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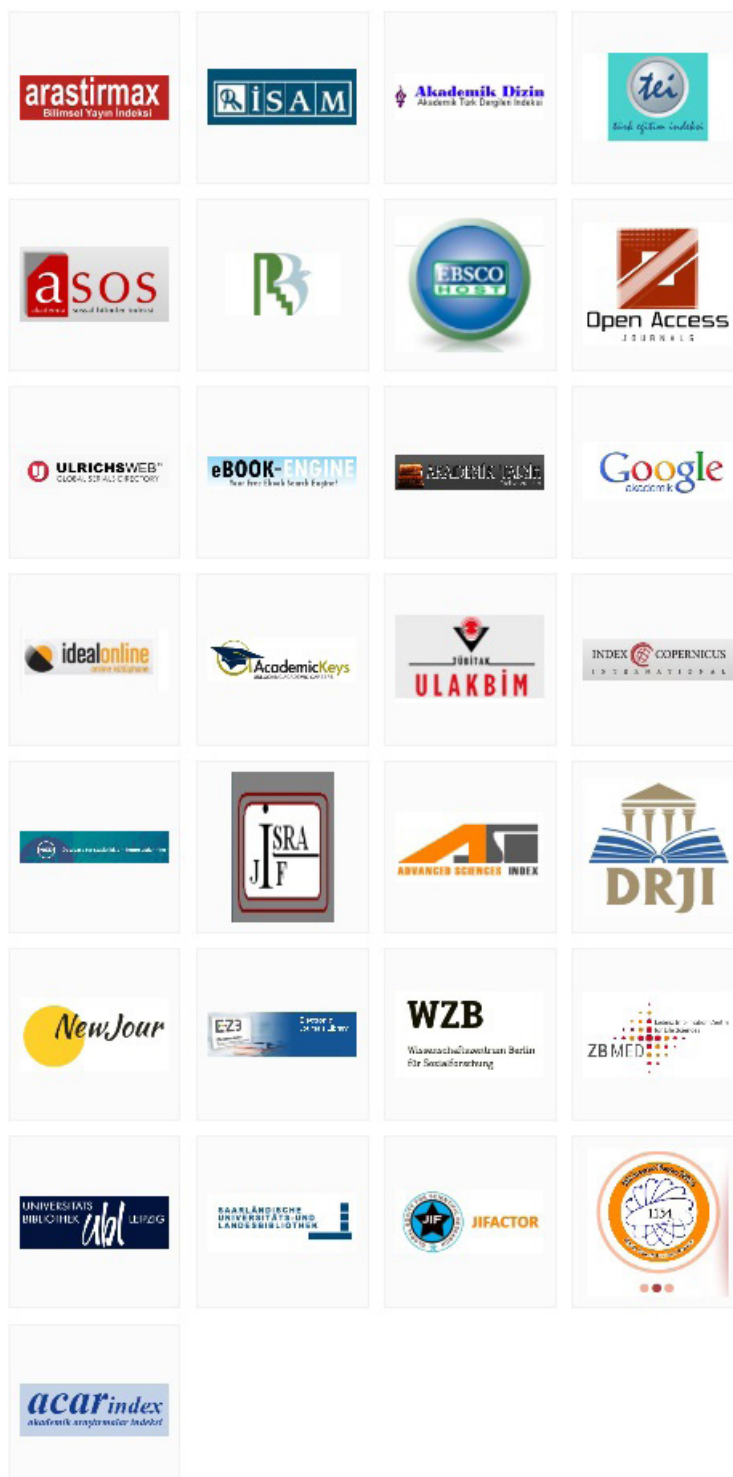
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Distinguished Scientists,

There are a total of 8 valuable research papers and applied studies in this volume. We are so much glad that the management of the 1st International Congress on Economy Administration and Market Surveys held on 04 and 05 December 2015 introduced our journal as the scientific sponsor within the congress organization. Our journal is the scientific sponsor of many organizations and actively sustains the efforts regarding the publication of scientific papers and bringing them in scientific world. We want you to know that we are glad to publish different new papers in each volume. As mutual studies conducted in various multidisciplinary areas of the scientific world in recent years rapidly come into the scientific world, evaluation of the papers coming from many different fields and bringing them into the literature is very important for our journals. Such papers exist in this volume. We will be happy to see that the papers from different disciplines and the ones prepared with the mutual consortium of multidisciplinary fields will exist in future volumes. Our next volume will be uploaded to the system covering the months of April, May and June. We extend thanks to the esteemed members of the distinguished scientific world who supported us a lot, to our authors, readers and our distinguished referees who shared their valuable knowledge and experience with us during the preparation of the volume. Best regards.

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THE PERCEIVED DESTINATION IMAGE OF FOREIGN TOURISTS: THE CASE OF ASPENDOS THEATRE¹

Aslı ERSOY

Akdeniz University Turizm Faculty, Antalya / Turkey

Abstract: The main purpose of this study is to determine the relationship between foreign tourists' perceptions of cognitive and affective values and destination image. For this purpose, a questionnaire survey was applied to 205 foreign tourists visiting Aspendos Theatre. A quantitative approach was adopted in this research. The data obtained were analysed using SPSS 18 statistical package program. The relationship between variables was analysed by using linear regression analysis. Besides this, descriptive statistics and factor analysis conducted to analyze the data. As hypothesized, results showed that the destination image is significantly affected by the individual's cognitive and affective values. Finally, some suggestions were offered for the development of destination image in Aspendos Theatre.

Key Words: Tourism, Destination image, Aspendos Theatre, Antalya

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1. INTRODUCTION

The tourism industry is based on people having to leave their hometowns to become a customer. Thus the destinations have to attract customers from other places, regions, countries and even from other continents, to visit their community to become successful (Prebensen, 2007: 747). Tourism has been seen as the driving force for regional development. Destination's tourist receipts, income, employment and government can be increased by successful tourism. How to attract the tourists to revisit and recommend the destination is crucial for the success of destination tourism development (Chen and Tsai, 2007: 1115). Therefore tourist destinations are required to develop an effective marketing plan and strategy because of the nature of the tourism industry and changes in tourists' expectations (Baloglu and Mangalolu, 2001: 1).

Destinations are places that attract visitors for a temporary stay and range from continents to countries, to states and provinces, to cities to villages, to purpose-built resort areas, to uninhabited islands (Pike, 2008: 24). Leiper (1995: 87) indicates that destinations are places towards which people travel and where they choose to stay for a while in order to experience certain features or characteristics-a

perceived attraction of some sort. Lawson and Baud Bovy (1977: 10) define the concept of destination image as the expression of all objective knowledge, prejudices, imagination and emotional thoughts of an individual or group about a particular location.

The importance of the tourist destination's image is recognized, since it affects the individual's perception, behavior and destination choice (Chon, 1990; Echtner and Ritchie, 1991; Stabler, 1988; Telisman-Kosuta, 1989). According to Hunt (1975) images are of paramount importance because they transpose representation of an area into the potential tourist's mind and give him or her, a pre-taste of the destination (Fakeye and Crompton 1991: 10). From this perspective, image has a strong influence on consumer behavior in the tourism sector (Beerli and Martin, 2004: 663). Therefore, it is important to determine the strengths and weaknesses of destination (Chen and Uysal, 2002), to maintain a competitive success (Telisman-Kosuta, 1989) and to publicize it actively in the marketplace (Leisen, 2001).

In the context of tourism destination, Aspendos Theatre still stands in fairly good condition although it has been constructed about 2200 years ago in Antalya and it is one of the most valuable historical buildings in Turkey (Boz,



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2006: IV). In this context, it is important to determine the sub-dimensions of destination image of Aspendos Theatre for the development of tourism in this region.

Although Aspendos Theatre is a one of the major attraction centers for many years, local studies are insufficient in terms of perceptions of destination image. The main purpose of this study is to determine the relationship between tourists' perceptions of cognitive and affective values and destination image. In this study, at first we provide a literature review of our theoretical foundations including destination image. Next, the quantitative research methodology, analysis and results are presented. Finally, we conclude with a conclusion of the research and suggestions.

2. LITERATURE REVIEW

2.1. Conceptual Framework of Destination Image

Hunt (1975) was the first to demonstrate the importance of the destination image in increasing the number of tourists visiting destinations as much as, or even more than, tangible resources. In fact, destination image is the perceptions of individual destination attributes and the holistic impression made by the destination (Echtner and Ritchie, 1991: 40). According to another definition, desti-

nation image is an individual's mental representation of knowledge, feelings, and global impressions about a destination (Baloglu and McCleary, 1999: 870). Destination image is based on the assumption that benefits or consumption values of a product or service are held in the consumer's mind (Tapachai and Waryszak, 2000: 38). Um and Crompton (1990: 432) define destination image as a gestalt or holistic construct which, to a greater or lesser extent, is derived from attitudes towards the destination's perceived tourism attributes. Murphy, Pritchard and Smith (2000: 44-45) investigated image as a sum of associations and pieces of information connected to a destination, which would include multiple components of the destination and personal perception.

Research of the past two decades has demonstrated that image is a valuable concept in understanding the destination selection process of tourists (Baloglu and McCleary, 1999) and many research present that destination image affects the decisions of tourists (Baloglu and McCleary, 1999; Pike and Ryan, 2004; Tapachai and Waryszak, 2000). Image formation is the most important step in tourist destination selection. Baloglu and McCleary (1999) developed two types of factors in the image formation process: stimulus factors (information sources, previous experience and dis-



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tribution) and personal factors (psychological and social). Stimulus factors represent a physical object or previous experience while personal factors represent social and psychological characteristics. Regarding stimulus factors, some research have found that variety and type of information sources (Baloglu and McCleary, 1999), previous experience (Baloglu and McCleary, 1999; Baloglu 1999; Fakeye and Crompton, 1991) and social-demographic characteristics (Baloglu and McCleary, 1999; Beerli and Martin, 2004; Hui and Wan, 2003) have a significant effect on destination image.

Touristic attractions are also important in terms of memorability of destinations. Alhemoud and Armstrong (1996) categorize touristic attractions as natural, historic, cultural and artificial attractions. Beerli and Martin (2004) classified the attractiveness affecting destination image in nine dimensions: natural resources, general infrastructure, tourist infrastructure, tourist leisure and recreation, culture, history and art, political and economic factors, natural environment, social environment, atmosphere of the place.

In the literature, it has been emphasized that destination image is a concept obtained as a result of the cognitive and affective evaluations (Baloglu and Brinberg, 1997; Baloglu

and McCleary, 1999; Baloglu and Mangaloglu, 2001; Vela, 2009). Cognitive evaluations refer to the beliefs or knowledge about a destination's attributes whereas affective evaluation refers to feelings toward, or attachment to it (Baloglu and McCleary, 1999: 870). Natural and cultural resources, the atmosphere, infrastructure and superstructure, social environment and cultural environment can be exemplified the dimensions used to measure cognitive image (Beerli and Martin, 2004; Martin and Bosque, 2008). Affective image is often measured by city viability, an exciting and interesting place (Baloğlu and Mangaloğlu, 2001; Martin and Bosque, 2008).

According to Gartner, the destination image is formed by three different values: cognitive, affective and conative. Cognitive component is the sum of beliefs and attitudes of an object leading to some internally accepted picture of its attributes. Affective component is related to the motives of the tourist for choosing one destination at the expense of another and the conative component leads to action because a decision is reached, and one destination from the decision set is chosen (Gartner, 1993, 193). Martin and Bosque (2008) conducted a research, which aimed to exploring the cognitive-affective nature of destination image. It is found that cognitive-affective values



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affect the destination image. In this study, it is attempted to determine the relationship between cognitive-affective values and destination image. Therefore, the following hypotheses are proposed in this research:

H1: Cognitive values affect positively the formation of destination image

H2: Affective values affect positively the formation of destination image

Some researchers have been conducted on destination image in Turkey as well. Oter and Ozdogan (2005) conducted a research to determine the destination image of Selçuk—Ephesus area. They conducted this research with 234 foreign tourists. Ersoy (2014) conducted a research to determine domestic and foreign tourists' perceived destination image of Zeugma Mosaic Museum. Duman and Öztürk (2005) revealed a research about domestic tourists' perceptions and revisit intentions on Mersin Kızkalesi Destination.

3. METHODOLOGY

3.1. Data Collection

The sample of the study consists of 205 foreign tourists visiting Aspendos Theatre. The reason why this destination was chosen for the study is that this region is one of the major cultural attraction centers for many years

and is an important destination in terms of cultural tourism. In order to collect data from the respondents a questionnaire survey was carried out. Questionnaires were distributed by researcher and a brief oral information was given to the respondents about the procedure and confidentiality of the study. Participants were asked questions about their level of English before the questionnaires were distributed and then after responding to the questions the forms were collected. For each participant the procedure took approximately 15 minutes. Questionnaire survey was conducted to foreign tourists who speak and understand English fluently therefore criterion sampling method is used which is one of the purposive sampling methods. Criterion sampling involves selecting cases that meet some predetermined criterion of importance (Patton 2001: 238). The questionnaire was conducted between the months of July and August in 2014 and for each respondent the procedure took approximately 15 minutes. A total of 230 questionnaires were collected, but 205 questionnaires were analysed after the elimination of the missing ones.

3.2. The Methods of Analysis

The data obtained was analysed using SPSS 18 statistical package program. In the first stage, the validity of the scale was tested and



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the reliability coefficient of the scale was found .92. The data about characteristics of respondents were analysed by using a descriptive statistical analysis. To test the study hypotheses, linear regression analysis was performed to assess the effects of cognitive and affective values on destination image.

3.3. Questionnaire Design and Scales

The questionnaire used for this study consists of three parts. The first part includes demographic informations about the respondents and a total of 12 questions are located in this section. The second part consists of the statements to identify the source of information towards Aspendos and the one question to measure how much they were satisfied with Aspendos visit. The scale is measured on a 5 point scale ranging from very dissatisfied (1) to very satisfied (5).

The third part consists of scale to identify the cognitive and affective values of tourists which affecting destination image formation. For this purpose, affective/cognitive items scale of Vela (2009), which consists of two dimensions (affective, cognitive) was used and this scale was adapted to Aspendos Theatre. The scale consists of 34 items and is measured on a 5 point scale ranging from strongly disagree (1) to strongly agree (5).

4. FINDINGS and INTERPRETATION

In the study, the results of descriptive statistics related to personal characteristics are included and then reliability and validity analysis and hypothesis test results are given.

4.1. Demographic Profiles of the Respondents

The demographic profile of the respondents is shown in Table 1.



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Table 1. Socio-Demographic Characteristics of the Respondents

<i>Gender</i>	<i>n</i>	<i>%</i>	<i>Age</i>	<i>n</i>	<i>%</i>
Male	103	50,2	18-25	53	25,9
Female	102	49,8	26-35	51	24,9
Total	205	100,0	36-45	37	18,0
			46-55	40	19,5
Marital Status					
Married	95	46,3	55+	24	11,7
Single	110	53,7	Total	205	100,0
Total	205	100,0	Country	n	%
Education	n	%	England	49	23,9
Primary school	2	1,0	Belgium	47	22,9
Secondary school	21	10,2	Germany	33	16,1
Vocational Education	23	11,2	United States	31	15,1
Bachelor Degree	81	39,5	France	20	9,8
Master Degree	61	29,8	Sweden	10	4,9
Doctoral Degree	17	8,3	Spain	6	2,9
Total	205	100,0	Norway	6	2,9
Occupational Group	n	%	Russia	3	1,5
Officer	32	15,6	Total	205	100,0
Worker	57	27,8	The level of satisfaction of Aspendos visit	n	%
Student	31	15,1	Very Dissatisfied	5	2,4
Employer	35	17,1	Somewhat Dissatisfied	4	2
Retired	11	5,4	Neither Satisfied Nor Dissatisfied	17	8,3
Housewife	7	3,4	Somewhat Satisfied	75	36,6
Other	32	15,6	Very Satisfied	104	50,7
Total	205	100,0	Total	205	100,0
Annual Income Distribution			n	%	
5,000 Euros or less			20	9,8	
5,001-10,000 Euros			9	4,4	
10,001-20,000 Euros			12	5,9	
20,001-30,000 Euros			25	12,2	
30,001-40,000 Euros			40	19,5	
40,001-50,000 Euros			26	12,7	
50,001-60,000 Euros			19	9,3	
More than 60,000Euros			54	26,3	
Total			205	100,0	
The status of visiting Aspendos before			n	%	
Yes			16	7,8	
No			189	92,2	
Total			205	100,0	
How Many Time			n	%	
1 time			4	25,0	
2 times			8	50,0	
3 times			3	12,5	
4 times and more			3	12,5	
Total			16	100,0	
The intention to Revisit the Aspendos			n	%	
Yes			113	55,1	
No			92	44,9	
Total			205	100,0	



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Men comprise 50.2% of the sample size. The sample is formed by worker, employer, officer, student, retired, housewife and other positions. Workers comprise 27.9% of the sample. Most of the respondents (53.7%) were single and had a bachelor degree (39.5%). And most of them were between the age of 18-25. With regard to nationality, tourists from England accounted for the majority of the response

rate (23.9%), followed by Belgium (22.9%), Germany (16.1%), United States (15.1%). Most of them (29.2%) earn more than 60,000 Euros annually. 23.9% come from England and 92.2% visit Aspensos for the first time. 55.1% has an intention to revisit Aspensos. 50.7% of the respondents were very satisfied with their trip to Aspensos.

Table 2. The Distribution of Information Source of the Participant Towards Aspensos

Information source	n	%
Internet	70	34,1
Family/Friends	40	19,5
Travel agency	27	13,2
Tour operator brochure	23	11,2
Guide books	23	11,2
Tourist Board	18	8,8
Previous visit	3	1,5
Newspapers/Magazines	1	0,5
Total	205	100,0

As can be seen in Table 2, most of the respondents (34.1%) used the internet as an information source and then respectively, Family/friends (19.5%), Travel agency (13.2%), Tour operator brochure (11.2%), Guide books (11.2%) and Tourist board (8.8%) and so on.

4.2. Validity and Reliability

The construct validity of the destination image scale was examined using exploratory factor analysis and reliability analysis was conducted. The results indicate that the value of Kaiser-Meyer-Olkin (0.9) for measuring of



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sampling adequacy (KMO/MSA) has exceed the minimum value of 0.6 for a superb factor analysis (Hutcheson and Sofroniou, 1999). The Bartlett's test results of the factor analysis was statistically significant at $p < 0.001$ which further supported the factorability of the correlation matrix. Cronbach's Alpha values of the scale were found 92.9%. If Cronbach's Alpha is closer to 1, the reliability of the measures is higher. Cronbach's Alpha of 0.6 is considered poor, 0.7 is acceptable and 0.8 is categorized as good (Sekaran and Bougie, 2010). These values demonstrate that the internal consistency levels of the scales are sufficient.

According to Jacobsen (2002: 63) in order to summarize the information contained in the original variables, a small number of components should be extracted from the scale. The first stage of factor analysis involved the identification of underlying dimensions of benefits with conventions for factor analysis, only factor loadings equal to or above 0.4 eigenvalues equal to or above 1 were chosen for interpretation. The reliability of these factors was assessed using Cronbach's alpha coefficients. Three items of the scale had low communality and these items were excluded

from the analysis. These items are 2= A place with neither environmental nor urban pollution, 11= A place without too many tourists, 34= I felt good admiring the architecture of the past and how it stands the test of time. Consequently, the analysis was performed on 31 of the items used in the questionnaire.

After analyzing data with factor analysis, it has been found there were 7 eigenvalues greater than 1 in the scale. The first sudden change on the Screeplot chart emerged in the first factor. In this situation, it was thought scale's having unique factor. The total variance of the seven eigenvalues is 59,932. In the line chart of Screeplot, first sudden change was the in the first factor. The eigenvalues of factors from 1st to 7th are respectively; 10.297, 1.81, 1.57, 1.41, 1.30, 1.11 and 1.06. Furthermore, the situations eigenvalue of the first component is at least three times greater than the eigenvalue of the second component and the quite little difference between second and the latter indicate that the scale is one-dimensional (Lord, 1980). Article factor loadings for each item ranged from .737 to .443. Factor analysis results of the related data were presented in Table 2.



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Table 2. Factor Analysis of Destination Image Items

<i>Items</i>	<i>Factor Loadings</i>
1. A place with historic and heritage wealth	.507
3. Culturally attractive place	.477
4. I felt like I disconnected, like I was in a really different and refreshing place during my Aspendos trip	.556
5. The locals are friendly and hospitable	.606
6. The historic area is rustic and in harmony with the area	.597
7. A place which is clean and well taken care of	.548
8. The general architecture of amphitheater is pleasant and harmonious	.511
9. Signpostings around Aspendos was enough in terms of getting information	.478
10. Historical and cultural tissue impressed me in Aspendos	.633
12. I did not feel that I paid too much	.506
13.The atmosphere is laid back and relaxed	.641
14. It is a truly old medieval place	.437
15. I did not have a problem with access to the region	.535
16. I felt like I had an authentic experience	.672
17. It has emblematic structures	.582
18. A place with shops related to craftsmanship, folklore and culture of the area	.509
19. A place with a beautiful urban ensemble	.443
20. I was comfortable and quiet with the effect of a beautiful setting	.650
21. A place where heritage and historic structures and buildings are open to the public	.560
22. You can tell that heritage is well taken care of	.647
23. I felt that I was treated well and attended to in shops around Aspendos	.614
24. I felt that I was treated well and attended to in restaurants around Aspendos	.582
25. I got the feeling of personal and intellectual growth	.737
26. I find impressive the arrangement of artistic and cultural activities in the amphitheater.	.640



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27. I think that the artistic and cultural activities arranged in the amphitheater play an active role in the promotion of the region	.554
28. I had the feeling of getting a second wind, of filling up with energy	.578
29. Shops blend well into the nature and idiosyncrasy of the place	.531
30. There is a linguistic diversity in this area	.570
31. I did not feel stupid or like I wasted my time, as if I were being ripped off	.619
32. A place where it is easy to stroll peacefully through the historic ensemble	.569
33. A place with good tourist service and that looks after the service quality	.650
% of Variance:	33.21%
Eigenvalues	10.29
Cronbach's Alpha	.929

Kaiser-Meyer-Olkin Measure of Sampling Adequacy: KMO ,900 Barlett's Test of Sphericity χ^2 = 2735.7; P = 0,000

4.3. Hypothesis Results

A total of two hypotheses were tested by using linear regression analysis. The results of the simple linear regression analysis car-

ried out in order to determine the impact of the cognitive and affective values which are treated as independent variables on destination image which is a dependent variable are presented in Table 3.



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Table 3. Linear Regression Analysis Between Variables

<i>Model</i>					
	<i>Coefficients</i>	<i>Std. Error</i>	<i>Beta</i>	<i>t</i>	<i>p</i>
H_1	Cognitive Values	0,015	0,976	64,375	0,000*
	R		0,976		
	R ²		0,953		
	Std. Error of the Estimate		0,10484		
	F		4144,134		
	p		0,000*		
<i>Model</i>					
	<i>Coefficients</i>	<i>Std. Error</i>	<i>Beta</i>	<i>t</i>	<i>p</i>
H_2	Affective Values	0,021	0,940	39,082	0,000*
	R		0,940		
	R ²		0,883		
	Std. Error of the Estimate		0,16617		
	F		1527,376		
	p		0,000*		

Dependent Variable: Destination Image

*p<0.05

According to the findings in Table 3, the linear regression model between the variables has been found to be significant. Hypothesis 1 suggested that there is a positive relationship between cognitive values and destination image. It was found that 95.3% of destination

image is explained by cognitive values. Cognitive values positively affects destination image (t=64,375; p=0,000<0.05). Hypothesis 1, therefore, was supported.

Hypothesis 2 suggested that there is a positive relationship between affective values and destination image. It was found that 88.3% of destination image is explained by affective



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values. Affective values positively affects destination image ($t=39,082$; $p=0,000<0.05$).

5. CONCLUSIONS and SUGGESTIONS

The relationship between tourists' perceptions of cognitive and affective values and destination image is examined in this research. The results indicated that cognitive and affective values positively impact destination image.

In the light of the research results, in the scope of this study, it was determined that great majority of tourists who visit the region were individuals with university degree, belong to high income group, mostly young and middle aged, and workers. The large proportion of tourists who visit Aspendos Theatre came from United Kingdom and Belgium, and it was the first visit of most of the tourists to Aspendos Theatre. It can be said that the overall satisfaction of participants is high and they have a great revisit intention to the region. Besides this the most effective source on the destination choice of participants are firstly internet and recommendations by family and friends. As mentioned by Molina and Esteban (2006), tourists are in tendency to prefer impersonal information source like internet, brochures, guides ext.

In our days, considering the power of social media, internet may be an effective tool to

promote Aspendos Theatre effectively. The distribution of information source of the participant towards Aspendos shows that the proportion of travel agencies and tour operators are substantial. This region should be promote more for this reason Ministry of Tourism, travel agencies and tour operators may do some promotion plan. Additionally, for further development of the region, opening more restaurants and shopping centers, and organizing and increasing the number of signpost on the itinerary are necessary.

With regard to the destination image, this study empirically indicates that the destination image is significantly affected by the individual's cognitive and affective values. The studies performed by Baloglu and McCleary (1999), Baloglu and Mangaloglu (2001) and Vela (2009) have similar results. It was found that cognitive images have stronger impacts on destination image than affective image. This kind of result also supports the study performed by Martin and Bosque (2008).

In conclusion, by considering the historical texture of Aspendos Theatre, shopping centers and regional cuisine restaurants may be open for further development of the image and to bring customs and traditions to the forefront. More promotional activities should be performed to promote the region. Trans-



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portations facilities should be increased in the region. Besides the preparation of website which advertise the Aspendos Theatre may play an effective role.

Although many studies on the destination image have been performed until now, this is the first study implemented in Aspendos Theatre upon the relationship between destination image and cognitive and emotional values of tourists. However, there are some limitations in this research. The most important limitations of this research are the small number of participants representing each country and not allowing for a comparative analysis on the basis of countries. To get more reliable statistical results, larger samples are required thus future researches which will be held in this area may address a larger sampling. Additionally, in the future researches comparisons can be made to determine the perceived image between countries.

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YABANCI TURİSTLERİN ALGILADIKLARI DESTİNASYON İMAJİ: ASPENDOS TİYATROSU ÖRNEĞİ

Öz: Turizm sektörü, müşteri olmak için yaşadıkları yeri terk etmek zorunda olan insanlara dayanmaktadır. Böylece destinasyonlar başarılı olabilmek için farklı yerlerden, bölgelerden, ülkelerden ve hatta farklı kıtalardan müşteri çekmek zorundadırlar (Prebensen, 2007: 747). Turizm, bölgesel kalkınma için itici güç olarak görülmektedir. Destinasyonun turist geliri, bütçe, istihdam ve iktidar başarılı bir turizm ile artırılabilir. Turistlerin bölgeyi tekrar ziyaret ve tavsiye etmeleri destinasyonun turizm gelişimi açısından çok önemlidir (Chen and Tsai, 2007: 1115). Bu nedenle, turizm endüstrisinin doğası ve turist beklentilerindeki değişim nedeniyle turistik yerlerin etkili bir pazarlama ve stratejik plan geliştirmeleri gerekmektedir (Baloglu and Mangalolu, 2001: 1). Destinasyonlar kıtalardan ülkelere, devletlerden illere, şehirlerden köylere, özel bir amaç için inşa edilmiş tesislerden ıssız adalara göre değişen ve geçici konaklama için ziyaretçileri çeken yerlerdir (Pike, 2008: 24). Leiper (1995: 87), destinasyonların belirli özellikleri deneyimlemek için insanların seyahat ettiği ve bir süreliğine kalmak istedikleri yerler olduğunu ifade etmiştir. Lawson and Baud Bovy (1977: 10), destinasyon imajı kavramını tüm nesnel bilgilerin önyargıların, hayal gücünün ve bir birey veya grubun belirli bir yer hakkındaki duygusal düşüncelerinin bir ifadesi olarak tanımlamaktadır. Turistik yerler, destinasyonların hatırlanabilirliği açısından da önemlidir. Alhemoud ve Armstrong (1996), turistik yerleri doğal, tarihi, kültürel ve yapay yerler olarak kategorize etmiştir. Beerli ve Martin (2004), destinasyon imajını etkileyen çekicilikleri dokuz boyutta sınıflandırmıştır: Doğal kaynaklar, genel alt yapı, turizm alt yapısı, turist eğlencesi ve rekreasyon, kültür, tarih ve sanat, politik ve ekonomik faktörler, doğal çevre, sosyal çevre, yerin atmosferi. Bir bireyin algısını, davranışını ve destinasyon seçimini etkilediği için turist destinasyon imajının önemi anlaşılmıştır (Stabler, 1988; Telisman-Kosuta, 1989; Chon, 1990; Echtner and Ritchie, 1991). Hunt (1975)'a göre imaj çok büyük bir önem taşımaktadır çünkü bir bölgenin temsilini potansiyel bir turist zihnine taşımakta ve ona destinasyon deneyimi öncesi bir tat vermektedir (Fakeye and Crompton 1991: 10). Bu açıdan bakıldığında, turizm sektöründe imajın tüketici davranışlarını etkileme konusunda güçlü bir etkiye sahiptir (Beerli and Martin, 2004: 663). Bu nedenle, destinasyonun güçlü ve zayıf yönlerini belirlemek (Chen and Uysal, 2002), rekabet avantajını sürdürmek (Telisman-Kosuta,



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1989) ve pazar yerinde aktif olarak bunun reklamını yapmak önemlidir (Leisen, 2001). Turizm destinasyonu bağlamında, Aspendos Tiyatrosu yaklaşık 2200 yıl önce Antalya’da inşa edilmiş olmasına rağmen hala oldukça iyi bir durumdadır ve Türkiye’deki en değerli tarihi yapılardan bir tanesidir (Boz, 2006: IV). Bu bağlamda, bölgede turizmin gelişimi için Aspendos Tiyatrosunun destinasyon imajının alt boyutlarını belirlemek önemlidir. Aspendos Tiyatrosu yıllardır en önemli cazibe merkezlerinden birisi olmasına rağmen, destinasyon imajı konusunda yerel çalışmalar yetersiz kalmaktadır. Bu araştırmada, öncelikle destinasyon imajı konusunda teorik temellere dayanan literatür taraması yapılmış, daha sonra nicel araştırma metodolojisi, analiz ve sonuçlar sunulmuştur. Son olarak, araştırma sonuçları ve öneriler sunulmuştur. Bu araştırmanın temel amacı, yabancı turistlerin algıladıkları bilişsel ve duygusal değerler ile destinasyon imajı arasındaki ilişkiyi belirlemektir. Bu amaçla, Vela’nın (2009) kültürel destinasyonlara yönelik bilişsel ve duygusal değerlerin belirlenmesi amacıyla oluşturduğu ölçek soruları temel alınmış ve bu değişkenler Aspendos’a uyarlanarak çalışmada değerlendirilmiştir. Araştırmanın evrenini Aspendos tiyatrosunu kültür amaçlı ziyaret eden yabancı turistler oluşturmaktadır. Anket çalışması 2014 yılı Temmuz ve Ağustos aylarında kolayda örnekleme yoluyla seçilen 230 kişiyle yüz yüze görüşülerek gerçekleştirilmiştir. 25 soru formu eksik veri içermesi sebebiyle değerlendirme dışı bırakılmıştır. Buna göre çalışmada 205 soru formu SPSS 18 istatistik programı yardımıyla analiz edilmiştir. Araştırmada birincil verilerin elde edilmesi amacıyla en yaygın veri toplama yöntemlerinden biri olan anket tekniği kullanılmıştır. Araştırmada kullanılan anket formu 3 bölümden oluşmaktadır. Birinci bölüm araştırmaya katılan yabancı turistlerin sosyo-demografik özelliklerini belirlemeye yönelik sorulardan oluşmakta ve bu bölümde toplam 12 soru yer almaktadır. Sosyo-demografik sorularla katılımcıların; cinsiyeti, yaşı, eğitim durumu, mesleği, medeni durumu, yıllık geliri, daha önce Antalya’ya gelme durumu, Antalya’ya kaçınıcı gelişi, daha önce Aspendosa gelme durumu, Aspendosa kaçınıcı gelişi ve Aspendosa tekrar gelme niyetleri ile ilgili bilgilere ulaşmak amaçlanmıştır. Anket formunun ikinci bölümünde ise turistlerin Aspendos ile ilgili bilgi kaynaklarını tespit etmeye yönelik ifadeler ve Aspendos ziyaretlerinden ne kadar memnun kaldıklarını ölçmek amacıyla tek bir soruya yer verilmiş ve katılımcılardan beş cevap seçeneğinden bir tanesini seçmeleri istenmiştir (1= Hiç memnun değilim, 2= Memnun değilim, 3= Ne memnunum ne de değilim, 4= Memnunum, 5= Çok memnunum). Anket formunun üçüncü bölümünde ise yabancı turistlerin kültürel destinasyonlara yönelik bilişsel ve duygusal değer algılarını belirlemeye yönelik 5’li Likert



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ölçeğine göre hazırlanmış 34 soru bulunmaktadır. Destinasyon imajını oluşturan duygusal ve bilişsel değerlendirmelerdeki değişkenler Vela'nın (2009) yapmış olduğu destinasyon imajını ölçmeye yönelik çalışmadan alınmış ve bu değişkenler Aspendosa uyarlanmıştır. Elde edilen veriler SPSS 18 istatistik paket programında çözümlenmiştir. Kontrol değişkenlerine ilişkin veriler frekans ve ortalama değerleri kullanılarak değerlendirilmiştir. İlk aşamada ölçeğin güvenilirliği test edilmiştir ve ölçeğin güvenilirlik katsayısı 0,92 bulunmuştur. Araştırma hipotezlerini analiz etmek için, bilişsel ve duygusal değerlerin destinasyon imajı üzerindeki etkisini belirlemek amacıyla doğrusal regresyon analizi yapılmıştır. Araştırma sonuçlarına göre, bireyin algıladığı bilişsel ve duygusal değerlerin destinasyon imajını önemli ölçüde etkilediği sonucuna varılmıştır. Araştırmanın sonunda, Aspendos Tiyatrosunda destinasyon imajının geliştirilmesi için bazı öneriler sunulmuştur.

Anahtar Kelimeler: Turizm, Destinasyon İmajı, Aspendos Tiyatrosu, Antalya

RELATIONSHIP BETWEEN TRADE OPENNESS AND ECONOMIC GROWTH IN TURKEY: ARDL BOUNDS TEST APPROACH¹

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Sivas / Turkey*

Abstract: Trade is a key determinant in improving the growth of economies. Trade openness means the reduction or complete removal of trade barriers. The relationship between trade openness and economic growth is widely debated in the growth and development literature. The aim of this study is to examine empirically, using ARDL bounds test approach, the relationship between trade openness and economic growth of Turkey for the time period 1980-2013. Selected variables namely GDP, trade openness, foreign direct investment and financial development. The long run estimated results reveal that trade openness has positive and insignificant relationship with economic growth. Foreign direct investment and financial development has positive and significant relationship with economic growth. The short run estimated results reveal that trade openness has positive and significant relationship with economic growth. Foreign direct investment, financial development has negative and insignificant relationship between economic growth in Turkey. The short term estimated lagged error correction term (ECM-1) is negative and statistically significant.

Key Words: Trade Openness, Economic Growth, ARDL Bounds Test

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I. INTRODUCTION

International trade is very crucial role the development of economy. Especially trade liberalization works as an engine for the growth of the economy. Trade openness means the reduction or complete removal of trade barriers. Trade openness allows economies to better capture the potential benefits from increasing returns to scale and exploit economies of specialization and increasing the size of the market (Aboubacar et al., 2014: 917). In addition the openness improves the efficient allocation of resources through comparative advantage, allows the dissemination of knowledge and technological progress and encourages competition in markets (Habibi, 2015: 120). Our study is analyzed relationship between trade openness and economic growth in Turkey. Selected variables namely GDP, trade openness, foreign direct investment and financial development. To analysis relationship between trade openness and economic growth it was used ARDL bounds test method. In this study is taken the period from 1980 to 2013. Then the results were reviewed.

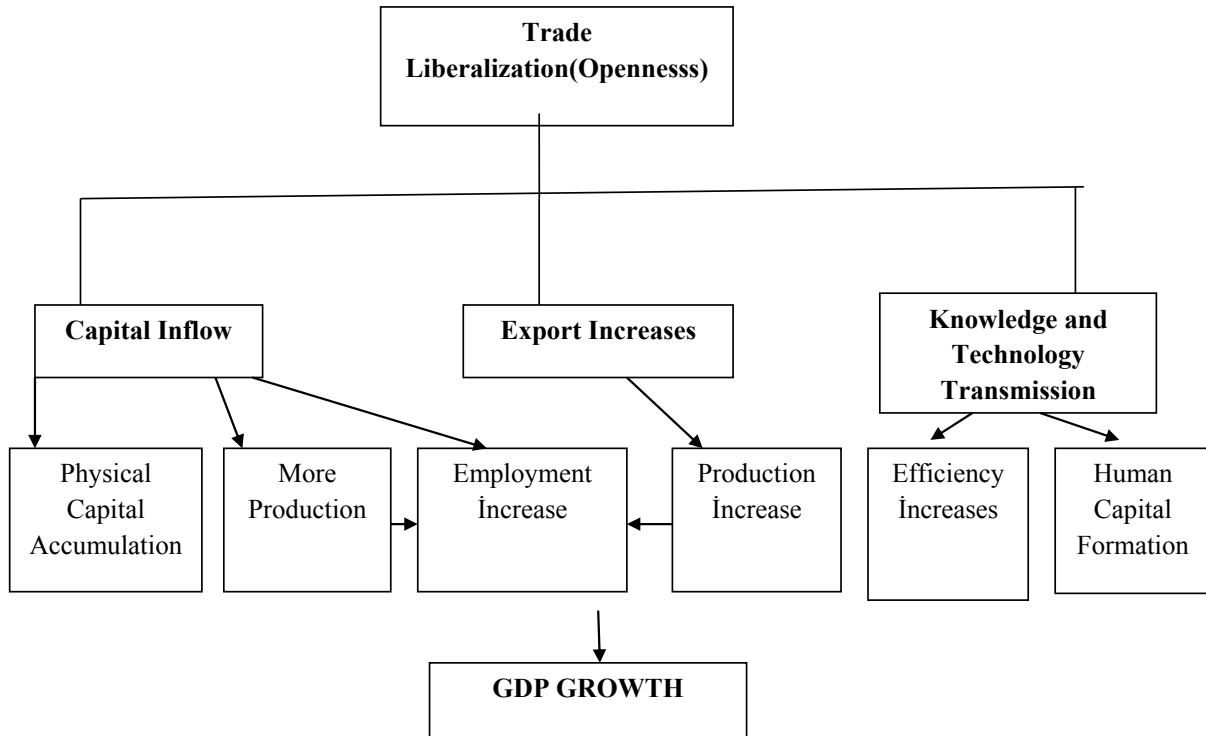
II. LITERATURE REVIEW

This section mentioned theoretical and empirical framework about relationship between

trade openness and economic growth. Relationship between trade liberalization and economic growth is debated issue among the literature. Ricardo and Smith were considered as an earlier founder of concep of trade liberalization or openness. They were emphasized on importance of international trade.

Theoretical framework is based upon Romer New Growth Theory model introduced by Romer (1986) and Lucas (1988). This theory explained that trade liberalization leads towards economic through various channels. Trade liberalization increases capital inflow. Capital inflow increases investment level, production and market size. Increase in production will cause increase in employment level. It provides developing economies access of new technological inovation. It provides both consumer and producer access to larger markets. Another important impact of trade liberalization through knowledge and technology transmission In long term trade liberalization positively affect the human capital formation in the economy by providing employment opportunities and by knowledge and technological transformation (Shaheen et al., 2013: 232).

Figure 1. Trade Liberalization and Economic Growth



Kaynak: Shaheen et al., 2013: 233

Trade openness works as an engine of the economic growth and the existing literature support the positive relation between trade openness and economic growth. There are a lot of studies investigating empirical relationship between international trade (trade openness) and economic growth.

Olufemi (2004), investigated the causality between the openness variable and economic growth using data from the Nigerian econo-

my. The results indicated a unidirectional relationship between openness and growth.

Yapraklı (2007), in this study investigated the relationship between trade and financial openness and economic growth in Turkey between 1990:01 and 2006:4. According to the results, economic growth is positively effected by trade openness, and negatively by financial openness in the long run. Error correction-augmented Granger causality tests show that there is bidirectional causality between trade



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and financial openness and economic growth. Furthermore, it is observed that one directional causality exists from trade openness to financial openness.

Kurt ve Berber (2008), in this study investigated causality relationships and dynamic interactions between openness and economic growth by using VAR and variance decompositions for 1989:Q1-2003:Q4. It used the rate of foreign trade and imports in GDP and exports growth as an openness variable. Results of the analysis denote there are bidirectional causality relationships between openness and economic growth. Besides, it determined there are bidirectional causality relationships between economic growth and imports, and unidirectional causality from imports to exports and from exports to economic growth.

Nannicini ve Billmeier (2011), investigated the effect of trade openness on economic growth in transition countries using transparent statistical methodology that leads to data driven case studies. Consequently it is found trade liberalization tends to have a positive effect on the pattern of real GDP per capita.

Arif and Ahmad (2012), analyzed the long run relationship between trade openness and output growth for Pakistan for 1972-2010. In this study used the Engle and Granger cointegration analysis and error correction ap-

proach to analyze the long run relationship between the two variables. The results of granger causality show that there is a bidirectional significant relationship between trade openness and economic growth.

Muhammad et al., (2012), this study analyzed the relationship between openness and economic growth in Pakistan. Johnson cointegration technique and error correction model are applied to estimate the relationship with annual data span from 1970 to 2012. The result of this study shows that there is a long run relationship between openness and economic growth in Pakistan.

Ramzan and Kiani (2012), this study has applied an econometric technique of Error Correction Methods for finding the relation between economic growth indicator, foreing direct investment and trade openness in Pakistan. For this purpose study utilized annual data set ranging from 1975 to 2011. The finding suggested that foreing direct investment and trade promote growth of real sector of economy of Pakistan.

Tash and Sheidaei (2012), in this study seeks to empirically analysis the joint impact of trade liberalization and financial development on economic growth in Iran during the period 1966-2010. Consequently it was found a positive relationship between trade liberaliza-



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tion, financial development and joint impact on economic growth in Iran.

Yusoff and Febrina (2012), examined the relationship among economic growth, domestic investment, real exchange rate and trade openness in Indonesia. In this study is used the Johansen co-integration test and Granger causality test. The results suggest that exist a long run relationship among the variables. Granger causality test suggest that all variables cause real GDP in the short run. Both the trade openness and gross domestic investment cause growth unidirectionally in short run but feedback occurs between growth and real exchange rate.

Chattaerji et al., (2013), examined the empirical relationship between trade openness and economic growth of India for the time period from 1970 to 2010. The estimation results from Vector Autogressive method suggest that growth in trade volmes accelerate economic growth in India.

Nduka (2013), the study empirically tests whether openness leads to economic growth in Nigeria and data from 1970-2008. GDP (Economic Growth) is the dependent variable, whereas degree of openness, investment, government expenditure and lagged GDP are the independent variables. The independent variables have direct impact on

the economic growth respectively. The cointegration test shows that there exists long run equilibrium between economic growth, trade openness, investment, and government expenditure in Nigeria. The study reveals that openness impact significantly on economic growth in Nigeria.

Shaheen et al., (2013), this study empirically analyzes the impact of trade liberalization on the economic growth of Pakistan over the period 1975-2010. Trade openness, gross fixed capital formation, foreing direct investment and inflation are explanatory variables, real GDP is dependent variable. The result shows that trade liberalization and gross fixed capital formation have positive and significant impact on economic growth. Foreing direct investment and inflation negatively affect growth of economy.

Silva et al., (2013), this study analyzed the relationship between trade liberalization and economic growth in Sri Lanka over the period or 1960-2010. Cointegration and Granger causality test is used in this study. The analysis supports the long run relationship between trade openness and economic growth.

Aboubacar et al., (2014), examined the impact of the trade openness on the economic growth in Niger. Real economic growth, real exchange rate, trade openness and fore-



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ing direct investment have been used in this study. This study used time series data covering the period from 1980 to 2013. The results show that there exists a long term relationship between all the variables. Also independent variables affect the economic growth in the short-run. Trade openness and the real exchange rate influence economic growth unidirectionally; except foreign direct investment all the variables have explanatory power on economic growth in Niger.

Mkubwa et al., (2014), this study is to analyzed the effect of trade liberalization on economic growth in Tanzania. Annual time series data was used covering the period 1970-2010. OLS technique was used to estimate the regression model. The empirical findings indicated that trade openness had a positive and significant effect on economic growth in Tanzania.

Nowbutsing (2014), analysed the relationship between openness and economic growth for Indian Ocean Rim countries. Panel data analysis is used in this study over the time period 1997 to 2011. Consequently it is found that openness positively affect economic growth.

Sikwila et al., (2014), this study investigated trade openness effects on growth and development in South Africa. In this study, it is used quarterly data for the period 1994

through to 2013. The results of the regression analysis indicate that there was an enormous long and short term influence of trade openness on growth and development in South Africa.

Umer (2014), in this study examined the impact of trade openness on economic growth of Pakistan over the period 1960-2011. Autoregressive distributed lag (ARDL) approach is used in this study. Empirical results show that trade volume, investment and human capital have positive and significant impact on economic growth. Trade restriction measures have negative and significant impact on economic growth in long run. The impact of trade openness on economic growth is not obvious in short run.

Adhikary (2015), in this study investigated the relationship between foreign direct investment, trade openness, capital formation, human capital and economic growth in Nepal using the vector error correction model. The study reveals that a long-run equilibrium relationship exists between variables. In addition, trade openness and foreign direct investment have a dynamic positive effect on the GDP per capita growth. Human capital doesn't appear to be a significant factor, whereas capital formation demonstrates a negative association with rates of economic



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growth. The vector error correction based Granger causality test indicates that a unidirectional short-term causal flow runs between foreign direct investment, trade openness and GDP per capita growth rate.

Asfaw (2015), investigated to empirically assess the link between trade policy and economic growth in Sub-Saharan Africa countries. This study used a panel data covering 47 Sub-Saharan Africa countries over the periods 2000-2008. The estimation support claims that openness to international trade stimulates both economic growth and investment.

Habibi (2015), this study is to determine the effects of trade openness on economic growth. It used panel cointegration tests and panel error-correction models to explore the casual relationship between trade openness and economic growth for 120 countries over the period 2000-2013. The results suggest that the long-run causality between trade openness and growth. The results indicates that bidirectional causalities in this study were observed from real GDP growth to trade openness in all panels except low income groups.

III. DATA

This section investigates the relationship between trade openness and economic growth.

The model of this study is;

$$GDP = f(OPN, FDI, DF) \quad (1)$$

Taking the natural log of equation (2) we get;

$$\ln GDP = \alpha + \beta_1 \ln OPN_t + \beta_2 \ln FDI_t + \beta_3 \ln DF_t + \varepsilon_t \quad (2)$$

Where GDP denotes Gross domestic product (proxy of economic growth), OPN denotes trade openness (measured by trade % of GDP), FDI denotes the foreign direct investment inflows as a share of GDP, DF denotes the financial development (measured as the ratio of broad money to GDP), α denotes constant term, t denotes time trend, ε random error term. The data for this study is taken from World Bank and the period from 1980 to 2013. In this study, firstly the ADF unit root test was applied. Then, it was applied ARDL bound test method. By ARDL bound test method, short and long term relationship has been analyzed.



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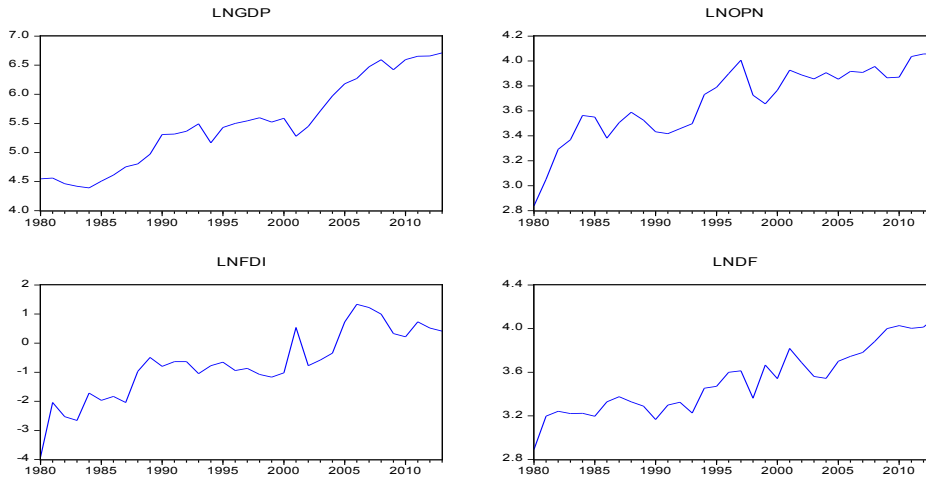
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Figure 2. The Plots of the Series (1980-2013)



IV. EMPIRICAL ANALYSIS

We use Augmented Dickey-Fuller (ADF) unit root test for examining the stationarity level of the variables. There are three models for the ADF test.

$$\Delta Y_t = \lambda Y_{t-1} + \sum_{i=2}^m \beta_i \Delta Y_{t-i+1} + \varepsilon_t \quad (3)$$

$$\Delta Y_t = \alpha_0 + \lambda Y_{t-1} + \sum_{i=2}^m \beta_i \Delta Y_{t-i+1} + \varepsilon_t \quad (4)$$

$$\Delta Y_t = \alpha_0 + \lambda Y_{t-1} + \beta_1 \sum_{i=2}^m \beta_i \Delta Y_{t-i+1} + \varepsilon_t \quad (5)$$

We have presented the empirical results of the study. The result show that trade openness, foreign direct investment and financial development are stationary at I(0) whereas GDP is not stationary I(0). However ar first difference all the variable become stationary.



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Table 1. Results of ADF Test

Name of Variable	Level		1 st Difference	
	Intercept	Intercept and Trend	Intercept	Intercept and Trend
GDP	-0.0867 (-2.954)	-2.499 (-3.552)	-5.711* (-2.957)	-5.657* (-3.557)
OPN	-3.005* (-2.954)	-4.341* (-3.557)	-4.879* (-2.957)	-4.865* (-3.557)
FDI	-2.843 (-2.954)	-4.294* (-3.552)	-7.901* (-2.957)	-7.763* (-3.557)
DF	-0.331 (-2.957)	-4.274* (-3.552)	-8.641* (-2.957)	-8.496* (-3.557)

ARDL test approach basically consists of three stages. It tested whether there are any long-term relationship between variables in first stage. Under the co-existence of the con-

dition in the second and third steps long and short-term elasticity is obtained. Unrestricted error correction model used in the first stage of the test is as follows:

$$\Delta \ln GDP_t = \alpha_0 + \sum_{i=1}^m \alpha_{1i} \Delta LGDP_{t-i} + \sum_{i=0}^m \alpha_{2i} \Delta LOPN_{t-i} + \sum_{i=0}^m \alpha_{3i} \Delta LFDI_{t-i} + \sum_{i=0}^m \alpha_{4i} \Delta LDF_{t-i} + \alpha_5 LGDP_{t-i} + \alpha_6 LOPN_{t-i} + \alpha_7 LFDI_{t-i} + \alpha_8 LDF_{t-i} + \epsilon_t \quad (6)$$

In the model Δ shows the difference in the first degree. In order to investigate the existence of the long-run relationship among the variables in the system, the bound tests approach developed by Pesaran et al. (2001) has been employed. The bound test is based on the Wald or F-statistic and follows a non-standard distribution. Under this, the null hypothesis of no cointegration $\alpha_1 = \alpha_2 = \alpha_3 = \alpha_4 = 0$ is tested against the alternative of cointegra-

tion $\alpha_1 \neq \alpha_2 \neq \alpha_3 \neq \alpha_4 \neq 0$. Pesaran et al. (2001) provide the two sets of critical values in which lower critical bound assumes that all the variables in the ARDL model are I(0), and the upper critical bound assumes I(1). If the calculated F-statistics is greater than the appropriate upper bound critical values, the null hypothesis is rejected implying cointegration. If such statistics is below the lower bound, the null cannot be rejected, indicat-



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ing the lack of cointegration. If, however, it lies within the lower and upper bounds, the results is inconclusive. It is necessary to determine the length of the delay in order to test the existence of cointegration relationship. If

there is cointegration relationship between the variables, it is passed to the second stage the testing approach ARDL. ARDL long-term equation is as follows:

$$LGDP_t = \alpha_0 + \sum_{i=1}^m \alpha_{1i} LGDP_{t-i} + \sum_{i=1}^m \alpha_{2i} LOPN_{t-i} + \sum_{i=1}^m \alpha_{3i} LFDI_{t-i} + \sum_{i=1}^m \alpha_{4i} LDF_{t-i} + \varepsilon_t \quad (7)$$

The short-term relationships between the variables are obtained by error correction model based on ARDL. ECT is the error correction term in this model. The coefficient of

this term if between 0 and -1, it is uniformly rapprochement comes to long-term equilibrium value.

$$\Delta LGDP_t = \alpha_0 + \sum_{i=1}^m \alpha_{1i} \Delta LGDP_{t-i} + \sum_{i=1}^m \alpha_{2i} \Delta LOPN_{t-i} + \sum_{i=1}^m \alpha_{3i} \Delta LFDI_{t-i} + \sum_{i=1}^m \alpha_{4i} \Delta LDF_{t-i} + \beta ECT_{t-1} + \varepsilon_t \quad (8)$$

The table 2 results reveals that the computed F-statistics is obviously greater than the upper bound critical value at the 5% significant level. So, the null hypothesis of no cointegration

is rejected and there is a stable long-run cointegration relationship among the variables.

Table 2. ARDL Bounds Test for Cointegration

Variables	F-Statistics	Cointegration
f(GDP/OPN, FDI, DF)	4.535*	Cointegration
Critical Value	Lower Bound	Upper Bound
5 %	2.72	3.77
10 %	3.23	4.35

Note: * statistical significance at 5 % level.



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The long run results of the study are presented in the table 3. The results show that trade openness has positive and insignificant relationship with economic growth. The results show that increase of 1 percent trade openness economic growth increase by 0.0560 percent in Turkey. Foreign direct investment has positive and significant relationship with economic growth. This results show that increase of 1 percent foreign direct investment economic growth increase by 0.0001 per-

cent in Turkey. Financial development has positive and significant relationship with economic growth. This results show that increase of 1 percent financial development economic growth increase by 0.0139 in Turkey. The overall results show that trade openness has positive and insignificant relationship with economic growth whereas foreign direct investment and financial development has positive and significant relationship with economic growth in Turkey.

Table 3. Long Run Coefficient

Dependent Variable=GDP			
Variables	Coefficient	Standart Error	Ratio (Prob)
Constant	2.270594	0.752331	3.08076(0.0194)
OPN	0.408717	0.178638	2.287964(0.0560)
FDI	0.517691	0.061865	8.368051(0.0001)
DF	0.595140	0.182785	3.255955(0.0139)

The short run results are presented in table 4. The results show that trade openness has positive and significant relationship with economic growth. Foreign direct investment, financial development has negative and in-

significant relationship between economic growth in Turkey. Table 4 shows that the estimated lagged error correction term (ECM-1) is negative and statistically significant.



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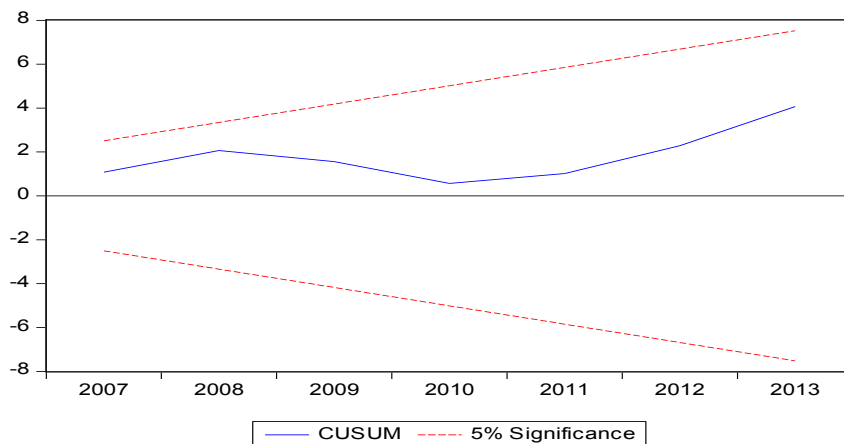
Table 4. Short Run Coefficient

Dependent Variable=GDP			
Variables	Coefficient	Standart Error	Ratio (Prob)
dOPN	1.353290	0.546071	2.478229 (0.0423)
dFDI	-0.042822	0.112386	-0.381027 (0.7145)
dDF	-0.362897	0.360148	-1.007633 (0.3472)
ECM _{t-1}	-1.682052	0.499390	-3.368210 (0.0119)

The stability of the long and short run parameters of the model is very necessary and measuring stability Brown et al. (1975) proposed the cumulative sum (CUSUM) and the cumulative sum of squares (CUSUMsq). CUSUM and CUSUMsq are presented in figure 3 and

figure 4. The plot of the CUSUM is within the line and significant at 5 percent and the plot of the CUSUMsq is within the line and significant at 5 percent. This ensures the stability of long run and short run coefficients.

Figure 3. Plot of Cumulative Sum of Recursive Residuals





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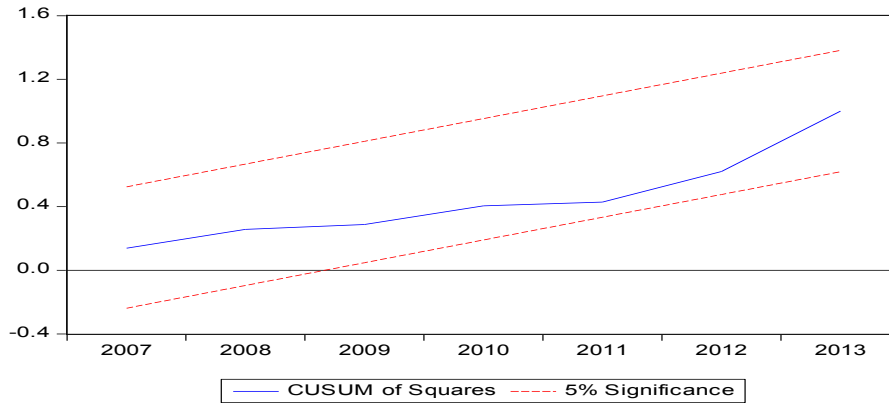
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Figure 4. Plot of Cumulative Sum of Recursive Residuals



V. CONCLUSION

Openness of trade has also been considered as an important determinant of economic growth and welfare. The main objectives of this study are to investigate the relationship between trade openness and economic growth. For this purpose GDP, trade openness, foreign direct investment and financial development variables are used in this study. ADF unit root test and ARDL bound test methods are used. The unit root test results reveal that the trade openness, foreign direct investment and financial development series are found to be integrated at an order of $I(0)$ but GDP series is found to be integrated at an order of $I(1)$. ARDL bound test methods were used to analyze short run and long run results. The long run estimated results reveal that

trade openness has positive and insignificant relationship with economic growth. Foreign direct investment and financial development has positive and significant relationship with economic growth. The short run estimated results reveal that trade openness has positive and significant relationship with economic growth. Foreign direct investment, financial development has negative and insignificant relationship between economic growth in Turkey. The short term estimated lagged error correction term (ECM-1) is negative and statistically significant.

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TÜRKİYE’DE EKONOMİK BÜYÜME VE TİCARİ AÇIKLIK ARASINDAKİ İLİŞKİ: ARDL SINIR TESTİ YAKLAŞIMI

Öz: Uluslararası ticaret, ülkelerin ekonomik gelişmesinde önemli rol üstlenmektedir. Ticari açıklık, ticari engellerin azaltılması veya tamamen kaldırılmasını ifade etmektedir. Ticari açıklık, bir yandan kaynakların etkin kullanımı sağlarken, diğer yandan bilgi ve teknolojinin yayılımını kolaylaştırarak piyasalarda rekabet gücünü artırmaktadır. Ticari açıklık ile ekonomik büyüme arasındaki ilişki literatürde yaygın bir şekilde ele alınmaktadır. Adam Smith ve David Ricardo ticareti serbestlik (açıklık) konusuna ilk olarak değinen iktisatçılardır. Romer’in büyüme teorisi ticari serbestliğin ekonomiyi çeşitli yollarla etkilediğini ileri sürmüştür. Ticari açıklık sermaye girişini artırmaktadır. Sermaye girişi yatırım düzeyini, üretimi ve piyasa büyüklüğünü artırmaktadır. Üretimdeki artış ise istihdam düzeyini artırmaktadır ve ülkelerin yeni teknolojilere ulaşmalarını sağlamaktadır. Böylelikle üretici ve tüketicilerin daha büyük piyasalara ulaşmaları kolaylaşmaktadır. Ticari açıklığın diğer önemli etkisi ise bilgi ve teknolojiye ulaşmada kolaylık sağlamasıdır. Uzun dönemde ticari açıklık istihdam imkânı sağlayarak ve bilgi-teknolojiye ulaşmada kolaylık sağlayarak beşeri sermaye birikimini de etkilemektedir. Literatürde ticari açıklık ve ekonomik büyüme arasındaki ilişkiyi inceleyen çok sayıda çalışma bulunmaktadır. Bu çalışmalardan bazıları şu şekilde özetlenebilir: Yapraklı (2007), Türkiye’de ticari ve finansal açıklık ile ekonomik büyüme arasındaki ilişki incelenmiştir. Bu amaç doğrultusunda 1990:1-2006:4 dönemi ele alınarak değişkenler çok değişkenli eş-bütünleşme analizi, hata düzeltme-geliştirilmiş Granger nedensellik testleri ve vektör hata düzeltme modeli kullanılarak ekonometrik açıdan analiz edilmiştir. Çalışmada sonuç olarak uzun dönemde ekonomik büyüme ticari açıklıktan pozitif, finansal açıklıktan negatif olarak etkilenmektedir. Hata düzeltme-geliştirilmiş Granger nedensellik testleri, ticari ve finansal açıklık ile ekonomik büyüme arasında iki yönlü nedenselliğin bulunduğunu göstermektedir. Ayrıca, ticari açıklıktan finansal açıklığa doğru tek yönlü nedenselliğin bulunduğu görülmüştür. Kurt ve Berber (2008), çalışmada 1989:Q1-2003Q4 dönemini kapsayan verilerle dışa açıklık ve ekonomik büyüme değişkenleri arasındaki nedensellik ilişkisi VAR yöntemi kullanılarak araştırılmıştır. Dışa açıklık değişkenleri olarak, dış ticaret hacminin ve ithalatın RGSMH’ya oranları ile ihracat artışı kullanılmıştır. Çalışmada sonuç olarak dışa açıklık ve ekonomik büyüme arasında çift



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yönlü nedensellik olduğu görülmüştür. Ayrıca büyüme ve ithalat arasında çift yönlü, ithalattan ihracata ve ihracattan büyümeye doğru tek yönlü nedensellik ilişkisi olduğu görülmüştür. Arif ve Ahmad (2012), Pakistan'da 1972-2010 dönemleri arasında ticari açıklık ve ekonomik büyüme arasındaki ilişki analiz edilmiştir. Çalışmada sonuç olarak ticari açıklık ve ekonomik büyüme arasında çift yönlü nedensellik ilişkisi olduğu görülmüştür. Muhammad vd., (2012), Pakistan'da ticari açıklık ve ekonomik büyüme arasındaki ilişki 1970-2012 dönemi için analiz edilmiştir. Çalışmada sonuç olarak, ticari açıklık ve ekonomik büyüme arasında uzun dönemli ilişki olduğu görülmüştür. Silva vd., (2013), 1960-2010 döneminde Sri Lanka'da ticari açıklık ve ekonomik büyüme arasındaki ilişki analiz edilmiştir. Çalışmada eş bütünleşme ve Granger nedensellik analizi yöntemi uygulanmıştır. Çalışmada sonuç olarak ticari açıklık ve ekonomik büyüme arasında uzun dönemli ilişki olduğu görülmüştür. Bizim çalışmamızda GSYH (ekonomik büyümeyi temsilen), ticari açıklık (ticaret/GSYH), doğrudan yabancı sermaye yatırımları/GSYH, M2/GSYH değişkenleri kullanılmıştır. Çalışmada 1980-2013 dönemi analiz edilmiş ve çalışmada kullanılan veriler Dünya Bankası'ndan alınmıştır. Yöntem olarak ARDL sınır testi kullanılmıştır. ARDL sınır testi analizi sonucunda şu bulgulara ulaşılmıştır. Uzun dönemde ticari açıklık ve ekonomik büyüme arasında pozitif ve istatistiki olarak anlamsız bir ilişki bulunmuştur. Doğrudan yabancı sermaye yatırımları ve finansal gelişme ile ekonomik büyüme arasında pozitif ve istatistiki olarak anlamlı ilişki bulunmuştur. Kısa dönemde ise ticari açıklık ve ekonomik büyüme arasında pozitif ve istatistiki olarak anlamlı ilişki olduğu görülmüştür. Doğrudan yabancı sermaye yatırımları ve finansal gelişme ile ekonomik büyüme arasında kısa dönemde negatif ve istatistiki olarak anlamsız ilişki bulunmuştur.

Anahtar Kelimeler: Ticari Açıklık, Ekonomik Büyüme, ARDL Sınır Testi

EVALUATION OF THE VIEWS OF VOCATIONAL SCHOOL STUDENTS ABOUT LIFELONG LEARNING¹

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Abstract: Lifelong Learning is defined as all kinds of learning activities covering concepts like self-recognition, recognition of environment, and of the world, social and personal development, professional development, civil and social employment, modernization, renewal, second chance. This research's purpose is to determine the views of the students studying at vocational schools about Lifelong Learning considering some demographic variables. The sample of the research constitutes 1113 students who are studying in the Health Services School of Vocational Education, Çölemerik Vocational School, and Yüksekova Vocational School under Hakkari University. In the research, 'General Screening Model' which is the one of the descriptive methods was used. Validity and reliability studies of 25-item 'Lifelong Learning Scale' used in the research were conducted and Cronbach's Alpha internal reliability coefficient was calculated as 0,858. According to the results obtained in the research, it was determined that the students attach importance to verbal expression of feelings, and communication in the mother tongue, but give less weight to turning thoughts in to action, and confidentiality of communication. In addition, such results have been reached in the research that there is no a significant difference of opinions related to gender between female and male students.

Key Words: Lifelong Learning, Lifelong Education, Professional Development, Social Employment, Renewa

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1. INTRODUCTION

Lifelong learning (LLL) is a concept which aims continuous socio-economic, and socio-cultural and professional developments of individuals, and selfrenewal. According to Çelik, Güleç & Demirhan, (2012: 40), LLL includes all kinds of learning activities for life in order to develop knowledge and skills within personal, civic and social perspectives. To Şişman (2012: 334), continuous increase in knowledge leads to the concept of lifelong learning mentioned frequently. In opinion Sarıgöz (2015), developments in the fields of science and technology, increase in communication opportunities, diversification of educational environments, diversification of teachers' professional competencies result in worldwide acceptance of the concept of lifelong learning in a short time. According to Can (2011), it is necessary for the continuous development of society that education lasts a life time, and that individuals constantly improve and renew themselves for life.

According to European Commission (2006), LLL means all learning activity undertaken throughout life within a personal, social, civic and employment-related perspective in order to improve knowledge, skills and competences. OECD (Organization for Economic Co-

operation and Development) describes LLL as activities endless and needed to develop constantly, and that have important role in an individual's improvement and change (Ersoy, 2009: 9). These activities that are continuous related to an individual's area of interest, or one's work. In point of view Koç (2005), LLL is a learning habit and behaviour pattern. To Candy (2003), LLL is the acquirement of knowledge, skills, values and qualities for life and applying them in life. From perspective Borat (2010), LLL is described as all kinds of learning activities undertaken throughout life, with the aim of allowing personal and social development, and of providing employment to improve knowledge, skills and competences.

LLL is the development of competence based on voluntariness due to personal and professional reasons (Ireland Ministry of Education and Science, 2000). According to Candy, Crebert & O'Leary, (1994: 2), LLL is a supportive process which increases and strengthens knowledge, values, skills and understandings individuals obtain throughout life, and enables to use them in real life. To Soran, Akkoyunlu & Kavak, (2006: 202), LLL means creating a second chance for individuals, and offering advanced learning opportunities through updating basic skills.



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According to Ayhan (2005: 10), the concept of lifelong learning was used by John Dewey, Eduard Lindeman and Basil Yeaxle at first in 1920s. Afterwards, the concept of LLL started to be strongly emphasized and used in the mid-1990s, and stated as ‘from the cradle to the grave’ (EC, 2003; Gündoğan, 2003; Toprak & Erdoğan, 2012; Teyfur, 2009: 373; Hürsen, 2011). To Day, an individual who is a lifelong learner should possess certain skills. These skills are awareness of managing his/her own learning, and of motivating himself/herself, and of adjusting himself/herself to the changing world, and possession of a wide strategy repertoire for effective learning and communication with individuals, and applying knowledge gained, and improving memory, and correcting and developing by turning back (Teyfur, 2009: 373). In opinions Polat & Odabaş (2008: 596), lifelong learners are individuals who can reach information they need, and assimilate obtained knowledge into their personality structure, and put new knowledge on it in the solution of a problem requiring the use of active and continuous knowledge.

LLL includes knowledge obtained from family in early childhood period, and in pre-school education, and in all stages of formal education, and in elderly stage; in briefall knowledge gained by an individual through-

out life. According to Andresen, Boud & Cohen (1995), learning based on life and work experiences is included in LLL. To Coşkun & Demirel, (2012: 109), it is accepted in the understanding of lifelong learning that learning is not limited in respect of time and space, and that learning happens everywhere if individuals are willing to learn.

There are three basic elements of lifelong learning which applies to all age groups in society. These elements are continuity, creativity, and learning. Continuity is that throughout life individuals gain qualifications according to their interests and needs in education process which begins in the first years of life and continues until death. Creativity is that individuals realize their own potentials and develop their creativity to adjust themselves to the changing patterns of life. Learning is one of the most important elements that individuals learn by asking themselves questions (Uzunboylu & Hürsen, 2011: 127; Özkartal, 2014-2015; Teyfur, 2009: 374; Karakuş, 2013; Erdamar, 2011: 223-224).

LLL includes formal learning in schools, non-formal learning, learning technical skills in courses, learning professional skills at work, and learning other skills (Çelik, Güleç & Demirhan, 2012: 40). LLL covers formal education (primary education, secondary



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education and higher education), and non-formal education (on-the-job training) (Erdamar, 2011: 220). According to a report published by UNESCO in 1972, it is emphasized that LLL is a right for all individuals, and equal resources should be allocated to formal education and non-formal education, and activities should be organized for all age groups. Moreover, in the report, LLL is emphasized as a concept which should provide equal opportunity in education, and remove borders for equal educational opportunity offered individuals with limited financial means (DPT, 2001; Torres, 2001; Kaya, 2010: 32).

Decision no 2493/95/EC of the European Parliament and of the Council proclaims 1996 as the European Year of Lifelong Learning (Berberoğlu, 2010: 115; Şişman, 2012: 334). This event starts co-decision procedure about LLL in the European Union.

2. METHOD

2.1. The Problem Sentence

At what level are the views of vocational school students about Lifelong Learning Approach?

2.2. The Objective of the Research

The objective of this research is trying to determine the views of vocational school stu-

dents about LLL considering some demographic variables (gender, class level, school graduated, and type of program). In the research, benefitting from the students' views and thoughts, various recommendations regarding LLL have also tried to be brought forward.

2.3. The Importance of the Research

From the findings obtained from this research, it is thought that this research will help students, researchers, educators, teachers and academicians to form an opinion about LLL and be guidance for all of them regarding LLL, and also that this research is important, because it will be a resource for next researches.

2.4. The Population and the Sample

The population of this research constitutes the students studying at the vocational schools of higher education under Hakkari University, and the sample of the research constitutes 1113 students studying at the programs of Computer Programming, and of Electrical Technology, and of Control and Automation Technology, and of Banking and Insurance, and of Electric Power Generation, Transmission and Distribution, and of Construction Technology, and of Laboratory and Veterinary Healthcare, and of Accounting and Tax



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Applications, and of Garden Farming, and of Traditional Handicrafts in Çölemerik Vocational School, and at the programs of Child Development, and of Environmental Health, and of Health Facilities Management, and of Medical Documentation and Secretariat, and of Medical Laboratory Techniques, and of Medical Promotion Marketing, and of First and Emergency Aiding Health Services School of Vocational Education, and the programs of Business Administration, and of Accounting and Tax Applications, and of Garden Farming, and of Organic Farming, and of Postal Services in Yüksekova Vocational School.

2.5. The Research Model

In this research, the views of the vocational school students about LLL have tried to be determined considering the demographic variables of gender, class level, school graduated, and the type of program. For this purpose, ‘the Lifelong Learning Scale’ (LLLS) developed by Sarigöz (2015), was used in the research. The items of ‘the Lifelong Learning Scale’ developed with the aim of determining students’ views about lifelong learning approach, are in 5-point likert type including ‘Strongly Disagree’, ‘Disagree’, ‘Undecided’, ‘Agree’, and ‘Strongly Agree’. There are two types of items in the scale: positive items

and negative items. Positive items in the scale are graded from (5) ‘Strongly Agree’ to (1) ‘Strongly Disagree’ by giving numerical values. In contrast, negative items are graded from (1) ‘Strongly Disagree’ to (5) ‘Strongly Agree’ by giving numerical values.

Cronbach’s alpha internal reliability coefficient of 25-item one-dimensional scale used in the research was calculated as 0,858. The answers of the students participated in the research to the survey depending on the demographic variables were calculated by using Anova test which is F test, t-test and one-way variance analysis with the help of SPSS 20 statistical software package. The survey used in the research consists of five point likert type 30 items including (1) Strongly Disagree, (2) Disagree, (3) Undecided, (4) Agree and (5) Strongly Agree. Ranges of options and overall assessment of the survey items used in the research were calculated and determined as below (Sarigöz et, al., 2015; Cengiz, et, al., 2015; Sarigöz, Cengiz & Koca, 2015):

$$RO = \frac{HV - LV}{NO} = \frac{5 - 1}{5} = 0,8$$

RO: Range of Options

HV: The Highest Value

LV: The Lowest Value



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NO: Number of Options

1,00 - 1,80: Strongly Disagree

1,81 - 2,60: Disagree

2,61 - 3,40: Undecided

3,41 - 4,20: Agree

4,21 - 5,00: Strongly Agree

The survey was applied to 1113 students studying in the Health Services School of Vocational Education (HSSVE), Çölemerik Vocational School (CVS), and Yüksekova Vocational School (YVS) under Hakkari University and the views of the students about LLL have tried to be determined considering demographic variables.

In the research, ‘General Screening Model’, one of the descriptive methods was used. According to Karasar (2010: 77), general screening model is the screening arrangements carried out on a group, sample group or a paradigm or the entire universe in order to draw conclusion about the universe composed of numerous elements.

3. FINDINGS

In this part of the research, findings and interpretations based on the students’ views about LLL are presented. In accordance with the purpose of the research, the Lifelong Learning Scale consisting of 25 items was applied to the students, and the answers of the students to the scale were tabulated and interpreted.

Table 1. T-Test Analysis Results of the Answers of the Vocational School Students to the Lifelong Learning Scale (LLLS) According to Gender Variable

Gender	N	\bar{x}	SS	Sd	t	p
Female	522	97,56	12,198	1111	1,324	,186
Male	591	96,51	13,956			

$p > 0,05$

When the data in Table 1 was examined, from the answers of the students participating in the research to the Lifelong Learning Scale, it was determined that there is no significant

difference ($p > ,05$) between female and male students studying at the vocational schools in terms of their views about LLL according to gender variable. In the light of the students’



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views, it can be said that female and male students have similar thoughts about LLL.

Also, in the researches about LLL done by Canca (2005) and Duman (2004), a significant difference was not found between female and male students with respect to gender, and it was determined that female and male students have similar thoughts regarding LLL approach. However, in a research done by Coşkun & Demirel (2012), a significant dif-

ference was found between female and male students in favour of female students. In a research on the teachers working as directors done by Kavtelek (2014), a significant difference was not found between female and male teachers working as directors in terms of their views about LLL approach according to gender. In most of the researches done, there is no significant difference between those participating in the researches in terms of their views about LLL depending on gender.

Table 2. T-Test Analysis Results of the Answers of the Vocational School Students to the Lifelong Learning Scale (LLS) According to Class Level Variable

Class Level	N	\bar{X}	SS	Sd	t	p
1 st Grade	523	96,086	14,151	1111	2,184	,029
2 nd Grade	590	97,810	12,180			

$P < 0,05$

When the data in Table 2 was examined, from the answers of the students participating in the research to the Lifelong Learning Scale, it was determined that there is a statistically significant difference ($p < ,05$) between the students in the first grade and in the second grade studying at the vocational schools in terms of their views about LLL according to class level variable in favour of the students in the second grade. In the light of the students' views, it can be said that the students

in the second grade think more positively and sensibly than the students in the first grade about LLL. In the research done by Coşkun & Demirel (2012), it was determined that the students in the fourth grade think more positively than the students in the first grade about LLL. Also, in the research done by Karakuş (2013), it was determined that as much as class level rises, students' efficacies for LLL rise. From the researches done, it can be said that as much as class level rises, students' sensibilities and efficacies rise regarding LLL.



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Table 3. Anova Test Analysis Results of the Answers of the Vocational School Students to the Lifelong Learning Scale (LLS) According to the Variable of School Graduated

Type of School Graduated	N	\bar{X}	SS	Variance Source	Sum of Squares	Sd	Mean Square	F	p	Significant Difference (Tukey)
1) Anat./Sci. HS	21	97,00	15,77	Btw. Gr.	1524,2	3	508,1	2,947	,03	4-3
2) Sup./Gen. HS	364	97,74	13,04	Wit. Gr.	191207,8	1109	172,4			
3)Vocation. HS	704	96,39	13,04	Total	192732,0	1112				
4) Assoc./Bache.	24	103,66	14,61							
Total	1113	97,00	13,17							

$p < 0,05$

When the data in Table 3 was examined, from the answers of the students participating in the research and graduated from different types of schools to the Lifelong Learning Scale, it was determined that there is a statistically significant difference between the students who have associate degree/bachelor degree and the students graduated from vocational school in favour of the students who have associate degree/bachelor degree according to the variable of school graduated [$F_{(2,947)}$, $p_{(,03)}$, $p < ,05$]. In the light of the students' views, it can be said that the students who have associate degree/bachelor degree are more knowl-

edgeable about and more conscious of LLL than the other students because they studied and completed a program in university and have longer period of education.

In a research about LLL done by Tuncer & Tanaş (2011), a significant difference was found between the students graduated from mainstream/day schools and vocational schools in favour of the students graduated from vocational schools according to the demographic variable of school graduated. This result demonstrates that the students graduated from vocational schools think more positively about LLL approach.



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Table 4. Anova Test Analysis Results of the Answers of the Students Studying in Çölemerik Vocational School to the Lifelong Learning Scale (LLS) According to the Variable of the Type of Program

Type of Program	N	\bar{X}	Ss	Variance Source	Sum of Squares	Sd	Mean Square	F	p	Significant Difference (Tukey)
1)CP	90	98,1	12,1	Btw. Gr.	4447,2	8	555,9	3,195	,002	
2) EPGTD	89	95,1	12,9	Wit. Gr.	87160,6	501	174,0			7-4 7-5
3)CT	84	96,6	12,8	Total	91607,8	509				9-4 9-5
4)ATA	32	92,5	17,6							
5)ET	18	96,6	16,6							
6)LVH	45	97,0	12,4							
7)TH	31	104,1	13,8							
8)BI	65	96,1	13,4							
9)CAT	56	102,7	11,9							
Total	510	97,4	13,4							

$p < 0,05$

When the data in Table 4 was examined, from the answers of the students participating in the research and studying at the programs in Çölemerik Vocational School to the Lifelong Learning Scale, it was determined that there is a statistically significant difference between the students studying at the programs of Electrical Technology (ET), and of Traditional Handicrafts (TH), and of Accounting and Tax Applications (ATA) in favour of the students

studying at the program of Traditional Handicrafts (TH), and also, between the students studying at the programs of Accounting and Tax Applications (ATA), and of Control and Automation Technology (CAT) and of Electrical Technology (ET) in favour of the students studying at the program of Control and Automation Technology (CAT) according to the type of program variable [$F_{(3,195)}$, $p_{(,002)}$; $p < ,05$]. The reason there is a significant differ-



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ence in favour of the programs of Traditional Handicrafts (TH), and Control and Automation Technology (CAT) is that the concept of attention which is one of the concepts, is especially taught in the programs of Traditional Handicrafts, and of Control and Automation Technology. The importance of the attention is emphasized to the students who will begin a career in the upcoming days. Therefore, the

students studying at these programs are more careful about many issues than the students studying at other programs. The relations of LLL to art and information and communication technology arouse interest of the students studying at these programs, and the students think more positively about LLL because they see it as relevant to their professions.

Table 5. Anova Test Analysis Results of the Answers of the Students Studying in Health Services School of Vocational Education to the Lifelong Learning Scale (LLS) According to the Variable of the Type of Program

Type of Program	N	\bar{X}	Ss	Variance Source	Sum of Squares	Sd	Mean Square	F	p	Significant Difference (Tukey)
1)CD	109	95,0	10,4	Btw. Gr.	6955,3	6	1159,2	8,154	,00	
2)HFM	48	98,9	10,2	Wit. Gr.	52743,4	371	142,2			1-6 2-6
3)MDS	65	93,5	14,8	Total	59698,7	377				4-6
4)EH	77	95,6	10,9							
5)MPM	33	99,6	9,2							5-6
6)MLT	28	83,5	18,2							7-6
7)FEA	18	104,7	9,0							
Total	378	95,4	12,6							

p<0,05

When the data in Table 5 was examined, from the answers of the students participating in the research and studying at the programs in Health Services School of Vocational Education to the Lifelong Learning Scale, it was determined that there is a statistically signifi-

cant difference between the students studying at the programs of Medical Laboratory Techniques (MLT), and of Child Development (CD), and of Health Facilities Management (HFM), and of Medical Documentation and Secretariat (MDS), and of Environmental Health (EH), and of Medical Promotion Mar-



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keting (MPM), and of First and Emergency Aid (FEA) in favour of the students studying at the program of Child Development (CD), and of Health Facilities Management (HFM), and of Medical Documentation and Secretariat (MDS), and of Environmental Health (EH), and of Medical Promotion Marketing (MPM), and of First and Emergency Aid (FEA), and also, between the students studying at the programs of First and Emergency Aid (FEA), and of Environmental Health (EH), and of Medical Documentation and

Secretariat (MDS), and of Medical Laboratory Techniques (MLT) in favour of First and Emergency Aid (FEA) according to the type of program variable [$F_{(8,154)} p_{(.00)}$; $p < ,05$]. In the light of the student's view, it can be said that the students studying at the programs including more quantitative courses, do not demand subjects in verbal fields, and pay more attention to the quantitative questions. The reason for it is that the students act according to their environment, and then they become unconcerned with other subjects.

Table 6. Anova Test Analysis Results of the Answers of the Students Studying in Yüksekova Vocational School to the Lifelong Learning Scale (LLLS) According to the Variable of the Type of Program

Type of Program	N	\bar{X}	Ss	Variance Source	Sum of Squares	Sd	Mean Square	F	p	Significant Difference (Tukey)
1)PS	60	100,6	14,1	Btw. Gr.	355,7	4	88,9	,498	,737	
2)ATA	59	98,0	13,2	Wit. Gr.	39303,2	220	178,7			
3)BA	52	98,8	11,8	Total	39658,9	224				
4)GF	30	97,0	15,2							
5)OF	24	97,9	12,5							
Total	225	98,7	13,3							

$p > 0,05$

When the data in Table 6 was examined, from the answers of the students participating in the research and studying at the programs in Yüksekova Vocational School to the Lifelong Learning Scale, it was determined that there

is no a statistically significant difference between the students studying at the programs of Postal Services (PS), and of Accounting and Tax Applications (ATA), and of Business Administration (BA), and of Garden Farming



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(GF), and of Organic Farming (OF) according to the type of program variable [$F_{(498)}$, $p_{(,737)}$; $p > ,05$]. In the light of the students'

view, it can be said that the students studying in Yüksekova Vocational School have similar thoughts about LLL.

Table 7. Anova Test Analysis Results of the Answers of the Students Studying in the Vocational Schools to the Lifelong Learning Scale (LLLS) According to the Variable of the Vocational School they are in Studying

Vocational School	N	\bar{X}	Ss	Variance Source	Sum of Squares	Sd	Mean Square	F	p	Significant Difference (Tukey)
1)CVS	510	97,44	13,42	Btw. Gr.	1766,6	2	883,3	5,134	,00	
2)HSSVE	378	95,38	12,58	Wit. Gr.	190965,4	1110	172,0			3-2
3)YVS	225	98,72	13,31	Total	192732,0	1112				
Total	1113	97,00	13,17							

$p < 0,05$

When the data in Table 7 was examined, from the answers of the students participating in the research and studying in different vocational schools to the Lifelong Learning Scale, it was determined that there is a statistically significant difference between the students studying in Yüksekova Vocational School (YVS) and the students studying in Health Services School of Vocational Education (HSSVE) in

favour of the students studying in Yüksekova Vocational School (YVS) according to the variable of the vocational school [$F_{(5,134)}$, $P_{(,00)}$; $p < ,05$]. In the light of the students' views, it can be said that the students who will work at competitive jobs after the graduation, are aware of the necessity to renew themselves, but the students studying at the programs providing job guarantee do not embrace the subjects related to LLL.



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Table 8. Arithmetic Averages and Skill Levels of the Answers of the Students who Participated in the Research to the Lifelong Learning Scale (LLS)

LIFELONG LEARNING SCALE ITEMS	\bar{X}	Skill Level
25. Feelings should be described or expressed in words creatively.	4,20	Agree
1. I communicate more effectively in my native language.	4,16	Agree
21.I do not attach importance to self-control.	4,14	Agree
20. I always use the opportunity that comes.	4,10	Agree
2. I express myself better in my native language.	4,09	Agree
14.I use my knowledgein everywhere when it is needed.	4,07	Agree
12. I can obtain knowledge individually or co-operatively in a group.	4,03	Agree
3. I am better at public speakingin my native language.	4,00	Agree
22. Music, literature, visual and performing arts are parts of mass media.	3,99	Agree
5.I reasonably perceive the events I witness.	3,99	Agree
10. The internet is the most effective way to share and disseminate information.	3,98	Agree
11. I am so insistent on accessing and gaining information.	3,96	Agree
19. I do not play it safe to achieve the goal.	3,95	Agree
9. The internet is the most important technological device to obtain information.	3,94	Agree
24. Cultural activities should not be defined by artistic activities.	3,93	Agree
13. I do not meet all challenges in order to obtain knowledge or to access information.	3,92	Agree
6. I always reach the conclusion based upon evidences.	3,91	Agree
23. Experiences and feelings should not be expressed through cultural activities.	3,83	Agree
4. I deeply comprehend subjectsexplained or I read in my native language.	3,77	Agree
7. I store my knowledge as table, graph, model and stylistically in my mind.	3,69	Agree
17. I have constructive approach to changing societies and cultures.	3,66	Agree
15. I always actively participate in social environments and I am entrusted with a task.	3,61	Agree
8. In my opinion, confidentiality is not necessary for communication.	3,42	Agree
16. I actively participate in intercultural activities and I am entrusted with a task.	3,40	Undecided
18. I do not always put my ideas into practice.	3,26	Undecided

General Arithmetic Average: 3,88 (Agree)



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From the arithmetic averages of the students' answers to the Lifelong Learning Scale (LLS) in table 8, it was determined that article 25 stating '*Feelings should be described or expressed in words creatively.*' ($\bar{X}=4,20$), article 1 stating '*I communicate more effectively in my native language.*' ($\bar{X}=4,16$), article 21 stating '*I do not attach importance to self-control.*' ($\bar{X}=4,14$), article 20 stating '*I always use the opportunity that comes.*' ($\bar{X}=4,10$), and article 2 stating '*I express myself better in my native language.*' ($\bar{X}=4,09$) are the items with the highest arithmetic averages in the scale. In the light of the answers of the students to the scale items, it can be stated that the students give importance to subjects such as the use of feelings and originate words in communication in LLL, the importance of self-control, the necessity of using opportunity which comes, and the importance of language in expression.

Again, from the arithmetic averages of the students' answers to the items of the Lifelong Learning Scale in table 8, it was determined that article 18 stating '*I do not always put my ideas into practice.*' ($\bar{X}=3,26$), article 16 stating '*I actively participate in intercultural activities and I am entrusted with a task.*' ($\bar{X}=3,40$), article 8 stating '*In my opinion, confidentiality is not necessary for communication.*' ($\bar{X}=3,42$), and article 15 stating

'I always actively participate in social environments and I am entrusted with a task.' ($\bar{X}=3,61$) are the items with the lowest arithmetic averages in the scale. In the light of the answers of the students to the scale items, it can be stated that the students do not put their ideas about LLL into practice, and not want to participate in cultural activities, namely, to take responsibility, and that they think confidentiality is not important for communication.

4. CONCLUSION and RECOMMENDATION

4.1. Results

According to the students studying at vocational schools and participating in the research, a lifelong learner is an individual who has skills and features such as using technology, and following scientific developments closely, and seeking, acquiring, applying and evaluating knowledge, and being information literate.

From the answers of the students studying in Çölemerik Vocational School, Health Services School of Vocational Education, and Yüksekova Vocational School and participating in the research to the Lifelong Learning Scale, It was concluded that there is no a significant difference between female and male



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students depending on gender variable. Thus, female and male students have similar views and thoughts about LLL according to gender variable.

From the answers of the students studying in Çölemerik Vocational School, Health Services School of Vocational Education, and Yüksekova Vocational School and participating in the research to the Lifelong Learning Scale, it was concluded that there is a statistically significant difference between the students in the first grade and in the second grade in favour of the students in the second grade depending on the variable of class level. Therefore, it can be said that the students in the second grade are more conscious of LLL and think more positively and sensibly than the students in the first grade about LLL.

From the answers of the students studying in Çölemerik Vocational School, Health Services School of Vocational Education, and Yüksekova Vocational School and participating in the research to the Lifelong Learning Scale, it was concluded that there is a significant difference between the students who have associate degree/bachelor degree and the students graduated from vocational school in favour of the students who have associate degree/bachelor degree depending on the variable

of school graduated. Hence, it can be said that the students who have associate degree/bachelor degree think more positively about LLL than the other students because of the program they studied in university and their social environments.

From the answers of the students participating in the research and studying at the programs in Çölemerik Vocational School to the Lifelong Learning Scale, it was concluded that there is a statistically significant difference between the students studying at the programs of Electrical Technology (ET), and of Traditional Handicrafts (TH), and of Control and Automation Technology (CAT) in favour of the students studying at the program of Electrical Technology (ET), and also, between the students studying at the programs of Accounting and Tax Applications (ATA), and of Traditional Handicrafts (TH), and of Control and Automation Technology (CAT) in favour of the students studying at the program of Accounting and Tax Applications (ATA) according to the type of program variable. Because of that, the students studying at the programs of Electrical Technology (ET), and Accounting and Tax Applications (ATA) in Çölemerik Vocational School think more positively and sensibly about LLL than the students studying at other programs.



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From the answers of the students participating in the research and studying at the programs in Health Services School of Vocational Education to the Lifelong Learning Scale, it was concluded that there is a statistically significant difference between the students studying at the programs of Medical Laboratory Techniques (MLT), and of Child Development (CD), and of Health Facilities Management (HFM), and of Medical Documentation and Secretariat (MDS), and of Environmental Health (EH), and of Medical Promotion Marketing (MPM), and of First and Emergency Aid (FEA) in favour of the students studying at the program of Child Development (CD), and of Health Facilities Management (HFM), and of Medical Documentation and Secretariat (MDS), and of Environmental Health (EH), and of Medical Promotion Marketing (MPM), and of First and Emergency Aid (FEA), and also, between the students studying at the programs of First and Emergency Aid (FEA), and of Environmental Health (EH), and of Medical Documentation and Secretariat (MDS), and of Medical Laboratory Techniques (MLT) in favour of First and Emergency Aid (FEA) according to the type of program variable. Therefore, when the views of the students studying in Health Services School of Vocational Education about LLL were examined according to the

type of program, it was determined that the students studying at the programs including more quantitative courses have lower lifelong learning tendency. The reason for it is that the students give more weight to subjects in quantitative fields than verbal fields due to the programs in high school and university they have studied at.

From the answers of the students participating in the research and studying at the vocational school to the Lifelong Learning Scale, it was concluded that there is a significant difference between the students studying in Yüksekova Vocational School and the students studying in Health Services School of Vocational Education in favour of the students studying in Yüksekova Vocational School according to the type of program variable. Under the light of the research results, it can be said that the students studying at the programs providing job guarantee have lower lifelong learning tendency than the students who will work at competitive jobs after the graduation and are aware of the necessity to renew themselves.

From the arithmetic averages of the answers of the students participating in the research and studying in Çölemerik Vocational School, Health Services School of Vocational Education, and Yüksekova Vocational School to the Lifelong Learning Scale, the items with the



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highest arithmetic averages were determined as ‘Feelings should be described or expressed in words creatively’, ‘I communicate more effectively in my native language’, and ‘I do not attach importance to self-control’. Thus, it can be said that the students use their native language more actively, and have difficulty in expressing themselves in second language, and also they are aware of many changing characters in life in terms of self-control.

From the arithmetic averages of the answers of the students participating in the research and studying in Çölemerik Vocational School, Health Services School of Vocational Education, and Yüksekova Vocational School to the Lifelong Learning Scale, the items with the lowest arithmetic averages were determined as ‘I do not always put my ideas into practice’, ‘I actively participate in intercultural activities and I am entrusted with a task’, and ‘In my opinion, confidentiality is not necessary for communication’.

4.2. Recommendations

The value and importance of the knowledge in LLL and the place and importance of the information in modernized world should be comprehended by students with the help of various trainings, and the advantage and success of knowledgeable and experienced individuals should be emphasized in these train-

ings. In addition, in order to access the information, the information literacy in each field, the access to information, mass media, the importance and the effective use of the internet and computer should be explained all individuals, and these effective trainings should be given to all individuals by beginning from primary education, at all stages of life.

In order to access information and obtain knowledge, all libraries should be reviewed and modernized in accordance with the purpose of LLL, and it should be given more weight to online-libraries, and scientific publications such as e-book and e-journal should be encouraged. All institutions and organizations should support libraries about this subject. Furthermore, it should be raised the awareness of all academicians, directors and teachers about LLL, and in-service training should be given to all officers who desire to receive training in LLL, by various relevant institutions and organizations.

All relevant institutions and organizations should be encouraged for LLL and supported by the government in necessary circumstances.

All personnel or adults who are close to retirement, should be trained for LLL by the organizations where they are working or relevant institutions before retirement, and the



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thoughts of those who have the retirement syndrome or think I am useless, should be changed, and being effective after retirement should be explained to them in symposiums, congresses, in-service trainings and courses organized by various establishments.

Every segment of the society needs LLL, because the world is in the process of modernization. There are the production of new knowledge and information, and especially professional renewals, and innovations in every day, and so all individuals going out to work have to renew themselves constantly. In order to renew themselves, they should improve themselves in terms of their professions and technology constantly. For this reason, future studies should investigate what courses are needed in professional life, and the studies should be made on this topic.

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MESLEK YÜKSEKOKULU ÖĞRENCİLERİNİN YAŞAM BOYU ÖĞRENME HAKKINDAKİ GÖRÜŞLERİNİN DEĞERLENDİRİLMESİ

Öz: Yaşam Boyu Öğrenme (YBÖ); kendini, çevreyi ve dünyayı tanıma, sosyal ve kişisel gelişim, mesleki gelişim, sosyal ve sivil istihdam, modernleşme, yenilenme ve ikinci şans gibi kavramları içine alan her türlü öğrenme faaliyetleridir. YBÖ bilgi, beceri ve yeterlikleri iletebilmek amacıyla kişisel, sosyal, sivil ve iş ile ilgili yaşam boyu yürütülen tüm öğrenme faaliyetlerini de kapsamaktadır. YBÖ, sonu olmayan devamlı geliştirilmesi gereken ve bireyin yetişmesinde ve değişiminde önemli rolü olan etkinliklerdir. Bu etkinlikler genellikle bireyin ilgi alanı veya işi ile ilgili olan etkinlikler veya aktiviteler olup süreklilik arz etmektedir. Ayrıca YBÖ, bir öğrenme alışkanlığı ve davranış biçimidir. YBÖ kişilerin yaşamları boyunca her türlü bilgi, beceri, değer ve nitelikleri kazanması ve yaşamda uygulanabilmesidir. YBÖ, kişisel, sosyal gelişimi sağlamak ve istihdam oluşturmak amacıyla bireylerin bilgi, beceri, yetkinlik ve yeterlilikleri geliştirmek için yaşam boyunca gerçekleştirilen her türlü öğrenme faaliyetleridir. YBÖ kavramı ilk olarak 1920’lerde John Dewey, Eduard Lindeman ve Basil Yeaxle tarafından kullanılmıştır. Daha sonra YBÖ kavramı, 1990’ların ortalarında güçlü bir şekilde vurgulanmaya ve kullanılmaya başlanmış ve ‘beşikten mezara öğrenme’ olarak ifade edilmiştir. YBÖ, erken çocukluk döneminde aileden öğrenilenleri, okul öncesi eğitimi, örgün eğitimin tüm aşamalarını, ileri yaşlılık dönemi boyunca kazanılan öğrenmeleri, kısaca bireyin yaşamı boyunca kazandığı tüm öğrenmeleri de kapsayan bir kavramdır. Yaşam boyu öğrenen bireyde bulunması gereken bazı beceriler de vardır. Bu beceriler; kendi öğrenmesini nasıl yöneteceğini ve kendini nasıl güdeleyebileceğini bilme, değişen dünyaya nasıl uyum sağlayacağını bilme, etkili öğrenme ve bireylerle iletişim kurmak için geniş bir strateji repertuarına sahip olma, öğrendiklerini uygulama ve belleğini geliştirme, geriye dönerek düzeltme ve geliştirmedir. Toplumda her yaş grubuna hitap eden YBÖ’nin kendi içinde üç de temel ögesi vardır. Bu ögeler; *Süreklilik*; eğitim süreci yaşamın ilk yıllarında başlayıp ölene kadar devam eden ve bireylerin tüm hayatları boyunca ilgi ve ihtiyaçlarına yönelik nitelikler kazanmasıdır. *Yaratıcılık*; bireylerin değişime uyum sağlaması ve ayak uydurabilmesi için kendi potansiyellerini fark etmeleri ve yaratıcılıklarını geliştirmeleridir. Bu araştırmanın amacı; meslek yüksekokullarında okuyan öğrencilerin Yaşam



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Boyu Öğrenme hakkındaki görüşlerini bazı demografik değişkenleri de göz önünde bulundurarak belirlemeye çalışmaktadır. Araştırmanın örneklemini, Hakkari Üniversitesine bağlı Meslek Yüksekokullarında okuyan öğrenciler, örneklemini ise yine Hakkari Üniversitesi, *Çölemerik Meslek Yüksekokuluna bağlı*; Bilgisayar Programcılığı, Elektronik Teknolojisi, Kontrol ve Otomasyon Teknolojisi, Bankacılık ve Sigortacılık, Elektrik Enerjisi Üretim, İletim ve Dağıtım, İnşaat Teknolojisi, Laborant ve Veteriner Sağlığı, Muhasebe ve Vergi Uygulamaları, Bahçe Tarımı ve Geleneksel El Sanatları bölümleri ile *Sağlık Hizmetlerine Meslek Yüksekokuluna bağlı*; Çocuk Gelişimi, Çevre Sağlığı, Sağlık Kurumları İşletmeciliği, Tıbbi Dokümantasyon ve Sekreterlik, Tıbbi Laboratuvar Teknikleri, Tıbbi Tanıtım ve Pazarlama ile İlk ve Acil Servis bölümlerinde ve *Yüksekova Meslek Yüksekokuluna bağlı*; İşletme Yönetimi, Muhasebe ve Vergi Uygulamaları, Bahçe Tarımı, Organik Tarım ve Posta Hizmetleri bölümlerinde okuyan toplam 1113 öğrenci oluşturmaktadır. Araştırmada, betimsel tarama yöntemlerinden biri olan ‘Genel Tarama Modeli’ kullanılmıştır. Araştırmada kullanılan ve 25 maddeden oluşan ‘Yaşam Boyu Öğrenme Ölçeği’nin geçerlilik ve güvenilirlik çalışması yapılmış ve Cronbach Alpha iç güvenilirlik katsayısı 0,858 olarak hesaplanmıştır. Araştırmada elde edilen sonuçlara göre öğrencilerin, duyguların dille ifade edilmesi ve ana dilde iletişime önem verdikleri ancak fikirlerin eyleme dönüştürmesi ve iletişimin gizliliğine yeterince önem vermedikleri belirlenmiştir. Araştırmaya katılan öğrencilere göre yaşam boyu öğrenen ve bilimsel birey; teknolojiyi kullanan, bilimsel gelişmeleri yakından takip eden, bilgiyi kullanan, bilgiye ulaşan, bilgiyi yöneten, bilgiyi değerlendiren, bilgi okur-yazarı olan ve bilgiyi arayan gibi özelliklere ve becerilere sahip olan bireydir. Ayrıca araştırmaya katılan öğrencilerin Yaşam Boyu Öğrenme Ölçeğine verdikleri cevaplardan ‘cinsiyet’ değişkenine bağlı olarak kadın öğrenciler ile erkek öğrenciler arasında anlamlı bir farklılığın olmadığı sonucuna ulaşılmıştır. Yine araştırma sonuçlarından araştırmaya katılan öğrencilerin Yaşam Boyu Öğrenme Ölçeğine verdikleri cevaplardan ‘sınıf düzeyi’ değişkenine bağlı olarak 1. sınıfta okuyan öğrenciler ile 2. sınıfta okuyan öğrenciler arasında, 2. sınıfta okuyan öğrenciler lehine istatistiksel olarak anlamlı bir farklılığın olduğu gibi sonuçlara ulaşılmıştır. Elde edilen araştırma sonuçlarından hareketle araştırmada bazı önerilerde getirilmiştir. Bu önerilerden bazıları; öğrencilere YBÖ’de bilginin ne kadar değerli ve önemli olduğu ile modernleşen dünyada bilginin yeri ve önemi çeşitli eğitimlerle öğrencilere iyice kavratılarak, bilgili ve tecrübeli bireylerin yaşamdaki avantajları ve başarıları bu eğitimlerde iyice vurgulanmalıdır. Ayrıca bilgiye ulaşabilmek için her alanda bilgi okuryazarlığı, bilgiye



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erişim, kitle iletişim araçları, internet ve bilgisayarın etkili kullanımını, önemi tüm bireylere iyice anlatılmalı ve tüm bu eğitimler ilköğretimden itibaren hayatın her kademesinde tüm bireylere etkili olarak verilmelidir. YBÖ'nin amacına ulaşabilmesi için bilgiye ulaşabilmek ve bilgi edinebilmek için günümüzdeki tüm kütüphaneler elden geçirilerek modernleştirilmeli ve online kütüphanelere daha fazla önem verilerek e-kitap, e-dergi gibi bilimsel yayınlara olan teşvikler arttırılmalıdır. Bu konuda tüm kurum ve kuruluşlar kütüphanelere destek vermelidirler. Ayrıca YBÖ ile ilgili olarak tüm akademisyen, yönetici ve öğretmenler bilinçlendirilmeli YBÖ'ye yönelik eğitim almak isteyen tüm memurlara YBÖ ile ilgili olarak çeşitli kurum ve kuruluşlarca hizmet içi eğitimler verilmelidir. YBÖ'nin ilgi alanına giren tüm kurum ve kuruluşlar YBÖ'ye teşvik edilmeli gerekli durumlarda bu kurum ve kuruluşlar devlet tarafından desteklenmelidir. Emekliliği gelmiş olan tüm personeller veya yetişkinler YBÖ ile ilgili olarak çalıştıkları kurumlarca veya ilgili kuruluşlarca emeklilik öncesi çeşitli eğitimlere tabi tutulmalı ve emeklilik sendromu veya artık işe yaramama gibi düşünceleri olanların düşünceleri değiştirilerek emeklilikten sonra da etkili olabilecekleri çeşitli kurumlarca düzenlenecek olan sempozyum, kongre, hizmet içi eğitim ve kurslarla anlatılmalıdır gibi öneriler de araştırmada getirilmiştir.

Anahtar Kelimeler: Yaşam Boyu Öğrenme, Yaşam Boyu Eğitim, Mesleki Gelişim, Sosyal İstihdam, Yenilenme

AN APPLIED EXAMINATION OF ORGANIZATIONAL STRESS MANAGEMENT AND THE EFFECT OF STRESS ON THE PERFORMANCES OF CIVIL SERVANTS¹

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İstanbul / Turkey*

Abstract: In this applied study, a questionnaire whose validity and reliability had been ensured before and which consisted of 5 point likert scale was used. The questionnaire was applied within the scope of Turkey universe and with civil servants working in different provinces. All the attendees were determined by simple random method. None of the attendees were asked their identity and organization information. The purpose of the research is to determine organizational stress management of civil servants and effects of stress on the job performances of civil servants. Data acquired from civil servants working at different departments and in different duties was analyzed with Eviews statistics packet program. After the analysis, it was determined that stress management was effective on the staff and it affected performance negatively. Furthermore, it was found that depending on the job and current position, civil servants experienced different types of stresses because of workload and management differences.

Key Words: Stress, Management, Performance, Efficiency, Civil, Servant

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(1) *Corresponding Author: N. Tülin İRGE, Okan University, Institute of Social Sciences, Department of Business Administration, PhD Student, İstanbul / Turkey ntulinirge@gmail.com Received: 29.08.2015 Accepted: 24.12.2015 Type of article (Research and Practice) Conflict of Interest: None Ethics Committee: None*



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INTRODUCTION and THEORETICAL FRAMEWORK

There are different organization types and various duty types regarding these organization types. Individuals who are the member of the organization within that organization environment face with stress depending on their duties (Pehlivan, 1995: 12). The main reason of stress source in an organization is overabundance of workload and limited time factor (Davis and Newstrom, 1988: 422). In organizations, stress causes loss of motivation, slowdown at work and decrease in the performance (Ailen, 1983: 8). Organization manager should know how to behave the staff and see positive and negative effects of the attitudes and behaviors on the staff (Schafer, 1987: 310-314). The word “stress” was derived from Latin language and was started to be used in English (Selye 1977: 23-25). The first study regarding the concept of stress was carried out by Selye in 1977. There are many factors causing the phenomenon of stress to appear. These are deficiency, suppression, workload, demands, opportunities and reluctance of the individual (Magnuson, 1990: 24). According to Werther and Davis, stress is one of the most important problems of today (Werther and Davis, 1999: 420). Stress is the main problem affecting individuals, communities and “organizations” (Başaran,

1983: 75). Stress causes individuals or organizations to conflict with each other in the working environment (Tezman, 1987: 3). An individual differs internally and externally because of stress (Erdoğan, 1996: 270-278). Stress causes an individual to withdraw himself/herself, absence of appetite, deterioration in physiological health and decrease in self-confidence (Caplan and John, 1973: 30-66). Unless stress sources within the organizations are taken away, the situation of “disability to work” appears depending on distress, affective disorder, high accident rate, increase in complaints and permanent fatigue and reluctance (Connor and Worley, 1991: 61-63). Due to the fact that stress can also affect other staff working in the organization, the causes of the stress should be managed and practices to take away stress should be realized (Vecchio, 1987: 448). An individual suffering from stress will have compliance problems with his/her environment (Cüceloğlu, 1994: 321). According to Selye, stress is a significant factor in featuring stressor concepts. The stress encountered hinders regular functioning of an individual’s organs and causes regression of the muscles, as well (Dyce, 1973: 16). Stress affects personal and environmental sample negatively and it also cause an individual to spend energy needlessly (Şahin, 1995: 12). Stress can also be accepted as the beginning



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of an individual's resistance and exhaustion phases (Braham, 1998: 4). It is the alarming phase of individual emotionally and physically (Baltaş, 1999: 26). Stress which is important in terms of social problems of an individual can affect the individual's compliance within the organization negatively as well as spoiling harmony of the organization members (Balçı, 2000: 21-23).

Aim, Scope and Method

This research aims at examining stress factors of the staff and managers working at different departments as well as the staff working in different areas and the relationship of these factors with each other. Variables were divided as Organizational culture, Vision & Mission, Leader characteristics, Manager characteristics, Commitment to company, Stress factors, Motivation and Stress sources.

The scope of the research is composed of civil servants. Questionnaires were delivered to the staff working in different public institutions via internet, by hand and mail. In total, 1872 questionnaire forms were prepared and 1178 of them were answered and delivered to us. Only 940 of these were found to be convenient for analysis. Before this research, the questionnaire form was used in the article titled "An Applied Examination of Organizational Stress Management and the Ef-

fect of Stress on Job Performance of Istanbul Municipality Staff" which was published in Adıyaman University Social Sciences Institute Journal, Issue: 10 Year: 5 December p. 340-370 by Korkmaz, M. and Ceylan, B. and at the end of that study, Cronbach Alpha coefficient value was found as 0,964. On the other hand, the same questionnaire form was used in the article titled "An Applied Analysis on Organizational Stress Management and the Effect of Stress on Job Performance of Public Sector Staff" which was published in IIB International Refereed Academic Social Sciences Journal, Issue 18, p. 57-83 by Efe, Karaball and Sağbaş in 2015. In this study, however, it was applied on 851 individuals in total and Cronbach's Alpha coefficient value was found as 0,948. The necessary permission for applying questionnaire form which was used by Efe, et al. was taken before starting application phase of the research. Universe of the research is Turkey while sample of the research is Ankara, İzmir, Antalya, Adana, Erzurum, Hatay, Diyarbakır, Muğla, Bursa, Tekirdağ, Edirne, Trabzon, Manisa, Aydın, Kayseri, Niğde, Eskişehir and Yozgat provinces. All individuals attending to the research took participated voluntarily and no any information about the attendees was reflected to questionnaire forms. The previous



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questionnaire form used in other researches was used without any change.

The average of the questions was taken first in the analyses of variables. Questions were classified and the sub-sets were examined in detail at the next phases of the analysis. These values were subjected to Unit root, Granger Causality and Regression analyses and analysis results were acquired. All specified tests were analyzed with Eviews packet program.

Hypotheses of the Research

H0: None of the variables includes unit root.

H0: There is causality between commitment to company and stress source variables.

H0: There is causality between stress factors and stress source variables.

H0: There is causality between motivation and stress source variables.

H0: There is causality between stress sources and stress source variables.

H0: There is not a relationship between demographic variables and commitment to company.

H0: There is not a relationship between demographic variables and stress factors.

H0: There is not a relationship between demographic variables and motivation.

H0: There is not a relationship between demographic variables and stress sources.

DEMOGRAPHIC STATISTICS

Table 1. Demographic Statistics		Frequency	Column N %
Gender	Female	475	51%
	Male	465	49%
Age	18-25	149	16%
	26-33	431	46%
	34-41	215	23%
	42-50	120	13%
	51 and over	25	3%



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Marital status	Married	561	60%
	Single	379	40%
Educational status	Primary school	11	1%
	Secondary school	6	1%
	High school	173	18%
	University	582	62%
	Post graduate and higher	168	18%
For how many years have you been working in this establishment?	Less than 1 year	107	11%
	1-5 years	312	33%
	6-10 years	237	25%
	11-15 years	164	17%
	16-20 years	68	7%
	More than 20 years	52	6%
How many years of work experience do you have in total?	Less than 1 year	29	3%
	1-5 years	262	28%
	6-10 years	286	30%
	11-15 years	164	17%
	16-20 years	97	10%
	More than 20 years	102	11%
What is your position in your establishment?	Senior manager	5	1%
	Manager	102	11%
	Employee	833	89%



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IMPLEMENTATION and ANALYSES

Summaries of the variables:

- D1: Gender
- D2: Age
- D4: Education
- D6: Total work experience
- X1: Organizational culture
- X2: Vision & Mission
- X3: Leader characteristics
- X4: Manager characteristics

- X5: Commitment to company

- X6: Stress factors

- X7: Motivation

- X8: Stress sources

H0: None of the variables includes unit root.

According to unit root testes, H0 hypothesis was accepted due to the fact that probability values were lower than 0,05 reliability level. Therefore, it was determined that none of the variables included unit root; as a result, they can be used in future analyses.



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Table 2. Group Unit Root Test: Summary

Series: D1, D2, D4, D6, X1, X2, X3, X4, X5, X6, X7, X8

Date: 06/20/15 Time: 10:13

Sample: 1 940

Exogenous variables: Individual effects

Automatic selection of maximum lags

Automatic lag length selection based on SIC: 0 to 10

Newey-West automatic bandwidth selection and Bartlett kernel

Method	Statistic	Prob.**	Cross-sections	Obs
Null: Unit root (assumes common unit root process)				
Levin, Lin & Chu t*	-90.3894	0.0000	12	11244
Null: Unit root (assumes individual unit root process)				
Im, Pesaran and Shin W-stat	-77.7883	0.0000	12	11244
ADF - Fisher Chi-square	1860.42	0.0000	12	11244
PP - Fisher Chi-square	2113.52	0.0000	12	11268

** Probabilities for Fisher tests are computed using an asymptotic Chi-square distribution. All other tests assume asymptotic normality.

GRANGER CAUSALITY TEST

H0: There is causality between commitment to company and stress source variables.

When the causality relationships among variables were examined, it was determined that probability values were lower than 0,05 and

there was a causality relationship among hypotheses.

- There is causality between Organizational culture and Commitment to company.
- There is causality between Commitment to company and Vision & Mission.



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Pairwise Granger Causality Tests

Date: 06/20/15 Time: 10:11

Sample: 1 940

Lags: 2

Null Hypothesis:	Obs	F-Statistic	Prob.
X5 does not Granger Cause X1	938	1.59538	0.2034
X1 does not Granger Cause X5		6.76795	0.0012
X5 does not Granger Cause X2	938	4.38282	0.0127
X2 does not Granger Cause X5		0.33055	0.7186
X5 does not Granger Cause X3	938	2.20617	0.1107
X3 does not Granger Cause X5		2.56824	0.0772
X5 does not Granger Cause X4	938	2.33853	0.0970
X4 does not Granger Cause X5		0.69724	0.4982

H0: There is causality between stress factors and stress source variables.

When the causality relationships among variables were examined, it was determined that probability values were lower than 0,05 and there was a causality relationship among hypotheses.

- There is causality between Organizational culture and Stress factors.
- There is causality between Leader characteristics and Stress factors.
- There is causality between Manager characteristics and Stress factors.



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Pairwise Granger Causality Tests

Date: 06/20/15 Time: 10:03

Sample: 1 940

Lags: 2

Null Hypothesis:	Obs	F-Statistic	Prob.
X6 does not Granger Cause X1	938	3.39511	0.0340
X1 does not Granger Cause X6		0.81881	0.4413
X6 does not Granger Cause X2	938	1.19647	0.3027
X2 does not Granger Cause X6		0.62687	0.5345
X6 does not Granger Cause X3	938	1.33015	0.2649
X3 does not Granger Cause X6		5.65271	0.0036
X6 does not Granger Cause X4	938	0.09255	0.9116
X4 does not Granger Cause X6		6.76164	0.0012

H0: There is causality between motivation and stress source variables.

When the causality relations among variables were examined, it was determined that probability values were lower than 0,05 and there was a causality relationship among hypotheses.

- There is causality between Organizational culture and Motivation.
- There is causality between Leader characteristics and Motivation.
- There is causality between Manager characteristics and Motivation.



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Pairwise Granger Causality Tests

Date: 06/20/15 Time: 10:04

Sample: 1 940

Lags: 2

Null Hypothesis:	Obs	F-Statistic	Prob.
X7 does not Granger Cause X1	938	1.35416	0.2587
X1 does not Granger Cause X7		4.95628	0.0072
X7 does not Granger Cause X2	938	1.19793	0.3023
X2 does not Granger Cause X7		1.73726	0.1766
X7 does not Granger Cause X3	938	1.31851	0.2680
X3 does not Granger Cause X7		4.86828	0.0079
X7 does not Granger Cause X4	938	13.1142	2.E-06
X4 does not Granger Cause X7		0.59629	0.5511

H0: There is causality between stress sources and stress source variables.

When the causality relations among variables were examined, it was determined that probability values were lower than 0,05 and there

was a causality relationship among hypotheses.

- There is causality between Vision & Mission and Stress sources.
- There is causality between Manager characteristics and Stress sources.



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Pairwise Granger Causality Tests

Date: 06/20/15 Time: 10:05

Sample: 1 940

Lags: 2

Null Hypothesis:	Obs	F-Statistic	Prob.
X8 does not Granger Cause X1	938	1.24032	0.2898
X1 does not Granger Cause X8		0.50473	0.6038
X8 does not Granger Cause X2	938	4.62466	0.0100
X2 does not Granger Cause X8		1.89555	0.1508
X8 does not Granger Cause X3	938	0.28485	0.7522
X3 does not Granger Cause X8		2.24225	0.1068
X8 does not Granger Cause X4	938	1.24977	0.2871
X4 does not Granger Cause X8		16.8496	6.E-08

REGRESSION ANALYSIS

H0: There is not a relationship between demographic variables and commitment to company.

Regression analysis in which demographic variables and staff's commitment to company were examined together showed that commitment to company was affected by education at the most and it was affected by total work experience at the least.

H0: There is not a relationship between demographic variables and stress factors.

Regression analysis in which demographic variables and staff's stress factors were examined together showed that stress factors were affected by education at the most and it was affected by total work experience at the least.



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Dependent Variable: X6: Stress factors

Method: Least Squares

Date: 06/20/15 Time: 10:09

Sample: 1 940

Included observations: 940

Variable	Coefficient	Std. Error	t-Statistic	Prob.
D1: Gender	0.186809	0.053666	3.480946	0.0005
D2: Age	0.117332	0.048242	2.432124	0.0152
D4: Education	0.386610	0.020424	18.92881	0.0000
D6: Total work experience	0.072251	0.033985	2.125946	0.0338
R-squared	-0.185720	Mean dependent yes		2.375133
Adjusted R-squared	-0.189520	S.D. dependent yes		0.778720
S.E. of regression	0.849312	Akaike info criterion		2.515466
Sum squared resid	675.1656	Schwarz criterion		2.536087
Log likelihood	-1178.269	Hannan-Quinn criter.		2.523327
Durbin-Watson stat	1.655010			

H0: There is not a relationship between demographic variables and motivation.

Regression analysis in which demographic variables and staff's motivation were exam-

ined together showed that motivation was affected by education at the most and it was affected by total work experience at the least.



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Dependent Variable: X7: Motivation

Method: Least Squares

Date: 06/20/15 Time: 10:09

Sample: 1 940

Included observations: 940

Variable	Coefficient	Std. Error	t-Statistic	Prob.
D1: Gender	0.263822	0.051695	5.103474	0.0000
D2: Age	0.092822	0.046470	1.997464	0.0461
D4: Education	0.667771	0.019674	33.94170	0.0000
D6: Total work experience	0.078834	0.032737	2.408102	0.0162
R-squared	-0.306689	Mean dependent yes		3.572340
Adjusted R-squared	-0.310877	S.D. dependent yes		0.714547
S.E. of regression	0.818111	Akaike info criterion		2.440608
Sum squared resid	626.4694	Schwarz criterion		2.461228
Log likelihood	-1143.086	Hannan-Quinn criter.		2.448469
Durbin-Watson stat	1.908711			

H0: There is not a relationship between demographic variables and stress sources.

Regression analysis in which demographic variables and staff's stress sources were ex-

amined together showed that stress sources were affected by education at the most and it was affected by age at the least.



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Dependent Variable: X8: Stress sources

Method: Least Squares

Date: 06/20/15 Time: 10:09

Sample: 1 940

Included observations: 940

Variable	Coefficient	Std. Error	t-Statistic	Prob.
D1: Gender	0.140374	0.047405	2.961136	0.0031
D2: Age	0.031731	0.042614	0.744616	0.4567
D4: Education	0.487723	0.018042	27.03311	0.0000
D6: Total work experience	0.104716	0.030021	3.488145	0.0005
R-squared	-0.190276	Mean dependent yes		2.604255
Adjusted R-squared	-0.194091	S.D. dependent yes		0.686556
S.E. of regression	0.750230	Akaike info criterion		2.267373
Sum squared resid	526.8233	Schwarz criterion		2.287994
Log likelihood	-1061.665	Hannan-Quinn criter.		2.275234
Durbin-Watson stat	1.850359			

CONCLUSION and ASSESSMENT

- It was determined that none of the variables included unit root.
- There is causality between Organizational culture and Commitment to company.
- There is causality between Commitment to company and Vision & Mission.
- There is causality between Organizational culture and Stress factors.
- There is causality between Leader characteristics and Stress factors.
- There is causality between Manager characteristics and Stress factors.
- There is causality between Organizational culture and Motivation.



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- There is causality between Leader characteristics and Motivation.
- There is causality between Manager characteristics and Motivation.
- There is causality between Vision & Mission and Stress sources.
- There is causality between Manager characteristics and Stress sources.
- It was determined that commitment to company was affected by education at the most and it was affected by total work experience at the least.
- It was determined stress factors were affected by education at the most and it was affected by total work experience at the least.
- It was determined motivation was affected by education at the most and it was affected by total work experience at the least.
- It was determined that stress sources were affected by education at the most and it was affected by age at the least.

With this research, it was found that stress factors considerably decreased efficiency, reduced performance and caused negative effect on sense of satisfaction by decreasing job efficiency speed of the staff. Moreover,

the fact that stress factor had a negative effect in terms of management and other employees within the organization was among the determined negative aspects. Another important point was that management differences caused the staff to experience stress, as well. Besides, it was observed that management system could be important in creating positive differences on the staff or annihilating all kinds of possible stress factors.

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ÖRGÜTSEL STRES YÖNETİMİ VE STRESİN KAMU ÇALIŞANLARININ İŞ PERFORMANSI ÜZERİNE ETKİSİNİN UYGULAMALI OLARAK İNCELENMESİ

Öz: Uygulamalı olarak gerçekleştirilen bu çalışmada, 5’li likert ölçekten oluşan daha önce geçerlilik ve güvenilirliği sağlanmış bir anket kullanılmıştır. Anket Türkiye evreni ve farklı illerde bulunan kamu çalışanlarına yönelik olarak uygulanmıştır. Tüm katılımcılar basit rassal yöntem uygulanarak belirlenmiştir. Hiçbir katılımcıya ait kimlik ve kurum bilgisi talebinde bulunulmamıştır. **Amaç, Kapsam ve Yöntem:** Bu araştırma farklı bölümlerde çalışan personel, yönetici ve farklı alanlarda görev alan personelin stres faktörleri ile ilgili faktörlerinin birbirleri ile ilişkisinin uygulamalı olarak incelenmesi şeklindedir. Değişkenler, Örgüt kültürü, Vizyon & Misyon, Lider özellikleri, Yönetici özellikleri, Şirket bağlılığı, Stres faktörleri, Motivasyon, Stres kaynakları olarak ayrılmıştır. Araştırmanın kapsamını kamu çalışanları oluşturmaktadır. Farklı kamu kurumlarında görev alan çalışanlara internet, elden ve posta yolu ile anketler dağıtılmıştır. Toplam 1872 anket formu düzenlenmiş olup geri dönen anket form sayısı ise 1178 adettir. Bunların sadece 940 adeti analize uygun bulunmuştur. Araştırmada kullanılan anket formu daha önce “Korkmaz, M., ve Ceylan, B., tarafından Adıyaman Üniversitesi Sosyal Bilimler Enstitüsü Dergisi Sayı: 10 Yıl: 5 Aralık ss.340-370 arasında yer alan (Örgütsel Stres Yönetimi ve Stresin İstanbul Büyük Şehir Belediyesi Çalışanlarının İş Performansı Üzerine Etkisinin Uygulamalı Olarak İncelenmesi) konu başlıklı makalede kullanılmış olup, Cronbach Alpha kat sayısı olarak 0,964 değeri elde edilmiştir. 2015 yılında ise “Efe, Karabal ve Sağbaş tarafından “An Applied Analysis on Organizational Stress Management and the Effect of Stress on Job Performance of Public Sector Staff” konu başlıklı olarak IIB International Refereed Academic Social Sciences Journal dergisinin sayı 18 de 57-83 sayfalarda yayınlanmıştır. Bu çalışmada ise toplam 851 kişi üzerinde uygulama yapılmış ve Cronbach’s Alpha Kat sayısı olarak 0,948 değeri elde edilmiştir. Araştırma öncesinde uygulamaya geçilmeden Efe ve diğ., tarafından kullanılan anket formu için gerekli anket form kullanım izni alınmıştır. Araştırmanın evreni Türkiye örnekleme ise Ankara, İzmir, Antalya, Adana, Erzurum, Hatay, Diyarbakır, Muğla, Bursa, Tekirdağ, Edirne, Trabzon, Manisa, Aydın, Kayseri, Niğde, Eskişehir ve Yozgat illeridir. Araştırmaya katılan tüm bireyler kendi istekleri doğrultusunda katılmış, katılımcılara ait hiçbir



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bilgi anket formlarına yansıtılmamıştır. Daha önce kullanılan anket formunda hiçbir değişiklik yapılmadan aynen kullanılmıştır. Değişkenlere ilişkin yapılan analizlerde soruların ilk önce ortalaması alınmıştır. Sorular gruplanarak yapılan alt kümeler detaylı olarak analizin ileriki bölümlerinde incelenmiştir. Bu değerler Birim kök, Granger Causality ve Regresyon analizlerine alınarak analiz sonuçları elde edilmiştir. Belirtilen tüm testler EvIEWS paket programı analiz edilmiştir. **Sonuç:** Değişkenlerin hiçbirisinin birim kök içermediği belirlenmiştir. Örgüt kültürü ile Şirket bağlılığı arasında nedensellik bulunmaktadır. Şirket bağlılığı ile Vizyon & Misyon arasında nedensellik bulunmaktadır. Örgüt kültürü ile Stres faktörleri arasında nedensellik bulunmaktadır. Lider özellikleri ile Stres faktörleri arasında nedensellik bulunmaktadır. Yönetici özellikleri ile Stres faktörleri arasında nedensellik bulunmaktadır. Örgüt kültürü ile Motivasyon arasında nedensellik bulunmaktadır. Lider özellikleri ile Motivasyon arasında nedensellik bulunmaktadır. Yönetici özellikleri ile Motivasyon arasında nedensellik bulunmaktadır. Vizyon & Misyon ile Stres kaynakları arasında nedensellik bulunmaktadır. Yönetici özellikleri ile Stres kaynakları arasında nedensellik bulunmaktadır. Şirket bağlılığını en çok eğitimin etkilediği en az ise, toplam iş tecrübesinin etkilediği belirlenmiştir. Stres faktörlerini en çok eğitimin etkilediği en az ise, toplam iş tecrübesinin etkilediği belirlenmiştir. Motivasyonu en çok eğitimin etkilediği en az ise, toplam iş tecrübesinin etkilediği belirlenmiştir. Stres kaynaklarını en çok eğitimin etkilediği en az ise, yaş'ın etkilediği belirlenmiştir. Bu araştırma sonrasında stres faktörünün önemli ölçüde verimliliği azalttığı, performansı düşürdüğü, çalışanlarda iş verimlilik hızını azaltarak tatmin duygusu üzerinde olumsuzluk yarattığı saptanmıştır. Ayrıca örgüt içerisinde stres faktörünün yönetim ve diğer çalışanlar açısından da olumsuz bir durum oluşturduğu belirlenen olumsuzluklar arasındadır. Bir önemli husus ise yönetim farklılıklarının çalışanların stres yaşamasına da neden oluşturduğu belirlenmiştir. Ayrıca yönetim sisteminin çalışanlar üzerinde olumlu farklılıklar yaratılmasına ya da oluşabilecek her türlü stres faktörünün ortadan kaldırılmasında önemli olduğu da gözlenen değerler arasında yer almaktadır.

Anahtar Kelimeler: Stres, Yönetim, Performans, Verimlilik, Kamu, Çalışan

FEMALE AND MALE STUDENTS ON PERSONAL DEVELOPMENT INITIATIVE FOR SELF-EDITING INVESTIGATION OF TAKING SKILLS THE EFFECTS¹

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Abstract: The relationship between the self construals and personal growth initiative of the students of school of physical education and sports has been examined. In order to examine on the self construals, the autonomous-related self in the family scale, which had been improved by Kağıtçıbaşı in 2007, has been used. The scale consist of three lowest stage. These are: Related self, autonomous self and autonomous-related self. There are 22 questions in the scale in total. In order to examine on the personal growth initiative the personal growth initiative scale, which had been improved by Claes, Beeydt and Lemmens in 2001, has been used. This scale has been adapted into Turkish by Akin and Anli in 2011 and has been improved and validity and reliability tests have been carried out. The scale consist of one low stages There are 9 questions in the scale in total. Furthermore, face-to-face questionnaire method has been used and 390 students studying in different branches have been interviewed. After the questionnaires have been examined, the default ones were eliminated and 385 questionnaires have been subject to the analysis. Out of 385 students, 193 were female and 192 were male students. In this study, self construals and personal growth initiative developed on the model, using survey the Kruskal Wallis test, the Mann-Whitney U test and simple linear regression analysis was performed. The demographic variables, the results have been evaluated and it has been determined that between personal growth initiative variable with gender determined be which be different

Key Words: Autonomous Self, Related Self, Autonomous-Related Self, Gender

Doi: 10.17368/UHBAB.20161514578

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1. INTRODUCTION

The issue of “self” has long been an interesting theme, and it has also been obvious that the self-construal which have been generally shaped in accordance with the individualistic or communitarian trends of the culture and that the behavioral patterns which have been formed with those self-construal had been studied. The dominant individualistic or collectivist values are evaluated as an important factor of the differences in the self-construal (Erçan, 2013:158).

The self-conception is described as all of the opinions, emotions and manners the person perceives about himself/herself such as the identity, value, talents, limits, aims etc. (Aldemir, 2013). The socio-cultural functions and values that form the self are forming the self-construal. The organizations also contribute to the development of activity and productivity of socio-cultural functions and values of a person.

The increase of the activity of the organization and self-activity while the person takes responsibilities in accordance with his/her requests and aims, is described as taking initiatives. With self-improvements the persons improve their abilities to take initiatives and so they contribute to the activity and productivity of both themselves

and the organization. Persons, who have the ability to take self-improvement initiative, have an important role in reaching the aim of the organization as well as increasing the activity of other employees. Furthermore, the ability to take the self-improvement initiative helps to move fast and so it also helps to save time.

The criteria of organizations to be ahead of rival organizations are related to their qualified human resources as well as to the degree of the ability to use those resources. Not only the business world but also the other units of the organization world such as public institutions and organizations, banks and insurance companies, strategic defense units, universities, independent research institutes and volunteered formations are obliged to be qualified to fulfill the demands of human resources (Okçay, 2012). In this period, persons with the ability to take self-construal and self-improvement initiatives gain more importance and have a large field of employment. They also play an important role in increasing the activity and productivity of the organizations.

The self-conception is shaped according to the feedback the person gets from the significant others in his/her social environment. It means that the person compares his/her own



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evaluation with the performance of other people (Kapikiran, 2012).

The self of a person is described as the mental scheme related to him/herself (Gander and Gardiner, 2001). It also claimed that the culture is one of the important factors for the interpretation and building of the information related to self. The socio-cultural functions and values that shape the self-conception are expressed as “self-construal” (Aldemir, 2013).

The self-construal consists of three dimensions: self-determination, relational and determinative-relational. The determinative and relational self-construal are other cultural tendencies described in the individual level. Self-construal is described as “the person’s relation with others and the total of thoughts, emotions and activities that separate the person from others”. As already told before, Markus and Kitayama (1991) have proclaimed two different self-construal that affect the different parts of the person’s perceptions, emotions and motivations: independent and mutually dependent self. The cultural self-conception or the self-construal of a person is directed and shaped partly by the culture the person lives in, because the culture the person lives in gives him/her the norms how he/she

shall act and what relationship he/she shall build with others (Ozdemir, 2009).

The determinative and relational tendencies that shape the self-construal prove that they depend on the culture the person lives in and the way for the goodness of persons may change from culture and culture. Although they are seen as determinative and relational basic needs by the self-determination theoreticians and although the fulfillment of those needs is highlighted in every society, the fulfillment of those needs differ from culture to culture. The traditional socialization period in a collective country like Turkey highlights the family unity, harmony in relations, relativeness and loyalty (Ozdemir, 2012). The studies performed by Markus and Kitayama (1991) and Singelis (1994) proved also that the persons in western cultures are having tendencies to gain either an individualistic or a determinative construal. They have also claimed that this situation proves the fact that it may in the same culture with determinative and self-construal (Mestoglu, 2012). In accordance with the highlight of intercultural point of view in explaining the self-improvement in recent years the self-construal containing different cultural values and the behavior styles formed according to this self-construal while using the



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individualism-collectivism categories have been studied (Gezici and Guvenc, 2003).

One of the basic concepts dealt with in relation to the self-construal is the gender factor. It is stated that the traditional gender role differ between men and women in terms of the self-construal improvement of socialization applications. It is also observed that in role in accordance with the genders, women have more responsibilities than men. Therefore, women have more social support than men (Crossley, 2000). In terms of the relation between the gender and self-construal, it is seen that the men are more determinative than women, and the women have higher levels of relational self-construal (Ozdemir and Cok, 2011). In the studies it has been proven that in families with traditional mother roles, girls are given less chance for determinative attitudes, and the determination is a more stressful factor for girls than boys. It is also stated that without any cultural difference, the girls, in comparison to boys, have late determinative expectations, however the difference got lesser than before or it may be more in some cultures in comparison to other cultures (Ozdemir, 2012).

Studies about selfness have been carried out multidimensional and in many fields. When we would look at the studies, relations have

been determined between self-conception and depression, failure and academic difficulties. Once again it is recorded that the girls have higher verbal self-conceptions and the boys have higher mathematical self-conceptions, and also the self-conceptions of paralyzed patients is more negative than their previous periods. Some studies prove that some procedures do not have any difference on self-conception. According to the results found out by Sherman and Christian, it has been realized that the mathematical attitudes, general self-conceptions and self-conceptions towards mathematics of the students at the beginning and end of the semester did not change (Kapikiran, 2012).

It cannot be ignored that the sports culture has positive contributions to a person's life in many terms. The person doing sports either for health or professionally and having sports as a lifestyle is shaped with sub-discipline of sports since his/her childhood and his/her thought and behavior patterns are shaped with the sports culture. He/she finds a place while getting socialized. A self-sense, self-respect and self-construal gets shaped. The self-perception, problem solving ability, self-confidence and self-respect personality features are highly improved by the persons doing sports in comparison to the ones not doing. Our belief in this direction is that



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the persons doing sports have higher self-confidence and their self-perceptions and self-self-construal than the persons not doing sports, as well as while increasing their awareness stages and life qualities have positive contributions to their lives and their ability to take personal initiatives gets improved.

In literature researches it is seen that there have been studies carried out about self-respect and perception in athletes. Some of those researches and their results are as follows: Aldemir and friends (2014) have studied the effects of imaginary studies on self-perception in elite athletes. As a result of this study it has been determined that the imaginary studies the elite athletes may perform along with their physical exercises have contributions to their self-perception ability improvements (Aldemir and Friends, 2014).

Gencer and Ilhan (2012) have studied the self-respect structure of badminton players. They determined that the badminton players in the national team have higher self-respect points than the players not in the national team (Gencer and Ilhan, 2012).

Certel and Bahadir (2012) have studied the self-respect and continuous anger and relation

of angry expression style. According to the study results, being a female or a male athlete does not create any meaningful differences in self-respect and continuous anger, internal anger, external anger and anger management. In studies they performed on Gur (17), Gurkan (18), Odaci (28), Masrapaci (27), Aricak (1) and Yuksekkaya (44), they determined that there no meaningful difference between the gender and self-respect of the students (Certel and Bahadir, 2012).

The initiative factor is the factor that focuses on the increase of their self-performance and organizational productivity while the employees with their own aims and beyond their gender necessities take responsibilities. Being in harmony with self aims of a person and the aims of the organization is a completing factor (Akin, 2012).

The School of Physical Education and Sports have an important role in training the future athletes. The more the athletes trained in those schools are equipped and conscious; their success rates will be higher. Especially in the recent years, the number of female athletes and their achievements in our country see an incredible increase. Many reasons for this can be listed. One of the reasons is that the number of students in the Schools of Physical Education and Sports rises. Therefore, it



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is necessary to educate those students the activity, emotion and thought forming the self-construal shall be improved in a positive direction. The self-construal improving factors shall be determined and studies on those shall be carried out.

Even though the self-improvement factor recently is considered as steps for the increase of the internal energy, the meaning of this factor changes when used on the thesis. When the self-improvement initiative is said and this factor is considered on directors and employees in working in institutional workplaces, the situation gets directly parallel to the self-confidence. Although taking an initiative is not only important in terms of improvement, taking responsibility also affects the course of an event, its continuation and result (Okay, 2012).

The self-improvement initiative shall not be confused with success and self-efficacy. First of all, the self-improvement is not included in success. The trainee advisors feel the need for a self-improvement in order to establish a connection in certain levels with the advice seekers, however in order to establish an efficient connection they should also learn the special advisory abilities. Learning those abilities is not self-improvement. Secondly, even though the person has a high self-

efficacy for self-improvement, this contains the periods of self-improvement initiatives such as belief, attitude and values which are only cognitive. Besides the self-improvement initiative also contains the behavioral factor that is not included in self-efficacy but implies those cognitions to the improvement fields (Akin and Anli, 2011).

There are also attributes about the self-improvement initiatives in the ever developing world markets. When the HRM Asia (2011) source would be examined, the same condition can be seen. Furthermore, when looked through the perspectives of the ever changing and developing world, it is need for people to contribute new qualities to themselves in order to have new achievements and to solve problems. In this condition, besides to remain at the same workplace in a long term and also have a disciplined work ethic, entrepreneurship and ability to take initiatives come into prominence. Enterprises which came to prominence according to the source are the ones which have gained institutionalism through encouraging taking personal initiatives. In the article where it is stated that the behavioral reactions are related to the preparation of taking initiatives, the self-efficacy is also studied parallel to taking an initiative. In the studies where the Situational Judgement Test (SJT) is



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taking to the prominence, it is dictated to the participants to dream as if they have problems at the workplace and in the answers the steps they have taken are listed under less and more. In taking personal initiatives, if the problem solving point of view is higher according to the state the person is in, it means when the person sees him/herself in a position where he is able to take more initiatives and has self-confidence, and also when the directors have given confidence to their employees in terms of this point of view, the overcoming of obstacles gets higher in accordance with this (Okuy, 2012).

Taking initiatives will be ready when the environment allows it. With the self-confidence the person will take initiatives, direct each work positively, and when as long as he/she is able to fulfill the responsibilities he/she has taken will run from success to success and the self-confidence will increase gradually. The relation between the director and the employee will settle on certain grounds at the rate of preparing this environment and getting a result (Okuy, 2012).

Atici and friends (2011) have examined the opinions of third class students of PDR to the group advisory activities in relation to both the occupational and personal improvement. It has been found out that the PDR third class

students, who attended the group advisory activities for 11 weeks as a member of a course, showed improvement in self-knowing and understanding, observing their psychological advisory abilities and learn those as well as being able to use those abilities, and also showed awareness in establishing relations and communications with people, it means occupational and personal improvements (2011).

2. METHOD

At this part of the study, the methods are explained through various statistical methods which have been obtained through a survey made on the students of Marmara University School of Physical Education and Sports related to the effects of self-construal on taking self-improvement initiative abilities. In this study it is aimed to determine the opinions of the students of Marmara University School of Physical Education and Sports related to the self-construal as well as to determine the effects self-construal on being able to take self-improvement initiatives.

2.1. Data Collection Tools

The data in this study have been collected through the use of face-to-face survey. In the first part of the survey, 7 questions have been asked to determine the demographic features



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of the students. In the second and third parts of the survey, there are 31 expressions to scale their self-construal and ability to take self-improvement initiatives. The participants have been asked to answer each expression related to the state they are in.

In order to scale the self-construal, the scale called “Determinative-Relational Self in Family”, improved by Kagitcibasi in 2007 has been used. The scale consists of three sub-dimensions such as determinative self, relational self and determinative-relational self. There are 22 questions in this scale in total.

In order to scale the self-improvement initiative the “ personal growth initiative” developed by Claes, Beeydt and Lemmens in 2005 has been used. This scale has been

adapted by Akin and Anli into Turkish in 2011 and there are 9 questions in total.

2.2. The Scope of the Study and its Sample

Student (3500) of Marmara University School of Physical Education and Sports constitute of this study. For the sample of the study, simple sampling, which does not base on the sample methods of possibility, has been used (Altunisik, Coskun, Bayraktaroglu, Yildirim, 2012: 139-141).

2.3. The Model of the Study

The model of study is as shown in Figure 1. Initially, the self-construal elements have been mentioned. Then, while mentioning the self-improvement initiative, it has been aimed to determine the relation between self-construal and self-improvement initiative.

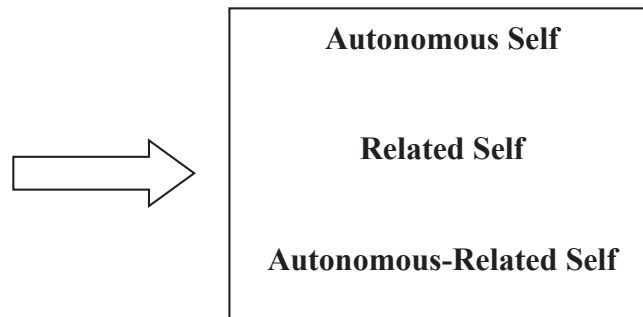


Figure 1. Research Model



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It has been determined that the sub-dimensions of the self-construal of the study model in Figure 1 have examined the relation between determinative self, relational self and determinative-relational self and the self-improvement initiative.

3. FINDINGS

For this survey, 393 people have been interviewed. After the surveys have been examined, the defective ones have been eliminated and in total 385 surveys have been analyzed. During the analysis of the data, it has been benefitted from descriptor statistics such as the frequency, average and standard deviations.

While testing the hypothesis of the study, it has been determined whether the data are appropriate to normal dispersion and the relation between the dimensions of the model.

The reliability of the questions, which have been prepared according to the Likert Type has been scaled with Cronbach Alpha coefficient. According to the analysis, the Cronbach Alpha value has been determined as ,858.

Since this value is between $0,80 \leq \alpha < 1,00$, it can be seen that the scale is highly reliable (Kalayci, 2012:405). The reliability analysis results related to the scales are shown In Table 1.



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Table 1. Scales for The Reliability of Analysis Results

Items	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Scale Type	Cronbach's Alpha	Total Cronbach's Alpha
M1	,010	,865	Self Editing	,761	,858
M2	,307	,855			
M3	,243	,857			
M4	,152	,860			
M5	,359	,854			
M6	,053	,862			
M7	,213	,858			
M8	,085	,861			
M9	,128	,860			
M10	-,166	,868			
M11	,488	,850			
M12	-,162	,869			
M13	,568	,848			
M14	,575	,848			
M15	-,153	,867			
M16	,582	,848			
M17	,616	,847			
M18	,528	,849			
M19	,602	,847			
M20	,634	,846			
M21	,593	,847			
M22	,652	,846			
M1	,500	,850	Personal Development Initiative of Taking Skills	,901	
M2	,652	,847			
M3	,631	,847			
M4	,613	,848			
M5	,586	,848			
M6	,555	,849			
M7	,583	,848			
M8	,430	,852			
M9	,487	,851			



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When the Table 1 is examined, in case of deletion of the questions in the scale, the study is between ,846 and 849 of the Cronbach's Alpha values. Since there are no questions which would affect the Cronbach Alpha value, all questions have been subject to analysis.

Furthermore, since there has been a factor analysis about the scales used in the study, a further factor analysis has not been carried out and the analysis have been carried out in accordance with the sub-dimensions in the original of the scale. The self-construal have been scaled in 3 sub-

dimensions such as determinative self, relational self and determinative-relational self. The self-improvement initiative, however, has been scaled as a single sub-dimension. Questions in order to determine the demographic features such as gender, age, marital status, department, faculty, class and with they reside have been asked to the students of Marmara University School of Physical Education and Sports. In the light of the answers given to those questions, the demographic information related to the sample group are shown in Table 2.

Table 2. Demographic Informations for Sample Group

GENDER	FREQUENCY	% FREQUENCY	MOD
Female	193	49,9	2
Male	192	50,1	
AGE			
18-22	153	79,3	1
23-27	34	17,6	
28-32	2	1	
33-37	4	2,1	
MARIAL STATUS			
Single	179	92,7	2
Married	14	7,3	



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PROVINCE			
Football	62	16,1	
Athletics	31	8,1	
Swimming	45	11,7	
Tennis	29	7,5	
Canoe	12	3,1	
Shovel	19	4,9	
Karate	15	3,9	
Boxşng	13	3,4	
Wrestling	18	4,7	
Basketball	24	6,2	1
Volleyball	26	6,8	
Badminton	13	3,4	
Golf	13	3,4	
Handball	14	3,6	
Taekwondo	16	4,2	
Others	35	9,1	
THE PERSON LIVED			2
Single	52	13,5	
Family	250	64,9	
Dorm	26	6,8	
With Friends	35	9,1	
Others	22	5,7	
DEPARTMENT	FREQUENCY	% FREQUENCY	MEDIAN
Coaching Trainer	82	42,5	
Teacher	73	37,8	2
Sports Manager	38	19,7	



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CLASS			
First Class	41	21,2	2
Second Class	82	42,5	
Third Class	40	20,7	
Fourth Class	23	11,9	
Others	7	3,6	

When Table 2 would be examined, it is seen that of the participants are 193 were female, 192 were male, most of them (153) were between 18-22, single (179), their fields were coaching education (82) and teacher department (73), students of 2nd grade, their departments were football (62) and they were living with their families (250).

Since there was a factor analysis carried out previously, a renewed factor analysis was not required to be carried out, the Kolmogorov Smirnov test has been carried out in

order to determine whether the variables of determinative self, relational self and determinative-relational self and the abilities of taking self-improvement initiatives were appropriate to normal dispersion. The data obtained through the results of Kolmogorov Smirnov Test were seen that they were not appropriate to the normal dispersion. The 31 questions, which constituted the variables, have been prepared according to the Likert scale. The normal dispersion test related to the variables is shown in Table 3.

Table 3. Variables for Normality Plots Test Results

	N	Statistic	P
Autonomous Self	385	,075	,000
Related Self	385	,189	,000
Autonomous-Related Self	385	,170	,000
Personal Development Initiative of Taking Skills	385	,109	,000



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When Table 3 would be examined it can be seen that ($p=,005> ,00$) is. Since the value of P is smaller than ,05, the data does not show a normal dispersion. Therefore in order to compare the variables (in case there are two groups) of the non-parametric tests the Mann-Whitney U Test, and (in case there are 3 or more groups) the Kruskal-Wallis H Test has been carried out.

In the study, the data which revealed difference between the demographic factor and variables have been used. Only, because gender and the age variables of female and male reveal totally different results than the literature among the sub-dimensions of the self-construal variable, they have been used in the study. In those tests, the H_0 hypothesis has been accepted.

H_0 : There is no difference between the gender variable and the variable of the ability of taking self-improvement initiative.

H_1 : There is a difference between the gender variable and the variable of the ability of taking self-improvement initiative.

H_0 : There is no difference between the gender variable and the determinative self, relational self and determinative-relational self variable.

H_2 : There is a difference between the gender variable and the determinative self, relational self and determinative-relational self variable.

H_0 : There is no difference between the gender variable of women and the determinative self, relational self and determinative-relational self variable.

H_3 : There is a difference between the gender variable of women and the determinative self, relational self and determinative-relational self variable.

H_0 : There is no difference between the gender variable of men and the determinative self, relational self and determinative-relational self variable.

H_4 : There is a difference between the gender variable of men and the determinative self, relational self and determinative-relational self variable.

H_0 : There is not a positive relation between the dimension of determinative self and the ability of taking self-improvement initiative.

H_5 : There is a positive relation between the dimension of determinative self and the ability of taking self-improvement initiative.



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H_0 : There is not a positive relation between the dimension of relational self and the ability of taking self-improvement initiative.

H_6 : There is a positive relation between the dimension of relational self and the ability of taking self-improvement initiative.

H_0 : There is not a positive relation between the dimension of determinative-relational self and the ability of taking self-improvement initiative.

H_7 : There is not a positive relation between the dimension of determinative-relational self and the ability of taking self-improvement initiative.

Table 4. Gender and Personal Development Initiative of Taking Skills Variables for Mann Whitney U Test Results

	Gender	N	Mean Rank	Z	P
Personal Development Initiative of Taking Skills	Female	193	208,96	-2,825	0,005
	Male	192	176,96		

According to the Mann-Whitney U Test results shown in Table 4, it has been determined that there is a positive difference between the gender variable (in the significance level 0,05) and self-improvement initiative ($p=,005<,05$). It has been found out that the average of sequence value of self-improvement initiative variable of women is higher than of men.

In order to determine whether there is a meaningful difference between gender variable and determinative self, relational self and determinative-relational self the Mann Whitney U Test has been carried out. As a result of the Mann Whitney U Test, there has not been found out a meaningful difference.

In the literature study carried out, it has been found out that there are meaningful differences between gender, and female and male gender variable and the sub-dimensions of self-construal. In our study, aside than the literature, there has not been a meaningful difference determined between the gender, and female and male student gender variable and the sub-dimensions of self-construal. Although there not been a meaningful difference determined, since a different result has been found out than literature, analysis carried out in accordance with the gender, and female and male gender variables has been mentioned.



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Table 5. Gender, Autonomous Self, Related Self and Autonomous-Related Self Variables for Mann Whitney U Test Results

	Gender	N	Mean Rank	Z	P
Autonomous Self	Female	193	189,25	-,664	,507
	Male	192	196,77		
Related Self	Female	193	194,88	-,334	,738
	Male	192	191,11		
Autonomous-Related Self	Female	193	199,65	-1,201	,230
	Male	192	186,32		

According to the Mann-Whitney U Test results shown in Table 5, it has been determined that there is not a meaningful difference between the gender variable (in the significance level 0,05) and the determinative self ($p=,507>,05$) variable. The average sequence value level of determinative self variable is higher of men is higher than of women ($196,77>189,25$).

It has been determined that there is not a meaningful difference between the gender variable and the relational self ($p=,738>,05$). The average sequence level value of relational self variable of women is higher than of men ($194,88>191,11$).

It has been determined that there is not a meaningful difference between the gender variable and the determinative-relational self ($p=,230>,05$) variable. The average sequence level value of determinative-relational self variable of women is higher than of men ($199,65>186,32$).

In order to determine whether there is a meaningful difference between the gender variable of women and the determinative self, relational self and determinative-relational self, the Kruskal-Wallis H Test has been carried out. In the results of the Kruskal-Wallis H Test, it has not been determined that there is a meaningful difference.



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Tablo 6. Female Age, Autonomous Self, Related Self and Autonomous-Related Self Variables for Kruskal Wallis H Test Results

	Gender	Age	N	Mean Rank	χ^2	P
Autonomous Self	Female	18-22	153	95,67	2.464	,482
		23-27	34	107,32		
		28-32	2	66,25		
		33-37	4	75,38		
Related Self	Female	18-22	153	99,25	3.007	,391
		23-27	34	91,03		
		28-32	2	110,00		
		33-37	4	55,25		
Autonomous-Related Self	Female	18-22	153	97,55	2.974	,396
		23-27	34	91,90		
		28-32	2	158,50		
		33-37	4	88,75		

According to the results of Kruskal-Wallis H Test as shown in the Table 6 (in the sequence level 0,05), it has been determined that there is not a meaningful difference between the gender variable of women and the determinative self ($p=,482>,05$) variable. It has been found out that the average sequence level value of determinative self of women between the ages 23-27 is higher than of women in other groups.

It has been determined that there is not a meaningful difference between the gender variable of women and the relational self ($p=,391>,05$) variable. The average sequence

level of relational self of women in the ages 28-32 is higher than of the women in other groups.

It has been determined that there is not a meaningful difference between the gender variable of women and the determinative-relational self ($p=,396>,05$) variable. The average sequence level of determinative-relational self of women in the ages 28-32 is higher than of the women in other groups.

In order to determine whether there is a meaningful difference between the gender variable of men and the determinative self, relation-



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al self and determinative-relational self, the Kruskal-Wallis H Test has been carried out.

In the results of the Kruskal-Wallis H Test, it

has not been determined that there is a mean-

ingful difference.

Table 7. Male Age, Autonomous Self, Related Self and Autonomous-Related Self Variables for Kruskal Wallis H Test Results

	Gender	Age	N	Mean Rank	χ^2	P
Autonomous Self	Male	18-22	121	93,60	1.449	,694
		23-27	58	99,47		
		28-32	9	114,22		
		33-37	4	101,25		
Related Self	Male	18-22	121	101,23	4.739	,192
		23-27	58	91,18		
		28-32	9	89,11		
		33-37	4	47,25		
Autonomous-Related Self	Male	18-22	121	99,65	3.504	,320
		23-27	58	92,26		
		28-32	9	101,33		
		33-37	4	51,75		

According to the results of Kruskal-Wallis H Test as shown in the Table 7 (in the sequence level 0,05), it has been determined that there is not a meaningful difference between the gender variable of men and the determinative self (p=,694>,05) variable. It has been found out that the average sequence level value of determinative self of men between the ages 28-32 is higher than of men in other groups.

It has been determined that there is not a meaningful difference between the gender variable of men and the relational self (p=,192>,05) variable. The average sequence level of relational self of men in the ages 18-22 is higher than of the men in other groups.

It has been determined that there is not a meaningful difference between the gender variable of men and the determinative-relational self (p=,320>,05) variable. The average sequence



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level of determinative-relational self of men in the ages 28-32 is higher than of the men in other groups.

In the continuation of the study, in order to determine the effect of self-construal on the ability to take self-improvement initiative, a simple linear regression analysis has been carried out. The self-construal has been examined in 3 dimensions: determinative self in the family, relational self in the family and determinative-relational self in the family. The dimensions of self-construal have been analyzed separately as independent variable

and the ability to take self-improvement initiative as dependent variable.

When the relation between the dimension of determinative self and the ability to take self-improvement initiative is examined, it has been found out as follows: $R=0,130$; $R^2=0,017$; $F=6,629$ and $Sig.=0,010$. The 02% part of the change between the R^2 value and change in the self-improvement initiative is explained through the changes in the sub-dimension of determinative self. Since the $Sig.$ value ($p=,010<,05$) is smaller than 0,05, the F value shows that the model is meaningful

Table 8. The Relationship Between Autonomous Self and Personal Development Initiative of Taking Skills

Variables	Model Variables	St. Deviation	Standart Coefficients (β)	t	Sig.
Constant	3,214	,214		15,016	,000
Autonomous Self	,189	,073	,130	2,575	,010

As seen in the Table 8, an increase in the sub-dimension of determinative self can lead to an increase of 0,189 unit in the ability to take self-improvement initiative. Since the sub-dimension of determinative self ($p=,010<,05$) is smaller than the sig. value, and the t value is also found meaningful in all stages, the parameter of sub-dimension of determinative self in the family is meaningful statistically. According to this result, in order to improve the ability to take self-improvement initia-

tive, the determinative self shall be improved accordingly.

When the relation between relational self dimension and the ability to take self-improvement initiative is examined, it has been found out as follows: $R=0,476$; $R^2=0,226$; $F=112,028$ and $Sig.=0,000$.The 23% part of the change between the R^2 value and change in the self-improvement initiative is explained through the changes in the sub-



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dimension of relational self. Since the Sig. value ($p=,000<,05$) is smaller than 0,05, the F value shows that the model is meaningful.

Table 9. The Relationship Between Related Self and Personal Development Initiative of Taking Skills

Variables	Model Variables	St. Deviation	Standart Coefficients (β)	t	Sig.
Constant	1,487	,217		6,845	,000
Related Self	,674	,064	,476	10,584	,000

As seen in the Table 9, a one unit increase in the relational self will lead to an 0,674 unit increase in the ability to take self-improvement initiative in total. Since the sub-dimension of relational self ($p=,000<,05$) is smaller than the sig. value, and the t value is also found meaningful in all stages, the parameter of sub-dimension of relational self is meaningful statistically. According to this result, in order to improve the ability to take self-improvement initiative, the relational self shall be improved accordingly.

When the relation between determinative-relational self dimension and the ability to take self-improvement initiative is examined, it has been found out as follows: $R=0,561$; $R^2=0,314$; $F=175,460$ and $Sig.=0,000$. The 31% part of the change between the R^2 value and change in the self-improvement initiative is explained through the changes in the sub-dimension of determinative-relational self. Since the Sig. value ($p=,000<,05$) is smaller than 0,05, the F value shows that the model is meaningful.

Table 10. The Relationship Between Autonomous-Related Self and Personal Development Initiative of Taking Skills

Variables	Model Variables	St. Deviation	Standart Coefficients (β)	t	Sig.
Constant	1,975	,139		14,256	,000
Autonomous-Related Self	,435	,033	,561	13,246	,000

As seen in the Table 10, a one unit increase to an 0,674 unit increase in the ability to take in the determinative-relational self will lead self-improvement initiative in total. Since the



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sub-dimension of determinative-relational self ($p=,000<,05$) is smaller than the sig. value, and the t value is also found meaningful in all stages, the parameter of sub-dimension of determinative-relational self is meaningful statistically. According to this result, in order to improve the ability to take self-improvement initiative, the determinative-relational self shall be improved accordingly.

4. DISCUSSION

As a result of the analysis carried out, it has been seen that there is a positive relation between the sub-dimensions of self*construal and the ability to take self-improvement initiative of the students of Marmara University School of Physical Education and Sports. To carry out studies in the direction to improve the self-construal of the students, it will lead to the improvement of the abilities to take self-improvement initiatives. In the literature studies it has been determined that the traditional gender role creates a difference between women and men in the socialization applications in terms of the improvement of self-construal. In terms of the relation between gender and self-construal, it has been seen that the men are more determinative than women, and the women have higher relational self-construal than men (Ozdemir and Cok, 2011:123). In the study carried out

by Carl and Madson (1997), it was revealed that the gender has an important effect on the person's determinative and relational self-construal. As a result of this study, it has been determined that there is not a meaningful difference ($P=,507 ,738 ,230>,05$) between the sub-dimensions of self-construal such as determinative self, relational self and determinative-relational self and the gender variable.

In the study of Ozdemir (2009), he came to the conclusion that the women are more relational than men. The results of our study seems to support the results of Ozdemir ($191.11<194,88$). It is determined that the female students are more relational than the male students. Yet, it has also been seen that the female students have higher determinative-relational self than male students ($196,77<189,25$). It was also seen that the male students have higher determinative self average than female students ($189,35<199,65$).

In the study of Obitschek and Cook (2003), it came to the conclusion that the students having higher self-improvement levels are more oriented to fulfill the conditions required for their occupations as well as that they are more willing to discover their work environments and that their occupational identity is more stuck on them than the students with lower self-improvement levels. Roitschek (1998)



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highlights that they have an activity plan in order to realize the future goals set by the students with higher self-improvement levels (Yalcin and Malkoc, 2013).

It is determined that there is a meaningful difference between the self-improvement initiative variable and the gender variable ($p=,005<,05$). Besides, it is seen also that the female students have higher averages than the male students ($176,96<208,96$).

Gezici and Guvenc (2012) prove that the self-construal of women show a difference according to their work conditions and age groups variables. The results of the study support the results of Gezici and Guvenc. A meaningful difference between the sub-dimensions of self-construal of female and male students and the age group variable (Female, $p=,482,391,396>,05$; Male, $p=,694,192,320>,05$).

Karademir and Friends (2013) have examined the relation between the self-respect and life satisfaction and body self-perception in weight-lifters. As a result of the study, they found out that there is low positive relation between self-respect and life satisfaction levels and body self-perceptions (satisfaction), and there was a statistically meaningful relation in the direction of linear (Karademir and Friends, 2013).

Gencer and Ilhan (2012) have examined the self-respect structure in badminton players. They discovered that the self-respect points of the players in the national team are higher than the players not in the national team (Gencer and Ilhan, 2012). The reason why the points are high in national team players is that because the players are known nationwide and they represent their county in the international arenas. This leads them to have higher self-respect points.

Being in the limelight and attract attention for athletes has an important role for the shaping of their self-construal. This role may bring in athletes some thoughts that are privileged and they tend to have a desire for a continuous appreciation and to be in the center of attention. This situation may lead the self-construal be established on those elements and the emotions and activities improved in that direction. It is believed that since the athletes do not want to lose the privileged and being in the center of attention situations, they avoid risky conditions and incidents and they want the process to go on as usual, therefore they tend to avoid taking to many initiatives.

5. CONCLUSION

This study has been carried out in order to determine the effects of self-construal on the ability to taker self-improvement initiative in



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the students of Marmara University School of Physical Education and Sports. For this purpose, 385 students of the Marmara University School of Physical Education and Sports have been interviewed.

In the analysis results the relation between the sub-dimensions of self-construal and the ability to take self-improvement initiative of the students of Marmara University School of Physical Education and Sports. There has been a positive relation found out between the determinative self, a sub-dimension of self-construal and the ability to take self-improvement initiative. As a result of the regression analysis, the change in the self-improvement initiative can be described with the 02% changes in the sub-dimension of determinative self. Since the Sig. value ($p=,010<,05$) is smaller than 0,05, the model is considered to be meaningful. An increase of 1 unit in the sub-dimension of determinative self could increase the ability to take self-improvement initiative 0,189 units.

A positive relation between the relational self in the family, one of the sub-dimensions of self-construal and the ability to take self-improvement initiative has been found out. As a result of the regression analysis, the 23% part of the changes in the self-improvement initiative can be described with changes in the

sub-dimensions of relational self. Since the Sig. value ($p=,000<,05$) is smaller than 0,05, the model is considered to be meaningful. An increase of 1 unit in the sub-dimension of relational self could increase the ability to take self-improvement initiative 0,674 units.

There was a positive relation discovered between the determinative-relational self, one of the sub-dimensions of the self-construal and the ability to take self-improvement initiative. As a result of the regression analysis, the 31% rate of the change in the self-improvement initiative can be described with the changes in the sub-dimensions of the determinative-relational self. Since the Sig. value ($p=,000<,05$) is smaller than 0,05, the model is considered to be meaningful. An increase of 1 unit in the sub-dimension of determinative-relational self could increase the ability to take self-improvement initiative 0,435 units.

It has been scientifically proven that the self-construal has positive contributions on the athletes and their performances. Thus, when the athletes learn how to express themselves, the self-perception, self-respect and self-construal will be improved. Accordingly, the self-confidence of a person can also improve, the person can turn into a person who questions and finds solutions. The ability to solve



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problems also reduces the anxiety state of the persons. This situation reduces the anxiety state of the athletes and helps them to deal with problems. The responsibility state improves and they do not escape the responsibility, and their ability to take self-improvement initiative gets improved. The person makes it his/her case and deals with the results. He/she learns how to take responsibility and deal with it.

Consequently, there is a positive relation between the sub-dimensions of self-construal such as determinative self, relational self and determinative-relational self, and the ability to take self-improvement initiative of the students of Marmara University School of Physical Education and Sports. The variable of the ability to take self-improvement initiative shows a meaningful difference with the gender variable. More attention should be paid to the improvement of the determinative self in the family of the students so that their abilities to take self-improvement initiative get improved. In future studies, it can be studied that what kind of forms the self-construal of working and elder women regarding self-improvement, behavior and problem solving.

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KADIN VE ERKEK ÖĞRENCİLERDE BENLİK KURGUSUNUN KİŞİSEL GELİŞİM İNİSİYATİFİ ALMA BECERİLERİNE ETKİSİ

Öz: Bireylerin mesleğe ve hayata hazırlanma sürecinde benlik kurgusu ve kişisel gelişim inisiyatifi becerisi önemli bir yere sahiptir. İlk olarak aile de oluşmaya başlayan benlik kurgusu zamanla aile ve çevrenin etkisiyle şekillenmektedir. Benlik kurgusu gelişmiş bireylerin öz güveni gelişerek, sorgulayan, çözüm üreten birey haline dönüşür. Problem çözme becerisi gelişmiş bireylerin kaygı durumu da aza iner. Bu durum kaygı durumunu azaltır ve problemlerle başa çıkma yollarını öğrenilmesini sağlar. Sorumluluk duygusu gelişir ve sorumluluktan kaçınmaz ve de kişisel inisiyatifi alma becerisi gelişmesini sağlar. Geleceğin sporcularının yetiştirildiği Beden Eğitimi ve Spor Yüksekokulları'nda eğitim gören öğrencilerin üniversite ve üniversite döneminin hemen sonrasında, ulusal ve uluslararası arenada başarılarıyla ve yetiştirdikleri öğrencileriyle ülkemizi temsil edecek olmaları benlik kurgusunun önemini artırmaktadır. Bu araştırmanın temel amacı; Beden Eğitimi ve Spor Yüksekokulu'nda okuyan öğrencilerin benlik kurgularının kişisel gelişim inisiyatifi alma becerilerine etkisini incelemektir. Bu araştırma kolayda örnekleme yöntemi ile gerçekleştirilmiştir. Marmara Üniversitesi Beden Eğitimi ve Spor Yüksekokulu'nda okuyan öğrencilerin kişisel gelişim inisiyatifi alma becerisi bağımlı değişken, benlik kurgusu değişkeni ise bağımsız değişken olarak ele alınmıştır. Araştırmanın örneklemini; cinsiyet bakımından 192 kız (% 50,1) ve 193 erkek (% 49,9), sınıf dağılımı açısından 92 1.sınıf öğrencisi (% 23,9), 127 2.sınıf öğrencisi (% 33,0), 101 3.sınıf öğrencisi (%26,2), 40 4.sınıf öğrencisi (%10,4) ve son olarak okulunu uzatan 25 5. sınıf öğrencisi (% 6,5) olmak üzere toplam 385 öğrenci oluşmaktadır. Araştırmada veriler üç ölçek yardımı ile elde edilmiştir. Kişisel Bilgi Formu (KBF): Kişisel Bilgi Formunda katılımcıların cinsiyet, yaş, medeni durum, bölüm, sınıf düzeyi, branş ve kiminle yaşadığına ilişkin bilgilere ulaşmaya katkı sağlayacak sorular sorulmuştur. Ailede Özerk-İlişkisel Benlik: Kağıtçıbaşı tarafından 2007 yılında geliştirilen ve geçerlik-güvenirlik çalışmaları yapılan benlik kurgusunu ölçme aracıdır. Toplam 22 maddeden oluşan ölçek 3 alt boyuttan oluşmaktadır. Bunlar. Özerk benlik, ilişkisel benlik, özerk-ilişkisel benliktir. Kişisel gelişim inisiyatifi alma becerisi: Claes, Beeydt ve Lemmens tarafından 2005 yılında geliştirilen bir ölçektir. Kişisel gelişim inisiyatifi ölçmek amacıyla ölçmeye yöne-



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lik olarak geliştirilen ölçeğin ülkemizdeki geçerlik-güvenirlik çalışmaları Akın ve Anlı (2011) tarafından yürütülmüştür. Toplam 9 maddeden oluşan ölçek tek alt boyuttan oluşmaktadır. Veriler paket bir istatistik program yardımı ile analiz edilmiştir. Analiz yöntemleri olarak; örneklem grubuna ait veriler normal dağılım göstermediği için demografik değişkenlerle diğer değişkenlerin karşılaştırılması için Mann-Whitney U Testi ve ikiden fazla grup ortalamalarını karşılaştırmak içinde Kruskal-Wallis H testi kullanılmıştır. Benlik kurgusunun kişisel gelişim inisiyatifine etkisini belirlemek amacıyla basit doğrusal regresyon analizi yapılmıştır. Bulgular; Beden Eğitimi ve Spor Yüksekokulu öğrencilerinin kişisel gelişim inisiyatifi alma beceri düzeyleri cinsiyet değişkenine göre farklılık göstermektedir. Benlik kurgusunun alt boyutlarından özerk benlik ile kişisel gelişim inisiyatifi alma becerisi arasında pozitif bir ilişki bulunmuştur. Özerk benlik alt boyutunda ki 1 birimlik artışın toplamda kişisel gelişim inisiyatifi alma becerisini 0,189 birim artırdığı belirlenmiştir. Benlik kurgusunun alt boyutlarından ilişki benlik ile kişisel gelişim inisiyatifi alma becerisi arasında pozitif bir ilişki bulunmuştur. Yapılan regresyon analizi sonucunda ilişki benlik alt boyutunda ki 1 birimlik artışın toplamda kişisel gelişim inisiyatifi alma becerisini 0,674 birim artırdığı belirlenmiştir. Benlik kurgusunun alt boyutlarından özerk-ilişki benlik ile kişisel gelişim inisiyatifi alma becerisi arasında pozitif bir ilişki bulunmuştur. Özerk-ilişki benlik alt boyutunda ki 1 birimlik artışın toplamda kişisel gelişim inisiyatifi alma becerisini 0,435 birim artırdığı belirlenmiştir. Bu araştırmanın bulgularına dayalı olarak aşağıda ki öneriler yapılabilir: Beden Eğitimi ve Spor Yüksekokulu'nda okuyan öğrencilerin benlik kurgularını geliştirmeye yönelik gerekli çalışmalar yapılması gerekmektedir. Özellikle erkek öğrencilerin kişisel gelişim inisiyatifi becerilerinin artırılmasına yönelik çalışmalar yapılmalıdır. Bundan sonra yapılacak çalışmalarda çalışan ve çalışmayan daha ileri yaşlardaki bireylerin benlik kurgularının kişisel gelişim, davranış ve problem çözme bağlamında ne gibi biçimler aldığı araştırılabilir.

Anahtar Kelimeler: Özerk Benlik, İlişki Benlik, Özerk-İlişki Benlik, Cinsiyet

APPLIED ANALYSIS ON TIME MANAGEMENT AND TIME-DEPENDENT WORK PERFORMANCE PROCESSES OF FAMILY PHYSICIANS¹

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Abstract: In this descriptive, cross-sectional research, a study was conducted for the determination of the efficiency in time management, the efficient time usage of the family physicians, working in health institutions, and the relationship between time and performance. Survey was used as a scaled measuring instrument in our research. This survey was used in a different research and proven as a valid and reliable measuring instrument. Our research lasted 5 months approximately. The research was carried out by using the simple random method. All of the participants in the research attended voluntarily. None of the personal details of any participants and the institutional data was presented in the survey forms during the research. The personal identities and institutional details of the participants were kept confidential. The most important aim of the research is to make emphasis especially on the importance of family medicine of today within the health institutions and it is also intended to determine the level of time management and time-dependent work performance. The conducted applications and certain literature studies made within the process take place in our research. After the research, the data obtained from the participants was analyzed with SPSS 18 Statistical Software. Prior to the analysis, the validity and reliability test was carried out and the Cronbach's Alpha coefficient was obtained as 0,972. This value is rather higher in comparison with the status of the survey with 37 items and the coefficients obtained in the previous studies. The obtained result shows that the method used and application are highly reliable. As a result of the research, it is determined that the family physicians working in health institutions experience problems in time management, cannot use time efficiently and effectively and cannot ensure the desired performance and productivity due to the work load.

Key Words: Physician, Time, Management, Performance, Work, Process, Application, Hospital, Institution

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INTRODUCTION and THEORETICAL FRAMEWORK

Time is an everlasting process for many people or communities. However, it is a process that is calculated physically or mathematically, divided in specific periods and enabled to be consumed and expended. For all communities, it is defined that a day is 24 hours, a week is 168 hours and a year is 365 days. Each of 24 hours within the period of a day is divided into 60 minutes. This is the most important truth showing that the time goes by and is needed to be used in the most productive way. The time management differs across the individuals, institutions and societies. The reasons of that are the differences occurring within the time itself. While the time is very important for some individuals and communities, it is not seen in the same way by some. This situation is related with the fact that what is used for the times or what the time means. Such examples as a person experiencing a vital health problem, having a heart attack, undergoing a vital operation or a mother giving birth, an athlete competing to come in first, a student desiring to become successful in the exam and many others can be given for that. However, the time is not of such importance for a sunbathing vacationer, a person having picnic or other persons listening musing or watching films. The reason for that is to make

the most of now or that the current time refers to a whole process used by them to make themselves happy. In different atmospheres or institutions, the importance of the time is perceived further. Among the reasons of this situation, one is that the time has a vital importance. As the concept of racing against time comes in the front. There is a vital situation in question. It is required to defeat the time, attain the success and first and foremost to meet the requirements under obligation. The time and time-dependent performance management in health institutions are important because of the reason which reflects that the human life and the time management, first and foremost, show parallelism with the success. Although the time management in health institutions differs in accordance with the conditions, it comprises a process necessitating to be managed in the most correct way and used reasonably. The efficient, qualified and performance-based use of the time both requires the individual to be within process and to incorporate the whole team within this process in a sequence.

The time is the most precious phenomenon of today. Because, the management of time has considerable importance (Kılıç, 2008: 3). It is required to see the time as a moment being lived and to be lived rather than a digital concept (Smith, 2007: 24). The time is some-



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thing existing and the one that will always exist (Heidegger, 2001: 24). The moment lived is the current time. And, the current time is the moment having a very high concern (Eldeleklioğlu, 2008: 657). The time is like the representative of a process when the events was experienced, is being experienced or has been experienced (Karaoğlu, 2006: 30). The time is a process that the human can perceive, live, manage and control (Karlı, 2004: 11). The individuals or communities managing the concept of time well are the ones that hold the maximum power (Balcı, 1990: 17). The use of time differs from individual to individual. It may be evaluated as an everlasting process, but the situation is quite the contrary. The elapsing time is a process that is precious and required to be managed (Mackenzie, 1985: 14). It is such a value the saving of which is the hardest because the saving of the time is the current moment. Thus, it is necessary to use and manage that moment in the best and most fruitful way (Erdem, 1997: 11). It is impossible to take the elapsed time back or to bring yesterday into the present. At that case, it is necessary to evaluate and handle today in the best way prior to the future (Sabuncuoğlu, 2002: 17). The time is the most precious concept for the ones knowing its value. However, this situation may differ across the individuals (Kıngır,

2007: 10). The real time is the one that has physical effect (Turgut, 2002: 20). Thus, it has been divided into periods from past to present for the perception of the effect of time. These are millisecond, second, minute, hour and their processes (Peltekoğlu, 1996: 4). The understanding of living the moment or finding the moment worth living is not a valid case at present (Robinsan et al., 2005: 18-22). The sense of living the moment comes from sensuality and means being pleasant or living pleasantly (Usta, 2001: 15-17). Yet, the time necessitates to use the moment in the most productive way (Özdemir, 2006: 50). Because it is impossible to take the elapsed time back (Josephs, 1997: 7). Change in the course of time exists (Demirtaş and Özer, 2005: 2). It is also a necessity to keep up with the changing time (Güçlü, 2001: 89). It is also necessary for an individual to keep in step with the change during the course of changing time (Dinçer, 1996: 440). The conditions can differ in time (Tezeren, 1988: 8). The conditions also become different due to the experience of the differences and that will cause the formation of innovations in the abilities and manner of understanding of the individuals (Jandt, 1998: 78). The change is an inevitable situation. It is necessary to conform to this situation, to improve oneself in terms of innovation, and first and foremost to understand the vitality



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for believing in the efficiency of the time (Schemel, 1997: 159). Nothing is arbitrary, but there are situations which we do not know the reasons. However, it is possible to know, understand and apprehend the reasons of the arbitrariness. The problems and troubles disappear only in time (Drucker, 1992: 49). Also, the problems emerging in the health institutions can only be resolved within a time span. The time management is important for all fields of health. The time has to be effectively and properly managed as it has a vital importance. (Uğur and Kutlu, 2005: 359). Effective and efficient time management poses importance for the health institutions. Human health makes its presence felt on the highest level within the used time period. The manner of racing against time is the most sensible value within all health institutions (Korkmaz et al., 2013: 75).

Purpose

427 assistants and specialist family physicians participated in this research conducted in practice. A descriptive survey was used in the research and demographical and Likert scale questions were used within the survey. The data obtained as a result of the survey was analyzed with SPSS 18 Statistical Software, and the results and findings acquired from the analysis is given at the end of the study.

Analysis: Within the framework of the analysis; descriptive statistics, reliability analysis, factor analysis, Kolmogorov Smirnov, Man Whitney U., Kruskal Wallis and Jonckheere-Terpstra Test analyses were used. Cronbach's Alpha coefficient was acquired as 0,972.

Method: This research was conducted as a result of the inspiration drawn from the study carried out in 2012 by Korkmaz et al. (Korkmaz et al. 2012: 1-18).

The survey measuring instrument used in our research is the one used in the mentioned study. The survey form is composed of the questions formed by 5-point Likert scale. The strategy in the measuring instrument previously used has been changed in this study. While the study about the subject of the family medicine was just conducted on specialist and assistant family physicians in the previous research, the participation of the family physicians with other academic titles was ensured in this study. All of the participants attending in the research were selected with the simple random method. None of the personal details of any participants was presented in the survey forms during the research. All of the participants in the research attended voluntarily. Our research continued for about 5 months. During this period, the survey forms were delivered to the related participants via e-mail and mail or-



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der and by hand. The number of delivered survey forms was 762 in total. The number of the returned ones is 526. Only 427 survey forms among the returned forms were found as appropriate for analysis. The required permission for the survey measuring instrument to be used in the study was taken and the research was started. As a study for validity and reliability was conducted previously, a pre-test was not needed in this research.

Hypotheses of the Research

H1: The time management factors of the family physicians do not differ according to gender.

H2: The time management factors of the family physicians do not differ according to marital status.

H3: The time management factors of the family physicians do not differ according to the case whether their spouses work or not.

H4: The time management factors of the family physicians do not differ according to the case whether they have children or not.

H5: The time management factors of the family physicians do not differ according to the institution worked in.

H6: The time management factors of the family physicians do not differ according to the period spent in working life.

H7: The time management factors of the family physicians do not differ according to the period spent in the current workplace.

H8: The time management factors of the family physicians do not differ according to the title.

H9: The time management factors of the family physicians do not differ according to the income.

H10: The time management factors of the family physicians do not differ according to the social security.

Application and Analyses:

Reliability Analysis

Table 1. Reliability Analysis

Cronbach's Alpha	Number of items
,972	37

In respect of the results of reliability analysis, the reliability level of the 37 items included in the analysis is found very high.

Demographic and Descriptive Statistics

The demographic and descriptive statistics belonging to the participants are presented below:



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Table 1. Demographic Statistics		Frequency	Column N %
1. Gender:	Female	187	44%
	Male	240	56%
2. Marital Status:	Married	245	57%
	Single	182	43%
3. Does your spouse work?	Yes	188	44%
	No	239	56%
4. Do you have a child?	1	12	3%
	2	53	12%
	3	215	50%
	No child	147	34%
	Training and Research Hospital	210	49%
	University Hospital	217	51%
5. In which health institution are you working?			
6. How long have you been in working life?	1 – 5 years	58	14%
	5 – 10 years	127	30%
	10 – 15 years	161	38%
	15 – 20 years	13	3%
	20 years and over	68	16%
7. How long have you been working in the current institution?	1 – 5 years	238	56%
	5 – 10 years	184	43%
	10 – 15 years	5	1%
8. What is your title and position?	Assistant	56	13%
	Specialist	227	56%
	Asst. Prof. Dr.	60	18%
	Assoc. Prof. Dr.	57	13%
	Prof. Dr.	27	6%
9. What is your income?	5.000-10.000	30	7%
	5.000-7.500	55	13%
	5.000-4.000	193	45%
	4.000-3.000	137	32%
	2.000-3.000	12	3%
10. Do you have a social security?	Private Social Insurance	193	45%
	Social Security	234	55%



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FACTOR ANALYSIS

A factor analysis was applied by making the assessment of the answers provided by the participants. The following factors were acquired as a result of the analysis. 4 factors remaining after the factor analysis of totally 37 items consisting of the given answers about the time management of family physicians were loaded on the sub-dimension.

1. VOCATIONAL SATISFACTION
2. CAREER EXPECTATIONS
3. WORKING CONDITIONS OF FAMILY PHYSICIANS
4. SOCIAL OPPORTUNITIES AND PATIENT COMMUNICATION OF FAMILY MEDICINE

Table 2. Factor Analysis	Components			
	1	2	3	4
VOCATIONAL SATISFACTION	,642			
VOCATIONAL SATISFACTION	,565			
VOCATIONAL SATISFACTION	,528			
VOCATIONAL SATISFACTION	,510			
VOCATIONAL SATISFACTION	,481			
VOCATIONAL SATISFACTION	,470			
VOCATIONAL SATISFACTION	,405			
VOCATIONAL SATISFACTION	,395			
VOCATIONAL SATISFACTION	-,354			
VOCATIONAL SATISFACTION	,345			
VOCATIONAL SATISFACTION	,315			
VOCATIONAL SATISFACTION	,337			
CAREER EXPECTATIONS		,572		
CAREER EXPECTATIONS		,541		
CAREER EXPECTATIONS		,539		
CAREER EXPECTATIONS		,472		
CAREER EXPECTATIONS		-,432		
CAREER EXPECTATIONS		,389		
CAREER EXPECTATIONS		,384		
CAREER EXPECTATIONS		,372		
CAREER EXPECTATIONS		,349		
CAREER EXPECTATIONS		,340		
WORKING CONDITIONS OF FAMILY PHYSICIANS			,631	
WORKING CONDITIONS OF FAMILY PHYSICIANS			,595	
WORKING CONDITIONS OF FAMILY PHYSICIANS			,496	
WORKING CONDITIONS OF FAMILY PHYSICIANS			,477	



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WORKING CONDITIONS OF FAMILY PHYSICIANS				,432	
WORKING CONDITIONS OF FAMILY PHYSICIANS				-,383	
WORKING CONDITIONS OF FAMILY PHYSICIANS				,362	
WORKING CONDITIONS OF FAMILY PHYSICIANS				,331	
SOCIAL OPPORTUNITIES AND PATIENT COMMUNICATION OF FAMILY MEDICINE					,633
SOCIAL OPPORTUNITIES AND PATIENT COMMUNICATION OF FAMILY MEDICINE					,620
SOCIAL OPPORTUNITIES AND PATIENT COMMUNICATION OF FAMILY MEDICINE					,544
SOCIAL OPPORTUNITIES AND PATIENT COMMUNICATION OF FAMILY MEDICINE					,440
SOCIAL OPPORTUNITIES AND PATIENT COMMUNICATION OF FAMILY MEDICINE					,435
SOCIAL OPPORTUNITIES AND PATIENT COMMUNICATION OF FAMILY MEDICINE					,347
SOCIAL OPPORTUNITIES AND PATIENT COMMUNICATION OF FAMILY MEDICINE					,341



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Table 3. Analyses			VOCATIONAL SATISFACTION				CAREER EXPECTATIONS				WORKING CONDITIONS OF FAMILY PHYSICIANS				SOCIAL OPPORTUNITIES AND PATIENT COMMUNICATION OF FAMILY MEDICINE			
Gender	N	%	Man Whitney U	SD	P	Man Whitney U	SD	P	Man Whitney U	SD	P	Man Whitney U	SD	P	Man Whitney U	SD	P	
Female	187	44%																
Male	240	56%	19502	1	0,2	20326	1	0,095	20984	1	0,25	22390	1	0,968				
Marital Status	N	%	Kolmogorov Smirnov	SD	P	Kolmogorov Smirnov	SD	P	Kolmogorov Smirnov	SD	P	Kolmogorov Smirnov	SD	P				
Married	245	57%																
Single	182	43%	0,784	1	0,57	1,692	1	0,007	0,882	1	0,418	1,187	1	0,119				
Does your spouse work?	N	%	Kolmogorov Smirnov	SD	P	Kolmogorov Smirnov	SD	P	Kolmogorov Smirnov	SD	P	Kolmogorov Smirnov	SD	P				
Yes	188	44%																
No	239	56%	1,666	1	0,008	0,668	1	0,764	1,337	1	0,056	1,151	1	0,141				
Do you have a child?	N	%	Kruskal Wallis	SD	P	Kruskal Wallis	SD	P	Kruskal Wallis	SD	P	Kruskal Wallis	SD	P				
1	12	3%																
2	53	12%																
3	215	50%																
3 and over	147	34%	0,928	3	0,819	5,644	3	0,13	37,53	3	0	10,62	3	0,014				
Which health institution you are working in?	N	%	Kruskal Wallis	SD	P	Kruskal Wallis	SD	P	Kruskal Wallis	SD	P	Kruskal Wallis	SD	P				
A workshop with 5 workers	34	8%																
A workshop with 20 workers	160	37%																
A workshop with 50 workers	152	36%																
Factory	65	15%																
A factory making multi-functional production	16	4%	49	4	0	10,93	4	0,027	37,17	4	0	28,96	4	0				
How long have you been in working life?	N	%	Jonckheere-Terpstra Testa	SD	P	Jonckheere-Terpstra Testa	SD	P	Jonckheere-Terpstra Testa	SD	P	Jonckheere-Terpstra Testa	SD	P				
1 – 5 Years	58	14%																
5 – 10 Years	127	30%																
10 – 15 Years	161	38%																
15 – 20 Years	13	3%																
20 Years and over	68	16%	34570	5	0,274	32533	5	0,724	31350	5	0,232	41842	5	0,265				
How long have you been working in the current institution?	N	%	Kruskal Wallis	SD	P	Kruskal Wallis	SD	P	Kruskal Wallis	SD	P	Kruskal Wallis	SD	P				
1 – 5 Years	238	56%																
5 – 10 Years	184	43%																
10 – 15 Years	5	1%	24351	3	0,271	17479	3	0	21056	3	0,136	22655	3	0,816				
What is your title and position?	N	%	Kruskal Wallis	SD	P	Kruskal Wallis	SD	P	Kruskal Wallis	SD	P	Kruskal Wallis	SD	P				
Engineer	56	13%																
Manager	125	29%																
Master	162	38%																
Worker	57	13%																
Unskilled worker	27	6%	46,62	4	0	18,3	4	0,001	67,59	4	0	34,96	4	0				
What is your income?	N	%	Jonckheere-Terpstra Testa	SD	P	Jonckheere-Terpstra Testa	SD	P	Jonckheere-Terpstra Testa	SD	P	Jonckheere-Terpstra Testa	SD	P				
501 – 1.000	30	7%																
1.001 – 1.500	55	13%																
1.501 – 2.000	193	45%																
2.001 – 2.501	137	32%																
2.501 +	12	3%	33300	5	0,046	37189	5	0	33967	5	0,013	32982	5	0,078				
Do you have a social security?	N	%	Man Whitney U	SD	P	Man Whitney U	SD	P	Man Whitney U	SD	P	Man Whitney U	SD	P				
Yes	193	45%																
No	234	55%	21671	1	0,473	21233	1	0,288	20430	1	0,09	21008	1	0,215				



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H1: The time management factors of the family physicians do not differ according to gender.

In respect of the time management factors of the family physicians according to gender, Sig values of all factors are found over 0,05. Thus, the hypotheses about these factors will be accepted. Accordingly:

- The factor of vocational satisfaction does not differ according to age.
- The factor of career expectations does not differ according to age.
- The factor of the working conditions of the family physicians does not differ according to age.
- The factor of the social opportunities and patient communication of family medicine does not differ according to age.

H2: The time management factors of the family physicians do not differ according to marital status.

In respect of the time management factors of the family physicians according to marital status, Sig values of all factors, except 2nd factor, are found over 0,05. Thus, the hypotheses about these factors will be accepted. Accordingly:

- The factor of vocational satisfaction does not differ according to marital status.
- The factor of career expectations does not differ according to marital status. The highest average belongs to the married group.
- The factor of the working conditions of the family physicians does not differ according to marital status.
- The factor of the social opportunities and patient communication of family medicine does not differ according to marital status.

H3: The time management factors of the family physicians do not differ according to the case whether their spouses work or not.

In respect of the time management factors of the family physicians according to the case whether their spouses work or not, Sig values of all factors, except 1st factor, are found over 0,05. Thus, the hypotheses about these factors will be accepted. Accordingly:

- The factor of vocational satisfaction does not differ according to the case whether the spouses work or not. The highest average belongs to the group of not working ones.



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- The factor of career expectations does not differ according to the case whether the spouses work or not.
- The factor of the working conditions of the family physicians does not differ according to the case whether the spouses work or not.
- The factor of the social opportunities and patient communication of family medicine does not differ according to the case whether the spouses work or not.

H4: The time management factors of the family physicians do not differ according to the case whether they have children or not.

In respect of the time management factors of the family physicians according to the case whether they have children or not, Sig values of all factors, except 3rd and 4th factors, are found over 0,05. Thus, the hypotheses about these factors will be accepted. Accordingly:

- The factor of vocational satisfaction does not differ according to the case of having child.
- The factor of career expectations does not differ according to the case of having child.

- The factor of the working conditions of the family physicians does not differ according to the case of having child. The highest average belongs to the group having 3 children.
- The factor of the social opportunities and patient communication of family medicine does not differ according to the case of having child. The highest average belongs to the group having 4 children.

H5: The time management factors of the family physicians do not differ according to the institution worked in.

In respect of the time management factors of the family physicians according to the institution worked in, Sig values of all factors are found below 0,05. Thus, the hypotheses about these factors will be accepted. Accordingly:

- The factor of vocational satisfaction does not differ according to the institution worked in. The highest average belongs to the group of workshop with 20 workers.
- The factor of career expectations does not differ according to the institution worked in. The highest average belongs to the group of workshop with 50 workers.
- The factor of the working conditions of the family physicians does not differ ac-



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ording to the institution worked in. The highest average belongs to the group of workshop with 50 workers.

- The factor of the social opportunities and patient communication of family medicine does not differ according to the institution worked in. The highest average belongs to the group of Factory.

H6: The time management factors of the family physicians do not differ according to the period spent in working life.

In respect of the time management factors of the family physicians according to the period spent in working life, Sig values of all factors are found over 0,05. Thus, the hypotheses about these factors will be accepted. Accordingly:

- The factor of vocational satisfaction does not differ according to the period spent in working life.
- The factor of career expectations does not differ according to the period spent in working life.
- The factor of the working conditions of the family physicians does not differ according to the period spent in working life.
- The factor of the social opportunities and patient communication of family medicine

does not differ according to the period spent in working life.

H7: The time management factors of the family physicians do not differ according to the period spent in the current workplace.

In respect of the time management factors of the family physicians according to the period spent in the current workplace, Sig values of all factors are found over 0,05. Thus, the hypotheses about these factors will be accepted. Accordingly:

- The factor of vocational satisfaction does not differ according to the period spent in the current workplace.
- The factor of career expectations does not differ according to the period spent in the current workplace.
- The factor of the working conditions of the family physicians does not differ according to the period spent in the current workplace.
- The factor of the social opportunities and patient communication of family medicine does not differ according to the period spent in the current workplace.



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H8: The time management factors of the family physicians do not differ according to the title.

In respect of the time management factors of the family physicians according to the title, Sig values of all factors are found below 0,05. Thus, the hypotheses about these factors will be accepted. Accordingly:

- The factor of vocational satisfaction does not differ according to the title. The highest average belongs to the group of engineer.
- The factor of career expectations does not differ according to the title. The highest average belongs to the group of engineer.
- The factor of the working conditions of the family physicians does not differ according to the title. The highest average belongs to the group of manager.
- The factor of the social opportunities and patient communication of family medicine does not differ according to the title. The highest average belongs to the group of master.

H9: The time management factors of the family physicians do not differ according to the income.

In respect of the time management factors of the family physicians according to the income, Sig values of all factors are found below 0,05. Thus, the hypotheses about these factors will be accepted. Accordingly:

- The factor of vocational satisfaction does not differ according to the income. The highest average belongs to the group of 1.501-2.000.
- The factor of career expectations does not differ according to the income. The highest average belongs to the group of married 2.001-2.501.
- The factor of the working conditions of the family physicians does not differ according to the income. The highest average belongs to the group of 2.001-2.501.
- The factor of the social opportunities and patient communication of family medicine does not differ according to the income. The highest average belongs to the group of 1.001-1.500.

H10: The time management factors of the family physicians do not differ according to the social security.

In respect of the time management factors of the family physicians according to the social security, Sig values of all factors are found



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over 0,05. Thus, the hypotheses about these factors will be accepted. Accordingly:

- The factor of vocational satisfaction does not differ according to social security.
- The factor of career expectations does not differ according to the social security.
- The factor of the working conditions of the family physicians does not differ according to the social security.
- The factor of the social opportunities and patient communication of family medicine does not differ according to the social security.

CONCLUSION and EVALUATION

- Four factors remaining after the factor analysis of totally 37 items consisting of the given answers about the time management of family physicians were loaded on the sub-dimension.

1. Vocational satisfaction
2. Career expectations
3. Working conditions of family physicians
4. Social opportunities and patient communication of family medicine

- The factor of vocational satisfaction does not differ according to age. The factor of career expectations does not differ according to age. The factor of the working conditions of the family physicians does not differ according to age. The factor of the social opportunities and patient communication of family medicine does not differ according to age.
- The factor of vocational satisfaction does not differ according to marital status. The factor of career expectations does not differ according to marital status. The highest average belongs to the married group. The factor of the working conditions of the family physicians does not differ according to marital status. The factor of the social opportunities and patient communication of family medicine does not differ according to marital status.
- The factor of vocational satisfaction does not differ according to the case whether the spouses work or not. The highest average belongs to the group of not working ones. The factor of career expectations does not differ according to the case whether the spouses work or not. The factor of the working conditions of the family physicians does not differ according to the case whether the spouses work or not. The fac-



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tor of the social opportunities and patient communication of family medicine does not differ according to the case whether the spouses work or not.

- The factor of vocational satisfaction does not differ according to the case of having child. The factor of career expectations does not differ according to the case of having child. The factor of the working conditions of the family physicians does not differ according to the case of having child. The highest average belongs to the group having 3 children. The factor of the social opportunities of family medicine and patient communication does not differ according to the case of having child. The highest average belongs to the group having 4 children.
- The factor of vocational satisfaction does not differ according to the institution worked in. The highest average belongs to the group of workshop with 20 workers. The factor of career expectations does not differ according to the institution worked in. The highest average belongs to the group of workshop with 50 workers. The factor of the working conditions of the family physicians does not differ according to the institution worked in. The highest average belongs to the group of work-

shop with 50 workers. The factor of the social opportunities of family medicine and patient communication does not differ according to the institution worked in. The highest average belongs to the group of Factory.

- The factor of vocational satisfaction does not differ according to the period spent in working life. The factor of career expectations does not differ according to the period spent in working life. The factor of the working conditions of the family physicians does not differ according to the period spent in working life. The factor of the social opportunities and patient communication of family medicine does not differ according to the period spent in working life.
- The factor of vocational satisfaction does not differ according to the period spent in the current workplace. The factor of career expectations does not differ according to the period spent in the current workplace. The factor of the working conditions of the family physicians does not differ according to the period spent in the current workplace. The factor of the social opportunities and patient communication of family medicine does not differ according to the period spent in the current workplace.



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- The factor of vocational satisfaction does not differ according to the title. The highest average belongs to the group of engineer. The factor of career expectations does not differ according to the title. The highest average belongs to the group of engineer. The factor of the working conditions of the family physicians does not differ according to the title. The highest average belongs to the group of manager. The factor of the social opportunities and patient communication of family medicine does not differ according to the title. The highest average belongs to the group of master.
- The factor of vocational satisfaction does not differ according to the income. The highest average belongs to the group of 1.501-2.000. The factor of career expectations does not differ according to the income. The highest average belongs to the group of married 2.001-2.501. The factor of the working conditions of the family physicians does not differ according to the income. The highest average belongs to the group of 2.001-2.501. The factor of the social opportunities and patient communication of family medicine does not differ according to the income. The highest average belongs to the group of 1.001-1.500.
- The factor of vocational satisfaction does not differ according to social security. The factor of career expectations does not differ according to the social security. The factor of the working conditions of the family physicians does not differ according to the social security. The factor of the social opportunities and patient communication of family medicine does not differ according to the social security.

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AİLE HEKİMLERİNİN ZAMAN YÖNETİMİ VE ZAMANA BAĞLI İŞ PERFORMANS SÜRÇELERİNİN UYGULAMALI OLARAK İNCELENMESİ

Öz: Kesitsel-tanımlıyıcı olan bu araştırmada, zaman yönetiminin etkinliği, sağlık kurumlarında çalışan aile hekimlerinin zamanı etkin kullanımı ile zaman performans arasındaki ilişkinin belirlenmesini saptamak amacıyla gerçekleştirilmiştir. **Amaç:** Araştırmaya 427 asistan ve uzman aile hekimi katılmıştır. Bu çalışmada anket yüz yüze yapılmış olup, anket içerisinde demografik ve likert ölçekli sorular kullanılmıştır. **Yöntem:** Bu araştırma 2012 Yılında Korkmaz ve Arkadaşları tarafından gerçekleştirilen “Aile Hekimlerinin Zaman Yönetimi ve İş Performansının Uygulamaları olarak İncelenmesi” Konu başlıklı “Akademik Bakış Dergisi, Sayı: 29 Mart – Nisan” da yayınlanan ve sayfa 1-18 arasında yer alan 285 katılımcı üzerinde gerçekleştirdiği çalışmalarından esinlenerek yapılmıştır. Araştırmada kullanılan ölçme aleti anket aynı çalışmada kullanılan ölçme aletidir. Anket formu 5’li likert ölçekten oluşan sorular şeklindedir. Daha önce kullanılan ölçme aletindeki strateji bu araştırmada farklılaştırılmıştır. Bir önceki çalışmada aile hekimliği konusunda uzman ve asistanlar üzerinde araştırma gerçekleştirilmişken bu araştırmada akademik kimliğe sahip aile hekimlerinin de araştırmaya katılımı sağlanmıştır. Araştırmaya katılan tüm katılımcılar basit rassal yöntem ile belirlenmiştir. Hiçbir katılımcıya ait kendini “kimliği”ni tanımlayan bilgi anket formlarına yansıtılmamıştır. Tüm katılımcılar kendi istek ve arzuları ile araştırmaya iştirak etmiştir. Araştırmamız yaklaşık olarak 5 ay sürmüştür. Bu süre içerisinde anket formları ilgili katılımcılara mail, posta ve elden dağıtılmak üzere gönderilmiştir. Gönderilen toplam anket formu 762, geri dönen anket sayısı ise 526 adettir. Bu formların sadece 427 si analize uygun bulunmuştur. Araştırmada kullanılan ölçme aleti anket için gerekli izin alınmış ve araştırmaya geçilmiştir. Daha önce geçerlilik ve güvenilirlik çalışması gerçekleştirildiği için bu araştırmada ön test ihtiyacı duyulmamıştır. **Analiz:** Araştırmamızda kullanılan anket daha önceden farklı bir araştırmada kullanılmış geçerliliği ve güvenilirliği sağlanmış ölçme aletidir. Araştırmamız yaklaşık olarak 5 ay sürmüştür. Basit rassal yöntem kullanılarak araştırma gerçekleştirilmiştir. Araştırmaya katılanların tamamı gönüllü olarak iştirak etmiştir. Araştırma sürecinde hiçbir katılımcıya ait kimlik bilgileri ile kurum bilgileri anket formlarına yansıtılmamıştır. Tüm katılımcıların kurum ile kimlik bilg-



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ileri saklı tutulmuştur. Araştırmanın en önemli amacı sağlık kurumlarında özellikle günümüzde aile hekimliğinin önemine vurgu yapmak, zaman yönetimi ile zamana bağlı iş performans düzeyinin belirlenmesi hedeflenmiştir. Bu süreç içerisinde yapılan uygulamalar ve bazı literatür çalışmaları da araştırmamızda yer almıştır. Araştırma sonrasında tüm katılımcılardan elde edilen veriler SPSS istatistik 18 programı ile analiz edilmiştir. Analiz öncesinde geçerlilik ve güvenilirlik testi yapılmış ve Cronbach's Alpha kat sayısı olarak 0,972 değeri elde edilmiştir. Bu değer madde sayısı 37 olan anket durumuna ve daha önceki yapılan çalışmalarda elde edilen kat sayılara göre oldukça yüksektir. Çıkan sonuç araştırmada kullanılan yöntem ve uygulamanın oldukça güvenilir olduğunu göstermektedir. Analiz kapsamında, betimleyici istatistikler, güvenilirlik analizi, Faktör Analizi, Kolmogorov Smirnov, Man Whitney U, Kruskal Wallis ve Jonckheere-Terpstra Testi analizlerinden yararlanılmıştır. **Sonuç:** Araştırma sonrasında sağlık kurumlarında çalışan aile hekimlerinin zaman yönetimi konusunda sorun yaşadığı, zamanı etkin ve verimli kullanamadığı, iş yükü nedeniyle istenilen performans ve verimliliği sağlayamadığı saptanmıştır.

Anahtar Kelimeler: Hekim, Zaman, Yönetim, Performans, İş, Süreç, Uygulama, Hastane, Kurum



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ADDITIONAL TABLES:

	Totally Agree	Strongly Agree	Slightly Agree	Somewhat disagree	Absolutely Disagree
1- The profession I have chosen makes me happy.	8,0%	37,9%	37,0%	14,8%	2,3%
2- I do want to spend the rest of career in this profession.	13,6%	29,7%	37,7%	3,0%	15,9%
3- Dealing always with the same people facilitates my work.	8,0%	37,5%	35,6%	15,2%	3,7%
4- The risk management applications in our Bank are open to technological innovations.	13,1%	29,3%	37,9%	13,3%	6,3%
5- I think the family medicine increases the work satisfaction.	11,9%	24,4%	33,3%	25,3%	5,2%
6- The wage I am getting satisfies me.	5,9%	20,1%	39,1%	24,1%	10,8%
7- Regular working hours increases my motivation.	5,9%	24,4%	33,5%	26,9%	9,4%
8- Working in the same job for a long time increases my work commitment.	8,0%	21,1%	43,3%	22,2%	5,4%
9- I would not do this job if I had a better alternative.	6,8%	29,5%	32,1%	25,5%	6,1%
1- Evaluation of the family medicine as a system disturbs me.	9,6%	28,1%	31,6%	25,1%	5,6%
2- I think the family medicine is not thoroughly understood.	10,5%	15,9%	39,3%	25,1%	9,1%
3- A circular letter should be issued on the work family physicians.	6,3%	28,1%	31,4%	26,0%	8,2%
4- The circular letter to be issued will increase the value of family medicine.	11,5%	25,3%	34,4%	20,6%	8,2%
5- I think the wage given to the family physicians is sufficient.	7,7%	30,4%	35,4%	22,0%	4,4%
6- The value of the family physicians has increased with the practice of family medicine.	10,8%	26,2%	41,5%	15,5%	6,1%
7- The practice of family medicine should be more specific and made more appropriate to the conditions in our country.	9,4%	24,6%	35,8%	25,8%	4,4%
8- I find the trainings provided in community health centers adequate.	4,9%	23,2%	40,0%	27,4%	4,4%
9- I think we are under equal conditions to be educative within family medicine.	4,9%	27,2%	37,2%	26,5%	4,2%
1- The number patients cared by family physicians is rather high.	11,7%	24,4%	34,7%	24,1%	5,2%
2- The work load of the assisting personnel in family medicine is excessive.	5,6%	29,3%	36,1%	20,1%	8,9%
3- Family Medicine Information System facilitates our work.	10,8%	25,8%	39,1%	19,9%	4,4%
4- Our relation with the specialist physicians of other branches has increased with the family medicine.	8,4%	32,8%	33,3%	19,2%	6,3%
5- The room reserved for me has the sufficient area and technical equipment to work comfortably.	10,8%	22,7%	37,5%	24,8%	4,2%
6- I am really satisfied with the working conditions.	7,5%	24,8%	39,3%	23,4%	4,9%
7- I am rewarded for my efforts far better.	7,7%	31,9%	32,3%	21,8%	6,3%
1- The family physicians deal with the patient more closely.	13,1%	30,0%	35,8%	17,3%	3,7%
2- The unnecessary drug use of the patients is eliminated via family medicine.	6,8%	27,6%	41,7%	17,1%	6,8%
3- The insistence of the patients on drug prescription has ended up with the family medicine practice.	10,5%	28,6%	31,6%	25,1%	4,2%
4- The family medicine has strengthened the relationship between patient and physician.	4,2%	25,3%	42,6%	23,2%	4,7%
5- The interest of the society and individuals has increased with the family medicine practice.	3,3%	23,0%	29,3%	34,0%	10,5%
6- It has become easier to persuade my patient for the treatment owing to the family medicine.	3,3%	12,2%	47,5%	35,1%	1,9%
7- My relations with my patients are really strong.	7,3%	46,4%	38,6%	6,6%	1,2%
8- The trust of my patients in me is rather high as I am a family physician.	19,4%	35,4%	38,2%	5,9%	1,2%
9- My communication with the patients is within like family relationship.	10,3%	29,3%	38,9%	20,4%	1,2%
10- The trust of my patients in me is very high.	8,4%	18,3%	39,6%	27,6%	6,1%
11- My patients have embraced family medicine as first health step and their trust in the health sector has increased.	4,4%	33,0%	37,7%	18,7%	6,1%
12- The importance of the family medicine for the society and public is getting increased.	4,2%	24,6%	45,9%	20,6%	4,7%

AN ANALYSIS OF THE FOREIGN TRADE AND THE FACTORS AFFECTING FOREIGN TRADE¹

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Abstract: A decrease in terms of trade, which is one of the macroeconomic variables reflecting the international competitive power, means a decrease in the competitive power. There is a strong interaction between the total value of production in a country and its terms of trade which is defined in its simplest form as the ratio of export prices to import prices. Since any decline in a country's terms of trade will negatively affect its purchasing power, the country will inevitably experience a decrease in its consumption and welfare levels, too. A country may gain a profit or bear a cost due to a change in its terms of trade. This study was conducted on the basis of the data from the TurkStat-Press Release / Foreign Trade Indices for the period of 2014-2015. The data obtained in the study were analyzed through the E-Views 8.0 software, and the factors affecting the foreign trade to the greatest extent were determined as a result of the regression and correlation analyses; panel data analysis method was used in the analysis of the data. A causal relation was found between the parameters of overall export volume index, overall import volume index, overall export unit value index, overall import unit value index, and terms of trade; besides, it was determined that there was a moderate negative correlation between the overall export volume index and the overall import volume index. It was found that a one-unit increase in the overall export unit value index caused a 0.69-unit increase in the overall import volume index, that a one-unit increase in the overall import unit value index caused a 0.56-unit decrease in the overall import volume index, and that a one-unit increase in the terms of trade caused a 0.02-unit increase in the overall import volume index.

Key Words: Terms of Trade, Export Volume Index, Export Unit Value Index, Import Volume Index, Import Unit Value Index

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INTRODUCTION

Throughout the history, the impact of foreign trade on economic development has maintained its relevance until today. The Classical School, which was mainly led by Adam Smith, David Ricardo and John Stuart Mill, emphasized the role of foreign trade in economic development by noting that countries could not complete their economic development process without foreign trade. Many authors, particularly R. E. Caves, G. Haberler and H. Myint, have supported the classical economists by stating that foreign trade is the driving force behind economic development. The group led by A. K. Cairncross, G. Myrdal, R. Nurkse, H. W. Singer, and R. Prebisch have stated that foreign trade turns out to the disadvantage of developing or underdeveloped countries exporting agricultural products and to the advantage of developed countries exporting industrial products over time (Ersungur and Doru, 2014: 226).

The net terms of trade, which are the ratios of export unit value index to import unit value index, can be also calculated through different methods by including export and import volume indices. With all other conditions remaining the same, any rise in the terms of trade creates an opportunity to increase the import vis-à-vis the export. The capital flow-

ing into the country through import enables the acquisition of intermediate goods and technology and thereby leads to economic growth. (Güneş et al., 2013: 2).

Based on the common view that development cannot be achieved without the parameter of foreign trade which mobilizes the domestic dynamics of a country, it is a reality that a high speed of development depends on a rapid increase in export revenues since the financing of the development relies on the revenue to be obtained from export in this situation in which especially the developing countries may provide the industrial and capital goods required for their economic development by importing them with the revenues from export.

THEORETICAL FRAMEWORK

Obstfeld (1982) notes that economic actors exhibit a behavior of increasing the savings and cutting down on the expenses in order to be able to sustain their current welfare levels vis-à-vis negative developments in their terms of trade.

By using data covering the period of 1971-1991 in his study, Mendoza (1997) examined the impact of the terms of trade of 40 industrial countries on their growth through panel data approach based on endogenous growth model, and he concluded that the rate



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of change in the terms of trade made a positive contribution to economic growth and that there was a negative correlation between economic growth and the mobility of the terms of trade.

Gökalp (2000) focused his studies on the measurement of the income effect of the terms of trade in Turkey, and he stated that it was appropriate to realize the foreign trade balance with import prices in an economy like Turkey which continuously has deficits in its foreign trade and generally uses its export revenues to finance the import.

In their study covering the period of 1980-1996, Kehoe and Prescott (2002) suggested that the Swiss economy experienced a big contraction between 1974 and 2000, which could be called a Great Depression.

Kohli (2004) noted that despite their positive effects on real income and welfare enhancement, developments in the terms of trade are not reflected in the real GDP, and he showed the Swiss case as the most explicit example. He stated that the terms of trade in Switzerland developed by 34% to the advantage of the country between 1980 and 1996, but this development was not reflected in the real GDP data, and indeed, with an average growth rate of 1.3 percent, Switzerland had the lowest growth rate among 26 OECD countries.

In his study on the Malaysian economy, Wong (2004) examined the long-term correlation between the terms of trade and economic development by using data for the period of 1965-2002. He emphasized that there was a positive correlation between terms of trade and economic growth and that this was a short-term correlation, based on the approach employed.

Kehoe and Ruhl (2005) reported that considering the changes in the terms of trade, Switzerland had a better economic performance than what the real GDP data showed.

In his study on the foreign trade of Turkey during the period between 1980 and 2005, Hepaktan (2007) pointed out that policies towards increasing openness had a positive impact on the terms of trade.

Günçavdı et al. (2008) calculated the cumulative costs in the foreign trade revenues of the Turkish economy caused by the negative developments in the terms of trade between 1970 and 2000, and they detected a loss that amounted to 12 percent of the GDP.

In their research covering the United Kingdom, Australia and Canada, Bouakez and Kano (2008) suggested that the terms of trade did not have a significant effect on the current accounts, and they pointed out that the effect



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of the terms of trade on current accounts in countries with significant fluctuations in their foreign trade was uncertain.

Wong (2010) used time series to examine the relation between terms of trade and economic growth for Japan (for the period of 1996-2003) and Korea (for the period of 1971-2006); he argued that the per capita real income and the terms of trade were in a mutual interaction and that there was a negative correlation between terms of trade and per capita real income volatility.

In their study covering 94 countries and using time series for the period of 2004-2008, Jawaid and Waheed (2011) analyzed the terms of trade and the effect of variations on economic growth, and they found a positive correlation between the both. A sensitivity analysis was carried out to check the robustness of the findings; the variation in the parameters was analyzed with each new variable included in the estimating equation according to the approach employed. The parameters obtained from the analysis were considered to be robust according to the variables.

Aldan and Üngör (2012) investigated the effects of the variations in the terms of trade on the real income in the Turkish economy between 1998 and 2010. Incomes and/or costs arising from the developments in terms

of trade were compared with the Gross Domestic Product (GDP) series and the Gross Domestic Income (GDI) series taking into consideration the variations in terms of trade; it was found that while the terms of trade declined, fixed prices and GDP and real GDI increased at similar rates.

In their study covering the period of 1982-2012, Cambazoğlu and Karaalp (2012) stated that Singer-Prebisch thesis (that terms of trade develops to the disadvantage of countries with export lists heavily composed of agricultural products) was not valid for Turkey since the average terms of trade in Turkey were above 100 unit values during the mentioned period.

In their study analyzing the effect of terms of trade on economic growth, Ekinçi et al. (2015) mentions the HLM approach and the ORS approach; they suggest that according to the HLM Approach, a deterioration in the terms of trade will lead to a positive effect on the foreign trade deficits of the country and that due to its effect on the economic growth of the country, this positive development, known as S Curve, will cause an increase in foreign trade deficits. On the other hand, the ORS approach suggests that developments in the terms of trade will have an effect on economic growth due to a perception of continuity in a shock in the terms of trade.



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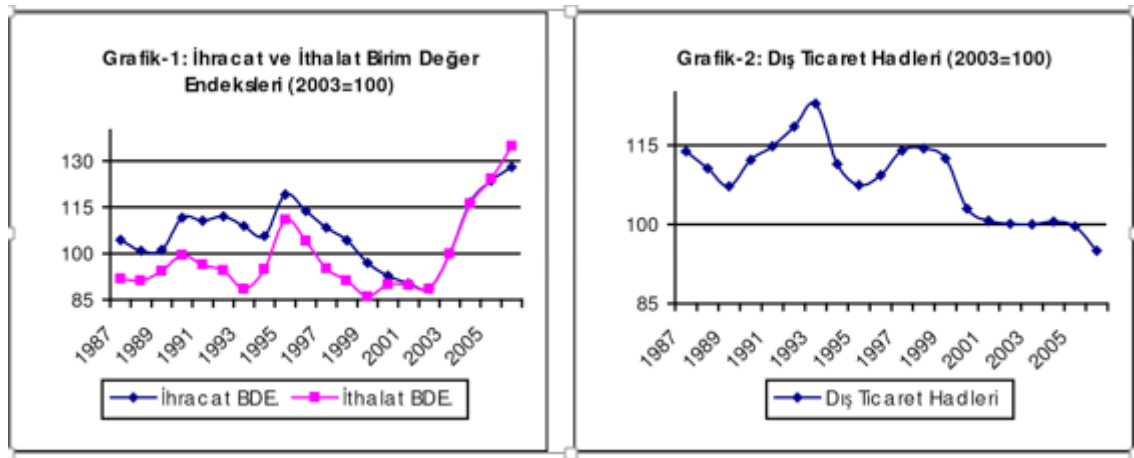
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EXPLANATION OF EXPORT AND IMPORT UNIT VALUE INDICES and TERMS OF TRADE

If the terms of trade, which are the ratios of export price index to import price index, are above 100, it means that the country is positively affected by the change in foreign trade prices while terms of trade below 100 indicates that the country is suffering a loss in foreign trade. Graphic.1 and Graphic.2 indicate that on the basis of 2003, export unit value index was below 100 during the period of 1999-2002 while it has had a trend of rapid increase in recent years. The common view is that in addition to the change in the structure of export, the rise in the euro/dollar parity has been also effective in this development. During the period of 2003-2006, a

28 percent increase has been recorded in the export unit value index. While the import unit value index was generally below 100 during the period of 1987-2002 (excluding 1995 and 1996), it has also had a trend of rapid increase since 2003. The import unit value index increased by 34.8 percent during the period of 2003-2006, and the changes in energy import prices have had an effect on this. The terms of trade developed in favor of Turkey during the period of 1987-2000. Development in the terms of trade between 2001 and 2005 was generally neutral, and the terms of trade was generally around 100. However, in 2006, partially affected by the sharp rise in the import unit value index, the terms of trade declined by 4.6 and negatively affected the balance of current accounts. (Yükseler, 2007:1-2).



Source: Yükseler, 2007:1



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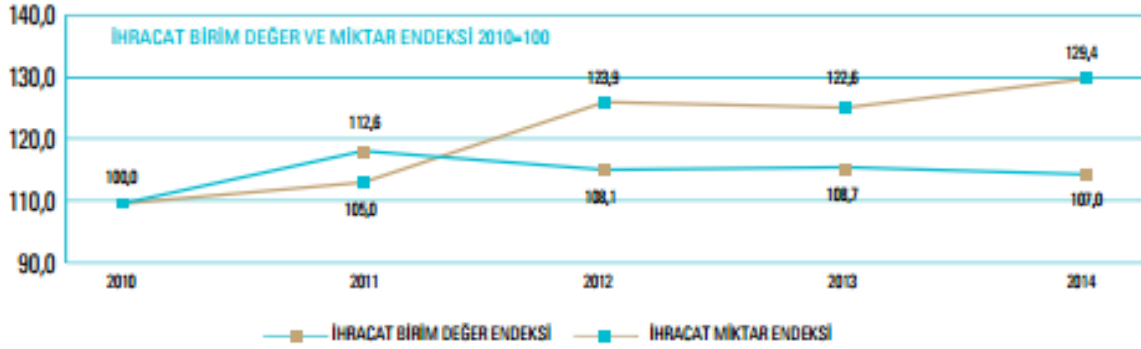
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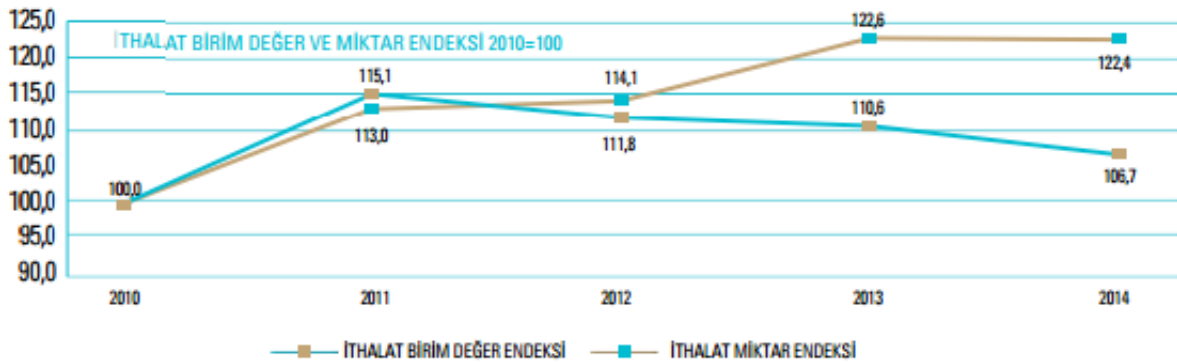
The changes in volumes and units in the Turkish export reveal the performance of export. There have been yearly fluctuations in the volumes and unit values which are calculated on the basis of 2010. In 2014, the Turkish export rose due to a 5.5% increase in the export

volume index. There has been a decline in the export unit value index since 2011. In 2014, the rate of decrease is 1.6%. The export has risen since 2011, with the export volume index increasing (Graphic.3).



Graphic 3. Volume and Unit Value Changes in Export

Source: TurkStat Press Release



Graphic 4. Volume and Unit Value Changes in Import

Source: TurkStat Press Release



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The development of the overall import value is calculated through the import volume and unit value. While the Turkish import has increased by 22.4 percent since 2010, the import unit value has increased by only 6.7 percent. The import unit value index increased by 1.0 percent in 2012 and by 7.4 percent in 2013

while it decreased by 0.2 percent in 2013. The fact that the import unit value decreased while the import volume has increased by 8.3 percent in the last three years resulted from the decline in the prices of metals, commodity, raw materials and especially energy in the world.

Yıllar	2014/1	2014/2	2014/3	2014/4	2015/1	2015/2	2015/3
Dış Ticaret Hadleri (Genel)	99,0	99,6	100,4	101,5	105,0	106,3	108,0

Source: TÜİK

This study was conducted on the basis of the data from TurkStat-Press Release / Foreign Trade Indices. The variables were determined for the period of 2014-2015.

Data Analysis

The data obtained in this study were analyzed through the E-Views 8.0 software. The factors affecting foreign trade to the greatest extent have been determined as a result of regression and correlation analyses. Panel data analysis method was used for the analysis of the data.

Research Hypotheses

- ✓ **H0:** There is no relation between the foreign trade variables.
- ✓ **H0:** There is no causal relation between the foreign trade indices.
- ✓ **H0:** The export volume index is not affected by other variables.
- ✓ **H0:** The import volume index is not affected by other variables.
- ✓ **H0:** The export unit value index is not affected by other variables.



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✓ **H0:** The import unit value index is not affected by other variables.

✓ **H0:** There is no relation between the foreign trade variables.

According to the correlation analysis, in which the relation between the foreign trade indices for the period of 2014-2015 was examined,

✓ There is a moderate negative correlation between export volume index and import volume index.

✓ There is a moderate negative correlation between export volume index and export unit value index.

✓ There is a low negative correlation between export volume index and import unit value index.

✓ There is a moderate positive correlation between export volume index and terms of trade.

✓ There is a moderate positive correlation between import volume index and export unit value index.

✓ There is a moderate positive correlation between import volume index and import unit value index.

✓ There is a moderate negative correlation between import volume index and terms of trade.

✓ There is a high positive correlation between import unit value index and import unit value index.

✓ There is a moderate positive correlation between import unit value index and terms of trade.

✓ There is a low negative correlation between import unit value index and terms of trade.



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Table 1. Pearson Correlation Analysis	EXVI	IMVI	EXUVI	IMUVI	ToT
EXVI	-				
IMVI	-0.439777	-			
EXUVI	-0.369193	0.268659	-		
IMUVI	-0.182313	0.112661	0.770325	-	
ToT	0.230281	-0.267780	0.330556	-0.006307	-

H0: There is no causal relation between the foreign trade indices.

According to the results of the Granger causality analysis which was conducted to determine the cause and effect relation between

the foreign trade indices, the variables of export volume index, import volume index, export unit value index, import unit value index and terms of trade were all determined to be causally related to each other.

Table 2. Granger Causality Analysis

Pairwise Granger Causality Tests

Date: 06/27/15 Time: 20:38

Sample: 2014 2015

Lags: 2

Null Hypothesis:	Obs	F-Statistic	Prob.
IMVI does not Granger Cause EXVI	0	0.00000	7E-167
EXVI does not Granger Cause IMVI		0.00000	0.0000
EXUVI does not Granger Cause EXVI	0	0.00000	0.0000
EXVI does not Granger Cause EXUVI		0.00000	0.0000
IMUVI does not Granger Cause EXVI	-64	0.00000	0.0000



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EXVI does not Granger Cause IMUVI		0.00000	0.0000
ToT does not Granger Cause EXVI	493859552	0.00000	0.0000
EXVI does not Granger Cause ToT		0.00000	0.0000
EXUVI does not Granger Cause IMVI	0	0.00000	0.0000
IMVI does not Granger Cause EXUVI		0.00000	0.0000
IMUVI does not Granger Cause IMVI	30	0.00000	0.0000
IMVI does not Granger Cause IMUVI		0.00000	0.0000
ToT does not Granger Cause IMVI	60	0.00000	0.0000
IMVI does not Granger Cause ToT		0.00000	0.0000
IMUVI does not Granger Cause EXUVI	90	0.00000	0.0000
EXUVI does not Granger Cause IMUVI		0.00000	0.0000
ToT does not Granger Cause EXUVI	0	0.00000	0.0000
EXUVI does not Granger Cause ToT		0.00000	0.0000
ToT does not Granger Cause IMUVI	0	0.00000	0.0000
IMUVI does not Granger Cause ToT		0.00000	0.0000

H0: The export volume index is not affected by other variables.

According to the examination of the regression model in which export volume index was a dependent variable and others were independent variables,

- A one-unit increase in import volume index was determined to cause a 0.43-unit decrease in export volume index.
- A one-unit increase in export unit value index was determined to cause a 0.85-unit decrease in export volume index.



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- A one-unit increase in import unit value index was determined to cause a 0.56-unit increase in export volume index.
- A one-unit increase in terms of trade was determined to cause a 0.04-unit increase in export volume index.

Table 3. Export Volume Index Regression

Dependent Variable: EXVI

Method: Panel Least Squares

Date: 06/27/15 Time: 20:57

Sample: 2014 2015

Periods included: 2

Cross-sections included: 14

Total panel (balanced) observations: 28

Variable	Coefficient	Std. Error	t-Statistic	Prob.
IMVI	-0.436719	0.228331	-1.912656	0.0678
EXUVI	-0.853655	0.555162	-1.537668	0.1372
IMUVI	0.564535	0.728702	0.774713	0.4461
ToT	0.047542	0.042637	1.115043	0.2759
R-squared	0.284707	Mean dependent yes	3.057143	
Adjusted R-squared	0.195295	S.D. dependent yes	17.94645	
S.E. of regression	16.09893	Akaike info criterion	8.526946	
Sum squared resid	6220.210	Schwarz criterion	8.717261	
Log likelihood	-115.3772	Hannan-Quinn criter.	8.585127	
Durbin-Watson stat	2.331873			

H0: The import volume index is not affected by other variables.

According to the examination of the regression model in which import volume index was a dependent variable and others were independent variables,



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- A one-unit increase in export unit value index was determined to cause a 0.69-unit increase in import volume index.
- A one-unit increase in terms of trade was determined to cause a 0.02-unit increase in import volume index.
- A one-unit increase in import unit value was determined to cause a 0.56-unit decrease in import volume index.

Table 4. Import Volume Index Regression

Dependent Variable: IMVI

Method: Panel Least Squares

Date: 06/27/15 Time: 20:58

Sample: 2014 2015

Periods included: 2

Cross-sections included: 14

Total panel (balanced) observations: 28

Variable	Coefficient	Std. Error	t-Statistic	Prob.
EXUVI	0.699249	0.465734	1.501391	0.1458
IMUVI	-0.562859	0.628280	-0.895874	0.3789
ToT	0.020254	0.037126	0.545546	0.5902
R-squared	0.079922	Mean dependent yes		3.328571
Adjusted R-squared	0.006315	S.D. dependent yes		14.14611
S.E. of regression	14.10137	Akaike info criterion		8.231378
Sum squared resid	4971.218	Schwarz criterion		8.374115
Log likelihood	-112.2393	Hannan-Quinn criter.		8.275014
Durbin-Watson stat	0.994294			



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H0: The export unit value index is not affected by other variables.

According to the examination of the regression model in which export unit value was a dependent variable and the others were independent variables,

- A one-unit increase in import unit value was determined to cause a 1.06-unit increase in export unit value index.
- A one-unit increase in terms of trade was determined to cause a 0.02-unit increase in export unit value index.

Table 5. Export Unit Value Index Regression

Dependent Variable: EXUVI

Method: Panel Least Squares

Date: 06/27/15 Time: 20:58

Sample: 2014 2015

Periods included: 2

Cross-sections included: 14

Total panel (balanced) observations: 28

Variable	Coefficient	Std. Error	t-Statistic	Prob.
IMUVI	1.062185	0.163094	6.512718	0.0000
ToT	0.027686	0.014660	1.888511	0.0702
R-squared	0.609711	Mean dependent yes		-4.207143
Adjusted R-squared	0.594699	S.D. dependent yes		9.327138
S.E. of regression	5.937957	Akaike info criterion		6.469356
Sum squared resid	916.7426	Schwarz criterion		6.564514
Log likelihood	-88.57099	Hannan-Quinn criter.		6.498447
Durbin-Watson stat	0.641744			

H0: The import unit value index is not affected by other variables.

According to the examination of the regression model in which import unit value was a



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dependent variable and the others were independent variables,

- A one-unit increase in terms of trade was determined to cause a 0.06-unit decrease in import unit value index.

Table 6. Import Unit Value Index Regression

Dependent Variable: IMUVI

Method: Panel Least Squares

Date: 06/27/15 Time: 20:58

Sample: 2014 2015

Periods included: 2

Cross-sections included: 14

Total panel (balanced) observations: 28

Variable	Coefficient	Std. Error	t-Statistic	Prob.
ToT	-0.061372	0.012640	-4.855531	0.0000
R-squared	-0.005618	Mean dependent yes		-6.450000
Adjusted R-squared	-0.005618	S.D. dependent yes		6.987158
S.E. of regression	7.006758	Akaike info criterion		6.766688
Sum squared resid	1325.556	Schwarz criterion		6.814267
Log likelihood	-93.73363	Hannan-Quinn criter.		6.781233
Durbin-Watson stat	2.020000			

DISCUSSION

An improvement in the terms of trade, which can be expressed as a faster increase or slower decline in export prices than in import prices, suggests that the same volume of import can

be sustained with lower volume of export. In the cases that the developments in the terms of change are in favor of the country, the real income increases faster than the production, and the level of welfare enhances. On the other hand, a disadvantageous development in



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the terms of trade shows that the share of the country in the income distribution decreases, and the real income increases more slowly than production. Fluctuations in the terms of trade may affect the revenues of the country coming from the foreign world, thereby creating challenges in meeting the current account deficits.

Import of goods and services constitute a considerable part of the Turkish GDP with a proportion of 32%; the trend of increase in energy import prices, particularly the crude oil prices, and in the basic raw material prices negatively affects the balance of trade in Turkey, which is an importer of the mentioned products.

The Turkish foreign trade structure has a profile of exporter of mainly industrial products and a profile of importer of intermediate goods. Since the changes in the prices of the imported products therefore affect other macro variables, particularly the domestic inflation, it is important to closely follow the developments in import and export indices and terms of trade, which is described as the ratio of the both.

Among the 28 groups of products which it bilaterally trades, Turkey is a net exporter of 10 of them while it is a net importer of 18. The groups of products of which it is a net

importer include high-technology products and mineral, metal and chemical products. The groups of products of which it is a net exporter include low-technology intensive products except motor land vehicles. Turkey should improve its current structure in the trade of products and progress toward a position of net exporter of medium-high- and high-technology products.

CONCLUSION and ASSESSMENT

- There is a moderate negative correlation between export volume index and import volume index. There is a moderate negative correlation between export volume index and export unit value index. There is a low negative correlation between export volume index and import unit value index. There is a moderate positive correlation between export volume index and terms of trade. There is a moderate positive correlation between import volume index and export unit value index. There is a moderate positive correlation between import volume index and import unit value index. There is a moderate negative correlation between import volume index and terms of trade. There is a high positive correlation between import unit value index and import unit value index. There is a moderate positive correlation between import



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unit value index and terms of trade. There is a low negative correlation between import unit value index and terms of trade.

- The variables of export volume index, import volume index, export unit value index, import unit value index and terms of trade were all determined to be causally related with each other.
- A one-unit increase in import volume index was determined to cause a 0.43-unit decrease in export volume index. A one-unit increase in export unit value index was determined to cause a 0.85-unit decrease in export volume index. A one-unit increase in import unit value index was determined to cause a 0.56-unit increase in export volume index. A one-unit increase in terms of trade was determined to cause a 0.04-unit increase in export volume index.
- A one-unit increase in export unit value index was determined to cause a 0.69-unit increase in import volume index. A one-unit increase in import unit value was determined to cause a 0.56-unit decrease in import volume index. A one-unit increase in terms of trade was determined to cause a 0.02-unit increase in import volume index.

- A one-unit increase in import unit value was determined to cause a 1.06-unit increase in export unit value index. A one-unit increase in terms of trade was determined to cause a 0.02-unit increase in export unit value index.
- A one-unit increase in terms of trade was determined to cause a 0.06-unit decrease in import unit value index.

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DIŞ TİCARET VE DIŞ TİCARETİ ETKİLEYEN FAKTÖRLERİN ANALİZİ

Öz: Bir ülkenin ihraç ve ithal ettiği malların fiyatlarında meydana gelen değişimler neticesinde dış ticaretten sağladığı kazanç veya uğradığı zararların ölçülmesine yarayan bir kavram olan dış ticaret hadleri, ticaret haddi yükselen bir ülkenin dış ticaretten kazanç sağladığını tersi durumun varlığı halinde ise ticaret haddi düşen bir ülkenin zarara uğradığını ifade etmektedir. İhracat fiyatlarının ithalat fiyatlarına oranlanması olarak da tanımlanan dış ticaret hadlerine ilişkin literatürde ülke ve mal grupları bağlamında birçok dış ticaret modeli geliştirilerek, ticaret hadlerinde meydana gelen genişlemenin ekonomik refah düzeyi üzerindeki etkileri analiz edilmeye çalışılmıştır. Geliştirilen tanımlardan en gerçekçi olan Tek Faktörlü Ticaret Hadleri'ne göre; ihracat endüstrilerinde kullanılan bir birim üretim faktörü karşılığında daha fazla oranda ithal malı kullanılması gerektiği ileri sürülerek bunun verimlilik artışı sonucu olduğu bildirilmektedir. Hesaplanması oldukça güç bir yöntem olan Tek Faktörlü Ticaret Hadleri'ne nazaran geliştirilen Çift Faktörlü Ticaret Hadleri'ne göre ise net değişim hadlerinin gerek ihracat gerekse ithalat endüstrisindeki verimlilik endeksine göre düzeltilmesi gerektiği belirtilmektedir. Bu yöntemle göre ihracat endüstrilerinde kullanılan bir birim üretim faktörüne karşın daha fazla yabancı girdi ithal edilmesi gerektiği bildirilmekle birlikte literatürde bu yöntem üzerinde ortak bir görüş birliği bulunmamaktadır. Singer - Prebisch Tezi olarak bilinen görüşe göre Çift Faktörlü Ticaret Hadleri yönteminde tarım ürünü ihraç eden gelişmekte olan ülkeler ile sanayi ürünü ihraç eden gelişmiş ülkeler arasında uzun dönemde ticaret hadleri bakımından az gelişmiş ülke aleyhine dönüşen bir durum ortaya çıkabilmektedir. Dış ticareti etkileyen faktörler; konjonktürel faktörler ve yapısal faktörler olarak ikiye ayrılmaktadır. Reel kur gelişmeleri, Dış ticaret hadleri, Çapraz kur gelişmeleri, Tüketici kredileri, Bölgesel geçici ticaret, Parasal olmayan altın şeklinde konjonktürel faktörler sayılabilir. Dış ticareti etkileyen yapısal faktörler ise Tekstil ve Hazır Giyim sektöründeki gelişmeler, Üretim modelinde endüstri-içi ticaret ve ithalatlaşmanın ağırlık kazanması ve Asyalılaştırma olarak tabir edilen asya pazarına daha fazla ağırlık verilmesi, Enerji fiyat ve politikaları ile Otomotiv sektöründe ihracata yönelik model üretimidir. Yıllar itibarıyla ihracat ve ithalat fiyat indekslerinde meydana gelen değişimlerin dış ticaret hadlerinde değişime yol açtığı görülmektedir. Mal ve hizmet ithalatı Türkiye GSYH'nın yaklaşık yüzde 32 gibi önemli bir değerini kapsamakta olup; ham petrol başta olmak üzere enerji ithal fiyatları ile temel hammadde fiyatlarında meydana gelen artış trendi bu ürünlerde ithalatçı ülke konumunda olan Türkiye'nin dış ticaret dengesini olumsuz yönde etkilemektedir. Sanayi ürünleri ağırlıklı bir



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İhracat profil görüntüsü vermekle birlikte, ara malı ağırlıklı bir ithalat yapısı sergilememizden ötürü ithal edilen ürünlerin fiyatlarında meydana gelen değişimin ülke içi enflasyon başta olmak üzere başkaca makro değişkenler üzerinde etkili olması kaçınılmaz bir gerçektir. Bu itibarla ithalat ve ihracat endeksleri yanısıra bu endekslerin birbirine oranlanması şeklinde tarif edilen dış ticaret hadlerindeki gelişmelerin de yakinen takip edilmesi önem arz etmektedir. TÜİK'in açıkladığı Eylül ayı 2015 yılı bir önceki yılın aynı dönemine göre Dış Ticaret Endeksleri ihracat birim değer endeksi yüzde 10 azalma gösterirken ithalat birim değer endeksi ise yüzde 18 azalma kaydetmiştir. Aynı dönemdeki ihracat miktar endeksi yüzde 5,1, ithalat miktar endeksi ise yüzde 8,8 azalma göstermiştir. Dış ticaret hadleri 100 birim değerinin üzerinde bir seyir izlediği takdirde ülkenin dış ticaret fiyatlarında meydana gelen değişimden refah düzeyini yükseltecek şekilde olumlu olarak etkilenmekte olduğunun ve kazanç elde ettiğinin bir göstergesi şeklinde anlaşılmaktadır. Bunun tam tersi olarak dış ticaret haddinin 100 birim değerinin altında gerçekleşmesi ise dış ticaret hadlerinin fiyat değişimlerinden olumsuz bir şekilde etkilendiğinin ve zararda olduğunun nişanesi olmaktadır. TÜİK göstergelerine göre 2013 yılı Eylül ayında yüzde 98.73 olarak gerçekleşen dış ticaret haddi ithalat miktar endeksinde meydana gelen artışın da etkisiyle 2014 yılı aynı dönemde yüzde 99.85 olarak gerçekleşmiştir. İhracat ve ithalat miktar endekslerinde meydana gelen düşmenin de etkisiyle dış ticaret haddi 2015 Eylül ayında ise yüzde 109,6 şeklinde kaydedilmiştir. 2014-2015 arasındaki dönemde TÜİK-Haber Bülteni / Dış Ticaret Endeksleri verileri baz alınarak yapılan araştırmadan elde edilen veriler E-Views 8.0 programı ile analiz edilerek regresyon ve korelasyon analizleri sonucunda dış ticareti en çok etkileyen faktörler belirlenerek verilerin analizinde panel veri analizi metodundan yararlanılmıştır. İhracat miktar endeksi, ithalat miktar endeksi, ihracat birim endeksi, ithalat birim endeksi ve dış ticaret haddi parametreleri arasında nedensellik ilişkisi bulunduğu belirlenerek, ihracat miktar endeksi ile ithalat miktar endeksi arasında orta dereceli negatif korelasyon bulunduğu saptanmıştır. İhracat birim endeksindeki bir birimlik artışın, ithalat miktar endeksinde 0,69 birimlik artışa neden olduğu, İthalat birim endeksindeki bir birimlik artışın ise ithalat miktar endeksinde 0,56 birimlik azalışa neden olduğu ve Dış ticaret haddindeki bir birimlik artışın, ithalat miktar endeksinde 0,02 birimlik artışa yol açtığı bildirilmektedir.

Anahtar Kelimeler: Dış Ticaret Haddi, İhracat Miktar Endeksi, İhracat Birim Endeksi, İthalat Miktar Endeksi, İthalat Birim Endeksi

A STUDY ON ATHLETES' ATTITUDES TOWARDS HUMAN RIGHTS IN SPORTS¹

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Abstract: Though sports is not a fundamental right in law, it is stated by such important institutions as the UNESCO (United Nations Educational, Scientific and Cultural Organization) and IOC (the International Olympic Committee) that it is a fundamental right to take part in sports activities. It is essential that a convenient environment be provided and due legal regulations be introduced for those who do sports in order to gain them favorable features. Provision of these opportunities is only possible through acceptance of sports as a fundamental right and presents a new perspective on human rights in sports. The present study aims to determine athletes' attitudes towards human rights in sports and compare them according to various variables. The participants of the study were a total of 248 athletes (university students). Out of 248, 100 were females and 148 were males. A "Scale of Attitude towards Human Rights in Sports" has been developed for data collection. The SAHRS is a scale with 29 items and 3 dimensions. The reliability co-efficient is .82 (Cronbach Alpha). The T-test and ANOVA were used to analyze the data. The current study put forth that the athletes' attitudes towards human rights in sports were at the mid- and high levels.

Key Words: Human, Sports, Right, Human Rights, Human Rights in Sports

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1. Introduction

It can be suggested that violations of the rights of humans ongoing for thousands of years were placed on a different ground in the 20th century. The inclusion of human rights in international conventions and thereby in the natural law in the past century was quite important in that this inclusion emphasized the inhabitability of the world in which we maintain our existence. Although it is known that violations of the rights of humans have occurred since then and will continue to occur in the future, new developments appear with each passing day in favor of the ideal of human rights. For human rights are inevitable for living in a human way.

The adoption of the “Universal Declaration of Human Rights” by the General Assembly on 10 December 1948 was one of the major achievements of the United Nations. The Universal Declaration of Human Rights, which is composed of 30 Articles, incorporated and integrated the classical rights defended since the French Revolution and the social and economic rights increasingly embedded in contemporary constitutions. Thus, it universalized the conception that the rights and freedoms of persons can be only realized on the basis of social and economic rights (Sencer, 1988: 43).

The Declaration of the United Nations includes fundamental rights and freedoms such as social security, work, health, and education. These rights are required to be fulfilled within the framework of the concept of social state. Within this framework, everyone in the social state has the right to live in a healthy and balanced environment, the right to maintain their lives with mental and physical health, the right to live in residences compliant with health conditions, and the right to be freed of the fears about future and poverty (Göze, 2005:152).

There is another right which is as important as the above mentioned rights although it is not included in the Universal Declaration of Human Rights. It is the right to sports. We can count sports as one of the fundamental human rights since it influences the raising of individuals’ mental, physical and spiritual competencies and contributes to the world peace and fraternity. A review of international texts suggests that the right to sports was regulated as a human right for the first time in the Article 8 of the Olympic Charter. The mentioned article includes the following statement: “The practice of sport is a human right. Every individual must have the possibility of practicing sport in accordance with his or her needs”. However, the mentioned article was amended in 2007 to be more detailed. The current ver-



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sion of the article is included in the Article 4 under the section “Fundamental Principles of Olympism” of the Olympic Charter of the International Olympic Committee (IOC). According to it, “The practice of sport is a human right”¹

The European Sport for All Charter, prepared by the European states in 1976, stated that “every individual shall have the right to participate in sport” (Donnelly, 2008:381-394). The first article of the International Charter of Physical Education and Sport, which was adopted in the 20th session of the general conference of UNESCO on 21 November, stipulates that “The practice of physical education and sport is a fundamental right for all” (Kidd and Donnelly, 2000: 131-148). In its document “White Paper on Sport” prepared in 2007, the European Union (EU) supported the idea that sport is for all. This document included the following words of Coubertin, which was considered as the representative of the Olympic Movement: “Sport is part of every man and woman’s heritage and its absence can never be compensated for” (European Communities, 2014).

The purpose of sports is “to create a healthy, happy, hardworking, dynamic and modern

society with high moral values; to pave the way for physically and mentally healthy, constructive, creative and virtuous generations with morality and a sense of duty and responsibility towards the society, and to keep all individuals of the society dynamic, fit, spirited and happy” (Yetim, 2000: 148). An individual bearing such important characteristics is, in Erdemli’s (2008:20) words, naturally one that practices sport. Suitable environments and necessary legal regulations are required in order to help individuals practicing sport, the athletes, gain the mentioned characteristics. The provision of these opportunities, in turn, starts with the acceptance of sports as a fundamental right and provides a new point of view towards human rights in sports. Human rights in sports cover such matters as training of athletes, social security of athletes, sports policies, and society’s perception of sports and athletes. Within this context, it is considered important to determine both athletes’ attitudes about rights and freedoms and the point of view regarding the rights that are provided or are needed to be provided to athletes. Therefore, this study aims to determine athletes’ attitudes towards human rights in sports and to compare them according to various variables.

1 (http://www.olympic.org/Documents/olympic_charter_en.pdf)



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2. Theoretical Foundations

The French professor of law, Karel Vasak, examined the history of human rights and suggested three generations of human rights in 1979. According to Vasak, “the first of these three generations is civil and political rights that emerged with the process of Enlightenment and especially with the French Revolution. The second generation rights include economic and social rights of which first steps were taken during the period of industrialization and which were legislated following the First World War. Third generation rights begin with rights about environment and development and include solidarity and collective rights” (Tibbitts and Rehman, 2003, quoted in Sadri, 2010:29).

For the athlete, sports is a technical and physical effort aimed at winning; for the spectator, it is an aesthetic process based on competition; for the society in general, in some cases, it may be a mirror (or a dependent variable) exactly reflecting the conflicts and features of the society, or in some cases, it may be an effective goal guiding the society, but in the last analysis, it is a social institution (Fişek, 1980:29-30). According to Spranger (1928), sports is “an incident of recovering oneself from cultural diseases; according to Plessener (1970), it is an opportunity of compensation

for people whose needs are not satisfied by the industrial labor division and a rebellion against the pressure of the rationalized business world or against the life in factory or office” (quoted in Mirzeoğlu, 2011: 79).

In the 2003 report of the United Nations (UN), sports is described as a tool for improving education, health, development and peace and the year of 2005 was proclaimed as the “International Year of Sport and Physical Education”. The greatest reason underlying the proclamation of the year of 2005 as the “International Year of Sport and Physical Education” was the recognition of the potential that the area of sports and physical education has for the development of humanity and the creation of a peaceful environment (UN, 2005). In his communication, Kofi Annan, the former secretary general of the United Nations, listed the universal values that he associated with sports and underlined the need for putting emphasis on sports again within the societies. These universal values provided by sports are:

- Peace,
- Freedom,
- Social progress,
- Human unity and
- Equality (UN, 2003).



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The Articles 24 and 27 of the Universal Declaration of Human Rights (UDHR) stating that “everyone has the right to rest and leisure” and “everyone has the right freely to participate in the cultural life of the community”, respectively (UDHR, Articles 24 and 27), can be associated with the right to sports.

For the European sports, the provision of the Council of Europe stating that “every individual shall have the right to participate in sport” was adopted in 1976 (Donnelly, 2008:381-394). The “Code of Sports Ethics”, similarly ratified by the Council of Europe, is complementary to the Charter. The code is based on the principle that “ethical considerations leading to fair play are integral of all sports activity and apply to all levels, including recreational as well as competitive sport.”

The first article of the International Charter of Physical Education and Sport, which was adopted in the 20th session of the general conference of UNESCO on 21 November, states that “the practice of physical education and sport is a fundamental right for all” (Kidd and Donnelly, 2000: 131-148). The mentioned article then includes the following points:

- Every human being has a fundamental right of access to physical education and sport, which are essential for the full development of his personality.

- The freedom to develop physical, intellectual and moral powers through physical education and sport must be guaranteed both within the educational system and in other aspects of social life.

- Special opportunities must be made available for young people, including children of pre-school age, for the aged and for the handicapped through physical education and sport programs suited to their requirements.

- Physical education and sport programs must be designed to suit the requirements.

- Personnel related to physical education and sports must be carefully selected.

- Adequate facilities and equipment must be provided for physical education and sports.

- Governments, public and private sectors must cooperate in this direction.

Donnelly mentions 3 topics overlapping each other with regard to human rights in sports: The right to participate in sports, success in human rights through sports, and improvement in the rights of certain classes (Donnelly, 2008:381-394).

It would be appropriate to mention the rights of athletes especially under this research. Article 59 of the Turkish Constitution can be referred in relation to the rights of athletes.



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This article stipulates that “the state shall protect successful athletes” (Article 59 of the Turkish Constitution). In this context, education of athletes, education through sports and the educational curricula should attribute importance to tolerance, love, respect, ethics, and personal and social values, and they should aim at the acquisition, and adaptability to life, of such values as respect for human rights, responsibility and gentleness. Therefore, the environment to be provided to the athlete should be an enriched environment of education. Human rights in sports are related with the human-oriented relation between sports and the media. Human rights in sports are a process of realizing the methods of combating unfair competition in sports by grounding them on legal regulations. This starts especially with fighting against doping.

Human rights in sports are closely related with the idea of fair play. “Fair play in sports is not limited to a consciousness of the rules, but it is a concept that also defines the social, cultural and moral norms of sports” (Yıldıran, 1992:174-179). Human rights in sports also include the relation between sports and health. “The desire to be healthy and to keep healthy constitutes one of the basic aims and purposes of the human being” (Zorba, 2006:125).

Human rights in sports are connected with the issue of discrimination. This issue is essentially regulated in the Article 4 of the Olympic Charter: “The practice of sport is a human right. Every individual must have the possibility of practicing sport, without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play. Any form of discrimination with regard to a country or a person on grounds of race, religion, politics, gender or otherwise is incompatible with sports” (IOC, 2014).

Human rights in sports also involve sports for development and peace. Any kind of behavior that harms peace and fraternity contradicts with the spirit of sports. Sports is one of the tools affecting the development in a country. The capacity of sports to positively influence social development depends on the possession by large masses of a basic sports culture and sports opportunities. If the desired level is not achieved in this respect, the reasons should be determined and evaluated through research on social structure (Çelik, 2002:37).

Human rights in sports include the tie between sports and solidarity. Sharing is intrinsic in the nature of sports. “A random, unorganized activity, in which everybody does whatever he/she wants and which does not include any



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solidarity or any common goal, cannot be considered as sports” (Erdemli,1996:212).

Studies on the scope of the human rights in sports indicate that the biggest influence of the current situation is on athletes among all the sports-related parties. In this context, it would be appropriate to reveal the attitudes of athletes regarding what is seen when one looks into the articles of the Universal Declaration of Human Rights related to personality rights, social rights and solidarity rights from a sports perspective. These attitudes have been the subject of many scientific studies so far. Attitude is “an individual’s predisposition of mental, emotional and behavioral reaction to himself/herself or an object, social topic or event in his/her environment, which he/she organizes on the basis of his/her experience, motivation and knowledge” (İnceoğlu, 2004:5).

Being a qualified athlete may be facilitated through opportunities to be provided to individuals. It can be suggested that national policies can be guided by revealing athletes’ ways of perception of the legal regulations related to sports, of current practices, and of the challenges faced. We can determine these ways of perception through the attitudes that athletes develop in relation to the current situation and their desired situation. For attitude is

“an individual’s predisposition of cognitive, emotional and behavioral reaction to himself/herself or a topic (object) or event in his/her environment, which he/she organizes on the basis of his/her experience and knowledge” (Baysal, 1981:2).

3. Method

Survey method was used in this study which aimed to examine the attitudes of athletes towards human rights in sports. Data were collected through questionnaire technique.

Sample

The sample of this research was made up of the athletes who took part in the Koçfest (interuniversity sports competitions) activities organized in the province of Kayseri during the 2013-2014 (May 2014) academic year. The research included student athletes participating in the interuniversity super league events in team sports (football, basketball, volleyball, handball) and individual sports (athletics, gymnastics), based on an easily-accessible sampling method. Table 1 includes information on the sex, branches and departments of the athletes included in the sample.



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Table 1. Frequency and Percentage Distribution for the Variables of Sex, Department and Branch

		Frequency	Percentage	Total		
Sex	female	100	40.3	248		
	male	148	59.7			
Department	teaching	97	39.1			
	coaching	82	33.1	248		
	other	69	27.8			
				p	f	
Branch	Team	football	48	19.4	62.1	154
		handball	43	17.3		
	Individual	volleyball	33	13.3	37.9	94
		basketball	30	12.1		
		athletics	42	16.9		
		gymnastics	52	21.0		

Data Collection Tool

“Scale of Attitude towards Human Rights in Sports” (SAHRS), developed by Sadık and Mirzeoğlu (2014), was used as a data collection tool in the research. The Scale of Attitude towards Human Rights in Sports includes 3 dimensions, namely personality rights, social rights and solidarity rights, and 29 items. In consequence of the validity and reliability

analyses, the KMO value of the scale was found to be 0.84, the Barlett test 4236.678 and $p < 0.01$. The KMO value and the Barlett test of the scale were determined to be 0.84 and 4236.678, respectively. The reliability coefficients of the scale factors are .88 at the first dimension, .79 at the second dimension, and .83 at the third dimension. The reliability of the scale was found to be .82.



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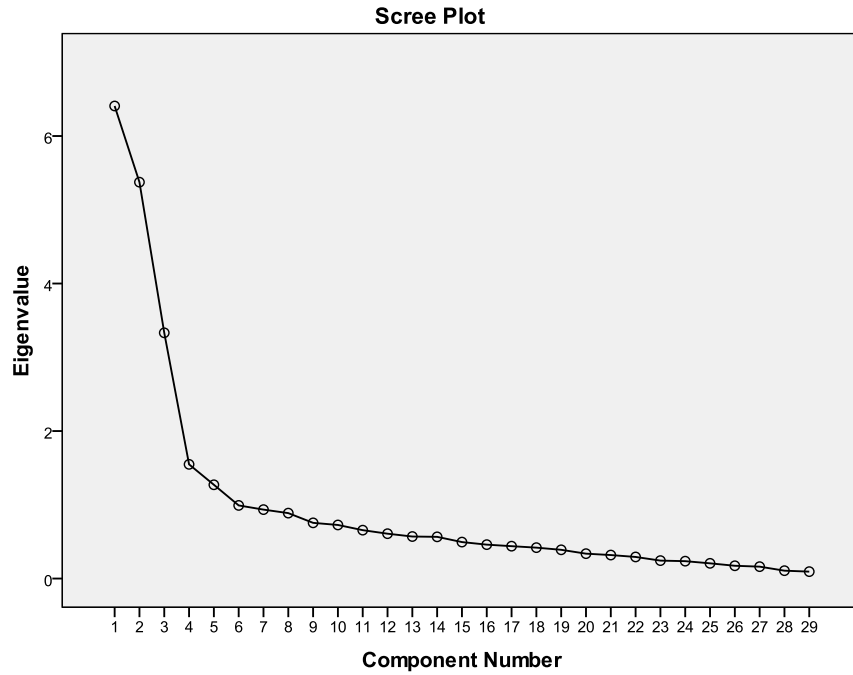
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Graphic 1. Line Graph For the Core Values of the Scale of Attitude Towards Human Rights in Sports

Data Collection Method

In order to obtain data for the research, the researchers participated in the Koçfest (inter-university sports competitions) activities organized in Kayseri in May during the 2013-2014 academic year. Chiefs of delegations were consulted in this process, the questionnaires were given to the students by the researchers, and a total of 278 questionnaires were returned by the students. 30 of these questionnaires were not found suitable for the

implementation process and were excluded. Analyses were conducted on a total of 248 questionnaires.

Data Analysis

Independent groups t-test and one-way analysis of variance (ANOVA) were used in the analysis of the data collected through the scale. The level of significance was determined as 0.05 in this research.



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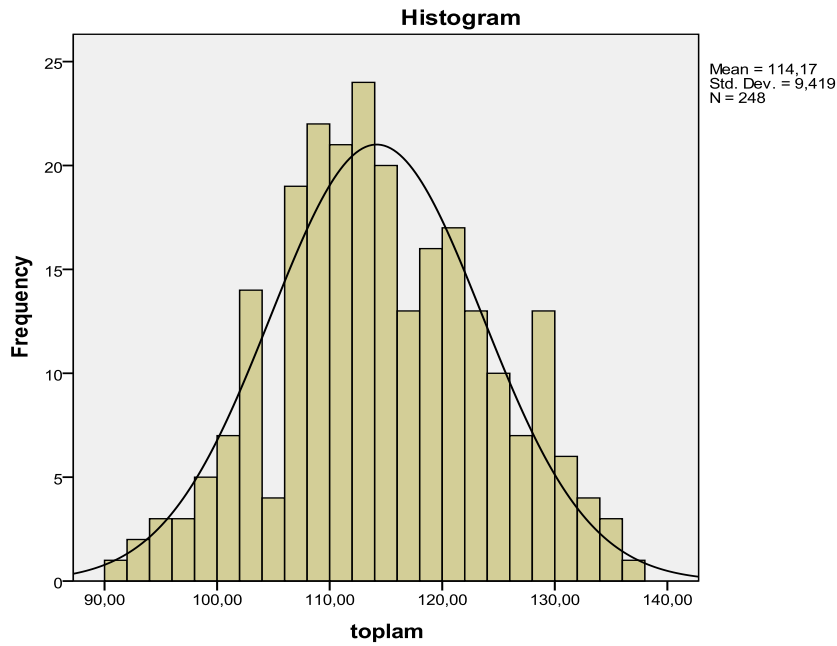
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Graphic 2. Normal Distribution Curve For the Data From the Scale of Attitude Towards Human Rights in Sports

4. Findings and Interpretations

Table (2) shows the level of the attitudes of athletes towards human rights in sports.

Table 2. Results of Descriptive Statistics by the Sub-Dimensions of The Scale of Attitude Towards Human Rights in Sports

	N	\bar{x}	SS
Personality Rights	248	51.89	4.17
Social Rights	248	26.67	5.05
Solidarity Rights	248	32.63	4.19
Total	248	114.17	9.41



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According to the descriptive statistical values for the sub-dimensions of the scale of attitude towards human rights in sports; the athletes' arithmetic mean for the sub-dimension of personality rights is $\bar{x}=51.89\pm 4.17$, arithmetic mean for the sub-dimension of social rights is $\bar{x}=26.67\pm 5.05$, arithmetic mean for the sub-dimension of solidarity rights is $\bar{x}=32.63\pm 4.19$, and the total arithmetic mean is $\bar{x}=114.17\pm 9.41$.

According to these rights, it can be suggested that the athletes' attitudes towards personality and solidarity rights are high while their attitudes towards the dimension of social rights are low. Social rights, which are also defined

as rights to demand, mean the state's taking necessary decisions and taking action. Therefore, social rights require the state to engage in a positive act. In other words, the person as a member of the society wants the state to do something as a right (Tunaya, 1982:207).

This result of the study is supportive of Sağlam's (2011) study which demonstrates the role and importance of the state in fulfilling the demands arising from social rights. In his study, Dağ (2013) also concluded that there was a strong relation between the attitudes of prospective teachers about human rights and the perception of state.

Table 3. T test Results for the Dimensions of the Scale of Attitude by the Variable of Sex

Sex of the athlete		N	\bar{x}	SS	t	p
Personality	female	100	51.21	4.52	2.13	.033*
	male	148	52.35	3.86		
Social	female	100	26.44	4.57	.597	.551
	male	148	26.83	5.35		
Solidarity	female	100	32.60	4.17	.102	.919
	male	148	32.65	4.21		

p<.05*

The examination of the sub-dimension of personality rights of the Scale of Attitude towards Human Rights in Sports with respect to

the variable of sex indicates a significant difference in favor of the male athletes (p<.05). No significant difference was found in the di-



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mensions of social rights and solidarity rights. In their study, Kadir et al. (2012) showed that female prospective teachers had more positive attitudes towards human rights education

in comparison with male prospective teachers. Table 4 shows the athletes' scores on the scale by individual and team sports.

Table 4. T test Results For the Dimensions of the Scale of Attitude by the Variable of Individual and Team Sports

	RIGHTS	N	\bar{x}	SS	t	p
Team Individual	Personality	154	51.45	4.57	2.14	.033*
Team Individual		94	52.61	3.31		
Team Individual	Social	154	26.72	5.40	.215	.083
		94	26.58	4.43		
Team Individual	Solidarity	154	32.29	4.57	1.61	.108
		94	33.18	3.42		

p<.05*

The examination of the sub-dimension of personality rights of the Scale of Attitude towards Human Rights in Sports with respect to the variable of individual and team sports indicates a significant difference in favor of individual sports (p<.05). No significant dif-

ference was found in the dimensions of social rights and solidarity. The reason for the significant difference in personality rights in favor of the athletes of individual sports may be associated with the personality traits of those athletes that practice individual sports. In their study, Nia and Besharat (2010) looked into the personality traits of the athletes that



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practices individual and team sports. It was observed that the athletes of individual sports had higher scores of responsibility and autonomy in comparison with the athletes of team

sports. Furthermore, the athletes practicing team sports got higher scores in inclination to cooperate and in sincerity than the athletes of individual sports did

Table 5. Results of One-Way ANOVA Comparing the Dimension of Personality Rights Across Departments

Departments	Source of Variance	$\sum x^2$	N	\bar{x}	SS	sd (df)	F	p
Teaching	Intergroup		97	52.08	4.01	2	1.17	.309
		41.07	20.53					
Coaching	Intragroup		82	52.21	4.12			
			17.41					
Other	Total	4266.20	69	51.24	4.43			
		4307.27						
Total		248	248	51.89	4.17			

The examination of the sub-dimension of personality rights of the Scale of Attitude towards Human Rights in Sports with respect to the variable of departments in which the athletes study ($F=1.17$, $p>05$) indicates no significant difference between the departments.

Table 5 demonstrates that the mean of the athletes studying physical education teaching is $\bar{x}=52.08\pm 4.01$, the mean of the athletes studying coaching education is $\bar{x}=52.21\pm 4.12$, and the mean of the athletes studying in other departments is $\bar{x}=51.24\pm 4.43$.



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Table 6. Results of One-Way ANOVA Comparing the Dimension of Social Rights Across Departments

Departments	Source of Variance	$\sum x^2$	N	\bar{x}	SS	sd (df)	F	p	
Teaching	Intergroup	31.39	15.69	97	26.24	4,63	2	.613	.542
Coaching	Intragroup		25.59	82	26.82	5.48			
	Total	6271.15		69	27.08	5.10			
Other		6302.54							
Total		248	248	51,89	4,17				

The examination of the sub-dimension of social rights of the Scale of Attitude towards Human Rights in Sports with respect to the variable of departments ($F=.613$, $p>05$) indicates no significant difference between the athletes of different departments. Table

6 demonstrates that the mean of the athletes studying physical education teaching is $\bar{x}=26.24\pm 4.63$, the mean of those studying coaching education is $\bar{x}=26.82\pm 5.48$, and the mean of those studying in other departments is $\bar{x}=27.08\pm 5.10$.



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Table 7. Results of One-Way ANOVA Comparing the Dimension of Solidarity Rights Across Departments

Departments	Source of Variance	$\sum x^2$	N	\bar{x}	SS	sd (df)	F	p
Teaching	Intergroup	15.68	97	32.70	4,33	2	.444	.642
	Intragroup	7.84	82	32.87	3.64			
Coaching	Total	4323.92	69	32.24	4.61			
Other		4339.60						
Total		248	248	51,89	4,17			

The examination of the sub-dimension of solidarity rights of the Scale of Attitude towards Human Rights in Sports with respect to the variable of departments ($F=444, p>05$) indicates no significant difference between the departments. Table 7 demonstrates that the mean of the athletes studying physical education teaching is $\bar{x}=32.70\pm 4.33$, the mean of those studying coaching education is $\bar{x}=32.87\pm 3.64$, and the mean of those studying in other departments is $\bar{x}=32.63\pm 4.61$.

The examination of the sub-dimensions of personality rights (Table 5), social rights

(Table 6) and solidarity rights (Table 7) of the Scale of Attitude towards Human Rights in Sports show that no significant difference was found between the departments.

The major reason for the lack of a difference between the scores of the athletes from different departments on the dimensions of the scale of attitude towards human rights in sports in this study can be suggested to be the prevalence of the athlete identity. This finding is considered to be important for the study. Sports activities enable the individual to turn to himself/herself and to get to know himself/



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herself in physical, emotional and psychological terms. Thus, sports activities not only influence the personality, but they also shape the decisions made and thus the attitudes developed. “Other research has determined that sports activities influence the personality structure and conformity since they require organized working, superior technique, aesthetics and competition (Kane, 1964; Slusher, 1964; Fletcher and Dowell, 1971; Varma, 1979; Johnson, 1982; Gökdoğan, 1988; Kuruç and Bayar, 1990; Bilge, 1990)” (Kuru, 2003: 175-191).

In their study titled “Examination of the Relation between the Democratic Inclinations and the Class Management Conceptions in Prospective Physical Education and Class Teachers”, İnan and Dervent (2013) found a significant difference in the democratic inclinations and class management conceptions between the participating prospective teachers based on the departments they study.

5. Conclusion and Recommendations

There is no doubt that every individual has the right to living standards conforming to the human dignity. The human is entitled to this right solely because of being human. Bearing the dignity of being human also means the provision of the opportunity for the human to live humanly. Considering the benefits it

provides, sports has an indisputably important place in the developing and transforming world. In this context, although the right to participate in sports is recognized by many international organizations, different challenges appear in practice.

In conclusion, this study found that athletes had highly positive attitudes towards human rights in sports and that their scores on the dimension of social rights differed. Social rights are also identified with such concept as “social, cultural and economic rights” or “rights to demand” in the literature. Social rights, or the rights to demand, require the state to take an action for individuals. In this context, the athletes are found to have low attitudes towards rights to demand as measured under the sub-dimension of social rights. It can be suggested that social rights are related with the perception of social state and that this perception is negative on the part of athletes.

It was discovered that the male athletes had higher attitudes in the sub-dimension of personality rights in comparison with the female athletes and that the athletes practicing individual sports had higher attitudes in the sub-dimension of personality rights in comparison with the athletes of team sports. No significant difference was found across the



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departments. This is considered to be associated with the athlete identity

The study was constrained with the student athletes that participated in university sports games. Conducting similar studies with different samples will be useful. In this respect, following considerations are recommended for future studies:

- Similar studies can be supported with qualitative research data.
- Research can be carried out on athletes from different age groups.
- Academicians, sports writers and sports managers can be included in the scope of research.
- Research can be conducted on amateur and professional athletes.
- Athletes' attitudes towards human rights and their perception of democracy can be compared.
- Athletes' attitudes towards human rights education can be investigated.
- Cross-national comparisons can be made with respect to human rights in sports.
- Sports policies in Turkey can be examined within the framework of human rights.

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SPORCULARIN SPORDA İNSAN HAKLARINA İLİŞKİN TUTUMLARININ İNCELENMESİ

Öz: Binyıllardan bu yana süregelen insana ilişkin hak ihlallerinin XX. yüzyıl ile birlikte farklı bir zemine oturduğu söylenebilir. Geçtiğimiz yüzyılda insan haklarının uluslararası sözleşmelerde ve dolayısıyla doğal hukukta yer bulması, varlığımızı sürdürdüğümüz dünyanın yaşanabilir bir yer olduğunu vurgulaması bakımında çok önemliydi. Aradan geçen zaman diliminde ve ileriki zaman dilimlerinde de insana ilişkin hak ihlallerinin süreceği biliniyor olsa da, her geçen gün insan hakları ideali uğruna yeni gelişmeler yaşanmakta olduğu görülmektedir. Çünkü insan hakları insanca yaşamın olmazsa olmazıdır. Spor, hukuk düzeni içinde doğrudan temel hak olarak yerine almıyor olsa da, UNESCO (Birleşmiş Milletler Bilim ve Kültür Örgütü), IOC (Uluslararası Olimpiyat Komitesi) gibi önemli kuruluşlar tarafından spor faaliyetlerine katılmanın temel hak olduğu belirtilmektedir. Sporda amaç; sağlıklı, mutlu, çalışkan, moral değeri yüksek, dinamik ve çağdaş bir toplum yaratmak, topluma karşı görev ve sorumluluklarını bilen, beden ve ruh sağlığı yerinde, yapıcı, yaratıcı, üretken, ahlaklı, erdemli ve fazilet örneği nesiller yetiştirmek, toplumun tüm fertlerini dinamik, zinde, yüksek moralli ve mutlu tutmaktır. **Yöntem:** Sporcuların sporda insan haklarına ilişkin tutumlarını incelemek amacıyla yapılan bu araştırma tarama modelindedir. Veriler anket tekniği ile toplanmıştır. **Çalışma Grubu:** Bu araştırmanın çalışma grubunu, 2013-2014 (Mayıs 2014) öğretim yılında Kayseri’de düzenlenen Koçfest (Üniversitelerarası spor yarışmaları) etkinliklerine katılan sporcular oluşturmaktadır. Araştırmada kolay ulaşılabılır örnekleme yöntemine dayalı olarak takım sporları (futbol, basketbol, voleybol, hentbol) ve bireysel sporlarda (atletizm, cimnastik) üniversiteler arası süper lig müsabakalarına katılan sporcu öğrenciler yer almıştır. Çalışma grubunda yer alan sporcuların cinsiyet, branş ve bölümlere ilişkin bilgileri Tablo 1’de verilmiştir. **Veri Toplama Aracı:** Araştırmada veri toplama aracı olarak Sadık ve Mirzeoğlu (2014) tarafından geliştirilen “Sporda İnsan Hakları Tutum Ölçeği” (SİHTÖ) kullanılmıştır. Sporda İnsan Hakları Tutum Ölçeği” kişilik hakları, sosyal haklar ve dayanışma hakları alt boyutlarından oluşan 3 boyutlu ve 29 maddeden oluşan bir ölçektir. Geçerlik ve güvenilirlik için yapılan çalışmalar sonucunda ölçeğin KMO değeri 0,84, Barlett testi 4236,678 ve $p < 0,01$ olarak bulunmuştur. Ölçeğin KMO değeri 0.84, Barlett testi 4236.678 olarak saptanmıştır.



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Ölçek faktörlerinin güvenilirlik katsayıları birinci boyutta .88, ikinci boyutta .79, üçüncü boyutta .83'tür. Ölçek güvenilirliği ise .82 bulunmuştur. **Veri Toplama Yöntemi:** Araştırmanın verilerini elde etmek için araştırmacılar 2013-2014 eğitim yılı mayıs ayında Kayseri'de düzenlenen Koçfest (Üniversitelerarası spor yarışmaları) etkinliklerine katılmışlardır. Bu süreçte görüşülen kafiler başkanları aracılığıyla sporcu öğrencilere anketler araştırmacılar tarafından verilmiş ve toplamda 278 anket geriye dönmüştür. Bu anketlerden değerlendirmeye uygun olmayan 30'u istatistiksel işleme alınmamıştır. Analizler toplam 248 anket üzerinden gerçekleştirilmiştir. Verilerin Çözümlemesi: Ölçek yoluyla toplanan verilerin çözümlemesinde bağımsız gruplar t-testi, tek yönlü varyans analizi (ANOVA) kullanılmıştır. Araştırmada anlamlılık düzeyi 0.05 olarak belirlenmiştir. **Sonuç:** Kuşkusuz ki her birey insan onur ve haysiyetine uygun yaşam standartlarını hak etmektedir. İnsan bu hakkı, sadece insan olması nedeniyle kazanmaktadır. İnsan olmanın onur ve haysiyetini taşımak, aynı zamanda insana insanca yaşama fırsatı sunmak anlamı taşımaktadır. Gelişen ve değişen dünyada, sağladığı yararlar bakımından ele alındığında sporun yeri tartışılmaz boyutlardadır. Bu bağlamda düşünüldüğünde spora katılım hakkı birçok uluslararası örgütler tarafından kabul görse de uygulamada farklı zorluklarla karşılaştığı görülmektedir. Sonuç olarak sporcuların sporda insan haklarına yönelik tutumlarının incelendiği bu çalışmada: Sporcuların sporda insan haklarına ilişkin tutumlarının yüksek olduğu, sosyal haklar boyutunda aldıkları puanların farklı olduğu görülmektedir. Sosyal haklar literatürde, "sosyal, kültürel ve ekonomik haklar", "isteme hakları" gibi kavramlarla da özdeşleştirilmektedir. Sosyal haklar, başka bir deyişle isteme hakları devletin bireylere yönelim bir edimde bulunmasını gerektirmektedir. Bu bağlamda düşünüldüğünde sosyal haklar alt boyutunda sporcuların isteme hakları yönünden tutumlarının düşük olduğu görülmektedir. Sosyal hakların, sosyal devlet algısıyla ilişkili olduğu ve söz konusu algının sporcular tarafından olumsuz olduğu söylenebilir. Erkek sporcuların kadın sporculara göre kişilik hakları boyutunda tutumlarının daha yüksek olduğu ve bireysel spor yapan sporcuların, takım sporu yapan sporculara göre kişilik hakları alt boyutundaki tutumlarının daha yüksek olduğu sonuçlarına ulaşılmıştır. Araştırmada, bölümler değişkeni açısından farklılığa rastlanmamıştır. Bu durumun sporcu kimliğinden kaynaklandığı düşünülmektedir. Araştırma sadece üniversite spor oyunlarına katılan sporcu öğrencilerle sınırlı tutulmuştur. Benzer çalışmaların farklı örneklem gruplarında da yapılmasının yararlı olacağı düşünülmektedir.

Anahtar Kelimeler: İnsan, Spor, Hak, İnsan Hakları, Sporda İnsan Hakları

ABOUT THE JOURNAL

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Reference should be arranged by listing alphabetically according to the name of authors, and it should be numbered serially.

- For each reference, name of the author and year should be indicated appropriately in the text in parenthesis as follows:

- For one author (Akgün, 1982: 1-2)

- For two authors (Akgün and Akgüç, 1982: 1-2)

- For three or more authors (Akgün et al.,1982: 1-2)

If more than two different authors to be referred should be written together, they should be separated by semicolons and written in the same parenthesis (Akgün, 1982: 1-2; Akgüç, 1983: 1-2). If the first author of more than two references (or if it belongs to one author), it is written as ‘et al.’ Even if subsequent author names are different (Akgüç et al., 1982, 1983, 1986, 1987,

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Writing of different reference types in IRAJ-SHMS can be found in the following sections.

- Journal Articles:

BEUGRE, D., (2002). Understanding Organizational Justice and Its Impact on Managing Employees: an African Perspective. International Journal of Human Source Management 13 (7), 1091-1097.

- Internet Sources:

<http://www.ttefdergi.gazi.edu.tr/makaleler/2003/Sayi2/17-36.pdf> Access: 31.08.2015

- Book Sources:

BOMPA, O.T., (1999). Periodization Training for Sports. Champaign, IL: Human Kinetics.

FIGURES:

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TABLES:

Authors are encouraged to use figures rather than tables as much as possible. Instead of general tables including subjective data obtained as a result of research, special tables indicating statistical values should be presented as much as possible. Long tables of data which are not presented in accordance with printed publication standards of APA may not be included and be omitted from the printed publication.

- Authors should not copy data stated in the text into the table.
- Each table should have a short title, explanatory notes should not be included in the title, but in the explanations section.
- Decimal places stated unmeaningfully in tabulated form in data should be omitted.
- Column titles should be abbreviated and if necessary, they should be explained under explanations.
- Statistical measurements (ss, sh, etc.) should be defined (e.g. such statements as ‘Values average has been stated as \pm ss’ should be included).
- Table footnotes should be listed as they appear. For four and less footnotes *, †, ‡, § symbols and for five and more footnotes sequential lowercase letters should be used.

Statistics applied in tables which are used in writing the findings and statistical data should be presented in proper format. Which statistics the table includes should be stated before the table, and after the table, interpretations of data included in the table should be stated. Meaningfulness value should be particularly stated in interpretation in line with the presented statistics.

Example Table: Create the table in the following format according to the statistical analysis to be made (F / t or Variable / Group). Create it in descriptive statistics in the following format.

Table 1 indicates

Table 1.results.

Variable / Group

N

Xort.

Ss

F / t

p

.....

....

....

....

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.....

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....

....

*Meaningfulness Value

When Table 1 is analyzed, it is seen that (Interpretation).

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