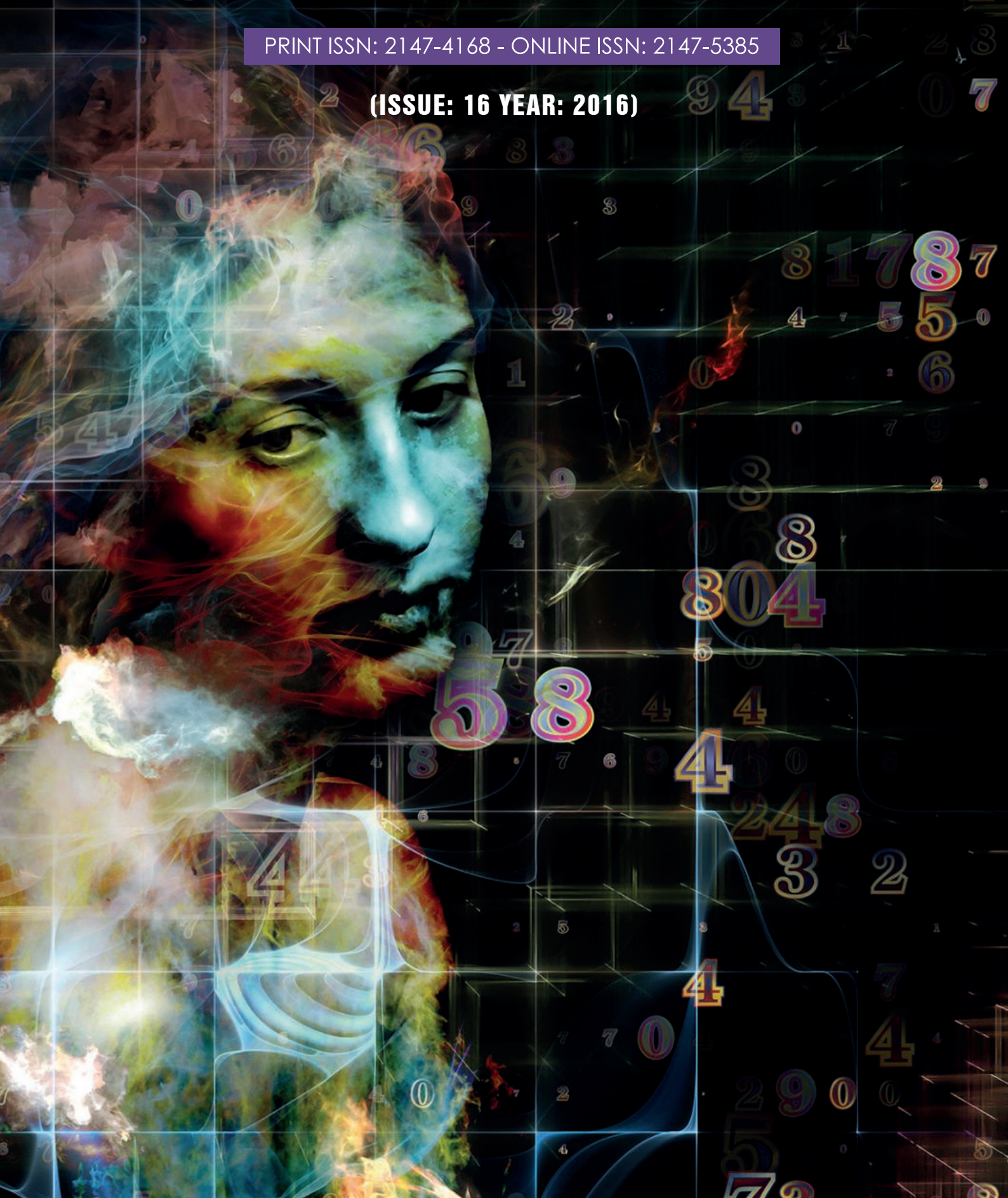


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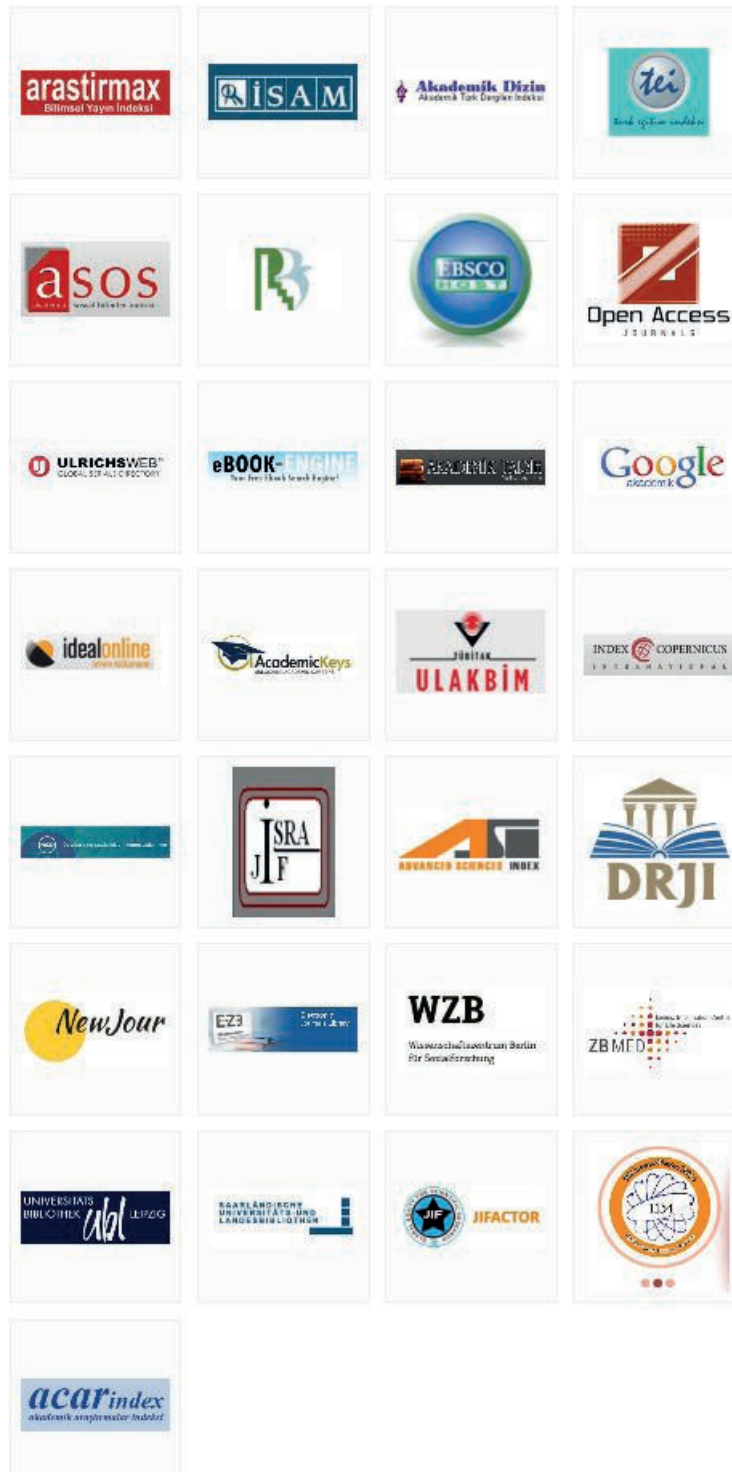
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EVALUATION OF TEACHER'S OPINIONS ABOUT CONSTRUCTIVIST APPROACH ENVIRONMENT¹

Okan SARIGÖZ¹, Murat DELİBAŞ²

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Abstract: Theory of constructivism is an approach which is based on students and evaluates, interprets or structures new knowledge and previously acquired knowledge by compounding them in the mind. According to this approach, when knowledge is acquired in this way, it is more permanent in mind and forgetfulness decreases. This study was conducted to determine elementary school teacher's opinions about constructivist approach settings by taking some demographic variables into account. Total 30 teachers working in different departments in Şehit Selahettin Primary School bounded to Hakkari Provincial Directorate For National Education, composes the basis of the study. Necessary Data for the research was gathered by using constructivist learning environment scale. In the research, General Screening Model which is one of 'General Screening Models' was used. The validity and reliability coefficient of Constructivist Learning environment scale used in the research and made up of 30 items, were tested and the scale's Cronbach Alpha internal reliability coefficient was calculated as 0.91. According to results in the research, it was concluded that teachers had some essentials knowledge about constructivist learning, they used many features of constructivist learning in their lives and there was no statistical opinion difference between female and male teachers depending on gender in terms of constructivist learning.

Key Words: Constructivism, Constructivist Approach, Constructivist Environment, Primary Education

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1. INTRODUCTION

Constructivist learning is process of creating connection between previous knowledge and new knowledge and combining any new knowledge with present knowledge. (Şaşan, 2002: 49). This process aims to make learner active. In modern world, People are required to produce knowledge, make sense of knowledge and interpret it rather than consume knowledge and accept acquired knowledge in the same way. (Yıldırım & Şimşek, 1999: 9). With respect to these ideas, primary education curriculum in our country has been established on since 2004 by being again developed. Recently conducted researches with respect to scientist such as Piaget, Bruner and Vygotsky brought new dimension to constructivist approach (Gürol & Tezci, 2001). According to constructivist approach, it is considered as person who has now capability of not only combining the new knowledge with previous knowledge but also transferring it to learning process (Abbott, 1999: 68). Constructivism is a process in which individual combines previous knowledge with new knowledge in the mind and has an access to new purpose by interpreting all knowledge (Fer & Cırık, 2007; Jones & Araje, 2002).

In the process of constructivist approach, it is essential to transfer knowledge or use knowledge in learning process rather than output. Learning process is essential in the evaluation of learning.

Quality, justifiability and controllability of the prior knowledge is important. If individual's prior knowledge is wrong or incorrect, as a result of addition knowledge, individual's knowledge will be wrong or incorrect at the end of the process. That's why, we should be carefull while we are guiding students and when there is a necessity, students should be directed (Scherman, 1998; Akpınar, 1999: 32; Brooks & Brooks, 1999).

Constructivist norm has been show up as a norm related with the nature of the knowledge and has been expressed with words such as constructivism, constructionism or configuration of the knowledge. According to Demirel (2012: 221), constructivism is not theory with the education but with the learning and this theory is based on establishing knowledge from its foundation because while the education word is a process which makes learner didactic and passive, again education is a process which makes learner active and cooperative. Constructivist approach is an approach which is based on structring the knowledge rather than transferring the knowledge. At the beginning, although this approach came out as theory related with the style of learning knowledge, it has become a theory related with how learners acquire the knowledge over time (Demirel, 2012: 221). According to this approach, learning is made up of individual's active efforts and structured in the mind. Moving learning and students' mind to central, this approach lays emphasis on learning



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rather than education (Güneş, 2007: 32). Transmission to education word is based on not outcome but process-oriented learning (Tabak & Göçer, 2013). In present world, individuals are required to be not only addressee but also receiver in the learning and knowledge process. According to Yıldırım & Şimşek (1999), individual of the modern world is an individual not only accepting the knowledge, waiting to be directed and formed but also playing an active role in process of structuring meaning by interpreting them.

Constructivism is to teach learner how to learn the knowledge and make knowledge meaningful. New purpose of the education is to create model of individual who knows how and where to use the knowledge and benefits from the previous knowledge in the process of producing new knowledge (Abbott, 1999). Constructivist learning is multivaried and comprehensive process due to the fact that it occurs in real life situations during a flexible time period and offers unique individual relations thanks to their life experiences based on context. Therefore, it is considered a cyclical and holographical phenomenon in which it is very hard to find how these variables affect each other (Yurdakul, 2004). Because no matter how individual is this approach which is base on human and human mind, it is also actual and transactional. When the dimension of information is considered, this approach considered as individual is actual and transactional in the

dimension of education. In this process in which mind experiences cognitive progress, there is dual information interchange between teacher-learner and learner-learner.

Students are centred on the constructivist approach. Fox (2001), sorts of the features of knowledge according to the learning as below:

- Learning is an active process.
- Knowledge is not acquired passively by the student but structured.
- Knowledge is not discovered but created.
- Knowledge is special to statue.
- Knowledge is structured in social context.
- Learning is a process of making sense of the world.
- Learning requires meaningful, open-ended subtle problems which students can solve

In this approach, students are active in the process of education and enlightenment and social actors of learning process. That's why, in the European Common Reference Text (MEB, 2001), instead of the term students, the term 'learners and social actor' was preferred.

In the constructivist approach, while subjects that will be learned are being defined, students should play active role in this process (Erdem, 2001:



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41). Teachers also should ask a set of directive questions to the students in this process. That's why, learners play more role on this learning process belong to him/her already. According to Demirel (2012: 222-23), essential directive principles of the constructivism are asking questions leading students to interesting problems, structuring learning through essential concepts, revealing viewpoints of the students and giving importance to these, adjusting curriculum according to the student's foresights and evaluating students learning as a part of learning process.

Offering students learning autonomy, this approach providing different opportunities for students in the class environment. Infinite oppurtinies are provided to the students in the class dominated by the constructivist approach. According to

Demirel (2012: 222), these opportunities; Teachers purify their students from tedium of the previously defined curriculum and make them focus on the big ideas, They centralize their student's interests to make them reformulate their ideas and have acces to certain results, They share the ideas that world is a complex place and real is problem of interpretation with their students, They know that evaluating learning and learning process are hard and complicated effort.

The class environment formed in the constructivist approach one of the main factors that effect learning process directly. Henrique (1997), compared the features of constructivist class environment with the features of traditional class environment as below.



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Table 1. Comparison the Features of Traditional Class Environment With the Features of Constructivist Class Environment

<i>Traditional Class Environment</i>	<i>The Classroom Environment with Constructivist Approach</i>
Lessons are taught from part to whole with the application of emphasizing basic skills.	Lessons are taught from part to whole with the application of emphasizing essentials.
It is very important to strictly depend on fixed curriculum.	It is very important to follow student's questions.
Curriculum applications are based on coursebook and workbook.	Schedule applications are based on the first source of information and handicraft materials.
Students are considered as empty blackboard on which information will be written by teachers.	Students are considered as thinkers who can put forward theories about the world.
Teachers generally act to students with the style of delivering information instructively	Teachers act with the style of transactional which is bridge between environment and student.
Teachers search true answer to confirm student's learning	Teacher search perspective whose present concepts can be used by the students
Evaluation of student are considered as separate from education and performed via exams.	Evaluation of student is within the education and performed via teacher's evaluation of student's objectives and presentations and worksheets.
Students generally work alone.	Students are generally in groupwork.

When table is analyzed, it is seen that traditional class environment leaves students alone, attaches them to curriculum, limits their freedom and directs them constantly. In the constructivist class environment, students are important, students are emphasized that they are important, they are released in the class environment, they are provided to improve their capability of expressing an idea and creativity and students are constantly observed to prevent them from making mistakes. According

to Baş (2012), learning environments are adjusted in the way that helps learners to have more interaction with their community and thus help them to experience rich living learnings.

2. METHOD

2.1. Problem Statement

At what level are elementary school teacher's knowledge, attitudes and ideas about constructivist learning environments?



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2.2. Purpose of the Research

This research, This study was conducted to determine Şehit Selahattin elementary school teacher's opinions about constructivist approach settings by taking some demographic variables (gender, professional seniority, age) into account. In the research, some suggestions about constructivist learning environment was tried to put forward by taking advantage from the teacher's opinions, attitudes and ideas.

2.3. The Importance of the Research

With respect to the data acquired from this research, it is considered that teachers, students, educators will learn the topics more effectively, meaningfully and permanently thanks to this research. In addition, It is considered that many topics such as constructivist approach's structure, main features, functions and regulating learning environments will be used in the learning by being learnt. It is considered that research's constructive learning environment will guide all students, academicians, educator and teachers and source for another researches which will be conducted.

2.4. Creation and Sample

All elementary teachers in elementary schools bounded to Hakkari provincial directorate for national education and all teachers in Şehit

Selahattin Primary School respectively comprises of creation and sample of the research.

2.5. Research Model

In this research, it was tried to define that elementary school teacher's knowledge, attitudes and ideas about constructivist learning environment by taking demographic variables such as gender, professional seniority and age. In the light of this purpose, researches related with the topic was analyzed by the researcher and developed by Tenenbaum, Naidu, Jegede & Austin, (2001) and *Constructivist Learning Approach* adapted by Fer & Cırık to Turkish was used in the research. The scale used in the research is made up of 7 sub-dimensions such as discussions and interviews, Conceptual contradiction, Sharing ideas with others, Aiming Materials and resources' Leading to solution, Reflection and motivation for norm discovery, Meeting learning needs, Creating meaning and real situations.

In the research, Constructivist Learning Environment Scale's validity and reliability coefficient study was calculated again by the researcher and the scale's Cronbach Alpha internal-reliability coefficient was determined as 0.91. Elementary schools teacher's wrong answers to the scale items were curtly rated in the scoring rubric and calculated with the help of SPSS 20 statistic package software by using Anova test which is F test, t- test and One-Way analysis of variance. 5-point likert type



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used in the research contains 30 items such as (1) Never, (2) Very Rare, (3) Partially, (4) Often, (5) Completely. Range of options belong to the scale items used in the research and general assessment of the scale was calculated via the formula below. (Dönger, 2016a-2016b; Sarıgöz, 2015; Özkartal, 2016a-2016b):

$$SA = \frac{EYD - EDD}{SS} = \frac{5-1}{5} = 0,8$$

RO: Range of Options

MV: Maximum Value

MV: Minumum Value

NO: Number of Options

1.00-1.80: Never

1.81-2.60: Very rare

2.61-3.40: Partially

3.41-4.20: Often

4.21-5.00: Completely

The scale used in the research was applied to 30 elementary school teachers in Şehit Selahattin Primary School bounded to Hakkari provincial directorate for national education in the centrum and It was trained to determine that teacher's knowledge, attitudes and ideas about constructivist learning environment depending on demographic variables. In the research, General Screening Model which is one of descriptive scanning methods was used. According to Karasar (1994: 79), in the creation including so many factors, General Screening Model, is whole creation or a group taken from itself adjustment or adjustment on the sample.

3. FINDINGS

This part of the research contains demographic data related with students participated in the research, data related with the scale used in the research and statistical findings and observations related with this data.



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Table 2. Demographic Data Belong to the Teacher Who Participated in the Research.

Department	Number of Teachers		Professional Seniority		Age		Gender			
	N	%	N	%	N	%	N	%	N	%
Şehit Selah P. S.	30	100	1-3 yıl= 20	66.67	23-28=13	43.33	Female= 13	65.00	Male= 7	35.00
			4-6 yıl= 5	16.67	29-34= 12	40.00	Female= 4	80.00	Male= 1	20.00
			7-9 yıl= 3	10.00	35-39= 4	13.33	Female= 1	33.33	Male= 2	66.67
			10-+ yıl= 2	6.66	40-+= 1	3.34	Female= 0	00.00	Male= 2	100

According to data in table 2, it was determined that 18 of 30 teachers participated in the research are female (% 60), but 12 of them are male (% 40). Depending on professional seniority variable, it was determined that % 20 percent of these teachers have 1-3 years seniority and 13 of these teachers female (% 65), 7 of these teachers are male. It was determined that 5 of 30 teachers participated in the research (% 16.67) have 4-6 professional seniority and 4 of these teachers are female (% 80) and 1 of them is male (% 20). Again it was determined that 3 of 30 teachers

participated in the research have 7-9-year professional seniority and 12 of these teachers are female (% 33) and 1 of them is male (% 66.67). Again it was determined that 2 of 30 teachers participated in the research have 10-above year seniority and 2 of them are male (% 100). Depending on age variable, 13 of the teachers participated in the research are on 23-28 age range (% 43.33), 12 of them on 29-34 age range (% 40), 4 of them on 35-39 age (% 13.33) and 1 of them on 40-above age range (% 3.34).

Table 3. t-Test Analysis Results of the Teacher's Answers to the Constructivist Learning Environment Scale According to Gender Variable

Gender	N	\bar{X}	Ss	Sd	t	p
Female	18	113.28	13.62	28	.543	.59
Male	12	116.08	14.23			

$p > 0.05$



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When the data in table 3 was analyzed, with respect to the teacher's answer to the scale, according to t-test analysis results, it might be said that elementary school teachers' opinions

about Constructivist Learning Environment do not differ statistically ($p > 0.5$) according to gender.

Table 4. Anova Test Results of the Answers of the Teachers to Constructivist Learning Environment Scale According to *Professional Seniority* Variable

Professional Seniority	N	\bar{X}	Ss	Var. Source	Sum of Squares	Sd	Mean Square	F	p	Mean. Diff. (Tukey)
1) 1-3	20	113.0	11.6	G.arası	479.7	3	159.91	.838	.048	3-1
2) 4-6	5	111.8	23.8	G.içi	4961.4	26	190.82			3-2
3) 7-9	3	125.6	1.53	Total	5441.2	29				3-4
4) 10-ab.	2	114.4	13.7							

$p < 0.05$

When data in table 4 was analyzed, as a result of Tukey test, it has been determined that with respect to the teacher's answers to Constructivist Learning

Environment in the research, there was a statistical, meaningful difference in favor of teachers who have 7-9-year professional seniority between the teachers who have 1-3, 4-6, 7-9 and 10-above year professional seniority [$F_{(0.838), p_{(.048)}}$; $p < .05$].

Table 5. Anova Test Results of the Answers of the Teachers to Constructivist Learning Environment Scale According to *Gender* Variable

Gender	N	\bar{X}	Ss	Variation Shift.	Sum of Squares	Sd	Mean Square	F	p	Mean. Diff. (Anova)
1)23-28	13	113.4	10.7	G.arası	612.5	3	204.15	1.099	.367	
2) 29-34	12	112.1	17.7	G.içi	4828.7	26	185.72			
3)35-39	4	125.8	1.25	Toplam	5441.2	29				
4)40-ab.	1	114.4	0							

$p < 0.05$



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When data in table 5 was analyzed, with respect to the teacher's answers to Constructivist Learning Environment Scale, it was determined that there was a statistical, meaningful difference between

elementary school teachers in the category of 23-28, 29-34, 35-39 and 40-above age depending on age demographic in the research variable thanks to Tukey test [$F_{(1,099), p_{(.367)}}$; $p < .05$].

Table 6. Skill Level and Arithmetical Average of the Teacher's Answers to Constructivist Learning Scale

<i>Constructivist Learning Scale Items</i>	\bar{X}	<i>Level of Skill</i>
30. Subjects were taught by doing discussions and interview in the class.	4.37	Completely
15. Lessons were taught with appropriate examples for subjects.	4.20	Often
29. Student's sense making subject and their ideas were focused.	4.17	Often
3. Lesson were taught by sharing knowledge..	4.07	Often
12. Students had opportunity to share their experiences with their friends.	4.07	Often
18. Different ideas in the lessons motivated students for learning.	4.07	Often
28. Student's sense making subject and their ideas were focused.	4.00	Often
9. Lessons were taught by social interaction being provided.	3.97	Often
11. There was opportunity for students to express themselves.	3.97	Often
13. Students learnt how to access appropriate answers in the lesson	3.97	Often
16. Lesson motivated students to deepen their ideas.	3.97	Often
19. In lessons, Students learn to question what they learnt.	3.97	Often
20. Students learnt how to use knowledge they acquired in the lesson.	3.97	Often
22. Lessons were taught appropriately for their needs and interests.	3.97	Often
23. Students were happy with what they learn in the lesson.	3.97	Often
27. Lessons helped students to follow their individual purposes.	3.97	Often
1. Subjects were taught by discussing and interviewing	3.93	Often
21. Lesson motivated students for upcoming learning in the future.	3.93	Often
2. Students were encouraged to put forward genuine ideas in the lessons.	3.90	Often
10. Lesson were taught with different and various learning activities.	3.80	Often
17. Lessons motivated students to analyze different points of view	3.80	Often



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26. Lessons helped students to follow their individual purposes.	3.73	Often
5. Lessons were taught with the comparison of different points of view.	3.70	Often
14. In lessons, students learnt how to access and use resources they need.	3.67	Often
4. Students learnt to develop their mental viewpoint such as critical thinking.	3.53	Often
24. In lessons, students learnt to benefit from learning hardships.	3.53	Often
8. In lessons, students were provided to contradict in different subjects.	3.23	Partially
25. Learning purposes were decided by being discussed by the whole class.	3.17	Partially
6. Lessons caused students to experience contradictions.	3.13	Partially
7. Lessons caused students to confuse about their ideas.	2.70	Partially

General Arithmetic Average: 3.81 (Often)

It was concluded that According to arithmetical average of the student's answer to the scale, item 30. 'Subjects were taught by being discussed and interviewed' ($\bar{X}=4.37$), item 15. 'Lessons were taught with appropriate examples' ($\bar{X}=4.20$), item 29. 'Student's making sense of subjects and ideas were focused' ($\bar{X}=4.17$), item 3. 'Students had opportunity to share their ideas with their friends' ($\bar{X}=4.07$), these were the items that possess peak arithmetical average. With respect to answers to the scale, it might be said that teacher with the discussions of the students, taught the lesson by interviewing, exemplifying, making students focus on what they learn, depending on information exchange, providing students opportunity for share between them.

It was concluded that again according to arithmetical average of the student's answer to the scale, item 7. 'Lessons caused students to be confused about

their ideas' ($\bar{X}=2.70$), item 6. 'Lessons caused students to experience contradictions' ($\bar{X}=3.13$), item 25. 'In the lessons, learning purposes were decided by the class' ($\bar{X}=3.17$), item 8. 'In the lessons, students were provided to experience contradiction in different subjects' ($\bar{X}=3.23$) and item 24. 'In the lessons, students learnt to benefit from learning hardships' ($\bar{X}=3.53$) these were items that possess lowest arithmetical average in the scale. With respect to the answers to the scale items and scale's general arithmetic average, it might be said that students benefited from learning hardships but teachers didn't cause students to be confused about their ideas, students didn't experience contradiction and learning purposes weren't decided by the class. Again with respect to answers to the scale items, with effect of foreknowledge about some concepts in advance, it might be said that by expressing opinion or guessing, they answered to the scale's item.



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4. RESULT and DISCUSSION

In this research, it was tried to analyze that elementary school teacher's knowledge, attitudes and ideas about constructivist learning environment in the Şehit Selahattin Primary School bounded to Hakkari provincial directorate for national education by taking demographic variables such as gender, professional seniority and age.

According to the teachers' answer to Constructivist Learning Environment Scale in the research, it was concluded that there was no statistical, meaningful difference between female and male teachers depending on elementary school teachers' gender.

It was concluded that according to points by elementary school teachers on the scale items in the research, between the teachers who had 1-3, 4-6, 7-9 and 10-above years' seniority, there was statistical, meaningful difference in favor of 7-9 ones. It might be said that this difference results from the teacher's class experience.

According to the answers of the teachers to the scale items depending on age variable in the research, it was determined that there was no statistical, meaningful difference between the teachers in the group of age 23-28, 29-34, 35-39 and 40-above. With respect to data acquired, It might be said that age factor don't effect teacher's opinions about constructivist learning environment.

In addition, with respect to the items that have most peak arithmetic average and interviews with the teachers, it might be said that with respect to teacher's discussions with the students, teachers teach the lesson by interviewing, exemplifying, making students focus on what they learn, depending on information interchange and providing opportunity of sharing ideas for students.

With respect to the items that have lowest arithmetical average and interviews with the teachers, it might be said that students benefit from learning hardships but teachers do not cause students to be confused about and students don't experience contradictions and learning purposes are decided by the class.

Again with respect to the answers to the scale and interviews with the teachers, it has been determined that teachers do not understand the negative questions and that's why they answered the scale items as if they were positive. Thus, Scale items that have roof of negative question should be written italic or underlined while scale items being created.

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ÖĞRETMENLERİN YAPILANDIRMACI YAKLAŞIM ORTAMLARINA YÖNELİK GÖRÜŞLERİNİN DEĞERLENDİRİLMESİ

Öz: Yapılandırmacı öğrenme, önceden edinilen bilgiler ile yeni edinilen öğrenmeler arasında bağ kurma ve her yeni bilgiyi var olan bilgilerle bütünleştirme sürecidir. Bu süreç öğreneni aktif kılmayı amaçlamaktadır. Modern dünyada artık bireylerden bilgi tüketmekten çok üretmeleri, kendisine aktarılan bilgileri aynen kabul etmekten ziyade bilgiyi anlamlandırmaları ve yorumlamaları istenmektedir. Bu düşüncelerden hareketle ülkemizdeki ilköğretim öğretim programları 2004 yılından itibaren yeniden geliştirilerek yapılandırmacılık kuramı üzerine kurulmuştur. Son yıllarda yapılan araştırmalar ise özellikle Piaget, Bruner ve Vygotsky gibi bilim adamlarının görüşlerinden hareketle yapılandırmacı yaklaşıma yeni bir boyut kazandırmıştır. Yapılandırmacı yaklaşıma göre öğrenci, artık sadece bilgiyi yapılandıran değil aynı zamanda var olan bilgileriyle yeni öğrendiklerini bir araya getirebilen ve edindiği bilgiyi gelecekteki öğrenme sürecine taşıyabilen kişi olarak tanımlanmıştır. Yapılandırmacı öğrenme süreci ise bireylerin önceki bilgileriyle yeni öğrendikleri bilgileri zihinde bir araya getirilmesi, sonrasında tüm bilgilerin yorumlanarak bir karara varılması aşaması olarak kabul edilmiştir. Yapılandırmacı yaklaşım sürecinde ortaya çıkan üründen ziyade bilginin transferi veya öğrenme sürecinde kullanılması esastır. Öğrenmenin değerlendirilmesinde esas olan öğrenme sürecidir. Ön bilgilerle yeni öğrenilen bilgilerin aktif bir şekilde harmanlanması olarak görülen öğrenme sürecinde ön bilgilerin niteliği, doğruluğu ve kontrol edilebilirliği son derece önemlidir. Eğer bireyin önceden edindiği bilgileri yanlış veya hatalıysa sonradan üzerine eklediği bilgiler ne olursa olsun sürecin sonunda bireyin bilgisi yanlış veya hatalı olacaktır. Bu nedenle yapılandırmacı yaklaşımda öğrencilere rehberlik edilirken çok dikkatli olunmalı ve gerektiğinde öğrenciler yönlendirmelidir. Yapılandırmacılık kavramı bilginin doğası ile ilgili bir kavram olarak ortaya çıkmış ve oluşturmacılık, yapılanmacılık, yeniden inşacılık ya da bilgiyi yapılandırma gibi farklı kelimelerle de ifade edilmiştir. Yapılandırmacılık öğretimle ilgili bir kuram değil öğrenme ile ilgili bir kuramdır ve bu kuram bilgiyi temelden kurmaya dayanır. Çünkü öğretim kelimesi didaktik ve öğreneni edilgen kılan bir süreçken öğrenim kelimesi öğreneni aktif ve işbirlikçi kılan bir süreç olarak ortaya çıkmaktadır. Yapılandırmacı yaklaşım da bilginin aktarılmasından ziyade bilginin yapılandırıldığı öğrenci merkezli bir yaklaşımdır. Bu yaklaşım başlangıçta öğrenenlerin bilgiyi nasıl öğrendiklerine ilişkin bir kuram olarak ortaya çıkmış olsa da zamanla öğrenenlerin bilgiyi nasıl yapılandırdıklarına ilişkin bir yaklaşım haline gelmiştir. Bu yaklaşıma



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göre öğrenme, bireyin aktif çabalarıyla oluşmakta ve zihninde yapılandırılmaktadır. Öğrenciyi ve öğrencinin zihnini merkeze alan bu yaklaşımda, öğretimden çok öğrenim üzerinde durulmaktadır. Öğrenim kelimesine geçişte ürün odaklı değil süreç odaklı eğitim esas alınmaktadır. Günümüz dünyasında bireylerden, bilgi ve öğrenme sürecinde yalnızca gönderilen olmaları değil, aynı zamanda gönderen olmaları da beklenmektedir. Çağdaş dünyanın kabul ettiği birey kendisine aktarılan bilgileri aynen kabul edip yönlendirilmeyi ve biçimlendirilmeyi bekleyen değil, bilgiyi yorumlayarak anlamın yapılanması sürecine etkin olarak katılan bireydir. Yapılandırmacılık, öğrenenlere bilgiyi nasıl öğreneceğini öğretmek ve bilgiyi anlamlı hale getirebilmektir. Eğitimin yeni hedefi bilgiyi nasıl ve nerede kullanacağını bilen, kendi öğrenme yöntemlerini tanıyıp etkili bir biçimde kullanan ve yeni bilgiler üretmede daha önceden öğrenmiş olduğu bilgilerinden yararlanan bir insan modeli yaratmaktır. Yapılandırmacı öğrenme, esnek zaman dilimlerinde, gerçek yaşam durumlarında ve bağlam merkezli zengin yaşantılar sayesinde kurulan ve özgün ilişkilerle oluşan oldukça geniş çok değişkenli ve değişkenlerin birbirlerini nasıl etkilediğinin yorumlanması oldukça zor olan döngüsel ve holografik bir olgu olduğu düşünülmektedir. Çünkü temelinde insan olan ve insan zihni olan bu yaklaşım için her ne kadar bireysel olduğu söylene de bir o kadarda eylemsel ve etkileşimseldir. Bilgi boyutunda düşünüldüğünde bireysel olarak görülen bu yaklaşım öğrenim boyutunda etkileşimsel ve eylemseldir. Zihnin bir dizi bilişsel işlemlerden geçtiği bu süreçte öğretene-öğrenen ve öğrenen-öğrenen arasında çift yönlü bilgi alışverişi olmaktadır. Yapılandırmacı yaklaşımın bilgiye bakış açısında öğrenci merkezdedir. Yapılandırmacı öğrenmeye göre bilginin özellikleri: Öğrenme, aktif bir süreçtir, Bilgi, öğrenci tarafından pasif olarak alınmaz; yapılandırılır, Bilgi keşfedilmez; yaratılır, Bilgi kişisel duruma özgüdür, Bilgi sosyal bağlamda yapılandırılır, Öğrenme, dünyayı anlamlandırma sürecidir ve Öğrenme, öğrencinin çezeceği; anlamlı, açık-uçlu, çözümünü güç problemler gerektirir şeklinde sıralanmaktadır. Bu yaklaşımda, öğrenci, öğrenme ve bilgilenme sürecinde aktiftir ve öğrenme süreçlerinin sosyal aktörleridir. Bu sebeple Avrupa Ortak Başvuru Metninde öğrenci terimi yerine öğrenen ve sosyal aktör terimleri tercih edilmiştir. Yapılandırmacı yaklaşımda, öğrenilecek konular belirlenirken öğrenci de bu süreçte aktif olarak yer almalıdır. Öğretmenlerde bu süreçte öğrencilere bir takım yönlendirici sorular sormalıdır. Bu sebeple öğrenen kendisinin bir parçası olan bu öğrenme sürecinde daha fazla rol almaktadır. Yapılandırmacılığın temel yönlendirici ilkeleri; Öğrencileri konuya ilgi uyandıran sorunlara yöneltmek, Temel kavramlar etrafından öğrenmeyi yapılandırmak, Öğrencilerin görüş açılarını ortaya çıkarmak ve bu görüşlere değer vermek, Öğrencilerin öngörülerine göre eğitim programlarını uyarlamak ve öğretme süreci bağlamında öğrenci öğrenmelerini değerlendirmektir.



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Öğrencilere öğrenme özerkliği sunan bu yaklaşım sınıf ortamında öğrenenlere farklı olanaklar sağlamaktadır. Yapılandırıcı yaklaşımın egemen olduğu sınıf ortamlarında öğrencilere sınırsız olanaklar sağlanmaktadır. Bu olanaklar; Öğretmenler, öğrencilerini önceden belirlenmiş eğitim programlarının sıkıcılığından arındırırlar ve büyük düşünceler üzerinde odaklaşmalarını sağlarlar. Fikirleri yeniden formüle etmeleri, ilişkiler kurmaları ve belirli sonuçlara ulaşmaları için öğrenci ilgilerini merkeze alırlar. Dünyanın karmaşık bir yer olduğu, gerçeğin ise bir yorum sorunu olduğunu öğrencileriyle paylaşırlar. Öğrenmenin ve öğrenmeyi değerlendirme sürecinin güç ve karmaşık bir çaba olduğunu bilirler. Bu çalışma, ilköğretim okullarında görev yapan öğretmenlerin yapılandırıcı öğrenme ortamlarına yönelik görüşlerini bazı demografik değişkenleri de göz önünde bulundurarak belirleyebilmek amacıyla yapılmıştır. Araştırmanın örneklemini Hakkâri İl Milli Eğitim Müdürlüğüne bağlı il merkezindeki okullarından Şehit Selahattin İlköğretim Okulundaki farklı branşlarda görev yapan öğretmenler oluşturmaktadır. Araştırma için gerekli olan veriler Yapılandırıcı Öğrenme Ortamı Ölçeği kullanılarak toplanmıştır. Araştırmada, betimsel tarama yöntemlerinden birisi olan ‘Genel Tarama Modeli’ kullanılmıştır. Araştırmada kullanılan ve 30 maddeden oluşan Yapılandırıcı Öğrenme Ortamı Ölçeği’nin geçerlilik ve güvenilirlik çalışması yapılmış ve ölçeğin Cronbach Alpha iç güvenilirlik katsayısı 0.91 olarak hesaplanmıştır. Araştırmada elde edilen sonuçlara göre öğretmenlerin yapılandırıcı öğrenme hakkında bazı temel bilgilere sahip oldukları, yapılandırıcı öğrenmenin birçok temel özelliğini yaşamlarında kullandıkları ayrıca bayan öğretmenlerle erkek öğretmenler arasında yapılandırıcı öğrenme bakımından cinsiyete bağlı olarak istatistiksel anlamda bir görüş farkının olmadığı gibi sonuçlara ulaşılmıştır.

Anahtar Kelimeler: Yapılandırıcılık, Yapılandırıcı Yaklaşım, Yapılandırıcı Ortam, İlköğretim

ANALYSIS OF THE RELATIONSHIP BETWEEN EMPLOYMENT AND EDUCATION WITH DIFFERENT ECONOMETRIC METHODS¹

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Abstract: This research was carried out in order to determine the relationships between employment and education for the period of 2005-2015 by using econometric methods. In this research, the variables were determined on a monthly basis for the period of 2005-2015. Data acquired from the research was analyzed with E-Views 8.0 program. Descriptive statistics, histogram analysis, graphic analysis, Chow Breakpoint test, Unit root test, Correlation analysis, Granger causality, Co-Integration tests were applied during the research. At the end of the study, it was found that primary education level remained the same, even regressed for some amount over the years; however secondary and higher education levels increased gradually. It was determined that employment level increased gradually for the period of 2005-2015 in a low ratio; however it started to regress for the last five years and there was a median level relationship between employment and education levels in the period between 2005 and 2015. Furthermore, it was found that primary, secondary and higher education levels were the reason of employment level. It can be said that education level is a determinant factor in employment. Moreover, it was stated that primary, secondary and higher education levels were related with employment levels in long term. It can be implied that the education level required by certain occupational groups or work areas may be sufficient for long-term employment while in some employment areas, as a result of developing and changing working conditions, it is compulsory to enhance education level (quality and knowledge required by the job) and this causes permanent employment in terms of labor force or vertical mobility which can be named as promotion. In addition, it was found in the research that there was a positive relationship between primary, secondary and higher education levels and employment level, and that relationship was in favor of higher education level.

Key Words: Education, Employment, Occupation, Labor Force

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INTRODUCTION

In all societies, it is aimed at handing down cultural accumulation from past to the next generations through education and directing young people towards their social roles in the future by forming their patterns of behaviors in line with life styles of adults (Eroğlu, 2001). In other words, education is seen as preparing human resources or labor force effectively within the framework of social needs especially in industrialized societies (İçli, 2001). It is possible to determine places of individuals personally, socially and economically within the society by detecting their skills and interests with a decent and systematic education structure (Taş and Yenilmez, 2008).

Developments and changes occurring throughout the world have increased international competition such that production has been dependent on information (State Planning Organization [SPO], 2001) and structural transformation have started to be seen also in employment area with the appearance of information and technology in every field. The share of service and information sector has started to increase in employment area of developed countries (İçli, 2001) and the need for “Qualified Labor force” also has showed increase. And, the main condition of qualified labor force is education. Establishments which are obliged to produce goods and services in time and with high quality have understood the importance of labor

force that can understand and apply technology and that can produce efficient and qualified service; as a result, their demands have increased in this way. Therefore, “qualified labor force” will determine places of establishments within the competition environment (SPO, 2001).

Theoretical Framework and Literature Review

It is a known phenomenon that there is a strong relationship between education level and employability. Education is a highly important parameter supporting competencies, skills and thus, social knowledge of individuals as well as increasing the opportunity of finding jobs for them (Karagöl and Akgeyik, 2010).

It can be said that education has lots of functions such as providing human resources of labor market, enhancing human resources and developing the skills of human resources, increasing sensibility of employers to occupational and technical training and increasing employment (Acar, 2013). Individuals are making efforts for working in areas where they can get enough incomes with a job security in the constantly developing world. Therefore, qualified education becomes important for everybody (Gümüş and Şişman, 2012: 26). Due to the fact that education which has a significant role in providing information and skill to labor force (İçli, 2001) also possesses the feature of establishing qualified brainpower and bringing in this brainpower to economy, it affects labor



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market and, in this context, employment. There is a high relationship especially between education level and unemployment rate. As the education level increases, risk of becoming unemployed decreases (Özgü Ataç, 2006: 83).

As in many world countries, the issue of education-employment in Turkey has also been a matter of debate and it is still among the discussion issues. In Turkey, focusing on the necessities by assessing the current situation regarding this issue with a realistic approach in line with numeric data is important for determining a road map for the future.

Turkey made a marked progress after 1990. Particularly from 1990 till 2000, shares of primary school graduates showed an increase of 20% while shares of university graduates showed an increase of 130% within the employment area (State Statistics Institute [SSI], 2003). According to Households Labor Force Statistics data of TSI (Turkish State Institute, 2010), the risk of unemployment between 2006 and 2008 tended to decrease as an individual's education level increased in general and in return, this relationship did not show a linear style in every situation. For example, the rate of unemployment among illiterate individuals is lower than the rate of unemployment among literate individuals. When this deviation is left aside, it is seen that education level explicitly decreases unemployment risks of

individuals. This research was carried out in order to determine the relationships between employment and education for the period of 2005-2015 by using econometric methods (cited by Karagöl and Akgeyik, 2010).

Increase in demand for qualified and skilled human resources in labor market, the importance of education-employment relationship as well as structural problems of education have negative effect on employment.

Among the reasons of unemployment in Turkey are; rapid population growth, not being able to receive enough shares from international direct investments (Çondur and Bölükbaş, 2014), not being able to set the relationship between education and employment as well as the educational system which does not take into account expectations and needs of labor market; however directly proportional relationship between education and unemployment is another negative factor showing structural weakness of labor market in Turkey (Güney, 2009: 149).

It is necessary for an individual in terms of labor quality not only to possess high education level, but also improve oneself, speak at least one foreign language, follow newspapers and magazines, have knowledge about the developments in the world, keep pace with contemporary technology and possess occupational background and skills about his/her own field (Kabaklarlı and Gür, 2011).



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Özkan (2012) emphasizes the inconsistency of supply and demand stemming from the lack of connection between education and employment as well as lack of quality in labor force which are among the 4 main problems related with education-employment of labor market. Moreover, in an evaluation made by Parlaktuna (2010) in terms of gender, it is pointed out that there is a predomination of women perceived as mother or wife in Turkey and this situation causes women to be exposed to occupational discrimination based on gender. In this study, it is stated that there is a strong relationship between women's participation in labor force and education level; and it is pointed out that as education level of women increases, labor force participation rate also increases. On the other hand, depending on the empiric findings acquired by Kızılgöl (2012), it is stated that educational status is seen as the most important factor in labor force participation and as education level increases, the possibility of labor force participation for single and married women increases.

According to the results of Households Labor Force Questionnaire of Turkish Statistics Institute (TSI), the highest employment rates are seen in higher education and faculty graduates while the lowest employment rates are seen in illiterate individuals. When the labor force participation rates are observed, it is seen that these rates are 50,9% for total population, 18,2% for illiterate

individuals and 80,3% for those possessing higher education levels. On the other hand, when labor force participation rates are examined in terms of gender, it is seen that this rate is 70,6% for men while it is 30,7% for women (TSI Households Labor Force Statistics, March 2015).

Policy measures were determined for strengthening the relationship of education and employment in Tenth Development Plan and National Employment Strategy document and this issue was especially emphasized (Tenth Development Plan, 2014). Besides, rapid population growth enables young labor force of Turkey to participate in work areas rapidly and intensively. Therefore, employment and education take an exclusive position in national policies (Tatlıdil and Xanthacou, 2002).

There is a direct proportion between skill level acquired during education period and level of being employed in labor market and education is the most important parameter for increasing opportunities of finding jobs. This situation directly effects the expectations and demands of both labor market and individuals from education system. A great majority of the society expects universities to educate students in a way that they can find jobs when they graduate and similarly, business world also wants university graduates to become competent enough to meet their needs. As a result, these mutual expectations bring out the demand of making generally education and



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specifically higher education possess a dynamic structure that will meet expectations of labor market in needed areas (Biçerli, 2011).

This research was prepared in order to determine the relationships between employment and education by using econometric methods. Variables were determined on a monthly basis for the period of 2005-2015.

Data Analysis

Data acquired from the research was analyzed with E-Views 8.0 program. Descriptive statistics, histogram analysis, graphic analysis, Chow Brekpoint test, Unit root test, Correlation analysis, Granger causality, Co-Integration tests were applied during the research. At the end of the study, it was found how education levels affected employment level.

Hypotheses of the Research

- **H1:** Employment series includes structural fraction.
- **H2:** Primary education series includes structural fraction.
- **H3:** Secondary education series includes structural fraction.
- **H4:** Higher education series includes structural fraction.
- **H5:** Primary education series includes unit root.
- **H6:** Secondary education series includes unit root.
- **H7:** Higher education series includes unit root.
- **H8:** There is not any relationship among variables.
- **H9:** Primary education level is not granger cause of employment level.
- **H10:** Secondary education level is not granger cause of employment level.
- **H11:** Higher education level is not granger cause of employment level.
- **H12:** Employment level is not co-integrated for each education level.
- **H13:** Employment level is affected by primary education level.
- **H14:** Employment level is affected by secondary education level.
- **H15:** Employment level is affected by higher education level.



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FINDINGS

Table 1. Descriptive Statistics Belonging to 2005-2015 Data

	PRIMARY	SECONDARY	HIGHER	EMPLOYMENT
Mean	94.62800	63.01900	28.12700	43.22833
Median	95.50500	61.75500	29.05500	42.45000
Maximum	98.67000	76.65000	39.89000	46.70000
Minimum	89.66000	54.87000	16.60000	40.30000
Std. Dev.	3.551252	6.789003	8.119663	1.936999
Skewness	-0.317146	0.563841	-0.010085	0.325454
Kurtosis	1.456778	2.207471	1.498608	1.502225
Jarque-Bera	13.91931	9.498852	11.27293	13.33506
Probability	0.000949	0.008657	0.003565	0.001272
Sum	11355.36	7562.280	3375.240	5187.400
Sum Sq. Dev.	1500.756	5484.776	7845.543	446.4837
Observations	120	120	120	120

It can be understood whether data has normal distribution or not by observing histogram tables. Employment series' Skewness value was found as $0,32 > 0,03$ and Kurtosis value was

found as $1,50 > 2,96$. Therefore, it was determined that employment series did not have a normal distribution.



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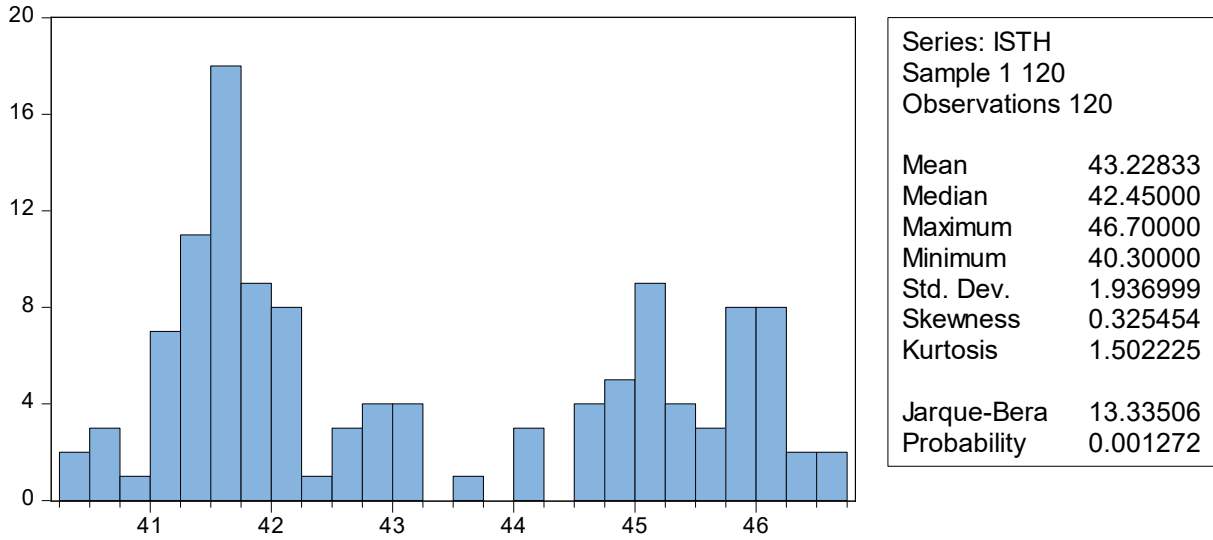


Figure 1. Histogram Table Regarding Employment

Primary school series' Skewness value was found as 0,31 > 0,03 and Kurtosis value was found as 1,45 > 2,96. Therefore, it was determined that

primary school series did not have a normal distribution.

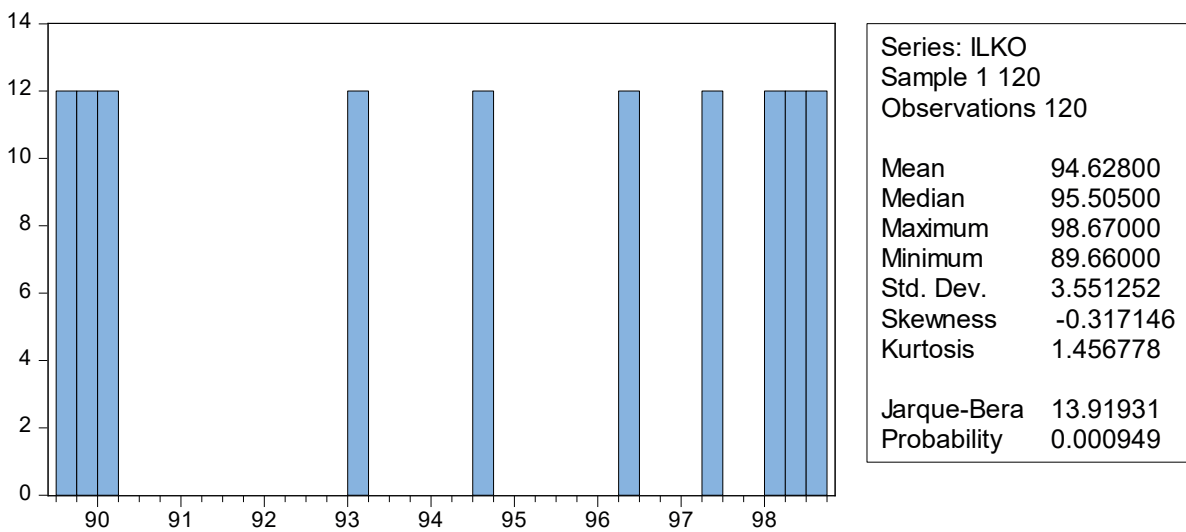


Figure 2. Histogram Table Regarding Primary School Education Level



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Secondary school series' Skewness value was found as $0,56 > 0,03$ and Kurtosis value was found as $2,20 > 2,96$. Therefore, it was determi-

ned that secondary school series did not have a normal distribution.

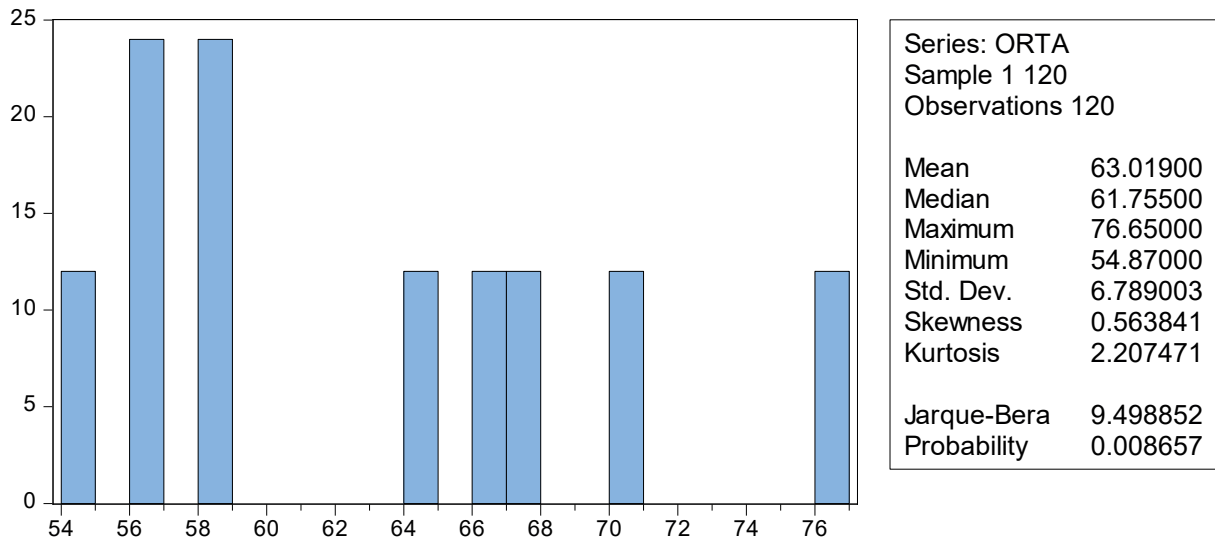


Figure 3. Histogram Table Regarding Secondary School Education Level

Higher Education series' Skewness value was found as $0,01 > 0,03$ and Kurtosis value was found as $1,49 > 2,96$. Therefore, it was determi-

ned that higher education series did not have a normal distribution.



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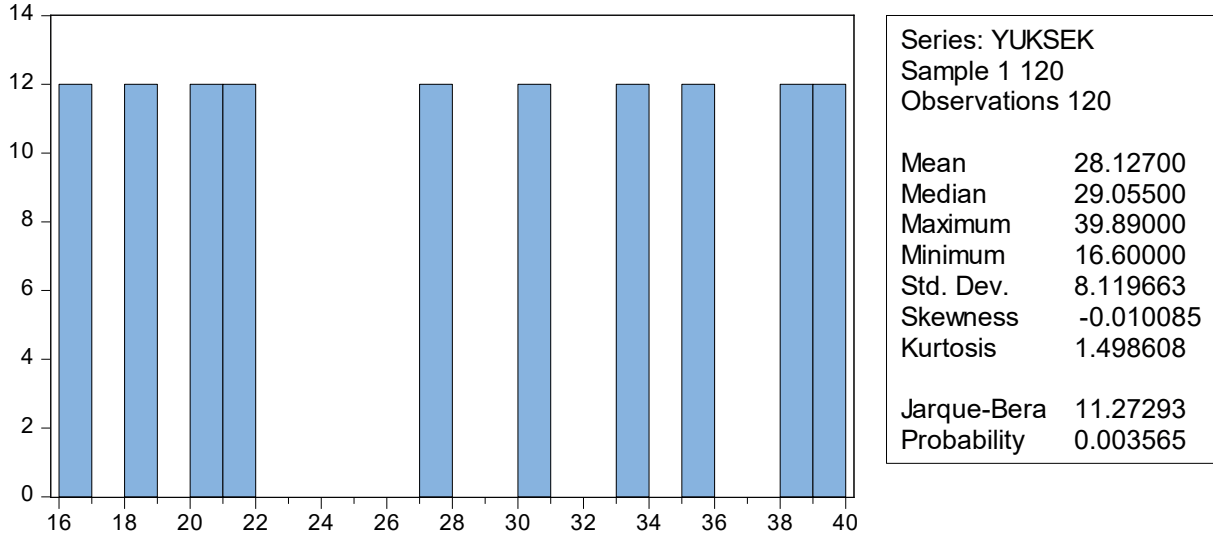


Figure 4. Histogram Table Regarding Higher Education Level

When the graphics regarding education data are observed, it can be seen that primary education level remains the same by years and even it reg-

resses for some extent; however secondary and higher education levels gradually show increase.



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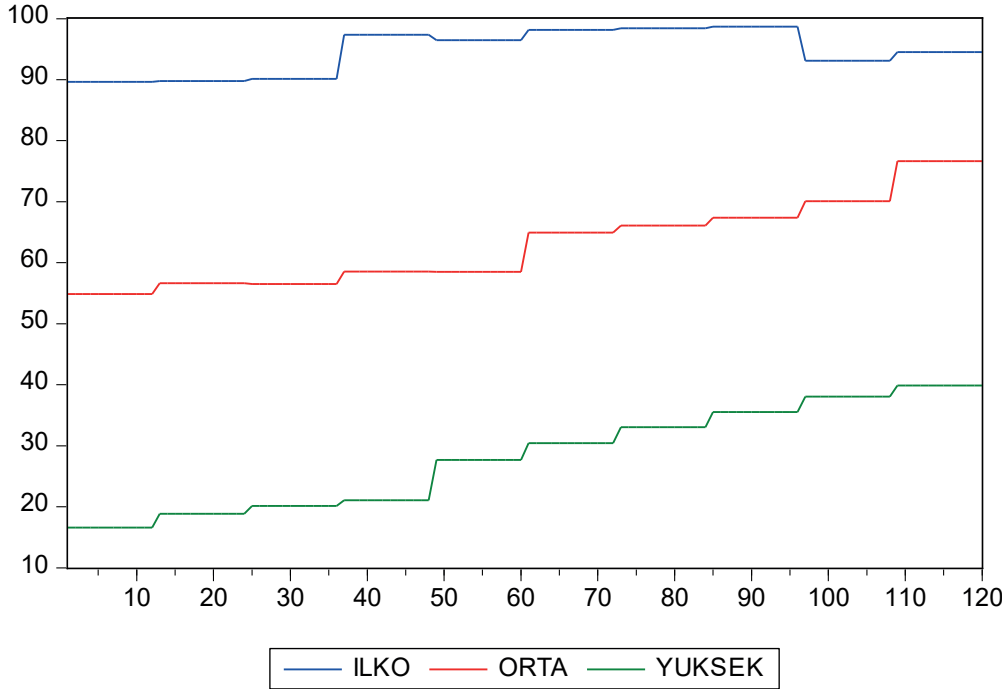


Figure 5. Graphic Regarding Education Data

When the employment data of 2005-2015 is examined, it can be said that employment level gradually increases even though this increase

does not occur so rapidly; however it starts to regress for the last five years.



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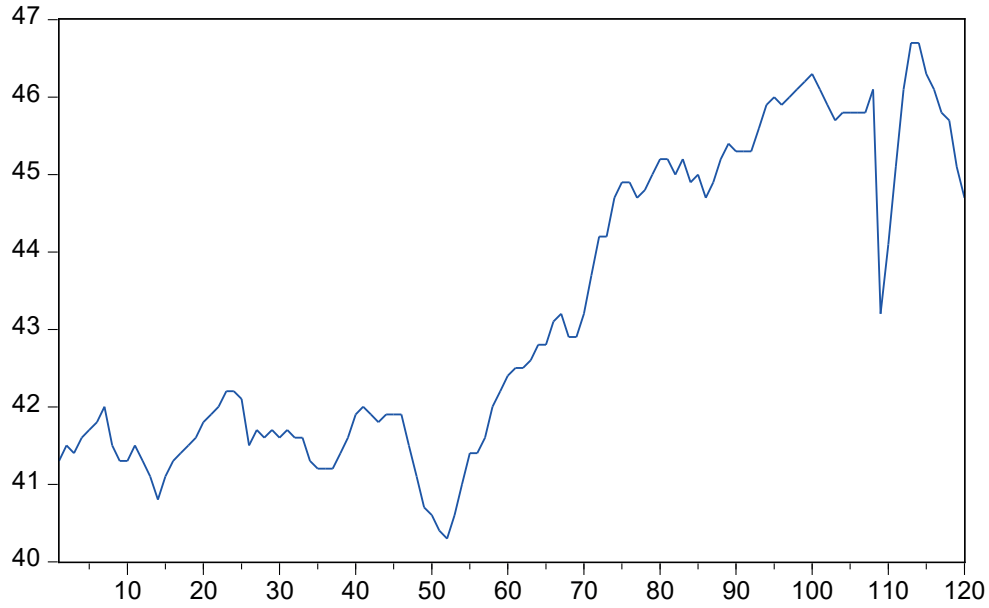


Figure 6. Employment Data Graphic of 2005-2015

Chow Breakpoint Test

H1: Employment series includes structural fraction.

According to Chow breakpoint test, it was determined that probability value of employment series

was lower than 0,05; therefore the hypothesis should be rejected. Employment series does not include structural fraction. Thus, it can be used in the future analyses.



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Table 2. Chow Breakpoint Test Regarding Employment

Chow Breakpoint Test			
Null Hypothesis: No breaks at specified breakpoints			
Varying regressors: All equation variables			
Equation Sample: 1 120			
F-statistic	4.684455	Prob. F(1,118)	0.0000
Log likelihood ratio	4.781494	Prob. Chi-Square(1)	0.0000
Wald Statistic	4.487944	Prob. Chi-Square(1)	0.0000

H2: Primary education series includes structural fraction.

According to Chow breakpoint test, it was determined that probability value of primary school

education series was lower than 0,05; therefore the hypothesis should be rejected. Primary school education series does not include structural fraction. Thus, it can be used in the future analyses.

Table 3. Chow Breakpoint Test Regarding Primary School Education

Chow Breakpoint Test			
Null Hypothesis: No breaks at specified breakpoints			
Varying regressors: All equation variables			
Equation Sample: 1 120			
F-statistic	3.528225	Prob. F(1,118)	0.0228
Log likelihood ratio	3.535430	Prob. Chi-Square(1)	0.0601
Wald Statistic	3.528225	Prob. Chi-Square(1)	0.0603

H3: Secondary education series includes structural fraction.

According to Chow breakpoint test, it was determined that probability value of secondary school

education series was lower than 0,05; therefore the hypothesis should be rejected. Secondary school education series does not include structural fraction. Thus, it can be used in the future analyses.



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Table 4. Chow Breakpoint Test Regarding Secondary School Education

Chow Breakpoint Test			
Null Hypothesis: No breaks at specified breakpoints			
Varying regressors: All equation variables			
Equation Sample: 1 120			
F-statistic	76.42721	Prob. F(1,118)	0.0000
Log likelihood ratio	59.92479	Prob. Chi-Square(1)	0.0000
Wald Statistic	76.42721	Prob. Chi-Square(1)	0.0000

H4: Higher education series includes structural fraction.

According to Chow breakpoint test, it was determined that probability value of higher education

series was lower than 0,05; therefore the hypothesis should be rejected. Higher education series does not include structural fraction. Thus, it can be used in the future analyses.

Table 5. Chow Breakpoint Test Regarding Higher Education

Chow Breakpoint Test			
Null Hypothesis: No breaks at specified breakpoints			
Varying regressors: All equation variables			
Equation Sample: 1 120			
F-statistic	166.7969	Prob. F(1,118)	0.0000
Log likelihood ratio	105.7310	Prob. Chi-Square(1)	0.0000
Wald Statistic	166.7969	Prob. Chi-Square(1)	0.0000

Unit Root Test

Series including unit root give meaningless results in regression analysis and cause inaccurate

interpretations. Therefore, it is very important for the series not to include unit root.

H5: Primary education series includes unit root.



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According to unit root test, it was determined that ADF value of primary school education series was lower than 0,05; therefore the hypothesis

should be rejected. Primary school education series does not include structural unit root. Thus, it can be used in the future analyses.

Table 6. Unit Root Analysis Regarding Primary School Education

Null Hypothesis: PRIMARY has a unit root					
Exogenous: Constant					
Lag Length: 0 (Automatic - based on SIC, maxlag=12)					
			t-Statistic	Prob.*	
Augmented Dickey-Fuller test statistic			-1.707485	0.0249	
Test critical values:	1% level			-3.486064	
	5% level			-2.885863	
	10% level			-2.579818	
*MacKinnon (1996) one-sided p-values.					
Augmented Dickey-Fuller Test Equation					
Dependent Variable: D(PRIMARY)					
Method: Least Squares					
Date: 02/10/16 Time: 23:38					
Sample (adjusted): 2 120					
Included observations: 119 after adjustments					
	Variable	Coefficient	Std. Error	t-Statistic	Prob.
	PRIMARY (-1)	-0.038028	0.022271	-1.707485	0.0904
	C	3.639395	2.109002	1.725648	0.0871



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R-squared	0.024313	Mean dependent var	0.040840
Adjusted R-squared	0.015974	S.D. dependent var	0.869756
S.E. of regression	0.862781	Akaike info criterion	2.559353
Sum squared resid	87.09384	Schwarz criterion	2.606061
Log likelihood	-150.2815	Hannan-Quinn criter.	2.578320
F-statistic	2.915504	Durbin-Watson stat	1.977756
Prob(F-statistic)	0.090384		

H6: Secondary education series includes unit root.

According to unit root test, it was determined that ADF value of secondary school education series

was lower than 0,05; therefore the hypothesis should be rejected. Secondary school education series does not include structural unit root. Thus, it can be used in the future analyses.



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Table 7. Unit Root Analysis Regarding Secondary School Education

Null Hypothesis: SECONDARY has a unit root				
Exogenous: Constant				
Lag Length: 0 (Automatic - based on SIC, maxlag=12)				
			t-Statistic	Prob.*
Augmented Dickey-Fuller test statistic			0.165801	0.9693
Test critical values:	1% level			-3.486064
	5% level			-2.885863
	10% level			-2.579818
*MacKinnon (1996) one-sided p-values.				
Augmented Dickey-Fuller Test Equation				
Dependent Variable: D(SECONDARY)				
Method: Least Squares				
Date: 02/10/16 Time: 23:39				
Sample (adjusted): 2 120				
Included observations: 119 after adjustments				
Variable	Coefficient	Std. Error	t-Statistic	Prob.
SECONDARY (-1)	0.002088	0.012591	0.165801	0.8686
C	0.051704	0.796480	0.064916	0.9484
R-squared	0.000235	Mean dependent var		0.183025
Adjusted R-squared	-0.008310	S.D. dependent var		0.912639
S.E. of regression	0.916423	Akaike info criterion		2.679986
Sum squared resid	98.26022	Schwarz criterion		2.726694



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Log likelihood	-157.4592	Hannan-Quinn criter.	2.698953
F-statistic	0.027490	Durbin-Watson stat	2.085957
Prob(F-statistic)	0.868599		

H7: Higher education series includes unit root. lower than 0,05; therefore the hypothesis should be rejected. Higher education series does not include structural unit root. Thus, it can be used in the future analyses.

According to unit root test, it was determined that ADF value of higher education series was

Table 8. Unit Root Analysis Regarding Higher Education

Null Hypothesis: HIGHER has a unit root		
Exogenous: Constant		
Lag Length: 12 (Automatic - based on SIC, maxlag=12)		
		t-Statistic
		Prob.*
Augmented Dickey-Fuller test statistic		-0.467446
Test critical values:	1% level	-3.492523
	5% level	-2.888669
	10% level	-2.581313
*MacKinnon (1996) one-sided p-values.		
Augmented Dickey-Fuller Test Equation		
Dependent Variable: D(HIGHER)		
Method: Least Squares		
Date: 02/10/16 Time: 23:39		
Sample (adjusted): 14 120		
Included observations: 107 after adjustments		



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Variable	Coefficient	Std. Error	t-Statistic	Prob.
HIGHER(-1)	-0.003984	0.008523	-0.467446	0.6413
D(HIGHER (-1))	-0.063692	0.080275	-0.793423	0.4296
D(HIGHER (-2))	-0.063692	0.080275	-0.793423	0.4296
D(HIGHER (-3))	-0.063692	0.080275	-0.793423	0.4296
D(HIGHER (-4))	-0.063692	0.080275	-0.793423	0.4296
D(HIGHER (-5))	-0.063692	0.080275	-0.793423	0.4296
D(HIGHER (-6))	-0.063692	0.080275	-0.793423	0.4296
D(HIGHER (-7))	-0.063692	0.080275	-0.793423	0.4296
D(HIGHER (-8))	-0.063692	0.080275	-0.793423	0.4296
D(HIGHER (-9))	-0.063692	0.080275	-0.793423	0.4296
D(HIGHER (-10))	-0.063692	0.080275	-0.793423	0.4296
D(HIGHER (-11))	-0.063692	0.080275	-0.793423	0.4296
D(HIGHER (-12))	0.612069	0.080949	7.561134	0.0000
C	0.343209	0.264972	1.295267	0.1984
R-squared	0.456371	Mean dependent var		0.196636
Adjusted R-squared	0.380380	S.D. dependent var		0.827547
S.E. of regression	0.651411	Akaike info criterion		2.102102
Sum squared resid	39.46331	Schwarz criterion		2.451818
Log likelihood	-98.46245	Hannan-Quinn criter.		2.243872
F-statistic	6.005587	Durbin-Watson stat		1.946904
Prob(F-statistic)	0.000000			

Correlation Analysis

H8: There is not any relationship among variables.

Results regarding the applied Correlation Analysis are as follows:



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- There is a median level relationship between employment and primary, secondary and higher education levels for the period of 2005 – 2015.

Table 9. Correlation Test Regarding Education Levels

Table: Pearson Correlation	EMPLOYMENT	PRIMARY	SECONDARY	HIGHER
EMPLOYMENT	1,0000	0,8562	0,8855	0,8986
PRIMARY	0,8562	1,0000	0,8776	0,8521
SECONDARY	0,8855	0,8776	1,0000	0,8971
HIGHER	0,8986	0,8521	0,8971	1,0000

Granger Causality Test

Granger causality test is an analysis determining which of the two variables is cause and which one is result. Accordingly, granger causality analysis will be used in order to determine which of the variables of employment and education levels is cause and result.

H9: Primary education level is not granger cause of employment level.

According to the granger causality analysis, hypothesis will be rejected due to the fact that probability value between two variables is lower than 0,05. Therefore, it was determined that primary school education level is the granger cause of employment level.

H10: Secondary education level is not granger cause of employment level.

According to the granger causality analysis, hypothesis will be rejected due to the fact that probability value between two variables is lower than 0,05. Therefore, it was determined that secondary school education level is the granger cause of employment level.

H11: Higher education level is not granger cause of employment level.

According to the granger causality analysis, hypothesis will be rejected due to the fact that probability value between two variables is lower than 0,05. Therefore, it was determined that higher education level is the granger cause of employment level.



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Table 10. Granger Causality Analysis Regarding Education Levels

Pairwise Granger Causality Tests			
Date: 02/10/16 Time: 23:44			
Sample: 1 120			
Lags: 2			
Null Hypothesis:	Obs	F-Statistic	Prob.
PRIMARY does not Granger Cause EMPLOYMENT	118	1.80967	0.0184
EMPLOYMENT does not Granger Cause PRIMARY		0.50354	0.6057
SECONDARY does not Granger Cause EMPLOYMENT	118	5.91273	0.0036
EMPLOYMENT does not Granger Cause SECONDARY		1.15900	0.3175
HIGHER does not Granger Cause EMPLOYMENT	118	4.66381	0.0113
EMPLOYMENT does not Granger Cause HIGHER		0.42893	0.6523
SECONDARY does not Granger Cause PRIMARY	118	0.05647	0.9451
PRIMARY does not Granger Cause SECONDARY		0.00041	0.9996
HIGHER does not Granger Cause PRIMARY	118	0.01064	0.9894
PRIMARY does not Granger Cause HIGHER		1.09678	0.3375
HIGHER does not Granger Cause SECONDARY	118	1.91442	0.1522
SECONDARY does not Granger Cause HIGHER		0.09967	0.9052

Co-Integration Test

Johansen Co-integration test reflects long-term relationship among variables and removes fake regression problem.



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H12: Employment level is not co-integrated for each education level. higher education levels were examined separately, probability value of each variable was lower than

According to the applied Co-Integration test, it was determined that when primary, secondary and employment levels. 0,05; therefore these levels were integrated with

Table 11. Co-Integration Test Regarding Education Levels

Table:				
Sample (adjusted): 6 120				
Included observations: 115 after adjustments				
Trend assumption: Linear deterministic trend				
Series: EMPLOYMENT PRIMARY SECONDARY HIGHER				
Lags interval (in first differences): 1 to 4				
Unrestricted Cointegration Rank Test (Trace)				
Hypothesized		Trace	0.05	
No. of CE(s)	Eigenvalue	Statistic	Critical Value	Prob.**
None	0.134414	34.90320	47.85613	0.0031
At most 1	0.100609	18.30305	29.79707	0.0038
At most 2	0.048792	6.108720	15.49471	0.0027
At most 3	0.003092	0.356161	3.841466	0.0006
Trace test indicates no cointegration at the 0.05 level				
* denotes rejection of the hypothesis at the 0.05 level				
**MacKinnon-Haug-Michelis (1999) p-values				
Unrestricted Cointegration Rank Test (Maximum Eigenvalue)				
Hypothesized		Max-Eigen	0.05	



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No. of CE(s)	Eigenvalue	Statistic	Critical Value	Prob.**
None	0.134414	16.60015	27.58434	0.6144
At most 1	0.100609	12.19433	21.13162	0.5286
At most 2	0.048792	5.752559	14.26460	0.6452
At most 3	0.003092	0.356161	3.841466	0.5506
Max-eigenvalue test indicates no cointegration at the 0.05 level				
* denotes rejection of the hypothesis at the 0.05 level				
**MacKinnon-Haug-Michelis (1999) p-values				
Unrestricted Cointegrating Coefficients (normalized by b'S11*b=I):				

Regression Analysis

The relationship of primary school, secondary school and higher education levels with employment levels will be determined by regression analysis.

H13: Employment level is affected by primary education level.

According to the applied regression analysis, there is a positive relationship between primary school education level and employment level. One unit increase in primary education level increases employment level 0,45 unit.



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Table 12. Regression Analysis Regarding Education Levels (Primary)

Dependent Variable: EMPLOYMENT				
Method: Least Squares				
Date: 02/10/16 Time: 23:35				
Sample: 1 120				
Included observations: 120				
Variable	Coefficient	Std. Error	t-Statistic	Prob.
PRIMARY	0.456475	0.001929	236.6642	0.0000
R-squared	-0.066931	Mean dependent var		43.22833
Adjusted R-squared	-0.066931	S.D. dependent var		1.936999
S.E. of regression	2.000772	Akaike info criterion		4.233241
Sum squared resid	476.3674	Schwarz criterion		4.256471
Log likelihood	-252.9945	Hannan-Quinn criter.		4.242675
Durbin-Watson stat	0.083908			

H14: Employment level is affected by secondary education level.

According to the applied regression analysis, there is a positive relationship between secondary

school education level and employment level. One unit increase in secondary school education level increases employment level 0,68 unit.



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Table 13. Regression Analysis Regarding Education Levels (Secondary)

Dependent Variable: EMPLOYMENT				
Method: Least Squares				
Date: 02/10/16 Time: 23:36				
Sample: 1 120				
Included observations: 120				
Variable	Coefficient	Std. Error	t-Statistic	Prob.
SECONDARY	0.681018	0.004419	154.1191	0.0000
R-squared	-1.508651	Mean dependent var		43.22833
Adjusted R-squared	-1.508651	S.D. dependent var		1.936999
S.E. of regression	3.067958	Akaike info criterion		5.088200
Sum squared resid	1120.072	Schwarz criterion		5.111429
Log likelihood	-304.2920	Hannan-Quinn criter.		5.097633
Durbin-Watson stat	0.080319			

H15: Employment level is affected by higher education level.

According to the applied regression analysis, there is a positive relationship between higher education

level and employment level. One unit increase in higher education level increases employment level 1,43 unit.



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Table 14. Regression Analysis Regarding Education Levels (Higher)

Dependent Variable: EMPLOYMENT				
Method: Least Squares				
Date: 02/10/16 Time: 23:37				
Sample: 1 120				
Included observations: 120				
Variable	Coefficient	Std. Error	t-Statistic	Prob.
HIGHER	1.435613	0.032425	44.27532	0.0000
R-squared	-27.800865	Mean dependent var	43.22833	
Adjusted R-squared	-27.800865	S.D. dependent var	1.936999	
S.E. of regression	10.39518	Akaike info criterion	7.528860	
Sum squared resid	12859.12	Schwarz criterion	7.552089	
Log likelihood	-450.7316	Hannan-Quinn criter.	7.538294	
Durbin-Watson stat	0.016209			

CONCLUSION and ASSESSMENT

The following results were acquired after examining 2005-2015 data:

- Primary school series' Skewness value was found as $0,31 > 0,03$ and Kurtosis value was found as $1,45 > 2,96$. Therefore, it was determined that primary school series did not have a normal distribution.
- Secondary school series' Skewness value was found as $0,56 > 0,03$ and Kurtosis value was found as $2,20 > 2,96$. Therefore, it was determined that secondary school series did not have a normal distribution.
- Higher Education series' Skewness value was found as $0,01 > 0,03$ and Kurtosis value was found as $1,49 > 2,96$. Therefore, it was determined that higher education series did not have a normal distribution.



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- When the graphics regarding education data are observed, it can be seen that primary education level remains the same by years and even it regresses for some extent; however secondary and higher education levels gradually show increase.
 - When the employment data of 2005-2015 is examined, it can be said that employment level gradually increases even though this increase does not occur so rapidly; however it starts to regress for the last five years.
 - Employment series does not include structural fraction. Thus, it can be used in the future analyses.
 - Primary school education series does not include structural fraction. Thus, it can be used in the future analyses.
 - Secondary school education series does not include structural fraction. Thus, it can be used in the future analyses.
 - Higher education series does not include structural fraction. Thus, it can be used in the future analyses.
 - Primary school education series does not include structural unit root. Thus, it can be used in the future analyses.
 - Secondary school education series does not include structural unit root. Thus, it can be used in the future analyses.
 - Higher education series does not include structural unit root. Thus, it can be used in the future analyses.
 - There is a median level relationship between employment and primary, secondary and higher education levels for the period of 2005 – 2015.
 - It was determined that primary school education level is the granger cause of employment level.
 - It was determined that secondary school education level is the granger cause of employment level.
 - It was determined that higher education level is the granger cause of employment level.
 - It was determined that when primary, secondary and higher education levels were examined separately, each variable was integrated with employment levels.
 - There is a positive relationship between primary school education level and employment level. One unit increase in primary education level increases employment level 0,45 unit.
 - One unit increase in secondary school education level increases employment level 0,68 unit.
 - One unit increase in higher education level increases employment level 1,43 unit.
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The relationship between education and employment was examined within the framework of the study and it was determined that increase in higher education level increased employment level. It can be said that planning and applying an education system in a way that will meet expectations and needs of labor market and participation of human resources in labor force by receiving the necessary education and skills will have positive effect on employment.

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İSTİHDAM VE EĞİTİM ARASINDAKİ İLİŞKİNİN FARKLI EKONOMETRİK YÖNTEMLER İLE ANALİZ EDİLMESİ

Öz: Anlam ve önem: Türkiye’de istihdam-eğitim konusu üzerinde durulması gereken önemli konulardan biridir. İşsizlikle mücadele ve istihdamın artırılması noktasında eğitim-istihdam ilişkisi önem kazanmaktadır. Sanayide ara eleman ihtiyacı daha düşük eğitim seviyesine sahip bireylerce karşılanmakta ancak bu elemanların da kendini bilgi ve teknolojik ilerlemeler doğrultusunda geliştirmesi ve nitelik kazanması önem arz etmektedir. Sanayi-üniversite işbirliği çerçevesinde de işgücü piyasasının gerektirdiği kalifiye elemanların yetiştirilmesi doğru ve nitelikli bir eğitim uygulamasıyla gerçekleştirilebilir. Yükseköğrenim seviyesinde işgücüne katılım daha çok hizmet sektöründe idari ve yönetim alanlarında olabilmektedir. Bu konuda da verilen eğitimin işgücü piyasasının taleplerini karşılayacak biçimde nitelikli ve donanımlı olması gerekmektedir. Bu bağlamda eğitim ile istihdam arasında ilişkinin incelenerek, işgücünün arz ve talepleri doğrultusunda gerekli nitelik ve donanım unsurlarının belirlenerek eğitimde yapısal anlamda gerekli değişimlerin gerçekleştirilerek alınması gereken önlemlerin alınması istihdamı artırmakla kalmayıp işgücü piyasasındaki verimliliği ve etkinliği de beraberinde artıracak ve piyasadaki rekabet üstünlüğünü sağlayacaktır. Amaç: Bu araştırma 2005-2015 arasındaki dönem istihdam ve eğitim arasındaki ilişkilerin ekonometrik yöntemler kullanılarak incelenmesi amacıyla gerçekleştirilmiştir. Sınırlıklar: Yapılan bu araştırmada değişkenler 2005-2015 arasındaki dönem için aylık olarak belirlenmiştir. Yöntem: Bu araştırmadan elde edilen veriler E-Views 8.0 programı ile analiz edilmiştir. Araştırma sürecinde, tanımlayıcı istatistikler, histogram analizi, grafik analizi, Chow Breakpoint testi, Birim kök testi, Korelasyon analizi, Granger nedensellik, Co-Integration testleri uygulanmıştır. Bulgular: Eğitim verileri ile ilgili grafiklere bakıldığında ilköğretim eğitim seviyesinin yıllar bazında aynı kaldığı hatta bir miktar gerileme kaydettiği görülebilirken ortaöğretim ve yükseköğretim seviyelerinin giderek arttığı görülebilmektedir. 2005-2015 arası istihdam verileri incelendiğinde istihdam düzeyinin hızı yüksek olmasa bile giderek yükseldiği ancak son beş yılda gerileme kaydetmeye başladığı görülebilmektedir. Yapılan Chow breakpoint testine göre; İstihdam serisi yapısal kırılma içermemektedir. İlkokul, Ortaokul ve yüksekokul eğitim serisi yapısal kırılma içermemektedir.



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Yapılan birim kök analizinde ilkokul, Ortaokul ve Yüksekokul eğitim serisi yapısal birim kök içermemektedir. Birim kök içeren seriler regresyon analizinde anlamsız sonuçlar vererek hatalı yorumlara neden olduğundan serilerin birim kök içermemesi yapılan analiz için çok önemlidir. Çalışmada bu doğrultuda bulgular elde edilmiştir. 2005 – 2015 arasındaki dönemde istihdam ile ilköğretim, ortaöğretim ve yüksek öğretim seviyeleri arasında orta düzeyli ilişki bulunmaktadır. İki değişken arasındaki neden-sonuç ilişkisini belirleyen Granger nedensellik testine göre ilkokul, ortaokul ve yüksekokul eğitim düzeyinin istihdam düzeyinin granger nedeni olduğu belirlenmiştir. Değişkenlerin uzun dönem ilişkisini yansıtarak, sahte regresyon problemini ortadan kaldıran Johansen Co-integration testine göre; ilkokul, ortaokul ve yüksekokul eğitim düzeyleri teker teker incelenildiğinde her bir değişkenin Prob değerinin 0,05'ten ufak olduğu dolayısıyla bu değişkenlerin istihdam düzeyleri ile entegre oldukları belirlenmiştir. Regresyon analizi ile de ilköğretim, ortaokul ve yüksekokul eğitim düzeylerinin istihdam düzeyleri ile nasıl ilişkili olduğu belirlenmiştir. Yapılan regresyon analizine göre; ilkokul, ortaokul ve yüksekokul eğitim düzeyi ile istihdam düzeyi arasında pozitif ilişki bulunmaktadır. İlköğretim eğitim düzeyindeki bir birimlik artış istihdam düzeyini 0,45 birim, ortaokul eğitim düzeyindeki bir birimlik artış istihdam düzeyini 0,68 birim ve yüksekokul eğitim düzeyindeki bir birimlik artış istihdam düzeyini 1,43 birim artırmaktadır. Sonuç: Yapılan analizler sonucunda eğitim düzeyleri ile istihdam arasındaki ilişki tespit edilmeye çalışılmıştır. Çalışma sonunda, ilköğretim eğitim seviyesinin yıllar bazında aynı kaldığı hatta bir miktar gerileme kaydettiği ortaöğretim ve yükseköğretim seviyelerinin giderek arttığı, 2005-2015 arası istihdam düzeyinin ise yükseldiği ancak son beş yılda gerileme kaydetmeye başladığı tespit edilmiştir. 2005 – 2015 arasındaki dönemde istihdam ile ilköğretim, ortaöğretim ve yüksek öğretim seviyeleri arasında orta düzeyli ilişki bulunduğu, ilkokul, ortaokul ve yüksekokul eğitim düzeyinin istihdam düzeyinin granger nedeni olduğu, ilkokul, ortaokul ve yüksekokul eğitim düzeylerinin istihdam düzeyleri ile entegre oldukları, ilkokul, ortaokul ve yüksekokul eğitim düzeyi ile istihdam düzeyi arasında pozitif ilişki bulunduğu sonucuna ulaşılmıştır.

Anahtar Kelimeler: Eğitim, İstihdam, İşgücü, Meslek

THE RELATIONSHIP BETWEEN BURNOUT AND PERSONALITY: AN INVESTIGATION ON STATE DIRECTORS OF YOUTH SERVICES AND SPORT¹

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Abstract: The aim of this study is show the relationship between burnout and personality traits of Provincial Directors of Youth Services and Sports acting under the auspices of the Ministry of Youth and Sports. Accordingly, in line with the research on the relational model as data collection tools the Maslach Burnout Inventory, and the Five Factor Personality Inventory were used. All of the current directors of Turkey's 81 provinces were included in the study. At the end of the study, it has been found out that the level of emotional burnout and insensitivity towards the people around is low; however, the level of personal success is high. According to the personality characteristics, the level of open-mindedness is high. It has been detected that there is no significant correlation between the emotional burnout of the participants and such personality traits as extroversion, neuroticism, responsibility, compatibility and open-mindedness. In other words, the emotional burnout of the provincial directors does not depend on personal traits.

Key Words: Burnout, Personality Characteristic ,Provincial Director, Sport

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INTRODUCTION

In the management of sports, provincial directors of youth and sports are of greater importance. Because the full development of sports, in order to achieve goals, depends on the existence of well structured organization as well as on talented and practical sport managers who can employ scientific and objective methods to solve the existing problems (Germi and Sunay, 2006:3). One of the foremost responsibilities of a manager is to achieve individuals' goals together and add value to individuals in an organization (Karaköse, 2013:8). Moreover, a good management means to get individuals to a state to achieve, to make strengths more visible and to passivate weaknesses (Drucker, 1994:26). Job performance, increase in quality and efficiency of a provincial director, who is responsible for well-functioning of local organization to achieve national sport goals, rely on psychological and physical well-being in addition to many other qualities (Koçak, 2009:65-83). Professionals may give different reactions to distress in the work environment. These reactions may be displayed as tiredness, stress and burnout; while tiredness and stress can be seen in any occupation, burnout is a significant health problem for occupational groups having an unavoidable nature to communicate with people. In this context, disappointment and feeling of tiredness caused by the individual's failure to reach set targets refer to "burnout syndrome"

(Terzi and Sağlam, 2008:1). Burnout syndrome is a decreasing effect on human resources (Maslach et al, 2004:397-422). According to some writers, burnout appears as a result of failure in stress management and stress which create psychological problems unless they cannot be eliminated (Arı and Bal, 2008:132). In other words, burnout is an occupational disease which affects the individual as well as people served, people around, organizations worked in and consequently society (Süren, 2015:52).

Firstly defined by Freudenberger (1974), burnout notion has been defined as failure, exhaustion, loss of power and energy, a state of burnout resulted by unreplied demands on individuals' internal sources (Tatlıcı and Kırımlioğlu, 2008:35). In the identification of burnout syndrome, Pines and Aronson (1988) remarked a series of symptoms such as "physical burnout, state of hopelessness and despair, disappointment, negative personality development and negative feeling against work, co-workers and life in general (Seferoğlu et al, 2014:348-364). According to Dolan, burnout "drains energy that personal resources come to an end and constant hopelessness and despair take the place of daily events" (Aksu and Baysal, 2005:9). Increased burnout seriously prevents individuals from adapting to social circumstances. Maslach (1976) also states that employees lose interest in their jobs and co-workers and may develop hostile feelings against them. On the



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other hand, Mattingly (1977) defines burnout as a series of symptoms, behaviors and attitudes which are unique to an individual (Seferoğlu et al, 2014:348-364).

According to Maslach, burnout has three dimensions such as being emotionally burnout, depersonalization and feeling of reduced personal accomplishment. Burnout is caused by numerous and complex reasons. The factors, concerning burnout, can be defined in two categories. Demographic properties and a personality structure of a high-performing individual without any boundaries are studied in the first category, typical distress sources such as role conflict in organizational stress literature, role ambiguity, work overload and intense and frequent interpersonal relations are studied in the second category (Yıldırım and Taşmektepligil, 2011:131-140). In the light of studies, it can be pointed out that professional burnout decreases work performance and efficiency, weakens organizational commitment and causes loss of labor (Kavgacı et al, 2012:9).

Burnout which can be termed as “individual’s psychological and physical energy drain” results from long term effects of either occupational or organizational distress sources. In this case, it is an important factor that elimination of distress reasons cannot be achieved through individual’s sources. The primary element, which distin-

guishes distress sources resulting in burnout from others, is that it is a result of individual’s interaction within the work environment. Employees with burnout feeling are not able to perform the requirements of the job and position. Burnout is also a state which creates negative impacts on organizations as well as on individuals (Aktar, 2015:355-373). This can be explained through personalities since individuals with certain traits are more apt to burnout whereas others are stronger (Salami, 2011:7). In the dimensional models, Cloninger’s “Psychobiological Personality Model” and Costa and McCrae’s “Five Factor Personality Model” are the two basic theories in explaining personalities. Five Factor Personality Theory relies on the main assumption that individual differences shown by people will be coded in all world languages, reflected as words in spoken language and categorization that can cover individual’s personality will be possible through these words (Basım et al, 2009:901-910). Recently, Five Factor Personality Model is frequently embraced as a higher level factor to understand other personality notions. According to the model, five essential personality traits are as follows: 1. Extroversion, 2. Agreeability, 3. Responsibility, 4. Openness to Experience and 5. Neuroticism (Emotional stability/instability). (Tatlılıoğlu, 2014:939-971).



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Big Five Factor Theory:

Extroversion: Extrovert people are described to be positive, energetic, cheerful and caring for others whereas introvert are closed, hermit and distanced (Bono et al, 2002:1311-1344).

Emotional Stability (Neuroticism): The individual's level of self-confidence, state of being short-tempered, optimistic or pessimistic, timid, emotional and anxious can be defined within this dimension. Many researchers allege that individuals with administrative roles should carry positive qualities in the dimension of emotional stability (Tatlıoğlu, 2014:939-971).

Agreeability: Individuals with high level of agreeability are described as being reliable, accommodating, direct and modest (Bono et al, 2004:901-904). On the contrary, individuals with low levels of agreeability are associated with personality traits such as hostile, competitive, unreliable, obstinate, impolite and skeptical (Grazianove et al, 1996:820-835).

Responsibility: Responsibility trait refers to a personality dimension which consists of servility, tidiness, self-discipline and success orientation. Individuals with high level of responsibility are disciplined, careful and success oriented, whereas individuals with low level of responsibility are careless, untidy and unsuccessful (Costa and McCrae, 1995:21-50).

Openness: This dimension embarks traits such as being well-educated and curious. They are sociable and are adaptable. These individuals, both in administrative or lower positions, can easily adapt and focus on solving the problems instead of creating them. They are transparent and share what they do (Soysal,2008:4-19).

The individual's personality is a significant variable in burnout (Dinç,2008:9). The individual's personality traits can affect the choice of profession. Some individuals may choose professions with less distress sources whereas others choose the opposite. Numerous researches display that personality affects perception of profession and emotional reactions. Individuals' needs, skills, demands and personality patterns, demands or limitations of workplace create work stress (Akçamete et al, 2002:2). The reason personality plays an important role in terms of burnout is that it can be a mechanism to cope and a source which enable the individual to obtain new sources or stop abnormal behaviors. Desired personality traits are extroversion, responsibility, agreeability, openness and emotional stability. The major reason of this is that individuals with desired personality traits have lower levels of stress. Secondly, desired personality traits are the sources to decrease the level of stress and thirdly, burnout is a deviation related to personality. Abnormal behavior is not in harmony with desired personality traits (Kutunis and Tunç,2010:59-74).



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Personality affects workplace perception, thus workplace-individual conflict creates stress reactions. Because individuals' skills and performances are incompatible with expectations and preferences (Noroozi et al, 2014:2203-2214). Personality traits have remarkable influences on individual's burnout experiences. Researches clearly demonstrate that the individual's personality traits have an impact on work perception and emotional reactions in relation with this (Akçamete et al, 2002:9). Additionally, the type of personality displays output of mental skills and is a significant element in explaining human behaviors (Noroozi et al,2014:2203-2214). In this context, if the individual's personality and profession are compatible, success will increase, whereas incompatibility will result in decreased success. This has aroused interest with John Holland's Theory of Personality-Job Fit. In his theory, Holland (1959) studied six personality traits - realist, researcher, sociable, conventional, entrepreneur and artist - and a number of characteristics which make these types compatible with their professions and compatible professions (Kutanis and Tunç, 2010:59-74).

Burnout of Provincial Directors of Youth and Sports Services can prevent achieving the goals of the organization in addition to negatively affecting administrators' studies. It seems to be significant to determine the level of burnout of provincial directors to prevent administrator

burnout. In general, burnout is foreseen as a reaction against stress (Cherniss, 1980:37). On the other hand, it is also expressed that the individual's reaction against surrounding difficulties and challenges may be a function of personality, character, perceptions and context made up by distress sources (Ghorpade et al, 2007:240-256). In this case, it will not be incorrect to express that other reasons such as personality may play a role in burnout (Bühler and Land, 2004:35-42). Based on the importance and contributions, to determine personality traits and to reveal their effects on the level of burnout of provincial directors are the main concerns of this study.

3.METHOD

In this section, the research model, universe and sampling, data collection tools, collection and analysis of data have been discussed.

3.1. Research Model

As the relationship between level of burnout and personality traits of Provincial Directors of Youth and Sport is studied, this study is a sample of relational screening model among general screening models. Relational screening models, also termed as correlational, are studies in which the relationship between two or more variables is investigated without any intervention to any of the variables.



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3.2. Universe

The research universe consists of 81 Provincial Directors of Youth and Sport Services who hold office in 81 cities of Turkey in 2015. The universe is contacted in the scope of this study. In other words, opinions of all provincial directors in Turkey in 2015 are included in the study. All the participants are men.

3.3. Data Collection Tools

Data is collected through “Maslach Burnout Inventory” and “Five Factor Personality Scale”.

The Maslach Burnout Inventory

In order to determine Youth and Sport Services Provincial Directors’ level of psychological burnout, depersonalization and how they evaluate their success in the work environment, the

Maslach Burnout Inventory, developed by Pines and Aronson (1988) and adapted to Turkish by Ergin (1992) and Çapri (2006) has been used. For the structural validity, principal components factor analysis has been made in relation with the replies of 876 employees given to scale items which consequently verified three factor structure given in the original scale. Sub dimensionsof the scale are psychological burnout, depersonalization and personal achievement. In order to determine confidence coefficient, internal consistency coefficient is calculated as Cronbach alpha 0.93.

In this study, to verify the reliability of the replies of Provincial Directors of Youth and Sport Services to burnout scale items, Cronbach alpha coefficient is calculated and results are given in Table 1.

Table 1. Cronbach Alpha Values Relating to Sub Dimensions of the Maslach Burnout Inventory

Dimensions	Item Nr.	Cronbach Alpha Coefficient
Psychological Burnout	9	0.815
Depersonalization	5	0.611
Low Self-accomplishment	8	0.802

Accordingly, provincial directors’ replies to the Maslach Burnout Scale are observed to be highly reliable in terms of sub dimensions. The

items in the Maslach Burnout Inventory are scored in the range of 0-4.



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Table 2. Scoring Related to Sub Dimensions of the Maslach Burnout Inventory

Dimensions	Items	High	Mid	Low
Psychological Burnout	1,2,3,6,8,13,14,16,20	27 & over	17-26	0-16
Depersonalization	5,10,11,15,22	13 & over	7-12	0-6
Self-accomplishment	4,7,9,12,17,18,19,21	0-31	32-38	39 & over

Five Factor Personality Scale

In this study, the Five Factor Personality Scale, developed by John, Donahue and Kentle (1991) and adapted into Turkish by Sümer and Sümer (2005) has been used. In the adaptation into Turkish, the original is preserved as a scale with a five factor structure. During the adaptation process, reliability coefficient Cronbach Alpha is respectively calculated to be 0.79; 0.77; 0.76; 0.70; 0.78. In another study conducted by Basım, Çetin ve Tabak (2009), to determine the structural validity of the scale, confirmatory factor

analysis is calculated in relation with the replies of 302 students of 3 foundation universities in Ankara to five factor personality inventory. Result is found to be $\chi^2/sd=2.39$; RMSEA= 0.059, CFI =0.82. It is observed that item-data compatibility is generally provided.

Within the scope of this study, to verify the reliability of the replies of Provincial Directors of Youth and Sport Services to personality scale, Cronbach alpha coefficient is calculated and the results are given in the following table.

Table 3. Cronbach Alpha Values Related to Sub Dimensions of Five Factor Personality Scale

Dimension	Item Nr	Cronbach Alpha Coefficient
Extroversion	8	0.702
Neuroticism	8	0.639
Responsibility	9	0.846
Agreeability	9	0.830
Openness	10	0.846

Accordingly, provincial directors' replies to Five Factor Personality Scale are observed to be

highly reliable in terms of dimensions (Kalaycı, 2009).



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Five Factor Personality Scale consists of five items being extroversion, neuroticism, responsibility, agreeability and openness. Extroversion and neuroticism consist of 8, responsibility and

agreeability 9 and openness 10 items. Scoring of Scale Sub dimensions are given in Table 4 below.

Table 4. Scoring Related to Sub Dimensions of Five Factor Personality Scale

Dimension	Items	Min Achievable Score	Max Achievable Score	Achievable Average Score
Extroversion	1,6*,11,16,21*,26,31*,36	8x1=8	8x5=40	8x3=24
Neuroticism	4,9*,14,19,24*,29,34*,39	8x1=8	8x5=40	8x3=24
Responsibility	3,8*,13,18*,23*,28,33,38,43*	9x1=9	9x5=45	9x3=27
Agreeability	2*,7,12*,17,22,27*,32,37*,42	9x1=9	9x5=45	9x3=27
Openness	5,10,15,20,25,30,35*,40,41*,44	10x1=10	10x5=50	10x3=30

*reverse coded negative items

3.4. Data Analysis

During the data analysis, firstly descriptive statistics including minimum, maximum, average and standard deviation are calculated. Pearson Product-Moment Correlation Coefficient is calculated to determine the relationship between the level of burnout and personal traits of provincial directors. The results are interpreted in the following tables.

FINDINGS

1. What is the level of burnout syndrome of Provincial Directors of Youth and Sport Service?

Descriptive statistics have been calculated in relation with the replies given by Provincial Directors of Youth and Sport to scale items to determine the level of burnout syndrome. Results are given in the table below.



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Table 5. Descriptive Statistics Related to the Level of Burnout Syndrome of Provincial Directors of Youth and Sport Services

Scale Dimension	N	Minimum	Maximum	\bar{x}	SS
Psychological Burnout	81	0.00	20.00	9.42	5.61
Depersonalization	81	0.00	12.00	4.79	2.96
Self-accomplishment	81	11.00	32.00	23.21	4.85

Given the information in Table 5, 0.00 is observed to be the minimum level score while 20.00 is the maximum for Provincial Directors of Youth and Sport Services. Psychological burnout items reveal an average score of 9.42. In other words, the level of burnout syndrome is low for Provincial Directors of Youth and Sport Services. 0.00 is observed to be the minimum level score while 12.00 is the maximum for Provincial Directors of Youth and Sport Services in Turkey in terms of depersonalization. Depersonalization items reveal an average score of 4.79. In other words,

the level of depersonalization of provincial directors is low. Self-accomplishment is seen to be 32.00 at maximum and 11.00 at minimum. Calculated average score is found to be 23.21. In other words, Provincial Directors of Youth and Sport Services are found to be highly successful.

Moreover, the replies given by Provincial Directors of Youth and Sport Services to scale items are separately studied. Descriptive statistics are shown in Table 6 below.



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Table 6. Descriptive Statistics Calculated in Relation With Items of Psychological Burnout of Provincial Directors of Youth and Sport Services

Items	\bar{X}	SS
1. I feel a dislike against my profession.	0.86	0.90
2. I feel psychologically exhausted after work.	0.95	0.92
3. I feel that I cannot stand this job one more day in the mornings.	0.54	0.73
6. It is really backbreaking to deal with people whole day.	1.37	0.99
8. I feel really sick of performing my job.	0.72	0.85
13. I feel that my job limits me.	1.12	0.91
14. I feel that I work too much.	1.98	1.18
16. Directly working with people creates stress for me.	1.11	1.00
20. I feel that I have come to an end.	0.77	1.24

In line with the information given in Table 6, it is seen that Provincial Directors of Youth and Sport Services have given “never” and “rarely” answers to psychological burnout items. Provincial directors have mostly agreed with “I feel that I work too much.” ($X=1,98\pm 1,18$); and have

the least agreement on “I feel that I cannot stand this job one more day in the mornings.” Descriptive statistics calculated for depersonalization of Provincial Directors of Youth and Sport Services are given in Table 7 below.

Table 7. Descriptive Statistics Calculated for Depersonalization of Provincial Directors of Youth and Sport Services

Items	\bar{X}	SS
5. I realize that I treat some people I meet as a part of my job as if they were not human beings.	0.51	0.84
10. I have become tougher against people since I started this job.	1.02	1.00
11. I fear that this job will make me more rigid in time.	1.16	1.10
15. I do not care about the people I meet as a part of my job.	0.78	1.12
22. I feel that people I meet as a part of my job behave as if I had created some problems.	1.32	1.15



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In line with the information given in Table 6, it is seen that Provincial Directors of Youth and Sport Services have given “never” and “rarely” answers to depersonalization items. Within the personalization sub dimension, provincial directors mostly agree with “I feel that people I meet as a part of my job behave as if I had created

some problems.” ($X=1,32\pm 1,15$); and have the least agreement on “I realize that I treat some people I meet as a part of my job as if they were not human beings.” ($X=0,51\pm 0,84$). Descriptive statistics calculated in relation with the replies of provincial directors to self-accomplishment sub dimension are shown in Table 8 below.

Table 8. Descriptive Statistics Calculate

in Rrelation With the Replies of Provincial Directors to Self-Accomplishment Sub Dimension

Items	\bar{X}	SS
4. I instantly understand what people – I meet as a part of my job –think.	2,65	0,95
7. I find the most appropriate solution to people’s problems.	3,15	0,76
9. I feel that I contribute to people’s lives thanks to my job.	2,89	1,06
12. I am strong enough to make a lot of things.	3,09	0,84
17. I create a comfortable atmosphere with the people I meet as a part of my job.	2,93	0,92
18. I feel refreshed after a close study with people.	2,78	0,99
19. I have obtained many remarkable achievements in this job.	2,91	0,92
21. I display a calm attitude against the psychological problems in my job.	2,81	1,01

In line with the information given in Table 8, it is seen that Provincial Directors of Youth and Sport Services have given “mostly” and “always” answers to self-accomplishment items. Provincial directors mostly agree with “I find the most appropriate solution to people’s problems.” ($X=3,15\pm 0,76$); and have the least agreement on “I instantly understand what people – I meet as a part of my job – think.” ($X=2,65\pm 0,95$).

2. What are the personality traits of Provincial Directors of Youth and Sport Services?

The Five Factor Personality Scale has been used to determine the personality traits of Provincial Directors of Youth and Sport Services in all cities of Turkey. Descriptive statistics calculated in line with the replies given to the personality scale items are given in Table 9.



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Table 9. Descriptive Statistics Calculated in Line With the Replies Given to the Personality Scale Items

Scale Dimensions	N	Min	Max	\bar{x}	SS
Extroversion	81	9.00	37.00	28.09	5.92
Neuroticism	81	14.00	35.00	22.43	3.89
Responsibility	81	9.00	44.00	33.51	7.62
Agreeability	81	10.00	44.00	32.96	7.89
Openness	81	10.00	48.00	36.62	7.78

Given the information in Table 9, it is found that least extroversion score is 9.00 while maximum is 37 with an average value of 28.09. In other words, provincial directors generally perceive themselves extrovert. Neuroticism among the provincial directors is observed to be 14.00 at the minimum and 35.00 at the maximum. Average score on neuroticism is 22.43. Provincial Directors of Youth and Sport Services find themselves below the

average level of neuroticism. Responsibility scores of provincial directors follow with 9.00 at minimum and 44.00 at maximum with an average value of 33.51. In other words, provincial directors are found to have a high level of responsibility trait. Table 9 also shows that agreeability of provincial directors' range between 10.00 and 44. Average value is observed to be 32.96. Agreeability traits of Provincial Directors

of Youth and Sport Services are generally found to be high.

Openness trait score of Provincial Directors of Youth and Sport Services have a minimum of 10.00 and a maximum value of 48.00. The replies given to this item reveal an average value of 32.62. Provincial directors are also observed to have a high level of openness trait.

3. What is the level of the relationship between personality traits and burnout syndrome of Provincial Directors of Youth and Sport Services?

Table 10 shows the results which are calculated by using Pearson coefficient of correlation to determine the relationship between the personality traits and burnout syndrome of Provincial Directors of Youth and Sport Services. Relationships between variables firstly evaluated within the sub dimensions of the scale.



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The Relationships within the sub dimensions of provincial directors

As shown in Table 10, there is a positive and mid level relationship between provincial directors' level of psychological burnout and depersonalization ($r:0.688$; $p<0.05$). In other words, the increased level of psychological burnout leads to the increased level of depersonalization. Negative and mid level relationships are found between self-accomplishment and psychological burnout ($r: -0.512$; $p<0.05$) and level of depersonalization of provincial directors ($r:-0.450$; $p<0.05$). In other words, as provincial directors' achievements display increase, psychological burnout and depersonalization levels decrease.

The Relationships within the personality scale of provincial directors

According to the table, there are negative and mid level relationships between provincial directors' neurotic personality traits and extroversion ($r:-0.473$; $p<0.05$), responsibility ($r:-0.423$; $p<0.05$), agreeability ($r:-0.463$; $p<0.05$) and openness ($r:-0.386$; $p<0.05$). As provincial directors' neuroticism increases, the level of traits such as extroversion, responsibility, agreeability and modesty decreases. There is a positive and high level relationship between extroversion personality traits and responsibility ($r:0.827$; $p<0.05$), agreeability ($r:0.805$; $p<0.05$) and openness ($r:0.835$; $p<0.05$). It can also be said that as the level of

extroversion increase, the level of responsibility, agreeability and openness traits tend to increase. Likewise, there is a positive and high level relationship between provincial directors' responsibility traits and agreeability ($r:0.805$; $p<0.05$) and openness ($r:0.813$; $p<0.05$). At the same time, a positive and high level relationship is found between agreeability and openness personality traits ($r:0,794$; $p<0,05$). Thus, agreeability and openness personality traits increase when the level of responsibility traits of provincial directors increases. It is also found out that provincial directors who have agreeability personal traits have openness traits as well.

The Relationship between provincial directors' personality traits and burnout syndrome

There has not been any meaningful relationship found between provincial directors' level of psychological burnout and extrovert, neurotic, responsibility, agreeability and openness personality traits of Provincial Directors of Youth and Sport Services ($p<0.05$). In a similar manner, no meaningful relationship is found between the level of depersonalization and extrovert, neurotic, responsibility, agreeability and openness personality traits of provincial directors ($p<0.05$). Moreover, self-accomplishment of provincial directors does not display any meaningful relationship between neurotic, responsibility, agreeability and openness personality traits ($p<0.05$),



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whereas there is a positive yet low level of relationship between extrovert personality traits (r:0.298;p<0.05).

Table 10. The Relationship Between Provincial Directors Personality Traits and Burnout Syndrome of Provincial Directors of Youth and Sport Services

Dimensions/Values	Sensibility	Depersonalization	Self-accomplishment	Extroversion	Neuroticism	Responsibility	Agreeability	Openness	
Sensibility	R	1	.688**	-.512**	-.143	.138	-.165	-.199	-.169
	P		.000	.000	.204	.221	.142	.075	.133
	N	81	81	81	81	81	81	81	81
Depersonalization	R	.688**	1	-.450**	-.036	.173	-.063	-.172	-.007
	P	.000		.000	.749	.123	.574	.124	.952
	N	81	81	81	81	81	81	81	81
Self-accomplishment	R	-.512**	-.450**	1	.298**	-.147	.184	.206	.201
	P	.000	.000		.007	.191	.099	.066	.071
	N	81	81	81	81	81	81	81	81
Extroversion	R	-.143	-.036	.298**	1	-.473**	.827**	.805**	.835**
	P	.204	.749	.007		.000	.000	.000	.000
	N	81	81	81	81	81	81	81	81
Neuroticism	R	.138	.173	-.147	-.473**	1	-.423**	-.463**	-.386**
	P	.221	.123	.191	.000		.000	.000	.000
	N	81	81	81	81	81	81	81	81
Responsibility	R	-.165	-.063	.184	.827**	-.423**	1	.805**	.813**
	P	.142	.574	.099	.000	.000		.000	.000
	N	81	81	81	81	81	81	81	81
Agreeability	R	-.199	-.172	.206	.805**	-.463**	.805**	1	.794**
	P	.075	.124	.066	.000	.000	.000		.000
	N	81	81	81	81	81	81	81	81
Openness	R	-.169	-.007	.201	.835**	-.386**	.813**	.794**	1
	P	.133	.952	.071	.000	.000	.000	.000	
	N	81	81	81	81	81	81	81	81

CONCLUSION

In this study, personality traits in terms of “Extroversion”, “Agreeability”, “Responsibility”,

“Neuroticism” and “Openness” have been analyzed by using the Five Factor Personality Model. Burnout syndrome is evaluated in terms of “Psychological Burnout”, “Depersonalization” and



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“Self-accomplishment” sub dimensions by using the Maslach Burnout Model.

As a result, provincial directors are found to have a low level of burnout and depersonalization with a high level of self-accomplishment (Table 5). Burnout is a professional danger which negatively affects individuals, people around, organizations worked in and consecutively the society (Süren, 2015:128). As demonstrated in the study, low level of burnout syndrome of provincial directors is a positive finding in terms of organizational processes. Being one of the dimensions of burnout reactions, psychological burnout causes problems in organizational behavior through exhaustion of individuals' emotional resources and diminishing energy while depersonalization through weakness, inertia, loss of self-confidence and excitement and passion for work (Çetin and Hazır, 2012:65-77).

Upon the analysis of related literature, in a study conducted by Kaptanlğıl and Erenler (2014:55-82), the subscale of psychological burnout average score is found to be 23.4, downward tendency in the subscale of self-accomplishment average score 27.96 and depersonalization subscale average score 9.33. In the study of Demirtaş and Çağları (2012:1-22), psychological burnout, depersonalization and self-accomplishment scores of school principals are found to be mid level. These results differ from our study. A research

on primary school administrators by Babaoğlan, Akbaba and Çakan (2010:355-373) which showed “low” level burnout syndrome demonstrates a parallel result with our study.

Given the findings of this study in detail in relation with sub dimensions of personality traits, it has been observed that Provincial Directors of Youth and Sport Services find themselves less neurotic than average, more responsible and agreeable than average, and have a high level of openness personality trait (Table 9).

Identification of low level neuroticism is a positive factor in the management of Youth and Sport Services. Because neuroticism sets a motivational barrier to an individual in reaching the targets (Barrick et al, 2001) and includes deteriorated professional identity, failure in problem-solving, dependency in decision-making, indecisiveness and instability of targets (Holland et al, 1993:233-244). With a high score of 48.00 on openness dimension and in line with the literature, provincial directors can be defined to be creative, analytic and open and sensitive to other opinions (Yelboğa, 2006:196-2011).

When the relationship between the sub dimensions of exhaustion is studied based on the data obtained from participants, there is a negative and mid level relationship between self-accomplishment and psychological burnout ($r: -0.512$; $p < 0.05$) and level of depersonalization ($r: -0.450$;



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$p < 0.05$). In other words, as provincial directors' self-accomplishment increases, psychological burnout and depersonalization decreases (Table 10). In regard to these results, individuals with feeling of reduced personal accomplishment have negative emotions such as despair (Okutan, 2010:83). Within this context, we can express that high level of emotional instability and feeling of reduced personal accomplishment triggers each other in this vicious circle.

This finding is also supported by other researches (Le Pine et al, 2004; Lingard, 2003; Francis et al, 2004; Bakker et al, 2006; Jensen, 2007; Okutan, 2010; Demirtaş and Çağları, 2012).

The result of this study has shown no meaningful relationship between depersonalization, level of psychological burnout – which both form the burnout scale dimensions – and extrovert, neurotic, responsibility, agreeability and openness personality traits. A mid level relationship is found between burnout scale self-accomplishment dimension and personality scale extraversion dimension ($r = .298$), a very low relationship in the same direction ($p < 0.05$) between agreeability ($r = .206$) and openness dimensions ($r = .201$), (Table 10).

As opposed to our study, some studies have found strong connections and interactions between personality traits and burnout syndrome. For example, correlation analysis of Süren (2015:129) research, when extroversion is studied, negative

and meaningful relationships were found between extroversion and psychological burnout; extroversion and depersonalization; and extroversion and feeling of reduced self accomplishment (Süren, 2015:130). Likewise, a negative relationship is determined between personality traits and exhaustion in the study of Storm and Rothman (2003) on executives of a corporate pharmaceutical company; Anvari and Ark (2011) on executives in health sector; Bakker et al (2015) on volunteers in non-profit organizations; Basım et al (2013) on teachers.

Therefore, the level of exhaustion of provincial directors can be said to be independent from personality traits, but rather caused by environmental factors.

As a result, in relation with exhaustion scale, perception of self-accomplishment is high whereas the level of psychological burnout and depersonalization is low and openness and responsibility personality traits are dominant. Additionally, as self-accomplishment increases, the level of psychological burnout and depersonalization are observed to decrease. There is a mid level relationship between the burnout scale self-accomplishment dimension and personality scale extroversion dimension, but there is a very low level relationship in the same direction between agreeability and openness dimension. On the other hand, the relationship between other personality



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traits and exhaustion remains uncertain. Further studies are necessary to reveal the effects of various personality traits, especially burnout, on the organizational universe.

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TÜKENMİŞLİK VE KİŞİLİK İLİŞKİSİ: GENÇLİK HİZMETLERİ VE SPOR İL MÜDÜRLERİ KAPSAMINDA BİR İNCELEME

Öz:Sporun yönetiminde gençlik hizmetleri ve spor il müdürlerinin önemi büyüktür. Çünkü sporun her yönüyle kalkınabilmesi, amaçlarını gerçekleştirebilecek seviyeye çıkması, iyi bir teşkilatlanmanın varlığına bağlı olduğu kadar, meselelerine bilimsel ve objektif bir bakış açısı getirecek pratik yönü ağır basan yetenekli spor yöneticilerinin bulunmasına da bağlıdır. Ülke sporunun hedeflere ulaştırılmasında örgütün etkili ve verimli çalışmasını sağlamakla görevli kişi olan il spor yöneticisinin, işindeki performansı, kalitesi ve verimliliğin artması, sahip olduğu birçok niteliğin yanında ruhen ve bedenen de sağlıklı olmasından geçer. Profesyonel insanlar, işlerinde yaşadıkları streslere çeşitli tepkiler verebilmektedir. Bu tepkiler; işe ait bıkkınlık, stres ve tükenmişliktir. İşe ilişkin bıkkınlık ve stres her meslekte görülebilmektedir. Ancak tükenmişlik insanlarla birebir ilişkinin kaçınılmaz olduğu meslek grupları için önemli bir sağlık sorunudur. Bu bağlamda kişinin kendisine büyük hedefler koyup daha sonra istediklerini elde edemeyip hayal kırıklığına uğrayarak yorulduğunu ve hissetmesi “tükenmişlik sendromu” işaret etmektedir. Tükenmişlik duygusu insan kaynağının etkinliğini azaltıcı neden olmaktadır. Bazı yazarlara göre tükenmişlik; stresle etkin bir şekilde başa çıkmadaki başarısızlığın bir sonucu olarak çıkmakta ve yaşanan stresin ortadan kaldırılamamasının psikolojik sorunları oluşturmaktadır. Bir başka boyutuyla tükenmişlik bireylerin kendilerini olduğu kadar, hizmet verdiği kişileri, etrafındaki insanları, içerisinde çalıştıkları örgütleri ve dolayısıyla tüm toplumu etkileyen bir mesleki hastalıktır. Gençlik hizmetleri ve spor il müdürlerinin tükenmişlik yaşaması, yöneticinin çalışmalarını olumsuz etkilediği gibi örgütün amaçlarına ulaşmasını da engelleyebilir. İl müdürlerinin tükenmişlik düzeyini belirlemek, yönetici tükenmişliğinin önlenmesi açısından önemli görülmektedir. Tükenmişlik genel olarak strese bir tepki olarak öngörülmektedir. Ancak, bireyin, çevrelerindeki zorluklara, meydan okumalara karşılık vermesinin, onun kişiliğinin, yapısının, algılarının ve stresörlerin oluşturduğu bağlamın bir fonksiyonu olabileceği de ifade edilmektedir. Bu durumda, kişilik gibi diğer nedenlerin de tükenmişlik sendromunda rol oynayabileceğini söylemek yanlış olmayacaktır. Çalışmanın söz konusu önem ve katkılarında hareketle, İl müdürlerinin kişilik özelliklerinin, onların tükenmişlik düzeylerine etkilerini ortaya çıkarmak çalışmanın temel amacını oluşturmaktadır. Bu çalışmanın amacı, Gençlik ve Spor Bakanlığı'nın taşra örgüt yöneticisi olan, Gençlik Hizmetleri ve Spor İl Müdürlüklerinin tükenmişlik düzeyleri belirlenerek, kişilik özellikleri



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arasındaki ilişkiyi ortaya çıkarmaktır. Bu çalışmada, Gençlik ve Spor Hizmetleri İl Müdürlerinin tükenmişlik düzeyleri ile kişilik özellikleri arasındaki ilişki incelendiğinden araştırma genel tarama modellerinden ilişki tarama modeline örnektir. Korelasyonel olarak da adlandırılan ilişki tarama modelleri, iki ya da daha çok değişken arasındaki ilişkinin herhangi bir şekilde bu değişkenlere müdahale edilmeden incelendiği araştırmalardır. Bu doğrultuda ilişki tarama modelindeki araştırmada veri toplama aracı olarak Maslach Tükenmişlik Envanteri, ve Beş Faktör Kişilik Ölçeği kullanılmıştır. 2015 yılında Türkiye'nin 81 ilinde Gençlik ve Spor Hizmetleri İl Müdürlüğünde görev yapan toplam 81 Gençlik ve Spor İl Müdürü oluşturmaktadır. Araştırma kapsamında evrenin tamamına ulaşılmıştır. Araştırmada, Beş Faktör Kişilik Ölçeğinden faydalanarak kişilik özellikleri "Dışadönüklük", "Uyumluluk", "Sorumluluk", "Nevrotiklik" ve "Açık görüşlülük" boyutlarına göre değerlendirilmiştir. Tükenmişlik ise Maslach Tükenmişlik Envanterinden faydalanarak "Duygusal Tükenme", "Duyarsızlaşma" ve "Kişisel Başarı" alt boyutlarına göre ele alınmıştır. Buna göre; il müdürlerinin duygusal tükenmişliklerinin ve çevresindekilere karşı duyarsızlaşmasının düşük düzeyde olduğu, kişisel başarılarının ise yüksek olduğu tespit edilmiştir. Araştırmadan elde edilen bulgular Kişilik özellikleri alt boyutlarına göre detaylı olarak incelendiğinde ise, Gençlik ve Spor Hizmetleri Müdürlüğünde görev yapan il müdürlerinin kendilerini ortalamadan daha düşük düzeyde nevroitik olarak değerlendirdikleri, sorumluluk kişilik özelliğine, uyumluluk kişilik özelliklerine orta düzeyin üstünde, açık görüşlülük kişilik özelliklerine de yüksek düzeyde sahip olduğu tespit edilmiştir. Katılımcıların elden edilen verilerden hareketle, tükenmişlik ölçeğinin alt boyutları arasındaki ilişkiler incelendiğinde; İl müdürlerinin, kişisel başarılar ile duygusal tükenmişlikleri ($r: -0,512; p < 0,05$) ve duyarsızlaşma düzeyleri ($r: -0,450; p < 0,05$) arasında negatif yönde ve orta düzeyde ilişkiler olduğu saptanmıştır. Diğer bir anlatımla spor il müdürlerinin kişisel başarılar artış gösterdikçe duygusal tükenmişlikleri ve duyarsızlaşma düzeylerinin azalma gösterdiği belirlenmiştir. Yapılan araştırma sonucunda; Gençlik ve Spor Hizmetleri İl Müdürlüğünün tükenmişlik ölçeği boyutlarını oluşturan, duyarsızlaşma, duygusal tükenmişlik düzeyleri ile kişilik boyutlarını oluşturan, dışadönük, nevroitik, sorumluluk, uyumluluk ve açık görüşlülük kişilik özellikleri arasında anlamlı bir ilişki bulunmadığı belirlenmiştir. Ayrıca tükenmişlik ölçeği kişisel başarı boyutu ile kişilik ölçeği dışadönüklük boyutunda ($r=,298$) orta düzeyde, uyumluluk ($r=,206$) ve açık görüşlülük boyutunda ($r=,201$) ise çok düşük düzeyde aynı yönde bir ilişki saptanmıştır ($p < 0,05$). Sonuç olarak; il müdürlerinin tükenmişlik ölçeğine ilişkin olarak, kişisel başarı algılarının yüksek seviyede, duygusal tükenmişlik ve duyarsızlaşma boyutlarının düşük düzeyde olduğu, katılımcıların açık görüşlülük ve sorumluluk kişilik özelliklerinin baskın olduğu tespit edilmiştir.



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Ayrıca il müdürlerinin kişisel başarılar artış gösterdikçe duygusal tükenmişlikleri ve duyarsızlaşma düzeylerinin azalma gösterdiği, ve tükenmişlik ölçeği kişisel başarı boyutu ile kişilik ölçeği dışadönüklük boyutunda orta düzeyde, uyumluluk ve açık görüşlülük boyutunda ise çok düşük düzeyde aynı yönde bir ilişki olduğu belirlenmiştir. Bunun yanında, diğer kişilik özellikleri ile tükenmişlik arasındaki ilişki, belirsizliğini sürdürmektedir.Çeşitli kişilik özelliklerinin tükenmişlik başta olmak üzere örgütsel yaşam üzerinde etkilerini ortaya koymak üzere ilave çalışmalara ihtiyaç vardır.

Anahtar Kelimeler: Tükenmişlik, Kişilik, İl Müdürü, Spor, Yönetim

AN ANALYSIS OF TEXTILE AND CLOTHING SECTOR: THE CASE OF INDIA, PAKISTAN AND CHINA¹

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Abstract: Textile and clothing sector is one of the oldest industries in the world. Textile and clothing sector has played an important role in the economic growth and development of countries. Especially, this sector is defined as the engine of development for developing countries. This study aims to analyzed the textile and clothing sector in India, Pakistan and China over a period of 2000-2014. For this purpose, firstly we have used Grubel-Lloyd Index to calculate level of the intra-industry trade in textile and clothing sector, secondly we have used Revealed Comparative Advantage Index by developed Balassa to measure competitiveness in textile and clothing industry. As a result, it was found to be higher level of intra-industry trade in textile sector than the clothing sector in India, Pakistan and China. Also, it was found to be higher level of competitiveness in clothing sector more than textile sector. Dynamic analysis of comparative advantage is based on four product groups (competitively positioned products, threatened products, emerging products, weakly positioned products) results showed that the textile and clothing sector in India is classified as threatened products. The textile sector in Pakistan is classified as threatened products. Pakistan's clothing sector is classified as competitively positioned products. China's textile sector is classified as competitively positioned products. China's clothing sector is classified as threatened products.

Key Words: Textile and Clothing Sector, Intra-Industry Trade, Revealed Comparative Advantage

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I. INTRODUCTION

Textile and clothing sector is among the first manufactured products an industrializing economy produces (Jucevičius and Rybakovas, 2010: 390). After the industrial revolution, textile and clothing sector has played a leading role in the economic development of developing countries, then it has been an pioneer industry many developing countries (Altıntaş and Akpolat, 2013: 35). Textile and clothing sector is closely related both technologically and in terms of trade policy. Also textile provide the input to the clothing sector, creating vertical linkages between the two (Alüftekin et al., 2009: 2). The textile sector is more capital intensive than the clothing sector and textile sector is less unskilled labour intensive than clothing sector (Nordas, 2004: 7). Textile and clothing sector which is shaped by labor costs constitute an important part the developing countries. As China, Bangladesh, India, Hong Kong and Indonesia countries where the labor cost is very low in the first place in the manufacturing side of the industry. Textile and clothing sector provides a great impact on the economy, in terms of contribution to gross domestic product, employment and foreign exchange earner. The textile and clothing sectors offer a wide range of job opportunities for the unskilled workforce in developing countries.

In this study, textile and clothing sector in India, Pakistan and China was analyzed. Two analyzes were performed in this study. Firstly, we measured level of intra-industry trade in textile and clothing sector through Grubel-Lloyd Index. Secondly, we analyzed comparative advantage of textile and clothing sector through Revealed Comparative Advantage (RCA) by developed Balassa (1965) at SITC Rev.3 two digit levels. The data which is used in this study is annual secondary data from 2000 to 2014 which are obtained from UN COMTRADE. This study consist of 4 sections. Section 2 presents empirical literature related with the measurement of competitiveness and level of intra-industry trade of the countries. Section 3 deal with methodology and discussed the empirical findings and final section concludes.

II. LITERATURE REVIEW

Some studies in the literature about intra-industry trade and revealed comparative advantage can be summarized as follows:

Çakmak (2005), examined Turkey's comparative advantage and international competitiveness of textile and clothing industries. Balassa's revealed comparative advantage index and Volltrah's competitiveness index was used. Balassa's index showed that Turkey had a strong comparative advantage in textiles and clothing as aggregate commodity groups and in sub-categories of tex-



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tile and clothing. Vollrath's index showed that Turkey is less competitive in the world market compared to Balassa's indices.

Yücel (2010), analyzed Turkish textile and clothing industry's competitiveness during the 1998-2008 period by using Balassa's Revealed Comparative Advantage Index and Vollrath's three measures of revealed comparative advantage. Analysis showed that the sector had comparative advantage but this advantage was lost by textile sector after 1998 and by clothing sector after 2005.

Shahbaz et al., (2012), analyzed the determinants of intra-industry trade between Pakistan and trade patterns in the period 1980-2006 using panel data approach. The empirical analysis indicated that intra-industry trade is a negative function of the difference in GDP per capita between Pakistan and her trading partners. Also findings showed that the importance of scales economies and the variety of differentiated products.

Ahmad and Kalim (2013), analyzed revealed comparative advantage of textile and clothing sector of Pakistan at HS-2 digit level and SITC-3 digit level. Empirical analysis showed that Pakistan had comparative advantage in textile sector and low comparative advantage in clothing sector.

Altıntaş and Akpolat (2013), analyzed the competition level with the EU (27) countries in textile industry. Balassa, Vollrath and CEP indexes was used to test the competition level of Turkey during the 20004-2011 period. Empirical analysis showed that Turkey had a comparative competition advantage against the EU(27) countries. Also in the 2011, the existing competition advantage reached to a highest level.

Shahab and Mahmood (2013), analyzed the trade specialization in the leather products between some selected Asian economies with particular focus on Pakistan. Revealed Comparative Advantage index was used for 2002-2009. The empirical analysis showed that Pakistan had a high comparative advantage in leather products.

Bashimov (2014), analyzed the comparative advantage in textile and clothing sector between Turkey and Pakistan over the period 1990-2012. Revealed comparative advantage index was used. The analysis showed that Turkey had a comparative disadvantage in textile and clothing sector against Pakistan.

Yalçınkaya et al., (2014), analyzed Turkey's competitiveness against China by using Balassa's revealed comparative advantage index within ISIC Rev.4. Empirical analysis showed that there were five industry which possess RCAB>0.5 by the end of 2013. These industries were defined as, mining of metal ores and other mining



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and quarrying, in manufacturing industry manufacture of food products and manufacture of beverages, in water supply; sewerage, in waste management and remediation activities industry water collection, waste collection, treatment and disposal activities; materials recovery.

Şahin (2015), analyzed the level of intra-industry trade in Turkey and China's textile and clothing industry during the 2000-2013. Grubel-Lloyd index was used. Consequently, Turkey and China's textile industry trade was realized in the form of intra-industry trade; clothing industry trade was realized in the form of inter-industry trade.

III. DATA and EMPIRICAL ANALYSIS

This study has two aims. First, the intra-industry trade figures calculate using the Grubel-Lloyd Index for textile and clothing industry in India, Pakistan and China. Second, competitiveness calculate using the Revealed Comparative Advantage Index for textile and clothing industry in India, Pakistan and China. The export and import volume data calculated to measure the level of intra-industry trade and revealed comparative advantage in textile and clothing industry come from UN COMTRADE database. The study covers the 2000-2014 period. SITC Codes (Rev.3) textile and clothing industry; SITC 65 (Textile yarn, fabrics, made-up articles, n.s.e. and related products), SITC 84 (Articles of apparel and clothing accessories).

a.Measuring of Intra-Industry Trade: Grubel-Lloyd Index

A great deal of international trade is intra-industry trade as opposed to inter-industry trade. Intra-industry trade arises in order to take advantage of important economies of scale in production (Sunde et al., 2009: 16). Intra-industry trade (IIT) is described as the two-way exchange of goods within the same statistical industry group (Akram, 2013:1). Intra-industry trade is important because it is imply competitiveness and the degree of readiness to integrate into the world economy. Also the commodities with the intra industry trade have a high competitiveness compared with the others (Rasekhi and Shojaee, 2012: 181). Intra-industry trade is increasingly becoming significant in developing countries.

The classical measure of IIT was proposed by Grubel and Lloyd (1975). Grubel-Lloyd Index (GL) is presented follow as (Gurbel and Lloyd, 1975: 21):

$$B_i = \frac{\sum_i^n [(X_{ij} + M_{ij}) - (X_{ij} - M_{ij})]}{\sum_i^n (X_{ij} + M_{ij})}$$

or



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$$B_i = 1 - \frac{|X_{ij} - M_{ij}|}{X_{ij} + M_{ij}}$$

The GL index varies between 0 (all trade is inter-industry) and 1 (all trade is intra-industry). In this equation; X_{ij} denote exports of product i to country j in period t . M_{ij} denote imports of product i from country j in period t . The index is equal to 1 if all trade is of the intra-industry trade type.

If IIT is equal to 0, all trade is inter-industry trade.

Table 1 shows intra-industry trade of textile and clothing industry in India during the period 2000-2014. As shown in table 1, it seems to be higher intra-industry trade in textile industry than clothing industry. Also, it is observed that increase level of intra-industry trade in textile and clothing industry.

Table 1. Level of Intra-Industry Trade in Textile and Clothing Industry of India

Year	GL Index of Textile Sector of India	GL Index of Clothing Sector of India
2000	0,18	0,00
2001	0,21	0,01
2002	0,25	0,00
2003	0,28	0,01
2004	0,29	0,01
2005	0,37	0,01
2006	0,36	0,01
2007	0,36	0,02
2008	0,37	0,03
2009	0,39	0,02
2010	0,35	0,04
2011	0,36	0,04
2012	0,35	0,05
2013	0,31	0,06
2014	0,34	0,07



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Source: Author's Calculations from the Data of the UN COMTRADE .

Table 2 shows the intra-industry trade figures which are calculated are based on the figures for

2000-2014. As shown in table 2, it seems to be higher intra-industry trade in textile industry than clothing industry. Also, it is observed that increase level of intra-industry trade in textile and clothing industry.

Table 2. Level of Intra-Industry Trade in Textile and Clothing Industry of Pakistan

Year	GL Index of Textile Sector of Pakistan	GL Index of Clothing Sector of Pakistan
2000	0,05	0,00
2001	0,06	0,00
2002	0,07	0,00
2003	0,08	0,00
2004	0,09	0,00
2005	0,12	0,01
2006	0,13	0,01
2007	0,14	0,03
2008	0,15	0,03
2009	0,16	0,02
2010	0,21	0,03
2011	0,24	0,03
2012	0,22	0,03
2013	0,23	0,02
2014	0,29	0,03

Source: Author's Calculations from the Data of the UN COMTRADE .

Table 3 shows intra-industry trade of textile and clothing industry in China during the 2000-2014.

As shown in table 2, level of intra-industry trade in textile industry is observed high more than clothing industry.



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Table 3. Level of Intra-Industry Trade in Textile and Clothing Industry of China

Year	GL Index of Textile Sector of China	GL Index of Clothing Sector of China
2000	0,88	0,06
2001	0,85	0,06
2002	0,77	0,06
2003	0,69	0,05
2004	0,62	0,04
2005	0,54	0,04
2006	0,50	0,03
2007	0,45	0,03
2008	0,39	0,03
2009	0,39	0,03
2010	0,37	0,03
2011	0,33	0,05
2012	0,34	0,05
2013	0,33	0,05
2014	0,30	0,06

Source: Author's Calculations from the Data of the UN COMTRADE .

Figure 1 and figure 2 show comparative analysis level of intra-industry trade in textile and clothing industry for India, Pakistan and China. As a

result, it is found level of intra-industry trade in the textile sector to be higher than in the clothing sector.



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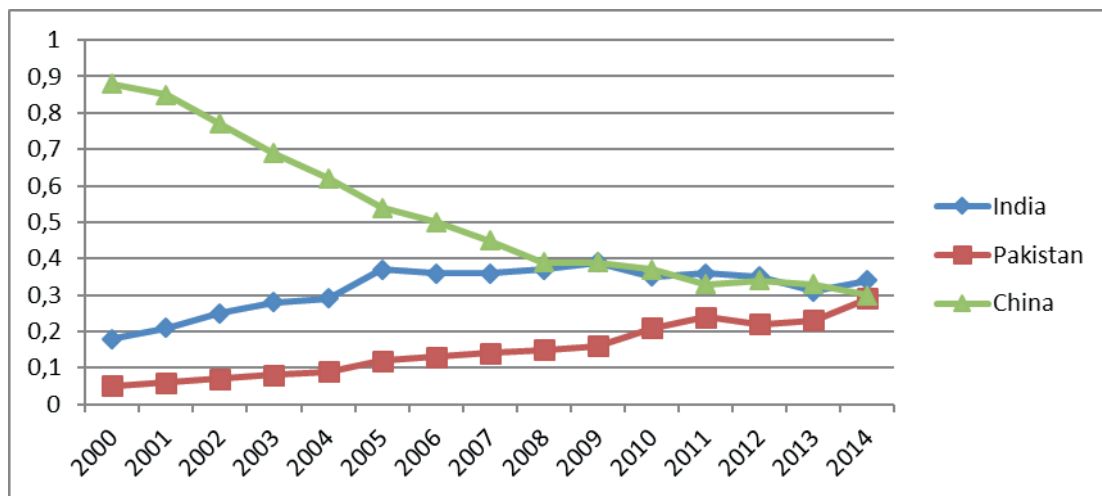
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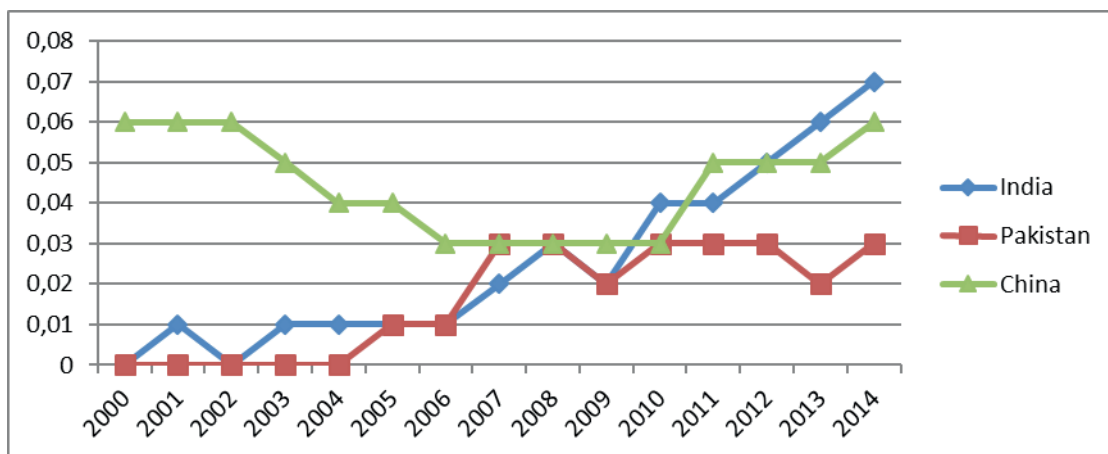
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Figure 1. Comparative Analysis of Intra-Industry Trade Value of Textile Industry in India, Pakistan and China (2000-2014)



Source: Table 1, Table 2, Table 3.

Figure 2. Comparative Analysis of Intra-Industry Trade Value of Clothing Industry in India, Pakistan and China (2000-2014)



Source: Table 1, Table 2, Table 3.



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b. Measuring Competitiveness: Revealed Comparative Advantage Index

Revealed Comparative Advantage (RCA) Index one of the most important indicators which is able to use in order to measure of export competitiveness of countries. RCA index by developed Balassa (1965) is expressed as follows:

$$RCA_{ij} = (X_{ij} / X_{it}) / (M_{ij} / M_{it})$$

Here X_{ij} , M_{ij} are exports and imports of country i for j commodity or industry respectively, while X_{it} , M_{it} are exports and imports of i country for t set of commodities or industries. According

to the results of this index if $RCA > 1$ then a country has comparative advantage, if $RCA < 1$ then a country has comparative disadvantage in that commodity or industry.

Table 4 shows coefficients revealed comparative advantages of textile and clothing industry in India during the 2000-2014. The index value of textile and clothing industry is found to be higher than 1. This mean that the competitiveness of the textile and clothing industry in India' is high. However, competitiveness of textile and clothing industry has started to decrease.

Table 4. Revealed Comparative Advantage in Textile and Clothing Industry of India

Year	RCA of Textile Sector of India	RCA of Clothing Sector of India
2000	11,94	343,65
2001	9,76	142,58
2002	7,94	243,34
2003	7,34	178,53
2004	7,41	225,26
2005	6,05	197,44
2006	6,56	159,17
2007	6,73	117,62
2008	7,54	111,79
2009	6,07	116,56
2010	7,30	75,63
2011	6,93	61,87
2012	7,77	57,94
2013	7,31	44,65
2014	7,02	42,00



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Source: Author's Calculations from the Data of the UN COMTRADE .

Table 5 shows coefficients revealed comparative advantages of textile and clothing industry in Pakistan during the 2000-2014. The index value of textile and clothing industry is found to be

higher than 1. This mean that the competitiveness of the textile and clothing industry in Pakistan' is high and especially Pakistan has greater comparative advantage in clothing industry. However, competitiveness of textile and clothing industry has started to decrease.

Table 5. Revealed Comparative Advantage in Textile and Clothing Industry of Pakistan

Year	RCA of Textile Sector of Pakistan	RCA of Clothing Sector of Pakistan
2000	42,07	565,19
2001	32,34	447,36
2002	28,13	315,17
2003	24,77	230,35
2004	26,47	312,86
2005	23,54	211,28
2006	23,88	221,88
2007	23,26	113,15
2008	25,48	133,93
2009	19,82	125,05
2010	14,47	95,62
2011	12,54	89,68
2012	14,39	105,48
2013	13,07	115,72
2014	11,29	111,18

Source: Author's Calculations from the Data of the UN COMTRADE.

In table 6 Revealed Comparative Advantage of textile and clothing sector of China is shown.

According to results China has comparative advantage in textile and clothing industry and especially China has greater comparative advantage in clothing industry.



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Table 6. Revealed Comparative Advantage in Textile and Clothing Industry of China

Year	RCA of Textile Sector of China	RCA of Clothing Sector of China
2000	1,13	27,33
2001	1,22	26,32
2002	1,42	27,60
2003	1,78	34,49
2004	2,06	37,93
2005	2,29	39,44
2006	2,43	45,19
2007	2,63	45,81
2008	3,17	41,75
2009	3,34	48,71
2010	3,84	45,61
2011	4,58	35,19
2012	4,27	31,32
2013	4,36	29,35
2014	4,61	25,47

Source: Author's Calculations from the Data of the UN COMTRADE .

Figure 3 and figure 4 show comparative analysis coefficients revealed comparative advantage of

textile and clothing industry in India, Pakistan and China. Revealed comparative advantage coefficient is greater than 1 in all three countries.



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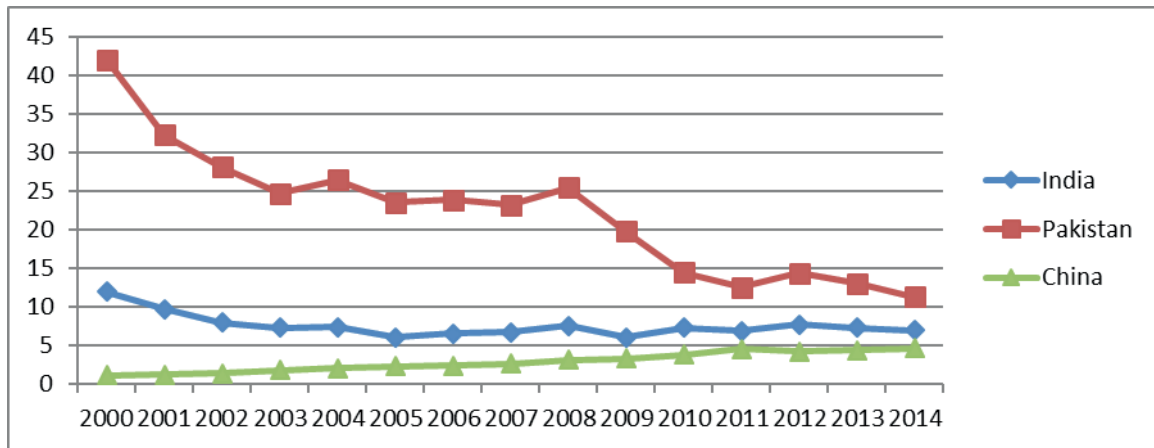
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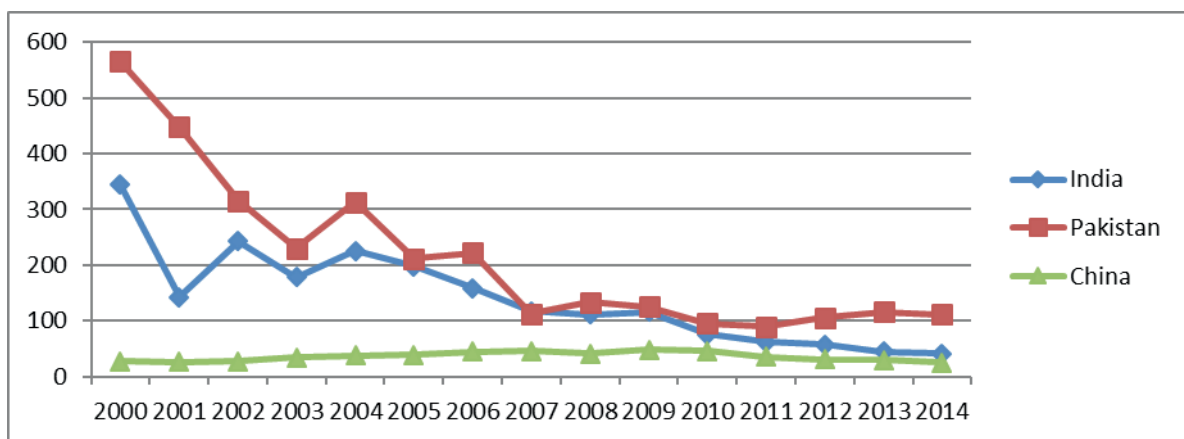
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Figure 3. Revealed Comparative Advantage in Textile Industry of India, Pakistan, China (2000-2014)



Source: Table 4, Table 5, Table 6.

Figure 4. Revealed Comparative Advantage in Clothing Industry of India, Pakistan, China (2000-2014)



Source: Table 4, Table 5, Table 6.



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This study dynamic analysis of comparative advantage is based on four product groups which represent that particular commodity's comparative advantage over time. This framework has two advantages. Firstly, it identifies the strengths and weaknesses of countries' exports' profile in a t time. Secondly, it allows an evaluation of degree of competitiveness of countries' exports in world markets. These product groups are listed below (Mahmood, 2004: 544-545):

Competitively positioned products: The decision criteria used to select products under this category is; $RCA_i^t > 1$, $RCA_i^t - RCA^i$ average of previous three years from $t > 0$. Competitively positioned products improve consistently over time and have an RCA that is greater than 1 in time t.

Threatened products: The decision principle to select products under this group is as follows; $RCA_i^t > 1$, $RCA_i^t - RCA^i$ average of previous three years from $t < 0$. Threatened products have an RCA that is greater than 1. However, it is inconsistent and deteriorates over time.

Emerging Products: These product lines show RCA indices that are less than unity, revealed comparative advantage, however their relative world wide position in the exports market is improving. Also these product lines exhibit remarkable for future export potential. These product group is sub-divided into two categories

es in terms of their RCA position. The selection criterion used to group these product lines is given as *Tier I:* $RCA_i^t < 1$, $RCA_i^t \geq 0.5$, $RCA_i^t - RCA^i$ average of previous three years from $t > 0$. Tier I products initially lack a comparative advantage but, over time, move toward gaining a comparative advantage. *Tier II:* $RCA_i^t < 0.5$, $RCA_i^t - RCA^i$ average of previous three years from $t > 0$. Tier II products have a greater comparative disadvantage than tier I products, but also indicate a potential shift toward comparative advantage over time.

Weakly positioned products: These product group is sub-divided into two groups based on their relative level of revealed comparative disadvantage. The selection criterion used to group these products is as follows; *Tier I:* $RCA_i^t < 1$, $RCA_i^t \geq 0.5$, $RCA_i^t - RCA^i$ average of previous three years from $t < 0$. Tier I products have a revealed comparative disadvantage: their comparative advantage declines continuously over time. *Tier II:* $RCA_i^t < 0.5$, $RCA_i^t - RCA^i$ average of previous three years from $t < 0$. Tier II products have a greater RCA, which does not improve over time.

In table 7 difference between RCA values of India, Pakistan and China is shown.

India's RCA for textiles in 2014 is 7.02, indicating a difference of -0.31 from the corresponding previous three years average. Although India's



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RCA values is greater than 1, textiles are classified as threatened products because the value doesn't improve over time. Clothing industry in India's follows a similar trend. Its RCA is greater than 1 but the difference in values 2014 and the previous three years average is -12.82. This situation show that clothing in India has become a threatened product group.

In the case of Pakistan textiles, the difference between the RCA for 2014 and the previous three years average is -2.1 and the RCA is greater than 1. Thus, textile is classified as threatened products. The clothing industry present a different case. The RCA for clothing 111.18 and the difference between the RCA for 2014 and the corresponding

previous three years average 7,56. This implies that the product group a strong competitive position in the international market.

In the case of China textiles, the difference between the RCA for 2014 and the previous three years average is 0,21 and the RCA is greater than 1. This implies that the China's textile industry is classified as competitively positioned products. However, the clothing industry in China present a different case. The RCA for clothing 25,47 and the difference between the RCA for 2014 and the corresponding previous three years average -6,48. This implies that China's clothing industry is classified as threatened products.

Table 7. Difference Between RCA Values

Country	Division	$RCA_{2014} - RCA \sum_{2011}^{2013} X_i / 3$
India	Textiles	-0,31
	Clothing	-12,82
Pakistan	Textiles	-2,1
	Clothing	7,56
China	Textiles	0,21
	Clothing	-6,48

Source: Author's Calculation.

IV. CONCLUSION

In this study, textile and clothing sector in India, Pakistan and China was analyzed. For this purpose, Grubel-Lloyd Index and Revealed Com-



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parative Advantage Index was used. The findings obtained from this study can be summarized as follows:

The level of intra-industry trade in textile industry is observed high more than clothing industry in India, Pakistan and China. Revealed Comparative Advantage coefficient of textile and clothing industry is greater than 1 in India, Pakistan and China. This mean that the competitiveness of the textile and clothing industry in India, Pakistan and China's is high and this countries have greater comparative advantage in textile and clothing industry.

Dynamic analysis of comparative advantage is based on four product groups (competitively positioned products, threatened products, emerging products, weakly positioned products) which represent that particular commodity's comparative advantage over time. Textile and clothing sector in India has become a threatened product group. Pakistan's textile industry is classified as threatened products. Pakistan's clothing industry is classified as competitively positioned products. China's textile industry is classified as competitively positioned products. China's clothing industry is classified as threatened products.

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TEKSTİL VE HAZIR GİYİM SEKTÖRÜNÜN ANALİZİ: HİNDİSTAN, PAKİSTAN VE ÇİN ÖRNEĞİ

Öz: Tekstil ve hazır giyim sektörü dünyanın en eski sanayilerinden biridir. Bu sektör ülkelerin ekonomik büyüme ve kalkınmasında önemli rol oynamaktadır. Tekstil ve hazır giyim sektörleri hem teknolojik olarak hem de ticaret politikaları bakımından birbirleri ile yakından ilişkilidir. Tekstil, iki sektör arasında yatay bağlantılar oluşturarak, hazır giyim sektörü için önemli girdi oluşturmaktadır. İşgücü maliyetleri tarafından şekillenen tekstil ve hazır giyim sektörü özellikle gelişmekte olan ülkeler için oldukça önemlidir. Çin, Bangladeş, Hindistan, Hong Kong ve Endonezya gibi işgücü maliyetlerinin çok düşük olduğu ülkeler sektörün imalat kısmında ilk sırada yer almaktadır. Literatürde endüstri-içi ticaret ve rekabet gücünün ölçümünü yönelik çok sayıda çalışma bulunmaktadır. Bu çalışmalardan bazılarını şu şekilde özetlemek mümkündür: Yücel (2010), Türk tekstil ve hazır giyim sektörünün rekabet gücü 1998-2008 dönemi için analiz edilmiştir. Çalışmada, rekabet gücünün ölçümünde Balassa ve Vollrath'ın endeksi kullanılmıştır. Sonuç olarak, sektörün karşılaştırmalı üstünlüğe sahip olduğu ancak bu üstünlüğün tekstil sektöründe 1998'den itibaren, hazır giyim sektöründe ise 2005 yılından itibaren azaldığı görülmüştür. Ahmad ve Kalim (2013), Pakistan'ın tekstil ve hazır sektöründe rekabet gücü HS-2 ve SITC Rev.3 düzeyinde analiz edilmiştir. Çalışmada sonuç olarak, Pakistan'ın tekstil sektöründe rekabet gücüne sahip olduğu ve hazır giyim sektöründe ise, rekabet gücünün düşük olduğu görülmüştür. Bashimov (2014), 1990-2012 dönemleri için Türkiye ve Pakistan arasındaki tekstil ve hazır giyim sektörünün rekabet gücü analiz edilmiştir. Açıklanmış Karşılaştırmalı Üstünlükler endeksi, Türkiye'nin Pakistan karşısında tekstil ve hazır giyim sektöründe rekabet dezavantajına sahip olduğunu göstermiştir. Şahin (2015), Türkiye ve Çin'in tekstil ve hazır giyim sektöründe 2000-2013 dönemleri arası endüstri-içi ticaret seviyesi ölçülmüştür. Çalışmada Grubel-Lloyd endeksi kullanılmıştır. Sonuç olarak Türkiye ve Çin'in tekstil sektöründeki ticareti endüstri-içi ticaret şeklinde gerçekleştirirken; hazır giyim sektöründe endüstriler-arası ticaret şeklinde gerçekleştiği görülmüştür. Bu çalışmanın iki amacı bulunmaktadır. İlki; Hindistan, Pakistan ve Çin'in tekstil ve hazır giyim sektöründe endüstri-içi ticaret seviyesini Grubel-Lloyd endeksini kullanarak ölçmektir. İkincisi; Hindistan, Pakistan ve Çin'in tekstil ve hazır giyim sektöründe rekabet gücünü Açıklanmış Karşılaştırmalı Üstünlükler endeksini kullanarak ölçmektir. Çalışmada kullanılan ithalat ve ihracat verilerine Birleşmiş Milletlerin Comtrade veri tabanından ulaşılmıştır. Analiz dönemi



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olarak 2000-2014 yılları alınmıştır. Çalışmada yapılan analiz sonucunda ulaşılan bulgular şu şekilde özetlenebilir. Hindistan, Pakistan ve Çin’de tekstil sektöründe endüstri-içi ticaretin hazır giyim sektörüne göre daha yüksek olduğu görülmüştür. Yine, Hindistan, Pakistan ve Çin’de tekstil ve hazır giyim sektöründe rekabet gücünün (AKÜ endeks değeri>1) yüksek olduğu görülmüştür. Yapılan analiz sonucunda dikkat çeken durumlardan biri de üç ülkede hazır giyim sektöründe rekabet gücünün tekstil sektörüne göre daha yüksek olmasıdır. Karşılaştırmalı üstünlüklerin ölçümü ile sektörlerin mevcut pozisyonlarının belirlendiği analizde ise; Hindistan’da tekstil ve hazır giyim sektörünün “tehdit pozisyon grubunda”; Pakistan’da tekstil sektörünün “tehdit pozisyon grubunda”, hazır giyim sektörünün ise “rekabetçi pozisyon grubunda”; Çin’de tekstil sektörünün “rekabetçi pozisyon grubunda”, hazır giyim sektörünün “tehdit pozisyon grubunda” yer aldığı görülmüştür.

Anahtar Kelimeler: Tekstil ve Hazır Giyim Sektörü, Endüstri-içi Ticaret, Açıklanmış Karşılaştırmalı Üstünlükler

DETERMINANTS OF FOREIGN DIRECT INVESTMENT INFLOWS IN TURKEY: ARDL BOUNDS TESTING APPROACH¹

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Abstract: Foreign direct investment flows in the world have quickly grown since the 1980s. Foreign direct investment is one of the main sources of capital inflows and driving factors of economic growth in countries. FDI has contributed to economic development process through investment capital generation, market expansion and transfer of technology. The main aim of this study is to analyze the major determinants of foreign direct investment in Turkey over the period 1975-2014. Autoregressive Distributed Lag (ARDL) approach has been applied to test determinants of foreign direct investment. The long run estimated results reveals that inflation rate has negative and significant relationship with foreign direct investment in Turkey. Gross fixed capital formation and trade openness has positive and significant relationship with foreign direct investment. GDP per capita growth has positive and insignificant relationship with foreign direct investment. The short run results show that inflation rate has negative and significant relationship with foreign direct investment. Gross fixed capital formation has negative and insignificant relationship with foreign direct investment. Trade openness has positive and significant relationship with foreign direct investment. GDP per capita growth has positive and insignificant relationship with foreign direct investment. Estimated lagged error correction term (ECM-1) is negative and statistically significant. The CUSUM and CUSUMSQ are showing that the model is structurally stable within the 5% of critical bounds.

Key Words: Foreign Direct Investment, Turkey, ARDL Bounds Testing Approach

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INTRODUCTION

Foreign direct investment (FDI) has grown quickly in the last two decades. Since the mid-1980s the world economy has faced a rapid increase of foreign direct investment even faster than world output. The promote of globalization and increase of foreign direct investment has helped a lot of factors such as advance technology, low trade barriers, progressive liberalization and acces to new markets.

Foreign direct investment is the ownership of control of some share in companies or firms by foreigners in a domestic economy (Oregwu and Onuoha, 2013: 165). There are three types of foreign direct investment. The first type of foreign direct investment is market-seeking foreign direct investment where investor's aim is to serve local and regional markets. Actually, the main purpose market-seeking foreign direct investment is market size and market growth. The second type of foreign direct investment is resource-seeking foreign direct investment and takes place when a company's aim is to obtain raw materials, natural resources, productivity and availability of skilled and unskilled labor. The third type of foreign direct investment is efficiency seeking foreign direct investment which take place when the company can gain when there is a common governance of geographically dispersed activities, especially in the presence of eco-

nomics of scale and scope and diversification of risk (Sichei and Kinyondo, 2012: 85).

FDI is an very important instrument for the economic growth and development. FDI is vital source of capital because it creates new jobs opportunities, generates transferring technology and economic growth (Azam, 2010: 28). FDI also serves as a source of infrastructure, resource utilization and access to the international markets (Offiong and Atsu, 2014: 1538). The effect of foreign direct investment on economic growth is divided into three categories. Firstly, foreign direct investment augments domestic saving in the process of capital formation. Secondly, foreign direct investment is the main channel through which technology transfer. The transfer of technology leads to an increase in factor productivity and efficiency in the utilization of resources which leads to economic growth. Thirdly foreign direct investment expand exports as a result of increased capacity and competitiveness in domestic production (Alavinasab, 2013: 259).

The main purpose of this study is to investigate the relationship between foreign direct investments and its determinants in Turkey. Selected variables namely foreign direct investment, inflation rate, gross fixed capital formation, trade openness, GDP per capita growth. This data is collected from the World Bank database. This study is taken the period from 1975 to 2014 on a yearly



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basis by applying time series analysis. This study is organized as follows. The second section focuses on determinants of foreign direct investment. The third section present the theoretical literature relating to determinants of foreign direct investment. The fourth section deal with data and methodology and the fifth section discussed the empricial findings and final section concludes.

II. POTENTIAL VARIABLES DETERMINING FOREIGN DIRECT INVESTMENT INFLOWS

Determinants of foreign direct investment can be aline as follows:

Market size: A large growing domestic market is very important for foreign direct investment. Because growing domestic market provides scale for economies. And larger market means more potential of consumption and more opportunity for trade. Real GDP, real GDP growth, GDP per capita have been used as a proxy for market. Also, it is expected that there is a positive relationship with FDI inflows.

Economic stability: Countries that have stable macroeconomic condition tend to receive high foreign direct investment. The proxies used to measure economic stability are real GDP growth, industrial production index, interest rates, exchange rate and inflation rate.

It is expected that GDP growth rate, industrial production index, interest rates could influence foreign direct investment flows positively (Vijayakumar et al., 2010: 5). High rate of inflation is an indicator of macroeconomic instability and reduce the return on investment (Azam, 2010: 35). The inflation rate could influence positively or negatively (Vijayakumar et al., 2010: 5).

Trade openness: Trade openness shows integration of one country with the rest of the world. Openness to trade is another significant factor that may influence the foreign direct investment flows into a country. Because openness to trade promoting investment climate and especially for export oriented foreign direct investment. A lot of foreign direct investment is export oriented so degree of liberalization of trade is very important factor foreign direct investment. The proxies used to measure trade openness trade/GDP. Also a positive relationship is expected with foreign direct investment.

Human capital: The level of skill and accessibility of skilled labor affect the amount of foreign direct investment inflow (Gebrewold, 2012: 19). Actually, educated labour force can learn and adopt new technology faster so foreign direct investment is concerned with the quality of the labour force and its cost.

Gross capital formation: Improvements in the investment climate help to attract higher foreign



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direct investment inflows. This mean that gross capital formation leads to greater economic growth. Positive or negative and significant relationship between foreign direct investment and capital formation is expected (Ranjan and Agrawal, 2011: 257).

Labour Cost: Higher labour cost could decrease the foreign direct investment inflows. Therefore, it is expected the negative and significant relationship between labour cost and foreign direct investment. Also, the proxies used the measures labour cost is wage rate (Vijayakumar, 2010: 5).

Infrastructure: An adequate supply of infrastructure services is an another important factor for productivity and growth (Sattarov, 2012: 12). Infrastructure of all types encourage foreign direct investment and attract foreign direct investment (Driffield, 2013: 6). The effect of infrastructure facility on foreign direct investment inflow is positive.

Natural resource endowment: Countries which are endowed with natural resources could receive more foreign direct investment (Sichei and Kinyondo, 2012: 89). The effect of natural resource endowment on foreign direct investment inflow is positive.

III. LITERATURE REVIEW

There are large numbers of studies which focuses on the determinants of foreign direct invest-

ment in countries. Some studies in the literature about determinants of foreign direct investment can be summarized as follows:

Hara and Razaqimahefa (2005), analyzed econometric analysis of the determinants of foreign direct investment inflows into Japan over the year 1980 to 2001. The empirical analysis results showed that the size of market, volatility of exchange rates, price movements, cost of establishing greenfield plants and deregulations of the environment for investments had an important determinants for foreign direct investment.

Tsen (2005), analyzed determinants in manufacturing industry of Malaysia over the period 1980-2002. The results of the Phillips and Hansen fully- modified least squares estimator showed that an increase in education, infrastructure, market size or current account balance lead to an increase in foreign direct investment whereas an increase in inflation or exchange rate lead to a decrease.

Khrawish and Siam (2010), examined the effect of foreign direct investment flows on the economy of Jordan over the period 1997-2007. Multiple Linear Regression Model was used in this study. The analysis showed that there was significant and positive relationship between foreign direct investment flows into the economy of Jordan and economic and financial variables.



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Vijayakumar et al. (2010), examined the factors determining foreign direct investment inflows of BRICS countries using annual data over the period 1975 to 2007. Panel data analysis method was used in this study. Empirical analysis showed that inflation rate, industrial production, trade openness are insignificant determinants of foreign direct investment inflows of the BRIC countries.

Anyanwu (2011), analyzed determinants of foreign direct investment in Africa for the period 1980-2007. Empirical results showed that there was a positive relationship between market size and foreign direct investment. Also, openness to trade had a positive impact on foreign direct investment inflows. Higher financial development had negative effect on foreign direct investment inflows and higher government consumption expenditure attracted foreign direct investment inflows to Africa.

Hussain and Kimuli (2012), analyzed determinants of foreign direct investment in developing countries over the period 2000-2009. Panel data analysis methods was used. Empirical analysis showed that market size is the most important determinant of foreign direct investment to developing countries. Stable macroeconomic environment, global integration, availability of skilled labor force and developed financial sector raised foreign direct investment in developing countries.

Khachoo and Khan (2012), analyzed determinants of foreign direct investment in developing countries for the period 1982-2008. A panel data analysis method was used in this study. Analysis results showed that market size, total reserves, infrastructure and labour costs was the main determinants of foreign direct investment inflow to developing countries.

Mangır et al., (2012), analyzed determinants of foreign direct investment in Poland and Turkey over the period 2000-2009 with help of the Granger causality test and the Vector Autoregression model. The analysis showed that foreign direct investment inflows was positively correlated with market size and openness of economy in Poland. For Turkey, a bidirectional relationship between foreign direct investment and market size as well as between foreign direct investment and openness of the economy had been observed. Also no relation between foreign direct investment and inflation had been found.

Sattarov (2012), analyzed the determinants of foreign direct investment in Kazakhstan and Uzbekistan over the period 1996 to 2010. The results indicated that market size, economic stability and reliability was significant factors for foreign direct investment inflows in both Kazakhstan and Uzbekistan. Also, trade openness was a crucial factor for foreign direct investment inflows in Uzbekistan.



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Sichei and Kinyondo (2012), analyzed determinants of foreign direct investment for a sample of 45 African countries over the period 1980 to 2009. Dynamic panel data analysis was used. Empirical analysis showed that natural resources, real GDP growth and international investment agreements affected foreign direct investment inflows.

Alavinasab (2013), analyzed determinants of foreign direct investment in Iran for the period of 1991-2009. Simple econometric model and least squares technique had been used to determine the various economic factors that affect foreign direct investment inflows. Empirical analysis showed that the positive significant effects of real GDP growth, the proportion of imports to GDP, return on investment and infrastructure on foreign direct investment. The effect of government consumption on foreign direct investment inflows had been found insignificant with unexpected positive sign.

Malik and Malik (2013), analyzed the impact of main macroeconomic variables (GDP, inflation and Exchange rate) on foreign direct investment inflows in Pakistan over the period 1971-2009. The results showed that GDP, inflation and exchange rate had positive impact on foreign direct investment inflows, and the model was found to be significant at 1 % level.

Islam et al., (2015), examined determinants of foreign direct investment in Bangladesh for the period 1972-2010. Log linear regression model had been used. Empirical analysis showed that market size had positive sign and was statistically significant. Trade balance was found positive sign and statistically significant. Also, labor productivity had positive sign but not significant.

Kariuki (2015), examined the factors that influence foreign direct investment flows into African countries for the period 1984 to 2010. Empirical analysis showed that high economic risk had a negative and significant effect on foreign direct investment inflows into Africa. Both political risk and financial risk had a negative but insignificant impact on foreign direct investment inflows. The good performance of stock markets in developed countries had a positive and significant impact on foreign direct investment inflows.

Minhas and Ahsan (2015), analyzed foreign direct investment inflows in Pakistan for the period 2000-2013. Empirical analysis showed that degree of trade openness and regime of dictatorship had a significant positive effect on foreign direct investment. Terrorism attacks, foreign debt, exchange rate, political instability and domestic capital formation was negatively significant determinants of foreign direct investment inflows in Pakistan.



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Solomon et al., (2015), analyzed determinants of foreign direct investment in Malaysia over the period 1991-2010. Results showed that foreign direct investment inflows had significant relationship with financial market development and market size of the economy. However foreign direct investment inflows was negatively related to corporate tax.

IV. DATA and METHODOLOGY

The dependent variable is foreign direct investment. The independent variables are inflation rate, gross fixed capital formation, trade openness, GDP per capita growth. A time series data from 1975 to 2014 have been collected for Turkey. Data have been collected from World Bank.

The function can be take the form as follows:

$$FDI = f(INF, GCF, OPN, PCG) \quad (1)$$

Where FDI is foreign direct investment net inflows (% of GDP), INF is inflation (consumer prices %), GCF is gross fixed capital formation (% of GDP), OPN is trade (% of GDP), PCG is GDP per capita growth %. Taking the natural log of equation (1) we get;

$$\ln FDI_t = \alpha_0 + \beta_1 INF_t + \beta_2 GCF_t + \beta_3 OPN_t + \beta_4 PCG_t + \varepsilon_t \quad (2)$$

Augmented Dickey-Fuller (ADF) test is used to check the stationarity of each variable, and it is used for order of integration of each variable.

ADF unit root test is based on following equations.

$$\Delta X_t = \lambda X_{t-1} + \sum_{i=1}^p \beta_i \Delta X_{t-i} + \varepsilon_t \quad (3)$$

Where; Δ denotes first difference operator, p denotes lag operator, t denotes time subscript and ε denotes the error term. Augmented Dicky-Fuller (ADF) test is based on following three possible forms:

- Without intercent and trend

$$\Delta X_t = \lambda X_{t-1} + \sum_{i=1}^p \beta_i \Delta X_t + \varepsilon_t \quad (4)$$

- With intercent

$$\Delta X_t = \alpha_0 + \lambda X_{t-1} + \sum_{i=1}^p \beta_i \Delta X_t + \varepsilon_t \quad (5)$$

- With intercent and trend

$$\Delta X_t = \alpha_0 + \lambda X + \beta_t + \sum_{i=1}^p \beta_i \Delta X_{t-i} + \varepsilon_t \quad (6)$$

The null hypothesis: The variable has unit root.

The alternative hypothesis: There is no unit root.

If t statistics is higher than ADF critical value, the null hypothesis was not rejected. It shows that series is nonstationary. If t statistics is lower than ADF critical value, the null hypothesis was rejected. It shows that series stationary.

There are different cointegration techniques Engle Granger, Johansen Jousilus and Auto Regressive Distributed lag selection of technique depends upon order of integration. ARDL model deals with single cointegration and it was intro-



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duced by Pesaran and Shin (1999) and further explained by Pesaran et al. (2001). ARDL for cointegration test does not require the classifica-

tion of variables into I(0) or I(1). The general form of ARDL (p, q) is as:

$$Y_t = \alpha_0 + \sum_{j=0}^q \beta_j L^j X_t + \sum_{j=0}^p \lambda_j L^j X_y + \varepsilon_t \quad (7)$$

Where L stands for lag operator, $L^j = X_{t-j}$ is a dynamic model in the level of the variable and their lags. ARDL approach to co-integration

provides the error correction version of ARDL model.

$$\Delta LFDI_t = \alpha_0 + \sum_{i=1}^p \beta_i \Delta LINF_{t-i} + \sum_{i=1}^p \varphi_i \Delta LGCF_{t-i} + \sum_{i=1}^p \lambda_i \Delta LOPN_{t-i} + \sum_{i=1}^p \delta_i \Delta LPCG_{t-i} + \lambda_1 LFDI_{t-1} + \lambda_2 LINF_{t-1} + \lambda_3 LGCF_{t-1} + \lambda_4 LOPN_{t-1} + \lambda_5 LPCG_{t-1} + \varepsilon_t \quad (8)$$

Where, β , φ , λ shows short run dynamics of the model and all λ 's shows the long run relationship. F statistics is applied to check whether cointegration exist or not. F statistics is compared with a critical value of F tabulated by Pesaran et al. (2001). If calculated F statistics is greater than the upper bound of F tabulated then cointegration exist among the variables, if it fall

within the upper and lower bound then inconclusive. If the F statistics is lower than the lower bound of T tabulated then no cointegration occurs among variables. The null hypothesis: There is no cointegration $\lambda_1 = \lambda_2 = \lambda_3 = \lambda_4 = \lambda_5 = 0$

The Alternative Hypothesis: There is cointegration $\lambda_1 \neq \lambda_2 \neq \lambda_3 \neq \lambda_4 \neq \lambda_5 \neq 0$ The following estimated long run model;

$$LFDI_t = \alpha_0 + \sum_{i=0}^m \beta_{1i} LINF_{t-i} + \sum_{i=1}^n \varphi_{1i} LGCF_{t-i} + \sum_{i=1}^0 \lambda_{1i} LOPN_{t-i} + \sum_{i=1}^p \delta_{1i} LPCG_{t-i} + \varepsilon_t \quad (9)$$

The ARDL design of the short run dynamic can be resulted by building an error correction model

of following form. The ARDL design of the short



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run dynamic can be resulted by building an error correction model of following form:

$$LFDI_t = \alpha_0 + \sum_{i=0}^p \beta_{2i} LINF_{t-i} + \sum_{i=0}^p \delta_{2i} LGCF_{t-i} + \sum_{i=0}^p \lambda_{2i} LOPN_{t-i} + \sum_{i=0}^p \rho_{2i} LP CG_{t-i} + \eta ECM_{t-i} + \varepsilon_t \quad (10)$$

ECM_{t-i} indicate the error correction term and η shows speed of adjustment that is related to cointegration equation.

V. EMPIRICAL ANALYSIS

The empirical analysis in this study began with assessing the stationarity conditions of the variables used in our study by applying ADF unit

root test. Results of unit root test are reported in table 1. ADF results show that foreign direct investment and GDP per capita growth series are stationary at level while trade openness, gross fixed capital formation and inflation rate series are not stationary at level but the first differences of series are stationary.

Table 1. Results of Unit Root Test (ADF)

Variables	Level		1 st Difference	
	Intercent	Intercent and Trend	Intercent	Intercent and Trend
FDI	-1.806 (-2.938)	-5.726* (-3.529)	-11.825* (-2.941)	-11.720* (-3.533)
PCG	-5.838* (-2.938)	-5.907* (-3.529)	-8.074* (-2.943)	-7.988* (-3.536)
OPN	-1.433 (-2.938)	-2.597 (-3.533)	-4.609* (-2.943)	-4.634* (-3.536)
GCF	-2.106 (-2.938)	-2.047 (-3.529)	-5.480* (-2.941)	-5.402* (-3.533)
INF	-0.907 (-2.938)	-2.046 (-3.529)	-6.013* (-2.941)	-6.310* (-3.533)

Note: denotes significance at 5 percent level.

In table 2, the calculated F-statistic 6.318 is higher than the upper bound critical value at 5%



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level of significance (4.01) We reject the null hypothesis of no long-run relationship at 5%

significance level. So, there exist a cointegration among the variables.

Table 2. ARDL Bounds Test for Cointegration

Variables	F-Statistics	Cointegration
f(FDI/ INF, GFC, OPN PCG)	6.318*	Cointegration
Critical Value	Lower Bound	Upper Bound
5 %	2.86	4.01
10 %	2.45	3.52

Note: * denote significance at 5 percent level.

Table 3 shows long run coefficient results, all variables are in logarithmic transformation so this table results also give long run elasticities.

There is a statistically negative relationship between inflation rate and foreign direct investment. The results show that increase in inflation rate by 1 percent leads to 0.56 percent decrease in foreign direct investment and this is significant at 5 percent significance level. Gross fixed capital formation has positive effect on foreign direct investment and significant relationship

with foreign direct investment. Result show that 1 percent increase in gross fixed capital formation leads to 2.45 percent increase in foreign direct investment. Trade openness has positive effect on foreign direct investment and significant relationship with foreign direct investment. Result show that 1 percent increase trade openness leads to 1.80 percent increase in foreign direct investment. GDP per capita growth has positive effect on foreign direct investment and insignificant relationship with foreign direct investment. Result show that 1 percent increase GDP per capita growth leads to 0.03 percent increase in foreign direct investment.



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Table 3. Long Run Coefficient

Dependent Variable=FDI			
Variables	Coefficient	Standart Error	Ratio (Prob)
Constant	-12.748871	1.991465	-6.401755(0.0000)*
INF	-0.567708	0.148188	-3.831005(0.0006)*
GFC	2.452702	0.786257	3.119465(0.0038)*
OPN	1.800378	0.321964	5.591863(0.0000)*
PCG	0.034693	0.150528	0.230477 (0.8192)

Note: * denote significance at 5 percent level.

Table 4 shows short run coefficient results. Inflation rate has negative effect on foreign direct investment and significant relationship with foreign direct investment. Result show that 1 percent increase inflation rate leads to 0.49 decrease in foreign direct investment. Gross fixed capital formation has negative effect on foreign direct investment and insignificant relationship with foreign direct investment. Result show that 1 percent increase gross fixed capital formation leads to 1.63 decrease in foreign direct investment. There is statistically positive relationship between trade openness and foreign direct investment. The results show that increase in the trade open-

ness by 1 percent leads to 1.57 percent increase in foreign direct investment. GDP per capita growth has positive effect on foreign direct investment and insignificant relationship with foreign direct investment. Result show that 1 percent increase GDP per capita growth leads to 0.03 increase in foreign direct investment. The coefficient of error correction is significant at 5 percent significance level with correct and negative sign. A coefficient of

-0.873461 shows that there will be about 87.34 percent speed of adjustment toward long run equilibrium when there is any imbalance in the short run.



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Table 4. Short-Run Coefficient

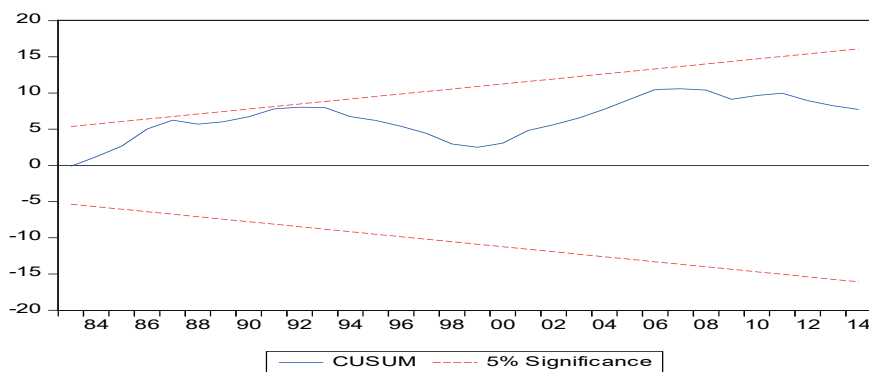
Dependent Variable=FDI			
Variables	Coefficient	Standart Error	Ratio (Prob)
ΔINF	-0.495871	0.158169	-3.135076(0.0037)*
ΔGCF	-1.639363	1.000533	-1.638489(0.1111)
ΔOPN	1.572560	0.353658	4.446560(0.0001)*
ΔPCG	0.030303	0.132591	0.228548 (0.8207)
ECM_{t-1}	-0.873461	0.145084	-6.020371(0.0000)*

Note: *denote significance at 5 percent level and ** significance at 10 percent level.

The stability test was conducted to determine the goodness of fit of the ARDL model. To check the structural stability is used two test that are Cumulative Sum and Cumulative Sum of Squ-

are. CUSUM test captures the systematic changes in regression coefficients while CUSUMSQ detain the departure of parameters from reliability. This graphs show the long run stability of the model because test statistics are within the bound values of a model for 5 % significance level.

Figure 1. Cumulative Sum of Recursive Residuals





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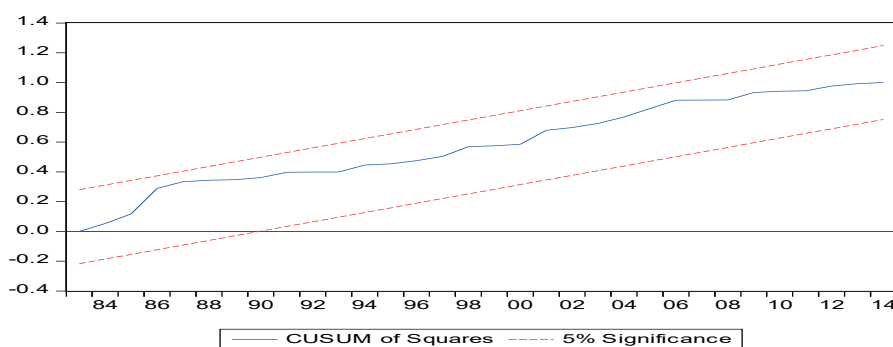
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Figure 2. Cumulative Sums of Squares of Recursive Residuals



VI. CONCLUSION

FDI has played an important role in the development of many countries. FDI is considered as a source of foreign capital, technology transfer, employment opportunities and access to foreign markets. The important effect of FDI is its contribution to the growth of the economy. The purpose of this study is to investigate and identify the key determinants of foreign direct investment inflows in Turkey. It examined the relationship between foreign direct investment and its determinants namely inflation rate, gross fixed capital formation, trade openness and GDP per capita growth using annual data for the period 1975-2014. In this study we used ADF test to examine whether the variables are stationary or not. The study results showed that all series are not stationary at level. Then ARDL bounds testing approach is applied and found foreign direct investment and its determinants were

cointegration. Long run results show that there is statistically positive relationship between trade openness, gross fixed capital formation and foreign direct investment. Inflation rate has negative effect on foreign direct investment. GDP per capita growth has positive effect on foreign direct investment. Short run results showed that inflation rate has negative effect on foreign direct investment. Gross fixed capital formation has negative effect on foreign direct investment. There is statistically positive relationship between trade openness and foreign direct investment. GDP per capita growth has positive effect on foreign direct investment and insignificant relationship with foreign direct investment.

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TÜRKİYE'DE DOĞRUDAN YABANCI SERMAYE GİRİŞLERİNİN BELİRLEYİCİLERİ: ARDL SINIR TESTİ YAKLAŞIMI

Öz: Doğrudan yabancı sermaye yatırımları son yirmi yıldır hızlı bir artış göstermiştir. 1980'lerin ortalarından itibaren dünya ekonomisi dünya üretiminde daha hızlı artan doğrudan yabancı sermaye yatırımları ile karşı karşıya kalmıştır. Doğrudan yabancı sermaye girişlerindeki artışı belirleyen faktörler arasında teknolojik ilerleme, ticari engellerin kaldırılması ve liberalleşme sürecindeki gelişmeler yer almaktadır. Doğrudan yabancı sermaye yatırımları ekonomik büyüme ve kalkınma için son derecede önemlidir. Çünkü doğrudan yabancı sermaye yatırımları, teknoloji transferi ve yeni pazarlara ulaşmada kolaylık sağlayarak istihdam yaratmakta böylelikle ekonominin büyümesinde önemli rol üstlenmektedir. Doğrudan yabancı sermaye girişlerini belirleyen çok sayıda faktör bulunmaktadır. Bu faktörleri; piyasa büyüklüğü, ekonomik istikrar, ticari açıklık, beşeri sermaye, brüt sermaye oluşumu, işgücü maliyetleri, altyapı yatırımları, doğal kaynak donanımı olarak sıralamak mümkündür. Bu faktörleri şöyle açıklayabiliriz: Piyasa büyüklüğü: İç piyasanın büyüklüğü doğrudan yabancı sermaye girişleri için önemlidir. İç piyasanın büyüklüğü tüketim ve ticaret potansiyelinin yüksek olduğunu göstermektedir. Piyasa büyüklüğünü temsilen reel GSYH, reel GSYH artışı ve kişi başına GSYH artışı değişkenleri kullanılmaktadır. Bu değişkenler ile doğrudan yabancı sermaye girişleri arasında pozitif ilişki beklenmektedir. Ekonomik istikrar: Ekonomisi istikrarlı olan ülkelere daha fazla doğrudan yabancı sermaye girişi olmaktadır. Ekonomik istikrarın ölçümünde reel GSYH artışı, sanayi üretim endeksi, faiz oranı, döviz kuru ve enflasyon oranı değişkenleri kullanılmaktadır. GSYH artışı, sanayi üretim endeksi ve faiz oranının doğrudan yabancı sermaye girişlerini pozitif etkilemesi beklenirken; yüksek enflasyon oranlarının makro ekonomik istikrarsızlığın bir göstergesi olması ve yatırımlardaki kazancı azaltmasında dolayı doğrudan yabancı sermaye girişlerini negatif etkilemesi beklenmektedir. Ticari açıklık: Ticari açıklık doğrudan yabancı sermaye girişlerini etkileyen diğer önemli bir faktördür. Ticari açıklık bir ülkenin dünyanın geri kalanı ile ne kadar bütünleştiğini göstermektedir. Ticari açıklık yatırımları artırarak yabancı sermaye girişlerini artırmaktadır. Beşeri sermaye: Eğitilmiş işgücü öğrenmede ve yeni teknolojiyi kullanmada daha hızlı olacağından dolayı işgücünün beceri düzeyi ve işgücüne erişim doğrudan yabancı sermaye girişleri için son derecede önemlidir. Brüt sermaye oluşumu: Brüt sermaye oluşumu ekonomik büyümeyi artırmaktadır. İşgücü maliyeti: Yüksek işgücü maliyetleri doğrudan yabancı sermaye girişlerini azaltmaktadır. Bu



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nedenle işgücü maliyetleri ve doğrudan yabancı sermaye girişleri arasında negatif ilişki beklenmektedir. İşgücü maliyetlerinin ölçülmesinde ücretler kullanılmaktadır. Altyapı: Altyapı yatırımları doğrudan yabancı sermaye girişlerini artırmaktadır. Bu nedenle altyapı yatırımları ile doğrudan yabancı sermaye girişleri arasında pozitif ilişki beklenmektedir. Doğal Kaynak Donanımı: Doğal kaynakları zengin olan ülkelere daha fazla doğrudan yabancı sermaye girişi olmaktadır. Bu nedenle doğal kaynak donanımı ile doğrudan yabancı sermaye girişleri arasında pozitif bir ilişki beklenmektedir. Bu çalışmanın amacı Türkiye’de 1975-2014 dönemleri arasında doğrudan yabancı sermaye yatırımları ile belirleyicileri arasındaki ilişkiyi analiz etmektir. Bu amaçla çalışmada bağımlı değişken olarak, doğrudan yabancı sermaye yatırımları, bağımsız değişken olarak da enflasyon oranı, brüt sabit sermaye oluşumu, ticari açıklık ve kişi başına GSYH artışı değişkenleri kullanılmıştır. Çalışmada kullanılan verilere Dünya Bankası veri tabanından ulaşılmıştır. Çalışmada analiz yöntemi olarak ADF birim kök testi ve ARDL sınır testi yöntemi kullanılmıştır. Çalışmadan elde edilen bulguları şu şekilde özetlemek mümkündür: ADF birim kök testi sonucunda doğrudan yabancı sermaye girişleri ve kişi başına GSYH artışı değişkeninin düzey değerinde durağan olduğu görülmüştür. Ticari açıklık, brüt sabit sermaye oluşumu ve enflasyon oranı değişkenlerinin ise düzeyde durağan olmadığı ancak birinci farkları alındığında durağanlaştığı görülmüştür. Kullanılan ARDL sınır testi sonucunda, değişkenler arasında eş bütünleşme ilişkisinin olduğu diğer bir ifadeyle değişkenler arasında uzun dönemli ilişkinin varlığı tespit edilmiştir. ARDL sınır testi yaklaşımı sonucunda uzun dönemde elde edilen bulgular şöyledir: Enflasyon oranı ile doğrudan yabancı sermaye girişleri arasında negatif ve istatistiki olarak anlamlı bir ilişki olduğu görülmüştür. Enflasyon oranında %1 artış doğrudan yabancı sermaye girişlerini %56 oranında azaltmaktadır. Brüt sabit sermaye ve doğrudan yabancı sermaye girişleri arasında pozitif ve istatistiki olarak anlamlı bir ilişki olduğu görülmüştür. Brüt sabit sermaye’de %1’lik artış doğrudan yabancı sermaye girişlerini %2.45 artırmaktadır. Ticari açıklık ve doğrudan yabancı sermaye girişi arasında pozitif ve istatistiki olarak anlamlı ilişki bulunmaktadır. Ticari açıklık % 1 arttığında doğrudan yabancı sermaye girişi %1.80 artmaktadır. Kişi başına GSYH artışı ve doğrudan yabancı sermaye girişleri arasında pozitif ve istatistiki olarak anlamsız bir ilişki bulunmuştur. Kişi başına GSYH %1 artış doğrudan yabancı sermaye girişlerini % 0.03 oranında artırmaktadır. ARDL sınır testi yaklaşımında kısa dönemde elde edilen bulgular şöyledir: Enflasyon oranı ile doğrudan yabancı sermaye girişleri arasında negatif ve istatistiki olarak anlamlı bir ilişki olduğu görülmüştür. Enflasyon oranında %1 artış doğrudan yabancı sermaye girişlerini % 49 oranında azaltmaktadır. Brüt sabit sermaye oluşumu ve doğrudan yabancı sermaye girişleri arasında



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negatif ve istatistiki olarak anlamsız bir ilişki olduğu görülmüştür. Brüt sabit sermaye'deki %1'lik artış doğrudan yabancı sermaye yatırımlarını %1.63 oranında azaltmaktadır. Ticari açıklık ve doğrudan yabancı sermaye girişleri arasında pozitif ve istatistiki olarak anlamlı bir ilişki bulunmaktadır. Ticari açıklık % 1 arttığında doğrudan yabancı sermaye girişi % 1.57 oranında artmaktadır. Kişi başına GSYH artışı ve doğrudan yabancı sermaye girişleri arasında pozitif ve istatistiki olarak anlamsız bir ilişki bulunmaktadır. Kişi başına GSYH % 1 arttığında doğrudan yabancı sermaye girişi % 0.03 oranında artmaktadır. Ayrıca hata düzeltme katsayısı % 5 düzeyinde anlamlı ve negatif işaretlidir. CUSUM ve CUSUMQ'nun %5 kritik sınırlar içinde yer alması modelin kararlılığını göstermektedir.

Anahtar Kelimeler: Doğrudan Yabancı Sermaye Yatırımları, Türkiye, ARDL Sınır Testi Yöntemi

THE MAIN TRENDS AND DISCUSSIONS IN THE INTEGRATION POLICY OF SWEDEN¹

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Abstract: The purpose of this paper is to identify and analyse the changes and discussions concerning Sweden's integration policy. Before becoming a country that receives large numbers of immigrants, over one million Swedes emigrated to North America, Australia and New Zealand between 1865-1914. This emigration flow continued periodically until the end of World War II. One of the main arguments of this paper is that Sweden's transformation into an immigration country in the second half of the 20th century is closely related to the emigration flows between 1865 and 1945. Therefore, firstly, the impacts of Swedish emigration will be assessed in relation to its resultant effects on labour immigration into Sweden. In the post-war period an increase in the demand for labour emerged as a result of the growth of the Swedish economy, which in turn attracted immigrant workers. One of the key indicators in the context of Sweden's integration policy is related to refugee migration. Particularly from the 1960s onwards, Sweden started to become a multicultural society, with an influx of refugees and labour migrants leading to increasingly diverse ethnic, cultural, linguistic and religious communities. With the abandonment of the country's assimilationist policy, the new integration policy has been based on principles of equality, cooperation and freedom of (cultural) choice. From the twenty-first century the Swedish government determined immigration policies based on active citizenship and an active labour market, thus immigrants who wish to become permanent residents and eventually be granted state citizenship - but do not meet the requirements - must now go through specific introduction programmes and courses in the language and culture of their host country. Today there is a delicate balance in the residential areas where refugees of largely Muslim backgrounds are drawn, and this is closely related to issues that lead to the growth of xenophobia and racism. The problems in terms of integration that Sweden is facing today are mostly related to refugees that came to the country in recent years. Henceforth, it is expected that Sweden will implement a more restrictive policy for refugees.

Key Words: Emigration, Immigration, Integration, Sweden, Multiculturalism

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A TRANSFORMATION FROM EMIGRATION to IMMIGRATION

Located in Scandinavia, Sweden is considered a world leader in terms of its democracy and political approach to the provision of welfare. Most studies and research on the country note that despite recent cuts in welfare, Sweden still possesses one of the most comprehensive and generous social systems of welfare provision, and remains one of the most egalitarian and democratic societies in the world (Steinmo 2010: 23; Gould 1996: 91; Kekic 2007: 3; Economist Intelligence Unit 2008; Democracy Index 2012).

In spite of the fact that Sweden covers a large geographical area it has a small population. Like Canada and Australia, this situation has the effect of making Sweden one of the most immigrant-populated countries in the world. As Kymlicka noted, some (Western) countries accept few immigrants and require a high degree of cultural integration before allowing immigrants to acquire citizenship. Other countries, however, have a more open immigration and naturalisation policy (Kymlicka 1995a: 2; 1995b). Although it has a different historical background to the United States, Canada and Australia, Sweden is also considered alongside these classical immigration countries to be one which encouraged family reunification and permanent residence, in effect treating legal immigrants as the country's citizens

of the future (Castles & Miller 2008: 325). As a result of six post-war decades of continuous immigration, today Sweden has one of the largest proportions of immigrants to nationals in the entire EU.¹

Although mass immigration to Sweden began after World War II, individual and small-scale immigration to Sweden did occur before then. After Stockholm was founded in around 1250, it became a migration centre for Europeans. German, Italian and French immigrants played an influential role on the architectural structures and buildings that now serve as Stockholm's historical sites. The impact of immigration during the Middle Ages was not limited to the city's physical appearance; it also had an effect on cultural life. Stig Lundström (1991: 8) states that philosophers, writers, composers and musicians from various European cultures influenced the development of Swedish cultural identity. He also asserts that the immigrants in the thirteenth century built 'genuine Swedish cultural heritage' in a very particular way.

Just like many countries in north-western Europe, mass immigration to Sweden began to occur after WWII. Post-war industrial policy led many countries in Western Europe to adopt a new policy of importing labourers, as they had suffered

¹ For more detail on this subject, see Schierup, Hansen, and Castles (2006: chapter 2 and 8).



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a considerable population decline due to the war. Unlike these western European countries, Sweden had not been actively involved in WWII, or indeed WWI. Since 1814 Sweden has not joined a war, maintaining a policy of peace. Regardless of this however, it had experienced a loss in

population and the main reason for this was emigration.

According to the data in the table below, during the period between 1750 and 1865 the population in Sweden increased considerably (more than doubled).

Table 1. Population and Population Changes 1750- 1865

Year	Population	Live births	Deaths
1750	1 780 678	64 511	47 622
1760	1 925 248	68 384	47 471
1770	2 042 574	67 172	53 071
1780	2 118 281	75 122	45 731
1790	2 187 732	66 710	66 598
1800	2 347 303	67 555	73 928
1810	2 396 351	78 916	75 607
1820	2 584 690	84 841	62 930
1830	2 888 082	94 626	69 251
1840	3 138 887	98 160	63 555
1850	3 482 541	110 399	68 514
1860	3 859 728	133 162	67 502
1865	4 114 141	134 281	79 216

Source: Statistics Sweden/Population Statistics.

In the period from 1865 to the beginning of WWI, over a million Swedes (approximately twenty percent of the total population) emigrated to the USA, Canada, Australia and New Zealand. Many of the Swedish emigrants who arrived in Australia and New Zealand returned to Sweden, but

emigration from Sweden to the USA continued periodically until the end of WWII. In contrast to the industrialised European countries in this period, Sweden remained underdeveloped and its economy continued to remain reliant on agriculture. As a result of dissatisfaction with this



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situation, some Swedes left in the hope of finding better living conditions elsewhere. Most of these emigrants were agricultural labourers and bankrupted farmers. Others left not due, or solely due, to economic reasons; a smaller number of Swedes emigrated because of their faith. Emigration to the USA was mostly to Minnesota, Illinois, Wisconsin and Kansas. When it came to 1910, Chicago had the largest number of Swedish inhabitants in the world² after Sweden's capital Stockholm, whilst one-fifth of all individuals who were born in Sweden now lived in the USA.

Taking into consideration the number of refugees in proportion to the total population of Sweden, one of the most obvious differences between Sweden and other European countries is that Sweden has accepted many more. As Rosenberg (2015) noted, no other nation in Europe even comes close to Sweden in terms of refugees per capita with more than twice as many as the second, (Switzerland) four times more than Denmark and Germany, five times more than France and twenty-five times more than the United States.

The first wave of mass immigration to Sweden was of those that were made refugees due to the adverse conditions of WWII. Towards the end

of the war Sweden served as a safe haven for victims who had escaped from the Soviet and Nazi armies; the number of refugees that fled to Sweden from the Nazis alone is estimated at seventy thousand. Around seven thousand Finnish refugees and numerous child victims of war came to Sweden due to their country's occupation by the USSR in 1941. In autumn 1944 twenty-five thousand refugees from the Baltic states (21 300 Estonians, 3 400 Latvians and 300 Lithuanians) came to Sweden, whilst in the last years of the war Sweden accepted another thirty-four thousand asylum seekers who had escaped from Germany's concentration camps. By 15 July 1945 the estimated number of all foreigners in Sweden had reached 130 400. Most of these refugees eventually became Swedish citizens and remained in the country, though many of the Nordic refugees (approximately five thousand Danes and eight thousand Norwegians) returned to their countries once the war ended.³

The Swedish National Bureau of Statistics provided a telling statistic when it estimated that Sweden's total population would have been 760 thousand people *less* had the country not experienced such tremendous immigration after 1944. This means that immigration was the main reason for the forty-six percent increase of the

² The first Swedish settlement in Chicago was built in 1846.

³ For statistical information see Kungl. Socialstyrelsen (1945: 608-609), and also see Eriksson (1987: 12).



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Swedish population from 1944 to 1976 (Opper 2006: 196-197). In the 1970s many emigrants from countries in Latin America and the Middle East sought asylum due to the occurrence of military coups, war (including civil) and political pressure. Since the early 1970s immigration to Sweden has mostly been due to asylum migration or family reunification from countries in Asia, Africa, Eastern Europe and Latin America. In the 1980s Sweden accepted over 100 thousand refugees from Iran, Iraq, Lebanon, Syria (mostly the members of the Syrian Orthodox Church), Turkey, Ethiopia, Chile, Romania and Hungary.⁴ It is worth noting that a significant proportion of refugees in the 1970s and '80s were intellectuals or at least highly educated. In the 1990s nearly 160 thousand people were awarded residence permits as refugees (or similar) to live in Sweden. These people came mostly from former Yugoslavia, Iraq, Iran, Somalia, Afghanistan, Lebanon, Vietnam, Peru, and El Salvador.⁵

Table 2. Asylum-seekers by sex and year

Year	Men	Women	Total
2002	20759	12257	33016
2003	20120	11235	31355
2004	14816	8345	23161
2005	11196	6334	17530
2006	15934	8388	24322
2007	25128	11079	36207
2008	15925	8428	24353
2009	15720	8474	24194
2010	19806	12013	31819
2011	18940	10708	29648
2012	27745	16142	43887
2013	34763	19496	54259
2014	54817	26484	81301

Source: Statistics Sweden/Population Statistics

As can be seen from the table above, around 455 thousand people sought asylum in Sweden during the reference period.⁶ Although this type of migration into Sweden shows an irregular trend, it has been on the increase, particularly in the last few years. Poor living conditions related to an increasing number of civil wars in various regions are the main causes for this increase. Taking into account the data of 2014, most asy-

4 For statistical information see Statistiska Centralbyrån (1991: 64).

5 For statistical information see Statistiska Centralbyrån (1994: 71), Statistiska Centralbyrån (1998: 73), and Statistiska Centralbyrån (2000: 87).

6 Individuals seeking asylum at Swedish embassies in other countries have not been included in the statistics on asylum seekers.



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lum seekers reported to have come from Syria (30 583 people), Eritrea (11 499), Somalia (4 831), Afghanistan (3 104), Iraq (2 666), Albania (1 699), Serbia (1 512), Kosovo (1 474), Ukraine (1 332), whilst 7 863 declared themselves as stateless. Sweden recently became the first country in Europe to offer permanent residency to asylum seekers from Syria. In November 2013 the Swedish Migration Board (*Migrationsverket*) announced that this decision included all Syrian asylum seekers who have been granted temporary residence in Sweden for humanitarian protection.

Refugee migration began before the onset of labour migration into Sweden and continues today, so it is possible to argue that refugee migration will maintain an important place in the migration history of Sweden. The Swedish Social Democratic Labour Party (*Sveriges Socialdemokratiska Arbetareparti* or SAP) holds an influential position regarding the direction of Sweden's refugee policy. Since the 1990s Sweden has been seen as an example, indeed a leader, in the practice of social democracy. During the first half of the twentieth century authoritarian regimes took power in a number of European countries. Sweden, by contrast, saw the Social Democrats enter government who ruled thereafter for many years.⁷ The Swedish

Social Democratic Labour Party has historically practised a humanitarian policy towards refugees and is one of the primary reasons why Sweden attracts so many, making it the largest receiver of asylum seekers in the European Union. This humanitarianism led by the Social Democrats also influenced other political parties, thus even when the centre-right political alliance ruled from 2006 – 2014, led by Fredrik Reinfeldt of the Moderate Party, the flow of refugees continued.

Upon taking power in 1932, one of the main political goals of the Swedish Social Democratic Labour Party was to increase production and demand, reduce unemployment and improve standards of living to minimise disparities between the social classes (Meyer 2005). During the first part of the twentieth century, Sweden developed rapidly from a rural, agricultural society to one that was urban and industrialized (Axelson & Wisselgren 2015: 1) The Social Democrats did not follow the classic socialist ideal of public ownership of the means of production; rather, they adopted the practice of planning the market economy without interfering in the private ownership of the means of production, and aimed at fair distribution of welfare and wealth in the economic field. As a consequence of this policy,

⁷ In all elections between 1932 and 1988, The Swedish Social Democratic Labour Party took a significant proportion of the votes, averaging

between 41,7 per cent and 53,8 per cent. Because of this achievement, The Swedish Social Democratic Labour Party is considered one of the most successful parties in the history of democracy.



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Sweden became a modern welfare state in the early years of the twentieth century. After WWII, in conjunction with the industrial development the Swedish labour market began to require more workers, thus the government of Sweden decided to attract them from abroad. Whilst this labour immigration began in the 1950s (with most immigrants coming from nearby Scandinavian countries), the bulk of it occurred mainly from the mid-1960s onwards.

In 1952 Sweden, Denmark and Norway formed the Nordic council, creating a joint labour market, which Finland also joined in 1955.⁸ The council agreed on passport-free travel for citizens of the countries of the council which explains why the first labour migration flows into Sweden were from Scandinavian countries. As an indication of this most foreign workers in 1950s Sweden were from Finland.

During the post-war era the Swedish government made some reforms concerning employment (such as shorter working hours and the right to longer holidays), education (extension of the school period and new buildings for high school and higher education institutions), and healthcare (enabling conditions for better treatment). It is worthy of note that before the significant devel-

opment in Swedish industry and these reforms, Sweden had experienced a remarkable population loss caused by emigration. The Swedish labour market needed more workers for the aforementioned reasons and thus the second immigration flow into Sweden started in the 1960s. These immigrants were mostly from Finland, Norway, Denmark, Germany, Estonia, Poland, Yugoslavia, Greece and Italy. More than 90 percent of immigrants in the 1950s and '60s were from European countries, though after 1990 the proportion of immigrants from countries with Muslim traditions (Iran, Iraq, Ethiopia, Somalia, Lebanon, Syria, Turkey, Bosnia and Herzegovina) steadily increased.

THE NEW RULES FOR IMMIGRATION to SWEDEN

From the 1950s to '70s more than half a million people immigrated to Sweden.⁹ At first there were no requirements for work permits, but in the face of an ever-increasing number of migrant workers the government in 1967 passed a law to change the rules governing entrance into Sweden. The new rules began to be applied in 1968, and required new procedures for all non-Nordic citizens. As a requirement of the new rules, all future immigrants from non-Nordic countries had to apply for work permits and ac-

⁸ Today, the Nordic Council has 87 elected members from Sweden, Denmark, Norway, Finland, Iceland, the Faroe Islands, Greenland and Åland.

⁹ For statistical information see Statistiska Centralbyrån (2005: 18-23).



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commodation before they entered the country.¹⁰ As a result of these measures labour immigration from non-Nordic countries began to decrease. As Schierup (1996: 21-22) stated, during the 1950s, '60s and early '70s, Sweden recruited foreign labour directly (and extensively) to satisfy the manpower needs of the economy and to regulate fluctuations in the labour market. Immigration was essential to Swedish economic planning and labour market politics.

Sweden, as far back as the sixteenth century when the country as we now know it was founded, has implemented assimilationist policies for immigrants in some form or another. The polity was based on the idea of “one state, one people, one language and one religion”, and embodied an attitude towards migrants of Swedification. As a result of this the identity of the indigenous Sami people¹¹ in Sweden was denied

10 It is worthy of note that the 1968 work-permit regulations never applied to refugees.

11 The Sami/Sámi are indigenous to the Arctic. Their traditional territory is marked today by the political borders of Sweden, Norway, Finland and Russia, and are also known as the one nation in four countries. The Sami have never identified with the majority population of the states they have lived in. Their traditional homeland – the territory they occupied thousands of years before the Nordic states came into being – is called “Sápmi” (Sámi land). Sápmi has never had defined borders in the western perception of strict territorial boundaries, but it is well known the areas that it covered. Sápmi in Sweden covers about 35 per cent of Sweden's land, around 157,487 km², and covers the mountain

for centuries. They were forced to abandon their ethnic identity, culture, language and religion (animism) as a result of these assimilationist policies.

With long-term refugee and labour migrations into Sweden, ethnic, cultural, linguistic and religious diversity increased, and so Sweden became a multicultural society. The debates on Swedish assimilation policy increased particularly in the 1960s. In the early years of mass immigration, the Swedish press, by and large, used the word *utlänning* (foreigner/outlander) when referring to immigrants. By the end of the 1960s however, the word *invandrare* (immigrant) was being used (Anik 2012: 182). Immigrant workers in many European countries were seen as guest workers/ temporary labour immigrants and so until very recently immigrants have not been seen as belonging to the locals' society. It is arguable that Sweden however has never operated a guest worker policy, contrary to other European countries including Germany, France, Austria, Switzerland and Denmark.¹²

An important step towards preventing the assimilation and acculturation of immigrants and minority groups was the 1967 official policy

range area, the north of Sweden and to the south reaches as far as Härjedalen, Värmland (Salvesen 1995; Nikolova 2007).

12 For a reading in guest worker policies in Western Europe, see Castles (1986).



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proposal from LO¹³ to the Swedish government. This proposal was divided into several specific sub-proposals for advancing the position of immigrants and minority groups in Sweden. The proposal included the establishment of a national minority policy which included a clear recognition of minority groups; funding for research into the integration problem; the establishment of a minority council which would act as an advisory organ and the establishment of a parliamentary commission on the status of the different minority groups in Sweden (Wickström 2013).

In the late 1960s an important debate occurred in the Swedish press regarding immigration. There were two main sides to this debate: those who advocated a mixed cultural society and those who advocated a multicultural society. Those in the first group argued that while the state should not support the cultural activities of immigrants, it should not force them to assimilate culturally either, believing that a symbiotic relationship of influence between immigrants and Swedes was best for all. According to this position, ethnic sensitivity would not be a matter for Swedish government institutions to get involved in. On the other side the advocates of a multicultural society believed that in practice such policies would force immigrants to assimilate. They were

of the opinion that immigrants should not have to abandon their cultural identities and that if immigrants were to be offered a real choice, there would have to be active involvement of the state to support their cultural activities, believing that the state had a responsibility to support ethnic communities. The government policies that they advocated were selective and different groups, rather than individuals, were the holders of rights.¹⁴

With the debates continued the government in 1968 addressed a bill in the Swedish Parliament (*Sveriges Riksdag*) that referred to these issues of assimilation, integration and legal arrangements for immigrants. The government had always seen immigrants as belonging to Swedish society; as aforementioned, Sweden had experienced significant population loss due to emigration, whilst shortly after WWII most immigrants were from the Nordic region. These factors meant that the Swedish government supported immigrants' rights to family reunification. Towards the end of the 1960s the Swedish Social Democratic Labour Party, led by Tage F. Erlander, began to implement the "1 million homes in 10 years" (*miljonprogrammet*) policy, and immigrants mostly settled down in apartment houses that were built in Stockholm (Rinkeby, Tensta, Skärholmen, Fitja, Alby), Gothenburg (Hissingen) and Malmö (Rosengården). Over time these locations became

13 Landsorganisationen i Sverige –LO- (The Swedish Trade Union Confederation).

14 For more information about these debates please see Dahlström (2004).



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ghettos¹⁵ which influenced the Swedish government to modify their policy of integration.

Until 1985 overall responsibility for initial integration belonged to the central labour bureau, which was responsible for the direct institutional links between language classes, labour-market training and entry into the labour market. In 1985 responsibility for language training and other introductory programmes was transferred to the municipalities. This reform, which was implemented for political and social reasons, was deemed necessary to fulfil the objectives of a liberal and humane refugee policy, particularly due to the growing anxieties regarding the ghettoisation and ‘over-foreignisation’ (*überfremdung*) of local urban areas with significant numbers of housing and welfare facilities. The reform was also a response to protests in the municipalities of the larger urban centres that housed large numbers of immigrants (Schierup 1996: 36).

MULTICULTURAL APPROACH to INTEGRATION and SUBSEQUENT AMENDMENTS

Multiculturalism as an influential notion and policy in the 1970s substantially affected Swedish reforms, which now focused on immigrants and minority groups. After some debate in the

Swedish parliament in 1974 the ‘Immigrant and Minority Policy’ was approved in 1975 and legislated on the principles of equality, aiming to provide the same rights and opportunities to minorities that the rest of the population enjoyed. This principal was considered a manifestation of the universal welfare system of cooperation, which was hoped would promote solidarity, tolerance and mutual understanding between minority groups and the rest of the population, along with freedom of (cultural) choice, supporting the right for immigrants to choose to keep their cultural identity or assume a Swedish identity.¹⁶

This multicultural approach to integration provided some new regulations regarding vernacular language education. In the 1950s, but more so in the ‘60s, debates over vernacular language education for Finnish immigrant children¹⁷ abounded, since they were the largest group of immigrants at the time and had started to settle

16 These three principles bring to the mind the three main principles of the French Revolution: Equality, liberty, and fraternity. Ultimately, the Social Democrats care about these main principles of the French Revolution.

17 In 1953 UNESCO published an expert report “The Use of Vernacular Languages in Education”, which was containing some debates and advices on using of vernacular languages in education for immigrant children, and this report had affected the debates over education of immigrant children in Sweden. See UNESCO (1953).

15 Today, many immigrants live in and around these three largest cities.



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with their families. Until the mid-1960s the teaching of immigrant children was seen simply in terms of a rapid adaptation to the school system and assimilation into Swedish society. This idea came under criticism and a demand for vernacular language teaching as early as preschool grew, while vernacular instruction in the comprehensive schools had already begun. A circular issued in 1966 by the National Board of Education envisaged six 45-minute periods a week of auxiliary instruction for immigrant children, two of which would take place in the local language dialect. By 1 July 1975 a new law stipulated that local authorities were to take all the necessary steps to identify children in need of encouragement and assistance. Among the children most affected by these measures were of course, for linguistic reasons, the children of immigrants (Johanesson 1975; UNESCO 1978: 29-30).

Vernacular language reform (*hemspråksreformen*) was adopted by the Swedish parliament on 1 July 1977 and made it an obligation for schools to provide vernacular language education to (non-Swedish) students. The school board would also evaluate the number of hours each student needed to develop in their language learning. One goal of these changes was to strengthen cultural identity by giving (non-Swedish) students the ability to converse with people from other cultures.

The Education Act was modernised (Govt. Bill 2009/10:165) to cover all education from preschool to adult education, and has been in force since July 2011. The changes obligate schools to provide vernacular language teaching for a maximum of seven academic years, though pupils are to be given such education for longer if there is a special need for it. In practice, vernacular language education would be offered in a particular language only if a certain number of students express interest in learning it. Today pupils in preschool, primary, middle and secondary school have shown a preference of having vernacular language education for the minimum one hour a week.

With new legal regulations in the framework of multicultural policy, Sweden became the first European country to give immigrants (after three years of residence in Sweden) the right to vote and stand in local elections.¹⁸ Public libraries provide immigrants with newspapers in a number of languages, whilst the Swedish and municipal governments support immigrant literature. The activities of immigrant associations are subsidised by the state. Many NGOs founded by immigrants have served as a bridge between immigrants and state institutions, playing a vital role in solving a variety of problems and helping

¹⁸ The Swedish government granted immigrants the right to vote in parliamentary elections at a later date, in 1984.



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new arrivals to integrate; for example by organising various education courses and providing information on accommodation in Sweden. Within the framework of a participatory democracy and while determining the policies for immigrants in the early period, council meetings were organised with the participation of top government officials and the representatives of the immigrant federations (i.e. the NGOs), so the demands and recommendations of immigrant federations were taken into account whilst the government was determining policies concerning immigrants.

In the late 1970s there was a debate over whether to grant dual citizenship to immigrants, as the current policy for those that opted for naturalisation was for any other citizenship to be renounced,¹⁹ since Sweden was one of the signatories to the 1963 European convention on the reduction of cases of multiple nationality (Council of Europe 1963). In 1979 the Swedish government changed this by allowing dual citizenship, but only for people with a Swedish mother or father (Spång 2006: 106; Gustafson 2002: 468). Since 1 July 2001 this right has been expanded to all Swedish citizens.

At the end of the 1970s and in the early 1980s, there was some public debate on integration

policy, mostly about the principal of freedom of (cultural) choice. In the public debate several participants pointed to conflicts between cultural freedom of choice and the rights of women and children. Some committee reports²⁰ analysed this matter and subsequently presented a bill to parliament (Proposition 1985/86: 98). Its main focus was regarding the concern that freedom of (cultural) choice was limited by the fundamental norms of Swedish society and had the effect of a “lowering of expectations” with regard to the freedom of choice for immigrants in Sweden (Dahlström 2004: 298-299). Considered from this perspective the debate revealed the sociological and political issue of ‘us’ and ‘others’. Violence towards women and children was criticised as a part of ‘others’. It should be noted that although this debate on immigrants and integration policy continued over the subsequent years, continued immigration into Sweden was not negatively affected.

From 1950 to 1989 more than 700,000 immigrants moved to Sweden. Most of them came from Finland and other Nordic countries, but Yugoslavs, Greeks, Italians, Turks, and Chileans also arrived during these years. In the 1990s large numbers of immigrants were refugees from countries with Muslim traditions. Certain parts of the large cit-

¹⁹ In general, foreign citizens can apply for Swedish citizenship after living in Sweden for five years.

²⁰ Immigration Policy Committee (Invandrarpolitiska kommittén -IPOK-) and Discrimination Inquiry (Diskrimineringsutredningen -DU-).



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ies now stand out as highly multicultural communities comprising many different ethnic minorities. As Larsson and Svenson noted (2001: 80), these groups often have a weak position in the labour market; they are often poorer than the rest of the population and they are seldom fully

integrated into traditional Swedish social and cultural life.

As can be seen in the table below, immigration to Sweden in recent years has steadily continued and during the reference period, more than 1 million people, including refugees, immigrated to Sweden.

Table 3. Population, population changes, immigration and emigration 2000-2014

Year	Population	Births	Deaths	Immigrants	Emigrants
2000	8,882,792	90,441	93,461	58,659	34,091
2001	8,909,128	91,466	93,752	60,795	32,141
2002	8,940,788	95,815	95,009	64,087	33,009
2003	8,975,670	99,157	92,961	63,795	35,023
2004	9,011,392	100,928	90,532	62,028	36,586
2005	9,047,752	101,346	91,710	65,229	38,118
2006	9,113,257	105,913	91,177	95,750	44,908
2007	9,182,927	107,421	91,729	99,485	45,418
2008	9,256,347	109,301	91,449	101,171	45,294
2009	9,340,682	111,801	90,080	102,280	39,240
2010	9,415,570	115,641	90,487	98,801	48,853
2011	9,482,855	111,770	89,938	96,467	51,179
2012	9,555,893	113,177	91,938	103,059	51,747
2013	9,644,684	113,593	90,402	115,845	50,715
2014	9,747,355	114,907	88,976	126,966	51,237

Source: Statistics Sweden



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Table 4. Swedish-born, Foreign-born and the Percentage of Foreign-Born¹ 2000- 2014

Year	Swedish-born	Foreign-born	Total population	The percentage of foreign-born
2000	7,878,994	1,003,798	8,882,792	11,3%
2001	7,881,154	1,027,974	8,909,128	11,53%
2002	7,887,325	1,053,463	8,940,788	11,78%
2003	7,897,595	1,078,075	8,975,670	12%
2004	7,911,130	1,100,262	9,011,392	12,2%
2005	7,921,962	1,125,790	9,047,752	12,44%
2006	7,938,057	1,175,200	9,113,257	12,89%
2007	7,955,157	1,227,770	9,182,927	13,37%
2008	7,974,766	1,281,581	9,256,347	13,84%
2009	8,002,720	1,337,970	9,340,682	14,32%
2010	8,030,641	1,384,929	9,415,570	14,7%
2011	8,055,559	1,427,296	9,482,855	15%
2012	8,082,637	1,473,256	9,555,893	15,41%
2013	8,111,191	1,533,493	9,644,684	15,89%
2014	8,143,804	1,603,551 ²	9,747,355	16,45%

Source: Statistics Sweden

According to the data in the table below, the percentage of those who are foreign-born has regularly increased. Those of an immigrant origin, but whose parents were born in Sweden, were not included as foreign-born in this data. As a matter of fact the percentage of people of immigrant origin is higher than shown in the table below. Today, at least one in six people in Sweden have immigrant origins. Today the population of Sweden is almost 10 million, and

the population growth so far during 2015 has consisted of around 75 per cent net immigration, the remainder accounted for by natural population growth.

After 1990 Sweden, like many other Nordic countries, introduced some changes in policy and legislation to strengthen the integration of unemployed people into the regular labour market. The relationship between the rights and duties of unemployed citizens was redefined by these



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changes in the interests of promoting active citizenship in the socio-liberal sense. Citizenship in a socio-liberal sense is a relationship between the individual and the state, involving encompassing mutual rights and obligations. A turn towards active citizenship could mean that the state asks the citizen to more actively fulfil specific duties, e.g. taking part in different forms of welfare-to-work (activation) programmes in return for social benefits. Similarly, immigrants who want to become permanent residents and eventually be granted state citizenship must go through specific introduction programmes, courses in the language and culture of the host country, etc. Thus achieving full employment has been a key political goal. The policy goal of full employment was historically deeply integrated into the social protection rationale of Nordic countries (particularly Sweden and Norway), where it was also linked to a very strong commitment to work.²¹ Since 2000 the Swedish government has expressed concern over the role of citizens in welfare services and formulated the aim of strengthening participation and user involvement. This goal presumably contributes not only to a democratic renewal but, even more importantly, to the

21 Traditionally labour-force participation rates have been high in the Nordic countries and the commitment to full employment has been regarded as high. In Sweden and Norway in particular labour-force participation has remained at a high level (Saurama 2005: 206).

transformation of local welfare services (Johansson & Hivinden 2007a: 4-5; 2007b: 53; Halvorsen et al 2007: 92-93; Barbier 2005: 114-115). It should be noted that the European Union²² and OECD have promoted policies on active citizenship and an active labour market.²³

In November 2008 Fredrik Reinfeld's government presented a new labour immigration reform which was more favourable towards the free-market economy and came into force the following month. The most significant modification in the new legal arrangement concerned hiring workers from non-EU/EEA countries. This modification was essentially based on the notion that employers know best the recruitment needs of their business, which makes it easier for non-EU/EEA citizens to come to the country to work. In the old system, bringing a foreign worker outside the EU was restricted and the Swedish Public Employment Service (*Arbetsförmedlingen*) was in charge of checking that posts were made available to job applicants in other EU/EEA countries and Switzerland.

Under the new rules, the Swedish Migration Board (*Migrationsverket*) became the sole decision making body, leaving it with the power to deal with all cases related to residence and work

22 Since 1 January 1995, Sweden is a member of the EU.

23 Please also see P. H. Jensen and B. P. (2005); J. G. Andersen and A. Guillemard (2005).



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permits. The trade unions fear that this will lead to an informal sector where the normal rules of the labour market will not apply (Adlercreutz and Nyström 2010: 56). With the new rules, immigrants are able to receive an extended work permit for a maximum of four years, after which they are eligible to qualify for a permanent residence permit.

Tobias Billström, former Minister for Migration and Asylum Policy, explained that the 2008 labour immigration rules were created because of Sweden's demographic situation:

“(...) Sweden has a tradition of labour immigration. In the decades following the Second World War, immigration made a major contribution to our prosperity. (...) Our population is getting older and many people will soon be leaving working life. The fact that fewer and fewer people will have to support an increasing percentage of the population may have negative consequences for the labour market and for the economy as a whole. This demographic trend presents a challenge for future growth and the sustainability of our welfare system. (...) One area in which labour immigration can play a vital role is where there are problems recruiting people with the right skills. (...) The reality is that some skills cannot be found in Sweden today, even though we have unemployment. These recruit-

ment difficulties create great problems for employers in finding staff and the situation prevents them from expanding and ultimately from creating more jobs. This is where increased labour immigration definitely can make a difference.”²⁴

After the regulations of 2008 the government adopted a course of action in seven areas:

1. Faster introduction for new arrivals;
2. More in work, more entrepreneurs;
3. Better results and greater equality in school;
4. Better language skills and more adult education opportunities;
5. Effective anti-discrimination measures;²⁵
6. Development of urban districts with extensive social exclusion;
7. Common basic values in a society characterized by increasing diversity.²⁶

²⁴ See <http://www.government.se/content/1/c6/10/72/00/2a13eb93.pdf> Retrieved on September 2, 2014.

²⁵ The government established a support organisation in 2008 for activities to combat racism and similar forms of intolerance, expressed in the form of, for example, anti-Semitism, Islamophobia, Afrophobia and anti-Ziganism.

²⁶ For more information please visit <http://www.government.se/content/1/c6/13/77/34/5b7683a6.pdf> Retrieved on September 4, 2014.



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Another relevant legal arrangement is the 2009 Labour Market Introduction Act, which aims to make it quicker for newcomers to learn Swedish, find or create a job matching their skills and, ultimately, support them in a more inclusive society. The Swedish Public Employment Service is responsible for assessing the skills of newcomers and informing them of both the general and targeted support that is available. The new structure is described as individual responsibility with professional support, and newcomers freely choose an introduction guide who then helps them to find a job. The municipalities where newcomers settle are responsible for providing introduction and language courses, housing and family initiatives and a civic orientation programme.

The aforementioned policies have made positive contributions to the integration of immigrants in Sweden. The results of some other research also show that the integration policy works quite well,

as internalisation is quite high (Kilimci, 2009: 48). According to the data in the Migrant Integration Policy Index III, Sweden, with a score of 83/100 points, has the best integration policies towards immigrants. The MIPEX Project was led and published by the British Council and the Migration Policy Group in 2011. It measured integration policies in thirty-one countries in Europe and North America (the USA and Canada). Using a variety of different criteria - including employment opportunities, access to nationality, education and anti-discrimination legislation - experts from around the world (thirty-seven national organisations including think-tanks, NGOs, foundations, universities and research institutes) scored countries on how well their policies fitted with international standards upheld by the EU. After Sweden the four highest-ranking countries were Portugal, Canada, Finland and the Netherlands, while the bottom five were Lithuania, Malta, Slovakia, Cyprus and Latvia.



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Table 5. The 2011 Migrant Integration Policy Index³

Rank Country	Overall Score	Labour Market Mobility	Family Reunion	Education	Political Participation	Long-Term Residence	Access to Nationality	Anti-Discrimination
1. Sweden	83	100	84	77	75	78	79	88
2. Portugal	79	94	91	63	70	69	82	84
3. Canada	72	81	89	71	38	63	74	89
4. Finland	69	71	70	63	87	58	57	78
5. Netherlands	68	85	58	51	79	68	66	68
6. Belgium	67	53	68	66	59	79	69	79
7. Norway	66	73	68	63	94	61	41	59
8. Spain	63	84	85	48	56	78	39	49
9. USA	63	68	67	55	45	50	61	89
10. Italy	60	69	74	41	50	66	63	62
11. Luxemburg	59	48	67	52	78	56	66	48
12. Germany	57	77	60	43	64	50	59	48
12. United Kingdom	57	55	54	58	53	31	59	86
EU Average	52	57	60	39	44	59	44	59

Source: MIPEX (2011).

While the unemployment rate in Sweden is 7,5 per cent²⁷ it is much higher amongst those of immigrant origin. According to the data published by the OECD the unemployment rate amongst those who are native-born people is 7,2 per cent, whilst the figure amongst those foreign-born is

more than double at 15,4 per cent (OECD 2011: 47). It is also worthy of note that the unemployment rate among Muslim immigrants in Sweden is higher than in other immigrant groups. Some immigrants with Muslim traditions and backgrounds complain of a covert racism, with some asserting that when they apply for a job they are sometimes

²⁷ For the information please visit http://www.scb.se/sv_/. Retrieved on February 3, 2014.



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exposed to discrimination because of their Muslim names.²⁸

Another highly important development in the context of the integration policy and immigrants in Sweden is regarding the rise of the right wing. For the first time in the electoral history of Sweden in 2010 a radical right-wing party, the Sweden Democrats (*Sverigedemokraterna-SD*) reached the 4 per cent threshold required for parliamentary representation, winning 5,7 per cent of votes and entering the Swedish Parliament with twenty MPs. After the election other *Riksdag* parties stated that they would not cooperate with The Sweden Democrats in a future government. In spite of this the number of far-right voters has been on the increase, with the Sweden Democrats gaining 12,9 per cent of votes in the 2014 general election, making them the country's third largest party with 49 seats in *Sveriges Riksdag*. The party's slogan of "keep Sweden Swedish" reflects its reputation for inflammatory and racist remarks regarding immigration and islamophobia. The Sweden Democrats follows an agenda similar to radical right-wing parties in other Nordic countries, such as in Denmark (The Danish People's Party) and Norway (the Progress Party of Norway). The party opposes the liberal immigration policies supported by the majority,

²⁸ For more details about that please see Anık (2012: chapter 4).

and as a culturalist party its programme is based on ethno-nationalism and anti-multiculturalism. It should be noted in this regard that due to the frequently opposing attitudes of other parties in parliament, the Sweden Democrats have softened their rhetoric at certain points. As can be understood from its immigration policy below, the party describes itself as being opposed to mass immigration and multiculturalism, but not immigration:

"Sweden Democrats is not opposed to immigration, but believes that immigration must be kept at such a level, and be of such a character that it does not pose a threat to our national identity and to our country's prosperity and security. Immigration should not be used as a substitute for real refugees. The rules for family immigration must be designed in such a way that they do not contribute to creating increased segregation or other social and economic problems. The economic reasons are forced to stay in a country where you do not feel comfortable and do not want to live is destructive to both the country as for the individual. An active and generous support should be given to the migrants who wish to return to their home countries.

- Stop mass immigration

- Focus on Community and no to multiculturalism



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- Guest Worker System in specialist and shortage occupations
- Use temporary residence permit instead of permanent
- Supply Requirements for taking in relatives
- A generous repatriation grants” (<http://sverigedemokraterna.se/var-politik/>, retrieved on June 14, 2015).

The problems in terms of integration that Sweden is facing today are mostly related to refugees that came to the country in recent years. There is a delicate balance in the areas dominated by refugees. A case in point is the riots in Husby/ Stockholm that started on the evening of 19 May 2013 and continued for five nights. The riots were sparked by a grievance against the police after the fatal shooting of a 69-year old man of Somali origin.²⁹ The streets of Husby and other Stockholm suburbs are filled with inhabitants for whom cultural diversity is a source of pride, not tension, and who are determined to succeed individually and to prosper together.³⁰

29 For detailed information on this issue see Rahnama and Aydoğan (2013).

30 For detailed information, please visit <http://www.ft.com/intl/cms/s/0/ba2fb9ee-c47e-11e2-9ac0-00144feab7de.html?siteedition=intl#axzz2sXFwkjiC>. Retrieved on June 17, 2015.

Sweden received more than 160 thousand asylum applications in 2015. In January 2016 Swedish Interior Minister Anders Ygeman told Swedish media that between 60 thousand and 80 thousand of asylum applications will be rejected to maintain public order and security. Ygeman said charter aircraft would be used to deport refugees especially that came from Somali or Iraq, but it would take several years. Since January 2016 Sweden has reintroduced check points on its border with Denmark for the first time in half a century to stem the flow of migrants. With the new government’s decision to close the borders those without passports or ID cards, Sweden imposed tighter border controls, and so the numbers of illegal migrants have fallen significantly.

THE SAMI PEOPLE and the MINORITY GROUPS IN SWEDEN

It is notable that the status of the Sami people and minority groups in Sweden was neglected for a long time. In the framework of the multiculturalist policy in the mid-1970s the Swedish government recognised the Sami as indigenous in 1977.³¹ In the mid-1980s immigrant policy

31 Before the Swedish Parliament recognised them as an indigenous people in 1977, the Sami were officially referred to as Lapps, which means ‘patch’ in Swedish and refers to their motley dress, which is symbolic of their culture. In a similar way that black people regard the term nigger to be an ethnic slur, so the Sami also regard the term Lapp.



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was distinguished from minority policy, taking into account international law, and at the end of the 1990s the government adopted a unified minority policy that recognised all national minorities of the Sami people as being of immigrant origin, making the legislation remarkable in this respect.

After the proposal of the SDP government and under the leadership of Göran Persson, on 2 December 1999 the Swedish Parliament adopted a unified policy on the minorities in the country and joined the Council of Europe's Framework Convention for the Protection of National Minorities (FCNM), and the European Charter for Regional or Minority Languages (ECRML). This minority policy is concerned with recognising the five minorities and all varieties of their languages. The five recognised national minorities in Sweden are the Sami people, Tornedalers (Torne Valley Descendants), Swedish Finns, Jews, and Roma/Gypsies, whilst the minority languages are Sami (all dialects), Meänkieli/Tornedal Finnish, Finnish, Yiddish and Romany Chib (all dialects), and are to have their religious, language and cultural traditions protected. The new policy has an arrangement for national minorities and covers issues of protection and support for these five national minorities and their languages.

Sweden did not have an official language before 2009, though Swedish was the *de facto* official language. Since 2009 Swedish has been recognised as the formal national language, while the languages of the five national minorities in Sweden are protected by provisions in the Language Act. The main provisions in the Language Act are as follows:

- Swedish is the main language in Sweden, i.e. the common language in society that everyone has to have access to and that can be used in all sectors of society.
- Swedish is the official language of Sweden in international contexts. The status of Swedish as an official EU language is to be safeguarded.
- The language of public services is Swedish.
- Everyone living in Sweden has to be given the opportunity to learn, develop and use Swedish.
- The national minority languages in Sweden are Finnish, Yiddish, Meänkieli (Tornedal Finnish), Romany Chib and Sami; these languages have to be protected and promoted. Everyone belonging to a national minority has to be given the opportunity to learn, develop and use their minority language.



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- Everyone who has a mother tongue other than Swedish, sign language or national minority language has to be given the opportunity to develop and use their mother tongue.³²

There are some significant points regarding the national minority policies in Sweden. It should be noted that there is no universally agreed definition of what it actually means to be a national minority. According to Kymlicka (2002: 349), national minorities can be subdivided into two categories: first, sub-state nations that do not currently have a state in which they are a majority, but that may have had such a state in the past, or may have sought to have such a state. Second are those indigenous peoples whose traditional lands have been overrun by settlers and who have then been forcibly, or through treaties, incorporated into states run by people they regard as foreigners (ibid.). These two categories have been categorised by Kymlicka and Norman (2003: 18-19) as stateless nations and indigenous peoples. Although these definitions are quite helpful to identify national minorities in many states, they are inadequate for some aspects of Sweden's case, specifically in view of the fact that Swedish Finns in particular are not a stateless nation. They have a state (Finland) and the same language (Finnish) as a state currently in existence, yet they are an immigrant group. They immigrated to Sweden in large numbers following WWII and today make up the largest immigrant group.³³

There is some debate over the rights of the Sami. Their total population is estimated at around 70 000. More than half (40 000) live in Norway, 20,000 in Sweden, 6000 in Finland and 2000 in Russia. Almost 10 000 are involved in traditional reindeer husbandry and exhibit overt symbols of Sami identity including in language, dress and handicrafts. One of the most crucial traditions is herding reindeer. Some Sami even believe that being a reindeer herder is more important than being able to speak Sami.³⁴ The Sami have their own parliament which was founded in 1993 and has decision-making powers in matters related to their culture, language and schools. It should be noted however that the Swedish government and parliament control its operations. The key issue for the Sami concerns the land rights that they have been fighting to secure for decades. In August 2013 the Swedish government took the decision to begin large scale mining for mineral extraction at Rönnbäck

32 For more details please see <http://www.regeringen.se/contentassets/6d82f079a00b40b992fb1abdc7d5f843/spraklag-lagratsremiss> and see also <https://internt.slu.se/Documents/internwebben/info/spr%C3%A5k/Language-Act-summary.pdf>, retrieved on June 18, 2015.

33 The total population of Swedish Finns is estimated between 450 000 and 600 000, and they mostly live in Stockholm - Mälaren Region.

34 For more information please see Svensk Information (2005, pp. 19-20).



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near Tärnaby in Sápmi, an area of land used by the Sami all year round.³⁵ This conflict is also related to legal arrangements in Europe, because rights for minorities and indigenous peoples are dealt with in the same way by the law in spite of the fact that indigenous people differ from other (non-indigenous) minorities. These minority rights are based on individual rights, even though indigenous rights are mainly based on group rights.

The problems with legislation in Europe concern not only indigenous peoples, but also some other ethnic groups, particularly Roma. Kymlicka's assertions in this context are very relevant. According to him (2007: 219), since the rights identified in the FCNM are not grounded in facts of history or territory, it seems arbitrary to limit its scope to historic or territorial minorities. On the other hand, many of the groups excluded by the more restrictive definition of national minorities are desperately in need of international protection from potentially hostile states or dominant groups, and have no other means of legal protection than the FCNM. The experiences of the Roma are an example of the problems that arise from the practical applications of these legal arrangements, since the Roma have never had a kin state or homeland in Europe and are different

from the traditional minorities in several respects. For instance, unlike many other minorities the Roma have historically lived in many different countries, choosing not to settle in any one particular region – indeed a significant proportion of them are travellers. Taking into account these factors, we may reach the conclusion that European norms of minority protection have largely ignored the Roma.³⁶

CONCLUSIONS

Sweden is a country with a relatively short history of immigration but with a large immigrant population, and emigration from Sweden to North America, Australia and New Zealand between 1865 and 1945 is also one of the key determinants of immigration to this country. Sweden has a long history of accepting immigrants, particularly refugees, and remains the country with the most refugees per capita in the EU. As a result of the common labour market policy between the Nordic countries, the first labour immigration flow to Sweden in the 1950s was from countries in Scandinavia (mostly Finland). In line with the requirements of the labour market, the labour immigration wave to Sweden expanded to include Germany, Estonia, Poland and Yugoslavia in the 1960s. Since the early '70s immigration to Sweden has mostly been by asylum seekers from

35 For details on this news please visit <http://intercontinentalcry.org/swedish-government-gives-indigenous-peoples-land-to-mining-company/> retrieved on November 12, 2015.

36 For this issue, also see Hannikainen and Åkermark (2003); Montesino (2001).



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countries in Africa, Asia, Eastern Europe and Latin America, with notably large numbers coming from countries with Muslim traditions (such as Iraq, Iran, Syria, Lebanon, Bosnia and Herzegovina, Somalia, Ethiopia and Turkey). Partly as a result of this the Muslim population in Sweden has steadily increased.

There are several different results from the increase in ethnic and cultural diversity caused by immigration to Sweden. First, the assimilationist policy applied in previous years has since been abandoned. As an indication of this, multicultural policy during the '70s was based on the principles of equality, cooperation and freedom of (cultural) choice and had significant influence on the Swedish reforms concerning immigrants and minority groups. For instance, after some debates in the 1950s and 1960s, vernacular language reform in 1977 made it an obligation for schools to provide vernacular language education to non-Swedish students.

In the framework of this multiculturalist policy, the Swedish government also recognised the Sami as indigenous people in 1977, having long neglected the issues surrounding the identity and location of the Sami. During the '50s and '60s debates occurred regarding non-Swedish groups, but they focussed on immigrant groups - particularly Finnish immigrants – and not the plight of the Sami people. Research has revealed prejudi-

cial and racist conceptions have characterised Swedish policy towards them.³⁷ Since 1993 the Sami have been granted their own parliament, but the key issue remains access to land rights; discussions on this issue remain ongoing.

Second, in the years of mass immigration to Sweden, 'suburban ghettos' in certain areas of some cities emerged (such as Rinkeby, Tensta, Alby and Fitja in Stockholm). The housing segregation of today was arguably started in the 1970s³⁸ and occurred largely due to sociocultural and socio-economic reasons that led to spatial segregation. The suburban ghettos are not unique to Sweden; it is possible to observe the same sociological situation in other countries. The ghetto setup limits social and cultural interaction between immigrants and natives, which is closely linked to the rise in xenophobia and racism. A clear indication of this is the increase in the number of far-right supporters in Swedish society, where after the general election in 2014 the SD became Sweden's third largest party, winning forty-nine seats in parliament. Despite the fact that government agencies have made significant efforts to integrate immigrants in the labour market and fight discrimination, it remains essential to expand on and improve programs which encourage cultural and social interaction, both among

37 See Pikkarainen and Brodin (2008).

38 For more details in this subject, see Andersson (2000), and Rauhut (2010).



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and between immigrants groups as well as among natives, particularly considering the continued support of far-right parties. Doing so effectively will diminish fear of the ‘other’, strengthening a culture of living together with people of different diversities.

On the other hand, however, integration of immigrants in the labour market has become weaker in recent decades; most researchers³⁹ agree that the first generation of immigrants were more successfully and in larger numbers integrated into the Swedish labour market. It should be noted however that compared with the following generations with immigrant ancestry, first generation immigrants were less integrated in Swedish cultural, political and educational institutions. The institutional and social integration levels are higher among their descendants, especially those born in Sweden. Across Western countries however the trend shows that those of immigrant origin have a higher rate of unemployment, and this rate is even higher amongst people of refugee origin.

International standards for the protection of immigrant workers and preserving individual freedoms are still required. The 1990 International Convention on the Protection of the Rights of all Migrant Workers and Members of their Families may be a core instrument to finding a possible solution

to this issue. But herein lies the problem: “The International Convention on the Protection of the Rights of all Migrant Workers and Members of their Families” was adopted by the United Nations General Assembly in Resolution 45/158 on 18 December 1990, but at the time of writing it *still* has not received enough signatories to enter into force. So far, the countries that have ratified the Convention are primarily those with large numbers of emigrants (such as Turkey, Morocco, Philippines, Chile, Bosnia and Herzegovina), because for most of these countries the Convention is a crucial vehicle to protect their emigrant citizens. Whether Sweden will sign in the future remains to be seen⁴⁰, in spite of its early adoption of a multiculturalist policy.

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39 See Ekberg (1983 and 2012), Ohlsson (1975), and Anik (2012).

40 No state in Western Europe or North America has ratified the Convention yet.



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İSVEÇ'İN ENTEGRASYON POLİTİKASINDAKİ ANA EĞİLİMLER ve TARTIŞMALAR

Öz: İsveç'in entegrasyon politikasındaki değişimlerin ve tartışmaların ana yönleriyle ele alınıp, analiz edildiği bu çalışmada, öncelikle İsveç'i bir göçmen ülkesi olmaya götüren gelişmeler üzerinde durulmuştur. I. ve II. Dünya Savaşı'na katılmamış olmasına ve savaşa katılmış diğer Avrupa ülkelerinin aksine bundan dolayı bir nüfus kaybı yaşamamış olmasına rağmen, İsveç'in emek ithal eden bir ülke konumuna gelmesi dikkat çekicidir. Bu durumu açıklayıcı temel hususlardan bir tanesi, İsveç'in dışarıdan kitlesel göç alan bir ülke olmadan önce, dışarıya büyük oranda göç veren bir ülke olmasıdır. 1865 ve 1914 yılları arasında bir milyondan fazla İsveçli, Kuzey Amerika (ABD ve Kanada), Avustralya ve Yeni Zelanda'ya göç etmiştir. İsveç'in bugünkü toplam nüfusunun 10 milyon civarında olduğu dikkate alındığında, söz konusu dönemdeki dış göç kaynaklı bu nüfus kaybının önemi daha iyi anlaşılacaktır. Öyle ki 1910'a gelindiğinde Chicago, İsveç'in başkenti Stockholm'den sonra dünyada en fazla İsveçli nüfusa sahip yer olmuştur. Dışarıya kitlesel göçün gerçekleştiği bu süreçte, sanayileşmiş Batı Avrupa ülkeleri ile kıyaslandığında, İsveç'in ekonomik açıdan gelişmemiş olduğu ve büyük oranda tarıma dayalı bir ekonomiye sahip olduğu görülür. Bu durum, bu süreçte inancından dolayı başka ülkelere göç eden az sayıdaki İsveçli göçmene karşın, daha çoğunluktaki göçmen kitlenin tarım işçileri ve iflas etmiş çiftçilerden oluşmasını da anlaşılır kılmaktadır. İsveç'ten dışarıya yönelik bu göç akımları, II. Dünya Savaşı'nın sonuna kadar periyodik bir şekilde devam etmiştir. Öteki Avrupa ülkeleri ile kıyaslandığında İsveç'in en önemli özelliklerinden bir diğeri de büyük oranda mülteci göçü almış bir ülke olmasıdır. II. Dünya Savaşı koşullarında kitlesel mülteci göçlerine maruz kalan İsveç'e bu tür göçler sonraki süreçte de büyük oranda devam etmiştir. İsveç'in bu konuda genelde hümanist bir tutum geliştirdiği söylenebilir. Bugün Avrupa'da, toplam nüfus içerisinde kişi başına düşen mülteci sayısı itibarıyla, Batılı ülkeler içerisinde, İsveç birinci sırada yer almaktadır. 1932'de Sosyal Demokratların iktidara gelmesinden sonra İsveç, kırsal ve tarımsal bir toplumdur, kentli ve sanayileşmiş bir ülkeye dönüşmeye başladı. Bu süreçte sosyal refah devleti ekseninde çalışma koşullarından, eğitime, sağlığa ve diğer alanlara uzanan pek çok yeni düzenleme yapıldı. Sanayi alanında hızlı bir atılım içerisine giren İsveç, dış göç nedeniyle yaşanan nüfus kaybı dolayısıyla emek piyasasındaki talebi karşılamakta yetersiz kalmış ve dışarıdan işçi ithal etme yoluna gitmiştir. 1950'lerde İsveç'e olan emek göçü büyük oranda İskandinav bölgesindeki ülkelere



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olmuştur. 1952 tarihinde kurulan Nordik Konseyi, İskandinav ülkeleri arasında serbest dolaşımı esas almış ve böylece bu bölgedeki ülkelerden (özellikle de Finlandiya'dan) pek çok işçi çalışmak için İsveç'e gelmiştir. Emek piyasasındaki talebin devam etmesi neticesinde İsveç, 1960'lı yıllarda İskandinav bölgesi dışındaki ülkelere de emek gücü ithal etme yoluna gitmiştir. Başlangıçta herhangi bir sınırlandırma olmamasına karşın, 1968'de yürürlüğe konulan kanunla, İskandinav bölgesi dışından gelenlere, çalışma ve oturma izinlerini ülkeye gelmeden önce almış olma zorunluluğu getirilmiştir. Gerek mülteci göçü gerekse de işçi göçünün etkisiyle İsveç giderek çokkültürlü bir ülke haline gelmiştir. Etnik, dinsel ve kültürel çeşitliliğin artmasının neticesinde İsveç'in izlediği asimilasyoncu politika da özellikle 1960'lı yıllarda sorgulanmaya başlamıştır. Bu dönemde İsveç medyasında temelde iki tartışma ön plana çıkmıştır: İlk grupta yer alanlar, devletin kültürel açıdan göçmenleri asimile etmesine karşı çıksalar da göçmenlerin kültürel aktivitelerinin desteklenmesine de karşı çıkmışlardır. İkinci grupta yer alanlar çokkültürcü bir anlayışı benimsemiş ve devletin göçmenlere ait kültürel aktiviteleri desteklememesinin onları asimile etmesi demek olacağını, bunun için bu tür kültürlerin korunup, kültürel çeşitlilik çerçevesinde desteklenmesi gerektiğini savunmuşlardır. İsveç Ticaret Birliği Konfederasyonu (LO), göçmenlerin ve ülkedeki azınlıkların yaşam koşullarının ve haklarının iyileştirilmesi için 1967 yılında İsveç hükümetine bir kanun teklifinde bulunmuştur. 1968 yılında İsveç hükümeti, göçmen işçiler ve entegrasyonla ilgili yeni kanunu yürürlüğe koymuştur. Emek göçüne uğrayan diğer ve misafir işçi politikası güden Avrupa ülkelerinden farklı olarak, İsveç erken bir dönemden itibaren göçmenleri toplumun bir parçası olarak görmeye başlamıştır. 1960'lı yılların sonunda Sosyal Demokrat hükümet tarafından "10 yılda 1 milyon konut" politikası uygulanmaya başlanmış ve İsveç'teki göçmenler yeni inşa edilen bu bölgelerde oturmaya başlamış ve zamanla bu bölgeler getto halini almaya başlamıştır. 1975 yılında yürürlüğe giren "Göçmen ve Azınlık Politikası", entegrasyona çokkültürcü yaklaşımı içermiş ve yerli nüfus ile göçmenler ve azınlıklar arasındaki dayanışmanın, hoşgörünün ve karşılıklı anlayışın artırılması hedeflenmiştir. Bu politika temelde; işbirliği, eşitlik ve (kültürel) seçme özgürlüğü ilkelerine dayanmıştır. Ana dil eğitimi ile ilgili düzenlemenin akabinde, İsveçli olmayanlara ana dil eğitiminin sağlanması da okullar için yükümlülük haline getirilmiştir. Yine göçmenlere yerel seçimlerde oy kullanma hakkı tanınmış ve göçmenlere ait sivil toplum kuruluşlarının faaliyetleri de devlet tarafından desteklenmiştir. 1970'lerin sonu ve 1980'lerin başında İsveç'in entegrasyon politikası eksenindeki temel tartışma konularından biri (kültürel) seçme özgürlüğü ilkesi ile ilgili olmuştur. Bizler ve ötekiler (göçmenler) şeklinde yürütülen bu tartışmalar, temelde kadın ve çocuk hakları etrafında olmuştur. 1985 yılına kadar



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göçmenlerin entegrasyonu, merkezi işçi bürosunun kontrolünde yürütülmüştür. Bu büro bir yandan işçilerin İsveççe öğrenmelerini ve ülkeyi tanımalarını sağlamaya çalışırken, öte yandan yapacakları iş için gerekli eğitimin verilmesini ve iş piyasasına yerleştirilmelerini de sağlamaya çalışmıştır. 1985'teki yeni düzenlemeyle, göçmenlere İsveç dilinin ve başlangıç programlarının öğretilmesi belediyelerin yükümlülüğü haline getirilmiştir. 1990'dan sonra ise entegrasyon politikasında yeni birtakım düzenlemeler yapılmış ve sosyo-liberal bir çerçevede aktif vatandaşlık politikası uygulanmaya başlamıştır. Aktif vatandaşlık anlayışı çerçevesinde sahip olunan hakların yanında, yükümlülükler ön plana çıkarılmış ve emek piyasasında tam istihdam hedeflenmiştir. Bu politika birçok yönden başarılı olmuş ve İsveç bu doğrultudaki uygulamayla göçmen alan ülkeler içerisinde en başarılı ülkelerden biri olmuştur. Buna karşın, Batı'daki birçok ülkede olduğu gibi İsveç'te de aşırı sağ son senelerde giderek yükselişe geçmiştir. İslamofobik söylemleriyle ön plana çıkan İsveç Demokratları, 2010 parlamento seçimlerinde elde ettikleri başarı neticesinde, ülke tarihinde ilk defa aşırı sağ eğilime sahip bir partinin meclise girmesini sağlamışlardır. 2014 yılındaki seçimlerde oyları artan İsveç Demokratları bugün parlamentoda 3. büyük parti konumundadırlar. Bugün İsveç'te özellikle Müslüman kökenli mültecilerin yaşadığı bölgelerde oldukça hassas bir denge vardır. Ayrımcılıkla ilgili pek çok kanuna ve uygulamaya karşın, özellikle Müslümanlar emek piyasasında kurumsal ayrımcılığa maruz kalmaktan şikâyet etmektedirler. Avrupa'da yaşanan terör saldırılarından sonra sınır kontrollerine başlayan İsveç'te özellikle mültecilere yönelik bundan sonra daha sınırlayıcı bir politikanın uygulanması beklenmektedir.

Anahtar Kelimeler: İsveç, Entegrasyon, Çokkültürcülük, Dış Göç, Uluslararası Göç, Emek Göçü

NOTIFICATION IN TAX LAW AND PARTIES TO BE NOTIFIED¹*Hatice YURTSEVER**Celal Bayar University, Vocational College of Foreign Trade Department of Salihli, Manisa / Türkiye*

Abstract: Tax-basis documents are to be notified to tax payers via various manners and methods. Timely notification is important on the basis of people given enough time and instruments for their right to legal remedies to be carried into effect. Notifications regarding tax collection are carried out according to Tax Procedure Law whereas notifications regarding tax trials for tax disputes are carried out according to Notification Law. In order to solve notification related problems, an analogy should be drawn between Tax Procedure Law and Notification Law. Also, in the case of notifications via traditional methods, it is seen that significant information for tax payers may not be delivered on time and therefore tax claim collections may be legally impossible.

Key Words: Tax Law, Notification, Electronic Notification

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INTRODUCTION

Notification principles related provisions are regularised by The Notification Law no.7201. However, on the contrary to generic notification principles, taxing related notification principles are regularised by The Tax Procedural Law.

The purpose of notification is to announce the procedures about someone. Such an announcement results in giving the respective person the opportunity to benefit from some rights or giving a start to the period of time for him to benefit (Başpınar, 1975:162). The notification of a decree by a judicial body or an administration is a must. At the time of notification, the procedure has a result and becomes effective. In the case that the said procedure is not notified or unlawfully notified, the decree or the procedure becomes null and void (Çağlar,1988:54).

I-NOTIFICATION PRICIPLES and THIER SIGNIFACANY

Notification is defined as annunciation and informing in Turkish Language Society Dictionary. Written notice is the plural version of notification. Notification means someone subject to an administrative procedure being informed of it. In another definition, notification means legally forwarding tax related documents with legal effects on tax payers. (karakoç, 2007:262). In a broad sense, notification is legally informing the respec-

tive person of a judicial procedure in written format or announcement format . (Yılmaz,1976:308).

Notification does not only mean informing the respective person of a judicial procedure but also means certifying that such notification has been made in the way defined by the law. For a judicial procedure to be named as notification, two elements, 'written notification' and 'documentation' are needed (Akil, 2012:249). Very briefly notification, procedures with judicial effects to be announced and the documentation of such procedures in a way determined by law (Muşul, 2013:41).

Although it is stated in the item 141/4 in the constitution that the trials should be swiftly concluded with minimum costs, with the reason of notification not being delivered related people in time, it causes various material and non-material losts with respect to fair trial right.

Timely notification is important with respect to providing people essential time and instruments to make their right to legal remedies actual. It is a worrying fact that there are serious problems in oue justice system of reaching the parties to a legal proceedings. In truth, one of the fundamental reasons behind trials getting prolonged is the failure of reaching people via physical notification system.



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Within this context, when the importance of notification in concluding trials taken into consideration, it is obvious that e-notification instead of physical notification can help trials end in reasonable time and fair trial principle made actual (Varol, Baştürk, 2015:267).

Despite the fact that the instant purpose of notification is information and documentation, its indirect purpose is to reach stability and legal security (Tüzüner, 2011:142). In this way, when communication among people in the face of judicial bodies added, an obligation arises for notification law being regularised by legislation and being processed uniformly.

Notification administration takes important part in tax law. Notification is a vital part of imposition and assessment step. For a levied tax to be accrued, it is crucial to be notified to the related person. The beginning of the time period for tax debts to be paid and certain periods to be calculated depends on the notification (Şenyüz, 1997:65).

Notification not made or made wrong prevents the said debt to be actual. But on the other hand, for tax payers, since notification causes legal obligation, notification is a very important subject in tax law (İdare Hukuku ve İdari Yapı İle İlgili İncelemeler II, 1978:335).

Notification is one of the significant processes in tax payment. Tax debts depend on notification to become payable and the time periods to begin.

The foremost duty of tax administration is to collect tax which is the leading revenue source of state and the tax claim to be collected uneventfully, notification needs to be made rigorously and legitimately. Errors in notification can cause problems for both tax payers and the administration. Since those errors may generate cancellation of assessment, repeating the process would delay tax collection. Therefore, it is vital for liable institutions and their staff to be attentive to correct notifications (İnneci, Karadağ, 2015:68).

II- RELATION BETWEEN NOTIFICATION LAW and TAX LAW

Before the notification law nr.7201 was came into force, notification was made through item 114-118 of civil sessional courts law published in 1927; law of notification of judicial document by the administration office of PTT.

Later, notification law nr.7201 was enacted in 1959 and it filled legal gaps.

At the present time, since tax law has become an important and separate legal section and notifications regarding tax law have a role to make legal results, tax notification ordinances are to be regularised separately from general clauses and suitably according to this law section.



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There are clauses intax procedural law regarding notification. The third section, item 50 of the notification law refers to financial notification. The question is whether the clauses of tax procedural law or notification law are to be put into practice.

According to the warrant of notification law, it is stated that “In the cases that tax procedural law is to be put into practice, it prevails.”. At the same time, due to the tax confidentiality of financial notification, this covertness requires notification to be made on the basis of different clauses than the other notifications. The features of financial notification prevents clauses of such notifications from taking place in the notification law (İdareHukuku ve İdari Yapı İle İlgili İncelemeler II, 1978:338).

The application methods of notifications in compliance with tax procedural law are explained between items 93-109. As mentioned before, according to item 51 of the notification law, in the cases requiring tax procedural law, its clauses nr.93-109 will be applied while in the absence of essential clauses, general clauses of notification law will be put into force. In a judgement by state of council it states that “while the order of payment subject to the trial is to be notified according to the clauses of tax procedural law nr.213, it has been comprehended that the notification made according to the notification law

clause nr.7201 is not formal and although an examination regarding the conflict provided that the notification of the order of payment was administered on 11.03.2013 declared by the litigant as cognital date, in the verdict dismissing the action due to timeout, no legal character was detected.”

As it is seen, since notification clauses in tax procedural law are already properly detailed, for tax related procedures tax procedural law is applied instead of the notification law clauses. Despite alterations, the notificaiton law has gone stale. It lacks the content and integrity to satisfy needs. While a brand new notificaiton legislation is on the way, it must be taken into consideration that it is related to many disciplines of the notification law, a legislation must be formed with an interdisciplinary attitude, notificaiton clauses in tax law, zoning law, administration law, debt enforcement and bankruptcy law, law of criminal procedure and law of civil procedure must be evaluated. Uniformity in notificaiton procedures must be maintained with totaliration attitude (Konca, 2014:271).

III- DOCUMENTS and LETTERS SUBJECT TO NOTIFICATION

In addition to explaining which documents and letter to be notified seperately, tax procedural law rules in article 93 that except accrual voucher,



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all documents and letter related to taxing must be notified.

Accrual voucher has been exempt from notification. As known, in our mainşy declaration based tax system, assessments on the basis of accrual vouchers are figured out according to declarations and assesments by tax payers and the amount they calculate. In other words, tax payers should be immediately informed of assessments.

Samples to documents and letter to be notified:

- Tax demand and notification for penalty
- Tax examination reports and replied reports of service inspections.
- Summonings
- Correciton and inspection procedures
- Payment orders
- Payment notificaitons issued above adjudications
- Valuation commission procedures
- Letters of demands after offsettings.
- Conciliation commission procedures.
- Collecting as per law nr.6183 clauses
- Letters to be sent ot tax payers by the valuation commission for them to present their

books according to article 30/2 in tax procedural law.

- Letters about second period of time to be given to tax payers according to inheritance tax.
- Letters to be issued by those authorized to inspect.

As stated in the article 60 of administrative jurisdiction procedures law nr.2577, notificaitons of tax courts, regional administrative courts and state council deceisions are made as per the notificaiton law. According to this, the said decisions are not notified as per tax procedural law but notified as per the notificaiton law clauses.

According to the public receivables collection law draft, notifications under law must defenitely be made as per tax procedural law. In both the notificaiton law and administrative jurisdiction procedures law nr.2577, any kind of notification of administrative and tax courts are stated as subject to the notification law. According to this, collection related notificaitons are to made as per tax procedural law while jurisdiction related notificaitons are to made as per the notification law (Alpaslan, Sakal, 2016).

There are some views arguing that the conciliation commission decisions are the kind of documents to be subject to notification (Arıca (a), 1990:52). while some others argue that for some



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reasons, the notification of these decisions fail to comply with notification clauses (Özbalcı, 1988:270). Hereunder, tax payers requesting conciliation are not found at the addresses they declare on their application so as per article nr.5 of tax procedural law, letters informing of the place and date of the conciliation sent to the conciliation commission return to sender. In this case, when the address on the application is found out to be wrong or fictitious, in respect to notifying the situation to the tax payer, the conciliation commission does not take any extra action and the tax payer is considered not having requesting any conciliation.

Our opinion on this subject is that letters regarding the notification of date and place of conciliation are not subject to notification clauses. Because such a letter is notified only to the address declared by the tax payer and when not delivered, other notification clauses are not applied.

IV-PARTIES to be NOTIFIED

For letters with tax related provisions to be valid and have ordinance, they have to be notified to the parties subject to tax procedural law. Those parties are described in article nr.94 of the law and the consequent articles.

A-NOTIFICATION to REAL PERSON

1)Notification to the tax payer or the liable party in person

The situations where real persons are considered as tax payers or liable for tax are described by tax law. Notification virtually is made to the tax payer or the liable party in person. However, if the notification can not be made to the tax person, it is possible to make the notification to universal agents, legal representatives, any person available at the place of residence or their staff at work.

Civil law divides people into two main groups called real person and legal entity. Their rights and benefits are regularised separately. Real persons can benefit from their licence of civil rights while they can also utilize this licence through authorising other partly or completely. As a result, on the basis that the party subject to the notification is a real person or a legal entity or on the basis that those rights are assigned to authorised parties, the application of the notification varies.

B-NOTIFICATION to LEGAL REPRESENTATIVES

For a person to be a tax payer, it is not important whether this person must have legal capacity or not. Therefore, underage ones and those under legal disability as well can be tax payers.

In the case that underage ones or those under legal disability being tax payers, those people's duties are carried out by their legal representati-



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ves. Since underage ones and those under legal disability are not provided with legal capacity for their civil rights, procedures for them being taxed are fulfilled by their legal representatives such as parent, guardian or trustee. In this case, the notification to underage ones and those under legal disability must be made to their parent, guardian or trustee. Since parent, guardian or trustee have no discretion, notification made to them is not considered legally valid.

According to the article nr.95 of tax procedural law nr.213, it states that “Due to the situation of being underage or under legal disability, instead of the tax payer, when a parent, a guardian or a trustee exists, notification is made to those parties. In the case of multiple parent, guardian or trustee, the notification is made to only of them. If another parent, guardian or trustee takes care of the notification related procedures, the notification is made to this party. Because since underage ones and those under legal disability are not provided with legal capacity, notification made to them is not considered legally valid.

Rights of custody lasts until the infant become mature. Reaching lawful age happens by completing the age of 18 or being provided of right and power to be mature through marriage or some legal terms. Therefore, the notification is made to the infant. (tax procedural law article 94). If parents’ right of custody of the infant is

suspended, a guardian is assigned whom the notification is sent to. If there are cases of conducting assessments of the infant or interdict, a trustee assigned by the court will be sent notification (Eroğlu, 1988:116).

Parties subject to the notification for real persons with limited obligations are their constant representatives settled in Turkey. If there is no constant representative, the ones carrying interest for these people are deemed to be the constant representative (GVK. Md.107).

As per article 10 in tax procedural law, since legal representative status and responsibility are given, constant representatives are as well deemed to be legal representatives.

If there are more than one constant representative of real persons with limited obligations, the party subject to assessment and notification is the one settled by the tax payer while in the case of absence of such settled one, any one of the constant representatives become that party. As known, a constant representative is a person bound up with representation depending on a service and an authorization contract and also the one settled to carry out commercial procedures for a given or indefinite period of time. Therefore, people authorized for constant representative capacity must be found out and all notifications must be definitely sent to them (Arıcı (a), 1990:53).



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According to the regularization for constant representatives in article 8 of revenue law nr.193, parties mentioned below are considered as constant representatives of represented ones without further condition:

- 1). Commercial representatives, agencies with their commercial representatives and officers as per turkish trade act,
- 2). Those whose expenses except commercial costs are constantly covered partly or completely by the represented party,
- 3). Those keeping goods to sell as consignment at the expense of the represented party (GVK m. 8).

As explained before, when the real person with limited obligation has a constant representative, those carrying interest will be the party for notification. If there are multiple representatives and the notification subject is about assessment, notification is made in a way covering the amounts proportional to interest and revenue.

C) NOTIFICATION to UNIVERSAL AGENT of TAX PAYER

Although real persons can benefit from their civil rights on their own, they can also benefit from them via someone by authorizing them partially or completely.

As per article 502 of law of obligations nr.6098, “an attorney agreement is an agreement according to which the agent undertakes to take action or operate on behalf of the proxy giver. On the other hand, as per article 94 of tax procedural law, notification can be made to a universal agent. However, in practice, it is seen that even those with authorization on limited subjects receive notification. In such a circumstance, any notification not made to the authorized person is not valid. The universal agent does not have to be a lawyer. Any person with an authorization to represent a tax payer is considered as a universal agent. However, it must be investigated whether the universal agent to be notified holds the authorization to represent. According to state council’s court practices, for the agent to receive a notification, the letter of attorney must include:

- Bare clauses stating that tax related notifications are allowed to be made to the representative
- Or a clause explaining that the agent is authorized to take any kind of financial actions

If there is no such clause, notification to the agent is not possible. Briefly, before the notification on behalf of the tax payer, the certificate of authority should be examined and investigate whether the agent is authorized for all financial clauses and procedures or not.



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The right of agents to sue has been revoked by administrative jurisdiction procedures law nr.2577. Tax disputes and accordingly appointing an agent regarding opening a tax case are possible. However, the said agent does not have to be a lawyer. Cases opened by a non-lawyer agent of able persons are formally refused and they are given 30 day extra period fo time for cases to be opened by the tax payer himself or a lawyer as agent according to the (d) subarticle of the 15th article of the said law.

Therefore, when prosecution at the state council for notification made to a non-lawyer agent or appealing to tax courts against this are necessary, the petition must be signed by the tax payer himself. If the tax payer is on vacation or he is unable to open a case due to other reasons, a lawyer must be designated by a non-lawyer agent and the case must be dedicatedly (Özbalcı, 1988:25). On the other hand, according to the law nr.3568, notification can be made to also an authorized tax professional or an accountant.

In a verdict by the state council, since giving a general authorization to a lawyer designated as a common agent does not mean that he is authorized to proceed any kind of financial tarnsactions, a notification made to the lawyer has been considered as void and it has been verdicted that no certain public receivable existed (Kızılot, 1994:2086-2087).

D) NOTIFICATIONS to THOSE AVAILAB- LE at RESIDENCE or OFFICE

A general principle for notification is that it is made to the tax payer himself. A new clause has been added to the article 94 of the tax procedural law by the article 18 of the law nr.2365. With that regularization, when a tax payer or responsible can not be reached, it is possible to maket he notification to someone at their residence or a staf at their Office. In this way, an application valid in other notification procedures is also valid in terms of financial notifications (Arıca (b), 1990:56).

However, instead of the real respondent, for such a notification to be made to someone at their residence or a staf at their Office, those people have to be over 18 yeras old and have to be capable. This clause is such as to cause a dispute in practice. Because with the determination of such a person to be younger than 18 yeras old age or without legal capacity, it is not always easy to understand what capacity means (Arıca (b), 1990:56).

According to an opinion, the person in such places to receive a notification must have a family or proffesional relationship with respondent. So, notification can not made to a visitor at Office or residence. Thone at the residence must be a member of the family. For example, a mate or someone living there permanently.



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Those available at the respondent's offices must be a staff. Another opinion states that the one available at the respondent's residence and to be notified does not have to be a family member. For example, a distant relative at the residence may receive the notification and this makes the notification legally valid (Eroğlu, 1988:118).

As known, notification is to be made at the address of the tax payer or respondent. The known addresses can be either residence or Office. The tax payer must be searched at those address and if not available, the notification must be made to those at these addresses. In a state council verdict it states that the doorman of a cooperative can not receive a notification regarding the cooperative because as long as the doorman is a staff of the cooperative as a legal entity, he can not be a respondent for the notification. However, when it is determined that the doorman is a valid staff of the cooperative, the notification is legally valid.

E) ALTERNATIVES

1). Notifications to Ordinary Partnerships

Ordinary partnerships are the kind of partnerships established by more than one real persons according to the law of obligations. In such establishments, partners declare their proportion of the revenues themselves and these revenues are taxed separately.

As a result, no notification is made in the of ordinary partnerships and tax notifications must be made to partners themselves separately. Additionally, notifications regarding ommentary letters of invitation of average margins or minimum gross proceeds must be made to each partner seperately.

However, as per value-added tax and revenue tax law clauses, in terms of withholding tax return, notifications regarding assessents and tax penalties of such taxes can be made to only one partner (KDVK m. 43).

2). Notifications to Inheritors

Inheritors are responsible for the dead one's tax debts on pro-rata basis. However, fort hat responsibility to become legally binding, the inheritors must not have refused the inheritance (VUK. Md.12). Notifications to inheritors must be made to them seperatelyç Notification to one of them is valid only for that inheritor. For others it is considered not to have been made. Turkish civil code give inheritors 3 month time to refuse the heritance. No notificaiton can be made during this period of time. However, for urgent cases, a notification is allowed in that 3 month time. The notification is valid only if the heritance is not refused. Otherwise it becomes void in case of the heritance refused.



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3). Notifications to Legal Entities

Tax notificaitons to private law legal entities can be made to one of their chief, manager or legal agents.

Who to respresent the legal entity, chief, manager or legal agents, is determined by contract documents. For corporations, it is determined by the commercial law or contracts, for cooperatives by the cooperatives law and for foundations by foundation vouchers. So, notifications at foundations are be made to authorized agents to represent the foundations or chairman of the board of trustees.

Notifications to legal entities subject to limited obligation is to be made to their constant representatives, in case of their absence, to those rproviding them income and revenues (KVK. m. 24).

Communities are not legal entities. Notifications to them are valid only when made to their administrators or representatives.

Responsibility for tax and penalties in the liquidation process of legal entities in liquidation is on account of liquidation officers. The respondent for notifications of such procedures are liquidation officers. If the liquidation is brought to a conclusion, the notification is to be made to the representatives valid in the period of time of the notification.

For businesses at bankruptcy, due to the reversal of the decree of bankruptcy by the supreme court, during the contoversy, since the tax payer does not have a legal right to benefit from his assets, it is obvious that the tax notificaiton can not be made to the tax holder (Arıca (c), 1990:22).

4)Notifications to Public Administrations and Enterprises

Notifications to these institutions are to be made to their highest supervisors or their assitants or a designated officer for it (VUK m. 98).

Public administrators are state, city halls, viliges, local authorities or annex budget offices. Public enterprises are legal entities attached to public administrations established to provide public services.

According to article 1 of corporation taxes act, financial enterprises attached to state-own enterprises together with associations and foundations are subject to corporation taxes. For those as legal entities, respondents for notifications are clearly determined. But for those not being legal entities, the repondent parties are the legal entities they are attcahed to.

5). Notifications to Those with Tax Penalties

Generally tax payers and responsables are subject to taxes and tax penalties. However, sometimes, in teh case of the absence of tax payer or res-



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possible, there are some other parties subject to the penalties. For example, in the cases of contribution or encouragement to smuggling, penalties are fined as per notification principles an notified to the respondents. That is to say, despite not being a tax payer or responsible, penalty notifications are issued for those fined and made to them.

6)Notificaitons to Those Abroad

Notification to those abroad depends on whether that person is a Turkish citizen or not.

a)If the perosn to receive the notification is foreign national, notificaiton is made through the authority of that country

b) If the perosn to receive the notification is a Turkish citizen, notificaiton can be made either through the authority of that country or a Turkish political officer or the consul. The document is sent to the foreign ministry by the respective ministry and then sent to the embassy or the conculate.

c)Notifications to Turkish officers abroad is made through the foreign ministry.

d)Notifications to military officers abroad is to made land forces, navy, air forces or ground forces.

7). Notifications to Uner Arm Tax Payer at Turkish Armed Forces

Such notifications are called indirect notifications. Notifications to those tax payers fullfiling their duties under Turkish Armed Forces are made through the closest trop commander or bureau chief. The chief that has not delivered the notification to the respondent is responsible fort he consequences of notficiation not being received. This clause must be indicated in the notification.

CONCLUSION

Both fort he tax payer and the administration, notification with very important consequences is crucial for tax law. A tax levied at one time may not be collectable due to notification not made on time and the treasury may face lost. The possibility of a tax not being accrued due to non notification of a tax levied must be avoided.

Notifications according to the notification related articles of tax procedural law and the notification law came into force a very long time ago in 1959, bring out many problems for both tax payers and the administration. First of all, notifications regarding tax collections are made as per tax procedural law while those regarding tax disputes are made as per the notificaiton law. In this case, notification related clauses of tax procedural law and the notification law should be made paralel.



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VERGİ HUKUKUNDA TEBLİĞ VE TEBLİĞ YAPILACAK KİŞİLER

Öz: Vergilendirmeye esas teşkil eden belgelerin çeşitli usul ve yöntemlerle mükellef ve sorumlularına bildirilmesi gerekmektedir. Tebligatın zamanında yapılması, kişilerin hak arama özgürlüğünün hayata geçirilmesi için gerekli süreye ve araçlara sahip kılınması anlamında önemlidir. Tebliğ, idari bir işleme tabi tutulan kişinin bu işlemde haberdar edilmesidir. Tebligat, ilgilinin sadece bir hukuki işlemde haberdar edilmesi demek olmayıp; aynı zamanda bu işlemin kanunda belirtilen koşullara uygun olarak yapıldığının da belgelendirilmesi işlemidir. Tebligatın derhal göze çarpan amacı, bilgilendirme ve belgelendirme olsa da; dolaylı amacı, istikrar ve hukuk güvenliği ilkelerine ulaşmaktır. Böylece yargı organları huzurunda gerçekleşen bireyler arası iletişim de eklendiğinde, tebligat hukukunun kanunla düzenlenmesi ve yeknesak bir şekilde işlemesi zorunlulukları ortaya çıkmaktadır. Tebliğ esasları ile ilgili hükümler 7201 sayılı Tebligat Kanunu ile düzenlenmiştir. Günümüzde vergi hukuku önemli ve müstakil bir hukuk kolu haline gelmiş ve buna ilişkin tebliğler, idare ve mükellef açısından önemli hukuki sonuçlar doğuracağından, vergi tebligatına ilişkin hükümlerin bu hukuk dalının özelliğine uygun bir biçimde ve genel hükümlerden ayrı olarak düzenlenmesi zorunlu hale gelmiştir. Vergilendirme ile ilgili tebliğ esasları genel tebliğ esaslarından farklı olarak Vergi Usul Kanunu'nda düzenlenmiştir. 2577 Sayılı İdari Yargılama Usulü Kanunu'nun 60. Maddesinde de belirtildiği üzere, Vergi mahkemeleri, Bölge İdare Mahkemeleri ve Danıştay Kararları'nın tebliği Tebligat Kanunu hükümlerine göre gerçekleştirilir. Buna göre söz konusu kararların VUK hükümleri uyarınca tebliği yapılmamakta genel hüküm taşıyan Tebligat Kanunu hükümlerince tebliğ yapılmaktadır. Vergi tahsilatlarına ilişkin tebligatlar, Vergi Usul Kanunu'na göre, vergi uyuşmazlıklarını konu alan vergi yargılamalarına ilişkin tebligatlar ise Tebligat Kanunu'na göre yapılmaktadır. Tebligatla ilgili ortaya çıkan sorunların çözümünde, öncelikle, Vergi Usul Kanunu ile Tebligat Kanunu arasında paralellik sağlanması gerekmektedir. VUK'na göre; tahakkuk fişi dışında kalan ve vergilendirmeye ilgili hüküm ifade eden bütün belge ve yazılar mükellefe tebliğ edilmelidir. Vergi ve ceza ihbarnameleri, Vergi inceleme raporları ve servis teftişlerine ilişkin cevaplı raporlar, Düzeltme ve yoklama işlemleri, Ödeme emirleri, Yargı kararları üzerine düzenlenen ödeme ihbarnameleri, Uzlaşma komisyonu işlemleri tebliğ edilecek belgelere örnek olarak gösterilebilir. Vergilendirme ile ilgili hüküm ifade eden belge ve yazıların geçerlilik taşıyabilmesi ve hüküm ifade edebilmesi için, VUK' da muhatap olarak gösterilen kişilere tebliğ edilmesi gereklidir. Söz konusu kişiler, mükellef ve sorumlunun bizzat kendisi, kanuni temsilciler, daimi temsilci, mükellefin umumi vekili, ikametgâh ve işyerinde bulunan ve yasa da belirli özellikleri taşıyan kişiler olarak sayılmıştır. Bilindiği üzere



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tebliğ, mükellefin veya sorumlunun bilinen adresine yapılır. Bilinen adresler ise, hem ikametgâh hem de işyeri adresidir. Tebliğ için mükellef bu iki adreste aranmalı bulunamadığı takdirde tebliğ, ikamet adresinde veya işyerinde bulunanlara yapılmalıdır. Ayrıca, adi ortaklık adına tebliğ yapılamadığından, vergilendirmeye ilişkin tebliğlerin bizzat ortaklara yapılması gerekmektedir. Mirasçılarda ise tebligat, mirasçıların her birine ayrı ayrı yapılmalıdır. Mirasçılardan birine yapılan tebligat, tebligatın yapıldığı mirasçı için geçerlilik taşır. Vergilendirme ile ilgili olan, özel hukuk tüzel kişilerine yapılacak tebliğ, bunların başkan, müdür veya kanuni temsilcileri birden fazla ise bunlardan birine yapılır. Dar mükellefiyete tabi tüzel kişilerde tebligat; bunların daimi temsilcisine, daimi temsilcisi yoksa bunlara kazanç ve iradı sağlayanlara tebliğ yapılır. Cemaatlerin tüzel kişiliği yoktur. Bu tür teşekküllere yapılacak tebliğ, bunları idare edenlere veya temsilcilerine yapılmakla geçerlilik taşır. Tasfiye halindeki tüzel kişilerde, tasfiye dönemine ilişkin vergi ve cezalardan dolayı sorumluluk, tasfiye memurlarına aittir. Bu işlemlere ilişkin tebliğin muhatabı tasfiye memurudur. Tasfiye sonuçlanmış ise, tebliğ, tebliğin ilgili olduğu dönemde ki kanuni temsilcilere yapılır. Kamu idare ve müesseselerine yapılacak tebligatta, tebliğ, bunların en büyük amirlerine veya yardımcılarına ya da en büyük amirin yetkili kıldığı memura yapılır. Vergi ve vergi cezaları esas itibarıyla mükellef veya vergi sorumlusu adına kesilir. Yabancı ülkelerde bulunanlara yapılacak tebliğ de; tebliğ muhatabı yabancı uyruklu ise, tebligat o ülkenin yetkili makamı aracılığı ile yapılır. Tebliğ yapılacak kişi Türk vatandaşı ise, tebliğ o ülkedeki tebliğe yetkili makam tarafından yapılabileceği gibi, Türk siyasi memur veya konsolosu aracılığı ile de yapılabilir. Yabancı ülkede resmi görevle bulunan Türk memurlarına tebliğ, Dışişleri Bakanlığı aracılığı ile yapılır. Bunun yanısıra, yabancı ülkede bulunan askeri şahıslara yapılacak tebliğ, bağlı buldukları kara, deniz, hava kuvvetleri komutanları ile jandarma Genel Komutanlığı aracılığı ile yapılır. Türk Silahlı Kuvvetlerinin çeşitli kademelerinde askerlik görevini ifa eden mükelleflere yapılacak tebliğler kıta komutanı veya müessese amiri gibi en yakın üst vasıtasıyla yapılır. Tebliğ evrakını ilgiliye vermeyen amir; tebliğ hükümlerinin yerine getirilmemesinden doğacak zararını tazminle yükümlüdür. Gerek mükellef yönünden, gerekse idare yönünden, çok önemli hüküm ve sonuçlar doğuran tebligatın, vergi hukukunda çok önemli bir yeri vardır. Zamanında tarh edilmiş bir vergi tebliğ işlemlerinde yapılacak hatalar nedeniyle, tahsil edilme olanağı bulamayabilir ve hazine zarara uğrayabilir. Tarh etmiş bir verginin tebliğinin yapılamaması nedeniyle, tahakkuk etmemesi gibi bir durumun önlenmesi gereklidir.

Anahtar Kelimeler: Vergi Hukuku, Tebligat, Elektronik Tebligat

ABOUT THE JOURNAL

Our Journal introduced its publishing activities in 2012. Publications are accepted from the fields accepted jointly by health sciences and sports sciences, especially including sports sciences. With the facilities brought by technology in today's conditions, our Journal entered into publication arena to meet the need for scientific studies, at least to some extent. It mainly accepts publications from such fields as sports sciences, sports education, sports medicine, history of medicine and ethics, nutrition for the athlete, athlete psychology, medical and biological sciences for sports, and "doping". Moreover, it accepts studies from the sub-branches of these scientific fields which are evaluated and assessed positively by referees expert in their fields. Studies which are included in the pharmacology, but are on athletes and athlete health are also accepted and evaluated in our Journal. Moreover, studies which are conducted in the field of forensic sciences for sports and athletes are accepted and evaluated in our Journal. Our Journal accepts and publishes studies which are originally scientific and will serve and contribute to the science world as well as research, collection and translation for these studies.

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1. Is your Journal a refereed and international journal?
 - 1.1. Our Journal is international and refereed. It is scanned by many international indices.
2. Is your Journal paid?
 - 2.1. Our magazine is a certain amount per article fee in exchange for some expenses.
3. Do we have permission to access to the issues of the journal or any requested articles without being a member?
 - 3.1. You can download all the issues of our Journal on pdf format without being a member.
4. What is the publication period of your Journal?
 - 4.1. Our Journal is published four times a year. The issues including the whole texts are uploaded on the system at the end of March, June, September and December.
5. Are the authors informed about the articles published in your Journal?
 - 5.1. Our Journal is web-based in which authors can follow all kind of information about their publications over the membership panel on the system. Besides, they are informed about the process and operations as well as concerned issues.
6. How many referees review a publication?
 - 6.1. Studies that come to our Journal are initially reviewed by field editors, and those which are found as eligible are sent to referees. Once the field editors send the work to two disciplinary referees they regard appropriate, referee reviewing process is initiated. The process last maximum two months, depending upon referee reviewing. Studies for which no feedback is received within this time period are sent to a third referee. If no result is achieved either in this process, the referee from the concerned field accompanied by the council of editors review jointly the work and make a final decision.
7. Is information about “an author/authors” of the studies kept confidential?

7.1. In our journal and other journals which make refereed scientific publications; only system editors, field editors, chief editors and chief editor assistants can learn information about the author. Such information is kept completely confidential. No referee or other members of the council can access to such information.

8. Is there a certain number or rate of publications in an issue of your Journal?

8.1. There is no certain number of articles in our Journal. Studies which fulfil the referee approval and process and are found eligible for publication by the council of publications are immediately published, and they are sent to page layout, which is the last phase.

9. Can author/authors publish more than one publication in the same issue?

9.1. This is not ethical. However, upon the special approval of the council of publication and council of editors, several articles of the same author can be published in the same issue or certain other issues. Please note that this is the case only for special situations which require an initiative.

10. Are there a sufficient number of referees in the fields or disciplines for which your Journal accepts publications?

10.1. Esteemed scholars, who respect for scientific qualifications and conceptions and work voluntarily without any material expectations, review effectively and approve the scientific qualities of the studies which come to our Journal. Therefore, we have a council of referees comprising more than one professional with academic career, experience and knowledge to work in the disciplines for which our Journal accepts publications.

11. What is the duty of the Science and Advisory Council?

11.1. Science and Advisory Council consists of members who work in the related fields of science and make wise decisions independently when referees cannot agree upon a study. Members of the Science and Advisory Council work actively to resolve such problems. Decisions taken by the Council are accepted without any further comment or evaluation, and they are implemented literally. No change can be made on the decisions.

12. Can an author request the submission of the work conducted by the Science and Advisory Council in case of any inconveniency?

12.1. No, he/she cannot. The functioning of the Science and Advisory Council can only be performed by the approval of the chief editor.

13. If an author sends his/her study to your Journal and another journal in the meantime, and it is accepted to be published in that journal as well, which procedures will be followed?

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All the authors should read and understand the ethical principles before submitting their articles. Ethical principles of IRAJ-SHMS are provided at the end of this document.

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Articles are reviewed by two or more referees. Scientific content and submission of materials are considered in accepting a study for publication; membership to an association is not a precondition for the publication of a study. Editor identifies the referees to review the study in connection with its author. The editor makes his/her final decision on the publication or rejection of the study following the evaluations of the referees.

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Ethical committee report should be received in studies where humans become voluntarily subjects or animals are used as subjects. Studies which report the results of experimental research where healthy humans become voluntarily subjects should include a statement that there is an approval form. Editors will reject studies which fail to provide satisfactory evidence on the compliance of such principles. Editors reserve the right to make judgement on the convenience of using humans and animals as subjects in experimental research studies.

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File of the study should be submitted to IRAJ-SHMS unit in Microsoft Word (.doc) or RichText format (.rtf). Figures, tables and so on should be annexed to the text at the end of the whole text. In the printing phase, IRAJ-SHMS will consider the place of figures as suggested by the author and decide the typesetting format.

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Arrangement should be as follows (Each of the indicated item bullets should begin on a new page):

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*Abstract and keywords,

*Abstract and keywords,

*Main text (Introduction; material, methodology or experimental procedure, findings, discussion and conclusion),

*Text footnotes,

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*Figures and explanations,

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Study should be written clearly in accordance with orthographic rules. Words apart from the jargon should be avoided.

See “Chapters of the Study” below for detailed information.

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All abbreviations should be used explicitly in the first use. Abbreviations of standard terms should be made using their universal versions.

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CHAPTERS OF THE STUDY

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Title should provide information about the study. Unnecessary use of vocabulary should be avoided. Title should be no longer than 160 characters, and there should be space between words. All the letters should be capitalized.

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3-5 words which are not appeared in repeated title or abbreviated title should be selected as keywords.

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A short chapter regarding the scope of the study should be written as introduction especially including the previous developments in the relevant field.

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Methods used in the study, cell/animal models, subjects, chemical and equipment list, online URLs of producers and suppliers as well as their names should be defined clearly so that other researchers should duplicate easily. Additionally, analysis techniques used to evaluate data should be explained in this chapter. Filing a protocol implementation declaration form or an equivalent form is compulsory in all research studies where humans and animals are used. All human and animal studies require a declaration form stating that protocols implemented have been approved by an institutional inspection board or committee, or that protocols are licensed by a similar committee, board or management office.

Findings:

Statistically meaningful values obtained as a result of stat analysis as well as experimental data and results should be stated explicitly in this chapter.

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(Sometimes discussion and conclusion are included in the same chapter and called ‘discussion and conclusion’). Interpretation of data obtained as a result of the study and its comparison with data of previous publications included in the references chapter are provided in this chapter.

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- Journal Articles:

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

- Internet Sources:

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

- Book Sources:

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- Each table should have a short title, explanatory notes should not be included in the title, but in the explanations section.
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- Column titles should be abbreviated and if necessary, they should be explained under explanations.
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Statistics applied in tables which are used in writing the findings and statistical data should be presented in proper format. Which statistics the table includes should be stated before the table, and after the table, interpretations of data included in the table should be stated. Meaningfulness value should be particularly stated in interpretation in line with the presented statistics.

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

Table 1 indicates

Table 1.results.

Variable / Group

N

Xort.

Ss

F / t

p

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....

*Meaningfulness Value

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

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Editors of IRAJ-SHMS expect that each author is closely knowledgeable about original data of his/her study and he/she makes substantial contributions to the study. They also expect that each author read his/her study completely and he/she will be held responsible when a devious case is determined in the whole research or some parts. Upon the request of an author, his/her name can be omitted from the study, but when a change is made on authorship (addition, omission, or change on the order of authors' names), all the authors should sign the authorship modification.

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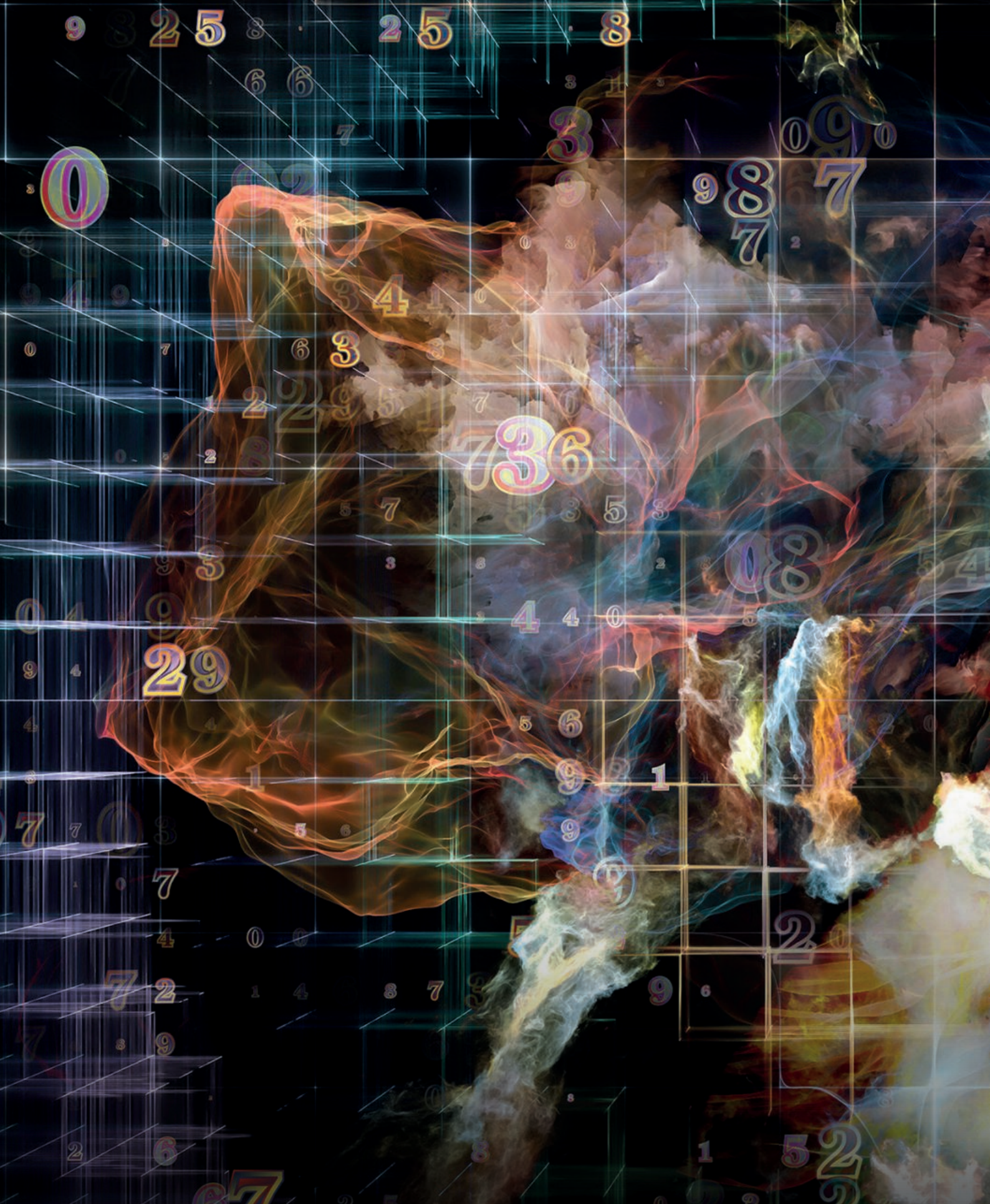
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