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23 - 29 Temmuz 2026
St. Petersburg

YÜZYÜZE ve ONLINE

Son başvuru : 19 Temmuz
Kitap yayın tarihi : 28 Ağustos





ASERC 4th INTERNATIONAL CONGRESS ON HUMANITY and SOCIAL SCIENCES

**JULY 23 – 29, 2026
ST. PETERSBURG**

Edited By
ASSIS. PROF. DR. GULTEKIN GURCAY

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In the conference 12 papers have been presented by Turkish participants and 22 papers by international participants.

Members of the organizing committees of the conference perform their duties with an "official assignment letter"

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DATE – PLACE
JULY 23 – 29, 2026
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PRESENTATION
Oral presentation

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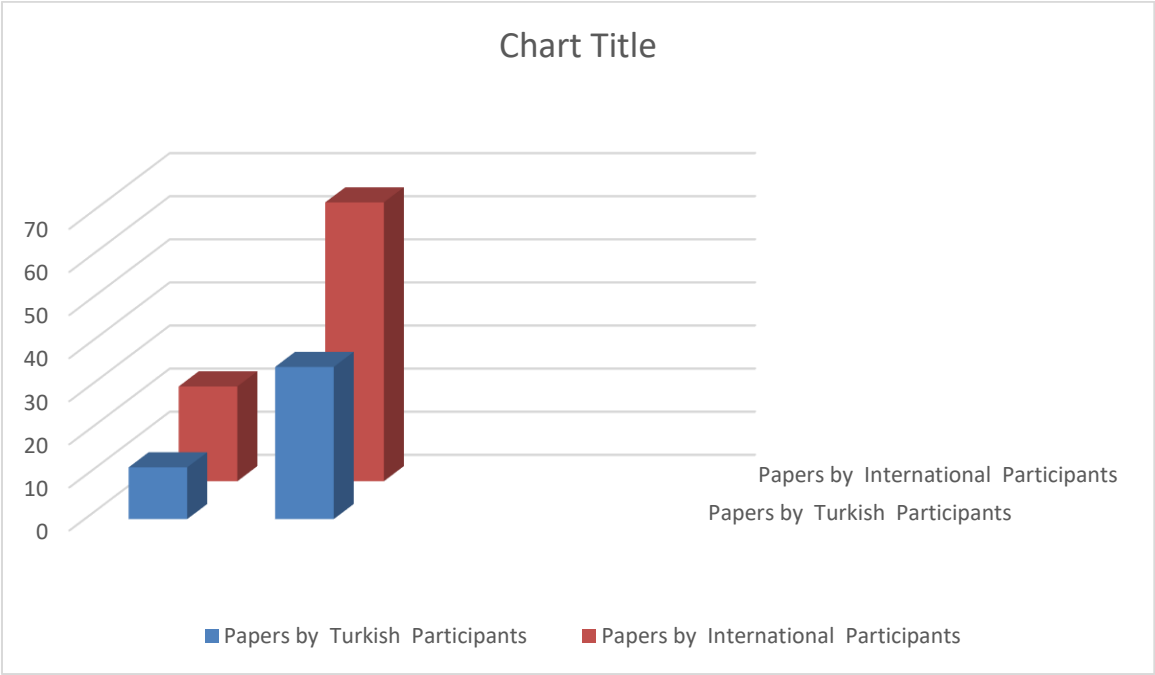
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	<i>Number of paper</i>	<i>%</i>
<i>Papers by Turkish Participants</i>	12	35,30
<i>Papers by International Participants</i> <i>(11 Countries)</i>	22	64,70





**ASERC 4TH INTERNATIONAL CONGRESS ON HUMANITY AND SOCIAL SCIENCES
JULY 23 – 29, 2026
ST. PETERSBURG**

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Konu : Akademik Teşvik Uygunluk Belgesi

20/08/2026

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Academy Global Conferences tarafından düzenlenen **ASERC 4th INTERNATIONAL CONGRESS ON HUMANITY and SOCIAL SCIENCES** kongresi 23-29 Temmuz 2026 tarihlerinde ST. PETERSBURG 'da 12 farklı ülkeden akademisyenin katılımıyla gerçekleştirilmiştir. Kongre kapsamında sunulan 34 bildirinin 12'si Türkiye'den, 22'si ise farklı 11 ülkeden katılan akademisyenler tarafından sunulmuştur. Kongre, 16 Ocak 2020 Akademik Teşvik Ödeneği Yönetmeliğine getirilen “Tebliğlerin sunulduğu yurt içinde veya yurt dışındaki etkinliğin uluslararası olarak nitelendirilebilmesi için Türkiye dışında en az beş farklı ülkeden sözlü tebliğ sunan konuşmacının katılım sağlaması ve tebliğlerin yarıdan fazlasının Türkiye dışından katılımcılar tarafından sunulması esastır.” değişikliğine uygun olarak düzenlenmiştir.

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July 23 – 29, 2026
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Salon	Moderator		Bildiri No ve Başlığı / Paper ID and Title	Authors
HALL / SALON 1	Ph.D. Dietician Ayb�ke İMİK	1	ASSESSMENT OF THE PREVALENCE OF BURNOUT AMONG THE NURSING STAFF OF THE SHKODER REGIONAL HOSPITAL	Dr (c). Silvana Belisha Prof. As. Dr. Ilirjana Zekja Doc. Valbona Dibra Dr (c) Elsjona Qallija
		2	THE IMPACT OF EXAM-RELATED STRESS ON THE MENTAL HEALTH OF FIRST-YEAR NURSING STUDENTS	Dr.Kilda Gusha
		3	CHATGPT’NİN İŞİTSEL İŞLEMLEME BOZUKLUĞU VE DUYUSAL İŞLEMLEME BOZUKLUĞUNU AYIRT ETME PERFORMANSININ DEĞERLENDİRİLMESİ	Doç. Dr. Banu BAŞ İrem YILBAT
		4	THE RELATIONSHIP BETWEEN POLYCYSTIC OVARY SYNDROME AND VITAMIN D	Ph.D. Dietician Ayb�ke İMİK
		5	THE EFFECT OF BUCKWHEAT GIVEN IN DIFFERENT RATIOS ON STOMACH ANTIOXIDANT LEVELS AND GENE EXPRESSION	Ph.D. Dietician Ayb�ke İMİK Res. Asst. �mercan ALAT

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Salon	Moderator		Bildiri No ve Başlığı / Paper ID and Title	Authors
HALL / SALON 2	Prof. Dr. Ebru BARDAŞ ÖZKAN	1	THE CHOLINERGIC ANTI-INFLAMMATORY PATHWAY: VAGAL AFFERENT SIGNALING AND BIOELECTRONIC MEDICINE	Ebru BARDAŞ ÖZKAN
		2	YARIK DAMAK VE DUDAK HASTALARINDA AMELİYAT ETME YAŞININ TEDAVİNİN BAŞARISINA ETKİSİ	Dr.Saffet Ulutaş
		3	HİPOTİROİDİNİN MANDİBULA ÜZERİNE ETKİSİ: BİR FRAKTAL ANALİZ ÇALIŞMASI	Arş. Gör., Elif ÇEÇEN EROL Arş. Gör., Merve KÜÇÜK KURTGÖZ Doç. Dr., Ceren AKTUNA BELGİN
		4	DEMONSTRATION OF ALPHA NAPHTHYL ACETATE ESTERASE (ANAE) IN BLOOD TISSUE	Dr. Assistant Professor Ayhan AKGÜN

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Salon	Moderator		Bildiri No ve Başlığı / Paper ID and Title	Authors
HALL / SALON 3	Ataollah KHANLARI	1	DEVELOPMENT OF UV-ADDITIVE-REINFORCED, PAINT-FREE ABS/PMMA-BASED POLYMER SHEETS FOR AUTOMOTIVE EXTERIOR TRIM APPLICATIONS	Talha AYDIN Didem Elif SOYDAN
		2	EXPERIMENTAL EVALUATION OF HEAT TRANSFER ENHANCEMENT IN A PLATE HEAT EXCHANGER USING MAGNETIC NANOFLUID	Ataollah KHANLARI
		3	EXPERIMENTAL INVESTIGATION OF THE EFFECT OF DIFFERENT MESH CONFIGURATIONS ON THE ADHESION STRENGTH BETWEEN GEOPOLYMER CONCRETE AND REBAR	Doç. Dr. Barış Bayrak
		4	INTERFACE STATE DENSITY, SERIES RESISTANCE AND RELAXATION TIME ANALYSIS OF AL/CUPC/N-GAAS MIS SCHOTTKY DIODES	Assist. Prof. Dr., ZEYNEP KİŞNİŞCİ
		5	IEEE 33 BARALI RADYAL DAĞITIM ŞEBEKESİNDE DAĞITIK ÜRETİM SİSTEMLERİNİN MISOCİP VE GÜROBİ ÇÖZÜCÜSÜ KULLANILARAK OPTİMUM TAHSİSİ	Ahmet Hamdi Gülcü Dr. Öğr. Üyesi Mikail Pürlü
		6	EFFECT OF ISATIS FLORIBUNDA EXTRACT CONCENTRATION ON THE STRUCTURAL, MORPHOLOGICAL, AND OPTICAL CHARACTERISTICS OF NANOSTRUCTURED ZnO THIN FILMS PREPARED BY SILAR	Assist. Prof. Dr., ÜMMÜHAN AKIN

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HALL / SALON 4	Doç. Dr. Tuncay KÖROĞLU	1	A MULTI-SPECIES CHEMOTAXIS SYSTEM WITH MULTIPLE CHEMICALS AND LOGISTIC GROWTH	Doç. Dr. Halil İbrahim KURT Doç. Dr. Tuncay KÖROĞLU
		2	LOCAL EXISTENCE OF A MULTI-SPECIES CHEMOTAXIS SYSTEM WITH MULTIPLE CHEMICALS AND LOGISTIC GROWTH	Doç. Dr. Halil İbrahim KURT Doç. Dr. Tuncay KÖROĞLU
		3	A MODİFİED EQUATIONS APPROACH TO PHASE AND AMPLITUDE ERROR ANALYSIS IN EXPLICIT TWO STEP METHODS	Mehmet Ali KARADAĞLI Asst. Prof. Ahmet GÜZEL
		4	RİSK-AWARE REVERSE LOGİSTİCS NETWORK DESİGN FOR END-OF-LİFE PHOTOVOLTAİC PANELS İN CONFLİCT-AFFECTED REGİONS: A CASE STUDY OF İDLİB, SYRİA	Assistant Professor, Jamil Hallak

No: 4

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HALL / SALON 5	Dr. Ergün Gültekin	1	YER ALTI MEKANLARINDA PEYZAJLA BÜTÜNLEŞİK TASARIM STRATEJİLERİ: KARŞILAŞTIRMALI ÖRNEKLER ÜZERİNDEN BİR DEĞERLENDİRME	Esra Sönmez Prof. Dr. Emine Malkoç True
		2	LOCAL IMAGERY AND EXPERIENTIAL DESIGN IN THE REGENERATION OF MEMORY SPACES	Landscape Architect İzel KARABAĞ Assoc. Prof. Dr. Hatice SÖNMEZ TÜREL
		3	EVALUATION OF THE ANTIBACTERIAL AND ANTIFUNGAL ACTIVITIES OF A NOVEL BIS(1,2,4-TRIAZOLE) DERIVATIVE	Dr. Ergün Gültekin
		4	KARANLIK FERMANTASYONLA BİYOHİDROJEN ÜRETİMİNDE ANAEROBİK AŞI ÇAMURUNUN ISIL ÖN İŞLEMİNİN OPTİMİZASYONU	Candan UÇARKUŞ Prof. Dr. Nuri AZBAR
		5	IMPACT OF MATCHA FORTIFICATION ON THE PHYSICOCHEMICAL CHARACTERISTICS AND ANTIOXIDANT ACTIVITY OF COW AND OAT KEFIRS	Master's Student Zeynep Çağla TEKGÜL Asst. Prof. Veysel Fatih ÖZDEMİR Res. Asst. PhD Burak BAYRAK Asst. Prof. Murat Emre TERZİOĞLU

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HALL / SALON 6	Assistant Professor, Emine Ebru BOZÇELİK	1	ASSESSING THE ROLE OF SOCIAL MEDIA PR IN TOURISM: CASES FROM INDIA	Dr Monisa Qadiri
		2	REIMAGINING TEACHING PEDAGOGY DURING THE CRISIS	Dr Monisa Qadiri Dr Umer Iqbal
		3	PROGRAMATİK REKLAMCILIKTA KUANTUM ALGORİTMALARIN OLASI ROLÜ	Sinan AKSEKİ
		4	THE INVISIBLE SUBJECTS OF THE SCREEN: THE LIMITS OF ANIMAL REPRESENTATION IN TELEVISION SERIES AND THE SUBJECTIFICATION OF THE ANIMAL IN THE FILM SIVAS	Dr. Şenay Tanrıvermiş
		5	STRATEGİC MANAGEMENT OF PREVENTİVE-PROTECTİVE SOCIAL SERVICES IN THE CONTEXT OF FAMILY AND POPULATION POLİCİES IN TURKEY: AN INTEGRATED MODEL MODİFİCATION	Assistant Professor, Emine Ebru BOZÇELİK
		6	YENİDOĞAN YOĞUN BAKIM SÜRECİNDE SİSTEMİN DIŞINDA KALAN EBEVEYN: BABALAR	Öğr. Gör. Dr., Eda Öztürk Belet
		7	DIGITAL TRANSFORMATION AND PSYCHOLOGICAL NEEDS: THE RELATIONSHIP BETWEEN ATTITUDES TOWARD ARTIFICIAL INTELLIGENCE AND BASIC PSYCHOLOGICAL NEED SATISFACTION AMONG UNIVERSITY STUDENTS	Res. Asst. İrem Nur SANDIKÇI Lect. Seval KIRMAN Asst. Prof. Dr. Nurten ARSLAN IŞIK

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HALL / SALON 7	Prof.Dr. F.Gül Koçsoy	1	FLAMINGO MOVEMENT AND THE REQUEST FOR SOCIAL SECURITY: ALBANIAN SOCIAL MOVEMENT AS A POLITICAL CHALLENGER	Ph.D. Matilda LIKAJ
		2	PERCEIVED DEFICIENCIES IN SCHOOL PRINCIPALS' COMMUNICATION, ETHICAL LEADERSHIP, AND SCHOOL CLIMATE: A QUALITATIVE STUDY BASED ON EXPERIENCED TEACHERS' VIEWS	PhD Candidate, Tuğba COZOĞLU Prof. Dr, Engin ASLANARGUN
		3	LEADERSHIP, MANAGEMENT, AND PROFESSIONAL COMPETENCE DEFICIENCIES OF SCHOOL PRINCIPALS: EVIDENCE FROM EXPERIENCED TEACHERS' PERSPECTIVES	PhD Candidate, Tuğba COZOĞLU Prof. Dr, Engin ASLANARGUN
		4	ANTI-HERO CONCEPT IN "THE IMP OF THE PERVERSE" AND "A MYSTERY OF HEROISM"	Prof.Dr. F.Gül Koçsoy
		5	MEB 365 GÜN ÖYKÜ SERİSİNDE YER ALAN KİTAPLARIN KÜLTÜR OKURYAZARLIĞI AÇISINDAN İNCELENMESİ	Prof. Dr. İbrahim Yaşar KAZU YL. Öğrencisi Merve KAYA DAŞIK

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HALL / SALON 1	Dr. Farshad Zandavi	1	DECODING COGNITIVE PATHWAYS: EXPLORING THE INTRINSIC PROBLEM-SOLVING MECHANICS OF THE HUMAN MIND	Dr. Leila Niyazi
		2	UTOMATED GENERATION OF SCREEN-RECORDED VIDEOS: AN ALGORITHMIC FRAMEWORK FOR DIGITAL CONTENT CREATION	Dr. Farshad Zandavi
		3	ONTOLOGICAL FRAMEWORKS FOR INTELLIGENT MUSIC EDUCATION SYSTEMS: ENHANCING KNOWLEDGE REPRESENTATION AND UTILIZATION	Prof. Dr. Andreas Papadakis, Dr. Nikolaos Chatzis
		4	ENHANCING ENGINEERING EDUCATION IN LABORATORIES USING ACTIVE LEARNING: A COMPREHENSIVE APPROACH FOR STUDENT SKILL DEVELOPMENT	Jun Li, Ying Zhang, Hui Chen
		5	AUTONOMOUS AGENT LEARNING THROUGH CONSTRUCTIVIST PRINCIPLES: A SEQUENTIAL BOTTOM-UP LEARNING FRAMEWORK AND TOOL (CON-LEARN)	Carlos Hernández, Martín López, Sofia Márquez
		6	REVOLUTIONIZING MANUFACTURING LINES WITH DEEP LEARNING: A NEW ERA IN PRODUCT IDENTIFICATION	Assoc. Prof. Dr. Amina Bouzid
		7	ASSESSING THE ECONOMIC IMPACT OF ARTS AND EDUCATION PROGRAMS IN PUBLIC UNIVERSITIES OF KWARA STATE, NIGERIA: A HUMAN CAPITAL APPROACH	Adetunji Ayodele

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		2	ASSESSMENT OF THE IMPACT OF RURAL WOMEN'S PARTICIPATION IN SUSTAINABLE WATER SUPPLY IN MALI	Fatoumata Sissoko, Aissatou Diakité, Mariam Coulibaly
		3	INTERNAL CONFLICT AND ARMED GROUPS: AN EXAMINATION OF THE ALGERIAN CONTEXT	Dr. Karim Benali, Dr. Nadia Belkacem
		4	LEADERSHIP STRATEGIES IN ADDRESSING EMPLOYEES' COUNTERPRODUCTIVE BEHAVIOR IN THE WORKPLACE	Ahmed Hassan, Sara El-Masry
		5	FINANCIAL STATEMENT FRAUD: THE NEED FOR A PARADIGM SHIFT TO FORENSIC ACCOUNTING	Ifedapo Francis Awolowo
		6	CUSTOMER ADOPTION AND ATTITUDES IN MOBILE BANKING IN SRI LANKA	Dr. Prasansha Kumari
		7	SERVICE EVALUATION OF MILITARY PERSONNEL IN THE ARMY OF POLAND IN RELATION TO BUDGETARY ALLOCATIONS	Assoc. Prof. Karolina Nowak Dr. Andrzej Kowalski
		8	PECULIARITIES OF IMPLEMENTATION OF BRANDING PRINCIPLES	Dr. Leila Kadir, Dr. Arif Turaev,
		9	MARKET SEGMENTATION AND CONJOINT ANALYSIS FOR APPLE FAMILY DESIGN	Dr. Ali Karimzadeh Dr. Fatima Zahra

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HALL / SALON 3	Assis. Prof. Saowapa Phaithayawat	1	A SIMILAR APPROACH: TO EMBRACE CLOUD COMPUTING OR STAY TRADITIONAL	Sofia Petrova Ivan Dimitrov
		2	THE IMPACT OF ZHOU ENLAI ON CHINA'S DIPLOMATIC STRATEGIES	Ibrahim C. Yildirim, Ayesha S. Kazmi, Qiang Z. Li
		3	FINGERPRINTS ON BALLISTIC MATERIALS AFTER GUNSHOT IMPACT	Somchai Phongtharuk Apinya Rattanawong
		4	THE EVOLUTION OF DIGITAL LEARNING PLATFORMS IN EDUCATIONAL INTEGRATION	Tanapat Kittipong Somchai Preechawong Apichart Phimphiwat
		5	DISCLOSURE IN THE SOCIAL SPHERE TO REDUCE CONFLICTS BETWEEN CITIZENS AND GOVERNMENTS: A STUDY OF THE MAHAKAN FORTRESS, BANGKOK	Dr. Nattapong Somwong Assoc. Prof. Kritsada Kittiwong
		6	THE POTENTIAL OF DIGITAL TOOLS IN JUNIOR SCHOOL ART LESSONS TO ENHANCE ARTISTIC ABILITY USING TAMAZIGHT FONTS	Dr. Khaled Ben Ali Prof. Amina El-Mansouri
		7	THE CREATIVE DESIGN OF CHILDREN'S PICTURE BOOKS INSPIRED BY AMPHAWA FIREFLIES LEGENDS	Dr. Somchai Rattanapong Prof. Ananya Chansiri Dr. Preecha Jirakosol

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HALL / SALON 4	Siti Nurul A. Rahman	1	EFFECT OF RAW FIBER SUPPLEMENTATION ON THE GROWTH PERFORMANCE AND BLOOD PROFILE OF SUCKLING HOLSTEIN CALVES	Ali M. Jafari, Marjan S. Moradi, Hamid R. Ghaffari
		2	EFFECTS OF PROBIOTICS ON SUCRASE ACTIVITY IN THE SMALL INTESTINE OF BROILER CHICKS	Morteza S. Khorami, Mehrdad J. Rostami
		3	SPERM PRODUCTION AND RESERVES IN SOKOTO RED (MARADI) GOATS IN A TROPICAL ENVIRONMENT	Zainab A. Sani, Yusra K. Bashir
		4	SVM-BASED EVOLUTIONARY METHODS FOR GENE SELECTION IN MICROARRAY DATA CLASSIFICATION	Rajendra S. Banerjee, Yoshiki T. Matsuda
		5	EFFECT OF PLANT-BASED OIL MIXTURES ON BEETLES INFESTING AFRICAN CATFISH	Ahmed T. Bello
		6	IMMUNOLOGICAL ROLE OF VIBRIO ALGINOLYTICUS ADHESIN IN GROUPER IMMUNE RESPONSE	Siti Nurul A. Rahman
		7	ENZYME CHARACTERIZATION OF PHYTASE PRODUCED BY ENDOPHYTIC FUNGI	Faisal H. Ali, Hanan F. Zaki
		8	SOMATIC EMBRYOGENESIS IN SCAVOELA AEMULA FOR PLANT PROPAGATION	Vera S. Hartono, Lestari J. Sumadi
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		2	ADVANCED PI CONTROLLER DESIGN FOR INDUCTION MOTOR SPEED REGULATION	Rachid Djeghloul, Ali Lounis, Dr. Ahmed Belkacemi
		3	FUZZY LOGIC CONTROL OF A THREE-PHASE INDUCTION MOTOR FOR OPTIMAL PERFORMANCE	Ahmad Zahir, Li Mei, Jun Tanaka
		4	AUTOMATED MOTOR QUALITY INSPECTION BASED ON SOUND ANALYSIS USING MACHINE LEARNING	Xue Fang, Wei Liu, Lin Zhang
		5	ANTI-SURGE CONTROL IN INDUSTRIAL COMPRESSORS: A COMPREHENSIVE APPROACH	Assis. Prof. Dr. Sofia Martins
		6	DESIGNING MOVING SLIDING SURFACES FOR VARIABLE STRUCTURE CONTROL IN DYNAMIC SYSTEMS	Assoc. Prof. Dr. Carlos Pires,
		7	USING BANANA PEELS FOR MANGANESE REMOVAL IN WATER TREATMENT: AN ECO-FRIENDLY APPROACH	Dr. Amina Sayeed
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HALL / SALON 6	Samuel Nwachukwu	1	OPTIMIZATION OF ENERGY CONSUMPTION IN GAS-FIRED HEATERS	Amir Hossein Jafari, Mohammad Reza Tabrizi
		2	DESIGN OF AUTONOMOUS ROBOTS FOR GUIDED MOBILE NAVIGATION USING MAGNETIC SENSORS	Hyun Suh, Min Joo Park
		3	SUPERVISORY CONTROL FOR SAFE SWITCHING IN DYNAMIC SYSTEMS	Vassilis K. Stefanou, Irini P. Konstantinou
		4	EOMETRIC DESIGN OPTIMIZATION FOR COLLISION-FREE PATH PLANNING IN PACKING APPLICATIONS	Daisuke Tanaka, Keisuke Shimizu, Dr. Hiroshi Sato
		5	HEURISTIC METHODS FOR EFFICIENT PROJECT SCHEDULING WITH LIMITED RESOURCES	Jan Urban, Assoc. Prof. Dr. Lukas Černý
		6	FUZZY LOGIC CONTROLLER FOR ADAPTIVE ANTI-LOCK BRAKING SYSTEMS ON DIVERSE ROAD SURFACES	Omid Amiri, Farzad Soleimani
		7	DESIGN AND SIMULATION OF AN INNOVATIVE HYBRID VEHICLE FOR URBAN TRANSPORTATION	Li Wei, Zhang Hao, Wang Tian
		8	A KNOWLEDGE-BASED SYSTEM FOR AUTOMOBILE MALFUNCTION DIAGNOSIS	Sami Ahmed, Youssef Al-Sayed, Omar Saeed

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HALL / SALON 7	Dr. Monika Kováčová	1	ANTIBACTERIAL EFFICACY OF PLUMERIA ALBA PETALS AGAINST COMMON BACTERIAL STRAINS	Abdul Karim, Fatima Nazir, Omar Salahuddin, Amina Zahir
		2	ENHANCING DRUG-DRUG INTERACTION ALERT SYSTEMS: A SOLUTION TO FALSE ALERTS	Jin Xu, Mei Zhang, Xiaofeng Li, Dr. Zheng Xu
		3	COMPARATIVE EVALUATION OF ANTIBACTERIAL PROPERTIES OF ETHANOLIC AND ISOPROPYL-HEXANE EXTRACTS FROM GINGER ROOT (ZINGIBER OFFICINALE)	Noura Alavi, Ramin Vahidi
		4	NEUROGENIC POTENTIAL OF CLITORIA TERNATEA ROOT EXTRACT: A PATHWAY FOR ENHANCING MEMORY AND LEARNING	Assis. Prof . Dr. Aisha Adeyemi
		5	EXAMINING CORPORATE GOVERNANCE NETWORKS AND INTERLOCKING DIRECTORATES IN POLAND	Piotr Zawisza, Krzysztof Malinowski
		6	INFLUENCE OF STAKEHOLDER COMMUNICATION STRATEGIES ON CONSUMER ACCEPTANCE AND FINANCIAL PERFORMANCE IN THE MALAYSIAN FERTILIZER INDUSTRY	Zainab Abdul Rahman, Anwar Ibrahim, Tan Hui Mei
		7	ECOLOGICAL EFFICIENCY IN RUBBER WASTE UTILIZATION AT PANDORA PRODUCTION COMPANY LIMITED	Dr. Miroslav Novak, Jakub Svoboda
		8	STUDY ON PUBLIC CONSCIOUSNESS AMONG UNDERGRADUATE STUDENTS AT UNIVERSITY OF ECONOMICS, PRAGUE	Dr . Monika Kováčová

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REIMAGINING TEACHING PEDAGOGY DURING THE CRISIS

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ABSTRACT

We live in the age of the internet, with technologies that empower citizens with greater freedom to learn, opportunities for participation, and access to educational platforms. However, it is also true that the Internet and ICTs are critical tools in the struggle for freedom of digital practice in many places.

Following the outbreak of the COVID-19 pandemic and the ongoing lockdowns worldwide, all institutions were forced to close to prevent the spread of the virus. Millions of students were out of classes overnight. In response, online education through educational apps was adopted worldwide to fill the gap created by the closure of educational institutions.

This research paper examines the impact of online teaching and training in Jammu and Kashmir using quantitative and qualitative methods. It stipulates the importance of the manual teaching-learning process in the education system.

This research also examined the impact of ICTs on how students and teachers perceive online learning and teaching during an extended period of lockdowns and pandemic recovery.

Keywords: Technology, online teaching, online learning, Edapps, Covid-19.

ASSESSING THE ROLE OF SOCIAL MEDIA PR IN TOURISM: CASES FROM INDIA

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ABSTRACT

Media has become an increasingly relevant tool for domestic and international tourism and social media platforms are being used to promote tourism and interact with citizens and other stakeholders. India's northmost part, Jammu and Kashmir, due to its natural resources and landscape, is attracting millions of tourists, national as well as international, every year. The role of social media to reach people beyond the physical barriers is significant for a place like J&K, which has a geographically unique topography having its own challenges in accessibility due to climate and terrain. Thus, the relevance of social media communication is seen considering the limitations of physical communication as it supplements and compliments the idea of promotion and public relations. This study was carried out to evaluate the effectiveness of the government tourism department in Jammu and Kashmir's outreach to potential visitors. The purpose of this research study is to examine public relations strategies using social media and the value and efficacy of social media as a contemporary tool of PR. The researcher analysed the connection between social media, J&K tourism, public relations, besides contextualizing the trends and tools used in PR of tourism in Jammu and Kashmir. This study also aims to respond to some of the challenges indicated through the course of this study and tries to understand the motivations behind the usage of social media by the J&K tourism department, and their perception of social media's utility and efficacy of social media PR technique.

Keywords: Social Media PR, Tourism, Social Media strategy

EKRANIN GÖRÜNMEYEN ÖZNELERİ: TELEVİZYON DİZİLERİNDE HAYVAN TEMSİLİNİN SINIRLARI VE *SİVAS* FİLMİNDE HAYVANIN ÖZNELLEŞMESİ

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Özet

Kitle iletişim araçlarının ve görsel kültürün anlatı yapısı, tarihsel olarak insanı merkeze alan antroposentrik bir bakış açısıyla şekillenmiştir. Bu durumun en belirgin görüldüğü alanlardan biri, popüler kültürün en yaygın üretim kolu olan televizyon dizileridir. Ana akım televizyon dizilerinde hayvan karakterlerin yok denecek kadar az olması, var olanların ise yalnızca insan karakterlerin duygularını yansıtan birer dekor, tehlike unsuru ya da karikatürize edilmiş maskotlar olarak konumlandırılması endüstriyel ve ideolojik bir tercihtir. Bu çalışma, televizyon anlatısının ticari ve dramatik sınırları nedeniyle hayvanı nasıl "görünmez" kıldığını tartışmayı ve buna alternatif olarak sinemada hayvanın bağımsız bir özneye dönüşme potansiyelini Kaan Müjdecî'nin *Sivas* (2014) filmi üzerinden incelemeyi amaçlamaktadır.

Çalışmada, John Berger'ın "Hayvanlara Bakmak" üzerine geliştirdiği kuramsal çerçeve ve posthümanist ekoeleştirel yaklaşımlar metodolojik taban olarak benimsenmiştir. Karşılaştırmalı analiz yönteminin kullanıldığı bildiride, ana akım televizyon dizilerinin steril ve araçsal hayvan temsillerinin karşısına, *Sivas* filminin radikal estetik dili yerleştirilmektedir. Film, anlatının merkezine yerleştirdiği çoban köpeği *Sivas*'ı, ana karakter Aslan'ın büyüme hikayesine hizmet eden bir metafor olmaktan çıkararak kendi ajansına (eylem gücüne) sahip kurucu bir aktör olarak inşa eder. Yönetmenin kamerayı köpeğin göz hizasına indiren sinematografik tercihi, izleyicinin hayvanla kurduğu hiyerarşik bakış ilişkisini sakatlar ve taşradaki ataerki ile maskülen şiddet sarmalını insan-hayvan ortak kader birliği üzerinden deşifre eder. Sonuç olarak bu bildiri, medyada ekolojik adaletin ve hayvan temsili, ancak sinemadaki gibi insan dışı canlılara bakış açısı ve eylem gücü tanınan yeni bir anlatı etiğiyle mümkün olabileceğini savunmaktadır.

Anahtar Kelimeler: Hayvan Çalışmaları, Televizyon Dizileri, *Sivas* Film, Posthümanizm, Antroposentrizm.

The Invisible Subjects of the Screen: The Limits of Animal Representation in Television Series and the Subjectification of the Animal in the Film *Sivas*

ABSTRACT

The narrative structure of mass media and visual culture has historically been shaped by an anthropocentric perspective that places human beings at the center. One of the most prominent domains where this situation is observed is television series, the most widespread production branch of popular culture. The scarcity of animal characters in mainstream television series—and the positioning of existing ones merely as backdrops, elements of danger, or caricatured mascots reflecting human emotions—is an industrial and ideological choice. This study aims to discuss how television narratives render animals "invisible" due to commercial and dramatic constraints, and to examine the potential of cinema to transform animals into independent subjects through Kaan Müjdeci's film *Sivas* (2014).

In this study, John Berger's theoretical framework on "Looking at Animals" and posthumanist ecocritical approaches are adopted as the methodological foundation. Utilizing a comparative analysis method, this paper contrasts the sterile and instrumental animal representations of mainstream television series with the radical aesthetic language of *Sivas*. By centering the narrative on the sheepdog Sivas, the film reconstructs him as a foundational actor with his own agency, rather than a mere metaphor serving the coming-of-age story of the main character, Aslan. The director's cinematographic choice to lower the camera to the dog's eye level disrupts the hierarchical gaze the audience establishes with the animal, while exposing the cycle of patriarchy and masculine violence in the rural landscape through a shared human-animal destiny. Consequently, this paper argues that ecological justice and animal representation in the media are only possible through a new narrative ethics, as demonstrated in cinema, which grants non-human beings their own perspective and agency.

Keywords: Animal Studies, Television Series, *Sivas* Film, Posthumanism, Anthropocentrism

1. GİRİŞ VE PROBLEMATİK: TELEVİZYONUN ANTROPONENTRİK SINIRLARI

Görsel kültür ve kitle iletişim araçları, kuruldukları ilk günden bu yana insan deneyimini, insan çatışmalarını ve insanın dünya üzerindeki egemenliğini meşrulaştıran bir anlatı evreni inşa etmiştir. Bu durum, sinema ve televizyon çalışmalarında uzun süre göz ardı edilmiş olsa da günümüzün genişleyen ekoeleştirel ve posthümanist literatürü, ekrandaki "insan merkezci" (antroposentrik) tahakkümü sorgulamaya açmıştır. İnsanın anlatının tek kurucu öznesi, doğanın ve diğer tüm canlıların ise bu özneye hizmet eden birer fon, dekor veya araç olarak kodlanması, kitle iletişiminin ideolojik çıktılarından biridir.

Bu antroposentrik sıkışmanın en radikal biçimde gözlemlendiği alan popüler kültürün en dinamik ve kitlesel üretim kolu olan televizyon dizileridir. Ana akım televizyon dizilerinin anlatı yapısı, doğası gereği insan ilişkilerine, toplumsal sınıflara, aile içi çatışmalara, aşka ve güce odaklanır. Bu dar dramatik çerçeve içinde hayvan karakterlerin varlığı yok denecek kadar azdır. Ekranda nadiren görünen hayvanlar ise çoğunlukla kendi türsel gerçekliklerinden,

acılarından veya arzularından arındırılarak anlatıya dahil edilir. Bir televizyon dizisinde bir köpek ya da kedi, ya burjuva bir ailenin steril ev yaşamını tamamlayan lüks bir dekor aksesuarı ya zengin/fakir ayrımını keskinleştiren bir statü sembolü ya da izleyicide hızlıca sempati uyandırmak için kullanılan karikatürize bir maskottur. Bazı anlatılarda ise hayvan, insana yönelik bir tehdit (canavarlaşmış sokak köpeği, vahşi hayvan) olarak kurgulanarak insanın doğayı evcilleştirme ve kontrol altına alma arzusunu (kolonyalist bakışı) yeniden üretmek için bir araç haline getirilir.

Televizyon dizilerinde hayvanın bağımsız bir karakter olarak yazılamamasının temelinde hem anlatısal hem de endüstriyel sınırlar yatmaktadır. Endüstriyel açıdan, haftalık üretilen, reyting kaygısı güden ve hızlı tüketim nesnesi olan televizyon draması, set ortamında öngörülemez davranışlar sergileyebilecek, çekim takvimini aksatabilecek ve doğrusal bir insan diyaloguna doğrudan eklemelenemeyecek canlı öznelerle çalışmayı ticari bir risk olarak görür. Anlatısal açıdan ise televizyon, izleyicinin ekrandaki insan karakterle kuracağı psikolojik özdeşleşme (identification) mekanizmasına sırtını yaslar. Hayvanın kendi iç dünyasına, insan diline tercüme edilemeyen sessiz direnişine ve eylemliliğine alan açmak, televizyonun hızlı akan, entrikaya dayalı anlatı motorunu yavaşlatacaktır. Dolayısıyla televizyon dizileri, hayvanı endüstriyel olarak dışlarken anlatısal olarak da onu "görünmez" ya da en iyi ihtimalle "araçsal" kılar.

Bu bildirinin temel problemini de tam olarak bu görünmezlik ve araçsallaştırma oluşturmaktadır. Çalışma, televizyon dizilerinin bu steril ve insan merkezli anlatı sınırlarının karşısına, sinemanın —özel olarak da Kaan Müjdecî'nin *Sivas* (2014) filminin— hayvanı nasıl bir nesne veya metafor olmaktan çıkarıp anlatının kurucu, acı çeken ve direnen bir "öznesine" dönüştürdüğünü koymaktadır. Sinema, televizyonun aksine, zamanı ve mekânı esnetebilme, kamerayı insanın göz hizasından koparıp başka canlıların dünyasına indirebilme esnekliğine sahiptir. Bu bağlamda bildiri, televizyonun ürettiği antroposentrik illüzyonun, sinematografik bir müdahaleyle nasıl kırılabileceğini ve hayvan temsilde yeni bir etik düzlemin nasıl kurulabileceğini tartışmayı amaçlar.

2. KURAMSAL ÇERÇEVE: HAYVAN ÇALIŞMALARI, "BAKIŞ" VE POSTHÜMANİZM

Ekrandaki hayvan temsili derinlemesine analiz edebilmek için öncelikle insanın hayvanla kurduğu tarihsel ve kültürel ilişkiyi çözümlemek gerekir. Bu çözümlemenin en güçlü köşe taşlarından biri John Berger'ın *Hayvanlara Bakmak* (Looking at Animals) adlı kült eseridir. Berger, modern kapitalizmin ve endüstrileşmenin hayvanları insanın günlük yaşam alanından fiziksel olarak nasıl uzaklaştırdığını anlatır. Hayvanlar fabrikalara, mezbahalara ve kent çeperlerine sürülerek göz önünden kaldırılmış; geride kalan boşluk ise oyuncak hayvanlar, çizgi filmler ve evcil hayvan ticaretiyle, yani hayvanın "marjinalleştirilmiş ve oyuncaklaştırılmış" bir illüzyonuyla doldurulmuştur.

Berger'ın bu tespiti televizyon ekranı için doğrudan geçerlidir. Televizyon dizilerindeki hayvan, Berger'ın bahsettiği o "gerçekliğinden koparılmış, insanın seyrine sunulmuş" evcil illüzyonun ta kendisidir. İnsan, hayvana bakarken onu kendi dünyasını onaylayan, kendine

hizmet eden bir aynaya dönüştürür. Görsel anlatılarda bu durum bir "bakış" (the gaze) hiyerarşisi yaratır. Kamera her zaman insanın göz hizasındadır ve yukarıdan aşağıya doğru hayvana bakar. Bu bakış ilişkisinde hayvan, eyleminin bilincinde olan bir özne değil, sadece "bakılan", seyredilen, estetikleştirilen ya da acınan bir nesnedir. Hayvanın bakışı, insanın anlatıdaki mutlak otoritesini sarsmasın diye sansürlenir.

Ancak, 21. yüzyılda yükselişe geçen Posthümanizm ve Ekoeleştirici (Ecocriticism) kuramları, bu hiyerarşik bakışı kökten sarsmayı hedefler. Posthümanizm, Aydınlanma döneminden beri süregelen "dünyanın merkezindeki rasyonel insan" (Humanitas) mitini yapı sökümü uğratar. Donna Haraway ve Cary Wolfe gibi düşünürlerin öncülük ettiği hayvan çalışmaları (Animal Studies), insanın diğer türlerden üstün olmadığını, aksine dünyayı paylaştığı insan dışı canlılarla (non-human) türler arası bir dolanıklık (entanglement) içinde yaşadığını savunur. Bu kuramsal yaklaşıma göre hayvanlar, anlatılarda sadece insanların hikayelerini renklendiren semboller veya metaforlar değildir; onların da kendilerine ait bir **ajansları (agency / eylem güçleri)** vardır.

Ajans kavramı, hayvanın sadece içgüdüleriyle hareket eden bir otomat olmadığını, çevreye tepki veren, acıyı deneyimleyen, seçimler yapan ve kendi varoluşsal direnişini gösteren bir aktör olduğunu vurgular. Dolayısıyla, posthümanist bir sinema veya televizyon eleştirisi, ekrandaki hayvana "İnsanın işine nasıl yarıyor?" sorusuyla değil, "Bu canlı anlatıda kendi türsel gerçekliğiyle, kendi eylem gücüyle nasıl var olabiliyor?" sorusuyla yaklaşmalıdır. Kaan Müjdecî'nin *Sivas* filmi, kuramsal olarak tam da bu posthümanist kırılma noktasına oturmaktadır. Film, sinematografik araçları kullanarak izleyiciyi alışık olduğu antroposentrik bakış konforundan çıkarır ve bir çoban köpeğinin ajansını, filmin en radikal kurucu unsuru haline getirir.

3. TÜRK TELEVİZYON DİZİLERİNDE HAYVAN TEMSİLİNİN SINIRLARI VE ENDÜSTRİYEL DİNAMİKLER

Türkiye'deki televizyon endüstrisi, haftalık 140 ile 160 dakika arasında değişen bölüm süreleri, yoğun set takvimleri ve reyting odaklı anlatı yapılarıyla dünyanın en kendine has sinematografik pazarlarından biridir. Bu endüstriyel sıkışmışlık, anlatıların dramatik olarak aşırı basitleşmesine ve insan odaklı bir tekelin kurulmasına neden olur. Türk televizyon dizileri tarihi incelendiğinde, hayvan karakterlerin varlığı hem niceliksel olarak son derece sınırlıdır hem de niteliksel olarak antroposentrik (insan merkezci) hiyerarşinin dışına çıkamaz. Hayvanlar, Türk dizi anlatılarında kendi türsel hakikatleri, acıları veya eylemlilikleri (agency) olan bağımsız özneler olarak değil; toplumsal sınıfları simgeleyen birer statü göstergesi, melodramı güçlendiren birer gözyaşı nesnesi ya da komedi unsuru olarak araçsallaştırılır.

Bu araçsallaştırmanın en net görüldüğü alanlardan biri, hayvanların **toplumsal sınıf ve mekân tasarımlarını pekiştirmek** için birer dekor nesnesine dönüştürülmesidir. Türk dizilerindeki burjuva, seçkin veya elit mekân tasarımlarında hayvan, lüks yaşamın estetik bir tamamlayıcısıdır. Örneğin, Türk televizyon tarihinin en popüler işlerinden biri olan *Aşk-ı Memnu* (2008–2010) dizisindeki "çivava" cinsi evcil köpek, holding sahibi zengin Ziyagil ailesinin ve özellikle de lüks tüketim kültürünü temsil eden Firdevs Yöreoğlu'nun sterilliğini, batılılaşma biçimini ve sınıf kimliğini görünür kılan canlı bir aksesuardan ibarettir. Köpek, yalı

içerisindeki entrikaların, sınıf çatışmalarının ya da varoluşsal krizlerin tamamen dışındadır; sadece mekânın zenginliğini ve yapaylığını onaylayan görsel bir kod olarak kadraja girer. Buna karşılık, taşra veya varoş mahalle temalı dizilerde (örneğin **Çukur (2017–2021)** veya **Arka Sokaklar (2006–Günümüz)**) sokak köpekleri ya da pitbull gibi cinsler, mekânın tekinsizliğini, yoksulluğunu, tehlikesini ve eril şiddet potansiyelini seyirciye aktarmak için birer tehdit unsuru olarak anlatıya dahil edilir. Hayvanın kendi yaşam mücadelesi veya sokaktaki varoluşu tamamen sansürlenirken, sadece insanın içinde bulunduğu sosyo-ekonomik habitatı meşrulaştırmak için bir imge olarak kullanıldığı görülür.

İkinci yaygın pratik ise hayvanın **insan karakterlerin duygusal dünyasını yumuşatmak veya vicdani dönüşümlerini izleyiciye kanıtlamak** için kullanılmasıdır. Ana akım anlatıda sert, acımasız veya mafyatik bir erkek karakterin "aslında içinde merhametli biri" olduğunu seyirciye hızlıca geçirmek için karakterin bir hayvana (genellikle bir köpeğe veya kuşa) şefkat göstermesi klişesine sıkça başvurulur. **Ezel (2009–2011)** dizisinde Ramiz Dayı karakterinin güvercin beslemesi veya yakın dönem mafya/aksiyon dizilerinde acımasız katillerin evlerinde besledikleri sadık köpekler, hayvanın kendi özneliliğiyle ilgili değildir. Burada hayvan, anlatı motorunun insan karakteri "insanileştirme" (humanize) çabasına hizmet eden duygusal bir protezdir. Hayvanın açlığı, korkusu veya arzusu kameranın umurunda değildir; kamera yalnızca hayvanın başını okşayan "insanın" yüzündeki o anlık şefkat ifadesine odaklanır.

Televizyon ekranında hayvanın merkeze alındığı nadir istisnalar ise yalnızca **türler arası komedi veya naif aile melodramları** çatısı altında alt türleştirildiğinde hayatta kalabilmektedir. Bunun en radikal ve popüler örneği, 2000'li yılların başında yayımlanan **Sihirli Annem (2003–2012)** dizisindeki "Taci" karakteridir. Taci, büyü yapılarak köpeğe dönüştürülmüş bir insandır. Bu anlatısal tercih, Türk televizyonunun hayvana bakışındaki antroposentrik sansürün en açık itirafıdır: Ekranda bir köpek konuşmaktadır, bir köpeğin eylemleri anlatıyı yönlendirmektedir; ancak bunun gerçekleşebilmesi için o köpeğin aslında "içinde bir insan ruhu ve aklı taşıması" şart koşulmuştur. Taci karakteri üzerinden üretilen mizah, bir hayvanın dünyayı algılayışından değil, bir insanın "köpek bedenine hapsolmasının" yarattığı absürtlükten beslenir. Seyirci ekranda bir çoban köpeği izlerken bile aslında bir erkeğin sesini, insan aklını ve insan reflekslerini izlemektedir. Hayvanın türsel bedeni, insan anlatısının üzerine geçirildiği bir kostüme indirgenmiştir.

Benzer şekilde, **Kendi Düşen Ağlamaz (2023)** veya benzeri yaz dizilerinde/aile komedilerinde evcil hayvanların (kedi, muhabbet kuşu vb.) "konuşuyormuş gibi" dış sesle seslendirilmesi ya da dijital efektlerle insanlaştırılmış mimikler kazandırılması, televizyonun hayvanı kendi çıplak ve vahşi gerçekliğiyle kabul edemediğinin kanıtıdır. Televizyon endüstrisi, hayvanı ancak evcilleştirdiğinde, onu insan diline tercüme ettiğinde, dijital olarak manipüle edip sterilizelediğinde anlatıya dahil eder. Haftalık bölümleri yetiştirmek zorunda olan yönetmen için sokaktaki bir köpeğin kontrol edilemez havlaması, acıyla titremesi ya da set ışıklarından korkup kaçması çözülmesi gereken bir "çekim hatası" (bloopers) iken; endüstri için hayvan hakları yalnızca dizinin jeneriğine eklenen "Bu filmin çekimlerinde hiçbir hayvana zarar verilmemiştir" ibaresinden ibaret formalite bir etik duvardır.

Sonuç olarak, Türk televizyon dizilerindeki hayvan temsili, John Berger'ın dikkat çektiği "insanın seyrine sunulmuş, gerçekliğinden koparılmış illüzyonel hayvan" tanımının endüstriyel fabrikasyonudur. Televizyon, insan seyircisine kendi ahlakını, kendi sınıfsal ayrımlarını ve kendi duygusal katarsislerini onaylatmak için hayvanı acımasızca araçsallaştırır. Hayvan ekranda vardır ama kendi adına değil, tamamen insanın anlatısal egemenliğini perçinlemek adına oradadır.

4. *SİVAS* (2014) FİLMİ: HAYVANIN ÖZNELLEŞMESİ VE SİNEMATOGRAFİK DİL

Kaan Müjdeci'nin *Sivas* (2014) filmi, Türk televizyon endüstrisinin yukarıda özetlenen steril, araçsal ve insan merkezli hayvan temsilini kökten yıkan, sinematografik diliyle antroposentrik bakışı sakatlayan radikal bir posthümanist müdahaledir. Film, bozkırın ortasında, Yozgat'ın bir köyünde geçen ve ilk bakışta 11 yaşındaki Aslan ile yaralı bir çoban köpeği olan Sivas arasındaki ilişkiyi odağa alan bir "büyüme hikayesi" (bildungsroman) gibi görünse de estetik ve anlatısal tercihleriyle bu konvansiyonel kalıbı hızla terk eder. *Sivas*, sinemanın kamerayı insanın tekelinden kurtarıp insan dışı bir canlının dünyasına sabitleyerek onu nasıl kurucu bir "aktör" ve "özne" haline getirebileceğinin en somut kanıtıdır.

Filmin hayvanı öznelleştirirken kullandığı en temel sinematografik araç **bakışın tersine çevrilmesi ve kamera açılarının radikal değişimidir**. Ana akım sinema ve televizyonda kamera, sürekli olarak ayakta duran insanın göz hizasındadır; hayvana bakarken eğilir ve yukarıdan aşağıya (high-angle) dikte edici bir bakış açısı kullanır. Bu teknik, hayvanı mekânda küçülten, onu edilgenleştiren ve insanın kontrolü altında olduğunu hissettiren antroposentrik bir göz üretir. *Sivas* filminde ise görüntü yönetmenleri Armin Dierolf ve Martin Hagemann, kamerayı neredeyse filmin yarısı boyunca köpeğin göz hizasına, yani çamura, kara ve toprağa indirir. Kamera, köpeğe yukarıdan bakmaz; köpeğin yanından, onunla aynı yatay düzlemde dünyayı izler. Hatta filmdeki köpek dövüşü sahnelerinde veya Sivas'ın yaralı halde bozkırda terk edildiği anlarda, kamera insanın tepkilerini değil, köpeğin nefes alışını, gözlerindeki korkuyu, kaslarındaki gerilmeyi yakın planlarla (close-up) kaydeder. Bu durum, izleyiciyi televizyon ekranının sunduğu o konforlu, mesafeli "seyirci" pozisyonundan çıkarır. İzleyici, acıyı ve vahşeti bir insanın gözünden değil, bizzat acıyı çeken hayvanın fiziksel yakınlığından deneyimlemek zorunda kalır.

Bununla birlikte, filmin **ses tasarımı (sound design)** hayvanın iç dünyasını ve ajansını (eylem gücünü) kurmada dilsel olmayan bir anlatı inşa eder. Televizyon dizileri, hayvanı anlamlı kılmak için ona insan sesi giydiren (örn. *Sihirli Annem*), *Sivas* filmi hayvanın kendi türsel sesini anlatının merkezine koyar. Köpeğin hırıltıları, derinden gelen nefes sesleri, zincirinin toprağa sürtünürken çıkardığı metalik ses ve acı dolu inlemeleri filmin baskın ses kuşağını oluşturur. Filmde müzik kullanımı neredeyse yok denecek kadar azdır; boşluğu dolduran şey doğanın ve hayvanın ham, manipüle edilmemiş sesidir. Bu ses tasarımı, posthümanist kuramcı Cary Wolfe'un bahsettiği "insan diline tercüme edilemeyen ama kendi içinde mutlak bir anlam barındıran hayvan hakikati" ile izleyiciyi yüzleştirir. *Sivas* konuşmaz, insani jestler yapmaz, dijital olarak gülümsemez; o sadece bir köpek olarak acı çeker ve bu acının sesi, köydeki insanların hoyrat diyaloglarını bastıran bir gürültüye dönüşür.

Filmdeki en kritik öznelleşme kırılması, Sivas'ın anlatıdaki **eylem gücünün (agency)** sınırlarında gerçekleşir. Sivas, ana karakter Aslan'ın duygusal gelişimini tamamlamak için senaryoya dahil edilmiş sadık bir "Lassie" değildir. Aksine, kendi sınırları, kendi öfkesi ve kendi direnci olan öngörülemez bir canlıdır. İlk sahnelerde dövüşte yenildiği için sahibi tarafından ölüme terk edilen Sivas, Aslan tarafından bulunduğu sadece "kurtarılmış bir kurban" olarak kalmaz. Kendi hayatta kalma gücüyle ayağa kalkar, yaralarını yalayarak iyileştirir ve köydeki güç dengelerini değiştiren bir aktör haline gelir. Filmin hiçbir aşamasında Sivas, insanın tam olarak kontrol edebildiği evcil bir canlıya dönüşmez. Aslan onunla bağ kurmaya çalışsa da Sivas'ın gözlerindeki o yabani, vahşi ve insana teslim olmayan bakış korunur. Film, hayvanı evcilleştirip ehlileştirerek televizyonun o steril evrenine çekmeyi reddeder; onu bozkırın ortasında, tüm çıplaklığı, çamuru, kanı ve büyüleyiciliğiyle bir özne olarak konumlandırır.

5. SIVAS FİLMİ: TAŞRADA ATAERKİ, MASKÜLEN ŞİDDET VE İNSAN-HAYVAN KADER ORTAKLIĞI

Kaan Müjdecı'nın *Sivas* filminde kurduğu evren, yalnızca antroposentrik bakışı sinematografik araçlarla sakatlamakla kalmaz; aynı zamanda insan ile hayvanı taşranın sert, maskülen ve ataerki şiddet sarmalı içinde eşitleyerek radikal bir kader ortaklığı (symbiosis) kurar. Ana akım Türk televizyon dizileri ataerkiyi ve eril gücü genellikle lüks konaklar, mafyatik ilişkiler ya da aşiret hiyerarşileri üzerinden estetize edip yücelterek yeniden üretirken, *Sivas* bu yapıyı tüm çıplaklığı ve ilkel şiddetiyle bozkırın ortasına indirir. Filmin en özgün tarafı, bu eril şiddetin nesnesi olarak 11 yaşındaki bir çocuk olan Aslan ile bir çoban köpeği olan Sivas'ı aynı düzlemde buluşturmasıdır.

Filmin anlatı yapısı içinde taşra, gücün ve erkekliğin sürekli olarak kanıtlanması gereken, zayıflığa ve şefkate yer olmayan bir aredardır. Bu militarist ve ataerki düzende rüştünü ispat etme mücadelesi, hem çocuk dünyasında hem de yetişkinlerin hayvan dövüşlerinde paralel olarak ilerler. 11 yaşındaki Aslan, okul müsabakasında prens rolünü başka bir çocuğa kaptırdığında, aşık olduğu kız arkadaşının gözünde zayıf duruma düştüğünü hissederek ve eril kimliği ilk yarasını alır. Tam da bu varoluşsal yenilgi anında, bozkırın ortasında bir dövüşte yenildiği için sahipleri tarafından "artık işe yaramaz" denilerek ölüme terk edilen yaralı çoban köpeği Sivas ile karşılaşır. Bu karşılaşma, iki yaralı ve sistem tarafından marjinalleştirilmiş öznenin kader birliğinin başlangıcıdır. Aslan, Sivas'ı sahiplenerek taşradaki o acımasız erkeklik hiyerarşisinde kendine bir güç kalkanı devşirmeye çalışır. Köpek, çocuğun toplumsal arenada "büyümesini", yani erkekleşmesini sağlayacak bir iktidar aracına dönüştürülmek istenir.

Ancak film, bu ilişkiyi televizyon dizilerindeki gibi romantik bir çocuk-hayvan dostluğu melodramına asla tahvil etmez. Aksine, yetişkinlerin dünyasındaki eril şiddet sarmalının, çocuk üzerinden hayvana nasıl sirayet ettiğini deşifre eder. Köydeki yetişkin erkekler için köpek dövüşleri, bastırılmış şiddetin, ekonomik sömürünün ve eril egonun tatmin edildiği bir kumar ve güç sahnesidir. Sivas iyileşip güçlendikçe, yetişkinlerin kirli iktidar oyununun merkezine çekilir. İşin trajik boyutu, sistem tarafından ezilen Aslan'ın da yavaş yavaş bu eril dilin bir parçası haline gelerek Sivas'ı başka köpeklerle dövüştürmeye, onun üzerinden köyün büyüklerine karşı bir güç gösterisi yapmaya başlamasıdır. Posthümanist kuramcı Donna

Haraway'ın dikkat çektiği "türler arası dolanıklık" (species entanglement), filmde karanlık bir boyutta tezahür eder: İnsan, kendi türsel şiddetini hayvana bulaştırır; hayvanın bedeni, ataerkinin savaş meydanına dönüştürülür.

Yönetmen bu süreçte insan ile hayvan arasındaki hiyerarşik sınırı kasıtlı olarak flulaştırır. Film boyunca hem Aslan hem de Sivas, taşranın eril elitleri (muhtar, büyük abiler, güçlü figürler) tarafından sürekli olarak hırpalanan, manipüle edilen ve araçsallaştırılan iki öznedir. Dövüş sahnesinde Sivas'ın boynundan süzülen kan ile okul bahçesinde ya da evde Aslan'ın maruz kaldığı psikolojik ve fiziksel şiddet aynı kaynaktan beslenmektedir. Sivas bir "it", Aslan ise henüz erkekleşmemiş bir "velet" olarak sistemin gözünde aynı edilgen statüdedir. Film, hayvan ile çocuğu bu ortak ezilmişlik ve sömürülme ilişkisi üzerinden yan yana getirerek, televizyon ekranının ürettiği "insan hayvandan her koşulda üstündür ve onu korur" biçimindeki paternalist (babacan) yalanı ifşa eder. İnsan, hayvandan üstün değildir; taşra vahşetinde ikisi de aynı ataerkil çarkın dişlileri arasında ezilmektedir.

Filmin finaline doğru, Sivas'ın büyük dövüşü kazanmasının ardından arabanın arkasında köy boyu gezdirildiği sahne, bu kader ortaklığının ve trajedinin doruk noktasıdır. Sivas kazanmıştır ama bu zafer köpeğin değil, onun üzerinden para ve itibar kazanan eril sistemindir. Aslan ise köpeğinin sırtında, yetişkin erkeklerin arasında otururken yüzünde bir zafer sarhoşluğu değil, çocukluğunu kaybetmiş olmanın ve dostunu bu vahşi sisteme satmış olmanın derin yabancılaşmasını taşır. *Sivas* filmi, hayvanın öznelleşmesini tamamladığı bu bölümde seyirciye şu sert soruyu sorar: Hayvanın eylem gücü ve varlığı, insanın eril iktidar hırsı tarafından tamamen yutulmadan var olabilir mi? Film, insan-hayvan kader ortaklığını politik ve sosyolojik bir alt metinle örerek, ekrandaki hayvan temsilini bir doğa sevgisi güzellemesi olmaktan çıkarıp, toplumsal şiddetin en radikal turnusol kağıdına dönüştürür.

6. KARŞILAŞTIRMALI TARTIŞMA: TELEVİZYON DİZİLERİ VS. SİNEMA VE YENİ BİR ANLATI ETİĞİ

Türk televizyon dizilerindeki egemen temsiller ile Kaan Müjdecı'nın *Sivas* filminin estetik radikalizmi karşılaştırıldığında, ortaya çıkan temel fark yalnızca bir mecra ya da bütçe meselesi değildir. Bu ayırım, doğrudan doğruya felsefi bir bakış açısı, ideolojik bir konumlanış ve ontolojik bir algı uçurumudur. Televizyon endüstrisi, izleyicisine ev konforunda, hızlı tüketilebilir ve tanıdık toplumsal kodlarla örülü bir dünya sunmak zorundadır. Bu zorunluluk, televizyon anlatılarını kaçınılmaz olarak insan merkezci (antroposentrik) bir muhafazakârlığa hapseder. Sinema ise —özellikle bağımsız auteur sineması— zamanı, mekânı ve kamerayı egemen algı kalıplarını kırmak üzere manipüle edebilecek esnekliğe sahiptir.

Bu bağlamda, televizyon dizileri ile *Sivas* filmi arasındaki karşılaştırma şu temel eksenlerde kristalleşmektedir:

- **Evcilleştirilmiş İllüzyon vs. Çıplak Hakikat:** *Aşk-ı Memnu* veya çeşitli aile komedilerinde gördüğümüz hayvanlar, John Berger'ın kavramsallaştırdığı "kapitalizmin nesneleştirdiği ve oyuncaklaştırdığı" steril öznelerdir. Bu hayvanların set ortamında tüyleri taranır, parlak ışıklar altında insanı eğlendirecek ya da onun zenginliğini onaylayacak şekilde konumlandırılır. Hayvanın türsel gerçekliği (dışkılaması, çiftleşme arzusu, vahşi içgüdüleri veya korkuları) televizyon estetiği

tarafından sansürlenir. Buna karşılık *Sivas* filmi, köpeği bozkırın çamuru, tozu, kanı ve salyasıyla kadraja alır. *Sivas*, ekranda parlatılmış bir imge değil; tüm çıplaklığı, kokusu ve ağırlığıyla mekânda yer kaplayan hayvansal bir hakikattir.

- **İnsani Dil Tekeli vs. Dil Dışı İletişim:** Televizyon dizilerinde bir hayvanın dramatik bir ağırlık kazanabilmesi için mutlaka insan dilli bir proteze ihtiyacı vardır. *Sihirli Annem*'deki Taci örneğinde olduğu gibi, hayvan ancak "içindeki insan aklıyla" konuşabildiğinde ya da popüler yaz dizilerinde dış sesle seslendirildiğinde anlatıya yön verebilir. Televizyon, insan dilinin dışındaki hiçbir iletişim biçimini meşru kabul etmez. Oysa *Sivas* filminde, köpeğin hırıltıları, zincir sesleri ve bakışları, insan dilinin bittiği yerde yeni bir anlam evreni kurar. Film, posthümanist bir yaklaşımla, insan dışı canlının dil dışı (non-verbal) varoluşunu sinemanın kurucu unsuru haline getirerek antroposentrik dil tekeli kırar.
- **Paternalist Araçsallaştırma vs. Türler Arası Eşitlik:** Televizyon ekranında mafya karakterlerinin (örn. *Ezel*'de Ramiz Dayı) hayvan beslemesi, hayvanı insanın vicdani dönüşümünü kanıtlayan duygusal bir sömürü nesnesi (protez) haline getirir. İnsan her zaman hayvandan üstündür, onu korur ya da onu kendi egosu için kullanır. *Sivas* filminde ise Aslan ve *Sivas* arasında kurulan bağ, paternalist (babacan) bir koruma ilişkisinden ziyade, taşranın eril ve militarist şiddet sarmalı içinde üretilen yatay bir kader ortaklığıdır. İkisi de aynı ataeril çarklar tarafından hırpalanır ve sömürülür. Film, insanı hayvandan üstün bir basamağa yerleştirmeyi reddederek her iki özneyi de sistemin şiddeti karşısında eşitler.

Bu karşılaştırma, medyadaki hayvan temsillerinde **yeni bir anlatı etiğine** duyulan ihtiyacı acil kılmaktadır. Mevcut görsel kültür, hayvan haklarını yalnızca ekrana yansıyan sevimli dostlar ya da kamu spotlarındaki mağdur figürler üzerinden okumaktadır. Ancak gerçek bir ekolojik adalet ve hayvan özgürleşmesi, hayvanın ekranda sadece "görünmesiyle" değil; *Sivas* filminde olduğu gibi, kendi bakış açısına, kendi eylem gücüne (ajansına) ve insana boyun eğmeyen türsel bağımsızlığına saygı duyan yeni bir estetik dilin inşasıyla mümkündür.

7. SONUÇ

Kitle iletişim araçlarının, özellikle de popüler televizyon dizilerinin insan merkezli (antroposentrik) yapısı, toplumsal olarak insan dışındaki canlıları görünmez kılma ya da onları kapitalist tüketim çarkları içinde nesneleştirme eğilimimizin en büyük üreticisi ve yeniden üreticisidir. Türk televizyon dizileri, endüstriyel takvimlerin darlığı ve reyting odaklı anlatı refleksiyle hayvanı kendi hakikatiyle kabul edememekte; onu yalnızca sınıfsal bir dekor, komedi unsuru ya da insan karakterlerin duygusal protezi olarak araçsallaştırmaktadır. Bu pratik, izleyicinin hayvanla kurduğu hiyerarşik ve dikte edici bakış ilişkisini (the gaze) sürekli olarak beslemektedir.

Buna karşın Kaan Müjdecî'nin *Sivas* (2014) filmi, sinemanın antroposentrik illüzyonları yıkma ve ekranın görünmeyen öznelere alan açma gücünü kanıtlayan radikal bir örnektir. Görüntü yönetiminde kamerayı köpeğin göz hizasına indiren sinematografik tercihler, ses tasarımı

insan dışı ses kuşağının baskınlığı ve anlatıda çoban köpeği Sivas’a tanınan öngörülemez eylem gücü (ajans), filmi posthümanist ve ekoeleştirel literatürün en güçlü görsel metinlerinden biri haline getirmektedir. Film, taşradaki ataerki ve maskülen şiddet sarmalını çocuk ve hayvan üzerinden paralel olarak deşifre ederken, insan ile doğa arasında hiyerarşik değil, yatay ve sarsıcı bir kader ortaklığı kurmaktadır.

Sonuç olarak bu bildiri göstermektedir ki, görsel medyada ekolojik adaletin sağlanması ve hayvan haklarının sinematografik düzlemde savunulması, hayvanların anlatılarda sadece birer kurban ya da sevimli maskot olarak yer almasıyla değil; kendi öznellikleri, kendi bakışları ve kendi dirençleriyle var olabildikleri yeni bir anlatı etiğinin hayata geçirilmesiyle mümkündür. Sinema, televizyonun kurduğu o steril ve yapay illüzyonu bozacak güce sahiptir; *Sivas* filmi de bu gücün, bozkırın ortasından yükselen en çıplak, en sarsıcı ve en etik itirazlarından biridir.

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TÜRKİYE AİLE VE NÜFUS POLİTİKALARI BAĞLAMINDA KORUYUCU- ÖNLEYİCİ SOSYAL HİZMETLERİN STRATEJİK YÖNETİMİ: BÜTÜNLEŞİK BİR MODEL MODİFİKASYONU

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ÖZET

Bu çalışma, "Türkiye Aile ve Nüfus 10 Yılı" stratejik vizyonu çerçevesinde, ulusal çocuk refahı ve aile yapısının korunmasında reaktif kurumsal bakım modelinden proaktif, koruyucu-önleyici sosyal hizmet yönetimine geçişin yapısal ve stratejik gerekliliklerini incelemektedir. Araştırmanın temel amacı; mikro düzeyde aile krizlerinin makro düzeyde kurumsal bağımlılığa ve sosyo-demografik çözülmeye yol açmasını engellemek adına bütünsel bir model modifikasyonu önermektir. Bu doğrultuda, Türkiye İstatistik Kurumu verileri ile Aile ve Sosyal Hizmetler Bakanlığı tarafından paylaşılan açık erişimli veriler, ekosistemik kuram ve bağlanma teorisi parametreleriyle analitik bir süzgeçten geçirilmiştir. Mevcut veriler, Türkiye’de ortalama hanehalkı büyüklüğünün düşüş eğiliminde olduğunu, tek kişilik ve tek ebeveynli hanelerin oranının arttığını ve bu demografik kırılanlığın çocuk koruma sistemindeki arz-talep dengesini doğrudan etkilediğini göstermektedir. Geleneksel kurum bakımı, fiziksel standartları optimize edilmiş olsa dahi, kitlesel niteliği ve yüksek turn-over (personel sirkülasyonu) oranları nedeniyle çocukların uzun vadeli psikososyal gelişiminde ve güvenli bağlanma döngülerinde yapısal sınırlılıklara sahiptir. Bu bağlamda çalışma, kurum bakımının getirdiği riskleri ve maliyetleri azaltmayı hedefleyen, erken uyarı mekanizmalarını, kademeli sosyal-ekonomik destek optimizasyonunu ve profesyonelleştirilmiş koruyucu aile modülünü içeren veri tabanlı bir "Proaktif Sosyal Hizmet Yönetim Modeli" (PSHY-M) tasarımı sunmaktadır. Geliştirilen bu bütünsel model, çocuk refahı politikalarında sürdürülebilir, maliyet-etkin ve insan odaklı bir yönetimsel dönüşümün yol haritasını çizmektedir.

Anahtar Kelimeler: Koruyucu-Önleyici Hizmetler, Çocuk Refahı Yönetimi, Aile Refahı, Kurum Bakımı, Stratejik Sosyal Politika.

**STRATEGIC MANAGEMENT OF PREVENTIVE-PROTECTIVE SOCIAL
SERVICES IN THE CONTEXT OF FAMILY AND POPULATION POLICIES IN
TURKEY: AN INTEGRATED MODEL MODIFICATION**

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ABSTRACT

This study examines the structural and strategic necessities of transitioning from a reactive institutional care model to a proactive, preventive social work management approach within the framework of the strategic vision "Turkey's Family and Population Decade." The primary objective of the research is to propose an integrated model modification to prevent micro-level family crises from leading to macro-level institutional dependency and socio-demographic dissolution. In line with this purpose, open-access data shared by the Turkish Statistical Institute (TURKSTAT) and the Ministry of Family and Social Services (MoFSS) were systematically analyzed through the lenses of ecosystemic theory and attachment paradigm. The current data indicate that the average household size in Turkey is on a downward trend, while the proportion of single-person and single-parent households is increasing, which directly impacts the supply-demand balance within the child protection system. Although the physical standards of traditional institutional care (Child Homes Sites) have been optimized, they still exhibit structural limitations in children's long-term psychosocial development and secure attachment cycles due to their mass nature and high staff turnover rates. In this context, the study introduces a data-driven "Proactive Social Work Management Model" (PSWM-M) that incorporates early warning mechanisms, graded social-economic support optimization, and a professionalized foster care module aimed at reducing the risks and operational costs of institutionalization. This integrated model charts a strategic roadmap for a sustainable, cost-effective, and human-centered managerial transformation in child welfare policies.

Keywords: Preventive Social Services, Child Welfare Management, Foster Care, Institutional Care, Strategic Social Policy.

**DIGITAL TRANSFORMATION AND PSYCHOLOGICAL NEEDS: THE
RELATIONSHIP BETWEEN ATTITUDES TOWARD ARTIFICIAL
INTELLIGENCE AND BASIC PSYCHOLOGICAL NEED SATISFACTION AMONG
UNIVERSITY STUDENTS**

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ABSTRACT

Aim: This study aims to examine the relationship between university students' attitudes toward artificial intelligence and the satisfaction of basic psychological needs through the use of artificial intelligence.

Method: The study, designed with a correlational survey model, was conducted with a sample of 504 undergraduate students who use artificial intelligence. Data were collected online using the Scale of Attitudes Toward Artificial Intelligence for University Students (SATAI) and the Scale of Basic Psychological Need Satisfaction Through the Use of Artificial Intelligence (BPNS-AI).

Results: Students' attitudes toward artificial intelligence were found to be above the moderate level (SATAI: 3.50 ± 0.66), while psychological need satisfaction was at a moderate level (BPNS-AI: 3.12 ± 0.76). A statistically significant, positive, and moderate relationship was identified between the two variables ($r=0.538$; $p<0.001$); as attitudes toward artificial intelligence become more positive, psychological need satisfaction also increases. Students who use artificial intelligence every day scored significantly higher than the other groups across all dimensions. Students who believe that artificial intelligence contributes to academic achievement reached markedly higher scores in terms of both attitudes and need satisfaction. Gender and age had no significant effect on either scale.

Conclusion: A positive attitude toward artificial intelligence is significantly associated with basic psychological need satisfaction. It is recommended that students' psychological needs be taken into account when planning the integration of artificial intelligence into education.

Keywords: Attitude Toward Artificial Intelligence, Basic Psychological Needs, University Students, Digital Transformation

DİJİTAL DÖNÜŞÜM VE PSİKOLOJİK İHTİYAÇLAR: ÜNİVERSİTE ÖĞRENCİLERİNDE YAPAY ZEKAYA YÖNELİK TUTUM İLE TEMEL PSİKOLOJİK İHTİYAÇ TATMİNİ ARASINDAKİ İLİŞKİ

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ÖZET

Amaç: Bu araştırma, üniversite öğrencilerinin yapay zekaya yönelik tutumları ile yapay zekâ kullanımı yoluyla temel psikolojik ihtiyaç tatmini arasındaki ilişkiyi incelemeyi amaçlamaktadır.

Yöntem: İlişkisel tarama modelinde tasarlanan çalışmanın örneklemini, yapay zekâ kullanan 504 lisans öğrencisi oluşturmaktadır. Veriler çevrimiçi olarak toplanmış; Üniversite Öğrencilerinin Yapay Zekaya Yönelik Tutum Ölçeği (SATAI) ve Yapay Zekâ Kullanımı Yoluyla Temel Psikolojik İhtiyaçların Tatmini Ölçeği (YZTPHTÖ) uygulanmıştır.

Bulgular: Öğrencilerin yapay zekaya yönelik tutumları orta düzeyin üzerinde (SATAI: $3,50 \pm 0,66$), psikolojik ihtiyaç tatmini ise orta düzeyde (YZTPHTÖ: $3,12 \pm 0,76$) saptanmıştır. İki değişken arasında istatistiksel olarak anlamlı, pozitif yönlü orta düzeyde bir ilişki belirlenmiştir ($r=0,538$; $p<0,001$); yapay zekaya yönelik tutum olumlu oldukça psikolojik ihtiyaç tatmini de artmaktadır. Yapay zekayı her gün kullanan öğrenciler, tüm boyutlarda diğer gruplara kıyasla anlamlı düzeyde daha yüksek puan almıştır. Yapay zekanın akademik başarıya katkı sağladığını düşünen öğrenciler ise hem tutum hem de ihtiyaç tatmini açısından belirgin biçimde daha yüksek puanlara ulaşmıştır. Cinsiyet ve yaşın her iki ölçek üzerinde anlamlı bir etkisi bulunmamıştır.

Sonuç: Yapay zekaya yönelik olumlu tutum, temel psikolojik ihtiyaç tatminiyle anlamlı düzeyde ilişkilidir. Eğitimde yapay zekâ entegrasyonunun planlanmasında öğrencilerin psikolojik ihtiyaçlarının gözetilmesi önerilmektedir.

Anahtar Kelimeler: Yapay Zekâ Tutumu, Temel Psikolojik İhtiyaçlar, Üniversite Öğrencileri, Dijital Dönüşüm

**PERCEIVED DEFICIENCIES IN SCHOOL PRINCIPALS' COMMUNICATION,
ETHICAL LEADERSHIP, AND SCHOOL CLIMATE: A QUALITATIVE STUDY
BASED ON EXPERIENCED TEACHERS' VIEWS**

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ABSTRACT

This study examined experienced teachers' perceptions of school principals' deficiencies in communication, ethical leadership, and school climate. Drawing on a qualitative case study design, the study aimed to understand how teachers with long professional experience interpret principals' relational, ethical, and professional leadership practices in everyday school life. The study group consisted of 11 experienced teachers working in public schools in the central district of Düzce, Türkiye, during the 2025–2026 academic year. Participants were selected through criterion sampling, and data were collected through semi-structured interviews. The interview data were analyzed through content analysis with the support of NVivo 15 qualitative data analysis software. The findings revealed two overarching deficiency domains. The first domain, deficiencies in communication, interpersonal relations, and school climate, included limited accessibility, authoritarian communication, lack of participatory management, inability to establish a positive school climate, creating divisions among teachers, suppressing problems rather than solving them, and insufficient support for teacher motivation. The second domain, deficiencies in ethical leadership, justice, and professional stance, included lack of fairness and impartiality, problems related to merit-based management, governing through positional and regulatory authority, weak public service responsibility, insufficient work discipline, lack of professional self-regulation, and limited self-awareness. Overall, the findings indicate that experienced teachers evaluate school principalship not only through formal administrative performance but also through relational quality, ethical conduct, professional credibility, and the capacity to build a trustworthy school climate. The study suggests that principal preparation and professional development should prioritize communication, ethical decision-making, participatory leadership, professional self-regulation, and school climate-building competencies.

Key Words: School principals, ethical leadership; school climate; communication; experienced teachers; qualitative case study; Türkiye.

1. Introduction

School principals occupy a central position in shaping the social relationships, ethical culture, and organisational functioning of schools. Contemporary educational leadership is no longer limited to implementing regulations, managing personnel, and carrying out routine administrative tasks. Principals are also expected to strengthen trust and collaboration among teachers, support teachers' commitment to their schools and profession, and improve the overall quality of school life. Contemporary school leadership therefore requires a relational, ethically grounded, and context-sensitive approach to practice (Biniaminov & Moshel, 2025; Keravnos et al., 2025; Veletić et al., 2023). This broad range of responsibilities requires principals to communicate constructively, develop fair and transparent relationships, support teachers' professional knowledge and agency, and create a positive school climate in which both teachers and students can develop and flourish.

A growing body of educational leadership research shows that principals' everyday conduct directly shapes teachers' perceptions of fairness, trust, motivation, and commitment. Teachers do not evaluate leadership only through formal decisions or written regulations. Principals' daily conversations, their responses or lack of response, the situations in which they remain silent, their approaches to problems, and the relational patterns they establish with teachers also shape perceptions of leadership. Teachers' accounts therefore provide an important source of evidence for understanding how school leadership is enacted in everyday practice. Teachers attach particular importance to fairness, integrity, care, accessibility, and respect. Ethical leadership can strengthen administrator–teacher trust, positive organisational culture, job satisfaction, motivation, and commitment to the school (Biniaminov & Moshel, 2025). By contrast, principals' distant, inconsistent, authoritarian, or seemingly unfair conduct may gradually weaken these relational foundations.

Communication is one of the domains in which teachers experience school leadership most clearly. Principals who are accessible, responsive to teachers' needs, and willing to listen are more likely to build trust among teachers and reduce conflict within the school (Keravnos & Symeou, 2026). Communication problems may appear in different forms. These include the principal being inaccessible to teachers, showing unwillingness to listen to their concerns, avoiding genuine dialogue, using conflictual language, or attempting to make problems invisible. Such problems do more than obstruct the exchange of information. They also affect teachers' sense of belonging, their willingness to collaborate, and their judgement of whether the school is governed through trust or control. When everyday interaction, recognition, and shared meaning become recurring patterns, communication becomes a central component of school climate.

Ethical leadership is another fundamental dimension of effective school leadership. In schools, ethical leadership refers to principals' demonstration of fairness, integrity, care, responsibility, and ethically appropriate conduct in both their personal behaviour and professional relationships (Biniaminov & Moshel, 2025; Da'as, 2025). It also involves two-way communication, decision-making based on clear principles, and modelling moral conduct for the school community. Principals regularly make decisions concerning task allocation, teacher evaluation, resource distribution, conflict management, and the interpretation of rules. These

decisions are not merely administrative procedures. They also shape teachers' judgements of whether the school is governed according to impartiality, merit, professional responsibility, and the ethics of public service.

Ethical leadership becomes particularly important in centralised and bureaucratic education systems. In such systems, principals work within strong regulatory and accountability frameworks while also exercising a degree of discretion in everyday school life. Applying the same rule to everyone or completing formal procedures correctly may not, by itself, resolve all inequalities that arise in daily practice. In their qualitative case study conducted in Türkiye, Polat et al. (2026) show that routine decision-making processes, resource distribution, and micropolitical relations within schools may sustain certain inequalities despite formal regulation. Their concept of "leadership blindness" draws attention to subtle forms of exclusion, favouritism, and inequity that administrators may fail to recognise. Teachers' views of fairness, impartiality, merit, and professional stance can therefore contribute to understanding the ethical quality of school leadership under centralised conditions.

School climate refers to the broader organisational environment in which communication and ethical leadership are experienced. It includes shared perceptions of rules, beliefs, relationships, trust, and support for new initiatives (Veletić et al., 2023). However, teachers and principals may interpret the same school environment differently. Veletić et al. (2023) found that principals generally perceived school climate more positively than teachers. This difference suggests that teachers may experience certain tensions more clearly than those occupying formal administrative positions, who may not see or fully recognise them. Teachers' accounts are therefore particularly important for understanding issues such as fragmented relationships among staff, low motivation, the use of positional authority, and difficulties in establishing a positive school climate.

International research increasingly addresses ethical leadership, social justice leadership, faculty trust, and school climate. However, a substantial proportion of this research focuses on ideal behaviours expected of principals or on the measurable outcomes of leadership. The qualitative accounts of experienced teachers provide a different perspective. They show how leadership practices that are expected but remain weak or absent are recognised in everyday school life. Teachers describe perceived deficiencies not only in abstract terms, but also through concrete patterns of communication, decision-making, authority use, and professional conduct.

Against this background, the present study examines experienced teachers' perceptions of school principals' deficiencies in communication, ethical leadership, and school climate in Türkiye. The study considers two interconnected domains. The first includes communication, interpersonal relations, and school climate; the second includes ethical leadership, fairness, and professional stance. Examining these domains together makes it possible to trace how relational and ethical deficiencies emerge in the everyday functioning of schools and how they are interpreted by teachers.

The study is guided by the following research question:

How do experienced teachers perceive school principals' deficiencies in communication, ethical leadership, and school climate?

2. Literature Review

2.1. Communication and Relational Accessibility in School Leadership

School leadership is enacted through everyday conversations, responses, and relational signals. Communication does more than transmit information; it can also make teachers feel recognised, respected, supported, and included in the school community. Principals who are visible within the school and responsive to teachers' needs create appropriate conditions for teachers to raise concerns, seek assistance, and participate with a sense of psychological safety. Keravnos and Symeou (2026) identify an "Open Door–Support" approach as one of the core practices of highly trusted primary school principals. This approach is accompanied by fairness, respect, consistency, reliability, trust in teachers, exemplary conduct, competence, organisational ability, and attention to confidentiality. Accessibility therefore means more than keeping the principal's office door open. Its leadership value depends on whether it is sustained as part of a broader pattern of reliable and respectful conduct.

Teachers also interpret a principal's accessibility as an indication of how seriously the principal takes their professional and personal well-being. Attentive listening, timely responses, and a visible presence in everyday school life can strengthen perceptions of supportive leadership. By contrast, repeated distance or a lack of response to teachers' requests may lead teachers to protect themselves. They may restrict the information they share with the principal, delay seeking help, or withdraw entirely from communication with the administration. Communication problems therefore have both practical and symbolic consequences. On the one hand, they make problems more difficult to resolve; on the other, they weaken teachers' perceptions that they are valued and taken seriously.

Conflict management provides an important test of the quality of a principal's relational accessibility. Differences of opinion, interpersonal tensions, and incompatible expectations are normal features of schools as social organisations. Dialogue-oriented processes make it possible to examine the causes of these tensions and address problems constructively. By contrast, avoiding conflict, remaining silent, applying pressure, or relying on authoritarian control may temporarily make the problem less visible, but such responses do not remove its underlying causes. Over time, they may weaken teachers' trust in the administration and make them more cautious about expressing concerns.

Participatory leadership gives communication an organisational function. Creating a genuine and credible space for teachers' expertise in decision-making processes enables them to contribute their professional knowledge, share responsibility, and feel recognised. Keravnos et al. (2025) found that high-trust schools combined transformational, instructional, and distributed leadership approaches. In these schools, fair and transparent conduct, close engagement with teaching and learning, and the meaningful sharing of decisions complemented one another. These findings suggest that humane and participatory management supports both teachers' capacity to exercise professional agency and the school's collective capacity for improvement.

2.2.Ethical Leadership, Fairness, and Professional Stance

School leadership involves numerous decisions with moral, social, and professional consequences. This has made ethical leadership one of the central topics in educational administration research. Biniaminov and Moshel's (2025) systematic review shows that fairness, integrity, and care are qualities that teachers consistently value in school principals. The same review associates teachers' perceptions of ethical leadership with administrator–teacher trust, positive organisational culture, motivation, job satisfaction, commitment to the school, and lower levels of burnout. Ethical conduct is therefore not merely an abstract or moral expectation. It is a practical condition for sustaining teachers' professional participation and organisational commitment.

Ethical leadership connects a principal's personal conduct with institutional responsibility. Principals are expected to model fairness, honesty, care, openness, and respect, and to strengthen the school's ethical norms through communication and decision-making (Da'as, 2025). Who receives opportunities, how conflicts are addressed, how inequalities are handled, and how authority is exercised all make the school's ethical orientation visible. Teachers' concerns about fairness, merit, positional power, public-service responsibility, and self-regulation can therefore be interpreted as different expressions of the school's ethical order.

Fairness is particularly important in teachers' experience of leadership. Nelson et al. (2025) establish a relationship between teachers' perceptions of administrator fairness and their commitment to the school, showing that perceived gaps in fairness may weaken teachers' attachment to the organisation. Teachers do not form these judgements solely by examining formal decisions. They also consider how principals treat people and how individuals are treated during decision-making processes. A decision may comply with regulations and still be perceived as biased, inconsistent, or insufficiently attentive to the circumstances of those affected. The ethical credibility of leadership therefore depends on relational justice, procedural clarity, and consistency in professional conduct.

The concept of professional stance brings self-regulation, public responsibility, impartiality, and role consciousness into the analysis. This stance becomes visible in how principals maintain professional boundaries, model disciplined conduct, manage their emotions, and exercise authority. Turning the principalship into a personal sphere of power, using status to control staff, or governing the school through fear may weaken a principal's moral credibility. The principal's conduct therefore serves as a public expression of the school's ethical expectations and connects individual behaviour with the wider organisational climate.

2.3.Social Justice Leadership and Micropolitics in the Turkish Context

Social justice leadership broadens the concept of ethical leadership to include equity, recognition, participation, and the transformation of unjust structures. Rong and Chen's (2025) review of two decades of research shows that social justice leadership has become an established field and a central issue in principal preparation and practice. From this perspective, teachers' concerns about justice can reveal how authority, recognition, and participation are organised across the school community.

In centralised systems, social justice leadership is enacted within a continuing institutional tension. Principals are required to implement the demands of a hierarchical system while also shaping fairness and belonging through their everyday decisions. Polat et al. (2026) explain that bureaucratic expectations and limited recognition of small-scale inequalities may cause social justice to remain superficial in Turkish schools. Their analysis of “leadership blindness” demonstrates that inequalities may be reproduced through task allocation, resource distribution, decision-making, and responsiveness to cultural difference, even when official discourse emphasises inclusion.

A micropolitical perspective brings teacher groupings, favouritism, merit, and the use of positional authority into the same field of analysis. Schools are environments in which power, loyalty, recognition, and professional identities are continually negotiated. Granting privileges to particular groups of teachers or relying heavily on formal position may create distrust and passive resistance among staff. As such practices become established over time, teacher solidarity and the school’s capacity for collective improvement may weaken.

Experienced teachers are in a strong position to describe such patterns because they encounter different principals, organisational cultures, administrative routines, and policy changes throughout their careers. Their long-term professional perspective can reveal continuities and recurring problems that short-term evaluations or standardised scales may fail to detect. The present study draws on this perspective to examine how leadership deficiencies affect the moral and relational life of schools.

2.4.School Climate, Faculty Trust, and Participatory Culture

School climate refers to shared perceptions of the school’s social, relational, and organisational environment, including trust, rules, beliefs, encouragement, collaboration, and the quality of relationships (Veletić et al., 2023). These perceptions develop over time through recurring decisions and interactions among school members. Principals influence the conditions under which teachers communicate, collaborate, participate in decisions, and experience professional recognition. Leadership therefore plays a central role in the formation of school climate.

Perceptions of school climate may differ according to individuals’ positions within the school. Veletić et al. (2023) found that principals generally evaluated school climate more positively than teachers. This difference makes teachers’ accounts analytically valuable. Their views may reveal relational fractures and ethical concerns that are less visible from an administrative position. Experienced teachers also provide a career-spanning perspective on how such tensions emerge and continue over time.

Faculty trust is one of the main mechanisms connecting leadership practice with school climate. Principals who are highly trusted by teachers combine fairness, respect, consistency, reliability, competence, confidentiality, support, and an open-door approach (Keravnos & Symeou, 2026). Keravnos et al. (2025) similarly show how moral purpose, instructional credibility, and shared decision-making support schools with high levels of trust. Across these studies, trust is not treated as something that is established once and then remains unchanged. It must be continually renewed and maintained through leadership conduct.

A participatory culture helps prevent the fragmentation of relationships among teachers. Giving teachers a voice, sharing decisions, and evaluating school practices collectively can strengthen their ownership of school goals. By contrast, recognising only certain individuals, suppressing problems, and granting privileges to particular groups may shift the school climate towards competition, silence, and disengagement. Communication, ethical judgement, and participation therefore come together in the everyday construction of school climate.

2.5. Conceptual Positioning of the Present Study

The reviewed literature treats communication, ethical leadership, and school climate not as separate topics but as interconnected processes. Communication influences the principal's accessibility, teachers' trust, and the school's capacity for collective problem solving. Ethical conduct shapes perceptions of fairness, merit, impartiality, and professional credibility. As these practices recur, their effects become embedded in interpersonal relationships, everyday routines, and the organisational norms of the school. This connection provides the conceptual basis for examining the two principal domains addressed in the study together.

Within this framework, a perceived "deficiency" refers to the gap between the leadership behaviours teachers expect from principals and the practices they encounter in everyday school life. The concept directs attention to recurring conduct while also recognising the bureaucratic, cultural, and institutional conditions surrounding principalship. The accounts of experienced teachers make it possible to examine how everyday communication and the exercise of authority shape teachers' professional lives, the principal's ethical credibility, and the climate of the school.

3. Methodology

3.1. Research Design

This study used a qualitative case study design to examine how experienced teachers interpreted school principals' deficiencies in communication, ethical leadership, and school climate. The case was bounded by experienced teachers' accounts of principalship in public schools in the central district of Düzce, Türkiye, during the 2025–2026 academic year. A case study was appropriate because the phenomena under examination—communication, fairness, professional conduct, and school climate—were embedded in teachers' everyday interactions with school leadership (Creswell & Creswell, 2023; Merriam, 1998; Yin, 2018).

3.2. Participants and Sampling

Criterion sampling was used to recruit 11 teachers whose long careers offered sustained exposure to different principals and school contexts (Patton, 2015). Eligibility required at least 20 years of teaching experience. The participants had taught for 21–34 years ($M = 26.9$); one worked in a primary school, four in middle schools, and six in high schools. Classroom and subject teachers from several disciplines were represented. To limit identification risk, characteristics are presented in aggregate and the interviewees are referred to as T1–T11.

3.3. Data Collection

Semi-structured interviewing took place from 8 to 29 April 2026. Individual conversations lasted between 16 and 55 minutes, yielding 427 minutes of recordings. Literature on ethical and social justice leadership, teacher–principal relations, communication, and school climate informed the interview guide, which was revised after expert review. Each conversation occurred in a setting that supported privacy and uninterrupted talk; permission to record was obtained before verbatim transcription.

The interview corpus forms part of the first author’s ongoing doctoral dissertation in Educational Administration at Düzce University. The wider inquiry covered three areas: (1) principals’ development needs and the knowledge and skills expected of them, (2) difficulties arising in school management, and (3) perceived deficiencies in principals. This paper draws only on the third area. Because relevant comments sometimes appeared while another question was being discussed, every transcript was screened in full. Inclusion required an explicit description of an absent, insufficient, or problematic principal practice connected to the present research question; comments about needs or difficulties alone were left outside this analysis.

3.4.Data Analysis

Qualitative content analysis provided the analytic framework (Schreier, 2012; Yıldırım & Şimşek, 2021). Initial readings preserved the coherence of each interview before smaller meaning units were identified. Segments meeting the inclusion rule received descriptive codes close to the teachers’ wording. Comparison within and across cases then sharpened code boundaries and brought related codes together. The process culminated in the two domains specified in the accepted abstract: communication, interpersonal relations, and school climate; and ethical leadership, justice, and professional stance.

NVivo 15 served as an organizational and retrieval environment: it linked codes to their source passages and supported cross-case comparison, but it did not generate categories or interpretations. For each retained segment, an evidence matrix recorded the participant, transcript location, source wording, assigned code, and reason for inclusion. Analytical choices were logged and settled through a researcher-led process.

The *n* attached to each code reports participant coverage: the number of interviews containing at least one relevant segment. It carries no estimate of prevalence beyond this sample and is separate from the number of quotations. Because codes could overlap, one teacher could contribute to several codes. Figure 1 therefore presents cumulative participant–code occurrences.

Interviews and original transcripts were in Turkish. Reported excerpts were translated into English and checked line by line against their Turkish sources. Filler expressions and minor repetition were trimmed only when readability improved without altering emphasis or meaning.

3.5.Trustworthiness and Ethical Considerations

Several practices made the interpretive route traceable: repeated reading of complete interviews, stable application of the inclusion rule, comparison across cases, an evidence matrix, and quotations that allow readers to examine the fit between data and claims. The report

was also reviewed against qualitative interview-reporting principles (Tong et al., 2007). Coding was led by one researcher, so trustworthiness was supported through the audit trail, source-linked evidence, and transparent documentation of analytical decisions.

Ethical approval was granted by the Düzce University Scientific Research and Publication Ethics Committee (decision no. 2025/561, 18 December 2025), and all interviews took place after approval. Before recording began, participants were informed of the study's purpose, the voluntary nature of participation, audio recording, their right to stop the interview at any time, confidentiality procedures, the use of data in the thesis and scientific publications, and the possible publication of anonymized quotations. All participants gave verbal informed consent. Names, schools, and other identifying details were removed from the reporting, and audio files and transcripts were handled confidentially.

4. Findings

The qualitative content analysis produced two overarching deficiency domains. Figure 1 summarizes their structure and the cumulative participant–code occurrences within each domain.

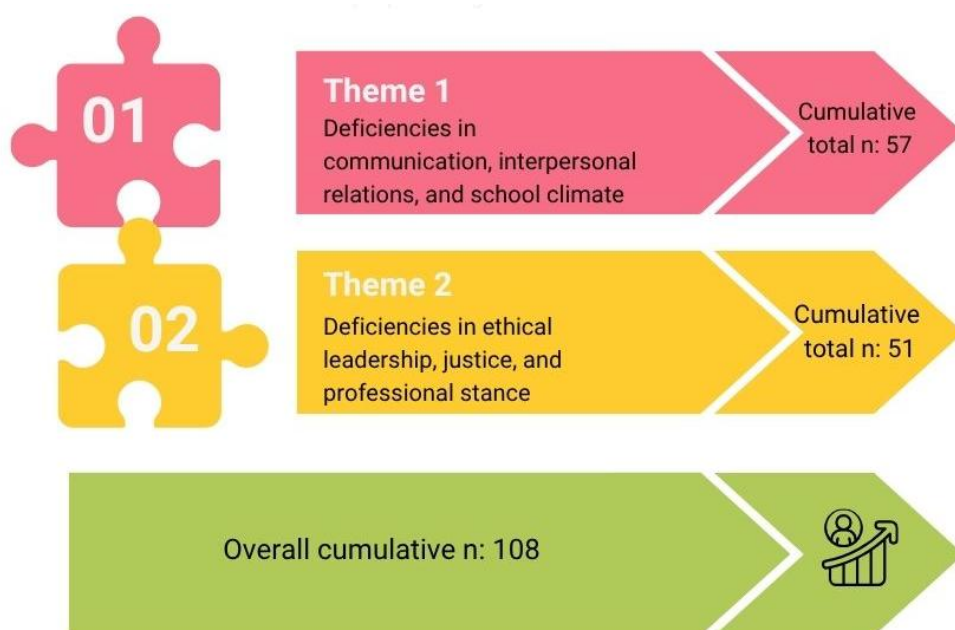


Figure 1. *Two overarching deficiency domains identified in experienced teachers' accounts*

Communication, interpersonal relations, and school climate accounted for 57 cumulative participant–code occurrences, while ethical leadership, justice, and professional stance accounted for 51, giving an overall total of 108. This cumulative value combines overlapping codes across the 11 interviews. The code-level n values below show how many participants contributed to each code.

Teachers connected the codes with trust, motivation, collaboration, and the school's moral atmosphere. The presentation below follows these relationships across the two domains. English translations are used, and T1–T11 are the only participant identifiers.

4.1. Deficiencies in Communication, Interpersonal Relations, and School Climate

Figure 2 maps seven codes within communication, interpersonal relations, and school climate. Insufficient communication and limited accessibility, conflict-oriented and authoritarian management, and problem suppression appeared in all 11 interviews; inability to establish a positive school climate followed closely ($n = 10$). Lack of humane-participatory management ($n = 7$), creating divisions among teachers ($n = 6$), and failure to support teacher motivation ($n = 1$) had narrower coverage. The ordering reflects participant coverage and carries no ranking of seriousness. Across the codes, everyday interaction and problem handling occupied the centre of teachers' evaluations.

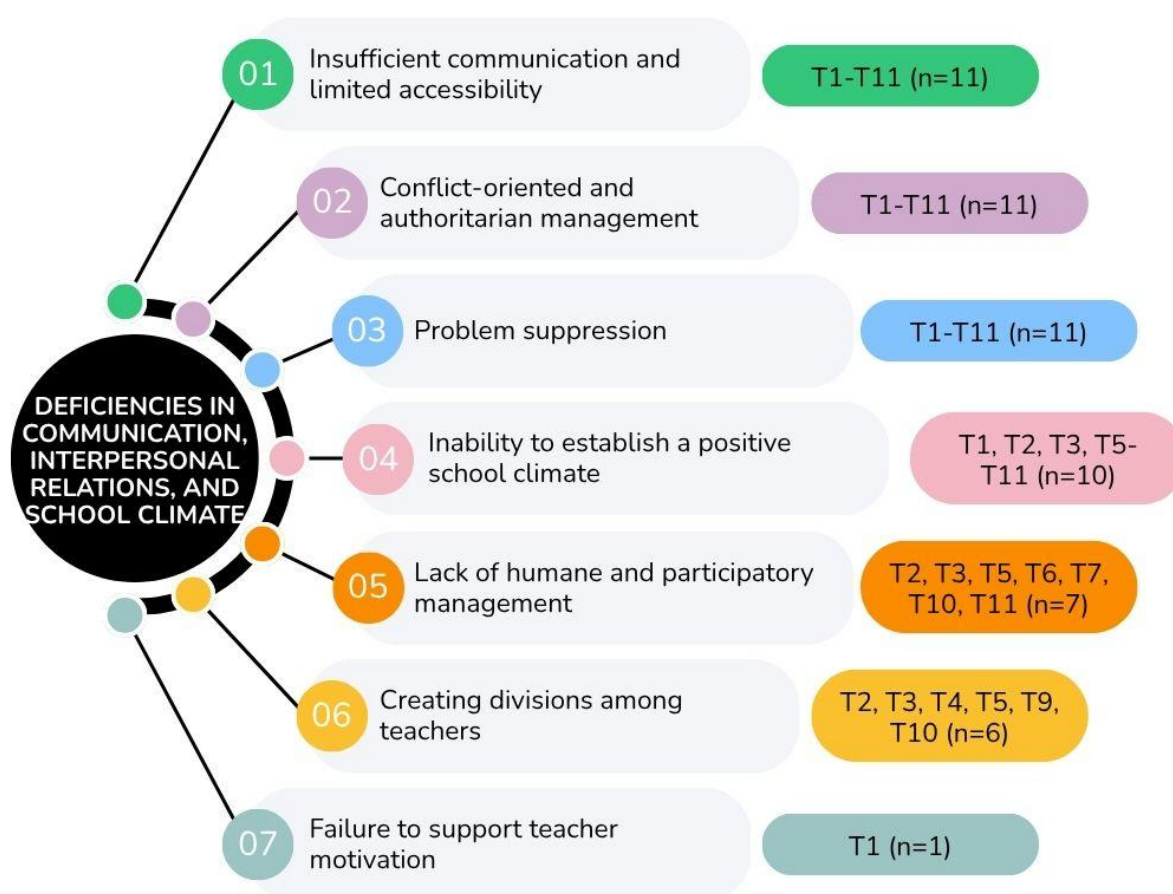


Figure 2. *Distribution of deficiencies in communication, interpersonal relations, and school climate*

Insufficient communication and limited accessibility appeared in every interview ($n = 11$). Teachers associated access with a principal's readiness to listen, remain engaged, and respond constructively. Hurried encounters and closed communication discouraged some teachers from raising problems. T5 captured how this withdrawal could develop:

“When I think about all the principals I have worked with, the most negative one that comes to my mind is the principal who is closed to communication. You go to the principal, but the principal does not want to talk to you and does not listen to you. The principal expects you to finish quickly and leave. After a while, even when there is a problem, you do not want to go

to the principal's office, because you think, 'The principal will not listen to me anyway; the principal will just dismiss it.' Then the problems continue to grow." (T5)

T3 shifted attention from physical access to the quality of listening:

"I think it is about communication. Direct communication. Sometimes they do not listen; they need to listen well. If they listen to all personnel, teachers, and stakeholders, problems can be solved very easily by talking and listening." (T3)

Together, the excerpts define meaningful communication through listening, mutual understanding, and follow-through. Physical access lost much of its value when these qualities were absent. They also trace a feedback loop in which anticipated dismissal reduced teacher contact and allowed problems to persist.

Conflict-oriented and authoritarian management also ran through all 11 interviews. Command, threat, and pressure were said to disturb school peace and invite resistance. Teachers accepted that principals sometimes had to make firm decisions; their concern centred on the language and relational manner through which authority was expressed. T2 described the reaction produced by a superior stance:

"When the principal enters the mode of 'I know better than you,' this creates pressure. Then the teacher may try to prove herself, and this leads to stubbornness. Where there is stubbornness, unfortunately, good relations cannot exist." (T2)

The cost of threatening language became more explicit in T10's account:

"If the approach is 'Do this, do that; if you do not do it, this will happen,' such threatening language distances the teacher. It also disrupts the work. The teacher starts to look at everything negatively and may not even teach willingly." (T10)

Teachers' accounts draw a clear line between direction and domination. The principal's language and treatment of staff could turn formal direction into coordinated action or provoke resistance. Communicative conduct consequently shaped teachers' willingness to contribute.

A third code shared by all participants concerned problem suppression ($n = 11$). Teachers assigned leadership an active role in keeping responsibility visible, investigating causes, and coordinating a response. T3 described this orientation in terms of reaching the source:

"A principal should approach problems in a solution-oriented way. Instead of suppressing the problem or making it disappear by force, the principal should go to the source of the problem and remove it, making the school a happier, more peaceful, more livable, and more successful environment." (T3)

T4, by contrast, illustrated what happened when responsibility was pushed back to the teacher:

"The principal cannot solve the problem. For example, the principal throws the ball to the teacher and withdraws. But it does not work that way; then the problems actually grow. The principal should stand right in the middle of every problem." (T4)

The accounts describe three different forms of response. Suppression created an appearance of order, withdrawal transferred the issue to someone else, and constructive ownership sustained

inquiry, coordination, and follow-through. Problems were experienced as intensifying when no one kept responsibility for the response visible.

Inability to establish a positive school climate appeared in 10 interviews. Trust, peace, fairness, collaboration, and motivation were woven together, while unequal closeness and fragmented relationships marked their absence. T5 traced one perceived route from selective proximity to grouping, tension, and lower motivation:

“If the principal keeps an equal distance from everyone, there are not many problems. But when relationships become too close with some people, justice may disappear. Then problems emerge among teachers. Groups are formed, and when groups are formed, tension appears in the school environment. In such an environment, success also decreases. When peace decreases, motivation decreases as well.” (T5)

T7 approached climate through the principal’s balance of warmth and firmness:

“The principal should be warm enough to inspire affection and firm enough to maintain discipline. The principal’s stance is very important. If a principal’s attitude or behavior creates antipathy, it will certainly disturb the peace of the school. Peace matters: for a school to move forward, it needs both peace and a positive climate.” (T7)

Both excerpts place school climate in recurring conduct. A principal’s everyday practices help form the climate, and the climate already present influences later interactions. The principal’s stance therefore becomes a visible organising influence on peace, trust, and collective work.

Seven interviews brought lack of humane and participatory management into the analysis. Teachers recognized the place of formal authority and regulation and questioned their use when personal, emotional, or professional circumstances disappeared from view. T2 framed the issue as a need for principled discretion:

“Even if a principal has professional competence, the principal should act by prioritizing human values. The principal should not suffocate teachers with regulations by saying, ‘I will apply all the rules.’ I think the principal should be able to take initiative when necessary.” (T2)

This account presents principled discretion as a leadership capacity. Empathy and workable solutions gain credibility when joined with consistency and reasons that others can understand. Humane-participatory leadership depends on this ability to respond to circumstances in a publicly defensible way.

Six participants referred to creating divisions among teachers ($n = 6$), describing grouping, favouritism, or tolerance of persistent factions. T9 presented the strongest version of this concern by depicting division as a possible management tactic:

“A principal should not discriminate among teachers. The principal should not think, ‘There are two groups of teachers; women and men, or right-wing and left-wing. Let me talk to them separately, let there be a little tension between them, and I can manage them better.’ This is wrong. Creating a peaceful environment among teachers is also a skill.” (T9)

T9’s account shows how perceived grouping can reorganise teacher relationships around suspicion. Unequal access, pre-existing factions, and poorly explained decisions can reinforce

the same pattern. As collegial trust declines, the school loses part of its relational capacity for collaboration.

Failure to support teacher motivation formed a distinct code in one interview (n = 1), although appreciation and being valued surfaced indirectly elsewhere. Its analytical value lies in identifying a specific mechanism through which participation can motivate: drawing on a teacher's expertise communicates professional recognition. T8 described this process directly.

“When the principal asks, ‘What is your opinion?’ and gives you a task by considering your expertise, the principal actually makes you feel valued. It means, ‘I value you; I believe you can do this.’ This is a kind of teacher motivation.” (T8)

Across this domain, the principal's conduct influenced whether teachers entered professional dialogue or withdrew from it. Accessibility, authority, problem handling, participation, division, and motivation all contributed to that orientation. The accounts also identify several practical balances for leadership: warmth with firmness, discretion with consistency, and involvement with shared responsibility.

4.2. Deficiencies in Ethical Leadership, Justice, and Professional Stance

Figure 3 turns to ethical leadership, justice, and professional stance. Problems related to merit and professional stance/self-regulation each appeared in 10 interviews; lack of fairness and impartiality and the use of positional-regulatory authority followed at n = 9. Insufficient work discipline (n = 5), weak sense of public-service responsibility (n = 4), and lack of self respect and self-awareness (n = 4) completed the domain. Across these codes, teachers assessed legitimacy through decisions and through the conduct of the person making them.

Problems related to merit-based management occupied 10 interviews. Teachers used merit broadly, moving beyond appointment procedures to ability, character, judgement, and suitability for leadership. T4 linked perceived merit to the basic willingness to listen to a principal:

“Lack of merit is already a wider problem in our country. Some principals do not inspire my respect, even in the way they present themselves and behave. How carefully do you listen to someone you do not respect? What they say simply goes in one ear and out the other.” (T4)

T9 then separated formal experience and regulatory knowledge from the capacity to decide:

“One administrator can make a decision immediately and say, ‘Let us do it this way.’ Another says, ‘Should we do it like this or like that?’ This is not only a lack of knowledge. He may have years of experience and know the regulations. What matters here is merit: Can this person do the job? Not everyone can be a manager.” (T9)

Merit functioned as a judgement of leadership legitimacy. Competence, character, suitability, and decisiveness influenced whether teachers regarded the principal's authority as worthy of professional trust. Perceived merit thus connected formal appointment with willingness to recognise and follow leadership.

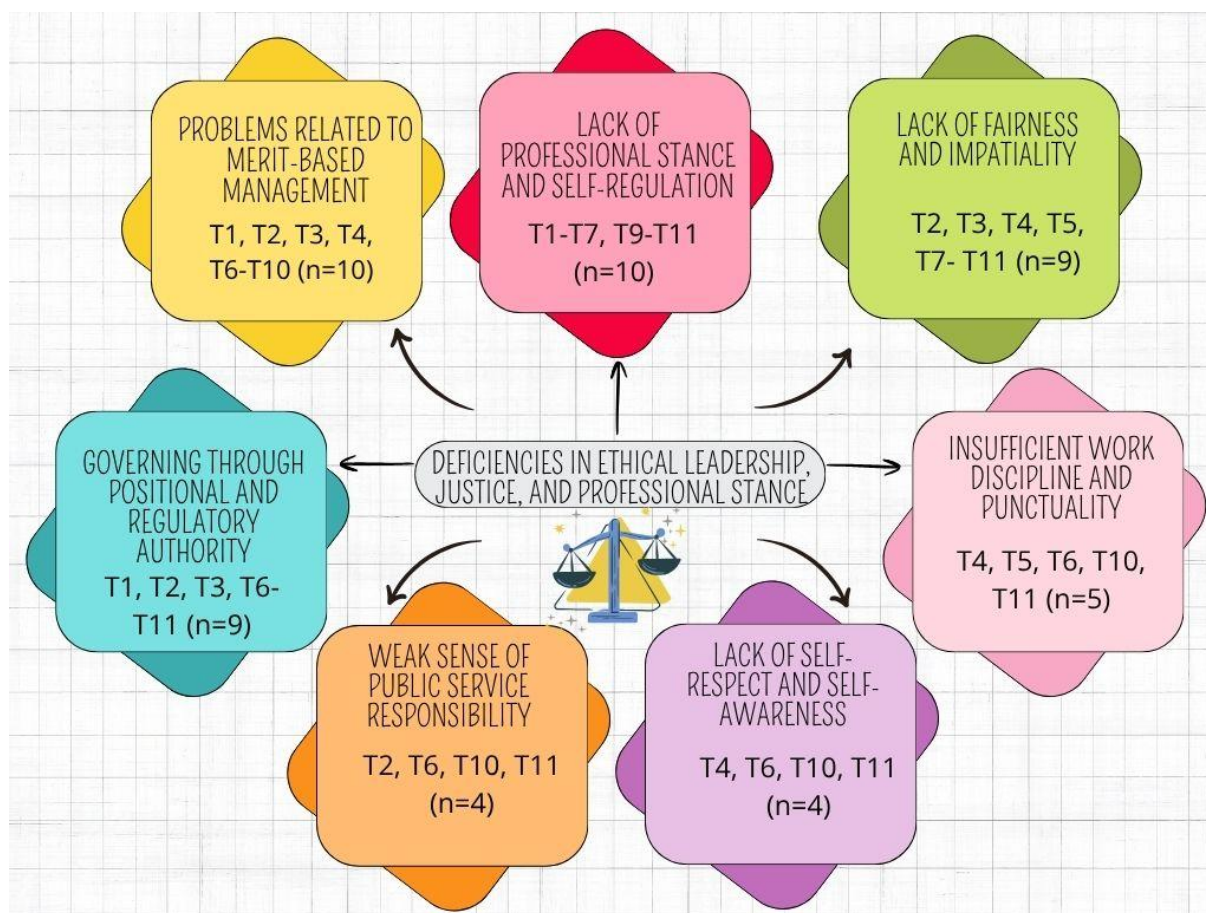


Figure 3. *Distribution of deficiencies in ethical leadership, justice, and professional stance*

Lack of professional stance and self-regulation had the same coverage (n = 10). The code combined self-control, appropriate distance, emotional balance, consistency, and decisiveness. T7 focused on how the principal’s manner could disturb peace:

“The principal should have a stance. This is very important. A principal whose attitude, behavior, or posture creates antipathy will definitely destroy peace in the school.” (T7)

T9 placed decisiveness at the centre of the role:

“I would first call it indecision. There is a classic distinction: administrator and manager. An administrator follows the law and administers; a real manager does not remain stuck between two options. My favorite profile is the one who can make decisions immediately. A hesitant administrator is not really a leader.” (T9)

The quotations expose a demanding boundary around decisiveness. Hesitation could erode confidence, while speed without listening could reproduce the authoritarian conduct criticized elsewhere in the interviews. Teachers valued timely judgement that remained explainable, attentive, and self-regulated.

Lack of fairness and impartiality entered nine interviews (n = 9) and were repeatedly tied to trust. T5 described justice as the condition that stopped other problems from spreading:

“First of all, I think the principal must be fair. By justice, I mean both among teachers and among students. When there is no justice, other problems continue like a chain. Teachers need to trust the administrator. When something happens, they should be able to say, ‘This principal treats us equally and fairly.’ When that trust exists, other problems in the school are solved more easily.” (T5)

Teachers associated fairness with treatment that could be justified openly. Different needs could receive different responses when the reasons were transparent and free from personal preference or external pressure. Clear reasoning helped responsive decisions retain their legitimacy.

Positional and regulatory authority became problematic in nine interviews when teachers experienced it as pressure. T3 offered a concrete allegation of positional power being used to construct a case against a teacher:

“There is governing through position and regulation. For example, a principal may call two or three teachers and say, ‘Would you sign this report?’ or ‘Sign it.’ He may make them sign something that did not actually happen and use his positional power to prepare a report against a teacher.” (T3)

T8 complicated this criticism by warning that repeatedly bending rules could also undermine principled administration:

“If a principal does not act according to the rules and instead tries to accommodate people, they will say, ‘You made an exception for me once; make one for this, that, and the other as well.’ You end up making continual concessions. That is not administration; it is simply occupying the office.” (T8)

The two accounts establish the boundaries of legitimate regulation. Rules can protect consistency, rights, and accountability, while coercive enforcement and personalized exceptions can each erode trust. Teachers judged authority through the way rules were applied, explained, and connected to the circumstances.

Five interviews shifted the focus from decisions to the principal’s own work discipline (n = 5). Teachers compared expectations placed on staff with the example set by the person enforcing them. T4 emphasized presence and compliance with working hours:

“In my view, the school principal should come to school on time and leave on time, just like us. He should comply with working hours. If he supervises us, he should also supervise students and make his own presence visible.” (T4)

T5 made the legitimacy of expectations explicitly dependent on role modelling:

“If we go to school on time and do our duty, and the principal expects this from us in meetings, then first he should set an example himself. He should come on time, do his own duties, and be at school during the hours he is supposed to be there. If he sets such an example, we take him seriously.” (T5)

Punctuality served as a visible sign of professional credibility. Teachers compared the standards principals demanded with the example they set and used that consistency to judge

the moral coherence of authority. Everyday work discipline consequently became a basis for professional trust.

Four participants identified a limited understanding of principalship as a public trust (n = 4). T10 criticised principals who treat the school as a personal domain instead of a public institution entrusted to their leadership:

“A principal should not think, ‘Everything here belongs to me,’ but, ‘I have been assigned to organise and manage this institution, and I should fulfil this duty properly.’” (T10)

This account indicates that personalising institutional authority constitutes a leadership deficiency. Participants expected principals to exercise authority with accountability and to recognise the school as a public responsibility, not personal property.

The remaining code, lack of self-respect and self-awareness, appeared in four interviews (n = 4). T6 emphasized recognition of personal limits and receptiveness to criticism:

“Most people find it difficult to recognize their own shortcomings. A principal therefore needs to trust the people around them and take note of criticism. Every administrator has different weaknesses; they do not all face the same problems or limitations.” (T6)

Self-awareness provided an active check on unreflective authority. Participants valued principals who could examine criticism, recognise personal limits, and revise their conduct while retaining responsibility for the final decision. Feedback thereby became a resource for professional self-regulation.

Viewed across the codes, ethical legitimacy depended on how principals handled several recurring tensions: merit and humility, discretion and consistency, authority and respect, confidence and receptiveness to criticism. Teachers used the principal’s repeated conduct within these tensions to assess the credibility of the role.

4.3.Overall Interpretation of the Findings

Across the findings, everyday communication made the exercise of authority visible. Repeated experiences of voice, fairness, and exclusion informed judgements of ethical legitimacy, and those judgements accumulated in perceptions of school climate. Ordinary interactions consequently acquired school-wide relational and moral significance.

Teachers treated formal administration as a baseline and extended their evaluation to the quality of leadership practice. Accessible communication, explainable decisions, fair discretion, professional role modelling, and workable relationships connected administrative action with professional recognition and collective capacity.

The interaction between the two domains carries the main analytical value. Denial of voice gave communication problems an ethical dimension; recurring ethical concerns reshaped trust and participation and entered the climate of the school. Organisational workload, centralised regulation, and existing staff relations influenced every stage of this process. Leadership quality emerged from the continuing relationship between conduct and context.

5. Discussion

The 11 experienced teachers who participated in the study identified two closely interconnected areas of deficiency among school principals. The first involved deficiencies in relational practices, including communication, interpersonal relations, and school climate. The second concerned deficiencies in ethical and professional practices, including fairness, merit, the use of authority, and professional stance.

A clear process emerged from the teachers' accounts. Principals' everyday relationships with teachers made visible how they exercised authority. Drawing on these daily experiences, teachers formed judgements about whether principals were ethically credible. When similar judgements were repeatedly reinforced, these perceptions moved beyond individual views of the principal and gradually became part of the school climate. The central interpretation of the study is therefore based on this connection among everyday interactions, the ethical credibility of leadership, and school climate.

5.1. Communication as the Relational Infrastructure of School Climate

Problems related to communication and accessibility, authoritarian forms of interaction, and the suppression of problems were raised in all interviews. According to the teachers, accessibility means more than keeping the principal's office door physically open. Principals should listen attentively to teachers, respond respectfully, and continue to engage with an issue after it has been raised.

An "open-door" approach is therefore more than a symbolic practice. It becomes a meaningful form of leadership only when it is supported by listening, respect, attentiveness, and continued follow-up. Keravnos and Symeou (2026) similarly identify open-door support, respect, consistency, and reliability as key characteristics of principals who are highly trusted by teachers. This convergence suggests that accessibility is not a one-time behaviour but an ongoing relational responsibility.

When teachers believed that the principal would not take them seriously or would disregard the concerns they raised, they sometimes chose not to share important information or worries. Such withdrawal weakens not only the relationship between teachers and the principal but also the school's capacity to identify problems in a timely manner, discuss them collectively, and resolve them through joint action.

Teachers' participation in decision-making gives communication an organisational function. A commanding tone and unilateral decisions may convey the message that teachers' professional knowledge and expertise are not sufficiently valued. By contrast, consulting teachers allows their knowledge and experience to inform school-level decisions.

Genuine participation, however, does not mean that everyone makes the final decision on every matter. In a credible participatory process, teachers should be offered real and meaningful opportunities to express their views, while final responsibility and decision-making authority should remain clear. This allows teachers to feel that their views are taken seriously without creating ambiguity about administrative responsibility.

This finding is consistent with Keravnos et al. (2025), who associate faculty trust with the combined use of transformational, instructional, and distributed leadership. According to the present findings, listening to teachers and sharing expertise can transform teachers' individual knowledge and experience into a collective resource that serves the school's shared goals.

Such interactions accumulate over time and shape teachers' broader evaluations of school climate. Peace, collaboration, fair treatment, and constructive approaches to problems were regarded as key indicators of the quality of everyday working relationships.

However, previous problems and tensions within the school may also influence how the practices of a new principal are received. For example, teachers who previously experienced serious distrust in the administration may initially respond cautiously even to the positive practices of a new principal. Leadership therefore shapes school climate, while the existing school climate also influences how leadership practices are interpreted.

Veletić et al. (2023) show that teachers and principals may perceive the same school climate differently, drawing attention to the influence of organisational position on such evaluations. Principals may see a more positive picture from their administrative position, while teachers may experience problems in everyday relationships more intensely.

The accounts of the experienced teachers in this study also indicate where relational improvement may begin. Improvement may arise not only from large-scale projects or formal regulations, but also from ordinary daily interactions through which teachers decide whether speaking, contributing, and trusting the administration are worthwhile.

5.2.Ethical Legitimacy: Fairness, Merit, and the Use of Authority

Fairness, impartiality, and merit were central criteria in whether teachers regarded a principal's decisions as professionally legitimate. Teachers found it difficult to trust the decisions of a principal whom they did not perceive as fair and impartial.

This finding is consistent with Biniaminov and Moshel's (2025) review, which identifies fairness, integrity, and care as central components of ethical leadership. Nelson et al. (2025) similarly show that perceived gaps in fairness can weaken teachers' commitment to both the school and its leadership.

The present study adds a process-oriented explanation to this literature. Teachers did not judge the principal's ethical credibility on the basis of a single incident. Instead, they observed over time how the principal made decisions, treated people, acted consistently, and accepted responsibility for decisions.

Formal authority therefore does not automatically produce professional credibility. A principal's formal position gains legitimacy in teachers' eyes only when fairness, consistency, responsibility, and respectful conduct reinforce one another.

Teachers did not evaluate merit solely according to the process through which a principal had been appointed. Although a fair and appropriate appointment process was considered important, competence, character, professional judgement, and decisiveness were also understood as components of merit.

Merit is therefore not a quality assessed only once at the point of appointment. Principals must continually demonstrate their suitability for the role through the way they perform their responsibilities. Teachers reassess merit over time by observing principals' conduct.

Acting on the basis of knowledge, behaving consistently, exercising ethical control over emotions and authority, and explaining decisions can gradually transform a principal's formal position into professional respect. From this perspective, office does not automatically generate respect; it must be supported by appropriate professional conduct.

The way rules are applied brings the institutional structure of the education system directly into teachers' ethical evaluations. Consistent application of rules can protect individuals' rights and limit arbitrary treatment.

By contrast, applying rules differently to particular individuals, using them as instruments of punishment, or enforcing them rigidly without considering the circumstances may weaken teachers' sense of justice. Applying the same rule differently to different people may create perceptions of favouritism or discrimination within the school.

Türkiye's centralised education system places school principals under considerable pressure to comply with regulations and remain accountable for their decisions. This pressure may lead principals to act with excessive caution in order to avoid mistakes. They may avoid taking responsibility, refer every decision to higher authorities, or apply rules without considering the specific context.

Polat et al. (2026) show that formal regulations alone cannot resolve some of the micropolitical problems associated with social justice in schools. Practices that appear formally equal may not eliminate problems such as power imbalances, favouritism, or the subtle exclusion of particular groups within the school.

Rong and Chen's (2025) review also argues that social justice leadership should form an important part of principal-preparation programmes. Principals need not only to know regulations but also to assess how their decisions affect different individuals and groups.

When this literature is considered alongside the present findings, a central professional responsibility of school principals becomes clear: regulations should be interpreted through judgement that is transparent, responsive to school conditions, and defensible in the public domain when necessary. Principals should be able to explain not only what decision they made, but also why they made it and which circumstances they considered.

5.3.An Integrated Interpretation

Communication was the key element connecting the relational and ethical domains identified in the study. When principals explained their decisions clearly, teachers were better able to see how fairness had been achieved.

Listening to teachers prevents participation from remaining a merely formal procedure and makes it genuinely functional. What matters is not creating the appearance that teachers' views have been sought, but ensuring that those views are actually considered.

Transparent explanations of the reasons behind decisions also help people understand how and why the principal has exercised discretion. Those affected by the decision can therefore see that it was not arbitrary but based on identifiable reasons.

Through repeated interactions in everyday school life, teachers gather practice-based evidence about the principal's ethical credibility and the relational climate of the school. How the principal listens, decides, explains, and behaves gradually develops into a broader perception of leadership.

Relational and ethical practices are therefore not independent areas. Teachers understand communication practices, fairness, and ethical conduct as parts of the same evaluative process. Communication is one of the primary means through which ethical leadership becomes visible and understandable to teachers.

This process constitutes the central conceptual contribution of the study. It shows how teachers move from seemingly limited everyday incidents to broader judgements about leadership legitimacy and school climate.

For example, how a principal listens to a teacher, responds to a problem, or explains a decision may initially appear to be a small and isolated act. However, when such behaviours are repeated, they may influence whether teachers trust the principal, participate in school activities, and share their professional knowledge.

When positive interactions are repeated, trust, participation, and collaboration may become stronger. When negative interactions are repeated, teachers may become silent, withdraw, or restrict themselves to performing only their compulsory duties.

Communication, ethical judgement, professional stance, and school climate therefore continually shape one another. While principals' everyday conduct influences school climate, the climate that develops within the school may also affect how teachers interpret subsequent leadership practices.

The proposed conceptual framework gives analytical importance to behaviours that may appear ordinary or minor. It explains how small interactions can gradually influence teacher trust, professional participation, and the school's wider capacity for collective work.

5.4.Implications for Principal Preparation and Professional Development

The findings of the study can be translated into different forms of practice-based learning within principal-preparation programmes. Rather than providing prospective principals only with theoretical knowledge, programmes can offer activities that resemble authentic situations encountered in schools.

Role-play activities can help prospective principals develop active listening skills. They can also help them learn how to manage difficult conversations, respond in conflictual situations, and recognise how their firm approach may be perceived by others.

The aim is not to discourage principals from being decisive. It is to help them learn how decisiveness can be expressed respectfully, clearly, and with openness to communication. The

same action may be interpreted differently by teachers depending on the language and communication style used.

Scenario analysis can bring equality, responsiveness to teachers' needs, regulation, and the principal's discretion together within the same case. Prospective principals can therefore discuss how to balance these different considerations in complex situations instead of merely memorising rules.

For example, applying the same rule to everyone may ensure formal equality, but it can produce unfair outcomes when individuals' different circumstances are not considered. Scenarios can help clarify such distinctions between equality and justice.

Mentoring and structured feedback can help principals connect their knowledge of regulations with the effects of their decisions on teachers, interpersonal relationships, and school climate. An experienced mentor can support principals in considering not only the legal dimension of a decision but also its relational and ethical consequences.

Such practices can strengthen principals' ability to observe, evaluate, and revise their own conduct when necessary. This capacity is described as professional self-regulation. Professional self-regulation includes the principal's conscious control of emotions, the use of authority, and the consequences of professional behaviour.

School climate should not be understood only as the result of major projects, formal plans, or large-scale changes. It is also a relational pattern produced over time through ordinary daily decisions.

Principals can regularly review whose knowledge is included in decision-making processes. Continually seeking the views of the same individuals may create the perception that other teachers are excluded or undervalued.

Similarly, the way exceptions to rules are explained is important. When a different practice is applied to one teacher without a transparent explanation, other teachers may interpret the situation as favouritism.

Principals can also evaluate which established routines communicate distance, favouritism, or control. For example, maintaining regular communication only with particular teachers or making decisions within a closed group may negatively affect school climate.

The professional development of principals should not be evaluated only in terms of whether they attended a training programme or reported satisfaction with it. Participation in training does not, by itself, demonstrate that meaningful change has occurred in practice.

What should be evaluated is whether principals' communication practices, methods of explaining decisions, opportunities for teacher voice, and relationships of professional trust have changed. When a principal listens more effectively, provides clearer reasons for decisions, or behaves more participatively after training, professional development can be said to have influenced practice.

Such practice-based evidence can connect leadership development with authentic school life more clearly than participation and satisfaction measures alone.

6. Limitations and Future Research

This study is a qualitative case study based on the context-specific accounts of 11 experienced teachers working in a single district. The findings therefore cannot be generalised directly to all teachers, school principals, or schools. They should be interpreted within the context in which the research was conducted and in relation to the experiences of the participants.

The study also examines only one particular area within a broader interview project. Although the interviews addressed other issues related to school principals, the present study focuses on findings concerning communication, ethical leadership, and school climate.

The participant frequencies reported in the study indicate how many individuals expressed particular views within this dataset. These figures are not intended for statistical generalisation. A view expressed by a larger number of teachers is not necessarily more important than one raised by fewer participants.

Including experienced teachers made visible the perspectives of individuals who had observed different principals and leadership practices over long professional careers. This constitutes an important strength of the study.

However, the views of early-career teachers and other school stakeholders, including students, families, and deputy principals, were represented more limitedly in the present study. Different groups may interpret the same leadership practices in different ways.

An explicit rule was used to determine which data would be included in the analysis. The entire interview corpus was screened, the findings were organised within an evidence matrix, and the interpretations were checked against the original Turkish statements.

These procedures make it possible to follow the analytical steps through which the researchers reached their findings. In other words, the analytical process was made as transparent and open to scrutiny as possible.

Future research may examine the process proposed in this study across different regions, school levels, and stages of professional careers. Practices in primary, lower-secondary, and upper-secondary schools could be compared, or differences between the views of experienced and early-career teachers could be investigated.

Future studies may also include school principals, students, families, and education-policy actors. This would allow principals' communication and ethical leadership practices to be compared from the perspectives of different stakeholders.

Interview data could be supported by observations and document analysis. Researchers could compare teachers' accounts with principals' actual conduct and decisions within schools.

Longitudinal programme research could examine how communication training, ethical reasoning, mentoring, and feedback processes change principals' conduct over time. Such studies could also reveal how leadership development influences the relational climate of schools in the longer term.

7. Conclusion

The experienced teachers evaluated deficiencies among school principals through two interconnected domains. Communication, interpersonal relationships, and school climate described the relational conditions under which teachers work together.

Fairness, merit, the use of authority, and professional stance indicated the extent to which a principal's leadership was ethically credible. Teachers paid greater attention to how principals used their position than to the position itself.

Listening, taking ownership of problems, involving teachers in decision-making, acting fairly, behaving with restraint and discipline, and regulating one's own conduct are not independent practices in everyday school life. Together, these behaviours shape teachers' overall evaluations of leadership.

The study shows that leadership legitimacy and school climate develop through repeated patterns of conduct. A single positive or negative act by a principal is important, but what matters most is the pattern that such behaviours create over time.

How a principal listens to teachers, explains decisions, applies rules, manages disagreements, and behaves in a manner appropriate to the office influences teachers' trust in the administration.

When these behaviours are positive, teachers may be more willing to share their professional knowledge, participate in school activities, and assume collective responsibility. When the behaviours are negative, teachers may remain silent, avoid sharing information, or withdraw from the school's collective work.

The education system and the context in which the school operates create various pressures that influence principals' conduct. Regulations, accountability demands, resource limitations, and the expectations of higher authorities may restrict principals' room for action.

However, how teachers experience these pressures within the school is shaped largely by the way the principal exercises authority. A principal may transmit the same systemic pressure to teachers in a harsh, closed, and punitive manner, or manage it in an explanatory, fair, and supportive way.

This process points to a focused roadmap for principal development. Principals' decisiveness should be combined with respect. Being decisive should not mean refusing to listen to teachers or relying on pressure.

The principal's use of discretion should be supported by transparent reasons. Principals should be able to explain why they made a particular decision and which circumstances they took into account.

Participation should be organised around the knowledge and expertise of relevant individuals. Although everyone does not need to participate equally in every decision, the views of teachers with relevant knowledge and experience should be used.

Accessibility should also be maintained within credible professional boundaries. Principals should be available to teachers, but relationships should not be based on personal closeness, favouritism, or blurred professional boundaries.

Practice-based preparation programmes, ethical scenarios, mentoring, and structured feedback can make these balances visible and open to discussion. Prospective and practising principals can reflect on situations resembling authentic school problems and consider the possible consequences of their conduct.

Strengthening these balances can directly connect principals' professional development with teacher trust, teachers' professional participation, and a more coherent school climate.

8. Declarations

Conflict of Interest

The authors declare that they have no conflict of interest.

Use of Generative AI

Generative AI was used to support English-language editing. The authors reviewed and verified all AI-assisted output and take full responsibility for the final manuscript.

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Data Availability Statement

The interview data are not publicly available because the consent process did not include public data sharing and the small, context-specific sample creates a risk of participant identification. Anonymized excerpts necessary to support the reported findings are included in the paper.

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**LEADERSHIP, MANAGEMENT, AND PROFESSIONAL COMPETENCE
DEFICIENCIES OF SCHOOL PRINCIPALS: EVIDENCE FROM EXPERIENCED
TEACHERS' PERSPECTIVES**

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ABSTRACT

This study examined experienced teachers' perceptions of school principals' deficiencies in leadership, management, and professional competence. Drawing on a qualitative case study design, the study aimed to understand how teachers with long professional experience interpret principals' leadership and management limitations in the everyday realities of school life. The study group consisted of 11 experienced teachers working in public schools in the central district of Düzce, Türkiye, during the 2025–2026 academic year. Participants were selected through criterion sampling, and data were collected through semi-structured interviews. The interview data were analyzed through content analysis, supported by NVivo 15 qualitative data analysis software.

The findings revealed two main deficiency domains. The first domain, deficiencies in leadership and management skills, included insufficient decision-making and initiative, inadequate leadership and management capacity, position- and bureaucracy-oriented management, lack of responsibility for school safety and field supervision, and lack of strategic thinking. The second domain, deficiencies in professional development, pedagogical, and technical competence, included lack of professional and academic competence, inability to balance bureaucracy and pedagogy, institutional blindness, insufficient experience, resistance to professional development, technological and computer-related inadequacy, lack of pedagogical renewal, and weak teaching foundation. Overall, the findings indicate that experienced teachers evaluated school principalship not merely through formal administrative authority, but through decision-making capacity, professional judgement, pedagogical awareness, strategic orientation, technological competence, and openness to continuous learning. The study suggests that principal preparation and professional development should move beyond legal-administrative knowledge and include systematic support for leadership, management, instructional, pedagogical, technological, and reflective competencies.

Key Words: School principals, ethical leadership; school climate; communication; experienced teachers; qualitative case study; Türkiye.

Introduction and Literature Review

Changing Expectations of School Principalship

School principals increasingly lead schools in complex, uncertain, and accountability-oriented environments. Contemporary principalship combines routine administrative responsibilities and compliance with regulations with instructional leadership, strategic management, professional learning, decision-making, change leadership, and preparation for emerging challenges. Responding effectively to the expectations of teachers, students, families, and the wider community therefore requires a broad combination of leadership, management, and professional competencies.

Research in educational leadership generally explains principals' influence on school improvement through indirect pathways. Leadership practices shape school culture, teacher motivation, instructional quality, professional learning, and the wider learning climate. Formal responsibilities represent only one part of principalship. Everyday guidance, organisational coordination, problem solving, teacher support, decision-making, and the promotion of professional learning reveal how the role is enacted in practice. These connections position principalship both as administrative work and as a professional leadership practice embedded in the daily life of the school.

Instructional and Learning-Centred School Leadership

Instructional leadership is one of the most influential frameworks for explaining how principals contribute to teaching and learning. It emphasises responsibility for defining the school's mission, managing the instructional programme, monitoring student learning, supervising instruction, supporting teacher development, and creating a learning-oriented school climate. Through these functions, principals connect administrative coordination with the improvement of the curriculum, teaching practices, and student learning.

The enactment of instructional leadership varies across cultural and organisational contexts. In centralised systems, principals may be constrained by limited authority, heavy workloads, bureaucratic demands, inadequate resources, and professional norms that separate classroom teaching from school management. Cansoy et al. (2025) identify several such barriers among Turkish school principals, including workload, community conditions, resource limitations, beliefs about the profession, and differences in principal competence. Their findings show that leadership practice is shaped by structural and professional conditions that may either enable or restrict what principals are able to accomplish.

Learning-centred leadership broadens the instructional focus by including the learning of teachers as well as students. Principals establish a shared vision of learning, support professional development, organise learning processes, foster an effective school culture, and create opportunities for participation and dialogue. This perspective is relevant to the present study because the experienced teachers evaluated principals' administrative performance together with the support they provided for instructional improvement, professional learning, and school development.

Management Competence, Decision-Making, and School Improvement

School principals are also responsible for coordinating complex organisational processes. Daily operations, regulations, resources, student discipline, teacher expectations, parent relations, and community pressures intersect within schools as social and professional organisations. Effective principalship depends on coordinating these responsibilities while maintaining a clear focus on teaching, learning, and school improvement.

Management competence becomes particularly visible in timely and context-sensitive decision-making. Discipline, task allocation, resource use, teacher support, stakeholder relations, and school development all require continuing professional judgement. Written rules provide an essential framework; however, complex situations often require principals to interpret regulations, analyse problems, and accept responsibility for developing workable responses. The accounts of experienced teachers can reveal how delayed decisions, rigid applications of rules, or limited ownership of problems become part of the everyday experience of leadership.

Documentation and formal planning contribute to school improvement when they remain connected to the school's actual needs. Principals identify priorities, mobilise teachers around shared goals, monitor progress, and use evidence to improve practice. Planning loses its developmental value when it becomes a routine process carried out only to demonstrate compliance. Strategic thinking, problem solving, and effective implementation therefore connect formal procedures with the school's collective capacity for change.

Professional Competence and Principal Development

Professional competence in principalship develops through preparation, experience, self-efficacy, and continuous learning. Although principals are expected to support teachers' development, they also require systematic opportunities to strengthen their own capacities in response to the demands of contemporary schooling. Gümüş and Bellibaş (2020) associate principal professional development with leadership practice, particularly in contexts where preparation before appointment is limited. Their study also highlights the importance of self-efficacy, suggesting that professional development can strengthen principals' confidence in addressing school problems and improving student learning.

Türkiye's centralised and hierarchical education system gives this issue particular importance. Principalship has not consistently been treated as a distinct profession supported by systematic preparation before appointment. Teaching experience provides a valuable educational foundation; however, the transition to school administration also requires instructional leadership, strategic management, conflict resolution, professional judgement, teacher development, and knowledge of school improvement. Gaps in preparation, mentoring, and continuing support therefore shape the leadership capacities available to newly appointed principals.

Practice-based, interactive, and context-sensitive learning can extend principal development beyond short-term seminars. Mentoring, coaching, peer learning, professional networks, case analysis, and reflective practice connect new knowledge with problems encountered in schools. Banoğlu et al. (2026) show that Turkish principals' advice-seeking relationships in instructional

and administrative matters are shaped by social, structural, cognitive, and individual factors. Mentoring and professional networks can therefore broaden the knowledge, experiences, and interpretations available to principals when they encounter unfamiliar challenges.

Future-Ready, Technological, and Adaptive Leadership Competencies

Rapid technological, social, and organisational change has further expanded the range of competencies expected of school principals. Digitalisation, artificial intelligence, demographic diversity, social inequality, and uncertain policy environments influence both the daily functioning and the long-term direction of schools. Principals must therefore manage current responsibilities while also anticipating change, guiding innovation, and developing organisational cultures capable of adaptation.

Lu et al. (2026) conceptualise future-ready school leadership through strategic foresight, responsiveness to difference and diversity, technology leadership, and systems thinking. This framework presents principalship as proactive, adaptive, inclusive, and system-oriented. It highlights the capacity to identify emerging challenges, encourage innovation, use technology strategically, support diversity, and understand the school as part of a wider educational system.

Artificial intelligence introduces new strategic, ethical, instructional, and equity-related responsibilities into school leadership. DeMatthews et al. (2026) frame AI integration as a leadership imperative involving vision, ethical responsibility, instructional innovation, equity awareness, and stakeholder engagement. Principals increasingly make decisions concerning data use, privacy, automation, digital tools, and the responsible use of technology. Digital leadership has consequently become an important component of contemporary professional competence.

The Turkish Context and the Need for Teacher-Based Perspectives

The Turkish education system provides an informative context for examining these expectations. Its centralised structure often positions principals as school-level implementers of national policies and may restrict their autonomy in relation to curriculum, staffing, resource allocation, teacher development, and school-specific decisions. At the same time, principals remain responsible for addressing local problems, supporting learning processes, managing human relations, and maintaining the quality of the school environment.

Teachers observe this tension closely. Their daily work makes visible how principals make decisions, solve problems, support instruction, manage resources, exercise authority, respond to crises, and guide school development. Long-serving teachers are able to compare these practices across different principals and periods. Their accounts therefore reveal the practice-based standards through which leadership, management, and professional competence become visible in school life.

Previous studies have focused largely on ideal models of leadership, principals' self-reports, and system-level barriers. Experienced teachers provide a complementary perspective by locating deficiencies in concrete practices such as instructional guidance, problem solving, planning, strategic direction, professional learning, technology use, and preparation for the role.

Examining these accounts can clarify how limitations in principalship are recognised by those who experience the consequences of principals' decisions in their everyday work.

Accordingly, the present study examines experienced teachers' perceptions of school principals' deficiencies in leadership, management, and professional competence. It focuses on two domains: leadership and management skills, and professional, pedagogical, and technical competencies. The analysis explores how long-serving teachers connect professional knowledge, situational judgement, and the capacity to act in everyday school life.

The study is guided by the following research question:

How do experienced teachers perceive school principals' deficiencies in leadership, management, and professional competence?

Methodology

Research Design

This study used a qualitative case study design to examine how experienced teachers interpreted school principals' deficiencies in leadership, management, and professional competence. The case was bounded by experienced teachers' accounts of principalship in public schools in the central district of Düzce, Türkiye, during the 2025–2026 academic year. A case study was appropriate because decision-making, pedagogical judgement, professional credibility, and technological competence were interpreted within the everyday context of school life (Creswell & Creswell, 2023; Merriam, 1998; Yin, 2018).

Participants and Sampling

Eleven teachers met the criterion of at least 20 years in the profession and were recruited purposively for their comparative experience of school leadership (Patton, 2015). Their careers ranged from 21 to 34 years ($M = 26.9$). The sample comprised one primary-school teacher, four middle-school teachers, and six high-school teachers, including classroom and subject specialists. Only aggregated characteristics are reported to protect identity; T1–T11 are used throughout.

Data Collection

Interviews were carried out between 8 and 29 April 2026 using a semi-structured guide shaped by work on instructional leadership, school management, principal development, and professional competence. Expert review informed revisions to the guide. The 11 interviews lasted 16–55 minutes and totalled 427 recorded minutes. Private, interruption-free settings were used, and permitted recordings were transcribed verbatim.

These interviews were collected within the first author's ongoing doctoral dissertation in Educational Administration at Düzce University. The broader study considered (1) expected knowledge, skills, and development needs, (2) difficulties encountered in managing schools, and (3) perceived deficiencies in principals. The present analysis is confined to the third area. Full transcripts were nevertheless screened because a relevant deficiency could be described while another question was under discussion. Inclusion required an explicit account of

something absent, insufficient, or problematic; a need or difficulty without that evaluative link was excluded.

Four overarching domains emerged from the wider deficiency analysis. The accepted abstract for this paper specifies two of them—leadership and management skills, and professional development, pedagogical, and technical competence—and only those domains are examined here. A companion conference paper addresses the relational, ethical, and school-climate domains. Separate code sets and non-overlapping quotations maintain a clear boundary between the reports.

Data Analysis

Analysis followed a qualitative content-analysis logic (Schreier, 2012; Yıldırım & Şimşek, 2021). Whole-interview readings came first, followed by the identification of meaning units that satisfied the inclusion rule. Descriptive coding stayed close to participants' wording; iterative comparison then clarified distinctions, merged related material, and organized the retained evidence into the two domains and 13 codes reported in the accepted abstract.

NVivo 15 stored transcripts, retrieved coded material, and supported comparison while preserving links to the original passages. Coding and interpretation remained researcher-led. An evidence matrix recorded the source location, wording, code, participant, and inclusion rationale for every retained segment.

Each code-level *n* denotes participant coverage: the number of interviews containing at least one segment assigned to that code. It is separate from quotation totals and carries no estimate of prevalence beyond this sample. Because one teacher could contribute to several codes, Figure 1 presents cumulative participant–code occurrences.

Turkish was the language of interviewing and transcription. English excerpts were checked against the original wording, with only non-substantive repetition and filler removed for readability.

Trustworthiness and Ethical Considerations

Analytic transparency relied on sustained reading of the full corpus, consistent application of the inclusion rule, cross-case comparison, a source-linked evidence matrix, and quotations that allow readers to judge the fit between evidence and interpretation. The report was also considered in light of qualitative interview-reporting guidance (Tong et al., 2007). With coding led by one researcher, trustworthiness was supported through the audit trail and the documented links between sources, codes, and analytical decisions.

Ethical approval was granted by the Düzce University Scientific Research and Publication Ethics Committee (decision no. 2025/561, 18 December 2025), and all interviews took place after approval. Before recording began, participants were informed of the study's purpose, the voluntary nature of participation, audio recording, their right to stop the interview at any time, confidentiality procedures, the use of data in the thesis and scientific publications, and the possible publication of anonymized quotations. All participants gave verbal informed consent. Names, schools, and other identifying details were removed from the reporting, and audio files and transcripts were handled confidentially.

Findings

The qualitative content analysis produced two deficiency domains: deficiencies in leadership and management skills, and deficiencies in professional development, pedagogical, and technical competence. Figure 1 summarizes the domains and their cumulative participant–code occurrences.

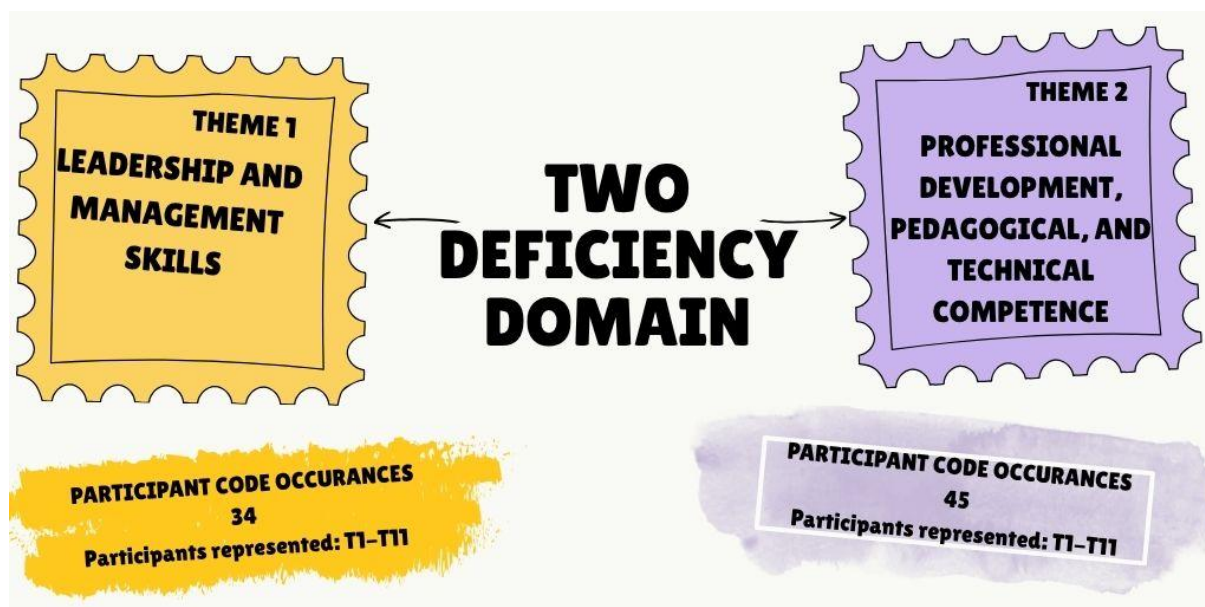


Figure 1. *Two deficiency domains identified in experienced teachers' accounts*

Leadership and management skills accounted for 34 participant–code occurrences, while professional development, pedagogical, and technical competence accounted for 45, giving an overall total of 79. This cumulative value combines overlapping codes across the 11 interviews. The code-level *n* values below show how many participants contributed to each code.

The findings are presented by domain and in descending order of participant coverage. Frequency serves as a descriptive aid, while the interpretation draws on the content of the accounts and their relationship to the research question. Quotations were translated from Turkish, and T1–T11 are the only participant identifiers.

Deficiencies in Leadership and Management Skills

Five codes constitute the leadership-management domain in Figure 2. Insufficient decision-making and initiative reached 10 participants, inadequate leadership-management capacity nine, and position- and bureaucracy-oriented management eight; ck of responsibility for school safety and field supervision (*n* = 4) and lack of strategic thinking (*n* = 3) had narrower coverage. The pattern identifies where teachers most often located the conversion of formal responsibility into school-level action and carries no ranking of seriousness.

Insufficient decision-making and initiative appeared in 10 interviews, giving the code the widest coverage in this domain. Teachers valued timely ownership of complex situations when written procedures offered no complete answer. T7 articulated initiative as a limited, context-sensitive exercise:

“An administrator should sometimes be able to take initiative. I believe that the ability to take initiative is one of the most important qualities of an administrator. If administrators strictly avoid going beyond written rules, they may make school life difficult for many people. This does not mean taking unnecessary risks; rather, it means managing situations through small but appropriate initiatives at the right time and in the right context.” (T7)

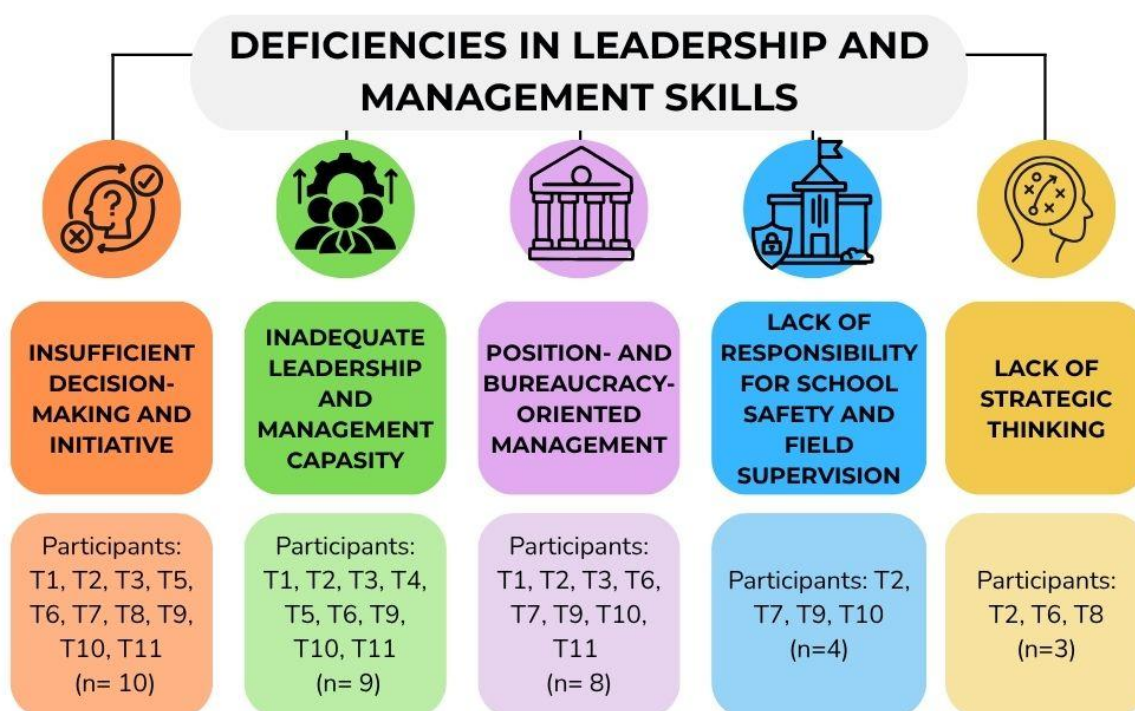


Figure 2. *Distribution of deficiencies in leadership and management skills*

T7 located initiative within professional judgement and accountable action. Repeated referral or delay could be experienced as unclaimed responsibility, whereas timely and context-sensitive decisions signalled ownership. The principal’s capacity lay in acting within defensible limits and remaining answerable for the result.

Inadequate leadership and management capacity followed at n = 9. Its content ranged from listening and collaborative problem-solving to organizing the school and accepting responsibility for its overall functioning. T2 foregrounded guidance built on teachers’ knowledge of the problem:

“First of all, as I mentioned earlier, school principals need to listen to teachers and be aware of the problems they experience. They should guide teachers in addressing these problems and develop solutions by taking teachers’ views into account. In this respect, I think school principals have certain deficiencies.” (T2)

T3 located the difficulty further upstream, in preparation for the role:

“I think administrators generally lack adequate leadership training. The training they receive is not sufficient. Of course, this may vary from person to person; there are administrators who are very competent and who lead effectively. However, there are also those who are unable

to do so. This suggests that some administrators assume the position without receiving, completing, or internalizing the necessary leadership training. As a result, problems emerge in schools.” (T3)

The excerpts locate leadership capacity in two connected places. T2 emphasizes everyday listening, guidance, and collaborative problem solving; T3 points to systematic preparation for the role. Formal learning develops professional resources, and relationships reveal how those resources are enacted.

Eight interviews described management as overly position- or bureaucracy-oriented. Paperwork and regulation became problematic when they displaced educational judgement or discouraged teacher initiative. T1 linked this orientation to changing sanctions and accountability before describing its practical limit:

“Newer-generation administrators are generally more focused on paperwork, documentation, and regulations. Of course, this is partly because sanctions and accountability mechanisms have changed. However, when a school-related problem arises, if you try to handle it only through paperwork, you eventually reach a dead end. At that point, taking initiative becomes necessary.” (T1)

T9 illustrated how procedural burden could alter a teacher’s willingness to organize an activity:

“Some administrators evaluate all teacher actions strictly through regulations. For example, when a teacher wants to organize a student trip, they immediately say, ‘You need this approval and that approval; it must be sent to the governor’s office,’ and so on. As a result, the teacher becomes anxious and may think, ‘It would be better if I simply open something on the smart board and show it.’ Some administrators are overly bound by regulations.” (T9)

Detailed procedures support external accountability, and their educational value depends on how principals interpret and use them. Teachers experienced administration as obstructive when compliance became the sole criterion for action. Leadership competence was visible in the ability to preserve accountability and keep purposeful educational work possible.

Lack of field supervision and responsibility for safety appeared in four interviews. Participants wanted principals to know the school beyond the office and to remain visible where daily life unfolded. T7 described the physical presence expected:

“If school principals spend too much time in their offices and focus only on their own paperwork or administrative tasks, this becomes a serious deficiency. They definitely need to be actively present in the school environment. They should walk around different areas of the school and occasionally observe the schoolyard.” (T7)

Visibility served as evidence of awareness and responsibility. Participants valued principals who combined office-based coordination with direct knowledge of daily school life. Field presence brought emerging needs, safety concerns, and the consequences of administrative decisions into view.

Lack of strategic thinking had the narrowest coverage in this domain (n = 3). T8 contrasted school-specific short- and long-term planning with routine meetings:

“School administration needs to develop well-structured plans in accordance with the specific characteristics of the school. This cannot be managed only through routine meetings. The

administration should engage in careful planning for both short-term and long-term needs.”
 (T8)

Strategic thinking appeared in three interviews and added a temporal dimension to the domain. It connected responses to current problems with anticipation of future needs and the organization of short- and long-term priorities around the school’s characteristics.

Across this domain, leadership capacity took the form of responsible action under organizational constraint. Teachers connected regulation with judgement, administrative work with field knowledge, and decisiveness with accountability. These connections show how formal responsibility becomes purposeful school-level action.

Deficiencies in Professional Development, Pedagogical, and Technical Competence

Figure 3 presents the codes under the second theme, deficiencies in professional development, pedagogical, and technical competence, in descending order according to their frequency.

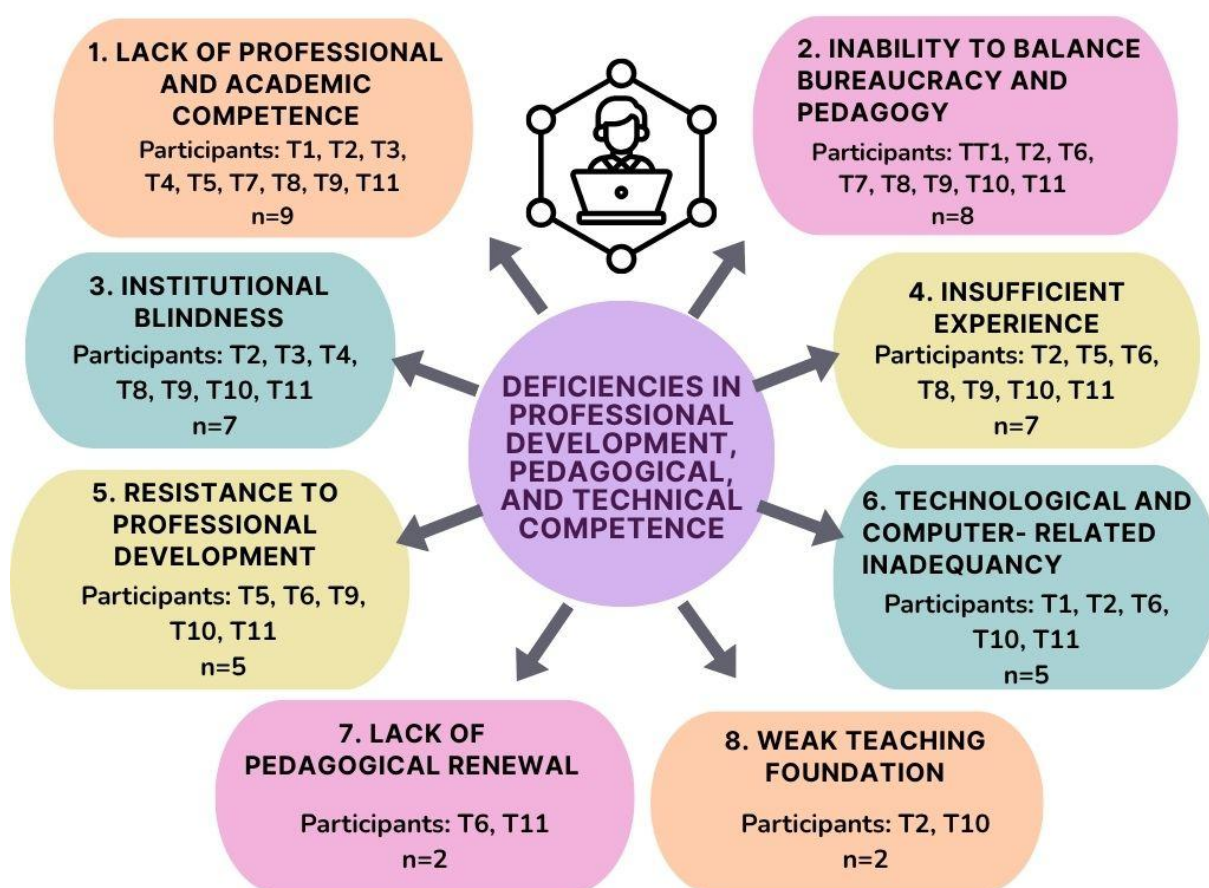


Figure 3. *Distribution of professional, pedagogical, and technical competence deficiencies*

The professional-pedagogical-technical domain contains eight codes. Lack of professional and academic competence reached nine participants, inability to balance bureaucracy and pedagogy eight, institutional blindness and insufficient experience seven each, resistance to professional development and technology five each, and lack of pedagogical renewal and weak teaching

foundation two each. Participant coverage describes distribution, while the lower-frequency codes add distinctive dimensions to the competence expected of principals.

*lack of professional and academic competence, inability to balance bureaucracy and pedagogy, institutional blindness, insufficient experience, resistance to professional development, technological and computer-related inadequacy, lack of pedagogical renewal, and weak teaching foundation

Lack of professional and academic competence appeared in nine interviews. Teachers valued principals who could recognize uncertainty, investigate relevant sources, verify information, and explain a decision. T8 made this expectation explicit:

“The first thing I consider is the principal’s level of knowledge. If a principal comments on an issue without sufficient knowledge, a serious mistake may eventually occur. Of course, principals cannot know everything. However, in such cases, they should consult the relevant law or regulation, or ask someone who is knowledgeable. Asking alone is not enough; the answer should also be verified. A principal needs to be questioning and inquisitive.” (T8)

T4 added the symbolic dimension of representing the educational profession:

“As a teacher, when I enter a school, I expect both my colleagues and administrators to be professionally well-equipped. After all, we are members of the education community. I expect people in this field to be more competent. Unfortunately, in recent years, I have not been able to observe this sufficiently among school principals either. There is a clear deficiency in this regard.” (T4)

The two accounts make disciplined inquiry part of professional competence. Investigating uncertainty, verifying information, and explaining the reasoning behind a decision allowed knowledge to become publicly credible. Teachers assessed competence through this visible relationship with evidence.

Eight interviews focused on the balance between bureaucracy and pedagogy. Teachers accepted the legitimacy of regulation and questioned applications that lost sight of educational or human purposes. T9 described solution-orientation as modest, defensible flexibility:

“When a problem arises, or when someone asks, ‘Should we do this?’, it is important for the principal to act with some flexibility. Some principals cannot go even one step beyond the regulation, as if it were the end of the world. Others can find a small and appropriate way forward without taking major risks. I think this is what being solution-oriented means.” (T9)

Reasoned discretion is the competence at stake. Consistency protects rights and accountability; contextual judgement brings educational and human needs into the decision. Professional competence becomes visible when principals explain how these demands were balanced in a particular case.

Institutional blindness was present in seven interviews. It referred to fading enthusiasm, routinization, and reduced sensitivity to a school’s changing needs. T8 portrayed the process as adaptation after repeated resistance:

“When a principal first arrives at a school, I usually observe a sense of enthusiasm during the first few months. After that, however, this enthusiasm tends to fade. When principals attempt to change something but encounter resistance from teachers, students, parents, senior

administrators, political actors, or the local environment, they eventually become ordinary and adapt to the existing routine.” (T8)

T2 approached the same issue through lost opportunities to learn from predecessors:

“When a principal is appointed to a school, they should benefit from the knowledge and experience of the previous principal. Instead of thinking, ‘I can manage this school better than you,’ the principal should ask, ‘What did you do here, and what can I do to improve it?’ However, today I observe a sense of competition among principals, and this weakens the exchange of knowledge between them.” (T2)

Together, the accounts connect institutional blindness with resistance and missed opportunities for professional learning. Pressure from staff, families, senior administrators, politics, or the local environment can draw principals into familiar routines. Reflective leadership uses resistance and intergenerational knowledge to refine change and sustain inquiry.

Seven teachers discussed insufficient experience through the quality of learning gained over time. School-type knowledge, adaptation, awareness of teacher and student profiles, and learning from consequences all entered the code. T5 used trial and error to illustrate development:

“Administrators develop through experience. As they encounter problems or recognize their own mistakes, they try to change themselves. In fact, much of this learning occurs through trial and error. For example, someone who moved directly from teaching into administration initially tried to act as an authoritarian principal. When this approach caused reactions, the principal tried to become more moderate. After two or three years, the situation improved.” (T5)

T8 emphasized the contextual mismatch that may follow movement between different school types:

“A principal should have a very good understanding of how the school functions. The main problem is this: a teacher or administrator from an Anatolian high school may be appointed to a vocational high school, or a vocational high school administrator may be appointed to an Anatolian high school. In such cases, incompatibilities may arise. The regulations are different; some principals move to boarding schools, while others come from boarding schools. Adaptation is necessary, and such mismatches can create difficulties.” (T8)

Insufficient experience gained professional value when it changed judgement. Movement across problems and school contexts could deepen adaptation, awareness, and decision quality; years left unexamined could consolidate routine. Reflective and context-sensitive experience consequently operated as a developmental resource.

Five interviews addressed resistance to professional development. T9 criticized principals’ preparation and the brief, generic design of much in-service provision, calling for sustained and specialized learning:

“I think it is wrong for administrators to try to manage schools solely with the education they received at the faculty of education. They need at least a two-year training process provided by experts in the field. I do not mean ordinary institutional in-service training, but a much better form of education.” (T9)

T9's account directs attention to the design of learning opportunities. Sustained, specialised, and practice-connected provision was valued because it linked participation with application, feedback, and visible change. Under these conditions, professional development can become part of everyday leadership practice.

Technological and computer-related inadequacy also appeared in five interviews. Participants illustrated the code through everyday digital tasks and dependence on clerical or colleague support. T10 described this functional level of difficulty:

“Administrators need to keep up with technological developments. Sometimes, you see principals who have difficulty even opening an e-mail or preparing an Excel file. They then leave the task to the clerk or ask other colleagues for help. This indicates a deficiency. Principals should adapt to technological developments and improve themselves.” (T10)

T1 connected those basic skills to a principal's capacity to guide others:

“We are in the digital age. Internet use and digital competence are definitely necessary. These skills need to be strong so that the principal can also teach or guide others. The administrator should first have this knowledge.” (T1)

Digital competence functioned as a marker of independence and credibility. Participants expected principals to manage routine communication, documentation, and coordination tools and to guide others when necessary. This functional baseline creates a foundation for strategic, ethical, and pedagogical technology leadership.

Lack of pedagogical renewal appeared in two interviews and introduced a distinctive expectation: innovations should be examined critically and adapted to the educational and cultural context. T6 illustrated this criterion through the example of Finland.

“If Finland, or another place in Europe, is taken as a model, the principal should examine these examples and bring what is appropriate to our own country. My university professor went to Finland and created something similar to the Finnish model, but he built it on Turkish culture. He said that the Finnish model does not directly fit us. Because he built it on Turkish culture, we gained very useful things. However, when we simply say, ‘Europe does this,’ and bring the same thing here, it does not work.” (T6)

Renewal required contextual translation. Principals were expected to identify the educational logic of external models and reconstruct useful elements around local culture and school needs. This evaluative work turned innovation into an expression of professional judgement.

Weak teaching foundation also appeared in two interviews. The code reflects experienced teachers' concern that administration without enough classroom grounding may miss the emotional and pedagogical character of school work. T10 contrasted field knowledge with a purely business-like logic:

The participant explained:

“A principal who comes from teaching is more successful because the principal comes from the field. If you bring someone from outside and place that person there, the school may be managed with a business logic, but school is not like that. There is emotion, professional experience, and many other parameters.” (T10)

Teachers valued classroom experience as a source of empathy with educational realities and saw leadership preparation as the means of extending that knowledge into organizational judgement. The resulting developmental bridge joins educational grounding with the new responsibilities of principalship.

Across the second domain, competence appeared as a renewable professional resource. Knowledge gained value through verification, experience through reflection, innovation through contextual judgement, and technology through functional fluency. Seniority, regulation, and training contributed most when they remained connected to learning and educational purpose.

Overall Interpretation of the Findings

Action and professional resources were interdependent across the two domains. Decisions, initiative, visibility, and strategic direction described enactment; professional knowledge, pedagogical awareness, contextual experience, digital fluency, and openness to learning supplied the resources behind it.

Teachers' accounts outline a developmental cycle: professional knowledge informs interpretation, interpretation guides action, and experience generates further learning. Organisational context shapes each stage by influencing the room available for judgement. The integrated model brings knowing, interpreting, deciding, and learning together under conditions of constraint.

Discussion

The 11 experienced teachers who participated in the study identified two interconnected areas of deficiency among school principals. The first concerned leadership and management skills, including decision-making, taking initiative, strategic thinking, and managing the school. The second concerned professional, pedagogical, and technical competencies, including professional knowledge, pedagogical understanding, experience, technology use, and continuous learning.

The findings revealed an important relationship between these two areas. It is not sufficient for a principal simply to possess knowledge. Principals must also interpret what they know in relation to the situation they face, make an appropriate decision, and translate that decision into credible action. In other words, teachers evaluated principals not only according to what they knew, but also according to how they used that knowledge in everyday school life. This relationship forms the central argument of the discussion.

Decision-Making as Situated Professional Judgement

Within the area of leadership and management skills, the issues most frequently emphasised by teachers were principals' decision-making and initiative-taking abilities. Teachers considered it important for principals to act in accordance with regulations. At the same time, they expected principals to assume responsibility when rules did not provide a clear solution or when procedures allowed more than one possible interpretation.

In a centralised education system characterised by strong accountability pressures, it is understandable that principals document incidents, prepare official records, or refer matters to higher authorities. Such actions may represent professional caution. However, documentation and referral should not be used merely to avoid responsibility or postpone a decision. Their real value depends on whether they help the principal reach a reasoned and workable course of action.

Taking initiative, therefore, does not mean disregarding rules. In this context, initiative refers to the principal's ability to assess a situation while remaining aware of both their authority and the limits placed upon it, assume responsibility, and make a decision that can later be justified. Initiative is not arbitrary action. It is the exercise of defensible professional judgement under constrained conditions.

Previous studies on planning and decision-making point to similar concerns. Aaron et al. (2024) show that school-improvement plans may gradually lose their developmental purpose and become documents produced primarily to satisfy formal requirements. Planning may therefore take place without generating meaningful change in the school.

McLaughlin et al. (2026) similarly argue that principals must consider several competing pressures when making decisions. They are required to balance educational policies, financial resources, interpersonal relationships, teacher and parent expectations, and personal and professional values. Decision-making in school leadership is therefore rarely simple or straightforward.

The experienced teachers in this study add a practice-based criterion to this literature. According to their accounts, administrative work strengthened the credibility of leadership only when it demonstrated that the principal had taken ownership of the problem, understood what was actually happening in the school, and provided direction for educational priorities. A principal may prepare numerous documents, but teachers do not regard these procedures as sufficient when the principal fails to guide the school or accept responsibility for solving its problems.

Field supervision and strategic thinking are two further qualities that complement decision ownership. Field supervision means that principals do not remain confined to their offices. Instead, they observe what is happening in classrooms, corridors, staff rooms, and other areas of the school. A visible presence allows principals to understand the school's actual functioning and identify its problems more closely.

Strategic thinking goes beyond responding to immediate problems. Principals must evaluate current conditions and consider which areas the school should prioritise in the future. For example, they should be able to establish a future direction regarding student achievement, teacher development, school safety, or technological infrastructure.

Although field supervision and strategic thinking were mentioned by fewer teachers, the two codes carry important meaning when considered together. Principals' daily decisions should be grounded in an increasingly informed understanding of the school and its long-term needs. This makes it possible to connect everyday management with future-oriented school improvement.

Pedagogical Credibility and Professional Legitimacy

Teachers assessed whether a principal was professionally credible and suited to the role through several observable practices. These included investigating events, verifying information, understanding teaching and learning processes, and providing an educational rationale for decisions.

Principals were expected not to make decisions before obtaining reliable information about an incident. They should first investigate the situation, speak with the individuals involved, and consult relevant experts when necessary. Such an approach demonstrates that the principal is not acting on rumours, assumptions, or personal impressions.

Principals should also be able to explain how a decision contributes to teachers, students, and the educational purposes of the school. Explaining a decision only by saying that “the regulations require it” was not considered sufficient. Teachers also wanted to understand what the decision meant for the educational functioning of the school.

The concept of pedagogical credibility refers to a principal’s ability to translate educational knowledge into meaningful practice. Possessing pedagogical knowledge alone is not enough. Principals must use that knowledge in decisions that take account of teachers’ working conditions, students’ needs, and the educational purposes of the school.

The balance between bureaucracy and pedagogy makes this relationship more visible. Principals must act in accordance with the law and formal regulations. Consistent application of rules protects accountability and prevents different individuals from being treated according to personal preference. However, rigid and context-blind implementation may cause the human and pedagogical purposes of education to be overlooked.

Context-sensitive discretion does not mean acting outside the rules. It refers to interpreting regulations while taking into account the circumstances of the incident, the conditions of the individuals involved, and the possible consequences of the decision. In this way, legal responsibilities can be maintained while the needs of teachers and students are also considered.

Cansoy et al. (2025) show that Turkish school principals encounter several barriers when attempting to fulfil their instructional leadership responsibilities, including workload, bureaucracy, limited resources, and systemic pressures. Shaked (2025), meanwhile, emphasises the significant influence that principals have on the organisation of instruction within schools.

The findings of the present study suggest that transparent interpretation is the central professional practice connecting regulation with pedagogy in difficult situations. Transparent interpretation means that the principal clearly explains how the rules were understood, which circumstances were considered, and why a particular decision was made. This enables teachers to see that the decision is not arbitrary but is based on legal, educational, and humane considerations.

Teaching experience is also an important source of principals’ pedagogical credibility. A principal with previous classroom experience may understand classroom difficulties, teachers’ emotions, teaching workloads, student behaviour, and student needs more effectively. This experience provides a strong educational foundation.

However, teaching experience alone is not sufficient preparation for principalship. School leadership also requires competence in organisational management, budgeting, regulation, strategic planning, conflict resolution, human-resource management, and decision-making. Leadership preparation enables teaching experience to be reconsidered and extended to the responsibilities involved in managing the school as a whole.

The developmental bridge between teaching and principalship should therefore combine two elements: the educational and pedagogical foundation gained through teaching and the distinctive managerial judgement required by school leadership. An effective principal should be able to integrate teaching experience with management knowledge and leadership skills.

Professional Learning as Protection Against Institutional Blindness

Experience does not automatically contribute to a principal's professional development. For experience to remain educational, principals must learn from their mistakes, become familiar with different types of schools, and revise approaches that have proved ineffective. A principal may have served for many years, but if they do not question their practices, they may have gained seniority without necessarily achieving professional growth.

The concept of institutional blindness refers to a situation in which principals gradually become insensitive to problems, deficiencies, or the need for change within their schools. Heavy workloads, continuous pressure, repetitive responsibilities, and deeply established routines may reduce curiosity and the willingness to question existing practices.

Under such conditions, principals may adopt the view that “this is how we have always done it.” They may continue using familiar methods without examining whether those methods remain effective. Experience then ceases to be a developmental resource and instead becomes a set of rigid and unchanging routines.

Continuous professional learning can help prevent institutional blindness. Principals need to take feedback seriously, evaluate criticism directed towards them, understand the causes of resistance to change, and adapt to new conditions. These processes can help them examine situations from a fresh perspective and renew their professional judgement.

Research by Gümüş and Bellibaş (2020), Meyer and Richter (2025), and Sahlin (2025) indicates that principal development is supported more effectively by sustained and practice-connected learning than by one-off training activities. Principals need opportunities to apply what they learn to real problems encountered in schools.

Banoğlu et al. (2026) further demonstrate that professional networks can broaden the information and perspectives available to school principals. When principals work in isolation, they may interpret problems primarily through their own knowledge and experience. Through communication with other principals, experts, or mentors, they can encounter alternative ways of understanding and addressing the same problem.

Professional networks, however, should not become environments in which principals simply support one another and confirm each other's existing assumptions. To produce genuine development, such networks should include diverse perspectives, critical inquiry, and

examination of familiar routines. Collegial support becomes a stronger source of learning when it is combined with critical reflection.

Different learning methods can be used together in principal preparation. Case studies provide opportunities to examine complex situations that may arise in schools. Legal requirements, pedagogical aims, and human needs can all be considered within the same case. This helps prospective principals learn how to make decisions in situations for which there is no single correct answer.

Mentoring enables the consequences of decisions to be discussed with an experienced leader. Prospective principals can evaluate not only which decision they made, but also how that decision affected teachers, students, and the school climate.

Experience across different schools demonstrates that the same practice may not produce the same result in every setting. A solution that is effective in one school may be ineffective in another because of differences in student population, organisational culture, or available resources. Principals can therefore learn how context changes both the meaning and the outcomes of decisions.

For these learning formats to be effective, they must be supported by skilled guidance, regular feedback, and opportunities for authentic practice. Case studies, mentoring, internships, and school-based experience should not be organised as disconnected activities. They should form complementary parts of a coherent developmental process.

Technological Competence and Future Readiness

Five teachers reported that school principals experienced difficulties in carrying out routine digital tasks. These deficiencies concerned the use of basic digital tools before more advanced forms of technology. Problems could arise in preparing documents, processing data, using online systems, or benefiting from digital communication tools.

A principal's continuous dependence on others for basic technological tasks may create several problems. First, administrative processes may slow down and become less efficient. Second, the principal may be unable to perform responsibilities independently. Third, teachers' confidence in the principal's professional competence may be weakened.

Basic digital competence should therefore be regarded as the first stage of principals' technological development. Principals must first be able to carry out daily digital tasks independently, safely, and effectively. They can then progress to more advanced areas, including data use, protection of personal information, reduction of digital inequalities, and technology-supported instruction.

Lu et al. (2026) do not define technology leadership simply as the ability to operate computers or digital tools. Technology leadership also requires anticipating future change, viewing the school as an interconnected system, and using technology in ways that support the school's purposes.

DeMatthews et al. (2026) draw attention to the ethical and equity-related dimensions of artificial intelligence. Technical knowledge of AI and digital tools is not sufficient for school

principals. They must also be able to make decisions concerning student-data protection, privacy, the risk of discrimination, unequal access, and the responsible use of technology.

When these studies are considered alongside the teachers' accounts, principal development in technology should be understood as a staged process. The first stage involves the independent use of essential digital tools. Later stages involve using technology strategically in school management, supporting teaching and learning, and addressing ethical responsibilities.

An Integrated Interpretation and Implications

The way in which principals translate competence into action is shaped by the context in which they work. Regardless of how knowledgeable principals may be, their authority, accountability pressures, school resources, staff attitudes, and system regulations may either expand or limit their room for action.

Knowledge helps principals evaluate situations and make informed professional judgements. Accountability conditions influence the extent to which they can exercise initiative. Strategic thinking connects decisions with school priorities. Reflective learning helps principals reconsider their practices when they encounter resistance, failure, or unexpected outcomes.

When these elements are considered together, leadership should not be viewed solely as an individual skill. It is both a professional capacity that develops over time and an organisational practice shaped by the conditions of the school and education system. In other words, strong leadership depends not only on the principal's personal qualities but also on the opportunities provided by the system in which the principal works.

The main conceptual contribution of the study is its explanation of principalship as a cycle consisting of knowing, interpreting, deciding, acting, and learning.

The cycle operates as follows:

Knowing: The principal possesses the necessary knowledge of regulations, pedagogy, management, the school, and interpersonal relations.

Interpreting: The principal evaluates the conditions of the situation, the people involved, and its possible consequences.

Deciding: The principal makes a defensible decision based on available knowledge and professional assessment.

Acting: The principal implements the decision clearly, consistently, and with visible responsibility.

Learning: The principal evaluates the consequences of the decision, draws on feedback, and improves future practice.

The experienced teachers understood principalship as a holistic practice in which these stages are interconnected. Knowledge gains credibility only when it becomes visible in action. Professional knowledge is then renewed when principals evaluate their actions and learn from their consequences.

This cycle demonstrates that leadership capacity is not a fixed quality acquired at a single point in time. It develops through continued learning, practice, evaluation, and renewed action.

Principal-preparation programmes can translate this cycle into practice through real or realistic decision-making cases, school-based inquiry, supervised internships, mentoring, structured reflection, and legal-administrative education.

Programmes should distinguish between basic digital competence and strategic technology leadership. The ability to use electronic administrative systems represents basic digital competence. Directing technology towards the school's long-term aims, instructional improvement, and ethical principles represents strategic technology leadership.

Principal development should not be evaluated only by whether principals attended training activities. What matters is whether they demonstrate improvement in interpreting situations, justifying decisions, and changing their practices.

It is also necessary to examine whether organisational conditions allow principals to use the capabilities they have developed. When principals are given little room to exercise initiative or when the system imposes excessive bureaucratic pressure, some competencies gained through professional learning may not be transferred into practice.

Limitations and Future Research

This study is a qualitative case study based on the accounts of 11 experienced teachers working in a single district. Its findings therefore cannot be directly generalised to all teachers, principals, or schools in Türkiye. They should be understood in relation to the specific context of the study and the experiences of its participants.

The study focuses on only two areas within a wider interview project: leadership and management skills, and professional, pedagogical, and technical competencies. Although other topics were addressed in the interviews, only these two areas were examined in this article.

The participant numbers and frequencies reported in the study indicate how many participants expressed a particular view within this dataset. They are not intended to support statistical generalisation. A view expressed by more participants is not necessarily more important than one expressed by fewer participants.

The selection of experienced teachers made visible the perspectives of individuals who had observed different principals and management practices over long professional careers. This is one of the strengths of the study. However, the perspectives of early-career teachers and other school stakeholders, including students, parents, and deputy principals, were less visible in the present design.

The researchers took several measures to make the analytical process as transparent and traceable as possible. The criteria for including data were specified in advance, the complete interview corpus was screened, the findings were organised through an evidence matrix, and interpretations were checked against the original Turkish passages.

The code sets used in the related articles produced from the wider dataset were also separated. This was done to prevent the same findings from being repeated across different papers and to clarify the distinctive analytical focus of each study. Together, these procedures make it possible to follow the steps through which the researchers reached their findings.

Future studies may examine the integrated framework proposed in this study across different regions, school levels, and stages of professional experience. For example, the competencies of primary, lower-secondary, and upper-secondary school principals could be compared, or differences between the perceptions of experienced and early-career teachers could be explored.

Future research could also include principals, mentors, students, families, and education-policy actors. This would enable deficiencies in principalship to be examined from the perspectives of multiple stakeholders rather than from teachers' perspectives alone.

Interview data may also be combined with observations, document analysis, and other evidence relating to school practice. Researchers could compare what teachers report about principals with principals' observable behaviour within schools.

Longitudinal research could examine how principals develop over time. Such studies could investigate how principal preparation, mentoring, professional networks, and organisational conditions influence decision-making and practice over several years.

Conclusion

The two areas of deficiency identified in the study complement one another. Leadership and management skills represent the principal's capacity to act. Professional, pedagogical, and technical competencies provide the knowledge, ethical principles, and professional reasoning that make those actions defensible.

Teachers identified deficiencies such as principals' failure to take sufficient ownership of decisions, rigid application of bureaucratic rules, limited visibility in the daily life of the school, and an inability to establish a strategic direction.

They also suggested that these problems may be connected to deficiencies in professional knowledge, weak pedagogical judgement, limited learning from experience, insufficient participation in continuous professional development, and inadequate basic digital competence.

In other words, teachers did not regard problems of action and problems of professional knowledge as separate. Difficulty making decisions may result from insufficient knowledge, weak judgement, or failure to learn from experience. Similarly, possessing knowledge is not enough unless that knowledge is reflected in decisions and practice.

The formal position of principalship is not sufficient by itself to gain teachers' trust and respect. The position becomes credible when the principal's professional competencies are made visible through practice.

A principal's knowledge becomes visible in the ability to explain and justify decisions clearly. Experience becomes visible in adapting to different situations and school contexts. Strategic thinking becomes visible in organising priorities and giving the school a future direction. Digital

competence becomes visible in the ability to carry out responsibilities independently, purposefully, and effectively.

The conditions of the school and the wider education system influence how these competencies are expressed. Leadership capacity is therefore not solely an individual achievement. It is both a professional capability that develops over time and a capacity that can be supported or constrained by organisational conditions.

Principal development should connect theoretical knowledge with professional judgement in authentic school settings. Prospective principals should not only learn regulations or leadership theories; they should also experience how such knowledge can be used in complex school problems.

Decision-making cases, school-based inquiry, supervised practice, mentoring, feedback, and experience across different school contexts can support this development. These approaches may help principals establish several important balances:

- compliance with regulation and pedagogical responsiveness;
- professional caution and initiative;
- continuity and renewal;
- authority and participation;
- decisiveness and human sensitivity.

Education systems should evaluate not only whether principals participate in training, but also whether their reasoning and practices change afterwards. They should also create sufficient room for principals to apply their newly developed capabilities in school settings.

When these conditions are provided, professional development becomes more than an activity aimed at increasing principals' individual knowledge and skills. It becomes a direct resource for more effective school management, higher-quality decision-making, and stronger educational leadership.

Declarations

Conflict of Interest

The authors declare that they have no conflict of interest.

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Data Availability Statement

The interview data are not publicly available because the consent process did not include public data sharing and the small, context-specific sample creates a risk of participant identification. Anonymized excerpts necessary to support the reported findings are included in the paper.

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ANTI-HERO CONCEPT IN "THE IMP OF THE PERVERSE" AND "A MYSTERY OF HEROISM"

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ABSTRACT

Typically, traditional hero culture involves leadership, bravery, altruism compassion, empathy, and morality. Contrarily, an antihero lacks them and h/she exhibits cowardice, selfishness, deception, cynicism, helplessness and other negative traits. This study deals with Edgar A. Poe's "The Imp of the Perverse" (1845) and Stephen Crane's "A Mystery of Heroism" (1895) in terms of the anti-hero concept. Poe, as a romantic writer deals with horror genre, trying to delve into the darker and amoral sides of human psyche. The narrator in the story is an antihero; he commits a flawless murder and later confesses it without feeling any shame or guilt. His act is not heroic, but he aims at proving himself right. Crane questions and debunks the myth of heroism in the context of war. He criticizes patriotism, nationalism and the foundations of the support for war. The people in the story are motivated for war without prudence, because they accept what they have been taught blindly. Collins shows a false heroism taking the risk of being killed during a battle to collect water which is not urgent. His action is not noble but stupid. Both writers from different literary movements criticize the understanding of heroism in their own terms by setting forth irrelevant heroes: Poe presents a courageous but insane figure and Crane again a courageous but foolish soldier.

Keywords: Anti-hero, "The Imp of the Perverse" Edgar A. Poe, "A Mystery of Heroism", Stephen Crane

Introduction

Images, constructions and representations of 'heroes' play a significant role in every culture. While often tied to individuals, heroism occurs not just in these personified forms but can be attached to larger movements, events, or groups in more abstract ways as well. Endowed with strength, nobility, ability, courage and leadership, a hero is an object of admiration and devotion. Processes of heroization are composed of the conscious construction of something as 'heroic,' ascribing certain positive values which meant to glorify a particular person, act, or event.

On the contrary, an antihero is "a protagonist or notable figure who is conspicuously lacking in heroic qualities" (Merriam-Webster 24 July 2026). In storytelling, an anti-hero is already a flawed character with questionable morals. *Anti-hero* figures in literature and popular culture abound; from Jay Gatsby or Holden Caulfield to Dirty Harry, Hannibal Lecter, or Walter White, there are many anti-heros with unfavorable traits.

The works

The Imp of the Perverse

E.A. Poe (1809-1849) is interested in the dark side of human nature as a Romantic. In the short story (1845), the narrator /anti-hero has perverse thinking and evil actions like self-destruction, self-sabotage and committing murder. Perverse people, are “obstinate in opposing what is right, reasonable, or accepted” (Merriam-Webster). From the Middle Ages onwards, (the word was first seen in the 14th century) a pervert refers to a person who derives utmost pleasure from unlawful and immoral deeds and destruction of either his or others’ self or body with an uncontrollable desire. He transgresses social and universal moral norms repeatedly and exaggeratedly. Poe explores man’s inclination to perversity and the capacity of man’s enjoying or committing perverse actions and crimes. Frank sees “...Poe’s major themes of perversity, revenge, tormented guilt,...” (258) as the tools for achieving the anti-heroism.

Poe’s attraction of the anti-heroes and emphasis on ‘the single effect’ are obvious in his short story, too. The unnamed narrator is obsessed with death drive and irrationality. He carries no conscience nor remorse. After committing the perfect murder, he lives safely for years until the obsessive thought “I am safe, unless I confess” consumes him, leading him to run through the streets and blurt out his crimes. The narrator is well-educated and intelligent, and can control his mind and senses capably; he is the slave of his rationality/will and self-love and it leads him to do evil without any control of moral law. Poe suggests that if he had feelings or imagination, he would not do the horrible deeds, and this instinct is universal; even the intellectual/rational men can have propensity for perversity, even they have moral law. Poe naturalizes the character’s perverse feelings, thoughts and actions beginning with suspense and obsession and continuing until the end.

In the story, it is not Poe’s concern to study the moral dimension of the deed, nor to analyze moral/intellectual duality but to open a discussion on how a single effect of transgression is able to take hold of the reader from the beginning until the end of the deed in question, even if the character is ‘sane’. The reader is fascinated by the breathless narration and is not allowed to use his ratiocination. Poe identifies the reader with the narrator/writer: “During the hour of perusal the soul of the reader is at the writer's control” (Poe in Hutchisson 526). He is magnetized and yields to feel distress adopting the point of view and desiring a higher level of thrill. This is Poe’s achievement in getting the reader into the action of the story. The narrator observes his victim’s physicality/existence and finds visible or invisible deficiencies in him. His perceptions lead to feel disgust or a desire to destroy him. This feeling is out of reason; more accurately, it is out of morality.

In “The Imp of the Perverse” for the narrator, “the assurance of the wrong or error of any action is often the one unconquerable force which impels us, and alone impels us to its prosecution. Nor will this overwhelming tendency to do wrong for the wrong's sake, admit of analysis, or resolution into ulterior elements. It is a radical, a primitive impulse -elementary” (Poe, “Perverse”). The narrator knows philosophy and analyzes human nature elaborately; but he cannot find a clear explanation for this basic motivation - perverseness - through reasoning. Furthermore, he cannot control his tendency to it. It is “a mobile without motive, a motive not motivirt. Through its promptings we act without comprehensible object; ... through its promptings we act, for the reason that we should not” (Poe “Perverse”). He is curious about

what will happen if one continues the farther stages of the transgression. In this vein, “the reader finds herself or himself as the intimate friend of a murderer and thief” (Fineman, 2013, 72).

After the decision of murder the anti-hero chooses an eccentric method for it: a poisoned candle. He pursues the sublime caused by his ‘radical evil’: Acting without a reason is unreasonable, but sometimes “it becomes absolutely irresistible” (Poe, “Perverse”) and the perverse impulse gains control. Delighted by the idea that he can go beyond the ordinary, he kills the man. He behaves only with thoughts and reason; there is no place for feeling. Only one part of the mind, Poe hints is monstrous, not sensible. It is through the terrors that he has complete happiness in killing the victim. Here, it becomes obvious that full-open senses are not enough to be mentally healthy; the psyche must be whole for Poe. After many years of affluence and ‘security’, the repressed guilt haunts him, returning. He feels that his security is shaken. He begins obsessively to persuade himself that he is safe.

At a later stage, the imp works and he needs to add that if he does not confess, or can resist what his imagination creates, he is safe. But, he knows that he is weak at this. He is in ridiculous condition when he repeats in a frenzy of reason: "I am safe - I am safe - yes - if I be not fool enough to make open confession!" (Poe, “Perverse”) To confess is a prohibition, but at the same time, an irresistible motivation, an imp. The idea persecutes him until he surrenders to confess. All his knowledge counts nothing to silence this urge and it means his catastrophe. He feels physical pressure and with the failure of reason, reveals the secret. When he confesses his crime, he is psychologically released. While he was wearing the fetters, he demands understanding and approval. He tries to persuade the reader that he is not mad, only a victim of the imp of the perverse, creating a false ethic.

The narrator ignores universal morality and the aftermaths of his actions for he adopts subjective morality. Poe sheds light on the psychology of the guilty conscience. The narrator tries to persuade the reader that he is not crazy. He has fake reasons: if he is reasonable and cautious and can judge, he is sane. His senses and the intellectual capacities are complete but his will is lost to link ethic dimension with his desires. If he were reasonable in the real sense, he would not follow his urges. The narrator can judge, deduce and reason; he is cultured, but confronted with perversity - the unconscious or the imp, his controlling mechanism of the prudent reason is lost. Reason is transparent and fragile for Poe. So, Poe defends the idea that reason is not a secure sphere on which the processes of mind can be analyzed and he reconstitutes the perception of the source of evil. He proves that perceptions can be illusory and may form a wrong sense of reality. Poe scrutinizes pleasure and terror, and implies the depths of the unconscious. He explores what lies beyond the limits of reason. The urge and the foundation of the murders for him is not of course the imp in human nature but, some other power; the unconscious, even if the term has not been identified or defined in his time.

A Mystery of Heroism

In the name of ‘the right’, countries fight in order to establish, preserve or consolidate their power and to prove their exceptionalism. Politicians’ desires to expand their countries and to provide citizens with security may lead them to practice their political power on the war field. They make and promote myths based on the common man’s sensibilities like honor, courage and noble deeds to actualize their aims. The citizens adopting and pursuing these myths and their components like to show them in warfare. In this process, nationalism, heroism and

religious fervor play the main role as the components of mythic wars. “Whether in the form of initiation, metamorphosis, purification, sacrifice, or death and rebirth, the war experience is made up of other mythic patterns, sometimes in a powerful form;...” (Brosman, 1992:95)

On the other hand, throughout history, the concept of masculinity has evolved, from the heroic ideals of ancient cultures to the disciplined and industrious man of contemporary society, revealing its shifting significance. Many scholars frequently associate masculinity in literature with themes of heroism.

Stephen Crane (1871-1900) in his anti-war fiction, draws attention to heroism and masculinity as the core of the justification of wars.

Crane is famous for his realist/naturalist mode and in his several short stories, he deals with martial subjects in terms of wars' unreasonable causes and their mythic nature. He also deals with man's psychology in war. “Crane had of course always been interested in the complementary ideas of what constitutes heroism or cowardice” (Monteiro, 1995:67). He introduces characters oscillating between heroism and cowardice. Hero means “ a person admired for achievements and noble qualities“ (Merriam-Webster, 2021) and Crane discusses what hero and heroism means in his “A Mystery of Heroism: A Detail of an American Battle” (1895). As his story about war, it highlights moral and psychological issues more than war scenes. It opens with the descriptions of a violent war scene in summer. There is a desolate house near the war area: “the gray form of a house half torn to pieces by shells and by the busy axes of soldiers who had pursued firewood” (Crane, 2020). Crane, with this collapsing lonely house image implies the negative effects of war on families and communities, because it is obvious that there was a village there.

Nature is harmed or destructed, too. “Some curious fortune of the battle had made this gentle little meadow the object of the red hate of the shells, and each one as it exploded seemed like an imprecation in the face of a maiden” (Crane, 2020). Crane juxtaposes the ‘gentle’ nature with ‘the red hate’ illustrating how the latter is threatening the first. By doing this, he from the beginning, reveals his attitude toward wars; nature and settlements are harmed under the shadow of war.

Fred Collins, a foolish infantry soldier of A Company, which is retreating, wishes to drink water but it is scarce. An artillery officer is wounded by the arm, but hides his wound smiling; in fact, he wishes to seem heroic. His horse dies with a second shot, and falls upon his leg; but soldiers, as a code of heroism, hide their wounds and behave as if they are well. Collins, taking the risk of being shot, goes to the well near the house to get water. “...he had no full appreciation of anything excepting that he was actually conscious of being dazed. He could feel his dulled mind groping after the form and color of this incident. He wondered why he did not feel some keen agony of fear cutting his sense like a knife” (Crane, 2020). With the encouragement and provocation of his friends, who do not regard his life important, he feels obliged to dash for water. His colonel permits him unwillingly. “he exposes himself to enemy fire, finds the well, and becomes a hero” (Gargano, 1959: 22). His idea of heroism is so simple: to behave without fear and without thinking twice. He thinks himself a hero, but then thinks he is not, because he had cheated a friend by not paying back his debt and did not help his mother, who is now dead.

Bringing water will be a remedy for these irresponsible or unethical deeds and now he will be able to prove himself both to himself and to the others. He is aware that he is not a hero, though he is courageous and is not respected by his friends. He finds himself not virtuous. "He saw that, in this matter of the well, the canteens, the shells, he was an intruder in the land of fine deeds" (Crane, 2020). He subconsciously perceives the idea that heroism must include reason, virtues, ethic and noble thoughts and deeds.

While the regiment is watching him, beyond in the forest, there is a severe fight between two groups. He proceeds to the well and "[i]n the air, little pieces of shell howled and the earthquake explosions drove him insane with the menace of their roar" (Crane, 2020). He hauls water with a bucket nearby and begins running to the company. While returning he meets the artillery officer who had been shot and making groans with agony under his horse. " 'Say, young man, give me a drink of water, will you?' " (Crane, 2020) he implores. The dying officer asks water from him; he at first refuses to give because he is under fire but then he decides to help. The wounded officer cannot drink water, but he is beholden to Collins. In a humanitarian motive, he gives him water, splashing some onto his face, then runs to the regiment leaving him there. He runs " in the manner of a farmer chased out of a dairy by a bull" (Crane, 2020), in a comical way which also shows that he is a careless and thoughtless character. Crane here implies that heroism needs rationality, seriousness and prudence. The regiment welcomes him congratulating but at the same time ridicules him. "Suddenly there was an oath, the thud of wood on the ground, and a swift murmur of astonishment from the ranks. The two lieutenants glared at each other. The bucket lay on the ground empty" (Crane, 2020). Empty bucket symbolizes the futility of his action. They do not feel respect to his fearless action. His friends laugh at him, the lieutenants spill the water, which he brings under difficult conditions.

Crane trivializes the concept of heroism by both Collins' bringing a half bucket of water and by the lieutenants' playing with and spilling it. He ironically employs the water which serves to no one and to nothing. Thus, Collins' effort to be heroic comes to nothing and it is mockheroic. He goes to the well only to be accepted by the society as respectable and as a hero. In fact, he is aware that his action is inept. " "After all, heroes were not much" (Crane, 2020). It is clear that Crane takes the side of Collins' 'kind' deed in helping the wounded officer instead of his foolish dash for water. Mariani comments: "Collins becomes a hero not thanks to some decisive contribution he makes to the 'duel' of war with which the story opens but by virtue of the courage and humanity he displays in attending to the wounded officer" (2015:79). In fact, his heroism is not complete, because he leaves him dying.

In the story, the myth of heroism is debunked. Collins is not a hero as he thinks himself rightly. Moreover, he is an egoist and a mean one in not helping the officer appropriately. The other soldiers are also mean, because they only want to drink water and entertain themselves. Here, in this frame, Crane invalidates the widely accepted notion that soldiers are virtuous and chivalric and questions if heroism means one's risking his life. "Collins' inability to square his present heroism and his previous moral failures towards his mother and a friend suggests that Crane does not regard physical courage as heroism" (Gargano,23). His aid to the dying officer may be regarded more heroic than his risking his life imprudently. Shaw interprets the story "as a satiric attack on the traditional notion of heroism, and the isolated incident ... as a dramatic manifestation of Crane's personal concept of heroism" (1995:94). Reward of respect and approval is given to him only by the dying officer, with his smile.

Crane deals with the romantic ideals of war and heroism scathingly and showing them ludicrous not manly, he deconstructs and opens them to discussion. He says that soldiers are human beings and they can fear, escape and be unable to stick to the traditional senseless heroic codes. The story ends in Crane showing what heroism is not. 'The mystery of heroism' for Crane is that it is a pointless conception even in the war and he illustrates the concept of traditional heroism as a myth and an illusion.

Crane brings a new tone of cynicism to American literature in his anti-war works. He attacks the moral and ethical grounds of war and show its intricate nature composed of political and religious roots. He proves that people's cast of mind is shaped by wrong points of view about heroism. For Crane, people fight with each other with the effect and imposition of a wrong perception of heroism; it is misunderstood and practiced in wrong ways. This myth must be deconstructed and comprehended appropriately, because the soldiers may not be heroic in the real sense; for instance, they are indifferent to others' suffering and they risk their lives foolishly. In this frame, this study through the two short stories explores the fact that the notion of heroism must be revised. Both anti-heroes follow wrong rationalism, reasoning, ethics and acts. Their understandings of the life and people are deficient. They perceive heroism in the wrong way and exhibit anti-heroic deeds. The writers prescribe that the moral and ethical grounds of heroism must also be illustrated and its futility in some cases should be proven. It is an illusion that heroism is noble and glorious every time and everywhere; on the contrary, it can cause devastations.

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MEB 365 GÜN ÖYKÜ SERİSİNDE YER ALAN KİTAPLARIN KÜLTÜR OKURYAZARLIĞI AÇISINDAN İNCELENMESİ

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ÖZET

Bu araştırmanın amacı, Millî Eğitim Bakanlığı tarafından yayımlanan 365 Gün Öykü Serisi’nde yer alan kitapları kültür okuryazarlığı açısından incelemektir. Nitel araştırma deseni bağlamında yürütülen bu çalışmada, veriler nitel veri toplama tekniklerinden biri olan doküman incelemesi yöntemi ile elde edilmiştir. Araştırmanın evrenini seride yer alan 53 kitap, örneklemini ise kültür okuryazarlığı açısından incelenmeye uygun olduğu değerlendirilen 31 kitap oluşturmaktadır. Kitaplar ölçüt örnekleme yöntemi kullanılarak belirlenmiştir. Veri toplama aracı olarak araştırmacı tarafından geliştirilen kültür okuryazarlığı inceleme formu kullanılmış; veriler betimsel analiz yöntemiyle çözümlenmiştir. Analiz sürecinde kültürel değerler, gelenek ve görenekler, toplumsal yaşam, kültürel semboller, dil ve kültürel ifadeler ile kültürel çeşitlilik olmak üzere altı kategori esas alınmıştır. Araştırma bulgularına göre incelenen kitaplarda kültür okuryazarlığına ilişkin öğelerin farklı boyutlarda yer aldığı belirlenmiştir. Kitaplarda en fazla toplumsal yaşam boyutuna ilişkin içeriklerin bulunduğu görülmüş; bunu sırasıyla kültürel semboller, kültürel değerler ve gelenek-görenekler boyutları izlemiştir. Buna karşın dil ve kültürel ifadeler ile kültürel çeşitlilik boyutlarının daha sınırlı düzeyde temsil edildiği belirlenmiştir. Sonuç olarak, 365 Gün Öykü Serisi’nde yer alan kitapların çocuklara kültürel farkındalık kazandırabilecek içerikler barındırdığı; ancak kültür okuryazarlığının bazı boyutlarının diğerlerine göre daha sınırlı biçimde ele alındığı görülmüştür.

Anahtar Kelimeler: Kültür Okuryazarlığı, Çocuk Kitapları, Okul Öncesi Eğitim, 365 Gün Öykü Serisi, Doküman İncelemesi

ABSTRACT

The purpose of this study is to examine the books in the “365 Days of Stories” series published by the Ministry of National Education in terms of cultural literacy. This study was conducted within the framework of a qualitative research design, and the data were obtained through document analysis, one of the qualitative data collection techniques. The population of the study consists of 53 books in the series, while the sample includes 31 books identified as suitable for analysis in terms of cultural literacy. The books were selected using the criterion sampling method. A cultural literacy evaluation form developed by the researcher was used as the data collection tool, and the data were analyzed using descriptive analysis. The analysis process was

based on six categories: cultural values, traditions and customs, social life, cultural symbols, language and cultural expressions, and cultural diversity. The findings revealed that elements related to cultural literacy were represented across different dimensions in the examined books. Content related to the “social life” dimension was found to be the most prevalent, followed by cultural symbols, cultural values, and traditions and customs, respectively. In contrast, the dimensions of language and cultural expressions, as well as cultural diversity, were represented at a more limited level. In conclusion, the books in the “365 Days of Stories” series include content that can foster cultural awareness in children; however, some dimensions of cultural literacy are addressed more limitedly than others.

Keywords: Cultural Literacy, Children’s Books, Preschool Education, 365 Days Story Series, Document Analysis

1. GİRİŞ

Kültür, bireylerin bilgi, inanç ve davranışlarını kapsayan; bu unsurların ortaya çıkardığı maddi ve manevi değerleri içeren geniş bir kavramdır. Dil, gelenekler, düşünce biçimleri, semboller, kurallar, ahlaki değerler ile bilimsel ve sanatsal üretimler gibi toplumsal yaşamı şekillendiren pek çok unsur kültürün temel bileşenleri arasında yer almaktadır (Çüçen, 2005). Kültür kavramı sosyal bilimlerde farklı açılardan ele alınmakla birlikte genel olarak bireylerin toplum içinde edindikleri bilgi, değer, tutum ve davranışların bütünü olarak ifade edilmektedir (Güvenç, 1999). Tylor (1871) kültürü, bireyin toplumun bir üyesi olarak kazandığı bilgi, inanç, sanat, ahlak, hukuk ve gelenek gibi unsurları kapsayan karmaşık bir bütün olarak tanımlamaktadır. Ancak bu yaklaşım, kültürü daha çok nesilden nesile aktarılan statik bir yapı olarak ele almaktadır. Buna karşın çağdaş eğitim bilimleri literatüründe kültür, bireylerin etkileşim yoluyla anlam ürettikleri, farklılıklarla karşılaşarak yeniden yapılandıkları dinamik ve çok boyutlu bir süreç olarak değerlendirilmektedir (Banks, 2015). Bu bağlamda kültür, bireylerin içinde yaşadıkları toplumu anlamlandırmalarına katkı sağlayan önemli bir unsur olmasının yanı sıra, toplumsal yaşamın sürekliliğini sağlayan ve bireyler arası etkileşimle sürekli olarak yeniden üretilen bir yapı olarak değerlendirilmektedir.

Kültürün sürekliliğinin sağlanmasında ve toplumsal değerlerin aktarılmasında önemli araçlardan biri dildir. Dil ve kültür arasında güçlü bir ilişki bulunmakta olup dil, kültürel değerlerin aktarılmasında önemli bir rol oynamaktadır (Jiang, 2000). Sözlü ve yazılı dil aracılığıyla toplumların değerleri, yaşam biçimleri ve düşünce dünyası gelecek nesillere aktarılmaktadır. Bu nedenle dil, kültürel birikimin korunması ve sürdürülebilmesinde temel bir rol üstlenmektedir (Göçer, 2012). Dil yalnızca bir toplumun kültürel değerlerinin gelecek nesillere aktarılmasını sağlamakla kalmamakta, aynı zamanda farklı kültürler arasında iletişim kurulmasına olanak tanıyarak kültürlerarası etkileşimde de önemli bir rol üstlenmektedir (Çetinkaya ve Durmaz, 2020).

Günümüzde iletişim teknolojilerindeki gelişmeler ve küreselleşmenin etkisiyle bireyler yalnızca kendi kültürlerini değil, farklı kültürleri de tanıma gereksinimi duymaktadır (Banks, 2008). Bu durum, bireylerin kültürel farkındalık geliştirmelerini ve farklı kültürleri tanıyabilmelerini gerekli kılmaktadır. Bu bağlamda bireylerin hem kendi kültürlerini hem de

farklı kültürleri tanımlarına olanak sağlayan önemli kavramlardan biri kültürel okuryazarlık olarak ifade edilmektedir (Bayındır, 2022). Kültürel okuryazarlık kavramını literatüre kazandıran Hirsch (1989), eğitim sistemlerinin yalnızca beceri kazandırmaya odaklanmaması, aynı zamanda bireylere ortak bir bağlamsal bilgi birikimi sunması gerektiğini vurgulamaktadır. Bu bağlamda kültürel okuryazarlık, bireyin metinlerin arka planında yer alan sosyo-kültürel kodları çözebilme ve hem kendi kültürüne hem de farklı kültürlerle ait değerleri ve toplumsal yapıları anlayabilme becerisi olarak tanımlanmaktadır. Bu doğrultuda kültür okuryazarlığı, bireyin kültürel ve sanatsal içerikleri anlama, yorumlama ve değerlendirme becerisini kapsamakta; farklı kültürel ürünleri analiz ederek çeşitli kültürel ifade biçimlerini kavrayabilmesine olanak sağlamaktadır (Mengüloğlu ve Sarıkaya, 2024). Ayrıca Ochoa vd. (2018), kültürel okuryazarlığı bireyin karşılaştığı farklı kültürel durumları anlamlandırarak bu durumlara uyum sağlayabilmesine olanak tanıyan bir beceri olarak değerlendirmektedir. Türkiye Yüzyılı Maarif Modeli Okul Öncesi Eğitim Programı'nda kültür okuryazarlığı; kültürel etkileşim, kültürü kavrama ve kültürü sürdürme olmak üzere üç bütünsel beceri kapsamında ele alınmaktadır. Bu beceriler; kültürel kavramları tanıma, kültür unsurlarını fark etme, kendi kültürünü tanıma, kültürel benzerlik ve farklılıkları ayırt etme, kültürel etkinliklere katılma, kültürel mirası koruma, farklı kültürleri keşfetme ve empati kurma gibi süreç bileşenleri aracılığıyla desteklenmektedir (MEB, 2024a). Okul öncesi dönemde okuryazarlık becerilerinin farkındalık düzeyinde ele alınması ve çocukların bu becerileri etkinlikler aracılığıyla doğal bir biçimde kazanabilecekleri öğrenme süreçlerine entegre edilmesi önerilmektedir (Bolat, 2025). Bu bağlamda kültürel okuryazarlığın okul öncesi dönemde desteklenmesi, çocukların kültürel farkındalık geliştirmeleri açısından büyük önem taşımaktadır.

Çocukların kültürel tutumlar ve kimliklerle oldukça erken yaşlarda tanıştıkları bilinmektedir. Bu nedenle çocukların erken dönemlerden itibaren çevrelerine karşı sorumluluk ve aidiyet duygusu geliştirmeleri önemli görülmektedir (Haddad, 2014). Çocukluk dönemi, bireyin gelişimi ve toplumun şekillenmesi açısından önemli bir süreçtir. Bu dönemde kazanılan temel tutum ve davranışlar bireyin ilerleyen yaşamındaki davranış kalıplarının oluşmasında belirleyici olmaktadır (Bourotzoglou, 2018). Ayrıca kültürel anlayışın temellerinin erken yaşlarda oluştuğu ve çocukların yeni kültürel kalıpları yetişkinlere kıyasla daha kolay öğrenebildiği ifade edilmektedir (Lynch ve Hanson, 1998). Erken çocukluk dönemi bireylerin gelişiminde kritik bir rol oynamakta ve bu dönemde kazanılan beceriler toplumların kültürel sürekliliğini de etkileyebilmektedir (Aydos ve Köksal Akyol, 2019).

Bu süreçte aile ve sosyal çevrenin yanı sıra çocukların karşılaştıkları eğitim materyalleri de önemli bir rol oynamaktadır. Özellikle çocuk kitapları, çocukların içinde yaşadıkları toplumun kültürel özelliklerini tanımlarında ve kültürel farkındalık geliştirmelerinde önemli bir araç olarak değerlendirilmektedir. Çocuk edebiyatı ürünleri, çocukların dil gelişimini desteklemenin yanı sıra toplumsal değerleri öğrenmelerine ve kültürel kimlik geliştirmelerine de katkı sağlamaktadır (Sever, 2013). Gönen ve Arı (1989), resimli çocuk kitaplarının okul öncesi dönem çocuklarının dil gelişimini destekleyen önemli araçlardan biri olduğunu belirtmektedir. Ayrıca çocuk edebiyatı ürünlerinin hazırlanmasında çocukların değer yargıları ve estetik duyarlılıklarının gelişimini destekleyecek içerik ve biçim özelliklerine dikkat edilmesi gerektiği vurgulanmaktadır (Aytan ve Göksel, 2021).

Çocuklar erken çocukluk döneminde çevreleriyle etkileşim kurarak ve çeşitli öğrenme materyalleriyle karşılaşarak birçok bilgi, beceri, tutum ve davranış geliştirmektedir. Hikâyeler aracılığıyla çocuklar olayları dinleyerek, görsellerle ilişkilendirerek ve hikâye karakterleriyle özdeşleşerek yeni deneyimler kazanabilmektedir. Çocuk edebiyatında kullanılan dil, kelime çeşitliliği ve dil yapılarının kullanımı açısından önemli bir rol oynamaktadır (Evin ve Bakır, 2026). Dijitalleşmenin hız kazandığı ve dilin doğru kullanımına ilişkin sorunların arttığı günümüzde çocukların dil becerilerinin geliştirilmesinde ve kültürel değerlerin aktarılmasında çocuk kitapları önemli bir rol üstlenmektedir. Çocuklar okudukları öykülerde yer alan karakterlerle özdeşim kurabildikleri için çocuk kitaplarında yer alan kültürel öğelerin çocukların gelişim düzeylerine uygun ve anlamlı bir bağlam içerisinde sunulması büyük önem taşımaktadır (Karakoç Öztürk ve Destegüloğlu, 2022).

Erken çocukluk döneminde çocuklara okuma alışkanlığı kazandırılması, kelime dağarcığının geliştirilmesi ve dinleme-konuşma becerilerinin desteklenmesi önemli görülmektedir. Bu doğrultuda, Millî Eğitim Bakanlığı Temel Eğitim Genel Müdürlüğü tarafından “365 Gün Öykü” adlı bir dijital platform oluşturulmuştur. Bu platform kapsamında, farklı edebî türleri içeren 53 resimli okul öncesi öykü kitabı hazırlanmış; söz konusu kitaplar hem okullara dağıtılmış hem de çevrim içi ortamda erişime sunulmuştur. Kitapların yazım, çizim ve tasarım süreçleri öğretmenler tarafından gerçekleştirilmiş olup öykülerde bilmece, şiir, tekerleme, kavram ve gezi gibi farklı türlere de yer verilmiştir. Ayrıca hazırlanan kitaplarla çocukların çevre okuryazarlığı ve iklim değişikliği gibi küresel sorunlara yönelik farkındalık kazanmalarının da hedeflendiği belirtilmektedir (MEB, 2024b). Bu doğrultuda çocuklara yönelik hazırlanan kitapların kültürel içerik açısından incelenmesi önem taşımaktadır. Çocuk kitaplarında yer alan kültürel öğelerin belirlenmesi, çocuklara sunulan kültürel içeriklerin niteliğinin ortaya konulması açısından önemlidir. Bu çerçevede MEB tarafından yayımlanan 365 Gün Öykü Serisi, farklı temalarda hazırlanan ve okul öncesi döneme yönelik öyküler içeren bir kitap serisi olması bakımından dikkat çekmektedir.

365 Gün Öykü Serisi üzerine yapılan çalışmalar incelendiğinde söz konusu kitapların farklı açılardan değerlendirildiği görülmektedir. Kurt Gökçeli ve Özer (2024) tarafından gerçekleştirilen bir araştırmada seride yer alan kitaplar çevre okuryazarlığı açısından incelenmiş ve kitapların çevre okuryazarlığı ile doğrudan veya dolaylı ilişkili içerikler barındırdığı belirlenmiştir. Benzer şekilde Evin ve Bakır (2026) tarafından yapılan bir çalışmada serideki hikâye kitapları söz varlığı açısından değerlendirilmiş ve kitaplarda yer alan sözcük türleri ile söz varlığı unsurları incelenmiştir. Feyman Gök vd. (2024) tarafından gerçekleştirilen bir araştırmada ise 365 Gün Öykü Serisi temel alınarak hazırlanan bir eğitim programının 5 yaş grubu çocukların kelime dağarcığı üzerindeki etkisi incelenmiş ve programın çocukların kelime dağarcığını geliştirdiği belirlenmiştir. Bunun yanı sıra Ocak Sayar ve Yıldız (2025) tarafından yapılan bir çalışmada seride yer alan hikâyeler erken çocukluk döneminde matematik kavramları açısından incelenmiş ve özellikle yön-mekân konumu, sayı ve zaman kavramlarına daha fazla yer verildiği tespit edilmiştir.

Alanyazın incelendiğinde 365 Gün Öykü Serisi üzerine yapılan çalışmaların çevre okuryazarlığı, söz varlığı, dil gelişimi ve matematik kavramları gibi farklı açılardan ele alındığı görülmektedir. Bununla birlikte seride yer alan kitapların kültür okuryazarlığı açısından

incelendiği çalışmaların sınırlı olduğu dikkat çekmektedir. Bu durum söz konusu kitapların kültür okuryazarlığı boyutunda incelenmesini gerekli kılmaktadır. Bu nedenle 365 Gün Öykü Serisi'nde yer alan kitapların kültür okuryazarlığı açısından incelenmesi alanyazına katkı sağlaması açısından önem taşımaktadır.

Bu araştırmanın amacı, MEB tarafından yayımlanan 365 Gün Öykü Serisi'nde yer alan kitapları kültür okuryazarlığı açısından incelemektir. Bu kapsamda seride yer alan kitaplarda kültürel değerler, gelenek ve görenekler, toplumsal yaşam, kültürel semboller, dil ve kültürel ifadeler ile kültürel çeşitlilik boyutlarına ilişkin içerikler analiz edilmiştir. Bu doğrultuda araştırmada “MEB tarafından yayımlanan 365 Gün Öykü Serisi'nde yer alan kitaplarda kültür okuryazarlığına ilişkin hangi öğeler yer almaktadır?” sorusuna yanıt aranmıştır.

2. YÖNTEM

Bu bölümde, araştırmanın modeli, araştırma materyalini oluşturan dokümanlar, veri toplama aracı ve verilerin analizine ilişkin süreç hakkında bilgi verilmiştir.

Araştırma Modeli

Bu araştırmada MEB tarafından yayımlanan 365 Gün Öykü Serisinde yer alan kitapların kültür okuryazarlığı açısından incelenmesi amaçlanmıştır. Nitel araştırma deseni bağlamında yürütülen bu çalışmada, veriler nitel veri toplama tekniklerinden biri olan doküman incelemesi yöntemi ile elde edilmiştir. Doküman incelemesi, araştırmanın veri kaynağını oluşturan birincil ya da ikincil nitelikteki çeşitli belgelerin toplanması, incelenmesi ve değerlendirilmesi sürecini kapsayan bir araştırma yöntemidir. Bu yöntemde araştırmaya konu olan dokümanlar sistemli bir biçimde gözden geçirilerek analiz edilir (Özkan, 2023).

İncelenen Dokümanlar

Araştırmanın evrenini Millî Eğitim Bakanlığı tarafından yayımlanan 365 Gün Öykü Serisi'nde yer alan toplam 53 kitap oluşturmaktadır. Bu araştırmada evrende yer alan tüm kitaplar ön incelemeye tabi tutulmuş; ancak analiz sürecine yalnızca belirlenen ölçütleri karşılayan kitaplar dâhil edilmiştir. Bu doğrultuda çalışma, amaçlı örnekleme yöntemlerinden ölçüt örnekleme ile belirlenen 31 kitap üzerinden yürütülmüştür. Ölçüt örnekleme yönteminde, araştırma sürecinde önceden belirlenen ölçütleri karşılayan durumların seçilmesi ve bu durumların ayrıntılı biçimde incelenmesi esastır. Bu yöntemin temel amacı, araştırma konusu hakkında derinlemesine bilgi sağlayabilecek, bilgi açısından zengin durumların incelenmesidir (Patton, 2018). Bu araştırmada ölçüt örnekleme kapsamında belirlenen temel ölçüt, incelenecek kitapların kültür okuryazarlığına ilişkin belirlenen kategorilerden en az birini içermesidir. Bu kapsamda kitaplar; kültürel değerler, gelenek ve görenekler, toplumsal yaşam, kültürel semboller, dil ve kültürel ifadeler ile kültürel çeşitlilik kategorileri açısından değerlendirilmiş ve bu unsurları barındırdığı tespit edilen eserler araştırma kapsamına dâhil edilmiştir.

İncelenen kitaplar Çizelge 1'de sunulmuştur.

Çizelge 1. Araştırma Kapsamında İncelenen Kitaplar

No	Kitap Adı	No	Kitap Adı
1	Yedi Taş	17	Kaşmir
2	Uyku Vakti Gelince	18	Karışık Tost
3	Unun Var Mı?	19	Işık Saklanabilir Mi?
4	Temiz Deniz	20	Dünyanın Ateşi Var
5	Rüzgar Esince	21	Doğum Günüm Ne Zaman?
6	Mozaik	22	Çiçekli Pasta
7	Memleketim Van	23	Çık Ortaya
8	Memleketim Türkiye	24	Bir Uçurtma İki Çocuk
9	Memleketim Rize	25	Bir Ben Bir O
10	Memleketim Nevşehir	26	Bilmeceler
11	Memleketim Mardin	27	Biçerdöver Ne Döver?
12	Memleketim Denizli	28	Beyaz
13	Memleketim Bursa	29	Benimle Oynar Mısın?
14	Memleketim Adana	30	Abimin Bavulu
15	Lezzetli Meyveler	31	Ara Bul
16	Küçük Su Damlası		

Veri Toplama Aracı

Araştırmada veri toplama aracı olarak araştırmacı tarafından geliştirilen kültür okuryazarlığı inceleme formu kullanılmıştır. İnceleme formu oluşturulurken çocuk kitaplarında kültürel içerik ve kültürel aktarım konusunu ele alan çalışmalar incelenmiş ve literatürde yer alan kültürel öğeler dikkate alınarak analiz kategorileri belirlenmiştir (Sever, 2013; Karakoç Öztürk ve Destegüloğlu, 2022; MEB, 2024a). Bu doğrultuda inceleme formunda aşağıdaki kategorilere yer verilmiştir:

- Kültürel Değerler
- Gelenek ve Görenekler
- Toplumsal Yaşam
- Kültürel Semboller
- Dil ve Kültürel İfadeler
- Kültürel Çeşitlilik

Taslak olarak hazırlanan inceleme formu, kapsam geçerliğini sağlamak amacıyla çocuk edebiyatı ve okul öncesi eğitimi alanında uzman iki akademisyenin görüşüne sunulmuştur. Uzmanlardan alınan dönütler doğrultusunda özellikle “toplumsal yaşam” ve “gelenek ve görenekler” kategorileri arasındaki örtüşmeler gözden geçirilmiş, kategorilerin birbirinden bağımsız olacak şekilde sınırları netleştirilmiş ve forma son hâli verilmiştir.

Verilerin Analizi

Araştırmada elde edilen veriler betimsel analiz yöntemi kullanılarak analiz edilmiştir. Betimsel analiz, araştırma kapsamında elde edilen verilerin önceden belirlenen temalar veya kategoriler doğrultusunda düzenlenmesi ve yorumlanmasını kapsayan bir analiz yöntemidir. Bu yaklaşımda veriler belirlenen çerçeveye göre sınıflandırılır ve elde edilen bulgular sistematik bir biçimde sunulur (Yıldırım ve Şimşek, 2021). İncelenen kitaplarda yer alan kültürel öğeler belirlenen kategoriler doğrultusunda değerlendirilmiş ve kitaplarda yer alan içerikler ilgili kategorilere göre kodlanmıştır. Elde edilen veriler tablolar hâlinde sunulmuş ve frekans değerleri hesaplanarak yorumlanmıştır. Analiz güvenilirliğini sağlamak amacıyla rastgele seçilen 10 kitap bağımsız bir uzman tarafından kodlanmış; Miles ve Huberman (1994) formülüne göre hesaplanan uyuma yüzdesi %89 olarak bulunmuştur. Bu değer, kodlayıcılar arasında yüksek düzeyde uyum olduğunu göstermektedir.

3. BULGULAR

Bu bölümde, MEB tarafından yayımlanan 365 Gün Öykü Serisinde yer alan kitapların kültür okuryazarlığı açısından incelenmesine ilişkin bulgulara yer verilmiştir. Kitaplarda yer alan kültürel öğeler belirlenen kategoriler doğrultusunda analiz edilmiştir. İncelenen kitapların kültür okuryazarlığı açısından değerlendirilmesine ilişkin bulgular Çizelge 2’de sunulmuştur.

Çizelge 2. MEB 365 Gün Öykü Serisinde Yer Alan Kitapların Kültür Okuryazarlığı Açısından İncelenmesi

Kitap Adı	Kültürel Değerler	Gelenek ve Görenekler	Toplumsal Yaşam	Kültürel Semboller	Dil ve Kültürel İfadeler	Kültürel Çeşitlilik
Yedi Taş	✓		✓			
Uyku Vakti Gelinece	✓		✓			
Unun Var Mı?		✓		✓		
Temiz Deniz	✓		✓			
Rüzgar Esince				✓		
Mozaik	✓		✓	✓		
Memleketim Van		✓	✓	✓		
Memleketim Türkiye		✓	✓	✓		
Memleketim Rize		✓	✓	✓		
Memleketim Nevşehir		✓		✓		
Memleketim Mardin		✓	✓	✓		
Memleketim Denizli		✓		✓		
Memleketim Bursa		✓		✓		
Memleketim Adana			✓	✓		
Lezzetli Meyveler					✓	
Küçük Su Damlası	✓				✓	
Kaşmir	✓		✓			
Karışık Tost			✓	✓		
Işık Saklanabilir Mi?		✓	✓			
Dünyanın Ateşi Var	✓		✓			
Doğum Günüm Ne Zaman?	✓		✓			
Çiçekli Pasta	✓		✓			
Çık Ortaya			✓		✓	
Bir Uçurtma İki Çocuk	✓		✓			
Bir Ben Bir O			✓			✓
Bilmeceler					✓	
Biçerdöver Ne Döver?			✓		✓	
Beyaz		✓		✓		

Benimle Oynar Mısın?	✓	✓
Abimin Bavulu	✓	✓
Ara Bul		✓

* Bir kitap birden fazla kategori kapsamında değerlendirilmiştir.

Çizelge 2 incelendiğinde, MEB tarafından yayımlanan 365 Gün Öykü Serisinde yer alan kitaplarda kültür okuryazarlığına ilişkin öğelerin farklı boyutlarda yer aldığı görülmektedir. İncelenen kitaplarda en fazla toplumsal yaşam boyutuna ilişkin içeriklerin bulunduğu belirlenmiştir. Bu durum öykülerde aile ilişkileri, arkadaşlık, birlikte oyun oynama ve sosyal etkileşim gibi günlük yaşam unsurlarına sıklıkla yer verildiğini göstermektedir. Bunun yanı sıra kitaplarda kültürel semboller ve kültürel değerler boyutlarının da önemli bir yer tuttuğu görülmektedir. Özellikle Memleketim serisinde yer alan kitaplarda farklı şehirlerin kültürel özellikleri, yöresel unsurlar ve yerel yaşam biçimlerine ilişkin içeriklere yer verildiği dikkat çekmektedir. Buna karşın dil ve kültürel ifadeler ile kültürel çeşitlilik boyutlarının daha sınırlı düzeyde temsil edildiği belirlenmiştir. Çizelge 2’de elde edilen bulgular doğrultusunda, incelenen kitaplarda kültür okuryazarlığına ilişkin öğelerin frekans dağılımı hesaplanmış ve sonuçlar Çizelge 3’te sunulmuştur.

Çizelge 3. İncelenen Kitaplarda Kültür Okuryazarlığına İlişkin Öğelerin Frekans Dağılımı

Boyut	f
Kültürel Değerler	12
Gelenek ve Görenekler	10
Toplumsal Yaşam	21
Kültürel Semboller	13
Dil ve Kültürel İfadeler	5
Kültürel Çeşitlilik	2

Çizelge 3 incelendiğinde, MEB tarafından yayımlanan 365 Gün Öykü Serisinde yer alan kitaplarda kültür okuryazarlığına ilişkin öğelerin farklı boyutlarda temsil edildiği görülmektedir. Bu frekans değerleri, ilgili temaların kitaplarda yer alma sıklığını göstermektedir. Ancak analiz sürecinde bu temaların kitaplarda işleniş biçimlerinin farklılık gösterdiği belirlenmiştir. Bazı kitaplarda ilgili temalar olay örgüsünün merkezinde yer alırken, bazı kitaplarda daha sınırlı ve yüzeysel biçimde ele alınmıştır. Bu durum, temaların yalnızca varlık düzeyinde değil, işleniş derinliği açısından da farklılık gösterdiğini ortaya koymaktadır. Elde edilen bulgular doğrultusunda incelenen kitaplarda en fazla toplumsal yaşam boyutuna ilişkin içeriklerin yer aldığı belirlenmiştir (f=21). Bu durum öykülerde aile ilişkileri, arkadaşlık, birlikte oyun oynama, paylaşma, yardımlaşma ve sosyal etkileşim gibi çocukların günlük yaşam deneyimleriyle doğrudan ilişkili unsurlara sıklıkla yer verildiğini göstermektedir. Okul öncesi dönem çocuklarının sosyal çevreleriyle kurdukları ilişkilerin gelişim süreçlerinde önemli bir yer tuttuğu düşünüldüğünde, kitaplarda toplumsal yaşam boyutuna ilişkin içeriklerin yoğun

olarak yer alması çocukların sosyal ilişkiler ve toplumsal davranış kalıplarını öğrenmelerine katkı sağlayabilecek bir unsur olarak değerlendirilebilir. Toplumsal yaşam boyutuna ilişkin örnekler incelendiğinde, bazı öykülerde çevresel sorumluluk ve toplumsal bilinç unsurlarına yer verildiği görülmektedir. Örneğin *Temiz Deniz* adlı kitapta bireylerin deniz kirliliğinin nedenlerini sorgulamaları ve hatalarının farkına vararak sahildeki çöpleri temizlemeleri anlatılmaktadır. Kitapta yer alan “Böylece insanlar yaptıkları hatanın farkına varıp sahildeki çöpleri topladılar ve her yeri temizlediler.” ifadesi, çevreye karşı sorumluluk bilincinin gelişimine yönelik bir örnek olarak değerlendirilebilir. Bu bağlamda eserdeki çöp toplama eylemi, yalnızca ekolojik bir davranış olarak değil; kamusal alanın korunmasına dayalı imece anlayışı ve kolektif sorumluluk bilinci çerçevesinde toplumsal yaşam kategorisi kapsamında ele alınmıştır. Toplumsal yaşam boyutuna ilişkin bir diğer örnek “Bir Uçurtma İki Çocuk” adlı kitapta görülmektedir. Öyküde kardeşler arasındaki iletişim ve paylaşım vurgulanmaktadır. Kitapta yer alan “Abisi ‘Uçurtmamla oynamak için benden izin almalıydın.’ dedi.” ifadesi aile içi iletişim ve karşılıklı saygı gibi toplumsal ilişkileri yansıtan bir örnek olarak değerlendirilebilir.

Araştırma bulgularına göre incelenen kitaplarda kültürel semboller boyutunun da önemli bir yer tuttuğu görülmektedir (f=13). Kültürel semboller kapsamında değerlendirilen unsurlar incelendiğinde, özellikle farklı şehirlerin kültürel özellikleri, yöresel unsurlar, doğal ve kültürel mekânlar ile yerel yaşam biçimlerine ilişkin öğelerin öykülerde yer aldığı dikkat çekmektedir. Özellikle Memleketim serisinde yer alan kitaplarda Türkiye’nin farklı şehirlerine ait kültürel özelliklerin, yöresel yaşam biçimlerinin ve yerel unsurların çocuklara tanıtılmasına yönelik içeriklerin bulunduğu görülmektedir. Bu tür içerikler çocukların yaşadıkları toplumun kültürel özelliklerini tanımaları ve kültürel farkındalık geliştirmeleri açısından önemli bir rol üstlenmektedir. Kültürel semboller boyutuna ilişkin örnekler incelendiğinde örneğin “Memleketim Van” adlı kitapta Van Gölü, Akdamar Adası, Van kedisi ve Van kahvaltısı gibi şehre özgü kültürel unsurlar tanıtılmaktadır. Kitapta yer alan “Van Gölü Türkiye’nin en büyük gölüdür. Biz Van Gölü’ne Van Denizi deriz.” ifadesi ile “Van’ın kahvaltısı çok ünlüdür.” şeklindeki ifadeler çocukların farklı şehirlerin kültürel ve doğal sembollerini tanımalarına yönelik örnekler olarak değerlendirilebilir. Ayrıca kitapta yer alan “Ecrin’le, halay çekenlerin elini tuttuk. İlk defa halay çektik.” ifadesi yöresel kültürel etkinliklerin çocuklara tanıtılmasına yönelik bir örnek olarak değerlendirilebilir.

Bunun yanı sıra incelenen kitaplarda kültürel değerler boyutuna ilişkin içeriklerin de önemli bir yer tuttuğu belirlenmiştir (f=12). Öykülerde paylaşma, yardımlaşma, sorumluluk, sevgi ve dayanışma gibi toplumsal değerlerin çocuklara aktarılmasına yönelik içeriklerin bulunduğu görülmektedir. Bu değerlerin çocukların sosyal ve duygusal gelişimlerine katkı sağlayabilecek nitelikte olduğu ve çocukların toplumsal yaşam içerisinde benimsemeleri beklenen davranış kalıplarını desteklediği söylenebilir. Kültürel değerler boyutuna ilişkin örnekler incelendiğinde bazı kitaplarda millî değerlerin çocuklara aktarılmasına yönelik içeriklere yer verildiği görülmektedir. Örneğin “Doğum Günüm Ne Zaman?” adlı kitapta Cumhuriyet Bayramı’na ve millî değerlere vurgu yapılmaktadır. Kitapta yer alan “Bugün hem senin doğum günün hem de Türkiye’nin doğum günü.” ve “İyi ki doğdun Ece, iyi ki kuruldun Türkiye!” ifadeleri çocuklara millî değerlerin ve Cumhuriyet bilincinin kazandırılmasına yönelik bir örnek olarak değerlendirilebilir.

Araştırma kapsamında incelenen kitaplarda gelenek ve görenekler boyutuna ilişkin ögelerin de belirli bir düzeyde temsil edildiği görülmektedir (f=10). Bu kapsamda bazı öykülerde geleneksel oyunlar, kutlamalar veya günlük yaşam içerisinde yer alan bazı kültürel uygulamalara ilişkin içeriklerin bulunduğu dikkat çekmektedir. Bu tür içerikler çocukların içinde bulundukları toplumun kültürel uygulamalarını tanımlarına katkı sağlayabilecek niteliktedir. Gelenek ve görenekler boyutuna ilişkin olarak bazı kitaplarda geleneksel beslenme kültürünü yansıtan içeriklere yer verildiği görülmektedir. Bu kapsamda “Unun Var mı?” adlı kitapta buğdayın una dönüşmesi ve undan çeşitli yiyeceklerin hazırlanması süreci anlatılmaktadır. Kitapta “Önce tarlada buğdaydı, değirmende una dönüştü.” ve “Bazen ekmek, pide bazen de lavaş ya da bazlama olur sana.” ifadeleri yer almaktadır. Bu durum toplumun geleneksel mutfak kültürünün çocuklara tanıtılması açısından değerlendirilebilir. Nitekim kitapta buğdayın tarladan sofraya uzanan dönüşüm süreci anlatılmakta ve undan hazırlanan geleneksel yiyeceklere yer verilmektedir.

Buna karşın incelenen kitaplarda dil ve kültürel ifadeler boyutuna ilişkin içeriklerin sınırlı düzeyde yer aldığı belirlenmiştir (f=5). Atasözleri, deyimler veya kültürel söylemler gibi dilsel kültür unsurlarının öykülerde daha az yer aldığı görülmektedir. Dil ve kültürel ifadeler boyutuna ilişkin olarak bazı kitaplarda sözlü kültür ürünlerine yer verildiği görülmektedir. Bu kapsamda özellikle bilmece, çocukların dilsel farkındalıklarını geliştiren ve kültürel dil unsurlarının aktarılmasını sağlayan önemli anlatım biçimleri arasında yer almaktadır. Örneğin *Bilmeceler* adlı kitapta çeşitli bilmecelere yer verilerek çocukların dildeki ses, ritim ve anlam ilişkilerini fark etmeleri amaçlanmaktadır. Kitapta yer alan bilmecelerden birinde “Sapsarıdır rengi, aydınlatır her yeri. Bir doğar bir batar, ısıtır bizleri.” ifadeleri yer almakta olup bu bilmece güneşi tanımlamaktadır. Bu tür ifadeler, sözlü kültür geleneğinin bir parçası olan bilmecelerin çocuklara aktarılması açısından önem taşımaktadır. Ayrıca Piaget’in bilişsel gelişim kuramı çerçevesinde (Piaget, 2004) değerlendirildiğinde, okul öncesi dönemdeki çocukların somut işlem öncesi dönemde bulunmaları nedeniyle doğa olaylarını sembolik ve metaforik ifadeler aracılığıyla anlamlandırdıkları bilinmektedir. Bu bağlamda bilmeceler, çocukların hem dil gelişimini destekleyen hem de kültürel imgeler yoluyla bilişsel yapılandırma süreçlerine katkı sağlayan pedagojik araçlar olarak değerlendirilebilir. Dil ve kültürel ifadelerin kültürün önemli taşıyıcıları arasında yer aldığı düşünüldüğünde, bu boyuta ilişkin içeriklerin artırılmasının çocukların kültürel dil unsurlarını tanımlarına katkı sağlayabileceği söylenebilir.

Araştırma bulgularına göre incelenen kitaplarda kültürel çeşitlilik boyutunun ise oldukça sınırlı düzeyde temsil edildiği görülmektedir (f=2). Bu kapsamda “Bir Ben Bir O” adlı kitapta farklı bir ülkeden Türkiye’ye gelen bir çocuğun sınıfa katılması ve diğer çocuklarla tanışması anlatılmaktadır. Kitapta “Bugün sınıfa girdiğimde öğretmenimizin yanında bir çocuk vardı. Öğretmenimiz ‘Merhaba çocuklar. Sınıfımıza yeni gelen arkadaşınızı sizinle tanıştırmak istiyorum.’ dedi.” ifadelerine yer verilmektedir. Ayrıca öyküde sınıfa yeni gelen çocuğun Türkiye’ye yeni geldiğinin belirtilmesi ve çocukların birlikte tanışma oyunu oynamaları farklı kültürlerden gelen bireylerin sosyal ortama katılımını göstermektedir. Bu durum çocukların farklı kültürlerle karşı farkındalık geliştirmeleri ve kültürlerarası etkileşim kurmaları açısından değerlendirilebilir. Kültürel çeşitlilik kapsamında farklı kültürlerle, yaşam biçimlerine veya kültürel farklılıklara ilişkin içeriklerin az sayıda kitapta yer aldığı belirlenmiştir. Günümüzde

kültürel çeşitlilik ve farklı kültürlerle saygı gibi konuların erken yaşlardan itibaren çocuklara kazandırılmasının önemli olduğu düşünüldüğünde, bu boyuta ilişkin içeriklerin artırılmasının çocukların kültürel farkındalık ve kültürlerarası anlayış geliştirmelerine katkı sağlayabileceği değerlendirilmektedir.

Genel olarak değerlendirildiğinde, incelenen öykü kitaplarında özellikle çocukların günlük yaşam deneyimleri ve toplumsal ilişkileriyle bağlantılı kültürel unsurların ön plana çıktığı görülmektedir. Bununla birlikte kültürel semboller ve kültürel değerlerin de belirli bir düzeyde temsil edildiği; buna karşın dilsel kültürel ifadeler ve kültürel çeşitlilik boyutlarının daha sınırlı düzeyde yer aldığı dikkat çekmektedir.

4. TARTIŞMA, SONUÇ ve ÖNERİLER

Kültürlerarası beceriler bireylerin farklı kültürler arasındaki benzerlik ve farklılıkları anlayabilmelerini, kendi kültürlerini tanıyıp değer verebilmelerini ve diğer kültürlerle yönelik açık ve saygılı bir tutum geliştirebilmelerini içermektedir (P21, 2019). Bu beceriler, bireylerin kültür okuryazarlığı geliştirmelerinde önemli bir temel oluşturmaktadır.

Araştırma sonuçlarına göre incelenen kitaplarda en fazla toplumsal yaşam boyutuna ilişkin içeriklerin yer aldığı belirlenmiştir. Öykülerde aile ilişkileri, günlük yaşam pratikleri ve sosyal etkileşimlere ilişkin unsurların ön plana çıktığı görülmektedir. Benzer şekilde çocuk kitaplarında kültürel aktarımın çoğunlukla günlük yaşam pratikleri aracılığıyla gerçekleştiğini ortaya koyan çalışmalar da bulunmaktadır. Nitekim Karakoç Öztürk ve Destegüloğlu (2022) çocuk kitaplarında kültürel aktarımın özellikle yiyecek-içecek, oyun, sofrada ve kişiler arası iletişim kalıpları gibi günlük yaşam unsurları üzerinden gerçekleştiğini ifade etmektedir. Ayrıca 365 Gün Öykü Serisi'ni toplumsal cinsiyet rolleri açısından inceleyen araştırmalarda da öykülerde aile içi rollerin ve toplumsal ilişkilerin çocuklara çeşitli temsiller aracılığıyla sunulduğu belirtilmektedir. Eroğlu (2025) tarafından yapılan çalışmada öykülerde kadın ve erkeklerin farklı toplumsal rollerle temsil edildiği ve bu temsillerin erken çocukluk dönemindeki çocukların toplumsal cinsiyet rollerine ilişkin algılarının oluşmasında etkili olabileceği ifade edilmektedir. Ayrıca kitaplarda farklı şehir adları ve mekân isimleri gibi kültürel ve coğrafi unsurlara yer verilmesi çocukların yaşadıkları çevreyi tanımalarına katkı sağlayabilecek niteliktedir. Bu durum, 365 Gün Öykü Serisi'nde yer alan kitapları inceleyen Ocak, Sayar ve Yıldız'ın (2025) araştırmasıyla da benzerlik göstermektedir. Söz konusu çalışmada kitaplarda yön ve mekânda konum kavramlarının yanı sıra Türkiye'nin farklı şehirlerine ve kültürel mekânlarına ilişkin özel isimlere de yer verildiği belirtilmiştir.

Araştırma bulguları incelenen kitaplarda kültürel semboller ve kültürel değerler boyutlarının da önemli bir yer tuttuğunu göstermektedir. Özellikle Memleketim serisinde yer alan kitaplarda Türkiye'nin farklı şehirlerine ait doğal ve kültürel özelliklerin, yöresel yaşam biçimlerinin ve yerel unsurların çocuklara tanıtıldığı belirlenmiştir. Bu tür içerikler çocukların yaşadıkları toplumun kültürel özelliklerini tanımalarına ve kültürel farkındalık geliştirmelerine katkı sağlayabilecek niteliktedir. Bunun yanı sıra bazı kitaplarda Cumhuriyet Bayramı gibi millî değerleri yansıtan içeriklere yer verilmesi çocukların millî kimlik ve kültürel değerlere ilişkin farkındalık kazanmalarına katkı sağlayabilecek bir unsur olarak değerlendirilebilir. Elde edilen

bu bulgular, Evin ve Bakır'ın (2026) çalışmasıyla da paralellik göstermektedir. Söz konusu araştırmada 365 Gün Öykü Serisi'nde yer alan bazı metinlerin çocukların yerel kültürel değerlere ve toplumsal çeşitliliğe yönelik farkındalık geliştirmelerini desteklediği belirtilmektedir.

Buna karşın incelenen kitaplarda dil ve kültürel ifadeler ile kültürel çeşitlilik boyutlarının daha sınırlı düzeyde temsil edildiği görülmektedir. Dil ve kültürel ifadeler boyutunda özellikle bilmece gibi sözlü kültür unsurlarına yer verildiği görülmekle birlikte atasözleri, deyimler ve tekerlemeler gibi dilsel kültür öğelerinin daha az kullanıldığı belirlenmiştir. Oysa sözlü kültür ürünleri kültürün nesilden nesile aktarılmasında önemli bir role sahiptir. Benzer şekilde kültürel çeşitlilik boyutuna ilişkin içeriklerin de sınırlı sayıda kitapta yer aldığı görülmektedir. Günümüzde farklı kültürlerin tanınması ve kültürlerarası etkileşim becerilerinin geliştirilmesi önemli görülmektedir. Bu nedenle çocuk kitaplarında farklı kültürlere, yaşam biçimlerine ve kültürel çeşitliliğe ilişkin içeriklerin artırılması çocukların kültürel farkındalıklarının gelişmesine katkı sağlayabilir. Bu bulgu, 365 Gün Öykü kitap setini söz varlığı açısından inceleyen Terzi'nin (2025) çalışmasıyla benzerlik göstermektedir. Söz konusu araştırmada kitapların çocukların kelime dağarcığını geliştirme potansiyeline sahip olduğu, ancak atasözleri gibi kültürel aktarım açısından önemli dilsel unsurlara yeterince yer verilmemesinin söz varlığı çeşitliliği açısından sınırlılık oluşturduğu belirtilmektedir. Benzer şekilde resimli öykü kitaplarını 21. yüzyıl becerileri açısından inceleyen bir araştırmada da kitaplarda bazı beceri alanlarının yer aldığı, ancak okuryazarlık becerilerinin tüm kitaplarda temsil edilmediği belirlenmiştir (Yağbasan ve Durualp, 2025). Ayrıca okul öncesi çocuk kitaplarını girişimcilik ve yenilikçilik temaları açısından inceleyen bir araştırmada da bazı beceri alanlarının ve kültürel çeşitliliğin kitaplarda sınırlı düzeyde temsil edildiği belirtilmektedir (Karaoğlu, 2025). Özellikle kültürel çeşitlilik boyutuna ilişkin bulgular daha ayrıntılı incelendiğinde dikkat çekici sonuçlara ulaşılmaktadır. İncelenen kitaplarda kültürel çeşitlilik boyutuna ilişkin unsurların oldukça sınırlı düzeyde ($f=2$) yer aldığı belirlenmiştir. Bu bulgu, çocuk edebiyatında kültürel temsile ilişkin uluslararası literatürle birlikte değerlendirildiğinde dikkat çekicidir. Bishop (1990), çocuk kitaplarının bireyler için hem kendi kültürlerini yansıtan bir "ayna" hem de farklı kültürleri tanımaya olanak sağlayan bir "pencere" işlevi görmesi gerektiğini vurgulamaktadır. Bu bağlamda araştırma bulguları, incelenen kitapların daha çok ulusal kültürel unsurları yansıtan bir "ayna" işlevi gördüğünü; buna karşın farklı kültürlere yönelik temsillerin sınırlı olması nedeniyle "pencere" işlevinin yeterince karşılanmadığını göstermektedir. Bu durum, çocukların kültürel çeşitliliğe ilişkin farkındalık geliştirme fırsatlarının sınırlı kalabileceğine işaret etmektedir.

Bu bağlamda elde edilen bulgular bütüncül olarak değerlendirildiğinde, 365 Gün Öykü Serisi'nde yer alan kitapların çocuklara kültürel farkındalık kazandırabilecek çeşitli içerikler barındırdığı görülmektedir. Özellikle toplumsal yaşam, kültürel semboller ve kültürel değerler boyutlarının öykülerde daha yoğun biçimde temsil edildiği belirlenmiştir. Bununla birlikte dil ve kültürel ifadeler ile kültürel çeşitlilik boyutlarının diğer boyutlara kıyasla daha sınırlı düzeyde yer aldığı dikkat çekmektedir. Bu durum, çocuklara yönelik hazırlanan öykü kitaplarında kültür okuryazarlığının tüm boyutlarının dengeli bir biçimde ele alınmasının önemini ortaya koymaktadır. Bu bağlamda çocuk kitaplarının hazırlanması sürecinde sözlü

kültür unsurlarına, farklı kültürlerle ve kültürlerarası etkileşimi destekleyen içeriklere daha fazla yer verilmesinin çocukların kültürel farkındalıklarının ve kültür okuryazarlıklarının gelişmesine katkı sağlayabileceği düşünülmektedir

Araştırma sonuçları doğrultusunda aşağıdaki önerilerde bulunulabilir:

- Çocuklara yönelik hazırlanan öykü kitaplarında kültür okuryazarlığının tüm boyutlarına dengeli biçimde yer verilmesine özen gösterilmeli, ulusal projelerle bu desteklenmelidir.
- Çocuk kitaplarında soyutlama gerektiren atasözü veya deyimlerin salt niceliksel olarak artırılması yerine; bu ifadelerin somut, görsel unsurlarla ve eyleme dayalı bir olay örgüsü içerisinde eritilerek verilmesi pedagojik olarak tasarlanmalıdır.
- Çocukların dil gelişimini ve söz varlığını destekleyen uygulamaların eğitim ortamlarında daha fazla yer alması ve “Dilimizin Zenginlikleri” benzeri projelerin yaygınlaştırılarak sürdürülebilir hâle getirilmesi önerilmektedir.
- Kitaplarda farklı kültürlerle, yaşam biçimlerine ve kültürlerarası etkileşime ilişkin içeriklerin artırılması çocukların kültürel çeşitliliğe yönelik farkındalık geliştirmelerine katkı sağlayabilir.
- Çocuklara yönelik hazırlanan öykü kitaplarında yerel kültürel unsurların, gelenek ve göreneklerin ve toplumsal değerlerin çocukların gelişim düzeylerine uygun biçimde sunulmasına dikkat edilmelidir.
- Gelecek araştırmalarda çocuk kitapları farklı okuryazarlık türleri (çevre okuryazarlığı, dijital okuryazarlık, vatandaşlık okuryazarlığı vb.) açısından karşılaştırmalı olarak incelenebilir.

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DECODING COGNITIVE PATHWAYS: EXPLORING THE INTRINSIC PROBLEM-SOLVING MECHANICS OF THE HUMAN MIND

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Abstract

This study investigates the natural mechanics underlying human problem-solving, aiming to demystify the complex cognitive processes involved. Employing a combination of behavioral experiments, brain imaging, and computational modeling, we explore the neural underpinnings of various problem-solving strategies and identify key cognitive biases that influence decision-making. Our findings reveal a dynamic interplay between conscious and unconscious processes, highlighting the role of both analytical and intuitive thinking in problem-solving. Furthermore, we demonstrate the influence of neural network structure on individual differences in problem-solving performance. By shedding light on the natural mechanics of the mind, this research offers valuable insights into the development of effective interventions for improving cognitive function and enhancing problem-solving skills across diverse domains.

Keywords: Problem-solving, cognitive processes, neural networks, heuristic bias, decision-making

**AUTOMATED GENERATION OF SCREEN-RECORDED VIDEOS: AN
ALGORITHMIC FRAMEWORK FOR DIGITAL CONTENT CREATION**

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Abstarct

The growing demand for e-learning and online content necessitates efficient and scalable methods for creating engaging video materials. This paper explores an algorithmic approach to automate the production of screen-recorded videos, significantly reducing production time and effort. We propose a framework that leverages computer vision and natural language processing techniques to: 1. Identify and segment screen elements, 2. Extract key information from slides and text, 3. Generate voiceover narration based on extracted content, and 4. Synchronize narration with screen actions. Initial results demonstrate the feasibility of the proposed approach, suggesting its potential to revolutionize e-content creation workflows.

Keywords: e-content creation, screen recording, video production, automation, algorithms

ONTOLOGICAL FRAMEWORKS FOR INTELLIGENT MUSIC EDUCATION SYSTEMS: ENHANCING KNOWLEDGE REPRESENTATION AND UTILIZATION

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Abstract:

This paper proposes a comprehensive framework for developing smart learning environments (SLEs) in music education. We argue that ontologies, formal representations of knowledge, hold significant potential for enhancing the effectiveness and personalization of music learning. The framework encompasses three key components: (1) a core music ontology capturing fundamental musical concepts and relationships; (2) an adaptive learning layer utilizing the ontology to tailor instructional content and activities to individual student needs; and (3) a collaborative learning platform facilitating social interactions and knowledge sharing among students. The framework leverages ontological reasoning and machine learning techniques to personalize learning pathways, provide real-time feedback, and facilitate adaptive assessment. We demonstrate the application of the framework through a case study focusing on the development of an SLE for learning musical rhythm. The results highlight the potential of ontologies for advancing music education by enabling intelligent and adaptive learning experiences.

Keywords: Smart Learning Environments, Music Education, Ontology, Adaptive Learning, Collaborative Learning.

**ENHANCING ENGINEERING EDUCATION IN LABORATORIES USING ACTIVE
LEARNING: A COMPREHENSIVE APPROACH FOR STUDENT SKILL
DEVELOPMENT**

Jun Li, Ying Zhang, Hui Chen

University of the Cordilleras, Philippines and with LinYi University, China

Abstract

This study explores the implementation of flipped learning in civil engineering laboratory education, aiming to enhance student engagement, knowledge acquisition, and skill development. The approach involves pre-lab preparation through online modules and collaborative activities, followed by in-lab sessions focused on hands-on application and problem-solving. The effectiveness of the flipped model was assessed through a mixed-methods approach, including pre- and post-test assessments, student surveys, and instructor observations. Results indicate significant improvements in student performance, critical thinking skills, collaboration abilities, and self-directed learning. The flipped learning approach emerged as a promising strategy for enhancing civil engineering laboratory education and fostering essential capabilities in future engineers.

Keywords: flipped learning, civil engineering, laboratory education, essential capabilities, student engagement

**AUTONOMOUS AGENT LEARNING THROUGH CONSTRUCTIVIST
PRINCIPLES: A SEQUENTIAL BOTTOM-UP LEARNING FRAMEWORK AND
TOOL (CON-LEARN)**

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Abstract:

This paper proposes a novel bottom-up sequential learning algorithm called BEL-CA, designed for autonomous agents to learn continuously through interaction with their environment. Inspired by constructivist learning principles, BEL-CA emphasizes self-discovery and active exploration without relying on pre-defined models or extrinsic rewards. The algorithm dynamically builds hierarchical representations of learned experiences, allowing the agent to extract and adapt to environmental regularities. Additionally, we introduce a tool called GAIT to analyze the learning process and provide insights into the agent's decision-making process. We demonstrate the effectiveness of BEL-CA through an experiment where an agent learns to interact successfully with its environment based on discovered regularities. This approach offers a promising direction for developing autonomous agents capable of flexible and continuous learning in complex and uncertain environments.

Keywords: Constructivism, Bottom-up Learning, Hierarchical Sequential Learning, Autonomous Agents, Self-Adaptation

REVOLUTIONIZING MANUFACTURING LINES WITH DEEP LEARNING: A NEW ERA IN PRODUCT IDENTIFICATION

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ABSTRACT

Deep learning presents a transformative opportunity for industrial automation, particularly in the realm of product identification. This paper explores how deep learning models can be leveraged to empower assembly lines, addressing the limitations of traditional methods and unlocking new levels of efficiency, accuracy, and flexibility. We delve into the background and motivation, detailing the challenges and limitations of existing identification solutions. We then present a comprehensive overview of deep learning techniques specifically tailored for product identification, including convolutional neural networks, object detection algorithms, and pose estimation methods. The paper further showcases the significant benefits achieved by deploying deep learning on assembly lines, including improved accuracy, reduced errors, enhanced adaptability to product variations, and real-time decision-making capabilities. We discuss the practical implementation considerations, highlighting the importance of data acquisition, model training, and system integration. Finally, we explore the broader implications of this paradigm shift, emphasizing the potential for deep learning to revolutionize product identification across diverse industries, driving increased productivity, cost savings, and enhanced quality control.

Keywords: Deep Learning, Assembly Lines, Product Identification, Industrial Automation, Paradigm Shift

**ASSESSING THE ECONOMIC IMPACT OF ARTS AND EDUCATION PROGRAMS
IN PUBLIC UNIVERSITIES OF KWARA STATE, NIGERIA: A HUMAN CAPITAL
APPROACH**

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Abstract

This study examines the economic returns of humanities and education programs in public universities of Osun State, Nigeria, from a human capital investment perspective. Employing cost-benefit analysis, the study evaluates the private and social rates of return (PRR and SRR) for graduates of various programs. Data on earnings, costs, and employment trends were collected from graduates, universities, and labor market surveys.

The findings reveal that both humanities and education programs offer positive PRRs and SRRs, indicating that they are economically viable investments for individuals and society. However, the returns vary across programs, with some humanities programs offering higher returns than some education programs. The study also identifies factors influencing the economic returns, including program specific characteristics, graduate skills, and labor market dynamics.

The results suggest that investing in humanities and education programs can contribute to economic growth and development in Osun State. However, policymakers need to consider program-specific differences in returns when allocating resources to ensure optimal human capital investment.

Keywords: Human capital investment, economic returns, humanities, education programs, public universities, Osun State, Nigeria

THE IMPACT OF ECONOMIC FACTORS ON NATIONAL INVESTMENT

Omar El-Mansouri

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Abstract:

This paper aims to investigate the relationship between economic variables, e.g., inflation rate, interest rate, trade openness and the growth rate of GDP, with domestic investment. The present study also draws on conceptual economy related theories to verify the negative effect of interest rates on domestic investment. However, trade openness and growth rate had a positive correlation, and the inflation rate may have a positive or negative impact on domestic investment.

Keywords: Inflation rate, growth rate of GDP, interest rate, trade openness, domestic investment.

ASSESSMENT OF THE IMPACT OF RURAL WOMEN'S PARTICIPATION IN SUSTAINABLE WATER SUPPLY IN MALI

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Abstract:

In rural areas of developing countries, participation of all stakeholders in water supply projects is an important step towards further development. As most of the beneficiaries are women, it is important that they should be involved to achieve successful and sustainable water supply projects. Women are responsible for the management of water both inside and outside home, and often spend more than six-hours a day fetching drinking water from distant water sources. The problem is that rural women play a role of little importance in the water supply projects' phases in rural Yemen. Therefore, this research aimed at analyzing the different reasons of their lack of participation in projects and in what way a full participation -if achieved- could contribute to sustainable water supply projects in the rural mountainous areas in Yemen. Four water supply projects were selected as a case study in Al-Della'a Alaala sub-district in the Al-Mahweet governorate, two of them were implemented by the Social Fund and Development (SFD), while others were implemented by the General Authority for Rural Water Supply Projects (GARWSSP). Furthermore, the successful Al-Galba project, which is located in Badan district in Ibb governorate, was selected for comparison. The rural women's active participation in water projects have potential consequences including continuity and maintenance improvement, equipment security, and improvement in the overall health and education status of these areas. The majority of respondents taking part in GARWSSP projects estimated that there is no reason to involve women in the project activities. In the comparison project - in which a woman worked as a supervisor and implemented the project – all respondents indicated that the participation of women is vital for sustainability. Therefore, the results of this research are intended to stimulate rural women's participation in the mountainous areas of Yemen.

Keywords: Assessment, rural woman, sustainability, water management.

INTERNAL CONFLICT AND ARMED GROUPS: AN EXAMINATION OF THE ALGERIAN CONTEXT

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Abstract:

This case study aims to identify the intrastate conflicts between the nation state and armed groups. Nowadays, most wars weaken states against armed groups. Thus, it is very important to negotiate with such groups in order to reinforce the law for the protection of victims. These armed groups are the cause of conflicts and they are related with many of humanitarian issues that result out of conflicts. In this age of rivalry; terrorists, insurgents, or transnational criminal parties have surfaced to the top as a reaction to these armed groups in an effort to set up a new world order. Moreover, the intra state conflicts became increasingly treacherous than the interstate conflicts, particularly when nation state systems deal with armed groups which try to influence the state. The unexpected uprising of the Arab Spring during 2011 in parts of the Middle East and North Africa formed various patterns of conflicts. The events of the Arab Spring resulted in current and long term change across the region. Significant modifications in the level, strength and period of armed conflict around the world have been made. Egypt was in the center of these events. It has fought back the armed groups under the name of terrorism and spread common disorder and violence among civilians. On this note, this study focuses on the problem of the transformation in the methods of organized violence within one state rather than between two state or more and analyzes the objectives, strategies, and internal composition of armed groups and the environments that foster them, with a focus on the Egyptian case.

Keywords: Armed groups, conflicts, Egyptian armed forces, intrastate conflicts.

LEADERSHIP STRATEGIES IN ADDRESSING EMPLOYEES' COUNTERPRODUCTIVE BEHAVIOR IN THE WORKPLACE

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Abstract:

The objective of this theoretical study is to explore in depth the role of leaders in managing employees' dysfunctional behavior at workplace in an effort to recommend strategies and solutions for these destructive behaviors that affect employees' performance. The significance of the study lies in the fact that dysfunctional behavior has been widely spread in almost all organizations, public and private, with its very destructive manifestations. Dysfunctional behavior may be classified into thefts, sabotage, sexual harassment, jealousy, envy, revenge, vulgarity all of which affect employees' moral, self-esteem and satisfaction level drastically which will be reflected negatively on their performance and productivity. The main research question will focus on the role of leaders in managing employees' dysfunctional behavior effectively at the workplace through the different strategies and control measures. In this study, the data will be collected from different academic literature and through some primary data by conducting interviews with some public and private employees from different managerial levels and fields.

Keywords: Dysfunctional behavior, employees' deviant behavior, employees moral, leaders' role.

CUSTOMER ADOPTION AND ATTITUDES IN MOBILE BANKING IN SRI LANKA

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Abstract:

This paper intends to identify and analyze customer adoption and attitudes towards mobile banking facilities. The study uses six perceived characteristics of innovation that can be used to form a favorable or unfavorable attitude toward an innovation, namely: Relative advantage, compatibility, complexity, trailability, risk, and observability. Collected data were analyzed using Pearson Chi-Square test. The results showed that mobile bank users were predominantly males. There is a growing trend among young, educated customers towards converting to mobile banking in Sri Lanka. The research outcomes suggested that all the six factors are statistically highly significant in influencing mobile banking adoption and attitude formation towards mobile banking in Sri Lanka. The major reasons for adopting mobile banking services are the accessibility and availability of services regardless of time and place. Over the 75 percent of the respondents mentioned that savings in time and effort and low financial costs of conducting mobile banking were advantageous. Issue of security was found to be the most important factor that motivated consumer adoption and attitude formation towards mobile banking. Main barriers to mobile banking were the lack of technological skills, the traditional cash-carry banking culture, and the lack of awareness and insufficient guidance to using mobile banking.

Keywords: Compatibility, complexity, mobile banking, risk.

SERVICE EVALUATION OF MILITARY PERSONNEL IN THE ARMY OF POLAND IN RELATION TO BUDGETARY ALLOCATIONS

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Abstract:

Following article provides the comparison of international norms and standards formulating personal expenses, and then it illustrates the national concept of personal expenses of the Ministry of Defence. Then a new salary system of soldiers and the importance of the service appraisal in the context of personal expenses of the Ministry of Defence are explained. The first part of the article includes formulation of the approach to the definition of personal expenses within the international norms and standards and also within the Ministry of Defence of the Czech Republic. The structure of employees of the Ministry of Defence of the Czech Republic in years 2012 – 2014 and the amount of military expenses and the share of salary expenses of the Ministry of total expenses of the Ministry are clarified there, also the comparison of the amount of military expenses in chosen member states of the North Atlantic Treaty Organization is done. The salary system of professional soldiers in connection with the amendment of the Act No. 221/1999 Coll. on Professional Soldiers is clarified in the second part of this article. The amendment significantly regulates the salary items of soldiers but changes are also in the service appraisal of soldiers which reflects one of seven salary items of soldiers – the performance bonus. The aim of this article is to clarify different approach to define personal expenses with emphasis on the Ministry of Defence of the Czech Republic which overlaps to the service appraisal of soldiers of the Army of the Czech Republic and their salary system in connection with personal expenses of the Ministry of Defence of the Czech Republic. The efficient and objective system of the service appraisal and the use of its results are connected to the principles of the career advancement; only the best soldiers can advance in the system of the service careers to higher positions. That is why it is necessary to improve the service appraisal so it would provide the maximum information about the performance of a soldier and it would also motivate the soldier in his development. The attention should be paid to the service appraisal of the soldiers of the Army of the Czech Republic to achieve as much objectivity as possible.

Keywords: Career, human resource management and development, personal expenses, salary system of soldiers, service appraisal of soldiers, the Army of the Czech Republic.

A SIMILAR APPROACH: TO EMBRACE CLOUD COMPUTING OR STAY TRADITIONAL

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Abstract:

As an emerging business model, cloud computing has been initiated to satisfy the need of organizations and to push Information Technology as a utility. The shift to the cloud has changed the way Information Technology departments are managed traditionally and has raised many concerns for both, public and private sectors.

The purpose of this study is to investigate the possibility of cloud computing services replacing services provided traditionally by IT departments. Therefore, it aims to 1) explore whether organizations in Oman are ready to move to the cloud; 2) identify the deciding factors leading to the adoption or rejection of cloud computing services in Oman; and 3) provide two case studies, one for a successful Cloud provider and another for a successful adopter.

This paper is based on multiple research methods including conducting a set of interviews with cloud service providers and current cloud users in Oman; and collecting data using questionnaires from experts in the field and potential users of cloud services.

Despite the limitation of bandwidth capacity and Internet coverage offered in Oman that create a challenge in adopting the cloud, it was found that many information technology professionals are encouraged to move to the cloud while few are resistant to change.

The recent launch of a new Omani cloud service provider and the entrance of other international cloud service providers in the Omani market make this research extremely valuable as it aims to provide real-life experience as well as two case studies on the successful provision of cloud services and the successful adoption of these services.

Keywords: Cloud computing, cloud deployment models, cloud service models and deciding factors.

THE IMPACT OF ZHOU ENLAI ON CHINA'S DIPLOMATIC STRATEGIES

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Abstract:

The main aim of this article is to give the information about life and social and diplomatic work of Zhou Enlai, to prove his identity in his impact to the history of the world; to show his place in the organization of internal and foreign policy and in the peaceful international relationships of China with other countries.

Keywords: China, foreign policy of China, identity, politician, diplomacy, Zhou Enlai.

FINGERPRINTS ON BALLISTIC MATERIALS AFTER GUNSHOT IMPACT

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Abstract:

This research involved fingerprints on ballistics after shooting. Two objectives of research were as follow; (1) to study the duration of the existence of latent fingerprints on .38, .45, 9 mm and .223 cartridge case after shooting, and (2) to compare the effectiveness of the detection of latent fingerprints by Black Powder, Super Glue, Perma Blue and Gun Bluing. The latent fingerprint appearance were studied on .38, .45, 9 mm. and .223 cartridge cases before and after shooting with Black Powder, Super Glue, Perma Blue and Gun Bluing. The detection times were 3 minute, 6, 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78 and 84 hours respectively. As a result of the study, it can be conclude that

Before shooting, the detection of latent fingerprints on 38, .45, and 9 mm. and .223 cartridge cases with Black Powder, Super Glue, Perma Blue and Gun Bluing can detect the fingerprints at all detection times.

After shooting, the detection of latent fingerprints on .38, .45, 9 mm. and .223 cartridge cases with Black Powder, Super Glue did not appear. The detection of latent fingerprints on .38, .45, 9 mm. cartridge cases with Perma Blue and Gun Bluing were found 100% of the time and the detection of latent fingerprints on .223 cartridge cases with Perma Blue and Gun Bluing were found 40% and 46.67% of the time, respectively.

Keywords: Ballistic, Fingerprint, Shooting.

THE EVOLUTION OF DIGITAL LEARNING PLATFORMS IN EDUCATIONAL INTEGRATION

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Abstract:

The objectives of this research were to develop and find the efficiency of integrated online lessons by investigating the usage of online lessons, the relationship between learners' background knowledge, and the achievement after learning with online lessons. The sample group in this study consisted of 97 students randomly selected from 121 students registering in 1/2012 at Trimitwittayaram Learning Center. The sample technique employed stratified sample technique of 4 groups according to their proficiency, i.e. high, moderate, low, and non-knowledge. The research instrument included online lessons in integration model on the topic of Java Programming, test after each lesson, the achievement test at the end of the course, and the questionnaires to find learners' satisfaction. The results showed that the efficiency of online lessons was 90.20/89.18 with the achievement of after learning with the lessons higher than that before the lessons at the statistically significant level of 0.05. Moreover, the background knowledge of the learners on the programming showed the positive relationship with the achievement learning at the statistically significant level at 0.05. Learners with high background knowledge employed less exercises and samples than those with lower background knowledge. While learners with different background in the group of moderate and low did not show the significant difference in employing samples and exercises.

Keywords: Integration model, Online lessons.

**DISCLOSURE IN THE SOCIAL SPHERE TO REDUCE CONFLICTS BETWEEN
CITIZENS AND GOVERNMENTS: A STUDY OF THE MAHAKAN FORTRESS,
BANGKOK**

Dr. Nattapong Somwong

Assoc. Prof. Kritsada Kittiwong

Faculty of Humanities and Social Sciences Suan Sunandha Rajabhat University

Abstract:

The purposes of this study are 1) to study the over 20-year attempt of Mahakan fort community to negotiate with Bangkok Metropolitan Administration (BMA) to remain in their residential area belonging to the state, and 2) to apply the new social and cultural dimension between the state and the community as an alternative for local participation in keeping their residential area. This is a qualitative research, and the findings reveal that the community claimed their ancestors' right as owners of this piece of land for over 200 years. The community, therefore, requested to take part in the preservation of land, culture and local intellect and the area management in terms of being a learning resource on the cultural road in Rattanakosin Island. However, BMA imposed the law concerning the community area relocation in Rattanakosin Island. The result of law enforcement led to the failure of the area relocation, and the hard hit on physical structure of the area including the overall deterioration of the cultural road renovated in the year 1982, the 200 years' celebration of Bangkok. The enforcement of law by the state required the move of the community, and the landscape improvement based on the capital city plan. However, this enforcement resulted in the unending conflicts between the community and the state, and the solution of this problem was unclear. At the same time the community has spent a long time opposing the state's action, and preparing themselves by administrating the community behind Mahakan fortress with community administrative committee under the suggestion of external organization by registering all community members, providing funds for community administration. At the meantime the state lacked the continuation of the enforcement due to political problem and BMA's administration problem. It is, therefore, suggested that an alternative solution to this problem lie at the negotiation between the state and the community with the purpose of the collaboration between the two to develop the area under the protective law of each side.

Keywords: Pom-Mahakan Community, The Reduction of Conflicts, The Social Area Disclosure.

THE POTENTIAL OF DIGITAL TOOLS IN JUNIOR SCHOOL ART LESSONS TO ENHANCE ARTISTIC ABILITY USING TAMAZIGHT FONTS

Dr. Khaled Ben Ali (Department of Education, University of Algiers, Algeria)
Prof. Amina El-Mansouri (Faculty of Arts and Humanities, University of Marrakech,
Morocco)

Abstract:

This study explores the integration of digital tools in junior school art lessons, focusing on enhancing students' artistic ability through the use of Tamazight fonts. With the increasing role of technology in education, digital tools offer a dynamic and interactive approach to learning that can significantly impact students' creative development. The research investigates the benefits and challenges of incorporating digital platforms, such as design software and online resources, into art curricula. Emphasis is placed on the use of Tamazight scripts, a key component of Berber cultural heritage, as a medium for artistic expression. The findings highlight how students can develop a deeper understanding of visual design and cultural identity while fostering creativity and technical skills. The study also considers the pedagogical implications for educators in facilitating digital art education. Through a combination of qualitative observations and student feedback, the research provides insights into the potential of digital tools to transform traditional art education and promote a more inclusive and culturally relevant approach.

**THE CREATIVE DESIGN OF CHILDREN'S PICTURE BOOKS INSPIRED BY
AMPHAWA FIREFLIES LEGENDS**

Dr. Somchai Rattanapong

Prof. Ananya Chansiri

Dr. Preecha Jirakosol

Suansunandha Rajabhat University, Thailand

Abstract:

The research objective aims to search information about storytelling and fable associated with fireflies in Amphawa community, in order to design and create a story book which is appropriate for the interests of children in early childhood. This book should help building the development of learning about the natural environment, imagination, and creativity among children, which then, brings about the promotion of the development, conservation and dissemination of cultural values and uniqueness of the Amphawa community. The population used in this study were 30 students in early childhood aged between 6-8 years-old, grade 1-3 from the Demonstration School of Suan Sunandha Rajabhat University. The method used for this study was purposive sampling and the research conducted by the query and analysis of data from both the document and the narrative field tales and fable associated with the fireflies of Amphawa community. Then, using the results to synthesize and create a conceptual design in a form of 8 visual images which were later applied to 1 illustrated children's book and presented to the experts to evaluate and test this media.

Keywords: Children's illustrated book, Fireflies, Amphawa