

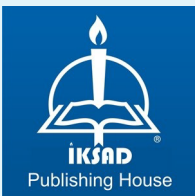


CURRENT STUDIES IN SOCIAL SCIENCES-5

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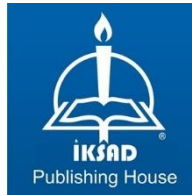
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PREFACE

In a world characterized by rapid change and increasing complexity, the study of social sciences has never been more crucial. This book aims to illuminate the multifaceted nature of human behavior, societal structures, and cultural dynamics. Through a comprehensive exploration of key concepts and theories, we invite readers to engage with the rich tapestry of social inquiry.

Social sciences encompass various disciplines, including sociology, psychology, anthropology, and political science, each contributing unique perspectives and methodologies. Our objective is to provide a cohesive understanding of these fields while fostering critical thinking and interdisciplinary connections.

As you embark on this journey, we encourage you to reflect on the societal issues that shape our lives. From globalization and inequality to cultural identity and political governance, the topics discussed within these pages are not only academically relevant but also personally significant.

We hope this book serves as a valuable resource for students, educators, and anyone interested in the complexities of human society. Together, let us explore the challenges and opportunities that lie ahead in our pursuit of knowledge and understanding. 15.10.2024

Editors

Prof. Dr. Ahmet İLYAS

&

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CHAPTER 1

BLENDED LEARNING APPROACH IN THE TURKISH EFL CONTEXT: A THEMATIC CONTENT ANALYSIS STUDY

Lecturer Seyhan AĐLAR ERDOĐAN

1. INTRODUCTION

The new century has witnessed the shifts towards ICT (Information and Communications Technology) all over the world. It has commenced an era that everyone can have the easiest access to information, communication and learning via computer and internet technology. Rapid developments in technology have helped to satisfy the changing diverse needs of society in numerous fields. Technology integrated systems have empowered radical changes and more sustainable solutions especially in the field of education. There is a parallelism between the developments in technology and education. The use of technology in education has allowed to explore other aspects of teaching and learning, and enable learners and educators to acquire 21st century technological skills. The quality in education with newly emerged technology-aided techniques requires the learner centeredness and the outcomes a learner can achieve. This new type of learning is a process in which the learner is active and independent, and responsible for the learning and the construction of knowledge by combining the new knowledge with cumulative knowledge is shaped by the learners themselves. (McCombs, 2000; Brown, 2003; O'Brien, Millis & Cohen, 2009; Weimer, 2013).

In the current era, schools have adopted computer and internet assisted instruction and integrated them into classrooms to build up student learning. As innovative teaching methods, they can only be used as an auxiliary tool and can help students in providing a more effective, efficient and attractive learning environment and increasing their imaginations. Electronic devices took the place of the paper and also the computers diminished teachers' workload in some respects. However, there is a challenge for the teachers in losing their role towards computer technology. Even if receding from the conventional model, no technology can replace the role of the teacher but defining additional roles as designer, tutor, guide, or trainer.

Previous researches reveal that online learning environment has its benefits but at the same time it has apparent drawbacks. (Chou & Chou, 2011). The convincing benefits of online learning environment are depicted as learning outcomes (Bliss, 1994; Cox & Abbott, 2004; Rosenberg, 2006), educational opportunities and dynamic learners in the process (Berge, 2002), the increase in students' motivation (Hennessy et al., 2005). On the other hand, online instruction has challenges as stated "*lack of peer contact and social interaction, high*

initial costs for preparing multimedia content materials, substantial costs for system maintenance and updating, as well as the need for flexible tutorial support". (Wu, Tennyson & Hsia, 2010, pp. 155). Moreover, the students may need a face-to-face interaction between instructors and also individualized feedback for their next performance in learning but the lack of this power from the instructor may result in difficulties in managing process, meeting commitments, and maintaining motivation. (McKeachie & Svinicki, 2014, pp. 302).

How to teach a foreign language better has always been a controversy among language educators. The very last development of technology tools have led to the rise of new models in foreign language teaching. The boundaries of traditional learning such as time and place between instructors and students have disappeared as long as the internet connection is supplied. In the amid of Covid-19 pandemic, due to the shutdown of all schools and educational platforms while struggling against the epidemic, all face-to-face education activities were suddenly forced to switch the conventional learning into a distance education and mostly online learning. When the Covid 19 recovery period has already occurred, Blended Learning (BL) has become an emerging trend in education and EFL classrooms with its applicability and updateability. The implementation of BL interconnects the benefits of traditional learning and online learning and finds solutions to educational challenges in foreign language learning both in traditional method and online learning method when one doesn't address the needs, the other can be the option.

1.1. Blended Learning (BL)

The introduction of technology leads to introduction of innovations in education along with second language teaching and learning. The transition of learning environments from face-to-face classes to online classes sets forward the implementation of BL. BL can be regarded as the mixture of face-to-face classroom interaction with technological devices. As given in Figure 1 below, Staker and Horn (2012, pp. 2) illustrate an overview of the blended learning model and the sub-models.

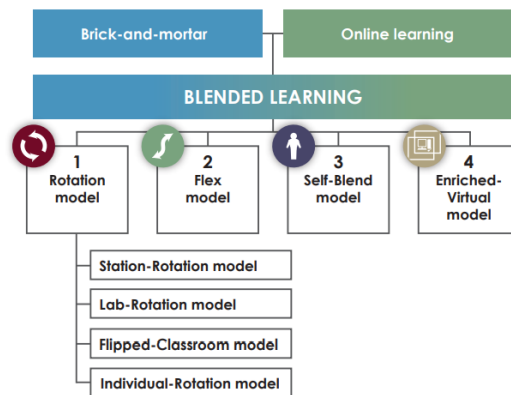


Figure 1: Categories of Blended Learning

The transition from face-to-face learning to BL has been an emerging field of research recently. Most of the studies include the topics such as the benefits and disadvantageous aspects of the adoption of blended learning approach, the views and satisfaction levels of students or the teachers about the approach and how this type of learning affect the students' academic success. The researches reveal that BL has a very beneficial contribution on student satisfaction (Boyle et al. 2003), achievement (Utami, 2018), transfer of learning (Demirer & Şahin 2013), K-12 students' entire performance (Li & Wang, 2022), and “*pedagogical richness, access to knowledge, social interaction, personal agency, cost effectiveness, and ease of revision*” (Osguthorpe & Graham, 2003). This approach, which includes both teacher and learner interaction and learner and learner interaction, and also the web support, presents diversity to learning and can minimize individual student differences. It can have strong effects on interest and motivation towards the lesson. On the other hand, several studies have shown that the adoption of a blended learning approach may result in some challenges such as lack of learning interaction (Draffan & Rainger, 2006), and “*workload, course design, cultural aspects, technical support, and the inter-dependence of the two environments.*” (Gedik et al., 2012). The barriers to implement this approach may even come from the teacher who can insist on using traditional technique of education, or from students' side due to the lack of necessary equipment such as computer and internet. In addition, the teachers or the students who will attend the lessons do not have sufficient knowledge and desire to use the necessary technological tools to support

learning. BL approach can be regarded as successful when there is an interactive and collaborative learning environment filled with active and responsible students who have authentic experiences, gain the ability to solve their problems, and acquire 21st century skills.

This century requires to apply technology-assisted learning strategies in schools with the guidance of teachers who endeavour to lead students how to learn, apply and use knowledge, and prepare programs that offer students think critically and get the skills needed for this age. In other respects, students should be encouraged to use of computers, mobile devices or online learning modules to gain digital literacy skills. It is obvious that blended model with its sub-categories can present effective teaching and learning environment and boost the competences of teachers and students, so it may be an ongoing research topic for the studies to search its effects on education system in Türkiye. The aim of this research is to analyze the theses on blended learning approach conducted in Turkey in the field of English Language Teaching between the years 2000 and 2022. In this regard, this study attempted to examine the theses by addressing five outstanding research questions below:

1. Considering the metadata information of the theses (if any) published in the field of English Language Teaching on Blended Learning;
 - a. How is the distribution of the theses published according to publication year, gender, language, postgraduate cycle, university, program, samplings and education levels? (demographic information)
 - b. Which research method(s), data collection and data analysis tools were used in the published theses?
 - c. What are the aims of the published theses?
 - d. How is the topic distribution of the published theses?
 - e. What are the results of the published theses?

2. METHODOLOGY

This section was divided into three main subtitles; research design, setting and sampling, and data collection and data analysis. In brief, this part provides information about the process and analysis of the research.

2.1. Research Design

This study was conducted using qualitative research methods and techniques. The data was collected via document analysis method and one of the content analysis types, thematic content analysis was chosen to analyze data. In the thematic content analysis method, the purpose is to review and evaluate in-depth studies done before. In this current study, the data collected from the theses was examined by creating codes, categories and themes. Thematic analysis is a research technic that aims to investigate previous studies on a target topic from a qualitative point of view in terms of various variables, and reveal and interpret the similarities and differences comparatively among them. (Çalık ve Sözbilir, 2014). The studies on blended learning approach in English Language Teaching and Learning, is the main focus of this study, and the aim is to identify the trends in this domain.

2.2. Setting and Sampling

YOK National Thesis Center were searched to review the theses for master's degree and doctoral degree that are relevant for the topic. The first criterion while scanning data was filtering the years from 2000 to 2022. As next filter, the group type of theses was chosen as social sciences. 125 theses were listed by using the keyword "blended", and 98 theses were listed by using the Turkish meaning of blended (harmanlanmış) in the advanced search section. Most of the theses are common on both keywords searched. In addition, 18 theses were accessed by using the words "blended and English" together. However, it has been determined that most of these theses reached found in three phases are not done in the field of English education in EFL contexts. So, the filtered process was conducted to eliminate the theses not concerned with the current research topic. Among these theses, 38 postgraduate theses written on English education were found by checking on their titles and metadata information, and examining their contents. Theses that study blended learning

in English education were noticed not only from English graduate programs, but also from educational sciences and computer technologies, and these theses were also included in the scope of the study.

2.3. Data Collection and Analysis

In order to analyze the data thematically that were collected from the theses were transferred to excel form in the light of the information obtained from YOK National Thesis Center page from metadata, and theses were downloaded when the data could not be accessed from metadata. 38 theses included in the research were coded from B1, B2, B3,..., to B38 on the excel form. Studies carried out within the scope of the research were examined under 14 themes as publication years, gender, language, postgraduate cycle, university, program, sampling selection, education levels, research design, data collection and data analysis tools, topics/themes, aims, and results. On the other hand, the theses that were examined with the categorical analysis technique were analyzed descriptively according to the themes created during the research process.

3. FINDINGS

This study aimed to thematically analyze 14 parameters related to postgraduate theses about blended learning model in EFL context in Türkiye. The parameters and the findings were explained and illustrated via tables below from 1 to 12. In addition, frequency of occurrence and percentage values were also shown on the tables, and the explanations below.

Table 1. Distribution of theses searching BL according to Publication Years

	2007	2009	2011	2012	2014	2015	2016	2017	2018	2019	2020	2021	2022	T
f	1	1	1	2	5	3	4	3	6	4	1	1	6	38
%	2,6	2,6	2,6	5,3	13,2	7,9	10,5	7,9	15,8	10,5	2,6	2,6	15,8	100

In table 1 above in which the distribution of postgraduate theses between the years 2000 and 2022 in the field of blended learning in teaching English as a Foreign Language in Turkey is examined, it is understood that no theses were written on this topic until 2007. The first increase is observed in 2014 (n=5) and the most salient increase was in the number of publications in 2018 (15,8%) and 2022 (15,1%). Even though the published studies were few in number in the

first years, the increase in recent years indicates that blended education will be more prominent and preferred as a search topic in oncoming studies. It can be inferred that since the years 2020 and 2021 were the period of the Covid-19, blended learning applications couldn't be carried out, and so a decrease in the number of studies is observed during this period.

Table 2. Distribution of theses searching BL according to Publisher's Gender

	f	%
Female	25	65,8
Male	13	34,2
Total	38	100

When Table 2 is examined, it is seen that the theses in the field of blended learning in teaching English as a Foreign Language in Turkey are mostly written by women. It can be stated that mostly female writers are interested in blended learning in English teaching.

Table 3. Distribution of theses searching BL according to Language

	f	%
Turkish	6	15,8
English	32	84,2
Total	38	100

Table 3 illustrates that the language of the theses researched is mostly in English. When the focus is on the teaching of English as a Foreign Language, it can be remarked that the majority of the graduate students writing thesis in this study are from English Language Teaching or English Language and Literature programs, and since it is assumed that the language of the program is English, the theses are mostly written in English. Additionally, that the majority of theses are in English may be due to the fact that English is the internationally accepted academic language.

Table 4. Distribution of theses searching BL according to Postgraduate Cycle

	f	%
MA	28	73,7
PhD	10	26,3
Total	38	100

Tablo 4 indicates that the examined theses are mostly master's theses. One reason for this result may be that there are more master's programs than PhD programs in English. Moreover, since blended learning and its sub-models are new fields of study in the literature, the topics are favorable for original studies, and so the number of doctoral theses will increase in the following years.

Table 5. Distribution of theses searching BL according to University

	f	%
Anadolu University (Eskişehir)	3	7,9
Bahçeşehir University (İstanbul)	4	10,5
Başkent University (Ankara)	1	2,6
Çağ University (Mersin)	6	15,8
Çukurova University (Adana)	1	2,6
Dicle University (Diyarbakır)	1	2,6
Dokuz Eylül University (İzmir)	1	2,6
Ege University (İzmir)	1	2,6
Erzincan Binali Yıldırım University (Erzincan)	1	2,6
Gazi University (Ankara)	3	7,9
Hacettepe University (Ankara)	5	13,2
Ihsan Doğramacı Bilkent University (Ankara)	1	2,6
Karabük University (Karabük)	1	2,6
Karadeniz Technical University (Trabzon)	1	2,6
Kocaeli University (Kocaeli)	1	2,6
Muğla Sıtkı Koçman University (Muğla)	1	2,6
Pamukkale University (Denizli)	1	2,6
Selçuk University (Konya)	1	2,6
Ufuk University (Ankara)	2	5,3
Uludağ Üniversitesi (Bursa)	1	2,6
Near East University (TRNC)	1	2,6
Total	38	100

According to Table 5 above, the majority of theses on the usage of blended education in the field of English language teaching/learning were conducted by graduate students at Çağ University (15,8%). Çağ University is followed by Hacettepe University with a rate of 10,5%. However, it is seen that the majority of theses conducted in this domain are from universities in Ankara, with 12 postgraduate theses and a rate of 31,6%. It is noteworthy that there is only one university from Istanbul on the table that focused on this domain.

Table 6. Distribution of theses searching BL according to Program

	f	%
English Language and Literature	3	7,9
Computer and Instructional Technologies Education	4	10,5
Educational Sciences	3	7,9
English/Foreign Language Teaching /Education	28	73,7
Total	38	100

When Table 6 is examined, it can be seen that the majority of theses on blended learning in EFL context are conducted in English/Foreign Language Teaching/Education programs with a rate of 73,7%. Additionally, the Computer and Instructional Technologies Education program ranks second with a rate of 10.5%. Since the blended learning approach in English education also includes online education, other programs may be showing interest in this field. Interestingly, the number of studies at the department of English Language and Literature is lower than the ones at Computer Sciences.

Table 7. Distribution of theses searching BL according to Sampling Selection and Education Level

Sampling Selection			Education Level						TOTAL	
			University		K to 12 Education		Private Course (over 18 years)			
	f	%	f	%	f	%	f	%	f	%
Both University Students and Academicians	5	13,2	26	68,4					26	68,4
Studies	1	2,6								
Academicians	4	10,5								
University Students	16	42,1								
Textbooks	1	2,6			11	28,9			11	28,9
Students (K to 12)	5	13,2								
English Teachers	5	13,2								
Private Course Students	1	2,6					1	2,6	1	2,6
Total	38	100	26	68,4	11	28,9	1	2,6	38	100

Table 7 above reveals the sampling selection and the education level of the selected samples in the researched theses focusing on the usage of blended

learning in English education. The codes developed for sampling selection are as follows; university students and academicians, studies, only academicians, only university students, textbooks, students (K to 12), English teachers, and private course students. Most of the theses researched within the scope of this study selected university level as the context and the university students as sampling; the university level (68,4%) and university students (42.1%).

Table 8. Distribution of theses searching BL according to Research Design

	f	%
Quantitative	6	15,8
Qualitative	8	21,1
Mixed	24	63,2
Total	38	100

In Table 8 above it is seen that theses were categorized under 3 different research designs. In this respect, it was identified that 24 of the theses (63,2%) examined within the scope of the research were carried out by applying mixed method, 8 of them (21,1%) employed qualitative method, and 6 of them (15,8%) used only quantitative method. Supporting a quantitative study with a qualitative study can eliminate the weakness of the study and complete the missing parts. Therefore, we can say that mixed designs have been studied extensively in most theses.

Table 9. Distribution of theses searching BL according to Data Collection Tools

	f	%
An Adapted Checklist	1	2,6
Questionnaire	4	10,5
Questionnaire, Interview, Diary and Class Observation	1	2,6
Delphi Technic	1	2,6
Experimental Research (Control and Experimental Group)	5	13,2
Experimental Research (Control and Experimental Group)- Questionnaire - Interview	1	2,6
Document Analysis	1	2,6
Case Study	1	2,6
Placement Test	1	2,6
Reflection Papers Collected at Different Times	1	2,6
Semi-Structured Interview	3	7,9
Questionnaire and Semi-Structured Interview	12	31,6

Questionnaire and Semi-Structured Interview, Documents from Participants, Face-to-face Videos and Research Diary	1	2,6
True Experimental Design and Semi-structured Interviews	1	2,6
Quasi-Experimental Research	3	7,9
Quasi-Experimental Research, Achievement Test, Motivation Scale and Course Evaluation Questionnaire	1	2,6
Total	38	100

When we look at Table 9, it can be understood that data collection tools in the researched theses for the current study were collected under 16 different headings. Besides, it was identified that using questionnaire and semi-structured interview together as data collection tool were mostly preferred one. This result also supports the high number of mixed methods in the research design table.

Table 10. Distribution of theses searching BL according to Data Analysis Tools

	f	%
Descriptive Analysis	2	5,3
Constant Comparison Method	1	2,6
Content Analysis	3	7,9
Statistical Analysis	5	13,2
Descriptive and Content Analysis	1	2,6
Descriptive and Statistical Analysis	4	10,5
Descriptive and Statistical Analysis and Data Reduction	1	2,6
Statistical and Content Analysis	19	50
Descriptive, Statistical and Content analysis	2	5,3
Total	38	100

When Table 10 is examined, it is seen that the data analysis tools in the examined theses for this study are collected under 9 separate headings. The table reveals that the most used data analysis method was the combination of statistical analysis and content analysis (50%). It is followed by the statistical analysis method with a rate of 13.2%.

Table 11. Distribution of theses searching BL according to Their Subjects with New Codes and Aims

Subjects	f	%	Aims
Learner autonomy (B34)	1	2,6	Determining the effect of the blended learning environment on learner autonomy
Reading comprehension and motivation for learning English (B36)	1	2,6	Examining the effects of blended English teaching on high school students' reading comprehension achievement and motivation to learn English
Blended learning model for teaching practice course (B4)	1	2,6	Developing a course by applying blended learning model for the teaching practice course
Flipped and Blended Grammar Instruction (B19)	1	2,6	Developing a new teaching model to cope with the complexity and difficulty of language and to change their negative attitudes towards grammar learning for students
Flipped writing class model (B5)	1	2,6	Developing a new teaching model based on blended learning in EFL writing classes
Intercultural communicative competence (B8)	1	2,6	Redefining intercultural communicative competence through blended learning and creating a new framework from an intercultural perspective
Learner autonomy, motivation and academic success in teaching English (B7)	1	2,6	Comparing asynchronous distance learning and blended learning in terms of learner autonomy, motivation and academic achievement
Learning management systems (B38)	1	2,6	Examining to what extent Choices Intermediate and Aim High Level 3 books incorporate blended learning activities into learning management systems
Mobile-blended collaborative learning (B21)	1	2,6	Investigating the effects of WhatsApp on the development of language proficiencies of students learning English as a foreign language
MOODLE implementation (B24)	1	2,6	Investigating students' attitudes towards the use of the MOODLE system in blended English teaching and its effect on student achievement
Online/blended mentoring programmes (B29)	1	2,6	Identifying the main components of a blended or online mentoring program for English instructors to acquire online pedagogies to teach online

Problems and Solution to Problems of English teachers in pandemic period (B35)	1	2,6	Investigating the difficulties and solution ways experienced by English teachers due to the transition to distance education during the Covid-19 pandemic
Productive language skills (B9)	1	2,6	Determining the effect of blended learning on underachieving EFL students' language achievement in relation to productive skills
Segregated and integrated skills practices (B3)	1	2,6	Comparing segregated reading skill practices and reading skill practices based on integrated skill activities in a blended learning environment
Students' and teachers'/instructors' perceptions (B18, B20, B22, B26, B30)	5	13,2	Investigating the perceptions and attitudes of students and instructors towards blended learning (B18)
			Investigating the opinions of students and instructors on blended learning in English preparatory program (B20)
			Investigating the perceptions of English language learners and English instructors towards using a learning management system in the context of blended learning (B22)
			Revealing the strengths and weaknesses of the blended learning program and analyzing the perceptions and views of students and instructors in order to suggest necessary changes (B26)
			Analyzing students' and instructors' perceptions, views and learning experiences on the Implementation of web-based blended instruction (B30)
Students' attitudes/perceptions (B14, B15, B17, B28, B31, B33, B37)	7	18,4	Determining attitudes and self-efficacy perceptions of students in blended learning and face-to-face education environments towards internet use before the experimental procedure, and the academic achievements after the experimental procedure (B14)
			Exploring students' perceptions of Blended Learning in the contexts of English as a Foreign Language and higher education during the COVID-19 pandemic period (B15)
			Evaluating the attitudes and perceptions of students towards the blended learning model in the virtual classroom environment created on the Easyclass website (B17)
			Examining students' perceptions and attitudes towards Blended Learning approach in EFL context (B28)
			Investigating whether blended learning improves students' English level or not (B31)

			Determining the perceptions of English preparatory students about the blended writing skills course (B33)
			Determining students' attitudes and finding out whether blended instruction makes a difference in the results of the writing test compared to traditional face-to-face instruction (B37)
Teachers' /Instructors' perceptions /attitudes (B13, B16, B23, B25, B10, B27)	6	15,8	Determining the views of teachers on the applicability of the English Language Curriculum based on the blended learning approach (B13)
			Examining the readiness of instructors in English preparatory classes for blended teaching and discovering their perceptions about the process (B16)
			Investigating the perspectives of English teachers on blended teaching in English language teaching (B23)
			Assessing the English instructors' perspective on blended learning, and identifying the use of the Schoology learning method system for blended learning purposes (B25)
			Examining teachers' e-learning needs and their preferred educational platforms for education (B10)
			Determining the perceptions of English instructors about student engagement in blended teaching and exploring strategies they use to increase student engagement in the preparatory school (B27)
Technopedagogical skills in English courses (B1)	1	2,6	Identifying the expectations for technology integration in English courses
The impacts of the European language portfolio use on learner autonomy and motivation (B6)	1	2,6	Finding out whether the European Language Portfolio (ELP) significantly increases student motivation and learner autonomy in blended learning environments
The place of hybrid education (B32)	1	2,6	Analyzing the significance and place of hybrid education during the pandemic process when juxtaposed with online and blended learning models
The Role of Strategy Training in English listening (B2)	1	2,6	Investigating the role of strategy education in listening comprehension of students learning English as a foreign language in a blended learning environment
Academic Writing (B12)	1	2,6	Identifying medical students' thoughts and attitudes towards the blended learning system by specifying their academic writing needs.

Teaching English Vocabulary (B11)	1	2,6	Investigating the effectiveness and degree of permanence of an indirect, direct or mixed English vocabulary teaching method on fourth grade primary school students.
Total	38	100	

Table 11 demonstrates the theme codes that were formed by gathering ideas from the purposes of the theses pertaining to the blended learning approach in English education. It is also inferred that the subject diversity is quite high, and the number of theses examining students' attitudes and perceptions ($f=7$) towards blended learning is higher than the number of theses dealing with other themes. Teachers' /Instructors' perceptions /attitudes towards blended learning were also one of the popular research topic for the researchers. In addition, the theses coded from B1 to B38 for the topic of blended learning approach were also given in the relevant table, showing the main themes and general aims of those theses. Considering that the range of approaches related to foreign language teaching methods is quite wide and that online applications, which are widely present in today's life, need to be integrated into existing classroom environments, it is expected that new academic studies will focus more on this domain.

Table 12. Distribution of theses searching BL according to Their Results

	f	%
Positive Results for BL	21	55,2
Both Positive and Negative Results for BL	9	23,7
Neutral	4	10,5
Negative	2	5,3
One Part (Face-to-Face Learning)	2	5,3
Total	38	100

Table 12 indicates the substantial results of the examined graduate studies including the implementation of Blended Learning in EFL classes. In this section of the study, the results of the thesis were summarized by examining the identified theses and applying data reduction. Most of the theses concluded that the blended model has explicit contributions to English education. While some theses emphasize the drawbacks that arise with Blended Learning, the rest of the studies have reached both advantageous and unfavorable results at the same

time. Two of the studies propose that face-to-face learning environments are sometimes preferable independently, but none of the studies support just online learning all by itself.

Here on Table 13, the emergent results, based on blended learning represent in what areas this teaching strategy has control over and if it is an applicable teaching strategy in EFL context.

Table 13. The results gathered from the theses searching BL

B1	It has been concluded that the participants found opportunities for interaction, collaboration, discussion and practical activities in online and face-to-face learning environments, and that they had an effective learning experience.
B2	It has been concluded that the participants revealed a success in implementation, a change in awareness, an increase in their self-confidence and a willingness to use listening strategies and performance.
B3	It has been concluded that online learning strengthens the sensation of belonging to a community, and so the integration of online or digital resources into classes and assessment should be ensured.
B4	It has been concluded that blended teaching practice course increased teaching skills of the participants such as preparation of a lesson plan and teaching practices.
B5	It has been concluded that the flipped writing class model was more effective than the traditional teaching method in terms of students' writing skill proficiency, and that after applying blended type, the students improved in writing paragraphs by paying attention to the dimension of coherence and content.
B6	It has been concluded that students' motivation and learner autonomy levels increased significantly and that European Language Portfolio (ELP) strengthened the relationship between motivation and learner autonomy in blended learning environments.
B7	It has been concluded that the autonomy, motivation and academic success levels of participants of blended learning were higher than the ones in asynchronous distance learning, and that blended learning students were satisfied with taking part in the asynchronous distance learning process in addition to face-to-face education.
B8	It has been concluded that Intercultural Communicative Competence is identified as one of the achievable skills of the current century for students through blended learning, and requires a special focus on self-awareness and critical cultural awareness.
B9	It has been concluded that on one hand the development in students' productive skills can be regarded, but on the other hand face-to-face education is preferred by some of the participants because they may lack the

	necessary tools for independent learning, and that they can need external motivation.
B10	Computations between online and blended learning groups revealed that there was no significant difference according to the age, gender and school of the groups. A significant difference was found between the groups that used and did not use the Second Life program, and Second Life can be used as a tool to promote education.
B11	It has been concluded that among the Indirect, Direct or Blended method in English vocabulary teaching for primary school students, Direct vocabulary teaching should be preferred.
B12	A comprehensive curriculum integrating web-based and face-to-face elements was developed for an effective blended academic writing course for medical students.
B13	It has been concluded that the obstacles encountered in the implementation of the 2017 English Language Teaching Program based on the blended learning approach are that teachers do not receive the necessary in-service training, course materials do not support the blended learning approach, students have low technological literacy, and information tools, institutions' internet connection, computer supply and expert support are insufficient in the education system.
B14	It has been concluded that students who had education in a blended learning environment reached higher academic success than students who were in face-to-face education, and that blended learning environments contributed to academic success in private foreign language courses.
B15	It has been concluded that students' views on blended learning is neutral with regards to the usage and content of online learning platform, implementation and content of face-to-face learning, evaluation of blended learning practices and assignments, and advantages and the benefits and drawbacks of blended learning.
B16	It has been concluded that lecturers were highly prepared for blended type of teaching, and that it was found a strong correlation between teachers' level of preparedness for blended type and their proficiency in computer skills.
B17	It has been concluded that students prefer face-to-face learning more than blended learning and online learning approaches, and they need a guidance of the instructor in learning. On the other hand, the blended learning model enables to upgrade their English when they get feedback from the instructor outside the classroom and do self-assessment exercises.
B18	It has been concluded that although students' perceptions towards blended language teaching were largely neutral, they rated face-to-face method higher than the online one. Furthermore, teachers have generally more positive perceptions than students toward blended learning practices.
B19	It has been concluded that flipped grammar instruction model can be a solution to the challenges, confusions and negative attitudes towards grammar acquisition skill in EFL context when compared to traditional model.

B20	It has been concluded that students had both positive and negative views about the implementation of blended learning, but teachers were mostly satisfied with the blended idea and implementation of blended teaching model.
B21	It has been concluded that through blended learning students could improve their linguistic and communicative skills, vocabulary and the awareness of English speaking. Furthermore, dealing with English outside the classroom enabled their language learning, and using the instant messaging app for learning had a beneficial effect on their performance.
B22	It has been concluded that instructors consider that MyELT has serious educational value and students' perceptions toward it are also positive due to its ease of use, but they are unsure about its benefits for language learning. Due to technical problems and inadequate knowledge and skills required to use these technologies, it could not be used successfully by students.
B23	It has been concluded that the majority of teachers believe that blended learning can positively have an impact on English language teaching and provide students with the opportunity to learn English whenever and wherever they want through many mass media tools, but schools do not have sufficient technological equipment and strong internet connections, and teachers and students do not have sufficient knowledge in using technological devices.
B24	It has been concluded that high school students exhibited positive attitudes towards the use of the MOODLE system in blended English teaching, and students enhanced their success in their English exams.
B25	It has been concluded that English instructors have positive attitudes towards blended learning, and Schoology offers every opportunity as an LMS program do, but on the other side, the lack of teacher and student training, and infrastructure problems were the salient themes.
B26	It has been concluded that blended learning program has some strengths, and some parts need to be improved. The weak side of the program according to teachers are students' lack of motivation and autonomy. In addition, online and in-class activities can benefit students' language development, but students were not interested in online assignments and there were not enough speaking activities.
B27	It has been concluded that English instructors applied a wide range of strategies to increase students' behavioral, emotional and cognitive participation in blended learning contexts, and that they identified the problems they encountered in increasing student participation on a student and institutional basis.
B28	It has been concluded that students stated satisfaction with the blended learning approach's accessibility and flexibility even though there were internet connection and technical problems. In addition, there was no significant difference between students' views and demographic characteristics.

B29	It has been concluded that institutions play roles in online/ blended mentoring programme such as supporting the components of the process, arranging additional time for mentoring and minimizing the workload of the process, offering resources for the participants and assessing the program.
B30	It has been concluded that participants have negative views towards blended teaching, the teaching method of the course and the effectiveness of the website. Web-based teaching application in classroom environment can be beneficial when designed properly to meet the needs of online course students, and eliminate the drawbacks which are lack of motivation and the reluctance to follow online courses.
B31	It has been concluded that blended learning helped leverage students' English proficiency.
B32	It has been concluded that hybrid education model is mostly evaluated positively. The access to course content from any place and at any time with its flexibility and low cost were seen as positive sides. The interruption in internet access, difficulties in interacting with others, discipline and psychological concerns, and ineffective and dull classrooms were the negative sides. Maintaining self-motivation and self-discipline in all circumstances is crucial.
B33	It has been concluded that in the new blended learning setting the internet can be a helpful instrument for practicing hybrid writing courses, and that the new setting has positive contributions on reflective thinking abilities, personal pleasure, academic enhancement, writing course context, interactive opportunities, and timeliness.
B34	It has been concluded that the blended learning method reinforces learner autonomy and independent learning, and that a curriculum can be developed for schools by combining traditional classroom instruction with a student-centered software program in a blended learning environment.
B35	It has been concluded that even though blended teaching method is more effective than distance education, teachers find that type more exhausting. Blended learning helps students take part in a social environment, but the main problems are inadequate infrastructure, not having sufficient technical equipment and internet access. It has also been concluded that the inability to conduct interactive lessons, little interest in lessons, and students' lack of knowledge in using technology were the other obstacles in this type of learning.
B36	It has been concluded that students' English reading comprehension abilities increased through active blended learning-based English teaching, and despite the favorable impact on students' academic performance, the program design had no significant effect on their motivation.
B37	It has been concluded that when compared to traditional face-to-face instruction, blended teaching has the potential to improve academic accomplishment in writing courses. Students' perceptions on blended instruction was positive because it provided them with greater flexibility and more effective ways to communicate. So, it can be inferred that blended teaching is appropriate, efficient and perhaps necessary for the development of writing courses in the School of Foreign Languages.

B38	The data obtained through Learning Management Systems were examined under the headings of 'learning-teaching content', 'suitability for the learner', 'goals and achievements', 'skills', 'language' and 'interaction', and these items were mostly evaluated positively. It has been concluded that in learning management systems, blended learning increases engagement, curiosity, and educational gains.
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4. CONCLUSION and SUGGESTIONS

An overview of the study and its findings obtained from graduate theses on blended learning in Türkiye are presented in this section. In the current research, the aim is to examine the studies from various perspectives written between 2000 and 2022 on the use of the blended learning approach in EFL classes in Türkiye. The purpose of this research study was to discover the master's/doctoral theses published on YOK National Thesis Center and to evaluate them in depth qualitatively through thematic content analysis. At this point, 38 theses were identified to be studied on, and 14 themes were proposed to be examined.

When the distribution of relevant theses in terms of years is examined in the research, it is seen that the number of theses completed since 2018 is higher than in previous years. The next increase was observed in 2022. It can be concluded that the possible increase that will occur in the intervening three years has decreased due to the pandemic process, and online learning approaches were necessarily preferred in these challenging times. In addition, this fact can be associated with the expanding interest of studies on blended learning, which includes both face-to-face education and online applications, and the development and implementation of new methods and techniques in foreign language teaching and acquisition. Blended learning can be a solution to minimize problems such as inequality and injustice for those who do not have easy access to technological world. (Bozkurt and Sharma, 2021).

As revealed in Tables 2, 3, and 4, the majority of theses written within this scope were conducted by female graduate students, the publication language was generally English, and a significant number of theses were written during master's program. The number of doctoral theses on blended learning topic may become widespread in the succeeding years as a solution option to the drawbacks in the field, especially in EFL classes. Besides, the fact that the language of the analysed studies is mostly English increases the international readability rate.

Even though, most of the blended learning theses evaluated within this present research were conducted at Çağ University, when it is analysed in terms

of city dimension, it is noteworthy that most of the studies are from the universities in Ankara. Although there are over 200 universities in Turkey, studies on this theme were limited to some universities and were not studied at all in most large universities. It is also apparent that the departments of the theses are mostly English/Foreign Language Teaching/Education.

Based on the analysis above about the sample selection and education periods of the theses on blended learning, it is obvious that the studies including the participants from university students come first. The result shows that these students are mostly students of the Schools of Foreign Languages Preparatory Program. Hence, it seems that emphasis is placed on studies focusing on students rather than academicians. It can be inferred to be due to more research on applications for students and that there is always a need to measure how meaningful and permanent the new techniques in language teaching are. Additionally, it can be considered that since university students are more conscious than student groups at other levels in the issue of academic studies, more studies are made applicable at this degree.

When the distribution of theses on usage of blended learning approach in foreign language teaching since 2000 was examined in terms of their designs, it was detected that mixed methods were preferred in most of the studies, and questionnaires and semi-structured interviews were chosen as data collection tools. In a quantitative study, establishing mutual relationships between the data obtained, extracting new meanings from the data, and acquiring richer data content make it necessary to be supported with qualitative data collection and analysis to strengthen the study. While wording sustains to add meaning to numbers, numbers to add accuracy to words. (Dörnyei, 2007). It has been concluded that as data analysis method, statistical analysis as a quantitative method and content analysis as a qualitative method is mostly preferred together.

The data comprising the theme and aim parameters in the present suggest that the topics vary. The examined studies show that most of themes address to students' success, attitudes and perceptions. The available evidence seems to suggest that the impact of blended learning in EFL context is a matter of curiosity for the researchers by asking the opinions of the participants who take part in blended learning research. On these grounds, we can argue that the number of investigations on blended programs or syllabuses in depth in EFL

classrooms can be increased. In addition, it may be recommended to conduct further studies to identify possible problems that teachers/academicians experience in integrating current approaches into curriculum or course content. Lastly, more specific studies focusing on basic English skills in a blended learning environment can be conveyed to the literature. In addition to this, studies on communicative and cooperative practices in Blended type can be implemented and searched more.

Most of the results obtained from the analyzed theses demonstrate that blended learning approach have positive and persuasive effects on English education. In addition, the results provide evidences that blended learning approach present benefits on EFL classroom skills and technological awareness and literacy with new applications to classrooms under the guidance of teacher. More research can be carried out on specific language skills, blended process observation, English learning environments where blended learning is recommended or not, and class engagement. Additionally, in order to ensure the dissemination and more active use of this teaching approach, in-service training programs for teachers/academicians can be increased, the use of information technologies in foreign language teaching can be promoted, the use of blended learning environments can be encouraged, projects can be supported for students who need technical equipment and may be most importantly, technological facilities in schools can be enabled and modernized. Moreover with the new developments and online applications in smart phones, blended learning courses may have new practices.

In summary, it may be recommended to conduct more original studies, apart from similar studies, to raise awareness of teachers and students about blended modeling in English language teaching and to identify their deficiencies in this regard. The integration of classroom face-to-face learning adventure with online learning adventure would be a fruitful area for further works in EFL context. This finding was also reported by Tayebinik & Puteh (2013, pp.1) that blended learning is regarded “as an efficient approach of distance learning in terms of students’ learning experience, student-student interaction as well as student-instructor interaction and is likely to emerge as the predominant education model in the future.” The results of the current study prove that a shift in teaching and learning English from traditional methods to blended methods is apparent. This study can be a guide for researchers who plan

to study the reflections of the blended learning model in foreign language education. Finally, it can be added that there are limited studies on station-rotation model, lab-rotation model and individual-rotation model of Blended Learning in EFL context when it was regarded the wide range of studies on flipped-classroom model.

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CHAPTER 2

**CONVENTIONAL AND ISLAMIC FINANCIAL INSTUTIONS
AND ECONOMIC GROWTH**

**A COMPARISON OF DEVELOPED AND DEVELOPING
COUNTRIES**

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INTRODUCTION

Economic growth is a concept that gained prominence after the Industrial Revolution. This concept aims to measure the increase in living standards. Historically, the notion of prosperity has been one of the primary objectives of states. It serves as an indicator of the power of states, as well as the wealth of people's living conditions and opportunities. Welfare has been a stepping stone for humanity to reach today's living conditions. Essentially, the concept encompasses a broader nature that includes economic growth. The earliest written laws, such as the 46th and 49th lines of the Hammurabi Code, aimed to ensure the well-being of humanity (Tosun & Yalvaç, 1989). Justice and prosperity have always been among the top priorities for statesmen who focus on improving the living conditions of societies to maintain political power. Although the concept is modern, the sources of economic growth have varied throughout history depending on conditions and regions. In pre-modern times, wars and looting were considered sources of prosperity. However, today, factors such as technological development, labor force, production, and physical capital are at the forefront. Additionally, population, institutions, human capital, human development, and environmental factors are also taken into consideration. Nowadays, the impact of institutions on economic growth in developing countries is particularly significant. Well-organized and productive institutions ensure that existing capacity is used more effectively and is concentrated and qualified through supervisory and regulatory functions. This structure creates an efficient environment by minimizing idle capacities and increasing the efficiency of economic growth. In this context, one of the institutional structures that contribute to economic growth in developing countries is the institutions operating in the banking sector. The banking sector, which periodically impacts the economy through financial crises, is a significant dynamic of economic growth. This study examines the relationship between the banking sector and economic growth by analyzing numerical data to test the existence of this relationship.

1. Banking: Product and Service Diversity

Defining the boundaries that fully capture the structure and activities of banking is challenging. This difficulty stems from the evolving world standards and dynamic living conditions that make it hard to adapt the ever-renewing

concept of banking to changing financial needs. The term, which is universally recognized, entered the literature with the Italian word "banco." In 1472, the first corporate bank, Banca Monte dei Paschi di Siena, was established in the Siena region of Italy. *Banco*, which means a bench in Italian, evolved into a universal term over the centuries, with the establishment of Berenberg Bank in Hamburg, Germany, in 1590, and other banks around the world. Initially, the term referred to the benches used by Jewish moneylenders in the trade center of the Lombardy region of Italy, where they exchanged money and dealt in paper notes. Over time, the term came to denote financial institutions. Today, it refers to the bank where transactions between the client and the cashier are conducted. Banks, which began as places where only valuable items like money were deposited, have evolved into sophisticated institutions that develop financial products such as loans and create money. The services provided by modern banks, from credit cards, mutual funds, and insurance policies to bonds, form an extensive network. Global banks, which have reached incomparable levels since their early years, are indispensable to the monetary policies of local economies. Banks must adhere to the local laws of the countries in which they operate, in accordance with statutory regulations. Each country enacts legal regulations based on its economic dynamics. Ultimately, state administrations, which must consider public welfare, prioritize maintaining economic balance. They seek to control banks through legal instruments. History is replete with examples that question the effectiveness of these efforts. On the other hand, recognizing that banking is one of the most crucial sectors for economic development, it becomes easier to understand why their activities are not subject to stricter audits and why their operations are often facilitated for various reasons at different times. Each country's domestic laws and economic policies differ. The variations and structural differences in banks' activities have made it difficult to establish a common and clear definition. Many definitions of banks have been attempted, but they are insufficient. However, two basic functions of banks -*deposit collection and lending activities*-are emphasized, highlighting their role as enterprises (Geylan, 1985).

Banks are the most economical institutions for collecting deposits and utilizing them efficiently through loans and lending transactions, primarily focused on credit transactions. Banks that manage capital, money, and credit transactions provide opportunities to private individuals, legal entities, states,

and enterprises according to their needs. Money and all its representative tools fall within the working scope of banks. Banks act as intermediaries in payments, conduct transportation and collection transactions, accept deposits from individuals, and aim to utilize these deposits within the economic cycle. By collecting deposits and providing loans, they contribute to monetary and credit policies. Through safe deposit services, they protect people's securities, contribute to development via stock exchange transactions, and assist in the country's development across all their operations. They have an innovative structure in the variety of products and services offered, particularly in transaction and service quality, considering evolving global and national conditions. Banks are established with capital like any other business, structured with specific goals and tasks, generating income through various products and services, and composed of shareholders, debtors, and creditors (Ayanoğlu, 2013). In summary, banks act as financial intermediaries, evaluate and respond to credit requests, play an active role in monetary policies, contribute to economic stability, maintain effective payment systems through technological advancements, and support exports and imports.

The banking institution today plays an active role in every aspect of social life. The banking institution has not easily achieved its current collective and universal status. Through a process of institutionalization from the early days of history to the present, it has managed to strengthen its activities and structure, enduring various universal and local crises, to become central to the economic cycle. During the institutionalization process, the banking institution began to differentiate according to its activities. Based on their activities, banks can be categorized into private banking, retail banking, wholesale banking, universal banking, international banking, holding banking, and offshore banking. Central banks can be categorized as conventional banks, investment banks, development banks, and participation banks. Central banks have three basic functions: maintaining price stability by managing economic indicators such as gold reserves, exchange rates, and inflation targets in line with monetary policy; sustaining financial stability and stimulating financial development on a broader scale; and supporting the financial needs of the state in times of crisis while preventing misuse of financial power during stable periods. Over time, these three basic functions of central banks have evolved. Historically, central banks like the Bank of England and the Bank of France

were established to support the state during wartime by providing war financing. However, after wartime ended, they began to structure themselves around these core functions (Goodhart, 2010).

Investment banks provide new securities for companies and entrepreneurs in need of capital and issue public debt securities on behalf of state institutions. They finance the investment needs of both state and private institutions (Morrison & Wilhelm, 2007). Development banks play a critical role in forming and supporting active development strategies, particularly when long-term financing is unavailable due to risk and uncertainty. They address market failures and support economic transformation by meeting financing needs where such transformation cannot be achieved without long-term financing solutions (UNCTAD, 2016).

2.Participation Banking

Participation banking has garnered significant attention, particularly in oil-producing countries, due to the concept of interest-free banking that began to gain prominence in the 1960s and its positive impact on the short-term development of funds. In the early stages, the accumulation of substantial funds in Muslim countries, driven by religious sensitivities, necessitated their active utilization within the economic system, leading to the exploration of new financial models. Interest-free economic models began to shape the concept of interest-free banking, incorporating activities such as fund appraisal and basic banking functions. This model has developed significantly under the leadership of countries like Qatar, Indonesia, Saudi Arabia, Malaysia, and the United Arab Emirates, and has also established a significant presence in other regions, including the USA and the UK, alongside Muslim countries (Özer & Şekeroğlu, 2017). In fact, the modern interest-free banking model, or the broader Islamic economic model, is viewed as a robust alternative during global market contractions, particularly in times of crisis. Notably, the Islamic economic model is often seen as a *third way*. The *third way* concept can be described as an attempt to forge a path between capitalism and socialism, avoiding the limitations of both systems, particularly in a world increasingly influenced by globalization. Although the concept has historical roots, it gained renewed attention following Pope Pius X's call in the late 19th century for a new path between socialism and capitalism. Various governments later sought to

implement policies reflecting this need (Romano, 2006). In 1998, Tony Blair and Bill Clinton articulated the need for a new middle way in the economy to address rapid economic changes, technological advancements, economic growth, social justice, and inequality, suggesting that a new path different from traditional capitalist and socialist policies was necessary (Giddens, 2008). In this context, the Islamic economy, while not having a long intellectual history, emerges as a model promoting fairness and prosperity, distinct from Western capitalist and socialist systems in terms of law and organizational movements. While capitalism has dynamic expansion capabilities, its successes are often based on significant inequality and the exploitation of workers. Islamic economics, on the other hand, offers more substantial proposals for addressing inequality and social justice. From this perspective, Islamic economics presents itself as a third way. Unlike modern capitalism, which often overlooks inequality, the Islamic economy addresses it directly, aiming to eliminate inequality while maintaining economic vitality through its enterprise-based structure (Hefner, 2006). Islamic economics features prominent institutions with interest-free models and profit-loss sharing models. In implementing global economic policies, it uses financial institutions as primary channels. Thus, the realization of these alternative Islamic economic ideas and policies is facilitated through interest-free financial systems. In 1950, a group of Pakistani economists and financial experts began exploring the harmonious coexistence of modern trade instruments and an Islamic finance model. This effort led to the establishment of the first collective bank in Pakistan in 1958, which primarily adopted the *mudarabah* model (Türker, 2010). This development was significant as it marked the inception of interest-free banking. Similarly, in Egypt, another pioneering bank was established in the town of Mit Gamr by Ahmad Al-Naggar, focusing on meeting the needs of the Egyptian rural agricultural population through commercial partnerships and insurance. This model, inspired by Germany's social development banking model, aimed to integrate economic and cultural elements of Islam (Şimşek, Bayındır, & Ustaoglu, 2017). In 1971, with state support, Nasr Social Bank, Egypt's first non-interest commercial bank, was established. This was followed by the creation of the Islamic Development Bank in 1974, which began operations in 1975. Currently, the number of interest-free banks and institutions conducting banking activities has grown significantly worldwide. Malaysia has emerged as

a leading player in Islamic banking, with the sector's share of interest-free banking reaching over 20% of the total banking sector globally (Pehlivan, 2016).

3. Contribution Of The Banks To The Financial System

Financial markets are officially organized platforms designed to facilitate the transfer of funds from individuals and entities with surplus financial resources to those in need of additional financial resources. Most creditors are large families, while the primary borrowers are states, governments, and companies engaged in economic activities. Fundamentally, the financial market serves as a conduit for transferring savings from individuals or entities to those with investment ideas and projects but who lack the necessary financial resources. This transfer of funds is driven by the future revenue expectations of the issuers of negotiable instruments. The financial system can be categorized into three primary bases: bank-based, securities market-based, and financial service-based systems. Globally, and particularly in developing countries, the financial system predominantly relies on a bank-based model. The bank-based model emphasizes the economic growth facilitated by banks and their positive impacts on development, while also addressing the shortcomings and failures inherent in securities-based financial systems. Financial systems are pivotal for the economic growth of developing countries. Evidence suggests that bank-based financial systems play a more effective role in the economic growth of developing countries compared to securities-based systems. The bank-based system effectively minimizes issues related to information asymmetry, which are prevalent in securities-based systems, by addressing the deficiencies and failures of the existing system and enhancing the investor's ability to access relevant information for investment. Banks maintain long-term relationships with companies, enabling them to conduct comprehensive analyses and communication to mitigate problems caused by information gaps. Consequently, banks contribute to more optimal management within the financial system and enhance the efficiency of the market's demand and funding relationship on a global scale (Moradi, Mirzaeenejad, & Geraeenejad, 2016).

4. Banking and Economic Growth

The significance of economics throughout history has stemmed from economic activities, which have necessitated the development and institutionalization of various needs over time. No institution has formed in isolation; each has emerged from the power dynamics and the quest for rights between the ruling authorities and the populace. This dynamic continues to influence economic ideas, shaped through institutions, reflecting the ongoing impact of power and rights. In this context, institutions serve as intermediaries that translate microeconomic activities into macroeconomic effects. The banking institution stands as one of the most pivotal economic institutions in this process. Positioned at the core of the modern financial system, banks act as the key facilitators between individuals and the financial system. Therefore, the relationship between economic growth and banking, a macroeconomic factor, is crucial. Banking institutions are central to observing the key indicators of financial activities that influence economic growth. A concept inherently linked to economic growth is sustainability. Sustained economic growth is vital for an economy's long-term health. Post-World War II economic data indicate increased welfare levels, in contrast to pre-war data, which showed intermittent periods of prosperity without continuity. The sustained growth initiated by the Industrial Revolution and accelerated post-World War II significantly enhanced prosperity. While economic growth is driven by multiple factors, capital and technological development -primary growth drivers- are channeled through the financial system, predominantly led by banking institutions. Today, the primary distinction between developing and developed countries lies in the strength and sophistication of their financial systems, with banks being the main intermediaries. In Turkey and other developing countries, financial systems have shown significant growth, largely driven by the banking sector. Technological advancements have made access to financial markets simpler and more transparent, allowing broader participation and promoting the development of the banking sector. Banks, as primary financial intermediaries, play a crucial role in ensuring efficient communication of information to investors. Well-developed markets encourage individual investors to focus on personal preferences rather than relying solely on firms for investment analysis. While this broadens market development, it can impede incentives for innovative projects that drive growth if not properly managed. Banks, therefore,

mitigate potential market inefficiencies by analyzing and contextualizing information, establishing long-term relationships with firms and individual investors, and fostering incentives and investments. By facilitating investments in public markets without direct intervention, banks encourage companies, managers, and individual investors to engage in research and market analysis, positively impacting resource allocation and economic growth (Levine, 2004).

The banking sector incorporates the necessary funds and savings for growth into the financial system, facilitating the financing of more active and effective projects and contributing to the increase in savings—a major challenge for many developing countries. Banks support capital accumulation through credit systems and create employment opportunities, directly influencing economic growth. Examining financial crises helps elucidate the relationship between banking and economic growth. Historical crises reveal the substantial macroeconomic impacts on countries. The Great Depression, triggered by the sharp decline of Wall Street in 1929, profoundly affected not only America but also various parts of the world. Analyzing this crisis's impact on American economic growth shows stark contrasts in the data. The highest growth rates and lowest unemployment rates in 1929 sharply reversed post-crisis. GDP, which grew by 12.5% in 1923, 5.9% in 1926, and 6.6% in 1929, declined drastically after the Wall Street crash. By 1930, GDP growth fell from 6.6% to 9%, and subsequent years saw negative growth rates of 6.5% in 1931, 14% in 1932, and 1.4% in 1933. Unemployment, which was around 5% until 1929, soared to 22.9% by 1932 (Granados & Roux, 2009). The 2008 global financial crisis also warrants assessment. Deregulation policies in the US over the last quarter-century and the globalization of financial markets contributed to the crisis. Rapid technological innovations and increased government interventions to regulate sectors exacerbated the financial instability. The crisis highlighted the failure of the neoliberal financial system and market fundamentalism. From 1980 to 2007, the value of all financial assets in the US grew from four times GDP to ten times. Household debt rose from 48% of GDP in 1981 to 100% in 2007, while private sector debt increased from 123% to 290%. The financial sector's share of corporate profits grew from 10% in 2006 to 40% in 2006, and its stock market share rose from 6% to 23%. However, the 2008 crisis demonstrated the unsustainability of financial market growth over the previous 30 years. The excessive value of financial assets compared to the

real economy underscored the disconnect between the two. This crisis led to the collapse of not only the US financial markets but also global financial markets. According to IMF global growth reports, world GDP, which was 3.4% before the 2008 crisis, decreased to 3.35% post-crisis (Crotty, 2008). In summary, the banking sector is integral to economic growth, facilitating the incorporation of necessary funds and savings into the financial system, supporting capital accumulation, creating employment, and maintaining economic stability, even in the face of financial crises (IMF, 2009).

5.Literature Review

The finance-growth literature is enriched by the foundational works of scholars such as Bagehot (1896), emphasized the significant role of the Bank of England and banking systems in economic development. Bagehot argued that banks contribute to economic growth by providing credit to both large and small investors, enhancing their capacity to invest and profit. This notion that financial systems foster economic growth was expanded upon by later economists such as Schumpeter (1911), Robinson (1952) and Gurley and Shaw (1955). King and Levine (1993) introduced new insights into the literature by examining the role of banks and credit in entrepreneurial finance. Subsequent studies have continued to investigate the relationship between financial development and economic growth using various methodologies and regional focuses. Christopoulos and G. (2004) found a unidirectional causality from financial depth to economic growth in developing countries. Similarly Chang and Caudill (2005) identified a one-way causality from financial development to economic growth in Taiwan using VAR analysis. Caporale, Howells, and Soliman (2005) suggested that investment efficiency encouraged higher growth rates in Southeast Asian countries, highlighting the importance of securities markets. Ndikumana (2005) and Mccraig and Stengos (2005) explored how financial development influences economic growth, noting that policies reducing transaction costs and protecting investor rights are crucial. Rousseau and Vuthipadadorn (2005) confirmed that financial intermediaries promote investment and growth in Asian countries, while Shan and Jianhong (2006) found a bidirectional causality between financial development and economic growth in China. Ang and Mckibbin (2007) demonstrated a positive relationship between financial depth and economic growth in Malaysia.

In the context of Islamic finance, Furqani and Mulyany (2009) investigated the impact of Islamic banking on investments and GDP in Malaysia, finding significant long-term interactions. Abduh and Chowdhury (2012) reported a positive relationship between Islamic banking and economic growth in Bangladesh. Similar findings were observed by Abduh and Omar (2012) and Abduh, Brahim, and Omar (2012) in their studies on Bahrain. Yazdan and Sadr (2012) identified a strong bidirectional relationship between Islamic banking and economic growth in Iran and Indonesia. Johnson (2013) however, found no significant relationship between Islamic finance and economic growth, suggesting that legal origins might influence these outcomes. Tabash and Dhankar (2014b) and Tabash and Dhankar (2014a) confirmed strong relationships between economic growth and Islamic finance in the UAE, Qatar, and Bahrain. Zirek, Celebi, and Hassan (2016) also found a positive relationship between Islamic financial systems and economic growth among OIC member countries. When the studies in the literature are examined, the general view is that the financial system has a positive effect on economic growth. Although there are some studies that have weak findings of partial relations, there are few studies with no evidence of the relationship. As the data groups used in the studies are tested on banking data, the general view of banking and growth relationship is that the banking system has a positive relationship with economic growth.

6. Methodology

The difference of the study is the examination of 7 developed and 7 developing countries by using financial data and panel data techniques with current index data in relation to Islamic financial institutions and conventional financial institutions. For developing countries Pakistan, Algeria, Saudi Arabia, Brunei Darussalam, Indonesia, Malaysia and Turkey were selected and for developed countries United Kingdom, the United States, Germany, Switzerland, Canada, Singapore and France were selected. For the developing countries and developed countries, the data is analyzed between 2012 and 2016 years. The variables consist of the *Islamic finance country index* for Islamic finance and *bank capital to total assets* for conventional financial institutions.

Model for developing countries:

$$Y_{it} = \alpha_{it} + \beta_1 X_{1it} + \beta_2 X_{2it} + u_{it}$$

Model for developed countries:

$$Y_{it} = \alpha_{it} + \beta_1 X1_{it} + \beta_2 X2_{it} + u_{it}$$

Y: Gdp Growth

X1: Islamic Finance Country Index

X2: Bank Capital to Total Assets

The gdp growth variable showing the change in the economic growth used in the data set was obtained from the World Bank database. The other two variables in our data set were obtained are the IFCI (2018) symbolizing Islamic financial institutions, and ‘the bank capital to total assets’ symbolizing conventional financial institutions from the World Bank database published by Cihak, Demirgüç-Kunt, Feyen, and Levine (2012). Panel data analysis has more effective and advantageous sides to control the heterogeneity of individuals, countries or firms. Time series and cross-sectional analyzes are not as successful as panel data analysis in heterogeneity control. Less linear linkage, higher degree of freedom and efficiency make panel data more advantageous (Baltagi, 2005). Panel data techniques were applied to the model by considering these criteria.

The time effect and unit effect was first tested in the analysis and the unit effect statistical value of the panel data group was significant. First, the time effect was defined and tested by the Breusch and Pagan test, which was a simple test developed in the Lagrangian multiplier test for heteroskedastic disorders in the linear regression model of Breusch and Pagan (1979), respectively. The same tests were tested by effecting the unit effect and some results were obtained. When the results were examined, the tests with effective unit effect were found to be strongly significant. Therefore, in both models, the unit effect was activated and tests were performed.

Table 1: Unit Effect Results for Developed Countries

	Probability	Result
Fixed Effect	0.0015	There is unit effect
Random Effect	Sigma is significant	There is unit effect
Breusch - Pagan	0.0017	There is unit effect

Table 2: Unit Effect Results for Developing Countries

	Probability	Result
Fixed Effect	0.0000	There is unit effect
Random Effect	Sigma is significant	There is unit effect
Breusch - Pagan	0.0000	There is unit effect

When we wanted to test our model by taking the assumption that unit effect is effective, firstly fixed effect test and random effects test were performed. The Hausman test was performed and the results were examined and the null hypothesis was rejected and the model was found to be within the assumption of random effects.

Table 3: Hausman Test Results for Developed Countries

	Coefficients	
	Fixed Effect	Random Effect
Ifci	-0.226	-0.084
Bank capital to total assets	-0.029	-0.163

Table 4: Hausman Test Results for Developing Countries

	Coefficients	
	Fixed Effect	Random Effect
Ifci	-0.015	-0.006
Bank capital to total assets	-0.462	-0.443

Deviations from the assumption in the model were tested for heteroskedacity, autocorrelation and inter-unit correlation and the final model was selected. The results are shown below.

Table 5: Discroll-Kraay Results for Developed Countries

Gdp growth	Coefficients	Std. Error	P> z
Ifci	-0.084	0.044	0.130
Bank capital to total assets	0.163	0.115	0.232

Table 6: Model Results for Developing Countries

Gdp growth	Coefficients	Std. Error	P> z
Ifci	-0.006	0.011	0.570
Bank capital to total assets	-0.443	0.159	0.005

7. Findings

When the final model is examined, the model is significant for developed countries and significant value R squared is 0.1060. The variables are meaningless at 0.05 significance level. There was no significant relationship between gdp growth and Islamic finance institutions variable. There was no significant relationship between gdp growth and the variable representing conventional financial institutions. For developing countries, there is no significant relationship between gdp growth and Islamic finance institutions variable. However, there is a significant correlation between conventional finance variable and gdp growth at 0.05 significance level. One unit increase in the capital of conventional financial institutions will cause a decrease of 0.44 units on gdp growth.

8. Conclusion

The relationship between economic growth and banking-oriented financial markets, banking-oriented financial crises in the following periods of contraction and growth results are examined with the conclusion that there may be a close relationship between them. In particular, the prevailing opinion in the literature is the existence of a relationship between economic growth and banking. Islamic finance, which has made significant progress in recent years, stands out in the countries in which it operates. Our study examines the existence of the effects of the economic growth in the developed and developing countries within the framework of the developing Islamic finance and conventional financial institutions. Working with panel data techniques has contributed to the literature with different and current variables and different analysis results. The data analyzed in 7 developed countries and 7 developing countries, showed no significant relationship between Islamic financial institutions and economic growth. In developed countries, there is no significant relationship between conventional financial institutions and economic growth. However, the increase in capitals to be added to the total

assets of conventional financial institutions for developing countries causes a decrease on economic growth variable.

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CHAPTER 3

**THEORETICAL CHANGE IN THE ANATOMICAL STRUCTURE
OF PUBLIC RELATIONS THEORY: THE CONCEPTS OF
"PUBLIC" AND "RELATIONSHIP"¹**

Learn. Dr Gülsüm ŞİMŞEK²

¹ This study was carried out by Lecturer. This study is derived from the doctoral dissertation "*A Research On Public Relations Units Of Universities In Turkey Within The Framework Of The Theory Of Excellence In Public Relations*" prepared by Prof. Dr. Gülsüm Şimşek at Ankara University Institute of Social Sciences, Department of Public Relations and Publicity.

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INTRODUCTION

The field of public relations has changed over the past 50 years from a functional perspective to a collaborative relational one. Numerous small- and medium-sized hypotheses have been incorporated. It's unclear, therefore, where these theories fit within the public relations paradigm. The terms "public" and "relationship" are examined individually from a conceptual and theoretical standpoint for this reason, in keeping with the development of public relations theory. For this reason, the problematic of how the theoretical transformation of the concepts of "public" and "relationship" takes place in public promotions constitutes a service problem. Determining each concept's theoretical origin and trajectory is the goal. The structure of public relations theory, the position of other theories within this framework, and their relationships to one another have all been attempted to be ascertained by this study, which is based on a literature review.

The aim of this study based on literature review is to examine the theory of public relations. When the relevant national and international literature was examined (Botan & Hazleton, 1989; Botan, and Hazleton, 2009; Erdoğan, 2014; Okay & Okay, 2022; Tuncer, 2019), no article was found that examined and deconstructed public relations theory in detail. For this reason, this study was created by considering the public relations literature in a holistic manner.

1.Theoretical Foundations of Public Relations Theory

Throughout history, public relations practitioners have employed similar strategies to interact with the public, as have religious, governmental, and corporate leaders. Accordingly, the history of public relations is quite old (Grunig & Hunt, 1984).

Large corporations started to lose control over their stakeholders in the early 20th century. Organizations were compelled to adjust to their surroundings rather than take control of them by labor unions, advocacy groups, and government agencies. Organizations began implementing this through rights relations, but they preferred to maintain control over their surroundings. J. Grunig, 1984. These historical instances, which fall under the category of propaganda and persuasion tactics, also serve as illustrations of press agencies, publicity, and public relations consultants in the public relations process from

the past to the present. Regrettably, Bernays, a public relations consultant, did not coin the phrase "public relations" until the early twentieth century, even though the field's techniques date back centuries (Grunig & Hunt, 1984).

Accordingly, the field of public relations originated in the United States, and following World War II, fresh historical research, political viewpoints, and cultural insights were developed in this area (Botan & Hazleton, 2009).

Public relations practices have a centuries-long history, and their modern use in organizational terms began with the industrial revolution. Although its practical application has a history of 100 years, the theoretical development of the discipline covers the last 50 years. Even in the 1980s, the field was in its infancy compared to other disciplines due to the lack of an adequate theoretical foundation and framework (Grunig & Hunt, 1984). In fact, the discipline of public relations draws on communication science and other social sciences (journalism, marketing, psychology, sociology, social psychology, management, behavioral sciences, interpersonal communication, economics, etc.) and perspectives (functionalism, structuralism, feminism, Marxism or cultural studies) (Ihlen & Ruler. Van Betteke, 2007). Grunig interpreted this situation as "unless we build original theories in the field of public relations, the discipline cannot grow with borrowed theories" (Grunig, 1989). The theoretical work that began in the 1960s when public relations theorists thought that the behavior of the public could be changed in favor of organizations (Grunig, 2003) began to mature towards the mid-1970s. The first academic journal in the field of public relations, *Public Relation Review*, was published in 1975 (Sisco et al., 2011).

The most important theoretical thinker of mainstream public relations was James E. Grunig. Because many theories have been created by Grunig and his teammates and doctoral students (contingency theory, quadratic model, excellence theory, Pearson's ethical public relations, etc.). The process of theorizing independently from other disciplines in the field of public relations, which started with the situational theory in the 1960s, continued with the quadruple theory in 1984, the theory of excellence between 1985 and 2002, and the theory of relationship management and dialogic communication from the 1990s onwards. In the 2000s, Heath (2001) stated in his *Handbook of Public Relations* that public relations have become a discipline, defined by its theories. On the other hand, since public relations has many functions in the

organization, it does not include a single theory that is moderately inclusive. This led public relations theorists to search for a comprehensive theory, and the theory of excellence, which was completed in a period of approximately 17 years, was accepted as a comprehensive theory that includes more than ten mid-level theories about the functions of public relations.³ Taylor and Kent (2014). It has also been emphasized that the theory of excellence has been the dominant and major theory in public relations for the last 20 years.

The theoretical framework for public relations has also evolved throughout time. Early in the history of the field, the functional approach held that communication and the public were instruments for accomplishing organizational objectives. Generally, the methods and creation of the strategic organizational message are the main points of emphasis. Research is only useful when it helps the organization achieve its objectives. The primary area of interest is the interaction between media outlets and public relations practitioners, with a particular focus on journalistic methods and production abilities. Functional research has historically been linked to business-related topics including marketing, media relations, and advertising. This strategy focuses research not on the connections themselves, but on how public relations is used as a tool to achieve certain corporate goals. This functional perspective is informed by theories of persuasion, agenda-setting, media relations, and information subsidization. Public relations academics have long supported the functionalist viewpoint. Indeed, it makes sense that utilitarian theories are commonly applied given the tight relationship between public relations theory and utilitarian practice. Public relations are, however, evolving beyond the fundamental perspective and toward a "co-orientation-co-creational" approach, which emphasizes communication as a process of meaning construction, as it becomes more preoccupied with theoretical difficulties. This is because co-orientation theory places a strong emphasis on how relationships and meanings are constructed. Co-orientation can be seen in relationship management, dialogic communication, issue solving, and ethical public relations (C. Botan & Taylor, 2004). Newly developed theories continue to advance public relations

and organization. Public relations scholars now use a new paradigm known as "proximity" and "dialogue" theory (Kent & Taylor, 2014).

2. Conceptual and Theoretical Transformation of the Concept of "People" and "Relationship"

This section of the study will first look at how the ideas of "People" and "Relationship" have changed conceptually in the field of public relations. The theoretical applications of these terms in the field of public relations will be attempted to be explained in the second stage, and both ideas will be methodically dismantled in accordance with their relationships to one another as determined by their institutional extensions.

A "Theoretical transformation of the concepts of public and relationship" diagram was made to illustrate the theoretical extensions and changes made to the concepts of public and relationship in the literature on public relations, considering the material provided in the literature review. The ideas shown in this diagram build upon each other and provide a comprehensive coverage of the preceding theory. Within the theoretical transformation scheme of public and relationship notions, public relations theories will be examined in the first section of the research's theoretical section.

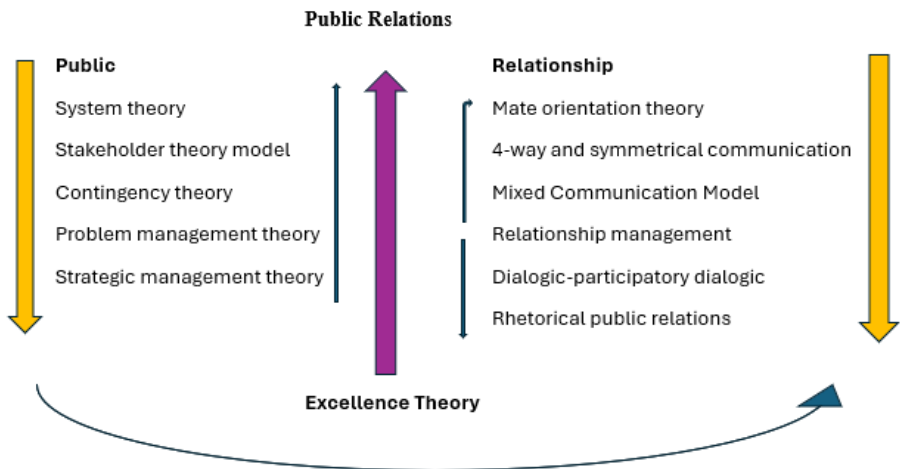


Figure 1: The theoretical transformation of the concepts of people and relationship

When we look at the theoretical development of the concepts of "Public" and "Relationship", it is seen that the theoretical studies on the concept of "Public" were initiated with the contingency theory in the 1960s, and the theories on the concept of "relationship" came to the fore with the relationship management and dialogic communication theories in the mid to late 1980s. Therefore, in public relations, the "public" is scrutinized and analyzed first, and then the concept of "relationship" with the public and stakeholders has become important with the changing contextual conditions.

The discipline of public relations has a theoretical transformation, development and progression within itself. When the discipline of public relations is examined in the institutional context, public relations theories under the concept of "public" are examined first. System theory is among the first theories that public relations theory is fed under the concept of public. Since the system theory is insufficient in categorizing the target groups of the organization, the stakeholder theory comes second. With stakeholder theory, all stakeholders who are likely to influence and be influenced by the organization are mapped. Despite this, these stakeholders are also divided into three categories: hidden, active, and passive in response to issues the organization causes and publics. In this instance, the public relations field's contingency theory of publics has been advanced. The publics that generate issues, problems, and agendas within the organization are also attempted to be handled using the problem management theory within the framework of the contingency theory. All these theories are included in the theory of strategic management in public relations, which organizes them into internal sub-steps.

According to statistics in the literature, from the mid-1980s, interest has turned towards common orientation, ethics, negotiation, understanding, and interaction between organizations and public stakeholders, which aligns with the notion of "relationship" in the field of public relations. The co-orientation theory is the first theoretical framework that emerges in this setting in accordance with the idea of relationship. The perspective shift in public relations from organization to public and relationship management is covered by co-orientation theory. Grunig and Hunt's (1984) symmetrical public relations theory, the final component of the quadruple model, falls under the purview of co-orientation theory. Between the 1990s and 2000s, symmetrical public relations theory—which places a strong emphasis on ethics in the field—

was the preeminent theoretical endeavor. The theory of mixed communication comes in third. This is because companies prefer to use a combination of asymmetric-symmetric communication in game-theoretic compromises with public stakeholders to obtain mutual gains, as symmetric communication alone cannot support their existence. According to the relationship management-oriented philosophy, the management role's primary goal is to create and preserve mutually beneficial connections between the public and the firm. Dialogue is the next step in the process developed inside the relationship management framework. Dialogic communication is highlighted here.

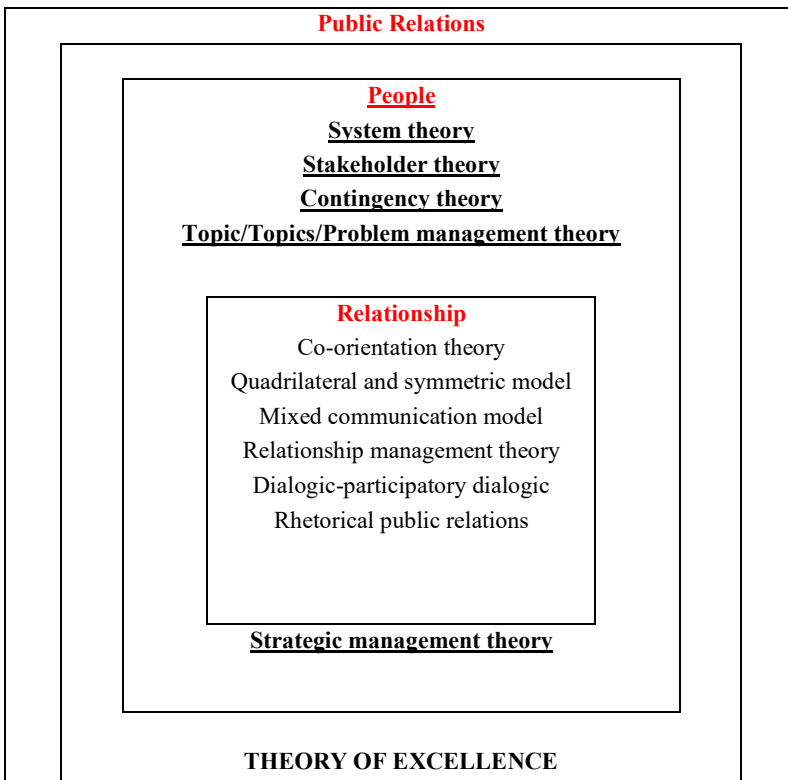


Figure 2: The theoretical trajectory of the concepts of "people" and "relationship" that encompass each other.

The participants converse dialogically while utilizing several guiding ideas. Rhetorical public relations are the theory that comes after dialogic and participative dialogic communication. Rather than adopting Aristotle's theory of persuasive communication management, rhetorical public relations expose

an ethical practice based on symbolic effectiveness in public relations practices within the framework of contemporary rhetorical theory and its implications for society.

Finally, the theories under the concept of "people" and "relationship" are structured in a way that both follow each other vertically and cover each other in a holistic sense. Because within the theories of the concept of "people", there are "relationship" oriented theories following the problem management theory. As a result of relationship-oriented theories, both public and relationship-oriented theories are shaped under strategic communication theory. All this theoretical structuring comes to life in the theory of excellence, which is accepted as the general theory of public relations according to the literature. The theory of excellence contains many medium and small-scale theories within itself. However, system theory can be handled from a different position. This is so because the system theory generally sees the organization as an open system with inputs and outputs, and at the same time it is the point where all these theories begin.

3.Theoretical and Conceptual Interpretation of the Term "Public" in PR

The nineteenth century saw the emergence of "folklore" studies as a field within the expanding scientific environment. The idea of "folk" was defined as a dependent variable rather than an independent structure due to the issue with the nineteenth-century use of the term "folk" within the context of folklore study. In contrast to the aristocratic stratum, the vulgar, impolite, and lower stratum of society was referred to as "the people" in the 19th century. The commoner was seen in the same sense as the peasant and was considered as the "illiterate" part of a literate society. The people in question here are not urban but provincial, barbaric, more civilized than savages, but they have not fully discovered civilization (Dundes, 2006, s. 11-14). According to Lang (1884, s. 25), the people represent the savage ideas from which civilization evolved amid a civilized race. According to scholars of the nineteenth century, the main characteristics attributed to the people are as follows.

Table 1: The place and scope of the concept of "the people" in the 19th century (Dundes, 2006, s. 15).

Wild or primitive	People or Peasants	Civilized or Distinguished
Pre-writing or not recognizing writing	Ignorant	Literate
	Provincial	Urban
	Substrate	High layer

According to the table of the place and scope of the concept of "the people" in the 19th century, it referred to European peasants and was represented by ignorance. On the other hand, the definition of concept of the people as only peasants excluded primitive and urban societies. It was assumed that as literacy increased, people would disappear. However, within the framework of folklore, different problems have emerged behind the attribution of this concept of the people only to the peasants. Over time, when the peasants migrated to the cities and their eating, drinking and dressing habits became like each other in line with certain standards through mass media, the problem of "who will be the people" emerged. In this direction, new public thinkers emerged in America, Canada and Europe (Dundes, 2006, s. 19). Dundes (1962: 2) defines the public as follows, *"Any group of people who have at least one thing in common are referred to as the public. Whatever it is that unites this group—a shared language, religion, or occupation—doesn't matter. The fact that the group, for whatever reason, has established some customs that it acknowledges as its own, is more significant."* Conversely, persons are defined by Çobanoğlu (2002, s. 314). as *"Any group of people who share at least one common factor."* These tribes must acknowledge certain customs as being uniquely their own.

From a theoretical point of view, the group should consist of at least two people. Even if all individuals in the group do not know each other, they should know the common traditions of the group (Çobanoğlu, 2002, s. 314). A person can be as large as a nation or as small as a family, but a people does not consist of a single person. However, there are many styles of people outside of the family and the nation. Geographical structures such as town, city, village groups, a professional group, and even subgroups within this professional group represent the people. In other words, there are an unlimited number of folk

groups. Most of the groups that are mainly the subject of research by folklore are religious, professional, and ethnic groups consisting of thousands of people (Dundes, 2006, 21, 28-29).

3.1. The Public in Public Relations Concept

Like concepts in politics, psychology, business, and advertising, "the public" in the field of public relations is ill-defined and has conflicting definitions (Vasquez & Taylor, 2001, s. 139).

The most concise and practical definition of the public was offered in the 1940s by philosopher John Dewey and sociologist Herbert Blumer, who were motivated by survey data. This concept is still in use today. Blumer argued that pollsters measure mass opinion instead of public opinion, drawing a distinction between the two. The public is homogenous, but the bulk is heterogeneous. People get together to form a mass not because they are related, but rather because they are residents of the same nation or city and belong to the same mass environment. On the other hand, because they are impacted by the same problem or issue, members of the public share something in common. Blumer defines the public as a collection of people who disagree about how to address a problem, are perplexed by it, and participate in discussions about it. Dewey provided nearly the same definition of the public. The public is a structure that encounters a comparable issue, acknowledges its existence, and bands together to address it (Grunig & Hunt, 1984, s. 143-144).

To put the public in the context of public relations, definitions of "public" are generally insufficient. In the context of public relations, the "public" refers to a dynamic, ever-changing structure. The public in a relationship varies since each organization operates in a distinct industry. Despite using various terminology to define the public, public relations practitioners and thinkers share certain similarities (Geçikli, 2016, s. 3).

3.2. System Theory

In the latter part of the 20th century, systems theory became the preeminent methodology in the field of public relations. As the paradigm of public relations, this method has impacted scholarly publications, theoretical frameworks, and academic communities, particularly in the United States

(Tench & Yeomans Liz, 2006, s. 143). Grunig and Hunt established systems theory in the field of public relations (Grunig & Hunt, 1984, s. 92-112). In the 1980s, J. Grunig developed organizational communication using system theory. Systems in public relations range from open to closed depending on the organizational structure. The public relations manager employs public information or PR models in the closed system. The public information and publicity paradigm ignores the organization's impact on the public in favor of information and publicity (Grunig & Hunt, 1984, s. 93).

According to the open system idea, public relations' role is to identify the publics that surround a company. Because publics are defined dynamically rather than according to a fixed definition in the context of an organization that contains unpredictable and dangerous aspects. However, open system theory alone is insufficient in defining and communicating with the public surrounding the organization (Dozier & Grunig, 2005, s. 418-422). For this reason, various criticisms have been directed against the open systems theory. The most important of these criticisms is that the system theory is insufficient in defining the publics around the organization. To define the publics around the organization, Grunig developed the strategic stakeholder perspective and contingency theory. The strategic stakeholder perspective identifies stakeholders that pose opportunities and threats to the organization. What is important in stakeholder strategy is to define and identify the political environment of the organization (Grunig, 1997b, s. 257-259). Due to the shortcomings of open systems theory, (Grunig, 1978), Theories on the impact of publics on the survival and growth of organizations were advanced by Blumer (1948–1966), Dewey (1972), and J. Grunig (1978) (Dozier and L. Grunig, 2005: 422). Thus, neither public relations nor the advantages of public relations for the organization can be adequately explained by systems theory alone (Dozier et al., 1992, 88).

3.4. Stakeholder Theory

Stakeholder management, which is the starting point of research in different fields such as marketing, corporate finance and strategic management, is among the important approaches put forward within the scope of business and society (Ertugrul, 2008, s. 199).

When the theory and concept of stakeholders in public relations is discussed, it is emphasized that "stakeholder" and "public" are often used interchangeably in literature. There is, nevertheless, a faint difference in meaning between them. This is since Freeman (Freeman, 1984, s. 25) characterizes stakeholders as "groups that influence or are influenced by the organization in achieving its goals," whereas the public—the majority of whom are passive—is defined as stakeholders as the organization's level of action and awareness rises. The categories of stakeholders carry utmost significance inside the firm. Stakeholder management is the first phase of strategic management from the standpoint of public relations. As a result, public relations professionals must map the organization's stakeholders. Stakeholders can also be categorized into groups using media scanning. The public relations practitioner of the organization should divide the stakeholders into groups using surveys, media monitoring, literature review, opinions of public opinion leaders or experts. Once stakeholders are divided into groups, they should be ranked as the most important and strategic stakeholders, and a separate communication program should be prepared for each of them. In this way, support can be obtained from stakeholders in times of conflict and crisis and long-term relationships can be managed consistently (Grunig & Repper, 2005, s. 140-141).

3.5. Contingency Theory

The "public", which is used to define strategic target audiences in public relations, is generally composed of dispersed people who are interested in the same issue (Grunig & Repper, 2005, s. 140).

To examine public segmentation for strategic PR management, Grunig created the situational theory of publics. The situational theory of publics aims to address why people communicate, how they interpret the circumstances, the cognitive techniques they employ to solve problems, and whether they will adopt a particular attitude toward the circumstances. The theory is used to explain when people communicate and become situationally aware. In doing so, it segments the organization (active, latent, awakened publics) and describes the way publics communicate and the public's reaction to organizational issues and problems (Grunig, 1978, s. 109-111; Grunig, 1983, s. 9; Grunig & Hunt,

1984, s. 138-162; Grunig & Ipes, 1983, 38-40;; Grunig, 1997a, s. 8-10; Grunig & Repper, 2005, s. 132-165.

Four independent variables—constraint recognition, level of involvement, problem recognition, and reference criteria—combine with two dependent variables—active and passive communication behavior, information seeking and processing—to form the contingency theory, which has developed over time and is a crucial part of both strategic public relations and the two-way symmetrical communication model within general public relations theory (Grunig, 1997a, s. 10; Grunig & Ipes, 1983, s. 167). Grunig and Repper (2005) contend that individuals who share a similar degree of interest, sense of constraints, and perception of problems related to the same concerns make up publics. The four independent variables in the theory explain how people communicate and become aware of specific issues. At the level of problem recognition there is a need for information about the issue, at the level of involvement the individual makes a connection between himself/herself and the problem, at the level of constraint recognition the individual considers whether he/she can exert any personal control necessary to solve the problem, and at the reference criterion he/she considers whether there is a solution to the issue. These four variables explain two types of personal communication behavior. In defining communicative behavior in contingency theory, it is either active in the information seeking process or passive in the information processing process (Grunig, 1982, s. 167).

Table 2: Elements of contingency theory.

Contingency Theory Components				
Segmenter	Active public	Awakened public	Secret public	Unformed public
Dependent variable	Information search	Information processing		
Independent variable	Constraint recognition	Level of participation	Problem recognition	Reference criteria

3.6.Problem-Subject-Agenda Management Theory

Companies have had difficulty foreseeing how dynamic environmental elements will effect their financial well-being since the 1960s. According to

Hainsworth and Meng (1988, s. 18), "problem management" first appeared as a management activity in the 1970s with the goal of limiting the effects brought on by environmental discontinuities. W. Howard Chase created the topic of problem management as a distinct discipline in 1977. An open matter that requires resolution is called a problem (Jones & Chase, 1979, s. 11). According to Hainsworth 1990, s. 33), problem management is the organizational management function that looks for possible or emerging legal, regulatory, political, or social issues that could have an impact on the organization. It then mobilizes and coordinates organizational resources to strategically influence the problems' development.

Miller (1999, s. 5) states that issue management has an important function for organizations in the context of public relations managers as they conduct environmental scanning on stakeholders and publics. Through environmental scanning, information about stakeholders' thoughts and behaviors towards the organization can be collected and public reactions to the organization can be described. The most effective method of protecting an organization from crises is problem management. Issue management is covered by Grunig and Repper (2005, s. 138, 161-166) regarding the strategic management role in public relations. The third stage of Grunig and Repper's strategic public relations methodology is called issue-agenda management. When members of the public believe that the organization is lacking something, problems can occur. When issues become agendas, they intersect with public relations as an external component of strategic management. If these agendas and problems cannot be managed, organizations become captive to activist groups.

3.7.Strategic Communication Management Theory

Public relations are strategically managed when, after identifying stakeholders, it identifies active publics and analyzes their agendas interactively through symmetrical communication (Grunig & Repper, 2005, s. 165). Strategic management theory, which includes many theories of public relations, is generally included in the theory of excellence.

By guaranteeing the organization's engagement with the public and stakeholders because of strategic management, public relations support strategic management in organizational management. Public relations programs

are strategically planned by organizations, and when they determine which publics are willing to restrict or facilitate the organization's ability to fulfill its mission, they create communication plans that assist the organization in managing its relationship with these strategic publics (Grunig, 1997b, s. 252). Therefore, public relations is a type of two-way management that supports organizational management overall as well as unit-level strategic management.

4.Theoretical and Semantic Modification of the Term "Relationship" in PR

The term "relationship" is the second key idea in public relations, following "public". In public relations, the "relationship" oriented perspective advocates for harmony between the public and the organization (Ledingham, 2009, 465). "The current situation between an organization and its stakeholders-public, which provides economic, social, political, and cultural benefits between the organization and the public and is characterized by a mutually positive view" is how Ledingham and Brunig (1998, s. 62) defined relationship in the context of public relations (Cited in Akar, 2010, 207).

"Public relations is the management function that establishes and maintains mutually beneficial relationships between an organization and the publics on which its success or failure depends," according to Broom and Sha (2013, 29), who also define it from a relationship perspective. The relationship is the center of attention rather than communication in the relationship-oriented approach to public relations. Relationship building and maintenance can be facilitated by communication (Ledingham, 2009, s. 466). Instead of transferring ideas between the parties, the goal of relationship-oriented communication is to preserve and defend relationships and keep lines of communication open (Mutlu, 2012, 162).

4.1. Partner-Partner Orientation Theory

Around the 1980s, the field of public relations underwent a theoretical professionalization phase that dealt with the theory and practice of communication between stakeholders/publics and organizations. This phase is recognized as strategic communication management between the public and organizations (Vasquez & Taylor, 2001, 122-123). Bernays' asymmetrically oriented approach dominated the public relations discipline until the mid-

1980s. From the mid-1980s onwards, the foundations of symmetrical communication, relationship management, and dialogic communication were laid. The development of mutually beneficial relationships between the organization and the stakeholder/public has been the focus of symmetric communication from the 1990s to the 2000s, and dialogic communication, participatory dialogic communication, and relationship management theories from the 2000s to the present. The theoretical framework for public relations has evolved in this context. These various viewpoints in public relations were divided into two categories by Botan and Taylor (2004, s. 651-652) the "functional perspective" and the "common orientation perspective."

In the early days of public relations research, the functional viewpoint was common and saw communication and public stakeholders as tools for achieving organizational objectives. The creation of tactical and strategic corporate messaging is often the main goal of functional public relations. The media, journalism, and production abilities are closely related to public relations practitioners. In the functional approach, relations are not the end goal. The use of public relations as a tool to accomplish organizational objectives is known as public relations. This viewpoint has theoretically been influenced by persuasion, agenda-setting, media relations, and information subsidy theories. It is hardly unexpected that the ideas underlying this functional path are widely accepted, as public relations researchers have been following it for a long time. Indeed, the widespread use of utilitarian ideas makes sense given the tight relationship between public relations theory and practical practice. However, public relations is moving away from the functional approach and toward one that emphasizes communication as a process of meaning-making as it grows increasingly preoccupied with theoretical questions (Botan and Taylor, 2004, s. 651-652).

4.2. Quadrilateral and Symmetric Communication Model

The most frequently mentioned scholars in the quadruple public relations model, which is based on the development course of public relations in the United States, are Grunig and Hunt (1984), who established and modelled the development stages and application forms. Scholars and researchers in the field of public relations have studied the four-way public relations model, press agency, public information, two-way asymmetric model, and two-way

symmetric model extensively between 1984 and the present (Grunig & Grunig, 2005, s. 307). Grunig and Hunt (1984) assert that while public relations techniques have been used historically, they have evolved in response to the technological, social, and economic shifts of the late 19th and early 20th centuries.

Grunig decided on the quadruple model's direction and goal as it was being created. In defining the direction of the model and whether it is one-way or two-way, he says that one-way communication spreads information in a monological form. Conversely, two-way communication places more of an emphasis on dialogue and information sharing. Grunig claims that there are two categories for the sake of models: symmetric and asymmetric. When there is an imbalance in communication, the organization's public relations strategies and attitudes shift. A form of communication is out of balance. In contrast, symmetric communication exhibits balance. In the communication process, the public's and the organization's relationship is adjusted to one another (Woodyard, 1991, s. 25).

Table 3: Characteristics of the quadratic model (Grunig and Hund, 1984, s. 22)

Characteristics of the Quad Model				
Characteristic	Press Promotion /Introduction-1850-1900	Public Information 1900-1920	Two-Way Asymmetric 1920-1960	Two-Way Symmetric 1960-Present
Objective	Announcement	Information	Scientific persuasion	Mutual understanding
Purpose of the Organization	Control, dominance	Harmony, cooperation	Control, dominance	Harmony
The Nature of Communication	One-way, exact reality does not matter	One-way, reality matters	Bidirectional, unbalanced impact.	Two-way, balanced effect.
Communication Model	From source to receiver	From source to receiver	From source to receiver	From group to group
Nature of Research	Not very important	Not very important	Evaluation of formative behavior	Evaluation of formative understanding
Historical Representatives	Pt. Barnum.	Ivy Lee	Edward Le. Bernays	Bernays, educator, professional leader.
Areas of Application Today	Sports, theater, product, promotion,	Government, non-profit organizations, associations, business	Competition market agencies	Business agencies with a social purpose

4.3. Mixed Communication Model

Although the symmetric model has many positive contributions to the organization and the public, the excellence research revealed that organizations do not only use the symmetric model in their communication practices. Organizations use a combination of asymmetric and symmetric communication methods, which are in contradiction with each other. Although symmetric two-way communication provides the ethical basis for the negotiation process, the asymmetric model is used to manipulate the public. Asymmetric communication is subordinated to symmetric communication. In game theory, parties try to gain short-term advantage through asymmetric practices. However, short-term manipulation should not jeopardize the game itself and symmetric practices and mutually beneficial relationships should come to the fore. It is a combination of symmetric and asymmetric communication practices and was inspired by game theory and adapted to public relations as "mixed game theory" by Murphy (1991).

Businesses require the public relations practitioner to operate in the organization's best interest since, when it comes to public relations, they are not wholly altruistic entities. However, companies also have obligations to the community. The phrase "mixed motives"—a combination of the two-sided asymmetric and two-sided symmetric models—comes to light in this instance.

4.4. Theory of Relationship Management

Public relations is defined as "the management function of establishing and maintaining mutually beneficial relationships between an organization and the public" in the context of relationship management. The viewpoint that considers public relations to be "relationship management" is predicated on procedures that surface during the analysis, planning, execution, and assessment phase of the process. Furthermore, the term "public relations" also suggests that the study and application of the discipline should center on the relationship that an organization has with its target audience, address the pillars upon which that relationship is constructed, and pinpoint the influences that the organization has on the public (Ledingham & Bruning, 1998, s. 56).

Interpersonal communication theories are central to relationship management theory. Because special interventions may be required to change the relationship in a desired way. In relationship theory, social influence theory

can be utilized to improve interpersonal relationships. Self-disclosure, mutual disclosure and intimacy can be effective in determining the stage of relationships (Coombs, 2001, s. 114).

The focus of the relationship model in research is neither the organization nor the public. In the relationship-centered model, the public and the organization can interact and change each other. Relationship management deals with the core issue, not the parts of the problem (Ferguson, 2018, s. 172). In many different circumstances, the relationship viewpoint provides an explanation of how public relations works. Issue management and crisis management (Coombs, 2000); Bridges and Nelson, 2000 quoted in Ledingham, 2003, 181), public affairs, community relations (Ledingham & Bruning, 2001), and media relations (Ledingham & Bruning, 1998) Furthermore, the idea of relationship management integrates relevant mid-level theories along with basic theoretical ideas like Grunig's two-way symmetrical model and systems theory (Ledingham, 2003, 181).

4.5. Dialogic and Participatory Dialogic Communication Theory

The fields of philosophy, rhetoric, psychology, and relational communication are where dialogue had its start (Kent & Taylor, 2002, 22). Studies on the idea of dialogic public relations have been steadily increasing since the 1990s. The concept first gained traction in the field of communication in the 1970s (Anderson et al., 2004: 5 cited in Türkal, 2017, 2017: 359), and in public relations as a dialogic approach in the ethical context in the 1980s (Es & Meijlink, 2000, s. 69). Although dialog was viewed as a sensitive framework by Bakhtin, Bohm, Buber, Gadamer, and Rogers, in public relations it was viewed as a two-way communication method. Mutual understanding, equality of response rights, non-exclusion, and respect are the cornerstones of two-way symmetrical communication dialogue (Lane & Bartlett, 2016, 4075).

Dialogic communication is not the same as all interpersonal communication. Communication must have several different characteristics to be dialogic. In their research, Kent and Taylor (2002), Kent and friends, (2019), Lane & Kent, (2018) have given a detailed explanation or synopsis of the features of dialogic communication theory. Certain traits that go beyond communication, public relations, philosophy, and psychology are necessary to

generate two-way symmetrical communication in interactive PR. In public relations, these characteristics are known as dialog theory. The following are the fundamental qualities of dialog, according to Kent and Taylor (2002, 25-29): opposition, intimacy, empathy, risk, commitment and trust.

Table 4: Key features of the theory of dialogue according to Kent and Taylor

Key Features of the Theory of dialogue according to Kent and Taylor					
Reciprocity	Proximity	Empathy	Risk	Commitment	Trust
Cooperation	Proximity of existence	Supportive	Security vulnerability	Reality	Willingness to participate
Spirit of mutual equality	Temporal flow	Social orientation	Unexpected results	Commitment to the conversation	Reliability
	Participation	Approval	Recognition of the other	Interpretation	

It is believed that Pearson (1989) contributed dialogically to the field of public relations theory. Pearson examined public relations from a more ethical standpoint in theory and practice in his study "The Theory of Public Relations Ethics" (Pearson, 1989). Public relations provide the finest conceptualization of managing interpersonal dialectics; the key component is favoring dialogue over monologue (Pearson, 1989, s. 177). According to Pearson (1989), for organizations to play fairly, participants must comprehend and agree upon the rules of the game, and the game must be structured to benefit stakeholders rather than businesses. As a result, Pearson offers six suggestions for public relations specialists to improve the bond between the public and the organization. These are the rules governing opportunities to comprehend, uphold, and end rules in a dialogic interaction should be generally understood and agreed upon. The rules governing the duration of time between messages or questions and their answers should also be generally understood and agreed upon. The rules governing opportunities to propose topics and initiate topic changes should also be generally understood and agreed upon. The rules governing when a response qualifies as an answer should also be generally understood and agreed upon. The public should be aware of and agree upon the

rules governing communication channels and the rules governing the discussion and modification of rules (Pearson, 1989, s. 381-384).

Table 5: Differences between Classical Theory and dialogic theory in public relations

	Classical Theory	Dialogical Theory
Level	Organizational level	Social-societal level
Form of government	Communication management	Relationship management
Objective	Persuasion-impact	Understanding, negotiation, compromise, conflict resolution, organizational public effectiveness-dependence
Vehicle	Mass media	Interpersonal communication
Direction	Unilateral-monologous	Double-sided symmetrical
Mode of exchange	Organization's change of public opinion	Based on exchange and interaction between the organization and the public
Focal point	Result-oriented	Process-oriented
The theory that they are structured in	System theory	Relationship management theory

4.6. Rhetorical Public Relations

Drawing from the rich rhetorical legacy of Western civilization, which dates to the works of the ancient Greeks and Romans, a rhetorical perspective on public relations (Heath, 2000, 69). The logic of persuasive speech is known as rhetoric. It is composed of a well-established set of strategic rules on the framing, organization, evidence, and articulation of messages. It addresses the design of each message to make it both persuasive and educational

In public relations, rhetorical theory focuses on the symbolic and relationship-building aspects of organizations' efforts to achieve specific political or economic goals. The moral practice of public relations is justified by rhetorical theory's advancement of our understanding of the symbolic effectiveness of PR strategies and their consequences on society (Ihlen, 2011, s. 455-457). It makes clear the role that public relation plays in the formulation and implementation of the value views that shape society. It highlights how crucial public conversation is as a platform for idea sharing, problem solving, and collective decision-making. In the areas of public policy and the market,

where values are derived from sociopolitical and economic concerns, it encourages the use of public relations techniques. Coherence is therefore attained to direct individual and community decision-making (Heath, 2000, 69). While the classical rhetorical approach views public relations as primarily focused on persuasion, modern rhetorical theory links ethics in PR to the nature, scope, and source of PR, or epistemology (L'Etang, 2006, s. 359-360). It explains how public relations adheres to moral principles, how it contributes to the establishment of values through mutual engagement in organizational and public stakeholder discussions, and how it benefits society economically and politically. According to this viewpoint, rhetoric is a dialogic process that guides people through the forks in the road and toward the consensus required to build relationships based on mutual benefit (Heath, 2000, s. 71).

Conclusion

In the national and international literature, there are various books dealing with public relations theories (Botan & Hazleton, 1989; Botan, and Hazleton, 2009; Erdoğan, 2014; Okay & Ayla Okay, 2022; Tuncer, 2019). However, when these publications were analyzed, it was seen that they evaluated the theories in the field of public relations independently. With 50 years of theoretical development, public relations theory contains many theories in medium, small and large scales. With this study, the answers to the questions about where the theories under the roof of public relations, which is in the process of development, are located, the development course of the theory, and which theory emerged when were found. With this study, it has been tried to take an x-ray of public relations theory.

The goal of this research is to discover how the concepts of "public" and "relationship" have theoretically changed over the course of 50 years. It has been noted that the notion of public relations has changed from a functional perspective to a common orientation angle. It was discovered through the investigation that early public relations theory was approached from a "functional" standpoint. From a functional standpoint, media relations, agenda-setting, and persuasive communication theories all influenced the view that public relations were a tool for accomplishing organizational objectives. Public relations theory began to shift toward the "common orientation" perspective in the middle of the 1980s. The common orientation hypothesis states that public

relations place a strong emphasis on the creation of connections and meanings. Within the framework of common orientation theory, theories like dialogic communication, relationship management, and issue solving are examined. It has been established that each of these theories is covered by the theory of excellence. Simultaneously, the ideas pertaining to the terms "people" and "relationship" exhibit a comprehensive framework that is consistent with one another in both vertical and horizontal directions. Following the problem management theory, the theories pertaining to the concept of "people" concentrate on "relationship" management theories. Relationship-oriented theories influence both public and relationship-oriented concepts, which is why strategic communication theory is important. The theory of excellence, widely acknowledged as the overarching theory of public relations, brings all this theoretical organizing to life. However, system theory can be viewed from an alternative angle. Because organization can be seen as the starting point of the theories, even if system theory views it as an open system with inputs and outputs.

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CHAPTER 4

THE IMPACT AND REFLECTIONS OF CULTURAL CLOTHES ON FASHION

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INTRODUCTION

Clothes are one of the most important reflections of the cultural accumulation of societies. Although clothing culture emerged from humanity's protection and covering needs, many cultural functions have been loaded on it over time. It is an important cultural form shaped by environmental conditions, social and individual values, traditions, wars, migrations, religious values, and cultural and economic factors. Cultural development and changes also reveal the characteristic features of societies.

In the 21st century, the increase in technology and rapid access to information brings about rapid social changes and causes intense interaction. When the history of clothing is examined, it is seen that cultural accumulations have affected clothing over time and have undergone significant changes. Beliefs, migrations, wars, changing climatic conditions, social events and differences emerge as factors that shape clothing culture. In addition to these elements, historical accumulation and habits are transferred to the next generations by being added one after another in the social structure and even changing. It is possible to see these accumulations shaped by beliefs, values and experiences in the development and change of clothes. It is seen that this knowledge, which emerged with the globalizing world and easily accessible resources, was also transferred to different cultures and communities.

Especially when traditions and cultures were not so erased, many predictions could be made about people's nationality and lifestyle from how they dressed. Humanity's clothing culture has changed throughout history due to factors such as geographical conditions, gender, lifestyle, beliefs, and cultural influences since the existence of human beings. The cultural elements of the society are reflected in traditional clothing styles and have shaped the way people dress. These factors have shaped the hierarchical structure of clothing, economic status, social status, professions and work areas.

While looking at the history of clothing, we can see that clothing culture has undergone significant changes over time. For example; Ancient clothing was influenced by beliefs, climatic conditions and social class distinctions, while medieval clothing was shaped under the influence of wars, migrations and international trade. Nowadays, clothing is constantly changing under the influence of tourism and technological advances (Güngör, 2013). Thanks to accelerating globalization and accelerating clothing fashion, especially with

technological developments, elements that reflect the clothing culture of societies have gradually been erased and fashion elements have become globalized accessible and applicable to everyone. With the establishment of states, the increase in international commercial competition and the rise of industrialization, it is observed that the religious and cultural influences on people's clothing styles gradually decrease. Instead, it seems that similar clothing styles have emerged around the world and people's clothing does not differ much.

The types of clothing that make up the clothing culture of societies have been created and used for a certain purpose. Afterwards, these cultural clothes became a source of inspiration for designers in subsequent societies with their functionality or designs. Modernized versions of most traditional and cultural clothes symbolizing a culture are still widely used today. Today, designers create designs inspired by ethnic values and pass these experiences on to the next generations. Therefore, it seems that cultural interaction has reached higher levels. Within the scope of this study, the reinterpretation of motifs and/or clothes used in the historical flow by designers in later generations and the clothes they created in this direction were examined. These clothes, which appear in the form of appliques, pattern designs or reinterpretations of clothes, are preferred and fashionable by new generations. It is seen that various cloaks, shalwars or patterns are used on the clothes with various techniques.

1. FASHION AND CLOTHING CULTURE

1.1. Fashion

Fashion is explained by Baudrillard as a system that encourages more consumption (Baudrillard, 2002). In its simplest form, it refers to constant change. Fashion exists in all areas within the production-consumption system (for example, furniture, automotive, technological devices, kitchenware, household items, clothing accessories such as bags and shoes, jewellery, hairstyles, make-up styles, etc.). Although the concept of fashion covers all areas of life-related to consumption, as in the examples given, it is generally discussed through clothing practices and clothing accessories.

The most important element of the fashion system is clothes, and when fashion is mentioned, the first thing that comes to mind is clothing. Fashion designers and fashion trendsetters who direct and develop the fashion system

can use traditional cultural elements and traditional clothing materials and shapes as the subject of fashion (Tatlıdil & Şahin, 2019). Today, fashion is one of the most important means of interaction that conveys culture and cultural identity to large audiences. It interacts with traditions and identities while also revealing current trends. Fashion is the result of the acceptance of certain cultural values that can change with rapid effects. Therefore, every fashion designer should be interested in and knowledgeable about clothing culture. In this way, he/she can know how cultural accumulations will be reflected in clothes and how to carry the symbols, beliefs, beliefs, status, identity or cultural codes that change around the design of the garment to his/her design (Şahin, 2016).

1.2. Clothing Culture

Culture includes a society's thoughts, discourses, actions, traditions, languages, materials, attitudes, emotions and more. Culture is a phenomenon shaped by the beliefs and values widely shared by a particular society. Culture can be broadly defined as the set of material and spiritual values inherited from ancestors, including knowledge, art, morality, traditions, and all the skills and habits that a person acquires from the society he lives in. Clothing styles and habits have developed under the influence of people's beliefs and cultures. The factors that make up clothing culture are as follows, and clothing culture is mostly shaped within the framework of these items and forms a whole.

- Climatic conditions and geographical region
- Agricultural conditions and animal husbandry
- Lifestyle and style
- The strategic location of the society and its neighbouring communities
- Battle style and army formation
- Economy level
- Classification and social status in society
- The richness of natural resources and minerals in the region where we live
- Religion and sect believed in
- Beliefs and traditions

- Ceremony and ceremonies, forms of celebration, etc. many elements are effective in shaping clothing culture.

The clothes we wear and the principles we embrace are important parts of culture. With this in mind, the importance of cultural development in determining the characteristics of societies becomes clear. Enninger determines that the acceptance of clothing as an image or marking system cannot be evaluated in isolation; it is an indicator of a social unit (Enninger, 1998). Clothing culture is based on the structure of folk culture and is a phenomenon that includes social traditions. For this reason, clothing culture has been changing gradually over many years. Sürür states that clothing is a part of traditional life with the elements it contains based on these changes and accumulations and emphasizes that traditional culture should be handled with all its material and immaterial aspects (Sürür, 1983). Changing cultures takes years. However, today, with the influence of globalization, the transfer and change of clothing cultures can change very quickly with the help of the fashion phenomenon. Today, intercultural interaction has reached its highest level. An event that occurs anywhere in the world or a style that becomes popular can reach people on the other side of the world and expand its sphere of influence within the same day. The fact that annual and seasonal trends determined in the fashion capitals of Europe instantly spread all over the world through communication channels clearly shows the effect of cultural interaction on the understanding of clothing, as people in different geographies prefer the same type of clothes (Özkaymak, 2022).

2. CULTURAL CLOTHING AND FASHION

Many motifs and clothing models used in the past are transferred to future generations thanks to fashion, and fashion becomes cyclical and appears again and again in different forms. It is seen that some models and patterns, in particular, shape fashion with their aspects that are open to development.

In this chapter, cultural clothes and their reflections that appeared on the stage of history and were used as a tool of influence and symbolism are examined.

2.1. Kuna Mola Applique

From the past to the present, various ornamentation techniques have been used to strengthen the effect and symbolism of textile products and clothing. Applique is one of these techniques. There is no limitation in the design of applique products, the type of background fabric chosen and the number of fabric varieties. The applique can be supported with embroidery. Different dimensions can be achieved with a variety of sewing techniques applied. Therefore, many different applique designs can be made depending on the background, texture, different materials, sewing techniques and embroidery processes used. Although appliqué was first used to repair or strengthen the structure of clothing, over the centuries it has evolved into a creative art form used in many cultures as a technique to add dimension and texture to the ground fabric. The symbolic meanings and purposes of the use of the applique have varied according to social structures. An example of this is the Mola Applique, used by the Kuna indigenous people living on the San Blas islands on the Atlantic coast of Panama.

Mola Applique is a local handicraft technique with multi-coloured, complex and characteristic designs created with the reverse applique technique. In the 1500s, as a result of the Spanish settling on the coasts of Central America and their efforts to Catholicize the Indigenous people, the Indigenous Kuna people living on the San Blas islands tried to express their autonomy by painting their bodies with various colours to determine their identity and emphasize their appearance. Over time, in the 1800s, the local body painting technique was transferred to clothing. Kuna women transferred the symbols they used in their body painting to the skirt called “Picha”.

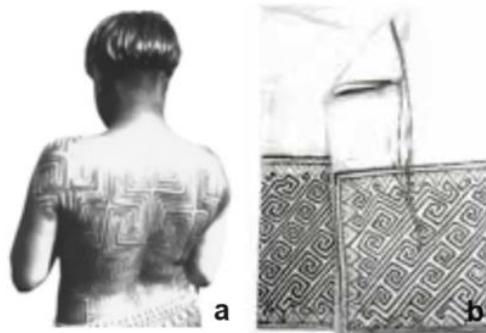


Figure 1. (a) Kuna Indigenous People painting their bodies, **(b)** “Picha”, the traditional dress of the Kuna Indigenous People

The traditional clothing of Kuna women has developed over many years and consists of skirts, blouses and shawls. They transferred the colourful molas they used on their blouses and the symbolic designs they placed on their bodies by pre-painting, their bodies through clothes. They transferred their art to blouses by drawing symbolic patterns on fabrics and sewing detailed mola appliqués. For Kuna women, the ability to perform mola appliqué is a sign of status. When applying the mola appliqué technique to a blouse, 7-8 layers of fabric are placed on top of each other and taped to prevent them from slipping on each other. Starting from the top layer, the drawn patterns are cut to reveal the colours in the lower layers. Thus, by cutting different patterns from the top to the bottom, the colours in all fabric layers are revealed. The edges of the cut fabrics are folded inwards and sewn with the same colour threads. Kuna women choose the fabrics laid on top of each other in bright, vibrant and contrasting colours, making the patterns more prominent.



Figure 2. An example of a two-color mola applique applied to a picha skirt and a Kuna woman applying the mola applique technique to her blouse

The patterns created on mola appliques carry motifs from nature, cultural values, religious traditions and the outside world, and the designs are fed by the imagination of the Kuna woman with elements of humour and irony. Through the applied patterns, information can be obtained about Kuna village life, local plants, animals and depictions of mythological and religious images.

Mola appliqués, which are good examples of cultural identity, have been used by designers in the field of fashion. Since the 1900s, many fashion

designers such as Elsa Schiaparelli, Gianni Versace, and Franco Moschino have included applique techniques, which have roots in ancient cultures, in their designs. Today's fashion designers such as Ameli Toro, Nicola Miller and Mara Hoffman have introduced mola applique, which is a traditional method, to the fashion world with their ready-to-wear collections by using Kuna local patterns and traditional methods. Fashion Designer Ameli Toro brought the traditional mola applique technique used by Kuna women to the podium in her 2011 spring/summer collection. The 2016-2017 autumn winter collection made a big impact on the catwalk again with the mola appliques it used on its outerwear. As a designer who likes to reflect contrasts of form, pattern and colour in her designs, Nicole Miller used mola appliqués in her 2017 spring/summer collection, inspired by the symbols drawn by the Kuna Indigenous people on their bodies.



Figure 3. Amelia Toro 2011 Spring/Summer and 2016-17 Autumn/Winter collection mola applique samples

Yasmin Sabet used the mola technique of the Kuna indigenous people in the bags she prepared in her 2016 spring/summer collection, highlighting colours and patterns in bag design.



Figure 4. Yasmin Sabet 2016 spring/summer bag collection mola applique example

As a result, it is seen that the techniques and symbols that make up the clothing culture of the local people on the coast of Central America are reflected in fashion and are a source of inspiration for designers (Ayranpınar, 2018).

2.2. Byzantine Cloak

The Byzantine Empire, which was founded in 330 AD and whose capital was 'Constantinople', served as a bridge between Eastern and Western civilizations due to its location. The Silk Road passing through Byzantine territory made the Byzantine Empire a centre of trade and fashion. For example, silk production started with silkworm eggs coming from China via the Silk Road, and silk fabrics were used in clothes. The clothing culture in Byzantium differentiated according to class and separated the nobles and the common people. For example, while courtiers and upper-class people used fabrics such as purple or purple-dyed silk fabrics, taffeta, velvet and fur, the public preferred more easily accessible fabrics such as linen and cotton.

Byzantine clothing culture, influenced by Christian ideology, consists of types of clothing that hide the forms of the human body and do not contain any images or nudes. Byzantine clothing was generally dominated by 'T' cuts and drapes. Pallium (cloak), Dalmatian (wide-sleeved tunic), and chasuble (sleeveless robe) are clothes that have a place in the Byzantine clothing culture and were inspired by Christians.



Figure 5. Examples of Byzantine cloaks

The most striking feature of Byzantine clothing is its easy-cut and imposing appearance. Cloaks, which were widely used by both the upper class and the lower classes of society, became indicators of power and status in the Byzantine Empire, differentiated by the type of fabric they were made of.



Figure 6. (a) Cloaks used by Byzantines from different segments of society (Balcan, 2017), **(b)** Example of the red cloak worn by nobles (Kavrakoğlu, 2019)

The colours and fabrics of the cloaks represented the status of the wearer. For example; Aristocrats preferred cloaks made of satin, silk or velvet. It is known that people wearing bright and especially red cloaks belong to the upper class of society and a noble family (Figure 6 (b)).

Cloaks were widely used by different societies in later times as protective clothing, especially against cold weather. Capes, which were used as raincoats in the army and wars in the 1900s, were also used from time to time on catwalks and as a complement to evening dresses as a source of inspiration for fashion designers. World-famous designer brands Christian Dior, Louis Vuitton,

Givenchy and more have modernized the cloak, which had an important place in the clothing culture of the Byzantines, and included it in their collections.



Figure 7. Examples of cloaks from famous fashion brands (Vogue, 2019)

As a result, the cloak is a type of clothing that has a very important place in the clothing culture of the Byzantine Empire. However, cloaks were used by different societies at different times. The use of capes has been reflected from ancient communities to the present day, and has also been carried to the catwalks as a source of inspiration for famous fashion designers (Kalebek et al., 2022).

2.3. Turkish Shalwar and Trousers

Turks are the first nation to domesticate the horse. They used horses as mounts, especially due to their nomadic lifestyle. The prevalence of horse riding among Turks allowed the development of clothing suitable for riding. To prevent friction and injuries on the legs while riding horses, they used thick trousers and boots that were also resistant to cold. Turks, who were the first nation in the world to domesticate horses and use them as mounts, were also the first nation to use trousers and jackets. However, trousers are called underwear because Turks wear long caftans and long jackets. Trousers are an important type of clothing not only for Turks but also for all nations, especially since

they are widely used all over the world today. Shalwar and trousers were introduced into Turkish clothing culture by the Huns as a type of clothing developed by warrior tribes for horseback riding. Byzantine, Roman and Chinese warrior communities of that period used robes and long tunic-style clothes to move comfortably while riding horses, and there were no trousers in their clothing culture. During this period, Turks preferred to wear trousers called 'Um', which were narrow on the legs and slightly wider on the top. With the introduction of trousers into Turkish clothing culture, they became widespread among Turkish tribes. For example, when going on long journeys on horses, Kazakhs would wear wide trousers called 'Shalbar'. Uyghurs preferred riding-type shalwar trousers. With the Turks wearing trousers, the Chinese began to wear trousers in their established cavalry units. The spread of trousers to Europe began 1500 years after the Turks wore trousers when the Italian comedian Pantolone wore them for the first time. The fact that trousers began to spread rapidly in Europe at that time and became the most used and especially preferred item of clothing in daily wear until today has spread from the clothing culture of the Turks. (Ayhan, 2021a).



Figure 8. (a) Young girls in trousers in the wedding procession in the murals of the Gokturk State, **(b)** Trouser-wearing horse cavalry from the South Altai Pazyryk people

It is based on sources such as pictures from the ancient Turkish states about the use of trousers by Turks, motifs and drawings on items such as ceramic tiles, Gokturk Inscriptions from the 8th century, old Uyghur wall

paintings, and *Divan-ü Lügat-it Türk* written by Mahmud of Kashgar in the 11th century. Apart from these, the first trousers found from various ruins and exhibited in various museums in Europe are also important evidence.

Tight-legged trousers have been found in Turkish graves from the Iron Age. A thick belt is used on the waist of these trousers and there are pleats on the front and back. You can also see the tie section on the ankle part of these trousers, which is made to prevent them from coming off and is placed on the foot. (Ayhan, 2013).

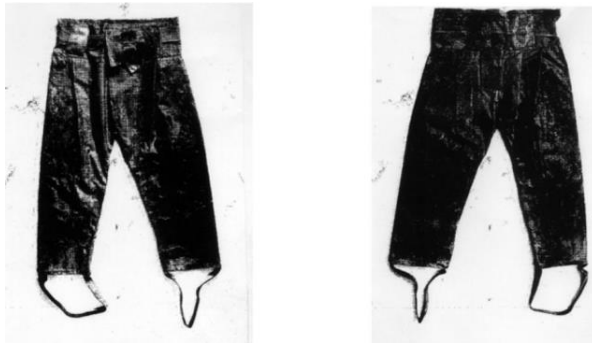


Figure 9. Front and back view of the first Turkish trousers from the Orkhon (Orhun) Kurgans

There are many examples in fashion of wearing trousers with ankle straps, which have an important place in Turkish clothing culture. For example, there are leggings and trousers with foot straps, which have been very popular in recent years and which we frequently encounter in Turkish clothing brands, especially the Inditex group, and which are fashionable in daily wear.



Figure 10. ZARA leggings with foot straps (ZARA, 2024) and LCW leggings with foot straps (LCW, 2023)

Shalwar, one of the traditional clothes of the Turks and still worn by both men and women, especially in Anatolia, has had a significant place in fashion from past to present.



Figure 11. Hatice Gökçe, 2015 Mercedes Benz Fashion Week collection shalwar samples (Vogue, 2014).

Bagged shalwar, known as East Turkestan shalwar, is a type of shalwar whose legs are elasticated at the ankle or laced with a thread. This type of shalwar, which comes from the Eastern Turkestan clothing culture, is thought

to be the ancestor of the tracksuit bottoms that we widely use today as home wear or sportswear (Mete, 2006).

The shalwars and waist wraps used by Marc Jacobson and Gian Franco Ferre in their collections are examples of their inspiration from Turkish clothing culture. The shalwars used on catwalks and fashion brands are designed in different lengths and cuts, modernized and made in line with trends.



Figure 12. Salwar samples from collection designs

For centuries, Eastern countries that attracted the attention of the Western world have been a source of inspiration for fashion designers. Paul Poiret, one of the leading fashion designers of the first half of the 20th century and known as the "king of fashion" in France, attracted attention by reflecting his interest in Eastern cultures in his designs since the early 1900s. In particular, his collections inspired by Ottoman harem clothing include shalwars, which he calls "Harem Pant". This collection has been exhibited at the Metropolitan Museum of Art in New York since June 2007, in memory of Poiret. (Ayhan, 2021b).

2.4. Japanese Kimono

As a result of the enrichment of public life in Japan in the 17th century, the art of weaving advanced and fabric dyeing processes developed. Japanese traditional clothing 'kimono' was made with advanced weaving and dyeing techniques. Kimono is a type of clothing that has an important place in Japanese clothing culture, is very loose and wide-sleeved, mostly consists of a single piece and is tied at the waist with a belt. The belts used on the waist of kimonos are called 'obi' in Japanese clothing culture. The use of kimonos, which are generally made using bright and vibrant coloured fabrics, with thick belt-

shaped obi, reveals the woman's waist form in the loose kimono. The kimono is the most important garment of the Japanese in traditional culture and is expensive due to the materials used. Silk or brocade fabric is generally preferred for kimono. There are many large and small patterns in different colours on the fabric. There may be different patterns such as different flower motifs, tree branches and bird motifs. Influenced by the Japanese art of Ukiyo, leaves, cranes, flowers and many patterns inspired by nature are used in Kimonos. The pattern and design of the kimono describe the financial status and personality characteristics of the wearer (Fıçıcıoğlu, 2021).



Figure 13. Kimono samples (GNS, 2023)

Colours, like patterns, also have meaning. For example, purple is used as a metaphorical sign of undying love. The red colour, which is widely used in kimonos, is a colour preferred by young women and is an indicator of attractiveness in women. Underwear is worn inside the kimono. Sandals and socks with separated toes are used as shoes so that they can be worn with sandals. The look of the kimono is completed with the umbrella, bag and different accessories and jewellery worn on the kimono. Since kimonos differ according to their status in society, they provide information about the place and characteristics of the wearer in society. The motifs, colours and materials used bear traces of the individual identity of the person wearing the kimono. For example, the sleeves of kimonos vary depending on age and status. Single Japanese women wear kimonos with sleeves reaching to the floor. Thus, it can be understood whether women are married or single by looking at the clothes they wear.

During the period that the Japanese call the Meiji period (between 1868 and 1912), clothing culture was also affected by the Westernization reforms.

With this influence, the patterns on the kimono became simpler. Nowadays, due to the erasure of clothing cultures and globalization, everyone dresses in a mirror style, kimono is not preferred in the daily wear of the Japanese. Kimono is preferred as traditional clothing only on special occasions such as weddings and official ceremonies. However, since the days when Kimono was used as daily clothing, many designers have been influenced by the Japanese clothing culture. Kimono designs have modernized and survived to the present day and are used in daily wear by different nations. Japanese designer Kenzo Tanada has become a branded designer in the fashion industry with his collections created by synthesizing Japanese clothing culture with Western clothing culture. Kenzo, which includes Japanese decoration techniques and Japanese clothing culture elements in its designs, has also appeared on the cover of major fashion magazines such as Elle, as a successful name for east-west synthesis.

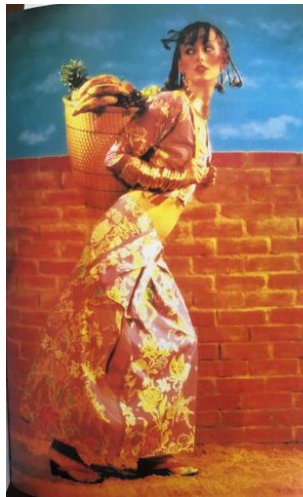


Figure 14. Kenzo's modernized kimono design combined with a midriff-baring skirt

The Kenzo brand was acquired by the luxury group LVMH and continues to design as a fashion brand based in Paris. Although it is now a Paris-based fashion brand, it produces models that reflect Japanese clothing culture by adopting Kenzo Takada's 'East meets West' principle. Especially modernized kimono jacket designs attract attention.



Figure 15. Kenzo kimono jacket examples (KENZO, 2024).

Nowadays, there are modern kimono designs in many local and foreign brands. Kimono, which is especially preferred for beach wear, becomes fashionable from time to time. Current kimono examples of some brands are given.



Figure 16. Examples of kimono designs from different brands

2.5. Poncho of South American Countries

Poncho is a type of clothing usually made of wool or alpaca wool, which is an important symbol of the clothing culture of countries in the South American region (especially Peru and Bolivia). Ponchos made of thick and woollen fabrics by South American Indians were used as outerwear to help

protect against the cold. Ponchos, which are the traditional clothing of the local people in the South American region, are made by cutting and opening a circle in the centre of a rectangular, square or circular-shaped fabric, as wide as the head size. In different traditional poncho models, the front can be cut from the middle length and the front can be open. Being loose and draped over the shoulder, it covers the body well and helps prevent wind and cold.



Figure 17. Example of poncho worn by South American Indians (Pinterest, 2021).

It is seen that the local people embroidered symbols and patterns specific to each of the poncho fabrics produced by the South American Indians using traditional weaving methods in ancient times. Ponchos were worn by both men and women, regardless of class. Ponchos, which form a part of the local culture in the Andes, are considered an important element of traditional clothing because they reflect traditions and local identity. (NKFU, 2023).

The poncho, the traditional clothing of the South American Indians, is today a source of inspiration for famous designers and is used in the outerwear of most fashion brands, modernized with different patterns and motifs in the same cut.



Figure 18. Poncho models of different brands (DIOR, 2023) (YSL, 2023).

3. CONCLUSIONS

Clothing culture is the external reflection of the entire culture of a society. Clothing culture of societies; their lifestyles, beliefs and religions, the climatic conditions of the region they live in, their economic situation, etc. It was formed by the combination of many factors. When we look at ancient societies, societies had different and distinctive clothing cultures. For example, two different nations living on the Asian continent could be distinguished by looking at their clothing. Different societies living together, and interacting with each other, influenced and developed clothing cultures at certain levels. This influence has enabled the enrichment of cultures through intercultural relations. The globalization of the world through industrialization and technologicalization has made it easier to access inaccessible materials and has increased intercultural interaction to the highest levels. With globalization, clothing culture changes towards Westernization have gradually occurred among societies. Today, in cities where the human population is concentrated, clothing culture has become uniform and differences in clothing culture between nations have largely disappeared.

Clothing culture, which is unique to every society, has gained a place in the fashion industry by influencing designers since ancient times. Clothes, which were used in society in the past due to their functional features, later became a source of inspiration to create different designs in terms of design and aesthetics. Famous fashion designers frequently use traditional clothing styles, techniques and patterns in their collections. These cultural influences in their

collections have enabled the transfer of clothing culture elements that are no longer preferred in daily life into fashion. Since fashion as a phenomenon constantly repeats itself, traditional clothes used in ancient times have been reflected in fashion from time to time and continue to be reflected. With fashion, elements of old clothing cultures entered our lives and were used in our daily lives, and as they became out of fashion, new ones were included in our daily lives. In this fashion cycle, different clothing cultures come into fashion and continue to be used until they become outdated.

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CHAPTER 5

**SUSTAINABILITY COMMUNICATION: A COMPREHENSIVE
APPROACH¹**

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INTRODUCTION

Sustainability is a crucial aspect of modern management, aiming to preserve natural resources and maintain ecological balance for future generations. It should be a strategy, not just a concept. Effective implementation of sustainability communication involves sharing strategies with employees, stakeholders, the community, and customers (Akdemir, 2023:1).

Sustainability and sustainable development are highly complex topics that are difficult for people to understand (Primožič and Kutnar, 2022:2) and can only be achieved with the involvement of all relevant stakeholders at every level (Svetlačić et al., 2016:733). Sustainability cannot be realized through the efforts of a single individual or organization. It carries a collective responsibility that requires the collaboration of all people and organizations (Özgen, 2022). The concept of sustainability reflects a communication approach that promotes change, improves conditions, and increases participation in the decision-making process. In this regard, the efforts of only experts and political leaders to mobilize people will not be sufficient (Aversano-Dearborn et al., 2018:6). Communication, an inseparable part of humanity, is a crucial tool in bringing sustainability issues to the public agenda (Fischer et al., 2016:139) and embedding the vision of sustainable development into society (Witt, 2011:79). Using communication to support the fulfillment of sustainability goals poses both an opportunity and a difficulty for firms (UNEP, 2007:62).

Sustainability concerns are commonly defined by their intricate and unpredictable nature. Communication is crucial in dealing with these difficulties (Newig et al., 2013:2976). This chapter aims to underscore the importance of sustainability communication and enhance awareness among stakeholders, including academics, practitioners, policymakers, and all involved in sustainability efforts. Initially, it examines the intersections between sustainability and communication, followed by an elaboration of the concept of sustainability communication. It then traces the evolution of this concept, explores sustainability communication instruments, and addresses negative concepts and challenges within the field. The chapter concludes with recommendations for developing and implementing sustainability communication strategies. This approach seeks to contribute to a deeper understanding of the pivotal role of communication in achieving sustainability goals.

1. Sustainability and Communication

Sustainability is defined by the United Nations Brundtland Commission as “meeting the needs of the present generation without compromising the ability of future generations to meet their own needs” (UNAI, 2024). Sustainable development, as articulated in the Brundtland Report, is “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (United Nations, 1987). This context includes an impeccable environment, a just society, and a healthy economy (Diesendorf, 2000:22). Sustainability and sustainable development are concepts proposed by the United Nations as a prescription for the preservation of our civilization, which constitutes the common heritage of the environment, societies, and humanity (Akdemir, 2023:162). Sustainable development now encompasses not just environmental concerns but also economic and social aspects. In addition, the notion of sustainable development has been expanded to include not just the macroeconomic level, but also the microeconomic and individual levels (Steurer et al., 2005:264).

The Sustainable Development Goals (SDGs) set the agenda for global sustainability efforts from 2015 to 2030. Established by the United Nations, the SDGs address critical challenges to achieving a sustainable future at a global scale. These goals encompass a broad spectrum of issues, such as providing clean water and sanitation, eradicating poverty, ensuring quality education, and ending hunger (Edinsel and Akdemir, 2023:434).

There are three fundamental dimensions of sustainability and sustainable development. Dalal-Clayton and Bass (2000) define these three dimensions as follows: (1) Environment: Natural resource development for future generations. (2) Economy: The creation of wealth and livelihoods. (3) Society: eradicating poverty and improving quality of life. These dimensions are also prominent in sustainability communication. Figure 1 presents the categorization of sustainable development goals according to sustainability's three dimensions. Achieving the sustainable development goals requires a multifaceted and highly coordinated effort involving all levels of society. In this context, communication emerges as the primary factor.

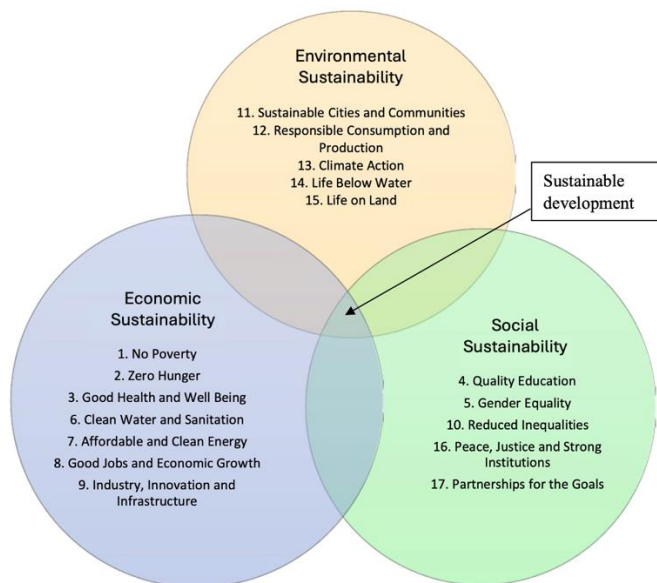


Figure 1. Dimensions of Sustainable Development Goals Adapted from (Barbier & Burgess, 2017:6).

Communication is critical for organizational internal functioning because it integrates managerial functions (Koontz et al., 2020:656). As an inseparable part of humanity and organizations, communication also plays a significant role in bringing sustainability issues to the public agenda (Fischer et al., 2016:139). For sustainable development, communication builds bridges among stakeholders, fills perception and knowledge gaps, prevents problems, and increases the chances of success. Sustainability entails balancing current and future needs in relation to the environment. While communication may not solve every problem, it is an ethical and effective approach that seeks appropriate solutions (Mefalopulos, 2005:259).

The role of communication in advancing sustainability and heightening awareness is indispensable. Although technical and financial solutions are fundamental, the efficacy of communication strategies is paramount in realizing the Sustainable Development Goals (SDGs). Through the dissemination of knowledge and awareness, communication fosters collaboration among diverse stakeholders and informs decision-making processes. Consequently, the development and implementation of robust communication strategies are

crucial for ensuring sustainability and facilitating progress toward a more sustainable future.

2. Concept and Theoretical Framework of Sustainability Communication

Regarding the conceptual basis for sustainability communication, it is important to acknowledge that there is now no existing framework that fully encompasses this topic. On the contrary, sustainability communication encompasses a wide range of scientific fields, each with its own theoretical concepts and expertise. The fields encompassed in this list are communication theory, media theory, systems theory, sociology, and psychology (Fischer et al., 2016:141). In sustainability communication, it is possible to observe a multi-layered and multi-faceted structure similar to that of sustainability itself.

Sustainability communication is a communication approach used to manage relationships among stakeholders by considering environmental, social, and economic sustainability. The aim of this approach is to raise awareness and effect behavior change to create a future in harmony with nature, rather than destroying it for human welfare. Therefore, the concept of sustainability communication aims to guide target audiences' behaviors in a way that supports sustainability to enhance societal well-being (Özgen, 2022).

According to Solitaire Townsend, one of the founders of Futerra, one of the first companies to define and implement sustainability communication, there are two different definitions of sustainability communication: The first is communicating sustainability, and the second is communicating in a sustainable manner. The second definition focuses on conveying the impact of research on the environment, while the first aims to integrate the communication of social and environmental issues to create behavior or attitude changes among individuals and institutions. The definition of sustainability communication can evolve over the years, and there is no single definition (Doğru, 2023:323).

The concept of sustainability communication involves the implementation of communication strategies that encourage both organizations and their stakeholders to adapt consistently to the environment. It encompasses various efforts to communicate the benefits of sustainability measures to the target audience, encourage their participation in such initiatives, and raise awareness about sustainability concerns. This approach emphasizes open

communication with stakeholders on sustainability issues to ensure transparency (Akbayır, 2019:6).

Sustainability communication involves the methods an organization uses to convey its sustainability goals and actions to the public and stakeholders, with an emphasis on transparency and accountability. This framework includes sustainability communication's purpose, target audience, communication methods, and outcomes.

The purpose of sustainability communication is to understand individuals' relationships with the world and their environment, transform these relationships into societal discourse, raise critical awareness about issues related to these relationships, and relate these issues to societal values and norms (Godemann and Michelsen, 2011b:6).

Sustainability communication is linked to sustainable development and is based on economic, environmental, social, and cultural values. It deepens the understanding of different stakeholders regarding the human-environment relationship, thus aiming to create broad acceptance. The primary goal of sustainability communication is to develop evolving interaction methods within society to support individuals adopting sustainable behaviors and lifestyles (Lähtinen et al., 2017:2).

One of the instruments that helps bring about an evolution towards sustainable development, from a policy standpoint, is sustainability communication. While hard policy tools include legal regulations and market mechanisms, soft policy tools are considered flexible and persuasive. Sustainability communication is often an example of soft tools. Academics advocate for a combination of hard and soft tools to implement structural and institutional changes and influence social norms, attitudes, and behaviors (Fischer et al., 2016:141).

The 17 goals set by the United Nations Sustainable Development Agency provide guidance for a sustainable future, encompassing critical issues such as the eradication of poverty and hunger, the provision of quality education, access to clean water, and the development of affordable sustainable energy sources. Additionally, achieving gender equality, providing fair working conditions, and creating sustainable cities are among the targets. Achieving these goals is essential for promoting sustainable development and realizing societal

transformation. In this context, sustainability communication plays a crucial role (Özdemir, 2023:27).

When conceptualizing sustainability communication, an examination of definitions and literature from various disciplines highlights the prominence of sustainability, the three fundamental dimensions of sustainable development, and the current 2015-2030 Sustainable Development Goals defined under these dimensions (Akdemir, 2023; Fischer et al., 2016; Adomßent & Godemann, 2011; Akbayır, 2019; Newig et al., 2013; Gutterman, 2020; Purvis et al., 2019; Heinrichs, 2011; Demirci, 2022; Godemann & Michelsen, 2011b; Signitzer & Prexl, 2008; Doğru, 2023; Weder et al., 2021; Servaes & Lie, 2015; Cahyandito, 2010; McDonagh, 1998; Oçak, 2018; Ziemann, 2011; Genç, 2017; Kuşay, 2020; Özgen, 2022; Özdemir, 2023; Lähtinen et al., 2017). The sustainability of communication has been defined in various ways in the literature (Kilbourne, 2004; Ural, 2013; Arın Saydam, 2014; Kaya et al., 2014; Kuşku Özdemir, 2019; McDonagh, 1998; Özgen, 2022). In this context, Figure 2 illustrates the four dimensions of sustainability communication.

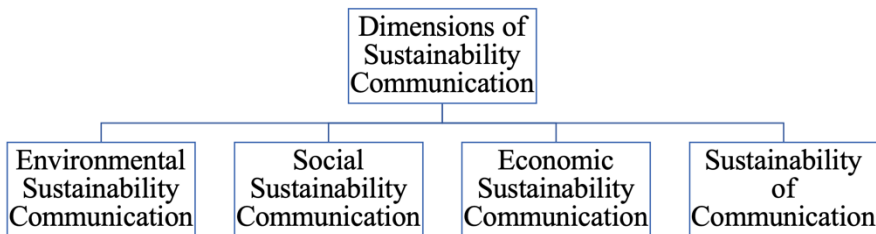


Figure 2. Dimensions of Sustainability Communication (Source: Akdemir, 2023:52)

Sustainability communication integrates the concepts of environmental, social, and economic sustainability, as well as managing relationships among stakeholders. This process promotes harmony with the environment among organizations and stakeholders, communicates sustainability goals and performance, addresses ecological issues, and raises awareness about societal values. Sustainability communication begins with messages that guide society towards a vision of sustainable development. These messages respond to complex societal challenges and encourage sustainable behaviors. Therefore, the sustainability of communication itself is a critical component, ensuring that the dialogue and dissemination of sustainability principles are continuous and

effective, thereby supporting the long-term goals of sustainable development (Akdemir, 2023:52).

3. The Development of Sustainability Communication

Since the 1930s, communication and management experts have sought to better explain the complexity of human communication through models and theories. These efforts led American researchers Claude Shannon and Warren Weaver to develop a model that defines the main processes and channels of communication to explain the impact of telephone and radio communication. Contemporary communication models, theories, and even Corporate Social Responsibility (CSR) communication have emerged as a result of these efforts (Nwagbara & Reid, 2013:403).

CSR is a field that gained importance in the post-World War II era and developed as a sub-branch of business theories. This field is often associated with H. Bowen's work "The Social Responsibilities of the Businessman." Discussions on CSR have focused on understanding the scope and nature of private companies' responsibilities from a microeconomic perspective. In line with this understanding, organizations have particularly directed their CSR efforts towards communication (Doğru, 2023:321). CSR communication laid the groundwork for the development of sustainable communication.

In the wake of CSR reports and environmental awareness campaigns of the 1980s and 1970s, the concept of corporate sustainability communication began to take shape. During this period, incidents such as the Bhopal Disaster (1984, India) and the Seveso Disaster (1976, Italy) increased public sensitivity to environmental issues. Environmental issues were supported by investigative journalists and critical non-governmental organizations, and companies responded with environmental communication programs. In the early 1970s, some corporations released social reports to showcase their socially responsible actions. However, these reports were frequently exploited as promotional instruments, including greenwashing tactics. As a result, many companies stopped publishing social information. Despite its misuse, corporate sustainability and sustainability communication are foreseen to provide significant benefits for economic success and a sustainable future (Signitzer & Prexl, 2008:5).

Sustainable development is a concept institutionalized by the UN's 1987 Brundtland Report and the Rio process, viewing economic growth as a solution to ecological and social problems (Purvis et al., 2019:692). Sustainability communication is built on the concept of development communication. Development communication emerged in the 1960s and was applied in areas such as 'nation-building,' rural development, agricultural advancement, health and sanitation, and family planning. This type of communication uses communication processes and media products to support policymaking, public participation, and development-oriented projects. Development communication aims to create a shared vision of a sustainable future and develop capacity within social groups rather than merely disseminating information (GTZ, 2006:12).

Since the 1990s, participation and sustainability have become important concepts in national and international discussions. Since the 1992 Rio de Janeiro Conference on Environment and Development, these terms have frequently appeared in academic articles, journalistic commentary, and political debates. After the 2008 economic crisis, there was increased focus on social, ecological, and economic issues, with an emphasis on the importance of intergenerational justice. Additionally, the roles of different groups in solving these problems have been discussed (Heinrichs, 2011:187).

The importance of participation has been emphasized when discussing sustainability communication. Traditionally, sustainability talks mostly focused on environmental concerns. However, the Rio Declaration emphasized the importance of integrating economic and social development in a way that does not cause harm to the environment (Primožič & Kutnar, 2022:1). Before sustainability communication, environmental communication came to the fore in the mid-1990s as a result of the Rio Conference and was used as a tool in policymaking and project management (GTZ, 2006:13). Environmental communication refers to the deliberate and planned utilization of communication methods to facilitate the development and execution of policies and projects that focus on promoting environmental sustainability (OECD, 1999:5).

During the early 2000s, there was a steady integration of sustainability communication within media and communication courses. Subsequently, sustainability communication has evolved into a field of research and

application that incorporates concepts and approaches from other disciplines, including sustainability studies, environmental communication, marketing, strategic communication, pedagogy, media studies, and psychology (Weder et al., 2021:2).

In September 2004, the United Nations Food and Agriculture Organization (FAO) organized the 9th UN Round Table Meeting on Communication for Sustainable Development in Rome. The meeting emphasized that participatory communication approaches should be systematically adopted in all development interventions. However, this is not a new issue; an examination of existing data revealed that many projects and programs already included communication activities, and a significant portion of the budget allocated for development initiatives was used for this purpose (Mefalopulos, 2005:252).

Agenda 2030 and the Sustainable Development Goals (SDGs) place significant importance on communication in the roadmap to be followed until 2030. The United Nations has radically reformed the development coordination system to fully implement the 2030 Agenda. This change is necessary to ensure that citizens and institutions can be more effectively involved in the goals, as well as to establish a stronger communication and advocacy system. The importance of effective communication with the global public and stakeholders for the realization of the SDGs is emphasized (Doğru, 2023:321). The historical record of communication for sustainable development and its societal consequences is well documented. The UN has been a significant player in the professional field by organizing numerous meetings and offering various publications (Servaes & Lie, 2015:124).

In recent years, awareness of the importance of sustainability communication has grown. This discipline aims not only to ensure the understanding and acceptance of sustainable development but also to motivate people to actively participate in this process (Godemann & Michelsen, 2011a).

As sustainability communication has gained recognition, the literature has come to define it as an interdisciplinary, identifiable, and normative research area focused on addressing sustainability and climate change challenges. The concept of sustainable development can be fully reflected in discourses across society. In this context, it is crucial to discuss the

contributions and practical outcomes of media and communication studies to this field (Weder et al., 2021:2).

Furthermore, sustainability communication has become the driving force behind the movement to create a conscious society. Initially focused on raising environmental awareness, it has gradually expanded to encompass economic and social aspects. The future impact of this field remains an evolving process that requires continuous learning and adaptation to maintain its effectiveness. Thus, the sustainability of communication itself is vital to ensure the ongoing dissemination and reinforcement of sustainability principles, supporting long-term sustainable development goals.

4. Exploring the Dimensions and Perspectives of Sustainability Communication

Communication methods and strategies employed in sustainable development may be categorized into two distinct schools of thought. The primary objective of the first school is to enhance consciousness and modify perspectives on health and environmental concerns by implementing communication campaigns that utilize conventional marketing strategies. The second school consists of professionals and scholars from different fields and areas of study who are focused on development and societal transformation. This school emphasizes participation, empowerment, equity, and democratization processes (Servaes & Lie, 2015:129).

From the perspective of sustainability communication, Newig et al. (2013) propose three different methods of sustainability communication, which can be either single or two-way. These are: communication about sustainability, communication of sustainability, and communication for sustainability.

Communication About Sustainability: This refers to the exchange of information, comments, and ideas related to sustainability issues. It can occur at different levels, from face-to-face interactions to mass communication. However, these processes are not always harmonious and may involve conflicts among actors. Its effectiveness is evaluated based on media interest, the design of the communication process, and the communication potential among different communication areas (Newig, 2013:2978; Genç, 2017:515).

Communication of Sustainability: This involves a one-way, sender-receiver communication flow and follows specific communication objectives. Its functions include informing, educating, and facilitating social participation. Effectiveness is measured by how well the message is understood and reaches the recipient (Newig, 2013:2979; Genç, 2017:515).

Communication for Sustainability aims to promote societal transformation towards the goals of sustainable development, rather than simply sharing knowledge about sustainability (Newig, 2013:2980).

Golob et al. (2022) categorized perspectives and discourses on sustainability communication into five groups: (1) Sustainability communication in terms of information transmission, informing, and increasing consumer awareness: This involves voluntary communication, both internal and external, with a strategic and holistic communication approach. (2) Sustainability communication as critical, negotiative, and transformative communication: This approach seeks to bring about change by turning scientific knowledge into action. It aims to deepen understanding of the relationship between people and nature, raise critical awareness of issues, encourage participation, and provide a platform for exchanging ideas, dialogue, and discussions on sustainability, all grounded in ethical communication values. (3) Sustainability communication in terms of disclosure of information: This involves communicating with consumers about environmental performance and providing a framework for internal and external economic, social, and environmental activities. (4) Sustainability communication as persuasive and commercial communication: This approach highlights the environmental benefits of products, promotes the green image of the organization, raises awareness about sustainable environmental products, brands, actions, and lifestyles, and encourages eco-friendly behaviors through persuasive messages. (5) Sustainability communication as misleading communication (greenwashing): This involves communication based on false, insufficient green claims and misleading consumers and/or stakeholders about the environmental characteristics, practices, and benefits of products and services.

Petts (2000) identified three general forms of sustainability communication. The first is care communication, which provides information and research about environmental impacts, health, safety, and environmental

performance. The second is consensus communication, which encourages people to work together to reach sustainable decisions, such as setting standards, product development, regulations, safety planning, and natural resource management. The third is crisis communication, which is conducted during and after emergencies to respond to accidents, pollution incidents, outbreaks, and poor health conditions.

5. Instruments For Sustainability Communication

The forms, methods, and tools employed in sustainability communication are diverse and multifaceted. These instruments are gaining prominence as essential components in the pursuit of sustainable development goals. The subsequent sections will provide a detailed examination of these tools.

5.1. Sustainability Indices

The pursuit of competitive advantage by firms has become a priority in the complex global environment to secure their long-term value creation capacity. Recently, it is believed that advantages are often linked to the adoption of socially responsible behaviors. This interest has led to the emergence of sustainability indices associated with financial markets (Lopez et al., 2007:285). Academics and practitioners anticipate that companies will benefit from being included in these indices. With the rise of socially responsible investment funds, indicators have been developed to assess and highlight companies' social and environmental responsibilities. Sustainability indices began with the Domini 400 Social Index in 1990, followed by the New York Stock Exchange's Dow Jones Sustainability Index (DJSI) in 1999, FTSE4Good in London in 2001, the Social Responsibility Index (SRI) in Johannesburg in 2003, and the Corporate Sustainability Index (ISE) on the São Paulo Stock Exchange (BM&F Bovespa) in 2005 (Orsato et al., 2015:161). These indices, developed by prestigious organizations, have given credibility to the concept of investing in firms that meet corporate sustainability criteria.

5.2. Sustainability Reporting, Standardization, and Certification Systems

Sustainability awareness in the public and private sectors is supported by evolving performance measurement practices. This has created an opportunity to transform sustainability into a transformative practice, providing decision-makers with the ability to quantify the sustainability impacts of projects and communicate the benefits to stakeholders (Williams et al., 2010:240). Sustainability standards are commonly voluntary criteria assessed by independent organizations and formed in the areas of environment, society, ethics, and food safety. The emergence of ecological labels and organic food standards marked the beginning of this movement in the late 1980s and early 1990s (Allen, 2016:84-85).

Non-financial reporting approaches, such as environmental sustainability reporting, have gained popularity in recent years. Both large firms and small and medium-sized enterprises (SMEs) are increasingly sharing information about their social and environmental performance with stakeholders. Sustainability reporting involves businesses publicly disclosing their social, environmental, and economic impacts, thereby fostering transparency. These reports highlight businesses' economic, environmental, and social effects and promote sustainable development (Herzig & Schaltegger, 2011:151-153).

Sustainability reporting systems and tools accelerate sustainability communication strategies and contribute to corporate sustainability with reports aligned with international standards (Kuşay, 2020:7). Various national and international organizations have published guidelines and standards to harmonize sustainability reporting and provide guidance. The GRI (Global Reporting Initiative) guidelines are regarded as the most widely accepted and comprehensive framework for sustainability reporting. In addition to GRI, other notable organizations contributing to the development of sustainability standards and guidelines include the World Business Council for Sustainable Development (WBCSD) and the International Organization for Standardization (ISO). These entities provide essential frameworks and standards that facilitate transparent and consistent sustainability reporting across various sectors. (Herzig & Schaltegger, 2011:158). Various systems have been developed for sustainability reporting and standardization, which are crucial for enhancing

corporate sustainability practices. The following sections provide a detailed examination of the most significant of these systems.

5.2.1. GRI (Global Reporting Initiative)

The GRI was founded in 1997 in Boston, USA, in response to public outrage over the environmental damage caused by the Exxon Valdez oil disaster. It was established as a project by the United Nations Environment Program, with involvement from nonprofit organizations such as Ceres and the Tellus Institute. The initial objective was to establish an accountability framework to ensure that businesses adhered to principles of responsible environmental conduct. However, the scope was later expanded to include social, economic, and governance issues. In 2000, the first GRI Guidelines (G1) were published, creating the first global framework for sustainability reporting. A year later, GRI began operating as an independent non-profit organization (GRI, 2022).

The sustainability reporting process starts with identifying priority issues that reflect the organization's economic, environmental, and social impacts. The General Standards include essential principles that help companies identify these priority issues, along with specific disclosures such as the organization's size, activities, governance, and stakeholder engagement. The Sector Standards define sector-specific reporting requirements. For instance, an oil company reporting according to GRI Standards must use the Oil and Gas Sector Standard. The 33 Topic Standards provide disclosures necessary for organizations to report on and manage their impacts on specific topics. For example, a company can use the GRI Standard for water and wastewater to report and manage the impacts of water withdrawals in water-stressed areas (GRI, 2022:6). A visual summary of the GRI Standards is presented in Figure 2.

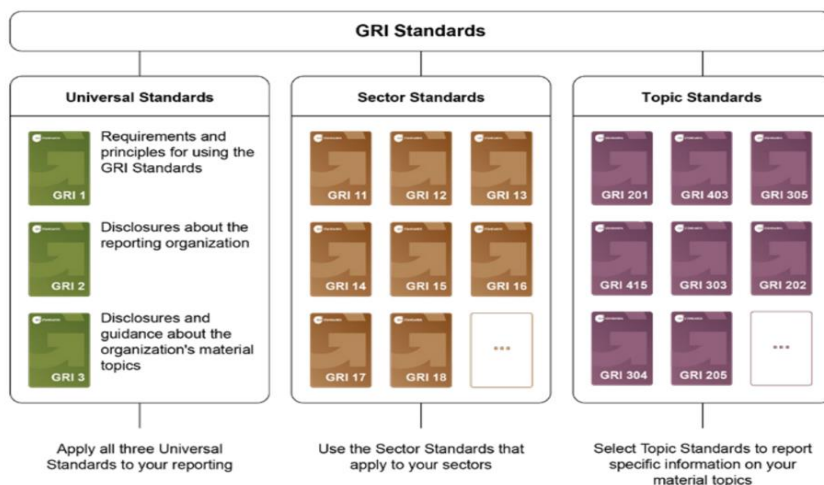


Figure 3. GRI Standards Table (GRI, 2022:6)

5.2.2. ISO (International Organization for Standardization)

ISO offers characteristics, requirements, or guidelines that can be used to ensure the exceptional quality, reliability, and safety of goods, services, components, and processes. ISO has issued and commercially distributed more than 19,500 international standards. However, it does not provide certification for businesses. Among the management system standards, it adheres to are ISO 14001, ISO 31000, and ISO 9001. The ISO 14000 series of standards, including ISO 14004:2004 and ISO 14001:2004, are designed to address environmental management, offering tools for businesses to enhance, assess, and manage their environmental performance. ISO 26000 standards provide guidelines on how businesses and organizations should operate in a socially responsible manner, specifically addressing the social dimension of sustainability (Allen, 2016:85).

5.2.3. Social Accountability International-SA8000 Standard

This nonprofit organization is committed to protecting human rights. The SA8000 standard addresses several aspects of ethical working conditions, including health and safety, child labor, forced labor, disciplinary processes, freedom of association, working hours, remuneration, discrimination, and management systems. Additionally, it includes the communication of corporate practices (UNEP, 2007:38). Socially responsible activities are regulated by SAI through the establishment of standards. SAI has released the SA8000 standard,

which is a verifiable social certification standard used to assess workplaces that meet acceptable standards. Companies must implement and regularly monitor the necessary structures and procedures (Allen, 2016:85).

5.2.4. SASB (Sustainability Accounting Standards Board)

The SASB standards mandate that businesses disclose sustainability information that is financially material to their investors. Tailored for 77 distinct industries, these standards identify a core set of environmental, social, and governance (ESG) issues that are most likely to influence financial performance within each industry. By focusing on these particular ESG concerns, the SASB standards strive to improve the relevance and usefulness of sustainability disclosures, thereby aiding investors in making more informed decisions (SASB, 2023).

5.2.5. University Sustainability Ranking and Standardization Systems

The activities of universities, as pioneers in society, regarding sustainability and sustainable development are significant in terms of the sustainability agenda and sustainability communication. Sustainability rankings and standardization systems for higher education institutions assist in their development towards sustainable development, guiding society correctly, and providing feedback. The main university sustainability ranking, and standardization systems are presented below.

THE IMPACT (Times Higher Education Impact Rankings): In 2004, THE IMPACT began publishing ranking tables, taking into account the nature of international higher education. This system evaluates universities according to the United Nations Sustainable Development Goals. The 2022 Impact Rankings, its fourth edition, includes 1,406 universities from 106 countries. The Impact Rankings are inherently dynamic, with more universities joining this database each year to demonstrate their sustainability commitments (THE, 2022).

GreenMetric: The University of Indonesia established the GreenMetric World University Ranking in 2010. This ranking focuses on green

campus and environmental sustainability issues. The evaluation uses six criteria and 39 indicators. The environmental responsibilities and efforts of universities are assessed and ranked (GreenMetric, 2023).

GreenMetric is a useful tool for assessing universities' sustainability. Its goal is to promote a culture of sustainability in higher education institutions by evaluating policies and activities on green campuses. This ranking is global in nature, as it applies to universities in both developed and developing countries. Therefore, it is generally recognized as a global ranking. The ranking is also regarded as the most important global sustainability ranking for universities (Ragazzi & Ghadini, 2017:113).

STARS (The Sustainability Tracking, Assessment & Rating System): Higher education institutions use STARS, a self-reporting methodology, to openly evaluate their sustainability efforts. The objectives of STARS are to establish a comprehensive framework for understanding sustainability in higher education, present a collection of metrics developed by a global sustainability community, facilitate meaningful comparisons over time and among institutions, create incentives for ongoing improvement towards sustainability, enable the exchange of information regarding sustainability practices and performance in higher education, and cultivate a more robust and diverse campus sustainability community (STARS, 2023).

Institutions, Business Websites, Social Media, and Other Tools: Sustainability communication is a strategic process that institutions use to guide the behavior of target audiences. Successful communication requires detailed analysis and the use of appropriate tools (Kuşay, 2020:7). Technological advancements and the growth of digital platforms have created greater interaction on climate change and sustainability issues. Therefore, a clear strategy and the identification of appropriate communication channels are essential for effective sustainability communication (Primožič & Kutnar, 2022:3).

Communication networks, formed through message transmission and exchange, are foundational to these strategies. With the advent of the internet and social media revolutions, these networks have gained significant presence in the virtual world. Platforms such as blogs, wikis, and social online networks

enable users to produce information and actively participate in global communication processes (Monge & Contractor, 2001:440; Witt, 2011:85). To address global environmental and social issues, sustainability communication networks must also be global in scale. The integration of online components allows these networks to operate at full capacity, thereby reaching broader audiences (Williams et al., 2010:238).

Web tools are particularly effective in visually presenting sustainability information and ensuring continuous communication. Corporate websites have become crucial resources for disseminating environmental and sustainability issues (Lodhia, 2010:28; Ki & Shin, 2015:36). Additionally, social media serves as a critical tool for engaging with large audiences. Since 2013, the majority of Fortune 500 companies have utilized social media channels for corporate communication (Jha & Verma, 2022:723-724). Through social media, sustainability communication has become more democratic, enabling wider participation. Communication campaigns and social marketing techniques are pivotal in this regard (Nwagbara & Reid, 2013:404; Servaes & Lie, 2015:130).

The choice of communication methods varies by economic context, with high-income countries often employing innovative methods such as social media and e-learning platforms, whereas low- and middle-income countries may rely on more traditional methods (UN Stats, 2023). As communication technologies continue to evolve, so too must the approaches to sustainability communication. This evolution necessitates the development and implementation of creative and effective communication strategies, making innovative and creative approaches imperative in the field of sustainability communication.

6. Unveiling the Shadows of Sustainability Communication: Exploring Adverse Concepts

6.1. Greenwashing

Greenwashing is the act of an organization disseminating inaccurate or incomplete information in order to present a public image of environmental responsibility (Furlow, 2010:22). It is a deliberate information management strategy that companies employ to selectively disclose positive information about their environmental performance while concealing less favorable activities (Bowen, 2014:22).

The term "greenwashing" is derived from "whitewashing." It is a communication method aimed at misleading consumers by marketing products as more environmentally friendly than they actually are. This can involve exaggeration or misrepresentation of improved environmental performance, as well as making unverifiable, irrelevant, or entirely false claims. Although the term "green" typically refers to environmental claims, it can also be applied in the context of social and ethical product information. Greenwashing has the potential to mislead consumers into purchasing and using products they believe to be more sustainable, thereby disadvantaging information providers who adhere to appropriate guidance (UNEP, 2017:25).

Greenwashing encompasses the concurrent practices of substandard environmental performance and the dissemination of favorable environmental communications. This strategy misleads consumers regarding a company's true environmental practices, manifesting both at the corporate level (corporate-level greenwashing) and in relation to specific products or services (product-level greenwashing) (Delmas & Burbano, 2011:65-66).

6.2. Strategic Ambiguity

Strategic ambiguity is a concept defined by communication scholar Eric Eisenberg about 30 years ago. Communication professionals intentionally design ambiguous messages to achieve specific goals. These goals include promoting diversity, facilitating change, creating a perception of denial in tasks and interpersonal communication, and maintaining privileged positions while preserving credibility. Strategic ambiguity allows leaders to reach agreements on sustainability initiatives by discussing them at an abstract level. This ambiguity has the potential to promote innovation, reduce conflict, and facilitate transformation. Additionally, it can help organizations adapt to changes in environmental conditions and maintain unity and cohesion among groups (Allen, 2016:4).

6.3. Astroturfing

Astroturfing is the practice of creating the impression that ideas supported by companies or large organizations originate from independent and grassroots movements. This technique is used to manipulate public opinion and create a positive image, but it often leads to the spread of misleading

information and the erosion of public trust. The rapid spread of online platforms and social media has increased the prevalence of astroturfing. Educational institutions can also be used for astroturfing purposes; companies establish think tanks, provide scholarships, or support academics who adopt their views. These strategies aim to disseminate certain ideologies or educate the younger generation about a particular perspective (Sheline, 2022).

Astroturfing is also a potential issue in sustainability communication. Companies may give the impression that their ideas come from local and independent movements, thereby trying to gain support for the Sustainable Development Goals. However, this misleading information can reduce public trust, harming the effectiveness and integrity of sustainability communication (Akdemir, 2023:97).

6.4. Revolving Door

The term "revolving door" refers to the frequent transitions between government officials and private sector lobbying, and vice versa, representing the close interplay between politics and business. This situation creates networks of former officials that allow companies to access confidential information and protect their interests within the government. This constantly changing power cycle normalizes conflicts of interest and can influence government officials' decisions regarding their past or future employers. This practice, in the context of sustainability communication, can reinforce corporate influence over environmental organizations and citizen groups (Sheline, 2022). However, the "revolving door" practice can undermine the credibility of sustainability communication and lead to conflicts of interest, resulting in the neglect of environmental and social benefits.

6.5. Lobbying

Organizations' sustainability lobbying activities refer to the efforts of companies and their representatives to influence political or bureaucratic decision-making processes. Lobbying can have a significant impact on the effectiveness of public sustainability policy, including policies related to climate change (LSE, 2023). Delkus et al. (2022) compared the impact of lobbying on financial reporting and sustainability reporting standards. Analyzing comment letters submitted to projects conducted by the Global

Reporting Initiative (GRI), the study examined the content, strategy, and effectiveness of lobbying campaigns. The findings indicate that lobbying for sustainability reporting standards differs from lobbying for financial reporting standards, and stakeholder groups influence the process in different ways.

6.6. Tokenism

"Tokenism" refers to symbolic or superficial participation and is divided into three sections: informing, consultation, and placation. Informing is a two-way communication process between the community and the institutions supporting the project. Consultation ensures that the community collaborates with the organization and feels valued. Placation is the process of resolving conflicts to strengthen harmony between the community and the organization (Kisumbi & Omboto, 2018:296). Tokenism, in the context of sustainability communication, can limit the process's real impact. Symbolic participation can hinder actual changes and create the illusion that individuals' voices are heard, which can reduce the effectiveness of sustainability efforts and make it more difficult to achieve environmental and social goals (Akdemir, 2023:98).

7. Conclusion and Recommendations

This book chapter summarizes the fundamental elements of sustainability communication, emphasizing the necessity of a holistic approach that includes multi-stakeholder and diverse communication strategies. It highlights the importance of transparency, reliability, and participation in effectively conveying sustainability messages. The chapter asserts that successful sustainability communication requires constant adaptation and responsiveness to changing environmental, social, and economic contexts. Additionally, it underscores the need for collaborative efforts between businesses, governments, and civil society to promote sustainable practices and achieve long-term sustainability goals. This comprehensive approach not only enhances the effectiveness of sustainability communication but also fosters a culture of sustainability across various sectors.

Several recommendations can be made for the effective use of sustainability communication strategies and tools. These recommendations are detailed in the subsequent paragraphs under three main headings: practitioners, researchers, and policymakers. Each category of recommendations discusses

the roles of relevant stakeholders in sustainability communication and how these roles can be more effectively fulfilled.

Recommendations for Practitioners: Regular training programs should be organized to enhance the effective use of sustainability communication strategies and tools. In cases where sustainability activities are not actively carried out, measuring sustainability communication becomes challenging. Local events and interactions should be organized to increase community engagement and make sustainability projects more visible. Continuous dialogue and feedback mechanisms should be established with stakeholders to ensure a better understanding of sustainability messages and goals. All communication tools can be utilized for sustainability activities.

Recommendations for Researchers: Sustainability communication requires engaging with different stakeholder groups in various ways and levels. Therefore, more research should be conducted in the field of sustainability communication, and the results should be disseminated to broader audiences.

Recommendations for Policymakers: Sustainability communication should be integrated into policy development processes, with a greater emphasis placed on this area. Data and information related to policy decisions should be communicated to the public in an open and understandable manner. Policymakers should effectively use media and digital communication tools to announce sustainability-related goals and achievements to the public. It should be acknowledged that the concept of sustainability, as proposed by the UN, aims to protect the common heritage of the environment, societies, and humanity. In decision-making, it should be considered that the main goal of sustainability communication is to make sustainability targets more comprehensible, to communicate them through appropriate means, and to ensure that all of humanity actively participates in these goals.

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BÖLÜM 6

THE EFFECT OF FINANCIAL REPORTING ON BUSINESS SUCCESS OF THE TECHNOLOGY SECTOR

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1. INTRODUCTION

Financial reporting is not just about numbers, it's about making strategic decisions. It is indispensable for ensuring transparency and accountability in corporate governance within the swiftly transforming technology sector landscape. The sector's intrinsic volatility and rapid innovation cycles necessitate a robust financial reporting framework to equip organisations, investors, and other stakeholders with critical information for making well-informed decisions. Financial reporting profoundly influences perceptions, strategic decisions, and overall business trajectories in this dynamic milieu (Revsine et al., 2021).

The extant literature on financial reporting encompasses many themes, including financial performance assessment, transparency, and accountability (Purnama et al., 2020). In the context of the technology sector, these dimensions acquire heightened significance, given the high stakes associated with investor relations, regulatory compliance, and competitive positioning. Scrutinising the impact of financial reporting on technology firms requires a nuanced consideration of diverse scholarly perspectives. While some researchers underscore financial reporting's role in bolstering investor confidence, enhancing corporate reputation, and augmenting transparency, others critique it for potential manipulation and the misrepresentation of a company's actual financial health (Barauskaite and Streimikiene, 2021).

This chapter endeavours to contribute substantively to the ongoing discourse by rigorously examining the existing body of literature concerning the ramifications of financial reporting on technology enterprises. This research seeks to traverse the intricate financial reporting landscape, emphasising its criticality for organisations, investors, and stakeholders within the technology domain. This review aspires to furnish a holistic understanding of its pivotal role in corporate governance through a meticulous analysis of the principal dimensions and implications of financial reporting. It elucidates how financial reporting fosters trust, facilitates informed decision-making, and enhances the stability and efficiency of financial markets. In addition, this chapter delves into how precise and transparent financial reporting engenders trust between technology firms and their stakeholders. It accentuates the crucial role of financial reporting in enabling informed decision-making by disseminating pertinent and timely information to stakeholders. This research highlights the

influence of financial reporting on shaping the perceptions and strategies of investors, regulators, and other stakeholders.

The ensuing review provides an exhaustive analysis of the paramount importance of financial reporting in the contemporary technology business landscape. This underscores the necessity for precision and transparency in financial reporting to cultivate trust, support informed decision-making, and contribute to financial markets' overall stability and efficiency. Grasping the benefits and challenges associated with financial reporting for company management, investors, and other stakeholders within the technology sector is vital for guiding future research. By doing so, this chapter aims to aid companies in comprehending the profound significance of financial reporting and its potential ramifications for their success.

2. LITERATURE REVIEW

Precise and transparent financial reporting is essential for evaluating and enhancing a business's performance. These reports equip managers with essential data to make informed decisions, bolstering the enterprise's financial stability. Efficient financial reporting can enhance business operations and be a crucial foundation for sustained prosperity (Lee & Kim, 2024). In this section, the related studies will be examined.

Johnson et al. (2023) explored the real effects of financial reporting on business success in the technology sector. Through an empirical analysis, the study found a significant positive association between high-quality financial reporting and efficient resource allocation. The findings indicate that accurate financial reporting enhances investor confidence, facilitates better access to capital, and supports strategic decision-making processes. This research provides valuable insights for technology companies aiming to improve their financial reporting practices to achieve sustainable growth.

Smith et al. (2023) examined the impact of digital transformation on financial reporting in technology companies. Utilising case studies and quantitative analyses, the study highlighted how digital tools and platforms have revolutionised financial reporting processes, making them more accurate and timely. The adoption of digital transformation practices was shown to improve transparency and reliability, thus fostering a more robust financial environment. These findings underscore the critical role of technological

advancements in enhancing financial reporting quality and, consequently, business success.

Green & Brown (2023) conducted a study on the influence of Extensible Business Reporting Language (XBRL) on the quality of financial reporting. The research used a combination of primary and secondary data sources and statistical analyses to evaluate the impact of XBRL adoption. The results demonstrated that XBRL significantly improves the quality of financial information by enhancing its accuracy, reliability, and timeliness. This study provides essential insights for technology companies and auditors, emphasising the need to embrace digital reporting tools to maintain high financial reporting standards.

Arianpoor and Sahoo (2023) investigated the interplay between business strategy and financial reporting quality within the Tehran Stock Exchange (TSE). Analysing a sample of 160 companies, the study assessed how business strategies, such as cost leadership and differentiation, affect the readability and accuracy of financial reports. The findings revealed that clear and accessible financial reporting, measured using the Fog index, is crucial for accurately reflecting a company's financial performance and strategic positioning. This research highlights the importance of aligning business strategies with robust financial reporting practices to enhance competitive advantage.

Mazumdar and Ragnunath (2020) examined the role of business intelligence (BI) tools in financial reporting and decision-making within technology firms. The study highlighted the challenges of managing disorganised and opaque data generated from business activities. By integrating BI tools, companies can perform predictive analyses to identify trends and make informed decisions. This research underscores the criticality of leveraging technological advancements to improve financial reporting and operational efficiency in the technology sector.

Hassan et al. (2021) emphasised the importance of incorporating non-financial aspects into financial reporting, particularly during crises like Covid-19. The study analysed the Financial Reporting Standard of Businesses and recommended a broader perspective that includes non-financial activities to enhance reporting quality. This approach helps businesses better navigate economic challenges and improves overall transparency and stakeholder trust.

These studies collectively provide a comprehensive understanding of how precise and transparent financial reporting impacts business success in technology. Technology firms can enhance their financial stability, investor confidence, and overall performance by adopting advanced reporting technologies and aligning financial practices with strategic objectives.

Deloitte (2024) provided an outlook on the technology industry's financial reporting practices, emphasising how accurate and timely financial reports heavily influence strategic decision-making. The report highlights the necessity for tech companies to adopt robust financial reporting frameworks to ensure sustainable growth and investor confidence.

Wang & Zhao (2023) focused on the financial reporting practices of technology startups, examining how these practices differ from established firms. The study highlighted startups' unique challenges, such as limited resources and the need for agile reporting mechanisms, and proposed solutions to enhance reporting accuracy and reliability.

3. FINANCIAL REPORTING IN TECHNOLOGY AND BUSINESS SUCCESS

Financial reporting entails the structured presentation of an organisation's financial data to various stakeholders, including investors, regulators, creditors, and the public in the technology sector. This practice primarily utilises financial statements such as balance sheets, income statements, cash flow statements, and statements of changes in equity to communicate relevant, reliable, and timely data regarding an organisation's financial health and position. The principal objective of financial reporting is to provide stakeholders with accurate information that supports sound economic decision-making (TMT Insights, 2024).

On the other hand, achieving business success extends financial performance alone and encompasses multiple dimensions of organisational performance, such as operational efficiency, customer satisfaction, market share, innovation, and sustainability. While financial performance is a crucial factor, it is not the only determinant. Business success is gauged by achieving organisational goals and objectives, such as profitability, growth, shareholder value creation, and the ability to adapt to evolving market conditions and secure sustainable long-term growth.

The relationship between financial reporting and business success is complex and multifaceted. Financial reporting is a critical conduit for informing stakeholders about the organisation's financial state and performance, influencing their perceptions and decisions. Accurate and transparent financial reporting can enhance investor trust, facilitate access to capital markets, and support efficient capital allocation decisions, which are essential for the success of any business (The Impact Of Technological Advancements On Financial Reporting, 2024).

Moreover, financial reporting plays a pivotal role in driving business success by providing valuable insights into the economic drivers of performance. It aids in identifying strengths and weaknesses, thereby enabling strategic decision-making. By analysing financial reports, management can effectively allocate resources and evaluate the efficacy of business strategies. This process, in turn, highlights areas needing improvement, ultimately enhancing the overall performance and competitiveness of the organisation.

The importance of precise financial reporting is magnified in the technology sector due to the rapid pace of innovation and high level of competition. Companies must continuously adapt and refine their strategies based on accurate financial data to maintain and enhance their market position. In addition, transparent financial reporting builds credibility and trust with investors, which is vital for securing the necessary capital to fund research and development activities critical for innovation.

4. METHODOLOGY

A comprehensive understanding of the intricate relationship between financial reporting and business success in the technology sector necessitates a thorough literature review. This methodological approach involves systematically identifying, evaluating, and analyzing relevant studies to address the research question transparently and reproducibly. The integrative literature review is a recognized method in business research that seeks to synthesize diverse perspectives and methodologies rather than merely summarizing existing literature. By implementing a systematic process, researchers can effectively design, conduct, analyze, and structure their review to generate insightful and impactful results. Therefore, conducting an integrative literature

review is invaluable and can significantly advance knowledge across various fields of study (Torraco, 2005; Fink, 2019).

4.1 Determining related studies

To meticulously curate the most relevant materials, we limited our search to English-language studies published up to May 1st, 2024. Our search focused on databases such as Google Scholar, JSTOR, and ScienceDirect, aiming to include a substantial number of high-quality studies exploring various aspects of financial reporting and its impact on business success in the technology sector. We established rigorous inclusion criteria, requiring that the titles of selected studies contain the keywords 'Financial Reporting' and 'Technology Sector,' and we categorized the studies as 'academic' and 'industry-focused.' These criteria are shown in Table 1.

Table 1. Systematic Review Process Sources

Database	Years	Source Type	Studies Title Keywords	Language
Google Scholar	2020-2024	Academic	'Financial Reporting', 'Technology Sector'	English
JSTOR		Industry-focused		
ScienceDirect		Academic		
Deloitte		Industry-focused		
Market Research Intellect		Industry-focused		
Spiceworks		Academic		
Bain & Company		Industry-focused		
Walmart		Industry-focused		
Intel		Industry-focused		
US Chamber		Industry-focused		
Financial Technology Report		Industry-focused		
FasterCapital		Academic		
Emerald		Academic		
PwC		Academic		
360 Research Reports		Industry-focused		

4.2 Analysis of the Studies

After applying the specified filters, we collected a total of 25 studies. Our team of researchers meticulously reviewed these studies to ensure their quality

and relevance. Using a set of specific criteria, we analyzed the title and abstract of each study to identify the 15 most pertinent to our research objectives. Our comprehensive review revealed the intricate relationship between financial reporting practices and business success in the technology sector. To make this information more accessible, we consolidated a list of the 15 selected papers in Table 2.

Table 2. Key Studies and Industry Reports on the Impact of Financial Reporting in the Technology Sector

Database	Title	Authors	Year	Abstract
ScienceDirect	The real effects of financial reporting	Johnson et al.	2023	This study explores the positive association between high-quality financial reporting and efficient resource allocation.
Deloitte	2024 Technology Industry Outlook	Deloitte	2024	Examines trends and priorities in the technology market over the next year.
Market Research Intellect	Business & Financial Reporting Software Market Analysis	Mr. Edwyne Fernandes	2024	Analyzes the growth factors for the financial reporting software market, focusing on cloud-based solutions.
ScienceDirect	Advances in Financial Reporting for Tech Startups	Wang & Zhao	2023	Examines recent advancements in financial reporting practices for technology startups.
Bain & Company	Technology Report 2023	Bain & Company	2023	Analyzes the technology sector's period of renewal and reinvention propelled by global demand.
360 Research Reports	Financial Reporting Software Market 2024	Health Care Community Circle	2024	Discusses industry trends and market growth projections for financial reporting software.
Walmart	Walmart Inc 2024 Annual Report	Walmart Inc.	2024	Covers Walmart's internal control over financial reporting and its impact on eCommerce growth.

Intel	10-K - 01/26/2024 - Intel Corporation	Intel Corporation	2024	Discusses Intel's internal control over financial reporting and its impact on the business.
US Chamber	New Study Shows Technology Platforms Critical to Small Business Growth	US Chamber	2022	Highlights the role of technology platforms in supporting small business growth.
Spiceworks	State of IT 2024	Spiceworks	2024	Provides insights on emerging technologies and their adoption by businesses for success.
Financial Technology Report	The Top 25 Banking Technology Companies of 2024	Financial Technology Report	2024	Lists the top banking technology companies and discusses their financial reporting practices.
FasterCapital	The Impact Of Technological Advancements On Financial Reporting	Lee & Kim	2024	Investigates the impact of digital transformation on financial reporting practices.
ScienceDirect	Digital Transformation and Financial Reporting	Smith et al.	2023	Explores how digital transformation is influencing financial reporting in tech companies.
Emerald	The influence of XBRL technology on the quality of financial reporting	Green & Brown	2023	Examines the role of XBRL technology in enhancing financial reporting quality.
PwC	TMT insights: Financial reporting and accounting quarterly - Q2 2024	PwC	2024	Discusses emerging trends affecting financial reporting in the technology sector.

5. DISCUSSION AND CONCLUSION

The exact findings of the comprehensive review underscore the critical role of financial reporting in driving business success within the technology sector. As highlighted by the various studies examined, precise and transparent financial reporting is indispensable for ensuring stakeholders access accurate and timely financial data. This transparency is pivotal for fostering trust and confidence among investors, which supports better access to capital and facilitates strategic decision-making.

One significant theme from the literature is the impact of digital transformation on financial reporting practices. Smith et al. (2023) demonstrated how digital tools and platforms have revolutionised financial reporting, making processes more accurate and timely. Adopting Extensible Business Reporting Language (XBRL), as Green & Brown (2023) discussed, further enhances the quality of financial information by ensuring it is more reliable and accessible. These technological advancements improve transparency and enable companies to maintain robust financial reporting standards critical for investor confidence and regulatory compliance.

Furthermore, the interplay between business strategy and financial reporting quality is a vital consideration. Arianpoor and Sahoor (2023) illustrated that aligning business strategies with clear and accessible financial reporting practices can significantly enhance a company's competitive advantage. This alignment ensures that financial reports accurately reflect the company's financial performance and strategic positioning, supporting informed decision-making and strategic planning.

As highlighted by Mazumdar and Ragnath (2020), the integration of business intelligence tools provides another layer of sophistication to financial reporting. These tools enable companies to manage and analyse large volumes of data, leading to more informed and strategic business decisions. The study by Hassan et al. (2021) also emphasised the importance of incorporating non-financial aspects into financial reporting, particularly during crises, to improve transparency and stakeholder trust.

In addition to these insights, the role of regulatory frameworks and standards in shaping financial reporting practices cannot be overlooked. Studies such as Deloitte (2024) and PwC (2024) provided an industry outlook that underscores the necessity for robust financial reporting frameworks to ensure

sustainable growth and investor confidence. These frameworks help standardise reporting practices, making financial information comparable and reliable across the sector.

The collective evidence proves the importance of the requirement of financial reporting of technology firms in the literature. Those 25 academic articles demonstrate that adopting advanced reporting technologies, which are embracing digital tools like XBRL and business intelligence platforms, can enhance the time and cost-saving operations, accuracy and reliability of financial reporting. Second, technology firms must align their business strategies with reporting practices to ensure business strategies enhance the transparency and accuracy of the company's financial reports. Next, technology firms must incorporate non-financial metrics in their financial reports to improve stakeholder trust and indicate a comprehensive view of the business performance in turbulent market conditions. Lastly, firms must adhere to regulatory standards to comply with existing financial reporting standards and regulations. This compliance is essential to maintain investor confidence and ensure market stability. The results of the articles are demonstrated and summarised in four sentences. Consequently, this critical examination of the literature underscores the indispensable role of precise and transparent financial reporting in ensuring business success within the technology sector. The synthesis of current research reveals several pivotal insights and recommendations that technology firms should consider enhancing their financial reporting practices and overall business performance.

The critical review also highlights the importance of continuous improvement in financial reporting practices. Technology firms should regularly assess and update their reporting processes to incorporate best practices and address emerging challenges. This proactive approach to financial reporting can mitigate risks associated with financial misreporting and enhance the overall quality of financial disclosures.

Consequently, the literature review elucidates that precise and transparent financial reporting is paramount to the success of technology firms. Technology firms can significantly enhance their financial stability, investor confidence, and overall performance by adopting advanced technologies, aligning reporting practices with strategic goals, integrating non-financial metrics, and adhering to regulatory standards. These practices facilitate better

decision-making and strategic planning and contribute to a more robust, transparent, and trustworthy financial reporting environment, thereby supporting the long-term success and sustainability of technology firms in an increasingly complex and competitive market.

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CHAPTER 7

INTERSECTING TRAJECTORIES: AN ANALYSIS OF TÜRKİYE-CHINA BILATERAL RELATIONS (2002-2012)

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Introduction

Türkiye and China aspire to establish a contemporary iteration of the ancient Silk Road. The historical Silk Road facilitated trade and cultural exchange between China, the Middle East, and Europe via Central Asia. Both nations, recognized as major powers, are ambitiously outlining goals for the coming century within their respective regions. For their relationship to evolve strategically, it necessitates a thorough evaluation of their current global standings. To anticipate the future trajectory of Turkish-Chinese relations post-2000, one must initially comprehend the significant transformations occurring in East Asia, particularly in China.

Following China's entry into the United Nations Security Council (UNSC) in 1971 [21], official relations between Türkiye and China commenced. However, in the initial years, these relations remained limited due to the closed nature of the Chinese economy under the socialist system. It was only after the military coup on September 12, 1980, in Türkiye that a significant improvement occurred in the relationship between the two nations. The coup led to Türkiye's exclusion from the European Economic Community, prompting Türkiye to seek a robust alliance for the establishment of new partnerships.

With China achieving permanent membership in the United Nations and Deng Xiaoping assuming leadership in 1978, China gradually transitioned away from its stringent socialist economic policies. Embracing a more liberal economic approach, the People's Republic of China opened itself to the global community, making it an attractive partner for Türkiye in search of new allies [1, p. 75].

Minister of Trade Kemal Cantürk undertook the inaugural high-level visit from Türkiye to China in May 1981. The subsequent visit by Foreign Minister İltis Türkmen in December 1981 played a crucial role in shaping bilateral relations. Notably, the visits of Kenan Evren, the Turkish President at that time, to China in 1982 and Prime Minister Turgut Özal in 1985 [13] served to underscore the significance of the Chinese market.

These visits from Turkish officials paved the way for reciprocal responses from the Chinese side, as numerous high-level visits from China to Türkiye occurred in subsequent years. Chinese dignitaries, including Culture Minister Zu Muzhi in April 1983, Wu Chuochiang in October 1983, Chinese

President Li Xiannian in March 1984, and Zhao Ziyang in July 1986, visited Türkiye.

However, the emergence of the “Uyghur Problem” in East Turkestan in the 1990s marked a turning point, leading to a pause in China-Türkiye relations.

Political and Economic Relations

Starting in the mid-1990s, Türkiye devised a policy that prioritized cooperation with China as one of the five permanent members of the UN Security Council, so Ankara would be able to expand its foreign policy maneuvering space. Establishing strong ties with Türkiye was crucial for China as well, as Türkiye played a significant role in the geopolitics of the Balkans, North Africa and West Asia. Therefore, in order to carry out its Eurasian goals, China required the backing of regional countries like Türkiye.

Recep Tayyip Erdoğan visited China in his capacity as “Chairman of the Party” after the Justice and Development Party (AK Party) became victorious. According to the People's Daily Newspaper, which included the statements of Chinese Ministry of Foreign Affairs officials, Erdogan reiterated several times that the Turkish Government will continue to respect China's sovereignty and integrity [9]. Ministers of Foreign Trade Kürşat Tüzmen and Treasury Ali Babacan accompanied Recep Tayyip Erdoğan. Thus, it is evident that the Turkish side's top concern during this visit was the economy [16]. Notably, Kürşad Tüzmen visited China on official business in 2006, 2007, and 2008.

Mostly economic matters were discussed during Foreign Minister Abdullah Gül's visit in 2005, with special attention paid to Chinese businesses' investments in the Southeast Anatolia Project (GAP) and their proposed high-speed train between Ankara and Istanbul [15].

A certain change happened and relations started to get better. However, China purchased a rusty-looking aircraft carrier in 1998, and China's demand to have it pass through the Turkish Straits was not met until 2001, which strained relations between the two countries.

The massive aircraft carrier Varyag's engineless carcass was sold to China to be used as a floating “fun palace.” The ship's journey to China came to an abrupt stop in 2000 at the mouth of the Bosphorus as Beijing bargained with Türkiye to allow the ship to cross from the Black Sea into the

Mediterranean. Ankara had maintained that the Varyag presented an excessive risk to Istanbul's ancient residences and bridges over the channel.

With China's numerous political, legal, and economic assurances, the battleship Varyag was able to cross the Turkish Straits [10, p. 37].

It should be emphasized that Moscow's plans, initiated in the 1970s, for a navy powerful enough to spread Soviet force across oceans and challenge Washington on the high seas, included aircraft carriers as a crucial component. But before the Soviet Union collapsed in December 1991, only one carrier of the legendary Kuznetsov class—the Admiral Kuznetsov, Varyag's sister ship—was put into service. As the Soviet Union fell apart, ownership was transferred to Ukraine, where the ship was eventually stripped and left idle. Only 80% of the 55,000-tonne Varyag was completed when the Soviet Union fell. It was intended to hold cannons, missiles, 2,500 soldiers, and 35 warplanes. It had been stored for many years at the navy yard in Ukraine, formerly known as Nikolayev (now known as Mykolayiv in Ukrainian).

Subsequently, it was purchased by a Chinese company called Agencia Turistica e Diversoes Chong Lot Limitada, which intended to turn it into a casino, restaurant, hotel, and entertainment complex [19].

Türkiye disregarded the cautions raised by Japan and the USA over the potential for Varyag to be converted into an aircraft carrier. There have also been rumors that the Varyag will serve as a model for China to construct its own fleet of aircraft carriers rather than housing casinos, dining establishments, lodging, and other forms of entertainment. Chinese officials have vehemently refuted these claims [23]. In 2008, China converted Varyag into an aircraft carrier, placing Türkiye in a challenging diplomatic situation. Additionally, it established a precedent that made Ankara's case for breaking the Montreux Convention weaker. The international convention that oversees the two straits, the Montreux Treaty of 1936, prohibits aircraft carriers and vessels longer than 300 meters. The former Varyag was put into service as the Liaoning, the Chinese Communist Party's first aircraft carrier, on September 25, 2012 [6].

There were reciprocal official visits over these years, but China was unable to offer Türkiye any assistance with the majority of its issues. China actually responded to Türkiye's claims over the issues of Cyprus, Nagorno-Karabakh, Kosovo and Bosnia-Herzegovina in an entirely different manner [11, p. 141] .

Another obstacle in Türkiye-China relations was the Chinese administration's 2003 establishment of very strong ties with the Kurdistan Regional Government, which created trust concerns in bilateral relations during a time when Türkiye was experiencing difficulties with North Iraq. Beijing made it very evident that, despite the PKK's threat of terrorism, it opposed the Turkish Armed Forces' June 2007 military action in North Iraq. Beijing invests in local non-governmental organizations, builds connections with universities and Chinese language schools, and supports trade, energy, and infrastructure in the area. Though it has since branched out into other industries like infrastructure and construction, China has historically concentrated on the energy sector in the south. The Patriotic Union of Kurdistan (PUK) has sent numerous Iraqi ambassadors to China, starting with Muhammad Saber, the first ambassador, in 2007 and continuing with Shorish Khalid, the current ambassador [3].

Relations were further cooled when China took a negative stance in response to Türkiye being admitted as a full member of the Shanghai Cooperation Organization (SCO), or at the very least as an observer. Türkiye submitted an application to the Organization for the Status of Dialogue Partnership on March 23, 2011. At the Shanghai Cooperation Organization (SCO) Summit of the Heads of State, which took place in Beijing, China, on June 6-7, 2012, Türkiye's application to become a Dialogue Partner was accepted. On April 26, 2013, in Almaty, a memorandum outlining the terms of collaboration was signed between the SCO and Türkiye, as a dialogue partner. The Cabinet of Ministers Decision of 1 May 2017 was adopted and published in the Official Journal on May 24, 2017, marking the completion of the ratification procedure for the aforementioned document [17]. Although Türkiye's bid for full membership was turned down, it was accepted as a discussion partner of the SCO in 2012. Türkiye's application to join the SCO shows that it has abandoned its conception of foreign policy that is oriented on the West and is looking for alternatives.

The multi-billion Turkish attempt to purchase a Chinese missile defense system in late 2015 was unsuccessful, demonstrating the strategic detachment that still characterizes Ankara and Beijing's relationship. As government officials declared, the Chinese offer to construct Türkiye's first long-range air and anti-missile defense system was accepted because of its competitiveness

and possibility for co-production in Türkiye. NATO expressed disapproval of Türkiye's action, citing the requirement for missile systems used by transatlantic military alliance members to be compatible. NATO emphasized that the Chinese technology is incompatible with the European ballistic missile shield, which is now being development. Türkiye has therefore decided to start its own initiative to build the system and has canceled a \$3.4 billion long-range missile defense system contract procedure that was tentatively given to China in 2013 [24].

During his six-day official visit to China in 2009, President Abdullah Gül had a meeting with Chinese President Hu Jintao in Beijing. This was Gül's first trip to Türkiye as president, with the goal of boosting Chinese investments in Türkiye. The topic of the entire economic and political relationship was discussed. According to President Gül, Türkiye's trade deficit with China worries him. Imports from China to Türkiye account for 15 billion of the 17 billion dollars in trade volume between the two countries. To address this imbalance, Gül proposed that China increase its investments in Türkiye [12]. In political terms, however, the Turkish committee prioritized the two nations working together as much as possible on regional and global challenges.

The biggest thing that puts China and Türkiye on similar footing is Xi Jinping's 2012 introduction of the Belt Road Initiative (BRI). Türkiye is an important country for China because of its advantageous location at the meeting point of the continents of Asia and Europe and because it serves as the entry point to Europe. Türkiye holds a significant position in the Belt and Road Initiative because to its physical location and the corresponding geopolitical balances throughout the world. Türkiye believes that it is critical to convert this value into increased trade volume and commerce at this time. The nation has enormous potential for significant BRI investments given its location and size of economy. However, Türkiye must first identify its own needs and objectives in order to fully utilize this potential.

The next step is to define focus areas that are appealing to China within the framework of the Belt and Road Initiative. Common concerns about China's strategy must also be addressed. After this is accomplished, the required actions to progress these concerns ought to be conducted.

Uyghur Issue

A new era in relations began in the 2000s after high-level visits that were reciprocated in the 1980s and 1990s. Even if ties between the two countries improved throughout this period, several basic security problems still exist and prevent future development, especially in the Xinjiang Uyghur Autonomous Region.

The Uyghurs, a Turkic-Muslim ethnic group, have resided in East Turkestan for centuries. The Qing dynasty took control of this region in the mid-18th century, later naming it Xinjiang in 1884. After the establishment of the People's Republic of China in 1949, it was reorganized as the Xinjiang-Uyghur Autonomous Region in 1955. According to official 2007 statistics, the Uyghur population exceeds 10 million, making up nearly 50% of Xinjiang's population. However, this marks a significant decrease from their 95% majority during the communist takeover in 1949, largely due to Chinese settlement in the region. Presently, the Uyghur and Han Chinese populations are approximately equal [18].

The Uyghurs of the Xinjiang autonomous area in western China are related to people in Türkiye, Azerbaijan, Uzbekistan, Kazakhstan, Turkmenistan, Kyrgyzstan, and on an ethnic, religious, and linguistic level. Türkiye is estimated to host the largest Uyghur diaspora outside of Central Asia (at about fifty thousand).

The largest civil disturbance in China since the Tiananmen Incident of 1989 occurred in 2009 in Urumqi, the capital of Xinjiang. Violence broke out when police tried to break up a gathering protest. 197 people died and 1,712 were injured as a result [15, p. 266]. The population problem in Xinjiang has garnered a lot of interest. By 1949, the Hans constituted only 7% of the overall population, while the Uyghurs constituted almost 75%. On the other hand, according to the 2010 Xinjiang Uyghur Autonomous Region Bureau of Statistics, the Hans currently make up at least 40% of the province's population. Uyghurs account for 46%. [15, p. 269].

President Abdullah Gül of the Republic of Türkiye undertook a state visit to China from June 24 to 29, following an invitation extended by President Hu Jintao. President Gül was given a unique chance by Beijing to speak at Xinjiang University. During his address on June 28, he emphasized that Xinjiang holds a significant role as a crucial link between China and Türkiye. He stated that

the Uyghur community in Xinjiang serves as a connecting bridge of friendship between the two nations [20].

Relations between Türkiye and China were harmed by the Urumqi riot that broke out on July 5, 2009, just after President Gül's team left Urumqi on June 29, 2009.

Türkiye's economic connections with China have often been channeled through Xinjiang, which is among China's less developed regions. In terms of societal and governmental response to the Urumqi incident, Türkiye has been the most engaged country. Prime Minister Erdoğan voiced his stern response to the Urumqi violence. Zhai Jun, the deputy foreign minister of China, referred to the terms “massacre” and “genocide” as “irresponsible statements” in reference to the events that occurred in Urumqi. Zhai said that “fake” stories about Chinese killings of Uyghur Turks had been leaked to the Turkish press. The deputy minister stressed the significance of mending the strained relations with Türkiye, characterizing the usage of terms like “massacre” and “genocide” as “irresponsibility”. President of the World Uyghur Congress Rebiya Kadeer was called a “separatist” by Zhai, who also expressed their desire that Türkiye would refuse to grant Kadeer a visa. At Urumqi, the capital of the Xinjiang Autonomous Region, Prime Minister Erdoğan declared that what was happening was “almost genocide” and that Rebiya Kadeer¹ would be granted a visa if she applied for one [8].

Deputy prime minister Bülent Arınç commented on the situation in the Xinjiang Uyghur Autonomous Region, expressing concern about the ongoing events. He mentioned the presence of bodies on the streets yet to be removed and highlighted the resilience of women facing challenges against trucks, tanks, and military forces. Arınç acknowledged the possibility of identifying the true instigators behind the events. Arınç emphasized the historical and deep ties between Türkiye and the Uyghur region, noting that over 300 thousand Uyghur

¹ Rebiya Kadeer's book "Dragon Fighter: One Woman's Epic Struggle for Peace With China" is worth mentioning. In it, she recounts her experiences as a child refugee, impoverished housewife, multimillionaire, high official in China's National People's Congress, political prisoner in solitary confinement for two of her nearly six years in jail, and now political dissident living in Washington, exiled from her own country.

Turks reside in Türkiye. He highlighted the enduring bond of brotherhood that has spanned many years. Additionally, Arınç underscored the positive governmental and parliamentary relations between China and Türkiye, emphasizing that the compatriots in Xinjiang serve as a bridge of friendship between the two countries [2]. Minister of Industry and Trade Nihat Ergün, during a statement in Yozgat, emphasized the importance of human rights. He stated that if a country does not uphold human rights, it becomes necessary to express a clear stance regarding the products originating from that country. A few hours after making the initial statement, Minister of Industry and Trade Nihat Ergün clarified that his words were misconstrued. In an interview with NTV, Ergün mentioned that the government had not made any decisions in the direction implied by his earlier statement [5].

Beijing took a week before issuing a response to the initial official outcry from Türkiye. Chinese foreign minister personally called his Turkish counterpart, strongly urging Ankara to withdraw its critical statements. Davutoglu conveyed Türkiye's concerns and expectations regarding the issue, expressing public disapproval of the incidents. He emphasized the role of the Uyghur people as a bridge of friendship in Sino-Turkish relations and underscored Türkiye's perspective on the matter, emphasizing human rights. Turkish foreign minister welcomed China's invitation for Turkish journalists to visit the affected areas. Chinese Foreign Minister Yang acknowledged the strategic nature of Turkish-Chinese relations, highlighting China's significant value placed on the bilateral ties with Türkiye. Minister Yang conveyed assurance that tranquility could be restored in the region, emphasizing a commitment to bringing the perpetrators to court without any ethnic discrimination [22].

Both Beijing and Ankara have recognized the significance of prioritizing cooperation opportunities amid the global system's restructuring, rather than escalating tension over the Uyghur issue. For Beijing, a crucial and tangible benefit expected from cultivating a political and strategic relationship with Ankara is securing Türkiye's support in maintaining stability in East Turkestan.

Türkiye, driven by a sense of historical and humanitarian responsibility toward the Uyghurs, was willing to draw international attention to the situation, even if it strained relations with China. Prime Minister Recep Tayyip Erdogan's

characterization of the events as genocide [4] served as a concrete example of Türkiye's commitment to highlighting the challenges faced by the Muslim minority in China on various platforms. Moreover, any potential issues between Türkiye and China could hinder Türkiye's ability to advocate for the Uyghurs in the future. Turkish Ambassador to Beijing, Murat Esenli, repeatedly underscored Türkiye's non-interventionist stance in China's domestic affairs and expressed support for the overall development of relations between the two countries. Additionally, Foreign Minister Ahmet Davutoğlu engaged in discussions with his Chinese counterpart, Yang Jiechi, to explore avenues for normalizing the strained relations between the two nations [10, p. 39].

Conclusion

Over the past three decades, Türkiye has sought to strengthen ties with China, focusing on two main expectations in economic and political domains. The relationship between Türkiye and China, both prominent G-20 members, has experienced significant and rapid growth in recent years.

In the political arena, the situation in Xinjiang remains a sensitive issue influencing bilateral relations. The process of normalization between the two countries was reinitiated, primarily focusing on economic relations. In September 2009, Minister Çağlayan visited China to participate in the Türkiye-China Joint Economic Council, during which he signed several agreements with the Minister of Trade, Chen Deming. On September 27, 2009, Çağlayan held a meeting with Chinese Deputy Prime Minister Wang Qishan in Beijing. During the discussion, Wang acknowledged the positive overall cooperation between the two nations across various sectors in recent years. Stressing the importance of enhancing mutual trust through increased interactions and supporting each other on shared concerns, Wang expressed the expectation of furthering concrete cooperation in energy, transportation, finance, and tourism. The aim was to achieve mutual benefit and gain for both parties [7].

The achievement of a strategic partnership between Türkiye and China hinges on their ability to collaboratively formulate effective and positive policies to address current challenges, particularly in the sensitive context of Xinjiang. Forging such a partnership requires mutual understanding and

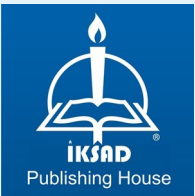
compromise, with both nations recognizing each other's concerns and working towards common goals.

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