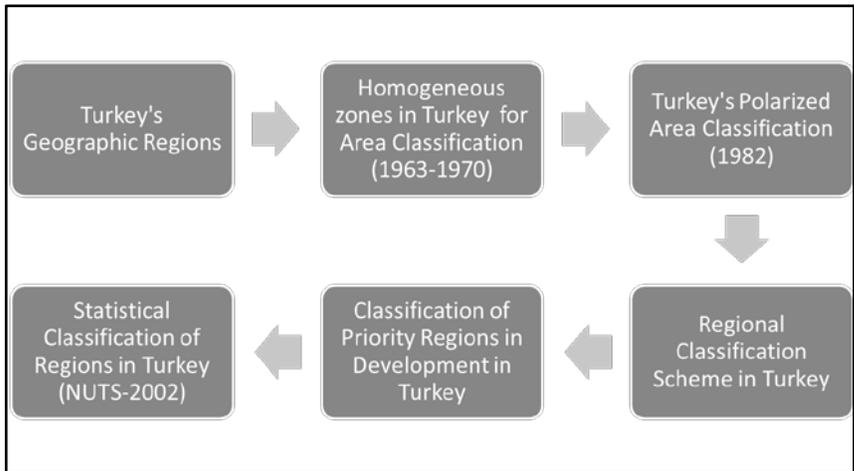


Figure 13: Region Classification Studies

The most recent regional classification came with NUTs. This is the visual below. it can be understood here which regions are located.

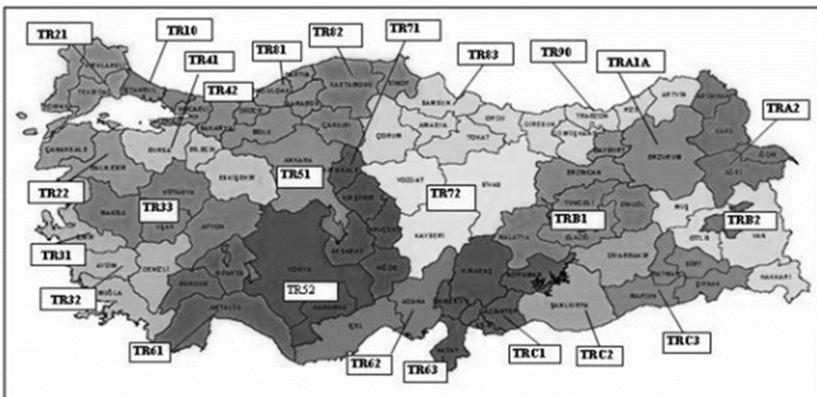


Figure 14: NUTS Regions

The names of regions can be seen in the following list as well.

TR10 - İstanbul	TR52 - Konya	TR90 - Trabzon
TR21 - Tekirdağ	TR61 - Antalya	TRA1 - Erzurum
TR22 - Balıkesir	TR62 - Adana	TRA2 - Ağrı
TR31 - İzmir	TR63 - Hatay	TRB1 - Malatya
TR32 - Aydın	TR71 - Kırıkkale	TRB2 - Van
TR33 - Manisa	TR72 - Kayseri	TRC1 - Gaziantep
TR41 - Bursa	TR81 - Zonguldak	TRC2 - Şanlıurfa
TR42 - Kocaeli	TR82 - Kastamonu	TRC3 - Mardin
TR51 - Ankara	TR83 - Samsun	

Figure 15: The list of NUTS Regions

As we have seen above, NUTS was only one of the most recent regional classification projects. Other projects focused on provincial development and getting better themes are also available with the following directory visual.

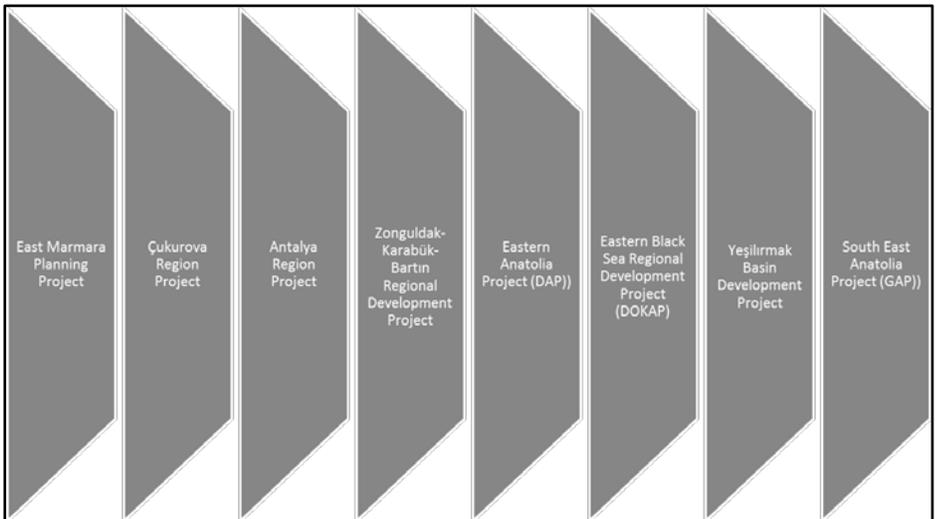


Figure 16: Regional Improvement Projects

The Southeastern Anatolia Project covered the upper part of the old Mesopotamian ovals, which extend between the lower sections of the Dicle and Euphrates rivers and across rivers. The GAP project covered all neighbor provinces of Mardin and Şanlıurfa as well as Adıyaman, Diyarbakır, Siirt and Gaziantep. The dams, hydroelectric power plants and irrigation facilities envisaged to be constructed on GAP, Euphrates and Dicle rivers, as well as urban and rural infrastructures, agricultural infrastructure, transportation , a multi-faceted project involving investments in industry, education, health, housing, tourism and other sectors. The project aimed to develop all sectors as a whole and in relation to each other.

In addition to the existing practices such as "Regional Development Agencies", "GAP Administration", the new large city management model should be remembered. the search for new models made it necessary to discuss a model of local government at the regional level (Paksoy and Aydoğdu, 2010).

Regional Development Agencies were outside the main structure of central government and local government, being supported the local economic development by integrating mostly 'soft' policy instruments (Tamer, 2008). There are regional-based, publicly funded institutions. One of the most important features of Regional Development Agencies is designed to support economic development. It had to be a locally funded institution with a regional base, apart from the central and local government.

## CONCLUSION

EU candidate Turkey in the recent period out of the main documents of the accession process which can be monitored in the course of regional policy, it is also possible to monitor and change the institutional structure created for the execution of these policies. Regional development plans in our country have been started since the last days of the Ottoman Empire. Therefore, the history of regional development plans in our country extends back to before the Republican administration. Prior to the establishment of the State Planning Organization, regional development plans were being implemented by the Ministry of Reconstruction and Development. After the establishment of the SPO in 1960, regional development plans were started by this organization. In the establishment of the Republic of Turkey in our country has made in development plans for almost every area of importance. Since the foundation of the Republic, there have been 13 regional development plans in our country. In this study, all of these plans are briefly explained. Nice research, some of the regional development plans made with labor, labor, and resources have been implemented, and some have remained on paper before they are implemented. The lack of implementation of the regional development plans made means that there are problems in the implementation of the said plans. This is to present the proposals for the solution of these problems and the problems in the implementation of the intended regional plans.

One of the specific questions that arise in the discussions of management and authority enlargement is the definition of the new unit and the territorial limit. Of course, by politically combining and amalgating the four provinces on average, creating eighty-one to twenty zones can not automatically provide a logical solution; it can also cause competition of different merging concepts to be more or less advantageous, on the contrary. Turkey's trade relations will be

seen that it is important for the region's exports if examined. These also seem to concentrate on a few countries and regions. At this point, it is important to investigate the potential of global trade in Turkey. Only security, energy planning, economic development and synergy will benefit the region-governed, not EU-driven, global-guided classification. It should also be known that Turkey is influential factors on which global commerce. This is also needed to be researched in future studies that which countries promise potential expansion of trade, cultural interaction with the coefficient estimates to be obtained. Social development opportunities should be considered, the urbanization possibilities of the regions have to be considered and then the search for the model should be started.

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## CHAPTER 14:

### LEGITIMATE DOCUMENTS OF THE HORRORS OF SLAVE WOMEN: HARRIET JACOBS' AUTOBIOGRAPHY, *INCIDENTS IN THE LIFE OF A SLAVE GIRL*

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#### **Harriet Ann Jacobs' Biography**

Harriet Ann Jacobs was born on Feb.11, 1813 in Edenton, North Carolina, the United States. She was a famed African American author, reformer and abolitionist speaker. Born into enslaved parents, she became a slave, too. Her father was an enslaved carpenter whose name was Elijah Knox, and her mother's name was Delilah Horniblow. While Harriet was just six, her mother died and thus she stayed with Margaret Horniblow, her mother's mistress, by whom she was educated to read, write as well as to sew. She had an enslaved brother named John S. Jacobs and their grandmother (Aunt Marthy) who was free and had her own home lived nearby, which was a good shelter for them.

After about five years from her mother's death, Margaret Horniblow died when Harriet was only in her eleven or twelve. Already being willed to Mary Matilda Norcom, Horniblow's three-year-old niece, she moved to Mary's house, where she was under a constant threat of sexual harassment of Mary's father, Dr. James Norcom (known as Dr. Flint in her biography). As a means of getting

away from Dr. Flint's sexual harassment, Harriet made love with Samuel Sawyer- a free white neighbor and a slave-owner- with whom she gave birth to two children: Joseph and Louisa (Jacobs, 1973,p. 1-12).

Not bearing Dr. Flint's sexual harassment anymore, in her early twenties she hid in an attic in her grandmother's house for seven years, where she could neither stand nor sit. While there despite of her children's unawareness of her existence throughout the period, she could keep an eye on her children-whom Jacob's lover bought them from Dr. Flint, and let them with their big grandmother, yet not free them. Later on, Jacobs managed to flee to Philadelphia, Pennsylvania in 1842; then in 1845 she moved to New York where she worked as a nursemaid in Nathaniel Parker Willis's house- thus reuniting with her children who were already sent there to work. Cornelia Willis (Willis wife) bought her freedom thus being free. Under the back-up of Amy Post Jacobs decided to write her accounts. Finally, after five years in writing her memoir and waiting three years to get it published, her *Incidents of the Life of a Slave Girl, Written by Herself* published in 1861 under the pen name Linda Brent. Prior and during the Civil War and Reconstruction, Jacobs together with her daughter and her brother relentlessly strived for African Americans' civil rights. Though not as much of vigorous during her final years, still kept working to reunite her family hence have their own independent home and to educate African Americans. Finally, she departed this life on March 7<sup>th</sup>, 1897 and buried at Mount Auburn Cemetery, Cambridge, Massachusetts, whose gravestone

reads: "Patient in tribulation, fervent in spirit serving the Lord". (Smith, 1990, p 1-4)

### **A short introduction into Jacobs' *Incidents in the Life of a Slave Girl***

*Incidents in the Life of a Slave Girl* (hereafter *Incidents*) is Jacobs' only published book for which she is most famous as well. The book exposes Jacobs' role both as a female and a mother under the horrific conditions of slavery and portrays how untiringly from her childhood to elderly she efforts to obtain freedom for herself as well as for her children. Though earlier issued in series in the New-York Tribune, the narrative was not published as a book until 1861 that was published and edited by L. Maria Child. Since still a fugitive slave by the time in which *Incidents* was written, she authored the book under the pseudonym Linda Brent. It is also considered the first genre standing out from male-conquered slave narratives through which sexual abuse of enslaved females and black women's determined strives as mothers as well as females to protect and free their children are illustrated. (Washington, 1987, p. 1-4).

*Incidents* made a great contribution in the early African-American literature and historiography of slavery due to its vivid explanations of the blacks under the harshness of slavery in general, and of black females in particular. In addition to this, Jacobs exhibits how equally slavery dehumanizes both white and black females epitomized that through Linda's persona (as a victim) and Mrs. Flint's character, her cruel mistress (as a victimizer). This is the main point distinguishing *Incidents* from male-dominated slave narratives; for

while male slave narratives mainly reveal slavery's dehumanization of maleness, Jacob's unveils the second manifestation of slavery-that is, slavery's dehumanization of femininity. It is important to note that at first Jacobs narrative was a matter of controversy as to its authorship. Since written under a pseudonym, neither historians nor critics supposed that its author was Jacobs, instead it was speculated the author of the book was its editor, Lydia M. Child. Such an illusion remained dominant for more than a century, thus the book was ignored up to 1981 when historian Jean Fagan Yellin found letters between Jacobs and Amy Post as to the book. Since then *Incidents* got an international reputation and Jacobs' name regularly go with Frederick Douglass's *Autobiographies*.

### **The Dilemma of Enslaved Women in Harriet Jacobs' Autobiography**

Soon after the discovery of the New World, America became a major center of immigration where thousands of people from Western Europe, including UK moved to in the hope of establishing a better life. The rise of the American Dream could be traced back to the very first migration of the Puritans from England to America in search of instituting a utopian world on the basis of hard work, justice, equality, brotherhood as well as redemption. American Dream originally stood for a holy land where everyone was supposed to have free opportunities, equal rights and would able to represent him or herself regardless their religion, race, nationality, color, or age (Sephehrmanesh, 2014). Paradoxically, the outcome rebuts such an illusionary idealistic notion because very soon America turned into a

main center of slavery where everyday countless enslaved African citizens were transported to and settled in. The land of dreams, as a result, changed to be an Orwellian farm in which the symbolic “pigs” (white slaveholders) kept torturing the metaphoric “sheep” (enslaved blacks) as much as they could (*Bloom*, 2009, p. 12-19). Not only were the slaves treated as animals but indeed they were relegated to a level less than property. Consequently, being unable to further go through such unbearable conditions many slaves resorted to escape. The emergence of slave narratives is mainly the accounts of the slaves relatively written by fugitive or ex-slaves, as seen in Jacob’s autobiography.

Harriet Jacobs’ autobiography *Incidents* is one of the most prominent slave narratives rebuking the horrifying conditions of African-American slaves generally and those of female slaves specifically. It is also a microcosm of the so-called slavery system disclosing the incidents of such a system, which is represented by a girl (Jacobs) bearing into slavery, moving to adulthood and then to motherhood as a slave as a result of which facing most atrocious physical harm, sexual abuse and psychological trauma. At the beginning of her memoir she points out that no language might fully articulate such agonies; for “the degradation, the wrongs, the vices, that grow out of slavery, are more than (she) can describe...{and} greater than you would willingly believe” (*Incidents*, 1973, p. 26).

If male slave narratives’ major focus is to depict slavery practices in the world of black males, Jacobs’ narrative shows the second world, which is the world of black female slaves. If the former

exposes the accounts of slave males' tortures, the latter delineates those of females. Jacobs' *Incidents* play an essential role in slave narratives genre and historiography, not simply due to her contribution as female author, but rather as a paragon through which conditions of slave women is mirrored. *Incidents* asserts that if slavery is horrible for men once, it is horrible for women twice. When giving birth to a daughter, for instance, Jacobs' "heart was heavier than it had ever been before"; because as a female she has already been "superadded to the burden", thus fully aware that slave women have "sufferings, and mortifications peculiarity their own". As such, she miserably contemplates that if "slavery is terrible for men...it is far more terrible for women" (79), and she "knew the doom that awaited (her) fair baby in slavery" (92).

One of the dilemmatic peculiarities of slave women is sexual harassment. Like black men, slave women go through physical torment, including whipping, backbreaking labor on plantation farms, famine, lack of clothes and so forth; nonetheless, unlike them they are sexually abused not only as an adult but even in their childhood. This is exemplified in Linda's character that stands for Jacobs and for all the black slave women. Jacobs' sexual harassment begins the time of moving to Dr. Flint's house when she is just about twelve. In the hope of adapting and preparing her for sexual practices and rape, Jacobs' master, Dr. Flint's first commences to harass her through sexual jargons. Time is not on her side in that the more she grows up, the harsher her master would be. When she "enter(s) on (her) fifteenth year" which is a gloomy "epoch in the life of a slave girl", Dr. Flint's

sexual abuse advances to the point that Linda “could not remain ignorant of” his “foul words” “whisper(ed) into her “ear”, and hence she starts to “treat them with indifference or contempt” (26). The critic Anne B. Dalton asserts that Dr. Flint’s harassment, symbolizing white masters’, cannot be undermined only to sexual abuse, but it is rather a psychological trauma for Jacobs (Dalton. 1998, p 5-6). For it is a continuous and recurring affront not only to surrender Jacobs’ rebellious spirit but also to “pollute (her) mind with foul images, and to destroy (her) pure principle (Incidents, 1973, p. 59), as Jacobs uncovers below:

My master met me at every turn, reminding me that I belonged to him, and swearing by heaven and earth that he would compel me to submit to him. If I went out for a breath of fresh air, after a day of unwearied toil, his footsteps dogged me. If I knelt by my mother's grave, his dark shadow fell on me even there. (27)

Another problematic peculiarity of the enslaved women is the curse of white master’s wives brought about their jealousy. Instead of giving them a sense of compassion and sympathy, the sexual abuse and rape of the enslaved women further urge master’s wives thus persecuting and spoiling the helpless women slaves more. For example, when Jacobs’ master’s wife, Mrs. Flint, apprehends her husband’s subjugation towards Jacobs, she feels insecure and her sense of jealousy arises; accordingly, instead of attempting to stop her husband’s immorality, she keeps struggling to oppress and insult Jacobs. She is challenging unfortunate Jacobs to confirm her

husband's sexual abuse by stating: "be aware not to deceive me...tell me all that has passed between your master and you." As Jacobs continues confirming Dr. Flint's abuse, Mrs. Flint's "color changed frequently, she wept, and sometimes groaned", an indirect implication that even white women's identity was insecure under the American male-dominated society. Nevertheless, slave-owner's wives were not more merciful than their ruthless husbands indeed because her mistress easily "wept" and "groaned" while hearing her husband's sexual abuse on Jacobs, but "she was incapable of feeling for the condition of shame and misery in which her unfortunate, helpless slave was placed" (32). Quite contrary to this, she keeps demonizing the very helpless slave girl instead-not only in daylight but even in the dead of her sleep:

Sometimes I woke up, and found her bending over me. At other times she whispered in my ear, as though it was her husband who was speaking to me... If she startled me, on such occasions, she would glide stealthily away; and the next morning she would tell me I had been talking in my sleep, and ask who I was talking to. At last, I began to be fearful for my life... What an unpleasant sensation it must produce to wake up in the dead of night and find a jealous woman bending over you. (33)

Moving into her fifteens, the harassment of Jacobs' master advances further and further, thus pushing her to contemplate about finding a way of escape. As such, she starts making a consensual love with one of her neighboring slaveholders named Mr. Sands. Critics

suppose that slave girl's love affair in an early age was a way of finding a sense of identity and escape from the sexual abuse inflicted on them by their masters. For this reason, Jacobs' affair with Mr. Sands can be measured as the precursor of her escape from slavery, as she has multiple reasons in doing so, such as: presumably to be sold to Mr. Sands, to keep herself away from Dr. Flint's sexual subjugation, to have children from Mr. Sands so that they might be bought by him, and above all to avoid having children from her master-the man whom she hates the most. Such an approach, however, further raged Dr. Flint in which his abusive insults further advance to an extent of making "atmosphere of hell" (40). As Jacobs desolately articulates: "he came every day; and I was subjected to such insults as no pen can describe" (79). This is an indication that slave women are a portion of grain run into pieces between two rocks- that is, their master's abusive harassment as well as their mistress's intolerable jealousy. But Jacobs is inherent with a highly courageous spirit that never lets her be subservient to slavery institution.

Being incapable of enduring her master's and her mistress's humiliation, Jacobs eventually resorts to escape. This is the point into which her factual dilemma rises up; because until this point she has done her best to encounter her master's scandals, and tried any means to dismiss his animalistic lust for her. As a result, being fully aware of either to submit or to run off, she chooses the latter. Realizing that fleeing with children would be impossible and submitting to the humiliation would be out of question, she makes a third choice. In such a dilemmatic circumstance whatever choice she makes leads to a

sorrowful destination; if she runs away, her children will be left behind; if stays there, her children's and her whole life remains in slavery, which means in abuse and harassment. Therefore, the wisest choice is to hide, but where in order not to be recaptured? Her grandmother's garret could be a safe place. There Jacobs spends seven years in an attic that she can neither stand nor sit, neither communicate with others nor let her children see her. In their mother's absence, however, Dr. Flint is obliged to sell her children (to Mr. Sands) and they got the opportunity to live with Jacobs grandmother in that he lets them live with her.

Motherhood and family orientation was another barrier in front of slave women. Apart from all the hardships they encountered, the black females were exploited as a machine of producing more children, meaning that further slaves. The advantage of it was twofold: on the one side, the slaveholders would possess a larger number of slaves, thus further workforce; on the other one, the enslaved mothers were systematically stuck to their masters owing to not having feet to leave their very offspring. This factual truth is typified in Jacobs' case. Hiding in a constricted attic for seven years only to keep an eye on her children with no opportunity to communicate with or touch them even once, is a typical illustration to figure out the devilish nature of slavery. For at the very first pages, the author asserts that her "narrative is no fiction" though "some of (her) adventures may seem incredible; but they are, nevertheless, strictly true...(and) fall far short of the facts" (xiv). Worse than this, whatever mortification is operated on slaves, they have, by no accounts rights to complain, but rather

have to be “as silent as the grave” (57). If not, in the best case, the mothers (like any other slave) are isolated from their own children by being sold to slave-traders. When a slave mother, for instance, complains about her miserable condition, Dr. Flint quite indifferently hands her over to slave-traders; and when she melancholically tells him: “You *promised* to treat me well.”...“You have let your tongue run too far; damn you!” says Dr. Flint in reply (12). Compelling Jacob’s sister to repeatedly sleep outside at nights even in the dead of winter by Mrs. Flint, as a result of which giving birth to many stillborn children, is likely another demystification of the demonizing attribute of slavery.

Later on, after seven years of hiding, Jacobs manages to run away to New York where she can find a job as a nurse and reunite with her children that already sent to work there. Yet, this long period in hiding is not as easy as may assumed, because it affects her physically in that her body remains spoiled for the rest of her life. After staying many years in the North, and then facing many ups and downs as a fugitive slave, Mrs. Willis’s wife in whose home she works buys Jacobs’ slavery without her awareness. The game is yet not over in that she longs for her own home and freedom of her own children from the so-called her ex-lover. As she states: “I do not sit with my children in a home of my own. I still long for a hearthstone of my own, however humble. I wish it for my children's sake far more than my own” (207). Jacobs’ tone is sorrowful in that she still feels lonely and alienated; she still does not have her independent home, husband, and even has to effort to buy her children from a man with

whom she gave birth to: Mr. Sands. This is an archetypal paradigm disclosing that the so-called love between female slaves and white slaveholders was nothing more than an utter delusion.

Most disastrously, Jacobs' dilemma is a prerequisite that nothing is in her side. For she is "entirely unprotected (not only) by law (but by) custom", too (56). Dr. Flint and his wife have absolute power both customary and legally to inflict anything they desire on their slaves without any impunity. Dr. Flint, as a specimen of slaveholders, utilizes any diabolical means to molest poor Jacobs, yet it is a taboo if she publicizes Flint's harassments because it is culturally counted as a sin bringing her purity into question. Even her grandmother who is "all in all" to her, furies at her when hearing about her master's molest, stating that "I had rather see you dead than to see you as you now are!" why? Since she is "disgraced" thus considered polluted (57). And no matter how the women appearance, shape and color may be as a slave; one thing is sure: all female slaves are unexceptionally under the threat of sexual assault with no sense of cultural, legal or moral protection: No matter whether the slave girl be as black as ebony or as fair as her mistress. In either case, there is no shadow of law to protect her from insult, from violence or even from death; all these are inflicted by friends who bear the shape of men. (26-27)

Eventually, Jacobs' *Incidents* "ends with freedom; not in the usual way" in that she remains in both physical and psychological pain (207). Her miserable past still has impact on her and will probably remain for the rest of her life since: "there are wrongs which even the grave does not bury. The man (Dr. Flint) was odious to me

while he lived and his memory is odious now" (201). Jacobs' grief and sorrows in the end is a connotation that former slaves still remain in physical and psychological torment due to the effects of slavery. The word "Incidents" in *Incidents in the Life of a Slave Girl* reflect the fact that there will not be a promising future for the ex-slaves as a result of the remaining aftermaths of slavery in their future life.

### **Conclusion**

If America was originally supposed to be a heavenly land where its residents would live together equally, honorably and peacefully, Jacobs' autobiography-the same as many other literary works-confutes those idealistic visions, verifying that such utopian views were nothing more than a delusion in practice. The world of *Incidents* does not simply manifest the memoir of a slave women in which the malice and trauma of slavery are demystified, "Neither (does Jacobs) care to excite sympathy for (her) own sufferings", but further it is a microcosm into which the author agitates the precariousness of slavery as a system. It is an attempt to confute the notion considering slavery as a means of the blacks' protection by the whites; for she does "earnestly desire to arouse the women of the North to a realizing sense of the condition of two millions of women at the South, still in bondage, suffering what (she) suffered, and most of them far worse (*Incidents* xiv). Likewise, as Hazel V. Carby, suggests, *Incidents* underscores that both the slaves and slave-owners are dehumanized alike-the former are the victims whilst the latter are the victimizers. The portrait of both Dr. and Mrs. Flint could be a

paragon through whom the demonization and demoralization of white slaveholders-either men or women- is manifested. It is depicting the filthy reality of slavery system under which man is most agonizingly tortured by his fellow man. In addition to this, *Incidents* dramatizes the utter deprivation of women from very basic human rights, and no matter what the choice they make, the result remains dilemmatic for slave women. For they are victims of sexual abuse of their masters and jealousy of their mistresses, daily labors of plantations and nightly workers of housework, and machines of slaves' production and curses of conventional traditions and the like.

Most crucially, Jacobs' persona presents a heroic spirit unique to Jacobs-a spirit never letting her surrender to the norms of slavery. Her untamed quest for freedom springs from such a highly gallant spirit. Defying habitual and cultural norms in a patriarchal community as a female, violating conventional and legal barriers as a slave, maintaining her loyalty for her children as a mother, furtively waiting seven years in a worse than prison-like loft as a rebel, and contributing in slave narrative genre as the first female author could be a typical epitome verifying Jacobs' exceedingly courageous spirit. In fact, her rebellious resistance against the institutions of slavery is a typical paradigm to refute the so-called patriarchal notion viewing women inferior to men. Every hero or heroine has a unique method of success, and of course she has verified her own one. To sum up, if male slave narratives authored by males are one side of a coin through which the evils of slavery inflicted on the male slaves is dramatized, Jacobs' *Incidents* is the other side via which such evils on female slaves are

typified. Yet, Jacobs' physical and psychological trauma is a precursor of the continuation of slavery and a foreshadowing that if the exploitation and dehumanization of man on his fellowman are not ceased, a future might await mankind that his very life could be both physically and psychologically demolished; or as an old proverb suggests "as long as there is a slave, none of us is free".

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## CHAPTER 15:

### DESTRUCTIVENESS IN PSYCHOLOGYIN *THE BLINDFOLD* BY SIRI HUSTVEDT

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#### INTRODUCTION

SIRI HUSTVEDT's first novel explores the life of Iris Vegan, who seeks his identity as a heroine. Iris's father is a professor of linguistics; He is a poor student who writes about "fiction in fiction", a 19-year-old freak hero who lives alone in New York. Iris is the backward spelling of Siri; Siri studied literature in Columbia. In the first few pages, one does not have to be very cunning to realize that it is in the intelligently written line. But *The Blindfold* is much more interesting than that. First of all, there is a plot. There are also lively and attractive characters; scary, ominous and readable. In fact, a convincing fiction, at the same time, is destroying some concepts about fiction. *The Blindfold* is a fine realistic novel by Siri Hustvedt. It is published in 1992. Siri has succeeded in giving a vivid and precise picture of women in her time. It is suffering and destructive nessnovel. Siri's writings, save the life and raise the voices of young American girls. She intellectually portrays the situation of the American women so that she is an ardent feminist. Allen argues that "she expresses the feel of pathos to the American women in order to exploit by evil people that live in male-dominated world" (Hustvedt, 1992, p.

58-82). Iris is the protagonist in *The Blindfold*. She is a young and talented student who lives in New York. She has an identity crisis. While she attempts to find herself in a powerful and secretive society, she is failing because of an unfair world. She goes out at night in men's clothes so that it makes her feel safer and more secure. She psychologically feels anxiety because of the mental and emotional instability. She has not had a perfect experience in life. She has many suitors. She did not give up her plan to get her aim, although she was sighted many disappointments and betrayals in her life, but she believes that inequality is inherent in her society. She has got a migraine. Her pain is almost more than she can bear. Iris is in trouble with her husband. She highlights the major problems facing her society. She wants to get her right under enormous pressure to deliver race equality. Disguise is one of the stylistic devices used by Siri in *The Blindfold*. Iris tries to hide her real identity with Mr. Morning in order to find safe and well. She goes on her endless attempting, although she knows that she cannot change things. She bears all the sorrows and suffering from her life. Reading this significant work that can consider the influential destructiveness in a young American girl's life order to split up with her boyfriends and mental torment. The following study of the novel will prove the truth to the fact. Iris Vegan, a young, poor graduate student from the Middle East, joined herself with four powerful characters while trying to keep fit in life in New York. Mr. Morning uses an inexplicable urban controversy, Iris's verbal expression on tape-recordings of objects belonging to a murder victim. The photographer George takes on a frightening portrait of

Iris, which gathers a powerful life that appears, disappears and disappears unexpectedly around the city. After having gone through a series of blind migraines, Iris ends in a hospital room with Ms. O., a woman who freaks her mind and memory but still protects both her power and energy to torture her patient. Finally, Professor Rose, Iris's teacher and eventually has a love. While working with him in the translation of a German novel called *Brutal Boy*, her hero Klaus discovered a vehicle for his transformation and landed again - this time he was dressed like a man.

### ***TheBlindfold***

The story talks about an intellectual American girl who searches for her identity and freedom in a male-dominated society. Iris studies the literature and philosophy at Columbia University in New York. The novel consists of four parts. Siri published in 1992 as a book. She portrays the situation of the American women that live in male-dominated society. The action starts when Iris attempts to put her footprint on male-dominated society. She really knows that she plays with fire when she wants to talk about the getting freedom from the unfair world. She breaks up with Mr. Morning because of his negative behavior. She reveals that he kills a woman in his building, but he does not confirm and deny. He says that it belongs to you. She checks herself into the hospital in order to know about her health. She recognizes herself as Klaus. She occasionally meets with Professor Rose. He rescues her from tension and illness. They became lovers and Iris is just broken up with Professor Rose in order to turn sexually

sadistic while Iris wears a blindfold. The last character is Paris, she trusts him about all her past background. He tries to seduce her and she escapes “like a bat out of hell” (221). The novel includes the elements of pathos. She rushes into male-dominated society to gain her rights events too is highly pathetic. When she attempts to challenge an unfair world, she knows that it is a big challenge for her and the feminist movement. Iris had to endure the sexism taunts of the male-dominated society. Siri Hustvedt is unable to give a glimmer of hope at the end of the story because Iris finally can not be free and establish her own identity as independent individuals.

### **Destructiveness in Psychology**

Destructiveness is a reason to destroy her body and spirit in a psychologically and physically way. Male-dominated is a mother of all mankind sufferings. Distrust and betrayal are two influential factors in damage family, society, and individual. The main character of the novel is changing her life by destructiveness. Iris is intellect and talent woman. She intellectually attempts to reduce and erase the impact of destructiveness on herself and society. She split up with Mr. Morning in order not to deliver her message. She continuously seeks the happiness and equality. Destructiveness is inevitable in life. While she is getting stressed and illness, she is endless to challenge the life. Disguise is one of the stylistic devices used by Siri in *The Blindfold*. Iris tries to hide her real Identity with Mr. Morning in order to find safe and well. She knows that she cannot change things, but she goes on her endless attempting. She bears all the sorrows and suffering of her life. Marks refers this cross-dress as “a strategy to gain freedom”

(par. 18). She thinks that she can do and perform all her plans by changing her identity and dressing up as a man. Any inquiries disappointed in society can have serious repercussions in the unfair world. Iris tells the lie because of protecting from sexual assaults to protect her telling lies as a defense against bad attack. “A defensive act, a way of protecting myself from some amorphous danger” (11). She wants to hide a real identity in order to perform her dreams and desires. Mr. Morning insists on to know her real position. When they meet at the first time, they express the sense of subjectivity in their actions. She presented her ability and talent in order not to control and be defeated her personal.

Siri argues that the first meeting between Iris and Mr. Morning about getting information to each other. Iris attempts to protect and hide herself in order to avoid a sexual assault. She knows that trust in a male-dominated society is rare and little, but she makes the adventure to prove herself. He does not seem to comprehend the scale of the problem because he is thirsty for sex. “...He looked at me, taking in my whole body with his gaze...” (11). Obviously Mr. Morning looks at a sensitive part of her body without feeling shame and responsibility. She feels dismal under the man's steady stare because of losing her ability and a well-known personality. She used a false identity in order to protect herself against sexual assault in male-dominated society. Her thinking aims to decrease the effects of stress and tension. Iris tells the lie as a defense against bad attack. She was very beautiful, but seemed to lack personality because of a changeable relationship. “A defensive act, a way of protecting myself from some

amorphous danger” (11). She thinks of the using a false name as the best way to protect her real position. He focuses on to know her identity. At the first meeting, they show the fear of subjectivity in their actions, but she insists on presenting her personality in order not to control and lose her personality. She doesn't want to run the risk of losing her life.

Kaplan is discussing the problems of an American society. He believes that the American society has existed sexism at all levels. Alphonso unkindly persuades to be her father, while he attempts to seduce her badly. He does not continue to be responsible for his child because of an evil man. He suddenly sells his child and prevents Celie seeing her child once again. He wants to hide his crime by selling the child. He sees only life in sexual violence. “ The ability to keep silent is an index among blacks of trustworthiness and reliability” (65). Silence is one of the Creditable aspects in male-dominated society. They estimate a good lady by having a silent personality. In male-dominated society hints that if women choose to keep silent, they are satisfied. In *The Color Purple*, keeping silent is used to destroy the life Celie in Psychologically. It started badly when Her stepfather sees it as if the form of satisfying to perform sex. He cannot see both sides of the matter. He tries to abuse the privilege of being allowed more freedom. She understands the form of male-dominated as to obey God.

The most characters attempt to conceal their identity in order to achieve their aiming. Mr. Morning reveals his work under the false name. He's reveling in his newly found freedom because of restrictive

plans in recent works "... It gives my life a certain color and danger" (12). Stephen tries to hide his vital information about himself because of an anxious feeling to lose his personality. George thinks and goes on the surface, but also he is trying to evade all responsibility for his behavior and true self. He kept up a pretense of normality as long as he could. He is the epitome of evil spirits. *The Blindfold* is ended with Iris escapes in human error "like a bat out of hell" (221). Her Suitors made her life hell. She tries to find and understand everything about Paris because of her doubtful thinking towards his evil spirits. She shows that her confidential relationship about her life. She is trying to discover the identity of the suitors. She can trust them with the information, but it's just worth the risk.

The novel begins with the shadow man, while the reader does not have perfect information about him. He has affected Iris in a vital way "sometimes even now I think I see him in the street or standing in a window...and I lose my breath" (9). This quotation is clarifying the crucial relationship between Iris and her suitors. They have a powerful influence on her sense of identity, in spite of the end her relationship with them. She cannot breathe in a proper way while She's split up with her boyfriends. The reader didn't know whether to interpret her breath as a sign of fear or a strong sense of passion or both. The novel refers to the man's identity remains unknown to us. Iris has been affected by the men in her life to such an extent that, even after the relationship has ended, she still feels haunted by it. It also hints at the fact that the novel refers to the unknown man before introducing the protagonist herself, who is supposed to be at the center of the story.

This can be seen as the first indication of the male-centered world in which women play the role of second-class citizens.

Siri wanted to awareness society about sexual assaults and racial discrimination towards the mid society. She attempts to find a best and quick way to equality among gender. Her solution gives a sense of freedom to women and wakes up the women's movement towards the negative traits among society “I started wearing the suit... After work, I would change into this disguise and take the subway home. I wore the hat... In the dark, people think I'm a man” (163-164). She thinks that to get rid of the notion of weak women and inability about talent women. Cross-dressed might help save the lives of women among male-dominated society. She decides to change her dress as a man in order to protect herself from a tyrant and sexual assault. Iris is the helpless victims of the racial discrimination and inequality society. When she uses her name Klaus instead of Iris, she feels a sense of freedom. She interprets her idea as a defense of herself from vulnerable target for men. They treated with her like a slave. She can not change and get herself from timid girl to independent girl.

Iris breaks up her relationships with Mr. Morning and George because of a negative attitudes towards the value of the women. She did not see and considera deep mutual respect and understanding developed between them. After eight months later from her ending relationships with them, she feels a fatal disease in order to suffer from a migraine. Her illness is not returning to anxiety disorder like Panic attacks, irrational fear, and compulsive behavior. However, she has so much problem with the male-dominated world, but she is able

to avoid the terrible situation caused by psychiatric illnesses “as a Migraineur, I had low status... I couldn’t get rid of the damned thing didn’t mean I wasn’t to blame (91). She's got a lot of pressure in order to demand and think of a better life. Her illness is more powerful than the male-dominated society. Both depression and mental illness are damaging her life. She is very dismal throughout her relationships life. Her pain is almost too great to endure. She intellectually attempts to challenge all distresses in her life in order to prove life is meaningful and valuable.

### **Conclusion**

Siri is an intellectual and an ardent feminist novelist. She is trying to bring pressure to bear on a patriarchal society to resolve the situation. She struggles to find her identity in a male-dominated world. She plays Iris as the main character in the novel. The theme of destructiveness tends to restrict her freedom in order to destroy in psychology and life. *The Blindfold* presents us a realistic picture of the society of the time of Siri. Iris has a series of miserable relationships with men because of a sense of alienation. She attempts to find a mutual understanding between the individual and unfair world in order to look up a utopian life. She wants to motivate the American young girls to decide in favor of their future. Women are suffering from a lack of justice and equality in society. Iris as the protagonist is suffering from alienation and mental illness in order to break up with her relationships. Inequality and betrayal are one of the most common causes of torment. Mr. Morning is one of the apparent characters, she has a relationship with him. At the beginning, she trusts him about his

episode, but he betrays and destroys her life. He says that he does not join the woman murder in his building, but really he demanded by police in order to kill that woman in his building. He emphasized that he was an innocent man. He makes her life hell. He tries to seduce her, but she escapes “like a bat out of hell” (221). She makes a relationship with most of the men because of a strategy to get freedom. The prominent aims to change her relationships with men, neither sex life nor intellectual arrogance. She's always wanted a women's liberation.

Disguise is one of the stylistic devices used by Siri in *The Blindfold*. Iris tries to hide her real Identity with Mr. Morning in order to find safe and well. She knows that she cannot change things, but she goes on her endless attempting. She bears all the sorrows and suffering of her life. Jameson argues that Iris dresses up as a man to “a survival strategy” (430). She argues that cross-dressing and changing her name to Klaus are escaping the troubling aspects of her life (poverty and loneliness). She thinks that she can do and perform all her plans by changing her identity and dressing up as a man.

Siri psychologically attempts to invent the new ideas such as change relationships and cross-dressing in order to reduce a sense of alienation. The protagonist confidence in the male-dominated society has been seriously undermined by her recent defeats with men in a relationship. She believes that unhappiness and anxiety are the mothers of futile plans. The writer has aimed to create utopian life for the American society. The purpose of the novel is finished portrait which most of the feminist and activist are trying to improve it. She also wants to tell us the American society has the element of the pathos.

Siri Hustvedt is unable to give a glimmer of hope at the end of the novel because Iris does not establish her own identity as independent individuals.

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## CHAPTER 16:

### THE POWER OF EMOTIONS IN A *PRAYER FOR OWEN MEANY* BY JOHN IRVING

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John Irving, born in 1942 in Exeter New Hampshire, has great interest and fame on his writing in both novels and short stories. As a story teller he is inspired by the style of Charles Dickens after reading *Great Expectations* when he is a child by the way he is accepted as a realist and morality writer of modern age (Caryn). He reflects the environment that he lives in his stories also uses similiar themes like fatherless child, feminism, adultery and child abuse as the representative of Dickensian style (Smith). Irving is also fatherless man and he suffers from dyslexia like many writers have. In addition, he is interested in wrestling for the reason why he uses many sports and activities as a a symbol for plots in his stories. As a contemporary writer, Irving has awards by the success of his novels and he succeeded in being one of the bestsellers of American fiction for a while.

Among his novels, *A Prayer For Owen Meany* (1989) is the seventh novel of John Irving. It states the story of a man who believes that he is the instrument of God in the world, he is chosen and he will be a hero by his death. The story is presented both in comic and realist

sense by the narrator John who tells the story of his best friend, Owen Meany stating the importance of Owen in his belief in God. With flashbacks and flashforwards John tries to give how a miracle friend he has although he kills his mother with a baseball shot. The story takes place in Gravesend New Hampshire and reflects 1950's and 1960's American history pointing out Kennedy Assassination, Reagan Administration and Vietnam war. The characters witness these events thus the narrator expresses his hatred for America and its policies all over the world even he blames America as the main reason for his best friend's death. John and Owen are close friends though John has a rich and sophisticated family as compared to Owen's middle class roots dealing with granite bussiness. Owen is a thin, weightless and dwarf boy with his nasal voice. He is thought not to be alive even when he is born. Thus his appearance and weakness are the source of comic and ridiculous behaviors of his friends in school and neighborhood. In spite of Owen's 'meany' and weird character, he believes that he has a divinity and supernatural abilities given by God. In the story, Owen kills John's mother with a baseball shot and he claims that God wishes and uses his hand to kill her. Moreover, he insists on going to Vietnam war because he thinks that he will be sacrificed for the modest and innocent people. With his belief in faith, the end is inevitable so he is dead while protecting innocent orphans coming from Vietnam.

In writing, Irving uses capital letters for Owen's speech in order to show divinity or the existence of Owen as a dwarf. Actually, in literature using capital letters means to shout people but in this novel it might be related to show the assumed mission of protogonist as a

spiritual man (Quarrington). Throughout the story Owen mentions that he dreams and has vision on the date of his death or he speaks with an angel before John's mother death moreover he guarantees to find John's real biological father. All are accepted as the prophecies and miracles of Owen like the spiritual aspects of Jesus Christ. Owen is portrayed as a Christ child in both his role in *A Christmas Carol* and Christmas pageant of 1953 with his supernatural features. Like Jesus Christ Owen sacrifices his life for the innocents and dies after completing his mission in the world. Even the narrator John prays God for resurrection of Owen like Jesus in respect of his divinity and existence (Weaver 623). As Allen has supported that Owen is the turning point in John's life and orphan children from war like Jesus for the Christians.

However; the novel might be regarded as a revision or repetition of some Biblical and mythical stories with the usage of protagonist as a Jesus or his speeches with capital letter like red letters in Bible. Moreover usage of Biblical names for other characters like Noah, John, Simon and rituals in Christmas Day with dramas; the actions and deeds are the results of emotions. The protagonist, Owen is not an ordinary boy, it is clear with his descriptions in the novel. At the beginning of the novel, John points out that Owen is 'a boy with a wrecked voice' and 'the smallest person that he met'(Irving 5). In Sunday school, with friends John lifts him up and enjoys with his weightlessness and girls also call him 'little doll'. His voice is also extraordinary as if he is speaking from his nose. When he visits a doctor, he rejects to get surgery on his voice and insists that this voice

is his uniqueness in the world although John's grandmother even defines his voice as the reason for bringing mice back to life. Owen behaves as if he is unique and he insists on proving his difference from others as a virtue of him. Of course, he moves and lives like a miracle of God not such an unusual boy or human among his friends with his appearance and despised existence.

Owen makes a huge effort to get a specific position in society closing his deficiencies and overlapping all peculiarity that he has. For instance, when John and Owen play throwing rock to the saltwater, Owen cannot do it because he is short and weak. After a while in order to change the attention on his weakness, Owen speaks on John's real father and one day his father will introduce himself to John. By making some estimations about John's father, Owen believes that will be real. That is related to his power of faith emotions. He also mentions that 'Your dad can hide from you but he can not hide from God' (Irving 62) with the strong desire and belief. Throughout the story Owen stresses his 'faith and succeed' motto asserting that 'A person's faith goes at its own pace' (Irving 142). Here is the power of John's emotions on his life. Another memory of John and Owen is that when they are eleven, Owen's other friends and John let him inside the lake without having any rope in their belt, Owen blames them 'You just watched me drown! I am already dead. Remember that: You let me die' (Irving 126). Again Owen believes that God rescues him and he attempts to show this miracle to his friends in order to present his supremacy with his power of emotions.

While witnessing his friends and making correct guesses for situations, Owen begins to see himself superior to other boys. He convinces not only people around him on his mission and superiority in the world but also himself. In summer of 1953, Owen causes the death of Tabby who is the mother of John as playing baseball, the ball hits Tabby's head and kills her. Actually Owen is expected to regret killing Mrs Wheelwright but instead, he rationalizes the case stressing 'God hastaken your mother. My hands were the instrument. God has taken my hands. I am God's instrument' (Irving 527). He clarifies the situation pointing out the previous day of Tabby' death when he is laying in Mrs. Wheelwright' s room as suffering from headache and fever, Owen feels the existence of an angel in the room. According to his judgement, it is the Angel of Death which has come to kill Tabby but Owen disturbs it staying and sleeping in her room instead of her. For that reason God has chosen Owen to kill her like an instrument. God has used his hands. Even in funeral, he sits and speaks with Tabby like a priest, a holy creature. That is another trick for convincing people to follow and obey him. Again here is the power and ability of persuasion of Owen. As a result, although he causes the death of John's mother, John still continues to be in touch with him. Likewise John, other people are also convinced the innocence of Owen.

In terms of priest, nuns, religious symbols and statues, Owen rejects all the canonizations of them under the name of respect for God. According to Owen, the statues taking place in church and Sunday school represent the all negative norms of Christianity by the

way he prefers idolizing God instead of them (Morse 17). He might consider in this way the results of his wish to be superior or the only instrument of God not these constructions. With the pride, even taking the risk of being expelled, Owen destroys the body of Mary Magdalene statue at school. On the other hand, for nuns Owen usually ridicules and draws an analogy stressing their walking as ‘penguins on ice’. It might be inferred that Owen just wants to be the favourite and unique both in the eyes of God and lives of human beings.

In 1953 Christmas, the first Christmas after John’s mother death, some rituals are organized by church and a drama teacher, Dan who is the step father of John. Owen is in the role of little Jesus baby and also the ghost of future. It might be considered that he has chosen these roles unintentionally to prove the miracles and his character as a chosen man by God. He is appreciated to act as Jesus Christ because he believes that he has a virgin birth like Jesus. There is not any coincidence in life according to Owen (King 14). Indeed he just lives with the power of faith and emotions in general. While performing the Christ child role he has an erection after the kisses of the teacher during the scene. As a human, it is inevitable to suppress the sexual desires if he is not a prophet thus Owen just prefers believing his fortunes and predictions about his life and by believing this supremacy with the power of emotions, he completes his way of life.

1966 is the year of hottest point for Vietnam war and Owen wants to go and fight as citizen. Yet, more than national emotions, Owen dreams to be hero in the eyes of people with his belief strength as an instrument ruled and shaped by God. He also stresses that ‘If

some maniac murders you, you are an instant hero' (Irving 2693) about the news on killing the president Kennedy by the way he makes an allusion for being killed and getting a name as hero. He wishes to be a soldier but not approved. On the other hand, John has education on academic searches in Canada but suddenly he is requested to attend to army. John never wishes to go and luckily as 'saver' Owen finds a solution to inhibit him. He suggests to cut his finger and he does. Although it is an amputation implemented by Owen, John never gets it as a damage by him. John still interprets favourably and never bears hostility towards Owen because he is savior and power of God in the world. For Owen, all draft is drawn by God for saving death (Weaver 623). By this means, Vietnam is off for John.

After a few 'prophecies' and 'miracles', Owen maintains to use his power of emotions. With pride and self-consciousness he sustains to show up his dreams and supernaturalities to his admirers and especially to John. Indeed, Owen is succeeded in taking a place in John's heart by the way John expresses that Owen is the reason for his belief in God and even after his death he prays for him to God to resurrect Owen again. Owen means everything for John like a hero causing the salvation of John as Jesus Christ for Christians (Weaver 624). One day Owen talks about his dream related to the date of his death. According to dream, he will die in Vietnam for the sake of innocent people. That foretelling is another prophecy of Owen, it is not clear that may be he has imagined to die in Vietnam or he dreams it as results of his depth and desire to die as a sacrifice. Yet, this assumption becomes also true like before. Although he is not accepted

by army to the war due to his appearance as fault, he dies sacrificing himself while saving children from a renade. In 1968, John and Owen meet in Phoenix, Owen is an escort for carrying dead soldiers to their families and John is a writer in Canada. At the airport as in the vision of dream, date which will be written in gravestone of Owen is July 8, 1968, a group of Vietnamese children and nuns are getting of a plane. Suddenly a boy throws a grenade and Owen catches it and saves the children's lives sacrificing himself. He might not die as a soldier, maybe but he sacrifices himself for humanbeings like Jesus. Thus Owen shows people that he is not an ordinary or passive man with his appearance. With the power of belief and faith even more pride and self consciousness, he realizes himself and be realized by people around him. Through the end of the novel, all children and people cry for him because they believe that he is the reason for their safety and salvation, so they pray to God in order to send him back stressing 'O God-please give him back! I shall keep asking you' (Irving 370). Especially as the major believer and follower of Owen, John prays more sincerely for resurrection of Owen for the sake of humanity.

## **Conclusion**

For human being, there is no impossibility or decisive victory in the world. It might be succeeded by struggling and believing to do. All people are equipped with all virtues and süper abilities given by God like turning upside down their destiny or changing the route of their lives. Nobody is obliged to live a life which is believed to be drawn by God, indeed the choices of people shape their world and their life

styles. It might be related to how a person perceives and senses his existence and position in life. The main character Owen in *A Prayer For Owen Meany* by John Irving does not accept the shaped and dictated life to him by society. As a dwarf and strident voiced man, he always believes that there should be a reason for his existence though he is like a doll among his friends. He insists on his uniqueness and supernatural sides given by God so he goes on believing that he is destined to make people's lives good and sacrifice himself for humanity. With his attempts and perseverences to demonstrate his extraordinariness, he makes it real. He struggles to close and cover all his faults, in this way he might think to persuade people. In the case of killing Tabby actually Owen is the guilty but he disguises expressing that God has chosen him to give an end her life or in the case of amputation for John, it might be done as intentionally owing to jealousy but Owen covers it presenting that he has made it to prevent his best friend to die in war. Like Owen, whoever wishes and desires to live despite all his unusual appearances and faults, he can reach his goal using his emotional power like self fulfilling prophecy.

Irving is on the other hand a dyslexia and fatherless man in fact he might choose his characters in his novels deliberately. In order to camouflage his weakness and deficiencies, he loads with a charge them to prove their potential and superiority in themselves like Owen in *A Prayer For Owen Meany*. Owen uses his power of emotions like pride to get followers after him, or ambition to make himself useful in the world, or self consciousness to make his prophecies and fantasies real in his life. It might not be just valid for Owen of course, John also

wishes to believe the existence and dreams of Owen because he just needs to hold on something in his life. His mother is dead, or he is fatherless and he does not want to go war due to his dreams on academy; yet he is unwilling to lose his best friend although he is the cause of his mother's death. John is also in the pursuit of his emotions like Owen. He still expresses the importance of Owen in his life as a miracle (King 14). It can be thought that Owen reaches his goal, which is to get an important place and be in vogue as the results of his emotions, by touching John's life and mind. Consequently, human being is equipped with all virtues and abilities to change something in his life with using his power of emotions.

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## **CHAPTER 17: AN INVESTIGATION OF EMPLOYEE'S ATTITUDES ON WOMEN MANAGERS**

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### **INTRODUCTION**

It is known that the mentality and the cultures towards the male-female inequality in male-dominated societies which constantly brings the male gender to the forefront, have many restrictions and obstructions on female gender (Eroğlu et. al., 2015: 536).

Women's participation in working life provides positive contributions to social, economic and social aspects. Working women provide economic support to her family and also empowers women on an individual basis and enables them to play an important role in enhancing the welfare of the countries by taking part in the economic and social order. Increasing female employment is also related to the development of countries. In the 2018 report of the World Labor Organization on women's labour force participation, the Arab States have very low participation rates with 18.9%, North Africa 21.9% and South Asia 27.6%, and cannot reach half of the global average (ilo.org).

According to the ILOSTAT and EUROSTAT data between 2007-2016, labor force participation rate in Turkey an increase at 9.3% is observed. However, it is observed that the number o

f middle and senior women managers has not increased and decreased proportionally. By year 2016, it is stated that the ratio of middle and senior level women managers in total employment has been 17% (Karadeniz, Yılmaz, 2018).

The reasons behind the share of women in the management level are the barrier they face in working life. Working women also has to take care of the house and her family, so her responsibilities increase and she can be incapable in business life in case she gives more attention to family life. In addition, gender discrimination, stereotypes, professional discrimination and social factors can also stop women's advance in her career of administration.

The aim of this study is to investigate the attitudes of the employees of Public Institutions and Organizations in the town of Bozdoğan in the province of Aydın in Turkey, on women managers. With this study, it has been tried to reveal the positive and negative attitudes of the employees in public institutions and organizations towards women managers.

## **RESEARCHES FOR CONCEPTUAL FRAMEWORK**

### **1.1. An Overview of the Place of Women in Working Life**

In the primitive social order, unlike hunting man, women get involved with the collection of plants, nutrition, care of their children, protection against external factors (Devlin, 2015) along with the work of leather work, pottery, sewing clothes, making pots and pans from animal skin, etc. (Miles, 1990). In this way, the division of labor has made the woman more domestic and more dependent on man

economically. This division of labor between women and men was first designed according to physical characteristics. And later on, due to socio-cultural changes and developments in production methods, it has intensified on gender-based discrimination (Yorgun, 2010: 171). Women have started to contribute the works considered to be suitable for women by industrialization (Yılmaz, Zoğal, 2015: 6). However, female labor force's being considered as cheap was caused women to be employed for a nominal fee. (Fidan, 2000: 122).

### **1.1.1. The Place of Women in Working Life in the World**

Women, consist of 49,6 % of the World's Population and despite being an important factor in the labor market, are behind the men both in the past and present, and this is due to the traditional division of labor (Özer, Biçerli, 2004: 57).

According to World Labor Organization's (ILO) World Employment and Social Outlook: Trends 2018 Report, it is seen that the global unemployment rate is fixed. It is stated that unemployment and decent work gap will continue to be at a high level. Also, it is said that gender inequalities are to be a particular concern. In the report, women's participation rates were much lower than men, and it was also emphasized that women are working at lower quality jobs and charges lower than men. For example, in North Africa, 30 % of young workers face the unemployment among the youngs who join the work force. Because of the high gender inequality among young workers, there is no hope for decreasing gender-based inequality. It is also stated that the unemployment rate in the Arab States will reach five million in 2018 and that one-third of the ranks of unemployed are

women. Women account for only 16% of the labor force in the region. In North Africa and the Arab States where women are twice as likely to be unemployed compared to men, employment of women is causing some differentiating factors such as sector, profession, and the type of employment. It was also stated that it limits the access to quality employment (ilo.org).

### **1.1.2. The Place of Women in Working Life in Turkey**

Female employment has been a problem to be solved since the Republic's early years in Turkey. The division of labor, which is determined according to gender discrimination, continues to trigger the low level of employment of women with the problems of migration from rural to urban areas, disintegration of agricultural structure, shake the traditional family foundations and balance of family life and career (Hotar, 2011: 84-86).

According to data of Turkey Statistical Institute in 2017, it is seen that women forms 49.8% of the population. In Table 1.1 according to Turkey's Statistical Institute data, it is located as the female labor force status by years.

**Table 1.1. Female Labor Force Status of by Years (Thousand person)**

Years	Populati on between age 15 and 64	Labor Force	Employ ed	Unemplo yed	Labor force participat ion rate (%)	Unemploy ment rate (%)	Employ ment rate (%)	Not in labor force
2014	25 444	8 546	7 507	1 039	33,6	12,2	29,5	16 898
2015	25 739	9 019	7 855	1 165	35	12,9	30,5	16 720
2016	26 040	9 436	8 114	1 323	36,2	14	31,2	16 604
2017	26 461	9 948	8 519	1 429	37,6	14,4	32,2	16 513
Jan 18	26 612	9 903	8 547	1 356	37,2	13,7	32,1	16 710
Feb 18	26 634	9 934	8 580	1 354	37,3	13,6	32,2	16 700
Mar.1 8	26 653	9 998	8 678	1 319	37,5	13,2	32,6	16 655
Apr 18	26 674	10 183	8 904	1 280	38,2	12,6	33,4	16 491
May.1 8	26 695	10 290	8 987	1 304	38,5	12,7	33,7	16 405
Jun 18	26 717	10 374	8 978	1 396	38,8	13,5	33,6	16 342
Jul 18	26 737	10 402	8 883	1 519	38,9	14,6	33,2	16 335
Aug 18	26 759	10 477	8 868	1 610	39,2	15,4	33,1	16 281

Source: TurkStat

When we examine the data of August 2018, it is seen that the female labor force participation rate is 39,2% and employment rate is 33,1%. For the same period, while the labor force participation rate in men is 80.2%, while the employment rate is 72.7% (tuik.gov.tr). This shows that female labor force participation rate is approximately 49% less than men and employment rate is approximately 46% less than men. According to the data prepared in the labor force participation rate in various countries of ILOSTAT and EUROSTAT in 2007-2016, although Turkey's rate of female participation in the workforce has the highest increase (9.3%), after Ecuador and Malta, still lower than

average (51.6%) in the European Union is also indicated (Karadeniz, Yılmaz, 2018).

## **1.2. Characteristics of Woman Managers**

Despite the fact that women and men act together in social and business life and perform similar activities, talking about women, emotionality is the first thing comes into mind. Yücelen and Özen (2010) stated that women are evaluated negatively because of their being emotional. Nevertheless, it is emphasized that it is healthy to live and show emotions because the emotions are related to human. The difference in here is the way women and men express their emotions and their emotional reactions.

There are stereotypes such as that the place of the woman is home, and that they are more suitable for the professions such as nursing and teaching and women do not have management qualifications. But, management has characteristics such as merit, fair and equal treatment, and these are the features that should not be associated with gender. The gradation of women manager quality which male manager make in Bayrak and Mohan's studies have shown that male managers' views are stereotypical and they do not see women as competent, independent, strong and courageous. According to Meyerson and Fletcher (2005: 89), women's moderate point of view for events makes them think that they cannot make strong decisions, but being moderate in order to make appropriate decisions is important. Cubillo and Brown (Şener et al., 2018: 82) also stated that features such as compassionate, sensitive, moderate and sincere are long-term stereotypes identified with women and these features are

not associated with management. In Danişman's research (2015: 251), it was concluded that although the female participants had roles such as motherhood and being a wife, the expressions used by the male participants in defining themselves were also used by women.

In Eagly and Johansen-Schmidt's study (2001, 783) it is stated that the features such controlled, self-confident and self-sufficient, aggressive, dominant, free, courageous when expressing the features of men which stronger than women. For the characteristics of women which are more dominant than men, being exemplary, caring, helpful, sensitive, well-intentioned, polite and sympathetic is used. In terms of focusing on details, women have more tendencies than men. Women take into consideration every detail and tell the details until the work is finished, but men give a general instruction (Wu, 2006: 42).

Women do not mimic their harsh management modes and they are lack of ambition, but they are competitive and authoritarian in their behavior. On the other hand, based on the qualifications they have higher than men, they create their own management styles, and they are empathetic in their communication skills, soft, patient and strong intuition (Vinokurova, 2007: 37).

The use of power by women managers is not intended to emphasize their structural strengths, but rather to utilize their personal characteristics, such as their expertise, motivation capabilities. According to them, the source of power is not come from their current position or who they are but from other employees seeing themselves as part of the team and what are they doing (Schaap et. al, 2008: 90). In terms of decision-making in business life and

participation in decisions, women managers involve everyone in the process and support employees with new opportunities. (Maddock, 1999: 41). Thus, used information and power are shared by the open communication and the employees participate in because they feel valuable (Dezso, Ross, 2012: 1075).

Due to these characteristics of women managers, it is possible to say that their success in bringing together the characteristics of both male and female for being a suitable manager as they have the same characteristics as men and they have the characteristics of emotionality and compassion.

### **1.3. Women's Career Barriers in Business Life**

The barriers for women's careers are defined in three groups as individual barriers, organizational barriers and social barriers (Karaca, 2007:53, Karcıoğlu, Leblebici, 2014: 5, Soysal, Baynal, 2016: 228, Taşkın, Çetin, 2012: 20, Bingöl vd., 2011, 118).

#### **1.3.1. Barriers from Individual Factors**

The barriers from individual factors consist of taking multiple roles, personal preferences and perceptions. They are defined as barriers which are put by women themselves (Soysal, Baynal, 2016: 228).

The woman's multiple roles as working woman, and mother causes tension based on time pressure, conflicting roles and causes conflict by this each role asking for different behavior (Aytaç, 2001: 75). The lack of balance between work and family life decreases the

satisfaction in family life as well as job and life satisfaction (Topgül, 2016: 219).

Individual factors consisting of personal preferences and perceptions are the barriers arising from the biological and genetic differences of women. Due to these differences, women have generally turned to baby care, housework and the jobs that do not require power and have come to the forefront in the areas away from management. Therefore, men have gained experience and success in the field of management from a young age and have prepared themselves for these positions (Kılıç, Çakıcı, 2016: 288).

As a result of individual preferences in women's business life such inability to travel, and unable to work long hours make them being thought reluctant to reach their career goals (Taşkın, Çetin, 2012: 21).

### **1.3.2. Barriers from Organizational Factors**

The barriers from organizational factors are examined under three headings: organizational culture and policies, lack of mentor and inability to participate in informal communication networks.

Organizational culture determines the future of the organization by organizing the relations between individuals and teams, relations with the environment, activities in other words organizational life (Köse et. al., 2001: 227).

The barrier of organizational culture for women starts in recruitment and women are placed in departments where there is low opportunity to progress to senior management. This situation prevents the recognition of women's talents and their visibility by the senior

management and damages their career development (Taşkın, Çetin, 2012: 21).

Mentoring, which means, to coach, to support, is defined as the one-to-one relationship between an experienced member of the organization and a less experienced member, aiming to provide individual and professional development (Mullen, 1998: 319). Mentoring has several gains for the beneficiary in terms of speeding up the career development process of the beneficiary, getting help and feedback, accelerating professional and personal development, increasing performance, efficiency and motivation, improving leadership skills and increasing awareness (Tükeltürk, Balcı, 2014: 142). These gains are renounced in the case of lack of mentor. Male managers avoid mentoring the women in order to ensure male-dominated management at the level of management and to avoid the implications and gossip. Nonetheless, it is also difficult for female employees to find mentors due to the small number of women managers at senior level management (Taşkın, Çetin, 2012: 22).

Informal communication, which occurs spontaneously as a result of the communication of the members of the organization and which is usually performed after working hours, may create barriers to women's participation in this form of communication (Greenberg, Baron, 1997: 307). Informal communication that constitutes the central nervous system of the organization (Greenberg, Baron, 1997: 307) usually occurs after work, travels, meals and entertainment (Akdemir, Duman, 2017: 519). The woman who started working at her home after working hours is not able to accompany such environments

very often and therefore she stays out of the informal communication process.

### **1.3.3. Barriers from Social Factors**

The barriers from social factors are grouped under two headings: occupational segregation and stereotypes.

In his study, Parlaktuna (2010: 1222) states that professions are stratified horizontally and vertically. In the case of horizontal stratification of occupations as identified women's work and men's work, low-status, low-paid, temporary and insecure jobs are considered as women's work, and the other way round they are considered as the men's work. The status of men and women have the same goods who are in different positions taking part in the same profession also creates vertical stratification, which leads them to not reach as easily as men and lead them to be exposed to promotion discrimination.

Walter Lippmann (1964) has the first theoretical point of view in the social sciences about stereotypes in his book named "Public Opinion". With the idea of the "Picture in Our Minds", Lippman questions our regulated, more or less fixed world-view. He explains the ideas, ideologies or expectations of people which effects their judgement by the term of stereotypes (İmançer, 2004: 128). Psychological characteristics such as "Women are emotional", "Men are aggressive" developed in patriarchal society structure, cause gender-based stereotype roles such as "Women are nurses" and "Men are construction workers" (Aydın, Arslaner, 2015:58).

#### **1.4. Studies on Attitude Towards Women Managers**

Mızrahlı and Aracı's (2010) researches about women manager and glass ceiling syndrome applied on SME showed that attitudes towards female managers differed according to gender but did not differ according to age, educational status, occupational status and marital status.

In the study of Baştuğ and Çelik (2011) they found that teacher, principal and inspectors' attitudes towards woman managers in primary education differed according to the gender variable and did not differ according to education level, age, institution and status.

While Çalık et al. (2012) conducted a study to determine the attitudes of teachers in primary schools towards woman managers, attitudes towards female managers differed according to gender, but no significant difference according to age and professional seniority variables.

In his study, Asar (2016), evaluating the attitude towards women managers in educational institutions, stated that attitudes towards women managers differ according to the variables of gender, marital status, education level and being a tenured manager or being a substitute manager but there is no significant difference according to seniority variable.

Tok and Yalçın (2017) found that attitudes towards female school administrators did not differ according to gender, branch, graduated school, seniority and the type of school studied in their studies of "Women School Administrators from the Viewpoint of School Administrators".

Şener et al. (2018) determined that, attitudes towards women managers in the financial services sector showed that attitudes towards women managers differed according to employee's gender but the level of workers' education and their company's being national or foreign ownershiped structure did not make any difference in their attitudes towards women managers.

### **2.1. Research Objective**

The aim of this study is to investigate the attitudes of the employees of Public Institutions and Organizations in the town of Bozdoğan in the province of Aydın in Turkey. In this study, it was tried to reveal the positive and negative attitudes of the employees in public institutions and organizations towards woman managers. Thus, does the attitude towards women managers differ according to gender, age, educational status, working time and marital status questions were asked.

### **2.2. Method of Research**

Survey method was used as data collection method. The participants were surveyed by the way of face-to-face questionnaire. For the scale used in the survey, it is prepared by the works of Aycan et al. "Attitudes toward women managers: Development and Validation of a New Measure with Turkish Samples" (Aycan vd., 2011: 29-30).

The target population of the study consists of the personnel working in public institutions and organizations in the town of Bozdoğan in the province of Aydın in Turkey. The number of

participants to be reached was determined by the result of calculations Krejcie and Morgan made in their table which is (Krejcie, Morgan, 1970: 608) imposed. A total of 202 participants were reached.

### 2.3. Findings of the Research

In this section of the study, the findings obtained from the results of the survey will be included. In this way, the general characteristics of the participants, reliability and validity analysis of the scale used and subtypes of hypothesis tests will be examined.

#### 2.3.1. General Features of Participants

General features of the participants are given in the table 2.1.

**Table 2.1.:** General Features of Participants

Variable	Category	n	%	Variable	Category	n	%
Gender	Female	94	46,5	Age	23-33	73	36,1
	Male	108	53,5		34-44	94	46,5
Education Status	High School	22	10,9		45-55	35	17,3
	College	28	13,9	Working Hours	1-18 Years	159	78,7
	Faculty	128	63,4		19- 35 Years	43	21,3
	Master's Degree	18	8,9	Marital Status	Single	42	20,8
	Doctorate	6	3		Married	160	79,2

According to Table 2.1., 108 participants (53.5%) were male, 128 participants (63.4%) were undergraduate and 94 participants (34.5%) were between 34-44 years old and 160 participants (79.2%) concluded that were married.

When the distribution of participants according to working time is examined, it was determined that 159 participants (78.7%) were working in public institutions and organizations between 1-18 years.

### **2.3.2. Validity and Reliability Analysis**

In the questionnaire, in order to test the validity of scale of the attitude for woman managers, factor analysis was used, and to test the reliability of the scale Cronbach's Alpha reliability test was used.

Kaiser-MeyerOlkin (KMO) sampling adequacy statistics were found to be ,876 in factor analysis which is made to evaluate validity. Since this value is sufficient for factor analysis and the significance according to Bartlett Sphericity test is ,000, it has been found that there is a sufficient relationship between the variables to make factor analysis.

Cronbach's Alpha was applied to test the reliability of the measurement. In the reliability analysis applied to the dimensions of the scale, the first dimension, *Professional Work Behaviors* was calculated as ,887, the second dimension *Interpersonal Relations* was ,886, and the third dimension *Work Ethic* was calculated as ,766. The Cronbach's Alpha value calculated for the overall scale is ,909. Reliability increases as the reliability coefficient approaches to + 1. Cronbach's Alpha value found in our study was also highly reliable.

### **2.3.3. Descriptive Statistics of Scale Dimensions**

According to the descriptive statistics regarding the responses of the participants in the “Professional Work Behaviors” dimension, the participants takes part in the study as the statement of “They act politically in their own interests” at the highest level with the average 3.68. With the statement of “They cannot give priority to their work life because they have family responsibilities” they participated as lowest level participation with average of 2.75.

According to the descriptive statistics regarding the responses of the participants in the “Interpersonal Relationships “dimension, the statement of the participants showed the highest level of participation with an average of 3.78 to the statement of “They help the employees happily in the face of problems”and the lowest level of participation with a mean value of 2.75 to the statement of “They are socially competent”.

In “Work Ethic “dimension, the statement of the participants showed the highest level of participation with an average of 3.64 to the statement of “They are organized”and the lowest level of participation with a mean value of 3.45 to the statement of “They work hard”.

#### **2.3.4. Research Hypotheses and Findings**

At this stage of the study, it has been tried to determine whether the scale dimensions differ according to demographic characteristics or not.The difference between the variables of gender and marital status and the dimensions were tested by the t test, age, working time and educational status and the differences between the dimensions were tested by the F test. The main hypotheses based on other studies and the results are as follows.

*H1: The Attitude Towards Women Managers differs according to the gender.*

When gender differences of the male and female participants were examined, a significant difference was determined between “Professional Work Behaviors” (t: 4,122; p <0,05), “Interpersonal Relationships” (t: 2,915; p<0,05) and “Work Ethic” attitudes (t: ,769;

$p < 0,05$ ). It was determined that there was a difference in favor of female participants in all dimensions. Accordingly, women can be said to have a more positive attitude than men.

*H2: The Attitude Towards Women Managers differs according to the marital status.*

When marital status was examined between “Professional Work Behaviors” ( $t: ,969$ ;  $p > 0,05$ ), “Interpersonal Relationships” ( $t: ,169$ ;  $p > 0,05$ ) and “Work Ethic” attitudes ( $t: 230$ ;  $p > 0,05$ ) there was no significant difference was determined.

*H3: The Attitude Towards Women Managers differs according to the age.*

A significant difference was determined according to age in the “Professional Work Behavior” attitude ( $F = 1,134$ ;  $p < .05$ ) which is the sub-dimension of the Attitude Towards Women Managers scale. Accordingly, it is determined that the 23-33 age group had a more positive attitude than the 45-55 age group.

In “Interpersonal Relationships” ( $F = 1,106$ ;  $p > ,05$ ) and “Work Ethic” ( $F: 1,124$ ;  $p > ,05$ ) dimensions there was no significant difference was determined according to age.

*H4: The Attitude Towards Women Managers differs according to the educational status.*

It was determined that the attitude of “Professional Work Behavior” ( $F = 3,827$ ;  $p < 0,05$ ), which is the sub-dimension of Attitude Towards Women Managers scale, was differentiated according to education level. According to this, it is determined that

high school and faculty graduates have a more positive attitude than doctoral graduates.

In “Interpersonal Relationships” ( $F = ,734$ ;  $p >,05$ ) and “Work Ethic” dimensions ( $F: ,588$ ;  $p >,05$ ) there was no significant difference was determined according to education level.

*H5: The Attitude Towards Women Managers differs according to the working time.*

It was determined that the attitude of “Professional Work Behavior” ( $F = 5,603$ ;  $p < 0,05$ ), which is the sub-dimension of Attitude Towards Women Managers scale and “Interpersonal Relationships” ( $F = 2,527$ ;  $p < 0,05$ ) attitudes was differentiated according to working time.

According to this, in the “Professional Work Behavior” attitude, the participants who have working life between 1-5 years, 6-10 years and 11-15 years are have a more positive attitude than the participants who have working life between 16-20 years. In the “Interpersonal Relationships” attitude, the participants who have working life between 1-5 years have a more positive attitude than the participants whose working time is 16-20 years. In the “Work Ethic” ( $F: 1,664$ ;  $p >,05$ ) dimension there was no significant difference was determined.

## RESULT

This research was conducted to determine the Attitudes Towards Women Managers in Public Institutions and Organizations.

When the arithmetic averages used in the research of *Professional Work Behaviors*, *Interpersonal Relationships* and *Work Ethics* which are the sub-dimension of *Attitude Towards Women Managers* scale are examined, it was seen that the attitudes of the participants towards women managers were positive.

As a result of the analysis of whether the sub-dimensions of attitude scale differ according to demographic variables or not, a significant difference was found in favor of female participants in the dimensions of *Professional Work Behaviors*, *Interpersonal Relations* and *Work Ethics* in terms of gender variable. Female participants were found to have a more positive attitude than male participants.

No significant difference was found between the marital status variable and *Professional Work Behaviors*, *Interpersonal Relationships* and *Work Ethics dimensions*.

The differences in terms of age, working time and educational status were determined in the dimension of *Professional Study Behavior*. It is determined that the 23-33 age group have a more positive attitude than the 45-55 age group of, the graduates of the high school and faculty have a more positive attitude than doctoral graduates and the participants who have working life between 1-5 years, 6-10 years and 11-15 years are have a more positive attitude than the participants who have a working life between 16-20 years.

There was no significant difference in the *Interpersonal Relations* dimension according to age and educational status. A significant difference was found in terms of working time. This difference was found to be more positive than the participants who have a working life between 1-5 years to participants who have 16-20 years.

In the dimension of *Work Ethics*, no significant difference was found between age, education level and working time variables.

According to the findings of this research there may be some suggests: Since the number of participants and the area where the participants were selected as in the town of Bozdoğan in the province of Aydın in Turkey constitutes the constraint of our research, this prevents the generalization of the results obtained. Therefore, subsequent studies can be done in larger areas by increasing the number of participants and applying them to the people with different demographic characteristics. Studies can be done to determine the attitudes of people outside the working life for women managers. Attitudes can also be measured on participants working in the private sector. In addition, attitudes towards male managers can be investigated and compared with women managers.

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## **CHAPTER 18:**

### **THE CORRELATION BETWEEN EMOTIONAL CAPABILITY AND PERFORMANCE IN THE ORGANIZATIONS**

Dr. Rana Özyurt KAPTANOĞLU

Dr. Alp PAR

#### **INTRODUCTION**

Today's enterprises have begun unordinary quests to provide competitive advantage. The development of unique talents that cannot be imitated has emerged as a result of these new searches. The ability of enterprises to conduct all their processes in a coordinated manner is a determinant in their emotional talents. The concept of "organizational capability" which came up especially in the early 90s is an indicator of enterprises' capacity of realizing certain activities (Akgün et al., 2008). The origin of the organizational capability concept is based on the Resource Based View (RBV) and states that it can be explained by the rare, value-creating and non-imitated resources that the institutions have. The mentioned resources are static and what the resource to provide competitive advantage would be is not clear (Wang et al., 2011).

Capabilities and resources owned by institutions are different concepts. The most distinct one of the mentioned differences is that the capability cannot be transferred, it is involved into the organization, and it is about developing the productivity of the enterprise. The capabilities of the institutions will naturally disappear when the activities of the enterprise end. However, they are seen to continue their assets even in the specific circumstances in which the owner of the enterprise changes (Nasution and Mavondo, 2008).

The basic continuity strategy of institutions should be using their existing capabilities and develop new capabilities. Each organization has its specific distinctive skills and enterprises can be leading in different sensesowing to their own capabilities even if they do not have strong features of their competitors (Snow and Hrebiniak, 1980).

## **LITERATURE:**

### **Capability**

Providing a sustainable competitive advantage by institutions is important for their survival. Understanding the resources of sustainability has become one of the main research problems of the strategic management process (Afuah, 2002). The key point of the strategic management is to have a sustainable competitive advantage by developing and shaping the assets and abilities of the enterprises and to choose their markets with these strategies they obtained (Aaker, 1989); in fact, the period of the sustainable competitive advantage is seen to be shortened when today's competitive conditions are considered (Baretto, 2010).

The awareness of today's consumers has started to increase in all areas. In this case, only being original cannot provide the competitive advantage unless the customer's requests and needs are adequately met (Ulrich and Lake, 1991; Shee et al., 2010). Both concrete and abstract concepts are needed for enterprises to create value. Concrete assets can be easily obtained, but the abstract assets have less flexibility and it is difficult to obtain them by transfer. Abstract assets are obtained through experience and learning and they are important to determine the original capabilities of the enterprises.

The capabilities of organizations do not occur with the combination of a number of resources. Capabilities are formed by the coordinated mixture of the individuals with other individuals and other resources. Each

organization has routines, and capabilities also involve the interaction of one or more routines (Grant, 1991). Resource is everything an enterprise has (Wernefelt, 1984). Enterprise resources can provide the competitive advantage only if they are valuable. These resources form the inputs of capabilities and some of these capabilities serve as key points for competitive advantage. These mentioned capabilities can be considered as “basic capabilities” of the enterprise. The basic capabilities are defined in different ways in the literature. Some of these definitions are as follows:

The basic capabilities of the organizations are implicit and they are usually invisible assets that cannot be coded (Fowler et al., 2000). The basic capability for an enterprise is composed of a unique combination of its technology, knowledge and skill (Petts, 1997).

- The main capabilities of the enterprises are in the following titles in the literature (Peng et al., 2011; Hammel and Prahalad, 1994; Liu et al., 2011; Kotabe et al., 2002;
- IT Capability: Software (Provided by computer and communication means)
- Technology Capability (Ability to develop new product and processes, design information for obtaining the desired output by raising the information of the physical world originally and transform to instructions in order)
- Production Capability (Combination of competitive capabilities such as quality, delivery, flexibility and cost in particular)
- Marketing Capability (Creating a trademark by differentiating the product and services from the competitors)
- Management Capability

The intellectual foundations of capability theory extend to Shumpeter and Penrose. Penrose has stated that the growth of a company is possible with the growth of abstract and concrete resources and thus the growth of the capabilities of the company (Melián-González et al., 2010). The capabilities of the enterprises constitute an infrastructure that can perform useful activities for the enterprises by combining knowledge and skills (Fowler et al., 2000).

Many studies investigating the organizational capabilities have often emphasized a single ability of organizations. The studies in Table 1 can be shown as examples for those. There is a few studies in the literature emphasizing more than one capability even if rarely. Table 2 shows the examples of these studies.

**Table 1.** Studies Emphasizing a Single Capability in the Literature

<i>Capabilities</i>	<i>Authors</i>
Technological Capability	Afuah et al., 2002; Bergeg et al., 2008; Bekhout, 2010; Isobe et al., 2008; Kazuyuki, 2008; Wang et al., 2009; Wu et al., 2012.
Marketing Capability	Akdeniz et al., 2010; Blesa and Ripolles, 2008; Eng and Jones, 2009; Vorhies et al., 2011
Integration Capability	Antonio et al., 2009; Rosenzweig et al., 2003
Management Capability	Adner and Helfat, 2003; Brühl and Osann, 2010; Thompson and Heron, 2005
Human Resources Management Capability	Lopez et al., 2005; Hatch ve Dyer, 2004
Organizational Learning Capability	Ali et al., 2010; Burpitt, 2004; Chen, 2005
Global Capability	Yip and Bik, 2007; Kotabe et al., 2002; Iammarino et al., 2008

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**Table 2.** Studies Emphasizing Multiple Capabilities In the Literature

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<i>Capabilities</i>	<i>Authors</i>
Technological, Marketing, and Integration Capabilities	Fowler et al., 2000; Wang et al., 2004.
Production Capability, Logistics Capability and Partnership Capabilities	Kaleka, 2002.
Management and Marketing Capabilities	Kemper et al., 2012
Marketing and Innovation Capabilities	Lee and Hsieh, 2011
R&D and Marketing Capabilities	Kotabe et al., 2002

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In addition to all these studies, Ceulch et al., 2002 and Zehir et al., 2006 investigated all capabilities that play a role in the success of enterprise together. Also, it is seen that the emotional aspect of the subject is not mentioned in the literature. However, those who determine the capabilities of the organization are people and people exist with their emotions. Enterprises can achieve more efficient processes by directing and arranging the feelings of their employees (Akgün et al., 2009).

Conceptualized by Wernerferd in 1984, the Resource Based View is based on the idea that resources provide strategies to enhance the competitiveness and sustainability capabilities of the enterprises by emphasizing on the subjects like competitive advantage, customer value, and performance. The top priority of enterprises is to maintain this by creating value. The opinion suggests that the enterprise uses its resources and supports value creation to improve competitive advantage and these resources should be original (Sirmon et al., 2007; Dutta et al., 1999).

The Resource Based View considers enterprises as resources and capabilities. The more inimitable the resources of the enterprise, the stronger its competitive advantage. However, the distribution manner of these resources, their integration with the current capability infrastructure and also

the investment in these capabilities are important (Nath et al., 2010). How the resources will be managed has a critical importance for the strategic management. This is because the outputs to be obtained from the sources of two enterprises, which have the same resources and provide service under the same conditions, may not be the same. In other words, the choices made in subjects of structuring the resources, combining them and using them for the leverage effect under which conditions are as important as the existence of the resources (Sirmon et al., 2007).

According to the Resource Based View, in order for the assets accumulated by the enterprises to be together, the capabilities should join them like a glue (Day, 1994). The capabilities allow to use efficiently the resources (Merrilees, 2011).

### **Organizational Emotional Capability**

Emotional capability is an important concept for understanding the emotional aspects of individuals. Organizational emotional capability can be defined as the ability of individuals in the enterprise to understand, perceive, use, organize, and bring out their emotions and it was developed as a result of the interaction of the concept of emotional intelligence. Emotional capability is not an innate concept like emotional intelligence and can be developed over time (Huy, 1999).

When examining the studies related to emotional capability in the literature, the common point of the results is that the emotional capability is the key point about the search of understanding the impact of human-based emotional aspect in the success of enterprises and the presence of competitive advantage of organizations where emotions are effectively managed (Huy, 2005; Rcus and Liu, 2004; Akgün et al., 2007; 2008; 2009; 2011).

The emotional capability of an individual is manifested by his ability to perceive, access, and bring out emotions. It enables the individual to regulate the emotions of both himself/herself and his/her circle in a way to understand the emotional information and support the emotional development. It is a fact that the most important resource of organizations is human and human is an asset with emotions. Individuals within the organization satisfy their working environment through their emotions. Many problems caused by negative emotions affect the performance in the organization negatively. The concept of Mobbing, frequently encountered in the literature, is one of the most important examples that can be given for this.

Individuals share their feelings and common assumptions about the organization verbally or nonverbally with each other intentionally or unintentionally. This situation is implicitly reflected on the formation of organizational emotional capability and on the social structures, communications, relationships and experiences of individual groups concerning this formed capability (Akgün et al., 2007).

Organizational emotional capability contributes to the management of the emotions of the employees who cannot be motivated since they cannot establish an emotional bond with their work, and also the formation of emotional behavior patterns that can develop effective processes by adapting the employees' various moods, as well as evaluating more accurately positive and negative emotions of the employees by the managers, directing negative ones and motivating positive emotions (Akgün et al., 2009).

Organizational behaviors reveal certain specific emotional states and these situations show themselves in organizational routines. These behaviors are called as "emotional dynamics" (Huy, 1999). Emotional dynamics can be examined in 6 processes. These are as follows (Akgün et al., 2011):

***Emotional dynamics of encouragement;***are an indicator of the ability to instill hope and fun among organization members (Akgün et al., 2011), in fact, hope is the characteristic of emotional intelligence of a person at the individual level (Huy, 1999). This dynamic leads the individual to be eager to develop new ideas and find new solutions. Developing and encouraging hope helps to nurture this culture, to discover the employees' potentials and make it easy for employees to take risks (Akgün et al., 2009).

***Emotional dynamics of displaying freedom;***is the ability of individuals in the organization to express their feelings without encountering any obstacle (Akgün et al., 2009). In individual sense, it is the characteristic of emotional intelligence that describe the recognition of own emotions by individuals and their expression warmheartedly (Huy, 1999). The ability of individuals to express their feelings comfortably allows them to evaluate the events with different perspectives, to be satisfied, and to increase their organizational commitment. In addition, this situation enables the management of emotions and reduces the concerns that may arise from covering up these emotions. The main effect of this capability is understood when it comes to negative emotions. Negative emotions will also lead to negative behaviors related to work (Akgün et al., 2009).

***Emotional dynamics of playfulness;***at the individual level, the dynamic of playfulness is an element of emotional intelligence that motivates searching experiences giving fun and joy and expecting appreciation (Huy, 1999). In organizational sense, it is the capability that allows accepting errors with tolerance and is encouraged to be experienced during an activity.

***Emotional dynamics of experiencing;***represents empathy at the individual level (Huy, 1999). In organizational sense, it shows the capability to recognize and accept different emotions and act tolerantly (Akgün et al., 2011). Another important condition indicating that this capability provides to

the organization is that it develops self-esteem. This self-esteem can develop the request of team work (Akgün et al., 2009).

*Emotional dynamics of reconciliation;* represents sympathy close to empathy in individual sense. The individual has the ability to feel sorrow of others without sharing their experiences (Huy, 1999). In organization sense, this capability is the ability of a person to have strong emotions about each individual in the organization and to bring two opposing values together (Akgün et al., 2011). This prevents tensions arising from conflicts and strengthens the interaction and communication of group members by increasing the effectiveness of group discussions (Akgün, 2009).

*Emotional dynamics of identification;* is the ability of love which is an important element of emotional intelligence at the individual level (Huy, 1999). At the organizational level, it emphasizes the commitment to striking organizational characteristics including the core values and beliefs. Individuals' emotional commitment to the organization increases their energies and develops the feeling of belonging and being united with the others (Akgün et al., 2009).

## **METHODOLOGY**

In the study, the data were collected via surveys from the enterprises located in the city of Istanbul. It was paid attention that the managers mostly participated in the survey. A great majority of the surveys was performed by using the face-to-face interview technique and the importance attached to privacy was emphasized. It was declared that no individual or company name would be given.

Emotional capability scales developed by Akgün et al., (2007; 2009; 2011) were used to measure the emotional capability. There are a total of 36 questions including encouragement (8), displaying freedom (6), playfulness (5), experiencing (7), reconciliation (5), and identification (5), respectively.

A scale developed again by Akgün et al., (2012) and including 11 questions was used to measure the business performance.

The data were analyzed using SPSS 2.0 statistical program through 150 surveys seen to be valid. After performing the validity and reliability analyses, the data were tested by using factor analysis, regression, and correlation analyses.

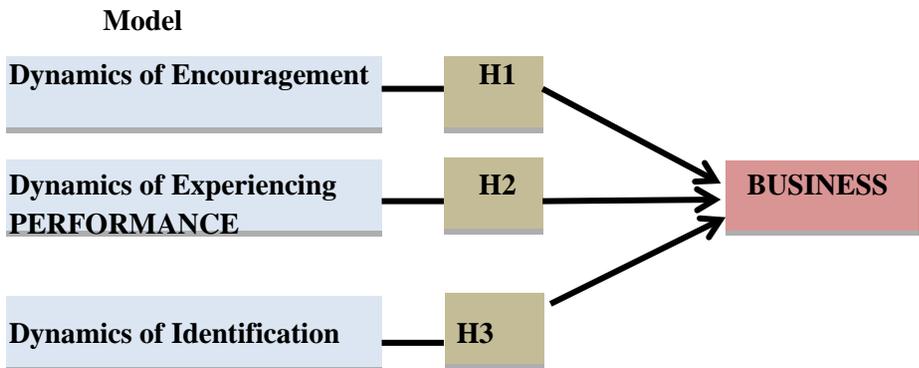
### Hypotheses

The hypotheses of the study are as follows:

**H1:**Dynamics of encouragement positively affect business performance

**H2:**Dynamics of experiencing positively affect business performance

**H3:**Dynamics of identification positively affect business performance



## RESULTS

### Factor Analysis

When the factor analysis was applied to the survey consisting of 36 questions measuring the emotional capability, 17 questions were omitted from the scale because they reduced the reliability of the scale since they did not show the factor distribution. It was divided into 3 factors in the analysis conducted for the remaining 19 questions. In addition, since the concept of emotional capability examined in 6 subscales in the literature was collected in 3 subscales in the results of the factor analysis, other measurements were performed on these 3 subscales. Table 4 shows the results.

**Table 4.**Factor Analysis Results of Emotional Capability

<b>Kaiser-Meyer-Olkin Test for Sampling Adequacy</b>	<b>.923</b>		
<b>The Result of Bartlett's Test</b>	<b>.000</b>		
<b>Total Variance Explained</b>	<b>68.281</b> <b>%</b>		
<b>QUESTIONS</b>	<b>Factor 1</b>	<b>Factor 2</b>	<b>Factor 3</b>
<b>Dynamics of Encouragement</b>			
In our company, managers encourage employees' enthusiasm and efforts	.844		
In our company, managers instill hope and activity in the enterprise	.821		
In our company, managers create a supportive environment for employees to show courage	.805		
Our company is capable of instilling hope to employees	.801		
In our company, managers share employees' original thoughts and inspire them. Thus, they motivate employees to pursue their goals.	.799		
In our company, employees, regardless of their position, have the wishes and opportunities to achieve their goals.	.751		
In our company, there is a strict dialogue between managers and other employees.	.703		
In our company, employees are willing to undertake uncertain and difficult tasks when they believe that their efforts result in a positive manner.	.652		
<b>Dynamics of Experiencing</b>			
People feel similar or close feelings in response to other employees' feelings.		.823	
Our employees are capable of understanding the feelings of		.766	

other employees			
People can communicate their feelings to others		.732	
Employees can read the perspectives and emotions of others with small clues given by them.		.718	
Employees show interest and attention to each other in our company		.666	
Our company acts based on the level of a deep understanding developed from various emotions		.586	
<b>Dynamics of Identification</b>			
Employees express their deep commitment to certain organizational values such as beliefs and values			.799
Employees advocate the name and reputation of the organization outside the workplace boundaries			.715
Employees exist as a whole in a community due to their mutual interests; The most important ones among these mutual interests are the emotional bonds that develop over time depending on the organizational characteristics that are recognized and shared by themselves.			.702
People show a flexible commitment to the organization			.659
Individuals have a basic level of security and comfort feeling			.611

None of the questions asked regarding the business performance was omitted. The questions were collected under one factor. The results of factor analysis related to business performance are as in Table 5. The Cronbach's Alpha coefficient was found to be in the range of 0.870-0.915 in the validity and reliability analysis of all the questions in Table 4 and Table 5. This showed that the study was consistent.

**Table 5.**Factor Analysis Results of Business Performance

<b>Kaiser-Meyer-Olkin Test for Sampling Adequacy</b>	<b>.911</b>
<b>The Result of Bartlett's Test</b>	<b>.000</b>
<b>Total Variance Explained</b>	<b>65.256%</b>
<b>QUESTIONS</b>	<b>Factor 1</b>
The return of your investments is higher than our competitors	.869
Our average productivity per employee is higher than our competitors	.857
Our profitability (in%) is higher than our competitors	.828
Cost of the goods is lower than our competitors	.810
Our return-on-equity is higher than our competitors	.803

Our operating income is higher than our competitors	.796
Turnover profit (Profit / Total Sales) is higher than our competitors	.788
The market value of our company is higher than our competitors	.765
Our market share is higher than our competitors	.758
Our sales are higher than our competitors	.731
Our growth rate is higher than our competitors	.554

### Correlation Analysis

Table 6 shows the correlation results. When examining the value  $r$ , it was seen that there was a positive correlation between all variables ( $p < 0.001$ ). All  $\alpha$  coefficients were above 0.85 indicating that this analysis was reliable. When the power of correlations was examined, it was observed that the highest correlation was between the dynamics of experiencing and the dynamics of encouragement with the rate of 0.569; the lowest correlation was in the business performance and the dynamics of experiencing with the rate of 0.259.

**Table 6.** Correlation Analysis

VARIABLES	Mean	Standard deviation	Dynamics of Encouragement	Dynamics of Experiencing	Dynamics of Identification	Business Performance
<b>Dynamics of Encouragement</b>	3.65	0.66	(0.849) a			
<b>Dynamics of Experiencing</b>	3.44	0.58	.569***	(0.912) a		
<b>Dynamics of Identification</b>	3.72	0.77	.511***	.517***	(0.899) a	
<b>Business Performance</b>	3.41	0.75	.358***	.259***	.399**	(0.855) a

a: Cronbach's  $\alpha$  internal reliability coefficient      \*:  $p < 0.05$  \*\*:  $p < 0.01$  \*\*\*:  $p < 0.001$

## Regression Analysis

In the analysis where the correlation between the emotional capability and business performance is tested, the analysis results investigated in 3 subscales not in parallel to 6 subscales in the literature as explained in the factor analysis are present in Table 7.

According to results of the regression analysis in Table 7, it was determined that while there was a significant and positive correlation between business performance and the dynamics of encouragement ( $\beta=.286$ ;  $p\leq.001$ ) and the dynamics of identification ( $\beta=.263$ ;  $p\leq.005$ ), there was no significant correlation between business performance and the dynamics of experiencing ( $\beta=-.055$ ;  $\text{Sig}=.315$ ).

In this case, H1 and H3 hypotheses were supported; whereas, H2 hypothesis was not supported.

**Table 7.**The Correlation Between Emotional Capability Dynamics and Business Performance

Independent variables	Dependent variables	Standard $\beta$	Sig.	Adjusted R2	F Value
Dynamics of Encouragement	Business Performance	.286***	.000	.136	.17,589
Dynamics of Experiencing		-.055	.315		
Dynamics of identification		.263**	.004		

\* :  $p\leq 0.05$  \*\* :  $p\leq 0.01$  \*\*\* :  $p\leq 0.001$

## CONCLUSION

In the study, the result of how emotional capability can affect the business performance was investigated. For this purpose, firstly, the literature review that constituted the theoretical part was included. As a result of the review, the study model and the hypotheses were formed. Then,

for the application part, a survey was applied to 150 companies in the city of Istanbul. The data were tested using SPSS 2.0 statistical program. In the analysis, Cronbach's Alpha value was found to be within the validity and reliability limit.

The emotional capability dynamics, which are addressed in six subtitles in the literature, were reduced to 3 as a result of the factor analysis and studied under 3 subtitles including the dynamics of encouragement, the dynamics of experiencing, and the dynamics of identification in all of the other analyses.

The results of the regression analysis, measuring the correlation between emotional dynamics and business performance, showed that the model was significant and the emotional capability explained the business performance, which was the dependent variable, at the rate of 13.6%. It was found that the dynamics of encouragement and the dynamics of identification had positive effects on the business performance.

In parallel with the studies in literature, the fact that the managers in an enterprise encourage employees by instilling hope and energy, encourage their enthusiasms, and develop good dialogues is seen to increase the performance and success. On the other hand, the good dialogue that employees establish with each other positively affects the performance.

The fact that the data of the study were collected from a single city, the understandability of the questions were not 100% or there was the possibility of random filling of the questions even if they were understood may be considered as the limitations of the study. In addition, the fact that the emotional capabilities were examined in six sub-dimensions and the enterprises were serving in many different sectors can also be seen as a limitation for the study.

## CHAPTER 19:

### DOES SCHOOL REPUTATION CONTRIBUTE TO TEACHER'S JOB SATISFACTION? THE MEDIATING ROLE OF ORGANIZATIONAL COMMITMENT<sup>1</sup>

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#### INTRODUCTION:

Corporate reputation is an intangible asset considered as a strategical resource that reflects the present situation and positions of the firm (Davies & Miles, 1998). Reputation signals people about key characteristics of the firm such as products, jobs, strategies and prospects. While stakeholders and public perceive reputation, they rely on and want to connect to the firm (Fombrun & Shanley, 1990). Reputation is a complex phenomenon which deserves to be managed well (Davies & Miles, 1998). Organizations make efforts in the direction of getting strong corporate reputation to be able to take advantages of reputation. Individuals displaying positive attitudes and behaviours shape the perceptions of the stakeholders to be half of their firm's reputation (Cable & Turban, 2003; Helm, 2011; Cekmecelioglu & Dincel, 2013). However, the firm's reputation influences individuals' attitudes and behaviors positively such as organizational pride, job satisfaction, organizational commitment

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<sup>1</sup> "This is the long form of the study presented as an oral presentation in 9th International Forum of Educational Administration in 2018 in Antalya"

(Cekmecelioglu & Dincel, 2014; Helm, 2011). Individuals working in a firm that has a high level of reputation and fame, feel safe and pride (Cable & Turban, 2003; Cekmecelioglu & Dincel, 2014). In this way, it is considered as they become committed to their organization and satisfied with their job.

By increasing reputation of the schools, human resources can be managed well. Corporate reputation affects corporate emotions positively and prevents emotions from destroying. Teachers having negative feelings regarding their corporate damage team spirit, corporate performance and productivity. Corporate reputation prevents from being constituted these undesired conditions. Despite this raising concern about the impacts of corporate reputation on personal outputs, no single study appears to analyze how school's corporate reputation affects teachers' job satisfaction in the mediating effect of organizational commitment shows the significance of the contribution to this study.

#### *Corporate reputation and Organizational commitment*

The term corporate reputation is defined as overall evaluation of a corporate's favorability such as esteem, regard in which the corporate is held and how attractive the corporate is ( Barnett, Jermier & Lafferty, 2006). Fombrun and Shanley (1990) indicate corporate reputation refers to public's cumulative judgements about a corporate. Also, Helm (2011) depicts that corporate reputation is socially shared impression based on individuals' perceptions of how public evaluate the firm.

Organizational commitment is as the degree to how much an employee dedicate himself/ herself to an organization and its goals (Awamleh, 1996; Schermerhorn et al., 2011). This concept is a key attitude due to providing and supporting positive attitudes and behaviours in organizations (Blau & Boal, 1987; Knoop, 1995; Nystrom, 1993). Committed employees are considered to feel a desire to work harder to fulfil organizational goals (Kreitner and Kinichi, 2009). As emphasized by Helm (2011) good reputation is useful for improving employees' self-concept and feel prideful in being a member of this organization. Sabuncuoglu and Gumus (2016) indicate that a corporate having high level of reputation easily communicates with internal and external environment, therefore organizational commitment levels of employees increases. Studies showed that there is a strong relationship between corporate reputation and organizational commitment (Carmeli, 2005; Cekmecelioglu & Dincel, 2014; Helm, 2011). School shaving perceived reputation mean prestige for teachers. So teachers who work as a member of these reputable schools, feel very honored and satisfied. This state influences teacher commitment to school. Thus, we have formulated the following hypothesis:

**H1:** School's corporate reputation perceived by teachers has a positive effect on teachers' level of organizational commitment.

#### *Corporate reputation and Job satisfaction*

Job satisfaction is related to how much pleasure an individual obtains in his/her job and job experience (Kreitner & Kinichi, 2009). Many studies have revealed job satisfaction has many positive

outcomes in an organization (Ozkalp & Kirel, 2010; Schermerhorn et al., 2011). Former researchers (Cekmecelioglu & Dincel, 2014; Helm, 2011) pointed out that the firm's reputation has risen employees' job satisfaction. Corporate reputation is an asset for the company; it has the ability to create value (Helm, 2011). This concept is intangible asset that constitute sa satisfactory work environment (Basaran, 1982). The perceptions of the people about school who live in the immediate environment and region is directly related to teachers to feel better at work (Kyriacou, 2000). Thus, regarding school settings, a school with high level perceptions of corporate reputation will tend to have competitive advantage resulting from the competitive position, strong construct, and effective strategies available. Having corporate reputation for a firm can firstly influence teachers' internal and then external perceptions about a school positively. So teachers are satisfied with working in this school. In line with previous research and researcher's own objectives, the researcher expected to see the following:

**H2.** Corporate reputation positively influences teacher's level of job satisfaction.

### *Organizational commitment and Job satisfaction*

Organizational commitment is accepted as a more general concept than job satisfaction. Whereas job satisfaction is only associated with an individual's satisfaction in regard to job, organizational commitment is related to an individual's commitment both to job and firm (Guney, 2012). Brown (1996) found out in a meta-analysis study involving thousands of people that organizational

commitment was positively related to job satisfaction. Lok and Crawford (1999) revealed that satisfaction with the work environment was strongly connected to the level of commitment. Also, some researchers (Demir, 2018a, 2018b; McDonald, D.J. & Makin, 2000; Shalley, Gilson & Blum, 2000) found the relationship between job satisfaction and organizational commitment. If teachers perceive the school more reputable, they will be disposed to have high levels of organizational commitment, which could provide a support to job satisfaction. That's why, the researcher could hypothesize this relationship as:

**H3.** Organizational commitment positively influences job satisfaction.

Based on relationships among these three concepts, the following hypothesis could be proposed:

**H4.** Teachers' perceived corporate reputation positively affects their level of job satisfaction through the partial mediation effect of organizational commitment.

#### *Purpose of the study*

It's a prestige for teachers to work at a school which having a perceived corporate reputation that constitutes tangible values. This privileged condition of school impacts teacher's ideas about job and corporate. Despite this importance, related literature shows that there is a need for examining the corporate reputation perceptions in educational organizations. This paper has been designed to present an integrated model examining corporate reputation, organizational commitment and job satisfaction in a single study. Also the mediation

effect of organizational commitment has been tested. The aim of this study is to reveal the outputs of school's corporate reputation perceived by teachers. In the direction of this aim, this paper focuses on already purposed hypothesizes.

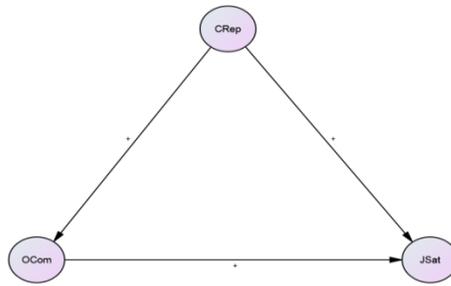


Figure 1. The hypothesized model

## Method

### *Research Design*

Relational screening model was applied in this paper. The relationships between corporate reputation perceptions, teachers' organizational commitment and job satisfaction were revealed through the scales. Corporate reputation was taken as an exogenous variable;

while job satisfaction and organizational commitment was taken as endogeneous variables in the structural model.

### *Samples*

The population of the study consists of teachers that worked at Hatay city in the 2017-2018 academic year. The cluster sampling method was used. A total of 30 schools were chosen incidentally. The scales were distributed to the teachers working at these schools. 281 teachers voluntarily accepted to join in this research. With reference to Field (2009), this sample size has been appropriate for representation of the present study's population.

54.8% of the teachers joining in this study is male ( $n=154$ ); 45.2% is female ( $n=127$ ). Married teachers constitute 77.9% of the participants ( $n=219$ ); whereas 22.1% of them are single ( $n=62$ ). The very frequent age range of the teachers is 31 to 40 years ( $n=120$ ), at 42.7%. The very frequent senior range of the teachers is 1 to 10 years ( $n=132$ ), at 47%.

### *Research Instruments*

Data for the current research was achieved by a five-point Likert-type scale with points ranged from "1: I exactly disagree" to "5: I exactly agree".

*The Corporate Reputation scale:* This scale was improved by Fombrun et al. (2000) and adapted to educational organizations by the researcher. According to results of explanatory factor analysis and the confirmatory analysis, a single factor scale had ten items (R1, R2, R3,

R4, R5, R6, R7, R8, R9 and R10) explaining 75.20% of the variance. Factor loadings of the items on this scale changed from .753 to .899. One-structured factor scale fitted to the data well (Bartlett = 0.000; KMO = 0.860;  $\chi^2 = 34.963$ ;  $df = 13$ ;  $\chi^2/df = 2.689$ ; P-value = 0.001; RMSEA = 0.078; IFI = 0.988, TLI = 0.981 and CFI = 0.988). Cronbach's Alpha coefficient was calculated as 0.962.

*Organizational commitment* scale was developed by Karakus and Aslan (2009). This scale had nine items (C1, C2, C3, C4, C5, C5, C6, C7, C8 and C9) clarifying 53.92% of the variance with factor loadings of the items ranging from .666 to .800. No items were deleted after the explanatory and confirmatory factor analyses. One-structured factor scale fitted to the data well (Bartlett = 0.000, KMO = 0.860,  $\chi^2 = 14.559$ ,  $df = 8$ ,  $\chi^2/df = 1.820$ , P-value = 0.068, RMSEA = 0.054, IFI = 0.992, TLI = 0.984, CFI = 0.992). Cronbach's Alpha coefficient of this scale was calculated as 0.890.

*Job satisfaction scale:* In this research a global measure of job satisfaction was used. This scale was improved by Griffin et al. (2010) and adapted to Turkish by Demir (2018b). This scale had five items (S1, S2, S3, S4 and S5) clarifying 63.36% of the variance. Factor loadings of the items on the scale ranged from .526 to .939. No items were deleted after the factor analyses. A single factor scale fitted to the data well (Bartlett = 0.000, KMO = 0.802,  $\chi^2 = 12.468$ ,  $df = 5$ ,  $\chi^2/df = 2.494$ , P-value = 0.029, RMSEA = 0.073, IFI = 0.992, TLI = 0.983, CFI = 0.992). Cronbach's Alpha coefficient of this scale was found as 0.826.

### *Data Analysis*

Exploratory factor analyses (with SPSS) and confirmatory factor analyses (with AMOS) were performed for each scale in this current study (Arbuckle, 2009). For forecasting model parameters in confirmatory factor analysis (CFA), the maximum likelihood estimation method was carried out (Kline, 2011). After demonstrating the reliability and validity of each scale, measurement model was fostered, defining covariances between the latent variables. After obtaining good fit indices at the measurement model, the covariances were erased and one-way paths were attached between the latent variables for fostering a structural model in conformity with theoretical assumptions (Bayram, 2013).

The Root means square error of approximation (RMSEA), the incremental fit index (IFI), the Tucker & Lewis fit index (TLI), the comparative Fit Index (CFI), and the chi-square/ degrees of freedom ( $X^2/df = CMIN/DF$ ) and the level of significance ( $p$ ) fit indexes were regarded in the assessment of the model goodness of fit. With RMSEA value being between 0 and 0.08;  $X^2/df$  (CMIN/DF) value between 0 and 3;  $p$  value being between 0.01 and 0.05, and the values of IFI, CFI and NFI between 0.90 and 1.00 reveal good fit indexes (Byrne, 2010; Kline, 2011).

## Findings

The descriptive analyses and correlation values of the variables is shown in Table 1.

**Table 1** Descriptive analyses and correlation values

Variables	$\bar{x}$	<i>Sd</i>	<i>std error</i>	1	2	3
1. CR	3.909	.822	.049	1		
2. OC	4.168	.697	.041	.626*	1	
				**		
3. JS	3.791	.801	.047	.451*	.438	1
				**	***	

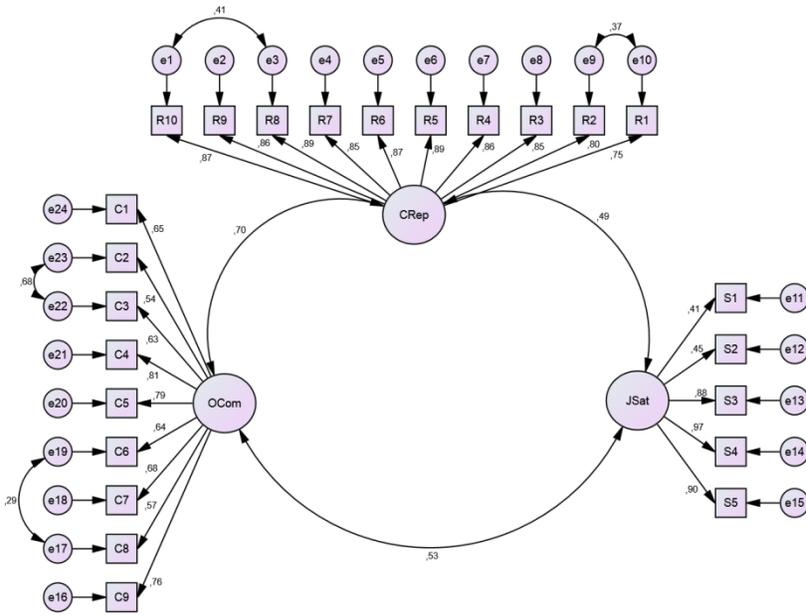
\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

Notes: CR: Corporate Reputation, OC: Organizational Commitment, JS: Job Satisfaction.

The findings of descriptive statistics point out that corporate reputation, organizational commitment, and job satisfaction have moderately high mean scores (the level of “4: I agree”). As for that the correlation matrix, corporate reputation, organizational commitment, and job satisfaction variables are positively correlated at a high level and significant at .001 level (Table 1).

Confirmatory factor analysis was conducted to all the scales used in this research. In accordance with the modification indices, four error covariances were attached to the model. Error covariances were added between R1 and R2, R8 and R10, C2 and C3, C6 and C8 because of being correlated the errors of these items with each other. The results achieved from the measurement model indicate that the

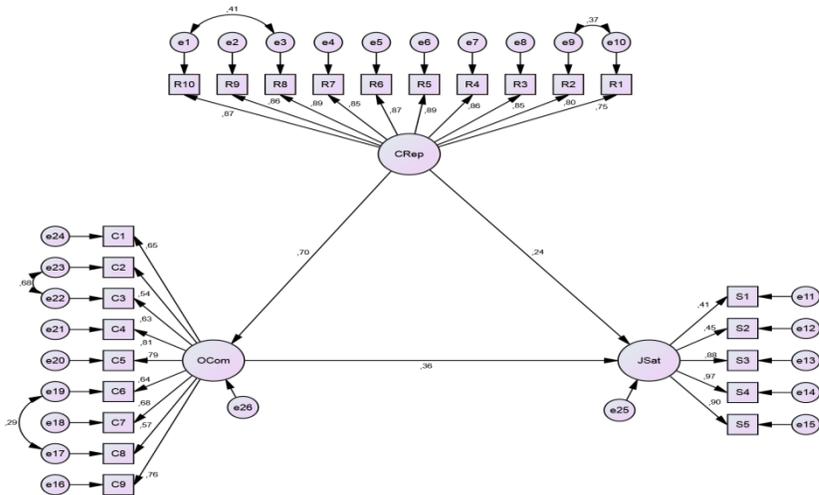
scales showed a good fit to the research data ( $\chi^2 = 594.105$ ,  $df = 245$ ,  $\chi^2/df = 2.425$ ,  $p=0.00$ ,  $IFI = .937$ ,  $TLI = .928$ ,  $CFI = .936$ ,  $RMSEA = .071$ ). At this model, all the latent variables appear to be significant and high correlations with each other as shown in Figure 2.



Notes: CRep: Corporate Reputation, OCom: Organizational Commitment, JSat: Job Satisfaction. Fit indices:  $\chi^2 = 594.105$ ,  $df = 245$ ,  $\chi^2/df = 2.425$ ,  $p=0.00$ ,  $IFI = .937$ ,  $TLI = .928$ ,  $CFI = .936$ ,  $RMSEA = .071$ .

**Figure 2** The measurement model

After presenting the good fit of the measurement model, the covariances between the latent variables were deleted, and one-way paths were attached to these latent variables in compliance with the theoretical assumptions. The structural model also presented a good fit to the data as shown in Figure 3 ( $\chi^2 = 594.105$ ;  $df = 245$ ;  $\chi^2/df = 2.425$ ;  $p=0.00$ ;  $IFI = .937$ ;  $TLI = .928$ ;  $CFI = .936$  and  $RMSEA = .071$ .)



Notes: CRep: Corporate Reputation, OCom: Organizational Commitment, JSat: Job Satisfaction. Fit indices:  $\chi^2 = 594.105$ ;  $df = 245$ ;  $\chi^2/df = 2.425$ ;  $p=0.00$ ;  $IFI = .937$ ;  $TLI = .928$ ;  $CFI = .936$  and  $RMSEA = .071$

**Figure 3** The last structural model with standardized path coefficients

According to this structural model, corporate reputation has a direct positive effect on organizational commitment. Corporate reputation has a positive impact on job satisfaction. Besides organizational commitment is a partial mediator in the relationship between corporate reputation and job satisfaction. (Figure 3)

**Discussion**

The structural model that generated the best fit indices reveals that school's corporate reputation leads to increase in teacher's organizational commitment. Therefore, Hypothesis I is confirmed. In other words, when teachers perceive that their schools have a corporate reputation, they feel that their school's organizational structure and procedures are reliable and strong, and image among people are positive, and so become committed to their school. Former researchers (Carmeli, 2005; Cekmecelioglu & Dincel, 2014; Helm, 2011) pointed out there is a positive relationship between perceived corporate reputation and organizational commitment. Similarly, the current study has found that increase in corporate reputation perceptions is an indicator of raised teacher commitment.

Positive perceptions lead to an increase in other set of perceptions. Certainly, teacher's perceptions that their school has high levels of positive relationships among employees, and that their school as a corporate has a strong image. Rather, these perceptions could be seen as outcomes of the reputation that their school has. In other words, these perceptions enhances their sense of commitment. As it's seen hypothesis II is confirmed.

Teachers' perceptions of corporate reputation positively affects their feelings regarding their organizational commitment. Organizational commitment is based on a feeling that the organization is creating an added-value. As a teacher perceives that his/her school has reputation in the public eye, he/she tends to believe that he/ she does better in his/ her school than in another schools. Kyriacou (2000) indicates that teachers feel better psychologically as being the part of that school. This state helps to be satisfied with at his/ her school. Previous researchers (Cekmecelioglu & Dincel, 2014; Helm, 2011) found that CR is positively associated with job satisfaction.

By observing links to the relationship between perceived reputation and organizational commitment, in terms of school organizations, teachers who feel committed, tend to be more positive. Previous researchers showed that job satisfaction is positively correlated with organizational commitment (Brown, 1996; Demir, 2018a, 2018b; Lok & Crawford, 1999; McDonald, D.J. & Makin, 2000; Shalley, Gilson, & Blum, 2000). Sense of commitment is a leading factor to raise levels of teachers' job satisfaction. Thus, the feeling of organizational commitment appears to be fostering positive attitudes towards job. It can be stated that Hypothesis III is confirmed.

Organizational commitment partially mediates the relationship between corporate reputation and job satisfaction, leading to confirmation of Hypothesis IV. By enhancing level of commitment, the perceptions of corporate reputation raises teachers' job satisfaction. In other words, corporate reputation indirectly impacts on teachers' job satisfaction by influencing their commitment. To

enhance teachers' positive attitudes, a set of investment should be made for the purpose of constituting reputation.

### **Conclusions and recommendations**

The corporate reputation of schools is a strong intangible asset creating measurable and tangible outputs that has impacts on how teachers perceive their schools. Perception of schools with reputation has an impact on teachers' commitment to school and satisfaction in their job. Reputation means a strong organizational structure and a competitive advantage for teachers. Corporate reputation can be utilized as an efficient strategy to enhance teachers' positive attitudes such as commitment and satisfaction that are extremely important for getting the performance. As limitations, only teachers' ideas were applied and analyzed regarding their school reputation.

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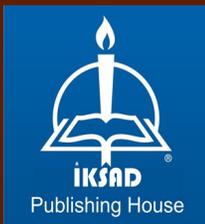
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