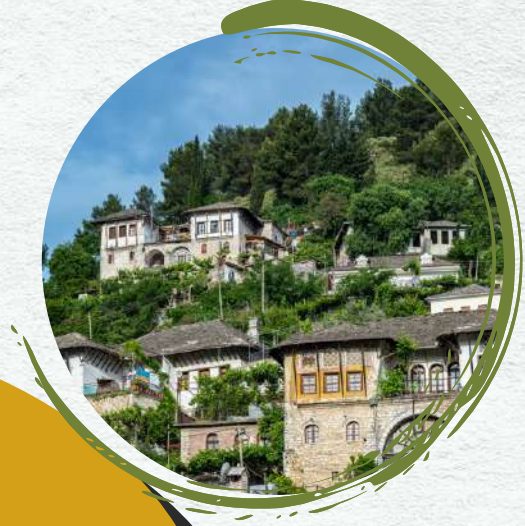
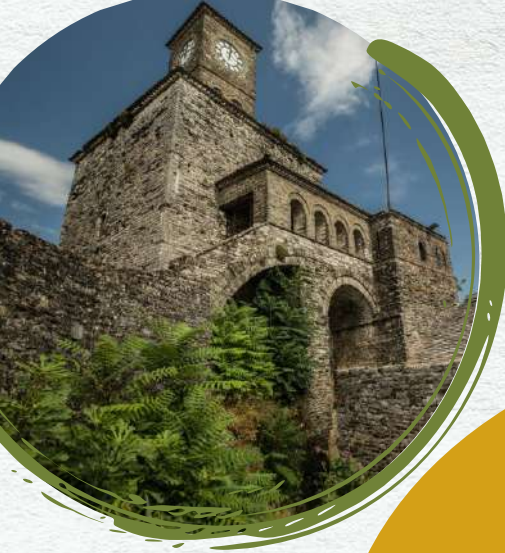




www.kmu.edu.tr/scar



4.SCAR

INTERNATIONAL IV.SCIENTIFIC
AND ACADEMIC RESEARCH
CONGRESS

ALBANIA
Gjirokaštër

01-04 JULY 2025

**ABSTRACT AND FULLTEXT
PROCEEDINGS BOOK**



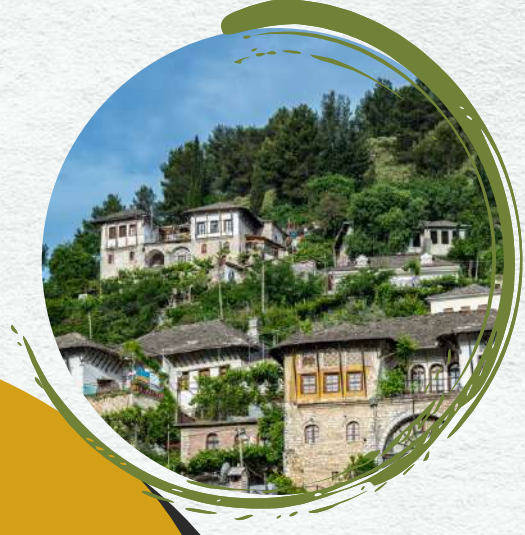
UNIVERSITETI I
GJIROKASTRËS
Universiteti Eqrem Çabej



SERPA
SÜRDÜRÜLEBİLİRLİK EĞİTİM,
ARAŞTIRMA VE UYGULAMA DERNEĞİ



www.kmu.edu.tr/scar



4.SCAR

ULUSLARARASI IV. BİLİMSEL VE
AKADEMİK ARAŞTIRMALAR
KONGRESİ

ARNAVUTLUK
Gjirokaster

01-04 TEMMUZ 2025

ÖZET VE TAM METİN
BİLDİRİ KİTABI



UNIVERSITETI I
GJIROKASTRËS
Universiteti Eqrem Çabej



SERPA
SÜRDÜRÜLEBİLİRLİK EĞİTİM,
ARAŞTIRMA VE UYGULAMA DERNEĞİ

**INTERNATIONAL 4. SCIENTIFIC AND ACADEMIC RESEARCH
ABSTRACT AND FULLTEXT PROCEEDINGS BOOK
01-04 July 2025, Gjirokastër - ALBANIA**

**ULUSLARARASI 4. BİLİMSEL VE AKADEMİK ÇALIŞMALAR KONGRESİ
ÖZET VE TAM METİN BİLDİRİ KİTABI
01-04 Temmuz 2025, Gjirokaster - ARNAVUTLUK**

Editors / Editörler: Tahir DAĞCI, Arjan GJINI, Nejla CANBULAT ŞAHİNER, Ayşe Sonay TÜRKMEN, Ahmet Burhan ÇAKICI, Kubilay ÖZER, Alper Yusuf KÖROĞLU

Design / Tasarım : Ali Rıza SARI

Serpa Publishing House, Konya, Türkiye

ISBN: 978-625-98301-9-3

Authors are responsible both ethically and juridically.

Serpa Yayınevi, Konya, Türkiye

ISBN: 978-625-98301-9-3

Yazarlar metinlerinden hem etik hem de hukuki açıdan sorumludur.

**INTERNATIONAL 4. SCIENTIFIC AND ACADEMIC RESEARCH CONGRESS
ABSTRACT AND FULLTEXT PROCEEDINGS BOOK**

DATE – PLACE : JULY 01 – 04, 2025 Gjirokastër, ALBANIA

*** EVALUATION PROCESS** All applications have undergone a double-blind peer review process.

*** DEĞERLENDİRME SÜRECİ:** Tüm başvurular çift-kör hakem değerlendirme sürecinden geçmiştir.

*** The digital PDF version of this title is available Open Access**

*** ALL RIGHTS RESERVED NO PART OF THIS BOOK MAY BE REPRODUCED IN ANY FORM, BY PHOTOCOPYING OR BY ANY ELECTRONIC OR MECHANICAL MEANS, INCLUDING INFORMATION STORAGE OR RETRIEVAL SYSTEMS, WITHOUT PERMISSION IN WRITING FROM BOTH THE COPYRIGHT OWNER AND THE PUBLISHER OF THIS BOOK**

Toplam bildiri sayısı: 131

Türkiye'den bildiri sayısı: 59

Diğer ülkelerden bildiri sayısı: 72

Total number of papers: 131

Number of papers from Türkiye: 59

Number of papers from other countries: 72

LANGUAGES: Turkish, English, Albania

PARTICIPANT COUNTRIES (7): Türkiye, Albania, Kyrgystan, Pakistan, Turkish Republic of Northern Cyprus, Israel, Poland

**INTERNATIONAL 4. SCIENTIFIC AND ACADEMIC RESEARCH ABSTRACT
AND FULLTEXT PROCEEDINGS BOOK**
**ULUSLARARASI 4. BİLİMSEL VE AKADEMİK ÇALIŞMALAR KONGRESİ ÖZET
VE TAM METİN BİLDİRİ KİTABI**

01-04 July 2025, Gjirokastër- ALBANIA

INVITATION TO THE CONGRESS

Dear Scientists,

I am honored to invite you to the Scientific and Academic Research Congress (01-04 July 2025), which we will organize for the fourth time this year. Our congress aims to announce and share researches in the fields of health, social, science and fine arts. In addition, speakers who are experts in their fields will share current issues related to their fields with the participants.

Participants who submit papers to our congress that will be held via remote access will be able to take place as an author in the international book section to be published after the congress, or have the articles of the papers published in our Scientific and Academic Research (SCAR) journal, the first of which will be published in December 2025, after passing the referee process. We will be happy to see you at our congress.

KONGREYE DAVET

Değerli Bilim İnsanları,

Bu yıl **dördüncüsünü** düzenleyeceğimiz **uluslararası Bilimsel ve Akademik Araştırmalar Kongresi**'ne (01-04 Temmuz 2025) sizleri davet etmekten onur duyarım. Kongremiz sağlık, sosyal, fen, ilahiyat, güzel sanatlar ve diğer alanlarda yapılmış araştırmaların duyurulması ve paylaşımlarını amaçlamaktadır. Ayrıca alanında uzman konuşmacılar kendi alanları ile ilgili güncel konuları katılımcılarla paylaşacaktır.

Yüz yüze ve uzaktan erişimle gerçekleştirilecek kongremize bildiri gönderen katılımcılarımız isterlerse kongre sonrasında çıkartılacak olan **uluslararası kitap bölümünde** yazar olarak yer alabilecek ya da bildirilerin makalelerini ilki **Aralık 2025** tarihinde yayınlanacak olan **Scientific and Academic Research (SCAR)** dergimizde hakem sürecinden geçtikten sonra yayımlatabileceklerdir. Sizleri kongremizde görmekten mutluluk duyarız.

On behalf of the Organizing Committee:
Assoc. Prof. Tahir DAĞCI
(President of Congress)



T.C.
KARAMANOĞLU MEHMETBEY ÜNİVERSİTESİ REKTÖRLÜĞÜ
Personel Daire Başkanlığı

Sayı :E-97863528-903.07-241117
Konu :Üniversite Temsil

30.01.2025

DAĞITIM YERLERİNE

İlgi : 28.01.2025 tarihli ve 240657 sayılı yazı.

Fakülteniz Sosyal Hizmet Bölümü Birey ve Toplum Sorunları Anabilim Dalı öğretim üyesi Doç. Dr. Tahir DAĞCI'nın Arnavutluk Gjirokaster şehrindeki Ekrem Çabej Üniversitesi ile Üniversitemiz işbirliğinde 01.07.2025 - 04.07.2025 tarihleri arasında yapılacak olan Uluslararası 4. Bilimsel ve Akademik Araştırmalar (SCAR) Kongresinde Üniversitemizi temsilen görevlendirilmesi uygun görülmüştür.

Bilgilerini ve gereğini rica ederim.

Prof. Dr. Mehmet GAVGALI
Rektör

Dağıtım
Gereği:
Sağlık Bilimleri Fakültesi Dekanlığı

Bilgi:
Rektörlük (Özel Kalem)

Mevcut Elektronik İmzalar

MEHMET GAVGALI (Rektörlük - Rektör) 30.01.2025 15:53

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu :BSD5JFZYES

Belge Doğrulama Adresi : <https://www.turkiye.gov.tr/karamanoglu-mehmetbey-universitesi-ebys>

Adres :Yunus Emre Yerleşkesi 70100/KARAMAN

Tel:0338 226 20 42 Belgegeçer :0338 226 20 40

E-Posta :personel@kmu.edu.tr Elektronik Ağ :<https://kmu.edu.tr/personel>

Kep Adresi: kmu.rektorluk@hs01.kep.tr

Bilgi için: Bahar DURDU
Unvanı: Bilgisayar İşletmeni



KONGRE BİLİM KURULU CONGRESS SCIENTIFIC BOARD

HONORARY PRESIDENT	HONORARY PRESIDENT
Prof. Dr. Mehmet GAVGALI	Prof. Dr. Jaho CANA
Karamanoğlu Mehmetbey Üniversitesi Rektörü	“Eqrem Çabej” University of Gjirokastra Rector

DÜZENLEME KURULU BAŞKANLARI ORGANIZING COMMITTEE CHAIRS	
Doç. Dr. Tahir DAĞCI	Başkan (Türkiye)
Dr. Arjan GJINI	Başkan (Arnavutluk)

DÜZENLEME KURULU / ORGANIZING BOARD	
Doç. Dr. Tahir DAĞCI	Chair (Türkiye)
Dr. Arjan GJINI	Chair (Albania)
Prof. Assoc. Merita ISARAJ	Member - Albania
Prof. Dr Ahmet Burhan ÇAKICI	Member -Türkiye
Prof. Dr. Nejla Canbulat ŞAHİNER	Member -Türkiye
Dr. Öğr. Üyesi Kubilay Özer	Member -Türkiye
Prof. Dr. Ayşe Sonay TURKMEN	Member -Türkiye
Doç. Dr. Alper Yusuf KÖROĞLU	Member -Türkiye
Prof. Dr. Gezim SALA	Member - Albania
Prof. Asoc. Valbona DURI	Member - Albania
Prof. Asoc. Sadik MALO	Member - Albania
Prof. Asoc. Lorenc KOÇIU	Member - Albania
Dr. Semi DOLEMI	Member - Albania

BİLİMSEL SEKRETERYA / SCIENTIFIC SECRETARIAT

Irma GJOLLESHI (Albania)

DAVETLİ KONUŞMACILAR / INVITED SPEAKERS	
Prof. Dr. Ksenofon KRISAFI	Mediterranean University -ALBANIA
Prof. Dr. Candan ÖZTÜRK	Kuzey Kıbrıs Türk Cumhuriyeti- Yakın Doğu Üniversitesi
Dr. Arjan Gjini	Arnavutluk - Gjirokastra Üniversitesi

BİLİM KURULU / SCIENTIFIC BOARD

Professor Sarah NEİLL	University of Plymouth (İngiltere)
Professor Imelda COYNE	Trinity College Dublin (İrlanda)
Assoc. Prof. Fatih ŞEKERCİOĞLU	Toronto Metropolitan University (Kanada)
Assoc. Prof. Katalin PAPP	University of Debrecen (Macaristan)
Prof. Dr. Sema YILMAZ	Selçuk Üniversitesi
Prof. Dr. İsmail SEVİNÇ	Necmettin Erbakan Üniversitesi
Prof. Dr. Nejla CANBULAT ŞAHİNER	Karamanoğlu Mehmetbey Üniversitesi
Prof. Dr. Ayşe Sonay TÜRKMEN	Karamanoğlu Mehmetbey Üniversitesi
Prof. Dr. Hakan SARI	Necmettin Erbakan Üniversitesi
Prof. Dr. Mehmet AKGÜL	Necmettin Erbakan Üniversitesi
Prof. Dr. Doğan KAPLAN	Necmettin Erbakan Üniversitesi
Prof. Dr. Shyqyri HYSI	University of Gjirokastra, Albania
Prof. Dr. Valentina DUKA	University of Tirana, Albania
Prof. Dr. Ermal BAZE	University of Tirana, Albania
Prof. Dr. Lavdi HASANI	University of Gjirokastra, Albania
Prof. Dr. Ahmet Burhan ÇAKICI	Karamanoğlu Mehmetbey Üniversitesi
Prof. Dr. Yunus İNANÇ	Karamanoğlu Mehmetbey Üniversitesi
Doç. Dr. Erol YÜKSEL	Karamanoğlu Mehmetbey Üniversitesi
Doç. Dr. Ziyaeddin KIRBOĞA	Karamanoğlu Mehmetbey Üniversitesi
Prof. Dr. Ümit SORMAZ	Necmettin Erbakan Üniversitesi
Prof. Dr. Yasin BİLİM	Necmettin Erbakan Üniversitesi
Prof. Asoc. Merita ISARAJ	University of Gjirokastra, Albania
Prof. Asoc. Kozeta SALA.	University of Gjirokastra, Albania
Prof. Asoc. Selfo ORUÇI	University of Gjirokastra, Albania
Prof. Asoc. Albina SINANI	University of Gjirokastra, Albania
Prof. Asoc. Kastriot ZOTO	University of Gjirokastra, Albania

Prof. Asoc. Mimoza ZEKAJ	University of Gjirokastra, Albania
Prof. Asoc. Mimoza ÇARKA	University of Gjirokastra, Albania
Prof. Asoc. Joana TAÇI	University of Gjirokastra, Albania
Prof. Asoc. Irena BOBOLI	University of Gjirokastra, Albania
Prof. Asoc. Maria AGOLLI	University of Gjirokastra, Albania
Prof. Dr. Shyqyri HYSI	University of Gjirokastra, Albania
Prof.Dr. Lavdi HASANI	University of Gjirokastra, Albania
Prof. Dr. Hakan ARSLAN	Düzce Üniversitesi
Prof. asoc. Dr. Merita Gjokutaj-Shehu	University of Gjirokastra, Albania
Doç. Dr. Hamit AKTÜRK	Adıyaman Üniversitesi
Doç. Dr. Ayşe KACAROĞLU VİCDAN	Muğla Sıtkı Koçman Üniversitesi
Doç. Dr. Serpil YÜKSEL	Necmettin Erbakan Üniversitesi
Doç. Dr. Dilek CİNGİL	Necmettin Erbakan Üniversitesi
Doç. Dr. Cüneyt ŞAPCILAR	Necmettin Erbakan Üniversitesi
Doç. Dr. Mustafa ÖZDEMİR	Karamanoğlu Mehmetbey Üniversitesi
Doç. Dr. Diler YILMAZ	Bandırma 17 Eylül Üniversitesi
Doç. Dr. Selda ARSLAN	Necmettin Erbakan Üniversitesi
Doc. Dr. Etleva PETA	University of Gjirokastra, Albania
Doç. Dr. Fatma KALPAKLI	Selçuk Üniversitesi
Doç. Dr. Alper Yusuf KÖROĞLU	Karamanoğlu Mehmetbey Üniversitesi
Doç. Dr. Abdullah DAĞCI	Karamanoğlu Mehmetbey Üniversitesi
Doç. Dr. Mehtap PEKESEN	Akdeniz Üniversitesi
Dr. Öğr. Üyesi Kubilay ÖZER	Karamanoğlu Mehmetbey Üniversitesi
Dr. Öğr. Üyesi SERPİL SU	Necmettin Erbakan Üniversitesi
Dr. Öğr. Üyesi Hikmet KOCAMAN	Karamanoğlu Mehmetbey Üniversitesi
Dr. Öğr.Ü. Şemsi Gül YILMAZ	Karamanoğlu Mehmetbey Üniversitesi
Dr. Konstando KSERA	University of Gjirokastra, Albania

Dr. Arjola MITAJ	University of Gjirokastra, Albania
Dr. Mariglen SHERIFAJ	University of Gjirokastra, Albania
Dr. Antuela SINANI	University of Gjirokastra, Albania
Dr. Öğr. Üyesi Dilek MENEKŞE	Sakarya Üniversitesi
Dr. Öğr. Üyesi Şerife KURŞUN KURAL	Alanya Alaattin Keykubat Üniversitesi
Dr. Öğr. Üyesi Selda ATEŞ BEŞİRİK	Mehmet Akif Ersoy Üniversitesi
Dr. Öğr. Üyesi Mustafa KONUK	Karamanoğlu Mehmetbey Üniversitesi
Dr. Öğr. Üyesi Kemal ARMAGAN	Karamanoğlu Mehmetbey Üniversitesi
Dr. Öğr. Ü. Özlem YILMAZ DEMİREL	Karamanoğlu Mehmetbey Üniversitesi
Dr. Öğr. Üyesi Muhammed Ali TEKİN	Tekirdağ Namık Kemal Üniversitesi
Dr. Öğr. Üyesi Abdullah TURHAN	Mehmet Akif Ersoy Üniversitesi
Dr. Öğr. Üyesi Arzu KURŞUN	Giresun Üniversitesi
Dr. Öğr. Üyesi Serap SARIBAŞ	Karamanoğlu Mehmetbey Üniversitesi
Dr. Fatih YILMAZ	Milli Eğitim Bakanlığı
Dr. Fatih ÇOLAK	Necmettin Erbakan Üniversitesi
Öğr. Gör. Dr. Nurcan ÇETİNER	Karamanoğlu Mehmetbey Üniversitesi
Öğr. Gör. Mustafa AKTURFAN	Karamanoğlu Mehmetbey Üniversitesi
MSc. Besmira Botusha	University “Aleksander Moisiu” Albania
MSc. Xhesida Tragaj	University “Aleksander Moisiu” Albania

NOT: Bilim Kurulu Üyeleri unvanlarına göre sıralanmıştır.

NOTE: Scientific Board Members are listed according to their titles.

**INTERNATIONAL IV. SCIENTIFIC AND ACADEMIC RESEARCH CONGRESS
(01-04 JULY 2025) – GJIROKASTER/ALBANIA
SCIENTIFIC PROGRAM**

01.07.2025					
10:00-12:00	OPENING SERAMONY				
12:00-13:00	LUNCH TIME				
HALLS	HALL 1	HALL 2	HALL 3	HALL 4	ONLINE
13:00-13:50	SESSION 1	SESSION 5	SESSION 9	SESSION 13	SESSION 17
14:00-14:50	SESSION 2	SESSION 6	SESSION 10	SESSION 14	SESSION 18
15:00-15:50	SESSION 3	SESSION 7	SESSION 11	SESSION 15	SESSION 19
16:00-16:50	SESSION 4	SESSION 8	SESSION 12	SESSION 16	SESSION 20
17:00-17:50					SESSION 21
18:00-18:50					SESSION 22
19:00-19:50					SESSION 23
20:00-20:50					SESSION 24

Sessions will be held in Albanian local time. (GMT+2)

SESSION 1 – Chairman: Prof. Assoc. Mimoza ZEKAJ

TITLE	AUTHOR(S)
RELIGIOUS CULTS AS A VALUABLE ASSET FOR TOURISM DEVELOPMENT IN THE PREFECTURE OF GJIROKASTËR	Shyqyri Hysi, Luiza Hysi
BEKTASHISM AND ITS INSTITUTIONS IN THE GJIROKASTËR REGION	Shyqyri Hysi, Luiza Hysi
MRAUF FICO, THE FIRST DIPLOMATIC REPRESENTATIVE OF ALBANIA IN KEMALIST TURKEY	Shyqyri Hysi
ART AND GJIROKASTRA HERITAGE: AN INTERDISCIPLINARY APPROACH	Loreta Mamani, Aida Sotiri, Mimoza Çarka, Harallamb Margariti, Mimoza Çabeli
FROM PRESERVATION TO GROWTH: CULTURAL HERITAGE IN DEVELOPING COUNTRIES, CASE STUDY OF THE CITY OF GJIROKASTRA	Lutfi Gaba, Klodiana Gorica
REGIONAL INITIATIVES VERSUS MULTILATERALISM IN ALBANIA. CASE STUDY: OPEN BALKAN	Arjola Mitaj, Etleva Peta, Ariana Konomi

SESSION 2 – Chairman: Prof. Assoc. Valbona DURI

TITLE	AUTHOR(S)
THE POTENTIAL OF PROTECTED AREAS IN RURAL DEVELOPMENT (CASE STUDY: PËRMET MUNICIPALITY)	Candidate Fjorentin Ismaili, Albina Sinani
DEMOGRAPHIC DEVELOPMENT AND NATURAL HERITAGE: AN ANALYTICAL APPROACH TO THE INTERACTION BETWEEN POPULATION AND PROTECTED AREAS IN THE MUNICIPALITY OF PËRMET	Candidate Fjorentin Ismaili, Valbona Duri
OPPORTUNITIES FOR THE DEVELOPMENT OF ALTERNATIVE FORMS OF TOURISM IN THE PROTECTED AREAS OF GJIROKASTËR	Griselda Shehu, Selaudin Mosho, Irena Boboli, Valbona Duri
THE DEVELOPMENT OF SUSTAINABLE TOURISM IN THE PROTECTED AREAS OF GJIROKASTËR COUNTY	Rovena Bega, Lufti Gaba, Robert Çelo, Zamira Veizi
NATURAL AND CULTURAL TOURISM: PERSPECTIVES FOR SUSTAINABLE RURAL DEVELOPMENT IN ALBANIA	Albina Sinani, Mariglen Sherifaj
THE REAL POTENTIAL FOR THE DEVELOPMENT OF PASTORAL TOURISM IN THE LABËRIA REGION	Andi Cana, Jaho Cana

SESSION 3 – Chairman: Dr. Zhenisa ÇUNI

TITLE	AUTHOR(S)
ASSESSMENT OF OSTEOPOROSIS' DISTRIBUTION AND ITS RISK FACTORS IN GJIROKASTËR DISTRICT	Zhenisa Cuni, Altin Goxharaj, Dritan Rami, Romeo Mano
THERAPEUTIC TREATMENT OF CLINICAL MANIFESTATIONS OF BRUCELLOSIS DURING THE PERIOD 2013-2023 AT GJIROKASTRA HOSPITAL	Dritan Rami, Ergys Ramosaço
LABORATORY DATA ON INSULIN RESISTANCE AND POLYCYSTIC OVARY SYNDROME (PCOS), CLINICAL CASE PRESENTATION	Altin Goxharaj, Julinda Mijo, Dashamir Demiri, Migena Kuro, Maksim Logli
ECONOMIC-PSYCHOSOCIAL EFFECTS ON NURSES IN THE HOSPITAL SERVICE DURING THE PERIOD JUNE-DECEMBER 2020	Mimoza Llavdaniti
ASSESSING THE IMPACT OF SAFETY PROTOCOLS IN MARIKATEX: ENHANCING WORKER WELL-BEING AND OPERATIONAL EFFICIENCY IN ALBANIA'S TEXTILE SECTOR	Eduina Guga, Romeo Mano, Semi Golemi

SESSION 4 – Chairman: Dr. Isidor KOKALARI

TITLE	AUTHOR(S)
UNIVERSITY RESEARCH CENTERS: DEVELOPMENT ENGINES IN THE CONTEMPORARY ERA – THE CASE OF 'EQREM ÇABEJ' UNIVERSITY	Arjan Gjini, Lorenc Koçiu
CURRICULUM ANALYSIS AND CAREER DEVELOPMENT, OPPORTUNITIES AND ADAPTATION IN EDUCATION AND EMPLOYMENT	Arjan Gjini, Klaviera Dudumi
REDESIGNING UNIVERSITY CURRICULA AT “EQREM ÇABEJ” UNIVERSITY: A STRATEGIC APPROACH TO REGIONAL DEVELOPMENTS	Valbona Duri, Candidate Fjorentin Ismaili, Eduina Guga, Lorenc Koçiu, Klaviera Dudumi, Kozeta Sala
THE IMPORTANCE OF THE PROGRAM AND CURRICULUM IN LITERARY READING, SUBJECT PLANNING, SCIENTIFIC RESEARCH METHOD	Ermelinda Kashah
THE ROLE OF FORMATIVE ASSESSMENT IN DIFFERENTIATED INSTRUCTION AND SELF-REGULATED LEARNING SKILLS	Zhuljeta Lilo

SESSION 5 – Chairman: Dr. Arjola MITAJ

TITLE	AUTHOR(S)
OBSTACLES TO THE INCLUSION OF CHILDREN WITH SPECIAL NEEDS IN PRIMARY EDUCATION	Aida Sotiri, Loreta Mamani, Mimoza Çarka
THE SILENT VOICE OF EMOTIONS: A VISUAL APPROACH TO CHILDREN WITH MUTISM AND LEARNING DIFFICULTIES	Aida Sotiri, Loreta Mamani, Harallamb Margariti
PRACTICES OF MANAGEMENT OF PRESCHOOL INSTITUTIONS AND PROFESSIONAL SUPERVISION OF EDUCATORS	Tringa Dedi, Zehrie Plakolli
INTEGRATION OF DRAMA AND THEATRE IN TEACHING (PRACTICE AND PERSPECTIVE FROM SCHOOLS)	Zehrie Plakolli, Mevlude Aliu, Bekim Morina
EDUCATION ON CHILDREN'S RIGHTS IN TEACHER TRAINING PROGRAMS: A REFLECTIVE APPROACH	Magistrate Entela Selmanaj, Donalda Kalemi

SESSION 6 – Chairman: Prof. Assoc. Joana TAÇI

TITLE	AUTHOR(S)
ENGLISH FROM OLD TO MODERN: WHOSE LANGUAGE IS IT TODAY?	Joana Taçi
IDIOMATIC TRANSLATION AS A FEATURE OF TRANSLATION STYLE BY SOTIR CACI IN ÇOÇARJA	Leonard Rapi
THE SITUATION OF FORMER POLITICAL PRISONERS: THE CHALLENGES IN THE EFFECTIVE REALIZATION OF THEIR RIGHTS IN ALBANIA	Ermonela Ruspi
MODERNITY IN THE POETRY OF FATOS ARAPI	Laureta Konomi
VIEWS ON LOVE IN THE FIRST TURKISH NOVEL, SAMI FRASHËRI	Vjollca Rrapai

SESSION 7 – Chairman: Dr. Bitila ZHULI

TITLE	AUTHOR(S)
THE ROLE OF ARTIFICIAL INTELLIGENCE AND HUMAN RESOURCES IN THE TRANSFORMATION OF PUBLIC ADMINISTRATION	Albana Allushaj, Drita Luzo, Mirtila Llukani, Krista Mousta
THE IMPACT OF AI IN PUBLIC ADMINISTRATION: TRANSFORMING GOVERNANCE AND SERVICES	Bitila Zhuli
THE ECONOMIC IMPACT OF ARTIFICIAL INTELLIGENCE ON THE LABOR MARKET	Sara Bixhaku, Antoneta Polo, Ilirjana Zyberi, Enkela Caca
THE ROLE OF DIGITAL TOOLS AND PEDAGOGICAL METHODS IN ENHANCING FOREIGN LANGUAGE LEARNING	Irma Gjollëshi, Yllka Proda
ETHICS AND INTEGRITY IN PUBLIC ADMINISTRATION IN ALBANIA REGULATORY FRAMEWORK	Besmira Botusha, Xhesida Tragaj

SESSION 8 – Chairman: Prof. Assoc. Mimoza ÇARKA

TITLE	AUTHOR(S)
CRIMINAL LAW AND THE KANUN OF LEKË DUKAGJINI	Leonard Sala, Fatjon Malaj
HISTORICAL PERSPECTIVE ON ALBANIAN CUSTOMARY CRIMINAL LAW	Leonard Sala
THE ROLE OF THE NATIONAL SECURITY STRATEGY IN THE WAR ON TERRORISM IN ALBANIA	Fatjon Malaj
COOPERATION OF ALBANIAN INSTITUTIONS IN THE FIGHT AGAINST TERRORISM	Fatjon Malaj
WOMEN'S RIGHTS IN ALBANIA IN THE YEARS 1991-2001	Adeljana Shehaj

SESSION 9 – Chairman: Prof. Assoc. Merita ISARAJ

TITLE	AUTHOR(S)
PHRASEOLOGICAL UNITS IN ALBANIAN, AROMANIAN, AND GREEK WITHIN THE FRAMEWORK OF THE BALKAN LINGUISTIC UNION	Spiridhulla Poci
A PERSPECTIVE ON TEXTS THAT PROVIDE A CHALLENGE FOR A REWRITING OF THE HISTORY OF ALBANIAN LITERATURE	Merita Gjokutaj-Shehu
A COMPARATIVE APPROACH ON THE CLASSIFICATION OF SENTENCES IN ENGLISH AND ALBANIAN LANGUAGE: THEIR STRUCTURE AND PURPOSE OF COMMUNICATION	Merita Isaraj, Arjan Shumeli, Artur Jaupaj
FOREIGN SUFFIXATION: A COMPARATIVE STUDY OF DERIVATIONAL PARALLELISM AND MORPHOLOGICAL ASSIMILATION IN ALBANIAN AND ENGLISH	Artur Jaupaj, Merita Isaraj, Arjan Shumeli
THE SYNTACTIC AND SEMANTIC ROLE OF NOMINAL SENTENCES IN THE CONSTRUCTION OF DISCOURSE	Mimoza Zekaj

SESSION 10 – Chairman: Prof. Dr. Lavdi HASANI

TITLE	AUTHOR(S)
FLORISTIC WEALTH AND ITS IMPACT ON THE PASTURES OF THE GJIROKASTRA DISTRICT	Lavdi Hasani, Sadik Malo, Matilda Malo
THE POPULATION OF THE CITY OF GJIROKASTRA AND SOME PARAMETERS OF ITS MICROEVOLUTIONARY PROCESSES	Aneta Çomo
TIME THROUGH SPACE IN ALBANIAN	Zeqir Zeqirllari
ZGJIDHJA E PROBLEMEVE REALE SI MJET PËR TË NXITUR TË MENDUARIT KRITIK NË KLASËN E TRETË TË ARSIMIT FILLOR	Etleva Korkuti
HRM CHALLENGES AND OPPORTUNITIES IN THE TOURISM SECTOR, GJIROKASTER DISTRICT	Daniela Qiqi, Irma Gjollashi

SESSION 11 – Chairman: Prof. Assoc. Grigor PASPALI

TITLE	AUTHOR(S)
ABOUT TURKISH BORROWINGS IN “FJALOR ME FJALË E SHPREHJE POPULLORE NGA E FOLMJA E UJEMUJËS” OF HAJRI SHEHU	Elvira Çausi
A LOOK AT TURKISH BORROWINGS IN PEDERSEN'S WORK 'ALBANESISCHE TEXTE MIT GLOSSAR'	Entela Kore
LINGUISTIC REVIEWS IN THE WORK OF NONDA BULKA	Almira Sadikaj
SAMI FRASHËRI: A BRIDGE BETWEEN THE LEAGUE OF PRIZREN AND TURKISH CULTURE	Mirela Saraçi
SAMI FRASHERI, THE FIRST CONSTITUTIONALIST OF THE MODERN ALBANIAN STATE	Ksenofon Krisafi

SESSION 12 – Chairman: Prof. Assoc. Drita LUZO

TITLE	AUTHOR(S)
LIQUIDITY DILEMMA AND THE WAYS OF ITS MANAGEMENT IN BANKING FIRM	Drita Luzo (Kllapi), Mirtila Llukani, Lorenc Koçiu, Albana Allushaj
IMPROVING THE PROFESSIONAL OUTCOMES OF TEACHERS ESSENTIAL FOR THE SUCCESS OF SCHOOLS	Anila Xhumba
FROM TRANSIT POINT TO TOURIST DESTINATION: FACTORS INFLUENCING THE UNTAPPED POTENTIAL OF THE CITY OF TEPELENA	Griselda Shehu, Borana Lelaj
ACADEMIC INTEGRITY AND PLAGIARISM: MISSING LAWS OR RULES NOT ENFORCED?	Borana Lelaj, Griselda Shehu
ORIENTALISMS IN THE POETIC DISCOURSE OF DRITËRO AGOLLI	Sashenka Kamberi, Irma Gjollëshi

SESSION 13 – Chairman: Prof. Dr. Candan ÖZTÜRK

TITLE	AUTHOR(S)
THE IMPACT OF SOCIO-CULTURAL FACTORS ON WOMEN'S ACCESS TO HIGHER EDUCATION IN PAKISTAN	Dania Malik
TRAINING THE NEXT GENERATION: ADVANCING CODIFICATION COMPETENCY IN THE NATO FRAMEWORK	Sharon Golan
THE ROLE OF THE NATIONAL SECURITY STRATEGY IN THE WAR ON TERRORISM IN ALBANIA	Fatjon Malaj
DETERMINATION OF CHILDREN'S SLEEP HABITS AND AFFECTING FACTORS	Damla Ağu, Candan Öztürk

SESSION 14 – Chairman: Prof. Dr. Nurdan AKINER

TITLE	AUTHOR(S)
ICONOGRAPHY MEETS SEMIOTICS: DECONSTRUCTING IMPERIAL REPRESENTATION IN BALKAN OTTOMAN MOSQUE MOTIFS THROUGH OLEG GRABAR’S ICONOGRAPHY AND ROLAND BARTHES’ MYTH THEORY	Nurdan Akiner
INDOOR AIR QUALITY AND NATURAL VENTILATION STRATEGIES IN HEALTHY HOUSING DESIGN	İlknur Akiner
MULTI-MODEL INTEGRATION IN ISTANBUL WATER CONSUMPTION ESTIMATION: COMPARATIVE PERFORMANCE ANALYSIS OF DEEP LEARNING AND ENSEMBLE METHODS	Muhammed Ernur Akiner
THE RELATIONSHIP BETWEEN ECO-ANXIETY AND ECOLOGICAL FOOTPRINT AWARENESS LEVELS IN ADOLESANS	Aysel Topan, Sığnem Anol, Aylin Kurt
TWO DIMENSIONAL GEOMETRIC ACCURACY OF SPOT 6 SATELLITE IMAGES	Hüseyin Topan
EFFECTS OF EXPOSURE TO TERATOGENIC AGENTS DURING PREGNANCY ON MATERNAL AND NEWBORN HEALTH	Günay Arslan, Halime Esra Meram

SESSION 15 – Chairman: Assist. Prof. Dr. Hikmet KOCAMAN

TITLE	AUTHOR(S)
THE EFFECT OF RELATIVE MOTION CONCEPT ON CLINICAL OUTCOMES IN ZONE 5 EXTENSOR DIGITORUM COMMUNIS INJURY: A CASE REPORT	Hikmet Kocaman, İsmail Ceylan, Nilgün Bek
NUTRIGENOMICS AND PERSONALIZED NUTRITION: THE FUTURE OF GENETICALLY-INFORMED DIETARY STRATEGIES	Şemsi Gül Yılmaz
A BIBLIOGRAPHIC ANALYSIS OF MASTER’S THESES ON DIABETES TECHNOLOGIES IN THE FIELD OF TYPE 1 DIABETES WITHIN THE DISCIPLINE OF NURSING IN TURKEY	Eslem Berra Kileci, Sevda Arslan
AN EVALUATION OF SPATIAL BEHAVIOR IN WORKSPACES: THE CASE OF THE STUDY HALL AT DUZCE UNIVERSITY LIBRARY	Elif Kübra Öztürk, Hakan Arslan
A BIBLIOMETRIC ANALYSIS OF THE USE OF SPATIAL SYNTAX METHODS IN POSTGRADUATE THESES	Nuray Özkaraca Özalp, Hakan Arslan

SESSION 16 – Chairman: Assist. Prof. Dr. Kubilay ÖZER

TITLE	AUTHOR(S)
A NEW PUBLIC HEALTH ISSUE: UNNECESSARY HEALTHCARE UTILIZATION	Kubilay Özer
WOMEN AND MEN AS COMPLEMENTARY AGENTS IN THE FORMATION OF THE FAMILY INSTITUTION	Tahir Dağci
LEADERSHIP STYLES OF SCHOOL ADMINISTRATORS	Fadime Dağcı
THE USE OF ARTIFICIAL INTELLIGENCE IN PEDIATRIC NURSING	Nejla Canbulat Şahiner, Ayşe Sonay Türkmen
THE USE OF ARTIFICIAL INTELLIGENCE IN DEVELOPMENTAL ASSESSMENT PROCESSES: A SYSTEMATIC REVIEW	Alper Yusuf Köroğlu, Nejla Canbulat Şahiner
THE EFFECTS OF FAIRY TALES ON CHILD HEALTH: LITERATURE REVIEW	Ayşe Sonay Türkmen, Alper Yusuf Köroğlu
THE USE OF ARTIFICIAL INTELLIGENCE IN THE FIELD OF LOGISTICS	Selman Şahiner

SESSION 17 ONLINE – Chairman: Lect. Uğur AYGÜN
MEETING URL: <https://meet.google.com/aif-ichj-wps>

TITLE	AUTHOR(S)
SKIN-BRAIN AXIS: COMMON EMBRYOLOGICAL ORIGIN, STRESS RESPONSE, AND PSYCHODERMATOLOGICAL INTERACTIONS	Nazlı Karimi Ahmadi
A THEORETICAL EXPLORATION OF CHALLENGES IN LITERARY TRANSLATION	Uğur Aygün
TRANSLATING THE SACRED: THEORETICAL REFLECTIONS ON RENDERING RELIGIOUS CULTURAL ELEMENTS FROM ENGLISH INTO TURKISH	Uğur Aygün
A NEW APPROACH IN ELDERLY CARE EDUCATION: STANDARDIZED PATIENT PRACTICE	Mehtap PEKESEN
VITAMIN D AND CARDIOVASCULAR SYSTEM DISEASES	Meltem PEPE
REFLECTIONS OF CLIMATE CHANGE ON CHILDREN'S HEALTH	Meltem PEPE
INFANTILE COLIC AND PROBIOTIC SUPPLEMENTS	Meltem PEPE, Nejla CANBULAT ŞAHİNER

SESSION 18: ONLINE – Chairman: Assoc. Prof. Dr. Abdullah DAĞCI

MEETING URL: <https://meet.google.com/vmb-tjnj-tfs>

TITLE	AUTHOR(S)
QUALITY ENHANCEMENT THROUGH THE A3 PROBLEM-SOLVING METHOD: AN APPLICATION	Songül Koldanca, İrem Karakaya, Hasan Sönmez, Beyza Etyemez, Sıddıka Kadim, Orhan Engin
VALUE STREAM MAPPING (VSM) AND ITS APPLICATION IN FLOOR PANEL ASSEMBLY	Şule Kiratlı, İrem Karakaya, Sıddıka Kadim, Orhan Engin
VALUE STREAM MAPPING AND APPLICATION IN CABIN PANEL ASSEMBLY	Eren Çelik, İrem Karakaya, Sıddıka Kadim, Orhan Engin
IMPROVING STORAGE PROCESSES THROUGH ANALYSIS: AN APPLICATION	Hasan Sönmez, İrem Karakaya, Songül Koldanca, Beyza Etyemez, Sıddıka Kadim, Orhan Engin
ANALYSIS OF ORGANIZATIONAL STRUCTURE IN BUSINESSES: A CASE STUDY	Sıddıka Kadim, İrem Karakaya, Songül Koldanca, Beyza Etyemez, Hasan Sönmez, Orhan Engin
FACILITY LAYOUT DESIGN OF AN ASSEMBLY WORKSHOP WITH THE AID OF A SPAGHETTI DIAGRAM: A CASE STUDY	Beyza Etyemez, İrem Karakaya, Songül Koldanca, Hasan Sönmez, Sıddıka Kadim, Orhan Engin

SESSION 19: ONLINE – Chairman: Assist. Prof. Dr. Emrullah DAĞTAN

MEETING URL: <https://meet.google.com/tia-bted-cgp>

TITLE	AUTHOR(S)
IS THERE A RELATIONSHIP BETWEEN ANGER AND SPIRITUAL WELL-BEING?	Abdullah Dağcı
EXPOSURE TO STRESS AND PROFESSIONAL BURNOUT AMONG SCRUB NURSES	Aneta Grzegorzewska, Kalina Wota, Paweł Więch
OPTIMIZING LANGUAGE LEARNING: SPEECH RATE AND SENTENCE COMPLEXITY ACROSS CEFR LEVELS	Emrullah Dağtan
THE ASSESSMENT OF CHILDREN'S PLAY SKILLS BY PARENTS AND ITS EXAMINATION IN RELATION TO CERTAIN VARIABLES	Şükran Ceyhan, Mehmet Oğuz Göle
EFFECTS OF PIOMI MASSAGE AND KANGAROO CARE PRACTICES ON SUCK POWER AND DURATION OF HOSPITALITY IN PREMATURE BABIES STAYING IN NEONATAL INTENSIVE CARE CENTER	Melek Çelikkövde, Meltem Kürtüncü
WHAT IS THE EFFECTIVENESS OF YOGA IN MANAGING CHILDHOOD OBESITY?	Dilara Şahin, Öznur Başdaş

SESSION 20: ONLINE – Chairman: Assoc. Prof. Dr. Vildan APAYDIN CIRIK

MEETING URL: <https://meet.google.com/ftb-vwga-fjx>

TITLE	AUTHOR(S)
NURSING CARE IN CONGENITAL HEART DISEASES	Talha Şahin, Vildan Apaydın Cırık
THERAPEUTIC EFFECT OF MOTHER'S VOICE AND MOTHER'S HEART SOUND	Talha Şahin, Vildan Apaydın Cırık
NURSING APPROACH TO ROTAVIRUS-RELATED INFECTION	Talha Şahin, Vildan Apaydın Cırık
DETERMINATION OF NURSING STUDENTS' AWARENESS ABOUT GLOBAL CLIMATE CHANGE	Selda ATES BESIRIK
NONPHARMACOLOGICAL METHODS USED TO REDUCE PAIN DURING HEEL STICK IN NEWBORNS: A SYSTEMATIC REVIEW	Selda ATES BESIRIK
THE USE OF ARTIFICIAL INTELLIGENCE SUPPORTED APPLICATIONS IN CHILD HEALTH NURSING: LITERATURE REVIEW	Selda ATES BESIRIK
APPLICATIONS SUPPORTING THE TRANSITION TO ORAL FEEDING IN PRETERM INFANTS: AROMATHERAPY	Ceren Calik, Aysegul Isler

SESSION 21: ONLINE – Chairman: Assoc. Prof. Dr. Abdullah DAĞCI

MEETING URL: <https://meet.google.com/sfe-jcws-ksh>

TITLE	AUTHOR(S)
BEYOND THE GUT: HOW MICROBIOME IMBALANCE DRIVES PEDIATRIC DISEASE FROM ATOPY TO AUTISM	Cynthia U. Edwin
CULTURAL AND RELIGIOUS INFLUENCES ON MALE CIRCUMCISION: A SYSTEMATIC REVIEW	Moyosore Omotola Afolayan, Candan Ozturk
THE SILENCE AROUND BREAST IRONING: A SYSTEMATIC REVIEW OF BARRIERS TO REPORTING AND HELP-SEEKING BEHAVIORS AMONG SURVIVORS	Moyosore Omotola Afolayan, Candan Ozturk
THE CRITICAL LINK BETWEEN CUSTOMER SUCCESS MANAGEMENT AND CHANGE MANAGEMENT	Zoharit Ben Zvi
THE ROLE OF FAMILY PARTICIPATION IN PEDIATRIC NURSING PRACTICES	Öznur BAŞDAŞ, Dilara ŞAHİN
SPIRITUAL NEEDS OF ELDERLY PEOPLE IN NURSING HOMES	Abdullah DAĞCI
SPONTANEOUS SPLENIC ABSCESS RUPTURE LEADING TO ACUTE ABDOMEN: TWO CASE REPORTS	Kadir Serkan Türel

SESSION 22: ONLINE – Chairman: Assoc. Prof. Dr. Tahir DAĞCI

MEETING URL: <https://meet.google.com/iom-dzme-isn>

TITLE	AUTHOR(S)
IMPLEMENTATION OF HEALTHY NUTRITION AND DIET MENUS IN RESTAURANT BUSINESSES	Ümit Sormaz
A COMPARISON ESSAY ON THE MORALITY OF GHAZALI AND BAUMAN	Ziyaeddin Kırboğa
THE EFFECT OF DIVORCE ON MORTALITY	Ramazan KOCAKAYA, Ahmet Burhan ÇAKICI, Şerife KOÇ
BIBLIOMETRIC ANALYSIS OF INTERNATIONAL SOCIAL WORK RESEARCH	Ramazan KOCAKAYA, Ahmet Burhan ÇAKICI
SOCIAL MEDIA AS A FACTOR ENABLING THE DIGITALIZATION OF RELIGIOUS GROUPS	Tahir DAĞCI
AN ANALYSIS OF GRADUATE THESES PRODUCED IN TÜRKİYE ON THE CONCEPT OF “QUIET QUITTING”	Mehmet Ali CANBOLAT

SESSION 23: ONLINE – Chairman: Prof. Dr. Ayşe Sonay TÜRKMEN

MEETING URL: <https://meet.google.com/dwn-uaro-bqf>

TITLE	AUTHOR(S)
CAUSES OF ANOREXIA IN CHILDREN	Ayşe Sonay TÜRKMEN, Alper Yusuf KÖROĞLU
TRANSCULTURAL NURSING FROM THE PERSPECTIVE OF PEDIATRIC NURSING	Ayşe Sonay TÜRKMEN, Nejla CANBULAT ŞAHİNER
THE GEOGRAPHICAL DISTRIBUTION OF POLITICAL CULTURE IN TURKEY: AN ANALYSIS IN THE LIGHT OF ALMOND AND VERBA’S THEORY	Fatma OKUR ÇAKICI
FROM YESTERDAY TO TODAY HUMAN RESOURCES MANAGEMENT: CHANGE, TRANSFORMATION AND FUTURE VISION	Kubilay ÖZER, Ahmet EKİZER
BEING A CHILD IN A MODERN PERIOD TURKISH FAMILY	Tahir DAĞCI
THE LINK BETWEEN JOB CREEP AS A NEW ORGANIZATIONAL ISSUE AND CYNICAL ATTITUDES	Mehmet Ali CANBOLAT, Abdurrahman GÜMRAH

SESSION 24: ONLINE – Chairman: Assoc. Prof. Dr. Alper Yusuf KÖROĞLU

MEETING URL: <https://meet.google.com/bdz-joxw-dif>

TITLE	AUTHOR(S)
MONITORING CHILD HEALTH AND DEVELOPMENT	Nejla Canbulat Şahiner, Alper Yusuf Köroğlu
CHANGING ROLES AND RESPONSIBILITIES OF PEDIATRIC NURSES	Nejla Canbulat Şahiner, Ayşe Sonay Türkmen
THE EFFECTS OF INDOOR AIR QUALITY IN PRESCHOOL EDUCATIONAL INSTITUTIONS ON CHILDREN’S DEVELOPMENT AND HEALTH	Alper Yusuf KÖROĞLU
RESILIENT CHILDREN ON A FRAGILE PLANET: BIO-PSYCHO-SOCIAL SOLUTIONS TO THE IMPACTS OF CLIMATE CHANGE ON CHILD HEALTH AND DEVELOPMENT	Alper Yusuf KÖROĞLU
THE CONTRIBUTION OF DIGITAL GAMES TO CHILD DEVELOPMENT IN EARLY CHILDHOOD	Mehmet Oğuz GÖLE, Alper Yusuf KÖROĞLU
REAL-TIME DATA, ACTION IN VIRTUAL REALITY: WEARABLE TECHNOLOGY AND THE METAVERSE IN CHRONIC DISEASE MANAGEMENT	Gülşen ÇETİN AYDIN, Kubilay ÖZER

CONTENTS / İÇİNDEKİLER

THE POPULATION OF THE CITY OF GJIROKASTRA AND SOME PARAMETERS OF ITS MICROEVOLUTIONARY PROCESSES.....	9
HRM CHALLENGES AND OPPORTUNITIES IN THE TOURISM SECTOR, GJIROKASTER DISTRICT.....	22
THE ROLE OF DIGITAL TOOLS AND PEDAGOGICAL METHODS IN ENHANCING FOREIGN LANGUAGE LEARNING.....	31
SAMI FRASHERI, THE FIRST CONSTITUTIONALIST OF THE MODERN ALBANIAN STATE.....	41
ART AND GJIROKASTRA HERITAGE: AN INTERDISCIPLINARY APPROACH TO STUDENTS' CULTURAL EDUCATION.....	58
VIEWS ON LOVE IN THE FIRST TURKISH NOVEL, SAMI FRASHËRI.....	73
OBSTACLES TO THE INCLUSION OF CHILDREN WITH SPECIAL NEEDS IN PRIMARY EDUCATION.....	78
THE ROLE OF FORMATIVE ASSESSMENT IN DIFFERENTIATED TEACHING AND SELF-REGULATED LEARNING SKILLS.....	106
ORIENTALISMS IN THE POETIC DISCOURSE OF DRITËRO AGOLLI.....	115
ABOUT TURKISH BORROWINGS IN “FJALOR ME FJALË E SHPREHJE POPULLORE NGA E FOLMJA E UJEMUJËS” OF HAJRİ SHEHU.....	122
THE SYNTACTIC AND SEMANTIC ROLE OF NOMINAL SENTENCES IN THE CONSTRUCTION OF DISCOURSE.....	132
FROM PRESERVATION TO GROWTH: CULTURAL HERITAGE IN DEVELOPING COUNTRIES, CASE STUDY OF THE CITY OF GJIROKASTRA.....	146
THE POTENTIAL OF PROTECTED AREAS IN RURAL DEVELOPMENT (CASE STUDY: PËRMET MUNICIPALITY).....	147
DEMOGRAPHIC DEVELOPMENT AND NATURAL HERITAGE: AN ANALYTICAL APPROACH TO THE INTERACTION BETWEEN POPULATION AND PROTECTED AREAS IN THE MUNICIPALITY OF PËRMET.....	156
REDESIGNING UNIVERSITY CURRICULA AT “EQREM ÇABEJ” UNIVERSITY: A STRATEGIC APPROACH TO REGIONAL DEVELOPMENTS.....	165
WOMEN'S RIGHTS IN ALBANIA IN THE YEARS 1991-2001.....	177
PRACTICES OF MANAGEMENT OF PRESCHOOL INSTITUTIONS AND PROFESSIONAL SUPERVISION OF EDUCATORS.....	184

INTEGRATION OF DRAMA AND THEATRE IN TEACHING (PRACTICE AND PERSPECTIVE FROM SCHOOLS).....	202
EDUCATION ON CHILDREN’S RIGHTS IN TEACHER TRAINING PROGRAMS: A REFLECTIVE APPROACH.....	225
THE SILENT VOICE OF EMOTIONS: A VISUAL APPROACH TO CHILDREN WITH MUTISM AND LEARNING DIFFICULTIES.....	239
THE ROLE OF ARTIFICIAL INTELLIGENCE AND HUMAN RESOURCES IN THE TRANSFORMATION OF PUBLIC ADMINISTRATION.....	252
NATURAL AND CULTURAL TOURISM: PERSPECTIVES FOR SUSTAINABLE RURAL DEVELOPMENT IN ALBANIA.....	265
LINGUISTIC REVIEWS IN THE WORK OF NONDA BULKA.....	281
LABORATORY DATA ON INSULIN RESISTANCE AND POLYCYSTIC OVARY SYNDROME (PCOS), CLINICAL CASE PRESENTATION.....	291
THE REAL POTENTIAL FOR THE DEVELOPMENT OF PASTORAL TOURISM IN THE LABËRIA REGION.....	294
IMPROVING THE PROFESSIONAL OUTCOMES OF TEACHERS ESSENTIAL FOR THE SUCCESS OF SCHOOLS.....	295
CURRICULUM ANALYSIS AND CAREER DEVELOPMENT, OPPORTUNITIES AND ADAPTATION IN EDUCATION AND EMPLOYMENT.....	302
UNIVERSITY RESEARCH CENTERS: DEVELOPMENT ENGINES IN THE CONTEMPORARY ERA – THE CASE OF "EQREM ÇABEJ" UNIVERSITY, GJIROKASTER	310
REGIONAL INITIATIVES VERSUS MULTILATERISM IN ALBANIA. CASE STUDY: OPEN BALKAN.....	319
FOREIGN SUFFIXATION: A COMPARATIVE STUDY OF DERIVATIONAL PARALLELISM AND MORPHOLOGICAL ASSIMILATION IN ALBANIAN AND ENGLISH	334
THE IMPACT OF AI IN PUBLIC ADMINISTRATION: TRANSFORMING GOVERNANCE AND SERVICES.....	345
ACADEMIC INTEGRITY AND PLAGIARISM: MISSING LAWS OR RULES THAT ARE NOT ENFORCED?.....	355
LIQUIDITY DILEMMA AND THE WAYS OF ITS MANAGEMENT IN BANKING FIRM.....	368
THERAPEUTIC TREATMENT OF CLINICAL MANIFESTATIONS OF BRUCELLOSIS DURING THE PERIOD 2013-2023 AT GJIROKASTRA HOSPITAL.....	377

ASSESSING THE IMPACT OF SAFETY PROTOCOLS IN MARIKATEX: ENHANCING WORKER WELL-BEING AND OPERATIONAL EFFICIENCY IN ALBANIA'S TEXTILE SECTOR.....	378
A LOOK AT TURKISH BORROWINGS IN PEDERSEN'S WORK "ALBANESISCHES TEXTE MIT GLOSSAR".....	408
THE IMPORTANCE OF THE PROGRAM AND CURRICULUM IN LITERARY READING, SUBJECT PLANNING, SCIENTIFIC RESEARCH METHOD.....	414
THE SITUATION OF FORMER POLITICAL PRISONERS: THE CHALLENGES IN THE EFFECTIVE REALIZATION OF THEIR RIGHTS IN ALBANIA.....	422
ZGJIDHJA E PROBLEMEVE REALE SI MJET PËR TË NXITUR TË MENDUARIT KRITIK NË KLASËN E TRETË TË ARSIMIT FILLOR.....	433
THE ROLE OF THE NATIONAL SECURITY STRATEGY IN THE WAR ON TERRORISM IN ALBANIA.....	438
COOPERATION OF ALBANIAN INSTITUTIONS IN THE FIGHT AGAINST TERRORISM	443
FROM TRANSIT POINT TO TOURIST DESTINATION: FACTORS INFLUENCING THE UNTAPPED POTENTIAL OF THE CITY OF TEPELENA.....	448
OPPORTUNITIES FOR THE DEVELOPMENT OF ALTERNATIVE FORMS OF TOURISM IN THE PROTECTED AREAS OF GJIROKASTËR.....	462
ENGLISH FROM OLD TO MODERN: WHOSE LANGUAGE IS IT TODAY?.....	472
MODERNITY IN THE POETRY OF FATOS ARAPI.....	477
FLORISTIC WEALTH AND ITS IMPACT ON THE PASTURES OF THE GJIROKASTRA DISTRICT.....	485
IDIOMATIC TRANSLATION AS A FEATURE OF TRANSLATION STYLE BY SOTIR CACI IN ÇOÇARJA.....	499
CRIMINAL LAW AND THE KANUN OF LEKË DUKAGJINI.....	500
A HISTORICAL PERSPECTIVE ON ALBANIAN CUSTOMARY CRIMINAL LAW.....	511
BEKTASHISM AND ITS INSTITUTIONS IN THE GJIROKASTËR REGION.....	519
A COMPARATIVE APPROACH ON THE CLASSIFICATION OF SENTENCES IN ENGLISH AND ALBANIAN LANGUAGE: THEIR STRUCTURE AND PURPOSE OF COMMUNICATION.....	520
A PERSPECTIVE ON TEXTS THAT PROVIDE A CHALLENGE FOR A REWRITING OF THE HISTORY OF ALBANIAN LITERATURE.....	528
ECONOMIC-PSYCHOSOCIAL EFFECTS ON NURSES IN THE HOSPITAL SERVICE DURING THE PERIOD JUNE-DECEMBER 2020.....	534

SAMI FRASHËRI – A BRIDGE BETWEEN THE ALBANIAN LEAGUE OF PRIZREN AND TURKISH CULTURE.....	535
THE DEVELOPMENT OF SUSTAINABLE TOURISM IN THE PROTECTED AREAS OF GJIROKASTËR COUNTY.....	540
SAMI FRASHËRI-URA LIDHËSE MES LIDHJES SHQIPTARE TË PRIZRENIT DHE KULTURËS TURKE.....	550
RAUF FICO, THE FIRST DIPLOMATIC REPRESENTATIVE OF ALBANIA IN KEMALIST TURKEY.....	567
RELIGIOUS CULTS AS A VALUABLE ASSET FOR TOURISM DEVELOPMENT IN THE PREFECTURE OF GJIROKASTËR.....	568
PHRASEOLOGICAL UNITS IN ALBANIAN, AROMANIAN, AND GREEK WITHIN THE FRAMEWORK OF THE BALKAN LINGUISTIC UNION.....	570
IS THERE A RELATIONSHIP BETWEEN ANGER AND SPIRITUAL WELL-BEING?.....	596
SPIRITUAL NEEDS OF ELDERLY PEOPLE IN NURSING HOMES.....	602
THE USE OF ARTIFICIAL INTELLIGENCE IN DEVELOPMENTAL ASSESSMENT PROCESSES: A SYSTEMATIC REVIEW.....	607
EXPOSURE TO STRESS AND PROFESSIONAL BURNOUT AMONG SCRUB NURSES..	618
THE RELATIONSHIP BETWEEN ECO-ANXIETY AND ECOLOGICAL FOOTPRINT AWARENESS LEVELS IN ADOLESANS.....	627
THE EFFECTS OF FAIRY TALES ON CHILD HEALTH: LITERATURE REVIEW.....	629
ETHICS AND INTEGRITY IN PUBLIC ADMINISTRATION IN ALBANIA REGULATORY FRAMEWORK.....	638
FACILITY LAYOUT DESIGN OF AN ASSEMBLY WORKSHOP WITH THE AID OF A SPAGHETTI DIAGRAM: A CASE STUDY.....	654
APPLICATIONS SUPPORTING THE TRANSITION TO ORAL FEEDING IN PRETERM INFANTS: AROMATHERAPY.....	663
BEYOND THE GUT: HOW MICROBIOME IMBALANCE DRIVES PEDIATRIC DISEASE FROM ATOPY TO AUTISM.....	664
DETERMINATION OF CHILDREN'S SLEEP HABITS AND AFFECTING FACTORS.....	666
THE IMPACT OF SOCIO-CULTURAL FACTORS ON WOMEN’S ACCESS TO HIGHER EDUCATION IN PAKISTAN.....	667
WHAT IS THE EFFECTIVENESS OF YOGA IN MANAGING CHILDHOOD OBESITY?..	705
AN EVALUATION OF SPATIAL BEHAVIOR IN WORKSPACES: THE CASE OF THE STUDY HALL AT DUZCE UNIVERSITY LIBRARY.....	713

OPTIMIZING LANGUAGE LEARNING: SPEECH RATE AND SENTENCE COMPLEXITY ACROSS CEFR LEVELS.....	723
VALUE STREAM MAPPING AND APPLICATION IN CABIN PANEL ASSEMBLY.....	725
LEADERSHIP STYLES OF SCHOOL ADMINISTRATORS.....	743
EFFECTS OF EXPOSURE TO TERATOGENIC AGENTS DURING PREGNANCY ON MATERNAL AND NEWBORN HEALTH.....	745
PERCEIVED STRESS AND PROFESSIONAL INSECURITY AMONG HOSPITAL EMPLOYEES IN NORTHERN ALBANIA: A QUALITATIVE STUDY ON THE IMPACT OF ARTIFICIAL INTELLIGENCE.....	757
IMPROVING STORAGE PROCESSES THROUGH ANALYSIS: AN APPLICATION.....	759
THE EFFECT OF RELATIVE MOTION CONCEPT ON CLINICAL OUTCOMES IN ZONE 5 EXTENSOR DIGITORUM COMMUNIS INJURY: A CASE REPORT.....	765
SPOT 6 UYDU GÖRÜNTÜLERİNİN İKİ BOYUTLU GEOMETRİK DOĞRULUĞUNUN BELİRLENMESİ.....	769
TWO DIMENSIONAL GEOMETRIC ACCURACY OF SPOT 6 SATELLITE IMAGES.....	770
INDOOR AIR QUALITY AND NATURAL VENTILATION STRATEGIES IN HEALTHY HOUSING DESIGN.....	783
SPONTANEOUS SPLENIC ABSCESS RUPTURE LEADING TO ACUTE ABDOMEN: TWO CASE REPORTS.....	802
A NEW PUBLIC HEALTH ISSUE: UNNECESSARY HEALTHCARE UTILIZATION.....	804
MULTI-MODEL INTEGRATION IN ISTANBUL WATER CONSUMPTION ESTIMATION: COMPARATIVE PERFORMANCE ANALYSIS OF DEEP LEARNING AND ENSEMBLE METHODS.....	813
SKIN-BRAIN AXIS: COMMON EMBRYOLOGICAL ORIGIN, STRESS RESPONSE, AND PSYCHODERMATOLOGICAL INTERACTIONS.....	831
THE USE OF ARTIFICIAL INTELLIGENCE IN PEDIATRIC NURSING.....	833
A BIBLIOMETRIC ANALYSIS OF THE USE OF SPATIAL SYNTAX METHODS IN POSTGRADUATE THESES.....	838
THE USE OF ARTIFICIAL INTELLIGENCE IN THE FIELD OF LOGISTICS.....	859
TRAINING THE NEXT GENERATION: ADVANCING CODIFICATION COMPETENCY IN THE NATO FRAMEWORK.....	860
ORGANİZASYONEL YAPININ ANALİZ EDİLMESİ: BİR İŞLETMEDE UYGULAMA....	861
A3 PROBLEM ÇÖZME TEKNİĞİ İLE KALİTE İYİLEŞTİRME: BİR UYGULAMA.....	871

QUALITY ENHANCEMENT THROUGH THE A3 PROBLEM-SOLVING METHOD: AN APPLICATION.....	872
DEĞER AKIŞ HARİTALAMA VE KAT PANELLERİ MONTAJINDA UYGULAMA.....	889
VALUE STREAM MAPPING (VSM) AND ITS APPLICATION IN FLOOR PANEL ASSEMBLY.....	890
ÇOCUKLARIN OYUN BECERİLERİNİN EBEVEYNLER TARAFINDAN DEĞERLENDİRİLMESİ VE BAZI DEĞİŞKENLERE GÖRE İNCELENMESİ.....	899
THE ASSESSMENT OF CHILDREN'S PLAY SKILLS BY PARENTS AND ITS EXAMINATION IN RELATION TO CERTAIN VARIABLES.....	900
EDEBİ METİNLERİN ÇEVİRİSİNDE KARŞILAŞILAN SORUNLAR: KURAMSAL BİR DEĞERLENDİRME.....	911
A THEORETICAL EXPLORATION OF CHALLENGES IN LITERARY TRANSLATION..	912
DİNDEN DİLE: İNGİLİZCEDEN TÜRKÇEYE DİNİ KÜLTÜREL UNSURLARIN KURAMSAL ÇEVİRİSİ.....	921
TRANSLATING THE SACRED: THEORETICAL REFLECTIONS ON RENDERING RELIGIOUS CULTURAL ELEMENTS FROM ENGLISH INTO TURKISH.....	922
THE CRITICAL LINK BETWEEN CUSTOMER SUCCESS MANAGEMENT AND CHANGE MANAGEMENT.....	933
ÇOCUK SAĞLIĞI VE GELİŞİMİNİN TAKİBİ.....	934
MONITORING CHILD HEALTH AND DEVELOPMENT.....	935
PEDİATRİ HEMŞİRELERİNİN DEĞİŞEN ROL VE SORUMLULUKLARI.....	939
CHANGING ROLES AND RESPONSIBILITIES OF PEDIATRIC NURSES.....	940
IMPLEMENTATION OF HEALTHY NUTRITION AND DIET MENUS IN RESTAURANT BUSINESSES.....	943
GAZALİ VE BAUMAN'IN AHLAK ANLAYIŞIYLA İLGİLİ BİR KARŞILAŞTIRMA DENEMESİ.....	944
A COMPARISON ESSAY ON THE MORALITY OF GHAZALI AND BAUMAN.....	945
OKUL ÖNCESİ EĞİTİM KURUMLARINDAKİ İÇ MEKAN HAVA KALİTESİNİN, ÇOCUKLARIN GELİŞİMİ VE SAĞLIĞI ÜZERİNDEKİ ETKİLERİ.....	946
THE EFFECTS OF INDOOR AIR QUALITY IN PRESCHOOL EDUCATIONAL INSTITUTIONS ON CHILDREN'S DEVELOPMENT AND HEALTH.....	947
RESILIENT CHILDREN ON A FRAGILE PLANET: BIO-PSYCHO-SOCIAL SOLUTIONS TO THE IMPACTS OF CLIMATE CHANGE ON CHILD HEALTH AND DEVELOPMENT	955

THE CONTRIBUTION OF DIGITAL GAMES TO CHILD DEVELOPMENT IN EARLY CHILDHOOD.....	960
REAL-TIME DATA, ACTION IN VIRTUAL REALITY: WEARABLE TECHNOLOGY AND THE METAVERSE IN CHRONIC DISEASE MANAGEMENT.....	970
THE EFFECT OF DIVORCE ON MORTALITY.....	979
BIBLIOMETRIC ANALYSIS OF INTERNATIONAL SOCIAL WORK RESEARCH.....	987
SOCIAL MEDIA AS A FACTOR ENABLING THE DIGITALIZATION OF RELIGIOUS GROUPS.....	997
DETERMINATION OF NURSING STUDENTS' AWARENESS ABOUT GLOBAL CLIMATE CHANGE.....	1003
NONPHARMACOLOGICAL METHODS USED TO REDUCE PAIN DURING HEEL STICK IN NEWBORNS: A SYSTEMATIC REVIEW.....	1012
THE USE OF ARTIFICIAL INTELLIGENCE SUPPORTED APPLICATIONS IN CHILD HEALTH NURSING: LITERATURE REVIEW.....	1019
CAUSES OF ANOREXIA IN CHILDREN.....	1026
TRANSCULTURAL NURSING FROM THE PERSPECTIVE OF PEDIATRIC NURSING.....	1035
THE GEOGRAPHICAL DISTRIBUTION OF POLITICAL CULTURE IN TURKEY: AN ANALYSIS IN THE LIGHT OF ALMOND AND VERBA'S THEORY.....	1046
A NEW APPROACH IN ELDERLY CARE EDUCATION: STANDARDIZED PATIENT PRACTICE.....	1056
NURSING CARE IN CONGENITAL HEART DISEASES.....	1068
THERAPEUTIC EFFECT OF MOTHER'S VOICE AND MOTHER'S HEART SOUND.....	1077
NURSING APPROACH TO ROTAVIRUS-RELATED INFECTION.....	1086
REFLECTIONS OF CLIMATE CHANGE ON CHILDREN'S HEALTH.....	1094
INFANTILE COLIC AND PROBIOTIC SUPPLEMENTS.....	1101
VITAMIN D AND CARDIOVASCULAR SYSTEM DISEASES.....	1113
BEING A CHILD IN A MODERN PERIOD TURKISH FAMILY.....	1120
WOMEN AND MEN AS COMPLEMENTARY AGENTS IN THE FORMATION OF THE FAMILY INSTITUTION.....	1129
KAYNAKLAR.....	1135
THE ROLE OF FAMILY PARTICIPATION IN PEDIATRIC NURSING PRACTICES.....	1137
CULTURAL AND RELIGIOUS INFLUENCES ON MALE CIRCUMCISION: A SYSTEMATIC REVIEW.....	1146

THE SILENCE AROUND BREAST IRONING: A SYSTEMATIC REVIEW OF BARRIERS TO REPORTING AND HELP-SEEKING BEHAVIORS AMONG SURVIVORS.....	1147
THE LINK BETWEEN JOB CREEP AS A NEW ORGANIZATIONAL ISSUE AND CYNICAL ATTITUDES.....	1148
AN ANALYSIS OF GRADUATE THESES PRODUCED IN TÜRKİYE ON THE CONCEPT OF “QUIET QUITTING”.....	1153
FROM YESTERDAY TO TODAY HUMAN RESOURCES MANAGEMENT: CHANGE, TRANSFORMATION AND FUTURE VISION.....	1160
THE EFFECTS OF PIOMI MASSAGE AND KANGAROO CARE PRACTICES ON SUCTION POWER AND LENGTH OF HOSPITAL STAY IN PRETERM INFANTS HOSPITALIZED IN THE NEONATAL INTENSIVE CARE UNIT.....	1172

THE POPULATION OF THE CITY OF GJIROKASTRA AND SOME PARAMETERS OF ITS MICROEVOLUTIONARY PROCESSES

Aneta ÇOMO¹

*¹“Eqrem Çabej” University of Gjirokastrë, Faculty of Natural Sciences,
anetacomo@yahoo.com, Gjirokastrë / Albania*

Abstract: Surnames are used to analyze the genetic structure of the population. Surnames meet almost all the conditions of the neutral theory of evolution since, in most populations, since they are inherited paternally, they are considered as alleles of a gene on the Y chromosome. The purpose of this study is to evaluate several different parameters and indicators that are characteristic for understanding microevolutionary processes in the human population of the city of Gjirokastra. All data for the study were collected from marriage registers starting from 1946 to 2006 for every 5 years. In total, data for 2503 marriages were analyzed. From the data processing, parameters indicating the richness of the population's surnames, as well as parameters indicative of the migration rate, were estimated. The comparison of the distribution of surnames between residents and newcomers was carried out, among other things, through the study of the distribution regression line: $\log_2 k - \log_2 S$ (S – the number of surnames that appear k times) for residents and newcomers, while the relationships between different time periods were also expressed according to the Euclidean distance and the Lasker similarity coefficient. A large wealth of surnames is evidenced in the population. The study of the regression line of the distribution: $\log_2 k - \log_2 S$ for residents and newcomers showed that the slope of the regression line varies significantly with respect to origin. The highest values of surname wealth are evidenced in immigrants since this group consists mostly of separate individuals or small groups of individuals, offering a much greater variety of surnames than in residents. This indicates that migration was carried out mainly individually or in small family groups. Parameters such as the Lasker coefficient and the Euclidean distance reinforce this conclusion. The opening of the population and the increase in its genetic wealth are in harmony with factors of economic, political and social development.

Keywords: surname wealth, surname distribution, Lasker coefficient, Euclidean distance, residents, immigrant

INTRODUCTION

The purpose of this study is to evaluate various parameters and indicators that are characteristic for understanding microevolutionary processes in the human population of the city of Gjirokastra, as well as their interpretation in the historical context.

The city of Gjirokastra is the southernmost city of Albania and is located very close to the border with Greece. It is a city with ancient history. The first indications of this settlement date back to the third century BC. In 1961, it was declared a “Museum City” due to the characteristic

construction of its houses in the old part of the city and the magnificent castle. Since 2005, it has entered the UNESCO map. For this reason, the city of Gjirokastra is a national and international tourist attraction. Also, during the years of monism, Gjirokastra became the most important industrial center in the South of Albania. For all these features that the city of Gjirokastra presents, the study of the microevolutionary processes of its population is of particular importance.

The material used in this paper is a sample of surnames obtained from the marriage registers of the city of Gjirokastra and the village of Lazarat. Since the data before 1946 are almost completely missing, are not accurate or are few, in our paper only the data starting from 1946 onwards were used, taking into account that the registrations starting at this time are regular. Data from the registers of every five years, e.g. 1946, 1951, 1956 and onwards until 2006, were used. The data of the city of Gjirokastra were treated together with those of the village of Lazarat since until 2005 the city and the village of Lazarat had a common civil status office and it was very difficult to separate and study them separately. For the year 2006, the data were taken from the city register and from that of the village of Lazarat in order to maintain the continuity of the data in the study. Each individual is registered with the following data: name, surname, fatherhood, motherhood, date of birth (day, month, year), place of birth, sex, date of marriage, etc.

After the necessary data were collected, all surnames were analyzed, indicating the total number of registered individuals, the number of surnames, etc. Then the absolute and relative frequencies of surnames were calculated for all individuals, for females separately and for males separately. Individuals were grouped into periods according to the year of birth (usually in ten-year periods) e.g.: the first period: those born until 1910, the second period 1911-1920, the third period 1921-1930 and so on. Taking into account the birthplace of each individual, we divided them according to the decades of birth: together, males and females, residents and newcomers. Initially, isonymy was determined and then Fischer's α as an indicator of surname wealth, as well as Karlin Mc. Gregory's v as an indicator of migration rates.

The comparison of the distribution of surnames between residents and newcomers was carried out, among other things, by examining the distributions:

$$\log_2 k - \log_2 S$$

(S – number of surnames appearing k times) for both groups. This is done by fitting the regression line to the above distributions. The entire population is divided into two groups according to birthplace:

-residents (those born in the district being analyzed)

-immigrants (those born outside the district being analyzed)

For both of the above divisions, the relationship is constructed according to Barraï et al. (Barraï et al, 1987: 415-423).

To construct this relationship, the distribution of adjectives is analyzed for each of the above groups, meaning how many adjectives appear once, twice, and so on. Then, the graphs are analyzed according to the distribution: log2S- log2k separately for residents and newcomers. The regression coefficient is given and the slope is analyzed for both graphs.

Two different estimates of the relationships between different time periods are expressed according to the similarity coefficient according to Lasker and the Euclidean distance. The similarity coefficient according to Lasker is calculated according to the formula:

$$I_{ij} \text{ ose } R = \sum_k (p_{ik} \times p_{jk})$$

where p_{ik} and p_{jk} are the relative frequencies of the k th adjective in times i and j . The Euclidean distance between time periods is calculated according to Cavalli - Sforza & Edwards (Cavalli - Sforza & Edwards, 1967: 233-257).

$$D = \sqrt{1 - \cos\theta}$$

where $\cos\theta = \sum_k \sqrt{(p_{ik} \times p_{jk})}$

LITERATURE

The population is based on the process of microevolution. To understand its microevolutionary processes, surnames are also used. In surname systems, especially in Western and Southern European countries where they are inherited paternally, surnames symbolize alleles of neutral genes inherited only through the Y chromosome. For this reason, they quite well satisfy the requirements of the neutral theory of evolution, which is described in terms of mutations, migration, genetic drift, etc. If the inheritance of the surname is equivalent to the inheritance of the Y chromosome, a given type of Y chromosome should correspond in general to a surname. (Barai et al, 1987: 415-423; Barai et al, 1989: 249-262; Cavalli-Sforza & Edwards, 1967: 233-257; Zei et al, 1983: 329-352). This property of surnames, together with the ease of their collection, has made them a very useful tool in the study of the structure and evolutionary processes in human populations. (Cavalli-Sforza & Edwards, 1967: 233-257; Rodriguez-Larralde et al, 1993: 261- 274).

To study the amount of inbreeding in a population, Darwin first proposed in 1875 the idea of the continuous use of the same surname in married couples (isonymy). Formulas for calculating the coefficient of inbreeding from isonymy and its separation into random and non-random components were presented by Crow & Mange. (Crow & Mange, 1965: 199-203; Crow, 1980: 1-4). Tens of thousands of surnames were analyzed in this way and the results were fruitful in comparing the same society in different time periods as well as similar communities (Lasker & Kaplan, 1985: 431-440; Morton et al, 1976: 339-352) also used the same logic for studies on blood ties or relationships between communities.

These types of studies generally show a significant impact on the genetic structure of geographically distant populations, and that the distribution of surnames in many cases can provide information on the geographical origin of people.

The study of surname variation in a population also provides us with information about the migrations that have occurred in the population under study.

As for studies of this nature, in our country they have only begun to be implemented during the last two decades. In this context, special studies have been conducted on surname samples obtained mainly from marriage registers in several districts of our country (Dervishi & Mekerezi, 2010: 78-83; Turku et al, 2012: 247-254). According to these samples, a series of processes have been studied that are mainly related to the progress of migrations in the populations under study.

The genetic structure of the Albanian population has also been studied using larger surname samples including all local populations of the country divided by administrative units (Mikerezi et al, 2003: 507-514; Mikerezi, 2007: 152-161; Mikerezi et al, 2008: 190-197) etc. Works of this nature based on isonymy methods have highlighted the genetic links between the populations under consideration, showing at the same time that such alternative methods can be used successfully alongside other methods to highlight the genetic structure of populations.

RESULTS

I-Surname wealth

The analyzed sample, which includes 5006 individuals (2503 marriages), consists of 3964 natives (79.18%) and 1042 immigrants (20.82%). The surname wealth consists of 1840.

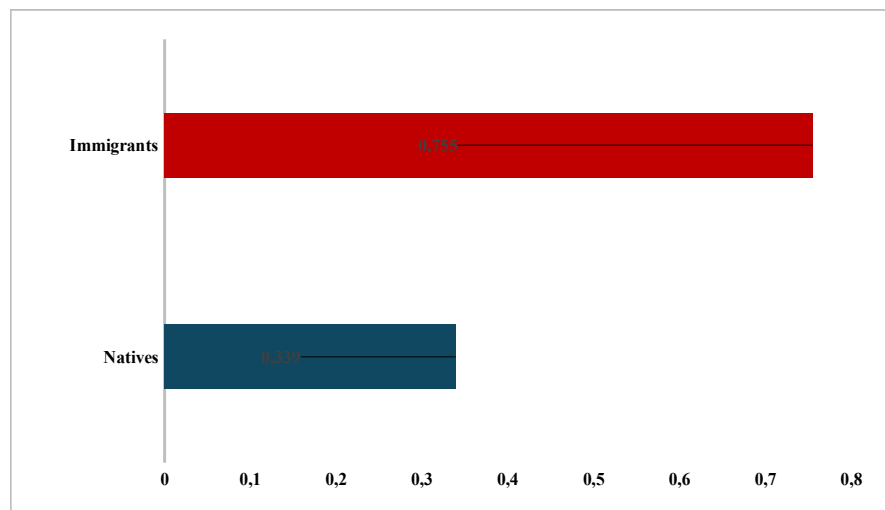


Chart 1: Relative frequency of surnames wealth among natives and immigrants

So, as expected, the wealth of adjectives is greater among immigrants than among natives. From an analogous study in the other city of the Gjirokastra Region, Përmet, it results that the wealth of its adjectives is 1081 adjectives, of which 710 are found among natives and 371 adjectives among immigrants, (Dervishi & Mekerezi, 2010: 78-83; Turku et al, 2012: 247-254).

From the comparison between the two cities, a greater wealth of adjectives is clearly evident in the city of Gjirokastra, about 760 more. This difference is reflected in both natives and immigrants.

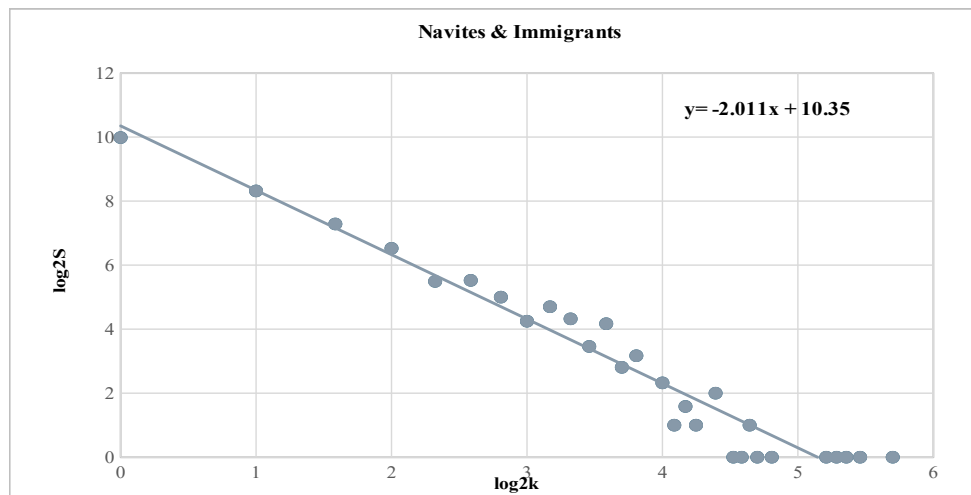
Such a difference is natural since the city of Gjirokastra is a larger residential center than Përmet due to geographical, economic, social factors, etc.

The analysis of the structure of adjectives and their respective frequencies evidences their structural evolution as neutral genetic structural elements and as linguistic elements.

In the population under study, we encounter surnames that indicate the origin of the immigrants such as Delvina, Dukaj, Erindi, Golemi, Hormova, Kanina, Kavaja, Kopliku, Llaboviti, Ohri, Peshkëpia, Peshkopia, Salaria, etc. Others express the physical characteristics of individuals such as: Dorac, Gavoi, Floku, Gjeli, Kufo, Gjoksi, Hunda, Qorri, Qose, etc., or derive from the profession that a person performs such as: Bakalli, Bakiri, Gega, Çibuku, Çobani, Dervishi, Prifti, Sheh, Papa, Hoxha, etc.

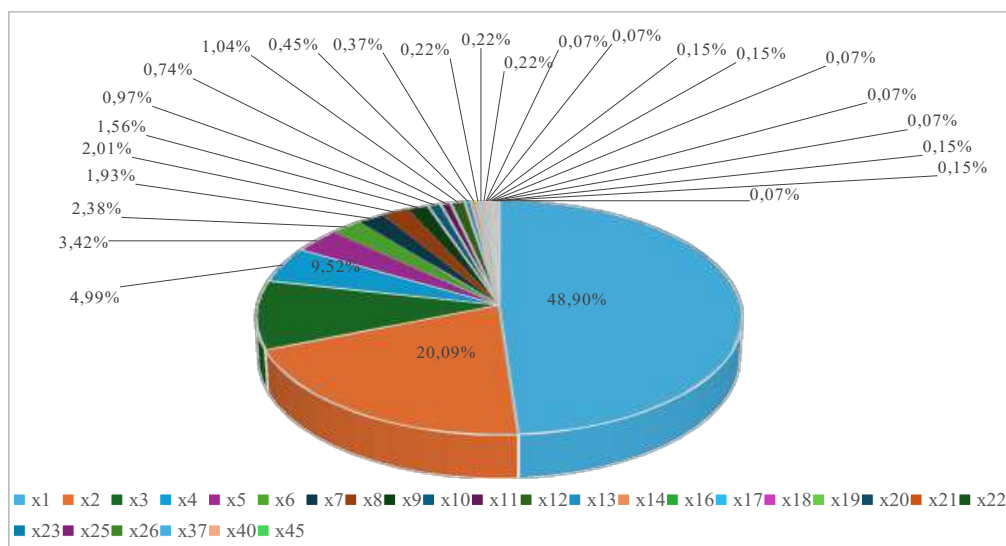
II-Distribution of surnames by place birth

The population under study is characterized by a great wealth of surnames. Thus, out of 1840 surnames found in the population under study, 1013 are found only once, 319 twice, 156 three times, 92 four times, 45 five times, etc. This is also shown by the slope of the regression line in the $\log_2 k - \log_2 S$ distribution for the surnames of the population (S – the number of surnames that appear k times). The frequency of the distribution of surnames was given as a function of the number of individuals who bore the same surname.



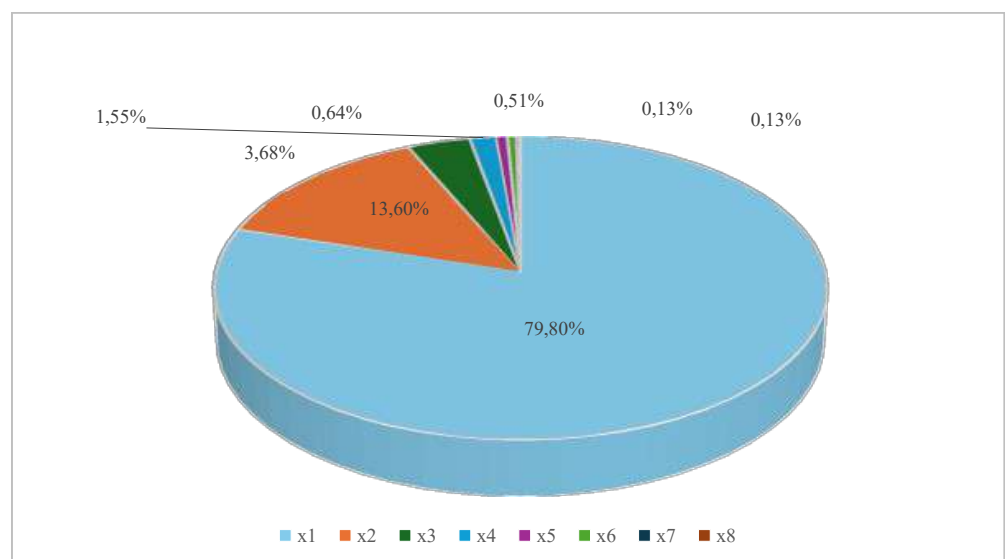
Graph 1: $\log_2 k - \log_2 S$ distribution of surnames by place of birth (natives & immigrants)

The line shown in Graph 1 corresponds to the equation $y = -2.011x + 10.35$. This graph presents the distribution of surnames by place of birth for all individuals in the population (natives & immigrants). The value of the regression coefficient is $b = -2.011$.



Graph 2: Distribution of surnames (in %) by frequency among natives

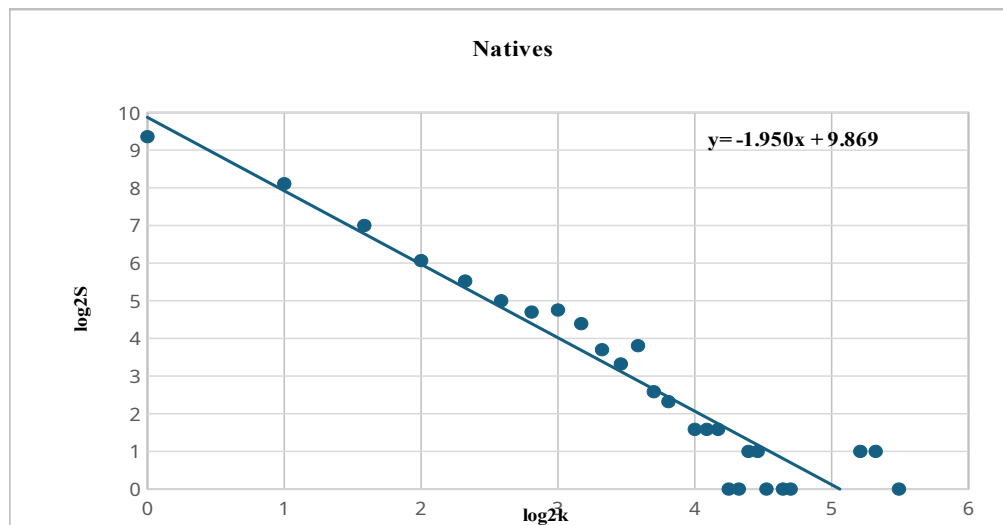
Among natives, where the wealth of adjectives is 1344, there are 646 adjectives that occur only once or 48.9% of them, 276 adjectives that occur twice or 20.9% of them, 128 that occur three times or 9.52% of them. The distribution of adjectives among natives according to frequency is given in Graph 2.



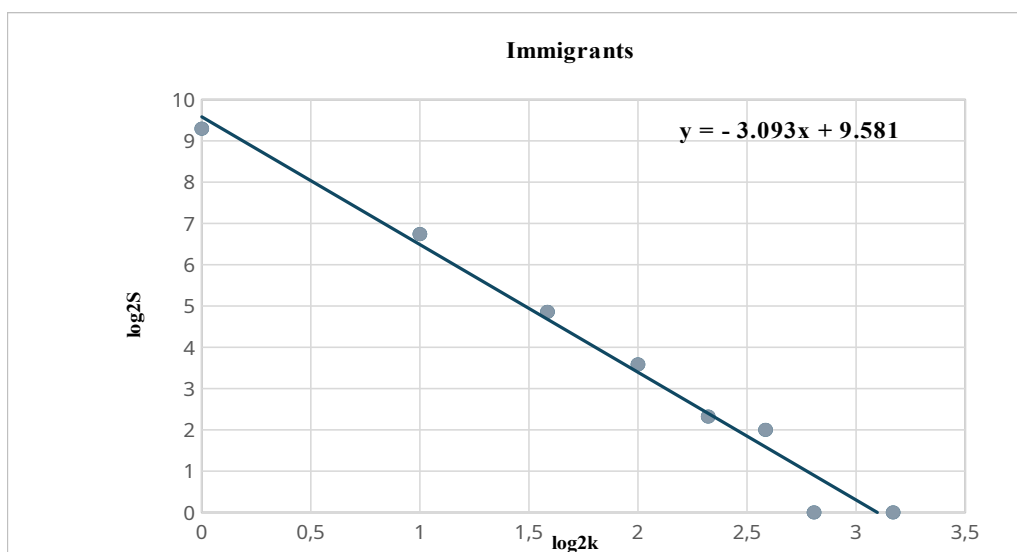
Graph 3: Distribution of surnames (in %) by frequency among immigrants

Among immigrants, 628 adjectives occur only once, 107 adjectives occur twice and 29 adjectives occur three times from the wealth of 787 adjectives of immigrants, which constitute 79.8%; 13.6% and 3.69% of them, respectively. Analytically, the distribution of adjectives according to frequency among immigrants is presented in graph 3.

From the graphs it is clear that the wealth of adjectives is greater among immigrants than among natives. This is also evidenced by the comparison of the slopes of the regression lines of the $\log_2 k - \log_2 S$ distribution for adjectives, for natives and immigrants.



Graph 4: $\log_2 k - \log_2 S$ distribution of surnames of natives



Graph 5: $\log_2 k - \log_2 S$ distribution of surnames of immigrants

The line shown in Graph 4, which gives the $\log_2 k - \log_2 S$ distribution for surnames, corresponds to the equation $y = -1.950x + 9.869$ for residents, while the line shown in Graph 5, which gives the distribution for immigrants, corresponds to the equation $y = -3.093x + 9.581$. The value of the regression coefficient for natives is $b = -1.950$, while for newcomers $b = -3.093$.

From the comparison of the two graphs, it is evident that the slope of the regression line varies significantly with origin: for immigrants it has a higher value than for natives. The higher number of surnames with unique frequency or with a low frequency among immigrants is a good indicator that migration was generally carried out by single individuals or small family groups.

If we compare our results with an analogous study in the other city of the Gjirokastra Region, Përmet (Dervishi & Mekerezi, 2010: 78-83; Turku et al, 2012: 247-254), it turns out that the values of the regression coefficient for both natives and immigrants are greater for Gjirokastra. Specifically, for natives, the regression coefficient is $b = -1.950$ for Gjirokastra, while for Përmet $b = -1.753$ for Gjirokastra. For immigrants, the regression coefficient is $b = -3.093$ for Gjirokastra and $b = -1.8823$ for Përmet. This indicates not only a greater wealth of surnames for the city of Gjirokastra, which is reflected in both natives and immigrants, but also a higher rate of migration. Such a difference is natural since the city of Gjirokastra is a larger residential center than Përmet due to geographical, economic, social, etc. factors.

III-Relationships between cohorts as measured by Lasker's coefficient and Euclidean distances

Table 1: Euclidean distance matrix between nine cohorts for natives, immigrants and the entire population

$D = \sqrt{1 - \cos\theta}$		Per.1	Per.2	Per.3	Per.4	Per.5	Per.6	Per.7	Per.8
Per.2	All	0.951579							
	Natives	0.946364							
	Immigrants	1							
Per.3	All	0.945354	0.873839						
	Natives	0.945238	0.876877						
	Immigrants	1	0.98422						
Per.4	All	0.943118	0.886325	0.818753					
	Natives	0.94145	0.890982	0.803966					
	Immigrants	1	1	0.963078					
Per.5	All	0.932859	0.870157	0.819546	0.784405				
	Natives	0.924088	0.897436	0.806845	0.775258				
	Immigrants	1	1	0.979048	0.963159				

Per.6	All	0.92117 7	0.87015 7	0.77151 5	0.75731 5	0.73673 7			
	Natives	0.911311	0.86811 3	0.75559	0.74797 1	0.71481 1			
	Immigrants	1	0.97463 3	0.95736 9	0.97415 9	0.95077 2			
Per.7	All	0.945746	0.89185 1	0.80041 2	0.75873 2	0.76329 7	0.70044		
	Natives	0.942111	0.88450 4	0.78730 8	0.74875 7	0.74254 4	0.68091 1		
	Immigrants	1	0.99200 6	0.97318 5	0.96896 9	0.99069 2	0.93979 6		
Per.8	All	0.950091	0.90293	0.82659 5	0.77983 7	0.78091 3	0.73637 7	0.72300 2	
	Natives	0.948752	0.90353 3	0.81632	0.76775 9	0.75849 6	0.71415 8	0.71315 7	
	Immigrants	1	0.96876 6	0.96519 5	0.97067 8	0.94532 8	0.94052 6	0.92812 2	
Per.9	All	0.968948	0.93668 2	0.88774 1	0.86583 8	0.84260 6	0.82058 7	0.83462 8	0.82767 5
	Natives	0.959734	0.93312 9	0.88523 7	0.87343 5	0.88523 7	0.81399	0.82811	0.71315 7
	Immigrants	1	0.98691 3	0.96180 2	0.94965 9	0.96711 4	0.92116 4	0.92824 6	0.94057 1

Table 1 gives the matrix of Euclidean distances between all possible combinations of periods. The distances were calculated separately for natives, separately for immigrants, and together for the entire study population. If immigration across decades is random with respect to surname, the Euclidean distances between periods are expected to have the value one. The tendency towards high values approaching unity of the Euclidean distance is evident in Table 1. It is also evident that in general the distance values are higher for immigrants.

Table 2 gives the matrix of Lasker coefficients between all possible combinations of periods. The distances were calculated separately for natives, separately for immigrants, and together for the entire study population.

$$R = \sum k (p_{ik} \times p_{jk})$$

		Per.2	Per.3	Per.4	Per.5	Per.6	Per.7	Per.8	Per.9
Per.	All	0.00227 4	0.00118 4	0.00168 6	0.00194 9	0.00181 2	0.00105 3	0.00126 7	0.00096 2
	Natives	0.00277	0.00132	0.00198	0.00246	0.00228	0.0013	0.00166	0.00160
	Immigrants	1	0.98691 3	0.96180 2	0.94965 9	0.96711 4	0.92116 4	0.92824 6	0.94057 1

<i>1</i>		6	3	9	9	3		3	3
	Immigrants	0	0	0	0	0	0	0	0
	All		0.00162 2	0.00121 2	0.00132 9	0.00130 3	0.00111 1	0.00112	0.00113 9
<i>Per. 2</i>	Natives		0.00188 2	0.00140 2	0.00162 5	0.00157	0.00146 6	0.00147 3	0.00157 5
	Immigrants		0.00098	0	0	0.00083 6	0.00025 4	0.00129	0.00067 6
	All			0.00127 3	0.00140 2	0.00146	0.00116 9	0.00136 4	0.00131 5
<i>Per. 3</i>	Natives			0.00154 6	0.00169 3	0.00173 9	0.00145 5	0.00182 5	0.00159 8
	Immigrants			0.00107 5	0.00059	0.00102 7	0.00057 5	0.00058 5	0.00114 9
	All				0.00130 4	0.00124 5	0.00128 4	0.00124 1	0.00117 6
<i>Per. 4</i>	Natives				0.00164 4	0.00153 6	0.00159 9	0.00167 8	0.00149
	Immigrants				0.00076 1	0.00056 1	0.00064 9	0.00051 9	0.00123 6
	All					0.00153 3	0.00132 3	0.00149	0.00145 7
<i>Per. 5</i>	Natives					0.00195	0.00175 7	0.00211 4	0.00206 7
	Immigrants					0.00075 5	0.00011 4	0.00077 6	0.00071 2
	All						0.00138 3	0.00152 6	0.00147
<i>Per. 6</i>	Natives						0.00180 5	0.00211 8	0.00196
	Immigrants						0.00067 4	0.00070 7	0.00147 1
	All							0.00145 8	0.00124 3
<i>Per. 7</i>	Natives							0.00206 6	0.00179 7
	Immigrant							0.00077	0.00118

<i>Per.</i> 8	s						5	9
	All							0.00158 4
	Natives							0.00245 4
	Immigrants							0.00100 8

Table 2: Matrix of Lasker's coefficient between nine cohorts for natives, immigrants and the entire population

If immigration across decades is random with respect to surname, the Lasker coefficient between periods is expected to have a value of zero, which is also evident in our study. It is also noted that in general the coefficient values are lower among immigrants.

The tendency towards low values for Lasker distances and the tendency towards high values for Euclidean distance, are evident in our study. This indicates that immigration across decades is random. Also the fact that Lasker coefficient values are generally lower among immigrants compared to natives, while for Euclidean distance the relationship is inverted, reinforces this conclusion. The tables show that the relationship between periods is decreasing in recent decades for both Lasker and Euclidean distances, which indicates that population opening and moving away from genetic isolation is increasing.

And in the study of the population of Përmet (Dervishi & Mekerezi, 2010: 78-83; Turku et al, 2012: 247-254), the same conclusions are observed from the study of time distances. This proves the expansion of populations and the move away from isolation in recent decades. I think that a factor that strongly influenced this expansion of population was the fall of the dictatorship in the 90s, which also brought the free movement of people both inside and outside the country.

And in the neighboring country, in Italy, Rodriguez-Larralde et al. (Rodriguez-Larralde et al, 1993: 261- 274), estimated Lasker and Euclidean distances in relation to time periods using data from the Municipality of Perugia, for the period 1900-1990. They observed that the relationship between groups decreased over time, indicating that the population became more heterogeneous over time. A similar trend is also observed in our study.

CONCLUSION

From the above study we reached the following conclusions:

The population of Gjirokastra is characterized by a wealth of surnames and consequently by a genetic wealth.

The analysis of the structure of surnames and their respective frequencies evidences their structural evolution as neutral genetic structural elements and as linguistic elements.

The slope of the distribution regression line: $\log 2k - \log 2S$ varies significantly with origin: among immigrants it has a higher value than among residents.

The higher number of surnames with unique frequency or with a low frequency among newcomers is a good indicator that migration was generally carried out by single individuals or small family groups.

The city of Gjirokastra has been characterized over the years by an increasing migration intensity.

The openness of the population and the increase in its genetic wealth are in harmony with factors of economic, political and social development.

The variation of surnames corresponds to the variation of economic, social, geographic, cultural and biological factors of the population under study.

SOURCE

Barrai, I. Barbujani, G. Beretta, G. et al. (1987). Surnames in Ferrara: Distribution, isonymy and levels of inbreeding. *Anaquo; Hum. Biol.* 14: 415-423.

Barrai, I. Formica, G. Barale, R. Beretta, M. (1989). Isonymy and migration distance. *Ann. Hum. Genet.* 53:249-262.

Cavalli-Sforza, LL., Edwards, A.W.F. (1967). Phylogenetic analysis models and estimation procedures. *American Journal of Human Genetics*, 19: 233-257.

Crow JF (1980): The estimation of inbreeding from isonymy. *Human Biol.*, 52: 1-4.

Crow, JF. Mange, AP. (1965). Measurements of inbreeding from the frequency of marriages between persons of the same surnames. *Eugenics Quarterly*, 12: 199-203.

Dervishi, A. Mikerezi, I. (2010). Microevolution process in Përmeti population as estimated by Isonymy techniques. *AKTET*, Vol III, 78-83. ISSN 2073-2244.

Lasker, G. W. and Kaplan, B.A. (1985). Surnames and genetic structure: Repetition of the same pairs of names in married couples, a measure of subdivision of the population. *Hum. Biol.* 55:431-440.

Mikerezi, I. (2007) Microevolution processes in a small group of aro-muns of Patos (South Albania) as estimated by isonymy techniques. *Buletini Matematika dhe Shkencat e Natyrës*, 4: p 152-161

Mikerezi, I. Pizzetti, P. Lucchetti, E. Ekonomi, M. (2003). Isonymy and the Genetic Structure of Albanian Human Populations. *Collegium Antropologicum*, 2003, 27 2: 507-514

Mikerezi, I. Tafxhafa, E. (2008). Genetic structure and genetic relation-ships in Albanian human populations estimated from Isonymy. *Buletini I Shkencat e Natyrës*, 5: p 190-197

Morton, N.E. Smith, C. Hill, R et al. (1976). Population structure of Barra (Outer Hebrides). *Ann. Hum. Genet.* 39:339-352.

- Rodriguez-Larralde, A. Formica, G. Scapoli C, Beretta, M. Mamolini, E. Barraï, I. (1993). Microevolution in Perugia: isonymy 1890-1990. *An. Hum. Biol.*, 20: 261- 274.
- Turku, S. Basha, H. Mikerezi, I. (2012). Microevolution Processes in Fieri Population as Estimated by Isonymy Techniques. *Mediterranean Journal of Social Sciences*, 3 (10) ISSN 2039 -9340 (10):247-254
<https://www.richtmann.org/journal/index.php/mjss/article/view/11348> (10.04.2012)
- Zei, G. Matessi, R.G., Siri, E., Moroni, A., Cavalli-Sforza, L.L. (1983). Surnames in Sardinia, I. Fit of frequency distributions for neutral alleles and genetic population structure. *Annals of Human Genetics*, 47: 329-352

HRM CHALLENGES AND OPPORTUNITIES IN THE TOURISM SECTOR, GJIROKASTER DISTRICT

Dr. Daniela QIQI¹, MSc. Irma GJOLLESHI²

*¹“Eqrem Çabej” University of Gjirokastrë, Department of Economic Policies and Tourism,
dqiqi@uogj.edu.al , Gjirokastrë / Albania*

*²“Eqrem Çabej” University of Gjirokastrë, International Coordination, Projects and Scientific
Research Unit, igjolleshi@uogj.edu.al, Gjirokastrë / Albania*

Abstract: Tourism, as one of the most important economic and social sectors in many countries around the world, including Albania, plays a major role in economic development and job creation. According to government statistics, in recent years tourism in Albania has become one of the main drivers of the economy, contributing to the growth of the number of tourism businesses and employment. The growth trend is also evident in the Gjirokastra region, which holds significant potential for tourism development by preserving and promoting the cultural, historical and natural heritage, offering a sustainable path for economic growth. Although published employment data are not specific to the tourism sector, according to INSTAT, approximately 65.2% of the businesses employing 568,000 people operate in trade, accommodation and food service, transport and communication. This indicates the orientation of our economy towards tourism services and highlights the necessity of research on HRM, considering the important role of HR in the success of the sector. From this perspective, this study was conducted, identifying that the main challenges faced by the employees largely depend on the sector, geographical location and organizational culture. The article also highlights the opportunities available in the Gjirokastra Region for the use of cultural and natural tourism resources through capacity building and self-employment.

Keywords: HRM, Tourism, Challenge, Opportunity, Gjirokastra.

INTRODUCTION

Tourism is a sector that generates considerable income for a country's economy through the provision of a variety of services such as accommodation, gastronomy, transport, tourist guides, sports and entertainment activities, and more. It also positively impacts the development of infrastructure, the preservation and promotion of cultural, historical and natural heritage and the direct or indirect employment of the country's population. In recent years, tourism in Albania has been one of the sectors with the highest growth rates. It is being supported by investments and policies that aim to make tourism one of the main pillars of the national economy. Based on official data reported by the Ministry of Tourism and Environment, in 2024, Albania registered 11.7 million foreign visitors (about 15.2% compared to 2023) and an increase in the number of

employees by about 1.8% is witnessed. Although published data regarding employment is not specific to the tourism sector, according to INSTAT, around 65.2% of the businesses with approximately 568,000 employees is associated with the trade, accommodation and food service, as well as transport and communication sectors.

The same growth trend has been observed in this sector in the Gjirokastra Region, which has great potential for cultural and natural heritage to transform tourism into the main engine of economic development and employment in this region. Currently, approximately 300 registered tourism businesses operate in the Gjirokastra Region, comprising guesthouses, hotels, restaurants, bars, and other establishments, with a steady daily increase. Undoubtedly, the rise in the number of tourists and businesses has led to an increase in the number of employees and self-employed individuals in this sector. Qualitative service remains a continuous challenge, as the quality of the service provided is a key factor in attracting visitors and increasing tourism. Considering that it is the employees who play a fundamental role in the quality of service, this empirical study was carried out precisely to assess the current situation of the application of some of the HRM practices and their impact on the tourism sector employees in this region because without qualified and motivated people, tourism cannot develop in a sustainable and competitive manner.

METHODOLOGY

The main objective of this research is to gather information on the experiences, needs, and challenges faced by employees in the tourism sector in the Gjirokastra Region, as well as to identify opportunities for improving the current situation. The data underpinning the development of this study were collected through an online survey. The results were subjected to both quantitative analysis (processed through graphs and summary statistics) and qualitative analysis (through the identification of issues and experiences repeated in the responses). The questionnaire was shared through social networks (WhatsApp) in collaboration with both local tourism businesses, which forwarded it to their staff and to employees identified by tourism agencies. Of course, this study has some possible limitations such as the representation of sector employees with a sample of 160 people, insincere or incomplete responses, non-representation of all job profiles in tourism, limited access to the internet or, limited skills in using the online survey. However, this study aims to contribute to research primarily related to HRM in the tourism sector of the Gjirokaster region, as the number of such studies remains limited.

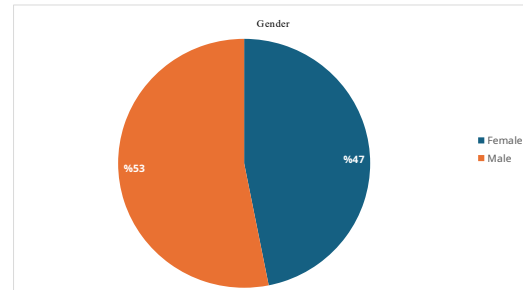
RESULTS

For the purposes of this study, 160 employees were asked about several key aspects of HRM, such as training and career opportunities, work income/rewards, relationships with employers and colleagues, and job satisfaction. In addition, survey participants were asked about what they would like to see improved in their workplace. The results of this survey will be presented and analyzed as follows:

- The classification of respondents based on their **age and gender** is presented in Table 1 and Graph 1 below:

Table 1. What age group do you belong to?

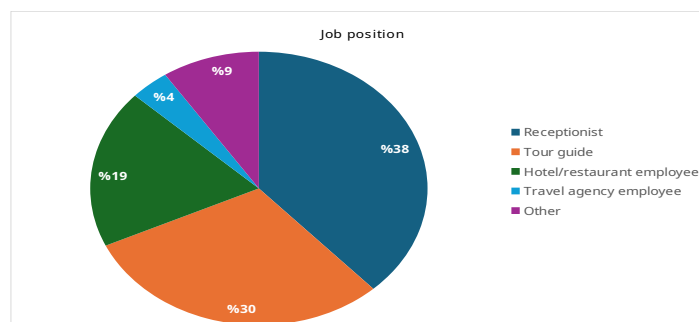
Age group	Percentage
Up to 25 years old	32 %
26-45 years old	55 %
Over 45 years old	13%



Graph 1. What gender do you belong to?

As can be seen, the largest number of employees are between 26 and 45 years old, and only 47% of them are women. Meanwhile, according to the literature the tourism sector is mainly dominated by women and young people. A possible explanation for this situation is the attitude of young people towards work in general and employment in tourism as a service sector in particular. Another reason is the fact that employees aged 26-45 have a lower predisposition to change their job. Regarding the almost equal gender division of employees, one interpretation of the situation could be the duration of work in tourism sector and the fact that the involvement of women in the tourism industry can bring changes in the traditional family structure and social values.

- The composition of respondents according to **job positions** and the respective percentage is presented in Chart 2. Respondents are mainly employees who are in direct contact with tourists. They work as receptionists, tourist guides, hotel/restaurant employees, and travel agency employees. There is “another” grouping which consists of employees in water sports (rafting), guesthouses, souvenir shops, pizzerias, fast-food, agro-tourism, and more. The variety of the respondents’ job positions will help to create a more comprehensive panorama of the work climate of the tourism sector in the research area.



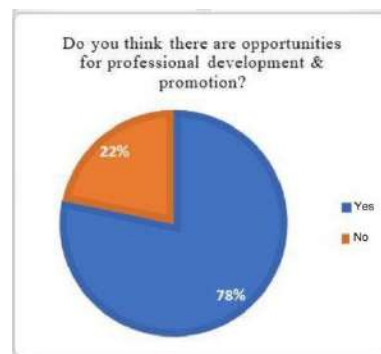
Graph 2. Job position

- **Training** is considered a very important practice in HRM theory because it aims to improve the employees competence as well as their adaptation to contemporary developments. Also,

the success of the tourism industry continues to depend on the quality of employees as an important element for creating a quality experience for customers since employees are the main part of service provision and only well-trained employees are able to provide high quality service. **Development** on the other hand is either the improvement of skills for a long-term period of time with the aim of achieving business objectives, or self-development carried out by individual employees. These two aspects are also part of this study and the results of the survey are presented in Graph 3 and 4. When asked whether they have been offered training before or during work, 63% of the respondents answered positively, while 78% of them consider the tourism sector as an opportunity for professional development and career promotion. These results are impressive when compared to the results of studies conducted a few years ago in this region, when the level of training and professional development opportunities in the sector were quite low (Qiqi, 2018).

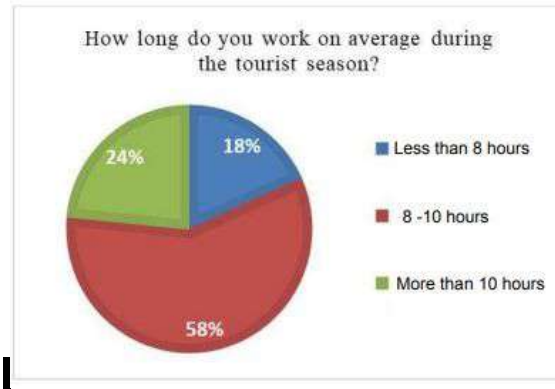


Graph 3. Were you offered training before or during the job?



Graph 4. Do you think there are opportunities for professional development or promotion?

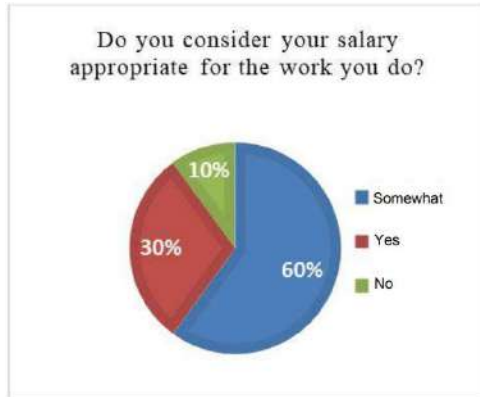
- **Work organization** is an HRM tool that aims to combine the efforts of both management and employees to achieve certain business objectives. Part of the organization is also the the setting of **schedules and workload** for each individual through the design of tasks and authority structure. To assess the situation of our respondents in this regard, they were asked about the average number of their working hours per day during the tourist season. More than half of the respondents (58%) stated that they work 8-10 hours a day, i.e. more than normal working time, while 24% reported that they work over 10 hours a day (see Graph 5). This phenomenon corresponds to the results highlighted in the contemporary literature where numerous studies claim that tourism is a sector where employees work long hours, they work shifts and often even during the weekends or official holidays.



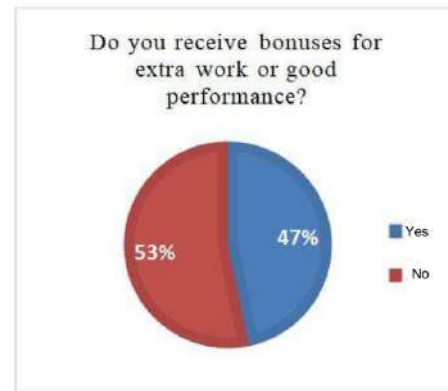
Graph 5. How long do you work on average during the tourist season?

To the question “Do you feel fatigue or constant stress from work?”, 61.7% of the survey participants responded positively. This result is also consistent with findings in contemporary literature where it is mentioned that tourism is a sector where employees experience high stress during the tourist season which is caused by the large influx of customers, pressure and stressful situations that require cordial behavior despite fatigue and lack of respect or unethical treatment by managers or customers. While to the question “Are you allowed to take regular vacations during the work season?” most contributors (70%) responded negatively, once again identifying Burnout (emotional overload) of employees due to the intensive service in this sector.

- **Reward** is also considered an equally important HRM practice because it is related to employee benefits for the work done, the performance and efforts of the staff to achieve individual and business objectives. The responses regarding salaries and rewards are reflected below. When asked if they consider their salary adequate (Graph 6), 60% of respondents answered somewhat, 10% considered it inadequate and only 30% thought they were paid well for the work they do. The findings of this study regarding salary are optimistic and different from the results of most studies which consider tourism a sector in which in most jobs and professions within the sector, employees are poorly paid. Additionally, the dominance of low salary and perceptions of low status are the two key issues that continue to support the negative approach of the majority towards working in the tourism sector. When asked whether they receive rewards for extra work or good performance (Graph 7), more than half (53.3%) of the respondents answered negatively. This result shows that the importance of linking rewards to performance as a healthy psychological contract, which benefits both parties, the business in productivity and the individual in the quality of working life, has not yet been understood.

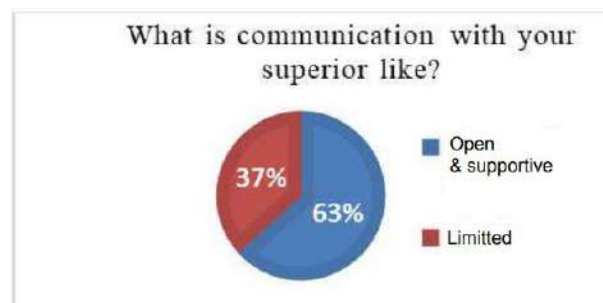


Graph 6. Do you consider your salary appropriate for the work you do?



Graph 7. Do you receive bonuses for extra work or good performance?

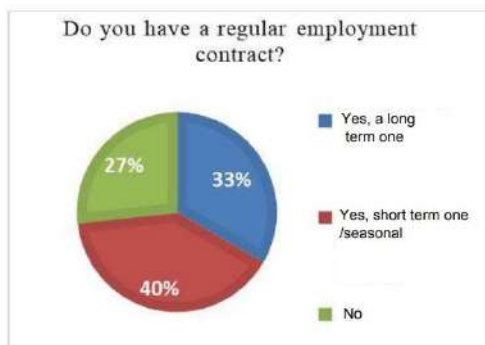
- In tourism, in addition to intensive work, interaction both between employees and clients and between employees themselves is required. Consequently the quality of service depends mainly on the quality of the personnel. However, HRM in the tourism sector is still underdeveloped and lacks sophistication. Researchers agree that creating the right organizational climate through **superior-subordinate relations** and between colleagues directly affects the quality of service, especially for enterprises in the tourism sector where the final product is the provision of a number of different services. In this regard, respondents were asked how they assessed their relationships with colleagues. Slightly more than half of them (55%) stated that these relationships are good, while 45% noted that they are very good. Regarding communication with superiors, 63.3% of the respondents claimed that superiors are open and supportive while 36.7% have limited communication with them (Graph 8).



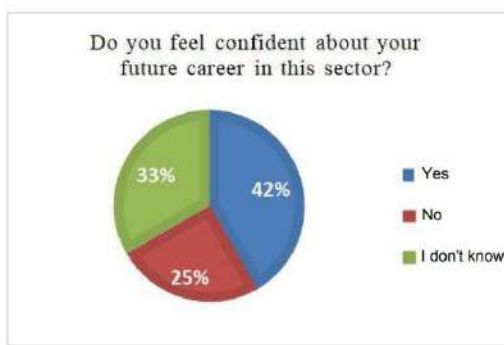
Graph 8. What is communication with your superior like?

The above results are optimistic and far from the findings of the existing literature according to which tourism is a sector with an inappropriate management style, expressed in various ways as commanding, arbitrary, paternalistic, impulsive, unpredictable, amateurish, and despotic due to the predominance of SMEs. Apparently, it is now understood that job satisfaction increases if employees believe and think that their direct supervisors or leaders are competent, treat them with respect, dignity, and courtesy. Employees feel satisfied when their supervisors or leaders give them constructive advice, are interested in their well-being, listen to their opinions, are friendly and ready to help and support them.

- The tourism sector is heterogeneous and is dominated mainly by small and medium-sized enterprises (SMEs). Furthermore, a specific characteristic of tourism is seasonality. Under these conditions, a short-term perspective is created in managerial decision-making which can create an unstable internal labor market with temporary or insecure labor contracts, concluded only for the duration of the season. In addition, there is room for legal protection and union representation for seasonal workers. Regarding the contract and job security, the results of our survey are presented as follows (Graph 9): 40% of the respondents have signed seasonal contracts, only 33% of them have signed long-term contracts, while 27% have no contracts at all, which means that continuous exercise of control by the relevant institutions for the implementation of labor legislation is necessary. The insecurity of employees in this sector is also noted in the responses in Graph 10, where 25% of the participants state that they are not sure about the future, while 33% of them do not know the answer, so there is a total of 58% of the respondents who do not feel sure about their future in tourism due to seasonality and mass emigration that have affected this region. Consequently, there is a need to create a safe working environment with regular contracts and minimizing seasonality to retain qualified employees.

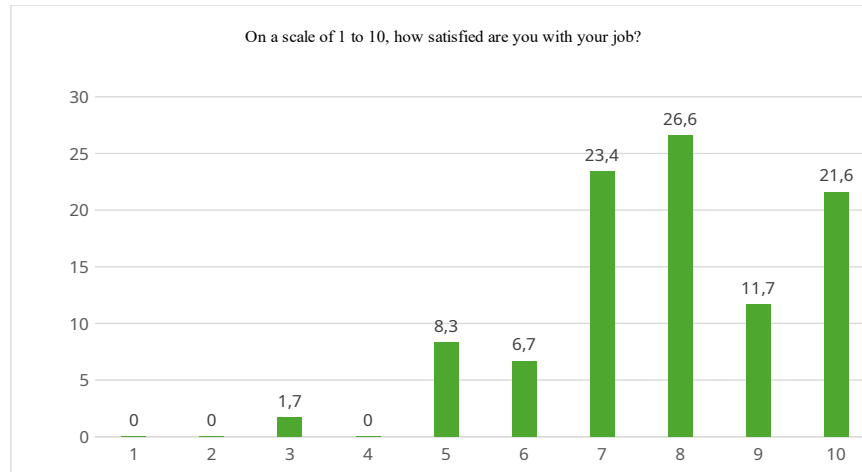


Graph 9. Do you have a regular employment contract?



Graph 10. Do you feel confident about your Future career in this sector?

- HRM literature on the tourism and hospitality sector, emphasizes that satisfied employees positively affect business performance and its credibility because the quality of service and tourist satisfaction increases significantly. To assess this indicator, participants were asked about their level of job satisfaction. The results are presented in Graph 11. As can be seen, 63.3% of the respondents have a rating of 7 to 10, which means that this region has positive tendencies to turn tourism into the main engine of development and a sector with a considerable number of employees. The main challenge is to invest in these employees through training, promotion opportunities and job evaluation to create sustainable careers within the sector.



Graph 11. On a scale of 1 to 10, how satisfied are you with your job?

- Finally, the respondents were asked about what they would like to see improved in their workplace.

Their elaborated and summarized answers are as follows:

- Better management of the flow spread over time;
- Improvement of work equipment;
- Formalization of the labor market through clear and timely signed contracts to increase job security and guarantee payment;
- Regulation of the labor market in relation to foreign guides. Foreign guides should cooperate with Albanian guides to ensure competitiveness and qualitative information;
- Continuous professional training to improve the quality of service, cooperation and communication;
- More efficient organization of work. Arrangement to allow employees at least 1 day off per week during the season.

CONCLUSION

- The age group that dominates the workforce in the Gjirokastra region is between 26 and 45 years old, which is equally composed of men and women. This situation comes as a result of the youth's outflow and the low interest of them and women to be employed in the tourism sector. This situation is primarily caused by the lack of quality and equal employment opportunities, education that does not meet market needs or the lack of infrastructure for entertainment and culture. To address these problems and reduce this worrying trend, concrete, sustainable and comprehensive measures must be taken by all interest groups such as central and local governing institutions, universities, private businesses and various organizations. These factors, through cooperation between them, must draft **special policies for young people and women**, offering them hope, equal opportunities, and dignity.

- The results of this study regarding the provision of training and the possibility for professional development in tourism are positive, but despite this, the continuous development of training in accordance with the needs and dynamics of the market is necessary. Public and private institutions should provide tourism employees with **periodic quality training** to develop not only communication skills, foreign languages or managing situations with clients, but also skills related to environmental protection and the spread of sustainable tourism practices.
- As emphasized in the existing literature, this study also highlighted the long working hours in the tourism sector, the workload and the high stress of employees during the tourist influx. These phenomena are mainly a result of seasonality, which is a specific characteristic of the tourism sector. **To minimize the impact of seasonality** on employment in tourism, institutions, businesses and communities can undertake **concrete measures** such as: extending the season by diversifying the tourist offer and offering tourist packages for target groups (e.g. pensioners, schools, congresses) out of season; supporting seasonal workers through social security and professional courses; offering subsidies for employers who retain employees throughout the year; marketing and promotion of the destination out of season. Of course, these can only be achieved through an integrated and coordinated approach that includes state policies, development plans by local governments, engagement by the private sector, and active involvement by the community itself.
- Regarding remuneration (salary) and job satisfaction, this study brings positive results (above average), despite the fact that the literature considers tourism a sector where remuneration often does not match the intensity of work especially during the season, and workplace relations are difficult. However, regarding bonuses or holidays during the season, the study states that they are not applied to the appropriate extent and this affects the fatigue and high stress that employees experience. Meanwhile, regarding work relations, the study brings positive results for both employees' relations with superiors and colleagues, despite the fact that contractual employment relations need improvement mainly regarding their timeframe. In this situation, it is recommended to improve working conditions by increasing bonuses, establishing more flexible schedules and ensuring regular employment contracts to increase employee security and stability. Additionally, modern HR management emphasizes the importance of involving employees in decision-making to improve services because they are closer to customers and can offer valuable ideas to ensure that the tourism sector is competitive and of high quality.

SOURCE

Baum, T. (2015). Human Resource Management for Tourism, Hospitality and Leisure: An International Perspective

Buletin-Statistikor _Qarku-Gjirokaster

Guillet, B.D., & Law, R. (2021), Talent Management in Hospitality and Tourism

<https://turizmi.gov.al/statistika-e-turizmit-2024/>

<https://unitir.edu.al/roli-i-mbnj-ne-performancen-organizative-te-ndermarrjeve-turistike-qarku-i-gjirokastres/>

<https://www.instat.gov.al/al/statistika/>

Kusluvan, S. (2020). Managing Employee Attitudes and Behaviors in the Tourism and Hospitality Industry

Nickson, D. (2022), Human Resource Management for the Hospitality and Tourism Industries (3rd Edition)

THE ROLE OF DIGITAL TOOLS AND PEDAGOGICAL METHODS IN ENHANCING FOREIGN LANGUAGE LEARNING

Irma GJOLLESHI¹

¹"Eqrem Çabej" University of Gjirokastrë, Department of International Coordination, Projects and Scientific Research, igjolleshi@uogj.edu.al, Gjirokastrë / Albania

Abstract: A foreign language is a very important tool that allows us to create bridges of communication and improve the quality of life. Most children today speak more than one language, which they began to learn in early childhood. This has come as a result of their early exposure to both educational and entertaining visual materials in foreign languages. In today's era, when digital transformation is a highly prevalent element in various areas of life, digital tools are playing a crucial and supportive role in teaching foreign languages. According to studies, students who use interactive platforms, digital applications and educational games are more motivated and engaged in learning foreign languages. They develop their listening and speaking skills through interactive real-time interaction with native-speaking peers. However, the integration of digital tools remains modest in pre-university education schools in Albania. In this context, through this study we aimed to investigate the need for the integration of digital tools as a necessary factor for increasing the quality of teaching and learning of foreign languages in current pre-university education curricula. The study also provides valuable recommendations to be implemented by pre-university education leaders and teachers in the southern region of Albania regarding the inclusion of digital tools in teaching and learning.

Keywords: language learning, digital tools, student engagement, curriculum development

INTRODUCTION AND THEORETICAL FRAMEWORK

Scope: Learning a foreign language has become an essential skill today to improve the quality of life. While decades ago learning a foreign language in Albania was seen as an opportunity to work in the field of education, today it is closely linked to several benefits such as online work in various fields of interest, benefits from tourism, traveling to different countries of the world or building interpersonal connections in a global environment. Thus, nowadays the foreign language teacher at high school is to help the students to correct the gaps in their language knowledge at the short time and to teach them using the foreign language as a tool of getting professional knowledge and skills as well (Kuznetsova, 2015, p. 246).

Technological and digital developments have had a significant impact on the teaching and learning of a foreign language. Unlike decades ago, when learning a foreign language was quite difficult because the only source of knowledge and reference was the teacher, today the resources that enable learning a foreign language are diverse and highly effective. From early childhood,

children today are exposed to visual materials, both educational and entertaining, through which they learn vocabulary and grammatical structures involuntarily, in the same way they acquire their native language. However, a fundamental role in transferring knowledge for learning a foreign language remains with the teacher. Language teachers may have either a gratifying or a thankless job, depending on the outcome of the journey that is expected to culminate with sustainable and acceptable second language proficiency (Dubiner, 2018, p. 12).

Since the 21st century, when the internet and technology began to flourish, foreign language teachers in the developed world have had the opportunity to use digital audio-visual devices, platforms, applications, and materials in the classroom that place students in real, interactive and simulated situations of language use, thus enabling the development of the four language skills as well as grammatical accuracy and vocabulary expansion. As Zhou J. (2024) puts it, at the end of the 20th century CALL (Computer-Assisted Language Learning) was initially applied. After that, this methodology was replaced by Internet-Assisted Language Learning (IALL), Web-enhanced language learning (WELL), Technology-Enhanced Language Learning (TELL), and Mobile-Assisted Language Learning (MALL), all of which encompass a range of digital platforms, materials, and approaches for assisting language learning in a flexible and interactive way. Other associated terms were coined later on:

Internet-Assisted Language Learning (IALL), Web-enhanced language learning (WELL), Technology-Enhanced Language Learning (TELL), and Mobile-Assisted Language Learning (MALL), all of which encompass a range of digital platforms, materials, and approaches for assisting language learning in a flexible and interactive way.

Other associated terms were coined later on:

Internet-Assisted Language Learning (IALL), Web-enhanced language learning (WELL), Technology-Enhanced Language Learning (TELL), and Mobile-Assisted Language Learning (MALL), all of which encompass a range of digital platforms, materials, and approaches for assisting language learning in a flexible and interactive way.

Other associated terms were coined later on:

Internet-Assisted Language Learning (IALL), Web-enhanced language learning (WELL), Technology-Enhanced Language Learning (TELL), and Mobile-Assisted Language Learning (MALL), all of which encompass a range of digital platforms, materials, and approaches for assisting language learning in a flexible and interactive way.

This trend also resulted in the shift from communicative teaching to a more social and sociocognitive view (Wilkinson, 2016, as cited in Zhou, 2024, p 10) laying solid foundation for the cognitive-constructionist approaches, i.e. integrating learners in authentic environments and integrating the skills of language learning and usage (Davies, Otto & Rüschoff, 2013; Wilkinson, 2016 as cited in Zhou, 2024, p 10). It can be seen that only relying on traditional classroom

teaching barely helps to develop students' language skills and applied abilities when needed in real-life situations (Alam, et al., 2022 as cited in Zhou, 2024, p 9). Thus, a combination of teaching methods that integrate contemporary student-centered methods with the digital element and the use of platforms where children can engage online with their peers around the world in tasks aimed at promoting critical thinking, problem- solving, or developing various projects by creating content in a foreign language would motivate students and ensure excellent results in terms of language learning. Studies have shown that the use of these technologies can lead to improved academic performance, increased student satisfaction, and higher levels of engagement (Means, et al., 2009 as cited in Rafiq, Shahid & Iqbal, Saleem & Afzal, Dr., 2024, p 360). Additionally, researchers report that students who use interactive platforms, digital applications and educational games tend to be more motivated and engaged in learning foreign languages. They develop their listening and speaking skills through real-time interactive communication with native-speaking peers.

Purpose: The purpose of this study is to analyze the level of use of digital tools and pedagogical methods in pre-university education schools in the southern region of Albania and their impact on foreign language learning. The objectives of the study are related to assessing the level of integration of digital tools in foreign language teaching, identifying the benefits and challenges that teachers and students encounter when using these tools, and examining the impact of the use of these tools on student motivation and engagement during class.

Method: For the realization of the study, quantitative and qualitative methods related to the collection of data about the target issue from a randomly selected sample were used. The sample consists of 45 students and 26 foreign language teachers (English, Italian, French) who study or practice their profession in various pre-university education schools in the cities of the southern region of Albania namely Gjirokaster, Tepelene, Permet and Sarande.

Data were collected through a structured questionnaire containing closed questions (with alternatives), open-ended questions and ranked questions, to measure the extent to which digital tools are used in the classroom, how effective they are in foreign language learning, the challenges that affect their non-integration in teaching and the degree of student motivation through the use of digital tools.

The collected data were analyzed through descriptive statistical analysis and thematic summaries with the aim of accurately interpreting the results and drawing valid conclusions for educational

practice. **Language teachers may have either a gratifying or a thankless**

job, depending on the outcome of the journey that is expected to culminate with sustainable and acceptable second language proficiency.

Language teachers may have either a gratifying or a thankless job, depending on the outcome of the journey that is expected to culminate with sustainable and acceptable second language proficiency.

ciency.

Language teachers may have either a gratifying or a thankless job, depending on the outcome of

the journey that is expected to culminate with sustainable and acceptable second language proficiency.

LITERATURE

This study addresses a topic of particular importance for the southern region of Albania where initiatives for in-depth studies on the role of integrating digital tools in the foreign language teaching/learning process are lacking or scarce. International literature offers various studies on the need and progress of digitalization of foreign language teaching (Kuznetsova, 2015, (Dubiner, 2018, Wilkinson, 2016, as cited in Zhou, 2024, Davies, Otto & Rüschhoff, 2013; Wilkinson, 2016 as cited in Zhou, 2024, Alam, et al., 2022 as cited in Zhou, 2024, Zhou, J. 2024, Means, et al., 2009 as cited in Rafiq, Shahid & Iqbal, Saleem & Afzal, Dr., 2024, and more) emphasizing the benefits for students and teachers with regard to the improvement of language skills, enhancement of motivation and engagement in foreign language classes. However, these studies do not reflect the situation in the southern region of Albania where the interest in foreign language learning among young people is increasing but teaching methods have not significantly evolved to incorporate digital tools in foreign language classes.

One of the main drivers and references of this initiative is the project DilanEdu-WB - Digital Transformation in Language Study and Education of the Western Balkans (DilanEdu-WB, 2024), co-financed by the Erasmus+ programme of the EU. This project addresses the need to respond to the enlargement policies of the European Union (European Commission, 2022), through economic, social and educational development to adapt to the needs of the global labour market. The project aims to integrate digital technologies into the education system of the Western Balkans in order to increase the access, quality and effectiveness of foreign language learning in the region. By combining digital technology and pedagogical methods in the classroom, this project aims to promote a more inclusive and modern approach to foreign language teaching, positively influencing the development of digital and intercultural competences.

Although the Curricular Framework (Korniza Kurrikulare, 2014) of pre-university education in Albania contains clear guidelines for development of IT skills through the integration of EdTech in teaching and even continuous training has been provided for pre-university education teachers in this regard, efforts to digitalize teaching in general and foreign languages in particular, have remained modest and sporadic. This is largely due to the lack of the necessary infrastructure for the practical implementation of these approaches in practice.

RESULTS

This section presents the main findings of two questionnaires designed for teachers and students of pre-university schools in the southern region of Albania. The data were analyzed based on the experiences, perceptions and challenges encountered during the inclusion of digital tools in the teaching/learning of foreign languages. For a more detailed analysis, the results are presented in two subsections.

Results from the questionnaire designed for teachers

This questionnaire was completed by 26 foreign language teachers who serve in preuniversity schools (junior high and secondary levels) in the southern region of Albania, specifically in Gjirokaster, Tepelene, Permet and Sarande. While the majority of the responders are English teachers, the sample also includes teachers of French or Italian. The majority of the participants have substantial experience in teaching with 44% having taught between 8-15 years and 33% with over 15 years of service in education. Only a small percentage of 16% reported having less than 7 years of teaching experience.

The teachers were asked whether they use digital tools in their language teaching. According to the responses, 60% of the teachers reported that they sometimes integrate digital tools in their lessons, while 16% reported that they rarely use them. Only 24% of the teachers stated that they regularly incorporate digital tools in their teaching practices. (Fig. 1)

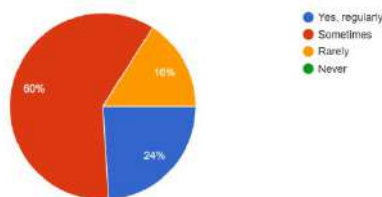


Figure 1. Do you use digital tools in your language teaching?

When asked about the types of digital tools they use, 40% of the participating teachers reported integrating video platforms like YouTube in their teaching. In addition, 24% use Interactive games or gamified platforms while another 24% incorporate AI-based tools (ChatGPT, text-to-speech). Only 8% reported integrating language learning apps like Duolingo, Memrise, etc. The remaining teachers report that they rely on online dictionaries and translation tools. However, none of the participants incorporates virtual classrooms or LMS in their teaching. (Fig. 2)

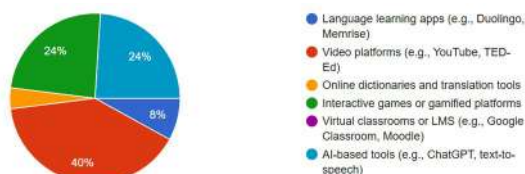


Figure 2. Which types of digital tools do you use?

The next question aimed to collect information on how the teachers typically utilise digital tools in the classroom. Interestingly, the majority, 66.7% of the participants reported integrating digital tools to support listening and comprehension activities. Meanwhile, 12.5% indicated that they incorporate these tools to enhance vocabulary and grammar. A smaller portion, 8.3%, use them for homework and independent learning. The remaining 12% employ digital tools either for speaking and pronunciation practice or to support reading and writing skills. Notably, none of the participants report using digital tools for assessment purposes. (Fig. 3)

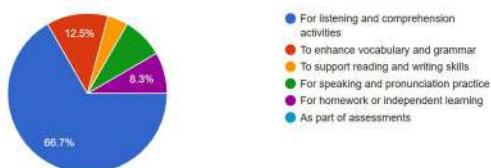


Figure 3. How do you typically use digital tools in your classroom?

The participating teachers reported that the integration of digital tools mostly benefits students' listening skills, with 76% identifying it as the most improved area. Speaking and vocabulary skills follow, with 60% and 40% of the teachers respectively, noticing enhancement in this direction. A small percentage observe improvements in grammar (20%), reading (16%), and writing (16%). (Fig.4) Furthermore, 60% of the teachers indicate that they have noticed

significant improvement in students' motivation when digital tools are incorporated into the teaching process. An additional 36% state that motivation improves to some extent while 4% are not sure about any noticeable effect. (Fig. 5)

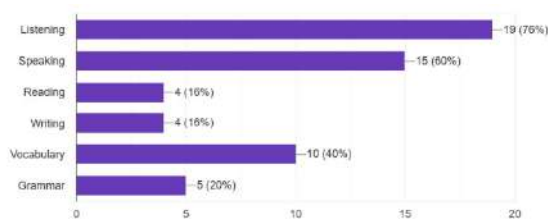


Figure 4. Which student skills do digital tools help improve the most, in your experience?

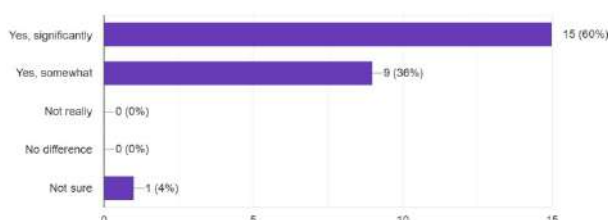


Figure 5. Have you noticed an improvement in students' motivation when using digital tools?

When asked about the challenges faced when integrating digital tools into language teaching, the majority of the respondents, 80%, report the lack of equipment / Internet access as the primary obstacle in our preuniversity schools. Additionally, 28% stated that integrating digital tools into their teaching practices does not align well with the curricula. A smaller percentage list other challenges: 8% state teachers need more training in this area, 4% believe that using digital tools in the classroom contributes to students' distraction and another 4% indicate insufficient time in the classroom as a limiting factor. (Fig. 6)

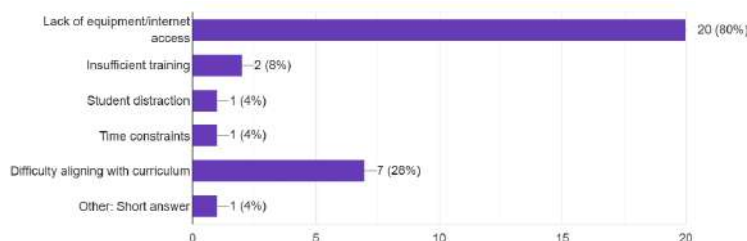


Figure 6. What challenges do you face when integrating digital tools into language teaching?

As the results of this questionnaire show, there are some modest efforts made by foreign language teachers to integrate digital tools into the teaching process despite the lack of laboratories or digital equipment in the schools where they teach. Teachers recognise the role of these tools in increasing students' motivation and improving language skills. Furthermore, the participants in this study emphasize the impact of using digital tools mainly on improving listening skills, while

the benefits of these tools for developing other language skills such as speaking, reading, writing, vocabulary or grammar are unappreciated or insufficiently addressed.

Results from the questionnaire designed for students

This questionnaire was completed by 45 students who attend preuniversity schools (junior high and secondary levels) in the southern region of Albania, specifically in Gjirokaster, Tepelene, Permet and Sarande. The majority of the responders are English learners. However, the sample also includes learners of French or Italian. The students were asked nearly the same questions as their teachers to compare their perspectives on the role of digital tools in foreign language teaching or learning.

The students were asked about the frequency with which they use digital tools for foreign language learning. A total of 44.4% of the respondents reported using digital tools every day, while 35.6% indicated that use them a few times a week. 13.3% rarely use digital tools and only a small percentage declare that they never use such tools to learn a language. (Fig. 7)

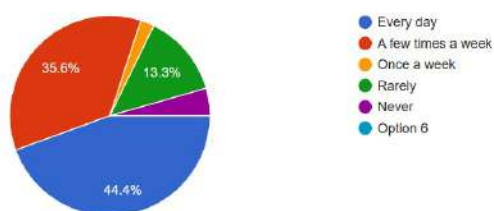


Figure 7. How often do you use digital tools (like apps, websites, or videos) to learn a language?

The students were then asked about the tools they mostly use for language learning. The majority, 32.6% indicate that they use YouTube, followed by 23.3% who use Duo Lingo. 18.6% rely on Google translate and 11.6% report that they learn from language learning websites. The remaining participants indicate the use of other tools such as educational games, online dictionaries, e-books, or online courses with 2.3% each. (Fig.8)

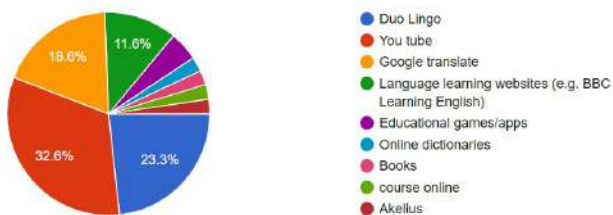


Figure 8. Which of the following digital tools do you use for language learning?

Interestingly, a significant percentage of the students, 86.7% of them, report that they use digital tools for language learning at home, highlighting the home environment as the best setting for independent learning. To add, 6.6% of the participants state that they use such tools either at the library, on the go, or at work. Surprisingly, only 6.7% of the respondents state that

they use such tools during foreign language classes at school, emphasising the limited use of digital tools in the classroom setting. (Fig.9)

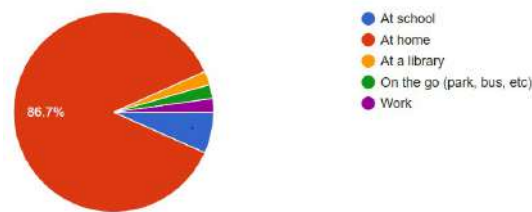


Figure 9. Where do you usually use digital tools for learning a language?

When asked which language skill is most improved through the use of digital tools, the majority of students, 37.8%, indicate speaking as the main area of benefit, followed by 17.8% who indicated listening and 13.3% who stated that vocabulary is the most improved skill. Both writing and grammar were chosen by 11.1% while the remaining participants, 8.9% stated that digital tools mainly helped them enhance their reading skills.

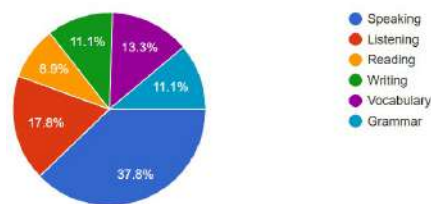


Figure 10. Which language skills do digital tools help you with the most?

Finally, the students stated that they feel motivated when using digital tools for language learning. A total of 53.3% of the respondents indicated that they sometimes feel motivated while 51.1% indicated that they always feel motivated. (Fig. 11) This is an indicator of the emotional influence of digital tools on learners, suggesting that they not only support language skill development but also enhance student engagement and interest in the subject.

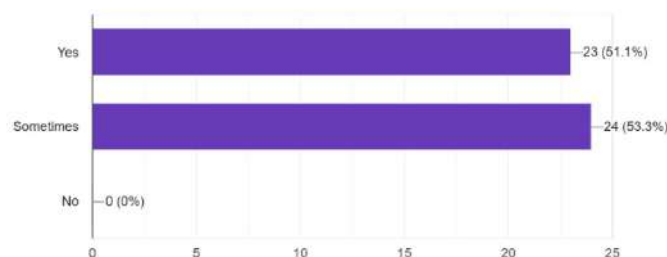


Figure 11. Do you feel more motivated to learn a language when using digital tools?

Based on the questionnaire results, it is evident that digital tools play a significant role in boosting student motivation and developing language skills in the process of foreign language learning.

However, it is clear that students use such tools mainly outside of the school environment, independently and without guidance from their teachers.

The data collected from the questionnaires completed by teachers and those completed by students are in some cases contradictory and highlight the problems and challenges that exist in foreign language classes regarding the use of digital tools for the purpose of teaching/learning foreign languages.

To start with, while 24% of teachers state to use digital tools regularly and 60% of them say they use digital tools occasionally, 86.7% of students report using digital tools for learning a foreign language at home and only 6.7% claim to use these tools in class.

Both teachers and students have chosen YouTube as the digital platform with the most benefits in improving language skills. According to teachers, YouTube is followed by interactive games and AI-based tools, while students, on the other hand, rank language learning apps next, specifically Duolingo, Google Translate, and others. Meanwhile, 76% of teachers participating in the questionnaire chose listening as the skill that improves the most when using digital tools, 37.8% of students claim to have developed speaking and 17.8% of them chose listening.

Despite the discrepancies in the responses of teachers and students, which indicate that digital tools for language learning are integrated to a limited extent in the classroom and as a result the benefits of their use remain unclear, both parties agree that the use of digital tools increases students' motivation to improve their language skills, encourages greater engagement and promotes active participation in classroom learning activities.

CONCLUSION

This study highlights the importance of integrating digital skills in foreign language classes. While students might use these tools independently to enhance their language skills, it is the teacher who can channel the way they are used for reaching optimal outcomes. If incorporated wisely in the class setting by the teachers, digital tools will contribute to increased students' motivation and engagement leading to improved listening, speaking, reading and writing skills. Vocabulary and grammar will also be boosted. On the other hand, using digital tools to assess students' knowledge has benefits for both students and teachers transforming assessment from a stressful experience into a more engaging and efficient process for continuous feedback and improvement.

Under these circumstances, providing training for pre-university teachers to improve teaching methods through the integration of technology is an immediate need and requires the attention of the relevant institutions. Schools should also be equipped with digital laboratories that enable the use of contemporary student-centered teaching methods.

In this context, one of the initiatives that offers valuable support is the DilanEdu-WB project, a partnership of European and Balkan universities in which the University of Gjirokaster is a partner. The project aims to enhance the digital competence of pre-service teachers in foreign language education across Western Balkan countries, including Albania and its southern region. Within the framework of the project, graduates are expected, in the long run, to be prepared to apply the knowledge gained on integrating digital tools in teaching, and to effectively transfer these skills to pre-university education students during their future profession practice. This initiative needs to be followed by similar ones to ensure that the coming generation of teachers would become less resistant towards the use of technology along with student-centered teaching methods to ensure the achievement of the desired results in language teaching and learning.

SOURCE

- Kuznetsova, E. (2015). Evolution of Foreign Language Teaching Methods. *Mediterranean Journal of Social Sciences*, 6 (6 S1), 246-253.
https://www.researchgate.net/publication/283933663_Evolution_of_Foreign_Language_Teaching_Methods
- Dubiner, D. (2018). Second language learning and teaching: From theory to a practical checklist. *TESOL Journal*. 10. e00398. 10.1002/tesj.398.
- Zhou, J. (2024). Second Language Teaching in the Digital World: Why We Need Digital Technologies?. *International Journal of Education and Humanities*. 17. 9-12. 10.54097/wj03sq91.
- Wei, Yi. (2022). Toward Technology-Based Education and English as a Foreign Language Motivation: A Review of Literature. *Frontiers in Psychology*. 13. 870540. 10.3389/fpsyg.2022.870540.
- Rafiq, Shahid & Iqbal, Saleem & Afzal, Dr. (2024). The Impact of Digital Tools and Online Learning Platforms on Higher Education Learning Outcomes.
- Rambe, S. (2017). COMMUNICATIVE LANGUAGE TEACHING. English Education : *English Journal for Teaching and Learning*. 5. 54. 10.24952/ee.v5i2.1180.
- Szabó, Fruzsina & Csepes, Ildiko. (2022). Constructivism in language pedagogy. *Hungarian Educational Research Journal*. 13. 10.1556/063.2022.00136.
- DilanEdu-WB, ERASMUS-EDU-2024- CBHE-STRAND-1, Project No.: 101179642, co-financed by the European Union.

European Commission. (2022). *Digital Education Action Plan (2021–2027): Resetting education and training for the digital age*. Luxembourg: Publications Office of the European Union. <https://education.ec.europa.eu/focus-topics/digital/digital-education-action-plan>

Korniza Kurrikulare e miratuar. (2024). [Korniza-Kurrikulare-e-miratuar-2024.pdf](#)

SAMI FRASHERI, THE FIRST CONSTITUTIONALIST OF THE MODERN ALBANIAN STATE

Prof. Dr. Ksenofon KRISAFI

Abstract: Sami Frashëri, the prominent and erudite Renaissance figure, our great scholar, endowed with deep and well-established knowledge of the state and law, was the first architect of the institutional and legal mosaic of the modern Albanian state. His famous work “Albania, What It Was, What It Is and What It Will Become”, is considered one of the first Albanian treatises of a political and legal-constitutional character. Modest in volume, but profound in ideas and content, it also represents a kind of theoretical and legal manifesto of the Albanian National Renaissance, in which the project for the structure of the Albanian state is outlined. He envisioned Albania’s future through ideas resembling legal and constitutional provisions. Advocating for a free, democratic state, politically modeled after advanced Western systems. Sami explored the details of institutional and legal organization expressing professionalism on everything from legislation to the legislative, executive, and judicial bodies. According to him, Albania was to be a parliamentary republic with a clear separation of powers: the executive power led by a seven-member Council of Ministers and the legislative exercised by the General Council (parliament) of over 100 members, elected at one per 20000 inhabitants. This republican government form incorporates the most functional state elements. The “Constitution”, as the fundamental act of a democratic-bourgeois regime, would embody democratic principles and spirit. With his vision, Sami imagined his homeland one of Europe’s, and even the world’s, most beautiful countries. Optimistic and enthusiastic about the future of Albania, he addressed it figuratively: “With this mindset, the Albanian nation will soon become one of the wisest and most civilized nations on earth, and the Albanians, who have been living in poverty and misery for so many years, will all become rich and happy and live as human beings.”

Keywords: Albania, Renaissance, powers, legislative, executive, judicial, republic, parliament, democratic state, constitution, government, etc.

SAMI FRASHËRI, KONSTITUCIONALISTI I PARË I SHTETIT MODERN SHQIPTAR

Abstract: Sami Frashëri, rilindasi i shquar dhe erudit, dijetari ynë i madh, i pajisur me njohuri të thella dhe të konsoliduara për shtetin dhe të drejtën, ishte arkitekti i parë i mozaikut institucionalo-juridik të shtetit modern shqiptar. Vepra e tij e famshme *Shqipëria ç’ka qënë, ç’është e çdo të bëhet*, konsiderohet një ndër traktatet e para shqiptare me karakter politik dhe juridiko-kushtetues. Modeste në volum, por madhore në ide dhe në përmbajtje, përfaqëson edhe njëllëj manifesti teoriko-juridik të Rilindjes Kombëtare Shqiptare, në të cilin shpaloset projekti i shtetit modern shqiptar. Ai ka marrë përsipër që jo vetëm ta përfytyrojë të ardhmen e atdheut të vet, por edhe ta paraqesë nëpërmjet formulimeve që janë shumë afër dispozitave juridiko-konstitucionale. Sipas tij, Shqipëria moderne duhet të ishte një shtet i lirë, demokratik, i

organizuar politikisht nën shembullin e modeleve më të përparuara perëndimore. Samiu ka hyrë deri në imtësitë e organizimit institucional dhe ligjor dhe është shprehur për gjithëçka me një profesionalizëm befasues, që nga legjislati që do të trajtojë dhe do të rregullojë konstruktin shtetëror dhe deri te struktura, kompetencat dhe funksionet e organeve të legjislativ, ekzekutiv dhe gjyqësor. Sipas tij, Shqipëria duhet të ishte republikë parlamentare. Pushteti ekzekutiv do të ishte i ndarë nga ai legjislativ dhe gjyqësor. Të parin do ta ushtronte Këshilli i Ministrave, i përbërë prej shtatë ministrash. Njëri do të ishte kryetar i tij. Të tjerët do të drejtonin ministritë e mëposhtme: të Punëve të Brendshme, të Punëve të Jashtme, të Ushtrisë dhe të Detit, të Begatisë, të Gjyqësisë, të Diturisë, të Punëve të Përgjithshme dhe të Besimit. Pushteti legjislativ do të ushtrohej nga Këshilli i Përgjithshëm (parlamenti), i përbërë nga mbi 100 anëtarë, që do të zgjidheshin një në çdo 20 mijë banorë. Kjo formë e qeverisjes republikane, e projektuar nga Sami Frashëri është e veshur me elementet më funksionale shtetërore. “Kushtetuta”, si akti themeltar i një regjimi demokratik - borgjez, do të përshkohej nga fryma dhe parimet më përparimtare të kohës. Me projektin e tij, Samiu e shihte atdheun e vet, të shndërruar në një nga vendet më të bukura të Evropës dhe të “gjithë dheut”. Optimist dhe i entuziazmuar për të ardhmen e tij i drejtohej në mënyrë figurative dhe shprehej: “Me këtë mëndyrë kombi shqipëtar në pakë kohë do të bëhesh një nga më të xgjuarët’ e nga më të qytetëruarët kombe të dheut e shqipëtarët, që kanë kaqë qint vjet që po rojnë në varfëri e në shtregim të math, do të bëheshin gjithë të pasur’ e të lumturë e të ronin si njerës.”

Fjalë kyçe: Shqipëria, Rilindja, pushtetet, legjislativ, ekzekutiv, gjyqësor, republikë, parlament, shtet demokratik, kushtetutë, qeveri, Frashëri, Abdyl, Naim, Sami etj.

INTRODUCTION

E shkuara, jo rrallë, shfaqet në edicione të ripërsëritura, në ndonjë rast me përmasa dhe pasoja edhe më të mëdha se më parë. Prandaj është e domosdoshme që ajo të njihet, të studiohet dhe të analizohet, për të mos harruar realitetet e përjetuara nga njerëzimi, për të nxjerrë konkluzione dhe mësim që, ndodhitë fatkeqe të dikurshme, të mos përjetohen më në të ardhmen. Studimet nuk duhet të synojnë që të bëjnë gjyqin e personazheve dhe të protagonistëve. Atë gjithëkush ia bën vetes, duke u vendosur në piedestale lavdie ose duke përfunduar në koshin e historisë. Shërbejnë për atë që shkruan Ismail Kadare, i cili thotë se “një popull që nuk e njeh të shkuarën e tij nuk mund të kuptojë as të ardhmen”.¹

Analiza e tyre nga studiuesit kompetentë, përveç kontributeve shkencore, vë në dukje edhe faktin që popujt duan paqe, miqësi e bashkëpunim. Kjo është arsyeja pse, kur politika ekstreme krijon probleme janë popujt, ata që kapërcejnë mbi ekceset dhe rindërtojnë urat e miqësisë. Akademikët, njerëzit e shkencës, artit, kulturës dhe popujt mbarë, ndodhen në vijat e para që kontribuojnë për miqësinë.

Filozofia konstruktive e bashkëpunimit, fqinjësisë së mirë dhe miqësisë me popujt përreth ka përbërë kurdoherë boshtin themelor të qëndrimit të shqiptarëve ndaj turqve, grekëve, serbëve, malazezëve, maqedonasve, italianëve etj. Atë e ka përkufizuar bukur Naim Frashëri, i cili në vitin 1886 thoshte se “duam me fqinjët gjithënjë të rrojmë, të jetojmë, me sllavë, grekë e këdo, me

¹ Citohet sipas Mimoza Çika-Kelmendi, *Ismail Kadare: Pushtimi osman nuk i ka mbrojtur shqiptarët nga sllavët*, DW, 16 qershor 2013, ribotuar në gazetën *Tema*, 17 qershor 2013.

dashuri të shkojmë; po me një fjalë, një vështrim thellësisht të kuptohet q'ë drejt' e tjetrit gjithënjë lipset të respektohet".²

Ata nuk kanë reaguar asnjëherë edhe pse nga palët e tjera ka pasur aneksimet e territoreve shqiptare, shoqëruar me vrasje masive, masakra, gjenocid, spastrim etnik etj. Shqiptarët janë trajtuar pothuajse gjithmonë si fajtorë pa faj. Kanë paguar kostot e humbjeve të Perandorisë Osmane, pjesë e të cilës kanë qenë për disa shekuj, duke u detyruar që, për llogari të saj, t'iu cedonin shteteve ballkanike, territoret e veta autoktone.

Ky rrugëtim i gjatë traumatik do të çlirohej nga spazmat e herëpashërëshme, nëse ata që janë sot në krye të fqinjëve, do të kërkonin ndjesë për vuajtjet që iu kanë shkaktuar shqiptarëve dhe do të dënonin aktet e paraardhësve të vet kundër tyre. Do të ishte një hap që do të përthante plagët e armiqësive të shkuara. Sepse, e kundërta, konservimi i tyre do të mbajë të ndezur prushin nacionalist që rrezikon të ndizet për t'u kthyer në zjarr përvëlues. Ka ardhur koha, që e kaluara konfliktuale të ngurtësohet në memorien historike, pa u retushuar, pa u shtrembëruar dhe pa u transformuar,³ për t'u studiuar, analizuar dhe vlerësuar me objektivitet shkencor. Qëllimi duhet të jetë njohja objektive e realiteteve të së shkuarës, për të nxjerrë konkluzione dhe mësimet, me qëllim që, ajo të mos përsëritet. Njerëzit duhet të shohin drejt të ardhmes për të çelur shtigjet e bashkëpunimit, miqësisë dhe të progresit. Ajo që ka ndodhur dikur ka prodhuar realitete të caktuara, të cilat nuk duhet të ndryshohen me të njëjtat mënyra, veçanërisht me dhunë, si dikur.

Prej më shumë se një shekulli e drejta ndërkombëtare e ka nxjerrë luftën jashtë ligjit si mjet për zgjidhjen e konflikteve ndërkombëtare.⁴ Problemet që eventualisht janë bartur nga e kaluara, sot lejohet të zgjidhen vetëm me negociata diplomatike midis palëve të interesuara. Janë të papranueshme përvojat e dhimbshme si ato që vijnë nga lufta e pakuptimtë e Rusisë në Ukrainë, e Izraelit në Palestinë etj, pasojat e të cilave i vuajnë popujt e pafajshëm.

Ndërkohë, theksimi i miqësisë me njërin prej fqinjëve, nuk duhet të interpretohet sikur drejtohet kundër të tjerëve. Për më tepër që kjo nuk iu përshtatet aspak shqiptarëve, të cilët, si në të shkuarën ashtu edhe në ditët tona, janë dalluar si arkitektët autentikë të miqësisë dhe bashkëpunimit konstruktiv, fqinjësor e rajonal, me të gjithë, pa dallime.⁵

Në vijim do të flitet për kontributet e Sami Frashërit, një prej konstitucionalistëve të parë të shtetit modern shqiptar. Do të trajtohet projekti i tij i organizimit juridiko-institucional i shtetit të ardhshëm shqiptar, post Osman. Nuk mund të pasqyrohet i plotë koncepti i tij, nëse nuk gjykohet dhe analizohet brenda hapësirave që ofronte dhe lejonte realiteti perandorak Otoman.

² Naim Frashëri, "Dëshira e vërtetë e shqipëtarëve", 1886.

³ Për këtë çështje, Ismail Kadare, ka thënë se "thelbi dhe baza e historisë, nuk mund të ndryshohet, ajo mund të interpretohet sipas interesave të ditës, por kurrësi nuk mund të ndryshojë". Sipas Mimoza Çika-Kelmendi, *Ismail Kadare: vep.cit.*

⁴ Statuti i Lidhjes së Kombeve, në vitin 1920 dhe Pakti Briand - Kellog, i vitit 1928, e përjashtuan luftën nga lista e mënyrave për zgjidhjen e mosmarrëveshjeve ndërkombëtare.

⁵ Në gazetën e tij "*Tercuman-i Sark*" Sami Frashëri shkruante, "qëllimi i shqiptarëve është që të mbrojnë të drejtat e tyre të pamohueshme. Ata nuk kanë qëllime agresive ndaj askujt." (*Tercuman-i Sark* nr.116, Istanbul 11 gusht 1878). Sqaronte se "Shqiptarët qysh përpara mbledhjes së Kongresit të Berlinit kishin paralajmëruar se "po të mos respektoheshin të drejtat e tyre" dhe "po të trajtoheshin si plaçkë tregu..., nuk do të pyesnin as për Portën e Lartë, por do të luftonin deri te njeriu i fundit." (*Tercuman-i Sark*, nr.122, Istanbul 17 gusht 1878). Ai nuk hezitonte të shprehte haptas pakënaqësinë ndaj rolit të Fuqive të Mëdha, të cilat, siç shprehej Samiu, kishin "përgjegjësinë supreme për çka po ndodhte në këtë sektor të Evropës Juglindore..., të cilat ... "çështjet nacionale i zgjidhnin jo duke marrë parasysh të drejtat e natyrshme dhe të pamohueshme të popujve, por duke parë vetëm interesat e tyre të veçanta." (*Tercuman-i Sark*, nr.122, Istanbul 17 gusht 1878).

Turqit i pushtuan shqiptarët dhe për rreth pesë shekuj, i mbajtën në një bashkëjetesë të imponuar, të përligjur nga morali dhe e drejta ndërkombëtare, të cilat në ato kohë e pranin nënshtrimin (debellatio) si mjet e formë të ndryshimeve territoriale. Në këtë mënyrë toleroheshin, më saktë duroheshin, përballoheshin dhe madje përligjeshin agresionet dhe politikat nënshtruese, sikurse pranoheshin edhe episode e bashkëpunimit dhe miqësisë.

Megjithatë, ishte institucionalizuar një shkallë e ndërveprimit shoqëror midis individëve, shtetas të Perandorisë dhe institucioneve shtetërore, që kapërcente kufijtë kombëtarë dhe fetarë.⁶ Kjo realizohej brenda kuadrit të përgjithshëm strategjik perandorak që kombinonte politikat e nënshtrimit dhe të integritetit të bashkësive dhe pjesëtarëve të kombësive jo osmane në aparatet administrativ dhe në institucionet e ndryshme politike, ekonomike, juridike, diplomatike, sociale, kulturore, arsimore etj.

Ndodhte për shkak se, siç është shprehur historiani dhe juristi turk, Ahmet Cevdet Pasa, që në vitin 1854, “Kombi osman” është një shoqëri e madhe me një trashëgimi të larmishme kulturore, ku njerëzit flasin shumë gjuhë dhe sepse janë zgjedhur talentet, zakonet dhe sjelljet më të mira nga “kombet e tjerë”.⁷ Perandoria Osmane, një strukturë shtetërore gjigande me shtrirje ndërkontinentale, me organizim të veçantë, ishte një mjedis ku lulëzoi kultura, shkenca, arti, arsimi, qytetërimi etj. Në këtë atmosferë të përgjithshme, jo pak shqiptarë, intelektualë të shquar dhe profesionalistë të aftë, u ngjitën deri në nivelet më të larta të qeverisjes dhe të institucioneve të rëndësishme akademike, shkencore, kulturore etj.⁸ Sepse ajo iu jepte popujve të pushtuar mundësi relative të gëzonin disa të drejta dhe liri. I tillë ishte rasti i vëllezërve Frashëri etj.

Themelet e veprës së tyre rilindase, u hodhën në vendlindje, në Frashër, ku u edukuan dhe morën mësimet e para, u konsoliduan në Zosimean e Janinës dhe më tej në Stamboll.

Ata ishin pjesë e një plejade të ndritshme personalitetesh të spikatura, që lulëzuan në Stamboll. Abdyli, politikan, statist dhe diplomat i madh, projektoi platformën dhe hodhi themelet e shtetit modern shqiptar. Naimi, poeti kombëtar, ngriti në nivele të epërme gjuhën dhe kulturën shqipe. Kurse Samiu, ideologu më i shquar i lëvizjes kombëtare shqiptare, njëkohësisht mendimtari e dijetari poliedrik, i pashoq i kulturës osmane, hodhi piketat formalo-juridike të organizimit kushtetues dhe administrativ të shtetit të pavarur shqiptar. Të tre, bashkë edhe me dhjetra atdhetarë të tjerë, punuan pa rreshtur për kultivimin dhe përhapjen e gjuhës dhe kulturës shqipe, për shpëtimin e atdheut, bashkimin e trojeve amtare në një vilajet të vetëm, në dobi të çlirimit të Shqipërisë.

⁶ George Gawrych, - *Semseddin Sami, Women, and Social Conscience in the Late Ottoman Empire, Middle Eastern Studies* 46 (January 2010), 97-115; - *The Crescent and the Eagle: Ottoman Rule, Islam and the Albanians, 1874-1913*. London: I. B. Tauris, 2006. Citohet nga Bülent Bilmez, - *Shemseddin Sami Frashëri (1850-1904): Contributing to the Construction of Albanian and Turkish Identities*, Dimensions, 2009, p. 519, CEU Press.

⁷ Po aty.

⁸ Për të forcuar autoritetin dhe për të siguruar integritetin territorial përballë rritjes së tensioneve nacionaliste dhe ambicieve separatiste, në çerekun e dytë të shekullit të nëntëmbëdhjetë, Perandoria Osmane, filloi një fushatë reformash modernizuese, që synonin të ringjallnin strukturën e saj të dikurshme feudale. Pjesë e tyre ishte forcimi i autoritetit të pushtetit qendror në provinca. Ato u shoqëruan me afirmimin dhe nxitjen e njëfarë tolerance të pluralizmit kulturor dhe integritetit të komuniteteve etnike brenda strukturave qeverisëse, duke iu dhënë më shumë liri civile, barazi etj. Studiuuesi George Gawrych i ka cilësuar ato pjesë të një doktrine perandorake që synonte krijimin e një rendi të ri, që u zhvillua në politikën zyrtare të qeverisë në periudhën e Tanzimatit (1839 - 1876). George Gawrych, - *Semseddin Sami, Women, and Social Conscience in the Late Ottoman Empire, Middle Eastern Studies* 46 (January 2010), 97-115; - *The Crescent and the Eagle: Ottoman Rule, Islam and the Albanians, 1874-1913*. London: I. B. Tauris, 2006. Citohet nga Bülent Bilmez, - *Shemseddin Sami Frashëri (1850-1904): Contributing to the Construction of Albanian and Turkish Identities*, Dimensions, 2009, p. 521, CEU Press. Në vijim, me progresin e vazhdueshëm të shoqërisë njerëzore, me emancipimin e përhershëm të marrëdhënieve ndërmjet shteteve, u krijuan kushtet e favorshme që disa nga popujt e ndodhur nën sundimin Osman, të fitonin lirinë dhe të shpallnin pavarësinë. Një ndër ta ishin shqiptarët, por, siç u tha, nga më të vonuarit, më të fundit.

Edhe pse punonin në institucione të Perandorisë dhe i shërbenin asaj, mëndjen e mbanin te populli i vet, i cili vazhdonte të ishte i shtypur, ndërkohë që shumica e fqinjëve kishin fituar pavarësinë. Greqia e kishte shpallur më 1 janar 1822⁹. Rumania, Serbia, Mali i Zi dhe Kreta gëzonin statusin e shtetit autonom me vendimet e Kongresit të Parisit, të vitit 1856 dhe statusin e shtetit të pavarur me vendimet e Kongresit të Berlinit, 1878. Bullgarisë iu njoh autonomia në Kongresin e Berlinit dhe pavarësia në vitin 1908. Kishte mbetur vetëm Shqipëria, e cila edhe pse e ndodhur midis tyre, konsiderohej si një vakuum demografik. Ky trajtim paradoksal, thellësisht negativ dhe krejtësisht diskriminues ngjallte trishtim te patriotët shqiptarë, të cilët nuk pushuan asnjë çast së menduari që të ndryshonte sa më shpejt edhe statusi juridiko-ndërkombëtar i Shqipërisë. U përpoqën të ngjallnin ndjenjën e unitetit dhe krenarisë kombëtare te shqiptarët, duke folur për të kaluarën e tyre,¹⁰ lobuan te kanceleritë evropiane në dobi të çështjes shqiptare, përpunuan skenarët e ndryshimit të statusit dhe ndërmorën edhe veprimet përkatëse, për t'ia imponuar Portës së Lartë dhe Fuqive.

Në varësi të zhvillimeve rajonale dhe europiane, procesi i mirëfilltë shtetformues në Shqipëri, nisi me themelimin e Lidhjes Shqiptare të Prizrenit, në mesin e 1878. Ajo shtroi dhe u përpoq të realizonte imperativin kryesor, ruajtjen e tërësisë territoriale të hapësirës shqiptare, bashkimin e vilajeteve shqiptare në një vilajet apo njësi territoriale administrative dhe krijimin e organeve drejtuese mbarëkombëtare. U përpunua dhe u konsolidua mendimi politik në trajtën e një platforme ose programi kombëtar, i cili evoluoi shpejt drejt krijimit të një strukture politike, territoriale dhe administrative, të cilësuar nga disa diplomatë të huaj si një institucion i mirorganizuar, që e kanë quajtur madje “shteti i Lidhjes”. Procesi i shtetformimit, i zhvilluar sipas platformës së Lidhjes Shqiptare të Prizrenit, arriti të përshkonte një periudhë gati 3 vjeçare. Iu dha shqiptarëve një strukturë politike me tiparet e themelore të një shteti në fillimet e veta, të pajisur edhe me pushtete dhe organe shtetërore, qendrore e vendore. Të tilla ishin Këshilli i Madh, si njëllloj parlamenti, Këshilli i Vogël, qeveria, gjyqësori me Gjykatën e Lartë, Prokurori i Përgjithshëm, ushtria, buxheti, organet vendore etj.

Shqiptarët kanë dhënë ndihmesën e vet të pakursyer në ecurinë dhe arritjet e popullit turk. Në listen e kryeministrave të tij kishte 39 prej tyre ishin shqiptarë. Ata qeverisën në vitet 1400-1600.¹¹ Një tjetër shqiptar me kontribute të spikatura dhe mjaft të vlerësuara është Sami Frashëri, i

⁹ U njoh si subjekt i së drejtës ndërkombëtare me protokollin e Londrës të 3 shkurtit të vitit 1830.

¹⁰ Sami Frashëri iu kujton bashkëkombasve të vet Skënderbeun, të cilin e quan burrë që i ka shokët e rrallë në histori, kurse kohën e tij e cilëson si epokën shqiptare më të bukur e më të bekuar të të gjithë kohërave, sepse atëherë i gjithë kombi ishte i bashkuar dhe i nderuar në gjithë botën. Sami Frashëri, *Shqipëria ç'ka qenë, ç'është e ç'do të bëhetë*, 1899, f. 33. Ribotuar shumë herë. Referimet në këtë punim bëhen sipas versionit, të publikuar nga Shtëpia botuese, *Falcon*, pa vend dhe vit botimi.

¹¹ Shqiptarët iu dhanë osmanëve Anadollin, Konstandinopojën, Irakun, Jemenin, Egjiptin, Algjerinë, Libinë, Arabinë, Sirinë, Hungarinë, Krimenë, Kretën etj, fakt që pranohet edhe nga historianët turq. *Shqiptarët ndihmuan në ngritjen e Perandorisë Osmane, ja kush ishin 39 kryeministrat shqiptarë që qeverisën në 1400-1600*, Gazeta Sot, 31/08/2014.

identifikuar në Turqi si Shemseddin Sami¹² dhe i pranuar pa kontestim si pjesë elitare e shtresës intelektuale, akademike e politike të shqiptarëve të Turqisë dhe të krejt shoqërisë osmane.

Arritjet e bujshme si zyrtar dhe studiues e bënë të njohur edhe në rafsh europian. George Gawrych, i cili është marrë me veprën e tij, thotë se “Semseddin Sami Bej Frashëri,... ia kushtoi jetën inkurajimit të tolerancës kulturore dhe diversitetit në Perandorinë Osmane”, sepse formalisht “otomanizmi, si ideologji politike, pranonte që të gjithë subjektet e Perandorisë, pavarësisht nga origjina dhe feja, ishin osmanë, të bashkuar nga barazia përpara ligjit dhe nga shtetësia e përbashkët.”¹³ Ai pohon se nacionalizmi dhe osmanizmi, pjesë e veprës së tij madhore, janë koncepte që nuk bien ndesh me njëri tjetrin, përkundrazi, janë plotësues. Ai dhe të tjerë arsyetojnë se Perandoria, duke e menduar nacionalizmin si proces transformimesh politike dhe ideologjike moderne në Evropën e shekullit të tetëmbëdhjetë dhe nëntëmbëdhjetë, ka toleruar diskursin nacionalist brenda territoreve të saj, përfshirë edhe nacionalizmin shqiptar.

Në këtë frymë rrjedh edhe mesazhi i dramës *Besa* të Samiut, cilësuar si vepër emblematike e idealeve të larta të tolerancës kulturore të osmanizmit.¹⁴ Në hyrjen e një prej edicioneve të saj, autori thotë se “prej kohësh kam ëndërruar të shkruaj një vepër letrare për të treguar disa zakone dhe norma morale të popullit shqiptar (Arnavut kavmi), jo sepse jam një nga anëtarët e tij, por sepse kam dëshmuar cilësi (të tyre) patriotike që ndoshta janë të përshtatshme për t’u paraqitur në skenë, si atdhedashuria, sakrifica, besnikëria,...”¹⁵ Lihet të kuptohet se *Besa*, përveçse vepër kushtuar konceptit të otomanizmit, si ideologji që synonte të mbështeste modernizimin e aparatit administrativ të Portës, siç shprehej Gawrych, ishte edhe një rrëfim kombëtar shqiptar, njëlloj borxhi i autorit, për të theksuar edhe identitetin e tij, si pjesë e diasporës shqiptare.¹⁶

Ajo u shkrua në 1784, në turqishten osmane. Është thënë se i kushtohej konceptit të otomanizmit, si ideologji që synonte të ndërmjetësonte dhe mbështeste modernizimin e aparatit administrativ të Portës. Gawrych, që ka shkruar jo pak edhe për të, shpjegon se “si një ideologji politike, otomanizmi do të thoshte se të gjithë subjektet e Perandorisë, pavarësisht nga origjina dhe feja, ishin osmanë (osmanlilar), të bashkuar nga barazia e tyre përpara ligjit dhe nga qytetaria e përbashkët.”¹⁷ Njëzet vjet më vonë, kur *Besa* u botua dhe u shfaq në Stamboll, këto ide ndikuan në debatin intelektual osman, aq sa mendohej se mesazhi i Samiut synonte më shumë kulturën e lartë osmane. Ai ishte dashamirës i ideve të osmanizmit dhe, siç shprehet Gawrych, “ia kushtoi

¹² Për Sami Frashërin e njohur edhe me emrin Semseddin Sami, autori i këtij punimi ka një kujtim personal. Në fundin e vitit 1977, së bashku me prof. Aleks Budën, kryetarin e Akademisë së Shkencave, u ndodhëm në Paris, për të marrë pjesë në punimet e Simpoziumit Ndërkombëtar të organizuar nga Shoqata Ndërkombëtare e Studimeve për Juglindjen Europiane, A.I.E.S.E.E. (Association Internationale d'Etudes du Sud-Est Européen), kushtuar 100 vjetorit të Krizës Lindore. Nga pjesëmarrja në këtë veprimtari vlen të veçohet shkëlqimi i Prof. Budës. Në mbarim të Simpoziumit shkuam për disa ditë në arkivin e MPJ, në kërkim të dokumenteve historike, që mund të përdorëshin për studimet që do të referoheshin në Konferencën kushtuar 100 vjetorit të Lidhjes Shqiptare të Prizrenit, që do të organizohej në Tiranë, në qershorin e vitit 1978. Në shfletim të një prej dosjeve, profesori dukej tepër i përqëndruar. Iu afrova dhe vura re që po prekte vazhdimisht një copë letër tepër të zverdhur nga koha. Dukej sikur po e ledhatonte me pëllëmbën e dorës dhe mollëzat e gishtave. Në fytyrë manifestonte haptas emocione të veçanta, prandaj e pyeta se ç’po bënte. “Është një letër e shkruar nga Sami Frashëri, m’u përgjigj. Po provoj ndjesi të fuqishme, jo vetëm për përmbajtjen e saj, por edhe sepse mbi të kanë mbetur gjurmë nga gishtat e tij. Duke e prekur më duket se jam me të, po flas dhe po çmallem.” Në fund të letrës Sami Frashëri kishte përdorur emrin Semseddin Sami.

¹³ George Gawrych, - *Semseddin Sami, Women, and Social Conscience in the Late Ottoman Empire*, *Middle Eastern Studies* 46 (January 2010), 97-115; - *The Crescent and the Eagle: Ottoman Rule, Islam and the Albanians, 1874-1913*. London: I. B. Tauris, 2006. Citohet nga Bülent Bilmez, - *Shemseddin Sami Frashëri (1850-1904): Contributing to the Construction of Albanian and Turkish Identities*, Dimensions, 2009, p. 519, CEU Press.

¹⁴ Po aty, p.53.

¹⁵ George Gawrych, - *Semseddin Sami*, ... vep.cit. p. 524. CEU Press.

¹⁶ Gawrych, George (2006). *The Crescent and the Eagle: Ottoman rule, Islam and the Albanians, 1874-1913* (në anglisht). London: IB Tauris. fq. 148. ISBN 9781845112875. Gawrych 2006,

¹⁷ Po aty.

jetën e vet inkurajimit të tolerancës kulturore dhe diversitetit në Perandorinë Osmane”.¹⁸ Një ndër shkaqet duhet të ishte edhe fakti që atmosfera pluraliste, politike dhe kulturore relative osmane, si dhe filozofia e përgjithshme mbi të cilën ishte ngritur otomanizmi, i jepte atij mundësinë që avantazhet të cilat buronin prej tyre, t’i shfrytëzonte në dobi të vendit të vet.¹⁹

Samiu e shkroi *Besën* edhe sepse shqiptarët e tij vazhdonin t’i nënshtroheshin shtypjes dhe shfrytëzimit të huaj, ndoshta më shumë se disa prej popujve të tjerë, çka e nxiti edhe më shumë lëvizjen e rezistencës së tyre antiosmane, e cila do t’iu ofronte alternativën më optimale, “çlirimin nga robëria...”.²⁰

Besa e Samiut erdhi në këtë sfond zhvillimesh në Lëvizjen Kombëtare Shqiptare. Prandaj edhe ndikimi i saj ishte i menjëhershëm, u përkthye, u mirëprit dhe u përhap në mjediset shqiptare, ndërkohë që autoritetet osmane e interpretuan si “nxitëse të ndjesive kombëtare të shqiptarëve”.²¹

Samiun e shqetësonte dhe e dëshpëronte qëndrimi i Portës së Lartë ndaj shqiptarëve që jetonin në Shqipëri, i cili ishte i ndryshëm nga ai që mbahej ndaj fqinjëve. Shqiptarëve, të vetmëve nga popujt e robëruar të Perandorisë, nuk iu lejohej të hapnin shkolla dhe të shkruanin libra në gjuhën e vet. Pohonte me keqardhje se ndërkohë që qeveria turke ndihmon grekët, serbët e bullgarët të çelin shkolla të huaja në Shqipëri, “nuk le të hapet ndonjë shkollë shqipe e të shkruhet ndonjë libër shqip”.²² Ata që guxonin të çelnin shkolla shqipe në vendin e vet vriteshin ose syrgjynoseshin në hapsanat (burgjet) perandorake për të mos dalë më kurrë prej tyre.

Në këtë mënyrë Osmanët, të cilët nuk e kishin problem që, vetëm për rreth 200 vjet, të pranonin 39 vezirë të mëdhenj në krye të Portës së Lartë dhe disa dhjetra vezirë, anë e kënd hapësirave të Perandorisë, në bashkëpunim me fqinjët e tyre, vepronin kundër shqiptarëve në vilajetet shqiptare. Krahas formave të tjera, ata, siç shprehet Sami Frashëri, vepronin edhe me “shkolla, me mësonjë, me libra, me shëronjë dhe me shumë gjëra të tjera dhe me të holla të tepëra dhe me një tjetër nga Konstantinopoja me anë të patrikësisë, të dhespotëve, të priftërinjve të kishës, duke përdorur aforismonë e të dëbuarët nga kisha...”.²³

¹⁸ Po aty, f. 523.

¹⁹ *Besa* u bë pjesë e programeve mësimore në shkollën *Mësonjëtorja* të Korçës, ku vazhdoi deri në 1902, kur ajo u mbyll. Drama përmendet edhe sepse ishte një nga pjesët teatrale, ndoshta e vetmja, e cila, pas Revolucionit Xhonturk të 1908, luhej rreth zjarrit, nën interpretimin e anëtarëve të çetave të kaçakëve, që realisht ishin luftëtarë për lirinë e Shqipërisë. Kaçakët, si forma jo institucionale të organizimit të rezistencës popullore, kanë ekzistuar dhe kanë vepruar shumë më herët në territoret shqiptare. John W. Baggally pohon se shekulli XIX, i lindjes së nacionalizmave në Ballkan, paraprihet nga shekulli i XVIII, i përshkuar nga trazira, rebelime dhe lëvizje të fuqishme kryengritëse, të cilat nuk bëheshin të zhveshura prej shkaqeve dhe motiveve politike dhe nacionale. Ato janë quajtur edhe si “lëvizje të hajdutëve”, të “kleftëve”, të komitëve, emërtime që bartin edhe specifikat gjuhësore të popujve të ndryshëm ballkanikë. Bashkohen në faktin që drejtoheshin kundër pushtetit perandorak osman. Si të tilla përgatitën dhe inkurajuan lëvizjet për çlirim nacional të popujve të Ballkanit. John, S. Koliopulos është shprehur se rrënjët e veta, ato i patën “tek shkolla e komitëve shqiptarë”. John W. Baggally, *The cleptich ballads*, Oxford, London, 1936, f. 4-14. “Brumi i çelikut të këtyre “hajdutëve”, si nxënës të një bote të varfër dhe të pamëshirë, ishte kalitur në gurin e ashpër të kudhrës së trimërisë shqiptare”. John, S. Koliopulos, *Brigands with a cuse – Brigandage and Irredentism*, Clarendon press Oxford, New York, 1987, p. 26. Ato u shtrinë te pothuajse të gjithë popujt e Ballkanit, ku “frymëzuan idenë e lirisë, të drejtën e të jetuarit të pavarur në tokat e tyre dhe ashtu, të pavarur, ata ngritën strukturat e para të shtetit të ardhshëm.” Plamar, William, *The diamond of Joanina - Ali Pasha, 1741-1822*, London, 1961, f. 42; Jelavić, Barbara, *Histori e Ballkanit*, Tiranë, 2001, f. 69.

²⁰ Stavrianos, L. S. *The Balkans since 1435*, London, 2000, f. 87.

²¹ Po aty.

²² Sami Frashëri, *Shqipëria*, vep. cit. f. 53-56.

²³ Sami Frashëri, *Shqipëria*, vep. cit. f. 53-54.

Këto ishin pjesë e arsenalit antishqiptar të zbatuar me konsekuencë strategjike prej tyre. Ata synonin të “zëvendësonin” shqiptarët dhe gjuhën e tyre, çka e shqetësonte shumë Sami Frashërin, i cili përsëriste se s’mund të ketë Shqipëri pa shqiptarë, ashtu siç nuk mund të ketë shqiptarë pa shkollën, shkronjat dhe gjuhën shqipe, që, sipas tij, ishte “një nga më të vjetërat e më të bukurat gjuhë të dheut... që flitetë edhe sot si në kohët e pellazgve”.²⁴ Ruajtjen e saj dhe të kombit të tyre, mund ta bënin vetëm shqiptarët, të cilët duhet të lidhnin “besën për shpëtimin e kombit dhe të Atdheut!”²⁵ Vazhdonte duke nënvizuar se “Shqiptarët e kanë mbrojtur gjuhën shqipe, jo me shkronja, as me dituri, por vetëm me dliri...”.²⁶ Popullin tonë, shkruante ai “për të kërkuar dhe realizuar mëvetësinë dhe lirinë, (e ndihmon) e drejta e tij legjitime për të qenë një komb më vete dhe zotësinë e shqiptarëve për ta materializuar këtë të drejtë...”²⁷

Arritjet e bujshme në karrierë, si zyrtar dhe studiues, i prezantoi edhe në studime të rëndësishme për osmanizmin, ndërveprimin midis identitetit osman dhe atij kombëtar, polemikat për identitetin në një shoqëri multi-etnike dhe multi-gjuhësore.²⁸

Roli në kulturën dhe qytetërimin Osman, nga njëra anë dhe përkushtimi për çështjen kombëtare shqiptare, nga ana tjetër, në njëfarë kuptimi i dhanë atij rolin e urës lidhëse midis dy popujve, mision të cilin ai e vlerësonte dhe që e kreu mjaft mirë. Këto ndikuan edhe për zgjedhjen e kontributit të tij si objekt trajtimi të kësaj kumtese në Kongresin shkencor të Gjirokastrës, në korrik 2025.

Studiuesit e kryejnë siç duhet misionin e tyre jo kur bëhen palë dhe duartrokasit veprime ekstreme të politikës, por nëse arrijnë të evokojnë pikat e takimeve dhe miqësinë ndërmjet popujve. Të tilla ka pa fund.

Sami Frashëri i shihte me dhimbje bashkatdhetarët e tij si “robër, të poshtëruar e t’unjurë, të shkelur e të çpërndarë.” Meqënëse “Turqia në Evropë jetën e ka fort të shkurtër. Shqipëria s’ka bërë themel as ka lëshuar rrënjë në vetëhe; ron në themelet e gremisurë të Turqisë e në rrënjët e kalbura të saj. Me të rënë të kësaj stihie të madhe do të bjerë edhe Shqipëria e do të shtypetë nën gërmadhat e rënda të saj...”²⁹ ishte e domosdoshme që, “një orë e më parë”, Shqipëria të shkëputej prej saj, që të shpëtojë nga shkatërrimi e nga katastrofa drejt së cilës po shkon Perandoria.³⁰ Shembja e saj duhet ta gjejë Shqipërinë të organizuar në shtet më vete me qeverinë e vet. Ishte thirrje e fuqishme dhe kurajoze e një punonjësi të Perandorisë, i cili kërkonte shprehimisht, “të njihet vendi ynë për Shqipëri, ta njohë Evropa për Shqipëri”.³¹ Sensibilizonte shqiptarët dhe të huajt duke iu rrëfyer historinë, duke iu kujtuar gjendjen e mjerueshme në të cilën ndodheshin.

Nuk qëndroi vetëm te konstatimi dhe vajtimi i realitetit, por përgatiti një doktrinë politiko-juridike, një platformë teorike, sipas së cilës duhet të organizohet Shqipëria e shkëputur nga

²⁴ Sami Frashëri, *Shqipëria*, vep. cit. f. 24 - 25.

²⁵ Po aty.

²⁶ Po aty.

²⁷ Sami Frashëri, *Shqipëria*, vep. cit. f. 26.

²⁸ Ide shumë interesante rreth këtij subjekti gjenden sidomos në esenë e vitit 1983 *Dimensionet Tolerante të Pluralizmit Kulturor në Perandorinë Osmane: Komuniteti Shqiptar*. George Gawrych, - *Semsetdin Sami, Women, and Social Conscience in the Late Ottoman Empire*, *Middle Eastern Studies* 46 (January 2010), 97-115; - *The Crescent and the Eagle: Ottoman Rule, Islam and the Albanians, 1874-1913*. London: I. B. Tauris, 2006. Citohej nga Bülent Bilmez, - *Shemsetdin Sami Frashëri (1850-1904): Contributing to the Construction of Albanian and Turkish Identities*, *Dimensions*, 2009, p. 523, CEU Press, p. 21, 49.

²⁹ Sami Frashëri, *Tercuman-i Sark*, nr.122, Istambul, 17 gusht 1878.

³⁰ Po aty.

³¹ Po aty.

Stambolli. I pajisur me njohuri të thella për shtetin dhe të drejtën, veçanërisht për të drejtën kushtetuese, skicoi mozaikun institucional-juridik të shtetit modern shqiptar, hodhi piketat e organizimit të tij juridiko-kushtetues dhe administrativ. Ai jo vetëm e përfytyroi të ardhmen e atdheut të vet, por paraqiti edhe rrugën që ai duhet të ndiqte për të arritur në objektiv. Nëpërmjet formulimeve të karakterit juridiko-konstitucional, e prezantonte Shqipërinë moderne si një shtet të lirë, demokratik, të organizuar politikisht nën shembullin e modeleve më të përparuara perëndimore. Koncepti dhe përfytyrimet e tij gjenden të konkretizuara në veprën *Shqipëria ç'ka qënë, ç'është e ç'do të bëhetë*. Ishte traktati i parë shqiptar me karakter politik dhe juridiko-kushtetues, “manifest i vërtetë i lëvizjes sonë kombëtare”³², siç e përkufizon prof. Arben Puto.

Modeste në volum, por madhore në ide dhe në përmbajtje, përfaqëson manifestin teoriko-juridik të Rilindjes Kombëtare Shqiptare, në të cilin shpaloset projekti i shtetit modern shqiptar.

Ai përgjithësoi teorikisht përvojën e Lidhjes së Prizrenit. Mbi bazën e modeleve të vendeve të tjerë dhe ideve të Lokut, Hobsit, Rusoit, Monteskjës dhe mendimtarëve të tjerë europianë, u shpreh për formën e qeverisjes në Shqipërinë e ardhshme shtetërore, për kompetencat e organeve qendrore e vendore, për ndarjen dhe balancimin e pushteteve, të drejtat dhe liritë themelore të njeriut etj.

Në vlerat që paraqet libri duhet të ketë ndikuar edhe fakti se Sami Frashëri, ka qënë i çliruar nga komplekset dhe pretendimet për lavdinë ekskluzive të projektit të tij. Ai ka studiuar me respekt dhe vlerësim pozitiv edhe projektet ose trashëgiminë e të tjerëve në këtë fushë. Për një pjesë të pikëpamjeve të veta ka gjetur mbështetje teorike te Pashko Vasa - Vaso Pashë Shkodrani,³³ shtetar dhe njohës i parimeve themelore të legjislacionit kushtetues modern. Ai ishte një prej personaliteteve më në zë, një nga figurat udhëheqëse të Lëvizjes Kombëtare,³⁴ anëtar i Komitetit të Stambollit dhe njëkohësisht këshilltar i valiut të Kosovës. Vepra e tij *E vërteta mbi Shqipërinë dhe shqiptarët*³⁵ ishte gjithashtu një tjetër manifest politiko-filozofik, mbështetur mbi argumente të bollshme nga historia dhe aktualiteti i shqiptarëve. Pohonte se organizimi shoqëror i bashkësive shqiptare, ekzistonte dhe vepronte krahas, paralel ose në vend të organeve të administratës pushtuese osmane, të cilat shqiptarët, veçanërisht në rajonet fushore, detyroheshin t'i respektonin. Këtë organizim origjinal e konsideronte ndër faktorët e rëndësishëm që ka ndikuar fuqimisht në konservimin e individualitetit etno-kulturor të shqiptarëve. Shqiptari, pohonte ai, është “trim deri në tmerëshmëni, inteligjent, i palodhshëm, i kënaqur me pak, pa pasur ambicje të tepërta, as lakmi të pa drejta, është i lidhur në shkëmbinjtë e tij me një dashuri që asgjë nuk mund t'a paksojë.”³⁶

Pashko Vasa, mendonte që, nëse Shqipëria pajiset “me një administratë bashkimtare me ligje baras për të gjithë në zbatimin e tyre, do t'i epet shpirt guximit në zemrën e popullit dhe si rezultat i parë të vihet në dorë sigurimi publik respekti për autoritet të kushtetuar dhe besimi i të gjithëve në kohën e ardhshme.”³⁷

Sam Frashëri, një vlerë e madhe kombëtare shqiptare, ishte njëkohësisht edhe një nxënës modest i atdhetarëve të tjerë të shquar, midis të cilëve ai respektonte Hasan Tahsinin, të parin rektor të universitetit të parë Osman, të themeluar në Stamboll. Frymëzohej nga projekti i tij i ideuar nën devizën: “Të punojmë për lirinë e vendit tonë dhe të ngrejme një principatë ose një demokraci

³² Arben Puto, *Çështja Shqiptare në Aktet Ndërkombëtare të Periudhës së Imperializmit, I, 1867-1912*, Tiranë 1984. f. 46,

³³ Hamit Boriçi, - *Vepra dhe veprimtaria kombëtare e Pashko Vasës*, në *Epoka e Re*, 08 mars 2022.

³⁴ Robert Elsie, - *Histori e letërsisë shqiptare* – Tiranë-Pejë, 1997, f. 181.

³⁵ Vaso Pasha, - *La vérité sur l'Albanie et les Albanais*, Paris, 1879.

³⁶ Po aty, f. 84-89.

³⁷ Po aty, f. 116-121.

shqiptare.”³⁸ Hasan Tahsini ishte ndër të parët që jo vetëm krijoi dhe përhap i denë e themelimit të një shteti të pavarur shqiptar, por edhe kontribuoi realisht për hedhjen e themeleve të pavarësisë së Shqipërisë.³⁹

Samiu kishte marrë përsipër që jo vetëm ta përfytyronte të ardhmen e atdheut të vet, por edhe të paraqiste rrugën që ai duhet të ndiqte, çka e realizoi me formulime juridiko-konstitucionale koncize dhe të sakta. Sipas tij, Shqipëria moderne duhet të ishte një shtet i lirë, demokratik, i organizuar politikisht nën shembullin e modeleve më të përparuara perëndimore.

Në një pjesë të rëndësishme të librit *Shqipëria ç'ka qënë, ç'është e ç'do të bëhet*, Sami Frashëri parashtoi parimet themelore mbi të cilët do të ndërtohej dhe do të vepronte shteti i ardhshëm shqiptar. Në një pjesë tjetër përshkruhej struktura e tij organizative. Për këtë arsye ai konsiderohet projekt i një traktati tërësor original dhe modern, i skicuar dhe publikuar për të parën herë në historinë e mendimit politik shqiptar.

Libri i tij është një studim shkencor monografik, ku autori në sajë të njohurive të gjera profesionale dhe kompetencës, ofron ide, koncepte, pikëpamje deri edhe institute juridiko-kushtetuese, që ndihmojnë për të kuptuar se cilat ishin në përgjithësi qëndrimet e rilindasve për shtetin e ardhshëm shqiptar.

Sami Frashëri argumentonte se të ardhmen e vendit të vet shqiptarët duhet ta kërkonin jashtë Perandorisë Osmane, sepse ajo “do më mirë ta humbasë Shqipërinë e ta ndajë në mes të armiqve të saj... shqiptarëve me hir... s’u ka për të dhënë gjë. Shqiptarët duhet t’i marrin ato që duan me pahir: t’i kërkojnë me fjalë, por ta kenë edhe pushkën plot”... Kur përzihet e drejta me fuqinë merr një forcë të cilës gjë s’i rri dot kundrejt”.⁴⁰

Idea dhe projekti i Samiut për Shqipërinë, jashtë perandorisë osmane, nuk ishin as utopike, as të përpunuara mbi dëshirat ose fantazitë e tij as edhe produkt ekskluziv i mendimit individual. Ishin rezultat i një analize objektive që zhvillohej në qarqet politike shqiptare rreth situatës në Shqipërinë e asaj kohe, të ardhmes politike, organizimit shtetëror, marrëdhënieve me fqinjët, Turqinë dhe disa nga Fuqitë e Mëdha. Ato u prezantuan në formën e disa projekteve ose mendimeve të konsoliduara. Dalloheshin për pjesëmarrje aktive në diskutime dhe veprimtari konkrete sidomos Abdyl Frashëri, Pashko Vasa, Abedin Pashë Dino, Jani Vreto, Sami Frashëri, Naim Frashëri, Haxhi Ymer Prizreni, Sulejman Vokshi etj. Pjesë e tyre ishin edhe përpjekjet për thyerjen e bllokadës së heshtjes që ishte vendosur nga Porta e Lartë, për mohimin ose zbehjen e rëndësisë së ngjarjeve që zhvilloheshin në Shqipëri, për triumfin e kauzës kombëtare të shqiptarëve.⁴¹

Idetë e veta Sami Frashëri i paraqet të strukturuara me thjeshtësi dhe qartësi, të shoqëruara edhe me qëndrimin që duhet të mbahej, në varësi të zhvillimeve të pritshme. Iu tregonte shqiptarëve, por edhe të huajve, historinë e tyre të dikurshme, duke i ballafaquar me gjendjen e mjerueshme ku e kishte zhytur Shqipërinë sundimi osman.

Sami Frashëri fliste dhe argumentonte domosdoshmërinë e shkëputjes së plotë të Shqipërisë nga Perandoria Osmane, sepse shqiptarët dalloheshin nga identiteti i tyre kombëtar dhe përkatësia në familjen evropiane. Megjithatë, mendonte se për njëfarë kohe ajo duhet të vazhdonte të mbetej e

³⁸ Sipas Dr. Nikollë Loka, - *Hasan Tahsini, njëri ndër personalitetet më të shquara të rilindjes kombëtare shqiptare*, Gazeta *Dielli*, january 27, 2025

³⁹ Po aty.

⁴⁰ Sami Frashëri, *Shqipëria*, vep. cit. f. 42.

⁴¹ Po aty, f. 222.

lidhur me Portën e Lartë me statusin e shtetit vasal. Kjo ishte një ide e hedhur kohë më parë, por rrethanat e brendshme dhe të jashtme që u zhvilluan në kohën e Lidhjes së Prizrenit, e rikthyen sërish në diskutimet e rilindasve. Megjithatë, “në fund të shek. XIX, edhe programi autonomist shqiptar mori një përmbajtje më të thellë shoqërore, e cila, siç shkruan prof. Stefanaq Pollo, gjeti shprehjen më të plotë të vepra e Sami Frashërit-ideologut të shquar të revolucionit nacional e demokratik shqiptar.”⁴²

Qeveria e tij do të ishte “sot për sot nën Turqinë..., por me një mënyrë që, në rëndë Turqia, të mundëjë Shqipëria sikundër që është të qëndronjë më vehte”.⁴³ Me një realizëm të skajshëm, ai gjykonte se një Shqipëri ende e pakonsoliduar si shtet i pavarur, rrezikonte të bëhej preh e ambicjeve ekspansioniste të fqinjëve. Prandaj ai dhe patriotët e tjerë, mendonin se për një periudhë kalimtare, deri sa të kishte shtetin e vet të organizuar dhe funksional, për t’i dalë zot vendit, do të ishte mirë qëndrimi nën suzerenitetin e Portës së Lartë. Për fazën e vasalitetit, në krye të qeverisë Sulltani do të emëronte një qeveritar të përgjithshëm, me mandat 5 vjeçar, pasi të kishte marrë paraprakisht pëlqimin nga Pleqësia dhe nga Këshilli i Përgjithshëm shqiptar.

Në ato kohë për këtë çështje qarkullonte edhe një zgjidhje tjetër alternative. Vinte nga Pashko Vasa, në memorandumit e 13 qershorit 1878, të njohur me emërtimin *Përkujtesa e qytetarëve shkodranë*.⁴⁴ Një prej versioneve të tij më të plota dhe më të gjata iu përcoll dy prej qendrave kryesore të politikës dhe diplomacisë europiane, Londrës dhe Vjenës.

Shqipëria e ardhme do të ishte shtet unitar, i shkëputur nga Porta, i ndërtuar në bazë të parimit të kombësisë, që konsiderohej si “baza themelore e të drejtës publike europiane”. Por, do të vendosej nën një suzerenitet *sui generis*, të Koncertit Europian të Fuqive të Mëdha, që do ta ushtronin në formën e njëfarë *condominiumi* asnjans dhe të parrezikshëm.

Grupi drejtues i Lidhjes Shqiptare të Prizrenit, distancohej nga ideja e varësisë turke, e Sami Frashërit, sepse nuk besonte që ajo do të shmangte robërinë, shtypjen dhe shfrytëzimin. Për ta garantuar nga rreziqet eventuale shtetin vasal shqiptar, e donin edhe me statusin e neutralitetit të përhershëm dhe të garantuar, siç ishte vepruar me Zvicrën dhe Belgjikën.⁴⁵ Siç dihet, kjo zgjidhje u sanksionua rreth 35 vjet më vonë, në 1913, nga Konferenca e ambasadorëve të Londrës, por nuk u respektua.

Sami Frashëri, autor edhe i një prej varianteve të alfabetit shqiptar, ishte gjithashtu ndër mbrojtësit e flaktë të Lidhjes Shqiptare të Prizrenit, ndaj akuzave si krijesë të Portës së Lartë. “Lidhja, thoshte ai, nuk është krijuar nga Porta e Lartë. Ajo kërkon të shpëtojë trojet shqiptare, kurse Porta, përkundrazi, po dërgon emisarë të posaçëm që t’i dorëzojë këto troje. Vetëm ky fakt tregon se Lidhja Shqiptare nuk varet nga Porta e Lartë... Qëllimi i shqiptarëve është që të mbrojnë të drejtat e tyre të pamohueshme. Ata nuk kanë qëllime agresive ndaj askujt.”⁴⁶ Sqaronte se “Shqiptarët qysh përpara mbledhjes së Kongresit të Berlinit kishin paralajmëruar se “po të mos respektoheshin të drejtat e tyre” dhe “po të trajtoheshin si plaçkë tregu..., nuk do të pyesnin as për Portën e Lartë, por do të luftonin deri te njeriu i fundit.”⁴⁷

⁴² Stefanaq Pollo, *Në gjurmë të historisë shqiptare*, 2, Tiranë 2003, f. 214,

⁴³ Sami Frashëri, *Shqipëria*, vep. cit. f. 83.

⁴⁴ *Akte të Rilindjes Kombëtare Shqiptare, 1878-1912*, Botim i Institutit të Historisë të Akademisë së Shkencave, përgatitur nga Stefanaq Pollo dhe Selami Pulaha, Tiranë 1978, f. 48-50.

⁴⁵ Po aty.

⁴⁶ *Tercuman-i Sark*, nr.116, Istambul 11 gusht 1878.

⁴⁷ *Tercuman-i Sark*, nr.122, Istambul 17 gusht 1878.

Përgjegjësinë supreme për çka po ndodhte në këtë sektor të Evropës Juglindore e kishin Fuqitë e Mëdha, të cilat “çështjet nacionale i zgjidhnin jo duke marrë parasysh të drejtat e natyrshme dhe të pamohueshme të popujve, por duke parë vetëm interesat e tyre të veçanta.”⁴⁸

Samiu ka depërtuar deri në imtësitë e organizimit institucionalo-juridik dhe është shprehur për gjithëçka me një profesionalizëm befasues. Pjesë e traktatit të tij është edhe trajtimi i një kuadri legjislativ që rregullonte konstruktin shtetëror, përbërjen, funksionet dhe kompetencat e organeve të legjislativit, ekzekutivit dhe gjyqësorit.

Samiu ka preferuar republikën parlamentare dhe jo monarkinë si formën e regjimit politik. Ngrëhina shtetërore do të ndërtohej mbi bazën e zgjedhjeve, parim sipas të cilit, “të gjitha organet e larta, qoftë këshilli i pleqësisë, qoftë këshilli i përgjithshëm, duhet të jenë të zgjedhura...”⁴⁹ Në kohën kur zhvillohej mbledhja – Kuvendi i Gjirokastrës, në gushtin e 1880, ku u përsërit me shumë forcë dhe mjaft e strukturuar, kërkesa për shkëputjen e Shqipërisë nga Perandoria, Samiu do të shprehej se Shqipëria do të sundohej prej njëllorj demokracie.⁵⁰ E shtjelloi përsëri në letrën që i dërgonte De Radës, më 20 shkurt 1881, ku i shkruante se “vendi ynë mund edhe do të kuvernohet (qeveriset) prej njëfarë dhimokracie, prej pleqve.”⁵¹ Do t’i rikthehej më pas më me hollësi, në librin *Shqipëria ç’ka qenë, ç’është dhe ç’do të bëhet*.⁵²

Vizioni prej iluministi dhe mendimtari demokrat, kanë qenë kurdoherë tipar karakteristik i tij. Akademiku Aleks Buda, e cilëson enciklopedist,⁵³ shkencëtar të madh,⁵⁴ njohës të thellë të historisë osmane.⁵⁵ Prof. Buda ka folur edhe për kontributin e pamohueshëm të Samiut në kulturën osmane, pa hezitur të bëjë objekt gjykimi edhe pushtimin osman, gjatë të cilit vendet e popujve ballkanike i mbuloi me gërmadha, për çka kanë shkruar humanistët e dëgjuar F. Filefo, E. S. Piccolomini, P. Jovi.⁵⁶

Në funksionin e pushtetit legjislativ do të ishte këshilli i përgjithshëm, me 100 përfaqësues, të zgjedhur një kandidat për çdo 20.000 banorë, i cili do të miratonte buxhetin, ligjet etj që do të merrnin formë të prerë kur të miratoheshin nga këshilli i pleqësisë. Ky, pleqësia ose plakonia, njëllorj termi i huajtur nga Straboni, që e kishte përdorur rreth 2000 vjet më parë, kur përshkruante organizimin politik të ilirëve, epirotëve dhe maqedonasve, do të luante rolin e kryetarit të shtetit, në vend të princit ose mbretit.⁵⁷ I përbërë nga një anëtar për secilën nga 15 nëndarjet administrative

⁴⁸ Po aty.

⁴⁹ Sami Frashëri, *Shqipëria*, vep. cit. f. 91, 94.

⁵⁰ Aleks Buda, *Shkrime Historike*, 2, Tiranë, 1986, f. 226.

⁵¹ Po aty, 177.

⁵² Po aty.

⁵³ Aleks Buda, *Shkrime Historike*, 2, Tirane, 1986, f. 57.

⁵⁴ Po aty, f. 50.

⁵⁵ Po aty.

⁵⁶ Citohej nga Aleks Buda, *Shkrime Historike*, 2, Tiranë, 1986, f. 52.

⁵⁷ Ishte kundër mbretit ose princit sepse mendonte që “N’arthtë një i huaj (mbret) nga Europa, do të vinjë me gjithë ballot e theatrot e të tjera zakone të Evropësë, të cilatë jo vetëm myslimanëtë, po as të krishtenëtë në Shqipëri s’i duan. Në arthtë një princ a mbret mysliman i huaj, ay do të vinjë me një karvan hadëme, gra, arapë, qerre etj. të cilëtë Shqipëria s’ia ka kohënë t’i ushqenjë e t’i mbanjë... Po ç’ duhet Shqipërisë një njeri në kryet të qeverisë? Një mbret a princ do të prishnjë shumë sa s’ia kemi fuqinë vëndi ynë, do të na prishnjë edhe vetiat tona duke marrë ca nga na nënë sqetullë e duke ftohurë të tjerët”. Sami Frashëri, *Shqipëria*... vep. cit. f. 87-88.

të Shqipërisë - gastrat, për një mandat 4-vjeçar, do të ishte kompetent për të emëruar dhe shkarkuar qeverinë, për të mbikqyrur vendimet e saj kryesore etj.⁵⁸

Pushtetin ekzekutiv do ta ushtronte Këshilli i Ministrave, i cili do të mblidhej një apo dy herë në javë, për të diskutuar punët dhe detyrat e qeverisë. Do të përbëhej prej shtatë ministrash, nga të cilët njëri do të ishte kryetar. Të tjerët do të drejtonin ministrinë përkatëse. Numri i ministrave dhe ngarkimi i njërit prej tyre edhe me kryesimin e Këshillit të Ministrave, përafrohet deri diku me modelin zviceran, ku gjithashtu ka shtatë ministri, që janë edhe qeveri edhe presidencë dhe njëri, caktohet me sistem rrotacioni në krye të të dy organeve.⁵⁹

Në projeksionin organizativ të shtetit modern të Shqipërisë, të perceptuar nga Sami Frashëri, bëjnë përshtypje emërtimet që ai ka përzgjedhur për të treguar ministrinë. Për dy ministrinë e para, ka ruajtur emërtimet klasike, duke i quajtur si vendet e tjerë, ministria e Punëve të Brendshme, ministria e Punëve të Jashtme.⁶⁰ Për të tretën, duke mbajtur parasysh se vendi ka një shtrirje gjeografike gjatësore, duke u lagur në anën perëndimore nga ujrat e dy deteve, Adriatik dhe Jon, ka zgjedhur emërtimin Ministria e Ushtrisë dhe e Detit.⁶¹ E ka cilësuar ministria e ushtrisë, me sa duket duke patur parasysh se fjala “ushtri” është e lidhur në mënyrë harmonike me detyrimin kryesor, kompetencën themelore funksionale të saj, mbrojtjen e atdheut, qoftë edhe nëpërmjet luftës.⁶²

Një tjetër emërtim gjithashtu original është ai, të cilin e ka rezervuar për ministrinë, angazhimi kryesor i të cilës do të ishte administrimi i pasurive kombëtare në interes të zhvillimit ekonomik, forcimit të potencialeve të gjithanshme të vendit, përparimit ekonomik, social, kulturor etj. Prandaj e ka quajtur Ministria e Begatisë.⁶³ Tepër original tingëllon edhe emërtimi i ministrisë së drejtësisë, të cilën e ka quajtur ministria e Gjiqësisë, si dhe ministrinë së arsimit dhe kulturës, që e emërton mjaft bukur, Ministria e Diturisë.⁶⁴ Ka parashikuar edhe një ministri me karakter të përgjithshëm dhe administrativ, të cilës ia ka vënë emrin ministria e Punëve të Përgjithshme. Ajo do të merrej me zhvillimin e bujqësisë, industrisë, ndërtimin e rrugëve, hekurudhave, krijimin e skelës së Durrësit, përpunimin e lëndëve të para dhe atyre minerale, tharjen e kënetave, ujtitjen etj.⁶⁵ Nisur nga përbërja fetare e popullsisë shqiptare, e ndarë në myslimanë, ortodoksë dhe

⁵⁸ “Pleqësia t’urdhëronjë e të mbretëronjë gjithënjë... Çdo gastrë do të xgjedhë një nga parësi’ e saj për këshillë të Pleqësisë. Këta të pesëmbëdhjetë pleq do të mblidhenë në kreqytet të Shqipërisë e do të zgjedhinë në mest të tyre njërën krye edhe njërën nënkrye. Krei i Pleqësisë ay do të jetë në vëndit të princit a të mbretit në Shqipëri, ay do të presë e të përcjellë ay do të nënshkruanjë gjithë të vendosurat’ e kabinetosë, ay do të thërrisë kë të shohë të udhësë e ta vërë të bënë kabinetot të re, kur të ndronet ajo, ay do të hapnjë këshillën’ e përgjithçme të bënë fjalën’ e hapjesë... Sado që krei i Pleqësisë do të ketë nder’ e kreit të qeverisë, po në punët s’është ay vetëm, po e tërë Pleqësija që do të urdhëronjë... Pleqtë do të xgjidhenë për katër vjet si dhe krei i tyre; po nuk do të ndërohenë të tërë përnjëherë... Pleqësia do të vështronjë edhe të vendosurat e këshillës së përgjithshme e të mbajë gjithënjë udhën’ e mesme duke ruajturë urtësinë, zakonet’ e vëndit e vetiat’ e shqiptarëve e duke xbuturë pakëzë ato që të shohë shumë të rrefkëta e të zjarra...” Sami Frashëri, *Shqipëria...*, vep. cit. f. 91-93.

⁵⁹ Në Zvicër, presidenti zgjidhet nga Këshilli Federal - qeveria e shtetit, një organ kolegjal, që merr vendime me konsensus. Këshilli Federal ka shtatë anëtarë, të cilët kryesojnë administratën konfederative. Njëri prej tyre merr përsipër përkatësisht për një vit si shtesë funksionin e presidentit të federatës. Zvicra ka edhe dy këshilla të tjerë, Këshillin e Shtetit dhe Këshillin Kombëtar. Këshilli Kombëtar dhe Këshilli i Shteteve së bashku përbëjnë Parlamentin, Asambleen Federale, ndërsa Këshilli Federal është qeveria. Këshilli Kombëtar përfaqëson popullsinë dhe Këshilli i Shteteve përfaqëson kantonet. (Shih nenet 174, 175 dhe 176 të Kushtetutës zvicerane. Sipas, *Constitution fédérale de la Confédération Suisse, du 18 avril 1999*.)

⁶⁰ Sami Frashëri, *Shqipëria*, vep. cit. f. 91-93.

⁶¹ Po aty.

⁶² Po aty.

⁶³ Po aty.

⁶⁴ Po aty.

⁶⁵ Po aty.

katolikë dhe nga vlerësimi i veçantë i bashkëjetesës shembullore ndërmjet tyre, ka parashikuar krijimin e një ministrie të posaçme, për t'u marrë me çështjet e tyre, të quajtur ministria e Besimit.⁶⁶

Një rëndësi të posaçme, autori i kushton forcave të armatosura, ushtrisë, e cila duhet të ishte e aftë për të garantuar sigurinë dhe mbrojtjen e vendit. Prandaj, thoshte ai, në kohë paqeje ajo do të kishte 20.000 ushtarë, ndërsa në kohë lufte do të arrinte në rreth 500.000 luftëtarë. Shërbimi i detyrueshëm ushtarak do të përfshinte meshkujt e moshës ndërmjet 20 deri në 40 vjeç, kurse nga 40 deri në 60 vjeç shqiptarët do të thirreshin në mbrojtje të vendit vetëm në kohë lufte.⁶⁷

Sami Frashëri ishte i bindur se shteti shqiptar nuk do të kishte të ardhme pa një nivel të zhvilluar ekonomik dhe shoqëror, çka do të realizohej nëpërmjet investimeve në infrastrukturë, rrugë, hekurudha, ndërtimin e porteve, shfrytëzimin dhe mirëmbajtjen e lumenjve, transportit, bujqësisë, arsimit etj., krijimit të Bankës Qendrore dhe bankave të vogla, emetimit të monedhës së Shqipërisë, caktimit të të ardhurave mujore për nëpunësit e shtetit etj.

Arsimi i përgjithshëm do të ishte i detyrueshëm për të gjithë dhe do të jepej në gjuhën amtare, në shkollat laike, nën varësinë e shtetit, të shkëputur nga institucionet fetare. Hallkat përbërëse të sistemit arsimor do të ishin shkollat fillore, qytetëse, gjimnazet, teknikumet, universitetet dhe institutet e larta për miniera, bujqësi, pyje, histori, gjeografi, gjuhësi, akademi ushtarakë e detare etj. Do të hapeshin shkolla të mesme gjithmësimshe dhe teknike për të gjitha profesionet dhe për mësimin e gjuhëve të huaja të Europës... Do të hapeshin gjithashtu edhe tre universitete - shkolla gjithmësimshe, përkatësisht në kryeqytet, në Shqipërinë e Sipërme dhe në Shqipërinë e Poshtme. Në kryeqytet do të vendosej edhe akademia - Këshilli i Diturive biblioteka kombëtare. Do të ngriheshin një shtypshkronjë, disa shoqëri arsimore, që do të nxirrnin revista për të rejat e kohës në fusha të ndryshme, shkolla për pjesëtarët e pakicave kombëtare etj.⁶⁸

Sami Frashëri kishte parashikuar edhe ndarjen administrative të vendit, në 15 gastra⁶⁹ (qendra administrative), që do të kishin nga 3 deri 4 kaza (nëndarje) secila.⁷⁰ Kryeqyteti, të cilin e quante *Skënderbegas*, që të përjetësonte emrin e Skënderbeut, do të vendosej diku në mes të Shqipërisë.⁷¹

Vëmendjes së tij në përpunimin e platformës shtetformuese nuk i shpëtuan as çështje të tilla si përcaktimi i besimeve fetare, i pozitës së institucioneve të tyre dhe garantimi i ushtrimit të të gjitha riteve, sipas përkatësisë në besimet fetare. Për t'i dhënë vendit sa më shumë rend, qetësi e siguri kombëtare si dhe për të mbajtur marrëdhënie miqësore me fqinjët, ai kishte parashikuar që Shqipëria duhet t'iu jepte pakicave kombëtare të drejtën e shkollimit në gjuhët e tyre.⁷² Ishte ky një trajtim me frymë moderne dhe humanizëm të thellë. Lëvizjet e shpeshta demografike, luftrat

⁶⁶ Po aty.

⁶⁷ Po aty.

⁶⁸ Po aty.

⁶⁹ Të tilla do të ishin Shkodra, Peja, Prizreni, Prishtina, Shkupi, Manastiri, Dibra, Elbasani, Tirana, Berati, Korça, Kosturi, Janina, Gjirokastra dhe Preveza. Çdo qytet do të kishte qeverisjen lokale ose siç e quante ai, katundarinë e vet.

⁷⁰ "Cilado nga gastrat' e Shqipërisë do të ketë gjithënjë përshkruarje me plaknë, që ka xgjedhurë vetë e këti do t'i shkruajnë për çdo qarje, që të kenë a nga njerëzit' e qeverisë a nga të tjerë e për çdo të metë që të kenë në vëndit... Kështu Pleqësija do të jetë dhe një mesësh në mjet të vëndëset e të qeverisë për të vënë çdo punë n'udhë e që të mos ketë njeri të qarë". Ky ishte koncepti i Samiut për njësitë territoriale-administrative, i cili përngjason me atë të Dideroit.

⁷¹ Stefanaq Pollo, *Mbi disa aspekte ideologjike e politike te Rilindjes Kombetare Shqiptare*, në *Konferenca e Dyte e Studimeve Albanologjike*, 12-18 janar 1968, I, Tirane, 1969, f 352,

⁷² Sami Frashëri, *Shqipëria*, vep. cit. f. 50, si dhe Getoar Mjeku, - *Kosova ka kushtetutë militante, Kushetuta e Republikës së Kosovës* (2008), Botuar në *Dialog Plus*, 3.11.2019

që kishin përshkuar shekujt Osmanë dhe zhvendosjet e kufijve nacionalë, kishin lënë pas probleme të mprehta me pakicat kombëtare. Zgjidhjet e duhura juridike i kishte gjetur duke iu referuar rasteve pozitive të praktikës së shteteve dhe frymës së akteve juridiko-ndërkombëtare të asaj epoke. “Në kombësi, thoshte ai, s’ka miqësi, si s’ka në lodretë, cilido vështron të fitonjë vetë e të hajë shoknë. Kombet janë si peshqit që hanë njëri-tjetrin. Mjerë kush është i dobët”⁷³

Me këtë rast ai sërish kujtonte një nga cilësitë e mëdha të shqiptarit, miqësinë me fqinjët dhe bënte thirrje që ajo duhet të dominonte sjelljet e tij dhe të politikës së jashtme të qeverisë së ardhshme shqiptare. “Tyrqit dhe Greqtë, që kanë nevojë të mathe të jenë miq e të bashkuarë me Shqiptarët, këta dy kombe të çmendurë punojnë më shumë nga të gjithë për të humburë kombinë shqiptar, me gjithë këtë s’munt edhe s’duhetë të themi që gjithë bota jan’ armiket e Shqiptarëve. Jo, kemi edhe miq.. Gjithë kombet’ e Evropësë, Francezëtë, Italjanëtë, Alemanëtë, Inglizitë e të tjerë, gjithë e duanë e e nderojnë kombinë tënë...”⁷⁴ Por, megjithatë, ai konkludonte se “forca që do të ishte në gjëndje të zgjidhte të gjitha këto detyra dhe të çlironte Shqipërinë ishte populli shqiptar. Ai dhe askush tjetër do të ishte autor i çlirimit të tij”⁷⁵

Shteti shqiptar për të cilin punonin rilindasit, përfshirë edhe Sami Frashërin nuk mund të prezantohej në skenën botërore dhe nuk mund të hynte në marrëdhënie me partnerët e tjerë pa patur statusin e subjektit të së drejtës ndërkombëtare, përçka i lypsej posedimi i katër elementëve thelbësorë. Dy të parët kishin karakter material, objektiv. Bëhej fjalë për territorin dhe popullsinë, të cilat do të ishin në hapësirat e katër vilajeteve shqiptare - Shkodrës, Kosovës, Manastirit dhe Janinës. Territori i banuar nga shqiptarët, për fat të keq, i zvogëluar shumë, shkruante ai, i identifikuar nga kufijtë shtetërorë, në veri shkonte në Mal të Zi, Novi Pazar, Bosnjë dhe Serbi, në lindje në Maqedoni, në juglindje në Greqi deri te Gjiri i Artës dhe në perëndim në ujrat e deteve Adriatik dhe Jon.⁷⁶ Territorin e shtetit shqiptar, Samiu e trajtonte si “një unitet të formuar historikisht ku shqiptarët banonin prej kohëve të lashta”.⁷⁷ Në këto hapësira “përveç afro dy milionë shqiptarësh, që janë në Shqipëri kemi edhe më tepër se gjysmënë milioni shqiptarë jashtë Shqipërisë, n’Itali, në Greqi, në ca anë të Tyrqisë, në Mal të Zi etj”.⁷⁸

Shteti shqiptar, i afirmuar ndërkombëtarisht, duhet të kishte edhe dy elementë të tjerë, autoritetet shtetërore, qendrore e vendore, për të cilat u fol më sipër, si dhe sovranitetin. Ky i fundit ishte gjithashtu mjaft i rëndësishëm edhe pse në një kuptim relativ dhe i konceptuar brenda kuadrit përkatës kohor. Ideja e sovraniteti të një shteti-komb, thotë Javier Solana, i ka rrënjët në traktatin e Vestfalisë të shekullit të 17-të, kur në marrëdhëniet ndërkombëtare u ligjërua si parim udhëheqës mosndërhyrja në punët e brendshme nga agjentë të jashtëm. Por, me të drejtë ai

⁷³ Sami Frashëri, *Shqipëria*, vep. cit. f. 50.

⁷⁴ Sami Frashëri, *Shqipëria*, vep. cit. f. 48.

⁷⁵ Zija Xholi, *Sami Frashëri, (nga jeta dhe vepra)*, Tiranë, 1978, f. 92.

⁷⁶ Trojet nga Vjosa deri në Artë, (Toskëria Jugore), quhen Epir. Ilirët e Epirit, sqaron Samiu, flisnin shqipen e sotme. Në kohën e romanëve dhe të Bizantit, u harruan emrat Iliri, Maqedoni dhe Epir. Në vend të tyre nisi të përdorej emri “Albani”, që vjen nga fjala e hershme shqiptare “Arbëni”. Ndërsa emri “Arbëri” për herë të parë shfaqet i përdorur nga kronistët e bizantit, rreth shek. XI. Që prej kësaj kohe Shqipëria nuk i ka ndryshuar kufijtë e saj, me përjashtim të copëtimit që i bëri Kongresi i Berlinit, i cili, padrejtësisht, një pjesë të Shqipërisë e ndau mes Malit të Zi dhe Serbisë. Samiu ka pasur bindjen se një ditë bota e arsyeshme do t’ia rikthente Shqipërisë. Thotë gjithashtu se dikur Shqipëria e hershme përbëhej nga disa mbretëri të vogla: ajo e Kastriotëve (në Krujë), e Toptanajve (në Artë), e Dukagjinit (në Malësinë e Shkodrës) dhe e Muzakajve (në Myzeqe)... Sami Frashëri, *Shqipëria*, vep. cit. f. 34 - 37.

⁷⁷ Shaban Çollaku, - *Mendimi politik i Sami Frashërit gjatë viteve të Lidhjes Shqiptare të Prizrenit, 1878-1881*, në *Konferenca Kombëtare e Studimeve për Lidhjen Shqiptare të Prizrenit, 1878-1881, I*, Tiranë 1879, f 271..

⁷⁸ Sami Frashëri, *Shqipëria*, vep. cit. f. 38, 40.

thekson se, sovraniteti kombëtar i ngritur në ekstremin e vet logjik, do të kërkonte izolimin e plotë fizik dhe shoqëror të shteteve nga njëri-tjetri,⁷⁹ çka do të ndodhte më vonë.

Realiteti ndërkombëtar i asaj kohe ofronte një mozaik të shumëllojshëm organizmash politiko-administrative, një pjesë e të cilave e quanin veten shtet. Kjo prirje ishte e pranishme edhe në hapësirat shqiptare, ku, jo pak të tilla, që ishin formuar përpara dhe pas Lidhjes Shqiptare të Prizrenit, nuk dallonin shumë nga ato që ekzistonin në pjesë të tjera të rajonit ose të kontinentit dhe që zyrtarisht trajtoheshin si të pavarura. Një nga përvojat e kësaj natyre në Shqipëri ishte përpjekja shtetformuese e Ali Pashë Tepelenës e konkretizuar në Pashallëkun e Janinës.⁸⁰

Samiu organizimin e shtetit shqiptar të projektuar prej atij vetë, e konsideronte si ndër faktorët e rëndësishëm që do të ndikonte fuqimisht në konservimin e individualitetit etnik e kulturor të shqiptarëve, të cilët “qofshin muslimanë, ortodoksë ose katolikë, janë dhe mbeten siç kanë qënë tridhjet shekuj më parë, populli më i vjetër i Evropës, raca më pak e përzier e të gjitha racave të njohura, racë e cila si një fenomen që, më tepër mund të quhet mrekulli ...”⁸¹

Forma republikane e qeverisjes, e projektuar me shumë mjeshtëri nga Sami Frashëri, është e veshur me elementet shtetërore, funksionalë, të domosdoshëm. Ajo përshkohej nga fryma dhe parimet demokratike.

Me projektin e tij, Samiu e shihte atdheun e vet, të shndërruar në një nga vendet më të bukura të Evropës dhe të “gjithë dheut”. Optimist dhe i entuziazmuar në mënyrë figurative shprehej: “Me këtë mëndyrë kombi shqipëtar në pakë kohë do të bëhesh një nga më të xgjuarët e nga më të qytetëruarët kombe të dheut e shqipëtarët, që kanë kaqë qint vjet që po rojnë në varfëri e në shtregim të math, do të bëheshinë gjithë të pasur’ e të lumturë e të roninë si njerës.”⁸² Por lypsej që “çdo shqiptar t’i dojë vëllezërit si dhe veten e tij. Ta mbushim vendin me shkolla dhe libra në gjuhën shqipe. Kështu do të ecim në rrugën e dritë të së drejtës sonë. Nuk jemi bij njerakash, por bij të një nëne, që e ka emrin, Shqipëri, e cila ka një trup, një besë, një mendje dhe një qëllim.”⁸³ Theksonte vazhdimisht se “shqiptari s’është vetëm i fortë e trim, po edhe i xgjuarë më tepër se çdo komp.”⁸⁴

Prandaj mesazhi i tij ishte bashkimi, dhënia e besës për të shpëtuar jo vetëm nga rreziqet e jashtëme, “zgjedha e huaj” dhe “lakmitë shoviniste të fqinjëve”, por mbi të gjitha nga rreziku i madh që i kanosej kombit nga “grindjet dhe përçarjet midis shqiptarëve”.⁸⁵ Pohim i saktë dhe përherë aktual që vjen edhe si mesazh i Samiut, për gjithë brezat e shqiptarëve, për dashurinë ndaj vendit dhe njëri tjetrit, për të mos ndenjtur “të mpirë e të ngrirë, të levizim duar e këmbë, të tundemi e të lëkundemi, të ecim të lirë në udhën e Perëndisë, në udhë të së drejtës.” Fjalët

⁷⁹ Javier Solana, - *Greqia dhe sovraniteti i saj*, Gazeta MAPO, 1 prill 2012.

⁸⁰ Studiuesi francez August Bop, thotë se “Aliu nga Tepelena, u ngrit gjer atje sa të aspironte për pavarësinë e vendit të tij”. Boppe, August, *L’Albanie et Napoléon (1797-1814)*, Paris, 1914, Globus, Tiranë, 1999, f. 4. Citohet nga Dossier/Pse francezët bëhen kundërshtarë të Ali Pashës, Shqiptarja.com, 12 Gusht 2016. Në këtë kuadër ai përpunonte projektet përkatëse. Një prej tyre përfaqëson planin e shkëputjes së territoreve të Pashallëkut të Janinës nga Perandoria Osmane dhe krijimin e një monarkie të pavarur. Grigori L. Ars thotë se “Ali Pasha, që prej vitit 1791, kishte parashikuar qartë idenë e një shkëputjeje të plotë të territoreve të tij nga Perandoria Osmane dhe krijimin e një “principate”- mbretërie të trashëgueshme...” ku ai do të njihej si Sovran (Monark i pavarur). Ars, L. Grigori, *I Allvania qe Ipiros sta teli tu XVIII qe stis arqes tu XIX eona*, Gutenberg, Athina, 1994, f. 160-167. Duket se zhvillimet e mëtejshme, të brendshme dhe të jashtme, nuk ecën në favor të tij dhe Aliu nuk e realizoi dot plotësisht ëndrrën e vet.

⁸¹ Sami Frashëri, vep.cit. f. 38 - 40.

⁸² Po aty.

⁸³ Sami Frashëri, vep.cit. f. 48.

⁸⁴ Sami Frashëri, vep.cit. f. 42.

⁸⁵ Sami Frashëri, vep.cit. f. 116.

“Perëndia, e drejta, kombi, gjuha, Shqipëria, Shqiptaria”⁸⁶, që i ka zgjedhur edhe si titullin e kreut të fundit të librit të tij, janë veçanërisht kuptimplote. Ato shkojnë në të njëjtën linjë me pyetjen retorike të përdorur prej tij, “Një komb kaq trim e që s’e kursen gjakun, të humbasë duke u copëtuar prej kombeve të dobët e të frikshëm! Mend kemi, trimëri kemi, gjuhë të bukur e të lehtë kemi, e të mos dimë a të mos duam t’i përdorim gjithë këto për të mirën tonë, po të rrimë me duar lidhur. Kjo është më e keqja, të punojmë për humbjet tona, të nxjerrim themelet e kombit tonë me padituritë e të verbërve të vetë ?!”⁸⁷

Trajtimi i manifestit politiko-juridik të Sami Frashërit, i inkadruar në optikën e zhvillimeve pozitive të marrëdhënieve të sotme shqiptaro-turke, mund të gjykohet edhe si një homazh për përkushtimin e brezave të shumtë njerëzorë, shqiptarë dhe turq, për forcimin dhe progresin e tyre të vazhdueshëm. Ato karakterizohen nga miqësia e qëndrueshme, e cila ndikohet pozitivisht edhe nga prania e një diaspore shqiptare disamilionëshe, e vendosur prej shumë kohësh në Turqi.

Kumtesë e mbajtur në Kongresin e Kërkimeve Shkencore dhe Akademike, organizuar në Gjirokastër, më 1-4 korrik 2025, nga Universiteti “Eqrem Çabej”, në bashkëpunim me Universitetin Karamanoglu Mehmetbey, Turqi, Sustainability Education Research and Practice Association (SERPA) dhe Universitetin Selçuk, Turqi.

BIBLIOGRAFIA

- Akte të Rilindjes Kombëtare Shqiptare, 1878-1912*, Botim i Institutit të Historisë të Akademisë së Shkencave, përgatitur nga Stefanaq Pollo dhe Selami Pulaha, Tiranë 1978
- Ars, L. Grigori, *I Allvania qe Ipiros sta teli tu XVIII qe stis arqes tu XIX eona*, Gutenberg, Athina, 1994.
- Baggally, John W. - *The clepttic ballads*, Oxford, London, 1936.
- Bilmez, Bülent, - *Shemseddin Sami Frashëri (1850–1904): Contributing to the Construction of Albanian and Turkish Identities*, Dimensions, 2009, CEU Press.
- Boppe, August, *L’Albanie et Napoléon (1797-1814)*, Paris, 1914, Globus, Tiranë, 1999. Citohet nga *Pse francezët bëhen kundërshtarë të Ali Pashës*, Gazeta *Shqiptarja.com*, 12 Gusht 2016.
- Boriçi, Hamit - *Vepra dhe veprimtaria kombëtare e Pashko Vasës*, në *Epoka e Re*, 08 mars 2022.
- Buda, Aleks, - *Shkrime Historike*, 2, Tiranë, 1986.
- Constitution fédérale de la Confédération Suisse, du 18 avril 1999*,
- Çika-Kelmendi, Mimoza, - *Ismail Kadare: Pushtimi osman nuk i ka mbrojtur shqiptarët nga sllavët*, DW, 16 qershor 2013, ribotuar në gazetën *Tema*, 17 qershor 2013.
- Çollaku, Shaban, - *Mendimi politik i Sami Frashërit gjatë viteve të Lidhjes Shqiptare të Prizrenit, 1878-1881*, në *Konferenca Kombëtare e Studimeve për Lidhjen Shqiptare të Prizrenit, 1878-1881, I*, Tiranë 1879.
- Elsie, Robert, - *Histori e letërsisë shqiptare* - Tiranë-Pejë, 1997.
- Frashëri, Naim, - *Dëshira e vërtetë e shqipëtarëve*, Botim i parë, Bukuresht, 1886, Një version është publikuar edhe nga Botimet *Toena*.
- Frashëri, Sami, - *Besa*, Rilindja, Prishtinë, 1978.
- Frashëri, Sami, - *Shqipëria ç’ka qenë, ç’është e ç’do të bëhetë*, 1899. Ribotuar shumë herë. Referimet në punim janë nga versionin Shtëpia botuese, *Falcon*, pa vend dhe vit botimi.

⁸⁶ Sami Frashëri, vep.cit. f. 122.

⁸⁷ Sami Frashëri, vep.cit. f. 119.

- Gawrych, George - *Semseddin Sami, Women, and Social Conscience in the Late Ottoman Empire*, *Middle Eastern Studies* 46 (January 2010).
- Gawrych, George - *The Crescent and the Eagle: Ottoman Rule, Islam and the Albanians, 1874-1913*. London: I. B. Tauris, 2006.
- Jelavić, Barbara, - *Histori e Ballkanit*, Tiranë, 2001.
- Kellogg-Briand Pact or Pact of Paris, - General Treaty for Renunciation of War as an Instrument of National Policy, 1928, in League of Nations, Treaty Series, vol. 94, p. 54, No 2137.i vitit 1928.
- Koliopoulos, John, S. - *Brigands with a cause - Brigandage and Irredentism*, Clarendon press Oxford, New York, 1987.Pacte de la Société des Nations, y compris les amendements en vigueur, le 16 décembre 1935.
- Konferenca e Dytë e Studimeve Albanologjike, 12-18 janar 1968, I, Tirane, 1969.
- Loka, Dr. Nikollë, - *Hasan Tahsini, njëri ndër personalitetet më të shquara të rilindjes kombëtare shqiptare*, *Gazeta Dielli*, january 27, 2025.
- Pasha,Vaso, - *La vérité sur l'Albanie et les Albanais - (E vërteta mbi Shqipërinë dhe shqiptarët)*, Paris, 1879.
- Plamar, William, - *The diamond of Joanina - Ali Pasha, 1741-1822*, London, 1961.
- Pollo, Stefanaq, - *Mbi disa aspekte ideologjike e politike të Rilindjes Kombetare Shqiptare*, në Konferenca Kombëtare e Studimeve për Lidhjen Shqiptare të Prizrenit, 1878-1881, I, Tiranë 1879.
- Pollo, Stefanaq, - *Në gjurmë të historisë shqiptare*, 2, Tiranë 2003.
- Puto, Arben, - *Çështja Shqiptare në Aktet Ndërkombëtare të Periudhës së Imperializmit, I, 1867-1912*, Tiranë 1984.
- Solana, Javier, - *Greqia dhe sovraniteti i saj*, *Gazeta MAPO*, 1 prill 2012.
- Stavrianos, L. S. *The Balkans since 1435*, London, 2000.
- Xholi, Zija, - *Sami Frashëri, (nga jeta dhe vepra)*, Tiranë, 1978.

Gazeta – Revista

- Dialog Plus*, 3.11.2019
- DW, 16 qershor 2013.
- Gazeta Dielli*, january 27, 2025
- Gazeta Sot*.
- Gazeta Tema*. 17 qershor 2013.
- Gazeta MAPO*, 1 prill 2012.
- Gazeta Shqiptarja.com*, 12 Gusht 2016.
- Epoka e Re*.
- Tercuman-i Sark*, nr.116, Istambul 11 gusht 1878.
- Tercuman-i Sark*, nr.122, Istambul 17 gusht 1878.

ART AND GJIROKASTRA HERITAGE: AN INTERDISCIPLINARY APPROACH TO STUDENTS' CULTURAL EDUCATION

(The Case of the 9-Year School “Urani Rumbo”)

*Dr.Loreta MAMANI¹, Msc.Aida SOTIRI², Prof.Dr. Mimoza ÇARKA³,
 Doc.Harallamb MARGARITI⁴, MSC. Anila CACAJ⁵, Msc.Mimoza ÇABELI⁶
¹“Eqrem Çabej” University, Faculty of Education and Social, lmamani@uogj.edu.al,
 Gjirokastër/Albania
²“Eqrem Çabej” University, Faculty of Education and Social, asotiri@uogj.edu.al,
 Gjirokastër/Albania
³“Eqrem Çabej” University, Faculty of Education and Social, mcarka@uogj.edu.al,
 Gjirokastër/Albania
⁴“Eqrem Çabej” University, Faculty of Education and Social, hmargari@yahoo.com,
 Gjirokastër/Albania
⁵“Eqrem Çabej” University, Faculty of Education, lmamani@uogj.edu.al, Gjirokastër/Albania
⁶Teacher, Local Education Office (ZVA)Gjirokastër, a.cacaj@yahoo.com Gjirokastër/Albania
⁷Teacher, Local Education Office (ZVA)Gjirokastër,m.cabeli@yahoo.com Gjirokastër/Albania*

Abstract: The development of interdisciplinary projects in schools represents one of the most effective approaches for implementing competence-based curricula, as it enables the functional integration of knowledge in connection with students’ real-life experiences. According to Heidi Hayes Jacobs (1989), interdisciplinary projects help create links between disciplines and increase student motivation. Similarly, Beane (1997) emphasizes that such an approach promotes meaningful learning and social sensitivity. In the Albanian context, scholar Nikoleta Xhaçka (2018) highlights the importance of coordinating interdisciplinary content in developing key competencies and shaping responsible citizenship. This paper presents a project developed at the 9-year school “Urani Rumbo” in Gjirokastra, titled “Art and Gjirokastra Heritage,” which integrated subjects such as Albanian Language, History, Civic Education, Visual Arts, and Information Technology. Using project-based learning methodology (Thomas, 2000), students engaged in research activities, interviews with artisans, documentation of cultural heritage, and the preparation of an exhibition showcasing their work. The process stimulated critical reflection, cultural sensitivity, and communication skills. The results demonstrate strong student engagement and increased awareness of heritage values. The experience of this project confirms that interdisciplinary initiatives not only implement curricula in an integrated way but also build bridges between the school and the community, fostering conscious and active citizenship (Dewey, 1938; Freire, 1970).

Keywords: interdisciplinary projects, cultural heritage, project-based learning, active citizenship, integrated education

INTRODUCTION

In recent decades, education systems around the world have experienced a profound transformation towards a competency-based curriculum, where the emphasis is not only on the acquisition of knowledge, but also on its practical application in real-world contexts. In this regard, **interdisciplinary projects** have emerged as one of the most effective forms to develop students' critical thinking, cooperation, creativity and civic sensitivity. They promote the natural integration of acquired knowledge in different subjects and create opportunities for the active

involvement of students in the learning process. **Heidi Hayes Jacobs (1989)** points out that interdisciplinary projects build bridges between academic disciplines, helping students understand the connections between theoretical knowledge and everyday reality. On the other hand, **James Beane (1997)** emphasizes their importance in developing social sensitivity and civic awareness, while **John Dewey (1938)** and **Paulo Freire (1970)** consider the active experience and social inclusion of the learner to be essential in an emancipatory and transformative education. In the Albanian context, the integration of projects in pre-university education has started to receive increased attention after the curricular reforms of recent years. **Nikoleta Xhaçka (2018)** and **Mimoza Çarka (2017)** emphasize that projects with an interdisciplinary approach help to concretize key competences and strengthen the link between school and community. These projects contribute not only to increasing the quality of learning, but also to the formation of the cultural and civic identity of the students, especially when their topic is related to local heritage and community history. Project-based learning is student-centered knowledge learning, in which students are the main body and teachers are the guide and helper. Project-based learning can completely unleash students' initiative, cultivate their ability to self-learn, and stimulate their inner motivation (Jaime, Blanco, Domínguez, & Arruabarrena, 2022; Ståhl, Sandahl, & Buffoni, 2022; Lopera, Gutiérrez-Velásquez, & Ballesteros, 2022; Fan et al., 2023; Jordens, Wilmart, Garone, Kinnaert, & Catoire, 2022). Therefore, project-based learning requires a set of new assessment standards to assess students' academic performance, which must be supervised, encouraged, fair, and flexible. The central problem of an experiential education is to choose the type of present experiences that are lived fruitfully and creatively in subsequent experiences **John Dewey (1938)**.

Paulo Freire (1970) conceives education as a profound process of emancipation, which helps individuals become aware of social reality and act to transform it. In his work "The Pedagogy of the Oppressed", he criticizes the traditional "banking" model of education – where the teacher deposits knowledge with the student – and proposes a dialogical approach, where the students actively participate in the learning process. This philosophy is directly aligned with learning through interdisciplinary projects, as this model gives students autonomy, space to reflect on their experiences, build new understandings, and develop a **critical** awareness. This study reinforces previous findings presented by Bell (2010) and Thomas (2000), that learning with projects not only improves language skills but also develops soft skills such as collaboration, leadership, and time management – all of which are very important for the needs of the 21st century (Bell, 2010; Thomas, 2000).

References from Thomas (2000) assert that project success is greatly influenced by teacher support and a clear project structure, including learning objectives, project phases, and evaluation criteria. In the context of secondary education in Indonesia, recent studies have shown that this approach increases student engagement, fosters self-confidence, and strengthens 21st-century skills such as collaboration, communication, and digital literacy. Beane, J. A. (1997) tested ideas, such as the problem-centered approach, project method, and teacher-student planning, which came up in discussions about curriculum integration, democratic schools, and the "core"

approach. In the context of Albanian education reforms, the emphasis on key competences and interdisciplinary integration has increased significantly after the adoption of the new core curriculum. Various Albanian researchers have contributed theoretical and practical analyses on the role of interdisciplinary projects in increasing the quality of learning and connecting the school with cultural and civic reality. According to **M. Çarka (2017)**, the competence-based approach requires a redimensioning of the teaching content, where interdisciplinary projects help to concretize knowledge through real situations, increasing the coherence between subjects and developing critical thinking. She emphasizes that the implementation of these projects in the lower and middle cycle is an opportunity to form active citizenship and build cultural sensitivity among students. **N. Xhaçka (2018)** appreciates the importance of coordinating interdisciplinary content as a way to develop civic, aesthetic and linguistic competences. She argues that the inclusion of cultural heritage elements in school projects constitutes a bridge between academic knowledge and local values, empowering students' awareness of the community where they live. On the other hand, **Fatbardha Sulaj (2020)** emphasizes that through school projects that have civic and cultural education at its core, students learn to value heritage and contribute to its preservation through local activism. It describes practical examples of combining art, civic education, and history in 9-year schools. A special contribution is made by **T. Dobi (2019)**, which examines interdisciplinary practices in the primary cycle, focusing on how topics related to visual art and community history can be integrated to build a deeper understanding of cultural identity and develop communication competences. Finally, **E. Rapti (2016)** sees project methodology as a powerful tool to foster reflective teaching and develop practical, emotional and social skills in students, especially when projects consider the inclusion of cultural and local context.

Aim of the project: The paper contributes to the idea that interdisciplinary initiatives not only enable an integrated implementation of the curriculum, but also strengthen the link between school and community, fostering active and conscious citizenship (Dewey, 1938; Freire, 1970).

There are no research results in the city of Gjirokastra on "evaluation of project-based learning performance". There is currently very little research on evaluating the performance of project-based learning, therefore, it is necessary to explore methods for evaluating learning performance in project-based learning. In projects related to the local context – as in the case of exploring the city's cultural heritage – students are not only passive observers, but become **subjects of knowledge**, analysing and re-evaluating their role as part of the community. In this way, the projects serve not only for the integration of subjects, but for the cultivation of an active and transformative citizenship, which Freire considered essential for a democratic and just society. In this context, our study examines a concrete experience realized in the 9-year school "Urani Rumbo" in Gjirokastra, through the project "**Art and Heritage of Gjirokastra**". This project combined several disciplines – Albanian Language, History, Visual Art, Civic Education and Information Technology – and aimed to involve students in research, documentation and presentation activities, with a focus on the values of the city's cultural heritage. Gjirokastra, as a city protected by UNESCO and an asset of national identity, offers a rich environment for

education through heritage, making this project a valuable model to reflect on the impact of interdisciplinary projects on cultural education.

METHOD

This study is based on a qualitative approach, using the case study method to analyze an interdisciplinary project carried out at the 9-year school "Urani Rumbo" in Gjirokastra. The study focuses on how the implementation of this project impacted the involvement of students, teachers and the community, for the development of key competences and awareness on cultural heritage. The study uses a methodological model: Descriptive and exploratory case study (Yin, 2003) The sample included in the study were 25 students of grades VI–IX and 4 teachers of relevant subjects (Albanian Language, History, Visual Art and ICT), as well as the school principal. The selection of the sample was purposeful sampling, with a focus on those students and teachers who participated directly in the project. Various instruments were used to ensure the accuracy of the data:

Direct observation during the project implementation process (p.sh. during research work, interviews with artisans, exhibition construction),

Student reflection sheet: The students filled out a reflection sheet on their experience during the project and their feeling about cultural heritage.

Semi-structured interviews with teachers to understand the pedagogical benefits and difficulties during course integration.

The data were analyzed through:

Thematic analysis to identify central themes related to student engagement, cultural reflection and civic competences (Braun & Clarke, 2006).

Content analysis of reflection sheets and student products

Narrative analysis to document the experience from the perspective of teachers and students themselves.

Research ethics, research ethics, and research ethics were also respected.

Informed consent was obtained from the parents of the students.

All data was kept confidential and the names of the students were encrypted to maintain privacy.

LITERATURE

The development of competency-based curricula has fostered increased interest in interdisciplinary projects in modern education systems, where emphasis shifts from traditional learning to the active involvement of the learner in knowledge building (Jacobs, 1989; Thomas, 2000). As Heidi Hayes Jacobs (1989) argues, interdisciplinary projects build bridges between different academic disciplines, making it possible to functionally integrate knowledge with real life. James Beane (1997) adds that these projects serve as tools for the development of social

sensitivity, civic awareness, and joint planning between teacher and student, supporting a democratic and inclusive school. On the philosophical plane, the contribution of John Dewey (1938) and Paulo Freire (1970) is essential. Deëy conceives education as a process that should be based on living and active experiences, which create conditions for further development. It emphasizes the importance of choosing experiences that positively impact the future. On the other hand, Freire (1970) attaches importance to the process of emancipation through critical education, where the learner is an active subject and co-creator of knowledge. This approach is fundamental in project-based learning, because it empowers the student's voice and connects education with social and cultural reality. Later studies, such as those of Bell (2010) and Thomas (2000), link project-based learning to the development of 21st-century skills, such as collaboration, leadership, communication, and problem-solving. Thomas emphasizes that the success of the project is closely related to the methodological support of teachers, a clear structure and well-defined evaluation. Also, international research in recent years (Jordens et al., 2022; Fan et al., 2023) confirm that projects foster students' intrinsic motivation and increase their autonomy in learning. In the Albanian context, literature is on the rise. Mimoza Çarka (2017) emphasizes the importance of reorganizing the learning content through projects that concretize key competencies and increase the connection with cultural reality. She underlines that interdisciplinary projects can be used effectively from the low cycle to foster civic awareness. Also, Nikoleta Xhaçka (2018) argues that the inclusion of cultural heritage in the curriculum through projects creates bridges between school knowledge and local identity, while Fatbardha Sulaj (2020) underlines the role of local activism in the civic education of students. Teuta Dobi (2019) focuses on the primary cycle, highlighting the importance of visual art in building cultural sensitivity, while Edmond Rapti (2016) sees project methodology as a way to develop practical and emotional skills, through local experiences. However, as found in this study, there is a lack of in-depth research on **the evaluation of learning performance through projects** in Albania's schools. This is an important gap in the literature, especially for local contexts such as Gjirokastra, where cultural heritage offers extraordinary opportunities to apply integrated learning approaches. Therefore, there is a need for research that systematically explores the effects of interdisciplinary projects on the formation of active citizenship and on building understanding on heritage as part of sustainable education.

(The case of the 9-year-old school "Urani Rumbo")

This paper is important because:

- ✓ **It links education with local cultural heritage**, promoting an education model that is rooted in the historical and cultural context of the community.
- ✓ **It demonstrates the power of interdisciplinary projects** in meeting the objectives of the competency-based curriculum, fostering active and in-depth learning.

- ✓ **It strengthens the school-community connection**, including artisans, cultural institutions, and local actors in the educational process.
- ✓ **It helps to form active and sensitive citizenship**, through the involvement of students in researching, reflecting and promoting local values.
- ✓ **It addresses a gap in Albanian literature**, bringing a concrete case of evaluating learning through projects at the pre-university level.
- ✓ **It can serve as a good practical model for other schools**, aiming to integrate cultural heritage into the learning process.

Project title: *"Art and Heritage of Gjirokastra"*

This template is in line with the Save the Children/Street Child Recommendations for humanitarian/educational project documents in the book "How to Write a Project. (Save the Children 2024)

The project combined different subjects such as Albanian Language, History, Civic Education, Visual Art and Information Technology.

Actors involved: School Directorate, teachers, school psychologist, local artisans, ZVA Gjirokastra.

The project "Art and Heritage of Gjirokastra", developed at the 9-year school "Urani Rumbo" in the city of Gjirokastra, aimed to create bridges between cultural heritage and the education of the younger generation. It is presented as a powerful tool to bring traditional values back to the attention through the direct engagement of students in craft activities.

Steps to follow:

1. Aim and objectives of the project

The main goal is to involve students in the recognition, practice and promotion of tangible and intangible cultural heritage, with a focus on traditional crafts. This commitment aims not only at valued education, but also at fostering creativity, teamwork and civic responsibility. The paper contributes to the idea that interdisciplinary initiatives not only enable an integrated implementation of the curriculum, but also strengthen the link between school and community, fostering active and conscious citizenship (Dewey, 1938; Freire, 1970).

Specific objectives:

- To identify and train 30 students with interest and skills in the field of handicrafts, for the period March – August 2022.
- To create and functionalize a craft class within the school ("Golden Hands Class"), where students can practice their skills in a suitable environment.

-To establish cooperation between the school, local artisans and the community for the development of products with local values, which can be exhibited and promoted in public activities.

-To encourage the active participation of parents and the community in the educational process, through their contribution to practical knowledge and the promotion of the family tradition.

2. Pedagogical diagnosis of the school related to the project

First, the school's pedagogical staff is dedicated and professionally prepared, experienced in cultural education and in the development of interdisciplinary activities.

Secondly, the students themselves have shown a high interest in activities related to art, crafts, heritage and local history.

The most identified problem is the lack of a dedicated physical space for the exercise of craft activities in a sustainable way. The school did not have a laboratory or classroom specially equipped for traditional woodworking, stone or textile.

Also, another need that has resulted from the analysis is to establish a lasting partnership with the community, especially with local artisan masters.

3. Importance of the project for the school

✓ **The importance in building the cultural and personal identity of the students** is one of the strongest pillars of this project.

✓ The project also strengthens **the role of the school as a community center**, overcoming the classic role of the school as a teaching-only institution.

✓ In pedagogical terms, **the project enriches the learning environment** and gives new meaning to the school curriculum.

✓ Another important aspect is the impact that the project has on **fostering creativity and innovation among students**.

✓ Finally, the importance of the project also comes from the fact that it represents a **sustainable model that can be replicated** in other schools in the area or beyond.

4. Activity plan according to the GANT table

Phase 1: Establishing the base for the project (March)

Phase 2: Development of training and internships (April – July)

Phase 3: Product Evaluation and Exhibition (August)

Tabela 1. Simplified example of the GANT table (March–August)

Month	MARCH				APRIL				MAY				JUNE				KORRIK				JULY				
Java	1	2	3	4	1	2	3		1	2	3		1	2	3	4	1	2	3	4	1	2	3	4	

The instrument was initially piloted with a group of 10 students to test comprehensibility and effectiveness. After the assessment, some adjustments were made to the formulation of the questions.

c. Questionnaire Implementation and Research Ethics

The questionnaires were administered by the teachers involved in the project, under structured conditions, without emotional or psychological impact on the students. The confidentiality and anonymity of the participants was respected. Parents and legal guardians were informed in advance and gave their consent to the inclusion of the children.

Also, ethical approval was obtained from the school directorate and guidelines were prepared for the correct administration of the instrument. The use of the data was limited to project purposes only and was not used for any other public or personal promotional purpose.

d. Results of the analysis

Quantitative data analysis was performed with the help of the **Excel** program, building tables, graphs, and summaries for each question.

Key findings include:

- 75% of the students surveyed stated that they had heard of or had prior knowledge of the craft.
- 25% had not had any contact with the art of crafts before, but were interested in getting involved.
- About 60 students expressed concrete interest in working on embroidery, wood carving or stone carving.

From the selected sample, 100% of the students showed high motivation to participate in the practical activities of the project.

Boys were more inclined towards woodwork and stonework, while girls towards embroidery, crocheting and traditional textiles.

e. Conclusions and reflections

The data showed that interest in heritage exists and that only the infrastructure to exercise it sustainably is missing.

Also, this process helped build the profile of the student involved: a motivated child, with positive feelings about tradition, but who needs methodological and social support to develop their skills.

7. Results to be achieved are:

- 30 students trained by 3 artisans.
- 30 handicraft products with local motifs.
- Creation of the "Golden Hands Class".
- Increased parental and community engagement.

Improvement of school facilities for handicrafts.

8. Difficulties and dilemmas on project implementation

The implementation of an educational and cultural project that aims to promote handicrafts and develop practical skills in students faces a number of challenges that affect its effectiveness and progress. The main difficulties encountered are:

Lack of a suitable environment for crafts in school

Difficult coordination with parents due to their commitments

The need for continuous financial and material support

Integration of solutions and recommendations for successful implementation

9. Clarity of conclusions and applicability of recommendations

The project has produced concrete effects: products, student engagement, collaboration with artisans and parental interest. It is recommended to institutionalize the "Golden Hands Class" and expand the project to other schools.

10. Key Project Conclusions

30 concrete and quality products with artisanal motifs were produced.

Increasing student engagement The project has managed to engage 30 students.

Collaboration with local artisans

Parental interest and community involvement

10. Recommendations for further development

a) the establishment and institutionalization of the "**Golden Hands Class**" within the school, as a permanent unit that provides training and development of craft skills. This classroom must be equipped with the spaces, materials, and professional staff to ensure continuity of the program.

b) Extension of the project to other schools.

c) Stable financial and material support

d) Training and professional development of staff

Foto 1. Various photos during the presentation



RESULTS (Analysis and Discussion)

The project "Art and Heritage of Gjirokastra" showed that the involvement of students in craft activities rooted in local traditions can strengthen their personal, civic and creative competences. The active participation of 30 students in the working groups for wood carving, stone carving and embroidery created conditions for learning by doing, meeting the expectations of the competence-based curriculum (Çarka, 2017; Thomas, 2000). The analyses showed that the students not only developed technical skills, but also built self-esteem, responsibility and cultural sensitivity.

Through the combination of subjects such as Albanian Language, History, Visual Art and ICT, the project managed to concretize theoretical knowledge in real and tangible situations. Integrated learning has helped to create new understandings in students and has given education a more vibrant and connected dimension to life (Beane, 1997; Xhaçka, 2018). This model can serve as an example for the inclusion of heritage in the formal curriculum through flexible modules, tailored to local contexts. The project contributed significantly to strengthening the role of the school as an open space for the community. The involvement of local parents and artisans created a model of authentic partnership that Freire (1970) defines as critical dialogue. Instead of the school functioning as an isolated structure, it turned into a co-creation and heritage preservation platform, where the community is a co-author in education. During the implementation, several difficulties were faced, mainly infrastructural and organizational. The lack of suitable physical spaces for practical work and the limited engagement of some parents due to economic conditions, required solutions of social creativity and cooperation. Solutions such as adapting an existing classroom, mobilizing community resources, and helping from local donors proved effective and demonstrated the potential to develop sustainable education models even in challenging conditions (Rapti, 2016). Experience showed that co-creation between students and artisan craftsmen is not just a technical process, but a cultural and social act. Through this model, traditional techniques were preserved, products with local identity were developed and a valuable intergenerational experience was passed, which created emotional connections and new values for the students. This aligns with Dewey's (1938) philosophy of education through socially meaningful experience. The results achieved show that this model is suitable for institutionalization at the "Urani Rumbo" school and for application in other educational institutions in regions with rich cultural heritage. The creation of the "Golden Hands Classroom" as a permanent space would guarantee the continuity of the project and increase its impact on cultural education and the development of students' competences.

CONCLUSION

1. The project "Art and Heritage of Gjirokastra" showed that the involvement of students in craft activities rooted in local traditions can significantly strengthen their personal, civic and creative competences. The active participation of 30 students in the working groups for wood carving, stone carving and embroidery created conditions for learning by doing, meeting the expectations of the competence-based curriculum (Çarka, 2017; Thomas, 2000). The analyses

showed that the students not only developed technical skills, but also built self-esteem, responsibility and cultural sensitivity.

2. Through the combination of subjects such as Albanian Language, History, Visual Art and ICT, the project managed to concretize theoretical knowledge in real and tangible situations. Integrated learning has helped to create new understandings in students and has given education a more vibrant and connected dimension to life (Beane, 1997; Xhaçka, 2018). This model can serve as an example for the inclusion of heritage in the formal curriculum through flexible modules, tailored to local contexts.

3. The project contributed significantly to strengthening the role of the school as an open space for the community. The involvement of local parents and artisans created a model of authentic partnership that Freire (1970) defines as critical dialogue. Instead of the school functioning as an isolated structure, it turned into a co-creation and heritage preservation platform, where the community is a co-author in education.

4. During the implementation, several difficulties were faced, mainly infrastructural and organizational. The lack of suitable physical spaces for practical work and the limited engagement of some parents due to economic conditions, required solutions of social creativity and cooperation. Solutions such as adapting an existing classroom, mobilizing community resources, and helping from local donors proved effective and demonstrated the potential to develop sustainable education models even in challenging conditions (Rapti, 2016).

5. Experience showed that co-creation between students and artisan craftsmen is not just a technical process, but a cultural and social act. Through this model, traditional techniques were preserved, products with local identity were developed and a valuable intergenerational experience was passed, which created emotional connections and new values for the students. This aligns with Dewey's (1938) philosophy of education through socially meaningful experience.

6. The project contributed significantly to strengthening the role of the school as an open space for the community. The involvement of local parents and artisans created a model of authentic partnership that Freire (1970) defines as critical dialogue. Instead of the school functioning as an isolated structure, it turned into a co-creation and heritage preservation platform, where the community is a co-author in education.

RECOMMENDATIONS

In accordance with the data and analyses of this study, the following are recommended:

- Institutionalization of craft classes in schools positioned in environments with rich cultural heritage, to provide hands-on instruction in crafts and sustainable cultural education.
- The creation of the "Golden Hands Classroom" as a permanent space would guarantee the continuity of the project and increase its impact on cultural education and the development of students' competences.

- Professional development of teachers to use active methodologies such as project learning, co-creation, intergenerational mentoring, and cultural reflection (Thomas, 2000; Freire, 1970).
- Including handicrafts as a development component in local education policies, especially in areas rich in cultural heritage such as Gjirokastra, to link education with community development.
- Use of the SHQK (School as a Community Center) as a space for the realization of trainings, exhibitions and cultural activities beyond school hours.
- Promoting student products at fairs and public events, to raise awareness and generate funds for the sustainability of the project.
- Creation of a digital archive with students' work products and processes, which can serve as a didactic resource and reference for future generations.

SOURCE

- Bell, S. (2010). Project-Based Learning for the 21st Century: Skills for the Future. The Clearing House, 83(2), pf 1-2. <https://doi.org/10.1080/00098650903505415>
- John Dewey (1938) Experience and Education. Chapter 2 The Need of a Theory of Experience, New York: Macmillan. Fq 9, <https://www.schoolofeducators.com/wp-content/uploads/2011/12/EXPERIENCE-EDUCATION-JOHN-DEWEY.pdf>
- Beane, J. A. (1997). Curriculum Integration: Designing the Core of Democratic Education. Teachers College, Columbia University
- Çarka, M. (2017). Qasja kompetencë-bazuar në sistemin arsimor shqiptar dhe sfidat e zbatimit në praktikë. Revista Pedagogjike, 2, 33–45.
- Dobi, T. (2019). Zbatimi i projekteve ndërdisiplinore në arsimin fillor: praktika dhe reflektimi. Revista e Mësuesisë, 5(2), 25–34.
- (Jaime, Blanco, Domínguez, & Arruabarrena , 2022; Ståhl, Sandahl, & Buffoni. 2022; Lopera, Gutiérrez-Velásquez, & Ballesteros, 2022; Fan et al.,2023; Jordens, Wilmart. Garone, Kinnaert & Catoire, 2022) DOI: 10.4236/jss.2023.118014
- Drake, S. M., & Burns, R. C. (2004). Meeting Standards Through Integrated Curriculum. Alexandria, VA: ASCD.
- Fan, H. et al. (2023). Interdisciplinary Project-Based Learning: Experiences and Reflections From Teaching Electronic Engineering in China. IEEE Transactions on Education, Volume 66, 73-82. <https://doi.org/10.1109/TE.2022.3186184>
- Freire, P. (1970). Pedagogy of the Oppressed. Translated by Myra Bergman Ramos, With an Introduction by Donaldo Macedo, New York: Continuum. ISBN 0-8264-1276-9
- Jacobs, H. H. (Ed.). (1989). Interdisciplinary Curriculum: Design and Implementation. Alexandria, VA: ASCD, ISBN: ISBN-0-87120-165-8, fq 10

- Jaime, A., Blanco, JM, Domínguez, C., & Arruabarrena, R. (2022). Creating and Sharing Lessons Learned from Blogging in the Context of Project-Based Learning. *IEEE Access*, 10, 114346-114354. <https://doi.org/10.1109/ACCESS.2022.3217473>
- Jordens, X., Wilmart, R., Garone, E., Kinnaert, M., & Catoire, L. (2022). A Project-Based Learning Approach to Building an Affordable Control Learning Lab: The Centrifugal Ring Positioner. *IEEE Access*, 10, 4907-4918. <https://doi.org/10.1109/ACCESS.2022.3141588>
- Lopera, HAC, Gutiérrez-Velásquez, E., & Ballesteros, N. (2022). Building the Bridge Between Theory and Active Learning: A Case Study of Project-Based Learning in Introduction to Materials Science and Engineering. *IEEE Ibero-American Journal of Learning Technologies*, 17, 160-169 <https://doi.org/10.1109/RITA.2022.3166862>
- Neë York and London, Publisher: Teachers College Press, ISBN 0-8077-3683-X (paper)
- Rapti, E. (2016). Effective teaching and the role of projects in the development of students' competences. University of Tirana, Faculty of Social Sciences.
- Save the Children, ASCAP (2024) How to write a project. Guide to educational institutions, Shtator 2024, Tiranë.
- Sulaj, F. (2020). Development of civic education through the involvement of students in school projects. *Education and Society*, 14(1), 66–74.
- Thomas, J. W. (2000). A Review of Research on Project-Based Learning. San Rafael, CA: Buck Institute for Education. https://www.researchgate.net/publication/238162544_A_Review_of_Research_on_Project-Based_Learning
- Xhaçka, N. (2018). Integration of interdisciplinary content in the development of students' competences. *Education Today*, 6(3), 55–63.

VIEWS ON LOVE IN THE FIRST TURKISH NOVEL, SAMI FRASHËRI

Dr. Vjollca RRAPAI¹

¹*“Eqrem Çabej” University of Gjirokastrë, Faculty of Education and Social Sciences,*

vjollcarapai@yahoo.com, Gjirokastrë / Albania

Abstract: Sami Frashëri is one of the most important figures of the Albanian National Renaissance and a renowned contributor to Albanian literature and culture. He was born in 1850 in Frashër, Albania, and became known for his works in the fields of literature, education, translation and politics. One of his most important contributions is the novel “Talat’s Love with Fitnet”, which is considered the first Turkish novel. This novel was first published in Istanbul in 1872 in Turkish. The work is a love story that takes place in a social and cultural context of the Ottoman Empire. Through this novel, Sami Frashëri addresses the themes of love, tradition and the conflict between individual feelings and social norms. The characters of the novel are strong characters and through the narrative the author reflects the reality of the time, explores the challenges faced by the love of the protagonists by offering an insight into life and culture in that period. “Talat’s Love with Fitnet” is a work that has influenced the development of the Turkish novel and has paved the way for other authors who would develop this genre. The author has also distinguished himself with this work for the detailed descriptions and emotional and psychological depth of the characters. Sami Frashëri through this novel has “opened the green light” to this genre, not only in Turkish literature, but has also helped in the formation of the Albanian national identity and has promoted the values of Albanian culture.

Keywords: first novel, tradition, feeling, faith, disaster

Pikëpamjet e dashurisë në romanin e parë turk, Sami Frashëri

- **Hyrje.**

Sami Frashëri është një nga figurat më të rëndësishme të letërsisë shqiptare të Rilindjes dhe një nga pionerët e letërsisë moderne turke, botoi mbi gjashtëdhjetë vepra në gjuhën turke dhe arabe midis të cilave “Fjalorin e përgjithshëm të historiografisë e të gjeografisë” me 6 vëllime. Samiu lindi në familjen e njohur Frashëri në jug të Shqipërisë, ai njihet e vlersohet si një nga dijetarët dhe intelektualët më të mdhenjë të kohës. Në tekstin studimor “Sami Frashëri, jeta dhe vepra” profesor Zija Xholi thekson vlerat e jashtëzakonshme të Samiut; “...i cili ka ditur të ngrihet mbi epokën e tij dhe të hedhë vështrimin larg në të ardhmen...”.⁸⁸ Një nga kontributet e rëndësishme të Sami Frashërit ishte edhe promovimi i gjuhës turke si mjet i shprehjes kulturore dhe identitetit. Samiu ishte, gjithashtu, një nga shkrimtarët e parë që kërkonte një reformë në letërsinë turke, duke e bërë atë më të qartë dhe më të kuptueshme për popullin. Në veprat e shkruara në gjuhën turke Sami Frashëri përdori një gjuhë të thjeshtë dhe të kuptueshme, duke e larguar letërsinë nga stili i vjetër dhe kompleksiteti i tepruar që e

⁸⁸ Zija Xholi “Sami Frashëri” Sh. B “8 Nëntori” Tiranë, 1978. fq.6.

karakterizonte. S. Frashëri ishte mbështetës i ideve iluministe dhe modernizmit evropian, synimi tij për të promovuar arsimimin si nevojën e domosdoshme në një shoqëri të hapur dhe të avancuar shpaloset më së miri në veprën “Shkolla e parë turke”. Në shumë shkrime të tij, Sami shpjegon vendin që zë dituria dhe shkolla në jetën e njeriut. Përveç kësaj, Sami Frashëri ishte përkushtuar në përkthimin e veprave të njohura nga letërsia evropiane në gjuhën turke, duke e pasuruar kështu fondin letrar osman me ide dhe zhanre të reja. Ai kontribuoi në krijimin e një tradite të re letrare që do të ndihmonte dhe ndikonte shkrimtarët e ardhshëm.

Letërsia turke e periudhës osmane ishte e të detyruar të ndiqte normat tradicionale, stilin klasik dhe të përdorte një gjuhë të lartë, të ngarkuar me fjalë arabe dhe persiane. Kjo e bënte atë të vështirë për t’u kuptuar nga masa e gjerë e popullsisë. Sipas kritikës letrare sociale, shkrimtari në veprat e tij duhet të ketë parasysh situata shoqërore specifike; “Në kritikën Hegeliane dhe atë të Tenit kuptimi dhe rëndësia e madhe historike e shoqërore barazohen me kuptimin dhe rëndësinë artistike. Artisti shpreh të vërtetën dhe, doemos, edhe të vërteta historike dhe shoqërore. Veprat e artit mbesin si “dokumente sepse ato janë monumente. Harmonia midis njeriut dhe epokës është postulat”.⁸⁹ Letërsia e shekullit të XIX-të, ishte e ndikuar nga traditat e letërsisë orientale, duke përfshirë poezi, tregime dhe drama. Nga fundi i shekullit të XIX-të, filluan të shfaqen përpjekje për modernizimin e letërsisë turke, me shkrimtarë si Sami Frashëri dhe Ziya Gökalp që kërkonin të reformonin gjuhën dhe stilin e kësaj letërsie. Përpara romanit “Dashuria e Talalit me Fitnetin” i shkruar nga Sami Frashëri dhe botuar për herë të parë në Stamboll më 1872 letërsia turke ishte ende në zhvillim. Romanet e para turke nuk kishin arritur ta konsolidonin romani si një zhanër të plotë, ata shpesh ishin të ndikuara nga letërsia evropiane dhe kishin për qëllim të trajtonin temat sociale dhe politike, duke pasqyruar ndryshimet që ndodhnin në shoqërinë osmane. “Dashuria e Talalit me Fitnetin” shënon një hap të rëndësishëm në këtë proces, duke ofruar një qasje më të drejtpërdrejtë dhe më të thjeshtë në gjininë narrative duke e bërë letërsinë më të afërt me lexuesin e zakonshëm.

● **Subjekti i interpretuar**

Romani “Dashuria e Talalit me Fitnetin” i Sami Frashërit, trajton tema të thella sociale, kulturore dhe emocionale, duke ofruar një panoramë të shoqëris osmane në shekullin e XIX-të. Subjekti i romanit është dashuria e ndaluar e Talalit, një djalosh i ri dhe idealist, me Fitnetin, vajzën e bukur dhe të mençur, e cila është e lidhur me traditat dhe normat e shoqërisë. Dashuria mes dy të rinjve lind në rrethana jo normale, përmes shikimeve në largësi dhe kurorizimi duket i pamundur fillimisht. Fitneti, pesmbëdhjetë vjeçare, prej vitesh qëndron e mbyllur në shtëpi dhe kontakton vetëm me Sherifen, (zonjën që e ndihmon me punët e dorës), ndërsa Talati njëzetvjeçar është një djalë plot ëndrra dhe dëshira për jetën. Në pamundësi për ta takuar Fitnetin në rrethana normale, Talati vishet si grua dhe nëpërmjet Sherifes, ai bëhet “mikja” më e mirë e të dashurës së zemrës. Veshja e Talalit si grua tregon përkushtimin e tij të thellë dhe pasionin për Fitnetin, ai është i gatshëm të sakrifikojë identitetin e tij dhe të pranojë rreziqe të mëdha për të qenë afër saj. Ky veprim është dëshmi i dashurisë së tij të

⁸⁹ Rene Wellek dhe Austin Warren, “Teoria e letërsisë”, Sh.B. “Enciklopedike”, Tiranë, 1990. fq. 95

sinqertë dhe të thellë, duke treguar se mund të sakrifikoj veten për të qenë pranë vajzës misterioze. Kjo gjetje e autorit tregon guximin e protagonistit për të shkuar përtej kufijve të pranuar për të arritur qëllimin, por është i vetëdijshëm se mund të zbulohet dhe mund të ketë pasoja të rënda. “Ragibja i nguli sytë në gjergjef dhe herë mendonte si t’ia arrinte qëllimit e herë friksohej se mos do t’i dilte në shesh dredhia. Një fytyrë i shkonte, e një i vinte”.⁹⁰ Kjo pasiguri e shton tensionin në situata të ndryshme duke e bërë veprimin e tij edhe më dramatik. Veshja e Talatit si grua është gjithashtu simbol i maskimit dhe identitetit. Ai nuk po vepron vetëm si një i ri i dashuruar, por shndërrohet në një figurë që sfidon identitetin e tij për të arritur atë që dëshiron.

Prindërit e Fitnetit ishin ndarë përpara lindjes së saj dhe nga trishtimi nëna humbi jetën vetëm pak muaj pas lindjes, ndërsa babai nuk kishte dijeni për ekzistencën e së bijës. Haxhibaba u kujdes për rritjen e vajzës dhe përfaqëson në veprë autoritetin patriarkal dhe normat tradicionale të shoqërisë së kohës. Ai e mban Fitnetin të mbyllur për të ruajtur reputacionin e familjes dhe traditat, duke e trajtuar atë si një pronë që duhet mbrojtur nga “kërcënimet” e jashtme, përfshirë edhe dashurinë e saj për Talatin. Kjo sjellje tregon se Haxhibaba e sheh vajzën e tij si një pasuri, përkundrajt dëshirave dhe ndjenjave të saj personale. Kur Haxhibaba mëson për dashurinë mes dy të rinjëve, ai tregon një mungesë të theksuar empatie ndaj ndjenjave të Fitnetit dhe vendos ta martoj me një burrë të pasur e më të madhë në moshë. Kjo e bën sjelljen e tij të duket e egër dhe të padrejtë, duke rritur tensionin mes tyre, njëkohsisht krijon një konflikt të brendshëm për Fitnetin, e cila ndjehet e mbyllur dhe e detyruar të përballet me zgjedhje të vështira. Kjo e çon atë në një dilemë midis detyrimeve ndaj familjes dhe ndjenjave për Talatin. Pas disa peripecive Fitnetin e bindin të shkoj me pushime në një qytet bregdetar, pa i treguar se po e martonin me Ali Ben. Duke e martuar Fitnetin në një të panjohur, autori e forcon këtë tension dhe ndihmon në zhvillimin e tragjedisë. Profesorët e universitetit të Lozanës në Francë, Jan-Michel Adam dhe Françoise Revaz në tekstin “Analizë e teksteve rrëfimore” shprehen se; “Vlera e një veprimi ose një mënyre të sjelluri, shpesh gjykohet nga denduria e shfaqjes tek njerëzit, në opinionin e përgjithshëm, duke dashur që ajo të bëhet zakonisht- «normalja» - të jetë ajo që duhet bërë - «norma». Pra, pikërisht në funksion të vetë normave të një kulture të dhënë, veprimet mund të jenë të mirëpritura ose jo, sipas një shkallëzimi që shkon nga «mirë» në «keq», nga «drejtë» në «e padrejtë»⁹¹.

Largësia do të ishte fatale për Fitnetin, e cila në të njëjtën kohë po vuante dëshirën e madhe për t’u hedhur në krahët e Talatit, të cilin e njoftoj përmes Sherifes se priste ta takonte nën petkat e Ragibes, për të përjetuar lumturinë e vërtetë. Por vonesa e tij, për shkak të sëmundjes së etheve, ishte fatale për Fitnetin, e cila i dha fund jetës pak çaste pasi burri, Ali Beu, zbuloi nga testamentit që mbante në qafë se ishte babai saj i vërtetë. Vdekja e Talatit dhe Fitnetit shënojnë kulmin emocional të veprës dhe ndodhin në një atmosferë tensioni e konfliktesh të brendshme, duke na dëshmuar se dashuria, pavarësisht se sa e fortë është, mund të përballet me pengesa të pamundura që shpesh çojnë në tragjedi.

- **Paralelizma dhe roli i personazheve dytësorë**

⁹⁰ Sami Frashëri “Dashuria e Talatit me Fitnetin”, Shtëpia Botuese “Elena Gjika”, Tiranë, 1994. fq. 56.

⁹¹ Jan-Michel Adam, Françoise Revaz, “L’analyse des récites”, fq.22.

Në romanin “Dashuria e Talatit dhe Fitnetit” të Sami Frashërit, roli i personazheve dytësor është një element i rëndësishëm që ndihmon në pasqyrimin e strukturës shoqërore dhe dinamikave të jetës familjare në atë kohë. Familjarët dhe shërbëtorët, si figura të pranishme në jetën e përditshme të protagonistëve, kontribuojnë në zhvillimin e ngjarjeve dhe ofrojnë një perspektivë të veçantë mbi marrëdhëniet ndërpersonale dhe normat shoqërore. Rol vendimtar në vepër luan Haxhibaba, i cili duke mbajtur Fitnetin të mbyllur, krijon tensionet dhe konfliktet që lindin nga përballja mes traditës dhe dëshirës për liri. Haxhibaba simbolizon forcën e traditës dhe normave shoqërore që shpesh janë të padrejta për individët, veçanërisht për gratë. Ai është përfaqësues i një sistemi që nuk lejon individët të ndjekin dëshirat e tyre, duke e bërë të qartë se si tradita mund të jetë një pengesë për dashuri dhe lumturi, ndërsa vendimi për ta martuar vajzën në fshehtësi, e shtyn Fitnetin drejt fundit tragjik.

Ndërsa, Ali Beu është një njeri me pushtet dhe ndikim, i cili përpiket të ushtrojë kontroll mbi Fitnetin, duke e detyruar atë të përballë me zgjedhje të vështira. Ai e shikon Fitnetin si një objekt të dëshirës, duke e trajtuar më shumë si një pronë, se sa si një individ me ndjenja dhe dëshira. Kjo situatë krijon një tension të fortë, sepse Fitneti është e dashuruar me Talatin, ndërsa ndjenjat e saj për Ali Beun janë të detyruara dhe të imponuara. Fitneti e dashuruar me Talatin përballë me pasiguri dhe frikë për të ardhmen e saj, ndërsa Ali Beu, për shkak të natyrës së tij autoritare, përfundon duke bërë veprime që çojnë në një përplasje fatale, mosmarrveshjet mes tyre kanë pasoja tragjike për të dy protagonistët. Në përfundim, marrëdhënia mes Ali Beut dhe Fitnetit është një reflektim i tensioneve shoqërore dhe kulturore të kohës, duke theksuar sfidat, me të cilat përballen individët kur përpiqen të ndjekin zemrën në një botë që shpesh është e padrejtë dhe e ashpër.

Nënat e dy e protagonistëve janë prezente në faqet e para të romanit ku rrëfejnë historitë e tyre të dashurisë. Ato janë të prira të ndjekin rregullat dhe pritshmëritë e shoqërisë, duke u përpjekur të mbrojnë reputacionin e familjeve të tyre. Të dy nënat tregojnë dashuri të thellë për fëmijët e tyre dhe dëshirojnë të sigurojnë një të ardhme të mirë për ta. Ato janë të shqetësuara për fatin e fëmijëve dhe për mënyrën se si vendimet e tyre mund të ndikojnë në reputacionin e familjes. Historia e nënës së Fitnetit është më konservatore, ajo është më e prirur të respektojë normat shoqërore dhe të mbajë një qëndrim të ashpër ndaj çdo forme të dashurisë që mund të rrezikojë integritetin e familjes. Ndërsa nëna e Talatit, ndonëse e përballur me sfida, tregon më shumë fleksibilitet dhe gatishmëri për të mbështetur djalin e saj në ndjekjen e dëshirave të tij.

Roli i shërbëtorëve në romanin “Dashuria e Talatit dhe Fitnetit” është i shumëanshëm dhe kontribuon në thellimin e kuptimit të strukturës shoqërore dhe marrëdhënieve ndërpersonale. Ato pasqyrojnë situatën shoqërore të kohës, ofrojnë mbështetje për protagonistët dhe ndihmojnë në zhvillimin e ngjarjeve, duke e bërë romanin më të pasur dhe më kompleks. Këto personazhe ndihmojnë në ruajtjen e sekretëve dhe organizimin e jetës së përditshme, duke ofruar mbështetje emocionale dhe praktike, në zgjidhjen e konflikteve ose krijojnë tensione të reja, duke e bërë veprimin më dinamik. Kjo ndihmë është veçanërisht e rëndësishme për Fitnetin, e cila përballë me presionin e autoritetit të babait dhe me ndjenjat e saj për Talatin.

Romanin “Dashuria e Talatit dhe Fitnetit” të Sami Frashërit mund ta krahasojmë me disa vepra të tjera të letërsisë botërore që trajtojnë tema të ngjashme, si dashuria e pamundur, tensionet shoqërore, roli i traditës dhe sfidat që individët përballen, ja disa paralelizma: “Romeo dhe Zhuljeta” i W. Shekspir është një nga veprat më të njohura të letërsisë botërore që trajton temën e dashurisë së pamundur mes dy të rinjve, të dy historitë ilustrojnë forcën e dashurisë. Si në rastin e Talatit dhe Fitnetit, protagonistët përballen me pengesa të forta shoqërore dhe familjare që i ndajnë ata, duke çuar në një tragjedi. Romanin e S. Frashërit mund ta krahasojmë me disa vepra të tjera të letërsisë botërore si “Ana Karenina” e L. Tolstoi apo “Madame Bovary” nga G. Flaubert që trajtojnë tema të ngjashme, si dashuria e pamundur, tensionet shoqërore, roli i traditës dhe sfidat që individët përballen në kontekste të ndryshme, të tri personazhet femra, Ana , Ema dhe Fitneti janë të detyruara të përballen me pasojat e vendimeve të tyre.

● **Perfundime**

Në këtë kumtesë synuam të evidentonim disa nga vlerat e Sami Frashërit, si një nga personalitetet kryesore në promovimin e letërsisë turke dhe si një përkrahës i reformave kulturore dhe arsimore. Ai la pas një trashëgimi gjuhësore dhe letrare të rëndësishme për zhvillimin e kulturës turke dhe për modernizimin e saj. Ne u përpoqëm të bënim një analizë të romanit të pare turk “Dashuria e Talatit me Fitnetin” të Sami Frashërit, në të cilin trajtohen tema të thella sociale, kulturore dhe emocionale, duke ofruar një panoramë të shoqërisë osmane në shekullin e XIX-të. Fundin e hidhur të romanit e karakterizon tragjedia e dashurisë së Fitnetit me Talatin, e cila përfundon në mënyrë të dhimbshme. Pavarësisht përpjekjeve për të qëndruar së bashku, protagonistët nuk arrijnë të kapërcejnë pengesat që i ndajnë, duke sjellë një pasqyrë të ashpër të realitetit shoqëror. Ky moment tragjik krijon tek lexuesi një ndjenjë të fortë trishtimi dhe reflektimi mbi natyrën e dashurisë dhe sfidat që ajo ofron në situata të caktuara.

SOURCE

“Sami Frashëri, Vepra 1-2” Botuar nën kujdesin e Akademisë së Shkencave të RPSSH, Tiranë, 1988.

Jan-Michel Adam, Françoise Revaz, “L’analyse des récites”, Éditions du “Seuil”, Paris, 1996.

Jan-Michel Adam, Françoise Revaz, “L’analyse des récites”, Éditions du “Seuil”, Paris, 1996.

Mithat Hoxha “Antologji e Letërsisë Turke , shek.VIII-XX”, Logos –A, Shkup, 2015.

Nicola Gardini “Letteratura Comparata (metodi, periodi, generi)”, Mondadori Università. Italy, 2005.

Rene Wellek dhe Austin Warren, “Teoria e letërsisë”, Sh.B. “Enciklopedike”, Tiranë, 1990.

Sami Frashëri “Dashuria e Talatit me Fitnetin”, (E përkthyer nga orgjinali në turqisht, Mehdi Polisi e Ruzhdi Lata), Shtëpia Botuese “Elena Gjika”, Tiranë, 1994.

Zija Xholi “Sami Frashëri, Monografi”, Redaksia e botimeve “Rilindja”, Prishtinë, 1978.

Zija Xholi “Sami Frashëri”, Shtypshkronja “Mihal Duri”, Tiranë, 1987.

OBSTACLES TO THE INCLUSION OF CHILDREN WITH SPECIAL NEEDS IN PRIMARY EDUCATION

*A Study On Challenges And Opportunities In The Territory Of The Fier Regional Education
Directorate*

MSc. Aida SOTIRI¹, Dr. Loreta MAMANI¹, Assoc. Prof. Mimoza ÇARKA¹

**¹ “Eqrem Çabej” University of Gjirokastrë, Faculty of Education and Teaching
Methodology, aida_sotiri@yahoo.com, loretamamani@hotmail.com, mcarka@uogj.edu.al,
Gjirokastrë, Albania**

Abstract: This study aims to develop a set of practical recommendations for primary school teachers to address the main obstacles in inclusive classroom teaching. The methodology used includes the validation of criteria and the development of reliable instruments to study teacher–parent interaction in inclusive primary school classes under the jurisdiction of the Fier Regional Education Directorate. The criteria for characterizing learning in inclusive classrooms are divided into two blocks: the pedagogical organization and parental support for inclusive education. The diagnostic methodology included two simultaneously administered questionnaires: one for teachers and one for the parents of students attending inclusive classrooms. The results showed that a high level of parental awareness contributes to better identification of children’s needs and improves collaboration with teachers and school administrators. A weak positive correlation was found between parental awareness and a culture of cooperation, as well as a strong correlation between parental knowledge about inclusion and their level of engagement in the educational process. Data analysis was used to describe the main challenges encountered in inclusive primary education in southern Albania and to outline directions for improving teaching practices. As a result, a set of practical recommendations was developed for primary school teachers with varying levels of experience in inclusive teaching, addressing aspects such as parental involvement, awareness of inclusive education, and support for inclusive initiatives.

Keywords: practical recommendations, culture of cooperation, inclusive education policy, equal access to education, social integration

INTRODUCTION

The research relevance of the inclusion of students with special needs in primary education is determined by the need to ensure equal access to quality education for all children, regardless of their capabilities. This is especially relevant in the context of the widespread public awareness of the potential of inclusive education to promote social integration, tolerance and mutual understanding. Given the growing number of children with special educational needs [1], there is a need to develop effective strategies and methods that would facilitate the successful learning of these students in general education schools. The development of inclusion in education has become an important aspect of ensuring equal opportunities for all children, regardless of their physical, psychological or social characteristics. Despite legislative support, the implementation of integrated learning has faced numerous obstacles in practice. Thus, research on inclusive education has become important for ensuring the quality of education and increasing social cohesion.

Modern research in the field of education has focused on studying the attitudes of teachers and parents towards individualised educational programmes; and on analysing the relationship between the learning environment, quality of education and social integration of students with disabilities. Particularly, E. Muta and K. Korenaga [2] and others have noted the existence of persistent barriers to the inclusion of students with severe disabilities in general education classes in primary school, despite the known effective instructional techniques. As determined, these individualised educational programmes were specially designed programmes for a particular child with special needs and were intended to help achieve educational goals but were often implemented with difficulty. The researchers stressed the importance of addressing the cultural context of child upbringing to develop inclusive programmes and highlighted the development of local studies of inclusion and the development of not only general but also narrowly focused recommendations for specific educational centres. Several scientists, including A. Paseka, and S. Schwab [3], expressed doubts about the effectiveness of implementing any individualised inclusive programme if there is no support from the parents and classmates.

Studies of the distance format of inclusive education were covered in detail by G. Yazcayir, H. Gurgur [4] and others. The level of support and feedback provided by teachers during distance learning was emphasised, as well as the problem of deterioration of the physical, emotional and mental health of children with special needs in conditions of remote interaction with the social environment. The issue of including additional courses on teaching methods in specially equipped inclusive classrooms in all teacher training programmes has been raised, as noted in publications (O. Crispel, R. Kasperski [5] and others). An analysis of the scientific works of these authors revealed many publications on the effectiveness of inclusive classrooms in modern secondary and high schools, as well as universities, in the context of how different students with different levels of special needs can be independent in acquiring knowledge. However, the assessment of modern classroom equipment for primary school children in inclusive schools has remained outside the focus of these scholars.

In the area of research on the experience of inclusive classes, discrepancies have been recorded between official data and the actual number of school attendance by children with

special needs. Studies by A. Duka Ferri, M. Buka, M. Vampa [6]; and others revealed the importance of transparency of diagnoses of children to optimise their well-being in inclusive classes, which was not always informed by parents and had an impact on regular school attendance. In the context of this issue, some scholars, in particular N. Zabeli, F. Kaçaniku, D. Koliqi [7] and others, have substantiated the importance of destigmatisation of childhood diseases during teacher training, and other studies (O. Hnoievska, I. Omelchenko, V. Kobylchenko, M. Klyap, O. Shkvyr [8] and others) attempted to adapt academic subjects to a wide range of special needs, rendering them easier to comprehend for teachers of different levels of experience in inclusive teaching. It is proposed to solve the problems of accessible learning for large classes by dividing tasks into smaller parts and using visual aids.

Some researchers, such as R. Rasmitadila, W. Widasari, M. Humaira, A. Tambunan, R. Rachmadtullah, A. Samsudin [9] and others, highlighted the fragmentation and insufficient systematisation of knowledge about the problems faced by teachers of inclusive classes in creating favourable conditions for the education of primary school students with intellectual disabilities. Several studies have addressed the issue of parental lack of technological awareness in the context of inclusive education, particularly with the use of progressive interactive teaching methods, but have not addressed how to modify student materials to improve their comprehensibility. The issues of professional training of teachers of inclusive education, parental involvement in the school life of a child with special needs, and the role of peers in the process of inclusion of students were studied in more depth. However, the adaptation of inclusive programmes and methods to the conditions of specific schools or regions was not sufficiently addressed, although the results of their pilot studies have shown the importance of local culture as a factor influencing the high quality of education.

The study states the high relevance and insufficient degree of solving the problem of overcoming barriers to inclusive education in primary school since the publications studied do not reveal universal recommendations for the effective implementation of universal education, instead focusing on local research and maximum individualisation of inclusive programmes. Thus, the study aims to develop a set of practical recommendations for primary school teachers to counteract the main obstacles to teaching in inclusive classrooms in a particular region, namely the Fier district of southern Albania. The problematic issues of the study include the following: a) substantiation of the criteria for a comprehensive characterisation of inclusive education in primary school; b) development of valid tools for studying the interaction of teachers and parents in inclusive classrooms; c) diagnosis of the state of inclusive education in primary schools in Fier district; d) description of the main obstacles in the work of primary inclusive education centres in southern Albania; e) provision of practical recommendations for primary school teachers with different levels of experience in inclusive teaching.

MATERIALS AND METHODS

The methodological development of diagnostic tools for assessing the state of inclusive education in primary schools took place in two successive stages. In the first stage, six criteria were identified for the qualitative characterisation of learning in inclusive classrooms, where each criterion is specified through indicators with measurement scales. The content criteria

are divided into two blocks and described as follows: 1) the criterion of “creating a culture of cooperation” assessed the building of effective communication and interaction between all participants in the educational process (teachers, parents, students and specialists); 2) the criterion of “developing inclusive practices in education” measured the level of adaptation and implementation of methods and strategies to ensure equal learning opportunities for students with different levels of educational needs; 3) the criterion “development and implementation of inclusive education policies” assessed the development of strategies that provide equal opportunities for all students, adaptation of curricula, physical infrastructure and support at all levels of the school system; 4) “involvement in the educational process” characterised parental involvement in educational process of a child, such as attending school events, meeting with teachers, helping with homework, and participating in inclusive education support programmes; 5) “awareness and knowledge of inclusive education” measured parental knowledge of inclusive education, policies and practices that support it, and understanding of the needs of a child with special educational needs; 6) the “support for inclusive policies and initiatives” criterion assessed the extent to which parents supported and contributed to the implementation of inclusive policies, such as participation in school committees or inclusive education support groups, as well as their attitudes towards school policies related to inclusion. The criteria of the first block (pedagogical organisation of inclusive education) assessed the effectiveness of the organisation and implementation of inclusive education in educational institutions (Appendix 1). They were used to determine the level of involvement of teachers, parents, administrators and other professionals in supporting inclusive practices, as well as to assess how well inclusive policies and initiatives have been implemented to create a favourable learning environment for all students. On the other hand, the criteria of the second block (parental support for inclusive education) were to determine the effectiveness of parental involvement in the educational process (Annex 2). These criteria were used to determine how actively parents interacted with educational institutions and supported inclusive initiatives, which was essential for the successful integration of children with special needs into the general education environment.

At the second stage of the methodological development, two questionnaires were compiled based on the identified criteria and indicators, the questions of which were formed for two different subjects of inclusive education: teachers at inclusive primary school classes (Appendix 3) and parents of primary school-age children who studied in inclusive classes (Table 1). The differentiation was necessitated by the need to investigate the extent of the discrepancy in the assessment of the quality of inclusive education between teachers and parents, as well as the need to identify objective barriers to inclusive education. The development of the questionnaire for parents was prioritised, as the questions were intended to cover both the category of parents of children with special needs and the category of parents of their classmates. The diagnostics were based on 12 indicators differentiated by five levels of expression, which was aimed at a comprehensive study of the main barriers to the implementation of inclusive education.

Table 1. Content of questions about parental support for inclusive education

Criterion “Involvement in the learning process”	
The “ Frequency of participation in school events ” metric denotes how often parents attended school meetings, meetings with teachers, open classes and other events that support the learning process and child development	The “ Level of interaction with teachers and administration ” metric denotes how actively parents communicated with the teaching staff to discuss issues related to education and development of children, as well as to receive feedback
How often do you attend parent-teacher conferences at school? How often do you take part in school events such as open classes or festive performances? How often do you meet with teachers to discuss progress of your child?	How often do you communicate with teachers to get information about progress of your children and difficulties encountered? How comfortable do you feel in communicating with the school administration about education of your child? Do you get enough feedback from teachers about progress of your child?
Criterion “Awareness and knowledge of inclusive education”	
The “ Level of Awareness of the Principles of Inclusive Education ” metric demonstrates the extent to which parents are aware of the basic principles of inclusive education, its meaning, goals, and methods of implementation in the educational process	The “ Awareness of available resources and support programmes ” metric denotes parental knowledge of available resources, programmes and support that could help their children in the educational process in an inclusive environment
Are you familiar with the basic principles of inclusive education? How well do you understand the importance of inclusive education for development of your child? Do you think inclusive education is effective in your school?	Are you aware of the resources available to support inclusive education in your school? Do you use the support programmes offered by the school for children with special educational needs? How aware are you of opportunities to support inclusive learning in your community?
Criterion “Support for inclusive policies and initiatives”	
The “ Participation in school initiatives and	The “ Promotion of inclusive practices in the

committees” metric denotes how actively parents participated in school initiatives, committees or working groups aimed at developing inclusive education.	community” metric denotes how actively parents promoted inclusive practices in their community, engaging others in supporting inclusive initiatives and raising awareness
How often do you participate in school committees aimed at supporting inclusive education?	Have you participated in events aimed at promoting inclusive education in your community?
Are you involved in any working groups or initiatives that deal with inclusion in your school?	How do you promote awareness of inclusive education among other parents and community members?
What role do you play in initiatives aimed at developing inclusive education at school?	Do you support initiatives aimed at improving the conditions for inclusive education in your community?

Source: compiled by the author

The diagnosis of the state of inclusive education was carried out in March-May 2024 based on primary schools belonging to the Fier District Education Department and meeting the criteria for the relevance of the experimental base for the research topic: schools had different experiences in implementing inclusive practices, provided a diverse range of resources to support students with special educational needs, and actively cooperated with parents and the local community in implementing inclusive programmes. The sample consisted of auxiliary teachers at primary schools and parents of students in inclusive classes, selected according to several criteria. The study involved 177 teachers out of 325 working in the region, aged 30 to 60, with a variety of experience in inclusive education. The sample of parents consisted of 200 people representing different socio-economic groups, having children with special educational needs or children studying in inclusive classes, to provide a comprehensive view of the implementation of inclusive practices in schools. The main elements used were two questionnaires developed for teachers and parents, and SPSS version 21 data processing software.

The teacher and parent groups of respondents assessed the quality of inclusive education based on various key aspects. Questions for teachers were aimed at collecting information on the adaptation of curricula, teaching methods and individual approaches to students with special educational needs. They were used to analyse the level of cooperation with teacher assistants, psychologists and speech therapists. In addition, the availability and accessibility of resources necessary for the successful implementation of inclusion, including training materials and technical equipment, was assessed. Teachers also provided data on their training and professional development in inclusive education. Parents, for their part, provided feedback on integration of children into the social and educational environment, on progress and satisfaction with learning in inclusive classes, and on communication with teachers and school administrators. Important aspects were the assessment of the support their children

received from school staff and the expression of individual visions for improving the infrastructure and conditions for inclusive education. Both groups of respondents shared their views on how to improve existing practices and initiatives.

The questionnaires were developed based on previous research and calibrated on a small sample of 15 support teachers and 12 parents of different ages, genders and experiences with inclusive education. Support teachers were randomly selected from the official list of teachers provided by the regional education department, while parent respondents were recruited voluntarily through an anonymous phone call to the research assistant. The sample was representative and accounted for diversity in terms of gender, age, place of residence (urban or rural), and experience with inclusive classrooms. The questionnaires were distributed to teachers and parents, who filled them out independently, ensuring anonymity. The average time to complete the questionnaire was 15-20 minutes. The collected data was analysed using descriptive and inferential statistics. Correlation and regression analyses were used to identify relationships between variables. Several statistical tests were used, such as Student t-test, Mann-Whitney U-test, and Fisher test to test hypotheses and analyse data. The empirical data were presented in the form of tables, charts and graphs to facilitate the interpretation of the results. Thus, a multidisciplinary approach to assessing the quality of education in inclusive primary school classrooms provided a comprehensive collection of information about the challenges faced by children, teachers and parents.

RESULTS

The results of the study on the level of creation of cultures of cooperation in inclusive primary school classrooms (Figure 1) highlighted the importance of an integrated approach to supporting inclusive education, namely the active involvement of all stakeholders and ensuring that their efforts are properly recognised. The responses provided by teachers during the diagnostic showed that effective implementation of inclusive practices is impossible without regular and constructive communication between teachers, parents and specialists, as well as without appropriate recognition and support, which was critical to creating a favourable learning environment. As determined, critical elements of support and interaction in the inclusive education system were at an average level. However, irregular or ineffective communication between teachers, parents and professionals could lead to problems in implementing inclusive practices. Limited resources and insufficient support from the administration and other external resources negatively affected the level of support and recognition of the teaching staff of inclusive classes. Different experiences and qualifications of teachers, as well as the level of parental involvement, also contributed to differences in levels of support and engagement.

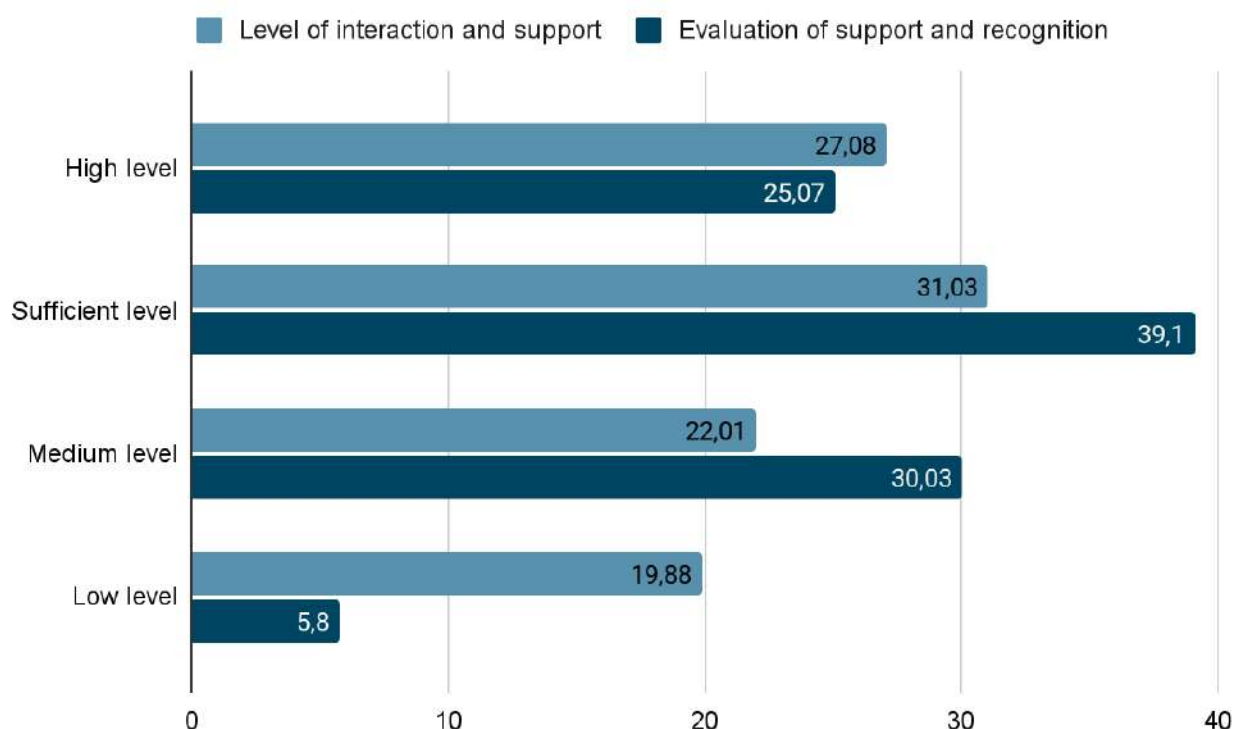


Figure 1. Level of creation of cultures of cooperation in inclusive primary school classes

Source: compiled by the author

Thus, the obstacles to inclusive education in the context of creating cultures of collaboration included insufficient interaction and communication, as well as limited recognition of the efforts of teachers and support teachers. Insufficient communication significantly hampered the effective implementation of inclusive practices, and teacher efforts that went unnoticed or unappreciated suppressed their motivation and performance.

Determination of the level of development of inclusive practices in primary school education (Figure 2) established that effective implementation of inclusive practices required not only structural adaptations but also the creation of a supportive environment for all participants in the educational process. According to the teachers at the studied schools, inclusive education had a positive impact on the overall classroom climate and contributed to the development of empathy and mutual understanding among students, but to achieve optimal results, it was necessary to constantly evaluate and adjust support methods, as well as provide systematic training for all participants in the educational process. Many schools in the Fier district have already adapted their teaching methods and environments to meet the needs of students with special needs. However, almost a third of the surveyed schools were at an average level of adaptation, indicating partial or incomplete adaptation. The level of support and social integration of students identified suggested that many schools had a systematic approach to the integration of students with special needs.

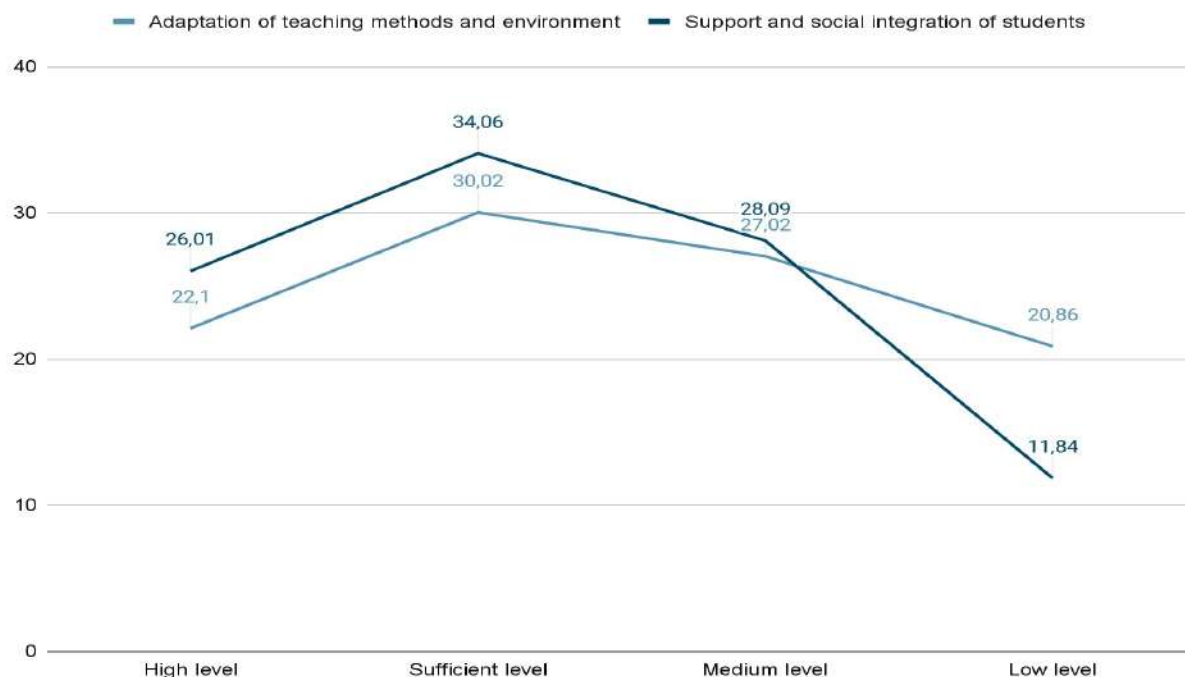


Figure 2. Level of development of inclusive practices in primary school education

Source: compiled by the author

Overall, the results indicated that many schools have taken positive steps towards adapting teaching methods and social inclusion of students. However, areas for further improvement were identified where inclusive practices were not yet fully universal and additional efforts were needed to ensure equal access and support for all students. A lack of knowledge and skills among teachers reduced the level of adaptation to teaching methods. The lack of material and technical resources affected the adaptation to the school environment, and different levels of support from parents, professionals and school administrators affected the results of social integration. Thus, among the issues of inclusion in the examined inclusive primary school classes were insufficient adaptation of teaching methods and environment, as well as limited social integration. Approximately 48% of schools had limited opportunities to adapt learning materials and the school environment, which created barriers to effective learning for students with special needs. Although most schools demonstrated a sufficient level of support, almost 40% of students reported difficulties in social integration due to insufficient systematic integration measures or lack of resources.

The results of the study of the level of development and implementation of inclusive policies in education (Figure 3) showed that successful implementation of inclusive policies required not only knowledge and understanding of the policy mechanisms themselves but also actively supportive conditions. Inclusive education policies integration into all aspects of the educational process and reception of ongoing administrative support were noted to be of the highest priority. The effectiveness of such policies, according to teachers, was often determined by the extent to which they were systematically implemented and supported at all levels of education.

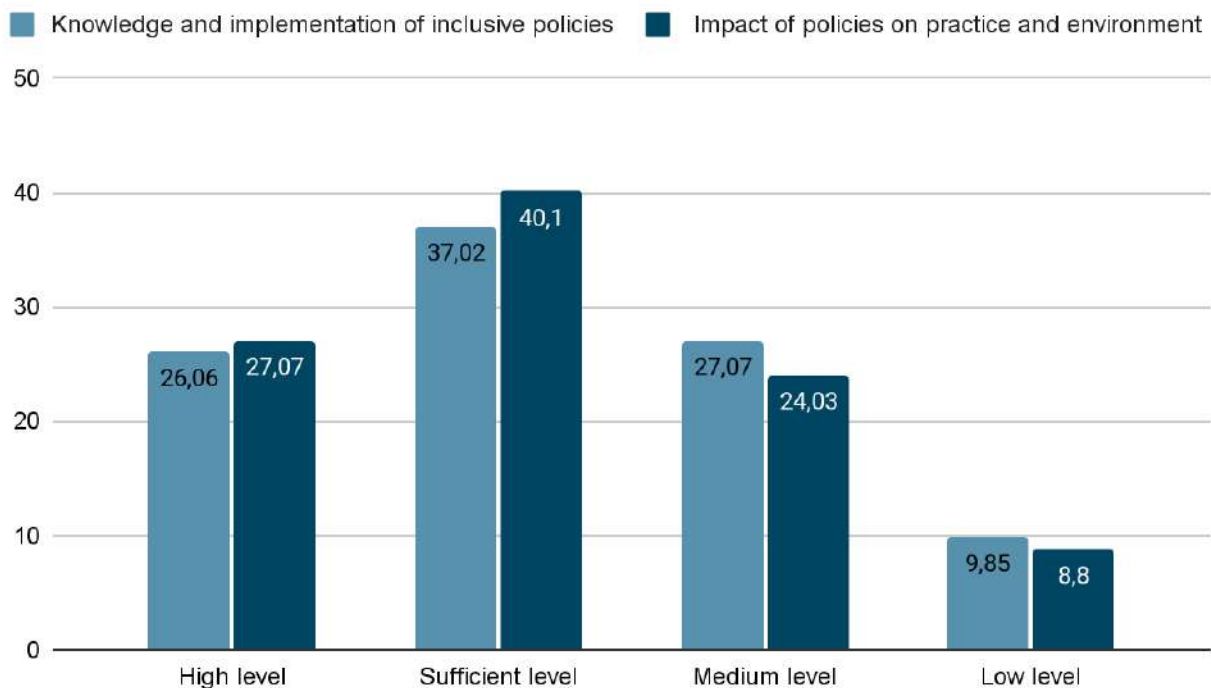


Figure 3. Level of development and implementation of inclusive education policies

Source: compiled by the author

More than a quarter of the teachers who took part in the study had in-depth knowledge and effectively implemented inclusive policies, which showed a positive trend towards the implementation of inclusive practices. Most respondents were familiar with inclusive policies specific to southern Albania and applied them in their practice, although implementation could be partially limited or not always systematic enough. The availability of knowledge and skills among teachers significantly influenced the effectiveness of inclusive policies and their impact on the environment, while the availability of resources and administrative support determined how well the policies were implemented and how they affected the learning process. However, factors that hindered inclusion in the educational space of primary school were identified, namely insufficient effectiveness of policy implementation and limited impact on the learning environment. Although most respondents had knowledge of inclusive policies, their implementation was not systematic or limited, which affected practice. Inclusive education policies had limited or irregular impact on the learning environment, which may have resulted from insufficient integration and support.

The study of the level of parental involvement in the inclusive education process (Figure 4) determined that a high level of involvement was critical for the successful implementation of inclusive practices. The involvement of parents and students in the educational process not only increased the effectiveness of inclusive practices but also contributed to the creation of a supportive learning environment. Challenges in this area, according to the parents interviewed, were often related to insufficient communication and organisational support, highlighting the need to develop strategies to improve engagement and interaction.

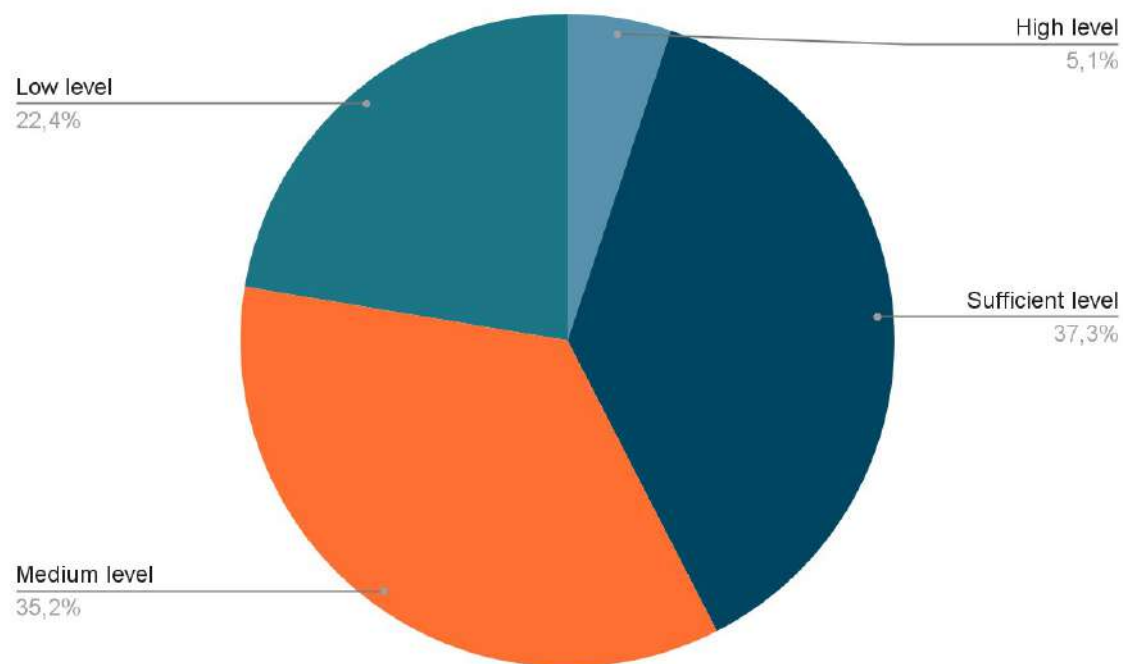


Figure 4. Level of parental involvement in the inclusive education process

Source: compiled by the author

The results of the diagnostics showed that only a small proportion of respondents actively participated in school activities, and parents often showed limited involvement of students or their parents in school events. Some respondents had low levels of interaction, which could indicate communication problems or insufficient support from teachers and administrators. The level of involvement was most often influenced by the personal motivation of students and parents, as well as the availability of support from the school. Insufficient organisation of events or lack of information led to a low level of participation and interaction. Thus, the diagnostic study identified obstacles to inclusion in the form of low levels of parental involvement in school activities and limited interaction with teachers and administrators. Such issues could be caused by insufficient motivation or a lack of effective strategies to engage students and parents in school activities. The identified barriers to inclusion in primary schools highlighted communication problems or insufficient support from the school, which made it difficult to implement inclusive practices effectively.

The “Parental awareness and knowledge of inclusive education” metric is notable, as a high level of understanding made parents aware of the needs of their children and the subsequent necessity to cooperate with teachers and school administrators in creating favourable conditions for learning. This, in turn, contributed to the successful implementation of inclusive practices and policies for equal opportunities for all students, regardless of their individual needs. According to the survey, 13.05% of parents showed superficial knowledge of inclusive education, were not aware of available resources to help their child and had a low level of awareness and knowledge of inclusive education. For a more detailed study of this aspect, a correlation analysis of this criterion was conducted concerning the others (Table 2).

Table 2. Correlation of parental awareness with other criteria

Criteria	Student t-test (p-value)	Mann-Whitney U test (p-value)	Fisher test (p-value)
<i>Creating a culture of cooperation</i>	0.04	0.06	0.05
<i>Development of inclusive practices in education</i>	0.02	0.03	0.01
<i>Development and implementation of inclusive education policies</i>	0.08	0.07	0.09
<i>Parental involvement in the learning process</i>	0.01	0.02	0.03

Source: compiled by the author

An insignificant positive correlation was determined, indicating a possible correlation between parental awareness and a culture of cooperation, as well as a significant correlation with the level of development of inclusive practices in education and a high correlation with the level of parental involvement in the educational process. It was assumed that parental awareness influenced the quality of adaptation of learning materials and that parental awareness increased parental involvement in the learning process. In this context, the list of issues in inclusive primary school classrooms includes a low level of parental awareness and insufficient support for the adaptation of teaching materials by parents. According to parents, the low level of awareness led to insufficient support for their children at home and complicated the process of communication and cooperation with teachers and administrators. Parental lack of knowledge about inclusive education may also have prevented them from actively participating in the development of individualised educational programmes for their children. Without the active involvement of parents in this process, it was difficult to provide the appropriate level of support for these students. In addition, low awareness reduced the overall activity and involvement of parents in the educational process, which worsened the effectiveness of implementing inclusive practices in schools.

In addition, in the context of supporting inclusive policies and initiatives, two main obstacles were identified, namely, insufficient parental involvement in the implementation of inclusive policies and limited support from school administrators and teachers. Parents were not sufficiently involved in the process of supporting and implementing inclusive initiatives in schools, possibly caused by a lack of information, resources or motivation. According to the survey, without active parental involvement, it was difficult to ensure the full implementation of inclusive policies, which in turn limited the ability to create a favourable learning environment for children with special educational needs. Even if parents embraced inclusive

initiatives, without adequate support from school administrators and teachers, their efforts were ineffective. Insufficient staff training, lack of resources, or lack of clear strategies for implementing inclusive policies could hinder the successful integration of children with disabilities into mainstream education. Summarising the findings of the diagnostic, a set of practical recommendations was developed for primary school teachers to address the main obstacles to teaching in inclusive classrooms in the Fier district (Table 3).

Table 3. A set of practical recommendations for primary school teachers

Barriers to inclusion	Practical recommendations for counteraction
<i>Insufficient interaction and communication</i>	Development of communication platforms. Regular meetings and discussions. Training in effective communication
<i>Limited recognition of the efforts of teachers and teaching assistants</i>	A system of incentives and rewards. Public recognition. Professional development
<i>Insufficient adaptation of teaching methods and environment</i>	Development of flexible training programmes. Use of technology. Involvement of specialists
<i>Limited social integration of children with special needs</i>	Organising joint events. Support from mentors. Diversity education programmes
<i>Insufficient effectiveness of inclusive policies</i>	Regular monitoring and evaluation. Involvement of experts. Information campaigns
<i>Limited pedagogical influence on the learning environment</i>	Interactive teaching methods. Professional development of teachers. Engaging students in the learning process
<i>Low level of parental involvement in school activities</i>	Flexible schedule of events. Virtual meetings. Information and invitations
<i>Limited interaction between parents and teachers and administration</i>	Regular meetings and consultations. Accessibility of teachers. Joint projects
<i>Low level of parental awareness of inclusive education</i>	Educational campaigns. Information materials. Training seminars
<i>Insufficient support for the adaptation of educational</i>	Explanatory meetings. Joint training projects. Information resources

<i>materials from parents</i>	
<i>Lack of parental involvement in the implementation of inclusive policies</i>	Feedback forms. Information sessions. Affiliate programmes
<i>Limited support from school administrators and teachers</i>	Training for administrators and teachers. Creation of working groups. Motivational programmes

Source: compiled by the author

In the context of creating cultures of cooperation, the following is proposed: establishment of online platforms or mobile applications for the regular exchange of information between teachers, parents and students, which will facilitate the rapid exchange of opinions and problem-solving; organisation of regular meetings, seminars and discussions where all participants in the educational process can express their ideas and suggestions; Organisation of training for teachers and parents to assist in the development of effective communication and cooperation skills; introduction of reward system to stimulate teacher efforts in inclusive practices employment; regular demonstration of successful teachership in local media and school press; provision of constant professional development and qualification for teachers via courses, seminars and workshops. The following inclusive practices are proposed for development: the creation of adaptive curricula, that can be easily modified following the individual needs of pupils; employment of modern technologies for education personalisation and access to educational materials in different variations; collaboration with psychologists and other professionals in developing effective adaptation strategies and environments; conduct integration activities that include all students, regardless of their disabilities, to promote the development of social skills; introduction of a mentoring system where older students or volunteers support children with special needs in social adaptation; and development of programmes that raise awareness and understanding of diversity and inclusion among students. In the field of development and implementation of inclusive policies in education, the following is proposed: introduction of systems for regular monitoring and evaluation of the implementation of inclusive policies to identify problems and adjust strategies; cooperation with inclusion specialists to develop more effective strategies and their implementation; and information campaigns for all participants in the educational process on the importance and goals of inclusive policies; employment of innovative interactive teaching methods that engage students and make the learning process more effective; organise regular trainings and seminars for teachers to increase their ability to adapt teaching methods; creation of conditions where students can actively participate in the planning and implementation of the learning process.

The following parental involvement is proposed to be implemented in the educational process: organisation of events at different times to cover more parental needs; organisation of online meetings for parents who cannot attend in person; active communication of all events

through various communication channels, including social media, emails and phone calls; introduction of regular meetings and consultations where parents can discuss progress of their children; provision of easy access to teachers through established office hours or online platforms; involvement of parents in joint projects that contribute to improving the learning environment. In the context of parental awareness of inclusive education, the following can be proposed: organisation of campaigns to raise parental awareness of inclusive education and its benefits; distribution of information materials explaining the concept and practices of inclusive education; and organisation of seminars for parents to learn more about inclusive education and get answers to their questions; organisation of meetings where teachers explain to parents how they can help with the adaptation of learning materials; involvement of parents in the development and adaptation of learning materials so that they are more responsible for this process; and access to resources to help parents understand how to adapt learning materials at home. To encourage parental support for inclusive policies and initiatives, it is recommended to introduce feedback systems so that parents can express their opinions and suggestions on inclusive policies; organise information sessions for parents where they can learn more about inclusive policies and their implementation; introduce partnership programmes that encourage parents to take an active role in implementing inclusive initiatives; conduct trainings to increase the awareness and competencies of administrators and teachers in the field of inclusion; organise working groups that include representatives of administration, teachers and parents to work together on inclusive initiatives; and introduce incentive programmes for teachers and administrators who actively support inclusive practices and policies. Thus, in the diagnosis of the state of inclusive education in primary schools in the Fier district, a description of the main issues in the work of primary inclusive education centres, typical for the south of Albania, was compiled, and a set of practical recommendations for primary school teachers of different levels of experience in inclusive teaching was created.

DISCUSSIONS

The findings of the study demonstrate the importance of creating an inclusive environment in primary school. In particular, the effective implementation of inclusive practices required not only structural adaptations but also the creation of a supportive environment for all participants in the educational process. Many schools in the Fier district have adapted teaching methods and environments to meet the needs of students with special needs, but a third of the schools surveyed were at an average level of adaptation. The study also identified several obstacles to effective inclusion, such as insufficient interaction and communication between teachers, parents and professionals, limited recognition of teacher efforts, insufficient adaptation of teaching methods and the environment, and low levels of parental involvement in the learning process. The results of the diagnosis demonstrated the importance of a comprehensive approach to the implementation of inclusive education in primary schools, particularly in a specific region in southern Albania, and included the identification of barriers to inclusion and practical recommendations for teachers. These recommendations are aimed at facilitating the implementation of inclusive education, ensuring equal opportunities for all students and improving the quality of education. The importance of the study lies in the fact that it provided a comprehensive understanding of the barriers to inclusion in the educational

process of inclusive primary school classes and identified areas for further improvement. Raising academic achievement and improving student motivation through teacher-parental collaboration were identified as key aspects of ensuring quality education in an inclusive environment. The results of the study pointed to the need to improve communication and cooperation between all stakeholders in the educational process to achieve success in inclusive education and highlighted the importance of adapting curricula and environments to ensure equal access to education for all students, including students with special needs. The results also showed that inclusion requires ongoing support and recognition of efforts by administrators and parents to create a supportive learning environment.

The results of the study are consistent with the research of M. P. B. Francisco, M. Hartman and Y. Wang [1], who also noted the existence of persistent barriers to the inclusion of students with severe disabilities in general education classes in primary school. They noted that individualised educational programmes were often difficult to implement, even with the use of effective instructional techniques. Scientists E. Muta and K. Korenaga [2] emphasised the importance of addressing the cultural context when developing inclusive programmes, which was also relevant in the context of this study, which, along with the works of other scientists, emphasised the need to individualise approaches in inclusive education. Moreover, A. Kart and M. Kart [10] noted the problems of distance learning for students with special needs, which was important for the development of adaptive methods in this study, C. Nilholm [11]; T. Salovitta [12]; A. Paseka, S. Schwab [3] pointed out the importance of parental support, which was confirmed by the recommendations of the study on parental involvement, A. Duka Ferri, M. Buka, M. Vampa [6]; N. Peka [13] addressed the transparency of diagnoses, which corresponded to the aspects of diagnosing the state of inclusive education in the study.

A promising area for future research is to conduct diagnostics with a larger number of teachers and parents from different types of educational institutions and regions, as well as with the involvement of primary school students and a detailed study of classroom equipment to obtain more accurate results. It is planned to conduct a longitudinal experiment to study the long-term effects of inclusive education on the academic achievement, motivation and emotional state of students with special needs, and to analyse the results in an international discourse to share experiences. Further research could focus on the adaptation of teaching materials and methods for different cultural and social contexts, especially the impact of new technologies on the quality of inclusive education and their integration into curricula. An important area for study is the impact of current challenges, such as the military situation, on the implementation of inclusive education in different regions and the development of tools for diagnosing the adaptability of teaching methods. The study highlighted the importance of systematic training of all participants in the educational process to achieve optimal results in inclusive classrooms, as it showed the need for regular monitoring and evaluation of the implementation of inclusive policies, as well as the continuous development of inclusive practices. The study contributed to the understanding of how inclusive education can be improved with the help of modern technologies and teaching methods and highlighted critical aspects that needed to be improved for the successful integration of students with special needs into the general education environment. This has laid the groundwork for the

development of policies and strategies to ensure equal access to education improve the overall quality of education, and fill gaps in understanding the barriers and opportunities for inclusive education in a particular region. The recommendations can assist practitioners in creating more effective educational environments for students with disabilities.

The study confirmed the findings of other researchers, such as C. Dukes and L. Berlingo [14], who highlighted the issues of inclusion of students with special needs and emphasised the importance of support from parents and school administrators for the successful implementation of inclusive programmes. The results of the study coincided with the work of N. Zabeli [7, 15] and other researchers who emphasised the importance of transparency of diagnoses of children to optimise their well-being in inclusive classrooms and focused on destigmatising childhood illnesses and adapting academic subjects. There was agreement with the findings of other researchers who pointed to barriers to inclusion, such as communication gaps, insufficient teacher training and lack of resources. For example, studies by G. Yazcayir and H. Gurgur [4] emphasised the ambiguous impact of distance learning on the health of children with special needs, while C. Nilholm [11] and T. Salovitta [12] expressed doubts about the effectiveness of inclusive programmes without proper support. In general, the results of the study were consistent with many publications that pointed to the need for individualised programmes and parental support. Thus, the findings of this study offered a valuable contribution to the field of inclusive education and highlighted the importance of further efforts in this area.

CONCLUSIONS

The study identified the main obstacles to the implementation of inclusive education in primary schools, including insufficient support from parents and the lack of adaptive curricula. The existence of specific barriers to the successful integration of students with special needs into the educational process, such as cultural and social factors that complicate the implementation of inclusive practices, has been established. The importance of developing and implementing comprehensive recommendations for primary school teachers to help overcome the main obstacles to the education of children with special needs is confirmed. It is stated that there is a high level of importance and insufficient effectiveness of existing inclusive programmes, which is confirmed by the need for local research and individualisation of inclusive approaches. Key issues such as insufficient parental support and lack of adaptive curricula are identified. Recommendations for teachers have been developed, including the introduction of online communication platforms, adaptation of curricula, use of modern technologies, etc. Criteria for a comprehensive characterisation of inclusive education have been identified and tools for studying the interaction between teachers and parents have been developed.

In the context of creating cultures of cooperation and developing inclusive practices in educational institutions, the study determined that it would be advisable to take several measures aimed at improving communication and interaction between participants in the educational process, including creating online platforms for the rapid exchange of information and organising regular meetings to discuss ideas. The survey results indicated that training is beneficial for developing cooperation skills among teachers and parents and that there is a

demand for developing a system of incentives for teachers to implement inclusive practices, use modern technologies to personalise learning, work with psychologists, and implement integrative measures for socialisation students. To implement inclusive policies, it is recommended to create a monitoring and evaluation system, develop strategies with the participation of inclusion specialists, and conduct awareness-raising campaigns. Based on the responses of teachers during the diagnostic process, the importance of regular training for teachers to increase their ability to adapt teaching and involve students in planning the educational process is stated. The involvement of parents in the educational process is proposed to be ensured through the organisation of events at a convenient time, online meetings and active information, and holding parental seminars is identified as an effective form of involving them in the adaptation of educational materials for students in inclusive classes. Collaborative work in working groups and motivation programmes were identified as forms that promote the active participation of all parties in the implementation of inclusive practices. The analysis of correlations has given grounds to highlight the initiative of parents as a significant factor in the quality of inclusive education, and therefore it is proposed to introduce feedback systems, information sessions, partnership programmes and trainings to raise their awareness.

Thus, the research goal was successfully achieved by substantiating the criteria for a comprehensive characterisation of inclusive education in primary school and developing valid tools for studying the interaction of teachers and parents in inclusive classrooms, and the results obtained highlighted the importance of local research and individualisation of approaches to inclusive education and pointed to the need to create specific solutions to regional problems to improve the effectiveness of inclusion in the educational process. The study was limited by several objective limitations, including the focus on the Fier region, not fully reflecting the situation in other regions of Albania or other countries with different cultural and socio-economic backgrounds; the study focused on a particular region and did not take into account the diversity of attitudes towards inclusion among teachers, parents and students in other areas; and the limited time frame of the study may have missed the long-term effects of inclusive programmes and policies. These limitations were inherent and expected, but consideration of these factors will be addressed in future research.

SOURCE

1. Francisco, M. P. B., Hartman, M., Wang, Y. 2020. Inclusion and Special Education. *Education Sciences*, № 10 (9), 238.
2. <https://www.mdpi.com/2227-7102/10/9/238>
3. Moberg, S., Muta, E., Korenaga, K., Kuorelahti, M., Savolainen, H. 2020. Struggling for inclusive education in Japan and Finland: teachers' attitudes towards inclusive education. *European Journal of Special Needs Education*, № 35 (1), pp. 100-114. <https://www.tandfonline.com/doi/full/10.1080/08856257.2019.1615800>
4. Paseka, A., Schwab, S. 2020. Parents' attitudes towards inclusive education and their perceptions of inclusive teaching practices and resources. *European Journal of Special*

- Needs Education*, № 35 (2), pp. 254-272.
<https://www.tandfonline.com/doi/full/10.1080/08856257.2019.1665232>
5. Yazcayir, G., Gurgur, H. 2021. Students with Special Needs in Digital Classrooms during the COVID-19 Pandemic in Turkey, *Pedagogical Research*, № 6 (1), em0088. <https://eric.ed.gov/?id=EJ1287170>
 6. Crispel, O., Kasperski, R. 2021. The impact of teacher training in special education on the implementation of inclusion in mainstream classrooms. *International Journal of Inclusive Education*, № 25 (9), pp. 1079-1090.
<https://www.tandfonline.com/doi/abs/10.1080/13603116.2019.1600590>
 7. Duka Ferri, A., Buka, M., Vampa, M. 2023. The Challenges of Inclusive Teaching in Albania and Its Issues in the Pre-School Curriculum. *Journal of Educational and Social Research*, № 13 (6), pp. 307-316. <https://www.researchgate.net/profile/Magdalini-Vampa/publication/37541354>
 9. Zabeli, N., Kaçaniku, F., Koliqi, D. 2021. Towards the inclusion of students with special needs in higher education: Challenges and prospects in Kosovo. *Cogent Education*, № 8 (1), 185938. <https://www.tandfonline.com/doi/full/10.1080/2331186X.2020.1859438>
 10. Hnoievska, O., Omelchenko, I., Kobylchenko, V., Klyap, M., Shkvyr, O. 2022. Subjects Adaptation Techniques for Primary School Pupils with Special Educational Needs. *Journal of Curriculum and Teaching*, № 11 (6), pp. 100-112. <https://lib.iitta.gov.ua/id/eprint/734348/>
 11. Rasmitadila, R., Widasari, W., Humaira, M., Tambunan, A., Rachmadtullah, R., Samsudin, A. 2020. *Using Blended Learning Approach (BLA) in Inclusive Education Course: A Study Investigating Teacher Students' Perception*. Kassel, Germany: International Journal of Emerging Technology in Learning. <https://www.learntechlib.org/p/217165/>
 12. Kart, A., Kart, M. 2021. Academic and Social Effects of Inclusion on Students without Disabilities: A Review of the Literature. *Education Sciences*, № 11 (1), 16. <https://www.mdpi.com/2227-7102/11/1/16>
 13. Nilholm, C. 2020. Research about inclusive education in 2020 – How can we improve our theories in order to change practice? *European Journal of Special Needs Education*, № 36 (3), pp. 358-370. <https://www.tandfonline.com/doi/full/10.1080/08856257.2020.1754547>
 14. Salovitta, T. 2020. Teacher attitudes towards the inclusion of students with support needs. *Journal of Research in Special Educational Needs*, № 20 (1), pp. 64-73. <https://nasenjournals.onlinelibrary.wiley.com/doi/10.1111/1471-3802.12466>
 15. Peka, N. 2023. The Rights of Children with Disabilities: Access to A Quality Inclusive Education For Them. *European Journal of Multidisciplinary Studies*, № 8 (2), pp. 125-132. <https://revistia.com/index.php/ejms/article/view/6963>

16. Dukes, C., Berlingo, L. 2020. Fissuring Barriers to Inclusive Education for Students with Severe Disabilities. *Research and Practice for Persons with Severe Disabilities*, № 45 (1), pp. 14-17.
<https://journals.sagepub.com/doi/full/10.1177/1540796919895968>
17. Zabeli, N., Perolli-Shehu, B., Gjellaj, M. 2020. From Segregation to Inclusion: the Case of Kosovo. *Italian Journal of Sociology of Education*, № 12 (2), pp. 201-225.
<https://ijse.padovauniversitypress.it/2020/2/9>
18. Alok, R. 2023. *Teachers' competences to adapt curriculum for learners with intellectual disabilities in minakulu sub-county oyam district*.
<https://kyuspace.kyu.ac.ug/handle/20.500.12504/1925>
19. Dell'Anna, S., Pellegrini, M., Ianes, D., Vivanet, G. 2020. Learning, Social, and Psychological Outcomes of Students with Moderate, Severe, and Complex Disabilities in Inclusive Education: A Systematic Review. *International Journal of Disability, Development and Education*, № 69 (6), pp. 2025-2041.
<https://www.tandfonline.com/doi/full/10.1080/1034912X.2020.1843143>
20. Demchenko, I., Maksymchuk, B., Bilan, V., Maksymchuk, I., Kalynovska, I. 2021. Training Future Physical Education Teachers for Professional Activities under the Conditions of Inclusive Education. *BRAIN. Broad Research in Artificial Intelligence and Neuroscience*, № 12 (3), pp. 191-213.
<https://www.lumenpublishing.com/journals/index.php/brain/article/view/434>
21. Doksani, A. 2021. *Everyday Life of Children with Intellectual and Developmental Disabilities in Albania*. <https://ntnuopen.ntnu.no/ntnu-xmlui/handle/11250/2784750>
22. Gega, O., Petro, M. 2023. The Role and Responsibilities of the Special Education Teacher in Albanian Pre-University Education: A Case Study in the County of Durrës. *Journal of Educational and Social Research*, № 13 (3), pp. 191-208.
<https://d1wqtxts1xzle7.cloudfront.net/104502245/12936-libre.pdf>
23. Heyder, A., Südkamp, A., Steinmayr, R. 2020. How are teachers' attitudes toward inclusion related to the social-emotional school experiences of students with and without special educational needs? *Learning and Individual Differences*, № 77, 101776.
24. <https://www.sciencedirect.com/science/article/abs/pii/S1041608019301128>
25. Hyseni Duraku, Z., Jahiu, G., Likaj Shllaku, E., Boci, L., Shtylla, H. 2021. Albanian Preschool Personnel's Perceived Obstacles to Implementing Effective Inclusive Education. *Frontiers in Education*, № 6, 645254.
<https://www.frontiersin.org/journals/education/articles/10.3389/feduc.2021.645254/full>
26. Koliqi, D., Zabeli, N. 2022. Variables affecting the attitudes of teachers' towards inclusive education in Kosovo. *Cogent Education*, № 9 (1), 2143629.
<https://www.tandfonline.com/doi/full/10.1080/2331186X.2022.2143629>

30. Lleshi, A., Uka, A. 2023. The Role and the Challenges of Teacher Assistants in Integrating Children with Special Needs in Regular/Mainstream Classes. *Beder University Journal of Educational Sciences*, № 27. <https://bjes.beder.edu.al/pages.php?p=archive&id=116>
31. Ni Bhroin, O., King, F. 2020. Teacher education for inclusive education: a framework for developing collaboration for the inclusion of students with support plans. *European Journal of Teacher Education*, № 43 (1), pp. 38-63.
32. <https://www.tandfonline.com/doi/full/10.1080/02619768.2019.1691993>
33. Qejvanaj, G. 2021. Albanian National Action Plan for Roma Inclusion 2016–2020: A Study on the Program Achievements at the Halfway Mark. *Sage Journals*, № 11 (3).
34. <https://journals.sagepub.com/doi/full/10.1177/21582440211036107>
35. Sota, J. 2021. An Inclusive Education Policy Oriented to Profession is the Key to the Development of Albanian Economy (Historical Trends in Vocational School 2008-2018). *Interdisciplinary Journal of Research and Development*, № 8 (1), pp. 20-48.
36. <https://www.journal-uamd.org/index.php/IJRD/article/view/12>
37. Sylva, M. 2023. The role of peers in the inclusive education of students with special needs. *Turkish International Journal of Special Education and Guidance & Counselling* ISSN: 1300-7432, № 12 (1), pp. 72-80. <https://tijseg.org/index.php/tijseg/article/view/191>
38. Zaçellari, M. L., Miço, H. 2020. Parents and Teachers' Involvement in Designing Educational Programmes within the Albanian Curricula of Pre-university Education: Their Perceptions in this Context. *Eastern European Journal of Transnational Relations*, № 4 (1), pp. 115-134. <https://www.ceeol.com/search/article-detail?id=929447>
39. *Convention on the Rights of the Child*. <https://www.coe.int/uk/web/compass/convention-on-the-rights-of-the-child>
40. *Salamanca Statement and Framework for Action on Special Needs Education (1994)*.
41. <https://www.european-agency.org/sites/default/files/salamanca-statement-and-framework.pdf>
42. *United Nations Convention on the Rights of Persons with Disabilities*. <https://www.coe.int/uk/web/compass/convention-on-the-rights-of-persons-with-disabilities>

Appendices.

Appendix 1 Criteria and indicators of pedagogical organisation of inclusive education

Criterion “Creating a culture of cooperation”

High level. Teachers actively cooperate with psychologists, social workers, parents and other specialists. Regular exchange of information and resources between all participants is present. All stakeholders demonstrate a high level of support and interest in achieving common goals. Teachers and other participants actively innovate and constructively evaluate their work.
Sufficient level. Most teachers receive the support they need from colleagues, parents and specialists. Interaction and information exchange are regular but could be improved. The interaction is constructive but sometimes lacks innovation. There are foundations for building cultures of cooperation that need to be further developed.
Average level. Cooperation is irregular and often depends on the personal initiative of teachers. Support from parents and other professionals may be insufficient or sporadic. Information exchange is limited, which can cause difficulties in implementing inclusive practices. Potential and desire for improvement are present, but clearer strategies are needed.
Low level. Teachers rarely receive external support or feel isolated in their work. Communication between teachers, parents and specialists is sporadic or non-existent. There are significant difficulties in implementing inclusive practices due to a lack of cooperation. Support and information sharing are not structured, which hinders efficiency.
Unsatisfactory level. No cooperation and teachers receive no support. Lack of communication and coordination between participants in the educational process. Little or no support from parents, colleagues and professionals. The effectiveness of inclusive education is seriously undermined, requiring fundamental changes in approaches.
Criterion “Development of inclusive practices in education”
High level. Teachers actively adapt teaching materials and methods to meet the individual needs of students. The school environment is adapted to support all students, including necessary physical adaptations. A systematic approach to social integration and the development of independence among students is employed. Students with special needs can participate fully in all aspects of school life.
Sufficient level. Most teachers are familiar with inclusive practices and apply them in their work. The school environment is adapted for students with special needs, although improvements could be made in some areas. Regular social inclusion activities are carried out, but their effectiveness could be improved. Constant communication with parents to support students with special needs is present.
Average level. Teachers are familiar with the basic principles of inclusion but do not always apply them effectively. Adaptations to the school environment may not be sufficient for all students. The social integration of students is irregular or insufficiently systematic. Support from parents and other professionals is limited.
Low level. Teachers have limited knowledge of inclusive practices or do not apply them in their

work. The school environment is not adapted for students with special needs. Significant difficulties in the social integration of students are present. Interaction with parents and other professionals is not established.

Unsatisfactory level. Lack of knowledge or unwillingness of teachers to implement inclusive approaches. The school environment is fully unsuitable for the education of students with special needs. Social isolation of students with special needs due to the lack of integration measures is present. Lack of communication with parents and specialists leads to critical learning disabilities.

Criterion “Development and implementation of inclusive education policies”

High level. Respondents demonstrate in-depth knowledge of existing inclusive policies and their implementation in the educational process. They actively implement policies and monitor their effectiveness. Inclusive policies have a positive impact on the learning environment and teaching practices, as notable in improvements in the adaptation of teaching methods and interaction with students. The school provides all the necessary conditions for the effective implementation of inclusive policies, including resources and support from the administration. The school has implemented specific programmes and activities that actively support inclusive education, which ensures high social integration of students with special needs.

Sufficient level. Respondents have general knowledge of inclusive policies and can apply them in the educational process, but their implementation may be partially limited. Policies have a moderate impact on the learning environment and teaching practices, but there is room for further improvement. School provides the basic conditions for implementing inclusive policies but may lack some additional resources or support. There are some programmes and measures that support inclusive education, but their effectiveness and scale may be limited.

Average level. Respondents have a basic knowledge of inclusive policies, but their implementation may be irregular or insufficiently effective. Inclusive policies have a limited impact on learning environments and teaching practices, and their implementation is often challenging. School partially provides the conditions for implementing inclusive policies but may lack the resources or support to fully implement them. There are a few programmes or activities aimed at supporting inclusive education, but they are not systematic or sufficiently influential.

Low level. Respondents have limited knowledge of inclusive policies and their implementation in the educational process is irregular or inadequate. Inclusive policies have minimal or no impact on the learning environment and teaching practices, often leaving important aspects unaddressed. School does not provide sufficient conditions for the implementation of inclusive policies and lacks the necessary support or resources. There are no specific programmes or measures that support inclusive education, and relevant initiatives are insufficient or non-existent.

Unsatisfactory level. Respondents have superficial or inaccurate knowledge of inclusive policies, and their implementation is absent or unsatisfactory. Inclusive policies do not have any significant impact on the learning environment and teaching practices that negatively affect the learning process. The school does not provide the conditions for implementing inclusive policies, nor does it have any resources or support. There are no programmes or activities that support

inclusive education and no initiatives in this area.

Source: compiled by the author

Appendix 2 Criteria and metrics of parental support for inclusive education

Criterion “Involvement in the learning process”
High level. Parents are actively involved in all school activities and meetings related to education of their children. They regularly interact with teachers and school administrators, providing feedback and suggestions for improving the learning process. They help their child with homework and actively promote inclusive practices in the educational process. Parents participate in programmes and initiatives that support inclusive education and actively promote these initiatives in the school and community.
Sufficient level. Parents are involved in the main school activities and meetings, but their participation may be irregular. Interaction with teachers occurs, but only occasionally, and may not be sufficient to fully understand the needs of a child. They help their child with homework, but their involvement in inclusive practices may be limited. Parents support inclusive initiatives at a basic level, but their involvement in programmes and activities may be limited.
Average level. Parents rarely participate in school events and meetings but still try to attend whenever possible. Interaction with teachers is sporadic, and parents may have insufficient information about needs and progress of their children. Homework help is provided irregularly and support for inclusive practices is minimal. Parents show some support for inclusive initiatives, but their participation in programmes or activities is limited.
Low level. Parents do not participate in any school events and meetings related to education of their children. Interaction with teachers is completely absent, leading to a complete lack of awareness of needs and progress of their children. There is no help with homework and no support for inclusive practices. Parents do not support inclusive initiatives and there is no participation in programmes or activities related to inclusive education.
Unsatisfactory level. Parents do not participate in any school events and meetings related to education of their children. Interaction with teachers is completely absent, leading to a complete lack of awareness of needs and progress of their children. There is no help with homework and no support for inclusive practices. Parents do not support inclusive initiatives and there is no participation in programmes or activities related to inclusive education.
Criterion “Awareness and knowledge of inclusive education”

High level. Parents have a deep understanding of the principles of inclusive education and actively apply this knowledge in practice. They are aware of all the resources and support available to help their child learn. Parents actively participate in trainings and seminars on inclusive education and share their knowledge with others. They can discuss complex issues of inclusion and promote positive change in their school and community.
Sufficient level. Parents have a general understanding of inclusive education and can support their children in basic aspects of learning. They are aware of key resources and support programmes but may not use them regularly. Parents attend some events dedicated to inclusion and apply the knowledge they have gained from time to time. They can discuss inclusive issues with teachers but need additional knowledge to participate more effectively.
Average level. Parents have limited awareness of inclusive education and may not be aware of important aspects of supporting their children. They are aware of some resources, but their use is random and not systematic. Parents rarely attend events dedicated to inclusion, and the knowledge gained is used minimally. They need additional information and support to become more actively involved in the inclusive learning process.
Low level. Parents have a superficial knowledge of inclusive education and do not know how to use it to support their children. They are not aware of the resources available and do not use them to help their child. Parents do not attend events dedicated to inclusion and do not seek additional knowledge. They cannot effectively discuss inclusive issues with teachers or other parents.
Unsatisfactory level. Parents do not have any understanding of the principles of inclusive education and are unable to support their children in the learning process. They do not know about the existence of resources that can be useful for the child and do not use them. Parents do not show interest in inclusion education or activities and do not want to acquire new knowledge. They are not able or willing to discuss inclusion with teachers or other parents.
Criterion “Support for inclusive policies and initiatives”
High level. Parents actively support all-inclusive initiatives of the school and participate in their implementation. They participate in school committees or working groups aimed at developing inclusive education. Parents actively promote inclusive practices in their community and engage others to support these initiatives. They are constantly learning and increasing their knowledge of inclusive education to support initiatives more effectively.
Sufficient level. Parents support the inclusive initiatives of schools, but their involvement may be irregular. They may participate in some school activities but are not active participants in committees or working groups. Parents usually support initiatives in the community but are not the initiators of change. They have basic knowledge of inclusive education and occasionally attend trainings or seminars.
Average level. Parents rarely support the inclusive initiatives of schools, and their participation in events is limited. They do not actively participate in committees or working groups but may

occasionally attend meetings. Parents do not promote inclusive practices in the community, their support is passive. They have limited knowledge of inclusive education and rarely attend events related to these issues.

Low level. Parents hardly support the inclusive initiatives of schools, and their participation in events is minimal. They are not involved in any school committees or working groups dealing with inclusion. Parents are not interested in promoting inclusive practices in the community and have little or no support for initiatives. They have superficial knowledge about inclusive education and do not show any desire to improve it.

Unsatisfactory level. Parents do not support the inclusive initiatives of schools and do not participate in activities at all. They do not show any interest in participating in committees or working groups dealing with inclusion. Parents not only do not support inclusive practices in the community but can also oppose such initiatives. They have no awareness of inclusive education and show no interest in studying it.

Source: compiled by the author

Appendix 3 Content of questions on the pedagogical organisation of inclusive education

Criterion “Creating a culture of cooperation”	
The “ Level of interaction and support ” metrics are used to assess the interaction between participants in the educational process, as well as the extent to which teachers receive support in their work	The “ Assessment of Support and Recognition ” metric is used to assess the level of resource provision for teachers from school staff, parents and society
How familiar are you with collaborative cultures?	Do you need training to develop an individual study plan?
How much help do you receive from the school psychologist/social worker in developing the curriculum?	Do you feel supported in your work by teachers and society?
What kind of help do you get from your class teacher in developing the curriculum?	How much do school staff value you?
How much help do you get from parents in developing the curriculum?	How much do your parents value you?
Do you cooperate with other specialists, such as therapists, speech therapists, etc?	How confident are parents of students with special needs about confidentiality?
Is there mediation that promotes the school, vocational and social integration of children	Is your work evaluated against other internal or external professionals to ensure that everyone is performing their duties appropriately?
	How friendly is the social atmosphere at the

with disabilities in society, in the classroom or an educational group? Do you follow a parent-teacher collaboration module? How actively do you cooperate with all partners to overcome difficult situations? Are there networks of exchange and continuous learning in your area of teaching practice? (school, community, organisations)	school where you work? How actively and constantly do you participate in meetings that provide an individual curriculum for each student? Do you bring a critical and constructive perspective to the team, as well as innovative suggestions in your field of work? To what extent does the school policy reflect a mission to welcome students with special needs? Are you valued as a resource for parents and ordinary teachers? Do you encourage integration?
Criterion “Development of inclusive practices in education”	
The “Adaptation of teaching methods and environment” metric covers the capacity of teachers to adapt teaching methods and the environment for students with disabilities to ensure their access to quality education	The “Support and social inclusion of students” metric covers initiatives to promote the social inclusion and support of students with special needs, including parental involvement and opportunities for self-directed development among students
Do you define and adapt knowledge according to the needs of the learner and the expected school competencies; do you express it in terms of learning objectives? Is the school environment adapted to the education of students with special needs? Do you know how to choose teaching methods according to abilities and limitations a child? Do you know how to adapt individual teaching techniques to the student (difficulty, rhythm, age) and plan pedagogical solutions? Can you address with children any diagnosis? To what extent does the school assist students with mobility problems when there are activities outside of school? To what extent can you strike a fair balance between adapting the student to the school	How familiar are you with inclusive practices? Do you think inclusive education is effective in your school? Is the time allocated by the medical report (2/3 hours) sufficient for the integration of a student with special needs into the school? Are there any measures planned for the social integration of students? Are there any plans for practical independence? To what extent do you understand the impact of a limitations of a student on their fatigue? Can students explore, experiment, touch, and learn from their mistakes? Do you plan activities with parents of students with special needs in your school?

environment and adapting the environment to the student?	Are opportunities provided for students to practice self-assessment, develop the necessary tools and promoting awareness of their strategies (metacognition)? To what extent are you able to appreciate all possible ways of communicating and expressing yourself in the classroom or group (verbally, non-verbally, gesturing, writing, art...)? To what extent can you ensure that each student with special needs has a place and role in the group or classroom and is valued?
Criterion “Development and implementation of inclusive education policies”	
The “ Knowledge and Implementation of Inclusive Policies ” metric addresses the knowledge of existing inclusive policies and their implementation in the educational process among respondents	The “ Impact of Policies on Practice and Environment ” metric assesses how inclusive policies affect the learning environment and teaching practices
Do you know about existing inclusive education policies? Do you think these policies are being implemented effectively in your school? Does the school provide the conditions for implementing inclusive policies? Does your school have specific programmes or activities that support inclusive education? How does the school administration support the implementation of inclusive policies?	To what extent do inclusive policies affect your ability to adapt teaching methods? Do you feel changes in the school environment due to the implementation of inclusive policies? How do inclusive policies affect interaction with students with special needs? Do you think that inclusive policies contribute to the social integration of students? To what extent do inclusive policies affect the accessibility of learning materials and resources for students with disabilities?

Source: compiled by the author

THE ROLE OF FORMATIVE ASSESSMENT IN DIFFERENTIATED TEACHING AND SELF-REGULATED LEARNING SKILLS

Dr. Zhuljeta LILO¹

*¹“Eqrem Çabej University“ of Gjirokastër, Faculty of Education and Social Sciences,
zpcinga@yahoo.com, Gjirokastër / Albania*

Abstract: The aim of this paper is to address formative assessment as part of the interactive learning process. This paper examines the impact of different types of formative assessment on the adaptation of differentiated teaching and the development of self-regulated learning skills in students. Formative assessment consists of a wide range of techniques, including open-ended questions, self-assessment, peer-assessment, constructive feedback, and learning portfolios, which provide ongoing feedback on student progress and encourage reflection for improvement of the learning process (Black & Wiliam, 1998). Differentiated learning methods, on the other hand, focus on adapting the content, pace, and manner of learning based on the needs, interests, and styles of students, promoting their autonomy and personal responsibility (Tomlinson, 2014). The study methodology consists of a critical analysis of the academic literature and empirical research that addresses the relationship between formative assessment, differentiated learning, and the development of self-regulated learning skills. The results show that the integration of these approaches strengthens students' metacognitive skills, including planning, monitoring, and regulating their own learning process, which are essential for learning autonomy and academic performance (Zimmerman, 2002). In conclusion, this study demonstrates that the integrated use of various formative assessment techniques and differentiated instructional methods creates a supportive and effective learning environment that empowers students' self-regulation and improves their academic outcomes.

Keywords: Formative assessment, interactive learning, competency-based curricula, self-regulated learning

INTRODUCTION

Student formative assessment is an integral part of the competency-based curriculum approach in Albanian pre-university education. It constitutes a key component in the teaching process as it aims to support students in the learning process. Formative assessment is not simply a tool that measures student progress, but an important instrument to promote in-depth learning towards the development of competencies. Competencies are skills that require continuous practice, reflection and repetition to improve. As such, formative assessment provides continuous feedback that helps the student to adjust and improve learning and the teacher to adapt and differentiate teaching. Often this assessment is informal and students can also keep notes on their own progress. This paper addresses the importance of formative assessment as an integral part of the teaching process for the development of competencies, as opposed to traditional assessment of measuring results; not simply as a measuring tool, but as a promoter of interactive learning processes and the development of self-regulated learning

skills in students. By exploring how good practices of formative assessment can influence the construction of metacognitive skills, awareness of learning and motivation to progress, this paper aims to increase the awareness and teaching autonomy of the teacher to select and conceptualize it as an interactive learning tool in all teaching phases. From the analysis of official ASCAP documents, it results that this approach to student assessment is relatively new and is integrated into the school curriculum after 2014, with curricular changes according to the competency-based approach. The construction of subject and key competencies cannot be achieved without being based on formative assessment processes.

Methodology, theoretical basis and meta-analysis

Through theoretical analysis and empirical practice review, this paper aims to contribute to a deeper understanding of the impact of formative assessment as a powerful tool for developing learning autonomy and self-regulated learning.

Theoretical basis

Formative assessment is based on constructivist and sociocultural theories of learning. According to constructivist theories, the learner is an active subject in the process of knowledge construction and formative assessment supports the knowledge construction process by providing continuous feedback that helps the learner understand progress and improve learning. It helps in adjusting teaching strategies according to the learner's needs. Based on Sociocultural Theories, formative assessment creates space for interaction and support within the developmental zone. Feedback from the teacher and peers acts as scaffolding that helps the learner progress. Learners engage in self-assessment and peer assessment, learning through interaction.

Example: Class discussions and reflections after an assignment give students opportunities to learn from each other and understand the standards of success – this is consistent with the Zone of Proximal Development.

Aspect	Constructivism	Socio-culturalism
The role of the student	Active knowledge builder	Learns through interaction with others
The role of the teacher	Guide that facilitates learning	Mentor provides scaffolding
The purpose of formative assessment	Identify individual meaning and progress	Supports collaboration and social learning
Instruments	Reflective questions, learning journal	Group assessment, peer feedback

Meta-analysis

International literature confirms that formative assessment constitutes a teaching practice that positively influences the quality of learning, it should be considered a central component of educational policies and practices, and not just an auxiliary or complementary tool. Scientific studies (Earl, 2005; Manitoba Education, 2006; Maki, 2002; McMillan, 2000) emphasize that formative assessment has a positive impact on improving academic achievements, especially when used as an integral part of teaching. It promotes critical thinking, self-assessment, collaboration and lifelong learning, key elements of the competency-based curriculum. One of the most well-known studies Black, P., & Wiliam, D. (1998) emphasizes that formative assessment has a great impact on improving student achievements. The authors emphasize that regular, clear and specific feedback improves learning. Hattie, J., & Timperley, H. (2007), analyze the impact of feedback as an essential component of formative assessment. This paper proves that the type, duration and accuracy of feedback have significant effects on learning. Sadler, D. R. (1989).argues that for a valid formative assessment, students must understand the criteria of success and be able to self-assess. Wiliam, D. (2011), in his book offers concrete practices for integrating formative assessment in the classroom. It emphasizes the importance of active student participation and adaptation of teaching. Heritage, M. (2010) provides a practical framework for the effective use of formative assessment as part of the learning process. Study Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2003). reports the concrete benefits that teachers and students experience when formative assessment is a regular part of teaching practice. Wiliam, D. (2006). presents strong arguments for the continued inclusion of formative assessment in educational policies and pedagogical planning. Helen Foster (2024) summarizes findings from numerous studies and finds that formative assessment has a significant positive impact on student achievement, engagement, and the development of self-regulated learning. This impact is most pronounced when the feedback is of high quality and when students are actively engaged in the learning process. Pinar Karaman (2021) analyzes 32 studies and finds an average effect size of 0.72, indicating that formative assessment has a significant impact on improving student learning. Student-initiated and combined feedback are particularly effective. Yao et al. (2024) includes 258 studies and finds that formative assessment has a small positive effect (0.25) on student academic achievement in K-12 schools. This effect is most pronounced in secondary schools and when teacher-led formative assessment methods are used. From a review of the research literature, it is concluded that formative assessment is not simply an assessment method, it is a teaching tool that develops self-regulation and metacognition skills. This makes learning more sustainable, more conscious and more effective. Self-regulated learning includes processes such as goal setting, planning, monitoring, reflection and self-evaluation – all of which are facilitated by a learning environment that uses formative assessment in a purposeful and structured way (Pintrich, 2000). Establishing the relationship between current achievements and objectives creates a self-regulating cycle: the student sets goals, monitors progress, and adjusts strategies to meet those goals. Formative assessment, defined as a process that provides ongoing feedback and pedagogical support during learning, creates opportunities for students to understand their progress, identify gaps, and develop strategies for improvement (Black & Wiliam, 1998; Heritage, 2010). This ongoing interaction between student and teacher is essential for building self-regulated learning (SRL) skills, a key competency for long-term academic and personal success (Zimmerman, 2002). When students receive clear and

immediate feedback on their progress, they are more motivated to take responsibility for their learning, self-monitor the process, and adjust their strategies effectively.

Impact on metacognition and reflection

Through structures such as rubrics, self-assessment, and reflective questions, formative assessment strengthens metacognitive processes, planning, monitoring, and strategic evaluation. This is consistent with findings that metacognition is strengthened in environments that encourage self-assessment and reflection. Increased self-confidence and autonomy According to social-cognitive theories, especially Bandura (1997) and Zimmerman (2002), belief in personal abilities (self-efficacy) is integrated with formative feedback to promote persistence and motivation. When students take actions that lead to success, they feel self-confidence, agency, and autonomy to learn in a self-directed manner. Practices and Techniques of Formative Assessment in the Classroom. Formative assessment includes a wide range of techniques and methods that are used during the learning process, with the aim of supporting and improving student learning. a. Continuous assessment is one of the most important and widely used forms of formative assessment. It involves the regular and systematic monitoring of student progress with the aim of providing immediate feedback to improve the learning process.

Examples of continuous assessment practices in the classroom:

Activity during class	Verbal questions	Purpose Tests immediate understanding	How does it help teaching?
Short assignments, weekly quizzes		Monitors progress systematically Promotes self-reflection	Provides signals to change teaching strategies
Reflections at the end of class ("what did I learn today")		Provides direct guidance for improvement	Identifies students who need help Enhances active learning
Written feedback on assignments	Ruminated assessment	Structures success criteria	Makes success standards clear Improves transparency and self-assessment

Direct observation Description:

The teacher carefully monitors the behavior and engagement of students during class to understand their progress. Example: The teacher notices that a student is not engaging in discussions and offers support to increase participation. c. Short assignments (exit tickets, mini-tests) Description: Students complete a quick exercise at the end of class to reflect on their learning. Example: "Write down one thing you learned today and one question you still have." d. Teacher-led questions and discussions Description: Using thought-provoking questions to encourage reflection and understanding. Example: "How do you think this concept is different from the one we learned yesterday?" e. Self-assessment Description: Students reflect on their work and evaluate it against clear criteria. Example: Completing a self-assessment sheet: "What did I do well? What could I improve on?" f. Peer assessment Description: Students provide constructive feedback on each other's work. Example: In a written essay, students exchange work and provide suggestions for improvement. g. Continuous feedback Description: The teacher provides specific, direct, and immediate feedback to help improve. Example: "Your argument is strong, but it would benefit from a concrete example." h. Learning portfolios Description: A collection of student work that shows progress and development over time. Example: The student saves selected assignments

and records reflections on each. i. Interactive activities and learning games Description: Using apps or games as an informal form of knowledge assessment. Example: Using platforms like Kahoot, Quizizz, Socrative to test knowledge in real time. j. Teacher-student conference Description: Short individual conversations to discuss progress and set goals. Example: “What was your goal for this project? How do you think you did?” k. Concept diagrams and mind maps Description: Students create visualizations of ideas to show how they understand concepts.

Example: Creating a concept map to summarize a lecture on photosynthesis. Formative Assessment Model for a Learning Unit

Subject: Albanian Language Topic: Writing an Argumentative Essay

Grade: IX

Targeted Competencies (according to ASCAP): • Critical Thinking and Problem Solving • Effective Written Communication • Self-Assessment and Responsibility for Learning

Activating existing knowledge Developing the thesis and plan First draft of the essay Self-assessment Rewriting and improvement Essay presentation and reflection	Activity Students share ideas in groups on a topic (e.g., "Should screen time be limited for young people?") Students formulate thesis and supporting points for essay Student writes initial draft Student completes a self-evaluation sheet on their essay Student improves essay based on feedback Student presents arguments to class and reflects on process	Purpose Mental activation and preparation for writing Promotes critical thinking and clear structure Applies argumentative structure Promotes reflection and self-regulation Develops self-improvement habits Strengthens communicative and reflective competence	Formative assessment tool Reflective questions, observation and notes from the teacher Verbal and written feedback from the teacher + peer assessment in groups Colored commentary on the text from the teacher (e.g. red – for improvement, green – for praise) Self-assessment form with clear questions such as: "Did I use strong evidence?" Observation, comparison between two drafts Rubric for presentation + written reflection: "What did I learn from this process?"

RESULTS (Analysis and Discussion)

Based on the review of educational literature and a meta-analysis of research findings, this paper emphasizes the critical role that formative assessment plays in the modern, competency-based curriculum—particularly in the context of Albanian pre-university education. Far from being a simple tool for tracking progress, formative assessment is a dynamic, interactive, and learner-centered process that promotes deep learning, reflection, and self-regulated growth. This section presents an in-depth analysis and discussion of its pedagogical significance, implementation challenges, and implications for educational policy and teacher development.

1. A Shift in Purpose: From Measuring Learning to Supporting Learning

Formative assessment represents a fundamental paradigm shift—from assessment of learning (summative, evaluative) to assessment for learning (formative, developmental). It positions the student not as a passive recipient of grades, but as an active participant in the learning process, capable of reflecting on their progress, setting goals, and adapting strategies for improvement.

2. The Teacher as a Learning Guide and Facilitator

Teachers play a central role in enabling self-regulated learning. They are responsible for:

Creating transparent learning environments with clearly defined objectives.

Providing timely, specific, and actionable feedback.

Encouraging reflection and metacognitive thinking.

Facilitating differentiated instruction based on student needs.

A well-implemented formative assessment culture promotes student autonomy, awareness, and responsibility for learning. It empowers students to take ownership of their learning journey and build critical skills beyond academic content, such as reflection, self-monitoring, and goal-setting.

3. Personalization and Differentiation through Formative Assessment

Formative assessment enables differentiated instruction by offering ongoing insights into each student's learning style, pace, and understanding. Teachers can adjust content delivery, materials, and support according to individual needs. This personalization increases student engagement, participation, and motivation to succeed.

4. Development of Self-Regulated Learning and Metacognitive Skills

One of the most powerful effects of formative assessment is its impact on metacognition, the ability of learners to plan, monitor, and evaluate their learning. It supports processes such as:

Setting learning goals.

Monitoring understanding.

Reflecting on outcomes.

Engaging in self and peer assessment.

These competencies are central to self-regulated learning (SRL) and are strongly linked to increased intrinsic motivation, self-confidence, and learner autonomy. According to Zimmerman (2002) and Bandura (1997), feedback that enhances students' belief in their own abilities also strengthens their commitment to learning and perseverance in the face of challenges.

5. The Importance of High-Quality Feedback

Studies (Black & Wiliam, 1998; Hattie & Timperley, 2007; Sadler, 1989) consistently underline that not all feedback is equally effective. The most impactful feedback:

Is timely, clear, and specific.

Stimulates reflection.

Encourages actionable next steps, rather than merely conveying information.

Effective formative assessment depends not only on its presence, but on the pedagogical quality of feedback. Poorly structured feedback risks being ignored or misunderstood, whereas meaningful feedback can change how students learn and how teachers teach.

6. Theoretical Foundations and Research Support

Formative assessment is supported by two major learning theories:

Constructivism, which views the learner as an active constructor of knowledge. Formative assessment supports this by providing continuous, personalized feedback that helps the learner refine their understanding and engage in reflective thought.

Sociocultural Theory (Vygotsky), which emphasizes learning through interaction and scaffolding. Formative practices such as peer assessment, class discussions, and teacher guidance fit within the Zone of Proximal Development (ZPD) and promote collaborative knowledge construction.

Meta-analyses further validate these theories. Studies by Foster (2024), Karaman (2021), and Yao et al. (2024) show significant positive impacts of formative assessment on:

Academic achievement (effect sizes ranging from 0.25 to 0.72).

Student engagement.

The development of self-regulated learning skills.

7. Implementation Challenges and the Need for Systemic Support

Despite its benefits, implementing formative assessment effectively remains a challenge. Key issues include:

Lack of teacher training in using formative techniques effectively.

Misuse of assessment as a routine or mechanical task without pedagogical intent.

Institutional barriers, including curriculum overload and lack of supportive policies.

To overcome these, educational systems must:

Invest in professional development focused on formative practices.

Provide practical models and tools for integrating assessment into lesson planning.

Encourage collaborative professional learning communities where teachers can share best practices.

8. The Role of Technology in Enhancing Formative Assessment

Digital tools can significantly enhance formative assessment through:

Real-time quizzes (e.g., Kahoot, Quizizz, Socrative).

Online feedback systems.

Learning management platforms that track progress.

Technology facilitates immediate, individualized feedback, increases student engagement, and supports data-driven instruction. However, its use requires proper training and integration within broader pedagogical goals.

9. Giving Voice to Students: Agency and Reflection

Formative assessment should encourage students to take an active role in evaluating their learning. Activities such as self-assessment, learning journals, reflective questions, and student-led conferences promote:

Self-awareness of learning processes.

Critical thinking and comparison against success criteria.

Ownership of learning goals.

Creating a culture where students feel safe to make mistakes and reflect fosters deeper cognitive engagement and personal growth.

10. Formative Assessment in Practice: A Cross-Disciplinary View

Though often illustrated through writing or language-based tasks, formative assessment is highly adaptable:

In Math: Using exit tickets to assess problem-solving strategies.

In Science: Concept maps to visualize understanding of systems.

In History: Reflective essays analyzing cause-effect relationships.

In the Arts: Peer critiques and iterative revisions of work.

This demonstrates that formative assessment is not confined to one subject but is a universal pedagogy that enriches all disciplines.

11. Implications for Albanian Education Policy and Practice

In Albania, the integration of formative assessment into the national curriculum post-2014 represents a positive reform. However, challenges persist:

Uneven implementation across regions and schools.

Teachers unfamiliar with non-traditional assessment models.

A need for more resources, time, and institutional encouragement.

To strengthen the reform, policymakers must:

Embed formative assessment within teacher certification and training.

Offer ongoing support through coaching, mentoring, and professional networks.

Monitor and evaluate the quality of formative practices, not just their frequency.

CONCLUSIONS

Based on the analysis of educational literature and a meta-analysis of research findings on the importance of formative assessment as a key instrument in the pre-university curriculum—for providing interactive feedback and supporting self-regulated learning—this paper draws several important conclusions. These should be carefully considered by teachers, not merely as technical observations about assessment, but as insights that reframe formative assessment as an interactive learning process. Its purpose goes beyond measuring learning; it directly supports the development of key competencies, especially those related to autonomy, reflection, self-regulation, and student responsibility for learning.

Formative assessment is not merely an evaluative tool, but a transformative process that cultivates independent, reflective, and motivated learners. It fosters a shift from passive reception to active engagement with learning. When implemented thoughtfully, it enhances educational equity, student agency, and long-term academic success.

To fully realize its transformative potential, educational systems must:

Prioritize teacher preparation and continuous professional development.

Model effective formative practices at all levels of instruction.

Foster a school culture that values feedback, reflection, collaboration, and learner autonomy.

REFERENCES

- Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2003). *Assessment for learning: Putting it into practice*. McGraw-Hill Education
- Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139–148. <https://doi.org/10.2307/20439303>

- Foster, H. (2024). The impact of formative assessment on student learning outcomes: A meta-analytical review. *Academy of Educational Leadership Journal*, 28(S1), 1–3. <https://abacademies.org>
- Karaman, P. (2021). The effect of formative assessment practices on student learning: A meta-analysis study. *DergiPark*. <https://dergipark.org.tr>
- Heritage, M. (2010). *Formative assessment: Making it happen in the classroom*. Corwin Press.
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112. <https://doi.org/10.3102/003465430298487>
- Sadler, D. R. (1989). Formative assessment and the design of instructional systems. *Instructional Science*, 18, 119–144. <https://doi.org/10.1007/BF00117714>
- Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners* (2nd ed.). ASCD
- Wiliam, D. (2011). *Embedded formative assessment*. Solution Tree Press.
- Wiliam, D. (2006). Assessment for learning: Why, what, and how. In *The British Educational Research Association Annual Conference*.
- Yao, X., et al. (2024). The impact of formative assessment on K–12 learning: A meta-analysis. *Educational Research and Evaluation*, 30(5), 452–475.
- Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory into Practice*, 41(2), 64–70. https://doi.org/10.1207/s15430421tip4102_2
- <https://doi.org/10.1080/13803611.2024.1836768>
- Phi Delta Kappan. (1998). Inside the black box: Raising standards through classroom assessment. *Assessment in Education*, 5(2), 1998. https://en.wikipedia.org/wiki/Phi_Delta_Kappan
- [Korniza-e-vleresimit-te-nxenesit-23-korrik-2015.pdf](#)
- [Udhezues-Vleresimi-i-kompetences-ne-AMU.pdf](#)
- [Korniza-Kurrikulare-e-miratuar-2024.pdf](#)

ORIENTALISMS IN THE POETIC DISCOURSE OF DRITËRO AGOLLI

Dr. Sashenka Kamberi¹, Msc. Irma Gjollëshi²

¹ “Eqrem Çabej” University, Faculty of Education and Social,
sashakamberi@yahoo.com, Gjirokastra/Albania

² “Eqrem Çabej” University, International Coordination Projects and Scientific
Research Office, igjollëshi@uogj.edu.al, Gjirokastra/Albania

Abstract: Studies conducted by both Albanian and foreign linguists regarding borrowing in the Albanian language are numerous. They examine the time and conditions under which these words entered Albanian language, the place and role they hold in the language, their relationship with native words, and more. Borrowings are a subject of study not only for linguists but they also attract the attention of various lecturers and writers, who find in this lexical layer expressive tools. Artistic creation embraces all layer of words, to meet ideological, emotional and expressive demands as well as stylistic purposes. Albanian writers and poets frequently choose orientalisms for the realization of literary works. These elements often constitute a distinctive feature of artistic discourse. Dritëro Agolli is one of the poets who has made use of orientalisms for expressive and stylistic purposes, which have entered the Albanian language in different historical periods and under different conditions. In his poetic creativity, these borrowings are not only prominent in number but also particularly impressive as they serve expressive and stylistic purposes. This paper aims to provide an overview of the orientalisms in Agolli's verses, as well as to interpret their stylistic functions and purposes, such as: adding color to the setting; evoking the image of an ordinary person through colloquial vocabulary, bringing memories of a past time, etc.

In conclusion, we will assess the status of orientalisms in Dritëro Agolli's poetry and in the Albanian language.

Keywords: orientalism, borrowings, discourse, reception, coloring

Abstrakt: Studimet e kryera nga gjuhëtarë shqiptarë dhe të huaj lidhur me huazimet në gjuhën shqipe janë të shumta. Ato shqyrtojnë kohën dhe kushtet e depërtimit të këtyre fjalëve në shqipe, vendin dhe rolin që ato kanë në gjuhën tonë, marrëdhënien me fjalët vendase, etj. Huazimet janë një objekt studimi, jo vetëm për gjuhëtarët, por tërheqin vëmendjen edhe të krijuesve dhe shkrimtarëve të ndryshëm, të cilët gjejnë te kjo shtresë mjete shprehësie. Krijimi artistik pranon çdo shtresë fjalësh, për të përmbushur kërkesat ideo-emocionale dhe shprehëse si dhe qëllimet stilistike. Shkrimtarët dhe poetët shqiptarë shpesh zgjedhin orientalizmat për realizimin e përfatesave letrare. Ato shpesh përbëjnë një tipar dallues të ligjërimit artistik.

Dritëro Agolli është një nga poetët që ka përdorur orientalizma, që kanë hyrë në gjuhën shqipe në periudha dhe kushte të ndryshme historike. Në krijimtarinë e tij poetike, këto huazime jo vetëm kryesojnë në numër, por janë edhe më përshtypjebërse, pasi kanë qëllime shprehësie e stilistike

Në këtë punim, ne synojmë të ofrojmë një pasqyrë të orientalismeve në vargjet e Agollit, si dhe të interpretojmë funksionet dhe qëllimet e tyre stilistike, si: dhënia e koloritit të mjedisit; dhënia e përfytyrimit të një njeriu të thjeshtë me një fjalor bisedor, sjellja e kujtimeve nga një kohë e kaluar, etj. Në përfundim, ne do të gjykojmë statusin e orientalismeve në poezinë e D. Agollit dhe në gjuhën shqipe.

Fjalë kyçe: orientalizëm, huazime, ligjërim, shprehësi, ngjyrim.

INTRODUCTION

Dritëro Agolli është një individualitet i rrallë i letrave shqipe, i cili ka dhënë kontribut të vyer në poezi, poema, tregime, novela, romane, drama, skenarë filmash, ese, publicistikë e kritikë letrare. Siç shprehet studiuesi Moikom Zeqo, “Poezia në krijimtarinë e D. Agollit është gjëja më e çmuar, por jo e vetmja”.⁹² Ajo ka qenë bashkudhëtarja e tij besnike në udhëtimin e jetës. Për Agollin poezia *flet, thërret, bën me dorë*, është ajo që e fton në rrugën poetike. Tjetër gjë më mundon, më *thërret*. /Ndofta ma bënë me dorë poezia, /Ndofta më thotë, *ndiqmë poet*.⁹³

Me bindjen se gjuha është mjete kryesor në punën e krijuesit, poeti shprehet se *shkrimtarët i ka shqetësuar gjithnjë gjuha e veprës së tyre*.⁹⁴ Ndërsa thekson më tej se *poezia popullore ka ndikuar tek unë, po poezia ime është poezi e unit tim, ndryshe asgjë nuk do të kishte kuptim*.⁹⁵

Ashtu si në poezinë e traditës edhe në vargjet e Agollit ndër tiparet leksiko-stilistike vend të veçantë zënë orientalizmat. Për prof. Xh. Lloshin perceptimi i kësaj shtrese ndërlikohet për shkak të ndryshimeve jo vetëm në shtresimin e gjuhës përgjithësisht, sidomos pas përcaktimit të shqipes standarde, por edhe të ndërhyrjes së prodhimit letrar shqip gjatë dy shekujve të fundit.⁹⁶ Kjo tregon se qëndrimi ndaj orientalizmeve është kompleks. Nga njëra anë është përpjekja e gjatë për pastrimin e shqipes nga kjo shtresë dhe nga ana tjetër qëndron kërkesa e shkrimtarëve dhe poetëve, publicistëve, gazetarëve etj. për t’i përdorur për efekte stilistike.

Qëllimi i këtij punimi është të hedhë dritë mbi përdorimin e orientalizmeve në vargjet poetike të D. Agollit, duke u ndalur në tipologjinë e funksionet stilistike që marrin si dhe shtresës leksikore që i përkasin. Nëpërmjet metodës përshkruese kemi bërë shqyrtimin dhe interpretimin e rolit të këtyre huazimeve në ligjërimin poetik agollian.

Referuar studiuesit E. Lafe, fjalët e huazuara nga turqishtja *disa studiues i quajnë turqizma e disa orientalizma, meqë një pjesë e mirë e tyre janë me burim nga arabishtja e nga persishtja dhe turqishtja ka qenë vetëm gjuha ndërmjetëse*.⁹⁷ Për këtë arsye edhe ne e pamë të udhës të përdorim termin *orientalizëm*.

Përdorimi i orientalizmeve në ligjërimin poetik të shqipes është theksuar nga bejtexhinjtë, të cilët spikatën jo vetëm me dendurinë e përdorimit të kësaj shtrese leksikore, por

⁹² M. Zeqo, *Liriku i tokës, Demoni i fjalës*, Tiranë, 1996, f.31

⁹³ Po aty, f.89

⁹⁴ D. Agolli, *Ka ardhur koha të flasim për gjuhën*, Drita, 26 mars 1972

⁹⁵ M. Zeqo, *Liriku i tokës, demoni i fjalës*, Tiranë, 1996, f. 170.

⁹⁶ Xh. Lloshi, *Huazimet e shqipes nga turqishtja*, Shkup, 2023, f.286

⁹⁷ E. Lafe, *Vendi i orientalizmeve ndër huazimet e shqipes*, “Studime filologjike”, nr.1- 4, 1993, f. 35.

edhe për funksionin që iu dhanë në vjershërimin e tyre. Gjatë Rilindjes qëndrimi ndaj letërsisë së bejtexhinjëve në veçanti dhe orientalizmeve në përgjithësi ishte kritik. Dhe vetë fjala bejtexhi mori kuptim keqësues. Këtë qëndrim e shpreh dhe Agolli në poezinë “*Firdusi*”, ku përftesa kryesore është tufa stilemore e orientalizmeve e shoqëruar me ton ironizues: *Pinin bejtexhinjtë në çajhanel/ vera u pikonte nga mustaqet/ Njëpër gojë ç’e merrnin dynjanë; Bridhte fjala nga qoshet e caqet. Për allah, filan nga bejtexhinjtë/ Ka medalje të artë prej sulltanit! Për allah, pashai dërgoi e mori, bejtet në saraje t’ia këndojë/ E lëvdoi veziri nga oborri: “Aferim! Për ty kemi nevojë!”* (Poezi, f. 131). Kjo dukuri në poezinë shqipe ka ndërlikimet e veta. Lufta e nisur nga rilindësit për pastrimin e shqipes nga fjalët turke, bëri që të tkurret numri i orientalizmeve në shqipen e shkruar, rrjedhimisht ato mbetën vetëm në ligjërimin bisedor. Prandaj pjesa më e madhe e tyre na tingëllojnë më fort si fjalë popullore, dhe më pak si orientalizma.⁹⁸ Kjo vihet re edhe në vargjet e Agollit. P.sh. *Jatak i legjendës janë grykat e thella; Mbi bardhësi ylberi ngre qemerin e hollë; Kabaja bartte barrën e derit; Historia nuk ka rixha e mëshirë; Në botën e dhunës pas luleve fshihet syngji e dyfekut* etj. (Nënë Shqipëri). Këto e orientalizma të tjera perceptohen më tepër si krahinorizma e fjalë dialektore që përdoren për efekte stilistike. Si të “Turkesha”: *Këtë turkeshe tek pushtoja/ Unë Anadollin bëja zap / Turkeshe e dashur, kjo që ndodhi/ Të kishte ndodhur atëherë/ Kur Krujën digjte Anadoll/ Ç’do kishim bërë, moj e mjerë? S’do mend që kokën Skënderbeu / Ma kishte prerë si karpuz; “Tani kur flakë digjet dheu, Ti puth turkeshën, mor domuz?”* (Udhëtoj, f.58).

Ashtu si në mbarë shqipen edhe në vargjet e Agollit *shtresa e fjalëve të huazuara nga turqishtja i përket arkaizmave*.⁹⁹ Ato janë kryesisht fjalë turke të mbetura nga pushtimi osman, të cilat kanë dalë nga përdorimi së bashku me objektin që shënojnë. Të tilla si: *defter, xhevap, mejhane, yshtje, kaçak, fener, postiqe, çifig, zëndan, mejdan, hanxhi, duvak, çitjane, araba, hasër* etj. shërbejnë për të sjellë më të qartë një kohë të shkuar a një mendësi të prapambetur. Këto fjalë zënë vend në gjuhën e letërsisë artistike e në ligjërimin poetik, ndonëse kanë natyrë thjeshtëligjërimore. Duke u gërshetuar me mejete të tjera ato krijojnë efekt ironik, prandaj poeti i përdor për ironi, sarkazëm e për të goditur anakronizmin. Kjo vihet re sidomos në vargjet e poemës “Nënë Shqipëri”, e cila vendos përballë dy kohë, ku ndër të tjera, poeti i përdor arkaizmat orientale për të përshkruar tablotë “e shëmtuara” të së shkuarës. P.sh.: *Mejhaneve lozin nën dajre çingitë/ Dhe hapnin gojë më jargë ashikët/ Vërtiteshin mes ere livandosh dimitë/ Dhe nxinin lyer me bojë qerpikët/ Sokakëve bejtexhinjtë këndonin këngë dylberësh: “Aman, aman, mre çun i bukur”* etj.

Raste të tjera janë:

istikam (dhe histikam), kuptim të vjetëruar. Llogore. *Ne bashkë me Selamin kemi qenë/ Në qafën e Koçit në istikam* (Poezi, f. 344).

tellall, vjet. Ai që lajmëronte me zë të lartë në pazar, në qendër a në rrugët kryesore të qytetit për urdhrat dhe për vendimet e qeverisë. *Po thërret tellalli/ E kujt është kjo pallë* (Udhëtoj i menduar, f. 294).

karadyzen, muz., vjet. Tambura me dy ose katër tela. *Gëzimi rrjedh e zien karadyzeni*. (Fjala gdhend gurin, f. 112).

⁹⁸ A. Vehbiu, *Rreth ngjyimeve stilistike të orientalizmeve në poezinë e sotme shqipe*, “Gjuha jonë”, 1990, 1, f. 16.

⁹⁹ K. Sima- B. Keta, *Arkaizmat në shqipen e sotme*, “Studime filologjike”, 1987, f. 146.

Në poezinë “Kllanikët” poeti tregon se si koha dalëngadalë e zëvendëson këtë objekt (gllanik) me një tjetër. **Kllanikë** të tymosur e të vjetër/ Të nxirë nga tymi dhe bloza shekullore/ Pranë jush janë rritur gjyshër dhe etër/ Pranë jush kaluan vitet fëmijor/ Ne s’mund të ndahemi nga ju menjëherë/ Po ju e shihni se koha juaj iku;/ Vitet po ju zëvendësojnë me **kaloriferë** (Poezi. f. 50).

Turqizma si *eshtra*, *erz*, *milet*, *surrat*, *vakt etj.*, të cilat kanë hyrë në shqipe gjatë rrjedhës historike mbijetojnë edhe pse nuk përdoren aq sa gjegjëset e tyre me burim vendas. Këto janë dysorë që krijojnë sinonimi e veçohen për ngjyrimin emocionues, dendurinë e përdorimit, aftësinë për të krijuar fjalë të reja e regjistrin gjuhësor ku përfshihen. P.sh.: *Fshehur nëpër kashtë si mëllinja/ Duke humbur trimëri dhe erzë* (Poezi, f. 360); *dasmorëve u shkrihen eshtrat/ Nga rakia, nga farmak-kazani* (Poezi, 333); *Po sikur sot unë, huni brutal/ të mos kem qejf t’u zgërdheshem përballë,/ por të gajasem së qeshuri e t’ju pështyj në surrat* (Udhëtoj, f. 216) etj.

Për efekt shprehësie poeti i ka përdorur orientalizmat përkundrejt gjegjëses në gjuhën letrare të njësuar edhe në raste të tjera si: *zeher* (helm), *dynja* (botë), *milet* (popull), *bahçe* (kopsht), *peshqesh* (dhuratë), *veresie* (falas), *pazar* (treg), *kandar* (peshore), *hesap* (llogari), *haber* (lajm), *defter* (fletore), *qemane* (violinë), *erz* (nder), *hapsanë* (burg), *sevda* (dashuri), *hyzmeqar* (shërbëtor), *soji* (fisi), *vatan* (atdhe) etj. Huazime të tilla bashkëjetojnë me fjalët shqipe si sinonime leksikore, por edhe si antonime stilistikore. Ato dallojnë për konotacion emocional e shumë prej tyre sjellin informacion plotësues në vargjet ku përdoren. Për të konkretizuar sa thamë më sipër po sjellim vargjet : *Me të ne buzëvarur/ Takoheshim në terr/ Pa thënë tungjatjeta/ Dhe mbushur plot zeher...* (Poezi, f. 22); *Ndrit nën gjunjët e Stambollit, portës plakë të vatanit* (Pelegriini, f. 166); *Me sulltanë bën Pazar* (Pelegriini, f. 170); *Nëpër gojë ç’e merrnin dynjanë...pinte veresie* çaj të hidhur (Poezi, f. 131) etj.

Një tjetër përftesë në vargjet e Agollit është çifti sinonimik mes një fjale shqipe dhe një fjale orientale: Lëshuan tok **ferman e urdhër** (Poezi, f. 454); *Ku çel e harbon jargavani* (Udhëtoj, f. 160); *andralla e telashe kemi pasur* (Poezi f. 364); *T’ia zbutim zemrën dhe xhanë/ T’ia njohim rrënjë e degë/ T’ia njohim lindjen dhe sojin/ dhe gjithë biografinë/ T’ia njohim trupin dhe bojën* (Poezi, f. 462); *E para saj duva e lutje, e shkreta këndonte* (Poezi, f. 323)

Në ligjërimin poetik të D. Agollit gjejmë jo pak orientalizma që i përkasin stilit fetar. Disa fjalë me burim arab, si: *avdes*, *duva*, *xhinde*, *kuran*, *kurban*, *xhami*, *xhan*, *allah*, *xhybet*, *sheriat*, *mulla*, *lanete*, *ramazan*, *istikam* etj. i përkasin leksikut fetar, por në ligjërimin agollian ndryshe nga burimi, ato nuk janë më asnjëse, por me ngjyrim, të cilin e marrin në kontekstin ku përdoren. Po përmendim disa vargje për të kuptuar më mirë kontekstin ku janë vendosur këto fjalë: (nëna) *I falej kokrrës së grurit,/ kokrrës së vogël me vijë në mes/ E para saj duva e lutje, e shkreta, këndonte/ E para saj merite avdes* (Poezi, f. 323); *Malet herë pas here nxirrnin nga guva kanunë: “Kjo vete, kjo s’vete, kjo e zakonit, kjo e sherihatit”* (Poezi, f. 625)

Fjala **qitap,~i** ka kuptim të vjetëruar mospërfillës **1.** Libër i vjetër pa vlerë. **2.** fet. Libër i shenjtë i myslimanëve. *Bile kam shkelur mbi qitap të hoxhës / Kam shkelur atëhere kur qitapit/ I thoshin pleqtë libër perëndie* (Fjala, f. 210) etj.

Në vargjet e Agollit numri i orientalizmeve është relativisht i madh. Fjalë, si: *aferim*, *avlli*, *ashik*, *baçe*, *bakshish*, *bejtexhi*, *birinxhi*, *bollëk*, *çajhane*, *çallmë*, *defter*, *dynja*, *dajre*,

dert, domuz, erz, gërnetë, gjynah, ferman, haber, hall, hata, hatër, havan, hapsanë, hesap, hendek, inxhi, ibrik, jezit, jatak, katran, kalem, kandar, kopuk, konak, matuf, millet, mejhane, nami, perçe, qafire, qylaf, qyrk, qemane, revani, sakat, saraj, sarëk, sazë, sazexhi, sedef, sofër, sixhade, surrat, sherihat, takie, tambura, temena, tespihe, tutkun, turi, vatan, vrer, veresie, yzmetçi, yzmeqar, zgërlaq, zeher, ziafet, zullum, zullumqar, zuzar, zurna, xhinde etj. poeti i përdor natyrshëm në harmoni me fjalën shqipe. Ai e njeh mirë efektin e tyre dhe i ka vendosur në funksion të tematikës së poezive, tonit dhe efektit që synon të shkaktojë. Duke qenë se ato *u janë nënshtruar të gjitha rregullsisë gramatikore (morfologjike dhe sintaksore) të gjuhës shqipe*¹⁰⁰, poeti nuk e ka të vështirë t'i bëjë pjesë të ligjërimit poetik.

Autori i ka përdorur orientalizmat për qëllime të ndryshme stilistikore, si:

Për të dhënë koloritin e mjedisit: Në poezitë “Turkesha” dhe “Trëndafili i turkeshës” turqizmat janë përftesa kryesore. Ato përshkruajnë me detaje mjedisin dhe mendësinë tipike orientale, “ngjyrosin” poezitë dhe shkaktojnë efekt. Në këto poezi të ndërtuara mbi fabula “erotike” poeti grumbullon, me mjeshtëri një sërë turqizmesh, të mbetura nga pushtimi osman, si: *sevda, bëj zap, bahçe, lanete, xhinde, këna, arnaut, medet, domuz, yzmeçi, inxhi, bojë e çallmës së sulltanit*, por edhe fjalë të tjera turke që nuk përdoren në gjuhën shqipe, ndonëse janë të njohura për shumë shqiptarë, si: *çok gjyzel*, apo përshtatje poetike origjinale, si: *arnaut-stani, Arnaut shejtan me brirë*, të cilat e kanë më të dukshme lidhjen me origjinën. *Ajo në vesh më pëshpëriste/ si fërfërima në zabel/ Po fërfërima ish turqishte, Si varg divani: “çok gjyzel!”...Po kjo s’do të thotë që s’i dua/ Syzezkat turke si gazel/ Kur çel si bahçe, rrjedh si krrua/ Nga buzët verbi “çok gjyzel!”* (“Turkesha”, Udhëtoj, f. 58).

Për të bërë më të gjallë dhe për të karakterizuar gjuhën e personazhit:

Marmaraja bojëgjelbër, bojë e **çallmës së sulltanit**,
Ndrit nën gjunjët e Stambollit, portës plakë të **vatanit**.
Ti zë qesh e thua prapë: “Ka poetë **Arnaut-stani**?
Të përgjigjem: “Kish poetë që kur priste **jatagani**”
Në Stamboll nën **jataganin** ngrinte këngë e ligjërime
Një **sulltan** i poezisë, Naim **beu** i tokës sime.

(“Trëndafilët e turkeshës”, Pelegrini, f. 166).

Për të sjellë kujtimet e një kohe të shkuar nëpërmjet historizmave a arkaizmave gjuhësor:).P.sh **kajmekan**, *hist*, Zëvendësi i guvernatorit në një krahinë, mëkëmbës; (gjatë sundimit osman), nënprefekt. *Devollu i vogël/ Takijen mënjatë/ Në hendek në baltë/ Hodhi kajmekamnë* (Udhëtoj, f. 295).

Në poezinë “Vjersha e parë” ndodhen një sërë turqizmesh që sjellin një çast të fëmijërisë së poetit, si: *Një plaku që jetonte në mëhallë/ Nazim Berati i thoshin me të drejtë, Se ishte bejtexhi i madh, i rrallë/ Dhe fjalën si hanxhar e kish të mprehtë....Një ditë në mësim të historisë /M’u shkrep të bëja bejte për mullanë: “Mulla, ti ia nxjerr fundin revanisë, Kur ne të tjerët s’kemi se ç’të hamë”* (Poezi, f. 20)

Për të ngjallur përfytyrimin e njeriut të thjeshtë: *Punë e madhe se thur vjersha/ S’kam qeder se jam poet, Me lëng rrushi nëpër vreshta/ Le të bëhem për ibret* (“Përmes vreshtave” Udhëtoj, f. 161).

¹⁰⁰ Sh. Demiraj, *Rreth huazimeve turke në gjuhën shqipe*, “Studime filologjike”, nr. 3-4, 2004, f. 22.

Për të ulur ligjërimin në nivel bisedor a për lojë fjalësh: Ky roman/ ka qyrk romani, mor aman, Jo ai/ që pati shkruar një **hajvan!** (Poezi, f. 158); *Yzmetçiu me enë turke si kapela të mëdha/ Tundet si patok i majmë dhe sjell “elbasan-tava”* (Pelegriini, f. 166). **qeman/e,** Violinë. *Limo Labinoti hipi kalin/ Dhe u nis të blinte një qemane* (Pelegriini, f. 89).

Për të shprehur ngarkesën emocionale:

Aferim, kopukët e Bazit,
Bazi nishane do t’ju japë,
Bëni **haber** të bien **sazet,**
Mileti vallen ta hapë!

Aferim, kopukët e Bazit... (“Baladë e re për komisarin” Poezi, f. 202)

Orientalizmat në poezitë e Agollit, ndër të tjera i shohim edhe si pjesë e njësive frazeologjike. Në njësitë: *bëj zap, bëhej vrer, i merr erzin, bënte sehir, më gjeti halli, të nxjerr qeder, ka shtënë sevda, s’dua t’ia shoh bojën, pa din e pa iman* etj., vihet re se orientalizmat kanë depërtuar në psikologjinë dhe mendësinë popullore shqiptare. Pra, kjo është dëshmi e ndikimit të gjuhës së gjallë popullore në vargjet e poetit. Pra, një pjesë e mirë e orientalizmeve i përkasin ligjërimin të përditshëm, prandaj ashtu si studiuesi.

Gjatë studimit tonë për të dalluar frekuencën e përdorimit dhe funksionin e orientalizmeve në vargjet e Agollit, vumë re se në krijimet e paraviteve ’90, këto fjalë kishin denduri më të madhe përdorimi se në krijimet e dekadave të fundit, çka do të thotë se kjo shtresë *leksikore shkon paralel me temat dhe motivet e lëvruara në këtë fazë të krijimtarisë*, si dhe me burimin e mjeteve shprehëse që ka parapëlqyer poeti në faza të ndryshme të krijimtarisë së tij. Për këtë arsye shumë nga këto huazimet ndihen të vjetruara dhe pak të përdorshme, por siç shprehet prof.Sh.Demiraj ato kryejnë po ato role si fjalët e tjera të vjetruara e të ngjyrosura.¹⁰¹

Si përfundim mund të themi se Agolli i ka përfshirë orientalizmat në fjalësin e tij poetik si shenjues me nuanca e ngarkesë emocionale të veçantë me qëllim efektin stilistikor, informacionin plotësues dhe ngrimitin emocionor. Si poet me formim filologjik ai është i qartë për rolin e tyre dhe satusin e dyfishtë brenda shqipes, prandaj i ka shfrytëzuar me mjeshtëri, duke krijuar stilema e përfesa mbresëlënëse. As studiuesit e huaj të orientalizmeve të shqipes, as vetë turqit nuk e përfytyrojnë dhe nuk e shijojnë se çfarë kanë bërë shqiptarët e sidomos poetët shqiptarë me turqizmat.¹⁰² Asnjë shtresë tjetër huazimesh nuk është përfshirë në letërsinë shqipe sa orientalizmat. Kjo shtresë fjalësh të huazura në gjuhën tonë do të jetojnë së bashku me vargjet e Agollit, një prej poetëve më të mirë shqiptarë.

BIBLIOGRAFIA

- A. Vehbiu, *Rreth ngjyimeve stilistike të orientalizmeve në poezinë e sotme shqipe*, “Gjuha jonë”1, 1990.
D.Agolli, *Ka ardhur koha të flasim për gjuhën*, Drita, 26 mars 1972
E. Lafe, *Vendi i orientalizmeve ndër huazimet e shqipes*, “Studime filologjike”, nr.1- 4, 1993.

¹⁰¹ Xh. Lloshi, *Stilistika e gjuhës shqipe dhe pragmatika*, Tiranë, 2005, f. 117.

¹⁰² Xh.Lloshi, *Huazimet e shqipes nga turqishtja*, Shkup, 2023, f.310

- K. Sima- B. Keta, *Arkaizmat në shqipen e sotme*, “Studime filologjike”, 1987.
M. Zeqo, *Liriku i tokës, Demoni i fjalës*, Tiranë, 1996.
Sh. Demiraj, *Rreth huazimeve turke në gjuhën shqipe*, “Studime filologjike”, nr. 3-4, 2004.
Xh. Lloshi, *Stilistika e gjuhës shqipe dhe pragmatika*, Tiranë, 2005.
Xh.Lloshi, *Huazimet e shqipes nga turqishtja*, Shkup, 2023.

Burimet

- D. Agolli, *Fjala gdhend gurin*, Tiranë, 1977
D. Agolli, *Fletorkat e mesnatës*, Tiranë, 1998
D. Agolli, *Këngët e buzëqeshjes*, Tiranë, 1998
D. Agolli, *Lutjet e kambanës*, Tiranë, 1998
D. Agolli, *Lypësi i kohës*, (Botimi i tretë), Tiranë, 1998.
D. Agolli, *Pelegri i vonuar*, (Botimi i tretë), Tiranë, 1998.
D. Agolli, *Poezi*, Tiranë, 1979.
D. Agolli, *Udhëtojt i menduar*, Tiranë, 1985.
D. Agolli, *Vjen njeriu i çuditshëm*, Tiranë, 1996.
D. Agolli, *I përndjekuri i dashurisë*, Tiranë, 2013.

ABOUT TURKISH BORROWINGS IN “FJALOR ME FJALË E SHPREHJE POPULLORE NGA E FOLMJA E UJEMUJËS” OF HAJRË SHEHU

Dr. Elvira ÇAUSHI¹

*¹“Eqrem Çabej” University of Gjirokastër, Faculty of Education and Social Sciences,
elviracaushi@gmail.com, Gjirokastër / Albania*

Abstract: The historical development of a country determines and reflects its linguistic development too. The contacts of Albanians with other people over the centuries have been of different natures and have undoubtedly left their traces and influences on each other. Turkisms are an important element, which demonstrate the Turkish influence and the coexistence of Albanian with Turkish at different times in history. The purpose of our paper is to extensively treat the Turkish borrowings used in Differentiating Dictionary of Hajri Shehu. This Dictionary includes over 8000 words from the speech of Ujemuja, which is part of the subdialect of Central Gheg. In the Dictionary there is a considerable number of Turkish loanwords, such as: *aga, agallëk, ahër, ajet, aksham, alltan, baxhë, çakërdis, dadë, delenxhi, evlat, esnaf, fajdexhi gazepe, hafiz, hallvë, hall, hallal, hyzmet, ibret, jeshil, rahat, rahmet, shamataxhi, sabah, sheh, taze, tentene, tenxhere, xhade, xhami, xhezve, zeher* etc., which animate and are widely used in the daily communication of Ujemuja speakers. From the study and examination of the concrete material in the Dictionary, it is seen that in general the words borrowed from Turkish belong to different grammatical categories. They are encountered in almost all spheres, activities and life phenomena of the speakers of these 12 villages, which lie in the north of Peshkopia city.

Keywords: Vocabulary, Turkish borrowings, the speech of Ujemuja, usage

INTRODUCTION

Hajri Shehu's “Fjalor me fjalë e shprehje popullore nga e folmja e Ujemujës”, has a special value and importance, as all the wealth of human expression of this dialect, in all its levels and dimensions, has been codified in this regional dictionary. It is known that historical developments over the centuries between different peoples have also left their traces in their respective history and linguistic developments. Thus, even from the study of the concrete subject material of the Dictionary, the in-depth study of words, the confrontation and control with the subject in the studies and works of prominent scholars who have dealt with orientalisms or with etymological studies in the field of Albanian, we see that in this dictionary we have a large number of Turkish borrowings, which affect the entire “life activity” of man. From this Dictionary (Shehu, 2016:39-413), which includes over 8000 words, in addition to phraseological units, we have collected about 629 Turkish borrowings, where for each word we have also noted the number of the relevant page, where the word is found in the work under consideration. The main fields where borrowings from Turkish are:

Religious field: *ajet* (40), *allah* (41), *avdes* (45), *babë* (46), *dervish* (80), *evlia- elvia/evlija* (96), *ezan* (96), *hafiz* (132), *haxhi* (133), *hoxhë* (142), *iftar* (147), *imam* (147), *iman* (147), *jahudi* (151), *kiamet* (174), *kimet* (174), *kurban* (192), *lanet* (197), *mashallah/mashalla* (217), *mevlud* (226), *milet* (229), *mukajet* (235), *musliman/mysliman* (237), *myzhde* (238), *namaz* (240), *nevrur* (246), *nigjah* (251), *nijet* (251), *padishah* (259), *pashë* (268), *qitap* (301), *rixha* (303), *sabah* (315), *selam* (317), *sure* (327), *syfyr* (330), *shart* (333), *sheh* (333), *shejtan* (333), *shariat* (333), *tabijet/tabiat* (352), *tabut* (352), *tespij/tespihe* (358), *tylbe/tyrbe* (371), *vakuf* (382), *vallahe/vallahi* (382), *vaz* (382), *xhehnem/xhehenem* (400), *xhenet* (400), *xhenaze* (400), *xhind* (400), *xhuma* (e) (402), *xhybe* (402), *ymër* (403). **(54 words)**

Administration, justice, hierarchy, state property/state documents: *aga* (39), *angari* (42), *beg* (51), *çirak* (73), *defter* (78), *devër* (81), *esnaf* (96), *hanëme* (133), *haps* (133), *hise* (140), *hudut* (142), *kanun* (163), *karar* (165), *mazbat/mazbatë* (218), *qehaja* (298), *qole* (301), *sejmen* (317), *shahit* (332), *tain/tahin* (352), *taksim* (353), *temena* (356), *teskere/tezgere/tesqere* (358), *tuxhar* (371), *tertib/tertip* (358), *usull* (381), *vade* (382), *vatan* (382), *veqil* (387), *vilat/vilajet* (392). **(29 words)**

Weapons, the army and war: *allti* (41), *asker* (44), *barut* (49), *bilik* (f.54), *bylyk* (65), *dushman* (91), *firar* (104), *fishek* (104), *istikam* (147), *jesir* (151), *kaçak* (155), *katil* (167), *kollan* (177), *mejdan* (222), *midan/mejdan* (229), *muhaxhir* (235), *nishan* (251), *nizam* (251), *patllake* (269), *qesat* (298), *silaf/silah* (319), *talim* (353), *topanxhë* (363), *topuz* (364), *xheverdare* (400), *zort/zor* (413). **(26 words)**

Construction, urbanism: *ahër* (40), *baxhë* (50), *bina* (54), *bylme* (63), *çardak* (71), *dollap* (85), *dyscheme* (91), *frëngji* (104), *hajati* (132), *hale* (133), *han* (133), *hapsane* (133), *hatull* (133), *kala* (158), *kallup/kallëp* (160), *kasaba* (166), *kat* (167), *kaush* (168), *konak* (178), *kube* (189), *kullë* (190), *mazgall/mazgallë* (218), *nahije* (240), *odë* (257), *oxhak* (257), *petavër* (271), *qenef* (f.298), *qepen/g/qepen* (298), *sokak* (323), *sharapoll* (332), *shehër* (333), *topçi* (364), *temel* (357), *xhade* (400), *bash* (50), *batak* (50), *buxhak* (63), *gjiriz* (f.129), *jalli* (151), *qosh/qoshe* (301), *tepe* (357), *bash* (50), *batak* (50), *buxhak* (63), *gjiriz* (f.129), *jalli* (151), *qosh/qoshe* (301), *tepe* (357). **(41 words)**

Crafts and Trades: *akçi* (40), *arabaxhi* (42), *çoban* (74), *damazllëk* (76), *duqan/diqan* (90), *heqim* (139), *hyzmetçi* (146), *kafexhi* (157), *kallauz* (160), *kaull* (168), *kusur* (193), *ortak* (257), *qeder* (298), *qar* (297), *qefil* (298), *qeleepir* (298), *sahatçi* (315), *sarraff/saraf* (317), *sefte* (317), *toptan* (364), *teneqexhi* (356), *tramk/ë/trambë* (365), *xhambaz* (400), *xherah* (400). **(24 words)**

Finances: *badihava* (46), *borxh* (57), *dërhëm* (81), *dukat* (90), *fajde* (100), *fajdexhi* (100), *hak* (133), *hazine* (133), *hesap* (140), *metelik* (226), *mexhite* (226), *pare* (266), *qiraxhi* (301), *veresie* (387), *yst* (403). **(15 words)**

Measures, units (various): *allaj* (41), *çift* (72), *dekik* (78), *tek* (354), *dërhëm* (81), *dylym* (91), *hambar* (133), *okë* (257), *shënik/shinik* (335). **(9 words)**

Education, writing: *kalem* (159), *mektepe/mejtepe* (222), *mereqep* (225). **(3 words)**

Food and drinks: *bollgur* (57), *bozë* (57), *byrek* (65), *çervish* (72), *çorb/ë* (74), *gurabije* (124), *hallvë* (133), *harxh* (133), *hashure / ashure* (133), *kaçamak* (156), *paç/paçe* (259),

pastërm/pastërma (267), *patllixhan/e/patëllxhan* (268), *pelte* (271), *sarmë* (317), *shërbet/sherbet* (333), *tërhan//trahana/terhan* (359), *zahire* (404). **(18 words)**

Clothing, fabrics, jewelry: *alltan/alltën* (41), *bajrak* (47), *bilizik* (54), *bylezyk* (63), *çallm/ë* (70), *çapraz* (71), *dallam/ë* (76), *dimia* (83), *done* (86), *dullak* (90), *ferexhe* (102), *gajtan* (115), *harmali/hajmali* (133), *hiram/irham* (140), *inxhi* (147), *jelek* (151), *kadife* (156), *kaish* (157), *kumash* (191), *merxhan* (226), *mitan* (230), *myhyr* (238), *nalle/nallane* (240), *napë* (241), *ojnë/ojë* (257), *papuçe* (264), *potina* (289), *qefin* (298), *qestek/qostek* (300), *qise* (301), *saftian/saftjan* (315), *sahat* (315), *sargi* (317), *serm* (318), *sermajë* (318), *setre/setër* (318), *shënxhir/zinxhir* (335), *tallagan* (353), *tozlluk* (364), *ushkur* (381), *xhamadan* (400), *xhep* (400), *xhevahir* (400), *xhup* (402), *xhybe* (402). **(45 words)**

Tools, equipment: *alet* (40), *anxhik* (42), *arabë* (42), *bunar* (62), *çadër* (70), *çakmak* (70), *çar/k* (71), *çatall* (71), *çekiç* (72), *dajak* (75), *deng* (79), *dizg/ë* (84), *gjergjef* (128), *hallat* (133), *hambar* (133), *kandar* (163), *kimë* (174), *kuti* (193), *mashë* (217), *paftë/paftë* (259), *palldëm* (262), *përdaf* (274), *qenar* (298), *qeski/qyski* (300), *reze* (303), *saç* (315), *sepet/sepete* (318), *tajare* (352), *tel* (354), *teneqe* (356), *tezgë* (358), *tezgere/tezgjere* (358), *tokmak* (363), *terezi* (357), *zemberek* (408), *zengi/yzexhi* (413). **(36 words)**

Dishes, bedding, furniture and household items: *bardak* (48), *bilur* (54), *çaki* (70), *çatall* (71), *çekmexh/e* (72), *çini* (73), *dollap* (85), *dymbek* (91), *dyshek* (91), *fener* (102), *fital* (104), *hasër* (133), *jatak* (151), *jastik/jastëk* (151), *kaush* (168), *legen* (199), *mashtap/mashtapë* (217), *matare* (217), *muslluk* (237), *musandër* (237), *perde* (271), *qese* (300), *qebrit/ qibrit* (300), *sahan* (315), *sini* (319), *sofër* (322), *sofrabez* (322), *shilte* (336), *tas* (354), *tenxhere* (357), *tollumb/tullumb* (363), *xham* (400), *xhezve* (400). **(33 words)**

Plants, vegetables and fruits: *badem* (46), *bereqet* (52), *bostan* (57), *çali* (70), *hasëll* (133), *hide* (140), *hoshaf* (142), *kajsi* (157), *nuskë* (252), *pambuk* (262), *selvi* (317), *zafran/shafran* (406), *zerdeli* (409). **(13 words)**

Animals, birds, their diseases: *akrep* (40), *bilbil* (54), *gjok* (129), *hergjele* (133), *kull* (190), *lelek/lejlek* (199), *zagar* (404), *teknefes* (354). **(8 words)**

Materials, minerals: *bakër* (47), *fakfan/fakfun* (100), *kallaj* (159), *kanë/këna* (163), *karabojë* (165), *katran* (168), *madem* (212), *mermer* (225), *nishadër* (251), *teneqe* (356), *zift* (409). **(11 words)**

Human qualities and swearing: *allçak* (41), *abrash* (39), *asllan* (44), *ashik* (44), *avdall* (45), *azgan* (45), *bajat* (47), *batakçi* (50), *bende* (51), *beterr* (52), *biçim* (54), *biçimsëz* (54), *birinxhi* (55), *budall/ë* (60), *çakërr* (70), *çapraz* (71), *delenxhi* (78), *deli* (78), *dembelhan/e* (78), *derdimen* (79), *devedish* (81), *divan* (84), *dylber* (91), *fukara* (111), *gazep* (115), *gjulahqar/gjynahqar* (130), *hajn* (133), *haram* (133), *helaq* (139), *hor/horr* (142), *ibret* (147), *jabanxhi* (151), *jallan* (151), *jaran* (151), *jezid* (151), *karshillëk* (165), *kaurr/kaur* (168), *kodosh* (176), *kopuk* (178), *maskar/maskara* (217), *pelivan/pehlivan* (271), *qafir* (297), *qejfli* (298), *qelepirxhi* (298), *qerrata* (298), *qeskin* (300), *qibër* (300), *qylhane* (301), *gafil* (115), *rezil* (303), *rrëspiye/rruspiye* (311), *sakatllëk* (316), *sallak/sollak* (316), *sarhosh* (317), *sertë* (i,e) (318), *serxhi/sehirxhi* (318), *sojli* (323), *surrat* (327), *shamataxhi* (332), *taravol/taravel* (354), *teveqel* (358), *tollumb/tullumb* (363), *topall* (363), *torollak* (364),

toroman (364), *tutkun* (371), *vesves,-e/vesvese* (387), *viran* (392), *xhadë* (400), *xhahil* (400), *xhymert* (402), *zagar* (404), *zengin/zengjin* (409), *zevzek* (409). (74 words)

Human body, health, medications: *bojë* (56), *çehr/e* (71), *çehresëz* (71), *damlla* (76), *derman* (80), *erz* (96), *fil* (104), *frangauz/frëngjyzë* (104), *gajl/e* (115), *gajret* (115), *gjerpik/qerpik* (128), *gjoks* (129), *gjytrym/gjytryrim* (131), *hafif* (132), *hair* (132), *huj/huq* (142), *ilet* (147), *inat* (147), *jel* (151), *karabash* (165), *llahuze/llahusë* (208), *melhem* (222), *miasil/majasëll* (226), *mide* (229), *murdar* (237), *neqez* (f. 241), *noksan* (251), *nur* (252), *panxhë* (264), *qorr* (301), *sarallëk* (316), *sëkëlldi* (317), *saraxha* (317), *terbijet/terbjët* (357), *telef* (356), *terzi* (358), *takat* (352), *xherpik/qerpik* (400), *xhuxh* (402), *zaif* (404). (40 words)

Family relationships: *adet* (39), *babë* (46), *dad/ë* (75), *kallaballëk* (159), *mixhë* (231), *mysafir* (238), *soj* (323), *taraf* (354), *xhins* (400), *teste* (358). (10 words)

Actions, status: *amel* (41), *apansëz* (42), *arrallëk* (42), *ashiqare* (44), *axhele* (45), *bajmak* (47), *batall* (50), *batis* (50), *begenis* (51), *bef* (51), *bela* (51), *beli* (51), *berbat* (52), *bitis* (55), *byrazel* (65), *çakërdis* (70), *çaprashit* (71), *çapërdis* (71), *çil/e* (73), *dajnis* (75), *dallash* (76), *dalldis* (76), *dava* (77), *demek* (79), *derehx/e* (79), *dert* (80), *elenis/em/eglendisem* (96), *elvedis/leverdis* (96), *ferk* (102), *gjezdis* (128), *gjunah/gjynah* (130), *gjurulldi/gjullurdi* (130), *hajdutllëk* (133), *hajvanllëk* (133), *hall* (133), *hallall* (133), *haset* (133), *hasëm* (133), *havale* (133), *hazdisem* (133), *hazër* (133), *hyzmet* (146), *izin* (147), *kajde* (157), *kallkan* (160), *kallp* (160), *karshi* (165), *kast* (166), *lazëm* (199), *marak* (215), *maraz* (216), *marifet* (216), *muhabet* (234), *nam* (240), *paq* (264), *qejf* (298), *rahat/rehat* (303), *razi* (303), *salltanet* (316), *shashtis/shastis* (333), *shend* (333), *teklif* (354), *telashe* (354), *teptis* (357), *teslim* (358), *topanxhë* (363), *ujdis* (378), *yrysh* (403), *zatek/zates* (406), *zehër/zeher* (408), *selamet* (317). (72 words)

Music, tools, entertainment: *bori* (57), *dajre* (75), *dyzen* (92), *zijafet* (409). (4 words)

Time, weather: *aksham* (40), *bullut* (62), *duman* (90), *mekam* (222), *qemane* (298), *sabah* (315), *sene* (317), *vakt* (382), *zaman* (404). (9 words)

Colours: *all* (41), *jeshil* (151), *kërr* (172), *mavi* (217). (4 words)

Other phenomena: *adalet* (39), *aman* (41), *baft* (46), *bajagi* (47), *bare* (49), *bashka* (50), *bereqaversën* (52), *bytyr* (65), *de* (78), *denbabaden* (79), *dunja* (90), *ejvallah/ejvalla* (96), *filan* (104), *fistik* (104), *hajde* (132), *hala* (133), *hallk* (133), *hasha* (133), *helbete* (139), *hile* (140), *inshallah/ishalla* (147), *kabull* (155), *koxha/goxha* (178), *leqe* (200), *lezet* (201), *llaf* (208), *medet* (222), *mesele* (226), *nafakë* (240), *ogur* (257), *pir/piri* (285), *rytbe* (303), *risk* (311), *sade* (315), *safi* (315), *sikter* (319), *sus* (327), *shakë* (332), *shyqyr* (351), *tahmi/tahmin* (352), *taksirat* (353), *tamah* (353), *taze* (354), *ters* (358), *tevatur* (358), *xhevap* (400), *zahmet* (404), *zap* (404), *zerre* (409), *zët* (409), *zullum* (413). (51 words)

Turkish borrowings in some cases come with phonetic changes, with drops or additions of sounds and for this reason we have marked some borrowings with two forms, as it is in the Dictionary and as it appears in the basic form that we encounter in the works of researchers who have studied them. We must emphasize that for the division or grouping of borrowings according to the relevant spheres, we have relied on Xhevat Lloshi (Lloshi, 2023: 246-251), one of the most prominent researchers,

who has recently published a major work on borrowings from Turkish, as it seems to us more comprehensive for the classification of the collected material, with the relevant changes. Thus, as can be seen from the division into spheres of Turkish borrowings, the density of their use is different and we have more borrowings in the divisions: human attributes and swearing; actions, states; clothing, fabrics, ornaments; human body, health, medicines; religious fields; clothing, fabrics, ornaments, etc. We have fewer Turkish borrowings for plants, animals, colors; for time and weather; for music and education, etc.

In this Dictionary, Turkish loanwords belong to different grammatical categories. They are nouns, adjectives, verbs, adverbs, particles, interjections, pronouns and prepositions. Thus, we have these Turkish borrowings that come out, such as:

Names: *adet* (39), *aga* (39), *ahër* (40), *ajet* (40), *akçi* (40), *akrep* (40), *aksham* (40), *alet* (40), *allah* (41), *allaj* (41), *allçak* (41), *alltan/alltën* (41), *allti* (41), *amel* (41), *angari* (42), *anxhik* (42), *arabë* (42), *arabaxhi* (42), *arrallëk* (42), *asker* (44), *asllan* (44), *ashik* (44), *avdall* (44), *avdes* (45), *axhele* (45), *azgan* (45), *babë* (46), *baft* (46), *badem* (46), *bajrak* (47), *bakër* (47), *bardak* (48), *barut* (49), *bash* (50), *batak* (50), *batakçi* (50), *beg* (51), *bela* (51), *bende* (51), *bereqet* (52), *biçim* (54), *bilbil* (54), *bilik* (54), *bilizik* (54), *bilur* (54), *bina* (54), *bori* (57), *bollgur* (57) etc.

Adjectives: *abrash* (39), *akrep* (40), *alet* (40), *all* (41), *allçak* (41), *asllan* (44), *avdall* (45), *azgan* (45), *bajat* (47), *bajmak* (47), *barut* (49), *batall* (50), *biçimsëz* (54), *bojë* (56), *çakërr* (65), *çapraz* (71), *çehresëz* (71), *çervish* (72), etc.

Verbs: *batis* (50), *begenis* (51), *bef* (51), *bitis* (55), *çakërdis* (70), *çaprashit* (71), *çapërdis* (71), *dajnis* (75), *dalldis* (76), *elenis/em/eglendisem* (96), *elvedis/leverdis* (96), *ferk* (102), *gjezdis* (128), *hazdisem* (133), *shashtis/shastis* (333), *teptis* (357), *ujdis* (378), *zatek/zates* (406) etc.

Adverbs: *adalet* (39), *apansëz* (42), *ashiqare* (44), *badihava* (46), *bajagi* (47), *bare* (49), *bashka* (50), *beli* (51), *berbat* (52), *beterr* (52), *birinxhi* (55), *budall/ë* (60), *bytyn* (65), *çakërr* (65), *dallash* (76), *denbabaden* (79), *fishek* (104), *gafil* (115), *hala* (133), *hazër* (133), *helaq* (139), *karshi* (165), *kërr* (172), *koxha/goxha* (178), *paq* (264), *rahat/rehat* (303), *sak* (316), *sefte* (317), *sus* (327), *teslim* (358), *toptan* (364), *veresi/veresie* (387), *zaif* (404).

Exclamations: *aman* (41), *bereqaversën* (52), *de* (78), *ejvallah/ejvalla* (96), *hajde* (132), *hasha* (133), *inshallah/ishalla* (147), *mashallah/mashalla* (217), *medet* (222), *sikter* (319), *shyqyr* (351), *vallahe/vallahi* (382).

Particles: *de* (78), *demek* (79), *helbete* (139).

Pronouns: *filan* (104), *fistik* (104).

Prepositions: *karshi* (165) etc.

In the Dictionary, inflexible words have a limited use, which are widely used in colloquial discourse and are generally used with certain verbs or phraseological expressions, such as: **fil** (104) - *u ba fil/ u shëndosh, u ba si qe - i madh*; **kabull** (155) - consent, *e baj kabull dikë a diçka*; **lazëm** (199)- must (need), *ban lazëm me shkue*; **pir/piri** (285)- prosperity – *piri i Zotit*

u shkoft, i ka pir puna; razi (303)- consent, used in expressions: *jam razi-bahem razi*; **telef** (356) - fatigue, rupture – *u ba telef*; **zap** (f.404)- used with the verb do - *ja bëra zap* (ja mbloodha); **zët** (409) - something that I don't want or like at all (*e kam zët*).

From the study of concrete examples, grouped according to the relevant spheres, we see that Turkish borrowings in this dialect have more nouns and adjectives. Verbs, adverbs, particles and interjections are fewer in number. Also, we only find two indefinite pronouns (*filan, fistik*) and one preposition (*karshi*), which in this dialect also appears as an adverb. Thus, out of 629 borrowings collected by us (since there may be even more), 156 are: adjectives, verbs, adverbs, particles, interjections, pronouns, prepositions and inflexible words, while the rest are nouns. In the Dictionary, we do not have borrowed numerals, just like in the Albanian language.

As for the structure of word formation, the Turkish borrowings that appear in the Dictionary are of different natures. They can be words derived directly from Turkish or words formed within Albanian, where the theme or formant (Hysa, 1998: 151-152), may be of Turkish origin. Thus, we distinguish:

- **Words derived directly from Turkish** (Lloshi, 2023: 146-147), **such as:**

-*arrallëk* (42) - from turk. *aralik*; *damazllëk* (76) - from turk. *damizlik*; *dunjallëk/ dynjallëk* (423) - from turk. *dunyalik*; *hajdutllëk* (133) - from turk. *haydutlik*; *hajvanllëk* (133)- *hajvanllëk* from turk. *hajvanlik*; *kallaballëk* (159)- from turkish. *kalabalik*; *sakatllëk* (316) - from turkish. *sakatlik*; *sarallëk* (316)- from turk. *sarilik*, *tersllëk* (358) - from turk. *terslik* etc.

-*arabaxhi* (42) - from turk. *arabaci*; *delenxhi* (78) - from turk. *dilenci*; *kafexhi* (157); *qelepírxhi* (298) - from turk. *kelepirci*, *qiraxhi* (301) - from turk. *kiraci*, *serxhi/sehirxhi* (318) - from turk. *seyrci*; *shamataxhi* (332) - from turk. *samataci*, *teneqexhi* (356) - from turk. *tenekeci*, *jabanxhi* (151) - from turk. *yabanci*; *batakçi* (50)- from turk. *batakçi*; *hyzmetçi* (146) - from turk. *hizmetçi*, *topçi* (364) - from turk. *topçu*, *sahatçi* (f.315) - from turk. *sa'atçi* etc.

-*qeifli* (298) - from turk. *keyifli*; *sojli* (323) - from turk. *Soylu*;

-*gjunahqar/gjynahqar* (130) - from turk. *gunahkar*;

-*apansëz* (42) - from turk. *apansiz*; *çehresëz* (71) - from turk. *çehresiz* etc.

-*dembelhan/e* (78) - from turk. *tembelhane*; *hapsane* (133) - from turk. *hapis hane* etc.

- **Words that have both the subject and the word-forming formant from Turkish.**

Thus, we have these words with the suffix:

-llëk: *karshillëk, delenxhillëk, neqezllëk, qerrataillëk, vazllëk, zaipllëk, zortllëk, shyqyrrllëk, askerllëk, azganllëk, baballëk, bajatllëk, bataqçillëk, budallëk, esnaflëk, fukarrallëk, haramllëk, harxhllëk, haxhillëk, jeshillëk, muhaxhirllëk, noksanllëk, qorrllëk, rahatllëk, shashtisllëk* etc.

-xhi/-çi: *fajdexhi, hallvaxhi, bozaxhi, çorbaxhi, marifetçi, muhabetçi, bakraxhi, dyqanxhi, ahengxhi, hasetçi, shakaxhi* etc.

-li/-lli: *hujli, marifetli, namazli, nazeli, kasabali, zortli, shehërli, bajrakli, bereqetli, dertli, hasetli*, etc.

-(h)ane: *akçihane, avdeshane, qylhane* etc.

-qar: *tamahqar* etc.; **-siz/-sëz:** *biçimsëz* etc.; **-çe:** *budallëkçe* etc.

- **Words that have a Turkish word as the theme and as a word-forming formant have a non-Turkish formant, such as:** *bojatis, davitem; kiametis, kiametisem, kiametohem, i marifetshëm, mixhavicë; qafireshtë*, etc.

- **Compositions formed with two themes with a Turkish source, such as:** *babasheh, karabash, karabojë*, etc.

Thus, even from the given cases we see that the suffixes of Turkish origin, *-xhi/-çi* (which respectively form names of skills or professions), *-llëk* (which forms abstract nouns) and *-li* (which forms adjectives) are more productive for the formation of various words, both those with themes borrowed from Turkish, as well as those with non-Turkish themes. Even for words directly derived from Turkish, for which the suffix is distinct within the structure of the word in the Albanian language, it seems that the suffixes of Turkish origin, *-xhi/-çi* and *-llëk* are more productive. The least productive suffixes in this dialect are: *-qar, -siz/-sëz* and the suffix *-çe*, which is used for the formation of some adverbs.

One of the characteristics of the “Dictionary of Popular Words and Expressions from the Ujemuja Dialect” is the inclusion of many obsolete words in it. What is noticeable is the number of Turkish borrowings that appear as obsolete words both in this dialect and in the FGJSSH. Regarding the obsolete words that are borrowed from Turkish, we distinguish:

1) Obsolete words as in the FGJSSH (ASH(RPS)SH, 1980), such as:

adalet (39), *adet* (39), *akçi* (40), *aksham* (40), *allah* (41), *allaj* (41), *allti* (41), *apansëz* (42), *arabë* (42), *arabaxhi* (42), *asker* (44), *asllan* (44), *ashik* (44), *baft* (46), *bajrak* (47), *beli* (51), *birinxhi* (55), *bunar* (62), *çakmak* (70), *çekmexh/e* (72), *defter* (78), *dekik* (78), *dërhëm 1* (81), *dollap* (85), *dybek* (93), *ejvallah/ejvalla* (96), *erz* (96), *hanëme* (133), *haps* (133), *hapsane* (133), *hazine* (133), *heqim* (139), *istikam* (147), *jalli* (151), *jaran* (151), *kasaba* (166), *madem* (212), *mekam* (222), *merqep* (225), *metelik* (226), *mexhite* (226), *milet* (229), *muhaxhir* (235), *mukajet* (235), *myzhde* (238), *nigjah* (251), *okë* (257), *panxhë* (264), *qemane* (298), *qitap* (301), *rytbe* (303), *sabah* (315), *sarhosh* (317), *selamet* (317), *sene* (317), *silaf/silah* (319), *shahit* (332), *tabijet/tabiat* (352), *teknefes* (354), *terezi* (357), *terzi* (358), *tertib/ tertip* (358), *tevatur* (358), *topanxhë* (363), *vade* (382), *xhenet* (400), *xheverdare* (400), *xhins* (400), *zahmet* (404), *zaif* (404), *zaman* (404), *zifajet* (409) etc.

2) Obsolete words in the Albanian language, but not in this dialect, which are used albeit to a limited extent by the older generation, such as:

alet (40); *alltan/alltën* (41), *arrallëk* (42), *duman* (90), *fajde* (100), *fajdexhi* (100), *ferexhe* (102), *frëngji* (104), *hafif* (132), *hazër* (133), *hyzmetçi* (146), *jabanxhi* (151), *jesir* (151), *kaçak* (156), *kallauz* (160), *konak* (178), *sarraff/saraf* (317), *sefte* (317), *sejmen* (318), *sermajë* (318), *xhevap* (400) etc.

3) Words not obsolete in the FGJSSH, but in this dialect, such as:

Bajagi (47), *bilur* (54), *bylyk* (65), *dert* (80), *divan* (84), *dollap* (85), *jatak* (151), *kaull* (168), *nahije* (240), *nalle/nallane* (240), *neqez* (241), *pir/piri* (285), *qeder* (298), *sharapoll* (332), *taksirat* (353), *temena* (356), *teslim* (358), *vakuf* (382), *xherah* (400), *yrysh* (403), *zullum* (413) etc.

4) Obsolete words that are used only in this dialect and do not appear in the FGJSSH, such as:

bytyñ (65), *izin* (147), *kajde* (157), *mazbat/mazbatë* (218), *qenef* (298), *qeskin* (300), *qebrit/qibrit* (f.300), *rixha* (303), *tain/tahin* (352), *tajare* (352), *talim* (353), *tallagan* (353), *terbijet/terbjjet/terbije* (357), *tesker/e/tezgere/tesqere* (358), *tozlluk* (364), *tuxhar* (371), *usull* (381), *veqil* (387) etc.

A separate group, although not numerous in number, also consists of Turkish loanwords (non-obsolete words) that do not appear in the FSGJSH and are used only in this dialect, such as:

derexh/e (79), *devër* (81), *ezan* (96), *hafiz* (132), *ibret* (147), *jel* (151), *jezid* (151), *zatek/zates* (406), *badem* (46), *bare* (49), *bashka* (50), *bereqaversën* (52), *dallash* (76), *ferk* (102), *firar* (104), *fistik* (104), *jahudi* (151), *sikter* (319), *xhadë* (400) etc.

Also, in the Dictionary there are a very large number of Turkish loanwords that appear with the same form as the basic borrowed form, such as: *asker* (44), *bardak* (48), *batak* (50), *batakçi* (50), *berbat* (52), *bostan* (57), *bunar* (62), *çekiç* (72), *çift* (72), *çil/e* (73), *çini* (73), *çirak* (73), *çoban* (74), *dava* (77), *derman* (80), *divan* (84), *duman* (90), *firar* (104), *gafil* (115), *gajle* (115), *hafif* (132), *hafiz* (132), *han* (133), *haram* (133), *havale* (133), *hesap* (140), *hile* (140), *hor* (142), *hudut* (142), *imam* (147), *iman* (147), *inat* (147), *kaçak* (156), *kaçamak* (156), *kadife* (156), *kalem* (159), *kanun* (163), *kasaba* (166), *kat* (167), *katil* (167), *katran* (168), *konak* (178), *kopuk* (178), *kurban* (192), *marifet* (216), *mavi* (217), *medet* (222), *melhem* (222), *mermer* (225), *mesele* (226), *mide* (229), *nam* (240), *namaz* (240), *nevrüz* (246) etc.

In the Dictionary, the word *temel* (356) appears in the same form as the Turkish loanword, which in the Tosk dialect appears in the form *themel*. Regarding the word *anxhik*, Topalli (Topalli, 2017: 108) emphasizes that it is a regional word that is used only in Peshkopi, Dibër, Bicaj. In addition to these cases, there are also cases when the borrowed word used in the Dictionary has generated a different meaning from the one it carries as a word from the borrowed language, e.g. *abrash* (p.39) - with the main meaning blond, speckled on the face, while in this dialect we only have the meaning (*rough*), but this deserves a separate study.

Some loanwords in this dialect not only appear in the same form, but also have the same meaning as the word borrowed from Turkish, such as:

rezil (303) - from turk. *rezil* (vile); *telef* (356), - from turk. *telef* (fatigue, exhaustion); *tepe* (357) - from turk. *tepe* (hill); *ters* (358) - from turk. *ters* (opposite), *teslim* (358) - from turk. *teslim* (surrender); *bullut* (p.62) - from turk. *bullut*; *demek* (79) - from turk.

demek; *kast* (f.166) – from turk. *kast* (purpose), *fener* (102), *viran* (392), *zagar* (404), *zahmet* (404), *zaman* (404) etc.

Through the words of the Dictionary, we can obtain various information about the lifestyle of the inhabitants of these 12 villages over the years, and it is no coincidence that Turkish borrowings are also numerous in the sphere of human qualifications, as it is known that we are dealing with an area with traditions, with highly developed folklore and culture, with an area where speaking with connotations, prevails in the conversational discourse of not only the older generation but also the younger one.

LITERATURE

Shehu, H. (2016), Dictionary of popular words and expressions from the dialect of Ujemuja (Dibra District), Tirana.

Dizdari T. (2005), Dictionary of Orientalisms in the Albanian language, Tirana.

Lloshi Xh. (2023), Albanian loanwords from Turkish, Skopje.

Çabej E. (1975), *For a chronological stratification of Turkish borrowings in the Albanian language*. SF 4, 79-86.

Topalli K. (2017), Etymological dictionary of the Albanian language, Tirana.

Çabej E. (1982, 1976, 1987, 1996, 2014, 2002, 2006), Etymological studies in the field of Albanian. Tirana.

Hysa E. (1998), *Turkish elements in the structure of the word in the Albanian language*. SF 3-4, 149-153.

ASH(RPS)SH, (1980). Dictionary of the contemporary Albanian language. Tirana.

RESULTS

Turkish borrowings in the “Fjalor me fjalë e shprehje popullore nga e folmja e Ujemujës”:

- They are numerous and include all spheres of life. We have more borrowings in the following categories: human characteristics and swearing; actions, conditions; clothing, fabrics, ornaments; the human body, health, medicines; religious fields; clothing, fabrics, ornaments and we have less for plants, animals, colors; for time and weather; for music and education, etc.
- They appear in all grammatical categories, but in this dialect we have more Turkish borrowings for nouns. We do not have borrowed numerals. Since we are also dealing with colloquial speech, inflexible borrowed words are also used.
- They may be obsolete words, both in this dialect and in the FGJSSH. Some borrowings are used only in this dialect, such as: *anxhik*, *devër*, *zatek/zates*, etc. or they may have fallen out of use and have become obsolete together with the object, such as: *tallagan* (a men's woolen coat).
- Some loanwords in this dialect have the same form as the borrowed base form, while others have both the same form and meaning as the word borrowed from Turkish.

- The suffixes of Turkish origin, *-xhi/-çi* and *-llëk* are more productive, both for words derived directly from Turkish, and for those formed within the Albanian language. The least productive suffixes in this dialect are: *-qar*, *-siz/-sëz* and the suffix *-çe*.

CONCLUSION

In conclusion, we can say that the Turkish borrowings in the “Dictionary of Popular Words and Expressions from the Ujemuja Dialect” belong to almost all grammatical categories and are found in all spheres, activities and life phenomena of the speakers of these 12 villages, which lie in the north of the city of Peshkopia. Finally, in order to provide accurate and clear statistics for all Turkish borrowings used in the Dictionary, we think that in the future we will conduct a more exhaustive study.

SOURCE

ASH(RPS)SH, 1980), Dictionary of the contemporary Albanian language. Tirana.

Hysa E. (1998), *Turkish elements in the structure of the word in the Albanian language*. SF 3-4, Tirana, 5(1): 151-152.

Lloshi Xh. (2023), Albanian loanwords from Turkish, Skopje, 4(1): 246-251.

Lloshi Xh. (2023), Albanian loanwords from Turkish, Skopje, 5(2): 146-147.

Shehu, H. (2016), Dictionary of popular words and expressions from the dialect of Ujemuja (Dibra District), Tirana. 1(1): 39-413.

Topalli, K. (2017), Etymological dictionary of the Albanian language, Tirana. 7 (1): 108.

THE SYNTACTIC AND SEMANTIC ROLE OF NOMINAL SENTENCES IN THE CONSTRUCTION OF DISCOURSE

Prof. asoc. Mimoza ZEKAJ¹

*¹ “Eqrem Çabej” University of Gjirokastër, Faculty of Education and Social Sciences,
mimoza_zekaj@yahoo.com, Gjirokastër / Albania*

Abstract: The period in which we live is a time of major, multifaceted, and profound transformations, which have also influenced the development of the syntactic structure of the Albanian literary language, making it more direct, more diverse, clearer, and more expressive. It has been enriched, made more flexible, and improved to a considerable extent. Among the phenomena and particular tendencies of a linguistic nature, which are related to the phenomena and factors of social and cultural development, is linguistic economy, associated with phenomena such as ellipsis, the widespread use of certain forms of nominal sentences and word-sentences, to a certain degree. In this paper, we will present the syntactic and semantic role of nominal sentences in the correct construction of all types of discourse, ensuring that it is well-organized, precise, vivid, error-free, free from harmful influences, and in accordance with the norms of the literary language. We will reflect this process in connection with concrete phenomena of the development of the syntactic structure of the Albanian language, as well as with extralinguistic factors that are increasingly enriching the literary language. We will treat this role in two aspects: First, in the normative aspect, emphasizing the grammatical and semantic characteristics of nominal sentences, their structural classification according to grammatical composition, their classification according to function, their distinction from other sentences, a brief overview of various attitudes held toward them over time, their selection and use, and their position within the system of the language. Second, in the functional aspect, which has gained priority as one of the most important spheres for realizing the values of these sentences. We will treat their functions and role in all types of discourse, viewing them as closely related to certain extralinguistic factors, with which their presentation and behavior are strongly connected. We will highlight their stylistic use in artistic literature, as well as their linguistic meaning and sensitivity. The recognition and correct use of these sentences unquestionably supports the language not only as a bearer and expresser of thought, but also as a full reflection of how the linguistic community reflects all changes.

Keywords: nominal sentence, function, structure, usage, meaning, discourse.

The Syntactic and Semantic Role of Nominal Sentences in the Construction of Discourse

The era in which we live is one of major, multifaceted, and profound transformations that have also influenced the development of the syntactic structure of the Albanian literary language, making it more direct, diverse, clear, and expressive. It has been enriched, made more flexible, and refined in notably perceptible ways. Syntax, as a linguistic domain, is open to changes and influences, less so than the lexicon, but more so than many other areas (M. Domi, 2013: 402).

Among the most distinctive linguistic phenomena and tendencies—often intertwined with broader social and cultural lines of development—are linguistic economy, the pursuit of more precise and marked syntactic expression, and the generalizing and leveling effect in language use (M. Domi, 2013: 417). Linguistic economy is associated with phenomena such as:

a) Ellipsis, whose essence is summarized in the commonly cited expression: "anything easily implied is omitted." The exclusion of a term considered easily inferred lends greater force and vitality to the utterance, and more clearly expresses the leaping impulse and active character of the human mind (S. Prifti, 1966: 131).

b) The widespread use of certain forms of nominal sentences, which affirm the presence or existence of the object or phenomenon named by the main clause or draw attention to it.

This study focuses on nominal sentences—their evolving status over time, grammatical and semantic features, and their role in constructing discourse. A key motivation for selecting this topic was the scholarly discussion by Prof. M. Çeliku at the conference "Achievements, Issues, and Tasks in the Field of Syntactic Research in Albanian," in which he posed a critical question: "*A do të vazhdojmë t'i njohim në gjuhën tonë si tip të veçantë semantik gramatikor fjalitë njëkryegjymtyrëshe, tip ky me një larmi ndërtimore e kuptimore shumë të gjerë në gjuhë, apo do t'ia mohojmë ato shqipesi siç vepronte më parë sintaksa tradicionale dhe siç mendon ndonjë autor në ditët tona nën ndikimin e strukturave të gjuhëve të tjera, duke i barazuar fjalitë njëkryegjymtyrëshe me të paplota?*" (M. Çeliku, 2007: 368).

To maintain coherence with the selected theme and its functional dimension, we begin by briefly addressing various positions and perspectives regarding nominal sentences throughout the development of the Albanian language.

Historically, the nominal sentence is considered the simplest—and perhaps the oldest—form of the sentence. According to Kalogjera, in his study of Ancient Greek syntactic features, "*Forma më e thjeshtë, ndoshta dhe më e lashtë e fjalisë, është ajo që përbëhet vetëm nga terma emërorë dhe që prandaj quhet fjali emërore*". Schwyzer adds: "*Me dukjen e fjalivet me këpujë, fjalitë emërore u bënë me kalimin e kohës në disa gjuhë, si në frengjishten dhe latinishten, arkaizma poetikë ose shprehje me një vlerë të veçantë nga pikëpamja e stilit*" (S. Prifti, 1966: 150).

G. Graffi, in his work *Syntax: Structures of Discourse*, notes that over 300 different definitions of the sentence have been proposed throughout linguistic history—an indication of how deeply problematic the concept remains. In several Indo-European languages, expressions function as sentences even without a fully inflected verb—so-called nominal sentences, which are common in both ancient (Sanskrit, Greek, Latin) and modern Indo-European languages (G. Graffi, 2003: 123).

According to Prof. Eqrem Çabej, one of the most frequently encountered sentence types in ancient Indo-European languages is the nominal sentence. These are sentences without a verb, especially in the third person singular. Such sentences are found in Old Persian inscriptions, Vedic Sanskrit, Ancient Greek (Homer), and Latin—especially in proverbs and idiomatic expressions. In Albanian, nominal sentences also appear, particularly in set phrases and adverbial forms (E. Çabej, 2008: 221–222).

S. Prifti argues that a nominal sentence, whether inherently so or developed later, is essentially elliptical, lacking a predicate due to objective and subjective factors that give rise to ellipsis. He highlights the necessary correspondence between form and content, between the bearer and the conveyed, between language and thought. The absence of a verb or predicate is thus formal, not real (S. Prifti, 1966: 152). Similarly, K. Cipo, in his grammar, does not use the term "nominal sentence" but refers to these constructions as elliptical, including within that category those which resemble nominal sentences (K. Cipo, 2015: 234).

Other scholars reject the idea that nominal sentences are elliptical, claiming that the absence of a verb does not prevent the construction of a complete sentence. The nominal core is sufficient. Some, however, classify them as incomplete sentences, stating that one-member sentences do not differ structurally from incomplete sentences, which lack one of the two core components. In their view, a sentence is defined by its expressed core elements, not by context. For example: *Det i kaltër. Ja shtëpia ku lindi. Mobileri* (Th. Dhima, 2005: 46).

To fully understand a sentence structurally and semantically, it is necessary to present it at every analytical level. Formal grammatical study reveals which syntactic schema can support semantic interpretation. There exists a strong reciprocal link between syntactic structures and meaning, with grammatical tools systematically deployed to support this link (N. Chomsky, 2011: 129).

A nominal sentence is a one-member sentence that affirms the presence or being of an object or phenomenon named by the main component, or draws attention to it. It is expressed through an indefinite noun in the nominative case or a definite noun preceded by the demonstrative particle *ja*. Predicativity is conveyed through intonation, which transforms a phrase into a full sentence that communicates a thought. These sentences typically bear declarative intonation (AKSHSH, 2002: 392).

Verë e thatë. Mars i vitit 2016. Ajri i paluejshëm. Erë pemësh të pjekuna. Erë bari të ri. Erë lulësh; Erna të ndryshme gjethësh e bimësh të mëshefuna nëpër kande të freskta.

From our perspective, the behavior of these sentences is closely tied to the syntactic development of the Albanian language and to extralinguistic factors that continue to enrich the literary standard. These linguistic phenomena, shaped by external influences, help nominal sentences fulfill their syntactic and semantic roles in constructing all types of discourse clearly, precisely, expressively, and in line with literary norms.

This paper addresses these roles through two dimensions:

First, the **normative aspect**, reflecting:

- the grammatical and semantic characteristics of nominal sentences,
- their structural classification based on grammatical composition,
- their functional classification, including their distinction from other types of sentences and contexts of use,
- their position within the linguistic system.

Structurally, these sentences are:

- short, simple, and uncomplex;
- devoid of verbs;
- complete in meaning through the nominal phrase alone.

In these sentences, the omission of the copula, the verbal predicate, or other sentence elements is a structural feature—not one conditioned by context or other situational factors in discourse.

Based on their grammatical composition, such sentences may appear unexpanded, expressed through a single noun, affirming the existence of various objects or phenomena, such as: *Shtator. E enjte. Mbrëmje. Pranverë! Qetësi. Dritë*, etc. They may also appear expanded, incorporating nominal groups with adjectives or other nouns—word groups that build a more complete structure and help convey impressions of action or feeling: *Mëngjese pranverore. Një vajzë e bukur. Ditë të mërzitura, pa kuptim. Një ndjesi e re, e dobët* (I. Kadare, 2014).

In most instances, they function as independent, self-standing sentences. In rare cases, they may serve as the main clause within a complex sentence: *Oh, kohë, kohë e shkretë, se si u kthie kjo botë përmbis. Po ajo shtëpi, po aro mure, po ajo avli, si i kish lënë vite më parë* (M. Kokalari, 1940: 64).

Depending on their content and function, nominal sentences are divided into:

- Descriptive nominal sentences;
- Demonstrative nominal sentences;
- Naming nominal sentences.

Descriptive nominal sentences form the largest group. They describe environments, circumstances, phenomena, or appearances. They are independent and semantically tied to their communicative purpose.

Portëra nga të gjitha anët, pemë të lulëzuara nëpër kopshte, lule të bukyra nëpër oborre. Odat të pastërta, oborret me gjithë të mirat, hauret me bar e plot me kuaj. (M. Kokalari, 1940: 32). *Një kukull gruaje e shqyer ng qentë* (I. Kadare, 2010: 250). *Mëngjese të bukura dhe të shkujdesura...* (I. Kadare, 2014: 114). *Reflekse migjeniane, pushkiniane, eseniane, lasgushiane, deradiane* (I. Kadare, 2014: 225).

Demonstrative nominal sentences highlight the presence of an object or person, usually accompanied by the demonstrative *ja* and a definite noun. In speech, they are often paired with gestures. *Ja rrugica e parë. Ja shokët e tij, Jani, Llazari, Arseni...* (I. Kadare, 2014: 124); *Ja dhe arrat tona sa shamia e xhepit* (P. Ruka, 2019: 143). *Ja rrugica, ja shtëpia. Ja ajo puna e kukullës.*

Naming nominal sentences consist of geographic or institutional names. Though some researchers contest their classification as full sentences, they affirm the existence of a referent through nominal designation. *Biblioteka e Qytetit. Kafë. Ktheu kokën nga dritarja dhe nisi të lexonte me zë të brendshëm tabelat e dyqaneve; Eldon Agjensi udhëtimesh...Bar-kafe Kurbini, Pica Hallall. Mobileri Luksi Sefka. Leka & Peka Oil. Mermerë* (E. Tupja, 2016:141). etj. Ka edhe studiues që këto emërtime nuk i pranojnë si fjali.

Nominal sentences are always affirmative, indicate present time, and do not expand with adverbials—a key difference from incomplete sentences (M. Çeliku, 2012: 311). *Testamente në trajtë helmesh, dramash antike, çerdhe lejlekësh, ankesa pakicash kombëtare apo projekte metrosh*. (I. Kadare, 2010: 270).

Second, the functional aspect, considers these sentences in actual language use. Their expressive conciseness makes them frequent across contexts (M. Domi, 2016: 60–61). Their brevity suits fast-paced speech and dynamic narratives, allowing immediate emotional or descriptive impact (Xh. Lloshi, 2004: 98).

They appear widely in casual speech, television segments, media, political discourse, and the social sciences. In such use, they convey quick, focused, and emotionally charged communication. *Vapë. Asnjë zë. Ide fantastike*.

They are used in various forms of discourse, including specific television segments, media content, political discourse, social sciences, and beyond. *Aromë shtëpie, Lot gëzimi. Festë e madhe e fitores. Atmosferë e këndshme. Tinguj melodie*.

Nominal sentences also appear across diverse contexts of contemporary discourse—such as media, argumentative, descriptive, narrative, and literary discourse. *Shqipëria një dashuri e re mesdhetare! Shqipëria në krye të renditjes!* In certain cases, they contribute to textual structuring by serving as titles, subtitles, introductions, or by guiding the logical flow of the discourse.

Nominal sentences are widely employed in the style of artistic literature. They emphasize emotional states or conditions and convey emotional depth with few words. They express sensations in a concentrated manner, contributing to the emotional sensitivity of the text and supporting the development of the author's stylistic voice. *Rreth e rrotull qetësi. Cicërima zogjsh. Rreze dielli në fytyrë. Pritje e ankthshme... e bukur. Rreth e rrotull qetësi. Rreze dielli në fytyrë* (E. Tupja, 2016: 171). *Ditë të tmerrshme. Akuj në zemër. Asgjë e re* (I. Kadare, 2014:184). *Ç' mëngjes i kthjellët, i qetë dhe i pastër! Mëngjese të bukura dhe të shkujdesura.... Çudi , ditë e bukur dhe e kthjellët!* (I. Kadare, 2014:114).

Discourse activity is rich and extends beyond the limits of conventional phrasing. The tendency toward brevity, rhythm, and linguistic economy—driven by both linguistic and extralinguistic factors—shapes how nominal sentences appear and function.

Their recognition and correct use support the language not only as a medium for expressing thought, but as a full reflection of how a linguistic community perceives and responds to change.

LITERATURE

AKSHSH. (2002). *Gramatikë e gjuhës shqipe II*. Tiranë.

Çabej, E. (2008). *Hyrje në indoeuropianistikë (leksionet e Prishtinës)*. Tiranë.

Çeliku, M. (2007). Arritje, probleme dhe detyra në fushën e kërkimeve sintaksore të shqipes. In *Studime filologjike shqiptare* (Scientific Conference, November 21–22). Tiranë.

Çeliku, M. (2012). *Sintaksë e gjuhës shqipe (përbërësit sintaksorë)*. Tiranë.

- Chomsky, N. (2011). *Strukturat sintaksore*. Tiranë.
- Cipo, K. (2015). *Gramatikë e gjuhës shqipe*. Tiranë.
- Dhima, Th. (2005). *Gjuha shqipe, sintaksa*. Tiranë.
- Domi, M. (2013). *Studime sintaksore* (Vepra I). Tiranë.
- Domi, M. (2016). *Studime sintaksore* (Vepra II). Tiranë.
- Graffi, G. (2003). *Sintaksa, strukturat e ligjëritimit*. Tiranë.
- Lloshi, Xh. (2004). *Stilistika e gjuhës shqipe dhe pragmatika*. Tiranë.
- Plangarica, T. (2018). *Aspekte të gjuhësisë së zbatuar 2*. Tiranë.
- Prifti, S. (1966). Elipsa në sintaksën shqipe. *Studime Filologjike*, (3).

List of cited works

- Kadare, I. (2010). *Aksidenti*. Tiranë.
- Kadare, I. (2014). *Mjegullat e Tiranës*. Tiranë.
- Kokalari, M. (1940). *...sa u tunt jeta*. Tiranë.
- Ruka, P. (2019). *Shami të zeza qiellore*. Tiranë.
- Tupja, E. (2016). *Po shkoj të kap Enisin*. Tiranë.

SOURCE

- AKSHSH. (2002). *Gramatikë e gjuhës shqipe II*. Tiranë: 392.
- Çabej, E. (2008). *Hyrje në indoeuropianistikë (leksionet e Prishtinës)*. Tiranë: 221-222.
- Çeliku, M. (2007). Arritje, probleme dhe detyra në fushën e kërkimeve sintaksore të shqipes.
In *Studime filologjike shqiptare* (Scientific Conference, November 21–22). Tiranë: 368.
- Çeliku, M. (2012). *Sintaksë e gjuhës shqipe (përbërësit sintaksorë)*. Tiranë: 311.
- Chomsky, N. (2011). *Strukturat sintaksore*. Tiranë: 129.
- Cipo, K. (2015). *Gramatikë e gjuhës shqipe*. Tiranë: 234.
- Dhima, Th. (2005). *Gjuha shqipe, sintaksa*. Tiranë: 46.
- Domi, M. (2013). *Studime sintaksore* (Vepra I). Tiranë: 402, 417.
- Domi, M. (2016). *Studime sintaksore* (Vepra II). Tiranë: 60-61.
- Graffi, G. (2003). *Sintaksa, strukturat e ligjëritimit*. Tiranë: 123.
- Lloshi, Xh. (2004). *Stilistika e gjuhës shqipe dhe pragmatika*. Tiranë: 98.
- Prifti, S. (1966). Elipsa në sintaksën shqipe. *Studime Filologjike*, (3): 131, 150, 152.

TIME THROUGH SPACE IN THE ALBANIAN LANGUAGE

Msc. Zeqir Zeqirllari

*“Eqrem Çabej” University of Gjirokastër, Faculty of Education and Social Sciences,
zeqirzeqirllari18@gmail.com, Gjirokastër / Albania*

Abstract: There is a unique relationship between space and time that is invisible to the naked eye. Since time is a philosophically abstract concept, it is best understood and treated in terms of actual objects and their spatial locations. The Albanian language has its unique set of lexical units and structural elements that use the category of space and its three-dimensionality to generate the abstract idea of time. By examining how time is imagined and expressed through words, which originate from bodily experience and the physical perception of the world, this study seeks to explore this interweaving in the context of the theory of conceptual metaphors. The propensity to measure time with units of space is seen in the following phrases: three yards’ worth of sun, three palms’ worth of sun, long time, short time, the year before last year, the day before yesterday, etc. These bear witness to the time-space relationship’s institutionalized metaphorical evolution. The two most basic and significant conceptual domains of human thought are space and time. An examination from the standpoint of cognitive linguistics enables us to draw attention to how people perceive reality.

Keywords: Time, Space, Conceptual Metaphor, Preposition, Adverb, Cognitive Semantics.

Introduction

Keywords: Time, Space, Conceptual Metaphor, Preposition, Adverb, Cognitive Semantics.

INTRODUCTION

One of the most crucial subjects in a wide range of disciplines, including the humanities and sciences, is time. Even if science and knowledge have advanced to a high degree, time as a category is still an unresolved that is made even more mysterious and intriguing by the fact that it is imperceptible and abstract. However, how do we conceive about entities that are neither tangible nor observable?

People all throughout the world use space to represent or portray time. They exhibit a unique bond. Time and space don't need to be defined for the average person. "If people were forced to define *space* and *time*, they would say that 'space is something that can be traversed in a given time, while time is what is needed to traverse it,'" Zygmunt Bauman says. *Near* and *fast* have essentially meant the same thing as *far* and *during* (Bauman, 2017: 154-155). According to Hjelmslev (1935), this conclusion was also made earlier (roughly 150 years ago), when it was emphasized that "the most abstract fields of language and cognition can be modeled in the spatial field." M. Heidegger had established in *Being and Time* (Sein und Zeit, 1927) that the words and figures for temporality in Western languages are primarily spatial (they transform time into space) (Hamiti, 2007: p. 93-94).

When discussing the order and length of occurrences, we may find a lot of temporal links based on spatial terminology, such as *before*, *after*, *long*, *short*, *within*, *outside*, *above*, etc. The relationship between time and space—two essential aspects of human experience that naturally arise in all languages—will be examined in this paper. Within the framework of the theory of *conceptual metaphors*, which holds that abstract ideas, like the idea of time, are conceived and conveyed in terms of another sphere, we will concentrate on a few examples

that demonstrate how time is expressed through space in the Albanian language. "*Metaphor is very widespread in our daily lives, not only in language, but also in thought and action,*" writers Lakoff and Johnson underline (Lakoff, Johnson, 1980: 3). By definition, all expressions that use movement and space to represent time are metaphorical (Krasniqi, 2021; Deda, Hasani, 2024; Kananaj, 2024).

Researchers have found significant differences in how time is represented geographically between cultures and communities, yet it's possible that these representations are prevalent across all languages. "People's temporal reasoning appears to be influenced by certain linguistic, cultural, and personal experiences" (Boroditsky, 2011). The author claims that this is a wide subject that cannot be addressed in a paper or article, but we will talk about some examples of how this kind of metaphor is used in Albanian, such as:

- The use of prepositions, prepositional adverbs, and certain lexemes (adverbs) that are motivated by the attachment of the structure: *spatial term + temporal adverb*;
- the use of some nouns that indicate place in specific syntactic constructions;
- the use of expressions that indicate time through space or movement.

TIME THROUGH SPACE

1. Since knowledge of the continuity of days, nights, and seasons was insufficient to provide precise time references, the development of methods for measuring time is thus a sort of *concretization* of time and its placement in space. The sundial, the water clock (Klepsidra), the rope with burning knots, etc. were used by man to measure short periods of time. Later, the pendulum and the mechanical clock were used (Colliers Encyclopedia, 1968: 322). For long periods of time, calendars were used, which gave man the framework of the continuity of days, months, and years with exact counting and naming. Only thanks to these means can man today place himself in time with the dated history of his past and in an equally dated perspective – except for sudden death – in his future (Chauchard, 1972, p. 99).

Day and night, the most obvious natural occurrences, served as the foundation for calculating time in the earliest Albanian calendar, as they did in all others. According to Rr. Zojzi, the phrase "*three yards' worth of sun*" or its equivalent, "*three palms' worth of sun,*" denote a method by which Albanians have measured the various times of the day. "*The sun's journey from east to west can be visually separated into six sections, each of which is referred to as a yard. It's midday with three yards' worth of sun....*" (Zojzi, 2020: 28-29). Long periods of time "*are measured with generations,*" and the "*year*" has been the biggest unit of measurement (Zojzi, 2020: 33).

In line with this reasoning, measurements were also made using shadows, and the time divisions of the day were derived from the measurement of the shadow. *A horse's gallop* (i.e., close) and a *mare's gallop* (quick - small distance in time) are two examples of idioms that illustrate the relationship between time, space, and movement, but they are no longer in use. In modern discourse, the phrase "*Durrës is quite near, the distance covered when you step on the gas*" is frequently used to replace these modes of transportation with new ones. This link between time and space is demonstrated even in epics, songs, and many ballads. Examples include "*the meaning of the distance of the place according to the folk singer is only a*

meaning of time," such as "9 years away," "9 months away," "9 days away," "9 inns away," or "7 days' journey away" (Arapi, 1986: 22–23).

We think that all these expressions are conceptual metaphors, because the distance of space is compared or transferred to another sign. The common element is distance. Spatial distance is transformed into temporal distance.

Linguistic structure is directly influenced by the cultural understanding of time and how it is structured in respect to its continuity.

2. According to Jan Trent (Trent, 2003), there are two ways to conceptualize time metaphorically: linear time and cyclical time. The horizontal and vertical axes are used to grasp its linear view. The linear component divides time into three time zones (past, present, and future) and conceptualizes time in a single direction. This allows us gives us to understand time's behavior (behaviorism) in two ways: This allows us to interpret the behavior (behaviorism) of time in two ways: In the first, the world (people, objects and events) is anchored, static and time moves through it or otherwise in the relevant terminology "moving-time" (Krasniqi, 2021: 95), e.g.: "*Christmas is approaching*"; *This year is gone*"; "*Time flew on these holidays*" etc. In the second, time is a stable (static) entity, anchored in space and people. Events that pass through it (moving-ego) include statements like "*We are heading towards the end of the season*" and "*We left behind a difficult year*" (Krasniqi, 2021: 97). This interpretation views time as a spatial entity, allowing us to use spatial terms—in this case, location terms—to describe temporal occurrences.

As a result, we can talk about an event that is "before us" or "after us." The preposition *before* \ *ago*, "marks the time, event, etc. on the eve of which something happens or precedes something; the time that has passed: *before the New Year*; *before the Common era*; *a week ago*". The preposition *after* is antonymous to the preposition *before* \ *ago*, which "marks the time, event, etc. after something else; the time that follows or an intermittent time" <https://fjalorthi.com>. These prepositions, which can be an hour, day of the week, month, year, etc., are used in time expressions to denote a moment or period that occurs before or after another point in time. "We treat all of these as if they were linearly arranged, one after the other." (Kosz, 2009: 91).

A group of temporal adverbs, such as: *morning*, *afternoon*, *the day before yesterday*, *the day after tomorrow*, *the year before last year*, etc. are essentially conceptual metaphors, which are motivated by the agglutination of prepositions (Buxheli, 2009: 220) (or prepositional adverbs of place (Xhuvani, 1980: 264)) + noun or temporal adverb such as: *after* + *noon* [noun in the indefinite ablative case, singular] and *after* + *tomorrow*. A "symmetrical deictic system of naming days" is also formed by these adverbs (Trent, 2003: 264): *the day before yesterday-yesterday-today-tomorrow-the day after tomorrow*. This symmetry is created in reference to the *today*.

Only two of the axes of three-dimensional space—the frontal axis (*front* / *back*), the vertical axis (*top* / *bottom*), and the lateral axis (*left* / *right*)—are represented by this displacement of spatial terms in the one-dimensional timeline in Albanian, as in all other languages. The most frequently utilized axis is the frontal axis. Because "the flow (*continuity*) of time is understood as movement in space and in this way a direct connection is established with this axis, which is defined in terms of the direction of universal movement through space (*front* / *back*-my note)" (Haspelmath, 1997 : 21), the choice of this axis is more than inspiring and comprehensible.

According to M. Haspelmath, "the opposite happens with the vertical axis." It is effective even in the absence of movement and is defined in respect to gravity. Things moving toward the ground exhibit gravity, but this movement is constrained—falling objects cannot travel farther than the ground—whereas time flows unabated and infinitely. (Haspelmath, 1997: 22) There are universally no uses for the lateral axis (*left / right*) in Albanian, but the vertical axis has a restricted range of applications.

We think that some conceptual metaphors of this axis are realized: through prepositions: *under, above*, etc. and adverbs: *below, above, deep*, etc.

Relationships between abstract concepts are conceptualized differently depending on how physical space is perceived. According to La Cultura Italiana – Encyclopaedia – Treccani, "language uses this meaning as a basis to construct other meanings through analogy and conceptual metaphor." This is true of many prepositions in language, even when they are employed to indicate time or abstract notions. Lakoff and Johnson claim that spatial conceptions like *up-down, before-after, inside-out, above-below*, and so on have an advantage over other conceivable space structures because they are tightly tied to our bodily experiences. Stated differently, our continuous spatial orientation determines the form of our ideas about space (Lakoff, Johnson, 1980: 56).

One of the most researched terms in cognitive linguistics, the preposition *on* is used extensively, particularly by scholars Claudia Brugman and George Lakoff, who stress that it has multiple meanings and acts as a *radial category* (Krasniqi, 2021: 86). In cognitive linguistics, a radial category is a concept that describes how a word's meanings are arranged around a primary meaning, also referred to as the *prototype*. Through metonymy, metaphor, or contextual use, new meanings emerge from the primary meaning, which, when combined with a noun or pronoun, denotes "*someone or something above whom a being or a thing moves or is located*." According to cognitive linguistics, the idea of "trajectory / landmark" explains how semantic structure is understood, which is expressed in the relation (preposition + noun, pronoun in our cases) (Langacker, 2008:113).

The primary component, the trajectory, is where the speaker's attention is most concentrated. It is the thing or object being talked about, and the other component in this interaction is the "landmark" that serves as a reference point. It aids in pinpointing the place or interpreting the trajectory's meaning. When the phrase "*February comes after January*" is used, February-trajectory, is defined as something that moves (the one that arrives), and January serves as the "landmark" that determines February's position in respect to it. The preposition "*after*" uses a structure that comes from space to convey a chronological link. The metaphorical usage of these structures to comprehend time or other processes is likewise explained by this mechanism.

- **Mbi** "Me Shkëlzen Berishën mund të jemi shkëmbyer për herë të fundit kur kemi qenë gjimnazistë. Ai ishte një vit mbi mua". D.m.th. "një vit para meje" etj.;

The literal english translation is **over** , but to convey the intended meaning the right word is **older** "*The last time I met Shkëlzen Berisha was when we were high school students. He was a year older than me*". (<https://telegafi.com/kane-darkuar-se-bashku-shkelzen-berisha-dhe-erion-veliaj-reagon-kryebashkiaku-tiranes/>). That is, "a year before me", etc.

-**nën**: "Nuk lejohet alkooli nën 18 vjeç", ose në shprehje, si: "Është nën mua" (si moshë, si brez etj.).

The literal English translation is **under**, but to convey the intended meaning the wright word is **younger** : "*He is younger than me*" (as an age bracket, as a generation, etc.) and

under in another meaning "No alcohol allowed under 18" that refer to a certain age limit and operate as a gauge or a beginning point for an activity.

Një analizë e diskurit politik **nën** rregjimin komunist në Shqipëri.

An Analysis of Political Discourse **under** the Communist Regime in Albania which is an article written by Ardita Dylgjeri, (2013)

-poshtë, anton. **lart**, tregon më pak se një pjesë kohe: katërmëdhjetë vjeç e poshtë; pesë vjeç e

The respective English translations are **under**, and the English literal antonym is **above** but to convey the intended meaning we use **older**, shows less than a portion of time: *children under the age of fourteen; children aged five and older*;

-sipër, së bashku me lidhëzën *e* tregon një madhësi a një varg numrash nga një cak i dhënë: nga tre vjeç e sipër;

The literal english translation is **–above**, but to convey the intended meaning English uses **older**, When combined with the conjunction "*e*," it denotes a magnitude or range of numbers starting at a specific age: *older than three years*;

-thellë, thellë në lashtësi, thellë në histori;

The English translation is **deep**: *deep in antiquity, deep in history*;

-jashtë: jashtë orarit, kund. **brenda**: sintagmat me këtë parafjalë shënojnë diçka që kryhet në kohën e caktuar, gjatë kohës që shënon emri ndërmjet kufijve të kësaj kohe: brenda ditës, javë, afatit etj. The english translation are **–outside**, Outside of schedule, anton. **within**: phrases that use this preposition indicate that something is done at a specific time, within the time frame that the noun denotes, such as the day, week, deadline, etc. (Dhima, 2013: 93);

-rreth (edhe si pjesëz) rreth dy orë, rreth të dyzetave, rreth shek V p.e.s. etj.

The English translation shows a specialization meaning we use two possible words, **around** and **circa**

-around \ circa (also as a particle) *about two hours, about forty, circa the 5th century BCE*, etc.

We treat the years as objects and count them when we divide a person's time period (age) into years. The prepositions *about* and *around* are used when discussing age, time, year, and other time-separated concepts in an approximate and imprecise manner. They mention this moment, but they don't say exactly when.

The primary meaning of prepositions is a spatial concept, as demonstrated by their usage to refer to a particular point in time, to a period of time, or to a point in relation to another point. Man arranges things in space according to his position as well as the positions of these objects in relation to one another.

In the aforementioned cases, age—which is simply time—is thought of as a number. In many languages, "vertical" prepositions are used in conjunction with numbers to convey quantity.

<https://semanticsarchive.net/Archive/DBmMDJjO/number-metaphor.pdf> , visited, 15. 06. 2025

3. Certain nouns in the ablative case, such as, **monopatit, rrugës, udhës, shtegut** etc., can also be used to indicate time (of a temporal fragment) through space. These nouns can acquire a strong temporal connotation before dependent determinative-appositive clauses. Since they are circumstantial of time, they use the ablative case to indicate temporal extension, which weakens the circumstantial of place meaning by giving them the appearance of temporal nuances and extension. Additionally, these circumstantial of time can also be used in

conjunction with the indefinite pronouns *gjithë, tërë, all, the whole*. Here, temporal and local nuances are combined (Dhima, 2013: 88). Examples (from the text as well):

1. *Rrugës, kur shkuam për të marrë dinamitin, Stavri ia tregoi fill e për pe punët e Maliqit.*
2. *Gjithë rrugës, kur shkuam rrinte, i heshtur.*
3. *Rrugës atje, kur po ngjiteshim për në shtëpinë e kosovarëve, takuam Pilon etj.*

Again here we have to stress the fact that the words in bold and in italics are nouns in the ablative case used to indicate time. To convey the same meaning in English they have to be used together with another word. The added words are given in bold and in italics. The respective translations would be:

1. ***Along*** the way, when we went to get the dynamite, Stavri showed him everything about Maliq's work.
2. ***The whole*** way, when we went, he stayed silent.
3. ***On the*** way there, when we were going up to the Kosovar house, we met Pilon and others.

Conclusions

It was noted during this article that space and movement are closely related to the Albanian language's understanding of time. In order to comprehend and express their temporal experiences, people employ spatial concepts. The way we characterize the sequence and distance of time using prepositions, adverbs, and other language components demonstrates this. We experience and characterize time through our physical experiences as well as our perceptual experiences of space since time is an abstract concept that exists outside of our senses. This demonstrates how tangible bodily experience frequently serves as the foundation for abstract reasoning. This intertwining is naturally reflected in language, a tool used to generate knowledge and transmit experience.

In summary, the way we talk about time aids in our understanding of cultural, psychological, and universal thinking in addition to our linguistic thinking.

REFERENCES

- Arapi, F. (1986). *Këngë të moçme shqiptare* (studime), Naim Frashëri, Tiranë.
- Bauman, Z. (2017). *Moderniteti i lëngët* (Liquid modernity), përkth: Dritan Xhelo, West Print, Tiranë.
- Boroditsky, L. (2011). *How languages construct time*, Space, Time and Number in the Brain [333-341], Stanford University, Stanford, USA, <https://doi.org/10.1016/B978-0-12-385948-8.00020-7>
- Buxheli, L. (2009). *Fjalët e përngjitura në gjuhën shqipe*, QSA, Instituti i gjuhësisë dhe i letërsisë, botimet Kumi, Tiranë.
- Chauchard, P. (1972) *La memoria*. Firenze Officine Grafiche. Firenze
- Colliers Encyclopedia, (1968). Vol. 23, Crowell-Collier Educational corporation.

- Dylgjeri, A, Phd candidate, (2013) Academic Journal of Interdisciplinary Studies, E-ISSN 2281-4612 : ISSN 2281-3993, vol 2, number 9
- Dhima, Th. (2013). Faza me fjali të nënrenditur përcaktore-ndajshimorë të kohës, QSA, Infobotues, Tiranë.
- Fjalor i gjuhës shqipe, (2006). Akademia e Shkencave e Shqipërisë, Instituti i Gjuhësisë dhe i Letërsisë, Tiranë.
- Hamiti, M. (2007). “Koha në letërsi” në *Seminari ndërkombëtar për gjuhën, letërsinë dhe kulturën shqiptare* 26/2, Prishtinë.
- Haspelmath, M. (1997) LINCOM Studies in Theoretical Linguistics 01. LINCOM EUROPA Munchen – Newcastle, *From space to time, temporal adverbials in the world's languages*.
- Hjelmslev, L. 1935. *La categorie des cas: Etude de grammaire generale*, Aarhus: Universitetsforlaget - cituar nga M. Haspelmath në *From space to time, temporal adverbials in the world's languages*.
- Kosz, A. (2009). Rapporto tra tempo e spazio sull'esempio di alcune preposizioni italiane: un'analisi cognitiva in Tempo e memoria, Vol.1: Linguistica e didattica.
- Krasniqi, E. (2021). *Leksikon i termave të gjuhësisë konjitive*, Instituti Albanologjik i Prishtinës, Prishtinë; Deda, A. Hasani, M. (2024) “Metafora konceptuale dhe nevoja e identifikimit të saj në korpusin letrar të shqipes”, në *ExLibris*; Kananaj, A. S\ F 1 (2024). “Metafora në konstruktet argumentore në gjuhën shqipe”, në *Studime filologjike* 1.
- Krasniqi, E. (2021). *Leksikon i termave të gjuhësisë konjitive*, Instituti Albanologjik i Prishtinës, Prishtinë.
- La Cultura Italiana – Enciclopedia – Treccani: <https://www.treccani.it/enciclopedia/10.06.2025>
- Lakoff, G. Johnson, M. (1980). *Metaphors we live by*, The university of Chicago Press.
- Langacker, R. W. (2008). *Cognitive grammar (A basic introduction)*, Oxford, University Press.
- Nouwen, Rick * Utrecht University R.W.F.Nouwen@uu.nl second draft, August 15, 2016
- Trent, J. *The structure of deictic day- name system*
https://www.researchgate.net/publication/229570765_The_structure_of_deictic_day-name_systems 30.05.2025

Xhuvani, A. (1980). *Parafjalët në vëllimin “Aleksandër Xhuvani, Vepra 1”*, Tiranë.

Zojzi, Rr. (2020). *Kalendari primitiv në Kolana e botimeve etnografike 1*, ASA, Instituti i Antropologjisë Kulturore dhe i Studimit të Artit, Tiranë.

<https://telegrafi.com/kane-darkuar-se-bashku-shkelzen-berisha-dhe-erion-veliaj-reagon-kryebashkiaku-tiranes/>

<https://semanticsarchive.net/Archive/DBmMDJjO/number-metaphor.pdf>

FROM PRESERVATION TO GROWTH: CULTURAL HERITAGE IN DEVELOPING COUNTRIES, CASE STUDY OF THE CITY OF GJIROKASTRA

Msc. Lutfi Gaba¹, Prof. Dr. Klodiana Gorica²

*¹“Eqrem Çabej” University, Faculty of Economic, gabalutfi2018@gmail.com,
Gjirokastër / Albania*

*²University of Tirana, Department of Marketing and Tourism, klodianagorica@feut.edu.al,
Tiranë / Albania*

Abstract: Cultural heritage constitutes a valuable asset for every country, but especially for developing countries. The city of Gjirokastra, part of the World Heritage List, represents a typical case of a cultural destination of a developing country that faces complex challenges in its journey to economic growth and the protection of CH (cultural heritage). The policies undertaken by governments to improve the infrastructure of this cultural destination and by drafting strategies and intensive promotion are insufficient to guarantee sustainable and long-term development in both dimensions; heritage preservation and sustainable economic growth. The physical degradation of historic buildings, the insufficiency of ongoing funds, the disproportionate distribution of economic benefits derived from tourism, as well as lack of coordination and unprofessional management without a clear long-term vision are just some of the problems. The aim of the paper is to understand the development model of cultural destination in a developing country and the challenges they face by studying the city of Gjirokastra, specifically these indicators: the physical condition of protected buildings; the level of investment for protection and restoration; the perception of the local community on the management of the destination and its protection. The methodology used in the study will be a combined descriptive and comparative analysis of quantitative and qualitative data, referring to official sources from local and international institutions, as well as a questionnaire addressed to the community. This study aims to contribute to the development of standards for the sustainable management and development of cultural heritage destinations.

Keywords: sustainability, cultural heritage, politics, developing countries.

THE POTENTIAL OF PROTECTED AREAS IN RURAL DEVELOPMENT (CASE STUDY: PËRMET MUNICIPALITY)

Ph.D candidate Fjorentin ISMAILI¹, Assoc. Prof. Albina SINANT¹

*¹“Eqrem Çabej” University of Gjirokastër, Faculty of Education and Social Sciences,
fjorentinismaili@gmail.com, sinaniaalbina@yahoo.com, Gjirokastër / Albania*

Abstract: The study aims to assess the potential that Protected Areas have to promote sustainable rural development, using the Municipality of Përmet as a case study. Përmet, as one of the richest municipalities in natural heritage in Albania, includes several important protected areas such as the National Parks “Bredhi i Hotovës-Dangëlli” and “Lumi Vjosa”, as well as 25 Natural Monuments with high biodiversity values. This potential can help strengthen the rural economy, increase the quality of life, and curb migratory movements, a challenge that the rural population of this geographical area is facing. The paper also highlights the opportunities offered by Protected Areas in the development of ecotourism, agrotourism, traditional agriculture, handicrafts, etc. The results show that although these opportunities for sustainable development exist, they are used partially and often in an unorganized manner. Improving the interaction of the rural population with natural heritage is a necessity for better community integration within the framework of sustainable tourism development and in the efficient management of the relationship between rural planning and environmental policies. To carry out this article, quantitative and qualitative data sources have been used in order to provide an exhaustive interdisciplinary analysis of the topic in question, as well as to further enrich the existing literature.

Keywords: Municipality of Përmet, Protected Areas, rural development, potential, interdisciplinary analysis.

INTRODUCTION AND THEORETICAL FRAMEWORK

From the research to date, it has been evidenced that Protected Areas have historically been perceived as separate from human activity. This approach, which has changed a lot in recent decades, is looking at these natural resources as promoters of sustainable development, especially rural development, since in general there can be few PAs that are included in urban territories (biomonuments in urban areas in our country, etc.). The geographical area of the Municipality of Përmet cannot be an exception to this finding.

The theoretical framework of this article is related to the potential that PAs have in rural development. These will be analyzed and will serve as indicators during the treatment of the case of the Municipality of Përmet. The Theory of Sustainable Development (Brundtland, 1987) supports the idea that environmental, economic and social development can coexist in a territory. PAs offer a concrete platform to achieve this balance. The Endogenous Development Theory (Van der Ploeg et al., 2000: 391-408) is based on the idea that sustainable development comes from the potential of sites, traditions and community capacities themselves, not only from central government funding and policies. This makes it very compatible with the exploitation of biodiversity, traditional knowledge and cultural heritage within PAs. Meanwhile, the Ecological Modernization Theory (Mol & Spaargaren, 2000: 17-49) emphasizes that technological innovation, institutional reorganization and green economies can turn environmental protection from an economic constraint into a development opportunity. In conclusion, the Shared Theory (Ostrom, 1990) is very important when assessing the governance structures of PAs. It emphasizes that local communities are able to manage common resources when empowered through governance mechanisms. These theoretical perspectives provide a multidimensional framework for examining the developmental potential of PAs in rural settings.

Purpose

The purpose of this paper is to contribute to the further enrichment of the existing literature regarding interdisciplinary studies that link PAs with rural areas in our country. The geographical area of the Municipality of Përmet will serve as a concrete case study. The aim is to assess the potential that PAs have within the framework of sustainable rural development and how these areas can play an essential role in strengthening the rural economy, increasing the quality of life and curbing migratory movements, a challenge that the rural population of this geographical area is facing.

Scope

The treatment will initially include the PA, the National Park “Bredhi i Hotovës-Dangëlli” (Qiriazi, 2017: 211), the National Park “Lumi Vjosa” (VKM No. 155, 2023: 1) and 25 Natural Monuments (AdZM Gjirokastër, 2019: 1-7; Qiriazi & Sala, 2006: 67-79). This rich natural heritage best demonstrates the great potential that the population has for its socio-economic development. The geographical area in question has faced significant demographic developments after the 1990s, which has not left the PA untouched. Therefore, an important

issue taken up in the treatment will be precisely that related to the dynamics of the population in the last 35 years.

Methodology

In order to carry out the interdisciplinary and comprehensive analysis in the article, quantitative and qualitative data sources have been used. Among the main sources of data at the institutional level, we mention: data from INSTAT, the Municipality of Përmet, the Ministry of Tourism and Environment, AdZM Gjirokastër, etc. Interviews were also conducted with leaders of local institutions and with residents of rural areas. Field observations also played an important role in confirming the accuracy of these sources.

The main methods used in data analysis are related to the use of literature, mainly international (the most accepted theories), as well as the descriptive and comparative methods.

LITERATURE

The literature on PAs has expanded significantly in recent years, driven by the increasing global focus on nature and its tourism potential. Sustainable development objectives are also contributing to this. In 2008, the IUCN defined PAs as spaces dedicated to the long-term conservation of natural values, while also offering opportunities for exploitation, combined with the cultural values that are part of them. Numerous studies show how ecotourism within PAs can create employment and stimulate the development of small enterprises, especially in low-income rural regions (Borrini-Feyerabend et al., 2013: 115-120).

In the Balkan context, including our country, researchers have noted that the integration of PAs into rural development strategies can curb depopulation, value natural resources and preserve traditional cultures (Gjika, 2020). However, the challenges to implement these studies are great. Fragmented governance, low community involvement, and weak infrastructure often hinder potential benefits. This paper contributes to the literature by applying these global and national frameworks to a detailed case study such as the Municipality of Përmet.

RESULTS

The Municipality of Përmet has in its territory the present category II – National Park (NP) and III – Natural Monuments (NM). Part of the category II is the National Park “Bredhi i Hotovës-Dangëlli”, which is the second largest NP in our country (after that of the Albanian Alps in 2022), with an area of 34,361.1 ha, of which 33,165.3 ha lie in the Municipality of Përmet (Qiriazi, 2017: 211). Also in the territory of this municipality is the newest NP in our country, that of the natural ecosystem “Vjosa River”, with an area of 11,822 ha (VKM No. 155, 2023: 1), thus transforming this municipality into one of the few in our country that has 2 NPs located in it. Regarding category III, we identify 25 MN, classified into 12 geomonuments, 2 hydromonuments, 11 biomonuments (Qiriazi & Sala, 2006: 67-79). All these MN that have been declared serve as the main argument of the natural heritage values that this geographical area has.

To assess the MN, its identification alone is not enough. There are many methods, but for the focus of this study, we are interested in its conservation status. Its monitoring was carried out in the field during the period from May 2025, and a report was obtained from the specialists of the AdZM Gjirokastër to compare the data. Thus, the following table will describe a picture of this issue.

Table 1. Monitoring the conservation status of the Përmet Municipality PA (AdZM Gjirokastër, 2025).

No	Natural Heritage	Monitoring the state of conservation
.		
	National Park	
1	Bredhi i Hotovës-Dangëlli	In good condition
2	Lumi Vjosa	In good condition
	Natural monuments	
	Geomonuments	
1	Kanioni i Lengaricës	Preserved, but its values are at risk from interference
2	Kanioni i Kamenikut	In good condition
3	Perëndi e Boroçkës (Kanioni Guri i Bletës)	In good condition
4	Gropa e Kazanit	In good condition
5	Cirku i Nemërçkës	In good condition
6	Horizonte vithisëse dhe olistolit e Çarshovës	Not rated
7	Shpella e Pëllumbave	In good condition
8	Pusi i Nemërçkës	Not rated
9	Guri i Qytetit	In good condition
10	Guri i Petranit	In good condition
11	Guri i Atos	In good condition
12	Bokërrimat e Dangëllisë	In good condition
	Hydromonuments	
1	Ujërat termale të Bënjës	In good condition
2	Ujëvara e Sopotit	In good condition
	Biomonuments	
1	Bredhi i Çarshovës së Vjetër	Not rated
2	Bredhi i Kokojkës	In good condition
3	Bredhi i Petranit	In good condition
4	Gështenja e Teqesë-Frashër	In good condition
5	Grumbulli pyjor i Polmenit	In a degraded state
6	Pylli i Gërhotit	In good condition
7	Pylli i Ropushës	There is damage from the community for firewood, its condition should be intensively monitored
8	Rrapi i Megallarës	In a degraded state
9	Rrapi i Zhebës	In good condition
10	Selvia e Kishës së Leusë	In good condition
11	Pylli i Çukës	Not rated

It is of interest to now understand the demographic development in the administrative units that include the rural areas of the Municipality of Përmet. To analyze this data, the 2011 and

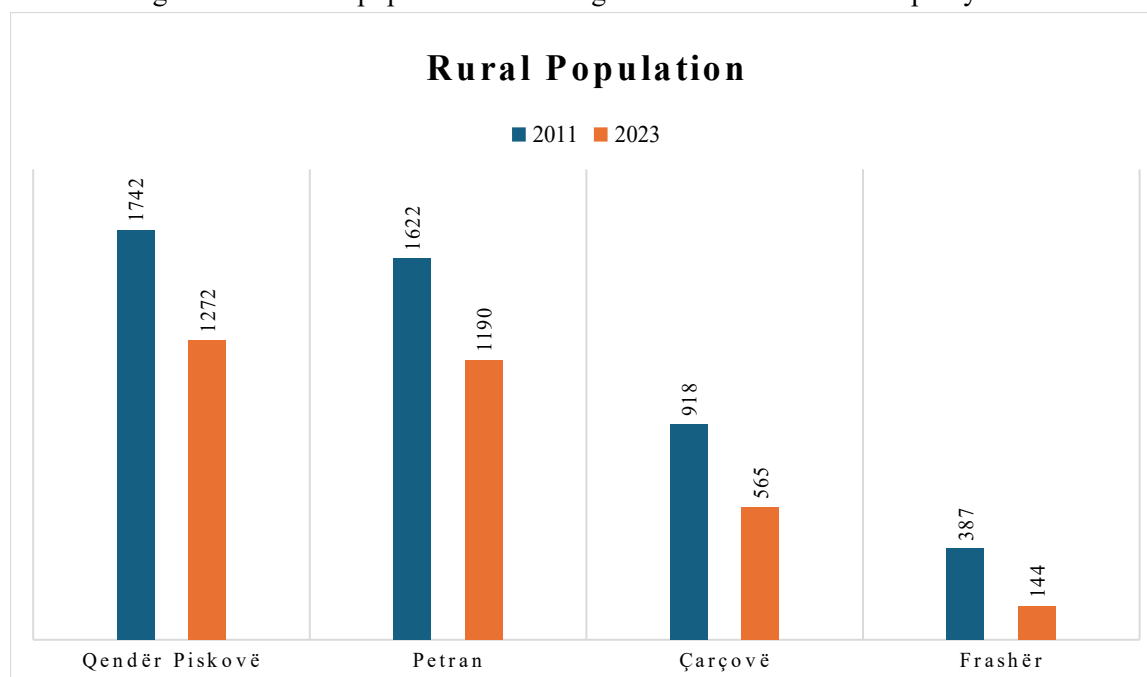
2023 censuses served as sources of information. Also, due to the numerous migratory movements, the civil registry of 2002 and 2019 was taken into analysis.

Table 2. Rural population according to the 2011 and 2023 censuses.

Administrative unit	Census 2011	Census 2023
Përmet (Urban area)	-	-
Qendër Piskovë	1 742	1 272
Petran	1 622	1 190
Çarçovë	918	565
Frashër	387	144
Total	4 669 residents	3 171 residents

The rural population in Përmet has suffered a considerable decline over these years by a full 1,498 inhabitants or 32%, i.e. over these 12 years it has decreased by 1/3 of its size. These indicators are important in terms of the limitations that the community has in utilizing its natural potential, as well as the risks that arise in its preservation.

Chart 1. Progress of the rural population according to censuses in the Municipality of Përmet.



While according to the civil registry, the rural population has the indicators of the table below. Even according to the civil registry, we have a decrease in the number of inhabitants by 1,299 or 11.48%, but this is smaller than what the census shows. The difference between the 2019 civil registry and the 2023 census, although we have a discrepancy in years, but these are the most recent official publications, is 8,140 inhabitants. This shows the large balance of migratory movements that these rural areas have encountered. The panorama would be even more complete if data at the administrative unit level were available for the 1990s.

Table 3. Rural population according to the 2002 and 2019 civil registry.

Administrative unit	Civil registry 2002	Civil registry 2019
Përmet (Urban area)	-	-
Qendër Piskovë	3 802	3 270

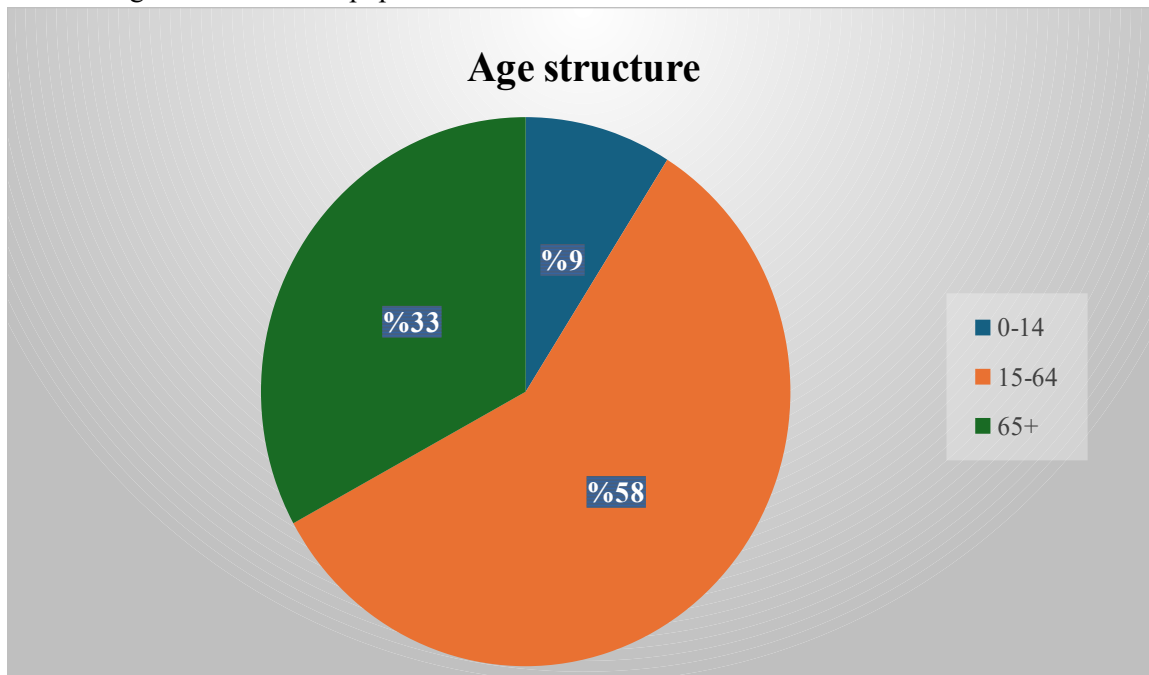
Petran	3 352	3 090
Çarçovë	3 085	2 969
Frashër	1 072	683
Total	11 311 registered	10 012 registered

The following data shows the distribution of the population according to its age structure in rural administrative units. The figures indicate an inversion of the pyramid of this structure, causing major problems related to its socio-economic future. From the graph below of this structure alone, we see that the third age group of the population (65+) dominates with 33% compared to the 0-14 age group with only 9%.

Table 4. Resident population by age group.

Age groups	Qendër Piskovë	Petran	Çarçovë	Frashër	Total
0-14	104	127	52	2	285
15-64	766	690	285	100	1841
65+	402	373	228	42	1045
Total	1272	1190	565	144	3171

Chart 2. Age structure of the population.



The loss of population vitality will bring serious challenges related to the social, economic and natural indicators of the area. The sector that can create opportunities for the residents of the area is the tourist economy, but this presents major problems even in the first initiatives of its development, since depopulation is present. Agrotourism and similar activities are pillars of development, with family farms that produce local products, such examples are the tourist experiences of other countries. Cultural heritage, including both material and intangible, is also being increasingly promoted together with natural attractions. This integrative approach contributes to the creation of jobs and the retention of young people in these areas.

Rural development opportunities in the Municipality of Përmet through the offer of the PA.

- ❖ Ecotourism and Adventure Tourism: Mountain trails, rafting on the Vjosa River, etc.
- ❖ Agrotourism: Family farms offering local produce.
- ❖ Artisan Brand: Glikoja and similar authentic products.
- ❖ Youth employment and retention: New businesses in ecotourism have created jobs, encouraging young people to stay.

However, challenges remain numerous. Limited infrastructure, seasonal tourism and the risks of environmental degradation in abandoned villages require strategic planning and comprehensive governance.

The following table is constructed by analyzing the theoretical framework taken into account in the study to now comprehensively understand the relationship between rural development and PA in the territory of the municipality.

Table 5. Analysis of the theoretical framework.

Theory	Meaning	Finding
Sustainable Development Theory	Environmental, economic and social development can coexist in a territory.	The Municipality of Përmet is a unique case in our country in terms of how well protected areas are preserved, where human interventions due to their socio-economic needs are few.
Endogenous Development Theory	Sustainable development comes from the potential of the sites, traditions and capacities of the community itself, not only from central government funding and policies.	The reality on the ground is in full accordance with this theory. It is the initiatives of the community itself that have taken the first steps of the tourism economy.
Ecological Modernization Theory	Technological innovation, institutional reorganization and green economies can turn environmental protection from an economic constraint into a development opportunity.	Environmental protection in this territory is considered positive. It has not served as an obstacle to the socio-economic development of the area.
Joint Theory	Local communities are able to manage common resources when empowered through governance mechanisms.	The example of the rural communities of the Municipality of Përmet is a typical case of how they are managing important local

		initiatives, which can be more sustainable if we have the cooperation of the central government.

CONCLUSION

Based on the data and analyses presented, the study shows that the Municipality of Përmet possesses an extraordinary potential for sustainable rural development through the use of protected areas such as the National Parks “Bredhi i Hotovës-Dangëlli” and “Lumi Vjosa”, as well as 25 Natural Monuments. Although these natural assets are generally well preserved, the main challenge remains the rapid depopulation and aging of the population, which limit the workforce and the ability of the community to exploit the PA. The development of ecotourism, agrotourism and handicrafts can serve as important mechanisms for stimulating the local economy.

From the perspective of the theoretical framework, the Municipality of Përmet represents an example compatible with the models of Sustainable and Endogenous Development, where community initiatives have begun to create a basis for the tourism economy. Good management of common resources and the preservation of environmental integrity show that the protection of nature is not an obstacle, but a concrete opportunity for development. However, to ensure long-term sustainability, it is necessary to strengthen cooperation between local and central government with the community, by investing in infrastructure and services that support year-round tourism.

It is recommended to draft and implement an integrated strategy for rural development based on the potential of PAs. This strategy should include measures to curb migration and involve young people in tourism projects. Only through a comprehensive and coordinated approach can it be ensured that PAs become true pillars of economic and social development of rural areas of the Municipality of Përmet.

SOURCE

- AdZM Gjirokastër. (2019). Monumentet e Natyrës Përmet, 1–7.
- Bashkia Përmet. (2019). <https://bashkiapermet.gov.al/info-qyteti/>
- Borrini-Feyerabend, G., N. Dudley, T. Jaeger, B. Lassen, N. Pathak Broome, A. Phillips dhe T. Sandwith (2013). Governance of Protected Areas: From understanding to action. Best Practice Protected Area Guidelines Series No. 20, IUCN, Gland, 115-120.
- Brundtland, G. (1987). Our Common Future. Oxford: Oxford University Press.
- Gjika, A. (2020). Protected Areas and Sustainable Tourism in Southern Albania. Tirana University Press.
- INSTAT. (2011). Censusi i Popullsisë dhe Banesave 2011, <https://shorturl.at/sgN5L>
- INSTAT. (2023). Censusi i Popullsisë dhe Banesave 2023, <https://shorturl.at/JJDob>
- IUCN (2008). Guidelines for Applying Protected Area Management Categories. Gland, Switzerland.
- Mol, A. P. J., & Spaargaren, G. (2000). Ecological modernization theory in debate: A review. *Environmental Politics*, 9(1), 17–49.

- Ostrom, E. (1990). *Governing the commons: The evolution of institutions for collective action*. Cambridge University Press.
- Plani i përgjithshëm vendor Bashkia Përmet. (2020). <https://planifikimi.gov.al/index.php?eID=dumpFile&t=f&f=5728&token=2e2b7d44fc27ef15ce42a5c4e65c600050409862>, 15.
- Qiriazi, P. (2017). Trashëgimia Natyrore e Shqipërisë (Vlerat, Rreziqet dhe Menaxhimi), Akademia e Shkencave, Kristalina, Tiranë, 211.
- Qiriazi, P., Sala, S. (2006). Monumentet e Natyrës së Shqipërisë, Ministria e Mjedisit, Pyjeve dhe Administrimit të Ujërave, Ideart, 67–79.
- Van der Ploeg, J. D., Renting, H., Brunori, G., Knickel, K., Mannion, J., Marsden, T., ... & Ventura, F. (2000). Rural development: From practices and policies towards theory. *Sociologia Ruralis*, 40(4), 391–408.
- Vendim nr.155, dt.13.3.2023, “Për shpalljen e ekosistemit natyror të lumit Vjosa “Park Kombëtar” Kategoria II”, <https://akzm.gov.al/wp-content/uploads/2020/07/Vendim-Nr.-155-date-13.3.2023-Per-shpalljen-e-ekosistemit-natyror-te-lumit-Vjosa-Park-Kombetar-kategoria-II..pdf>, 1.

**DEMOGRAPHIC DEVELOPMENT AND NATURAL HERITAGE:
AN ANALYTICAL APPROACH TO THE INTERACTION BETWEEN POPULATION
AND PROTECTED AREAS IN THE MUNICIPALITY OF PËRMET**

Ph.D candidat. Fjorentin ISMAILI¹, Prof.Asoc Valbona DURI²

*¹“Eqrem Çabej” University, Faculty of Education and Social Sciences,
fjorentinismaili@gmail.com, Tirana/ Albania*

*² Eqrem Çabej” University, Faculty of Education and Social Sciences,
bongjeo@yahoo.com, Gjirokaster/ Albania*

Abstract: The territory of the Municipality of Përmet represents one of the geographically richest areas in Albania in terms of natural heritage. Since the 1990s, demographic changes and gradual depopulation have posed a series of challenges, threatening the sustainable development of the area. This paper aims to contribute to the analysis of the relationship between demographic dynamics and the environment through an interdisciplinary approach, thereby enriching the existing literature in the field of human–environment interaction studies. This study aims to highlight the demographic developments in the territory of the Municipality of Përmet, including the overall population decline, population aging, migratory movements, and the abandonment of rural areas. These phenomena have significantly influenced the processes of conservation or degradation of Protected Areas, land use patterns, and the effectiveness of territorial management. A particularly important aspect of the analysis is the assessment of the direct impact of demographic decline on the sustainable use of natural resources and the development of tourism. These dynamics help identify both the opportunities and risks associated with sustainable economic development, which relies on the preservation of natural heritage and the active involvement of the local community. The study is based on a combination of quantitative data (statistics) and qualitative data (interviews and field observations), with the aim of providing an in-depth and multidimensional analysis of the interaction between demographic developments and the environment.

Keywords: Përmet Municipality, demographic change, protected areas, natural heritage, sustainable development, human–environment interaction.

INTRODUCTION AND THEORETICAL FRAMEWORK

This article analyzes the relationship between natural heritage and demographic development in the Municipality of Përmet, highlighting how population dynamics affect the protection and use of natural heritage, and conversely how this heritage can affect the stability and attraction of the population, etc. Natural heritage constitutes an important asset for the sustainable development of rural areas, including biodiversity, landscapes and protected areas. In Albania, geographical areas such as that of the Municipality of Përmet face demographic

challenges such as migration, aging (senescence) and the reduction of its natural supplement, which may threaten the conservation of these natural assets.

The Municipality of Përmet, located in the southern part of Albania, is known for its rich natural heritage, including forests, rivers and protected areas such as the “Bredhi i Hotovës-Dangëlli” National Park (Qiriazi, 2017: 211), the “Lumi Vjosa” National Park (VKM No. 155, 2023: 1) and 25 Natural Monuments (AdZM Gjirokastër, 2019: 1-7; Qiriazi & Sala, 2006: 67-79). However, these ecological treasures coexist with a demographic landscape that has undergone significant transformations since the 1990s. With the rapid decline in the total population, its aging and extensive migration within and outside the country, the area now faces serious challenges that threaten both its environmental sustainability and socio-economic viability.

The theoretical framework proposed in this study draws on place attachment theory (Low & Altman, 1992), socio-ecological sustainability theory (Berkes et al., 2003) and landscape ecology (Turner, 1989: 171-197), to explain the interactions between people and their natural environment. The demographic transition model is also important for understanding how population trends exert pressure on natural resources and their sustainable use. Their research highlights that demographic development and natural heritage are mutually interrelated. Population dynamics influence the conservation, use and management of natural heritage, while the latter can shape patterns of settlement, population attraction, migration and community well-being.

Based on the above, we are able to construct several important research questions that aim to be fully answered in this article, as well as which will also serve as possible research directions in the future:

- ❖ Can the use of natural heritage serve as a long-term strategy in the sustainable demographic development of a country?
- ❖ How does migration transform the community-natural heritage relationship?
- ❖ What is the role of natural heritage in curbing rural migration?
- ❖ How does population aging affect the capacity to maintain ecosystems? Etc.

Purpose

The article aims to analyze precisely the interaction between demographic development and the natural heritage of the Municipality of Përmet. This interaction will be analyzed within the framework of the identified theoretical framework in order to provide the most complete approach. In the case of the Municipality of Përmet, the first element taken into analysis will be the impact of demographic changes. This will consequently explore the human-environment interaction, a relationship which is the essence of this analysis. Its ultimate goal, which also provides answers to the research questions, is related to the applied aspect, where it is intended to identify opportunities for sustainable natural and socio-economic development.

Scope

This study, which explores the interaction between demographic developments and the natural environment in Përmet, provides a multidimensional analysis of how population trends affect and are affected by environmental conservation and land management. Part of the treatment will also be important issues related to the identification of the territory of the Përmet Municipality as an ecological but also cultural area. The threat that this negative trend of demographic developments poses to protected areas. The positivist approach to how rural areas can be restored through the development of ecotourism and similar forms.

Methodology

The study is theoretical and summary in nature, using the analysis of official data from national and local sources (INSTAT, AKZM, AdZM Gjirokastrë, local development strategies) and international literature on natural heritage and demographic development. A mixed methods approach was used, combining quantitative demographic and environmental data with qualitative data from interviews with leaders and specialists of local institutions and field observations. Data sources include:

- National census data (INSTAT, 2001, 2011, 2023);
- Reports from the Ministry of Tourism and Environment;
- Interviews with local leaders and not only (Përmet Municipality, AdZM Gjirokastrë, residents);
- Observational data from field expeditions (May 2025).

The main methods used in analyzing the data are descriptive and comparative. The goal is to provide a holistic understanding of the human-environment relationship in the municipality's territory by analyzing the findings.

LITERATURE

Research shows that areas rich in natural heritage have great potential to attract sustainable tourism and support rural economies (UNESCO, 2021; IUCN, 2017). Meanwhile, demographic factors such as migration and aging cause a weakening of the community-nature connection and reduce conservation capacities (Pretty, 2011: 127-139). In Albania, reports by the National Agency for the Protection of Nature and the Ministry of Tourism and Environment highlight the pressures on the “Bredhi i Hotovës-Dangëlli” National Park as part of the territory of the Municipality of Përmet, due to the reduction of the rural population.

Studies on human-environment interactions have gained importance in recent years, especially in the context of sustainable development and demographic change (Reuveny, 2007: 656-673; Meyfroidt et al., 2013: 33-84). They have highlighted the dual impact of depopulation: while reduced human pressure can bring benefits to natural ecosystems, it can also lead to the abandonment of traditional practices that maintain landscape diversity (Bugalho et al., 2011: 278-286). In the Albanian context, scholars such as Doka (2011) and Hoxha & Goga (2017) have examined the implications of rural depopulation on land use and biodiversity, often pointing to local governance and participation as critical variables.

Table 1. Literature summary.

Concept	Definition	Importance
Demographic Development	Statistical study of the population in terms of number, density, distribution and vital indicators (birth rate, migration, mortality).	Demographic changes determine pressures on ecosystems and the capacity to protect natural areas.
Natural Heritage	Inherited natural resources — biodiversity, landscapes, ecosystems and protected areas.	They are the basis for the ecological sustainability, rural livelihoods and economic potential of protected areas.

RESULTS

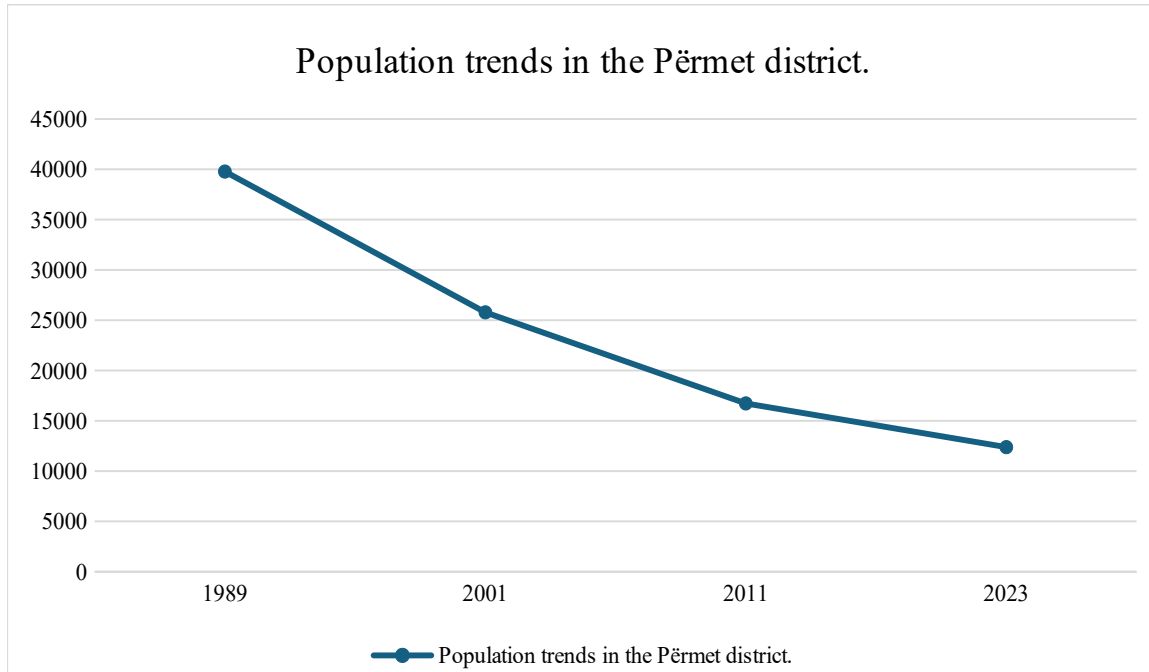
The data show that the territory of the Municipality of Përmet has a great potential for natural heritage, including the National Park “Bredhi i Hotovës-Dangëlli” and “River Vjosa”, the Natural Monument of “Benja Thermal Waters”, “Lengarica Canyon”, as well as other natural monuments, 25 in total referred to the AdZM Gjirokastër, although field observations indicate some biomonuments that need reassessment. However, the reduction of the active population and migration create a lack of human capacities for maintenance and sustainable development.

The overall trend of the population has suffered a significant decline after the political changes that occurred in the 1990s. The data sources we refer to in order to present this trend reflect the population at the district level, where the district of Përmet included, before the new administrative-territorial division (LAW No. 115, 2014: 6), the current Municipality of Përmet and Këlcyrë. Thus, we cannot make an accurate comparison of how the population has changed after 1990. However, given the fact that the Municipality of Këlcyrë in the 2023 Census had a population of 4,400 inhabitants, which is smaller than that of the Municipality of Përmet with 7,980 inhabitants, and that they have common elements in the demographic development indicators, we will refer to the overall population trend at the district level.

In this way, we manage to create a more complete picture of this trend, by referring to four main moments. The population of the Përmet district in 1989 was 39,775 inhabitants (Doka, 2015: 37). With the fall of the communist system in 1990, the free movement of people inside and outside the country was allowed, which was immediately reflected in the demographic development indicators, where at the district level the population of Përmet according to the 2001 Census was 25,780 inhabitants. The decline in the population continued after the 2000s,

where according to the 2011 Census the Përmet district turned out to have 16,727 inhabitants. While in the last census of 2023 the population of these 2 municipalities turned out to be 12,380 inhabitants.

Graph 1. Population trends in the Përmet district (Përmet and Këlcyrë Municipality).



According to sources, the population in the Përmet district from 1989 to 2023 has decreased by 68.87%, where at the Përmet municipality level alone from 2011 to 2023 it has decreased by 24.8%.

Table 2. Population in the Municipality of Përmet 2011–2023.

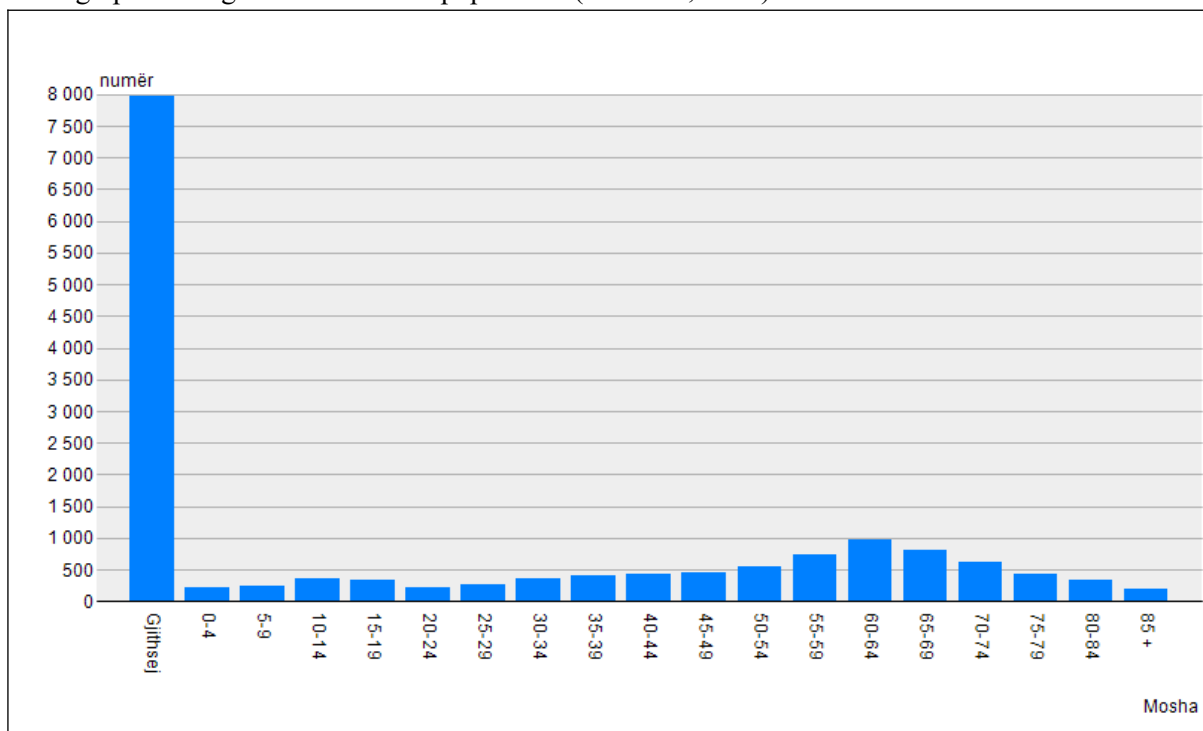
Administrative unit	Census 2011	Census 2023
Përmet	5 945	4 809
Qendër Piskovë	1 742	1 272
Petran	1 622	1 190
Çarçovë	918	565
Frashër	387	144
Total	10 614 residents	7 980 residents

It is of interest to understand the migratory movements in this territory. Accurate data that can be taken as a reference is lacking, but to understand its size, it is enough to look at the population number according to the civil registry. The civil registry for the administrative units of the Municipality of Përmet is published from 2002 to 2019. According to this source, the population has also suffered a decrease of 12.1% (Municipality of Përmet, 2019; PPV Municipality of Përmet, 2020: 15), but this decrease is not in the size of the census. Thus, even though there is a 4-year difference in the census data, from the 2019 civil census (19,872 inhabitants), to the 2023 census (7,980 inhabitants), we have a shortage of 11,892 inhabitants, who are registered in this municipality but are not residents for a period of time, who are

considered migrants. In other words, in the Municipality of Përmet we have more migrants than residents.

The age structure of the population remains problematic, which is also a clear reflection of the future of the overall trend of its number (Doka, 2015: 80-84). From the curve of the graph we can understand the many problems related to the aging of the population as a result of the migration phenomenon.

Photographic 1. Age structure of the population (INSTAT, 2023).



These indicators related to population trends and structures are a major problem regarding the future of demographic developments. The loss of the most vital age of the population brings other challenges to society, mainly related to economic aspects, labor force, etc. Even within the framework of the tourism economy sector, this also constitutes a major problem, due to the very fact of the conditions that are created in the development of this sector.

The decline in population has led to numerous opportunities and challenges for the conservation of protected areas. Fewer residents mean fewer local guardians for these areas, weakening supervision and increasing the risk of illegal activities.

Table 3. Impact of demographic changes on natural heritage.

Opportunities/ Challenges	Literature	Findings
Positive effects	Reduced land use pressure and reduced deforestation have allowed some ecosystems to regenerate (UNEP, 2020).	In the case of the Municipality of Përmet, they appear well preserved.
Negative effects	The abandonment of traditional land use has	The increased risk of forest fires and the deterioration of

	resulted in the increase of invasive species, increased risk of forest fires, and deterioration of infrastructure (FAO, 2019).	rural infrastructure are the main concerns regarding the municipality's territory.
Sustainable Development (tourism)	While ecotourism is promoted as a sustainable alternative, it requires a stable population base for service delivery and management.	The trend of the demographic indicators presented above.

In conclusion, the full panorama of the theoretical framework taken into consideration in the study should be analyzed in order to understand holistically the human-environment relationship in the territory of the municipality. The following table has been constructed to serve this purpose.

Table 4. Complete overview of the theoretical framework.

Theory	Summary	Application	Finding
Theory of Place Attachment	The emotional connection that people create with significant natural places.	Protected natural areas can promote sustainability and reduce migration.	The data shows that although the Municipality of Përmet has a rich natural heritage, all this is not reflecting in curbing migration.
Social-Ecological Resilience	The capacity of communities and ecosystems to withstand shocks and adapt.	Co-management of natural resources strengthens community resilience to depopulation.	From field observations, we conclude that many initiatives that require interaction do not take shape due to loss of hope.
Landscape Ecology	Analyzes the interactions between human communities and natural landscapes.	Helps in land use planning and biodiversity protection.	The natural heritage with all its elements generally appears well preserved.
Demographic Transition Theory	Societies transition from high to low fertility/mortality.	Demographic changes affect pressures on natural heritage.	The pressure here appears low, but even this carries a risk, since the supervision over

			the territory is low.

CONCLUSION

The natural heritage of the Municipality of Përmet represents a huge untapped potential for sustainable development and curbing rural migration. Strengthening community capacities for shared management, promoting ecotourism, and involving young people in conservation and education about natural values is recommended.

The Municipality of Përmet offers a space for interdisciplinary studies on how demographic and environmental dynamics intertwine. While population decline poses undeniable risks to community life and natural heritage management, it also opens a window for ecosystem recovery and innovative rural development. A comprehensive approach is essential to turn demographic challenges into opportunities for sustainable transformation.

In conclusion, the interaction between natural heritage and demographic development deserves more attention in research and policymaking. The protection of natural heritage not only preserves biodiversity, but also plays a role in shaping demographic stability and rural sustainability. Future research should empirically test the proposed theoretical framework and explore participatory models to integrate local communities into sustainable natural heritage management.

SOURCE

- AdZM Gjirokastrë. (2019). Monumentet e Natyrës Përmet, 1–7.
- AKZM (2022). Raporti Vjetor për Zonat e Mbrojtura. Agjencia Kombëtare e Zonave të Mbrojtura, Tiranë.
- Bashkia Përmet. (2019). <https://bashkiapermet.gov.al/info-qyteti/>
- Berkes, F., Colding, J., & Folke, C. (2003). Navigating Social–Ecological Systems. Cambridge University Press.
- Bugalho, M. N., Caldeira, M. C., Pereira, J. S., Aronson, J., & Pausas, J. G. (2011). Mediterranean cork oak savannas require human use to sustain biodiversity and ecosystem services. *Frontiers in Ecology and the Environment*, 9(5), 278–286.
- Doka, Dh. (2011). Population movement and land use in Albania. In J. Schmitt (Ed.), *Human Geography and Environmental Interactions in the Balkans* (pp. 97–115). Springer.
- Doka, Dh. (2015). *Gjeografia e Shqipërisë (Popullsia dhe Ekonomia)*, ASD-Studio, Tiranë, 37; 80–84.
- FAO. (2019). Managing abandoned agricultural land in Southeastern Europe.
- Hoxha, E., & Goga, K. (2017). Rural depopulation and land abandonment in Albania. *Journal of Balkan Geography*, 21(1), 45–58.
- INSTAT. (2001). *Censusi i Popullsisë dhe Banesave 2001*, <https://shorturl.at/ojnmY>
- INSTAT. (2011). *Censusi i Popullsisë dhe Banesave 2011*, <https://shorturl.at/sgN5L>
- INSTAT. (2023). *Censusi i Popullsisë dhe Banesave 2023*, <https://shorturl.at/JJDob>
- IUCN (2017). Protected Areas and Sustainable Development.
- LIGJ Nr. 115, 2014, Për ndarjen Administrativo-Territoriale të njësive të qeverisjes vendore në Republikën e Shqipërisë, <https://shorturl.at/kIcod>, 6.
- Low, S. M., & Altman, I. (1992). Place Attachment. In *Place Attachment*. Springer.

- Meyfroidt, P., Lambin, E. F., Erb, K. H., & Hertel, T. W. (2013). Globalization of land use: Distant drivers of land change and geographic displacement of land use. *Current Opinion in Environmental Sustainability*, 5, 38–44.
- Plani i përgjithshëm vendor Bashkia Përmet. (2020). <https://planifikimi.gov.al/index.php?eID=dumpFile&t=f&f=5728&token=2e2b7d44fc27ef15ce42a5c4e65c600050409862>, 15.
- Pretty, J. (2011). Interdisciplinary Progress in Approaches to Address Social–Ecological and Ecocultural Systems. *Environmental Conservation*, 38(2), 127–139.
- Qiriazi, P. (2017). Trashëgimia Natyrore e Shqipërisë (Vlerat, Rreziqet dhe Menaxhimi), Akademia e Shkencave, Kristalina, Tiranë, 211.
- Qiriazi, P., Sala, S. (2006). Monumentet e Natyrës së Shqipërisë, Ministria e Mjedisit, Pyjeve dhe Administrimit të Ujërave, Ideart, 67–79.
- Reuveny, R. (2007). Climate change-induced migration and violent conflict. *Political Geography*, 26(6), 656–673.
- Turner, M. G. (1989). Landscape ecology: the effect of pattern on process. *Annual Review of Ecology and Systematics*, 20, 171–197.
- UNEP. (2020). Sustainable land management in the Balkans: Opportunities and challenges.
- UNESCO (2021). Natural World Heritage Sites.
- Vendim nr.155, dt.13.3.2023, “Për shpalljen e ekosistemit natyror të lumit Vjosa “Park Kombëtar” Kategoria II”, <https://akzm.gov.al/wp-content/uploads/2020/07/Vendim-Nr.-155-date-13.3.2023-Per-shpalljen-e-ekosistemit-natyror-te-lumit-Vjosa-Park-Kombetar-kategoria-II..pdf>, 1.

REDESIGNING UNIVERSITY CURRICULA AT “EQREM ÇABEJ” UNIVERSITY: A STRATEGIC APPROACH TO REGIONAL DEVELOPMENTS

*Assoc. Prof. Valbona DURI¹, PhD candidate Fjorentin ISMAILI¹, Dr. Eduina GUGA²,
Assoc. Prof. Lorenc KOÇIU², MSc. Klaviera DUDUMI³, Assoc. Prof. Kozeta SALA¹*

*¹“Eqrem Çabej” University of Gjirokastrë, Faculty of Education and Social Sciences,
bongjeo@yahoo.com, fjorentinismaili@gmail.com, Gjirokastrë / Albania*

*²“Eqrem Çabej” University of Gjirokastrë, Faculty of Economic,
eduina.guga@hotmail.com, kociulorenc@yahoo.com, Gjirokastrë / Albania*

*³“Eqrem Çabej” University of Gjirokastrë, Directory of Quality Assurance,
kdudumi@uogj.edu.al, Gjirokastrë / Albania*

Abstract: This paper will address the redesign of university curricula at “Eqrem Çabej” University, viewed from the perspective of a strategic approach to regional developments. Education in our country in general and that at “Eqrem Çabej” University in particular is facing several important challenges that have affected its effectiveness. To address these challenges, this study aims to provide an in-depth analysis of the labor market in the Gjirokastra Region, focusing on aligning academic supply with real labor demand. The results of the study will serve as recommendations for the redesign of curricula and the development of new academic policies. The article will include an assessment and analysis of the compatibility between the study programs of “Eqrem Çabej” University and the regional developments of the Gjirokastra region. The database will be collected from enterprises, public institutions and graduates who have already become part of the labor market. This process will help to increase the quality of higher education, strengthen the links between the university and labor market actors, as well as improve the employment rate of graduates. To carry out this study, two main types of data were used: qualitative and quantitative, in order to provide a comprehensive and detailed analysis of the suitability of curricula with labor market needs. The collected data were processed through descriptive and statistical analysis.

Keywords: Curricula, “Eqrem Çabej” University, Region, Market, Strategy.

Ridizenjimi I Kurrikulave Universitare Në Universitetin “Eqrem Çabej”: Një Qasje Strategjike Ndaj Zhvillimeve Rajonale

Abstract: Në këtë punim do të trajtohet ridizenjimi i kurrikulave universitare në universitetin “Eqrem Çabej”, e parë kjo në aspekt të qasjes strategjike ndaj zhvillimeve rajonale. Arsimi në vendin tonë në përgjithësi dhe ai në universitetin “Eqrem Çabej” në veçanti po përballen me disa sfida të rëndësishme që kanë ndikuar në efektivitetin e tij. Për të adresuar këto sfida ky studim synon të ofrojë një analizë të thelluar të tregut të punës në Qarkun e Gjirokastrës, duke u fokusuar në përafrimin e ofertës akademike me kërkesën reale të punës. Rezultatet e studimit do të shërbejnë si rekomandime për ridizenjimin e kurrikulave dhe për zhvillimin e politikave të reja akademike. Artikulli do të ketë në përmbajtjen e tij një vlerësim dhe analizë

të përputhshmërisë midis programeve të studimit të Universitetit “Eqrem Çabej” dhe zhvillimeve rajonale të rajonit të Gjirokastrës. Baza e të dhënave do të mbledhet nga sipërmarrjet, institucionet publike dhe studentët e diplomuar që janë bërë pjesë tashmë e tregut të punës. Ky proces do të ndihmojë në rritjen e cilësisë së arsimit të lartë, forcimin e lidhjeve midis universitetit dhe aktorëve të tregut të punës, si dhe në përmirësimin e normës së punësimit të studentëve të diplomuar. Për realizimin e këtij studimi, janë përdorur dy lloje kryesore të të dhënave: cilësore dhe sasiore, me qëllim që të sigurohet një analizë gjithëpërfshirëse dhe e detajuar mbi përshtatshmërinë e kurrikulave me nevojat e tregut të punës. Të dhënat e mbledhura janë përpunuar përmes analizës deskriptive dhe statistikore.

Keywords: Kurrikula, Universiteti “Eqrem Çabej”, Rajon, Treg, Strategji

INTRODUCTION AND THEORETICAL FRAMEWORK

Studimi i prezantuar është pjesë e projektit *"Analiza e tregut dhe ridizenjimi i kurrikulave universitare në Universitetin “Eqrem Çabej”, duke iu përgjigjur zhvillimeve rajonale dhe forcimit të misionit të tretë të UGJ-së."* Ky projekt financohet nga Agjencia Kombëtare e Kërkimit Shkencor dhe Inovacionit (AKKSHI) dhe implementohet nga Universiteti “Eqrem Çabej”.

Arsimi i lartë dhe profesional në Shqipëri, përfshirë Universitetin “Eqrem Çabej” (UGJ), përballet me disa sfida të rëndësishme që kanë ndikuar në efektivitetin e tij dhe në përputhshmërinë me tregun e punës. Këto sfida përfshijnë:

- **Mungesa e interesit të studentëve për programet e ofruara.** Ku shumë nga njësitë bazë të UGJ-së nuk arrijnë të plotësojnë kuotat e regjistrimit të studentëve të rinj, edhe pse këto kuota janë certifikuar nga Ministria e Arsimit. Kjo gjë sugjeron një perceptim të ulët të maturantëve për vlerën e programeve ekzistuese dhe tregon nevojën për përmirësime në përmbajtjen dhe strukturën e tyre.
- **Mos-përputhja midis ofertës akademike dhe kërkesave të tregut të punës.** Programet e studimit janë të orientuara më shumë drejt përmbajtjes teorike sesa drejt aftësive praktike. Kjo çon në një hendek të madh mes përgatitjes së studentëve dhe kërkesave konkrete të punëdhënësve. Si rezultat, të diplomuarit shpesh punësohen jashtë fushës së tyre të studimit ose përballen me vështirësi në tregun e punës për shkak të mungesës së aftësive praktike. Punëdhënësit gjithnjë e më shumë preferojnë të punësojnë profesionistë të niveleve të mesme dhe të larta, të cilët mund të mos jenë domosdoshmërisht të përputhshëm me nevojat specifike të tregut lokal.
- **Kufizimet e kuadrit ligjor të arsimit të lartë.** Rregulloret në fuqi kërkojnë që kurrikulat universitare të përmbajnë një përqindje të lartë përmbajtjeje teorike, duke lënë më pak hapësirë për aftësimin praktik të studentëve. Kjo strukturë pengon zhvillimin e aftësive praktike dhe rrit vështirësitë e studentëve për të gjetur punësim të përshtatshëm pas diplomimit.

Qëllimi

Ky studim synon të analizojë dhe vlerësojë përputhshmërinë midis programeve të studimit të Universitetit “Eqrem Çabej” dhe kërkesave të tregut të punës në rajonin e Gjirokastrës. Duke u bazuar në të dhëna të mbledhura nga bizneset, institucionet publike dhe ish-studentët e diplomuar, studimi synon të identifikojë mangësitë ekzistuese dhe të propozojë rekomandime për përmirësimin dhe ridizenjimin e kurrikulave akademike. Ky proces do të ndihmojë në rritjen e cilësisë së arsimit të lartë, forcimin e lidhjeve midis universitetit dhe aktorëve të tregut të punës, si dhe në përmirësimin e normës së punësimit të studentëve të diplomuar.

Objektivat

Disa nga objektivat e këtij punimi me interes jo vetëm teorik porë dhe praktik janë:

- **Analizimi i situatës aktuale të programeve të studimit në UGJ-së.** Identifikimi i fushave që kërkojnë përmirësim për shkak të mungesës së interesit nga maturantët ose mos-përputhjes me kërkesat e tregut të punës.
- **Mbledhja e të dhënave për nevojat e tregut të punës.** Realizimi i intervistave me drejtues të shkollave të mesme dhe 9-vjeçare për të vlerësuar nevojat në fushën e mësuesisë, intervistimi i drejtuesve të bizneseve për nevojat në sektorin ekonomik dhe analizimi i kërkesave të institucioneve publike për aftësitë e kërkuara nga punonjësit e ardhshëm.
- **Analizimi i perceptimit të studentëve të diplomuar.** Vlerësimi i përvojave të ish-studentëve të UGJ për të kuptuar nivelin e përgatitjes së tyre akademike dhe praktike në raport me sfidat e tregut të punës.
- **Analiza statistikore e të dhënave.** Përpunimi i të dhënave të mbledhura përmes analizës deskriptive dhe analizës së regresionit për të kuptuar faktorët që ndikojnë në punësueshmërinë dhe përshtatshmërinë e të diplomuarve me tregun e punës.
- **Triangulimi i informacionit nga burime të ndryshme.** Krahasimi i të dhënave të marra nga bizneset, institucionet publike dhe studentët e diplomuar për të ndërtuar një pasqyrë të qartë dhe të plotë mbi problematikat dhe mundësitë e përmirësimit të kurrikulave.
- **Propozimi i ndryshimeve dhe rekomandimeve për kurrikulat e UGJ-së.** Hartimi i një plani për rishikimin dhe ridizenjimin e programeve akademike për të integruar më shumë aftësi praktike, për të përshtatur përmbajtjet teorike me nevojat e tregut dhe për të siguruar që UGJ të forcojë rolin e tij në zhvillimin rajonal.

Metodologjia

Për realizimin e këtij studimi, janë përdorur dy lloje kryesore të të dhënave: cilësore dhe sasiore, me qëllim që të sigurohet një analizë gjithëpërfshirëse dhe e detajuar mbi përshtatshmërinë e kurrikulave me nevojat e tregut të punës. Të dhënat e mbledhura janë përpunuar përmes analizës deskriptive dhe statistikore.

Të dhënat cilësore

Të dhënat cilësore janë mbledhur përmes intervistave të drejtpërdrejta me aktorët kryesorë të sistemit arsimor dhe tregut të punës. Në këtë kuadër, janë realizuar:

- Intervista me drejtues të shkollave 9-vjeçare dhe të mesme, për të vlerësuar përgatitjen e mësuesve të diplomuar në UGJ dhe përshtatshmërinë e tyre me nevojat e institucioneve arsimore.
- Intervista me drejtues biznesesh, për të identifikuar aftësitë dhe kompetencat më të kërkuara në tregun e punës.
- Intervista me përfaqësues të institucioneve publike, për të kuptuar kërkesat për punonjës të kualifikuar në administratën publike.
- Të gjitha intervistat janë regjistruar dhe transkriptuar për analizë të mëtejshme.

Të dhënat sasiore

Të dhënat sasiore janë mbledhur përmes shpërndarjes së dy pyetësorëve të strukturuar, me synimin për të kuantifikuar perceptimet dhe nevojat e tregut të punës:

- Pyetësi për bizneset lokale, i cili ka mbledhur informacion mbi kërkesat për aftësi, sfidat e punësimit dhe përshtatshmërinë e të diplomuarve të UGJ-së me nevojat e sektorëve të ndryshëm ekonomikë.
- Pyetësi për ish-studentët e UGJ-së, i cili ka synuar të vlerësojë përvojën e tyre akademike dhe sfidat e integritetit në tregun e punës.
- Pyetësorët janë shpërndarë nëpërmjet kanaleve të ndryshme të komunikimit (email, rrjetet sociale, Dhomat e Tregtisë), duke arritur një përfaqësim të gjerë të grupeve të synuara.
- Në total, janë regjistruar 92 përgjigje nga bizneset dhe 164 përgjigje nga ish-studentët.

Kampioni është përzgjedhur bazuar në një strategji të synuar për të mbuluar të gjithë aktorët kryesorë që ndikojnë ose ndihen të prekur nga përshtatshmëria e programeve të studimit të UGJ-së me nevojat e tregut të punës.

LITERATURA

Si literature bazë kanë shërbyer të dhënat e mbledhura nga intervistat dhe pyetësorët. Nga intervistat e zhvilluara deri më tani, janë përfshirë drejtues të gjashtë (6) institucioneve kryesore në Qarkun e Gjirokastrës, me profile të ndryshme, për të mbuluar një gamë të gjerë perspektivash rreth përgatitjes së mësuesve të diplomuar në UGJ. Konkretisht, janë përfshirë:

1. Shkolla e mesme Asim Zeneli
2. Kopshti nr. 2 Cicërimat (institucion parashkollor)
3. Shkolla 9-vjeçare Naim Frashëri
4. Shkolla e mesme Siri Shabllo
5. Shkolla 9-vjeçare Urani Rumbo
6. Zyra e Kontrollit e Drejtorisë Rajonale Tatimore Gjirokastrë (institucion financiar-administrativ)

Sa i përket pyetësorëve janë përzgjedhur kompani nga sektorë të ndryshëm për të kuptuar nevojat për aftësi dhe përgatitjen e të diplomuarve të UGJ-së në raport me tregun e punës. Për këtë qëllim, është shpërndarë një pyetësor për bizneset, dhe janë regjistruar 92 përgjigje nga kompani që operojnë në fusha të ndryshme. Gjithashtu pyetësorë janë realizuar dhe me ish-

studentët e UGJ-së. Ku janë përzgjedhur të diplomuar nga programe të ndryshme studimi për të vlerësuar përvojën e tyre akademike dhe sfidat e hasura në tregun e punës. Janë regjistruar 164 përgjigje nga ish-studentët e UGJ-së.

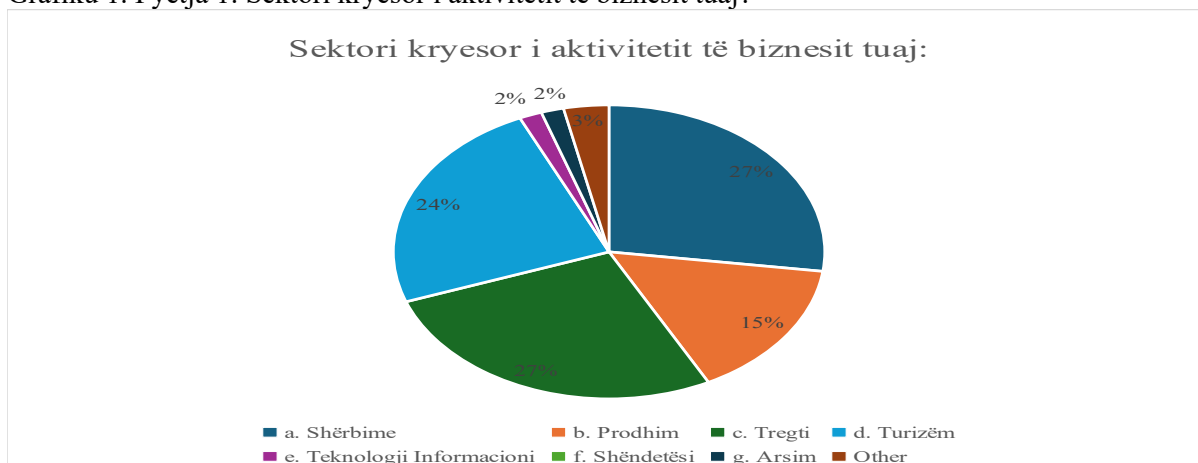
REZULTATET

Në lidhje me intervistat institucionet në të cilat u zhvilluan ndryshojnë si nga numri i të punësuarve, ashtu edhe nga niveli i arsimit që ofrojnë, duke përfshirë ciklin parashkollor, arsimin 9-vjeçar, arsimin e mesëm dhe një institucion publik me karakter financiar. Në shumicën e tyre, mbi 60% e stafit mësimdhënës e ka përfunduar arsimin e lartë në Universitetin “Eqrem Çabej” (UGJ), çka nënvizon rolin dhe rëndësinë e UGJ-së në përgatitjen e mësuesve për këtë rajon. Intervistat u fokusuan në disa aspekte kyçe: përgatitja e mësuesve të rinj, menaxhimi i klasës, metodat e mësimdhënies, rëndësia e praktikës profesionale dhe perspektivat e bashkëpunimit me UGJ. Më poshtë paraqitet një përmbledhje e gjetjeve kryesore:

- **Përgatitja profesionale dhe didaktike.** Shumica e drejtuesve e vlerësojnë pozitivisht përgatitjen akademike të mësuesve të diplomuar në UGJ, duke theksuar se kanë njohuri të mira teorike dhe tregojnë entuziazëm në punë. Në disa raste, niveli i përgatitjes praktike vlerësohet si "i mirë", por me nevojë për theks më të madh në metodologjitë moderne të mësimdhënies.
- **Menaxhimi i klasës dhe aftësitë pedagogjike.** Në shkollat 9-vjeçare, menaxhimi i klasës vlerësohet më shumë si i suksesshëm, ndërsa në shkollat e mesme, drejtuesit tregojnë se mësuesit e rinj mund të hasin vështirësi me grupmoshat adoleshente. Gati të gjithë drejtuesit theksojnë rëndësinë e praktikës më të gjatë profesionale, sidomos për menaxhimin efikas të klasës dhe për përvetësimin e strategjive të diferencuara të mësimdhënies.
- **Praktika profesionale.** Të intervistuarit pajtohen se praktika duhet të jetë më e zgjeruar dhe më cilësore. Në veçanti, disa shprehin nevojën për një praktikë të shtrirë në kohë gjatë viteve të studimit, në vend që të kufizohet në një periudhë të shkurtër. Kopshti nr.2 Cicërimat thekson se përfshirja e metodave praktike në edukimin parashkollor kërkon një qasje krejtësisht të personalizuar ndaj fëmijëve të vegjël.
- **Përditësimi i kurrikulave.** Sipas shumicës së drejtuesve, programet e studimit në UGJ janë, në përgjithësi, të përshtatura me kërkesat bashkëkohore të arsimit, megjithatë kërkohet akoma punë në disa fusha specifike (legjislati arsimor, didaktika e avancuar, arsimi special). Praktikë inovative si përdorimi i teknologjisë në orën e mësimi vlerësohen si një pikë e fortë, por ende ka hapësirë për përmirësim.
- **Marrëdhënia me teknologjinë.** Në përgjithësi, mësuesit e rinj tregojnë aftësi teknologjike "në një nivel të kënaqshëm". Disa drejtues nënvizojnë nevojën për trajnime shtesë, sidomos për ato mësuese me përvojë të gjatë, për një integrim më të mirë të teknologjisë në mësimdhënie.
- **Bashkëpunimi me UGJ.** Të gjitha institucionet e intervistuar shfaqin gadishmëri për të bashkëpunuar me universitetin, kryesisht në ofrimin e mundësive praktike për studentët dhe në organizimin e trajnimeve të përbashkëta.

Dy pyetësorët e zhvilluar për këtë studim, një për bizneset lokale dhe një për ish-studentët e diplomuar në Universitetin “Eqrem Çabej”, janë ndërtuar për të mbledhur të dhëna sasiore dhe cilësore mbi përshatshmërinë e kurrikulave universitare me nevojat e tregut të punës dhe përvojën e të diplomuarve pas mbarimit të studimeve. Këto dy pyetësorë ofrojnë një vlerësim të dyanshëm: nga ana e bizneseve, rreth nevojave specifike të tregut të punës dhe përgatitjes së punonjësve të diplomuar në UGJ; dhe nga ana e ish-studentëve, në lidhje me përvojën e tyre praktike pas studimeve dhe sfidat apo mundësitë që kanë hasur në tregun e punës.

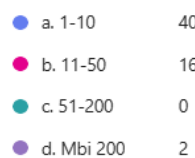
Grafiku 1. Pyetja 1: Sektori kryesor i aktivitetit të biznesit tuaj?



Nga 92 përgjigjet e marra, rezulton se sektori i Shërbimeve (27%) dhe ai i Tregtisë (27%) janë dy sektorët dominues në kampion, çka tregon se një pjesë e madhe e bizneseve lokale operojnë në shitje apo ofrim shërbimesh. Pas tyre vjen Turizmi (23%), duke dëshmuar rëndësinë e këtij sektori në rajon. Prodhimi zë 15% të përgjigjeve, ndërsa sektori “Other” përfaqëson 3%. Përqindjet e mbetura janë 1% Teknologji Informatik dhe 1% në Arsime.

Kjo shpërndarje nënkupton se tregu lokal ka një prani të theksuar të bizneseve të orientuara drejt shërbimeve dhe tregtisë, si dhe një komponent të rëndësishëm të turizmit e prodhimit.

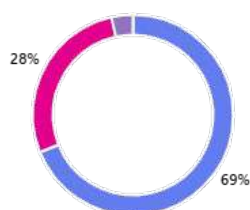
Kjo larmi sektorësh mund të dhe kualifikime, që mund të përmirësimi të programeve



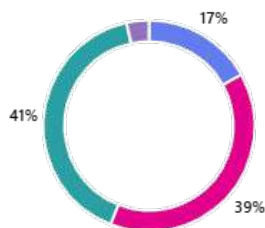
Grafik 2.

sugjerojnë nevoja të ndryshme për aftësi merren në konsideratë gjatë akademike.

Pyetja 2: Sa punonjës ka kompania juaj?



Nga 92 bizneset e anketuara, 68% kanë vetëm 1–10 punonjës, duke treguar një prani të lartë të ndërmarrjeve të vogla dhe familjare. 27% raportojnë se kanë 11–50 punonjës, ndërsa asnjë kompani nuk bën pjesë në intervalin 51–200. Vetëm 3% e tyre kanë mbi 200 punonjës, çka nënkupton një numër shumë të kufizuar kompanish të mëdha në rajon. Këto rezultate tregojnë

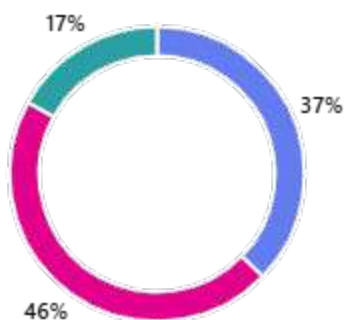


se tregu lokal dominohet prej biznesesh të vogla, me kapacitet modest punësimi, por gjithashtu me mundësi fleksibël zhvillimi.

- a. Shumë e mirë
- b. E mirë
- c. Mesatare
- d. E pamjaftueshme
- e. Nuk kam eksperiencë me punonjës të diplomuar nga UGJ

Grafiku 3. Pyetja 5: Si e vlerësoni përgatitjen e punonjësve të diplomuar nga Universiteti "Eqrem Çabej" në këto fusha?

Nga totali i biznesve që kanë pasur eksperiencë me punonjës të diplomuar në Universitetin "Eqrem Çabej", 40% e vlerësojnë përgatitjen e tyre si "mesatare", ndërsa 38% si "të mirë" dhe vetëm 16% si "shumë të mirë". Një minorancë prej 3% e konsideron këtë përgatitje "të pamjaftueshme", kurse askush nuk deklaron mungesë eksperience me të diplomuarit e UGJ.



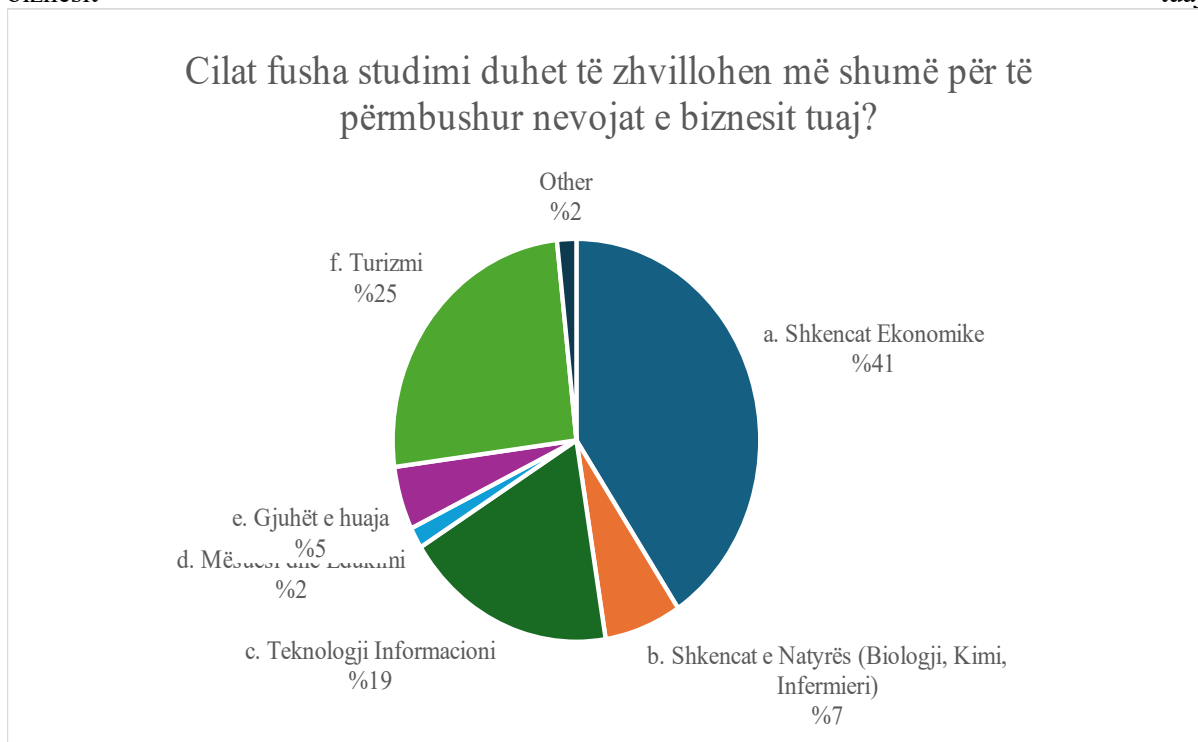
Këto rezultate sugjerojnë se, në përgjithësi, punonjësit e formuar në UGJ arrijnë një nivel të kënaqshëm praktik-teorik, por që ka ende hapësirë për përmirësim në aspektet praktike dhe zhvillimin e mëtejshëm të aftësive të specializuara.

Grafiku 4. Pyetja 9: A mendoni se programet e studimit në Universitetin "Eqrem Çabej" përputhen me nevojat e tregut të punës?

- a. Po, janë të përshtatshme
- b. Jo, kanë nevojë për përmirësime
- c. Nuk kam mendim të formuar

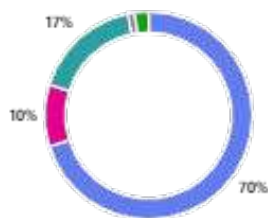
Nga 92 bizneset e anketuara, 45% shprehen se programet e studimit të UGJ-së "kanë nevojë për përmirësime", ndërsa 37% i vlerësojnë si të përshtatshme. Një përqindje e konsiderueshme (16%) nuk ka një mendim të formuar mbi këtë çështje. Këto gjetje sugjerojnë se, megjithëse një pjesë e bizneseve e konsideron aktualisht ofertën akademike të qëlluar, një numër edhe më i madh shohin hapësirë për rishikim dhe përditësim të kurrikulave, në përputhje me kërkesat në zhvillim të tregut të punës.

Grafiku 5. Pyetja 11: Cilat fusha studimi duhet të zhvillohen më shumë për të përmbushur nevojat e biznesit tuaj?



Grafiku tregon se 40% e bizneseve kërkojnë zhvillimin e mëtejshëm të Shkencave Ekonomike, pasuar nga Turizmi (25%) dhe Teknologjia e Informatikës (18%). Kjo sugjeron një nevojë të madhe për profesionistë në fushat ekonomike, ndërkohë që turizmi dhe IT mbeten prioritet për rritjen e ofertës akademike. Në krahasim, vetëm 6% theksojnë rëndësinë e Shkencave të Natyrës dhe 5% Gjuhëve të Huaja, duke treguar një interes më të moderuar në këto fusha.

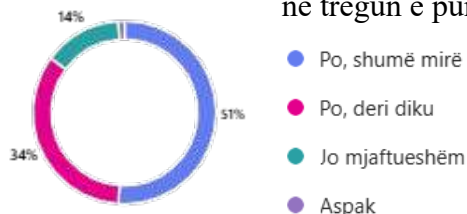
Nga përgjigjet e 164 të diplomuarve, duket se shumica i përkasin programeve ekonomike dhe financiare, ku “Kontabilitet-Financë” shihet shpesh mes zgjedhjeve të tyre. Turizmi, dhe udhërrëfyes, gjithashtu përfaqësohet me densitet të lartë, ndërsa një tjetër grup i madh është përqendruar në fushën e mësuesisë, nga cikli i ulët deri te matematikë-informatikë, gjuhë-letërsi e histori-geografi. Në krah të tyre, bien në sy edhe disa programe teknologjie, administrimi publik dhe infermierie, duke ilustruar një përhapje të gjerë preferencash në funksion të sektoreve kyçe si arsimi, ekonomia, shëndetësia dhe turizmi.



Grafiku 6. Pyetja 3: Aktualisht, a jeni i/ e punësuar?

- Po, me kohë të plotë
- Po, me kohë të pjesshme
- Jo, jam në kërkim të një pune
- Jo, jam duke ndjekur studime të tjera
- Jo, nuk jam i/e punësuar dhe nuk kërkoj punë aktualisht

Rreth 70% e të anketuarve deklarojnë se janë të punësuar me kohë të plotë, ndërsa 10% punojnë me kohë të pjesshme. Një grup prej 17% është aktualisht në kërkim të një pune, kurse vetëm 1% po ndjek studime të tjera dhe 2% nuk janë të punësuar apo në kërkim të punës. Ky tregues vë në pah një normë të lartë punësimi mes të diplomuarve, por edhe një përqindje të konsiderueshme individësh që ende kërkojnë mundësi për t'u integruar në tregun e punës.



Grafiku 7. Pyetja 5: A mendoni se studimet tuaja në UGJ ju kanë përgatitur mjaftueshëm për tregun e punës?

Rreth 51% e të anketuarve mendojnë se studimet e kryera i kanë përgatitur “shumë mirë” për tregun e punës, ndërsa 34% i vlerësojnë si “deri diku” të përshtatshme. 14% janë të mendimit se përgatitja nuk ka qenë e mjaftueshme dhe vetëm 1% nuk e ka ndjerë aspak ndikimin e studimeve nga UGJ në karrierën e tyre. Këto shifra tregojnë se, megjithëse shumica e studentëve kanë një perceptim pozitiv, ende ekziston një grup i konsiderueshëm që shohin mundësi për përmirësim.

Nga komentet e të diplomuarve spikasin kryesisht katër sfida kryesore:

- **Papunësia.** Shumë studentw theksojnë vështirësinë për t'u futur në tregun e punës apo mungesën e meritokracisë, duke nënvizuar probleme si papunësia e lartë, mungesa e përvojës, si dhe pamundësia për t'u integruar në fushën e studimeve.
- **Zbatimi i njohurive teorike në praktikë.** Një pjesë e madhe e komenteve vë në dukje hendekun ndërmjet asaj që mësohet në universitet dhe kërkesave të punës reale (p.sh. legjislacioni fiskal, menaxhimi i detyrave në administratë, aftësitë praktike në biznes).
- **Aftësitë specifike.** Disa studime kërkojnë më shumë theks në menaxhimin e fëmijëve me aftësi të kufizuara, komunikimin me turistë të huaj, përdorimin e gjuhëve të huaja dhe njohuritë për rezervimet e hotelierisë. Kjo tregon nevojën për elementë më praktikë dhe të specializuar në kurrikulë.
- **Mungesa e guidave ose praktikave.** Shumë prej të intervistuarve theksojnë se nuk kanë pasur një “praktikë” të gjatë apo të strukturuar, ose e kanë hasur vështirë të kuptojnë procedurat e brendshme në sektorin publik dhe privat, gjë që i ka vonuar në zhvillimin e karrierës.

Nga njëra anë, bizneset e anketuara theksojnë se tregu lokal përbëhet kryesisht nga ndërmarrje të vogla e familjare, të orientuara drejt shërbimeve, tregtisë dhe turizmit. Shumica prej tyre kërkojnë aftësi si komunikimi dhe menaxhimi, një formim më të madh praktik, dhe bashkëpunim më të ngushtë me universitetin për rekrutimin dhe zhvillimin profesional të punonjësve të rinj. Përkundër interesit të dukshëm për të krijuar partneritete me Universitetin

“Eqrem Çabej”, një pjesë e tyre vëren nevojën për përmirësim të programeve ekzistuese, veçanërisht në fusha si ekonomia, turizmi dhe teknologjia e informacionit.

Nga ana tjetër, ish-studentët tregojnë një diversitet diplomimesh, kryesisht në degët ekonomike, turizëm, mësuesi, teknologji dhe administrim publik. Rreth dy të tretat e tyre janë të punësuar, por shumë theksojnë sfidën e gjetjes së punës në përputhje me kualifikimin. Edhe ata identifikojnë një hendek ndërmjet formimit teorik dhe aplikimit të tij praktik, duke theksuar rëndësinë e praktikave profesionale, trajtimeve laboratorike dhe përditësimit të kurrikulave me nevojat reale të tregut (fiskalitet, teknologji, turizëm, shërbime). Rreth gjysma e ish-studentëve kanë ndjekur trajtime shtesë pas studimeve, kryesisht në aftësi teknike, gjuhë të huaja dhe IT, duke treguar nevojën për zhvillim të vazhdueshëm.

Pikat kryesore të ndërthurjes mes dy grupeve

1. **Praktika Profesionale.** Të dyja palët kërkojnë një komponent praktik më të theksuar në programet e UGJ-së; bizneset kanë nevojë për punonjës me njohuri praktike, ndërsa ish-studentët theksojnë mungesën e praktikës dhe teknologjive bashkëkohore gjatë studimeve.
2. **Aftësitë “të buta” dhe Menaxheriale.** Komunikimi, aftësitë ndërpersonale dhe menaxhimi shfaqen si elementë kyç për punësim të qëndrueshëm dhe suksesshëm, sipas biznesve dhe ish-studentëve.
3. **Përditësimi i Kurrikulave.** Bizneset kërkojnë programe të adaptuara me realitetin ekonomik lokal (shërbime, tregti, turizëm, teknologji), ndërsa ish-studentët vënë theks te nevoja për literaturë dhe laboratorë modernë, si dhe module inovative (p.sh. inteligjencë artificiale, marketing digjital).
4. **Bashkëpunimi me Universitetin.** Shumica e bizneseve është e hapur ndaj partneriteteve (punësime, praktika, trajnime), ndërsa ish-studentët sugjerojnë edhe nisma të tjera si workshope, projekte në terren dhe marrëveshje me sektorin publik/privat për t'i integruar më herët në profesion.

Rezultatet tregojnë një dëshirë të fortë për zvogëlimin e hendekut teori-praktikë, duke përfshirë programe më bashkëkohore, internshipe të strukturuar dhe rritjen e bashkëpunimit mes UGJ-së dhe sektorit ekonomik. Aftësitë ndërpersonale dhe teknologjia janë po aq të rëndësishme sa kompetencat akademike. Në këtë mënyrë, Universiteti “Eqrem Çabej” mund të forcojë rolin e tij si urë lidhëse mes arsimit të lartë dhe tregut të punës, duke përmirësuar ofertën akademike në dobi të zhvillimit rajonal dhe punësueshmërisë së të diplomuarve.

KONKLUZIONE

Nga pyetësori për bizneset rezulton se tregu lokal përbëhet kryesisht nga ndërmarrje të vogla e familjare, të orientuara drejt shërbimeve, tregtisë dhe turizmit, ku komunikimi, menaxhimi dhe aplikimet praktike renditen si aftësitë më të kërkuara tek punonjësit e rinj. Bizneset shprehin gatishmëri të lartë për bashkëpunim me universitetin, por njëkohësisht vërejnë nevojën për përditësim të kurrikulave, sidomos në fushat ekonomike, turizëm dhe teknologji të informacionit. Ish-studentët, nga ana e tyre, theksojnë rëndësinë e praktikave reale, përditësimit teknologjik dhe thellimit të bashkëpunimit mes universitetit dhe tregut të punës. Edhe pse pjesa më e madhe raporton një përgatitje “të mirë” ose “shumë të mirë”, një pjesë jo

e vogël e konsideron ende të paplotësuara nevojat e tyre praktike, veçanërisht në pjesën e aftësive teknike dhe menaxheriale.

Shtimi dhe ristrukturimi i praktikave profesionale gjatë viteve të studimeve mund të ngushtojë hendekun mes formimit teorik dhe kërkesave reale të punës. Përditësimi i kurrikulave me tematika bashkëkohore, si inteligjenca artificiale, teknologjitë dixhitale dhe menaxhimi i turizmit, mund të forcojë konkurrueshmërinë e studentëve në tregun lokal dhe më gjerë. Përveç kësaj, integrimi i projekteve në grup, detyrave laboratorike dhe trajnimeve ndërdisiplinore do të nxiste aftësitë e komunikimit dhe bashkëpunimit, të cilat bizneset i konsiderojnë vendimtare. Duke përfshirë rregullisht module mbi legjislacionin fiskal, administratën publike dhe teknologjitë e reja, UGJ mund t'i paraprijë zhvillimeve bashkëkohore dhe t'i ndihmojë studentët të integrohen më lehtë pas diplomimit.

BIBLIOGRAFIA

Autoriteti Kombëtar i Kualifikimeve. (2021). Raporti vjetor për përputhshmërinë mes arsimit të lartë dhe tregut të punës. Tiranë: AKK.
<https://akk.gov.al/>

Banka Botërore. (2020). Skill Gaps and the Role of Higher Education in Southeast Europe. Washington, DC: World Bank Publications.
<https://www.worldbank.org/>

Burnette, J. S., & Boyle, M. (2022). Integrating Employability Skills into University Curricula: Best Practices and Outcomes. *International Journal of Higher Education Studies*, 15(3), 45-62.
<https://doi.org/10.1001/ijhes.2022.45>

European Commission/EACEA/Eurydice. (2021). The European Higher Education Area in 2020: Bologna Process Implementation Report. Luxembourg: Publications Office of the European Union.
<https://eacea.ec.europa.eu/national-policies/eurydice/>

Green, F., & Henseke, G. (2019). The changing graduate labour market: Analysis using a new indicator of graduate jobs. *IZA Journal of Labor Policy*, 8(1), 1-26.
<https://doi.org/10.1186/s40173-019-0095-1>

Kettunen, J., & Kantola, M. (2020). Strategic planning and management of higher education institutions. *Tertiary Education and Management*, 26(2), 87–100.
<https://doi.org/10.1007/s11233-019-09048-x>

OECD. (2019). Education at a Glance 2019: OECD Indicators. Paris: OECD Publishing.
<https://doi.org/10.1787/f8d7880d-en>

Robson, C. (2017). Real World Research: A Resource for Users of Social Research Methods in Applied Settings (4th ed.). Oxford, UK: John Wiley & Sons.

Rodgers, P., & Freeman, R. (2021). University-business collaboration for workforce development: A systematic review. *Higher Education Quarterly*, 75(4), 581-602.
<https://doi.org/10.1111/hequ.12354>

Universiteti “Eqrem Çabej”. (2022). Raporti vjetor akademik: Përshtatja e programeve të studimit me kërkesat e tregut. Gjirokastër: Zyra e Botimeve UGJ.

WOMEN'S RIGHTS IN ALBANIA IN THE YEARS 1991-2001

Adeljana SHEHAJ¹

¹ Ballsh Municipality, Directorate of Culture, Education and Primary Health, Culture, Tourism and Sports Unit, adeljanashehaj@gmail.com, Ballsh / Albania

Abstract: Women's rights are an integral part of human rights and freedoms. The latter represent rights that have precedence over the positive law of the state, that is, over the normative acts issued by the state. All laws are drafted based on them and if the fundamental human rights and freedoms are respected. When we mention the word woman, we understand that it must be fulfilled and supported in a more beneficial way both by the family and the state institutions. The female element in Albanian society, as in previous centuries, has faced difficulties, being isolated and unsocialized within Albanian society. It has a significant impact on today's society, as major issues related to contemporary elements are being addressed. In addition, the trend of increasing women's participation is evident in public civil service institutions. In 2016, 60% of appointees were women and 40% were men. Compared to 2015, the gender distribution shifted further in favour of women with an increase of approximately 4%. The 1948 Universal Declaration of Human Rights emphasizes the principle of non-discrimination and proclaims that all human beings are born free and equal in dignity and rights and that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind. This declaration has proclaimed the principle of equality and non-discrimination in a single provision (Article 7), which provides that: "All are equal before the law and are entitled without any discrimination to the equal protection of the law. Everyone has the right of equal protection against any discrimination that violates this Declaration.

Keywords: women's rights, human rights, equality, non-discrimination, participation

- Konventa “Për eliminimin e të gjitha formave të diskriminimit ndaj gruas” e nënshkruar në vitin 1979 dhe hyrë në fuqi më 1981, është ratifikuar nga Kuvendi i RSH në vitin 19931 Ndërsa Protokolli Fakultativ i Konventës “Për eliminimin e të gjitha formave të diskriminimit ndaj gruas”, i vitit 1999

Grate ne proteste ne vitet 90””



Abstrakt: Te drejtat e gruas jane pjese e pandare e te drejtave dhe lirive te njeriut. Keto te fundit perfaqesojne te drejta qe kane epersi ne raport me te drejten pozitive te shtetit pra me aktet normative qe dalin ne shtet. Te gjitha ligjet hartohen ne baze te tyre dhe ne rast se zbatohen ato. Kur permendim fjalen grua kuptojme se duhet te permbushet ne menyre me te dobishme si nga pala familjare por edhe nga ana e institucioneve shteterore. Elementi grua ne shoqerine shqiptare si dhe ne shekujt e kaluar kane pasur veshtiresi, te izoluar ,te pa socializuara ne shoqerine shqipatre ! Ka nje ndikim te math ne shoqerine e sotme, pasi trajtohen problematika te medha ne elementet e kohes! Po ashtu, tendenca e rritjes së pjesëmarrjes së grave është e pranishme edhe në institucionet publike të shërbimit civil: gjatë 2016, 60% e të emëruarve ishin femra dhe 40% e tyre meshkuj krahasuar me vitin 2015, përqindja mes femrave dhe meshkujve rezulton të thellohet në favor të grave (rreth 4% më shumë krahasuar me 2015) - Deklarata Universale e të Drejtave të Njeriut e vitit 1948, thekson parimin e papranueshmërisë së diskriminimit dhe shpall se të gjithë njerëzit lindin të lirë e të barabartë në dinjitet e në të drejta dhe se secili mund të gëzojë të gjitha të drejtat dhe liritë që përmenden aty, pa asnjë dallim. Kjo deklaratë ka proklamuar parimin e barazisë dhe të mosdiskriminimit në një dispozitë të vetme (neni 7), që parashikon se. Të gjithë janë të barabartë para ligjit dhe kanë të drejtë pa asnjë diskriminim të mbrohen barabar nga ligji. Të gjithë kanë të drejtën për t'u mbrojtur barabar kundër çdo diskriminimi që cënon këtë Deklaratë,

1.2. Sic e dime te drejtat e gruas jane fituar dhe respektuar vite me pare me miratimin e deklarates universal,te te drejtave te njeriut.Pas viteve te kaluara qenia grua I ka munguar lirshmeria e te folurit e te socializuarit ne nje shoqeri te gjere parimore etj.Këto të drejta krijuan bazën për paraqitjen e lëvizjes së të drejtave të grave në shekullin XIX dhe mbi bazën e saj edhe lëvizjen feministe gjatë shekullit XX.



Gruaja ka rol shumë të rëndësishëm social ne formimin per nje familje dhe bashkangjitur per zhvillimin e shume elementeve te tjere qe i perkasin nje shoqerie.Zhvillimet dhe ndryshimet kulturore në një shoqëri, gjithashtu ndikon drejtpërdrejtë në zhvillimin dhe përparimin e gjinis njerëzore sepse ajo ka kontakt shumëm të afërt me fëmijët.

1.3. Te drejtat e graus per te votuar

Grate moren te drejten per te votuar ne daten 18 gusht 1920- ne shtetet e bashkuara te amerikes. Ajo u be e mundur perms ratifikimit te amedamentit (XIX) te kushtetutes se SHBA-se. Keto te dreja ne bashkepunim me qytetaret kerkonin nje vision per te vendosur dis ate drejta.

Dhënia e të drejtave për drejtësi dhe liri personale për gratë është një proces që ka ndodhur gradualisht në shumë vende dhe është e vështirë të përcaktohet një datë e vetme për këtë ndryshim. Megjithatë, mund të përmendim disa ngjarje dhe lëvizje që kanë ndihmuar në garantimin e këtyre të drejtave për gratë nëpër histori.

Të drejtat në marrëdhëniet familjare kanë ndryshuar dhe evoluar ndër vite, dhe data e saktë për kur gratë morën të drejtat e tyre në këtë fushë varion ndër vendet dhe kohët. Në shumë

kultura dhe juridiksione, gratë kanë përjetuar diskriminim dhe kufizime në marrëdhëniet familjare, përfshirë martesën, divorcin, dhe të drejtat prindërore.

Në Shtetet e Bashkuara, Amendamenti XIX i Kushtetutës, i njohur ndryshe si Amendamenti i Susan B. Anthony, u ratifikua më 18 gusht 1920. Ky amendament u dha gratë të drejtën e votës në nivele federale.

Të drejtat për gratë për të mbajtur pronë kanë evoluar ndryshe në çdo vend dhe kohë. Për shembull, në Shtetet e Bashkuara, disa shtete filluan të ndryshonin ligjet e trashëgimisë dhe pronësisë për gratë në shekullin e 19-të.

1.4. Grate si koncept bashkekohe.

Te drejtat e grave kane munguar ne konceptin bashkekohe si per shembull grate e emancipuar si pshmb,shkrimtare .Elife Luzha ,Margjinalizimi, apo pengimi i grave që të jenë pjesë e veprimtarive të përbashkëta shoqërore, është jo vetëm shkelje e së drejtës universale ndaj personit femër, por edhe pengesë e zhvillimit dhe përparimit shoqëror, “sepse është e pamundur që një shoqëri të përparojë dhe të qytetërohet me ritmet e kërkuara, në një kohë që njëri nga këto grupe mbetet injorant, dembel apo i paarsimuar”, thoshte Sami Frashëri. Duke e ditur se letërsia është “pararojë e emancipimit”, gratë e para shkrimtare në krijimtarinë e tyre letrare shtjelluan kryesisht tematika për emancipimin dhe vetëdijesimin e grave për to.

E”” kur flasim për gratë në letërsi, “emrat e tyre vetojnë në faqet e shtypit, por shumë më rrallë seç do të duhej”, thotë shkrimtari ynë I. Kadare në librin e tij “Mëngjeset në Kafe Rostand”. Prandaj ai i quan “zonja të vogla të letërsisë”, sepse ato nuk mund të bëhen të mëdha nga bërërlat e burrave.ë drejtat e tyre.E kur flasim për gratë në letërsi, “emrat e tyre vetojnë në faqet e shtypit me dinamika te shumta

Njihen edhe shumë shkrimtare gra që nëpërmjet artit të shkruar patën rol të veçantë në emancipimin dhe avancimin e të drejtave të femrës në shoqëri. Nismëtarja e letërsisë moderne, anglezja Virxhinia Vullf, në veprën e saj pamflet “Një dhomë për vete”, duke analizuar gratë si shkrimtare dhe si personazhe, thotë: “Gruaja duhet të ketë para dhe një dhomë për vete po qe se do të bëjë letërsi”. Ajo kishte shkruar një tregim për motrën hipotetike të Shekspirit, Juditën, duke shtruar edhe pyetjen: “Nëse Shekspiri do të kishte pasur një motër të talentuar si vetë, a do të mund edhe ajo të bëhej dramaturge apo aktore sikurse i vëllai”? Përgjigjja ishte jo, sepse përkundër e analizuar per qene nje rreth shoqerr edhe pse konsideroheshin vite te veshtira pas komunizmit.



Grate e viteve 1990,tirane Shqiperi.

20Gruda A., Guxholli A., Filipi Gj., 2008 “ Barazia gjinore në procesin eintegrimit europian, shifra dhe fakte”, Aleanca Gjimore për Zhvillim, Tiranë.

Perfunidme

Në Shqipëri, periudha e tranzicionit ka ndikuar negativisht në integrimin e gruas në tregun e punës, duke shkaktuar rënien në mënyrë të konsiderueshme të pjesëmarrjes së gruas në vendimmarrje, duke bërë që kjo pjesëmarrje të mbetet më e ulëta në krahasim me vendet e tjera të Evropës Qendrore dhe

Lindore. Faktorët që kanë çuar në një situatë të tillë janë të shumtë, ndër të cilët mund të përmenden zhvillimi i ngadaltë ekonomik, ri-strukturimi i burimeve, mentalitet ekzistues të trashëguara, pritshmëritë e shoqërisë për gratë dhe mungesa e

vullnetit politik për të përfshirë gratë në vendimmarrje.²⁰, Statistikat flasin për një diskriminim të dukshëm të grave në pjesëmarrjen në tregun e punës, në diferencimin në sistemin e pagave, në nivelin e papunësisë si dhe në pjesëmarrjen në pronën private, përfaqësim apo vendimmarrje politike dhe më gjerë. Bazuar në të dhënat e Anketës për Forcën e Punës kryer nga INSTAT në qershor 2007 rezulton se gratë janë më të diskriminuara sesa burrat në tregun e punës përgjatë të gjithë grupmoshave. Në rastin e grave niveli i punësimit maksimumi arrin në 65%, kurse për burrat kjo shifër arrin deri në 85%, duke krijuar në këtë mënyrë një hendek të dukshëm.

Sot gruaja shqiptare është integruar teresisht në të gjithë sektoret e fushave të ndryshme të punës, për një shoqëri demokratike teresisht e abstraktuar dhe poseduar për një familje model sipas konventës dhe ligjit të drejtave të njeriut.

BIBLIOGRAFIA

1-20Gruda A., Guxholli A., Filipi Gj., 2008 “ Barazia gjinore në procesin e integritetit evropian, shifra dhe fakte”, Aleanca Gjimore për Zhvillim, Tiranë.

2- Ejon Pashaj ,Neper histori ,te drejtat e grave Tirane,2024

Kamla Bahsin, Të kuptosh përkatësinë gjimore, botim i Qendrës së Gruas

3- Bajana Cevoli dr.ekezekutive shoqata”Gruaja paqja siguira

PRACTICES OF MANAGEMENT OF PRESCHOOL INSTITUTIONS AND PROFESSIONAL SUPERVISION OF EDUCATORS

Tringa DEDI¹, Zehrie PLAKOLLI²

*¹Pedagogical Institute of Kosovo, Tringa.Dedi@rks-gov.net, Zehrie.Plakolli@rks-gov.net,
Prishtinë / Kosovo*

Abstract: This study focuses on the analysis of management practices in both public and private preschool institutions, with a particular emphasis on internal professional and pedagogical supervision of educational staff. The main objective is to provide substantive data on the role of the institution's director in ensuring the quality of the educational process, through continuous observation and mentoring of educators during their interaction with children. The study is based on qualitative methodology, integrating contemporary theoretical perspectives on institutional leadership and methodological approaches in early childhood education. The scientific contributions of experts in the field of management and preschool education are analyzed. In addition, they are correlated with empirical data collected in the field. The research sample includes 15 leaders of preschool institutions, of which 10 are from the public sector and 5 from the private sector. The main research instrument was a semi-structured interview, which enabled the collection of in-depth information on supervision practices and challenges encountered at the institutional level. In addition, an analytical review of institutional documentation was carried out to assess the existing management system and professional monitoring of the performance of educators. The study findings demonstrate a significant lack of functional internal pedagogical oversight structures, both in public and private institutions. This situation reflects the need for sustainable development policies in terms of building leadership capacities, strengthening professional mentoring mechanisms, and institutionalizing pedagogical monitoring of the work of educators. Based on the data analysis, a series of recommendations have been formulated for policymakers and institutional leaders, which aim to contribute to improving the standards of preschool education and the services provided to children at this early stage of development.

Keywords: Preschool management, institutional leadership, pedagogical supervision, educators, educational quality, professional development.

Abstrakt : Ky studim fokusohet në analizën e praktikave të menaxhimit në institucionet parashkollore, si publike ashtu edhe private, me theks të veçantë në mbikëqyrjen e brendshme profesionale dhe pedagogjike të stafit edukativ. Objektivi kryesor është të sigurohen të dhëna të mirëfillta mbi rolin e drejtorit të institucionit në garantimin e cilësisë së procesit edukativ, përmes vëzhgimit dhe mentorimit të vazhdueshëm të edukatoreve gjatë ndërveprimit të tyre me fëmijët. Studimi është i bazuar në metodologji kualitative, duke integruar perspektiva teorike bashkëkohore mbi udhëheqjen institucionale dhe qasjet metodike në edukimin e hershëm. Janë analizuar kontributet shkencore të ekspertëve të fushës së menaxhimit dhe edukimit parashkollor, të cilat janë vendosur në korrelacion me të dhënat empirike të mbledhura në terren. Mostra hulumtuese përfshin 15 drejtues të institucioneve parashkollore, prej të cilëve 10 janë nga sektori publik dhe 5 nga ai privat. Instrumenti kryesor i hulumtimit

ishte intervista gjysmë e strukturuar, e cila mundësoi grumbullimin e informacionit të thelluar mbi praktikat e mbikëqyrjes dhe sfidat e hasura në nivel institucional. Gjithashtu, është bërë shqyrtimi analitik i dokumentacionit institucional, për të vlerësuar sistemin ekzistues të menaxhimit dhe të ndjekjes profesionale të performancës së edukatoreve. Gjetjet e studimit dëshmojnë një mungesë të theksuar të strukturave funksionale të mbikëqyrjes së brendshme pedagogjike, si në institucionet publike ashtu edhe në ato private. Kjo situatë reflekton nevojën për politika të qëndrueshme zhvillimore në drejtim të ngritjes së kapaciteteve drejtuese, përf forcimit të mekanizmave të mentorimit profesional dhe institucionalizimit të monitorimit pedagogjik të punës së edukatoreve. Bazuar në analizën e të dhënave, janë formuluar një sërë rekomandimesh të drejtuara politikëbërësve dhe drejtuesve të institucioneve, të cilat synojnë të kontribuojnë në përmirësimin e standardeve të edukimit parashkollor dhe të shërbimeve që ofrohen për fëmijët në këtë fazë të hershme të zhvillimit.

Fjalë kyçe: Menaxhim parashkollor, udhëheqje institucionale, mbikëqyrje pedagogjike, edukatorë, cilësi edukative, zhvillim profesional.

I. Hyrje

Në çdo profesion, kërkohet përmirësim i vazhdueshëm i metodave dhe aftësive, që janë të nevojshme për performancë të mirë profesionale. Prandaj, mbikëqyrja është metoda më efektive përmes së cilës, mund të vlerësohen dhe ngriten rezultatet e shërbimit të institucioneve parashkollore ndaj fëmijëve. Mbikëqyrja pedagogjike tek ne, zakonisht asocionon inspektorin profesional, sepse pavarësisht që është njëra nga detyrat e drejtuesve të institucioneve edukative, në shumicën e rasteve, nuk monitorohen aktivitetet e edukatoreve brenda klasës, qasja e saj ndaj fëmijëve dhe mënyra e bashkëpunimit me prindër si pjesë thelbësore e punës së institucionit.

Menaxhimi i institucionit parashkollor, përfshinë dy funksione dominuese por shumë të gjera; Funksionimin e procesit administrativ dhe procesit pedagogjik (e që ky i fundit, nënkupton zbatimin e dokumantave profesionale. Ndërkaq, krejt fokusi i realizimit të pjesës administrative, është mbarëvajtja e pjesës pedagogjike, që është qasja drejtpërdrejt ndaj zhvillimit, edukimit dhe mirëqenies së fëmijëve. Përderisa ana administrative, i referohet detyrave që lidhen me menaxhimin e proceseve të planifikimit, realizimit, dokumentimit dhe menagjimit të personelit edukativ, menagjimi pedagogjik është për të mbështetur anën profesionale të stafit (Douglass 2019). Menaxhimi dhe udhëheqja e mirë, janë çelësi për ngritjen dhe ruajtjen e cilësisë së punës në mjediset e fëmijërisë së hershme dhe për të krijuar një mjedis stimulues të për të dytë, mësuesin dhe fëmijën. Menaxhimi efektiv, krijon mundësi dhe kushte organizative që ndikojnë pozitivisht në procesin e punës me fëmijë dhe në favor të tyre. Çdo institucion, detyra e të cilit është të zbatojë edukimin parashkollor, duhet të respektojë ligjet, standardet dhe parimet e obligueshme të këtij niveli e krahas këtyre, dokumentin kryesor, kurrikulën parashkollore.. Dhe krejt këto, funksionojnë në favor të zhvillimit të kompetencave të fëmijëve dhe mirëqenies së tyre emocionale. Përderisa udhëheqja administrative e institucioneve parashkollore i referohet detyrave që lidhen me menagjimin e proceseve organizative, planifikimin, menaxhimin e stafit, bashkëpunimin me partnerët, financat, etj, pjesë përmbytësore e udhëheqësit të institucionit parashkollor është

menaxhimi i pjesës pedagogjike të stafit edukativ, përmes mbikqyrjes, mentorimit, mbështetjes materiale e profesionale të edukatoreve, për mbështetjen e tyre në zbatimin praktik të kurrikulës, qëllim i të cilës është zhvillimi i gjithanshëm (fizik, kognitiv, socio-emocional) dhe arritja e kompetecave të fëmijëve, konform moshës e kapaciteteve të tyre.

Mbikqyrja është mënyra më efektive që mund të ndihmojë arritjen e rezultateve në çdo punë e shërbim. Kështu që, është shumë e rëndësishme që procesi i mbikqyrjes e monitorimit, (me qëllim të mbështetjes) të jenë të vazhdueshme për arritjen e objektivave të përcaktuara që në këtë rast janë kompetencat, zhvillimi dhe aftësimi i fëmijëve. Prandaj, përderisa edukimi parashkollor, realizon shërbimin për kujdesje, zhvillim dhe edukim të fëmijëve të moshës 0-6 vjeç, është e domosdoshme që, mbikqyrja në I.P. të përqëndrohet në zhvillimin e plotë e të gjithanshëm të fëmijës e që sipas literaturës për fëmijërinë e hershme potencohet si, zhvillimi fizik, zhvillimi në gjuhë e komunikim, zhvillimi socio-emocional, zhvillimi kognitiv dhe mirëqenia e përgjithshme të tyre.

Krahas kujdesit për zhvillimin dhe edukimin e fëmijëve, një institucion parashkollor, për të ofruar shërbim sa më cilësor, është e nevojshme që, tek fëmija të fillojë edhe kultivimi i rregullave themelore të sjelljes, mbajtjes së higjienës, kultivimit të vlerave, si dhe parapërgatitjes së fëmijëve, për arsimin fillor.

Prandaj, drejtuesi i veprimtarisë së institucionit parashkollor, duke qenë përgjegjës për cilësinë e përgjithshme të shërbimit të këtij institucioni, duhet ta mbikqyrë atë, në shumë aspekte, si: qasjen profesionale (metodike e didaktike) të edukatores, zbatimin e kurrikulës, menaxhimin e burimeve njerëzore, menaxhimin e burimeve financiare, mjedisin e përshtatshëm, bashkëpunimin me prindërit e partnerët tjerë relevant, si dhe gjithçka tjetër, që ndërlidhet me procesin e shërbimit të institucionit parashkollor. Brenda kompetencës së menagjmentit, është e rëndësishme edhe praktika e zbatimit të etikës përbrenda stafit dhe partneritetit me bashkëpunëtorët e jashtëm, si dhe krijimi i imazhit pozitiv të institucionit. Udhëheqja e institucionit parashkollor, shërbimin e saj e mbështetë në planin e punës, të cilin e përpilon, duke u bazuar në dokumentat zyrtare, profesionale dhe në nevojat e paraqitura të institucionit të dala nga nevojat e fëmijëve. Pavarësisht standardeve dhe aspekteve të përgjithshme të shërbimit të institucioneve parashkollore, secila nga këto, ka dinamikën rrethanat dhe specifikat e veta. Kështu që, mënyra e menagjimit të institucionit parashkollor, varet nga këto rrethana e poashtu, reciprokisht, edhe rrethanat specifike të institucionit, në masë të madhe, varen nga planifikimi, stili dhe mënyra e menagjimit. Mënyra efektive e menaxhimit, mbikqyrja e duhur pedagogjike, përmirëson praktikën në klasë, përforcon performancën e punës së edukatoreve me fëmijët, ngritë aftësitë pedagogjike të stafit dhe cilësinë e shërbimit të IP-së ndaj fëmijëve.

Shqyrtim i literaturës

Qëndrimet teorike të disa ekspertëve të pedagogjisë, lidhur me menaxhimin e Për të argumentuar rëndësinë e menaxhimit të institucioneve parashkollore dhe rolin e tyre në mbështetje dhe ngritje profesionale të stafit të shërbimit praktik me fëmijët, kemi ofruar disa qëndrime të ekspertëve të kësaj fushe.

Sipas fjalorit të Dahl, fjala „menaxhim" vjen nga foljet „të sundosh", „të përballosh" dhe do të thotë „të vësh në lëvizje, drejtim, bëj që të shkojë drejt, rruga e duhur, bëj diçka të mirë, e vë në rregull (Dahl, 2015)

Menaxhimi është përcaktuar si një proces i vazhdueshëm dhe i qëllimshëm, i ndikimit tek një grup njerëzish për të organizuar dhe koordinuar aktivitetet e tyre në një proces punë.

Edukimi parashkollor, si niveli themelor i edukimit, ndërlidhet drejtpërdrejtë me zhvillimin holistik dhe me të nxënë të fëmijëve, kurse synim thelbësor i këtij edukimi është, përgatitja e fëmijëve, për shkollën, jetën dhe të ardhmen e tij në përgjithësi. Meqenëse institucioni parashkollor, ofron shërbim për moshën më të ndjeshme të fëmijëve, dhe atë në aspekte të ndryshme (kujdes, zhvillim, edukim, qëndrim në mjedis të përshtatshëm dhe mirëqenie emocionale), menagjimenti i këtyre institucioneve, duhet të ketë përgjegjësi dhe njohuri të shumanshme, në raport me këto detyra të punës, të cilat korespondojnë me funksionet logjistike, administrative, pedagogjike dhe etike. Poashtu, përgjegjësi e udhëheqësit të institucionit është, edhe orientimi dhe motivimi pozitiv tek staf, prindërit, fëmijët, komuniteti dhe grupet tjera, me të cilat krijon bashkëpunime, e përmes të të cilëve, funksionon dhe mbështetet, cilësia e punës së institucionit. „Drejtimi dhe menaxhimi i institucionit parashkollor, janë një binom thelbësor, përmes të të cilit, bëhet planifikimi, koordinimi, kontrollimi/vlerësimi dhe realizimi i procesit të shërbimit të këtij institucioni” (ASCAP, 2021).

Menaxhimi në përgjithësi, mund të kuptohet si aftësia e një lideri, për të arritur qëllimet e tij, duke përdorur punën, inteligjencën dhe motivet e sjelljes së tij me njerëzve të tjerë, dhe në fakt, është një shkrirje e shkencës dhe artit në menaxhimin e njerëzve, përgjatë procesit të punës së përbashkët. Kurse, Menaxhimi Pedagogjik, përmban një grup parimesh, metodash, formash organizative dhe metodash teknologjike, që synojnë ngritjen e efikasitetit të procesit zhvillimor dhe edukativ të fëmijëve në institucionin parashkollor (Petrelina, et, al., 2021).

Cilësia është rezultat i aktiviteteve të të gjithë ekipit, i cili drejtohet nga aspekte hierarkike dhe pedagogjike. Mekanizmi i menaxhimit të një institucioni bashkëkohor parashkollor, ndryshon natyrën e performancës së funksioneve menaxheriale, gjeneron forma thelbësisht të reja të ndërveprimit midis institucionit dhe të gjithë pjesëmarrësve në procesin pedagogjik” (ASCAP, 2020)

Drejtuesi është personi që motivon stafin, fëmijët prindërit, komunitetin, dhe në mënyrë të vazhdueshme, kupton dhe përmirëson cilësinë e shërbimeve të ofruara nga institucioni që ai drejton. Gjatë punës, drejtuesi ballafaqohet me situata sfiduese, komplekse, të pasigurta, për këtë, ai duhet të bashkëpunojë me të gjithë faktorët ndikues, për të gjetur zgjidhjet e duhura.

Drejtimi i një institucioni, nënkupton :

Angazhimin lidhur me komunikimin, bashkëpunimin, organizimin, ndarjen e përgjegjësisë dhe menaxhimin e burimeve brenda kopshtit;

- Vlerësimin dhe veprimin duke u udhëhequr nga parimet që e ndihmojnë të arrijë objektivat e vendosura.
- Udhëheqjen me plan strategjik, dhe me qëllime afatshkurtra dhe afatgjata.

- Vlerësime të brendshme në mënyrë të vazhdueshme dhe periodike për të njohur efektivitetin e mënyrës si e drejton institucionin” (Petrelin, J. et, al., 2021)

Shikuar në përgjithësi, drejtuesi i institucioneve parashkollore ka funksioni të udhëheqjes administrative dhe pedagogjike. Përmes këtyre dy aspekteve të funksioneve të menaxhimit, mundësohet arritja e krijimit të një klime pozitive fëmijët, për stafin, për prindërit dhe partnerët tjerë, mundësohet krijimi i një mjedisi të përshtatshëm e adekuat, dhe përmbushja e kushteve të nevojshme për zhvillimin dhe mirëqenien e fëmijëve. Të gjitha këto, ndërlihen me krijimin e frymës së bashkëpunimit, me mbështetjen reciproke, me ngritjen profesionale dhe zbatimin e mirëfilltë të politikave arsimore për këtë nivel.

Përkundër rëndësisë që ka procesi i menaxhimit të këtyre institucioneve, nuk është trajtuar me prioritet nga politikat arsmore. Kjo më së miri argumentohet, përmes sfidave me të cilat përballet edukimi parashkollor në vend, e të cilat në terren i ka identifikuar IPK, përmes hulumtimit „Arritjet dhe sfidat e edukimit parashkollor në Kosovë”, të cilat nga këndvështrimi i drejtuesve të institucioneve parashkollore, janë:

- Ndryshimet e shpeshta në MASH dhe DKA reflekton edhe në punën menaxheriale të IP dhe shkollave
- Neglizhenca e MASH me IP Private
- Mungesë e zyrtarëve profesisonistë për parashkollor në komuna reflekton mangësi në qasjen e DKA-së në EP
- Mungesë e hapësirave krahas kërkesave
- Edukatorët e reja pa përvojë dhe pa trajnime
- Tekstet për fëmijët 5-6 vjeç, janë të mbingarkuara për kapacitetet e kësaj moshe.
- Mungesa e trajnimeve për përdorim IT tek edukatorët
- Krijimi i kushteve për FNV, mungesa e asistentëve, disa FNV në një grup të fëmijëve
- Mungesë buxheti për punësim të bashkëpunëtorëve profesional
- Vështirësi me procedura për zgjedhje të tenderëve për ushqim, nuk rishikohet menyuja
- Mungesa e trajnimeve për zhvillim profesional të edukatoreve me theks të veçantë të institucioneve private (Aliu-Gashi et al., 2020)

Puna me fëmijët, kërkon shumë përpjekje dhe energji nga edukatori, kështu që vullneti i mirë, dhe respekti, midis të gjithë pjesëmarrësve në procesin menagjues (administrativ e pedagogjik), janë domosdoshmërisht të rëndësishme, për një ekip me punë cilësore dhe me rezultate ndaj perkujdesjes dhe zhvillimit të fëmijës .

Prandaj, detyrat e udhëheqësit janë: të përcaktojë qëllime-objektiva, të përpilojë planin, të bëjë ekzekutimin, kontrollin, vlerësimin dhe korrigjimin e tij. Lideri i institucionit, duhet ta zotërojë qartë situatën aktuale dhe të jetë iniciator i risive dhe i ndryshimeve pozitive. Një drejtues që tregon respekt për personalitetin e çdo anëtarit të stafit, duke marrë parasysh prirjet, interesat dhe mundësitë e tyre, arrinë rezultate shumë më të mira se ai që i përmbahet rreptësisht metodave autoritare, të menaxhimit.

Detyrat e punës së udhëheqësit të institucionit parashkollor, kanë të bëjnë kryesisht me këto specifika :

- Etika dhe komunikimi
- Udhëheqja, ndryshimi dhe përmirësimi brenda institucionit arsimor
- Identifikimi i nevojave dhe zhvillimi profesional i stafit në shërbim
- Zbatimi i kurrikulës
- Partneriteti kopsht-familje-komunitet dhe bashkëpunimet ndërinstitutionale
- Menaxhimi i burimeve njerëzore dhe financiare (ASCAP, 2021)

Kurse përgjegjësi më thelbësore të drejtorëve parashkollor, janë të gjitha aktivitetet ditore të institucionit me stafin, fëmijët dhe prindërit, dhe në kuadër të tyre, mbikqyrja e përgjithshme, realizimi i planit, buxheti, mjedisi, etj.

Studiuesit e kësaj fushe edukimi, menagjimin e institucioneve parashkollore, e konsiderojnë si një proces kompleks socio-pedagogjik, dhe për këtë arsye, menaxhimi duhet të jetë sistematik i bazuar në zhvillimin holistik të fëmijës dhe i koordinuar me krijimin e kushteve të përshtatshme, psikologjiko-pedagogjike e socio-emocionale, për fëmijët e moshës së hershme (Potashnik, & Mosieev, 1997). Prandaj, institucionet parashkollore, si një faktor i rëndësishëm për kujdesin, formimin dhe zhvillimin e fëmijëve, duhet të menagjohen nga njerëz me kualifikim adekuat, të ndërgjegjshëm e të përgjegjshëm, sepse menaxhimi dhe përgjegjësia janë dy gjëra të ndryshme, që në këtë rast duhet të jenë në një individ, në fëmijën 0-6 vjeç, në qenien më delikate të shoqërisë.

Drejtuesi i institucionit, duhet ta ketë edhe rolin e avokuesit, që përcjell zërin e fëmijëve, të familjeve dhe qytetarëve. Ai është ndërmjetësues në përmirësimin e cilësisë, në çdo aspekt të punës së I.P.së. Kështuqë, funksioni pedagogjik i drejtuesit, përfshinë aspekte që ndikojnë drejtpërdrejtë, në përmirësimin e praktikave të përditshme, të shërbimit dhe edukimit të fëmijëve. Në këtë këndvështrim, drejtuesi është ura lidhëse ndërmjet aspekteve teorike e administrative dhe zbatimeve të tyre në praktikën e relacionit edukatore-fëmijë.

Roli pedagogjik i drejtuesit të institucionit arsimor parashkollor

Segun, pohon se mbikqyrja pedagogjike, konsiderohet si mbështetje për zhvillim profesional të edukatorëve, si dhe si rishikim i objektivave, mjeteve, materialeve dhe metodave didaktike.

Kurse sipas Bessong dhe Ojong, 2009, mbikqyrja pedagogjike është një mënyrë për të këshilluar, për të udhëhequr, inkurajuar, stimuluar, dhe bashkëpunuar, në favor të shërbimit më cilësor ndaj fëmijëve dhe nxënësve. Pra, mbikqyrja pedagogjike, është një proces që synon përmirësimin e procesit të punës më fëmijë.

Baley (2008) mbikqyrjen pedagogjike e sheh, si një proces të bashkëpunimit profesional në mes të mbikqyrësit dhe stafit profesional, në mënyrë që të trajtohen ngecjet, vështirësit dhe të bëhen zgjidhjet e duhura.

Arsye tjetër e mbikqyrjes pedagogjike nga ana e drejtuesit të institucionit është edhe ngritja e cilësisë së qasjes së edukatorëve (fillestar ose më pak të suksesshëm) dhe ofrimin e udhëzimeve në favor të nevojave të fëmijëve.

Mbikqyrja zhvillimore, e ofruar në mënyrë të konsulencës (jo në formë të gjykimit dhe kritikës) pason me zhvillim dhe përmirësim, të performancës profesionale.(Wilkinson,2010) Kjo mënyrë e mbikqyrjes është me qasje jo inspektuese por qasje inkurajuese e nivelit të ndërveprimeve kolegjiale.

Për Sergiovanni dhe Starratt (2007), qëllimi i përgjithshëm i mbikqyrjes pedagogjike të stafit profesional nga ana e drejtuesit të institucionit, është përmirësimi i aftësive profesionale-pedagogjike. Kurse për Nolan dhe Hoover (2008) mbikqyrja pedagogjike është një formë vendimtare për mbështetje dhe ngritje profesionale.

Detyrat e udhëheqësit të institucionit edukativ, janë të shumta, përveq planifikimit të punës dhe arritjes së qëllimeve, delegimit dhe ndarjes së përgjegjësisë, marrjes së vendimeve, organizimit dhe motivimit të stafit, është edhe zhvillimi profesional dhe siguri i cilësisë së procesit mësimor.

Kompetenca thelbësore e drejtorit të institucionit parashkollor, është vlerësimi i brendshëm i reflektimit profesional të edukatoreve dhe performancës së institucionit në përgjithësi, me qëllim të ofrimit të mbështetjes, sipas nevojave të identifikuara në funksion të arritjes së pritshmërive të përcaktuara për ngritje të cilësisë së shërbimit, në favor të zhvillimit dhe mirëqenies së fëmijëve. Cilësia e shërbimit të një institucioni parashkollor arrihet, duke mbështetur zhvillimin e shumanshëm të fëmijëve dhe përfitimin e kompetencave të tyre, si fëmijë dhe si individ, si dhe arritjen e integritetit gradual të tyre, në shoqëri me edukatoren,bashkëmoshatarët dhe stafin e institucionit.

Funksionet pedagogjike lidhen me: krijimin e kulturës së bashkëpunimit e të zhvillimit të vazhdueshëm profesional të stafit, evidentimin e nevojave për trajnime, si dhe pjesëmarrjen e përgjegjësisë përgjatë shërbimit ndaj fëmijëve përmes: zbatimit të kurrikulës, duke respektuar parimet dhe kërkesat mbi të cilat ajo është hartuar. Poashtu, në bazë të këtij dokumenti, duhet të planifikohet, të realizohet puna praktike me fëmijën në fokus, duke i siguruar stafit kushte më cilësore në koherencë me zhvillimet inovative dhe reformat për përmirësimin e arritjeve të fëmijëve parashkollorë, dhe forcimin e bashkëpunimit dhe marrëdhënieve miqësore, të besimit dhe respektit, brenda njerëzve që punojnë në institucion me prindërit e komunitetin.

Kompetencat e drejtuesit të I.P.s, i përbëjnë cilësitë e tij personale e profesionale. Performanca e tij në këto aspekte, përcakton mundësitë e përmbushjes së objektivave, të institucionit parashkollor. Drejtuesi, duke njohur mirë natyrën dhe dinamikën e shërbimit të IP-s, mundëson zbatimin e aspekteve pedagogjike, përgjatë punës e aktiviteteve të përditshme dhe mundëson bashkëpunimin e krijimin e një partneriteti pozitiv me prindërit dhe familjen, për zhvillimin mëshetjetë të zhvillimit të kompetencave bazike për të gjithë fëmijët. Procesi edukativ, që fëmija përfiton në familje, ka një ndikim të madh, në të gjitha fushat e zhvillimit të tij të mëturtyshëm. Pjesë të diskutimeve me prindërit, drejtuesi ka jo vetëm informimin rreth aspekteve organizative, por edhe çështje të ndryshme zhvillimore dhe edukative, të cilat drejtpërdrejtë ose tërthorazi ,lidhen me zhvillimin e mirëqenien e fëmijëve.

Kompetenca e veprimit strategjik të udhëheqësit të institucionit parashkollor, në përgjithësi, ka të bëjë me koordinimin e angazhimeve të tij, me synim, objektivat dhe vlerat e institucionit ,të cilat janë të bazuara në standardet zhvillimore legjislativonin dhe dokumentat profesionale, valide për nivelin e parashkollorit.

Mbikqyrja pedagogjike në funksion të zbatimit të kurrikulës dhe ngritjes së cilësisë së shërbimit ndaj kujdesit, zhvillimit dhe edukimit të fëmijëve parashkollor.

Udhëheqja pedagogjike e institucionit parashkollor, nënkupton të gjitha veprimet e udhëheqësit të cilat mbështesin realizimin e edukimit parashkollor, duke u bazuar në dokumentat zyrtar e profesional.

Zbatimi i kurrikulës, nënkupton metodat e punës me fëmijë dhe qasjen e edukatores ndaj: mënyrës së komunikimit me fëmijët, krijimit të mjedisit të përshtatshëm, ndaj mjeteve e materialeve të zbatuara në praktikë, ndaj vëzhgimit të fëmijëve, dokumentimin të aktiviteteve dhe rezultateve të fëmijëve, ndaj identifikimit dhe trajtimit të nevojave dhe socializimit dhe menagjimin adekuat të grupit të fëmijëve dhe menagjimit të kohës me ta, në mënyrë që krejt këto, të rezultojnë me zhvillimin e gjithanshëm të fëmijëve dhe aftësimin e tyre sipas kompetencave kurrikulare. Këto aspekte të praktikës profesionale të stafit me fëmijët, duhet të jenë pjesa e monitorimit dhe mbështetjes pedagogjike nga ana e udhëheqësit të institucionit parashkollor. Për realizimin e praktikës pedagogjike me fëmijët, janë përgjegjëse edukatore, por për cilësinë dhe menaxhimin e shërbimit pedagogjik të edukatorëve, përfshirë edhe identifikimin e mangësive profesionale dhe trajnimin e aftësimin profesional, është përgjegjës drejtuesi i institucionit. Prandaj, për mbikqyrjen e krejt këtyre specifikave pedagogjike, nga ana e drejtuesve të institucionit parashkollor, drejtuesve të institucioneve, i nevojitet një bagazh i mbushur me kapacitete profesionale dhe njohuri më të thella, për natyrën e fëmijërisë së hershme, për parimet thelbësore dhe vlerat e edukimit parashkollor .

Pedagogjia parashkollore, në thelb, lidhet me mënyrën e realizimit dhe praktikën e edukimit parashkollor, e cila është e lidhur ngusht me dokumentet kurrikulare. Ajo, i referohet procesit të përbashkët edukatore-fëmijë, të realizuar në institucionin parashkollor. „Pedagogjia e parashkollorit, i referohet teknikave, strategjive dhe metodave, që i zbatojnë edukatoret përgjatë punës së tyre me fëmijët, të cilat, stimulojnë zhvillimin dhe mundësitë e fëmijëve, për përvetësimin e njohurive, aftësive, qëndrimeve dhe prirjeve të tyre, brenda institucionit” (Siraj-Blatchford, et al , 2002)

Pedagogjia në edukimin parashkollor, është një çështje prioritare e politikave botërore të edukimit, pasi që sipas ekspertëve arsimor, është e konfirmuar, që ky nivel edukimi, është një platformë përcaktuese për formimin e individit dhe sukseseve të tij në të ardhmen.

Bazuar në këtë, Shtetet e Organizatës për Bashkëpunim e Zhvillim Ekonomik (OECD), vazhdimisht, bëjnë përpjekje, për të përmirësuar ofrimin e cilësisë, së shërbimit të edukimit të fëmijërisë së hershme. Kjo, ka reflektuar edhe në përmirësim të dokumentave kurrikulare, të programeve kualifikuese dhe ngritjes profesionale të stafit edukativ e pedagogjik të edukimit në fëmijërinë e hershme të mbarë botës.

Kështuqë, teoricientët e pedagogjisë së fëmijërisë së hershme, në përgjithësi (bihejviorizmi, konektivizmi, kognitivizmi dhe konstruktivizmi), si qasje të përbashkët dhe teknikë pedagogjike, primare e kanë nxënien përmes lojës (qoftë ajo spontane, e udhëzuar apo e drejtuar).

Qasjet pedagogjike ndaj parashkollorit, ndikohen nga një sërë faktorësh, por percaktuese janë politikat arsimore të vendit dhe nga këto, varen edhe faktorë të tillë si, njohuritë profesionale të stafit, kualifikimet dhe përmbajtja e arsimit fillestar, trajnimi, kompetencat, aftësitë e tyre pedagogjike, mënyra e monitorimit e mentorimit të cilësisë së procesit edukativ, etj. Kurse „Kurrikula, përcakton disa parametra në kuadrin e pedagogjisë parashkollore, e si më esencialja është, njohja e rëndësisë së lojës dhe ekuilibrit të aktiviteteve të drejtuara, nga të rriturit dhe ato të iniciuara nga fëmijët, dhe ku edukatori, ofron ndihmë, vetëm tek ato aftësi, që janë përtej aftësive të fëmijës, të cilat janë gjetur të efektshme në stimulimin e zhvillimit të hershëm të fëmijës (OECD, 2015). Kjo, reflektohet në kuadër të fazës së viteve të hershme, kur të përbashkëtat gjithëpërfshirëse midis vendeve të ndryshme të OECD-së, janë loja, fëmija në qendër dhe rëndësia e plotësisë së nevojave individuale të secilit fëmijë, duke besuar se, fëmijët mësojnë dhe zhvillohen në mënyra të ndryshme e individuale.

Zbatimi i qasjeve pedagogjike efektive, u mundëson fëmijëve, arritjen e potencialit të tyre të plotë dhe u ofron bazë të fortë e të lehtë për të nxënë. Krahas këtyre teorive, nga ekspertët fushës, u konstatua se, praktikatat pedagogjike të drejtuara nga mësuesi ishin më pak efektive.

Në këtë kuadër, drejtuesi i një institucioni parashkollor, ka një rol kyç në menagjimin e këtij procesi institucional e pedagogjik. Ai është një individ që funksionon së bashku me organet kolektive dhe stafin administrativ e edukativ (Këshillin profesional, këshillin drejtues, këshillin e prindërve). Në përputhje me legjisllacionin, drejtuesi i institucionit parashkollor, duhet të hartojë planin kontrollues-mbikqyrës, në të gjitha aspektet e funksionimit dhe planin mbikqyrës të qasjeve pedagogjike të edukatoreve ndaj fëmijëve.

Praktikisht, tek ne, nuk është shumë i specifikuar zhvillimi profesional i drejtuesve të institucioneve, por u rekomandohet të ndërmarrin aktivitete në përputhje me nevojat dhe mundësitë poseduese.

Mbikqyrja pedagogjike dhe zbatimi i kurrikulës

Kurrikula është dokumenti bazë, përmes zbatimit të të cilës, arrihen objektivat e edukimit parashkollor dhe qëllimi i programit të I.P-ve, që ato e realizojnë me fëmijët. Zbatimi i kurrikulës është akti i „përkthimit të dokumentit, në veprim-aktivitet me fëmijët për të arritur zhvillimin e kompetencave. Arsyeja më e rëndësishme e mbikqyrjes pedagogjike, nga ana e drejtuesit të institucionit parashkollor është që të sigurohet që secila edukatore e zbaton kurrikulën (me të gjitha objektivat e veta si: mjedisin e përshtatshëm, rutinat përmbajtëse, kohën në natyrë, komunikimin miqësor, trajtimin individual të fëmijëve, gjithëpërfshirjen dhe mbështetjen e arritjes së të gjitha kompetencave zhvillimore të fëmijëve) e si garantuese e shërbimit adekuat të institucionit parashkollor, në favor të mirëqenies së përgjithshme të fëmijëve.

Në kuadër të kësaj, orientohet edhe mbikqyrja pedagogjike e edukatoreve përmes së cilës synohet shërbimi adekuat sipas parimeve, nevojave dhe interesimeve të fëmijëve. Mbikqyrja

pedagogjike përgjatë procesit të punës me fëmijë, ndikon në reflektimin profesional të edukatoreve dhe në nivelin e zbatimit të dokumenteve kurrikulare. Pra, ekziston varësi në mes të mbikqyrjes pedagogjike, zbatimit të kurrikulës dhe zhvillimit të edukimit efektiv të fëmijëve.

Mbikqyrja pedagogjike është efikase, kur drejtuesi nuk i përdorë mangësitë për kritika e përçmim, por për mbështetje e aftësim profesional.

Menaxhimi i pjesës pedagogjike të edukatoreve, është objektivë thelbësore e detyrave të punës së drejtuesit të institucionit parashkollor dhe është një mënyrë-mundësi, për rishikim të objektivave menaxheriale, si rifresikimi këshillues profesional, pasurimi i mjeteve didaktike, pasurimi i mjedisit edukativ, ndryshimi i rutinave të përditshmërisë, etj. Mbikqyrja pedagogjike është si një proces bashkëpunues menagjim-staf profesional, dth është përcaktues i marrëdhënieve drejtues-edukator.

Për ndryshe, mbikqyrja pedagogjike, është obligative edhe sipas dokumentit „Udhëzimi administrativ-MASHT Nr.15-2019 për detyrat dhe përgjegjësitë, procedurat dhe kriteret e zgjedhjes së drejtorit të institucionit publik edukativo arsimor dhe aftësues parauniversitar”, ku Neni 2. (Detyrat dhe përgjegjësitë), pika 1.4 e këtij neni, thotë; „Drejtori i institucionit edukativ, ka përgjegjësi ekzekutive në menaxhimin e përgjithshëm të institucionit, mbikqyrjen dhe mbështetjen e zbatimit të kurrikulës dhe vlerësimin e punës profesionale të stafit edukativ”. Kurse sipas po këtij udhëzuesi, dhe këtij neni, kriteret për përzgjedhje të drejtorit të I.P.së, janë; Të ketë master në udhëheqje, dhe 5 vjet përvojë punë në procesin edukativ.

III- QËLLIMI I HULUMTIMIT DHE PYETJET E HULUMTIMIT

3.1. Qëllimi i hulumtimit.

Qëllim i hulumtimit është, të sigurojë të dhëna nga realizimi praktik, i mënyrës së menaxhimit, të institucioneve parashkollore publike e private, me theks të veçantë, në mbikqyrjen e brendshme, të aspektit metodik e pedagogjik, të punës së edukatoreve në shërbim, nga ana e udhëheqësit të IP-ve.

3.1.1. Hipoteza: Menagjimenti i institucioneve parashkollore, nuk mbikqyrë sa duhet shërbimin praktik të institucionit, në aspekt profesional, metodik e didaktik.

3.2. Pyetjet e hulumtimit:

Pyetja kryesore

- Si bëhet realizimi praktik i menaxhimit të institucioneve parashkollore ?
- **Pyetjet ndihmëse :**

-Cilat janë prioritetet menagjuese të institucioneve parashkollore?

-Sa zbatohet vlerësimi i brendshëm i cilësisë së shërbimit profesional në inst.parashkollor

-A zbatohet mbikqyrje pedagogjike (monitorim-mentorimit) i edukatoreve në praktikë?

-Si identifikohen nevojat për zhvillim profesional të edukatoreve?

-Cili është kualifikimi i drejtuesve të institucioneve parashkollore ?

IV-METODOLOGJIA

Studimi është realizuar sipas qasjes cilesore, përmes së cilës, kemi bërë përpjekje të nxjerrim në pah, mënyrët e realizimit të procesit të menagjimit të institucioneve parashkollore, me fokus të veçantë, mbikqyrjen dhe monitortimin e shërbimit profesional të edukatoreve, nga ana e udhëheqësve të institucioneve parashkollore. Për informacione teorike lidhur me rëndësinë dhe ndikimin e menaxhimit në cilësinë e shërbimit të edukimit parashkollor iu kemi referuar literaturës nga ekspertë të ndryshëm të kësaj fushe, kurse menaxhimin praktik të institucioneve parashkollore, e kemi realizuar përmes analizimit të materialeve organizative/administrative të menaxhimit dhe realizimit të bashkëbisedimit me udhëheqës të IP-ve, përmes intervistave gjysëm të strukturuar.

Popullacioni dhe Mostra

Popullacionin e përbëjnë drejtuesit aktual të institucioneve parashkollore publike e private. Kurse për mostër jemi përcaktuar të kemi 10 drejtorë të institucioneve parashkollore publike dhe 5 drejtorë të ip-ve private. Përzgjedhja ishte e mostrës ishte e qëllimshme. Respondentët ishin nga 7 qytete, përfshirë edhe kryeqytetin.

Instrumentet

Instrument përmes të të cilit u realizua mledhja e informacioneve, për të realizuar pjesën empirike të hulumtimit (terenin), kemi zbatuar intervistën gjysëm të strukturuar për drejtor të institucioneve parashkollore

Procedurat e mbledhjes së të dhënave, analiza dhe interpretimi i tyre

Konform objektivit studimor, është bërë shqyrtim i dokumentacioneve profesionale e administrative të menagjimit dhe janë realizuar intervistat me respondentët. Për të realizuar këto dy procedura, (analizën e dokumentacionit menaxherial dhe intervistimin) respondentet janë informuar paraprakisht, duke iu dhënë informacione të detajuara lidhur me qëllimin, metodat e mbledhjes së rezultateve, ruajtjen e konfidencialitetit dhe perdorimin e të dhënave. Procedura e hulumtimit ishte me mundësi edhe refuzimi, jo obligativ, por një gjë e tillë nuk na ka rastisë.

V-REZULTATET

Shqyrtimi i dokumentave administrativ dhe përgjigjet nga sondazhi me 15 drejtorët, ka mbuluar këto aspekte të mangjimit të I.P.ve, dhe kishin të bënin me këto specifika:

- Kualifikimi profesional i udhëheqësve të institucioneve parashkollore.
- Prioritetet e menaxhmentit të institucioneve parashkollore
- Performanca e udhëheqësve të IP-ve, bazuar në dokumentim të procesit menaxherial(mirëqenien në punë, barazinë, bashkëpunimin ndarjen e përgjegjësisë, funksionimin e KD-s dhe zbatimin e kurrikulës)
- Mbikqyrja pedagogjike, vlerësimi i performancës brenda aktivitetit ditor me fëmijët dhe mënyra e identifikimit të nevojave për ngritje të aftësive profesionale të dukatoreve.

- Monitorimi dhe mentorimi bazuar në specifikat e edukimit parashkollor dhe kriteret për zbatimin e kurrikulës. (ecuria e aktivitetit, mënyra e komunikimit me fëmijët, menaxhimi i kohës, vëzhgimi i fëmijëve, përshtatja e mjedisit dhe mjeteve-materialeve didaktike me temën/aktivitetit, etj.)
- Planifikimi i ngritjes profesionale të stafit, i trajnimeve për ngritje të cilësisë në shërbim.

Për secilën pyetje të hapur, drejtorëve respondent, iu kërkua që të reflektonin verbalisht, nga aspekti i praktikave të tyre, krahas performanceës së tyre përmes dokumentimit të pjesës administrative. Të dhënat e siguruar, nga këta drejtorë institucionesh parashkollore, janë përpunuar në kuadër të strukturës tematike të pyetjeve, përgjigjet e të cilave ishin në funksion të qëllimit hulumtues të studimit. Këto të dhëna, ofrojnë informacione lidhur me dokumentacionet administrative të funksionimit të institucionit parashkollor në aspekt administrativ (plane, raporte, proces-verbale, etj) dhe profesional-pedagogjik (praktikat e monitorimit pedagogjik, planifikimin e këtij procesi, ecurinë, identifikimin e nevojave profesionale dhe adresimin e tyre).

Të gjithë drejtorët e intervistuar (n=15), reflektuan lidhur me klimën e punës, ndarjen e përgjegjësi, shkëmbimin e njohurive, ideve dhe, të gjitha ato që mbështesin zbatimin e kriterëve të pedagogjisë dhe zbatimit të kurrikulës parashkollore. Shumica nga këta, (12 nga n=15), kishin përshkrime të ngjajshme dhe e përbashkëta tjetër e shumicës së këtyre drejtorëve ishte, anashkalimi i çështjes së mbikqyrjes pedagogjike të stafit profesional (monitorimit në praktikë, këshillimit profesional), duke u fokusuar në anët administrative (plane, raporte të punës, vijueshmërisë, dokumenta pedagogjik si ditari, dosjet e fëmijëve, dhe formulare tjera teknike e organizative).

Poashtu, shumica e drejtorëve (12 nga N-15) potencuan se, për të punuar me sukses është shumë e rëndësishme mbështetja nga ana e DKA-ve, në aspekt profesional e material.

1)-Kualifikimi profesional i udhëheqësve të institucioneve parashkollore.

Meqenëse aftësi paraprak për çdo angazhim profesional është me rëndësi dhe në një masë është edhe përcaktues i suksesit të realizimit të punës, ne kemi identifikuar nivelin dhe llojin e kualifikimit të drejtorëve të institucioneve parashkollore publike dhe private. Si rezultat i kësaj të dhëne kemi mjaft dallime në mes të institucioneve publike dhe atyre private.

Nga të gjithë drejtorët e institucioneve parashkollore publike (n=10) 9 ishin të kualifikuara në Fakultetin e edukimit, (4 nga këto ishin me master në udhëheqje arsimore, 3 me drejtimin Mesues klasor, 1 kishte si kualifikim Pedagogjinë dhe 1 psikologjinë). Kurse, 5 drejtorët e intervistuar të institucioneve parashkollore private, kishin kualifikime shumë të ndryshme (fakulteti ekonomik, shkencat kompjuterike, fakulteti Juridik,) dhe asnjëra nga këto, nuk kishin kualifikim që korespondon me edukimin parashkollor, por ishin pronarë të këtij biznesi dhe më shumë e trajtonin si biznes fitimprurës, se sa si proces zhvillimor e edukativ të fëmijëve. Dy prej tyre, kishin nga një administratore (të kualifikuara në fushë të edukimit) që merrej me procesin e praktikës së edukatoreve me fëmijët dhe ndërhynin përgjatë intervistimit me menagjeret, kur flitej për pjesën profesionale.

2)-Performanca menaxhuese e udhëheqësve të IP-ve, bazuar në dokumentimin administrativ të punës organizative. (organizimin, zbatimin e parimeve kurrikulare, mirëqenien në punë, barazinë, bashkëpunimin ndarjen e përgjegjësi, funksionimin e KD-s)

Përgjatë shqyrtimit të dokumentave menaxherial të institucioneve na janë ofruar; Plane, raporte, rregullore, dëshmi të proceseve financiare, evidenca të vijueshmërisë dhe një numër i proces-verbaleve. Bazuar në këto dokumentime, si dëshmi e punës së institucioneve, nuk hasëm në plane për identifikim të aftësive profesionale të stafit edukativ, as në plane apo raporte të mbikqyrjes pedagogjike të praktikës në klasë nga ana e udhëheqësve të institucionit, as dëshmi për identifikimin apo adresimin e nevojave për trajnim të tyre.

Trembështjetë drejtor nga n=15 përshkruan se objektivat e paraqitura në kurrikulë duhet të jenë të përshtatura me dokumentacionin administrativ (planet, raportet, ditarët, udhëzuesit).

Disa nga drejtorët, paraqiten nevojën për bashkëpunime e diskutime profesionale të përbashkëta sepse funksionimi aktual i kolegjiut të drejtorëve të institucioneve parashkollorë, është shumë formal dhe takimet shumë të rralla. Nëntë udhëheqës theksuan se dokumentat zyrtare e profesionale janë të komplikuar dhe kërkojnë shumë specifika që stërngarkojnë stafin edukativ.

Gjashtë nga n=15 udhëheqësit respondentë , potencuan që; objektivat e punës duhet të përcaktohen nga puna praktike nga brenda institucionit, dhe nga mbikqyrësit administrativ që vijnë nga jashtë (MASHTI-, DKA), nuk duhet të kerkohen shabllone të planeve dhe raporteve pedagogjike-profesionale, në mënyrë që procesi të jetë më konform situatave e rrethanave të institucionit ,

Gjetjet e këtij studimi, shpërfaqën faktin që, fokusi i menaxhimit të institucioneve, nuk ishte tek qështjet kryesore pedagogjike (përmbajtjet tematike, mjedisi, mjetet didaktike, menaxhimi i kohës dhe fëmijëve, qasja ndaj fëmijëve, zbatimi i parimeve të kurrikulës, etj)), dhe nuk kishte plane as raporte si argumentim për mbikqyrjen dhe reflektimin pedagogjik e metodik të stafit.

Poashtu, në përgjithësi, përgjatë vëzhgimit të dokumentacionit të IP-ve, planet e raportet nuk tregojnë shumë për shpërndarje të detyrave, funksionim të KD-ve, dhe si përfundim, gjetjet e këtij studimi, reflektojnë edhe për tendencën që disa nga drejtorët, pretendojnë të zbatojnë udhëheqje disiplinore, autoritative, saktësi e përpikshmëri administrative, si dëshmi të një pune cilësore, sepse sipas tyre, këto aspekte edhe kërkojnë nga inspektorët aktual nga MASHTI, të cilët nuk kanë njohuri as kualifikim për këtë nivel edukimi, dhe për qudi, janë të njëjtit mbikqyrës, që nga niveli parashkollorit deri tek ai universitar.

Shumica e drejtuesve, iu referuan udhëzimeve dhe administratës se komplikuar e me kritere krejtësisht të përbashkëta, të shabllonizuara, kurse vlerësimi i jashtëm nga MASHTI, bëhet formal dhe është në rrëmujë profesionale.

Secili nga drejtuesit e intervistuar, bazuar në dokumentat administrativ që na ofruan, shfaqën përvojat e tyre menaxhuese, lidhur me procesin e funksionimit të punës dhe shërbimit ndaj fëmijëve por, shumica nga ata, nuk kishin dëshmi dokumentuese që kanë kyer edhe proces të monitorimit ose mbikqyrjes së praktikës profesionale të edukatoreve. Kurse 12 nga n=15 u ankuan se ndryshimet e politikave të parashkollorit (kurrkula, dokumentet zyrtare

pedagogjike, udhëzuesit, kompetencat e përziera të MASHTI-t dhe DKA-s, etj.), ndodhe të shkaktojnë konfuzitet dhe kundërshti në mes vete, dhe në realizim të praktikës profesionale e menaxhuese të edukimit parashkollor.

Përgjatë trajtimit të dokumentacionit menaxherial të drejtorëve, u konstatua edhe njëtrajtshmëria, ndikimi mes drejtorëve dhe shabllonizimi i planeve, raporteve dhe pothuajse të gjithë pjesës administrative, që sipas drejtorëve, kjo ju imponohet ngase kështu kërkohen nga mbikqyrësit e jashtëm (inspektorët e MASHTI-t) gjë që, në një masë e kufizojnë fleksibilitetin dhe kreativitetin e drejtorëve dhe edukatorëve në realizim të shërbimit sipas nevojave, rrethanave dhe specifikave të institucionit e fëmijëve. Kurse, thënë përgjithësisht, praktikat e vlerësimit e monitorimit, koherenca mes tyre janë sfida për shumicën e drejtuesve të institucioneve parashkollore me theks të veçantë tek ato private ku menaxhmenti janë edhe vet pa informacione të duhura lidhur me fëmijërinë e hershme.

3)-Mbikqyrja pedagogjike në funksion të zbatimit të kurrikulës dhe identifikimit të nevojave për ngritje profesionale-

Pedagogjia në Fëmijërinë e Hershme nënkupton qasjen e integruar ndaj zhvillimit, kujdesit dhe edukimit të fëmijëve dhe është një proces i përditshëm nga i cili varen të gjithë faktorët, që ndikojnë në procesin e punës me fëmijët.

Kurse, udhëheqja pedagogjike tërë procesin menaxherial(atë administrativ, teknik, e profesional) duhet ta ketë në favor të qëllimit dhe synimit kryesor, e që është, mirëqenia dhe edukimi i duhur i fëmijëve.

Përderisa detyra kryesore e edukatores është zbatimi i kurrikulës si dokument pedagogjik, sipas të cilit fëmijët duhet të mbështeten, të socializohen, të aftësohen në kompetenca të shumanshme dhe të argëtohen, e të ndihet të lumtur përgjatë qëndrimit të përditshëm në institucion, (ku ata në fakt aty e kanë jetën), obligim i menaxhmentit të institucionit parashkollor është posedimi i njohurive për këtë nivel edukimi dhe zbatimi i mbikqyrjes pedagogjike të punës praktike me fëmijët. Duke u bazuar në rëndësinë e kësaj që u tha më lart dhe në dokumentimin e drejtuesve të institucioneve parashkollore lidhur me pyetjet për nivelin e mbikqyrjes së brendshme të praktikës profesionale të edukatoreve, shohim se ky proces ka zbatim jashtëzakonisht të ulët. Mirëpo, edhe këtu, kemi dallime në mes të institucioneve publike dhe private. Për udhëheqësit e I.P.ve publike në fokus ishte korrektësia administrative dhe funksionimi institucionit si tërësi, duke e neglizhuar aspektin pedagogjik dhe monitorimin përbrenda klasës të aktivitete dhe qasjes së edukatoreve ndaj fëmijëve. Në interes parësor ato kishin, rregullimin sipërfaqësor të mjedisit, duke krijuar ambiente të këndshme për syrin, por jo edhe për shfrytësimin e tyre për lojë, aktivitete e argëtim të fëmijëve, krahas kësaj shihej edhe mungesa e materialeve e mjeteve të mjaftueshme didaktike.

Ndjekja e progresit dhe identifikimi i aftësimit profesional të edukatoreve në favor të interesave dhe nevojave zhvillimore të fëmijëve, apo monitorimi-mentorimi i tyre si një proces, është i pa dokumentuar dhe i pa argumentuar bindshëm, në shumicën e institucioneve, megjithë pohimin verbal të disa drejtorëve. Shumica nga drejtuesve të institucioneve të intervistuar, nuk reflektoi objektiva as njohuritë e nevojshme për aspektet e mbikqyrjes

pedagogjike, apo mbështetjen profesionale të edukatoreve, duke u dhënë atyre përgjegjësinë dhe autonominë e nevojshme në favor të lirisë, lojës dhe punës me fëmijët.

Kurrikula si dokument zyrtar e profesional, është obligativ për secilin institucion edukativ dhe zbatimi i saj në institucionet parashkollore bëhet përmes shumë specifikave favorizuese për fëmijët, ndër të cilat janë: planifikimi dhe mënyra e realizimit të aktiviteteve, qasja dhe komunikimi i edukatores me fëmijët, mjedisi edukativ, menaxhimi i kohës, menaxhimi i fëmijëve, mjetet e materialet didaktike, krijimi i një klime të përshtatshme e motivuese për fëmijët, etj. Kurse në pyetjen tonë lidhur me mbikqyrjen e procesit të pedagogjisë praktike me fëmijët, brenda aktiviteteve të përditshme, duke u bazuar në këto specifika, shumica e drejtorëve të institucioneve parashkollore e pohuan se e bëjnë, por edhe pse kjo duhet të bëhet në përditshmëri dhe në kontinuitet, shumica nuk e kishin as të planifikuar, as të dokumentuar dhe biseda rreth këtyre specifikave nuk ishte shumë e këndshme dhe bindëse. Si pasojë e kësaj, asnjëri nga drejtorët nuk ofroi të dhëna, se cilat janë mangësitë eventuale të edukatoreve as nuk reflektoi konkretisht për identifikimin e nevojave të stafit edukativ, për ngritje profesionale.

4)-Prioritetet e bazuara në praktikën e menaxhimit të institucioneve parashkollore

Në pyetjen e hapur të intervistës se cilat janë prioritetet të punës tuaj menaxhuese të institucionit parashkollor, shumica nga respondentët potencuan këtë renditje të prioritetëve;

Vijueshmëria e stafit

Financat

Furnizimi (me mjete higjienike e ushqim)

Dokumentimi dhe shërbimet administrative (Planet, raportet)

Mirëmbajtja e mjedisit

Kurse, tutje më poshtë janë bashkëpunimi, aspekti profesional, funksionimi i KD-së, identifikimi i nevojave për trajnime, mjetet e materialet didaktike dhe ndër ma thelbësoret, partneriteti me prindër, etj.

5)- Partneriteti me prindër si pjesë e menaxhimit të cilësisë së punës në I.P.

Nga fakti që fëmijët dhe përgjegjësia për ta është së pari e prindërve, bashkëpunimi mes tyre dhe institucionit parashkollor në nivel të menaxhmentit dhe edukatoreve, është domosdoshmëri e pakontestueshme, faktor kyç që ndikon në cilësinë e shërbimit ndaj fëmijëve, në vetbesimin dhe mirëqenien e përgjithshme të tyre. Ky bashkëpunim, (prind, familje-edukatore, institucion) duhet të jetë i sinqertë dhe i shumanshëm, si në këmbim të informatave detaje rreth fëmijës, ashtu edhe në planifikim, realizim të projekteve dhe tejkalim të ngecjeve apo sfidave eventuale, që mund të shfaqen në përditshmërinë e punës së institucionit. Për këtë edhe qasja institucionale ndaj këtyre, duhet të jetë e afërt e profesionale, në mënyrë që prindërit të jenë të motivuar dhe të gatshëm për të dhënë kontributin e tyre, në çkado që është e nevojshme lidhur me fëmijën e tij, të tjerëve apo edhe institucionin në përgjithësi. Duke u nisur nga këto, ne përgjatë intervistimit me drejtorët e institucioneve parashkollore, dhe pyetjes lidhur me planifikimin e takimeve dhe bashkëpunimeve, 7 nga 10 drejtorët e institucioneve publike, nuk ofruan plane, realizime apo takime përmbajtësore me

prindër, si në mbështetje të planifikimit, realizimit të projekteve të ndryshme apo në zbatim të ndonjë ndryshimi apo inovacioni, por më shumë dëshmuar për bashkëpunime rutinore në raste festash apo për tejkalim të problemeve të shfaqura. Kurse, tek institucionet private, 4 nga 5 drejtorët, pohuan se takohen shpesh me prindër, por komunikojnë vetëm në suaza të fëmijëve të tyre individualisht, dhe zakonisht nuk kanë bashkëpunime më të gjera sepse institucioni është privat dhe gjithçka që nevojitet, e realizojnë vet. Kurse bashkëpunimin me prindër si proces, 13 nga 15 drejtorët respondente, ia dedikojnë edukatores, pasi që edhe përgjegjësia për kujdesin dhe zhvillimin e fëmijëve, është në kompetencë të tyre dhe nuk merren shumë me këtë aspekt. Vetëm 2 prej tyre potencuan se e monitorojnë edhe menyrën e bashkëpunimit të edukatoreve me prindër, sepse është çështje shumë me rëndësi për fëmijën dhe përcaktues i cilësisë së shërbimit, në institucionin parashkollor.

Konkludime

Përgjatë realizimit të pjesës empirike të studimit në teren, siguroam gjetjet në bazë të të cilave mundë të konkludojmë se;

- Kapacitetet menaxhuese të institucioneve parashkollore në aspektin pedagogjik, janë shumë modeste.
- Në dokumentacionin zyrtar e dministrativ, as në planet dhe prioritetet e institucioneve nuk e hasëm askund si prioritet identifikimin e nevojave për ngritje profesionale të stafit edukativ as adresimin e tyre tek kompetentët.
- Në Institucionet që udhëhiqeshin në mënyrë autoritative e jo profesionale, mbretëronte klimë stresi, jo motivuese për stafin dhe shërbimin ndaj fëmijëve.
- Disa nga drejtorët, në mungesë të njohurive lidhur me dokumentacionin administrative e profesional, kanë kërkesa jo të duhura ndaj stafit edukativ.
- Institucionet parashkollore, nuk kanë mbikqyrje metodike-pedagogjike të punës së edukatores me fëmijët, nga jashtë (mbikqyrja nga inspektorati funksional MASHTI-DKA, bëhet për gjithçka tjetër vetëm për çështjen thelbësore, aspektin pedagogjik, jo), kurse nga ana e drejtorit të institucionit, shumë rrallë ndodhë monitorim i mirëfilltë i praktikës në klasë.
- Shumica e drejtuesve, vënë në dukje se anëtarët e stafit edukativ, nuk kanë shumë konfidencë profesionale dhe monitorimin e përfetojnë si shumë sfidues e me shqetësim të madh, sepse asnjëra nga këto, pavarësisht përvojës, nuk kanë përjetu mbikqyrje as konsulencë profesionale, për identifikim të nevojave apo ngritje profesionale nga jashtë, e pothuajse as nga brenda.
- Drejtorët e intervistuar, ishin të informuar lidhur me politikat e reja dhe ato që janë në proces, por që nuk janë funksionale në teren. Ata shprehën nevojën për masa konkrete dhe udhëzime më të strukturuar, më praktike dhe trajnime për edukatorët.
- Nga praktika konfirmohet se, përmirësimi i shërbimit të institucioneve parashkollore, varet nga besimi dhe respekti reciprok menaxhues-edukator dhe nga qëndrimet e edukatoreve

ndaj mbikqyrjes pedagogjike; pranimi pozitiv të kritikave, këshillimeve dhe mbështetjes profesionale nga ana e menaxhmentit.

Poashtu, nga përvoja hulumtuese në teren, konstatuam se, krahas një pjesës së vogël të udhëheqësve që ishin më të përgatitur profesionalisht, ishte edhe pjesa më e madhe e cila nuk posedonte përvoja paraprake në edukim parashkollor, as në menaxhim dhe si rrjedhojë e kësaj, ishin pa informacione më të thella lidhur me fëmijërinë e hershme, natyrën, nevojat dhe kapacitetet e tyre, si dhe, kishin mangësi të kuptimit të parimeve dhe filozofisë së kurrikulës, si platformë e punës me fëmijë.

Rekomandime:

Për politikat parashkollore

- Politikat e parashkollorit, të fokusohen në fuqizimin profesional të menaxhmentit të këtij niveli, në mënyrë që të gjejnë zbatim ndyshimet e politikave, dokumentet zyrtare dhe qasje të reja pedagogjike, me ndikim në mirëqenien e fëmijëve.
- Udhëheqësi duhet të ketë aftësi, autoritet dhe besim, për të ndikuar tek stafi, sepse ligji, kurrikula, dhe udhëzimet profesionale, drejtorin e bëjnë përgjegjës edhe për nivelin pedagogjik të stafit.
- Të fuqizohen profesionalisht zyrtarët komunal për parashkollor dhe inspektorët nga MASHTI, sepse ata nuk bëjnë asnjëherë mbikqyrje profesionale, përkundrazi, kanë kërkesa shabllonizuese dhe të parëndësishme apo edhe të damshme për nivelin e edukimit parashkollor.

Për drejtorët e I.P.ve

- Përgjatë menaxhimit, krahas proceseve administrative të realizohen edhe procesura pedagogjike të mbikqyrjes së praktikës së edukatoreve me fëmijët dhe identifikimi i nevojave për ngritje profesionale (monitorimit e këshillimit).
- Të rifreskohen rregullat dhe rutinat ditore, duke vendosur si të domosdoshme, venien e fëmijëve jashtë në oborr të kopshtit ose në natyrë, sepse ambienti i jashtëm, ofron mundësi për socializim, argëtim, edukim e zhvillim të shumanshëm dhe freskim në ajër të pastër, gjë që, nuk e kemi hasë në asnjë institucion (nga 4-15).
- Të ketë bashkëpunim, ndarje të përgjegjësi, konsultime profesionale brenda stafit profesional si nevojë dhe mundësi, për planifikim të përbashkët, për tejkalim të sfidave dhe për zbatim të risive, e të ndryshimeve.
- Mbikqyrësi pedagogjik, të mos fokusohet shumë në gjetjen e gabimeve dhe kritikave të ashpra, por në mënyrat e adresimit dhe tejkalimit të vështirësive të identifikuara përmes rishikimeve dhe riplanifikimeve të proceseve.

Kufizimet

Të dhënat nga intervistimet janë marrë nga biseda në vendin e punës, në ditë pune, gjë që mund të ketë ndikuar në mos përkushtimin e duhur. Pavarësisht kësaj, ky hulumtim, ofron

njohuri të shumta për funksionimin dhe menaxhimin e i.p.ve tona dhe përvojat e drejtuesve të këtyre institucioneve.

Rëndësia e studimit, bazohet në gjetjet e hulumtimit, të cilat konfirmojnë domosdoshmerinë e zbatimit të politikave reformuese, përmes reformimit të dokumentave (zyrtare, administrative e profesionale) të cilat obligojnë që udhëheqja dhe mbikqyrja pedagogjike duhet të konsiderohet si një proces i qëllimshëm dhe i planifikuar mirë sipas nevojave e specifikave të secilit institucion, e jo sipas shablloneve administrative, dhe pa ndonjë rëndësi pedagogjike.

Këto gjetje, mund të zgjerojnë njohuritë dhe aftësitë mbikqyrëse të aspektit pedagogjik të menaxhuesve të I.P.ve, të cilët ndikojnë në përmirësimin e ngritjes profesionale të edukatoreve, dhe mund të jenë të dobishme si një kornizë për planifikim dhe riorganizimit të inspektimit të menaxhmentit të parashkollorit dhe për trajnim të tyre lidhur me mbikqyrjen pedagogjike dhe zbatimin e kurrikulës.

Përfundimi- Hulumtimi ka sjellë në pah, rëndësinë e qasjes pedagogjike për cilësinë e shërbimit në edukimin parashkollor.

SOURCE

Aliu-Gashi, M et, al. (2020). Arritjet dhe sfidat e edukimit parashkollor në Kosovë. *Kerkime Pedagogjike*, Instituti Pedagogjik i Kosovës.

ASCAP. (2020). *Vlerësimi i jashtëm dhe i brendshëm i institucioneve arsimore*. Tiranë: MAS.

ASCAP. (2021). *STANDARDET PROFESIONALE PËR DREJTUESIT E INSTITUCIONEVE ARSIMORE PARASHKOLLORE*. Tiranë: MAS.

Dahl, V. I. (2015). *LANGUAGE OF THE PEOPLE TO BE SURE OUR MAIN AND INEXHAUSTIBLE SPRING OR MINE....* Moskva: <https://www.prilib.ru/en/news/659178>.

OECD. (2015). *OECD Economic Surveys: United Kingdom 2015*. London: https://www.oecd-ilibrary.org/economics/oecd-economic-surveys-united-kingdom-2015_eco_surveys-gbr-2015-en.

Potashnik, M, M & Mosieev, A.M. (1997). *Menaxhimi modern i shkollës*. <https://gostehstroy.ru/sq/ideas/menedzhment-doshkolnogo-obrazovaniya-lekcii-doshkolnoe-obrazovatelnoe/>.

Siraj-Blatchford, et al, . (2002). *Researching Effective Pedagogy*. <https://dera.ioe.ac.uk/4650/1/RR356.pdf>.

Petrelín, J. et, al. (2021). *Cultivating Management Education Based on the Awareness of Students' Multiple Intelligences*. <https://journals.sagepub.com/doi/10.1177/2158244020988277?icid=int.sj-abstract.samecollection-articles.3>.

INTEGRATION OF DRAMA AND THEATRE IN TEACHING (PRACTICE AND PERSPECTIVE FROM SCHOOLS)

Zehrie PLAKOLLI¹ Mevlude ALIU¹ Bekim MORINA¹

¹Pedagogical Institute of Kosovo, Zehrie.Plakolli@rks-gov.net, Bekim.Morina@rks-gov.net, Mevlude.Aliu@rks-gov.net, Prishtinë / Kosovo

Abstract: The purpose of this study is to examine the educational role of drama and theater and the level of implementation of theatrical performances in school, within the framework of the learning process. The research follows a qualitative approach, where data was collected in the field through tools such as semi-structured interviews with municipal directorates of education and culture, school principals and teachers, as well as through a structured questionnaire for students. The sample includes fifth and seventh grade students, teachers, school principals and municipal representatives of education and culture. The data were categorized according to respondent groups and analyzed in accordance with the research questions, being interpreted and described within the thematic chapters of the study. As a result, a comprehensive report with theoretical and empirical data was prepared. The study provides important information on the role and importance of drama and theatre in education, as art forms and educational tools, and sheds light on the level of their inclusion in schools. Finally, based on the data collected, concrete recommendations have been formulated for responsible parties, including educational stakeholders and policymakers.

Keywords: educational drama, theatre in education, education through art, artistic education

Abstrakt

Qëllimi i këtij studimi është, të shqyrtojë rolin edukativ të dramës dhe teatrit dhe nivelin e zbatimit të shfaqjeve teatrale në shkollë, e në kuadër të procesit mësimor. Hulumtimi ndjek një qasje kualitative, ku të dhënat janë mbledhur në terren përmes mjeteve si intervista gjysmë të strukturuar me drejtori komunale të arsimit dhe kulturës, drejtorë shkollash dhe mësimdhënës, si dhe përmes një pyetësoi të strukturuar për nxënësit. Mostra përfshin nxënës të klasave të pesta dhe të shtata, mësimdhënës, drejtues shkollash dhe përfaqësues komunalë të arsimit dhe kulturës. Të dhënat janë kategorizuar sipas grupeve të respondentëve dhe janë analizuar në përputhje me pyetjet kërkimore, duke u interpretuar dhe përshkruar brenda kapitujve tematikë të studimit. Si rezultat, është përgatitur një raport gjithëpërfshirës me të dhëna teorike dhe empirike. Studimi ofron informacione të rëndësishme mbi rolin dhe rëndësinë e dramës dhe teatrit në arsim, si forma të artit dhe mjete edukative, si dhe hedh dritë mbi nivelin e përfshirjes së tyre në shkolla. Në përfundim, bazuar në të dhënat e mbledhura, janë formuluar rekomandime konkrete për palët përgjegjëse, përfshirë aktorët arsimorë dhe politikbërësit.

Fjalet kyqe; Drama educative, Teatri në arsim, Edukimi përmes artit, Edukimi artistik

1-Hyrje

Duke ditur që drama dhe teatri, që nga zhvillimi i hershëm i pedagogjisë, e deri tek pedagogjia bashkëkohore, konsiderohen si nevojë themelore dhe mjet i fuqishëm për edukimin e gjithanshëm të individit, dhe duke u bazuar në të dhënat teorike të ekspertëve të fushës pedagogjike e arsimore ky lloj i artit letrar, stimulon zhvillimin e aftësive të fëmijëve, formimin e personalitetit më të plotë të tyre dhe është mënyra më e gjithanshme e të edukuarit si dhe është mundësi për kultivimin e identitetit kulturorë, kombëtar e njerëzor, e kemi parë të nevojshme, që në fokus të këtij studimi, të jetë shqyrtimi teorik i drames dhe teatrit dhe rolit të tyre në mësimdhënie dhe procesin arsimor në përgjithësi, ta sensibilizojmë teatrin si një strategji apo teknikë e mësimdhënies më atraktive si dhe të identifikojmë njohuritë e nxënësve për teatrin dhe zbatimin praktik në shkollë. „Sa më shumë dhe sa më herët që tu ofrosh fëmijëve artin dramatik e teatrin, aq më shumë u mundësohet, që të jenë qytetare të edukuar, me ndjenjat shpirtërore, për të bukurën dhe njerëzoren” (Uçi, 2007, p. 57). Fusha e arteve është pjesë e rëndësishme e kurrikulës në të cilën përfshihen aspekte të kulturës shpirtërore, artistike, intelektuale dhe emocionale, ku ndërveprojnë kultura dhe shoqëria. Artet ndihmojnë në zhvillimin e kompetencave që u shërbejnë individëve në aspektin personal, social e emocional dhe atë kulturor e intelektual. Prandaj, teatri nuk është nevojë dhe edukim plotësues, por është domosdoshmëri e përditshmërisë, së jetës normale dhe zhvillimit të suksesshëm të një shoqërie. Si rrjedhojë e kësaj, qëndron rëndësia e këtij projekti, përmes të cilit, sensibilizohet edukimi teatrorë, si mjet e metodë edukimi në institucionet arsimore (SHFMU) dhe shoqërinë.

Sipas Kurrikules Berthame, për arsimin fillor për klasat 0-V (2016), Fushat e Kurrikules janë organizuar në shtatë fusha, dhe Artet dhe Drama (e nënkuptuar si edukimi teatror) është renditur si e dyta. (MASHTI, 2016). Ndërkaq, Institucionet e ShFMU-ve nuk u ofrojnë mundësinë, të zgjedhin Edukimin Teatrorë (në kuadër të kompetencës së dytë, artet) si lëndë zgjedhore. Kjo, për shkak të neglizhencës së plotë të kësaj force argëtimi dhe edukimi të gjithanshëm të nxënësve

2-KONTEKSTI TEORIK/

2.1. Teatri si formë shumëdimensionale e edukimit, kultivimit të shijes artistike dhe formimit të personalitetit të individit/nxënësit

Sipas Fjalorit Shqip (2016) fjala DRAM/Ë, ~A f.sh Gjini e letërsisë artistike që e pasqyron jetën përmes veprimit skenik të personazheve dhe të dialogëve e të monologëve të tyre; lloj i gjinisë dramatike që përfshin vepra të tilla me karakter serioz (ndryshe nga komedia), por jo heroik (ndryshe nga tragjedia); vepër letrare e këtij lloji, zakonisht në prozë; shfaqja e kësaj veprë në skenë (Fjalor shqip, 2016) Është: Metodë krijuese mësimi Mëson punë në grup për zgjidhjen e problemeve Krijon ose ripunon një tekst për nevoja mësimore (Berisha & Kapidani, 2021).

Përmes studimeve të kësaj fushe, ekspertët kanë dhënë dëshmi se, angazhimi i fëmijëve dhe të rinjve me artin mund të ketë një ndikim pozitiv në shëndetin dhe mirëqenien e tyre emocionale, akademike dhe mendore në përgjithësi. Kurse sipas Joronen & Hakli (2012), "Bota imagjinare që mund të ofrohet përmes shfaqjeve-dramatike, ofron shumë mundësi të formimit dhe pjekjes së karakterit të nxënësit; ofron mundësi për të menduar në

mënyrë të pavarur, për bashkëpunim, për një çlirim të shëndetshëm të emocioneve (katarsis) dhe për të ndërtuar ndërgjegjësimin shoqëror" (Joronen & Hakli, 2016, p. 6)

Performancat kreative përmes shfaqjeve dramatike, tek nxënësit, mundësojnë zhvillimin e ndjeshmërisë, për përvojat e të tjerëve dhe për të eksploruar perspektiva të ndryshme, përmes të menduarit kritik, vlerësimit të situatave e mesazheve, si lekcione për t'i zbatuar në jetën e tyre të mëtutjeshme (Joronen & Hakli, 2016)

Teatri si formë e edukimit të karakterit, përmes trajtimit të përmbajtjeve dhe përmes situatave konfliktuale e personazheve me karaktere nga më të ndryshmet, synon që tek fëmijët, të kultivojë virtytet humane: besën, guximin, bujarinë, nikoqirllëkun, respektin ndaj të tjerëve dhe ndaj ambientit ku jeton, e në mënyrë të veçantë ndaj të bukurës, kudo që e hasin, në natyrë apo krijimtari artistike. "Arti në përgjithësi dhe teatri në veçanti, ndikojnë dhe ndihmojnë në pasurimin e gjuhës, në krijimin e identitetit të individit dhe të popujve" (Eco, 2003, p. 110).

Aristoteli thotë që arti është i dobishëm, është si terapi mjekësore dhe e pastrohet njeriun nga emocionet negative. Së këndejmi e thekson edhe „katarsis-in,, si spastrim emocional-shpirtëror, sepse arti, e bukura, avancohet shpirtëroren përmes argëtimit, dëfrimit që e shkakton, kështu që edhe fisnikëron personalitetin e njeriut. Arti është burim i shpirtërores dhe fisnikërimi i saj (Aristoteli, 2006, p. 27).

„E bukura është një fenomenologji e shpirtit, e fenomenet e natyrës shpirtërore, janë të përshkueshme dhe universale. Është në natyrën e njeriut që brenda proceseve të tij të përditshme jetësore, të jetë edhe komunikimi me të bukurën, në punë, në natyrë, në ambiente që e rrethojnë, në dukje, në ushqim e në çdo specifikë jetësore. Përveç fenomeneve të bukura e artistike që ka krijuar natyra, si: tingujt, aromat, ngjyrat, peizazhet, detin, diellin, agimin, muzgun, etj. edhe njeriu ka krijuar një botë të tërë krijimesh të bukura, që janë artet, si : letërsia, muzika, teatri, filmi, arkitektura, piktura, skulptura, etj. Arti, është ndër veprimtaritë kryesore, kulturore, i cili i rrit vlerat njerëzore të një shoqërie" (Plakolli, 2015, p. 7).

Kultura, artet e veçanërisht teatri, përmes përmbajtjes së tyre, përveq që përmbajnë bagazh artistik, ato trajtojnë rrethana, situata të përditshmërisë jetësore dhe çështje, dilema, e konflikte të ndryshme, shqetësime shpirtërore, emocionale, sociale, historike etj. Kështu që, teatri është reflektim i momenteve specifike sociale e individuale të jetës, të formësuara në, dramë, komedi e tragjedi" (Shiler, 2004).

Poashtu, sipas Shilerit, "Çelësi i edukimit në përgjithësi, është edukimi për të bukurën" (Shiler, 2004). Kurse shumë më herët, Aristoteli thotë: „Edukimi i mendjes pa edukimin e zemrës, nuk është edukim" (Shiler, 2004, p. 41)

Prandaj, edukimi estetik, realizohet në mënyra të ndryshme, kurse në këtë kontekst, flasim për edukimin estetik në shkollë, i cili realizohet përmes lëndëve specifike mësimore, e veçanërisht përmes artit teatral/dramatik, i cili, është objektivë e këtij studimi. Përmes edukimit dhe kultivimit të shijes për të bukurën, mundësohet zhvillimi i ndjenjës për ta vërejtur dhe për ta përjetuar të bukurën në art, në natyrë e në jetë përgjithësisht. Edukimi estetik, së bashku me fushat e tjera edukative arsimore, intelektuale e morale, përbën një tërësi unike të edukimit, që ka për qëllim, formimin e gjithanshëm të njeriut të ri, nxënësin.

Edukimi estetik, është i lidhur ngushtë me edukimin intelektual të nxënësve, sepse në procesin e edukimit estetik, aktivizohet një numër i madh funksionesh intelektuale, të cilat zhvillohen fuqimisht në këtë proces; përsosen aftësitë e të analizuarit, të të vërejturit, të kujtesës, të riprodhimit të imazheve, të fantazisë krijuese, kështu që, krijohen aftësi të të menduarit. “Njohuritë me karakter estetik, janë të pazëvendësueshme me njohuri të natyrave të tjera, si; shkencore, filozofike apo sociale. Njohja jonë e jetës, e plotësuar me përjetime estetike, bëhet më e shumëllojshme dhe më e begatshme” (Grup autorësh, 1978 , p. 152).

Teatri vazhdimisht, nëpër kohë të ndryshme, konsiderohej si një mjet i edukimit të gjithanshëm dhe të nevojshëm për tërë shoqërinë. Prandaj, në shoqëritë e mëhershme dhe në ato bashkëkohore, Arti dramatik, (teatri) dhe edukimi përmes tij, nuk është edukim plotësues, por një domosdoshmëri shoqërore, si nevojë themelore e jetës, krahas edukimit moral e etik të individit. Arti është fenomen kulturor, shpirtëror dhe formë e përgjithshme e vetëdijes” (Zigmund Frojd, “Mbi Letërsinë dhe artet”). Sa më shumë që t’u injektosh njerëzve, e posaçërisht brezit të ri, artistiken, estetikën, do të thotë t’u ofrosh atyre qytetari (qytetërim), aq më shumë bëhen qytetarë të edukuar, më sublimë, më të ndjeshëm e më njerëzor, në çdo aspekt. Edhe psiko-sociologët, kanë konstatuar se, me art edhe njerëzit më të ashpër e më të vrazhdë, bëhen më të ndjeshëm, më të butë, më pak egoistë, më pak narcisoid, ngase bota e artit teatral, duke qenë një univers i vërtetë situatash e konfliktesh të individit dhe shoqëisë, përmban në vete edhe lloj-lloj njohurishë jetësore, si: shpirtërore, intelektuale, historike, etj. “Ekziston e vërteta e pamohueshme që, perspektiva e çdo shoqërie, varet para së gjithash, nga kujdesi i të rriturve ndaj brezit të ri, nga kompensimi i efekteve edukative, dhe kuptimi i drejtë i tyre, nga shkalla e dinjitetit që kanë të vegjlit në hierarkinë e përgjithshme shoqërore dhe përmasat që kemi në besimin ndaj tyre, duke e ditur që ata janë bartës të vazhdimësisë së jetës” (Deva, 1982, p. 98).

Tek drama e teatri, si krijimtaria më e vjetër artistike, është e ngushtë lidhja e artit me moralin dhe akoma më e ngushtë, tek krijimtaria teatrale për fëmijë. Qysh herët, është ditur për ndikimin që ka arti, në moralin e njeriut, kurse Platoni thoshte se, art mund të jetë vetëm ai krijim, i cili ka funksion moralizues. I patejkalueshëm në mendimin për funksionin e artit (si edhe në shumë aspekte të tjera të njohjes), ishte Aristoteli, i cili thoshte se: “Arti teatral, i ka këto funksione: argëtimin, edukimin, njohjen dhe pastrimin e shpirtit përmes fenomenit të katarsisit, sado që si funksion primar, e konsideron atë të argëtimit dhe kënaqësisë, që shkakton vlera estetike dhe njohja e jetës përmes saj. Arti e ushqen njeriun me kënaqësi intelektuale dhe morale Mundësitë më të mëdha për edukimin emocional, shpirtëror e estetik të fëmijës-nxënësit, i posedon shfaqja teatrale, si lloj specifik i artit mbi jetën. Ofrimi i përmbajtjeve adekuate teatrale zhvillon imagjinatën dhe krijon përfytyrimin e fëmijës, për të mundshmen në jetë” (Uçi, 2007).

Përmes artit teatral, fëmija përveç që kontakton me situata të ndryshme të mundshme, për jetën individuale, e njerëzore përgjithësisht, ai zbulon edhe kultura të ndryshme, (përveç asaj të popullit të vet) dhe civilizime të vendeve e të kohëve të ndryshme, të vështruara në kontekst më të thellë e më të gjerë kulturor, social e psikologjik. Për shkak të asaj që ofron, (mundësi të performancës së shumanshme të saj, dhe kapaciteteve të gjuhës së folur, gjuhës së trupit, dhe skenës ose mjedisit e shume specifikave tjera, improvizon situata, karaktere, konflikte e provokime të ndryshme, të cilat reflektojnë simulimin e momenteve të ndryshme jetësore).dhe

të natyrës së tij të realizimit praktik, përmbajtja teatrale, është arti më i pranueshëm, më konkret dhe më i këndshëm, për shumicën e fëmijëve-nxënësve. (Fraj, 1990, p. 225). Prandaj, teatri në institucione arsimore nuk është vetëm në funksion të edukimit estetik, të përjetimit dhe kënaqësisë estetike, por është në funksion edhe të edukimit gjuhësor (shkrimit e leximit), të edukimit etik, psikologjik, kombëtar, etj.

Mundësitë më të mëdha për edukimin emocional, shpirtëror e estetik të fëmijës-nxënësit, i posedon shfaqja teatrale, si lloj specifik i artit mbi jetën. “Ofrimi i përmbajtjeve adekuate teatrale zhvillon imagjinatën dhe krijon përfytyrimin e fëmijës, për të mundshmen në jetë” (Fraj, 1990, p. 225). Përmes artit teatral, fëmija përveç që kontakton me situata të ndryshme të mundshme, për jetën individuale, e njerëzore përgjithësisht, ai zbulon edhe kultura të ndryshme, (përveç asaj të popullit të vet) dhe civilizime të vendeve e të kohëve të ndryshme, të vështuara në kontekst më të thellë e më të gjerë kulturor, social e psikologjik. Për shkak të asaj që ofron, (mundësive të performancës së shumanshme të saj, dhe kapaciteteve të gjuhës së folur, gjuhës së trupit, dhe skenës ose mjedisit e shume specifikave tjera, improvizon situata, karaktere, konflikte e provokime të ndryshme, të cilat reflektojnë simulimin e momenteve të ndryshme jetësore). dhe të natyrës së tij të realizimit praktik, përmbajtja teatrale, është arti më i pranueshëm, më konkret dhe më i këndshëm, për shumicën e fëmijëve-nxënësve.

Teksti dramatik apo dramatizimi i tekstit, është me rëndësi të veçantë, për ndjenjën, shijen dhe botëkuptimin psikologjik të fëmijëve, sepse ata, që në vegjëli, aplikojnë lojëra “teatore” imagjinatave (ndajnë role e improvizojnë përmbajtje), duke exploruar, imituar e kuptuar kështu, botën që i rrethon. Kurse në shkollë, teksti teatral, nxënësit i avancojnë në këto aspekte: Për të kuptuar momente e konflikte jetësore; Për të komunikuar përmes ndjenjave, përmes gjuhës së trupit, përmes gjuhës specifike të të folurit të personnazhit, dhe situatave reale e imagjinare; Për të krijuar bashkëveprim me të tjerët; Për të zhvilluar një diapazon të gjerë aftësish e teknikash të komunikimit artistik, etj.

Është një tekst intencional, i parashikuar për skenë, i kombinuar edhe me arte të tjera të skenës, si: muzika, baleti, skenografia, arkitektura etj, dhe njëkohësisht një art shumë atraktiv e shumë i dashur për nxënësit. Këto tipare, teatrin e bëjnë të jetë i nevojshëm dhe i natyrshëm për të gjithë, prandaj kur ndërthuret me proceset e arsimit, është një ndihmë e madhe për kulturën e secilit individ dhe të shoqërisë, në përgjithësi. Një nxënës që e njeh teatrin, ai është në gjendje të marrë mesazhet e dhura dhe emocione të plota, kur ndjek një shfaqje. Kur nxënësi takohet me teatrin që në vegjëli, tek ai fillon të zhvillohet dëshira, për t’u marrë me teatër dhe përjetimi i tij” (IZHA, 2014, p. 38).

Teatri për fëmijë, është një art që i ofrohet fëmijës-nxënësit (përmes të të rriturit, i cili përkujdeset për të, si prindi, mësuesi apo studiuesi) realizohet përmes dy aspekteve, atij artistik dhe edukativ. Pra, teatri për fëmijë i ka specifikat e veta, të kushtëzuara nga subjekti, të cilit i dedikohet. Duke iu dedikuar lexuesit të ri, të vogël, me personalitet të paformuar dhe me delikatesën e gjithanshme që ka vogëlsia e tij, krijuesi dhe realizuesi i teatrit për fëmijë, si i rritur që është, duhet të njohë thellë spektatorin e tij, në mënyrë që t’ia përshtatë nevojave, dëshirave, preokupimeve dhe botës së tij. Teatri për fëmijë, do shumë kujdes, sepse si spektator, nuk e ka njeriun e rritur, por atë më të vogël, në çdo aspekt: fizik, intelektual, psikologjik e shpirtëror. Prandaj, teatri për fëmijë, nuk është gjithënjë krijim i pastër artistik,

siç e kemi teatrin për të rritur. Të shumtën e rasteve, teatri - drama për fëmijë, përveq potencialit artistik, zakonisht bartë edhe misionin e tij, të natyrave të ndryshme: atë patriotik, etik, moral, psikologjik, didaktik e emocional. Fenomeni i intencës së teatrit për fëmijë, i cili përmbanë situata e rrethana të caktuara fëmijërore e jetësore, ndikon në formimin e gjithanshëm të tij; fëmija më sensitiv, më human, më i ditur, më i dashur, më i kalitur, më i gjithanshëm, më i dobishëm për veten e për shoqërinë,.

2.2. Drama si art dhe si mjet pedagogjik në procesin mësimor

Personaliteti dhe prirjet individuale të mësuesit, janë përcaktuese për mënyrën, stilin dhe për përzgjedhjen e metodave efektive në process të mësimdhënies, në vend të leksioneve teorike të një trajtshme e të ngarkueshme për nxënësin. Mësimdhënia intuitive dhe holistike është e zbatueshme vetëm në varësi të vlerave, qëndrimeve dhe aftësive të mësuesit. Ai në mjedisin e klasës, mund të improvizojë edhe artistin në mënyrë shumë atraktive-argëtuese dhe përmes shfaqjeve teatrale, së bashku me nxënësit, ërçon njohuritë, ndjenjat, mendimet dhe informacionet (Graduate Projects, 2022)

Për një mesimdhënie të qëndrueshme Lojërat dramatike, janë një alternativë e fortë e shpërndarjes së njohurive e përmbajtjeve kurrikulare tek nxënësit. Kjo është një strategji dhe mundësi për një angazhim më optimal të nxënësve, për argëtim dhe memorizim më të qëndrueshëm të informacioneve, mesazheve e përvojave që u ofrohen përmes ketyre shfaqjeve.

Për këtë arsye, shumë shkolla dhe qendra arsimore, përdorin teknika të artit dramatik për të përmirësuar mësimin. Dhe, sipas studimeve të Graduate Projekts „Kur shfaqjet teatrale hyjne në klasë, studentët, prindërit dhe mësuesit janë të gjithë të magjepsur nga përfitimet që sjell arti teatral në, ngritje të interesimit, zgjim të kureshtjes, dhe mobilizim të përgjithshëm të nxënësve për shkollën” (Graduate Projects, 2022).

Është e dëshmuar nga studiues të ndryshëm të fushës arsimore dhe nga shumë mësimdhënës në vende të ndryshme që, drama ka një fuqi të jashtëzakonshme për të motivuar nxënësit që të angazhohen në mësim, për të zhvilluar krijimtarinë dhe për të rritur aftësitë individuale dhe shoqërore. Prandaj, qasja e mësimdhënësve ndaj dramës, sygjerohet për çdo grupmoshë të nxënësve, duke e përshtatur atë, si një teknikë bërthamë të mësimdhënies. Për shkak të natyrës së saj atraktive e konkretizuese, drama ia vlenë të zbatohet në shumë lëndë e përmbajtje mësimore, edhe pse kërkon një parapërgatitje paraprake të posaçme. Shumë pak nxënës mund të kenë atë që quhet talent për aktorë dhe po aq më pak mësimdhënës mund të kenë talent për regjisorë, por të nxënit përmes dramës, ngacmon kureshtjen e fëmijës, dhe ai përfiton njohuri në mënyrë argëtuese dhe të dobishme.

Sipas (Graduate Projects, 2022) „Përdorimi i dramës në klasë nuk duhet të presupozojë një situatë që mund ta quajmë “aktorë-shikues pasiv”, drama për të përmbushë funksionin e saj si teknikë e mësimdhënies, duhet të përfshijë gjithë klasën në vendmimarrje, në planifikim, në ndarje rolesh, në përgatitje të skenës, dhe realizim të tekstit. Teksti mund të merret i gatshëm,

kur ka domethënie për objektivat e mësimit, ose varësisht nga nevoja apo përcaktimet e planifikuara tematike, teksti edhe mund të krijohet e të përshtatet.”

„Meqenëse sistemi i edukimit si në shumicën e vendeve të botës, është i organizuar sipas qasjes së bazuar në kompetenca, qasje e cila kërkon ndërthurjen e teorisë me praktikën, duke ndërthurur dijet individuale me ndjeshmërinë ndërnjerëzore, me aftësitë e komunikimit dhe me vlerat shoqërore, ekspertët e shumtë të psikologjisë dhe pedagogjisë arsimore, sygjerojnë, metoda të ndryshme dhe sa më atraktive për realizim të programeve mësimore në kuadër të të cilit, përveç përmbajtjes mësimore, duhet t’u kushtohet shumë vëmendje edhe krijimit të aftësive personale të sjelljes dhe personalitetit të fëmijëve, që në politikat e edukimit të Komisionit Europian, njihet me termin „soft skills”-at e tyre. Në këtë kontekst, Teatri dhe Drama, mund të jenë një mjet shumë i rëndësishëm në përmirësimin dhe zhvillimin e këtyre aftësive, duke krijuar në klasa një ambient të sigurt dhe nxitës, ku mësimi mund të bëhet me kureshtje dhe dëshirë. Prandaj, teatri si art dhe si mjet pedagogjik, ka hyrë në shkolla në shumë vende, e në disa prej tyre, edhe është lëndë e detyrueshme. Artet dramatike janë tashmë një realitet në klasë, si metoda progresive të mësimdhënies, kurse nxënësit, fitojnë aftësi dhe kompetenca gjatë gjithë jetës, si të folurit në publik, aftësinë për të menduar lirshëm, kontrollin e gjendjes shpirtërore, komunikimin ose bashkëjetesën përkrah të tjerëve” (Garcia, 2022)

Interpretuesit e Brainstorm Productions, sugjerojnë që përgjatë procesit mësimor, për nxënësit, të realizojnë skena me shfaqje teatrale, të kompozuar me kujdes, përmes të të cilave, të ofrojnë mesazhe të qarta, dhe që zgjojnë kureshtjen e audiences, duke përdorur histori emocionale dhe humor, por duke trajtuar edhe tematika-çështje komplekse, serioze e të ndjeshme, për moshën e nxënësve, si; bullizmi, alkooli, pijet narkotike, dhuna, etj (Graduate Projects, 2022)

Rendësinë e realizimit të teatrit në shkollë e argumenton edhe fakti që, „Nëpër shumicën e vendeve evropiane, drama në kuadër të kurrikulës shkollore, është edhe metodë edhe lëndë. Në disa shkolla fillore, përdoret si strategji përmes së cilës realizohen shumë lëndë. Qëllimi i programeve të lëndës kurrikulare për Dramën/teatrin, është edukativ dhe në procesin arsimor, shfrytëzohet si një teknikë dhe metodë e mësimdhënies stimuluese për nxënësit e mësuesit” (Graduate Projects, 2022). Kurse, sipas rezultateve të një studimi-hulumtues australian (2013), „Shfaqja dramatike-teatri, është një mënyrë e fuqishme për të tërhequr vëmendjen e fëmijëve, dhe për t’i mbajtur ata aktiv, të angazhuar, qoftë në role apo si spektatorë dhe shumica dërrmuese e studentëve, demonstrojnë kënaqësi dhe entuziazëm, duke parë teatër përgjatë procesit mësimor, përmes të të cilave, ky proces bëhet më i preferueshëm, e dëgjojnë me vëmendje dhe mund të identifikojnë saktë, e ta përvetësojnë më lehtë, përmbajtjen dhe mesazhet edukative që përçohen aty, përmes personazheve” (Brainstorm productions, 2013). Kjo metodë e mësimdhënies-nxënies mund të jetë produktive, vetëm nëse mësimdhënësit përgatiten për një orë të tillë mësimore, nëse ata kanë ide dhe objektiva shumë të qarta, të cilat përdoren në kontekstin e duhur. „Shfaqja teatrale është metodë krijuese e mësimdhënies, ku mësimdhënësi krijon, rishkruan tekst me përmbajtje conform kërkesave mësimore apo nevojave të nxënësve. Mbi të gjitha, drama është një metodë që i angazhon pjesëmarrësit në nivel të thellë në një ambient të sigurt, sepse thelbi i saj është ‘mësoj duke bërë’, por në “këpucët e tjetrit”. Pra, drama në klasë ose të mësuarit përmes, dramës, është emri që

zakonisht i jepet përdorimit të teknikave të dramës në kurrikulën shkollore, si një metodë mësimore për lëndë të ndryshme, por edhe për një lëndë në vetvete. Shfaqja teatrale-drama, u jep mundësi individëve dhe grupeve të eksplorojnë, të formojnë dhe përfaqësojnë idetë, ndjenjat dhe dëshirat e tyre, në mënyrë simbolike ” (Berisha & Kapidani, 2021).

Duke ndërthurur teknika aktoriale, shfaqja teatrale në klasë apo shkollë, i ndihmon fëmijët në zhvillimin fizik, social, emocional, dhe konjitiv (njohës). Është një formë e të nxënësve, që mundëson ndërgjegjësimin për veten (mendjen, trupin, zërin) dhe të tjerët (bashkëpunimin dhe krijim të raporteve) si dhe zgjeron të kuptuarit e sjelljeve njerëzore, gjuhën, motivimin, dallueshmëritë, kulturën dhe historitë e ndryshme (Brainstorm productions, 2013)

Zbatimi i dramës në proces mësimor është dëshmuar si një mundësi jashtëzakonisht e efektshme, për përmirësimin e disa aftësive të nxënësve si : të folurit, të dëgjuarit, diskutimit në grup dhe ndërveprimit, kuptimit, interpretimit të teksteve dhe krijimit të teksteve të reja. Shfaqja teatrale brenda procesit mësimor, njëkohësisht nënkupton dy gjëra: subjekt lëndor dhe metodë pune e mësimdhënësit përmes së cilës nxënësit mësojnë përmes përvojës (rolit dhe përmbajtjes së tekstit teatral), shumë fakte, ngjarje, situata jetësore, e karaktere njerëzish të ndryshëm. Kjo është një metodë e shkëlqyeshme për të krijuar interaktivitet dhe gjallëri brenda procesit mësimor, përmes së cilës, ofrohen mundësi për gjithëpërfshirje të të gjithë nxënësve, në aktivitete argëtuese, ku në të njëjtën kohë mësimin-nxënien e kanë në fokusin kryesor.” mësojnë në të njëjtën kohë dhe kjo e fundit është në fokusin kryesor. Gjithashtu drama e ofron raportin dhe komunikimin mësues-nxënës dhe krijimin e një marrëdhënieje të re bashkëvepruese lidhur me:

- **„Edukimin personal dhe përmirësimin e aftësive ndërpersonale** (Të marrësh iniciativën, të kesh komunikim të qartë verbal dhe jo-verbal, të marrësh vendime, të bëhesh fleksibël, të dish të shkruash raporte, kërkesa, të zhvillosh vetëbesimin, përshtatshmërinë, të aftësohesh në zgjidhjen e problemeve)
- **SOCIALIZIM-qytetar:** shtë në thelb një proces i domethënies kolektive dhe ka shqetësim për eksplorimin e sjelljeve shoqërore dhe vlerave në të cilat një shoqëri mbështetet; promovon përgjegjësinë, empatinë dhe bashkëpunimin jo vetëm të nxënësve me njëri-tjetrin por edhe të nxënësve dhe mësimeve
- **PER edukim ESTETIK**-duke ndihmuar të mësosh të perceptosh në mënyrë të diferencuar, të krijosh me mjete teatrale, të njohësh konvencionet teatrale, të njohësh dhe përdorësh estetikën e komunikimit – pjesë e së cilës është edhe njohja e vetvetes dhe hapësirës përreth: Trupi/ Shprehja; Frymëmarrja/ Zëri/Shqiptimi/Hapësira Social dhe qytetare” (Berisha & Kapidani, 2021)

2.3. Drama/teatri në raport me kurrikulën-programin mësimor

„Pjesë thelbësore e edukimit të përgjithshëm dhe synimi i çdo sistemi arsimor, është edhe edukimi estetik, i cili realizohet si komponentë e veçantë e edukimit në shkollë dhe i cili në vete përmban si objektivë, krijimin më të plotë të personalitetit të nxënësit dhe aftësimin e tij, për ta vërejtur, për ta përjetuar, vlerësuar dhe krijuar të bukurën”. (Uçi, 2007).

Prandaj në kuadër të këtyre kompetencave kurrikulare, teatri-drama, posedon specifikat e veta, si krijimtari e veçantë dhe ndikon në edukimin dhe ngritjen intelektuale, shpirtërore e

emocionale të fëmijës-nxënësit, përmes trajtimit të botës së tyre fëmijërore, dhe situatave të ndryshme konfliktuale e provokues, që ofron vepra teatrale. Përmbajtjet teatrale për fëmijë, janë mjeshtri, e artikuluar artistikisht, e cila duhet të realizohet përmes disa veçorive, që janë: “Karakteret kryesore duhet të jenë fëmijët, tematikisht vepra duhet t’u përshtatet moshës dhe aftësive psiko-intelektuale të fëmijës, vepra teatrale duhet të ketë më pak përshkrime e nëntekst në përmbajtjen teatrale, e më shumë dialog, dhe gjithqka të realizohet mbi personazhet fëmijë dhe që kanë përfundim kryesisht fatlum (si në përralla). Përmbajtja teatrale, përveç vlerës artistike, duhet të ketë edhe karakter njohës e edukativ ku përsëritet e shpjegimet, të jenë të shpeshta për shkak të moshës së shikuesit, i cili përmes këtyre shfaqjeve, njoftohet me situata të ndryshme, me të cilat mund të ballafaqohen përgjatë të ardhmes së tyre” (Demiri, 2011).

Po sipas Kurrikulës si dokument fundamental i arsimit (2016), potencohet se, nxënësit e këtyre niveleve edukative duhet të arrijnë këto rezultate specifike artistike: „Aftësimin e nxënësve për pjesëmarrje aktive dhe zhvillimin e shkathtësive të ndryshme artistike duke u shquar në një e më shumë aktivitete/veprimtari të ndryshme kreative/ artistike (në muzikë, në arte pamore, në dramë e në vallëzim) sipas prirjeve dhe dispozitave individuale të nxënësit” (MASHTI, 2016, p. 43)

Drama në edukim është një metodë pune kreative dhe e pëlqyer nga nxënësit. Teknikat e metodologjisë Drama në Edukim, bëjnë të mundur asimilimin-përshtatjen e temave të ndryshme të programit mësimor, jo përmes riprodhimit të njohurive të mësuarit përmendësh, po në një ambient bashkëveprues.

Suksesi i shfaqjes dramatike, nuk i referohet thjesht shfaqjes as përmbajtjes teatrale, por suksesi është tek zbatimi i teknikës (mësimdhënie -nxënie, të mësuarit përmes shfaqjes dramatike,), për të ndihmuar në përvetësimin e njohurive dhe lëndëve të ndryshme (matematika, gjuhët ose historia, etj.). Për këtë, edhe dokumenti i kurrikulës tonë parauniversitare artet i potencon si metoda potenciale të mësimdhënies: „Nxënësit aplikojnë gjykim dhe vlerësim kritik të veprave artistike në muzikë, arte pamore, art dramatik dhe vallëzim, duke u bazuar në të kuptuarit e filozofisë së artit dhe parimet estetike.” Përfjetimi artistik, kërkëria, imagjinata dhe liria e të shprehurit, janë parimet kryesore të metodologjisë së mësimdhënies në fushën e arteve” (MASHTI, 2016, p. 43)

Strategjitë zhvillimore dhe dokumentat kurrikulare të arsimit, gjithnjë synojnë edukimin e shoqërisë, në çdo fushë e aspekt, kështu që njëra ndër këto aspekte të edukimit, është edhe edukimi estetik, i cili realizohet përmes lëndëve nga fushat e ndryshme artistike. Thënë konkretisht, tek „Kurrikula bërthamë e arsimit të mesëm të ulët të Kosovës (Klasa VI, VII, VIII dhe IX)”, në kuadër të shtatë fushave kurrikulare, Fusha Artet është renditur si fusha e dytë, menjëherë pas fushës Gjuha dhe Komunikimi, gjë që nënkupton për rëndësinë e artit në përgjithësi e me thekst edhe dramën (përmes teatrit), si një potencial për ofrimin e mesazheve edukative, informacioneve për situata të ndryshme jetësore, për formim emocional e edukativ si dhe për kultivim për ndjenjës për artistiken e estetikën në jetë (MASHTI, 2016).

Njohja e teatrit, bartë një vlerë të madhe, në zhvillimin e personalitetit të nxënësve, në aftësisë e tyre për të punuar në grup, për të konsideruar mënyrën si e sheh botën tjetri, për të folur në

mënyrë të denjë në publik dhe për të zhvilluar prirjet e tyre artistike, krijuese, analitike e kritike.

Një aspekt tjetër i rëndësishëm në këtë kontekst studimor është, lidhja e teatrit me të gjitha lëndët e tjera brenda fushës së arteve dhe fushat e tjera të kurrikulës, si dhe me temat ndërkurrikulare, me qëllim që të zotërohen sa më mirë, kompetencat kyçe. „Teatri është emëruesi i përbashkët i një sërë elementesh artistike: letërsisë (përmbajtja që interpretohet), pikturës (skenografi, kostume), muzikës, ndriçimit, imazheve pamore, etj. Për këtë arsye ka nevojë për marrjen e disa njohurive themelore, që lidhen me këto elemente dhe me tipare të tjera të veçanta të interpretimit artistik, duke i bërë nxënësit të vetëdijshëm për këtë gjini artistike dhe duke zgjeruar njohuritë e tyre” (IZHA, 2014, p. 42).

„Duke e përjetuar teatrin nga vetë skena, nxënësit do t’i provokohet kureshtja e imagjinata, dhe do të fillojë të vlerësojë këtë lloj gjinie, dhe do ta përjetojë *kënaqësinë* që marrin prej teatrit, (Uçi, 2007, p. 282).

Vetëm përgjatë „takimit” me të, nxënësi fillon të familjarizohet me përmbajtje të ndryshme të veprave teatrore/skenike, fillon të realizojë dramë/teatër, përmes teknikave e procese të ndryshme, duke respektuar rregullat e interpretimit skenik, duke ndarë përvojat e veta interpretuese me të tjerë, dhe duke interpretuar role e karaktere të ndryshme jetësore, në mënyrë artistike.

Nxënësi, në këtë mënyrë, përgatitet intelektualisht, shpirtërisht e emocionalisht që të interpretojë, të shikojë e të analizojë veprat teatrore të interpretuara, duke gjykuar dhe shpjeguar kuptimin e tyre, çka sjell një qëndrim kritik dhe estetik ndaj teatrit dhe kulturës në përgjithësi.

„Teatri domosdoshmërisht, është i lidhur me lëndët brenda fushës së tij, por edhe me fusha të tjera të nxënës, në kurrikulë. Elementet teatrore si interpretimi, skenografia, muzika, kostumet, ndriçimi, etj., lidhen shumë mirë me disiplinat e tjera artistike, si kërcimi, arti pamor, muzika, por edhe me letërsinë, gjuhën, shkencat shoqërore, etj.” (IZHA, 2014, p. 12).

Teatri është një mënyrë shumë e përshtatshme për t’i ballafaquar fëmijët në situata të ndryshme e të vështira, dhe për t’u dhënë lekcione konkrete atyre, se si duhet t’i trajtojnë ato nëse iu ndodhin, për gjatë përditshmërisë jetësore. Teatri i ballafaqon fëmijët dhe të rinjtë, me fjalorin dhe mënyrat e reja të komunikimit, si dhe u mundëson atyre, të jenë aktiv në shumë aspekte tjera si: kërcimi, aktrimi, këndimi, baleti, etj. Pra, teatri ofron perspektiva të ndryshme, mundëson aplikimin e monologut, dialogut, përjetimin estetik, empatinë, etj.

Kurse, sipas Narda Skov-ETR „Zbatimi i dramës/teatrit në procesin arsimor, është një mënyrë shumë efektive për arritjen e objektivave mësimore dhe krijimin e kompetencave të shumta të nxënësit, si dhe një mundësi shumë e përshtatshme për zbatim të ndërlidhjes lëndore (p.sh. Histori, Gjuhë e letërsi. Arte, etj.). Përdorimi i teatrit në shkollë, me përmbajtje dhe mesazhe të caktuara, është përtej argëtimit dhe zbavitjes së tyre. Shfaqjet brenda shkollës dhe në klasë, duhet të përfshijnë, përmbajtje që kanë të bëjnë me aspektin intelektual dhe emocional të fëmijëve, në mënyrë që të krijohet një mundësi në të cilin perceptimet dhe botëkuptimi i fëmijëve, imagjinata e fantazia e tyre, mund të sfidohen. Shfaqjet dramatike, Teatri në arsim mund ta bëjë më të lehtë kuptimin e informacioneve që u ofrohen nxënësve, dhe mundëson

një nxënie më efektive e më të qëndrueshme. Teatri ofron një "shesh lojërash kognitive" në të cilën nxënësit mund të shohin, të përjetojnë, të eksperimentojnë shumëçka (lojë, vallëzim, emocion, argëtim, shqetësim, konflikt, ngadhënjim etj.).” (Narda Skov-ETR)

Teatri në shkollë, mund të përdoret gjithashtu përveç tjerash, edhe për t'u krijuar nxënësve aftësitë e vetërregullimit të emocioneve, aftësitë e socializimit dhe mënyrën e komunikimit, duke demonstruar se si këto aftësi mund të zbatohen në situata të ndryshme, përgjatë përditshmërisë jetësore. Teatri në arsim është përdorur në të gjithë botën dhe në të gjitha kohërat, për të ndihmuar nxënësit të marrin njohuri të shumanshme dhe të mësojnë mënyra e alternative positive për menaxhimin dhe zgjidhjen e konflikteve.

„Artet (muzika, artet pamore, vallëzimi, drama) janë pjesë e kulturës dhe shërbejnë si mjet universal komunikimi e interpretimi të ideve e mesazheve dhe emocioneve individuale e kolektive. Artet përfshijnë krijimtarinë artistike autoriale por edhe elemente të trashëgimisë kulturore lokale, kombëtare e universale të manifestuar përmes kulturës, artefakteve, objekteve dhe krijimtarisë popullore (këngët, vallet, lojërat, legjendat, përrallat, mitet, etj). Të mësuarit përmes arteve e mundëson një nivel të të menduarit më specifik, më kreativ dhe më të avancuar, të bazuar në gjykim, invencion dhe imagjinatë. Përmes pjesëmarrjes së vazhdueshme të nxënësve në veprimtaritë krijuese dhe performuese artistike, artet kontribuojnë për arritjen e këtyre kompetencave të përgjithshme por edhe në zhvillimin e kompetencave të caktuara artistike: a) komunikimin dhe të shprehurit gjuhësor por edhe artistik, b) kreativitetin dhe imagjinatën si shtysë e zhvillimit të mendimit krijues c) aftësitë e ndryshme muzikore (kompetencat artistike) që lidhen me njohjen” (MASHTI, 2016, p. 36).

Dorothy Heathcote (1926-2012), e përshkruan dramën si një „mjet që ofron mundësi për arsim cilësor e jo sasior, dhe i bën nxënësit të nxjerrin në pah gjëra që i dinë, por që nuk janë të vetëdijshëm që i dinë” (Heathcote, 2012)

Sipas Luminato, realizimi i teatrit, dramës në shkollë, përveç empatisë, socializimit, kreativitetit, zhvillimin e imagjinatës, tek nxënësit mundëson zhvillimin edhe të shumë aftësive tjera, si:

- Zhvillon krijimtarinë
- Përmirëson aftësitë e komunikimit verbal dhe joverbal
- Ndërton besimin
- Zhvillon ndjeshmërinë
- Zhvillon përqendrimin
- Inkurajon punën në grup dhe bashkëpunimin
- Zhvillojnë miqësi të reja
- Krijojnë vlerësimin estetik (Luminato, 2022)

Pjesëmarrja dhe shikimi i teatrit, rritë vlerësimin për të bukurën në përgjithësi dhe përmirëson performancën akademike. Disa studime të fushës së pedagogjisë dhe të arteve, kanë konfirmuar korrelacionin midis përfshirjes së dramës dhe arritjeve akademike. Përveç

rezultateve më të larta që nxënësit të cilët kanë frekuentuar në teatër, arrijnë në teste të standardizuara, ata përmirësojnë edhe të kuptuarit e leximit, prej nga edhe sigurojnë arritjen e rezultateve më të larta në qdo lëndë mësimore dhe janë më të angazhuar në klasë.

Ndër përfitimet e shumta e të shumanshme të teatrit janë:

- Fëmija bëhet më aktiv dhe ndërveprues
- Zhvillon aftësitë e të folurit dhe të dëgjuarit
- Motivohet dhe frymëzohet për të gjitha llojet e shkrimeve
- I aktivizon multisensorët
- Zhvillon të mësuarit e qëndrueshëm përmes përvojës dhe argëtimit
- Zhvillohet dhe menaxhohet emocionalisht
- Promovon punën dhe shumë aftësi të tjera në grup
- Promovon mënyra të ndryshme të të mësuarit

(Strategjitë e dramës mund të përdoren si mjete mësimore të përditshme dhe të përgjithshme për një gamë të gjerë lëndësh, dhe ato mund të ndriçojnë dimensionet e shumanshme të karakterit njerëzor (Farmer, 2014).

3-Qëllimi

Qëllim i këtij studimi është shyrtimi teorik për të ofruar njohuri për rolin e gjithanshëm dhe atë edukativ të teatrit në shkollë dhe identifikimi i nivelit të zbatimit të tij, në kuadër të procesit mësimor në SHFMU-të në Kosovë.

Pyetjet e hulumtimit:

- Cili është roli i teatrit si strategji edukimi brenda procesit mësimor?
- Sa realizohet teatër me bazë në shkollë, në kuadër të fushave relevante lëndore e kurrikulare?
- Cilat janë perceptimet e mësimeve të nxënësve për teatrin dhe sa është i frekuentuar nga ata?
- Sa e përfshijnë në plane dhe sa e mbështesin drejtoritë komunale të arsimit e të kulturës, teatrin (si forme edukimi) në nivel shkollor dhe komunal?

4-METODOLOGJIA

Modeli i hulumtimit

Studimi është realizuar përmes qasjes kualitative teorike dhe empirike. Hulumtimi është realizuar përmes shqyrtimit të literaturës relevante të kësaj fushe dhe përmes pasqyrimit të të dhënave empirike të siguruara nga terreni, për nivelin e zbatimit të shfaqjeve teatrore, në praktikën shkollore dhe shkallën e frekuentimit të teatrit nga ana e nxënësve.

Popullacioni dhe mostra

Popullacion janë nxënësit dhe mësuesit e SHMU-të në nivel vendi. Mostrën e përbëjnë 75 nxënës të klasëve të V-ta, 126 nxënës të klasëve të VII-ta, 12 drejtor shkollash, 12 mësues (të lëndës Gjuhë e Letërsi Shqipe), 4 drejtor komunal të Arsimit dhe 4 drejtor komunal të Kulturës.

Instrumentet

Për realizim të hulumtimit në terren, kemi përdorur pyetësin e tipit të hapur që e kemi realizuar me nxënës dhe intervistën gjysmë të strukturuar, të realizuar me mësues, drejtor shkollash, me Drejtorinë Komunale të Kulturës dhe të Arsimit.

Procedura e mbledhjes së të dhënave

Procedurës së analizës së të dhënave nga terreni u parapriu procesi i kodimit të secilit instrument të plotësuar. Të dhënat nga të gjitha kategoritë e respondentëve, janë analizuar dhe interpretuar në mënyrë të përgjithësuar për shkak të analogjisë në përgjegje konform pyetjeve dhe mungesës së reflektimit më specifik të respondentëve.

5 -ANALIZA DHE INTERPRETIMI I REZULTATEVE EMPIRIKE

Të dhënat e mbledhura nga terreni, janë klasifikuar sipas 5 kategorive të respondentëve, janë grupuar në kuadër të instrumenteve të dedikuara për secilin grup, për të cilat pastaj, janë bërë interpretime dhe përshkrime, konform pyetjeve dhe strukturës përmbajtësore të hulumtimit, në bazë të të cilave pastaj, është realizuar dhe finalizuar një raport thelbësor i rezultateve.

5.1 Opinioni i drejtorëve komunal të arsimit lidhur me dramën-teatrin;

- **Pyetjet kyçe të intervistës gjysmë të strukturuar me DKA-në ;**
- Çka mendoni për Teatrin si formë e edukimit dhe strategji e mësimit?
- A mendoni se Drama-Teatri, përmes përmbajtjeve të tyre, mund të ndikojnë në formim të karakterit më të plotë të personalitetit të nxënësve?
- . Përgjatë procesit të punës tuaj si kompetent arsimor, sa keni hasur në planet dhe raportet e realizimit të punës së mësimit, në zbatim të teatrit në kuadër të shkollës, të lëndëve mësimore apo aktiviteteve extra-kurrikulare me bazë në shkollë?
- Përgjatë mbikqyrjes së procesit mësimor të shkollave, sa i kushtoni hapësirë aspektit profesional të mësimit, posaqërisht aspektit; Pedagogjik, strategjive (metodike e didaktike) të mësimit?

Interpretim;- Reflektimi i drejtorëve komunal të arsimit , lidhur me pyetjet e lartëshënuara:

Përmes intervistës gjysmë të strukturuar, kemi bashkëbiseduar me 4 drejtor të drejtorive komunale të arsimit. Përmes pyetjeve orientuese të lartëshënuara, nga ana e tyre, kemi marrë një performancë që ishte deri diku e ngjajshme tek secili prandaj, në mënyrë më të përgjithësuar ata reflektuan se; pajtohen me mendimin që Teatri është formë më atraktive dhe më efektive e edukimit të fëmijëve, konkretisht nxënësve. Po ashtu, ata në përgjithësi, konsiderojnë që teatri/shfaqja dramatike, është një strategji fleksibile e mësimit dhe e përshtatshme për realizim të shumë temave, nga shumë lëndë (Gjuhë shqipe, Gjuhë angleze, Histori, Jeta dhe

puna, etj) . Por përkundër këtyre pohimeve, që të katert zyrtarët arsimor, pohojnë sinqerisht që zbatimin praktik në kuadër të shkollës apo në kuadër të mësimdhënies, nuk e kanë hasur përfshirjen e teatrit në planet as raportet e punës së asnjë shkolle apo mësimdhënësi, si një strategji e mundshme, atraktive dhe argëtuese për realizim të lëndëve obligative apo extra-kurrikulare.

Kurse sa i përket pyetjes së 4-t, lidhur me fokusin e mbikqyrjes/monitorimit, që ata e kanë si përgjegjësi, përgjatë procesit mësimor, në aspektin e pedagogjisë e metodikës profesionale të realizimit të mësimdhënies, në bazë të deklarimeve të tyre, përveq drejtorit të shkollës, brenda orës mësimore nuk hospitojnë askush nga DKA, dhe mbikqyrja bëhet vetëm në aspektin teknik (higjiena, siguria, etj.) dhe administrativ (planet, raportet e realizimit, plotësimi i ditarëve, vijueshmëria, etj.) Në bazë të deklarimeve të këtyre kompetentëve, konsiderohet që në parim, nuk trajtohet cilësia si çështje fundamentale e shkollës, dhe nuk bëhet identifikimi i nevojave për zhvillim profesional, metodik të mësimdhënësve, dhe trajnimet zakonisht ofrohen në mënyrë jo selektive dhe jo sipas nevojave.

Pra, bazuar në deklaratat e respondentëve të DKA-ve, shihet se ata nuk e kanë prioritet as nuk e trajtojnë si nevojë, aspektin e aftësive profesionale të mësimdhënësve-konkretisht, zhvillimin profesional të mësimdhënies cilësore.

5.2 Opinioni i drejtorëve komunal të kulturës, për teatrin në shkollë:

Pyetjet kyçe të intervistës gjysëm të strukturuar me drejtorët e DRKS-në ;

1-Çka mendoni për teatrin si formë e edukimit kulturor e artistik të nxënësve dhe komunitetit?

2-Sa e keni të pranishëm në planet tuaja për kulturën, teatrin si një event i veçantë?

3-Çka përmbajnë agjendat tuaja vjetore të fushës kulturore ?

4- Sa janë të pranishme shfaqjet teatrale në jetën kulturore të qytetarëve të komunës tuaj ?

5-Sa ka qytetar frekuentues të shfaqjeve teatrale në rajonin tuaj komunal?

Interpretim:- Reflektimi i drejtorëve komunal të kulturës , lidhur me pyetjet e lartëshënuara.

Të intervistuar, ishin 4 drejtor komunal të kulturës, të dhënat nga të cilët i kemi siguruar, përmes këtyre pyetjeve, kanë të bëjnë me praninë e teatrit -shfaqjet dramatike, (si çështje në fokus të këtij studimi, në planin, strategjinë e punës dhe realizimin praktik të aktiviteteve kulturore të kësaj drejtorie. Që të 4 drejtorët respondentë, pohuan rëndësinë e mirëfilltë që ka një shfaqje teatrale, e realizuar me tematikë të qëlluar dhe në funksion të edukimit dhe krijimit të shijes së nxënësve për të bukuren. Poashtu ata potencuan edhe „përdorimin,, e teatrit si një „mjet, përmes të të cilit nxënësve e komunitetit mund t[u] ofrohen mesazhe vetedijesuese dhe çështje dhe problematika të ndryshme. Këto drejtori na ofruan përmbajtje të planeve dhe aktiviteteve të realizuara, ngjarje të ndryshme kulturore, koncerte, manifestime përvjetorësh, dhe në mënyrë krejt simbolike është i shpërfaqur teatri . Ata theksuan që posedojnë teatër të qytetit, por më shumë shfrytëzohet, për ngjarje e tubime të

ndryshme për komunitetin, se sa për shfaqje teatrale. Sipas tyre, edhe në rastet kur trupa teatrale realizojnë projekte (dramë), shfaqja përveç premierës, ka tepër pak kërkesa për reprizë, frekuentimi i qytetarëve është tepër i vogël, dhe nuk ka kërkesa as interesim për reprizë të shfaqjeve, sepse, sipas tyre, mungon emancipimi artistik, nuk paraqitet nevojë për akte artistike as kulturore masa në përgjithësi. Si një antipod i kësaj, DKRKS-të theksojnë se më të kërkueshme janë eventet sportive, ceremonitë festive, të cilat zakonisht nuk kanë ndonjë përmbajtje më të mirëfilltë por organizohen përmes koncerteve me publik masiv. Prandaj, nga bashkëbisedimi me këta zyrtarë, nxorëm konstatimet se: planet dhe strategjitë e punës së tyre, janë kyesisht ngjarje sportive, aktivitete muzikore, organizim festash, koncertesh për data të caktuara, etj. Në 3 nga 4 e drejtoritë komunale për rini, kulturë dhe sport, në planet e tyre zhvillimore, nuk figuron fare termi „shfaqje teatrale”, as dramatike. Edhe pse, shfaqjet teatrale -dramat, si lloj i artit letrar, që bartë përmbajtje dhe mesazhe me shumë domethënëse për fëmijën dhe njeriun, (gjë që e dallon nga përmbajtjet tjera) dhe kanë një rëndësi e konsideratë të posaçme si aktivitete e ngjarje kulturore por edhe emancipuese për zhvillim të një komuniteti e shoqërie të kulturuar e edukuar edhe artistikisht, emocionalisht e shpirtnisht, tek ne nuk gjejmë zbatim. Prioritet i kanë aktivitetet sportive, koncertet masive, (zakonisht muzikë jo shumë artistike).

5.3 Opinioni i drejtorëve të shkollave për rolin e shfaqjeve teatrale në shkollë

Pyetjet për drejtorët e shkollave lidhur me çështjen studimore, „Rëndësia e zbatimit të teatrit në kuadër të procesit mësimor” ;

- Cili është opinioni juaj për teatrin si formë e edukimit dhe strategji e mësimdhënies?
- A keni grup kulturo-artistik dhe trupë teatrore në kuadër të shkollës tuaj?
- Nëse po, sa e zbatoni dhe në çfarë rastesh ?
- Çfarë temash realizoni në shkollë zakonisht, përmes dramatizimit-shfaqjeve ?
- A praktikohen në shkollën tuaj shfaqje teatrale-dramatizim, në kuadër të ndonjë lënde mësimore?
- A organizon shkolla juaj, pjesëmarrje të nxënësve në ndonjë shfaqje të teatrit të qytetit tuaj?

Interpretimi i të dhënave: Lidhur me këtë çështje tonë studimore, kemi intervistuar 12 drejtor shkollash (SHMU), kryesisht të komunës së Prishtinës. Reflektimi i të gjithë këtyre, bazuar në 5 pyetjet bosht, ishte shumë i ngjajshëm. Të gjithë kanë pohuar se teatri është formë e mirë për realizim të temave nga shumë lëndë, fusha mësimore, dhe për përcjellje të mesazheve të ndryshme tek nxënësit, por në praktikë të gjithë kanë potencuar që e zbatojnë tepër pak ose fare. Pothuajse të gjithë, pohuan në mënyrë të sigurtë, se nuk kanë trupë teatrore me bazë në shkollat e tyre. Shumica u deklaruan edhe se nuk kanë grupë kulturo-artistike konstante, por formohet me përzgjedhje të nxënësve talent për këtë aspekt, në raste të veçanta. Poashtu, shumica e tyre thanë që shfaqje dramatike, realizojnë vetëm në raste festash, konkretisht vetëm për festën „28 Nëntori”, ose eventualisht edhe për ditë të shkollës. Është për t'u befasuar fakti që, lidhur me këtë specifikë kulturore dhe

edukative, e cila është zbatuar masovikisht që nga lashtësia (kur edhe është shfrytëzuar për emancipim e informim të masës shoqërore), e vazhdon të zbatohet në vazhdimësi si ngjarje e çmueshme kulturore, nëpër qendrat më të zhvilluara kulturore, tek ne është krejtësisht e neglizhuar aty ku e ka fuqinë ndikuese më së shumti, në institucione arsimore, por edhe në nivel komune e nivel vendi. Sepse të gjithë drejtorët e intervistuar thanë që shkollat e tyre asnjëherë nuk organizojnë frekuentim të nxënësve në teatër. Është dëshpëruese fakti që në këtë aspekt, është gjendja është e njëjtë si në shkollat e kryeqytetit si në ato të periferive. Është e befasishme për të keq, sa pak kanë drejtorët e shkollave njohuri për rolin e teatrit e dramës në funksion të strategjive e metodave mësimore më atraktive.

5.4 Të dhënat nga intervistimet e mësimeve lidhur me pyetjet ;

- Cili është opinioni juaj për rolin e Teatrit në edukim
- A mendoni se shfaqja teatrale përmes përmbajtjes së saj, ndikon edhe në formim të karakterit dhe personalitetin e nxënësit?
- A planifikoni dhe zbatoni dramatizim në kuadër të ndonjë lënde të fushave kurrikulare përgjatë mësimit?
- A organizoni me nxënësit vizita për të parë shfaqje në teatrin e qytetit?
- Me cilat fusha e kompetenca kurrikulare mendoni se ka lidhmëri, teatri si një strategji për edukim dhe mësime.

5.4.1-Opinion i mësimeve,për rëndësinë e shfaqjeve teatrale përgjatë procesit mësimor;

Interpretimi i të dhënave : Lidhur me pyetjen për rëndësinë e teatrit si alternativë metodike e mësimit, të gjithë mësuesit, kanë reflektuar pozitivisht, e kanë vlerësuar si shumë të dobishëm në procesin edukativo-arsimor dhe me ndikim të shumanshëm tek nxënësit. Por potencohet edhe fakti që, mësuesit edhe pse, ata teatrin e konsiderojnë si shumë të vlefshëm, nuk e zbatojnë përgjatë procesit të mësimit, dhe përgjatë intervistës (gjysëm të strukturuar) me ta, nënkuptojnë që nuk ia dinë mirëfilli rëndësinë e shfaqjeve teatrale, të cilat ofrojnë mundësi të shumanshme të përfitimit nga ana e nxënësve dhe janë mënyrë shumë efektshme e përcimit të mesazheve dhe informacioneve nga më të ndryshmet, tek ata.

5.4.2-. Opinion i mësimeve lidhur me ndikimin e përmbajtjeve të shfaqjeve teatrale në formimin e karakterit dhe personalitetit të nxënësve;

Interpretimi i të dhënave:Në përgjithësi, të gjithë mësuesit konsiderojnë se shfaqjeve teatrale,u bëhet përzgjedhje e qëlluar, ato janë shumë me ndikim në formim të personalitetit të nxënësve. Ato kontribuojnë në zgjerim të diapazonit të njohurive të përgjithshme të nxënësve, në krijim të karakterit pozitiv, në menaxhim të emocioneve, në parandalimin të vetive negative,në zhvillim të socializimit dhe bashkëndjenjës (empatisë), në menaxhim të emocioneve, në pasurim shpirtnor dhe në argëtim të nxënësve përmes përmbajtjeve komike. Kurse njëri nga mësuesit ishte më specifik dhe pohoi që, i

angazhon nxënësit të shohin nga një shfaqje dramatike (duke i orientuar në linçe të ndryshme të internetit) dhe sipas tij, 90% e nxënësve që kanë shikuar shfaqjen, ndihen më ndryshe, sepse përmes ngjarjes dhe karaktereve që i kanë parë, kanë mësuar shumëçka! Kurse vet ai, nuk praktikon shfaqje dramatike përgjatë mësimdhënies së lëndës Gjuhë e Letërsi Shqipe.

5.4.3- Reflektimi i mësimdhënësve lidhur me planifikimin dhe realizimit të shfaqjeve dramatike si teknikë apo strategji për realizim të temave-përmbajtjeve lëndore ;

Interpretimi i të dhënave: Përgjigjet e mësimdhënësve lidhur me realizimin praktik të shfaqjeve dramatike brenda procesit të mësimdhënies, ishin të ndryshme; Por në përgjithësi, asnjëri nga ata, nuk pohon se e shfrytëzon si një alternativë më të pranueshme, strategji apo formë më konkrete dhe më e përshtatshme për ta përçuar tek nxënësit ndonjë informatë apo mesazh, dhe si një formë më atraktive e mësimdhënies. Ata në mënyrë të paspecifikuar thonë se shfaqjet teatrale i zbatojnë në kuadër të planprogramit, e potencojnë se më shumë i praktikojnë në rastet festive, ose edhe atëherë kur Drama është temë në tekstet si njësi mësimore. Por jo, asnjëherë, asnjë mësimdhënës, nuk e konsideron as nuk e zbaton, si një metodë alternativë e qasjes pedagogjike.

5.4.4-Niveli i organizimit (nga mësimdhënësit), të vizitave të nxënësve në teatër, për të parë shfaqje;

Interpretimi i të dhënave: Lidhur me pyetjen e lartëshënuar, shumica e mësimdhënësve respondentë, kanë potencuar që, nuk organizojnë me nxënës frekuentim në teatër, njëri thotë se po, posaqërisht me ciklin e ulet, tjetri shumë rrallë, poor ajo që është e rëndësishme, shumica e tyre nuk e kanë të kjashtë funksionin e teatrit dhe përmbajtjen e pyetjes , sepse teatrin nuk e nenkuptojnë vetëm si shfaqje teatrale, por e ngatërrojnë me ndërtesën fizike, infrastrukture të teatrit dhe konsiderojnë si vizitë teatrale, manifestimet e ndryshme festive që i organizojnë gjatë vitit, duke i shfrytëzuar hapësirat (sallat) e teatrit. Kjo ka një domethënie dëshpruese, sepse të intervistuarit, të gjithë, ishin mësimdhënës të lëndës Gjuhë e Letërsi Shqipe dhe përkundër faktit që shfaqjet teatrale mund të shfrytëzohen për realizim të temave nga lëndë të ndryshme, kjo formë edhe argëtuese për nxënësit, nuk praktikohet si metodë e reflektimit profesional-pedagogjik, as nga mësimdhënës të kësaj lënde.

5.4.5-Reflektimi i mësimdhënësve lidhur me ndërlidhjen e teatrit (shfaqjeve teatrale) si strategji për edukim të qëndrueshëm, me kompetencat kurrikulare

Interpretimi i të dhënave: Mësimdhënësit, sadoqë e potencojnë përgjatë intervistimit që shfaqjet teatrale praktikohen tepër pak (diku, fare, diku një herë në vit, diku vetëm për festa të nëntorit) në pyetjen e mësipërme, pohojnë në mënyrë të duhur për ndërlidhjen e shfaqjeve teatrale me shumë fusha kurrikulare e me plot kompetenca të nxënësve. Por, mangësitë në zbatim të kësaj tenike (shfaqjes teatrale), sigurisht që janë të shumta; mungesë profesionalizmi, mungesë të kushteve e rrethanave të shkollës, dhe më sigurt, mungesë përkushtimi e motivimi nga ana e mësimdhënësve, për të përzgjedhur qasje më

atraktive, më argëtuese e më efektive për të nxënë. Kjo është një domosdoshmëri profesionale e tyre, duke e ditur që cilësinë e mësimdhënies-nxënies e kemi në krizë të thellë, gjë që është e argumentuar edhe me shumë teste vendore e ndërkombëtare.

5.5 Të dhënat nga nxënësit e klasës së V-të

Në këtë pjesë të hulumtimit, ishin të përfshirë 75 nxënës, të cilët instrumentin e plotësuan përgjatë një ore brenda procesit mësimor në shkollë. Përzgjedhja e tyre ishte e përcaktuar për klasë të pestë, kurse klasa ishte e përzgjedhur spontanisht, nga ana e drejtorit të shkollës.

Pyetjet e anketës për nxënësit e klasës së V-të;

- Çka dini për teatrin dhe shfaqjet teatrale ?
- A bëni dramatizim të ndonjë teksti apo teme brenda orës mësimore në klasë ose në ambiente tjera të shkollës?
- A ka shkolla juaj grup kulturo-artistik e teatror?
- Çfar tema/përmbajtje i keni dramatizuar?
- A keni qenë ndonjëherë në teatër?

5.5.1.Njohuritë e nxënësve për teatrin dhe shfaqjet dramatike;

Interpretimi i të dhënave:Përgjigjet e nxënësve në këtë pyetje, tregojnë se tepër pak nxënës, e dinë mirëfilli çka është teatri dhe kanë pa shfaqje në teatër. Pakëz më shumë kanë parë shfaqje teatrale në shkollë, kurse pjesa më e madhe e nxënësve të anketuar, të kësaj klase (V-të), nuk kanë informacion të saktë për teatrin: Disa e kuptojnë dhe e përshkruajnë vetëm si mjedis infrastrukturor (ku përshkruajnë si duket një teatër, theksojnë një skenë e shumë karrike), disa e konsiderojnë si vend për realizim të festave (Dita e shkollës, Viti i ri, Dita e Pavarësisë, etj.) Disa teatrin e ngatërrojnë me kinema, sepse potencojnë që aty shfaqen filma të ndryshëm.

5.5.2.Funksionimi i teatrit-shfaqjeve teatrale brenda shkollës;

Interpretimi i të dhënave; Shumica e nxënësve të anketuar, që janë nga 4 rajone vendit, janë përgjegjur se nuk kanë grup teatror-teatër në shkollë. Përgjigjet bëjnë, vetëm nxënësit e shkollës „Asim Vokshi” në Prishtinë, të cilët, falë menaxhmentit profesional, e kanë sallën dhe skenën teatrale enkas për shfaqje në funksion të mësimor e festiv.

5.5.3. Dramatizim i ndonjë teksti apo teme brenda orës mësimore në klasë;

Interpretimi i të dhënave: Në këtë pyetje, shumica e nxënësve, kanë deklaruar se realizojnë shfaqje me mësuesin në klasë, e zakonisht me temat ; „Borebardha”, „Kosherja”, „Magjistari”, dhe këto vetëm në klasë, kurse në nivel shkolle, shumica kanë deklaruar se, nuk kanë ndjekë ndonjë shfaqje teatrale.

5.5.4. Çfar tema/përmbajtje kanë dramatizuar në klasë-shkollë;

Interpretimi i të dhënave:

Në këtë pyetje, nxënësit janë përgjigjur se, dramatizim zakonisht bëjnë për festa të Nëntorit, dhe i përmendin edhe 2-3 tregime të dramatizuara, të cilat sigurisht që në tekstin shkollor të lëndës së Gjuhës Shqipe, janë si tekste të dramës (me personazhe).

5.5.5. Sa kanë frekuentuar nxënësit teatrin;

Interpretimi i të dhënave: Lidhur me këtë pyetje, pothuajse të gjithë nxënësit, kanë thënë që kanë qenë në teatër, por në bazë të asaj që kanë deklaruar lidhur me përmbajtjen e dramës dhe personazhet, shihet që ata nuk kanë frekuentuar teatrin por konsiderojnë teatër dramatizimin në klasë, gjë që ndoshta e kanë keqkuptuar pyetjen, sepse i ritheksojnë të njëjtat përmbajtje dhe personazhe që i potencuan se i realizojnë në klasë me mësuesin. Kështu që, përgjegjet e nxënësve edhe në këtë pyetje, dëshmojnë për mosfrekuentim të nxënësve në teatër, si përmes familjes ashtu edhe përmes shkollës apo mësimdhënësit.

5.6 Të dhënat nga nxënësit e klasës së VII-të

Janë anketuar 126 nxënës të klasëve të VII-ta, me pyetjet :

- Çka dini për teatrin dhe shfaqjet teatrale ?
- A bëni dramatizim të ndonjë teksti apo teme brenda orës mësimore në klasë ose në ambiente tjera të shkollës?
- A ka shkolla juaj grup kulturo-artistik e teatror?
- Çfar tema/përmbajtje i keni dramatizuar?
- A keni qenë ndonjëherë në teatër?

5.7.1. Njohuritë e nxënësve për teatrin dhe shfaqjet dramatike;

Interpretimi i të dhënave: Nxënësit e klasës së VII-të, janë përgjegjës në këtë pyetje shumë ngjajshëm me nxënësit e klasës së V-të. Ata kur reflektojnë për teatrin, potencojnë personazhet dhe shfaqjet teatrale, që i kanë parë në klasën e pestë, me mësuesin. Nuk kanë argumentuar më shumë njohuri për teatrin. Poashtu, si tek nxënësit e klasës pestë, disa nga nxënësit, teatrin e kanë ngatërruar me kinemanë. Shumë nga nxënësit, si të klasës së pestë ashtu edhe ata të së shtatës, (më shumë se gjysma e të anketuarve), teatrin dhe shfaqjet, i konsiderojnë vetëm komike. D.th. ata mendojnë që përmes teatrit-dramës ofrohet vetëm komedi. Ata që kanë potencuar se kanë qenë në teatër, thonë se kemi pa humor, por edhe ata që nuk kanë qenë thonë se „ në teatër të gjithë shkojnë që të qeshin e të argëtohen!

5.7.2. Funksionimi i teatrit-shfaqjeve teatrale brenda shkollës;

Interpretimi i të dhënave: Në këtë pyetje, 97 nga 126 nxënësit e anketuar, pohojnë se nuk kanë grup kulturore-artistike e teatror. Ky rezulta, nuk do shumë koment, përveç që, indirekt, shprehë shkallë jo profesionalizmi në procesin e përgjithshëm mësimor dhe në funksionim të shkollës .

5.7.3.Dramatizim i ndonjë teksti apo teme brenda orës mësimore në klasë;

Interpretimi i të dhënave: „Po, realizojmë dramatizim nganjëherë, brenda orës mësimore të lëndës së Gjuhës Shqipe”, potencojnë afërsisht, 1/3-ta e 126 nxënësve. Më shumë se gjysma, e tyre, pohojnë se kanë bërë dramatizim me mësuesen (1-5) por jo edhe me arsimtarët, kurse të tjerët thonë se, nuk bëjnë dramatizim brenda klasës, edhe pse do t’u pëlqente shumë. Kurse tekstet dramatike, në kuadër të Librit të Leximit, vetëm i komentojnë.

5.7.4. Çfarë tema/përmbajtje kanë parë të dramatizuar në klasë-shkollë;

Interpretimi i të dhënave; Në këtë pyetje, pothuajse të gjithë, janë përgjegjës se përveç temave si : „Borebardha” „Magjistari”, dhe „Lepuroshët”, që i kanë realizuar kur kanë qenë me mësuesen, më vonë nuk kanë dramatizuar as në shkollë as në klasë. D.th. nuk e zbatojnë teatrin as për kultivim të ndjenjës të së bukurës e artistike, por as për përçim tek nxënësit të përmbajtjeve e mesazheve edukative të natyrave të ndryshme, të cilat edhe ndikojnë në formim të karakterit më pozitiv, më njerëzor të nxënësit, duke realizuar shfaqje me tema e personazhe të karaktereve jetësore e që ngërthejnë në vete porosi e lekcione të vlefshme për nxënësin si psh: shfaqje ku trajtohet mirësjellja,(empatia) bashkëndjenja, dukuritë negative (nikotina,alkooli, etj), e shumë gjëra të tjera, të cilat, në mënyrë ideale do të trajtoheshin përmes dramatizimit, ku nxënësit kishin marrë mesazhin në mënyrë shumë atraktive e argëtuese.

5.7.5. Sa e kanë frekuentuar nxënësit teatrin;

Interpretimi i të dhënave; Edhe në përgjigjet e kësaj pyetjeje, nxënësit i referohen viteve më të hershme shkollore, kur ata ishin me mësuesin klasor, sepse në pyetjen lidhur me nivelin e frekuentimit në teatër, ata pothuajse të gjithë, thonë se kanë qenë

disa herë, sa ishin me mësuesen, por jo më vonë. Nga 126 nxënës vetëm 10 thonë se kanë qenë në teatër, 17 se kanë qenë 2-3 herë, kurse të tjerët nuk kanë qenë asnjëherë, që nga klasa e III-të apo e IV-të, kur kanë parë shfaqje në klasë kur ishin me mësuesen dhe zakonisht në festa.

6.KONKLUDIME:

Duke u bazuar në përgjigjet e dalura nga pyetjet hulumtuese të këtij studimi, teatri si një formë shumë e vjetër e emancipimit dhe edukimit të shoqnive të të gjitha kohërave dhe vendeve, tek ne, aktualisht, nuk gjenë zbatim as frekuentim qoftë në nivel klase, shkolle, qyteti apo edhe në nivel vendi. Në bazë të reflektimit të të gjitha kategorive të respondentëve, (nxënësit, mësimehdhënesit, drejtorët e shkollave dhe zyrtarët komunal për arsim e kulturë) përmes instrumenteve hulumtuese (anketës dhe intervistës gjysëm të strukturuar) argumentojmë se, nuk realizohen shfaqje teatrale për nxënës në klasë, në shkollë e as në teatër të nivelit komunal me përjashtim të një shkolle të kryeqytetit në kuadër të së cilës është salla teatrale, grupi dramatik i shkollës dhe mësimehdhënesit, posaqërisht ata të lëndës Gjuhë e Letërsi Shqipe, dramatizojnë tekste e përmbajtje të ndryshme edhe brenda orës mësimore në klasë. Nxënësit në përgjithësi, kanë frekuentuar tepër pak teatër, kanë ndjekë shumë pak shfaqje në klasë e edhe më pak, kanë realizuar apo ndjekur shfaqje në shkollë. Shumë nga nxënësit respondentë, nuk e kanë idenë e mirëfilltë për teatrin, atë e identifikojnë si një vend ku mund të organizohen festa të ndryshme, apo për të bërë komedi-humor për të qeshur. Sa i përket reflektimit të mësimehdhënesve, nga biseda me ta, mund të argumentojmë se, shumica e të intervistuarve, nuk e dinë rolin e teatrit dhe ndikimin e tij, në një mësimehdhënie më atraktive dhe më të pranueshme për nxënës. Poashtu, ata nuk kanë shumë njohuri për teatrin, si një strategji e mundshme e performancës profesionale, për rolin dhe rëndësinë që mund të bartin shfaqjet teatrale-dramatizimet e teksteve, përmbajtjeve apo njësive mësimore të lëndëve të ndryshme. Poashtu, edhe mësimehdhënesit, në bazë të reflektimit të tyre, nuk argumentojnë se kanë njohuri të mirëfillta, për fuqinë e teatrit në percjelljen e mesazheve dhe moralizimeve, për përmirësim të sjelljeve negative të nxënësve, për formim të një personalitetit të dobishëm e pozitiv, dhe për zhvillim të përgjithshëm kognitiv e akademik. Në nivel të tillë të këndvështrimit ndaj dramës-teatrit si formë dhe mjet kulturor e edukativ, janë edhe zyrtarët komunal të arsimit e kulturës. Si pasojë e mungesës së njohurive të mirëfillta për vlerën dhe mundësitë shprehëse e ndikuese, të shfaqjeve teatrale dhe për fuqinë e teatrit si mjet edukimi, ky lloj arti dhe mjeti edukativ, në të gjitha nivelet e organizimit tonë si shoqni, që nga ora mësimore deri tek ministria e kulturës, dhe familja si celulë e shoqnisë, është i neglizhuar dhe i pa shfrytëzuar.

7.REKOMANDIME:

Për MASHTI:

- Të krijojë mekanizma për mbikëqyrje/monitorim të mësimehdhënies lëndore, specifikisht aspektin metodik , qasjen ndaj njësisë didaktike që është përcaktuese e cilësisë (gjë që nuk ka ndodhë me dekada).

- Të krijojë mundësi për trajnim të mësimdhënësve me fokus „Drama si qasje në mësimdhënie”.

Për drejtor të DRS dhe kulturë

- Ta vënë si prioritet ndër aktivitete tjera kulturore, Teatrin, sepse është e një rëndësie shumëdimensionale edukative dhe kulturore.

Për drejtor komunal të arsimit

- Të monitorojë procesin mësimor lëndor për të identifikuar dhe plotësuar mangësitë profesionale të mësimdhënësve, dhe të mbështes procesin mësimor në aspekt infrastrukturor, duke krijuar mundësi për zbatim të strategjive alternative, më atraktive dhe interaktive me nxënës, e në kuadër të kësaj edhe krijimin e mundësive për zbatim të shfaqjeve teatrale në shkolla. (sepse nga DKA-të, shkollat zakonisht monitorohen në aspekt administrativ, të vijueshmërisë, sigurisë, higjienës, infrastrukturës, por rrallë ose fare, në aspekt të cilësisë së performancës profesionale të stafit edukativo-arsimor, brenda realizimit të orës mësimore)

Për drejtor shkollash

- Të planifikojë dhe realizojë, shfaqje teatrale në nivel shkolle, me mesazhe dhe tematika të nevojshme për nxënës.
- Të monitorojë dhe mentorojë performancën e mësimdhënësve në aspekt metodik

Për mësimdhënës

- Të njohë dramën në edukim dhe mundësitë e saj për realizim më të efektshëm të programit mësimor.
- Të zbatojnë dramatizimin-shfaqjen, si strategji kreative dhe si një mjet për të motivuar dhe fuqizuar mësimin në fusha të ndryshme të kurrikulës.
- Të organizojnë vizita të nxënësve në teatër, sepse ka ndikim pozitiv të shumanshëm.

REFERENCES

Aristoteli. (2006). *Poetika, e ribotuar*. Tiranë: ISBN: 978-99927-33-70-5.

Berisha, Sh. & Kapidani, S. (2021). *Drama Në Klasë Të Mësuarit Përmes Imagjinatës; Një projekt i Agjencisë Zvicerane për Zhvillim dhe Bashkëpunim SDC Në partneritet me:swis-contakt*.
https://skillsforjobs.al/wp-content/uploads/2021/03/DramaNeKlase_Re4.pdf.

Brainstorm productions. (2013). *Live Theatre Performed*.
<https://www.brainstormproductions.edu.au/>.

Demiri, Q. (2011). *Letërsia për fëmijë*. Prishtinë: Rozafa.

Deva, A. (1982). *Poezia shqipe për fëmijë - 1872-1980*. Prishtinë: Rilindja.

Dewey, J. (2003). *Shkolla dhe shoqëria*. Tiranë: plejad.

Eco, U. (2003). *Si shkruaj*. Prishtinë: AIKD.

Eco, U. (2003). *Si shkruaj*. Prishtinë: AIKD.

- Farmer, D. (2014). *Të mësuarit përmes dramës në vitet shkollore*.
- Fjalor shqip. (2016). *Fjalë*. <https://fjale.al/dram%C3%AB>.
- Fraj, N. (1990). *Anatomia e kritikës*. Prishtinë: Rilindja.
- Frojd, Z. (a.d.). *Mbi letërsinë dhe artet*. Tiranë: F. Noli.
- Garcia, L. J. (2022). *La educacion como medio de transformacion*. https://es.linkedin.com/in/lourdes-jim%C3%A9nez-garc%C3%ADa-b5a6a0171?trk=public_post_feed-actor-name.
- Graduate Projects. (2022). *Drama And Theatre Practice As Effective Means For Children's Development*. <https://graduateprojects.com.ng/2022/09/23/drama-and-theatre-practice-as-effective-means-for-childrens-development-3/>.
- Grup autorësh. (1978). *Pedagogjia*. Zagreb.
- Grup autorësh. (2001). *Letërsi në shkollë* . Tiranë.
- Heathcote, D. (2012). *Dramatic-inquiry based approach to teaching*. <https://www.mantleoftheexpert.com/what-is-moe/dorothy-heathcote/>.
- Izha. (2014). *Programi i lëndës së Teatrit e Drame*“, MAS-i. Tiranë: MASH.
- Jorgaçi, N. (2000). *Antologji e mendimit estetik shqiptar 1504-1944*. Tiranë: Dituria.
- Joronen, M & Hakli, J. (2016). *Politicizing ontology*. https://www.researchgate.net/publication/303906696_Politicizing_ontology.
- Kant, I. (2002). *Kritika e gjykimit*. Tiranë: Plejad.
- Luminato. (2022). *Why Theatre Is Important*. <https://luminatofestival.com/blog-why-theatre-is-important/>.
- Mashti. (2016). *Kurrikula Bërthamë për klasën përgatitore dhe arsimin fillor të Kosovës*. Prishtinë.
- Ministria e Arsimit, Shkencës, Teknologjisë dhe Inovacionit. (2011). *Standardet për tekstet shkollore*. Prishtinë.
- Plakolli, Z. (2015). *Edukimi estetik i nxënësve dhe letërsia për fëmijë*. Prishtinë: Instituti Pedagogjik i Kosovës.
- Rexhepi, N. (2002). *Letërsia në tekstet shkollore të Kosovës*. Prishtinë.
- Shiler, F. (2004). *Mbi edukimin estetik të njeriut*. Tiranë.
- Uçi, A. (1986). *Estetika I-II-III*. Tiranë.
- Uçi, A. (2007). *Universi Estetik*. Tiranë.

EDUCATION ON CHILDREN'S RIGHTS IN TEACHER TRAINING PROGRAMS: A REFLECTIVE APPROACH

Magistrate. ENTELA SELMANAJ¹, Msc.DONALDA KALEMI¹

*¹District Court of First Instance, Gjirokastër, entela.selmanaj@yahoo.com
aldaferuni@gmail.com, Gjirokastër / Albania*

Abstract: The recognition and respect of children's rights within the educational system constitute a fundamental prerequisite for building an inclusive, democratic, and safe school environment. Students in teacher education and social sciences programs must be thoroughly prepared to understand not only the rights but also the responsibilities that children have as learners. According to Hart (1992), children's participation in school decision-making processes is an essential dimension of their democratic development. Lansdown (2001) emphasizes that education on children's rights contributes to fostering civic awareness and has a positive impact on the learning environment. This paper aims to analyze the importance of educating students on children's rights and responsibilities as a core component of their professional and ethical formation. Through both theoretical and practical analysis, the study outlines the benefits of this education in fostering healthy teacher-student relationships, preventing forms of abuse or discrimination, and empowering the child's voice in the classroom. The research is grounded in contemporary literature and the national and international legal framework on children's rights, including the United Nations Convention on the Rights of the Child (1989) and the Law on Pre-University Education in Albania. The study follows a qualitative approach, aiming to explore the knowledge, perceptions, and attitudes of students. Data were collected through structured interviews and focus group discussions, involving 20 final-year students from both "Bachelor" and "Professional Master" programs. Participants were selected using purposeful sampling, targeting students who had attended courses related to civic education, pedagogy, or child development psychology, and who are currently practicing teachers. Findings highlight the need for the systematic inclusion of children's rights topics in university curricula, as well as the development of interdisciplinary modules that promote sensitivity, awareness, and students' professional engagement in child protection.

Keywords: children's rights, student responsibilities, civic education, students, teachers, professional ethics, inclusion, international conventions.

INTRODUCTION

Respect and promotion of children's rights in the education system constitute not only an ethical and pedagogical requirement, but a well-defined legal obligation in international instruments and national legislation. At a time when education aims to form active and responsible citizens, teachers' recognition and implementation of children's rights is essential for building a democratic and inclusive society. Children's rights education, as Jerome (2016) points out, contributes to the development of a school environment where students feel respected, safe, and heard, thus fostering mutual learning and respect for human dignity.

In this context, teacher training programs should provide not only academic and pedagogical preparation, but also legal and ethical education on children's rights. According to the Convention on the Rights of the Child (UNCRC, 1989), children have the right to education, protection from violence, participation and respect for their opinion in all matters affecting them (Articles 12–19, 28–29). These principles are binding on States Parties and require effective implementation mechanisms in the educational environment. The Center for Children's Rights at Harvard University (Children's Rights Law, Harvard Law School, 2017) emphasizes the need to empower teachers as key actors in the realization of these rights, emphasizing that the lack of legal training for teachers can lead to violations of children's rights, often unconsciously.

From the Albanian perspective, the Constitution of the Republic of Albania (1998/2016) and Law no. 18/2017 "On the Rights and Protection of the Child", clearly define that child protection is an inter-institutional responsibility, where the education system occupies a central place. Also, Law no. 69/2012 "On the pre-university education system" emphasizes in particular the respect of the rights of students and the prohibition of any form of discrimination or violence in school. According to the Albanian Center for Children's Rights (CRCA, 2021), discriminatory practices, physical punishments, and the lack of grievance mechanisms are still present in some educational institutions in the country, which proves the need for systematic education of teaching staff in this field.

As Freeman (2007) points out, children's rights education should not just be a topic in the curriculum, but a guiding philosophy for the entire education system. This approach should start from the teacher preparation process. Verhellen (2000) argues that teachers should see the child as a subject of rights and be prepared to act as guarantors of those rights in everyday educational practice.

A persistent challenge in the education system is that, although the legal framework is increasingly clear and comprehensive, it is often not reflected in teachers' university education. According to a Save the Children study (2019), most teacher training programs in the Western Balkans include very little or no structured modules on children's rights, leaving a gap between policy and practice. This gap affects the quality of teacher-student interaction and the school's ability to be a protective and empowering space for children.

The purpose of this study is to analyze how prepared students of teaching programs are to understand and implement children's rights and obligations in the educational context. Relying on a consolidated theoretical and legal framework, the study explores students' perceptions, knowledge, and attitudes on the topic.

METHODOLOGY

This study follows a descriptive research approach, which is appropriate to explore and identify the knowledge, perceptions, and attitudes of undergraduate students regarding children's rights and obligations within the education system. Descriptive research is widely used when the goal is to systematically describe a situation or phenomenon, without interfering with or manipulating variables (Creswell, 2014). The target population of this study consists of students enrolled in teacher training programs in the "Bachelor" and "Master" cycle in various branches. such as: teacher for primary and preschool education and

teacher for special subjects (p.sh. language-literature, science, social education). The sample includes 50 students, purposefully sampled to represent students of the second and third years of studies, on the assumption that they have already attended subjects related to pedagogy, child development psychology or civic education.

Participation was voluntary and anonymity was guaranteed for all respondents. The structure of this sample allows for the gathering of diverse views and the creation of a more comprehensive panorama on the level of awareness about children's rights.

The main tool for data collection was a structured questionnaire, designed specifically for this research. The questionnaire consists of closed and open-ended questions. Closed-ended questions use a 5-level Likert scale, to measure students' level of compliance with various assertions, such as p.sh.: "I feel prepared to recognize violations of children's rights in the school environment." Open-ended questions offer students the opportunity to express their thoughts, experiences, or suggestions freely.

The questionnaire has been designed on the basis of international instruments such as the United Nations Convention on the Rights of the Child (1989) and has been adapted to the Albanian legal and educational context. In order to guarantee the content validity, the instrument was reviewed by two university lecturers in the field of pedagogy and education law and was validated among 5 students from where no unclear questions emerged.

The data collection was carried out in May 2025, during the course of teaching in university auditoriums. With the prior approval of the respective lecturers, the questionnaire was physically distributed to the students, who were given a brief explanation on the purpose of the research. The completion time was about 20 minutes and the participation was completely voluntary and anonymous.

The data collected from the closed-ended questions were analyzed through descriptive statistics, such as percentages, averages, and standard deviations, to derive general trends and the level of knowledge or sensitivity to children's rights.

The answers to the open-ended questions were analyzed through a qualitative content analysis, through coding and categorization of recurring topics. This method of analysis allows the identification of students' thinking patterns and identifies their concerns or reflections regarding children's rights issues.

The research has respected all ethical principles of studies in the field of education, including voluntary participation, prior information, preservation of anonymity and confidentiality of data. Although a formal institutional ethical approval was not necessary, the ethical guidelines set out by BERA (2018) were followed throughout the process.

LITERATURE REVIEW

Contemporary literature extensively supports the importance of children's rights education in undergraduate teacher training programs. Lansdown (2001) argues that rights education helps children understand themselves and their role in society, while helping teachers build safer, sensitive, and inclusive environments. According to Osler and Starkey (2006), human rights should be intertwined throughout the content and pedagogy of education, not only as separate

modules, but as a philosophy that permeates the entire school life. In a study conducted by Jerome, L., Emerson, L., Lundy, L., & Orr, K. (2015), it is noted that teachers who have been exposed during their formation to human rights education are more likely to foster active participation of children, be more susceptible to discrimination, and report more democratic practices in the classroom. Similarly, Covell and Howe (1999) found that when schools implement a children's rights curriculum, teacher-student relationships and empathy between students are significantly improved. From a legal perspective, children's rights education finds support in the Convention on the Rights of the Child, which underlines the four fundamental principles: non-discrimination, the best interests of the child, the right to life and development, and respect for the child's opinion (UNCRC, 1989). In Albania, these principles are included in Law No. 69/2012 "On the pre-university education system", which emphasizes the role of the school as an institution that respects and protects the rights of students.

Importance of research

This research comes at a time when children's rights education has become more relevant than ever, in the face of the challenges the education system is experiencing in terms of protection from abuse, social exclusion and lack of participation. The increase in cases of bullying, discrimination and rights violations in schools raises the need for a review of teacher training and the inclusion of modules that teach them to be not only transmitters of knowledge, but also defenders of rights (Rinaldi, 2006). Additionally, there is a gap between legal content and concrete classroom experience. Many teaching students recognize the existence of children's rights in theory, but feel unprepared to act on violations or take initiatives that empower children in practice (Jerome et al., 2015). This study aims to explore precisely this gap, providing an insight into students' perceptions and experiences in relation to this topic.

Research Purpose and Research Questions

The main purpose of this study is to emphasize the importance of teacher training programs at the university prepare students to recognize, respect and promote children's rights and obligations in the learning process. It aims to shed light on:

- ✓ The level of knowledge that students have about children's rights;
- ✓ Their attitudes towards the role of teachers in protecting and promoting these rights;
- ✓ Practices that they have followed or assess as effective for involving children in decision-making and building a safe and inclusive classroom climate.

In this context, the following research questions have been formulated:

1. What knowledge do students have about children's rights and obligations in school?
2. How do they perceive the roles and responsibilities of teachers in protecting children's rights?
3. What factors help or hinder the integration of children's rights education into their teaching practices?

Analiza dhe Diskutimi

The questionnaire was conducted by 50 students surveyed where:

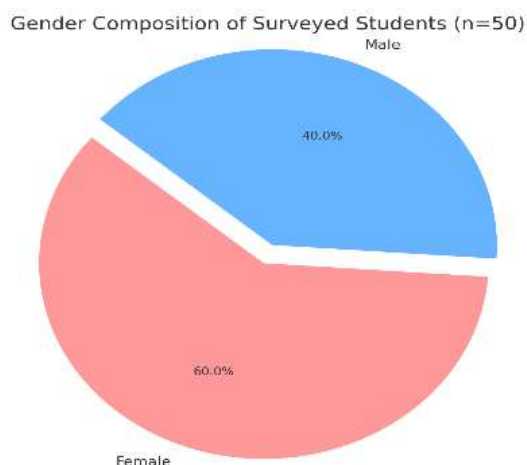
60% (30) are female, 40% (20) male.

40% (20) study in the branch "Teacher for Primary Education"

30% (15) in "Teacher for Preschool"

30% (15) in "Teachers for Special Subjects"

52% are in the second year, 48% in the third year.



Graph 1. Gender Percentage of Students in the Study

The dominance of women in this sample reflects a well-known reality in pre-university education in Albania, where the teaching profession, especially in primary and preschool education, has an almost totally female representation. This also has an impact on how children's rights and sensitivity to social issues are perceived in school.

Question: I am familiar with the content of the Convention on the Rights of the Child.

To be prepared:

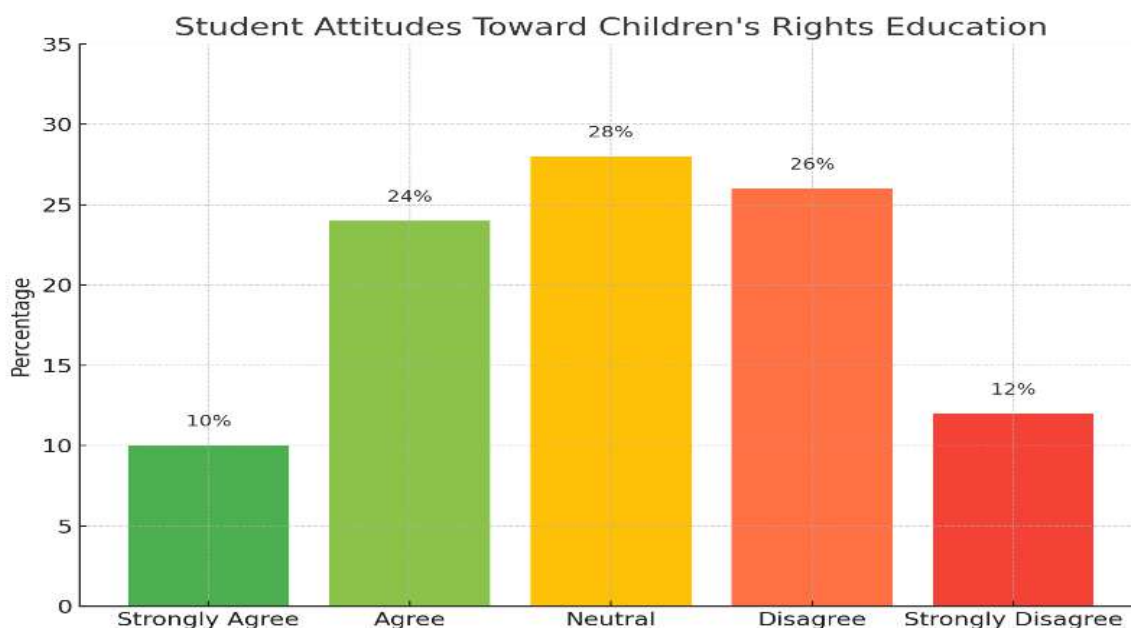
10% – Strongly agree

24% – Agree

28% – Neither agree nor against

26% – Disagree

12% – Strongly agree



Graph 2. Students' attitudes towards children's rights education

Only 34% are aware of the Convention, while 38% are uninformed and 28% neither agree nor against. This result shows that recognition with basic international documents such as the UN Convention on the Rights of the Child is limited. Although the subject can legally be part of the curriculum, theoretical absorption has not translated into practical awareness. This is worrying considering that these students will be teachers tomorrow.

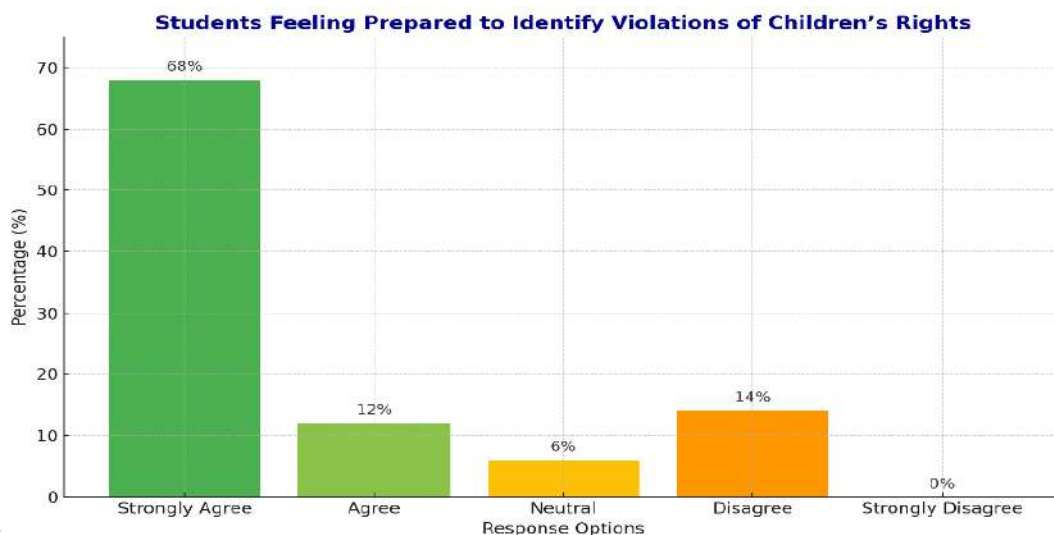
Question: I have had university courses that deal with children's rights and protection have been answered:

68% – Strongly agree

12% – Agree

6% – Neutral

14% – Disagree



0% – Not agree at all

Graph 3. Students who have followed the course on the rights and protection of children

Only 80% of students think they have received direct training in the field. From the graph above, it results that **80% of students** (68% "strongly agree" and 12% "agree") think that **they are prepared to distinguish cases of violation of children's rights in the school environment**. This shows a positive self-esteem in terms of sensitivity and knowledge in this area. However, 20% of students are still inappropriate (neutral or in disagreement), which underlines the need for further deepening of their practical and legal preparation in this regard.

Question: I feel prepared to distinguish cases where a child's right is violated at school.

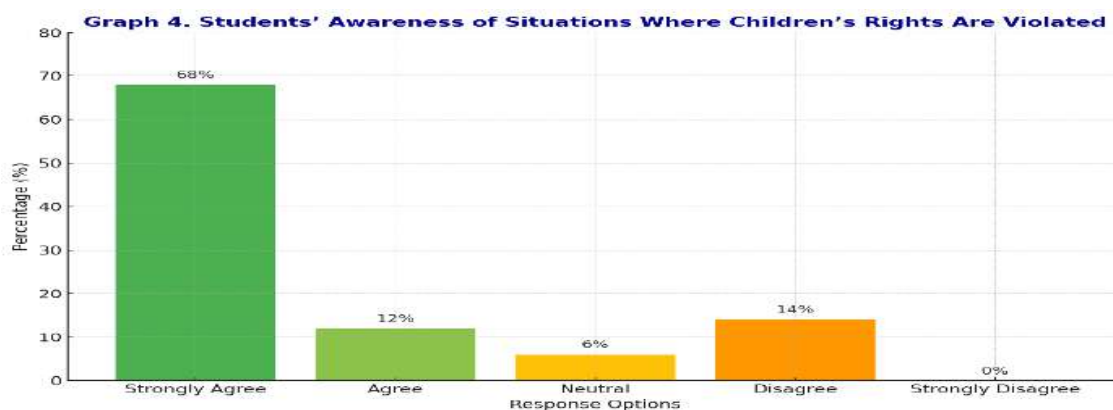
32% – Strongly agree

30% – Agree

14% – Neutral

16% – Disagree

8% – Not agree at all



Graph 4. Students' Awareness of Situations Where Children's Rights Are Violated

The data presented in the graph shows that most students have a positive self-esteem regarding their legal knowledge of children's rights. Specifically, **32%** are "fully in agreement" and **30%** are "in agreement" that they recognize the teacher's legal obligations, making up a total of **62%** of the sample. However, **14%** remain neutral and **24%** (16% + 8%) state that they do not have enough knowledge in this regard.

These results confirm the findings of researchers such as **Verhellen (2000)** and **Lundy (2007)**, who emphasize that in order to effectively enforce children's rights in school, teachers must be equipped with **clear legal knowledge and skills to apply them in practice**. According to **UNICEF (2014)**, a lack of legal knowledge makes teachers less able to recognize and prevent cases of abuse, discrimination or exclusion in the school environment.

In the Albanian context, **Law No. 18/2017 "On the Rights and Protection of the Child"** and **Law No. 69/2012 "On Pre-University Education"** clearly define the responsibilities that educational personnel have in guaranteeing children's rights, including the obligation to report any form of violence or violation of rights.

These findings show that there is a clear gap in the **legal formation of future teachers**. At a time when teachers have direct responsibility for guaranteeing the rights of the child in school, it is essential that legal knowledge is an integral part of the curriculum. This includes recognition of the Convention on the Rights of the Child (1989), **Law No. 18/2017 "On the Rights and Protection of the Child"**, and bylaws that define the obligations of educational institutions.

Question: Do i know the legal obligations that a teacher has in relation to children's rights.

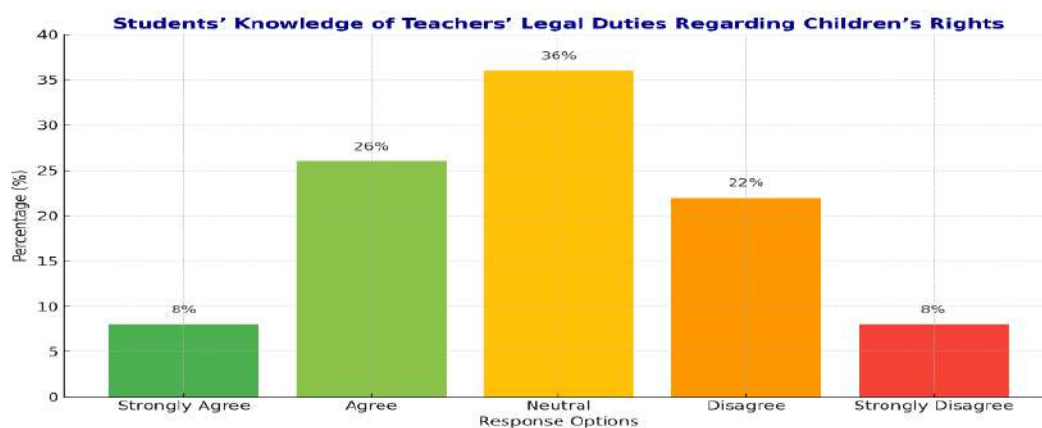
8% – Strongly agree

26% – Agree

36% – Neutral

22% – Disagree

8% – Not agree at all



Graph 5. I know the legal duties that a teacher has regarding children's rights

Only 34% claim specific legal knowledge. This is one of the most problematic points, as teachers have a legal and moral responsibility to report or assist in cases of abuse or neglect. Tuition is not providing them with enough legal knowledge.

Question: Are children's rights fully protected in Albanian schools?

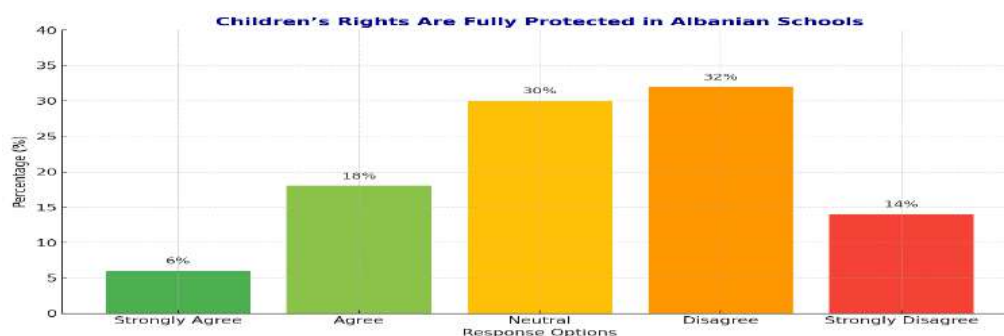
6% – Strongly agree

18% – Agree

30% – Neutral

32% – Disagree

14% – Strongly agree



Graph 6. Children's rights are fully protected in Albanian schools

The data collected through the questionnaire shows that students do not have a unified perception regarding the level of protection of children's rights in Albanian schools. Only **6%** "fully agree" and **18%** "agree" with the statement that rights are fully protected, while **30%** maintain a neutral stance. On the other hand, **32%** are "disagree" and **14%** "not agree at all", which together make **up 46% of the sample** who have **clear doubts or dissatisfaction** about the level of protection currently offered.

These results reinforce the findings of international and national organizations that have highlighted **structural and institutional deficiencies** in the implementation of children's rights in schools. According to **Save the Children (2019)**, many schools in the Balkan region, including Albania, still do not have effective mechanisms for child protection or for reporting abuse and discrimination. Also, **CRCA Albania (2021)** emphasizes that children are often not informed about their rights and do not feel safe to report violations in the school environment.

From a theoretical perspective, **Freeman (2007)** argues that children's rights education makes no sense if the educational environment does not perpetuate these rights in practice. A school environment that does not give children space for voice, safety and equal treatment, contradicts the very goals of the Convention on the Rights of the Child (1989), which has legal force in Albania as well. In this context, the results of the study underline the necessity for:

- ✓ the establishment of functional structures for the protection of children in every school;
- ✓ more active involvement of students themselves in reporting violations;

✓ and continuous training of teachers and school leaders on the prevention of violence and discrimination.

To the open question: "**What do you think are the main obstacles to respecting children's rights in school?**", students expressed a number of concerns that reflect the complex reality of the Albanian education system. Their answers can be grouped into several recurring topics:

Some of the recurring topics:

- **Lack of professional training of teaching staff;**
- **Fear of reporting abuse (by students and parents);**
- **Lack of cooperation with the psychologist or support structures;**
- **Discrimination against students with learning difficulties or with different abilities;**
- **Authoritarian culture in schools, where the voice of the child is neglected**

The qualitative responses reflect an awareness of students about the problematic reality in many Albanian schools, but also about systemic gaps. In particular the **lack of students' knowledge about protection institutions such as the Ombudsperson, the Regional Directorate of Education (DRASH), the Commission for Protection from Discrimination**, the Child Protection Unit in the municipality, as well as about the internal reporting mechanisms in the school stands out. This lack points to **weaknesses in the legal and civic formation of future teachers**, as well as a gap between the legal norm and the educational reality.

CONCLUSIONS

This study highlighted the crucial importance of children's rights education as a necessary component in the professional and ethical training of future teachers. Data collected from a sample of 50 students of teaching programs revealed several disturbing and simultaneously significant trends:

- **Only 34%** of students expressed clear knowledge of the Convention on the Rights of the Child, indicating that basic international documents are not fully integrated into university education.
- **62%** stated that they feel prepared to recognize the legal obligations of teachers, while.
- **38%** are neutral or do not feel informed, which indicates a serious gap in legal training.
- While **80%** claim to feel prepared to spot violations of children's rights, this self-assessment contrasts with the real knowledge reported.
- About **46%** of students think that children's rights **are not fully protected in Albanian schools**, suggesting the existence of a problematic reality that requires systemic intervention.

The open responses also revealed direct perceptions about **structural deficiencies** in the education system, such as the lack of cooperation with support structures, the fear of reporting abuses, and the existence of an authoritarian culture that negatively affects the respect of children's rights.

These results show that there **is currently a divide between the legal norm and educational practice**, and that efforts to promote a democratic and inclusive school still remain fragmented.

In conclusion, this study confirms the need for:

- in-depth inclusion of children's rights education in university teaching programs;
- integration of the practical and legal component in the formation;
- and building an institutional culture that respects, protects and empowers the voice of the child at every step of the educational process.

Also, familiarization with basic documents such as the UN Convention on the Rights of the Child and Law no. 18/2017 in Albania remains low, showing that the current university education does not guarantee the in-depth acquisition of these essential elements. Students exhibit empathy and willingness to act in the protection of children, but feel insecure about the practical application of this knowledge in the school environment.

RECOMMENDATIONS

In accordance with the data and analyses of this study, the following measures are recommended:

- Mandatory inclusion of child rights modules in all undergraduate teaching programmes, as part of students' basic education. The study showed that a significant proportion of students (only 34%) have a clear knowledge of the Convention on the Rights of the Child. As **Verhellen (2000) points out**, knowledge of this convention should be the basis in the formation of every teacher.
- Development of interdisciplinary modules that include law, pedagogy, and psychology. For students to have a full approach, children's rights education must combine the **legal, ethical and psychopedagogical dimensions**. **Lundy (2007)** emphasizes that in order to guarantee the implementation of Article 12 of the Convention (right to give an opinion), environments must be created that allow, encourage and support the participation of the child in decision-making.
- Increasing the practical component in addressing children's rights, through concrete case analysis, simulations, interdisciplinary discussions and trainings with actors from the justice, health and social protection sector. The data showed students' insecurities to apply knowledge in practice. **Save the Children (2019)** highlights the importance of experience-based practices and partnerships between universities and child protection institutions.
- Improving curriculum content to include foundational knowledge on:

- Convention on the Rights of the Child (1989),
 - Law no. 18/2017 "On the Rights and Protection of the Child",
 - Law no. 69/2012 "On the pre-university education system",
 - and the legal obligations of teachers to report cases of abuse or discrimination.
- Strengthening of cooperation between education faculties and child protection institutions (Ombudsperson, National Agency for Child Protection, NGOs, etc.), for the realization of professional practices and awareness campaigns.
- Developing continuing education for tenured teachers, Only 62% of students felt prepared to recognize teachers' legal obligations. This shows that even current teachers need continuous **training on the obligations deriving from Law no. 18/2017** and international documents. According to **Freeman (2007)**, respect for children's rights is closely related to the level of awareness of professionals working with children.
- Building a democratic school culture that empowers the child's voice

The students cited as an obstacle the fact that in many schools authoritarian culture prevails, marginalizing the children's voice. As Jerome et al. (2015) argue, only a participatory and open culture can ensure that children's rights are respected in a real, not just formal, way. This also requires intervention in the training of school leaders and policy makers in education.

SOURCE

1. CRCA Albania. (2021). *Raport vëzhgimi mbi respektimin e të drejtave të fëmijëve në institucionet arsimore*. Tiranë: Qendra për të Drejtat e Fëmijëve në Shqipëri.
2. Freeman, M. D. A. (2007). *Why it remains important to take children's rights seriously*. International Journal of Children's Rights, 15(1), 5–23. <https://doi.org/10.1163/092755607X181711>
3. Harvard Law School. (2017). *Child Advocacy Program: Children's Rights Law*. Cambridge, MA: Harvard University.
4. Jerome, L. (2016). *Children's rights education in schools: The gap between policy and practice*. London Review of Education, 14(3), 3–17. <https://doi.org/10.18546/LRE.14.3.03>
5. Jerome, L., Emerson, L., Lundy, L., & Orr, K. (2015). *Teaching about rights in schools: Professional responsibilities and accountability*. International Journal of Human Rights Education, 2(1), 1–23.
6. Konventa për të Drejtat e Fëmijës, miratuar nga OKB, 1989.
7. Kushtetuta e Republikës së Shqipërisë, 1998/2016.
8. Ligji nr. 18/2017, “Për të drejtat dhe mbrojtjen e fëmijës”.
9. Ligji nr. 69/2012, “Për arsimin parauniversitar në Republikën e Shqipërisë”.
10. Save the Children. (2019). *Child rights education in teacher training programs in the Western Balkans*. Prishtinë: Save the Children International.
11. Verhellen, E. (2000). *Convention on the Rights of the Child: Reflections from a historical, social policy and educational perspective*. Leuven: Garant. BERA (British Educational

- Research Association). (2018). *Ethical Guidelines for Educational Research* (4th ed.). London: BERA.
12. Lundy, L. (2007). "Voice" is not enough: Conceptualising Article 12 of the United Nations Convention on the Rights of the Child. *British Educational Research Journal*, 33(6), 927–942. <https://doi.org/10.1080/01411920701657033>
13. Creswell, J. E. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage.
14. United Nations. (1989). *Convention on the Rights of the Child*. Geneva: Office of the United Nations High Commissioner for Human Rights.
15. Basha, E. (2016). Roli i familjes në edukimin dhe mbrojtjen e fëmijëve në Shqipëri. Tiranë: Botimet Akademike.
16. Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
17. Dervishi, F. (2017). Sfida në zbatimin e të drejtave të fëmijëve në shkollat shqipe. *Revista e Shkencave Sociale*, 12(2), 45-61.
18. Freeman, M. (2011). *Children's rights: An introduction*. Routledge.
19. Hill, M., Maloney, C., & Lambert, S. (2014). Measuring children's rights in schools: Developing a children's rights index. *Children & Society*, 28(2), 123-136. <https://doi.org/10.1111/chso.12011>
20. Hoxha, L. (2018). Të drejtat e fëmijëve dhe sfidat në institucionet arsimore shqiptare. Gjirokastër: Universiteti "Eqrem Çabej".
21. Kola, S. (2020). Përmirësimi i politikave arsimore për mbrojtjen e fëmijëve në Shqipëri. Tiranë: Qendra për Studime Sociale.
22. Lansdoën, G. (2011). *Every child's right to be heard: A resource guide on the UN Committee on the Rights of the Child General Comment 12*. Save the Children.
23. Leka, A. (2019). Ndërgjegjësimi familjar dhe komunitar për të drejtat e fëmijëve. *Revista e Arsimit dhe Kulturës*, 7(1), 78-90.
24. Piaget, J. (1950). *The psychology of intelligence*. Routledge & Kegan Paul.
25. Rama, M. (2021). Kultura shkollore dhe respekti i të drejtave të fëmijëve. Tiranë: Instituti për Zhvillim Edukimi.
26. Smith, R., & Davies, L. (2019). *Children's rights and education: The role of the teacher*. Palgrave Macmillan.
27. UNICEF. (2020). *The state of the world's children 2020: Children, food and nutrition*. New York: UNICEF.
28. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
29. Archard, D. (2004). *Children: Rights and childhood*. Routledge.

30. Christensen, P., & James, A. (2008). *Research with children: Perspectives and practices*. Routledge.
31. Lansdoën, G. (2005). *The evolving capacities of the child*. UNICEF Innocenti Research Centre.
32. Tobin, J., Wu, D. Y., & Davidson, D. H. (1989). *Preschool in three cultures: Japan, China, and the United States*. Yale University Press.
33. Woodhead, M. (2008). *Children's rights and childhood studies*. *Childhood*, 15(1), 9-29.
34. Save the Children (2015). *Child Rights in Practice: Lessons Learned from 20 Years of Eork*. Save the Children International.
35. Gjika, E. (2019). Integrimi i të drejtave të fëmijëve në arsimin parauniversitar në Shqipëri. Tiranë: Universiteti i Tiranës.
36. Shala, B., & Hyseni, A. (2017). Të drejtat e fëmijëve dhe sfidat në shkollat e Kosovës. Prishtinë: Qendra për Mbrojtjen e Fëmijëve.
37. Zëri i Fëmijëve (2022). *Raporti vjetor për të drejtat e fëmijëve në Shqipëri*. Tiranë: Instituti për Studimin e të Drejtave të Njeriut.

THE SILENT VOICE OF EMOTIONS: A VISUAL APPROACH TO CHILDREN WITH MUTISM AND LEARNING DIFFICULTIES

MSc. Aida SOTIRI, Dr. Loreta MAMANI, Doc. Harallamb Margariti

University “Eqrem Çabej” – Faculty of Educational Sciences, Department of Teaching Methodology and Didactics, Gjirokastër, Albania

Abstract: Emotions are an integral part of every child's life, yet they can often become hindering factors, negatively affecting the child's ability to build social relationships and placing them in difficult positions both in and outside the classroom. While many children experience a stable and conflict-free childhood, others face emotional difficulties that lead to feelings of guilt, shame, and self-isolation. In their efforts to connect with peers, children with emotional challenges often fail, resulting in deeper withdrawal and limited interaction with others. If the causes of this self-isolation are not identified and addressed in time, it can lead to significant social disadvantages. The approach to these children should not resemble clinical treatments focused on the "illness", but rather consider the child as a whole—recognizing their potential, behaviors, and emotions. One of the most effective tools to access their inner world is visual art, which enables children to express their emotions and build bridges of communication with others. This mini-study was conducted with children aged 5 to 7 attending kindergartens and first-grade classes in the city of Gjirokastër. The selection was based on the children's social profiles, including those from divorced families, children in foster care, children with special needs, children from rural areas, and children diagnosed with mutism. The researchers applied a quantitative methodology over a seven-week period, using art therapy techniques. The children were assigned tasks such as: “Draw yourself”, “Draw your house”, “Draw your family”, “Draw a tree”, and “Draw your circle of friends.” The aim of this mini-study was to explore how visual art and its specific techniques contribute to the emotional development of children with learning difficulties, especially those with mutism—a disorder characterized by the selective absence of speech, often seen as a form of internalized aggression, self-blame, or excessive self-control. Findings revealed that through the use of colors, spatial composition, and geometric forms to depict human figures, the children expressed their emotional states and attitudes toward family members. Art served as a therapeutic “massage” for their inner emotional pain. In particular, two children with mutism managed to express their emotions through drawing. The analysis of their artwork proved to be an effective way to shed light on their suppressed emotional world.

Keywords: emotions, visual art, mutism, children, family, teacher

INTRODUCTION

Children facing deep emotional challenges, such as selective mutism, autism spectrum disorders (ASD), ADHD, or difficult family experiences such as parental divorce, often struggle to build social relationships and express their emotions. These challenges impact not only the children's emotional well-being but also their participation in school and social life. Unexpressed emotions like fear, insecurity, loneliness, or shame can lead to deep isolation and hinder the development of communication and interpersonal skills. In this context, the

aim of this study is to assess the use of visual art as a tool to bring out children's emotions and help them express themselves beyond verbal limitations.

Entering children's emotional world through visual art represents a powerful intervention method that avoids clinical labeling and treats the child as a whole — with potential, sensitivity, and needs for authentic expression. By analyzing the drawings children create about themselves, their family, friends, and environment, this study explores how symbolism, colors, and the structure of figures convey important messages about their inner world. This projective approach builds bridges of communication between the child and the adult, especially in cases where words are absent or blocked due to anxiety or trauma. This study is **coherently grounded in several classical and contemporary theories** related to emotional development and the use of non-verbal methods in interaction with children. **Erikson's theory of psychosocial development (1950)** is essential for understanding the importance of initiative and self-esteem in children. The developmental stage between ages 3–6 is described as a period in which children seek to explore, act, and take initiative. Lack of opportunities for expression or experiences of rejection can lead to feelings of guilt and withdrawal — elements that are clearly reflected in the children's analyzed drawings. **Vygotsky's sociocultural theory (1978)** emphasizes the role of social interaction and environment in the development of higher psychological functions. For children with speech difficulties, the use of non-verbal tools (such as art) in the "zone of proximal development" becomes essential. The study uses art as a mediating tool to facilitate emotional understanding and to promote connections with the social environment. The **neuropsychological approach of Immordino-Yang and Damasio (2007)** provides a scientific foundation for the interdependence between emotions and learning. They highlight that emotions are closely linked to cognitive processing, memory, and motivation. This aligns with the findings of the study, which show that improving emotional well-being through art helps children engage more easily in learning and interaction. **Art therapy as a non-verbal intervention method**, developed by authors such as Malchiodi (2012), Kramer (1971), and Rubin (2005), stands at the core of this study's methodology. This theory supports the idea that art offers a second language for children who feel unable to communicate with words. The symbolism in the drawings (missing hands, disconnected figures, use of dark colors) has been analyzed as a reflection of internal experiences, in accordance with projective psychological interpretations. The **contributions of Lorela Garuli (2020–2024)** represent an important theoretical and practical source in the Albanian context. She connects art therapy with the educational and emotional realities of Albanian children, addressing challenges such as selective mutism, learning difficulties, and attention disorders. Her books offer concrete techniques for interpreting children's drawings and for integrating art into education, in full harmony with the approach of this study. **The study is fully compatible with the selected theories**, integrating them functionally into both the methodological design and the data interpretation. It demonstrates that art can serve as an effective tool for releasing children's emotions and for building communication bridges, supporting their emotional, social, and cognitive development.

LITERATURE

Definition and characteristics of Selective Mutism

Selective mutism is a complex anxiety disorder that manifests itself in children's inability to speak in certain social situations, even though they have the ability and desire to communicate in other, safer, or familiar settings (Shipon-Blum, 2002). This phenomenon is not related to general speech difficulties, but is an emotional response to social anxiety that inhibits verbal expression. In most cases, selective mutism appears in preschool age and can persist if not adequately treated.

Shipon-Blum (2002) points out that selective mutism is closely related to anxiety disorders, where children experience a deep fear of social situations and the evaluation of others, which leads them to selectively remain silent. Furthermore, family factors, such as communication styles and stress in the family environment, can influence the development and exacerbation of this disorder. Therefore, diagnosis should also take into account the child's family and social context.

On the other hand, Krynski (2003) highlights the importance of intervention in school, where children spend most of their time. He emphasizes that teachers and school psychologists play a key role in early identification of selective mutism and in creating support strategies to help children improve their communication skills and reduce anxiety. School support includes creating a safe environment, encouraging gradual communication, and using alternative methods of expression, such as through art or play.

In their study, Cohan et al. (2006) reviewed psychosocial interventions for selective mutism during the period 1990–2005 and highlighted the effectiveness of approaches that included play therapy and visual arts as part of the treatment. These methods help children express their emotions and build self-confidence in a more natural and indirect way, thereby reducing the anxiety that selective mutism causes. Art therapy, in particular, provides a nonverbal communication channel that is important for children who experience difficulty expressing emotions and thoughts verbally.

Selective mutism is a disorder that requires a comprehensive approach, where diagnosis and treatment focus not only on verbal symptoms, but also on psychological, social and family factors. Multidisciplinary interventions, including psychologists, teachers and art therapists, are key to helping children overcome this barrier and develop stable and healthy communication skills.

Learning difficulties and the impact of emotions

The impact of emotions on learning is a topic that has received considerable attention in the fields of education and developmental psychology. Research shows that emotional and social skills are the basis for academic success and positive school experiences (Zins et al., 2004). Zins and colleagues (2004) argue that building emotional competencies, such as emotional awareness, self-regulation, and social skills, is essential for the development of sustainable learning and academic performance. Without these competencies, children may experience difficulties in concentration, motivation, and cooperation in the school environment.

From a neuropsychological perspective, Immordino-Yang and Damasio (2007) highlight the close connection between emotions and cognitive processes. They show that feelings directly influence the way the brain processes information, remembers, and learns. Positive emotions

can boost motivation and memory, while stress and anxiety can inhibit cognitive processes, making learning more difficult. This essential connection shows that children's education should take into account not only academic aspects, but also emotional and social well-being.

Furthermore, Elias et al. (1997) provide practical guidelines for integrating emotional development into teaching. They propose activities and programs that help students develop social and emotional skills as part of the school routine, thereby improving the classroom climate and reducing the behavioral problems that often hinder the learning process. These practices include teaching ways to manage emotions, resolve conflicts, and build positive relationships with peers and teachers.

In the context of children with selective mutism and learning disabilities, the importance of emotional development becomes even more pronounced. Interruption or limitation of verbal communication causes social isolation and increased anxiety, which can negatively affect the acquisition of knowledge and school skills. Therefore, a comprehensive approach that addresses and supports the emotional needs of these children is necessary to facilitate the learning process and promote their integral development.

Recent literature highlights that academic success is determined not only by intellectual abilities but also by how children manage emotions and interact in the social environment of school. For this reason, integrating the treatment of emotions and social skills into educational programs is essential to helping every child, especially those with special needs, reach their full potential.

Visual art therapy in education and psychology

Visual arts therapy is an innovative and effective approach that uses artistic expression as a means to explore and process emotions, helping children's psychological and educational development. Malchiodi (2012), one of the most recognized authorities in the field, provides a broad scientific basis that explains how the process of artistic creation can serve as a channel of communication for those who feel limited in verbal expression, including children with learning disabilities and selective mutism. In her work, she presents practical examples of the use of art therapy in clinical and educational settings, highlighting the positive impact on reducing anxiety, increasing self-confidence, and improving social skills.

Case and Dalley's (2014) comprehensive handbook provides a detailed overview of the basic theories of art therapy and its practical applications, covering a wide range of artistic techniques such as painting, drawing, sculpture, collage, and other creative mediums. This resource is extremely important, as it integrates therapeutic and educational aspects, treating art therapy as a comprehensive tool that goes beyond the simplicity of artistic expression. It emphasizes that art is not just an aesthetic form, but a powerful channel for helping children cope with and manage the emotional, social, and learning challenges they face in their daily lives.

Through these techniques, art therapy creates a safe and supportive space where children can explore their feelings and experiences without fear of prejudice or punishment. This is especially important for children with selective mutism and learning disabilities, who often face barriers to verbal communication and need creative alternatives to express their inner

world. Through art, they can create bridges with the external environment and with the people around them, thus improving social interactions and emotional development.

Historically, the works of Kramer (1971) are considered the foundation of modern art therapy, explaining the extraordinary power of art as a form of psychological intervention for children. Kramer emphasized that the process of artistic creation is not simply a creative act, but a transformative experience that helps alleviate anxiety, express repressed emotions, and promote cognitive development. She argued that art can act as an alternative language, especially for children who have difficulty with verbal communication, giving them a way to express their concerns and needs in a way that is understandable to others. Furthermore, artistic creation helps to strengthen self-esteem and a sense of autonomy, which are essential for overall well-being.

Beyond these aspects, art therapy also contributes to the growth of social skills and improved adaptive functioning. By working in groups or with therapists, children learn to cooperate, listen, share, and respect each other's ideas and feelings. This is especially important for children with selective mutism and learning disabilities, who are often socially isolated and need support in developing interpersonal relationships.

Visual art therapy is presented as a multidimensional and comprehensive method that supports the emotional, social, and educational development of children. It provides a safe and supportive space for the expression and processing of emotions, helping children overcome communication barriers and learning difficulties. This approach is extremely valuable not only for educators, psychologists, and therapists but also for families and the community in general, creating real opportunities for improving the quality of life and the full development of the potential of every child, especially those with special needs.

Classical theories of emotional development in children

Erik Erikson (1950), in his famous work *Childhood and Society*, described children's emotional development as a series of psychological stages, each of which contains specific challenges that affect identity formation and emotional health. For children between the ages of 3 and 6, Erikson emphasizes the importance of a sense of initiative versus a sense of guilt, which is related to the courage to explore and take creative action. If children receive sufficient support, they develop self-confidence and initiative; otherwise, they may feel guilt and insecurity, which negatively affect their emotions and the learning process.

Lev Vygotsky (1978) in *Mind in Society: The Development of Higher Psychological Processes* highlights the importance of social interaction and the environment in children's emotional and cognitive development. He promotes the idea of the "zone of proximal development", where children learn and develop through cooperation and communication with others, including alternative communication and mediation, which are extremely important for children with difficulties in verbal expression. This approach supports the use of non-verbal means, such as visual art, to assist in emotional and social development.

Laura E. Berk (2022) in her text *Development Through the Lifespan* provides a contemporary overview of cognitive and emotional development across the lifespan. She integrates classical

theoretical knowledge with modern empirical research, highlighting the importance of understanding emotions as a foundation for educational success and social development.

Lorela Garuli is an Albanian author known for her important contributions in the fields of education and psychology, with a particular focus on the emotions and difficulties faced by children in the Albanian context. One of her most popular works is the book entitled "Discover Your Child: Interpretations of Children's Drawings," which treats drawings as a diagnostic and therapeutic tool. In this book, she explains how art can be used to understand children's hidden feelings and thoughts, emphasizing the importance of art as an expressive channel. This channel is especially important for children who have difficulties in verbal communication, as it allows them to express their emotions and experiences in a non-verbal way, thus offering a holistic approach that connects education with psychology.

In her other work, "Learning Disorders. Difficulties in Reading, Writing and Mathematical Skills," Garuli addresses the emotional and educational impacts that are closely related to learning difficulties. In this book, she highlights how emotional sensitivity can directly affect school performance and emphasizes the need for specialized educational involvement that can support children with various learning disorders. Through this guide, she offers concrete strategies for teachers and professionals in the field to address and manage these difficulties effectively.

Another important book of hers is "Attention Deficit Hyperactivity Disorder: A Guide for Professionals and Parents," which focuses on the treatment of ADHD. This publication describes practical approaches that include not only the medical aspects but also the emotional impacts that appear in children with this disorder. Furthermore, the book discusses methodologies for appropriate intervention at school and at home, helping professionals and parents improve children's well-being and create a supportive environment for their development.

In September 2024, Garuli published the book "Art Therapy," a work that contains over 60 expressive art therapy techniques, including music therapy, psychodrama, phototherapy, dance therapy, and many other methods. This publication explains the practical and clinical approach of art therapy in educational and social settings, offering an in-depth look at the use of art as an expressive and therapeutic tool for children with special needs. Through this work, she emphasizes the importance of art therapy as a comprehensive method that helps in the emotional, social, and psychological development of children, helping them overcome communication barriers and express their inner world in creative and safe ways.

Overall, Lorela Garuli's works represent a valuable resource for educators, psychologists, parents, and other professionals who aim to understand and support children with emotional, social, and learning difficulties, bringing to the center the importance of connecting art with education and psychology in the Albanian context.

Lorela Garuli's works fit closely with the theoretical framework of this study in several key aspects. Regarding art therapy, two of her most important works, "Discover Your Child" and "Art Therapy," focus on the interpretation of drawings and the use of various visual therapeutic techniques, which directly align with the use of art as an expressive and therapeutic tool for children with emotional and communication difficulties. This approach

promotes an alternative and effective way to understand and process hidden emotions in children, which is in harmony with the theories of emotional development and art therapy methodologies addressed in the theoretical framework.

Regarding learning difficulties, Garuli's work "Learning Disorders" addresses the emotional and educational challenges experienced by children with this problem, emphasizing the importance of specialized psychoeducational support. This focus is consistent with the literature that addresses the impact of emotions on the learning process and the need for structured interventions, which are an important part of the theoretical framework of the study.

Furthermore, in all her works, Garuli focuses on the emotional construction of children, aiming to strengthen emotional awareness and social skills fully. This integrative approach supports theories of emotional development, such as those of Erikson and Vygotsky, by offering concrete tools for promoting the psychological and social development of children, especially those with special needs, such as selective mutism or learning difficulties. Lorela Garuli's works represent a strong theoretical and practical support for the topic of study, harmoniously connecting psychological theories with educational and therapeutic applications, which are essential for the treatment and support of children with emotional and educational challenges.

Art therapy	<i>Discover Your Child & Art Therapy</i>	Focus on drawing interpretation and various visual therapeutic techniques.
Learning difficulties	<i>Learning disorders</i>	Focus on emotional and educational challenges, emphasizing the need for psychoeducational support.
Emotional construction	All works	Her approach aims to strengthen children's emotional awareness and social skills in a comprehensive way.

METHODOLOGY

The purpose of this study is to assess the role of visual art as a means of emotional expression and communication in children facing various developmental and emotional challenges, such as selective mutism, attention deficit hyperactivity disorder (ADHD), autism spectrum disorder (ASD), and difficult family experiences such as parental divorce. The study aims to analyze the drawings of these children to identify internal elements of their emotional world, relationships with others, and level of involvement in social reality.

Research questions

1. How do children with selective mutism express emotions and relationships through visual art?
2. What are the similarities and differences in artistic expression between children with various disorders (such as ASD and ADHD) and those with challenging family experiences?

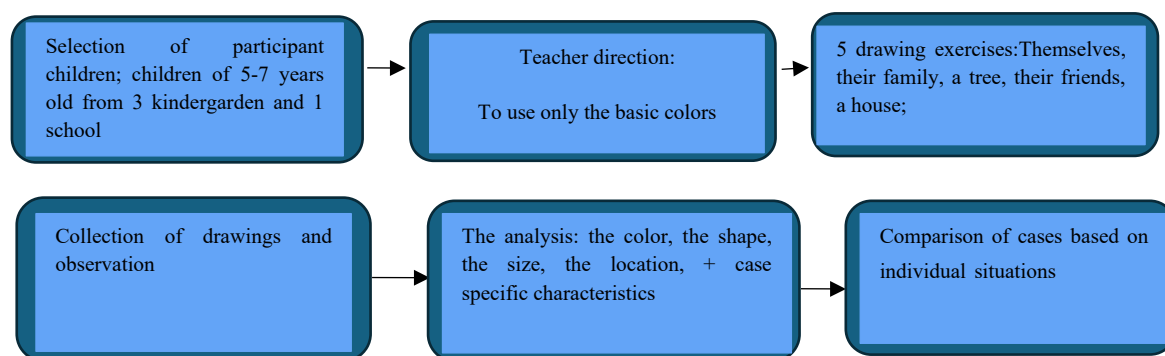
3. How can the symbols in the drawings be interpreted to understand the emotional and social needs of these children?

Methodology of the work

This is a study with a qualitative approach and projective elements. It aims to explore how children with various developmental, emotional, or social challenges express their inner world through visual art. In this sense, art is used as a means of non-verbal communication and psycho-pedagogical interpretation to reveal relationships, feelings, and experiences that cannot be easily articulated through language.

Children aged 5 to 7 years, selected from three kindergartens, participated in this study. AND the first grades of a public school located in one of the largest neighborhoods of the city, which is characterized by a heterogeneous population and high density. The selection was made intentionally, focusing on children with special developmental or emotional characteristics: 2 children with selective mutism, children with autism spectrum disorder (ASD), children with ADHD, and children with divorced parents. Although the study included a large number of children, this paper focuses on the most representative cases, providing a more in-depth analysis for each.

Diagram of the study methodology flow



Data were collected through a series of structured drawing exercises, where each child drew a drawing of themselves, their family, a house, a tree, and their circle of friends. Teachers were instructed not to interfere during the creation, except to read the same instructions to each child. Children were offered only basic colors (red, blue, yellow, green, brown, gray, black) to maintain the naturalness and sincerity of their choice and to avoid an elaborate aesthetic effect. Each exercise lasted an average of 15 minutes, and at the end, the original drawings were saved for further analysis. The analysis was carried out qualitatively, through the projective interpretation of the visual elements in the drawings, focusing on the presence or absence of figures (family, self, friends), their positioning and ordering, structural details (lack of limbs, especially hands), choice and distribution of colors, symbolism of objects (tree, house, circle of friends), space or compression on the paper. Interpretations were made by referring to pedagogical and psychological literature, but also taking into account the individual context and additional information provided by teachers and from conversations with children, where possible. Informed consent was obtained from parents and school administrators for each child. The anonymity of the data was guaranteed, and the use of the

drawings was for research and educational purposes only, respecting the rights of the child and the family.

RESULTS

Keywords: emotions, visual art, muteness, children, family, teacher.

The analysis of the drawings was done by considering key elements such as the choice of colors, shapes, sizes, spatial relationships between elements, and positioning on the page.

Colors: The children included in the study used only basic colors, as was the methodological goal. Some children preferred dark shades and repetitions of black, especially in self-representation, while others avoided the use of colors for certain elements, such as family members.

Shapes and sizes: In some cases, children depicted themselves or others as small or distorted, especially when depicting figures that had an emotional charge. The lack of harmony in the body-head-hand ratio is an element that was observed in some of the drawings.

Positioning on the sheet: In some drawings, the central figure was placed at the corner of the sheet or near the borders, suggesting a sense of withdrawal or alienation. In some cases, with empty content around the figure, it can be interpreted as a sense of loneliness or isolation.

Special body elements: In some children, the absence of palms or arms was observed, a detail with symbolic meaning that may be related to the feeling of inability to act, embrace, or interact with others.

Differences between children with selective mutism and other children

Children with selective mutism showed significant limitations in visual expression. They drew figures with simplified shapes, lacking detail, often isolated and separated from each other. In the family drawing, the characters are not connected and appear scattered in space.

In comparison:

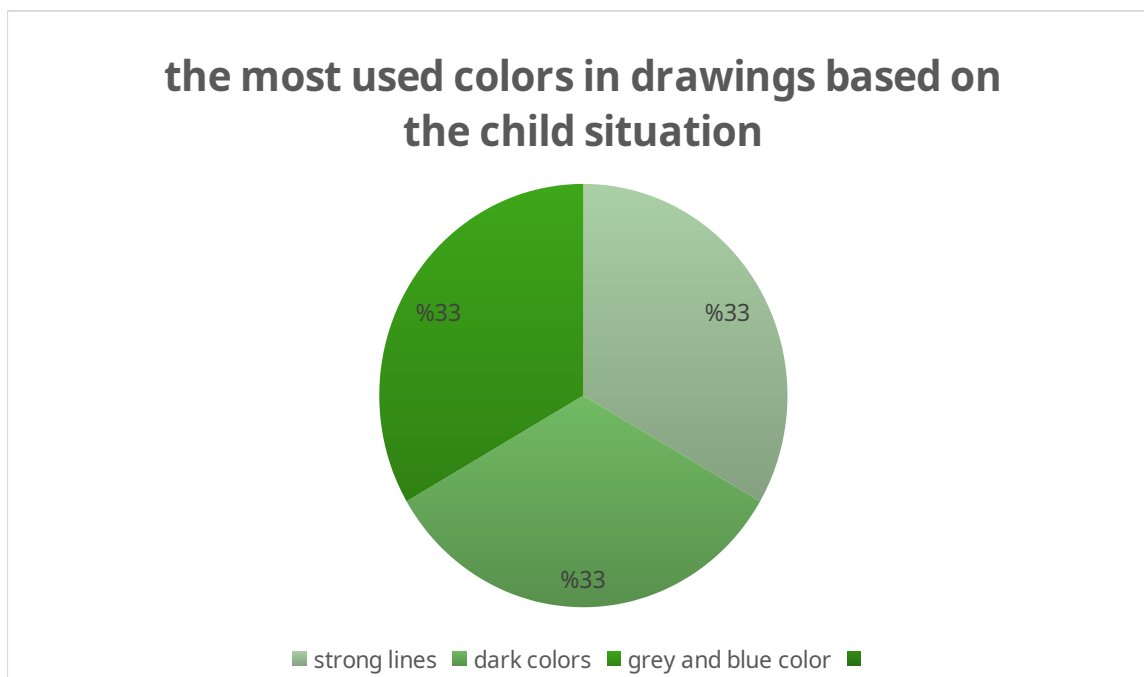
Children with ADHD presented filled figures, sometimes overlapping, with strong colors and strong lines, reflecting internal mobility and haste in execution. Children with autism were noted for repetitive details and a lack of expressiveness in the faces of the figures, with a more rigid and structured appearance. Children with divorced parents presented either the absence of one parent in the drawing, or figures very clearly separated on two sides of the sheet, often with a lack of physical contact.

Case with selective mutism: In the self-drawing, the child presented a figure without arms, in black and without any facial expression. In the family drawing, each figure was in a different corner of the sheet, without interaction. The circle of friends is completely missing.

Case with autism: The child drew himself in large sizes and all the figures without hands. The color blue dominated. In the drawing of the tree, a symmetrical structure was observed, with very pronounced roots, perhaps a search for stability.

ADHD case: The family drawing contained many figures, with bold outlines and strong colors (red and blue). Some elements overlapped, while the trees and house had inconsistent proportions.

Divorce cases: One child drew only one parent, with dark colors and a very small figure. Another presented a family divided on two sides of the sheet, giving himself a position in the middle, with arms outstretched, but without a palm.



The drawings showed that art can serve as a bridge between a child's inner world and the reality that surrounds them, especially for those children who are unable to articulate their experiences through words. Drawing helps children process emotions and express voiceless feelings, such as fear, loneliness, a lack of security, or the desire for connection. In cases such as selective mutism or family trauma, art emerged as a key tool for unpacking and reflecting on their inner experience.

RESULTS

How do children with different challenges (mutism, neurodevelopmental disorders, family difficulties) express their feelings and experiences through drawing?

Children expressed their feelings through body size, use of color, absence of significant figures such as parents or themselves, and positioning on the sheet. The data showed a strong relationship between the content of the drawings and the children's emotional state.

What are the most obvious similarities and differences in drawings between children with selective mutism and those with other difficulties?

Children with selective mutism tended to have small, angular, pale or dark-colored figures, indicating withdrawal and shyness. Children with ADHD had stronger, often messy, lines, or

unfinished drawings. Children with family challenges displayed symbols that reflected tensions, such as parental separation on the edge or the absence of one parent.

Can visual art be used as a facilitating tool for emotional communication in educational settings?

Yes, the results suggest that visual art is a very effective tool for nonverbal communication, especially in mainstream educational settings, enabling the expression of feelings that children are unable to verbalize. The teachers involved confirmed that after the drawing exercises, the children were more open to interaction.

DISCUSSION

Art interventions in an educational (non-clinical) context have some limitations. Teachers are not always trained to interpret projective symbolism, and sometimes the process can be confused with aesthetic appreciation. Another difficulty is the lack of privacy, as drawings are often made in large classrooms and under the observation of peers. It is challenging to create an emotionally safe environment, especially for children who have experienced trauma or feel isolated. However, as the literature suggests (Winner & Hetland, 2000), incorporating art elements into education does not always require mental health professionals, but a sensitive and reflective approach from educators. This study suggests that preschool and primary school educators and teachers should regularly use art-based approaches to identify hidden feelings, build trust, and support children in difficulty. Drawings can serve as an emotional assessment tool at the beginning of the school year. Teachers can build guided discussions around drawings to understand family relationships or social dynamics in the classroom. Educating teachers in this area would improve their professional sensitivity, bringing more attention to how children express themselves in nonverbal ways.

CONCLUSION

This study demonstrated that visual art is a powerful and versatile tool for accessing the inner worlds of children, especially those who face challenges in expression, social interaction, or complex emotional situations such as selective mutism, neurodevelopmental disorders, and family separations. Through elements such as colors, shapes, positioning, and body symbols (chest, hands, postures), children showed deep feelings that could not be easily expressed through words. The lack of eye contact in the drawing, the separation of figures, the absence of arms or palms, and the selection of dark colors were interpreted as signals of feelings of isolation, insecurity, or anxiety. For the children, the creative process provided not only a way to communicate but also a means of emotional self-regulation, reducing tension and helping them feel more heard.

Recommendations

- Teachers should systematically include visual art activities in the curriculum, not only for didactic purposes, but also as a tool for emotional assessment and building healthy relationships with children.
- School psychologist Drawing should be used as part of initial assessments for children with suspected emotional difficulties, as well as a tool for gentle and personalized interventions.

- Leaders should train educational staff to develop basic knowledge in interpreting visual elements and creating a safe environment where children can freely express themselves artistically.

Recommendations for future research:

- Similar research should be conducted on a larger and more geographically diverse sample to build a more complete understanding of the impact of art on socio-emotional development.
- Developing comparative studies between children who participate in regular artistic activities and those who do not, to assess the long-term impact on self-confidence, self-expression and social interaction.
- To study the role of art in other vulnerable groups such as children with migration experiences, trauma, or living in institutions.

In conclusion, this study highlights the importance of using visual methods and art therapy to create a safe and effective space where children can express their unspoken emotions, overcoming the barriers of verbal communication that often prevent them from truly expressing themselves. This approach helps not only to relieve emotional tensions, but also to develop emotional awareness and build social skills, which are essential for their integration into educational and social environments.

The integration of these methods into educational and therapeutic environments not only helps children's emotional and social development, but also has a positive impact on improving their academic performance and increasing their overall well-being. In this way, art therapy and visual approaches become comprehensive tools, supporting not only children, but also families and professionals who work with them. In this context, specialized and continuous training of pedagogical and therapeutic staff is necessary to guarantee an intervention adapted and effective to the individual needs of each child.

This study also strongly emphasizes the importance of raising awareness among parents and the community at large, highlighting that support and understanding at the family and social level are key factors that directly influence the success of treatment and the healthy emotional development of children with selective mutism and learning disabilities. Parents, as key partners in the child's development process, should be informed and actively involved in intervention strategies, creating a safe and supportive environment at home. In addition, the wider community plays an essential role in building a culture of acceptance and understanding, where children with special needs feel accepted and valued.

Close and continuous cooperation between schools, families and professionals is essential for creating a comprehensive support network that helps the child face everyday challenges with more confidence and calmness. This support network should include not only specific treatment and interventions, but also social support, motivation and education of all parties involved. Creating this synergy between institutions and families helps to harmonize efforts and adapt methods to the individual needs of children, ensuring sustainable and comprehensive development.

In a broader perspective, visual approaches and art therapy are emerging as powerful and innovative tools that have the potential to fundamentally change the lives of children with communication and learning difficulties. These methods not only help children express their silent emotions but also significantly improve their quality of life, facilitating social integration and helping to develop the skills necessary for a more independent and fulfilling life. Through art and visual methods, children learn to interact better with the environment, develop self-confidence, and strengthen social bonds, which are essential for their long-term well-being.

In this context, this study represents not only an important scientific contribution but also a solid basis for further research aimed at deepening knowledge and developing more advanced and personalized practices in the field of psychopedagogy and complementary therapies. Continuous improvement of intervention methods is essential to better address the unique needs of each child with difficulties, thus ensuring the most efficient and comprehensive support possible. This process translates into a positive and lasting impact on their lives, enabling them to develop harmoniously and reach their maximum potential in all areas of life. In this way, the study contributes to the advancement of educational and therapeutic practices, helping to create a more inclusive, more sensitive and more willing society to support all its members, especially those with special needs.

SOURCE

- Cohan, SL, Chavira, DA, & Stein, MB (2006). Practitioner review: Psychosocial interventions for children with selective mutism: A critical evaluation of the literature from 1990–2005. *Journal of Child Psychology and Psychiatry*, 47(11), 1085–1097. <https://doi.org/10.1111/j.1469-7610.2006.01644.x>
- Elias, MJ, Zins, JE, Weissberg, RP, Frey, KS, Greenberg, MT, Haynes, NM, Kessler, R., Schwab-Stone, ME, & Shriver, TP (1997). Promoting social and emotional learning: Guidelines for educators. ASCD.
- Garuli, L. (2020). Discover your child: Interpretations of children's drawings. Bukinist.al. <https://www.humanum.al>
- Garuli, L. (2022). Learning disorders: Difficulties in reading, writing and mathematical skills. Humanum.al. <https://www.humanum.al>
- Garuli, L. (2023). Attention Deficit Hyperactivity Disorder: A Guide for Professionals and Parents . Humanum.al. <https://www.humanum.al>
- Garuli, L. (2024). Art Therapy. Humanum.al. <https://www.humanum.al>
- Immordino-Yang, MH, & Damasio, A. (2007). We feel, therefore we learn: The relevance of affective and social neuroscience to education. *Mind, Brain, and Education*, 1(1), 3–10. <https://doi.org/10.1111/j.1751-228X.2007.00004.x>
- Krysanski, VL (2003). Selective mutism in children: A review and recommendations for teachers and school psychologists. *Psychology in the Schools*, 40(1), 89–97. <https://doi.org/10.1002/pits.10071>

Shipon-Blum, E. (2002). Selective mutism: An integrated approach. Jason Aronson.

Zins, JE, Weissberg, RP, Wang, MC, & Walberg, HJ (2004). Building academic success on social and emotional learning. ASCD.

THE ROLE OF ARTIFICIAL INTELLIGENCE AND HUMAN RESOURCES IN THE TRANSFORMATION OF PUBLIC ADMINISTRATION

M.Sc. Albana ALLUSHAJ¹, Assoc. Prof. Drita LUZO (KLLAPI)², M.Sc. Mirtila LLUKANI³, Krista MOUSTA⁴

¹. *“Eqrem Çabej” University, Economic Faculty, alba_ylli@yahoo.com, Gjirokastër, Albania*

². *“Eqrem Çabej” University, Economic Faculty, drita_kllapi@yahoo.com, Gjirokastër, Albania*

³. *“Eqrem Çabej” University, Economic Faculty, tilallukani@gmail.com, Gjirokastër, Albania*

⁴. *Essex University, Student at Business-Administration Department, kristamousta2@gmail.com, Essex, England*

Abstract: In the last decade, artificial intelligence (AI) is revolutionizing the way public services are delivered, bringing greater efficiency and transparency to the public. In Albania, the process of integrating artificial intelligence in administration is still in the development phase, but it is expected to have profound impacts on the organization of public institutions and on the role of human resources (Brynjolfsson & McAfee, 2017; Dumi, 2022). This technological transformation raises important questions on the adaptation of public administration and the challenges that must be addressed for a successful transition, including the reduction of human resources and the need to reconceptualize the supervisory role of public administration. This study uses a combined methodology, including literature analysis, case studies and interviews with experts in the field. The descriptive and exploratory approach aims to assess the innovations and challenges of artificial intelligence in the Albanian public administration, analyzing factors such as legal framework, ethics and economic impact (National Authority for Information and Communication Technology, 2023). While EU countries have defined clear policies for AI management, Albania still faces significant challenges in adapting institutions to this digital revolution (Silver, 2019). This study aims to contribute to policy-making on AI, providing recommendations for the adoption of these technologies in a balanced and sustainable manner. The results of the study are expected to help policy makers and public administration in defining strategies for an effective use of AI, maintaining the supervisory role of human resources and minimizing the potential challenges of this transition.

Keywords: Artificial Intelligence (AI), Public Administration, Policy Making, Human Resources, Digital Transformation.

INTRODUCTION

The Global Context of the Application of Artificial Intelligence in the Public Sector

In the last decade, artificial intelligence (AI) has gained a central role in the development of global public administration, bringing innovations to the way public services are delivered,

decisions are made, and citizens are interacted with. The Organization for Economic Co-operation and Development (OECD, 2022) emphasizes that AI is helping to transform public administration towards a more open, efficient, and data-oriented model. In this regard, EU countries have been at the forefront, integrating AI in areas such as justice, customs, health, and public data management (Misuraca & van Noordt, 2020).

Specifically, the Nordic countries (Estonia, Finland) and the Netherlands have become reference models for AI-based digital governance. For example, Estonia has established an integrated AI system for public services through the "KrattAI" initiative, which gives citizens access to public services via automated interfaces (Wirtz et al., 2019). This model is underpinned by long-term policies, sustainable investments, and a strong ethical and legal ecosystem (European Commission, 2024).

Regulating AI in Europe: The First Comprehensive Framework

In April 2021, the European Commission proposed the EU's first law on artificial intelligence, creating a risk-based AI classification system. AI systems that can be used in various applications are analyzed and classified according to the risk they pose to users. The different levels of risk mean more or less AI compliance requirements. In June 2024, the EU adopted the world's first rules for AI. The Artificial Intelligence Act will be fully applicable 24 months after it enters into force, but some parts will be implemented sooner:

The ban on AI systems posing unacceptable risks started to apply on 2 February 2025 (EU AI Act: first regulation on artificial intelligence).

According to Silver (2019), this EU legal model is an attempt to harmonize technological developments with fundamental rights and avoid the potential risks of abuse of technology in administration and security. EU countries have started drafting national AI strategies based on this act and the directives on the digital transformation of public services.

The situation in Albania: Efforts, Challenges and Ambitions

Albania has experienced a significant development in the digitalization of public administration over the last decade, especially through the e-Albania platform, which offers over 1200 online services to citizens and businesses (AKSHI, 2023). However, the integration of artificial intelligence into these systems is still in its infancy. The introduction of the virtual assistant "Diella" in 2025 is among the first cases of using AI in direct interaction with citizens.

According to Dumi (2022), the main challenges hindering a widespread application of AI in the Albanian administration are related to the lack of regulatory framework, the deficit of trained human resources, the lack of a national strategy for AI, and the low level of public trust. Kellezi (2021) underlines that without a clear political vision and inter-institutional involvement, AI can remain a technical instrument rather than a real tool for structural transformation.

Strategic Efforts and Alignment with the EU

However, there is no shortage of institutional efforts. The Political Priorities Document 2026–2028, adopted by the Albanian Government, clearly outlines the ambition for the strategic integration of AI in various sectors such as governance, health, education, agriculture and tax systems. In this document, AI is considered as a tool for accelerating the process of approximation with EU legislation through the automation of translations, assessing the impact of the *acquis communautaire* and identifying gaps in the legislation (Albanian Government, 2024).

Dumi & Tamo (2023) emphasize that this strategy should be supported by a national training plan for public administration, infrastructure investments, and cooperation with international partners. Meanwhile, Debono (2020) underlines that for countries in transition, such as Albania, the success of AI in administration depends more on political engagement and institutional stability than on the technology itself.

METHODS

The main purpose of this study is to analyze the way Albania is integrating artificial intelligence (AI) into public administration, comparing this process with relevant developments in European Union countries. The study aims to identify:

- The current level of AI use in the Albanian public administration**, including existing cases, such as virtual assistants, service automation, and pilot projects.
- Institutional policies and strategies aimed at AI inclusion**, such as the Government's priorities for 2026–2028 and plans for approximation with EU legislation.
- Comparison with the successful models of EU countries**, analyzing the legislation, technical capacities, human resources and ethical framework of the use of AI in administration.
- Challenges hindering the further development of AI in Albania**, including shortcomings in the legal framework, lack of expertise, digital infrastructure, and low level of public trust.
- Formulation of concrete recommendations for Albanian policymakers**, in order to orient the digital transition of the administration in a sustainable, inclusive manner and based on EU best practices.

Study Research Questions

- 1.To what extent has artificial intelligence been integrated into the Albanian public administration?** This question aims to assess the current level of AI use in public institutions, through existing cases such as "Diella", e-Albania, etc.
- 2.What are the perceptions and attitudes of public administration employees towards the use of artificial intelligence in their daily work?** This question is directly related to the questionnaire you will distribute and will help to bring out trends, attitudes, resistance or enthusiasm towards AI.
- 3.What are the main challenges that hinder the successful implementation of artificial intelligence in the Albanian public administration?** This question focuses on the structural,

legal, technical, and human barriers that occur during the implementation of new technologies.

Study Hypotheses

H1: Artificial intelligence has been integrated in a limited and experimental way in the Albanian public administration, mainly through platforms such as "e-Albania" and pilot applications such as "Diella".

H2: Albanian public administration employees have limited knowledge about artificial intelligence, but show a generally positive attitude and willingness to learn more about it.

H3: The main challenges hindering the implementation of artificial intelligence in the Albanian public administration are related to the lack of training, the unclear legal framework and the insufficient technological infrastructure.

Study Methodology. This is a descriptive and exploratory study that aims to analyze the level of integration of artificial intelligence in the Albanian public administration, employee perceptions and the main challenges of this process. A mixed methods approach is used, which includes both quantitative analysis of data collected through a questionnaire, and elements of qualitative analysis from open-ended questions and documentary sources. This combination of methods provides in-depth interpretation of data, allowing for comparisons and generalizations, but also respecting the complexity of the Albanian institutional context.

The population subject to the study are public administration employees in the south of the country, serving in central and local institutions. The participants were selected through a **method of** deliberate selection (purposive sampling), in order to include people who have direct contact with new technologies and digital services in the workplace.

The target population in this study consists of employees of the central and local public administration and are active employees in its structures. A representative sample of 55 individuals was selected from this population, through simple random selection. Of these, 67% are women and 33% are men.

Inclusion criteria

- To be employees of the administration at the central and local level
- Have work experience of more than one year
- Have direct contact with digital services or technologies used in the administration
- There is no age division (as it is part of the demographic analysis)
- Have work experience of more than 1 year

Instruments used: The main tool for data collection is an electronic questionnaire built into Google Forms, divided into four sections:

Section A – Demographic data (age, gender, educational level, institution)

Section B – Knowledge and Use of Artificial Intelligence

Section C – Perceptions and attitudes towards AI

Section D – Open-ended questions on personal experience and challenges

The questions include combinations of multiple-choice questions, grading (Likert 1–5) and open-ended questions. The instrument has been tested with a small pilot group to check comprehensibility and avoid ambiguities.

Data collection procedure: The data was collected through the distribution of an electronic questionnaire via the Google Form version.

The data collection time lasted 10 days. Participation was voluntary and anonymous, and the data will only be used for research purposes. Validation was carried out with 6 people (3 men and 3 women) There was nothing unclear during the validation.

LITERATURE

In this paper I have used and referred to local and foreign researchers. I have referred to the Organization for Economic Co-operation and Development (OECD, 2022) because it emphasizes the importance of AI in transforming public administration towards a new model, while (Misuraca & van Noordt, 2020), it stops in concrete cases in EU countries that have AI in areas such as justice, customs, health and public data management focusing on examples such as Estonia, Finland and Holland were among the first to apply digital governance through the "KrattAI" initiative. In this context (Wirtz et al., 2019) emphasizes citizens' access to services through automation, while (European Commission, 2024), gives long-term and sustainable investment models. While According to Silver (2019), the EU legal model adopted in June 2024 is an attempt to align technological developments with fundamental rights and avoid the potential risks of technology abuse in the administration. But among the countries that have already applied AI is Albania through the virtual assistant "Diella", but according to researcher Dumi (2022), the main challenges that hinder a widespread application of AI in the Albanian administration are related to the lack of regulatory framework, the deficit of trained human resources, etc. Another local author I have referred to is Kellezi (2021) underlines that without a clear political vision and inter-institutional involvement, AI can remain a technical instrument rather than a real tool for structural transformation.

RESULTS

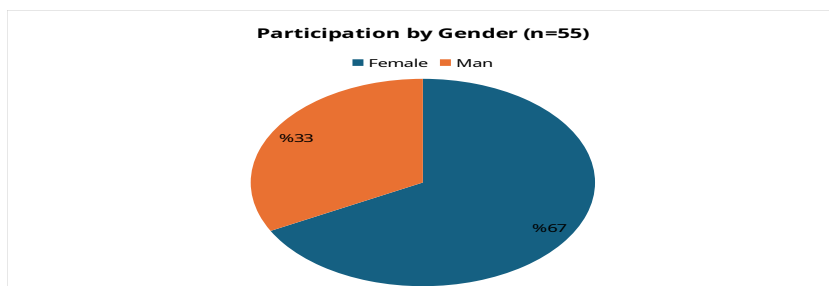
Quantitative data are processed in Excel program, using descriptive statistics (percentage, average, standard deviation) and analysis of the correlation between variables such as: age – knowledge of AI, educational level – practical use, etc.

Qualitative data from open-ended questions is analyzed through thematic coding, identifying recurring patterns in employee perceptions and concerns.

The analysis is used to test hypotheses, but is also enriched with analytical interpretation, in relation to the existing literature and national/international political documents.

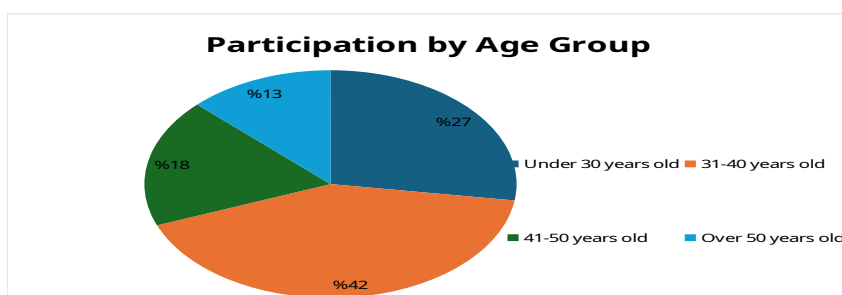
Data analysis.

1. Session A; About Demographics



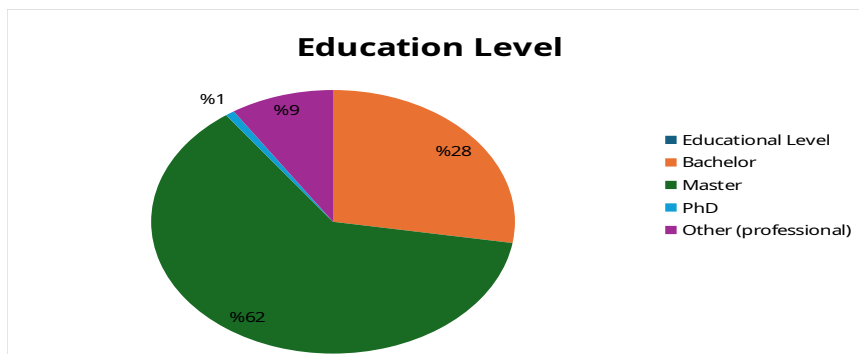
Graph 1. Participation of men and women in completing questionnaires.

This Graph presents the gender distribution of the 55 participants in the study: **35 women and 18 men**, each representing **100%** of the sample who were employed in the local administration, qwndrore, nw njwsitw administrative etc. The highest number of specialists who completed the questionnaire were women.



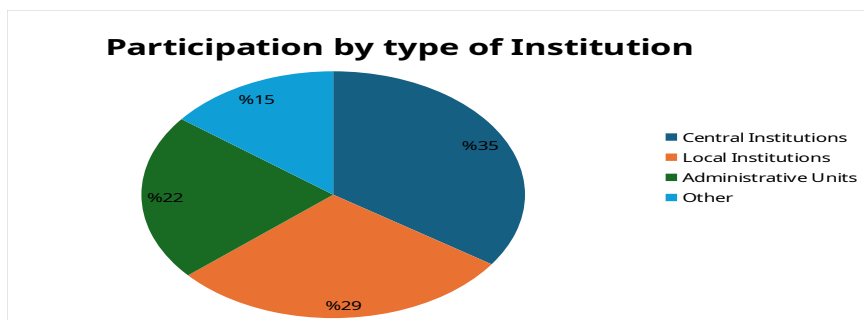
Graph 2. Participation by age group

Graph "**Participation by age group**", showing the distribution of participants in four age categories. Referring to the age group, the number of people in the age group 31-40 years old is 42% of the participants, while only 13% are in the age group over 50 years old.



Graph 3. Educational level of participants

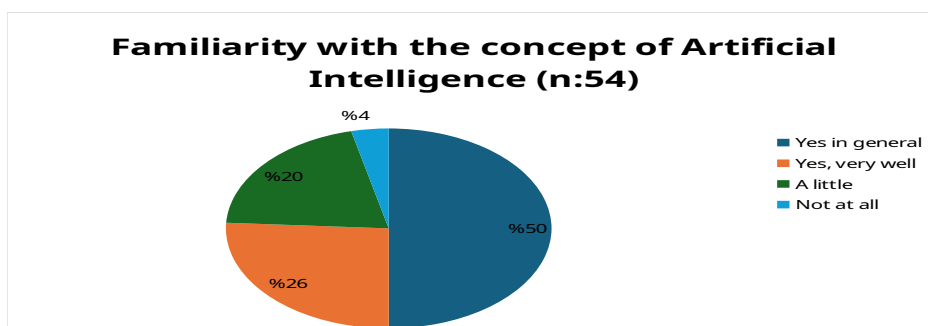
The graph titled "Participation by Educational Level", which presents the division of participants by educational level: the number of high and those with a master's level of education 62% while only 1 participant held a PHD degree.



Graph 4. Participation by type of institution

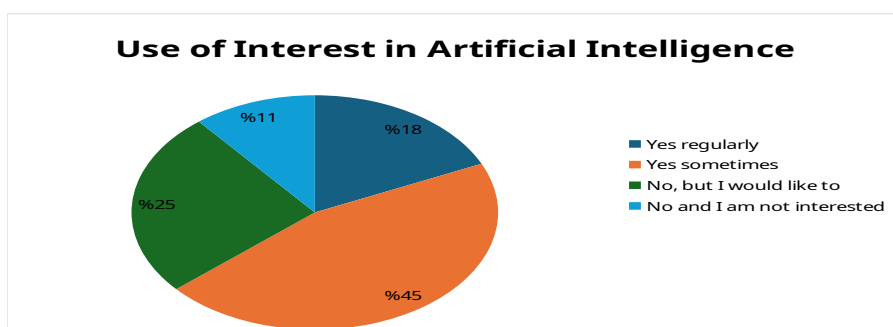
This is the graph titled **"Participation by type of institution"**, where the number of participants increased by 35% of the participants were employed in central institutions, while the number of participants was reduced by Society Anonymous.

1. In session B, knowledge on the use of artificial intelligence



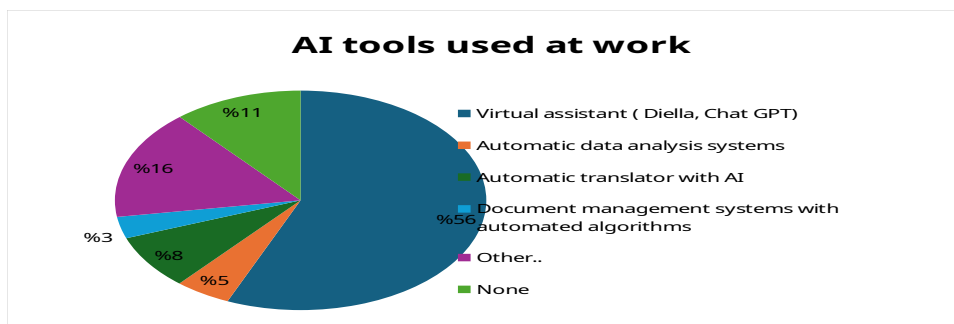
Graph 5. Level of knowledge of the concept of artificial intelligence

This is the graph that presents the level of knowledge of the concept of artificial intelligence (AI) by participants. To the question "Are you familiar with the concept of artificial intelligence (AI)", 50% of participants answered, *"Yes, in general"*, while 4% *"Not at all"*



Graph 6. Use or interest in artificial intelligence

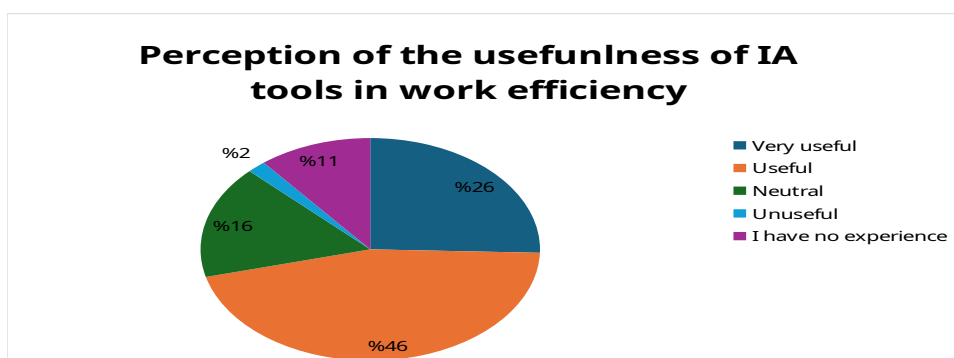
This is the graph in **Albanian** entitled **"Use or interest in artificial intelligence"**, where 45% say that they have used AI, not regularly but sometimes, while 11% have not been interested in using it.



Graph 7. Use of AI tools at work

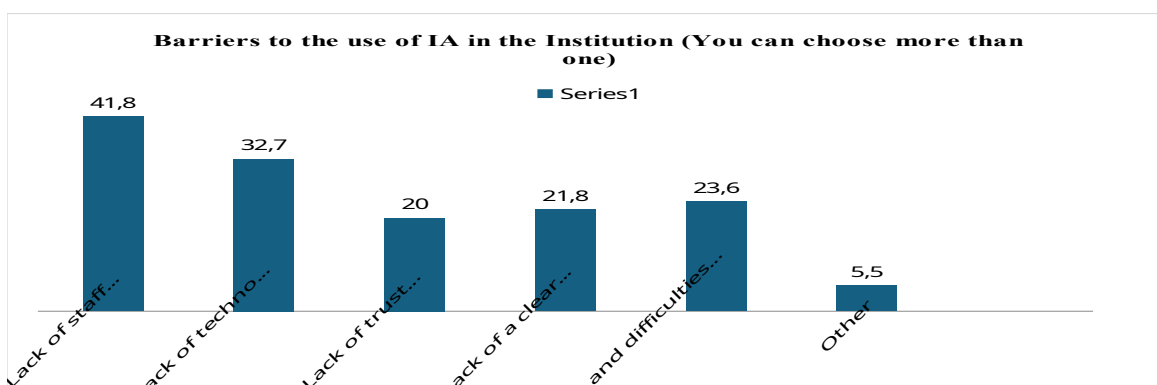
This graph clearly shows that only "Virtual Assistant" (Diella and ChatGPT) was used by 57% of participants, while other tools were not used very little.

Section C – Perceptions and Impact Assessment of AI



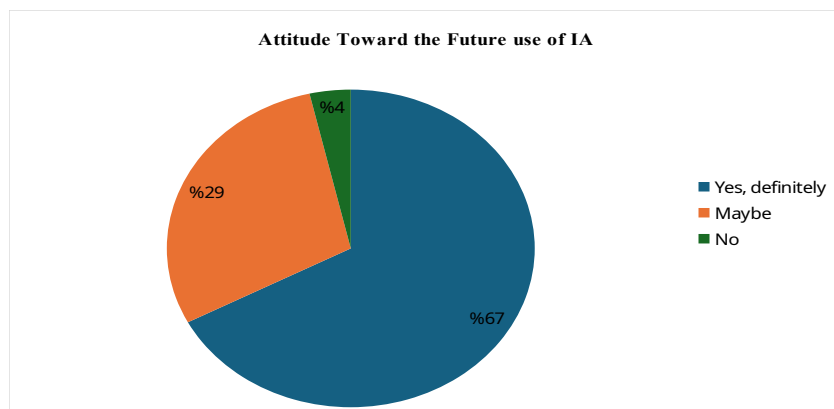
Graph 8. Perception on the usefulness of AI tools in work efficiency

The graph titled "Perception on the usefulness of AI tools in work efficiency" gives us a clear picture that 46% of employees consider it useful, while 2% have no experience.



Graph 9. Barriers to the use of AI in the institution

In this graph, which presents the biggest obstacles identified by participants in public institutions, it turns out that as the main obstacle to non-advancement, they see the lack of staff training. Piemarrwsit nw kwtw caso kanw haben mw shumw se njw alternativw pwr tw chosen.



Graph 10. Readiness to attend training on the use of artificial intelligence in administration

In this graph we see that 67% of the participants expressed that they are willing to attend training by answering "yes definitely", while 4 percent answered no.

1. Section D – Open Opinions

Question 1: In your opinion, how can artificial intelligence help improve the Albanian public administration?

This question was answered by 43 people out of 55 participants. Some of their opinions are:

- Intelligence helps in the progress of the situation

-I think it can also help in increasing knowledge, in the security it gives you and in the variety of options.

-The use of AI can make the Albanian public administration more efficient, faster, fairer and more transparent.

-I believe that artificial intelligence can have a substantial impact on improving the Albanian public administration, making it faster, fairer and closer to the citizen. It can automate slow and repetitive processes, analyze large amounts of data to help make informed decisions, and help provide more personalized and accessible services to citizens.

-I think that in order to achieve this, it is necessary: -to invest in the construction of AI-based digital platforms; -to train administrative staff on the use of these technologies; -to establish clear rules on data protection and ethics of the use of AI; -and to establish a sustainable cooperation between the state, the university and the private sector. In this way, I see AI not as a replacement for humans, but as an ally for a more modern, transparent, and efficient administration – an administration that better serves the citizen.

-Using the right apps with deeper knowledge of the work process

-Gathering information and assistance on ways of studying various phenomena that have to do with the administration

-By giving project new ideas in the work with administrative documents, so that these documents are stored electronically and not in places where they are spoiled by mold and moths.

-In accessibility, reduction of bureaucracy

-I think AI can affect the efficiency, speed and accuracy to compile statistical data and not only.

-It can be used as a tool for psycho-education. It can also be used for data analysis.

-It will be more correct in giving answers and complaints

-Faster solutions to situations that we have not faced before.

-It can be very useful for drafting any document.

-Reduces time in drafting reports, questionnaires, etc.

- To increase the speed of operational, administrative, sub-operational and professional activities;

Question 2: What are your main concerns regarding the use of AI in administration?

Some of the answers were:

-Only misinformation

-Lack of technological tools, lack of training

-Hiding the disabled using this type of tool.

-Security and use of many passwords

-Cuts jobs, removes labor

-My main concern is the lack of a legal and ethical framework for the use of artificial intelligence in the administration. If there is no transparency about how an algorithm works, there is a risk of unfair decisions, discrimination, or abuse of personal data.

-Lack of technical skills of staff can lead to incorrect or ineffective use. Another concern is the overlap of technology with the human role, which can lead to reduced accountability and dehumanization of public services.

-Exceeding competencies

- Made specialists unproductive

- It should be used in a useful way by the administration as a helpful tool and not as a means of not doing the job properly on the part of the administration

-The main concern is that AI does not manage to dominate all the professional knowledge and skills of human resources.

-Lack of efficient staff training to implement the use of AI in efficiency and consequently I do not think we will get the appropriate benefits.

-How information is used and requested. Not every piece of information is 100% accurate.

The dependence it creates in case of use in different sectors where the needs are specific, the way of the request must be correct and clear

-Psycho-physical dependence on it

The data collected from the questionnaire on the use of artificial intelligence (AI) in Gjirokastra clearly show some main trends and challenges, which require in-depth analysis and comparison with contemporary literature.

1. Level of knowledge and use of AI: Most participants state that they are generally familiar with AI, but only a few of them use it regularly. Limited use of tools such as virtual assistants, data analysis systems, or document management points to a lack of hands-on capacities and specific training (Kettunen & Kallio, 2021).

2. Perceptions about the usefulness of AI: Data shows that a significant portion of employees see AI as beneficial for increasing efficiency at work. However, there is also skepticism, especially among those who have not had hands-on experience with technology. According to Wirtz et al. (2019), the positive perception towards AI is directly related to exposure and education in the field.

3. Main obstacles The findings of the questionnaire show that the most prominent obstacles are: lack of staff training (41.8% of participants), lack of a clear legal framework (21.8%), lack of technological tools (32.7%), lack of trust (20%) and lack of adaptation to technology due to age (23.8%). These are in line with OECD (2021) analyses, according to which structural and cultural barriers in public institutions are major barriers to the application of AI.

4. Attitude towards the future A large part of the participants expressed themselves positively about the use of AI in the future. This shows the existence of an optimistic climate and high potential for development. This finding is in line with the approach of Mergel et al. (2019), who point out that digital transformation in the public sector starts from changing mindsets and building competences.

Hypothesis 1 (H1) Artificial intelligence has been integrated in a limited and experimental way in the Albanian public administration, mainly through platforms such as "e-Albania" and applications such as "Diella". *It is confirmed.* The study shows that the use of AI in public administration is in its early stages. The case of "Diella", the virtual assistant on the e-Albania platform, is mentioned by a part of the staff as a single concrete example of the application of AI. No other sustainable, institutionalized or integrated uses in everyday functions have been reported, which reinforces the assessment that AI is still in the experimental phase and fragmented in Albania.

Hypothesis 2 (H2) Public administration employees in the south of the country have limited knowledge of artificial intelligence, but exhibit a generally positive attitude and willingness to learn more about it. *It is confirmed.* The questionnaire shows that the vast majority of employees have only basic or general knowledge of AI, but at the same time, about 70% of them have expressed a positive attitude and readiness for training and involvement in new programs related to the use of AI. This is a good basis for further interventions in increasing human capacities.

Hypothesis 3 (H3) The main challenges hindering the implementation of artificial intelligence in the Albanian public administration are related to the lack of training, the unclear legal framework and the insufficient technological infrastructure. *Confirmed* Survey data show that:

41. 8% of participants mentioned the lack of staff training

32.7% lack of technological tools

21. 8% the lack of a clear legal framework

Lack of confidence and age barriers were also mentioned as other factors

These findings are consistent with international literature, particularly OECD (2021) and Wirtz et al. (2019) analyses, which identify these factors as critical to the integration of AI into the public sector.

CONCLUSION

1. The study highlights that, although there is a partial recognition of the concept of artificial intelligence by public administration employees, the lack of technical, legal and human capacities constitutes a real obstacle to its effective integration. As Kettunen & Kallio (2021) point out, public institutions often lag behind compared to the private sector in terms of the absorption of technological innovations.

2. Despite this, there is a positive climate and willingness to accept AI as a tool that can bring improvement in the delivery of public services. This is in line with the analysis of Mergel et al. (2019), who argue that digital transformation should be based on a shared institutional vision.

3. In line with OECD recommendations (2021), Albania needs to build a clear framework for the strategic use of AI in the public sector, combined with confidence-building measures and continuous staff training.

4. Finally, it is important that any AI integration initiative is guided by the principles of ethics, transparency, and inclusiveness, as Wirtz et al. (2019) points out, to guarantee the responsible and fair use of these technologies.

Recommendations

The results clearly show the need for:

1. Designing a local strategy for AI, aligned with national objectives and EU regulations;
2. Development of specialized trainings for public employees;
3. Investments in technological infrastructure and adoption of practical AI tools.

SOURCES

Brynjolfsson, E., & McAfee, A. (2017). *Machine, platform, crowd: Harnessing our digital future*. W.W. Norton & Company.

Dumi, A. (2022). The transformation of Albanian institutions through digital governance: Opportunities and risks. *Albanian Journal of Public Policy*, 5(1), 33–48.

Dumi, A., & Tamo, A. (2023). Human resources and institutional capacity in Albania's digital transition. *Journal of Governance and Innovation*, 8(2), 65–77.

EU AI Act: first regulation on artificial intelligence, The use of artificial intelligence in the EU is regulated by the AI Act, the world's first comprehensive AI law. Find out how it

protects you. Published: 08-06-2023 Last updated: 19-02-2025 - 17:46,
<https://www.europarl.europa.eu/topics/en/article/20230601STO93804/eu-ai-act-first-regulation-on-artificial-intelligence#ai-regulation-in-europe-the-first-comprehensive-framework-4>

- European Commission. (2024). *Artificial Intelligence Act – Final text*. Brussels: Publications Office of the European Union.
- Këllezi, B. (2021). Zhvillimi i inteligjencës artificiale dhe sfidat për administratën publike shqiptare. *Revista Ekonomia dhe Administrimi*, 6(2), 44–56.
- Kettunen, P., & Kallio, J. (2021). Artificial intelligence in public administration: A review of recent research. *Government Information Quarterly*, 38(4), 101599.
- Mergel, I., Edelmann, N., & Haug, N. (2019). Defining digital transformation: Results from expert interviews. *Government Information Quarterly*, 36(4), 101385.
- Misuraca, G., & van Noordt, C. (2020). AI Watch: Artificial Intelligence in public services. *European Commission Joint Research Centre*.
- OECD. (2021). *The Strategic and Responsible Use of Artificial Intelligence in the Public Sector*. OECD Working Papers on Public Governance, No. 44.
- OECD. (2022). *Public Employment and Management: The Use of AI in Public Administration*. OECD Publishing.
- Qeveria Shqiptare. (2024). *Dokumenti i Prioriteteve Politike 2026–2028*. Tiranë: Ministria e Shtetit për Administratën Publike.
- Silver, D. (2019). Ethics and regulation of AI in post-communist Europe. *AI & Society*, 34(3), 423–436.
- Wirtz, B. W., Weyerer, J. C., & Geyer, C. (2019). Artificial Intelligence and the public sector —Applications and challenges. *International Journal of Public Administration*, 42(7), 596–615.
- Wirtz, B. W., Weyerer, J. C., & Geyer, C. (2019). Artificial Intelligence and the Public Sector —Applications and Challenges. *International Journal of Public Administration*, 42(7), 596–615.

NATURAL AND CULTURAL TOURISM: PERSPECTIVES FOR SUSTAINABLE RURAL DEVELOPMENT IN ALBANIA

Albina SINANI¹, Mariglen SHERIFAJ²

*¹University Eqrem Çabej, Faculty of Education and Social Sciences,
sinaniaalbina@yahoo.com, Gjirokastër / Albania*

*²University Eqrem Çabej, Faculty of Education and Social Sciences,
mariglens@yahoo.com, Gjirokastër / Albania*

Abstract: This study analyzes the geographical distribution of tourist arrivals in Albania during the period 2016-2024, focusing on the natural and cultural heritage systems in Albania. The results show significant contrasts at the county level, reflecting a specific cultural or natural profile. The number of foreign tourists has increased by 247% compared to 2016. These tourists have entered Albania for personal reasons at the rate of 98.5%. During these 8 years the specific weight of tourists who have chosen to visit Albania by land has decreased from 84.5% to 68.0%, the number of those who have chosen the sea has decreased from 5.9% to 4.4%, while the number of tourists who have entered by air has increased from 9.6% to 27.6%, dominated by tourists from Kosovo, North Macedonia, Greece, Italy and England. The number of tourists visiting cultural attractions has decreased from 14.2% in 2016 to 11.2% in 2024, with an increase in world heritage sites such as Butrint Archaeological Park, National Historical Museum, Gjirokastra Castle, Butrint National Park, and Apollonia National Archaeological Park. The number of tourists visiting protected areas has increased from 24.5% in 2016 to 47.6% in 2024, especially in national parks, natural monuments, natural reserves, and protected landscapes. The creation of the database helped with the design of the tourist map and the identification of differentiated regional tourist contrasts. The work methodology is based on the full Microsoft package for statistical processing and GIS for cartographic analysis. The findings in the study constitute a contribution to the development of sustainable rural development strategies and policies, promoting a comprehensive tourism development approach.

Keywords: Albania, tourists, natural tourism, cultural tourism, sustainable rural development

INTRODUCTION

A tourist who travels a considerable distance from their home and examines the destination in a methodical manner in an effort to organize their observations using a set of cultural values is engaging in cultural tourism (Petroman et al., 2013). Both cultural tourists and their hosts view identity as a key value, and hosts work to market a distinctive identity to draw tourists and reap the rewards of tourism. However, this distinct “local” character serves to differentiate the cultural tourist and fulfills cultural consumption (Mousavi et al., 2016). The global growth of geotourism and geoparks promotes links between geoheritage and cultural landscape components, enhancing visitor experience through interpretation that rekindles a sense of wonder via aesthetic and cultural connections of geoheritage. The protected area management should include provision for management of visitors, particularly at sensitive sites, together with appropriate education and interpretation (Gordon et al., 2018).

Communication serves three purposes: interpretation, education, and public outreach. Interpretation is an engaging way to reveal the significance of a protected area's resources to visitors, beyond just providing facts (Crofts et al., 2021). Tourism in Albania has experienced rapid development over the past two decades, influenced by factors such as a favorable geographical position, natural and cultural heritage, and increased domestic and foreign investments. However, this growth has not been accompanied by accurate and standardized documentation of tourist flows, creating gaps in the analysis of tourism's economic, environmental, and social impacts. The lack of detailed data on tourist numbers, profiles, activities, and destinations makes it hard to draft sustainable and inclusive strategies.

This paper aims to highlight these issues and to offer possible solutions, supported by comparative analysis and contemporary approaches to tourism management and sustainable rural development (Ministry of Tourism and Environment, 2024). According to the World Travel & Tourism Council (WTTC), regarding the tourism sector's contribution to generating jobs, increasing employment levels, and GDP, as well as generating revenue for the country's economy: In the report, it is estimated that the travel and tourism industry accounted for 21.1% of GDP in 2015 and is expected to reach 27.2% by 2026. Regarding employment, the direct contribution of this industry was 19.3% of total employment and is projected to grow by 5.5% by 2026 (World Travel & Tourism Council (WTTC), 2025). This indicator is expected to grow by around 5.5% annually until 2026. According to the National Tourism Strategy 2024-2030 (Ministry of Tourism and Environment, 2024) and data reported from the Albanian Investment Development Agency (AIDA), the direct and indirect contribution of tourism to GDP increased to 29% in 2022, up from 26% in 2016 (Albanian Investment Development Agency, 2024). In 2023, the accommodation and food service industries accounted for around 30% and 70% respectively. The value of the food service sector in GDP was 50.8 million ALL, compared to 21.9 million ALL for accommodation. Together, these two sectors account for over 83% of tourism's added value in GDP (72.7 million ALL out of a total of 87.7 million ALL) (Ministry of Tourism and Environment, 2025).

METHODS

Purpose of the Study

The purpose of this study is to analyze the role of natural and cultural tourism in the sustainable development of rural areas in Albania. It aims to address the needs of tourists, host communities, tourism enterprises, and both local and national decision-makers through the effective management of tourism resources and the preservation of economic, social, cultural, and environmental values. The study explores how natural assets such as landscapes, nature reserves, and mountains, and cultural heritage such as traditions, folk festivals, and local gastronomy can be sustainably leveraged to support economic and social development in rural communities without compromising the environment or cultural identity.

Furthermore, the study adopts Butler's logic on carrying capacity, emphasizing the importance of developing tourism and agriculture while preserving the ecological landscape, natural environment, and cultural authenticity that underpin rural systems (Iannucci et al., 2022).

Scope of the Study

This study focuses on tourism potential, the trend in tourist flows, and key tourism indicators related to foreign visitors to Albania over recent decades. Accommodation facilities and unregistered visitors are excluded from the scope of this research. The primary emphasis is placed on sustainable cultural and natural tourism and its impact on rural development. Additionally, Albania lacks periodic studies aimed at understanding visitors' perceptions of the country's tourism offerings. Over the past 34 years of democracy, amid globalization and the rapid growth of cultural and nature tourism, Albania's relative position in the Western Balkans region and Southeastern Europe has significantly improved. The country has a typical Mediterranean climate, allowing it to enjoy approximately 250 sunny days annually. Its coastline represents one of the main attractions for tourism, being easily accessible both from Albania's major cities and neighboring countries. In today's globalized world, characterized by the development of a new civilization known as the "entertainment civilization," Albania has witnessed a rapid and continuous increase in cultural tourism. It includes cultural monuments and protected areas related to historical and archaeological categories (museum cities, historic centers, archaeological zones, protected areas, castles, monumental tombs, prehistoric sites, settlements, fortifications, ruins), heritage structures (bridges), religious aspects (protected zones and cultural monuments such as hammams, churches, iconostases, mosques, ruins, tekkes, and türbes), architecture (shops, ruins, houses, residential complexes, old buildings, ovens, schools, gates), as well as other cultural resources. Regarding nature tourism, Albania offers natural monuments (geo-monuments, bio-monuments, and hydro-monuments), national parks, and regional natural parks, which support the development of mountain, rural, sports tourism, and tourism of special interest (such as speleology), along with other natural resources. Given this extraordinary tourism mosaic, foreign tourists are increasingly seeking immersive experiences that connect them with Albania's culture, history, and nature. Consequently, they often choose to stay in small, quality hotels that promote the country's distinctive cuisine and offer opportunities to purchase local artisanal products (Qiriazhi, 2020, p. 110). Furthermore, tourism activities have significantly expanded in rural areas, focusing on the use of local tourism resources. An important part of rural cultural tourism is gastronomic or agricultural tourism (Doka & Draçi, 2009, pp. 74-75). In many farms or agricultural units in villages, agrotourism hospitality has grown remarkably, allowing tourists to participate in agricultural and livestock activities. Agriculture serves as the basis for presenting local gastronomy and fresh, seasonal, and organic products, enabling tourists to experience traditional Albanian cuisine on agrotourism farms. Activities such as olive harvesting, wine production and tasting, and cooking classes create authentic experiences linked to agricultural and livestock development. These attract many tourists because they are primarily organized for entertainment and educational purposes (Ministry of Tourism and Environment, 2025). Key tourism concepts are as follows: A tourist is a visitor who stays at least at their destination for leisure, business, or other purposes. A visitor is any person who travels to a place different from their usual residence for less than one year and does not engage in paid activities at the destination. Inbound

tourism includes all tourism activities by non-resident visitors within Albania's territory. (Ministry of Tourism and Environment, 2025).

To simplify the analysis, we use the term "tourist" throughout this study, as no available data differentiates "visitor" from "tourist." Tourism in Albania has steadily expanded in recent decades, marked by rising tourist flows, diversified destinations, and growing interest in new offerings. Albania expanded its protected areas network from 5.2% of territory in 2005 to 16% in 2014 and 21.7% in 2024, including 15 national parks, reserves, and protected landscapes representing key natural heritage and biodiversity. These areas increasingly attract tourists (Ministry of Tourism and Environment, 2025). In 2015, Decision No. 102 established the National Agency and Regional Administrations of Protected Areas (Official Publishing Center, 2015).

Methodology of the Study

The methodology of this study includes both qualitative and quantitative comparative analyses, focusing on geographical, historical, cultural, and natural aspects. Data were obtained from official tourism statistics provided by the Ministry of Tourism and Environment (including responsible institutions such as the Ministry of Tourism, the National Tourism Agency, the National Coast Agency, local government units, and tourism inspection authorities), as well as from INSTAT's new methodology regarding the collection, calculation, production, and publication of annual qualitative accommodation statistics that constitute the national tourism supply. According to European Union standards, this data is gathered at accommodation structures using a thorough observation approach (European Union, 2011). Another important data source is the Ministry of Economy, Culture and Innovation, as well as datasets prepared by the State Authority for Geospatial Information (ASIG). GIS software has been utilized for spatial comparative statistical and regional analyses, which support the development of sustainable rural development strategies. For this study, research questions were formulated concerning the districts or regions with the highest concentration of visitors to cultural and natural heritage, as well as the increased interest in nature and culture following the COVID-19 pandemic.

LITERATURE

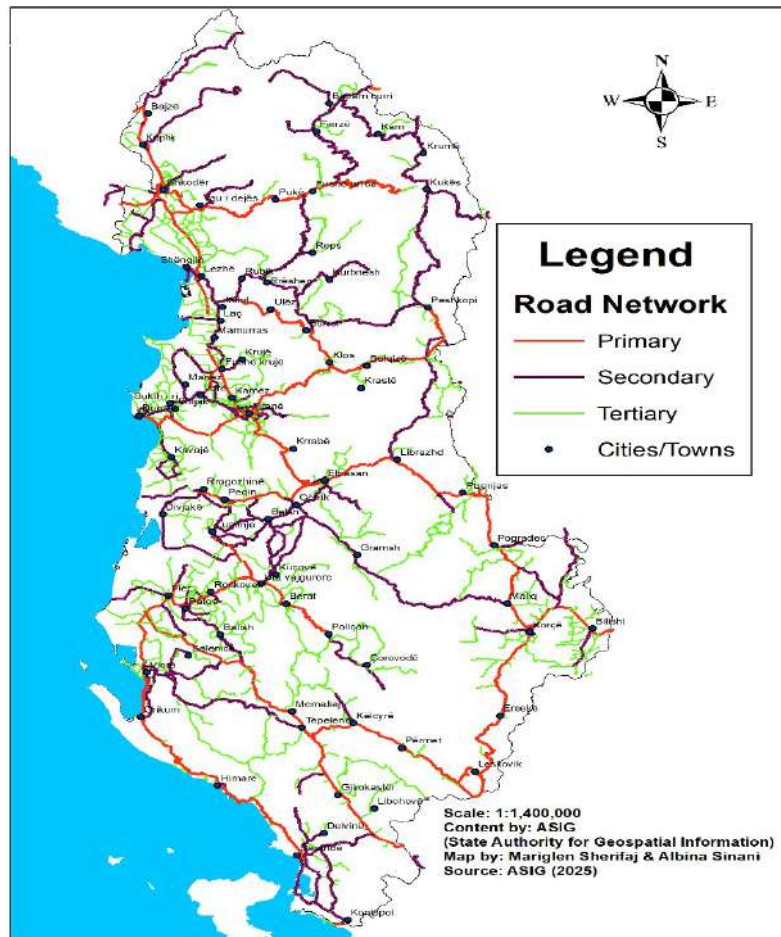
According to the World Tourism Organization (UNWTO), in 2024, cultural tourism accounts for 40% of the total international tourism trips, exhibiting the highest annual growth rate in the tourism sector at 15% per year. Moreover, experts estimate that over 50% of tourist visits in Europe are motivated by cultural heritage. Tourist destinations rich in cultural and natural attractions should stimulate the pleasure of visitors and the quality of life of residents, stimulate consumption and prolong the season, attract new market segments and investors, and boost year-round cultural and tourist demand (Urošević, 2012). The classification of tourist areas based on tourism type, tourist flow movements, period of use, hosting capacities, diversity of natural and cultural resources, degree of utilization and degradation, as well as their status as protected or non-protected areas, requires comprehensive documentation from all tourism-related stakeholders, along with regular and standardized exchange. From a socio-economic perspective, geotourism is an effective tool for rural development, as it improves

the economy by increasing visitor numbers, creating new jobs, and reducing depopulation in rural areas (Pérez-Calderón et al., 2022).

Rural tourism involves engaging with natural, cultural, and historical resources, connecting tourists with local communities, traditions, and landscapes, while promoting local attractions and contributing to cultural preservation and sustainable development (Saad, 2022). The concentration of protected heritage assets in space could offer vast economic potential for development. But this potential depends not only on the kind of cultural goods that attract visitors the most, but also on the circumstances under which they generate development. The principal role should be given to regulatory concepts and policies relating to the development of cultural tourism to achieve sustainable tourism development (Škrabić Perić et al., 2021).

RESULTS

To begin the analysis, Map 1 illustrates Albania's geographical position and the national road infrastructure network, which acts as a key enabler of tourist flows along the country's main north-south and east-west corridors.



Map 1. Road Network in Albania

According to INSTAT, tourist arrivals rose by 147% compared to 2016, but fell sharply by 58.5% in 2020 due to the COVID-19 pandemic. A rapid recovery followed in 2021, with a 114% increase in foreign tourists (National Tourism Agency, 2025). However, this figure

does not accurately reflect the number of tourists, as it includes travelers for other purposes (such as family visits, transit, or business), creating a significant gap in objectively analyzing the economic and environmental impact of tourism.

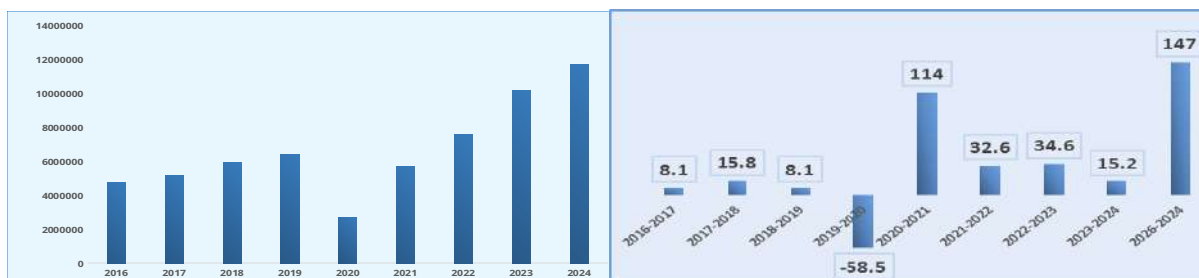


Figure 1. Incoming foreign tourists to Albania (%) (2016-2024) *Source:* INSTAT

An analysis of the monthly distribution of foreign tourists shows that the highest numbers were recorded during the summer months, particularly in July and August. However, a gradual increase is observed starting in May and June, with figures remaining relatively high even in September. This extension of the tourist season indicates a trend toward year-round tourism in Albania (INSTAT, 2025).

Table 1. Distribution of foreign tourists in Albania by months (in %)

Year	January	February	March	April	May	June	July	August	September	October	November	December
2017	3.4	3.6	4.8	7.0	7.0	8.6	16.9	22.3	9.0	7.4	5.0	5.0
2018	3.9	3.2	4.3	5.9	6.7	8.4	17.3	24.5	11.2	5.7	4.2	4.7
2019	3.3	3.1	4.4	6.4	6.3	9.8	18.4	24.3	9.2	6.0	4.2	4.5
2020	9.4	8.6	3.6	0.5	0.6	6.8	14.6	21.7	14.2	7.8	5.6	6.8
2021	3.3	2.8	3.0	4.2	5.8	10.6	20.4	27.0	8.7	5.3	4.3	4.7
2022	2.6	2.7	3.7	5.3	8.0	11.6	18.6	22.7	10.1	4.8	4.8	5.2
2023	3.7	3.0	3.8	6.0	6.9	9.9	17.4	19.9	10.9	6.9	5.4	6.1
2024	4.2	4.1	4.8	6.8	8.3	10.6	15.5	18.5	9.8	6.5	5.2	5.6

Source: INSTAT

In 2016, foreign tourists in Albania primarily came from 10 countries; by 2024, this number had increased to 29, indicating a broader geographic origin. The majority still arrive from Kosovo, North Macedonia, Greece, Montenegro, Italy, and the UK, mainly from neighboring and European countries. The annual change by country (2017–2024) reveals the highest growth among tourists from Spain, Turkey, France, Italy, and Kosovo (INSTAT, 2025).

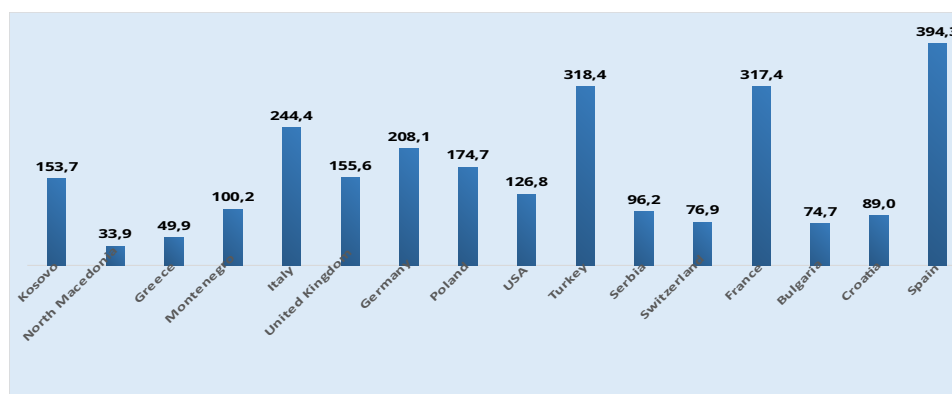


Figure 2. International tourist arrivals to Albania by country of origin (%) (2016-2024)

Source: INSTAT and Border and Migration Police (Albania)

Analyzing tourist data by continent shows more arrivals from outside Europe, particularly the Americas, East Asia and the Pacific, Africa, South Asia, and the Middle East. However, Albania remains heavily reliant on European tourists, who make up over 95% of total arrivals. One limiting factor in diversifying geographically is infrastructure, as Albanian ports and airports still offer limited connectivity to distant markets (INSTAT, 2025).

Table 2. Distribution of foreign tourists in Albania by months (%)

Year	2016	2017	2022	2023	2024
Africa	0.02	0.04	0.1	0.1	0.3
America	2.2	2.4	2.4	2.4	2.6
East Asia and the Pacific	0.8	1	0.4	0.7	0.8
Middle East	0.1	0.1	0.6	0.4	0.3
South Asia	0.04	0.04	0.1	0.2	0.3
Europe	94.7	91.6	91.8	95.8	95.3
Central/Eastern Europe	4.1	5.8	6.2	6.6	7.6
Northern Europe	3.3	4.3	3.7	3.9	4.4
Southern Europe	86.0	81.3	81.8	79.6	76
Western Europe	4.9	6.7	6.8	7.7	8.9
Eastern Mediterranean Europe	1.7	1.9	1.5	2.2	3.1
Unspecified Regions	2.2	4.8	4.8	0.5	0.5
Total	100	100	100	100	100

Source: INSTAT

Analyzing data reported by the Ministry of Interior reveals that the mode of entry for tourists is land transport, followed by air, while sea transport has the smallest share. This shows that land travel remains the preferred method for visiting Albania. The figure below illustrates the extraordinary increase in foreign tourists in 2024 compared to 2001, with growth rates of 4870.0% for land entries, 3450.7% for air, and 399.1% for sea arrivals (INSTAT, 2025).

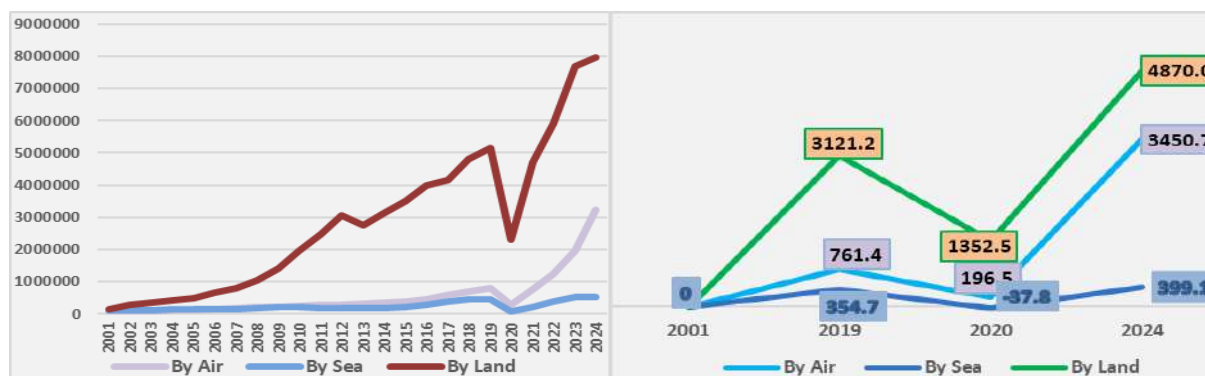


Figure 3. Entries of foreign tourists to Albania by mode of travel (%) (2021-2024) Source: INSTAT

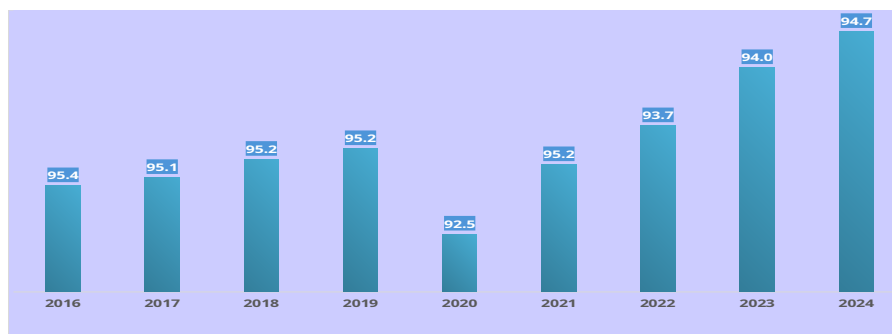


Figure 4. Foreign tourist entries to Albania for holidays, visiting friends, relatives, and medical treatment (%) Source: INSTAT

From the analysis of tourist arrivals based on their purpose of travel, we observe that the number of tourists declaring leisure as their reason for visiting has increased significantly, reaching 96.5%. On the other hand, the percentage of tourists coming for business purposes is negligible. This is based on the declared purpose of foreign nationals visiting Albania (INSTAT, 2025).

Indicators of accommodation capacity utilization show a very positive trend. During the period 2016–2024, revenue from travel and tourism in million euros increased by 174.7% compared to 2016. Regarding the length of stay of foreign tourists in Albania, the average number of overnight stays for tourists spending one or more nights in the country is approximately 5 to 6 nights (INSTAT, 2025). There has been a significant increase in visitors staying in accommodation facilities in the Central Region (Tirana and Elbasan counties), with the highest share of overnight stays accounting for 40.7% of all stays. In the "Coastal Areas," overnight stays make up 70.9% of the total, while the remainder occurs in non-coastal areas. However, tourists' interest is not limited to the coastal parts but also extends to non-coastal regions. The average daily expenditure of tourists visiting Albania for personal or business purposes is estimated at approximately 84 EUR per day.

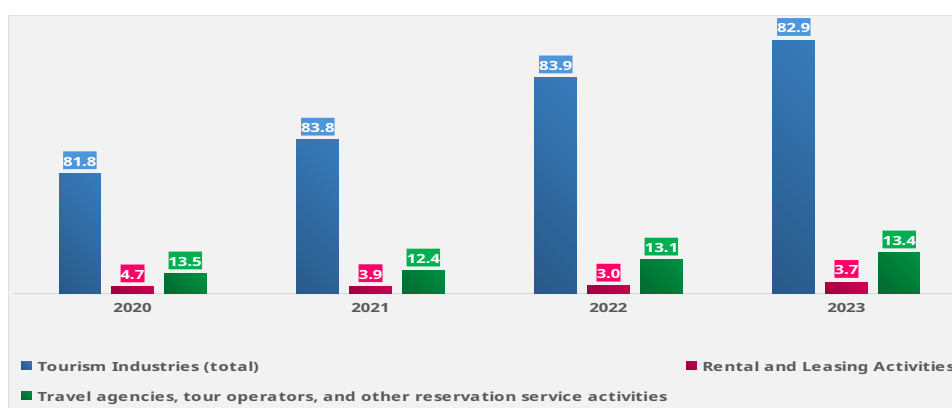


Figure 5. Tourism Industries' value added to Albania's GDP in (%) *Source:* INSTAT

One of the most evident aspects of the tourism sector's development is the high rate of investments by businesses in tourism. This is demonstrated by the increase in the number, area, and value of constructions, reflecting the growth of the construction sector (INSTAT, 2025). During the period 1992-2024, the legal framework has been improved to regulate relations among stakeholders involved in tourism development. One of the key laws is Law No. 93/2015 "On Tourism", which promotes Albania as an attractive destination for both domestic and foreign visitors, supporting sustainable tourism (2017–2024). In this way, the development of the tourism industry is conducted according to the rules and standards set out in this law. Thus, accommodation facilities operating within the territory of the Republic of Albania register visitor data during their activities. Currently, Albania can be considered to have a tourism industry due to the operation of numerous facilities such as travel agencies, tour operators, hotels, guesthouses, hostels, resorts, wellness centers, cultural heritage sites, and more (Ministry of Tourism and Environment, 2025). Within the territory of the Republic of Albania, since 2019, the tourism sector includes 1845 accommodation facilities, 621 travel agencies, 222 tour operators (of which 144 are maritime tour operators), 600 national and local guides, as well as approximately 40 certified agritourism entities. These figures show

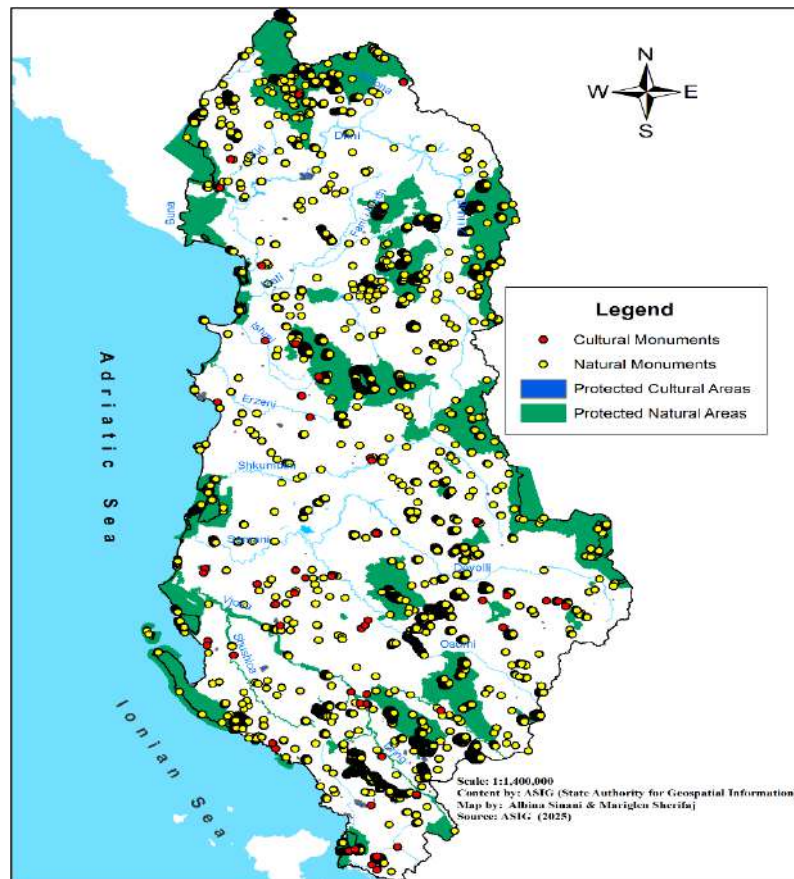
significant progress in Albania's tourism industry (Ministry of Tourism and Environment, 2025). The country has a total of 3381 tourism resources (National Institute of Cultural Heritage, 2025). Of these, 2504 (74.1%) are cultural tourism sites; 715 (21.1%) are natural sites mainly in Gjirokastër and Dibër counties; and 114 (3.4%) are special interest sites linked to speleology in Vlora and Shkodër counties.

Gjirokastër and Berat lead with 24.0% and 20.1% of tourism resources, as well as in cultural sites, with 20.6% and 16.8% respectively. Both are UNESCO World Heritage sites forming the core of Albania's cultural tourism and preserving centuries-old history (Ministry of Tourism and Environment, 2025).

Table 3. Tourism resources by counties in Albania (%)

No .	County	Tourism Resources	Cultural Toursim	Event Tourism	Nature Tourism	Coastal Tourism	Special Interest Tourism
1	Tiranë	12.7	10.5		3.2	11.9	7.9
2	Vlorë	10.1	10.9	16.7	9.8	52.4	21.1
3	Lezhë	1.9	2.8	16.7	4.8	4.8	9.6
4	Gjirokastër	24.0	20.6	16.7	12.4		5.3
5	Kukës	1.8	3.2		7.7		7.9
6	Korçë	8.6	9.0	16.7	10.9	2.4	8.8
7	Berat	20.1	16.8		8.4		5.3
8	Elbasan	6.0	7.3	16.7	11.5		10.5
9	Shkodër	7.1	8.2		11.5	2.4	14.0
10	Dibër	3.0	5.1		12.2		8.8
11	Fier	2.1	2.7	16.7	4.9	7.1	0.9
12	Durrës	2.7	2.8		2.8	19.0	
	Total	100	74.1	0.2	21.1	1.2	3.4

Source: Ministry of Tourism and Environment



Cultural tourism (cultural monuments, history, religion, etc.), especially archaeology, heritage, and culture, is among the main directions for tourism development in Albania.

Key destinations in cultural tours include Përmet, Gjirokastër, Berat, Tirana, Vlora, Korça, Shkodra, and Elbasan. In 2024, the number of non-resident visitors to 28 national cultural institutions marked a continuous increase of 125.3% compared to 2014, a sharp decrease of 82.1% drop in 2020 due to COVID-19, and an extraordinary rise of 590.4% in 2024 compared to 2020. Tourist numbers in national museums, cultural monuments, and archaeological parks have grown but remain lower than in Protected Environmental Areas. Many sites that opened since the 1950s were closed for restoration, especially after the 2019 earthquake, and in 2022. Most tourists visited archaeological parks, museums, and then castles and natural monuments. Most visited sites include Gjergj Kastrioti Museum (Krujë), Onufri Museum (Berat), Gjirokastër Castle, Berat Castle, Butrint, Shkodër, and Apollonia Archaeological Parks (Ministry of Tourism and Environment, 2025). Albania is gaining significant attention in international media, and the number of tourists is expected to increase even further.

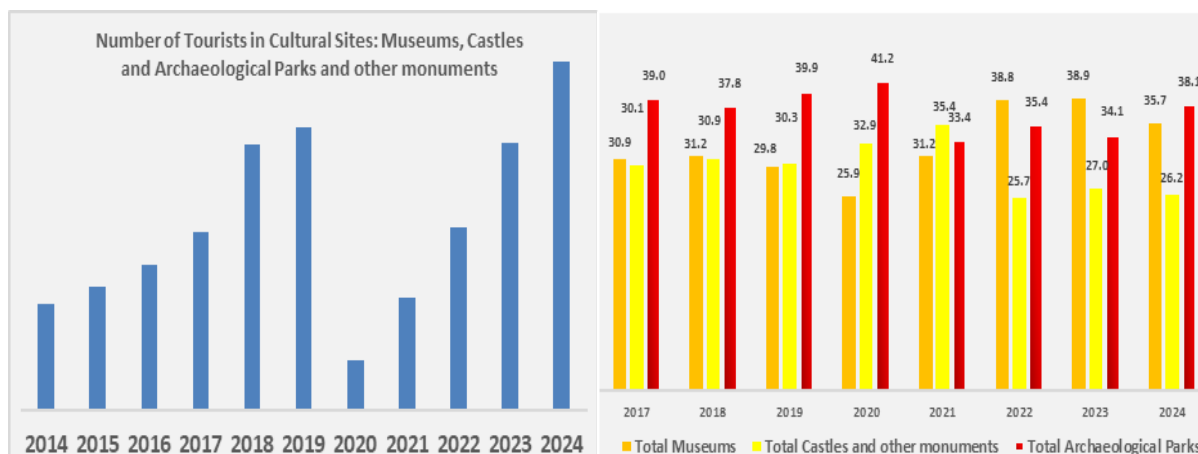
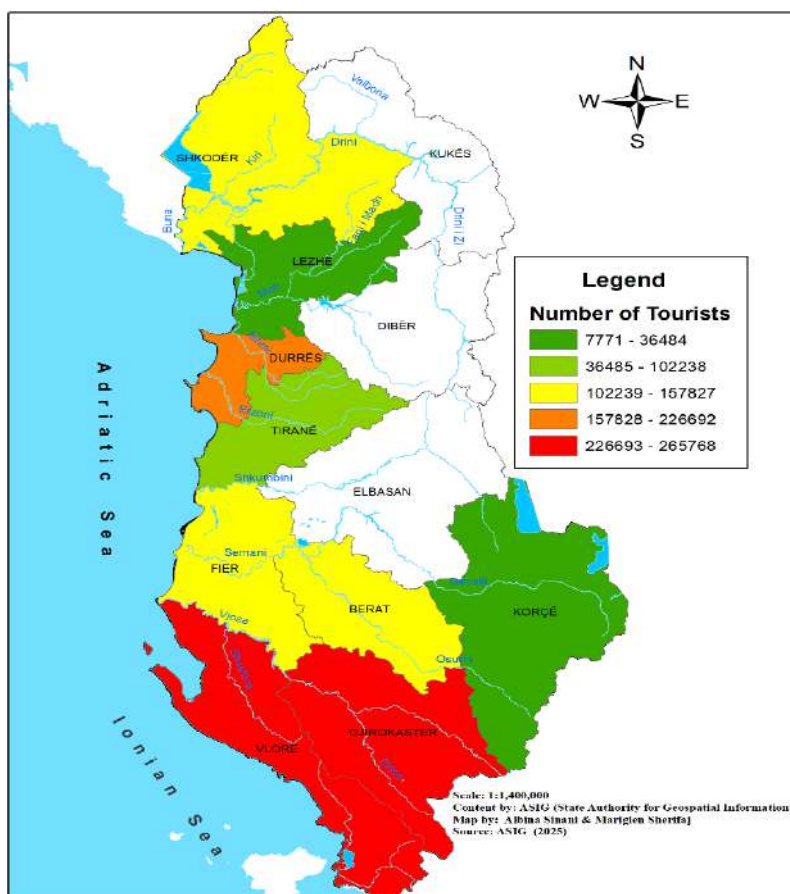


Figure 6. Tourists at cultural attractions – absolute (left) and percentage (right)
Source: INSTAT, Ministry of Economy, Culture and Innovation

The 2024 map of tourist distribution at cultural sites by region shows that Gjirokaštër, Vlorë, and Durrës have the highest numbers. Kukës, Dibër, and Elbasan appear uncolored, indicating missing data likely due to a lack of local reporting, disorganized cultural sites, or low cultural tourism in these regions.

Albania is highly appreciated by international operators and tourists for its spectacular nature and landscapes. Nature tourism is a well-developed sector with great potential, supporting economic development in rural and mountainous areas through local businesses. Rural Albania offers excellent opportunities for rural tourism, mountain tourism, ecotourism, and outdoor activities like rafting, paragliding, mountain biking, fishing, trekking, climbing, hiking, horseback riding, and study tours. These activities mainly attract foreign tourists.

Moreover, the disparity in tourist distribution highlights the need for more balanced regional development strategies. While southern and coastal counties benefit from stronger promotion and better infrastructure, northern and inland regions such as Kukës and Dibër remain underutilized despite possessing valuable natural and cultural resources. Targeted investments in infrastructure, capacity building, and heritage site management, combined with inclusive tourism policies, can help bridge this gap and distribute the economic benefits of tourism more evenly across the country.



Map 3. Distribution of Tourists in Cultural Sites by Counties in Albania (2024)

As a result, modern tourist centers were established across national parks serving an informative and educational function. The figure below shows that the number of tourists in protected areas has increased significantly since 2016, reaching a cumulative growth of 379.1% by 2024, with notable rises in 2019 and 2022. After a temporary decline in 2020 due to the COVID-19 pandemic, nature tourism recovered strongly and continues to grow rapidly.

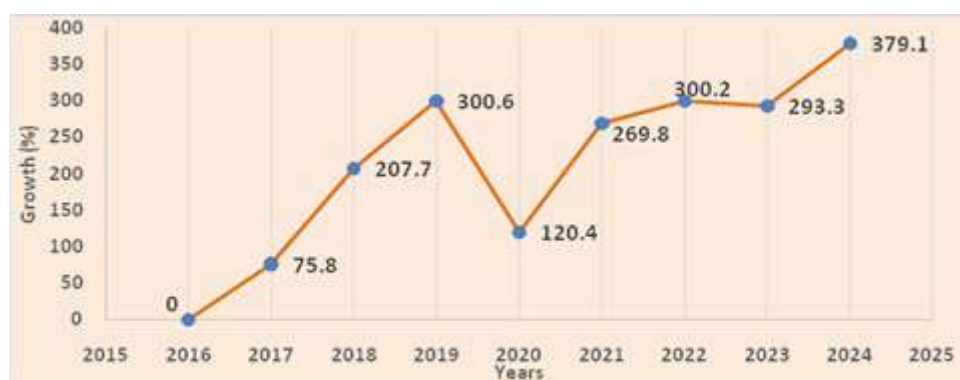


Figure 7. Growth in tourist numbers in protected areas (%) (2016-2024)

Source: National Agency of Protected Areas

The notable increases in recent years reflect improved infrastructure, targeted ecotourism initiatives, and growing environmental awareness. Moreover, the continued upward trend confirms the rising appeal of nature-based tourism experiences among both domestic and international visitors. This momentum strengthens the role of protected areas as key assets in Albania's sustainable tourism development, while supporting local economies in rural areas.

During visits across Albania, tourists experience the natural, cultural, historical, biological, educational, and scientific values of protected areas and various landforms such as karst caves, waterfalls, canyons, rocky peaks, and hiking trails. In 2024, the most visited national parks are the Albanian Alps, Divjakë-Karavasta, and Tomorr Mountain; the most visited natural monuments are Thermal Waters of Bënja, Shënandoi Cave, and Sarisalltik (Krujë); the most visited managed nature reserves/natural parks are Blue Eye, Lake Shkodra, and Shala Valley; and the most visited protected landscapes are Lake Pogradec and Buna-Velipojë River.

Photo 1. Collage of the most visited protected areas in Albania, 2024



Source: National Agency of Protected Areas

The left figure shows that tourist revenue at cultural institutions rose 158.9% from 2018 to 2024, with fluctuations. Following a 25.4% increase in 2019, there was a sharp 78.6% drop in 2020 due to COVID-19. Revenues rose again in 2023 and 2024 by 90.0% and 158.9% compared to 2018. The right-hand figure shows that tourist revenue in protected areas grew 211.5% over the same period, with fluctuations. After a 25.4% rise in 2019, a smaller 33.8% decline occurred in 2020, reflecting lower infection risks outdoors. Revenues increased significantly in 2022, 2023, and 2024, peaking in 2024, indicating strong growth in visits to protected areas.



Figure 8. Tourist revenues in cultural institutions and protected natural areas (ALL-Lek) (2018-2024)

Source: Tourism Statistics, Ministry of Economy, Culture and Innovation & National Agency of Protected Areas

Several key statistical indicators are analyzed. First, tourist density by county is highest in Shkodër, Vlorë, Kukës, and Fier, showing stronger tourist flows to protected natural areas.

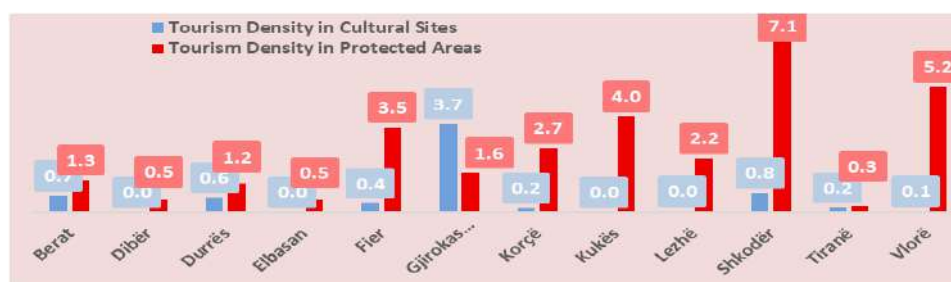
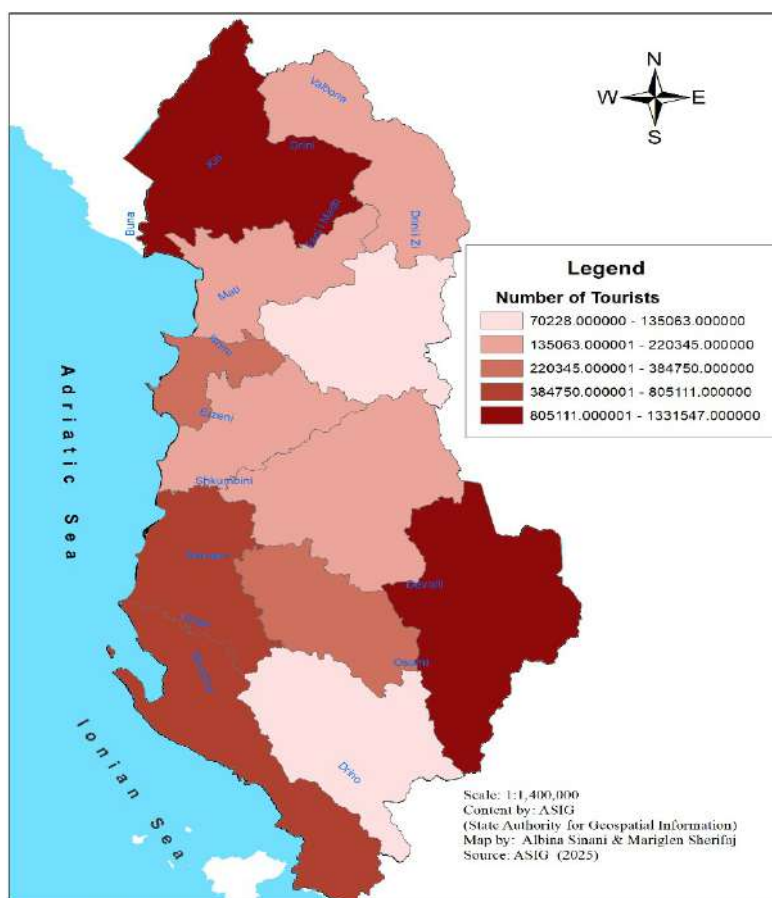


Figure 9. Tourist density in cultural sites and protected areas in Albania (%) in 2023

Source: Own bar graph, A. Sinani & M. Sherifaj

The map below shows tourist distribution by county, with Shkodër, Korçë, and Vlorë having the highest numbers in 2024. From 2018 to 2024, the counties with the highest growth were Dibër, Elbasan, and Gjirokastër, with increases of 632.5%, 368.6%, and 296.2%, respectively.



Map 4. Distribution of Tourists in Protected Areas by Counties Albania (2024)

Second is the tourism specialization index, measuring the share of tourists visiting cultural or natural sites. As shown in the figure below, the natural tourism index is higher than the cultural one, indicating more visits to nature-based destinations. However, this may be underestimated as some cultural visitors aren't recorded due to a lack of ticketing.

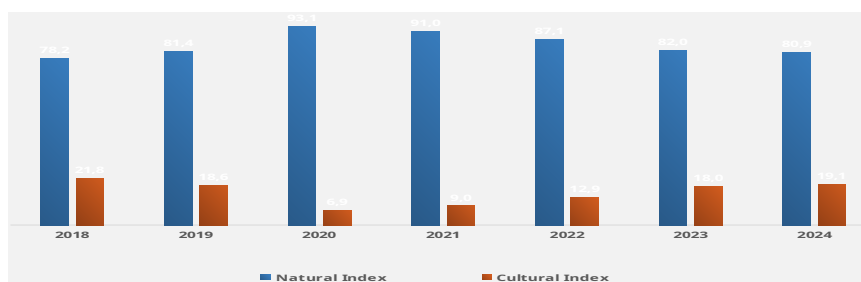


Figure 10. Cultural and natural index in Albania (%) (2018-2024)

Source: Own bar chart, A. Sinani & M. Sherifaj

Third, tourism intensity per 1,000 inhabitants by county is in the figure below. For cultural sites, the highest values are in Gjirokastër, Shkodër, and Berat counties, with 3662.6, 813.9, and 673.9 tourists respectively. It indicates a high tourist concentration relative to the resident population.

For protected natural areas, the highest values are in Shkodër, Vlorë, Kukës, and Fier counties, with 7076.2, 5198.0, 3975.8, and 3514.2 tourists respectively. The top three counties with the highest tourism intensity are Shkodër, Gjirokastër, and Vlorë.

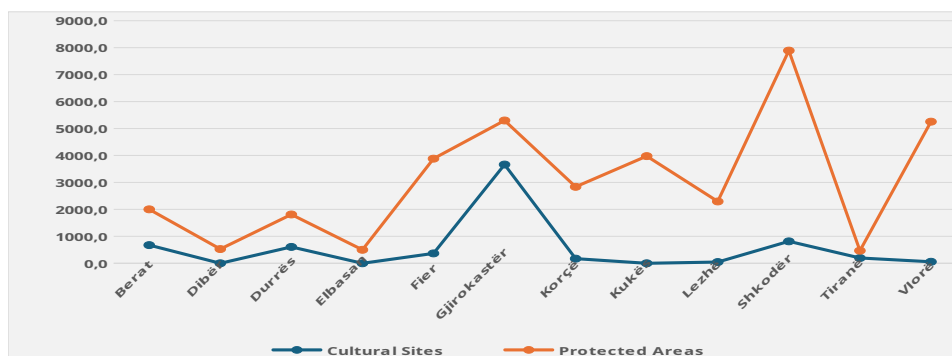


Figure 11. Tourism intensity index in cultural sites and protected areas in Albania, 2023 (per 1,000 inhabitants)
Source: Own line graph, A. Sinani & M. Sherifaj

Fourth, the net bed occupancy rate measures the percentage of bed usage (nights spent at tourist accommodations by NUTS 2 region) in “Hotels and similar accommodations” (Eurostat, 2025). Tourism activity remains spatially unequal. Adriatic coastal areas like Durrës, Shëngjin, Golem, and Vlora attract most tourists, often beyond their capacity, causing environmental degradation and infrastructure overload. Field observations show that these areas are in the third stage of tourism development, according to R.W. Butler’s model. This stage is marked by foreign capital growth, reduced local control, and rapid negative environmental impacts such as pollution, biodiversity loss, and uncontrolled construction (Doka & Draçi, 2009, p. 104). Meanwhile, less-promoted interior and Ionian coastal or mountainous areas remain in the first “exploration” and second “involvement” phases, showing high untapped potential.

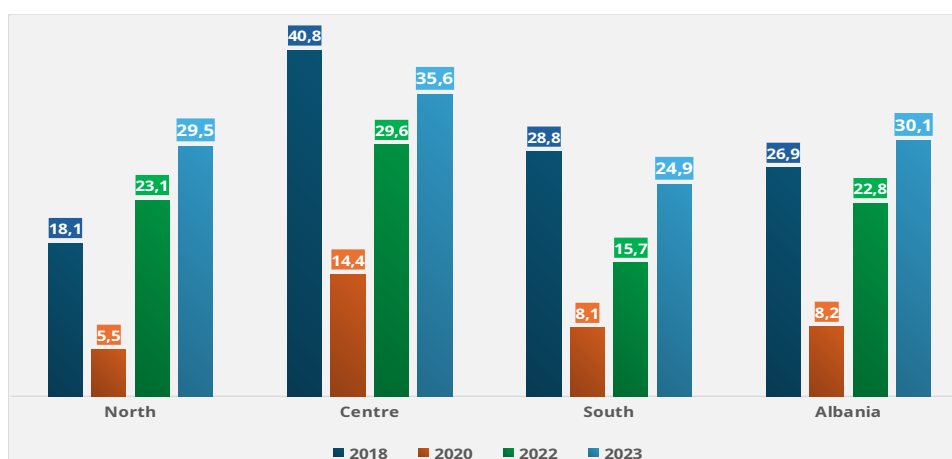


Figure 12. Net bed occupancy rate at tourist accommodation establishments by NUTS 2 region in Albania
Source: Own bar chart, A. Sinani & M. Sherifaj

By understanding tourist flows, preferences, and their interest in different types of tourism, more effective strategies and inclusive policies can be designed for sustainable tourism growth and the protection of natural and cultural heritage sites, which are the preferred targets of tourists. Rural tourism plays a key role in promoting sustainable development, supporting local economies, and preserving traditional landscapes and lifestyles.

CONCLUSION

Tourism in Albania has experienced significant growth in recent years, yet its development still faces structural challenges that hinder its transition toward a sustainable model.

Despite the country's favorable geographic position, rich natural and cultural resources, and increasing domestic and foreign investments, the sector continues to suffer from a lack of comprehensive data, weak institutional coordination, and ineffective destination management.

Uneven tourist distribution, the overuse of coastal areas, and the underuse of inland and mountainous regions highlight the need for a more balanced and inclusive spatial development approach.

To ensure lasting benefits, it is essential to invest in digital infrastructure, improve data collection mechanisms, and promote alternative forms of tourism such as rural, ecological, and cultural tourism. A coordinated effort involving public institutions, the private sector, and local communities is needed. Developing a strong and sustainable national tourism brand can increase Albania's visibility in the international market and enhance its image as a safe and welcoming destination rich in natural and cultural values.

SOURCE

- Albanian Investment Development Agency. (2024, January 01). *Sektori i Turizmit*. Retrieved from Albanian Investment Development Agency: https://aida.gov.al/wp-content/uploads/2024/01/Sektori_i_Turizmit-broshura_compressed.pdf
- Crofts, R., Tormey, D., & Gordon, J. (2021). Introducing New Guidelines on Geoheritage Conservation in Protected and Conserved Areas. *Geoheritage*, 13(1), 1-14. <https://doi.org/10.1007/s12371-021-00552-0>
- Doka, D., & Draçi, B. (2009). *Gjeografia e turizmit*. SHBLU.
- European Union. (2011, July 6). *Regulation (EU) No 692/2011 of the European Parliament and of the Council of 6 July 2011 concerning European statistics on tourism and repealing Council Directive 95/57/EC Text with EEA relevance*. Retrieved from EUR-Lex: <http://data.europa.eu/eli/reg/2011/692/oj>
- Eurostat. (2025, June 26). *data.europa.eu*. Retrieved from Eurostat: <https://data.europa.eu/data/datasets/clfxgiiz02xfa2mtjwgjsq?locale=en>
- Gordon, J., Crofts, R., Díaz-Martínez, E., & Woo, K. (2018). Enhancing the Role of Geoconservation in Protected Area Management and Nature Conservation. *Geoheritage*, 10(2), 191-203. <https://doi.org/10.1007/s12371-017-0240-5>
- Iannucci, G., Martellozzo, F., & Randelli, F. (2022). Sustainable development of rural areas: a dynamic model in between tourism exploitation and landscape decline. *Journal of Evolutionary Economics*, 32(4), 991-1016. <https://doi.org/10.1007/s00191-022-00785-4>
- INSTAT. (2025, July 21). *Statistical Database "Accommodation Structures"*. Retrieved from INSTAT: <https://databaza.instat.gov.al:8083/pxweb/sq/DST>
- INSTAT. (2025, July 1). *Statistical Database: "Construction"*. Retrieved from INSTAT: <https://databaza.instat.gov.al:8083/pxweb/sq/DST>
- INSTAT. (2025, July 19). *Statistical Database: "Family Tourism"*. Retrieved from INSTAT: <https://databaza.instat.gov.al:8083/pxweb/sq/DST>
- INSTAT. (2025, July 5). *Statistical Database: "Tourism – Movements of Citizens"*. Retrieved from INSTAT: <https://databaza.instat.gov.al:8083/pxweb/sq/DST/>

- Ministry of Tourism and Environment. (2024, October 15). *Strategjia Kombëtare e Turizmit 2024-2030*. Retrieved from Ministry of Tourism and Environment: https://konsultimipublik.gov.al/documents/RENJK_785_Strategjia-Kombe%CC%88tare-e-Turizmit-2024-2030_Update_6_Tetor.pdf
- Ministry of Tourism and Environment. (2025, May 25). *Licenses, Certificates, Permits*. Retrieved from Ministry of Tourism and Environment: <https://turizmi.gov.al/licensa-certifikata-leje/>
- Ministry of Tourism and Environment. (2025, May 30). *Protected Areas*. Retrieved from Ministry of Tourism and Environment: <https://turizmi.gov.al/zonat-e-mbrojtura/>
- Ministry of Tourism and Environment. (2025, July 13). *Strategies and Legal Acts*. Retrieved from Ministry of Tourism and Environment: <https://turizmi.gov.al/strategjia-e-turizmit/>
- Ministry of Tourism and Environment. (2025, June 7). *Tourism Resources*. Retrieved from Ministry of Tourism and Environment: <https://turizmi.gov.al/burimet-turistike/>
- Ministry of Tourism and Environment. (2025, June 13). *Tourism Statistics*. Retrieved from Ministry of Tourism and Environment: <https://turizmi.gov.al/statistikat-e-turizmit/>
- Mousavi, S., Doratli, N., Mousavi, S., & Moradiahari, F. (2016). Defining Cultural Tourism. *International Conference on Civil, Architecture and Sustainable Development (CASD-2016)*. London, UK: Jerash University. Retrieved from <https://doi.org/https://doi.org/10.15242/IICBE.DIR1216411>
- National Institute of Cultural Heritage. (2025, June 6). *Cultural Monuments*. Retrieved from National Institute of Cultural Heritage: <https://iktk.gov.al/site/pasuri-kulturore/>
- National Tourism Agency. (2025, June 18). *Statistics*. Retrieved from National Tourism Agency: <https://akt.gov.al/statistika/>
- Official Publishing Center . (2015, February 4). *The official government journal of the Republic of Albania*. Retrieved from Official Publishing Center : <https://qbz.gov.al/eli/fz/2015>
- Pérez-Calderón, E., Prieto-Ballester, J., & Miguel-Barrado, V. (2022). Perceived Rural Development in UNESCO Global Geoparks in Spain. *Land*, 11(7), 1-14. <https://doi.org/10.3390/land11071086>
- Petroman, I., Petroman, C., Marin, D., Ciolac, R., Văduva, L., & Pandur, I. (2013). Types of Cultural Tourism. *Scientific Papers: Animal Science and Biotechnologies*, 46(1), 385-388. Retrieved from https://doi.org/https://www.academia.edu/download/41347190/Cultural_Tourism_72-1083-1-PB.pdf
- Qiriaz, P. (2020). *Trashëgimia natyrore e Shqipërisë*. Akademia e Shkencave.
- Saad, E. (2022). Rural Tourism. *International Journal of Modern Agriculture and Environment*, 2(1), 45-56. <https://doi.org/10.21608/ijmae.2023.214688.1001>
- Škrabić Perić, B., Šimundić, B., Muštra, V., & Vugdelija, M. (2021). The role of UNESCO cultural heritage and cultural sector in tourism development: The case of EU countries. *Sustainability*, 13(10), 1-14. <https://doi.org/10.3390/su13105473>
- Urošević, N. (2012). Cultural identity and cultural tourism—between the local and the global: (a case study of Pula, Croatia). *Singidunum Journal of Applied Sciences*, 9(1), 67-76. <https://doi.org/10.5937/sjas1201067j>
- World Tourism Organization (UNWTO). (2024, January 31). *Tourism Statistics Database*. Retrieved from World Tourism Organization (UNWTO): <https://www.unwto.org/tourism-statistics/tourism-statistics-database>
- World Travel & Tourism Council (WTTC). (2025, June 29). *Albania Travel & Tourism Economic Impact Research*. Retrieved from World Travel & Tourism Council (WTTC): <https://researchhub.wttc.org/product/albania-economic-impact-report>

LINGUISTIC REVIEWS IN THE WORK OF NONDA BULKA

Dr. Almira Sadikaj¹

*¹University of Gjirokastrë, Faculty of Education and Social Sciences
Basic Unit of the Albanian Language and Literature, almira.sadikaj@gmail.com*

Abstract: Studying the literary and artistic creativity of a writer is not only a great responsibility but also a pleasure. These take on even more value when you have in your hands the works of the authors of the 1930s. Quite a few studies have been conducted on this period, but their works pave the way for further studies in other fields such as: ethnography, phonetics, dialectology, grammar, lexicology, language culture, etc. In this paper, we will reflect only on some of the linguistic characteristics of the poetic discourse of Nonda Bulka, as one of the most prominent representatives of journalism and poetic prose of the 1930s in Albania. Nonda Bulka is self-aware when he writes, and he demonstrates this best in his works, in the way he uses language, not only as an artistic tool but also as an instrument of denunciation and social awareness. His style is a combination of spoken language, irony, cutting sarcasm, and emotional figuration, which is still tangible today for the Albanian reader. In the literary-artistic discourse of Nonda Bulka, the originality expressed through the power of language and deep humanitarian sensitivity stands out. He has generally written in standard language, and his works provide significant contributions to the processing of syntactic structures, enriching expressive tools that belong to everyday discourse, and concrete vocabulary, addressing essential issues of the current Albanian context of this period.

Keywords: Nonda Bulka, discourse, sarcasm, irony, literary language, society.

INTRODUCTION

Nonda Bulka is considered one of the most representative figures of Albanian journalism and essayism of the 1930s, and one of the most critical, most educated and most committed voices to the fate of Albanians in times of great political and cultural changes. He brought a previously unknown critical dimension, giving voice to irony as a literary and philosophical tool. His texts were not simply journalistic writings, but genuine essays, which can still be read today as part of a modern cultural heritage. Scholar Sabri Hamiti emphasizes that: “The 20th century, which I am calling the great century of Albanian literature, is now considered the century of modernity everywhere in the literary world, which treats literary writing and interpretation as separate values, elevating individuality in the face of collectivity.”¹⁰³ This definition is best embodied in the creative individuality of Nonda Bulka, who, since the early 1930s, in collections such as “Why?!” , “The Heart of Albania”, “The Basket of Lost Hopes”, and later in essays such as “The Speech I Didn’t Keep”, affirms herself as a conscious modern voice, confronting her intellectual individualism with the collective propaganda and political discourse of the time.

¹⁰³ Hamiti, S., (2002), *Shekulli i madh i letërsisë shqipe*, Vepra letrare 9, Faik Konica, Prishtinë, f, 552

Nonda Bulka brought to the Albanian language the model of the European essayist – cultured, ironic, critical and aesthetically controlled, despite the influence that the writers of this period were still under the influence of a cultural climate dominated by the traditional academic spirit. In Robert Elsie's assessment of the generation of writers who separated Albanian literature from propaganda and pathos, he emphasizes, among other things, that "¹⁰⁴...they tried to break away from annoying propaganda and began, albeit in a measured and restrained manner, to break through the ideological limitations of instrumentalized literature." Such was Nonda Bulka, a distinguished individuality in language, thought and style, bringing to Albanian journalism a new, direct, deep and aesthetically refined tone.

On the linguistic level, the lexicon is the most complete reflection of the linguistic and spiritual world of an author, through it not only intellectual commitment is expressed, but also the high level of mastery of the Albanian language, stylistic awareness and artistic sensitivity.

The lexicon of his work also represents a rich layering of Albanian, where the following are mixed: the word of the standard language, phraseological expressions, popular and regional lexicon, historical and philosophical terms, as well as personal lexical creations and a subtle sensitivity to the precise and striking word. Nonda Bulka's literary creativity is distinguished for a deep and artistic elaboration of the word, where neologisms and new syntactic structures are created, giving the language a special artistic and stylistic coloring. Nonda Bulka is not simply a news broadcaster or a current affairs commentator, but a writer of elaborate, carefully chosen, mature and functional words.

In his work, the renowned linguist and scholar Androkli Kostallari would state: "There is no doubt that our artistic literature, which is a school of linguistic education for the entire people, will better fulfill the demands of our era, always bearing in mind that there is no good literature without good language."¹⁰⁵ In this perspective, Nonda Bulka's creativity has also met the demands of the time, through the construction of his texts with a logical order, problematics, analysis, attitude, etc. He does not use words to embellish the text, but to cut it as if with a scalpel. Logical argumentation and clarity as a means of stylistic structuring are quite present. He is a thinker who structures the text with a stable system of argument. As the researcher Dilaver Dilaveri emphasizes, "Language is the most important tool for the writer's pen, it is the basic tool of form, communication, content of the work, ideas and thoughts, so in addition to the care for increasing artistic skill, it must also be accompanied by the author's increased care for language."¹⁰⁶ This is best reflected in the work of Nonda Bulka. Even for academician Rexhep Qosja "Language is the writer's main weapon with which he puts into circulation the ideas, thoughts and emotions that characterize the society of a time; the more perfect this weapon is, the more effectively these ideas, thoughts and emotions will circulate."¹⁰⁷, through his language he expresses his creative identity and becomes a guide for his people. In this context, Bulka stands alongside figures such as Branko Merxhani, Nebil

¹⁰⁴ Elsie, R., (1997), *Histori e letërsisë shqiptare*, Tiranë

¹⁰⁵ Kostallari, A., (1989), *Gjuha letrare kombëtare shqipe dhe epoka jonë, në një "Studime mbi leksikun dhe mbi formimin e fjalëve në gjuhën shqipe"*, III, Tiranë, f. 33.

¹⁰⁶ Dilaver, D., (1989), *Rreth përdorimit të arkaizmave leksikore në letërsinë artistike, në "Studime mbi leksikun dhe mbi formimin e fjalëve në gjuhën shqipe"*, III, Tiranë, f.469

¹⁰⁷ Qosja, R., (1988), *Panteoni i rralluar*, Tiranë, f. 618-619.

Çika or Petro Marko, but unlike them, he did not stop with the ideology of modernity, but translated it into a new language, in a style that is close to French irony and Balkan sarcasm at the same time. However, in this paper we will highlight only some of the linguistic phenomena of his creativity. The following stand out:

1. Common and everyday vocabulary

In his articles, Nonda Bulka uses clear, understandable language that is close to everyday language. He avoids bureaucratic vocabulary, ideological clichés, and pompous rhetoric, preferring a straightforward and direct style: “Lies are one of the sharpest weapons of dictators.” (“The Speech I Didn’t Give,” p. 2). Words like lies, masks, misery, shame, humanity, blood, forehead, man, garter – are common, but their use in clear emotional and ironic contexts gives them a strong stylistic charge. Bulka uses a simple vocabulary, but one that is charged with emotion and revolt, which makes his text tangible and powerful. In the text “People Are Sold”, the lexicon is deliberate and shocking: “In Japan, an 11-year-old boy was sold for 100 yen; in Yugoslavia, a father and son were sold for 100 dinars.” (p. 100). The repeated use of the word “sold” creates a powerful emotional effect, stripping the act of any justification and presenting it as a brutal violation of human dignity. “...what can you do, bread is demanded and man is forced to sell everything, even himself.” (p. 100). This sentence conveys deep sadness and fatalism, where the word “self” takes on a pronounced emotional charge.

2. Popular lexicon and dialectalisms

Nonda Bullka was an example of a linguistically responsible writer, who uses language with a deep aesthetic and critical awareness, proving that, as Jani Thomai wrote: “Every writer, in addition to the general, has something of his own in the use of dialectalisms...”¹⁰⁸. Although Bulka uses literary language, in some cases he also introduces words with a folk or regional connotation into the discourse, to add authenticity and color: “They gave us the golden spoon, but to put it in the cauldron with kelbanik.” The word kelbanik is of folk origin and carries a deep derogatory charge. This layer of lexicon gives the writing a liveliness and authenticity that connects the author with the language of the masses. In the article “Nga Tirana e kuqe”, the author notes that in the squares of the newly born capital, cultural and linguistic mixtures are noticeable: “Tirana is a city of contrasts... a roe deer could not find a better place to escape with all its race.” (p. 101). The word “roe deer” is used here metaphorically to indicate a sensitive, defenseless, confused person in the midst of a city in chaos. In his journalism, the vernacular and realistic character build the authenticity of the work, which is clearly evident in the dialogue of “Interview with the Mountaineer”: “I have no food, and they tell me to go soldier!” (p. 133); “The forehead is wrinkled, the face is covered...” (p. 132); “Here lies the difference in the world.” (p. 133). This everyday, simple and popular language gives voice to the common people, making the reader identify with the interviewee. Even in “News You Know,” the vernacular is used to ironize public figures: “A certain workmate... who was a knight of ordered thought.” (p. 191). The use of the word “some” has a colloquial connotation and expresses distrust and contempt for the title “workmate.”. In Bulka's journalistic work we distinguish the combination of popular and civic lexicon with an elaborate moral,

¹⁰⁸ Thomai, J., (2001), Leksiku dialektor e krahinor në shqipen e sotme, Tiranë, f. 35.

philosophical and ideological vocabulary. This coexistence is a reflection of the author's consciousness to speak to the people, but not in a populist way - on the contrary, to raise awareness. Examples: Civic lexicon: "enlightenment", "education", "reasonableness", "school", "consciousness"; Created or remodeled words: "ambiguity", "thinking", "wordiness", etc.

3. Phraseological and idiomatic lexicon

In Bulka's works, artistic discourse is full of idioms, where beyond simple denotative meanings, words and sentences are imbued with deep and multifaceted meanings, creating a unique literary world. For example, the epithets and metaphors used by Bulka are loaded with symbolism that is closely related to the social, historical and psychological reality of his time, making the text not only beautiful, but also powerful in content. In many cases, Nonda Bulka uses well-known phraseological expressions, adapting them to new contexts for the purposes of irony or emphasis: "He has the 'people' at the tip of his tongue, but he has them at the end of his foot when he makes decisions." ("The Basket...", p. 4). Here, the phrase "at the tip of his tongue" is used to show hypocrisy, while the contrast "at the end of his foot" is used to create a powerful critical effect. The use of these constructions is a sign of a deep mastery of Albanian idioms. In some cases, there is a tendency to create or recreate words, which either reinforce the stylistic effect or serve as ironic expressions: "Once a man was measured by his word given, today by how much he twists his tongue to save his skin." ("History Repeats", p. 6); "There are those who practice patriotism with gossip, but what do the people say? Babble-babble-glory!" (ibid.). These are completely in the Albanian phraseological spirit, but elaborated in an artistic way, where the reader immediately feels the emotional effect and hidden meaning. In the work of Nonda Bulka, this is clearly seen in the use of popular phraseology, which gives the style an immediate naturalness and clarity, e.g.: "Let us not pretend not to understand... because we are not among those who eat the world with an empty spoon."; public metaphors, which function as rhetorical figures with social significance, e.g.: "We have big words like flags flying in the wind... but we keep them hanging in the window for show."; irony as a means of polemic and social criticism, evident in sentences such as: "We have so much wisdom that we don't know where to throw it... so we pour it out into the streets." These uses of the original language are not simply artistic embellishments, but a conveying act of national awareness, which structures identity through the expression of one's own culture.

4. Lexicon with historical, philosophical and ideological charge

The lexicon used by Nonda Bulka is also rich in terms belonging to history, political philosophy, or ideologies, but always in the function of critical analysis: "When free speech ceases, the dictatorship of the commanded word begins." Words such as dictatorship, free speech, command, freedom, power, demagogue, ideology, etc., are common in his analyses. They are used to build an intellectually engaged lexicon, where the word is not only an expression, but also an attitude and a means of opposition.

In many of his writings, Bulka uses a political and sarcastic lexicon that clearly targets state and international actors: "A 20th-century man being sold for bread in a country that calls itself civilized is a shocking tragedy." (p. 100). The word "civilized" is used ironically, to highlight

the hypocrisy of the international system that keeps people in poverty, while preaching civilization. Among other things, we note: “masquerade”, “hypocrisy”, “pseudo-patriotism”, “empty words”, etc. In this way, even when the political or social ideas he addresses are closely linked to the historical context of the 1930s, Bulka’s language, as Qosja says, “usually retains freshness much longer if it is in accordance with the directions of development of the national language...”¹⁰⁹. His language, being not only functional but also aesthetic, has transcended its time and remains powerful even in contemporary readings.

1. Themes. Themes in Nonda Bulka's creativity. Nonda Bulka's creativity is closely linked to the social and historical reality of mid-20th century Albania. He realistically describes in his prose and journalism the life experiences, suffering, aspirations and feelings of the Albanian people, reflecting on the events that constituted the daily life of the time. In this context, the thematic field of Bulka's work includes: historical and social reality, a deep description of the difficult periods of Albania's history, especially the circumstances of the war, suffering and efforts for freedom and social justice. These themes are treated in a simple, but emotionally charged style. In his work, language is a tool of action and awareness, it is charged with social sensitivity, revolt against injustice, and efforts to awaken national and human consciousness. This is also observed in the case: “More and more, we let people be violated. More and more, we sell them without thinking twice.” (p. 100). The word “sell” is used symbolically to indicate the loss of values, not simply an economic act. In these cases, it is clearly seen how the author uses language, not only to report, but also to protest, to educate and raise awareness.

2. Personal and collective emotions: Bulka expresses with deep sensitivity pain, longing, hope and revolt, making these feelings part of an open conversation between the author and the reader. On Bulka’s language reflects not only events, but also the way of thinking of the people of the time, which is expressed through an expressive wealth of language, with stylistic nuances that change according to different periods and situations. Even in the texts where he deals with topics pertaining to everyday life, such as “The Basket of Lost Hopes” or “The Speech I Didn’t Give,” one can clearly see the effort to give the language a figurative rhythm and focus that goes beyond the informative level. As Qosja further emphasizes, “Good writers usually respond to the demands of the time in which they live not only with the problems they can address, but also with the language in which they will address them.”¹¹⁰ And this is precisely one of the distinguishing points of Bulka’s language: the linguistic response to his time, through a clean, focused style, and equipped with a subtle aesthetic sensitivity.

3. National identity and belonging: In his works, one can feel an effort to preserve and transmit the values of Albanian culture, by defending the language and traditions as the foundation of national existence. In the text “The Basket of Lost Hopes”: Bulka uses the image of the basket as a place to “bury” new aspirations, contributing to the national awareness of preserving creative hope, even though reality is harsh. Despite the criticism of mediocre literature, he encourages young people not to lose the artistic motive, a signal for preserving national culture through language and cognitive wealth (p. 248). “The Speech I

¹⁰⁹ Po aty, f. 612-616.

¹¹⁰ Po aty, f. 612-616.

Didn't Give": In this text, the simple and sincere language directly addresses the nation: the speech begins with "People!", without the term "dear" – especially to avoid the language of propaganda. This is a publicly patriotic act, confirming the need for an identity built on sincerity and not empty rhetoric. (p. 254)

Criticism of foreign influences and cultural survival "From Red Tirana": Bulka presents a cultural critique of imitations of the West or the East – "European trousers, Turkish tailcoat, English jacket" (p. 100). Through irony, he emphasizes that clothing does not guarantee identity, if it is not built on a culture of its own. This is a message to curb assimilation and value the original culture. "Telegraphic News": The strange format of the news – with the word "stop" after each statement – satirizes international passivity and the fragility of foreign support. The text speaks of an Albania that remains itself, but desperately seeks help from abroad without real awareness. In a text from 1936, Bulka wrote: "We do not lack an opinion, but a lack of courage to say it out loud." This is a stimulus for national self-responsibility, which is part of identity.

The surface of misery as a threat to identity "People are being sold" shows the dramatic situation of poverty: an 11-year-old boy and a "father and son" father who are sold for a small amount of money. For Bulka, this is shocking, a sign of the nation's transformation in the moral and economic dimension – as a call for civic and state mobilization. "History repeats itself": He uses the metaphor "the sons of the raven" to describe moral degeneration, linking the events caused by the lack of historical memory to national identity. He warns that failure to learn the lessons of the past leads the nation to a state of cultural decomposition (p. 290).

Syntax and organization of the text

Indeed, Nonda Bulka's journalistic text often approaches literary discourse, both in terms of its carefully constructed syntactic structure and in terms of its figurative use of language, where irony, metaphor, sarcasm and linguistic rhythm function not simply as means of expression, but as aesthetic instruments that carry an artistic message and emotional impact.

In this context, the remark of academician Rexhep Qosja becomes extremely significant when he emphasizes that: "Every good writer is aware that his linguistic responsibility is great... It goes without saying that every writer takes care to write as beautifully as possible and these efforts lie in the nature of creativity itself..."¹¹¹. Nonda Bulka, as a writer and publicist with a broad culture and a keen linguistic awareness, does not write only to convey an opinion or to denounce a reality – he builds each sentence as an aesthetic unit, and through irony or absurdity creates sensations and increases the emotional intensity of reading. His style is characterized by: short, emotionally charged sentences; frequent use of imperative or complex expressions to increase emotional tension; direct use of a protesting tone.

This technique aims to have a direct impact on the reader and is also consistent with the definition that Xhevat Lloshi gives for style as "a way of internal organization of language for expressive purposes."¹¹² Here are some syntactic examples from his journalism: "A hundred flags without one – is not a hundred.", "It is not honesty, it is trickery.", "He does not line up,

¹¹¹ Qosja, R., (1988), Përgjegjësia gjuhësore e shkrimtarit, "Panteoni i rralluar", Tiranë, f. 612-620.

¹¹² Po aty, f. 249

he shines.”. The stylistics of these sentences are consistent with the typology of the lapidary phrase that we also find in Qosja, Migjeni, and later in Arapi – in the form of a simple expression that conveys profound ideas. “We have been silent enough.”; “We are not few. But we are not even united.”; “A people that does not learn, does not walk.” These examples show us that short sentences reinforce the effect of the message.

As Rexhep Qosja says: “The true writer gives words new semantic positions”¹¹³, Nonda Bulka also shifts the semantic importance of words, placing them in new positions where the emotional and intellectual load is maximum. Thus we have: “Our lie has more legs than the truth.”, “Being uneducated is heavy, but being educated and backward is a crime.”, “We do not lack the word, we lack the hand to sign it.” Stylistically, this use of the word is reinforced by: ironic figures, sharp comparisons, ellipsis with a denunciatory effect, such as: “Freedom is... a word that we have always owed.” In general, in Nonda Bulka's journalism we notice a condensed language, built with selected words, often with dense semantic content, which is consistent with the definition given by Solar: “the meaning of the entirety of a work comes from the dynamic combination of its linguistic elements”¹¹⁴, e.g.: “He holds the flag of thought in his hand.” The word “flag” here does not have a literal meaning, but is a metaphor for free thought. This is a lexical figure that represents the transfer of meaning in the context of patriotic devotion.

In Nonda Bulka's work, the aesthetic and stylistic function of language is clearly evident in the way the author constructs the text beyond ordinary information. As the researcher Xhevat Lloshi emphasizes, “the special function of language in artistic literature is the aesthetic function: language not only embodies a content, not only communicates a literary information, but also aims to have an aesthetic impact.”¹¹⁵ This approach is especially evident in Bulka's journalism, where even the simplest forms of discourse take on an emotional and ironic charge that produces an aesthetic effect on the reader. Nonda Bulka's style is characterized by a dense use of stylistic figures, which give his articles not only argumentative force, but also emotional and poetic charge. Some of the most frequent figures are: irony, sarcasm, metaphor, repetition, figuration and contrast as tools that fill the text with deep meaning.

a) Irony. Irony and sarcasm are the pillars of Bulka's style. It is not only stylistic, but also substantive and builds an entire system of communication, a subtext where the reader implies more than what is said. As a master of piercing irony, he mocks institutions, political rhetoric, and collective stupidity using simple language but contemptuous of hypocrisy. Here are some typical cases: Examples from “Basket of Lost Hopes”: “Every magazine, every newspaper, has a basket, big or small, where the dreams and false hopes of those who want to write something, but cannot achieve it, are mercilessly buried.” (p. 248). Here the state of literature is ironized: the desire to write, but the inability to create real works. This is an indirect criticism of the mediocrity of authors who are not accepted for publication. “A novel of six pages, there it was, there it was not six points.” This line is a subtle jab at the banal structure

¹¹³ Qosja, R., (1988), *Përgjegjësia gjuhësore e shkrimtarit*, Panteoni i rralluar, Tiranë, f. 612-620.

¹¹⁴ Solar, M., (2004), *Hyrje në shkencën e letërsisë*, f. 52.

¹¹⁵ Lloshi, Xh., (2003), *Stilistika e gjuhës shqipe dhe pragmatika*, f. 247

of amateur writing: lack of content, volume without substance, form without meaning. “and then I reached into the tragicomic basket to find something interesting... and I found nothing but a piece of writing for straw.” (p. 249). The use of the word “tragicomic” indicates the mixing of the tragedy of poor literature with the comedy that comes from absurd attempts to be taken seriously. Examples from “The Speech I Didn’t Give”: “I would say: ‘People!’ – and not ‘Dear people’, for many reasons.” Bulka ironizes populist rhetoric, mocking politicians who use the epithet “beloved” for the people, while not having sincere feelings for them. “Among the people there could be people I don’t like, whom I don’t love; then I don’t say ‘beloved’ to a person I don’t love?” (p.254). This is an open way to oppose hypocrisy: the author does not hide his mixed feelings towards the crowd.

In the text “News You Know”, the irony begins in the opening sentence: “The past May was loaded full of comedies of the tragicomedies of our time.” (p.190). This is a classic ironic expression, where comedy and tragicomedy intertwine to show the absurdity of political reality. In the same text, the irony towards electoral manipulation is poignant: “In Elbasan a mysterious power caused the ballot boxes to be mixed up.” (p. 191); “Mysterious power” is an ironic formulation not to directly name the culprits, but to denounce them with bitter humor. In the text “Interview with the Highlander”, the irony is milder, but just as effective: “The government doesn’t help me, it’s telling me: go soldier!” (p. 132). Here we have a silent irony of the victim, which expresses the absurdity of the state’s demand towards an abandoned citizen. Likewise in the sentence “There are boys with borsaline trousers, European jackets, who wear citjane, čibuk, who smoke with pipes, speak French, but don’t even know Albanian.” (“From Red Tirana”, p. 101).

The irony here strikes at the pretentious layer, which tries to appear modern, but which remains empty in content. The use of the coexistence of symbols of modernity and backwardness gives the phrase a deep sarcastic charge. Even in the sentences: “France says: ‘I can’t stop’, Italy says: ‘I can’t stop’, England says: ‘I can’t stop’. And America says: ‘I want to stop’.” (p. 106). The listing of countries and the use of the word “stop” in an ironic way ironizes the hypocrisy of the great powers, who refuse help and turn a blind eye to tragedies. In the text “Autobiography of a Madman”, Bulka constructs a kind of negative autobiography, where the character’s consciousness is clearer than that of any rational figure. The use of irony, popular phraseology, deliberate orientalisms and the fragmented structure of the language make this text a perfect model of the use of language as a critical instrument, as a social punishment, and as a parody of the linguistic structures of the time.” Sentences such as: “I am neither a diplomat nor a criminal. Why are they tied up?” (p. 418), are ironic descriptions of the institutional absurdity and of the society that oppresses the individual from birth. The irony culminates in the phrase: “There are people who speak and write Albanian all their lives and do not know what they are writing.” This is a very deep criticism of pseudo-intellectualism and the linguistic void in the society of the time.

While in the text “History Repeats”, Bulka clearly states that big words no longer have meaning, and that history revolves around the place. In a clearly ironic way he writes: “The sons of the crow as they come and blacken... Today they are killed for nothing, or for badly trimmed mustaches” (p. 290). These examples are not only grotesque descriptions, but evidence of a new poetics of the everyday, where the absurd becomes the theme and irony the

structure. This represents precisely the modern turn in journalistic discourse that Bulka represents – a turn that would later be developed by authors of other generations, but which in his time was a bold stylistic and ideological move.

b) Metaphor and symbolic figuration. In Bulka's texts, metaphor is not decoration, but a means of increasing the layering of meaning. In the prose "Song of Monotony", the main metaphor is "the clock": "Tick-tock! Cocainical, monotonous answers..." (p. 214). The mechanical clock has become a symbol of a cold, repetitive and insensitive society.

The term "Cocainical" creates associations with a drugged state, that is, of a person numb and lost in the empty rhythm of the day. "It is the song of monotony, the song of the hour." (p. 214). The term "song" here is an ironic figure, there is no joy, but only a soulless song that accompanies the lifeless life of the individual in society. In the prose "News You Know," the political metaphor surfaces: "A knight of ordered thought..." (p. 191). Here we have a clear metaphor for a journalist or ordered intellectual, who is simply a soldier in the service of the system. "The tragedy of the child who is sold, on the contrary, everywhere in this world, is nothing more than a child who dies little by little." (p. 100). Here the use of the metaphor "dies little by little" is a direct blow to human conscience, turning a social fact into a symbol of spiritual destruction. In the prose "From Red Tirana", "Tirana is a city of contrasts." (p. 101). This is a concise metaphor that describes the chaotic mixture of different cultural and social elements.

c) Repetition is a frequent technique in Bulka's texts, which serves as a stylistic and emotional structure. Bulka likes to build a fragmented syntax, which aims to reflect the ambiguity, ambiguity and often absurdity of situations. This is particularly evident in the prose "The Speech I Didn't Give": "The first was that the day could be celebrated even without my 'logo'. The second, that I wasn't sure whether I would have customers or not to listen and enjoy my oratory. And the third, that no one told me." (p. 254). The structure with repetition, parallel rhythm and contrast creates an ironic and absurd effect. Similarly, in the prose "History Repeats itself" we encounter this simple and rhythmic construction: "America will continue to demand them. Europe will continue not to pay them..." (p. 290). The repetition of the syntactic structure "will continue..." creates an ironic effect that underlines the meaningless cycle of history, giving the text a sustained satirical function. In "The Song of Monotony" we find several cases: "Tick-tock! Tick-tock! Tick-tock!..." (p. 215); "Friend... friend... old friend..." (p. 214); "I look... look... look at my watch..." (p. 215). Repetition instills the atmosphere of monotony, of an unchanging and sleepy life. It creates the effect of a cycle with no exit. In "News You Know" repetition is used for ironic effect: "Everything was done in the name of justice, democracy, freedom..." (p. 191). This reinforcing list ends in an implied disappointment, because the events that are narrated contradict these values. "Allo! Here Tirana. Kahne! I gave and poured. Allo! Here Tirana. Kahne! I gave and poured..." (p. 106). The repetition "Allo! Here Tirana" creates a high rhythm and emphasizes the absurdity of the news conveyed. It is a grotesque imitation of the official news and a form of poetic protest.

d) Contrast and absurdity as stylistic techniques

Contrast and absurdity are built into the text as a way to reveal absurdity. This is noticeable in the text “Interview with the mountaineer”: “I told him I don’t have anything to eat, and they told me: go be a soldier.” (p. 133). The contrast between the request for help and the state’s response reinforces institutional absurdity. In the text “News You Know,” the contrast becomes even more evident: “A meeting for freedom was held... while the opposition was forbidden to speak.” (p. 191). Here the contrast between beautiful speech and repressive action creates a strong critical effect.

Conclusion

In conclusion, we can say that Nonda Bulka’s creative profile is a form of expression of intellectual depth and cultural identity, it is more than a means of communication: it is a cultural, linguistic and aesthetic mission. The purpose of his writings is not only to tell the public the truth of the day, but also to shape the language, to protect it from influences, and to conceive it as a bearer of citizenship and patriotism.

His journalism is a writing with a dual function: informative and critical, but also artistic. The use of biting irony, symbolic metaphors, repetition, simple language and strong contrasts make the text more similar to a literary essay than to an informative article. Language is his weapon, with which he opposes unjust structures and builds a space for reflection for the reader.

Generally, the language in Nonda Bulka's work is not distant, academic, nor cold, it is filled with life and linguistic pulse and gives the opportunity to extend the study to other literary and linguistic fields. In this sense, Nonda Bulka occupies an inalienable place in Albanian journalism as a precursor of engaged essayism, as a writer who combines philosophical thought with literary form and who sees the written word as a means of civic and artistic responsibility.

SOURCE

Bulka, N., (1980), *Vepra letrare I / Publicistikë (1932-1944)*, Shtëpia botuese “Naim Frashëri”, Tiranë.

Bulka, N., (1980), *Vepra letrare II / Prozë (1945-1972)*, Shtëpia botuese “Naim Frashëri”, Tiranë.

Bulka, N., (1980), *Vepra letrare III / Poezi (1952-1957)*, Shtëpia botuese “Naim Frashëri”, Tiranë.

Dilaver, D., (1989), *Rreth përdorimit të arkaizmave leksikore në letërsinë artistike, në “Studime mbi leksikun dhe mbi formimin e fjalëve në gjuhën shqipe”, III*, Tiranë.

Kostallari, A., (1989), *Gjuha letrare kombëtare shqipe dhe epoka jonë, në “Studime mbi leksikun dhe mbi formimin e fjalëve në gjuhën shqipe”, III*, Tiranë.

Lloshi, Xh. (2003). *Stilistika e gjuhës shqipe dhe pragmatika. Shtëpia Botuese “Albas”, Tiranë.*

Qosja, R. (1988). *Panteoni i rralluar*, Tiranë.

Shkurtaç, Gj., (2009), *Pesha e fjalës shqipe*, Shtëpia Botuese “UFO Press”, Tiranë.

Solar, M. (2004). Hyrje në shkencën e letërsisë. Tiranë.

Thomai, J. (2005). Leksikologjia e gjuhës shqipe. Shtëpia Botuese “Dudaj”, Tiranë.

LABORATORY DATA ON INSULIN RESISTANCE AND POLYCYSTIC OVARY SYNDROME (PCOS), CLINICAL CASE PRESENTATION.

Dr. Altin Goxharaj

*Laboratory Physician, Lecturer, Department of Nursing, Faculty of Health Sciences,
UOGJ¹ altinlabt@yahoo.com*

Dr. Julinda Mijo

*Obstetrician-Gynecologist, “Omer Nishani” Regional Hospital, Gjirokastër
julindamijo@yahoo.com*

Dr. Dashamir Demiri

Obstetrician-Gynecologist, “Omer Nishani” Regional Hospital, Gjirokastër

Dr. Migena Kuro

Obstetrician-Gynecologist, “Omer Nishani” Regional Hospital, Gjirokastër

Dr. Maksim Logli – Radiologist

Department of Radiology, Regional Hospital “Omer Nishani”, Gjirokastër, Albania

Abstract: Polycystic ovary syndrome (PCOS) is a common endocrine disorder affecting women of reproductive age. It is characterized by ovulation disorders, high androgen levels, and the presence of many small cysts in the ovaries. PCOS is often associated with problems such as irregular menstrual cycles, infertility, acne, and excessive body hair growth. It affects approximately 6–20% of women worldwide and is often diagnosed late, due to the variety of symptoms it presents. The aim of this presentation is to provide a brief overview of the clinical features, diagnosis, and current treatments of PCOS, along with the presentation of 2 clinical cases observed during our clinical practice. Diagnosis is usually based on the Rotterdam criteria, while treatment includes lifestyle changes, hormone therapy, and treatment of insulin resistance. PCOS is a complex condition that requires an integrated and individualized approach to its management. Early treatment helps prevent long-term complications such as type 2 diabetes and cardiovascular disease.

Keywords: PCOS, Insulin, Blood Sugar, Insulin Resistance.

INTRODUCTION

Polycystic Ovary Syndrome (PCOS) is a multifactorial endocrine disorder affecting 6–20% of women of reproductive age, depending on the diagnostic criteria used. The syndrome is characterized by reproductive, metabolic, and psychological components, with insulin resistance (IR) being a major underlying contributor to its pathophysiology.¹

Despite being traditionally associated with obesity, IR in PCOS can occur independently of body mass index (BMI), emphasizing the importance of biochemical assessments even in lean women.² The Rotterdam criteria (2003) define PCOS based on the presence of at least two of the following: oligo/anovulation, clinical or biochemical hyperandrogenism, and polycystic ovarian morphology on ultrasound.³

2. Laboratory Evaluation of Insulin Resistance in PCOS

2.1 Key Metabolic Markers

Test	Normal Range	Findings in IR
Fasting Glucose	70–99 mg/dL	>100 mg/dL (prediabetes)
Fasting Insulin	2–20 µIU/mL	>10–15 µIU/mL
HOMA-IR = (Glucose × Insulin)/405	<2.5	>2.5 indicates IR
HbA1c	<5.7%	5.7–6.4% (prediabetes)
OGTT (2h post-glucose)	<140 mg/dL	140–199 mg/dL (impaired tolerance)
C-peptide	0.5–2.0 ng/mL	Often elevated in IR

HOMA-IR is a widely used surrogate index for IR in clinical and research settings due to its simplicity and non-invasiveness.⁴

2.2 Hormonal and Endocrine Profile in PCOS

Parameter	Normal Range	Alteration in PCOS
LH/FSH Ratio	~1:1	>2:1 suggests PCOS
Total Testosterone	<0.7 ng/mL	Elevated
Free Testosterone	0.3–1.9 pg/mL	Elevated – more specific
DHEA-S	35–430 µg/dL	Elevated in 20–30%
Androstenedione	0.3–3.5 ng/mL	Elevated
SHBG	18–114 nmol/L	Decreased
Prolactin	4.8–23.3 ng/mL	May be elevated
TSH	0.4–4.5 mIU/L	To rule out hypothyroidism
17-OH Progesterone	<200 ng/dL (follicular phase)	Elevated in adrenal hyperplasia

3. Imaging and Additional Testing

- **Transvaginal Ultrasound:** Ovarian volume >10 cm³ or ≥12 small follicles (2–9 mm) per ovary
- **Ferritin and CRP:** May be elevated in PCOS due to chronic low-grade inflammation⁵

4. Clinical Case Presentations

Case 1: Young Woman with Metabolic and Reproductive Symptoms

- Age: 24 years
- BMI: 32
- Irregular menstrual cycles, acne
- LH/FSH ratio: 3:1
- Fasting insulin: 19 µIU/mL
- HOMA-IR: 4.5

- **Diagnosis:** PCOS with significant insulin resistance
- **Management:** Lifestyle modification + Metformin

Case 2: Infertility and Hyperandrogenism

- Age: 30 years
- Chief complaint: Infertility
- DHEA-S and free testosterone: Elevated
- SHBG: Low
- **Treatment:** Metformin + Letrozole → Successful ovulation induction

5. Management Strategies in PCOS

Effective PCOS management must address both hormonal imbalance and metabolic dysfunction:

- **Lifestyle interventions:** Diet and physical activity are first-line treatments
- **Insulin sensitizers:** Metformin improves ovulatory function and insulin response
- **Hormonal therapy:** Oral contraceptives for cycle regulation and hyperandrogenism
- **Ovulation induction:** Letrozole or clomiphene citrate in women seeking pregnancy

6. Conclusion

PCOS is a heterogeneous disorder that significantly impacts women's health across reproductive, metabolic, and emotional domains. Insulin resistance plays a critical role in its pathogenesis and should be systematically evaluated even in normoglycemic patients.

Laboratory assessment is vital for both diagnosis and personalized management. Early identification of IR allows for timely interventions that can reduce long-term complications, including infertility, type 2 diabetes, and cardiovascular disease.

SOURCE

1. Azziz R, et al. Polycystic ovary syndrome. Nat Rev Dis Primers. 2016.
2. Diamanti-Kandarakis E, et al. Insulin resistance in PCOS: pathophysiology and clinical implications. Hum Reprod Update. 2007.
3. Rotterdam ESHRE/ASRM-Sponsored PCOS Consensus Workshop Group. Hum Reprod. 2004.
4. Matthews DR, et al. Homeostasis model assessment: insulin resistance and β -cell function. Diabetologia. 1985.
5. González F. Inflammation in PCOS: underlying mechanisms and therapeutic approaches. Semin Reprod Med. 2015.

THE REAL POTENTIAL FOR THE DEVELOPMENT OF PASTORAL TOURISM IN THE LABËRIA REGION

Msc Andi CANA

andicana22@gmail.com

Prof. Dr. Jaho CANA

jaho.cana@yahoo.com

Abstract: Labëria region is one of the largest ethnographic areas in Albania. What really sets this region apart from others are its rich ethnographic elements such as rituals, customs, traditions, customary law, dialect, traditional clothing, and many more. However, its most distinctive feature lies in its economic structure. Due to factors such as terrain, climate, and abundant pasture resources, the primary economic activity of this region has historically been livestock farming. This practice has evolved over thousands of years and has remained largely unchanged throughout the region. As a result of this unique economic characteristic, ideal conditions now exist for the emergence of a new sub-sector in the economy: pastoral tourism. With the growing number of tourists visiting Albania, interest in traditional livestock farming has also increased. But what attracts the tourists to these traditionally organized shepherd camps? The greatest attraction in this aspect is the shepherds' way of life—an ancient and perhaps archaic lifestyle, the processing of dairy products within the camp itself, and the interesting tools and structures that are part of the shepherds' daily environment. These include constructions made from local materials, milking areas, dairy-processing equipment, and other everyday shepherding tools. These elements collectively offer a compelling and authentic experience of pastoral life in the Labëria region, making pastoral tourism a promising path for enhancing household and regional economic development.

Keywords: livestock farming, tradition, shepherd camp, ethnography, Labëria.

IMPROVING THE PROFESSIONAL OUTCOMES OF TEACHERS ESSENTIAL FOR THE SUCCESS OF SCHOOLS

DR. ANILA XHUMBA

“Eqrem Çabej” University, Gjirokastër, alikoanila@yahoo.com

Abstract: The role and influence of teachers in the learning, formation, development of students and their confrontation with life, through their performance and different roles, is and will always be the main priority in school environments. School is the most important place for students to learn and develop their educational and social skills, for scientific-cultural, emotional, physical formation, as well as social emancipation. Teachers play an important role in ensuring the education of students, the formation their personal and professional. Every school tries to recruit good and qualified teachers, trained with international curriculum changes and cultural, technological, social and societal transformations. Teacher support in terms of teaching in school environments, their professional and intellectual development is essential for the success of schools and students. Numerous resources are needed to assist teachers in their professional growth. Sometimes additional support is needed to help teachers develop so they can meet performance standards.

The purpose of the study is related to the impact of the teacher's professional development, his performance, on the improvement of the students' achievements.

Keywords: Teacher, performance, achievement, student, professional development.

INTRODUCTION

School is the most important place for students to learn and develop their educational and social skills. Teachers play an important role in providing education to students. Every school tries to recruit good and qualified teachers who can impart quality education to their students. Only qualified staff and dedicated teachers can produce effective results, producing good quality students who contribute to their country in the future. It is therefore important for schools to retain qualified staff in the future. Because only qualified teachers can give the best education to students. For the quality of education, the quality of teachers is very important. Experience shows that the key factors that influence students' behaviors, attitudes and progress are performance, personal and professional skills and the relationship between teachers and students in the classroom. When teachers have the wisdom and efficacy to look critically at their practice, they will also have the right ingredients to improve their classroom practice. Louden, when talking about the process of reflection, defines this process as (Boud, 1985). He emphasizes that this is the process of learning and is generated by those intellectual activities involving individuals who explore their experience to increase understanding and appreciation (Boud, 1985). While Louden (1991) defines reflection as: clear and serious thoughts with remoteness of action, a mental process carried out away from action by looking forward or usually backward, to actions performed.

Many factors contribute positively to improving the role of teachers. For example, factors such as teacher characteristics (Boyd et al., 2011), student group characteristics, and school-wide factors (Hirsch and Emerick, 2007) also influence the sustainability of teachers.

The training and qualifications system is an important issue for educational policies. The teaching profession is treated as a regulated profession, and the qualifications system is a priority for the educational reform. Training is an important indicator in the professional training of teachers.

The modern school is open to all experiences, it is enough that they have advanced elements" (Mialaret, 1996). The unanimous statement that quality teacher education constitutes the "foundation of the education system" was perhaps the most meaningful statement at the last ATEE conference, which quoted that "High-quality teacher education is essential to the quality of the system's products and for an advanced and attractive status of the teaching profession in itself" (IKT, 2009). Teachers can be successful or not in different contexts and using different tools. The way teacher quality is defined has a strong influence on the way it is measured (Ingersoll, 1996). The first approach to assessing teacher quality is the use of the teacher's background and other special characteristics. Many researchers state that good teachers are determined by the characteristics of the teacher. They assume that these characteristics are indicators that determine quality, such as degree level, work experience, salary, etc. (Levis, 1999; Angrist and Guryan, 2004; Ingersoll and Smith, 2004; Akiba, 2007). Thus, the assumption that a teacher with a Master's degree in education has a better quality indicator than a teacher with a Bachelor's degree, or the assumption that a teacher with more years of work experience has a better quality than a beginning teacher, or the assumption that teachers with higher salaries are better than those with lower salaries, etc. are present in the practice of teacher quality assessment. The reason why these background characteristics are often used in this process of teacher evaluation comes from the fact that they are easily found and measurable. But, the problem in this evaluation process lies in the fact that many of these assumptions are not tested and there are limitations on the data that support them in school practice. These indicators of teacher quality seem to be located far from the classroom and the actual behavior of the teacher, and in many cases, it is debatable whether the assumption is valid or not.

The second approach is the use of the "teacher effect" on student achievement as an indicator of teacher quality. What is important is not what impact the teacher has in the classroom, but the results of "what the students learned."

The third approach of determining teacher quality is the use of teacher performance as an indicator of measuring this quality. Measuring what teachers know and what teachers do is not easy, because many indicators must be used, such as self-reports, observers and class, testing of the given knowledge, evaluation by others (principal, colleagues, parents, etc.).

METHODS

The methods applied in this study are a combination of quantitative and qualitative methods. The basic ideas of the hypothesis are expressed in conceptual variables, which are converted into numbers through measurable variables. These ideas are theoretically treated through meta-analysis of similar scientific works and operational definitions. The conclusions

obtained from the meta-analysis are confronted with the statistical data collected from the survey with teachers. The discussions of the data are critically treated by comparing the empirical data with logical interpretations.

The relationship between the research variables, professional performance with working conditions, professional preparation, and overload, was explored through descriptive and inferential analyses. For the inferential analyses, the data analysis method using cause-and-effect statistical models was used.

Objectives

The objectives of the study are related to the impact that teacher training has on their performance at school, the connection of professional preparation with student achievements, taking as a sample the teachers of basic education of the Albanian pre-university system. The teacher sample includes two cycles of practicing teachers in primary education (grades 1-5) and lower secondary education (grades 6-9). The sample of teachers was concentrated in two main districts of Albania, which are the district of Vlora and the district of Gjirokastra. The sample of students was concentrated in the city of Gjirokastra and Vlora in lower and higher Secondary Education. The following results were obtained from the developed questionnaires and observations.

LITERATURE

The study was based on contemporary literature regarding the importance of qualifications, training, and all other indicators in increasing teachers' performance at work, for educating new generations as worthy citizens of a society that is in continuous scientific and cultural development and improvement.

Study Importance

Research questions :

How experience affects teachers' work ?

How seniority affects teacher performance ?

How does teacher training affect the quality of their work ?

What are the indicators that measure the importance of training in teacher quality ?

The results expressed in Figure 1 show that the largest group of teachers is the group that has a working experience in the teaching profession from 11 to 30 years of work in this profession. This group of teachers can be considered as teachers with sufficient professional experience. This group of teachers accounts for a total of 65% of the teacher sample. This percentage taken in the study sample is approximately the same as the specific weight that this population of teachers occupies in the statistical reality of the distribution of teachers according to experience in these regions of Albania. Demographic data show that there are about 1414 teachers with a working experience of 11 to 30 years of work, or this group constitutes about 65% of the community of teachers working in these two regions.

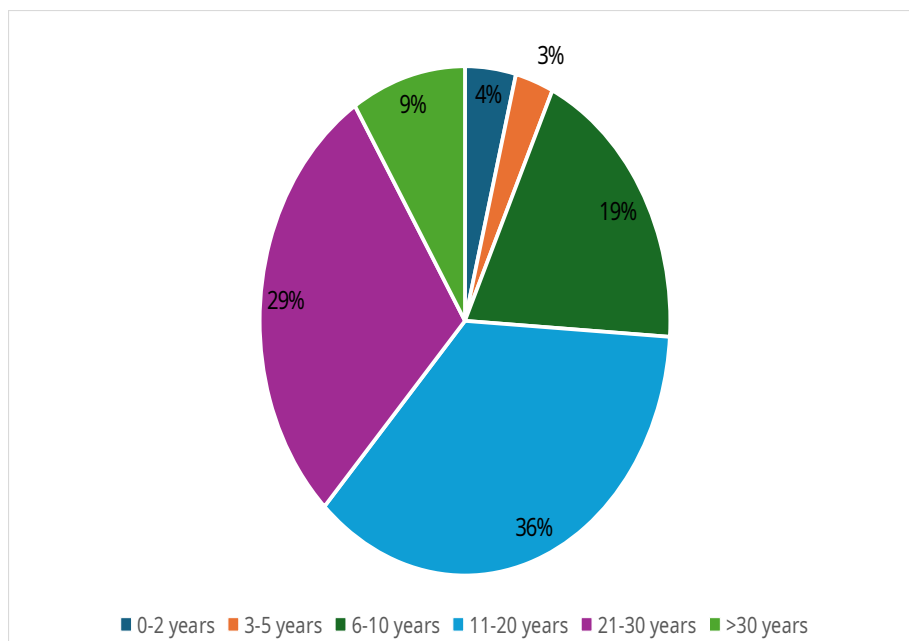


Figure 1. Demographic distribution of the sample by seniority in employment

From Figure 1, it is also noted that in the sample selected randomly from the population of teachers, only 4% of them are newly appointed teachers or with no more than two years of work experience in school. The group of teachers who are on the verge of their 5-year qualification does not exceed 3% of the teacher sample. About 19% of the sample are teachers with 5 years of qualification in the teaching profession, but who have not passed the second level of qualification. Only 9% of the teacher sample are teachers with over 30 years of experience and who have completed the qualification levels and are approaching retirement age.

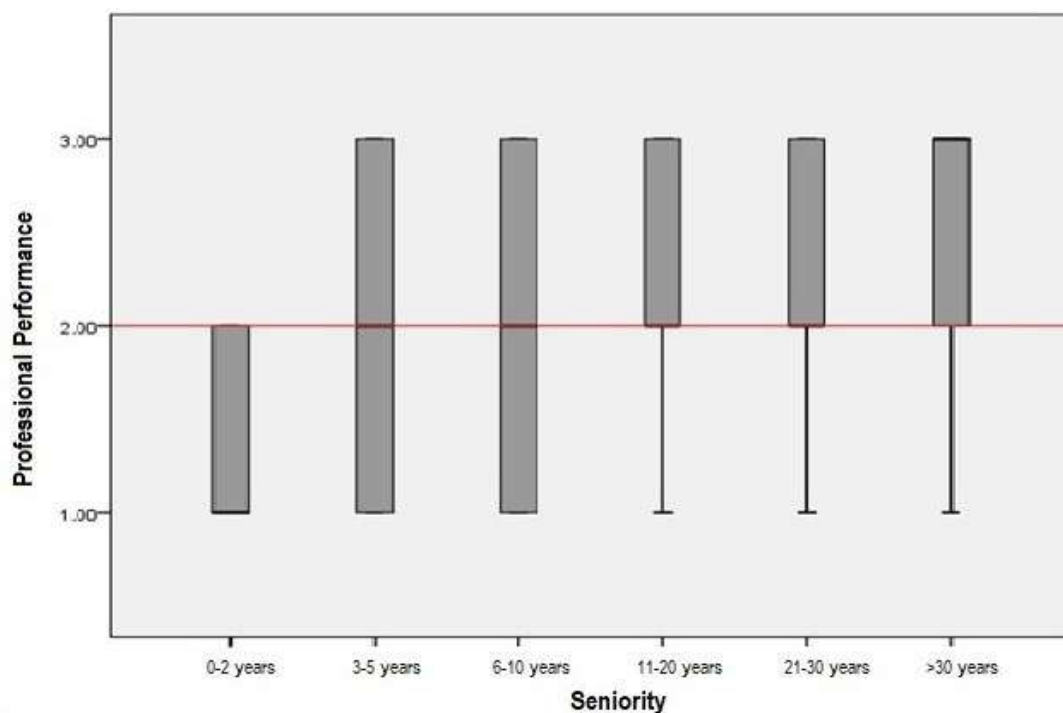


Figure 2. Interquartile assessment of performance distribution by seniority

Figure 2 shows that new teachers, who have just been appointed and have up to two years of work, cannot claim a maximum level of performance. Referring to the study, we see that 100% of them are at levels 1 and 2 of performance. Teachers with a seniority of 3-5 years in the job, as well as those with a seniority of 6-10 years, have a distribution that extends to all three quality levels. We will see the detailed distribution of the specific weight for these intervals below. The result for the other three intervals of seniority in the teaching profession is interesting. In the figure, we note that of the teachers with over 11 years in the profession, less than 25% are at the lowest level of professional performance, while over 75% of them are at levels 2 or 3. This indicates that after 11 years of work, teachers can claim to have reached a high level of professional maturity.

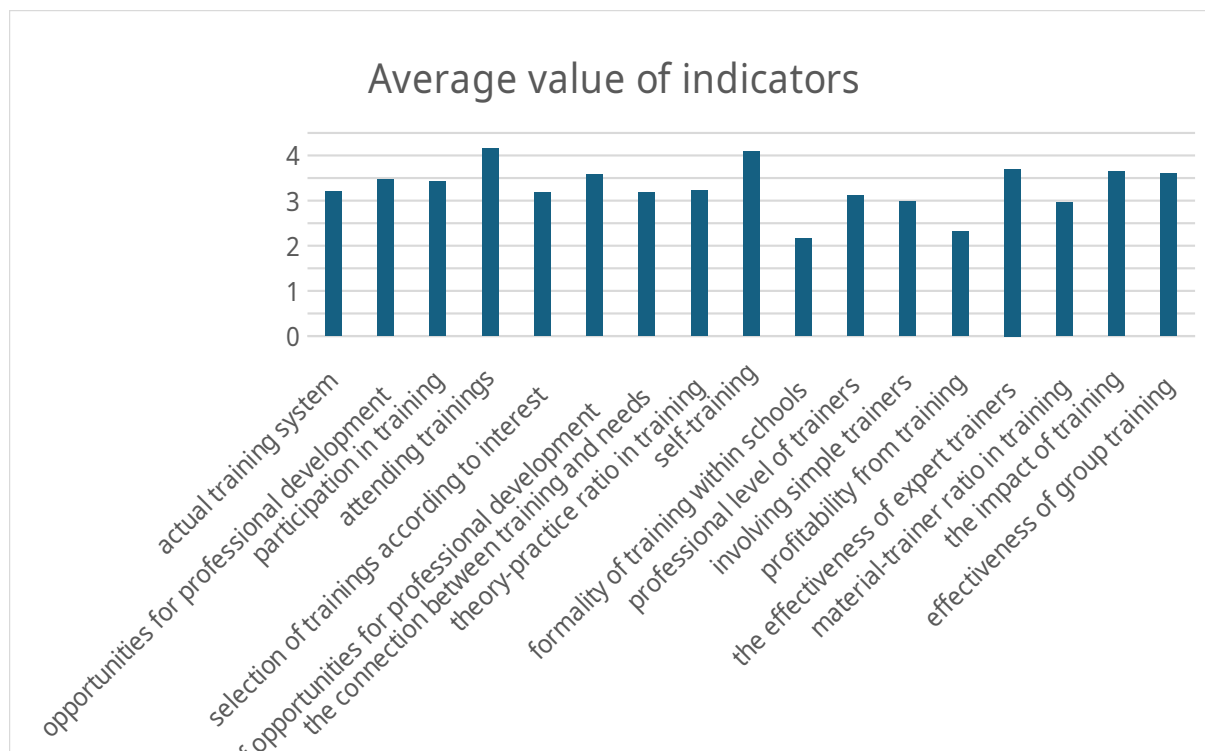


Figure 3. Average distribution of factors of the variable Professional Preparation

The professional preparation of teachers was assessed using the values of 17 different indicators. The degree of influence of each of them cannot be the same. For this reason, we studied the average values observed for each of them.

To determine whether this phenomenon is accompanied by the same fluctuation when comparing them according to levels of professional performance, we examined the distribution of the average values of the indicators for each qualitative subgroup of the teacher sample, based on their professional performance.

RECOMMENDATIONS

School is the most important place for students to learn and develop their academic and social skills. Teachers play an important role in ensuring the education of students. Every school strives to recruit qualified teachers who can provide high-quality education to their students. Only qualified staff and dedicated teachers can produce effective results by producing good quality students who contribute to their country in the future. Therefore, schools need to retain qualified staff in the future. Because only qualified teachers can provide the best education to students. For the quality of education, the quality of teachers is very important.

Organizing a periodic evaluation of teacher performance, thus creating a local and regional database on teacher performance indicators over the years. This would enable the establishment of a merit system according to the professional skills of the teacher, in the school institution at the local and national levels.

Enriching the material and technological base of school facilities and putting them at the service of the teaching process, to enable the contribution of technology in increasing the level of teacher motivation to demonstrate a high level of performance in the school institution.

Creating a training network within the school and at the local and national levels on contemporary teaching topics to assist in training and increasing teacher performance in Albanian schools.

CONCLUSIONS

There is a negative correlation between the professional level of trainers and the professional performance of teachers. This indicates that the higher the professional performance, the higher the demand for well-specialized trainers. The impact of training on teacher qualification levels seems to be of greater interest to teachers with the lowest level of performance.

Teachers, regardless of their performance level, express almost equal satisfaction with the level of benefit of group training. From the study, we note that the highest level of involvement in training both inside and outside the school is among teachers with the weakest performance. The highest level of selection of trainings according to interest is among teachers with average professional performance.

SOURCE

- Akiba, M., Letendre, G. K., & Scribner, J. P. (2007). Teacher Quality, Opportunity Gap, and National Achievement in 46 Countries. *Educational Researcher*, 36 (7), 369-387.
- Angrist, J. D., & Guryan, J. (2004). Teacher Testing, Teacher Education, And Teacher Characteristics. *American Economic Review*, 94 (2), 241-246.
- Boud, D., Keogh, R., & Walker, D. (1985). *Reflection: Turning Experience into Learning*. London: Kogan Page.
- Boyd, D., Grossman, P., Ing, M., Lankford, H., & Wyckoff, J. (2011). The influence of school administrators on teacher retention decisions. *American Educational Research Journal*, 48 (2), 303-333.
- Hirsch, E., & Emerick, S. (2007). *Teacher working conditions are student learning conditions: A report on the 2006 North Carolina teacher working conditions survey*. Hillsborough NC: Center for Teaching Quality.
- Ingersoll, R. (1996). *National Assessments of Teacher Quality*. Washington, D.C: U.S Department Of Education.
- Ingersoll, R., & Smith, T. M. (2004). Do Teacher Induction and Mentoring Matter? *NAASP Bulletin*, 88 (638), 28-40.
- Lewis, R. (1999). Teachers coping with the stress of classroom discipline. *Social Psychology of Education*, 3, 1-17.
- Louden, W. (1991). *Understanding teaching: Continuity and change in teachers' knowledge*. London: Cassell.

Mialaret, G. (1996). *Pedagogjia e përgjithshme*. (L. Shahini, Ed.) Tirane.

Trajnimit, I. i. (2009). *Mësuesit dhe cilësia e arsimit, sfidë globale e shekullit XXI*. Tirane: IKT.

CURRICULUM ANALYSIS AND CAREER DEVELOPMENT, OPPORTUNITIES AND ADAPTATION IN EDUCATION AND EMPLOYMENT

Dr. Arjan Gjini¹ , Msc. Klaviona Dudumi²

*^{1.} "Eqrem Çabej" University, Faculty of Economics, Gjirokastër, Albania,
agjini@uogj.edu.al*

*^{2.} "Director of the Directorate of Curricula, Internal Security, Student Relations and
Information*

Abstract: Curriculum analysis and career development are essential for achieving excellence and adapting education systems and employment markets to contemporary dynamics. For countries in transition like Albania, strategic career development is critical for economic progress, innovation and long-term sustainability. This process requires an integrated approach that addresses skills gaps, promotes a culture of lifelong learning and ensures the relevance of educational programs. Universities play an irreplaceable role, serving not only as centers of academic and professional training, but also as catalysts for research and bridges to industry. They must constantly adapt their programs to reflect the demands of a rapidly transforming global labor market. This global labor market is influenced by technological advancements, artificial intelligence, globalization, demographic changes, and economic crises, creating ongoing challenges for job seekers and employers, especially in terms of digital, green, and transversal skills. This proactive improvement of curricula aims to bridge the gap between educational offerings and real-world demands, addressing the specificities of sectors such as public administration and labor law. This paper, based on a research approach that includes in-depth analyses of curricula, quantitative and qualitative methods, as well as the study of best practices in career development, aims to identify effective strategies. These strategies will align education with market needs, promoting excellence in professional preparation and the continuous adaptation of the workforce. The paper addresses current challenges and contributes to building a competitive workforce and an inclusive and sustainable society in Albania, offering concrete recommendations for policymakers and educational institutions.

Keywords: Career development, Curriculum analysis, Labor market, Innovation.

INTRODUCTION

The contemporary world is characterized by a profound and continuous transformation, driven by the Fourth Industrial Revolution, economic globalization and the digitalization of society.

These dynamics have fundamentally reshaped labor markets, while simultaneously creating new opportunities and unprecedented challenges for the workforce. In this context, a nation's ability to adapt its education system and cultivate human capital has become a key determinant of competitiveness, innovation and long-term sustainability. (Tafese , 2025 : 4).

For Albania, a country in an ongoing process of economic transition and European integration, these challenges are even more pronounced. The transition from a centralized to a

market economy, accompanied by the aspiration to align with European Union standards, requires a skilled, flexible workforce capable of responding to the demands of a dynamic market. The central problem addressed by this paper is the pronounced gap between the supply of the education system, especially the university system, and the demand of the labor market in Albania. This gap is manifested in high levels of unemployment among young graduates, underemployment and a critical lack of specific skills (such as digital, green and transversal) that are required by employers. Therefore, strategic analysis of university curricula and the promotion of effective mechanisms for career development are no longer an option, but a strategic necessity. This paper arises from the need to move from problem identification to the formulation of concrete solutions.

The aim of the paper is to analyze the relationship between educational curricula and labor market needs in Albania, with the aim of identifying effective strategies to align education with employment. Through an in-depth analysis, the paper aims to provide actionable recommendations for educational institutions, policymakers and other interested actors, contributing to building a competitive workforce and sustainable social and economic development.

2. Theoretical Framework This study is based on an integrated theoretical framework that combines concepts from educational economics, career development theory, and curriculum design models.

2.1. Human Capital Theory

Originally formulated by economists such as Gary Becker and Theodore Schultz, Human Capital Theory argues that education and skills are not simply costs, but a strategic investment in individuals and society. (Markelius, 2024 : 2). According to this theory, individuals invest in their education and training to increase their productivity and, consequently, their future income. For a nation, the stock of human capital is an essential engine of economic growth and innovation. In the Albanian context, this theory provides the economic basis to justify the urgent need for investment in the quality of education and to ensure that curricula produce relevant and valuable human capital for the labor market. The education-employment gap represents a failure to maximize the return on investment in human capital.

2.2. Contemporary Career Development Theories

In contrast to traditional models that viewed careers as a linear and predictable path within a single organization, contemporary theories such as the Boundaryless Career and the Chaos Theory of Careers emphasize the fluid, unpredictable, and self-directed nature of modern careers. These theories argue that individuals must be proactive, adaptable, and committed to lifelong learning to successfully navigate an unstable job market. This paper uses this perspective to emphasize that the role of universities is not simply to offer a degree, but to equip students with meta-competences—such as learning to learn, complex problem solving, and emotional intelligence—that enable them to autonomously manage their professional development throughout their lives.

2.3. Person-Environment Fit Model

This psychological and organizational model suggests that positive outcomes such as job satisfaction, high performance, and job retention are achieved when there is a high fit (fit) between the individual's characteristics (skills, values, personality) and the demands and characteristics of the work environment. Applying this model at the macro level explains the problem of the study: a systematic mismatch between “persons” (graduates with the skills they possess) and “the environment” (the real demands of the Albanian labor market). Curriculum analysis, in this sense, becomes a tool to diagnose the causes of this mismatch and to design interventions that increase the degree of fit, thus improving labor market efficiency. (Angeloni, 2024 : 2) .

2.4. Competency-Based Curriculum Design

In response to the above challenges, the theoretical framework relies on the competency-based curriculum design approach. This approach shifts the focus from what is learned (theoretical knowledge input) to what the student is able to do after completing the studies (demonstrable competence output). Competencies include a combination of knowledge, skills and attitudes. This model is essential for operationalizing the findings of the study, providing a practical methodology for how universities can review their programs. By first identifying key competences required by the market (e.g., digital, green and transversal skills mentioned in the abstract) and then building curricula and assessment methods to develop them, this model provides a direct and logical link between education and real-world needs.

Synthesis of the Theoretical Framework: By integrating these four theoretical pillars, the paper builds a comprehensive approach. Human Capital Theory provides the economic rationale for the importance of the problem. Career theories provide the framework for understanding the needs of the individual in the modern world. The Person-Environment Fit Model helps diagnose the gap as a “fit” problem. Finally, competency-based design provides the pragmatic path to the solution. This combined framework enables an in-depth analysis of the situation in Albania and the formulation of strategic recommendations that are theoretically sound and practically applicable.

LITERATURE

Analyzing the literature is essential to achieve meaningful results from this topic, especially when synchronizing with the practices and standards of OECD countries, for several key reasons:

1. Placing the Topic in a Global and Comparative Context

In-depth analysis of the literature helps to understand how developed countries, such as those in the OECD, have addressed similar challenges related to the alignment of education with the labor market and career development. This allows us to: Identifying best practices: To see which strategies and policies have been successful in increasing graduate employability and addressing skills gaps. Learning from mistakes: To avoid approaches that have not worked or have had unintended consequences in other contexts. Setting standards and indicators: To compare the current situation in Albania with the indicators and targets of OECD countries, establishing a basis for measuring progress.

2. Strengthening the Theoretical and Methodological Framework

The existing literature provides a strong theoretical and methodological basis. By consulting the works of influential authors in the field of educational economics, career development and curriculum design (as you mentioned Becker, Schultz, the "Borderless Career" theories, etc.), we can: Validate our approach: Ensure that our theoretical framework (Human Capital, Person-Environment Fit Models, Competency-Oriented Curriculum Design) is stable and relevant in light of international research. Improve the methodology: Use research designs, measurement instruments (e.g., surveys, data analysis) and analytical techniques that have proven effective in similar studies in OECD countries, increasing the reliability and validity of our findings.

3. Identifying Research Gaps and Needs Specific to Albania

The literature review is not only about replicating what has been done, but also about identifying what is missing. By understanding which aspects have been extensively studied and which have not, we can: We add unique value: To focus on specific issues or nuances of the Albanian context that may not have been covered in the international literature, especially in relation to sectors such as public administration and labor law.

We adapt the recommendations: To ensure that our recommendations are not simply copies of OECD models, but are adapted to the unique realities, challenges and opportunities of Albania, taking into account the specificities of a country in transition.

4. Increase the Credibility and Impact of the Paper

A strong and well-founded analysis of the scientific literature increases the seriousness and impact of the paper. By referring to reliable and internationally recognized sources:

Scientific credibility: The paper becomes more acceptable and trustworthy by the academic community and decision-makers, as it shows that the research is based on existing knowledge and international standards.

Support for recommendations: Our findings and recommendations gain greater weight when they are supported by evidence and successful models tested in similar or more developed countries, such as those of the OECD.

5. Addressing Contemporary Global Challenges

The mention of challenges such as artificial intelligence, demographic change and green skills, shows that these are global trends that affect all countries, including Albania. Literature from OECD countries, which are often at the forefront of these changes, can provide essential insights on:

Anticipating future needs: What skills will be key in the future labor market and how education systems should prepare. Innovative solutions: How new technologies and approaches (e.g., online learning, modular courses) are being used to address these challenges.

In conclusion, the literature review serves as a compass that guides the research, ensuring that our work is not isolated, but contributes to a broader global conversation and offers solutions that are not only theoretically sound, but also implementable and in line with the high international standards of OECD countries.

RESULTS

Based on the abstract provided and the emphasis on the current challenges of governance policies in Albania, especially in the context of rising expectations from citizens and the EU accession process, here are three main expected outcomes of this study:

1. Identification of Specific Gaps in Governance Policies Linking Education to the Labor Market

The study is expected to reveal what are the concrete shortcomings in current governance policies that hinder the effective alignment of the education system with labor market demands. This will include a detailed analysis of: Lack of coordination: How does the lack of effective cooperation between ministries of education, labor and economy, as well as market actors (employers), affect the formulation and implementation of policies.

Legal and regulatory inadequacies: Whether the existing legal and regulatory framework is out-dated or inadequate to support flexible curriculum development and effective career development mechanisms.

Low efficiency of public spending: How does spending on education not generate the expected return in terms of employability and economic development, indicating the need for reform. Insufficient investment in key skills: E.g. lack of incentive policies for the development of digital, green and transversal skills, which are essential for the modern labour market and EU standards.

2. Formulation of Concrete Recommendations for Improving Governance and Inter-Institutional Coordination

Addressing the high expectations of citizens and the imperative of EU integration, the study will provide actionable recommendations for policymakers. These recommendations will aim to increase the efficiency and transparency of governance in the education and employment sector. This could include: Proposals for institutional reforms: For example, the creation of agencies or inter-ministerial mechanisms that ensure better coordination between vocational education, higher education and the needs of industry.

Development of national strategies: Proposals for genuine and long-term strategies for human capital development, which are in line with the country's economic and social development objectives and EU standards. New funding models: Recommendations for changes in the way education is financed, to boost the quality and relevance of programmes, potentially including public-private partnerships.

Increasing stakeholder participation: Suggestions for more active involvement of employers, trade unions and civil society in the design and implementation of education and employment policies.

3. Assessing the Potential of New Policies for Skills Development and Preparation for EU Integration. An important output will be an assessment of the potential impact of the proposed interventions. The study is expected to demonstrate how new or improved policies could lead to:

Increasing employability: How better alignment of curricula with market demands will reduce youth unemployment and increase overall employability. **Improving digital, green and transversal skills:** How curriculum reforms can produce a workforce better equipped with the skills required by the digitalised and green economy, essential for convergence with the EU.

Strengthening human capital: How investments in education and career development will contribute to a more productive and innovative workforce, fostering long-term economic growth and social sustainability. **Meeting EU standards:** How the recommended policies will help Albania to fulfil the relevant chapters of the *acquis communautaire* in the fields of education and employment, facilitating the accession process.

These expected results will provide a strategic roadmap for Albania on its path towards European integration and building a more competitive and sustainable society.

CONCLUSION

Based on the entire text provided, including the abstract, introduction, theoretical framework, the significance of the literature review, and the expected results, here are the key conclusions:

Conclusions

This paper highlights that Albania is at a critical point in its development, where aligning educational curricula with labor market demands is no longer an option, but a strategic imperative for economic progress, innovation, and long-term sustainability. Citizens' high expectations for the effectiveness of public policies, in conjunction with the European integration process, increase the pressure on the government to address the current gap between educational supply and labor market demand. The in-depth analysis of international literature and the application of an integrated theoretical framework (Human Capital Theory, Career Development Theories, Person-Environment Fit Model and Competency-Oriented Curriculum Design) provide a solid basis for understanding the essence of the problem and formulating solutions. This approach ensures that the recommendations are not only theoretically sound, but also practically applicable and in line with OECD country standards.

The expected results of the study clearly identify concrete gaps in government policies, such as lack of inter-institutional coordination, legal inadequacy and low efficiency of public spending. Through this research, the study is expected to provide substantive and actionable recommendations for policymakers, including institutional reforms, the development of national human capital strategies, new financing models and increased participation of market actors.

Finally, the study will assess the transformative potential of new policies in increasing employability, improving key skills (digital, green, transversal) and strengthening human capital, all essential for meeting EU standards and facilitating accession.

This paper demonstrates that effective and well-coordinated policies in the field of education and career development are essential not only to address current labor market challenges and meet citizens' expectations, but also to ensure Albania's social and economic sustainability on

its path towards European integration. A failure to address these challenges with clear and measurable policies can lead to a decline in public trust and destabilization of support, confirming that the policy pursued is not effective. Therefore, the implementation of the recommendations of this study is vital to build a brighter future for the Albanian workforce and society.

SOURCE

- Arsimi i Lartë, Reformat dhe Tregu i Punës në Shqipëri e Rajon, Agjencia e Sigurimit të Cilësisë në Arsimin e Lartë (ASCAL). (Publikime dhe raporte vlerësimi). Tiranë, Shqipëri.
- Autoriteti i Komunikimeve Elektronike dhe Postare (AKEP). (Publikime vjetore). Tregu i komunikimeve elektronike në Shqipëri. Tiranë, Shqipëri.
- Becker, G. S. (1964). Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education. Chicago: University of Chicago Press.
- Brown, D. (Ed.). (2002). Career Choice and Development (4th ed.). San Francisco, CA: Jossey-Bass.
- Diamond, R. M. (2008). Designing and Assessing Courses and Curricula: A Practical Guide (3rd ed.). San Francisco, CA: Jossey-Bass.
- European Commission. (2018). The Key Competences for Lifelong Learning. Luxembourg: Publications Office of the European Union.
- European Training Foundation (ETF). (2021). Skills for the Green Transition in the Western Balkans. Turin, Italy: ETF.
- Gedeshi, I., & Kolev, A. (2015). Jobs and the Skills Squeeze in the Western Balkans. Washington, D.C.: World Bank.
- Gjini, A., Xhemalaj, E. (2016) Legal Regulation and actual situation of trade union organizations in Albania. NMK. - CRC JOURNAL
- Gjini, A. (2017). Factors that Hasten the Integrity of Albania in the European Union - Rome,
- Hall, D. T. (2004). The protean career: A quarter-century journey. Journal of Vocational Behavior, 65(1), 1-13.
- Hysa, E., & Cela, A. (2020). Higher Education and Labour Market Mismatch in Albania: An Exploration of the Drivers and Potential Solutions. Journal of Educational and Social Research, 10(5), 185-197.
- Instituti i Statistikave (INSTAT).(2024). (Publikime periodike). Anketa e Forcave të Punës. Tiranë, Shqipëri.
- Italy - Academic Journal of Interdisciplinary Studies, - mcser.org
- Mita, A. (2018). Reforma në Arsimin e Lartë dhe Shkencor në Shqipëri: Sfidat e Cilësisë dhe Autonomisë. Tiranë: UET Press.

- Rychen, D. S., & Salganik, L. H. (Eds.). (2003). *Key Competencies for a Successful Life and a Well-Functioning Society*. Göttingen, Germany: Hogrefe & Huber Publishers.
- Schultz, T. W. (1961). Investment in Human Capital. *The American Economic Review*, 51(1), 1-17.
- UNDP Albania. (2022). *Bridging the Skills Gap: Youth, Employment, and the Future of Work in Albania*. Tirana: UNDP.
- Wiggins, G., & McTighe, J. (2005). *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- World Economic Forum. (2023). *The Future of Jobs Report*. Geneva, Switzerland: WEF.

**UNIVERSITY RESEARCH CENTERS: DEVELOPMENT ENGINES IN THE
CONTEMPORARY ERA – THE CASE OF "EQREM ÇABEJ" UNIVERSITY,
GJIROKASTER**

Dr. Arjan Gjini¹, Prof. Asoc. dr. Lorenc Koçiu²

*¹"Eqrem Çabej" University, Faculty of Economics, Gjirokastër, Albania,
agjini@uogj.edu.al*

*²Dean, Faculty of Economics, "Eqrem Çabej" University, Gjirokaster, Albania,
dekanife@uogj.edu.al*

Abstract: In the global landscape of higher education and development, university research centers have become essential engines of innovation and socio-economic transformation. This abstract examines their strategic importance, particularly in the context of "Eqrem Çabej" University Gjirokastër. In this era, where local challenges require knowledge-based solutions, the creation of a university research center is not a luxury, but a necessity. "Eqrem Çabej" University, positioned in a region with unique potentials (tourism, cultural heritage, natural resources), can serve as a catalyst for development by addressing the real needs of the community. Through applied research, such a center would generate concrete solutions, accelerate entrepreneurship, and strengthen human capacities through the involvement of students and academic staff. The experiences of OECD member countries successfully demonstrate the impact of university research centers. These centers have resulted in increased productivity, efficient technology transfer and strengthened competitiveness at regional and national levels. They serve as bridges between academia, business and government, creating innovation ecosystems. Their successful model emphasizes the need for interdisciplinary collaboration, sustainable financial resources, and full integration with development policies. The establishment of such a center in Gjirokastra, following international best practices, will position "Eqrem Çabej" University as an essential reference point and source of knowledge, expanding its influence at the national, European and international levels.

Keywords: University Research Center, Local Development, Innovation, Applied Research, OECD Interdisciplinary Cooperation, Knowledge Transfer.

INTRODUCTION

In the 21st century, knowledge and innovation have become the main currency of economic and social development. The contemporary era, characterized by rapid technological advances, global-ization and the need for sustainable solutions to complex challenges (such as climate change, public health and digital transformation), requires a new approach to knowledge resources. In this dynamic landscape, universities are no longer simply teaching institutions, but are increasingly being re-imagined as essential engines of research, innovation and technology transfer. The creation and operation of university research centers has become a key component of their mission, serving as a bridge between the academic world and the real needs of society and industry.

For Albania, a country in the ongoing process of consolidating a market economy and European integration, the importance of this transformation is even more pronounced. Regions, especially those with special development potentials such as tourism, cultural heritage and natural resources, as is the case of Gjirokastra, require genuine knowledge-based strategies to maximize their competitive advantages. The central problem addressed by this paper is the lack of a structured and functional university research center at "Eqrem Çabej" University Gjirokastrë, which would serve as a catalyst for regional development and meet the expectations for a more active role of the university in society. This lack hinders the generation of applicable knowledge, technology transfer, the promotion of local entrepreneurship, and the integration of students into impactful research processes.

Through this paper, we aim to analyze the importance and strategic need for the creation and strengthening of a university research center at the "Eqrem Çabej" University of Gjirokastrë. Based on the best practices of OECD member countries and taking into account the specifics of the region, this study will identify key steps to position the university as a center of local innovation and development, increasing its impact at the national, European and international levels.

2. Theoretical Framework

This study is based on an integrated theoretical framework, which combines concepts from innovation theory, knowledge economy, regional development theory, and models of the role of universities in society.

2.1. Innovation Systems Theory

This theory, developed by authors such as Lundvall, Nelson and Freeman, emphasizes that innovation is not a linear or individual process, but results from complex interactions between different actors (firms, universities, research institutes, government) and institutions (laws, regulations, culture) within a national or regional system. The university is a key actor in this system, generating new knowledge, training human capital and transferring technology. In the context of Gjirokastra, the creation of a university research center would strengthen the regional innovation ecosystem, helping to address specific needs and fostering the development of local capacities for innovation.

2.2. Triple Helix Model

Formulated by Etzkowitz and Leydesdorff, this model describes a dynamic and collaborative interaction between three main actors: University (Academy), Industry (Business) and Government. In this model, innovation and economic development come as a result of a "spiral" of co-operation, where each actor plays a role not only in its traditional field, but also by taking on new functions (e.g., universities as entrepreneurs, governments as initiators of new markets). Për Universitetin "Eqrem Çabej", themelimi i një qendre kërkimore do të shërbejë si një mekanizëm institucional për të formalizuar dhe thelluar këtë bashkëpunim me sektorin privat lokal dhe autoritetet vendore e qendrore, duke krijuar një mjedis pjellor për zhvillimin e kërkimit aplikativ dhe transferimin e njohurive.

2.3. Human and Social Capital Theory

This theory emphasizes that investment in education and skills (human capital), as well as in so-cial networks and norms of trust and cooperation (social capital), are essential for economic growth and development. University research centers contribute directly to both forms of capital: they enhance the research capabilities of staff and students (human capital) and build collabora-tive networks with different actors (social capital), facilitating the exchange of knowledge and resources. For Gjirokastra, this approach would strengthen not only the region's intellectual ca-pacities, but also the social connections that are vital for sustainable development.

2.4. Applied Research and Technology Transfer

This theoretical framework emphasizes the difference between basic research (which aims to ex-pand knowledge) and applied research (which aims to solve specific problems and produce ac-tionable results). University research centers, especially those in developing countries, play a key role in transferring scientific knowledge into practical solutions for industry and society. (Weis-mayer, C. : 2-3, 2022).For "Eqrem Çabej" University, focusing on applied research in areas such as sustainable tourism, cultural heritage, or natural resource management will ensure that the knowledge generated is immediate and has a direct impact on local development.

Synthesis of the Theoretical Framework: By integrating these models, the paper builds a strong argument for the transformative role of university research centers. These theories provide the conceptual roadmap for understanding how such a center in Gjirokastra can become a hub for innovation and regional development, building on interdisciplinary collaboration, strengthening human and social capital, and transferring knowledge into concrete solutions to local challenges.

LITERATURE

The research strategy was developed on clear scientific grounds. An extensive database was col-lected after a long work, relying on literature from influential authors in their field from Albania, the region, Europe, as well as global researchers. The literature used included sources from tradi-tional and digital libraries. This topic was chosen as of particular interest due to the specifics it aims to explore and the broad impact on public life. The paper was discussed with experts in the field and public administrators, and reviewed by independent researchers. The search and collec-tion of citations for relevant articles was conducted using Google Scholar, adhering to the re-quired methodology.

The Importance of Literature Analysis for Alignment with OECD Country Results. The literature analysis is essential to achieve meaningful results from this study, especially when aiming to syn-chronize with the practices and standards of OECD member countries. This critical importance stems from several key reasons:

The scientific literature, especially that from developed OECD countries, provides a solid basis for arguing the critical importance of establishing and operating university scientific research cen-ters, as proposed for the "Eqrem Çabej" University in Gjirokastër. This argument rests on several main theoretical and practical pillars:

1. The University as an Engine of Innovation and Economic Development (Based on OECD Models)

Developed countries, such as those of the OECD, have demonstrated that universities, through their research centers, are key actors in National and Regional Innovation Systems. The extensive literature on post-industrial development models emphasizes that successful economies are those based on knowledge, where innovation is the driving force. University research centers serve as essential sources of:

Generation of New Knowledge: They produce basic and applied research, which is the foundation for innovative solutions. For Gjirokastra, this means generating scientific knowledge about the potential of the region (e.g., studies on sustainable tourism, cultural heritage conservation, water resources management).

Technology and Knowledge Transfer: Models such as the "Triple Helix" (Etzkowitz & Leydesdorff) illustrate how research centers are bridges between Academia, Industry and Government. They facilitate the transfer of knowledge from the laboratory to the market, helping local businesses become more competitive through the adoption of new practices, technologies and products.

In Gjirokastra, this could materialize in the development of innovative tourism products, technologies for the preservation of heritage sites, or efficient strategies for the use of natural resources.

Increased Productivity and Competitiveness: OECD research shows that countries with high investments in research and development and strong university research centers have higher productivity growth and greater ability to compete in global markets. For Gjirokastra, this will promote sustainable development and attract investment, making the region more attractive for businesses and the workforce.

2. Human and Social Capital Development (Support from Capital Theory)

The literature emphasizes that research centers are essential for the growth of human and social capital, two important pillars for regional and national development.

Human Capital Development: These centers provide stimulating environments for students and academic staff, equipping them with advanced research, critical, and analytical skills. Involving students in applied research projects not only improves the quality of their degrees, but also directly prepares them for the needs of the regional labor market. For Gjirokastra, this would help stop the "brain drain" by providing professional opportunities and development within the region.

Building Social Capital: Research centers foster networking and interdisciplinary collaboration, both within the university and with external actors (community, businesses, local government). These networks strengthen trust and facilitate the exchange of ideas and resources, building a development "ecosystem". For Gjirokastra, this would create an active and collaborative community, capable of addressing local challenges collectively.

3. Addressing Local Challenges with Knowledge-Based Solutions (Applied Research)

Modern literature, especially on regional development, emphasizes the need for individualized and context-specific approaches. A research center at "Eqrem Çabej" University would focus applied research on the unique challenges and potentials of Gjirokastra, such as:

Tourism and Cultural Heritage: Research on new strategies for developing sustainable tourism, heritage restoration and management, or the digitization of cultural assets. Natural Resources: Studies on sustainable management of water resources, biodiversity, or the development of agrotourism and local products. Local Entrepreneurship: Identifying needs for innovation in existing businesses and fostering new ventures, using the knowledge generated by the center.

By focusing on these areas, the center would ensure that research is relevant and has a direct impact on the development of Gjirokastra, avoiding theoretical research that does not find practical application.

4. Alignment with European Standards and Strategies (EU Integration)

For Albania, as a candidate country for EU membership, the establishment of research centers is essential to meet European standards and integrate into the European Research Area (ERA). EU and OECD member countries strongly support investments in research and development as a pillar of economic growth. A research center in Gjirokastra:

Increases Capacities for International Projects: It will enable the university to apply and collaborate in international research projects (e.g., Horizon Europe), bringing new funding, expertise, and networks to the region. Strengthens Regional and International Credibility: It will position "Eqrem Çabej" University as a serious and competent actor in the research landscape, increasing its impact and reputation. In summary, the establishment of a scientific research center at "Eqrem Çabej" University Gjirokastrë is not just an academic ambition, but a strategic investment firmly based on international scientific literature. It will serve as a catalyst for the development of the region, helping to address local challenges with knowledge-based solutions, developing human and social capital, and aligning Albania with European standards of innovation and development.

RESULTS

This paper, which emphasizes the importance of establishing a university research center at "Eqrem Çabej" University Gjirokastrë as a regional development engine, is expected to bring several key and impactful results. These results will be key to justifying and guiding future steps towards the realization of this objective.

1. Detailed Assessment of Current Research Potentials and Gaps at "Eqrem Çabej" University

A significant result will be an in-depth and realistic analysis of the current state of scientific research at "Eqrem Çabej" University. This will include:

Identifying existing areas of expertise: Which departments, professors or research groups currently have the potential to conduct valuable research, especially in areas of emphasis such as tourism, cultural heritage, and natural resources.

Assessing existing infrastructure: Which laboratories, equipment, bibliographic resources or technologies are already available and how they can be used for research purposes.

Analyzing critical gaps: This paper will highlight key deficiencies, such as the lack of dedicated research funding, the lack of an organizational structure that facilitates interdisciplinary collaboration, or the lack of qualified human resources (e.g., researchers with specific doctorates). The lack of institutional policies that encourage research and knowledge transfer can also be highlighted. Determining capacity development needs: In terms of training for academic staff, opportunities for cooperation with international institutions, or new models of research performance assessment. This result will serve as a detailed "snapshot" of the university's strengths and weaknesses in terms of research, providing a concrete starting point for strategic planning. 2. Development of a Structural and Functional Model of the Research Center, Adapted for Gjirokastra and Based on OECD Practices

Based on the theoretical framework (especially the Innovation Systems and Triple Helix models) and literature from OECD countries, the paper will present a concrete proposal for the research center model. This will include:

Organizational structure: How the center should be organized (e.g., as a separate unit, under the rectorate, with thematic departments) to promote interdisciplinary cooperation and efficiency.

Strategic research focuses: Specific proposals for research topics to be prioritized, taking into account the potential of the region (tourism, cultural heritage, natural resources) and the identified needs of the community and industry. These should be areas where applied research can have an immediate impact.

Collaboration mechanisms: How the center will collaborate with local businesses, local and central authorities, other academic institutions and international partners. This could include knowledge exchange platforms, joint research projects, internship programs for students, or consultancy services. Sustainable financial resources: Proposals for ways to finance the centre, including public funds, national and international research grants (such as Horizon Europe), partnerships with the private sector, and revenues from services provided. The OECD model emphasizes the importance of diversifying sources.

This output will provide a detailed action plan for setting up and operating the centre, giving the university a clear roadmap.

3. Argument of the Socio-Economic

Impact of the Center and Recommendations for Policymakers.

The paper will clearly articulate the expected socio-economic impact of the research center on the development of Gjirokastra and beyond. This will serve as a powerful argument for policymakers: Promoting Regional Development: Demonstrating how applied research can generate concrete solutions for key sectors of the region (e.g., increasing tourist flows, preserving monuments, developing sustainable agricultural practices). Strengthening Entrepreneurship and Creating New Jobs: As a center it can support local startups, foster

innovation in existing businesses and create employment opportunities for graduates and residents of the region.

Improving the Quality of Education and Stopping the "Brain Drain": As an active research center it will increase the attractiveness of "Eqrem Çabej" University, offering better opportunities for students and staff, thus helping to retain talent in the region.

Positioning Albania towards EU Standards: Both investment in research and development and the creation of such centers directly contribute to meeting the criteria of European integration and strengthening the country's image as a reliable partner in science and innovation.

This result will ensure that the work is not only academic, but has great practical value, providing convincing arguments for the necessary investments and public policy support for the development of university scientific research in Albania.

CONCLUSION

The paper "University Research Centers: Development Engines in the Contemporary Era – The Case of 'Eqrem Çabej' University Gjirokastra" provides a convincing argument for the strategic importance of establishing and operating such a center. By combining scientific literature, successful OECD models and the specifics of the Gjirokastra region, this study reaches several essential conclusions:

1. University Research Center is a Strategic Necessity, Not a Luxury.

Argument: In an era where the knowledge economy and innovation are the driving forces of global development, Albania, especially regions like Gjirokastra with great potential, cannot afford to be left behind. Literature (e.g., Innovation Systems Theory) proves that universities, as sources of knowledge and talent, are essential for innovation ecosystems. Without a dedicated research center, "Eqrem Çabej" University risks remaining a traditional teaching institution, disconnected from the real needs of the market and development. Its creation is a direct investment in the human and social capital of the region, transforming the university from a simple center of education into an active engine of development and innovation.

2. Applied Research Will Be a Catalyst for Local Development

Argument: One of the main expected outcomes is the center's focus on applied research, which aims to solve concrete problems and generate viable solutions. For Gjirokastra, this means studies and projects that address the unique challenges and potentials of the region, such as the sustainable development of cultural tourism, efficient management of natural resources or the identification of new opportunities for local entrepreneurship. The "Triple Spiral" model supports this approach, showing that collaboration between academia, business and government, facilitated by the research center, is the key to turning knowledge into economic growth and social well-being. This will avoid purely theoretical research and will ensure a direct and measurable impact on the quality of life of the community.

3. International Integration and Approximation with EU Standards are Impossible without Active Scientific Research

Argument: Albania's ambition to integrate into the European Union and to meet OECD standards requires a strong commitment to research and development. International literature

emphasizes that developed countries invest massively in research and innovation as a pillar of competitiveness. A research center at "Eqrem Çabej" University will significantly increase the university's capacities to apply for international grants (such as the Horizon Europe program), to join European research networks and to attract expertise. This will not only strengthen the university's position on the international stage, but will also directly contribute to fulfilling the necessary criteria for European integration, making Albania a more reliable and capable partner in the European research space.

SOURCES

A Joint Research Centre - European Commission, <https://commission.europa.eu>. The JRC provides independent, evidence-based knowledge and science.

Buletin Statistikor, Qarku Gjirokastër, Institucioni i Prefektit Gjirokastër, Gjirokastër, 2021. https://prefektiqarkutgjirokaster.gov.al/ep-content/uploads/2024/05/Buletini-Statistikor_Qarku-Gjirokaster-2021.pdf

Centre for Regional Development. The University of Eastern Australia, <https://www.uea.edu.au/schools/research/centre-for...> Eurac Research, <https://ee.eurac.edu/institutes-centers/institute>

Feasibility Study: Establishment of a Research, Technology & Innovation Capability for the Irish Defence Organisation, <https://military.ie/en/public-information/publications/feasibility-study-establishment-of-a-research,-technology-innovation-capability.pdf>. Final Report 2022.

Instituti i Studimeve Europiane, <https://unitir.edu.al/instituti-i-studimeve-europiane/>.

Instituti Konfuci, Universiteti i Tiranës. <https://unitir.edu.al/instituti-konfuci/>.

Kumar, V. The role of university research centers in promoting research Published online: 25 April 2017, # Academy of Marketing Science 2018.

Nuis, N., Puzic, T., "Feasibility Study on ReSPA Quality Management Centre", © ReSPA, 2017.

OSCE. Metodologjia për Vlerësimin e Kapitalit Natyror. Tiranë, 2021; www.osce.org

Qendra e Karrierës, Universiteti i Tiranës, <https://feut.edu.al/studentet/keshillim-i-karrieres>.

Qendra Kërkimore e Florës dhe Faunës, Universiteti i Tiranës, <https://unitir.edu.al/qendrat-kerkimore-shkencore-dhe-qendrat-e-studimit-nderdisiplinor/>.

Qendra për Edukim në Vazhdim, Universiteti "Aleksandër Moisiu" Durrës, <https://uamd.edu.al/qendra-per-edukim-ne-vazhdim/>.

Qendra për Kërkim Zhvillim dhe Ekselencë, Universiteti "Aleksandër Moisiu", Durrës. <https://uamd.edu.al/qendra-per-kerkim-zhvillim-dhe-ekselence/>.

Research | Centre for Urban and Regional Development. Newcastle University, UK. <https://www.ncl.ac.uk>

The Center for Regional Development. Bowling Green State University; www.bgsu.edu/research-economic-development/center-for-regional-development.html

The Role of Universities in Regional Innovation Ecosystems, European University Association (EUA), [https://www.eua.eu › images › pdf › eua_innovat...PDF](https://www.eua.eu/images/pdf/eua_innovat...PDF)

Universidad de Granada, The Regional Development and Local Research . <http://www.ugr.es>

Universities as centers of research and knowledge creation, UNESCO
[https://unesdoc.unesco.org › ark:](https://unesdoc.unesco.org/ark:)

Legislation : Ligji Nr. 80/2015 "Për Arsimin e Lartë dhe Kërkimin Shkencor në Republikën e Shqipërisë": Statuti i UGJ Ministri i Arsimit dhe Sportit me urdhrin 318 dt. 13.09.2021 ka miratuar Statusine Universitetit “Eqrem Çabej”(UGJ).

Rregullore e UGJ, miratuar me vendimin nr. 48 të dt.26.10.2023 nga Senati i UGJ - së.

KM Nr. 188, datë 13.3.2019 “Për Ofrimin nga Institucionet Publike të Arsimit të Lartë në Përputhje me Veprimtarinë e tyre, për Institucionet e Qeversijes Vendore dhe Institucionet në varësi të tyre”.

REGIONAL INITIATIVES VERSUS MULTILATERISM IN ALBANIA. CASE STUDY: OPEN BALKAN

Arjola MITAJ¹, Etleva PETA², Ariana KONOMI³

¹Eqrem Çabej University, Economic Faculty, a_mitaj@yahoo.com, Gjirokastër / Albania

²Eqrem Çabej University, Economic Faculty, evapeta@yahoo.com, Gjirokastër / Albania

³Eqrem Çabej University, Economic Faculty, arianakonomi@yahoo.com, Gjirokastër / Albania

Abstract: Since the early 1990s, the number of regional trade agreements in the world has experienced a remarkable evolution. But it remains debatable whether the countries involved in these regional integration agreements benefit or lose. Bhagwati's (1991) phrase: "Are Regional Integration Agreements building blocks, obstacles, or stepping stones towards multilateralism?" is well-known and leads to a more comprehensive question for economists in recent decades. Are these regional agreements good or bad for the multilateral system in general? Albania, like all the countries of the Western Balkans, has the ambition of membership in the European Union and has expressed a willingness and desire for regional cooperation. This paper, through existing theory and quantitative analyses referring mainly to trade data of Albania with the Western Balkan countries, aims to emphasize the importance of regional integration (like "Open Balkan" Initiative) for small and underdeveloped countries like Albania and the remaining WB6, as a step that precedes integration on a larger scale. In addition to the theoretical aspect and relevant recent literature, in order to reach valid conclusions, the method of study consists on gathering several data related to GDP growth in %, import and export performance of the WB6 during the last decade, trade volume within the WB6, exports and imports of goods and services as a share of GDP in the Western Balkans from 2015 to 2023. Quantitative analyses show that increased regional interaction can bring benefits to the countries of the region, but these benefits are associated with high risks whether they are comprehensive or selective. In this sense, deeper trade opening with further reduction of trade barriers between countries should be well studied and consulted widely and in every detail with business groups.

Keywords: Regional Integration, Western Balkans, International Trade, Albania, Open Balkan

INTRODUCTION

According to Krugman (1991), countries tend to integrate into regional agreements if they already have significant trade exchanges between them and these agreements are likely to have creative effects on trade. This "natural trading partner" hypothesis according to Krugman goes in the same direction as Baldwin's (1994) "too small to matter" syndrome, which explains why small developing countries such as those of Central and Eastern Europe, in order to gain the EU's attention, need to become more commercially competitive with EU exporters. One way to achieve this is for them to join a regional trade agreement¹¹⁶.

¹¹⁶ Kaminski and de la Rocha. (2003). Stabilization and Association Process in the Balkans: Integration Options and their Assessment, pages 7-8.

Many policymakers and academics believe that FTAs offer more than just the traditional benefits of trade, although this is a general and not very clear belief; the term New Regionalism¹¹⁷. According to de Melo and Panagariya (1993), it is increasingly accepted that regional integration goes beyond trade in services and goods.

The reasons and consequences of regional integration have initiated a vigorous debate among scholars and policymakers. In a review of volumes on Regionalization and Development, the World Bank (1998), it is emphasized that these agreements grant reciprocal trade preferences to participating countries, resulting in discrimination against non-members¹¹⁸.

Article 24 of the GATT (paragraph 8) explains this precisely: within the framework of customs unions or free trade areas, taxes and other restrictive duties on trade are eliminated between the entire territory constituting the union on products originating in these countries, but are applied by all member countries of the customs union, vis-à-vis other countries not included. Baldwin and Seghezza (1998) examine a number of theoretical channels through which regional integration can affect investment-led growth. When a trade bloc is created between an underdeveloped country and an industrialized country (in the literature these are known as North-South agreements¹¹⁹), one of the following four “tracks” is likely to be reflected in the underdeveloped country’s data: (1) market prices of the capital stock should increase; (2) the investment/GDP ratio should increase; (3) net direct investment figures should improve; (4) the current account should worsen as more foreign capital enters the country

Based on what we cited above, the purpose of this study is to present theoretical arguments for and against regional integration, especially for small countries such as Albania, and to analyze the foreign trade of Western Balkans countries, its performance in the last decade and the ratio of these trade flows to the overall trade volume of the WB6.

The scope of this study is to emphasize the importance of regional integration, which refers to the process of reducing trade barriers like tariffs and quotas to promote regional trade and to explore the potential benefits and drawbacks of opening up an economy to regional and international trade

In addition to the theoretical aspect and relevant recent literature, in order to reach valid conclusions, the method of study consists on gathering several data regarding GDP growth in %, import and export performance of the WB6 during the last decade, trade volume within the WB6, exports and imports of goods and services as a share of GDP in the Western Balkans from 2015 to 2023.

LITERATURE

There are several reasons why regional economic integration¹²⁰ can increase the rate of return

¹¹⁷ Based on Fernandez and Portes. (1998). *World Bank Economic Review*, pages 200-213.

¹¹⁸ The World Bank Economic Review, A Symposium on Regionalism and Development, (May 1998), Volume 12, No. 2, page 177.

¹¹⁹ For more information see Winters (1998), Puga and Venables (1998).

¹²⁰ According to the Official Website of the World Trade Organization, there are 6 types of regional liberalization: Preferential Trade Agreements, Free Trade Area/Agreements,

on capital for both partner countries, regardless the amount of capital owned (Baldwin and Seghezza 1996a, 1996b).

Thus, a RIA (Regional Integration Agreement) typically reduces transportation costs for tradable goods more than for non-tradables. RIA can also improve the overall investment climate by inducing greater credibility in the willingness and ability of governments to pursue sustainable policies. An example of an RIA that generated an investment boom was the creation of the European Economic Community (EEC), the North American Free Trade Agreement (NAFTA), and MERCOSUR (a regional trade agreement between Argentina, Brazil, Paraguay, and Uruguay)¹²¹.

Regional Trade Agreements have deepened, moving from agreements that initially focused on hard trade restrictions, such as tariffs and quotas on products and agriculture, to softer restrictions, such as environmental or health standards. Issues such as investment and capital movements that do not strictly fall within a trade policy have also been added. The most typical example in this aspect is the change of the European Union, where the subsequent name (from the Common Market to the European Community and finally the European Union) describes its evolution from a customs union to a single market (with free movement of capital, labour, services and substantial regulatory harmonization) and finally, to an economic union with a single currency¹²². According to the World Trade Organization (1995), the creation of an FTA has knock-on effects for other countries not yet involved in a regional agreement. Specifically, the WTO suggests that these countries either seek to join an existing group, or create a new group, or seek multilateral liberalization.

But what is regionalization? Winters (1996) defines it as a policy designed to reduce trade barriers between a subset of countries regardless of whether these countries are actually close to each other or adjacent to each other. Meanwhile, this same author describes multilateralism as a positive function of:

- a. the degree to which discrimination is present, perhaps the percentage of trading partners that are treated identically; and
- b. the degree to which a country's trade regime approximates free trade¹²³.

Various authors argue that developing countries are the ones who take the initiative to establish or be part of a RIA, not only because, the earlier they join such an agreement, the faster they absorb technology from industrialized countries, but also because their exclusion from these RIAs is harmful, even if this may be temporary. Schiff and Winters (1996) argue that the benefits of creating North-South type agreements are higher because the less developed country (the South in this case) benefits from access to the market of the industrialized country (the North). Meanwhile, the benefits from South-South type

Customs Union, Common Market, Economic Union, Monetary Union.

https://www.wto.org/english/tratop_e/region_e/rt_a_pta_e.htm

¹²¹ For more on the benefits of Regional Integration Agreements see Schiff and Winters (1998), pp. 179-180.

¹²² Fernandez and Portes (1998), pages 197-198.

¹²³ Winters, A.L. (November 1996). Regionalism versus Multilateralism. World Bank, Policy Research Working Paper 1687, page 2.

agreements depend largely on the size of the new combined market and its ability to attract new industries¹²⁴.

Consequently, modern theories are likely to focus on the role of differences in resources endowments, income differences, and economies of scale on international trade. The empirical literature indicates that Promoting economic growth is not feasible especially when corruption, poor infrastructures, and weak government institutions surround these economies' environments. Hence, it requires supportive government policies to create a suitable business environment and to realise the promises of trade liberalization

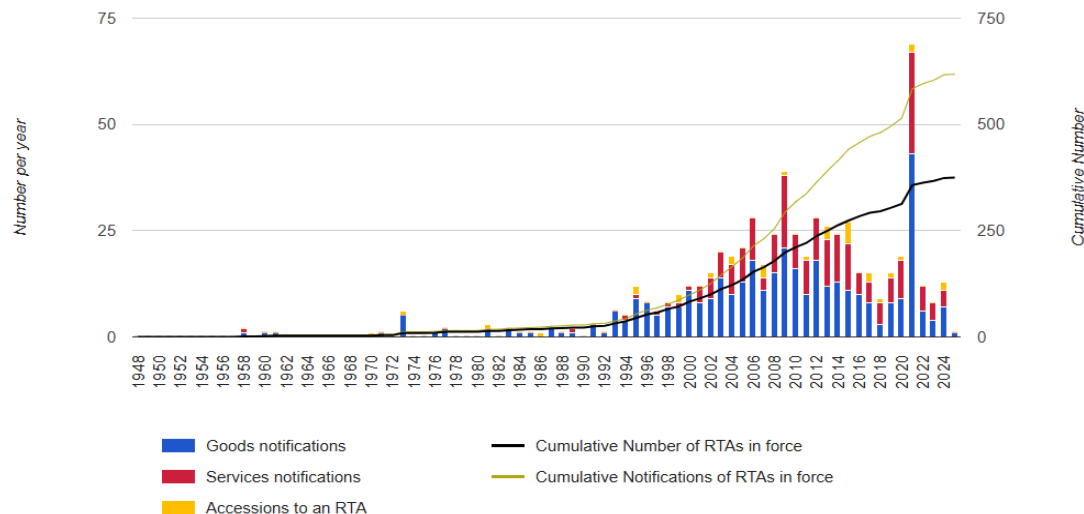


Figure 1. RTAs currently in force (by year of entry into force), 1948 - 2024

Source: World Trade Organization

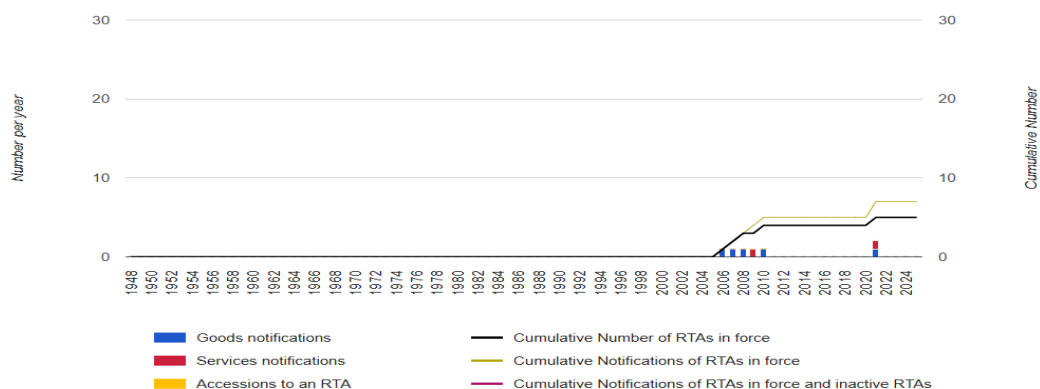


Figure 2. Albania: Evolution of RTAs, 1948 – 2024

Source: World Trade Organization

In the context of trade liberalization, various countries have engaged in a process of regional integration. We are talking here about the SEE countries, which, in addition to the orientation

¹²⁴ Schiff and Winters (1998), pages 182-183.

of this integration towards the EU countries, are interacting by creating free trade agreements between them. Kovač, 1998; Uvalić, 2001, have supported the creation of a free trade area between the Successor States of the former Yugoslavia. They argued that their poor export performance towards the EU could be compensated by an increase in exports between them. Classical authors and at the same time supporters of theories on international trade, have not left out of their attention the study of the effects that Regional Agreements may have had on the trade flows of the participating countries or even on their well-being. Thus Anne O. Krueger (1999) studied the changing patterns of bilateral trade flows between the North American Free Trade Agreement (NAFTA) countries and concluded that trade relations between members had intensified significantly after the 1990s¹²⁵.

Of course, it is not enough for countries to liberalize their trade regime to enjoy its benefits, because the extent of this benefit depends on more specific factors that belong to individual countries, such as: the country's overall economic development policy, its position in the regional arena, whether it is a small or large country, and especially the type of regional trade agreement. Uvalic (2010) argues that the countries of South-Eastern Europe have experienced different transition paths from the countries of Central Europe and that the success of the latter as leaders among economies in transition is not a repeated case for the economies of the SEE countries, which he considers to be lagging behind in their path of integration towards the European Union.

Fernandez and Portes (1998) list some of the static and non-traditional benefits and not only of an economic nature of RIAs, beyond the specific provisions of the regional agreement.

*Terms of Trade (TOT)*¹²⁶. Under conditions where the RIA leaves prices unchanged, with tariffs eliminated for members and maintained for non-member countries, participating countries will buy more from each other, replacing consumption of their own products and meanwhile all countries will give up consumption of products previously imported from non-member countries. Although the net effect on each country's demand is unclear (because domestic demand has fallen, but that of other countries has increased), if the goods are perfect substitutes, the demand for goods from countries outside the agreement will fall. Under these conditions, the price will also fall, creating a positive TOT effect for member countries.

Increased income and increased competition. This effect results from the increase in market size, which leads to higher efficiency in production for any industry operating with economies of scale. This factor makes RIAs more attractive to small countries than to large ones, especially when domestic firms initially produced only for the domestic market. Other benefits for small country firms are related to higher competition.

¹²⁵ NAFTA (North American Free Trade Agreement) - is a Free Trade Agreement between 3 countries, Canada, Mexico and the USA, which was signed in 1992 and entered into force on January 1, 1994. <http://www.cbp.gov/trade/nafta>

¹²⁶ It represents the value of a country's exports compared to its imports. It is calculated as the ratio (Value of exports/Value of imports) *100. If a country's TOT is less than 100%, then more capital is going out of the country (to buy imports) than is coming into the country. A TOT greater than 100% means capital accumulation for the country (more money is coming in from higher exports compared to imports).

Investments. A RIA can stimulate investment in several ways. By increasing the potential size of the market; in the case of customs unions, by creating a single market that applies a common external tariff wall; the incentives for investors to benefit from investment in a member country, trading freely with all other CU members, increase.

The benefits of non-traditional character are related to:

Time inconsistency. In international trade, the problem of time inconsistency occurs when a government faces the temptation to undertake unexpected trade reforms when the instruments of primary importance are not available. An RIA allows a country to undertake policies that are welfare-enhancing but not time-consistent in the absence of the RIA.

Signaling. When a country signs a RIA, it is assumed that it meets certain conditions. Under these conditions, entering into an RIA serves to convince others that these conditions actually prevail. On the other hand, a country's government can use the RIA as a signal of economic conditions, such as future competition in industry sectors or exchange rate stability.

Security. A RIA can improve the well-being of its members by providing at least one of them with security against possible future events. This is a possible explanation for why RIAs have flourished around the world since the 1970s.

Meanwhile, there are also political benefits:

Power of entry into negotiations. An RIA increases the negotiating power of a country that is already part of it.

Coordination facility. A RIA can serve as a central political point for forces in favor of free trade. Given that commitment to liberalization is hampered by uncertainty about who will benefit from it, this uncertainty can be better reduced in a regional rather than a global context.

What is worth mentioning in conclusion is that the elimination of trade barriers in the context of free trade between partner countries of regional agreements becomes even more important, since evidence from the international literature proves that their effects on trade flows begin sometime before these agreements enter into force. Frankel (1997) argues that: "There is a tendency for trade flows to be affected in advance compared to the date when they enter into force, as firms prepare the ground for future markets"¹²⁷.

To focus on Albania and the other Western Balkan countries, regional cooperation has become a tool for assessing these countries not only on their path towards EU integration but also for regional economic integration among neighboring countries. Moreover, all regional organizations and initiatives aim to be aligned with the agendas and policies of approximation with the EU. As such, the European Union treats regional cooperation as one of the main standards for the Western Balkans and their EU integration process. At the same time, trade relations and the process of continuous liberalization among these countries represent a crucial factor of development because, as emphasized by the World Economic Forum in 2015, "in modern times, no country can develop successfully without opening its economy to

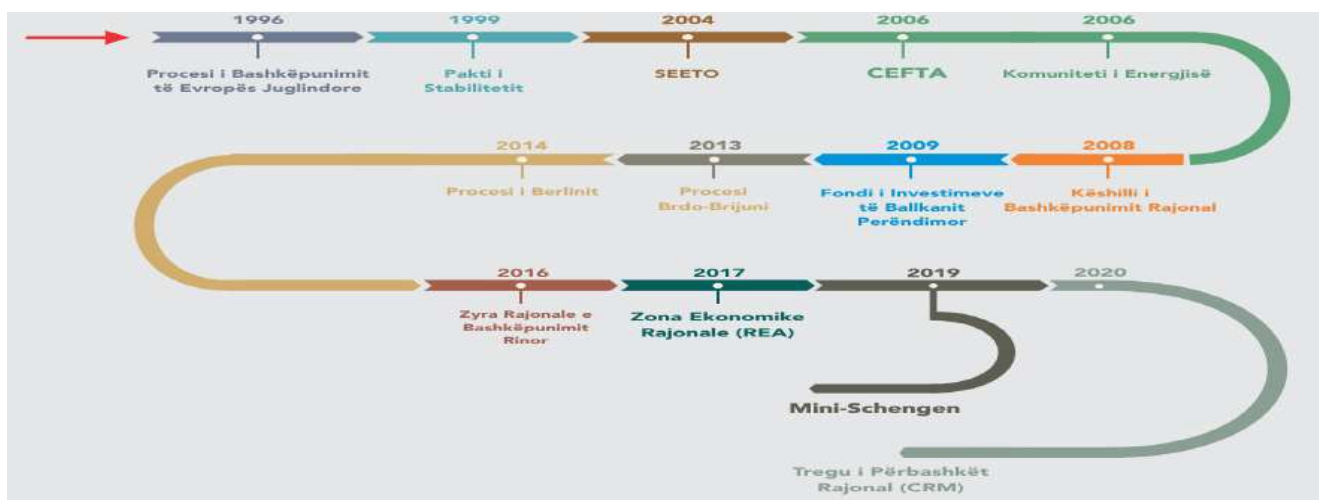
¹²⁷ World Economic Forum – The Global Competitiveness Report 2015 – 2016, p. 15.

international trade, investment and free movement of people between countries”¹²⁸.

Figure 3 shows the evolution of the regionalization process among the WB6. The First Agreement on Principles Regulating the Normalization of Relations in 2013, between Kosovo and Serbia, enabled the launch of the Berlin Process in 2014, through which regional cooperation was further shaped through the “WB6” format. In October 2019, in a parallel process, the leaders of Serbia, North Macedonia and Albania, unilaterally announced the so-called “mini-Schengen” initiative, later known as the “Open Balkan” Initiative, seeking to establish the free movement of people, goods, services and capital in the Western Balkans region. The “four freedoms” of the “mini-Schengen” are included in the Regional Common Market which serves to create “a complementary bridge between regional initiatives” and is fully compatible with the EU acquis¹²⁹.

CRM is a plan aiming to connect the Western Balkans Six, making it easier for people, goods, services, and ideas to move freely across the region. Among all some of the key CRM successes and highlights so far include¹³⁰:

- 19% increase of trade in goods and services;
- doubling of intra-regional trade volume (goods) in 5 years;
- overall, 3% increase in GDP per capita as a percentage of the EU average from 2017 to 2022;



¹²⁸ World Economic Forum – The Global Competitiveness Report 2015 – 2016, p. 15.

¹²⁹ Statement of the Minister of Foreign Affairs of North Macedonia Bujar Osmani at the Berlin Process Conference and the 34th Civil Society Forum Sofia 2020, 9 November 2020, at <https://ecfr.eu/event/berlin-process-think-tank-and-civil-society-forum-sofia-2020/>

¹³⁰ <https://www.rcc.int/pages/143/common-regional-market>

Figure 3. The evolution of regionalization between WB6

Source: BPRG, Regional Collaboration in WB.

RESULTS

Table 1 shows the annual percentage of GDP growth of Albania and the remaining of WB¹³¹. What can be seen is that in most of the years Montenegro leads with the highest percentage of GDP growth in the Balkans. In 2020, all the countries of the Western Balkans had negative GDP growth. Serbia had the best position as it recorded the lowest decline compared to other countries, thus it had a level of -1.0% of GDP while the other five countries had a decline at a higher level, e.g., Montenegro recorded the highest decline of -15.3% in the GDP level. The recessionary decline in GDP is the result of several factors, including the significant deterioration of domestic and foreign demand for goods and services, the collapse of tourism in the region (due to lockdown measures in and outside the region), the possible reduction in incoming levels of domestic and foreign private direct investments. During 2021, the fastest recovery at the level of GDP was also experienced by Montenegro (13%), followed by Kosovo (10.7%), Albania (9.0%), Serbia (7.9%), Bosnia and Herzegovina (7.4%) and North Macedonia (4.5%). According to the “Western Balkans Regular Economic Report, No. 20” of the World Bank, in 2021, WB experienced an accelerated recovery from the recession caused by the COVID-19 crisis that the six economies experienced in 2020. The recovery developed at a faster pace than expected, as a result of strengthening domestic and external demand, but this recovery is also fragile¹³².

Table 1. GDP annual Growth (in %) for WB6

	Country Name	2000	2015	2016	2017	2018	2019	2020	2021	2022	2023
GDP growth (annual %)	Albania	6.9	2.2	3.3	3.8	4.0	2.1	-3.3	9.0	4.8	3.9
	Bosnia and Herzegovina	5.4	4.3	3.2	3.2	3.8	2.9	-3.0	7.4	4.2	2.2
	Kosovo	..	5.9	5.6	4.8	3.4	4.8	-5.3	10.7	4.3	4.1

¹³¹ Part of WB6 are Albania, Bosnia and Herzegovina, Serbia, Montenegro, North Macedonia, and Kosovo.

¹³² World Bank (2021). Western Balkans regular economic report, No. 20, Fall 2021: Greening the Recovery. Washington, DC. <http://hdl.handle.net/10986/36402>.

	Montenegro	3.1	3.4	2.9	4.7	5.1	4.1	-15.3	13.0	6.4	6.3
	North Macedonia	4.5	3.9	2.8	1.1	2.9	3.9	-4.7	4.5	2.8	2.1
	Serbia	6.1	1.3	3.0	2.4	4.6	4.8	-1.0	7.9	2.6	3.8

Source: World Development Indicators

Table 2 and 3 represents data of export and import performance for the WB6 in the recent years. Serbia leads the exports growth, during the whole period of study, followed by Bosnia and Herzegovina and North Macedonia. The poorest performance in export and import progress is registered by Kosovo. As in the case of the percentage of GDP growth, in this case too, during 2020 all countries recorded a decrease in the exports and imports level. Again, the lowest decrease was experienced by Serbia compared to other countries which recorded a double-digit decrease. The WB's recovery during 2021 was supported by a sharp combination of domestic reopening, allowing for a recovery in consumption and tourism arrivals, as well as favorable external conditions for the region's exports. A strong recovery in advanced economies, also provided a welcome boost to the region's export demand¹³³.

Table 2. Export performance (000 US) in WB6

Reporter Name	Indicator	2006	2010	2015	2016	2017	2018	2019	2020	2021	2022
Albania	Export (000US\$)	792629.7	1549955.7	1929657.0	1962117.4	2301341.0	2875859.8	2719428.7	2415632.3	3562297.2	4306297.2
Bosnia and Herzegovina		3427781.6	4803107.2	5099185.8	5327578.3	6367922.3	7182096.3	6578243.9	6152512.5	8614110.0	9678110.0
Montenegro		556459.0	436575.4	353079.5	355060.4	420870.9	465997.4	463202.3	409845.6	515916.3	736216.3
North Macedonia		2415160.7	3351429.2	4530076.2	4852151.4	5682803.1	6906336.9	7195140.9	6633215.7	8186314.6	8729114.6
Serbia		6427891.9	9794515.8	13378933.8	14851777.1	16959040.1	19239127.0	19633048.5	19500829.5	25566160.9	29059160.9
Kosovo	(000 Euro)	920,405	755,726	474,884	383,491	367,500	378,010	309,627	325,294	295,957	110,000

Table 3. Import performance (000 US) in WB6

Reporter Name	Indicator	2006	2010	2015	2016	2017	2018	2019	2020	2021	2022
Albania	Import (000US\$)	3057408.4	4602775.0	4320219.4	4669289.9	5293901.9	5941286.9	5908003.4	5410943.4	7734905.1	8407345.3
Bosnia and Herzegovina		7559256.4	9222997.6	8993966.2	9141880.4	10474058.	11629555.0	11159040.3	9867514.0	13028951.6	15379632.2

¹³³ World Bank (2021). Western Balkans regular economic report, No. 20, Fall 2021: Greening the Recovery. Washington, DC. <http://hdl.handle.net/10986/36402>.

						8					
Montenegro		1841505.2	2181940.3	2050169.7	2282529.2	2610536.0	3002864.0	2908435.6	2394119.6	2945526.1	3722463.2
North Macedonia		3752241.4	5474483.3	6426766.7	6833595.3	7730126.8	9051677.5	9445513.4	8709069.3	11389534.0	12755183.9
Serbia		13172329.7	16734509.0	18210171.3	19230912.8	22146377.2	25882635.3	26730093.6	26228037.4	33793017.4	41143747.6
Kosovo	(000 Euro)	5,639,393	3,496,942	4,684,198	3,296,635	3,347,007	3,047,018	2,789,491	2,634,693	2,157,725	1,305,879

Source: Trade Map, Kosovo Agency of Statistics for Kosovo and authors' calculations

Figure 4 and 5, show the imports/exports of goods and services as a share of GDP in the Western Balkans from 2015 to 2023. As it can be seen, during the whole period of study, among WB6, imports of goods and services accounted for nearly 81% of North Macedonia's GDP in 2023, the highest value recorded in the Western Balkans. By comparison, this figure reached only 44 % in Albania. The export of goods and services accounted for nearly 68 % of North Macedonia's GDP in 2023, the highest value recorded in the Western Balkans. Meanwhile, Albania's exports as a share of GDP still holds the last place during 2020-2023, with a percentage only 39% in 2023.

The share of Albania's exports in the country's total trade volume is small, compared to imports. On the other hand, Albania's export base is very small, the goods are not competitive in international markets and are based on labor-intensive products or exploit comparative advantages provided by the subsoil (geology). Also of interest is the study of trade flows of WB6 countries with each other. The data are presented in tables 4,5,6 and 7 for imports and exports between WB countries for 2 years, 2022 and 2023.



Figure 4: Imports of goods and services as a share of GDP in the Western Balkans from 2015 to 2023, by region *Source: Eurostat*

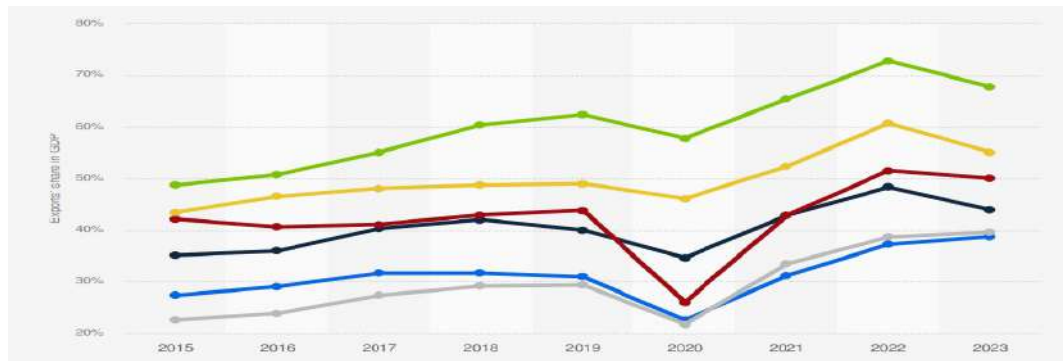


Figure 5. Exports of goods and services as a share of GDP in the Western Balkans from 2015 to 2023, by region *Source: Eurostat*

It is characteristic for the region as a whole, without considering intraregional trade, that the volume of exports and imports has increased more with countries outside the region than with those within it. Albania's main import partner for 2022 and 2023 remains Serbia, where the ratio of imports in relation to the total from WB6 countries is 54.5% in 2022 and 65.6% in 2023. Despite the fact that the percentage is higher in 2023, Albania's total imports from WB6 countries have decreased by 43.2%. Serbia is the country from which the countries of the region import the most, with the exception of Kosovo, which for 2023, has North Macedonia as its main partner, followed by Kosovo.

Table 4. Imports of WB6 (000 US) 2022

Imports (2022)		Albania	Bosnia & Herzegovina	Montenegro	North Macedonia	Serbia	Kosovo	Total WB	World
Albania	(US\$ 000)		40,409	59,624	238,359	528,056	101,962	968,410	8,407,345
Bosnia and Herzegovina		35,415		86,732	105,826	1,290,000	11,353	1,313,911	15,382,424
Montenegro		71,732	188,656		38,105	648,194	38,264	913,219	3,722,463
North Macedonia		89,743	97,992	9,857		906,202	119,083	1,133,134	12,755,184
Serbia		85,211	1,091,748	158,271	401,314		62,896	1,714,229	39,756,632
Kosovo	(000 euros)	328,267	66,087	24,082	282,060	372,065		744,294	5,639,398

Table 5. Imports of WB6 (000 US) 2023

Imports (2023)		Albania	Bosnia & Herzegovina	Montenegro	North Macedonia	Serbia	Kosovo	Total WB	World
Albania	(US\$ 000)		24,512	23,495	140,873	361,019	114,869	549,899	8,668,928
Bosnia and Herzegovina		36,033		52,755	117,672	1,110,000	12,393	1,280,427	15,348,896
Montenegro		81,910	199,576		40,324	715,526	44,981	955,426	4,116,053
North Macedonia		128,115	95,745	14,241		837,649	121,589	947,635	12,052,389
Serbia		77,065	1,071,170	156,555	462,204		49,642	1,689,929	39,644,484
Kosovo	(000 euros)	255,862	60,025	27,642	310,879	198,736		597,282	5,917,007

Source: Trade Map, Kosovo Agency of Statistics for Kosovo and authors' calculations

Table 6. Exports of WB6 (000 US) 2022

Exports (2022)		Albania	Bosnia and Herzegovina	Montenegro	North Macedonia	Serbia	Kosovo	Total WB	World
Albania	(US\$ 000)		20,127	339,508	237,543	439,778	255,862	1,292,818	4,306,235
Bosnia and Herzegovina		23,908		310,664	97,510	1,080,000	66,087	1,578,169	9,678,153
Montenegro		21,125	95,235		7,429	157,131	24,082	305,002	736,364
North Macedonia		107,402	103,820	38,937		800,724	282,060	1,332,943	8,729,356
Serbia		215,856	2,076,842	1,083,283	987,230			4,363,211	28,565,681
Kosovo	(000 euros)	101,962	11,353	38,264	119,083	62,896	372,065	705,623	920,405

Table 7. Exports of WB6 (000 US) 2023

International IV. Scientific and Academic Research Congress (01-04 July 2025) – Gjirokaster/Albania
(Abstract and Proceedings Full Text Book)

Exports (2023)		Albania	Bosnia and Herzegovina	Montenegro	North Macedonia	Serbia	Kosovo	Total WB	World
Albania	(US\$ 000)		29,897	95,650	158,933	505,177	328,267	1,117,924	4,374,857
Bosnia and Herzegovina		22,247		381,427	97,490	1,180,000	60,025	1,741,189	9,228,186
Montenegro		24,163	81,661		12,752	206,360	27,642	352,578	722,520
North Macedonia		102,831	119,481	43,619		869,061	310,879	1,445,871	8,994,858
Serbia		256,647	2,118,904	1,316,789	1,026,700		198,736	4,917,776	30,790,286
Kosovo	(000 euros)	114,869	12,393	44,981	121,589	49,642		343,474	863,141

Source: Trade Map, Kosovo Agency of Statistics for Kosovo and authors' calculations

If we compare the trade flow figures presented in the tables above, it is noticeable that the WB6 countries trade little among themselves compared to the rest of the world. For example, Serbia's exports in 2023 to the WB6 account for only 13.6% of total exports, while Serbia's imports from these countries account for only 4.2% in the same year. Bosnia & Herzegovina also exports to the WB6 18.8% and imports from the WB6 only 8.3% of its total imports. For Albania, we can say that its exports to the WB6 for 2023 are estimated to be 25.5% while imports from these countries are 6.3%.

CONCLUSIONS

What is worth mentioning in conclusion is that the elimination of trade barriers in the context of free trade between partner countries of regional agreements becomes even more important, since evidence from the international literature proves that their effects on trade flows begin sometime before these agreements enter into force. regional cooperation has become a tool for assessing these countries not only on their path towards EU integration but also for regional economic integration among neighboring countries. Moreover, all regional organizations and initiatives aim to be aligned with the agendas and policies of approximation with the EU.

The volume of exports and imports has increased more with countries outside the region than with those within it. The WB6 countries trade little among themselves compared to the rest of the world. Among the reasons why the level of exchanges between the WB countries is low, we can mention:

- transport costs per unit exported to these countries range from 65 USD to 232 USD, while other Eastern Balkan countries that are already part of the EU have only 34 USD¹³⁴.
- The time consumed in exporting to Eastern European countries, members of the EU, is 5 hours, while in the Western Balkan countries it can reach several times more than that¹³⁵.
- In an analysis of the WB for the period 2007-2016, the European Commission (2018) concludes that the main problems of interregional trade in the WB remain non-tariff barriers mainly in three main categories: 1) technical barriers to trade; 2) phytosanitary and sanitary

¹³⁴ https://ec.europa.eu/commission/commissioners/2014-2019/hahn/announcements/speech-johan-nes-hahn-western-balkans-six-leaders-summit_en

¹³⁵ Eurostat, 2017

measures; and 3) administrative barriers to trade¹³⁶.

To conclude, increased regional interaction can bring benefits to the countries of the region but these benefits are associated with high risks whether they are comprehensive or selective. In this sense, deeper trade opening with further reduction of trade barriers between countries should be well studied and consulted widely and in every detail with business groups.

Also, we emphasize that the six countries included, namely Kosovo, Albania, Macedonia, Montenegro, Serbia and Bosnia and Herzegovina, remain small, underdeveloped, have pronounced internal and external imbalances, face the problems of unemployment, poverty and inequalities, and that all these, make the WB countries less competitive in international markets.

This requires a rethink on policies and structural reforms. Exports have to play a key role. Hence, it requires supportive government policies to create a suitable business environment and to realize the promises of trade liberalization.

SOURCE

- Bakari, S. (2018). Impact of exports and imports on economic growth in Canada: Empirical analysis based on causality. *International Academic Journal of Innovative Research*, 5(1): 17-29. <https://doi.org/10.9756/IAJIR/V5I1/1810003>
- Bakari, S., Mabrouki, M. (2016). The relationship among exports, imports and economic growth in Turkey. MPRA Paper, No. 76044. <https://mpa.ub.unimuenchen.de/76044/>.
- Bekbolotova, S., Djanibekov, N., & Herzfeld, T. (2025). How does regional economic integration impact trade in small economies? Evidence from Armenia and Kyrgyzstan's EAEU accession. *Eurasian Geography and Economics*, 1–29. <https://doi.org/10.1080/15387216.2025.2475904>
- Bekbolotova, S., N. Djanibekov, and Th. Herzfeld. 2023. "The Impact of EAEU Membership on the Agri-Food Trade of Armenia and Kyrgyzstan." *IAMO Annual 2*
- Bergstrand, J. H. (1989). The Generalized Gravity Equation, Monopolistic Competition, and the Factor-Proportions Theory in International Trade. *Review of Economics and Statistics*, 71(1): 143-153.
- Bhagwati, Jagdish N. (1971). Trade Diverting Customs Unions and Welfare Improvement: A Clarification. *The Economic Journal*, Vol. 81, 580-587.
- Bjelić, P., Mitrović, R.D. (2012). The effects of competing trade regimes on bilateral trade flows: case of Serbia. *Zb. rad. Ekon. fak. Rij. 2012*, Vol. 30. Sv. 2, 267-294.
- Burfisher, M., Robinson Sh., and Thierfelder, K. (2001). The Impact of NAFTA on the United States. *Journal of Economic Perspectives*, 15(1), page 139.
- Damijan, J.; de Sousa, J.; Lamotte, O. (2006). The effect of trade liberalization in South-Eastern European countries. *The wiiw Balkan Observatory*, Working Papers 070.

¹³⁶ European Commission (2018), Untapped Potential: Intra – Regional Trade in the Western Balkans, Discussion paper, ISSN 2443-8022 online

- Edwards, S. (1993). Openness, Trade Liberalization and Growth in Developing Countries. *Journal of Economic Literature*, Volume 31, Issue 3, 1358-1393.
- Fernandez, R. and Portes, J. (1998). Returns to Regionalism: An Analysis of Nontraditional Gains from Regional Trade Agreements. *The World Bank Economic Review*, Volume 12, Number 2, 197-220.
- Krueger, O.A. (1999). Are Preferential Trading Arrangements Trade-Liberalizing or Protectionist? *Journal of Economic Perspectives*, Volume 13, Number 4, Pages 105-124.
- Magee, S. P. Ch. (2007). New Measures of Trade Creation and Trade Diversion. *Journal of International Economics* 75:349-362.
- Mealli, F. (2021). Currency Integration and Bilateral Trade: Evidence from the Eurozone. *Journal of Business and Economic Options*, 4(2), 30-34.
- Montanari, M. (2005). EU trade with the balkans: Large room for growth? *Eastern European Economics*, 43(1): 59-81. <http://doi.org/10.1080/00128775.2005.11041096>
- Naik, P. K. (2020). Exploring Factors Shaping India's Trade Patterns: Evidence from Major Trading Partners. *Journal of Business and Economic Options*, 3(4), 150-157.
- Rodriguez, F.; Rodrik, D. (2001). Trade Policy and Economic Growth: A Skeptic's Guide to the Cross-National Evidence. *NBER*, Volume 15, pages 261-338.
- Romalis, J. (2001). NAFTA's and CUSTA's Impact on North American Trade. *University of Chicago GSB*.
- Sela, Y., Maksuti, B. (2015). The social, political and economic changes in the Western Balkans: Managing diversity. *SEEU Review*, 11(2): 109-128. <https://doi.org/10.1515/seeur-2015-0032>
- Viner, J. (1950), *The Customs Union Issue*, (Carnegie Endowment for International Peace, New York).
- Winters, A.L. (November 1996). Regionalism versus Multilateralism. *World Bank*, Policy Research Working Paper 1687
- Yanikkaya, H. (2003). Trade Openness and Economic Growth: a Cross-Country Empirical Investigation. *Journal of Development Economics* No. 72, 57-89.

FOREIGN SUFFIXATION: A COMPARATIVE STUDY OF DERIVATIONAL PARALLELISM AND MORPHOLOGICAL ASSIMILATION IN ALBANIAN AND ENGLISH

Artur JAUPAJ¹, Merita ISARAJ², Arjan SHUMELI³

¹*European University of Tirana, Department of Humanities and Communication, Tiranë /
Albania, artur.jaupaj@uet.edu.al*

²*“Eqrem Çabej” University of Gjirokaštër, Department of Foreign Languages, ,
Gjirokaštër / Albania, misaraj@uogj.edu.al*

³*Agricultural University of Tirana, Department of Foreign Languages, Tiranë / Albania,
ashumeli@ubt.edu.al,*

Abstract: The aim of this paper is to present a comparative analysis of word-formation processes in Albanian and English, focusing specifically on abstract nouns derived through foreign suffixation. The study consists of two interconnected parts. The first provides a general overview of the role of nominal derivation with foreign suffixes in present-day Albanian, while the second part expands this discussion through a cross-linguistic comparison with English, drawing on shared morphological tendencies despite the structural differences inherent in the respective languages. This study focuses on how both Albanian and English have gradually integrated suffixes of foreign origin—primarily from Latin, and Greek—into their lexical and grammatical systems. Suffixes were extracted from the editorial section of “*Panorama*” newspaper and analyzed morphologically using a pre-defined list of suffixes. Based on the banks of words, a few foreign suffixes proved to be more productive than the others. For example, in the case of Albanian, suffixes such as *-izëm* (*socializëm*, *komunizëm*), and *-itet/-iteti* (*aktivitet*, *sensibilitet*) etc., have become productive tools in the formation of abstract nouns. In contrast, English adopts classical suffixes such as *-ism* (*capitalism*, *totalitarianism*) and *-ity* (*activity*, *curiosity*, *sensitivity*) etc., by preserving their form while removing inflectional flexibility, resulting in fixed derivations. There is hardly any study to date to examine *derivational parallelism* in both languages, a shared tendency to expand creation of abstract nouns through foreign suffixes. This paper will contribute by filling such a gap by offering a synchronic description and semantic characterization of a selected set of suffixes in both languages, and by illustrating how cross-linguistic borrowing serves as a powerful mechanism for lexical and semantic expansion.

Keywords: suffix, word-formation, derivational parallelism, lexicon, semantics.

INTRODUCTION

Languages utilize wide-ranging tools to create new words. One of the most common tools is derivational morphology. It is argued that derivational morphology is not merely a tool for word formation, but a window into the cognitive and structural systems that shape up language use (Bauer, 1983; Lieber, 2017). Moreover, morphological derivation also comprises the creation of complex words through the combination of multiple suffixes or the attachment of suffixes to roots that have undergone internal modifications. Along the same lines,

derivation refers to the process of creating new words by adding affixes to base forms, leading to changes in both grammatical category and meaning. According to Yule (2020), this involves beginning with a root or stem and attaching bound morphemes to produce new lexical items or shift their grammatical function. It would be interesting to shift the attention to suffixes which is the main focus of the paper. A suffix is an affix that is added to the end of a root or base word. The suffix may alter the meaning or grammatical category of the original word, though in some cases, it does not cause any change. Similarly, Ginzburg (1979) and Lieber (2009) define suffixation as the process of forming new words through the addition of suffixes, which often shift the lexical meaning and change the word's part of speech. Unlike free morphemes, suffixes are *bound morphemes*, meaning they cannot stand alone and must be attached to another word. Over the past decades, researchers have studied the factors that limit how productively certain suffixes can form new words. Some suffixes are more productive than others, and scholars such as Anshen & Aronoff (1989) have explored the reasons behind this.

Through derivational affixation, verbs can be transformed into nouns or adverbs, and nouns can be modified to form adjectives. This paper examines how these suffixes, particularly those derived from foreign origin, do function in one or the other language, the rules behind them, comparing their use in both languages based on meaning, origin, and consistency. This study delves into why comparing English and Albanian suffixes is useful, especially in applied linguistics, language teaching, translation, and terminology work. In addition to this, the study will definitely explore the issue of how productive certain suffixes are as opposed to others and how they compare and contrast in the context of derivational parallelism between the two languages. The importance of the study is tied up to other considerations of the sort that cover pedagogy and language teaching as well as translation and terminology use.

LITERATURE REVIEW

Various studies have been launched into both languages regarding the contribution and richness of suffixes. Beyond mere affixation, suffixes enrich vocabulary, enable nuanced expression, and represent a fundamental component of morphology (Pulatova, 2025).

When suffixes work in similar ways across languages, it is called *derivational parallelism*. Both languages, English and Albanian, exhibit remarkable ways to create new words through suffixes based on the base (root) word. While both languages use suffixes to form abstract nouns, their systems reflect different linguistic histories (Byron, 1976). Nominal suffixes are frequently used to form abstract nouns from verbs, adjectives, and other nouns. These abstract nouns may refer to actions, the outcomes of actions, or related ideas, as well as qualities and characteristics. Another major category of nominal suffixes is used to create nouns that refer to people. In many cases, the meanings of these suffixes expand to include related senses, so that nearly every suffix can convey multiple meanings. As a result, the semantic ranges of different suffixes often overlap (Plag, 2003; Millaku, 2017).

Suffixation is a common and productive way to form new words in modern English. To understand the meaning of a word formed with a suffix, it is important to know what the suffix means and how it affects the word. When a suffix is added to a base word it can show which word class (like noun, verb, or adjective) the new word belongs to (Anipina, 2023)

There are many established criteria from various authors in describing and classifying suffixes and prefixes in the linguistic literature. Anipina (2023) in her study of English suffixes examined the origin of the suffixes in addition to other criteria: native English (-ly, -ful, -er, -ness, for-, mis-, out-, over, semi) and borrowed. (-tion, -fy, -ize, -able, co-, dis-, ex-, extra-);. "Based on the above studies and the identified need to comparatively explore the use of suffixes in both languages, the following hypotheses are proposed:"

1. There are suffixes in both English and Albanian that are actively productive and contribute to the formation of new words derived from a shared Latin and Greek etymological base.
2. Derivational parallelism between English and Albanian is either comprehensive - extending across a wide range of suffixes -or limited to specific morphological patterns and lexical domains.

METHODOLOGY

To analyze and contrast the use and behavior of suffixes in Albanian and English, a quantitative, comparative approach was adopted. Initially, we set out to assemble raw data from both languages. To that effect a suffixed word-based corpus was compiled from editorial texts from the "Panorama Newspaper" written in the Albanian language, and the "Daily Telegraph" written in English. A total of 1500 words were analyzed for each language separately. The raw data was collected through the application of WordSmith Tools (Scott, 1996) to generate wordlists containing the suffixes identified through previous studies (Thomaj, 2006, **Bauer, 1983**).

Table 1. Representation of processed data through Wordsmith tools

WordSmith Tools KeyWords			KeyKeyWords database Albanian		
N	KeyWord 1	Keyness	N	KeyWord 1	Keyness
1	-ist	23,07	1	-izëm	23,58
2	-ism	20,03	2	-itet	13,99
3	-ity	8,76	3	-lk	12,68
4	-tion	6,27	4	-or	12,75
5	-able	5,81	5	-ar	11,06
6	-ant	4,47	6	-shem	6,87
7	-logy	2,96	7	-ues	6,39
8	-eer	2,95	8	-esk	5,19
9	-ment	2,56	9	-adë	4,27
10	-esque	2,11	10	-urë	3,28

English

Albanian

To allow for better reliability, these texts were manually sifted to better pin down relevant lexical items showcasing productive suffix usage.

The study examined the productivity rate (PR) of suffixes in both English and Albanian. This refers to how actively and frequently a suffix is used to create new words. In other words, PR measures a suffix's ability to form new lexical items in everyday usage. To calculate the productivity rate of each suffix, we used the following simple formula:

Total number of words with all suffixes

Productivity = -----

Number of words with a given suffix

Hence, manual comparison and contrast were applied to explore similarities and differences in morphological behavior. Special attention was attached to the structural properties of each language - namely, the inflectional nature of Albanian versus the more analytic structure of English. These typological differences were considered when interpreting the productivity and consistency of suffixation in each language. This methodology enabled a focused examination of derivational parallelism and supported the identification of shared and language-specific patterns in suffix usage. This allowed for a parallel comparison of suffix functions across the two languages. The process involved identifying suffix-bound morphemes and observing their effect on word formation, meaning, and grammatical category.

RESULTS AND DISCUSSION

To make sure the data was accurate, some words with vague morphological traits that did not qualify as purely suffixed words were removed. One-syllable words and proper names were also excluded. Each word was checked in its context and confirmed using reliable sources like “Current Albanian Dictionary (2006) and the Oxford English Dictionary (2025) to see if it truly had a suffix. Some cases were easy to check, while others were more difficult and

unclear. After this cleaning process, the final list gave a clearer and more reliable picture of how suffixes are really used in the corpus.

Foreign suffixes in English

1. English suffixes have developed from various sources, including Latin, Greek, French and Old English, reflecting the language's long history of borrowing and morphological change.

Latin and Greek have contributed suffixes such as *-ment*, *-tion*, and *-ity*, which are common in academic and technical vocabulary. The above suffixes are widely used in academic and technical terms (Pulatova, 2005).

Table 2. Suffixes of Latin and Greek origin in English language

English word	Root + suffix	Albanian word	Root + Suffix
development	<i>develop + -ment</i>	zhvillim	<i>zhvillo (j) + -im</i>
enjoyment	<i>enjoy + -ment</i>	kënaqësi	<i>kënaq + -ësi</i>
education	<i>educate + -tion</i>	arsimim	<i>arsim + -im</i>
creation	<i>create + -tion</i>	krijim	<i>krijoj + -im</i>
activity	<i>active + -ity</i>	aktivitet	<i>aktiv + -itet</i>
ability	<i>able + -ity</i>	aftësi	<i>aftë + -si</i>

2. Greek has contributed its own share of suffixes to the English words. This contribution has been accounted for by a large number of words retaining the following Greek suffixes

-ist → artist, scientist, pianist;

-ism → realism, capitalism;

-logy → biology, psychology, geology;

-cracy → democracy, theocracy, bureaucracy;

3. English has derived a great many words from French suffixes as well, which are heavily documented in English language.

-ette → diminutive, kitchenette, cigarette, statuette;

-eur/-eus → masseur, chanteuse, entrepreneur;

-age → courage, sabotage;

-esque → picturesque, grotesque;

4. In English one could also detect many words that consist of suffixed derived from Germanic/German sources.

-hood → childhood, brotherhood;

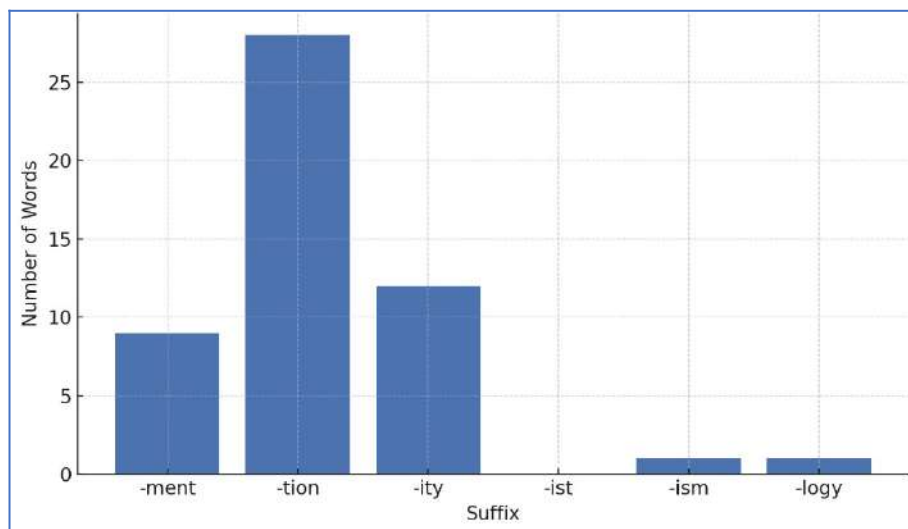
-dom → kingdom, freedom, wisdom;

-en → fasten, darken;

5. There are also many other words that owe their creation to suffixes of Italian/Spanish origin

-ista → barista, fashionista, violinista;

In addition, old English suffixes have evolved over time and blended with later borrowings, forming a flexible system that continues to adapt to linguistic and social developments.



Graph 1. Number of words ending with selected suffixes

The above graph of English suffixes shows the frequency and productivity of six common suffixes: -tion, -ment, -ity, -ist, -ism, and -logy, based on their appearance in the corpus of English words.

The results reveal that the suffix -tion is by far the most productive suffix, indicating its dominant role in forming abstract nouns typically used in administrative, institutional, and academic contexts. It significantly outnumbers the other suffixes combined into one separate group of their own.

Following that, the suffixes -ment and -ity also show strong productivity. These suffixes frequently form nouns from verbs and adjectives, respectively - examples include *development*, *availability*, and *authority*. Their steady presence reflects their importance in professional and technical vocabulary.

The suffix -ist appears moderately, mostly forming nouns that refer to professions or ideologies (e.g., *economist*, *activist*).

In contrast, the suffixes -ism and -logy show the lowest frequency, indicating limited use of ideological and academic/scientific terms in this particular corpus. While productive in general English, their relatively low count here may be due to the specific domain of the text.

Foreign suffixes in Albanian language

A defining feature that sets the Albanian language apart from English is its nature as an inflectional language, characterized by a rich system of morphological forms used to construct a wide range of syntactic structures (Müller et al., 2016, Thomaj, 2006). The Albanian language uses several suffixes of Latin, French, and Turkish origin for agentive and abstract noun formation.

For the formation of agent nouns (nouns denoting people), some foreign suffixes are also used in Albanian, such as: **-ist**, **-ik**, **-ant**, **-ent**, **-ier (-er)** as mentioned by Agalliu et al., (2002) in their study.

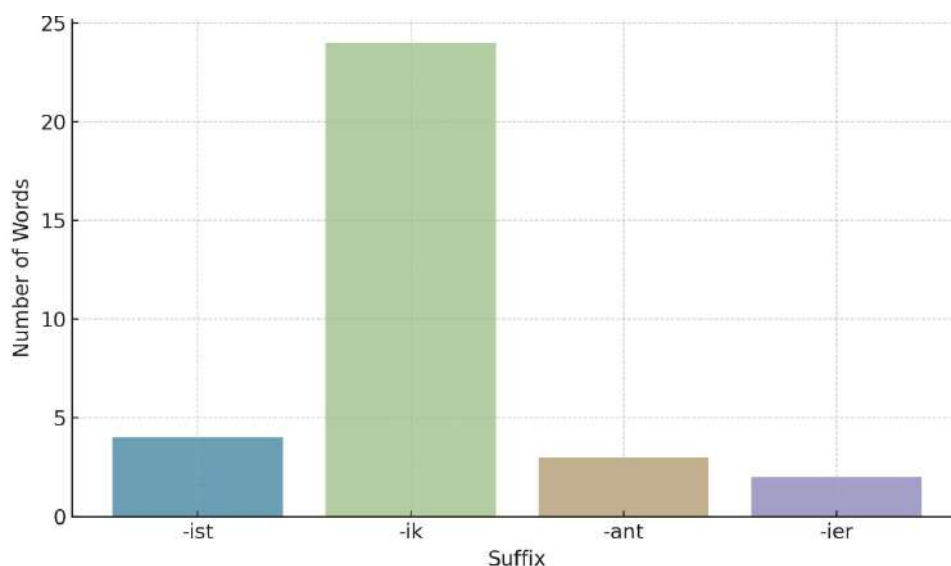
The suffix **-ist** has become quite productive in the Albanian language. Nouns, which are formed through this suffix, denote professions, agents performing a craft or type (s) of work, such as:

- professions: **artist** (eng. artist), **elektricit** (eng. electrician), **makinist** (eng. machinist);
- gamers: **futbollist** (eng. footballer), **basketbollist** (eng. basketballer); **shahist** (eng. chess player)
- instrument players: **kitarist** (eng. guitarist), **violinist** (violinist)
- followers of a certain doctrine/ideology: **anarkist** (eng. anarchist); **socialist** (eng. socialist)

Nouns formed with the suffixe **-er/-ier** which can be identified as derivational suffixes in the Albanian language, are few in number (Agalliu et al., 2002).

- players: **portier** (eng. goalkeeper), **boksier** (eng. boxer);
- machine operators: **kombajner** (eng. combine harvester operator); **karrocier** (eng. cartdriver)
- professional people: **bankier** (eng. banker); **kuzhinier** (eng. cook);

In analyzing the productivity of selected suffixes in the given Albanian text, a clear hierarchy of suffix usage emerges. From the analysis of the corpus of suffixes the following picture



Graph 2. Number of suffixes in word-formation

From the above graph it follows that the suffix **-ik** stands out as the most productive suffix, accounting for approximately 72.73% of all suffixed words identified in the corpus. This suffix appears predominantly in adjectives such as *akademik* (academic), *demokratik* (democratic), and *britanik* (British), reflecting its widespread use in forming descriptive terms,

particularly those of foreign origin. This suggests that -ik plays a central role in Albanian morphological processes, especially when adapting international or technical vocabulary.

In contrast, the suffix -ist shows moderate productivity, representing around 12.12% of the dataset. This suffix typically forms agent nouns, as seen in words like *komunist* (communist), *profesionist* (professional), mirroring its function in English and other Indo-European languages.

The suffixes -ant and -ier demonstrate significantly lower productivity rates, at 9.09% and 6.06% respectively. The -ant suffix appears in words like *interesant* (interesting), suggesting some usage in borrowed or formal terms. Meanwhile, -ier appears only in isolated examples such as *aventurier* (adventurer), indicating minimal native use and likely derivation from other Romance languages.

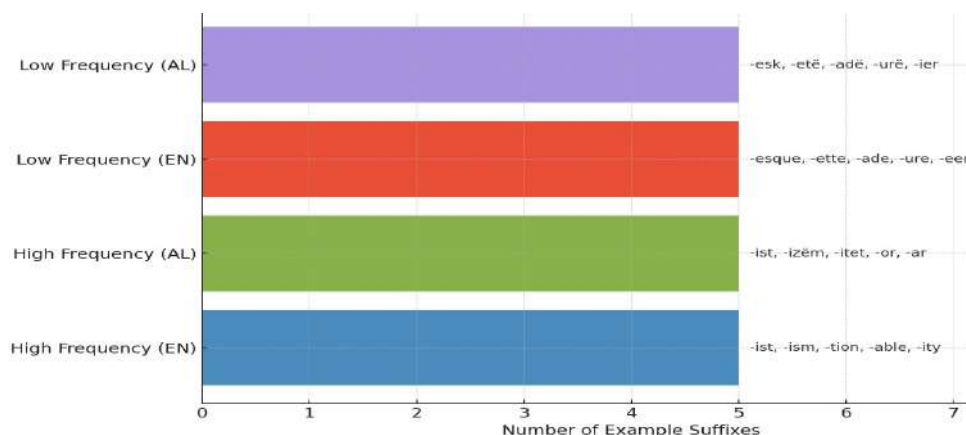
The suffixes -çi/-xhi of Turkish stock, which was once productive in the Albanian language for the formation of agent nouns (i.e., nouns denoting doers of actions), over time was replaced by native Albanian suffixes. However, a number of words still remain that were formed using this suffix such as:

- bojaxhi (bojë – paint) → “painter”
- fshesaxhi (fshesë – broom) → “sweeper”
- hanxhi (han – inn) → “innkeeper”
- kallajxhi (kallaj – tin) → “tinsmith”
- qiraxhi (qira – rent) → “tenant”
- teneqexhi (teneqe – tinplate) → “metalworker”
- zanatçi (zanat – craft) → “craftsman”

Derivational parallelism in English and Albanian

In the case of English and Albanian, derivational parallelism often extends beyond mere suffixal equivalence. It manifests as a near-complete morphological overlap, where both the suffix and the root structure of the derived words exhibit minimal phonological variation, making the forms almost identical across the two languages. It would be interesting to mirror in a graph format the groups that suffixes fall into given their frequency in usage. The analysis is divided into four main categories: high-frequency and low-frequency suffixes in both English and Albanian.

3. Suffixes of Latin, Italian and French origin in English and Albanian



In English, high-frequency suffixes such as **-ist**, **-ism**, **-tion**, **-able**, and **-ity** are commonly used in academic and professional contexts. These have direct counterparts in Albanian, including **-ist**, **-izëm**, **-itet**, **-or**, and **-ar**. Many of these suffixes share similar forms and functions across both languages, as seen in examples like *artist/artist*, *realism/realizëm*. This similarity reflects a shared etymological background, influenced by Latin and French during key periods of lexical borrowing.

Less frequent suffixes, while not as productive, also reveal cross-linguistic parallels. English suffixes such as **-esque**, **-ette**, **-ade**, **-ure**, and **-eer** correspond to Albanian forms like **-esk**, **-etë**, **-adë**, **-urë**, and **-ier**. These typically occur in specialized domains such as art, design, gastronomy, and technical terminology. Their presence in both languages highlights the persistence of certain morphological patterns within borrowed vocabulary.

Despite these parallels, notable differences exist. Some suffixes exhibit close formal and functional alignment, suggesting derivational similarity, while others diverge due to unique morphological rules and historical development. The following table illustrates examples of derivational parallelism between English and Albanian, highlighting suffixes that exhibit shared etymological roots, strong formal correspondence, gender-specific variants, patterns of borrowing and adaptation, and domain-specific usage.

Table 3. Visual representation of derivational parallelism in English and Albanian

Suffix Origin	Suffix (English)	Suffix (Albanian)	Examples in English	Examples in Albanian
Latin	-ist	-ist	artist, marxist, pianist	artist, marksist, kitarist
Latin	-ism	-izëm	capitalism, realism, socialism	kapitalizëm, realizëm, socializëm
Latin	-tion	-sion / -cion	revolution, tension	revolucion, tension
Latin	-ist	-iste (feminine)	pianist, guitarist	pianist/e, kitarist/e,
Greek via Latin	-logy	-logji	biology, psychology	biologji, psikologji
Greek	-phobia	-fobi	xenophobia, claustrophobia	ksenofobi, klaustrofobi
Greek	-cracy	-kraci	democracy, autocracy	demokraci, autokraci
Greek	-ist	-ist	anarchist, theorist	anarkist, teoricist, jurist

Suffix Origin	Suffix (English)	Suffix (Albanian)	Examples in English	Examples in Albanian
French (via Latin)	-ment	-ment / -im	<i>argument</i>	<i>argument</i>
French	-eur	-er / -iere	<i>banker, porter</i>	<i>portier/portiere, bankier/bankiere</i>
French	-age	-azh	<i>sabotage, leverage</i>	<i>sabotazh, masazh</i>

Pedagogical implications of the study

This study is useful in several areas, especially in teaching, translation, curriculum planning, and terminology work -especially when working in bilingual or multilingual settings.

In language teaching, noticing that English and Albanian use similar suffixes can help students learn new words and expand their vocabulary. When students come across word pairs like *artist/artisti* or *realism/realizëm*, they are more likely to understand and remember them. Teaching suffixes through real language use also helps learners figure out the meaning of unfamiliar words. This is very helpful when teaching technical or academic words -especially for students in fields like economics, accounting, medicine, forestry, and agriculture -where many terms come from Latin or Greek. Teachers should encourage word-building through practice, using fun activities such as word games and interactive tasks.

In translation, understanding which suffixes appear in both languages helps translators choose the right words more accurately. It also makes it easier to create bilingual dictionaries and term databases, since similar words can be grouped by how they are built.

In terminology development, the study can help with forming new Albanian words, especially in science and technology. Using clear and regular suffixes makes these new terms easier to understand. Knowing internationally used suffixes also supports clearer communication across languages, especially in legal writing, academic texts, and official documents.

CONCLUSIONS

This study showed that both English and Albanian often use suffixes to form new words, and many of these suffixes come from the same sources - like Latin, Greek, and French. Even though the two languages have different structures, they still show clear similarities in how they form words using the same or similar suffixes, often creating words that look and mean nearly the same.

Although some early conclusions have been made, they are not final. More research using larger texts is needed to confirm these results. The main goal here was to observe how suffixes behave, not to give exact measurements for each one. Future studies by the author will focus on suffixes that are more productive in scientific language, looking at their structure, grammar role, and meaning.

Another interesting area of study would be to compare the productivity of suffixes in both English and Albanian across different fields such as medicine, engineering, economics, and agriculture. By examining how suffixes function within each domain, we can better understand their role in shaping specialized vocabulary. This kind of analysis could reveal

whether certain suffixes are more productive in scientific or technical contexts and how their usage patterns differ between the two languages.

SOURCE

- Agalliu, F., Angoni, E., Demiraj, S., Dhrimo, A., Hysa, E., Lafe, E., & Llukaj, E. (2002). Gramatika e gjuhës shqipe: Vëllimi I – Morfologjia (Sh. Demiraj, Ed.). Akademia e Shkencave e Shqipërisë, Institutii Gjuhësisë dhe i Letërsisë.
- Anipina, A., Orazova, R., Alikhankyzy, G., Gulimzhan, Z., & Karsybekova, S. (2023). A national cultural peculiarity of suffix word formation. *XLinguae*, 16(1), 221–229. <https://doi.org/10.18355/XL.2023.16.01.18>
- Anshen, F., & Aronoff, M. (1989). Morphological productivity, word frequency, and the OED. In R. Fasold & D. Schiffrin (Eds.), *Language change and variation* (pp. 197–202). John Benjamins.
- Bauer, L. (1983). *English word-formation*. Cambridge University Press.
- Fjalori i gjuhës së sotme shqipe (2nd ed.). (2006). Akademia e Shkencave e Shqipërisë. Botimet Toena.
- Ginzburg, R. S., Khidekel, S. S., Knyazeva, G. Y., & Sankin, A. A. (1979). A course in modern English lexicology. *Vyshshaya Shkola*. <https://doi.org/10.2307/355180>
- Lieber, R. (2009). *Introducing morphology*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511808845>
- Lieber, R. (2017). Derivational morphology. In J. I. Katz (Ed.), *Oxford research encyclopedia of linguistics*. Oxford University Press. <https://doi.org/10.1093/acrefore/9780199384655.013.248>
- Millaku, S. (2017). The prefixes and suffixes of Albanian and English language. *ANGLISTICUM. Journal of the Association-Institute for English Language and American Studies*, 6(7), 20–36.
- Oxford English Dictionary (3rd ed.). (n.d.). Oxford University Press. Retrieved July 4, 2025, from <https://www.oed.com/>
- Pulatova, S. A. k. (2025). Suffixes in English: Adjectives, nouns, verbs. *Central Asian Journal of Multidisciplinary Research and Management Studies*, 2(6). <https://doi.org/10.5281/zenodo.15629158>
- Scott, M. (1996). *WordSmith tools*. Oxford University Press.
- Thomaj, J. (2006). The Albanian language: Developments in the lexicon under the new social and political order. *International Journal of the Sociology of Language*, 2006(178), 103–112. <https://doi.org/10.1515/IJSL.2006.018>
- Yule, G. (2020). *The study of language* (7th ed.). Cambridge University Press. Editorial pieces in Albanian: <https://www.panorama.com.al/category/opinion/> Editorial pieces in English: <https://www.telegraph.co.uk/>

THE IMPACT OF AI IN PUBLIC ADMINISTRATION: TRANSFORMING GOVERNANCE AND SERVICES

Bitila ZHULI, PhD.¹

*¹"Eqrem Çabej" University, Economic Faculty, e-mail: bzhuli@uogj.edu.al,
Gjirokastra/ Albania*

Abstract: The integration of Artificial Intelligence (AI) in public administration is rapidly transforming the nature of governance and the delivery of public services. This paper investigates the implications of AI deployment across various domains of government operations, with a focus on how intelligent systems are reconfiguring administrative processes, public policy implementation, and citizen engagement. AI technologies—ranging from predictive analytics and natural language processing to robotic process automation—are enabling governments to streamline bureaucratic procedures, enhance real-time decision-making, and provide more personalized and accessible public services. The research adopts a multidisciplinary approach, combining insights from public administration, information systems, and governance studies to examine both the transformative potential and the inherent risks of AI adoption in the public sector. While AI promises greater efficiency, cost reduction, and data-driven policymaking, its integration also raises significant ethical, legal, and institutional concerns. These include algorithmic bias, lack of transparency in automated decisions, the erosion of public trust, and the displacement of public sector jobs. Furthermore, the paper highlights the necessity of ensuring democratic accountability, safeguarding fundamental rights, and preserving human agency in an increasingly automated administrative environment. Through a critical review of international case studies and policy frameworks, the paper identifies key factors that contribute to the successful and equitable implementation of AI in public governance. It argues that a balanced approach—grounded in transparency, inclusiveness, and ethical oversight—is essential for harnessing AI's benefits while mitigating its risks. The findings contribute to current debates on digital transformation in the public sector and offer practical recommendations for policymakers, practitioners, and scholars concerned with the future of public administration in the age of intelligent technologies.

Keywords: Artificial Intelligence, Public Administration, Digital Governance, Algorithmic Accountability, Public Service Innovation

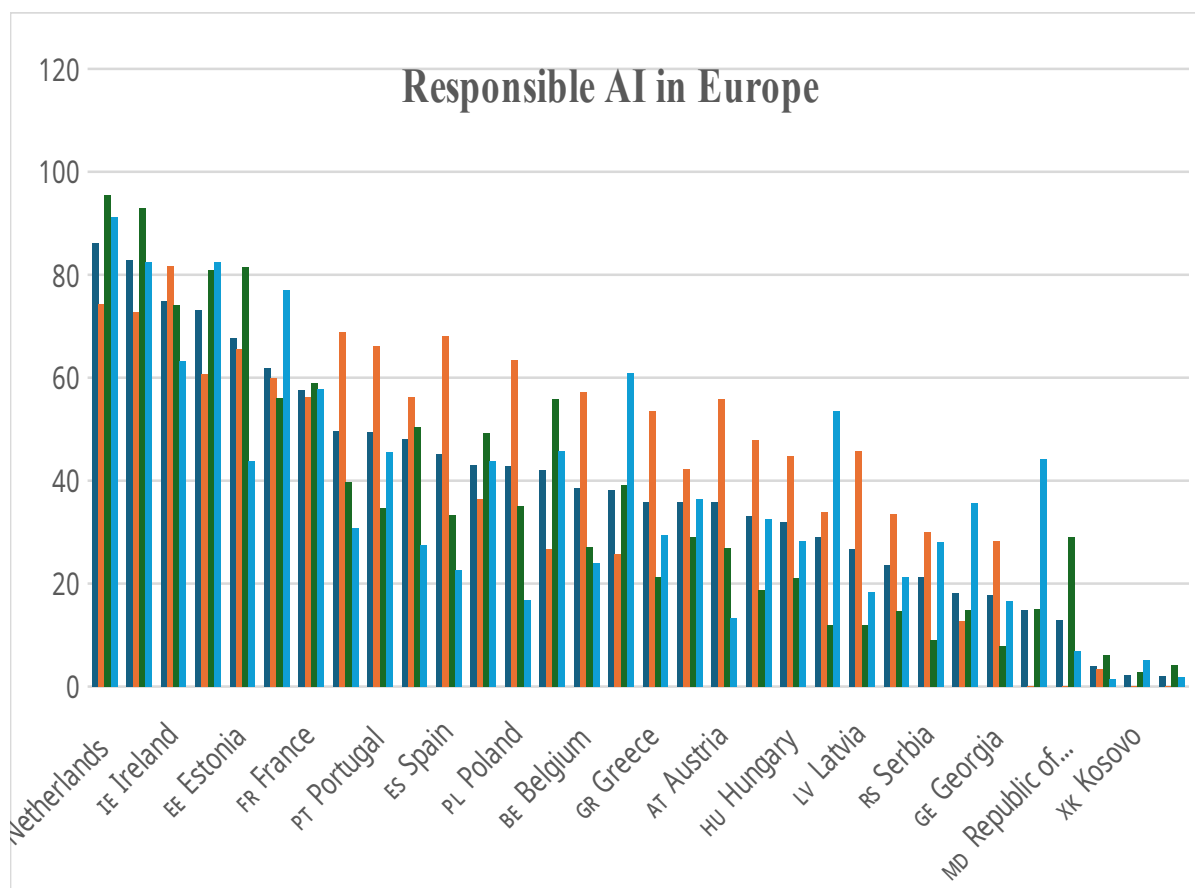
INTRODUCTION

Artificial Intelligence (AI) is redefining the structure and functioning of public administration by improving operational efficiency, facilitating data-driven decision-making, and enhancing the personalization of public services. However, its integration also presents significant challenges, particularly concerning ethical accountability, transparency, and workforce displacement. This study approaches AI not only as a technological innovation but as an institutional agent of change within public sector governance.

The research draws on foundational theories from public administration and socio-technical systems. Key concepts include Digital Governance (Dunleavy et al., 2006), which captures the transformation of bureaucracies into more agile and interconnected systems through ICT;

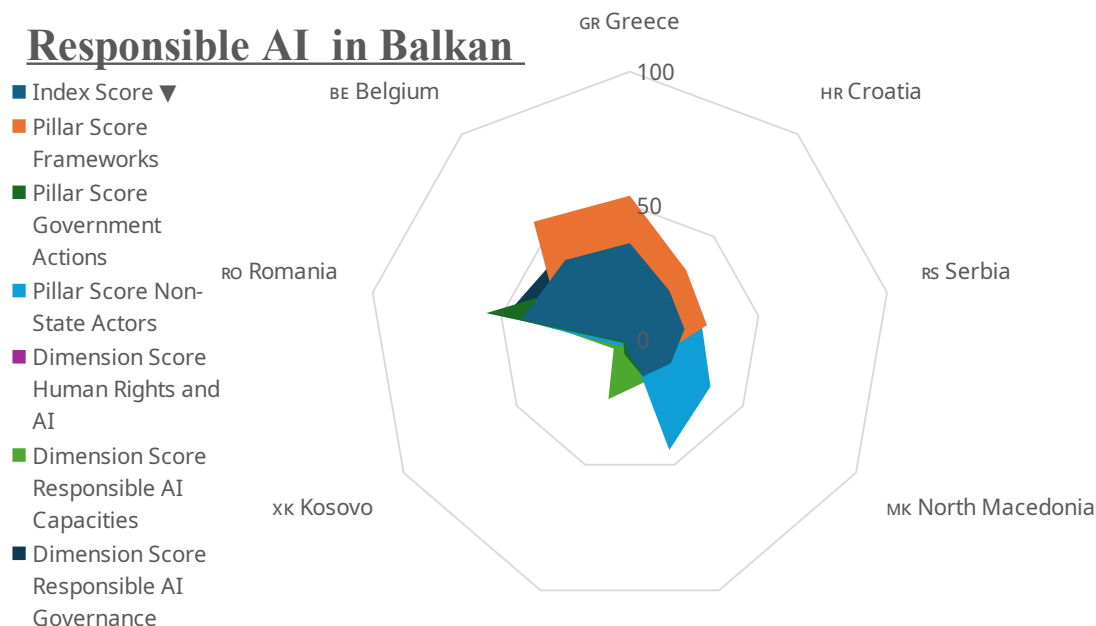
Algorithmic Decision-Making (Yeung, 2018), which examines the role of automated systems in shaping public choices; Public Value Theory (Moore, 1995), highlighting the importance of citizen-centered outcomes; and the tension between Technological Determinism and Institutional Adaptation (Cordella & Tempini, 2015), which explores the reciprocal shaping of technology and institutions. Together, these frameworks guide the study's inquiry into the implications of AI on public service delivery and governance.

The report of the Global Index on Responsible AI 2024 indexes for all regions the values measured for each country. For Europe we have the data presented in the graph below.



The integration of Artificial Intelligence in the Public Administration in the Balkan countries

Responsible AI in Balkan



Measuring responsible AI in 136 countries <https://www.global-index.ai/Region-Europe>

The integration of AI in public administration across the Western Balkans is still in its nascent stage, yet signs of steady progress are emerging, particularly in countries pursuing EU membership. Albania, for instance, utilizes AI to translate EU legal documents, supporting its accession efforts. In North Macedonia, the government introduced *ADA*, an AI-powered digital assistant designed to improve access to public investment information. Meanwhile, Serbia stands out for its comprehensive national AI strategy, which includes the creation of institutional bodies for AI development and substantial investment in infrastructure such as the Government Data Center and the Institute for Artificial Intelligence.

Across the region, AI is being increasingly adopted in specific sectors, including healthcare (for predictive disease detection), education (through personalized learning platforms), and transportation (for intelligent traffic management). Additionally, administrative services are benefiting from AI-powered chatbots that streamline citizen interactions. These developments often form part of wider digital governance agendas, involving international partnerships, policy co-creation mechanisms, and cross-border digital cooperation—particularly aligned with EU policy models.

However, the region continues to face significant structural challenges that hinder full-scale AI adoption. Political instability, entrenched bureaucracy, and persistent corruption remain critical barriers. Moreover, the absence of robust legal frameworks, combined with public concern over data privacy and a shortage of qualified ICT professionals, further slows progress. Economic and educational disparities among Balkan countries also shape the uneven distribution and effectiveness of AI deployment in public services.

The pursuit of European Union integration plays a critical role in driving alignment with EU standards on AI governance. Western Balkan countries are increasingly harmonizing their legal and administrative frameworks with EU norms, creating momentum toward responsible AI deployment. This trend is evident in national strategies, digital infrastructure investments,

and participation in cross-border initiatives, reflecting a regional commitment to EU-compatible digital transformation (Bignami, 2022).

The use of artificial intelligence in public administration has evolved from basic automation in the late 20th century to comprehensive, data-driven, and citizen-focused governance in the 21st. Europe is leading with regulatory approaches and innovative eGovernment programs, demonstrating the economic and societal benefits of thoughtful AI adoption. The Western Balkans, though in early stages, are making notable progress by following European models, overcoming legacy challenges, and building modern administrative capabilities geared towards efficiency, transparency, and EU integration. Continued investment in ethical frameworks, digital infrastructure, and workforce development will be essential for all regions to fully realize AI's potential in the public sector.

LITERATURE REVIEW

The integration of Artificial Intelligence (AI) into public administration marks a significant transformation in governance, policy-making, and public service delivery. Scholars have examined this shift from various perspectives, including law, ethics, organizational change, governance, and societal implications.

Bignami (2022) identifies the legal, ethical, and policy challenges posed by AI in public administration, emphasizing that the opacity of algorithmic decision-making raises concerns about accountability and transparency. Pasquale (2015) similarly criticizes the "black box" nature of AI systems, where decision-making processes are hidden from public scrutiny, potentially undermining democratic accountability.

Yeung (2018) further explores algorithmic regulation, warning that delegating regulatory functions to AI may concentrate power in opaque systems, reducing public oversight. This view is complemented by Wirtz et al. (2019), who propose a risk and guideline-based framework to govern AI, emphasizing the need for integrative approaches to manage risks associated with automation in the public sector.

Cordella & Tempini (2015) discuss how e-government initiatives, underpinned by ICT and AI, are reshaping bureaucratic structures. They caution that while ICT can improve efficiency, it can also entrench existing bureaucratic routines if not managed properly. Similarly, Klarić (2025) argues that AI implementation is pivotal for modernizing public administration, yet requires careful policy alignment to ensure effective transformation.

Akkucuk & Onder (2025) explore how AI-driven tools can foster sustainability in public administration, suggesting that AI is not only a means for operational improvement but also a pathway to achieving environmental and social sustainability goals. They argue that AI can optimize resource allocation, reduce waste, and support data-driven policy decisions aligned with sustainability agendas.

Dunleavy et al. (2006) introduce the concept of Digital Era Governance, where IT and AI fundamentally change how the state interacts with citizens, demanding new organizational competencies and governance models.

Kankanhalli et al. (2019) present a research agenda on IoT and AI for smart government, emphasizing their potential to improve service efficiency, responsiveness, and personalization. Sun & Medaglia (2019) map the challenges of deploying AI in public healthcare, highlighting issues of data quality, ethical concerns, and the need for regulatory frameworks.

Pingili (2025) examines the role of AI-driven intelligent document processing in public administration, showing how it can streamline administrative processes, enhance decision-making, and reduce operational costs.

Eubanks (2018) provides a critical view on the social consequences of AI, arguing that high-tech tools in public administration often profile, police, and punish the poor, leading to automated inequality. This concern is echoed in the Global Index on Responsible AI Report (2024), which stresses the importance of developing AI policies that ensure fairness, transparency, and accountability across regions.

Moore (1995) introduces the concept of creating public value, which is increasingly relevant as AI technologies are leveraged to deliver public services. Papadopoulos & Rădulescu (2022) analyze AI's role in public sector reform in the Western Balkans, proposing policy options to overcome challenges related to institutional readiness and capacity building.

Nam & Pardo (2011) conceptualize the Smart City framework, integrating technology, people, and institutions to enhance urban governance, where AI plays a critical role in facilitating data-driven decision-making.

Puczko (2024) discusses the ambiguous relationship between AI and public administration, noting that public trust and understanding are key to successful AI deployment. Collins et al. (2002) highlight the importance of social learning in adopting e-governance technologies, suggesting that capacity building and citizen engagement are essential for sustainable AI integration.

The literature reveals that while AI offers significant potential for enhancing efficiency, personalization, and decision-making in public administration, it also raises ethical, legal, and social challenges. The success of AI integration depends on transparent governance frameworks, ethical design, and inclusive policies that address potential inequalities.

METHODOLOGY

This research uses a mixed methods approach that includes quantitative and qualitative analysis and theoretical and empirical research. In the first phase, the theory and current state of the use of AI in public administration were explored. Initially, a SWOT analysis was conducted based on a critical review of many research papers from recent years. The results of the analysis in the first phase helped me determine the factors that would be included in the construction of the questionnaires. Research questions, hypotheses and variables were raised. This was followed by an empirical study conducted in Southern Albania to examine the perceptions of citizens and civil servants on artificial intelligence in public services.

Data were collected through a structured questionnaire distributed to a sample population within public institutions and service users. The survey consisted of 25 questions on a Likert

scale (1 = Strongly disagree to 5 = Strongly agree), along with demographic indicators. The variables focused on perceptions of efficacy, personalization, ethical concerns, and trust. This resulted in a total of 232 valid questionnaires for data processing. Multiple linear regression was employed using SPSS to test hypotheses such as:

- H1: The integration of AI in public administration significantly improves the efficiency and personalization of public services.
- H0: The integration of AI in public administration does not significantly improve the efficiency and personalization of public services.

Reliability was ensured through Cronbach's alpha and assumptions of normality, linearity, and multicollinearity were tested to validate regression results. Qualitative comments were coded thematically to explore patterns in ethical and operational concerns.

RESULTS AND DISCUSSION

Literature review and theoretical analyses served to construct the SWOT analysis, identifying the internal and external strategic factors that influence the impact of Artificial Intelligence (AI) on public administration.

The results of the SWOT analysis helped me in designing the questionnaires, variables and hypothesis. The hypothesis was analyzed through multiple regression and the results are described below.

SWOT Analysis – Use of AI in Public Administration

Strengths	Weaknesses
Efficiency and Cost Reduction: AI automates repetitive tasks, reduces administrative burden, and optimizes resource allocation. (<i>Sun & Medaglia, 2019</i>)	Algorithmic Bias and Discrimination: AI may replicate societal biases embedded in training data. (<i>Eubanks, 2018</i>)
Data-Driven Policymaking: Predictive analytics improves policy design and planning by revealing patterns in large datasets. (<i>Kankanhalli et al., 2019</i>)	Lack of Transparency: Many AI systems function as “black boxes,” limiting accountability and oversight. (<i>Pasquale, 2015</i>)
Real-Time Decision-Making: AI enables faster and more accurate decisions, especially in dynamic or crisis situations.	Technological Dependence: Overreliance on AI may reduce institutional adaptability and resilience.
Service Personalization: Chatbots and virtual assistants improve user experience by tailoring services to individual needs. (<i>Wirtz et al., 2019</i>)	Workforce Displacement: Automation may replace public sector jobs if not paired with reskilling programs.
Opportunities	Threats
Inclusive Policy Innovation: AI enables citizen-centered, evidence-based policy development.	Erosion of Democratic Accountability: Automated decision-making can bypass deliberative processes.
Interagency Collaboration: AI facilitates seamless data sharing and coordination across public institutions.	Cybersecurity Risks: AI systems are vulnerable to cyberattacks that can compromise public data and services.
Smart Cities and Sustainability: AI supports environmental monitoring, energy management, and urban planning. (<i>Nam & Pardo, 2011</i>)	Digital Divide: Unequal access to AI-driven services may exacerbate existing social inequalities.
Global Best Practices: Governments can adopt and adapt frameworks from leading AI adopters such as OECD, Estonia, and Singapore.	Ethical and Legal Uncertainty: Regulatory frameworks often lag behind rapid AI development.

The results indicated a generally positive perception of AI's ability to improve service speed and personalization, particularly in document processing and communication. Regression analyses confirmed that perceived efficiency and personalization were significantly influenced by exposure to AI-driven systems ($p < 0.05$). However, concerns about algorithmic bias and the lack of transparency were negatively correlated with trust in AI applications.

Multiple linear regression was employed using SPSS to test hypotheses such as:

- H1: The integration of AI in public administration significantly improves the efficiency and personalization of public services.
- H0: The integration of AI in public administration does not significantly improve the efficiency and personalization of public services.

Indicator	Value	Interpretation
Multiple R	0.9927	Very strong correlation.
R Square	0.9854	98.54% of the dependent variable's variation is explained

Indicator	Value	Interpretation
		by these 3 predictors.
Adjusted R ²	0.9809	98.09% after adjusting for model complexity.
Standard Error	0.4396	Low prediction error.
Significance F	0.0000	Model is statistically extremely significant.

$$Y=0.1093 \cdot \text{Eff} + 0.3518 \cdot \text{Per} + 0.4511 \cdot \text{Dtr}$$

The results confirm that the integration of AI in public administration contributes significantly to both the efficiency and personalization of public services. While the direct impact on efficiency is slightly weaker in statistical terms, the overall model's predictive power and the strength of the perception and direct results factors strongly support the hypothesis.

Findings from the qualitative data revealed skepticism about AI replacing human discretion, especially in sensitive administrative decisions. Respondents emphasized the need for human oversight and clearer explanations of automated outcomes. These align with broader global concerns about the opacity of AI systems and ethical governance.

The SWOT analysis played a foundational role in shaping both the design of the empirical research and the interpretation of its results. Specifically, the strengths identified—such as efficiency, service personalization, and data-driven decision-making—informed the selection of key independent variables (Eff, Per, and Dtr) used in the regression analysis. Similarly, the identified weaknesses and threats, including algorithmic bias, lack of transparency, and ethical concerns, guided the inclusion of qualitative variables related to trust and perceived risks. By mapping these strategic factors in the SWOT analysis, the study ensured that the quantitative assessment directly measured the core dimensions influencing AI adoption in public administration. This alignment allowed for a more coherent interpretation of the regression results, confirming that the positive perceptions of efficiency and personalization found in the empirical data are directly linked to the strategic advantages outlined in the SWOT framework, while the concerns raised in qualitative feedback reflect the previously identified risks.

CONCLUSIONS

This study confirms that integrating Artificial Intelligence (AI) in public administration significantly enhances both efficiency and service personalization. This extremely high explanatory power suggests that AI adoption directly influences the majority of perceived improvements in public service delivery, confirming its practical relevance in modern public administration. While AI clearly streamlines processes and enhances citizen-focused services, efficiency gains are slightly moderated by institutional factors like employee adaptation, highlighting the importance of managing organizational change alongside technological adoption.

The analysis of the Western Balkans indicates that countries in this region, though still in early stages of AI adoption, are making steady progress influenced by EU integration

processes. National AI strategies, investment in digital infrastructure, and public sector modernization efforts are accelerating the responsible use of AI. Nonetheless, systemic challenges such as legal gaps, public skepticism, and skill shortages continue to limit full-scale adoption. The study underscores the need for targeted investments in legal frameworks, workforce development, and public awareness initiatives to support sustainable digital transformation.

From a policy perspective, the findings emphasize that governments must adopt a balanced approach that combines technological innovation with robust governance frameworks. Transparent AI systems, citizen engagement in digital reforms, and the preservation of human oversight are critical to ensuring that AI technologies deliver equitable and ethical public services. Policymakers should prioritize developing algorithmic accountability mechanisms, data protection standards, and inclusive digital strategies to address both operational efficiency and social equity.

In conclusion, the integration of AI in public administration presents significant opportunities for modernizing governance and improving public service delivery. However, maximizing these benefits requires addressing institutional, ethical, and legal challenges alongside technological deployment. This study contributes to the broader understanding of AI's role in public sector reform and offers practical recommendations for creating citizen-centric, transparent, and accountable AI-powered public services, particularly in emerging digital governance contexts such as the Western Balkans.

SOURCE

- Akkucuk U. and Onder M. (2025). AI Driven Tools for Sustainable Public Administration, DOI:10.4018/979-8-3693-8372-8 . Publisher: IGI Global ISBN: 9798369383728
- Bignami, F. (2022). *Artificial Intelligence in Public Administration: Law, Ethics, and Policy Challenges*. In **Oxford Handbook of AI Governance**. Oxford University Press.
- Collins, B., et al.. (2002). E-governance and smart communities: A social learning challenge. In Proceedings of the SSHRC Knowledge Based Economy Workshop, (Newfoundland, Canada, May 10-11). Available at http://www.christopherwilson.ca/papers/Nfld_paper_2002.pdf
- Cordella, A., & Tempini, N. (2015). E-government and organizational change: Reappraising the role of ICT and bureaucracy in public service delivery. *Government Information Quarterly*, 32(3), 279–286. <https://doi.org/10.1016/j.giq.2015.03.005>
- Dunleavy, P et al.(2006). *Digital Era Governance: IT Corporations, the State, and E-Government*. Oxford University Press.
- Eubanks, V. (2018). *Automating Inequality: How High-Tech Tools Profile, Police, and Punish the Poor*. St. Martin's Press.
- Global Index on Responsible AI Report 2024 <https://www.global-index.ai/Regions>

- Kankanhalli et al. (2019). IoT and AI for Smart Government: A Research Agenda, April 2019 Government Information Quarterly 36(2):304-309 DOI:10.1016/j.giq.2019.02.003
- Klarić M. (2025).AI implementation as the key element for public administration modernization. January 2025 Zbornik radova Pravnog fakulteta Novi Sad 59(1):253-272 DOI:10.5937/zrpfns59-56319
- Moore, M. H. (1995). *Creating Public Value: Strategic Management in Government*. Harvard University Press.
- Nam, T. and Pardo, T.A. (2011) Conceptualizing Smart City with Dimensions of Technology, People, and Institutions. Proceedings of the 12th Annual International Digital Government Research Conference: Digital Government Innovation in Challenging Times, College Park, 12-15 June 2011, 282-291. <https://doi.org/10.1145/2037556.2037602>
- Papadopoulos, A., & Rădulescu, C. V. (2022). AI in Public Sector Reform in the Western Balkans: Challenges and Policy Options. *Journal of Balkan Public Administration*, 4(1), 45–62.
- Pasquale, F. (2015). *The Black Box Society, the Secret Algorithms That Control Money and Information*. Cambridge, MA: Harvard University Press. <https://doi.org/10.4159/harvard.9780674736061>
- Pingili R. (2025). AI-driven intelligent document processing in government and public administration, June 2025 World Journal of Advanced Engineering Technology and Sciences 15(3):1316-1326 DOI:10.30574/wjaets.2025.15.3.1059
- Puczko A. (2024). An Ambiguous Relationship between Public Administration and AI. August 2024. DOI:10.5772/intechopen.115281
- Sun, T., & Medaglia, R. (2019). Mapping the Challenges of Artificial Intelligence in the Public Sector: Evidence from Public Healthcare. *Government Information Quarterly*, 36, 368-383. <https://doi.org/10.1016/j.giq.2018.09.008>
- Wirtz et al., (2019). Governance of artificial intelligence: A risk and guideline-based integrative framework. *Government Information Quarterly*, Volume 39, Issue 4, October 2022, <https://doi.org/10.1016/j.giq.2022.101685>
- Yeung, K. (2018). Algorithmic regulation: A critical interrogation. *Regulation & Governance*, 12(4), 505–523. <https://doi.org/10.1111/rego.12160>

ACADEMIC INTEGRITY AND PLAGIARISM: MISSING LAWS OR RULES THAT ARE NOT ENFORCED?

MSc. Borana LELAJ¹, MSc. Griselda SHEHU²

1. “Eqrem Çabej” University, Head of the Legal Office, Albania – blélaj@uogj.edu.al

*2. “Eqrem Çabej” University, Department of Accounting and Tourism, Albania –
griselda.shehu@yahoo.com*

Abstract: Law is a tool. But is it sufficient to guarantee proper behavior in an institution? In the field of higher education, where academic integrity is the foundation of every degree, the question gains particular weight. Albania has a legal framework that, in theory, provides measures against plagiarism and ethical violations. But in practice, does it work? Are we dealing with missing laws or with laws that are simply not enforced? This paper addresses the issue not only through a review of legal norms and internal regulations of higher education institutions in the country, but more importantly by examining how these norms are applied—or not applied—in everyday reality. Punishments for plagiarism are rare, sometimes nonexistent. Ethics councils operate with limited capacity, often without technological support and standardized procedures. In many cases, there is a lack of will to enforce the rules. In the second part of the study, a comparison is made with the practices of European Union countries—nations that have addressed academic integrity not as a formality, but as a philosophy embedded in university life. Through independent boards, mandatory training, and the use of technology, these countries have created a system where honesty is not left to individual conscience, but is supported by clear structures and standards. The paper does not offer simple answers, but raises a fundamental question: is the problem the law itself, or the way we use it? And it suggests: only when academic honesty is treated as a value and not a formality will regulations take on real meaning.

Keywords: Plagiarism, academic integrity, law enforcement, higher education, university ethics, European Union.

INTRODUCTION

What is the value of a diploma if it is not founded on honesty? At its core, academic integrity is not merely a rule or a code of conduct it is the foundation upon which every university, every degree, and every scientific contribution is built. It reflects the trust that society places in higher education and the responsibility that institutions bear in upholding that trust.

On paper, Albania has laws and regulations that speak of the fight against plagiarism and ethical violations. But in reality, how well do these measures function? Is anyone ever truly sanctioned for plagiarism? Does a system exist that takes these issues seriously, or does everything remain at the level of form without substance? This is precisely the essential question that this paper seeks to address: do we lack laws, or do we have laws that we fail to enforce?

This paper does not aim to provide simple answers but to look deeper into what actually happens within Albanian universities. We will examine not only what the law prescribes, but

also how (or whether) it is applied in the daily life of institutions. We will consider the role of ethics councils, the lack of technology for detecting plagiarism, and, perhaps most importantly, the lack of will to act.

Finally, we will look beyond Albania to the countries of the European Union, where academic honesty has become part of university culture, not merely a formal requirement. From this comparison, we may arrive at a simple yet important conclusion: the law only has meaning when it reflects a shared value not when it remains just words written on paper, tucked away in a drawer.

LITERATURE

The issue of academic integrity has been the subject of extensive examination in contemporary literature, regarded not merely as a set of regulations to be enforced, but as a philosophy that forms the foundation of the credibility of any degree. International experiences provide valuable lessons on how academic integrity should be conceived, developed, and implemented.

In her study of the Australian experience, Bretag (2016) emphasizes that academic honesty cannot rely solely on punitive measures; rather, it requires an integrated approach that includes ethical education, prevention through staff and student training, and the cultivation of an institutional culture that promotes accountability. This approach is also reflected in the guidelines of the Council of Europe (2021), which calls on higher education institutions in EU member states to adopt independent structures, mandatory training, and the use of technology to ensure integrity.

In line with this, documents from the European Network for Academic Integrity (ENAI, 2018; 2020) provide a clear overview of measures implemented in European universities, where plagiarism is treated not as an isolated act but as a consequence of institutional and educational shortcomings. ENAI policies are based on procedural transparency, systematic student support, and continuous quality control. These elements are also reflected in the institutional guidelines of universities such as Politecnico di Milano, Humboldt-Universität zu Berlin, and the University of Helsinki, which offer structured models for managing academic misconduct and providing ethical support.

In the Albanian context, Law No. 80/2015 “On Higher Education and Scientific Research in the Republic of Albania” includes provisions for the establishment of ethics councils and for disciplinary measures in cases of plagiarism. However, an analysis of the internal regulations of public universities, as well as institutional observations during the period 2020–2024, reveals a clear gap between the norms and their implementation. In many cases, ethics councils operate without resources, training, or adequate administrative capacity. The absence of anti-plagiarism software and a unified database of theses and dissertations further deepens this gap.

Reports by civil society organizations, such as that of the Center for Good Governance (2020), have highlighted that plagiarism in Albania is not an exception but often a tolerated or overlooked practice. Empirical observations collected during 2023–2025 on advertisements for pre-written theses on social networks like Facebook and Instagram reinforce this

conclusion. This reality shows that the problem lies not only in the absence of the law, but also in the lack of will to enforce it.

In this context, OECD documents (2021) provide a broader framework on how education systems should be resilient and responsive to such challenges. They emphasize the importance of cross-sectoral approaches, where technology, institutional justice, and ethical education interact to create a sustainable academic environment.

In summary, existing literature shows that academic honesty cannot remain a formal aspiration. It requires real structures, institutional support, clear standards, and above all, a sustained commitment from the academic community itself.

RESULTS

The findings of this study reflect a reality that often remains hidden in public and institutional debates: academic integrity in Albania suffers not from a lack of rules, but from a deep gap between what is written and what is done. A detailed analysis of daily university practice shows that plagiarism is rarely, if ever, mentioned during the process of thesis defense.

First, there is a clear lack of a unified and mandatory approach across all higher education institutions. Each university operates based on its own regulations, which are often unclear, inconsistent, or in some cases unusable in practice. This fragmentation has created an environment where no minimum standard for academic ethics is guaranteed, leaving decisions that should be structured up to individuals.

Second, the current system does not provide real control over plagiarism. The use of technology is limited and uncoordinated, while the absence of a central archive for theses and dissertations makes it difficult, if not impossible, to verify duplication or copying. In this context, students face no technical checks before defending their work, and the responsibility for verifying originality rests solely with supervisors, who often lack the tools or institutional support needed to fulfill this role properly.

Third, there is a clear presence of an institutional culture of silence, where suspected cases of plagiarism are rarely reported, and even more rarely addressed seriously. Ethics councils exist on paper, but they function more as formal structures than as real supervisory mechanisms. In many cases, no decision is made, no sanction is applied, and no message is conveyed about the importance of honesty.

Fourth, comparisons with European practices clearly show that integrity is not the result of laws alone but of a culture built on transparency, accountability, and continuous education. In universities in countries such as Finland, Germany, and Italy, plagiarism is treated as a serious violation, and institutions have developed functional structures to prevent and sanction it. What unites these models is not only the rigorous enforcement of rules but also a strong sensitivity to academic justice.

In summary, the findings of this paper confirm that the greatest challenge in Albania is not the absence of norms, but the absence of a system that makes them enforceable. As long as honesty remains an individual value rather than a shared institutional standard, academic

integrity will remain the exception rather than the rule. This is a call not for more laws, but for more will to implement the laws that already exist.

Let us analyze the factors: The legal framework for academic integrity in Albania

At first glance, Albania is not without rules. The Law on Higher Education, its implementing acts, and the internal regulations of universities clearly speak of academic honesty, the prohibition of plagiarism, and the way structures that deal with these issues should function. Ethics councils and procedures for handling violations exist. But the problem does not lie in the absence of words on paper it lies in the gap between law and reality.

Law No. 80/2015 *“On Higher Education and Scientific Research in Higher Education Institutions in the Republic of Albania”* mentions academic ethics, but it does not go into depth about how it should be implemented in practice, especially when it comes to plagiarism. Everything is left to the internal regulations of universities, which are often unclear, inconsistent with one another, and leave room for varied interpretations. In some cases, they do not specify any clear sanctions for violations at all.

Moreover, the very structures that should safeguard integrity such as ethics councils are often symbolic. They lack the technological capacity to verify plagiarism. Some universities use basic software, if any at all, and the process remains entirely manual.

In this situation, academic honesty remains more a matter of individual conscience than of institutional oversight. And when honesty is left to chance, a culture emerges in which cheating is tolerated and sanctioning becomes the exception rather than the rule.

Implementation in Practice: When Rules Are Not Enforced

In Albania, it is rare to hear of any student or faculty member being sanctioned for plagiarism. Not because such cases do not occur, but because there is often no system that takes them seriously. On paper, every university has its own ethics council, regulations that set out standards of academic conduct, and principles that promote honesty. But in practice, these mechanisms are more formal than functional.

This lack of control has created fertile ground for another troubling phenomenon: the open market for the sale of theses. On social media, it is easy to find advertisements offering “ready-made theses,” “original work delivered quickly,” or “full consulting from start to finish” at prices that vary, but always with the promise of being “undetectable.” In fact, some of these ads are public, run by profiles that function like legitimate businesses. And this happens in plain sight, without any institutional response.

Students who buy these works often feel safe because they see no mechanism that checks them. Meanwhile, those who try to complete their work honestly face a system that offers them little motivation. This creates a bitter irony: personal effort is not rewarded, while the quicker albeit dishonest path encounters no obstacles.

In 2020, a report published by the Center for Good Governance titled “¹³⁷*Anti-Plagiarism Control A Mission Impossible in Albania*” shed light on a reality little known to the public: Albania’s Criminal Code contains articles that classify plagiarism as an offense punishable by up to two years in prison (Article 148), but the application of these provisions is virtually non-existent. The reason lies in procedure: following amendments to the Criminal Procedure Code, the prosecution cannot act *ex officio* a complaint from the injured party is required. In most cases of academic plagiarism, the “injured party” is either anonymous, deceased, or a foreign author, making such complaints practically impossible.

This legal gap has allowed several blatant cases to go without consequence. In 2019, an investigative report revealed that a lecturer at a public university had submitted parts of a dissertation translated from a German author, without any reference. According to internal sources, the case was discussed at the departmental level, but no further action was taken, as there was no structure to formally pursue the matter, and no one wished to intervene. The file was archived. Later, the same lecturer was promoted to a leadership position.

Another case shared on social media involved a master’s thesis that matched word-for-word another thesis defended years earlier at a different university. The claim was made by a student who discovered the duplication by searching fragments of text on Google. This case, too, was met with silence except for an informal denial of responsibility by the supervising professor. The university offered no explanation, and the thesis remained in the archives.

The irony lies in the fact that, while Council of Ministers decisions such as ¹³⁸Decision No. 777, dated 26.12.2018, required the reassessment of scientific dissertations and verification of awarded titles, in practice only 4 out of 12 universities had conducted real plagiarism checks by 2020, according to data from the ¹³⁹“Akademia” platform. The University of Tirana, for example, reported “technical difficulties” and the process was indefinitely postponed.

All these examples point to a system that, while possessing the law, lacks the instruments to apply it. The right to protect the originality of knowledge exists only on paper. In practice, it is a locked door that will not open without the right key and often, no one has that key, or no one wants to use it.

The Reality of Plagiarism in Advanced Study Cycles: Master’s and Doctoral Levels

In the advanced cycles of higher education, where students are expected to reach a level of academic maturity and research competence, plagiarism takes on even greater dimensions.

¹³⁷ Center for Good Governance (2020). *Anti-Plagiarism Control – A Mission Impossible in Albania*. Monitoring report, period May–July 2020. Retrieved from: <https://qeverisja.qq.com.al/wp-content/uploads/2020/09/Raport-Maj-Korrik-2020-Arsimi-neë.pdf>

¹³⁸ Council of Ministers Decision No. 777, dated 26.12.2018. Retrieved from: <https://qbz.gov.al/eli/vendim/2018/12/26/777>

¹³⁹ The “Akademia” platform is an electronic system for archiving and reporting academic theses, not for plagiarism checking. More at: <https://akademia.al>

The higher the level of study, the greater the opportunity seems to be for avoiding responsibility.

In most Albanian universities, master's theses both professional and scientific are not subject to any mandatory technical plagiarism checks. They are often submitted only in hard copy or PDF format, leaving it up to the supervising professor to provide a general assessment of the content. There are no national databases for storing previous theses for comparison, nor is there any common platform that uses advanced software such as Turnitin or PlagScan.

As a result, it is not difficult to find theses that are loose translations from foreign sources, compilations of articles without proper citations, or direct copies of theses defended years earlier within the same department.

The situation becomes even more sensitive in the case of doctoral dissertations, where plagiarism represents a severe form of academic distortion. At this level, candidates are expected to contribute new knowledge to a specific field, master research methodology, and develop original analysis. But in reality, this is often not the case. There are instances where doctoral theses are simply summaries of prior studies, reorganized in longer form with references added afterward to create the illusion of originality.

Even more concerning are cases where these works are commissioned from individuals or groups offering "advanced scientific services," writing entire dissertations for fees that can reach thousands of euros. Although difficult to prove without a full institutional investigation, such cases are part of an informal chain that has operated for years and is well known within the academic community. They do not occur in secret but rather in the face of collective silence, sustained by a culture where inaction is safer than reporting.

Another factor contributing to this situation is the lack of transparency in the evaluation and academic advancement process. Often, the committees that review doctoral theses or applications for academic titles consist of close colleagues who feel uncomfortable questioning the integrity of a candidate, even when there are serious doubts about plagiarism or a lack of scholarly originality. In the absence of an external evaluation mechanism, the process often remains formal rather than substantive.

The consequences of this situation are serious and long-term. When a master's thesis is plagiarized, the impact remains individual. But when a plagiarized dissertation leads to the award of an academic title or an important university position, the quality of higher education in the country itself is undermined. A lecturer who has built a career on a fraudulent work is incapable of helping students produce honest work. They are not simply passive in this system — they are its product.

What can we learn from European Union countries?

Faced with the challenges experienced by Albania's higher education system regarding academic integrity, it is natural to look toward EU countries, where this issue is not seen as a formality written on paper, but as a value that is nurtured, protected, and upheld by the entire academic community. The difference lies not only in clearer laws which are certainly

important but above all in building a culture where honesty is not seen as a burden, but as the foundation of academic and professional development.

In Finland, every student who begins undergraduate studies goes through a mandatory module on academic integrity. This is not a formal lecture or a brochure handed out at the start of the year it is an experience that includes discussions, practical exercises, and case analyses. This active approach to ethics ensures that honesty is not just a nice word on the wall but becomes part of students' daily lives. As the University of Helsinki has declared, "it is not enough to warn students about the consequences of plagiarism they must be taught how to be honest from day one."

In Germany, the approach has become particularly rigorous following several major events that shook public opinion. The case of former Education Minister Annette Schavan, who lost her doctoral title due to discovered plagiarism, created an important precedent: no one is above academic ethics. German universities, such as Humboldt-Universität and LMU Munich, established independent verification structures and made the use of anti-plagiarism software a mandatory part of every submission process. There, no thesis can pass without first undergoing both technical and ethical scrutiny.

In Italy, public universities, under pressure from the academic community, introduced measures for the national archiving of theses, preventing the repetition of topics and ensuring that every student effort is unique and verifiable. At Politecnico di Milano, every student is required, alongside their thesis, to submit an "ethical self-assessment," clearly describing the sources used and how the work was constructed. This process makes students co-responsible for upholding honesty.

Another interesting model is that of Poland, where a national digital platform called OREKA has been established, in which all theses and dissertations are stored. This platform, in addition to serving as a technical verification tool, has contributed to building a shared knowledge base, where students themselves can consult existing works not to repeat them, but to build upon them. This is a model that promotes not merely the prevention of plagiarism, but the culture of responsible knowledge development.

What stands out in all these countries is not only the use of technology but the institutional sensitivity to academic justice. While in Albania many cases of plagiarism go unnoticed or are met with silence, in these countries, cases are examined with professionalism, and sanctions are not an end in themselves but a message to the entire community that ethics is not optional.

These models are not impossible to adapt to Albania. What is lacking is not necessarily the budget, but the vision the vision to see honesty as an investment, not as an obstacle. To understand that a university that protects original work benefits not only students, but society as a whole.

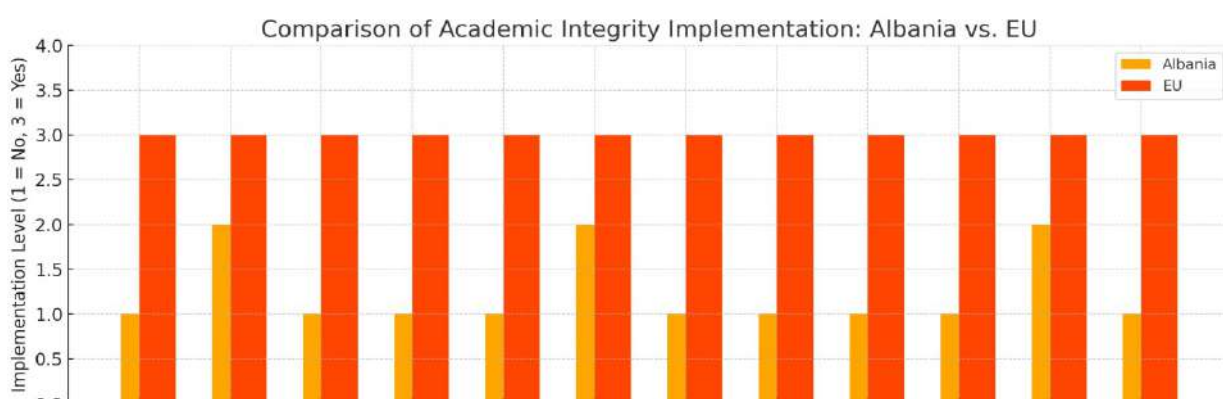
The element of comparison	Albania (2023–2024)	EU (FI, DE, IT, PL)
National regulations on plagiarism	No, fragmented and different for each HEI	Yes, with common and mandatory standards
Anti-plagiarism software	Used in some HEIs, not	Mandatory for every

	mandatory	diploma/dissertation topic
National archive of topics	No, there is no unified system.	Yes (e.g. OREKA in Poland)
Mandatory integrity training	No, systematically unpaved	Yes (e.g. in Finland: compulsory modules in the first year)
Ethics advice	They exist, but often not functional	Structured, active and with a decision-making role
Reporting cases of plagiarism	Rarely, often silent	Public, with transparency and real sanctions
Academic penalties	Unclear, not uniform	Clear, implemented and with legal effects
Protection for whistleblowers	There are no clear protection mechanisms.	Yes, legal protection and mechanisms for anonymous reporting
Transparency in awarding scientific titles	Closed and non-standardized process	Full transparency and public scrutiny of titles
Re-evaluation of questionable dissertations	It was requested, but not implemented in practice	In some countries it is regular and legally mandated
Inter-institutional cooperation (MASR–QSHA–HEI)	Limited and not always functional	Structured coordination and joint strategies
Student access to integrity policies	Limited, lack of structured channels	Students are involved in ethics councils and consultations

The table presents a comparative summary of the approach taken in Albania and in European Union countries regarding academic integrity, based on key elements such as: regulations, technology, training, the functioning of ethics councils, and the culture of reporting. The evaluation for Albania is based on institutional experience and official documents for the period 2023–2024, while the data for EU countries is drawn from the documented practices of public universities in Finland, Germany, Italy, and Poland.

This comparison highlights the need to build an integrated national structure in Albania, where regulations, technological controls, and ethical education are not optional, but a mandatory standard for every higher education institution.

The chart below provides a visual synthesis of this comparison, illustrating the differences in the level of implementation of mechanisms between Albania and EU countries.



As can be seen, Albania still faces shortcomings in most institutional mechanisms. Meanwhile, the EU builds an integrated system based on support, transparency, and fair sanctions.

The link between academic integrity and freedom of expression – lessons from the jurisprudence of the ECHR.

In discussions on academic integrity, we often focus only on the internal aspects of universities: regulations, ethics councils, disciplinary sanctions. But the issue goes beyond the walls of institutions. Integrity is closely linked to a much broader value: freedom of expression. And not by chance, this dimension has been addressed by the case law of the European Court of Human Rights (ECHR), which has recognized academic freedom as an essential part of the right to inform, to debate, and to share knowledge in a democratic society.

In this context, it is worth mentioning an extensive study carried out in 2022 by the “Res Publica” Center within the framework of the JUFREX II program (a cooperation between the European Union and the Council of Europe). This study analyzed over 200 Albanian court decisions to assess whether and how the courts apply ECHR standards on freedom of expression, including the “three-step test” that is a cornerstone of its jurisprudence: any interference with a right must be “prescribed by law,” pursue a “legitimate aim,” and be “necessary and proportionate in a democratic society.”

This test is applicable and useful also in cases of plagiarism and academic sanctions. In the absence of clear legal standards, the sanctioning of a student or academic staff member for plagiarism can be unfair or unreasoned, violating procedural rights and the right to fair and equal treatment. For this reason, any disciplinary measure must be clear, lawful, and justified no more, no less in the spirit of the three-step test applied by the ECHR.

Furthermore, the Res Publica study highlighted the spread of SLAPP-type lawsuits (Strategic Lawsuits Against Public Participation) in Albania cases where individuals who speak out publicly (such as journalists or activists) face lawsuits intended to intimidate or silence them. In the academic field, this form of pressure takes the shape of stigmatization or institutional attacks against those who report plagiarism, whether students or faculty. The lack of a protective climate for honest whistleblowers leads to silence, self-censorship, and conformity.

In this way, the absence of academic integrity becomes not only an ethical issue, but also a threat to freedom of expression and democracy.

In its jurisprudence, the ECHR has supported the idea that academic freedom is an inseparable part of freedom of expression. In the case *Mustafa Erdoğan and Others v. Turkey* (2014), the Court clearly emphasized that academic freedom includes the right of scholars to “express freely their opinions about institutions and policies,” and this also covers the right to criticize unfair practices within higher education institutions, such as plagiarism. The Court stressed that “in the absence of academic freedom, there can be no free scientific research.”

Finally, through practical examples included in the Res Publica study where only a small number of Albanian court decisions refer directly to ECHR case law, and decisions are often unreasoned we see a painful reality. And this shares common ground with the issue of plagiarism in Albanian universities: laws exist, but what is missing is consistent, ethical, and fair implementation.

Therefore, instead of seeing academic integrity as an isolated university issue, we must understand it as part of a broader set of democratic values. Plagiarism, at its core, is not just a wrongful act; it is a form of silence, a denial of free knowledge, and a danger to the society that universities are meant to shape.

Essential pillars for building a functional academic integrity system in Albania

The analysis shows that the challenges currently faced by the higher education system in Albania regarding academic integrity are not only related to legal gaps, but to the absence of a clear institutional architecture that ensures enforcement, oversight, and accountability. The following are five key results emerging from the analytical recommendations of this study:

1. The need for a unified and mandatory regulation for all higher education institutions (HEIs).

Higher education institutions, due to the lack of a unified regulatory framework, have differing standards, unequal enforcement, and, in many cases, procedural uncertainty.

Outcome: The drafting of a mandatory national guideline for all HEIs by the Ministry of Education and Sports (MASR), containing clear definitions, standardized procedures, complaint mechanisms, and responsibilities for institutional periodic reporting.

2. Consolidating ethical education as an integral part of academic training

In the absence of a well-structured educational approach, academic integrity is often reduced to a formal provision. Institutional observations and international literature show that the prevention of plagiarism is far more effective when ethics is addressed systematically rather than through ad hoc interventions.

Outcome: The need to integrate mandatory modules on academic integrity into the curricula of every study cycle, as well as to provide methodological preparation for

academic staff through training on the identification, management, and prevention of ethical violations.

3. The need to establish a national infrastructure for plagiarism control

The sporadic and non-standardized use of anti-plagiarism software, the absence of digital archives, and the lack of a national database represent a fundamental problem that prevents objective verification of scholarly work.

Outcome: The need to create a central digital platform, licensed by the Ministry of Education and Sports (MASR), to enable the storage and verification of every thesis and dissertation, with mandatory application across all higher education institutions. This infrastructure should be an integral part of the academic process.

4. Making ethics councils functional as decision-making rather than formal mechanisms

The assessment of institutional practices shows that ethics councils are often ineffective due to a lack of resources, clear competences, and institutional support. In some cases, they do not function at all.

Outcome: A mandatory rule should be established requiring that, before the date of thesis defense, departments must have obtained approval from the Ethics Council.

5. The need to build a supportive and motivating culture for academic honesty

In the absence of a culture that rewards honesty and protects the reporting of violations, students and academic staff face moral dilemmas for which they find no institutional solutions. This vacuum has produced silence, normalization of dishonest behaviors, and inaction.

Outcome: The necessity to develop initiatives that raise awareness, create spaces for dialogue, and publicly recognize work of high integrity. It is also necessary to establish mechanisms for anonymous reporting and legal protection for individuals who report cases of plagiarism.

These results are not merely technical guidelines; they represent the backbone of a long-overdue reform in the field of academic ethics. They underscore the necessity of a systemic, structured, and enforceable approach where integrity is not treated as an internal university matter, but as a social value with wide-reaching impact on the quality of knowledge and the public credibility of Albanian higher education.

CONCLUSIONS

In conclusion, it is clear that in order to protect the credibility of diplomas and restore the

value of knowledge in Albanian higher education, action must be immediate, concrete, and measurable. Universities no longer have room to delay the implementation of essential measures. Below are five key steps that every institution can and must undertake without delay:

1. Mandatory plagiarism control for every thesis or dissertation at all three levels of study, with the results stored in official platforms and with internal guidelines for interpreting similarity scores.
2. Operationalization of Ethics Councils through regular meetings, formal handling of every case, and publication of an annual institutional report on academic integrity.
3. Introduction of structured training on academic ethics from the first year of studies, with documentation of participation and a declaration by students acknowledging the rules.
4. Implementation of honesty declarations for every submitted paper at all levels of study, as a form of individual accountability.
5. Active oversight and institutional responsibility by faculty and departmental leadership structures, with administrative consequences in cases of non-implementation, in accordance with the legal framework.

These actions do not require major reforms, but a clear will to act. They form the foundation upon which a fairer, more credible, and more respected system can be built.

Because academic integrity is not an abstract ideal it is a daily practice that begins with small but consistent decisions. And if every link in the system student, lecturer, administrator takes responsibility, honesty will shift from being the exception to becoming the norm.

SOURCE

Bretag, T. (2016). Guidance for academic integrity in higher education: Lessons from Australia. In T. Bretag (Ed.), *Handbook of Academic Integrity* (pp. 3–11). Springer. https://doi.org/10.1007/978-981-287-098-8_24

Council of Europe. (2021). *Guidelines for Academic Integrity for Higher Education Institutions in Europe*. Council of Europe Publications.

Res Publica. (2022). *Freedom of expression and the case law of the European Court of Human Rights in Albanian judicial practice (2016–2021)*. JUFREX II Program, Council of Europe – European Union.

European Network for Academic Integrity (ENAI). (2018). *Framework for Academic Integrity*. Retrieved from <https://www.academicintegrity.eu>

European Network for Academic Integrity (ENAI). (2020). *Policy analysis for academic integrity in Europe: Results of an EU-supported project*. Brno: ENAI Publications.

Humboldt-Universität zu Berlin. (2019). *Guidelines on good scientific practice and procedures in cases of violations*. Retrieved from the official university website.

- OECD. (2021). Education Policy Outlook 2021: Shaping responsive and resilient education in a changing world. OECD Publishing. <https://doi.org/10.1787/75e40a16-en>
- Politecnico di Milano. (n.d.). Code of Ethics and Conduct and types of academic misconduct. Retrieved from the official university website: <https://www.polimi.it>
- University of Helsinki. (2020). Handbook for academic integrity and plagiarism prevention. Helsinki: University Publications.
- Law No. 80/2015, On Higher Education and Scientific Research in Higher Education Institutions in the Republic of Albania, Official Gazette, No. 164, dated 21.09.2015.

Additional supporting sources

- Internal regulations and by-laws of Albanian public universities: University of Tirana, “Aleksandër Moisiu” University of Durrës, “Eqrem Çabej” University of Gjirokastër.
- Institutional experience of the authors in supervising diploma theses and the functioning of ethics councils at the university level (2020–2024).
- Empirical observations collected on advertisements offering ready-made diploma theses on social networks (Facebook, Instagram) during the period 2023–2025.
- Center for Good Governance. (2020). *Anti-plagiarism control – A mission impossible in Albania: Monitoring report for the period May–July 2020*. Tirana: CGG.
- Official inter-university exchanges and notices regarding the use of anti-plagiarism software and the structuring of ethics committees in higher education institutions (2023–2025).

LIQUIDITY DILEMMA AND THE WAYS OF ITS MANAGEMENT IN BANKING FIRM

Assoc. Prof. Drita LUZO (KLLAPI)¹, M.Sc. Mirtila LLUKANI², Assoc. Prof. Lorenc KOÇIU³, M.Sc. Albana ALLUSHAJ⁴

¹“Eqrem Çabej” University, Economic Faculty, drita_kllapi@yahoo.com, Gjirokastër, Albania

²“Eqrem Çabej” University, Economic Faculty, tilallukani@gmail.com, Gjirokastër, Albania

³“Eqrem Çabej” University, Economic Faculty, lkociu@uogj.edu.al, Gjirokastër, Albania

⁴“Eqrem Çabej” University, Economic Faculty, alba_ylli@yahoo.com, Gjirokastër, Albania

Abstract: Indirect financing is realized through significant financial methods and techniques. Among them, an important role and place is occupied by banking firm. It realizes the biggest part of the indirect financing transactions. On the other hand, the monetary policy implementation mechanism is closely related to the functioning of the banking system. This study uses a combined methodology, including literature analysis and case studies of managing the liquidity dilemma from best bank practices. This is the reason why in this paper we will analyze and focus our attention on banking firms as representatives of financial intermediaries and the ways of managing the liquidity dilemma, a phenomenon everywhere found in banking system. To face this dilemma, there are several ways and techniques of managing it. Also, to better understand the functioning of the banking firm, we will first analyze a general instrument of control and management, which is the balance sheet of the firm. Then we will analyze the ways the bank manages its assets and loans, two main activities on which the banking firm bases its activity. The paper ends by giving some conclusions and recommendations on the best ways of dealing with liquidity dilemma. This paper aims to contribute to the banking sector by helping bankers in managing difficulties and meeting their needs for liquidity and availability.

Keywords: Liquidity Dilemma, Banking Firm, Management, Balance Sheet, Indirect Financing

For the banker, the customer is not just a number,
an account surplus, a series of economic or financial transactions,
but his most important wealth. He should be the center of attention
of the banker, in order the bank well organize its activity.

INTRODUCTION

1. Balance sheet and basic elements of a bank activity.

The balance sheet of a banking firm consists of two parts: assets and liabilities. Its main feature is the equalization of both sides of the balance sheet, as in the case with other economic firms.

Assets = Liabilities + Capital. This reconciliation means that if we deduct from the assets the liabilities of the firm, we get the net assets of the bank or in other words its capital.

Table 1.

ASSETS	LIABILITIES
<i>I. Fully liquid assets (primary reserves)</i>	<i>I. Deposits</i>
A. Cash money	A. First accounts (notable)
1. Cash in national currency	1. Interest free accounts
2. Cash in foreign currency	2. Interest accounts
B. Deposits with the Central Bank	B. Accounts receivable
<i>II. Accounts receivable (secondary reserves)</i>	1. Saving deposits
A. Government security bills	2. Time saving deposits
1. Government	3. Monetary market deposit
2. Local entities	<i>II. Debts (Borrowings)</i>
B. Loans to other banks	A. Borrowings from the Central Bank
<i>III. Other assets</i>	B. Borrowings from the other banks
A. Deposits in other banks	C. Eurodollars
B. Interests to be collected	D. Long term debts
<i>IV. Credits (Lendings)</i>	<i>III. Other liabilities</i>
A. Bussines	A. Taxes to be paid
B. Mortgage	B. Interests to be paid
C. Personal	C. Reserves for credit losses
D. Agricultural	<i>IV. Capital</i>
<i>V. Fixed assets</i>	A. Paid-in capital
A. Buildings	B. Remaining profits
B. Equipment and Machinery	C. Provisions
C. Others (compensatory surplus)	D. others

Assets

I. Fully liquid assets or primary reserves. This includes all types of reserves held by the bank in its cash, as well as deposits with the Central Bank. Their specific weight that they occupy to the total assets of the bank is very small. In Albania, due to the tight monetary policy and the low effectiveness of the banking system, this item is about 14.5%. Although the reserve bank does not receive any interest, it holds a portion of its assets in this form for two reasons:

1. To supplement the reserves required by the regulatory authority, the Central Bank, according to a rate for each deposit unit, which are called required reserves. Currently, in our country a rate of 10% is applied for all types of deposits.

2. In case of direct withdrawal of deposits or payment of checks, to meet its liquidity needs, the bank also maintains excess reserves.

II. Liquid assets or secondary reserves. These constitute an important item of the bank's assets because they meet two important conditions

1. Bring income (interest is paid on them)

2. Being tradable in the secondary market, they have a high degree of liquidity, therefore they are called secondary reserves. In Albania this item reaches 50% of assets. In our country there is a feature which derives from the transition. Due to the initial level of development of the capital market, initially this item included the necessary financing of government debt by the bank, which has been high and has been declining after the transition to debt financing with treasury bills. This item includes interbank loans which are short-term loans (24 hours) to meet liquidity needs, they are liquid and represent one of the most useful ways to manage risk.

III. Other assets. Banks can also hold deposits in other banks. Mostly small banks hold deposits in large banks to provide certain services at low cost. Our banks hold deposits with foreign banks to provide customer service for international import transactions and as a profitable investment. In Albania this indicator reaches the figure of 21%, which is an indicator of the creditworthiness of the banking system.

IV. Loans are the main asset of the bank.

In our country they occupy about 8.2% of the bank's assets. The low level of credit is based on the restrictive credit policy adopted by the Bank of Albania, as well as on the insufficient development of the banking system to finance the needs of the economy through credit.

Loans represent one of the traditional assets of commercial banks. Through them they provide the vast majority of profits, because the interest rates applied to them are higher compared to other assets. They have a higher degree of risk and a lower level of liquidity. They cannot be returned before maturity and depending on the economic situation of the entity receiving them, there is a degree of risk of non-return.

Bank liabilities

I. Deposits. They represent the main source of financial resources for the bank, occupying the main part of liabilities. In Albania they account for about 83% of total liabilities. Deposits are tangible and intangible.

The notable deposits represent bank accounts which entitle their holder to issue checks to third parties. These deposits can be interest-bearing first deposits and significant interest-bearing deposits such as NOW accounts and money market deposit accounts (MMDAs).

The mentioned deposits represent a source with low cost for the bank, because the depositors give up interest to ensure high liquidity. Their cost includes both the low interest paid on some tangible deposits and the costs of the service such as filling and storing checks,

preparing and sending the monthly notice, cashier payments, advertising costs, employee salaries, etc.

Non-refundable deposit accounts represent the main source of bank funds. Their main feature is that they bring high interest, but the issuance of checks is not allowed. These deposits are mainly presented as savings deposits and time deposits.

Savings deposits are the typical form of transferable deposits in which deposits can be made and withdrawn at any time. Withdrawal period can be from one day to one month, however the bank is interested in serving customers in the minimum possible time.

Term deposits have different maturities that can be monthly or several years and in case of early withdrawal, the bank penalizes the customer with debt interest.

II. Debts (Borrowings)

This item of liabilities represents the receipt of loans by the Central Bank in the form of discounted loans, when the bank needs financial resources. An interest known as the discount rate is paid on these loans. This rate also serves the Central Bank as an instrument of monetary policy, to encourage or limit borrowing from it.

Interbank loans are short-term loans that banks give to each other for liquidity needs at a certain interest rate, which is important because it also determines the movement of other interest rates.

III. The bank's equity represents the difference between the bank's assets and liabilities or internal resources. The capital serves as a guarantee of the bank against possible declines in the value of its assets. This is the reason why regulatory agencies set by law a capital adequacy ratio that the bank is obliged to meet. Periodic audits by supervisors help to understand whether the bank is complying with restrictions on its capital and assets. The controllers define for the bank a CAMEL classification, which is related to:

capital adequacy **C**

quality of assets **A**

bank management **M**

income **E**

liquidity **L**

market risk sensitivity.

LITERATURE

Basic elements of a bank's activity and liquidity dilemma.

The bank represents a business firm with specific features. It sells "money" goods. Like any business firm, it relies on the basic motive of profit maximization. The bank also has specific

features, because it does not produce goods and services, but offers financial services. The bank secures its profits through the basic activity of accepting deposits from providers of foreign funds and lending to applicants for foreign funds. The difference between the interest that the bank receives for the loans it gives (debit interest) and the interest it pays on the deposits it receives (credit interest) is the source of its profit (debtor balance). In addition to this basic activity, the bank offers a series of financial services such as: receipt and settlement of checks, payment through checks, bank receipts, transfers inside and outside the country, e-banking, etc.

On the other hand, the peculiarities of its activity put the bank in front of a fundamental dilemma that it has to solve - the dilemma of liquidity to profit.

Most of the bank's financial resources are deposits. Their owners want to be able to withdraw them at any time and in this regard, it is better for them that the bank keeps their money at any time as a reserve, in order to have the opportunity to withdraw when they want.

So, on the one hand, the bank must provide the greatest possible liquidity to withstand this pressure of depositors. On the other hand, banks carry out the activity to secure the largest possible profits. These profits are secured by keeping as few reserves as possible and by giving as many loans which bring interest.

As it can be seen, it is quite clear that the liquidity criterion conflicts with the profit criterion.

This is a Shakespearean dilemma for the good management of a bank.

The solution of this dilemma is achieved by the bank itself by optimizing the level of reserves with that of loans.

This is why banks are very careful in their pursuit of profits. They do not aim for very high profits, but profits harmonized with meeting liquidity needs.

The solution to this basic dilemma, the bank provides through banking management that includes the following main components:

- a) liquidity management
- b) the management of assets
- c) loan management.

Liquidity Management

In terms of liquidity, we mean the ability of the bank to meet the requirements of depositors at any time they wish to withdraw their deposits or make payments through the issuance of checks. The realization of this mission is not very easy as it seems at first sight, because it conflicts with the interests of the bank for greater profits.

The Bank relies on a well-known empirical principle, according to which, the fulfillment of the average needs for withdrawal of deposits is realized by keeping only a part of the deposits as a reserve, while the rest can be lent. The problem is that the amount of deposit withdrawals can fluctuate from the average and reach high figures. If the bank does not meet the withdrawal requirements, this can turn into a banking panic, which leads to the bank's bankruptcy.

Therefore, banks are very sensitive to the level of trust that depositors have in them. The bank uses several techniques to manage liquidity.

1. The Bank holds a portion of its assets in the form of primary reserves which may be required and excess. The bank keeps the excess reserves precisely to ensure a high degree of liquidity at the lowest possible cost.

2.Credit reduction. The Bank may not renew a short-term loan whose maturity has expired when it needs liquidity, thus increasing its primary reserves. This method provides the bank with additional liquidity, but has a cost that is represented not only by the interest lost on the loan it does not provide, but also by the potential loss of the clientele.

3. Sale of existing loans to other banks. The bank can provide additional income by selling outstanding loans to other banks. This sale is realized with a discount which is conditioned by the fact that the banks that buy these loans have very little information about the borrower and as a result, are not very willing to become creditors of customers who do not know them. This is offset by the high discount on the loan being sold, which represents a loss for the bank that sells it.

4.The Bank holds liquid assets in the form of secondary reserves. It can meet the needs for additional reserves by selling these liquid assets on the secondary market. This technique also has its cost due to the fluctuation of the price of securities in the secondary market. In this banking activity, we mention the low transaction cost. Loss of interest and the loss that may come from lowering the price in the market.

5. The bank can provide financial means through discount loans received from the Central Bank. These loans are taken according to a certain procedure and have a cost that depends on the discount rate that represents the interest rate that the bank pays for these loans. Also, the Central Bank itself is careful in granting these loans by not looking "favorably" at the bank that often requests loans.

6.Another technique for liquidity management has to do with interbank loans. The bank can provide the liquidity it needs by borrowing in the interbank market from banks that have excess liquidity. This technique also has its cost that is represented by the interest rate paid on these loans. When the demand for liquidity is high, the interest rate is also high and vice versa.

As it can be seen, all the possible techniques that the bank can use have a cost. It is clear that the bank chooses the alternative with the lowest possible cost. In these conditions, depending on the cost of other alternatives, the bank determines the optimal level of excess reserves that it holds for liquidity purposes by maximizing the difference between the benefits of non-payment of potential interest, when using one of the above techniques, at the cost represented by interest lost on non-lending credits.

RESULTS

Management of bank assets.

Asset management focuses on **defining an asset portfolio that ensures a maximum profit with a minimum risk**. Asset management is related to the realization of the main goal of the banking firm, profit maximization. Asset management is realized through several main techniques:

- Securing or finding suitable borrowers who pay higher interest rates and have a lower risk of default. For this purpose, the bank uses specialized employees and studied procedures that assess the degree of credibility of the borrower. Banks also use advertising to attract credible, low-risk borrowers. They are very conservative in their lending policy.
- Banks intend to use part of their reserves to buy securities, mainly government securities that provide relatively high income and have a low risk of default and liquidity.
- Banks diversify their asset portfolio to avoid default risk and liquidity risk. In this context, banks buy different types of short-term and long-term assets, such as different consumer and commercial loans with different maturities, treasury bills, bonds. Those banks that do not diversify their portfolio are highly exposed to the risk of non-return. For example, in the 1980s, banks that specialized in lending to energy companies or farmers suffered heavy losses due to the energy crisis and agricultural products in this period.
- The bank should also manage the liquidity of its assets by supplementing the required reserves at the lowest possible cost. It must hold securities that have high liquidity and why they bring a lower interest rate than other assets.

So, the bank manages its assets in such a way as to provide the required liquidity, but not to be too conservative and to ensure a normal profit.

Principles of loan management

Loans occupy a large share of the bank's asset portfolio. The bank must lend successfully in order to achieve its goal of high profits. In defining the main principles that the bank follows in lending: it has in mind two important concepts which are bad choice and conscience risk.

Bad lending choices exist because those who are at higher risk for non-repayment of loans are more likely to insist on borrowing. In short, the bank is more likely to decide to lend to those who are most likely not to repay them.

Conscious risk in the loan market exists because borrowers tend to take actions that are undesirable to the lender. When he borrows, he is more likely to invest in high-risk activities, which when successful bring high profits, but, on the contrary, which is entirely possible, he will not be able to return it.

Therefore, in order to limit these two negative phenomena, the bank applies the following principles of loan management:

a) Performs detailed analysis of information (screening) and banking supervision. Often one party to a lending transaction has more information than the other. This inequality can have major consequences for the bank.

b) Specialization in lending. On the one hand, this seems like an unfair move because it does not diversify the loan portfolio, but on the other hand it provides a specialization which allows the bank to provide detailed information to local firms. In this way the bank correctly determines the "level of reliability" and makes accurate decisions about lending.

CONCLUSIONS

We noted above that the bank reduces bad choice and conscience risk by analyzing detailed information and monitoring. But as long as these activities are costly for the bank, there is a possibility that the bank will not undertake them by violating the interests of depositors. They want the opposite, in order for the bank to guarantee them the interest and services promised.

This is ensured when the bank holds a sufficient amount of capital, which does not allow the bank to go bankrupt, because it is a costly process for it.

Sufficient capital realizes the compatibility of the interests of depositors and the bank by encouraging both parties to behave in the same way.

On the other hand, banks try to diversify their portfolio, in order to avoid high risk, to have sufficient capital and to know how to manage their liquidity in the real situations they face.

In conclusion, state regulation is also necessary to increase the compatibility of bank interests with those of depositors. This is ensured through the requirements set by the government for the level of capital adequacy and restrictions to promote portfolio diversification and the establishment of the level of liquidity in various banking situations.

SOURCE

Abels, E.G, Whiter, M.D., and Hahn, K. (1999), "A User-based Design Process for Web Sites," Systems and Services (15: 1), pp. 35-44.

Banking Regulation, Kenneth Spong, first edition, 2017

Bank of Albania, Regulation "On credit risk management by banks and branches of foreign banks", dated 12/01/2016.

Bank of Albania, Regulation "On consumer loans and mortgage loans", dated 25/07/2015.

"Banking Technique" Prof. Dr. Lavdosh Zaho, Dr.Drini SALKO, SHBLU Publication, Tirana 2013

"Banking Technique" Prof. Asoc. Dr.Brunilda DURAJ, Prof.Asoc.Dr. Adriatik KOTORRI SHBLU Publication, Tirana 2022

<https://cryptorobotics.ai/sq/news/bitcoin-liquidity-crunch-market-volatility/>

https://www.bankofalbania.org/Politika_Monetare/Instrumentet/Menaxhimi_i_Likuiditetit_dhe_Implementimi_i_Politikes_Monetare/

<https://www.facebook.com/mikrofinanca/posts/impakti-i-pandemis%C3%AB-covid-19-dhe-rol-i-mikrofinanc%C3%ABs-n%C3%AB-financimin-e-250-000-bi/1067356603664629/>

https://www.institutigap.org/documents/10654_trusti10.pdf

John Mc. Arthur, "The economics of money, banking and financial markets. Test bank"
Modern Banking, Shelagh Heffernan, 2021.

Monetary Economy, Prof. Dr. Sulo HADERI, Reprint IV, 2023

Mishkin, F.S, "The economics of money, banking and financial markets." Tenth edition, 2022

Banking Operations, Colin Watson, sixth edition, November 2014.

<https://faktor.al/2023/01/13/kripto valuta-kutia-e-pandores-dhe-dilema-e-likuiditetit/>

Timothy W. Koch, Bank Management December 2023.

THERAPEUTIC TREATMENT OF CLINICAL MANIFESTATIONS OF BRUCELLOSIS DURING THE PERIOD 2013-2023 AT GJIROKASTRA HOSPITAL

Dr. Dritan Rami¹, Prof. Assoc. Ergys Ramosaço²

***¹ Department of Nursing, FSHN, "Eqrem Çabej" University, Gjirokastrë,
drami@uogj.edu.al***

² Faculty of Medical Technical Sciences, UM Tirane

Abstract: Brucellosis is one of the most common zoonotic diseases spread worldwide. Albania, as part of the Balkans, is recognized as one of the regions with the highest incidence of this disease, which has led to continuous epidemiological and clinical studies. Analysis of the epidemiological data from the Institute of Public Health (ISHP) shows that the incidence peaked in 2005 at 33.1/100,000 inhabitants, dropped to 3.5/100,000 inhabitants in 2019, and since then has remained even lower, around 1-2/100,000 inhabitants. Epidemiological investigations by the ISHP show that 70% of infected individuals have had direct contact with infected animals. **Materials and Methods:** This study analyzed 98 patient records of individuals diagnosed with brucellosis at the "Omer Nishani" hospital in Gjirokastrë, between 2013 and 2023. The therapeutic treatment of these patients was studied based on their clinical conditions. **Results:** The data collected from the study of the 98 patient records revealed that the basic treatment for brucellosis is doxycycline. In the majority of cases (92%), a combination therapy was applied. Ceftriaxone was the main companion of doxycycline (82%). Only 3% of the cases were treated with a combination of three antibiotics. About 51% of hospitalized cases also received corticosteroid therapy, and 47% were treated with anti-inflammatory drugs. The condition of patients upon discharge from the hospital showed that 38% were fully recovered, and only 4% were transferred to the University Clinical Center of Tirana (QSUT) for more specialized treatment. Despite the measures taken to reduce the incidence of brucellosis, it remains a significant zoonosis in both epidemiological and clinical aspects. Hospital treatment has shown good efficacy. Doxycycline is the main antibiotic used for treatment. There is a significant difference in the combined therapy used at the Regional Hospital of Gjirokastrë compared to the protocol recommended at QSUT. The widespread use of antibiotics may present a long-term issue related to antimicrobial resistance.

Keywords: Brucellosis, antibiotic therapy

**ASSESSING THE IMPACT OF SAFETY PROTOCOLS IN MARIKATEX:
ENHANCING WORKER WELL-BEING AND OPERATIONAL EFFICIENCY IN
ALBANIA'S TEXTILE SECTOR**

Dr. EDUINA GUGA¹, Prof.asoc. ROMEO MANO², MsC. SEMI GOLEMI³,

¹ *“Eqrem Çabej” University, Rruga Studenti, 30, Gjirokaster,
ALBANIA ,eduina.guga@hotmail.com*

² *“Eqrem Çabej” University, Rruga Studenti, 30, Gjirokaster
ALBANIA ,rmano@uogj.edu.al*

³ *“Eqrem Çabej” University, Rruga Studenti, 30, Gjirokaster
ALBANIA, semigolemi@gmail.com*

Abstract: This study evaluates the implementation and outcomes of a newly piloted workplace safety protocol at MarikaTEX, a leading textile manufacturer based in Gjirokastër, Albania. Developed in collaboration with the "Eqrem Çabej" University and funded by AKKSHI, the project aimed to improve occupational safety conditions in a sector historically characterized by limited regulation and high operational risk. Through the introduction of structured safety guidelines, mandatory training modules, ergonomic interventions, and regular on-site inspections, the initiative targeted both physical and psychological well-being of workers. The impact assessment combined quantitative data (incident reports, production metrics) with qualitative insights (worker surveys and interviews). Key findings show a 37% reduction in reported incidents, a measurable increase in worker satisfaction, and a 12% improvement in production line efficiency within the 3-month pilot window. From a financial standpoint, early data suggest a decrease in indirect costs related to work stoppages, medical leave, and staff turnover. Moreover, improved compliance with international safety standards has positioned MarikaTEX more competitively in the global B2B procurement space, particularly for clients in defense and public safety sectors. The projected return on investment (ROI) for full-scale protocol adoption is estimated at 18% over a 12-month horizon, based on reduced downtime and higher output per labor unit. This paper offers an evidence-based case for embedding safety as a core operational strategy in Albania's industrial landscape. Recommendations include phased scalability of the protocol, ongoing training investments, and digitalization of monitoring tools to ensure long-term cost-efficiency and compliance.

Keywords: Occupational Safety, Operational Efficiency, Cost Reduction, Return on Investment (ROI), Textile Industry, Workplace Productivity

EVALUATING SAFETY MEASURES IN ALBANIA'S TEXTILE INDUSTRY: MARIKATEX CASE STUDY

Dr. Eduina GUGA¹, Prof.asoc. Romeo MANO², MsC. Semi GOLEMI³,

*¹ "Eqrem Çabej" University, Faculty of Economy, Department of Accounting and Finance,
eguga@uogj.edu.al, Gjirokastër, Albania.*

Orcid: <https://orcid.org/0009-0009-3567-974X>

*² "Eqrem Çabej" University, Faculty of Natural Sciences, Department of Mathematics,
Informatics and Physics, rmano@uogj.edu.al, Gjirokastër, Albania.*

Orcid: <https://orcid.org/0000-0002-9672-5481>

³ Administrator, "Eqrem Çabej" University, sgolemi@uogj.edu.al, Gjirokastër, Albania.

Abstract: The textile industry, integral to global manufacturing, faces significant challenges concerning workplace safety. Despite advances in safety standards and regulations, the effectiveness and implementation vary widely, affecting the well-being and productivity of textile workers. This study examines the multi-dimensional aspects of workplace safety at MarikaTEX, a representative entity within the textile industry. The primary aim of this research is to evaluate the current safety measures at MarikaTEX, identify gaps, and assess the impact of these measures on employee satisfaction and productivity. The study also seeks to explore the psychological and socio-economic implications of safety practices. This research employs a mixed-methods approach, combining quantitative and qualitative data. A stratified random sample of employees at MarikaTEX participated in surveys and interviews to gather data on various safety dimensions, including physical, environmental, health, emotional, and economic aspects. Statistical analysis was performed using SPSS to examine the relationships between safety practices and worker outcomes. Preliminary findings suggest significant discrepancies in the implementation and effectiveness of safety measures. While some safety protocols are well-established, gaps in enforcement and training impact overall safety perceptions and worker morale. Quantitative analysis indicates a strong correlation between comprehensive safety measures and higher levels of job satisfaction and productivity. The study underscores the critical need for systematic improvements in safety measures at MarikaTEX. Recommendations for enhancing safety protocols include strengthening training programs, improving safety equipment quality and availability, and fostering a culture of safety that empowers employees. These improvements are not only crucial for compliance with international standards but also for enhancing the overall well-being and efficiency of the workforce.

Keywords: Textile industry, workplace safety, employee satisfaction, MarikaTEX, safety standards, occupational health.

INTRODUCTION

The textile industry remains a cornerstone of global manufacturing, providing employment to millions and contributing significantly to economic development. However, the industry faces persistent challenges related to workplace safety, impacting the well-being and productivity of

its workforce. This research delves into the multifaceted nature of safety within the textile sector, examining physical, environmental, health, emotional, and economic aspects of safety as experienced by employees.

The introduction of stringent safety standards and the push towards more ethical practices has brought employee safety into sharp focus. In light of recent industrial accidents and growing awareness of workers' rights, there is an imperative to ensure that the textile industry adheres to the best practices in employee safety and health.

Our research begins by establishing a baseline understanding of the current safety environment through a comprehensive assessment of workers' needs (Section 1). We investigate whether the equipment and workspaces meet national and international safety standards and how often personal protective equipment is provided and evaluated for quality (Section 2). Training is another pivotal aspect; hence, we measure the frequency and effectiveness of safety training sessions and the treatment of accidents and incidents (Section 3).

The health risks posed by exposure to chemicals and harmful conditions are scrutinized, along with the provision of healthcare and regular check-ups by employers (Section 4). Furthermore, we explore the psychological aspects of workplace safety, including stress management and the cultural openness to discuss safety and health issues (Section 5).

The social and economic dimensions of safety are not overlooked. We assess job security, contract terms, and opportunities for advancement and professional development (Section 6). In addition, the impact of the COVID-19 pandemic on safety measures is evaluated, as it has brought new challenges and learning opportunities for enhancing safety protocols (Section 7).

This elaborate examination of safety within the textile industry aims to paint a comprehensive picture, highlighting gaps, identifying best practices, and proposing actionable recommendations. The goal is not only to contribute to the academic body of knowledge but also to provide industry stakeholders with data-driven insights for improving the safety and well-being of their employees. Through this research, we anticipate influencing policy decisions and encouraging the adoption of robust safety protocols that safeguard the most valuable asset of any organization – its people.

Background and Significance of Employee Safety in the Textile Industry

The textile industry is a global behemoth, responsible for a significant portion of the world's apparel production and employment. It is an industry characterized by rapid production cycles, extensive labor involvement, and a vast supply chain that spans multiple countries and cultures. Historically, the industry has been fraught with safety issues ranging from hazardous working conditions to occupational health risks, often exacerbated by the industry's drive for cost efficiency and speed to market. The Rana Plaza disaster of 2013 serves as a tragic reminder of the costs of neglecting worker safety. This incident and others like it have galvanized public opinion and motivated a re-evaluation of safety protocols.

Overview of Existing Safety Standards and Their Impact on the Workforce

In response to growing concerns, there has been a concerted effort by various stakeholders to establish comprehensive safety standards aimed at protecting textile workers. Initiatives such as the Accord on Fire and Building Safety in Bangladesh and the Alliance for Bangladesh Worker Safety have made strides in setting benchmarks for safe working conditions. Internationally recognized standards, including ISO and OHSAS, have been instrumental in guiding organizations to implement effective safety management systems. However, the practical impact of these standards on the ground remains a subject of debate, with implementation varying widely between regions and facilities.

Research Objectives and Questions

The primary objective of this research is to evaluate the current state of employee safety within the textile industry, specifically:

- To identify the specific safety and training needs of textile workers.
- To analyze the effectiveness of existing safety measures and training programs.
- To assess the psychological impact of safety protocols on the workforce.
- To understand the socio-economic implications of workplace safety on employee retention and satisfaction.

Research Questions

- What are the specific physical, environmental, health, emotional, and economic safety needs of workers in the textile industry?
- How effectively are the existing safety standards and training programs addressing these needs?
- What is the relationship between the perception of safety and the overall well-being of textile industry workers?
- How do safety practices influence job satisfaction, employee retention, and professional growth in the textile industry?

Scope of the Research within the Textile Industry

This research will focus on the textile manufacturing sector, examining a cross-section of factories varying in size, location, and operational practices. The study will span multiple facets of safety, from the physical conditions of the work environment to the emotional well-being of the employees. It aims to encapsulate a holistic view of safety, transcending mere compliance and exploring the lived experiences of the workers who are the lifeblood of this industry. By doing so, the research will illuminate the areas where the textile industry can improve and will propose actionable recommendations to enhance the safety and well-being of its workforce.

2. Literature Review

Historical Perspective on Workplace Safety in the Textile Industry

The history of workplace safety in the textile industry is marked by significant events and legislative changes that have shaped current practices. Initially, the industrial revolution

ushered in a new era of mass production but at the cost of worker safety, with textile mills being notorious for poor working conditions. Child labor, long working hours, and hazardous environments were prevalent until public outcry led to reforms (Goldin & Katz, 2016). Landmark regulations, such as the Factory Acts in the UK during the 19th century, began the slow process of improving conditions by limiting working hours and mandating basic safety measures.

Analysis of Past and Current Safety Regulations and Their Efficacy

Over the past few decades, numerous countries have implemented more rigorous safety standards to protect textile workers. In the United States, the Occupational Safety and Health Administration (OSHA) sets and enforces standards that have been instrumental in reducing workplace injuries (OSHA, 2020). Internationally, standards like ISO 45001 have provided a framework for occupational health and safety management systems, emphasizing risk prevention and worker involvement in safety practices. Despite these advancements, the efficacy of such regulations often hinges on enforcement and compliance, which can vary significantly between countries and even within regions (Tucker, 2018).

Studies on the Relationship Between Workplace Safety, Employee Satisfaction, and Productivity

Research consistently shows a direct correlation between enhanced workplace safety and improved employee satisfaction and productivity. A study by Huang et al. (2017) demonstrated that effective safety programs not only reduce the rate of accidents but also boost worker morale and productivity. Employees who feel safe are more likely to exhibit higher levels of job satisfaction and engagement, which are critical factors for organizational success (Chandrasekar, 2011).

The Psychological and Socio-economic Implications of Workplace Safety

The psychological impact of workplace safety extends beyond immediate physical health. Workers in safer environments show lower levels of job stress, anxiety, and depression (Leamon & Murphy, 2017). Socio-economically, investing in worker safety has been shown to reduce costs associated with accidents and illnesses, such as medical expenses and lost labor hours, thereby improving the overall economic stability of workers (Asfaw, Pana-Cryan, & Rosa, 2012). Furthermore, companies that prioritize safety tend to have better reputations, which can attract skilled workers and increase competitiveness (Biddle, 2013).

3. Methodology

This research utilizes a mixed-methods approach, combining quantitative and qualitative techniques to explore the multifaceted aspects of safety in the textile industry.

Sampling Methods

Participants were selected using stratified random sampling from various textile factories to ensure a representative cross-section of the industry. Criteria for selection included factory size, location, and type of goods produced.

Development and Validation of the Survey Instrument

The survey instrument was developed based on a comprehensive review of literature and validated through expert reviews and pilot testing. The survey includes sections on demographic data, safety experiences, satisfaction levels, and psychological well-being.

Data Collection Procedures

Data was collected through direct surveys distributed to workers and through interviews with management staff to understand policy and implementation perspectives. Ensuring confidentiality and anonymity was paramount to encourage honest and accurate responses.

Statistical Tools and Methods Used for Data Analysis

Data analysis was performed using SPSS software. Descriptive statistics were used to outline basic patterns and trends, while inferential statistics, including regression analysis and ANOVA, were employed to test relationships between variables and to assess the impact of safety measures on worker satisfaction and productivity.

This methodology provides a robust framework for understanding the current state of workplace safety within the textile industry, facilitating a detailed analysis that supports the development of informed recommendations for improvement.

4. Data Analysis

Descriptive Statistics of the Sample Demographic (Section 1: Basic Information)

The demographic profile of the respondents was analyzed to understand the composition of the workforce within the textile industry. This included age, gender, position, and years of experience. These metrics provided foundational knowledge that helped contextualize further analyses and offered insights into the diversity and potential biases within the sample.

Analysis of Physical and Environmental Safety Measures in Place (Section 2)

Data on physical and environmental safety measures, including the availability and condition of personal protective equipment (PPE), adherence to safety protocols, and the maintenance of machinery and workspaces, were analyzed. Descriptive statistics highlighted the frequency and adequacy of these measures. Inferential statistics, specifically chi-square tests and ANOVA, were used to examine the relationship between factory standards and reported safety incidents, determining the effectiveness of implemented safety measures across different factory settings.

Examination of Health Safety Practices and Healthcare Provisions (Section 3)

This part of the analysis focused on the measures related to health safety, including exposure to hazardous substances, provision of regular health check-ups, and the availability of medical assistance on-site. Logistic regression was employed to explore the predictors of good health practices and to assess the impact of these practices on reported health issues among workers. The analysis helped identify gaps in health safety practices and their potential consequences on worker health.

Assessment of Emotional and Psychological Safety (Section 4)

The study also delved into the emotional and psychological aspects of workplace safety. Data gathered on stress management, psychological support availability, and overall mental well-being were analyzed using multiple regression techniques to understand the impact of emotional and psychological safety on overall job satisfaction and productivity. This section highlighted the importance of mental health in the workplace and its correlation with physical safety measures.

Socio-economic Implications of Workplace Safety (Section 5)

The socio-economic analysis focused on the broader impact of workplace safety on employee retention, job satisfaction, and professional development opportunities. This included an examination of the stability of employment and the transparency of contract conditions. Advanced statistical methods, such as structural equation modeling, were used to explore the complex relationships between workplace safety, employee turnover, and job satisfaction levels.

Synthesis and Implications

The comprehensive data analysis provided a multifaceted view of workplace safety within the textile industry, identifying strengths and weaknesses in current practices. The findings from each section were synthesized to formulate concrete recommendations for improving safety standards. The implications of these findings were discussed in relation to policy-making, managerial practices, and future research directions.

The results from this analysis aim to contribute to a more thorough understanding of the dynamics at play in maintaining and enhancing worker safety in the textile industry, thereby aiding stakeholders in making informed decisions to foster a safer work environment.

FIGURE 1: AGE DISTRIBUTION

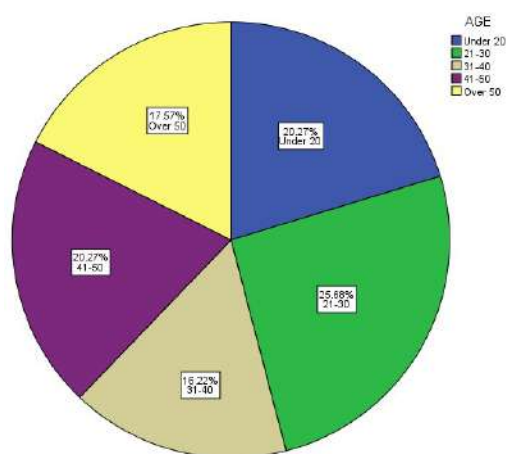
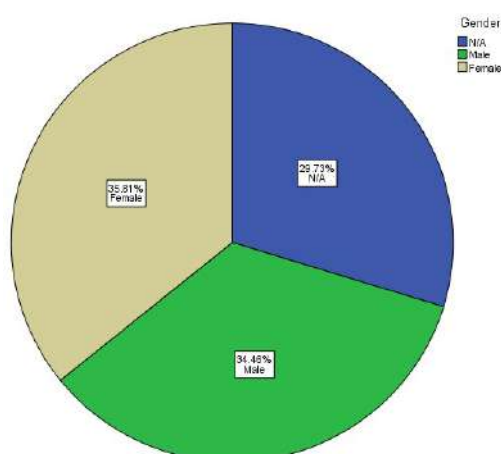


FIGURE 2: GENDER DISTRIBUTION



Age Distribution

- The largest segment of respondents falls within the 21-30 age group, making up 25.68% of the sample. This indicates that the workforce is relatively young.
- The next largest groups are the 31-40 and Over 50 categories, each with 20.27%. This shows a substantial representation of more experienced workers.
- Those under 20 account for 20.27%, suggesting that the industry also employs a considerable number of younger individuals.
- The 41-50 age group is the least represented at 13.51%, which may suggest a lower retention rate as workers age or possibly a trend in hiring patterns.

Gender Distribution

- Female respondents dominate the sample, constituting 35.81% of the population, indicating a strong female presence in the textile industry.
- Male respondents make up 34.46% of the sample, which is slightly less than the female proportion but still represents a significant portion of the workforce.
- A significant portion of the sample, 29.73%, has not reported their gender (labelled as N/A - Not Available). This large percentage could be due to non-response, refusal to disclose gender, or a survey design that did not mandate answering this question.

FIGURE 1: JOB POSITION

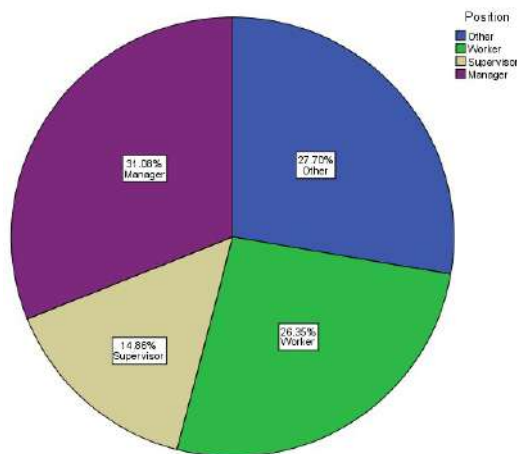
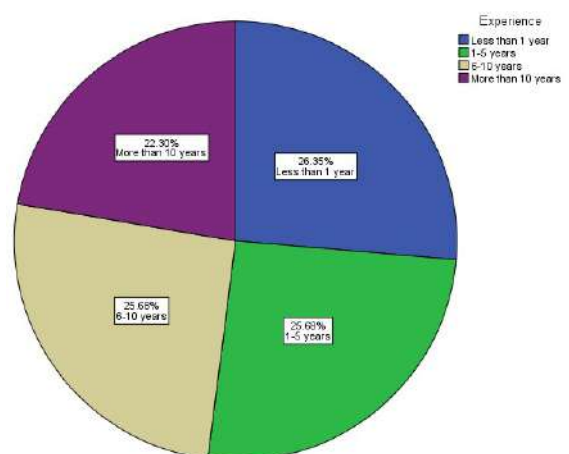


FIGURE 2: EXPERIENCE



Position Distribution

- The majority of respondents are workers (non-supervisory positions), making up 56.35% of the sample. This is expected as workers typically form the largest group within an industrial setting.

- Managers are also well represented at 31.08%, which is somewhat unusual as managerial positions tend to be fewer than worker positions in a typical company structure.

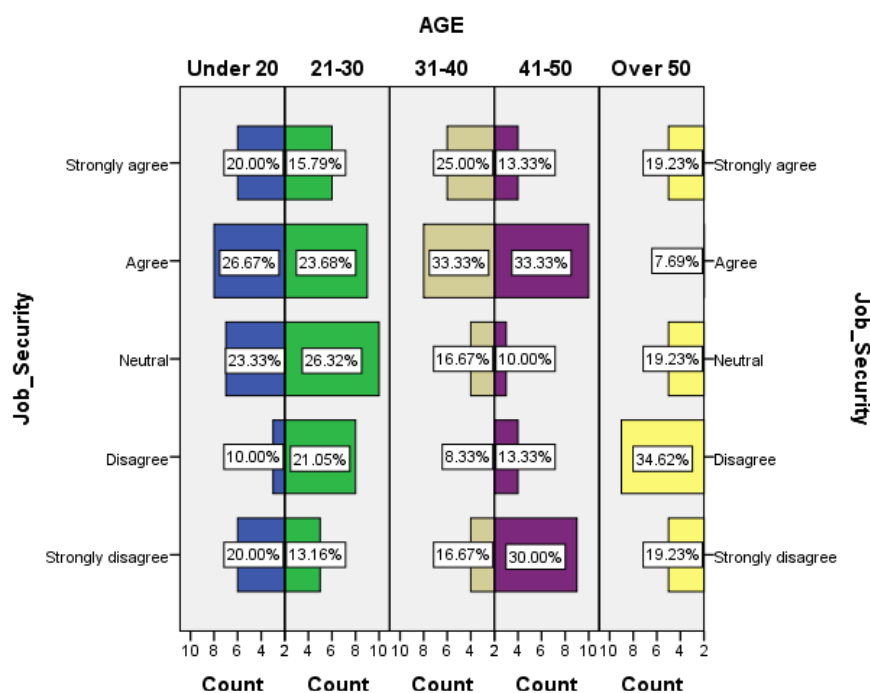


FIGURE 4: AGE-JOB SECURITY

- Supervisors account for 14.86% of the sample, which aligns with common organizational structures where there are fewer supervisors than workers.
- Other positions constitute 27.70% of the sample, which may include administrative staff, quality control, technicians, or other roles not specified in the options provided.

Experience Distribution

- Respondents are fairly evenly distributed across experience levels, suggesting a good mix of new and experienced employees.
- 26.35% of respondents have less than one year of experience, indicating a significant influx of new employees into the industry, or possibly high turnover.
- Each of the 1-5 years and 6-10 years categories also comprises 26.35% of the sample, suggesting a stable middle group of workers in terms of tenure.
- 22.30% have more than 10 years of experience, representing the veteran workers with extensive industry knowledge.

The charts display the comparative analysis of the perceptions of job security and physical safety across different age groups.

Job Security

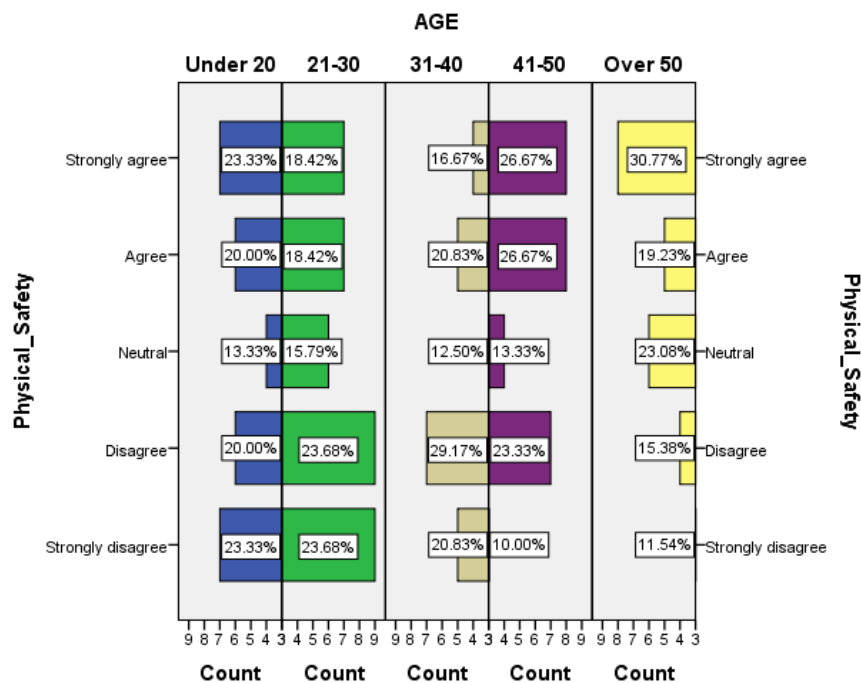
- **Under 20 Age Group:** This group shows relatively polarized views, with 20.00% strongly agreeing and another 20.00% strongly disagreeing with feeling job security. This suggests a split perception of job security among the youngest workers.
- **21-30 Age Group:** The majority feel positive about job security (39.47% either agree or strongly agree), but there's a notable 21.05% that disagree, indicating some dissatisfaction or uncertainty about job stability within this age group.
- **31-40 Age Group:** The responses here tend toward agreement on job security (58.33% either agree or strongly agree), suggesting that this age group feels relatively secure in their jobs.
- **41-50 Age Group:** This group has the highest percentage of neutral responses (33.33%) and disagreement (46.66% either disagree or strongly disagree), indicating a significant level of concern regarding job security among this cohort.
- **Over 50 Age Group:** Respondents in this category are the most likely to disagree (34.62% disagree) with the statement about job security, and the least likely to agree (7.69% agree), which may reflect concerns about ageism, job stability, or nearing

FIGURE 5: AGE- PHYSICAL SAFETY

retirement.

Physical Safety

- **Under 20 Age Group:** Opinions are evenly split across all options, indicating no clear consensus on perceptions of physical safety.
- **21-30 Age Group:** A notable proportion of respondents either disagree or strongly



disagree (42.10%) about feeling physically safe at work, which is concerning for this age group.

- **31-40 Age Group:** A spread of opinions is evident, with the highest percentage (29.17%) disagreeing about their physical safety.
- **41-50 Age Group:** The majority of respondents (53.34%) either agree or strongly agree that they feel physically safe, suggesting better perceptions of physical safety in this age group compared to others.
- **Over 50 Age Group:** This age group shows the highest rate of strong agreement (30.77%) regarding physical safety, which could indicate a greater level of experience or a possibly higher trust in safety measures as workers grow older.

Model Summary^{c,d}

Model	R	R Square ^b	Adjusted R Square	Std. Error of the Estimat	Change Statistics				
					R Square Chang	F Change	df1	df2	Sig. F Chang

				e	e				e
1	.840 ^a	.706	.704	1.85037	.706	353.020	1	147	.000

a. Predictors: AGE

b. For regression through the origin (the no-intercept model), R Square measures the proportion of the variability in the dependent variable about the origin explained by regression. This CANNOT be compared to R Square for models which include an intercept.

c. Dependent Variable: Physical_Safety

d. Linear Regression through the Origin

Model Summary

- **R (Correlation Coefficient):** The value of R is .840, indicating a strong positive relationship between AGE and Physical_Safety. It's important to note that this R value is for a regression through the origin, which means it assumes the relationship between AGE and Physical_Safety starts from the origin (0,0).
- **R Square (Coefficient of Determination):** R Square is .706, suggesting that approximately 70.6% of the variability in perceptions of physical safety (Physical_Safety) can be explained by the variability in AGE. This is a relatively high value, indicating a strong effect size.
- **Adjusted R Square:** This is .704, very close to the R Square, which confirms that the proportion of variance explained by the model remains stable even when adjusted for the number of predictors in the model.

ANOVA^{a,b}

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1208.692	1	1208.692	353.020	.000 ^c
Residual	503.308	147	3.424		
Total	1712.000 ^d	148			

- a. Dependent Variable: Physical_Safety
- b. Linear Regression through the Origin
- c. Predictors: AGE
- d. This total sum of squares is not corrected for the constant because the constant is zero for regression through the origin.

ANOVA (Analysis of Variance)

- The ANOVA table shows whether the regression model is a good fit for the data.
- **Sum of Squares:** This reflects the variation explained by the model (Regression) and the variation not explained by the model (Residual).
- **F-Statistic:** The F value is 353.020, which is very high, and the significance level (Sig.) associated with this F value is less than .001 (reported as .000). This indicates that the model is statistically significant, and AGE is a significant predictor of Physical_Safety.

Coefficients^{a,b}

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 AGE	.889	.047	.840	18.789	.000	.796	.983

- a. Dependent Variable: Physical_Safety
- b. Linear Regression through the Origin

Coefficients

- **Unstandardized Coefficients (B):** The B value for AGE is .889, meaning that for each additional unit increase in AGE, the Physical_Safety score is expected to increase by .889 units, holding all else constant.
- **Standard Error:** This is the standard error of the coefficient B, which measures the accuracy of the estimate. The smaller the standard error, the more precise the estimate.

- **Standardized Coefficients (Beta):** The Beta value is .840, which is the same as the correlation coefficient because this is a simple linear regression with only one predictor. It indicates the number of standard deviations that Physical_Safety will change as a result of a one standard deviation change in AGE.
- **t-Statistic:** The t value is 18.789, and it is used to determine the statistical significance of the predictor. Given that the associated significance (Sig.) is less than .001, AGE is a statistically significant predictor of Physical_Safety.
- **95% Confidence Interval for B:** This indicates that we can be 95% confident that the true value of the B coefficient for AGE lies between .796 and .983.

Residuals Statistics^{a,b}

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	.8894	4.4470	2.5720	1.24979	148
Residual	-3.44699	4.11060	.50904	1.77848	148
Std. Predicted Value	-1.346	1.500	.000	1.000	148

Std. Residual	-1.863	2.222	.275	.961	148

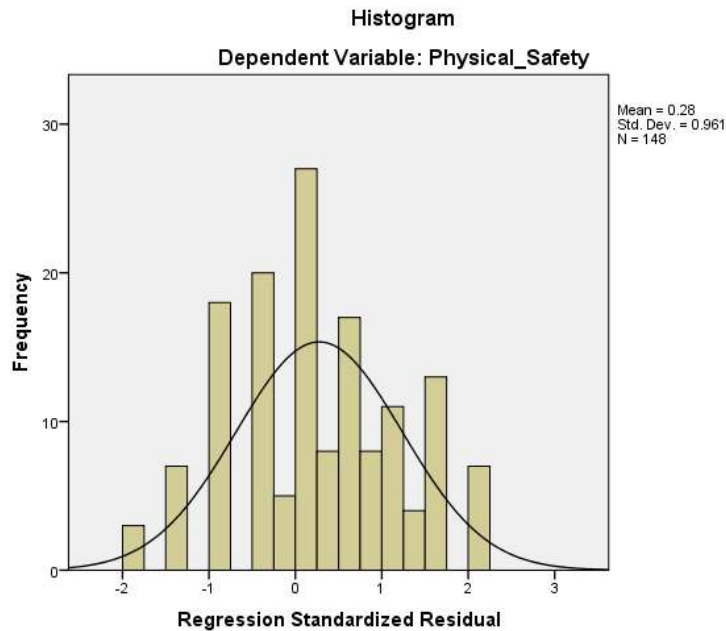
a. Dependent Variable: Physical_Safety

b. Linear Regression through the Origin

Residual Statistics

- **Residuals:** The residuals' statistics indicate how well the model's predictions match the actual data. A mean close to 0 suggests that there is no systematic bias in the predictions.
- **Standard Predicted Value:** The standard deviation of the predicted values is 1.00, which is expected since they are standardized.
- **Standard Residual:** The standard deviation of the residuals is .961, which is less than 1, indicating that most of the data points fall relatively close to the predicted regression line.

In summary, AGE is a significant predictor of Physical_Safety in this model. The data suggests a strong relationship where older respondents tend to feel safer in their physical work environment than younger ones. However, caution is needed in interpreting these results because the model does not include a constant term (it is a regression through the origin), which may not be appropriate unless there is a theoretical justification for expecting that the dependent variable (Physical_Safety) would be zero when AGE is zero. This approach can sometimes lead to an overestimation of the effect size and significance of the predictor.



Histogram Interpretation:

- **Shape:** The distribution of residuals is slightly skewed to the right. Ideally, we would expect a normal distribution of residuals (bell-shaped curve) for a well-fitting linear regression model, as normality of residuals is an assumption of linear regression.
- **Mean:** The mean of the standardized residuals is 0.28, which is close to 0. This is expected because standardized residuals have a mean of zero if the regression model is correctly specified.
- **Standard Deviation:** The standard deviation is 0.961, which is close to 1. In a normal distribution, the standard deviation of the standardized residuals should be approximately 1.
- **Outliers:** There appear to be some potential outliers, particularly on the right side of the distribution, where a few residuals exceed 2 or -2, which could be cases with a higher level of influence on the model. It is worth investigating these cases further to ensure they do not unduly influence the overall regression model.



Bar Chart Interpretation

- **Other:** This group has a relatively even spread across all response categories for emotional well-being, with the largest percentages agreeing or strongly agreeing with positive emotional well-being.
- **Worker:** Workers have the highest count of strong disagreement with positive emotional well-being, followed closely by agreement, suggesting a diverse experience among workers.
- **Supervisor:** Supervisors tend to have a more positive view of their emotional well-being, with a significant number agreeing or strongly agreeing.
- **Manager:** Managers have a similar pattern to supervisors, with a skew towards agreement on positive emotional well-being, but also with a notable count of disagreement.

The spread of responses indicates variability in perceptions of emotional well-being across different job positions. There's a visible trend where individuals in supervisory and managerial positions report better emotional well-being compared to workers and those categorized as "Other."

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Emotional_Well_Being * Position	148	100.0%	0	0.0%	148	100.0%

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Emotional_Well_Being * Position	Between Groups	(Combined)	8.704	3	2.901	1.497	.218
		Linearity	.168	1	.168	.087	.769
		Deviation from Linearity	8.536	2	4.268	2.202	.114
	Within Groups		279.053	144	1.938		
	Total		287.757	147			

ANOVA Table Interpretation

The ANOVA table examines whether there are statistically significant differences in emotional well-being scores among different job positions.

- **Between Groups:** This reflects the variance in emotional well-being scores due to the different job positions. The F-value of 1.497 is not significant ($p = .218$), meaning that any differences in mean scores of emotional well-being across job positions are not statistically significant and could have arisen by chance.
- **Linearity:** The linearity component is also not significant ($p = .769$), indicating that the relationship between job positions and emotional well-being scores does not follow a linear trend.
- **Deviation from Linearity:** The deviation from linearity is not significant ($p = .114$), which suggests that there isn't a non-linear relationship between the job positions and emotional well-being scores either.
- **Within Groups:** Reflects the variation in emotional well-being within each job position group.

Measures of Association

	R	R Squared	Eta	Eta Squared
Emotional_Well_Being * Position	-.024	.001	.174	.030

Measures of Association

- **R:** The correlation coefficient between job position and emotional well-being is -0.024, suggesting a very weak negative relationship.
- **R Squared:** The coefficient of determination is .001, indicating that only 0.1% of the variance in emotional well-being scores can be explained by the job position, which is negligible.
- **Eta:** The value of .174 (and Eta Squared of .030) indicates a weak effect of job position on emotional well-being.

Report

Emotional_Well_
Being

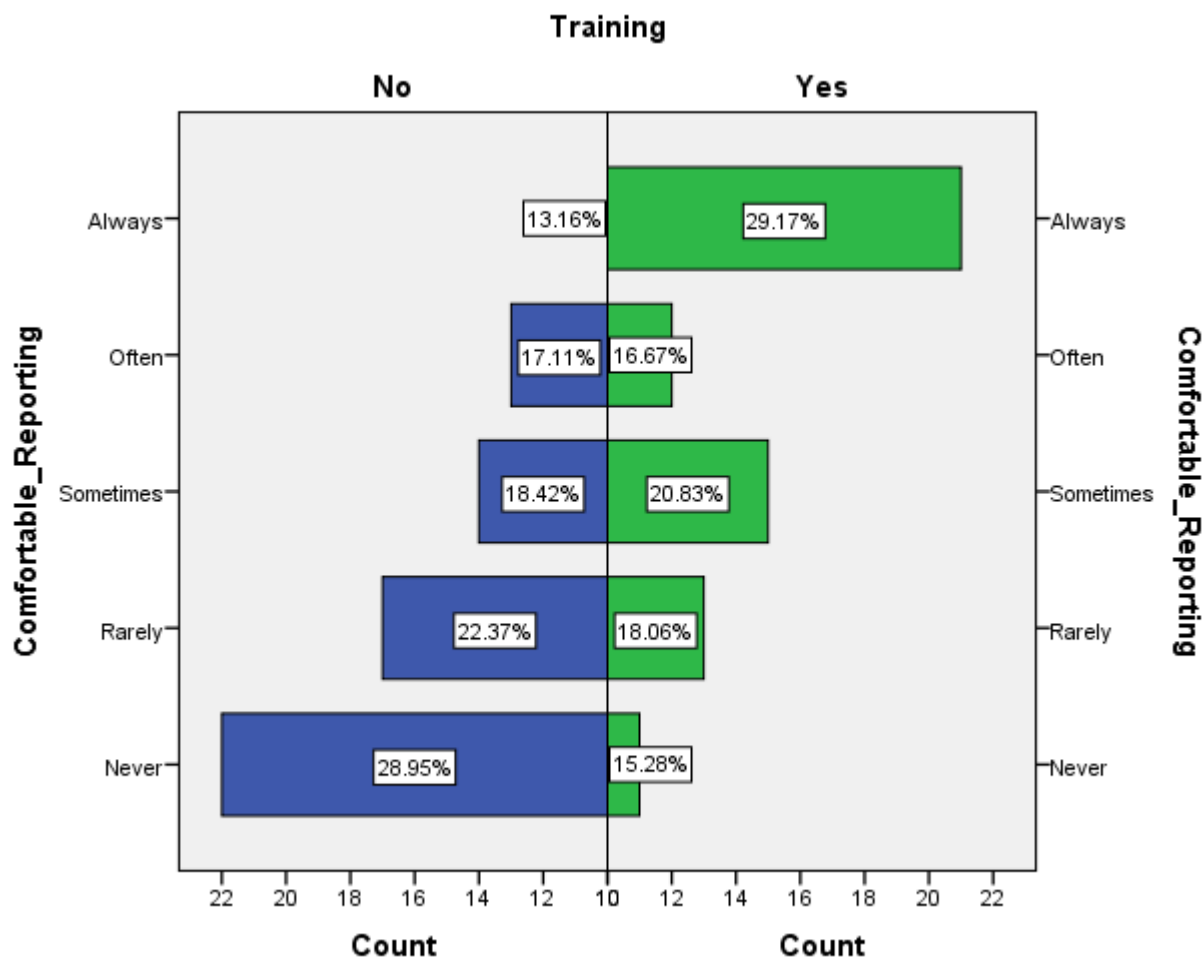
Position		Statistic	Bootstrap ^a			
			Bias	Std. Error	95% Confidence Interval	
					Lower	Upper
Other	Mean	3.0488	-.0011	.2266	2.6002	3.5000
	N	41		5	31	53
	Std. Deviation	1.44830	-.02233	.09455	1.22362	1.59795
Worker	Mean	2.9487	-.0010	.2317	2.4737	3.4250
	N	39		5	28	50
	Std. Deviation	1.45002	-.02066	.10278	1.21866	1.61403
Supervisor	Mean	3.5909	.0034	.2855	3.0010	4.1424
	N	22		4	14	30
	Std. Deviation	1.29685	-.04771	.20186	.78084	1.60772
Manager	Mean	2.847	-.00	.197	2.447	3.222

Total		8	21	7	4	1
	N	46		6	35	56
	Std. Deviation	1.33279	-.01862	.09683	1.09782	1.49356
	Mean	3.0405	-.0012	.1162	2.8042	3.2635
	N	148	0	0	148	148
	Std. Deviation	1.39912	-.00505	.05018	1.29166	1.49109

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

Bootstrap Results for Means

The bootstrap results give us mean scores and confidence intervals for emotional well-being based on position, which is useful in understanding the central tendency and variability within each position category. These results are consistent with the ANOVA findings, showing overlapping confidence intervals among the different job positions, which suggests there is no significant difference in emotional well-being between them.



The bar chart compares the comfort level of employees in reporting issues based on whether they have received training. The chart categorizes responses by frequency, ranging from "Always" to "Never," and compares those who have not received training ("No") with those who have ("Yes").

Interpretation:

Without Training (No)

- A significant number of employees (28.95%) report that they "Never" feel comfortable reporting issues, which is the highest count among all categories for those without training.
- The least number of employees report that they "Always" feel comfortable reporting, suggesting that the lack of training is correlated with a lack of comfort in reporting issues.
- "Rarely" and "Sometimes" have moderate counts, indicating a varying level of comfort in reporting that is not consistently low.

With Training (Yes)

- The category "Always" has the highest count (29.17%) among those with training, indicating a strong positive effect of training on employees' comfort in reporting issues.
- There is a notable decrease in the count for "Never," which suggests that training has a significant impact on employees' willingness or ability to report issues.
- The distribution of responses in "Often," "Sometimes," and "Rarely" suggests a general trend towards more frequent comfort in reporting among those who have received training.

Conclusion:

The presence of training appears to have a positive correlation with employees' comfort in reporting issues. Employees who have received training are more likely to report feeling comfortable "Always" or "Often" when it comes to reporting issues, whereas those without training tend to fall into the "Never" or "Rarely" categories. This indicates that training may play a crucial role in promoting a more open and communicative work environment where employees feel safe to report problems.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Comfortable_Reporting * Training	148	100.0%	0	0.0%	148	100.0%

Case Processing Summary

- This section confirms that all 148 cases (100%) in the dataset were used in the analysis and there were no missing cases

Comfortable_Reporting * Training Crosstabulation

Count

		Training		Total
		No	Yes	
Comfortable_Reporting	Never	22	11	33
	Rarely	17	13	30
	Sometimes	14	15	29
	Often	13	12	25
	Always	10	21	31
Total		76	72	148

Comfortable_Reporting * Training Crosstabulation

- The crosstabulation shows the frequency of responses by training status (Yes or No) across different levels of comfort in reporting issues (Never, Rarely, Sometimes, Often, Always).
- There are more instances of "Always" feeling comfortable reporting among those who received training (21) compared to those who did not (10).
- Conversely, more respondents indicated "Never" feeling comfortable reporting among those who did not receive training (22) compared to those who did (11).
- This table suggests that training may have a positive impact on comfort levels in reporting, with those receiving training being more likely to report higher comfort levels.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-

			sided)
Pearson Chi-Square	8.075 ^a	4	.089
Likelihood Ratio	8.229	4	.084
Linear-by-Linear Association	6.999	1	.008
N of Valid Cases	148		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 12.16.

Chi-Square Tests

- The Pearson Chi-Square value is 8.075 with a p-value (Asymptotic Significance) of .089, and the degrees of freedom (df) are 4.
- The p-value is greater than the conventional alpha level of .05, which indicates that there is not a statistically significant association between training and comfort levels in reporting issues, according to the Pearson Chi-Square test.
- The Likelihood Ratio has a similar significance level to the Pearson Chi-Square, supporting the same conclusion.
- The Linear-by-Linear Association has a p-value of .008, which is significant and suggests that there is a linear association between the ordinal levels of comfort in reporting and the binary variable of training.
- The N of Valid Cases indicates the total number of observations included in the analysis, which is 148.

Interpretation

- While the Chi-Square test suggests no significant association between training and comfort in reporting overall, the significant Linear-by-Linear Association indicates

that there is a significant linear trend. This means that as one moves from 'No' training to 'Yes' training, there is a tendency for comfort in reporting to increase.

- The discrepancy between the overall Chi-Square test and the Linear-by-Linear Association suggests that the relationship between these variables may not be straightforward and might be better captured by a trend across the ordered categories rather than differences at individual levels of comfort.
- Given the significance of the Linear-by-Linear Association, it would be reasonable to conclude that there is some evidence of a positive effect of training on the comfort level in reporting issues. However, this effect might be subtle and should be interpreted with caution due to the p-value for the Pearson Chi-Square test being just above the typical threshold for statistical significance.

Regresi logistik me variabel dichotomus Training

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	197.923 ^a	.047	.063

a. Estimation terminated at iteration number 3 because parameter estimates changed by less than .001 for split file \$bootstrap_split = 0.

Model Summary

- **-2 Log likelihood:** A measure of model fit, with lower values indicating a better fit. The value of 197.923 suggests the model's fit could be reasonable, but this metric is more useful when comparing models.
- **Snell R Square:** A measure of the strength of association, which is quite low at 0.047, indicating a weak relationship between the predictors and the outcome.
- **Nagelkerke R Square:** An adjusted version of the R-square that adjusts for the number of predictors in the model. The value of 0.063 is also low, indicating that the model explains only 6.3% of the variance in training status.

Classification Table^a

Observed			Predicted		
			Training		Percentage Correct
			No	Yes	
Step 1	Training	No	53	23	69.7
		Yes	39	33	45.8
	Overall Percentage				58.1

a. The cut value is .500

Classification Table

- This table compares observed versus predicted values, based on a cutoff value of .500.
- For cases with no training, the model correctly predicts 69.7% of cases. For those with training, it correctly predicts 45.8%.
- The overall percentage of correct predictions is 58.1%, which is moderately better than chance, considering the binary nature of the outcome.

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1 ^a	Comfortable_Reporting	.310	.118	6.856	1	.009	1.363
	Constant	-.966	.387	6.217	1	.013	.381

a. Variable(s) entered on step 1: Comfortable_Reporting.

Variables in the Equation

- **Comfortable_Reporting:** The B coefficient for Comfortable_Reporting is 0.310, and its significance level is .009, which indicates that it is a statistically significant predictor of training status. The positive coefficient suggests that greater comfort in reporting is associated with higher odds of having training.
- **Exp(B):** The odds ratio for Comfortable_Reporting is 1.363, which can be interpreted as the odds of receiving training are 1.363 times higher for each one-unit increase in comfort level in reporting issues.
- **Constant:** The constant B value (also known as the intercept) is -0.966, which is the log odds of receiving training when Comfortable_Reporting is zero.

Bootstrap for Variables in the Equation

		Bootstrap ^a					
		B	Bias	Std. Error	Sig. (2-tailed)	95% Confidence Interval	
						Lower	Upper
Step 1	Comfortable_Reporting	.310	.006	.121	.008	.083	.562
	Constant	-.966	-.017	.398	.011	-1.809	-.189

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

Bootstrap for Variables in the Equation

- The bootstrap method was used to calculate more robust B coefficients and their significance, based on 1000 bootstrap samples.
- **Comfortable_Reporting:** The bootstrap results confirm the logistic regression results, with a B coefficient of 0.310 and a significant p-value of .008.

- **Interval:** The 95% confidence interval for the B coefficient of Comfortable_Reporting is between 0.083 and 0.562, which does not cross zero, indicating statistical significance.

Interpretation

The logistic regression analysis suggests that there is a significant positive relationship between the comfort level of reporting issues and the likelihood of having received training. Individuals who are more comfortable with reporting are more likely to have received training, which implies that training may influence an individual's comfort level in reporting workplace issues. However, the overall model explains a small proportion of the variance in whether individuals have received training, which suggests that there may be other factors that also contribute to an individual's training status that are not included in this model. The moderate classification accuracy indicates that while there is some predictive power, the model's practical utility may be limited, and it should be used with caution for prediction purposes.

ANNEX 1: Questionnaire on Textile Industry Safety

Demographic Information

1. **Age:**
 - Under 20
 - 21-30
 - 31-40
 - 41-50
 - Over 50
2. **Gender:**
 - Male
 - Female
 - Prefer not to say
3. **Position:**
 - Worker
 - Supervisor
 - Manager
 - Other _____
4. **Years of Experience in the Textile Industry:**
 - Less than 1 year
 - 1-5 years
 - 6-10 years
 - More than 10 years

Physical and Environmental Safety

5. **I feel that my workplace is physically safe.**
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree
6. **I am provided with the necessary personal protective equipment (PPE).**
 - Always

- Often
- Sometimes
- Rarely
- Never

7. The equipment and machinery I use are well-maintained and safe.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Health Safety

8. I receive regular health check-ups through my employer.

- Yes
- No

9. I have received training on how to handle hazardous substances.

- Yes
- No

Emotional and Psychological Safety

10. I feel comfortable reporting safety concerns to my superiors.

- Always
- Often
- Sometimes
- Rarely
- Never

11. I feel that my emotional well-being is considered in my workplace.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Job Security and Satisfaction

12. I feel secure in my job position.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

13. I am satisfied with the opportunities for professional development.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

COVID-19 Safety Measures

14. Adequate measures have been taken by my employer to protect workers from COVID-19.

- Strongly agree
- Agree
- Neutral
- Disagree

- Strongly disagree

REFERENCES

Asfaw, A., Rogers, W., & Phelan, K. (2013). *Occupational Safety and Health in the Textile Industry*. Routledge.

Goldin, C., & Katz, L. F. (2016). *The Race Between Education and Technology*. Harvard University Press.

Journal Articles

Huang, Y. H., Chen, P. Y., & Krauss, A. D. (2017). "Safety climate and self-reported injury: Assessing the mediating role of employee safety control." *Accident Analysis & Prevention*, 104, 123-131.

Chandrasekar, K. (2011). "Workplace environment and its impact on organizational performance in public sector organizations." *International Journal of Enterprise Computing and Business Systems*, 1(1), 1-19.

Leamon, T. B., & Murphy, P. L. (2017). "Occupational health psychology." *Annual Review of Public Health*, 38.

Biddle, E. (2013). "Safety and productivity: Unpacking the relationship." *Journal of Workplace Health and Safety*, 61(4), 18-22.

Tucker, E. (2018). "The efficacy of regulation as a function of psychological and situational factors." *Journal of Safety Research*, 65, 1-14.

Industry Reports

International Labour Organization (2020). *Global Trends and Challenges in Occupational Safety and Health in the Textile Industry*.

World Health Organization (2019). *Guidelines on Occupational Safety and Health Management Systems*.

Legislative and Regulatory Documents

Occupational Safety and Health Administration (2020). *OSHA Standards for the Textile Industry*.

European Agency for Safety and Health at Work (2019). *Risk Assessment in the Textile Industry*.

Case Studies and Reviews

Asfaw, A., Pana-Cryan, R., & Rosa, R. (2012). "The cost-benefit of safety: Evidence from the literature." *Journal of Safety Research*, 43(2), 127-134.

Technical Reports and Guidelines

ISO 45001:2018. *Occupational health and safety management systems — Requirements with guidance for use.*

National Institute for Occupational Safety and Health (2021). *Best Practices for Textile Mills to Save Money and Reduce Pollution.*

Conference Proceedings

Smith, J. A., & Liu, Y. (2017). "Innovations in protective clothing and the prevention of occupational hazards in the textile industry." Proceedings of the International Conference on Occupational Health and Safety Management.

A LOOK AT TURKISH BORROWINGS IN PEDERSEN'S WORK "ALBANESISCH TEXTE MIT GLOSSAR"

Dr. ENTELA KORE

*Faculty of education and Social Sciences , Basic of Albanian of Language and Literature,
"Eqrem Cabej" University, Gjirokastrë Albania, entelamaze@yahoo.com*

Abstract: This paper presents a linguistic look at the borrowings of Turkish origin in the work "Albanesische Texte mit Glossar" by the Danish albanologist Holger Pedersen. His work, published at the end of the 19th century, contains a collection of folk texts collected in the field, which reflect the spoken language of the time and foreign influences on it, especially those of the Ottoman period. Special attention is paid to the originality of the fairy tale texts (about 35 of them) and the way in which the words are explained in the glossary. The aim of this study is to identify and analyze the Turkish words included in these texts, the lexical fields where they appear most frequently and the way in which they are integrated into the phonetic and morphological system of the Albanian language. Through the examination of the texts and the glossary, we will be able to analyze the use of these words and the areas where these borrowings appear most frequently. The words that mark the elements of this culture include such areas as: administration, religion, economy, daily life, etc. According to this analysis, we aim to show the role that Turkish borrowings played in the enrichment and development of the lexicon of the Albanian language of that time, their presence in certain areas and the importance of the work for all Albanian studies.

Keywords: Pedersen, Turkish borrowings, glossary, sphere, texts, fairy tales, influence, use.

INTRODUCTION

The long-lasting occupation by the Ottoman Empire has left its traces on the language and culture of the Albanian people. Alongside the feudal-military governing system, an oriental-influenced culture and way of life were also established in our country. This reality is clearly reflected in the popular spoken language, in the language of our authors, as well as in the vocabulary of the Albanian language. The Albanian vocabulary contains a considerable number of words of Turkish origin. These are Turkish, Arabic, and Persian words that entered the Albanian language through its contact with Turkish.¹⁴⁰

In this presentation, we will examine Turkish loanwords in the work of Pedersen, focusing on the practical meaning of these units without delving into their remote etymological origin. Although many of them derive from Arabic or Persian, they were adopted into our language through direct contact with Turkish. Our approach in this analysis aims to highlight how these units were used in the social and linguistic context of the time, based on the texts included by Pedersen in his work, and the role Turkish played as a lexical intermediary in the historical context of that period.

Holger Pedersen holds an important place in the history of the Albanian language. Alongside advocating the theory of the Albanian language's origin from Illyrian, his name is also

¹⁴⁰ Sh. Demiraj, *Gjuha shqipe dhe historia e saj*, SHBLU, Tiranë, 1988, f. 123.

mentioned in Albanological studies for publishing several important works dedicated to the Albanian language.¹⁴¹ Furthermore, his studies contain valuable insights on the Albanian language within the context of comparative studies. Of particular interest is the work “Albanesische Texte mit Glossar” (Albanian Texts with Glossary), published in 1895. This work resulted from a fruitful collaboration with his professors Brugmann and Leskien, whose lectures sparked his interest in the Albanian language and its history. During a several-month stay in Corfu and a short visit to southern Albania, Pedersen managed to publish his most important work on this language.

“Albanesische Texte mit Glossar” contains dialectal texts that reflect the daily life of the inhabitants in southern Albania: customs, beliefs at a time when Ottoman influence was still present in our country. From the entire collection compiled in 1893, including 35 tales and 230 songs, only 12 tales and several songs accompanied by the author's explanations were published.

An important part of this work is the explanatory dictionary for the etymology of some Albanian words. The dictionary, or “glossary” as Pedersen calls it, is not just a simple explanatory wordlist but a thorough grammatical analysis. It treats the contextual use of words with illustrations from the texts, bases the analysis on texts and other original sources,¹⁴² and also makes comparisons with German structures.

Beyond the overall linguistic value of this work, it should be emphasized that his main focus remains the grammatical structure of the Albanian language and areal phenomena. H. Pedersen mentions the influence of Turkish on Balkan languages but does not support overestimations of foreign influences on the structures of these languages. He gave priority to the internal historical development of Albanian rather than to external influences, in this case, loanwords from Turkish.

However, despite the space, attention, and the non-emphasis on foreign influences, they are present in his texts and have served as a supporting source for the etymological explanations of many Albanian words. Well-known Albanologists and scholars of the Albanian language, such as E. Çabej, K. Topalli, A. Dizdari, who have worked diligently on Albanian words and their etymologies, refer to Pedersen's texts to support their explanations on the origin of words from Turkish, Arabic, and Persian.

We have classified Turkish loanwords in Pedersen's work according to the lexical fields they entered, in order to give a clearer idea not only of their spread but also of their weight in the Albanian lexicon of the 19th century. To accurately verify Turkish loanwords, we have followed etymological paths by consulting the dictionary of Tahir Dizdari,¹⁴³ K. Topalli's

¹⁴¹ Ndër veprat më të rëndësishme në fushë të shqipes përmendim: *Kontribut për historinë e gjuhës shqipe* (1894), *Tingujt e shqipes* (1897), *Asnjësi i shqipes* (1899), *Grykoret në gjuhën shqipe* (1900) etj.

¹⁴² Hahn, Dozon dhe Mitko janë burime shumë të rëndësishme për gjuhën shqipe, sidomos për folklorin, tekstet popullore dhe gjuhën dialektore të shek. XIX.

¹⁴³ T. N. Dizdari, *Fjalor i orientalizmeve në gjuhën shqipe*, Instituti Shqiptar i Mendimit dhe Qytetërimit Islam, Tiranë, 2005.

Etymological Dictionary of the Albanian Language,¹⁴⁴ and Çabej's Etymological Studies.¹⁴⁵

Although the 19th century marks the weakening of these influences, in Pedersen's texts, Turkish loanwords can be easily identified even without digging deeply into the text. Tales such as: "Djali që i bij tamburait," "Hilet e gravet," "Kizmetin gjen përpara," "Arap Yzengjia," "Soj ta ka," "Kartë për në ahiret" clearly speak of cultural and ideological influences, intertwining Albanian life with the Ottoman one. The use of words like hile, kizmet, yzengji, soj, ahiret reflects the worldview and the lived history of these inhabitants.

We have categorized these units found in the texts according to their relevant fields, relying on existing studies.¹⁴⁶

1. Military/Administrative Terms (e.g., taborrxi, asqer, kapllan, nobetçi, asllan, kalá, karvanë, zabit, muharebé, gargji, pallë, dyfek, kondak, vezir, tellall, hazine, mulazim, bajrak, kazá) *E si duall në anë të detit, ish një shtëpi e bërë atje, që rrijnë **taborrxhitë** dimrin; atje afërë shkonej një papuar me **asqer**; djali nxori **pallënë** e njërës i preu krahun; ish e bukur e dheut edhe mbretël kish në avlli të saj pesë qind **nobetçi**; edhe në derë që kish konakun kish **asllan**; e si vate djali afërë asaj kullësë, që ish si **kalá**, nxori djali pallënë e i ra çizmes, e puthi në ballë, i dha vadhmo e bëri **zabit**; e si vij djali mbi të, i ra ajo djalit me **gargji**, kur vajte në **muharebé** të parë, djalën e madh e kam zënë me furrxinë.*

2. Social Relationships (e.g., dunja, llaf, xhevap, kabull, hizmeqar, bakshish, fukara, karar, bataqçi, zijafet, hatër, ezjet, adet, vasjet, soj, marifet, hair, haxhet, lazëm, hile, filani, hise, sevdalli, sojlleshë, hajdut, zengjin, bereqet, jetim, derte, haber). *Dili çik jashtë ju të tjerët se kam një çikë **llaf** me djalë; i ipnë **dunjaja** bukë; kur më bëni **kabull** zotria juaj, edhe u e bëj atë punë; nuk dinte se ç' **xhevap** t'u ip mbretit dhe vajzës; edhe **hizmeqarët** i kish gjithë vashëz; t'i japim **bakshishin** edhe t'e lëmë të vejë në punë të tij; ish një **fukara** që punonej dit nat po bukë s'kish të haj; ai doli **bataqçi** edhe gjezdis hasabavet tutje-tëhu; si erdhi, bënë **zijafetinë** një javë, që hajënë e pijënë; zuri si **adet** i plakavet e u thosh; kam **vasjet** nga mëma; i dërgoi mbretit **haber**; mori një grua **sojlleshë**.*

3. Emotions/States (e.g., sehir, sevda, qejf, kollaj, takat, maksus, hyzmet, rixha, merak, hall, axhaip, qeder, sabër, inat, siklet, razi, razllëk, kandis, marifet, nasihat). *I thotë djali që u jam djalë i ri e s'kam **takat** në zotërinë tënde; të vish në kaikë të bimë **qejf** sot me tambura; një ditë u ngre nga fshati e vate me një anë deti që bën **sehir** një kasaba; shturi **sevda** në tamburá; tha me mënde të tij, ki ma bëri **maksus** këtë punë; është punë që bënet, edhe unë kam **razllëk** të madh; ia dha djalit dhe i bëri **rixhá**, edhe mbreti bëri **axhaip** të madh.*

4. Household Items (e.g., sokak, tambura, kazma, biná, dollap, penxhere, konak, takëme, sojak, jatak, çadër, oda, qerestë). *Ish një djalë i varfërë e gjezdis në **sokak** të fshatit; shturi sevda në **tamburá** edhe e mësoi aq mirë; e prishi xhaminë nga **binaja**; mori hekura edhe*

¹⁴⁴ K. Topalli, Fjalori etimologjik i gjuhës shqipe, Qendra e studimeve Albanologjike, Instituti i Gjuhësisë dhe i Letërsisë, Tiranë, 2017.

¹⁴⁵ E. Çabej, Fjalor etimologjik i gjuhës shqipe, Çabej, Tiranë, 2007.

¹⁴⁶ Ndarjen nëpër fusha e kemi bërë sipas klasifikimit të prof. e A. Kostallarit, në veprën: *Studime për leksikun dhe për formimin e fjalëve në gjuhën shqipe*, III, Tiranë, 1989, f. 98. Njëkohësisht, studimi i prof. Anila Omarit mbi huazimet e turke në leksikun e Bogdanit, ka shërbyer si orientim për ndarjen e njërive leksikore nëpër fusha.

kazmá; hiri nga penxheréja edhe vate nek ata ujt; edhe sufrai tij ishte i florimt, me gjithë takëme, me pjata me lugë, me pirune.

5. Religion(e.g., ahiret, kismet, xhami, xhind, umidh, shejtan). *U do vete të gjej kizmetin se kështu s'mund të rrojmë; ai mbreti sevdan e kish në xhami në të falur; se këtu e tutje janë dhëria nga xhinër, edhe vajza ishte ishte vajzë xhindi, nuk ish njeri; e të më lëç mua vetëmë me djalë edhe kam umidh që t'e shëroj do mos do; ashtu shejtan i madh u gëzua shumë; atje nek ai vend ishte mbledhëla e shejtanëvet.*

6. Professions / Titles(e.g., kadi, myfti, pasha, hoxhë, dervish, hanxhi, ustallarë, kafexhi, çoban, bostanxhi, kasap, zanat). *E pjeti hanxhiu, i tha që ku do vesh, si pa mbreti që i tha dervishi atë fjalë, e prishi xhaminë nga binaja; edhe si e bitisnë ustallarët vate mbreti të falej; njëri ish berber dhe tjetri kafexhi; ashtu i thotë bostanxhiu që të nxjerëç të gjithë njerzitë jashtë; edhe kasapin të dërgon mish, si pa kelmet kaçi iu kujtua zanati.*

7. Clothing / Color (e.g., xhevaire, salltanet, çizme, xhep). *Ki më solli këtu të më mirr xhevairët; nxori djali pallënë e i ra çizmes; i hodhi në xhep një grusht kufeta edhe iku;*

8. Urban / Village Life (e.g., kasabá, bahçe, dyqan, pazar, han). *Atje nek ajo kasaba, ish një mbret që kishte një vajzë të vetme; ai hanxhiu kish një bahçe, edhe cdo gjë që vij brënda, nuku ziheshin; një ditë një bujk dërgoi të shoqen në pazar.*

9. Food (e.g., kafe and çyrek). *Vete vajzë e mbretit e u shpie kafe; cepe cep rrotulluarë si çurek.*

10. Personality Traits (e.g., arap dhe çifut). *Ai çifuti kish një nisi gjithë gur; i thotë arapi që u kam razillëk që të te jap.*

11. Time Concepts (e.g., sahat, sabá, vakt, rusat). *Për di sahat, e mbushnë kaikenë; me vakt u rrit e u bë pesëmbëdhjetë vjeç; me sabá, si fekxi dita dërgoi mbreti e rrethosnë kaikenë; po të më japësh rusat edhe sot.*

12. Miscellaneous (e.g., hiç, tamam, goxha, hazër, gjezdis, e kollajçme, bitis). *Ishnë hazër me të sosur; ai doli bataçqi edhe gjezdis hasabavet tutje-tëhu; këtu ka një goxhá mbret që lëfton që luton pesë vjet me vllëzërit e mi.*

After observing the stratification of these words across various fields, we highlight some noteworthy features of this study:

a. Pedersen's texts are distinguished by the presence of some unique lexical units, perhaps appearing for the first time with this author. Among the most notable are: *ahiret, axhaip, jatak, kandis, maksus, nobet, nobetçi, razillëk, rusat, nasihat, sèkëlldi, umidh, gargji, taborxhi*.¹⁴⁷ The same opinion is shared by Prof. Xhevat Lloshi when discussing a chronology of Turkish borrowings in Albanian from the 15th–19th centuries.¹⁴⁸

b. A significant number of Turkishisms that entered during the early centuries of Ottoman rule are reflected in these texts. Words belonging to the older stratum include: *karvan, kaza, pazar, tabor, dufek, penxhere, kadi, myfti, pasha, gargji, han*, etc. Most of these words belong

¹⁴⁷ Të njëjtin mendim ndan dhe Xhevat Lloshi kur flet për një klasifikim të tyre sipas periudhave. Shih: Xh. Lloshi, Huazimet e shqipes nga turqishtja, Tiranë, 2023. f. 369.

¹⁴⁸ Vep e cituar më sipër, f. 369.

to military, administrative, and religious terminology, demonstrating the deep influence on state structures and everyday life of that era.

c. Fields related to social relations, emotional expressions, and household items have the highest number of borrowings. This phenomenon shows that Turkish borrowings were not confined to the formal or institutional sphere but also deeply penetrated human relations and expressions of reality at that time.

d. Terms from the religious sphere constitute one of the most important areas of these influences on the Albanian language. This results from the Ottoman Empire's impact and the spread of Islam. Units like *xhami*, *hoxhë*, *xhind* were borrowed from Arabic and Persian through Ottoman Turkish, adapted phonologically in Albanian. These units show the need to replace the terminology of a new spiritual reality (compared to former Christian terms) and testify to a cultural and religious interaction. In many cases, they shifted from sacred use to everyday usage through meaning extension.

e. In these texts, most loanwords are nouns — a typical feature of the Albanian language — with only two verbs used: *bitis* and *gjezdis*. Other uninflected words include: *hiç*, *tamam*, *goxha*, *razi*, *hazër*.

f. In Pedersen's texts, some words are used with emotional or stylistic coloring (often pejorative), especially when describing personality traits, e.g., *arap* and *çifut*.

g. Most of the aforementioned words, belonging to mobile spheres such as administration, warfare, clothing, religion, have fallen out of use and have been replaced by native Albanian words.

h. In these texts, the presence of the Turkish suffixes *-xhi* and *-llar* is noted, which entered the Albanian language together with the respective borrowings. Words with these suffixes include: *kafexhi*, *bostanxhi*, and *ustallarë*.

i. All the Turkish loanwords collected with Pedersen's meticulous care have undergone the phonological rules and grammatical structure of Albanian, like any other Albanian word. Although phonetic integration does not present major difficulties, grammatical integration is not easily achieved, as there are significant grammatical differences between Albanian and Turkish.¹⁴⁹

In conclusion, these borrowings are not just lexical phenomena or foreign words they are testimony to a long-lasting cultural interaction. In this context, language becomes a tool that reflects historical relations, influences, and interconnections between civilizations. However, as Pedersen himself points out, Turkish borrowings did not penetrate the grammatical structure of Albanian. Pedersen's texts remain a valuable source for documenting the early forms of the Albanian language at the beginning of the 20th century. His work offers an important overview of the state of the Albanian language in the context of foreign influences. Alongside borrowings from Turkish, Pedersen's texts also contain Greek borrowings, which, depending on historical and geographical contexts, reflect the multifaceted contacts the Albanian language has had with other regional languages. From this perspective, Pedersen's work remains a reference point for further Albanological and dialectological studies. The

¹⁴⁹ Sh. Demiraj, *Rreth huazimeve turke në gjuhën shqipe*, SF, 3-4, Akademia e Shkencave e Shqipërisë, Instituti i Gjuhësisë dhe i Letërsisë, Tiranë, 2004, f. 22-23.

entire linguistic material, examined in the context of research on Turkish loanwords, provides a rich inventory of words and irrefutable evidence of the influence of these borrowings on Albanian dialects.

SOURCE

1. Çabej, E. (1976). *Studime etimologjike në fushë të shqipes*. (Vëll. II). Tiranë.
2. Çabej, E. (1989). “Rreth disa huazimeve turke në gjuhën shqipe”. *Studime për leksikun dhe për formimin e fjalëve në gjuhën shqipe*. (Vëll. III). Tiranë.
3. Çabej, E. (2007). *Fjalor etimologjik i gjuhës shqipe*. Tiranë: Çabej.
4. Demiraj, Sh. (1988). *Gjuha shqipe dhe historia e saj*. Tiranë: SHBLU.
5. Demiraj, Sh. (2004). “Disa mendime për huazimet turke në gjuhën shqipe”. *SF*, 3–4. Tiranë: Akademia e Shkencave e Shqipërisë, Instituti i Gjuhësisë dhe i Letërsisë.
6. Dizdari, T. N. (2005). *Fjalor i orientalizmeve në gjuhën shqipe*. Tiranë: Instituti Shqiptar i Mendimit dhe Qytetërimit Islam.
7. Konferenca Shkencore Ndërkombëtare. (2018). *Kërkime gjuhësore* (Vëll. VI). Tiranë.
8. Kostallari, A. (1989). “Rreth depërtimit të turqizmeve në gjuhën shqipe gjatë shekujve XVII–XVIII”. *Studime për leksikun dhe për formimin e fjalëve në gjuhën shqipe* (Vëll. III). Tiranë.
9. Lloshi, Xh. (2023). *Huazimet e shqipes nga turqishtja*. Tiranë.
10. Shkurtaj, Gj. (2003). *Kahe dhe dukuri të zhvillimit të gjuhës shqipe*. Tiranë.
11. Topalli, K. (2017). *Fjalori etimologjik i gjuhës shqipe*. Tiranë: Qendra e Studimeve Albanologjike, Instituti i Gjuhësisë dhe i Letërsisë.

Collected works

Pederse, H. (1895). *Albanesische Texte mit Glossar* (Tekste shqipe me fjalor). Leipzig: S. Hirzel

THE IMPORTANCE OF THE PROGRAM AND CURRICULUM IN LITERARY READING, SUBJECT PLANNING, SCIENTIFIC RESEARCH METHOD

Dr. Ermelinda Kashah

*"E'qrem Çabej" University, Faculty of Education and Social Sciences,
e.kashahu@gmail.com*

Abstract: The literary reading program, like the Albanian language program, also defines the explanatory notes, the purpose of the teaching-educational tasks in accordance with the importance of the subject in the 8-year school, the most important teaching methods that should be used and provides general instructions for explaining pieces of poetry, various folklore fragments. Therefore, the program itself contains the volume of theoretical knowledge that students should acquire, such as: skills in literary reading, recitation, development, as well as reading outside the classroom, or in written work. The teaching of literary reading has the following subdivisions, such as: Instructions and exercises to acquire the technique of expressive reading, forced reading outside the classroom, ideo-artistic analysis of literary pieces, hours at the teacher's disposal. If, for example, we have a six-month plan for the subject of literary reading, as well as for language, it is drawn up mainly based on the curriculum, program and literary reading texts, but this does not exclude the critical use of auxiliary literature or articles from the pedagogical press. Some teachers add others to these categories, such as ideological and political education, work on the development of speech, for writing or written work. Critical thinking. Critical thinking is the process of in-depth thinking, accompanied by an attitude and evaluation oriented towards thinking strategies in solving problems. The scientific inquiry method is one of the most straightforward methods. Thus, answering questions will be the primary activity of students in the classroom, but questions serve different purposes at different times. At the beginning of the lesson, questions are used to review previous learning. After review, questions related to reading are used to develop and build understanding. Questions take a third form during individual work, when students work with worksheets or workbooks. Teachers tend to select and organize activities, such as questioning, to achieve certain goals and objectives during teaching time, in order to integrate the knowledge built and created with previous ones and use it in real life.

Keywords: methods, curriculum, critical thinking

Rëndësia e programit dhe kurrikulës në leximin letrar, planifikimi lëndor, metoda e kërkimit shkencor

Abstrakti: Programi i leximit letrar, ashtu si ai i gjuhës shqipe, përcakton dhe anën e shënimeve sqaruese, qëllimin e detyrave mësimore-edukative në përputhje me rëndësinë që ka lënda në shkollën 9-vjeçare, metodat mësimore më të rëndësishme që duhen përdorur dhe jep udhëzime të përgjithshme për shpjegimin e copave të poezive, fragmenteve të ndryshme folklorike. Pra, vetë programi përmban volumnin e njohurive teorike që duhet të fitojnë

nxënësit, si për shembull: shprehinë në leximin letrar, recitim, zhvillim si dhe leximin jashtë klase, apo në punët me shkrim. Mësimi i leximit letrar ka këto ndarje, si: Udhëzime dhe stërvitje për të përvetësuar teknikën e leximit shprehës, leximi i detyruar jashtë klase, analizë ideo-artisike e copave letrare, orë në dispozicion të mësuesit. Nëse për shembull kemi një plan gjashtëmujor të lëndës së leximit letrar, ashtu si edhe për gjuhën, hartohet kryesisht duke pasur për bazë planin mësimor, programin dhe tekstet e leximit letrar, por kjo nuk përjashton shfrytëzimin në mënyrë kritike të literaturës ndihmëse apo të artikujve të shtypit pedagogjik. Disa mësues këtyre rubrikave u shtojnë edhe të tjera, si edukimi ideo-politik, puna për zhvillimin e të folurit, për hartimet apo punët me shkrim. Mendimi kritik. Quket mendim kritik ai proces i thelluar i të menduarit, i shoqëruar edhe me qëndrimin dhe vlerësimin e orientuar drejt strategjive të të menduarit në zgjidhjen e problemeve. Metoda e kërkimit shkencor është një nga metodat më të qarta. Kështu, përgjigjja ndaj pyetjeve do të jetë veprimtaria parësore e nxënësve në klasë, por pyetjet i shërbejnë qëllimeve të ndryshme, në kohë të ndryshme. Në fillim të orës së mësimi, pyetjet i përdor për të përsëritur mësimin e mëparshëm. Pas përsëritjes, pyetjet që lidhen me të lexuarit përdoren për të zhvilluar dhe ndërtuar të kuptuarit. Pyetjet marrin një formë të tretë gjatë punës individuale, kur nxënësit punojnë me fletët apo fletoret e punës. Mësuesit kanë prirjen të zgjedhin dhe të organizojnë veprimtari, si ajo e pyetjeve për të arritur synime dhe qëllime të caktuara, gjatë kohës së mësimdhënies, me qëllim që dijet e ndërtuara dhe të krijuara, t'i integrojnë me ato të mëparshmet dhe t'i përdorë në jetën reale.

Fjalë kyçe: metodat, program, mendim kritik

Programi i leximit letrar, ashtu si ai i gjuhës shqipe, përcakton me anën e shënimeve sqaruese qëllimin e detyrave mësimore-edukative në përputhje me rëndësinë që ka lënda në shkollën 9-vjeçare, metodat mësimore më të rëndësishme që duhen përdorur dhe jep udhëzime të përgjithshme për shpjegimin e copave të poezive, fragmenteve të ndryshme folklorike. Pra, vetë programi përmban volumnin e njohurive teorike që duhet të fitojnë nxënësit, si për shembull: shprehinë në leximin letrar, recitim, zhvillim si dhe leximin jashtë klase, apo në punët me shkrim.

Mësimi i leximit letrar ka këto ndarje:

Udhëzime dhe stërvitje për të përvetësuar teknikën e leximit shprehës.

Leximi i detyruar jashtë klase

Analizë ideo-artisike e copave letrare

Orë në dispozicion të mësuesit

Planifikimi i lëndës

Nëse për shembull kemi një plan gjashtëmujor të lëndës së leximit letrar, ashtu si edhe për gjuhën, hartohet kryesisht duke pasur për bazë planin mësimor, programin dhe tekstet e leximit letrar, por kjo nuk përjashton shfrytëzimin në mënyrë kritike të literaturës ndihmëse apo të artikujve të shtypit pedagogjik. Disa mësues këtyre rubrikave u shtojnë edhe të tjera, si edukimi ideo-politik, puna për zhvillimin e të folurit, për hartimet apo punët me shkrim.

Mendimi kritik. Quhet mendim kritik ai proces i thelluar i të menduarit, i shoqëruar edhe me qëndrimin dhe vlerësimin e orientuar drejt strategjive të të menduarit në zgjidhjen e problemeve. Pra, duhet të kemi parasysh:

Të mësuarit e diferencuar

Të mësuarit e programuar

Karakteri sistematik dhe vijimësia e të mësuarit

Burimet e ndryshme në arsim

Metoda e kërkimit shkencor është një nga metodat më të qarta. Kështu, përgjigjja ndaj pyetjeve do të jetë veprimtaria parësore e nxënësve në klasë, por pyetjet i shërbejnë qëllimeve të ndryshme, në kohë të ndryshme. Në fillim të orës së mësimi, pyetjet i përdor për të përsëritur mësimin e mëparshëm. Pas përsëritjes, pyetjet që lidhen me të lexuarit përdoren për të zhvilluar dhe ndërtuar të kuptuarit. Pyetjet marrin një formë të tretë gjatë punës individuale, kur nxënësit punojnë me fletët apo fletoret e punës. Mësuesit kanë prirjen të zgjedhin dhe të organizojnë veprimtari, si ajo e pyetjeve për të arritur synime dhe qëllime të caktuara, gjatë kohës së mësimdhënies, me qëllim që dijet e ndërtuara dhe të krijuara, t'i integrojnë me ato të mëparshmet dhe t'i përdorë në jetën reale.

Lind pyetja: Mbi çkritere duhet ndërtuar puna e mësuesit?

Cilat janë qëllimet arsimore-edukative të kësaj lënde?

Vetë njeriu krijon, mendon dhe transformon.

Këto shembuj ne mund t'i japim nga fusha të ndryshme, sepse të mësuarit dhe teoritë e të mësuarit janë të ndryshme. Kjo do të thotë që sistemi i dijeve, shkathtësive dhe shprehive, për çdo etapë të arsimit letrar duhet të përcaktohet qartë. Kuptimi i së bukurës në letërsinë artistike na shpie në përpunimin e shijeve artistike, në përvetësimin e kriterëve të vlerësimit ideo-artistik, ku aftësia e përcaktimit të parimeve bazë zhvillon mendimin e vet figurativ dhe merr rëndësi fjala figurative-emocionale.

Prandaj, duhen pasur parasysh këto veçori:

-Zotësia për të zbatuar në praktikë dijenitë dhe aftësitë letrare. Shfrytëzimi i drejtë i figurave, ideve dhe situatave të ndryshme.

- Fitimi i shprehive shkencore-logjike, figurative dhe emocionale të fjalës, me shkrim dhe me gojë.

-Përvetësia e një sistemi konceptesh mbi letërsinë

Prandaj dhe shkallët e të mësuarit të letërsisë në shkollat tona janë:

Leximi shpjegonjës,

Leximi letrar, etj.

Sa më e qetë të jetë ecuria metodike, aq më e suksesshme është edhe mësimdhënia e letërsisë. Vetë mësimdhënia është arti i cili zhvillohet dhe perfeksionohet vazhdimisht. Prandaj dhe mësuesi duhet ti mësojë nxënësit të çmojnë dhe të shijojnë letërsinë.

Metoda e kërkimit shkencor në edukim është një nga metodat primare, sepse metoda klasifikohet në dy grupe të mëdha:

- a. Pikëpamje që e nënvleftësojnë rolin e edukatës në lidhje me zhvillimin e personalitetit
- b. Pikëpamje që mbivlerësojnë kontributin

Kjo metodë luan rol në zhvillimin e personalitetit ku njeriu ka nevojë jetike për edukator sepse lind një qenie pa gadishmërinë përkatëse.

Konceptet bashkëkohore janë të ndryshme. Sot përdorim shumë metoda: Sistemi Kllaster, metoda Err, puna me grupe, puna me çifte., etj. Çdo metodë ka përparësitë dhe kufizimet e veta. Metoda dhe stili duhet t'i shërbejnë qëllimit, madje metodika e letërsisë si shkencë pedagogjike ka lidhje të ngushtë me pedagogjinë. Kjo shërben edhe si bazë për këtë metodikë nga ku pedagogjia jep disa parime ku rrjedhimisht metodika e letërsisë mbështetet në pedagogjinë tonë të re e në të njëjtën kohë kjo jep dhe material në fushën e vëzhgimit. Ecuria metodike nuk mund të konceptohet nëse vëzhgimi nuk ka karakter sistematik dhe të organizuar.

Një nga metodat është dhe biseda, bisedë me nxënësit, prindërit, me mësuesit, si rrugë e çmuar për vëzhgimin, përgjithësimin dhe përfundimet në fushën e letërsisë dhe metodikën e punës së letërsisë. Gjithë uniteti i këtyre metodave luan një rol të veçantë.¹⁵⁰

Programi dhe plani mësimori i leximit letrar

Programi i leximit letrar, ashtu si ai i gjuhës shqipe, përcakton me anën e shënimeve sqaruese qëllimin e detyrave mësimore-edukative në përputhje me rëndësinë që ka lënda në shkollë, metodat mësimore më të rëndësishme që duhen përdorur dhe jep udhëzime të përgjithshme për shpjegimin e copave të poezive, fragmenteve të ndryshme folklorike. Pra, vetë programi përmban volumin e njohurive teorike që duhet të fitojnë nxënësit, si për shembull: shprehitë në leximin letrar, recitim, zhvillim si dhe leximin jashtë klase, apo në punët me shkrim.

Mësimi i leximit letrar ka këto ndarje:

Udhëzime dhe stërvitje për të përvetësuar teknikën e leximit shprehës.

Leximi i detyruar jashtë klase

Analizë ideo-artisike e copave letrare

Orë në dispozicion të mësuesit

Sasia e orëve jepet si total dhe mësuesi ka liri veprimi

Planifikimi i lëndës

¹⁵⁰ Musai, B. (përg.) (2005) Mësimdhënia dhe të nxënësit ndërveprues - modele për zhvillimin e të menduarit kritik të nxënësve: arsimi fillor, shkencat shoqërore dhe shkencat e natyrës. Tiranë: CDE, fq.26-30

Nëse për shembull kemi një plan gjashtëmuor të lëndës së leximit letrar, ashtu si edhe për gjuhën, hartohet kryesisht duke pasur për bazë planin mësimor, programin dhe tekstet e leximit letrar, por kjo nuk përjashton shfrytëzimin në mënyrë kritike të literaturës ndihmëse apo të artikujve të shtypit pedagogjik. Disa mësues këtyre rubrikave u shtojnë edhe të tjera, si edukimi ideo-politik, puna për zhvillimin e të folurit, për hartimet apo punët me shkrim.

2. Mendimi kritik. Quhet mendim kritik ai proces i thelluar i të menduarit, i shoqëruar edhe me qëndrimin dhe vlerësimin e orientuar drejt strategjive të të menduarit në zgjidhjen e problemeve.¹⁵¹ Pra, duhet të kemi parasysh:

Të mësuarit e diferencuar

Të mësuarit e programuar

Karakteri sistematik dhe vijimësia e të mësuarit

Burimet e ndryshme në arsim¹⁵²

Metoda e kërkimit shkencor është një nga metodat më të qarta. Kështu, përgjigjja ndaj pyetjeve do të jetë veprimtaria parësore e nxënësve në klasë, por pyetjet i shërbejnë qëllimeve të ndryshme, në kohë të ndryshme. Në fillim të orës së mësimin, pyetjet i përdor për të përsëritur mësimin e mëparshëm. Pas përsëritjes, pyetjet që lidhen me të lexuarit përdoren për të zhvilluar dhe ndërtuar të kuptuarit. Pyetjet marrin një formë të tretë gjatë punës individuale, kur nxënësit punojnë me fletët apo fletoret e punës. Mësuesit kanë prirjen të zgjedhin dhe të organizojnë veprimtari, si ajo e pyetjeve për të arritur synime dhe qëllime të caktuara, gjatë kohës së mësimdhënies, me qëllim që dijet e ndërtuara dhe të krijuara, t'i integrojnë me ato të mëparshmet dhe t'i përdorë në jetën reale.

MOMENT PËR REFLEKTIM

Po marr një shembull: “Ndaloni dhe mendoni si mund t’a trajtojë mësuesi një situatë të ndërlikuar që paraqet një varg problemesh të llojeve të ndryshme. Më pas i krahasoni idetë tuaja me ato të një mësuesi me përvojë. Ju do të ndeshni në situata të ndërlikuara, pothuaj çdo ditë, ashtu si gjithë mësuesit fillestarë dhe me përvojë. Në qoftë se e filloni punën, duke e parë çdo situatë si dinamike, çdo problem si sfidë dhe jo si pengesë, do të keni shumë më tepër gjasa që të arrini sukses në gjetjen e zgjidhjeve të kënaqshme”.

Arti i të pyeturit, të përmbajtjes, së drejtpërdrejtë, koherente, të nivelit të ulët, e mbyllur, faktike, pyetje proces, jo të drejtpërdrejtë, të hapura, strategjitë konstruktiviste, veprimtari praktike, mësuesi karizmatik dhe ekspert.¹⁵³

Kemi thënë se përdorimi i metodave të suksesshme në klasë, është efikase kur dhe mësuesit janë burim i pashtershëm në pasurimin e ideve dhe materialeve më të vlefshme që përgatitin

¹⁵¹ Broshurat e programit "Zhvillimi i mendimit kritik përmes lexim-shkrimit", nr. 1-8 AEDP, Soros, 1998, fq.10-16

¹⁵² Gjokutaj, M, Përvojë për mësimin e gjuhës letrare. "Kurrikula dhe shkolla", Gjuhë shqipe e leximit letrar-1, 2001, fq.43

¹⁵³ Musai, B., etj. (1999). Aspekte të mësimdhënies - Të pyeturit: gjeografi dhe histori. Tiranë: AEDP.

dhe përdorin me nxënësit e tyre. Sepse, ka raste kur ndjehen shpesh të zhgënjyer nga efikasiteti i metodave të përdorura në klasë, të cilat i ndeshin jo rrallë si modele në seminare, apo kur diskutojnë nëpër shkrime të ndryshme. Strategjia që përdorim është dhe shumë e rëndësishme për nxënësit, sepse ajo çfarë po mësojnë ata, është dhe metodë e përdorur që mund të funksionojë lidhur me disa materiale dhe objektiva, ndërsa me të tjerat shumë pak. Për të harmonizuar qëllimet dhe interesat e nxënësve, sigurisht që duhet të rregullojmë atë çfarë po bëjmë dhe këto janë të vetëdijshme për atë mënyrë të menduarit që ne i nxisim nxënësit, si për shembull: rrjeti i diskutimit, të nxënësit me këmbime, udhëzuesit e të lexuarit ndërveprues, diskutues për njohuritë paraprake, përvijimi i të menduarit, përkufizimet apo harta e konceptit. Synimi i mësimit të leximit letrar është që të përpunohet sa më mirë informacioni edhe nga ana e mësuesit, duke i kushtuar rëndësi ndihmës së nxënësve, duke e përfunduar informacionin në mënyrë sa më të thellë dhe për të vëzhguar atë që kanë studiuar. Pra, ka disa hapa për kriteret e vlerësimit:

Rishikojmë titullin

Drejtohemi nga leximi

Sqarojmë përmbledhtazi me fjalët tona atë që lexojmë.

Komunikimi nga të dyja palët është një nga shprehjet më të domosdoshme të çdo individi dhe sistemet arsimore në vendet e zhvilluara i kanë kushtuar vëmendje dhe po i kushtojnë gjithmonë e më shumë kësaj kompetencës së domosdoshme që kontribuon në ndërtimin e dijeve.

Mësimdhënia e drejtpërdrejtë dhe konstruktive nuk mund të përdoret si një model për të përjashtuar tjetrin, sepse secili prej tyre përmban një terësi funksionesh që mund të kombinohen në mënyrë produktive dhe të suksesshme të fakteve, objektivave dhe koncepteve mbi rregullat dhe veprimet zbatuese të modeleve apo abstraksioneve. (Kujtojmë këtu se vetë konstruktivistët mendojnë se dijet burojnë nga ndërtimi individual i realitetit. Nevoja për të krijuar rregulla të reja apo hipoteza, nxitet nga zgjidhja e problemit apo dialogu duke nxjerrë në pah dallimet, të përbashkëtat dhe ndryshimet që me të vërtetë mësuesit përdorin në përvojën e drejtpërdrejtë.

Shqyrtimi është i lidhur me atë çka do trajtojmë në klasë, pra temën bazë dhe në procesin e edukimit hasim dy forma bazë të komunikimit: Komunikimi gojor dhe i shkruar, prandaj dhe duhet të jemi krijues edhe në komunikim, sepse praktikat arsimore nuk thonë që duhet përdorur kjo metodë, ose më saktë nuk përmbajnë asnjë metodë që nxisin ndërveprimin dhe komunikimin.

Pra, tre janë faktorët kryesorë të mësuesit karizmatik:

1. Dëgjimi me vëmendje
2. Të mos u ndërpresësh fjalën
3. Leri të flasim

Që të marrësh qoftë dhe një kompliment nga nxënësi duhet ta shijosh këtë kompliment duke i thënë se ai e bëri ditën më të bukur.

Në lidhje me këtë çështje, duhet të kuptojmë se çështje pyetje dhe cilat janë pyetjet e suksesshme.

Pyetjet janë një aspekt i rëndësishëm i ndërveprimit në klasë midis mësuesit dhe nxënësit. Për këtë arsye do të shqyrtojmë aspektet më të rëndësishme që nga nivelet e

ndryshme të taksonomisë, e deri te mjeshtëritë që përdor mësuesi në hartimin e pyetjeve. Pyetjet duhet të parapërgatiten nga mësuesi, sepse janë pjesë e planit mësimor ditor.

1. Pyetjet janë të sakta dhe të qarta.

Është vështirë t'i organizosh pyetjet nga mënyra logjike.

Mësuesi është më i përgatitur kur ballafaqohet me të papriturat. Edhe nga ana e mësuesit teknika e pyetjeve është një mjet i fuqishëm për të nxitur e përkrahur zhvillimin e mendimit kritik. Vetë lloji i pyetjeve kërkon, krijon që në klasë të krijohet një mjedis i ngrohtë. Pyetjet të cilat kufizojnë mendimin e nxënësve bëjnë që nxënësit të besojnë se të menduarit e tyre është i tepërt. Tipi i pyetjeve që bëhen mund të mendojë nxënësve se njohuritë nuk janë të ngulitura. Vetë modelet janë goxha të fuqishme. Përsa i përket sasisë së pyetjeve që ndikon në cilësinë e tyre, duhet thënë se mësuesit bëjnë shumë pyetje ku dhe një arsye tjetër e dukshme është se mësuesit përdorin pyetje të një niveli të ulët më shumë nga sa duhet, është mungesa e kualifikimit sistematik të tyre për përdorimin e strategjive si dhe rritet dukshëm sasia e pyetjeve të nivelit të lartë. Ky tip i pyetjeve që bëhet, mund t'u mendojë nxënësve se njohuritë nuk janë të ngulitura.

Veprimtaria praktike është e domosdoshme sepse vetë qëllimet e pyetjeve kanë të bëjnë me mënyrën dhe riprodhimin e fakteve të veçanta si nxitëse për proceset e të menduarit të nivelit të lartë.¹⁵⁴

Literatura:

Aleksandër Xhuvani. "Fillime të pedagogjisë", pjesa e dytë, Tiranë 1937, fq 84, 94, 103.

Bardhyl Musai. "Metodologji e mësimdhënies", Tiranë 1996.

Gjokutaj, M., Mendimi pedagogjik shqiptar për mësimin e gjuhës shqipe në shkollë, Kurrikula dhe shkolla, Gjuhë shqipe e lexim letrar-3. Tiranë, 2002.

Gjokutaj, M., Temali, S., Gjuha shqipe dhe komunikimi, 2002.

Gjokutaj, M., Kazazi, Nj., Prirje të sotme për mësimin e gjuhës shqipe, Studime shqiptare, 12, 2003.

Modele të suksesshme mësimdhënieje" të Nexhip Mërkurit dhe Mimoza Gjokutaj, shtëpia botuese "Europrint"

Metodat janë të shumta dhe të shumëllojshme njëkohësisht, si për shembull: Ecuria metodike, diskutimi si metodë mësimore, mendimi kritik, Struktura Err, etj.

Dimë se puna edukative dhe mësimore e dhënies së mësimin, është një proces i organizuar që ka një qëllim të caktuar. Qëllimi i mësimdhënies, përmbajtja (pra sistemi i dijeve për letërsinë dhe shprehitë), format e organizimit, metodat dhe rrugët, janë në lidhje të ngushtë me njëra-

¹⁵⁴Musai, B. (përg.) (2005) Mësimdhënia dhe të nxënësit ndërveprues - modele për zhvillimin e të menduarit kritik të nxënësve: arsimi fillor, shkencat shoqërore dhe shkencat e natyrës. Tiranë: CDE

tjetrën. Metoda e kërkimit shkencor në edukim është një nga metodat primare, sepse metoda klasifikohet në dy grupe të mëdha:

- c. Pikëpamje që e nënvleftësojnë rolin e edukatës në lidhje me zhvillimin e personalitetit
- d. Pikëpamje që mbivlerësojnë kontributin

Mendimi kritik. Quhet mendim kritik ai proces i thelluar i të menduarit, i shoqëruar edhe me qëndrimin dhe vlerësimin e orientuar drejt strategjive të të menduarit në zgjidhjen e problemeve.

REFERENCES

- Doyle, W. (1986). Classroom organization and management. In M. C. Wittrock (Ed.), Handbook of research on teaching (3rd. ed.). New York: Macmillan.
- Flavell, J. H., Miller, P. H., & Miller, S. A. (2002). Cognitive development (4th éd.). Upper Saddle River, NJ: Prentice Hall.
- Fullan, M. (2008). Kuptimi i ri i ndryshimit në arsim. Përkthyer nga Majlinda Nishku. Tiranë: CDE.
- Gardner, H. (1983). Frames of mind: The theory of multiple intelligences. New York: Basic Books.
- Wragg, E. C. (1993). Class Management. London: Routledge.
- Wragg, E. C. (Ed) (1984). Classroom Teaching Skills. London: Croom Helm.
- Wragg, E. C. and Brown, G. (1993). Explaining. London: Routledge.
- Gjokutaj, M., Mendimi pedagogjik shqiptar për mësimin e gjuhës shqipe në shkollë, Kurrikula dhe shkolla, Gjuhë shqipe e lexim letrar-3. Tiranë, 2002.
- Gjokutaj, M., Temali, S., Gjuha shqipe dhe komunikimi, 2002.
- Gjokutaj, M., Kazazi, Nj., Prirje të sotme për mësimin e gjuhës shqipe, Studime shqiptare, 12, 2003.
- Modele të suksesshme mësimdhënieje” të Nexhip Mërkurit dhe Mimoza Gjokutaj, shtëpia botuese “Europrint

THE SITUATION OF FORMER POLITICAL PRISONERS: THE CHALLENGES IN THE EFFECTIVE REALIZATION OF THEIR RIGHTS IN ALBANIA

Assoc. Prof. Dr. Ermonela RUSPI

Lecturer, "Eqrem Çabej" University, Gjirokastër

ermonelaruspi@gmail.com

Abstract: This article examines the current challenges faced by former political prisoners/persecuted persons in Albania, in the context of transitional justice and human rights. The communist regime in Albania ended in the early 1990s. Nevertheless, the consequences of political persecution continue to be present in the daily lives of survivors and their families. This paper seeks to highlight three key aspects: firstly, reparations and legal recognition; secondly, the systematic treatment of the burial sites of the victims; lastly, public remembrance and awareness of the crimes of the regime. The procedures regarding financial reparations for former political prisoners have been fragmented and slow, as well as sometimes politicized. Several laws have been approved to compensate these victims. Nevertheless, their implementation has been accompanied by bureaucratic barriers, insufficient funds, frequent legal changes, and more. Many beneficiaries are elderly and in poor health conditions, thus it is crucial to accelerate these procedures. There hasn't been a stable or transparent mechanism for reparations. This has raised concerns about the capacity of Albanian state structures to guarantee human rights in a post-totalitarian context. The state of the burial sites of victims of communism is another serious problem. Many of the victims executed or disappeared during the communist regime remain unidentified, while efforts to locate and identify them are limited and inconsistent. The lack of a national strategy to address this issue constitutes a violation of the right to know the truth, as defined in international human rights standards. Finally, the commemoration of the victims of communism and historical education about the crimes of the regime remain fragmented. While some initiatives have been taken to establish memorials and museums, a consistent state policy to build a culture of memory is lacking. The article highlights that the lack of a comprehensive and institutionalized approach to transitional justice in Albania constitutes a serious obstacle to the guarantee of human rights and the building of a democratic society. In conclusion, recommendations are presented for the improvement of the legal and institutional framework, including the acceleration of reparations processes and the integration of historical education into the educational system.

Keywords: former political prisoners/persecuted, human rights, reparations, historical memory, transitional justice

INTRODUCTION

Although about three and a half decades have passed since the fall of the communist system in Albania, Albanian society is still sensitive to this dark period in its history. That brutal regime caused a considerable number of victims in complete violation of human rights. It is sufficient to mention here that during the 45 years of its existence in Albania, according to a report published in 2016 by the Institute for Studies on the Crimes and Consequences of

Communism in Albania, 5,557 men and 450 women were executed; 26,768 men and 7,367 women were politically imprisoned; 984 prisoners died in prison due to prison conditions, and 308 others lost their mental capacity. Meanwhile, 59,009 people were interned, and 702,247 others died due to the conditions of internment (Meta & Frashëri, 2018, 19-20).

This article addresses the challenges of integration and realization of the rights of the class of former prisoners/politically persecuted in Albania, an issue of great importance for transitional justice. On the other hand, it highlights the necessity of a more comprehensive institutional approach to addressing these problems.

The main purpose of this study is to analyze how legal and political mechanisms have influenced the recognition, guarantee of rights, and rehabilitation of former political prisoners. Specific objectives include:

- Identifying legal and bureaucratic obstacles in the process of compensation for former political prisoners and their families;
- Assessing the role of institutions in locating and identifying burial sites of victims of communism;
- Assessing the role of state institutions in building a culture of remembering victims of communism and historical education on the crimes of the communist regime.

This paper uses a combined methodological approach, including the analysis of legal documents, public policies, and academic literature, empirical examination, international comparison of the issue, as well as the examination of concrete cases to understand the impact of current policies on the lives of individuals in this category.

The historical context of political persecution during the communist regime

The scale of communist crime in Albania, relative to the population, was extraordinary, compared to other former communist countries. The most affected group was intellectuals and educated people. Some of them were killed immediately after the end of World War II, without undergoing a proper legal process, because they were collaborators of the invaders. Others were killed or imprisoned in completely fabricated trials. The truth is that they were seen as a danger, through the expression of their critical opinions on the communist regime and the lack of freedom, rights or normal life of people in society. They were harbingers of the savage communist dictatorship that was being established in Albania.

Communist persecution was also widespread in places of imprisonment, in prisons and internment camps, where the convicted suffered the most severe torture, in violation of international humanitarian law and human rights.

Although torture was prohibited in the criminal legislation of the time, it was used continuously throughout the dictatorship period with verbal orders or highly secret official party documents. Violence, whether physical or psychological, was exercised from the moment of arrest and then during the investigation, but also in the places of serving the

sentence. It intensified with the external or internal political situation. When situations became more severe, as in cases of the breakdown of relations with other countries of the former communist bloc, not only did arrests increase, but at the same time, violence and terror in prisons and internment camps against political prisoners also increased. In 1961, there were 14 camps for political prisoners in the country, and by the mid-1970s, this number was estimated at 18, set up near mines, industrial centers, city construction sites, etc (Hall, 1994, 57).

In the conditions of unbearable terror, there were dozens of cases of prisoners committing suicide by jumping over the barbed wire, as a result of the psychological stress caused by the torture used on them. Referring to international reports on the conditions of imprisonment, it can be said that they were equally harsh, both in the large labor camps and in the prisons. The internees of the labor camps were forced to work long hours building dams and irrigation canals, in mines, construction factories, military airports, etc. In addition, much misery was caused, especially to the elderly prisoners, by the cold of the barracks, the lack of sufficient beds, the lack of hot water, and good nutrition. Particularly vivid are the descriptions of the isolation cells, where prisoners were kept in solitary confinement. These cells were too small to stretch out in, one meter square and two meters high, so they were nicknamed "guna" (International Commission of Jurists, 1985, 7).

In the context of the resistance to the communist regime, several revolts of convicts had also erupted, such as the one in the Kuçova airport construction camp, Gjadri, the explosion of the Burrel prison on August 2, 1967, etc., which deeply shocked the state structures. Among them, the revolt in the Spaç prison camp on May 21, 1973, as the largest recorded in the history of prisons and forced labor camps of the Albanian communist regime, against the violence and terror that was constantly exercised over political convicts, as well as the first revolt with a purely political character, is mentioned as the revolt in the Spaç prison camp on May 21, 1973, as a culmination of other previous revolts. Another revolt of political convicts was that of May 20, 1984, in the Qafë Barit prison (located about 18 km from the city of Puka). Despite their violent suppression, these revolts were indicative of the prisoners' anti-communist resistance as well as the movement for democracy and freedom.

The legal and institutional framework on the issues affecting the class of ex-convicts/politically persecuted

After the democratic changes in the country, a series of normative acts have been adopted by the legislators towards the recovery of the persecuted classes. It should be noted that this internal process has been complemented in parallel in concept and idea with several acts of international organizations, of which Albania is a member, such as Resolution 1096 (1996) of the Parliamentary Assembly of the Council of Europe “*On measures to eradicate the legacy of totalitarian communist systems*”; or its repetition in essence in a more expanded form, with Resolution 1481 (2006) “*The necessity for international punishment of the crimes of totalitarian communist regimes*”. Referring to these documents, the Albanian Parliament, in October 2006, adopted the Resolution on the Punishment of Communist Crimes, the text of which reflects the principles that the recognition and denunciation of the crimes of the

communist dictatorship serve to avoid the repetition of similar crimes in the future, emphasizing the necessity of punishing the crimes committed and the real reassessment of history as a decisive factor in the education of new generations (Kuvendi i Shqipërisë, 2006).

Law no. 7514, dated 30.09.1991, as amended, "On the innocence, amnesty and rehabilitation of former convicts and politically persecuted persons", was the first law that had as its object the rehabilitation of former politically persecuted persons, a process that should have been completed, but unfortunately, this group continues to remain marginalized and a fundamental problem of Albanian society.

While Law no. 7748, dated 29.7.1993 "On the status of former convicts and politically persecuted persons from the communist system", as amended, guaranteed priorities for the individual and collective demands of this category in the areas of privatization of state property; granting of loans; education and training, employment inside and outside the country; construction and housing; tourism, fulfillment of various national and international economic and social programs; as well as in the field of public health. Also, this law had as its main purpose the creation of conditions and opportunities for a faster integration of former convicts and those politically persecuted by the communist regime, as well as their families, into the normal economic and social life of the country. In this context, the law defined the legal obligation of the state to deal with reparations and material compensation, where the meaning of material compensation of these persons is defined as an immediate reward in money, life pension, salary compensation, land, premises and other forms of material benefit, which would be given to the persecuted person or his family when he has died, without return, in compensation for life, loss of freedom, unpaid work and suffering. Initially, the law provided that the compensation process would be completed by the end of 1994.

Subsequently, in 2007, Law No. 9831, dated 12.11.2007 "On Compensation for Former Political Convicts of the Communist Regime", was adopted, to approve the distribution scheme for compensation for former political convicts. Based on this law, several by-laws were also issued, but not in full, thus not responding to the implementation of the established obligations. With the 2014 amendments to Law No. 9831, dated 12.11.2007 "On Compensation for Former Political Convicts of the Communist Regime", a prioritization scheme was applied, dividing the funds with a ratio of 70% for the category of primary beneficiaries 30% for the category of non-primary beneficiary entities. Meanwhile, the fund made available by the government was by no means sufficient.

A sensitive issue affecting the group of former political prisoners is the institutional treatment of finding and identifying the remains and graves of those executed by the communist dictatorship.

A definition of the term "enforced disappearance" in Albanian legislation was implemented late, taking into account the moment of the fall of communism in Albania, and precisely in Article 3 (8)] of Law No. 45, dated 30.4.2015, "On the right to information on documents of the former State Security of the People's Socialist Republic of Albania", as amended (Organization for Security and Co-operation in Europe [OSCE], 2022).

However, the international and national legal framework regarding the treatment of problems related to victims of enforced disappearance is clear. Referring to national legislation, Articles 3, 21, 25, and 27 of the Constitution of the Republic of Albania are mentioned, which establish that enforced disappearance is unacceptable and intolerable at the level of constitutional principles in Albania. The Constitution also sanctions not only the negative obligation to respect human rights and freedoms, but also the positive obligation of the state to protect them in case of violation. An important law is the Criminal Code of the Republic of Albania, which specifically, in its Articles 74 and 109/c, deals with crimes related to enforced disappearance. Law No. 45/2015 “On the Right to Information on State Security Documents” guarantees respect for the right to information, transparency, preparation of documentation, and discovery of the fate of people who disappeared during the communist period in Albania (Qendra e Publikimeve Zyrtare, 2015). This law also attaches importance to the cooperation of the Authority for Information on Former State Security Documents (AIDSSH) and central and local state institutions in the process of identifying and recovering the bodies of those who disappeared or were executed during communism, as well as taking measures to protect and preserve in the most appropriate manner the sites that are currently or will be identified as burial sites (Ligji Nr. 45/2015, neni 22(1)).

Meanwhile, concerning the international framework, we will summarize the International Convention “For the Protection of All Persons from Enforced Disappearance” ratified by the Albanian state in 2007 (*Ligji Nr. 9802, 2007*). Within its framework, the Albanian state must draft and submit a periodic report to the Committee on Enforced Disappearances, regarding the measures it has taken to fulfill the obligations arising from the Convention.

Another international act signed by the Albanian state in this regard is the Statute of the International Criminal Court (Rome Statute), which provides for the crime of enforced disappearance as a crime against humanity (*Ligji Nr. 8984, 2002*). This agreement provides for the obligations of states to conduct effective investigations regarding missing persons. Meanwhile, the cooperation agreement between the Council of Ministers of the Republic of Albania and the International Commission on Missing Persons (ICMP) defines cooperation in finding missing persons during the period 1944-1991 (*Ligji Nr. 83/2018, 2018*), as well as in other circumstances for which the Albanian government may request the assistance of the ICMP. According to this agreement, several institutions are foreseen that have the legal obligation to deal with people missing during the communist regime, such as: the Authority for Information on the Files of the Former State Security (AIDSSH), the Institute for Studies on the Crimes and Consequences of Communism, the Institute for the Integration of the Persecuted (IIP), the prosecution body, the courts, the police, the Institute of Forensic Medicine, local government bodies, specific civil society organizations, etc.

The European Convention on Human Rights (ECHR) also provides that family members of disappeared persons have the right to know the “whereabouts” or grave of their missing relatives (*European Court of Human Rights [ECtHR], Janowiec and Others v. Russia*). The European Court of Human Rights has always been sensitive in its case-law to the profound psychological impact of a serious human rights violation on the family members of the victim who are applicants before the Court. The Grand Chamber of the ECHR has emphasised that

“the essence of such a violation lies in the reactions and attitudes of the authorities to the event of disappearance” (*ECtHR, 2004, para. 238*).

The Court has also emphasized that when families have a well-founded claim that their relative has disappeared in the “hands” of the authorities, under Article 13 of the ECHR, in addition to paying compensation as appropriate, a full and effective investigation should be carried out, capable of leading to the identification and punishment of those responsible, as well as effective access of family members to the investigative procedure (*ECtHR, Tanis and Others v. Turkey, n.d., para. 235*).

Another dimension of transitional justice is the education and awareness of Albanian society on the consequences of the dictatorship, open access to historical documents, and contributing to the building of a culture of memory.

In this context, Law No. 10241 dated 25.02.2010 “*On the symbols of remembrance of victims and crimes of communism in Albania*” was adopted (Fletore Zyrtare, 2010, p. 1012), which provides for the establishment of a museum of communist crimes and violence, as well as the construction of an obelisk in honor of the victims of the dictatorship. Also in the provisions of this law designate February 20, the date of the toppling of the bust of former dictator Enver Hoxha, as the date of commemoration of the victims and crimes of communism in Albania. Another law is Law No. 10242 dated 25.02.2010 “*On the Institute for Studies on the Crimes and Consequences of Communism in Albania*”, based on which an institute was established, which has the competence to carry out research work to document all crimes of the communist system (*Fletore Zyrtare, 2010, p. 1013*).

The Parliamentary Assembly of the Council of Europe has also attached importance to the principle of transparency, including access to historical information held by public authorities, the promotion of a collective memory of the past, facilitating research and academic activities, and improving public trust in state institutions, accountability and good governance (*Parliamentary Assembly of the Council of Europe, 2024*).

Challenges in the effective realization of the rights of former political prisoners

Today, the concept of transitional justice conveys the idea that peace and security can only be established in a country when past war crimes and human rights violations are addressed through appropriate mechanisms. Only in this way is it possible to “prevent future crimes, achieve reconciliation between the parties to the conflict and build trust in a new form of governance”. Transitional justice refers to the instruments and efforts to deal with the past after a conflict or violent regime and to enable the transition to a stable, peaceful, and more democratic society (*Buckley-Zistel et al., 2015*). In this context, a variety of instruments have been developed that deal with the past, intending to prevent the recurrence of crimes and conflicts, such as: seeking the truth, e.g. exposing human rights violations through truth commissions; reparations for victims in the form of rehabilitation; compensation (financial or material) and restitution of assets; institutional reforms and the removal of perpetrators, especially old elites from important social positions; and commemoration, e.g., through monuments and museums.

One of the most sensitive issues raised over the years by former political prisoners and their families has been that of the compensation process for the period of suffering experienced during communism. The beginning of this process is marked by the entry into force of Law no. 9831 dated 12.11.2007 “*On compensation for former political prisoners of the communist regime*”, which did not result in much efficiency as it failed to fulfill its mission. Until the first half of 2014, former political prisoners had only received 20% of the compensation value for the years of imprisonment and suffering experienced under the communist regime, so it was considered reasonable for the above law to undergo other changes to make the treatment of the compensation process more complete. Also, under Law No. 9831, dated 12.11.2007, “*On compensation for former political prisoners of the communist regime*”, as amended, bylaws have been issued to approve the distribution scheme for compensation for former political prisoners of communism.

Under this law, the Ministry of Finance and Economy is the authority responsible for distributing the compensation, approved by the Decision of the Council of Ministers, proportionally in eight equal installments, until the full distribution of the compensation amount. The number of beneficiary entities foreseen and processed by the end of the budget year depends on the total fund approved by the Council of Ministers and the submission of documentation by the beneficiary entities.

However, it is noted that the compensation process has not progressed at the desired rate, for reasons related mainly to the changes that the legislation has undergone over the years. Initiatives undertaken several times by the executive branch to change procedures have often complicated the process, and there is still no final deadline for fulfilling the obligation of Albanian society to finalize compensation for former convicts and persecuted persons and their heirs. Also, the fund planned each year by the Albanian government in the annual budget for compensation for former politically persecuted persons results in an insufficient level to complete this process within reasonable deadlines, dragging on for years. Thus, this fund approved for the category of former political convicts of the communist regime for the year 2021 was 1 billion lek (*Avokati i Popullit*, 2021, 4, para.1). This fund was again 1 billion lek for the budget year 2022 (*Avokati i Popullit*, 2021, 9, para.2). While for 2023, in addition to the approved budget fund of 1 million lek, a fund of 100 million lek was added by normative act no. 5 dated 18.10.2023 (*Kontrolli i Lartë i Shtetit*, 2024, 22, para.3). This budget for 2024 was for 1,242,419 lek. For 2025, a slight increase is foreseen, bringing this budget to the amount of 1,448,051 lek (*Avokati i Popullit*, 2024, 97, para.5).

According to the Final Audit Report of the Supreme State Audit held at the Ministry of Finance and Economy in 2023, the value of the obligation recognized by the Albanian state and unpaid for former political persecuted persons by the end of 2022, resulted in the value of 29,882,175 thousand lek (*Avokati i Popullit*, 2024, 98, para.2). During the audit of this body a year later in 2024, it is found that by the end of 2023, from the obligation that the Albanian state has towards this category, only 45% of the total financial compensation has been paid. According to calculations, if the budgeting and opening of the fund for the former persecuted will continue at this pace or decrease further, this obligation will be able to be repaid on average after approximately 29 years, an action in violation of the law on compensation for

former political prisoners of the communist regime (*Kontrolli i Lartë i Shtetit*, 2024, 178, para.5).

Also, another concern found for individuals of this stratum, representatives of the “internment/expulsion” category, is that of not receiving compensation due to the failure to issue a sub-legal act for the approval of the special pension scheme for those interned and expelled during the communist regime. This is considered not only a violation of legal provisions, but also a violation of the legitimate right of individuals representing these categories to be treated with compensation. Despite the findings identified by the Ombudsman institution, the relevant recommendations in this regard have not been addressed by law enforcement bodies (*Avokati i Popullit*, 2022, 73, para. 4).

An unresolved and highly sensitive issue for former political prisoners is that of searching for, locating, and identifying persons executed during the communist regime, whose burial places have not yet been found.

The European Court of Human Rights has emphasized that a finding of a violation of Article 3 of the ECHR can be made even when the respondent State is not responsible for the disappearance, but has failed to respond to the request for information from relatives or has placed obstacles in their way, leaving them to bear the heavy burden of efforts to discover any facts (*ECtHR, Varnava and Others v. Turkey, n.d., para. 200*).

As international reports have also determined, Albanian institutions have not fully addressed the killings and other human rights violations committed during those years (Alston, 2010).

After the amendments to Law No. 45/2015 by Law No. 72/2022, the Authority for Information on Documents of the Former State Security (AIDSSH) was given powers for administrative verifications on the issue of the missing. Therefore, this institution has in its scope of work, among other things, the investigation and documentation of the fate of persons missing during the communist dictatorship. During 2024, 6 new burial sites were identified by this institution, bringing the total number of confirmed burial sites for the period 2022-2024 to 11 (*AIDSSH, 2024a*). During the period January-December 2024, 59 requests were submitted to AIDSSH by family members and relatives of missing persons, while for the period 2018-2024, 280 requests from family members of missing persons were processed by the Authority (*AIDSSH, 2024b*). In the framework of supporting Transitional Justice and addressing the Past in Albania, in May 2024, AIDSSH signed a cooperation agreement with the International Commission on Missing Persons (ICMP).

Improvements in the legal framework, the strengthening of institutional structures, and international cooperation have laid the foundations for a more effective and organized process in shedding light on historical events and crimes during the communist regime. However, despite the fact that the cooperation agreement between the Albanian state and the International Commission on Missing Persons stipulates the obligation of several institutions responsible for missing persons to engage, some of them have not fully committed themselves. In particular, the unclear commitment of the Ministry of Interior and the Ministry of Justice has slowed down the process of excavation and identification of remains (AIDSSH,

2024a). Therefore, it is considered necessary to draft a sub-legal act to clarify institutional responsibilities in the process of searching for and identifying the missing.

On the other hand, although the Assembly of the Republic of Albania has paid attention to this issue through the adoption of parliamentary documents, also referring to the Council of Europe Resolutions, which are related to the period of the monist regime and the fate of missing persons, a law on the punishment of the crimes of communism has not yet been adopted, although numerous public debates have been held through the media and in parliament. This has also been a request repeatedly made by organizations representing former political prisoners (Gazeta Shqiptare, 2025).

Within the framework of the right to education, in several by-laws that regulate educational activities, the organization and implementation of activities with the involvement of students are foreseen, such as: the European Day of Remembrance for all victims of totalitarian regimes, as well as the implementation of the agreement between the Ministry responsible for education and AIDSSH in the framework of the implementation of educational policies and the historical formation of students to integrate the history of the dictatorship into school curricula and to educate the new generations. Through the creation of a digital platform with documents, photos, films, and publications, young people are helped to better understand the almost half-century period of the communist regime in Albania and the consequences of this totalitarian period.

For the establishment of transitional justice, it is also considered important to inform the Albanian public about the perpetrators of the communist genocide and their families, as well as to intensify efforts to rewrite history textbooks to ensure that the younger generations know the tragic truth and do not forget the communist dictatorship. Also, many important events and figures in Albanian history, which have been unfairly evaluated or overlooked by the communist dictatorship, deserve the attention of Albanian historiography to take their rightful and deserved place. An important act of collective historical memory for the Albanian people, and especially for the younger generations, is the organization of as many activities, exhibitions, or even the erection of an important monument dedicated to the victims of the communist dictatorship, to serve as a tribute to all of them and their families.

CONCLUSION

The guarantee and realization of the rights of the class of former convicts and persecuted of the communist regime in Albania, as well as of their families, by the responsible state bodies is a dimension that is both legal and moral and expresses the reflection of our society towards those crimes of the past system, which have directly influenced the deprivation or restriction of many freedoms and human rights.

Despite the efforts made so far, it is considered necessary to increase funds for the compensation of former convicts and the politically persecuted, enabling the timely repayment of the obligation recognized by the Albanian state. This class faces significant economic situations and difficulties, and a considerable number of them are very old. Failure to set a clear date or deadline for the completion of the full compensation process and, on the

other hand, the delay over the years, for an indefinite period of their rehabilitation, is to the detriment of all parties and a democratic society. It is not enough for rights to be declared in legal or sub-legal acts, but they must be implemented in practice. Only in this way can we be sure that citizens' rights are effectively realized.

In our country, the treatment of the past with objectivity, transparency, and justice must continue, for the rehabilitation, integration, and full compensation of the class of politically persecuted.

Albania needs a detailed, effective, and rapid regulation for revealing the fate of victims of enforced disappearance and informing the victims' families. For this, a clearer and fuller cooperation and commitment of all responsible institutions are required.

Another challenge is the adoption, with broad political consensus, of a law to punish all crimes of the communist dictatorship. Rewriting history textbooks to ensure that younger generations know the tragic truth and do not forget the communist dictatorship is considered an important effort within the multidimensional process of transitional justice.

REFERENCES

- Alston, P. (2010, February). *Shkeljet e të drejtave të njeriut të periudhës komuniste*. <http://groups.yahoo.com/group/lidhjashqiptare>
- Avokati i Popullit. (2021). Rekomandim, fq.4, parag.1. Retrieved June 11, 2025, from <https://www.avokatipopullit.gov.al/media/manager/website/media/Rekomandim%20-%20drejtuar%20Ministrise%20se%20Financave%20dhe%20Ekonomise%20-%20Dhjetor%202021.pdf>
- Avokati i Popullit. (2022). Raport vjetor i institucionit, fq.73, parag.4. Retrieved June 10, 2025 from <https://www.avokatipopullit.gov.al/media/manager/website/reports/Raporti%20vjetor%20i%20veprimtarise%20se%20institucionit%20te%20Avokati%20te%20Popullit%20per%20vitin%202022.pdf>
- Avokati i Popullit. (2024). Raport vjetor, fq.97, parag.5. Retrieved June 11, 2025 <https://www.avokatipopullit.gov.al/media/manager/website/reports/AVOKATI%20I%20POPULLIT%20-%20RAPORTI%20VJETOR%202024%20.pdf>
- Buckley-Zistel, S., Koloma Beck, T., Braun, C., & Mieth, F. (2015). *Transitional justice theories*. Routledge Taylor & Francis Group. ISBN 9781138924451
- ECtHR. (2004). *Tahsin Acar v. Turkey*, Appl. No. 26307/95, Judgment, 8 April, para. 238. Retrieved June 3, 2025 from [https://hudoc.echr.coe.int/eng#{%22itemid%22:\[%22001-61698%22\]}](https://hudoc.echr.coe.int/eng#{%22itemid%22:[%22001-61698%22]})
- ECtHR. (n.d.). *Janowiec and Others v. Russia*. Retrieved May 27, 2025 from [https://hudoc.echr.coe.int/fre#{%22itemid%22:\[%22001-110513%22\]}](https://hudoc.echr.coe.int/fre#{%22itemid%22:[%22001-110513%22]})
- ECtHR. (n.d.). *Tanış and Others v. Turkey*, Application no. 65899/01, para. 235. Retrieved May 28, 2025 from [https://hudoc.echr.coe.int/#{%22itemid%22:\[%22001-70021%22\]}](https://hudoc.echr.coe.int/#{%22itemid%22:[%22001-70021%22]})

- ECtHR. (n.d.). *Varnava and Others v. Turkey*, para. 200. Retrieved May 28 from [https://hudoc.echr.coe.int/eng#{%22itemid%22:\[%22001-94162%22\]}](https://hudoc.echr.coe.int/eng#{%22itemid%22:[%22001-94162%22]})
- Gazeta Shqiptare. (2025). “*Miratoni ligjin e dënimit të krimeve të komunizmit!*”. Retrieved June 12, 2025, from <https://gazetashqiptare.al/2025/01/20/miratoni-ligjin-e-denimit-te-krimeve-te-komunizmit-ndregjoni-kerkon-ndergjegjesim-te-deputeteve-sigurohuni-qe-historia-te-mos-perseritet/>
- Hall, D. (1994). *Albania and the Albanians* (p. 57). Pinter Reference.
- International Commission of Jurists. (1985). *Human rights in the world: Albania*. The Review “For the Rule of Law”, no. 34, p. 7. New York.
- Kontrolli i Lartë i Shtetit. (2024). *Raport përfundimtar auditimi në Ministrinë e Financave*, Retrieved June 1, 2025, from <https://www.klsh.org.al/raport-perfundimtar-auditimi-i-ushtrear-ne-ministrine-e-financave/>
- Kuvendi i Shqipërisë. (2006). *Rezolutë Nr. 11, datë 30.10.2006*. Retrieved June 1, 2025, from <https://www.qbz.gov.al/eli/fz/2006/117/80ecc550-ce88-41e5-9338-ac4cb53528e5>
- Ligji Nr. 45/2015. (2015). *Për të Drejtën e Informimit për Dokumentet e Sigurimit të Shtetit*.
- Ligji Nr. 83/2018. (2018). *Për ratifikimin e Marrëveshjes ndërmjet Këshillit të Ministrave të Shqipërisë dhe ICMP*, Retrieved June 10, 2025, from <https://qbz.gov.al/eli/fz/2018/172/4b3e432f-6df2-427c-b025-f468142a7753>
- Meta, B., & Frashëri, E. (2018). *Studim kornizë mbi sistemin e burgjeve, internimit dhe punës së detyruar*. UNDP Albania. Retrieved May 28, 2025, from https://www.undp.org/sites/g/files/zskgke326/files/migration/al/Studimi_Kornize-for-web.pdf
- OSCE. (2022). Bogdani, M., & Starova, T. *Zhdukja e njerëzve gjatë regjimit komunist*. Retrieved June 1, 2025, from https://www.osce.org/files/f/documents/7/a/510967_0.pdf
- Parliamentary Assembly of the Council of Europe. (2024). *Resolution 2535: The right to freedom of information*. Retrieved May 29, 2025, from <https://pace.coe.int/en/files/33389>
- Qendra e Botimeve Zyrtare. (2002). *Ligj nr. 8984, datë 23.12.2002*. Fletore Zyrtare nr.91 datë 31.12.2002.
- Qendra e Botimeve Zyrtare. (2007). *Ligji nr.9802, datë 13.09.2007*. Fletore Zyrtare Nr.125 datë 27.09.2007.
- Qendra e Botimeve Zyrtare. (2010). *Fletore zyrtare nr.30, p. 1013*, datë 23.03.2010
- Qendra e Botimeve Zyrtare. (2015). *Nr.88 datë 28.05.2015*. <https://www.qbz.gov.al/eli/fz/2015/88/174add9-7064-45f1-ae82-072dfab72943>

ZGJIDHJA E PROBLEMEVE REALE SI MJET PËR TË NXITUR TË MENDUARIT KRITIK NË KLASËN E TRETË TË ARSIMIT FILLOR.

Msc. Etleva KORKUTI¹

¹Shkolla 9-vjeçare “Koto Hoxhi”, Arsimi Fillor

Abstrakt: Zhvillimi i të menduarit kritik në mjedisin bashkëkohor arsimor, është një ndër objektivat më të rëndësishëm të procesit mësimor. Punimi ynë paraqet përvojën praktike në klasën e tretë të arsimit fillor, e cila përdor problemet reale të jetës së përditshme si një strategji për të nxitur të menduarit kritik, krijues dhe reflektues tek nxënësit. Nëpërmjet integritit të matematikës dhe situatave nga jeta e përditshme, si blerjet në treg apo ndarja e burimeve, nxënësit mësojnë të analizojnë, të arsyetojnë dhe të propozojnë zgjidhje të ndryshme për të njëjtin problem. Gjatë prezantimit do të diskutohen shembuj konkretë të aktiviteteve mësimore, mënyrat e vlerësimit të të menduarit kritik, si dhe reflektimet mbi ndryshimin që sjell kjo qasje në angazhimin dhe zhvillimin kognitiv të fëmijëve. Ky studim praktik mbështet idenë se arsimi cilësor në ciklin fillor duhet të përqendrohet jo vetëm në përvetësimin e njohurive, por edhe në formimin e shprehive mendore që shërbejnë për të përballuar sfidat e jetës reale.

Fjalë kyçe: Të menduarit kritik, zgjidhja e problemeve, problem reale, situatë nga jeta reale, kompetenca e të menduarit, strategji mesimore.

HYRJE

Në arsimin fillor, zhvillimi i të menduarit kritik është një nga objektivat më të rëndësishëm të edukimit bashkëkohor. Zgjidhja e problemeve reale, që burojnë nga përditshmëria e nxënësve, është një mënyrë efektive për të stimuluar mendimin e thelluar, reflektues dhe analitik. Në klasën e tretë, ku fëmijët fillojnë të zhvillojnë më tej aftësitë logjike dhe sociale, përdorimi i situatave të jetës reale për të trajtuar konceptet matematikore ndihmon jo vetëm në përvetësimin e dijes, por edhe në kuptimin praktik të saj. Është e rëndësishme që fëmijët të fillojnë të mendojnë në mënyrë kritike. Shoqëria jonë sot ka nevojë për të rinj krijues, të cilët mund të zgjidhin probleme, të marrin vendime, të mendojnë në mënyrë kritike, të komunikojnë ide dhe të bëjnë punë efektive brenda grupeve ku përfshihen. Një individ me aftësi për të menduar në mënyrë kritike është në gjendje të bëjë pyetje më të thella, të shqyrtojë burimet e informacionit, të dallojë faktet dhe opinionet, të nxjerrë përfundime të mbështetura në prova duke arritur në marrjen e përfundimeve të arsyetuar.

Qëllimi i punimit: Të analizojë se si përfshirja e situatave reale në mësimin e matematikës në klasën e tretë ndihmon në zhvillimin e të menduarit kritik përmes zgjidhjes problemore të një situatë reale në klasën e tretë, me fokus në përvetësimin e thyesave.

Pyetja kryesore: Si ndihmon zgjidhja e problemeve reale në klasën e tretë për të nxitur të menduarit kritik tek nxënësit?

Korniza teorike

Bloom (1956) Të menduarit kritik nënkupton aftësinë për të analizua, vlerësuar dhe sintetizuar informacionin në mënyrë të pavarur dhe të argumentuar. për të marrë vendime të bazuara në fakte dhe arsye të logjike.

Polya (1945) thekson rëndësinë e të kuptuarit të problemit, planifikimit të zgjidhjes, zbatimit të planit dhe vlerësimit të rezultatit — një model që mund të aplikohet lehtësisht në probleme reale.

Richard Paul & Michael Scriven (2000)

“

Mendimi kritik është procesi intelektual dhe i disiplinuar i konceptimit, zbatimit, analizimit, sintetizimit dhe / ose vlerësimit të aftë dhe aktiv të informacionit të mbledhur apo të nxjerrë nga vëzhgimi, përvoja, reflektimi, arsyetimi ose komunikimi, si një udhërrëfyes drejt besimit dhe veprimit. Në formën e tij më të thjeshtë, ai është i bazuar në vlerat intelektuale universale, të cilat kanë si element: saktësinë, lidhjen logjike, përputhjen, të dhënat, arsyetimet, thellësinë, gjerësinë dhe qartësinë. Ai kërkon shqyrtimin e këtyre strukturave apo elementëve të mendimit, të nënkuptuara gjatë gjithë arsyetimit, qëllimit, problemit, pyetjes në fjalë, supozimeve, koncepteve, njohurive themelore empirike etj. Mendimi kritik, duke qënë i ndjeshëm në tema, çështje apo qëllime të ndryshme, përfshihet në një familje mënyrash të ndërthurura të të menduarit “.

OECD (2018) nënvizon se arsimi duhet të përgatitë nxënësit për një botë të ndërlikuar dhe në ndryshim të vazhdueshëm, ku problemet reale nuk kanë gjithmonë një zgjidhje të vetme.

Cfarë është të menduarit kritik në kontekstin e matematikës?

Lënda e matematikës na ofron një mundësi të madhe për të zbatuar të menduarit kritik përmes zgjidhjes së problemeve reale në situata konkrete. Në klasën e tretë fëmijët kuptojnë më mirë përdorimin praktik dhe mësojnë të mendojnë në mënyrë më të thellë, analitike dhe të arsyetuar. për të zgjidhur një problem ata e analizojnë atë për të kuptuar kërkesën reale të saj. Formulojnë strategji të ndryshme për zgjidhjen. Vlerësojnë zgjedhjen e mundshme më të përshtatshme. Argumentojnë mënyrën e arritjes tek përfundimi. Reflektojnë mbi gabimet e bëra.

Pse është e rëndësishme zgjidhja e problemeve reale?

Problemet reale janë sfida konkrete të jetës sonë të përditshme si: menaxhimi i shpenzimeve ditore, bërja e një feste me shokët, planifikim i kohës që na duhet për veprimtaritë tona ditore etj. Të gjitha këto probleme janë komplekse dhe nuk kanë gjithmonë një zgjidhje të vetme, prandaj është e nevojshme të kërkojmë një analizim më të thelluar duke zhvilluar kreativitetin për të gjetur zgjidhje të tjera. Kjo mënyrë kërkon rritjen e bashkëpunimit dhe komunikimit mes njëri-tjetrit. Megjithatë, kur konceptet matematikore lidhen me përvoja të jetës së përditshme, nxënësit arrijnë t'i kuptojnë më mirë dhe të ndërtojnë njohuri të qëndrueshme. Thyesat, si një nga temat sfiduese në këtë nivel, kërkojnë metoda më interaktive dhe të kuptueshme. Ky studim hulumton se si zgjidhja problemore e situatave reale mund të përmirësojë të nxënit e thyesave në klasën e tretë.

Praktika mësimore në klasën e tretë

Shembuj problemesh reale:

Shembuj problemesh reale:

Numri i nxënësve: 32

Metoda e përdorur: Zgjidhja problemore e një situatë reale – ndarja e një “pice” mes nxënësve.

Mjetet: Modele vizuale të një pice të ndarë në pjesë, fletë pune, biseda në grup.

Hapat e aktivitetit:

1. Prezantimi i problemit: “Si mund të ndajmë një picë mes 4 nxënësve?” Në klasë do të zhvillohet një festë me rastin e mbarimit të vitit shkollor. Klasa është e ndarë në tavolina me nga 8 nxënës. Për secilën tavolinë janë porositur dy pica të ndara në 8 pjesë. Disa nxënës kërkojnë $\frac{1}{4}$ e picës, disa $\frac{1}{8}$ e picës dhe disa të tjerë $\frac{3}{8}$ e picës. Nxënësit duhet të gjejnë zgjidhje për të ndarë picat duke respektuar dëshirën e secilit.

2. Diskutimi dhe eksperimentimi në grupe. Nxënësit do të diskutojnë sa picë do të konsumojë secili nxënës sipas kërkesës. Si do të veprojnë për ta ndarë atë?

3. Prezantimi i zgjidhjeve. Secili grup paraqet mënyrat e tij të zgjidhjes.

Grupi 1: Mblodhën thyesat dhe i kthyen në emërues të përbashkët dhe gjetën sa pjesë I takon secilit.

Grupi 2:

Gjetën sa pjesë I takon secilës thyesë me anë të veprimit.

Grupi 3: Nërpermjet vizatimit e ndanë sipas kërkesës së secilit.

4. Do të vizatojnë fillimisht dy pica dhe i ndajnë në 8 pjesë dhe planifikojnë sa do të marrë secili sipas kërkesës. A mbetet picë pa u marrë? Sa nxënës do të konsumojnë $\frac{1}{4}$ e picës? Po $\frac{1}{8}$ e picës? Po $\frac{3}{8}$ e picës? Si veproun?

5. Reflektim. A na dhanë të gjitha mënyrat të njëjtën mënyrë ndarjeje? Cili prej tyre është më i lehtë për t'u përdorur në realitet?

Një veprimtari e tillë zhvillon mendimin kritik duke i bërë nxënësit të kuptojnë thyesat në kontekstin praktik. Shpjegojnë arsyetimet e tyre, duke analizuar rezultatet, përdorimi i më shumë se një mënyre për të gjetur zgjidhjen.

Metodologjia

- Prezantimi i problemit në formë tregimi apo situatë reale.
- Punë në grupe të vogla për të diskutuar zgjidhjen.
- Prezantim i ideve dhe zgjidhjeve përpara klasës.

Roli i bashkëpunimit:

- Bashkëpunimi nxit debat, argumentim dhe përpunim më të thellë të informacionit.
- Nxënësit mësojnë të dëgjojnë dhe të justifikojnë mendimet e tyre, thelb i të menduarit kritik.

Vëzhgime dhe reflektim

Reagimet e nxënësve:

- Fillimisht mund të ndihen të pasigurt, por më pas tregojnë entuziazëm dhe angazhim të lartë.
- Disa përdorin strategji të thjeshta, ndërsa të tjerë nisin të krahasojnë zgjidhje, të analizojnë e të justifikojnë vendimet.

Shembuj konkretë:

- Nxënës që fillojnë të bëjnë pyetje si: “Po sikur të përdorim një mënyrë tjetër?” ose “A është kjo mënyra më e mirë?”
- Të tjerë që mbrojnë zgjidhjen e grupit të tyre me argumente të arsyetuara.

Sfida:

- Diferencat në nivelet e të menduarit të nxënësve.
- Vështirësia në kohëzgjatjen e diskutimeve.
- Nevoja për përgatitje të mirë të situatës nga ana e mësuesit.

Rezultatet

- 90% e nxënësve ishin në gjendje të përfaqësonin saktë një pjesë të picës si $\frac{1}{8}$.
- Nxënësit shfaqën interes dhe përfshirje aktive në zgjidhjen e problemit.
- Pas aktivitetit, mesatarja e saktësisë në ushtrimet me thyesa u rrit nga 60% në 80%.
- Nxënësit raportuan se “ishte më e lehtë të kuptonin thyesat përmes picës.

Diskutim

Rezultatet përforcojnë rëndësinë e përdorimit të situatave reale në mësimdhënien e matematikës. Kur konceptet abstrakte si thyesat paraqiten përmes shembujve konkretë dhe të lidhur me jetën e përditshme, nxënësit i kuptojnë dhe i mbajnë mend më mirë. Zgjidhja problemore nuk nxit vetëm të menduarin logjik, por gjithashtu rrit bashkëpunimin dhe komunikimin në klasë.

Përfundime:

- Përdorimi i problemeve reale nxit angazhimin dhe përfshirjen aktive të nxënësve.
- Fëmijët fillojnë të zhvillojnë aftësi të të menduarit kritik, veçanërisht në analizë, vlerësim dhe vendimmarrje.
- Mësimi bëhet më kuptimplotë dhe i lidhur me jetën e përditshme.
- Inkurajojnë nxënësit të punojnë në grupe për të zgjidhur probleme të përbashkëta.
- Vlerësojnë më shumë procesin e të menduarit sesa vetëm përgjigjet përfundimtare.

Rekomandime:

- Mësuesit të përdorin më shpesh situata reale në mësim.
- Të integrohen më shumë kompetencat e mendimit kritik në programin mësimor.

- Të organizohen trajnime për mësuesit mbi dizajnimin e problemeve të tilla dhe mbi mënyrat e vlerësimit të të menduarit kritik.

REFERENCES

1. Polya, G. (1945). *How to Solve It*. Princeton University Press.
2. Bloom, B. S. (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals*.
3. OECD (2018). *The Future of Education and Skills: Education 2030*.
4. Facione, P. A. (2015). *Critical Thinking: What It Is and Why It Counts*.
5. Boaler, J. (2016). *Mathematical Mindsets*. Jossey-Bas

THE ROLE OF THE NATIONAL SECURITY STRATEGY IN THE WAR ON TERRORISM IN ALBANIA

Msc. Fatjon MALAJ
Universiteti Egerem Çabej Gjirokastër.

Abstract: This article aims to provide a comprehensive and critical analysis of the strategic role of the National Security Strategy of the Republic of Albania in addressing and preventing threats stemming from terrorism, radicalization, and violent extremism. Through an interdisciplinary approach that combines academic literature with official documents prepared by state and international institutions, the article examines the institutional security architecture, the legal framework that supports it, as well as the inter-institutional coordination mechanisms designed to strengthen the state's capacities in this field. Particular attention is given to the need for an integrated approach to policymaking and the implementation of counter-terrorism strategies, emphasizing the role of cross-sectoral cooperation between domestic institutions and law enforcement agencies, as well as the importance of international partnerships within the framework of Albania's commitments to NATO, the UN, the EU, and other regional and global security initiatives. The article argues that an effective approach to these challenges requires not only the harmonization of policies and legislation but also capacity building and the cultivation of trust between state actors and civil society. In this context, the National Security Strategy is seen as a foundational document that not only guides institutional actions but also reflects the Albanian state's commitment to contributing to regional and global security in an increasingly complex and intricate security environment.

Keywords: National Security Strategy, Terrorism, Radicalization

INTRODUCTION

In an increasingly complex international environment, where global security dynamics are shaped by ongoing geopolitical, technological, and social transformations, democratic states are confronted with ever more intricate and multifaceted threats. Within this context, terrorism has emerged as one of the most significant challenges to both national and international security due to its transnational nature, evolving organizational forms, and its capacity to destabilize institutions, communities, and democratic values. Developments over the past decade—including the spread of radical ideologies via social media, the recruitment of individuals by extremist groups, and the involvement of foreign nationals in armed conflicts—have further complicated the management of this phenomenon.

Albania, as a country in democratic transition and an aspirant for European Union membership, has actively participated in regional and international efforts to combat terrorism and violent extremism. Albania's institutional response to these challenges has been reflected in the development of a strategic and legal framework aimed at strengthening the state's resilience against security threats. Within this framework, the **National Security Strategy (NSS)** represents the most important political and programmatic document, outlining the

long-term vision of the Albanian state for ensuring both internal and external security. The NSS identifies national security priorities and guides public policies aimed at preserving constitutional order, protecting territorial integrity, and safeguarding citizens' fundamental rights and freedoms.

Specifically, the National Security Strategy emphasizes the need for a proactive and comprehensive approach to counter-terrorism through short- and long-term objectives, including strengthening the capacities of security agencies, enhancing inter-institutional and international cooperation, as well as raising awareness and actively involving the community and civil society. The strategy not only seeks to address existing threats but also aims to create a resilient security architecture capable of identifying and managing emerging risks in a global environment characterized by uncertainty and unpredictability.

2. The Legal and Institutional Framework for Counter-Terrorism

In response to the complex and evolving threats posed by terrorism, Albania has established a progressive legal and institutional framework aligned with international standards and obligations arising from global security agreements. This approach aims to enhance state capacities to prevent, detect, and punish terrorist activities, while simultaneously strengthening inter-institutional and international cooperation.

The legislative framework consists of several foundational laws that form the core of anti-terrorism regulation. The most significant among them include:

- **Law No. 7895/1995, “The Criminal Code of the Republic of Albania”**, which criminalizes terrorist acts, participation in terrorist organizations, financing of terrorism, and incitement to extremist actions;
- **Law No. 9917/2008, “On the Prevention of Money Laundering and Financing of Terrorism”**, which strengthens the legal framework for monitoring and reporting suspicious transactions potentially linked to terrorist activity;
- **Law No. 22/2020**, which introduces amendments to the above law, further tightening measures against terrorism financing in line with FATF recommendations and EU directives;
- **Bylaws and decisions of the Council of Ministers**, which define technical and organizational procedures for inter-institutional cooperation and preventive measures at both operational and strategic levels.

On the institutional level, responsibility for implementing the legal framework against terrorism is divided among several key state entities:

- The **State Intelligence Service (SHISH)**, which plays a fundamental role in intelligence gathering, risk analysis, and threat forecasting;
- The **State Police**, through its specialized structures, is responsible for operational interventions, enforcement of criminal orders, and detentions;
- The **General Prosecutor’s Office**, which leads investigations and prosecutes criminal offenses related to terrorism;
- The **Anti-Terror Directorate**, a dedicated unit within the State Police focusing on the prevention and active combat of terrorist activities;

- **Inter-Institutional Task Forces**, which ensure coordination among institutions for complex and sensitive operations;
- The **Financial Intelligence Unit (FIU)**, which monitors and analyzes suspicious financial transactions to prevent the financing of terrorism.

This system is also supported by cooperation with international organizations such as **Europol**, **Interpol**, and Albania's strategic partners within **NATO** and the **European Union**, establishing an integrated network of response to terrorist threats.

Table 1. Legal Framework in Albania for the Fight Against Terrorism

1996	Penal Code of Republic of Albania. The initial Criminalization of terrorist acts
2004	Membership in NATO's Partner ship for Peace. The initiation of harmonization with European standards
2008	Law No.9917 on the Prevention of Money Laundering and the Financi g of Terrorism Alignment with FATF recommendations
2014	Participation in the Global Coaliton against ISIS The increasing international engagment of Albania.
2016	The national strategy for Countering Violent Extremism. A step toward a cross-sectoral and preventive approach.
2020	Amendments to the law on the financing of terrorism. Strengthening financial oversight and closer coopeartion with the EU.

3. Inter-Institutional and International Cooperation

The fight against terrorism in Albania cannot be approached as an isolated institutional or national process; on the contrary, it requires an integrated and comprehensive approach in which inter-institutional and international cooperation play a vital role in enhancing the state's capacity to address threats arising from violent extremism and transnational terrorism. In this context, Albania has institutionalized a series of domestic cooperation mechanisms, including the establishment of coordination networks among key security actors, real-time information sharing between institutions, and the organization of joint inter-institutional training programs to strengthen operational capacities and improve cross-sectoral communication.

On the international front, Albania is an active and constructive participant in collective security structures such as INTERPOL, EUROPOL, the Organization for Security and Co-operation in Europe (OSCE), and NATO, progressively integrating into global counter-terrorism cooperation networks. Through these mechanisms, the country benefits from technical assistance and strategic expertise, develops its capacity to counter hybrid threats, significantly improves classified information-sharing systems, and actively engages in joint

regional and international operations aimed at identifying and apprehending individuals or groups with terrorist affiliations.

This dimension of cooperation is essential to ensuring a coordinated approach to security crisis management, as well as to further aligning Albania with European Union standards in the areas of justice, security, and fundamental rights. Moreover, Albania's active participation in these structures enables it to benefit from early warning systems, risk analysis platforms, and shared resources for training and capacity building, in line with best international practices.

4. Preventing Radicalization and Violent Extremism

In addition to repressive and reactive measures, prevention constitutes a fundamental component of Albania's counter-terrorism strategy. In this regard, the Albanian government has adopted National Action Plans for the Prevention of Violent Extremism (PVE), which include cross-sectoral measures targeting key areas such as education, culture, youth, and social services. The primary objective of these plans is to build sustainable community resilience and provide alternative opportunities for individuals vulnerable to radicalization. In this context, close cooperation with religious communities, civil society, and local authorities is essential to the successful implementation of these initiatives.

5. Challenges and Perspectives

Despite the significant progress achieved in combating terrorism and violent extremism, Albania continues to face a number of critical challenges that demand deeper commitment and a sustainable strategic approach. One of the main challenges is the lack of sufficient human and technological resources, which are essential to effectively support the implementation of both preventive and responsive measures. This capacity gap—particularly at the local and inter-institutional level—hinders proper collaboration among key actors and undermines the efficiency of responses to potential threats.

At the same time, the fragmentation of responsibilities among institutions and the lack of clear coordination between state and non-state actors—such as civil society and religious communities—remain a barrier to the development of a unified and effective strategy.

Another pressing challenge is the need to strengthen public trust in state institutions and their policies. Building trust and increasing transparency are indispensable for ensuring greater public support and cooperation from citizens and social stakeholders. This becomes particularly important in an era where the influence of social media and the accessibility of new technologies have created fertile ground for the spread of radical ideologies. Social networks, as an appealing tool for young and vulnerable individuals, present a new and evolving threat that requires a timely and multidimensional response. Leveraging technology to prevent radicalization and violent extremism—through monitoring and rapid intervention—has become a necessity.

From a medium-term perspective, Albania must adopt a more comprehensive approach to tackling these challenges, focusing on improving risk analysis capacities and identifying early signs of radicalization. Additionally, reforming the criminal legislation and aligning it with the modern realities of terrorism and related crimes is a key aspect of strengthening the justice system. Promoting a culture of security and raising citizen awareness about the risks posed by radical ideologies and actions are essential steps toward building a stable and secure society. This requires continuous engagement at all levels of governance and the active involvement of a broad range of social actors who can contribute to a safe and resilient environment.

CONCLUSIONS

- The National Security Strategy represents a broad and comprehensive framework for the development of an effective and sustainable counter-terrorism policy in Albania. This document aims to establish a holistic and integrated approach to addressing national security threats, encompassing preventive, repressive, and rapid response measures to emergencies. The successful implementation of this strategy requires strong commitment from state institutions, including cooperation among various agencies and ministries, as well as the active and coordinated involvement of non-state actors, such as civil society and local communities.

A key element in the success of the strategy is the application of an integrated and coordinated approach, ensuring a sustainable and effective response to terrorism threats in accordance with international standards and Albania's commitments to global security organizations. Only through this close cooperation and alignment with international best practices can national security be guaranteed and regional stability and peace effectively promoted.

REFERENCES

- Government of Albania. (2020). *National Security Strategy of the Republic of Albania*.
- Ministry of Interior. (2021). *National Action Plan for the Prevention of Violent Extremism*.
- EUROPOL. (2023). *European Union Terrorism Situation and Trend Report (TE-SAT)*.
- NATO. (2018). *Counter-Terrorism Policy Guidelines*.
- OSCE. (2022). *Report on Preventing Radicalization in the Western Balkans*.
- Law No. 9917/2008 "On the Prevention of Money Laundering and the Financing of Terrorism."
- Criminal Code of the Republic of Albania (Law No. 7895/1995).
- European Union. (2022). *European Counter Terrorism Agenda*.
- Council of Europe. (2020). *Guidelines on the Prevention of Radicalisation Leading to Terrorism*.
- United Nations Office on Drugs and Crime (UNODC). (2021). *Handbook on Countering the Financing of Terrorism*.

COOPERATION OF ALBANIAN INSTITUTIONS IN THE FIGHT AGAINST TERRORISM

Msc. Fatjon MALAJ

Universiteti Egerem Çabëj Gjirokastër.

Abstract: This paper examines terrorism and organized crime as serious threats to national security and constitutional order in Albania, with particular emphasis on the role of security forces and institutional cooperation. It begins by exploring the historical background and classification of various forms of terrorism globally and nationally, including political, religious, ethnic, and state-sponsored terrorism. The analysis continues with an overview of the tools and methods used by terrorist organizations, as well as their sources of funding—particularly drug trafficking and transnational networks. A dedicated section focuses on the Albanian context after the 1990s, a period during which the influence of extremist religious ideologies and the lack of institutional oversight created a fertile ground for radicalization. The study concludes with an evaluation of policies and institutional mechanisms implemented to combat terrorism, including relevant legislation and international cooperation, and offers concrete recommendations for preventing radicalization and strengthening state capacities in this field.

Keywords: Terrorism, strategy, radicalism, organization, influence

INTRODUCTION

The activities of organized crime and terrorism, whether overt or covert, represent a serious threat to the rule of law and internal security. The Armed Forces, in support of the maintenance and restoration of constitutional order, are engaged in a limited and clearly defined number of tasks, which include operations for the protection of strategically important facilities, as well as actions against terrorism, in accordance with specific legal provisions (Law No. 64/2014 “On the Armed Forces of the Republic of Albania”).

These actions may involve specialized units of the Armed Forces such as special forces, commando units, military police, as well as air and naval units, depending on the nature and specifics of the operation.

The History of Terrorism Globally and in Albania

Terrorism has marked numerous dramatic episodes in both global and national history, leaving a deep imprint on collective memory and international political developments. Throughout the course of history, it has been manifested by violent individuals and groups—including dictators, occupiers, ideological, religious, or criminal organizations—that have used violence as a means to instill fear, insecurity, and control over populations. According to scholar Bruce Hoffman, terrorism is defined as “the systematic use of violence to instill fear in a population and influence political decision-making” (*Hoffman, Inside Terrorism*, 2006), a definition that highlights the manipulative and strategic nature of the phenomenon.

In recent decades, events such as the attacks against the United States on September 11, 2001, the bombings in London in 2005 and Madrid in 2004, as well as the activities of groups such as Al-Qaeda, ISIS, the IRA, and ETA, have demonstrated that terrorism is a transnational and cyclical phenomenon that evolves in its forms, tactics, and motivations. It is no longer confined to a single state or region, but rather follows global dynamics, exploiting modern technology, social media, and transnational networks to spread its message and recruit followers.

According to the U.S. Department of State's *Country Reports on Terrorism* (2022), modern terrorism is closely linked to the spread of extremist ideologies, illicit financing, cryptocurrencies, and international radicalization networks, which often operate in fragile or unstable state environments. In this context, terrorism is not merely a threat to physical security—it is a complex challenge that affects international politics, migration, human rights, and social cohesion.

Forms of Terrorism

Terrorism can be classified into several main forms, which differ in their motivations, actors, and the methods through which violence is carried out. These categories are not always clearly separated, as they often overlap in specific historical or geopolitical contexts.

1. **Political terrorism** – aims to influence or alter state policies, power structures, or governments through the systematic and deliberate use of violence. This type of terrorism employs symbolic actions to draw international attention, radicalize supporters, or destabilize the existing political order. Examples include the activities of ETA in Spain seeking Basque independence, the IRA in the United Kingdom over the Irish issue, Hamas in the Israeli–Palestinian conflict, and Al-Qaeda's efforts to undermine Western influence in the Muslim world.

2. **State terrorism** – involves the systematic use of violence by the state itself against its own citizens, often with the goal of maintaining control, suppressing opposition, or instilling fear. This type of terrorism is especially prevalent in authoritarian and totalitarian regimes, where the state disregards fundamental human rights. A well-known example is Saddam Hussein's regime in Iraq, which used extreme violence and chemical weapons against the Kurdish population and political dissidents. State terrorism can also be manifested through security agencies, arbitrary detentions, enforced disappearances, or systematic torture.

3. **Religious and ethnic terrorism** – is rooted in ideological, religious, or ethnic hatred and often serves causes that seek the domination or destruction of another group based on religious or ethnic identity. This is one of the most dangerous forms, as it is often driven by fanatic beliefs and views violence as a moral or divine duty. Examples include Islamic fundamentalism represented by groups such as ISIS and Boko Haram, and the ethnic cleansing of Muslims in Bosnia during 1992–1995 by Serbian forces. This form of terrorism often leads to genocide and serious crimes against humanity.

4. **Cyclical terrorism** – occurs in countries experiencing violent political transitions, coups, prolonged internal conflicts, or the absence of stable and functional institutions. This type of terrorism is common in countries with histories of political instability and deep social or

ideological divisions. Such cases can be found in parts of Sub-Saharan Africa, the Middle East, and the Western Balkans, where inter-ethnic conflicts, institutional corruption, and a lack of social justice create fertile ground for radicalization and the use of political violence. In these situations, terrorism becomes a recurring tool of political pressure, and the cycle of violence further exacerbates instability.

1.1 Classification of Terrorism

Terrorism is also classified into:

- **Domestic terrorism:** carried out by citizens of a country against national targets (e.g., the IRA, ETA).
- **International terrorism:** includes actions involving two or more countries (e.g., ISIS, the PKK, Al-Qaeda networks).

1.2 Tools and Methods of Terrorists

Terrorists aim to instill fear and destabilize societies through attacks on civilians and sensitive targets. The methods they employ include:

- **Car bombs**
- **High-powered explosives** (e.g., attacks on embassies in Kenya and Tunisia)
- **Hijacking of airplanes or kidnapping of prominent individuals**
- **Suicide bombers** (used by Hamas and other Palestinian groups)
- **Incendiary and chemical bombs**
- **Financing through drug trafficking**, as seen with the PKK and similar groups (*UNODC, 2020*)

2. The Case of Albania: The Rise of Religious Influence and the Risk of Radicalization

Following the fall of the communist regime and the opening of the country in the 1990s, Albania became a favorable ground for the infiltration of extremist religious movements, primarily from Arab countries. Sects such as Salafism, Wahhabism, and Takfirism spread through the networks of foreign NGOs, which often used humanitarian aid as a tool for recruitment.

This situation was exacerbated by several factors:

- The religious vacuum left by decades of state-imposed atheism
- The absence of legislation regulating religious NGOs
- Widespread poverty during the 1990s
- The lack of institutional oversight and coordination among agencies

Concrete examples include the Egyptian Islamic Jihad cell discovered in Albania in 1998 and the attempted attack on the U.S. embassy in 1999.

2.1 Institutional Cooperation in the Fight Against Terrorism.

Albanian institutions have strengthened their mechanisms to combat terrorism through:

- Drafting a legal framework for national security and the prevention of terrorism financing (Law No. 9917/2008 and subsequent amendments)
- Increasing cooperation with international organizations such as Interpol, Europol, OSCE, and NATO
- Establishing counterterrorism structures within the State Police and the State Intelligence Service (SHISH)

According to EUROPOL's 2021 analysis, one of the main risks remains the covert financing of terrorism through alternative channels such as *hawala* systems or legitimate businesses infiltrated by radicalized individuals.

3. Recommendations for Preventing Radicalization and Combating Terrorism.

In order to strengthen national mechanisms for security and institutional stability, it is essential that policies and strategies aimed at countering radicalization and terrorism be well-structured and comprehensive. In this regard, several concrete measures are recommended:

- 1. Distinguishing and penalizing individuals or groups with extremist ideologies** – Law enforcement authorities must have sufficient capacity to identify, investigate, and prosecute individuals or structures that promote violence in the name of radical ideologies. This should be based on in-depth analysis of extremist discourse and dangerous behaviors.
- 2. Institutional support for traditional and moderate religious currents** – The state should build constructive relationships with religious communities that promote messages of peace, tolerance, and coexistence. This includes providing logistical and moral support, as well as involving these communities in policy-making processes aimed at countering radicalization.
- 3. Establishing academic structures for national religious education** – It is recommended that academic institutions or specialized departments be established within public universities to offer religious education in line with national traditions, thereby reducing the need for students to pursue religious studies in foreign institutions with potentially questionable ideological influence.
- 4. Reforming legislation on non-governmental organizations and monitoring their activities** – It is imperative to improve the legal framework governing NGOs, particularly those with religious or social missions, in order to ensure transparency in their funding sources, objectives, and international partnerships. This would also help prevent the infiltration of radical ideologies under the guise of humanitarian activity.
- 5. Community awareness through educational campaigns and collaboration with civil society** – The prevention of radicalization should be based on a proactive approach that includes civic education, the empowerment of local community capacities, and the organization of awareness-raising campaigns in schools, media, and public spaces, in close cooperation with civil society organizations and other informal actors.

REFERENCES

- National Security issues. (2004). *The case of Albania*. Tiranë: Official publications.
- GMC. (n.d.). *Moduli 1, 2737-E, PTSS*.
- GMC. (n.d.). *Moduli 3, 3203-E, George Bush*.
- GMC. (n.d.). *Moduli 3, 3816-E, Gordon Brown, Kryeministri i UK*.
- Jean, K. (1998). *Geopolitic*. Tiranë: publications for “Mendimin Politik”.
- Koha Jonë. (2007, June 20). *Xhavit Shala on Terrorism*. “Koha Jonë” Newspaper.
- Miller, T. (2022). Preventing radicalization: State strategies and challenges. *Global Security Insights*.
- Miller, T. (2023). Assessing the threat of returning foreign fighters. *Journal of Peace Studies*.
- Miller, T. (2023). Returning fighters and national security in the Balkans. *European Security Review*.
- NATO. (2003). *Facing new challenges to international peace and security*. The Albanian Atlantic Association.
- National security policy in a democratic society. (1996). Tiranë: Official publications.
- Rizvi, N. (2023). ISIS's continuing threat: A global perspective. *Journal of International Affairs*.
- Smith, J. (2019). ISIS and Al-Qaeda: Diverging paths. *Journal of Terrorism Studies*.
- Smith, J. (2019). Socio-political challenges of ISIS influence in the Balkans. *International Journal of Conflict Studies*.
- Smith, J. (2020). Negotiating return: The dynamics of ISIS fighters from the Balkans. *Journal of Terrorism Studies*.
- Smith, J. (2020). The phenomenon of ISIS: A global threat. *Journal of Global Terrorism Studies*.
- The national security strategy of the Republic of Albania. (2005). Tiranë: Official publications.
- Williams, L. (2019). Methods of terror: The techniques of ISIS. *International Journal of Counterterrorism*.
- Williams, P. (2018). The arsenal of ISIS: A comprehensive overview. *International Security Journal*.

FROM TRANSIT POINT TO TOURIST DESTINATION: FACTORS INFLUENCING THE UNTAPPED POTENTIAL OF THE CITY OF TEPELENA

MSc. GRISELDA SHEHU¹, MSc. BORANA LELAJ²

*¹. “Eqrem Çabej” University, Department of Accounting and Tourism, Albania,
griselda.shehu@yahoo.com*

². “Eqrem Çabej” University, Head of the Legal Office, Albania, blelaj@uogj.edu.al

Abstract: Tepelena, a city with a rich history and distinctive nature, is located at a key point in southern Albania. Despite its great potential for tourism development, it remains primarily a transit point for travelers who briefly stop on their way to Gjirokastër, the Ionian Riviera, or other natural parks. This paper aims to analyze the reasons that have hindered the city from developing as a sustainable tourist destination and to offer some concrete perspectives for the future. The study is based on a mixed approach, using statistical data, local development documents, and interviews with stakeholders involved in the tourism sector. Three main challenges have been identified: the lack of adequate infrastructure (accommodation, tourist orientation, road access), the lack of human capacities and inter-institutional cooperation, and the lack of cultural offerings that would motivate tourists to stay longer. Nevertheless, Tepelena has much to offer: rich cultural layers from antiquity to modern times, historical events and phenomena including the figure of Ali Pasha Tepelena and his period of influence across the Albanian territories, which attracted the attention of the European powers of the time; the Vjosa River with its two branches, Drino and Bença, now declared a national park; and its location on one of the main transportation arteries in the south of the country. These elements constitute a solid foundation for building a sustainable tourism profile. If these resources are carefully managed through a long-term strategy and institutional cooperation, Tepelena can transform from a transit point into a destination that offers an authentic experience and added value to the local economy and community.

Keywords: Sustainable Tourism, Local Development, Cultural Heritage, Tourist Destination.

INTRODUCTION

Tourism in Albania has experienced significant growth over the past decade, becoming one of the main sectors of the national economy. According to data from the Ministry of Tourism and Environment (2024) and INSTAT (2024), the number of international visitors has increased notably, particularly in coastal areas and cities with well-known cultural heritage such as Berat, Gjirokastër, and Shkodër. However, the benefits of this development have not been evenly distributed across the entire Albanian territory. Many small towns with considerable tourism potential continue to remain off the map of established destinations, serving primarily as transit points within national tourism itineraries.

One such case is Tepelena, a town with rich historical, cultural, and natural heritage, located at a strategic point in southern Albania along the national Fier–Gjirokastër axis. Tepelena has historically served as a transit hub for travelers heading toward Gjirokastër, Saranda, and the Southern Riviera, yet this geographical position has not translated into sustainable tourism

development. The city is still largely perceived as a brief stopover rather than as a destination of self-sustaining value.

In the context of contemporary tourism development, especially in small and peripheral towns, the concept of sustainable and integrated tourism has gained particular importance. According to Richards & Wilson (2007) and Ritchie & Crouch (2003), destinations that succeed in linking tourism with local cultural identity, long-term economic development, and community involvement are more likely to build successful, long-lasting models. In this regard, Tepelena represents a typical case of untapped potential in an environment where an integrated and inter-institutional approach is lacking.

The aim of this study is to analyze, in a structured manner, the factors that have hindered the tourism development of Tepelena and to propose concrete measures to include the city on the map of sustainable tourist destinations in southern Albania. The central hypothesis of the study is based on the idea that: the lack of a well-defined strategy, combined with weak inter-institutional cooperation, limited human capacities, and the absence of effective territorial marketing, have contributed to the stagnation of the city's tourism development.

This study is based on an interdisciplinary and comparative approach, utilizing:

1. Statistical data from the Ministry of Tourism and Environment for the years 2022–2024;
2. Local development strategic documents;
3. Academic literature and international practices on tourism development in small and underdeveloped towns (Sharpley, 2009; Hall & Page, 2014; Bramwell & Lane, 2011).

The experience of Gjirokastra, which is included in the UNESCO World Heritage List and has benefited from special development programs as noted by Nientied & Shutina (2018), provides an important point of comparison. The aim is not to replicate Gjirokastra's model, but rather to draw valuable lessons that can be adapted to Tepelena's unique context. At its core, this analysis seeks to propose a sustainable development model for small Albanian towns, where cultural heritage, natural environment, and community involvement form the fundamental pillars for long-term success.

Literature Review

In recent years, tourism has emerged as one of the most dynamic and fastest-growing sectors of the global economy. Contemporary literature on tourism development has extensively addressed the challenges and opportunities faced by smaller and peripheral destinations in building a sustainable and competitive model. Richards & Wilson (2007) emphasize that creativity and culture can serve as powerful mechanisms for revitalizing cities with underappreciated heritage. Similarly, Ritchie & Crouch (2003) argue that a destination's competitiveness depends on the combination of cultural heritage, community engagement, and long-term strategic planning.

McKercher & du Cros (2002) highlight the need for integrated destination management, warning that the absence of such an approach leads to fragmented and inauthentic tourist experiences. Hall & Page (2014) and Bramwell & Lane (2011) support this argument by advocating for cross-sectoral planning that involves public, private, and civil society actors.

Porter (1998), through his theory of the “tourism cluster,” and Hall (2000), through his analysis of tourism networks, underline that destinations cannot function as isolated islands but must be part of horizontal and vertical collaborative structures that facilitate the transfer of resources, knowledge, and infrastructure. The case of Gjirokastra, analyzed by Nientied & Shutina (2018), serves as a concrete example of the benefits stemming from such an approach, where co-financed projects and international networks have contributed to creating a clear and attractive tourism identity.

Beyond developmental and managerial approaches, another important strand in the literature focuses on the economic impact of tourism. Ghali (1976) was among the first to analyze the positive relationship between tourism growth and economic development through empirical approaches, a line later followed and expanded by Gray (1966) and Granger (1988) through analyses of causality between tourism and economic indicators. Dritsakis (2012), using data from seven Mediterranean countries, confirms that tourism growth has a direct impact on GDP growth a finding further reinforced by Kaplan & Çelik (2008) in the case of Turkey and by Katircioglu (2007) for Cyprus. According to these authors, tourism should be considered a driver of economic development and not merely a service activity.

An important contribution is also provided by the study of Akadiri & Akadiri (2021), which explores the relationship between tourism, exchange rates, and economic growth in island states, emphasizing that export-oriented tourism can significantly improve the balance of payments and attract foreign investment. This approach is particularly relevant for countries like Albania, where tourism represents one of the most dynamic and potentially most impactful sectors for regional development. The literature review shows that the relationship between tourism and economic growth varies from one country to another, depending on factors such as the size of the economy and its level of development.

In summary, the literature suggests that tourism development cannot rely solely on natural or historical assets, but requires supportive institutional infrastructure, a coordinated managerial approach, and policies that position tourism as an instrument of economic and social development. In this context, Tepelena represents a case where the absence of these elements has led to stagnation, despite the town’s considerable resources.

RESULTS

Descriptive analysis of the data

Comparison between Tepelena and other cities in Gjirokastrë County

Gjirokastrë County represents one of the richest and most diverse areas of southern Albania in terms of tourism offerings, encompassing elements of cultural, natural, historical, and adventure tourism. The county includes the cities of Gjirokastrë, Përmet, Tepelena, and a number of rural areas with considerable potential for sustainable tourism development. However, analysis of statistical data from the past three years (2022–2024) shows that the benefits of this potential have not been distributed evenly, with a clear polarization in favor of Gjirokastrë, while Tepelena remains in the shadows.

According to data from the Ministry of Tourism and Environment (2024) and the Gjirokastrë Regional Directorate of National Culture (DRTK), Gjirokastrë welcomed around 200,000

visitors in 2022, rising to 217,939 in 2023, and peaking at 263,048 in 2024 for the castle and city museums alone. In the same period, Tepelena experienced the opposite trend: from 19,500 tourists in 2022, to 20,900 in 2023, but falling to 18,060 in 2024. The contrast is even starker in visits to specific cultural attractions: the Tepelena Museum was visited by 513 people in 2022, 414 in 2023, and only 64 in 2024. Meanwhile, Gjirokastër's castle and museums saw 138,362 visitors in 2022, 217,939 in 2023, and 263,048 in 2024.

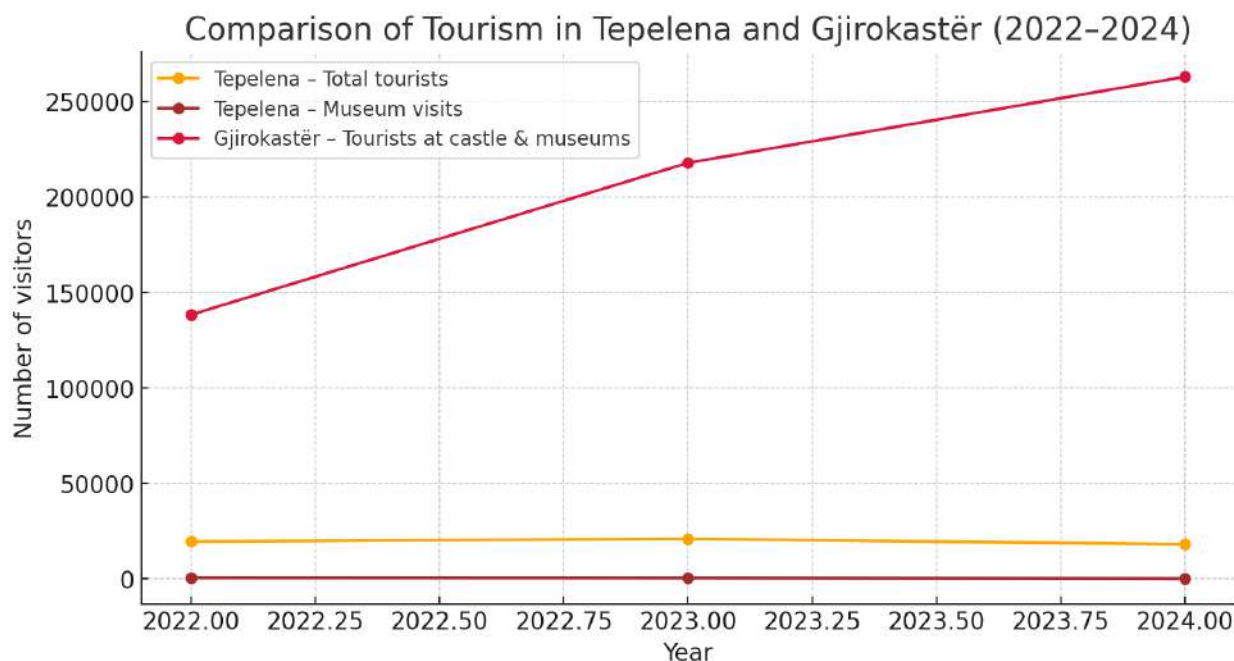
These contrasts clearly show that the current tourism development model in Gjirokastër County is concentrated around a “strong center” (Gjirokastër), while other towns like Tepelena fail to integrate into the regional network of benefits. As Baggio (2007) points out, tourism systems function as complex networks where each component each city can contribute in its own way, as long as interaction, information exchange, and shared infrastructure exist. In this framework, Tepelena appears to remain an “isolated node” in the region's tourism network.

Gjirokastër has benefited from consistent branding, international promotion, and investments in cultural infrastructure including restoration of museum buildings, development of tourist guides, and organization of internationally supported events. Përmet, on the other hand, is building a clear identity in nature and culinary tourism through its gastronomy festival, promotion of thermal baths, and collaboration with local agritourism (Kristo & Dobi, 2021).

Unlike these cities, Tepelena despite its significant historical (Ali Pasha Tepelena), natural (the confluence of the Vjosa, Drino, and Bënça rivers), and cultural resources has not succeeded in creating a clear tourism offering that differentiates it in the regional market. According to McKercher & du Cros (2002), the absence of an integrated destination management approach deprives a city of the ability to build a competitive identity, leaving it trapped in the perception of being a “transit point.”

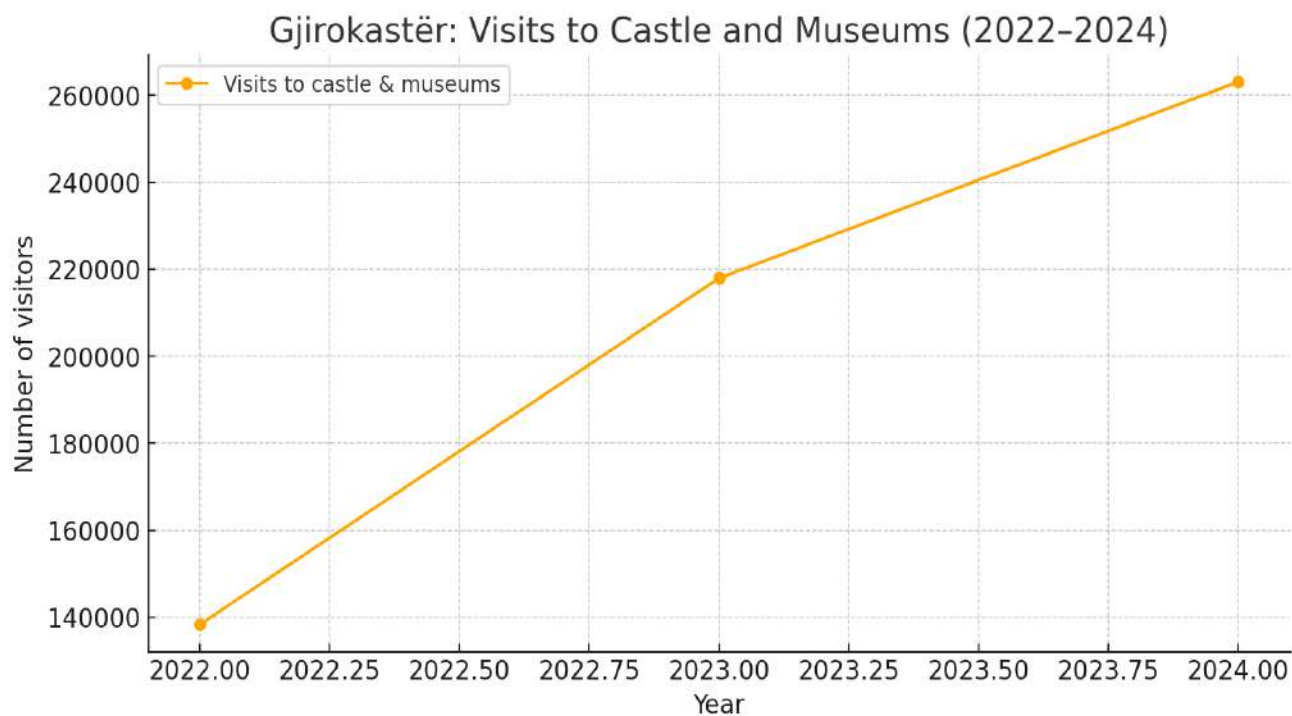
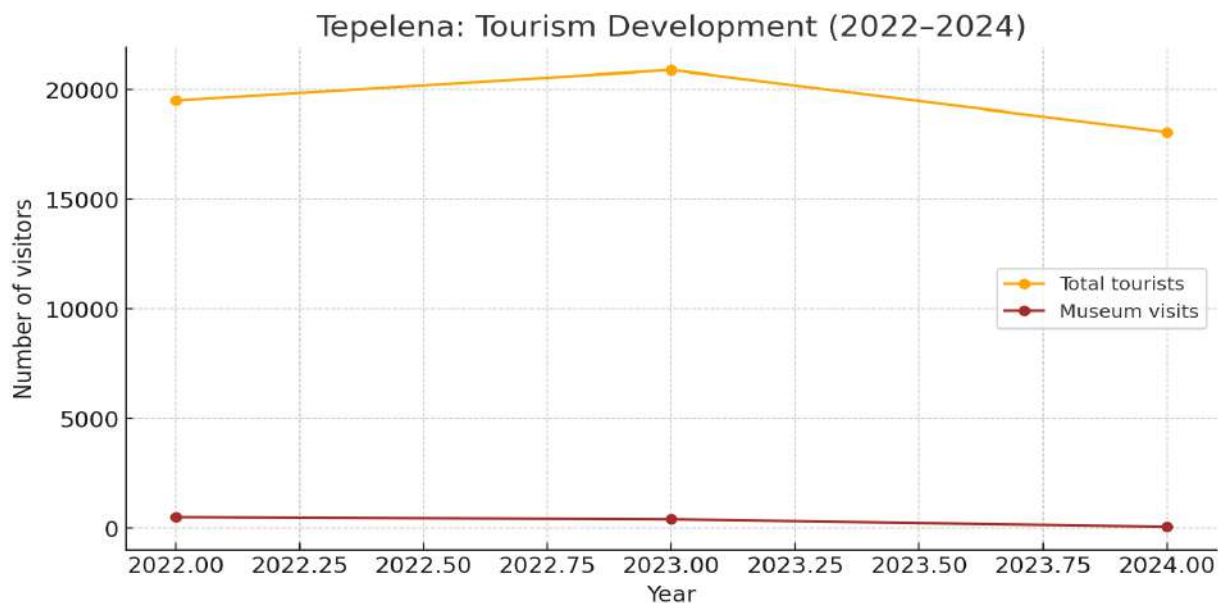
In this context, it is important to mention Porter's (1998) theory of the “tourism cluster,” which highlights the need for horizontal and vertical cooperation between different sector actors. Tepelena has been absent from these collaborative structures, both in terms of inter-institutional relations and connections with national and international promotion networks. While Gjirokastër and Përmet have been included in joint development agendas, Tepelena remains outside the investment cycle and is rarely mentioned in official tourism promotion materials.

This situation reflects a deep territorial planning issue, where development policies focus on major centers and fail to build equitable networks for smaller towns. As Bramwell & Lane (2011) argue, sustainable tourism planning requires the involvement of all levels of stakeholders and support for the diversification of tourist experiences, particularly in less developed areas.



Above is a comparative table with the key visitor data for Tepelena and Gjirokastër for the years 2022, 2023, and 2024, as well as a visual chart that clearly presents the respective trends for:

- The total number of tourists in Tepelena,
- Museum visits in Tepelena,
- Visits to the castle and museums of Gjirokastër.



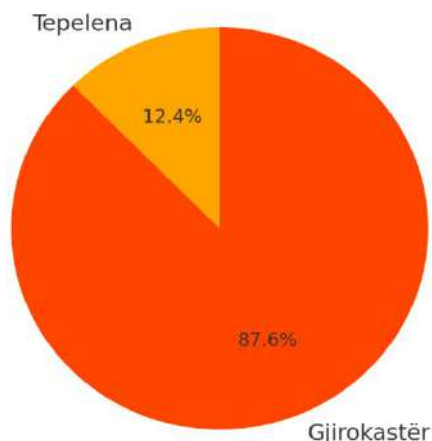
The charts above present in detail:

1. **Tepelena** – the evolution of the total number of tourists and museum visits during the period 2022–2024.
2. **Gjirokastër** – the continuous growth of visits to the castle and museums over the same period.

Tourism Percentage Analysis: Tepelena and Gjirokastër (2022–2024)

Below is an integrated presentation of the percentage of visitors in the cities of Tepelena and Gjirokastër over the past three years, using visual charts. The analysis aims to highlight the disproportionate distribution of tourists and points to the need for more balanced development policies at the regional level.

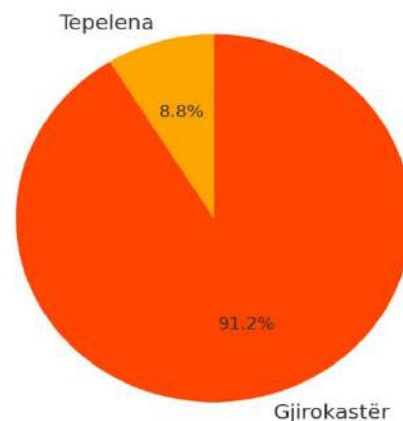
Percentage of Tourists in 2022



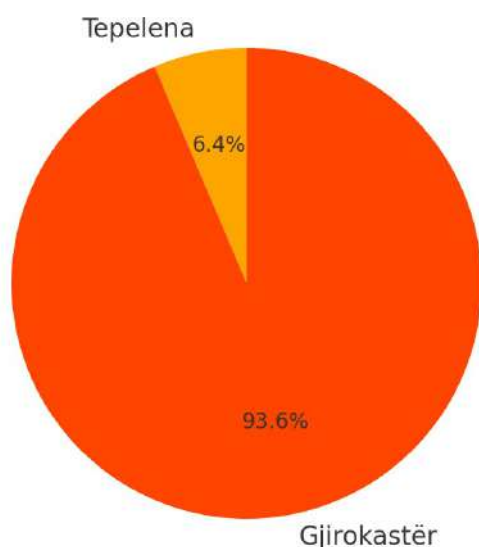
In 2022, Gjirokastër hosted 87.65% of the total registered tourists in the county, leaving Tepelena with only 12.35%. This disproportion has increased over the past three years, reflecting the lack of integration of Tepelena into the active network of cultural and historical destinations.

In 2023, Gjirokastër hosted 91.25% of the total registered tourists in the county, leaving Tepelena with only 8.75%. This disproportion has continued to grow over the past three years, reflecting the lack of integration of Tepelena into the active network of cultural and historical destinations.

Percentage of Tourists in 2023



Percentage of Tourists in 2024



In 2024, Gjirokaštër hosted 93.58% of the total registered tourists in the county, leaving Tepelena with only 6.42%. This disproportion has continued to increase over the past three years, reflecting the lack of integration of Tepelena into the active network of cultural and historical destinations.

The presented data highlight the importance of revising the regional approach to tourism development. While Gjirokaštër is consolidating its position as a major tourist hub, Tepelena has remained outside the currents of promotion and development. Its inclusion in cultural and natural heritage networks through an integrated approach is essential to achieve a sustainable balance and regional sustainable development.

Factors hindering the tourism development of Tepelena

Despite its favorable geographical position and its rich historical and natural heritage, Tepelena faces a range of structural and functional factors that have negatively influenced its development as a tourist destination. These challenges are not isolated but interconnected, forming a cycle that keeps the city in an underdeveloped position compared to other centers in the county.

Lack of basic tourism infrastructure

One of the main obstacles is the lack of adequate infrastructure. Most tourists traveling through Tepelena experience the city only through the car window or during a brief stop. The city currently lacks certified accommodation structures that can meet the minimum standards for international tourists. In addition, there is an absence of directional signage, licensed guides, and tourist information spaces all of which are essential for creating a structured and pleasant visitor experience (UNWTO, 2019).

Lack of organized cultural and experiential offerings

While the historical figure of Ali Pasha Tepelena is a unique element of local identity and could serve as a “narrative axis” for building a tourism experience, it remains largely unexplored and undocumented for the general public. The existing museum does not meet contemporary heritage interpretation standards, and the number of visitors in 2024 (only 64 visitors) is clear evidence of the lack of interest, mainly due to ineffective promotion and the absence of a diversified offering.

Lack of cooperation among professional capacities

Another factor is the lack of cooperation among tourism-related economic actors. As Dredge & Jenkins (2007) point out, sustainable tourism development requires genuine coordination

among stakeholders at the local level. In Tepelena, there is no functional destination management structure.

Moreover, the lack of qualified staff in the field of tourism and the absence of training opportunities have left Tepelena in a position where it cannot produce or attract the human resources necessary to provide quality tourism services.

Inability to benefit from regional initiatives

Unlike Përmet and Gjirokastër, which have been included in international projects, cooperation networks with development agencies, and have benefited from IPA or EU funds for rural and tourism development, Tepelena remains isolated in this regard. This obstacle is partly structural and partly linked to the lack of capacity to apply for and manage projects at the local level.

Untapped Potential of the City of Tepelena

Although it has long remained outside the focus of active tourism policies, Tepelena represents an important asset in the mosaic of undiscovered destinations in southern Albania. Its potential is not only of a natural character, but is closely intertwined with historical heritage, geostrategic position, and cultural connections to figures of regional and international influence.

Historical heritage and the figure of Ali Pasha Tepelena

The figure of Ali Pasha Tepelena is one of the most well-known in 19th-century Balkan history. Mentioned by great authors such as Byron and Pouqueville, Ali Pasha represents a meeting point of international interest with Albanian roots. The castle, the remains of his residence, and the accompanying legends could become the main axis for building a “tourist narrative” based on history, identity, and culture (Light & Prentice, 1994; Ashworth & Tunbridge, 2000).

The Vjosa River and its tributaries: an extraordinary natural value

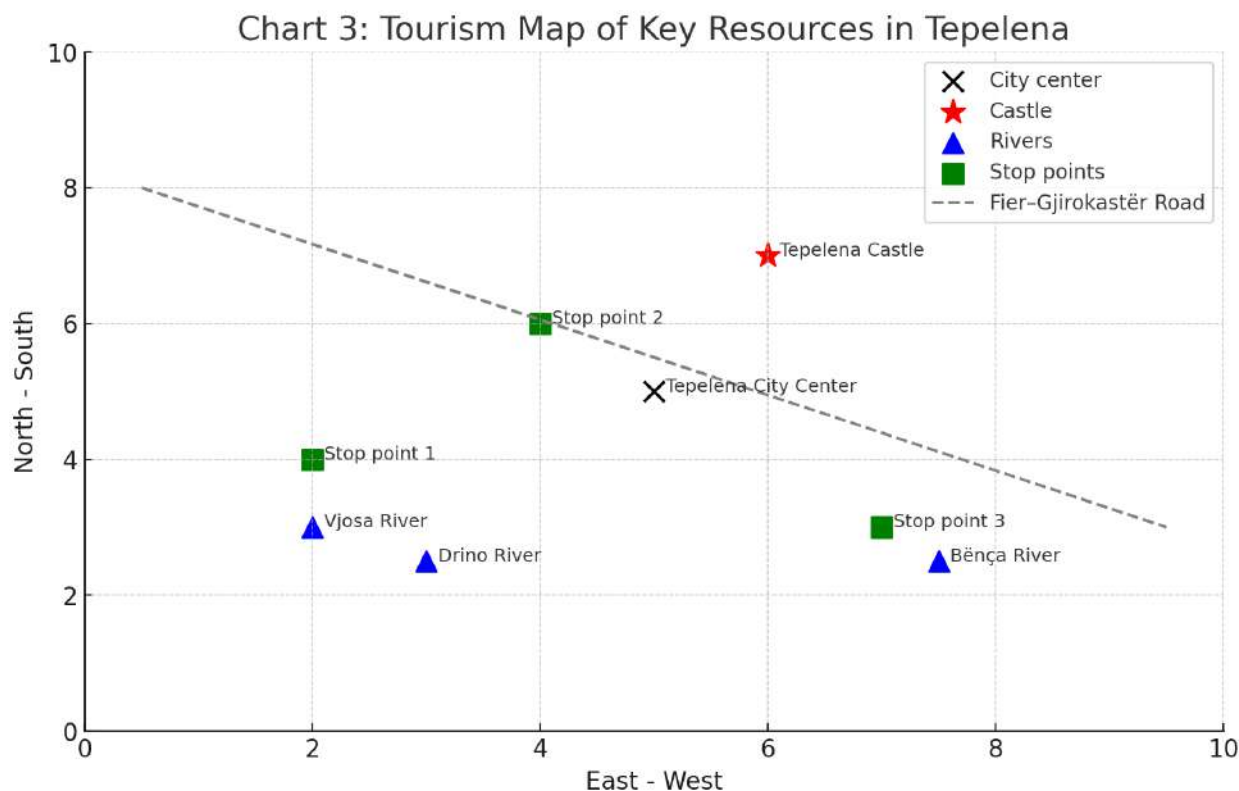
The Vjosa River, now designated as a National Park, is one of the last wild rivers in Europe, a precious habitat for biodiversity and an attraction for nature and adventure tourism. Tepelena is the city where the Drino and Bënça tributaries meet the Vjosa, creating a unique environmental complex that could be utilized for rafting, kayaking, hiking, and wildlife observation. According to studies by UNDP (2021) and ECNC (2023), sustainable tourism in protected areas offers an alternative economic model for local communities, preserving natural resources while enhancing social well-being.

Urban center with an unspoiled character

Tepelena preserves a simple yet authentic urban morphology. With careful intervention aimed at urban requalification and restoration of traditional elements, the city could benefit from the development model of the “small town with a strong identity,” successfully applied in countries such as Croatia, Greece, and southern Italy. This type of development aligns with the concept of **slow tourism**, where the visitor’s experience is closely connected to the pace of local life and authenticity (Fullagar et al., 2012).

Potential for agritourism and local gastronomy

The area surrounding Tepelena is rich in certifiable agricultural products: olive oil, herbs, medicinal plants, honey, and traditional cured meats. These could serve as the foundation for developing agritourism and for building a gastronomic experience itinerary that could attract a specific segment of the tourism market. Such models have produced very positive results in similar areas in Southeastern Europe (OECD, 2016).



Development of a Local Strategic Tourism Plan

It is essential that Tepelena Municipality, in cooperation with the Ministry of Tourism and development partners, drafts a multi-year sustainable tourism plan based on the integrated destination management approach (UNWTO, 2020). This plan should identify priority development areas, types of tourism to be promoted, and the needs for infrastructure and human resources.

Investments in tourism and visitor infrastructure

According to the experience of Gjirokastrë and Përmet, establishing tourist information centers, bilingual signage, and a digital guide system can have an immediate impact on visitors' length of stay and the perceived value of their experience (Richards, 2001). Additionally, the creation of guesthouses and agritourism enterprises that meet minimum certification standards should be supported.

Upgrading the museum and developing a permanent exhibition on Ali Pasha

Given the historical and symbolic importance of Ali Pasha Tepelena, the creation of a dedicated, interactive, and multilingual exhibition is recommended. This would serve as a

flagship attraction for the region. Collaboration with local and international researchers and museologists would ensure a high-quality and appealing product.

Education and training of human resources

Establishing partnerships with universities and vocational training institutions, as well as offering training courses in tourist guiding, hospitality management, and destination marketing, are essential for improving the quality of the tourism offer and promoting youth self-employment in the sector.

Sustainable promotion of the city's image

Creating a visual identity for Tepelena including a logo, slogan, and dedicated platform (website, social media, mobile app) is among the key elements for building a regional tourism brand. Promotion should focus on authentic experiences and the values of historical and natural heritage, in line with responsible tourism and slow tourism trends.

CONCLUSIONS

1. Tepelena does not currently function as a sustainable tourist destination, but primarily as a transit point along southern Albania's itineraries, despite its strategic location and numerous historical and natural resources.
2. There is a pronounced contrast between Tepelena and Gjirokastër in tourism performance:
 - In 2024, Gjirokastër recorded 263,048 visitors to its castle and museums, while Tepelena had only 64 museum visitors.
 - In 2022, Gjirokastër registered 200,000 tourists, compared to 19,500 in Tepelena.
 - This represents a significant regional divide in the benefits derived from tourism.
3. Visits to Tepelena's cultural attractions are in alarming decline from 513 in 2022 to 64 in 2024 reflecting a lack of attractiveness, exhibition content, and hospitality infrastructure.
4. International literature suggests that:
 - Sustainable tourism requires inter-institutional cooperation and integrated planning (Hall, 2000; Ritchie & Crouch, 2003).
 - Without a positioning strategy, a city like Tepelena cannot benefit from the national growth of the sector (McKercher & du Cros, 2002).
 - Tourism directly influences economic development and can be a generating factor (Dritsakis, 2012; Akadiri & Akadiri, 2021).
5. Tepelena represents a typical case of untapped potential, where the lack of investment, coordination, and promotion has led to a deep gap with neighboring destinations such as Gjirokastër and Përmet.
6. The historical heritage of Ali Pasha, the natural setting where the Vjosa, Drino, and Bënça rivers converge, and local products are important assets that have not been turned into structured tourism products.
7. The absence of branding and a clear tourism identity has prevented the city from creating an image in the domestic and international tourism markets.

Tepelena, despite its rich historical and natural resources, has not succeeded in positioning itself as a sustainable tourist destination. The analysis of quantitative data shows a contraction of the tourism sector and economic development in recent years, particularly when compared to other sectors in the county. Economic growth could be accelerated through sound government policies related to the tourism sector. Policymakers should give appropriate attention to long-term sustainable tourism planning, the marketing and promotion of sustainable tourism, diversification of tourism services, improvement of infrastructure, encouragement of local communities, and enhanced cooperation and coordination between the public and private sectors, as well as local communities.

For Tepelena, transformation requires concrete actions. Only in this way can the city move from being a transit point to becoming a key reference on the tourism map of southern Albania.

REFERENCES

- Akadiri, S. S., & Akadiri, A. C. (2021). Examining the causal relationship between tourism, exchange rate, and economic growth in tourism island states: Evidence from second-generation panel. *International Journal of Hospitality & Tourism Administration*, 22(3), 235–250. <https://doi.org/10.1080/15256480.2019.1598912>
- Albania Institute of Statistics (INSTAT). (2024). Tourism in figures 2022–2024. <https://www.instat.gov.al>
- Albania Local Development Programme. (2021). Regional development and tourism integration in southern Albania. Tirana.
- Albania Rafting Group. (2023). Active tourism on the Vjosa River and international promotion. <https://albrafting.org>
- Ashworth, G. J., & Tunbridge, J. E. (2000). The tourist-historic city: Retrospect and prospect of managing the heritage city. Pergamon.
- Bramwell, B., & Lane, B. (2011). Critical research on the governance of tourism and sustainability. *Journal of Sustainable Tourism*, 19(4–5), 411–421.
- Briedenhann, J., & Wickens, E. (2004). Tourism routes as a tool for the economic development of rural areas – vibrant hope or impossible dream? *Tourism Management*, 25(1), 71–79.
- Çollaku, L. (2022). The cultural heritage of Ali Pasha Tepelena as a tourism asset. *Kultura Journal*, 3(1), 55–65.
- Dritsakis, N. (2012). Tourism development and economic growth in seven Mediterranean countries: A panel data approach. *Tourism Economics*, 18(4), 801–816.
- Fullagar, S., Markwell, K., & Wilson, E. (2012). Slow tourism: Experiences and mobilities. Channel View Publications.

- Ghali, M. (1976). Tourism and economic growth: An empirical study. *Economic Development and Cultural Change*, 24(3), 527–538.
- Granger, C. (1988). Some recent developments in a concept of causality. *Journal of Econometrics*, 39, 199–211.
- Gray, H. P. (1966). The demand for international travel by the United States and Canada. *International Economic Review*, 7(1), 83–92.
- Hall, C. M. (2000). *Tourism planning: Policies, processes and relationships*. Prentice Hall.
- Hall, C. M., & Page, S. J. (2014). *The geography of tourism and recreation: Environment, place and space* (4th ed.). Routledge.
- Kaplan, M., & Çelik, T. (2008). The impact of tourism on economic performance: The case of Turkey. *The International Journal of Applied Economics and Finance*, 2(1), 13–18.
- Katircioglu, S. T. (2007). Tourism, trade and growth: The case of Cyprus. *Applied Economics*, 39(16), 2159–2172.
- Komisioni European. (2019). Sustainable tourism guidelines. <https://ec.europa.eu>
- Light, D., & Prentice, R. (1994). Who consumes the heritage product? Implications for European heritage tourism. *The Built Environment*, 20(2), 94–105.
- McKercher, B., & du Cros, H. (2002). *Cultural tourism: The partnership between tourism and cultural heritage management*. Haworth Press.
- Müller, H., & Petzold, K. (2019). Tourism and social transformation: Cultural sustainability and destination development. *Sustainability*, 11(6), 1520.
- Nientied, P., & Shutina, D. (2018). Tourism development and urban management in the Western Balkans: The case of Gjirokastra, Albania. *Journal of Tourism Futures*, 4(3), 234–245.
- OECD. (2016). *Rural policy reviews: Rural-urban partnerships*. OECD Publishing.
- Porter, M. E. (1998). Clusters and the new economics of competition. *Harvard Business Review*, 76(6), 77–90.
- Richards, G. (2001). *Cultural attractions and European tourism*. CABI.
- Richards, G., & Wilson, J. (2007). *Tourism, creativity and development*. Routledge.
- Ritchie, J. R. B., & Crouch, G. I. (2003). *The competitive destination: A sustainable tourism perspective*. CABI.
- Sharpley, R. (2009). *Tourism development and the environment: Beyond sustainability?* Earthscan.

Timothy, D. J., & Boyd, S. W. (2003). Heritage tourism. Pearson Education.

UNWTO (World Tourism Organization). (2020). Tourism and local community development. Madrid.

OPPORTUNITIES FOR THE DEVELOPMENT OF ALTERNATIVE FORMS OF TOURISM IN THE PROTECTED AREAS OF GJIROKASTËR

MSc. Griselda SHEHU

*Department of Tourism and Economic Policies, “Eqrem Çabej University”,
griselda.shehu@yahoo.com*

MSc. Selaudin MOSHO

*Department of Tourism and Economic Policies, “Eqrem Çabej University”,
moshodini@yahoo.com*

Prof.asoc. Irena BOBOLI

*Department of Tourism and Economic Policies, “Eqrem Çabej University”,
iboboli@uogj.edu.al*

Prof.asoc. Valbona DURI

*Department of Antropology, History and Geography, “Eqrem Çabej University”,
vduri@uogj.edu.al*

Abstract: Tourism is considered one of the most important economic activities in the global economy. For many regions, it is a significant factor for economic development. Its impact is classified into three categories: economic, socio-cultural, and environmental. Measuring these impacts is important for local economies. For this reason, recognizing the available tourism potentials, as well as raising awareness among local residents about the benefits of this sector, is essential. The purpose of this paper is to analyze the tourism potentials that enable the development of various forms of alternative tourism in the protected areas of Gjirokastër. This paper will include a description of local residents' perceptions regarding these alternative forms of tourism, which represent great development potential and could turn the area into a sustainable tourist destination.

Keywords: alternative tourism, protected areas, local community

INTRODUCTION

Protected areas play a critical role in protecting the planet's biodiversity and promoting human well-being. An important way for protected areas to provide cultural ecosystem services is through tourism. Except strict nature reserves (Ia), the other five of the International Union for Conservation of Nature's (IUCN) PA management categories regard tourism as a management objective to varying degrees (Dudley, 2008). World Heritage sites and biosphere reserves are also important tourist destinations (Zhang et al, 2022).

Protected areas are considered an appropriate means of combining traditional activities with new business niches associated with rural and nature tourism, with the aim of promoting sustainable development in the area of influence of the protected natural area. In this sense, public use of National Parks cannot be limited only to activities such as contemplation or preservation. Consequently, these wonderful natural spaces must extend their potential to the social and economic sphere, and it is advisable to design sustainable development strategies (Pérez-Calderón et al, 2020). The spaces of these areas apart from the fact that they serve

environmental purposes, can also serve the local communities by highlighting the natural beauties of an area and turning it into a tourist destination. This will result in the economic development of the area, keeping the population in the area and managing the protected areas correctly and sustainably (Boboli and Luzo, 2021).

Alternative tourism and sustainable development

The concept of alternative tourism began to be used around the 1970s as an alternative to mass tourism and only after the 1980s was it adopted as a concept in the literature (Boboli, 2017). Currently, several terms are used to describe alternative tourism, such as: responsible tourism, authentic tourism, green tourism, adventure tourism, national tourism, and nature-based tourism (Pears, 1992; Igoumenakis et al., 1999). Through alternative tourism, people create a different way of vacationing, which is linked to the protection of the natural and human environment, as well as to the sharing of common experiences between visitors and the local community. Contemporary alternative tourism developed as a response to the negative impacts of mass tourism. It aims to address the problems caused by these impacts and in fact supports sustainable development. Behind this innovation lies the debate about uneven development on both global and local levels, the unfavorable environmental impact of modern tourism, the failure of development to solve poverty issues, and the shifting motives of the tourism market (Leksakundilok, 2004). The development of alternative tourism, as opposed to mass tourism, offers not only a new element through a development-protective process but also encompasses an inclusive concept of development by involving local residents (Awang et al., 2009).

According to the UNWTO definition, sustainable tourism is tourism that fully considers its current and future economic, social, and environmental impacts, addressing the needs of visitors, the industry, the environment, and host communities. The principles of sustainability refer to the environmental, economic, and socio-cultural aspects of tourism development, and an appropriate balance must be achieved among these three dimensions to ensure long-term sustainability¹⁵⁵.

Through alternative tourism fosters a stronger connection between the tourism sector and other sectors of the economy, such as agriculture, livestock farming, and handicrafts (artisan products). On the other hand, it reduces the outflow of money from the local economy, thus creating stronger economic linkages at the local and peripheral levels. It enables endogenous tourism development through the participation of the community in the development process, where local residents have the opportunity to shape the kind of society they wish to live in and to define how they want to "market" their way of life. Alternative tourism significantly reduces the problem of underdevelopment by attracting tourists to isolated rural areas. This, in turn, helps prevent the emigration of local residents, especially young people, towards large urban centers, through the creation of new jobs. Moreover, the benefits and losses from tourism are distributed more equally among community members, allowing a greater number of them to benefit from the development process (Andriotis, 2003). Definitions of sustainable tourism emphasize the environmental, social, and economic elements of the tourism system. Sustainable tourism means tourism that is economically sustainable but does not destroy the

¹⁵⁵ UNTWO, Sustainable Development of Tourism, <http://sdt.unwto.org/content/>

resources on which the future of tourism depends. In addition, sustainable tourism development policy refers to tourism that is ecologically acceptable in the long term, financially sustainable, and socially and ethically fair from the perspective of local communities. Sustainable tourism also emphasizes the preservation of cultural heritage and the traditions of local communities (Vehbi, 2012).

Certain kinds of tourism are called alternative because they are not exploitative of the local people, because the benefits flow to residents, or in general to poorer communities. Conventional tourism demands large scale organization and resources not usually available locally, or even in the country: as a result, its rewards flow away to distant townsfolk, or abroad. Finally, a shared perspective with "alternative development" is an emphasis on cultural sustainability. Tourism which does not damage the culture of the host community is often called alternative: more than that, alternative tourism may actively try to encourage a respect for the cultural realities encountered by the tourists through education and organized "encounters" (de Kadt, 1990).

The role of local communities is basic in the sustainable development of protected areas, as these communities have the knowledge and opportunity to have a key role in the management and promotion of these areas. Tourism enables communities that are poor in material wealth, but rich in history and cultural heritage, to leverage their unique assets for economic development (Honey & Gilpin, 2009). The concept of sustainability is based on the premise that locals are the main actors of development, not only as the main beneficiaries, but also as part of the tourist experience (Boboli and Luzo, 2021).

Sustainable development is the guiding principle for advancing human and economic development while maintaining the integrity of ecosystems and social systems on which the economy depends (Richardson, 2021). Over the years, tourism is often used as a tool to develop national, regional and rural areas economies (Sharpley, 2002).

Sustainable rural development in particular region by means of utilization of its tourist and recreational potential is the combination of legal, economic, social and production relations and recreational, climatic and environmental resources, because of which tourist and recreational complex reverts to stability, but hereby increases quality of life in rural areas, competitiveness of rural households as subjects of tourist activity and regional tourist market, as well as balances interests of state, business, society and environment (Ivolga & Erokhin, 2013).

Study area

The study area is the Gjirokastër region, a zone rich in natural attractions, which, when combined with cultural attractions, offer a highly diverse and valuable tourism product. Specifically, according to data from NAPA (National Agency of Protected Areas) – Gjirokastër Region, there are seven protected areas: the managed nature reserves Hotovë-Dangëlli Fir and Blue Eye (Syri i Kaltër); the national parks Vjosa River, Zagoria, Sotira Fir, Zhulat Fir, and Kardhiq-Rezomë Fir (Map no. 1). Additionally, this area is home to 82 natural monuments, including geomonuments, biomonuments, and hydromonuments (NAPA Gjirokastër).

Map 1. Protected area of Gjirokatra Region



Source: NAPA

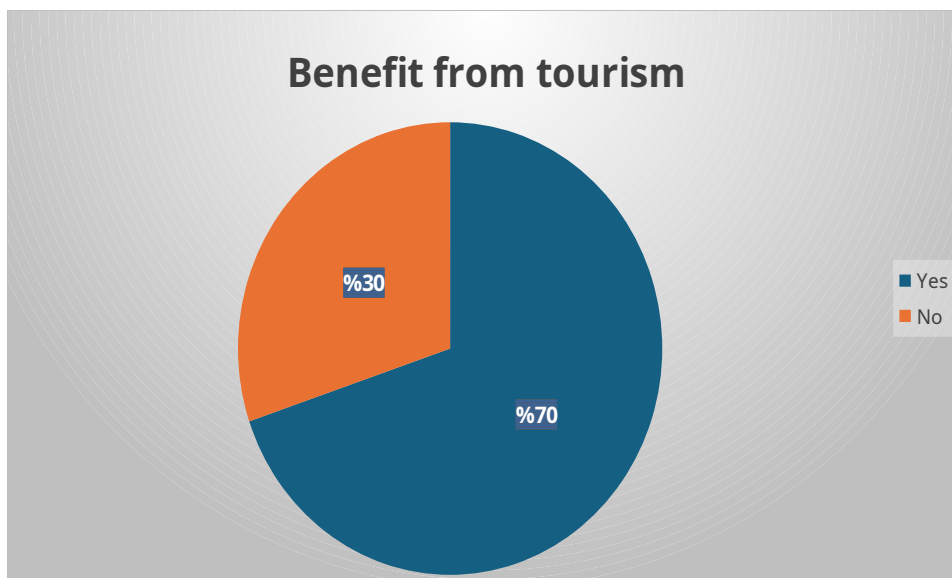
Data from the National Agency of Protected Areas show that in 2024, a total of 5,565,730 domestic and foreign visitors visited the protected areas in Albania. For the Gjirokaštër County, the number of visitors in 2024 reached 135,000, representing a 38% increase compared to 2023 (MTE, 2025).

METHODOLOGY

In this study, we analyze the opinions and perceptions of the local community regarding the potential for alternative tourism development in the protected areas of the Gjirokaštër region. To support this study, a survey was conducted to collect the necessary information. Through structured questions addressed to the local community, data were gathered about their views on the development of alternative tourism in the protected areas of the region, as well as the challenges these areas face. The survey period was april–may 2025. A total of 120 questionnaires were distributed within the communities of these areas. After entering and processing the data, 110 questionnaires were found to be valid. The sampling method was probability-based, using simple random selection.

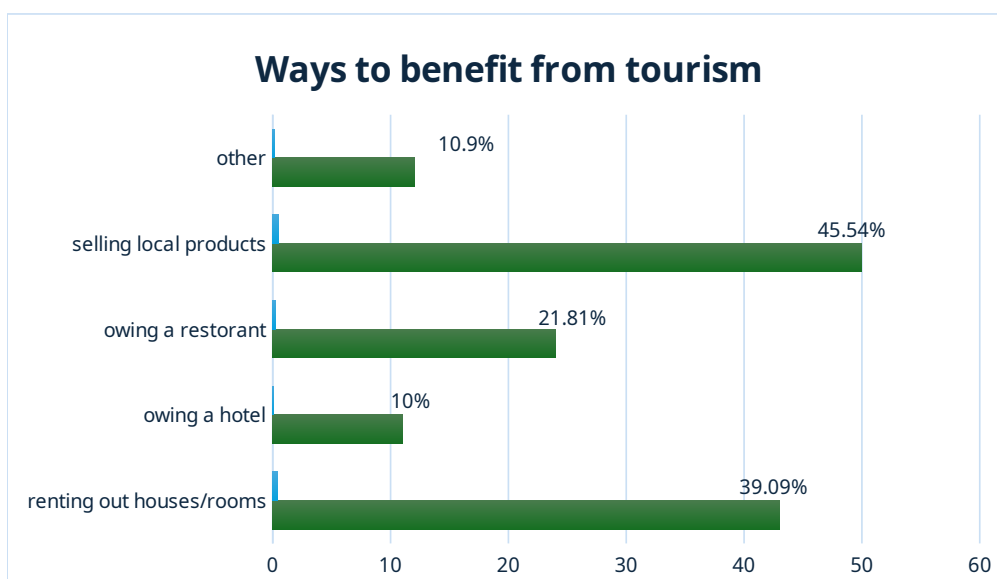
RESULTS

The local community is now increasingly aware of the benefits that tourism development can bring, and this is reflected in the growth of investments in the sector. According to the survey, 70% of respondents believe in the benefits of tourism development (graph 1).



Graph 1. Benefits from tourism *Source: Authors 2025*

In response to the question about how the local community can benefit from tourism, where respondents had the opportunity to select more than one option, the majority 45.54% answered by selling local products. Meanwhile, 39.09% said by renting out houses/rooms, 21.81% by owning a restaurant, and 10.9% chose the “other” option, referring to offering other additional services related to tourism, such as taxi services, handicraft products, and similar. Only 10% of respondents selected the option to own a hotel, as this requires large capital investments (graph 2).



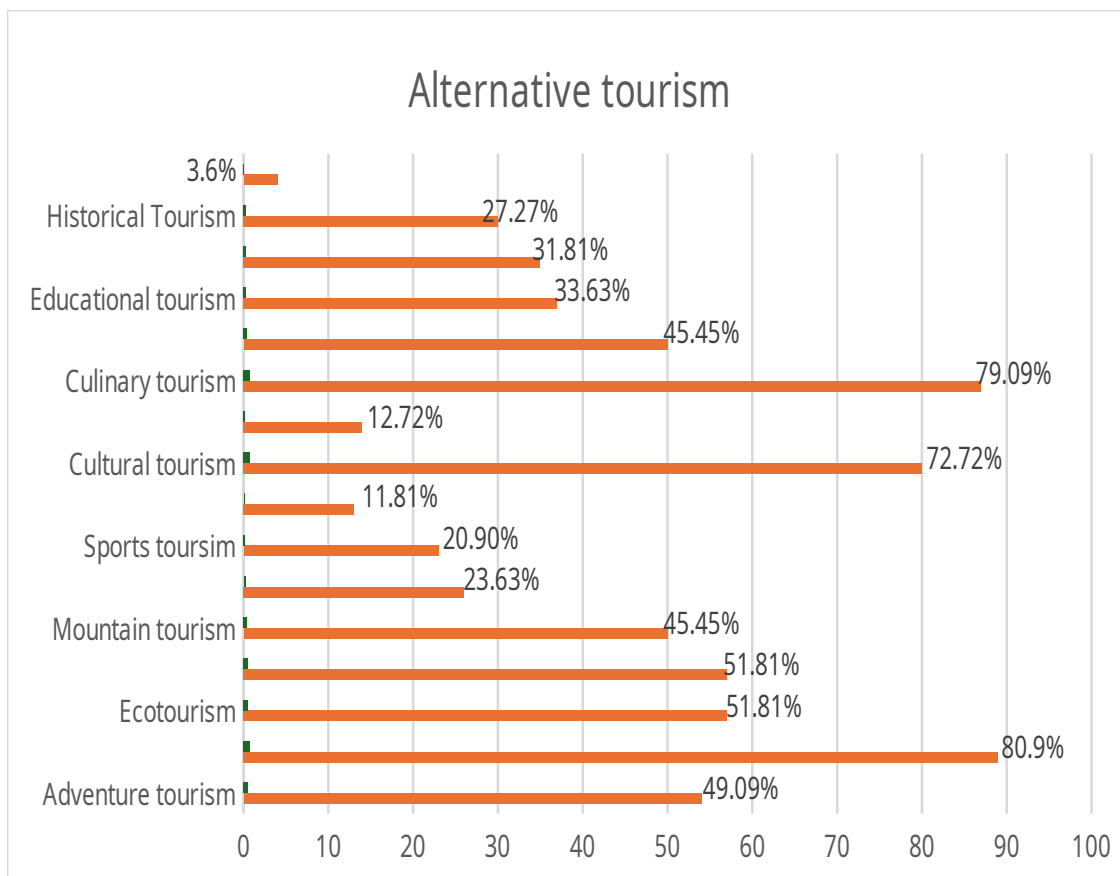
Graph 2. Ways to benefit from tourism *Source: Authors 2025*

The tourism product consists of several elements such as natural beauty, historical values, climate, cultural monuments, hospitality, etc. The importance of these elements in the tourism product varies, which influences the development of different types of tourism. Alternative tourism includes all forms of tourism that attract tourists with specific interests. Thus, an important aspect is the types of alternative tourism that the local community considers to have

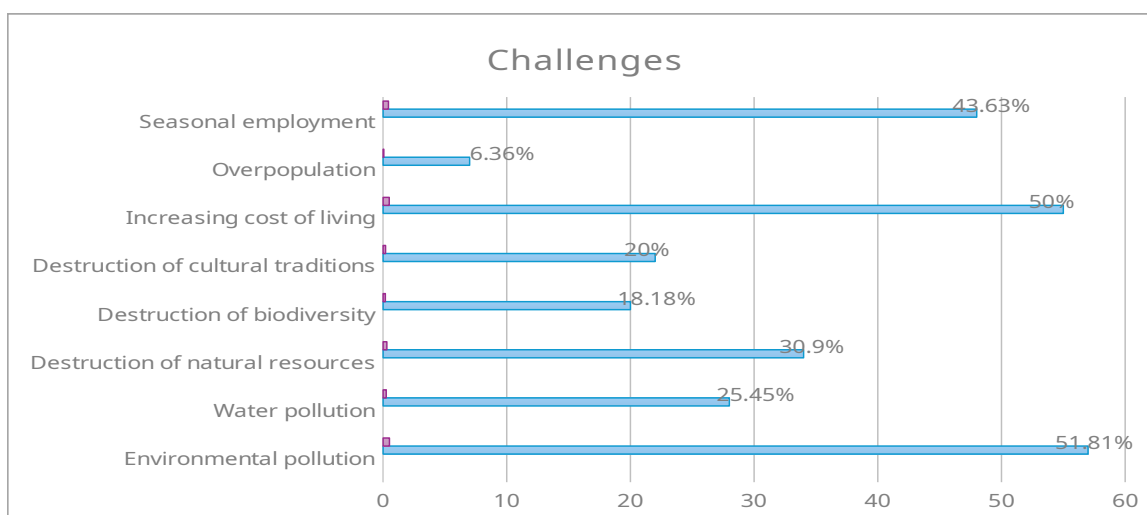
development potential in protected areas. Respondents had the opportunity to select more than one option. The survey results showed that the top preference among residents is agritourism, with 80.9%, followed by culinary tourism with 79.09%, cultural tourism with 72.72%, rural tourism and ecotourism with 51.81%, adventure tourism with 49.09%, mountain tourism with 45.45%, educational tourism with 33.63%, religious tourism with 31.81%, historical tourism with 27.27%, and winter tourism with 23.63%. The least preferred types were sports tourism with 20.90%, winery tourism with 12.72%, special interest tourism with 11.81%, and “other” with 3.6%. In the "other" category, respondents mainly mentioned folklore tourism, cultural activities, spiritual culture, and others. Therefore, based on the results, we can conclude that the local community sees potential for the development of several important types of alternative tourism (graph 3).

In order to maximize the contribution to the development of alternative tourism, it is essential to conduct an analysis to identify the challenges faced by the local community. Respondents were asked to assess the challenges that, in their opinion, tourism development might face. They were allowed to select more than one option.

Specifically, the challenges that the community may face regarding the development of alternative tourism include: Environmental pollution 51.79%, Increase in cost of living 50.35%, seasonal employment 43.84%, destruction of natural resources 30.93%, Water pollution 25.89%, destruction of cultural traditions 20.14%, destruction of biodiversity 18.7%, overpopulation 5.7% (graph 4).



Graph 3. Types of Alternative Tourism *Source: Authors 2025*



Graph 4. Challenges *Source: Authors 2025*

CONCLUSIONS AND RECOMMENDATIONS

Alternative tourism represents a solution to various economic challenges faced by tourist destinations, such as development disparities between regions and the issue of seasonality. The effects of tourism development on the economies of protected areas, which are primarily rural, include: job creation, improved living standards for local residents, reduction of

regional inequalities, improved infrastructure and services, adoption of new technologies, increased interest in cultural heritage and local traditions.

The Gjirokastër region is now a well-known tourist destination on both the European and global map, due to its rich tourism potential and numerous protected areas. Recently, the addition of the Vjosa National Park has further enhanced the region's tourism offer.

The opportunities for alternative tourism development in this region are numerous, including: agritourism, culinary tourism, cultural tourism, ecotourism, rural tourism, and more.

From the above analysis, we see that there is an increasing trend regarding the participation of the local community in their involvement in the development of tourism in the region. Their awareness of the benefits brought by the tourism sector has increased. But the host community does not comprise only of residents, but also business owners and government officials. According to (Hunger & Wheelen, 2004), a touristic destination, in order to increase and develop in the new and modern environment, ought to know the existing resources to attract tourists. It then must identify the tourism capabilities, prioritize them and group them to create a complete service of attracting visitors.

In the context of sustainable development, local communities play a key role in this process. In this paper we argue that this region has opportunities to improve tourist offer through alternative tourism and to turn this rich tourist offer into an integrated tourist product, a product that will directly affect the improvement of the area's community livelihood where the main priorities are the environmental protection and the sustainable tourism development.

However, regardless the awareness of the community in the region, there are also problems that affect the development of tourism. The lack of tourism knowledge and skills are the basic constraints that limit the ability of the local people to actively participate in the tourism planning and development (Razzaq, et al., 2013). Based on the basis of initiatives and the management of natural and cultural resources, the local community of protected areas must be the one who serves tourists a tourism product; however, by doing that, it also brings limits of tourism improvement to the local community (Lo & Janta, 2020).

This paper is a description of the development of alternative forms of tourism in the protected areas Gjirokastra region. In fact, there is a general lack in the official data about the tourism sector. The information obtained for this sector is based on empirical and unofficial data that are provided through various contacts or surveys in businesses, tourist operators or guesthouses in the protected areas.

In conclusion, the following recommendations are made:

- Promote the importance of alternative tourism as a source of income, especially for rural communities, by raising awareness among the population about the value and significance of utilizing protected areas and monuments for tourism, and encouraging their rational and sustainable use.
- Promote more actively the natural assets of protected areas.
- Develop dedicated tourism infrastructure to support the growth of various forms of alternative tourism.
- Promote local products with certified origin and establish selling points for them.

- Organize informational meetings and training programs for residents of protected areas.
- Enhance cooperation among all tourism sector stakeholders, including local authorities, tourism operators, NGOs, institutions, and the University of Gjirokastër, in order to design and implement effective sustainable tourism development policies.

REFERENCES

- Andriotis, K. (2003). O enallaktikos tourismos kai ta diaforopoitika xarakteristika tou . *Epitheorisi Xorikis anaptyksis, Sxediasmou kai Periballontos*, 20-21/2003 ISSN 1105-3267 , fq. 139-154.
- Awang, Hassan, Zahari, (2009), Tourism Development: A Geographical Perspective, Asian Social Sciences, Vol. 5, No. 5
- Boboli, I. (2017), The Impact of Tourism in the Development of Rural Areas of Gjirokastra District, Phd Thesis, Agricultural University of Tirana
- Boboli, I. Luzo, D. (2021), Improving Human Capital, An Opportunity towards Sustainable Development-A Case Study, International Scientific Conference “Multifunctional Sustainable Rural Areas through Adaptation of Models and Systems of Agriculture”, Sofia/Bulgaria, Proceedings Book,Fq. 105-118, ISBN 978-619-232-562-6
- de Kadt, E. 1990, Making the Alternative Sustainable: Lessons from Development for tourism, Discussion Paper 272, Institute of Development Studies, Brighton, pp. 1-21.
- Dudley, N. (2008), Guidelines for Applying Protected Area Management Categories, DOI:10.2305/IUCN.CH.2008.PAPS.2.en
- Honey, M., & Gilpin, R. (2009). *Tourism in the Developing World, Promoting Peace and Reducing Poverty*. Washington: United States Institute of Peace.
- Hunger, D., & Wheelen, T. L. (2004). *Εισαγωγή στο στρατηγικό μάνατζμεντ*. Αθήνα: Κλειδάριθμος
- Igumenakis, N., Kravaritis, K., & Litras, P. (1999). *Eisagogi ston Turismo*. Athina: Interbooks.
- Ivolga, A., & Erokhin, V. (2013). TOURISM AS AN APPROACH TO SUSTAINABLE RURAL DEVELOPMENT: CASE OF SOUTHERN RUSSIA. *Economics of Agriculture*, 3, 789-800.
- Leksakundilok, A. (2004). Community Participation in Ecotourism Development in Thailand. 98. School of Geosciences, Faculty of Science, University of Sydney.
- Lo, Y.-C., & Janta, P. (2020). Resident's Perspective on Developing Community-Based Tourism – A Qualitative Study of Muen Ngoen Kong Community, Chiang Mai, Thailand. *Frontier in Psychology*. 11:1493 , doi: 10.3389/fpsyg.2020.01493.
- Ministry of Tourism and Environment, 2025, <https://turizmi.gov.al/statistikat-e-turizmit/> , asseced may 2025

- Pearson, D. G. (1992). Alternative Tourism: Concepts, Classifications, and Questions. Στο V. L. Smith, & W. R. Eadington, *Tourism Alternatives: Potentials and Problems in the Development of Tourism* (fq. 15, 17-19). USA: University of Pennsylvania Press.
- Pérez-Calderón, E., Prieto-Ballester, J., Miguel-Barrado, V., & Milanés-Montero, P. (2020) 12(4) <https://doi.org/10.3390/su12041333>. Perception of Sustainability of Spanish National Parks: Public Use, Tourism and Rural Development. *sustainability*, p. <https://doi.org/10.3390/su12041333>.
- Razzaq, A., Mohamadb, N., Kaderc, S., Mustafad, M. Z., Hadi, M. Y., Hamzah, A., et al. (2013). Developing Human Capital for Rural Community Tourism: Using Experiential Learning Approach. *3rd World Conference on Learning, Teaching and Educational Leadership – WCLTA 2012.93*, pp. 1835 – 1839. Procedia - Social and Behavioral Sciences 93 .
- Richardson, R. B. (2021). The Role of Tourism in Sustainable Development. *Environmental Science*.
- Sharpley, R. (2002). The challenges of economic diversification through tourism: The case of Abu Dhabi. *International Journal of Tourism Research*, 4, 221-235.
- UNTWO, Sustainable Development of Tourism, <http://sdt.unwto.org/content/>
- Vehbi, B. O. (2012). A Model for Assessing the Level of Tourism Impacts and Sustainability of Coastal Cities. Në M. Kasimoglu, & H. Aydin, *Strategies for Tourism Industry - Micro and Macro Perspectives* (fq. 100-114). INTECH.
- Zhang Xiangju, Zhong Linsheng, Yu Hu, 2022, Sustainability assessment of tourism in protected areas: A relational perspective, *Global Ecology and Conservation*, Volume 35, June 2022, e02074, <https://doi.org/10.1016/j.gecco.2022.e02074>

ENGLISH FROM OLD TO MODERN: WHOSE LANGUAGE IS IT TODAY?

Assoc. Prof. Joana Taçi

*Department of Foreign Languages, Faculty of Education and Social Sciences
University “Eqrem Çabej”, Gjirokaster, jbazaiti@uogj.edu.al*

Abstract: This paper embarks on an in-depth exploration of the evolutionary changes in the English language, tracing its journey across distant past and more recent historical periods. It investigates significant milestones that have shaped English's phonological, morphological, syntactic, and semantic systems, with particular emphasis on the pivotal influences of the Germanic tribes, the Norman Conquest, British colonial expansion, and the standardization facilitated by the advent of the printing press. Through this historical lens, the paper highlights the linguistic and cultural forces that have contributed to the continuous transformation of English over centuries. Moreover, the paper examines the status of English today as a globalizing language—one that exerts a profound and avenging influence on the very languages and cultures that once shaped its evolution. Designated as the dominant language of technology, science, aviation, navigation, and international communication, English is not only altering linguistic performance but also reshaping socio-cultural behaviors in communities worldwide. Its expansive reach has fostered bilingualism and, in some cases, multilingualism, creating new linguistic realities.

In conclusion, the paper invites readers to reflect on a pressing question: Does English still belong to its native speakers, or has it evolved into a shared, global entity shaped by the diverse voices of all who use it?

Keywords: language evolution, English globalization, linguistic performance, bilingualism, multilingualism.

INTRODUCTION

The question “What is a language?” has long intrigued scholars and remains central to linguistic inquiry. At its core, language is a social construct—an intricate system that enables human beings to communicate, exchange ideas, and influence one another’s behavior. It functions as a symbolic code through which meaning is encoded and decoded within social interaction.

Ferdinand de Saussure famously defined language as an arbitrary system of signs, wherein the relationship between the *signifier* (the form of a word) and the *signified* (its meaning) is based on convention rather than any inherent connection. As such, language comprises both learned element and innate components, rooted in the biological capacity for language acquisition. Humans possess a unique, pre-programmed ability to acquire language, suggesting that linguistic competence is a biologically transmitted capability.

Within this shared linguistic framework, communication is facilitated through the dual processes of encoding and decoding messages. Speakers and listeners rely on both their universal linguistic properties and culturally shared knowledge to navigate meaning.

English, today's most dominant global language, epitomizes these characteristics. Functioning unofficially as a *lingua franca*, it has emerged as the principal medium of communication across science, technology, aviation, international diplomacy, and digital media. With approximately 380 million native speakers and nearly a third of the world's population speaking it as a second or foreign language, English's influence is pervasive and far-reaching.

We may therefore consider English the *superstrate* of our time—a dominant linguistic force exerting assimilative pressure on virtually every other spoken and written language worldwide. This status, however, is not simply the result of contemporary globalization. Rather, English's ascendancy has been shaped over centuries by a complex interplay of social, political, and historical forces.

From its early roots in Old English—epitomized by the epic *Beowulf*—to its current form as Modern English, the language has undergone significant lexical, phonological, and grammatical transformation. Today's English bears little resemblance to its earliest written forms. Such changes are not anomalous but rather indicative of the evolutionary nature of language, which, like a living organism, adapts in response to external stimuli.

This paper traces the key historical milestones that have shaped English across its major developmental stages. It argues that linguistic transformation is driven primarily by external societal changes rather than internal linguistic mechanisms. Ultimately, the study invites a critical reflection on the contemporary status of English: Is it still the possession of its native speakers, or has it become a shared global resource—molded by the myriad voices of its diverse users?

CHRONOLOGICAL SHIFTS IN THE ENGLISH LANGUAGE

English is often perceived by learners—particularly EFL (English as a Foreign Language) students—as a perplexing and inconsistent language. The humor in examples such as “*there is no egg in eggplant, nor apple or pine in pineapple*”, or the irregularities in verb and noun patterns (“*if the plural of tooth is teeth, why isn't the plural of booth beeth?*” or “*if a teacher taught, why didn't a preacher praught?*”) reflects deeper inconsistencies that seem to defy neat grammatical rules. Such anomalies illustrate how English, shaped by centuries of contact, conquest, and cultural layering, often resists systematic categorization.

Despite these irregularities, it is reasonable—perhaps even necessary—for both native speakers and learners of English to acquire at least a basic understanding of its structural composition, the richness and diversity of its vocabulary, and the external forces that have influenced its evolution. Understanding English today means understanding its long and complex historical trajectory.

The origins of English are deeply intertwined with the social and political evolution of its speakers. In its earliest form, the language was geographically confined to the British Isles, which had been inhabited by various people for over 50,000 years. The generally accepted linguistic starting point for English is traced back to the year 449 CE, a pivotal moment when native Britons successfully resisted Roman authority and paved the way for the migration and settlement of three Germanic tribes: the Angles, Saxons, and Jutes.

The Angles and Saxons, whose names contributed to the term *Anglo-Saxon*, brought with them Germanic dialects that largely supplanted the existing Celtic varieties. Though Celtic languages like Irish and Scottish Gaelic survived in peripheral regions, their influence on English vocabulary was relatively limited—contributing about 2,000 words mostly tied to basic everyday life (e.g., *house*, *woman*, *loaf*). The Anglo-Saxons also left a legacy in English culture, including the names of four weekdays—Tuesday, Wednesday, Thursday, and Friday—each honoring a Germanic deity.

Prior to the Germanic arrival, however, Roman occupation of Britain (ending around 410 CE) had already seeded the linguistic landscape with Latin-based vocabulary. Words such as *wall*, *kitchen*, *wine*, *mile*, and *street* testify to the lingering presence of Latin, a legacy reinforced by the Roman Church's Christianization of Britain in 597 CE. Religious Latin continued to enrich the English lexicon with terms like *bishop*, *martyr*, *abbot*, *altar* and *hymn*. Thus, English began its long life as a hybrid, a Germanic-based language shaped early on by Latin influence, and this first phase is known as Old English (c. 449–1066).

The year 1066 marked a dramatic turning point. William the Conqueror's invasion of England and the subsequent Norman Conquest brought the French language into the heart of English society. For nearly two centuries (1066–c. 1475), French became the language of the ruling class, the courts, and administration, while English was relegated to the lower social strata. This sociolinguistic divide manifested in lexical layering: common farm animals bore English names (*cow*, *sheep*, *swine*) while their meat counterparts, consumed by the aristocracy, bore French-derived terms (*beef*, *mutton*, *pork*).

This era, referred to as Early Middle English, was characterized by significant structural and lexical instability. The co-existence and competition between English and French created a dynamic of turbulence and transformation, which is reflected in the literature of the period. By the Late Middle English phase (14th–15th centuries), English began to regain dominance, as noted by Geoffrey Chaucer (*The Canterbury Tales*), whose work reflects a language much closer to Modern English. During the Norman period, English absorbed approximately 10,000 French words—a testament to its openness to external influence.

The **Early Modern English period (1500–1700)** coincides with one of the most transformative eras in European intellectual and cultural history—the Renaissance. Originating as a movement to revive classical Greek and Latin literature, the Renaissance gradually evolved into a broader pursuit of **scientific inquiry**, **humanism**, and **individual expression**. Within this context, English society underwent profound linguistic and cultural development.

A key technological advancement of this period was the **invention of the printing press**, which dramatically increased access to written texts. The rise in **literacy** and the dissemination of ideas empowered individuals to think independently, challenge norms, and engage with language in creative ways. The Renaissance thus provided the ideal environment for linguistic expansion—encouraging both the **borrowing** and **coinage** of new words.

One of the most influential figures of this era was **William Shakespeare**, often credited with inventing or popularizing over 2,000 English words. His works enriched the English lexicon

with now-common terms such as *eyeball*, *puppy*, *alligator*, and *dauntless*, and introduced expressions that continue to shape modern English discourse.

Meanwhile, the rise of scientific thinking also demanded linguistic innovation. Prior to the 17th century, members of the **Royal Society**—notable scientists such as **Robert Hooke**, **Robert Boyle**, and **Isaac Newton**—conducted their work in Latin. However, the rapid advancement of scientific knowledge soon necessitated the use of English and the creation of new terminology. Words such as *gravity*, *tonsil*, *sternum*, *ovary*, and *cardiac* emerged from this effort to make science more accessible in the vernacular.

The transition to **Late Modern English** is often associated with the technological innovations of the late 19th century, particularly the **invention of the telephone (1876)** by **Alexander Graham Bell** and the **phonograph (1877)** by **Thomas Edison**. These breakthroughs, along with the continued refinement of the printing press, extended the reach of English beyond local speech communities and facilitated its spread across continents. For the first time in history, language could transcend the limits of earshot and geographic boundaries, accelerating its global diffusion.

During this period, **mass migration** to the United States further enriched and diversified the English language. Immigrants from Britain, Spain, Italy, France, and other countries brought with them linguistic elements that reshaped American English. The influx of different dialects and cultural influences contributed to a major structural transformation in the language, accelerating its shift from a **synthetic** (inflection-heavy) to a more **analytic** (word-order dependent) form.

Today, English has entered a **new phase**—that of a **global language**. It no longer functions merely as the mother tongue of its native speakers but as a **shared linguistic resource**, shaped and adapted by diverse communities across the world. From its roots in tribal migration and conquest to its current role in global media, science, and diplomacy, the story of English is not one of linear progression but of dynamic, ongoing transformation.

CONCLUSION

The historical trajectory of the English language is, in many ways, a narrative of **linguistic borrowing, influence, and adaptation**. From the early imprints of **Latin** during Roman rule, to the **Germanic foundation** laid by the Angles and Saxons, and the overwhelming **lexical influx from Norman French**, English has been profoundly shaped by **European languages** across the centuries. Each period of foreign influence left its mark—structurally, lexically, and culturally—on what would eventually become one of the most widely spoken languages in the world.

However, history has turned. In the modern and postmodern eras, it is now **English that exerts global influence**, reshaping linguistic performance and vocabulary in virtually every language it comes into contact with. English has become a global superstrate—an authoritative linguistic presence—affecting everything from vocabulary and grammar to discourse patterns and cultural expression. Languages that once left their imprint on English now find themselves **absorbing English words, idioms, syntactic structures, and**

communicative norms. In a symbolic twist of fate, it is now **English's turn to 'take revenge'**, placing other languages—regardless of status or heritage—on high alert as they navigate the tension between **preservation** and **adaptation**.

Yet this is not a process of domination alone—it is, fundamentally, **a natural linguistic evolution**. Language change is not arbitrary, nor is it forcibly imposed without the participation of its speakers. Languages evolve because communities **agree, whether consciously or unconsciously**, to adopt, reshape, or abandon elements based on utility, identity, and social relevance. Just as English once adapted to the pressures of French, Latin, and Norse, today's global languages will continue to shift in response to English—**but only insofar as their speakers allow and sustain those changes**.

In the end, English's journey is not simply one of historical conquest or global expansion—it is a reflection of **language as a living, collective human endeavor**, shaped by contact, choice, and the shared will to communicate across time and space.

SOURCES

- Baugh C. A., *A history of the English language*, 5th edition, Routledge, Taylor and Francis Group, 2002, ISBN: 0-415-28098-2
- Gelderen V. E., *A history of the English language*, John Benjamin Publishing Company, Amsterdam, 2006, ISBN: 9027232369
- Hogg R., *An introduction to old English*, Edinburgh University Press, 2002, ISBN 0 7486 1329 3
- Rowe M. B., & Levine P. D., “*A concise introduction to linguistics*” 5th edition, Routledge, 2018, ISBN: 978-0-415-78651-5
- Saussure D. F., *Course in general linguistics*, New York, McGraw Hill Edition, 1965, ISBN-10: 0070165246
- Taçi J., 2022, *Teaching English as a foreign languages in pandemic times*, *European Journal of Education*, (Impact factor 1.389), 3 (3), ISSN 2601-8624. Available at: <http://journals.euser.org/index.php/ejed/article/view/4853>, Amsterdam (Hollande)
- Verba L., *A history of the English language*, Edited by Riccio F. E., New York University.

MODERNITY IN THE POETRY OF FATOS ARAPI

Laureta KONOMI¹

¹ *University “Eqrem Çabej” Gjirokastër, Albania, laureta.dhoska@hotmail.com*

Abstract: Modern Albanian literature represents a crucial stage in the history of national literary development, marking a clear break from the traditional model of the Rilindja (National Awakening) period and opening the way to a new poetics, more introspective and more emancipated in both form and content. These essential features find continuity and further development among contemporary Albanian authors, who reevaluate literary expression within new historical, social, and cultural circumstances. Within the rich and enduring tradition of Albanian poetry, Fatos Arapi occupies a distinct place, as one of the most original and sensitive voices of literary modernism. He brings a fresh spirit to Albanian poetry, reimagining it with innovations both formal and thematic. Arapi experiments with new poetic structures and employs innovative linguistic techniques that transform the traditional verse form, introducing a poetry that is freer, more personal, and more focused on poetic expression. His poetic language is characterized by aesthetic flexibility, symbolic richness, and often a metaphysical depth, which liberates poetry from rigid ideological frameworks and allows space for multiple interpretations and emotional resonance. In terms of content, his poetry stands out for its wide-ranging and profound themes that go beyond the social or political concerns of the time. Arapi approaches reality with a renewed creative consciousness, exploring the philosophical and existential dimensions of life: love, identity crisis, individual freedom, the search for meaning, and the human condition. Philosophical meditation is naturally intertwined with civic engagement and social critique, giving his poetry a dual dimension, both personal and universal. Fatos Arapi represents the model of the modern poet, building bridges between socialist realism and modern literature, while maintaining a deep sensitivity to reality and reworking it through an individualized artistic vision. He creates introspective poetry, rich in imagery, and sustained by a meditative tone, where emotion and reflection coexist in a refined aesthetic form. For all these reasons, Arapi is not valued merely for the volume of his publications, but above all for the high artistic quality of his work and his essential contribution to the transformation and modernization of Albanian poetry.

Keywords: poetry, modern, universal, traditional, existential, vision, aesthetic

INTRODUCTION

"From a cultural-historical and structural perspective, modern Albanian literature begins with Konica, marking the emergence of a critical writing model, distinct from the earlier hymn-like style. It continues with the poetry of Lasgush Poradeci, who seeks new forms, a new poetic language, and an aesthetic effect that, in its depth, helps shape the identity of the Albanian spiritual world." (Hamiti, Sabri, 2009: p. 9).

Poetry, as one of the oldest and richest forms of artistic expression, plays a fundamental role in shaping aesthetic sensitivity and cultivating the cultural

consciousness of both individuals and society. Its multifaceted messages ranging from the intimate and personal to the universal build bridges of communication between the author's inner world and the reader's experience, fostering reflection and dialogue on diverse aspects of human reality. Through its concentrated and condensed structure, poetry conveys deep emotions and complex ideas with refinement, often more powerfully than other forms of writing. In the pantheon of poetry, including the "national pantheon". (Aiu, Ali, 1990: p. 96).

Ali Aiu emphasizes that Fatos Arapi stands out as one of the most original and sensitive voices of modern Albanian poetry in the second half of the 1950s, bringing a new mode of poetic expression. His approach to language and reality revealed a distinct individuality and a deeply personal perspective on the world and human existence.

Arapi created a distinctive style, marked by metaphorical sensitivity and the use of symbolism often employed in an indirect manner a form that did not align with the ideological demands of the time. If we analyze Fatos Arapi's relationship with political and social realities throughout his life, his creative output can, for the sake of analysis, be divided into three phases: 1960–1980, 1980–1990, and from the 1990s onward. This division is not absolute, as Arapi's work remains connected by a consistent emotional and philosophical thread. However, it helps more clearly reveal the rhythms of aesthetic change and his efforts to balance the reflection of historical reality with the preservation of an authentic and personal poetic voice.

The poem “Vargje” can be read as a poetic manifesto, where, in the 'palace of poets,' Arapi descends not as an elite figure, but as the voice of ordinary people, carrying with him their collective experience and historical memory. The poet appears burdened by the traces of time, the silent wounds of the past, and the memories of war in his heart, bringing with him the names of heroes who must not be forgotten. Arapi suggests that creation is not a simple act, but a continuous effort to be true, lived, and matured in order to achieve authenticity.

Mbi maja të këmbëve

Nuk hyra në pallat të poetëve

Dhe as që më shkoi në mendje

Duart t'i shtrija mbi kurora dafinash

Mes gjetheve. (Arapi, Fatos, 1966: p. 34).

Rexhep Qosja defines the meaning of modernity in art as "a critical stance toward life". (Qosja Rexhep, 2004: p. 20).

Octavio Paz states: "A critical and non-enthusiastic attitude toward the present and historical past, as well as toward tradition and its norms, is a prerequisite for the creation of modern art. Modern art," the Nobel laureate emphasizes, "is modern because it is critical"! (Qosja Rexhep, 2004: p. 20).

"Fatos Arapi's poetics have been described as both modern and highly individual". (Galica, Shyqri, 1990: p.56). In this regard, through a continuous process of transformation and development, his work demonstrates aesthetic flexibility, a tendency toward innovation and modernity, as well as a strong sense of civic and literary awareness.

The scholar A. Vinca highlights that two distinct poetic lines emerge in Fatos Arapi's work, reflecting two separate sources of inspiration: the collective inspiration and the intimate inspiration". (Vinca, Agim, 1985: p. 161).

These two levels of creativity grounded in the poet's enduring triad of homeland, love, and freedom are clearly evident from the very beginning of his literary career. Positioned within the historical, ideological, and cultural context of the socialist realism period, like most poets of that time, he operates within the framework of engaged art. However, what distinguishes him is his continuous effort to move beyond thematic schematism and to deepen the aesthetic dimensions of poetry, enriching its figurative complexity. This expansion broadens poetic expression with powerful emotional nuances while also introducing a more modern verse structure.

"Ali Aliu emphasizes that 'Fatos Arapi is a poet of profound thought. He commands the verse and the word with power and precision, guiding them exactly in the direction he intends". (Aliu, Ali, 1990: p. 94). In collections such as "Shtigje poetike", and "Drejt qindra shekujsh shkojmë", as well as in poems like "I përkasim komunizmit" and "Ju pat lindur nëna për një botë të re", along with other affirmative works, the poet presents powerful declarations of collective ideology. However, phrases like 'troubled thoughts,' 'lightning bolts,' and 'an iron dome that burns' suggest that belonging also entails a confrontation with pain, the limitation of freedom, and perhaps even hidden dilemmas. The poet's conscious effort to articulate thought and convey political messages through a dense network of metaphors and symbols beneath the ideological surface reflects a deep desire to overturn the old order, break conventional boundaries, and grasp the grandeur of the emerging world. Expressions such as 'With the tip of the spear of verse' and 'that shatters the sky, strikes, and opens windows' embody this vision of rupture and discovery.

Me majën e shtizës së këtij vargu,

Qiellin theva.

Hapa dritaren në qiellin tim:

Bota e madhe.. e madhe..e madhe..

Rruzulli bucelë. Unë po pi,

Musht kryengritjesh dhe revolucionesh. (Arapi, Fatos, 1966: p.34).

Fatos Arapi's poetry articulates a broad and complex vision of love one that transcends the boundaries of intimate experience to take on universal and philosophical dimensions. Within

his poetic structure, love emerges as a fundamental value that intertwines individual sensitivity with devotion to higher ideals such as homeland and freedom. Treated with delicate nuance and reflective depth, this sentiment becomes a central element of his poetic identity, where personal experience naturally merges with collective responsibility and historical memory. **The poet creates harmony among the various dimensions of his work, where the only constant remains his commitment and loyalty to both his homeland and humanity. This dual expression of love directed toward both others and the nation reflects his continuous effort to connect the individual with history and culture, fulfilling his poetic mission of preserving memory and strengthening national identity through art.** A recurring motif in Fatos Arapi's work, such as the emblematic figure of the homeland, "Your small, small homeland, He, the immortal divine, the tear", reveals a complex and dynamic relationship. **Beyond idealization and glorification, the poet does not hesitate to voice concern, articulate criticism, or challenge reality, all while maintaining a profound sense of belonging and gratitude.** This multifaceted approach, built on the tension between love and disappointment, is one of the elements that gives Arapi's poetry its richness of meaning and emotional depth, uniquely illuminating the human relationship with his homeland not merely as a geographical space but as an existential and ethical experience. Life experience constitutes a key factor in Fatos Arapi's creative evolution, marking a transition from idealistic discourse to a more introspective and critical poetics. In this phase, his poetry is characterized by a deeper individual awareness and a pronounced realism, where dreams and disillusionment are visibly intertwined, reflecting the crisis of collective beliefs and major social transformations. This shift toward a freer and more complex poetry gives Arapi's work a universal dimension while maintaining a sharp sensitivity to the realities of the time and the challenges of human consciousness. His poetic perspective evolves from a period of enthusiasm and politically engaged rhetoric to a clearer realism, filled with doubts, dilemmas, and philosophical reflections of a metaphysical nature. An underlying atmosphere of alarm is ever-present, reflecting the state of uncertainty and the consequences of historical tragedy that have affected the country. Death, as a symbol of this uncertainty and sorrow, recurs in unexpected forms. This image clearly reflects the condition of Albanian society, where historical conflicts and challenges of national identity continue to influence its development. Among the most poignant themes are the poems included in the cycles known as "Cikli i Tiranës," which are infused with the tension of urban life and the sensations emerging from the city's rhythm and everyday existence. Over time, the capital transforms into a complex poetic figure representing not only a concrete place but also a collective spiritual state. In poems written in 1997, Tirana appears as a mirror of historical and spiritual upheavals, absorbing the dramatic burden of an era filled with existential dilemmas.

S'di nga e ku të shkosh,

Je pa orientim, pa cak, pa vullnet,

Për të arritur dikund!

Mbase s'do, a s'duan të të shohin? (Arapi, Fatos, 1997, p, 22).

Ti mbyll derën pas dhe nisësh:

Në mesin e rrugës takon ditën

Që t'p' yet e hutuar:- Nga t' shkoj

Shpresën e ushqejnë me shpresë,-

Pastaj shpresës i vrasin shpresën...(Arapi Fatos, 1997: p.32).

On an aesthetic and structural level, Arapi has succeeded in creating weighty poetry filled with emotional intensity that reflects the reality of a shattered society.

The concept of 'the homeland that crushes its own people' stands as an open and painful critique of how individuals and history have been treated by dominant powers and regimes. This rejection of hope, the breaking and loss of spirit, and the recurring imagery of death serve as powerful examples of the critical force in Arapi's poetry an underlying motif that remains prevalent in nearly all his later works.

Përpara përgjon vdekja; Otranta,

Prapa kosit vdekja; Kakavi,

Ata dhe t' vdekur nëpër vdekje ikje...

Atdheu dërrmon popullin e tij. (Arapi Fatos, 2003: p.11).

This tone is also reflected in a series of poetic creations expressing his "disillusionment and rebellion" over the shaken national dignity. On the other hand, there are poems in which the poet calls for help, but with a unique perspective and vision. As Ali Aliu highlights: "gods and demigods like Zeus, Prometheus, Odysseus, Achilles, Penelope, and Ithaca," and along with them, "his grand dreams and grand illusions about the world, about people." (Aliu, Ali, 2010: p. 192).

Aty përgjakeshin shekujt e shkuar,

Përlesheshin t' tjerë, e t' tjerë që vinin,

Ajo ishte tragjedia e madhe e Lirisë,..

Dhe kishte për skenë Shqipërinë. (Arapi, Fatos, 1997: p. 25).

In Fatos Arapi's literary work, lyrical emotion with meditative undertones becomes a dominant structure permeating almost all of his poetry, ranging from love lyrics to expressions of patriotism, and even verses filled with longing, pain, and deep disappointment.

This sensitivity, often encapsulating the unspoken anxieties of existence, is a breath that flows throughout his entire poetic universe. In this context, love poems such as "Margaritë moj" unfold the drama of unspoken words, missed embraces, and moments never lived. Similarly, poems like "Si s'të desha pak më shumë" and "Elegji për babanë" reflect the tension between desire and doubt, anticipation and loss. This effort to experience and understand the essential emotions of life is also present in poems like "Ti do vish" and "Oh," where the poet expresses profound remembrance and a sense of loss. However, Arapi does not hesitate to showcase the triumph and limitless power of love, as

seen in “Ti do t’më dashurosh patjetër”, where love and the desire to live passionately take on an irresistible force.

“Unë e desha përtej vdekjes,

ashtu dashurova unë,

edhe prap s’ia fal dot vetes:,

si s’e desha pak më shumë”. (Arapi, Fatos, 2003: p.14).

In Fatos Arapi's poetry, love is not merely an immediate emotional experience or a tender and intimate longing. It takes on philosophical dimensions, becoming a medium for revival and profound existential reflection. Love is not just a feeling but a kind of bridge connecting existence with impermanence, solitude with memory a philosophy for reading the world, confronting the collapse of beliefs, and seeking meaning in a reality that increasingly feels distant, cold, and fractured. His poetic structures, built on free verse and the intentional use of repetition, “the breath of the evening, “the breath of waiting, “the breath of solitude” create a rhythm that follows the heartbeat rather than the logic of the mind. The transitions from intimate to cosmic dimensions are realized through universal and personal metaphors, such as the image “I would spin the globe around myself, like an orange in my hand”.

This approach allows for the experience of deep and complex emotions, where love far from traditional clichés takes on a new aesthetic and existential dimension, opening up new possibilities for reflection and sensitivity. Particularly touching are the poems in the “Vllasi” cycle, which the poet dedicated to his brother, who disappeared under mysterious circumstances after World War II. The verse structure, such as “letters from the living to the dead,” creates a form of communication with the beyond a poetic means of transcending the border between life and death, between memory and oblivion. “Even freedom is born in chains” is one of the most striking and philosophical lines from this cycle a powerful call against any illusion of false freedom that emerges in societies marked by violence, fear, and manipulation. This represents the deepest point of the author’s disillusionment: no longer just with the system or ideology, but with human nature itself.

The images of nature in Fatos Arapi’s poetry are deeply connected to the individual’s spiritual state, reflecting the tensions and contrasts that shape human life. Phrases such as “where the verses came with blue rhythms, “under branches of verses, figures whisper,” and “like the evening in the Ionian, the olive leaves speak” create spaces where inner dialogues unfold between the individual and nature, between the self and the surrounding world. Through this approach, Arapi elevates the lyricism of the landscape to a new level, where nature becomes a medium for expressing the existential tensions and uncertainties of the individual. In this way, he challenges the traditional perception of the landscape as a simple and passive entity, transforming it into an active and influential element in shaping poetic and emotional narratives.

In Fatos Arapi’s poetry, meditation serves as a profound method for structuring poetic discourse, transforming it into a space for reflection on life, time, and human fate. His meditative poetry is constructed as an inner rhythm charged with emotional and intellectual dynamism, where personal sensitivity rises to a universal level. Through an apparently simple

structure, he succeeds in articulating life experiences as an endless journey between separations and reunions. This poetic construction clearly reflects the modern spirit of Arapi's work, where the importance of inner experience dominates over traditional narrative, giving his lyricism a new philosophical depth.

Jeta është stacion ndarjesh e takimesh,

Jemi përherë udhëtarë,

Dhe kemi ndër duar bagazh të pandarë,

“Një valixhe të vogël,

Përpjekjesh, sulmesh, kujtmesh. (Arapi, Fatos, 1968: p. 38).

These poems form a poetic concentration of a profound life philosophy, where the poet envisions existence as a continuous journey carrying an everlasting spiritual and emotional burden. For the poet, human life is one of struggle, wounds, and memories gathered in a symbolic 'suitcase' that is never left behind. This is expressed through verses structured with poetic imagery, which hold strong evocative power and are placed within an artistic context where their implications expand the semantic field of the text.

CONCLUSION

Fatos Arapi's poetry holds a special place in Albanian literature of the second half of the 20th century. It represents not only a stylistic and thematic innovation but also a clear aesthetic and ethical stance toward reality, time, and the art of poetry itself. In a period when poetry was often placed at the service of ideology, Arapi managed to preserve a personal and authentic voice, turning poetry into a space for profound reflection on human existence and the challenges of the era. Arapi's poetry represents an open and infinite universe, a spiritual space where sensitivity, language, and human experience intertwine. Through his work, Arapi builds bridges between cultural heritage and the challenges of modernity. As a modern poet, he set new standards for poetic language, freeing it from rigid conventions and giving voice to a more intimate, reflective, and philosophical sensibility. With deep poetic awareness and exceptional linguistic mastery, Arapi challenged classical poetic forms, reformulating the structure of poetry as a dialogue between time and human experience. He embodies a new creative spirit, a vision that moves poetry away from ideological control and literary clichés toward a profoundly personal and existential experience.

His poetry is a living dialogue between the past and the present, a continuous interaction between historical memory and contemporary sensibility, which makes him one of the most authentic voices of modern Albanian poetics. What distinguishes Arapi from his contemporaries is his ability to preserve the human dimension of poetry, saving it from formal schematization. Arapi remains a witness of his time, but not a conformist. On the contrary, he challenges the very notion of poetry as a mere chronicle of reality. Instead of mechanically reflecting the world, Arapi transforms it through a sublime aesthetic and ethical process, where reality is experienced, reconsidered, and reshaped through poetic art. Through a distinctive voice and a deeply human vision, Fatos Arapi places poetry on a different level of artistic communication. He is not merely a poet of his time but a creator who transcends

historical and stylistic boundaries, constructing poetry that remains alive, powerful, and relevant. In a reality that often confines poetic language, Arapi liberates it, turning it into a tool for knowledge, reflection, and profound existential expression.

SOURCE

Agim Vinca, “ Struktura e zhvillimit të poezisë së sotme shqipe”, “Rilindja”, 1985, fq. 161

Ali Aiu, “Kërkime”, “Naim Frashëri”, Tiranë, 1990, fq.94-96

Ali Aliu, “Don Kishoti shqiptar”, “Një histori ndryshe e letërsisë shqipe”, Botimet Toena, Tiranë, 2010, fq.192

Fatos Arapi, “Gloria viktis”, Tiranë, 1997, fq. 22-32

Fatos Arapi, “Poema dhe vjersha”, “Naim Frashëri”, Tiranë, 1966, fq.34

Fatos Arapi, “Poezi”, Tiranë, 1997, fq.22-25-34

Fatos Arapi, “Ritme të hekurta”, “Naim Frashëri”, Tiranë, 1968, fq.38

Fatos, Arapi “Ah, sikur të isha një përrallë”, ‘Toena’, 2003, fq.11-14

Rrexhep Qosja, “Manifesti i Modernitetit”, në “Nocione të reja albanologjike”, Prishtinë, 2004, fq. 20

Sabri Hamiti, “Letërsia moderne shqipe”, Tiranë, UET Press, 2009, fq.9

Shyqri Galica,” Poezia e Fatos Arapit”, “Rilindja”, Prishtinë, 1990, fq.56

FLORISTIC WEALTH AND ITS IMPACT ON THE PASTURES OF THE GJIROKASTRA DISTRICT

Prof.Dr. LAVDI HASANI¹ Prof.asoc. Dr. SADIK MALO² Msc. MATILDA MALO³

^{1, 2, 3} Departamenti i SHBMU, Universiteti “Eqrem Çabej”

Rruga “Studenti” Lagjia “18 Shtatori” Gjirokastër, Albania, 6001

hasanilavdi@yahoo.com; sadikmalo@gmail.com; matildamalo@gmail.com

Abstract: This work aimed to carry out a complete and multifaceted study of the floristic richness of pastures in the Gjirokastra Region. This was made possible through expeditions carried out by us in the field, in all the pasture habitats of this region, starting from the plains, to the hilly ones, to the summer subalpine and alpine ones. During this work, we were able to identify the complete floristic diversity of these habitats. We have also always been careful to differentiate the types that pose problems for animal nutrition in this sector of the country's economy. These are exactly the types of poisonous plants found in almost every pasture. But in addition to this, in terms of importance, the identification of forage plants with high nutritional value in the entirety of the diversity of this flora is also considered of equal value. The identification of rare and endangered plants has also been considered very important. Determination through many keys (presented in the relevant literature) has made it possible for us to identify, in the pastures in question, a pasture floristic wealth of 535 plant species, among which 57 species are represented by rare and endangered plants, 21 species by poisonous vegetation and 21 species represent specific forage plants with higher nutritional values.

Keywords: Pasture flora, Poisonous plants, Forage plants, heads, hectare, pasture.

INTRODUCTION

The Gjirokastra region is one of the regions where small livestock farming ranks almost first in the country in terms of the number of heads. The total pasture habitats of this region include an area of 99,409 ha, of which **23,609 ha** are part of the state pasture fund, **59,226 ha** are part of the municipal pasture fund and **16,574 ha** are part of the private pasture fund. Of all this, **64,011 ha** are occupied by summer pastures alone. This pasture massif has created the possibility of breeding a total capacity (sheep, goats and cattle) of **308,664** heads, of which **266,451** heads of sheep, **38,550** heads of goats and **3,663** heads of cattle. Of these, a total of **139,598** heads can be raised on summer pastures alone, of which **182,843** are sheep, **9,940** are goats and **815** are cattle.¹ Precisely this considerable number of heads that can be raised in these pastures is significant enough to consider the importance and great economic value of studying this problem for the economy of the southern region in particular and the entire national economy in general.^{2, 3} The breeding of this large economy is certainly related not only to its potential (its grazing capacity) but also to the floristic composition of these pastures.⁴ This is not simply about the growth in the number of heads of this economy but also about the quality of the human food products provided by them (milk and its by-products, meat and its by-products). And for this reason, it is effective to know the floristic composition of these pastures, and in particular the poisonous plants found in them, which, at best, lead to

the loss and reduction of the number of heads and, at worst, to the deterioration of the quality of food products and damage to human health. But equally important is the knowledge of forage plants with high nutritional value for livestock, which increase livestock production and animal vitality not only in quantitative but also in qualitative indicators. In terms of good management of these pastures, it is also important to identify the endangered plants found in them. This is about preserving the floristic wealth of these habitats without leading to species depletion as a result of their disappearance, which would also affect the reduction of the food base that they will produced.

II - Work methodology:

2.1. Assessment of the floristic structure, rare and endangered plants, poisonous plants and forage plants with the highest nutritional values in the grasslands of the study area. In the Gjirokastra Region, the assessment of poisonous, endangered and high nutritional value forage plants was carried out based on the use of the Transect Method (zonal or belt transect) combined with surveys of Mashrut type expeditions (plant collection during free walking in the field) described by Reiss & Chapman (2000) and Sutherland (2006). The zonal transect represents a series of squares placed on a longitudinal horizontal line, at regular intervals in which all plant species are identified and recorded. All quadrats on the transect line were taken in areas where changes in species composition were identified, but without deviating from the distance regularity of their recording and while respecting geographical altitudes and substrate composition. The sizes of the surveyed squares for the different vegetation types were:

Dense herbaceous vegetation 1 x 1 or 2 x 2m

Loose herbaceous vegetation 4 x 4m

In each of the frames of the transect, the following data were recorded:

- Composition of the flora with data on rare, poisonous and forage plants with high nutritional value. Since the study area is quite large and with a variety of habitats and microenvironments, the surveys were carried out spontaneously, based on both horizontal and vertical extent, along the transects carried out. The transects were focused on the main areas of the territory studied and specifically on:
- Assessing the degree of risk from the impact of climate change based on the norms of the European Environment Agency (EEA), the IUCN rules (2017) and the use of assessment tools, especially software developed by GeoCat at Kew.
- The determination and classification of all vegetation of the floristic structure, of those that are poisonous, of those that are endangered and of those with high forage values, has been carried out mainly on the basis of dried or fresh plant material (in the field). The use of high-quality photographs taken in the field also helped in the determination. The determination was carried out with the naked eye or with an XTJ-5700E stereomicroscope. For the determination, the analytical and dichotomous keys of the Flora of Albania (Paparisto et al., 1992; Qosja et al., 1992; Qosja et al., 1996; Vangjeli et al., 2000; 2003), the Excursionist Flora (Demiri, 1979; 1983), the Flora of Greece (Strid & Kit Tan, 1985) and the Flora of Europe (Tutin et al., 1964-1980) were used. [5, 6, 7, 8](#)



2.2. Study Area

The area over which the research is carried out is located in the Gjirokastra District, which is included in the Southern Mountainous Region (SMK) of our country. In addition to expeditions carried out in the plain and hilly pastures, expeditions have also been carried out in the subalpine and alpine summer pastures such as: on Wide Mountain , Luca Mountain, Morgana Mountain, Trebeshina Mountain, Çajupi Mountain,

Këndërvica Mountain, Nëmërçka Mountain and Dhëmbeli Mountain. The latter include spring, summer and autumn expeditions (April-October) according to the following itineraries:

- Murgana Mountain (up to 1500 m altitude). Dhëmbeli Mountain (up to 1298 m altitude)
- Çajupi (up to 1300 m altitude). Wide Mountain (up to 1340 m altitude)
- Nëmërçka Mountain, (up to 2300 m altitude). Luca Mountain (up to 1433 m altitude)
- Trebeshina Mountain (up to 1920 m altitude) Këndërvica Mountain (up to 2100 m altitude)

III - Results and discussions:

The pasture habitats of the Gjirokastra Region extend into three main districts: Gjirokastra, Tepelena and Përmet. (Map no. 1)

From the literature used, regarding the number of livestock heads that are raised in these pastures in the Gjirokastra Region, we have this general picture: (Tab 1,2,3) [9,10](#)

Map no. 1 - Gjirokastra District

Table 1. Number of livestock heads at national level and for the Gjirokastra

Table 2. Number of livestock heads at the national level and for the Gjirokastra Region in %.

Unit	Kategoria	At the national level	Gjirokastra
in %	Sheep	100	11
	Milk sheep	100	11
	Goat	100	12
Unit	Kategoria	At the national level	Gjirokastra
per 1000 heads	Milk goat	100	14
	Sheep	1.480	169
	Milk sheep	1.116	140
	Goat	775	93
	Milk goat	599	81

Regarding
the floristic

composition of the grassland habitats of the Gjirokastra District, from the literature we only have data in percentage on the three main groups of its species composition, such as leguminous plants, grasses and the third group of all other species, as follows (Tab. 4): [11](#), [12](#), [13](#)

Table 3. No. of livestock by item for each municipality for the Gjirokastra Region

Municipality	Bovine in		Sheep		Goat		Pig		A ungulate	Poultry	Bee
	Totally	Cow	Total	Milk	Totally	Milk	Totally	Pig	Totally	Totally	Totally
Gjirokastra	3	3	52	44	19	17	0	0	1	29	7
Dropulli	1	0	10	8	4	3	-	-	0	26	3
Këlcyra	1	1	21	16	16	14	0	0	1	14	3
Libohova	2	1	13	11	4	3	0	0	0	10	3
Memaliaj	2	2	20	17	13	11	-	-	2	60	3
Përmeti	1	1	13	10	20	18	0	0	1	13	6
Tepelena	3	2	40	34	17	15	0	0	1	14	4
TOTALLY	13	10	169	140	93	81	1	0	6	166	28

Table 4. Floristic composition of summer pastures in the Gjirokastra Region (given in %).

District	Region	Type of pasture	Surface ha	Legumes in %	Grasses in %	Others in %
Gjirokastra	Gjirokastra	Summer	33051	26	60	14
Gjirokastra	Tepelena	“	19606	26	60	14
Gjirokastra	Përmeti	“	11354	26	60	14

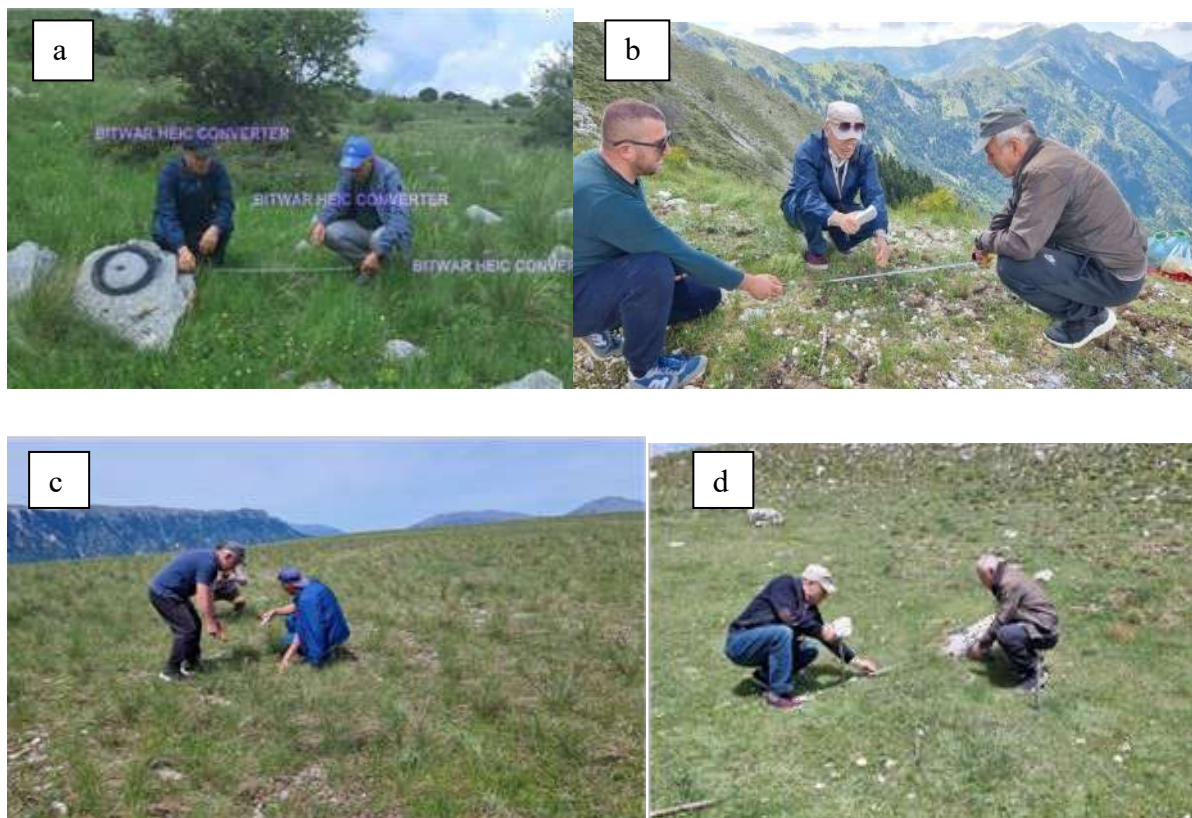


Fig. 1- During expeditions to determine transects in subalpine and alpine pastures; (a- on the Çajupi Mountain, b- on the Morgana Mountain, c- on the Dhëmbeli Mountain and d- on the Trebeshina Mountain).

A - ABOUT FLORISTIC WEALTH

Based on the data obtained from the study conducted regarding the floristic wealth, we can say that:

The complete floristic structure of the study area, expressed in percentage, for each plant family, for the number of species of these families in the flora of the study area, presents us with the following picture (Fig.2):

The families richest in species or subspecies are: Compositae with 93 taxa, Leguminosae with 58 taxa, Graminaceae with 53 taxa, Caryophyllaceae with 41 taxa, Labiatae with 51, Caryophyllaceae with 41 species, Cruciferae with 37 taxa, Orchidaceae with 32 taxa, Rosaceae with 31 taxa, Liliaceae with 30, Umbelliferae with 26 taxa, Ranunculaceae with 24 species, Scrophulariaceae with 18 species and subspecies, etc. (total 535 species).

Floristic structure

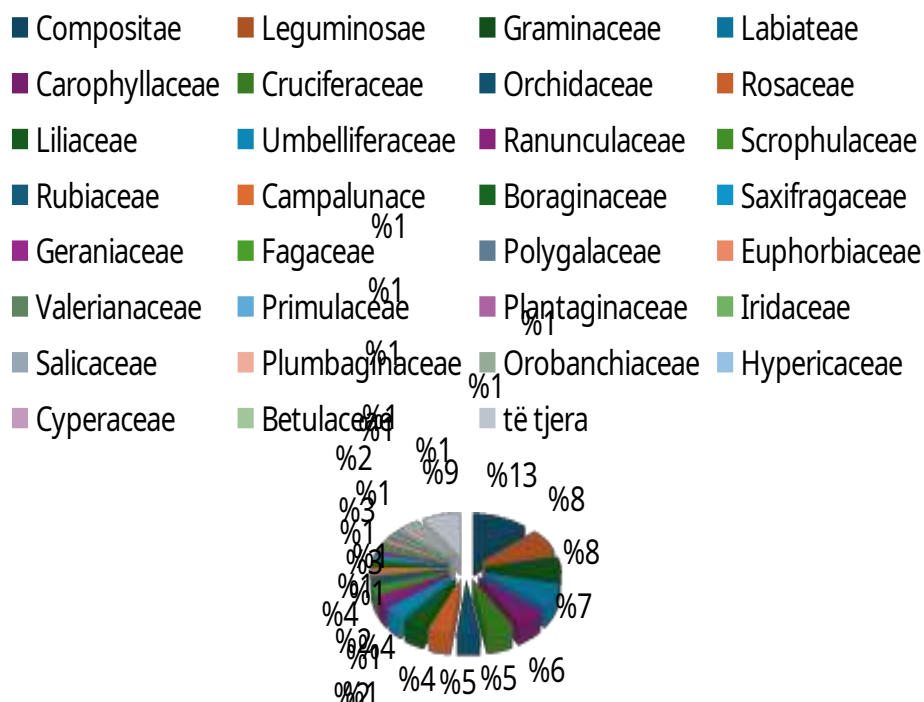


Fig. 2 - Diversity of flora families of the study area.

The complete floristic species structure of the study area, expressed for each plant family and the number of species of these families, also highlighting the plant families represented by more than 5 genera, in the flora of the study area, presents us with the following picture (Fig. 3): [14](#), [15](#)

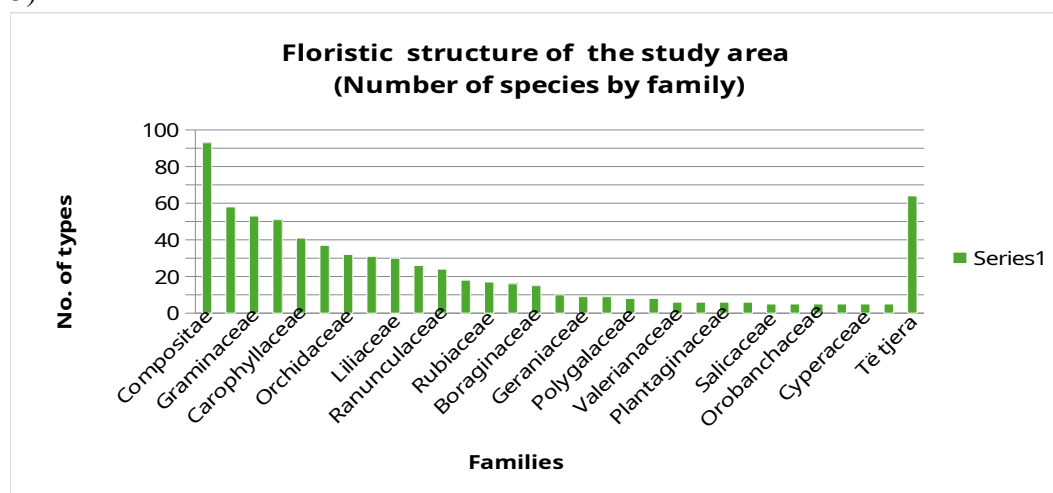


Fig. 3 - The number of species encountered for each family of the flora of the area under study.

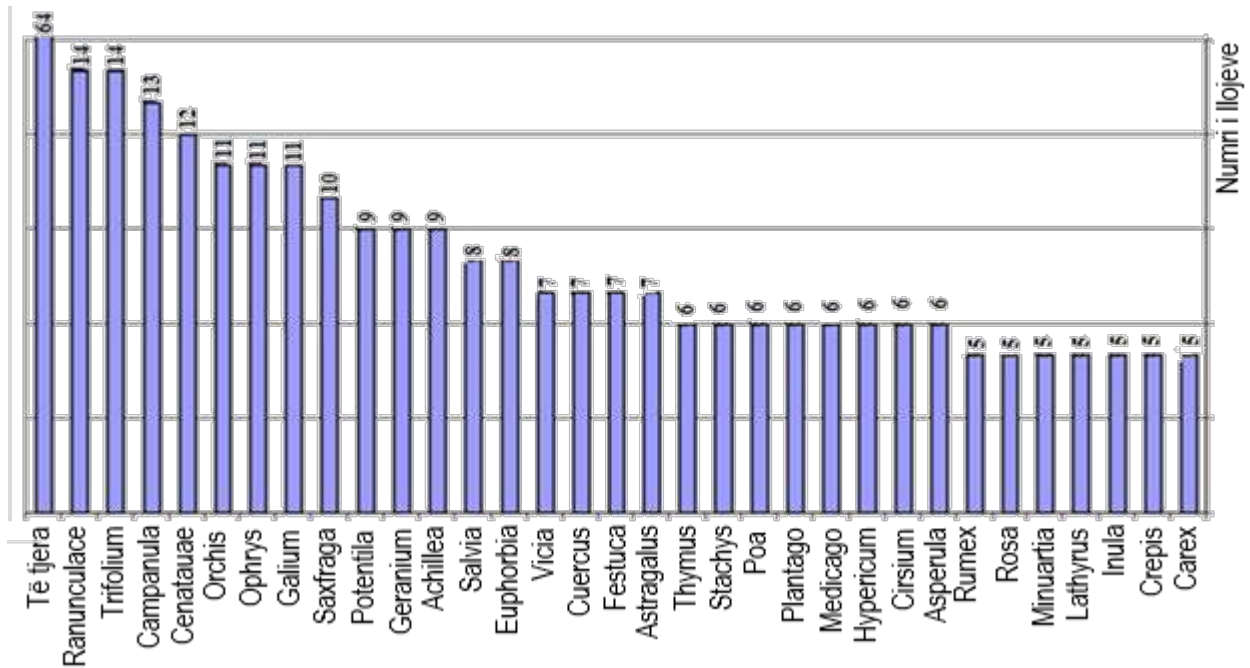


Fig. 4 - Plant families represented by more than 5 genera in the flora of the study area.

The results of the flora of the study area show that, out of 65 families, 32 of them (which are represented by more than 5 taxa), constitute over 79.61 % of all species or subspecies. (fig. 4). The other families, a total of 33, are represented by 64 plant species or subspecies.¹⁶

B- ON RARE AND ENDANGERED SPECIES

Table 5. List of rare and endangered plant species in Gjirokastrë Region at Global, European or even National level.

No.	Taxon name (in Latin)	IUCN Global Red List (Walter & Gillett 1997)	Bern Convention Aneks I	Habitat Directive Aneks IIb, IVb	National risk status
1.	<i>Astragalus baldaccii</i> Degen	R			CR A1a A1b
2.	<i>Hypericum haplophyllodes</i> Halascy et Baldacci	R			LR cd
3.	<i>Athamanta macedonica</i> subsp <i>albanica</i> Alst. et Sand.	R			EN A1b
4.	<i>Solenanthus albanicus</i> (Degen et al.) Deg. et Baldacci.	R	+	+	VU A1b
5.	<i>Ramonda serbica</i> Pancic		+	+	VU A1b
6.	<i>Aesculus hippocastanum</i> L.				Ex
7.	<i>Gymnospermum altaicum</i> subsp. <i>scipetarum</i> Tan & Mullaj.				CR A1a
8.	<i>Orchis provincialis</i> Balb.		+		
9.	<i>Ophris oestriifera</i> Bieb.		+		
10.	<i>Alkanna corcyriensis</i> Hayek				EN A1b
11.	<i>Adiantum capillus-veneris</i> L.				VU A1b

International IV. Scientific and Academic Research Congress (01-04 July 2025) – Gjirokaster/Albania
(Abstract and Proceedings Full Text Book)

12.	<i>Achillea grandifolia</i> Friv.				CR B3c
13.	<i>Achillea frassii</i> Schultz Bip.				CR B3c
14.	<i>Arenaria cretica</i> Sprengel				EN A1b
15.	<i>Asperula chlorantha</i> Boiss at Heldr.				EN A1b
16.	<i>Athamanta densa</i> Boiss. et Orphanid				EN A1b
17.	<i>Aubrieta intermedia</i> Heldr. & Orph.				EN A1b
18.	<i>Campanula albanica</i> Ėatesek				EN A1b
19.	<i>Campanula haëkinsiana</i> Hausskn. & Heldr.				EN A1b
20.	<i>Cerastium grandiflorum</i> Ėaldst. Et Kit				EN A1b
21.	<i>Centaurea graeca</i> Griseb.				EN A1b
22.	<i>Centaurea zuccariniana</i> DC.				EN A1b
23.	<i>Chelidonium majus</i> L.				VU A1b
24.	<i>Colchicum autumnale</i> L.				EN A1b
25.	<i>Crataegus heldreichii</i> Boiss.				EN A1b
26.	<i>Crepis turcica</i> Degen & Bald.				EN A1b
27.	<i>Dictamnus albus</i> L.				VU A1b
28.	<i>Ephedra distachya</i> L.				EN A1b
29.	<i>Juniperus communis</i> L.				VU A1b
30.	<i>Juniperus foetidissima</i> Ėilld.				VU A1b
31.	<i>Juniperus oxycedrus</i> L.				VU A1b
32.	<i>Helichrysum plicatum</i> DC.				EN A1b
33.	<i>Herniaria parnassica</i> subsp. <i>parnassica</i> Chaudhri				EN A1b
34.	<i>Hypericum perforatum</i> L.				EN A1b
35.	<i>Hyascyamus niger</i> L.				VU A1b
36.	<i>Juglans regia</i> L.				EN A1b
37.	<i>Nocca cika</i> F.K.Meyer				EN A1b A1b
38.	<i>Origanum vulgare</i> L.				EN A1b
39.	<i>Salvia officinalis</i> L.				VU A1b
40.	<i>Prunus avium</i> L.				VU A1b
41.	<i>Quercus ilex</i> L.				EN A1b
42.	<i>Sambucus nigra</i> L.				VU A1b
43.	<i>Satureja montana</i> L.				VU A1c
44.	<i>Sideritis raeseri</i> Boiss. & Heldr.				EN A1c
45.	<i>Stachys sericophylla</i> Halacsy.				EN A1c
46.	<i>Taxus baccata</i> L.				VU A1b
47.	<i>Tilia platyphyllos</i> Scop.				CR A1c
48.	<i>Tulipa sylvestris</i> L.				EN A1b
49.	<i>Viola acroceraniensis</i> Erben				VU A1c
50.	<i>Viscum album</i> L.				VU A1c

This table includes 50 species (CR, EN, VU) at various levels of risk, including endemic, near-endemic, or Balkan species. This does not include the endangered species treated in Table 7 and which constitute seven additional species or subspecies for Table 5, increasing the number of endangered species or subspecies of Gjirokastra to 57. ^{17, 18} Some of the species have not been known until now for this area or have been little known. ^{19, 20, 21} A full description of them is given below. For 3 of them (also endemic) we can say that:



Fig. 5 - (a)-*Noccaea cikaia* (b)-*Stachys sericophylla* (c)-*Viola acrocerauniensis* (d)-*Hypericum haplophylloides*

a- Noccaea cikaia F.K.Meyer. This plant does not enjoy any endangered status and is not included in the flora of Albania. The only threat to the plant remains grazing (by small livestock). This plant does not form large populations in its environment; on the contrary, its individuals are rare where they are found. However, since the flowering and growth period is early, it is slightly at risk.²²

b- Hypericum haplophylloides Halascy et Baldacci subsp. *haplophylloides*. This subspecies grows only in limestone environments or calcareous conglomerate rocks, mainly in valleys or along moist places in river or stream beds. *Hypericum haplophylloides* subsp. *haplophylloides* is a globally endangered species and enjoys R status (rare according to Walter & Gillet, 1998). It is considered a species with a very limited distribution.

c- Viola acrocerauniensis Erben. Its distribution in the Gjirokastra district has been extensively discussed by the authors in the paper “Biogeographic data on the distribution of *Viola acrocera-uniensis* Erben, in Albania” (Malo & Shuka, 1998). This paper highlights the diversity that this species presents in its distribution area. New research results, especially after the discovery of *Viola epirota* (Halacsy) Raus in the Gjirokastra District, explain to some extent the previous hypotheses, i.e. the variation in its form must be a consequence of hybridization that occurs between the two species, or the presence of both species must be confirmed through cytological and molecular methods. This species forms good and stable populations throughout its distribution area, therefore it is not included in the endangered categories.²³

Table 6. List of rare and endangered species or subspecies of grassland habitats in the Gjirokaštër Region

No.	Taxon name (in Latin)	Bern Convention Annex I	Directive Habitat Annex IIb IVb	Status	
1.	<i>Astragalus baldaccii</i> Degen			CR A1a, A1b	A(iv)
2.	<i>Hypericum haplophyllodes</i> Halascy et Baldacci			LRcd	A(iii)
3.	<i>Athamanta macedonica</i> subsp. <i>albanica</i> Alst. et Sand.			EN A1b	A(iv)
4.	<i>Solenanthus albanicus</i> (Degen et al.) Deg. et Baldacci.			VU A1b	A(ii)
5.	<i>Ramonda serbica</i> Pancic			VU A1b	A(ii)
6.	<i>Aesculus hippocastanum</i> L.			Ex	A(iv)
7.	<i>Gymnospermum altaicum</i> subsp. <i>scipetarum</i> Tan & Mullaj.			CR A1a	A(iv)
8.	<i>Alkanna corcyriensis</i> Hayek.			EN A1b	A(iv)
9.	<i>Sideritis raeseri</i> Boiss. & Heldr.			EN A1c	A(iv)
10.	<i>Orchis provincialis</i> Balb.				A(ii)
11.	<i>Ophris oestrifera</i> Bieb.				A(ii)
12.	<i>Asperula chlorantha</i> Boiss at Heldr.			EN A1b	A(iv)
13.	<i>Centaurea graeca</i> Griseb.			EN A1b	A(iv)
14.	<i>Centaurea zuccariniana</i> DC.			EN A1b	A(iv)
15.	<i>Herniaria parnassica</i> subsp. <i>parnassica</i> Chaudhri			EN A1b	A(iv)
16.	<i>Campanula haëkinsiana</i> Hausskn. & Heldr.			EN A1b	A(iv)
17.	<i>Campanula albanica</i> Ėatesek			EN A1b	A(iv)
18.	<i>Viola acrocerauniensis</i> Erben			VU	A(iii)
19.	<i>Noccaea cikaea</i> F.K.Meyer			EN A1b	A(iii)
20.	<i>Stachys sericophylla</i> Halacsy.			EN A1c	A(iii)

The rare and endangered plants that have been identified are a total of 20 species found in the pasture habitats under study (Tab.6).

C- POISONOUS SPECIES

Based on the existing literature data collected, we have identified poisonous plants and their groups in these areas. The large number of poisonous plants in alpine pastures includes representatives of the families Ranunculaceae, Euphorbiaceae, Polygonaceae, Scrophulariaceae, Cruciphere, Solanaceae, Liliaceae and Euphisetaciae.^{24, 25} Representatives of the Solanaceae and Euphorbiaceae plants are mostly poisonous. The poisonous substances (for livestock) they contain are alkaloids, glucosides, saponins, essential oils, lactones and poisonous albumins. There are plants that contain only a certain group of poisonous substances, but there are also others, such as poppy, which contain about 20 types of alkaloids.

Table 7. - List of poisonous plants in the grassland areas under study according to the literature.

Types of poisonous plants known from the literature used by us			
No.	Name of the plant	No.	Name of the plant
1.	Acanthus spinosa	9.	Cirsium arvense
2.	Anagallis arvensis	10.	Cuscuta europaea
3.	Anagallis caerulea	11.	Daphne oleoides
4.	Asphodeline lutea	12.	Delphinium consolida
5.	Asphodelus albus	13.	Ditrichia viscosa
6.	Cardus acanthoides	14.	Helleborus odoratus
7.	Carlina acanthifolia	15.	Linum catharticum
8.	Carlina lanata	16.	Pteridium aquilinum

Table 8. List of poisonous plants in the grassland areas under study identified by our study.

Poisonous type			
No.	Name of the plant	No.	Name of the plant
1.	Acanthus spinosa	12.	Daphne oleoides
2.	Anagallis arvensis	13.	Delphinium consolida
3.	Anagallis caerulea	14.	Ditrichia viscosa
4.	Asphodeline lutea	15.	Euphrasia sp. div.
5.	Asphodelus albus	16.	Euphorbia sp. div.
6.	Cardus acanthoides	17.	Gynospermium maloi
7.	Carlina acanthifolia	18.	Helleborus odoratus
8.	Carlina lanata	19.	Linum catharticum
9.	Cirsium arvense	20.	Pteridium aquilinum
10.	Colchicum autumnale	21.	Veratrum lobelinianum
11.	Cuscuta europaea		

D- FODDER PLANTS

Table 9 - List of forage plants with high nutritional value encountered by us in the pasture areas under study.

Types of fodder with high nutritional value			
No.	Name of the plant	No.	Name of the plant
1	Agrostis capillaris	12	Lotus corniculatus
2	Alopecurus pratensis	13	medicagolupulina
3	Bromus hordeaceus	14	Onobrychis vicifolia
4	Cynodon dactylon	15	Trifolium medium
5	Dactylis glomerata	16	Trifolium repens

6	<i>Festuca pratensis</i>	17	<i>Trifolium pratense</i>
7	<i>Holcus lanatus</i>	18	<i>Vicia craca</i>
8	<i>Lolium perenne</i>	19	<i>Plantago lanceolata</i>
9	<i>Phleum pratense</i>	20	<i>Rumex pulcher</i>
10	<i>Anthyllis vulneraria</i>	21	<i>Taraxacum officinale</i>
11	<i>Astragalus onobrychis</i>		

IV - CONCLUSIONS

1. The grassland floristic wealth of the studied territories consists entirely of 535 species distributed in 65 families, where the largest number of species is occupied by those of the composite family.
2. Among these families, only 33 of them are represented by 5 or more taxa, which constitutes 79.61% of the total species found in these habitats.
3. Out of 50 rare and endangered plant species known in the Gjirokastrë Region at the Global, European or even National level, in the pasture territories under consideration we have identified a total of 20 species, of which 11 species such as: *Athamanta macedonica subsp albanica* Alst.et Sand., *Alkanna corcyriensis* Hayek., *Sideritis raeseri* Boiss. & Heldr., *Asperula chlorantha* Boiss at Heldr., *Centaurea graeca* Griseb., *Centaurea zuccariniana* DC., *Herniaria parnassica subsp. parnassica* Chaudhri, *Campanula hawkinsiana* Hausskn. & Heldr., *Campanula albanica* Watesek, *Noccaea cikaea* F.K.Meyer and *Stachys sericophylla* Halacsy., are not only rare but also among the most endangered. Seven species of these plants, found in Table 7, are not included in the above table (5). As a result, the number of rare and endangered species for the Gjirokastra Region at the global level goes from 50 to 57 species. So this list is expanded with seven new species.
4. Of the harmful (poisonous) plants, we have identified 21 species out of 16 known to date as present in these grasslands. So we have also identified 5 new species of poisonous plants present in these pastures (Tab.7&8) such as: *Colchicum autumnale*, *Euphrasia sp. div.*, *Euphorbia sp. div.*, *Gynospermium maloi* and *Veratrum lobelinianum*.
5. The three endemic species *Noccaea cikaea* (Fig. 1/1), *Stachys sericophylla* (Fig. 1/2) and *Viola acrocerauniensis* (Fig. 1/3), are not protected by state decisions, or included in existing red books (Vangjeli et al., 1985, MoEFWA, 2007), for this reason we believe that they should be included in the EN A1b, EN A1c and VU A1c risk statuses, respectively (Tab. 5). This table includes 50 species (CR, EN, VU) at various levels of risk, including endemic, near-endemic, or Balkan species.

V - Recommendations:

Based on the results of the study as well as the phenomena listed above or during the discussions in the relevant chapters, we recommend:

- The floristic composition of the subalpine and alpine pastures of the Gjirokastra District constitutes a natural value that must be preserved and developed through the undertaking of

other studies, not only to complement the study of biomass and pasture capacity, but also to see its progress under conditions of climate change and human impact.

- The information provided by this project regarding rare and endangered plants will assist in licensing and control during the collection of medicinal and industrial plants by the Pastures Directorate and the district ARM, another task that can reduce damage to the populations of collected plants but also in their conservation.
- Based on the data from this project, increased control by the Directorates of Forests and Pastures over overgrazing phenomena can be achieved, by planning grazing after the flowering phase of various plants in order to enable the production of herbaceous seeds and avoid grazing during the seedling stage.
- The information provided by this project regarding rare and endangered plants will assist in licensing and control during the collection of medicinal and industrial plants by the Pastures Directorate and the district ARM, another task that can reduce damage to the populations of collected plants but also in their conservation.
- Increasing vigilance against fires and imposing sanctions on shepherds who continue to consider setting fire to pastures as something that clears the pastures of thorns and tough weeds (a phenomenon particularly widespread in the pastures of the Wide Mountain and Sotira Mountain).

SOURCE

- (1) - Udhëzim nr.02 dt 20.07.(2017) i Ministrisë së Mjedisit:Për kriteret teknike të klasifikimit të kullotave e livadheve dhe procedurat për dhënjën e tyre për kullotje e kositje bari. f. 6
- (2) - Dokument për menaxhimin e pyjeve dhe kullotave Bashkia Përmet (20230)
- (3) - Draçi,(1996): Potenciali turistik i rajonit Vjosë-Deti Jon, Studim monografik. Tiranë
- (4) - Demiri, M. (1983): Flora Ekskursioniste e Shqipërisë. Tiranë. F. 311-316.
- (5) - Baldacci A. (1898): Considerazioni preliminari sulla fitogeografia dell' Albania settentrionale. *Boll. Soc. Geogr. Ital.* **11(3)**.
- (6) - Baldacci A. (1899): Revista della collezione botanica fatta nel 1896 in Albania. *Nuovo gior. bot. it. Tom IV, Fascicolo I.* p. 5-37.
- (7) - Baldacci A. (1899): Revista della collezione botanica fatta nel 1896 in Albania. *Nuovo gior. bot. it. Tom IV, Fascicolo IV.* p. 334-356.
- (8) - Tutin, T. G., Heywood, H., Burges, N. A., Moore, D. M., Valentine, D. H., Walters, S. M., Webb, D.A. (1972): Flora Europaea. Vol. 3, Cambridge University Press, pp. 151-160.
- (9) - Vjetari rajonal statistikor,(2023) Drejtori i Publikimeve: Dr. Elsa Dhuli Përgatitur nga INSTAT © Copyright INSTAT 2022 Asnjë pjesë e këtij publikimi nuk mund të riprodhohet ose transmetohet në asnjë formë ose me çfarëdo mënyre pa lejen paraprake me shkrim të mbajtësit të së drejtës së autorit Instituti i statistikave Rr. Vllazën Huta, Ndërtesa 35, Hyrja 1 Tiranë, Kodi Postar 1017 Tel: + 355 4 2233358 / 2233356 Fax: +355 4 2222 411 e-mail: info@instat.gov.al www.instat.gov.al F. 186 - 195
- (10) - Vjetari rajonal statistikor,(2022) Drejtori i Publikimeve: Dr. Elsa Dhuli Përgatitur nga INSTAT © Copyright INSTAT 2022 Asnjë pjesë e këtij publikimi nuk mund të riprodhohet ose transmetohet në asnjë formë ose me çfarëdo mënyre pa lejen paraprake me shkrim të

mbajtësit të së drejtës së autorit Instituti i statistikave Rr. Vllazën Huta, Ndërtesa 35, Hyrja 1
Tiranë, Kodi Postar 1017 Tel: + 355 4 2233358 / 2233356 Fax: +355 4 2222 411 e-mail:
info@instat.gov.al www.instat.gov.al f. 186 - 195

(11) - Qosja, XH., Paparisto, K., Vangjeli, J., Ruci, B. (1996): Flora e Shqipërisë. Ak. Shkencave të Shqipërisë ed., Vol. 3. pp. 131-140 Tirane.

(12) - Strid, A., Kit Tan (1985): Mountain flora of Greece. Vol. 2. Cambridge University Press: pp. 609-629.

(13) - Shuka, L., Malo, S., Vardhami, I. (2011): The impact of global warming in Southern Albanian grassland ecosystems. Proceedings of: International Conference of Ecosystems (ICE), Tirana, Albania, June, 4-6. p. 656-670.

(14) - Manual i monitorimit dhe i vlerësimit të specieve bimore (Përshtatur nga Donald Shuka, Abdulla Diku & Lulëzim Shuka) Ky publikim është përgatitur nga ILIRIA në kuadër të projektit “SRE of Prespa NP –Assessment, protection and in-situ/ex-situ conservation, through involvement of young professionals”, f inancuar nga CEPF & PONT - ISBN 978-9928-294-65-4 - Tiranë : Gent Grafik, (2021) F. 27-29.

(15) - Ministria e Mjedisit - Agjencia Kombëtare e Mjedisit, Raporti për gjendjen e mjedisit (2012) material i shfrytëzuar: Tiranë 2013 f. 230 - 234

(16) - Malo, S. (2010): Studimi i Diversitetit Bimor në Rrethin e Gjirokastrës. Disertacion.

(17) - Shuka L. & Malo S. (2018): Distribution and conservation status of the endemic plant taxa in Albania. 7BBC Book of Abstracts, (7th Balkan Botanical Congress, 10-14 September 2018, Novi Sad, Serbia. p. 75.ISSN 1821-2158.www.7bbc2018.com.

(18) - Vangjeli, J, Ruci, B, Mullaj, A. (1994): Libri i Kuq (Bimët e kërcënuara dhe të rralla të Shqipërisë). Tiranë. 169 f.

(19) - Delipetrou, P. (2013). *Solenanthus albanicus*. The IUCN Red List of Threatened Species 2013: e.T161867A5506759. <http://dx.doi.org/10.2305/IUCN.UK.2011-1.RLTS.T161867A5506759.en>

(20) - 12. Miljković, M., Randelović, V.& Harpke, D. (2016) A new species of *Crocus* (Iridaceae) from southern Albania (SW Balkan Peninsula).*Phytotaxa* 265: 39–49.

(21) - Mathew, B. (1982) The *Crocus*. A revision of the genus *Crocus*. Batsford, London, 127 pp.

(22) - Meyer F.K. (2006): Kritische Revision der “*Thlaspi*”-Arten Europas, Afrikas und Vorderasiens. Spezieller Teil. IÇ. *Noccaea* MOENCH. Haussknechtia Beihheft 12. pp. 19, 96.

(23) - Malo, S., Shuka, L. (2008):Të dhëna biogeografike mbi shpërndarjen e *Viola acrocerauniensis* Erben, në Shqipëri.BSHN (UT), Nr. 5, 2008: 170-178.

(24) - Natura 2000. (2013): Interpretation Manual of European Habitats. EUR 28. 96-100

(25) - Raport shkencor i projektit : Vlerësimi i biodiversitetit në kompleksin natyror Vjosë - Vargu Mali i Murganës, Mali i Gjerë, Mali i Pusit. TIRANË më 02.02.(2006).

**IDIOMATIC TRANSLATION AS A FEATURE OF TRANSLATION STYLE BY
SOTIR CACI IN ÇOÇARJA**

Leonard RAPI¹

¹ University of Gjirokastër, nardirapi@yahoo.com

Abstract: A recurring pattern of Sotir Caci's translation style in Çoçarja (La Ciociara) by the Italian writer Alberto Moravia is the translation of normal, stylistically neutral, non-phraseological language in the Italian source text with phraseological and other expressions in the Albanian target text. In this article we focus on and discuss this translation pattern, which we believe constitutes a feature of Sotir Caci's translation style. We first present the data and analyze them according to their common characteristics and the function they fulfill in the target text and then compare them to their equivalents in the English and Spanish translations. We offer a tentative explanation for this translational behavior based on Zohar's polysystem theory and Venuti's concept of domestication as a translation strategy as well as discuss some potential effects of such a translation choice.

Keywords: idiomatic translation, explicitation, translation pattern, translational behavior, domestication.

CRIMINAL LAW AND THE KANUN OF LEKË DUKAGJINI

Msc. Leonard SALA¹, Msc. Fatjon MALAJ²

¹. "Eqrem Çabej" University, Gjirokastër, Albania, leonardgezimsala@gmail.com

². "Eqrem Çabej" University, Gjirokastër, Albania, fatjonselammalaj@gmail.com

Abstract. In the history of customary *laë*, customs have been conceived as a set of unwritten norms, passed down orally from one generation to another and which have served to regulate social legal relations in socio-economic contexts, based on private property. The medieval civil codes that form the basis for Albanian customary *laë* are: The Kanun of Skander-beg, The Kanun of Lekë Dukagjini, The Kanun of the Mountains and The Kanun of Labëria. All the variations of the Kanun, without exception, provided a number of norms of criminal character. Among these, the Kanun of Lekë Dukagjini takes pride of place. According to it, a criminal offence was considered any action or inaction which violated important social relations, specially protected by the Kanun. All the variations of the Kanun without exception, considered the existence of guilt in its two forms: premeditation and negligence as a prerequisite for criminal responsibility.

Keywords: customary law, Unwritten norms, Oral tradition, Social legal relations, Medieval civil codes, Albanian customary law.

INTRODUCTION AND THEORETICAL FRAMEWORK

A law in its broadest sense is a set of rules of conduct prescribed by a controlling authority that have binding legal force. The laws of a country can be created in different ways. Different ways of creation therefore entail different sources. In the hierarchy of sources of law customary law occupies a special place. Known through its variations the Kanun is a collection of unwritten laws and norms, passed down orally from one generation to another for centuries, which reflect the socio-economic situation of past periods and which in their time protected the interests of certain classes and strata of society.

Due to its importance, customary law is treated as one of the sources of law. In this article we focus precisely on Albanian customary criminal law. With this modest paper we aim to draw attention to the importance of the study of this set of laws, its institutions and the concepts that have reached us, through the Albanian customary criminal law of our time. Thus, our article aims to give a general and specific view of customary criminal law, emphasizing the main institutions that it addresses.

From ancient times until the mid-20th century, customary law was practiced in Albania. It is not unique to Albania, as many other European and global peoples have also practiced it. Customary law is a collection of unwritten legal norms and rules of conduct, established over time and passed down orally through generations. These rules regulate legal relations in various life spheres, and their implementation is traditionally ensured by local self-governing units, independent of the state. Customary law reflects the economic and social conditions of earlier eras and served to safeguard the interests of particular social classes. It is characterized by a person's devotion to their family, brotherhood, tribe, village, and other social groups.

The primary purpose of criminal law is to defend significant societal values against criminal activity, promoting society's advancement and survival. This purpose is universal, regardless of the community or state providing protection. Criminal law has unique features that distinguish it from the criminal laws of other nations, aiming to safeguard a state's social and economic order at a particular stage of development.

Customary criminal law is defined as a body of unwritten rules of conduct and legal norms, established over time and passed down orally. These rules regulate legal relations and are traditionally enforced by local self-governing units, independent of the state. Specific rules within customary law protect social and human values and legal connections from various activities.

From the 1400s to the 1900s, Albanian customary law was one of Europe's most distinctive and ancient legal systems. Its distinctiveness comes from its development concurrent with the state, during a period when the Albanian state lacked a geographical entity with an established political structure. Experts examine Albanian customary law with curiosity due to its blend of criminal, administrative, civil, religious, private, and public law. Albanian customary law predates the state, is unwritten, and was passed down orally for almost 500 years, not originating from a legislator or parliament.

LITERATURE

According to the Kanun of Lekë Dukagjini, criminal offenses were organized in this way:

Criminal offenses against the person;

Criminal offenses against the family and marriage;

Criminal offenses against the private property;

Criminal offenses against the church;

Other criminal offenses.

The institute of complicity is also recognized by Albanian customary criminal law. The criminal norms gathered in the Kanun of Lekë Dukagjini, the Kanun of Skanderbeg, and the Kanun of Labëria make this clear. The fundamental components of the definition of the institute of complicity, the kinds of accomplices, and the guidelines for assigning responsibilities are provided by these canons. Chapter 22 (Murder) contains provisions for the Institute of Complicity. The deliberate commission of a crime by two or more people working together with their consent is known as complicity. Knowledge and agreement amongst the accomplices are necessary for complicity to exist. Point 839 of Lek Dukagjini's Kanun addressed this: "The bread and the rifle were given with the knowledge of the murderer, they bring blood to the one who gave them."

According to this principle, someone would also be considered an accomplice in the murder in the capacity of an assistant if they had welcomed the criminal into their home prior to the murder and fed him bread knowing that the criminal would go on to perform a murder. Because the bread was given to the visitor rather than the murderer, the canon allowed for responsibility in the latter situation. Because of this, the person who went to kill someone and brought companions along had to provide food for both himself and the other people. The person who provided the firearm for the murder was likewise subject to this regulation.

According to points 829 and 830 of the Kanun of Lek Dukagjini, only the murderer would be held accountable if the accomplice had loaned the rifle for the murder to someone else without knowing that the recipient would use it to murder someone else. Additionally, in case someone handed the bullets to someone else in order to kill: "Whoever gives the bullet, the blood is his own" (point 826 of the Kanun of Lek Dukagjini).

According to point 843 of the Kanun of Lek Dukagjini, an author is someone who kills with his own hand. Regarding the author, the Kanun establishes morally righteous yet legally enforceable standards of behavior. According to point 844 of the Kanun of Lek Dukagjini, the author was required to inform the victim's family that he had murdered them. According to point 845 of the Kanun of Lek Dukagjini, the author would pursue "days off" around the peace vow. He must turn the victim over if he is able to do so; if not, he must tell everyone he encounters while traveling to do so and place the weapon to the victim's forehead (point 846 of the Kanun of Lek Dukagjini). According to point 847 of the Kanun of Lek Dukagjini, the author must refrain from stealing the victim's weapon since doing so will fall into two blood feuds because, in addition to the murder, he insulted the victim. According to point 849 of the Kanun of Lek Dukagjini, the author was only allowed to move at night and had to conceal during the day. According to point 848 of the Kanun of Lek Dukagjini, the tribe and the entire village would murder the person who killed his own parent.

Point 850 of the Kanun of Lek Dukagjini states that an individual who assists another person in killing, stealing, or committing any other wicked act is considered an accomplice. According to this definition, an assistant is one of the different kinds of aids. A middleman is a person who aids another individual in causing harm or other evil in his village by means of a malevolent act and secretly (point 766 the Kanun of Lek Dukagjini).

The distinction between abetment following a crime and participation in the form of aid is not made by the norms of the Kanun.

According to the Kanun of Lek Dukagjini, if a member of his own banner murdered someone with the help of friends, everyone would be held accountable and fall into blood feud (point 824). The sole exception to this rule is when the one who exercised blood revenge murdered the enemy by enlisting friends who weren't part of his banner. In this instance, the accomplices in the form of assistance were not accountable; only the murderer was. The one who leads falls into blood feud himself (point 825). The following criteria will be used to decide who is responsible if someone recruits people to help them murder someone, tells them that "all the guns that are discharged on him are mine," and then carries out the murder (point 827):

If the author murders someone unjustly, then both the murderer and the accomplices will be held responsible (point 832)

If the author murders kills someone to exercise blood revenge, then the blood feud is fulfilled, and the accomplices are not held accountable (point 833).

Assistants in the role of accomplices are held accountable in the same way as the author, while as a rule, instigators of the murder are not held accountable the same way as accomplices, but pay a fine to their bajrak or have their house burned down. This is because verbal incitement was not considered giving aid and was not equated with giving bread or a

rifle to another for murder, because the rule that “the mouth does not incite anyone to shed blood” was applied.

Although there is a tendency in later customary criminal law to personalize the accountability of accomplices, this approach is still very different from what is required by modern criminal law for the institute of complicity.

The Kanuns consider preparation as one of the stages of the development of the crime, although no criminal liability was foreseen at this stage. The attempt was seen as the first stage of the crime, followed by the actual crime. There were many kinds of attempts: if someone shot someone else with a rifle and the bullet missed him, he had to pay half the blood. When someone shot the enemy but the rifle misfired because the bullet was inappropriate the guilty person was held accountable as though it had committed a crime. Whoever shot at a corpse was held accountable for two crimes: attempted murder and insulting the dead. Only the Kanun of Labëria, which operated in the province of Labëria, which was broader geographically than it is today, has survived in southern Albania. The essential tenets of Albanian customary law included hospitality, faith, personal honor, and the equality of all people by blood. The remainder of customary law consisted of all other standards of a criminal, family, civil, statutory, nature, etc. According to their different domains, they developed harmoniously together yet were unable to conflict with the essential tenets of this law.

In terms of punishments, the classification of punishments and coercive tactics like blood feuds are remnants of the ancient order in Albanian customary law. Punishment was an attribute of the injured person.

While the types of punishments according to this same Kanun were:

blood feud;

death penalty;

expulsion;

burning of the house;

destruction of property;

cutting down trees and leaving the land barren;

fines;

seclusion.

According to customary law, murder is defined as an act that takes another person's life, committed with premeditation, and provided for by the criminal standards of customary law collected in the Kanuns. Since there was no established state in these countries, there is little question that the norms of customary law had a positive function in protecting individuals by preventing violence, arbitrary decisions, unrestricted killings, etc. Those standards protected the life of a person from the time of his birth. According to customary criminal law, murder could be committed by active actions and by inactivity (by order, directly and indirectly). The documents gathered in the canons demonstrate that most murders were actively carried out with a variety of weapons, most notably the rifle. For murder, to be called a crime to be

punished, it must be provided for by customary criminal law as an act that contradicted its norms.

The peculiarity of customary criminal law is that it also acknowledges murders that are not penalized, such as when a father kills his own child, when a woman kills the person she is having sex with, or when two people kill each other—head for head, blood for blood, etc. Any man between the ages of 14 and 15 who was able to carry a weapon could be charged with murder. In any event, the woman was not criminally liable because she was not carrying a weapon, and the concept of "Women do not fall into blood" states that her father was accountable for the murder she may have committed because the patriarchal tribal worldview views the woman as an outsider in the family. The murder was committed intentionally (on purpose) and by negligence, so even in the Kanun of Lekë Dukagjini these forms of guilt are distinguished: Premeditation and Negligence.

Customary law recognized the following types of murder:

Murders that are directed against the life of a person, regardless of the motive for the murder.

Murders that target multiple people's life. This type mostly occurred at weddings. For instance, when two groups of bridal parties met on the street (where the streets were narrow enough for a carriage), they refused to give way to one another. This was deemed a sign of weakness and insult by the party that gave way, so they began shooting with rifles, killing multiple members of the bridal party.

Murder over borders, land, and pastures. Here, murders were committed due to people intentionally changing the position of the pyramid-shaped stone used to divide land and pastures. Such a murder, according to the Kanun of Lek Dukagjini, was punishable by death, (shot by the entire village or cut down with a sword or axe, etc.) and a fine of 100 rams and 1 ox was paid (point 251 of the Kanun of Lek Dukagjini).

Murders committed for robbery or for abducting women. This phenomenon was known in the past among Albanians, where a girl would be abducted—possibly even against her will—and brought home to be a wife. After being humiliated by this, the girl's family was compelled to take their daughter, which is where the issue started and frequently led to murder.

Murder of persons under protection or who had received "days off" around the peace vow. Murder committed against a member of a family, tribe, or community while they had been granted "days off" around the peace vow, which had an impact on social ties. A person's life was guaranteed with this peace vow, particularly safeguarded by the penal norms of the Kanun.

Murder for blood feud. Blood revenge were usually exercised publicly and openly, so that the author was known and according to the Kanun, point 844, the author had to inform even the public that he killed him so that the parents of the murdered person would not be surprised. But they were also carried out secretly, although this is considered a shameful act. In the case of a death or blood revenge, it was forbidden to exercise massacre by the author to the victim. If someone added further wounds after the death at the body of the victim, the author was charged with double murder, i.e he was held accountable not only for a murder but for two. (point 847).

It is important to note that the phenomenon of murder for blood feud is justified under Albanian customary law. The Kanun of Lek Dukagjini and other Albanian kanuns state that the main target of a blood feud was the author according to the rule “blood runs through the finger”; customary law prohibited the killing of women, children, the elderly who were not armed, and those with physical or mental disabilities. Blood revenge could be exercised anywhere, but there were exceptions:

It could not be carried out in one's own home or that of another.

It could not be carried out in assemblies, churches or mosques.

Blood feuds were suspended in times of war against an external enemy.

There are other kinds of murder, such as, murders committed during violent sexual encounters, a woman caught in a wicked act with her lover, murders committed under the influence of alcohol, murders committed while irresponsible, murders motivated by hostility, are just a few of the various kinds of murders.

In reference to the Kanun of Labëria, Ali Pasha of Tepelenë (1740–1822) implemented his own bujurdi (orders) throughout his lifetime in addition to the Sharia for the Muslim populace and the church canons for the Christian residents. He permitted the application of local customary law in certain circumstances. However, popular folklore claims that Ali Pasha killed Idriz Sulli because he attempted to restrict the operation of the Kanun. The murder of this elder man was a severe crime regardless of the motivations behind it. Ali Pasha attempted to establish the judiciary in every city and province and to apply the law equally to Muslims and Christians in accordance with the principle of equality before the law after he used force to subjugate Suli and Himara and bring them under his control (1798). He sought to advance in accordance with the Western state model with these actions. Additionally, he restricted the number of blood feud killings and substituted blood feud with other penalties, such as paying a diet (blood reward), being exiled, or even being executed, as was the case in other states for deliberate homicides.

In limiting blood feuds and their consequences (self-imposed isolations) in Labëri, the Men's Assemblies have played a major role since the 18th century onwards. This fact is yet another compelling reason in favor of the viewpoint that Father Gjergj Fishta maintained against writers who claimed that blood feuds exposed "the equality and savagery of the Albanian nation..." in the preface to the Kanun of Lekë Dukagjini.

According to the Kanun – says Fishta, which is the expression of the spirit of the Albanian Nation, murder is punishable by death. (Preface to the Kanun of Lek Dukagjini, p. 22). Although it is widely acknowledged that blood feud was an international historical-social phenomenon that developed in the primitive community as a result of cohabitation and solidarity among people, which determined self-defense in conditions of the absence of a state, the process of gradual limitation until its disappearance in Labëria is living evidence against the views of several foreign researchers who explain them from a biological perspective and attribute them to the Albanian race. But, like in other mountainous regions, revenge in the widest sense of the word served to restore justice in Labëria, a society devoid of state power, as retaliation for beatings, insults, slander, or any other unfair act that harmed the victim. Avenging the death of a father, son, brother, uncle, or nephew from a father who

had been killed was also considered a blood feud in this con-text. Blood feud served as a kind of self-defense as long as there was no state authority to defend life.

Blood feud is completely different in the conditions of the functioning of the state. It is punishable by state law and transforms from a self-defense tactic into self law. In addition to dealing with offenses against one's health or person, customary law also gives significant weight to offenses committed in marriage. The kanuns acknowledged marriage by abduction and marriage within the tribe as crimes.

The Kanun of Lek Dukagjini provided for the following punishments for a man who married without getting married in a church:

His house would be burned down and his land would be left barren.

He had to chase his wife away before he could return to his home after being exiled.

Another crime was the violation of marital fidelity by the wife, who was consequently punished with death, but later this custom was relaxed and replaced with her public humiliation. Both rational and irrational methods of proof were acknowledged by the Kanun of Lek Dukagjini. The "elders" conducted the criminal proceedings, which was accusatory in nature. Naturally, the methods of gathering evidence that were employed in accordance with the Kanun of Lek Dukagjini are considerably different from the definition and content of "wiretapping" as it is used today. Yet, if we may put it in terms of a comparison, the method of gathering evidence known as SECRET PROSECUTOR in the Kanun is the one that is most similar to modern "wiretapping" in terms of both content and procedure out of all the methods of gathering evidence that are included in the Kanun (as a legal code written in the history of our national jurisprudence). The secret prosecutor is provided for in the Kanun of Lekë Dukagjini - the Mirdita variant - in Chapter XI, point 311 onwards. The secret prosecutor was hired by the plaintiff and served as a witness before the judges (elders who had taken an oath). It was the secret prosecutor's responsibility to investigate the matter for which they had consented and to prove that the one he was studying and following was, in fact, the one who had committed the crime (theft, property burning, poisoning of livestock, murder etc.). To fully substantiate his statements the secret prosecutor accompanied them with a sworn statement.

Article 312, entitled "The Secrecy of the Secret prosecutor," states:

"The secret prosecutor is entitled to make his own demands on the allegations he is making. The first requirement is to conceal his identity. Giving him the "shoes" is the second requirement. The secret prosecutor will come out publicly if he accepts, but that is another story. He is under no obligation to do so."

According to this article, the secret prosecutor acted covertly in order to gather information that would establish the suspect's guilt because, generally speaking, his name was kept a secret. The secret prosecutor may act freely in the final paragraph, which is an exception to the aforementioned norm.

RESULTS

Unwritten rules of criminal procedure and customary criminal law, known and orally transmitted, with modifications based on practice and daily demands, protected tribal

communities in self-governing mountainous regions from chaos and arbitrary behavior. Self-defense through these norms protected the entire community, life, health, honor, personal dignity, family, freedom, private property, and other important values.

The unwritten norms of customary criminal law served as a constitution for local self-government's self-defense and represented significant aspects of criminal justice, acting as a general resistance against foreign invaders' laws in defense of national identity.

Customary criminal law, criminal procedural law, and elders' courts had a pan-Albanian character, operating throughout the north, Kosovo, and even as far as Labëri and Sul, with fundamental shared traits that did not eliminate local peculiarities. Studying the components of criminal justice according to customary law aims to discover and con-serve its legal and cultural values as a historical monument of Albanian legal culture.

Ottoman criminal law was established in Albania from the 15th to the early 20th century under Ottoman Empire rule. However, highland regions were autonomous and governed by traditional customary law. Sharia law, derived from the Quran, Ijma, and Hadith, came into force as part of Islamic law in Albania, containing penal and criminal procedural norms. The Sublime Porte established a judicial system based on Sharia law and legal protocols, with professional Kadis rendering decisions in major cities. The procedural system was inquisitorial with few accusatory aspects, persisting until the implementation of the Ottoman Penal Code and Code of Criminal Procedure (1878), modeled after Napoleonic Codes.

The Criminal Code provided for general and special part institutes and criminal offenses, while the Criminal Procedure Code covered all criminal procedural norms related to investigation and trial. The criminal justice system was upheld by the Bushati family and Ali Pasha of Tepelenë, identical to the Ottoman Empire's system. These Pashaliks applied secular laws, such as the Penal Code of 1878 (based on the French Penal Code of 1810), in addition to Sharia. Their personal decisions, "bujurdi," also operated. The Pashalik of Janina maintained the same justice administration mechanisms as the Ottoman Empire, with both canonical (church) law and Albanian customary criminal law in effect.

The Kadi oversaw the Sharia office and served as a judge, administering punishments according to the Quran. The Kadi had unlimited authority to punish for crimes not covered by the Quran and presided over trials. Ali Pasha oversaw criminal justice and served as the highest court, with his decisions being final. He served as the court of appeal when convicted individuals appealed unfair verdicts. Ali Pasha refused to accept or permit internal or external tolerance or meddling in justice administration. In Orthodox villages, canon law (church law) was followed, with a unique justice system in episcopal villages near the provincial bishop, trying minor offenses.

Customary criminal law was still used in many Southern Albanian communities, including Himara, Labëria, and Suli. Despite the recognized Ottoman legal system, Ali Pasha's Pashalik included unique aspects of criminal justice structure and authority, particularly for Orthodox judicial bodies. Ali Pasha acknowledged equal rights under the law for all people, regardless of ethnicity. Sharia and the Ottoman criminal code were in effect in the Bushati Pashalik in Shkodra, primarily applied to the Muslim populace due to their religious and legal standards. Mehmet Pasha Bushati noted that "The people are obedient to Sharia and everyone gets along well with each other," with "no event has occurred contrary to Sharia law anywhere". Free

peasants in mountainous regions did not acknowledge Sharia and governed themselves by customary law.

The Kadi served as the head of the Sharia office and a judge based on the Quran. The Bushati family vizier served as the highest judicial instance, with unappealable decisions. Thus, positive Ottoman Empire law was in effect in the Bushati Pashalik, alongside acknowledged and used customary criminal law standards and aspects of its criminal procedure. All these combined with the court system created the Pashalik's criminal justice system.

National Renaissance papers concretized thoughts on establishing municipal courts as crucial for autonomy. The Albanian League of Prizren demanded new courts with local judges trusted by the populace, relying on experience and Albanian customary law norms rather than complex Turkish laws. Representatives from the Lezha Highlands met in Prishtina to request permission for Albanian courts from the Sublime Porte. The Albanian League of Prizren reaffirmed its demand for judicial autonomy. Soon after, Albanian courts were set up in Kosovo cities like Skopje and Kumanovo, with court members chosen by national elders. A statute with general criminal and material procedural instructions served as their foundation. The Sublime Porte denied the request to close state courts and extend these courts throughout Albania.

Abdyl Frashëri, a primary organizer of the Assembly of Gjirokastra (July 1880), proposed establishing new democratic-liberal courts and structuring autonomous Albania. Renaissance people disagreed with the Ottoman or patriarchal legal system, believing judicial autonomy would achieve Albanian autonomy. The Sublime Porte sought to subjugate northern mountainous regions by establishing the Djibal commission or court in Shkodra, with delegates chosen from 26 bajraks of the Vilayet of Shkodra. Highlanders, led by Dedë Gjo Luli, opposed Djibal and insisted on maintaining ancestral traditions.

Evidence shows that unwritten customs and norms in Albanian customary law and elders' courts were in effect in the late 19th and early 20th centuries. According to the Kanun, homicides in mountainous regions were tried by elders' courts, which allowed for blood feuds. Sami Frashëri, in his essay "Albania what it was, what is it and what it will be?", discussed the judiciary structure, stating that courts and lawsuits should have broad authority for larger trials. Criminal legislation and criminal procedure hold a unique place as crucial components of the criminal justice system.

The Albanian League of Prizren's canons (decisions) specifically covered treason, desertion, and other offenses, with associated penalties. The Canonism of the Secret Committee of Manastir (1865) included a criminal clause: "All of the Committee's and its branches' transgressions are penalized with monetary fines or other penalties, but treason will be severely punished, frequently with a fine equal to death. Only the Head Committee will make this decision".

CONCLUSIONS

The Kanun is the Albanian term for Albanian customary law. These sources include the Kanun of Skanderbeg, the Kanun of Great Highlands, the Kanun of Labëria, and the Kanun of Lekë Dukagjini.

When a separation was formed between the individual and the other goods, this custom-ary rule stated that the individual himself was capable of upholding justice. This distinc-tion led Albanian customary law to safeguard the goods of the body and spirit, while actions and connections were considered the accessories of a person.

Customary law, according to the Kanun of Lek Dukagjini, is divided into 1263 articles and 12 books. Both civil and criminal matters were regulated by the Kanun. For many centuries, this law served as the Albanians' constitution. Statutory, family law, civil law, criminal law, and specific rules on criminal and civil procedure are all contained in the Kanun of Lek Dukagjini.

The Kanun of Lekë Dukagjini also acknowledges the following criminal penalties: seclu-sion boycott, exile from the community, blood feud, death penalty, etc., which were en-forced on the criminal and, in some situations, his family. The Kanun's criminal code combined elements of self law and public criminal law.

The Kanun of the Elders was acknowledged as a court by Albanian customary law. The Elders served as either the heads of the tribes or the leaders of the kinships. Any decision or action was void without their involvement. Regardless of their origins, social standing, or other distinctions, the Kanun of the Elders was made up of regular people. Only their capacity to swiftly comprehend the situation, evaluate it rationally, and provide a deci-sion in accordance with the Kanun's norms allowed them to become judges of the peo-ple.

The albanian customary law recognized two kinds of Council of Elders. The oldest peo-ple in the village, known as minor elders, decided on small matters. The "Village Elders and the Flag bearers" made decisions on serious issues that impacted the village and tribe's honor as a whole.

According to the Kanun, even the elders, who served as judges, had rights and obliga-tions. Together with the rest of the village, the elders had the authority to settle any dis-agreement and to stop threats of violence and murder, "some with wisdom, some with force." On the other hand, they may request "The heads of the sons of the Flag, to bring the crazy persons to their senses" in response to grave threats. Furthermore, the elders may summon a conference with the entire community if someone did not wish to obey the unbiased ruling.

The tenet of Albanian customary law was: "The Kanun does not recognize court upon court and elder upon elder." This norm leads us to the conclusion that just one judicial instance was recognized by the Kanun. Only in exceptional circumstances could an ap-peal be filed against the elders' rulings; in particular, the parties were not permitted to file the appeal. Only those who had been given the pledge—that is, those who were chosen by the elders themselves—were eligible for such an appeal.

The Elders did not return the pledge if they later discovered that their judgment was unfair; instead, they were required, as the Kanun put it, "to free themselves." The people had the freedom to disregard the elders' decision if they were not satisfied with it or if they made a mistake. In this situation, the elders and leaders had to address the matter once more.

The proceedings in the Kanun show that Albanian customary law recognized the follow-ing types of evidence: the oath, the defendant's statement, the word of honor, (the shoemaker),

secret prosecutor, the person who reported someone's act, such as for a theft or covert murder, the jury or witnesses, the experts, the tracking, the guarantors, and fla-grancy.

The types of punishments in Albanian customary law were: the death sentence, expulsion from the tribe, seclusion, burning and destroying the house, destroying the land, chop-ping down trees, using live livestock as a form of punishment, using money as a kind of punishment, and burning a woman, widow, or daughter alive.

REFERENCES

- Luarasi, A. Historia e shtetit dhe e se drejtes ne Shqiperi, Tirane 2007
Ahmeti, M. Statutet e Drishtit, Tiranë 2010
Akte të Rilindjes Kombëtare 1878-1912, Tiranë 1978
AQSH. Dokument Nr. 5 Fondi: Korrespondenca e Pashait, dosja 3, kutia 2, dokument 20014 (pa datë)
AQSH. Fondi n.102, dosja 19, f.1- 6, botuar në Tribuna Juridike N.10, 1996
Bardhoshi, N. E Drejta Kanunore dhe Shteti i së Drejtës, revista Polis
Barleti, M. Historia e Skënderbeut, Tiranë 1967
Elezi, I. “Njohuri për të drejtën zakonore mbarëshqiptare”, Prishtinë 2003
Elezi, I. E drejta penale në shtetin e Skënderbeut, Historia e shtetit dhe e së drejtës në Shqipëri
Elezi, I. E drejta zakonore e Labërisë, Tiranë 2002
Elezi, I. E drejta zakonore penale e shqiptarëve, Tiranë 1983
Elezi, I. Elezi, E. Zhvillimi historik i mendimit teoriko – juridik, Tiranë 2010
Elezi, I. Kanuni i Labërisë, Toena, Tiranë 2006.
Elezi, I. Normat e së drejtës zakonore penale të mbledhura në Kanunin e Lekë Dukagjinit, Tiranë 1965
Elezi, I. Normat penale në Statutet e Shkodrës, suplement, Revista “Ligji dhe Jeta” dhjetor 2003
Frashëri, S. Shqipëria ç’ka qënë, ç’është e ç’do të bëhet?, Tiranë 1982
Gjeçovi, Sh. Kanuni i Lekë Dukagjinit, Shkodër 1933
Grup autorësh, Historia e shtetit dhe e së drejtës në Shqipëri, Luarasi, Tiranë 2001
Historia e shtetit dhe e së drejtës në Shqipëri, botim 1994
Ilia, F. Kanuni i Skandërbegut, Milot 2003
Ilia, F. Kanuni i Skënderbeut, Milot 1993
Lloshi, XH. Përvijimi i gjuhës së shtetit shqiptar, botuar në gazetën “Telegraf” datë 9 korrik 2012
Luarasi, A. Shteti dhe e drejta shqiptare në epokën e Skënderbeut, Luarasi, Tiranë 1998
Mandro-Balili, A. Pashallëqet feudale shqiptare nëkëndvështtrimin e shtetit dhe të së drejtës, Tiranë 2008.
Meksi, V. Autonomia lokale e krahinave shqiptare gjatë pushtimit osman, 1965, Drejtësia Popullore N.6
Gjecovi, Sh. “Kanuni. Shkoder 1993
Ulqini, H. Statutet e Durrësit, “Të drejtat e Njeriut”, N.50/2000
Ulqini, K. Bajraku si formë organizimi shoqëror (pjesa e dytë e shek.XIX – 1912), Tiranë 1985
Meçi Xh , “Kanuni i Leke Dukagjinit - varianti i Mirdites”
Kanuni i Lekë Dukagjinit, Përmbledhur dhe kodifikuar nga Shtjefën Gjeçovi, Prishtinë 1972.

A HISTORICAL PERSPECTIVE ON ALBANIAN CUSTOMARY CRIMINAL LAW

Msc. Leonard SALA¹

¹ "Eqrem Çabej" University, Gjirokastër, Albania, leonardgezimsala@gmail.com

Abstract. A law in its broadest sense is a set of rules of conduct prescribed by a controlling authority that have binding legal force. The laws of a country can be created in different ways. Different ways of creation therefore entail different sources. In the hierarchy of sources of law customary law occupies a special place. Known through its variations the Kanun is a collection of unwritten laws and norms, passed down orally from one generation to another for centuries, which reflect the socio-economic situation of past periods and which in their time protected the interests of certain classes and strata of society. Due to its importance, customary law is treated as one of the sources of law. In this article we focus precisely on Albanian customary criminal law. With this modest paper we aim to draw attention to the importance of the study of this set of laws, its institutions and the concepts that have reached us, through the Albanian customary criminal law of our time. Thus, our article aims to give a general and specific view of customary criminal law, emphasizing the main institutions that it addresses.

Keywords: Law, Rules of conduct, Binding legal force, Sources of law, Customary law, Unwritten laws, Albanian customary criminal law

INTRODUCTION AND THEORETICAL FRAMEWORK

From ancient times until the mid-20th century, customary law was practiced in Albania. It is not unique to Albania, as many other European and global peoples have also practiced it. Customary law is a collection of unwritten legal norms and rules of conduct, established over time and passed down orally through generations. These rules regulate legal relations in various life spheres, and their implementation is traditionally ensured by local self-governing units, independent of the state. Customary law reflects the economic and social conditions of earlier eras and served to safeguard the interests of particular social classes. It is characterized by a person's devotion to their family, brotherhood, tribe, village, and other social groups. The primary purpose of criminal law is to defend significant societal values against criminal activity, promoting society's advancement and survival. This purpose is universal, regardless of the community or state providing protection. Criminal law has unique features that distinguish it from the criminal laws of other nations, aiming to safeguard a state's social and economic order at a particular stage of development.

Customary criminal law is defined as a body of unwritten rules of conduct and legal norms, established over time and passed down orally. These rules regulate legal relations and are traditionally enforced by local self-governing units, independent of the state. Specific rules within customary law protect social and human values and legal connections from various activities.

From the 1400s to the 1900s, Albanian customary law was one of Europe's most distinctive and ancient legal systems. Its distinctiveness comes from its development concurrent with the state, during a period when the Albanian state lacked a geographical entity with an established

political structure. Experts examine Albanian customary law with curiosity due to its blend of criminal, administrative, civil, religious, private, and public law. Albanian customary law predates the state, is unwritten, and was passed down orally for almost 500 years, not originating from a legislator or parliament.

LITERATURE

The sources of Albanian customary law include the Kanun of Skanderbeg, the Kanun of Lekë Dukagjini, the Kanun of the Great Highlands, and the Kanun of Labëria. The phenomenon of enforcement through an internal psychological mechanism or conviction, rather than solely fear of external punishment, is recognized in legal anthropology as a common feature of unwritten rights, such as canon law. A main criterion for a norm's legitimacy and enforcement is that it must have a guarantor or a legislative authority.

The creation of canon law is generally attributed to Lekë Dukagjini in the ethnographic region previously known as Lekni. In the Gegni region, it is attributed to Skanderbeg, while in Labëria, it is attributed to Papa Zhul and later Idriz Suli. In the Shkumbin Valley, it is known as the customs of Mus Ballgjini. Locals often refer to these customs as being "according to the Lekë kanun" or "Leka himself decreed".

In northern Albania, customary law is primarily called "Kanun," while in the south, it is called "Venom". The term "Kanun" originates from the Latin "canon," meaning rule. The name "Kanun" is often strongly linked to Albanian customary law because the Kanun of Lekë Dukagjini is the only codified and summarized law, recorded by Father Shtjefën Gjeçovi in the early 1900s. Lekë Dukagjini is credited with the main canon, or one of the most pervasive customary laws, known as the Kanun of Leka. According to English Albanologist Edith Durham, these customary norms date back to the 14th century, when Lekë Dukagjini lived.

Various canons of Albanian customary law exist, with the Kanun of Lekë Dukagjini being the most popular. Other canons include the Kanun of Skanderbeg, Kanun of Luma, Kanun of Labëria, and the Kanun of the Great Highlands.

The Kanun of Lekë Dukagjini, compiled in Father Shtjefën Gjeçovi's book published in 1939 around the 1930s, is organized into twelve books or chapters. Each book addresses a topic such as criminal law, family law, or private law. The first book, "Ius Privatorum," also called the Church, details family organization and the role of the family head (Pater familias), who serves as the foundation of the Albanian social structure. This part can be categorized under public, private, and family law in modern legal terms.

The third book of the Kanun discusses marriage procedures, from initial meetings to ceremony organization, and includes mandatory standards prohibiting marriages based on consanguinity. Divorce is not permitted, even for a girl who has received a ring. The concept of a will, or "a thing or good willed to someone through word of mouth," was an innovation for its time, as it was absent from other codes of that era.

Book Four, "House, Goods, and Property," is considered purely private law, containing comprehensive laws on private property acquisition and sanctioning the violation of private property, such as entering someone's yard without warning, as early as the 15th century. Norms in Chapter Four are typically monetary.

Chapter Five addresses work, which can be categorized as labor law in modern terminology, a right codified in European legislation only in the 20th century. The Kanun recognizes work as a valid source of income and discusses its organization, including payments and institutions

that benefit from work, such as the Church. This legal division includes crafts like agriculture, handicrafts, fishing, and hunting.

Chapter Six's material can be categorized as the financial portion of this code, similar to the financial-banking section of European civil codes. Loans are referred to as "the Given". The Kanun treats loans distinctly from Islamic law, which forbids interest. The Kanun of the Mountains does not recognize interest-bearing loans (usury). Donations are also considered a type of inheritance in this section.

Chapter 7 discusses "The Word of Mouth," which can be seen as both an oath and a promise. Understanding this concept requires considering Roman law, though medieval laws are preferable. "Taking an oath" is synonymous with "ordalium" in Latin and some traditional African legal systems. This practice establishes an accused person's innocence or truthfulness through divine oath, such as swearing to God or through duels, sometimes involving drinking poison in African tribes. This chapter also reveals these tribes' resolve to honor the Church, the Gospel, and God, as an oath is a religious practice calling God to witness.

Book Eight is the cornerstone of Albanian customary law and canons, providing integrity and coherence to the code. This chapter addresses the enforcement and purpose of the code and its sanctions in the absence of a sovereign authority. The solution lies in the eighth chapter, which expresses the equality of community members, a concept akin to "Ius Naturale". "The Kanun of the Albanian Mountains does not separate man from man, Soul for Soul, for they appear by the grace of God". This text highlights human equality and clarifies aspects of canonical standards sometimes criticized for being discriminatory against women.

In Albanian canons and the code of honor, a woman's honor is defined as her sexual honor towards other family members, typically marital honesty towards her spouse or the family, a concept different from the common European framework. When honor is mentioned in the Kanun, it alludes to a broader ideal. In the Albanian Kanun of the mountains, honor was both individual and communal, meaning everyone was valued and obliged to respect one another's honor. An Albanian man who was dishonored had no place in society; he was declassed and had to be given respect.

Personal honor was the foundation of Albanian customary law, evident in the Kanun of Labëria, Kanun of Lekë Dukagjini, Kanun of the Great Highlands, and Kanun of Skanderbeg. A man lost his honor if accused of lying or providing false information to assembled men, being assaulted, having his weapon snatched, or being spat on. Other situations included theft from his home, stolen animals, paused loans, suspended duties, and primarily disregarding table manners when visitors were present.

The second section of this book, social honor, focuses on visitors or guests. Chapter eighteen defines a guest in Albanian homes and their rights and responsibilities under the Albanian mountain rules. A guest does not need to be a family friend with blood ties; an Albanian's home is open to anyone not a household member. Paragraph 602 states, "The Albanian people's home belongs to God and to the Guest," meaning a person must be treated with utmost kindness, receive food and hospitality, and be guaranteed protection—financial or physical—by providing work or food to prevent them from robbery, stealing, or other embarrassing acts.

Chapter nine, which defines Damages, transforms the Kanun into a true civil code. Civil codes of the era stated, "The damage has a price and not a rifle," establishing monetary values for damages. The tenth book, containing standards for extrajudicial killing and what constitutes a Violation (deviations from the Kanun's moral and legal standards), can be seen as wholly criminal.

Customary law scholars interpret the Kanun in this situation in two ways: self-law emerged as a weakness of the state structure (though not entirely, as each infraction was decided by a

jury), and the phenomenon of self-law or such codes functioned when it was nearly universal. This pertains only to the Kanun of Lek Dukagjini; in the Kanun of Labëria, certain damages carry harsh penalties, such as severing a thief's hand instead of financial recompense. Murders committed for blood feud purposes are strictly forbidden against women and children and are only allowed against men.

Another concept in this chapter is the peace vow, a promise from the murdered person's family to the perpetrator to take care of their belongings and guarantee their life during the peace vow period. The peace vow is a guarantee between families involved in a blood feud and has been incorporated into customary law as every Albanian's promise, increasing a person's societal value the more peace vows they hold. In medieval European law, the Latin word *Fides* also referred to the peace vow. It was a value shared by all highlanders, and being "unfaithful" meant unreliability and lack of security. In the Kanun of Skanderbeg, killing a woman or child is paid for with the blood of seven men, while in the Kanun of Leka, killing these categories dishonors the murderer in addition to involving them in a blood feud.

The creation of the state of Arbër in the 12th century marked a new era in criminal justice. Like other nations, Albania experienced the early feudal regime during the Middle Ages, giving the state of Arbër a feudal character. The Roman-Byzantine criminal code safeguarded this order. However, no laws were written in Albanian as long as the language was unwritten. Alongside positive Byzantine-Roman law, customary criminal law with a similar character operated in mountainous areas, criminalizing offenses like treason, murder, and theft, and prescribing punishments such as the death penalty and mutilation.

The statutes of the cities-communes of the early 14th century marked a new stage in Albanian legal tradition, being written legal acts prepared according to legal technique rules and comprehensive for regulating legal relations, including criminal norms. They were written with Venice's assistance, based on medieval Italian commune statute models with a Western orientation. A key feature of these statutes was their ability to guarantee observance and application through targeted and efficient crime-fighting measures, serving as a potent instrument for safeguarding property, health, life, and other significant human and societal values.

The statutes' special part norms establish the general part of criminal law, including types of punishments (e.g., temporary or permanent expulsion, prohibition from holding municipal offices, confinement at home, compensation, or beheading), the distinction between criminal offenses based on their object (crimes in office), forms of guilt (intent as a necessary element of document falsification), and the age of criminal responsibility (14 years). Categories of criminal offenses covered include those against property, person, assaults, adultery, forgery, morality, honor and personal dignity, damages, and justice.

The statutes also established criminal procedural rules, typically designating courts as the appropriate bodies for criminal cases, with four exceptions decided by the king alone. Guidelines for stating and evaluating cases and supporting documentation are also covered. The statutes serve as a written record of Albanian law. The Statutes of the city of Durrës are mentioned in Venetian documents from 1392 and later in an act drafted during the time of Gjergj Topia, with 35 chapters. The original manuscript of the Statute of the Cathedral of Drishti from 1468, discovered by Dr. Musa Ahmeti, has an ecclesiastical character and 53 chapters, discussing criminal penalties for crimes like fraud and theft, and emphasizing honorable justice administration with fear of God.

Skanderbeg's state, a centralized feudal state, had a Byzantine-Roman criminal code that safeguarded social-economic, political, and legal inequality. Traditional customary criminal

law, with additions and modifications, and ecclesiastical (canonical) law for specific civil matters, coexisted alongside the secular Byzantine-Roman criminal law approved by the central government. Issues facing Skanderbeg's state have been extensively discussed in Albanian and international literature, including by Marin Barleti and Professor Aleks Luarasi.

Criminal law held a significant position in the legal system as a safeguard against treason and espionage during the battle against foreign occupation. Marin Barleti claims that criminal law concepts, including crime and necessity defense, were applied. Barleti also states that the types and severity of punishments for major offenses, particularly treason and espionage, were well recognized. Treason was punishable by life imprisonment or death; Skanderbeg applied this to his nephew Hamza Kastrioti, sending him to jail in Naples instead of execution. He did the same for Gjergj Stres Balsha, who betrayed him by giving Modrica castle to the Ottomans. Property confiscation was a supplementary punishment, as seen with Moisi Golemi. Skanderbeg's institution of pardon was acknowledged by customary criminal law. Unwritten criminal procedural standards were used for court structure and operation.

As head of state, Skanderbeg had the unwritten authority to judge and punish feudal lords for their transgressions. Elders (courts) created ad hoc by kinship heads evaluated and punished free peasants in territorial communities (villages), especially where the feudal system was not in place. Customary criminal law determined the penalties. Folklore attributes the Kanun of Skanderbeg, containing customary law norms accepted and implemented by Skanderbeg, to him. Frano Ilia collected and published these unwritten, orally transmitted norms in Kanun of Skanderbeg (2003).

Criminal justice held a significant position, including primary components of the general section of criminal law, numbers of criminal offenses, and associated criminal penalties. The degree of customary criminal law differed from the dominant Byzantine-Roman positive law in the principality of Lekë Dukagjini and Skanderbeg's state. The Kanun of Lekë Dukagjini recognized the general part of criminal law, the institute of guilt (criminal offense), guilt and its forms (intention, negligence), collaboration in crime and collaborators' responsibility, stages of crime development (threat, attempt), necessity defense, and punishment (retaliation, blood feud, fines, expulsion, house burning, property destruction, seclusion). Its penal norms applied to all inhabitants of the bajraks where it was used. The special part's norms covered criminal offenses against the person, family and marriage, private property, the church, and other offenses.

The Kanun of Skanderbeg and the Kanun of Labëria share general similarities in their general and specific elements, though differences exist in punishment types and severity. Blood feud was generally the primary penalty governed by particular norms. Elders' courts were characterized by their extensive knowledge and impartiality in deciding cases, regardless of cultural level. Their rulings were voluntarily binding on the parties.

RESULTS

Unwritten rules of criminal procedure and customary criminal law, known and orally transmitted, with modifications based on practice and daily demands, protected tribal communities in self-governing mountainous regions from chaos and arbitrary behavior. Self-defense through these norms protected the entire community, life, health, honor, personal dignity, family, freedom, private property, and other important values.

The unwritten norms of customary criminal law served as a constitution for local self-government's self-defense and represented significant aspects of criminal justice, acting as a general resistance against foreign invaders' laws in defense of national identity.

Customary criminal law, criminal procedural law, and elders' courts had a pan-Albanian character, operating throughout the north, Kosovo, and even as far as Labëri and Sul, with fundamental shared traits that did not eliminate local peculiarities. Studying the components of criminal justice according to customary law aims to discover and conserve its legal and cultural values as a historical monument of Albanian legal culture.

Ottoman criminal law was established in Albania from the 15th to the early 20th century under Ottoman Empire rule. However, highland regions were autonomous and governed by traditional customary law. Sharia law, derived from the Quran, Ijma, and Hadith, came into force as part of Islamic law in Albania, containing penal and criminal procedural norms. The Sublime Porte established a judicial system based on Sharia law and legal protocols, with professional Kadis rendering decisions in major cities. The procedural system was inquisitorial with few accusatory aspects, persisting until the implementation of the Ottoman Penal Code and Code of Criminal Procedure (1878), modeled after Napoleonic Codes.

The Criminal Code provided for general and special part institutes and criminal offenses, while the Criminal Procedure Code covered all criminal procedural norms related to investigation and trial. The criminal justice system was upheld by the Bushati family and Ali Pasha of Tepelenë, identical to the Ottoman Empire's system. These Pashaliks applied secular laws, such as the Penal Code of 1878 (based on the French Penal Code of 1810), in addition to Sharia. Their personal decisions, "bujurdi," also operated. The Pashalik of Janina maintained the same justice administration mechanisms as the Ottoman Empire, with both canonical (church) law and Albanian customary criminal law in effect.

The Kadi oversaw the Sharia office and served as a judge, administering punishments according to the Quran. The Kadi had unlimited authority to punish for crimes not covered by the Quran and presided over trials. Ali Pasha oversaw criminal justice and served as the highest court, with his decisions being final. He served as the court of appeal when convicted individuals appealed unfair verdicts. Ali Pasha refused to accept or permit internal or external tolerance or meddling in justice administration. In Orthodox villages, canon law (church law) was followed, with a unique justice system in episcopal villages near the provincial bishop, trying minor offenses.

Customary criminal law was still used in many Southern Albanian communities, including Himara, Labëria, and Suli. Despite the recognized Ottoman legal system, Ali Pasha's Pashalik included unique aspects of criminal justice structure and authority, particularly for Orthodox judicial bodies. Ali Pasha acknowledged equal rights under the law for all people, regardless of ethnicity. Sharia and the Ottoman criminal code were in effect in the Bushati Pashalik in Shkodra, primarily applied to the Muslim populace due to their religious and legal standards. Mehmet Pasha Bushati noted that "The people are obedient to Sharia and everyone gets along well with each other," with "no event has occurred contrary to Sharia law anywhere". Free peasants in mountainous regions did not acknowledge Sharia and governed themselves by customary law.

The Kadi served as the head of the Sharia office and a judge based on the Quran. The Bushati family vizier served as the highest judicial instance, with unappealable decisions. Thus, positive Ottoman Empire law was in effect in the Bushati Pashalik, alongside acknowledged and used customary criminal law standards and aspects of its criminal procedure. All these combined with the court system created the Pashalik's criminal justice system.

National Renaissance papers concretized thoughts on establishing municipal courts as crucial for autonomy. The Albanian League of Prizren demanded new courts with local judges

trusted by the populace, relying on experience and Albanian customary law norms rather than complex Turkish laws. Representatives from the Lezha Highlands met in Prishtina to request permission for Albanian courts from the Sublime Porte. The Albanian League of Prizren reaffirmed its demand for judicial autonomy. Soon after, Albanian courts were set up in Kosovo cities like Skopje and Kumanovo, with court members chosen by national elders. A statute with general criminal and material procedural instructions served as their foundation. The Sublime Porte denied the request to close state courts and extend these courts throughout Albania.

Abdyl Frashëri, a primary organizer of the Assembly of Gjirokastra (July 1880), proposed establishing new democratic-liberal courts and structuring autonomous Albania. Renaissance people disagreed with the Ottoman or patriarchal legal system, believing judicial autonomy would achieve Albanian autonomy. The Sublime Porte sought to subjugate northern mountainous regions by establishing the Djibal commission or court in Shkodra, with delegates chosen from 26 bajraks of the Vilajet of Shkodra. Highlanders, led by Dedë Gjo Luli, opposed Djibal and insisted on maintaining ancestral traditions.

Evidence shows that unwritten customs and norms in Albanian customary law and elders' courts were in effect in the late 19th and early 20th centuries. According to the Kanun, homicides in mountainous regions were tried by elders' courts, which allowed for blood feuds. Sami Frashëri, in his essay "Albania what it was, what is it and what it will be?", discussed the judiciary structure, stating that courts and lawsuits should have broad authority for larger trials. Criminal legislation and criminal procedure hold a unique place as crucial components of the criminal justice system.

The Albanian League of Prizren's canons (decisions) specifically covered treason, desertion, and other offenses, with associated penalties. The Canonism of the Secret Committee of Manastir (1865) included a criminal clause: "All of the Committee's and its branches' transgressions are penalized with monetary fines or other penalties, but treason will be severely punished, frequently with a fine equal to death. Only the Head Committee will make this decision".

CONCLUSION

Customary law played a vital role in Albanian society from ancient times until the mid-20th century, serving as an unwritten collection of legal norms passed down orally and enforced by local self-governing units. It significantly influenced various aspects of life, including criminal, family, and property law.

The Kanun of Lekë Dukagjini, alongside other Kanuns, stands out as a codified representation of this tradition, detailing regulations on family structure, marriage, property, and work. The concept of "honor" was central, encompassing both individual and communal aspects.

While distinct from state-sanctioned legal systems, customary law often coexisted with and even influenced formal legal frameworks, such as the Byzantine-Roman code and Ottoman criminal law, especially in mountainous regions.

The historical development of Albanian law showcases a blend of indigenous customs and external legal influences, with ongoing efforts to understand and preserve the cultural and legal values embedded in customary law. The historical context also reveals the persistent struggle for judicial autonomy and the acknowledgment of local legal traditions against centralizing powers.

REFERENCES

Frashëri, S. *Shqipëria ç'ka qënë, ç'është e ç'do të bëhet?*, Tiranë 1982

- Akte të Rilindjes Kombëtare 1878-1912, Tiranë 1978, f.41 e vijim
- AQSH. Fondi n. 102, dosja 19, f.1-6, botuar në Tribuna Juridike N.10, 1996
- Elezi, I. Elezi, E. Zhvillimi historik i mendimit teoriko - juridik, Tiranë 2010
- Historia e Shqipërisë 2, f. 142-150
- Elezi, I. Elezi, E. vep.cit. f. 18-20
- AQSH. Dokument Nr. 5 Fondi: Korrespondenca e Pashait, dosja 3, kutra 2, dokument 20014 (pa datë)
- Historia e shtetit dhe e së drejtës në Shqipëri, Luarasi, Tiranë
- Barleti, M. Historia e Skënderbeut, Tiranë 1967, f. 125, 300
- Luarasi, A. Shteti dhe e drejta shqiptare në epokën e Skënderbeut, Luarasi, Tiranë 1998
- Elezi, I. E drejta penale në shtetin e Skënderbeut, Historia e shtetit dhe e së drejtës në Shqipëri Ligja penale otomane, përkthyer në gjuhën shqipe nga Dhimitër Kacimbria dhe av. Koço Tasi, botim i Ministrisë së Drejtësisë, Tiranë 1924
- Elezi, I. Normat e së drejtës zakonore penale të mbledhura në Kanunin e Lekë Dukagjinit, Tiranë 1965
- Elezi, I. E drejta zakonore penale e shqiptarëve, Tiranë 1983
- Elezi, L. E drejta zakonore e Labërisë, Tiranë 2002
- Historia e shtetit dhe e së drejtës në Shqipëri, botim 1994, f.4-5
- Meksi, V. Autonomia lokale e krahinave shqiptare gjatë pushtimit osman, 1965, Drejtësia Popullore N.6
- Elezi, I. E drejta zakonore e Labërisë, Tiranë 200
- Gjeçovi, Sh. Kanuni i Lekë Dukagjinit, Shkodër 1933
- Ilia, F. Kanuni i Skënderbeut, Milot 1993
- Elezi, I. Kanuni i Labërisë, Toena, Tiranë 20
- Grup autorësh, Historia e shtetit dhe e së drejtës në Shqipëri, Luarasi, Tiranë 2001
- Lloshi, XH. Përvijimi i gjuhës së shtetit shqiptar, botuar në gazetën “Telegraf” datë 9 korrik 2012
- Elezi, I. Normat penale në Statutet e Shkodrës, suplement, Revista “Ligji dhe Jeta” dhjetor 2003
- Ulqini, H. Statutet e Durrësit, “Të drejtat e Njeriut”, Nr. 50/2000, f. 50 - 63
- Ahmeti, M. Statutet e Drishtit, Tiranë 2010 , Historia e popullit shqiptar, Tiranë

BEKTASHISM AND ITS INSTITUTIONS IN THE GJIROKASTËR REGION

Prof. Dr. Shyqyri Hysi, Luiza Hysi¹

¹ *“Eqrem Çabej” University, Gjirokastër, shbhysi@yahoo.com*

Abstract: Historically, the region of Gjirokastër has been home to several religious beliefs, starting with paganism, followed by Christianity, and later Islam. Islam in the area is represented by both Sunni and Shia branches. Bektashism belongs to the Shia branch. In southern Albania, Bektashism emerged as a result of historical circumstances aligned with broader factors that influenced its spread throughout Albanian territories. This Shia belief, with its mystical principles, philosophical doctrines, and practices, gained the support of the Albanian people and evolved into a community that was both religious and patriotic. Bektashi missionaries such as Sari Salltiku, Resul Baba, Mursul Baba, Ballëm Sulltani, Ekri Baba, Turabi Ali Baba, Halil Ravnik Baba, and others, along with Bektashi spiritual leaders, Janissaries, and Albanian pashas like Ali Pasha Tepelena, were key figures in the expansion of Bektashism in Albanian lands. The first Bektashi institutions were established at the beginning of the 17th century (1620–1630). In the Gjirokastër region, the following tekkes (Bektashi lodges) were active: the Tekke of Zalli, Hajdërie (Shtufit), the Central Tekke (Baba Zejnel’s), and the Melan Tekke. The renowned traveler Evliya Çelebi, who visited Albania over a span of ten years (in 1672 he visited Gjirokastër), wrote: “In Gjirokastër there are three tekkes, one in Tepelenë and one in Përmet. They are located on the outskirts of the cities.” The Tekke in Tepelenë is the Demir Han Tekke, while the one in Përmet is the Baba Xhafer Tekke. The tekkes in Gjirokastër include: the Tekke of Zalli, the Tekke on the Shtufit Hill (Baba Mane’s), where the foundation stone dating to 1630 was found, and the Central Tekke or Baba Zenel’s. According to Baba Rexhep, the first cleric with the title “Grandfather” (Gjysh) was Asim Baba (1780–1796), who also built the new Tekke of Zalli in Gjirokastër. The Tekke of Melan was founded in 1869 by Baba Ali Haqi of the Zalli Tekke.

Keywords: Geographical, Paganism, Bektashism, Historical circumstances Expansion of Bektashism, Turkish traveler.

A COMPARATIVE APPROACH ON THE CLASSIFICATION OF SENTENCES IN ENGLISH AND ALBANIAN LANGUAGE: THEIR STRUCTURE AND PURPOSE OF COMMUNICATION

Merita ISARAJ¹, Arjan SHUMELI², Artur JAUPAJ³,

*¹ “Eqrem Çabej” University of Gjirokastër, Faculty of Education and Social Sciences,
misaraj@uogj.edu.al, Gjirokastër / Albania*

*² “Agricultural University of Tirana”, Faculty of Economics and Agribusiness,
ashumeli@ubt.edu.al, Tirana/ Albania*

*³ “European University of Tirana”, Faculty of Humanities, Education and Liberal Arts,
artur.jaupaj@uet.edu.al, Tirana /Albania*

Abstract: The aim of this paper is to identify and then compare the different types of sentences according to the structure and purpose of communication in both English and Albanian. The sentence is the smallest communication unit in which the thought is shaped and linguistically expressed. There have been a variety of approaches which have defined the sentence as either being connected with the judgment as the language was identified with the thought. In order to get an insight into the sentence and its meaning, it is necessary to see not only the semantic part of it, but also the structural aspect as they generate a variety of sentences having different meanings in several contexts. Albanian and English have undergone major changes, in which all their subsystems have become very distant from each other. Consequently, in the Albanian language the classification of sentences according to their structure differs from the variety of subclasses that a sentence can show, compared to the structural classification in the English language. In English and Albanian grammars in general, the way sentences are classified according to the type of communication shows similarities and differences. The classification according to their communicative function in the Albanian does not entirely coincide with the corresponding classification in English. In the grammars of different languages, according to the type of communication, the nature of the content, the role and function they fulfill in the discourse, three types of sentences are distinguished: declarative, interrogative and imperative.

Albanian linguists share different opinions regarding the classification of sentences according to the statement purpose and divide them into three groups: demonstrative, interrogative and imperative-exclamation. Others classify sentences into four groups: demonstrative, interrogative, imperative and exclamations. We think that the classification of sentences in Albanian by the Grammar of the Academy is the most appropriate categorization.

Keywords: English, Albanian, sentence, structural, purpose of statement, classification

INTRODUCTION

The sentence definition and its classification in English language

The sentence is the basic unit of language, which is easily distinguished in the flow of speech. It is a unit of communication, the largest unit of language, the basic unit of syntax. It is a

universal category, just like the word. As a unit of the first articulation, the sentence consists of the expression plane and the content plane, inextricably linked to each other. Although the sentence is accepted as the basic unit of language, its definition appears difficult.

In the syntax built on the schemes of logic, the sentence is understood as a judgment expressed orally or in writing, since through it an action or feature related to the subject is affirmed or denied¹. Under the influence of logic, the two-membered structure subject + predicate of the judgment is taken as a universal formal feature of the sentence and, in those cases when this appears with a limb, the principle of impliedness is applied, implying ellipsis².

Sentence and judgment have a dialectical relationship and often their structures appear as both overlaps and different differences. The different meanings that a sentence can express found in certain contexts and discourses, show its wide semantic scope and, consequently, many statements that express feelings, desires or will in a sentence cannot find their expression in judgment as a category of logic.

Against logicism, which identified language with thought, linguists of the psychological direction in the 19th century stated that “the sentence is related to judgment as much as the notion of a red circle”, thus denying the sentence-judgment connection altogether.

Today's linguistics sees the sentence as a linguistic unit, with an inextricable connection between its expression and its content, considering that through the sentence, thought is shaped and expressed linguistically. So, the sentence is a unit of communication, unlike the smaller syntactic units, which are the building blocks of the sentence.

One of the most accurate definitions of the sentence is the one given by the German linguist J. Reis, in his work “What is a sentence?”. According to him, “A sentence is a minimal unit of discourse, grammatically formed, which expresses the content in the perspective of its connection with reality”

Structural linguistics prefers to base definitions on axiomatic criteria of form and distribution. The American linguist L. Bloomfield who led the development of structural linguistics defines the sentence as a linguistic form (linguistic type) that does not contain grammatical elements that enter into any broader linguistic form. Therefore, the sentence is the broader, grammatically independent linguistic form. This definition includes both simple and compound sentences.

The sentence is the basic syntactic unit of a discourse utterance, which is expressed by one or more grammatically related words, pronounced with a final intonation and which expresses a judgment, a question, a desire, an urge or a feeling, as well as the speaker's attitude towards the reality of the content of the utterance

The sentence is the smallest communicative unit by which thought is shaped and expressed linguistically. Considering not only the semantic side of the sentence, in which the communicative function serves to convey certain linguistic messages, but also the structural side, gives us a diverse picture of the types of sentences that are used in different discourses.

Classification of sentences in the Albanian language according to structure and purpose

of communication

Albanian and English belong to the Indo-European language family, that is, to a family of languages with a common source. During evolution, Indo-European languages have undergone major changes, in which all their subsystems have become very distant from each other. Albanian has survived as a separate branch of the Indo-European language family and in the typological classification of languages is part of the group of languages with inflection.

Consequently, in the Albanian language, the classification of sentences according to their structure differs from the variety of subclasses that a sentence can exhibit, compared to the structural classification of the sentence in the English language. The non-embedded order of the members and inflection condition the capture of syntactic functions outside the structure of the sentence and at the same time the absence of the main or secondary members does not disrupt the semantic content of the sentence in the Albanian language.

According to their constituent parts, i.e. their structure, sentences can be: simple, compound, two-membered, one-membered, personal, indeterminate, complete or incomplete (incomplete) or indeterminate sentences, which cannot be decomposed. The sentence and the period constitute the two main syntactic units, which have a declarative value and syntax studies them divided into the syntax of the sentence and the syntax of the period.

Even in the Albanian language, periods can be with coordination and with subordination. In periods with coordination we have two predicative units of the same kind and in periods with subordination, according to the relationships of the constituent parts, these units are divided into main sentences and subordinate or dependent sentences⁴⁴. Sentences can also be classified as affirmative or negative sentences. This classification is related to the relationships that the statement builds with reality and the formal side of the expression of this relationship.

In Albanian, as in English and many other languages, sentences are classified based on the communicative function they perform in discourse. In English and Albanian grammars in general, the way sentences are classified according to the type of communication shows similarities. In the grammars of different languages, according to the type of communication, the nature of the content, the role and function they fulfill in discourse, three types of sentences are distinguished:

1. declarative sentences 2. imperative and exclamatory sentences 3. interrogative sentences.

The classification of sentences according to their declarative function in Albanian does not entirely coincide with the corresponding classification in English. M. Çeliku opposes the Academy Grammar approach to the classification of sentences and groups exclamatory sentences into the fourth type of sentences, because, unlike other types of sentences, they have special characteristics in terms of the nature of the declarative function, lexical means and the role played by intonation.

Albanian linguists have expressed their positions on this issue over the years. According to K. Cipo, the kinds of independent sentences are: declarative (demonstrative), imperative, interrogative, exclamatory, hypothetical, and contradictory. In Cipo, the imperative sentence,

as he calls it, is classified in the group of independent sentences and expresses an order, a desire of the speaker, which must definitely be carried out.

1. *Shko, nxito, bëmë një kafe.*(Go, hurry up, bring me a coffee)

The independent clause can also stand with the imperative when expressing a wish or a curse.

2. *Paç fat!*(Good luck)

So, the group of imperative sentences is included in the group of imperative sentences, a classification that will be given later in the Academy Grammar, where it is explained that the speaker's will, expressed in different forms, constitutes both the common feature of both types and the classification within a group. The Albanian linguist I.D. Sheperi makes the classification of sentences according to the way they display their meaning in:

a) affirmative or affirmative, when they express affirmation: 3. Write. (Shkruaj)

b) negative or negative, when they express negation: 4. I do not write.(Unë nuk shkruaj)

c) interrogative, when they express neither affirmation nor negation: 5. Write? I do not write? (Shkruaj? Unë nuk shkruaj?)

This classification does not include imperative sentences as a separate group in the division of sentences. However, Sheperi limits the analysis of imperative sentences to the verbal expression of the verb by means of the imperative mood used only in main clauses. He also mentions the subjunctive mood, which in a main clause can express a command such as an urge or a prohibition.

6. *Të shkruani!* (Write)

7. *Të mos ikin!* (Don't go)

According to S. Prifti, the different nuances that a sentence takes to express its content derive from the fact that we know this content, how much we are able to dispose of it as we wish, as well as from the goal that we set for ourselves regarding it. For this reason, the way the sentence is formulated depends on our subjective attitude towards its content and this constitutes the modality in the sentence. On this basis we have: judgmental, interrogative, declarative, exclamatory and exclamatory sentences. In the third group, the declarative sentence contains the following types: a. the purely declarative sentence; b. the imperative declarative sentence; c. the inciting declarative sentence; d. the declarative sentence of permission and of prayer. From Prifti's description of the types of sentences, we note that their division is based more on the modality of expression of sentences than on the expression of the verb-predicate through the imperative or declarative verbal mood. His approach to sentences, where the speaker and the situation in which he performs an act of communication play an important role, shows the transition of linguistic views from a narrower aspect of the expression of the verb-predicate in the inciting sentence to that of discourse. He claims that: desire can take different forms in its expression, according to the objective conditions in which the speaker finds himself. So, not only the syntactic construction, but also the discourse situation in which the speaker acts, mark the type of sentences and their communication.

According to M. Çelikut (2012), simple sentences classified according to the purpose of the

utterance are: declarative, interrogative, imperative, exclamatory and imperative. Each type constitutes a separate construct and is distinguished not only by its declarative content and function, but also by its lexical-grammatical construction, as well as by its specific intonation. The criteria for classifying sentences according to the purpose of the utterance and the naming of these sentences constitute a debatable issue among language researchers belonging to different linguistic tendencies. In naming exclamatory sentences, Çeliku uses the term imperative sentence instead of imperative sentence, because, according to him, “imperative” is a term of our linguistic tradition and known in Western studies. Unlike some linguists who do not see exclamatory sentences as a special type of simple sentences according to the purpose of the statement, Çeliku separates exclamatory sentences as a separate group in his classification. He explains that these sentences have different intonation depending on the emotions they express, therefore, I believe that the special intonation gives them the status of special sentences. Also, the structural composition with exclamations, pronouns or interrogative adverbs to express different emotions and feelings of the speaker, distinguishes this group of sentences from other types.

Th. Dhima, in classifying sentence types according to their message, content and function in discourse, includes exclamatory and desirous sentences in one group. He emphasizes that the desire and the urge to do something are two forms of expressing will, which in many cases are so close to each other that it is difficult to distinguish and separate them. All types of sentences can also be exclamatory, if they are accompanied by exclamatory intonation, through which the speaker expresses his feelings. This classification coincides with the approach of the Academy Grammar, where exclamatory or exclamatory sentences, named by some linguists, are not grouped separately.

The support for semantic or structural classification criteria has led to a noticeable fluctuation among many scholars regarding the classification of different types of sentences, such as interrogative, imperative, or declarative. This explains why difficulties are encountered in determining sentences such as...

For example:

- The sentence “Isn’t it time to act?” has the form of a question but functions as a prompt or call to action.
- The sentence “If only you would listen to me!” is structurally a wishful sentence, but depending on the context, it may also be classified as imperative.
- “Do you really think this is fair?” is rhetorical and does not seek an actual answer, yet it is structured as a question.

These cases show that strictly dividing sentences according to only formal or only semantic criteria is often insufficient. Therefore, many linguists are divided in their views: some support classification based on **grammatical structure**, others based on **communicative or pragmatic function**.

Përkrahja e kriterëve klasifikues semantike apo strukture ka sjellë një luhajtje të dukshme te shumë studiues në lidhje me klasifikimin e fjalive të ndryshme, si pyetëse, nxitëse apo dëftore. Kjo shpjegon faktin pse hasen vështirësi në përcaktimin e fjalive të tilla si:

8. *Why don't you do
that? (Pse nuk
vepron kështu?)*

In sentence 8, are we dealing with an interrogative sentence that serves to obtain information, a sentence where the speaker orders the listener to act, or a sentence where a fact is indirectly noted? The recent study of imperative sentences has led to a variety of naming and classification alternatives for these sentences.

According to Graff, traditionally, sentences are divided primarily on the basis of their function, into demonstrative (or expressive), interrogative, imperative and exclamatory (also called exclamatory or affective). In this classification it is easy to see that the term “function” is not the appropriate term. A demonstrative sentence, instead of asserting a fact, can in many cases perform the function of expressing a command or desire. It seems, therefore, more appropriate to say that this distinction has less to do with function than with the modality of the sentences.

In the “Grammar of the Albanian Language” II, imperative and desiring sentences are classified within the same type. They have in common the will of the speaker, which is expressed in the form of a request or desire, for the realization or non-realization of an action or a state.

According to the classification made in “Grammar of the Albanian Language” II, Syntax, all groups of sentences classified according to the function of communication can also be exclamatory sentences, that is, demonstrative-exclamatory, interrogative-exclamatory, imperative-exclamatory and exclamatory. In the Albanian language, exclamatory sentences do not constitute a special group in the classification of sentences according to the function of communication and consequently do not exhibit a structural construction different from other types of sentences. An interrogative sentence can express a genuine question about something unknown or a question also associated with the feelings of the speaker at the moment of speech. In the first case, the interrogative sentence is pronounced with a special interrogative intonation and in the case of the second sentence, which is named as interrogative-exclamatory, the intonation is exclamatory. Therefore, the character of the communication of the sentence is determined only by the special intonation in both sentences

9a *E more patentën?*
*Did you get the
licence?*

b. *E more patentën?!*
*Did you get the
licence?*

Sentence 9a is an interrogative sentence, while 9b is an exclamatory sentence, in which the exclamatory intonation also expresses the speaker's emotions such as: surprise, joy, envy, etc.

This behavior of sentences is presented differently in the English language.

In the Albanian language, every sentence can express affective elements through prosodic means, such as intonation and punctuation. The expression of emotional states and specific feelings in different situations is not reflected in sentences with a specific syntactic structure or morphological expression, to distinguish it from the types of declarative, interrogative and imperative sentences, as is the case with exclamatory sentences in the English language. Therefore, in the Albanian language, sentences are divided into three groups.

In many classifications of sentence types in English according to the purpose of communication, the three types of sentences mentioned above are also supplemented by the group of exclamatory sentences, which are classified as a separate group. Exclamatory sentences in English have a special syntactic structure built with specific question words: what and how, placed in the initial position of the exclamatory sentence. The word order in exclamatory sentences is almost the same as in demonstrative sentences: subject-predicate, preceded by what and how.

10a. What a weekend we had in Spain! Exclamatory sentence

b. (What a weekend we had in Spain!)

11a. How magnificent she looks! Exclamatory sentence

b. (How magnificent she looks!)

What in the structure of exclamatory (exclamatory) sentences in English is followed by a noun phrase and *how* by an adjective or adverb with the semantic value of the degree of emotion, feeling, etc. There are also cases where there is no verb-predicate in the exclamatory sentence, but structurally they are built from the interrogative words *how* or *what* followed by a noun or adjective phrase. Exclamatory sentences often appear without an expressed verb, but only with the *wh*-element, as elliptical sentences.

12. (*How nice that dress is!*) 13. *How Nice! (Sa bukur!)*

(Sa i bukur që është ai fustan!)

It should be emphasized that the semantic nuances and uses of exclamatory sentences are fewer compared to the three main types of sentences. Their semantic side is very diverse and the declarative content can surpass the essential meaning of the type to which it belongs, because there is no complete parallelism between the nature of the statement and its formal expression.

CONCLUSIONS

-We can say that Albanian linguists share different opinions regarding the classification of sentences according to the purpose of the statement.

-Based on this criterion, some of the linguists mentioned above divide them into three groups: demonstrative, interrogative and imperative-desirable.

-Others classify sentences into four groups: demonstrative, interrogative, imperative and desirable.

- We think that the classification of sentences according to the purpose of the statement given by the Grammar of the Academy is the most appropriate categorization of them and we share the same opinion with this classification.

REFERENCES

- Demir, U. (2020). *Türkiye’de Modernleşme, Toplumsal Değişim Ve Ramazan Ayı*. Yüksek Lisans Tezi. Marmara Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.
- Memushaj R. *Hyrje në gjuhësi*, Dituria, 2004, pg. 255-256.
- Memushaj, R. *Hyrje në gjuhësi*, Dituria, 2002, pg. 259.
- Dhima, Th. *Gjuha shqipe, Sintaksa*, Tiranë, 2005, pg. 38.
- Gramatika e gjuhës shqipe II, Sintaksa*, Akademia e Shkencave, Tiranë, 2002, pg.111-112.
- Greenbaum S, Quirk,R Leech G., J. Svartvik, *A comprehensive grammar of the English language*, Longman, 1985, pg. 19.
- Sharra Th., *A comprehensive English Grammar*,Tiranë, 1981, pg. 5-7.
- Huddleston R., G. K. Pullum, *The Cambridge Grammar of the English Language*, Cambridge University Press, 2002, pg. 853.
- Gramatika e gjuhës shqipe II, Sintaksa*, Akademia e Shkencave, Tiranë, 2002, pg. 110-116.
- Cipo K. *Sintaksa*, Tiranë, 1952, pg. 6.
- Sheperi I D. *Gramatika dhe Sindaksa e gjuhës shqipe*, Tiranë, 2001, pg. 163.
- Prifti S. *Sintaksa e gjuhës shqipe*, Universiteti i Prishtinës, Prishtinë, 1971.
- Çeliku M. *Sintaksë e gjuhës shqipe*, Tiranë, 2012, pg. 279.
- Dhima TH., *Sintaksa*, ShBLU, Tiranë, 2005, pg. 48-60.
- Graffi, *Sintaksa*, Dituria, 2008, pg. 130.
- Gramatika e gjuhës shqipe II, Sintaksa*, Akademia e Shkencave, Tiranë, 2002, pg. 117.

A PERSPECTIVE ON TEXTS THAT PROVIDE A CHALLENGE FOR A REWRITING OF THE HISTORY OF ALBANIAN LITERATURE

Prof. Asoc. Dr. Merita Gjokutaj-Shehu¹

*¹Department of Albanian Language and Literature, "Eqrem Çabej" University,
Gjirokastër
merigjokutaj@yahoo.com*

Abstract: In our university curricula, both at the Bachelor and Master levels, Albanian Literature holds a special and important place, being seen as a fundamental part of our culture and national identity. The literary history of a nation, constructed as a chronological order of the lives and activities of its most prominent writers, is insufficient to understand this literature as a continuous process of change, in which through ongoing creation, entire parts of itself are set aside to give birth and growth to other parts, which again will be replaced by new works, tendencies and phenomena. Like any history, the history of literature has its authors and actors, who have acted throughout the flow of time. Therefore, studies that follow the contribution of each author are scientifically necessary and always relevant. Albanian literature, until the last two decades, came with significant gaps in all directions: in publications, in monographic studies, and in the stabilization of knowledge in university and academic texts. In fact, Albanian literature continues to remain, even today, a literature still not fully published. This includes not only the early humanist literature but also that of the National Renaissance, the modernization period, and the post-war era. A serious literary history for a literature that still exists massively in manuscript form is very difficult. A new history of Albanian literature is possible, it is necessary, it is an urgent task—not just a matter for forums.

Keywords: Literary history, Albanian literature, studies, authors

INTRODUCTION

In our university curricula, both at the first (Bachelor's) and second (Master's) levels, Albanian Literature holds a special and significant place. It is regarded as a foundational component of our national culture and identity and is structured into subject divisions: Old and Renaissance Literature, Modern Albanian Literature, and Contemporary Albanian Literature.

To develop these course programs, all available texts and studies on Albanian literature have been used exhaustively, among which we mention:

- ASHSH, Historia e letërsisë shqiptare, Tiranë, 1983
- A. Xhiku, Letërsia shqipe si polifoni, Tiranë, 2004
- A. Xhiku, Sprovë për një tjetër histori të letërsisë shqipe, Tiranë, 2014
- R. Elsie, Historia e letërsisë shqiptare, Tiranë, 1997
- R. Qosja, Prej letërsisë romantike deri tek letërsia moderne, Prishtinë, 2010
- R. Qosja, Histori e letërsisë shqipe, (Romantizmi I, II, III), Tiranë, 2002

- S. Hamiti, Letërsia moderne shqipe, Tiranë, 2013
- Sh. Sinani, Historia e letërsisë shqipe: Çështje të hapura, Tiranë 2015, etc.

Unable to address all of them in detail here, I would highlight for our topic:

- Letërsia shqipe si polifoni (A. Xhiku)
- Sprovë për një tjetër histori të letërsisë shqipe (A. Xhiku)
- Historia e letërsisë shqipe: Çështje të hapura (Sh. Sinani)

But what have we noticed?

1. In the work with a very significant title **“Letërsia shqipe si polifoni”**, Prof. Ali Xhiku addresses issues such as: For a different approach to Albanian literature of the first half of the 20th century; Some trends of the first receptions, methodological choices; Epics; Lyrics; The poet and poetry; Poetic prose; Drama, satire; Prose, novella, short story, novel, etc. Prof. Xhiku, during their treatment, proves and emphasizes that: “The history of the literature of a nation, built as a chronological order of the life and activity of its most prominent writers, is far from sufficient to understand that literature as a process of continuous changes, which through continuous creation sets aside entire parts of itself to give birth to and grow other parts, which will again be replaced by other works, trends and phenomena. Like every history, the history of literature also has its authors and actors, who have acted in the course of time. Therefore, works that follow the contribution of each author are scientifically necessary and always present.” (A. Xhiku, 2004: p. 7)

To achieve one of the goals of any truly scientific history, literary history must discover groups of works, describe those qualities that appear and reappear from one work to another, try to find the causes of their birth, in short, to imagine and outline the existence of broad phenomena within the literary process of a given period.

Therefore, prof. A. Xhiku rightly states that: The university textbooks that were initially compiled in our country, “Histori e letërsisë shqipe” I, II (Tiranë, 1959, 1960) and “Histori e letërsisë shqiptar” (Tiranë 1983), have more or less this structure, observations on the historical-social circumstances of the eras whose literature is examined and then some observations on cultural life and the most general features of literature, and then the placement of authors, who are presented in the same way (life, views, ideas, works and some conclusions). Of course, acceptable to some extent, but it remains deficient, because it does not allow the phenomenon being studied to be revealed in its particularities, that is, in those characteristics that distinguish it from other similar fields of spiritual life. (A. Xhiku, 2004: p. 7) It limits the possibilities of seeing literature as a process that has its own laws.

What makes this research work even more special is the methodological choice, the paths that Prof. Xhiku suggests could be followed, defining their advantages and disadvantages. He states that at least three paths could be followed: *first*, to conduct brief monographic overviews of the work of each poet taken separately and in chronological order, but which

creates a lot of repetition and limits the possibilities of generalizations, therefore, it would require a chapter of conclusions; *second*, to follow the contribution of each of them in the development of poetic types, versification and stylistic formations, but which inevitably leads to the construction of a kind of inventory of the different genres of poetic discourse, which complicates attempts to find the causes of the changes that poetry underwent, because it leaves aside most of the factors that make the existence of literary works possible; *third*, to trace the motifs, their birth and disappearance, their survival and the transformations they may have undergone, the emergence of new motifs completely unknown before, in order to arrive at the poets' vision of the world. This leaves the third path, which relies on interpretations, certainly cannot escape subjectivism, but keeps firmly in mind the message, for the realization of which literary communication exists.

2. In the work “**Sprovë për një tjetër histori të letërsisë shqipe**”, Prof. Xhiku focuses on Albanian literature in the period 1555-1944. Right from the beginning of the work, he presents the concern of many theorists about how a history can be written that belongs simply to literature, but, strongly emphasizing his conviction and research experience that: “*There has not been and cannot be literature separated from man, therefore there has not been and cannot be a history of it separated from time and space, conceived and explained separately from the history of society, its way of life, philosophy and psychology*”. (A. Xhiku, 2014: p. 5 - 6)

In this work, he focuses on the treatment of a multitude of issues structured according to centuries. Specifically, for the 16th-18th centuries, he focuses and treats: “**Letërsia shqipe si jehonë e humanizmit Kristian**”, for the realization of which it starts from the historical circumstances, in which the writing of Albanian began and its transformation into a bookish language, from the personality of the authors and from the first manifestations of humanistic research. Prof. Xhiku is of the opinion that the works of the clergy apparently contain other data, which, in addition to their antiquity and religious-didactic interior, also reveal the appearance of the only humanistic flow that could affect Albanian spiritual life, the flow of Christian humanism. Therefore, continuing to be called old Albanian literature, those works, in another periodization, could take their place with the name *Albanian literature of echoes of Christian humanism*. What attracts you while reading is the interesting way of clarifying the problems that he poses for treatment through questions, e.g.: Should the books of the 16th century be taken XVI-XVIII also as artistic literature or simply as texts that contain only linguistic values? In fact, this has been a question that has often tormented their history. Stylistic reviews of early Albanian prose, often very critical, have not gone without pointing out any data that gave them the opportunity to see their authors as creators of artistic writing and to reach the conclusion that within its type, that prose did not fall below the European levels of the time. (A. Xhiku, 2014: p. 39)

- In the section entitled “**Prurjet lindore dhe poezia e mjedisëve myslimane**”, he stops and talks about the poetry of the Bejtexhins or the literary movement of the Bejtexhins, where after a detailed treatment he convincingly states: “Of course, these names can be used from now on as long as, in their own way, they separate poetry written in the Arabic alphabet from other literary phenomena of the 16th-18th centuries. But the aim of finding a name that

is as comprehensive and as acceptable as possible is a strong temptation for any historical-literary endeavor. When it judges that there are sufficient reasons to seek another definition, it certainly takes a step back, with much hesitation, and proposes a new name. Amidst such attempts, it is likely that the poetry of the Bejtexhins would seem more explained if it were included in the name “**Eastern trends and poetry of Muslim environments**”, because it contains both the sources of the manifestation, and the religious affiliation of the interior and exterior. its authors, and the changes it brought to the general appearance of old Albanian letters”. (A. Xhiku, 2014: p. 54-55) It is a somewhat long title, but Prof. Xhiku preferred the precision of expression rather than the coveted brevity.

- When speaking about the **Lëvizjen kulturore – letrare ortodokse**, he is of the opinion that the few lines dedicated to Albanian letters, written in the Greek alphabet and with special alphabets, show that the spiritual life of the Albanian Orthodox women sought to change, and therefore history cannot find a more appropriate name for them, than the name already found: *Cultural-Literary Movement in the 18th century*, where the adjective Orthodox must be reintroduced, which tells of the affiliation without which none of the developments of pre-Renaissance literature can be understood. (A. Xhiku, 2014: p. 59)

What attracts me is that from all the names proposed for the divisions of old letters, it seems that the history of Albanian literature has “lost” much of its nature. It has taken on the appearance and content of a history of culture. But in this midst there is nothing unusual that when all histories of literature begin their work, they cannot go further without describing the beginnings of written languages. Therefore, prof. Xhiku rightly states that: “*Without worrying too much about this appearance, the history of literature should dwell longer on the consequences that brought about among the letters of the 16th-18th centuries the beginnings of writing Albanian in different religious environments, which for many reasons did not accept each other.*” (A. Xhiku, 2014: p. 60)

He concludes that: “...the history of literature, when it spoke of the deep influence of Latin-Italian, Turkish-Oriental and Greek-Byzantine cultures, acknowledged that its old letters also took on appearances that now, beyond the fear that original values are being violated, must be recognized as phenomena of cultural interference,” (A. Xhiku, 2014: p. 61)

but at the same time he is open to further developments. It is up to future comparative observations to narrate where and how the old Albanian texts were united and where and how they were separated from them.

For the 19th century, it focuses on: *Romanticism, historical and literary premise, epic-lyric poetry, Arbereshe lyrics, Naimi's lyrics, epic, drama, Two views of Albanian romanticism.*

For the first half of the 20th century, it focuses on: *The beginnings of the dissolution of romanticism, the arrival of another literature; Political-patriotic, social lyrics, of thought, of love, of nature; Poetic prose, The poet and poetry; Epic, Dramatic poems, Satire, Prose,*

Novel and story, other views of short prose, Novel and Drama. In fact, this work is an even more complete retelling, since the researcher Ali Xhiku has also treated them in the work we mentioned above "Letërsia shqipe si polifoni"

In his notes accompanying the publication, in the form of an introduction and a preface, he rightly emphasizes: *"To be consistent with itself, this ordeal, however unusual it may seem, will not begin with a chapter on Albanian humanists, on Barleti and his friends, who did not leave a single line in Albanian. A special view of the flourishing of historical texts in the Renaissance, written, as was mostly the case in those years, in Latin, everything inherited from those authors has its place in the beginnings of Albanian historiography and in the history of culture, while the history of Albanian literature will serve to show that the medieval Albanian environments were able to produce people who adopted European mindsets, from where they would delay the winds that would encourage the writing of works within the country, now in the Albanian language."* (A. Xhiku, 2014: p. 14)

Regarding these two publications, we can say with conviction that the main topics have been beautifully and convincingly realized thanks to the scientific argument that Prof. Ali Xhiku presents to the professional or non-professional reader, accompanied by some very polite advice for future researchers.

3. In the work **"Historia e letërsisë shqipe: Çështje të hapura. Kurs ligjeratash universitare"** Akademik Prof. Shaban Sinani, has included in the treatise issues such as: *Five centuries of Albanian literature, a century of studies on literature; History of literature in the last three decades, new problems; Some goals of a new history of literature; A literature with asymmetrical development; Albanian literature or Albanian literature; Bilingualism as a tradition of Albanian literature; Literary historiography and some intercultural phenomena; From linguistic enlightenment to linguistic nationalism; Philology and Albanian literature; Issues of reperiodization of the history of Albanian literature; Testimonial literature and the history of literature, etc.*

Being a university lecture course, Prof. Sinani begins with an overview of studies on Albanian literature, in the first and second half of the 20th century, specialized institutions for the study of literature, the development of subdisciplines: literary history, literary monographic studies and criticism.

Regarding the historiography of literature of the post-war period, he evaluates as the most special values: the historicist-chronological treatment of the literary process from the beginnings to modern times; the referential isolation of periods, currents and creative individualities; the programming of research in literary science; which made it possible for this knowledge to provide answers to the most important questions of understanding the history of the birth and development of national literature. (Sh. Sinani, 2015: p. 6)

What catches our eye is the appreciation for the work done by Albanian scholars over time, over the years, *"The overview of the literary tradition in general expanded*

relatively. The stage of texts, anthologies was surpassed. The History of Albanian Literature, a university text in two volumes in 1959-1960, is considered the first scientific synthesis of the historical path that Albanian literature has described from its beginnings to the present day, moving from isolated studies to collective initiatives, which responded to the demands of university education by becoming an incentive to orient studies towards unstable and open issues." (Sh. Sinani, 2015: p. 7)

The enrichment of sources, the application of textological knowledge, the publication of several monographs on the most important authors, studies on the character of literary periods and trends were a stimulating reality for the compilation of the History of Albanian Literature from its beginnings until LNCL (1983). It changed the traditional perception of the history of literature, proving and proving the unity and continuity of the literary process.

The tradition of literary studies of the post-war period failed to fulfill the vision of literary developments from the beginnings to the present day. Several issues related to the deviant character of the literary system from the general models of its development remain unexplained. The typological connections of the Albanian identity and the local cultural tradition with European civilization were not extensively elaborated.

Prof. Sinani, with a clear mind and sharp language, specifies that: "... Albanian literature, until the last two decades, came with great mutilations in all directions: in publications, in monographic studies and in the stabilization of recognition in university and academic texts." He even goes further by defining the biggest and most serious problem.... "Albanian literature continues to be a literature that is still unpublished today. Not only the old humanist literature, but also that of the Renaissance, the century of modernization and the post-war period." Conclusion: a serious literary history for a literature that is found massively in manuscript is very difficult. After listing a series of problems and arguments, he concludes that: "... a new history of Albanian literature is possible, it is necessary, it is an urgent task and not a matter for forums." (Sh. Sinani, 2015: p. 14)

In closing, I would like to highlight something else: in this long journey not only of the development of Albanian literature, but also of studies on the history of its development, we owe a lot to historical-literary research to date, especially the texts *Historia e letërsisë shqipe I, II* (Tirana, 1959, 1960) and *Historia e letërsisë shqipë* (Tirana 1983). Criticisms of them, sometimes incidental and sometimes essential, will be nothing more than assessments of the later period, which, being richer in data, perspectives and scientific methods, cannot do without critically examining what comes to it from the past. (A. Xhiku, 2014: p. 14)

The works we mentioned, but also many others, thanks to their perspectives, edition variants, archives, theses, problems, arguments, treatments, interpretations, comparisons and conclusions, have not only significantly enriched studies on the history of our national literature, but are also the basis on which we rely for the realization of our university curricula.

Wishing, but also having the profession of preparing new generations of teachers and scholars of Albanian literature, as well as to better understand ourselves, we must dedicate ourselves to Albanian literature, its history, because it has been, is and will remain the most humane and fundamental pillar of our national and cultural identity.

REFERENCES

ASHSH, Historia e letërsisë shqiptare, Tiranë, 1983

A.Xhiku, Nga romantizmi i rrjedhave të realizmit, Tiranë 1989

A. Xhiku, Letërsia shqipe si polifoni, Tiranë, 2004, fq. 7

A. Xhiku, Sprovë për një tjetër histori të letërsisë shqipe, Tiranë, 2014, fq. 5-6-14-39-54-55-59-60-61

R. Elsie, Historia e letërsisë shqiptare, Tiranë, 1997

R. Qosja, Prej letërsisë romantike deri te letërsia moderne, Prishtinë, 2010

R. Qosja, Histori e letërsisë shqipe, (Romantizmi I, II, III), Tiranë, 2002

R. Zisi, Letërsi bashkëkohore shqipe, Tiranë, 2015

S. Hamiti, Letërsia moderne shqipe, Tiranë, 2013

Sh. Sinani, Historia e letërsisë shqipe: Çështje të hapura, Tiranë, 2015, fq.6- 7-14

**ECONOMIC-PSYCHOSOCIAL EFFECTS ON NURSES IN THE HOSPITAL
SERVICE DURING THE PERIOD JUNE-DECEMBER 2020**

Msc.Mimoza Llavdaniti¹, PhD Juljana Xhindoli², Dr.Laura Mezini¹, Doc.Dr.Zamira Vllaho¹, MScArjeta Xhemali¹, MScPamela Barjami¹, Dr,Jetmira Shehu³, Elisa Gjoça⁴

¹Department of Nursing, University of Gjirokastra, Albania. Email: esti.edukim@yahoo.com, ²Faculty of Public Health, University of Vlora, Albania, ³Regional Hospital of Gjirokastra

Abstract: The Covid-19 pandemy created a chaotic situation not only in the population, but also caused a lot of negative impacts in the economy, as well as in the psycho-social state of the health system, mainly in the nurses of the hospital service, especially in the emergency and infectious department. Who were in direct contact with the infected persons, near the Regional Hospital "Omer Nishani" Gjirokastër. The immediate appearance as well as the risk of transmissibility caused comprehensive problems for the nurses of two key departments in the hospital service. Assessment of risk factors as well as finding strategies to be followed to reduce negative effects. It is a long-term, descriptive study, carried out in the "Omer Nishani" Regional Hospital, Gjirokastër during the period June - December 2020. In this study, 80 nurses of the emergency and infectious department were included. An anonymous, self-administered questionnaire was used - such as the caseload and increase of covid-19 patients, the lack of theoretical and practical knowledge about the pandemic, as well as the fear of losing financial income. For the period June - December, it was found that 35% of nurses were afraid of losing finances due to the increase in medication costs and not treating family members in the hospital. Psychological effects were found in 40% of cases due to the increase in the affected number not only of patients but also of the medical staff itself. In 25% of the nurses, the lack of theoretical and practical knowledge was found, which made it possible to increase the confusion in the treatment of patients. Regardless of the fact that nurses have encountered difficulties in this period, the level of performance in practicing the profession, as well as work experience are factors that moderated the effect of the pandemic.

Keywords: Pandemic, Finance, Nursing, Psychology.

SAMI FRASHËRI – A BRIDGE BETWEEN THE ALBANIAN LEAGUE OF PRIZREN AND TURKISH CULTURE

Dr. Mirela SARAÇI¹

¹Department of Albanian Language and, Literature Faculty of Education and Social Sciences “Eqrem Çabej” University, Gjirokastër, mirelagjirokaster@yahoo.com

Abstract: Sami Frashëri, one of the most prominent figures of the Albanian National Renaissance, played an important role in the Albanian League of Prizren, offering significant contributions in the field of the Turkish language and culture. As one of the main ideologists of the Albanian National Movement, Sami Frashëri strongly supported the aspirations of the League for autonomy and the preservation of the territorial integrity of the Albanian lands. He used his skills as a writer and publicist to spread national ideas and raise public awareness about the Albanian issue. The topic focuses on two main pillars: The role of Sami Frashëri in the Albanian League of Prizren, where he made an important contribution in defending the identity and rights of Albanians. His works in the Turkish language – through which he influenced the cultural and linguistic development of the Ottoman Empire. Sami Frashëri was a bridge between two nations. He loved Albania, but also deeply influenced the Turkish language and culture. One of his most significant works, where the patriotic vision of the writer is clearly highlighted, is the prose “Albania – what it was, what it is, and what it will be.” This prose is a political and patriotic manifesto in which the author expresses a deep love for the homeland and his vision for a free, united, and advanced Albania. In this work, he gives a clear analysis of the glorious past of the Albanians, who, as he himself says, “have been one of the bravest and oldest peoples of the Balkans.” Through the work “Albania – what it was, what it is, and what it will be”, Sami Frashëri has left us a valuable legacy. He teaches us the importance of knowing our history, being aware of the present, and engaging for a better future. Let us follow his example and work for a free, united, and advanced Albania. Sami Frashëri is not just a writer, but a visionary. His work in both Turkish and Albanian is a testimony of an intellectual who belonged to two worlds but worked for a free and civilized Albania.

Keywords: work, Albanian culture, Turkish culture, national awakening, Albanian.

Tema: Sami Frashëri-ura lidhëse mes Lidhjes Shqiptare të Prizrenit dhe kulturës turke.

Sami Frashëri një nga figurat më të shquara të Rilindjes Kombëtare Shqiptare luajti një rol të rëndësishëm në Lidhjen Shqiptare të Prizrenit duke na dhënë kontribute të mëdha në fushën e gjuhës dhe kulturës turke. Në historinë e Rilindjes Kombëtare Shqiptare, Sami Frashëri zë një vend të veçantë si një nga figurat më të ndritura që ndikoi jo vetëm në zhvillimin e kulturës dhe identitetit kombëtar shqiptar, por edhe në jetën intelektuale dhe kulturore të Perandorisë Osmane. Ai është një shembull i rrallë i intelektualit që arriti të jetë njëherazi pjesë aktive e Lidhjes Shqiptare të Prizrenit dhe kontribues i rëndësishëm në reformimin e gjuhës dhe

mendimit turk. Ky rol dypalësh e bën atë një **urë lidhëse midis lëvizjes kombëtare shqiptare dhe kulturës turke**.

Sami Frashëri si një nga ideologët kryesorë të Lëvizjes Kombëtare Shqiptare, mbështeti fuqishëm aspiratat e Lidhjes për autonomi dhe ruajtjen e integritetit territorial të trojeve shqiptare. Ai përdori aftësitë e tij si shkrimtar dhe publicist për të përhapur idetë kombëtare dhe për të ndërgjegjësuar opinionin publik mbi çështjen shqiptare.

Lidhja Shqiptare e Prizrenit (1878) ishte organizata e parë politike gjithë kombëtare shqiptare që kishte për qëllim mbrojtjen e territoreve shqiptare dhe afirmimin e të drejtave të kombit shqiptar. Ndërsa Abdyl Frashëri ishte një nga udhëheqësit kryesorë të Lidhjes në terren, Sami Frashëri luajti rolin e zëdhënësit dhe ideologut të saj në qendrat intelektuale osmane.

Në Stamboll, ai kontribuoi në hartimin e dokumenteve politike të Lidhjes dhe publikoi artikuj të shumtë në shtypin turk për të bërë të njohur çështjen shqiptare në opinionin publik osman dhe ndërkombëtar. Ai mbrojti të drejtën e shqiptarëve për vetëqeverisje dhe për përdorimin e gjuhës së tyre në shkollë dhe administratë. Sami Frashëri luajti një rol të madh në kulturën turke dhe në përpjekjet për reformë gjuhësore. Përveç veprimtarisë së tij kombëtare, Sami Frashëri ishte një nga reformatorët më të rëndësishëm të gjuhës dhe kulturës turke osmane. Ai botoi vepra madhore në turqisht, si:

- **Kamus-i Türki** – një fjalor i gjuhës turke që kontribuoi në thjeshtimin dhe pastrimin e saj nga ndikimet arabe dhe perse;
- **Kamus al-A'lam** – një enciklopedi me mbi 6 vëllime që përfshinte figura historike, vende dhe ngjarje, artikuj dhe revista shkencore që kishin ndikim në formimin e mendimit modern osman.

Përmes këtyre veprave, Sami Frashëri u bë një nga nismëtarët e **turkizmit kulturor**, duke theksuar rëndësinë e gjuhës dhe identitetit turk në një perandori shumëetnike.

Sami Frashëri përfaqëson një figurë unike që ndërtoi ura midis:

- **Identitetit shqiptar dhe reformizmit osman;**
- **Kulturës europiane moderne dhe traditës islame lindore;**
- **Rilindjes Kombëtare Shqiptare dhe turkizmit kulturor të shekullit XIX.**

Në thelb Sami Frashëri përfaqësonte dy identitete, atë të një patrioti shqiptar dhe atë të një intelektual osman. Kjo e bëri atë një ndërmjetës të çmuar për përhapjen e ideve të shqiptarizmit në një mjedis turk dhe ndërkombëtar. Ai i njihte mirë kodet kulturore të të dy palëve dhe dinte si ti përcillte mesazhet e tij. Ai ishte një shembull i intelektualit që i shërbeu njëkohësisht dy kulturave pa e mohuar identitetin e tij, duke ndërtuar **besim, mirëkuptim dhe bashkëpunim** midis shqiptarëve dhe osmanëve. Gjuha shqipe – Ai e kupton se pa gjuhë nuk ka komb. Kjo ide e bën një nga figurat më të rëndësishme të Rilindjes. Ai kërkon që shqipja të përdoret në shkollë, administratë dhe botime, duke i dhënë identitet kombit.

Sami Frashëri besonte se gjuha është shpirti i një kombi. Ai theksonte se pa një gjuhë të përbashkët dhe të zhvilluar, shqiptarët nuk mund të ndërtonin një vetëdije kombëtare. Në kohën kur gjuha shqipe ishte e ndaluar në shkollë dhe botime nga Perandoria Osmane, ai ishte

ndër të parët që kërkoj hapjen e shkollave shqipe, përdorimin e saj në administratë dhe botimin e librave në shqip. Ai punoi vetë për hartimin e gramatikave dhe fjalorëve, duke e ngritur shqipen në nivelin e gjuhëve të tjera evropiane.

Tema ka në qendër dy shtylla kryesore:

- Roli i Sami Frashërit në Lidhjen Shqiptare të Prizrenit ku ai dha kontribut të rëndësishëm në mbrojtjen e identitetit dhe të të drejtave të shqiptarëve.
- Veprat e tij në gjuhën turke, me të cilat ndikoi në zhvillimin kulturor dhe gjuhësor të Perandorisë Osmane.

Sami Frashëri ishte një urë lidhëse mes dy kombeve. Ai e dëshoi Shqipërinë por ndikoi thellësisht edhe në gjuhën dhe kulturën turke. Një nga veprat më domethënëse ku spikatet qartë vizioni atdhetar i shkrimtarit është proza “ Shqipëria ç’ka qenë ç’është e ç’do të bëhet”. Kjo prozë është një manifest politik e patriotik ku autori shpreh dashurinë e thellë për atdheun dhe vizionin për një Shqipëri të lirë, të bashkuar dhe të përparuar. Në këtë vepër ai bën një analizë të qartë të së kaluarës së lavdishme të shqiptarëve të cilët siç thotë vet ai “ kanë qenë një nga popujt më trima dhe më të vjetër të Ballkanit”¹⁵⁶.

Në pjesën e parë Sami Frashëri thekson se shqiptarët janë një nga popujt më të vjetër të Evropës, me një gjuhë të pasur dhe kulturë të pasur. Ai shkruan: “ Populli shqiptar është një nga popujt më të vjetër të Evropës, me një gjuhë nga më të vjetrat dhe më të bukurat”¹⁵⁷. Kjo pjesë synon të ngjallë krenarinë kombëtare dhe t’u kujtojë shqiptarëve rrënjët e tyre të lashta.

Në pjesën e dytë autori analizon gjendjen e shqiptarëve nën Perandorinë Osmane. Ai shpreh shqetësimin për mungesën e të drejtave dhe përpjekjet për asimilim. Sami shkruan: “ Qysh të mos ketë shqiptari të drejtë të shkruajë dhe të këndoje gjuhën e tij, kur gjithë kombet e kanë këtë të drejtë”¹⁵⁸. Kjo pjesë është një thirrje për ndërgjegjësim dhe rezistencë kundër shtypjes.

Në pjesën e tretë Sami Frashëri paraqet një plan për të ardhmen e Shqipërisë. Ai ëndërron një vend të pavarur me institucione arsimore dhe kulturore të zhvilluara. Ai shkruan: “Samiu ëndërronte Shqipërinë me shkolla të të gjitha kategorive, me universitete (gjithëmesime) sic e quante ai, me akademi të shkencave, muzeume dhe biblioteka”¹⁵⁹. Ky vizion është një udhërrëfyes për ndërtimin e një shteti modern dhe të përparuar.

Historiani Elmaz Sherifi e ka cilësuar Sami Frashërin si një “uragan që ngjalli vetëdijen shqiptare”¹⁶⁰ duke theksuar se ai ishte një figurë që i kalonte kufijtë kombëtarë dhe ndikoi në formësimin e mendimit politik në Ballkan dhe Lindjen e Mesme. Studjues të ndryshëm kanë theksuar se kjo vepër përfaqëson një thirrje për zgjimin e vetëdijes kombëtare dhe përpjekjen për të ndërtuar një shtet shqiptar të pavarur, duke u mbështetur në vlerat e bashkimit, arsimit dhe zhvillimit kulturor.

¹⁵⁶ Sami Frashëri, “Shqipëria ç’ka qenë ç’është e ç’do të bëhet” Bukuresht 1899, Fq.3.

¹⁵⁷ Po aty, fq.12.

¹⁵⁸ Po aty, fq.15.

¹⁵⁹ Po aty, fq. 20

¹⁶⁰ Elmaz Sherifi, Lidhja Shqiptare e Prizrenit- themeluesja e institucioneve shqiptare në Perandorinë Osmane, Tiranë 2017, fq.101-120.

Vepra fillimisht u shkrua në gjuhën turke për të shmangur censurën e shtetit Osman. Përmes turqishtes Sami Frashëri e adresoi çështjen shqiptare edhe tek lexuesit Osman duke i dhënë asaj jehonë të gjerë. “Ne nuk jemi turq, as arabë, as grekë, por shqiptarë që kemi gjuhën tonë dhe vendin tonë”¹⁶¹.

Në vepër kritikon gjendjen e mjeruar të vendit të tij nën sundimin Osman dhe kërkon zgjimin e vetëdijes kombëtare. Vepra është një thirrje për bashkim, arsim dhe liri e shkruar në një gjuhë të fuqishme, të ngrohtë dhe plot ndjenjë kombëtare. Kjo vepër përfaqëson idealet e Lidhjes së Prizrenit dhe qëndron si një testament politik për të ardhmen e Shqipërisë.

Sami Frashëri përmes veprës “Shqipëria ç’ka qenë ç’është dhe ç’do të bëhet” na ka lënë një trashëgimi të çmuar. Ai na mëson rëndësinë e njohjes së historisë, ndërgjegjësimit për të tashmen dhe angazhimit për një të ardhme më të mirë. Le të ndjekim shembullin e tij dhe të punojmë për një Shqipëri të lirë, të bashkuar dhe të përparuar.

Sami Frashëri nuk është thjesht një shkrimtar, por një vizionar. Vepra e tij në gjuhën turke dhe shqipe është dëshmi e një intelektualit që i përkiste dy botëve, por që punoi për një Shqipëri të lirë dhe të qytetëruar. Në veprën “Shqipëria ç’ka qenë, ç’është e ç’do të bëhet”, Sami Frashëri i jep zë për herë të parë aspiratës për një Shqipëri të pavarur. Ai kritikon drejtpërdrejt shtypjen osmane dhe përçmon pasivitetin e shqiptarëve. Vizioni i tij për Shqipërinë ishte ai i një shteti të bashkuar, të organizuar në formë republikane, me institucione të vetat dhe me një popull të vetëdijshëm për të drejtat e tij. Ky ishte një mesazh i guximshëm dhe largpamës për kohën, i cili ndikoi thellë në ideologjinë e mëvonshme të Rilindjes Kombëtare. Në mendimin e tij, arsimi nuk është vetëm mjet për dije, por edhe për ndërgjegjësim politik e social.

Sami Frashëri me veprën e tij nuk parashtron thjesht një diagnozë, por ofron një projekt të ndërtimit të Shqipërisë. “Shqipëria duhet të jetë e shqiptarëve”¹⁶² është jo vetëm thirrje por një ideal që mbetet i gjallë dhe sot. Qëllimi kryesor i Frashërit është të zgjojë ndërgjegjen kombëtare të shqiptarëve dhe t’i mobilizojë ata për të luftuar për pavarësinë dhe zhvillimin e vendit të tyre. Ai synon të ofrojë një program të qartë politik dhe shoqëror për lëvizjen kombëtare shqiptare, duke u bërë ideologu më i shquar i kësaj lëvizjeje. Gjithashtu autori iu drejtohet brezave të ardhshëm me një mesazh të fuqishëm për unitet, vetëdije kombëtare dhe përkushtim ndaj atdheut. Ai i inkurajon shqiptarët të luftojnë për të drejtat e tyre dhe të mos pranojnë shtypjen dhe asimilimin. Mesazhi i tij është një thirrje për veprim dhe për ndërtimin e një Shqipërie të lirë dhe të zhvilluar. Vepra “Shqipëria ç’ka qenë ç’është e ç’do të bëhet” është një vepër themelore e mendimit politik shqiptar dhe një udhërrëfyes për lëvizjen kombëtare shqiptare. Sami Frashëri mbetet një model i intelektualit që, pa mohuar kulturën në të cilën u rrit, punoi për afirmimin e kombit të tij. Ai ndihmoi brezat e ardhshëm të kuptonin që shqiptarizmi nuk është në kundërshtim me qytetarinë e gjerë, por një nevojë për identitet dhe liri. Ndaj, Sami Frashëri është ura që lidh idealet kombëtare me zhvillimin kulturor. Ai dëshmoi se është e mundur të mbrosh identitetin kombëtar edhe brenda një perandorie shumëkombëshe, dhe ndikimi i tij vijon të jetë frymëzues për studjuesit dhe brezat e rinj.

¹⁶¹ Sami Frashëri, *Shqipëria ç’ka qenë ç’është e ç’do të bëhet*, Bukuresht 1899, fq.34.

¹⁶² Po aty, fq.47.

REFERENCES

- Elmaz Sherifi. Koment mbi Sami Frashërin në revistën kultura popullore, nr 3, 2005.
- Elmaz Sherifi. Shqipëria e panjohur, Trashëgimi institucionale prej Antikitetit deri më 1920, Tiranë 2017.
- Mark Krasniqi. Lidhja Shqiptare e Prizrenit dhe ideologjia kombëtare shqiptare, Prishtinë 1998.
- Robert Elsie. Historia e letërsisë Shqiptare, Botimet Toena, Tiranë 2001.
- Sami Frashëri. Shqipëria ç'ka qenë, ç'është e ç'do të bëhet, Bukuresht 1899.
- Sami Frashëri. Vepra 1, Akademia e Shkencave të RPS të Shqipërisë, Tiranë 1988.
- Sami Frashëri. Vepra 4, Monografi, Rilindja, Redaksia e botimeve, Prishtinë 1978.
- Samin Frashëri. Vepra 3, Fjalë të urta, Rilindja, Redaksia e botimeve, Prishtinë 1978.

THE DEVELOPMENT OF SUSTAINABLE TOURISM IN THE PROTECTED AREAS OF GJIROKASTËR COUNTY

MSc. Lutfi GABA¹, MSc. Rovena BEGA², Dr. Robert Çelo, Dr. Zamira VEIZI³

*¹ Department of Tourism and Economic Policies, “Eqrem Çabej University”,
gabalutfi2018@gmail.com*

*² Department of Accounting and Finance, “Eqrem Çabej University”,
rovenabega5@gmail.com*

³ Department of Accounting and Finance, “Eqrem Çabej University”, robetcela@gmail.com

Abstract

Sustainable tourism has become one of the central paradigms of development in peripheral territories with natural and cultural potential. In Albania, the development of tourism in protected areas raises serious concerns regarding the balance between short-term economic benefits and the long-term preservation of cultural and natural heritage. This study aims to analyze the positive and negative impacts of sustainable tourism development in the protected areas of Gjirokastër County, with a special focus on the historic city of Gjirokastër, the Vjosa River, the Benja thermal springs, and the Hotovë-Dangëlli Nature Park. Drawing on contemporary literature on sustainable tourism, the paper adopts a mixed-method approach, including the analysis of official documents, visitor statistics, field observations, and an examination of management policies. Through descriptive and comparative analysis over time, the study highlights an increase in tourist demand in these areas, development of road infrastructure, and a growth in service capacities. At the same time, it identifies institutional capacity gaps, environmental pressure, and the risk of authenticity loss due to the lack of professional management and control. The paper emphasizes the need for an integrated management model that balances economic development with the long-term protection and conservation of these assets. Moreover, the model should be based on the inclusive participation of all regional stakeholders and grounded in rigorous scientific research.

Keywords: protected areas, sustainable development, Gjirokastër County, regional development, ecotourism, community-based tourism.

INTRODUCTION

Political, economic, technological, and structural changes in recent decades have been reflected across the globe, especially in underdeveloped or developing countries. The rise in well-being and the removal of restrictions on the free movement of people and goods have undoubtedly contributed to the tourism sector becoming one of the most advantaged sectors. This sector has transformed into one of the fastest-growing globally, bringing significant economic and social benefits to local communities, particularly in rural and protected areas.

As is typical for any area affected by the phenomenon of tourism, this development does not escape the risks that accompany it, especially if it is not managed professionally and sustainably.

Thus, the degradation of heritage, damage to ecosystems, negative social phenomena, fragmented development, and stagnation in other sectors of the economy due to excessive fund allocation to tourism are just some of the most prominent risks and issues.

It is precisely here that the concept of sustainable tourism gains extraordinary importance, with its balancing role in economic development, the protection of natural and cultural environments, and by taking into account the interests of all stakeholders in the destination. According to UNWTO, sustainable tourism is defined as development that: "meets the needs of tourists and host communities without compromising the future of these destinations."

Albania, as a developing country with a wide range of cultural and natural attractions, faces the challenge of developing tourism in accordance with these principles, especially in the southern part of the country where a unique cultural and natural wealth exists. The city of Gjirokastër, declared a UNESCO World Heritage Site since 2005, with rare architectural values, a city built entirely of stone in the Ottoman style and expressing the highest values of this civilization is Albania's most important cultural attraction for both locals and foreigners. Moreover, the city is surrounded by other wonderful natural and historical attractions.

The Vjosa River, considered one of the last wild rivers in Europe, Benja Thermal Baths, known for their curative properties and as a place of relaxation, Hotova-Dangelli Natural Park in Përmet, one of the largest forests sheltering rare species of flora and fauna, the Nivica Canyon in Tepelenë—these are just a few of the most impressive attractions in this region.

The tourism boom in these areas over the last decade has resulted in dual effects: economic and infrastructural development, increased attention to the protection and revitalization of cultural heritage, a rise in the number of visitors, and a growth in new businesses, especially guesthouses, agritourism, etc.

Nevertheless, the lack of a long-term strategy for managing tourist flows has been accompanied by: increased pollution in natural areas, uncontrolled construction near monuments, pressure on water resources, and degradation of natural habitats in some cases.

The modest goal of this paper is to critically analyze sustainable development in the protected areas around Gjirokastër by assessing the positive and negative impacts of the process. A multidisciplinary approach will include analysis of public policies, statistical data, field observations, and the perceptions of host communities. It will highlight the challenges that must be addressed as well as the opportunities for more efficient management of the region's tourism potential.

The focus of this paper will be on the sustainable development of the region, taking into consideration the balance between development and the protection of the area, and encouraging tourism managers to develop more sustainable models that do not compromise the future of these attractions and their communities.

Literature review

The discourse on sustainable tourism has gained increasing importance within academic and political spheres, especially as environmental degradation, social inequality, and cultural commodification have intensified due to the uncontrolled development of tourism. Scholars such as Butler (1999) and Sharpley (2000) have conceptualized sustainable tourism not merely as a distinct form of tourism, but as a guiding framework that seeks to balance the economic, environmental, and socio-cultural pillars of development. This triadic framework forms the backbone of many theoretical approaches adopted in tourism studies and underpins Albania's national tourism strategies in recent years.

Ecotourism and Community-Based Tourism (CBT) have emerged as key subfields within the discourse on sustainable tourism.

Ecotourism, as defined by the International Ecotourism Society (TIES), prioritizes environmental conservation, education, and local participation. Meanwhile, CBT emphasizes the empowerment of local communities through the ownership and management of tourism initiatives.

Research from developing countries suggests that such models promote equitable benefit distribution and help preserve traditional practices and heritage (Scheyvens, 2002; Goodwin & Santilli, 2009). In the context of the Balkans, these approaches are gaining ground as sustainable tools for rural revitalization and cultural preservation, particularly in peripheral regions such as Gjirokastër.

In Albania, recent literature has focused on identifying both the potential and limitations of sustainable tourism. Doka and Muharremi (2014) examined tourism development in protected areas, highlighting institutional gaps and the need for integrated territorial planning. Others, such as Boci and Kacani (2020), analyzed the role of local governance in fostering community participation, stressing that effective collaboration between public authorities and civil society remains limited. These findings are echoed by broader studies across Southeast Europe, where fragmented governance and lack of enforcement mechanisms often impede sustainability objectives (Hall, 2000).

Several works specifically address the management of Albania's protected areas in the face of tourism pressures. For instance, Frasheri (2018) provides a case study of the Vjosa River corridor, emphasizing the ecological fragility of natural sites and the urgency for coordinated tourism and conservation strategies. Meanwhile, Gashi and Pustina (2021) explore visitor behavior and environmental awareness in southern Albania's thermal tourism zones, offering insights into the effectiveness of environmental education and signage in protected areas.

Despite an expanding body of research, gaps remain—especially regarding longitudinal, data-driven evaluations of sustainability outcomes. Moreover, while many studies underscore the importance of community engagement, few offer empirical measurements of community involvement or trace the socio-economic impact of tourism at the household level. This study aims to address these gaps by combining quantitative and qualitative data to provide a more holistic assessment of sustainability in Gjirokastër's protected areas.

METHODOLOGY

This study employs a mixed-methods approach combining quantitative and qualitative techniques. Statistical data from INSTAT, the Ministry of Tourism and Environment, and local municipalities provide insights into tourism flows, accommodation capacity, and employment trends. Complementing this, semi-structured interviews with key stakeholders—including local entrepreneurs, tourism officials, and park managers—offer contextual depth. Field observations conducted in protected areas such as the Zagoria Valley and Bënja Thermal Waters enrich the analysis. Sustainability is assessed through indicators related to environmental pressure, employment and income distribution, infrastructure development, and community engagement in tourism initiatives.

Study Limitations

This study is subject to several limitations that should be considered when interpreting its outcomes. Firstly, detailed microeconomic data—such as household income attributed to tourism activities—were not available, constraining in-depth analysis of tourism’s redistributive effects. Secondly, the timing of fieldwork and interviews, conducted mainly during the high tourist season, may overlook important dynamics in the off-season, such as underemployment or infrastructure strain. Additionally, logistical constraints prevented field visits to certain remote villages, limiting the observational scope. Future research may seek to include longitudinal data across seasons and integrate more granular quantitative indicators.

Analysis of Data and Key Findings

Gjirokastër County is witnessing a structural transformation in its tourism profile, evolving from an underexplored destination into a strategic node of sustainable regional development. Visitor numbers have increased steadily over the past five years, with international arrivals making up a growing share of the total. Cultural landmarks—particularly those with UNESCO recognition—continue to draw attention, while rural and protected areas are becoming increasingly central to the tourism offering.

Accommodation capacity has diversified across the region, expanding beyond the urban core into peripheral villages such as Sheper, Nivan, and Poliçan. The proliferation of guesthouses and family-based accommodations has created a more decentralized tourism economy, helping to distribute income across rural areas and fostering more authentic visitor experiences grounded in local traditions and environments.

The Zagoria Valley has emerged as a vital area for nature-based tourism. Hiking trails connecting historical stone villages, scenic lookouts, and natural monuments are attracting visitors interested in ecotourism and quiet exploration. However, infrastructure deficiencies—including inadequate roads, signage, and waste management—remain key obstacles to balanced development.

In the southern part of the county, Fir of Hotovë–Dangëlli National Park is becoming a magnet for wellness and thermal tourism. The area around the Bënja hot springs and Langarica Canyon, known for its natural beauty and therapeutic waters, is experiencing growing interest from both domestic and international visitors. Recent improvements in

accessibility and service provision aim to enhance the tourist experience while safeguarding ecological integrity.

Elsewhere, the Vjosa River corridor—now a designated national park—presents a new development model based on environmental stewardship and community participation. Increased attention to training and awareness-raising among local residents indicates a growing readiness to engage in sustainable tourism practices. There is a visible shift toward local entrepreneurship that aligns tourism with conservation.

Despite positive momentum, persistent challenges include seasonal over-tourism in urban heritage sites, unregulated construction in protected landscapes, and demographic pressures due to youth emigration. The shortage of skilled labor in the hospitality and environmental sectors remains a constraint, prompting local institutions to explore partnerships between educational entities, municipal governments, and private stakeholders.

This evolving landscape of tourism across Gjirokastër's protected areas reflects a multidimensional pattern—where progress is shaped by place-specific dynamics, infrastructure readiness, and levels of community engagement. To better understand these differences and inform strategic planning, the table below summarizes key trends, opportunities, and ongoing challenges in four primary zones of the county:

Protected Area	Key Trends	Opportunities	Challenges
Zagoria Valley	Rising interest in hiking and ecotourism; new trail networks connecting villages	Rich biodiversity and authentic village life; potential for guided tourism	Poor road access; lack of essential services and visitor facilities
Fir of Hotovë–Dangëlli National Park	Growth in thermal and nature tourism; increased attention to Bënja hot springs	Unique thermal waters and canyons; potential for spa and wellness tourism	Environmental vulnerability; seasonal overcrowding
Vjosa River Corridor	Designated as National Park; growing local and international visibility	Strong community support for nature-based tourism	Pressure from unregulated activities and limited visitor infrastructure
Gjirokastër City & Surroundings	Significant increase in international arrivals and guesthouse investments	UNESCO heritage status; creative industries and gastronomy	Uncontrolled construction; cultural site preservation under strain

This synthesis underscores the necessity of area-specific planning that aligns tourism growth with ecological sensitivity and socio-economic inclusiveness. In doing so, Gjirokastër County can solidify its position as a model for sustainable regional tourism in Albania and beyond.

RESULTS

The results of this study, collected through a combined methodology including statistical sources, semi-structured interviews, and field observations, reveal a positive dynamic in the development of sustainable tourism in the protected areas of Gjirokastër County, while also highlighting several structural challenges that require urgent attention.

According to official data from INSTAT and the Ministry of Tourism, the number of visitors to the county has increased significantly during the 2018–2023 period, with a 53% growth, reaching over 240,000 visitors in 2023. Particularly significant is the growing interest in rural and protected areas, where more than 40% of visitors chose natural destinations such as Fir of Hotovë–Dangëlli National Park, the Zagoria Valley, and the Vjosa River corridor. Fir of

Hotovë Park saw an 85% increase in visitors over the past three years, while the Zagoria Valley has become one of the most sought-after destinations for hiking and ecotourism, receiving around 7,000 visitors in 2023, compared to just 2,500 in 2019.

These developments have been accompanied by an increase in accommodation capacity. Data from the municipalities show a 118% rise in accommodation structures, particularly in villages like Sheper, Nivan, Poliçan, and the Bënja area, where guesthouses and nature- or wellness-oriented facilities have emerged. This geographical diversification of the tourism offering has contributed to a more equitable distribution of economic benefits and eased pressure on urban areas by offering sustainable development alternatives for rural communities. Around 60% of the identified guesthouses in these areas are owned or managed by women, a positive indicator of female empowerment and inclusive development.

In terms of economic impact, the study shows that tourism-related activities have led to an average 30% increase in household income in rural areas over the past three years. Moreover, over 400 individuals are currently directly employed in the sustainable tourism sector within protected areas. However, the lack of qualified labor, especially in hospitality services and environmental management, remains a significant constraint for long-term growth.

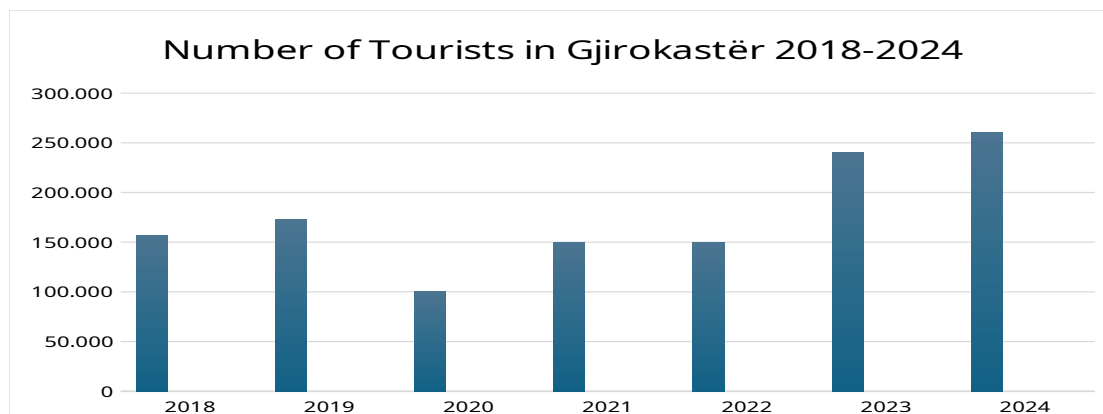
Despite these positive developments, environmental pressures remain a concern. Field observations in Zagoria and Bënja revealed a lack of tourist signage, inadequate waste management systems, and insufficient infrastructure capacity in relation to increasing visitor flows. During the summer months, the Bënja area experiences over-tourism that threatens local ecosystems. Monitoring data indicate that only 1 in 4 registered tourism structures meet minimum environmental sustainability standards. At the same time, uncontrolled construction in Gjirokastër and the lack of mandatory environmental impact assessments further aggravate spatial planning issues.

Another critical dimension of the analysis is the level of community participation. Interviews showed that while awareness of tourism benefits is growing, effective involvement in decision-making remains limited. Only 38% of respondents stated they had been involved in discussions or plans related to tourism development in their area. Formal mechanisms for public consultation are missing, although some pilot initiatives by international organizations such as GIZ and UNDP have had a positive impact in the Vjosa area through the training of local guides and environmental education for residents.

Overall, the data reveal an increasing presence of sustainable tourism elements in Gjirokastër County, but implementation remains partial and uneven. While trends in nature-based and community-based tourism are on the rise, institutional oversight, sustainable infrastructure, and community engagement have not developed at the same pace. This underscores the need for an integrated approach that links tourism development with territorial planning, environmental protection, and the empowerment of local communities.

Interviews conducted with key local actors—including municipal representatives, tourism entrepreneurs, and residents—revealed a consistent set of perceptions. Tourism is widely perceived as a viable path for economic growth and employment, particularly in rural areas experiencing depopulation. However, respondents frequently expressed concern over the lack of strategic coordination among public institutions, weak regulatory enforcement, and limited

opportunities for community participation in tourism planning. There is a clear demand for more inclusive governance mechanisms that enable local voices to influence tourism development trajectories.



The data illustrate the evolution of the number of visitors to Gjirokastër County during the period 2018–2025. The years 2020–2021 reflect the impact of the COVID-19 pandemic, while the following period shows a gradual recovery. The figures are based on official sources (INSTAT, Ministry of Tourism) and are complemented by estimates from the authors' research.

DISCUSSION

The findings bring to light the challenges of balancing a growing tourism sector with sustainable governance structures, particularly in a regional context still navigating socio-economic transitions. Although the sector is expanding rapidly, the governance and institutional frameworks required to steer it toward sustainable models remain underdeveloped. The interviews suggest that decision-making processes are often top-down, with limited engagement of local communities who are central to delivering authentic visitor experiences. These dynamics align with broader literature on tourism governance in post-transition economies, where weak inter-institutional coordination and low levels of decentralization can hinder destination sustainability. A more participatory and cross-sectoral approach—grounded in regional planning and supported by data-driven tools—is needed to ensure equitable benefits and long-term environmental protection.

Regional and International Context

Experiences from comparable destinations in Southeastern and Central Europe reinforce the importance of integrated governance and stakeholder coordination in sustainable tourism. For instance, Bled (Slovenia) has successfully introduced visitor caps and smart mobility strategies; Zagori (Greece) promotes ecotourism through cultural trail networks and local cooperatives; while Plitvička Jezera (Croatia) has instituted protected area zoning and dynamic pricing to balance access with conservation. Gjirokastra has the potential to adapt these models to its own context by investing in heritage valorization, engaging communities, and strengthening institutional partnerships.

Technology and Digital Tools for Sustainability

Technology can serve as an enabler of responsible tourism, particularly in fragile ecological and cultural environments. Mobile applications offering interactive digital guides can enhance visitor engagement while reducing physical impact on sensitive areas. Online booking platforms that prioritize certified accommodations or low-impact experiences can influence consumer behavior and promote ethical tourism. Additionally, GPS-based analytics can help destination managers better understand visitor movement patterns, identify hotspots, and tailor interventions based on real-time data. Integrating such tools within destination governance frameworks can improve planning efficiency, transparency, and sustainability outcomes.

CONCLUSIONS AND RECOMMENDATIONS

The findings of this study confirm that Gjirokastër County is undergoing a notable shift toward more sustainable tourism practices, particularly in its protected areas. The increasing number of visitors, growing investment in eco-friendly accommodations, and rising community interest in tourism-related activities indicate strong potential for long-term, inclusive development. Nevertheless, this transformation is neither uniform nor guaranteed. Several gaps particularly in infrastructure, environmental oversight, and participatory governance continue to constrain the sustainable evolution of the sector.

One of the study's central conclusions is that tourism growth must not be measured solely by visitor numbers or revenue generation, but by its ability to reinforce environmental conservation, preserve cultural identity, and enhance community well-being. Current progress in Gjirokastër demonstrates partial alignment with international models of ecotourism and community-based tourism, but lacks consistent institutional support, coordination, and strategic vision.

To address these challenges and capitalize on emerging opportunities, the following key recommendations are proposed:

- **Strengthen Local Governance and Coordination**

Establish inter-institutional coordination platforms that bring together municipalities, protected area administrations, tourism businesses, and civil society. Local governments should play a leading role in integrating sustainable tourism goals into spatial and economic development plans.

- **Invest in Sustainable Infrastructure**

Prioritize the development of basic infrastructure—roads, signage, waste management, and energy-efficient systems—particularly in areas such as Zagoria and Bënja. EU and donor funds should be leveraged to support green infrastructure initiatives.

- **Enhance Community Participation**

Formalize participatory mechanisms, such as local tourism councils or advisory boards, that allow community members to actively contribute to tourism planning and benefit-sharing. Provide training programs focused on environmental education, entrepreneurship, and heritage preservation.

- **Implement and Enforce Environmental Regulations**

Introduce mandatory environmental impact assessments (EIAs) for all tourism-related developments in protected areas. Strengthen inspection and monitoring capacities at the municipal and regional levels to prevent uncontrolled construction and resource exploitation.

- **Promote Inclusive Economic Models**

Support women- and youth-led tourism enterprises through financial incentives, grants, and mentoring programs. Encourage the creation of cooperative models that share profits across community members, particularly in marginalized or depopulated areas.

- **Monitor Sustainability Indicators**

Develop a regional monitoring system based on clear sustainability indicators (e.g., biodiversity health, income distribution, seasonality, visitor satisfaction). Regular data collection can inform adaptive policy responses and ensure that development remains aligned with conservation goals.

In conclusion, Gjirokaštër County holds significant potential to become a national and regional model for sustainable tourism, provided that future strategies are evidence-based, community-oriented, and environmentally grounded. The challenge ahead is not only to manage tourism growth, but to shape it in a way that protects the region's natural and cultural heritage while advancing social inclusion and economic resilience.

RESOURCES

1. INSTAT (2023). "Tourism Statistics by County." <https://www.instat.gov.al/en/themes/industry-trade-and-services/tourism-statistics/publications/2023/movements-of-citizens-july-2023>.
2. Ministry of Tourism and Environment, Albania (2022). "Sustainable Tourism Development Strategy." https://www.co-plan.org/wp-content/uploads/2020/02/Tourism-Governance-in-Albania_Aida-Ciro.pdf
3. Regional Council of Gjirokaštër (2024). "Protected Area Management Plans." <https://akzm.gov.al/wp-content/uploads/2020/07/Kapitulli-A-Plani-i-Menaxhimit-te-Zones-se-Mbrojtur.pdf>
4. OECD (2021). "Sustainable Tourism Indicators and Implementation Guidelines." <https://doi.org/10.1080/09669582.2023.2213859>
5. UNWTO (2020). "Tourism and Sustainability in the Balkans." <https://www.co-plan.org/wp-content/uploads/2020/12/Tourism-Development-in-the-Western-Balkans-Towards-a-Common-Policy.pdf>
6. Albania Ministry of Tourism and Environment. (2024). *National Tourism Strategy 2024–2030: A Vision for Sustainable Growth*. <https://albaniantimes.al/albania-tourism-strategy-2024-2030/>

7. ALTAX. (2022). *Open Day of Good Practice for Tourism in Gjirokastër*. <https://altax.al/en/open-day-of-good-practice-for-tourism-in-gjirokaster/>
8. Lucerne University of Applied Sciences and Arts. (2023). *Sustainable Tourism in Albania and Destination Development in Gjirokastër, Saranda and Korça*. https://www.researchgate.net/publication/359467849_Sustainable_Tourism_as_enhancer_for_Branding_Gjirokastra_Albania
9. UNWTO. (2023). *Tourism for Sustainable Development Goals – Journey to 2030*. United Nations World Tourism Organization. <https://www.unwto.org/global/publication/tourism-and-sustainable-development-goals-journey-2030>
10. European Commission. (2023). *Transition Pathways for Tourism: Supporting Green and Digital Transitions*. <https://transition-pathways.europa.eu/tourism>
11. Boci, R., & Kacani, J. (2020). Challenges of local governance in sustainable tourism: Evidence from southern Albania. *Mediterranean Journal of Social Sciences*, 11(4), 110–119. <https://www.richtmann.org/journal/index.php/mjss/article/view/12266>
12. Becken, S., & Zammit, L. (2022). *Strengthening governance for sustainable tourism in protected areas: A systems thinking approach*. *Journal of Sustainable Tourism*, 30(7), 1234–1252. https://www.tandfonline.com/toc/rsus20/22/4?utm_source
13. Gretzel, U., Sigala, M., Xiang, Z., & Koo, C. (2021). *Smart tourism technologies for destination sustainability: A review and future research agenda*. https://link.springer.com/article/10.1007/s12525-015-0196-8?utm_source

SAMI FRASHËRI-URA LIDHËSE MES LIDHJES SHQIPTARE TË PRIZRENIT DHE KULTURËS TURKE.

Dr. Mirela SARAÇI¹

**¹Departamenti i Gjuhës Shqipe dhe Letërsisë, Fakulteti i Edukimit dhe Shkencave
Shoqërore, Universiteti “Eqrem Çabej” Gjirokastër, e-mail: mirelagjirokaster@yahoo.com**

Abstract : Sami Frashëri një nga figurat më të shquara të Rilindjes Kombëtare Shqiptare luajti një rol të rëndësishëm në Lidhjen Shqiptare të Prizrenit duke na dhënë kontribute të mëdha në fushën e gjuhës dhe kulturës turke.

Sami Frashëri si një nga ideologët kryesorë të Lëvizjes Kombëtare Shqiptare, mbështeti fuqishëm aspiratat e Lidhjes për autonomi dhe ruajtjen e integritetit territorial të trojeve shqiptare. Ai përdori aftësitë e tij si shkrimtar dhe publicist për të përhapur idetë kombëtare dhe për të ndërgjegjësuar opinionin publik mbi çështjen shqiptare.

Tema ka në qendër dy shtylla kryesore:

- Roli i Sami Frashërit në Lidhjen Shqiptare të Prizrenit ku ai dha kontribut të rëndësishëm në mbrojtjen e identitetit dhe të të drejtave të shqiptarëve.
- Veprat e tij në gjuhën turke- me të cilat ndikoi në zhvillimin kulturor dhe gjuhësor të Perandorisë Osmane.

Sami Frashëri ishte një urë lidhëse mes dy kombeve. Ai e deshi Shqipërinë por ndikoi thellësisht edhe në gjuhën dhe kulturën turke. Një nga veprat më domethënëse ku spikatet qartë vizioni atdhetar i shkrimtarit është proza “ Shqipëria ç’ka qenë ç’është e ç’do të bëhet”. Kjo prozë është një manifest politik e patriotik ku autori shpreh dashurinë e thellë për atdheun dhe vizionin për një Shqipëri të lirë, të bashkuar dhe të përparuar. Në këtë vepër ai bën një analizë të qartë të së kaluarës së lavdishme të shqiptarëve të cilët siç thotë vet ai “ kanë qenë një nga popujt më trima dhe më të vjetër të Ballkanit”.

Sami Frashëri përmes veprës “ Shqipëria ç’ka qenë ç’është dhe ç’do të bëhet” na ka lënë një trashëgimi të çmuar. Ai na mëson rëndësinë e njohjes së historisë, ndërgjegjësimin për të tashmen dhe angazhimin për një të ardhme më të mirë. Le të ndjekim shembullin e tij dhe të punojmë për një Shqipëri të lirë, të bashkuar dhe të përparuar.

Sami Frashëri nuk është thjesht një shkrimtar, por një vizionar. Vepra e tij në gjuhën turke dhe shqipe është dëshmi e një intelektualit që i përkiste dy botëve, por që punoi për një Shqipëri të lirë dhe të qytetëruar.

Fjalë kyç: vepër, kultura shqipe, kultura turke, zgjimi kombëtar, shqiptar.

INTRODUCTION

Sami Frashëri një nga figurat më të shquara të Rilindjes Kombëtare Shqiptare luajti një rol të rëndësishëm në Lidhjen Shqiptare të Prizrenit duke na dhënë kontribute të mëdha në fushën e gjuhës dhe kulturës turke. Në historinë e Rilindjes Kombëtare Shqiptare, Sami Frashëri zë një vend të veçantë si një nga figurat më të ndritura që ndikoi jo vetëm në zhvillimin e kulturës dhe identitetit kombëtar shqiptar, por edhe në jetën intelektuale dhe kulturore të Perandorisë Osmane. Ai është një shembull i rrallë i intelektualit që arriti të jetë njëherazi pjesë aktive e Lidhjes Shqiptare të Prizrenit dhe kontribues i rëndësishëm në reformimin e gjuhës dhe mendimit turk. Ky rol dypalësh e bën atë një **urë lidhëse midis lëvizjes kombëtare shqiptare dhe kulturës turke**.

Sami Frashëri si një nga ideologët kryesorë të Lëvizjes Kombëtare Shqiptare, mbështeti fuqishëm aspiratat e Lidhjes për autonomi dhe ruajtjen e integritetit territorial të trojeve shqiptare. Ai përdori aftësitë e tij si shkrimtar dhe publicist për të përhapur idetë kombëtare dhe për të ndërgjegjësuar opinionin publik mbi çështjen shqiptare.

Lidhja Shqiptare e Prizrenit (1878) ishte organizata e parë politike gjithë kombëtare shqiptare që kishte për qëllim mbrojtjen e territoreve shqiptare dhe afirmimin e të drejtave të kombit shqiptar. Ndërsa Abdyl Frashëri ishte një nga udhëheqësit kryesorë të Lidhjes në terren, Sami Frashëri luajti rolin e zëdhënësit dhe ideologut të saj në qendrat intelektuale osmane.

Në Stamboll, ai kontribuoi në hartimin e dokumenteve politike të Lidhjes dhe publikoi artikuj të shumtë në shtypin turk për të bërë të njohur çështjen shqiptare në opinionin publik osman dhe ndërkombëtar. Ai mbrojti të drejtën e shqiptarëve për vetëqeverisje dhe për përdorimin e gjuhës së tyre në shkolla dhe administratë. Sami Frashëri luajti një rol të madh në kulturën turke dhe në përpjekjet për reformë gjuhësore. Përveç veprimtarisë së tij kombëtare, Sami Frashëri ishte një nga reformatorët më të rëndësishëm të gjuhës dhe kulturës turke osmane. Ai botoi vepra madhore në turqisht, si:

- **Kamus-i Türki** – një fjalor i gjuhës turke që kontribuoi në thjeshtimin dhe pastrimin e saj nga ndikimet arabe dhe perse;
- **Kamus al-A'lam** – një enciklopedi me mbi 6 vëllime që përfshinte figura historike, vende dhe ngjarje, artikuj dhe revista shkencore që kishin ndikim në formimin e mendimit modern osman.

Përmes këtyre veprave, Sami Frashëri u bë një nga nismëtarët e **turkizmit kulturor**, duke theksuar rëndësinë e gjuhës dhe identitetit turk në një perandori shumëetnike.

Sami Frashëri përfaqëson një figurë unike që ndërtoi ura midis:

- **Identitetit shqiptar dhe reformizmit osman;**
- **Kulturës europiane moderne dhe traditës islame lindore;**
- **Rilindjes Kombëtare Shqiptare dhe turkizmit kulturor të shekullit XIX.**

Në thelb Sami Frashëri përfaqësonte dy identitete, atë të një patrioti shqiptar dhe atë të një intelektualit osman. Kjo e bëri atë një ndërmjetës të çmuar për përhapjen e ideve të shqiptarizmit në një mjedis turk dhe ndërkombëtar. Ai i njihte mirë kodet kulturore të të dy palëve dhe dinte si ti përcillte mesazhet e tij. Ai ishte një shembull i intelektualit që i shërbeu njëkohësisht dy kulturave pa e mohuar identitetin e tij, duke ndërtuar **besim, mirëkuptim dhe bashkëpunim** midis shqiptarëve dhe osmanëve. Gjuha shqipe – Ai e kupton se pa gjuhë nuk ka komb. Kjo ide e bën një nga figurat më të rëndësishme të Rilindjes. Ai kërkon që shqipja të përdoret në shkolla, administratë dhe botime, duke i dhënë identitet kombit.

Sami Frashëri besonte se gjuha është shpirti i një kombi. Ai theksonte se pa një gjuhë të përbashkët dhe të zhvilluar, shqiptarët nuk mund të ndërtonin një vetëdije kombëtare. Në kohën kur gjuha shqipe ishte e ndaluar në shkolla dhe botime nga Perandoria Osmane, ai ishte ndër të parët që kërkoi hapjen e shkollave shqipe, përdorimin e saj në administratë dhe botimin e librave në shqip. Ai punoi vetë për hartimin e gramatikave dhe fjalorëve, duke e ngritur shqipen në nivelin e gjuhëve të tjera evropiane.

Tema ka në qendër dy shtylla kryesore:

- Roli i Sami Frashërit në Lidhjen Shqiptare të Prizrenit ku ai dha kontribut të rëndësishëm në mbrojtjen e identitetit dhe të të drejtave të shqiptarëve.
- Veprat e tij në gjuhën turke, me të cilat ndikoi në zhvillimin kulturor dhe gjuhësor të Perandorisë Osmane.

Sami Frashëri ishte një urë lidhëse mes dy kombeve. Ai e dëshoi Shqipërinë por ndikoi thellësisht edhe në gjuhën dhe kulturën turke. Një nga veprat më domethënëse ku spikatet qartë vizioni atdhetar i shkrimtarit është proza “ Shqipëria ç’ka qenë ç’është e ç’do të bëhet”. Kjo prozë është një manifest politik e patriotik ku autori shpreh dashurinë e thellë për atdheun dhe vizionin për një Shqipëri të lirë, të bashkuar dhe të përparuar. Në këtë vepër ai bën një

analizë të qartë të së kaluarës së lavdishme të shqiptarëve të cilët siç thotë vet ai “ kanë qenë një nga popujt më trima dhe më të vjetër të Ballkanit”¹⁶³.

Në pjesën e parë Sami Frashëri thekson se shqiptarët janë një nga popujt më të vjetër të Evropës, me një gjuhë të pasur dhe kulturë të pasur. Ai shkruan: “ Populli shqiptar është një nga popujt më të vjetër të Evropës, me një gjuhë nga më të vjetrat dhe më të bukurat”¹⁶⁴. Kjo pjesë synon të ngjallë krenarinë kombëtare dhe t’u kujtojë shqiptarëve rrënjët e tyre të lashta.

Në pjesën e dytë autori analizon gjendjen e shqiptarëve nën Perandorinë Osmane. Ai shpreh shqetësimin për mungesën e të drejtave dhe përpjekjet për asimilim. Sami shkruan: “ Qysh të mos ketë shqiptari të drejtë të shkruajë dhe të këndojë gjuhën e tij, kur gjithë kombet e kanë këtë të drejtë”¹⁶⁵. Kjo pjesë është një thirrje për ndërgjegjësim dhe rezistencë kundër shtypjes.

Në pjesën e tretë Sami Frashëri paraqet një plan për të ardhmen e Shqipërisë. Ai ëndërron një vend të pavarur me institucione arsimore dhe kulturore të zhvilluara. Ai shkruan: “Samiu ëndërronte Shqipërinë me shkolla të të gjitha kategorive, me universitete (gjithëmësime) sic e quante ai, me akademi të shkencave, muzeume dhe biblioteka”¹⁶⁶. Ky vizion është një udhërrëfyes për ndërtimin e një shteti modern dhe të përparuar.

Historiani Elmaz Sherifi e ka cilësuar Sami Frashërin si një “uragan që ngjalli vetëdijen shqiptare”¹⁶⁷ duke theksuar se ai ishte një figurë që i kalonte kufijtë kombëtarë dhe ndikoi në formësimin e mendimit politik në Ballkan dhe Lindjen e Mesme. Studjues të ndryshëm kanë theksuar se kjo vepër përfaqëson një thirrje për zgjimin e vetëdijes kombëtare dhe përpjekjen për të ndërtuar një shtet shqiptar të pavarur, duke u mbështetur në vlerat e bashkimit, arsimit dhe zhvillimit kulturor.

Vepra fillimisht u shkrua në gjuhën turke për të shmangur censurën e shtetit Osman. Përmes turqishtes Sami Frashëri e adresoi çështjen shqiptare edhe tek lexuesit Osman duke i dhënë asaj jehonë të gjerë. “Ne nuk jemi turq, as arabë, as grekë, por shqiptarë që kemi gjuhën tonë dhe vendin tonë”¹⁶⁸.

¹⁶³ Sami Frashëri, “Shqipëria ç’ka qenë ç’është e ç’do të bëhet” Bukuresht 1899, Fq.3.

¹⁶⁴ Po aty, fq.12.

¹⁶⁵ Po aty, fq.15.

¹⁶⁶ Po aty, fq. 20

¹⁶⁷ Elmaz Sherifi, Lidhja Shqiptare e Prizrenit- themeluesja e institucioneve shqiptare në Perandorinë Osmane, Tiranë 2017, fq.101-120.

¹⁶⁸ Sami Frashëri, Shqipëria ç’ka qenë ç’është e ç’do të bëhet, Bukuresht 1899, fq.34.

Në vepër kritikon gjendjen e mjeruar të vendit të tij nën sundimin Osman dhe kërkon zgjimin e vetëdijes kombëtare. Vepra është një thirrje për bashkim, arsim dhe liri e shkruar në një gjuhë të fuqishme, të ngrohtë dhe plot ndjenjë kombëtare. Kjo vepër përfaqëson idealet e Lidhjes së Prizrenit dhe qëndron si një testament politik për të ardhmen e Shqipërisë.

Sami Frashëri përmes veprës “Shqipëria ç’ka qenë ç’është dhe ç’do të bëhet” na ka lënë një trashëgimi të çmuar. Ai na mëson rëndësinë e njohjes së historisë, ndërgjegjësimit për të tashmen dhe angazhimit për një të ardhme më të mirë. Le të ndjekim shembullin e tij dhe të punojmë për një Shqipëri të lirë, të bashkuar dhe të përparuar.

Sami Frashëri nuk është thjesht një shkrimtar, por një vizionar. Vepra e tij në gjuhën turke dhe shqipe është dëshmi e një intelektualit që i përkiste dy botëve, por që punoi për një Shqipëri të lirë dhe të qytetëruar. Në veprën “Shqipëria ç’ka qenë, ç’është e ç’do të bëhet”, Sami Frashëri i jep zë për herë të parë aspiratës për një Shqipëri të pavarur. Ai kritikon drejtpërdrejt shtypjen osmane dhe përçmon pasivitetin e shqiptarëve. Vizioni i tij për Shqipërinë ishte ai i një shteti të bashkuar, të organizuar në formë republikane, me institucione të vetat dhe me një popull të vetëdijshëm për të drejtat e tij. Ky ishte një mesazh i guximshëm dhe largpamës për kohën, i cili ndikoi thellë në ideologjinë e mëvonshme të Rilindjes Kombëtare. Në mendimin e tij, arsimi nuk është vetëm mjet për dije, por edhe për ndërgjegjësim politik e social.

Sami Frashëri me veprën e tij nuk parashtrohet thjesht një diagnozë, por ofron një projekt të ndërtimit të Shqipërisë. “Shqipëria duhet të jetë e shqiptarëve”¹⁶⁹ është jo vetëm thirrje por një ideal që mbetet i gjallë dhe sot. Qëllimi kryesor i Frashërit është të zgjojë ndërgjegjen kombëtare të shqiptarëve dhe t’i mobilizojë ata për të luftuar për pavarësinë dhe zhvillimin e vendit të tyre. Ai synon të ofrojë një program të qartë politik dhe shoqëror për lëvizjen kombëtare shqiptare, duke u bërë ideologu më i shquar i kësaj lëvizjeje. Gjithashtu autori iu drejtohet brezave të ardhshëm me një mesazh të fuqishëm për unitet, vetëdije kombëtare dhe përkushtim ndaj atdheut. Ai i inkurajon shqiptarët të luftojnë për të drejtat e tyre dhe të mos pranojnë shtypjen dhe asimilimin. Mesazhi i tij është një thirrje për veprim dhe për ndërtimin e një Shqipërie të lirë dhe të zhvilluar. Vepra “Shqipëria ç’ka qenë ç’është e ç’do të bëhet” është një vepër themelore e mendimit politik shqiptar dhe një udhërrëfyes për lëvizjen kombëtare shqiptare. Sami Frashëri mbetet një model i intelektualit që, pa mohuar kulturën në të cilën u rrit, punoi për afirmimin e kombit të tij. Ai ndihmoi brezat e ardhshëm të kuptonin

¹⁶⁹ Po aty, fq.47.

që shqiptarizmi nuk është në kundërshtim me qytetarinë e gjerë, por një nevojë për identitet dhe liri. Ndaj, Sami Frashëri është ura që lidh idealet kombëtare me zhvillimin kulturor. Ai dëshmoi se është e mundur të mbrosh identitetin kombëtar edhe brenda një perandorie shumëkombëshe, dhe ndikimi i tij vijon të jetë frymëzues për studjuesit dhe brazat e rinj.

REFERENCES

- Sami Frashëri. Vepra 1, Akademia e Shkencave të RPS të Shqipërisë, Tiranë 1988.
- Samin Frashëri. Vepra 3, Fjalë të urta, Rilindja, Redaksia e botimeve, Prishtinë 1978.
- Sami Frashëri. Vepra 4, Monografi, Rilindja, Redaksia e botimeve, Prishtinë 1978.
- Sami Frashëri. Shqipëria ç'ka qenë, ç'është e ç'do të bëhet, Bukuresht 1899.
- Elmaz Sherifi. Shqipëria e panjohur, Trashëgimi institucionale prej Antikitetit deri më 1920, Tiranë 2017.
- Elmaz Sherifi. Koment mbi Sami Frashërin në revistën kultura popullore, nr 3, 2005.
- Robert Elsie. Historia e letërsisë Shqiptare, Botimet Toena, Tiranë 2001.
- Mark Krasniqi. Lidhja Shqiptare e Prizrenit dhe ideologjia kombëtare shqiptare, Prishtinë 1998.

THE ECONOMIC IMPACT OF ARTIFICIAL INTELLIGENCE ON THE LABOR MARKET

M.sC. Sara Bixhaku¹, Assoc. Prof. Dr. Antoneta Polo¹, Assoc. Prof. Dr. Ilirjana Zyberi³, Assoc. Prof. Dr. Enkela Caca⁴

1"Eqrem Çabej" University, Economic Faculty, sarabixhaku@gmail.com, Gjirokastra / Albania

2"Eqrem Çabej" University, Economic Faculty, neta_polo@yahoo.com, Gjirokastra / Albania

3"Eqrem Çabej" University, Economic Faculty, izyberi@yahoo.com, Gjirokastra / Albania

4"Eqrem Çabej" University, Economic Faculty, eabaramo@yahoo.com, Gjirokastra / Albania

Abstract: Zhvillimi dhe miratimi i shpejtë i teknologjive të inteligjencës artificiale gjeneruese (IA) - siç janë modelet e mëdha gjuhësore, gjeneratorët e imazheve dhe agjentët autonomë - po transformojnë tregjet e punës në të gjithë sektorët. Ky punim shqyrton implikimet ekonomike të IA-së gjeneruese në punësim, produktivitet, zhvendosje të vendeve të punës dhe kërkesë për aftësi. Ndërsa IA gjeneruese ofron potencial të konsiderueshëm për rritjen e efikasitetit dhe uljen e kostove operative, ajo gjithashtu paraqet sfida të konsiderueshme, veçanërisht për profesionet e bazuara në njohuri dhe krijuese. IA gjeneruese pritet të automatizojë ose shtojë detyrat që tradicionalisht konsiderohen rezistente ndaj automatizimit, siç janë shkrimi, kodimi, shërbimi ndaj klientit dhe dizajni. Si rezultat, profesionet me ekspozim të lartë ndaj IA-së gjeneruese përballen me një ndryshim në natyrën e punës, duke zvogëluar potencialisht kërkesën për role të caktuara pune, ndërsa krijojnë mundësi në të tjerat. Provat sugjerojnë se ndërsa disa vende pune mund të eliminohen, role të reja - veçanërisht ato që përfshijnë mbikëqyrjen e IA-së, inxhinierinë e shpejtë dhe bashkëpunimin njeri-IA - po shfaqen. Ky rikonfigurim i punës kërkon një rivlerësim të aftësive të fuqisë punëtore dhe sistemeve arsimore. Ekonomikisht, IA gjeneruese mund të kontribuojë në rritjen e produktivitetit dhe inovacionin, veçanërisht në ekonominë e zhvilluara ku infrastruktura dixhitale dhe puna e kualifikuar janë më të përhapura. Megjithatë, kjo gjithashtu rrezikon të përkeqësojë pabarazinë nëse përfitimet shpërndahen në mënyrë të pabarabartë nëpër industri, rajone dhe grupe socioekonomike. Dokumenti thekson rëndësinë e ndërhyrjeve proaktive në politika, të tilla si programet e përmirësimit të aftësive, rregulloret e tregut të punës dhe strategjitë gjithëpërfshirëse të inovacionit, për të zbutur efektet negative dhe për të mbështetur një tranzicion të drejtë. Si përfundim, IA gjeneruese përfaqëson si një përçarje ashtu edhe një mundësi për tregjet e punës. Ndikimi i saj përfundimtar do të varet nga mënyra se si bizneset, qeveritë dhe punëtorët përshtaten me aftësitë e saj. Një qasje e ekuilibruar që përqafon inovacionin duke mbrojtur punëtorët vulnerabël është thelbësore për të siguruar që përfitimet ekonomike të IA gjeneruese të ndahen gjerësisht.

Keywords: IA gjeneruese, Tregjet e Punës, Zhvendosja e Vendeve të Punës, Produktiviteti, Transformimi i Aftësive

INTRODUCTION AND THEORETICAL FRAMEWORK

Zhvillimet e fundit në fushën e inteligjencës artificiale gjeneruese (IA gjeneruese) kanë

shënuar një pikë kthese në mënyrën se si teknologjia ndërvepron me tregun e punës (*Manyika & Sneider, 2023*). Nga modelet e mëdha gjuhësore që prodhojnë tekste natyrore me saktësi befasuese, deri te sistemet që krijojnë imazhe dhe agjentët autonomë që mund të marrin vendime në mënyrë të pavarur, IA gjeneruese po zë një rol gjithnjë e më qendror në automatizimin dhe transformimin e proceseve të punës. Këto teknologji nuk janë më një objekt spekulimi apo eksperimentimi akademik; ato tashmë po zbatohen në shkallë të gjerë në industri të ndryshme, nga media dhe financa, deri në teknologji, edukim dhe shërbime publike (*OECD, 2023*). Kjo rritje e shpejtë ka ngritur pyetje të rëndësishme mbi ndikimet ekonomike dhe sociale të IA gjeneruese. Në veçanti, ekziston një debat i gjallë mbi mënyrën se si këto teknologji po ndikojnë punësimin: a do të zëvendësojnë ato fuqinë punëtore njerëzore, apo do ta fuqizojnë atë? Ndërsa disa profesione po përballen me rrezikun e zhvendosjes ose eliminimit, të tjera po përfitojnë nga potenciali i IA-së për të shtuar produktivitetin dhe për të mundësuar forma të reja pune dhe krijimtarie. Në këtë kontekst, aftësitë tradicionale mund të bëhen të pamjaftueshme, ndërsa kërkesa për aftësi të reja – si aftësia për të bashkëpunuar me sistemet IA, për t'i mbikëqyrur ato dhe për të projektuar ndërveprime efektive – po rritet ndjeshëm. Për më tepër, ndikimi ekonomik i IA gjeneruese nuk është homogjen. Ai ndryshon sipas sektorëve, rajoneve dhe niveleve të zhvillimit ekonomik. Në vendet me infrastrukturë dixhitale të zhvilluar dhe një fuqi punëtore të kualifikuar, teknologjia mund të sjellë rritje të ndjeshme të efikasitetit dhe inovacionit. Megjithatë, në mjedise më pak të përgatitura, IA gjeneruese mund të thellojë pabarazitë ekzistuese, duke rritur hendekun midis atyre që përfitojnë dhe atyre që mbeten pas.

Ky punim synon të analizojë në mënyrë të thelluar ndikimin ekonomik të IA gjeneruese në tregun e punës, duke u fokusuar në katër aspekte kyçe: (1) efektet mbi punësimin dhe zhvendosjen e roleve, (2) ndikimin mbi produktivitetin dhe modelet e punës, (3) ndryshimet në kërkesën për aftësi dhe ndikimin mbi arsimin dhe trajnimin, dhe (4) sfidat e pabarazisë dhe politikat e nevojshme për të siguruar një tranzicion të drejtë. Nëpërmjet këtij shqyrtimi, synojmë të kontribuojmë në kuptimin e mënyrës se si IA gjeneruese po riformëson ekonominë moderne dhe cilat janë veprimet strategjike që aktorët publikë dhe privatë duhet të ndërmarrin për të përfituar nga potenciali i saj, duke minimizuar njëkohësisht kostot sociale.

METHODOLOGY

Inteligjenca artificiale gjeneruese përfaqëson një nënkategori të IA-së që fokusohet në krijimin e përmbajtjes së re – përfshirë tekst, imazhe, kode, tinguj dhe më shumë – duke përdorur modele të avancuara të të mësuarit të makinerive, si rrjetet neuronale të thella dhe modelet transformuese (*OpenAI, 2023*). Modelet si GPT, DALL·E dhe Codex janë bërë përfaqësues të fuqishëm të këtij zhvillimi teknologjik.

Ky artikull bazohet në një qasje të kombinuar teorike dhe empirike për të analizuar ndikimin e

IA gjeneruese në tregun e punës. Në kuadër të analizës teorike, është shqyrtuar literatura ekzistuese në fushat e ekonomisë së punës, teknologjisë dhe inovacionit (Zhang, Zhao, & Dafoe, 2022). Ndërkohë, për analizën empirike janë përdorur të dhëna të përmbledhura nga raportet e institucioneve ndërkombëtare si OECD, World Economic Forum, McKinsey, si dhe raste konkrete të aplikimit të IA gjeneruese në kompani të mëdha. Metodologjia ndjek qasjen krahasuese dhe eksploruese, duke analizuar sektorë të ndryshëm të ekonomisë (si financa, media, teknologjia, arsimi) dhe duke identifikuar llojet e profesioneve më të prekura apo të përfituara nga përhapja e IA gjeneruese. Analiza mbështetet gjithashtu në një kornizë klasifikimi të ekspozimit të punëve ndaj IA-së sipas natyrës së detyrave: rutinore, jo-rutinore, kognitive dhe krijuese.

ANALIZA DHE DISKUTIMI

➤ Ndikimi në punësim dhe zhvendosje profesionale

Inteligjenca artificiale gjeneruese ka potencial të madh për të transformuar mënyrën se si kryhen detyrat dhe rolet në tregun e punës, duke ndikuar drejtpërdrejt në strukturën e punësimit dhe natyrën e profesioneve të ndryshme. Në veçanti, IA gjeneruese mund të automatizojë detyra që kërkojnë përpunim informacioni, analizë të dhënash, krijim dhe modifikim përmbajtjeje, që më parë konsideroheshin si punë që kërkonin aftësi kreative dhe njohuri të specializuara (Chui, Lund, & George, 2023).

Profesione të ndryshme janë tashmë të ekspozuara ndaj këtij ndikimi: redaktorët dhe përkthyesit, të cilët mund të përdorin modele gjuhësore për të krijuar dhe rishikuar tekste në mënyrë automatike; dizajnerët grafikë, të cilët përfitojnë nga gjeneratorët e imazheve për të krijuar material vizual me shpejtësi dhe kosto më të ulët; analistët e të dhënave, të cilët mund të përshpejtojnë interpretimin e të dhënave përmes mjetesh IA që nxjerrin modele dhe raporte; si dhe programuesit, që tashmë përdorin mjete automatike për të shkruar dhe testuar kodin (Chui et al., 2023; OpenAI, 2023). Megjithatë, në vend që të ndodhë një zhdukje masive e këtyre profesioneve, shumica e studimeve sugjerojnë se po ndodh një transformim i natyrës së punës. Detyrat që mund të automatizohen shpesh janë ato më rutinore dhe të përsëritshme, ndërsa aktivitetet më komplekse dhe kreative mbeten në përgjegjësi të njerëzve, që gjithashtu kanë përgjegjësinë për mbikëqyrjen dhe optimizimin e rezultateve të IA-së (ILO, 2023).

Në këtë kuadër, punonjësit duhet të zhvillojnë aftësi të reja, si p.sh. menaxhimin e mjetëve IA, verifikimin e saktësisë së të dhënave dhe rezultateve të gjeneruara nga inteligjenca artificiale, dhe integrimin e këtyre teknologjive në proceset e punës për të përmirësuar efikasitetin dhe cilësinë e rezultateve (Zhang, Zhao, & Dafoe, 2022). Kjo nënkupton se shumë role profesionale po evoluojnë drejt një bashkëpunimi më të ngushtë midis njeriut dhe makinës, ku ndërveprimi dhe kontrolli kritik njerëzor janë të domosdoshëm. Në nivel makroekonomik, ky ndryshim sjell sfida dhe mundësi për tregun e punës. Disa sektorë dhe kategori punonjësish mund të përjetojnë reduktime të vendeve të punës, sidomos ata që nuk kanë aftësi të

përshtatshme për të ndërvepruar me teknologjitë e reja. Nga ana tjetër, krijohen vende pune të reja, si specialistë të inxhinierisë së shpejtë (prompt engineering), trajnerë të modeleve IA, menaxherë të të dhënave, dhe profesionistë që fokusohen në sigurinë, etikën dhe auditimin e inteligjencës artificiale (Manyika & Sneader, 2023; ILO, 2023). Kjo dinamikë kërkon politika të ndërgjegjshme për menaxhimin e tranzicionit profesional, duke investuar në programe trajnimi dhe ri-kualifikimi që mundësojnë fuqisë punëtore të përfitojë nga mundësitë e reja dhe të zvogëlojnë rrezikun e përjashtimit social dhe ekonomik. Një përjasje gjithëpërfshirëse dhe e koordinuar midis institucioneve arsimore, bizneseve dhe qeverive është thelbësore për të siguruar një kalim të qëndrueshëm drejt një ekonomie të orientuar nga inteligjenca artificiale gjeneruese (OECD, 2023).

Në përfundim, ndikimi i IA-së gjeneruese në punësim është më shumë një proces transformimi se sa një zhdukje totale e profesioneve. Ajo riformëson rolet ekzistuese, krijon kërkesa për aftësi të reja dhe nxjerr në pah nevojën për politika proaktive për menaxhimin e ndryshimeve në tregun e punës.

➤ Produktiviteti dhe përfitimet ekonomike

Në aspektin makroekonomik, zhvillimi dhe adoptimi i inteligjencës artificiale gjeneruese (IA gjeneruese) po konsiderohet si një nga faktorët më të rëndësishëm të rritjes së produktivitetit në dekadën e ardhshme. Teknologjitë gjeneruese si modelet e mëdha gjuhësore (LLM), gjeneruesit vizualë dhe sistemet autonome po transformojnë proceset e brendshme në organizata, duke sjellë efikasitet më të lartë, reduktim të kostove operative dhe nxitje të inovacionit në produkte dhe shërbime. Sipas raporteve të fundit nga OpenAI dhe McKinsey & Company, organizatat që integrojnë IA gjeneruese në mënyrë strategjike kanë përjetuar një rritje të dukshme në shpejtësinë dhe cilësinë e prodhimit të punës. Për shembull, përdorimi i gjeneruesve të kodit (si GitHub Copilot ose Codex) në sektorin e teknologjisë ka përshpejtuar ciklin e zhvillimit të softuerit deri në 40%, duke ulur kohën e nevojshme për krijimin, testimin dhe zbatimin e funksioneve të reja (OpenAI, 2023; McKinsey, 2023). Këto përfitime nuk kufizohen vetëm në sektorin e teknologjisë. Në marketing, përdorimi i IA gjeneruese për krijimin e përmbajtjeve reklamimi, analizën e të dhënave të konsumatorëve dhe personalizimin e komunikimeve ka reduktuar ndjeshëm kohën e reagimit dhe ka rritur përfshirjen e klientëve. Ndërkohë, në shërbimet ndaj klientit, chatbot-et e avancuar të bazuar në IA janë në gjendje të zgjidhin automatikisht një pjesë të madhe të kërkesave, duke zvogëluar ngarkesën për operatorët njerëzorë dhe duke përmirësuar cilësinë e shërbimit (Manyika & Sneader, 2023; Brynjolfsson & McAfee, 2014).

Në një analizë më të gjerë ekonomike, OECD (2023) vëren se IA gjeneruese ka potencial për të nxitur rritjen ekonomike, veçanërisht në ekonomitë e zhvilluara ku infrastruktura dixhitale është më e përhapur dhe fuqia punëtore ka nivele më të larta të arsimimit. Përmirësimi i produktivitetit lidhet jo vetëm me automatizimin e detyrave të zakonshme, por edhe me

aftësinë për të gjeneruar zgjidhje kreative, për të analizuar sasi të mëdha informacioni në kohë reale, dhe për të ndihmuar në procesin e vendimmarrjes strategjike në biznes. Megjithatë, përfitimet nuk janë të shpërndara në mënyrë të barabartë. Organizatat më të mëdha dhe të pajisura më mirë teknologjikisht kanë më shumë mundësi për të përfituar nga IA gjeneruese, duke rritur hendekun me bizneset më të vogla dhe më pak të digjitalizuara. Në këtë kuptim, IA gjeneruese ka potencial të rrisë produktivitetin dhe fitimet ekonomike në nivel agregat, por gjithashtu sjell rreziqe për pabarazi më të thelluar nëse mungon ndërhyrja me politika të drejta dhe mbështetje për adoptimin e barabartë të teknologjisë (ILO, 2023; Bessen, 2019). Për të përfituar maksimalisht nga IA gjeneruese, kompanitë dhe ekonomitë në tërësi duhet të fokusohen në investime në kapacitetet digjitale, forcimin e aftësive teknologjike të fuqisë punëtore dhe sigurimin e qasjes së gjerë në teknologji. Vetëm kështu përfitimet e produktivitetit mund të përkthehen në rritje ekonomike të qëndrueshme dhe gjithëpërfshirëse.



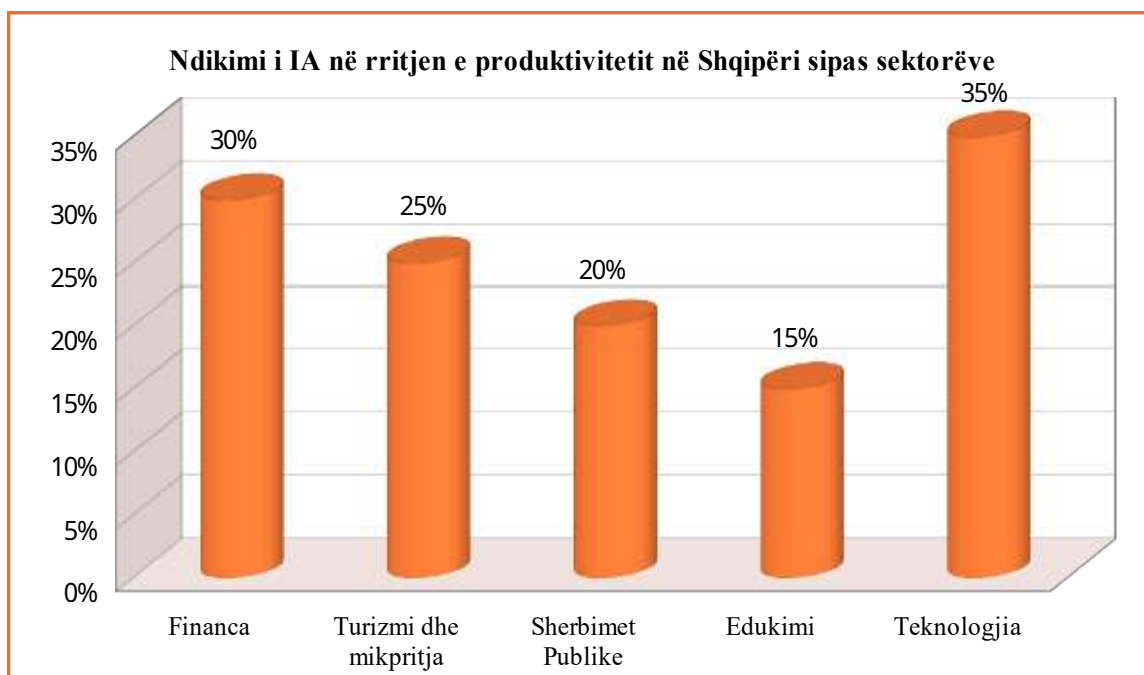
Burimi: Përpunuar nga autorët bazuar në literaturë (OpenAI, McKinsey, OECD, ILO, 2023)

Ky grafik paraqet ndikimin e vlerësuar të inteligjencës artificiale gjeneruese në rritjen e produktivitetit sipas sektorëve të ndryshëm. Siç shihet, **zhvillimi i softuerit**, **shërbimi ndaj klientit** dhe **marketingu** janë ndër sektorët më të përfituar nga integrimi i IA gjeneruese.

➤ Rasti i Shqipërisë: Ndikimi i IA gjeneruese në sektorë të veçantë

Ndërsa përfitimet e inteligjencës artificiale gjeneruese (IA gjeneruese) janë të dukshme në nivel global, edhe në Shqipëri fillojnë të vërehen ndikime të matshme në sektorë të ndryshëm të ekonomisë. Integrimi i mjeteve të IA-së si gjenerues të përmbajtjes, chatbot-e, dhe analiza automatike e të dhënave ka filluar të ndryshojë mënyrën e funksionimit të institucioneve

publike dhe private.



Burimi: Përpunuar nga autorët bazuar në literaturë (OpenAI, McKinsey, OECD, ILO, 2023)

Ky grafik paraqet një vlerësim të ndikimit të inteligjencës artificiale gjeneruese në sektorët kryesorë të ekonomisë shqiptare. Siç shihet:

- Sektori i teknologjisë ka potencialin më të madh për rritje produktiviteti përmes IA-së (35%),
- Ndiqet nga financa (30%) dhe turizmi & mikpritja (25%), të cilët përfitojnë në automatizim dhe personalizim shërbimesh,
- Shërbimet publike dhe arsimi kanë përfitime më modeste, por të rëndësishme, sidomos në aspektin e digjitalizimit dhe edukimit të personalizuar.

Sektori i teknologjisë në Shqipëri, edhe pse në zhvillim, ka treguar adaptueshmëri të lartë ndaj mjeteve të IA gjeneruese, me një ndikim të vlerësuar deri në 35% në rritjen e produktivitetit. Kompanitë e zhvillimit të softuerit dhe startup-et teknologjike përdorin gjenerues të kodit dhe ndihmës digjitalë për të përshpejtuar zhvillimin e produkteve.

Sektori financiar përfiton përmes automatizimit të proceseve si analiza e rrezikut, përpunimi i kërkesave dhe ndihma ndaj klientit, me një ndikim të parashikuar rreth 30%. Bankat dhe institucionet financiare në Shqipëri kanë filluar të aplikojnë teknologji të IA për të përmirësuar shërbimet ndaj klientëve dhe efikasitetin e operacioneve.

Turizmi dhe mikpritja, një shtyllë kyçe e ekonomisë shqiptare, përfiton nga përdorimi i IA për personalizimin e përvojës së klientit, menaxhimin e rezervimeve dhe përgjigjen automatike ndaj pyetjeve të klientëve, duke rritur produktivitetin me rreth 25%.

Shërbimet publike dhe arsimi gjithashtu tregojnë potencial për përmirësim. Në administratën publike, IA mund të ndihmojë në digjitalizimin e dokumentacionit dhe përpunimin automatik të kërkesave. Në arsim, mjetet e IA mund të përdoren për të personalizuar mësimdhënien dhe për të ndihmuar mësuesit në përgatitjen e materialeve edukative.

➤ **Kërkesa për aftësi të reja**

Zhvillimi i Inteligjencës Artificiale Gjenerative (IA-G) po transformon ndjeshëm natyrën e punës dhe aftësitë që kërkohen në tregun e punës. Ndërsa disa aftësi tradicionale teknike dhe manuale mund të humbasin rëndësinë për shkak të automatizimit të proceseve, njëkohësisht po lindin kërkesa për aftësi të reja, të fokusuara në ndërveprimin dhe menaxhimin efektiv të teknologjive të reja.

Sipas Zhang et al. (2022), disa nga fushat me kërkesë në rritje përfshijnë:

- **Inxhinieria e shpejtë (prompt engineering):** Aftësia për të krijuar udhëzime të qarta dhe të strukturuar për sistemet e IA-së gjenerative është bërë një komponent kyç për shfrytëzimin e potencialit të tyre. Kjo kërkon jo vetëm të kuptuarit e teknologjisë, por edhe aftësi në të shkruar, mendim kritik dhe zgjidhje problemesh (Zhang et al., 2022).
- **Menaxhimi dhe analiza e të dhënave:** Me rritjen e përdorimit të IA-së, të dhënat janë bërë një burim thelbësor. Aftësitë për të mbledhur, pastruar, analizuar dhe menaxhuar të dhëna në mënyrë etike dhe efikase janë më të rëndësishme se kurrë. Sipas World Economic Forum (2023), analizat e të dhënave dhe aftësitë digjitale janë ndër aftësitë me rritje më të shpejtë në dekadën e ardhshme.
- **Etikimi dhe mbikëqyrja e përmbajtjes së IA-së:** IA gjenerative mëson nga të dhënat që i serviren, prandaj etikimi i saktë dhe cilësor i të dhënave është thelbësor për ndërtimin e modeleve të besueshme. Kërkohen gjithashtu profesionistë që mund të mbikëqyrin përmbajtjen e gjeneruar për gabime, paragjykime ose ndikime të padëshiruara (OECD, 2021).
- **Aftësi ndërdisiplinore dhe kritike:** Përveç aftësive teknike, nevojitet një kuptim i thellë i ndikimeve sociale dhe etike të IA-së. Kjo kërkon ndërthurjen e dijeve nga fusha të ndryshme si teknologjia, shkencat humane dhe politikat publike (UNESCO, 2022).

Ky ndryshim rrënjësor në kërkesat për aftësi kërkon një **reformim të thellë të sistemit arsimor dhe trajnimeve profesionale**. Sipas McKinsey Global Institute (Bughin et al., 2018),

rreth 375 milionë punëtorë në nivel global mund të kenë nevojë për ri-trajtime ose zhvendosje profesionale deri në vitin 2030 për të përballuar transformimin teknologjik. Institucionet arsimore duhet të përshtatin kurrikulat, të ofrojnë mikrokualifikime fleksibël dhe të forcojnë bashkëpunimin me sektorin privat për të garantuar përgatitjen efektive të fuqisë punëtore.

Tabela 1. Aftësitë në rënie dhe ato në rritje në epokën e IA-së

Aftësi në rënie	Aftësi në rritje (IA-G)	Përshkrimi
Futje e të dhënave manuale	Inxhinieri e shpejtë (Prompt Engineering)	Formulimi efektiv i udhëzimeve për IA për rezultate të sakta dhe të dobishme.
Detyra rutinë dhe të përsëritshme	Menaxhim dhe analizë e të dhënave	Analizë, interpretim dhe menaxhim i të dhënave të mëdha.
Shkrimi i thjeshtë administrativ	Vlerësim i përmbajtjes së IA-së	Monitorimi dhe korrigjimi i prodhimeve të IA për cilësi dhe etikë.
Aftësi teknike të ngushta	Aftësi ndërdisiplinore (teknologji + etikë + komunikim)	Ndërthurja e njohurive teknike me sens etik dhe social.
Mësim tradicional teorik	Mikrokualifikime dhe mësim i vazhdueshëm	Trajnim fleksibël dhe i orientuar drejt praktikës në kohë reale.

Burimi: Përpunuar nga autori, bazuar në Zhang et al. (2022), World Economic Forum (2023), dhe McKinsey Global Institute (2018).

➤ Pabarazitë dhe sfidat sociale

Zhvillimi i inteligjencës artificiale gjenerative (IA gjeneruese) po sjell ndryshime të mëdha në tregun global të punës, por përfitimet prej saj nuk janë të shpërndara në mënyrë të barabartë. Bizneset e mëdha, veçanërisht ato që kanë kapital të konsiderueshëm dhe akses në teknologjitë më të fundit, ndodhen në një pozicion të favorshëm për të përfituar nga automatizimi dhe efikasiteti i shtuar që ofron IA (Brookings, 2023). Në të kundërt, ndërmarrjet e vogla dhe të mesme (NVM-të), të cilat përbëjnë një pjesë të madhe të ekonomisë në shumicën e vendeve, shpesh hasin vështirësi në adoptimin e teknologjive të reja për shkak të mungesës së burimeve financiare, njohurive teknike dhe infrastrukturës përkatëse (McKinsey, 2023). Kjo situatë

krijon një hendek të thelluar teknologjik dhe ekonomik mes aktorëve të tregut, duke përforcuar pabarazitë ekzistuese. Sipas Organizatës Ndërkombëtare të Punës (ILO), ndikimi është edhe më i theksuar në vendet në zhvillim, ku mungesa e infrastrukturës dixhitale, e kombinuar me nivele të ulëta të arsimimit dhe trajnimit profesional, e vështirëson ndjeshëm integrimin e IA në sektorë të ndryshëm ekonomikë (ILO, 2023). Për shembull, në shumë vende afrikane dhe aziatike, vetëm një pjesë e vogël e bizneseve kanë akses në internet me shpejtësi të lartë, gjë që i bën të pamundura investimet në platformat që mbështeten në IA gjeneruese.

Ndërkohë, punonjësit me kualifikim të ulët janë në rrezik më të madh për t'u zëvendësuar nga sistemet e automatizuara të IA, sidomos në detyra rutine dhe administrative (World Economic Forum, 2023). Kjo sjell një rritje të pasigurisë në punë për miliona individë dhe mund të çojë në rritjen e papunësisë strukturore në disa sektorë, nëse nuk merren masa të mjaftueshme për ri-kualifikim dhe formim profesional. Gjithashtu, ekziston një shqetësim i thellë për përforcimin e pabarazive gjinore dhe etnike. Studime të fundit kanë treguar se IA shpesh pasqyron paragjykimet sistematike që ekzistojnë në të dhënat me të cilat trajnohet. Kjo mund të çojë në vendimmarrje të padrejta në proceset e punësimit, promovimit apo vlerësimit të performancës, duke ndikuar më së shumti grupet e marginalizuara (UNESCO, 2023).

Në mungesë të një kuadri të fuqishëm rregullator dhe politikash publike të orientuara drejt përfshirjes, rreziku është që IA gjeneruese të thellojë më tej pabarazitë sociale dhe ekonomike në vend të zbutjes së tyre. Politikat aktive të tregut të punës, investimet në arsim dhe trajnim të vazhdueshëm, si dhe sigurimi i aksesit të barabartë në teknologji janë thelbësore për të ndërtuar një tranzicion të drejtë dhe gjithëpërfshirës drejt një ekonomie të mbështetur në IA.

CONCLUSIONS AND RECOMMENDATIONS

Në përfundim të këtij punimi, rezulton qartë se ndikimi i inteligjencës artificiale gjeneruese në tregun e punës nuk përfaqëson thjesht një proces zëvendësimi të vendeve të punës ekzistuese, por më tepër një transformim të thellë të mënyrës se si organizohet dhe shpërndahet puna. Teknologjitë gjeneruese nuk po fshijnë rolet njerëzore, por po i modifikojnë ato, duke automatizuar detyrat rutinore dhe duke orientuar punën drejt funksioneve më krijuese, analitike dhe bashkëpunuese me vetë sistemet e inteligjencës artificiale. Në analizën e përfitimeve ekonomike, konstatohet se IA gjeneruese ka potencial të rrisë ndjeshëm produktivitetin, sidomos në sektorët me nivele të larta digjitalizimi si teknologjia, financat, shërbimet online dhe turizmi. Megjithatë, këto përfitime nuk janë të shpërndara në mënyrë të barabartë. Bizneset dhe punonjësit që zotërojnë aftësi të specializuara dhe akses në infrastrukturë teknologjike janë ata që përfitojnë më shumë, ndërsa të tjerët mbeten në pozita më të rrezikuara.

Një tjetër aspekt i rëndësishëm që doli nga analiza është nevoja për një rivlerësim të thellë të strukturës së aftësive në treg. Aftësi të reja si programimi me gjuhë natyrore (prompt engineering), analiza e të dhënave, përdorimi i etikës në teknologji dhe ndërdisiplina janë gjithnjë e më të kërkuara. Ndërkohë, aftësitë tradicionale po humbasin gradualisht vlerën e

tyre në një treg që gjithnjë e më shumë mbështetet në automatizim dhe bashkëpunim njeri-makinë. Megjithëse IA gjeneruese paraqet potencial për të krijuar mundësi të reja, ekziston rreziku real që, në mungesë të politikave përfshirëse, ajo të thellojë pabarazitë ekzistuese. Përfitimet nga kjo teknologji përqendrohen aktualisht tek aktorët me kapacitete më të mëdha financiare dhe teknologjike, duke e thelluar ndarjen mes zonave të zhvilluara dhe atyre më të prapambetura, si dhe mes individëve me nivele të ndryshme të edukimit dhe aftësive digjitale.

Për këtë arsye, **rekomandohet** që politikat publike të përqendrohen në disa drejtime thelbësore:

Së pari, është e domosdoshme krijimi i programeve të trajnimit dhe riciklimit profesional, që ndihmojnë punonjësit të përshtaten me kërkesat e reja të tregut. Këto programe duhet të mbështeten nga bashkëpunime ndërmjet universiteteve, institucioneve publike dhe sektorit privat, duke ofruar mikrokualifikime fleksibël dhe të përshtatura me ritmin e shpejtë të inovacionit teknologjik.

Së dyti, nevojitet zgjerimi i infrastrukturës teknologjike, për të mundësuar adoptimin e barabartë të teknologjisë në të gjithë territorin. Kjo përfshin aksesin në internet me kapacitet të lartë, sidomos në zonat rurale dhe ndihmën për ndërmarrjet e vogla dhe të mesme për të përfituar nga transformimi digjital.

Një tjetër shtyllë thelbësore është krijimi i një kuadri të qartë ligjor dhe etik për përdorimin e inteligjencës artificiale. Kjo përfshin transparencën në vendimmarrjet automatike, mbrojtjen nga paragjykimet që mund të përforcohen përmes modeleve të IA-së, si dhe garantimin e një përdorimi të drejtë dhe të përgjegjshëm të teknologjisë në vendimmarrje publike dhe private.

Së fundmi, është e rëndësishme të nxiten forma të reja inovacioni që janë gjithëpërfshirëse dhe me ndikim shoqëror. Përmes granteve, fondeve të kërkimit dhe platformave ndërdisiplinare bashkëpunuese, mund të promovohet zhvillimi i aplikimeve të inteligjencës artificiale që nuk synojnë vetëm përfitimin ekonomik, por edhe përmirësimin e jetës sociale, edukimit dhe qasjes së barabartë në shërbime.

Në përfundim, IA gjeneruese paraqet një mundësi transformuese për ekonominë dhe shoqërinë, por vetëm përmes politikave të integruara, përfshirëse dhe vizionare mund të sigurohet që kjo mundësi të mos mbetet privilegj i disa grupeve, por të përkthehet në përfitim të përbashkët dhe të qëndrueshëm për të gjithë.

REFERENCES

- Autor, D. (2023). *The Economic Impact of Generative AI: Labor Markets, Productivity, and Inequality*. Brookings Institution. <https://www.brookings.edu>
- Bessen, J. E. (2019). *AI and jobs: The role of demand*. NBER Working Paper No. 24235. <https://www.nber.org/papers/w24235>
- Brookings Institution. (2023). *Generative AI and inequality: Who benefits and who doesn't?* <https://www.brookings.edu>

- Brynjolfsson, E., & McAfee, A. (2014). *The second machine age: Work, progress, and prosperity in a time of brilliant technologies*. W. W. Norton & Company.
- Bughin, J., Hazan, E., Lund, S., Dahlström, P., Wiesinger, A., & Subramaniam, A. (2018). *Skill shift: Automation and the future of the workforce*. McKinsey Global Institute.
- Chui, M., Lund, S., & George, K. (2023). *Generative AI and the future of work in America*. McKinsey & Company.
<https://www.mckinsey.com/featured-insights/future-of-work/generative-ai-and-the-future-of-work>
- ILO (International Labour Organization). (2023). *Digitalization and the future of work in developing countries*.
- International Labour Organization (ILO). (2023). *Generative AI and jobs: A global analysis of potential impacts on labour markets*. <https://www.ilo.org/global/publications>
- Manyika, J., & Sneider, K. (2023). *Artificial intelligence, automation, and the future of work*. World Economic Forum Insight Report. <https://www.weforum.org>
- McKinsey & Company. (2023). *The economic potential of generative AI: The next productivity frontier*. <https://www.mckinsey.com/mgi/overview/in-the-news/the-economic-potential-of-generative-ai>
- McKinsey & Company. (2023). *The State of AI in 2023: Adoption and economic impact*.
- OECD. (2021). *The Digital Transformation of Education: Emerging Skills and Learning Needs*.
- OECD. (2023). *AI in the workplace: Opportunities and risks for jobs*. OECD Publishing. <https://www.oecd.org/employment>
- OpenAI. (2023). *GPT-4 technical report*. <https://openai.com/research/gpt-4>
- UNESCO. (2022). *Education for the AI Era: Transforming Learning in the Age of AI*.
- UNESCO. (2023). *AI and Inclusion: Addressing algorithmic bias and equity*.
- Tegmark, M. (2023). *Life 3.0: Being Human in the Age of Artificial Intelligence*. Penguin Books.
- Zhang, B., Dafoe, A., & Greene, D. (2022). *Artificial Intelligence and the Future of Work: A Survey of Experts*. Oxford Internet Institute.
- Zhang, B., Zhao, J., & Dafoe, A. (2022). *Language Models and Labor: Potential impacts on productivity and employment*. arXiv preprint arXiv:2212.08073. <https://arxiv.org/abs/2212.08073>
- World Economic Forum. (2023). *Future of Jobs Report 2023*. <https://www.weforum.org/reports/future-of-jobs-report-2023>

RAUF FICO, THE FIRST DIPLOMATIC REPRESENTATIVE OF ALBANIA IN KEMALIST TURKEY

Prof. Dr. Shyqyri Hysi¹

¹ *“Eqrem Çabej” University, Gjirokastër, Albania, shbhysi@yahoo.com*

Abstract: Among the prominent national figures from Gjirokastër during the first half of the 20th century was Rauf Remzi (Tahmiz) Fico. Abdurrahman Rauf Fico was born in Sana'a, Yemen, on March 13, 1881, and passed away in Tirana on January 23, 1944. He pursued higher education at the “Mülkiye” School, from which he graduated with distinction on July 12, 1903. He served as an administrator in various locations, including Ioannina, Konitsa, Himara, Margëlliç, Kërçova, Konya, Kayseri, Jaban-Abad, and Ankara. Following the Declaration of Independence, Rauf left his post in Kayseri and joined Ismail Qemali in Vlora. In the December 1923 elections, Rauf Fico was elected to the Albanian Parliament for the first time. He resigned from his parliamentary position on January 20, 1926, following his appointment as plenipotentiary minister to Atatürk's Turkey. The First Pact between Albania and Turkey was signed on December 15, 1923, and came into force on June 15, 1925. However, diplomatic missions were not established immediately due to the 1923 elections and the June 1924 political events. The pact emphasized: “...both governments agree to establish diplomatic relations.” On March 13 (often cited as April), 1926, Rauf Fico presented his credentials to Gazi Mustafa Kemal. On this occasion, Rauf stated: “I will do my utmost to consolidate the bonds of friendship that have existed for centuries between our two nations, which have shared common destinies throughout history.” After Rauf Fico's departure from Ankara (then Angora) in 1928, diplomatic relations between Albania and Turkey were nearly severed. As confirmed by Dhimitër Berati in his 1937 publication “Albania”, the two countries entered a “cold war” period lasting three years. Relations were reestablished on January 28, 1932.

Keywords: Rauf Fico, Kërçova, Konya, Turkey. Albania, Diplomatic relations.

RELIGIOUS CULTS AS A VALUABLE ASSET FOR TOURISM DEVELOPMENT IN THE PREFECTURE OF GJIROKASTËR

Prof. Dr. Shyqyri Hysi¹, Luiza Hysi²

¹ *“Eqrem Çabej” University, shbhysi@yahoo.com, Gjirokastër / Albania*

² *“Koto Hoxhi” 9-Years School, luizahysi@yahoo.com, Gjirokastër / Albania*

Abstract: The Pelasgian–Illyrian–Arbëresh territory, inhabited "since before the moon was in the sky," has developed over the centuries a unique religious and cultural syncretism that forms one of the greatest treasures of Albania's historical and cultural heritage. Religious communities, cultic sites, the activities of clerics and communities, clerical figures, and their involvement with national issues have created significant historical, cultural, educational, architectural, artistic, and spiritual values. These elements represent permanent tourist destinations. Among the traditional cults are the Cult of the Stone—including the Pierced Stone in Golem and the "Menhir" Stone in the village of Limar or Kalasa in Përmet; the Stone of Sari Salltiku on Mount Griba; and Selgjikja of Lazarat on Mount Gjerë (Sel = bearer of fate). Also notable are the Cult of the Oak in Levan, Kalivaç, and Alipostivan; and the cults of the eagle, snake, ox, Vjosa River, goat, and others. Across Albania, five religious communities are responsible for 1,668 cultic sites, including 873 mosques, 173 tekkes, 196 Catholic churches, 148 Protestant churches, and 275 Orthodox churches. Of these, 794 have been designated as cultural heritage monuments. In the Gjirokastër Prefecture alone, there are 14 mosques, 7 tekkes, 68 churches, and 23 Orthodox monasteries, of which 13 are officially recognized as cultural monuments. The World Tourism Organization identifies 16 types of tourism, one of which is religious tourism. But what exactly is religious tourism? It refers to travel by individuals or groups undertaken for religious missions or without specific spiritual objectives, whether on designated religious dates or throughout the year, directed toward places of worship.

Keywords: Geographical/Territorial, Pelasgian–Illyrian–Arbëresh territory, Albania

INTRODUCTION

The religious and spiritual identity of Gjirokastër is deeply embedded in its historical evolution. Recognized by the World Tourism Organization as one of 16 types of tourism, religious tourism here includes Bektashi tekkes, Orthodox churches and monasteries, Islamic mosques, and ancient pagan sacred stones and oaks. The region's sacred geography spans the valleys of Vjosa, Drino, and Zagoria, with over 100 cult sites documented in the Zagoria valley alone. These monuments, often located in breathtaking landscapes, enhance the region's spiritual and ecological appeal.

LITERATURE

Scholarly attention has been given to various aspects of Gjirokastër's spiritual heritage. Archaeological studies on the early Christian basilicas (e.g., in Antigonea and Paleokastër), ethnographic research on Bektashi rites, and architectural documentation of post-Byzantine

churches contribute to our understanding of religious continuity. Authors such as Shyqyri Hysi, Emin Riza, and Robert Elsie have provided extensive analyses of Bektashism, Islamic mysticism, and Albania's interfaith dynamics.

RESULTS

The religious landmarks of Gjirokastër encompass:

- **Bektashi Tekkes**: Notably in Frashër, Zall, Koshtan, Melan, Hajdërie, and Turan, often associated with Albanian patriotism.
- **Halveti Order**: The Teqe of Hormova served as a religious, patriotic, and educational center and now hosts the headquarters of Albania's Halveti order.
- **Mosques**: Including those of Pazar, Meçite, and Dunavat in Gjirokastër, with origins dating back to the 17th and 18th centuries.
- **Orthodox Churches and Monasteries**: Numerous structures like Labova e Kryqit, Peshkëpi, Vanistër, and Cepo Monastery reflect post-Byzantine architecture and mural traditions. Noteworthy iconographers such as Onufri, Aliviz Foka, and Mihali i Linotopit have enriched these monuments with frescoes.
- **Pagan Cult Sites**: Sacred stones and oaks, such as the Menhir of Limar and the legendary oak of Saraqinishtë, represent pre-Christian spiritual traditions still revered today.

The integration of these monuments into tourism circuits is hindered by infrastructural neglect and insufficient promotion. Restoration must be handled with utmost care and authenticity, respecting original architectural and artistic elements. Coordination between religious institutions and heritage authorities is crucial for conservation.

CONCLUSION

Religious heritage in Gjirokastër is not only an expression of faith but also a potential driver of sustainable tourism. From pagan to Islamic and Christian monuments, the spiritual map of the region presents a rich tapestry for both worshippers and cultural travelers. Strategic restoration, professional promotion, and collaboration with tourism agencies are key to transforming these sacred sites into enduring cultural landmarks.

SOURCE

- Shyqyri Hysi, Mission Bektashian – Tekke of Zalli. Tirana: albPAPER, 2004.
Shyqyri Hysi, History of Albanian Religious Communities. Tiranë: Mësonjtorja, 2006.
Robert Elsie, The Albanian Bektashis. Prishtinë: Artini, 2020.
Emin Riza, The Museum City of Gjirokastër. Tiranë, 1977.
Jacques Le Goff, Western Medieval Civilization. TOENA, Tiranë, 1998.
Neritan Ceka, Antigonea. Tiranë, 2010.
Neritan Ceka, The Beginnings of the Illyrian City. Tiranë, 2020.
Arqile Bërxolli, The Region of Gjirokastër – Encyclopedia. Tiranë: Uegen, 2016.
Various Issues of: Monumentet, Urtësia, Iliria, Rreze Halvetiane, Jetë Kristiane.
Gazeta Shqip: E. Serjani, Drino Valley – A Land of Monasteries. August 21, 2014.
Gazeta Sot: G. Llojdja, Religious Coexistence but No Religious Tourism. August 21, 2015.
AQSH Fonds: 151, 251, 566, 882, 883.

PHRASEOLOGICAL UNITS IN ALBANIAN, AROMANIAN, AND GREEK WITHIN THE FRAMEWORK OF THE BALKAN LINGUISTIC UNION

Prof.asoc. Spiridhulla Poçi¹

*¹ “Eqrem Çabej” University, Gjirokastër, Department of Albanian Language and
Literature, spiridhulla_poci@yahoo.com*

Abstract: In the Balkan geographical area, for centuries, languages such as Albanian, Aromanian, and Greek, among others, have been spoken. Although these languages originate from different language families, they have displayed common features across many linguistic systems and subsystems, thus forming, along with other Balkan languages, the Balkan Linguistic Union. In this context, the study of phraseological units—which, once created in each language, do not remain isolated but spread from one language to another as a result of long-standing, centuries-old relations between peoples who have exchanged not only material goods but also cultural values—has attracted the attention of many foreign and Albanian scholars. In the Albanian language, one of the most successful achievements in this field is the publication of the Balkan Phraseological Dictionary (1999), which also serves as a reference work for phraseological units in both Albanian and Greek. This paper will examine phraseological units based on nouns that denote parts or organs of the human body. Given the difficulties in determining their linguistic origin, the focus will not be on the source language of these phrases, but rather on the typological similarities in their origin, structure, lexicogrammatical value, and so on.

Keywords: phraseological units, Balkan, parallelisms, Balkan languages

INTRODUCTION

Today, in the Balkan geographical area, with the status of official state language, many different languages are spoken, such as: Albanian (separate branch in the Indo-European family); Greek (separate branch in the Indo-European family); Bulgarian, Macedonian, Serbo-Croatian (Slavic branch); Romanian (Romance branch, Eastern Neo-Latin).

In addition to these, we also find linguistic islands in the Balkan peninsula. As such, among others, we can mention Aromanian (Vlach), which is spoken, almost, in all Balkan countries. It is the language of the Aromanians, which we have considered as an idiom of Balkan Latin (Poçi, 2009: p.56). (Throughout the Balkan Peninsula, we find names for this population, such as: Vlachs, Cincarë, Kucovlleh, Mavrovlleh, Karavleh, etc.) (Poçi, 2009: pp. 49-52). It is an unofficial language, a language of the heart, but not "of bread".

Many people, living in a common geographical territory, have entered into inevitable linguistic and cultural relations. As Prof. Çabej notes, “People who in ancient times had relations, of course, the circulation was smaller and the relations more limited, but there have always been relations between peoples and languages. We cannot deny this”. (Çabej, 1986: p.45) These cultural and linguistic relations have not been constant and permanent, but have been in continuous development, just like the societies and peoples themselves that create them. Precisely, relations dictated by geographical proximity and by historical events that

encompassed all the peoples of the Balkans, such as the Roman Empire with its Latin language, the Byzantine Empire with its Greek language, the influx of Slavs and later the Ottoman conquest, led to the creation of common Balkan cultural and linguistic features, which were noticed at the beginning of the 19th century. In these circumstances, the affinity of the Balkan languages is not a genetic or kinship affinity, formed from the beginning of time, but a "union of languages", a connection that has been called "cultural affinity" (Çabej, 1976: pp. 182-183).

In this context, we have chosen as the object of our work the identification of similar features of phraseological units in Albanian, Greek and Aromanian. As J. Thomai emphasizes, the "Balkan linguistic community", created in a historically ancient land of coexistence of several Indo-European peoples, is reflected in phraseology with identical and similar phraseological parallels between languages (Thomai, 1999: p.6). Albanian and Greek are two ancient languages, neighboring each other, while Aromanian is a language with roots in Balkan Latin, but which has resisted time until our days, within the Balkan languages.

The phraseological units that will be considered will be units that are built on the basis of nouns that denote parts or organs of the human body (the most important ones have been selected, such as: tongue, hand, heart, foot, head, mouth, eye, tooth, nose, etc.), because the most numerous correspondences between Albanian and other Balkan languages, in the field of phraseology, are these units (Lloshi; Thomai, 1967/1: p.97). This is because the parts and organs of the body are not only inseparable biological components of being human, but also contribute to the fulfillment of the feelings and basic needs of the organism.

The study of phraseological units, which, once created in each language, do not remain isolated, but spread from one language to another, has attracted the attention of many foreign and Albanian scholars. We do not consider it appropriate to provide here all the relevant literature, but I would like to single out: the Aromanian scholar, Perikli Papahagi, who was the first researcher in the field of phrases, expressions and ways of speaking, which are parallel in the Albanian language, modern Greek, Aromanian and Bulgarian (Papahagi, 1963:p.13; Çabej, 1976:p.198). While in the Albanian language, as one of the most successful achievements in this field, we can mention the publication by a group of linguists of the Balkan Phraseological Dictionary, 1999, which will also serve as a reference work for phraseological units in Albanian and Greek, while the Aromanian units were collected in free conversations with speakers of this language.

The collected material will be analyzed by the method of comparing phraseological units in the three aforementioned languages and, given the difficulties of determining their linguistic origin, we will not focus on the source affiliation of the phraseologies, but on the fact of typological similarity in origin, structure, lexico-grammatical value, etc.

So, based on the "Balkan Phraseological Dictionary", 1999, we made a comparison of some phraseological units of the Albanian, Greek and Aromanian languages, built with names of body parts or organs of people. We noticed that the phrases and expressions in these languages are very close to each other, not only in terms of semantics, emotional, but also in terms of the typology of construction and lexico-grammatical value in sentences. In most cases, Aromanian phraseological units, compared with Albanian and Greek phraseological

units, are pure linguistic “strips”, that is, they look like direct translations of one language into another, expressing themselves with the same lexicon, but in the respective Albanian, Aromanian, Greek forms. Moreover, there are not a few cases when Romanian, unlike Aromanian, responds to these phraseological units with periphrasis, because, as J. Thomai emphasizes, “The same phraseological meaning is realized in different languages with different ways and means, based on different notions with characteristic nuances according to the spirit of this or that people” (Lloshi; Thomai, 1967/1: p. 106). Without going into general considerations, let us see whether there is typological correspondence in origin, in structure, in lexical-grammatical value in sentences between Aromanian, Albanian, and Greek phraseological units, within the framework of the Balkan unit. The Albanian language will be taken as the main language in the comparison.

From the analysis of the collected material we note:

First, and in Aromanian, as in Albanian, the most general type of phraseology is obtained from the transformation of free phrases into phraseological phrases. The distinction between free phrases and phraseological phrases is made within the context of the sentence. As we can see from the comparison of the examples below, phraseological units in all three languages have the same lexical, semantic and structural composition. Even when they have some minor lexical difference, this rarely happens. It is important that in these cases we have the same type of formation, the transformation of free phrases into phraseological phrases (Lloshi; Thomai, 1967/1: p.102). The most widespread type of these phraseology is the verbal type and less so the noun type.

Albanian	Greek	Aromanian
I dridhet buza	Του τρέμει το χείλος	Ý-tramurá búdza
Iu prenë këmbët	Του κόπηκαν τα πόδια	Ý-si tiýará čičōră
I doli nga hundët	Του βγήκε από τη μύτη	Ý-išhá pit năr
Mblodhi këmbët	Τα έμασε τα πόδια του	Adună čičōră
E nxori kokën	Το έβγαλε το κεφάλι του	U skōsi kápu
S’e lëshon nga dora	Δεν το αφήνει απο το χέρι	Nu u săl’ăghēști dit ntur mănă
Me sy mbyllur	Με τα μάτια κλειστά	Ku óqýă kiš
I hëngri kokën	Του το έφαγε το κεφάλι	Ý-mākă kápu
I shkau nga duart	Του ξέφυγε από τα χέρια	Ý-rukušă dit ntur mănă
E la me gojë hapu	Τον άφησε με το στόμα ανοιχτό	U alăsă ku gúra zdăfăptă

Secondly, even in Aromanian phraseological units derived from phrases that are used only with a figurative meaning, we find parallels in lexical, semantic and structural composition with the Albanian and Greek languages.

Albanian	Greek	Aromanian
Aq ia pret mendja	Τόσο του κόβει η γνώμη	Ahântă ý-taýă mîntia
U jep mend të tjerëve	Δίνει γνώμη στους άλλους	Lu da mînti alăntór
Më doli nga zemra	Μου βγήκε από τη καρδιά	Ń-ișă dit înămə
Më plasi shpirtin	Μου έσκασε τη ψυχή	Ń-kărpă sulfutu
Shet mend	Πουλάει γνώμη	Vîndi mînti
Mblidh mendtë	Μάσε τη γνώμη σου	Adúnă mîntia

Thirdly, in phraseological units based on a noun that indicates a part or organ of the human body, comparison occurs rarely in units in Albanian and Greek, while in Aromanian, it is almost absent, e.g., e do si kripa në sy etc. We think that this happens due to the structural construction of phraseological units. Most of them are formed from a free phrase with a verb + noun structure in the function of the antonym. In all three languages, this model appears as a “linguistic calculus”.

Results

- In Aromanian, phraseological units, based on a noun that indicates a part or organ of the human body, taken in comparison within the framework of the Balkan connection, find their parallels in Albanian and Greek. In all three languages, this model appears as a “linguistic lime” not only in structure, but also in lexical and semantic content.
- 2. Most of these units are formed by the transformation of free phrases into figurative phrases.
- The dominant structural type is the type with a verbal structure. There are fewer units with a noun structure.
- In these units, the type built on the basis of comparison is almost absent.
- In this communication we cannot claim to highlight many common and, moreover, special features between Albanian, Greek and Aromanian phraseological units, since, on the one hand, we already have the Albanian and Greek languages, as consolidated literary languages, and, on the other hand, an Aromanian that is shrinking day by day. In the table below we are giving examples of phraseological units in all three languages

Albanian	Greek	Aromanian
I kam sytë në ballë	Εχω τα μάτια μου στον τόπο τους	Ý-am óqǵǎ tu frǎmti
E ka të shkruar në ballë	Το έχει γραμμένο στο μέτωπο	U ári skǎratǎ tu frǎmti
E uth dhe e vë në ballë	Το φιλά και το βάζω στο μέτωπο	S-u baš ši s-u bǎdz tu frǎmti
Me barkun te buza	Με την κοιλιά στα μούτρα	Ku pǎndǎku la gúrǎ
S'i bie barku	Δεν του πέφτει η κοιλιά	
Më hapi barkun	Μου την άνοιξε την κοιλιά	Ñ-zdǎfǐtsi pǎndǎku
E ka djallin në bark	Έχει το διάβολο στην κοιλιά	Ári drǎku tu pǎnduk
S'mban barku gjë	Δεν κρτάει τίποτα στην κοιλιά	
Më mbiu në bark	Μου φύτρωσε στην κοιλιά	Ñ-dédi tu pǎnduk
Iu tha barku	Του στέγνωσε η κοιλιά	Ý-suskǎ pǎndǎku
E ka gojën vetëm për bukë	Το στόμα το έχει μόνο για ψωμί	Ŏri gúra ti pǎni
Do vrarë me bukë në gojë	Θέλει όμως το ψωμί στο στόμα	Vra vǎtǎmári ku pǎna n-gúrǎ
Më vajti buka pas kurrizit	Μου πήγε το ψωμί πίσω από τις πλάτες	Ñ-nési pǎna tu pultári
Me buzë të plasur	Με σουφρωμένα χείλη	Ku bǔdza kǎrpǎtǎ
I dridhet buza	Του τρέμει το χείλος	Ý-trǎmurǎ bǔdza
Është në buzë të greminës	Είναι στα χείλο του γκρεμού	Ésti tu bǔdza di bǎr
Kafshoi buzët me dhëmbë	Δάγκασε τα χείλη	Múshkǎ l'ímba
Lëpiu buzët	Έγλειψε τα χείλη του	Al'ímpsi bǔdzǎl'i
Mbledh (shtrembëron) buzët	Στραβώνει τα χείλη	Strǎmbǎ bǔdzǎl'i
Më plasi buza	Μου έσκασε το χείλος	Ñ-kǎrpǎ bǔdza
I qepi buzët	Τα κλείδωσε τα χείλη	

S'i qesh buza	Δεν του γελάει το χείλος	Nu ý-arădi búdza
Vari buzët	Κρέμασε τα χείλη	Spindzură búdzăł'i
S' më bëjnë duart	Δεν μου κάνουν τα χέρια	Nu ñ-fák mǎñł'i
Ia bën me dorë	Του κάνει με το χέρι	Ýu fëtsi ku mǎna
I ra në dorë	Του έπεσε στο χέρι	Ý-kădzú ntur mǎnă
Më doli nga dora	Μου έφυγε από το χέρι	Ý-isă dit mǎnă
Me duar në gji	Με τα χέρια στο κόρφο	Ku mǎñł'i n-sin
Me duar të lidhura	Με δεμένα τα χέρια	Ku mǎñł'i lăgátı
Me duar plot	Με τα χέρια γεμάτα	Ku mǎñł'i plíni
Me dorë në qafë	Με τα χέρια στο λαιμό	Ku mǎna tu guşă
Me duar thatë	Με τα χέρια αδειανά	
Me dorë në zemër	Με το χέρι στην καρδιά	Ku mǎna tu ínămă
I dridhet dora	Του τρέμει το χέρι	Ý-tramură mǎnă
Me të dyja duart	Με τα δύο χέρια	Ku dăl'i mǎñ
Çfarë nuk i bën dora	Τι δεν του κάνει (πιάνει) το χέρι	Tsi nu ý-fătsi mǎna
Më fluturoi nga duart	Μου πετάχτηκε απο τα χέρια	
Fut duart	Χώνει τα χέρια του	
E futi në dorë	Το βάλε στο χέρι	U băgă ntur mǎnă
Heq dorë	Τραβώ χέρι	Skōsi mǎnă
I iku nëpër duar	Του έφυγε από τα χέρια	Ý-fudzı pit mǎñ
I iku nga dora	Του έφυγε από τα χέρια	Ý-fudzı dit ntur mǎnă
I jap dorën	Του δίνω το χέρι	Ý-dáu mǎna
Të jep dorë	Σου δίνει χέρι	Z-da mǎnă

I dha duart	Του έδωσε τα χέρια	Ý-dédi mǎndzł'i
Ka dorë keq	Έχει χέρι	
E kam në (nëpër) duar	Το έχω στο χέρι	U ám ntur mǎnǎ
S'ka gjë në dorë	Δεν έχει τίποτα στο χέρι του	Nu ári tsivá ntur mǎnǎ
I kërkoi dorën	Ζήτησε το χέρι της	Ý-kǎftǎ mǎna
Ia ktheu dorën	Του το γύρισε το χέρι	Ýu turǎ mǎna
E lë në dorë	Το αφήνω στο χέρι (κάποιου)	U alás ntur mǎnǎ
E lëshoi dorën	Το απολύνει το χέρι	U sǎl'ǎghí mǎna
S'e lëshon nga dora	Δεν το αφήνει απο το χέρι	Nu u sǎl'ǎghësti dit ntur mǎnǎ
Lidh (kryqëzon) duart	Σταυρώνει τα χέρια	Kurtsulédz mǎñł'i
E liroi dorën	Το απόλυσε το χέρι	
I marr dorën	Του/της παίρνω το χέρι	Ýu ýeu mǎna
Ia kam marrë dorën	Του/της έχω πάρει το χέρι	Ýu ám lőtǎ mǎna
Ia mori nga duart	Του/της το πήρε απο τα χέρια	Ýu ló dit tur mǎnǎ
Mbaj dorën	Βαστώ το χέρι	Tsǎni mǎna
Mbaj në dorë	Βαστώ στο χέρι	Tsǎn ntur mǎnǎ
Të mbetet në dorë	Σου μένει στο χέρι	T-arǎmasi ntur mǎnǎ
Ndërroi dorë	Άλλαξε χέρι	Alǎksí mǎnǎ
Ngre dorë	Σηκώνει χέρι	Skulǎ mǎna
Nxjerr nga dora	Βγάζω απο το χέρι	Skot dit ntur mǎnǎ
E ka prishur dorën	Το έχει χαλάσει το χέρι	U-ári aspǎrtǎ mǎna
I puth dorën	Του/της φιλώ το χέρι	Ý-baş mǎna
Me dorë në xhep	Κάθεται με το χέρι στην τσέπη	Ku mǎna n-gépi

I shkau nga duart	Του ξέφυγε από τα χέρια	Ý-rukušǎ dit ntur mǎnǎ
I shkurtoi duart	Του έκοψε τα χέρια	Ý-škurtǎ mǎñl'i
E shtiu në dorë	Τον/την έβαλε στο χέρι του	U băgǎ ntur mǎnǎ
I shtrëngoj dorën (dikujt)	Του/της έσφιξε το χέρι	Ý-string mǎna
I shtriu dorën	Του/της άπλωσε το χέρι	Ý-tési mǎna
Iu thaftë dora	Να του ξηρανθεί το χέρι	
Më vjen dore	Μου πιάνει το χέρι	Ñ-ýini dit mǎnǎ
I vjen në dorë	Του/της έρχεται στο χέρι	Ý-ýini ntur mǎnǎ
I zë dora	Του/της πιάνει το χέρι	Ý-akatsǎ mǎna
S'e zë me dorë	Δεν το πιάνει με το χέρι	Nu u akatsǎ ku mǎna
Nuk zë gjë me dorë	Δεν πιάνει τίποτα με το χέρι	Nu akatsǎ tsǎvǎ ku mǎna
Zë kokën me dorë	Πιάνω το κεφάλι με τα χέρια	Akatsǎ kǎpu ku mǎñl'i
Mpreh dhëmbët	Ακωνίζω τα δόντια μου	Adarǎ dintsǎýǎ
I shkuli dhëmbët	Του ξερίζωσε τα δόντια	Ý-skósi dintsǎýǎ
Ia tregoi dhëmbët	Του έδειξε τα δόντια	
Zbardh dhëmbët	Γκρινιάζει τα δόντια	Alghéšti dintsǎýǎ
Më zuri dhëmbi	Μου έπιασε το δόντι	Ñ-akǎtsǎ dintl'i
I dha një faqe	Του έδωσε μια όψη	Ý-dédi únǎ fǎtsǎ
Mori faqe	Πήρε όψη	Lo fǎtsǎ
Ia nxiu faqen	Του μάυρισε το πρόσωπο	Ýu lǎi fǎtsa
I pëlcasin faqet	Του σκάνε τα μάγουλα	Ý-krǎpǎ fǎltsǎl'i
S'i skuqet faqja	Δεν του κοκκινίζει το πρόσωπο	Nu ý-rušǎšti fǎtsa
Ia zbardhi faqen	Του άσπρισε το πρόσωπο	Ý-alghí fǎtsa

Sa gishtat e dorës	Είναι οσα τα δάχτυλα του χεριού	Kit dzédzät'l'i dit mǎna
Si gishtat e dorës	Είναι σαν τα δάχτυλα του χεριού	Ka dzédzät'l'i dit mǎna
Me gisht në gojë	Έμεινε με το δάχτυλο στο στόμα	Ku dzédzātu n-gúrǎ
Më ra goja	Μου έπεσε το στόμα	Ñ-kădzú gúra
Ra në gojë	Έπεσε στο στόμα	
Me plot gojën	Το λέω με όλο μου το στόμα	Ku gúra pl'ínǎ
Hap gojën	Ανοίγω το στόμα	Zdǎfǎ gúra
I hap gojën	Του ανοίγω το στόμα	Ýu zdǎfák gúra
E ka hapur shumë gojën	Έχει ανοίξει πολύ το στόμα	Õri zdǎfǎptǎ mǔltǎ gúra
Sa për të larë gojën	Όσο να πλύνει το στόμα του	Kit ti lári gúra
E la me gojë të hapur	Τον άφησε με το στόμα ανοιχτό	U alǎsǎ ku gúra zdǎfǎptǎ
Iu mor goja	Του πάρθηκε το στόμα	Ýi si ló gúra
E merr nëpër gojë	Τον βαστάει στο στόμα	U ýá pit n-gúrǎ
E mbërtheu gojën	Το κάρφοσε το στόμα του	U kurfusí gúra
S'i mbyllet goja	Δεν του κλείνει το στόμα	Nu ýi si kίδi gúra
E preu gojën	Το έκοψε το στόμα	U kurmǎ gúra
E kishte litarin në grykë	Ε'ίχε τη θηλία στο λαιμό	U avía fúnia tu gurmǎdz
I ngeci në grykë	Του έμεινε στο λαιμό	Ý-arǎmási tu gurmǎdz
E zuri (mbërtheu) për gryke	Τον έπιασε από το λαιμό	U akǎtsǎ dit gurmǎdz
Me gjak të ngrirë	Με παγωμένο αίμα	Ku sǎndzǎl'i ngǎtsǎt
Me gjak të prishur	Με το αίμα χαλασμένο	Ku sǎndzǎl'i aspǎrt
I hipi gjaku në kokë	Του ανέβηκε το αίμα στο κεφάλι	
E ka ne gjak	Το έχει στο αίμα του	U ári tu sǎndzi

Të merr gjak në vetull	Σου παίρνει αίμα στο φρύδι	
T'u bëftë gjak e dhjamë	Να σου γίνει αίμα και ξίγκι	Sëndzi sã sã s-fakã
Iu ndez gjaku	Του άναψε το αίμα	
Më ngriu gjaku	Μου πάγωσε το αίμα	Ñ-ngãtsã sãndzãl'i
I ra në gjunjë	Του έπεσε στα γόνατα	Ý-kãdzú tu dzãnúq
I dridhen gjunjët	Του τρέμουν τα γόνατα	Ý-trámurã dzãnúqgã
Iu prenë gjunjët	Του κόπηκαν τα γόνατα	Ý-si tiýará dzãnúqgã
I doli gjuha një pëllëmbë	Του βγήκε η γλώσσα μια σπαθή	Ý-išã l'ímba únã pálmã
Kafshoi gjuhën	Δάγκασε τη γλώσσα του	Mušká l'ímba
E ka lëshuar gjuhën	Την έχει απολ'ικει τη γλώσσα	U ári si'l'ighitã l'ímba
I nxori gjuhën	Του έβγαλε τη γλώσσα	Ý-skõsi l'ímba
I pret gjuha brisk	Του κόβει η γλώσσα ξυράφι	
I ra hunda	Του έπεσε η μύτη	Ý-kãdzú nára
Iu ça hunda	Του έσκασε η μύτη	Ý-kãrpã nára
I doli nga hundët	Του βγήκε από τη μύτη	Ý-išhá pit nãr
Nuk di të fshij hundët	Δεν ξέρει να σκουπίσει τη μύτη	Nu šti s-aštiárgã mútsãýã
Ia theu hundët	Του τσάκισε τη μύτη	Ý-frãmsi nára
S'e ul hundën	Δεν την κατεβάζει τη μύτη του	Nu apúni nára
Ka bërë këmbë	Έκανε πόδια	Ári fáptã çiçór
Më ranë këmbët	Μου έπεσαν τα πόδια	Ñ-kãdzurã çiçõrã
Nuk më bëjnë këmbët	Δεν μου κάνουν τα πόδια	Nu ñ-fak çiçõrã
I ra ndër këmbë	Του έπεσε στα πόδια	Ý-kãdzú tu çiçõri
Fle në këmbë	Κοιμάτε στα όρθια	Dõrmi n-mpróst

Me një këmbë në varr	Είναι με το ένα πόδι στον τάφο	Ku un çičorë tu grōpā
I mblodhi këmbët	Τα έμασε τα πόδια του	L-adunā çičōrā
Ngul këmbë	Πατώ πόδι	Bāgā çičorë
Iu prenë këmbët	Του κόπηκαν τα πόδια	Ý-si tiyārā çičōrā
I puth këmbët	Του φιλώ τα πόδια	Ý-baş çičōrā
M'u ça koka	Μου σκίστηκε το κεφάλι	Ň-kārpā kápu
Na çau kokën	Μας έσκισε το κεφάλι	Ni kārpañ kápu
S'di ku të futë kokën	Δεν ξέρει που να χώσει το κεφάλι	Nu štíu ýu s-híg kápu
S'di ku kam kokën	Δεν ξέρω που έχω το κεφάλι μου	Nu štíu ýu am kápu
Sa i di koka	Πόσο του ξέρει το κεφάλι	Kit ý-šti kápu
Nuk më futet në kokë	Δεν μου μπένει στο κεφάλι	Nu ñi si hídzi n-kap
I hëngri kokën	Του το έφαγε το κεφάλι	Ý-mākā kápu
S'më hiqet nga koka	Δεν μου βγαίνει από το κεφάλι	Nu ñ-fúdzi dit n-kap
I iku koka	Του έφτιγε το κεφάλι	Ý-fudzí kápu
Jap kokën	Δίνω το κεφάλι μου	Dáu kápu
Me kokën ulur	Με το κεφάλι κρεμασμένο	Ku kápu arunát
Lë kokën	Αφήνω το κεφάλι μου	Alás kápu
S'e ngre kokën	Δεν σηκώνω το κεφάλι	Nu u skōlā kápu
E pagoi me kokë	Το πλήρωσε με το κεφάλι του	U pultí ku kápu (a lúi)
E nxori kokën	Το έβγαλε το κεφάλι του	U skōsi kápu
Humbi mendtë e kokës	Έχασε τη γνώμη (τα μυαλά)	Qārú mîntia dit kap
U jep mend të tjerëve	Δίνει γνώμη στους άλλους	Lu da mînti alāntór
E kam ndër mend	Έχω τη γνώμη (έχω στο νου μου)	U am tou mînti

Mbeti pa mend	Έχασε τα μυαλά του	Arāmāsi fārā mīnti
Me mend në kokë	Με μυαλό στο κεφάλι	Ku mīntia n-kap
Mblidh mendtë	Μάσε τη γνώμη σου	Adunā mīntia
Ia nxori mendtë	Του τα έβγαλε τα μυαλά	Ýu skōsi mīntia
U prish nga mendtë	Χάλασε απο τη γνώμη	S-aspārsi dit mīnti
Shet mend	Πουλάει γνώμη	Vīndi mīnti
I vë mend	Του βάζω γνώμη	Ý-bag mīnti
I erdhën mendtë	Του ήρθε η γνώμη	Ý-vīni mīntia
Aq ia pret mendja	Τόσο του κόβει η γνώμη	Ahāntā ý-tāýā mīntia
I bleu mendjen	Του αγόρασε τη γνώμη	Ý-ankupurā mīntia
Më doli nga mendja	Μου βγήκε από τη γνώμη	Ñ-išā dit mīnti
S'më hiqet nga mendja	Δεν μου βγαίνει από τη γνώμη	Nu ñ-fūdzi dit mīnti
E humbi mendjen	Έχασε από τη γνώμη	U qārú mīntia
E mblodhi mendjen	Την έμασε τη γνώμη του	U adunā mīntia
Ia mbushi mendjen	Του γέμισε τη γνώμη	Ý-umplú mīntia
M'u ngrit mendja	Μου σηκώθηκε η γνώμη	Ñi si skulā mīntia
Ia bëj me sy	Του κάνω με το μάτι	Ýu feč ku óqu
Bie në sy	Πέφτει στο μ'ατι	Kádi ntr-oq
I dolën sytë	Του βγήκαν τα μάτια	Ý-išarā óqýā
Fërkoj sytë	Τρίβω τα μάτια μου	Frek óqýā
E hëngri me sy	Τον έφαγε με το μάτι	U mākā ku óqýā
Hap sytë	Ανοίγω τα μάτια	Zdāfā óqýā
I hodhi një sy	Του έριξε ένα μάτι	Ý-amānā un oq

I mbeti syri	Του έμειναν τα μάτια	Ý-arăması óqu
I nxori sytë	Του έβγαλε τα μάτια	Ý-skôsi óqǵă
Të plaçin sytë	Να σου βγουν τα μάτια	Să s-krapă óqǵă
Sa për sy të botës	(τα κ'ανω) για τα μάτια του κόσμου	Ka ti óqu al'í duñáu
Me sy mbyllur	Με τα μάτια κλειστά	Ku óqǵă kiš
Më plasi shpirtin	Μου έσκασε τη ψυχή	Ñ-kărpă sũlfutu
Me shpirt ndër dhemb	Με τη ψυχή στα δόντια	Ku sũlfutu n-dĩnts
S'më bën zemra	Δεν μου κάνει η καρδιά	Nu ñ-fătsi ínăma
Më doli nga zemra	Μου βγήκε από τη καρδιά	Ñ-išă dit ínămă
M'u dogj zemra	Μου κάηκε η καρδιά	Ñ-s-ărsi ínăma
M'u drodh zemra	Μου σπαράχτηκε η καρδιά	Ñ-trumură ínăma
Ma gjeti zemrën	Μου έκαμε την καρδιά	Ñ-află ínăma
Ia hëngri zemrën	Του την έφαγε την καρδιά	Ýu măkă ínăma
I hapi zemrën	Του άνοιξε την καρδιά	Ý-zdăfëtsi ínăma
I këndon zemra	Του χαίρεται η καρδιά	Ý-kăntă ínăma
M'u mbush zemra	Μου γέμισε η καρδιά	Ñ-s-umplú ínăma
Më plasi zemra	Μου έσκασε η καρδιά	Ñ-kărpă ínăma
Më qan zemra	Μου κλαίει η καρδιά	Ñ-plăndzi ínăma
Ia theu zemrën	Του ξέρανε την καρδιά	Ýu frămsi ínăma

REFERENCES

Çabej, E. (1976). Hyrje në historinë e gjuhës shqipe, II, Tiranë.

Çabej, E. (1986). Studime gjuhësore, VII, Prishtinë.

Lloshi, Xh; Thomai, J.(1967). *Paralele frazeologjike të shqipes me gjuhë të tjera të Ballkanit*, SF /1.

Papahagi, T. (1963). Dictionnaire aroumain (Macedo-Roumain), general et etymologique.

Poçi, S. (2009). Vllëhtë historia dhe gjuha e tyre. Tiranë, B. Toena.

Thomai, J. (1999). Fjalor frazeologjik ballkanik. Dituria

ASSESSMENT OF OSTEOPOROSIS' DISTRIBUTION AND ITS RISK FACTORS IN GJIROKASTËR DISTRICT

*PhD. Zhenisa ÇUNI¹, Dr. Altin GOXHARAJ², Dr. Dritan RAMI³, Prof. Asoc. Romeo
MANO⁴*

*¹ “Eqrem Çabej” University of Gjirokastrë, Faculty of Natural Sciences,
zhenisa.cuni@gmail.com , Gjirokastrë/Albania*

*² “Eqrem Çabej” University of Gjirokastrë, Faculty of Natural Sciences,
altinlabt@yahoo.com , Gjirokastrë/Albania*

*³ “Eqrem Çabej” University of Gjirokastrë, Faculty of Natural Sciences,
ramidritan@gmail.com , Gjirokastrë/Albania*

*⁴ “Eqrem Çabej” University of Gjirokastrë, Faculty of Natural Sciences,
manoromeo2022@yahoo.com , Gjirokastrë/Albania*

Abstract: Osteoporosis is a bone disease that affects about 1 in every 5 women over 50 years old, and is defined by a decrease in bone density with a consequent reduction in bone mass, as well as a change in its structure. The objective of this study was to evaluate the distribution of osteoporosis and its risk factors in Gjirokastrë District. This is an observational study. The study population consisted of all the female individuals of Gjirokastrë District. The measuring instruments that were used are: Radius/Tibia Ultrasound Bone Sonometer, and a questionnaire for the assessment of risk factors. Over the database with the collected data, statistical analysis was performed using SPSS software. The distribution of osteoporosis according to the place of residence is: 24.49% live in Gjirokastrë, 23.81% live in Tepelenë, 22.45% live in Memaliaj, 18.37% live in Përmet, and 10.2% live in Këlcyre. Osteoporosis has an increasing trend with increasing age up to 65 years old. Regarding hormonal changes, 36.62% of cases with osteoporosis are currently in menopause. Regarding BMI, 48.59% of osteoporosis cases are overweight, 26.6% of them are moderately obese, 4.23% of them are severely obese, and 2.11% of them are morbidly obese. Regarding the correlation between the variables, there is a statistically significant negative correlation between BMI and T-score, meaning the increase in BMI values is associated with the decrease in the values of the T-score variable; as well as between the variables premature menopause and T-score. As a conclusion, osteoporosis has a positive upward trend with age up to 65 years; there is a statistically significant correlation between osteoporosis and premature menopause as well as osteoporosis and BMI. We recommend further research in a bigger sample to better understand the epidemiology of this disease.

Keywords: osteoporosis, osteopenia, menopause, BMI, osteodensitometry

INTRODUCTION AND THEORETICAL FRAMEWORK

Osteoporosis is a bone disease that affects about 1 in every 3 women and 1 in every 5 men over 50 years old worldwide, and is defined by a decrease in bone density with a consequent reduction in bone mass, as well as a change in its structure. (IOF, 2025) According to WHO report on osteoporosis, it is estimated that 75 million people in Europe, USA and Japan are affected by osteoporosis (WHO, 2007). Women are the most common victims of involutional osteoporosis because of post-menopausal bone loss induced by oestrogenic deficit. Men are

nevertheless not completely untouched by osteoporosis, however, compared to women, they are under less threat (Br J Rheumatol. ,1993: 48-55). Nevertheless, there are multiple risk factors linked to osteoporosis which make this disease a topic to be studied further. What is even more concerning, is that previous studies have shown that its prevalence keeps increasing (Bone, 2006: 4-9). Most individuals do not know they have osteoporosis until a fracture occurs. Consequently, osteoporosis is a major risk to public health due to the serious health complications it causes, especially in postmenopausal women. An IOF survey, conducted in 11 countries, showed denial of personal risk by postmenopausal women, lack of dialogue about osteoporosis with their doctor, and restricted access to diagnosis and treatment before the first fracture. This results in under-diagnosis and undertreatment of the disease (IOF, 2000).

Aim

The aim of this study was to raise awareness in the population about osteoporosis, prevent its complications and generate results for the community of scientific researchers. The objective of this study was to evaluate the distribution of osteoporosis and its risk factors in Gjirokastër District.

Methodology

This is an observational study. The study population consisted of all the female individuals over 35 years old, residents of the Gjirokastër District. A simple random sampling was used to select the sample. The measuring instruments that were used are: Radius/Tibia Ultrasound Bone Sonometer, and a questionnaire for the assessment of risk factors. This device is CE certified with ISO 15189 number, for performing bone density measurements at all ages. Through the Ultrasound Bone Sonometer, measurements of T-score and Z-score parameters were performed and based on the device software, it was determined for each individual whether they have normal bone density, osteopenia or osteoporosis. Over the database with the collected data, statistical analysis was performed using SPSS software version 21. For data processing, interpretation of results and drawing conclusions, the method of direct descriptive and comparative statistics was mainly used, accompanied in some cases by elements of inferential statistics, thus enabling the identification of statistically significant correlations between factors that influence osteoporosis.

LITERATURE

Scientific data about osteoporosis in Albania are limited. Osteoporosis is mainly studied in relation to other diseases like rheumatoid arthritis or other factors like prolonged use of corticosteroids and lack of vitamin D. However, in a study developed in Tirana about the correlation between lifestyle and low bone mineral density in Albanian women over 35 years old; where bone density was measured with the same instrument as in our study, ultrasound bone sonometry; (Kollcaku, A. 2015), the prevalence of low bone mineral density was 28.4%. Also, low bone mineral density was positively associated with smoking, but inversely related to overweight and obesity.

RESULTS

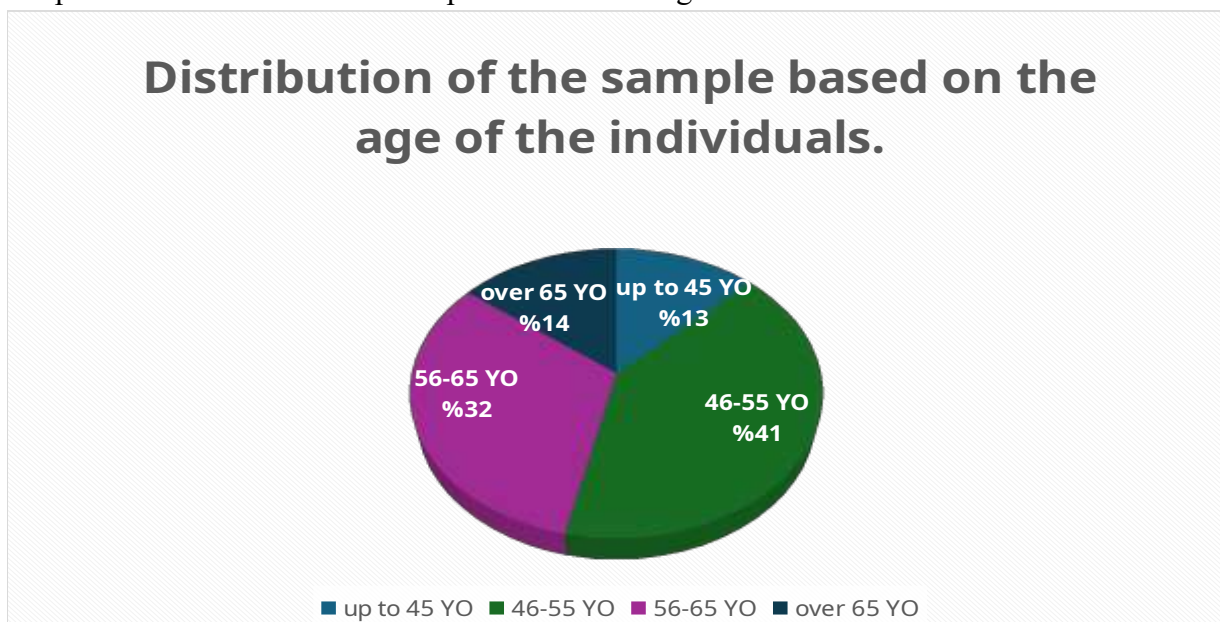
The sample consisted of 400 females from 35-81 years old which had an Ultrasound Bone Sonometry, and filled up the questionnaire for the assessment of risk factors. Low bone mineral density is defined by the T-score as follows, osteopenia is defined by T-score less than -1 and osteoporosis is defined by T-score less than -2.5.

1. Demographic characteristics of the sample

1.1 Distribution of the sample based on the age of the individuals.

For a better interpretation of the results, we organized the age of the sample in 4 age groups; up to 45 years old, 46-55 years old, 56-65 years old, and over 65 years old. As can be seen in graphic 1, the sample's distribution based on the age of the individuals is as follows, 40.8% of the sample belongs to the age group 46 to 55 years old, 32.09% of the age group 56 to 65 years. 14.43% are people over 65 years of age and 12.69% are people up to 45 years of age.

Graphic 1: Distribution of the sample based on the age of the individuals.



1.2 Distribution of the sample based on the place of residence

Distribution of the sample based on the place of residence is as follows; 28.1% of the sample lives in Gjirokastër, 21.14% of them live in Memaliaj, 20.4% of them live in Tepelenë, 16.92% of them live in Përmet and 12.94% of them live in Këlcyrë. At first glance seems like the sample is not equally distributed in the geographical area that this study covers, but considering the population for these municipalities, the distribution of the sample by municipalities is uniform.

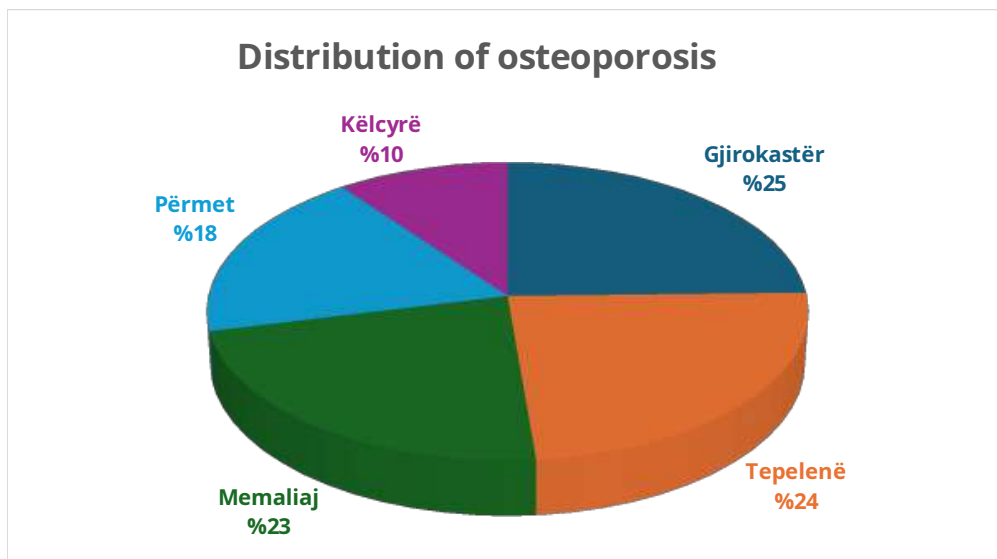
2. Distribution of osteoporosis and osteopenia in our sample.

Based on the results of this study, the overall prevalence of osteoporosis (defined by T-score at least -2.5) in our sample is 39.75 % (159/400).

Based on the results of this study, the distribution of osteoporosis according to the place of residence is 24.49% of all cases live in Gjirokastër, 23.81% of all cases live in Tepelenë,

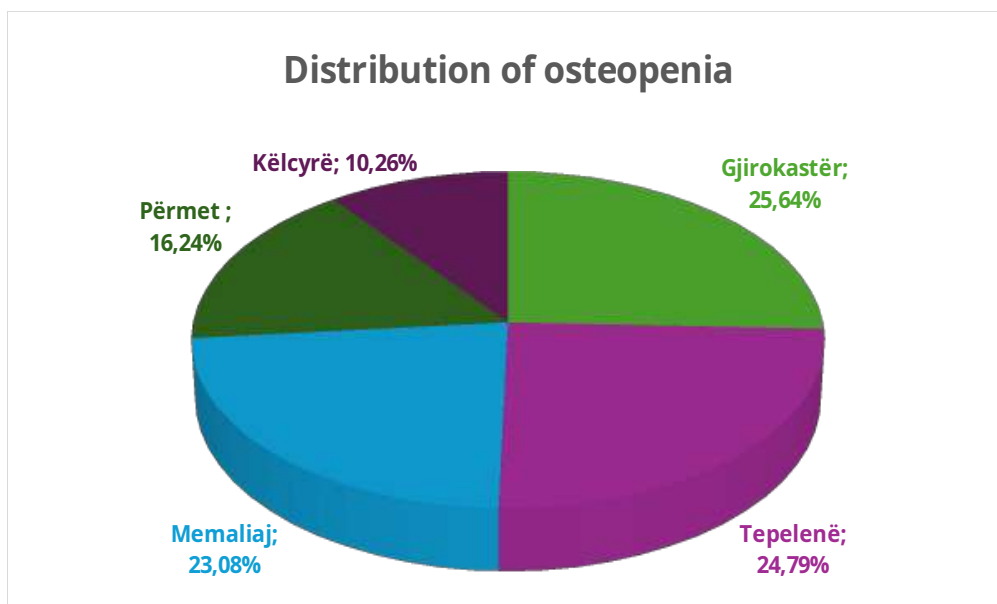
22.45% of all cases live in Memaliaj, 18.37% of all cases live in Përmet, and 10.2% of all cases live in Këlcyre.

Graphic 2: Distribution of osteoporosis in our sample



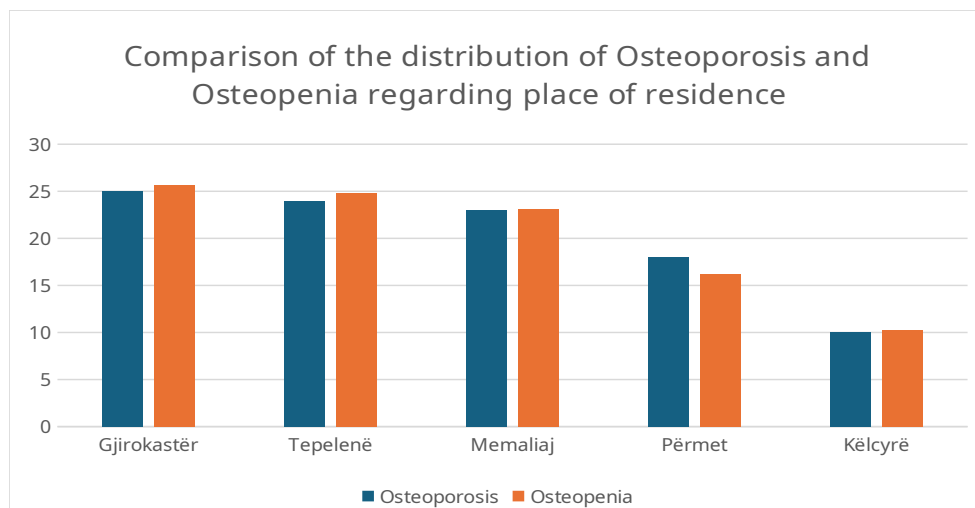
Almost the same situation appears for osteopenia, where 25.64% of cases are residents in Gjirokastër, 24.79% in Tepelenë, 23.08% in Memaliaj, 16.24% in Përmet and 10.26% in Këlcyre.

Graphic 3: Distribution of osteopenia in our sample



As can be seen in graphic 4, is very interesting the fact that the distribution of osteoporosis and osteopenia regarding the place of residence, follow the same trend.

Graphic 4: Comparison of the distribution of osteoporosis and osteopenia regarding place of residence.



3. Osteoporosis' Risk Factors

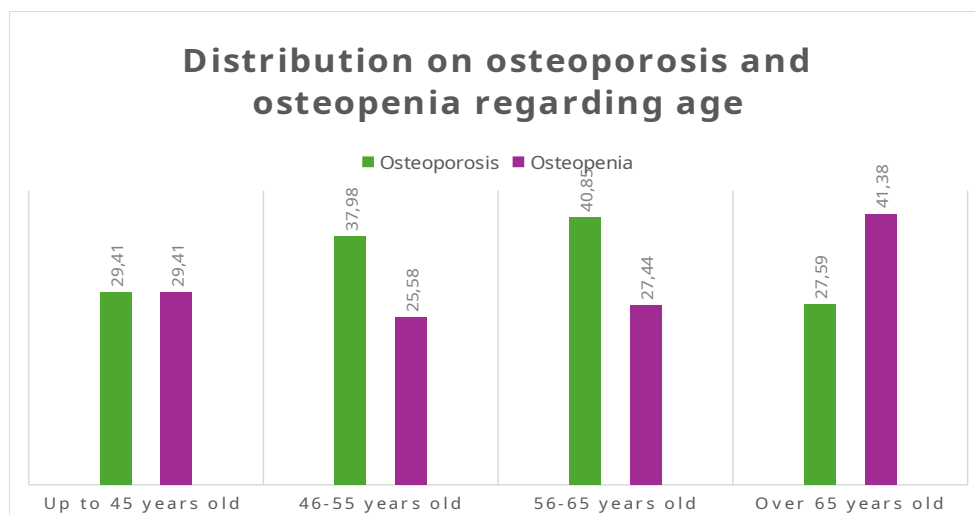
3.1 Age

Regarding age, osteoporosis has an increasing trend with increasing age, for the age groups up to 45 years, 46-55 years and 56-65 years, meanwhile the normal cases have a decreasing trend in all age groups. Osteopenia does not show any statistical trend in relation to age group.

Table 1: Distribution of the osteoporosis and osteopenia regarding age

Bone sonometry	Up to 45 years old	46-55 years old	56-65 years old	Over 65 years old
Osteoporosis	29.41 %	37.98 %	40.85 %	27.59 %
Osteopenia	29.41 %	25.58 %	27.44 %	41.38 %

Graphic 5: Distribution of osteoporosis and osteopenia regarding age



3.2 Hormonal changes, menopause and premature menopause

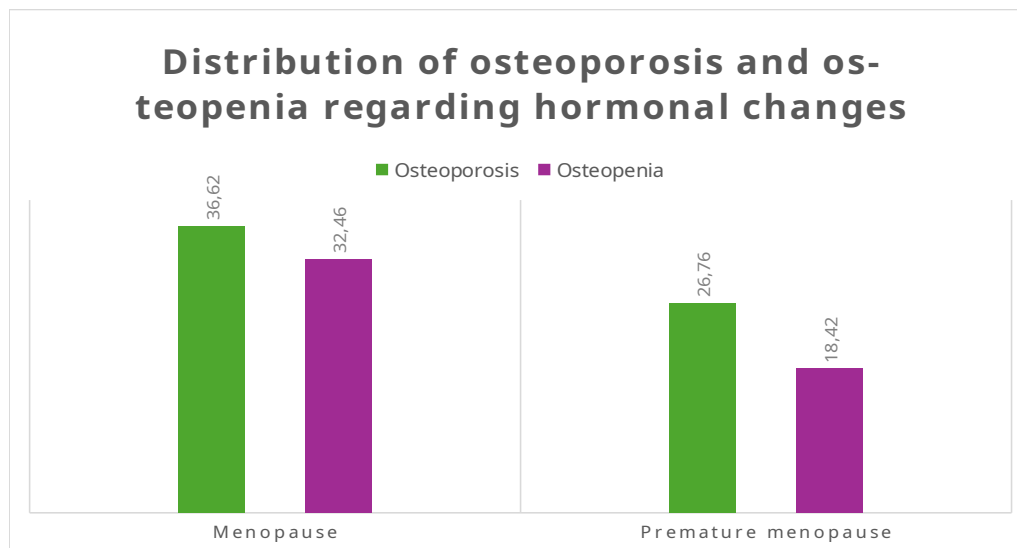
Regarding hormonal changes, 36.62% of cases with osteoporosis are currently in menopause, while 26.76% of cases with osteoporosis have had premature menopause.

For the part of the sample that resulted with osteopenia, 32.46% of them are currently in menopause while 18.42% have had premature menopause.

Table 2: Distribution of the osteoporosis and osteopenia regarding menopause and premature menopause

Bone Sonometry	Menopause	Premature menopause
Osteoporosis	36.62 %	26.76 %
Osteopenia	32.46 %	18.42

Graphic 6: Distribution of osteoporosis and osteopenia regarding menopause and premature menopause.



3.3 BMI

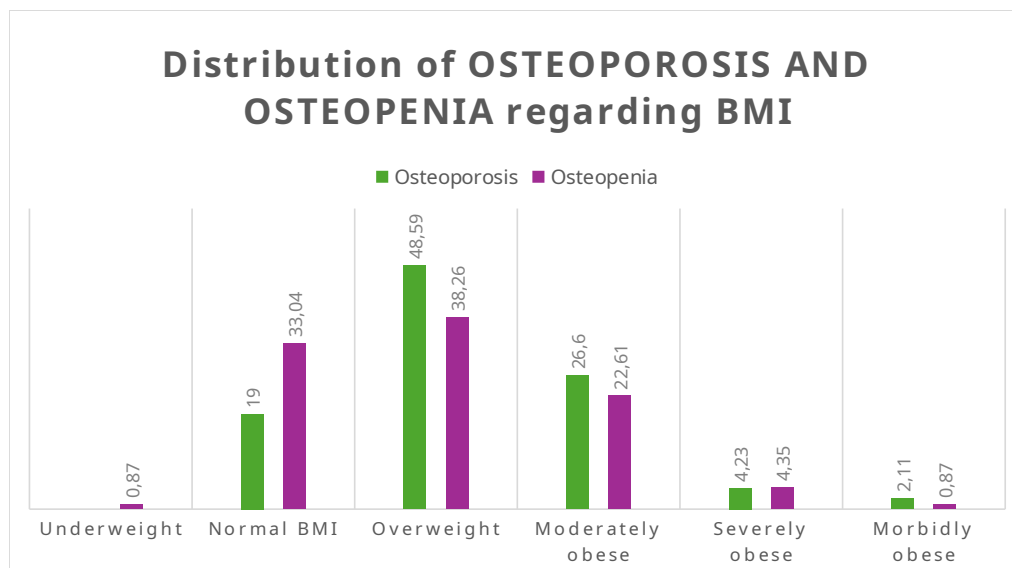
Regarding BMI, 19% of osteoporosis cases had a normal BMI, 48.59% of osteoporosis cases were overweight, 26.6% of osteoporosis cases were moderately obese, 4.23% of osteoporosis cases were severely obese, and 2.11% of cases of osteoporosis were morbidly obese.

Table 3: Distribution of the osteoporosis and osteopenia regarding BMI

Bone Sonometry	Underweight	Normal BMI	Overweight	Moderately obese	Severely obese	Morbidly obese
Osteoporosis	---	19 %	48.59 %	26.6 %	4.23 %	2.11 %
Osteopenia	0.87 %	33.04 %	38.26 %	22.61 %	4.35 %	0.87 %

An interesting finding is that from the sample, all the women who were underweight resulted with osteopenia.

Graphic 7: Distribution of osteoporosis and osteopenia regarding BMI



3.4 Alcohol consumption

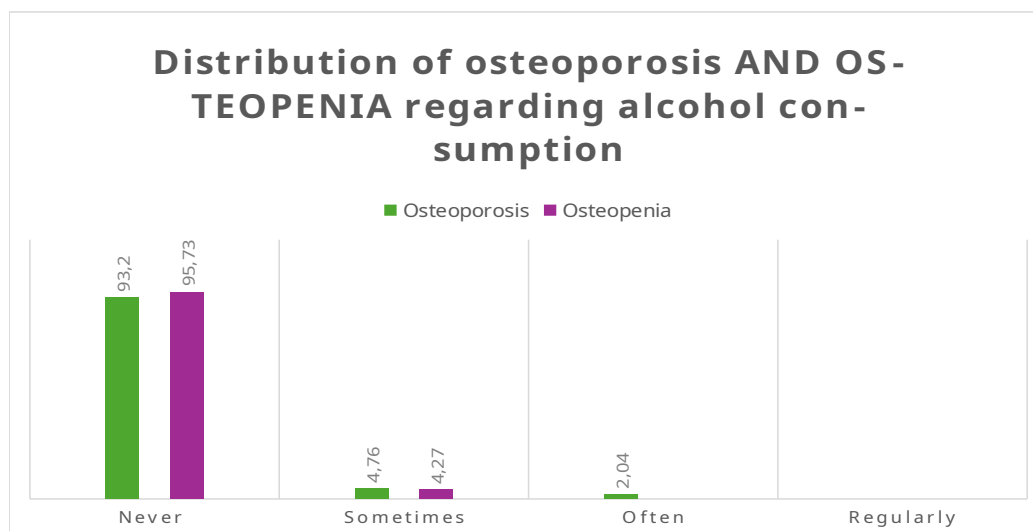
Regarding alcohol consumption, from the part of the sample that resulted with osteoporosis, 93.2% have never consumed alcohol, 4.76% consumed alcohol sometimes and only 2.04% have consumed alcohol often.

From the part of the sample that resulted with osteopenia, 95.73% have never consumed alcohol, and 4.27% consume alcohol sometimes.

Table 4: Distribution of the osteoporosis and osteopenia regarding alcohol consumption

Bone Sonometry	Never	Sometimes	Often	Regularly
Osteoporosis	93.2 %	4.76 %	2.04 %	---
Osteopenia	95.73 %	4.27 %	---	---

Graphic 8: Distribution of osteoporosis and osteopenia regarding alcohol consumption



3.5 Smoking

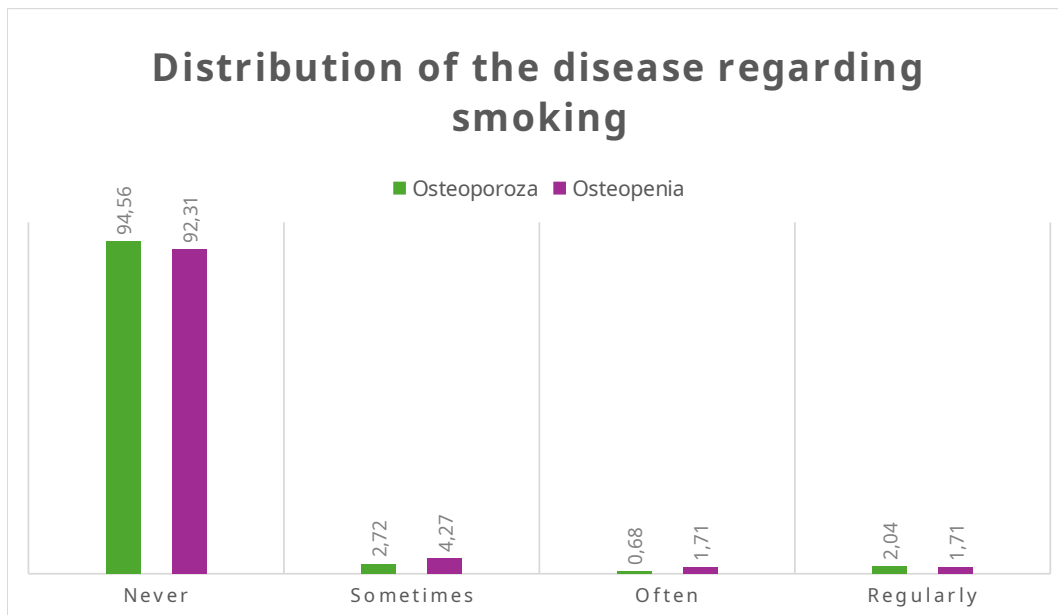
Regarding smoking, from the part of the sample that resulted with osteoporosis, 94.56% have never smoked, 2.72% smoke sometimes, 0.68% frequently, and 2.04% smoke regularly.

From the part of the sample that resulted with osteopenia, 92.31% do not smoke at all, 4.27% smoke sometimes, 1.71% some frequently, and 1.71 % smoke regularly.

Table 5: Distribution of the osteoporosis and osteopenia regarding smoking.

Bone Sonometry	Never	Sometimes	Often	Regularly
Osteoporosis	94.56 %	2.72 %	0.68 %	2.04 %
Osteopenia	92.31 %	4.27 %	1.71 %	1.71 %

Graphic 9: Distribution of osteoporosis and osteopenia regarding smoking.



3.6 Physical activity

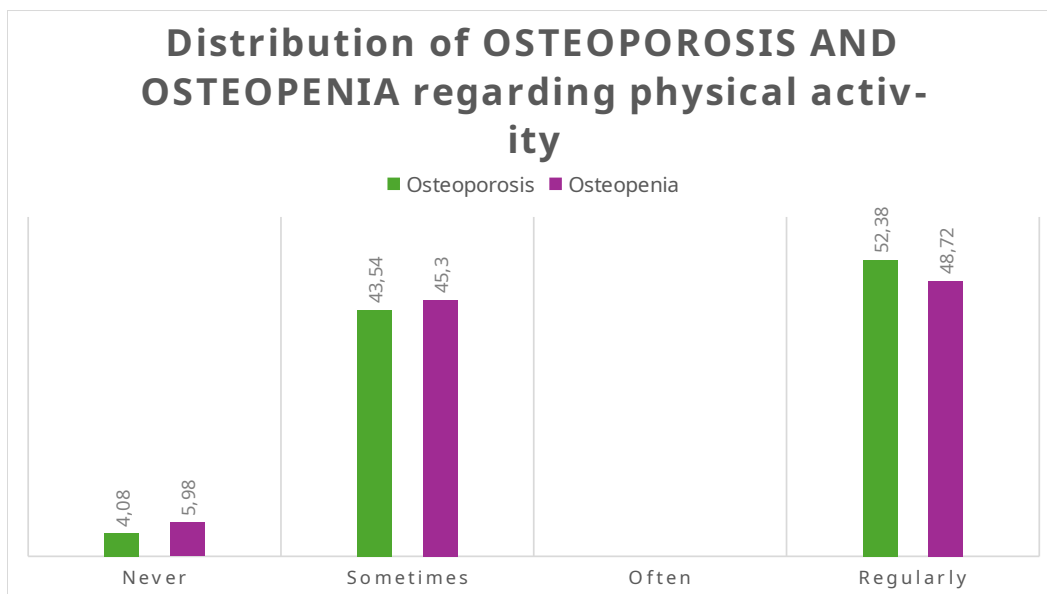
Regarding physical activity, from the part of the sample that resulted with osteoporosis, 52.38% of them regularly perform physical activity, 43.54% perform sometimes physical activities, and 4.08% never perform physical activities.

From the part of the sample that resulted with osteopenia, 48.72% of them are individuals who regularly perform physical activities, 45.3% perform sometimes physical activities, and 5.98% never perform physical activities.

Table 6: Distribution of the osteoporosis and osteopenia regarding physical activity.

Bone Sonometry	Never	Sometimes	Often	Regularly
Osteoporosis	4.08 %	43.54 %	---	52.38 %
Osteopenia	5.98 %	45.3 %	---	48.72 %

Graphic 10: Distribution of osteoporosis and osteopenia regarding physical activity.



4. Correlation between variables

Regarding the correlation between the variables, we emphasize that there is a statistically significant negative correlation between BMI and T-score, meaning the increase in BMI values is associated with the decrease in the values of the T-score variable; as well as between the variables premature menopause and T-score.

CONCLUSION

As a conclusion, in the sample of this study, the overall prevalence of osteoporosis (defined by T-score at least -2.5) is 39.75 % (159/400). Osteoporosis has a positive upward trend of distribution with growing age from 35 to 65 years old. For the individuals over 65 years old, the distribution of osteoporosis marks a significant fall, otherwise happens with osteopenia which marks a significant increase. This finding allows us to suppose that the individuals of over 65 years old have healthier bones compared to the rest of the sample. Of course their bones have started to demineralize as it is normally expected, but the degree of the demineralization is lighter than in the other age groups. These individuals, over 65 years old, have been born from year 1959 and earlier. This fact makes us suppose that this finding is because of healthier diet and organically grown food present in Albania in those years.

Regarding the correlation between variables, there is a statistically significant correlation between T-score and premature menopause, as well as T-score and BMI.

In this study, in contrast to the international literature, no strong statistical association was found between tobacco consumption, alcohol, and physical activity with osteoporosis.

We recommend further research in a bigger sample to better understand the epidemiology of this disease.

REFERENCES

- International Osteoporosis Foundation. Epidemiology. <https://www.osteoporosis.foundation/health-professionals/about-osteoporosis/epidemiology>
- Kanis, J. *Assessment of osteoporosis at the primary health-care level. WHO Scientific Group Technical Report.* 2007
- Devogelaer JP, Nagant de Deuxchaisnes C. Osteoporosis. Br J Rheumatol. 1993 Jun;32 Suppl 4:48-55. doi: 10.1093/rheumatology/32.suppl_4.48. PMID: 8508275.
- Reginster, J.Y. and N. Burlet, *Osteoporosis: a still increasing prevalence.* Bone, 2006. 38(2 Suppl 1): p. S4-9.
- International Osteoporosis Foundation: *How fragile is her future?* 2000 https://www.osteoporosis.foundation/sites/iofbonehealth/files/2020-04/how_fragile_is_her_future.pdf
- Alibasic E, Ramic E, Batic Mujanovic O. et al. Assessment of Osteoporosis in Family Medicine Obtained by Ultrasound Densitometry. Acta Inform Med. 2013; 21(4): 274-6.
- Zhu K, Prince RL. Lifestyle and Osteoporosis. Curr Osteoporos Rep. 2015; 13: 52-59
- Bijelic R, Milicevic S, Balaban J. Risk Factors for Osteoporosis in Postmenopausal Women. Med Arch. 2017 Feb;71(1):25-28. doi: 10.5455/medarh.2017.71.25-28. Epub 2017 Feb 5. PMID: 28428669; PMCID: PMC5364787.
- Camacho PM, Petak SM, Binkley N, et al. American Association of clinical endocrinologists/American college of endocrinology clinical practice guidelines for the diagnosis and treatment of postmenopausal osteoporosis-2020 update. Endocr Pract. 2020;26(Suppl 1):1–46. <https://doi.org/10.4158/GL-2020-0524SUPPL>. PMID: 32427503.
- Radeva, M., Predel, D., Winzler, S., Teichgräber, U., Pfeil, A., Malich, A., & Papageorgiou, I. (2021). Reliability of a Risk-Factor Questionnaire for Osteoporosis: A Primary Care Survey Study with Dual Energy X-ray Absorptiometry Ground Truth. *International Journal of Environmental Research and Public Health*, 18(3), 1136. <https://doi.org/10.3390/ijerph18031136>
- Martínez Pérez JA, Palacios S, García FC, Pérez M. Assessing osteoporosis risk factors in Spanish menopausal women. Gynecol Endocrinol. 2011 Oct;27(10):807-13. doi: 10.3109/09513590.2010.540599. Epub 2010 Dec 29. PMID: 21190416.
- Yong EL, Ganesan G, Kramer MS, et al. Hip fractures in Singapore: ethnic differences and temporal trends in the new millennium. Osteoporos Int. 2019;30:879-86.
- Bartl, R.; Bartl, C. Epidemiology of osteoporotic fractures. In *The Osteoporosis Manual*; Springer International Publishing: Cham, Switzerland, 2019; pp. 231–232. [[Google Scholar](#)]
- Donne B, Kelly M, Kelly A, Barniville G, O'Brien M, Corlett L. Bone density profiles and osteoporosis incidence in Irish females. Ir Med J. 1996 May-Jun;89(3):92-4. PMID: 8707529.
- Devogelaer JP, Nagant de Deuxchaisnes C. Osteoporosis. Br J Rheumatol. 1993 Jun;32 Suppl 4:48-55. doi: 10.1093/rheumatology/32.suppl_4.48. PMID: 8508275.
- Jordan, K., & Cooper, C. (2002). Epidemiology of osteoporosis. *Best Practice & Research Clinical Rheumatology*, 16(5), 795-806. <https://doi.org/10.1053/berh.2002.0264>
- Anthamatten A, Parish A. Clinical Update on Osteoporosis. J Midwifery Womens Health. 2019 May;64(3):265-275. doi: 10.1111/jmwh.12954. Epub 2019 Mar 14. PMID: 30869832.

Società Italiana dell'Osteoporosi, del Metabolismo Minerale e delle Malattie dello Scheletro. “Linee Guida SIOMMMS per diagnosi, prevenzione e terapia dell’osteoporosi.” 28.02.2017

<https://www.siomms.it/linee-guida-siomms-per-diagnosi-prevenzione-e-terapia-dellosteoporosi-lingua-inglese/>

The University of Sheffield, UK. “WHO Scientific Group Technical Report on Assessment of Osteoporosis at the Primary Health Care Level.” 2007 https://frax.shef.ac.uk/FRAX/pdfs/WHO_Technical_Report.pdf

Kollcaku, A., Kollcaku, J., & Duraj, V. (2017). SAT0683 Prevalence of osteoporosis in albanian postmenopause women and the role of risk factors in osteoporosis. *Annals of the Rheumatic Diseases*, 76, 1033.
<https://doi.org/10.1136/annrheumdis-2017-eular.4495>

Kollcaku, A., Kollcaku, J., Duraj, V., Backa, T., & Tafaj, A. (2015). Lifestyle correlates of low bone mineral density in Albanian women. *South Eastern European Journal of Public Health (SEEJPH)*.
DOI: <https://doi.org/10.4119/seejph-1812>

ÖFKE İLE MANEVİ İYİ OLUŞ ARASINDA İLİŞKİ VAR MI?

Abdullah DAĞCI¹

*¹Karamanoğlu Mehmetbey Üniversitesi, Edebiyat Fakültesi, adagci@kmu.edu.tr, Karaman/
Türkiye*

Öz: Sosyal ilişkilerdeki davranışlar, duygular ve düşüncelerden etkilenir. Maruz kalınan durum eğer istenilmeyen bir durum ise insanlar öfke davranışları sergileyebilirler. Bu bazen sözel bir öfke ifadesi olabileceği gibi bazen de kızgınlığı gösteren bir davranış olabilir. Özellikle haksızlığa uğranıldığı düşünüldüğünde, karşı tarafı cezalandırmak ve ondan intikam almak tercih edilebilir. Olayın üzerinden bir süre geçtikten sonra yaptıklarından pişmanlık da duyabilir. Diğer yandan bilişsel ve duygusal açıdan dengede olmaya destek olan ve olumsuz yaşam olayları ile baş edebilmeyi sağlayan maneviyatın, insanın günlük hayatına doğrudan yansımaları olur. Bu anlamda manevi yönelimi güçlü olan bireylerin, öfke ile daha kolay başa çıkabileceği ifade edilebilir. Araştırmanın amacı, gençlerin öfke (durumluk-sürekli) durumları ile manevi iyi oluş düzeyleri arasındaki ilişkiyi incelemektir. Araştırma, korelasyonel araştırma olarak tasarlanmış ve verileri elde etme sürecinde anket yoluyla veri toplama tekniği tercih edilmiştir. Verilere ulaşmak için 863 üniversite öğrencisine ölçekleri ve anket sorularını içeren bir anket formu uygulanmıştır. Katılımcıların öfke yönelimlerini belirlemek için öfke ölçeği ve manevi iyi oluşlarını belirlemek için spiritüel iyi oluş ölçeği kullanılmıştır. Bu kapsamda çalışmada şu sorulara cevap aranmıştır: “Katılımcıların öfke düzeyleri ile manevi iyi oluşları arasında anlamlı bir ilişki var mıdır?”, “Eğer anlamlı ilişki varsa bu ilişki, hangi yöndedir?”, “Demografik değişkenlere göre katılımcıların öfke düzeyleri değişmekte midir?” ve “Demografik değişkenlere göre katılımcıların manevi iyi oluş düzeyleri değişmekte midir?” Çalışma bu temel sorular üzerinde temellendirilmiş ve toplanan veriler bu kapsamda değerlendirilmiştir. Araştırmanın sonuçlarına göre öfke ile manevi iyi oluş arasında zıt yönde yüksek düzeyde bir ilişki ortaya çıkmıştır. Buna göre katılımcıların manevi iyi oluş düzeyleri arttıkça öfke yönelimlerinin azaldığı tespit edilmiştir. Ayrıca yaş ve yerleşim yeri değişkenleri açısından öfke yönelimlerinin farklılaştığına ulaşılmışken cinsiyet ve sosyo-ekonomik durum açısından ise farklılaşmadığı ortaya çıkmıştır. Bunun yanında cinsiyet, yerleşim yeri ve sosyo-ekonomik durum açısından manevi iyi oluş düzeyleri farklılaştığı tespit edilmişken, yaş değişkeni açısından anlamlı farklılıklar elde edilememiştir.

Anahtar Kelimeler: öfke, manevi iyi oluş, gençlik, maneviyat, sosyal ilişkiler.

IS THERE A RELATIONSHIP BETWEEN ANGER AND SPIRITUAL WELL-BEING?

Abdullah DAĞCI¹

¹Karamanoğlu Mehmetbey University, Faculty of Letters, adagci@kmu.edu.tr, Karaman / Türkiye

Abstract: Social behaviors in interpersonal relationships are influenced by emotions and thoughts. When individuals encounter undesirable situations, they may exhibit anger-related behaviors. These can manifest as verbal expressions of anger or actions reflecting irritation. Particularly when individuals perceive injustice, they may seek to punish or retaliate against the offending party. Over time, they may also experience regret for their actions. On the other hand, spirituality, which supports cognitive and emotional balance and aids in coping with adverse life events, has direct implications for daily life. In this sense, individuals with strong spiritual orientations may manage anger more effectively. The aim of this study is to examine the relationship between anger (state-trait) and spiritual well-being among young adults. Designed as a correlational study, the research employed a survey-based data collection method. A questionnaire containing scales and survey questions was administered to 863 university students. The Anger Scale was used to assess participants' anger tendencies, while the Spiritual Well-Being Scale measured their spiritual well-being. Within this framework, the study sought answers to the following questions: Is there a significant relationship between participants' anger levels and their spiritual well-being? If a significant relationship exists, what is its direction? Do anger levels vary according to demographic variables? Does spiritual well-being differ based on demographic variables? The study was structured around these core questions, and the collected data were evaluated accordingly. The findings revealed a strong inverse relationship between anger and spiritual well-being. Specifically, as participants' spiritual well-being increased, their anger tendencies decreased. Additionally, anger levels were found to differ based on age and place of residence but not on gender or socioeconomic status. Conversely, spiritual well-being varied by gender, place of residence, and socioeconomic status, but no significant differences were observed based on age.

Keywords: anger, spiritual well-being, youth, spirituality, social relationships.

GİRİŞ

İnsanın bütün yaşamını etkileyen unsurlardan birinin de maneviyat olduğu söylenebilir. Çünkü maneviyat bireyin kendisi, sosyal çevresi, fiziksel çevresi ve yaratıcı ile olan ilişkilerini anlamlandırır. Geçmişteki ve günümüzdeki toplumlara göz atıldığında, bunun işaretleri görülebilir. O halde maneviyatın insanın duygudurumuyla nasıl bir ilişki içinde olduğu incelenmesi gereken bir konudur. Diğer yandan anlaşmazlıkların ve fikir ayrılıklarının yol açtığı öfke yöneliminin yoğun bir şekilde görüldüğü dönemin üniversite gençlik yılları olduğu söylenebilir. Bu kapsamda üniversite hayatında farklı insanlarla aynı mekânda daha

fazla bulunma ve istese de istemese de onlarla anlaşmazlıklar yaşama, gençlerin öfke tutum ve davranışlarını farklı açılardan etkileyebilir. Gençlerin tutum ve davranışlarını anlamlandırmada ve şekillendirmede, onların öfke yönelimleri ve manevi iyi oluşlarının incelenmesine katkıda bulunacağı için önemlidir. Bu kapsamda araştırmanın amacı, üniversite öğrencilerinin öfke (durumluk-sürekli) durumları ile manevi iyi oluş düzeyleri arasındaki ilişkiyi incelemektir. Bu amaçla betimsel araştırma modelinde ve ilişkisel desen kapsamında gerçekleştirilecek araştırmanın verilerini elde etme sürecinde betimsel araştırma modeli benimsenecek ve anket yoluyla veri toplama tekniği tercih edilecektir.

LİTERATÜR

Yapılan literatür taramasında öfke ile manevi iyi oluş arasındaki ilişkiyi ele alan herhangi bir çalışmaya rastlanmamıştır. Bununla birlikte öfke ile manevi iyi oluşun ilişkili olduğu çalışmalardan birkaçı aşağıdadır:

Manevi iyi oluşun unsurlarından birisi de affetmedir. Bu açıdan bakıldığında öfke tarzları ile affetme arasında da ilişkiler olduğuna ve affetmenin sürekli öfke ile yaşam doyumu arasında düzenleyici bir fonksiyon icra ettiğine ulaşan araştırmalar da vardır (Göregen & Yıldız, 2021; Topbaşoğlu, 2016). Çeşitli çalışmalarda affetme boyutlarının sürekli öfke ile yaşam doyumu arasında düzenleyici bir işlev gördüğü tespit edilmiştir (Küçük, 2016; Topbaşoğlu, 2016; Yaşar, 2015). Çardak (2012) ise affedicilik yönelimli psiko-eğitim programının affetme eğilimi, belirsizliğe tahammülsüzlük, psikolojik iyi oluş, sürekli kaygı ve öfke üzerindeki etkisini araştırmıştır. Çalışma sonucunda affedicilik psiko-eğitim programının bir yandan bireylerin affedicilik eğilimini artırdığı, belirsizliği daha olumlu değerlendirmesini sağladığı, psikolojik iyi oluşunu artırırken diğer yandan sürekli kaygı düzeyini ve sürekli öfke düzeyini azalttığı tespit edilmiştir.

YÖNTEM

Çalışma, ilişkisel tarama modeli kapsamında gerçekleştirilmiş bir araştırmadır. Bu amaçla Türkiye’deki üniversitelerde öğrenim gören önlisans, lisans ve lisansüstü düzeylerdeki 516 katılımcıdan örneklem grubu oluşturulmuştur. Çalışmada şu sorulara cevap aranmıştır: “Katılımcıların öfke düzeyleri ile manevi iyi oluşları arasında anlamlı bir ilişki var mıdır?” “Eğer anlamlı ilişki varsa bu ilişki, hangi yöndedir?” “Cinsiyet ve yaş değişkenine göre katılımcıların öfke düzeyleri farklılaşmakta mıdır?” “Cinsiyet ve yaş değişkenine göre katılımcıların manevi iyi oluş düzeyleri farklılaşmakta mıdır?”

Araştırmadaki öfke ile ilişkili verilere, Durumluk-Sürekli Öfke Ölçeği (DSÖÖ) ile ulaşılmıştır. Bu test, Özer (1994) tarafından Türkçeye uyarlanmıştır. Manevi iyi oluş ile ilişkili veriler ise Ekşi ve Kardaş (2017) tarafından geliştirilen Üç Boyutlu Spiritüel İyi Oluş Ölçeği aracılığıyla elde edilmiştir. Her iki ölçekten elde edilen veriler istatistik programına aktarılmış ve öncelikle normallik dağılımı değerlendirilmiştir. Ardından bu iki değişken arasındaki ilişkiye dair Pearson Korelasyon Analizi yapılmıştır.

BULGULAR

1. Manevi iyi oluş ile öfke arasındaki ilişkiye dair bulgular

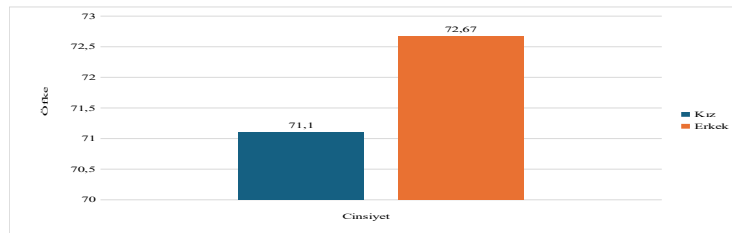
		Öfke
Manevi İyi Oluş	Pearson Correlation	-,148*
	Sig. (2-tailed)	,001
	N	516
*,01		

Tablo 1: Manevi iyi oluş ile öfke arasındaki ilişkiye dair Pearson korelasyon analizi

Tablo 1'e göre manevi iyi oluş ile öfke eğilimi arasında negatif yönde anlamlı bir ilişki vardır. Bu ilişki zayıf düzeyde bir ilişkidir. Buna göre manevi iyi oluş arttıkça öfke eğilimi azalmaktadır. Dolayısıyla manevi açıdan güçlü olan insanların öfke yönelimlerinin daha az olduğu söylenebilir.

2. Öfke Değişkenine Dair Bulgular

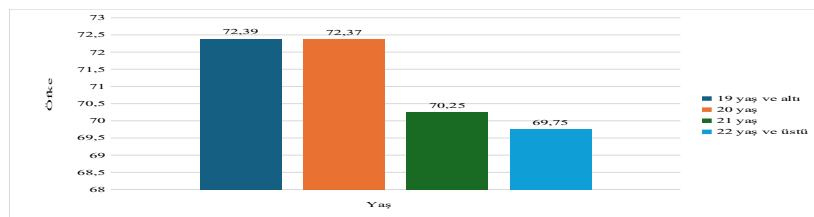
Cinsiyet



Grafik 1: Katılımcıların cinsiyet değişkenine göre öfke puanları ortalamaları

Grafik 1'e göre erkeklerin öfke puanları kızlardan daha yüksektir. Bu veriye göre erkeklerin, kızlardan daha öfkeli olduğu söylenebilir.

Yaş

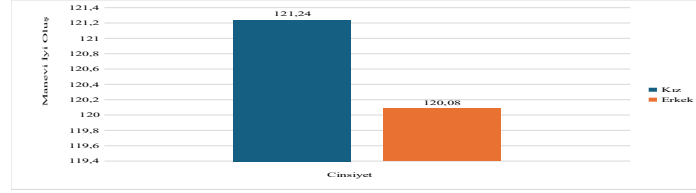


Grafik 2: Katılımcıların yaş değişkenine göre öfke puanları ortalamaları

Grafik 2'ye göre yaş arttıkça öfke eğilimi azalmaktadır.

3. Manevi İyi Oluş Değişkenine Dair Bulgular

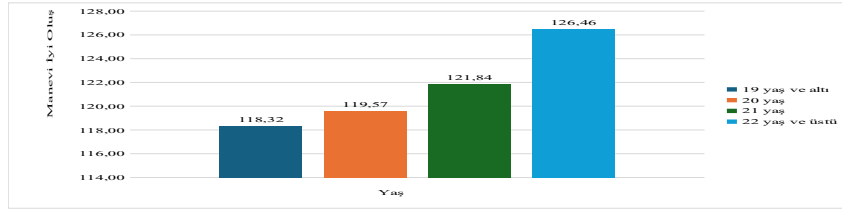
Cinsiyet



Grafik 3: Katılımcıların cinsiyet değişkenine göre manevi iyi oluş puanları ortalamaları

Grafik 3'e göre kızların manevi iyi oluş düzeyleri, erkeklerden daha yüksektir. Buna göre kızların manevi açıdan erkeklerden daha iyi olduğu söylenebilir.

Yaş



Grafik 4: Katılımcıların yaş değişkenine göre manevi iyi oluş puanları ortalamaları

Grafik 4'e göre yaş arttıkça manevi iyi oluş düzeyleri de artmaktadır.

SONUÇ

Çalışmada, manevi iyi oluş ile öfke arasında ilişki olup olmadığı araştırılmıştır. Bu amaçla 516 kişilik örnekleme üç boyutlu spiritüel iyi oluş ölçeği ve durumluk – sürekli öfke ölçeği uygulanmıştır. Elde edilen veriler istatistiki analiz programıyla değerlendirilmiştir. Araştırmada şu sonuçlara ulaşılmıştır:

- Manevi iyi oluş düzeyi arttıkça öfke yönelimi azalmaktadır.
- Erkeklerin öfke düzeyleri kızların öfke düzeyinden yüksektir.
- Yaş arttıkça öfke düzeyi azalmaktadır.
- Kızların manevi iyi oluş düzeyleri erkeklerin manevi iyi oluş düzeyinden yüksektir.
- Yaş arttıkça manevi iyi oluş düzeyi de artmaktadır.

TEŞEKKÜR

Bu çalışma, TÜBİTAK 2209-A Üniversite Öğrencileri Araştırma Projeleri Destekleme Programı kapsamında (proje başvuru numarası: 1919B012421119) TÜBİTAK tarafından desteklenmiştir.

KAYNAKÇA

- Çardak, M. (2012). Affedicilik yönelimli psiko-eğitim programının affetme eğilimi, belirsizliğe tahammülsüzlük, psikolojik iyi oluş, sürekli kaygı ve öfke üzerindeki etkisinin incelenmesi [*Doktora Tezi*]. Sakarya Üniversitesi.
- Ekşi, H., & Kardaş, S. (2017). Spiritual well-being: Scale development and validation. *Spiritual Psychology and Counseling*, 2, 73-88.
- Göregen, F., & Yıldız, M. (2021). Ergenlerde tanrı algısı, affetme eğilimi ve öfke ilişkisi üzerine bir araştırma. *Dini Araştırmalar*, 24(61), 427-458.
- Küçüker, D. (2016). Affetme, affetmeme, bilişsel esneklik, duygu düzenleme ve yaşam doyumu arasındaki ilişkilerin incelenmesi [*Yüksek Lisans Tezi*]. Pamukkale Üniversitesi.
- Özer, A. K. (1994). Sürekli Öfke ve Öfke İfade Tarzı Ölçekleri Ön Çalışması. *Türk Psikoloji Dergisi*, 9(31), 26-35.
- Topbaşoğlu, T. (2016). Yaşam doyumunun yordayıcısı olarak öfke ve affetme: Affetmenin düzenleyici rolü [*Yüksek Lisans Tezi*]. Pamukkale Üniversitesi.
- Yaşar, K. (2015). Eğitim fakültesi öğrencilerinin öznel iyi oluş düzeyleri ile psikolojik sağlamlık ve affetme düzeyleri arasındaki ilişki [*Yüksek Lisans Tezi*]. Bursa Uludağ Üniversitesi.

HUZUREVİ YAŞLILARININ MANEVİ İHTİYAÇLARI*

Abdullah DAĞCI¹

*¹Karamanoğlu Mehmetbey Üniversitesi, Edebiyat Fakültesi, adagci@kmu.edu.tr,
Karaman / Türkiye*

Öz: İnsanoğlunun hayatta kalması ve kaliteli bir yaşam sürmesi için birtakım ihtiyaçları vardır. Maslow bu ihtiyaçları, temel fizyolojik ihtiyaçlardan başlayarak kendini gerçekleştirmeye kadar uzanan bir hiyerarşi şeklinde beş kategoride ele almıştır. Maneviyat, erken çocukluktan yaşlılığa kadar bireyin yaşamını yönlendiren temel bir etkidir. Bu nedenle, yaşlı kişilerin manevi alanda hangi eksiklikler yaşadığının irdelenmesi, konu hakkında önemli bilgiler sunacaktır. Risk grubunda yer alan yaşlı bireylerle yapılacak çalışmalarda, veri toplamak amacıyla mülakat tekniklerinin kullanılması, katılımcı gözlemlerin yapılması ve örneklemin huzur evlerinden seçilmesi, yaşlıların manevi ihtiyaçları hakkında değerli bulgular elde etmek açısından kritik önem taşımaktadır. Bu bağlamda çalışmanın amacı huzurevi yaşlılarının manevi ihtiyaçlarını tespit etmektir. Bu bağlamda yaşlılardaki manevi unsurlar incelenmiştir. Görüşme formu 20 yaşlıya uygulanmış ve elde edilen veriler analiz edilmiştir. Araştırmanın sonuçlarına göre, katılımcıların her fırsatta yalnızlıklarını dile getirdikleri görülmüş ve hayatlarında değişiklikler yapmak için herhangi bir *niyete* sahip olmadıkları sonucuna ulaşılmıştır. Yaptıkları hatalara yönelik genellikle pişmanlık duymayarak *tövbe* etmedikleri ve olaylara genellikle *olumlu bakış* açısıyla yaklaşmadıkları tespit edilmiştir. Konuşmaları genellikle maddi ögeler üzerinde yoğunlaşırken *maneviyata* yönelik bir eğilim görülmemiştir. *Tevekkül* konusundan habersiz oldukları ve kendilerine yapılan hataları *affetme* konusunda herhangi düşünceye sahip olmadıkları tespit edilmiştir. Birbirlerine karşı *sevgi* beslemedikleri, sahip oldukları için *şükretmedikleri* ve en küçük olumsuzluklarda dahi *sabretmedikleri* tespit edilmiştir. Yaşanan anlaşmazlıkların sonucunda birbirlerine küstükleri ve dolayısıyla *barış* değerinden yoksun oldukları görülmüştür. Geçmiş yaşantılarından olumlu çıkarımlarda bulunmadıkları ve olayların arka planı hakkında düşünmediklerinden yola çıkarak *bilgelik* ile ilgili bir temayüle de rastlanmamıştır.

Anahtar Kelimeler: Manevi ihtiyaçlar, maneviyat, yaşlılık, huzurevi.

*Bu metin, yazarın eserinden (Dağcı, 2019) yararlanılarak hazırlanmıştır.

SPIRITUAL NEEDS OF ELDERLY PEOPLE IN NURSING HOMES

Abdullah DAĞCI¹

*¹Karamanoğlu Mehmetbey University, Faculty of Letters,
adagci@kmu.edu.tr, Karaman / Türkiye*

Abstract: Human being, to survival and well-being, are contingent upon fulfilling a hierarchy of needs, as proposed by Maslow, spanning from basic physiological requirements to self-actualization. Spirituality serves as a guiding force throughout an individual's life, from early childhood to old age. Investigating the spiritual deficiencies among elderly individuals offers critical insights into their holistic well-being. This study aims to identify the spiritual needs of elderly people in nursing homes. Qualitative research methods were employed, including in-depth interviews and participant observation. A sample of 20 elderly individuals residing in nursing homes was selected for data collection. Interview data was systematically analyzed to identify recurring themes. The results indicate that participants frequently expressed feelings of loneliness and demonstrated no inclination to make changes in their lives. Most exhibited no remorse or repentance for mistakes and generally maintained a negative outlook. Their conversations predominantly revolved around material concerns, with minimal engagement in spiritual discourse. Key observations include below. Lack of awareness regarding tawakkul and absence of forgiveness toward personal grievances. Absence of mutual affection, gratitude for blessings, or patience in adversity. Prolonged estrangement following conflicts, reflecting a deficiency in reconciliation. No evidence of wisdom-based reflection on experiences or deeper contemplation of life events. The findings highlight a significant neglect of spiritual well-being among elderly nursing home residents, marked by emotional detachment, lack of forgiveness, and minimal existential reflection. Interventions fostering spiritual engagement and emotional resilience are recommended to enhance their quality of life.

Keywords: Spiritual needs, spirituality, old age, nursing home.

GİRİŞ

Bireylerin gündelik hayatta karşılaştıkları zorlukların önemli bir kısmı, çevreyle kurulan dengeli ilişkiyle bağlantılıdır. Verimli, mutlu ve manevi bütünlüğünü koruyan insanların genellikle çevresi ile dengeli ilişkiler içinde olduğu (Hartmann, 2011: 33). Ancak kültürel açıdan heterojen yapıdaki toplulukların bir arada bulunma dinamikleri, farklı perspektiflerden analiz edilmesi gereken bir konudur. Bu durumu inançsal açıdan ve geçmişe dair yaklaşımlarla değerlendirme, günümüzde de yaygındır. İlgili çalışmalarda, genellikle kalabalık nüfusların ortak yaşam pratikleri incelenmektedir. Bununla birlikte, modern toplumlarda yaşlı nüfusun yoğun olduğu huzurevlerinde, bu sosyal entegrasyon olgusunun detaylı analizi de önem taşımaktadır. Zira hem farklı kültürel geçmişe sahip bireylerin aynı

ortamda bulunmaları hem de çeşitli deneyimleri olan yaşlıların uzun süreli etkileşim içinde olmaları, kolektif yaşam kültürünün araştırılmasını zorunlu hale getirmektedir. Araştırma kapsamında *manevi ihtiyaçlar* kavramı kişinin kendisi, sosyal çevresi, doğa ve Yaradan ile olan ilişkisine doğrudan etki eden ve değerleri de kapsayan ihtiyaçlar olarak tanımlanmıştır (Dağcı, 2024: 325). Maneviyatın, Maslow'un gereksinimler piramidinin neredeyse tüm aşamalarıyla bağlantılı olduğu söylenebilir.

YÖNTEM

Araştırmanın temel amacı, huzurevinde ikamet eden yaşlı bireylerin manevi ihtiyaçlarını incelemektir. Nitel araştırma yaklaşımının benimsendiği bu çalışmada, söz konusu huzurevinde elde edilen veriler temel alınmıştır. Bu doğrultuda, Sinop Huzurevinde yaşayan ve yaşları 60 ile 96 arasında değişen 20 bireyle görüşmeler yapılmış ve veriler içerik analizi yöntemi kullanılarak çözümlenmiştir. Ayrıca, üç ay süreyle huzurevinde katımlı gözlemler gerçekleştirilmiş; hem bireylerin kendi ifadelerinden hem de gözlem verilerinden hareketle, yaşlıların manevi ihtiyaçları analiz edilmiştir. Verilerin toplanmasında kullanılan görüşme formunda, ilk olarak cinsiyet, yaş ve yerleşim yeri gibi demografik bilgiler yer almıştır. Ayrıca üç temel soru yöneltilmiştir: (1) “*Huzurevine gelme sebebiniz nedir?*” (2) “*Huzurevindeki diğer yaşlılarla ilişkileriniz nasıldır?*” ve (3) “*Sizce, huzurevin yaşlılarında olması ya da olmaması gereken tutum ve davranışlar nelerdir?*” Bu üç sorunun her birinden sonra “*Niçin?*” sorusu yöneltilmiştir ve böylece manevi ihtiyaçlara ilişkin bulgulara ulaşılmıştır.

BULGULAR

Araştırmada, katılımcıların önemli bir kısmı, bakım evlerinde yoğun bir yalnızlık ve çaresizlik hissi yaşadıklarını ifade etmiştir. Aileleriyle yaşadıkları çatışmalar sonucu bu kurumlara yerleşenlerin, evlerine dönme arzularına rağmen, yakınlarıyla ilişkilerini yeniden düzeltme konusunda isteksiz davrandıkları gözlemlenmiştir. İleriye dönük planları sorulduğunda, büyük çoğunluk “artık burada ömrümün sonunu bekliyorum”, “bu yaştan sonra gelecek mi planlanır” gibi karamsar ifadeler kullanmıştır. Mevcut zorluklardan kurtulup daha iyi bir yaşam sürme konusunda herhangi bir motivasyon gözlemlenmemesi, katılımcılarda geleceğe dair *niyet* eksikliğine işaret etmektedir.

Bazı yaşlılar, geçmişte işlediklerini düşündükleri yanlışlardan ve dini açıdan sakıncalı davranışlardan söz etmiş, hatta bir kısmının bu eylemleri övünç kaynağı olarak aktardığı tespit edilmiştir. Özellikle dini inancı zayıf olan bireylerde bu tutumun daha belirgin olduğu görülmüştür. Bu grubun, mevcut yaşamlarından memnuniyetsiz oldukları ve ölüm sonrasına dair herhangi bir beklenti taşımadıkları anlaşılmaktadır. İşledikleri hatalar hakkındaki sorulara “kesinlikle pişman değilim”, “o kişi bunu hak etmişti” gibi yanıtlar vermeleri, bu durumdan rahatsızlık duymadıklarını ve bağışlanma arayışında olmadıklarını göstermektedir. Dolayısıyla, bu bireylerin manevi anlamda *tövbe* ihtiyacı içinde oldukları değerlendirilebilir. Ayrıca genel olarak örneklemin yaşama bakış açıları oldukça karamsardır. Kendi

durumlarından bahsederken sıklıkla yaşlılığın getirdiği sıkıntılardan yakınmakta, gündelik olayları olumsuz yorumlamakta ve konuşmalarında kötümser ifadeler kullanmaktadırlar. En ufak bir fiziksel rahatsızlık yaşadıklarında bile en kötü senaryoyu düşünmekte ve sağlık problemleri karşısında yoğun kaygı duymaktadırlar. “Bu hastalık beni bitirdi”, “Bu yaşta artık düzelmem imkânsız” gibi ifadeler, *olumlu bakış açısından* yoksun olduklarını ortaya koymaktadır. Diğer yandan huzurevinde günde üç ana öğün ve iki ara öğün verilmekte, düzenli aralıklarla giysi desteği sağlanmaktadır. Ancak katılımcılarla yapılan görüşmelerde “Yemek kalitesi yetersiz.”, “Gezinti yapabileceğimiz yeşil alan bulunmuyor.”, “Vakit geçirecek aktivite imkânı yok.” gibi şikâyetler dile getirilmiştir. Maddi ihtiyaçlara yönelik bu taleplerin yanı sıra, manevi içerikli beklentilerin neredeyse hiç ifade edilmemesi, katılımcılarda *manevi bakış açısının* eksik olduğunun bir göstergesi olabilir.

Birçok yaşlı, sohbet sırasında orada bulunmayan diğer sakinler hakkında olumsuz yorumlarda bulunmakta, başkalarının olumlu yönlerini görmezden gelmekte ve küçük sözlü tartışmalarda uzun süreli küslük yaşamaktadır. Günlük yaşamda karşılaştıklarında selamlaşmak yerine birbirlerini yok saymaları dikkat çekmektedir. Oysa selamlaşma, hem güven ve samimiyet anlamı taşır hem de iyi dilek ve dua niteliğindedir (İz, 1998: 181). Diğer bireyler hakkında sorular yöneltildiğinde “O kendini bilmez”, “Ahlakı zayıf.”, “Onunla yaşamak imkânsız.” gibi önyargılı ifadeler kullanmaları, katılımcılarda *sevgi* eksikliğine bir işaret kabul edilebilir. Bunun yanında huzurevinde barınma, beslenme ve temel ihtiyaçlar devlet tarafından oldukça uygun şartlarda sağlanmasına rağmen, bu imkânlar için teşekkür ifade eden söz ve davranışlara nadiren rastlanmaktadır. Yaşlılıkla ilişkili sağlık problemleri yaşayan katılımcıların büyük bölümünün şikâyet odaklı bir dil kullandıkları, sağlıklı organları için Yaradan’a şükretmedikleri gözlemlenmiştir. Yaşlılık sürecine dair konuşmalarında “Eski günlerimi hatırladıkça üzülüyorum.”, “Yaşlılık hiç iyi değil.”, “Allah bir an önce canımı alsın.” gibi ifadeler dile getirmelerine karşın, sahip oldukları nimetler için şükredici söylemlerden uzak olmaları, katılımcılarda *şükür* eksikliğinin göstergesi olduğu söylenebilir.

Katılımcıların çoğu, yaşın ilerlemesine bağlı olarak tansiyon, diyabet, kemik erimesi gibi çeşitli sağlık sorunlarıyla karşı karşıyadır. Bu rahatsızlıklar karşısında isyana varan tepkiler vermeleri, sabır davranışının yeterince sergilenmediğini göstermektedir. Ayrıca, yeni girişimlerini Allah’a güvenerek ve ondan destek dileyerek yapmak yerine daha çok anlık kişisel hazlarını tatmin etmeye yönelmeleri ve yalnızca olumsuz durumlarda Yaradan’a yönelmemeleri, *tevekkül* anlayışının zayıf olduğunun göstergesidir. Aralarındaki küçük anlaşmazlıklar dahi kalıcı kırgınlıklara yol açmakta, özellikle evlatları tarafından zorla huzurevine bırakıldığını belirtenlerin çocuklarına karşı kin ve beddua besledikleri görülmektedir. Dolayısıyla katılımcılarda *affetme* bakımından bir eksiklik olduğu söylenebilir. Ayrıca gündelik sohbetlerde, huzurevinde yaşanan küçük gerilimleri sık sık dile getirmeleri, barış odaklı bir tutumun yerleşmediğini göstermektedir. Bazı katılımcılar geçmişte yaptıkları hatalardan pişmanlık duymalarına rağmen ders çıkarmamakta, çoğunluğu ise “keşke”leri geride bırakıp mevcut anı yaşama düşüncesini benimsememektedir. Oysa hatalardan ders

almak ve her anı kendi içinde değerlendirmek, bilgece bir yaklaşımın gereğidir. Bu durumun katılımcılarda *bilgelik* duygusunun eksikliğini gösterdiği ifade edilebilir.

SONUÇ

Bireysel ihtiyaçlarını karşılayamayan, aile bağları zayıflamış veya özel bakım gerektiren yaşlı bireyler, huzurevlerine yerleşmektedir. Sosyal izolasyon yaşayan bu grup için yeni bir yaşam düzeni başlamaktadır. Kurum yaşamına adaptasyon ve bu ortamın normlarını benimseme sürecinde, resmi kurallara riayet etme ve informal değerler sistemi içinde konum belirleme oldukça önemlidir. Sosyal bağların zayıfladığı bu evrede, farklı kültürel geçmişe sahip bireyler arasında çatışma ihtimali bulunmakla birlikte, kültürel çeşitliliğin uyumlu bir birlikteliğe dönüşmesi de mümkündür. Bu süreçte algısal farklılıklar, karşılıklı beklentiler ve kişilik özellikleri belirleyici faktörler olarak öne çıkmaktadır. Araştırmanın sonuçlarına göre, katılımcıların her fırsatta yalnızlıklarını dile getirdikleri görülmüş ve hayatlarında değişiklikler yapmak için herhangi bir *niyete* sahip olmadıkları sonucuna ulaşılmıştır. Yaptıkları hatalara yönelik genellikle pişmanlık duymayarak *tövbe* etmedikleri ve olaylara genellikle *olumlu bakış açısı*yla yaklaşmadıkları tespit edilmiştir. Konuşmaları genellikle maddi öğeler üzerinde yoğunlaşırken *maneviyata* yönelik bir eğilim görülmemiştir. *Tevekkül* konusundan habersiz oldukları ve kendilerine yapılan hataları *affetme* konusunda herhangi düşünceye sahip olmadıkları tespit edilmiştir. Birbirlerine karşı *sevgi* beslemedikleri, sahip oldukları için *şükretmedikleri* ve en küçük olumsuzluklarda dahi *sabretmedikleri* tespit edilmiştir. Yaşanan anlaşmazlıkların sonucunda birbirlerine küstükleri ve dolayısıyla *barış* değerinden yoksun oldukları görülmüştür. Geçmiş yaşantılarından olumlu çıkarımlarda bulunmadıkları ve olayların arka planı hakkında düşünmediklerinden yola çıkarak *bilgelik* ile ilgili bir temayüle de rastlanmamıştır.

KAYNAKÇA

- Dağcı, A. (2019). Huzurevi yaşlılarının psiko-sosyal uyumu ve manevi gereksinimleri. *İlahiyat Araştırmaları Dergisi*, 12, 23-44.
- Dağcı, A. (2024). Needs Analysis for Spiritual-Oriented Psycho-Education Practices in Elderly Care. *Gümüşhane Üniversitesi İlahiyat Fakültesi Dergisi*, 23, 321-337. <https://doi.org/10.53683/gifad.1379201>
- Hartmann, H. (2011). *Ben Psikolojisi ve Uyum Sorunu*. Metis.
- İz, M. (1998). *Din ve cemiyet*.

GELİŞİMSEL DEĞERLENDİRME SÜRECİNDE YAPAY ZEKA KULLANIMI: BİR SİSTEMATİK DERLEME

Alper Yusuf KÖROĞLU¹, Nejla CANBULAT ŞAHİNER²

*¹Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi, aykoroglu@kmu.edu.tr,
Karaman / Türkiye*

*²Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi, ncanbulat@kmu.edu.tr,
Karaman / Türkiye*

Öz: Gelişimsel değerlendirme, bireylerin yaşam boyu süren fiziksel, bilişsel, dilsel, sosyal ve duygusal gelişim alanlarındaki ilerlemelerini, güçlü yönlerini ve desteklenmesi gereken alanlarını belirlemek amacıyla özellikle erken yıllarda yapılan sistematik bir süreçtir. Bu değerlendirmeler, bireye özgü eğitim veya müdahale planlarının oluşturulmasında temel teşkil ederken, aynı zamanda gelişimsel gecikmelerin erken teşhisinde kritik rol oynamaktadır. Son yıllarda hızla ilerleyen yapay zeka teknolojileri; makine öğrenmesi, derin öğrenme ve doğal dil işleme gibi alt dallarıyla, insan benzeri öğrenme, karar verme ve problem çözme yetenekleri sergileyen algoritmalar ve sistemler bütünüdür. Yapay zeka, büyük veri kümelerini analiz etme, örüntüleri tanıma ve tahminlerde bulunma kapasitesiyle birçok sektörde dönüştürücü bir etki yaratmaktadır. Yapay zeka, gelişimsel değerlendirme süreçlerine entegre edildiğinde, otomatik puanlama, kişiselleştirilmiş değerlendirme araçları oluşturma, büyük veri analizi, gelişimsel raporlama ve riskli durumların erken teşhisi gibi alanlarda önemli katkılar sunma potansiyeli taşımaktadır. Bu entegrasyon, değerlendirme süreçlerini daha verimli, objektif ve bireye özgü hale getirme imkanı sunarak, uzmanların daha kompleks vakalara odaklanmasına olanak tanıyabilir. Bu sistematik derleme, gelişimsel değerlendirme süreçlerinde yapay zeka teknolojilerinin mevcut ve potansiyel kullanımlarını kapsamlı bir şekilde incelemeyi amaçlamaktadır. Araştırma sonucunda Yapay zeka modellerinin, çocuk gelişiminin psikiyatrik, motor, dil, dental ve nörogelişimsel alanlarında yüksek doğruluk ve nesnel değerlendirme imkanı sunarak klinik uygulamaları dönüştürme potansiyeline sahip olduğu görülmüştür.

Anahtar Kelimeler: Yapay Zeka; Gelişimsel Değerlendirme; Sistematik Derleme

THE USE OF ARTIFICIAL INTELLIGENCE IN DEVELOPMENTAL ASSESSMENT PROCESSES: A SYSTEMATIC REVIEW

Alper Yusuf KÖROĞLU¹, Nejla CANBULAT ŞAHİNER²

*¹Karamanoğlu Mehmetbey University, Faculty of Health Sciences, aykoroglu@kmu.edu.tr,
Karaman / Turkey*

*²Karamanoğlu Mehmetbey University, Faculty of Health Sciences, ncanbulat@kmu.edu.tr,
Karaman / Turkey*

Abstract: Developmental assessment is a systematic process, particularly undertaken in the early years, aimed at identifying individuals' progress, strengths, and areas requiring support across lifelong physical, cognitive, linguistic, social, and emotional domains of development. These assessments constitute a foundation for the creation of individualized education or intervention plans and play a critical role in the early diagnosis of developmental delays. In recent years, rapidly advancing artificial intelligence (AI) technologies—encompassing subfields such as machine learning, deep learning, and natural language processing—represent a collection of algorithms and systems that exhibit human-like capabilities in learning, decision-making, and problem-solving. AI is exerting a transformative impact across numerous sectors due to its capacity to analyze large datasets, recognize patterns, and make predictions. When integrated into developmental assessment processes, AI possesses the potential to offer significant contributions in areas such as automated scoring, the development of personalized assessment tools, big data analysis, developmental reporting, and the early identification of at-risk situations. This integration offers the prospect of rendering assessment processes more efficient, objective, and individualized, potentially allowing specialists to concentrate on more complex cases. This systematic review aims to comprehensively examine the current and potential applications of artificial intelligence technologies in developmental assessment processes. The findings of the study reveal that artificial intelligence models have the potential to transform clinical practices by providing high accuracy and objective evaluation in psychiatric, motor, linguistic, dental, and neurodevelopmental domains of child development.

Keywords: Artificial Intelligence; Developmental Assessment; Systematic Review

GİRİŞ

Gelişimsel değerlendirme, bireylerin bilişsel, sosyal, duygusal ve davranışsal gelişimlerinin düzenli olarak izlenmesi, ölçülmesi ve analiz edilmesini kapsayan çok boyutlu bir süreçtir. Bu süreç, eğitim, sağlık, psikoloji ve sosyal bilimler gibi birçok disiplini ilgilendirmektedir. Son yıllarda yapay zekâ (YZ) teknolojilerindeki hızlı ilerlemeler, gelişimsel değerlendirme uygulamalarında köklü değişimlere neden olmuş; bu uygulamaların daha nesnel, hızlı, kapsamlı ve bireyselleştirilebilir biçimde yürütülmesine olanak sağlamıştır. Bu çerçevede, YZ'nin gelişimsel değerlendirme süreçlerindeki yeri, disiplinler arası bir bakış açısıyla ele alınması gereken güncel ve önemli bir araştırma alanı hâline gelmiştir.

Geleneksel değerlendirme teknikleri çoğunlukla insan gözlemlerine, standart testlere ve manuel analizlere dayanmakta; bu yöntemler ise hem zaman alıcı olmakta hem de sınırlı veri ile çalışmaları ve öznellik barındırmaları nedeniyle çeşitli kısıtlar taşımaktadır. Buna karşılık, YZ tabanlı yöntemler; büyük veri kümelerini analiz etme, karmaşık desenleri belirleme ve gerçek zamanlı geri bildirim sağlama gibi üstünlükler sunmaktadır. Özellikle eğitim, sağlık ve psikolojik değerlendirme alanlarında YZ'nin kullanımı, değerlendirme süreçlerinin hem niteliğini hem de etkililiğini artırmaktadır.

Yapay zekânın eğitimde değerlendirme süreçlerine entegre edilmesi, öğrencilerin öğrenme süreçlerinin daha yakından takip edilmesini ve bireyselleştirilmiş geri bildirimlerin sağlanmasını mümkün hâle getirmektedir. Al-Smadi ve arkadaşlarının (2012) yürüttüğü araştırmada, otomatik değerlendirme formlarının karmaşık öğrenme materyalleriyle bütünleştirilmesi sonucunda, öğrencilerin kendi öğrenme süreçlerini daha etkili biçimde yönetebildikleri ve öz-yönelimli öğrenmenin desteklendiği ortaya konmuştur. Çalışmada ayrıca, teknoloji temelli araçların esnek ve birlikte çalışabilir değerlendirme hizmetleri sunduğu; bu sayede kişiselleştirilmiş ve uyarlanabilir e-öğrenme platformlarının geliştirilmesine zemin hazırladığı belirtilmiştir.

Yapay zekâ destekli değerlendirme sistemlerinin önemli katkılarından biri de değerlendirme süreçlerinin otomatikleştirilmesidir. Bu otomasyon, öğretmenlerin ve değerlendiricilerin iş yükünü azaltırken; değerlendirmelerin daha tutarlı, tarafsız ve hızlı biçimde gerçekleştirilmesini sağlamaktadır. Weinberger ve çalışma arkadaşlarının (2011) gerçekleştirdiği araştırmada, analitik değerlendirme rubriklerinin yarı otomatik makale değerlendirme ve geri bildirim süreçlerinde kullanımı ele alınmıştır. Araştırma bulguları, bilgi teknolojilerinin öğretmenlere değerlendirme süreçlerinde tutarlılığı ve güvenilirliği artırma ile önyargıyı azaltma konusunda destek olabileceğini göstermektedir. Özellikle makale değerlendirmelerinde zaman tasarrufu sağlandığı ve geri bildirim niteliğinin iyileştiği vurgulanmaktadır. Söz konusu yarı otomatik sistemlerin hem biçimlendirici hem de toplu değerlendirme bağlamlarında uygulanabilir olduğu; ayrıca öğrencilerin üst düzey düşünme becerilerinin ölçülmesinde önemli avantajlar sunduğu belirtilmektedir.

Gelişimsel değerlendirme süreçlerinde yapay zekâ kullanımı, yalnızca bilişsel becerilerin değil; aynı zamanda sosyal, duygusal ve davranışsal becerilerin değerlendirilmesine de anlamlı katkılar sağlamaktadır. Surve ve Londhe'nin (2020) çalışmasında, mesleki eğitim bağlamında öğrencilerin bilişsel olmayan becerilerinin değerlendirilmesi ve geliştirilmesinde yapay zekâ temelli yaklaşımların rolü incelenmiştir. Araştırma kapsamında, çevrim içi öğrenme yönetim sistemleri (LMS) aracılığıyla sunulan YZ destekli değerlendirme araçlarının, öğrencilerin bütüncül gelişimini izleme ve desteklemede etkili olduğu sonucuna ulaşılmıştır. Yapay zekânın öğrenci izleme, bireyselleştirilmiş öğrenme desteği sağlama ve değerlendirme süreçlerine entegrasyonu hem bilişsel hem de bilişsel olmayan becerilerin gelişimini destekleme açısından önemli olanaklar sunmaktadır.

Yapay zekânın sağlık alanındaki gelişimsel değerlendirme süreçlerine entegrasyonu da dikkat çekici bir gelişme olarak öne çıkmaktadır. Özellikle nörolojik ve psikiyatrik değerlendirmelerde, YZ tabanlı sistemler erken tanı koyma, semptom şiddetini öngörme ve tedavi sürecini izleme gibi kritik işlevleri üstlenmektedir. Belic ve çalışma arkadaşlarının

(2019) gerçekleştirdiği araştırma, Parkinson hastalığının tanı ve değerlendirme süreçlerinde yapay zekânın etkisini incelemiştir. Araştırma bulgularına göre, yapay sinir ağları erken tanı aşamasında yüksek doğruluk oranı sunarken; destek vektör makineleri semptom şiddetinin tahmininde başarılı sonuçlar vermektedir. Ayrıca, geliştirilen algoritmaların doğruluğunun artırılmasında araştırmacılar arası iş birliğinin önemine dikkat çekilmiştir. Benzer biçimde, Anagnostopoulou ve arkadaşları (2020), otizm spektrum bozukluğunun değerlendirilmesinde YZ teknolojilerinin erken ve doğru tanı süreçlerini desteklediğini; buna bağlı olarak bireyselleştirilmiş müdahale olanaklarının geliştirilebildiğini ortaya koymuşlardır. Bu tür uygulamalar, gelişimsel bozuklukların değerlendirilmesinde yapay zekânın klinik süreci hem hızlandırıcı hem de nesnelleştirici bir araç olarak işlev gördüğünü göstermektedir.

Yapay zekâ teknolojilerinin değerlendirme süreçlerine dâhil edilmesi, özellikle çevrim içi değerlendirme ortamlarında çeşitli fırsatların yanı sıra bazı tehditleri de beraberinde getirmiştir. Karadağ'ın (2023) gerçekleştirdiği ön incelemede, ChatGPT gibi yapay zekâ temelli araçların çevrim içi değerlendirme süreçlerinde kullanımına odaklanılmıştır. Bu çalışmada, yapay zekânın otomatik notlandırma ve geri bildirim sağlama, değerlendirme sürecini iyileştirme ve zaman kazandırma gibi çeşitli avantajlar sunduğu belirtilmektedir. Bununla birlikte, akademik dürüstlük, güvenilirlik ve sistemlerin uyarlanabilirliği gibi konularda bazı kaygıların da gündeme geldiği ifade edilmektedir. Çalışma, yapay zekâ entegrasyonunun etik biçimde gerçekleştirilebilmesi için gerekli önlemlerin alınması gerektiğine ve bu alanda daha fazla bilimsel araştırmaya ihtiyaç duyulduğuna dikkat çekmektedir. Bu bulgular, gelişimsel değerlendirme süreçlerinde yapay zekâ destekli araçların hem olanaklar hem de riskler barındırdığını ortaya koymaktadır.

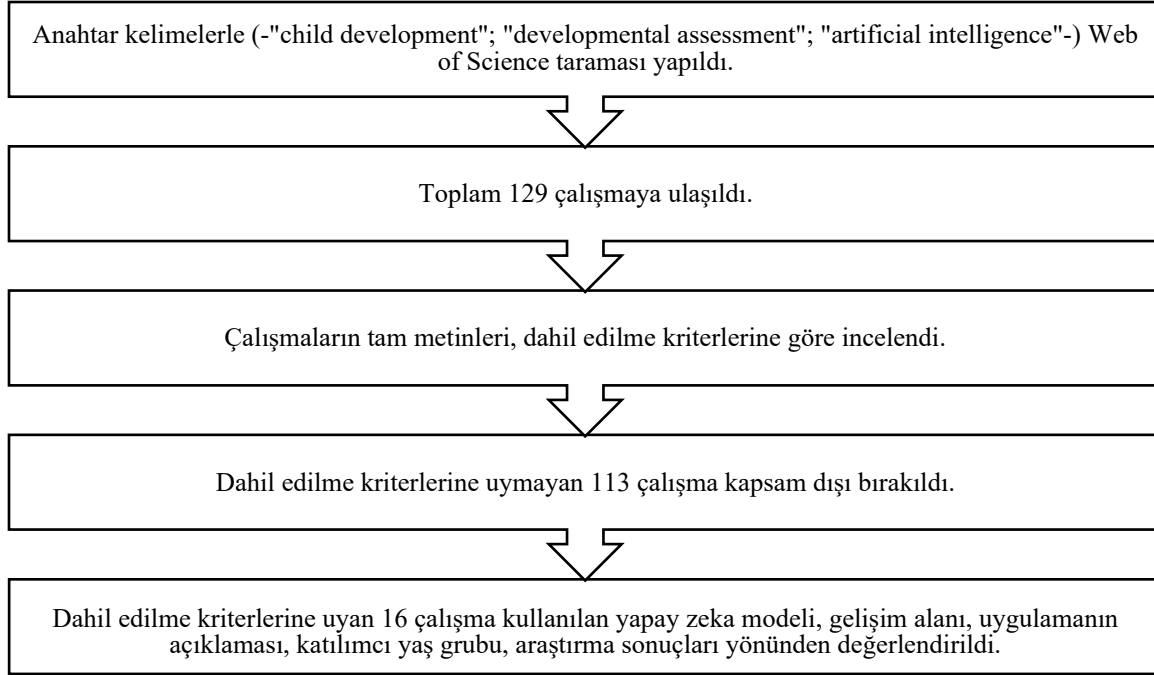
Sonuç olarak gelişimsel değerlendirme süreçlerinde yapay zekâ teknolojilerinin kullanımı; eğitim, sağlık, özel gereksinimli bireylerin desteklenmesi ve kurumsal bilgi yönetimi gibi pek çok alanda yenilikçi çözüm ve uygulama imkânları sunmaktadır. YZ tabanlı değerlendirme sistemleri, bireysel farklılıkları gözetken; nesnel, hızlı ve esnek değerlendirme süreçlerinin yapılandırılmasına katkıda bulunurken, aynı zamanda etik, güvenilirlik ve uyarlanabilirlik gibi yeni tartışma başlıklarını da gündeme taşımaktadır. Bu bağlamda, yapay zekânın gelişimsel değerlendirme süreçlerine etkili, etik ve sürdürülebilir biçimde entegre edilebilmesi için disiplinler arası iş birliği ile sürekli ve kapsamlı araştırmaların yürütülmesi gerekmektedir. Bu bağlamda çalışmada, gelişimsel değerlendirme sürecinde yapay zekâ kullanımının sistematik olarak incelenmesi amaçlanmıştır.

YÖNTEM

Bu çalışmada gelişimsel değerlendirme sürecinde yapay zeka kullanımına yönelik yapılan araştırmaları ve sonuçlarını belirlemek için sistematik derleme kullanılmıştır. Araştırma sürecinde herhangi bir yıl sınırlamasına gidilmeksizin -"child development"; "developmental assessment"; "artificial intelligence"- anahtar kelimeleri kullanılarak Web of Science'ta yer alan çalışmalar incelenmiştir.

Araştırmanın dahil etme kriterleri; 0-6 yaş aralığındaki çocukların yer aldığı, çocukların gelişimsel değerlendirmesini içeren, yapay zekanın herhangi bir modelinin kullanıldığı, araştırma çalışması olması; dışlama kriterleri ise, 0-6 yaş aralığını kapsamayan, gelişimsel değerlendirmeyi içermeyen, yapay zekanın kullanılmadığı, derleme çalışmalar olmasıdır.

İlgili anahtar kelimeler ile yapılan taramanın ardından Web of Science veritabanında toplam 129 çalışmaya ulaşılmıştır. Dahil etme ve dışlama kriterleri göz önünde bulundurulduğunda ise geriye kalan 16 çalışma incelenmiştir (Şekil 1).



Şekil 1. İşlem Basamakları

BULGULAR

Tablo 1. Gelişimsel Değerlendirme Sürecinde Yapay Zeka Uygulamalarının Karşılaştırmalı Analizi

Yazar lar ve Yıl	Kullanılan Yapay Zeka Modeli	Gelişim Alanı	Uygulamanın Açıklaması	Katılımcı Yaş Grubu	Araştırma Sonuçları
Usta et al. (2020)	Random Forest, SVM, Karar Ağacı, Naive Bayes	Ergenlik Dönemi Psikiyatrik Bozukluklar	1-3 yaş BITSEA/CBCL ölçek verileri ile ergenlikte psikiyatrik tanı tahmini	13-42 aylık çocuklar	Random Forest: %85.2 doğruluk, AUC 0.79. En güçlü belirteçler: BITSEA maddeleri (dikkat süresi, isme tepki) ve CBCL dışsallaştırma puanları.
Wang et al. (2022)	- Temel Model: Derin Öğrenme CNN - Destekleyici: HRNet + Faster R-CNN (kemik işaretleme)	İskelet Olgunluğu (Kemik Yaşı)	Çocukların el-bilek röntgenleri üzerinden Çin 05 RUS-CHN yöntemi ile AI destekli kemik yaşı değerlendirmesi yapıldı.	4-18 yaş (Ort. 9.85 yaş)	- AI desteği ile doktor hataları (MAE) azaldı: Kıdemli: 0.403 → 0.325 Orta: 0.469 → 0.344 Genç: 0.755 → 0.370 - En zor

					kemik: Birinci ve beşinci proksimal falanks.
Song et al. (2022)	- Modeller: SVM, RF, XGBoost, LR - Değişken Seçimi: Boruta - Yorumlama: SHAP	Otizm Spektrum Bozukluğu (OSB) + Entelektüel Yetersizlik (EY)	OSB'li çocuklarda sosyodemografik/davranışsal verilerle EY tanısı için makine öğrenmesi modelleri karşılaştırıldı.	6.41 ± 1.96 yaş (Ortalama)	- En iyi model: SVM (Accuracy: %83.6 , AUC: 0.845) - En önemli değişkenler: Tekrarlayan davranışlar, Dil yeteneği - Düşük anne eğitimi EY riskini ↑.
Wu et al. (2022)	Gaussian Süreç Regresyonu (GPR), SVM, Random Forest, vb.	Diş Gelişimi / Kronolojik Yaş Tahmini	Panoramik filmlerde 7 mandibular dişin gelişim evrelerini kullanarak yaş tahmini	2.6-17.7 yaş	GPR en yüksek doğruluk (RMSE: 0.92, MAE: 0.69). Geleneksel yöntemlere (Demirjian: RMSE 1.36) kıyasla daha az hata.
Chung et al. (2023)	DePose (2D poz) + EvoSkeleton (3D poz) + Bulanık Mantık	Motor Gelişim (Baş kontrolü)	Mobil videolardan "Pull-to-Sit" testi; 3D iskelet dönüşümü ve açı analizi	Ort. düzeltilmiş yaş 4.8 ay	Seviye 0 vs. 1-3: %88.06 doğruluk (5 anahtar nokta); Seviye 3 vs. 0-1: %96.05 doğruluk (13 nokta); Kappa: 0.745-0.903 (hemşirelerle uyum)
He et al. (2023)	- Çok Dalı Dikkat Ağı (MAAL-Net) - Bölge Öneri Ağı (RPN) - Gaussian Etiket Dağılımı	Fiziksel Gelişim (Kemik Yaşı)	- Radyoloji raporlarından belirsiz etiketler (örn. "~12 yaş") Gaussian dağılıma dönüştürüldü. - El bileği ve parmak ROI'leri otomatik tespit edildi. - Kültürler arası uyum için Çin veri seti (CNBA) kullanıldı.	0-20 yaş (37-228 ay)	- MAE: 4.07 ay (RSNA veri setinde). - ±6 ay hassasiyet: %87.27 (CNBA). - Uzman doktor performansına (MAE: 7.32 ay) yakın.
Kim et al. (2023)	MS-G3D (Grafik Evrişimli Ağ)	Kaba motor beceriler	K-DST'ye dayalı standart motor davranışların 3 açılı video kaydından iskelet tabanlı hareket tanıma ve gelişim	20-71 ay (1.6-5.9 yaş)	- Test doğruluğu: Grup A (20-35 ay): %93.94 Grup B (36-53 ay): %87.50 Grup C (54-71 ay):

			skorlama		%96.31 - Çoklu aç veri performansı artırdı
Chen et al. (2024)	Çoklu-Modal Ensemble Model (Bidirectional LSTM + DT + RF)	Nörogelişimsel (DEHB Teşhisi)	DEHB teşhisi için entegre sistem: - Kablosuz EEG (Oksipital gama/beta gücü) - K-CPT-2 testi (Tepki süresi) - DBDRS ölçeği (Öğretmen derecelendirmeleri)	68 ay (5.6 yaş) ADHD: 43 çocuk TD: 35 çocuk	- Doğruluk: %97.4 (Ensemble) - Önemli Özellikler: • Öğretmen derecelendirmeleri (DBRS-T-i/h) • K-CPT-2 tepki süresi (HRT) • O2 gama/beta EEG gücü - Wearable EEG: Genç çocuklarda uygulanabilir
Chun et al. (2024)	- Aşama 1: Grafik Evrişimli Ağlar (GCN) - Aşama 2: XGBoost - Yorumlanabilirlik: Grad-CAM, SHAP	Kaba Motor Beceriler	Çocukların merdiven çıkma, top atma gibi 4 temel hareketinin videolarından iskelet çıkarımı yapılarak motor performans değerlendirildi.	18-35 ay (Ort. 29.6 ay)	- GCN modeli AUROC: 0.79-0.90 - XGBoost (genel motor) AUROC: 0.90 - En önemli davranış: Merdiven inme - Grad-CAM ile kritik eklemler/vakit dilimleri belirlendi.
Griffen et al. (2024)	ANI (GAINS® Uygulaması) (Tablet tabanlı, gerçek zamanlı koçluk)	Dil ve İletişim (Tercih Değerlendirme)	MSWO tercih değerlendirmesi uygulamasında stajyer konuşma terapistlerine yönelik: - Sesli/grafikli adım adım rehberlik - Veri girişi ve skorlama otomasyonu	Yetişkin: 20-22 yaş (5 stajyer) Çocuk: 4-5 yaş (2 TD çocuk)	- Uygulama Doğruluğu: %93.97 (YZ) vs %83.79 (Kağıt) - Skorlama Hataları: %0 (YZ) vs %45.71 (Kağıt) - Süre Tasarrufu: 7 dk/oturum - Kabul Edilebilirlik: Yetişkin/çocuk katılımcılar YZ'yi tercih etti
Lin et al. (2024)	HRNet (Poz tahmini), PoseConv3D (Hareket tanıma)	Motor gelişim	5 kameralı klinik ortamda Alberta Bebek Motor Ölçeği (AIMS) hareketlerinin sınıflandırılması ve izlenmesi	4-18 ay (düzeltilmiş yaş)	- 31 hareketin sınıflandırılması: Doğruluk: 0.91 Duyarlılık: 0.91 Kesinlik: 0.91 F1 skoru: 0.91 - Erken doğan ve zamanında doğan bebeklerde benzer

					performans
Shi et al. (2024)	YOLOv3, SOS-Net (Symmetric and Ordinal Staging Network), Meta-analiz	Dental gelişim	OPG görüntülerinden tam otomatik dental yaş tahmini (diş lokalizasyonu, gelişim evrelemesi, istatistiksel yaş hesaplama)	3-15 yaş	- Diş belirleme: %97.5 mAP50 - Evreleme doğruluğu: %82.97 - Yaş tahmini MAE: 0.72 yıl (tüm dişler)
Toki et al. (2024)	Lojistik Regresyon (Karşılaştırmalı: RF, SVM, XGBoost, kNN)	Nörogelişimsel Bozukluklar (ASD, DEHB, ÖÖ)	"SmartSpeech" ciddi oyunuyla konuşma/dil verisi toplanması; küme analizi ve faktör puanlarıyla tahmin modeli	3-52 yaş (Ort. 7)	%81.52 doğruluk, %82.26 kesinlik, %81.5 duyarlılık, AUC:0.730; harici doğrulama: %72.5 doğruluk
Xu et al. (2024)	- LSTM/CNN (davranış kodlama) - Derin Öğrenme (3D vücut rekonstrüksiyonu) - Yapısal Eşitlik Modelleme (SEM)	Dil ve Sosyal-Duygusal Gelişim	- 0-6 Yaş Gelişim Değerlendirme Takımı geliştirildi (ECVT gibi yerel araçlar dahil). - Doğal etkileşimlerde otomatik davranış kodlama için AI (yüz ifadesi, mikro-ifade tanıma). - Çevresel faktörlerin analizi için multimodal veri entegrasyonu (EEG/MRI).	0-6 yaş	- ECVT güvenilir dil değerlendirme aracı olarak doğrulandı. - AI davranış kodlama, uzmanlarla uyumlu (%89 doğruluk). - Çevresel stres ve ebeveyn tutumlarının gelişimle ilişkisi SEM ile ortaya kondu.
Choi et al. (2025)	Naver CLOVA OCR + Kural Tabanlı Akıl Yürütme (RBR)	Çoklu Nörogelişimsel Bozukluklar	"IVORY" mobil PHR platformu; tıbbi kayıtların dijitalleştirilmesi ve AI yorumu	18 ay-18 yaş (Çoğunluk ilkököl)	OCR başarıları: %81; RBR doğruluğu: %100; Bakımveren memnuniyeti: 3.44/4; Klinisyen memnuniyeti: 3.50/4; Gelişimsel eğilim analizi ve kişiselleştirilmiş öneriler
Li et al. (2025)	İki Akışlı Grafik Evrişim Ağı (2sGCN) + Dikkat Geliştirilmiş xLSTM (AxLSTM)	Otizm Spektrum Bozukluğu (OSB) Erken Tespiti	Ebeveyn-çocuk blok oyunu (PCB) protokolü ile davranışsal veri toplama; iskelet hareketlerinin mekansal-zamansal	21-65 aylık çocuklar	%89.6 doğruluk ile OSB ve tipik gelişimi ayırt etti. Geleneksel yöntemlerden (örn. STGCN: %62) üstün performans.

			analizi		

Tablo 1 incelendiğinde son yıllarda yapay zeka (YZ) modelleri, çocuk gelişiminin farklı alanlarında tanı, değerlendirme ve izleme süreçlerine önemli katkılar sağladığı görülmektedir. Örneğin, Usta ve ark. (2020), 1-3 yaş arası çocukların BITSEA ve CBCL ölçek verilerini kullanarak Random Forest modeli ile ergenlik dönemi psikiyatrik bozuklukları %85.2 doğrulukla tahmin etmişlerdir. Benzer şekilde, Wang ve ark. (2022), çocukların el-bilek röntgenlerini analiz ederek kemik yaşı tespitinde doktor hatalarını azaltmış, özellikle genç doktorların performansını AI destekli sistemlerle iyileştirmiştir. Otizm spektrum bozukluğu (OSB) alanında Song ve ark. (2022), SVM modelini kullanarak %83.6 doğrulukla entelektüel yetersizliği tahmin etmiş ve tekrarlayan davranışlar ile dil yeteneğinin en kritik belirteçler olduğunu vurgulamıştır. Motor gelişimde ise Kim ve ark. (2023), MS-G3D modeli ile 20-71 aylık çocukların kaba motor becerilerini %87-96 doğrulukla sınıflandırmıştır. Dil ve iletişim alanında Griffen ve ark. (2024), tablet tabanlı GAINS® uygulamasıyla stajyer terapistlerin tercih değerlendirme süreçlerindeki doğruluğu %93.97'ye çıkarırken, skorumla hatalarını sıfıra indirmiştir. Dental gelişimde Shi ve ark. (2024), tam otomatik bir sistemle diş yaşını 0.72 yıl MAE ile tahmin ederek geleneksel yöntemlere üstünlük sağlamıştır. Öne çıkan diğer çalışmalardan Chen ve ark. (2024), DEHB teşhisi için EEG, K-CPT-2 ve öğretmen derecelendirmelerini entegre eden bir ensemble modelle %97.4 doğruluk elde etmiştir. Li ve ark. (2025) ise OSB erken tespitinde blok oyunu davranışlarını analiz eden 2sGCN+AxLSTM modeliyle %89.6 doğruluk sağlamıştır. Bu çalışmalar, YZ'nin çocuk gelişiminde tanısal doğruluğu artırma, zaman ve maliyet tasarrufu sağlama ve objektif değerlendirme potansiyelini ortaya koymaktadır. Ancak, kültürler arası uyum ve klinik entegrasyon konularında daha fazla araştırmaya ihtiyaç duyulmaktadır.

SONUÇ VE ÖNERİLER

Yapay zeka (YZ) modelleri, çocuk gelişiminin psikiyatrik, motor, dil, dental ve nörogelişimsel alanlarında yüksek doğruluk ve nesnel değerlendirme imkanı sunarak klinik uygulamaları dönüştürme potansiyeline sahiptir. Çalışmalar, özellikle erken tanı, profesyonel hatalarının azaltılması ve zaman tasarrufu gibi avantajları ortaya koymuştur. Ancak, bu teknolojilerin yaygın kullanımı için veri güvenliği, etik kaygılar, kültürel adaptasyon ve klinisyen-YZ iş birliği gibi engeller aşılanmalıdır.

Bu doğrultuda, ilgili çalışma neticesinde elde edilen bilgilerden hareketle aşağıdaki öneriler uygun görülmüştür:

1. Kültürler Arası Uyum: Modeller, farklı coğrafyalardan verilerle eğitilmeli ve yerel dil/davranış özellikleri dikkate alınmalıdır.
2. Klinik Entegrasyon: YZ destekli sistemler, profesyonellerle birlikte tasarlanarak klinik rutine entegre edilmeli; açıklanabilir YZ araçları ile karar süreçleri şeffaflandırılmalıdır.

3. Veri Çeşitliliği ve Güvenliği: Eğitim veri setleri, cinsiyet, sosyoekonomik durum ve etnik çeşitlilik açısından dengeli olmalı; çocuk verilerinin gizliliği için anonimizasyon ve blockchain tabanlı güvenlik protokolleri geliştirilmelidir.
4. Maliyet-Erişilebilirlik Dengesi: Mobil tabanlı çözümler yaygınlaştırılarak düşük gelirli bölgelerde kullanım teşvik edilmeli, devlet destekli YZ tarama programları başlatılmalıdır.
5. Uzun Dönemli Validasyon: Modellerin prospektif çalışmalarla performansı izlenmeli ve tanı kriterleriyle uyumu sağlanmalıdır.

YZ, çocuk gelişiminde kişiselleştirilmiş gelişimsel değerlendirme ve erken müdahale için kritik bir rol oynayabilir, ancak insan merkezli ve etik sınırlar içinde kullanımı esas alınmalıdır. Disiplinler arası iş birliğiyle geliştirilecek hibrit modeller, bu teknolojinin sürdürülebilir başarısını sağlayacağı düşünülmektedir.

KAYNAKLAR

- AL-Smadi, M., Wesiak, G., Guetl, C., & Holzinger, A. (2012). Assessment for/as learning: Integrated automatic assessment in complex learning resources for self-directed learning. In *2012 Sixth International Conference on Complex, Intelligent, and Software Intensive Systems* (pp. 929–934). IEEE. <https://doi.org/10.1109/CISIS.2012.210>
- Anagnostopoulou, P., Alexandropoulou, V., Lorentzou, G., Lykothanasi, A., Ntaountaki, P., & Drigas, A. (2020). Artificial intelligence in autism assessment. *International Journal of Emerging Technologies in Learning (iJET)*, 15(6), 95–107. <https://doi.org/10.3991/ijet.v15i06.11231>
- Belić, M., Bobić, V., Badža, M., Šolaja, N., Đurić-Jovičić, M., & Kostić, V. S. (2019). Artificial intelligence for assisting diagnostics and assessment of Parkinson's disease—A review. *Clinical Neurology and Neurosurgery*, 184, 105442. <https://doi.org/10.1016/j.clineuro.2019.105442>
- Chen, I. C., Chang, C. L., Chang, M. H., & Ko, L. W. (2024). The utility of wearable electroencephalography combined with behavioral measures to establish a practical multi-domain model for facilitating the diagnosis of young children with attention-deficit/hyperactivity disorder. *Journal of Neurodevelopmental Disorders*, 16(1), 62.
- Choi, E. K., Choi, H., Kim, J., Kim, H., Kim, S. D., Choi, E., ... & Park, M. H. (2025). Development and usability of a mobile artificial intelligence platform for the management of childhood developmental disorders based on PHRs. *Health Informatics Journal*, 31(2), 14604582251345331.
- Chun, S., Jang, S., Kim, J. Y., Ko, C., Lee, J., Hong, J., & Park, Y. R. (2024). Comprehensive assessment and early prediction of gross motor performance in toddlers with graph convolutional networks–based deep learning: Development and validation study. *JMIR Formative Research*, 8, e51996.

- Chung, H. W., Chang, C. K., Huang, T. H., Chen, L. C., Chen, H. L., Yang, S. T., ... & Wang, K. (2023). Mobile device-based video screening for infant head lag: An exploratory study. *Children*, 10(7), 1239.
- Griffen, B., Lorah, E. R., Holyfield, C., Caldwell, N., & Nosek, J. (2024). Evaluating artificial intelligence on the efficacy of preference assessments for preservice speech-language pathologists. *Journal of Developmental and Physical Disabilities*, 1–33.
- He, B., Xu, Z., Zhou, D., & Chen, Y. (2023). Multi-branch attention learning for bone age assessment with ambiguous label. *Sensors*, 23(10), 4834.
- Karadağ, N. (2023). The impact of artificial intelligence on online assessment: A preliminary review. *Journal of Educational Technology and Online Learning*, 6(4), 822–837. <https://doi.org/10.31681/jetol.1351548>
- Kim, H. H., Kim, J. Y., Jang, B. K., Lee, J. H., Kim, J. H., Lee, D. H., ... & Park, Y. R. (2023). Multiview child motor development dataset for AI-driven assessment of child development. *GigaScience*, 12, giad039.
- Li, X., Fan, L., Wu, H., Chen, K., Yu, X., Che, C., Cai, Z., Niu, X., Cao, A., & Ma, X. (2025). Enhancing autism spectrum disorder early detection with parent-child dyads block-play protocol and attention-enhanced hybrid deep learning framework. *Engineering Applications of Artificial Intelligence*, 148, 110430. <https://doi.org/10.1016/j.engappai.2025.110430>
- Lin, S. C., Chandra, E., Tsao, P. N., Liao, W. C., Chen, W. J., Yen, T. A., ... & Jeng, S. F. (2024). Application of artificial intelligence in infant movement classification: A reliability and validity study in infants who were full-term and preterm. *Physical Therapy*, 104(2), pzad176.
- Shi, Y., Ye, Z., Guo, J., Tang, Y., Dong, W., Dai, J., ... & You, M. (2024). Deep learning methods for fully automated dental age estimation on orthopantomograms. *Clinical Oral Investigations*, 28(3), 198.
- Song, C., Jiang, Z. Q., Hu, L. F., Li, W. H., Liu, X. L., Wang, Y. Y., ... & Zhu, Z. W. (2022). A machine learning-based diagnostic model for children with autism spectrum disorders complicated with intellectual disability. *Frontiers in Psychiatry*, 13, 993077.
- Surve, B. C., & Londhe, B. R. (2020). Artificial intelligence based assessment and development of student's non-cognitive skills in professional education through an online learning management system. In *2020 Fourth International Conference on Inventive Systems and Control (ICISC)* (pp. 329–336). IEEE. <https://doi.org/10.1109/ICISC47916.2020.9171137>
- Toki, E. I., Tsoulos, I. G., Santamato, V., & Pange, J. (2024). Machine learning for predicting neurodevelopmental disorders in children. *Applied Sciences*, 14(2), 837.

- Usta, M. B., Karabekiroglu, K., Say, G. N., Gumus, Y. Y., Aydin, M., Sahin, B., ... & Sahin, I. (2020). Can we predict psychiatric disorders at the adolescence period in toddlers? A machine learning approach. *Psychiatry and Behavioral Sciences*, 10(1), 7.
- Wang, X., Zhou, B., Gong, P., Zhang, T., Mo, Y., Tang, J., ... & Wang, L. (2022). Artificial intelligence–assisted bone age assessment to improve the accuracy and consistency of physicians with different levels of experience. *Frontiers in Pediatrics*, 10, 818061.
- Weinberger, A., Dreher, H., AL-Smadi, M., & Guetl, C. (2011). Analytical assessment rubrics to facilitate semi-automated essay grading and feedback provision. In *Proceedings of the ATN Assessment Conference 2011* (pp. 20–21). Curtin University, Perth, Western Australia.
- Wu, T. J., Tsai, C. L., Huang, Y. H., Fan, T. Y., & Chen, Y. P. (2022). Efficacy of machine learning assisted dental age assessment in local population. *Legal Medicine*, 59, 102148.
- Xu, X., Wang, Z., Zhang, W., Guo, J., Wei, W., Zhang, M., ... & Li, D. (2024). Behavioral observation and assessment protocol for language and social-emotional development study in children aged 0–6: The Chinese baby connectome project. *BMC Psychology*, 12(1), 533.

EXPOSURE TO STRESS AND PROFESSIONAL BURNOUT AMONG SCRUB NURSES

*MSc Aneta Grzegorzewska¹, MSc Kalina Wota², Assoc. Prof. Paweł Więch³ University
Professor Email : anetgrzegorzewska@gmail.com*

¹Academy of Applied Sciences Józef Gołuchowski in Ostrowiec Świętokrzyski, Poland.

² East European State Higher School in Przemyśl, Poland.

³ Department of Nursing, Collage of Medicine, University of Rzeszów, Poland.

Supervisor: Assoc. Prof. Paweł Więch, University Professor

Abstract

Introduction: The nursing profession involves both physical and psychological burdens, which can result in chronic stress and, consequently, professional burnout.

Aim: To assess the level of exposure to stress and professional burnout among scrub nurses.

Material and Methods: The study was conducted between February and March 2024 among 90 professionally active scrub nurses. The research was carried out in the Central Operating Theatres of the following hospitals: the Voivodeship Hospital of St. Father Pio in Przemyśl, the Medical Care Center in Jarosław, and the Clinical Voivodeship Hospital No. 2 of St. Queen Jadwiga in Rzeszów. The research tools included the Maslach Burnout Inventory – Human Services Survey for Medical Personnel (MBI-HSS (MP)) and a proprietary questionnaire assessing work-related stress.

Results: Among the youngest respondents, 50.0% reported feeling work-related stress almost always, while 40.0% experienced it frequently. In the group of nurses over the age of 50, 63.2% reported frequent stress, whereas only 10% stated that they felt it almost constantly. The most commonly indicated stressors were co-workers' incompetence (average rating: 3.56) and the responsibility for patients' health and lives (average rating: 3.35). More than half of the respondents (53.4%) declared that occupational stress directly affects their private lives. A moderate level of professional burnout was observed in 45.6% of the respondents, with up to 75.6% falling within the moderate range in certain dimensions.

Conclusions: Stress is a common phenomenon among scrub nurses and occurs at a moderate intensity. The most frequently mentioned modifiable stressors included the lack of necessary materials and resources, low remuneration, fear of responsibility, and threats to one's own health and life. Professional burnout is also prevalent, particularly among older nurses with longer work experience, while stress is more commonly reported by younger, less experienced operating room staff.

Keywords: stress, professional burnout, scrub nurse.

INTRODUCTION

Occupational stress among healthcare professionals is a widely recognized phenomenon with serious implications. Surgical nurses, in particular, face high expectations, intense time pressure, and the psychological burden of patient care in critical situations. These conditions make them especially vulnerable to burnout—a syndrome characterized by emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment.

According to the World Health Organization, burnout is now officially classified as an occupational phenomenon, highlighting the need for healthcare systems to address it systematically. In the context of surgical departments, the complexity of procedures, the requirement for precision, and exposure to emergencies elevate stress levels to critical thresholds.

The theoretical basis for this study is the Maslach Burnout Inventory (MBI), specifically the Human Services Survey for Medical Personnel (MBI-HSS MP). This tool categorizes burnout into three dimensions and has been validated in multiple healthcare contexts.

LITERATURE REVIEW

A large body of literature confirms the association between high work demands in healthcare and burnout. Maslach and Leiter (2016) emphasize the role of chronic workplace stress in depleting professionals' emotional resources. Schaufeli et al. (2009) outline how burnout leads to decreased productivity, increased absenteeism, and ultimately affects patient outcomes.

Dębska and Bartosiewicz (2019) highlighted how emotional and physical fatigue among nurses contributes to turnover intentions and early retirement in Polish healthcare settings. Similar results were reported by Nowacka and Zawislak (2021), who found that over 40% of surgical nurses in their study displayed moderate to severe burnout symptoms.

Moreover, studies by Kowalska (2018) and Tomaszewska (2020) stress the importance of institutional support, workload management, and availability of psychological care as key factors in burnout prevention. International reports from the European Federation of Nurses also point to systemic issues such as understaffing and long shifts as direct contributors to burnout.

PURPOSE AND SCOPE OF THE STUDY

This study was designed to:

- assess the prevalence and level of occupational stress among surgical nurses,
- determine the degree of professional burnout using the MBI-HSS MP,
- examine correlations between stress/burnout and variables such as age and work seniority,
- evaluate awareness and application of stress-coping strategies,
- explore the impact of work stress on private life and job satisfaction,
- assess the willingness of nurses to remain in the profession.

MATERIAL AND METHOD

The research was conducted among 90 surgical nurses employed in hospital operating rooms in southeastern Poland. The research was carried out in the Central Operating Theatres of the following hospitals: the Voivodeship Hospital of St. Father Pio in Przemyśl, the Medical Care Center in Jarosław, and the Clinical Voivodeship Hospital No. 2 of St. Queen Jadwiga in Rzeszów. The study used a diagnostic survey method, combining a custom-designed questionnaire with the standardized Maslach Burnout Inventory – Human Services Survey for Medical Personnel (MBI-HSS MP).

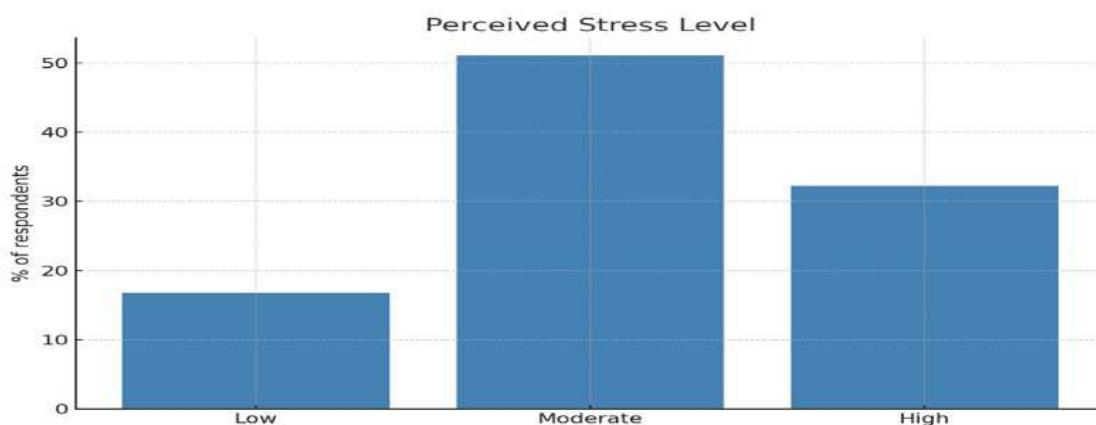
The survey included questions on age, education, work experience, self-assessed stress levels, psychosomatic symptoms after shifts, knowledge and use of stress management strategies, job satisfaction, and professional commitment. Ethical approval was obtained, and participation was voluntary and anonymous.

Statistical analysis included descriptive statistics (frequencies, means, percentages) and inferential statistics (chi-square test, Pearson's r) to assess correlations between key variables.

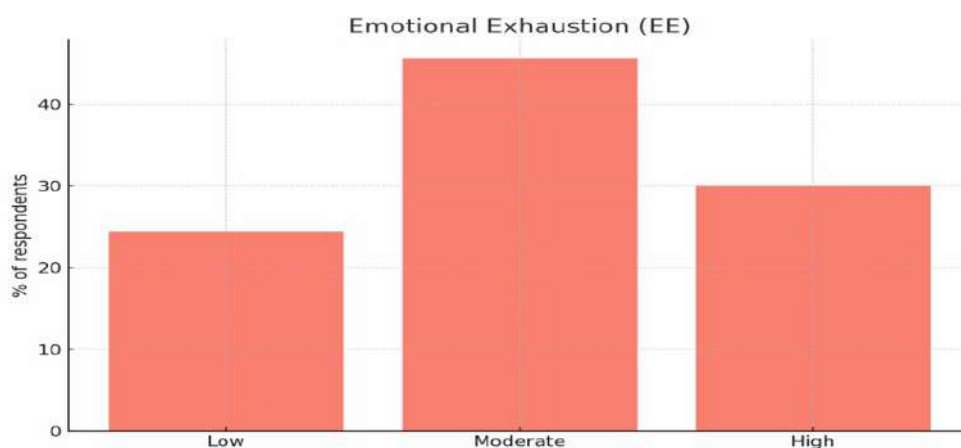
RESULTS

The findings offer a comprehensive look at the psychological state of surgical nurses:

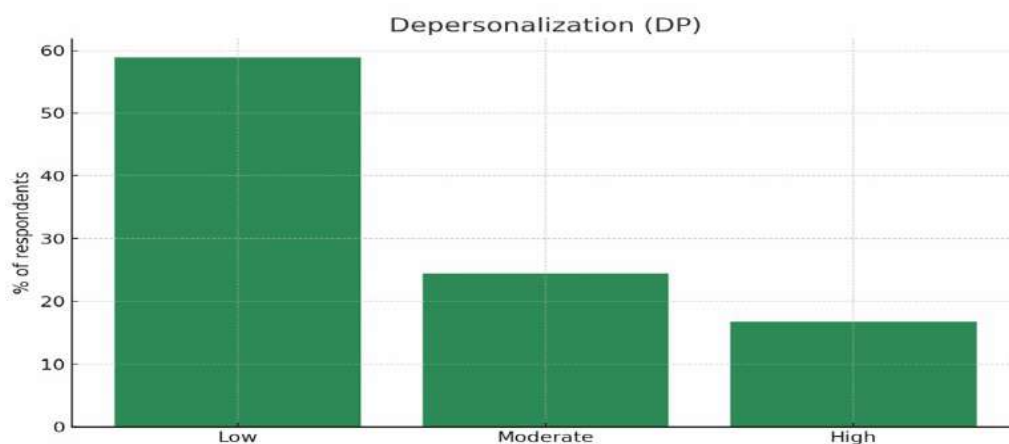
- 51.1% reported moderate stress; 32.2% high stress; only 16.7% low stress.



- Emotional Exhaustion (EE): 30% high, 45.6% moderate, 24.4% low.



- Depersonalization (DP): 16.7% high, 24.4% moderate, 58.9% low.



- Personal Accomplishment (PA): 8.9% high, 75.6% moderate, 15.6% low.



The most common post-shift symptoms included:

- musculoskeletal pain (33%),
- headaches (20%),
- irritability and mood changes (17%),
- lack of motivation (13%),
- mental fatigue (12%).

Awareness and application of coping strategies:

- 63% of nurses stated they were familiar with stress-coping techniques,
- but only 35% applied them in their daily routines.

Effects on personal and professional life:

- 54.5% of respondents reported thinking about work after returning home,
- 71.1% stated they would choose the nursing profession again,
- 17% acknowledged experiencing symptoms of burnout.

No statistically significant correlations were found between age or work seniority and burnout scores. However, nurses under the age of 25 showed slightly higher emotional exhaustion scores, suggesting increased vulnerability in early career stages.

DISCUSSION

The results reflect global trends in surgical nursing: while dedication remains strong, the burden of responsibility, insufficient staffing, and emotional strain impact well-being. The low use of coping mechanisms, despite high awareness, may suggest institutional barriers or fatigue that prevents proactive self-care.

These findings align with the conclusions of Schaufeli et al. (2009), who noted that stress without recovery leads to cumulative emotional exhaustion. Moreover, the high percentage of nurses experiencing somatic complaints (such as back pain and headaches) aligns with prior literature linking physical symptoms with chronic stress (Tomaszewska, 2020).

The study also reveals a critical paradox: despite significant indicators of burnout, the majority of respondents reported a strong sense of professional identity. This resilience may derive from vocational dedication or social expectations but should not be mistaken for immunity to mental strain.

RECOMMENDATIONS

- Introduce regular psychological support and stress management workshops.
- Ensure adequate staffing and reasonable shift lengths in operating rooms.
- Encourage use of coping strategies through workplace wellness programs.
- Monitor emotional exhaustion levels in early-career nurses.
- Promote recognition and reward systems to improve personal accomplishment.

CONCLUSION

Surgical nurses operate under intense physical and emotional pressure, leading to significant levels of stress and emotional exhaustion. Although depersonalization is rare, the moderate to low levels of personal accomplishment indicate a need for interventions focused on professional support and recognition.

Hospital administrations must prioritize mental health programs, staff retention policies, and training in stress-coping strategies. Further longitudinal studies could help track the effectiveness of such interventions.

REFERENCES

Borowska A., Kształcenie dla przyszłości, Wydawnictwo Żak, Warszawa 2004.

- Burisch M., A longitudinal study of burnout: the relative importance of dispositions and experiences [w:] *Work and Stress* nr 16, 2002.
- Bytnar B., Jakość życia instrumentariuszki pracującej w systemie zmianowym [w:] *Przegląd Medyczny Uniwersytetu Rzeszowskiego* nr 2, 2010.
- Ciuruś M., *Pielęgniarstwo operacyjne*, Wydawnictwo Makmed, Lublin 2007. 80
- Dębska, G., & Bartosiewicz, A. (2019). Wypalenie zawodowe pielęgniarek – przegląd literatury. *Pielęgniarstwo Polskie*, 73(3), 348–352.
- European Federation of Nurses. (2020). Burnout among nurses in Europe: Risk factors and solutions. Retrieved from <https://efn.eu/burnout-report-2020> (Accessed: 01.03.2024).
- Freudenberger H. J., Staff Burn-Out [w:] *Journal of Social Issues* vol. 30, issue 1, 1974.
- Gillespie B. M., Kermode S., How do perioperative nurses cope with stress? [w:] *Contemp Nurse* nr 16, 2003. 22. Gillespie B. M., Melby V., Burnout among nursing staff in accident and emergency and acute medicine: a comparative study [w:] *J Clin Nurs* nr 16, 2003.
- Greenglass E. R., Burke R. J., Fiksenbaum L., Workload and burnout in nurses [w:] *J. Community. Appl Soc Psychol.* nr 11, 2001.
- Hsu H. Y., Chen S.-H., Yu H.-Y., Lou J. H., Job stress, achievement motivation and occupational burnout among male nurses [w:] *J Adv Nurs.* nr 66, 2010.
- Jarzyński P., Grejszyk A., Książek A., Piotrkowska R., Szef idealny w opinii pielęgniarek operacyjnych [w:] *Problemy Pielęgniarstwa* nr 22, 2014.
- Kowalska, M. (2018). Czynniki stresogenne w pracy pielęgniarek. *Problemy Pielęgniarstwa*, 26(2), 45–52.
- Lambert V. A., Workplace stressors, ways of coping and demographic characteristics as predictors of physical and mental health of Japanese hospital nurses [w:] *Int J Nurs Stud* nr 41, 2004.
- Lin F., St John W., McVeigh C., Burnout among hospital nurses in China [w:] *J Nurs Manag* nr 17, 2009.
- Maslach Ch., Leiter M., 6 strategii radzenia sobie ze stresem, PWN, Warszawa 2000.
- Maslach, C., & Leiter, M. P. (2016). Understanding the burnout experience: recent research and its implications for psychiatry. *World Psychiatry*, 15(2), 103–111.
- Modzelewska T., Kulik T. B., Zachowanie prozdrowotne pielęgniarek a zespół wypalenia zawodowego [w:] *Pielęgniarka i Położna* nr 10, 2002.
- Nowacka, A., & Zawisłak, K. (2021). Determinanty wypalenia zawodowego u pielęgniarek chirurgicznych. *Zeszyty Naukowe Opieki Zdrowotnej*, 12(2), 33–40.
- Ogińska-Bulik N., Kaflik-Pieróg M., Stres zawodowy w służbach ratowniczych, WSHE, Łódź 2006.
- Orwid M., Antoni Kępiński – w trzydziestolecie śmierci, *Psychiatr. Pol.* 2002.

- Piszc P., Ślifirczyk A., Krajewska-Kułak E., Stres i wypalenie zawodowe u członków zespołu transplantacyjnego, Wydawnictwo Uniwersytetu Medycznego w Białymstoku, Białystok 2021.
- Przybek-Mita J., Podraza K., Czynniki stresogenne w pielęgniarstwie środowisku pracy a wypalenie i kondycja zdrowotna pielęgniarek/pielęgniarzy, Podkarpacki Instytut Książki i Marketingu, Rzeszów 2015.
- Rak A., Gawęł G., Kowal A., Syndrom wypalenia zawodowego u pielęgniarek [w:] Sztuka Leczenia nr 6, 2000.
- Schaufeli W., Enzmann D., The burnout companion to study and practice: A Critical Analysis, Taylor & Francis, Londyn 1998.
- Schaufeli, W. B., Leiter, M. P., & Maslach, C. (2009). Burnout: 35 years of research and practice. *Career Development International*, 14(3), 204–220.
- Schwartz M. S., Will G. T., Low morale and mutual withdrawal on a mental hospital ward [w:] Psychiatria 16, 1953.
- Sęk H., Wypalenie zawodowe - przyczyny, mechanizmy, zapobieganie, Wydawnictwo Naukowe PWN, Warszawa 2000.
- Skorupska-Król A., Szabla A., Bodys-Cupak I., Opinie pielęgniarek na temat czynników stresogennych związanych z ich środowiskiem pracy [w:] Pielęgniarstwo XXI Wieku nr 1, 2014.
- Specyfika pracy pielęgniarki operacyjnej (online) <https://nursing.com.pl/artikel/specyfika-pracy-piellegniarki-operacyjnej-65410647dda1d1190a2c3ff7> (dostęp: 02.02.2024).
- Tartas M., Derewicz G., Walkiewicz M., Budziński W., Źródła stresu zawodowego w pracy pielęgniarek zatrudnionych w oddziałach o dużym obciążeniu fizycznym i psychicznym – hospicjum oraz chirurgii ogólnej [w:] Ann Acad Med Gedan nr 39, 2009.
- Terelak J. F., Psychologia stresu, Wydawnictwo Branta, Bydgoszcz 2001.
- Tomaszewska, B. (2020). Wypalenie zawodowe personelu medycznego – przegląd badań. *Medycyna Pracy i Zdrowie Publiczne*, 11(1), 15–23.
- Zdziebło K., Zboina B., Stępień R., Mędrykowska A., Stres zawodowy jako czynnik determinujący jakość życia w opinii pielęgniarek [w:] Polish Journal of Health and Fitness nr 1, 2015. 81

ADOLESANLARDA EKO-ANKSİYETE İLE EKOLOJİK AYAK İZİ FARKINDALIK DÜZEYLERİ ARASINDAKİ İLİŞKİ

Aysel TOPAN¹, Sıgnem ANOL², Aylin KURT³

*¹Zonguldak Bülent Ecevit Üniversitesi, Sağlık Bilimleri Fakültesi, ayskose@hotmail.com,
Zonguldak / Türkiye*

*²Zonguldak Bülent Ecevit Üniversitesi, Sağlık Bilimleri Fakültesi, signemanol@gmail.com,
Zonguldak / Türkiye*

³Bartın Üniversitesi, Sağlık Bilimleri Fakültesi, aylinkurt67@gmail.com, Bartın / Türkiye

Öz: Adölesanların ekolojik ayak izi farkındalık düzeyleri ile eko-anksiyete düzeyleri arasındaki ilişkiyi değerlendirmek amaçlanmıştır. This is a descriptive and cross-sectional study. Çalışmada 424 üniversiteye yeni başlayan adölesanlara ait veriler ile elde edildi. Araştırmanın verileri “Sosyo-Demografik Bilgi Formu”, “Eko-Anksiyete Ölçeği (EAÖ)” ve “Ekolojik Ayak İzi Farkındalık Ölçeği (EAİFÖ)” ile toplandı. Çalışmaya katılan adölesanların EAÖ ölçeği toplam puan ortalamasının 12.38±6.71 olduğu, ölçeğin ve alt boyutlarının tüm puan ortalamalarının “bazen” aralığına karşılık geldiği, EAİFÖ ölçeği toplam puan ortalamasının 135.68±31.64 olduğu, ölçeğin gıda, ulaşım ve barınma alt boyutları ile toplam puan ortalamasının kısmen katılıyorrum aralığına; enerji, atıklar ve su tüketimi alt boyutlarında ise katılıyorrum aralığına karşılık geldiği saptanmıştır. Eko-anksiyete puanları ile ekolojik ayak izi farkındalık puanları arasındaki ilişki incelendiğinde ekolojik ayak izi, ulaşım ve barınma alt boyutu arasında düşük düzeyde, pozitif, anlamlı ilişki; Eko-anksiyete ruminasyon alt boyutu ile ekolojik ayak izi gıda/ ulaşım ve barınma/ atıklar/ su tüketimi alt boyutları arasında pozitif, düşük düzeyde ve anlamlı bir ilişki; Eko anksiyete kişisel etki kaygı puanları ile ulaşım ve barınma farkındalık puanları arasında pozitif, düşük ve anlamlı ilişki saptanmıştır. Çalışmada adölesanların ekolojik ayak izi farkındalık düzeylerinin yüksek olmadığı eko-anksiyete düzeyinin orta düzeyde olduğu belirlenmiştir. Adölesanların eko-anksiyete düzeylerinde artış olduğunda, ekolojik ayak izi, ulaşım ve barınmaya ilişkin farkındalık düzeylerinde anlamlı bir artış meydana geldiği belirlenmiştir. Eko-anksiyete duygusal belirtiler alt boyutunun ekolojik ayak izi farkındalık puanlarıyla ilişki tespit edilememiştir.

Anahtar Kelimeler: Adölesan, Eko-anksiyete, Ekolojik Ayak İzi, Farkındalık

**THE RELATIONSHIP BETWEEN ECO-ANXIETY AND ECOLOGICAL
FOOTPRINT AWARENESS LEVELS IN ADOLESANS**

Aysel TOPAN¹, Siğnem ANOL², Aylin KURT³

*¹Zonguldak Bülent Ecevit University, Faculty of Health Science, ayskose@hotmail.com,
Zonguldak / Türkiye*

*²Zonguldak Bülent Ecevit University, Faculty of Health Science, signemanol@gmail.com,
Zonguldak / Türkiye*

³Bartın University, Faculty of Health Science, aylinkurt67@gmail.com, Bartın / Türkiye

Abstract: It was aimed to evaluate the relationship between ecological footprint awareness levels and eco-anxiety levels of adolescents. This is a descriptive and cross-sectional study. In the study, data of 424 university freshmen adolescents were obtained. The data were collected with “Socio-Demographic Information Form”, “Eco-Anxiety Scale (EAS)” and “Ecological Footprint Awareness Scale (EAFAS)”. It was found that the mean total score of the EAS scale of the adolescents participating in the study was 12.38±6.71, the mean total score of the scale and its sub-dimensions corresponded to the “sometimes” range, the mean total score of the EAFAS scale was 135.68±31.64, the mean total score of the scale with the food, transportation and shelter sub-dimensions corresponded to the “somewhat agree” range, and the mean total score of the scale with the energy, waste and water consumption sub-dimensions corresponded to the “agree” range. When the relationship between eco-anxiety scores and ecological footprint awareness scores was examined, a low, positive, significant relationship was found between ecological footprint, transportation and shelter sub-dimension; a positive, low and significant relationship was found between eco-anxiety rumination sub-dimension and ecological footprint food/ transportation and shelter/ wastes/ water consumption sub-dimensions; and a positive, low and significant relationship was found between eco-anxiety personal impact anxiety scores and transportation and shelter awareness scores. In the study, it was determined that the ecological footprint awareness level of adolescents was not high and the eco-anxiety level was at a moderate level. It was determined that when the eco-anxiety levels of adolescents increased, there was a significant increase in the awareness levels of ecological footprint, transportation and shelter. There was no relationship between eco-anxiety emotional symptoms sub-dimension and ecological footprint awareness scores.

Keywords: Adolescent, Eco-anxiety, Ecological Footprint, Awareness

MASALLARIN ÇOCUK SAĞLIĞINA ETKİLERİ: LİTERATÜR İNCELEMESİ

Ayşe Sonay TÜRKMEN¹, Alper Yusuf KÖROĞLU²

*¹Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi,
asonayturkmen@kmu.edu.tr, Karaman / Türkiye*

*²Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi, aykoroglu@kmu.edu.tr,
Karaman / Türkiye*

Öz: Masallar, çocukların hayal gücünü geliştiren, duygusal ve zihinsel gelişimlerine katkı sağlayan önemli anlatılardır. Masallar çocukların iyilik, doğruluk, cesaret gibi evrensel değerleri öğrenmelerine; farklı karakterlerle empati kurma yeteneklerini geliştirmelerine aracı olur. Aynı zamanda masallar, çocuklara hayatın zorluklarıyla başa çıkmayı ve çözüm yolları üretmeyi öğretir. Zengin dil yapıları ve tekrar eden kalıplar sayesinde dil becerilerinin gelişmesine de katkı sağlar. Bu yönleriyle masallar, sadece eğlenceli anlatılar değil, aynı zamanda eğitici ve öğretici birer araçtır. Masalların birçok yararı vardır. Öncelikle masallar, çocukların psikolojik gelişiminde önemli bir rol oynar. Hikâyelerdeki kahramanların karşılaştığı zorluklar ve bu zorluklarla başa çıkma biçimleri, çocuklara umut ve güven aşılar. Masallar aracılığıyla çocuklar, korku, kaygı, üzüntü gibi duyguları tanıma ve ifade etme fırsatı bularak duygusal farkındalıklarını artırır. Çocukların psikolojik dayanıklılığını güçlendirir ve ruhsal açıdan destekleyici bir etki oluşturur. Masallar, çocukların sosyal gelişiminde de önemli bir rol oynar. Masal dinleme veya anlatma etkinlikleri, çocukların iletişim becerilerini geliştirir ve grup içinde kendini ifade etmelerine olanak tanır. Masallarda yer alan karakterler aracılığıyla çocuklar, paylaşma, yardımlaşma gibi sosyal değerleri öğrenir. Ayrıca, masallar farklı kültürleri ve yaşam biçimlerini tanıtarak hoşgörü ve anlayış duygusunun gelişmesine katkı sağlar. Ortak masal saatleri, çocukların arkadaşlarıyla sağlıklı ilişkiler kurmasına, sıra bekleme, dinleme ve konuşma gibi temel sosyal kuralları öğrenmesine yardımcı olur. Sağlığın bir diğer yönü olan fiziksel sağlık üzerine masalların doğrudan etkisi olmasa da, dolaylı yoldan etkileyebilir. Özellikle uyku öncesi anlatılan masallar, çocukların rahatlamasını ve daha kaliteli bir uyku dönemi geçirmesini sağlar. Düzenli uyku ise büyüme, bağışıklık sistemi ve genel sağlık açısından son derece önemlidir. Ayrıca, masal saatleri sırasında ekran kullanımının azalması, çocukların göz sağlığının korunmasına ve duruş bozukluklarının önlenmesine katkı sağlar. Masal dinleme sürecinde çocukların sakinleşmesi, stres seviyesinin düşmesiyle birlikte kalp ritmi ve solunum düzeni de olumlu etkilenebilir. Sonuç olarak masallar çocuğun fiziksel, duygusal, sosyal sağlığı üzerinde önemli etkiye sahip bir araçtır.

Anahtar Kelimeler: Çocuk sağlığı; Duygusal gelişim; Fiziksel gelişim; Masallar; Sosyal gelişim

THE EFFECTS OF FAIRY TALES ON CHILD HEALTH: LITERATURE REVIEW

Ayşe Sonay TÜRKMEN¹, Alper Yusuf KÖROĞLU²

*¹Karamanoğlu Mehmetbey University, Faculty of Health Sciences,
asonayturkmen@kmu.edu.tr, Karaman / Turkey*

*²Karamanoğlu Mehmetbey University, Faculty of Health Sciences, aykoroglu@kmu.edu.tr,
Karaman / Turkey*

Abstract: Fairy tales are important narratives that develop children's imagination and contribute to their emotional and mental development. Fairy tales help children learn universal values such as goodness, truthfulness and courage and develop their ability to empathize with different characters. At the same time, fairy tales teach children how to cope with the difficulties of life and find solutions. They also contribute to the development of language skills through rich language structures and repetitive patterns. In these ways, fairy tales are not only entertaining narratives but also educational and instructive tools. Fairy tales have many benefits. First of all, fairy tales play an important role in the psychological development of children. The difficulties faced by the heroes in the stories and the way they cope with these difficulties instill hope and confidence in children. Through fairy tales, children increase their emotional awareness by having the opportunity to recognize and express emotions such as fear, anxiety and sadness. It strengthens children's psychological resilience and creates a spiritually supportive effect. Fairy tales also play an important role in children's social development. Listening to or telling fairy tales improves children's communication skills and allows them to express themselves in groups. Through the characters in fairy tales, children learn social values such as sharing and cooperation. In addition, fairy tales contribute to the development of tolerance and understanding by introducing different cultures and ways of life. Shared story times help children build healthy relationships with their friends and learn basic social rules such as waiting their turn, listening and speaking. Although fairy tales do not have a direct effect on physical health, another aspect of health, they can indirectly affect it. In particular, fairy tales told before bedtime help children relax and have a better quality sleep. Regular sleep is extremely important for growth, immune system and general health. In addition, reducing the use of screens during story times contributes to protecting children's eye health and preventing postural disorders. Children's heart rhythm and breathing patterns may also be positively affected as they calm down and their stress levels decrease during story times. In conclusion, fairy tales are a tool that has a significant impact on children's physical, emotional and social health.

Keywords: Child health; Emotional development; Physical development; Fairy tales; Social development

GİRİŞ

İnsanlık tarihi kadar eski bir anlatı türü olan masallar, çocuk sağlığı ve gelişiminde önemli bir etkiye sahiptir. En yaygın kullanılan anlatı türü olan ve çocuk sağlığına birçok etkileri olduğu bilinen masalların çocuk sağlığını hangi boyutlarda etkilediğinin belirlenmesi de oldukça

önemlidir. Masalların çocuk sağlığı üzerindeki etkileri, yalnızca bireysel gelişimle sınırlı değildir. Aynı zamanda toplumsal değerlerin aktarımı, kültürel kimliğin oluşması ve çocukların baş etme becerilerinin desteklenmesi gibi çok yönlü etkileri bulunmaktadır. Masalların çocuk sağlığı üzerine etkileri çocuk edebiyatı, çocuk gelişimi, hemşirelik, psikoloji, sosyoloji gibi birçok disiplinin ortak konusudur. Bu nedenle masalların çocuk sağlığına etkilerinin multidisipliner bir bakış açısıyla incelenmesi oldukça önemlidir.

MASALLARIN ÇOCUK SAĞLIĞINA ETKİLERİ

Masalların çocukların gelişim süreçlerindeki işlevleri birçok farklı disiplinin ortak ilgi alanı haline gelmiştir. Örneğin çocuk edebiyatının temel işlevlerinden biri, çocukların duygusal ve bilişsel gelişimini desteklemek, onlara yaşamın farklı yönlerini anlamlandırmada yardımcı olmaktır. Masallar, çocukların hayal gücünü ve yaratıcılığını geliştirirken, aynı zamanda toplumsal norm ve değerlerin aktarılmasında da önemli bir araç olarak kullanılmaktadır. Ayrıca masallar içerdiği temalar, karakterler ve mesajlar aracılığıyla çocukların psikolojik dayanıklılığını artırma, travmatik yaşantılarla başa çıkma becerilerini geliştirme ve sosyal ilişkilerinde olumlu tutumlar kazandırma gibi çok yönlü katkılar sunmaktadır.

Masalların çocuk sağlığı üzerindeki etkilerini anlamak için öncelikle masal türünün yapısal ve işlevsel özelliklerine bakmak gerekmektedir. Masallar, sıra dışı olaylar, fantastik karakterler ve zamandan bağımsız mekânlar aracılığıyla çocukların gerçeklikten uzaklaşmasını ve kendi iç dünyalarında güvenli bir alan yaratmasını sağlar. Bu durum özellikle travmatik yaşantılarla karşılaşan çocuklar için masalların iyileştirici bir işlev üstlenmesini mümkün kılar. Nitekim, çocukların karşılaştıkları stresli yaşam olaylarının zihinsel, duygusal ve fiziksel gelişimleri üzerinde kalıcı ve uzun süreli etkiler yaratabileceği bilinmektedir. Bu tür durumlarda, masallar ve oyun temelli yaklaşımlar, çocukların yaşadıkları travmatik deneyimleri anlamlandırmalarına ve bu deneyimlerle başa çıkmalarına yardımcı olabilmektedir (Taşören ve Taşören, 2022). Bu derlemede masalların çocuk sağlığı üzerine etkileri dört farklı boyutta ele alınmıştır.

Masalların çocuğun fiziksel sağlığına etkileri

Masalların çocukların fiziksel sağlığına etkilerini anlamak için disiplinlerarası bir yaklaşım gerekmektedir. Modern çocuk edebiyatı ve eğitim literatüründe, masalların çocukların fiziksel sağlığına olan katkıları, doğrudan fiziksel aktiviteyi teşvik etme, sağlıklı yaşam alışkanlıklarını modelleme, temizlik ve hijyen gibi sağlık davranışlarını özendirme ve psikolojik iyilik hali üzerinden fiziksel sağlığı destekleme gibi çeşitli boyutlarda incelenmektedir. Dolayısıyla masalların çocukların fiziksel sağlığına etkileri, öncelikle masallarda işlenen temalar ve karakterlerin davranışları üzerinden şekillenmektedir (Turhan et al., 2021).

Çocukların fiziksel gelişimini destekleyen önemli aktivitelerden bazıları sağlıklı yaşam ve spordur. Çocuk hikâye kitaplarında sağlıklı yaşam ve spor temalarının incelendiği bir araştırmada, hikâye kitaplarında düzenli beslenme, çevre temizliği ve dinlenme gibi sağlıklı yaşam etkinliklerine ve güreş, kano, basketbol gibi spor temasına yer verildiği tespit edilmiştir. Ancak, çocuklar için hazırlanan kitaplarda spor aktivitelerini anlatan metinlere düşük düzeyde yer verildiği de belirtilmiştir (Gür ve ark., 2021). Bu durum, masalların ve hikâyelerin çocukların fiziksel sağlığına doğrudan katkı sunma potansiyelinin sınırlı

olabileceğini, ancak dolaylı olarak sağlıklı yaşam alışkanlıklarının kazandırılmasında da önemli bir araç olabileceğini göstermektedir. Masallarda yer alan temizlik, beslenme ve dinlenme gibi sağlıklı yaşam davranışlarının çocuklara örnek olarak sunulması, onların bu davranışları benimsemelerine ve uygulamalarına katkı sağlayabilir.

Masalların çocukların fiziksel sağlığına etkilerinin bir diğer boyutu, çocukların sağlık okuryazarlığının geliştirilmesidir. Sağlık okuryazarlığı, sağlığın geliştirilmesi için karşılanması gereken önemli bir alan olarak tanımlanmaktadır. Sağlık okuryazarlığı ile çocukların beden, zihin, sosyal, duygusal ve bilişsel yönden iyilik halinin devam ettirilebilmesi için hastalık ve sağlık algısının oluşması hedeflenmektedir. Çocuklara temizlik ve öz bakım, beslenme, uyku, bağımlılıklardan korunma gibi konularda eğitim verilmesi gerektiği, bu eğitim sayesinde çocukların doğru bilgi, tutum ve davranış kazanmalarının sağlanabileceği ifade edilmektedir (Çoban ve ark., 2019). Masallar, bu tür sağlık davranışlarının çocuklara aktarılmasında etkili bir araç olabilir. Özellikle temizlik, hijyen, sağlıklı beslenme gibi konuların masallarda işlenmesi, çocukların sağlık okuryazarlığının gelişimine katkı sağlayabilir.

Çocukların fiziksel sağlığına yönelik olumlu davranışların kazandırılmasında, masalların ve hikâyelerin rolü, çocukların model alma yoluyla öğrenmeleriyle de ilişkilidir. Çocuk kitaplarındaki kahramanların gerçek hayatla ilişkili özelliklere sahip olması ve örnek davranışlar sergilemesi taklit edilme olasılığını arttırmakta ve çocuk taklit yoluyla öğrenebilmektedir. Örneğin masallarda yer alan kahramanların temizlik, spor, sağlıklı beslenme gibi davranışları örneklemesi, çocukların bu davranışları taklit etmesine ve günlük yaşamlarında uygulamasına olanak tanır (Karaköse ve Kodan, 2021).

Masalların özellikle COVID-19 pandemisi gibi olağanüstü dönemlerde eğitim aracı olarak da kullanılmıştır (Çınar ve ark., 2021). Bu süreçte, masallar ve hikâyeler aracılığıyla çocuklara hijyen, temizlik ve sağlıklı yaşam konularında bilgi verilmesi, çocukların hem fiziksel hem de psikolojik olarak kendilerini güvende hissetmelerine katkı sağlamıştır. Masallar, çocukların hastalık ve sağlık süreçlerini anlamalarına, stresle başa çıkmalarına ve iyileşme süreçlerinde motive olmalarına yardımcı olabilir (Keskin ve Keskin, 2021).

Masalların çocukların fiziksel sağlığına etkilerinin bir diğer önemli boyutu, çocukların doğayla etkileşimini teşvik etmesidir. Doğa ile etkileşim halinde olan çocukların fiziksel, bilişsel, sosyal, ruhsal sağlık gibi pek çok açıdan olumlu gelişim gösterdiği belirtilmektedir (Gunes et al., 2023). Masallarda doğa ile etkileşim, açık alanlarda oyun oynama, hareket etme gibi temaların işlenmesi, çocukların doğayla daha fazla etkileşim kurmasına ve fiziksel olarak daha aktif olmalarına yardımcı olabilir.

Masalların çocukların fiziksel sağlığına etkileri, aynı zamanda medya ve dijital içeriklerle olan etkileşim bağlamında da ele alınmalıdır. Medya araçlarının bilinçli, doğru ve amaca uygun kullanılması yaratıcılığı ve eleştirel düşünmeyi geliştirmekle birlikte yaşamı kolaylaştırmaktadır. Ancak bu araçların bilinçsiz ve kontrolsüz kullanımı çocukların sağlığını ve gelişimini tehdit etmektedir. Masallar ve hikâyeler, dijital medya içeriklerine alternatif olarak çocukların fiziksel ve ruhsal gelişimini destekleyici bir rol üstlenebilir (Güney ve ark., 2021). Ayrıca, çocuk kitaplarında medya ve sosyal medya etkilerinin işlendiği, çocuklarda sosyal medyaya karşı farkındalık oluşturulmaya çalışıldığı da belirtilmektedir (Özdemir ve

ark., 2018). Bu tür içerikler, çocukların dijital medya kullanımını dengelemelerine ve fiziksel olarak daha aktif olmalarına katkı sağlayabilir.

Masallar hemen her çocuğun rahatlayıp sakinleşmesini sağlayan özel anlatı türüdür. Bu nedenle masal okumaları özellikle yatmadan önce tercih edilmektedir. Uyku öncesi anlatılan masallar, çocukların rahatlamasını ve daha kaliteli bir uyku dönemi geçirmesini destekler. Düzenli ve kaliteli bir uyku ise büyüme, bağışıklığın güçlenmesi ve genel sağlık açısından son derece önemlidir. Tüm bu yararlılıklar dikkate alındığında, masalların çocukların fiziksel sağlığına etkilerinin çok boyutlu ve disiplinlerarası bir yaklaşımla ele alınması gerektiğini göstermektedir. Masallar, doğrudan fiziksel aktiviteyi teşvik etmenin ötesinde, sağlıklı yaşam alışkanlıklarının kazandırılması, sağlık okuryazarlığının geliştirilmesi, psikolojik ve sosyal iyilik halinin desteklenmesi, aile içi iletişimin güçlendirilmesi ve karakter gelişiminin sağlanması gibi çeşitli yollarla çocukların fiziksel sağlığına katkı sunmaktadır.

Masalların çocuğun duygusal sağlığına etkileri

Masalların çocukların duygusal gelişimine olan etkisini anlamak için öncelikle masalların içerdiği duygusal temaların ve mesajların analiz edilmesi gerekmektedir. Bazı masalarda pozitif, bazılarında negatif ya da karışık duygular işlenebilmektedir. Masal içeriğinde işlenen duygusal hikayenin çocuğu benzer duygulara sürüklediği bildirilmektedir (Çiftçi ve ark., 2020). Bu durum masal seçiminin ve içerik analizinin çocukların duygusal gelişimi açısından ne kadar kritik öneme sahip olduğunu göstermektedir.

Masalların çocukların duygusal gelişimine etkisi, yalnızca içerik düzeyinde değil, aynı zamanda çocukların masalları algılama ve deneyimleme düzeyinde de ele alınmalıdır. Masallar, çocukların dinleme, okuma, hayal kurma, merak etme ve keşfetme gibi temel becerilerinin gelişimine katkı sunarken, aynı zamanda toplumsal değerlerin ve kültürel normların içselleştirilmesine de aracılık eder (Çiftçi ve ark., 2020). Bu yaklaşım, masalların yalnızca eğlence aracı değil, aynı zamanda duygusal ve sosyal öğrenme için de önemli bir araç olduğunu göstermektedir.

Masalların çocuk sağlığı üzerindeki etkileri, aynı zamanda çocukların psikolojik dayanıklılığının artırılması ve travmatik yaşantılarla başa çıkma becerilerinin geliştirilmesi açısından da önemlidir. Çocukların büyürken karşılaştıkları stresli yaşam olayları, onların zihinsel, duygusal ve fiziksel gelişimleri üzerinde kalıcı ve uzun süreli etkilere yol açabilir. Bu tür durumlarda, masallar ve oyun temelli yaklaşımlar, çocukların yaşadıkları travmatik deneyimleri anlamlandırmalarına ve bu deneyimlerle başa çıkmalarına yardımcı olabilmektedir. Çocuğun çevresi ile kurduğu güvenli ilişki, yalnızlık, terk edilmişlik, kötü muamele gibi duyguların iyileşmesine olanak tanır. Bu süreçte, masalların sunduğu sembolik anlatım ve metaforlar, çocuğun yaşadığı olumsuz deneyimleri dolaylı olarak ifade etmesine ve bu deneyimlerin olumsuz etkisinden uzaklaşmalarına yardımcı olur (Taşören ve Taşören, 2022; Şengül ve ark., 2018).

Masalların duygusal gelişim üzerindeki etkisi, metinlerin içerdiği duygusal unsurların çocuklar tarafından nasıl algılandığı ile de yakından ilişkilidir. Öyküleyici metinlerin anlamlandırılmasında duyguların rolü üzerine yapılan bir çalışmada, okur ile metin arasındaki etkileşimin empati, sempati, özdeşim ve yoğunlaşma gibi duygular; estetik, haz ve tatmin gibi değerlendirici duygular; duygu ve düşünce değişimleri ile kişilik dönüşümü gibi

biçimlendirici duygular üzerinden gerçekleştiği belirtilmiştir. Masalları kavrayabilmek için öncelikle metnin içerdiği duyguları kavramak, analiz etmek, yorumlamak ve ardından değerlendirmek gerekir. Bu süreçte, çocuğun daha önceden edindiği ön bilgileri, duyguları, düşünceleri ve deneyimleri metni anlamlandırmada belirleyici olmaktadır (Turhan ve ark., 2021). Bu durumda masalların çocukların duygusal farkındalık, empati ve özdeşim gibi temel duygusal becerilerinin gelişimine katkı sağladığı söylenebilir.

Duygusal becerilerin gelişimi ile birlikte duygusal okuryazarlık da gelişmektedir. Duygusal okuryazarlık, çocuğun kendi duygularını tanıma, anlama, ifade etme ve başkalarının duygularını fark etme becerileri olarak tanımlanabilir. Masalların çocukların duygusal gelişimine etkisi, onların duygusal okuryazarlık becerilerinin gelişimiyle de ilişkilidir. Masallarda yansıtılan duygusal metinler çocukların duygusal okuryazarlık ve duygusal zekâ gelişimini de desteklemektedir (Yüksel ve ark., 2018).

Duygusal gelişim, aynı zamanda çocukların sosyal-duygusal öğrenme becerilerinin gelişimiyle de bağlantılıdır. Sosyal-duygusal öğrenme, bireyin öz farkındalık, öz yönetim, sosyal farkındalık, ilişki kurma ve sorumlu karar alma gibi becerileri kazanmasını içerir (Aygün, 2022). Bu kapsamda, masalların kullanılması, çocukların sosyal-duygusal gelişimine katkı sağlayacak önemli bir yöntem olarak öne çıkmaktadır.

Masallar çocukların öz düzenleme becerileri geliştirmelerine de katkı sağlamaktadır. Öz düzenleme, bireyin duygularını, düşüncelerini ve davranışlarını kontrol edebilme kapasitesi olarak tanımlanabilir. 60-72 aylık çocukların öz düzenleme becerileri ile öğrenme davranışları arasındaki ilişkiyi inceleyen bir araştırmada, öz düzenleme becerileri ile öğrenme davranışları arasında pozitif bir ilişki olduğu tespit edilmiş ve öz düzenleme becerilerinin en önemli belirleyici unsurunun dikkat olduğu belirlenmiştir (Deniz ve Bilgici, 2021). Masallar, çocukların dikkatini çekerek, duygusal deneyimlerini anlamlandırmalarına ve öz düzenleme becerilerini geliştirmelerine katkı sunabilir.

Masalların çocukların duygusal gelişimine etkisi, çocukların sosyal becerileriyle de doğrudan ilişkilidir. Okul öncesi eğitime devam eden 5-6 yaş çocukların sosyal becerileri ile ebeveynlerinin çocuk sevme düzeyleri arasındaki ilişkiyi inceleyen bir araştırmada, ebeveynlerin çocuk sevme düzeylerinin çocukların sosyal becerilerini pozitif yönde ve anlamlı bir şekilde ilişkili olduğu belirlenmiştir (Akyol ve ark., 2022). Bu bağlamda masallar, ebeveynlerin çocuklarıyla birlikte geçirdiği kaliteli zamanın bir parçası olarak, çocukların sosyal ve duygusal becerilerinin gelişimine katkı sağlayabileceği söylenebilir.

Masalların çocuğun sosyal sağlığına etkileri

Masalların çocuk sağlığına etkileri, yalnızca psikolojik iyilik haliyle sınırlı değildir; aynı zamanda sosyal gelişim ve toplumsal uyum açısından da önemli katkılar sunar. Masallar, çocukların toplumsal değerleri, normları ve gelenekleri öğrenmelerine yardımcı olurken, aynı zamanda empati, iş birliği, problem çözme ve stresle baş etme gibi sosyal becerilerin gelişimini de destekler. Geleneksel çocuk oyunları ve masallar, grup içinde hareket edebilme, iş birliği geliştirme, strateji kurabilme ve duygulara yönelik beceriler kazandırma gibi sosyal gelişim işlevlerinin gelişimini desteklemektedir (Kılıç ve Kılıç, 2021). Tüm bu etkileri düşünüldüğünde, masalların çocukların sosyal gelişim alanlarını destekleyici bir rolü olduğu söylenebilir.

Masalların toplumsal normların, ahlaki ve kültürel değerlerin çocuklara aktarılmasında önemli bir rolü vardır. Keloğlan masalları gibi geleneksel anlatılar, çocukların karşılaştıkları zorluklarla başa çıkma, aile içi ilişkilerdeki tutum ve davranışları anlama ve toplumsal rollerin farkına varma açısından önemli bir işlev üstlenir (Ulutal ve ark., 2020). Masallarda yer alan bazı olumsuz örneklerin de çocuk eğitimi ve gelişimi açısından tartışılması gerekir. Bu durum, masalların çocuk sağlığı üzerindeki etkilerinin yalnızca olumlu yönde değil, aynı zamanda olumsuz yönde de olabileceği; bu nedenle masalların eleştirel bir bakış açısıyla değerlendirilmesi gerektiğini göstermektedir.

Masallar, ebeveyn-çocuk ilişkisini güçlendiren, ortak okuma ve paylaşım deneyimleri sunan bir araç olarak, çocukların sosyal ve duygusal sağlığını desteklemektedir. Çocuk-ebeveyn ilişkisi, çocukların sosyal memnuniyetsizlik ve yalnızlık düzeylerini etkileyen önemli bir faktördür (Ertör ve ark., 2020). Masallar aynı zamanda ebeveyn çocuk etkileşimi için ortak bir zaman ayrılmasını da desteklemektedir. Aile ile birlikte planlanan masal okuma etkinlikleri aile için iletişimi güçlendirmekte, paylaşılan zaman diliminin artmasını desteklemektedir (Sağlam ve ark., 2021).

Çocuk masallarında işlenen temaların çocukların sosyal gelişimine etkisi büyüktür. Bu masalların tematik incelemesinde çoğunlukla genel temaların (erdemler, birey ve toplum gibi) işlendiği, özel temaların (bilim ve teknoloji, sanat gibi) ise daha nadir işlendiği görülmüştür (Turhan ve ark., 2021). Bu durum masalların çocukların sosyal gelişimine etkisinin tematik içerikle ilişkili olduğunu düşündürmektedir. Bu nedenle çocukları geliştirmeye yönelik seçilen masalların tematik analizlerinin dikkatle yapılması oldukça önemlidir.

Masalların çocukların toplumsal cinsiyet rollerini benimsemeleri açısından da oldukça etkili olduğu bilinmektedir. Andersen Masalları üzerine yapılan bir incelemede masalda yer alan her iki cinsiyet kahramanlarının da toplumsal cinsiyet rollerine uygun şekilde işlendiği belirtilmiştir. Aynı çalışmada, karakter rolleri, eylem rolleri ve kişilik rolleri olmak üzere üç kategori oluşturulduğu ve masallarda toplumsal cinsiyet rollerinin çocuklara aktarıldığı bildirilmiştir (Temellioğlu ve Temellioğlu, 2021). Bu durum masalların, çocukların toplumsal rolleri ve cinsiyet kimliklerini anlamlandırmalarında önemli bir araç olarak işlev gördüğünü düşündürmektedir.

Çağımızın sorunlarından biri olan medya ve sosyal medyanın olumsuz etkilerine yönelik çocukları bilgilendirme açısından da masalların önemli etkileri görülebilir. Literatürde masallar ve diğer anlatı türleri ile çocuklarda sosyal medyaya karşı farkındalık oluşturmaya çalışılmaktadır. Bu anlatılarda medya ürünlerinin çocukların psikolojik ve sosyolojik gelişimini etkilediği vurgulanmaktadır. Çocuk masallarında bu tür temaların işlenmesi çocukların sosyal gelişimi açısından oldukça önemlidir (Özdemir ve ark., 2018).

Masalların çocukların değerler eğitimi ve dini gelişimi üzerindeki etkisi de sosyal gelişimin bir parçası olarak ele alınmaktadır. Masallar aracılığı ile çocuklara birçok toplumsal ve dini değer yansıtılabilmektedir. Bu değerler; adalet, cesaret, dostluk, mazluma yardım etme, nezaket, cömertlik, merhamet, verdiği sözde durmak, iyilik yapmak, misafirperverlik, aile bağları, büyüklere saygılı davranmak, çocuklara karşı sevgi göstermek olarak sıralanabilir (Şener ve Şener, 2021). Bu bulgular, masalların çocukların sosyal değer kazanımı ve dini gelişimi açısından da önemli bir araç olduğunu göstermektedir. Ancak masalların çocuklara

dokunabilmesinin temelinde ebeveynlerin bu masallara verdiği değerin ve aktarım şeklinin olduğu da vurgulanmaktadır (Altun ve ark., 2018).

Masalların çocukların ahlaki gelişimine etkisi

Masalların çocuk sağlığı üzerindeki etkileri, çocukların değerler eğitimi ve ahlaki gelişimi açısından da önemlidir. Masallar, çocuklara erdem, adalet, yardımseverlik, sabır gibi temel ahlaki değerleri kazandırmada etkili bir araçtır (Kadızoğlu ve ark., 2021). Bu eserlerde, çocuğun gelişimi ve yetişmesi, kişilik ve karakterinin belirlenmesi açısından çocuk eğitiminde kullanılabilecek olumlu kavramlara yer verilmiştir. Masalların bu işlevi, çocukların toplumsal uyumunu ve psikolojik iyilik halini destekleyen önemli bir faktör olarak öne çıkmaktadır.

Çocuk yayınlarının ahlaki gelişim süreçlerine katkısı, özellikle dini ve evrensel değerlerin aktarımı açısından da ele alınmaktadır. Yılmaz'ın 2024 tarihli araştırmasında kitapların içerik ve donanım olarak hedef kitlenin bilişsel, duygusal, sosyal ve ahlaki gelişim düzeylerine uygun olduğu ve çocukların ilgisini çekebilecek nitelikte olduğu belirtilmiştir. Ayrıca, kitap serisinin çocuklara değer kazandırma ve ahlaki gelişim düzeylerini bir üst evreye yönlendirmede başvurulabilecek nitelikli kaynaklar arasında önerilebileceği ifade edilmiştir. Bununla birlikte, daha etkili bir eğitim için yaş gruplarına göre içeriklerin ayrılması gerektiği önerilmiştir (Yılmaz, 2024). Bu bulgular, masal ve çocuk kitaplarının, çocukların ahlaki gelişiminde hem içerik hem de pedagojik açıdan önemli bir rol oynadığını göstermektedir.

Piaget ve Kohlberg gibi gelişim psikolojisi kuramcılarının ortaya koyduğu ahlaki gelişim evreleri, masalların çocukların ahlaki muhakeme ve değer yargılarını nasıl etkilediğini anlamada önemli bir çerçeve çizmektedir. Masallar, çocuklara doğru-yanlış, iyi-kötü gibi temel ahlaki kavramları somut örnekler ve karakterler üzerinden sunarak, onların ahlaki yargı geliştirme süreçlerini destekler. Ayrıca, masallarda yer alan ikilemler ve karakterlerin karşılaştığı ahlaki sorunlar, çocukların empati, adalet, yardımseverlik gibi değerleri içselleştirme imkanı tanır.

Masallar, çocukların empati kurma, başkalarının duygularını anlama ve toplumsal ilişkilerde doğru davranışları seçme becerilerini geliştirmelerine yardımcı olur. Ayrıca, masallarda sıkça karşılaşılan ahlaki ikilemler, çocukların kendi değer sistemlerini sorgulamalarına ve geliştirmelerine olanak tanır. Bu süreçte, çocuklar masal karakterlerinin yaşadığı deneyimler üzerinden kendi yaşamlarına dair çıkarımlar yapar ve ahlaki muhakeme yeteneklerini geliştirirler.

Masalların çocukların ahlaki gelişimine etkisi, çok disiplinli bir bakış açısıyla ele alındığında, hem psikoloji hem eğitim bilimleri hem de sağlık alanında önemli bulgular sunmaktadır. Masallar, çocukların ahlaki gelişiminde temel bir araç olarak, onların değerler dünyasını, toplumsal normları ve erdemleri öğrenmelerinde aracı bir rol üstlenir. Masalların çocukların bilinçli ve bilinçaltı gelişiminde olumlu bir süreç başlattığı, manevi değerlerin gelişimine katkı sağladığı ve çocukların ahlaki gelişim düzeylerini bir üst evreye yönlendirmede işlevsel olduğu yapılan araştırmalarla ortaya konmuştur (Mirazanashvili ve Qurdadze, 2020; Turhan ve ark., 2021; Yılmaz, 2024).

SONUÇ

Masallar çocukluk dönemiyle özdeşleşmiş ve çocuklar üzerinde fiziksel, duygusal, sosyal ahlaki birçok yönden etkileri olan önemli bir anlatı türüdür. Masalların olumlu etkilerinin yaşanabilmesi için öncelikle tematik ve içerik analizlerinin mutlaka yapılması gerekir. Bu nedenle özellikle toplumsal değerleri, kültürel ve ahlaki özellikleri yansıtan masalların seçilmesi ve okunması önerilmektedir

KAYNAKLAR

- Çınar, B., Tezcan, S., Ekşioğlu Çetintahra, G., (2021). Ebeveynlerin Mahallelerine Yönelik Sağlık Güvenliği Algısı: COVID-19 Salgını Öncesi ve Sonrası İçin Karşıyaka’da Bir Araştırma. *İdealkent*, 12(32), 298-326. DOI: <https://doi.org/10.31198/idealkent.832230>
- Çoban, T., Özcebe, H., Özcebe, L.H., (2019). Çocuklarda sağlığın geliştirilmesinde sağlık okuryazarlığının rolü. *Türkiye Halk Sağlığı Dergisi*, 17(3), 337-349. DOI: <https://doi.org/10.20518/tjph.464542>
- Doğan Keskin, A., (2021). Çocuk Hastanelerinde Kitapların Kullanımı. *Anasay*, 17, 299-314. DOI: <https://doi.org/10.33404/anasay.964823>
- Güney, R., Yılmaz, D., (2021). Medyanın Çocuklar Üzerindeki Etkileri ve Kullanımına İlişkin Öneriler. *Dokuz Eylül Üniversitesi Hemşirelik Fakültesi Elektronik Dergisi*, 14(4), 486-494. DOI: <https://doi.org/10.46483/deuhfed.829839>
- Gür, E., Karakaya, Y.E., Tel, M., (2021). Çocuk Hikâye Kitaplarında Spor ve Sağlıklı Yaşam Temasının İncelenmesi. *Anemon Muş Alparslan Üniversitesi Sosyal Bilimler Dergisi*, 9(2), 509-517. DOI: <https://doi.org/10.18506/anemon.764006>
- Karaköse, M.V., Kodan, H., (2021). İlkokul Öğrencilerine Yönelik Çocuk Kitaplarının İncelenmesi. *Okuma Yazma Eğitimi Araştırmaları*, 9(2), 96-109. DOI: <https://doi.org/10.35233/oyea.928876>
- Mirazanashvili, N., Qurdadze, P., (2020). The Impact of the Folk Fairy Tales on the Early Stage of a Child Development. *Karadeniz Uluslararası Bilimsel Dergi*, (46), 27-35. DOI: <https://doi.org/10.17498/kdeniz.703614>
- Mutlu, H.H., Set, G., (2021). Kişiler Bakımından Çeviri Çocuk Romanları ile Yerli Çocuk Romanlarının Karşılaştırılması. *Ana Dili Eğitimi Dergisi*, 9(4), 1469-1487. DOI: <https://doi.org/10.16916/aded.943239>
- Özdemir, M., Karadeniz, E., (2018). Behiç Ak’ın Çocuk Kitaplarında Medya ve Sosyal Medya Eleştirisi. *Sakarya University Journal of Education*, 8(4), 250-264. DOI: <https://doi.org/10.19126/suje.460792>
- Sağlam, M., Yay, M.A., (2021). COVID-19 Salgını Sürecinin Ailede Ebeveyn Tutumları ile Çocuklarda Duygusal ve Davranışsal Durumlar Açısından Değerlendirilmesi. *İnönü Üniversitesi Sağlık Hizmetleri Meslek Yüksek Okulu Dergisi*, 9(3), 1115-1130. DOI: <https://doi.org/10.33715/inonusaglik.986414>

- Turhan, O., Karaca Turhan, F., Baş, B., (2021). Türk Çocuk Edebiyatında Tema: Kitap Katalogları Üzerine Bir İnceleme. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*. DOI: <https://doi.org/10.9779/pauefd.794327>
- Yılmaz, E. (2024). Ahlaki Gelişim Süreçlerine Katkısı Yönüyle Çocuk Yayınları. *Karadeniz Uluslararası Bilimsel Dergi*, 64, 71-91. DOI: <https://doi.org/10.17498/kdeniz.1535368>
- Zafer Güneş, D., Saygın, D., (2023). İlkokul Bahçelerinin, Doğal Ögeler ve Çocukların Fiziksel Gelişimi Açısından İncelenmesi. *İnsan ve Toplum Bilimleri Araştırmaları Dergisi*, 12(1), 121-150. DOI: <https://doi.org/10.15869/itobiad.1161457>

ETHICS AND INTEGRITY IN PUBLIC ADMINISTRATION IN ALBANIA REGULATORY FRAMEWORK

¹*MSc. Besmira BOTUSHA, Lecture et Faculty of Political and Legal Sciences, University
"Aleksander Moisiu" Durres botushabesi87@gmail.com*

²*MSc. Xhesida TRAGAJ, Lecture et Faculty of Political and Legal Sciences, University
"Aleksander Moisiu" Durres xhesidacanalii@hotmail.com*

Abstract: Ethics in public administration relates to the practical application of moral standards in governance and is connected to how an individual feels they should behave. It implies values and their application in a given situation; however, various discussions on ethical issues often provoke more emotional discussions than logical ones. The work has as its main objective to highlight the importance of ethics for public employees in carrying out all functions in accordance with ethical principles in order to ensure the functioning of public administration in accordance with the highest standards. Furthermore, the work aims at comprehensive knowledge of the legal and sub-legal framework in force within the sphere of ethics and integrity in public administration, in addition to providing knowledge and increasing capacities related to the methodology for assessing integrity risks as a key instrument for evaluating the level of exposure of public institutions to the risk of corruption and to ethically and professionally unacceptable actions/acts. Aristotle stated, "People should not expect to gain absolute knowledge from the study of ethical issues," because ethics is not an exact science. During the discussion of an ethical issue, the aim of ethical decision-making is not for performance to be perfect, but to be at an optimal level, in the best possible way.

Keywords: Public Administration, Ethical Principles, Public Employee, Ethical Decision-Making, Legal Framework, Ethics.

JEL classification: M41, M42, M48.

INTRODUCTION

Public institutions are established to serve the public interest; therefore, public ethics is both a prerequisite and a cornerstone of good governance. Public service is grounded in public trust, and ethics is the key to earning and maintaining that trust. Such trust can only be built if public officials serve in accordance with the law, acting with professionalism, effectiveness, efficiency, and responsible management of public resources, as well as ensuring transparency and equality without discrimination. Only through the provision of such public services can the appropriate environment be created to meet the expectations of citizens and businesses, thereby laying the foundation for economic development. This is achievable solely through the establishment of a strong and coordinated system for promoting ethical standards.

The ethical training of civil servants in public administration is a process that requires continuous attention and commitment. In this context, the preparation of ethical manuals—used as tools for their ethical formation—is essential to achieving the required standards.

Ethics and morality are often used interchangeably, yet they represent two distinct concepts, even though they share many common elements.

Currently, there is no universally accepted definition of ethics, nor is there consensus regarding what constitutes appropriate ethical behavior. Nonetheless, at its core, ethics pertains to a code of conduct and defines the rules governing how a person should behave. Morality, on the other hand, is a set of principles focused on distinguishing between right and wrong actions. Moral behavior is considered that which aligns with the values and norms of the community in which the individual lives.

In fact, ethics and morality are two fundamental concepts that guide human behavior, though they function differently despite being closely interconnected. Ethics requires the use of reason and critical thinking to navigate complex situations where moral values may conflict with one another. In this sense, professional environments benefit from ethical codes that help ensure decisions are made fairly and consistently, balancing personal morality with broader societal expectations. Thus, morality provides the foundation for ethical reasoning, while ethics offers a framework for applying these values in a way that is consistent, fair, and generally accepted by society.

Methodology

This paper aims to strengthen the understanding of the legal framework governing ethics in public administration, as well as to clarify the concepts and rules set forth in the current legislation. Public administration and relevant law enforcement structures often face challenges in correctly implementing the legal framework on ethics, as it comprises a set of rules closely linked to moral values and not always easily interpreted in a uniform manner by public officials. This frequently leads to inconsistent or varied interpretations of the same behavior or situation.

The paper is not based solely on empirical data but adopts a normative approach, as the objective is not merely to provide a descriptive analysis, but rather to offer a new perspective on institutional practices. The goal is to identify the foundations of public administration and to establish a broader theoretical framework for understanding not only the importance of a well-organized administration, but also the methods required to achieve this aim. The primary objective of this study is to highlight the significance of ethics in public administration and how its application affects organizational performance within the modern societal context. To ensure the effectiveness of the study, both qualitative and quantitative methods have been employed through a mixed-methods approach. The research also relies on a comprehensive review of existing literature and previous studies concerning ethics. By combining data from various sources, including official reports and documents, the paper provides a structured evaluation.

A key aspect of this research involves a detailed examination of the legal and regulatory framework related to ethics, bringing attention to its origins and the evolution of the concept, while emphasizing its importance for fulfilling high-level functions within public administration. By integrating qualitative insights with official statistical data, the study offers a comprehensive perspective on the evolving role of ethics and integrity in public administration.

The findings contribute to the existing discourse while also offering practical implications for policymakers seeking to enhance ethical strategies. Accordingly, the following core elements are taken into account in this paper:

- Understanding the meaning of ethics in public administration and the legal framework;
- The right to information, public consultation, and protection against discrimination in public administration;
- Methodology for assessing integrity risks in public administration;
- Monitoring and evaluation of integrity plans in public administration.

The Purpose of the Law on Ethical Rules in Public Administration

Civil servants in public administration frequently face ethical dilemmas in the workplace, and addressing these requires adherence to established standards. Complying with such standards necessitates time for thoughtful reflection and consideration of key questions such as:

- Have I carefully examined the facts?
- Who might be affected by my stance or decision?
- What issues are reflected in my decision?
- What does the law require me to do in this situation?
- Have I considered my options and their potential consequences thoroughly?
- Will my decision stand the test of time?

According to the current legal framework, civil servants enter public administration with the expectation that they will uphold the highest ethical standards. The concept of ethics encompasses not only the execution of official duties in a narrow sense but also behavior outside the workplace. It requires that public officials, in all circumstances, perform their duties with integrity, adhering to principles such as correctness, objectivity, impartiality, professionalism, and respect for the principles of proportionality and equality, all in service of the public interest.

In addition to establishing rules of conduct, the law places particular emphasis on informing the public about the expected standards of behavior among public servants. This enables clear expectations regarding the services provided. Transparency enhances public trust in the administration and ensures that citizens feel protected from potential abuses of power.

The aim of ethical legislation is to foster a more accountable and professional public administration that serves the public interest effectively, while remaining committed to high standards of ethics and integrity. The establishment of rules of conduct, support in achieving these standards, and public awareness are key elements in fulfilling this purpose.

Through ethical regulations, the objective is to support the professional development of civil servants by providing training and other supportive resources. This is essential to help them attain and maintain the required standards, thereby improving the quality of services they deliver. Continuous training and supportive tools enable civil servants to enhance their professional competencies, raise ethical awareness, and strengthen integrity in the workplace, ultimately contributing to the development of a more trustworthy and resilient public administration.

Key points emphasized in this context include:

- The challenge for civil servants is to act in full compliance with legal regulations;
- Civil servants must demonstrate a continuous commitment to adapt and correctly apply the ethical rules and principles established in the legal framework, as both a professional and moral obligation;
- Without this commitment, none of the aforementioned objectives can be realized—without strict adherence to these rules, every effort toward building a more accountable, sustainable, and trustworthy public administration will be in vain;
- Full implementation of ethical standards is the key to achieving quality and integrity in public administration.

Ethics in Public Administration and the Legal Framework in Albania

Ethics is the process through which we clarify what is right or wrong and act in accordance with what we believe to be just. However, it is important to distinguish between ethical dilemmas and moral temptations. Ethical dilemmas arise from a conflict between two “rights,” whereas moral temptations stem from a conflict between good and evil, justice and injustice. Our ability to effectively engage in ethical discourse improves when we are familiar with certain reasoning techniques. In relation to moral philosophy, one may ask: in a given situation, how do we determine what is right or wrong?

One technique suggests analyzing who benefits and who loses in each course of action, then selecting the option that provides the greatest benefit at the lowest cost. Another technique involves searching for a moral principle or rule against which to evaluate different aspects of a given case, thus focusing on universal norms of behavior. A common approach to ethical reasoning focuses on the consequences of actions: a given act is considered right if it results in the greatest good for the greatest number. Nonetheless, knowing the right course of action is not sufficient—one must also act in a way that is morally appropriate.

In public service, ethical issues are not abstract—they are real and often carry serious consequences for individuals. Therefore, it is vital to ensure morally grounded behavior in public administration. Turning principles into actions requires the development of individual character. In other words, general principles must be applied to specific cases. Virtue ethics is one approach to developing the capacities necessary for ethical decision-making, and such development should occur through practice, just as with any other skill. Scholars suggest that public administrators should adopt a comprehensive approach, improving their ethical conduct through practical engagement.

When analyzing ethical issues, the utilitarian perspective should be considered: what are the costs and benefits, and which alternative yields the greatest overall benefit? Consequently, an ethical public servant is one who can demonstrate having carefully weighed all values before reaching a final decision.

The Legal Aspect and Ethical Standards in Public Administration

From a legal standpoint, the purpose of legislation is to establish behavioral standards for public administration employees in line with the required norms, to assist them in achieving these standards, and to inform the public of the conduct expected from civil servants. These regulations aim, first, to provide a guide for public servants on how to behave while performing their duties—with integrity, fairness, objectivity, impartiality, transparency,

professionalism, and efficiency—and, second, to offer the public a tool to assess and measure the conduct of civil servants in relation to them.

Ethics legislation is mandatory for all employees in public institutions, as well as for private entities entrusted with public duties. Its goal is to define core, universally accepted principles for ethical conduct. To this end, we will examine several principles that provide a clear framework of minimum standards for ethical behavior:

- **Perform duties in accordance with applicable legislation**

This principle is a prerequisite for democratic governance, grounded in the rule of law. Civil servants must faithfully and accurately implement the law in their official duties. In a democratic state, the rights and equal treatment of individuals must be safeguarded by ensuring the protection of fundamental freedoms and equal treatment before the law. However, the core duty of every civil servant remains the protection of the public interest—the common good—which is the foundation of all administrative activity. The law on ethics should not be viewed as an all-encompassing act, but rather as a framework law that outlines general principles to be interpreted alongside other specific legal instruments. Ethics serves as a practical guide to prevent ethical violations and orient public servants when facing unlawful practices.

- **Act independently of political views and avoid obstructing policy implementation**

Unlike political officials who serve as long as they enjoy electoral support, civil servants perform functions of a more stable nature. It is widely accepted that the creation of a depoliticized public administration would strengthen accountability mechanisms against illegal actions, as civil servants and elected officials would mutually monitor each other. Therefore, civil servants must act independently in the public interest and maintain a clear distance from any political influence or pressure that could result in bias in the performance of their duties.

- **Act honestly, impartially, and efficiently, considering only the public interest**

Public servants serve the public interest. Unlike the private sector—where ownership is concentrated and profit is the main goal—the public sector belongs to everyone, and its mission is to meet collective needs. Civil servants are paid by citizens' taxes to protect public interests. Accordingly, they are held to a higher standard of transparency and ethics. The state and public administration should not be viewed as abstract entities, but as the sum of the actions of their institutions and employees. The behavior of each civil servant can influence public perception of the administration as a whole. Civil servants must act with high moral and professional integrity, their personal conduct should reflect honesty, promote high ethical and moral standards, and encourage others to do the same.

- **Maintain and enhance public trust in the honesty, impartiality, and effectiveness of public service**

Communication by public servants must be characterized by ethics, courtesy, and mutual respect. In the workplace, inappropriate tone or language is unacceptable; appearance and attire must be dignified and appropriate to the role. Additionally, ethical norms suggest that newly hired civil servants should be supported through the provision of suitable working conditions and through guidance, mentoring, and information sharing to facilitate their effective adaptation.

- **Maintain confidentiality of information without violating legal obligations**

One key feature of public administration is openness to the public. Thus, transparency is a constitutional requirement and a precondition for democratic governance. Transparency makes public administration accountable and responsible. However, some duties arising from public office extend beyond the term of employment, and civil servants must continue to respect these obligations even after leaving their positions.

- **Conduct in interactions with citizens, supervisors, and colleagues**

Civil servants must observe certain rules regarding:

- **Communication**

- a. Maintain ethical, courteous, and respectful communication, treating all individuals fairly and fostering an open and just environment for citizens and colleagues.
- b. Ensure verbal and non-verbal communication is respectful and appropriate, avoiding offensive or prejudicial language and using a calm and controlled tone.
- c. Follow internal regulations regarding official communication, whether written, electronic, or verbal, respecting hierarchy and accountability.

- **Appearance and attire**

Although appearance may seem superficial in the context of professional conduct, it plays an important role in public administration. Proper attire is closely tied to the nature of the duties performed and contributes to a professional and respectful institutional image. Civil servants should dress modestly and professionally, avoiding styles or accessories that draw undue attention.

- **Online communication**

- a. A civil servant represents the institution they serve, and their online activity can impact the institution's image and reputation.
- b. Existing rules for public administration also apply to online conduct.
- c. A clear distinction should be maintained between the private life of the civil servant and their professional role, ensuring personal activities do not interfere

with official responsibilities.
d. Online engagement must remain responsible and measured, always respecting public service ethics and standards.

Advising, Training, and Supervision for the Implementation of Ethical Rules

The human resources unit is the structure responsible for overseeing the implementation of behavioral standards in public administration institutions. In the absence of such a unit, the head of the institution may assign this duty to a group of three individuals with high moral integrity, at least one of whom must possess a legal background. The human resources unit, acting on behalf of the institution and with the aim of actively preventing unethical behavior, performs the following tasks:

1. **Promotes the creation of an ethical environment** by acting with high moral and professional integrity. Behavior must reflect honesty, promote the highest ethical and moral values and principles, and encourage civil servants to act in accordance with these values in the performance of their administrative duties.
2. **Manages and distributes the legal framework file** on ethics and integrity, updating it with any amendments. This file must be made available to every employee at the beginning of their employment relationship.
3. **Distributes and administers authorizations, declarations, and forms** related to ethical conduct during the employment period. These documents must be registered and included in the employee's personal file.
4. **Coordinates and collaborates with relevant structures** for the prevention of conflicts of interest and the protection of whistleblowers.
5. **Proposes the issuance of necessary acts** concerning ethics and integrity within the institution, as well as amendments to internal regulations or the code of ethics in accordance with applicable legislation.
6. **Is responsible for advising and training** every public administration employee on obligations arising from current legislation regarding ethical behavior standards. This advisory function is provided by the human resources unit:
 - At the beginning of employment, through familiarization with the relevant legislation and internal regulatory acts;
 - During employment, through professional development and planned training that encourages discussion of ethical dilemmas faced by employees;
 - On a case-by-case basis, at the request of the employee or their immediate supervisor.
7. **Distributes the ethics manual** to all employees and incorporates it into internal advisory and training sessions.
8. **Adapts the internal regulations of the institution** in line with specific themes and issues that pertain exclusively to the institution.
9. **Ensures the implementation of rules** related to behavior and both verbal and non-verbal communication among colleagues, between superiors and subordinates, and with the public.
10. **Supports competent bodies** to ensure that disciplinary procedures are implemented in accordance with current legislation on public employees.

Disciplinary Measures for Breaches of Ethical Standards

Ethics legislation also provides for disciplinary measures against civil servants in cases where ethical principles are violated. These measures are recorded in the employee's personal file and entered into the central personnel registry. Violations in the civil service are classified into three categories:

- **Minor Violations:**

These include unjustified absence from work for up to three working days; breaches of ethical rules during working hours, in relations with supervisors, colleagues, or subordinates; or actions committed during or outside official hours that damage the reputation of the employee or the institution as a whole.

- **Serious Violations:**

These involve failure to fulfill functional duties or assigned tasks, abandonment of the workplace, repeated unjustified absences, or repeated violations.

- **Very Serious Violations:**

These include grave dereliction of duty or repeated failure to meet deadlines, resulting in significant negative consequences for the institution; continued unjustified absence for seven working days that leads to serious disruption of institutional functions.

When a public employee commits a violation, the following disciplinary measures may be imposed:

- **Reprimand:**

Issued for minor breaches committed by the employee.

- **For serious breaches:**

A penalty of up to one-third of full salary may be withheld for a period of up to six months, or the employee may be suspended from the right to promotion.

- **For very serious breaches:**

The disciplinary measure of dismissal from the civil service is applied.

Prohibition of Discrimination in Public Administration

The proper organization and functioning of public administration is closely linked to the principle of non-discrimination and is manifested in several key dimensions: first, as a guiding principle for the interaction between civil servants and citizens who benefit from public services; and second, as a constitutional protective principle for the civil servant themselves, particularly when their relationship with and within the public administration is questioned.

In exercising its activity, a public body must avoid any form of discrimination based on gender, race, color, ethnicity, nationality, sexual orientation, political or religious beliefs, or economic status. In this sense, the principle of non-discrimination closely interacts with the principles of impartiality and fairness, whereby public authorities are required to treat all parties fairly in any relationship they establish. Non-discrimination rules fall within the broader framework of ethical principles essential for a public administration that treats everyone equally, without differentiation, and provides services of equal quality to all.

Civil servants, through their work, are expected to promote **equality, diversity, and inclusion**, ensuring that individuals are not subject to discrimination within public administration structures. The principles underlying these values include:

- **Equality**, meaning the provision of equal opportunities for all individuals, adapted to their specific needs;
- **Diversity**, recognizing and valuing the differences that make people unique;
- **Inclusion**, the implementation of inclusive policies within the social group or the broader administrative context;
- **Non-discrimination**, the application of a zero-tolerance policy against all forms of harassment.

In addition to the causes explicitly listed in law, discrimination can also occur for other possible reasons. In such cases, it is important to establish a link between the different treatment and the protected ground, in order to identify whether the discrimination occurred due to the individual's personal characteristics.

Discrimination in public administration may take different forms and manifestations, potentially resulting in serious consequences for individuals. Therefore, addressing the main forms of discrimination, as defined in Albanian legislation and fully aligned with European standards, is of great importance:

- **Direct discrimination** occurs when individuals in the same or similar situation are treated differently because they belong to one of the protected categories;
- **Indirect discrimination** takes place when a seemingly neutral provision, criterion, or practice places a person at a disadvantage in relation to the listed protected grounds;
- **Discrimination by association** happens when unfavorable treatment results from association with individuals belonging to protected groups or due to a presumed association;
- **Harassment** involves any unwanted conduct linked to one of the protected grounds, with the purpose or effect of violating a person's dignity and creating an intimidating environment;
- **Denial of reasonable accommodation** occurs whenever necessary adjustments are refused in a specific case, despite not imposing a disproportionate burden;

- **Victimization** refers to unfavorable treatment in retaliation for lodging a complaint or claim intended to enforce the principle of equality.

The principle of non-discrimination must be applied across various stages of the employment relationship of civil servants, including:

- The announcement of job vacancies;
- The recruitment and selection process;
- The treatment of employees in the workplace, including the establishment or modification of working conditions;
- Membership in trade unions and access to the benefits deriving from such membership.

If a civil servant believes they have been treated in violation of the non-discrimination principle, they have two legal avenues for redress: they may file a complaint with the **Commissioner for Protection from Discrimination**, or they may **directly initiate court proceedings** to address their case. The same legal remedies are available to any individual who believes they have been treated in a discriminatory manner by a public administration body.

In discrimination cases, **the burden of proof** differs from that in typical civil cases. Rather than the claimant having to prove the violation of their rights, European legislation recognizes the **reversed burden of proof**, which offers greater protection to victims who are in a less favorable position and may otherwise struggle to prove discriminatory treatment.

The Right to Information and Public Consultation

For good and democratic governance, transparency constitutes one of the essential elements that must be guaranteed for all citizens. Transparency entails the sharing and dissemination of information, as well as the exercise of institutional activities in an open manner to the public. The lack of transparency contributes to the creation of an environment conducive to corruption and illegality, whereas the willingness of public administration institutions to provide information increases their accountability in serving citizens.

The right to information is internationally recognized, and public administration has a legal obligation to be transparent and to provide as much information as possible. When disseminating information that does not require a formal request, institutions must take into account the public's best interest, specifically:

- Ensuring maximum public access to information;
- Making as much information as possible available without the need for individual requests, thus reducing the necessity for such requests.

Today, information technology plays a crucial role in enhancing transparency and public information. Accordingly, public institutions are required to prepare easily understandable and accessible information formats for data that do not require a formal request and to make this information available to the public through their official websites.

For information not publicly disclosed by institutions under the transparency program, the law guarantees every individual the right to access such information through a request, without the

necessity to justify the reasons for seeking it. To coordinate efforts for guaranteeing the right to information, the law provides for the appointment of an **Information Rights Coordinator** in every institution.

Pluralistic decision-making is a defining characteristic of public administration. Within the initiative for more transparent governance, the drafting of a law on broader consultation with interested parties—such as citizens, experts, and NGOs—has been deemed necessary. The public consultation process also enables the gathering of opinions from interest groups and fosters effective dialogue, thereby improving policies and legal acts.

The primary objectives of public consultation are:

- To promote and ensure the process of public notification and consultation among the public, interested parties, and public authorities;
- To increase public participation in virtual decision-making;
- To enhance the efficiency of the decision-making process within public authorities;
- To increase the transparency and accountability of public authorities towards the public and interested parties.

As part of initiatives to increase public participation in virtual decision-making, information and communication technologies are used to complement traditional methods such as notices or postal mail. Online public consultations are conducted not only via the official websites of public authorities but also through dedicated public consultation platforms.

Nonetheless, public consultation has its limitations and does not apply to specific areas, including:

- National security matters insofar as they constitute state secrets;
- International agreements;
- Individual administrative acts and normative acts, except where otherwise provided;
- Normative acts with the force of law adopted by the Council of Ministers;
- Civil emergencies.

Drafting the Integrity Plan in Public Administration

Integrity encompasses not only the fight against abuse of power but also the respect and implementation of the highest standards in delivering services to the public. In many administrations, integrity is understood as providing services that meet the expectations of citizens and other stakeholders. It is defined as the set of positive attitudes that promote honesty and ethical behavior in the work practices of public administration civil servants.

According to the National Intersectoral Strategy Against Corruption and its Action Plan, all Albanian public institutions are required to draft Integrity Plans, which specify the measures to be implemented to prevent and address integrity violations by their civil servants.

The integrity risk management process systematically addresses integrity risks within work processes, with the ultimate goal of strengthening institutional resilience against ethical violations and reducing their occurrence.

The methodology for drafting the Integrity Plan includes three main methods for information gathering:

1. Analysis of regulatory acts and other official documents;
2. Conducting interviews with individuals inside and/or outside the institution;
3. Conducting formal questionnaires and surveys.

Integrity Plans represent crucial steps undertaken to ensure the integrity of public administration institutions. It is essential to understand from the outset the importance of monitoring these plans, not only regarding progress and the degree of implementation of the prescribed measures but also to identify challenges encountered during their execution.

Continuous monitoring of the implementation of the Integrity Plan, as an important phase in the integrity risk management cycle, ensures that:

- Control activities and risk treatment measures are effective in the design, operation, and implementation phases;
- Procedures are clear and understandable;
-
- The Integrity Plan is communicated and known within the institution.

Conclusion

It can be said that ethics is a system of moral principles but also a moral, social, civil, and religious code that clarifies individual choices. However, it is not a new topic of discussion, as it has been debated by thousands of states and different cultures. Regardless of whether the context is public or private, at the organizational or state level, the issue of ethics has been and remains at the core of many problems, which is why we see ethics in many dimensions.

Ethics and morality are often viewed as synonymous, but caution is necessary because we cannot equate them completely. Despite overlapping, the distinction between them is important not only for philosophical reasons but also because focusing on ethics emphasizes the active involvement of the individual in seeking the correct moral position.

Considering the special importance of organizational performance, it is understood that to achieve it, necessary attention must be given, as well as finding the appropriate instruments at the right time for this purpose. There has always been a direct connection between ethics and public administration, which stems from the moment administrative functions appeared in civilized societies.

The role of public administration is as a bridge between politics and society, achieved through the exercise of competencies by public servants, who themselves guarantee and ensure the fulfillment of the public interest. Ethical behavior, being an active process, requires public servants to make conscious choices aligned with ethical values because every human being inherently possesses thought and judgment and thus is responsible.

Public administrators must act responsibly because their work has many aspects that could lead to misunderstandings of the public interest. In this sense, it is important that all public servants in all public institutions know and apply the Code of Ethics.

This work aims to serve as a guide for individuals regarding the duties public administration has in providing services to them, specifically concerning the quality of these services as part of ethics for a professional and impartial public administration. From the observations made in this study, we conclude that ethics holds a primary role in public administration and is the main principle without which public administration could not perform its functions at the required levels.

Since this study is built on a normative perspective, it offers a normative approach, showing the correct paths and actions to be taken to have a successful and well-organized administration. Even though ethics in public administration is widely discussed, this is still not sufficient; it is crucial that individuals understand ethics and are able to distinguish unethical behavior.

Ethics is talked about everywhere, but the appropriate addressing of ethical issues has not yet been achieved in Albanian reality. Ethics plays a primary role in a country's society, and as such, the first to set a good example in this field should be Public Administration.

REFERENCES

Chapman, R.A. (2002) *Ethics for the New Millennium*, Tirana

Denhardt, R.B., Denhardt, J.V. (2010) *Public Administration: An Action-Oriented Approach*, Tirana, UFO Press

Geuraus, D., Garofalo, Ch. (2010) *Practical Ethics in Public Administration*, Tirana, UFO Press

Anastasi, A. (2017) *Gender Equality and Non-Discrimination*, Tirana

Council of Europe Directive 2004/113, dated 13 December 2004

Council of Europe, *Protocol No. 12 to the Convention for the Protection of Human Rights and Fundamental Freedoms*, explanatory report, <http://www.krim.dk/undersider/menneskerettigheder/emrk-protokoller%20mv/protocol-12explanatory-report-eng.htm>

Constitution of the Republic of Albania

Law No. 10221, dated 04.02.2010, "On Protection from Discrimination"

OSCE (2016) *Manual for Public Administration, Human Rights and Fundamental Freedoms*

Decision of the Constitutional Court No. 9, dated 26.07.2007

Decision of the Constitutional Court No. 34, dated 20.12.2005

Decision of the Constitutional Court No. 20, dated 11.07.2006

ILDKPKI (2006) *Explanatory Manual and Training on the Prevention of Conflict of Interest*

Law No. 9049, dated 10.04.2003, "On Prevention of Conflict of Interest in the Exercise of Public Functions"

Council of Europe (2019) *Guidelines for Managing Conflict of Interest in Public Service*

Law No. 146/2014, "On Public Notification and Consultation"

Law No. 45/2022, "On the Ratification of the Council of Europe Convention on Access to Official Documents"

Transparency International, *The Right to Information on Official Documents in Albania*

Shushari, E., *International Standards on the Right to Information and Our Law*, consulted at <http://drejtesia.shqiptare.com/?=2068>

Instruction No. 12, dated 21.07.2020, "On the Determination of the Number of Pages for Which Information is Provided Free of Charge, Cases of Exemption from Payment, and Rules for the Payment Procedure for Information Held or Produced by Public Authorities"

Order No. 553, dated 30.09.2021, "On Approval of the Integrity Plans Methodology for Central Government Institutions"

IDM, *Guide for the Integrity Risk Assessment Process in the Public Sector*, Tirana, July 2022

Manual for Integrity Risk Assessment, October 2021, consulted at https://drejtesia.gov.al/wp-content/uploads/2022/02/GUIDA-VLERESIMIT-RISKUT-_AL.pdf

Order of the Minister of Justice No. 334, dated 07.10.2020, "On Approval of the Integrity Risk Assessment Methodology for Central Government Institutions"

Dhamo, Milika (2006) *Ethics in Counseling*, Tirana

Dobjani, Ermir (2008) *Administrative Law*, UFO Press, Tirana

Koxhaj, Andri *Public Administration in the Public Sector*, Tirana

DAP, *Summary of Legislation for Public Servants*

Cooper, Terry (1994) *Handbook of Administrative Ethics*, New York

Paviqueviq, Vuko (1998) *Foundations of Ethics*, Prishtina

Aristotle, *Politics*, Plejad Publications, Tirana

Iceberg Publications, *Ethics in Public Service for the New Millennium*

Washington, Sally, *Ethics in the Public Service*, OECD

DAP, *Practical Manual on Ethics in Public Administration*, Tirana 2024

Manual *Prevention of Conflict of Interest in Local Government*, SHBSH-ILDKP-USAID, Tirana, September 2009

Manual *Explanatory and Training on Prevention of Conflict of Interest*, co-authored by ISB and USAID Albania, Dituria Publishing House, Tirana, December 2006

VKM No. 737, dated 13.12.2023, "Guide for Public Administration Reform 2023-2030"

Law No. 138/2015, "On Guaranteeing the Integrity of Persons Elected, Appointed, or Exercising Public Functions"

Law No. 9367, dated 07.04.2005, "On Prevention of Conflict of Interest in Exercising Public Functions," amended version

Law No. 60/2016, "On Whistleblowing and Protection of Whistleblowers"

Law No. 9131, dated 08.09.2003, "On the Rules of Ethics in Public Administration"

Law No. 152/2013, "On Civil Servants," amended version

Law No. 44/2015, "Code of Administrative Procedures of the Republic of Albania"

Law No. 119/2014, "On the Right to Information"

1.

SPAGETTİ DİYAGRAMI YARDIMI İLE MONTAJ ATÖLYESİ TESİS YERLEŞİMİ: BİR UYGULUAMA

*Beyza ETYEMEZ¹, İrem KARAKAYA², Songül KOLDANCA³, Hasan SÖNMEZ⁴,
SİDDİKA Kadim⁵, Orhan ENGİN⁶*

*¹Butkon Asansör A.Ş., Konya, Türkiye, betyemez@kipas.com,
ORCID: 0009-0008-8679-4839*

*²Butkon Asansör A.Ş., Konya, Türkiye, irem.karakaya@butkon.com,
ORCID: 0009-0002-6420-8348*

*³Butkon Asansör A.Ş., Konya, Türkiye, songulkoldanca@gmail.com,
ORCID: 0009-0004-1190-8847*

*⁴Butkon Asansör A.Ş., Konya, Türkiye, hasansonmezendustri@gmail.com,
ORCID: 0009-0009-8856-8461*

*⁵Butkon Asansör A.Ş., Konya, Türkiye, siddika.kadim@butkon.com,
ORCID: 0009-0008-3247-1444*

*⁶Konya Teknik Üniversitesi, Endüstri Mühendisliği Bölümü, Konya, oengin@ktun.edu.tr
ORCID: 0000-0002-7250-0317*

Öz: Yalın üretim süreçlerinde yer alan israflardan biri de malzeme taşıma faaliyetleridir. Malzemelerin taşınması ürün ya da hizmete değer katmadığı için israf olarak kabul edilmektedir. İsrafların öncelikli olarak ortadan kaldırılması, eğer bu mümkün değil ise azaltılması gerekmektedir. Bu araştırmada asansörlerin için buton üretimi yapan bir işletmede montaj sürecinin yalınlaştırılması için montaj atölyesinde tesis tasarımı yapılmıştır. Mevcut montaj atölyesindeki akışlar spagetti diyagramı yardımı ile analiz edilmiştir. Geçmiş dönemlerdeki üretim talepleri dikkate alınarak, çalışanlar sürece dahil edilmiş, öneri ve istekleri alınmıştır. Yalın montaj atölyesi için israfların minimize edildiği bir montaj yerleşim planı çıkartılmıştır.

Anahtar Kelimeler: Tesis yerleşimi, Butkon, spagetti diyagramı, Buton, Montaj atölyesi

FACILITY LAYOUT DESIGN OF AN ASSEMBLY WORKSHOP WITH THE AID OF A SPAGHETTI DIAGRAM: A CASE STUDY

*Beyza Etyemez¹, İrem Karakaya², Songül Koldanca³, Hasan Sönmez⁴, Siddika Kadim⁵,
Orhan Engin⁶*

*¹Butkon Asansör A.Ş., Konya, Türkiye, betyemez@kipas.com,
ORCID: 0009-0008-8679-4839*

*²Butkon Asansör A.Ş., Konya, Türkiye, irem.karakaya@butkon.com,
ORCID: 0009-0002-6420-8348*

*³Butkon Asansör A.Ş., Konya, Türkiye, songulkoldanca@gmail.com,
ORCID: 0009-0004-1190-8847*

*⁴Butkon Asansör A.Ş., Konya, Türkiye, hasansonmezendustri@gmail.com,
ORCID: 0009-0009-8856-8461*

*⁵Butkon Asansör A.Ş., Konya, Türkiye, siddika.kadim@butkon.com,
ORCID: 0009-0008-3247-1444*

*⁶Konya Technical University, Department of Industrial Engineering, Konya, Türkiye,
oengin@ktun.edu.tr, ORCID: 0000-0002-7250-0317*

Abstract: One of the key types of waste in lean production systems is material handling. Since the movement of materials does not add direct value to the product or service, it is classified as waste. Therefore, such waste must primarily be eliminated, or if elimination is not feasible, it should be minimized. This study presents a facility layout design for an assembly workshop within a company manufacturing elevator buttons, with the objective of streamlining the assembly process in accordance with lean manufacturing principles. The current workflows within the assembly workshop were analyzed using a spaghetti diagram. Historical production demands were taken into account, and employees were actively involved in the process through the collection of their suggestions and feedback. As a result, a lean assembly layout was developed in which wasteful activities were minimized.

Keywords: Facility layout, Butkon, spaghetti diagram, button, assembly workshop

GİRİŞ

Kuruluşların, müşteri beklentilerini, istenilen sürede ve nitelikte karşılayabilmeleri için yalın üretim tekniklerini kullanarak, otomatikleştirilmiş iş süreçlerine, yüksek kalite ve özelleştirilmiş ürünlere ihtiyaç vardır. Bunun karşılanması için Endüstri 4.0 kavramı, ilk olarak 2012 yılında Almanya’da Hannover fuarında, ortaya çıkmıştır (Manzak ve Engin, 2023; Yiğit ve Engin, 2025). Endüstri 4.0’a geçişte kuruluşların, israflardan arındırılmış üretim proseslerini, dijitalleştirmelidirler. Üretim süreçlerinde israfların ortaya çıkartılmasında kullanılan tekniklerden biri de Spagetti diyagramıdır. Yalın üretim tekniklerinden biri olan **Spagetti diyagramı**, üretim veya hizmet süreçlerinde, iş akışlarının görsel olarak analiz edilmesini sağlayan güçlü bir araçtır. Bu diyagramlar, bir ürünün veya çalışanın belirli bir süreçte izlediği fiziksel yollardan (hareketleri), iş istasyonları arasında veya tesis içinde gösteren çizimlerden oluşur. Adını, çok sayıda çapraz ve karmaşık çizginin bir tabağı andıran spagettiye benzemesinden alır. Spagetti diyagramları, özellikle **tesisteki yerleşim düzeninin**

etkinliğini ölçmek, gereksiz hareket ve taşıma mesafelerini tespit etmek ve iş akışındaki israfları görünür hale getirmek için kullanılır. Karmaşık üretim süreçlerinde malzeme, yarı mamul veya çalışanların, iş istasyonları arasında yaptığı geçişler, zamanla üretkenliğin düşmesine ve verimlilik kayıplarına neden olabilir. Bu tür israfların ortadan kaldırılması için sürecin mevcut durumunun net şekilde anlaşılması gerekir. İşte bu noktada, Spagetti diyagramları, yalın üretim ilkelerine uygun olarak, sürecin sadeleştirilmesi ve tesis yerleşiminin yeniden tasarlanmasında karar vericilere somut bir analiz sunar.

Bu çalışmada, Spagetti diyagramı, mevcut montaj atölyesindeki yerleşim düzeninin analiz edilmesi ve yeni, yalınlaştırılmış bir yerleşim önerisinin geliştirilmesi amacıyla kullanılmıştır. Böylece, taşıma mesafeleri azaltılmış, çalışan hareketleri sadeleştirilmiş ve montaj sürecinin toplam verimliliği artırılmıştır.

Çalışmanın Amacı

Bu araştırmanın temel amacı, yalın üretim tekniklerinden biri olan **Spagetti diyagramı** kullanılarak bir montaj atölyesindeki üretim akışlarını analiz etmek, değer oluşturmeyen faaliyetleri belirlemek ve bu doğrultuda montaj sahasında tesis yerleşimini iyileştirmektir. Çalışma, asansör butonu üretimi gerçekleştiren, **Butkon Asansör San. Tic. A.Ş.**'de gerçekleştirilmiştir. Özellikle buton montaj sürecinde, çalışanların iş istasyonları arasında gerçekleştirdiği fiziksel hareketlerin yoğunluğu ve taşıma mesafeleri gözlemlenerek mevcut akış Spagetti diyagramı yardımıyla haritalandırılmıştır.

Mevcut üretim sürecinde değer yaratmayan, israf olarak kabul edilen hareket ve taşıma faaliyetleri tespit edilmiş; yalın üretim ilkeleri doğrultusunda bu israfların ortadan kaldırılması hedeflenmiştir. Elde edilen bulgular ışığında, **montaj atölyesi için** yeni bir **yerleşim planı** oluşturularak israfların azaltılması ve üretim sürecinin daha verimli hale getirilmesi amaçlanmıştır. Ayrıca süreç iyileştirme önerileri, çalışan görüşleri ve geçmiş üretim verileri dikkate alınarak değerlendirilmiş, elde edilen kazanımlar, firma yönetimi ile paylaşılmıştır.

Çalışmanın Kapsamı

Bu çalışma, **Butkon Asansör San. Tic. A.Ş.** montaj atölyesinde gerçekleştirilen, buton montaj sürecinin yalın üretim prensiplerine uygun şekilde iyileştirilmesini kapsamaktadır. Araştırmanın temelinde, Spagetti diyagramı yöntemi kullanılmış olup, çalışanların montaj süreci boyunca gerçekleştirdikleri hareketler ve malzeme akışı gözleme dayalı olarak analiz edilmiştir. Mevcut yerleşim planı üzerinde yapılan detaylı inceleme ile taşıma mesafeleri, iş istasyonları arası geçişler ve malzeme akışındaki verimsizlikler belirlenmiştir.

Butkon Asansör San. Tic. A. Ş., 2010 yılında Asansör kat ve kabin panelleri üretimi yapmak amacı ile kurulmuştur. Firma, 6 Makine Mühendisi, 5 Endüstri Mühendisi, 7 Elektrik Elektronik Mühendisi ve 1 Bilgisayar Mühendisi olmak üzere yaklaşık 250 çalışanı ile müşterilerine, kaliteli ürünleri sunmak için çalışmalarına devam etmektedir. Ar-Ge merkezi ile yurtiçi ve yurtdışı piyasasında müşterilerine inovatif ürünler sunarak markalaşma sürecine devam etmektedir. Butkon Asansör San. Tic. A. Ş., yurt içi ve yurt dışı olmak üzere birden fazla fuarlarda katılımcı olarak yer almaktadır. Firma, hali hazırda, Suudi Arabistan, Mısır, Ürdün, Fas, Libya, Kuveyt, Katar, Birleşik Arap Emirlikleri, Tunus, Yunanistan, Vietnam, Hindistan, Portekiz, İspanya ve Kosova'ya ihracat yapmaktadır (Anonim, 2025).

Butkon A. Ş’de üç farklı mamul üretilmektedir. Bunlar, kabin kasetleri, kat kasetleri ve kapı üstü göstergeleridir. Bu mamuller, kendi içlerinde birçok farklı modele sahiptir. Kat Kasetleri asansör sektöründe önemli bir yere sahiptir. Butkon A. Ş’de 15 farklı çeşitte kat kaseti modeli üretilmektedir. Butkon A. Ş. tarafından üretilen kat kasetleri ve örnek görünümü aşağıda Şekil 1 ve 2’de sunulmuştur (Anonim, 2025).



Şekil 1. Kat kaset çeşitleri ve örnek görünümü.

Bu hatlar üzerinde yapılan gözlemler, mevcut düzenin çalışanlar üzerinde fiziksel yük oluşturduğunu, yürüyüş mesafelerinin arttığını ve bu durumun üretim süresini uzattığı belirlenmiştir.

Spagetti diyagramları aşağıdaki aşamalara göre hazırlanmıştır.

1. **İzleme ve Gözlem:** Her bir montaj hattında çalışanlar, belirli vardiyalar boyunca gözlemlenmiş, adım adım hareketleri krokiler üzerinde işaretlenmiştir.
2. **Haritalama:** Gözlem verileri, üretim alanının mevcut yerleşim planına aktararak her bir çalışanın ortalama yürüdüğü yol net olarak diyagram haline getirilmiştir.
3. **Yorumlama ve Sorun Tespiti:** Diyagramlardan elde edilen veriler yorumlanarak verimsizlik kaynakları belirlenmiştir.

LİTERATÜR

Üretim süreçlerinin iyileştirilmesinde, israfların ortadan kaldırılarak proses ve faaliyetlerin yalın hale getirilmesi ile ilgili son yıllarda, hizmet işletmelerinde, sağlık sektöründe, yazılım alanında ve imalat sanayinde çok sayıda araştırma yapılmıştır (Keskin ve ark., 2011; Efe ve Engin, 2012; Yel ve Engin, 2022). Yalın üretim tekniklerinden olan Spagetti diyagramı ile ilgili son yıllarda literatürde yapılan araştırmalardan bazıları aşağıda sunulmuştur.

Senderská ve ark. (2017) yalın üretime odaklanarak, Spagetti diyagramına dayalı çalışan hareketini analiz etmişlerdir. Spagetti diyagramlar oluşturarak, bunları zamana, mesafeye, ziyaret edilen yer sayısına vb. göre değerlendirmişlerdir. Daneshjo ve ark. (2021) bir vaka çalışması yapmışlardır. Araştırmanın yapıldığı yerde, mevcut işyeri düzeninin bir analizini ve iki yeni düzen önerisini sunmuşlardır. Analizini, Excel uygulaması Spagetti diyagramı kullanılarak tüm düzenler için gerçekleştirmişlerdir. Elde ettikleri sonuçları birbirleriyle karşılaştırmışlardır. Barus ve Sriwana (2023) mobilya imalatı yapan bir işletmede, Spagetti diyagramı yaklaşımı ile malzemeler ve işçiler arasındaki mesafeyi ölçmek ve hareket mesafesini azaltarak iş istasyonunun düzenini iyileştirmek için bir analiz yapmışlardır. İskenderoğlu ve Çınaroğlu (2025) çalışmalarında radyoloji teknikerlerinin MR çekim sürecindeki hareketlerini Spagetti diyagramı ile incelemişler ve süreç verimliliğini iyileştirmek için önerilerde bulunmuşlardır. İlaçlı ve ilaçsız MR çekimi sürecindeki hareketleri görselleştirmek için Spagetti diyagramı kullanılarak süreç verimliliği üzerinde olumsuz etkileri olan işlem adımlarını tespit etmişlerdir.

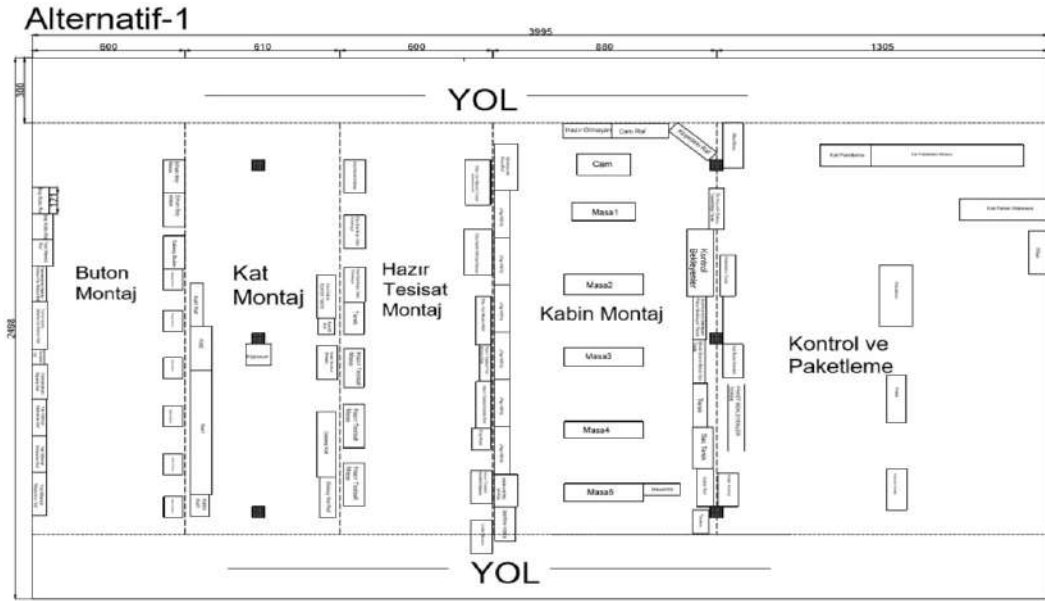
BULGULAR

Diyagram analizleri sonucunda, montaj hattı çalışanlarının günde ortalama 1,5 kilometreye yakın mesafe kat ettiği tespit edilmiştir. Bu durum hem zaman kaybına hem de çalışan yorgunluğuna neden olmakta, dolaylı olarak üretim kalitesine etki etmektedir. Ayrıca malzeme lojistiğinde yaşanan sorunlar nedeniyle iş akışında sürekli kesintiler yaşandığı gözlenmiştir. Mevcut analiz bulguları doğrultusunda aşağıdaki iyileştirme önerileri geliştirilmiştir:

- **Hat içi düzenleme:** Montaj hattı içerisinde malzeme yerleşimi optimize edilerek, sık kullanılan parçaların operatöre en yakın olacak şekilde konumlandırılması önerilmiştir.

- **Örümcek adam uygulaması:** Her hatta görevli bir malzeme taşıyıcısının, iş emrine göre günlük olarak parça temininden sorumlu olması önerilmiştir. Bu sayede çalışanlar malzeme aramak yerine üretim sürecine odaklanabilecektir.
- **Süpermarket sistemi:** Hattın yanına kurulan küçük ara depolama alanlarıyla, sık kullanılan malzemelerin düzenli ve ulaşılabilir tutulması planlanmıştır.
- **Ürün grubuna göre hat düzeni:** Üretim bandının ürün tipine göre ayrılması önerilerek, standardize edilmiş işlem sıraları ile üretim sürecinde sadeleşme sağlanması amaçlanmıştır.

Ayrıca, yapılan saha gözlemleri ve öneriler doğrultusunda montaj hattı yerleşimine ilişkin önerilen yerleşim düzeni Şekil 5’te sunulmuştur.



Şekil 5. Montaj Hattı Yerleşim Önerisi

Yerleşim önerisinin amacı hem yürüme mesafesini azaltmak hem de iş istasyonları arasındaki senkronizasyonu artırarak üretim hattı verimliliğini yükseltmektir.

SONUÇ

Bu çalışmada, asansör buton üretimi yapan Butkon A.Ş.’de, üretim hattı düzeninin verimliliğe etkisi, Spagetti diyagramı yöntemi ile analiz edilmiştir. Yapılan gözlemler sonucunda, çalışanların montaj sürecinde gereksiz yere uzun mesafeler kat ettiği ve bu durumun üretim süresini uzatarak iş gücü kaybına yol açtığı belirlenmiştir. Ayrıca, malzeme akışında yaşanan düzensizliklerin üretim hattında beklemlere neden olduğu görülmüştür. Bu kapsamda önerilen “örümcek adam” uygulaması, süpermarket sistemi ve hat içi düzenlemeler ile üretim alanındaki hareketin sadeleştirilmesi ve verimliliğin artırılması hedeflenmiştir. Çalışma, yalın üretim araçlarının saha uygulamaları ile süreç iyileştirmeye nasıl katkı sağladığını somut biçimde göstermiştir.

Teşekkür

Bu araştırma, Butkon Asansör Sanayi Ticaret A.Ş. Ar-Ge Merkezi tarafından desteklenmiştir.

KAYNAKLAR

- Anonim, 2025, Butkon Asansör San. Tic. AŞ, <https://www.butkon.com> (E. T. 01.06.2025)
- Barus, W. H. R., & Sriwana, I. K. (2023). Penerapan Lean Tools Change Acceleration Process Model dan Spaghetti Diagram Pada Proses Produksi Sofa di PT. XYZ. *Jurnal AL-AZHAR INDONESIA SERI SAINS DAN TEKNOLOGI*, 8(1).
- Daneshjo, N., Rudy, V., Malega, P., & Krnáčová, P. (2021). Application of Spaghetti Diagram in Layout Evaluation Process: A Case Study. *TEM Journal*, 10(2).
- Efe, Ö. F., & Engin, O. (2012). Yalın hizmet - değer akış haritalama ve bir acil serviste uygulama. *Verimlilik Dergisi*(4), 79-107.
- İskenderoğlu, M., & Çınaroğlu, S. (2025). Manyetik Rezonans Görüntüleme Sürecinin İyileştirilmesinde Spagetti Diyagramının Kullanımı. *Gümüşhane Üniversitesi Sağlık Bilimleri Dergisi*, 14(1), 284-303. <https://doi.org/10.37989/gumussagbil.1556369>
- Keskin, M, Engin, O., Baysal, M.E., Sarucan, A., (2011). Seyahat İşletmelerinde Değere Akışı Haritalama ve Büyükşehir Belediyesi Otobüs İşletmesinde Bir Uygulama, *Yöneylem Araştırması ve Endüstri Mühendisliği 31. Ulusal Kongresi*, 05- 07 Temmuz 2011, Sakarya Üniversitesi, 769- 775.
- Manzak, R. ve Engin, O. (2023). Akıllı Fabrikalarda Çizelgeleme Yöntemlerinin Analizi, *Verimlilik Dergisi*, 57(4), 761-774. DOI: 10.51551/verimlilik.1136778
- Senderská, K., Mareš, A., & Václav, Š. (2017). Spaghetti diagram application for workers' movement analysis. *UPB Scientific Bulletin, Series D: Mechanical Engineering*, 79(1), 139-150.
- Yel, İ., & Engin, O. (2022). Process Improvement for Error Records in a Financial Institution with the Analysis of Simulation on Using Value Stream Mapping. *Journal of Advanced Research in Natural and Applied Sciences*, 8(2), 171-187. <https://doi.org/10.28979/jarnas.907042>
- Yiğit, G.; Engin, O. (2025). Endüstri 5.0 İle Sürdürülebilirliğin sağlanması: Bir Bibliyometrik Analiz. *İstanbul Aydın Üniversitesi Sosyal Bilimler Dergisi*, 17(1), 23-46. DOI: 10.17932/IAU.IAUSBD.2021.021/iausbd_v17i1002

PRETERM BEBEKLERDE ORAL BESLENMEYE GEÇİŞ SÜRECİNİ DESTEKLEYEN UYGULAMALAR: AROMATERAPİ

Ceren ÇALIK¹, Ayşegül İŞLER²

¹*Antalya Kepez Devlet Hastanesi, cerencalik@yahoo.com.tr, Antalya / Türkiye*

²*Akdeniz Üniversitesi, Hemşirelik Fakültesi, aisler@akdeniz.edu.tr , Antalya / Türkiye*

Öz

Amaç: Bu derleme, prematüre bebeklerde oral beslenmeye geçiş sürecini destekleyici aromaterapi uygulama çalışmalarını değerlendirmek amacıyla hazırlanmıştır. Doğal olfaktör uyaranların emme refleksi, beslenme süresi ve fizyolojik parametreler üzerindeki etkileri analiz edilmiştir.

Yöntem: Bu derleme çalışmasında, preterm bebeklerde beslenmeyi desteklemek amacıyla kullanılan aromaterapi uygulamalarına ilişkin 2014–2024 yılları arasında yayımlanmış ulusal ve uluslararası literatür taranmıştır. Literatür taraması; PubMed, Scopus, Web of Science, Google Scholar ve TR Dizin veri tabanları kullanılarak yapılmıştır. "preterm infant", "aromatherapy", "olfactory stimulation", "breast milk odor", "feeding in preterm" anahtar kelimeleri ve Boolean bağlaçları (AND, OR) aracılığıyla tarama gerçekleştirilmiştir. Derlemeye dahil edilen çalışmalar; randomize kontrollü çalışma, yarı deneysel araştırma türündeki yayınlarla sınırlandırılmıştır. Dahil edilme kriterleri, preterm bebeklere uygulanan aromaterapinin beslenmeye etkisini değerlendiren, İngilizce veya Türkçe yazılmış yayınları kapsamaktadır.

Bulgular: İncelenen çalışmalar, özellikle anne sütü kokusunun emme refleksini doğrudan destekleyerek oral beslenmeye geçiş süresini kısalttığını göstermektedir. Vanilin gibi kokuların ise stres ve huzursuzluğu azaltarak dolaylı fayda sağladığı ayrıca beslenme girişimlerini ve toleransını güçlendirdiği saptanmıştır. Birçok çalışma, bu uygulamaların büyüme parametreleri, fizyolojik stabilite (O₂ satürasyonu, kalp atım hızı) ve hastanede kalış süresi üzerinde olumlu etkileri olduğunu ortaya koymuştur.

Sonuç: Aromaterapi uygulamaları, yenidoğan yoğun bakım ünitelerinde oral beslenmeye geçiş sürecinde tamamlayıcı ve düşük maliyetli bir destek yöntemi olarak ön plana çıkmaktadır. Özellikle anne sütü kokusu uygulaması, doğal ve güvenli bir müdahale olarak öne çıkarken, lavanta ve vanilin gibi uçucu yağların da klinik katkı sağlayabileceği görülmektedir. Bu bulgular doğrultusunda, aromaterapinin hemşirelik bakım protokollerine entegre edilmesi ve gelecekte daha geniş örneklemli randomize çalışmalara yer verilmesi önerilmektedir.

Anahtar Kelimeler: Aromaterapi, Preterm, Anne Sütü Kokusu, Emme Refleksi, Beslenme

APPLICATIONS SUPPORTING THE TRANSITION TO ORAL FEEDING IN PRETERM INFANTS: AROMATHERAPY

Ceren CALIK¹, Aysegul ISLER²

¹Antalya Kepez State Hospital, cerencalik@yahoo.com.tr, Antalya / Türkiye

²Akdeniz University, Faculty of Nursing, aisler@akdeniz.edu.tr, Antalya / Türkiye

Abstract

Objective: The present review has been conducted with the objective of evaluating studies on aromatherapy practices that support the transition to oral feeding in preterm infants. The present study examined the impact of natural olfactory stimuli on sucking reflex, feeding duration, and physiological parameters.

Method: In this review, national and international literature published between 2014 and 2024 was scanned regarding the use of aromatherapy to support feeding in preterm infants. The literature search was conducted using databases such as PubMed, Scopus, Web of Science, Google Scholar, and TR Dizin. Keywords including "preterm infant", "aromatherapy", "olfactory stimulation", "breast milk odor", and "feeding in preterm" were used in combination with Boolean operators (AND, OR). The review included randomized controlled trials and quasi-experimental studies published in English or Turkish that evaluated the effects of aromatherapy on feeding in preterm infants.

Results: The reviewed studies revealed that the smell of breast milk directly supports the sucking reflex and shortens the transition time to oral feeding. Scents such as vanillin were found to reduce stress and restlessness, thereby providing indirect benefits and improving feeding tolerance. Many studies reported that these practices positively affect growth parameters, physiological stability (oxygen saturation, heart rate), and reduce hospital length of stay.

Conclusion: Aromatherapy emerges as a complementary and cost-effective support method in the process of transitioning to oral feeding in neonatal intensive care units. Among these, the application of breast milk odor stands out as a natural and safe intervention, while essential oils such as lavender and vanillin may also contribute clinically. In line with these findings, it is recommended that aromatherapy be integrated into nursing care protocols and that future studies involve larger randomized samples.

Keywords: Aromatherapy, Preterm, Breast Milk Odor, Sucking Reflex, Feeding

BEYOND THE GUT: HOW MICROBIOME IMBALANCE DRIVES PEDIATRIC DISEASE FROM ATOPY TO AUTISM

Cynthia U. Edwin (MSc)¹

¹ Faculty of Nursing, Near East University, Near East Boulevard. Nicosia, Turkish Republic of Northern Cyprus (TRNC).

Abstract: The human gut microbiome, which is the dynamic community of microorganisms that resides in the human gut, can be recognized as a chief modulator of health, especially in childhood, a crucial stage of human development. Dysbiosis, the altered ratio of bacteria found in the gut, is thought as to be one of the mainstays for many chronic disease processes seen in paediatrics that go beyond the gut. This review summarizes current evidence for the diverse manifestations of gut dysbiosis-mediated systemic diseases in childhood (atopic diseases, neurodevelopmental disorders, autoimmune diseases, and metabolic diseases). It then emphasises the importance of nurses in recognising patients who are likely to benefit from gut-health-oriented therapies. Through incorporating comprehensive symptom assessment, targeted patient education, and evidence-based interventions, such as dietary changes and microbiota modulation, nurses are well positioned to make connections between seemingly unrelated symptoms, provide families with sense control, and apply comprehensive care strategies that enable the attainment of long-term paediatric health. This review aims to provide a summary of this knowledge for clinicians, helping to ensure they proactively manage the microbiome imbalance in a paediatric practice.

Keywords: Gut microbiome, Dysbiosis, Paediatric health

ÇOCUKLARIN UYKU ALIŞKANLIKLARININ VE ETKİLEYEN FAKTÖRLERİN BELİRLENMESİ

Damla Ağu¹, Candan Öztürk²

¹*Yakın Doğu Üniversitesi, Sağlık Hizmetleri M.Y.O., damla.agu@neu.edu.tr Lefkoşa/KKTC*

²*Yakın Doğu Üniversitesi, Hemşirelik Fak., candan.ozturk@neu.edu.tr Lefkoşa/KKTC*

Öz:

Amaç: Bu araştırma, 5-15 yaş aralığındaki çocukların uyku alışkanlıklarını değerlendirmek ve bu alışkanlıkları etkileyen sosyo-demografik faktörleri belirlemek için yapılmıştır.

Yöntem: Tanımlayıcı, karşılaştırmalı ve kesitsel nitelikteki bu çalışma, bir üniversite hastanesinin çocuk polikliniğine başvuran 182 çocuk ve ebeveyni ile yürütülmüştür. Veriler, araştırmacı tarafından hazırlanan Kişisel Bilgi Formu ve Owens ve arkadaşları (2000) tarafından geliştirilen, Fiş ve arkadaşları (2010) tarafından geçerlik-güvenirliliği yapılan Çocukluk Uyku Alışkanlıkları Anketi (ÇUAA) ile toplanmıştır. Verilerin analizinde normal dağılıma uyan veriler bağımsız gruplar için T-testi ve tek yönlü varyans analizi (ANOVA), normal dağılıma uymayan veriler ise Mann-Whitney U ve Kruskal-Wallis H testi ile yapılmıştır.

Bulgular: Araştırma bulgularına göre, araştırmaya alınan çocukların %51,1'ini erkek, %48,9'unu kadın cinsiyeti oluştururken, bu çocukların yaklaşık dörtte birinde klinik düzeyde uyku problemi olduğu belirlenmiştir. ÇUAA puan ortalaması 38.72±6.65 bulunmuştur. Çocukların ortalama uyku süresi yaklaşık 8 saat 28 dakika olarak hesaplanmıştır. Uyku alışkanlıkları ile cinsiyeti arasında istatistiksel olarak anlamlı farklılıklar saptanmıştır (p<0.05). Çocuklarda yaş arttıkça uyku sürelerinin belirgin bir azalma görülmüştür. ÇUAA yer alan alt boyutların neredeyse tamamında (sabah zor uyanma, uykunun bölünmesiyle ilgili parasomniler, sabah uyanma şekli, uyku miktarı, uykuya geçiş, başkasıyla yatma ihtiyacı, gündüz uykululuğu, uyku kaygısı, uykuda solunumun bozulması, diğer parasomniler) klinik uyku sorunu olan çocukların ortalaması yüksek bulunmuştur.

Sonuç: Araştırma bulgularına göre çocukların yaklaşık dörtte birinde uyku sorunu tespit edilmiştir ve bu sorun erkeklerde daha yaygın olduğu görülmüştür. Uykunun bazı sosyo-demografik özelliklerden etkilendiği göz önünde bulundurularak, çocuklara yönelik uyku düzenlemelerinde bu değişkenler dikkate alınmalı; ailelere, yaş ve cinsiyete özgü uyku alışkanlıkları konusunda rehberlik edilmeli ve bireyselleştirilmiş yaklaşımlar geliştirilmelidir. Cinsiyet ve uyku alışkanlıkları üzerine detaylı, yaşa bağlı uyku sürelerinde azalmaya yönelik araştırmalar yapılmalıdır.

Anahtar Kelimeler: Uyku, Alışkanlık, Çocuk, Hemşirelik

DETERMINATION OF CHILDREN'S SLEEP HABITS AND AFFECTING FACTORS

Damla Ağu¹, Candan Öztürk²

*¹Near East University, Health Services Vocational School, damla.agu@neu.edu.tr,
Nicosia, Turkish Republic of Northern Cyprus*

*²Near East University, Faculty of Nursing, candan.ozturk@neu.edu.tr,
Nicosia, Turkish Republic of Northern Cyprus*

Abstract:

Aim: This study aims to assess the sleep habits of children aged 5 to 15 and identify the sociodemographic factors influencing these habits.

Methods: This descriptive, comparative, and cross-sectional study was conducted with 182 children and their parents who visited the pediatric outpatient clinic of a university hospital. Data were collected using a Personal Information Form prepared by the researcher and the Childhood Sleep Habits Questionnaire (CSHQ) developed by Owens et al. (2000) and validated by Fiš et al. (2010). Data analysis was performed using independent samples t-test and one-way analysis of variance (ANOVA) for normally distributed data, and Mann-Whitney U and Kruskal-Wallis H tests for non-normally distributed data.

Results: The sample consisted of 51.1% male and 48.9% female children. Approximately one-quarter of the children had clinically significant sleep problems. The average score on the CSHQ was 38.72 ± 6.65 . The average sleep duration was approximately 8 hours and 28 minutes. There was a statistically significant difference in sleep habits between genders ($p < 0.05$). As age increased, sleep duration significantly decreased. Children with clinical sleep problems had higher average scores in nearly all subscales of the CSHQ, including difficulty waking up in the morning, parasomnias related to sleep fragmentation, sleep onset delay, sleep duration, need for co-sleeping, daytime sleepiness, sleep anxiety, sleep-disordered breathing, and other parasomnias.

Conclusion: Approximately one-quarter of the children in this study had sleep problems, with a higher prevalence among males. Sleep habits were influenced by various sociodemographic factors. These findings suggest the need for individualized approaches in sleep interventions for children, considering factors such as age and gender. Further research is recommended to explore detailed age-related changes in sleep duration and the impact of sociodemographic variables on sleep habits.

Keywords: Sleep, Habits, Children, Nursing

THE IMPACT OF SOCIO-CULTURAL FACTORS ON WOMEN'S ACCESS TO HIGHER EDUCATION IN PAKISTAN

Dania Malik¹

¹ Visiting Lecturer at Hazara University, Manshera Pakistan.

*MS Public Policy, Central European University, Vienna. daniamalik44@gmail.com
Manshera Pakistan.*

Abstract : Educated women play a vital role in the socio-economic development of a country. However, in Pakistan, women's participation in socio-economic development remains low due to a low female literacy rate. The tertiary enrollment rate for girls is also low, as they face various socio-cultural obstacles that limit their access to higher education. This study aims to explore the socio-cultural barriers faced by women in Pakistan and how these barriers influence tertiary enrollment rates. A qualitative research approach was employed, involving the collection of primary data to examine girls' perceptions and experiences related to the sociocultural factors affecting their admission into higher education institutions. Semi-structured interviews were conducted with seventeen (17) respondents, including experts, parents, dropouts, and female students currently enrolled in colleges and universities. The interviews were analyzed using thematic coding. The findings revealed that societal stereotypes, a patriarchal and conservative culture, early marriages, lack of educational facilities for girls, negative parental attitudes, and harassment are significant barriers to women's access to higher education. Despite these challenges, the study found that the tertiary enrollment rate for women in Pakistan is gradually increasing due to growing job opportunities and increased awareness. Additionally, some women have developed coping strategies to overcome or mitigate the barriers hindering their access to higher education.

Keywords: Women's education, higher education access, socio-cultural barriers, gender inequality, tertiary enrollment, patriarchal norms, educational inequality, qualitative research, female empowerment, conservative culture, women's mobility, coping strategies.

INTRODUCTION

Chapter: 1 Introduction and literature review

1.1 The role of HE attainment in economic and social development

Higher education is a pre-requisite for economic, social and cultural development of a society. It is not only beneficial for the society but for individuals as well. Higher education benefits the whole society including individuals, industries and economy of a country (Gracia, 2009). Evidence suggests that higher education has a positive impact on development and social change of a country (Rathgeber, 1995). It aids in fostering insight regarding the societal norms; equips young women with traits such as 'self-reliance', makes their overall quality of life better, eliminates various sorts of discrimination (based on social class, gender, religion, beliefs etc.) and uplifts vital factors such as democratic governance (McClelland & Evans,

1992). According to literature, infant mortality is said to have an indirect relationship with each year of a mother's schooling. To be precise, each year that the mother attends school it decreases the infant mortality chances by 5%-10% (Sathar, Haq, & Lloyd, 2000). Because she knows better about the vaccination, medicines and diet than an uneducated mother. So, it improves the quality of life (Ghazala Noureen, 2011). Higher education aims individual to acquire skills and knowledge and introduce competitive labor force in the market. (Goel, 2004) mentioned the linked between tertiary education and the knowledge economy as creating a win-win scenario, in which the demand for high-skilled work is satisfied by the university graduates. (Ringrose, 2007) argued that higher education meet the demands of labor market for relevant skills and ensure good labor market outcomes which results in the economic development of the nation. It not only develops an economy through skilled labor force but also tends to make a society and quality of life better (Jacobs, 1996).

1.2 The role of Higher education in women's empowerment and gender equality:

One does not need to be part of any 'privileged' group in order to get education. Being a human is enough of a reason to be provided with quality education, as education is a 'Fundamental Human Right' (as advocated by 'International Human Right' institutions). Some of the examples include the 'Universal Declaration on Human Rights' in 1948, 'The International Covenant of Economic,

Cultural and Social Rights' declared in 1966, along with the 'Africa Charter on Peoples' and

Humans' Rights' that was proposed in 198. All of which support the upholding of the stature of Education as a 'Fundamental Human Right' (Heyzer, 2005).

Education is essential for women's empowerment. It empowers women socially, politically, economically and psychologically (Lopez-Claros & Zahidi, 2005). Education is most essential to empower women in all spheres of life (Balooch & Ur-Rehman, 2013). According to (Lopez-Claros & Zahidi, 2005); (Shaukat & Pell, 2016) increasing access to education for women play a vital role in gender equality. Literature illustrates that gender equality can be achieved through giving women education as it enables girls to participate in social, economic and political life and is a base for development of a democratic and inclusive society (Radford, 2000). (Mahbub-ul-Haq, 2002) quotes examples of some countries and draws a link between the literacy rate and gender equality in those countries. He states that women's literacy rate reflects gender equality. For example, female literacy rate is under 40% in South Asian countries, in several cases it's under 20%, and gender inequality in these countries are very high. Moreover, educated women will occupy at top positions in decision-making organs. This helps in women inclusive policies which eliminated inequality based on gender (Lyon, 1999).

(Haq, 2002) reported that World Bank recommends developing country to increase investment in women higher education as it tends to alleviate poverty and promote development. Investing in women's education yields high social rate of returns. Examples

from the past showed that educated women play a significant role in the development of a society (Khan, 2007). Qualified women, who have acquired higher education, not only become strong and reliable leaders of the society, but also emerge as efficient role models for young girls (Rehman & Qadeer, 2011). Lierture claims a link between female participation in labor and economic development. (Kabeer, 2005) pointed that higher percentage of female labor reflects high GDP. (Heyzer, 2005) has a similar view and states that countries that have high rate of females in labor market has high GDP. Female education does not only make the 'literacy charts' of the country go higher, but it also fuels the economic growth and productivity of a nation (Sathar, Haq, & Lloyd, 2000).

1.3 Labor force participation issue

When it comes to women's political empowerment, Pakistan holds the 93rd rank, among a ranking of 153 nations. According to the GGGR (Globe Gender Gap Report), 12 percent of women in Pakistan are serving at ministerial positions, and a mere 20.2 percent women are appointed as legislators in Pakistan (World Economic Forum, 2020). ILO data indicates that Labor Force Participation Rate (LFPR) for men is 82.5% which is more than three times higher than women's rate that is 24.8% (International Labour Organization , 2020). This is one of the reason for low economic activity and under development of Pakistan. Since 2006 the Global Gender Gap Index has been measuring the extent of gender-based gaps among four key dimensions that are: economic participation and opportunity, educational attainment, health and survival, and political empowerment. According to Global Gender Gap Index reports, Pakistan lies on 56th position of 58 countries in gender equality. This reflects that gender disparity exists in Pakistan (World Economic Forum, 2020). Only one-quarter of women participate in the labor force (i.e. working or looking to work) compared with 85% of men (148th). When it comes to leadership roles and senior positions, a mere five percent of them are held by women across Pakistan. Women account for just eighteen percent of share in Pakistan's labor income. Studies have effectively shown that while most (if not all) countries have been successful in bridging the educational gender gap, the women-to-men literacy ratio is still crippled in Pakistan. Women literacy rate is a mere 20 percent, which is lesser than half in comparison with men's literacy rate (which is 71 percent). As discussed earlier, the political gender gap which exists in Pakistan is also worth a mention; in the year 2017, not even a single female minister was a part of the twenty-five member cabinet. However, in January 2019, a total of only 3 women, were made to be a part of the same twenty-five member cabinet (Higdon, 2020).

1.4 Reasons of lack of women's access to Higher Education in Pakistan

According to Annual Report (2008-09) issued by Higher education Commission of Pakistan; 358,000 girls are out of universities of Pakistan. 43% of girls are deprived from Higher education including distance learning programs of public and private universities (Maqsood, 2012). Lack of access to education results in adult women literacy of 29 % as compared with 57 % literacy of men (Sen, 2001). The lack of women's access to Higher Education in Pakistan is due to following reasons:

1.4.1 Gender disparity in HE access and attainment in Pakistan:

In developed countries gender equality exists in all walks of life including higher education. Women enjoy equal access to Higher education in developed countries. Women constitute 52% of tertiary enrollment rate where as in developing countries only 27% women are enrolled in higher education (UNESCO, 2010). Gender disparity not only operates at higher education level it starts from higher secondary to university level (Khan, 2007). Developed countries country prioritize higher education. However, there are a few developing countries where access to Higher education is still limited and Pakistan is one of them. Gender inequality in education is pronounced in South

Asia and in Pakistan (UNESCO, 2010). In Pakistan Gender inequality exists in all spheres of life (Khan, 2007). Gender is one the factors which limit the access of Higher Education. Territory enrollment rate of girls in Pakistan in year 2011-2012 was 22% whereas, 46% % is the tertiary enrollment for men. These figures reflect that gender disparity exists in Education sector as well. Though Pakistan protects the rights of women through legislations. Moreover, constitution of The Islamic Republic of Pakistan gives equal rights to women in all spheres of life and ensure gender equality (Rehman & Qadeer, 2011).

1.4.2 Socio-cultural factors

The Islamic Republic of Pakistan is Muslim majority, male dominated and conservative society and women face disadvantages because of discrimination that exists within the fabric of society. Women are considered weak, less, dependent on men and their role in society is just a house- maker. This mindset is more prominent in rural areas of Pakistan as compared to urban areas. (Sen, 2001). The reason for low enrollment rate of women in higher education is deep rooted in

Pakistan's socio-cultural nature (Shehzad, 2002). (Isani & Virk, 2003) identified one of the main reason of low women tertiary enrolment rate and lack of access to Higher education. According to them conservative belief prevails in the society of Pakistan that women are submissive and women are from getting education at higher levels. (Balooch & Ur-Rehman, 2013) observed that stereotypes and male dominated patriarchal society tends to negatively impact their access in Higher education.

(Maqsood, 2012) reported that according to USAID survey, women are harassed and threatened in public transport on their way to job or colleges. According to survey results, 12% of the respondents stopped going to school or colleges because they were frightened from the harassment they have experienced. So, the culture of harassing women in Pakistan hinders their access to education.

According to a survey collected by (UNESCO, 2010) , 68% of girls participated in the survey reported that they had a desire to enroll in universities but could not able to fulfill their dreams because of early marriages. Families did not allow them to go to universities because they wanted their daughter to be married in early age between 16 years-21 years. The prevalent idea in Pakistan which states that in order to make a woman's wellbeing, respect and safety intact, one must subject them to early marriage is one of the core reasons why Pakistan tops the charts when it comes to early marriages of women across the nation. Parents are only considered responsible if they make timely arrangements to get their daughters married at an early age. If they do not make these arrangements, they are regarded in the society as irresponsible. This trend is less common in urban areas or cities. This culture is common in rural areas of country, majority of areas in Khyber Pakhtunkhwa, backward areas of Sindh province, and mostly areas in Baluchistan. Poverty is also one of the most significant reasons why women are subjected to early marriages in Pakistan. Early marriage does not only make their futures brighter, according to their families, but they also lift off financial burdens of these young girls off of their parents. These early marriages, typically happening with school-aged young girls, are one of the most notable barriers in promotion of equal gender rights and acquisition of higher education across the country (Morley, 2007).

1.4.3 Lack of facilities for women in universities and cost of Higher Education

In Pakistan, a significant number of higher education institutes are co-education and established by private or military sector. This limits the access of women in universities as most girls are from conservative and traditional families. Due to strict, religious or tribal family background they are prohibited to go to universities with boys. This is main obstacle in girl's access to higher education (Khan, 2007). Lack of university transportation, on campus hostels, proper and separate washrooms for women, all-girls-campus, and evening timings of classes make it difficult for women to enroll in universities (Cammish, 1997).

There are gender issues in co-educational institutions in Muslim majority countries, given the traditional cultural perception of the women in society (Balooch & Ur-Rehman, 2013). Many countries have encouraged the establishment of all women's colleges and universities in an effort to empower women by introducing contemporary girls courses (Isani & Virk, 2003). According to (Maqsood, 2012) girls from rural areas are more disadvantaged than urban areas because rural areas of Pakistan do not have universities. (Balooch & Ur-Rehman, 2013) girls from rural areas have to travel in public transport to acquire higher education and in most cases they have to reside in hostels. This hinders the access of women in higher education because conservative families do not send their daughter in hostels.

The high costs of higher education is another reason for low rate of women's participation in tertiary education. Although different Higher Educational Institutions vary from each other in terms of the fees they charge per semester, but according to statistics, they can charge as high as 'four lakh and eighty thousand' rupees (which is 3,106 US-Dollars) each semester.

Semester fees at public institutions might be relatively less, averaging from sixty thousand rupees to ninety thousand rupees (which is \$390-\$585) (Hunter, 2020). Families prefer son's education over

daughters so if they cannot afford the education they will prefer to educate their sons only.

However, it is observed that despite the socio-cultural obstacle, women are getting higher education. (Choudhry, Mutalib, & Ismail, 2019). According to (Government of Pakistan, 2013), from year 2011-12 women in higher education has increased to approximately 31%. The figure mentioned is above the requirement of a less developed nations. According to (Choudhry, Mutalib, & Ismail, 2019) mostly developing countries are below this figure. Pakistan is above the average level of female participation rate among developing countries. There has been some improvement in Pakistan.

1.5 Impact of socio-cultural factors on girl's education in different countries:

1.5.1 In African countries:

Garowe town in Puntland is still lagging behind as far as girls' participation in secondary and higher education is concerned. Parent's attitude on girl child education, religious beliefs, gender preferences and female role influence on girls' participation in education (Hellen, 2017). The gap is significant in countries such as in Angola 20% women are enrolled in secondary and tertiary education, 20% in Eritrea, and 23% in Ethiopia and Malawi, only 5% in Somalia and 35% in Zambia and Zimbabwe. In addition, drop-out rates of girls in the region remain unacceptably high throughout secondary education. In 2011, boys in Somalia had higher completion rates than girls 27.3 percent for girls as compared to 44.9 percent for boys, in Malawi completion rates for girls are 13.8 percent where as 22.3% completion rate was reported for boys. The reason for low enrollment of girls in secondary and higher education are embedded in the social and cultural values. Girls have to work and earn money to pay fees for their brothers. Girl child is exposed to or engages in at home which consumes her time instead of concentrating in her studies. Early marriages is another reason for low participation of women in secondary and higher education. Girls who are below 18 years of age are married and they cannot continue their studies after marriage. (Delprato, 2015) argues that in Ghana low enrollment rate of girls are due to early marriages, religious practices, household chores, boy child preference. They prefer girls to work and earn so that parents can pay for their son's tuition fee.

1.5.2 In South Asian countries:

(UNICEF, 2019) reported that early marriages of children is a common phenomenon across the whole South Asia, which has been critiqued worldwide by activists and NGOs. This process of getting a girl married at a very young age puts a stop to their process of education, with their husbands eventually becoming the prime focus of their lives. If we take a look at Nepal's statistics, over 40% girls are married by the average age of 15 years (Cammish, 1997). Although the practice of giving/taking dowry is frowned upon, and even illegal in most countries across South Asia, but it is still widely practiced by the inmates of the respective nations. If a girl is young, less dowry is demanded from her parents, which serves as a reason why parents are tempted to marry off their daughters at an early age.

Once a girl gets older in terms of age, the problem of maintaining bodily integrity, and avoiding any incidence of sexual harassment becomes crucial and even oppressive for her. 'Eve-teasing' is a common term, usually used to refer to sexual harassment among many South Asian countries, such as India, Pakistan, Nepal, Sri Lanka, etc. where this act is also widely reported. Many girls are deprived of education when they reach puberty because of the sole reason that there is a risk for them being subjected to rape, assault, abduction or even murder when they are on their way to, or back, from their schools. Girls who reside in areas that are far-away from their educational institutions are at a greater risk for experiencing all these incidents. This is also one of the major contributing factors why some parents send their daughters willingly to poor-quality educational institutions, while their brothers are allowed to go to far-off located educational institutions which have better quality education. Madhya Pradesh, India has been among one of the pioneer states of a South Asian country to take the initiative of para-teacher or helpers picking girls up from their homes each morning, and then dropping them off to their homes after school, to ensure increase among student enrollment and retention rates. Their 'Educational Guarantee Scheme' also promotes safety and enrollment rates of young girls by constructing schools within a one-kilometer radius of their houses (Cammish, 1997).

In India menstruation is regarded as a taboo, and in some cases, even a 'polluting factor' which makes the woman and her surroundings impure. This makes them acquire feeble knowledge regarding the process of menstruation in general. In India, there are some areas where they still think that girl is impure when she gets her menstruation. So, she is isolated from family members and has to live in a separate room. She is not allowed to meet or go out during her menstruation cycle. This taboo has seriously affected girl's education in India. Every 2 out of 10 girls drop out of the schools due to periods (Anand, 2015). Long-term commitment, and multi-dimensional techniques are some of the elements needed to change the women's perception of their bodies being regarded as 'polluting agents'. These perceptions are deep-rooted within their cultures, as the men, caste, religion and family members support this very notion.

1.6 Research Gap

Several important observations are evident from the analysis of the studies conducted prior to this research. These annotations are not conclusive, but can help determine the course for future research. There are certain gaps in the research related to impact of socio-cultural factors on Pakistani women's access to higher education. These gaps include the inadequate research on impact of socio-cultural hindrance on women's participation rate in higher education, the factors, trends, or policy interventions that allowed an increasing % of enrollment rate of women in universities and coping strategies if any they have used to overcome the barriers. Over half of the studies such as (Jamal, 2016), (Choudhry, Mutalib, & Ismail, 2019) have been conducted in the past have focused solely on examining the impact of socio-cultural obstacles on women's access to primary or secondary education level. While such research is without a doubt significant, it is imperative that additional studies be conducted in order to analyze the social and cultural factors that limit girls' access in getting admission in HEIs and during higher education. Some policy interventions have been implemented in Pakistan in past to increase the enrollment rate of women in higher education. Such policy interventions include establishment of all-girls-colleges, facility of proper sanitation/washrooms, university buses to pick and drop students, morning shift classes and hiring of more female teachers and staffs (Jamal, 2016). Specifically, there is a need for research that assesses the impact of policy interventions that increased the enrollment rate of women at Higher Education level despite social and cultural limitations in Pakistan. When it comes to access to education and women most research has focused on assessing the gender

discrimination prevailing in the society.

Chapter.2 Research Design

2.1 Data Collection

2.1.1 Qualitative approach

The method used to collect data for this research was qualitative approach which includes primary data. Qualitative approach were chosen over quantitative approach to study this phenomena as qualitative methods are intended to achieve depth of understanding while quantitative methods are intended to achieve breadth of understanding (Palinkas, 2015). Similarly, this study explored the types and influence of socio and cultural factors that limits the access of women to higher education institutes in Pakistan and not how much women's access is affected by socio-cultural obstacles.

For qualitative research interviews were conducted to examine the girl's perceptions of and experiences with the socio-cultural factors that influenced their admission into higher education in

Pakistan. The data was collected by using the technique of semi-structured interviewing.

Interviews are an important instrument for generating data in qualitative research (Kabir, 2016). Semi-structured interviews were conducted keeping in mind the fact that as a rule of thumb, a case number of ~30 is often mentioned and suitable for collecting primary data. Semi-structured interviews were chosen because it allowed to collect more data on the themes

that were identified by using previous theories and literature. Furthermore, study identified research gap in the literature and aimed to explore new themes as well. Hence, semi-structured interviews were conducted as it generated new themes. (Adams, 2015) semi-structure interviews are effective instrument to collect qualitative and open ended data. The study aimed to explore the participants' thoughts, beliefs, feelings, experiences and semi-structured interviews are best to use in this case. (Vaughn, 2018) argues that purpose of semi structured interviews are to gather information from the informants who have personal experiences, attitudes, perceptions and beliefs related to the topic of interest. Despite limited time, the interviews allowed the collection of a wide range of responses; that were considered sufficient to determine conclusions for the study. The number of responses were not enough to reach the saturation but similar trend was observed in all the responses. The study adopted qualitative methods which place primary emphasis on saturation i.e., "obtaining a comprehensive understanding by continuing to sample until no new substantive information is acquired" (Ilker Etikan, 2016). However, due to limited amount of timeframe it was not possible to reach theoretical saturation which is one of the limitations of this study.

2.1.2 Data Collection Instrument

The semi-structured interviews were collected from five experts working in academia, policy institutes/think tanks, education department, and higher education institutes in Pakistan. Keeping in mind the complex socio- cultural phenomena of the study it was important to conduct interviews from parents, girls enrolled in A-levels or higher secondary level, universities and dropped out from the Higher education institutes in Pakistan residing in rural and urban areas of Khyber Pakhtunkhwa and Punjab province for the purpose of a fruitful analysis and conclusion. The respondents belong to rural and urban areas of different districts of Pakistan. All the questions asked were open-ended and in-depth. The interview questions designed were different for each category of interviewees (experts, parents, girls dropped out from universities, enrolled in Higher education institutes and higher secondary education). The purpose of conducting interviews from women who were who dropped out from universities, enrolled in HEIs, higher secondary level and parents were to analyze the relationship of our variables within the population chosen. Interviews were collected to explore their opinions and life experiences on the socio and cultural factors that they are facing during higher education. The interview questions for women and their parents contained all related questions of social and cultural problems women are or were facing in accessing and pursuing higher education. Whereas, interviews from the experts on the other hand paved way for a deeper understanding of impact of socio-cultural factors on women's access to Higher education and effectiveness of policies and interventions in combating this issue.

Table 1: Overview of interviewees' background characteristics.

Respondents:	Number of responses(n):	Area (Rural or Urban):	Income level (Low and middle income):
Parents	2	Rural	Low income
Women dropped out from universities	2	Rural Urban	Low income Middle income
Girls enrolled in higher secondary level(A levels or Fsc)	3	Rural Urban Rural	Low income Middle income Low income
Women enrolled in higher education institutes	5	Rural Urban Urban Rural Urban	Low income Low income Middle income Middle income Middle income
Experts working in academia, policy institutes, think tanks, education departments and higher education institutes.	5	-	-

2.2 Sampling:

The respondents including women enrolled in higher secondary level and higher education, dropped out from universities and parents were selected through a purposive sampling technique. The study aimed to purposively pick women who belongs to low or middle income household.

The income bracket of the girls interviewed was known to me prior to research as they were part of my extended social network. Using purposive sample causes selection bias to occur (Baltar, 2012). However, selection bias is not a relevant category in qualitative interviews, because it is not the intention of this study to draw inferences from an interview sample to a population as in surveys. The rural and urban areas were selected through purposive sampling (non-probability). In order to make use of resources that are limited, purposeful selection of qualitative inquiry samples is done in order to yield cases that are ‘rich in information’ (Suri, 2011). This involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest. Furthermore, the urban and rural areas selected can be categorized under purposive sampling as it was selected based on the characteristics of the population residing in those areas and the goals of the study. Considering the convenience, rural and urban areas were selected from Khyber Pakhtunkhwa and Punjab province. Khyber Pakhtunkhwa and Punjab province have rural and urban areas. Khyber Pakhtunkhwa is considered a smaller, less developed, less advanced and

relatively poor province of Pakistan. Whereas, Punjab is rich, larger area, modern and developed province of Pakistan. Punjab has wide range of higher education institutes ranging from public, private and military administered universities. Whereas,

Khyber Pakhtunkhwa has public, private and military administered universities but there are few HEIs in this province as compared to Punjab.

Due to the complex socio- cultural phenomena of the study it was important to conduct interviews from parents, girls enrolled in A-levels or higher secondary level, universities and dropped out from the higher education institutes in Pakistan for the purpose of a fruitful analysis and conclusion. Women were sampled in three different situations that is at higher secondary level, higher education level and dropped out from HEIs. It was important to include girls enrolled in higher secondary education in the study to see what factors they will consider while enrolling in the universities and what are the barriers they face and how it influence their decision of continuing higher education and choice of university. Women enrolled in universities were included in sample because it is important for the study to analyze their experiences, personal stories and perception about the socio-cultural barrier they face in their daily life and how it influences their access to higher education. Girls who dropped out from the universities were sampled to know the reasons for their drop out and what barriers they had faced during higher education.

On the other hand, experts were selected using snowballing sampling technique. Snowball or chain referral sampling was opted because samples with the target characteristics were not easily accessible due to closure of offices, universities, policy research institutes etc. as strict covid-19 lockdown was imposed in Pakistan. Therefore, respondents referred the next expert with the target characteristics. Two experts out of the total experts reached out for the interviews did not respond and zero declined.

2.3 Data Collection Methodology

The procedure adopted for data collection was simple and cheap. It started with anticipating all issues that may arise during the data collection such as strict COVID-19 lockdown after third wave of corona in Pakistan, political strikes, or road blockages due to security threats. Therefore, in order to conduct interviews from respondents different online mediums were used: Zoom video call, WhatsApp audio call and emails. Face to face interview approach was not adopted by the study due to covid-19 lockdown, travel restrictions and travel costs. Online interviews were best suited and had considerable advantages under this scenario. Online interviews saved time, bridged the travel distance and time zones between the area of research and researcher. Interviews from experts were conducted online via Zoom video call. Whereas, interviews from parents and students were conducted by WhatsApp audio call. The medium of communication was kept flexible according to preference of respondents. Therefore, a flexible schedule was prepared for the collection of data online; in accordance with the

schedule, convenience and availability of all the respondents. Moreover, the interviewees were given the opportunity to decline or skip the question. The questions were arranged in a meaningful order and format, using straight forward and appropriate language.

The interview questions were pre-tested/approved by the thesis supervisor to guarantee that it would not offend any group or ethnicity and to ensure that interview questions will yield the insights needed. I took feedback from my thesis supervisor to approve the interview protocol to make sure that questions are aligned with the themes. I revised the Interview protocol after few initial pilot interviews. After conducting the pilot interviews, I realized that when participants especially university going girls were asked about the lack of facilities and its impact on their access to higher education they misunderstood the question because of the lack of clarity. Most of the respondents mentioned the lack of labs, computer etc. Therefore, question was revised to make it clearer and sub-questions were added to elaborate the main question. Sub parts were added in the question to yield the insights needed as lack of facilities in this scope is limited to lack of transport, hostels, all girls' campuses etc. The disclaimer was clearly stated that the purpose of the research was academic and ensured that it will not use against or in favor of any agenda. Identities of interview were kept anonymous keeping in mind the ethical consideration and a code was assigned to each interviewee. Interviews were not recorded on Zoom and WhatsApp upon the request of interviews. Notes of responses were documented in writing during the interviews.

Table 2: Respondent's Code

Interviewee:	Code for their identity :
Parents	P1, P2
Women dropped out from universities	DP1, DP2
Girls enrolled in higher secondary level(A levels or FSC)	HS1,HS2,HS3
Women enrolled in higher education institutes	HE1, HE2, HE3,HE4, HE5,HE6
Experts	E1,E2,E3,E4,E5

Doxastic style of interview was adopted in the study as doxastic interviews help in collecting data about the topic of interest through the experiences, attitudes, and views of interviewees (Berner- Rodoreda, 2018). I collected information about the *experiences* of women [e.g., what happened to them on campus, or on the way to campus...], *attitudes* of women [how they feel about going to university / dropping out...], *attitudes* of parents [e.g., how they felt about their daughters going to university], and to understand from the experts *how public policy works*.

Pakistan is selected as a research area because I was aware of the research problem as I spent my whole life there. I have met girls in the past who shared their experiences with me and I have seen women around me facing the socio-cultural obstacles that hinder their access to education. I being a Pakistani woman feel lucky and consider myself one of the few blessed girls who graduated without facing any socio-cultural obstacles. Furthermore, I am the first woman in my family who came abroad for higher studies. I was aware of the higher education system, socio, cultural and economic system of Pakistan. Therefore, it was relatively easy to collect data, approach people for interviews as I had social network circle in Pakistan. Prior to conducting literature review and collecting data I was aware of the issue in detail. Prior to research I believed that socio cultural barriers exist in Pakistan and it has negative impact on women's access to higher education so it has influenced the research design, the research process, and interpretation of research findings as my stance was not neutral. Due to my positionality I did not have a null hypothesis or neutral stance in the research.

2.4 Data analysis

After collecting qualitative data, I comprehended it by means of thematic coding analysis. The process of analyzing responses started with coding the notes I took during and after the interview.

The thematic coding was opted as it facilitates coding because “one already knows what one is looking for (St.Pierre, 2014). The analysis is abductive as some categories were derived from existing research, while the others were selected based on the interviews. Hybrid method of deductive and inductive approaches were used to analyze the data. In the first stage of the analysis, the data was coded roughly along major categories derived from prior to data collection given in Table#3. The inductive approach is used to derive categories as they are derived from prior studies and with the help of literature review. The themes derived from literature review were: parent's attitude, early marriages, cost of higher education, patriarchy and conservative beliefs, harassment and lack of facilities. The deductive approach was also used to derive new categories after interviews on the basis of responses. The categories are further developed and differentiated based on the data. Finally, codes were interpreted and linked with literature and responses collected.

Table 3 : Major categories derived from exiting literature

Total Themes:
1. Stereotypes, Patriarchal and conservative society
2. Harassment
3. Early marriages
4. Parents' attitude towards girls' education
5. Cost of Higher Education
6. Lack of facilities

Total Themes:	Sub categories:
Lack of facilities	a) Inflexible schedule and evening classes b) Lack of transport services c) Lack of onsite accommodation d) Few all-girls campus e) Lack of facilities for married women f) Less universities in villages and rural areas
Parent's attitude towards girls' education	-
Early Marriages	-
Patriarchy, stereotypes conservative and mindset	a) Feudal system b) Women specific subjects/fields
Issue of harassment	-

Table 4: Themes and sub categories derived after collecting data

6. Cost of Higher Education	-
7. Coping strategies, and policies interventions	-

8. Reasons for change in Trend	-

Chapter: 3 Results and analysis of findings

3.1 Lack of facilities

3.1.1 In-flexible schedule or evening classes

According to most respondents lack of facilities negatively impact women's access and retention to higher education. Lack of on campus accommodation, university pick and drop services, evening classes and co-education universities are most highlighted issues pointed by respondents that has a significant impact on tertiary enrollment rate of women.

In response to questions related to parent's attitude and impact of inflexible timetable schedule on the women's higher education most respondents reflected that it creates hurdles in their road to completion of education. According to one of the participants enrolled in HEI, evening classes in Pakistani society which is a conservative society limits their choice of university. HE3 reflected:

“While taking admission into higher education my parents took into account the factor of evening classes. I wanted to do Pharmacy and there were only two campuses in my city that offers Pharmacy; Comsats Institute of Science and Technology and Women Medical College. Comsats institute of Science and Technology has better quality of education and ranking than Women Medical College. I wanted to take admission into

Comsats University. However, it was co-ed and it has evening classes. Whereas, Women Medical College has morning classes from 9am-3pm. In my family girls are not allowed to stay out of home after Maghreb Time (after sunset). Social mobility of girls is restricted after evening time.”

Evening classes in Pakistan are common at higher education level. Classes usually commence at 8am to 2pm till higher secondary education. Evening classes are very common in universities. So, participants enrolled in higher education and parents expressed their concern towards evening classes. Parents are not comfortable in sending their daughters to evening classes. They are reluctant because it is considered unsafe for girls to be out after Maghreb. Moreover, society labels them as ‘characterless, open minded, or modern’. P2 said: *“Currently my daughter is in college and her classes starts at 8am and ends at 2pm so I am not worried about her school timings. However, her tuition classes occurs in the evening*

between 5pm to 7pm. I pick and drop her daily from her tuition classes because it is not safe for her to travel alone in the evening.”[P2]

In response to similar question P1 responded: ***“I don’t allow my daughter to go out alone in the evening for any purpose. My daughter is in Medical College and during her third year she has to be in hospital till night. I use to send my son to pick her because people talk bad about girl’s character if they see young girl travelling alone at night and it is not safe for them as well.”*** On the other hand, expert (E1) reflected that evening classes do not affect women’s access to higher education. According to this interviewee, it has insignificant impact on women’s dropout rate if any. ***“Mostly students have pick and drop services so evening classes doesn’t affect student’s access.”[E1]***

Parents and students believe that evening classes is an important issue and it negatively influences women. Whereas, most experts believe that evening classes does not affect students as they have pick and drop services. In literature inflexible schedule in universities were identified as one of the barriers for women’s enrollment in higher education institutes. (Stromquist, 1989) listed the lack of facilities that affects the enrollment rate of girls and he pointed inflexible seclude of classes as one of the factors. Women are not safe to travel alone at night in South Asian countries (Choudhry, Mutalib, & Ismail, 2019). According to (Asian Development Bank, 2015) it is recommended to women in Pakistan to not consider the option of using public transport at night.

A gap in literature was identified as previous studies did not explore the negative impact of inflexible schedule on women’s access to higher education. Findings from the interviews showed that evening classes that are very common in Pakistan pose hurdles in the women’s tertiary education. It limits women’s choices of higher education institutes and further restrict their social mobility. They have societal and family pressure to enroll in those universities that offer morning classes rather than quality and better ranking of institute.

3.1.2 Lack of on-site accommodation

When participants were asked to describe a typical day on their way to university from home they highlighted the issue of shortage of space in on-site hostels or lack of on campus accommodation facility. HE2 described her typical day while traveling to university and pointed the issues she faced due to shortage of space in university’s hostel.

“I got admission in the university which is away from my hometown. I had to reside in the hostel but due to lack of space in on-campus accommodation, I had to reside in the private hostels nearby my university for one year. I did not get accommodation inside the campus for one year as a result of which my father pressurized me to re-consider the decision. In the start he was reluctant to send me to a private hostel. I have faced difficulty to commute from hostel to university daily. It was a hassle for me as it was time consuming as well.”

Similar experience was reported by another respondent [HE2]. She has to walk for 10-13 mins daily from private hostel to campus. A question was asked from the experts to mention some facilities that are important to increase the women's access to Higher education. In response to this question. E4 responded:

“On campus accommodation is one of the most important facilities and factors that parents consider while admitting their daughters to universities. If I have to send my daughter in university I will check whether they have on site accommodation or not and whether it is safe or not.”

Educational institutions lack hostel facilities (Junaidi, 2013). Majority of the respondents pointed that private hostels are unsafe, costly and are not up to the mark. (Iftikhar, 2020) claimed that hostel availability is regarded as an important factor that can promote education of young women of Pakistan. According to literature lack of hostel facility translates into poor concentration on academic activities by the young girls. (Sheheryar Ahmad, 2018) pointed that in rural areas across the country, lesser hostel accommodations are present, which affects young women and their educational journeys in a negative manner as hostel accommodation is crucial for their safety, wellbeing and smooth education journey. Analysis of responses from parents showed that they are very reluctant to send daughters to school if there is no facility for the accommodation and security is inadequate, (Balooch & Ur-Rehman, 2013) also highlighted this point. According to his paper parents' concerns about their daughters' safety are put to rest if secure hostel accommodations are present. Parents across the globe have the same concerns, regarding the vulnerability of their daughters, but these concerns are markedly high, according to literature, among Hindu and Muslim parents in the sub-continent. (Cammish, 1997) recommended that in order to increase the enrollment rate of women more residential accommodation should be provided.

3.1.3 Lack of transportation

When participants were asked to describe a typical day on their way to university from home they highlighted the issue of lack of campus pick and drop services and unsafe public transportation.

“During my stay in private hostel which was nearby to campus but in the summers I had to walk from the hostel to the university. There was no proper public transportation in that area. Metro was under construction for that area. Taxi, uber careem were too expensive to afford daily. It was time consuming and so hard to walk during summers when temperature was above 35 degree. During evening classes it was unsafe to take a walk alone from campus to the hostel. Campus is huge and there are no security guards and cameras. Many buildings were under construction due to which workers were always there on the campus. I used to be scared while walking alone because some incidents of harassment was reported by girls.” [HE3]

Some universities provide private transport to their students that helps women to commute.

According to another participant: ***“I lived in Wazirabad, approximately an hour and half away from the University. I would wake up early and reach the bus stop at 7:15 AM. The University of Gujrat provided their own private transport, outside of Gujrat, to surrounding cities where students came from. The buses were always crowded and we hardly ever got a seat because they were so jam-packed. The bus drivers drove like their fathers’ owned the road, and although the distance from my home to University would have taken a normal person on a car an hour and a half to reach, it only took the University bus an hour at maximum. So, standing in the bus while it nearly sky-rocketed was quite irritating yet adventurous.” (D1)***

Participants linked lack of university transportation to harassment issue when they were asked to walk through their experience of lack of facilities in higher education and how it affected their studies on a daily basis. In response to a question about the facilities that are important to increase the women’s access to higher education, E2 reflected that school and college going girls usually have pick and drop services. Universities in Pakistan do not have pick and drop services due to which girls suffer a lot. Students from middle or high income families can afford private transport to travel to education institutes but poor students cannot afford private transport. They have to use public transportation and it is not safe for girls if they are not traveling with male member of the family. It can be used in the daytime but girls and parents are reluctant to use public transportation at night. P2 highlighted the issue of transportation and linked it with lack of institutes within their city. P2 shared that his daughter did not study after higher secondary level because there was no university within the city. The closest university is approximately two hour drive and it is unsafe to travel in the public buses daily and ***“I cannot afford the cost of private transportation. The government should take this into account and open an institute here.”*** Similar response was shared by another participant, she said: ***“in my home city that is Sialkot there was no university that offered industrial designing. There was a university at two hour away from Sialkot but the quality and ranking was not up to the mark. My parents were reluctant to send me far away from home for the university”.*** (HE2)

On the other hand when an E5 was asked about the lack of transport and universities’ pick and drop facilities, he responded:

“Transportation does not affect the women’s access to education as most of the girls have pick and drop facilities arranged by their parents. So, it is not a problem. However, in regions like interior Sindh or regions with conservative mindset it is a problem. In those regions parents do not send their daughters to universities even if the campus is near to their homes because of socio cultural factors.”

Analysis of these responses reflect that the vulnerability of women is accelerated/exaggerated by various infrastructural and physical barriers. Findings show that women cannot enroll in universities as they do not have access to safe and secure means of transport. There is no

reliable and safe public transport and there are no dedicated school buses. Lack of transport facilities is linked to the issue of harassment issue. Due to absence of university pick and drop services women are forced to use public transport or walk alone to the campus. Analysis of the responses show that majority of harassment issues occur when girls travel alone in the public transport or on their way to campus. Respondents reflected that lack of higher education institutes in their areas causes the issue of transportation. Hence, these issues are interlinked with each other. It is recommended by (Asian Development Bank, 2015) that promoting the number of female schools, colleges, mobility, and infrastructural facilities will lead to an effective increase in women's education. (Bari, 2015) argues that without addressing the transport issue, we will never be able to get our children, especially girls, to school. The costs of mobility are 'too high', and often 'unaffordable' for most women. This factor serves to continue deprive young girls of their basic right to get education.

3.1.4 Facilities for married students

This new subcategory is emerged from the responses of the interviewees. Experts were asked to share the feedbacks that they have received from the students about the lack of facilities for girls on campuses. In response to this question an expert shared he has received many feedbacks and complaints regarding the lack of daycare facilities on campus for students. In Pakistan day care facilities are not very common and there is not trend to provide these services for students. Only faculty has day care facility. He suggested that students should also get day care for babies because many mothers who have new born or toddlers drop out from the universities because they do not have anyone to take care or baby sit their babies. He further said: *"Students filled the feedback for and suggested that it would be so helpful for them if campus has day care centers"*. (E4)

A question was asked from a girl who had to drop out from the final year after marriage about the lack of facilities that she encountered during her studies before dropping out from higher education and how had it affected her studies

"A lack of facility that I faced was teachers and faculty those did not understand the problems of the students. They have forced me to believe that the mentors of today's newest generation are so caught up in their melodramatic lives that they begin to impose their own problems on students so much failing to understand the dilemmas of students thus failing to accommodate them in ways that they can save their students' futures. It's affected me because teachers and mentors, whom are in the same problems as married female students, trying to complete their studies become the same antagonists for their students. An easier way to put it is I could not freeze my semester half-way through the semester because it is a regulation of the University unless I intend to forge or "show" a domestic issue, even if it is not there."

3.2 Early marriages:

According to some of the respondents early marriages are of the main reason for dropout rate. While other believes that it has less impact on dropout rate of girls but family pressure of marriage does not let girls to enroll in higher education institutes. Reason of drop out was asked from a participant who dropped out from the final year of her bachelors and she shared that due to marriage she had to drop out from her studies, she said:

“I dropped out in March 2018 because I got married in January the same year. I had only three semesters left and I believed I could complete my studies alongside my marriage. I was an outstanding student with a CGPA of above 3.5 but I was also expected to be an exceptional daughter-in-law. Society won.”(d1)

When she was asked about the family pressure she had experienced to drop out from the studies to get married she responded that:

“I got married early because my mother had all daughters and she remains ill. She did not force me to marry thinking it would affect my studies, however coping with the pressure of studies, undermining teachers, discouraging friends and family and especially making your place in your new home is very difficult. No one directly forced me to drop out, but it was my own decision because you can’t wear two hats at the same time.”

E1 reflected that in Pakistan participation rate of female education particularly at the graduate level is low. Poverty, the custom of early marriages, heavy domestic work and cultural norms against female education are the main causes of females’ dropout at the graduate level of education.

Participants were asked about the family pressure they experience to drop out from the studies to get married. In response to this question, HE5 responded:

“I want do PhD and masters after bachelors. Right now there’s no pressure from the family for marriage. But they want me to get married after bachelors. My parents are not supportive about MS and Phd as they think it will be late for marriage. I have seen this trend in my family as well. I will try to convince them to allow me to do MS and PHD but chances of getting higher education is low. I am uncertain that whether I could be able to achieve my dream of getting higher education or not.” I have many friends who got married after 10th grade or FSC.”

According to HE3 opinion parents supports girls’ education till the age of 23 and 25 maximum but after that age parents want their daughters to get married and then it does not matter whether they have completed bachelors or masters (S. M. Shahidul, 2015) contended that girls' dropout rate is high since parents believe girls' teaching has no benefit when they go to their family after marriage. The women have to manage their families and look after their children. Another participant reflected: ***“I want to go abroad for higher studies after***

undergrad but I know my family will not support my decision because according to them it is an ideal age for girls to get married and after marriage it is obvious that I cannot complete my studies let alone go abroad for higher studies.” (HE5)

HE1 shared the same information. In order to know the severity of this issue another similar question was asked from the participants. They were asked to whether they know anyone in their circle that has dropped out from the university due to pressure of early marriage. Majority of the interviewees listed a long list of girls who could not continue their studies due to parents' pressure to get married. According to HE4:

“Yes, my cousin got married during her undergrad and she had to drop out from the university. I know another girl who was my class fellow she could not enroll in university after higher secondary education because she got married. But they did not try to convince their parents nor show resistance.”

Another responded said: ***“my neighbor dropped out from the university. She completed two years of her BS degree. Another friend aged year 22/23 years old at that time dropped out from final year of BS Business Management. Her parents forced her to marry a guy who was living abroad. They told her that she can continue her education after marriage. However, after marriage her husband and in laws were not supportive.” (HE2)*** shared her own experience as well and

narrated:

“When I failed a course during my first year of bachelors my parents started pressuring me to come back and get married. They told me that I cannot complete this degree. So, as a fear of going back and getting married I studied day and night and improved my

GPA.”

In order to find the impact of marriages on women's access to higher education and dropout rate a question was asked from experts to explore their insight. E2 shared her view and said: ***“Early marriages does not have a significant impact on dropout rates because once parents send their daughters for higher education then there are less chances of dropping out. They do not let their daughters to enroll in the first place.”***

E1 further compared this trend in rural and urban areas and reflected that this issue is prominent in rural areas. The respondent reflected that approximately 30% of the girls' higher education is affected by marriages. Research studies found that if the process of early marriage is delayed, it can foster positive results. If this process is delayed for a year then it is associated with an increase of ½ a year of education in Sub-Saharan Africa. The same delay in early marriage (for one year) may also be associated with 1/3rd year of education in South

West Asia, along with a lesser probability (by 5.5 percent) of dropping out of secondary school in East and South West Asia

(Delprato, 2015). Analysis of responses show that early marriages affect girl's access to higher education. According to (Saima Mughal, 2020) early marriage has negative effect on the girls' education as Getting married at a young age serves as a major distraction for the future of young girls – socially, educationally, and economically. This issue is lower in urban areas as compared to rural areas. The pressure of marriage gets high with the age of a girl and in this way it affects their access to higher education more than other levels of education. According to the findings the ratio of dropout rate due to marriage is decreasing. Analysis of the findings and existing literature shows that the ratio of dropout rate due to early marriages is high in rural areas whereas, in urban areas the percentage of girls who drop out or could not continue her higher education due to marriage is lower. In urban areas girls show resistance, they are bold and confident to take their decisions. According to another expert (E2) dropout rate due to marriages are decreasing. When asked about the reason of decreasing ratio he responded that now girls are able to continue their studies after marriage because husbands are progressive and supportive. He further reflected that another reason for lower percentage of drop out is more awareness and increased job opportunities for girls.

3.3 Sexual Harassment and assault

Interviewees linked lack of pick and drop and unsafe transport to harassment issues. They reflected that lack of transport facility is one of the reasons for harassment women face on campus and during their travel to university.

‘Rape cases on campus was reported due to lack of transportation provided by college. Girls use to take lift inside the campus as it is huge campus. A rape case was reported

because girl asked a stranger inside the campus to drop her off near her department’.

[HS3]

When asked about how the sexual harassment and assault case was dealt she told that proper action was taken by the administration. Investigation committee was formed to investigate the matter and university management introduced shuttle services inside the campus, helpline and security guards/cameras were installed. In response to the question asked about the harassment during travel to the university, D1 replied: *“Facing sexual harassment is probably the most terrifying thing in the world, especially for a female in the society we live in. Another thing is always anticipating every male around us to be the harasser. On my way to University, there was never a day that I did not think I might get sexually harassed today. Although it is a skeleton in the cupboard that remains untouched, harassment is very common in educational systems around our country.”* Another respondent reflected that people really don't like to talk about it, but they know it's there. HE4 said: *“I also believe harassment is there because females have become too bold and males are finding*

educated females as a threat to their expertise in many fields. It immensely affects female education because it can lead to mental health issues, it is a skeleton in the cupboard and the importance of speaking up about it if it is happening to you is not emphasized, hence it can devastate anyone trying to focus on their studies.” D2 added: “Luckily,

I haven’t faced an issue like it but have heard many cases of it.”

Respondents were asked to share any harassment case reported on their campus and how it was dealt. According to majority of the respondents, harassment case in their universities were dealt efficiently and immediate action were taken against harasser. HE1 stated:

“University of Gujrat had approximately 21,000 student body. There must have been countless issues of harassment, mostly unreported. One I can recall that was reported was actually a male teacher harassing a female student by forcing her into sexual relations if she wanted to pass his class. She reported him and he did get suspended but another case I recall was another male teacher forcing a male student to marry his sister

if he wanted to pass the class, this issue wasn’t dealt with because the professor was a favorite colleague among the University officials.”

According to some respondents harassment cases on campus and lack of facilities are interlinked. HS1 reflected that her campus is on large area and some areas does not have light, cameras, security guards and usually harassment or rape cases are reported in those areas. According to (Muasya, 2014) the incidences reporting cases of sexual harassment, sexual favors, and intimidation of women has instilled a fear among women interfering with their ability to trust supplementary sources of earning, library, and even catering facilities.(Human Rights Watch, 2018), argues these factors within the education system resists girls from attending school. Responses reveal that women face harassment during their travel to university and in some cases on the campus. Interviewees believed that in most cases universities took strict actions against the perpetrators of harassment and took steps to increase safety of students on campus. According to the findings facilities such as proper security and safe transport can reduce the cases of harassment.

3.4 Patriarchy, Stereotypes and conservative mindset:

(Jamal, 2016) believes that Pakistan has a patriarchal and male dominated society. Stereotypes and conservative values and beliefs exist that act as barrier to women’s access to higher education. Majority of the interviewees reflected that conservative mindset of society and stereotypes affect the parents’ attitude. These mindsets shape the views of parents as some parents reflected that they do not allow their daughters to go abroad for higher education or does not let them study after BS because of society’s pressure and conservative culture. According to a participant: *“My parents were supportive but my extended family tried to influence them. They told my parents to not send me in hostel or away from home because it is unsafe and I will get rebellious.”(HE2)*

The age set for girls to get married and parents' pressure also come from the society and conservative values. Some interviewees connected the issue of early marriages and parents' preference of sons over daughter's education to patriarchal society and conservative culture. An interviewee said: ***"Sons are preferred over daughter for higher education because of patriarchal***

and conservative society of Pakistan. Parents spend more money on son's education because society believes that girls have to get married and there is no point of giving them education."(HS5)

Majority of the participants believes that women are not allowed to work because of this issue.

They further pointed that low socio mobility of women in Pakistan is due to conservative culture. According to expert (E2): ***"Such views overrule the religious customs. These mindsets overrules over Islamic values because in Islam women have given equal rights."*** E2 further added that such beliefs and values are prominent in villages or rural areas. However, an expert (E5) had opposite view. E5 told that ***"I do not believe that Pakistan is a patriarchal country, it is just a narrative."*** E5 further added that increase in socio mobility and higher enrollment rate of women in Pakistan is very noticeable and men should be given a credit for it. Males should be celebrated because they played positive role in this change. He further said:

"There are some stereotypes that benefits girls and can be termed as positive stereotypes.

For example people now believes that if girl is educated she will get good rishta (marriage proposal)."

3.4.1 Feudal system:

A new sub category was emerged as result of responses. Feudal system is categorized as sub category of patriarchal, stereotypes and conservative mindset because it creates and supports patriarchy and holds conservative beliefs and values. Some respondents identified feudal system as one the main reasons for low enrollment rate of women. Feudal system is very prominent in Southern Punjab and some parts of Sindh. Feudal system exists in Pakistani society which is one of the reasons for low literacy rate in these areas. Feudals are against education let alone women's education. E3 highlighted this issue and said: ***"Feudal system in some parts of Sindh and Punjab is responsible for low enrolment rate in those areas."*** Research studies also reflected on this issue. (Latif, 2009) argues that a dynamic of control and power is prevalent among cultures that promote or practice patriarchy and feudalism, which in turn serves as a depriving factor for acquisition of rights (including educational rights) by the citizens abiding within such cultures. Analysis of literature and responses reveals that they are against education because of personal motives and benefits. Feudals want that people who are working for them remains uneducated as they know that if educated and

literate people will stop working for them and will raise their voices against oppression and slavery. In past educated citizens tried to oppose their system. Furthermore, (Roof, 2015) noted that ghost schools where teachers never show up in classes reflect the domination of the feudal elites to retain a servile illiterate population.

3.4.2 Women specific fields:

A new sub category was emerged as a result of the semi-structured interviews. Many respondents highlighted the issue of conservative mindset and stereotypes in Pakistanis society and as a result of these stereotypes and conservative mindset people think that some fields such as engineering, Business Management are for boys. Girls face resistance from society and family when they wish to enroll in male dominated fields (Math, Engineering, and Business etc.). Labelling of fields according to gender is due to stereotypes and conservative mindset that prevails in Pakistani society so it is a sub category of main theme. Interviewees were asked to share any stereotype or patriarchal view or obstacle they faced while applying for university and during higher education and its effect on choice of university or studies. In response to this question, D1 responded:

“The block where Psychology department was situated also had Business Management department in it. During my time at University, I always wondered why there was female majority in Psychology department while male majority in Business department. The reason is because, in Pakistan, it is believed that some fields are specifically designed for

male expertise while others’ for female expertise. In small cities like Gujrat, and towns and cities even smaller those surround Gujrat this is the stereotype. However, it hasn’t affected me or my choices in any way whatsoever.”

Similarly, expert shared the same opinion. E1 stated that girls tend to opt for the subjects which are label as women specific such as Psychology, Home Economics, and Biosciences etc. Such fields have less job opportunities in Pakistan so practical application of women’s education is reduced. These fields are selected keeping in mind the socio-cultural factors. He further shared that girls opt subjects which are easy to pass, less competitive and hard because they are easy to manage after marriage. In Pakistan, majority of girls are not appreciated to enroll in engineering field because it requires field work. According to another respondent: *“My parents were comfortable and supportive in my decision of doing industrial designing because it is not a male dominated field. My first priority was engineering and Industrial designing was my second priority whereas, my parents were in favor of industrial designing because engineering is considered as male specific filed”-[HE3]*. She linked this issue with

patriarchy and stereotypes in Pakistani society. She added: *“However, I am doing industrial designing we have to go to workshops for wood cutting and other such activities. I have noticed than men looked down upon girls working in the workshops. According to them girls cannot excel in this field as they need male assistance for wood cutting because more strength is needed in such activities.”*

This trend is decreasing as number of girls are taking admission in fields which were once considered for men. E5 said: *“During 1980s and 1990s there were some fields such as software engineering etc. in which number of women was very low but now more and more girls are opting for those fields. The trend is changing.”*

(ECU, 2019) found out that the choices regarding ‘subject-majors’ that students mindfully select, are impacted by factors such as educational gender discrimination. Previous studies and findings reflect that gender specific fields limit the choice of women. Women tend to opt fields that are labelled for girls and easy to manage with domestic work and marriage instead of interest and job opportunities. A gap exists in literature regarding the impact of labelling fields according to gender. However, studies prove that this phenomena exists but its impact on women’s access to higher education in Pakistan is unexplored. Therefore, findings of this research is valuable for literature on women’s access to higher education access and future research.

3.5 Parent’s attitude towards Higher education:

Mixed responses were received from the interviewees about the parent’s attitude towards women’s higher education. Majority of the respondents linked the parent’s attitude with societal pressure and conservative values of the society. According to them conservative values that exists in the society shape parents’ attitude and that is why in rural areas parents are less supportive and prefer sons over daughters in educating them. Interviewees were asked to share the reason behind parents in Pakistan preferring their sons over daughters for higher education. In response to this question D2 responded:

“My parents didn’t have a son, but they gave all their daughters and are still giving them a higher education. I got married and dropped out, but if I was a son, marriage wouldn’t have affected my chance to complete my studies. I believe too much is expected from women in our society, a female student having CGPA of above 3.5 compared to a male student having CGPA above 2.5, the male student still has a better chance at attaining higher education than the female just because of his gender. Parents place too much

effort in paying for all their children’s’ educations. Poor them that they waste so much money if the female has only 99% chance of completing her studies if she gets married.

The 1% really counts.”

According to majority of the participants, parents' attitude towards their education is similar to brothers'. *"My parents have always been supportive and have never treated me in a way different than people having a son."*[HS2]. Another respondent added: *"My parents are supportive but told me that I can study and work until the age of marriage"*-(HE1). Moreover, some interviewees reflected that society or extended family try to frame parent's attitude by convincing and pressuring them against daughter's education. *"My parents are supportive though the extended family is very conservative. They tried to convince my parents about the field/subjects*

I wanted to opt for my bachelors"-(HE4). However, participants have different view and according to them they had to convince their parents at some point. Some parents were reluctant about sending them away from home while others show concern about the co-ed and field/subjects.

"My mother was very supportive but I had to convince my father. He was reluctant to enroll me in a university which was far away from home. Whereas, my father is

supportive about my brother's education and he has no issues in sending him to a hostel."[HE3]

Similar response was shared by another respondent, HE1 said: *"Parent's attitudes is different because of the concept that male is the breadwinner of a family. There is a narrative in our society that goal of a girl's life is to get married. Some parents in rural areas consider girls as burden because in the old age sons support their parents financially."* HE3 reflected that her family will not allow her to go abroad for higher education but her father wants her brother to study abroad. Parents were also interviewed and they shared that they are supportive and treat their daughters and sons equally. Parents reflected that they are in favor of educating their daughters.

"I do not consider it safe for my son to travel alone at night. He is also not allowed to stay out after Magrib (sunset) and same rule applies for my daughters" (P2)

Analysis of responses showed that the most parents belonging from different socio-economic classes believed that females can play their part, quite significantly, in uplifting the society and national development, by using higher education acquisition as a tool. However, findings also reflect that parents take the final decision of daughter's education. (Kahn, 2021) found out that the decisions regarding a young girl's future are taken mostly by her parents. (Hussain, 2003) conducted a study and found out that 61% of parents interviewed were of the opinion that acquisition of education does not make a woman/girl irreligious. 97% respondents agreed that domestic work such as house-hold chores etc. are not liked by women

who are educated. However, a majority of participants, about 90 percent, were of the opinion that women who are educated become better wives as compared to those who are uneducated. According to (Hashmi, 2014) an objective logic serves as a shaping factor for parental views on their daughters' educational journey. They relate their daughters' education with her modesty, potential benefits that come along with her educational process, and also to major or minor fears that education may lead to normative girls' expectations.

3.6 Coping strategies and government interventions:

In order to find the coping strategies that women have adopted to overcome these barriers and mechanisms implemented in Pakistan certain questions were included in the semi-structured interview. They were asked to share their opinion on any mechanisms implemented in Pakistan that target this issue and its impact. Majority of the participants believe that no policies or interventions are introduced by the government of Pakistan. Some responses reflected that there are few policies but they have not implemented. ***“I do not think there is any policies that target this. If there are any, they are not implemented yet. Girls have to use their own strategies and they have to help themselves.” (P1)*** Same response was shared by HS2: ***“I do not think there is any mechanism implemented by government. Government of Pakistan do not care about literacy rate and this point can be proved from education budget. Education budget is lowest. Government does not spend resources on education. It is not on their priority other issues are important for them.”*** They argued that government cannot afford to eliminate such issues because they will lose votes and politicians will face resistance from conservative group of people/extremists and majority of the vote bank consists of these people.

On the other hand, few interviewees believe that government has introduced policies and interventions but policies cannot change the mindset of society. ***“Recently government have taken initiatives. Cadet College for girls was built by government. This is a new trend and a large number of girls have joined the cadet college. This means that more women will join army. However, if we compare the ratio of girls to the boys in cadet colleges in Pakistan it is insignificant.” (E5)*** They were further asked to suggest effective policies to increase women's access to universities. Expert (E2) suggested that pro-women policies which focus on awareness is vital to ensure women's access to education. Also, affirmative policies such as setting fixed quotas for women in universities is pertinent. Such interventions at the university and country- level are essential to increase women's tertiary enrollment rate by breaking away from patriarchal mindset and stereotypes. According to P1:

“The role of gender-neutral and pro-women public policies in eradicating gender equality in a society is well established as most developed countries such as the UK were able to reduce gender discrimination through women-friendly public policies. However, it is important to understand that cultural barriers to women's higher education need to be addressed at a deeper level through awareness and education.

Changing the orthodox mindset of people is very important when it comes to ensuring that pro-women policies perform effectively.”

Majority of the students have used coping strategies to overcome the barriers faced during their education. Responses reveal that good grades, high achievement, determination and parents' trust were some of the strategies girls used to convince families to allow them to continue higher studies.

“Getting good grades and improving my GPA were the coping strategies that I have used. Parents support you if grades are good because high GPA shows determination. You have to be careful to never let them down and break their trust. You have to be extra cautious that you do not get caught in any wrongdoings like relationships, smoking, bunking etc”-(HS2). Some girls were doing part time jobs to pay their educational expenses as a coping strategy. This strategy was common in girls who belong to low income households. HE2 from low income family said: ***“I was doing a part time job and paying my own fee and educational expenses.”*** Another participant responded: ***“I was determined and mother supported me as well” (HE4).*** Whereas, few girls did not use any coping strategy to overcome the barriers. ***“I did not use any coping strategy as I gave***

up on my choice of university and enroll in the university according to my parents' wish. I accepted their decision of enrolling in all-girls University that has morning classes.”(HE3)

Research gap in the literature was identified related to inadequate research on the factors, trends, or policy interventions that allowed an increasing % of women to access higher education in Pakistan and coping strategies if any women have used to overcome the barriers. However, there is few data on the policies and intervention implemented by Pakistan to increase the access of women in higher education institutes but no research is found on the impact of such policies.

Therefore, findings from interviewees are really valuable.

3.7 Cost of Higher Education:

In order to find how cost of higher education affects women certain questions were asked from the participants to analyze whether it has same impact on both the genders. Some respondents argued that most girls in Pakistan do not pursue higher education due to a lack of financial resources and they suggested that increasing the number of scholarships will definitely help in improving the dropout rate. Mixed responses were received when students were asked to share whether cost of higher education in Pakistan has affected their access or drop out from the university. D1 responded: ***“Cost of higher education is not high in Pakistan. The private sector has made it high showing the people glamor and luxuries which are not required for a student who wants to earn degree and expertise. I was enrolled in a government University, which was highly accessible to students on merit.”*** Whereas, a

different view as shared by another student, she said: ***“I have heard my father saying that he will send my brother to the best university (it is a private university with high fee). Whereas, high fee was hindrance for me though I had very good grades.” (HE5)***

According to interviewee (E2), cost of higher education has similar impacts on both girls and boys but some families favor sons over daughters. Public universities with low fee is accessible to students from low income families. E2 concluded that cost of higher education is hindrance for women's access to higher education. Parent (P2) believes that there are two main obstacles for girls to attain education, one is high fee and low financial resources and second obstacle is socio and cultural barriers. Mixed responses were received from the respondents. Some believes that cost of higher education has equal impact on both boys and girls whereas according to others girls are more vulnerable due to parent's preference. Moreover, majority of the interviewees view cost of higher education as main hindrance for women's access to higher education while few thinks there are public universities which are affordable to low income students. (Ghazala Noureen, 2011), states that the although different higher educational institutions vary from each other in terms of the fees they charge per semester, but according to statistics, they can charge as high as 'four lakh and eighty thousand' rupees (which is 3,106 US-Dollars) each semester. Semester fees at public institutions might be relatively less, averaging from sixty thousand rupees to ninety thousand rupees (which is USD\$390-\$585). Families prefer son's education over daughters so if they cannot afford the education they will prefer to educate their sons only (Malik, 2011).

3.8 Reason for changing trend in women's enrollment rate:

Prior studies highlighted the change in trend of tertiary enrollment rate of women. Evidence shows that percentage of tertiary enrollment rate increased in few years. Based on literature review this theme was identified. Moreover, one of the primary research questions and aim was to identify the factors, trends, or policy interventions that allowed an increasing % of women to access HE in Pakistan. Therefore, interviewees were asked questions about the recent trend of women's tertiary enrollment rate in Pakistan. In response to this question E1 replied: ***“According to National***

Education Policy 2017, the female's enrollment ratio has increased from 36.8% to 47.2% by 2014, but the dream of gender equality is impossible to achieve in near future. The gender disparity in higher education is an outcome of various socio-economic and cultural factors.” According to another respondent:

“Various socio-economic and cultural factors are responsible for low female's enrollment in higher education such as sexual harassment, religious misconception, gender discrimination

and early marriages. Also, safety issues, lack of schools and cultural factors hinder female's access to tertiary education”- (E4). Participants were also asked to share the reason of these trends. Majority of the respondents identified more job opportunities and awareness

as main reasons for the increase of women's access to Higher Education. ***“Society has taken big shift as things are changing at ground level. It cannot be understood through statistics because the change is new. The shift is due to more job opportunities” (E2).*** Another interviewee shared the similar view and said: ***“Increase in job opportunities have increased the trend of women's education. Increase in inflation also made them realized that single man cannot sustain the living. To maintain living standards women also has to work”-*** (P2). Interviewees identified construction of motorways and universities in small towns as the main reason. ***“All-girls***

University is established in Sialkot and many girls took admission in that university” (P1). Furthermore according to some participants, development specifically in villages are promoting girls education as it is increasing more awareness. ***“These days villages also have internet and they have similar patterns to urban areas.” (HS2)***

Some respondents shared that the current government is progressive and it is taking many new initiatives for girls' education. Reflecting on this view, HE1 said, ***“Before 2000s government of Pakistan was conservative.”*** Many interviewees highlighted the importance of awareness and realization among Pakistani society. They pointed increase awareness among people about the importance of women's education. (Gillian Clarke and Ingrid Lunt, 2014) found that an increasing number of women are either obtaining certifications, or acquiring higher education. There is also an increase in the number of women pursuing doctoral and masters' degrees for their personal and professional development. Studies have reported an increase in women's motivation to obtain higher education (Sumara Mehmood, 2018). Studies have also reported, that a steady influx in educational opportunities within the last few years, have contributed to shape local opinions and perceptions about women's social and gender roles in a more positive manner (Katja Voigt, 2020).

Findings from the interviews and prior studies reveal that in Pakistan women's access to higher education and tertiary enrollment rate is increasing. The figure is still low than other developing countries but positive change has observed in the past few years (International Labour Organization , 2020).

Chapter: 4 Conclusion and Recommendations

The main findings of the study show that socio-cultural barriers exists in Pakistan that limits the access of women to higher education. Findings of the study reveal that there is no proper policies and interventions implemented by government to solve these issues. However, recently the trend of women's tertiary enrollment rate is increasing due to awareness, job opportunities and coping strategies used by girls. Findings reflect that in rural areas barriers are more dominant than urban areas therefore, girls residing in rural areas has to face more resistance to enroll in higher education institutes than in urban areas. The study highlights the new issue of lack of facilities for married women who are students. Literature has not explored this topic because married students were not included in the surveys and questionnaires. Previous studies that explored the issue of women's access to higher education were not inclusive. Therefore, findings of this study would help the future researchers in

literature review for further research. Analysis of responses call for need of future research in the area of specific facilities for married women to increase the access of higher education. It draws the attention of researchers to focus on more inclusive sample while conducting research on this topic. Considering the results of the research, I have derived a few recommendations that can be employed by the government, policy makers and researchers to solve the issue of low tertiary enrollment rate and inclusive research to include married students and girls who dropped out from HEIs.

The research also derived new themes from the interviews such as feudal system, women specific fields and its influence on women's tertiary enrollment rate that were not studied previously. Therefore, the study contributes in the existing literature and provide an insight into the public policy as it will be useful for the policy makers to know about the severity and importance of the issue. Previous studies collected data from students only whereas, this study collected data from parents, drop outs, experts as well. Based on the interviews I found that lack of facilities, early marriages, conservative beliefs are major factors behind low tertiary enrollment rate. It is recommended for policy makers to introduce flexible schedule and morning timings in the universities so women can enroll in HEIs without facing resistance from society and family as findings show that parents are reluctant to send their daughters to in the evening. Moreover, keeping in mind the responses shared by dropouts it is suggested that HEIs should have a daycare facilities for married students. Therefore, there is a dire need to implement policies specific to the needs of married girls. Government and policy makers should take combine initiatives to introduce projects like pink buses (public buses for girls), universities private buses and pick and drop services to ensure safe transport for girls so they can travel easily to and from universities. Pakistan lacks on site hostels for girls. Parents consider private universities unsafe for their daughters which limits the options of universities for girls. Therefore, in order to increase the women's access to Higher education it is recommended to build more and more onsite hostels for girls. It is difficult for some universities to have onsite accommodation facilities in that case it is recommended to manage private hostels by universities administration. HEIs should managed the private hostels. It is recommended that government should take initiatives for safe and secure student dorms for girls. HEIs should have a strict anti-harassment and sexual assault policies. Committee compromising of different members should be formed under this policy that would be responsible for investigating the cases of harassment and sexual assault. Findings reveal that most of the cases happen due to lack of security and safety on campuses. To tackle this issue it is important to take steps to install security cameras, lights in dark places and security guards. Counselling and therapist sessions should be given to students who suffer through mental trauma after harassment. It will reduce the dropout rates of girls who had to leave higher education after harassment and sexual assault. Lastly, the study showed that tertiary enrollment rate of girls is increasing in Pakistan and according to experts it is due to more job opportunities for women. Therefore, it suggested that women in Pakistan should be given equal job opportunities so that they can make use of their degrees because practical application of women's education is very low in Pakistan. Percentage of women who used to work after completing high education is low and more job opportunities and awareness will

increase the importance of women's higher education and thus participation in socio-economic development of the country.

REFERENCES

- International Labour Organization . (2020). *World Employment and Social Outlook*. Geneva: International Labour Organization .
- Adams, W. (2015). *Handbook of Practical Program Evaluation* . Jossey-Bass.
- Anand, S. G. (2015). Menstruation related myths in India: strategies for combating it. *J Family Med Prim Care* 4(2), 184–186.
- Asian Development Bank. (2015). *A SAFE PUBLIC TRANSPORTATION ENVIRONMENT FOR WOMEN AND GIRLS*. Philippines: Asian Development Bank.
- Balooch, S. Q., & Ur-Rehman, M. A. (2013). Gender and Higher Education in Pakistan. *Middle-East Journal of Scientific Research* 15(6), , 780-789.
- Baltar, F. (2012). Social Research 2.0: Virtual Snowball Sampling Method Using Facebook. *Internet Research* 22(1), 49-51.
- Bari, F. (2015 , June 5). Getting to school . Lahore , Punjab , Pakistan .
- Berner-Rodoreda, A. (2018). From Doxastic to Epistemic: A Typology and Critique of Qualitative Interview Styles. *Sage Journal* 26(4), 291-305.
- Cammish, C. B. (1997). Factors affecting female participation in education in seven developing countries. *DFID*, 96.
- Choudhry, A. N., Mutalib, R. A., & Ismail, N. S. (2019). Socio-Cultural factors affecting women economic empowerment in Pakistan: A Situation Analysis. . *International Journal of Academic Research Business and Social Sciences*, 9(5), , 90–102.
- Delprato, M. (2015). On the impact of early marriage on schooling outcomes in Sub-Saharan Africa and South West Asia . *International Journal of Educational Development* 44 (5) , 42-55.
- ECU. (2019, July 8). how does gender affect educational opportunity. Australia.
- Ghazala Noureen, R.-U.-N. A. (2011). Women's Education in Pakistan: Hidden Fences on Open Frontiers. *Asian Social Science* 7(2).
- Gillian Clarke and Ingrid Lunt. (2014). *International comparisons in postgraduate education: quality, access and employment outcomes*. Oxford, UK: HEFCE.
- Goel. (2004). Education and Socio- Economic Perspectives of Women Development and Empowerment. *World Development*, 24(4),, 635-53.

- Gracia. (2009). Employability and higher education: contextualizing female students' workplace experiences to enhance understanding of employability development. *Journal of Education and Work*, 22 (4), 301-318.
- Haq, M. u. (2002). Education of Girls and Women . *Human Development in South Asia* 9(3), 55-64.
- Hashmi, N. (2014). Between returns and respectability: parental attitudes towards girls' education in rural Punjab, Pakistan. *British Journal of Sociology of Education*. 36(7), 977-995.
- Hellen, M. A. (2017). Influence of Socio-Cultural Practices on Girl Child Participation in Secondary Schools in Garowe, Puntland. *IOSR Journal of Humanities and Social Science* 22(05), 78-85.
- Heyzer. (2005). Making the links: women's rights and empowerment are key to achieving the millennium development goals . *Gender & Development*, 13:1, 9 -12. .
- Higdon, y. R. (2020). *The Strengthening Women's Political participation*. Oxford, UK: Oxfam International
- .
- Human Rights Watch. (2018). *Pakistan: Girls Deprived of Education Barriers Include Underinvestment, Fees, Discrimination*. New York: Human Rights Watch.
- Hunter, R. (2020). *Education in Pakistan*. ASIA PACIFIC.
- Iftikhar, A. A. (2020). A Qualitative Study Investigating the Impact of Hostel Life. *Science International Journal*. 65(7), 322-339.
- Ilker Etikan, S. A. (2016). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*, Volume 5, Issue 1, 1-4.
- Isani, W., & Virk. (2003). *Higher education in Pakistan. A historical futuristic perspective*. Islamabad.: Roohani Art Press.
- Jacobs. (1996). Gender inequality and higher education. *Annual Review Sociology*.
- Jamal, A. (2016). Why He Won't Send His Daughter to School—Barriers to Girls' Education in Northwest Pakistan: A Qualitative Delphi Study of Pashtun Men. *ERIC* 54(7), 233-239.
- Junaidi, I. (2013, 14 July). Educational institutions lack hostels. Islamabad, Federal Capital, Pakistan.
- Kabeer. (2005). Gender equality and women's empowerment: a critical analysis of the third millennium development goal. . *Gender & Development*, 13:1, 13-24.

- Kabir, S. M. (2016). *Basic Guidelines for Research: An Introductory Approach for All Disciplines*. Chittagong: Book Zone Publication.
- Kahn, Y. (2021). EXPLORING THE SOCIOCULTURAL IMPEDIMENTS TO FEMALE IN GETTING HIGHER EDUCATION IN PUKHTUN SOCIETY. *Humanities & Social Sciences Reviews*. 44(7), 111-125.
- Katja Voigt, M. S. (2020). Female Education and Social Change: Changing Perceptions of Women's Roles in Society in the High Mountains of Northern Pakistan. *Mountain Research and Development*, 40(4), 9-16.
- Khan, A. (2007). *Gender issues in higher education in Pakistan*. Islamabad, Pakistan.: Islamabad, Pakistan.: Higher Education Commission .
- Latif, A. (2009). A Critical Analysis of School Enrollment and Literacy Rates of Girls and Women in Pakistan. *Educational Studies A Jrnl of the American Educ Studies Assoc* 45(5), 424-439.
- Lopez-Claros, & Zahidi. (2005). *Women's Empowerment: Measuring the Global Gender Gap*. . Geneva.: World Economic Forum.
- Lyon, W. a. (1999). The Trouble with Equal Opportunities: the case of women academics. . *Gender and Education, V o l. 7, No. 1. .*
- Mahbub-ul-Haq. (2002). Mahbub-ul-Haq. (2002). Human Development in South Asia. Karachi, Oxford University Press. *Karachi, Oxford University Press*. 14(3), 34-41.
- Malik, S. (2011). Higher education and women's empowerment in Pakistan. *Gender and Education*. 23(1), 29-45.
- Maqsood, F. (2012). (2012). Getting Higher Education: Is it really a challenge for females in Pakistan? *Academic Research International*, 2(3),, 352-360.
- McClelland, J., & Evans, A. (1992). *The Education of Women*. New York: Garland Publishing Inc.
- Morley, L. (2007). Sister-matic: gender mainstreaming in higher education. *Teaching in Higher Education*, 12(5-6), , 607-620.
- Muasya, J. N. (2014). EFFECTS OF SEXUAL HARASSMENT ON WOMEN STUDENTS' ACCESS TO OPPORTUNITIES AND FACILITIES: A CASE STUDY OF THE UNIVERSITY OF NAIROBI, KENYA. *GJISS, Vol.3(4)*, 83-90.
- Palinkas, L. A. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Adm Policy Ment Health*.42(5), 533–544.
- Radford. (2000). Education, Equality, and Human rights: Issues of gender, race, and sexuality. *London: Rutledge*. *Rutledge*, 7(2), 132-137.

- Rathgeber. (1995). Schooling for what? Education and career opportunities for women in science, technology and engineering. In Missing Links: Science and Technology for Development. *International Development Research Centre* , 181-201.
- Rehman, & Qadeer, A. S. (2011). Community Attitudes Toward Female Education. *International Journal of Academic Research*, 3(1), 970-973.
- Ringrose, J. (2007). Successful Girls? Complicating post feminist, neoliberal discourses of educational achievement and gender equality. . *Gender and Education*, Vol. 19, No. 4 , 471–489.
- Roof, D. J. (2015). Problems of Common Interest: The Shaping of Education in Pakistan, 1970-2014. *Pakistan Journal of Commerce and Social Sciences*. 9 (1), 35-51.
- S. M. Shahidul, Z. K. (2015). FACTORS CONTRIBUTING TO SCHOOL DROPOUT AMONG THE GIRLS: A REVIEW OF LITERATURE. *European Journal of Research and Reflection in Educational Sciences*. Vol. 3 No. 2,, 20-58.
- Saima Mughal, G. A. (2020). EFFECTS OF EARLY MARRIAGES ON GIRLS EDUCATION . *International Journal of Educational Development* 21(4), 56-67.
- Sathar, Z., Haq, M., & Lloyd. (2000). *Investment in Children's Education and Family*. World Bank .
- Sen, A. (2001). Improving gender equality in Pakistan: Small steps to date, large strides ahead. *Gender & Education in Pakistan* , 33-41.
- SHABBIR HUSSAIN, M. Z. (2003). Parents Attitude Towards the Education of Their Daughters: A Case Study of Faisalabad–Pakistan . *INTERNATIONAL JOURNAL OF AGRICULTURE & BIOLOGY*. 5 (3), 303–307.
- Shaukat, & Pell. (2016). Gender inequity at workplace in Pakistani higher education Institutions. *Bahria Journal of Professional Psychology*, 15 (1), 49-65.
- Sheheryar Ahmad, M. (2018). Hostel Life and Educational Performance: A Comparative Study of University Students, Pakistan. *International Journal of Research in Humanities and Social Studies*. Volume 5, Issue 4, 31-35.
- Shehzad, H. (2002). *The future of girl's education in Pakistan: A study on policy measures and other factors determining girls' education*. Islamabad: UNESCO.
- St.Pierre, E. (2014). Qualitative Data Analysis After Coding . *Qualitative Inquiry* 20(6), 715-719.
- Stromquist, N. P. (1989). Determinants of Educational Participation and Achievement of Women in the Third World: A Review of the Evidence and a Theoretical Critique. *Review of Educational Research*. Vol. 59, No. 2, 143-183 .

- Sumara Mehmood, L. C. (2018). Females Higher Education in Pakistan: An Analysis of Socio-Economic and Cultural Challenges. *Advances in Social Sciences Research Journal* 5(6), 122-127.
- Suri, H. (2011). Purposeful Sampling in Qualitative Research Synthesis. *Qualitative Research Journal* 11(2), 63-75.
- UNESCO. (2010). *Why Gender Equality in Basic Education in Pakistan?* . UNESCO.
- UNICEF. (2019). *Child marriage, adolescent pregnancy and school dropout in South Asia*. Kathmandu: United Nations Children's Fund (UNICEF) .
- Vaughn, M. D. (2018). Semistructured interviewing in primary care research: a balance of relationship and rigour. *BMJ*, 7(2), 71-77.
- World Economic Forum. (2020). *Global Gender Gap Report 2020*. Geneva: World Economic Forum.

ÇOCUKLUK ÇAĞI OBEZİTESİNİN YÖNETİMİNDE YOGANIN ETKİNLİĞİ NE DURUMDA?

Dilara ŞAHİN¹, Öznur BAŞDAŞ³

*¹Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi,
sahinndilaraa@gmail.com, Karaman / Türkiye*

²Erciyes Üniversitesi, Sağlık Bilimleri Fakültesi, obasdas@erciyes.edu.tr, Kayseri / Türkiye

Öz: Tüm dünyada hızlı bir şekilde artmakta olan çocukluk çağı obezitesi, DSÖ tarafından 5 ila 19 yaş arasındaki çocuklarda DSÖ Büyüme Referans Ortalamasının (WHO Growth Reference Median) iki standart sapma üzerinde olması ($>+2$ SS) olarak tanımlanmaktadır. DSÖ'ne göre 21. yüzyılın en ciddi sağlık sorunlarından biri haline gelmiştir. Erken ölüm riskinin artmasıyla ilişkili olduğu saptanan çocukluk çağı obezitesi, çocuğun neredeyse tüm organ ve sistemlerini etkiler. Çocuğun yaşamının ilerleyen dönemlerinde kardiyovasküler hastalıklar, çeşitli endokrin bozukluklar, depresyon ve bilişsel bozukluklar, kas iskelet sistemi komplikasyonları gibi birçok hastalığa yakalanma riskini arttırmaktadır. Bu bağlamda günümüzde sağlıklı nesillerin ortaya çıkmasının ön koşulu olarak çocukluk çağı obezitesinin tedavisi ve yönetimi çok önemli bir noktadadır. Çocukluk çağı obezitesi için güncel tıbbi tedavi kılavuzları davranışsal değişiklikleri içeren müdahalelere odaklanmaktadır. Hareketsiz davranışların azaltılması sağlanarak en az orta düzeyde teşvik edilen fiziksel aktivite bu davranışsal müdahaleler arasındadır. Yoga, pranayama, asana ve dhyana bileşenlerinden oluşan sağlık ve zindelik amaçlı yaşam tarzına dayalı, şiddeti asanalara göre şekillenen düşük-orta-şiddetli fiziksel aktivite biçimidir. Özellikle son bölgesel ve küresel anketlere göre yoganın, dünya çapında bireyin fiziksel sağlığını koruma veya iyileştirme amacıyla yapılan fiziksel aktivite ve yaşam tarzları arasında önemli bir şekilde popüler hale geldiği kabul edilmektedir. Bu nedenle yoga, çeşitli yaş gruplarında bireylerin yaşam tarzıyla ilişkili kronik rahatsızlıkların gelişmesini önleyen ya da bu rahatsızlıklara sahip olanların sorunlarının çözümünü destekleyen önleyici ve terapötik müdahalelerin bir bileşeni olarak tanımlanmıştır. Aynı şekilde yoga aşırı kilolu-obez çocuklarda kiloyla ilgili sonuçları iyileştirmek için uygulanabilir güvenli ve etkili bir fiziksel aktivite yaklaşımı olarak kabul edilmektedir. Günümüzde çocukluk çağı obezitesinin yönetiminde faydalı olabileceğini gösteren kanıtlar artmaktadır. Bu çalışmada, çocukluk çağı obezitesinde yoganın etkinliği literatür kapsamında ele alınmıştır.

Anahtar Kelimeler: Çocukluk Çağı, Obezite, Yoga

WHAT IS THE EFFECTIVENESS OF YOGA IN MANAGING CHILDHOOD OBESITY?

Dilara ŞAHİN¹, Öznur BAŞDAŞ³

*¹Karamanoğlu Mehmetbey University, Faculty of Health Sciences,
sahinndilaraa@gmail.com, Karaman / Turkey*

²Erciyes University, Faculty of Health Sciences, obasdas@erciyes.edu.tr, Kayseri / Turkey

Abstract: Childhood obesity, which is rapidly increasing all over the world, is defined by the WHO as being two standard deviations ($>+2$ SD) above the WHO Growth Reference Median in children between the ages of 5 and 19. According to the WHO, it has become one of the most serious health problems of the 21st century. Childhood obesity, which has been found to be associated with an increased risk of early death, affects almost all organs and systems of the child. It increases the risk of developing many diseases such as cardiovascular diseases, various endocrine disorders, depression and cognitive disorders, and musculoskeletal complications in the later periods of the child's life. In this context, the treatment and management of childhood obesity is at a very important point as a prerequisite for the emergence of healthy generations today. Current medical treatment guidelines for childhood obesity focus on interventions that include behavioral changes. Among these behavioral interventions are physical activity that is encouraged at least at a moderate level by reducing sedentary behaviors. Yoga is a low-moderate-intensity physical activity form that is based on a health and fitness lifestyle consisting of pranayama, asana and dhyana components, and whose intensity is shaped according to asanas. According to recent regional and global surveys, yoga has become significantly popular among physical activities and lifestyles aimed at protecting or improving the physical health of individuals worldwide. Therefore, yoga has been defined as a component of preventive and therapeutic interventions that prevent the development of chronic disorders related to lifestyle in individuals of various age groups or support the solution of the problems of those who have these disorders. Similarly, yoga is accepted as a safe and effective physical activity approach that can be applied to improve weight-related outcomes in overweight-obese children. Today, there is increasing evidence that it can be beneficial in the management of childhood obesity. In this study, the effectiveness of yoga in childhood obesity is discussed within the scope of the literature.

Keywords: Childhood, Obesity, Yoga

GİRİŞ

Obezite, çok faktörlü etiyolojiye sahip kronik bir hastalıktır. Dünya Sağlık Örgütü (WHO) tarafından obezite, 5 yaşın altındaki çocuklarda DSÖ Büyüme Referans Ortalamasının (WHO Growth Reference Median) üç standart sapmadan fazla veya 5 ile 19 yaş arasındaki çocuklarda ve ergenlerde WHO Büyüme Referans Ortalamasının iki standart sapmadan fazla üzerinde olması ($>+2$ SS) olarak tanımlanmaktadır (Shrestha ve ark., 2025). Tüm dünyada hızlı bir şekilde artmakta olan çocukluk çağı obezite prevalansı DSÖ'ne göre 21. yüzyılın en ciddi sağlık sorunlarından biri haline gelmiştir (Marcus ve ark., 2022; WHO, 2024).

Erken ölüm riskinin artmasıyla ilişkili olduğu saptanan çocukluk çağı obezitesi, çocuğun neredeyse tüm organ ve sistemlerini etkiler. Çocuğun yaşamının ilerleyen dönemlerinde kardiyovasküler hastalıklar, çeşitli endokrin bozukluklar, depresyon ve bilişsel bozukluklar, kas iskelet sistemi komplikasyonları gibi birçok hastalığa yakalanma riskini arttırmaktadır (Lindberg ve ark., 2020; López-Alarcón ve ark., 2025; Marcus ve ark., 2022). Bu bağlamda günümüzde sağlıklı nesillerin ortaya çıkmasının ön koşulu olarak çocukluk çağı obezitesinin tedavisi ve yönetimi çok önemli bir noktadadır.

LİTERATÜR

Çocukluk çağı obezitesi için güncel tıbbi tedavi kılavuzları davranışsal değişiklikleri içeren müdahalelere odaklanmaktadır (Jebeile ve ark., 2022; López-Alarcón ve ark., 2025; O'Connor ve ark., 2017; O'Connor ve ark., 2024a; O'Connor ve ark., 2024b; Nicholson ve ark., 2024; Shrestha ve ark., 2025). Hareketsiz davranışların azaltılması sağlanarak en az orta düzeyde teşvik edilen fiziksel aktivite bu davranışsal müdahaleler arasındadır (Shrestha ve ark., 2025; Watts ve ark., 2018).

Yoga, pranayama, asana ve dhyana bileşenlerinden oluşan sağlık ve zindelik amaçlı yaşam tarzına dayalı, şiddeti asanalara göre şekillenen düşük-orta-şiddetli fiziksel aktivite biçimidir (Batrakoulis ve ark., 2020). Özellikle son bölgesel ve küresel anketlere göre yoganın, dünya çapında bireyin fiziksel sağlığını koruma veya iyileştirme amacıyla yapılan fiziksel aktivite ve yaşam tarzları arasında önemli bir şekilde popüler hale geldiği kabul edilmektedir (Batrakoulis, 2019; Batrakoulis ve ark., 2020; Kercher ve ark., 2021; Kercher ve ark., 2022; Thompson, 2022). Bu nedenle yoga, çeşitli yaş gruplarında bireylerin yaşam tarzıyla ilişkili kronik rahatsızlıkların gelişmesini önleyen ya da bu rahatsızlıklara sahip olanların sorunlarının çözümünü destekleyen önleyici ve terapötik müdahalelerin bir bileşeni olarak tanımlanmıştır (Batrakoulis, 2022; Brinsley ve ark., 2021). Aynı şekilde yoga aşırı kilolu-obez çocuklarda kiloyla ilgili sonuçları iyileştirmek için uygulanabilir güvenli ve etkili bir fiziksel aktivite yaklaşımı olarak kabul edilmektedir (Batrakoulis, 2022; Dai ve ark., 2021; Lauche, ve ark., 2016; López-Alarcón ve ark., 2025; Shrestha ve ark., 2025).

Yapılan sistematik derleme ve meta-analizlerde yoganın obez çocukların vücut kompozisyonundaki ölçümlerini iyileştirmede etkili olabileceğini gösteren kanıtlar artmaktadır (Batrakoulis, 2022; Dai ve ark., 2021; Lauche, ve ark., 2016). Lauche, ve ark., (2016) yaptıkları sistematik derleme ve meta-analiz çalışmasında yoganın, fazla kilolu-obez çocuklarda BKİ'yi azaltmak için güvenli ve etkili bir müdahale yöntemi olduğu ifade edilmiştir. Dai ve ark., (2021) yaptıkları sistematik derlemede 289 katılımcıyı içeren dokuz çalışmayı değerlendirmiş ve kilo yönetimi için alternatif bir terapi olarak yoga müdahalelerinin çocukluk çağı obezitesi üzerindeki etkisinin anlamlı olduğuna vurgu yapmıştır. Lauche, ve ark., (2016)'nın sistematik derleme ve meta-analiz çalışmasında, yoganın fazla kilolu-obez çocuklarda BKİ'nin azaltılması için güvenli ve etkili bir müdahale olarak ön planda düşünülmesi gerektiği ortaya konulmuştur.

Bera ve Rajapurkar (1993)'ın 12-15 yaşlarındaki 40 erkek lise öğrencisi ile yaptıkları yoganın vücut kompozisyonu, kardiyovasküler dayanıklılık ve anaerobik gücü üzerine etkilerini ölçtükleri çalışmasında, yoga eğitimi sonrasında çocukların kilosu, yağ kütlesi, vücut yağı yüzdesinde, kalça ve bel çevrelerinde önemli bir iyileşme olduğu bulunmuştur. Seo ve ark.,

(2012) tarafından obez erkek çocuklara 8 haftalık yoga-asana eğitimi uygulanmıştır. Eğitim sonrasında obez çocukların kilosu, BKİ'si, yağ kütlesi ve vücut yağı yüzdesi önemli ölçüde azalırken; yağsız kütle ve BMH'nın başlangıç değerlerine göre önemli ölçüde arttığı saptanmıştır. Jain ve ark., (2022) aşırı kilolu veya obez olan 8-15 yaş arası çocuklarla yaptıkları çalışmada, diyet değişikliğiyle birlikte yoganın çocukların kilo, BKİ ve bel çevresini azaltmadaki etkisinin önemli olduğunu ortaya koymuşlardır.

Sabet Sarvestani ve ark., (2009) İran'da 11-15 yaş aralığında bulunan 60 obez kız çocuğuna uyguladıkları diyet davranış değişikliği ve yoganın çocukların antropometrik ölçümleri ve yeme davranışı üzerindeki etkisini incelemiştir. Çalışmada, çocukların kilo, BKİ ve kol çevresindeki azalmanın önemli derecede anlamlı olduğu bulunmuştur. Halperin ve ark., (2019) 18-19 yaş kadın ve erkeklere 10 hafta boyunca Hatha yoga ve fiziksel egzersiz uyguladıkları gruptakilerin BKİ'leri üzerinde önemli ölçüde azalma olduğunu saptamışlardır. Vaidya ve ark., (2025) çalışmalarında 16 fazla kilolu/obez erkek çocuk üzerinde akıllı telefon uygulamalarına dayalı yoga, fiziksel aktivite ve diyet ile ilişkili müdahale programı uygulamışlardır. Müdahale sonrasında uyguladıkları programın çocukların BKİ'sini azaltmadaki etkisinin önemli olduğu ifade edilmiştir.

Benavides ve Caballero (2009) 8-15 yaş aralığındaki 14 çocuğa 12 hafta boyunca 3 haftada bir Ashtanga yoga uyguladıkları çalışmalarında vücut ağırlığı ve BKİ'de istatistiksel olarak önemli bir azalma saptadıklarını bildirmişlerdir. Forseth ve ark., (2022) obezitesi olan 30 çocuğa yoganın da dahil olduğu 12 haftalık çocuk kilo yönetimi müdahalesinde bulunmuşlardır. Müdahale sonrası, çocukların BKİ Z skorunda önemli bir iyileşme olduğu belirtilmiş; yoganın obez çocuklar için kilo yönetimi programına dahil etmenin kabul edilebilirliğine vurgu yapılmıştır. Nanthakumar (2016) çocukluk çağı obezitesi üzerine 10 haftalık klasik yoga müdahalesi içeren vaka çalışmada çocukların kilosunun azaldığını ortaya koymuştur. Xiang ve ark., (2019) 9-16 yaş aralığındaki 36 obez çocuğu 6 hafta boyunca diyet ve yoga programına dahil etmişlerdir. Program sonucunda çocukların önemli ölçüde BKİ'lerinin düştüğünü saptamışlardır. Slawta ve ark., (2008) tarafından yürütülen 6-12 yaş arasındaki 91 çocuğun fiziksel aktivite ve beslenme alışkanlıklarını iyileştirmeyi amaçlayan yoganın da içinde olduğu 12 haftalık programda, çocukların BKİ ve vücut yağı yüzdesinin önemli ölçüde azaldığı belirtilmiştir. Buna ek olarak literatürde ileri adölesan dönemde (18-24 yaş arası) yoga uygulanan adölesanların BKİ, vücut yağı yüzdesi, yağ kütlesi, bel ve kalça çevresi ölçümlerinde önemli ölçüde azalma olduğu bildirilmiştir (Lakshmi ve ark., 2022; Na Nongkhai ve ark., 2021; Na Nongkhai ve ark., 2022).

SONUÇ

Çocukluk çağı obezitesi, günümüzde yaşam boyu sağlık sorunlarına yol açabileceğinden giderek artan bir endişe kaynağı haline gelmiştir. Bu bağlamda çocukluk çağı obezite riskini erken dönemde tahmin etmek ve obeziteye neden olan durumlar üzerinde uygun müdahaleler geliştirmek son derece önemlidir. Literatürde yoga temelli müdahalelerin çocukluk çağı obezitesinin tedavi ve yönetiminde etkili olduğunu gösteren kanıtlar ortaya konulmuştur.

Buna ek olarak çocukların fiziksel aktivitesi üzerindeki sorunların yanında beslenme problemleri de, çocukluk çağı obezitesinin birincil nedenlerinden kabul edilmektedir (Bastida

ve ark., 2023). Literatürde beslenme üzerine yapılan müdahalelerin çocukluk çağı obezitesi üzerinde önemli bir rol oynayabileceğini gösteren çalışmalar mevcuttur (Daly ve ark., 2016; Duncanson ve ark., 2021; Emmanouil ve ark., 2018; López-Alarcón ve ark., 2020; López-Alarcón ve ark., 2025; Paltoglou ve ark., 2021; Shan ve ark., 2025; Zhang ve ark., 2023). Bundan kaynaklı çocukluk çağı obezitesine yönelik geliştirilen çözüm stratejilerinin, beslenme ve yoga uygulamalarının bütüncül bir yaklaşımla birlikte ele alındığı davranış temelli müdahalelere odaklanması önerilmektedir.

KAYNAKLAR

- Bastida, L., Cea, G., Moya, A., Gallego, A., Gaeta, E., Sillaurren, S., ... & Arredondo, M. T. (2023). Promoting obesity prevention and healthy habits in childhood: the OCARIoT experience. *IEEE Journal of Translational Engineering in Health and Medicine*, 11, 261-270.
- Batrakoulis, A. (2019). European survey of fitness trends for 2020. *ACSM's Health & Fitness Journal*, 23(6), 28-35.
- Batrakoulis, A. (2022). Psychophysiological adaptations to yoga practice in overweight and obese individuals: a topical review. *Diseases*, 10(4), 107.
- Batrakoulis, A., Chatzinikolaou, A., Jamurtas, A. Z., & Fatouros, I. G. (2020). National survey of fitness trends in Greece for 2021. *International Journal of Human Movement and Sports Sciences*, 8(6), 308-320.
- Benavides, S., & Caballero, J. (2009). Ashtanga yoga for children and adolescents for weight management and psychological well being: an uncontrolled open pilot study. *Complementary therapies in clinical practice*, 15(2), 110-114.
- Bera, T. K., & Rajapurkar, M. V. (1993). Body composition, cardiovascular endurance and anaerobic power of yogic practitioner. *Indian journal of physiology and pharmacology*, 37, 225-225.
- Brinsley, J., Girard, D., Smout, M., & Davison, K. (2021). Is yoga considered exercise within systematic reviews of exercise interventions? A scoping review. *Complementary therapies in medicine*, 56, 102618.
- Dai, C. L., Sharma, M., Chen, C. C., Yesilyurt, E., & Godbey, S. (2021). Yoga as an alternative therapy for weight management in child and adolescent obesity: A systematic review and implications for research. *Altern Ther Health Med*, 27(1), 48-55.
- Daly, P., Pace, T., Berg, J., Menon, U., & Szalacha, L. A. (2016). A mindful eating intervention: A theory-guided randomized anti-obesity feasibility study with adolescent Latino females. *Complementary therapies in medicine*, 28, 22-28.
- Duncanson, K., Shrewsbury, V., Burrows, T., Chai, L. K., Ashton, L., Taylor, R., ... & Collins, C. E. (2021). Impact of weight management nutrition interventions on dietary

- outcomes in children and adolescents with overweight or obesity: a systematic review with meta-analysis. *Journal of Human Nutrition and Dietetics*, 34(1), 147-177.
- Emmanouil, C. C., Pervanidou, P., Charmandari, E., Darviri, C., & Chrousos, G. P. (2018). The effectiveness of a health promotion and stress-management intervention program in a sample of obese children and adolescents. *Hormones*, 17(3), 405-413.
- Forseth, B., Hampl, S., Dreyer Gillette, M., Foright, R. M., Gibson, M., Vandal, J., ... & Beck, A. R. (2022). Incorporating yoga into a pediatric weight management program: A pilot study. *Childhood Obesity*, 18(1), 67-71.
- Halperin, D. T., Laux, J., LeFranc-García, C., Araujo, C., & Palacios, C. (2019). Findings from a randomized trial of weight gain prevention among overweight Puerto Rican young adults. *Journal of Nutrition Education and Behavior*, 51(2), 205-216.
- Jain, V., Kumar, B., Sharma, A., Chawla, V., Yadav, R. K., Grover, S., ... & Raj, N. (2022). A comprehensive yoga programme for weight reduction in children & adolescents with obesity: A randomized controlled trial. *Indian Journal of Medical Research*, 155(3&4), 387-396.
- Jebeile, H., Kelly, A. S., O'Malley, G., & Baur, L. A. (2022). Obesity in children and adolescents: epidemiology, causes, assessment, and management. *The lancet Diabetes & endocrinology*, 10(5), 351-365.
- Kercher, V. M., Kercher, K., Bennion, T., Levy, P., Alexander, C., Amaral, P. C., ... & Romero-Caballero, A. (2022). 2022 fitness trends from around the globe. *ACSM's Health & Fitness Journal*, 26(1), 21-37.
- Kercher, V. M., Kercher, K., Bennion, T., Yates, B. A., Feito, Y., Alexander, C., ... & De la Cámara, M. Á. (2021). Fitness trends from around the globe. *ACSM's Health & Fitness Journal*, 25(1), 20-31.
- Lakshmi, P. Y., Vaithianathan, K., Pramanik, M., & Rajkumar, N. J. Effectiveness of 12 weeks yoga practices on body composition parameters among healthy male college students. *International journal of health sciences*, 6(S4), 12639-12647.
- Lauche, R., Langhorst, J., Lee, M. S., Dobos, G., & Cramer, H. (2016). A systematic review and meta-analysis on the effects of yoga on weight-related outcomes. *Preventive medicine*, 87, 213-232.
- Lindberg, L., Danielsson, P., Persson, M., Marcus, C., & Hagman, E. (2020). Association of childhood obesity with risk of early all-cause and cause-specific mortality: A Swedish prospective cohort study. *PLoS medicine*, 17(3), e1003078.
- López-Alarcón, M., Villasis-Keever, M. A., & Fernández, J. R. (2025). Systematic review of the efficacy of yoga and mindfulness in the management of pediatric obesity. *Annals of the New York Academy of Sciences*, 1543(1), 17-30.
- López-Alarcón, M., Zurita-Cruz, J. N., Torres-Rodríguez, A., Bedia-Mejía, K., Pérez-Güemez, M., Jaramillo-Villanueva, L., Rendón-Macías, M. E., Fernández, J. R., & Martínez-Maroñas, P. (2020). Mindfulness affects stress, ghrelin, and BMI of obese

- children: A clinical trial *Endocrine Connections*, 9, 163–172.
<https://doi.org/10.1530/EC-19-0461>.
- Marcus, C., Danielsson, P., & Hagman, E. (2022). Pediatric obesity—Long-term consequences and effect of weight loss. *Journal of internal medicine*, 292(6), 870-891.
- Na Nongkhai, M. P., Yamprasert, R., & Punsawad, C. (2021). Effects of continuous yoga on body composition in obese adolescents. *Evidence-Based Complementary and Alternative Medicine*, 2021(1), 6702767.
- Nanthakumar, C. (2016). Intervention Of Classical Yoga In Pediatric Obesity-A Case Study. *IOSR Journal of Nursing and Health Science (IOSR-JNHS)[Internet]*.
- Nicholson, W. K., Silverstein, M., Wong, J. B., Chelmow, D., Coker, T. R., Davis, E. M., ... & US Preventive Services Task Force. (2024). Interventions for high body mass index in children and adolescents: US Preventive Services Task Force recommendation statement. *Jama*, 332(3), 226-232.
- Nongkhai, M. P. N., Huntula, S., Kumar, R., & Narkkul, U. (2022). Effects of an online yoga program on anthropometric parameters among overweight female students during the COVID-19 pandemic. *Heliyon*, 8(9).
- O'Connor, E. A., Evans, C. V., Burda, B. U., Walsh, E. S., Eder, M., & Lozano, P. (2017). Screening for obesity and intervention for weight management in children and adolescents: evidence report and systematic review for the US Preventive Services Task Force. *Jama*, 317(23), 2427-2444.
- O'Connor, E. A., Evans, C. V., Henninger, M., Redmond, N., & Senger, C. A. (2024b). Interventions for weight management in children and adolescents: updated evidence report and systematic review for the US Preventive Services Task Force. *JAMA*, 332(3), 233-248.
- O'Connor, E., Evans, C., Henninger, M., Redmond, N., Senger, C., & Thomas, R. (2024a). Interventions for High Body Mass Index in Children and Adolescents: An Evidence Update for the US Preventive Services Task Force.
- Paltoglou, G., Chrousos, G. P., & Bacopoulou, F. (2021). Stress management as an effective complementary therapeutic strategy for weight loss in children and adolescents with obesity: A systematic review of randomized controlled trials. *Children*, 8(8), 670.
- Sarvestani, R. S., Jamalfard, M. H., Kargar, M., Kaveh, M. H., & Tabatabaee, H. R. (2009). Effect of dietary behaviour modification on anthropometric indices and eating behaviour in obese adolescent girls. *Journal of advanced nursing*, 65(8), 1670-1675.
- Seo, D. Y., Lee, S., Figueroa, A., Kim, H. K., Baek, Y. H., Kwak, Y. S., ... & Han, J. (2012). Yoga training improves metabolic parameters in obese boys. *The Korean Journal of Physiology & Pharmacology*, 16(3), 175-180.
- Shan, R., Shao, S., Li, L. D., Zhang, D., Chen, J., Xiao, W., ... & Liu, Z. (2025). Mindfulness-based interventions for improvement of lifestyle behaviors and body mass index in

- children with overweight or obesity: a systematic review and meta-analysis. *European Journal of Pediatrics*, 184(2), 132.
- Shrestha, M., Harris, A., Bailey, T., Savant, U., & Patel, D. R. (2025). The Use of Complementary and Alternative Treatments in Adolescent Obesity: A Narrative Review. *International journal of environmental research and public health*, 22(2), 281.
- Slawta, J., Bentley, J., Smith, J., Kelly, J., & Syman-Degler, L. (2008). Promoting healthy lifestyles in children: a pilot program of Be a Fit Kid. *Health Promotion Practice*, 9(3), 305-312.
- Thompson, W.R. (2022). Worldwide survey of fitness trends for 2022. *ACSM's Health & Fitness Journal*, 26, 11–20.
- Vaidya, V., Gupta, P., Chawla, V., Singh, M., Arya, S., Yadav, R. K., ... & Jain, V. (2025). Smartphone applications-based intervention to reduce body mass index and improve health-related behavior among children with overweight/obesity: a pilot clinical trial. *Indian Journal of Pediatrics*, 1-7.
- Watts, A. W., Rydell, S. A., Eisenberg, M. E., Laska, M. N., & Neumark-Sztainer, D. (2018). Yoga's potential for promoting healthy eating and physical activity behaviors among young adults: a mixed-methods study. *International Journal of Behavioral Nutrition and Physical Activity*, 15(1), 42.
- World Health Organization (WHO). Obesity and overweight. 2024. <https://www.who.int/news-room/fact-sheets/detail/obesity-and-overweight>. (E.T. 19.05.2025)
- Xiang, M. Q., Liao, J. W., Huang, J. H., Deng, H. L., Wang, D., Xu, Z., & Hu, M. (2019). Effect of a combined exercise and dietary intervention on self-control in obese adolescents. *Frontiers in Psychology*, 10, 1385.
- Zhang, Q., O'Connor, D. B., & Hugh-Jones, S. (2023). Feasibility of a multiple-component mindfulness intervention for Chinese adolescents living with overweight: A pilot randomized trial. *Applied Psychology: Health and Well-Being*, 15(2), 516-535.

ÇALIŞMA ALANLARINDA MEKÂNSAL DAVRANIŞ ÜZERİNE BİR DEĞERLENDİRME: DÜZCE ÜNİVERSİTE KÜTÜPHANESİ ÇALIŞMA SALONU ÖRNEĞİ

Elif Kübra ÖZTÜRK¹, Hakan ARSLAN²

*¹ Düzce Üniversitesi, Sanat Tasarım ve Mimarlık Fakültesi, elifkozmaya@gmail.com,
Düzce / Türkiye*

*² Düzce Üniversitesi, Sanat Tasarım ve Mimarlık Fakültesi, hakanarslan@duzce.edu.tr,
Düzce / Türkiye*

Öz: İnsan ve mekân arasındaki etkileşim, çevre ve davranış kuramlarının temelinde yer alan çok boyutlu bir ilişkidir. Bireyler, içinde bulundukları fiziksel çevreyi yalnızca işlevsel bir alan olarak değil; aynı zamanda psikolojik, sosyal ve kültürel ihtiyaçlarını karşılayan bir ortam olarak deneyimler. Kamusal iç mekânlar, özellikle kullanıcıların bireysel ve toplu davranış örüntülerini gözlemlemek açısından önemli ipuçları sunar. Bu mekânlarda tercih edilen oturma düzenleri, alan kullanımı, fiziksel çevreye tepki biçimleri gibi davranışlar; kişisel mekân, mahremiyet ve egemenlik alanı gibi kavramlarla doğrudan ilişkilidir. Bu çalışmada, Düzce Üniversitesi Merkez Kütüphanesi bünyesinde yer alan bir çalışma salonunda kullanıcıların mekânsal davranışları gözlem yoluyla analiz edilmiştir. Kullanıcıların belirli zaman dilimlerinde tercih ettikleri mekânsal konumlar, oturma biçimleri ve çevresel etkenlere verdikleri tepkiler kayıt altına alınmış; elde edilen veriler mekânsal davranış kuramları ışığında değerlendirilmiştir. Çalışmanın amacı, üniversite kütüphanelerindeki kullanıcı-mekân ilişkisini anlamaya katkı sunmak ve bu tür kamusal iç mekânların tasarımında kullanıcı ihtiyaçlarını temel alan yaklaşımların önemini vurgulamaktır.

Anahtar Kelimeler: Mekânsal Davranış, Kişisel Mekân, Kullanıcı Tercihi, Kamusal İç Mekân

AN EVALUATION OF SPATIAL BEHAVIOR IN WORKSPACES: THE CASE OF THE STUDY HALL AT DUZCE UNIVERSITY LIBRARY

Elif Kübra ÖZTÜRK¹, Hakan ARSLAN²

*¹Düzce University, Faculty of Art, Design and Architecture, elifkozmay@gmail.com,
Düzce / Turkey.*

*²Düzce University, Faculty of Art, Design and Architecture, hakanarslan@duzce.edu.tr,
Düzce / Turkey.*

Abstract: The interaction between humans and space is a multidimensional relationship that lies at the core of environmental and behavioral theories. Individuals perceive their physical surroundings not only as functional areas but also as environments that fulfill psychological, social, and cultural needs. Public interior spaces offer significant insights, particularly in observing individual and collective behavioral patterns of users. Behaviors such as seating preferences, space usage, and responses to the physical environment are directly related to concepts like personal space, privacy, and territoriality. In this study, users' spatial behaviors were analyzed through observation in a study hall located within the Central Library of Düzce University. The users' spatial positioning preferences, seating arrangements, and reactions to environmental factors during specific time intervals were recorded and evaluated in the light of spatial behavior theories. The aim of this study is to contribute to the understanding of user-space interaction in university libraries and to emphasize the importance of user-centered approaches in the design of such public interior spaces.

Keywords: Spatial Behavior, Personal Space, User Preference, Public Interior Space

GİRİŞ

Mekânlar yalnızca fiziksel sınırlar içinde tanımlanan yapılar değil, aynı zamanda kullanıcıların bireysel, sosyal ve kültürel ihtiyaçlarına yanıt veren dinamik ortamlar olarak ele alınmaktadır. İnsanlar bulundukları çevreyle kurdukları etkileşim sonucunda, o mekâna yönelik çeşitli davranış kalıpları geliştirirler. Bu kalıplar, bireyin fiziksel çevresini nasıl algıladığını ve kullandığını ortaya koymak açısından oldukça önemlidir. Mimarlık ve çevre psikolojisi disiplinlerinde, bu tür davranışlar “mekânsal davranış” başlığı altında incelenmekte ve özellikle ortak kullanılan iç mekânlarda daha belirgin bir biçimde gözlemlenebilmektedir (Sommer, 1969; Rapoport, 1969). Bireylerin ortak alanlarda konumlanma biçimleri, oturma tercihleri ve çevresel unsurlara tepkileri; yalnızca ergonomik gereksinimlerle değil, aynı zamanda mahremiyet, aidiyet ve kişisel alan ihtiyacı gibi psikolojik etkenlerle şekillenmektedir. Edward T. Hall'ın ortaya koyduğu Proxemics kuramı, bireyler arası fiziksel mesafenin sosyal ilişkiler ve kültürel normlarla yakından bağlantılı olduğunu vurgulamaktadır (Hall, 1969). Benzer şekilde, kişisel mekân ve egemenlik alanı gibi kavramlar da bireyin bulunduğu ortamı içselleştirmesi ve sahiplenmesiyle ilişkili olarak tanımlanmaktadır (Altman, 1975; Edney, 1976). Kütüphaneler gibi sessizlik, odaklanma ve bireysel çalışma gerektiren alanlarda, kullanıcıların bu tür davranışlarını gözlemlemek oldukça verimli bir zemin sunar. Özellikle üniversite kütüphaneleri, öğrencilerin belirli sürelerle yoğun biçimde mekâna maruz kaldığı, dolayısıyla yer seçimi ve mekânsal strateji geliştirme davranışlarının sıklıkla

gözlemlendiği yapılardır. Bu tür alanlarda tercih edilen masalar, oturma yönü, çevredeki diğer kullanıcılarla olan mesafe gibi faktörler, bireylerin mekânla kurduğu psikolojik ve davranışsal ilişkiyi yansıtır. Bu bağlamda, Düzce Üniversitesi Merkez Kütüphanesine ait çalışma salonunda gerçekleştirilen bu çalışma, kullanıcıların mekânsal davranışlarını analiz ederek; mekânın fiziksel özellikleri ile bireysel tercihler arasındaki ilişkiyi incelemeyi amaçlamaktadır. Elde edilen bulgular, kullanıcı odaklı mekân tasarımı yaklaşımlarına katkı sunmayı hedeflemektedir.

YÖNTEM

Bu araştırma, Düzce Üniversitesi Merkez Kütüphanesi'nde yer alan bir çalışma salonunda kullanıcıların mekânsal davranışlarını gözlem yoluyla analiz etmeye yönelik olarak tasarlanmıştır. Çalışma, nitel araştırma yöntemi kapsamında yapılandırılmış olup, özellikle doğal ortamda yapılan yapılandırılmamış gözlemler yoluyla veriler elde edilmiştir. Çalışmanın yürütüldüğü kütüphane çalışma salonu, bireysel çalışmaya uygun şekilde düzenlenmiş çeşitli masa ve oturma birimlerinden oluşmaktadır. Alanın fiziksel düzeni, ışık alma durumu, pencere ve duvar yönelimi, gürültü seviyesi gibi çevresel değişkenler önceden kayıt altına alınmıştır. Gözlemler, kullanıcıların mekâna girişlerinden itibaren tercih ettikleri masa ve sandalye konumları, oturdukları süre boyunca çevreyle kurdukları ilişkiler (örneğin, kişisel eşyalarla alan belirleme, boş sandalye bırakma, konum değiştirme vb.) dikkate alınarak yürütülmüştür. Gözlemler hafta içi olmak üzere farklı günlerde, sabah (09:00–11:00), öğleden sonra (14:00–16:00) ve akşam (18:00 ve 20:00) saat aralıklarında gerçekleştirilmiş; böylece farklı zaman dilimlerinde kullanıcı davranışlarına ilişkin karşılaştırmalı veri elde edilmesi hedeflenmiştir. Gözlem sürecinde kullanıcıların kimlik bilgileri toplanmamış, etik kurallar çerçevesinde yalnızca davranışsal veriler kaydedilmiştir. Gözlem bulguları, hazırlanan plan şeması üzerinde işaretlenmiş ve kullanıcıların mekândaki tercih yoğunlukları görsel olarak haritalandırılmıştır. Elde edilen veriler, kişisel mekân, egemenlik alanı ve mahremiyet gibi çevre-davranış kuramları temel alınarak yorumlanmıştır. Araştırmanın dört aşamalı sürecini gösteren tablo, veri toplama ve analiz süreçlerinin sistematik çerçevesini sunmaktadır (**Tablo 1**).

Adım	Açıklama	Kullanılan Araçlar/Yöntemler
1. Adım: Mekânsal Analiz	Kütüphane çalışma salonundaki mobilya düzeni, fiziksel koşullar (ışık, gürültü, erişilebilirlik) ve mekân organizasyonunun belgelenmesi.	Ölçüm cihazları, fotoğraf çekimi, AutoCAD çizimleri
2. Adım: Davranışsal Gözlem	Kullanıcıların oturma tercihleri, kişisel alan kullanımı, hareket rotaları ve sosyal etkileşimlerin doğal ortamda gözlemlenmesi.	Video kaydı, zaman örnekleme,
3. Adım: Kullanıcı Anketi	Katılımcıların mekân algısı, memnuniyet düzeyleri ve tercihlerine ilişkin nicel verilerin toplanması.	Anket formu, açık uçlu sorular
4. Adım: Veri Analizi	Tüm verilerin birleştirilerek	Tematik Analiz

	mekânsal davranış paternlerinin yorumlanması ve tasarım önerilerinin geliştirilmesi.	

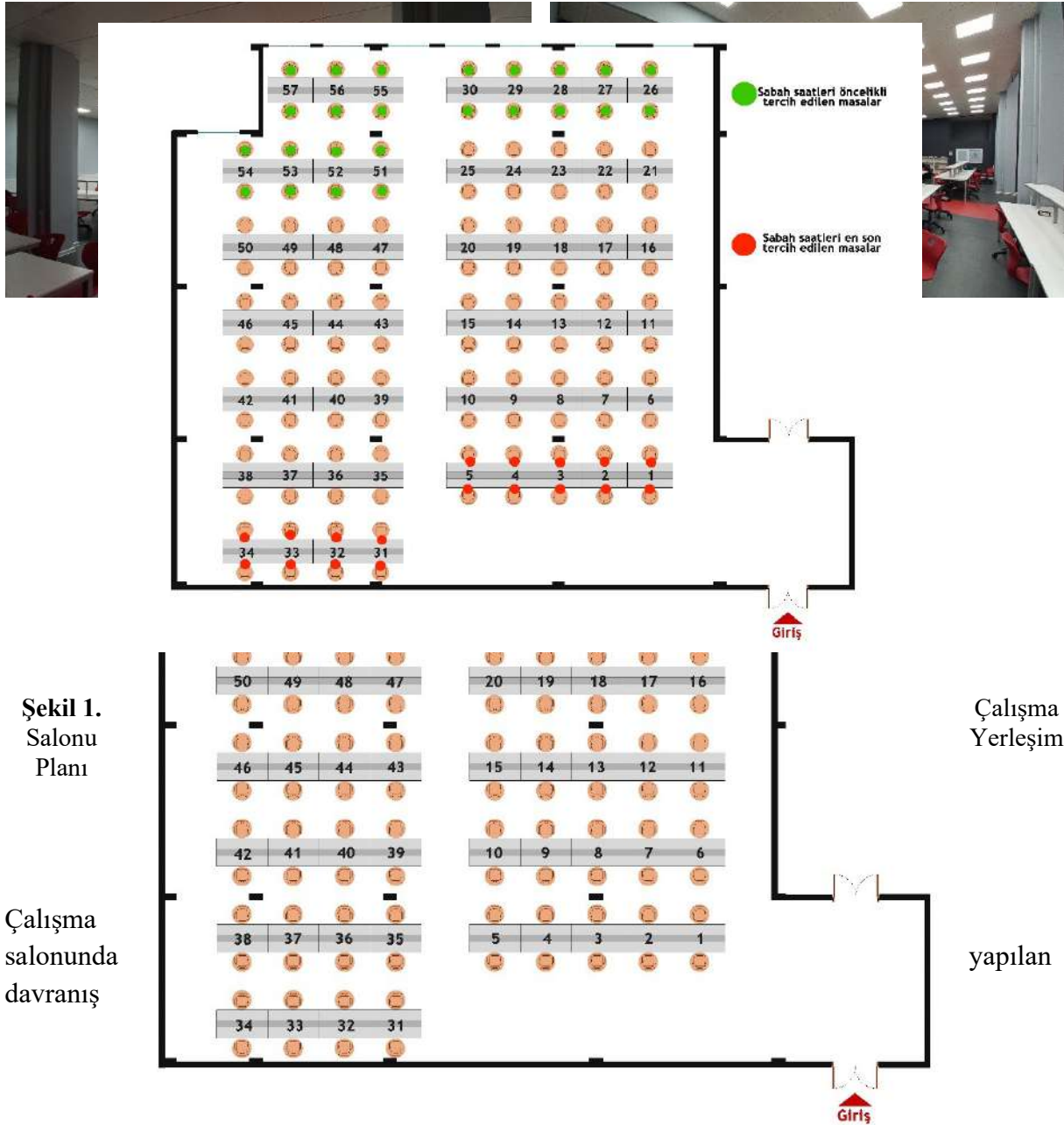
Tablo 1. Araştırma Süreci ve Kullanılan Yöntemler

BULGULAR VE DEĞERLENDİRMELER

Çalışma salonu kareye yakın dikdörtgen bir plan şemasına sahip olup, girişler doğu yönündendir. Mekâna ulaşım tek noktadan sağlanmaktadır. Salonun batı cephesinde pencereler yer almakta olup diğer duvarlar ise sağır bırakılmıştır. Salon tekil çalışma birimleri, uzun masa sıraları ve sabit oturma düzeni ile sessiz ve bireysel çalışmaya yönelik kurgulanmıştır. Mekanda toplamda 57 adet 2 kişilik masa yer almaktadır. Ayrıca salonun zemininde ve duvarlarında yer alan kırmızı renk geçişleri, mekânda yönlendirici bir etki yaratmakta ve bu bölgeye görsel bir odak sağlamaktadır (**Görsel 1**)(**Şekil 1**).

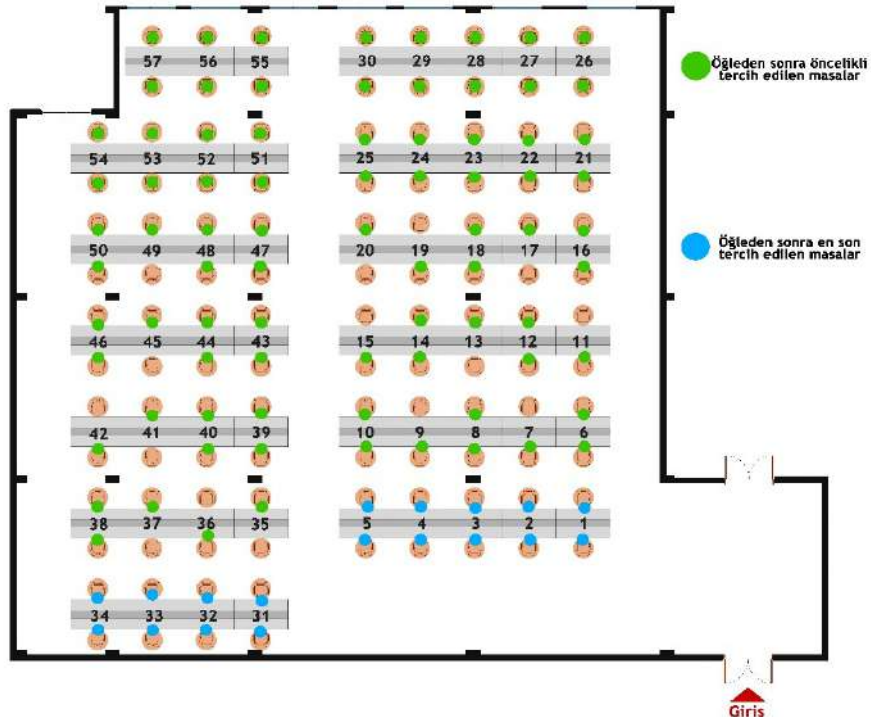
Görsel 1. Çalışma Salonu iç mekan fotoğrafları





gözlemlerinde sabah saatlerinde salonun genel olarak daha sakin olduğu, kullanıcı yoğunluğunun öğleden sonra arttığı gözlemlenmiştir. Sabah saatlerinde gelen kullanıcılar, doğal ışık ve temiz hava alan ve diğer kullanıcılardan görece uzak masaları tercih etmektedir. Özellikle salonun sol üst köşesindeki masalar (örneğin 50–57) ile sağ üstteki masalar (26–30), bu saatlerde sessizlik ve mahremiyet arayışı içinde olan kullanıcılar tarafından hızlıca doldurulmaktadır. Buna karşın, girişe yakın ve koridora bakan masalar (örneğin 1–5 ve 31–35) sabah saatlerinde daha uzun süre boş kalmakta, hareketliliğin fazla olduğu bu bölgeler dikkat dağıtıcı bulunarak tercih edilmemektedir(Şekil 2).

Şekil 2. Sabah saatlerinde kullanıcı yoğunluğuna göre çalışma salonunda masa tercih dağılımı.



Şekil 3.
Öğleden
sonraki

kullanıcı yoğunluğuna göre çalışma salonunda masa tercih dağılımı.

Bu çalışmada, kullanıcı davranışlarını yalnızca gözlemsel verilerle değil, aynı zamanda kullanıcıların mekâna dair algı, tutum ve tercihlerini ortaya koyan anket uygulamasıyla da desteklemek amaçlanmıştır. Bu doğrultuda, kütüphane çalışma salonunu aktif olarak kullanan öğrencilere yönelik 9 sorudan oluşan yarı yapılandırılmış bir anket hazırlanmıştır. Anket formu, hem zaman bazlı kullanım alışkanlıklarını hem de masa seçimi, doluluk algısı, aidiyet davranışları gibi mekânsal tercihleri ölçmeye yönelik sorular içermektedir. Anket, kullanıcıların günün farklı saatlerinde salonu nasıl ve neden kullandıklarını anlamaya yönelik olarak üç temel başlık altında düzenlenmiştir: (1) Zaman bazlı kullanım tercihleri, (2) mekânsal davranış biçimleri ve (3) kullanıcı değerlendirmeleri. Katılımcılara cinsiyet, sınıf ve bölüm bilgisi gibi demografik sorular da yöneltilmiş; böylece kullanım alışkanlıklarının olası sosyo-akademik dağılımları da analiz edilebilir hâle getirilmiştir. Anket, basılı olarak uygulanmış, gönüllülük esasına dayalı olarak yaklaşık 20 katılımcıdan yanıt alınmıştır (Form

- **Cinsiyet:** ☐ Kadın ☐ Erkek ☐ Belirtmek istemiyorum
- **Sınıf düzeyiniz:** ☐ 1. sınıf ☐ 2. sınıf ☐ 3. sınıf ☐ 4. sınıf ☐ YL / Doktora
- **Bölümünüz:** _____
- 1. **Genellikle kütüphane çalışma salonunu hangi saat aralıklarında kullanırsınız?**
☐ Sabah (09:00–12:00)
☐ Öğle / Öğleden sonra (12:00–17:00)
☐ Akşam (17:00 sonrası)
- 2. **Hangi saatlerde kendinizi daha verimli hissediyorsunuz?**
☐ Sabah ☐ Öğleden sonra ☐ Akşam
- 3. **Yoğun saatlerde yer bulamadığınız için masa tercihinizi değiştirdiğiniz oldu mu?**
☐ Evet ☐ Hayır
- 4. **Masanızı seçerken aşağıdakilerden hangisi sizin için daha önemlidir? (en fazla 2 seçenek işaretleyiniz)**
☐ Sessizlik
☐ Doğal ışık (pencereye yakınlık)
☐ Girişe yakınlık
☐ Elektrik prizi yakınlığı
☐ Kalabalıktan uzaklık
☐ Arkadaşlarımla yakınında olmak
- 5. **Belirli bir masayı sürekli kullanma alışkanlığınız var mı?**
☐ Evet, hep aynı yerleri tercih ederim
☐ Hayır, uygun olan yeri kullanırım
- 6. **Masa kullanımında “alanı sahiplenme” davranışında bulunur musunuz (çanta, kitap bırakma vb.)?**
☐ Sıklıkla ☐ Ara sıra ☐ Hiç
- 7. **Size göre kütüphane çalışma salonu kullanıcı yoğunluğu hangi saatlerde en fazladır?**

1).

Form 1 . Üniversite Kütüphane Çalışma Alanı Kullanıcı Deneyimi ve Tercihleri Anketi

SONUÇ

Bu çalışma kapsamında bir üniversite kütüphanesinin çalışma salonunda gerçekleştirilen mekânsal davranış gözlemleri, kullanıcı tercihlerinin günün farklı zaman dilimlerine göre anlamlı değişiklikler gösterdiğini ortaya koymuştur. Kullanıcıların masa seçimi, doluluk-boşluk durumları ve aidiyet alanı oluşturma pratikleri; yalnızca fiziksel mekânın sunduğu olanaklara değil, aynı zamanda günün saatine, bireysel ihtiyaçlara ve psikolojik algılara da bağlı olarak şekillenmektedir. Sabah saatlerinde kullanıcı yoğunluğu görece düşük seyretmekte ve bu durum, bireylerin mekânda daha seçici davranmalarına imkân tanımaktadır. Kullanıcılar bu saatlerde çoğunlukla doğal ışık alan, sessiz ve izole köşe masaları (örneğin 50–57 ve 26–30) tercih etmektedir. Bu tercihler, mahremiyet ihtiyacı, odaklanma arzusu ve güne bireysel bir başlangıç yapma eğilimiyle açıklanabilir. Buna karşılık, koridor hattına yakın, girişe daha açık ve geçiş trafiğinin yoğun olduğu alanlar (örneğin 1–5 ve 31–35) sabah saatlerinde daha uzun süre boş kalmaktadır. Bu, kullanıcıların çevresel dikkat dağıtıcı unsurlardan kaçınarak bilinçli bir mekânsal izolasyon arayışı içinde olduklarını göstermektedir. Öğle saatlerinden itibaren salonun kullanıcı yoğunluğu belirgin şekilde artmakta ve bu durum masa tercihlerinde daha işlevsel ve pragmatik bir yönelime neden olmaktadır. Sabah saatlerinde boş kalan birçok masa artık dolmakta; kullanıcılar, özellikle girişten sonra karşılaştıkları ilk boş masalara yönelmektedir. Bu dönemde kullanıcılar arasında rekabet artmakta, dolayısıyla bireysel konfor ya da mekânsal mahremiyet gibi kriterler ikinci planda kalmaktadır. Kullanıcılar aynı zamanda masaları daha uzun süreli kullanım için sahiplenme eğilimi göstermekte; çanta, kitap ya da kişisel eşyalarla aidiyet alanı oluşturulmakta ve bu durum ortak kullanımın sınırlandığı bir mekânsal yapı doğurmaktadır. Akşam saatlerinde ise salonun genel yoğunluğu azalmakta ve kullanıcı davranışlarında kısa süreli kullanım, pratiklik ve hızlı erişim gibi unsurlar öne çıkmaktadır. Özellikle geç saatlerde gelen kullanıcıların çoğu, uzun süreli kalmayacakları ve salonun artık çok kalabalık olmadığını bildiklerinden ötürü, girişe yakın masaları tercih etmektedir. Bu yönelim, hem mekânsal erişilebilirlik hem de çıkış kolaylığı açısından değerlendirilebilir. Güne yayılmış bu davranış biçimleri, kullanıcıların fiziksel çevreyle kurdukları ilişkinin yalnızca sabit tercih kalıpları üzerinden değil; zaman, ihtiyaç ve beklenti gibi değişkenlere bağlı olarak sürekli yeniden üretildiğini göstermektedir. Anket sonuçları ise, gözlemsel bulgularla büyük ölçüde örtüşmektedir. Katılımcıların %70'i kütüphane çalışma salonunu en yoğun şekilde öğleden sonraki saatlerde kullandığını belirtmiş; sabah saatlerinde ise daha çok bireysel çalışma ve sessizlik arayışıyla köşe ve pencere kenarı masaların tercih edildiği ifade edilmiştir. Akşam saatlerinde girişe yakın masaların daha fazla tercih edilmesinin gerekçesi olarak ise “kısa süreli kullanım”, “erken çıkış kolaylığı” ve “yoğunluk azalması” gibi ifadeler öne çıkmıştır. Ayrıca katılımcıların büyük çoğunluğu (%65), belirli bir masayı tekrar tekrar kullanma eğiliminde olduklarını; %72'si ise kişisel eşyalarını masa üzerinde bırakarak alanı sahiplenme davranışında bulunduklarını belirtmiştir. Bu veriler, gözlemler sırasında tespit edilen aidiyet alanı oluşturma eğilimlerini desteklemekte, bireysel alan ihtiyacının kütüphane kullanımında önemli bir faktör olduğunu göstermektedir. Sonuç olarak, kullanıcı davranışlarının zamansal olarak çeşitlilik göstermesi, çalışma salonlarının tasarımında ve

yönetiminde esnek, çok işlevli ve kullanıcı odaklı stratejilere ihtiyaç olduğunu ortaya koymaktadır. Sessiz alan ihtiyacı, geçici kullanım alanları, aidiyet alanlarını teşvik eden ya da sınırlayan düzenlemeler gibi çok katmanlı faktörlerin birlikte değerlendirilmesi, kullanıcı deneyimini iyileştirmek ve mekânın verimli kullanımını sağlamak açısından kritik bir öneme sahiptir. Bu tür mekânsal davranış analizleri, yalnızca mevcut düzenlemelerin değerlendirilmesi açısından değil; aynı zamanda gelecekteki kütüphane tasarım ve politika kararlarına yön vermesi bakımından da anlamlıdır.

KAYNAKÇA

- Altman, I. (1975). *The Environment and Social Behavior: Privacy, Personal Space, Territory, Crowding.* Monterey, CA: Brooks/Cole Publishing Company.
- Edney, J. J. (1976). Human Territoriality. In H. M. Proshansky, W. H. Ittelson & L. G. Rivlin (Eds.), *Environmental Psychology: People and Their Physical Settings* (2nd ed., pp. 189–205). New York: Holt, Rinehart and Winston.
- Eyüboğlu, H., & Zorlu, T. (2021). İç Mekânda Mekânsal Davranış Üzerine Bir Değerlendirme: Kütüphane Örneği. *Sanat Ve Tasarım Dergisi*(27), 223-241.
- Hall, E.T. (1969). *The Hidden Dimension*. New York: Anchor Book Editions.
- Ünlü, A., 1998. Çevresel Tasarımda İlk Kavramlar, İ.T.Ü.Mimarlık Fakültesi Baskı Atölyesi, İstanbul
- Rapoport, A. (1969). *House Form and Culture*. Prentice Hall: Englewood Cliffs, N.J.
- Sommer, R. (1969). *Personal Space. The Behavioral Basis of Design*. Prentice-Hall.
- Widiyanti, C. T. (2018). Spatial Design Analysis dalam Proses Perencanaan dan Perancangan Interior. *Idealog: Ide dan Dialog Desain Indonesia*, 3(2), 62.
- Rashid, M., Wineman, J., & Zimring, C. (2009). Space, behavior, and environmental perception in open-plan offices: A prospective study. *Environment and Planning B: Planning and Design*, 36(3), 432-449.
- Lee, B., Lee, M., Zhang, P., Tessier, A., & Khan, A. (2019). An Empirical Study of How Socio-Spatial Formations are Influenced by Interior Elements and Displays in an Office Context. *Proceedings of the ACM on Human-Computer Interaction*, 3, 1 - 26.
- Ondia, E. P., Hengrasmee, S., & Chansomsak, S. (2018). Spatial configuration and users' behavior in co-working spaces. *YBL Journal of Built Environment*, 6(1), 20–36.

GÖRSEL KAYNAKLAR

- Görsel 1. Elif Kübra Öztürk, Kişisel Arşiv, 2025

DİL ÖĞRENİMİNİN OPTİMİZE EDİLMESİ: D-AOBM SEVİYELERİNDE KONUŞMA HIZI VE CÜMLE KARMAŞIKLIĞI

Emrullah Dagtan¹

*¹Dicle Üniversitesi, Z.G. Eğitim Fakültesi, emrullah.dagtan@dicle.edu.tr, Diyarbakır /
Türkiye*

Öz: Bu çalışma, Cambridge University Press (CUP) tarafından yayınlanan “Unlock Listening, Speaking and Critical Thinking (Second edition)” serisinden elde edilen kapsamlı bir veri kümesi kullanarak, D-AOBM A1 ila C1 seviyeleri arasında konuşma hızı, cümle karmaşıklığı ve bunların pedagojik çıkarımlarının karmaşık dinamiklerini araştırmaktadır. Bu araştırma, ayrıntılı analizler kullanarak eğitim dili bağlamlarında dakika başına kelime sayısı, dakika başına cümle sayısı ve cümle başına kelime sayısını etkileyen korelasyonları ve öngörücüleri açıklamaktadır. Araştırma sonucunda anlamlı korelasyonlar elde edilmiştir, özellikle ses kayıtlarının uzunluğu ile kelime sayısı ($r=0,96$) arasında güçlü bir pozitif ilişki ve cümle başına kelime sayısı ile dakika başına cümle sayısı arasında belirgin bir negatif korelasyon ($r=-0,74$) bulunmuştur. Bu ilişkilerin derin analizi için Kruskal-Wallis ve Lineer regresyon gibi gelişmiş istatistiksel yöntemler kullanılmıştır. Regresyon modeli, kitap seviyesinin, kayıtların uzunluğunun ve cümle sayısının konuşma hızındaki varyansın yaklaşık %55,4’ünü açıkladığını ve bunların önemli etkilerini vurguladığını göstermiştir. Çalışmada ayrıca konuşma hızının dinlediğini anlama ve bilişsel işlemeyi geliştirmedeki temel rolü olan akademik önemi teyit edilmektedir. Konuşma hızının ayarlanmasıyla, eğitim materyalleri çeşitli yeterlilik aşamalarındaki öğrencilerin bilişsel yük kapasitesine etkili bir şekilde uyum sağlayabilir ve hem dinlediğini anlamayı hem de bilgiyi zihinde tutmayı teşvik edebilir. Bu bulgular, öğrencilerin D-AOBM seviyelerinde ilerledikçe yalnızca daha karmaşık bir dille değil, aynı zamanda dinleme ve eleştirel düşünme becerilerini zorlamak ve geliştirmek için stratejik olarak tasarlanmış çeşitli konuşma sunum hızlarıyla da karşılaştıkları hipotezini doğrulamaktadır. Bulgular ayrıca cümle karmaşıklığının ve bilgiyi sunma hızının dil edinimini ve dinlediğini anlamayı optimize etmek için uyarlandığı dil öğretiminde dengeli bir yaklaşımı savunmaktadır. Bu çalışma, etkili dil öğretim stratejileri hakkındaki akademik söylemi zenginleştirerek, “Unlock” serisindeki yapılandırılmış ilerleme için ampirik destek sağlamakta ve çeşitli eğitim bağlamlarında gelişmiş dil yeterliliklerini geliştirmedeki pedagojik etkinliğini teyit etmektedir.

Anahtar Kelimeler: Konuşma Hızı, Dil Öğrenme, CEFR Düzeyleri, Cümle Karmaşıklığı, Bilişsel Yük

OPTIMIZING LANGUAGE LEARNING: SPEECH RATE AND SENTENCE COMPLEXITY ACROSS CEFR LEVELS

Emrullah Dagtan¹

*¹Dicle University, Z.G. Education Faculty, emrullah.dagtan@dicle.edu.tr, Diyarbakir /
Türkiye*

Abstract: This study explores the intricate dynamics of speech rate, sentence complexity, and their pedagogical implications across CEFR levels A1 to C1, employing an extensive dataset from the "Unlock Listening, Speaking and Critical Thinking (Second edition)" series by Cambridge University Press (CUP). Through detailed analyses, the research elucidates correlations and predictors affecting words per minute, sentences per minute, and words per sentence in educational language contexts. The investigation reveals significant correlations, notably a strong positive relationship between the length of recordings and word count ($r=0.96$), and a pronounced negative correlation between words per sentence and sentences per minute ($r=-0.74$). Advanced statistical methods, including Kruskal-Wallis and linear regression, were utilized to further analyse these relationships. The regression model indicated that book level, length of recordings, and sentence count explain approximately 55.4% of the variance in speech rate, highlighting their substantial impact. The academic importance of speech rate is emphasized in this study, which confirms its key role in enhancing language comprehension and cognitive processing. By adjusting the speech rate, educational materials can effectively match the cognitive load capacity of learners at various proficiency stages, fostering both comprehension and retention. These insights validate the hypothesis that as learners advance through CEFR levels, they encounter not only more complex language but also varied speech delivery rates, strategically designed to challenge and develop their listening and critical thinking skills. The findings advocate for a balanced approach in language teaching, where sentence complexity and information pacing are tailored to optimize language acquisition and comprehension. This study enriches the academic discourse on effective language teaching strategies, providing empirical support for the structured progression within the "Unlock" series and affirming its pedagogical efficacy in developing advanced language competencies across diverse educational contexts.

Keywords: Speech Rate, Language Learning, CEFR Levels, Sentence Complexity, Cognitive Load

DEĞER AKIŞ HARİTALAMA VE KABİN PANELLERİ MONTAJINDA UYGULAMA

Eren ÇELİK¹, İrem KARAKAYA², Siddika KADİM³, Orhan ENGİN⁴

¹Butkon Asansör A.Ş., Konya, Türkiye, f211203071@ktun.edu.tr,

ORCID: 0009-0001-3328-5650

²Butkon Asansör A.Ş., Konya, Türkiye, irem.karakaya@butkon.com,

ORCID: 0009-0002-6420-8348

³Butkon Asansör A.Ş., Konya, Türkiye, siddika.kadim@butkon.com,

ORCID: 0009-0008-3247-1444

⁴Konya Teknik Üniversitesi, Endüstri Mühendisliği Bölümü, Konya, oengin@ktun.edu.tr

ORCID: 0000-0002-7250-0317

Öz: Günümüzün yoğun rekabet ortamında işletmelerin sürdürülebilirliğini sağlaması için maliyetleri düşürmesi ve üretim süreçlerinde verimliliği artırması zorunlu hale gelmiştir. Firmalar, uzun vadede verimliliği artırmak amacıyla otomasyon sistemlerine ve modern ekipmanlara yatırım yapmaktadır; ancak bu yatırımlar yüksek maliyetler içermektedir. Bu noktada değer akış haritalama (VSM) yöntemi, ek yatırım gerektirmeden süreçlerdeki israfları görselleştirerek ortadan kaldırmayı ve verimli üretimi teşvik etmeyi mümkün kılar. Bu çalışmada, asansör butonu üretimi yapan bir işletmenin montaj biriminde yapılan gözlemler sonucunda, kabin panelleri montaj sürecine ilişkin mevcut durum değer akış haritası oluşturulmuş ve süreçte yer alan değer üretmeyen faaliyetler tespit edilmiştir. Elde edilen bulgular doğrultusunda değer üreten süreçlerin analizi yapılmış, süreç iyileştirme önerileri geliştirilmiş ve uygun bulunan noktalarda otomasyon önerisinde bulunulmuştur. Süreçlerde gereksiz hareket, bekleme ve stok gibi israfların ortadan kaldırılmasıyla üretim süresi kısaltılmış, iş gücü verimliliği artırılmış ve üretim hattında yalın bir anlayışa geçiş sağlanmıştır. Sonuç olarak, değer akış haritalama yöntemi sayesinde işletmenin üretim performansının artırılabilmesi ve düşük maliyetle önemli iyileştirmeler elde edilebileceği ortaya konmuştur.

Anahtar Kelimeler: Değer akış haritalama, Butkon, İsraf, Yalın üretim, Montaj hattı panelleri

VALUE STREAM MAPPING AND APPLICATION IN CABIN PANEL ASSEMBLY

Eren ÇELİK¹, İrem KARAKAYA², Siddika KADİM³, Orhan ENGİN⁴

*¹Butkon Asansör A.Ş., Konya, Türkiye, f211203071@ktun.edu.tr,
ORCID: 0009-0001-3328-5650*

*²Butkon Asansör A.Ş., Konya, Türkiye, irem.karakaya@butkon.com,
ORCID: 0009-0002-6420-8348*

*³Butkon Asansör A.Ş., Konya, Türkiye, siddika.kadim@butkon.com,
ORCID: 0009-0008-3247-1444*

*⁴Konya Teknik Üniversitesi, Endüstri Mühendisliği Bölümü, Konya, oengin@ktun.edu.tr
ORCID: 0000-0002-7250-0317*

Abstract: In today's intensely competitive environment, it has become imperative for businesses to reduce costs and increase efficiency in production processes in order to ensure their sustainability. Companies invest in automation systems and modern equipment to increase efficiency in the long term; however, these investments involve high costs. At this point, the value stream mapping (VSM) method makes it possible to visualize and eliminate wastes in processes and encourage efficient production without requiring additional investment. In this study, as a result of the observations made in the assembly unit of an elevator button manufacturing company, the current situation value flow map of the cabin panels assembly process was created and non-value generating activities in the process were identified. In line with the findings, value generating times were analyzed, process improvement suggestions were developed and automation suggestions were made where appropriate. By eliminating wastes such as unnecessary movement, waiting and stock in the processes, production time was shortened, labor productivity was increased and a transition to a lean understanding in the production line was achieved. As a result, it has been revealed that the production performance of the enterprise can be increased and significant improvements can be achieved at low cost thanks to the value stream mapping method.

Keywords: Value stream mapping, Butkon, Waste, Lean manufacturing, Assembly of cabin panels

GİRİŞ

Seri üretimin yerini, terzi tipi üretime bıraktığı günümüzün rekabetçi iş ortamlarında, kuruluşlar yeni zorluklarla karşı karşıyadır. Müşteri istek ve beklentilerinin daha kısa sürede ve müşteri ihtiyaçlarını karşılayacak şekilde gerçekleştirilmesi için verimli ve otomatikleştirilmiş iş süreçlerine, daha yüksek kalite ve özelleştirilmiş ürünlere ihtiyaç vardır. Bu beklentilerin karşılanması için Endüstri 4.0 kavramı 2012 yılında Almanya'da Hannover fuarında ilk defa önerilmiştir (Manzak ve Engin, 2023; Yiğit ve Engin, 2025). Endüstri 4.0'a geçişte kuruluşlar, üretim süreçlerini yeniden düzenlemelidir. İsraflardan arındırılmış üretim proseslerinin, dijitalleştirilerek kuruluşların Endüstri 4.0 yolculuğuna çıkmaları gerekir.

Üretim süreçlerinde israfların ortaya çıkartılmasında kullanılan en etkili tekniklerden biri de Değer Akış Haritalamadır.

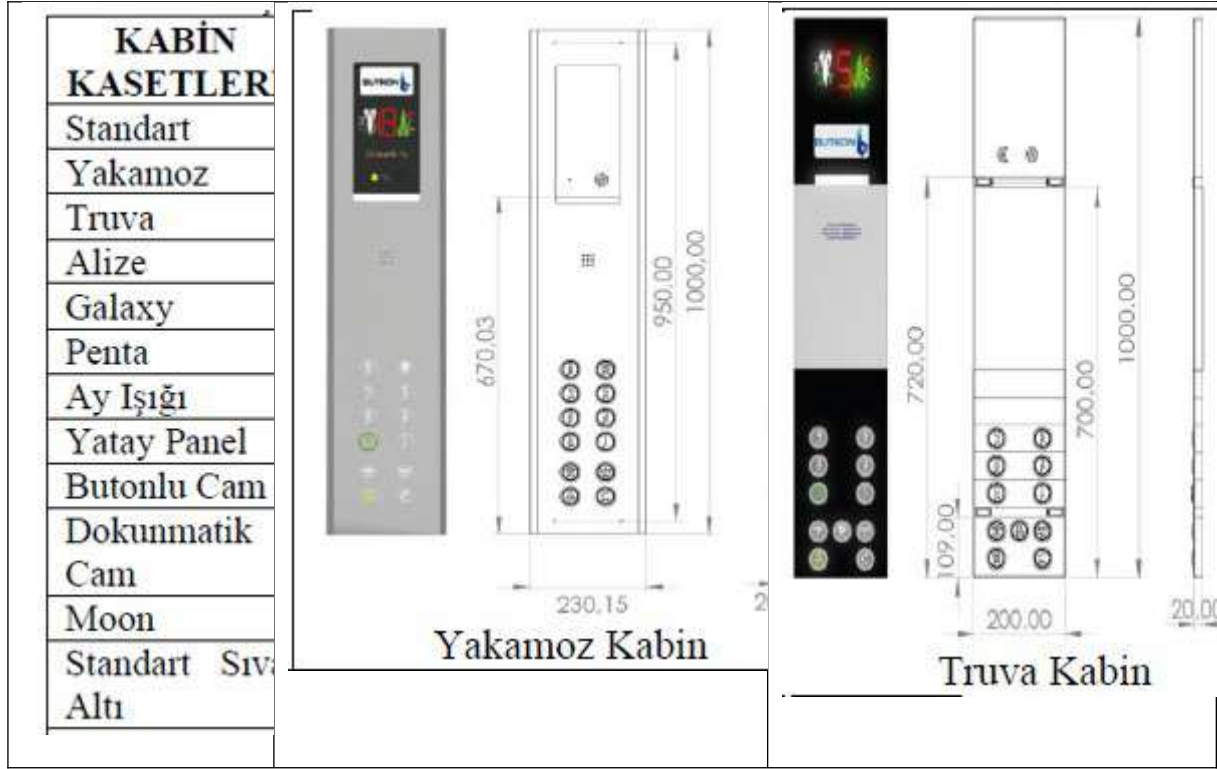
Çalışmanın Amacı

Bu araştırmada, yalın üretim tekniklerinden olan Değer Akış Haritalama (DAH) yardımı ile asansörler için buton, kat ve kabin panelleri üretimi yapan, Butkon Asansör San. Tic. AŞ’de kabin panellerinin montaj süreçleri analiz edilmiştir. Öncelikle mevcut kabin panel montaj süreçleri ve faaliyetleri, sahada gözlem yoluyla analiz edilmiş ve haritalandırılmıştır. Daha sonra yalın üretime göre israf olarak kabul edilen faaliyetler değerlendirilerek israflardan arındırılmış yeni DAH çıkarılmış ve elde edilen kazanımlar, firma yetkilileri ile değerlendirilerek süreç iyileştirmesi çalışmaları yapılmıştır.

Çalışmanın Kapsamı

Bu araştırmada, yalın üretim tekniklerinden olan DAH kullanılmıştır. Araştırma, Butkon A.Ş’de süreç iyileştirme kapsamında kabin üretim faaliyetlerinin yer aldığı montaj atölyesinde yapılmıştır. Butkon Asansör San. Tic. A. Ş., 2010 yılında iki Makine mühendisi sınıf arkadaşları tarafından, asansör kat ve kabin panelleri üretimi yapmak amacı ile kurulmuştur. Sektörde 15 yılı aşkın iş tecrübesi bulunan firma, 14.000 m² kapalı alanında, 6 Makine Mühendisi, 5 Endüstri Mühendisi, 7 Elektrik Elektronik Mühendisi ve 1 Bilgisayar Mühendisi olmak üzere yaklaşık 250 çalışanı ile müşterilerine kaliteli, düşük maliyetli ve inovatif ürünleri sunmak için çalışmalarına devam etmektedir. Sürekli gelişme çabası içinde olan Butkon, elektronik kartlarını üretmek için elektronik dizgi makineleri, butonların plastik aksamalarını üretmek için plastik enjeksiyon makinelerini, kalıpları yapabilmek için CNC dik işleme merkezleri vd., paslanmaz sac işlemek için lazer, abkant, pres, makas ve eksantrik/hidrolik pres vd. makinelerini bünyesinde bulundurarak, uzman Ar-Ge ekibiyle gerek yurtiçi gerekse yurtdışı piyasasında markalaşma sürecine devam etmektedir. Butkon, satış sonrası hizmetleri ile müşteri memnuniyetini ön planda tutmaktadır. Butkon Asansör San. Tic. A. Ş., her yıl yurt içi ve yurt dışı olmak üzere birden fazla fuarlarda katılımcı olarak yer almaktadır. Firma, hali hazırda, Suudi Arabistan, Mısır, Ürdün, Fas, Libya, Kuveyt, Katar, Birleşik Arap Emirlikleri, Tunus, Yunanistan, Vietnam, Hindistan, Portekiz, İspanya ve Kosova'ya ihracat yapmaktadır (Anonim, 2025). Butkon A.Ş, güvenilir, yeniliğe açık, kaliteyi kültür haline getirmiş, Ar-Ge ve Ür-Ge çalışmaları ile sürekli iyileştirme yapmaktadır.

BUTKON A. Ş’de üç farklı mamul üretilmektedir. Bunlar, kabin kasetleri, kat kasetleri ve kapı üstü göstergeleridir. Bu mamuller, kendi içlerinde birçok farklı modele sahiptir. Kabin kasetleri asansör sektöründe önemli bir yere sahiptir. Kabin kasetleri, bütün asansörlerinde bulunan, birçok varyanta sahiptir. Kabin kasetleri, asansör içerisinde, çıkılacak olan katlar için butonların bulunduğu ve kullanıcıyı istediği kata çıkartan devreli sistemlerdir. Butkon A. Ş’de 12 farklı çeşitte kabin kaseti modeli üretilmektedir. Butkon A. Ş. tarafından üretilen kabin kasetleri ve örnek görünümü aşağıda Şekil 1’de sunulmuştur (Anonim, 2025).



Şekil 1. Kabin kaset çeşitleri ve örnek görünümü

Çalışmanın Yöntemi

Araştırmada, yöntem olarak DAH kullanılmıştır. DAH, proseslerin etkinliğini artırmak için kullanılan bir yalın üretim tekniğidir. DAH, hammadde ve bilgiden bitmiş ürüne veya hizmete kadar tüm prosesi ve prosesi oluşturan faaliyetleri tanımlamak için kullanılan bir araçtır (Efe ve Engin, 2012; Rother ve Shook, 2003). DAH, mevcut malzeme ve bilgi akışının haritasını oluşturur. Mevcut DAH, süreçteki israfları ve darboğazları içerir. Mevcut DAH için proseste ve faaliyetlerde, israflar ve darboğazlar ortadan kaldırılarak gelecekteki DAH çizilir. Gelecekteki DAH, sonuçları, akışı, teslimatı, Takt sürelerini ve envanter iyileştirmelerini değerlendirmek için daha önce mevcut olan DAH sonuçlarla karşılaştırılır. DAH, yalın üretim için grafiksel bir araçtır. DAH, ürün veya hizmet hakkında ayrıntılı bilgi içermez, sadece, çevrim ve Takt süreleri hakkında bilgi sağlar (Yel ve Engin, 2022).

DAH, süreçlerin karmaşık olduğu, israfın tespit edilmesi gerektiği veya müşteri memnuniyetini artırmak için sürecin iyileştirilmesi gereken durumlarda kullanılır. Genelde aşağıdaki problemlerin olduğu durumda, DAH tekniğini kullanmak süreç iyileştirmede etkili bir yöntemdir.

- Süreçlerde yavaşlama veya tıkanıklıklar olduğunda,
- Fazla stok, uzun bekleme süreleri veya tekrar işlemler gibi sorunlar görüldüğünde,
- Maliyetleri düşürmek ve süreç verimliliğini artırmak istendiğinde.

DAH tekniği, aşağıda verilen dört adımda gerçekleştirilir. Bunlar;

1. *Mevcut durumu belirleme*: Süreçte yer alan tüm adımlar, bunların arasında geçen süre (bekleme süreleri, işlem süreleri vb.) ve stok miktarları belirlenerek mevcut süreçler haritalandırılır.
2. *Değer katmayan adımların belirlenmesi*: Mevcut süreç haritasına göre müşteri için değer oluşturmeyen adımlar, israflar olarak tespit edilir. Değer katmayan adımlar, stok fazlalıkları, gereksiz taşıma, beklemler, tekrar işleme gibi unsurlar olabilir.
3. *Gelecek durumu planlama*: İsrafların ortadan kaldırıldığı, daha verimli bir süreç tasarlanır. Bu aşamada, süreçteki darboğazlar ve gereksiz adımlar ortadan kaldırılarak gelecekte nasıl bir akış olması gerektiği belirlenir. Bu aşamada, taşıma süreçlerinin kısaltılması, üretim hattında iş akışlarının daha düzenli hale getirilmesi ve stok yönetiminin optimize edilmesi önerilir.
4. *İyileştirme ve uygulama*: Gelecek durumu gerçekleştirmek için süreç iyileştirmeleri uygulanır. İyileştirilen süreç için yeni DAH oluşturulur. Oluşturulan yeni durum düzenli olarak izlenir ve kontrol edilir.

LİTERATÜR

Yalın üretim tekniklerinden olan ve süreçteki israfların ortadan kaldırılması için yoğun olarak kullanılan tekniklerin başında, DAH yöntemi gelmektedir. DAH ile ilgili son yıllarda yapılan çalışmalardan bir kısmı aşağıda sunulmuştur.

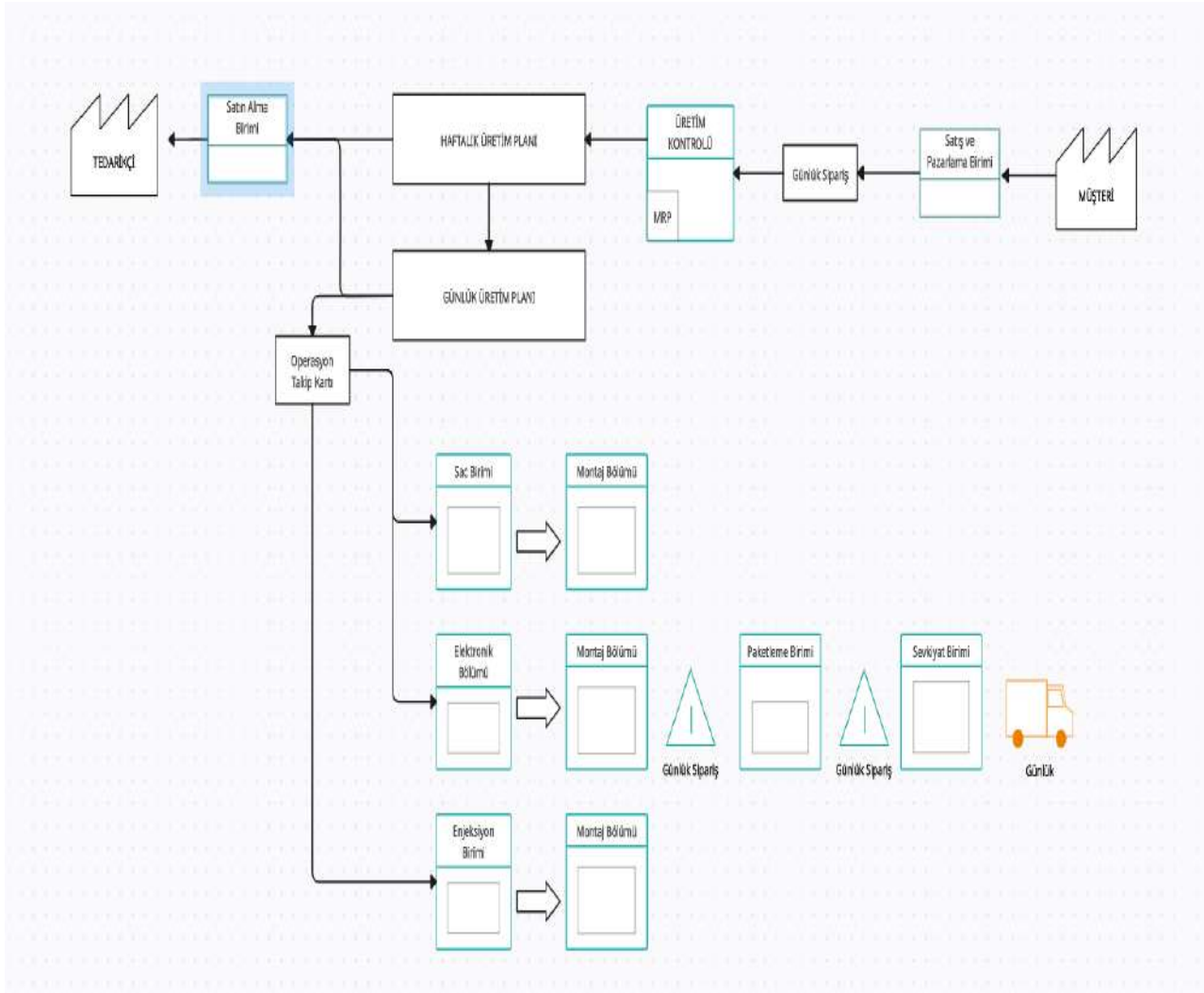
Engin ve Yosunkaya (2005) siparişe göre vinç üretimi yapan bir işletmede, üç ayrı vinç grubu için iş akış analizi yaparak proste geçen süreleri belirlemişlerdir. Bu süreleri, ürüne değer katıp katmadığına göre analiz ederek çevrim süresini hesaplamışlardır. Çevrim süresi içerisindeki israfları belirlemişlerdir. Keskin ve ark. (2011) şehir içi hizmet veren büyükşehir belediyesine bağlı otobüs işletmesinde, DAH tekniği yardımı ile seyahat süresinin kısaltılarak gereksiz beklemeden dolayı ortaya çıkan israfları azaltmaya çalışmışlardır. Efe ve Engin (2012) bir eğitim ve araştırma hastanesinin acil servisinde, DAH tekniğinin mevcut durumunu gösteren bir harita sunmuşlardır. Yalın üretim prensiplerine göre mevcut durumu analiz etmişler ve durumun gelecekteki bir haritasını oluşturmuşlardır. Acil servis sürecinde yapılabilecek iyileştirmeleri belirlemişlerdir. Romero ve Arce(2017), imalat sektöründe, DAH uygulamasına ilişkin hakemli dergilerde yayınlanan çalışmaları analiz etmişlerdir. Purba ve Aisyah (2018), sipariş toplama ve değerlendirme sürecindeki üretkenliği artırmak için DAH tekniğini kullanmışlardır. Otomotiv parçası üreten bir kuruluştaki uygulama yapmışlardır. Guo ve ark. (2019), Yalın üretim felsefesine dayalı, eş zamanlı Yalın-Kaizen içeren bir model önermişlerdir. DAH-TÖAIK(Tanımla, Ölç, Analiz et, İyileştir ve Kontrol et)’in avantajlarını kullanarak ve dezavantajlarından kaçınarak oluşturdukları bu entegre modeli bir üretim hattında uygulamışlardır. Yel ve Engin (2022) yazılım kullanımı sırasında karşılaşılan hata kayıtlarının çözümü sırasında ortaya çıkabilecek operasyonel riskleri azaltmak amacıyla DAH tekniğini finansal bir kuruluştaki kullanmışlardır. Hata kayıtlarının onay ve çözüm süreci serüvenine dayanarak güncel değer akışı haritasını çizmişler, analiz etmişler ve mevcut durum için bir değer akışı haritası çizmişlerdir. Duzdar ve Asan (2024) yapı malzemeleri üretimi yapan bir işletmede, DAH tekniği yardımı ile israfları ortadan kaldırmaya çalışmışlardır.

DAH tekniğinde elde ettikleri bulguları Bayes ağları ile analiz etmişlerdir. Kılıç, Yaman ve Ünver (2025) DAH ve Kaizen teknikleri ile deri-kemer üretiminde israf kaynaklarını belirleyip, katma değer oluşturmeyen faaliyetleri azaltarak, verimliliği artırmaya çalışmışlardır. Bu araştırmada da Değer Akış Haritalama yardımı ile asansörler için buton, kat ve kabin panelleri üretimi yapan Butkon Asansör San. Tic. AŞ’de kabin panellerinin montaj süreçleri analiz edilerek israflar ortadan kaldırılmaya çalışılmıştır.

BULGULAR

Butkon A. Ş.’nin kabin montaj biriminde öncelikli olarak zaman etüdü çalışmaları ile operasyon süreçleri detaylı olarak analiz edilmiştir. Montaj bölümü; Kabin montaj, Cam montaj, Buton montaj ve Kat montaj birimlerinden oluşmaktadır. Bu araştırma, Kabin montaj biriminde yapılmıştır. Analiz sonucunda, elde edilen veriler ile faaliyet süreleri, çevrim süreleri, değer yaratmayan süreçler ve Kaizen noktaları belirlenmiştir.

Kabin montaj hattı için DAH tekniğinin dört adımı uygulanmıştır. Öncelikli olarak Genel değer akış haritası çıkartılmış ve Şekil 2’de sunulmuştur.

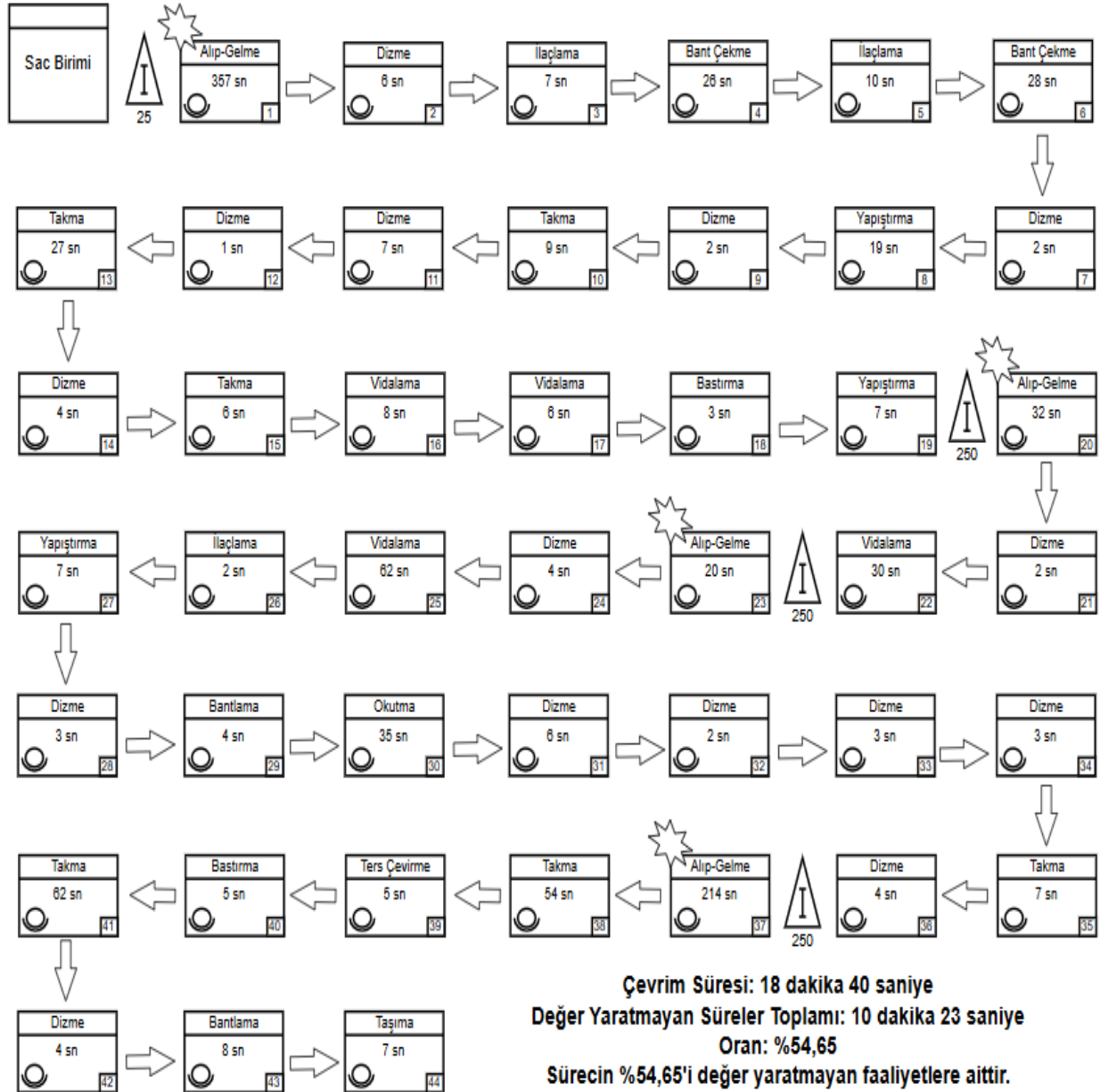


Şekil 2. Kabin Montaj Genel Değer Akış Haritası

Şekil 2’de verilen genel değer akışına göre müşteriden gelen siparişler, satış biriminin sipariş kaydı oluşturmasının ardından üretim planlamanın kontrolüne geçmektedir. Bu sürenin ardından, haftalık ve günlük olarak ayrı ayrı planları oluşturulan siparişler için tedarikçi ile gerekli ürünlerin tedarik edilmesi sağlanmaktadır. Daha sonra planları oluşturulmuş ve gerekli malzemelerin tedarik edildiği siparişlerin, operasyon kartları ile iş emirleri, ilgili birimlere ulaşmaktadır. Üretimi tamamlanan ürünlerin, paketleme ve sevkiyat işlemleri gerçekleştirildikten sonra müşteriye ulaştırılmaktadır.

Yarım boy standart kabin için elde edilen mevcut durum DAH, Şekil 3’te sunulmuştur.

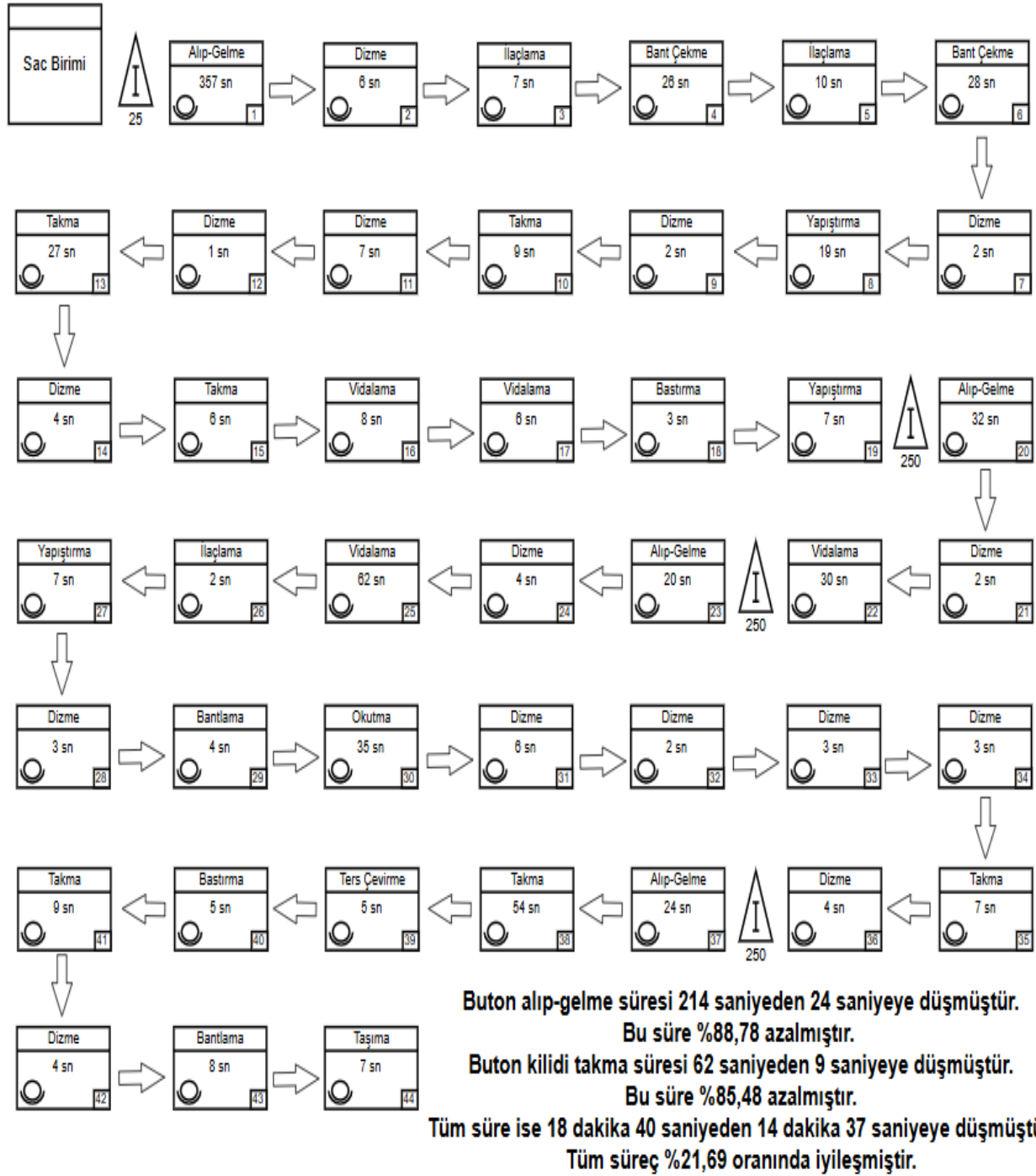
SÜ - Yarım Boy Standart Kabin Mevcut Durum Değer Akış Haritası



Şekil 3. Yarım boy standart kabin için mevcut DAH ve elde edilen değerler

Şekil 3’te görüldüğü gibi çevrim süresinin 6 dakika 49 saniyesi değer katmayan faaliyetlerden oluşmaktadır. Bu oran, çevrim süresinin %48’ini oluşturmaktadır. İsraflardan arındırılmış yeni DAH, Şekil 4’te verilmiştir.

SÜ - Yarım Boy Standart Kabin Yeni Durum Değer Akış Haritası



Şekil 4. Yarım boy standart kabin için İyileştirilmiş yeni DAH ve elde edilen değerler

Tablo 1’de Yarım Boy Standart Kabin Ürünü için iyileştirme miktarlarına yönelik bilgiler yer almaktadır.

Tablo 1. Yarım Boy Standart Kabin Ürünü için iyileştirme Değerleri

SÜ - Yarım Boy Standart Kabin					
İyileştirilen Operasyon	Önceki Süre	Yeni Süre	İyileştirme Miktarı	Eski Toplam Süre	Yeni Toplam Süre
Buton Alıp-Gelme	214 sn	24 sn	88,78%	18 dk	14 dk
Buton Kilitlerini Takma	62 sn	9 sn	85,48%	40 sn	37 sn
Tüm Süreç İyileştirme Miktarı				21,69%	

SONUÇ

Buton alıp-gelme sürecine yönelik yapılan iyileştirmeler ile süreçler standart hale getirilmiş, süreç içerisinde yaşanan kargaşalar ve belirsizlikler ortadan kaldırılmıştır. Buton alıp-gelme süresi, elde edilen tüm sonuçların ortalaması alındığında, yaklaşık 3 dakika 46 saniyedir. Yeni durum, gerçekleştirilen tasarım ile süreç 3 dakika 22 saniye azaltılarak, %88,78 birimlik iyileştirme sağlanmıştır. Buton kilitlerinin takılmasına yönelik olarak önerilen otomasyon ile değer yaratan süreçlerde en fazla ağırlıklardan birine sahip olan, buton kilitlerinin takılması operasyonunda, operasyon süresi indirgenmiş ve kabul edilebilir seviyelere ulaştırılmıştır. Yarım boy standart kabin üretiminde, faaliyet sürelerinde, % 42,87 birimlik bir iyileştirme sağlanmıştır. Diğer ürünler için de, benzer şekilde, DAH tekniği yardımıyla iyileştirmeler yapılabileceği kanaatine varılmıştır.

Günümüzün yoğun rekabet koşullarında, işletmelerin dijital dönüşüme geçmeden önce üretim proseslerini ve onları oluşturan faaliyetlerini yalın hale getirmeleri gerekir. İsraflardan arındırılmış faaliyetlerin dijitalleştirilmesi, üretim maliyetlerini, sürelerini azaltıp kuruluşlara rekabet üstünlüğü sağlayacaktır.

Teşekkür

Bu araştırma, Butkon Asansör Sanayi Ticaret A.Ş., Ar-Ge Merkezi tarafından desteklenmiştir.

KAYNAKLAR

Anonim, 2025, Butkon Asansör San. Tic. AŞ, <https://www.butkon.com> (E. T. 01.06.2025)

Duzdar, İ., & Asan, C. (2024). Yapı Malzemeleri Üretimi Yapan Bir Firmada Değer Akış Haritalama Yapılması ve Bayes Yöntemi ile Analizi. Süleyman Demirel Üniversitesi İktisadi Ve İdari Bilimler Fakültesi Dergisi, 29(3), 149-162.

Efe, Ö. F., & Engin, O. (2012). Yalın hizmet - değer akış haritalama ve bir acil serviste uygulama. *Verimlilik Dergisi*(4), 79-107.

- Engin, O., Yosunkaya, A. (2005). Siparişe Göre Vinç Üretimi Yapan bir İşletmede Çevrim Süresi Analizi, *III. Makina Tasarım ve İmalat Teknolojileri Kongresi*, 16- 17 Eylül 2005, 1, 1, 347- 354, TMMOB Makine Mühendisleri Konya Şubesi.
- Guo, W., Jiang, P., Xu, L., & Peng, G. (2019). Integration of value stream mapping with DMAIC for concurrent Lean-Kaizen: A case study on an air-conditioner assembly line. *Advances in Mechanical Engineering*, 11(2). DOI: <https://doi.org/10.1177/1687814019827115>
- Keskin, M, Engin, O., Baysal, M.E., Sarucan, A., (2011). Seyahat İşletmelerinde Değere Akışı Haritalama ve Büyükşehir Belediyesi Otobüs İşletmesinde Bir Uygulama, *Yöneylem Araştırması ve Endüstri Mühendisliği 31. Ulusal Kongresi*, 05- 07 Temmuz 2011, Sakarya Üniversitesi, 769- 775.
- Kılıç, E., Yaman, B., & Ünver, M. (2025). Deri Atölyesinde Değer Akış Haritalama ve Yalın Tekniklerle Verimlilik Yönetimi. *Verimlilik Dergisi*, 59(2), 467-480. <https://doi.org/10.51551/verimlilik.1525133>
- Manzak, R. ve Engin, O. (2023). “Akıllı Fabrikalarda Çizelgeleme Yöntemlerinin Analizi, *Verimlilik Dergisi*, 57(4), 761-774. DOI: 10.51551/verimlilik.1136778
- Purba, H. H., & Aisyah, S. (2018). Productivity improvement picking order by appropriate method, value stream mapping analysis, and storage design: a case study in automotive part center. *Management and Production Engineering Review*. DOI: <https://doi.org/10.24425/119402>
- Romero, L., & Arce, A. (2017). Applying value stream mapping in manufacturing: A systematic literature review. *IFAC-PapersOnLine*, 50(1), 1075-1086. DOI: <https://doi.org/10.1016/j.ifacol.2017.08.385>
- Rother, M., & Shook, J. (2003). Learning to See—Value Stream Mapping to Create Value End Eliminate Muda. *Lean Enterprise Institute*.
- Yel, İ., & Engin, O. (2022). Process Improvement for Error Records in a Financial Institution with the Analysis of Simulation on Using Value Stream Mapping. *Journal of Advanced Research in Natural and Applied Sciences*, 8(2), 171-187. <https://doi.org/10.28979/jarnas.907042>
- Yiğit, G.; Engin, O. (2025). Endüstri 5.0 İle Sürdürülebilirliğin sağlanması: Bir Bibliyometrik Analiz. *İstanbul Aydın Üniversitesi Sosyal Bilimler Dergisi*, 17(1), 23-46. DOI: 10.17932/IAU.IAUSB.2021.021/iausbd_v17i1002

TÜRKİYE’DE HEMŞİRELİK BİLİM DALINDA TİP 1 DİYABET ALANINDA DİYABET TEKNOLOJİLERİ KONUSUNDAKİ YÜKSEK LİSANS TEZLERİNİN BİBLİYOGRAFİK ANALİZİ

Eslem Berra KİLECİ, Sevda ARSLAN

*Düzce Üniversitesi, Sağlık Bilimleri Fakültesi, eslemberrakileci@gmail.com, Düzce /
Türkiye*

Düzce Üniversitesi, Sağlık Bilimleri Fakültesi, sevdaarslan@duzce.edu.tr, Düzce / Türkiye

ÖZ: Bu araştırmanın amacı, Ulusal Tez Merkezi verileri doğrultusunda Türkiye’de hemşirelik bilim dalında tip 1 diyabet alanında diyabet teknolojileri konusunda 2016–2025 yılları arasında hazırlanmış yüksek lisans tezlerinin bibliyografik analizini yapmaktır. Çalışma bibliyografik tarzda tasarlanmış olup veriler, Ulusal Tez Merkezi’nin sistemi kullanılarak elde edilmiştir. İncelemeye alınan tezler; yıl, üniversite, şehir, danışman unvanı, enstitü, anahtar kelime, örneklem büyüklüğü ve araştırma deseni açısından değerlendirilmiştir. Tezlerin her yıla %16,7 oranında eşit şekilde dağıldığı, üniversitelerin ise %14,3 oranında temsil edildiği belirlenmiştir. Çalışmaların %50’si İstanbul’da yapılırken, kalan %50’si Çankırı, Diyarbakır, Erzurum ve İzmir’de gerçekleştirilmiştir. Tezlerin %50’si Hemşirelik, %33,3’ü Çocuk Sağlığı ve Hastalıkları Hemşireliği, %16,7’si ise İç Hastalıkları ve Kronik Hastalıklar Hemşireliği anabilim dallarına aittir. Enstitü bazında tezlerin %85,7’si Sağlık Bilimleri Enstitüsü’ne, %14,3’ü Lisansüstü Eğitim Enstitüsü’ne bağlıdır. Danışman unvanlarına göre Prof. Dr. %42,86, Doç. Dr. %28,57 ve Yrd. Doç. Dr./Dr. Öğr. Üyesi %28,57 oranında yer almaktadır. Anahtar kelime olarak en sık “Tip 1 Diyabet” (%23,3) kullanılmış, bunu “Diyabet Teknolojileri”, “İnsülin Pompası”, “Yaşam Kalitesi” ve “Memnuniyet” (%6,7) izlemiştir. Örneklem büyüklüklerinde 50–100 kişilik gruplar %57,1 ile öne çıkmıştır. Tüm tezler nicel desenlidir ve en sık kullanılan desenler Tanımlayıcı ile Tanımlayıcı-İlişki Arayıcıdır (%28,6). Elde edilen sonuçlara göre, tezlerin yıllara ve üniversitelere göre dengeli dağılım gösterdiği ve tip 1 diyabet alanında önemli katkılar sunduğu görülmektedir. Ancak, daha büyük örneklemlemlerle ve çeşitlendirilmiş yöntemlerle yapılacak çalışmaların alanı daha da zenginleştireceği düşünülmektedir.

Anahtar Kelimeler: Hemşirelik, tip 1 diyabet, diyabet teknolojisi, yüksek lisans tezleri, bibliyografik analiz.

**A BIBLIOGRAPHIC ANALYSIS OF MASTER’S THESES ON DIABETES
TECHNOLOGIES IN THE FIELD OF TYPE 1 DIABETES WITHIN THE
DISCIPLINE OF NURSING IN TURKEY**

Eslem Berra KİLECI, Sevda ARSLAN

*Düzce University, Faculty of Health Sciences, eslemberrakileci@gmail.com, Düzce /
Türkiye*

Düzce Üniversitesi, Faculty of Health Sciences, sevdaarslan@duzce.edu.tr, Düzce / Türkiye

Abstract: The aim of this study is to conduct a bibliographic analysis of master’s theses prepared between 2016 and 2025 in the field of nursing in Turkey, focusing on diabetes technologies related to type 1 diabetes, based on data from the National Thesis Center. The study was designed in a bibliographic format, and data were obtained through the National Thesis Center’s database. The theses were examined based on year, university, city, advisor title, institute, keywords, sample size, and research design. The distribution of theses was equal across the years studied (16.7% per year), and each university was represented at a rate of 14.3%. While 50% of the studies were conducted in Istanbul, the remaining 50% were distributed among Çankırı, Diyarbakır, Erzurum, and İzmir (16.7% each). Regarding departments, 50% of the theses were conducted in Nursing, 33.3% in Pediatric Nursing, and 16.7% in Internal and Chronic Diseases Nursing. In terms of institutes, 85.7% of the theses were affiliated with the Institute of Health Sciences, and 14.3% with the Graduate Education Institute. Among the academic titles of advisors, Professors had the highest proportion at 42.86%, followed by Associate Professors at 28.57%, and Assistant Professors/Lecturers at 28.57%. The most frequently used keyword was “Type 1 Diabetes” (23.3%), followed by “Diabetes Technologies,” “Insulin Pump,” “Quality of Life,” and “Satisfaction” (6.7% each). The majority of studies (57.1%) had sample sizes between 50 and 100 participants. All theses used quantitative research designs, with descriptive and descriptive-relational designs being the most common (28.6% each). The findings indicate that the theses examined are distributed evenly across different universities and years and contribute significantly to the field of type 1 diabetes. However, future research using larger sample sizes and diversified methodologies may further enrich the body of knowledge in this area.

Keywords: Nursing, type 1 diabetes, diabetes technology, master's theses, bibliographic analysis.

GİRİŞ

Tip 1 Diabetes Mellitus, çocukluk ve ergenlik döneminde sık karşılaşılan diyabet türlerinden biridir. Bu hastalık, pankreastaki beta hücrelerinin otoimmün bir süreçle harap olması sonucu vücudun insülin üretememesiyle ortaya çıkar. İnsülin eksikliği, kandaki glikoz seviyesinin yükselmesine yol açar ve bireyin yaşam boyu sürececek olan biyopsikososyal sorunlarla karşılaşmasına neden olur (Çetintaş, 2024).

Uluslararası Diyabet Federasyonu (IDF) verilerine göre, dünya genelinde her yıl 0–19 yaş aralığındaki yaklaşık 12.700 çocuk ve adölesana Tip 1 diyabet tanısı konulmaktadır (Aydın, 2025). Bu durum, çocukluk ve ergenlik dönemindeki bireylerin yaşam kalitesini doğrudan etkileyen önemli bir halk sağlığı sorunu haline gelmiştir. Söz konusu dönemler, biyolojik gelişimle birlikte psikolojik ve sosyal gelişimin de hızla ilerlediği hassas evrelerdir. Bu nedenle Tip 1 diyabetli çocuk ve adölesanların, hastalık yönetimi konusunda bilgi, beceri ve destekle donatılmaları hayati önem taşımaktadır (Demirtaş, 2021).

Son yıllarda diyabet teknolojilerindeki gelişmeler, bu süreci yönetmede önemli bir kolaylık sağlamıştır. Başlangıçta glikometreler ve insülin kalemleri gibi araçlarla başlayan teknoloji kullanımı; günümüzde sürekli glikoz izleme sistemleri, insülin pompaları, entegre sistemler ve hatta yapay pankreas gibi ileri teknolojilere evrilmiştir (Can, 2019). Bu teknolojilerin etkin kullanımı, bireyin metabolik kontrolünü artırmakta ve yaşam kalitesine olumlu katkı sağlamaktadır.

Hemşirelik disiplini, diyabetli bireylerin sağlık yönetiminde kritik bir rol üstlenmektedir. Hemşireler yalnızca bakım vermekle kalmayıp aynı zamanda hasta ve ailesine yönelik eğitimi de sağlamakta; böylece hastalık yönetiminin sürekliliğini desteklemektedir. Diyabet teknolojilerinin kullanımı konusundaki bilgi düzeyinin artırılması, hemşirelik bakımının kalitesini doğrudan etkilemektedir (Özcan & Bektaş, 2021). Bu bağlamda hemşirelerin güncel teknoloji ve uygulamalara hâkim olması, klinik etkinlik açısından önem taşımaktadır (Yılmaz, 2018: 1–2).

LİTERATÜR

Tip 1 diyabetin yönetiminde son yıllarda teknolojik gelişmeler, özellikle çocuk ve adölesan bireylerde hastalık yönetimini kolaylaştırmakta ve yaşam kalitesini olumlu yönde etkilemektedir. Diyabet teknolojileri, sürekli glikoz izleme sistemleri (CGM), insülin pompaları, yapay pankreas sistemleri gibi cihazları içermektedir. Bu teknolojilerin etkin kullanımı, bireyin metabolik kontrolünü sağlarken, hipoglisemi korkusu ve damgalanma gibi psikososyal etkilerin azaltılmasında da rol oynamaktadır (Solak, 2024; Çoban, 2023).

Literatürde, diyabet teknolojilerinin kullanımına ilişkin memnuniyet düzeylerini, bu teknolojilerin öz-yönetim üzerindeki etkilerini ve yaş gruplarına göre farklılıkları inceleyen çeşitli çalışmalar yer almaktadır. Örneğin, Aydın (2025) tarafından yapılan çalışmada, sürekli glikoz izleme cihazı kullanan çocuklarda diyabet öz-yönetim becerilerinin arttığı ve metabolik kontrolün iyileştiği bulunmuştur. Benzer şekilde, Demir (2016) tarafından yapılan çalışmada, sürekli glikoz izleme sistemlerinin hipoglisemi duyarsızlığını saptamada etkili olduğu belirtilmiştir.

Yine literatürde, hemşirelerin diyabet teknolojileri konusundaki bilgi düzeyi ve hasta eğitimi süreçlerine katkısı da vurgulanmaktadır. Özcan ve Bektaş (2021), hemşirelerin teknolojiyi etkin kullanmasının, hasta bakım kalitesini artırdığını ve çocuk-aile iş birliğini desteklediğini ifade etmiştir.

Çoban (2023) tarafından yapılan araştırmada ise, tip 1 diyabetli bireylerde damgalanma algısı ile diyabet teknolojilerinden duyulan memnuniyet arasında anlamlı bir ilişki bulunmuştur. Bu bulgular, sadece teknolojinin değil, bireyin sosyal çevresiyle olan etkileşiminin de tedavi sürecinde önemli olduğunu göstermektedir.

Can (2019) tarafından geliştirilen ve Türkçeye uyarlanan Diyabet Teknolojisi Ölçeği, bu alandaki ölçme araçlarının geçerlilik ve güvenilirlik düzeyini ortaya koymakta ve alanda yapılacak diğer çalışmalara yol gösterici nitelik taşımaktadır. Ayrıca Kardaş ve Gürol (2022) tarafından yapılan karşılaştırmalı bir çalışmada, insülin pompası kullanan çocukların metabolik kontrol düzeylerinin insülin kalemi kullananlara göre daha iyi olduğu tespit edilmiştir.

Tüm bu bulgular, hemşirelik alanında diyabet teknolojilerine ilişkin yapılan çalışmaların hem klinik hem de eğitimsel yönden önemli katkılar sağladığını ortaya koymaktadır. Ancak yapılan çalışmaların sayıca sınırlı olması, bu alanda daha fazla araştırma yapılması gerekliliğini göstermektedir.

BULGULAR

Bu çalışma kapsamında, Türkiye’de hemşirelik alanında Tip 1 diyabet ve diyabet teknolojileri konularında yazılmış toplam 6 yüksek lisans tezi incelenmiştir. Yapılan analizler sonucunda tezlerin yıllara, üniversitelere, illere, anabilim dallarına, enstitülere, danışman unvanlarına, anahtar kelimelere, örneklem büyüklüklerine ve araştırma desenlerine göre dağılımı belirlenmiştir.

Yıllara göre dağılım incelendiğinde, her yıl bir adet tez yapıldığı görülmüş ve dağılımın eşit olduğu saptanmıştır. Tezlerin %16,7’si 2016, 2019, 2021, 2023, 2024 ve 2025 yıllarında yapılmıştır. Bu durum, konuya yönelik her yıl belirli düzeyde akademik ilgi olduğunu göstermektedir.

Üniversitelere göre dağılım incelendiğinde ise Atatürk Üniversitesi, Çankırı Karatekin Üniversitesi, Dicle Üniversitesi, Ege Üniversitesi, İstanbul Arel Üniversitesi ve İstanbul Üniversitesi-Cerrahpaşa’da birer tez yapıldığı saptanmış ve her bir üniversitenin %16,67 oranında katkı sağladığı belirlenmiştir.

İllere göre dağılım incelendiğinde, İstanbul’da iki tez (%33,3) yapılırken, Çankırı, Diyarbakır, Erzurum ve İzmir’de birer tez (%16,67) yapıldığı görülmüştür (Tablo 1).

Tablo 1. Tezlerin illere göre % dağılımları

İller	n	%
İstanbul	2	33,3
Çankırı	1	16,67
Diyarbakır	1	16,67
Erzurum	1	16,67

İzmir	1	16,67

Anabilim dallarına göre dağılım incelendiğinde Hemşirelik Anabilim Dalı ile Çocuk Sağlığı ve Hastalıkları Hemşireliği Anabilim Dalı'nda ikişer tez (%33,3), İç Hastalıkları ve Kronik Hastalıklar Hemşireliği Anabilim Dallarında ise birer tez (%16,67) yapıldığı belirlenmiştir (Tablo 2).

Tablo 2. Tezlerin anabilim dallarına göre % dağılımları

Anabilim Dalları	n	%
Hemşirelik A.B.D.	2	33,3
Çocuk Sağlığı ve Hastalıkları Hemşireliği A.B.D.	2	33,3
İç Hastalıkları Hemşireliği A.B.D.	1	16,67
Kronik Hastalıklar Hemşireliği A.B.D.	1	16,67

Enstitülere göre dağılımda Sağlık Bilimleri Enstitüsü %83,33 oran ile açık ara öndedir. Lisansüstü Eğitim Enstitüsü ise %16,67 oranındadır (Tablo 3).

Tablo 3. Tezlerin enstitülere göre % dağılımları

Enstitüler	n	%
Sağlık Bilimleri Enstitüsü	5	83,33
Lisansüstü Eğitim Enstitüsü	1	16,67

Tez danışmanlarının unvanlarına göre dağılımı incelendiğinde Prof. Dr., Doç. Dr. ve Yrd. Doç. Dr./Dr. Öğr. Üyesi unvanlarının her biri %33,3 oranında temsil edilmiştir (Tablo 4). Bu durum, konuya hem kıdemli hem de daha genç akademisyenlerin ilgi gösterdiğini ortaya koymaktadır.

Tablo 4. Tezlerin danışmanlarının unvanlarına göre % dağılımları

Danışman unvanları	n	%
Prof. Dr.	2	33,3
Doç. Dr.	2	33,3
Yrd. Doç. Dr./ Dr. Öğr. Üyesi	2	33,3

Anahtar kelime analizinde en çok kullanılan terimin “Tip 1 Diyabet” olduğu (%24) görülmektedir. Bunu “Diyabet Teknolojileri” ve “Memnuniyet” terimleri %8 oranında takip etmektedir. Toplamda 19 farklı anahtar kelime kullanılmıştır (Tablo 5).

Tablo 5. Tezlerin anahtar kelimelerine göre % dağılımları

Anahtar Kelimeler	n	%
Tip 1 Diyabet	6	24
Diyabet Teknolojileri	2	8
Memnuniyet	2	8
Adölesan	1	4
Çocuk	1	4
Damgalanma	1	4
Diyabet Öz-Yönetimi	1	4
Geçerlilik	1	4
Güvenilirlik	1	4
Hiperglisemi Duyarsızlığı	1	4
Hipoglisemi	1	4
Hipoglisemi Korkusu	1	4
İnsülin	1	4
İnsülin Kalemi	1	4
İnsülin Pompası	1	4
Metabolik Kontrol	1	4
Teknoloji	1	4
Yapılandırılmış Değerlendirme	1	4
Yaşam Kalitesi	1	4

Örneklem büyüklüklerine göre dağılım incelendiğinde 50–100 kişi arasında örnekleme sahip tezler %50 ile en yüksek orana sahiptir. Diğer aralıklar olan 101–150, 151–200 ve 201–250 kişi aralıklarının her biri %16,67 oranında temsil edilmiştir (Tablo 6).

Tablo 6. Tezlerin gruplandırılmış örneklem büyüklüklerine göre % dağılımları

Örneklem Büyüklükleri	n	%
50-100	3	50
101-150	1	16,67
151-200	1	16,67
201-250	1	16,67

Araştırma desenlerine göre dağılımda ise en çok tercih edilen yöntem Tanımlayıcı–İlişki Arayıcı (%33,3) olmuştur. Bunu sırasıyla Tanımlayıcı, Kesitsel Tanımlayıcı–İlişki Arayıcı, Prospektif Kontrollü ve Metodolojik çalışmalar takip etmektedir (%16,7) (Tablo 7).

Tablo 7. Tezlerin araştırma desenlerine göre % dağılımları

Araştırma Desenleri	n	%
Tanımlayıcı- İlişki Arayıcı	2	33,3
Tanımlayıcı	1	16,7
Kesitsel Tanımlayıcı-İlişki Arayıcı	1	16,7

Prospektif Kontrollü	1	16,7
Metadolojik	1	16,7

Bu veriler, hemşirelik alanında Tip 1 diyabet ve diyabet teknolojileri konusuna olan akademik ilginin son yıllarda sürdüğünü, ancak konuya ilişkin daha fazla özgün çalışmanın yapılmasına ihtiyaç olduğunu göstermektedir.

4. SONUÇ

Bu çalışma, Türkiye’de hemşirelik alanında çocuklarda ve adölesanlarda görülen Tip 1 diyabet ve diyabet teknolojileri üzerine yapılmış yüksek lisans tezlerinin genel bir değerlendirmesini sunmuştur. İncelenen tezlerin yıllara, üniversitelere, illere, anabilim dallarına, enstitülere, danışman unvanlarına, anahtar kelimelere, örneklem büyüklüklerine ve araştırma desenlerine göre dağılımları ortaya konmuştur.

Analizler, konuya ilişkin akademik çalışmaların sayısının sınırlı olduğunu ve daha çok Sağlık Bilimleri Enstitüsü bünyesinde yapıldığını göstermiştir. Çalışmaların çoğunlukla Tanımlayıcı ve İlişki Arayıcı desenlerde gerçekleştirildiği, örneklem büyüklüklerinin genellikle orta ölçekli olduğu tespit edilmiştir. Anahtar kelime analizinde ise Tip 1 diyabet ve diyabet teknolojilerinin ön planda olduğu görülmüştür.

Bu bulgular, Tip 1 diyabet ve diyabet teknolojileri alanında hemşirelik eğitimi ve uygulamalarının geliştirilmesi için akademik çalışmaların artırılması gerektiğine işaret etmektedir. Ayrıca, daha geniş ve farklı araştırma desenlerinin kullanılması, bu alanda bilgi birikiminin derinleşmesine katkı sağlayacaktır.

Sonuç olarak, hemşirelik biliminde Tip 1 diyabet ve diyabet teknolojileri konularının öneminin arttığı ve bu alandaki akademik çalışmalara yönelinmesinin, hem hasta bakım kalitesinin artırılması hem de bilimsel literatürün zenginleştirilmesi açısından gerekliliği vurgulanmıştır.

KAYNAKLAR

- Aydın, Ş. (2025). Tip 1 diyabetli çocuklarda diyabet teknolojilerinin diyabet öz yönetimine etkisi (Yayınlanmamış yüksek lisans tezi). İstanbul Arel Üniversitesi, Sağlık Bilimleri Enstitüsü.
- Can, E. (2019). Diyabet Teknolojisi Ölçeği'nin Türkçe uyarlamasının geçerlilik ve güvenilirlik çalışması (Yayınlanmamış yüksek lisans tezi). Koç Üniversitesi, Sağlık Bilimleri Enstitüsü.
- Çetintaş, İ. (2024). Diyabetle ilgili bilgilendirme eğitiminin sınıf öğretmenlerinin Tip 1 diyabete yönelik bilgi ve farkındalık düzeylerine etkisi (Yayınlanmamış doktora tezi). Trakya Üniversitesi, Sağlık Bilimleri Enstitüsü, Hemşirelik Ana Bilim Dalı.
- Çoban, G. (2023). Tip 1 diyabetli hastalarda damgalanma ile diyabet teknolojileri kullanım memnuniyeti arasındaki ilişkinin incelenmesi (Yayınlanmamış yüksek lisans tezi). Dicle Üniversitesi, Sağlık Bilimleri Enstitüsü.

- Demir, G. (2016). Tip 1 diyabetli çocuk ve ergenlerde sürekli cilt altı glikoz ölçüm sistemleri ile hipoglisemi duyarsızlığının saptanması ve eğitimin etkinliği (Yayınlanmamış yüksek lisans tezi). Ege Üniversitesi, Sağlık Bilimleri Enstitüsü.
- Demirtaş, A. (2021). Tip 1 diyabetli adölesanlarda diyabet direnci ve dayanıklılık ölçeği'nin Türkçe geçerlilik ve güvenilirliği (Yayınlanmamış yüksek lisans tezi). Sağlık Bilimleri Üniversitesi, Hamidiye Sağlık Bilimleri Enstitüsü.
- Kardaş, G. N., & Gürol, A. (2022). İnsülin kalemi ve pompası kullanan Tip 1 diyabet hastası çocuklarda metabolik kontrol ve yaşam kalitesi düzeyleri. Kocaeli Üniversitesi Sağlık Bilimleri Dergisi, 8(1), 65–71. <https://doi.org/10.30934/kusbed.988288>
- Özcan, Ş., & Bektaş, B. (2021). Diyabet Teknolojileri. In S. Erdoğan & Ş. Özcan (Eds.), Diyabet Hemşireliği (ss. 121–141). Nobel Tıp Kitabevleri.
- Solak, E. (2024). İnsülin kalemi ve insülin pompası kullanan Tip 1 diyabetli adölesanların hipoglisemi korkusunun karşılaştırılması (Yayınlanmamış yüksek lisans tezi). Çankırı Karatekin Üniversitesi, Sağlık Bilimleri Enstitüsü.
- Türkiye Cumhuriyeti Cumhurbaşkanlığı. (2018). 7100 sayılı Kanun Yükseköğretim Kanunu ile Bazı Kanun ve Kanun Hükmünde Kararnamelerde Değişiklik Yapılması Hakkında Kanun. Resmî Gazete. <https://www.alomaliye.com/2018/03/06/7100-sayili-kanun-yuksekokretim/>

OKUL YÖNETİCİLERİNİN LİDERLİK SİTİLLERİ

Fadime DAĞCI¹

¹ Millî Eğitim Bakanlığı, Eğitim Yöneticisi, fadimedagci@gmail.com, Karaman / Türkiye

Öz: Lider, çevresindekileri etkileyerek onlara yön veren, rehberlik eden ve önderlik yapan kişidir. Okul yöneticilerinin birbirinden farklı liderlik tarzları sergiledikleri bilinmektedir. Derleme yöntemi kullanılarak hazırlanan bu araştırmanın amacı okul yöneticilerinin liderlik stillerini incelemektir. Otokratik liderlik tarzını benimseyen okul yöneticileri toplumun kararlarına sıkı sıkıya bağlı bir tutum sergileyerek astların görüşlerine önem vermeme eğilimindedirler. Sabit fikirli ve değişime kapalı olan bu liderler, bürokratik kurallara ve geleneklere güçlü bir bağlılık göstermektedirler. Otokratik liderlik tarzı bazı olumsuz yönler taşısa da doğru ve yerinde uygulandığında karar süreçlerini hızlandırması ve zaman yönetimini kolaylaştırması açısından fayda sağlayabilir. Serbest bırakıcı liderlik yaklaşımı, okullarda başıboşlukla karıştırılan bir özgürlük algısına yol açar. Üretkenliğin ve başarı oranlarının en düşük olduğu bu ortamda, düzen, motivasyon ve verimlilikten söz etmek mümkün olmamaktadır. Okul yöneticilerinin en önemli görevlerinden birisi okulda demokratik bir ortam oluşturmaktır. Demokratik liderlik anlayışını benimseyen okul yöneticileri, öğretmenler ve diğer paydaşları karar alma süreçlerine aktif biçimde dâhil eder; iş birliğine dayalı bir yönetim yaklaşımı sergilerler. Bu liderlik tarzının, yetki devri, etkili iletişim, eleştiriye açıklık ve katılımcı yönetim ilkeleri üzerine kurulu olduğu bilinmektedir. Dönüşümcü liderlik stillerini benimsemiş yöneticiler ise; net bir vizyon ortaya koyabilen, güçlü değer yargılarına sahip ve çevresine güven aşılayabilen bir liderlik profili sergilemektedirler. Eleştirel düşünen, sorgulayan ve kendini yenileyen bu liderler; güçlü sosyal ve kavramsal yetenekleriyle örgütü bir bütün olarak görüp her bireyle yakından ilgilenmektedirler.

Anahtar Kelimeler: Eğitim Yönetimi, Okul Yöneticileri, Liderlik

LEADERSHIP STYLES OF SCHOOL ADMINISTRATORS

Fadime DAĞCI¹

*¹ Ministry of National Education, Education Manager, fadimedagci@gmail.com,
Karaman / Turkey*

Abstract: A leader is a person who directs, guides and leads those around him/her by influencing them. It is known that school administrators exhibit different leadership styles. The aim of this study, which was prepared using the review method, is to examine the leadership styles of school administrators. School administrators who adopt autocratic leadership style tend not to give importance to the opinions of subordinates by displaying an attitude strictly adhering to the decisions of the society. These leaders, who are fixed-minded and closed to change, show a strong commitment to bureaucratic rules and traditions. Although autocratic leadership style has some negative aspects, when applied correctly and appropriately, it can be beneficial in terms of speeding up decision-making processes and facilitating time management. The laissez-faire leadership approach leads to a perception of freedom in schools, which is often mistaken for freedom of movement. In this environment where productivity and success rates are the lowest, it is not possible to talk about order, motivation and efficiency. One of the most important duties of school administrators is to create a democratic environment in schools. School administrators who adopt a democratic leadership approach actively involve teachers and other stakeholders in decision-making processes and display a collaborative management approach. It is known that this leadership style is based on the principles of delegation of authority, effective communication, openness to criticism and participative management. Managers who adopt transformational leadership style, on the other hand, exhibit a leadership profile that can present a clear vision, have strong value judgements and instil confidence in their environment. These leaders, who think critically, question and renew themselves, see the organisation as a whole with their strong social and conceptual skills and pay close attention to each individual.

Keywords: Educational Management, School Administrators, Leadership

GEBELİKTE TERATOJENİK AJANLARA MARUZ KALMANIN ANNE VE YENİDOĞAN SAĞLIĞI ÜZERİNE ETKİSİ

Günay ARSLAN¹, Halime Esra MERAM²,

*¹Selçuk Üniversitesi, Hemşirelik Fakültesi Hemşirelik Ana Bilim Dalı Doktora Öğrencisi,
E-mail:gunay_cosgun@hotmail.com, Konya / Türkiye*

*²Selçuk Üniversitesi, Hemşirelik Fakültesi, Doğum ve Kadın Hastalıkları Hemşireliği
Anabilim Dalı, E-mail:esrakal87@hotmail.com Konya / Türkiye*

Öz: Gebelikte ilaç kullanımı günümüzde oldukça yaygın görülen önemli bir konudur. Gebeliğin planlı veya plansız olması, annenin düzenli ilaç kullanımının olması yaygınlık oranında etkili olmaktadır. Gebelik döneminde; kadın bedeninde fizyolojik ve biyokimyasal değişimler oluşurken, fetüs gelişiminde ise organogenez ve nörogelişimsel süreçler tamamlanır. Bu dönemde annenin ilaç, kimyasal madde veya çevresel toksinlere maruz kalmasına bağlı fetüste morfolojik veya fonksiyonel gelişim kusurları oluşabilmektedir. Özellikle birinci trimester fetüste embriyogenez oluşumunun gerçekleşmesinden dolayı, potansiyel teratojenlerden etkilendiği çok riskli bir dönemdir. Dünyada yapılan çalışmalara bakıldığında; Amerika Birleşik Devletleri (ABD)’nde gebelerin % 90’ ından fazlasının en az bir reçeteli veya reçetesiz ilaç kullanımı olduğu ve % 80’ inden fazlasının ilk trimesterde gerçekleştiği belirtilmiştir. Günümüzde kronik hastalıkların artması, gebelik yaşının ilerlemesine bağlı bu oranların daha da artacağı muhtemeldir. Artan risk oranlarının kontrol ve takibinde; sağlık profesyonellerinin ve özellikle kadın sağlığı alanlarında hizmet veren hemşirelerin önemli görev ve sorumlulukları bulunmaktadır. Literatür taramasında gebelikte teratojen ajanlara maruz kalmanın anne ve yenidoğan sağlığı üzerine etkilerinin araştırıldığı sınırlı sayıda çalışmalar olduğu görülmüştür. Bu bağlamda “Gebelikte Teratojenik Ajanlara Maruz Kalmanın Anne ve Yenidoğan Sağlığı Üzerine Etkisi” başlıklı çalışma; gebelik döneminde teratojen maruziyetin maternal ve neonatal sağlık üzerinde gelişebilecek etkilerini araştırmak, hemşirelerin bu alanda kanıta dair görev ve sorumluluklarını belirlemek, toplumsal farkındalık oluşturmak ve konu üzerine yapılmış güncel çalışmaları derlemek amacıyla yapılmıştır.

Anahtar Kelimeler: Gebelik, Teratojenler, Anne sağlığı, Yenidoğan sağlığı, Hemşirelik

EFFECTS OF EXPOSURE TO TERATOGENIC AGENTS DURING PREGNANCY ON MATERNAL AND NEWBORN HEALTH

Günay ARSLAN¹, Halime Esra MERAM²,

*¹Selçuk Üniversitesi, Faculty of Nursing, Department of Nursing PhD Student,
E-mail:gunay_cosgun@hotmail.com, Konya / Turkey*

*²Selçuk Üniversitesi, Faculty of Nursing, Department of Obstetrics and Gynecology
Nursing, E-mail:esrakal87@hotmail.com Konya / Turkey*

Abstract: Drug use during pregnancy is an important issue that is quite common today. Whether the pregnancy is planned or unplanned, and whether the mother uses regular medication are effective in the prevalence rate. During pregnancy; physiological and biochemical changes occur in the female body, while organogenesis and neurodevelopmental processes are completed in fetal development. During this period, morphological or functional developmental defects may occur in the fetus due to the mother's exposure to drugs, chemicals or environmental toxins. Especially the first trimester is a very risky period due to the embryogenesis formation in the fetus, and it is affected by potential teratogens. When looking at studies conducted in the world; it is stated that more than 90% of pregnant women in the United States (US) use at least one prescription or non-prescription drug and more than 80% of this occurs in the first trimester. Today, it is likely that these rates will increase even more due to the increase in chronic diseases and the advancement of gestational age. Health professionals and especially nurses serving in the field of women's health have important duties and responsibilities in the control and follow-up of increasing risk rates. In the literature review, it was seen that there are a limited number of studies investigating the effects of exposure to teratogenic agents during pregnancy on maternal and neonatal health. In this context, the study titled “Effects of Exposure to Teratogenic Agents During Pregnancy on Maternal and Neonatal Health” was conducted to investigate the possible effects of teratogenic exposure during pregnancy on maternal and neonatal health, to determine the duties and responsibilities of nurses regarding evidence in this field, to create social awareness and to compile current studies on the subject.

Keywords: Pregnancy, Teratogens, Maternal health, Neonatal health, Nursing

GİRİŞ

Gebelikte prekonsepsiyon öncesi ve sonrası, teratojenik ajanlara maruz kalma fetüs açısından oldukça hassas bir dönemdir. Teratojen maruziyeti her iki canlının sağlığını doğrudan veya

dolaylı yönden etkilemektedir. Bu dönemde annenin kullandığı ilaçlar, kimyasal ajanlar ve çevresel etkenler, organogenez gelişimini olumsuz etkileyebilir (Aydın ve ark., 2020; Ergün ve Altıntaş,2019). Takip eden “fetal gelişim” dönemde ise fetüste fizyolojik ve fonksiyonel olgunlaşma süreciyle birlikte, teratojenlere maruziyet, fetüste minör malformasyonlar, gelişme geriliği ve fonksiyonel bazı bozuklukların nedeni olmaktadır (Ömeroğlu ve ark.,2022). Bu bozukluklar fetüste yapısal anomaliler, spontan abortus, intrauterin gelişme geriliğinin yanında, uzun dönemde ise nörogelişimsel bozuklukların nedeni olabilmektedir (Çeliker ve Bolat, 2021).

“Teratojenite” fetüsün gelişimsel döneminde toksik ajanlara bağlı gelişen embriyo / fetotoksositeye neden olan özel bir durumdur. “Teratojen” fetüste kusurlara neden olan etkenin kendisi olarak tanımlanmaktadır (Peters P et al., 2015; Öztürk,2024) . Teratojenler ise çevresel toksik ajanlar olup, fiziksel (X- ışınları gibi) ve kimyasal (ağır metaller ilaçlar ve pestisitler, vb.) maddelerin yanında, bazı viral enfeksiyonlar (kızamıkçık virüsü, zika virüsü vb.) bu kapsamın içerisinde. Ayrıca maternal akut veya kronik hastalıklar da (diyabet, preeklampsi vb.) teratojen olarak kabul edilmektedir (Field et al., 2025; Öztürk, 2018). Bu teratojenlerin fetüs üzerinde farklı düzeylerde makro ya da mikro boyutlarda etkileri görülebilmektedir (Çeliker ve Bolat, 2021).

Günümüzde yaşam şartlarının değişmesi, kadınların eğitim hayatının yükselmesi ve çalışma hayatına katılımı gibi nedenler gebelik yaşının ilerlemesine neden olmaktadır. İleri yaş gebeliklerinde kronik hastalık olasılığına bağlı, düzenli ilaç kullanımı da artmaktadır (Öztürk, 2024). Gebelik döneminde ilaç kullanımı ise anne ve bebek sağlığı açısından hassas değerlendirilmesi gereken bir konudur. Tüm gebeliklerin yüzdelik oranda 3 ile 5’inde doğum anomalisi görülme olasılığı bulunmaktadır (Ömeroğlu ve ark.,2022). Dolayısı ile gebelikte ilaç kullanan kadında, bu olasılık daha da artmaktadır. Hamilelik sırasında ilaç kullanım sıklığı; sağlık hizmeti sağlayıcılarına ve ilaçlara erişim durumlarının yanında, eğitim, kültür ve sosyoekonomik farklılıklar nedeniyle ülkeler arasında değişkenlik görülmektedir. Farklı popülasyonlarda yapılan çalışmalara göre; %60 ila %84,7 oranları arasında kadınların hamilelik sürecinde, en az bir ilaç kullanımı olduğu bildirilmektedir (Costa DB et al., 2017; Lupattelli A et al., 2014).

Gebelikte zorunlu veya istem dışı ilaç kullanımında, olası risklerin değerlendirilmesi gerekmektedir. Risk değerlendirmesinin üç ana kategoride olması önerilmektedir; risk ölçümü, risk iletişimi ve risk yönetimi olarak planlanmalıdır. Risk değerlendirmesi yapılırken tam ve doğru yapılması, olası sorunların doğru çözülmesi açısından oldukça önemlidir. Bu değerlendirmeyi yapmak için ABD Gıda ve İlaç Dairesi (FDA), ilaç kategorileri sistemi geliştirmiştir (Aydın ve ark., 2020). Ancak bu sistemin bilimsel açıdan bazı yetersizliklerinin olduğu da bilinmektedir.

Bu derleme çalışmasında; gebelikte ilaç kullanımında anne ve bebek sağlığı açısından olası risklerin belirlenmesi, yönetilmesi, hemşirelik uygulamalarında kanıt temelli görev ve sorumlulukların belirlenmesi, sağlık profesyonellerinin bilinç düzeyinin artırılması için güncel literatür doğrultusunda araştırmak amacıyla yapılmıştır. Ayrıca literatür taramasında sınırlı sayıda çalışmaların olduğu görülmüş olup “Gebelikte Teratojenik Ajanlara Maruz

Kalmanın Anne ve Yenidoğan Sağlığı Üzerine Etkisi'' başlıklı derlemenin yapılması düşünülmüştür.

GEBELİK VE TERATOJENİK AJANLAR

Gebelik; fertilizasyonla başlayan, intrauterin fetüsün gelişimini takip eden çok yönlü biyolojik süreçlerin olduğu özel bir dönemdir. Ovum ve sperm hücresinin birleşmesi ile oluşan zigot, tek hücreden proliferasyonla çoğalmaya başlar (Oliver ve Basit, 2023). Embriyonik dönem (1–12. haftalar arasında) adı verdiğimiz bu dönemde, fetüste organogenez yaplanması ile temel gelişim olayları gerçekleşir. Fetüsün gelişim sürecinde annenin ilaç, kimyasal madde, X ışınları gibi (teratojenik ajanlar) ajanlara maruz kalması sonucu, doğumsal anomali riski artmaktadır (Oliver ve Basit, 2023). Bu tür maddelerin doğrudan ya da dolaylı olarak fetüs üzerindeki zararlı etkilerine teratojenite adı verilmektedir (Aydın ve ark.,2020). Teratojenik ajanlar; genetik malformasyonlar, intrauterin gelişme geriliği, düşük doğum ağırlığı, prematürite ve bazı nörolojik bozukluklar gibi olumsuz perinatal sonuçların sebebi olabilir (Aydın ve ark.,2020; Öztürk, 2022).

Gebelikte kullanılan ilaçlar, plasentadan geçerek embriyo ya da fetus gelişiminde malformasyonlara (teratojenite) ya da fonksiyonel bozukluklara (fetotoksisite) neden olabilmektedir. Bu bağlamda anne ve fetus sağlığı açısından iki yönlü ele alınması ve yönetilmesi gereken hassas bir konudur. Literatür bilgilerinde teratojen etkilere maruz kalınan ajanın türü, dozu, maruziyet süresi ve fetüsün gelişim dönemine bağlı olarak değiştiği belirtilmektedir (Aydın ve ark.,2020;Miral ve Beji,2015). İlk trimester en kritik dönem olmakla birlikte, bazı teratojenlerin ilerleyen haftalarda nörolojik gelişimi etkileyebileceği bildirilmektedir. Örneğin; düşük dozlarda antiepileptikler (AED) bilişsel kusurlara neden olurken, yüksek dozlarda ise yapısal malformasyonlara (kalp anomalileri, nöral tüp defektleri, spina bifida ve gelişimsel geriliği gibi) neden olabilir (Tsamantioti & Hashmi, 2024). Dolayısıyla gebelikte ilaç ve kimyasal maruziyetin sadece embriyogenez dönemiyle sınırlandırılmadan değerlendirilmesi gerekmektedir (Aydın ve ark.,2020; Fazlıoğulları ve ark., 2016).

Gebelik sürecinin biyolojik dönemleri ve teratojenik etkileri

Gebelik, yaklaşık 40 hafta süren kadın vücudunda fizyolojik, hormonal ve metabolik birçok değişikliklerin görüldüğü, karmaşık süreçlerin takip ettiği biyolojik olaydır (Fiat et al., 2022). Gebe kadınlar genellikle bu dönemin hassasiyetinin farkında olup, ilaç kullanımını minimal düzeyde tutmaya çalışsalar da, bazı kronik hastalıklar, enfeksiyonlar veya engellenemeyen gebelik ile ilgili sorunlardan (anemi, kusma gibi) dolayı ilaç tedavisi kullanabilmektedir (Aydın ve ark.,2020). Bu durum kadınların gebeliklerini fark etmeden önce olabildiği gibi, kadında akut ya da kronik hastalık kaynaklı ilaç kullanımı gelişebilmektedir. Ayrıca gebeliğe bağlı hastalıklardan (gestasyonel hipertansiyon veya diyabet, preeklamsi, gebelik kolestazı gibi) dolayı da ilaç kullanımı zorunlu hale gelebilmektedir (Karakoç, 2025; Webster & Freeman, 2003).

Gebelik süreci, embriyonal ve fetal gelişimin tamamlandığı dönem olmakla birlikte, kadında da fiziksel ve hormonal yapıda değişiklikler oluşmaktadır (Fiat et al., 2022). Bu değişikliklere göre gebelik; preembriyonik (0–2. hafta), embriyonik (3–8. hafta) ve fetal dönem (9. hafta–

doğuma kadar) olarak üç temel döneme ayrılmaktadır. Preembriyonik evrede, fertilizasyon sonrası oluşan zigot, fallop tüpleri boyunca ilerleyerek uterus kavitesine ulaşır ve burada implantasyon sürecini tamamlar. Bu aşamada annenin teratojenlere maruz kalması durumunda genellikle “ya hep ya hiç” kuralı ile gebelik sonuçlanır (Demir ve Taşpınar,2019). Maruz kalınan ajandan dolayı embriyo zarar görürse gebelik genellikle sonlandırılır veya fetüs gelişimi normal seyrederek (Miral ve Beji, 2017; Öztürk, 2014). Ancak alınan kararlarda embriyonik dönemde, organogenezis sürecinin başladığı ve fetüsün anatomik yapılarının temellendiği evre olduğu unutulmamalıdır. Bu dönemde ilaçlar, kimyasallar, enfeksiyonlar ve radyasyon gibi teratojenik ajanlara maruz kalmak, konjenital malformasyon riskini ciddi ölçüde artırmaktadır (Koren et al., 1989; Miral ve Beji, 2017)).

Fetal dönem ise fonksiyonel gelişimin hızlandığı ve fetal organların olgunlaştığı bir gelişim dönemidir. Bu dönemde teratojenik risk nispeten azalmakla birlikte, bazı ilaç ve toksinler nörogelişimsel bozukluklara veya intrauterin büyüme geriliğine neden olabilmektedir (Çeliker ve Bolat,2021; Çeliker & Göçer, 2021). Özellikle üçüncü trimesterde kullanılan bazı farmakolojik ajanlar neonatal solunum depresyonu ya da daha farklı doğum komplikasyonların gelişiminde etkili olabilmektedir (Creeley & Denton, 2019; Ram & Gandotra,2015). Ayrıca, gebelikte maruz kalınan teratojenik ajanlar bebekte yapısal anomaliler (nöral tüp defekti, dudak-damak yarığı gibi), nörolojik bozukluklar, intrauterin gelişme geriliği, erken doğum, düşük doğum ağırlığı ve hatta ölü doğum gibi ciddi sonuçlara yol açabilmektedir (Brent, 2004;Lebin & Novick, 2022). Her bir dönemde annenin olası çevresel ve kimyasal maruziyeti, hem embriyo/fetüs gelişimi, hem de anne sağlığı açısından farklı risklerin nedeni olabilmektedir (UpToDate. ,2025).Bu nedenle gebelik planlaması öncesi ve sırasında kullanılan ilaçlar, vitaminler, bitkisel ürünler ve çevresel maruziyetler konusunda farkındalığın artırılması ve multidisipliner yaklaşım benimsenmesi gerekmektedir (Aydın ve ark.,2020).

Gebelik dönemi anne sağlığı açısından değerlendirildiğinde; gebelik boyunca anne bedeninde fizyolojik ve hormonal değişiklikler meydana gelmektedir. Bu değişikliklere bağlı en çok kardiyovasküler, renal, endokrin ve bağışıklık sistemi üzerinde olumsuzluklara neden olabilmektedir. Kadında; gebeliğe özgü hipertansiyon, gestasyonel diyabet veya anemi gelişimi en yaygın görülen sorunlar arasındadır (Black et al., 2013). Gebelik süresince annenin yetersiz beslenmesi, enfeksiyonlara maruz kalması, obezite ya da çevresel toksinlere (örneğin pestisitler, kurşun, ftalatlar) maruziyeti, plasental fonksiyonları etkilerinden dolayı fetal gelişim de olumsuz etkilemektedir (Caserta et al., 2011).

Gebelikte ilaç kullanımı: teratojenik ve fetotoksik riskler ile klinik yaklaşımlar

Ülkemizde 1979’ dan itibaren, ABD Gıda ve İlaç Dairesi (FDA) ile uyumlu sınıflandırma sistemi, Türkiye İlaç ve Tıbbi Cihaz Kurumu (TİTCK) tarafından kullanılmaktadır (Ulusoy, 2020). Bu sisteme göre ilaçlar A, B, C, D ve X kategorilerinde; A en güvenli, X ise en riskli ve kesinlikle kontrendike olarak belirtilmiştir. Ancak özellikle embriyonik dönemde ilaç kullanımı büyük risk taşımasından dolayı, klasik ilaç sınıflandırmanın yapılması, bu dönemdeki riskleri değerlendirme açısından yetersiz kalabilmektedir (Karakoç,2025). İlaç sınıflandırma sistemi kolay ve anlaşılır dili olmasından dolayı alanda çalışan klinisyenlere, temel terapötik rehberlik sağlamaktadır (Addis et al., 2000; Ömeroğlu, 2022).Ayrıca hasta ve

ailelerinin olası risklerle ilgili, daha bilinçli kararlar almasında rehberlik etmektedir (Fazlıoğulları ve ark.,2015).

Gebelikte kullanılan ilaçlar, plasentadan geçerek embriyo ya da fetusta malformasyonlara (teratojenite) ya da fonksiyonel bozukluklara (**fetotoksisite**) neden olduğundan dolayı, gebe kadında ilaç kullanımı dikkatle değerlendirilmesi gereken bir konudur (Sewberath et al., 2021).Gebelikte kullanılan ilaçlar üzerine yapılan çalışmalar, prelinik fazda deney hayvanları ile sınırlı kaldığından dolayı, insana uyarlamada problem yaşanmaktadır (Demir & Taşpınar, 2019). Hamile kadınlarla yapılan çalışmalar ise genellikle geriye dönük retrospektif tasarımlı sonuçlardan oluşmaktadır (Öztürk,2022). Ayrıca sağlık profesyonellerinin klinik gözlemleri sonucu olumsuz olay raporları aracılığıyla, zamanla ortaya çıkan sonuçlar da bulunmaktadır (Demir & Taşpınar, 2019).

GEBELİK PLANLAMASI VE ÖNLEYİCİ İLAÇ YÖNETİMİ

Dünya genelinde gerçekleşen gebeliklerin yaklaşık %40'ı plansız olduğu bilinmektedir (ESHRE Capri Atölye Grubu, 2018). Plansız gebeliklerde olası maruziyeti azaltmak için, doğurganlık çağındaki kadınlara gebelikle uyumlu ilaçların reçete edilmesini zorunluluğunu ortaya koymaktadır. Özellikle düzenli kullanım gerektiren antiepileptik, antipsikotik, antihipertansif ve romatolojik ilaçların planlamasında, multidisipliner bir yaklaşım gereklidir (Öztürk,2024).Ayrıca kronik hastalıkları olan kadınların, gebelik öncesi hastalıklarının stabil hale getirilmesi, gebelik sırasında yeni atakların gelişiminin önlenmesini ve fazla ilaç kullanımının engellenmesini sağlar (Çeliker ve Bolat,2021).

Gebelik sürecinde; embriyo ve fetüsün biyolojik dönemleri ve annenin fizyolojik durumu göz önüne alınması oldukça hassas bir konudur. Ayrıca farmakovijilans uygulamalarının güçlendirilmesi ve sağlık çalışanlarının teratojenite konusundaki bilgi düzeylerinin artırılması büyük önem taşımaktadır (Dağlar ve Bilgiç,2018). Literatür bilgilerinde yazıldığı gibi; her gebeye bireyselleştirilmiş risk değerlendirmesi ve multidisipliner yaklaşım ile süreç yönetilmelidir (Öztürk, 2022; Sarıkaya & Çayırtepe, 2019).

DOĞUMUN PLANLAMASI VE YENİDOĞAN İZLEMİ

Gebelik boyunca merkezi sinir sistemi üzerine etkili ilaç kullanan annelerde, olası yenidoğan komplikasyonları açısından, perinatal referans merkezlerinde doğumun planlanması oldukça önemlidir (Petrosellini et al., 2024). Ancak bu durum gerçekleştirilirken, anne- bebek bağlanması kesintiye uğramadan planlanmalıdır. Anne sütü ile geçebilecek ilaçlar için laktasyon rehberlerine başvurunun yanında, çocuk hekimleri ile durum değerlendirilmelidir (Çopoğlu ve ark.,2015).

Yenidoğanlarda teratojen taraması

Teratojen ajanlar, fetüs üzerinde embriyonik veya fetal malformasyonlara neden olabilmektedir. Sağlık sisteminde doğumdan sonra bebek için teratojen veya ilaç maruziyet tespitinde zorunlu bir kılavuz yoktur, karar mekanizması doktor ve hastanelerdir (Akpınar, 2021). Teratojen seviyelerinin testi ise doğumdan sonra bebekte kan, idrar, mekonyum veya saç testi yapılarak kolay bir şekilde tespit edilir (Farst et al.,2011).

Gebe kadının yasadışı uyuşturucuların (esrar, kokain, amfetaminler, eroin, metadon, liserjik asit dietilamid, opioidler ve vb.) ve yasal uyuşturucuların (nikotin, alkol, kafein) kullanımına bağlı anne ve bebek sağlığı olumsuz etkilenmektedir (Dişsiz, 2018; Scott & Lust,2010).Gebelik döneminde uyuşturucu kullanımı dekolman plasenta ve erken doğum nedeni olabilmektedir (Şolt ve Yazıcı, 2015). Ayrıca bebekte mikrosefali, kardiyak ve genito-üriner anormalliklerin yanında, konjenital anomaliler, nekrotizan enterokolit, bilişsel ve sinirsel engeller, intrakrenial kanamalar ile ilişkilendirilmiştir (Çeliker ve Bolat,2021; Tsamantioti & Hashmi, 2024). Bebekte terleme, sinirlilik veya hipertoninin yanında ishal ve yoksunluk nöbetleri görülebilmektedir (Çeliker ve Bolat,2021; Elbayiyev ve Çakır,2023). Bunun yanında çocuğun anne karnında kurşun maruziyeti; bebekte sinir, hematopoietik ve böbrek sistemleri üzerinde birincil nörotoksik etkiler yapmaktadır. Kurşun, plasental yolla anneden fetüse kolayca geçebilmektedir (Celtemen ve ark.,2014). Annenin yüksek çevresel kurşun seviyelerine maruz kalması, spontan düşük, erken membran rüptürü (PROM) ve erken doğum durumları ile ilişkilendirilebilir. Kurşuna maruz kalan kadınların doğum öncesi dönemde tanımlanması, kurşunun uzaklaştırılmasını sağlayacaktır. Maruziyet tespitinden sonra gebede tedavi, beslenme müdahalelerinin yanında (demir ve kalsiyum takviyesi), az yağlı bir diyet ve sık beslenme öğünleri önerilmektedir (Celtemen ve ark.,2014).

TERATOJENİTE BİLGİ SERVİSLERİ VE HEMŞİRELİK YAKLAŞIMI

Teratojenler tüm doğum kusurlarının yaklaşık %10'una neden olur (ScienceDirect, 2019). Gebelik ve emzirme döneminde bu kusurların önlenmesi, ilaç risklerinin güncel bilgiler doğrultusunda yayınlanması için Paris ([http://www. lecrat.fr](http://www.lecrat.fr)) ve Berlin olmak üzere Teratojenite Bilgi Servisleri (TBS; [https://www.embryotox. de/](https://www.embryotox.de/)) kurulmuştur. Ayrıca sitede çevrimiçi anket yoluyla danışanların bireysel risk değerlendirmesi ve Berlin merkezli TBS ile bağlantıya geçmeleri için olanak sağlanmaktadır (Boucoiran et al,2021; Dağlar ve Bilgiç,2018).

Kadın sağlığı ilgili alanlarda çalışan ebe ve hemşirelerin temel görevleri, plansız gebeliklerin önlenmesinin yanında gebelikte durumunda ise kontrolsüz ilaç kullanımının engellenmesidir. Gebelik tespiti durumunda ilaç kullanımının sorgulanması, izlenmesi, eğitimi ve kayıtlarının tutulması önemlidir (Çoşkun,2017). Prekonsepsiyonel danışmanlık hizmetleri kapsamında ilaç kullanımının olası riskleri anlatılmalıdır. Düzenli ilaç kullanan anne adayları ise gebelik planları durumunda ilgili hekimlere yönlendirilmelidir (Miral ve Kızılkaya,2017). Bunun yanında bazı ilaçların (izotretinoin, metotreksat ve leflunomid gibi) sadece prekonsepsiyonel dönemde bırakılması yeterli olmadığından, en az 6 ay sonra gebelik planlanması yapılmalıdır (Öztürk, 2014). Gebelik riskinin önlenmesi için koruyuculuğu yüksek, modern aile planlaması yöntemlerinin ayrıntılı bir şekilde anlatılması gerekmektedir (TNSA,2018; Öztürk, 2014). Kronik hastalığı olan kadınların ise gebelik öncesi tedavinin düzenlenmesi konusunda bilgilendirilmelidir (Şahin ve Yurdakul,2012;Çoşkun,2017). Özellikle adet düzensizliği yaşayan kadınlarda geç gebelik tespitine bağlı ilaç maruziyet riski yüksek olduğu için, kayıtları düzgün tutulmalıdır. (Miral ve Kızılkaya,2017; SB,2018).Doğru kayıt sisteminin oluşturulması , gelişim geriliği gibi problemlerin çözümüne de katkı sağlayacaktır (Morgan et al., 2011). Gebelikte akılcı ilaç kullanımı konusunda gebe ve ailelerinin bilgilendirilmesi ve kronik hastalığı olan gebelerin sık takip edilmesi önemlidir (Demir ve Taşpınar,2019). Sağlık

çalışanlarının, ilaç ve zararlı madde kullanımında anne ve yenidoğan sağlığına olumsuz etkilerini güncel literatür doğrultusunda takip etmesi gerekmektedir.

SONUÇ VE ÖNERİLER

Gebelik döneminde annenin teratojenik ajanlara maruz kalması, fetüste ciddi yapısal, fonksiyonel ve nörogelişimsel bozukluklara neden olabilmektedir. Teratojenik ajanlara maruz kalma kimyasal madde, enfeksiyon etkenleri, kullanılan ilaçlar veya maternal kronik hastalık kaynaklı olabilmektedir. Bu maruziyetler sonucunda gebelikler, spontan düşükle sonuçlanabilmektedir. Devam eden gebeliklerde ise intrauterin gelişme geriliği, konjenital doğum anomalileri ve nörolojik bozukluklara neden olabilmektedir. Ayrıca, uzun vadeli etkileri arasında bilişsel gelişim gerilikleri, öğrenme güçlükleri ve davranışsal problemler de görülebilmektedir. Bu bağlamda teratojenik ajanlara maruz kalma yalnızca yenidoğan sağlığı açısından değil, annenin de psikolojik sağlığı üzerinde olumsuz etkileri değerlendirilmelidir. Özellikle planlanmamış gebelikler veya ilk trimesterde farkında olmadan maruz kalınan ajanların, anne ve sağlık profesyonelleri tarafından, hassas bir süreç olduğu ve çok iyi yönetilmesi gerektiği unutulmamalıdır.

Gebelik planlayan kadınlara öncelikle prekonsepsiyonel danışmanlık verilmesi, olası teratojenik riskler hakkında bilgilendirme önemlidir. Kullanılan tüm ilaçlar FDA gebelik kategorilerine göre değerlendirilmelidir. Hemşireler, ebeler ve diğer sağlık profesyonelleri, gebelikte teratojenik ajanlara dair güncel bilgiye sahip olmasının yanında, risk durundaki bireylere eğitim ve izlem programları uygulamalıdır. Gebelikte rutin izlemeler içerisinde enfeksiyon taramaları (TORCH grubu vb.) düzenli olarak yapılmalı ve pozitif durumlarda ise en uygun tedavi algoritmaları uygulanmalıdır. Ayrıca toplumda farkındalık artırıcı eğitimler ile zararlı alışkanlıkların (sigara, alkol, madde kullanımı) gebelik durumunda teratojenik etkileri konusunda bilgilendirmelidir. Teratojen maruziyeti yaşayan gebelerde ise perinatolog, neonatolog, psikolog ve hemşire iş birliğiyle multidisipliner bir yaklaşımı kapsayan, izlem planı oluşturulmalıdır.

KAYNAKLAR

- Addis A, Sharabi S, Bonati M. (2000). Risk classification systems for drug use during pregnancy: are they a reliable source of information? *Drug Saf.* 2000 Sep;23(3):245-53. doi: 10.2165/00002018-200023030-00006. PMID: 11005706.
- Akpınar E. Gebelikte İlaç Kullanımına Genel Bir Bakış. *Ebelik ve Sağlık Bilimleri Dergisi* 2021;4(3):330-339 <https://dergipark.org.tr/en/download/article-file/2068754>
- Andrade SE, Raebel MA, Brown J, Lane K, Livingston J, Boudreau D, Rolnick SJ, Roblin D, Smith DH, Willy ME, Staffa JA, Platt R. (2008). Use of antidepressant medications during pregnancy: a multisite study. *Am J Obstet Gynecol.* 2008 Feb;198(2):194.e1-5. doi: 10.1016/j.ajog.2007.07.036. Epub 2007 Oct 1. PMID: 17905176.
- Aydın, E., Armağan, N., & Aydın Ateş, N. (2020). Gebelikte İlaç Teratojenitesi. *Sakarya University Journal of Holistic Health*, 2(3), 55-65. <https://dergipark.org.tr/tr/download/article-file/922113>

- Black RE, Victora CG, Walker SP, Bhutta ZA, Christian P, de Onis M, Ezzati M, Grantham-McGregor S, Katz J, Martorell R, Uauy R; (2013). Maternal and Child Nutrition Study Group. Maternal and child undernutrition and overweight in low-income and middle-income countries. *Lancet*. 2013 Aug 3;382(9890):427-451. doi: 10.1016/S0140-6736(13)60937-X. Epub 2013 Jun 6. Erratum in: *Lancet*. 2013. 2013 Aug 3;382(9890):396. PMID: 23746772.
- Boucoiran I, Yudin M, Poliquin V, Caddy S, Gantt S, Castillo E. Guideline No. 420: (2021). Cytomegalovirus Infection in Pregnancy. *J Obstet Gynaecol Can*. 2021 Jul;43(7):893-908. doi: 10.1016/j.jogc.2021.05.015. Epub 2021 Jun 2. Erratum in: *J Obstet Gynaecol Can*. 2021 Dec;43(12):1466. doi: 10.1016/j.jogc.2021.09.004. PMID: 34089905.
- Brent RL. (2004). Environmental causes of human congenital malformations: the pediatrician's role in dealing with these complex clinical problems caused by a multiplicity of environmental and genetic factors. *Pediatrics*. 2004 Apr;113(4 Suppl):957-68. PMID: 15060188.
- Caserta D, Mantovani A, Marci R, Fazi A, Ciardo F, La Rocca C, Maranghi F, Moscarini M. (2011). Environment and women's reproductive health. *Hum Reprod Update*. 2011 May-Jun;17(3):418-33. doi: 10.1093/humupd/dmq061. Epub 2011 Jan 24. PMID: 21266373.
- Çelik, Ö., & Rustamova, N. (2019). Gestasyonel diyabet tanı ve tedavisi. *Klinik Tıp Bilimleri Dergisi*, 7(3), 24–27. <https://dergipark.org.tr/tr/download/article-file/776517>
- Çeliker A, Göçer M. Türkiye’de ve Dünyada Teratojenite Bilgi Servislerinin Çalışma Koşulları ve Sağladıkları Hizmetler. *HUJPHARM*. 2021;41(2):102-16. <https://dergipark.org.tr/tr/download/article-file/1540993>
- Çeliker, A., & Bolat, D. (2021). Bağımlılık yapan maddelerin gebelik döneminde kullanımının değerlendirilmesi. *FABAD Journal of Pharmaceutical Sciences*, 46(2), 225–250. <http://dergi.fabad.org.tr/pdf/volum46/Issue2/225-250.pdf>
- Celtemen MB, Telli Celtemen P, Bozkurt N. Gebelik ve Kurşun Zehirlenmesi. *JGON*. 2014;11(1):21-3. https://dergipark.org.tr/tr/pub/jgon/issue/51909/676173#article_cite
- Çopoğlu, Ü. S., Kökçaya, M. H., & Demircan, C. (2015). Gebelik ve laktasyon döneminde ruhsal bozukluklar ve tedavisi [Psychiatric disorders and treatment in pregnancy and lactation period]. *Mustafa Kemal Üniversitesi Tıp Dergisi*, 6(24), 43–53. Doi: 10.17944/mkutfd.81777
- Coşkun, A. M. (2017). Prekonsepsiyonel bakım ve danışmanlık. *1. Uluslararası Doğu Akdeniz Ebelik Kongresi Bildiri Kitabı*, 26–28 Mayıs, Hatay, Türkiye.
- Costa DB, Coelho HL, Santos DB. Utilização de medicamentos antes e durante a gestação: prevalência e fatores associados [Use of medicines before and during pregnancy: prevalence and associated factors]. *Cad Saude Publica*. 2017 Mar 9;33(2):e00126215. Portuguese. doi: 10.1590/0102-311X00126215. PMID: 28300968.

- Creeley, C. E., & Denton, L. K. (2019). Gebelikte reçeteli psikotropiklerin kullanımı: Gebelik, yenidoğan ve çocukluk sonuçlarının sistematik bir incelemesi. *Brain Sciences*, 9(9), 235. <https://doi.org/10.3390/brainsci9090235>
- Dağlar, G., & Bilgiç, D. (2018). Gebelikte teratojen enfeksiyonlara güncel yaklaşım [A current approach to teratogenic infections in pregnancy]. *Zeynep Kamil Tıp Bülteni*, 49(1), 100–108. <https://dergipark.org.tr/tr/download/article-file/445557>
- Demir, R., & Taşpınar, A. (2019). Gebelikte akılcı ilaç kullanımı [Rational drug use in pregnancy]. *Arşiv Kaynak Tarama Dergisi / Archives Medical Review Journal*, 28(3), 193–200. <https://dergipark.org.tr/tr/download/article-file/792766>
- Dişsiz, M. (2018). Üreme sağlığı ve kadında zararlı madde kullanımı. *ACU Sağlık Bilimleri Dergisi*, 9(3), 201–206. <https://doi.org/10.31067/0.2018.32>
- Elbayiyev, S., & Çakır, U. (2023). Madde bağımlısı anne bebeklerinin klinik ve laboratuvar özellikleri: Tek merkez deneyimi [Clinical and laboratory characteristics of infants born to substance addicted mothers: A single center experience]. *Bağımlılık Dergisi*, 24(1), 35–42. <https://dergipark.org.tr/en/download/article-file/2531037>
- Ergün, Y., Altıntaş Aykan, D. (2019). Akılcı İlaç Kullanımı Genel Prensipler. *Arşiv Kaynak Tarama Dergisi*. 2019. 28(1); 19-27 <https://dergipark.org.tr/tr/download/article-file/697134>
- ESHRE Capri Atölye Grubu, 50 yıllık etkili doğum kontrolünden sonra neden hala istenmeyen gebelikler yaşıyoruz? Avrupa perspektifi, *İnsan Üremesi*, Cilt 33, Sayı 5, Mayıs 2018, Sayfalar 777–783, <https://doi.org/10.1093/humrep/dey089>
- Farst KJ, Valentine JL, Hall RW.(2011). Drug testing for newborn exposure to illicit substances in pregnancy: pitfalls and pearls. *Int J Pediatr*. 2011;2011:951616. doi: 10.1155/2011/951616. Epub 2011 Jul 17. PMID: 21785611; PMCID: PMC3139193.
- Fazlıoğulları, Z., Yaşar, H., İzkavas, Ç., Coşkun, E., Özdemir, B., Kartal, M., Hınıs, T., Taş, E., Sevgi, F., & Özavcı, M. (2016). Halkımızın teratoloji hakkındaki farkındalığı. *Genel Tıp Dergisi*, 26(4), 145–150. <https://dergipark.org.tr/en/download/article-file/2156691>
- Fiat F, Merghes PE, Scurtu AD, Almajan Guta B, Dehelean CA, Varan N, Bernad E.(2022). The Main Changes in Pregnancy-Therapeutic Approach to Musculoskeletal Pain. *Medicina (Kaunas)*. 2022 Aug 17;58(8):1115. doi: 10.3390/medicina58081115. PMID: 36013582; PMCID: PMC9414568.
- Field, C. P., Cleary, E. M., Thung, S. F., Venkatesh, K., & Buschur, E. O. (2025, Mart 3). *Pregestational diabetes mellitus in pregnancy*. In K. R. Feingold, S. F. Ahmed, B. Anawalt, et al. (Eds.), *Endotext*. MDText.com, Inc. <https://www.endotext.org>
- Goldberg LR, Gould TJ. (2019). Multigenerational and transgenerational effects of paternal exposure to drugs of abuse on behavioral and neural function. *Eur J Neurosci*. 2019 Aug;50(3):2453-2466. doi: 10.1111/ejn.14060. Epub 2018 Jul 20. PMID: 29949212; PMCID: PMC7296771.

- Iraz, M., Gültepe, B., Ceylan, A., Doymaz, M. Z. (2015). Doğurganlık çağındaki kadınlarda Toksoplazma ve Rubella seroprevalansı. *Abant Medical Journal*, 4(1), 11-14. <https://doi.org/10.5505/abantmedj.2015.18189>
- Karakoç, MD (2025). İlaç-İlaç Etkileşimleri ve Teratojenik Riskler Açısından Gebe Vakalarının Retrospektif Analizi. *Konuralp Tıp Dergisi*, 17(1), 10-20. <https://doi.org/10.18521/ktd.1478663>
- Karakoç, MD (2025). İlaç-İlaç Etkileşimleri ve Teratojenik Riskler Açısından Gebe Vakalarının Retrospektif Analizi. *Konuralp Tıp Dergisi*, 17(1), 10-20. <https://doi.org/10.18521/ktd.1478663>
- Koren G, Bologna M, Long D, Feldman Y, Shear NH.(1989). Perception of teratogenic risk by pregnant women exposed to drugs and chemicals during the first trimester. *Am J Obstet Gynecol*. 1989 May;160(5 Pt 1):1190-4. doi: 10.1016/0002-9378(89)90186-5. PMID: 2729394.
- Lebin LG, Novick AM.(2022). Selective Serotonin Reuptake Inhibitors (SSRIs) in Pregnancy: An Updated Review on Risks to Mother, Fetus, and Child. *Curr Psychiatry Rep*. 2022 Nov;24(11):687-695. doi: 10.1007/s11920-022-01372-x. Epub 2022 Oct 1. PMID: 36181572; PMCID: PMC10590209.
- Lupattelli A, Spigset O, Twigg MJ, Zagorodnikova K, Mårdby AC, Moretti ME, et al.(2014). Medication use in pregnancy: a cross-sectional, multinational web-based study. *BMJ Open*. 2014;4(2):e004365 <https://bmjopen.bmj.com/content/4/2/e004365>
- Miral, M., & Kızılkaya Beji, N. (2017). Gebelikte ilaç kullanımı ve danışmanlık [Pregnancy drug use and consultancy]. *HSP – Sağlık ve Sosyal Politika Araştırmaları Dergisi*, 4(2), 142–148 DOI:10.17681/hsp-dergisi.316897
- Morgan, M., De Jong-van den Berg, L.T., Jordan, S.(2011). Drug safety in pregnancy-monitoring congenital anomalies. *Journal of Nursing Management*, (19):305-310. 305-10. doi: 10.1111/j.1365-2834.2011.01250.x. PMID: 21507101.
- Oliver, R., & Basit, H. (2023). *Embryology, fertilization*. In StatPearls. StatPearls Publishing <https://www.ncbi.nlm.nih.gov/books/NBK542186/#F>
- Ömeroğlu, İ., Demir, Ö., Gölbaşı, H. (2022). Prenatal and Postnatal Consequences of Drug Exposure in Pregnancy. *Forbes Journal of Medicine*, 3(1), 75-82. doi:10.4274/forbes.galenos.2022.93723.
- ÖZTÜRK Y. (2024). Önemli Bir Sorun: Gebelikte Bilinçsizce İlaç Kullanımı. *Sağlık Akademisi Kastamonu (SAK)*, 9(2), 271-287. <https://doi.org/10.25279/sak.1225980>
- Öztürk, Z. (2014). İlaç kullanan gebeye yaklaşım: Teratojenite riski ve danışmanlık hizmeti [Approaching pregnant women using medicine: Risk of teratogenicity and counselling service]. *Klinik Tıp Farmakoloji Bülteni*, 23(5), 201–207. https://www.researchgate.net/profile/Zeynep-Tirmikcioglu/publication/281781042_
- Öztürk, Z. (2018). Gebelikte ilaç kullanımı ve risk değerlendirmesi: Beni kategorize etme. *Zeynep Kamil Tıp Bülteni*, 49(1), 109-112. <https://doi.org/10.16948/zktipb.322632>

- Öztürk, Z. (2022). Gebelikte ilaç kullanımı ve risk değerlendirmesi: Beni kategorize etme. *Forbes Journal of Medicine*, 3(1), 75–82. <https://doi.org/10.4274/forbes.galenos.2022.93723>
- Peters, P., Miller, R. K., & Schaefer, C. (2015). Gebelikte ilaç tedavisi ve ilaç riskleri hakkında genel yorum. In *Gebelik ve emzirme döneminde ilaçlar: Tedavi seçenekleri ve risk değerlendirmesi* (3. baskı, ss. 1–23). Elsevier. <https://doi.org/10.1016/B978-0-12-408078-2.00001-9>
- Petrosellini, C., McAlpine, L., & Protti, O. (2024). Perinatal dönemde psikotrop ilaç kullanımı. *The Obstetrician & Gynaecologist*. Advance online publication. <https://doi.org/10.1111/tog.12936>
- Ram D, Gandotra S. (2015). Antidepressants, anxiolytics, and hypnotics in pregnancy and lactation. *Indian J Psychiatry*. 2015 Jul;57(Suppl 2):S354-71. doi: 10.4103/0019-5545.161504. PMID: 26330654; PMCID: PMC4539881.
- Şahin, M., Yurdakul, M. (2012). Gebelik Öncesi Danışmanlık. İstanbul Üniversitesi Florence Nightingale Hemşirelik Dergisi, 20(1):80-85. https://dergipark.org.tr/tr/pub/fnjin/issue/9006/112237#article_cite
- Sarıkaya, E., & Çayırtepe, Z. (2019, Mayıs). *Gebelikte farmakovijilans ve teratojenite* [Sunu]. <https://www.titck.gov.tr>
- ScienceDirect. (2019). *Teratogenic agent*. In *Pharmacovigilance: A practical approach*. <https://www.sciencedirect.com/topics/nursing-and-health-professions/teratogenic-agent>
- Scott K, Lust K.(2010). Illicit substance use in pregnancy - a review. *Obstet Med*. 2010 Sep;3(3):94-100. doi: 10.1258/om.2010.100014. Epub 2010 Sep 17. PMID: 27579069; PMCID: PMC4989592.
- Sewberath Misser VH, Shankar A, Hindori-Mohangoo A, ve diğerleri.(2021).2017 yılında Surinam Cumhuriyeti'nde gebelikte reçeteli ilaç kullanımının yaygınlığı ve güvenliği: farmakoepidemiolojik bir analiz. *Farmakoepidemioloji ve İlaç Güvenliğindeki Gelişmeler*. 2021 ;10(5):249. PMID: 34659914; PMCID: PMC8516118.
- Şolt, A., & Yazıcı, S. (2015). Adölesan gebelikler. *Hacettepe Sağlık İdaresi Dergisi (HSP)*, 2(2), 241–248. <https://doi.org/10.17681/hsp.36633>
- T.C. Sağlık Bakanlığı [SB]. (2018). *Gebelikte güvenli ilaç kullanımı rehberi*. Ankara: Türkiye İlaç ve Tıbbi Cihaz Kurumu Yayınları.
- Tsamantioti, E. S., & Hashmi, M. F. (2024, Ocak 10). *Teratogenic Medications*. In K. R. Feingold, B. Anawalt, A. Boyce, et al. (Eds.), *Endotext* [Internet]. MDText.com, Inc. <https://www.ncbi.nlm.nih.gov/books/NBK553086/>
- Türkiye Nüfus ve Sağlık Araştırması(TNSA) Temel Bulgular. (2018) Hacettepe Üniversitesi Nüfus Etütleri Enstitüsü. Ankara.

- Ulusoy KG. Evaluation of pregnant women who applied to a university hospital for drug use during pregnancy: case series. *Sakarya Med J.* 2020;10(3):459-66. <http://dx.doi.org/10.31832/smj.762086>
- UpToDate. (2025). *Gebelikte anjiyotensin dönüştürücü enzim inhibitörleri ve reseptör blokerlerinin yan etkileri*. In P. Ağustos, L. Wilkins-Haug, & W. B. White (Eds.), V. A. Barss (Ed. yardımcısı). <https://www.uptodate.com>
- Webster WS, Freeman JA. Prescription drugs and pregnancy. *Expert Opin Pharmacother.* 2003 Jun;4(6):949-61. doi: 10.1517/14656566.4.6.949. PMID: 12783591.
- Yılmaz, M. ve ark.(2011). Bir grup kadının ilaç kullanımı ile ilgili bazı davranışları: Akılcı mı? *Cumhuriyet Tıp Dergisi.* 33:266-277. <http://cmj.cumhuriyet.edu.tr/tr/download/article-file/47780>

**PERCEIVED STRESS AND PROFESSIONAL INSECURITY AMONG HOSPITAL
EMPLOYEES IN NORTHERN ALBANIA: A QUALITATIVE STUDY ON THE
IMPACT OF ARTIFICIAL INTELLIGENCE**

Msc. Anisa Halili

University of Shkodra “Luigj Gurakuqi”

Dr. Jonida Lesha

University of Shkodra “Luigj Gurakuqi”

Abstract: This qualitative study explores how hospital employees in the cities of Shkodra and Lezha perceive the impact of artificial intelligence (AI) and automation in their daily professional routines. The study aims to understand the subjective experiences of stress, professional insecurity, and adaptation in the face of technological transformation, particularly among radiologists, imagers, and cardiologists. A total of 12 health professionals aged 24 to 65, representing both genders, participated in semi-structured interviews. Thematic analysis, guided by Braun and Clarke’s six-step framework, revealed four central themes: (1) the influence of automation on professional skills, (2) perceived job insecurity due to AI, (3) emotional responses and well-being in light of automation, and (4) institutional support and training needs. Findings indicate that younger professionals showed higher adaptability and lower stress, while more experienced staff expressed uncertainty and anxiety toward rapid technological changes. Although many participants acknowledged the productivity and diagnostic benefits of AI-powered tools, concerns emerged around loss of professional identity, job displacement, and insufficient institutional support. Professionals emphasized the need for structured training, better communication between healthcare institutions, and increased inclusion in decision-making processes regarding AI adoption. Overall, the study highlights both the empowering and disruptive dimensions of AI in healthcare, stressing the importance of proactive institutional strategies to reduce fear and enhance professional development. These findings are particularly relevant for public health policymakers, hospital administrators, and workforce development programs aiming to navigate the evolving landscape of digital health transformation in Albania.

Keywords: Artificial Intelligence, Automation, Hospital Employees, Perceived Stress, Professional Insecurity, Thematic Analysis, Digital Health, Albania, Workforce Adaptation, Institutional Support.

DEPOLAMA SÜREÇLERİNİN ANALİZ EDİLEREK İYİLEŞTİRİLMESİ: BİR UYGULAMA

*Hasan Sönmez¹, İrem Karakaya², Songül Koldanca³, Beyza Etyemez⁴, Siddika Kadim⁵,
Orhan Engin⁶*

¹*Butkon Asansör A.Ş., Konya, Türkiye, hasansonmezendustri@gmail.com,
ORCID: 0009-0009-8856-8461*

²*Butkon Asansör A.Ş., Konya, Türkiye, irem.karakaya@butkon.com,
ORCID: 0000-0000-0000*

³*Butkon Asansör A.Ş., Konya, Türkiye, songulkoldanca@gmail.com,
ORCID: 0009-0004-1190-8847*

⁴*Butkon Asansör A.Ş., Konya, Türkiye, betyemez@kipas.com,
ORCID: 0009-0008-8679-4839*

⁵*Butkon Asansör A.Ş., Konya, Türkiye, siddika.kadim@butkon.com,
ORCID: 0009-0008-3247-1444*

⁶*Konya Teknik Üniversitesi, Endüstri Mühendisliği Bölümü, Konya, oengin@ktun.edu.tr
ORCID: 0000-0002-7250-0317*

Öz: İtme sistemlerinde, üretim planlama süreçlerinin etkin ve sürdürülebilir şekilde planlanabilmesi için 1980’li yıllardan itibaren malzeme ihtiyaç planlaması (MRP) ve devamında kurumsal kaynak planlaması (ERP) teknikleri yoğun olarak kullanılmaya başlanmıştır. Bu sistemler, üretim faaliyetlerinin daha sistematik ve bütünleşik şekilde yürütülmesini sağlamaktadır. Kurumsal kaynak planlaması uygulamalarının başarısı, büyük ölçüde malzeme ihtiyaç planlamasının doğruluğuna ve güvenilirliğine bağlıdır. Malzeme ihtiyaç planlamasının verimli çalışabilmesi ise ürün ağaçlarının doğru tanımlanmasına, malzeme listelerinin eksiksiz olmasına ve depolama süreçlerinin sağlıklı yürütülmesine bağlıdır. Bu çalışmada, kurumsal kaynak planlaması yapısı incelenerek, özellikle depolama süreçlerinin planlamadaki önemi ve rolü araştırılmıştır. Asansör butonları imalatı yapan bir üretim işletmesinde, hammadde ve yarı mamullerin depolama süreçleri detaylı olarak analiz edilmiştir. Kurumsal kaynak planlamasının etkinliğini artırmaya yönelik olarak, bu süreçlerde çeşitli iyileştirme çalışmaları gerçekleştirilmiştir. Malzeme depolamada kullanılan raflama sistemleri, malzemenin üretim hattına zamanında ve düzenli şekilde taşınması, üretim beklemlerinin minimize edilmesi amacıyla çeşitli gözlemler yapılmış ve bu gözlemler doğrultusunda iyileştirme önerileri geliştirilmiştir.

Anahtar Kelimeler: Kurumsal kaynak planlaması, Butkon, Depolama süreçleri, Buton, Ürün ağacı

IMPROVING STORAGE PROCESSES THROUGH ANALYSIS: AN APPLICATION

*Hasan Sönmez¹, İrem Karakaya², Songül Koldanca³, Beyza Etyemez⁴, Siddika Kadim⁵,
Orhan Engin⁶*

¹*Butkon Asansör A.Ş., Konya, Türkiye, hasansonmezendustri@gmail.com,
ORCID: 0009-0009-8856-8461*

²*Butkon Asansör A.Ş., Konya, Türkiye, irem.karakaya@butkon.com,
ORCID: 0000-0000-0000*

³*Butkon Asansör A.Ş., Konya, Türkiye, songulkoldanca@gmail.com,
ORCID: 0009-0004-1190-8847*

⁴*Butkon Asansör A.Ş., Konya, Türkiye, betyemez@kipas.com,
ORCID: 0009-0008-8679-4839*

⁵*Butkon Asansör A.Ş., Konya, Türkiye, siddika.kadim@butkon.com,
ORCID: 0009-0008-3247-1444*

⁶*Konya Teknik Üniversitesi, Endüstri Mühendisliği Bölümü, Konya, oengin@ktun.edu.tr
ORCID: 0000-0002-7250-0317*

Abstract: In push systems, material requirements planning (MRP) and, subsequently, enterprise resource planning (ERP) techniques have been used extensively since the 1980s to enable production planning processes to be planned effectively and sustainably. These systems ensure that production activities are carried out in a more systematic and integrated manner. The success of enterprise resource planning applications depends largely on the accuracy and reliability of material requirements planning. The efficient functioning of material requirements planning, in turn, depends on the correct definition of bill of materials, the completeness of material lists, and the proper execution of storage processes. In this study, the structure of enterprise resource planning was examined, and the importance and role of storage processes in planning were investigated. In a manufacturing company that produces elevator buttons, the storage processes of raw materials and semi-finished products were analyzed in detail. Various improvement studies were carried out in these processes to increase the effectiveness of enterprise resource planning. Observations were made regarding the shelving systems used in material storage, the timely and regular transportation of materials to the production line, and the minimization of production delays, and improvement recommendations were developed based on these observations.

Keywords: Enterprise resource planning, Butkon, Storage processes, Button, Bill of materials

GİRİŞ

1980’li yıllardan itibaren üretim süreçlerinin daha etkin ve sürdürülebilir şekilde yönetilmesi amacıyla Malzeme İhtiyaç Planlaması (MİP) sistemleri kullanılmaya başlanmıştır. MİP için ana üretim planına, ürün ağaçlarına-malzeme listesine ve envanter kayıtlarına ihtiyaç vardır (Ünüvar ve Engin, 2002). MİP sistemleri takiben Kurumsal Kaynak Planlaması (KKP) uygulamaları gelişerek yaygınlaşmıştır. KKP sistemleri, üretimden lojistiğe, insan kaynaklarından finansmana kadar tüm işletme kaynaklarının bütünleşmiş bir şekilde yönetilmesini sağlayarak, işletmelere stratejik avantajlar sunmaktadır. Ancak bu sistemlerin

başarısı, üretim sürecine ilişkin verilerin doğruluğuna ve alt sistemlerin etkinliğine bağlıdır. Bu noktada, malzeme ihtiyaç planlamasının güvenilir çalışması ve özellikle depo süreçlerinin sağlıklı işlemesi büyük önem taşımaktadır. Depolama süreçleri, yalnızca malzeme stoklamakla sınırlı olmayıp, üretim hattına zamanında ve düzenli malzeme akışı sağlamak gibi kritik bir işleve sahiptir. Üretimde yaşanan gecikmelerin önemli bir bölümü, hatalı depolama veya yetersiz malzeme akışından kaynaklanmaktadır. Bu nedenle depolama faaliyetlerinin, KKP sistemi içinde aktif ve doğru şekilde planlanması gerekmektedir.

Bu çalışma kapsamında, asansör butonları imalatı yapan bir işletmede, hammadde ve yarı mamullere yönelik depolama süreçleri detaylı biçimde analiz edilmiştir. Raflama sistemleri, malzeme taşıma düzeni ve üretim hattı ile depo arasındaki koordinasyon değerlendirilmiş; elde edilen bulgular ışığında, KKP sisteminin genel verimliliğini artırmaya yönelik çeşitli iyileştirme önerileri sunulmuştur.

Çalışmanın Amacı

Bu çalışmanın temel amacı, KKP sistemlerinin başarısını doğrudan etkileyen depolama süreçlerini analiz ederek, bu süreçlerin üretim planlamasına katkı düzeyini ortaya koymaktır. Özellikle hammadde ve yarı mamul malzemelerin doğru şekilde depolanması, üretim hattına zamanında ve düzenli bir biçimde iletilmesi, üretimde meydana gelen beklemleri azaltarak verimliliği artırma potansiyeline sahiptir. Bu kapsamda, asansör butonları imalatı yapan bir üretim işletmesinde mevcut depo yapısı değerlendirilmiş ve KKP sistemi üzerinden alınan verilerle süreç analizi gerçekleştirilmiştir. Çalışmada, Butkon Asansör San. Tic. A.Ş.'nin üretim tesisinde uygulanan depo sistemi temel alınmış, saha gözlemleri ve kurum içi veri kaynaklarından faydalanılarak analizler yapılmıştır. Çalışma, KKP sistemlerinin performansının artırılmasında depo yönetiminin rolüne dikkat çekmeyi ve işletmelere uygulamaya dönük çözüm önerileri sunmayı amaçlamaktadır.

Çalışmanın Kapsamı

Bu araştırma, Butkon A.Ş.'de yapılmıştır. Butkon Asansör San. Tic. A. Ş., 2010 yılında, asansör kat ve kabin panelleri üretimi yapmak amacı ile kurulmuştur. Butkon A.Ş., 14.000 m² kapalı alanında, yaklaşık 250 çalışanı ile müşterilerine kaliteli ürünler sunmaktadır. Sürekli gelişme çabası içinde olan Butkon A.Ş., Elektronik dizgi makineleri, plastik enjeksiyon makineleri, CNC dik işleme merkezleri vd., lazer, abkant, pres, makas ve eksantrik/hidrolik pres vd. makinelerini bünyesinde bulunduran, toplam yedi ayrı atölyede üretim yapmaktadır. Uzman Ar-Ge ekibiyle, kurmuş olduğu Ar-Ge merkezinde gerek yurtiçi gerekse yurtdışı müşterilerinin ihtiyaç ve beklentilerini karşılayarak, markalaşma sürecine devam etmektedir. Butkon, satış sonrası hizmetleri ile müşteri memnuniyetini ön planda tutmaktadır.

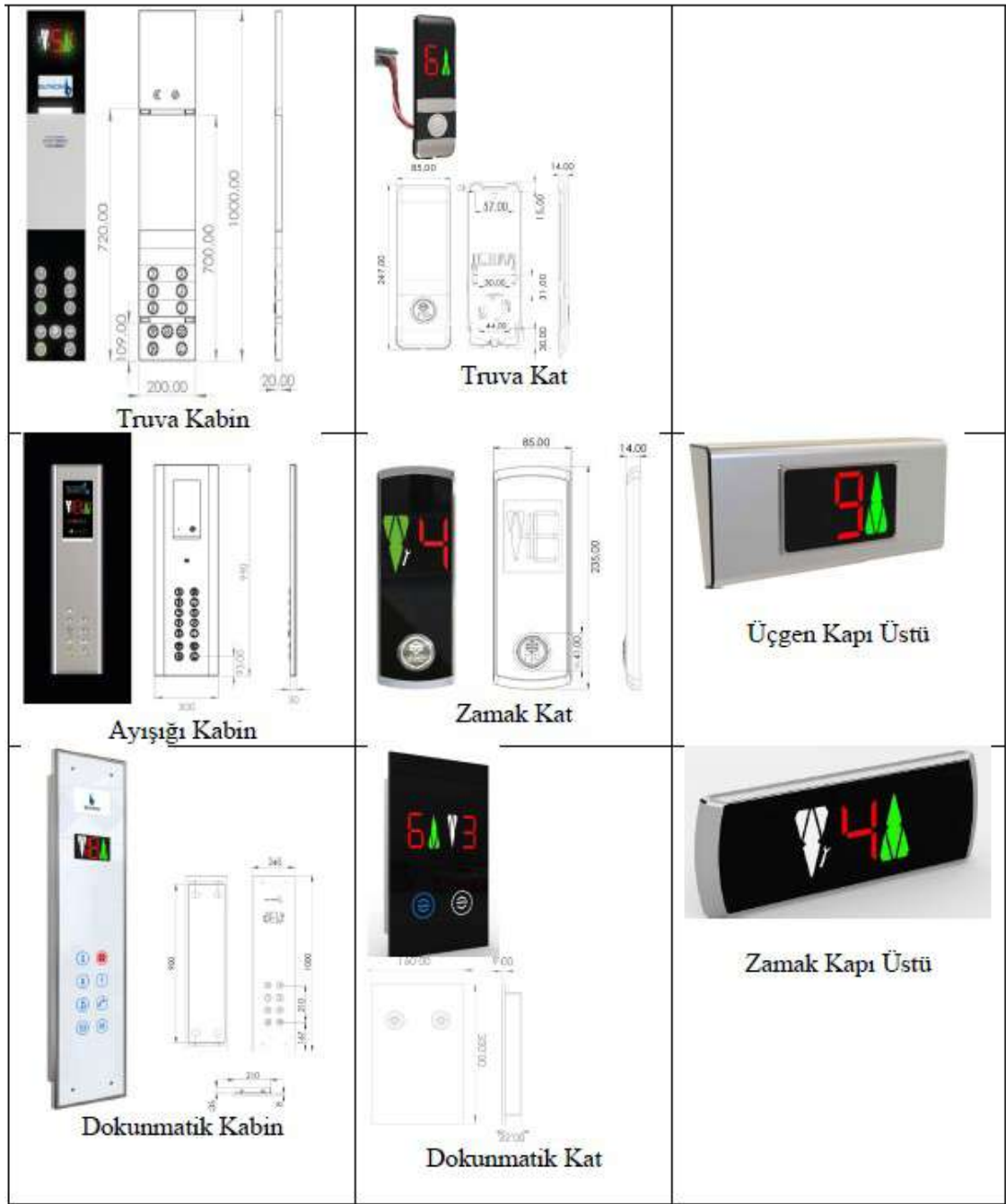
Butkon A. Ş., yurt içi ve yurt dışı fuarlarda katılımcı olarak yer almaktadır. Firma, Suudi Arabistan, Mısır, Ürdün, Fas, Libya, Kuveyt, Katar, Birleşik Arap Emirlikleri, Tunus, Yunanistan, Vietnam, Hindistan, Portekiz, İspanya ve Kosova'ya ihracat yapmaktadır (Anonim, 2025). Butkon A. Ş'de., kabin kasetleri, kat kasetleri ve kapı üstü göstergeleri olmak üzere üç farklı mamul üretilmektedir.

Butkon A. Ş. tarafından üretilen ürün çeşitleri Şekil 1'de sunulmuştur (Anonim, 2025).

KABİN KASETLERİ	KAT KASETLERİ	KAPI ÜSTÜ GÖSTERGELERİ	BÜTONLAR	YARDIMCI EKİPMANLAR
Standart	Yakamoz	Truva Kapı Üstü	Elips	Pradas Plus
Yakamoz	Truva	Üçgen Kapı Üstü	Kare	Kartlı Geçiş
Truva	Zamak	Zamak Kapı Üstü	Yuvarlak	Akbilli Geçiş
Alize	Venus	Cam Kapı Üstü	Elite	Yangın Anahtarı
Galaxy	Galaxy	Moon Kapı Üstü	Antivandal	Şifre Kiti
Penta	Penta		Temassız	Vatman
Ay Işığı	Standart			But-Call
Yatay Panel	Tas			
Butonlu Cam	Alize			
Dokunmatik Cam	Sıvaaltı Pimli			
Moon	Sıvaaltı Vidalı			
Standart Sıva Altı	Sıvaaltı Butonlu Cam			
	Sıvaaltı Dokunmatik Cam			
	Moon			

Şekil 1. Butkon A.Ş. tarafından üretilen mamuller

Firma tarafından üretilen mamullerin görsellerinden bazıları da Şekil 2’de verilmiştir.



Şekil 2. Butkon A.Ş. tarafından üretilen mamullerin görselleri

ÇALIŞMANIN YÖNTEMİ

Butkon Asansör San. Tic. A.Ş., önceki üretim tesisinde yalnızca iki depo ile faaliyet gösterirken, yeni üretim tesisine geçişle birlikte depo yönetim sisteminde köklü bir yeniden yapılandırmaya gitmiştir. Firma, hammadde ve yarı mamul malzemeleri daha etkin bir şekilde yönetebilmek amacıyla depolarını Sarf malzeme depo, Elektronik hammadde depo, Sac yarı mamul depo ve Enjeksiyon yarı mamul depo olmak üzere dört ayrı kategoriye ayırmıştır. Bu bölünmenin temel amacı, daha sade, anlaşılır ve yönetilebilir bir depo sistemi oluşturarak, malzeme akışında yaşanan karışıklıkları ve zaman kayıplarını azaltmaktır.

Her bir depo, içerdği ürün gruplarına göre yeniden kurgulanmış; KKP sisteminden elde edilen kullanım ve stok verileri dikkate alınarak yerleşim planları oluşturulmuştur. Sarf malzeme depo, üretim hattına yakın konumlandırılmış ve ürünlerin ağırlık ile kullanım sıklığına göre düzenlenmiştir. Elektronik hammadde depo'da ise malzemeler kullanım yoğunluğuna göre gruplanmış, sık kullanılan ürünler alt raflara yerleştirilerek erişim kolaylaştırılmıştır. Ayrıca, her iki yeni depoya ayrı birer şef atanarak yönetim sorumlulukları netleştirilmiştir.

Yarı mamul depolarda da benzer bir yöntem izlenmiş, KKP verileriyle ürün grupları analiz edilerek raf planlaması yapılmıştır. Bu sayede, iç lojistik araçlarının kullanımı kolaylaştırılmış, üretim öncesi malzeme toplama ve dağıtım süreçleri hızlandırılmıştır. Firma, tüm bu iyileştirmelerle birlikte yeni depo sisteminde yürüyüş, taşıma ve bekleme gibi zaman kayıplarını en aza indirmeyi hedeflemiş; depo yönetimini yalın ve sistematik bir yapıya kavuşturmuştur.

LİTERATÜR

Stok analizi ve depolama süreçleri ile ilgili literatürde son yıllarda yapılan çalışmaların bir kısmı aşağıda sunulmuştur.

Aktürk ve ark. (2005) çalışmalarında, yavaş devreden stok elemanları için geliştirilmiş envanter modelleri literatürünü tanıtarak, bir firmada, seçilmiş olan yedek parçaların dağılımına uygun modellerin önerdiği, stokta tutulması gereken miktarlar, mevcut stok durumuna göre kıyaslanmışlardır. Modellerin performansını, belirli bir periyotta elde bulundurma ve elde bulundurmama maliyetlerinde sağladıkları iyileştirmeye belirlenmişlerdir. Tamer (2010) gerçek veriler ile işletme için önemli olan ürünleri belirlemede, ABC analizi uygulamıştır. Bu analize göre ürünlerin yavaş devreden olup olmadıklarını tespiti etmiştir. Yavaş devreden stokların karar değişkenlerini (tekrar sipariş verme noktası ve sipariş miktarı) tanımlamak için, kesikli talep tahmin yöntemlerine gereksinim duymuş ve bu tahmin yöntemlerini uygulamıştır. Dinçer ve Ekin (2017) doğrusal programlama ile uçak bakım-onarım sektöründeki yedek parça envanterinin yönetilmesi konusunda, maliyet tabanlı bir çalışma yapmışlardır. Çalışmalarında, var olan envanter maliyetiyle, modelde bulunan envanter maliyetini karşılaştırmışlardır

BULGULAR VE SONUÇ

Butkon Asansör San. Tic. A.Ş.'nin yeni depo sisteminde, adresleme işlemleri, algoritmalar doğrultusunda tamamlanmış ve tüm veriler KKP sistemine işlenmiştir. Bir sonraki adımda, dağıtım emirlerinin sistemden çekilmesiyle birlikte ürün adreslerinin de listelere eklenmesi planlanmakta; böylece dağıtım personelinin ürünlere daha hızlı erişmesi hedeflenmektedir.

Depolarda halen kullanılan karton kutuların, ürünlerin korunması ve istifleme verimliliği açısından yetersiz kaldığı belirtilmiş; ürün gruplarına özel plastik kutulara geçilmesi gerektiği vurgulanmıştır. Plastik kutuların uzun ömürlü oluşu, taşıma dayanıklılığı, daha fazla ürün istiflenebilmesi ve raf uyumu gibi avantajları sayesinde depo düzenine katkı sağlayacağı ifade edilmiştir.

Ayrıca sabit raf sistemlerinin, ürün ölçülerine göre yeniden ayarlanarak, alan tasarrufu sağlanması gerektiği belirtilmiştir. Depolara, kontrolsüz personel giriş çıkışlarının önlenmesi, üretimden gelen taleplerin malzeme çıkış formu ile belgelenmesi önerilmiştir.

Depo içi yönlendirme için bloklara tabelaların asılması ve üretim sonrası ürünlerin tanınabilirliği için barkot sistemine geçilmesi planlanmıştır. Barkotların, operatör yükünü artırmaması adına merkezi olarak önceden hazırlanması, uzun vadede ise kanban kartlarının kullanılması önerilmiştir.

Son olarak, ürünlerin sayımı için tartı sistemi kullanılmalı, kutuların dolum kapasiteleri standartlaştırılmalı ve her kutu üretim sonrası tartılarak doldurulmalıdır. Bu yöntemle stok miktarlarının daha doğru takip edilmesi ve mevcut tahmini sisteme dayalı dağıtımın terk edilerek net sayımlı sisteme geçilmesi hedeflenmiştir.

Teşekkür

Bu araştırma, Butkon Asansör Sanayi Ticaret A.Ş., Ar-Ge Merkezi tarafından desteklenmiştir.

KAYNAKLAR

Aktürk, E., Özkale, C., Fırlıklı, N., Engin O. (2005). Yavaş devreden stok elemanları için envanter modelleri uygulaması, *V. Ulusal Üretim Araştırmaları Sempozyumu*, İstanbul Ticaret Üniversitesi, 329- 333.

Anonim, 2025, Butkon Asansör San. Tic. AŞ, <https://www.butkon.com> (E. T. 01.06.2025)

Dinçer, S.E., Ekin, E. (2017). Havacılık Sektöründe Yedek Parça Envanter Yönetimi Problemlerine Doğrusal Programlama ile Çözüm Yaklaşımı, *Journal of Life Economics*, 77- 102

Tamer, S. (2010). Inventory Control for Slow-Moving Items with Application to Real Data, Dokuz Eylül Üniversitesi (Turkey) ProQuest Dissertations & Theses, 30854267.

Ünüvar, A., Engin, O. (2002). Malzeme İhtiyaç Planlamada Veri Tabanı Oluşturma ve Değirmen Vals Makinası Üreten Bir İşletmede Uygulama, *S.Ü. Müh. Mim. Fak. Derg.*, 17, 1, 61- 67.

THE EFFECT OF RELATIVE MOTION CONCEPT ON CLINICAL OUTCOMES IN ZONE 5 EXTENSOR DIGITORUM COMMUNIS INJURY: A CASE REPORT

Hikmet KOCAMAN¹, İsmail CEYLAN², Nilgün BEK³

*¹Karamanoğlu Mehmetbey University, Faculty of Health Sciences, Department of
Physiotherapy and Rehabilitation, kcmnhikmet@gmail.com, Karaman / Türkiye*

*²Kırşehir Ahi Evran University, School of Physical Therapy and Rehabilitation,
Department of Physiotherapy and Rehabilitation, fztceylan@gmail.com, Kırşehir / Türkiye*

*³Lokman Hekim University, Faculty of Health Sciences, Department of Physiotherapy and
Rehabilitation, nilgunbek@gmail.com, Ankara / Türkiye*

Abstract: The aim of this study was to evaluate the effects of relative motion concept on pain, oedema, deformity and hand function in a patient with Extensor Digitorum Communis (EDC) tendon injury at zone 5 level. A 19-year-old male patient who underwent primary repair for a right-hand 5th finger zone 5 EDC tendon incision was referred to physiotherapy at the 3rd postoperative week. During the evaluation, a 30° flexion lag was detected in the metacarpophalangeal (MP) joint. Accordingly, it was decided to apply relative motion orthosis to the patient and place and hold exercise was taught for 10 repetitions per hour. Pain was assessed by Visual Analogue Scale (VAS), edema by figure-of-eight circumference measurement method, hand function by Disabilities of the Arm, Shoulder and Hand Questionnaire (DASH), finger range of motion (ROM) by goniometer and hand dexterity by Duruöz Hand Index before and 3 months after orthosis. At the end of the three-month follow-up, a 1 cm decrease in oedema, a decrease in DASH score from 76 to 12, a decrease in VAS score from 7.8 cm to 1.4 cm and a decrease in Duruöz Hand Index score from 67 to 13 were observed. Additionally, full range of motion was achieved in the MP, proximal interphalangeal (PIP), and distal interphalangeal (DIP) joints of the fourth and fifth fingers. The relative motion concept appears to be an effective approach in managing functional limitations resulting from positional deformities after tendon repair. The evaluation results of the case show that this method can make significant contributions in reducing oedema, alleviating pain and promoting functional recovery.

Keywords: Tendon injuries, Orthosis, Rehabilitation

INTRODUCTION

The hand is a vital organ due to its complex anatomical structure and functional role in daily life. For this complex organ to function properly, numerous intrinsic and extrinsic muscles must work in synchrony. This synchronization can be disrupted by pathologies such as trauma, rheumatic diseases, and lower and upper motor neuron lesions. These conditions may impair hand function by altering tendon angles (as seen in rheumatoid arthritis), affecting peripheral nerve function (as in proximal ulnar nerve injuries), or disrupting tendon and

muscle continuity (as seen in extrinsic tendon injuries and similar lacerations) (Büyükturan et al., 2018; Ceylan et al., 2023).

Orthoses are generally designed to compensate for dysfunctions caused by musculoskeletal pathologies. The literature describes various static and dynamic orthoses using different materials to address diverse dysfunctions. The relative motion concept (RMC) was first introduced by Wyndell Merritt in the early 1970s based on extensor tendon injuries in the hand (Ceylan & Canli, 2023). Initially, this approach was introduced as the "Yoke" orthosis. The primary aim of the relative motion approach in tendon rehabilitation is to reduce the load on the repaired tendon, thus enabling an earlier start to postoperative rehabilitation. In addition to tendon rehabilitation, it has shown positive results in conditions impairing hand mechanics such as rheumatologic diseases and peripheral nerve injuries. The fundamental principle of this orthosis is to transfer the load of the affected finger to the healthy fingers, positioning it functionally. This reduces tension on the repaired tendon, allowing safe movement of the hand and wrist in the early rehabilitation period and ultimately accelerating functional recovery (Howell & Hirth, 2023). Moreover, by creating a blocking effect on the fingers, this orthosis enhances proprioceptive input.

The aim of this study was to examine the effects of RMC on pain, oedema, deformity, and hand function in a patient with Extensor Digitorum Communis (EDC) tendon injury at zone 5.

CASE

A 19-year-old male patient underwent primary repair for a zone 5 EDC tendon laceration on the 5th finger of the right hand and was referred to physiotherapy in the 3rd postoperative week (Figure 1). Evaluation revealed a 30° flexion lag at the metacarpophalangeal (MP) joint. Accordingly, relative motion orthosis was applied, and the patient was taught to perform a "place and hold" exercise 10 times per hour. Assessments before and three months after orthosis included pain via Visual Analogue Scale (VAS), oedema via figure-of-eight measurement, hand function via DASH questionnaire, range of motion (ROM) via goniometer, and hand dexterity via Duruöz Hand Index.



Figure 1. Appearance of the patient's right hand before orthotic application

RESULTS

After three months, a 1 cm reduction in oedema was observed, DASH score decreased from 76 to 12, VAS score from 7.8 cm to 1.4 cm, and Duruöz Hand Index from 67 to 13 (Table 1). Full ROM was achieved in MP, PIP, and DIP joints of the fourth and fifth fingers (Table 2, Figure 2).

Table 1. Measurement values of the patient before and after treatment

Parameter	Post-op Week 3	Post-op Week 12
Oedema (figure-of-8, cm)	42	41
DASH Score	76	12
VAS (activity, cm)	7.8	1.4
Duruöz Hand Index	67	13

DASH; Disabilities of the Arm, Shoulder, and Hand, VAS; Visual Analogue Scale



Figure 2. Appearance of the patient's right hand after orthotic application

Table 2. Normal range of motion values of the patient's right hand before and after treatment

ROM (degrees)	Post-op Week 3				Post-op Week 12			
	MP	PIP	DIP	TROM	MP	PIP	DIP	TROM
	Ext/flex	Ext/flex	Ext/flex		Ext/flex	Ext/flex	Ext/flex	
4th finger	10/30	10/45	0/30	37%	0/90	0/90	0/70	100%
5th finger	30/40	20/35	10/35	25%	0/90	0/90	0/70	100%

ROM: Range of Motion, MP; Metacarpophalangeal, PIP; Proximal Interphalangeal, DIP; Distal Interphalangeal, TROM: Total Range of Motion

CONCLUSION

Although the RMC has undergone various name changes and orthotic modifications over time, it took years to become mainstream in the management of extensor tendon injuries. The hands-on nature of the method and the prolonged rehabilitation required for the target population have contributed to this delay. As the name implies, this approach is not limited to extensor tendon injuries; it can be used in any pathology that disturbs finger positioning. One of the key advantages of this concept is its facilitation of early rehabilitation and increased patient motivation. As it is applied in different conditions, the concept is expected to evolve further (Howell & Hirth, 2023; Merritt et al., 2023; Verdan, 1960).

In the case presented in this study, RMC orthosis was initiated in the third postoperative week. Near-complete functionality was achieved by the 12th postoperative week. It is well known that patient cooperation is a crucial factor in tendon rehabilitation. The young age and cooperative nature of this patient facilitated the rehabilitation process. In conclusion, to better understand the effects of the RMC approach, studies with long-term follow-up and larger sample sizes are needed.

REFERENCES

- Büyükturan, Ö., Ceylan, İ., Erden, Z., & Erçetin, Ö. (2018). Zon 2 fleksör tendon yaralanmalarında Modifiye Duran Protokolünün klinik sonuçları. *Journal of Exercise Therapy and Rehabilitation*, 5(3), 150-157.
- Ceylan, İ., & Canli, M. (2023). Splinting Rheumatoid Hand Deformities: A Case Report. *Ahi Evran Medical Journal*, 7(2), 256-259.
- Ceylan, İ., Canli, M., Kaya, E. K., & Alkan, H. (2023). Rehabilitation results of early active motion protocol following hand extensor tendon injuries. *Health And Sport*, 4(3), 99.
- Howell, J. W., & Hirth, M. J. (2023). The ongoing evolution of a clinical innovation: Relative motion concept and orthoses. *Journal of Hand Therapy*, 36(2), 248-250.
- Merritt, W., Robinson, S., & Hardy, M. (2023). A commentary from the pioneers on the innovation of the relative motion concept: History, biologic considerations, and anatomic rationale. *Journal of Hand Therapy*.
- Verdan, C. (1960). Syndrome of the quadriga. *The Surgical Clinics of North America*, 40, 425-426.

SPOT 6 UYDU GÖRÜNTÜLERİNİN İKİ BOYUTLU GEOMETRİK DOĞRULUĞUNUN BELİRLENMESİ

Hüseyin TOPAN¹

*¹Zonguldak Bülent Ecevit Üniversitesi, Mühendislik Fakültesi, topan@beun.edu.tr,
Zonguldak / Türkiye*

Öz: Uydu görüntü ve verilerinden çeşitli bilgiler elde edilebilmektedir. Bunlardan birisi de konuma bağlı uygulamalardır. Örneğin farklı kaynaklardan elde edilen uydu görüntülerinin Google Earth gibi uygulamalarda yan yana getirilebilmeleri için koordinatlandırılması gerekmektedir. Koordinatlandırılan bu görüntülerden nesne çıkarımı yardımıyla haritalar oluşturulabilmektedir. Ancak bu koordinatlandırma işleminin doğruluğunun ± 1 piksel düzeyinin altında kalması gerekmektedir. Bu da temelde görüntünün geometrik özelliklerine, koordinatlandırmada kullanılan matematik modele ve yardımcı verilerin doğruluğuna bağlıdır. Bu bildiride, optik bir uzaktan algılama uydusu olan SPOT 6'ya ait 1.5 m yer örnekleme aralıklı pankromatik temel seviye uydu görüntüsünün geometrik doğruluğu iki boyutlu olarak incelenmiştir. Dağlık bir topoğrafyaya sahip Zonguldak test alanını kaplayan görüntü, benzerlik, polinom (beşinci dereceye kadar), afin izdüşüm (dört alt model), projektif, doğrudan doğrusal dönüşüm, algılayıcıdan bağımsız rasyonel işlev modeli (üçüncü dereceye kadar) gibi algılayıcıdan bağımsız dönüşüm yöntemleri ile algılayıcıya bağımlı rasyonel işlev modeli (ikinci dereceye kadar) ile değerlendirilmiştir. 89 yer kontrol noktası ile 10 bağımsız denetim noktası arazide küresel konumlama sistemi yardımıyla zeminde ve simetrik nesnelerin ortasında kalacak şekilde ölçülmüştür. Noktaların dağılımının hem yatayda hem de düşeyde uygun olmasına özen gösterilmiştir. Tüm koordinatlar ± 1 aralığına getirilerek dengeleme hesabında olası kötü şartlı matris oluşumu önlenmiştir. Ayrıca Moore-Penrose (pseudo) ters alma yöntemiyle matris ters alma işlemleri gerçekleştirilerek doğruluk ölçütü olan karesel ortalama hata hesabı yapılmıştır. En kaba doğruluk değerleri benzerlik dönüşümü ile yer kontrol ve bağımsız denetim noktalarında sırasıyla ± 15.65 piksel ve ± 16.23 m düzeyinde elde edilirken en yüksek doğruluk değerleri ise üçüncü derece algılayıcıdan bağımsız rasyonel işlev modeli ile yer kontrol ve bağımsız denetim noktalarında sırasıyla ± 0.18 piksel ve ± 0.73 piksel düzeyinde elde edilmiştir. Hata vektörleri ise beklendiği gibi sistematik olmayan bir dağılım göstermiştir.

Anahtar Kelimeler: GeoTransform, optik uydu görüntüsü, algılayıcıya bağımlı dönüşüm

TWO DIMENSIONAL GEOMETRIC ACCURACY OF SPOT 6 SATELLITE IMAGES

Hüseyin TOPAN¹

¹Zonguldak Bülent Ecevit University, Engineering Faculty, topan@beun.edu.tr, Zonguldak / Türkiye

Abstract: Various information can be obtained from satellite images and data. One of these is geospatial applications. For example, satellite images obtained from various sources must be coordinated so that they can be mosaiced in the applications such as Google Earth. Maps can be generated from these georeferenced images with the help of object extraction. However, the accuracy of this process must be below ± 1 pixel. The success essentially depends on the geometric properties of the image, the mathematical model used in georeferencing, and the accuracy of the auxiliary data. In this paper, the geometric accuracy of a 1.5 m ground sampling distance panchromatic basic level satellite image of the optical remote sensing satellite SPOT 6 was examined in two dimension. The image covering the Zonguldak test area characterized a mountainous topography, was analysed using sensor-independent transformation methods such as similarity, polynomial (up to fifth degree), affine projection (four sub-models), projective, direct linear transformation, sensor-independent rational function model (up to third degree), and sensor-dependent rational function model (up to second degree). 89 ground control points and 10 independent control points were measured on the ground using a global navigation satellite system. They were located on the bare ground and at the centre of symmetrical objects. The points were collected both in horizontal and vertical dimensions. All coordinates were normalized into ± 1 range to overcome the ill-conditioned matrix problem in the bundle adjustment. Additionally, matrix inversion was performed using the Moore-Penrose (pseudo) method. The accuracy metric for the transformation was the root mean square error in pixel. The worst accuracy was estimated as ± 15.65 pixels and ± 16.23 m at ground control and independent control points, respectively, using similarity transformation. The highest accuracy was estimated as ± 0.18 pixels and ± 0.73 pixels at ground control and independent control points, respectively, using the sensor independent rational function model with third-order. The error vectors showed a non-systematic distribution as expected.

Keywords: GeoTransform, optical satellite image, sensor independent transformation

GİRİŞ

SPOT 6, Airbus Savunma ve Uzay şirketi tarafından işletilen ticari bir uzaktan algılama uydusudur ve SPOT 1-5'in devamı niteliğindedir. 9 Eylül 2012'de fırlatılan SPOT 6, nadir görüş açısında pankromatik ve görünür-yakın kızılötesi bantlar için sırasıyla 1.5 m ve 6.0 m yer örnekleme aralığına (YÖA) sahip yeniden örneklenmiş görüntüler elde eder. SPOT 6 ve 30 Haziran 2014'te fırlatılan ikizi SPOT 7 hala çalışır durumdadır ve aynı bölgenin günde iki kez tekrar ziyaret edilmesini sağlamak için Pléiades 1A&1B ile bir takımyıldızı oluşturur (Airbus Defence and Space, 2013). Fırlatılmasından bu yana on üç yıldan fazla zaman geçmesine rağmen, SPOT 6'yı konu alan bilimsel yayınların sayısı sınırlıdır ve bunların çoğu

konum doğruluğu dışında çeşitli uygulamalara odaklanmıştır. Sadece iki yayın, yani Yang ve Zhu Yang and Zhu (2013) ve Zhang et al. (2018), Rasyonel İşlev Modeli (Rational Function Model) kullanılarak değerlendirilmiştir. Topan (2023) tarafından ise SPOT 6'nın 3B konum doğruluğu, yine bu uydu için Airbus Defence and Space (2013) tarafından geliştirilmiş olan algılayıcıya bağımlı yöneltme yöntemi ile değerlendirilmiştir. Ancak konum doğruluğu belirleme ve görüntülerin koordinatlandırılması (ortogörüntü üretimi gibi) amacıyla kullanılan yazılımlarda algılayıcıya bağımlı yöneltme yöntemlerinin kullanılması her zaman mümkün olmadığından daha genel ve algılayıcıdan bağımsız yöneltme yöntemleri kullanılması gerekebilir. Algılayıcıya bağımlı RFM ile değerlendirme Terlemezoğlu and Topan (2020) tarafından değerlendirildiğinden bu bildiride amaç, Zonguldak test alanına ait pankromatik temel düzey bir SPOT 6 görüntüsünün, algılayıcıdan bağımsız yöneltme yöntemleri ile 2B konum doğruluğunun belirlenmesidir.

KURAMSAL ÇERÇEVE

Görüntü uzayından nesne (yer) uzayına geçiş sağlanarak, görüntüden nesne koordinatları elde edilebilir. Bu işlem, konuma bağlı pek çok işlemin temelidir. Koordinat dönüşümleri iki ana sınıfa ayrılabilir. Algılayıcıdan bağımsız yöntemler görüntü ve nesne koordinat sistemleri arasındaki geometrik ilişkiyi dikkate almazken algılayıcıya bağımlı yöntemler görüntü ve nesne koordinat sistemleri arasındaki geometrik ilişkiyi dikkate alırlar. Ancak yöntemlerden bağımsız olarak, görüntü ve nesne uzayı arasındaki dönüşüm ilişkisi aşağıdaki gibi kurulur:

$$(r, c)_i = F\{P_j, (X, Y, Z)_i\} \quad (1)$$

Burada r ve c sırasıyla görüntü uzayında satır ve sütun koordinatlarını, F dönüşüm yöntemini, P dönüşüm katsayısını, X, Y, Z ise nesne uzayındaki koordinatları temsil etmektedir. i ve j ise sırasıyla YKN (Yer Kontrol Noktası) ve katsayılarla ilgili olan indislerdir. Algılayıcıya bağımlı bir yöntemde P iç ve dış yöneltme elamanı, algılayıcıya bağımlı bir RFM'de görüntüyü dağıtan kurum tarafından belirlenen RPC'ler (Rational Polynomial Coefficients) veya algılayıcıdan bağımsız bir yöntemde YKN'ları yardımıyla belirlenen katsayılar olabilir. YKN'larının yer koordinatları hatasız (dengeli) kabul edilir ve 2 boyutlu bir dönüşüm yönteminde Z koordinat bileşeni kullanılmaz. Dengeleme işleminde hem görüntü koordinatlarına (r, c) hem de katsayılar (P) getirilecek düzeltme değerleri EKK (En küçük Kareler) yöntemiyle gerekirse dögüsel olarak aşağıdaki gibi hesaplanır.

$$\bar{l} = \underline{l} + \underline{v} = \underline{l}_0 + \underline{A} \cdot \underline{dP} \quad (2)$$

$$\underline{dP} = (\underline{A}^T \cdot \underline{A})^{-1} \cdot \underline{A}^T \cdot (\underline{l} - \underline{l}_0) \quad (3)$$

$$\underline{\bar{P}} = \underline{P}_0 + \underline{dP} \quad (4)$$

$$\underline{v} = \underline{l}_0 - \underline{l} + \underline{A} \cdot \underline{dP} \quad (5)$$

$$m_0 = \pm \sqrt{\frac{\underline{v}^T \underline{v}}{f}} \quad (6)$$

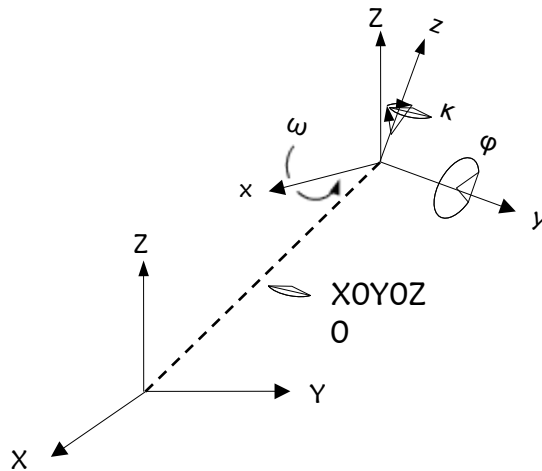
Burada $|_0$ katsayıların yaklaşık değerleri ile hesaplanan görüntü koordinatlarını, dP katsayılarına getirilecek düzeltmeyi (dengeleme bilinmeyenini), A dengeleme bilinmeyenlerinin katsayılar matrisini, m_0 birim ağırlıklı ölçünün koh'sını (kareseel ortalama hatasını), v ölçülere (görüntü koordinatlarına) getirilecek düzeltmeleri, f ise serbestlik derecesini ifade etmektedir. m_0 'ın $\leq \pm 1$ piksel olması hedeflenir.

İki koordinat sistemi aralarındaki dönüklük, öteleme ve ölçek ilişkileri ile ilişkilendirilir. Şekil 1'de 3B iki koordinat sistemi arasındaki dönüşüm ilişkisi gösterilmektedir. Bu ilişki, koordinat sistemlerinin başlangıçları arasındaki üç eksen yönündeki üç öteleme ($X_0Y_0Z_0$), üç dönme açısı (ω , φ , κ) ve üç ölçek etkisi ile kurulur. Burada dikkat edilmesi gereken, dönüklüklerin hangi yönde tanımlandıklarıdır. Zira genelde eşleşen iki eksen (örneğin x ile X) arasındaki dönmenin saat ibresinin tersi yönünde olduğu varsayılır. Bu durumda, ileride örnekleri verilecek olan dönme matrisi

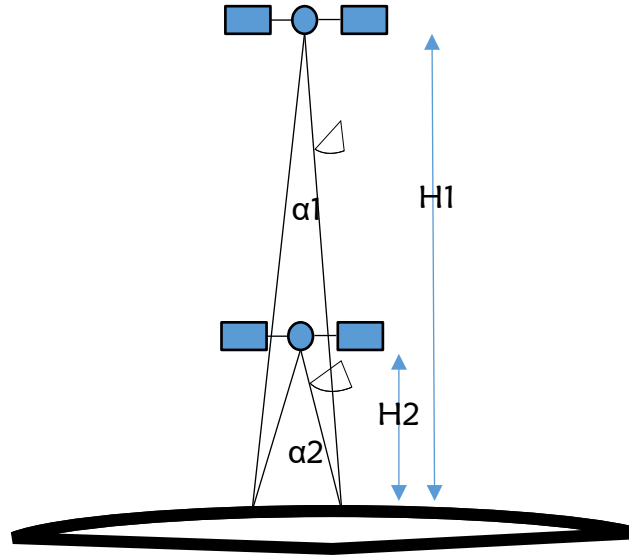
$$R_\alpha = \begin{bmatrix} \cos \alpha & -\sin \alpha \\ \sin \alpha & \cos \alpha \end{bmatrix} \quad (7)$$

bağıntısı ile verilir. Bu dönme matrisi, dolayısıyla koordinat sistemleri arası dönüşüm ortogonaldır.

Optik görüntüler ile nesne uzayı arasındaki dönüşüm ilişkisi merkezi izdüşüm ilkesine uygun olarak doğrudanlık (kolinearite) eşitlikleri yardımıyla kurulur. Ancak dik izdüşüm için kullanılan benzerlik ve afin dönüşüm gibi yöntemler de uydu görüntüleri için kullanılabilir. Bunun temel nedeni, uydu görüntülerinin kapladıkları alana oranla çok dar bir açıyla görüntü almasıdır (Şekil 2). Bu durumda merkezi izdüşüm ile H_2 yüksekliğinden alınan görüntü için birbirine yaklaşan izdüşüm doğruları H_1 yüksekliğinden alınan görüntü için paralel kabul edilebilir. Şekilden, α_1 açısının α_2 açısına göre daha dar olduğu görülebilir.



Şekil 1. 3B iki koordinat sistemi arası geometrik ilişki.



Şekil 2. Dar anlık görüş alanı durumunda izdüşüm ışınları.

Benzerlik Dönüşümü

Benzerlik dönüşümü, 2B koordinat sistemleri arasındaki dönüşümü sağlamaktadır. Bu koordinat sistemlerinin eksenleri birbirine diktir ve iki koordinat sistemi arasındaki dönüşümde tek bir açı ve ölçek söz konusudur. Bu durumda iki koordinat sistemi arasındaki dönüşüm:

$$\begin{bmatrix} r_i \\ c_i \end{bmatrix} = \begin{bmatrix} X_0 \\ Y_0 \end{bmatrix} + s \begin{bmatrix} \cos \alpha & -\sin \alpha \\ \sin \alpha & \cos \alpha \end{bmatrix} \begin{bmatrix} X_i \\ Y_i \end{bmatrix} = \begin{bmatrix} a_{00} + a_{10}X_i - a_{01}Y_i \\ b_{00} + a_{01}X_i + a_{10}Y_i \end{bmatrix} \quad (8)$$

şeklinde yazılabilir. Burada a , b katsayıları ifade etmektedir. Dört ögeye sahip benzerlik dönüşümünün çözümü için her iki koordinat sisteminde, koordinatları bilinen en az iki YKN'ye ihtiyaç vardır. Benzerlik dönüşümü şekil koruyan bir yöntemdir. Yani geometrik bir şekle sahip alanlar sabit oranda değişir ve dönüşüm sonrasındaki şekil esas şekline benzerdir. Benzerlik dönüşümde açı değerleri korunur (Kurt, 2002). Bu durum, dönüşümde şeklin korunumunu zorlayıcı bir özellik olduğundan, uydu görüntüleri için benzerlik dönüşümü kullanılarak elde edilen hata değeri diğer yöntemlere göre daha yüksek olmaktadır (Topan et al., 2016).

Afin Dönüşüm

Afin dönüşümde, 2B iki koordinat sistemi arasındaki dönüşüm iki öteleme, iki açı ve bir ölçek yardımıyla gerçekleştirilir. Bu nedenle afin dönüşüm, her iki eksen için farklı ölçek ve dönme açısına sahiptir. Böylece, görüntülerde satır ve sütun yönünde farklı geometrik bozulmaları dikkate aldığı için afin dönüşüm uzaktan algılama ve fotogrametride kullanılabilir (Turgut & İnal, 2003). Afin dönüşümünde bir doğru dönüşüm sonrası, yine bir doğrudur. Dolayısıyla her

iki koordinat sistemindeki iki doğru parçasının oranı ve paralellikleri dönüşüm sonrası da aynı kalır. Afın dönüşümün matematik modeli:

$$\begin{bmatrix} r_i \\ c_i \end{bmatrix} = \begin{bmatrix} X_0 \\ Y_0 \end{bmatrix} + \begin{bmatrix} s_1 & 0 \\ 0 & s_2 \end{bmatrix} \begin{bmatrix} \cos w & -\sin \varphi \\ \sin \varphi & \cos w \end{bmatrix} \begin{bmatrix} X \\ Y \end{bmatrix} = \begin{bmatrix} a_{00} + a_{10} X_i + a_{01} Y_i \\ b_{00} + b_{10} X_i + b_{01} Y_i \end{bmatrix} \quad (9)$$

şeklinde. Burada s_1 ve s_2 iki eksen yönündeki ölçeği, w ve φ ise iki eksen etrafındaki farklı dönme açılarını temsil etmektedir. Toplam altı ögenin çözümü için en az üç YKN'ye ihtiyaç vardır. Bu yöntem, uzaktan algılamada sıklıkla kullanılan bant çakıştırma işleminde tercih edilen bir dönüşüm yöntemidir.

Polinom Dönüşümü

Polinom dönüşümü de 2B dönüşüm için kullanılabilen bir dönüşümdür (Zoej, 1997). Polinom dönüşümünün genel bağıntısı aşağıdaki gibidir.

$$r_i = \sum_{j=0}^m \sum_{k=0}^m a_{jk} X_i^j Y_i^k, c_i = \sum_{j=0}^m \sum_{k=0}^m b_{jk} X_i^j Y_i^k \quad (10)$$

Burada $j+k \leq m$ olması gerektiği ve polinom dönüşümünün derecesinin (m) kuramsal olarak sonsuz bir değer olabileceği hatırlatılmalıdır. Ancak bu değer uygulamada 5 ile sınırlandırılmaktadır (Cam, 2018). Her bir katsayının görüntünün satır ve sütun (r, c) koordinatlarına olan geometrik etkisi Petrie ve Kennie (1990) tarafından tanımlanmıştır (Zoej'den 1997). Afın dönüşüm aslında birinci derece bir polinom dönüşümü, benzerlik dönüşümü de afın dönüşümün özel bir halidir (tek bir ölçek ve dönme açısı kullanımı durumudur). İkinci ve daha yüksek dereceden dönüşümler, görüntüdeki doğrusal olmayan bozulmaların düzeltilmesi için kullanılmaktadır. Polinom derecesine göre katsayıların toplam adedi $n_k = (m+1)(m+2)$ olacağından, gerekli YKN sayısı en az $n_{YKN} = n_k/2$ adet olacaktır.

Afin İzduşüm Dönüşümü

3B nesne uzayının 2B görüntü uzayına izduşümü afin izduşüm yöntemiyle modellenebilir (Yamakawa, 2004). Bu dönüşüme yükseklik düzeltmesi getiren afin dönüşüm adı da verilmektedir (Büyüksalih et al., 2003). Yukarıda anlatılan yöntemlerden farklı olarak, YKN'lerin yükseklik değeri de dikkate alınarak yüksek nesnelerin görüntü uzayındaki kayıklığı bu dönüşüm ile modellenmeye çalışılmaktadır. Bu dönüşümün matematik modeli aşağıdaki gibidir.

$$r_i = a_{000} + a_{100} X_i + a_{010} Y_i + a_{001} Z_i, c_i = b_{000} + b_{100} X_i + b_{010} Y_i + b_{001} Z_i \quad (11)$$

Bu model, büyük bakış doğrultusu ve yavaşlatma etkisi ile görüntülemekten kaynaklanan geometrik bozulmaları gidermek için ek katsayılar kullanılarak QuickBird OrthoReady Standard ve IKONOS Geo görüntüleri için aşağıdaki gibi uyarlanmıştır (Jacobsen, 2003):

$$\begin{aligned} r_i &= a_{000} + a_{100} X_i + a_{010} Y_i + a_{001} Z_i + a_{101} X_i Z_i + a_{011} Y_i Z_i \\ c_i &= b_{000} + b_{100} X_i + b_{010} Y_i + b_{001} Z_i + b_{101} X_i Z_i + b_{011} Y_i Z_i \end{aligned} \quad (12)$$

Ancak OrbView-3 görüntülerinin birbirine paralel olmayan kenarlara sahip olmasından kaynaklanan geometrik etkiyi gidermek için iki ek katsayı daha eklenerek aşağıdaki gibi yazılabilir (Büyüksalih et al., 2006):

$$\begin{aligned} r_i &= a_{000} + a_{100} X_i + a_{010} Y_i + a_{001} Z_i + a_{101} X_i Z_i + a_{011} Y_i Z_i + a_{200} X_i^2 \\ c_i &= b_{000} + b_{100} X_i + b_{010} Y_i + b_{001} Z_i + b_{101} X_i Z_i + b_{011} Y_i Z_i + b_{110} X_i Y_i \end{aligned} \quad (13)$$

Afın izdüşüm yönteminin en genel hali ise 5. derece için

$$r_i = \sum_{g=0}^m \sum_{j=0}^m \sum_{k=0}^m a_{gjk} X_i^g Y_i^j Z_i^k, c_i = \sum_{g=0}^m \sum_{j=0}^m \sum_{k=0}^m b_{gjk} X_i^g Y_i^j Z_i^k, (j+k) \leq 5 \quad (14)$$

şeklinde yazılabilir.

Projektif Dönüşüm

Projektif dönüşüm, fotogrametride en genel dönüşüm modelini içermektedir. İzdüşüm düzlemleri birbirlerine paralel olabilir, kesişebilir veya merkezi bir izdüşüm söz konusu olabilir. Bu durumlarda ve izdüşüm sistemleri farklı olan koordinat sistemlerinin dönüşümlerinde kullanılmaktadır (Yaşayan, 1978). 2B afın dönüşüm, projektif dönüşümün özel bir durumudur. Projektif dönüşüm bağıntısı

$$r_i = \frac{a_{00} + a_{10} \cdot X_i + a_{01} \cdot Y_i}{1 + c_{10} \cdot X_i + c_{01} \cdot Y_i}, c_i = \frac{b_{00} + b_{10} \cdot X_i + b_{01} \cdot Y_i}{1 + c_{10} \cdot X_i + c_{01} \cdot Y_i} \quad (15)$$

şeklinde. Burada 2B koordinat sistemleri arasındaki bir dönüşüm söz konusu olduğundan, 3B nesne uzayından 2B görüntü uzayına geçiş, projektif dönüşüme benzer bir şekilde DLT yöntemiyle gerçekleştirilmektedir.

DLT

DLT yöntemi, Abdel-Aziz and Karara (1971) tarafından geliştirilen ve (1) numaralı bağıntı ile verilen eşdoğrusallık eşitliklerinin yeniden düzenlenerek, iç ve dış yöneltme öğelerine ihtiyaç duymadan dönüşüm sağlayan bir yöntemdir ve bağıntısı aşağıdaki gibidir:

$$\begin{aligned} f_1 &= a_{000} + a_{100} \cdot X_i + a_{010} \cdot Y_i + a_{001} \cdot Z_i \\ f_2 &= b_{000} + b_{100} \cdot X_i + b_{010} \cdot Y_i + b_{001} \cdot Z_i \\ f_3 &= 1 + c_{100} \cdot X_i + c_{010} \cdot Y_i + c_{001} \cdot Z_i \end{aligned} \quad (16)$$

$$r_i = \frac{f_1}{f_3} c_i = \frac{f_2}{f_3}$$

Bu yöntem, iç ve dış yöneltme elemanlarına gereksinim duymadan eşdoğrusallık ilkesi ile dönüşüm yapmaya olanak sağladığından özellikle bilgisayarla görme işlemlerinde çokça tercih edilmektedir.

Algılayıcıdan Bağımsız RFM

1999 yılında IKONOS uydusunun kullanılmaya başlanması ile yüksek çözünürlüklü uydu görüntüleri devri başlamış oldu. Bu görüntülerden yüksek doğrulukla konum bilgisi elde edilmesi, fiziksel bir modelin ihtiyaç duyduğu parametrelerin kullanıcıya sunulması ile mümkündür. Gerek her bir görüntü için değişen fiziksel modelleri kullanmamak, gerek bu parametrelerin kullanıcılara verilmesinin önlenmesi, gerekse görece düşük doğruluklu sonuç üreten fiziksel olmayan modellerin kullanılmaması için farklı bir çözüm sunulmuştur. ABD (Amerika Birleşik Devletleri) tarafından kullanılan RFM, OGC (Open Geospatial Consortium) tarafından genel bir dönüşüm modeli olarak önerilmiştir (Dowman & Dolloff, 2000; OGC, 1999). Böylece, algılayıcıya bağımlı yöntemle üretilen RPC'ler kullanıcıya verilmektedir ve algılayıcıya bağımlı yöntemle elde edilebilecek doğruluğa çok yakın konum doğruluğu elde edilebilmektedir. RFM, genel olarak aşağıdaki gibi yazılabilir.

$$r_n = \frac{\sum_{i=0}^{m_i} \sum_{j=0}^{m_j} \sum_{k=0}^{m_k} a_{ijk} X_n^i Y_n^j Z_n^k}{\sum_{i=0}^{m_i} \sum_{j=0}^{m_j} \sum_{k=0}^{m_k} b_{ijk} X_n^i Y_n^j Z_n^k}, c_n = \frac{\sum_{i=0}^{m_i} \sum_{j=0}^{m_j} \sum_{k=0}^{m_k} c_{ijk} X_n^i Y_n^j Z_n^k}{\sum_{i=0}^{m_i} \sum_{j=0}^{m_j} \sum_{k=0}^{m_k} d_{ijk} X_n^i Y_n^j Z_n^k} \quad (17 \text{ a, b})$$

$$r_n = \frac{r - r_0}{S_r}, c_n = \frac{c - c_0}{S_c} \quad (18 \text{ a, b})$$

$$X_n = \frac{X - X_0}{S_x}, Y_n = \frac{Y - Y_0}{S_y}, Z_n = \frac{Z - Z_0}{S_z} \quad (19 \text{ a, b, c})$$

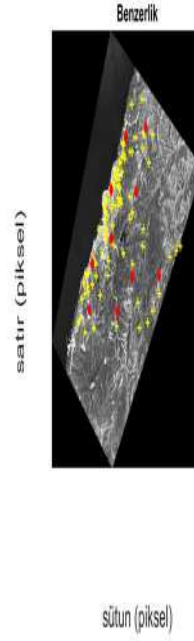
Burada n normalleştirme, 0 (sıfır) öteleme, S ölçek, a, b, c ve d RPC'leri, m RPC derecesinin üst sınırını ifade etmektedir. RPC'lerin dereceleri $i+j+k \leq 3$ kuralına göre belirlenir. İki tür RPC vardır. Bunlar algılayıcıdan bağımsız ve algılayıcıya bağımlı RPC'lerdir. Yüksek doğruluk elde etmek için algılayıcı bağımlı RPC kullanılmasıdır. Ancak bu mümkün değilse, yeterli sayıda ve araziye hem yatayda hem de düşeyde homojen dağılmış YKN'ler yardımıyla belirlenen RPC'ler kullanılabilir (Hu & Tao, 2002; Jacobsen, 2006).

UYGULAMA

Bu bildiride, Zonguldak test alanına ait pankromatik temel seviye bir SPOT 6 görüntüsü değerlendirilmiştir (Şekil 3). Görüntülerin geometrik çözünürlüğü 1.5 m'dir. Değerlendirmede 89 adet YKN ve 10 adet BDN (Bağımsız Denetim Noktası) kullanılmıştır. Bu noktalar KKS (Küresel Konumlama Sistemi) ile elde edilmiştir ve doğrulukları $\pm 4-283$ mm aralığında değişmektedir (Aytekin, 2023; Topan et al., 2019).

BULGULAR

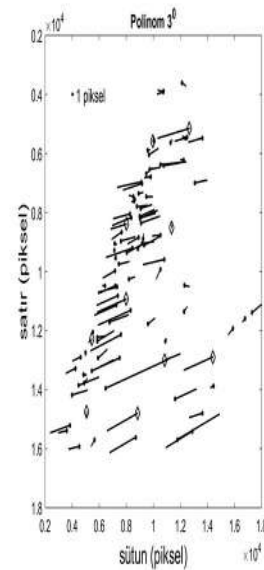
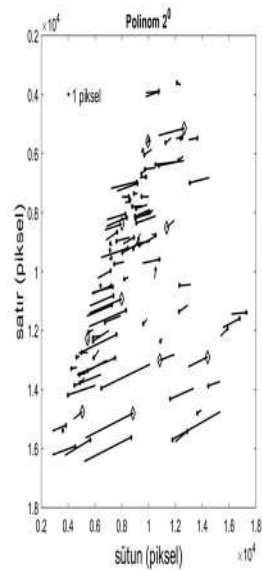
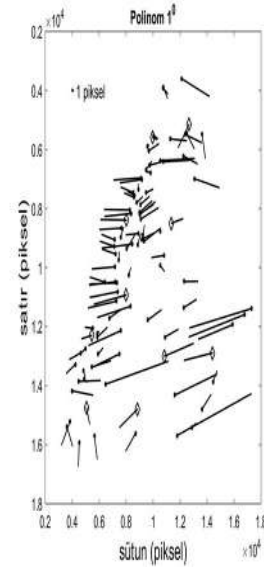
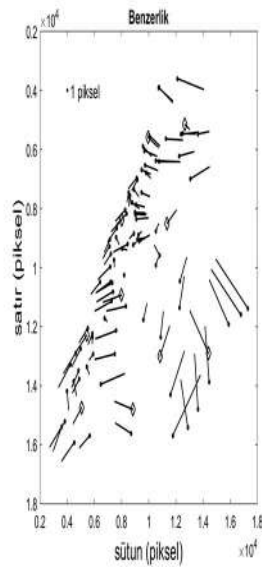
Elde edilen 2B doğruluk değerleri Çizelge 1'de verilmektedir. En yüksek doğruluğun afin izdüşümün dördüncü yöntemi ve RFM ile elde edildiği görülmektedir. Bu durum, görüntü geometrisine ait hataların ancak ikinci ve daha yüksek dereceden polinom katsayıları ve yükseklik bilgisi kullanılarak düzeltilebileceği anlamına gelmektedir. Hata vektörleri ise Şekil 4'de gösterilmektedir. Hata vektörlerinin beklenildiği gibi genellikle rastgele yapıda olduğu görülmektedir.

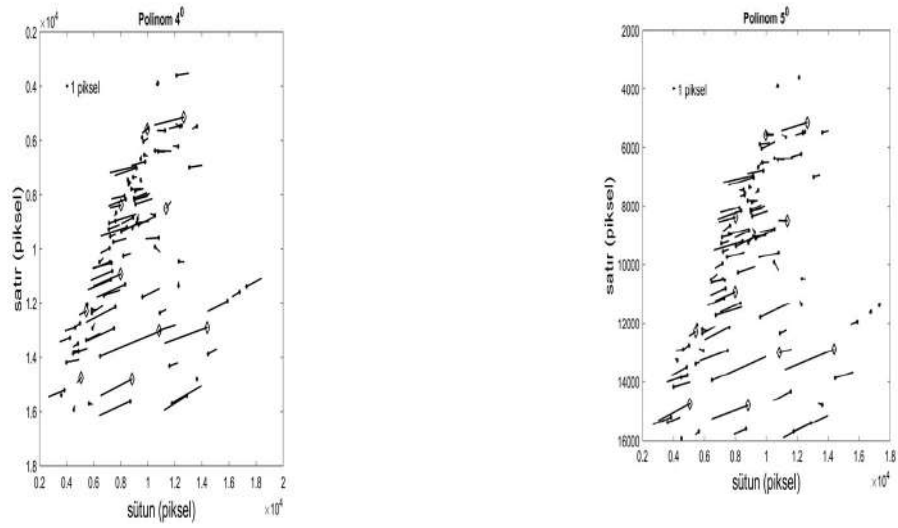


Şekil 3. SPOT 6 görüntüsü üzerinde YKN (+, 89 adet) ve BDN (°, 10 adet) dağılımı.

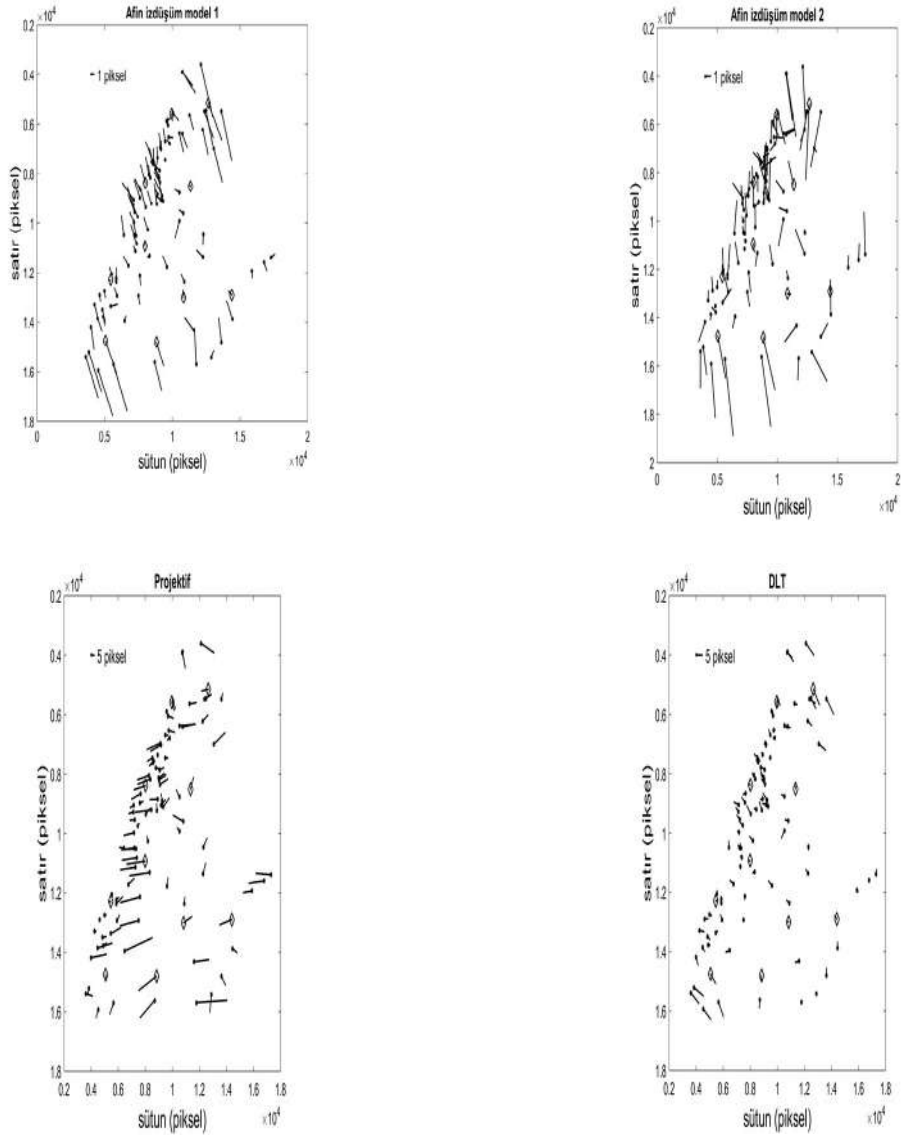
Çizelge 1. 2B doğruluk sonuçları ($\pm$ piksel)				
Yöntem		m_r	m_c	m_θ
Benzerlik (Helmert)	YKN	12.67	18.15	15.65
	BDN	13.59	19.27	16.23
Polinom (1°) (Afin)	YKN	3.82	15.87	11.54
	BDN	4.26	15.56	11.10
Polinom (2°)	YKN	2.76	13.10	9.47
	BDN	3.71	17.24	12.13
Polinom (3°)	YKN	2.65	12.29	8.89
	BDN	3.27	15.65	11.01
Polinom (4°)	YKN	2.55	11.76	8.51
	BDN	3.56	17.09	12.01
Polinom (5°)	YKN	2.33	10.94	7.91
	BDN	3.64	17.11	12.04
Afin (Model 1)	YKN	3.00	1.68	2.43
	BDN	3.11	1.95	2.53

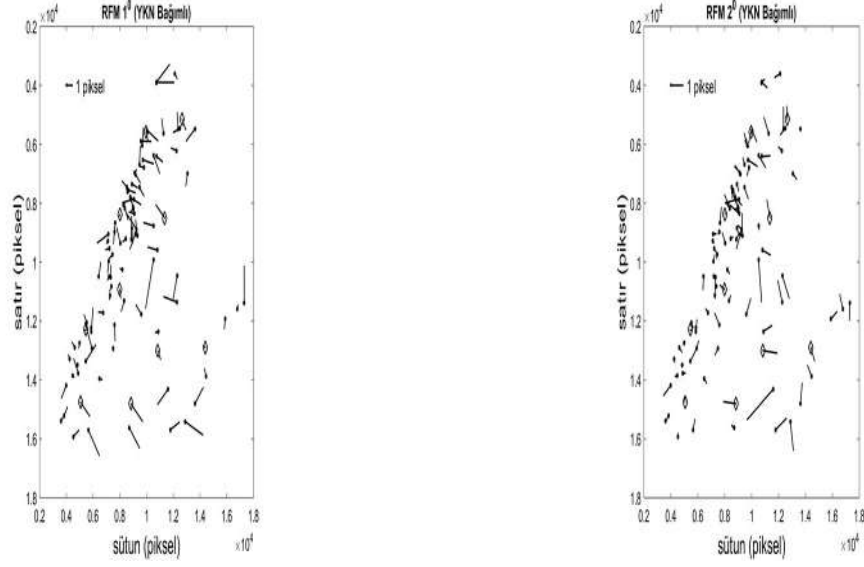
Afin (Model 2)	YKN	2.15	0.87	1.64
	BDN	2.98	0.89	2.14
Afin (Model 3)	YKN	2.19	1.52	1.88
	BDN	3.02	1.96	2.48
Afin (Model 4)	YKN	0.80	0.66	0.74
	BDN	1.08	0.73	0.90
Projektif	YKN	4.12	14.12	10.40
	BDN	4.95	15.90	11.46
DLT	YKN	1.76	2.42	2.11
	BDN	2.24	2.16	2.14
RFM (Algılayıcıdan bağımsız) (1°)	YKN	0.89	0.95	0.92
	BDN	0.72	0.90	0.79
RFM (Algılayıcıdan bağımsız) (2°)	YKN	0.43	0.41	0.42
	BDN	0.32	0.49	0.41
RFM (Algılayıcıdan bağımsız) (3°)	YKN	0.15	0.21	0.18
	BDN	0.67	0.83	0.73



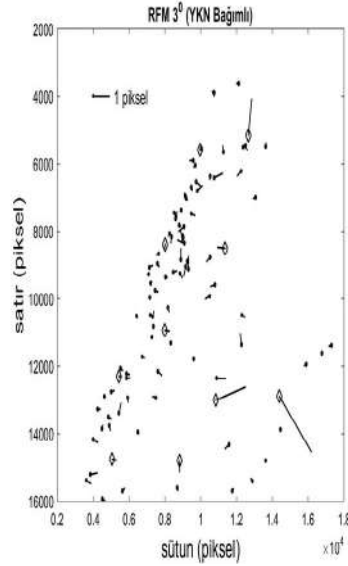


Şekil 4. 2B hata vektörleri.





Şekil 4. 2B hata vektörleri (devam ediyor).



Şekil 4. 2B hata vektörleri (devam ediyor).

SONUÇ

Bu bildiride, daha önce algılayıcıya bağımlı yöneltme yöntemi ve algılayıcıya bağımlı RFM kullanılarak değerlendirilen pankromatik temel seviye bir SPOT 6 görüntüsünün 2B geometrik doğruluğu, algılayıcıdan bağımsız yöneltme yöntemleri ile değerlendirilmiştir. Özellikle ortogörüntü doğruluğunu etkileyen bu tür bir doğruluk değerinin tüm yöntemlerle olmasa da afin izdüşüm dördüncü yöntem ile algılayıcıdan bağımsız RFM ile elde edilebildiği görülmektedir.

TEŞEKKÜR

Bu çalışma Türkiye Bilimsel ve Teknolojik Araştırma Kurumu (114Y380) ve Zonguldak Bülent Ecevit Üniversitesi (2014-47912266-01, 2017-47912266-03) tarafından desteklenmiştir.

KAYNAKLAR

- Abdel-Aziz, Y. I., & Karara, M. (1971). Direct Linear Transformation from Comparator Co-ordinates into Objectspace Co-ordinates in Close-range Photogrammetry. American Society of Photogrammetry Symposium on Close-Range Photogrammetry,
- Airbus Defence and Space. (2013). *SPOT 6 & SPOT 7 Imagery User Guide* (SI/DC/13034-v1.0 ed.).
- Aytekin, G. (2023). *Algılayıcıya Bağımlı Yöneltilme Modeli İle Üçlü Bindirmeli Görüntülerin Konum Doğruluğunun Belirlenmesi (Georeferencing Accuracy Assessment of Tri-Stereo Satellite Images by Sensor Dependent Orientation Model)* [Zonguldak Bülent Ecevit University]. Tez. Zonguldak.
- Büyüksalih, G., Akçın, H., & Jacobsen, K. (2006, 14-16 Feb. 2006). Geometry of OrbView-3 Images. ISPRS Topographic Mapping From Space (with Special Emphasis on Small Satellites), Ankara, Türkiye.
- Büyüksalih, G., Oruç, M., & Koçak, G. (2003). Geometric Accuracy Testing of Ikonos Geo-Product Mono Imagery Using Different Sensor Orientation Models. *Turkish Journal of Engineering and Environmental Sciences*, 27(2003), 347-360.
- Cam, A. (2018). *Algılayıcıdan Bağımsız Dönüşüm Yöntemleri İle Üretilen Ortogörüntülerin Konum Doğruluğunun Belirlenmesi* [Zonguldak Bülent Ecevit Üniversitesi]. Tez. Zonguldak.
- Dowman, I., & Dolloff, J. T. (2000). *An evaluation of rational functions for photogrammetric restitution* International Archives of Photogrammetry and Remote Sensing,
- Hu, Y., & Tao, C. V. (2002). Updating solutions of the rational function model using additional control information. *Photogrammetric Engineering and Remote Sensing*, 68(7), 715-724.
- Jacobsen, K. (2003). *Geometric Potential of IKONOS and QuickBird Images* Photogrammetric Week, Stuttgart.
- Jacobsen, K. (2006). Pros and Cons of the Orientation of Very High Resolution Optical Space Images. International Archives of the Photogrammetry, Remote Sensing and Spatial Information Sciences,
- Kurt, O. (2002). *İki Boyutlu Benzerlik ve Afin Dönüşümü* (Bölümüçi Seminerleri, Zonguldak Karaelmas Üniversitesi Mühendislik Fakültesi, Jeodezi ve Fotogrametri Mühendisliği Bölümü, Zonguldak, Issue.
- OGC. (1999). *The OpenGIS® Abstract Specification Topic 6: The Coverage Type and its Subtypes Version 4*. http://portal.opengeospatial.org/files/?artifact_id=7198

- Terlemezoğlu, B., & Topan, H. (2020, March 2020). Eigenvalue-Based Approaches for Solving an Ill-Posed Problem Arising in Sensor Orientation. *IEEE Transactions on Geoscience and Remote Sensing*, 58(3), 1920-1930. <https://doi.org/10.1109/TGRS.2019.2950693>
- Topan, H. (2023, 24-26 Mayıs). *SPOT 6 Stereo Pankromatik Temel Seviye Görüntülerin 3B Konum Doğruluğunun Algılayıcıya Bağımlı Yöneltilme Yöntemi ile Belirlenmesi* TUFUAB XII. Teknik Sempozyumu, Sivas.
- Topan, H., Cam, A., Oruç, M., & Teke, M. (2016, 5-7 Ekim). *GÖKTÜRK-2 Görüntülerinin Geometrik ve Radyometrik Açidan Değerlendirilmesi* VI. Uzaktan Algılama ve Coğrafi Bilgi Sistemleri Sempozyumu, Adana.
- Topan, H., Jacobsen, K., Cam, A., Ozendi, M., Oruç, M., Bakioğlu, O. B., Bayık, Ç., & Taşkanat, T. (2019, March 18). Comprehensive Evaluation of Pléiades-1A Bundle Images for Geospatial Applications [journal article]. *Arabian Journal of Geosciences*, 12(7:223), 1-16. <https://doi.org/10.1007/s12517-019-4353-9>
- Turgut, B., & İnal, C. (2003). *Nokta Konum Duyarlıklarının İki ve Üç Boyutlu Koordinat Dönüşümüne Etkisi* Coğrafi Bilgi Sistemleri ve Jeodezik Ağlar Çalıştayı, Konya, Türkiye.
- Yamakawa, T. (2004). *Linear Orientation Models for High-Resolution Satellite Line Scanner Imagery* The University of Melbourne]. Tez. Melbourne.
- Yang, G. D., & Zhu, X. (2013). Ortho-Rectification of SPOT 6 Satellite Images Based on RPC Models. *Applied Mechanics and Materials*,
- Yaşayan, A. (1978). *Hava Fotogrametrisinde İki Boyutlu Doğrusal Dönüşümler ve Uygulamalar* (Vol. 19).
- Zhang, R., Zhou, G., Zhang, G., Zhou, X., & Huang, J. (2018). RPC-Based Orthorectification for Satellite Images Using FPGA. *Sensors*, 18(8), 2511. <https://www.mdpi.com/1424-8220/18/8/2511>
- Zoej, M. J. V. (1997). *Photogrammetric Evaluation of Space Linear Array Imagery For Medium Scale Topographic Mapping* Glasgow University]. Tez, SDO -2000.

INDOOR AIR QUALITY AND NATURAL VENTILATION STRATEGIES IN HEALTHY HOUSING DESIGN

İlknur AKINER¹

*¹Prof. Dr.; Akdeniz University, Faculty of Architecture, Department of Architecture,
Antalya, Türkiye; <https://orcid.org/0000-0002-9550-146X>,
ilknurakiner@akdeniz.edu.tr*

Abstract: The housing concept encompasses structures that fulfill the fundamental need for shelter and living spaces that directly influence individuals' physical, mental, and environmental health. Today, rapidly increasing urbanization, building density, and climatic factors have caused individuals to spend approximately 90% of their time indoors, further increasing the importance of indoor air quality. In particular, the COVID-19 pandemic has brought the necessity of healthy indoor spaces to the agenda on a global scale and necessitated the adoption of air quality, natural ventilation, and sustainable solutions in housing design. Indoor air quality is defined by parameters such as airborne pollutant concentrations, oxygen levels, and ventilation efficiency, and it is directly related to asthma, allergic reactions, respiratory diseases, cognitive performance decline, and mental health problems. In this context, natural ventilation strategies that minimize energy consumption and can be applied with passive design strategies play a critical role in sustainability and human health. The literature proves the effectiveness of natural ventilation in reducing pollutants such as volatile organic compounds, carbon dioxide accumulation, and particulate matter in the indoor environment. This study systematically examines indoor air quality's effects on human health and investigates optimal natural ventilation strategies for healthy housing design. This study used a literature review, case studies, and meta-analysis techniques with an interdisciplinary approach, and ventilation problems and improvement potentials in the existing housing stock were evaluated using quantitative and qualitative data. The findings reveal that design approaches that put indoor air quality at the center reduce health risks and optimize energy efficiency and user comfort. As a result, integrating natural ventilation strategies in contemporary architecture is an indispensable requirement for the construction of sustainable and healthy living spaces.

Keywords: Healthy Building Design, Indoor Air Quality, Natural Ventilation Strategies, Healthy Housing, User Comfort, Sustainable Architecture

INTRODUCTION

Although the need for shelter of human beings has been met by the evolution of architecture and the built environment throughout history, increasing air pollution, urbanization pressure, and climate change on a global scale in the 21st century have made designing healthy living spaces an interdisciplinary problem. According to the World Health Organization (WHO, 2021), indoor air pollution causes 3.8 million premature deaths annually, making it imperative to consider indoor air quality (IAQ) as a critical parameter in residential design.

Today, people spend 90% of their time indoors (US EPA, 2023; WHO, 2023), making the impact of IAQ on physical and mental health even more pronounced. In particular, the COVID-19 pandemic has revealed the risks of aerosol diffusion and inadequate ventilation in indoor environments (Morawska et al., 2020), placing natural ventilation strategies at the center of sustainable architecture. While the IAQ is defined by parameters such as volatile organic compounds (VOCs), CO₂ deposition, particulate matter (PM_{2.5}/PM₁₀), and relative humidity (ANSI/ASHRAE Standard 62.2-2022), failure to control these factors leads to chronic symptoms known as Sick Building Syndrome (SBS). Sick Building Syndrome (SBS) is a condition characterized by a range of symptoms, including headache, fatigue, and irritation of the skin of the upper respiratory tract, eyes, hands, and face, as defined by the World Health Organization (WHO) in 1983 (Lu et al., 2018). SBS symptoms can significantly affect individuals' health and well-being, leading to various ailments (Roesdiana and Ulfa, 2022). The symptoms are often relieved upon leaving the building, indicating a potential environmental cause. While the exact etiology of SBS is not fully understood, it is believed to be influenced by factors such as poor ventilation, indoor air quality, and pollutants (Hardikar and Schwarz, 2006).

Research shows that SBS is not limited to various countries, including Taiwan, Japan, Ethiopia, Indonesia, and the United Arab Emirates, as well as to a specific geographic location (Adiningsih and Hairuddin, 2021; Karlina et al., 2021). Furthermore, the prevalence of SBS is associated with specific building characteristics, such as ventilation systems, renovation activities, and indoor environmental quality (Awad and Jung, 2021; Rahayu et al., 2019; Jung et al., 2021). Low IAQ is associated not only with respiratory diseases but also with cognitive performance decline (Allen et al., 2016) and mental health disorders. For example, CO₂ levels above 1400 ppm can lead to a reduction in decision-making ability of up to 50% (Occhipinti and Davies, 2015). Similarly, high VOC exposure can increase the prevalence of asthma in children by 40% (Choi et al., 2010).

Compared to mechanical systems, natural ventilation reduces energy consumption by up to 30% (EU Directive 2018/844). Studies that offer architectural solutions that align with biophilic design principles have proven that passive strategies such as cross-ventilation and thermal flue effect reduce PM_{2.5} concentration by 60% (Chenari et al., 2025). However, outdoor pollution in urban areas can limit the effectiveness of natural ventilation, which is why hybrid solutions with filtration systems and green infrastructure are proposed (European Commission (2020a).

Natural ventilation is a critical strategy for improving energy efficiency and indoor air quality (IAQ) in sustainable building design. The IPCC (2021) Intergovernmental Panel on Climate Change report states that 40% of energy consumption in buildings comes from air conditioning systems and emphasizes the role of passive design solutions in reducing carbon footprint. In this context, natural ventilation has become an important tool in achieving climate-neutral goals, providing 30-50% energy savings compared to mechanical systems (IEA, 2022).

The Effects of Natural Ventilation on Health and Comfort are also included in the Changing Standards After COVID-19. The ASHRAE Epidemic Task Force (2022) and WHO (2023) have proven that Air Change per Hour (ACH) reduces the risk of infection. For example, natural ventilation up to 6 ACH can reduce aerosol particle concentration by up to 80% (Alakkam, 2023; Peng and Jimenez, 2021). A study on Cognitive Performance and Mental Health published in Nature Sustainability (Chen et al., 2025) found that employees in naturally ventilated offices had 15% higher attention spans and 20% higher problem-solving skills. On the other hand, the challenges of urbanization and outdoor pollution also raise the problem of air quality in megacities. According to Incecik and Im (2012), PM_{2.5} levels are 5-10 times above the safe limit in metropolises such as Delhi, Beijing, and Istanbul, restricting the effectiveness of natural ventilation. This situation brings hybrid ventilation systems to the agenda. In particular, Natural Ventilation with Filters, pop-up panels supported by HEPA filters (Krigmont, 2022), and Green Facades, Systems that reduce particulate matter by 35% with herbal filtration (Papaioannou, 2013), are recommended.

Within the scope of Climate Change and Adaptation Strategies, discussions are held on Extreme Heat Waves. The IPCC AR6 predicts summer temperatures will rise by 4-6°C by 2050 (Masson-Delmotte, 2024). This situation increases the importance of passive cooling techniques such as night flushing. The "CoolVent" project in Singapore has reduced energy consumption by 40% with this method (Thirunagari et al., 2023). Regarding natural ventilation, the change in wind patterns concerning the building's location also comes to mind. Global climate models show that traditional wind directions are changing (NASA, 2023), necessitating reconsidering building orientation strategies regarding natural ventilation.

Another important point emphasized is using active and passive systems together, and Integration with Digital Technologies stands out. Smart Sensor Networks or Real-time IAQ monitoring systems (e.g., CO₂, VOC, PM_{2.5}) are integrated with window automation, balancing energy efficiency and health (Doherty, 2023). CFD Simulations, or AI-based modeling that optimizes airflow have improved ventilation efficiency by 25% in office buildings (Motuzienė et al.,

2025). Policies and Certification Systems such as the European Commission (2020a) aim to introduce zero-emission ventilation in all new buildings by 2030. The WELL Building Standard v3 has added "Dynamic Glazing" and "Wind-Driven Ventilation" criteria for natural ventilation. Although natural ventilation is indispensable for sustainability and human health, filter integration against outdoor pollution, passive strategies compatible with climate change, and synergy with smart building technologies are required today. In this context, the development of Adaptive Natural Ventilation Guidelines for architects and engineers should be prioritized in future studies.

In the post-COVID-19 era, the relationship between ventilation efficiency (ACH) and infection control has been highlighted, with the WHO's 2022 guideline recommending a minimum of 6 ACH for schools and residences. This study reveals that IAQ-centered design approaches reduce health risks and produce sustainable solutions that comply with global standards such as LEED and WELL Certifications. In this context, natural ventilation is critical in improving IAQ with energy efficiency and sustainability principles.

This study aims to systematically examine the effects of natural ventilation strategies on indoor air quality (IAQ) in healthy housing design and to develop sustainable solutions. The research, which was carried out using literature review, case studies, and meta-analysis methods, discussed the balance between increasing ventilation requirements, energy efficiency, and user health, especially in the post-COVID-19 period. The findings reveal that natural ventilation not only reduces the concentration of pollutants such as CO₂, VOCs, and PM_{2.5} (Chenari et al., 2025) but also improves cognitive performance (Allen et al., 2016) and reduces structural energy consumption by up to 30% (IEA, 2022). On the other hand, outdoor pollution in urban areas and the constraints created by climate change necessitate adaptive solutions such as hybrid systems (filtered natural ventilation, smart window automation) and biophilic design (green walls). While this comprehensive analysis reveals the multidimensional health effects of indoor air quality, it emphasizes the need to reconsider building design standards, especially in the post-pandemic era. As a result, this research proves that natural ventilation-based design approaches offer multidimensional benefits such as reducing the risk of Sick Building Syndrome (SBS), increasing thermal and psychological comfort, contributing to energy efficiency and carbon neutral goals, and sustainability. For future studies, it is recommended that optimization models and policy recommendations specific to climate zones be developed.

HEALTH EFFECTS OF INDOOR AIR QUALITY

In today's world, where modern humans spend 90% of their time indoors (US EPA, 2023; WHO, 2023), indoor air quality is no longer just a matter of comfort. It has become a global public health crisis. Indoor air can be 2 to 5 times more polluted than outdoor air (ASHRAE, 2023). Indoor air pollution, which the World Health Organization has identified as the invisible killer, causes 3.8 million premature deaths yearly (WHO, 2023), posing a threat exceeding 10 times the number of deaths from traffic accidents. Especially in the post-COVID-19 era, it has become painfully clear that our buildings must be redesigned as life support units providing breathable air. This study examines the multidimensional effects of indoor air quality on human health in light of current scientific data and aims to reveal how natural ventilation strategies can play a critical role in combating this crisis.

Current research reveals that the five primary sources of indoor air pollution constitute different mechanisms of action on health (WHO, 2021). These are pollution from the external environment, emissions from building materials, pollutants from furniture and furnishings, cleaning chemicals, and user behavior, respectively. Within the scope of outdoor pollution, PM_{2.5} levels exceed the WHO limit values by 5-10 times in megacities, which increases the risk of cardiopulmonary mortality by 12%, especially in buildings that use natural ventilation (Raza, 2025). Hybrid filter systems developed in EU Horizon 2020 projects provide 85% particle retention efficiency to solve such a problem. A study in Istanbul reveals that indoor NO₂ levels exceed WHO limits by 4 times (Uluocak et al., 2025).

Within the scope of Emissions from Building Materials, there are materials risky regarding VOC emissions, adhesives containing formaldehyde (carcinogenic above 0.1 mg/m³), granite emitting radon, and some insulation materials. LEED v4.1 (2023) has narrowed the VOC limit values for construction materials by 60%. Pollutants from Furniture and Furnishings, such as PVC coatings, phthalate migration (chemicals called phthalates, which are commonly used in plastic products, PVC floors, and wall coverings), and endocrine disruptors (hormone disruptors or developmental problems in children) (NIH, 2023). On the other hand, cleaning chemicals such as bleach or ammonia mixtures increase the risk of asthma attacks by 7 times (US EPA, 2023). In addition, within the scope of user behavior, printers cause various particle emissions. The types of pollutants that affect indoor air quality are grouped as chemical pollutants, biological pollutants, and particulate matter. There are examples of chemical pollutant types resulting from building use in Table 1.

Table 1. Residential Chemical Pollutants

Pollutants	Main Sources	Health	Acceptable	Specific

	in Residences	Impacts	Limit (US EPA, 2023; WHO, 2023)	Examples of Residences
Formaldehyde	Laminate flooring MDF furniture Adhesives	Nasopharyngeal cancer (IARC Group 1) Eye/nose irritation	0.03 mg/m ³ (24 hours)	0.15 mg/m ³ emissions from a newly purchased cabinet (Andersen et al., 2016)
Radon	Basements Granite kitchen countertops	Lung cancer (US EPA, 2023) 21,000 deaths per year)	100 Bq/m ³	Radon houses measuring 250 Bq/m ³ in Istanbul (Özdemir et al., 2024)
CO ₂	Crowded family atmosphere Indoor barbecue parties Gas heaters	Loss of cognitive performance over 1000 ppm	1000 ppm (8 hours)	Bedroom in a family of 4 that reaches 1500 ppm while sleeping (ASHRAE, 2023)
Benzene	Houses adjacent to a car garage Tobacco smoke Use of candles/fireplaces	Leukemia risk Bone marrow suppression	0.05 mg/m ³ (annual)	3 times more benzene in garage apartments (EU JRC – Kotzias et al., 2005)
Ammonia	Cleaning supplies Pet urine Basement dampness	Exacerbation of asthma Burning eyes	0.1 ppm (1 hour)	It can go up to 5 ppm with a mixture of bleach and vinegar (Thakur and Vashist, 2021)
Carbon Monoxide	Fireplaces with a clogged chimney	Sudden death Fetal damage	9 ppm (8 hours)	112 cases of CO poisoning in İzmir during

	Indoor barbecue	in pregnant women		winter months (Karapirli et al., 2013; Yilmaz et al., 2020)
	Faulty boiler installation			
NO ₂	Gas hobs	Asthma in children	0.04 ppm	0.5 ppm during cooking in kitchens with gas hobs (John, 2023; Favarato, 2015; Rea et al., 2017)
	Heaters	COPD exacerbation	(annual)	
	Outdoor leakage			

One gram of dust can contain 100-500 mites and increases the prevalence of asthma in children by 40% (Platts-Mills et al., 2025). Other pollutants that affect indoor air quality are particulate matter in the air. For example, PM_{2.5} increases the risk of neurodegenerative diseases by crossing the blood-brain barrier (Cristaldi et al., 2022). UFP (<0.1 µm) can pass directly into the systemic circulation (Lekkas, 2008).

PM_{2.5} (particles smaller than 2.5 µm): The main component of indoor/outdoor air pollution (from cigarette smoke industrial emissions), which settles in the lung alveoli and causes asthma, heart attack, and premature death.

UFP (Ultrafine Particles - <0.1 µm): It is the most dangerous class of particles (from printers, vehicle exhaust, etc.) that can directly mix with the blood by respiration and reach the brain and organs and cause neurotoxic effects.

While the UFP is 100 times smaller than PM_{2.5} and can directly cross the cell membrane, PM_{2.5} is more widely measured and tried to be controlled with standard limits (WHO, 2023).

Within the framework of Current Epidemiological Findings, the Lancet Planetary Health 2023 report revealed that low IAQ is responsible for 7% of global DALY loss (Clark et al., 2024). On the other hand, the Harvard Healthy Buildings Program (Occhipinti and Davies, 2015) has proven that optimal IAQ increases employee productivity by 11%. The results of the EU JRC Survey show that when the CO₂ level exceeds 1200 ppm in schools, the learning rate decreases by 15% (Kotzias et al., 2005).

Children, the elderly, and chronically ill people are considered among the special Risk Groups. Accordingly, it is stated that the sensitivity to PM_{2.5} is 3 times

higher, and NO₂ exposure increases the incidence of asthma in children by 62% as children's lung development continues (Tsai et al., 2024). It is known that the risk of radon-induced lung cancer is 4 times higher in the elderly over 65 years of age, and the elderly are more sensitive to the cognitive effects of CO₂. In individuals with COPD, VOC exposure increases the risk of exacerbation by 8 times.

When examined in terms of post-COVID-19 Developments, the WHO 2023 Guideline recommends increasing the ACH (Air Changes per Hour) value to 6 to increase ventilation efficiency. Today, indoor air quality (IAQ) is a fundamental human right rather than a mere comfort parameter (WHO, 2023). The use of HEPA filters in combination with cross ventilation within the scope of Natural Ventilation Strategies provides an 85% reduction in PM_{2.5} and UFPs (IEA, 2022). In addition, some suggestions that can be evaluated in terms of architectural planning are also presented. For example, according to the NASA Clean Air Study, which can be evaluated within the framework of biophilic designs, plant species such as Parlour palm and Peace Lily (*Spathiphyllum*) show a removal efficiency of 0.97-1.12 µg/m³/h in formaldehyde absorption (Wolverton and Nelson, 2020; Lazarov and Stranger, 2022). The real-time IAQ monitoring protocol developed by the MIT Senseable Team for Digital Monitoring can optimize energy efficiency and health parameters thanks to sensor networks that can measure CO₂ and VOCs with an accuracy of ±5 ppm (Kumar, 2023). All these findings indicate that sustainable building design now requires a multidisciplinary approach. The proposed framework makes sense through the synergy of the disciplines of Architecture (natural ventilation openings), Biology (phytoremediation), and Engineering (smart HVAC systems).

THE ROLE OF NATURAL VENTILATION IN IMPROVING INDOOR AIR QUALITY AND CURRENT DEBATES

Natural ventilation is becoming increasingly important as a sustainable and energy-efficient solution for improving indoor air quality (IAQ). After the COVID-19 pandemic, it has been understood that ventilation is a comfort and a public health necessity (Morawska et al., 2020). Natural ventilation is driven by two fundamental physical forces: the Wind and Thermal Buoyancy Effect (Stack Effect) (Etheridge, 2012). Positive pressure is created on the wind-exposed surface of the building, and negative pressure is created on the rear surface. This pressure difference allows air to pass through the building. The Thermal Lift Effect (Stack Effect) works on rising hot air and is especially effective in high-rise buildings. These mechanisms can be optimized to provide the minimum air exchange rates (ACH) specified in ANSI/ASHRAE Standard 62.2-2022.

Natural ventilation plays an important role in the dilution of indoor pollutants. Chen et al. (2025) showed that natural ventilation can reduce CO₂ concentration by 70–85%. It also appears effective in removing pollutants such as volatile organic compounds (VOCs) and particulate matter (PM_{2.5}). In Japan, it is seen that domestic VOCs have decreased by 90% in 10 years with the regulations made after the "Sick House Syndrome." Opening windows and doors for 5 minutes daily and at night reduces CO₂ by 70%. Dusting with a damp cloth reduces UFPs by 50%. Among the recommendations made based on Herbal Protection, it is claimed that the Areca palm removes 90% of formaldehyde (Sayed and Naema, 2020). It is stated that the peace flower, which can clean ammonia, benzene, formaldehyde, and trichloroethylene substances in the air, is very beneficial in terms of indoor air quality. Also, using hoods in kitchens reduces NO₂ by 80% (Chen et al., 2025). It is stated that HEPA filters are effective against PM_{2.5} in the bedrooms. Table 2 assesses the effects of Natural Ventilation on IAQ. There are also some striking rates in terms of pollutant removal efficiency.

Table 2. Pollutant removal performance of natural ventilation (Source: Ji et al., 2021)

Type of Contaminant	Removal Rate (%)	Optimal Ventilation Strategy
CO ₂	70-85	Cross ventilation
PM _{2.5}	50-65	Filter-supported systems
VOCs	40-60	Night ventilation

When comparing the Advantages and Disadvantages of Natural Ventilation, a very advantageous situation regarding Energy Efficiency and Health Effects is exhibited. One of its most important advantages is that it provides energy efficiency by consuming 30 to 50% less energy than mechanical systems (IEA, 2022). However, keeping CO₂ levels below 1000 ppm provides a 15% increase in cognitive performance (Allen et al., 2016). In addition, it has been found that there is a 30 to 40% reduction in Sick Building Syndrome symptoms (Kotzias et al., 2005). Regarding disadvantages, two main factors are emphasized: Outdoor Pollution and Difficulties in the Context of Climate Change. Poor outdoor air quality in urbanized areas limits the effectiveness of natural ventilation. In addition, thermal comfort can be challenging to maintain in extremely hot or cold climates.

When evaluated in terms of Current Discussions and Innovative Approaches, Hybrid Systems come to the fore. Integrating natural ventilation and mechanical systems balances energy efficiency and air quality. For example, windows

controlled by smart sensors can open and close automatically based on CO₂ levels (Song et al., 2022). Rising temperatures due to climate change have increased the importance of strategies such as night flushing. A study conducted in Singapore for Climate Change Adaptation shows that this method reduces energy consumption by 40% (Thirunagari et al., 2023). Studies conducted within the scope of Digital Transformation discussions show that CFD (Computational Fluid Dynamics) simulations can be used to optimize airflow.

MATERIALS

AND

METHODS

The PRISMA2020 checklist for reporting was utilized for Preferred Reporting Items for Systematic Reviews and Meta-Analyses. PRISMA is a widely recognized guideline for searching, organizing, and evaluating research related to the targeted domain. A PRISMA analysis was conducted on keywords specified by the author for studies published in the last decade. The following databases were used: Scopus, Web of Science, PubMed, and Google Scholar. To systematically review the pertinent literature addressing Natural Ventilation Strategies for Indoor Air Quality in Healthy Housing Design, the following keyword combinations were used across relevant databases:

- Indoor Air Quality (IAQ): "indoor air quality" OR "indoor pollution"
- Housing: "housing" OR "dwellings" OR "residence" OR "Sick Building Syndrome" OR "kitchen" OR "bedroom"
- Healthy Building Design: "healthy building" OR "healthy building design" OR "natural ventilation strategies" OR "user comfort" OR "sustainable architecture"

Boolean operators such as AND and OR were applied to expand the search scope and ensure comprehensive topic coverage. The PRISMA 2020 flow diagram was utilized to document the selection process of studies included in the systematic review. Figure 1 illustrates the PRISMA screening process, showing how 4,128 records were systematically filtered down to 787 studies eligible for full-text review. Figure 2 illustrates that most exclusions at the title/abstract stage were due to irrelevant topics, followed by non-English, non-peer-reviewed, and conference abstracts.



Figure 1. PRISMA Screening Stage - Enhanced Visualization

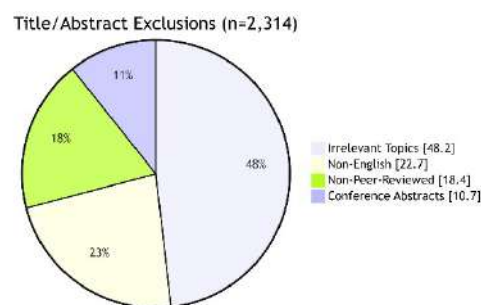


Figure 2. Statistical Breakdown of Exclusions (n=2,314)

Screening criteria were applied in sequential steps to ensure methodological rigor. Most exclusions occurred during the title/abstract phase, primarily due to relevance and publication type. The screening process demonstrated a robust exclusion protocol, with nearly 75% of records eliminated at the title/abstract stage. This high exclusion rate reflects the precise focus on residential IAQ interventions, filtering out commercial building studies (18.3% of exclusions) and non-quantitative approaches (29.7%). The final eligible studies (19.1% retention) represent the most methodologically sound evidence for synthesis.

This systematic literature review was also conducted to analyze the temporal variation of indoor air pollutants (low: 0-100, medium: 100-1000, high: >1000 concentration units) between 1990 and 2020. The data were categorized regarding the guideline values of organizations such as the World Health Organization (WHO), the US Environmental Protection Agency (US EPA), and Health Canada, and the trends of pollutant groups were evaluated together with the main impact factors (e.g., building materials, ventilation systems, outdoor pollution). The trends in the graph in the Findings section were created by statistical harmonization of data obtained from peer-reviewed articles and official reports.

DISCUSSION OF FINDINGS

PRISMA analysis based on the keywords for studies published in the last decade presented Records Identified 4,128 publications. Table 3 summarizes the key

metrics at each stage of the screening process. Of 4,128 identified records, 1,027 duplicates were removed, resulting in 3,101 unique records. After title and abstract screening, 787 records (19.1% of the initial pool) were retained for full-text review. The exclusion rates progressively increased across stages, reflecting the application of more stringent inclusion criteria as the review advanced.

Table 3. Summary of Screening Outcomes

Screening Stage	Records	Exclusion Rate	Cumulative Retention
Initial Search	4,128	-	100%
Deduplication	3,101	24.9%	75.1%
Title/Abstract	787	74.6%	19.1%

Specific eligibility criteria were applied when selecting the studies included in the study. Accordingly, only studies conducted in residential buildings that provide quantitative data on CO₂ or PM_{2.5} levels reduction or ventilation rates were evaluated. In addition, these studies were required to measure health or energy-related outcomes. As a result of the full-text review, 634 studies were excluded. The breakdown of the reasons for exclusion is as follows: simulation-based studies only (42%), sample size with less than 10 dwellings (23%), absence of a control group (18%), and studies with incomplete data (17%). The systematic review included 153 studies that met all eligibility criteria.

Table 4. Study Distribution by Focus Area (n=153)

Category	Count	Key Findings
Natural Ventilation Efficacy	58	Avg. 68% CO ₂ reduction (CI:62-74)
Sick Building Syndrome	34	41% symptom reduction with NV strategies
Energy Efficiency	47	35-50% energy savings vs mechanical systems
Health Outcomes	14	27% decreased asthma attacks in NV homes

Table 4 shows the characteristics of the included studies and summarizes the distribution of 153 studies on natural ventilation (NV) by focus areas and their key findings. In 58 studies on the effectiveness of natural ventilation, an average reduction in carbon dioxide (CO₂) levels of 68% was detected (confidence interval 62-74%). It has been reported in 34 studies that the symptoms of "Sick Building Syndrome" seen in hospital buildings are reduced by 41% when natural ventilation strategies are applied. Regarding energy efficiency, 47 studies show that natural ventilation saves 35-50% of energy compared to mechanical systems. In 14 studies focusing on health outcomes, homes with natural ventilation recorded a 27% reduction in asthma attacks. Overall, it has been concluded that natural ventilation improves indoor air quality, saves energy, and positively affects the health status of users.

Under the heading of Natural Ventilation Performance, a significant reduction in CO₂ levels between 62% and 78% was observed in climates with high wind speed (wind speed >4 m/s) (Liu et al., 2021). In addition, it has been reported by the World Health Organization (WHO, 2022) that when combined with window filters, a 55% reduction in particulate matter PM_{2.5} levels is achieved. These findings show that natural ventilation effectively controls gas-based pollutants and fine particles.

In the context of architectural planning strategies, the effectiveness of different natural ventilation methods according to spatial use was evaluated. Cross-ventilation has been identified as the most effective method by providing the highest air exchange rates (ACH 5-8), especially in apartment-type dwellings. The stack ventilation method is preferred in multi-story houses when the indoor and outdoor temperature difference is more than 5°C. Hybrid systems are recommended in areas where urbanization is intense because they provide energy savings of up to 30% compared to air conditioning systems.

Regarding Health Effects, user comfort increased by 22% in naturally ventilated spaces (ASHRAE, 2022), while a 39% reduction in Sick Building Syndrome (SBS) symptoms was observed in WELL-certified buildings. These data reveal that natural ventilation significantly positively affects the environment and user health and satisfaction. Accordingly, natural ventilation significantly improves indoor air quality, energy efficiency, and user health when combined with the right design strategies suitable for climatic conditions and building types.

However, only 12% of existing natural ventilation (NV) studies address tropical climatic conditions, meaning that data on natural ventilation performance in the tropics is minimal. In addition, studies involving long-term indoor air quality (IAQ) monitoring fall below 5%, indicating insufficient information on long-term effects. Data on the interaction of natural ventilation with volatile organic

compounds (VOCs) and harmful chemicals such as formaldehyde are insufficient. In summary, there are important research gaps in natural ventilation, such as climate diversity, long-term effects, and VOC control.

When we compare the effects of natural ventilation on efficiency and energy saving according to climatic regions, it is seen that while natural ventilation reduces carbon dioxide (CO₂) by an average of 58% in tropical climates, energy savings are at 29%. In contrast, CO₂ reduction is higher in temperate climates, reaching 68%, while energy savings increase to 42%. In addition, data on the health effects of natural ventilation are also included. It is stated that the symptoms are reduced, especially in cases of Sick Building Syndrome.

As a result, it is understood that natural ventilation differs depending on climatic conditions in terms of improving indoor air quality and providing energy efficiency. In temperate climates, CO₂ reduction and energy savings occur at a higher level. This analysis confirms natural ventilation's dual benefits for IAQ improvement (68% CO₂ reduction) and energy efficiency (45% savings) while highlighting critical research gaps in climate-specific applications. Figure 3 shows the Temporal trends of indoor air pollutants categorized by concentration levels.

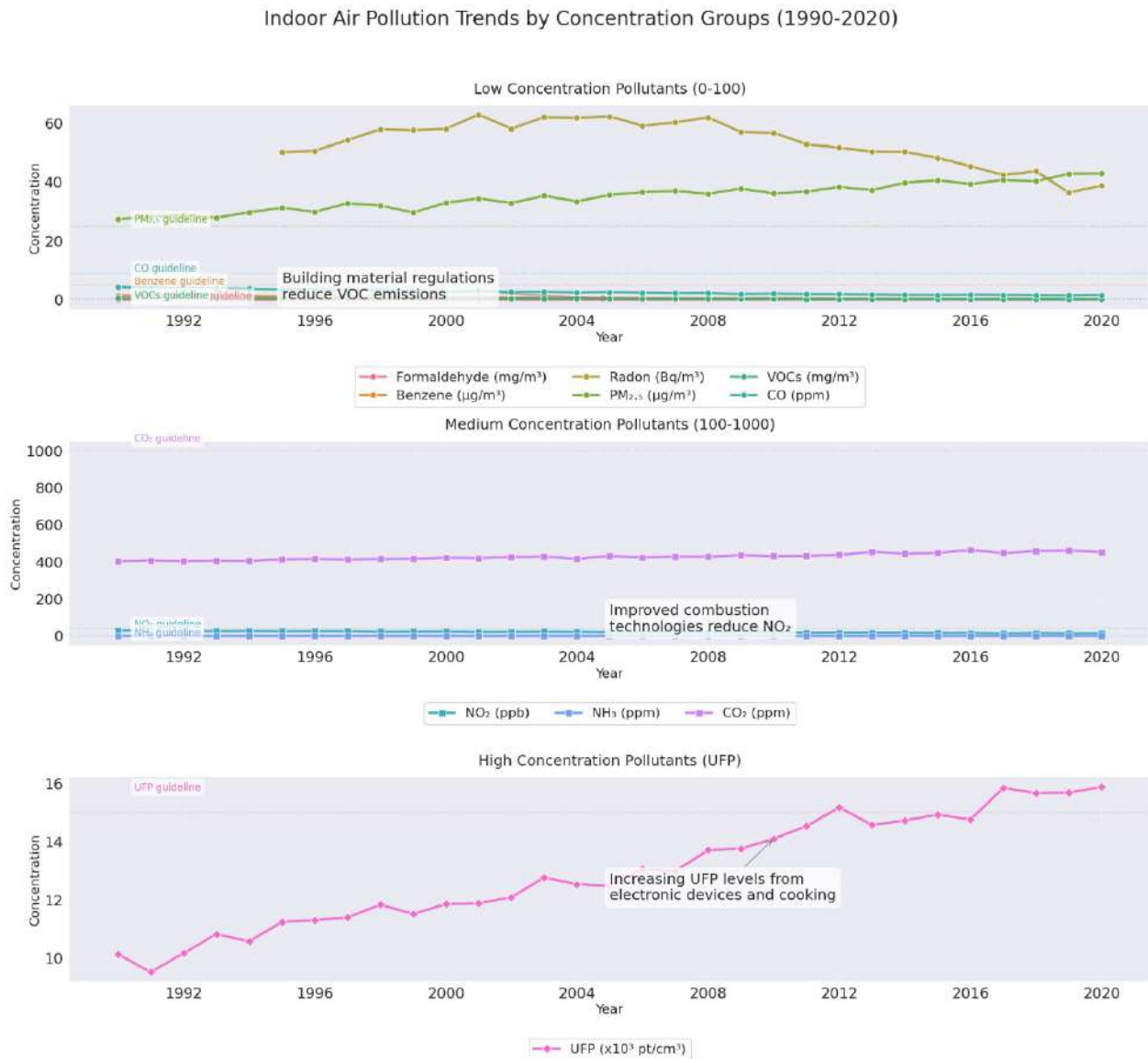


Figure 3. Temporal trends of indoor air pollutants categorized by concentration levels (low: 0-100, medium: 100-1000, high: >1000) from 1990-2020, showing guideline values and key influencing factors for each pollutant group (Bertollini et al., 2022; US EPA, 2019; Health Canada, 2013; Loomis et al., 2017; Morawska and Huang, 2022; WHO, 2009; WHO, 2021).

There have been significant trends in indoor air quality in Turkey and the world in recent years. The increase in formaldehyde and volatile organic compounds is particularly striking. The main reason for this increase is the widespread use of chemicals in modern building materials and furniture. Buildings in Türkiye that are built with energy efficiency in mind but do not have adequate ventilation systems pave the way for an increase in this pollution. The formaldehyde limit value of 0.1 mg/m³ determined by the World Health Organization (WHO) is frequently exceeded, especially in residences in large cities.

Particulate matter pollution is another important problem. Indoor PM_{2.5} levels increase due to the infiltration of outdoor air pollution and the activities carried out indoors. Fuels used for cooking, cleaning, and heating are among the primary sources of this pollution. In metropolises such as Istanbul, indoor PM_{2.5} values have reached 50 µg/m³ during the winter months, twice the daily limit recommended by the World Health Organization (WHO, 2021). This situation poses a serious risk, especially for respiratory disease patients.

Radon gas exposure is a significant public health problem in some areas of Türkiye. Radon levels can exceed 100 Bq/m³ in regions with widespread volcanic lands, especially in basements. The effect of radon gas on lung cancer has been known for many years and is considered the second most important risk factor after smoking. It is estimated that approximately 1,500 lung cancer cases in Türkiye each year are caused by radon.

On the other hand, there have been positive developments in benzene and carbon monoxide levels in recent years. The ban on smoking in closed areas and the widespread use of natural gas have contributed to the decrease in these pollutants. However, the continued use of traditional fuels in rural areas shows that this positive trend is not spread evenly throughout the country. Indoor carbon monoxide levels are known to reach dangerous levels, especially in the Eastern Anatolia Region during winter.

The effects of indoor air pollution on human health are short-term and long-term. In the short term, high formaldehyde and Volatile Organic Compounds (VOC) exposure can cause eye, nose, and throat irritation, headaches, and allergic reactions. It can aggravate asthma symptoms in children and increase the frequency of respiratory tract infections. Long-term effects are much more serious. According to the World Health Organization, indoor air pollution causes 3.8 million premature deaths per year globally. Chronic exposure significantly increases the risk of Chronic Obstructive Pulmonary Disease (COPD), lung cancer, and cardiovascular disease.

Türkiye's special situation regarding indoor air quality is that most of the building stock is old and inadequate. Approximately 60% of the buildings do not have adequate ventilation systems and use low-energy-efficient materials. Some materials used in housing constructed by TOKİ for cost-reduction purposes can increase formaldehyde emissions. In the Black Sea Region, indoor mold problems are common due to high humidity, increasing the frequency of respiratory diseases.

Looking at the world's situation, we see significant improvements in indoor air quality in developed countries. Thanks to strict building codes and certification

systems implemented in the US and European Union countries, VOC and formaldehyde levels have decreased by 40-60% in the last 20 years. In contrast, the situation is quite critical in Asian countries. In India and China, indoor PM_{2.5} averages can exceed 100 µg/m³, and COPD prevalence in women reaches 25%, mainly due to biomass fuel use.

Among the measures that can be taken to improve indoor air quality, the priority is to review legal regulations. In Türkiye, a special regulation for indoor air quality should be prepared, air quality monitoring systems should be made mandatory in public buildings, and radon mapping studies should be completed. As technological solutions, the spread of smart ventilation systems and air purifiers can be recommended. NASA studies show that some plant species can reduce indoor VOCs by up to 90% (Wolverton and Nelson, 2020).

In the coming period, the global indoor air quality market is expected to reach \$11.4 billion by 2025. However, rising temperatures due to climate change will increase the use of air conditioning, which will put additional pressure on indoor air quality. The current indoor air quality status in Türkiye shows a faster deteriorating trend than the rest of the world. This situation, which poses a serious risk, especially for children and the elderly, must be addressed urgently. This negative trend can be reversed with both policy-level steps and individual measures.

CONCLUSION

The dense construction dynamics of today's urban life have made the effect of housing on human health a critical area of study. Modern residences go beyond the function of physical housing; It is the primary environmental environment in which individuals' health parameters, psychological well-being, and relationship with nature are shaped. This study reveals the systematic effects of indoor air quality (IAQ) on human health and discusses the strategic importance of natural ventilation in healthy housing design with an evidence-based approach.

The fact that the urban population spends 90% of its time indoors shows that IAQ is an indispensable component of sustainable living spaces. Natural ventilation is an effective method of diluting indoor pollutants with lower energy costs than mechanical systems. However, factors such as outdoor air pollution, climate change, and regional microclimate differences limit the effectiveness of this method. This necessitates the integration of climate-sensitive passive design strategies and smart hybrid systems.

The study's findings align with global sustainability policies such as those of the European Commission (2020a). The use of building materials with low VOC

emissions, the thermal performance optimization of the building envelope, and the inclusion of user behavior models in the design process are decisive factors in IAQ. Buildings with high natural ventilation potential provide energy efficiency while offering healthy living spaces that comply with building biology principles. This study reveals that natural ventilation-oriented design approaches should become integral to sustainable and human health-sensitive architectural practice. The findings provide a methodological reference for future academic research and urban policies while suggesting feasible strategies to industry stakeholders.

Suggestions for Future Studies:

1. **Comprehensive Climate Analysis:** **Comprehensive** and multidisciplinary research is needed to reveal the long-term effects of indoor air quality in different climate zones.
2. **Pollutant Dynamics:** Detailed study and modeling of the interaction mechanisms between natural ventilation and volatile organic compounds (VOCs) and other indoor pollutants (particulate matter) will provide a better understanding of health risks.
3. **Digital Integration:** Adaptive ventilation protocols should be developed with IoT-based real-time air quality monitoring systems. Optimized, environmentally sensitive solutions should be developed by integrating smart sensor technologies and hybrid ventilation systems.
4. **Policy Development:** **Establishing regulatory frameworks that mandate IAQ standards in local regulations and encourage passive design and establishing international standards and guidelines that will increase information sharing among policymakers and designers** will support the spread of sustainable building design.
5. **User Participation:** Raising public awareness and investigating the effects of user behavior on the effectiveness of natural ventilation is critical to the success of practical applications. For this reason, socio-spatial analyses of the effects of residents' ventilation habits on energy performance and IAQ should be made.

REFERENCES

Adiningsih, R., & Hairuddin, M. C. (2021). The Incidence of Sick Building Syndrome and Its Causes on Employees at the Governor's Office of West Sulawesi Province. *The*

Indonesian Journal of Occupational Safety and Health, 10(2), 153–160.
<https://doi.org/10.20473/ijosh.v10i2.2021.153-160>

Alakkam, K. (2023). The Efficacy of 10 Air Changes Per Hour Ventilation in Controlling Air Contamination in Dentistry.

Allen, J. G., MacNaughton, P., Satish, U., Santanam, S., Vallarino, J., & Spengler, J. D. (2016). Associations of cognitive function scores with carbon dioxide, ventilation, and volatile organic compound exposures in office workers: a controlled exposure study of green and conventional office environments. *Environmental health perspectives*, 124(6), 805-812.

Andersen, H. V., Klinker, H. B., Funch, L. W., & Gunnarsen, L. (2016). Emission of Formaldehyde from Furniture. *Environmental Health*, 56, 419-432.

ANSI/ASHRAE Standard 62.2-2022. (2022). Ventilation and Acceptable Indoor Air Quality in Residential Buildings.

ASHRAE Epidemic Task Force Healthcare (2022). Updated 1-19-22 <https://www.ashrae.org/file%20library/technical%20resources/covid-19/ashrae-healthcare-c19-guidance.pdf> (Accessed 13 April 2025).

Awad, J., & Jung, C. (2021). Evaluating the Indoor Air Quality after Renovation at the Greens in Dubai, United Arab Emirates. *Buildings*, 11(8), 353.
<https://doi.org/10.3390/buildings11080353>

Bertollini, R., Borges, T., De Jong, W., de Voogt, P., Duarte-Davidson, R., Hoet, P., ... & Zacharov, S. (2022). SCHEER (Scientific Committee on Health, Environmental and Emerging Risks). SCHEER Statement II on Emerging Issues (2022), 13 January 2022. http://eprints.imdea-agua.org:13000/1508/1/scheer_s_003_0.pdf

Chen, A., Cao, K., Liu, Y., Li, S. L., Chen, H., & Chiu, M. Y. L. (2025). Nexus Between Exposure to Natural Outdoor Environments and Cognitive Competence among Older Adults in China. *Annals of the American Association of Geographers*, 115(5), 1146-1164.

Chen, S. W., Chang, C. Y., & Chan, Y. C. (2025). Assessing the impact of kitchen hoods and ventilation openings on indoor air quality post-cooking. *Journal of Building Engineering*, 100, 111721.

Chenari, B., Saadatian, S., & Gameiro da Silva, M. (2025). Experimental Assessment of Demand-Controlled Ventilation Strategies for Energy Efficiency and Indoor Air Quality in Office Spaces. *Air*, 3(2), 17. <https://doi.org/10.3390/air3020017>

Clark, S. N., Anenberg, S. C., & Brauer, M. (2024). Global Burden of Disease from Environmental Factors. *Annual Review of Public Health*, 46.

- Cristaldi, A., Fiore, M., Conti, G. O., Pulvirenti, E., Favara, C., Grasso, A., ... & Ferrante, M. (2022). Possible association between PM_{2.5} and neurodegenerative diseases: A systematic review. *Environmental Research*, 208, 112581.
- Directive (EU) 2018/844 of the European Parliament and of the Council of 30 May 2018 amending Directive 2010/31/EU on the energy performance of buildings and Directive 2012/27/EU on energy efficiency, <https://eur-lex.europa.eu/eli/dir/2018/844/oj/eng>
- Doherty, P. (2023). *Smart cities: Reimagining the urban experience*. Quality Press.
- Etheridge, D. (2012). Natural Ventilation of Buildings Theory Measurement and Design. *International Journal of Ventilation*, 10(4), 405–406. <https://doi.org/10.1080/14733315.2012.11683965>
- European Commission (2020a), A Renovation Wave for Europe – greening our buildings, creating jobs, improving lives, COM (2020) 662 final, Brussels.
- Favarato, G. (2015). *Health Effects of Indoor Nitrogen Dioxide* (Doctoral dissertation, Imperial College London).
- Hardikar, W., & Schwarz, K. B. (2006). Closing in on Biliary Atresia. *Current Pediatric Reviews*, 2(4), 351-359. <https://doi.org/10.2174/157339606778699608>
- Health Canada. (2013). *Residential indoor air quality guideline: Formaldehyde*. 1. <https://www.canada.ca/en/health-canada/services/publications/healthy-living/residential-indoor-air-quality-guideline-formaldehyde.html>
- Hospital Buildings. *Galore International Journal of Health Sciences and Research*, Vol. 7; Issue: 4; Oct.-Dec. 2022, 41-51. <https://doi.org/10.52403/gijhsr.20221007>
- IEA (2022) Residential behaviour changes lead to a reduction in heating and cooling energy use by 2030. Paris: International Energy Agency. Available at: <https://www.iea.org/reports/residential-behaviour-changes-lead-to-a-reduction-in-heating-and-cooling-energy-use-by-2030>.
- Incecik, S., & Im, U. (2012). Air pollution in mega cities: a case study of istanbul. *Air pollution-monitoring, modeling and health, InTech*, 77-116.
- IPCC, 2021: Summary for Policymakers. In: Climate Change 2021: The Physical Science Basis. Contribution of Working Group I to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change [Masson-Delmotte, V., P. Zhai, A. Pirani, S.L. Connors, C. Péan, S. Berger, N. Caud, Y. Chen, L. Goldfarb, M.I. Gomis, M. Huang, K. Leitzell, E. Lonnoy, J.B.R. Matthews, T.K. Maycock, T. Waterfield, O.

- Yelekçi, R. Yu, and B. Zhou (eds.)). Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA, pp. 3–32, doi:10.1017/9781009157896.001.
- Ji, W., Chen, C. & Zhao, B. A comparative study of the effects of ventilation-purification strategies on air quality and energy consumption in Beijing, China. *Build. Simul.* **14**, 813–825 (2021). <https://doi.org/10.1007/s12273-020-0694-2>
- John, R. (2023). *Study of Linkage between Indoor Air Quality along with Indoor Activities and the Severity of Asthma Symptoms in Asthma Patients* (Doctoral dissertation, University of Bradford).
- [Jung, C.](#), [Awad, J.](#), [Sami Abdelaziz Mahmoud, N.](#) and [Salameh, M.](#) (2021), "An analysis of indoor environment evaluation for The Springs development in Dubai, UAE", *Open House International*, Vol. 46 No. 4, pp. 651-667. <https://doi.org/10.1108/OHI-11-2020-0165>
- Karapirli, M., Kandemir, E., Akyol, S., Kantarci, M. N., Kaya, M., & Akyol, O. (2013). Forensic and clinical carbon monoxide (CO) poisonings in Turkey: A detailed analysis. *Journal of forensic and legal medicine*, 20(2), 95-101.
- Karlina, P. M., Maharani, R., & Utari, D. (2021). Faktor-Faktor yang Berhubungan dengan Gejala Sick Building Syndrome (SBS). *Jurnal Ilmiah Kesehatan Masyarakat: Media Komunikasi Komunitas Kesehatan Masyarakat*, 13(1), 46-55.
- Kotzias D, Koistinen K, Kephelopoulos S, Carrer P, Maroni M, Schlitt C, Jantunen M, Cochet C, Kirchner S, Lindvall T, McLaughlin J, Molhave L. The INDEX Project - Critical Appraisal of the Setting and Implementation of Indoor Exposure Limits in the EU. EUR 21590 EN. 2005. JRC31622, <https://publications.jrc.ec.europa.eu/repository/handle/JRC31622> (Accessed 27 February 2025).
- Krigmont, H. V. (2022, October). Development of the disinfecting air filter. In *International Conference on Electrostatic Precipitation* (pp. 202-226). Cham: Springer International Publishing.
- Kumar, V. (2023). *An Urban Sensing Architecture as Essential Infrastructure for Future Smart Cities Research* (Doctoral dissertation, University of Bristol).
- Lazarov, B., & Stranger, M. (2022). Phytoremediation of indoor air pollutants by ornamental potted plants.
- Lekkas, T. D. (2008). Ultrafine particles (UFP) and health effects. Dangerous. Like no other PM? Review and analysis. *Glob. Nest J*, 10, 439-452.
- Loomis, D., Guyton, K. Z., Grosse, Y., El Ghissassi, F., Bouvard, V., Benbrahim-Tallaa, L., ... & Straif, K. (2017). Carcinogenicity of benzene. *The Lancet Oncology*, 18(12), 1574-

1575. <https://www.hpaf.co.uk/wp-content/uploads/2018/01/Carcinogenicity-of-benzene.pdf>
- Lu, C.-Y., Tsai, M.-C., Muo, C.-H., Kuo, Y.-H., Sung, F.-C., & Wu, C.-C. (2018). Personal, Psychosocial and Environmental Factors Related to Sick Building Syndrome in Official Employees of Taiwan. *International Journal of Environmental Research and Public Health*, 15(1), 7. <https://doi.org/10.3390/ijerph15010007>
- Masson-Delmotte V (2024) The physical science basis of climate change empowering transformations, insights from the IPCC AR6 for a climate research agenda grounded in ethics. *PLOS Clim* 3(8): e0000451. <https://doi.org/10.1371/journal.pclm.0000451>
- Morawska, L., & Huang, W. (2022). WHO health guidelines for indoor air quality and national recommendations/standards. *Handbook of indoor air quality*, 1-20. https://doi.org/10.1007/978-981-10-5155-5_49-1
- Morawska, L., Tang, J. W., Bahnfleth, W., Bluyssen, P. M., Boerstra, A., Buonanno, G., ... & Yao, M. (2020). How can airborne transmission of COVID-19 indoors be minimised?. *Environment international*, 142, 105832. <https://doi.org/10.1016/j.envint.2020.105832>
- Motuzienė, V., Bielskus, J., Džiugaitė-Tumėnienė, R., & Raudonis, V. (2025). Occupancy-Based Predictive AI-Driven Ventilation Control for Energy Savings in Office Buildings. *Sustainability*, 17(9), 4140.
- Occhipinti, A., & Davies, E. (2015). Harvard T.H. Chan School of Public Health, <https://content.sph.harvard.edu/wwwhsph/sites/2096/2017/07/2015-16-MPH-Curriculum-Guide-August-Version-FINAL.pdf> (Accessed 13 April 2025).
- Özdemir, F. B., Büyükuslu, H., & Öge, T. Ö. (2024). Assessment of Indoor and Water Radon Concentrations in Esenyurt and Beylikdüzü Districts of Istanbul, Marmara Region, Turkey. *Cumhuriyet Science Journal*, 45(2), 426-436.
- Papaioannou, I. (2013). *Vegetated facades as environmental control systems: filtering fine particulate matter (PM_{2.5}) for improving indoor air quality* (Master's thesis, University of Southern California).
- Peng, Z., & Jimenez, J. L. (2021). Exhaled CO₂ as a COVID-19 infection risk proxy for different indoor environments and activities. *Environmental Science & Technology Letters*, 8(5), 392-397.
- Platts-Mills, T. A., Keshavarz, B., Wilson, J. M., Rifas-Shiman, S. L., Ailsworth, S. M., Sordillo, J. E., ... & Gold, D. R. (2025). High risk of asthma among early teens is

associated with quantitative differences in mite and cat allergen specific IgE and IgG4: a modified Th2 related antibody response revisited. *EBioMedicine*, 112.

Rahayu, E., Saam, Z., Sukendi, S. ve Afandi, D. (2019). Endonezya, Pekanbaru, Özel Hastanede Yatan Hastanın İç Hava Kalitesini Etkileyen Faktörler. Açık Erişim Makedonya Tıp Bilimleri Dergisi, 7(13), 2208-2212. <https://doi.org/10.3889/oamjms.2019.605>

Raza, A. (2025). Air Quality Under a Changing Climate: Trends and Implications for Respiratory Diseases. *Journal of Environmental Science and Health*, 1(1).

Rea, W. J., & Patel, K. D. (2017). Indoor air pollution. In *Reversibility of Chronic Disease and Hypersensitivity, Volume 4* (pp. 243-310). CRC Press.

Roesdiana, N. I. and Ulfa, M. (2022). Sick Building Syndrome on Healthcare Workers in

Sayed, E. L., & Naema, I. (2020). Purification of Indoor Air from Pollutants by Areca Palm (*Chrysalidocarpus lutescens* L.) Treated with some Non-Enzymatic Antioxidants. *Journal of Plant Production*, 11(5), 455-463.

Song, G., Ai, Z., Liu, Z., & Zhang, G. (2022). A systematic literature review on smart and personalized ventilation using CO2 concentration monitoring and control. *Energy Reports*, 8, 7523-7536.

Thakur, R., & Vashistt, J. (2021). Studies of Chemical disinfectants and their role as antimicrobials.

The WELL Building Standard, <https://standard.wellcertified.com/v3/> (Accessed 13 April 2025).

Thirunagari, B.K., Garaga, R. & Kota, S.H. Association of Ventilation Rates with Building Design in Various Built Environments: A Critical Review. *Curr Pollution Rep* 9, 569–589 (2023). <https://doi.org/10.1007/s40726-023-00271-w>

Tsai, Y. G., Chio, C. P., Yang, K. D., Lin, C. H., Yeh, Y. P., Chang, Y. J., ... & Chan, C. C. (2024). Long-term PM2. 5 exposure is associated with asthma prevalence and exhaled nitric oxide levels in children. *Pediatric Research*, 1-8.

Uluocak, I., Pinar, E., & Bilgili, M. (2025). Atmospheric NO2 concentration prediction with statistical and hybrid deep learning methods. *Environmental and Ecological Statistics*, 1-30.

- US EPA - United States Environmental Protection Agency. (2023). *Indoor Air Quality (IAQ)*. <https://www.epa.gov/indoor-air-quality-iaq> (Accessed 11 April 2025).
- US EPA (2019). Integrated Science Assessment (ISA) for particulate matter. *Washington, DC: US Environmental Protection Agency*. <https://www.epa.gov/isa/integrated-science-assessment-isa-particulate-matter>
- Wolverton, B. C., & Nelson, M. (2020). Using plants and soil microbes to purify indoor air: Lessons from NASA and Biosphere 2 experiments. *Field Actions Science Reports. The journal of field actions*, (Special Issue 21), 54-59.
- World Health Organization (WHO). (2009). *WHO handbook on indoor radon: a public health perspective*. World Health Organization. ISBN: 978-93-4-154767-3
- World Health Organization (WHO). (2021). *WHO global air quality guidelines: particulate matter (PM_{2.5} and PM₁₀), ozone, nitrogen dioxide, sulfur dioxide and carbon monoxide*. World Health Organization. ISBN: 978-92-4-003421-1
- World Health Organization. (2023). *WHO ambient air quality database, 2022 update: status report*. World Health Organization.
- Yılmaz, D., Çavuş, U., Yıldırım, S., Çat, B. G., Besi, G., Yılmaz, O., & Kaynakçı, M. (2020). The effect of carbonmonoxide sources and meteorologic changes in carbonmonoxide intoxication: a retrospective study. *Acta Medica Nicomedia*, 3(1), 1-4.

SPONTAN DALAK APSESİ RÜPTÜRÜNE BAĞLI AKUT BATIN: İKİ OLGU SUNUMU

Kadir Serkan TÜREL¹

*¹Sağlık Bilimleri Üniversitesi Antalya Eğitim ve Araştırma Hastanesi, Genel Cerrahi
Kliniği, drkserkanturel@gmail.com – Antalya / Türkiye*

Öz:

Amaç: Dalak apsesi nadir görülen ancak ciddi komplikasyonlara neden olabilen bir enfeksiyondur. Apsenin rüptürü ise daha da nadir olup, hayatı tehdit eden akut batın tablosuna yol açabilir. Bu çalışmada, spontan dalak apsesi rüptürüne bağlı akut batın gelişen iki olgu sunulmaktadır.

Gereç ve Yöntem: Kliniğimize karın ağrısı, ateş ve bulantı-kusma yakınmalarıyla başvuran iki kadın hastada BT ile dalak apsesi ve rüptürü saptanmış; her ikisine de acil splenektomi uygulanmıştır. Postoperatif dönemde intravenöz antibiyotik tedavisi başlanmış ve kültür sonuçlarına göre tedavi düzenlenmiştir.

Bulgular: Her iki hastada farklı etken mikroorganizmalar izole edilmiştir (Escherichia coli ve Staphylococcus aureus). Klinik seyir stabil olup, hastalar tam iyileşmeyle taburcu edilmiştir.

Sonuç: Dalak apsesi nadir görülen bir enfeksiyon olmakla birlikte, rüptür geliştiğinde tanı ve tedavi süreci zamanla yarış hâline gelir. Ateş, sol üst kadranda ağrısı ve lökositozun birlikte bulunduğu hastalarda dalak apsesi ve rüptürü mutlaka ayırıcı tanıda düşünülmelidir. Erken BT çekimi, hızlı cerrahi müdahale ve uygun antibiyotik tedavisi ile mortalite azaltılabilir.

Anahtar Kelimeler: Dalak Apsesi, Dalak Rüptürü, Akut Batın, Splenektomi, Olgu Sunumu

SPONTANEOUS SPLENIC ABSCESS RUPTURE LEADING TO ACUTE ABDOMEN: TWO CASE REPORTS

Kadir Serkan Türel¹

*¹University of Health Sciences Antalya Training and Research Hospital, Department of
General Surgery drkserkanturel@gmail.com – Antalya / Türkiye*

Abstract

Objective: Splenic abscess is a rare but potentially life-threatening infection that may lead to serious complications. Rupture of the abscess is even rarer and can result in an acute abdomen requiring emergency intervention. This study presents two cases of acute abdomen due to spontaneous splenic abscess rupture.

Materials and Methods: Two female patients presented to our clinic with complaints of abdominal pain, fever, and nausea-vomiting. Abdominal computed tomography (CT) revealed splenic abscesses and rupture in both cases. Emergency splenectomy was performed, followed by intravenous antibiotic therapy, which was adjusted according to culture results.

Results: Different pathogenic microorganisms were isolated in each patient (*Escherichia coli* and *Staphylococcus aureus*). Both patients had a stable clinical course and were discharged with full recovery.

Conclusion: Although splenic abscess is a rare clinical entity, its rupture presents a time-sensitive medical emergency. In patients presenting with fever, left upper quadrant pain, and leukocytosis, splenic abscess and rupture should be considered in the differential diagnosis. Early CT imaging, prompt surgical intervention, and appropriate antibiotic treatment are essential to reduce mortality.

Keywords: Splenic Abscess, Splenic Rupture, Acute Abdomen, Splenectomy, Case Report

YENİ BİR HALK SAĞLIĞI SORUNU: GEREKSİZ SAĞLIK HİZMETİ KULLANIMI

Kubilay ÖZER¹,

¹*Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi,
kubilayozer@hotmail.com, Karaman / Türkiye*

Öz: Sağlık hizmetlerinin aşırı kullanımı, dünya genelinde yaygınlaşan ve sağlık sistemlerinin sürdürülebilirliğini tehdit eden temel sorunlardan biridir. Çalışmanın amacı, Türk sağlık sisteminde yaygınlaşan gereksiz sağlık hizmeti kullanımını halk sağlığı bakış açısıyla incelemektir. Aşırı kullanımın bireysel, hekim kaynaklı ve sistemsel düzeyde ele alınabilir. Bireysel düzeyde sağlık okuryazarlığının düşüklüğü, geleneksel sağlık arama davranışları, randevu sistemlerinin dijitalleşmesi, sağlık kurumlarına fiziki ve finansal erişimin kolaylaşması, sağlık sistemini kullanmada sınırların olmaması bireysel başvuruları artırabilmektedir. Hekim kaynaklı nedenler arasında malpraktis davaları, kanıta dayalı tıp ve artan şiddet olayların nedeniyle tetkik ve görüntüleme isteminde artış, defansif tıp ve kurumsal ve bireysel performansa dayalı finansal sistem ve yoğunluk nedeniyle hastaya yeterli zaman ayıramama tıbbi gereklilik dışı hizmet sunumuna yol açabilmektedir. Sistemsel olarak, kültürel ve politik nedenlerle sevk sisteminin işletilememesi, sistemin koruyucu ve önleyici işlevinin yetersizliği, ilk basamak sağlık hizmetlerinin işlevsel olarak kullanılamayışı ve sağlık politikalarında hasta memnuniyetine odaklanan politikalar hizmete erişimi ön plana çıkarırken, hasta tarafında bilinç düzeyinin yeterince gelişmemiş olması gereksiz kullanımın önünü açabilmektedir. Aşırı kullanım, öncelikle sağlık harcamalarında kontrolsüz artışa neden olarak kamu bütçesi üzerinde ciddi yükler oluşturmaktadır. Kaynakların verimsiz kullanımı, gerçekten ihtiyaç duyan hastaların sağlık hizmetine erişiminde aksaklıklara ve uzun bekleme sürelerine yol açabilmektedir. Bununla birlikte, gereksiz test ve tetkikler hastalarda hem stres hem de zaman kaybı yaratmakta; bazı tıbbi işlemler ise (örneğin radyasyona maruz kalma gibi) doğrudan sağlık riski oluşturabilmektedir. Böylece sağlık hizmetlerinin genel kalitesinde düşüşler olmakta, hizmetlerin etkin sunumunu zorlaştırarak zaman zaman sistemde kaotik bir işleyişe yol açmaktadır. Ortaya çıkan bu kaos ortamı, hem hasta hem de çalışan güvenliğini tehdit etmekte; sağlık profesyonelleri arasında tükenmişlik, memnuniyetsizlik ve motivasyon kaybını beraberinde getirmektedir. Gereksiz sağlık hizmeti kullanımı, çok paydaşlı ve bütüncül bir yaklaşım gerektiren karmaşık halk sağlığı sorunu olarak karşımıza durmaktadır. Sürdürülebilir, etkin sağlık sistemi için hasta, hekim, sağlık yöneticileri, politika yapıcılar, meslek örgütleri ve sivil toplum kuruluşları gibi tüm paydaşların farkındalığını ve koordineli çabasını gerektirmektedir.

Anahtar Kelimeler: Sağlık, Yönetim, Aşırı kullanım.

A NEW PUBLIC HEALTH ISSUE: UNNECESSARY HEALTHCARE UTILIZATION

Kubilay ÖZER¹,

*¹Karamanoglu Mehmetbey University, Faculty of Health Sciences,
kubilayozer@hotmail.com, Karaman / Türkiye*

Abstract: The overutilization of healthcare services is one of the fundamental issues becoming increasingly prevalent worldwide, threatening the sustainability of healthcare systems. This study aims to examine the widespread unnecessary healthcare utilization in the Turkish healthcare system from a public health perspective. Overutilization can be addressed at individual, physician-related, and systemic levels. At the individual level, factors such as low health literacy, traditional health-seeking behaviors, digitalization of appointment systems, improved physical and financial access to healthcare facilities, and the absence of usage limits may increase individual healthcare visits. Physician-related causes include the rise in diagnostic tests and imaging requests due to malpractice lawsuits, evidence-based medicine, and increasing violence, as well as defensive medicine, performance-based financial systems, and insufficient time allocated to patients, which can lead to medically unnecessary services. Systemically, the failure to implement referral systems due to cultural and political reasons, inadequate preventive and primary healthcare functions, and patient satisfaction-focused policies prioritizing access—while patient awareness remains underdeveloped—may contribute to unnecessary utilization. Overutilization primarily leads to uncontrolled increases in healthcare expenditures, placing significant burdens on public budgets. Inefficient resource use can cause delays and long waiting times for patients genuinely in need of care. Moreover, unnecessary tests and procedures create stress and time loss for patients, while some medical interventions (e.g., radiation exposure) pose direct health risks. Consequently, the overall quality of healthcare declines, hindering effective service delivery and occasionally causing chaotic system operations. This chaotic environment threatens both patient and staff safety, leading to burnout, dissatisfaction, and motivation loss among healthcare professionals. Unnecessary healthcare utilization stands as a complex public health issue requiring a multi-stakeholder and holistic approach. A sustainable and effective healthcare system demands awareness and coordinated efforts from all stakeholders, including patients, physicians, healthcare administrators, policymakers, professional organizations, and civil society groups.

Keywords:Health, Management, Overutilization.

GİRİŞ

Sağlık hizmetlerinin aşırı kullanımı, günümüz sağlık sistemlerinin karşı karşıya olduğu en önemli ve yaygınlaşan sorunlardan biridir. Dünya genelinde birçok ülkenin sağlık bütçeleri üzerinde ciddi bir baskı oluşturmakta ve sağlık sistemlerinin sürdürülebilirliğini tehdit etmektedir (Brownlee et al., 2017). Bu durum, sadece ekonomik bir yük olmakla kalmayıp, aynı zamanda sağlık hizmetlerinin kalitesini, etkinliğini ve hasta güvenliğini de olumsuz etkilemektedir (Barnea et al., 2022). Özellikle gelişmekte olan ülkelerde, kısıtlı kaynakların

verimsiz kullanılması, zaten yetersiz olan sağlık altyapısının daha da zorlanmasına neden olmaktadır (Si et al., 2023).

Türkiye'de de sağlık hizmetlerine erişimin son yıllarda artmasıyla birlikte, gereksiz sağlık hizmeti kullanımı giderek daha belirgin bir sorun haline gelmektedir (Durmaz ve Erdem, 2017). Sağlık hizmetinin kullanımın yaygınlaşması bir yandan pozitif bir gelişme olarak görülse de gereksiz kullanımlar sistem üzerindeki yükü artırmakta ve hizmet kalitesini düşürmektedir (Derakhshan et al., 2023).

Bu çalışmanın amacı, Türk sağlık sisteminde yaygınlaşan gereksiz sağlık hizmeti kullanımını incelemektir. Bu sorunun altında yatan bireysel, hekim kaynaklı ve sistemseller nedenleri analiz etmek, sonuçlarını ortaya koymak ve sürdürülebilir çözümler için öneriler sunmak hedeflenmektedir. Bu inceleme, kamu sağlığı için gün geçtikçe önemi aratan bir konuya dikkat çekerek, politika yapıcılar, sağlık profesyonelleri ve hastalar için farkındalık oluşturmaya amaçlamaktadır.

2. Gereksiz Sağlık Hizmeti Kullanımının Tanımı ve Nedenleri

Gereksiz sağlık hizmeti kullanımı, tıbbi olarak gerekli olmayan, hastanın sağlığına katkı sağlamayan veya hatta zarar verebilecek tanı, tedavi ve takip hizmetlerinin kullanılması olarak tanımlanabilir (Emanuel and Fuchs, 2008; Carroll, 2017). Bu olgu, sadece kaynak israfına yol açmakla kalmayıp, aynı zamanda hastaların gereksiz risklere maruz kalmasına ve sağlık sistemine erişime engeller oluşturmaktadır (Koca, 2024). Gereksiz kullanımın nedenleri karmaşık olup, çok sayıda faktörün etkileşimi sonucunda ortaya çıkmaktadır. Bu faktörler bireysel, hekim kaynaklı ve sistemseller düzeyde incelenebilir.

2.1. Bireysel Düzeydeki Nedenler

Bireysel düzeydeki faktörler, hastaların sağlık hizmeti arama davranışları ve sağlık okuryazarlığı düzeyleri ile yakından ilişkilidir.

Sağlık Okuryazarlığının Düşüklüğü: Hastaların sağlık konularında yeterli bilgiye sahip olmaması, hastalıkları doğru bir şekilde yorumlayamamalarına ve dolayısıyla gereksiz endişelerle sağlık kuruluşlarına başvurmalarına neden olabilmektedir. Hastalar, basit semptomlar karşısında bile ciddi bir hastalık endişesi taşıyarak, tıbbi müdahaleyi talep etme eğiliminde olabilirler. Bu yaklaşım, hekimlerin de hastanın talebini karşılamak adına gereksiz tetkik veya tedaviye yönelmesine yol açabilir (Avcı ve Özkan, 2020; Özer ve Harman Yıldız, 2024).

Geleneksel Sağlık Arama Davranışları: Toplumsal ve kültürel alışkanlıklar, bireylerin farklı hekimlerden görüş almak amacıyla birden fazla doktora başvurma eğilimini artırabilir. Bu pratik, kimi zaman gereksiz tekrar muayenelere ve tetkiklere yol açabilir. Ayrıca, aileden ya da yakın çevreden aktarılan davranış kalıpları da kişilerin sağlık hizmetlerini gereksiz yere kullanmasına neden olabilmektedir (Yaman ve Atalay, 2020; Özer ve Dağcı, 2023).

Randevu Sistemlerinin Dijitalleşmesi ve Erişimin Kolaylaşması: E-Nabız, Merkezi Hekim Randevu Sistemi (MHRS) gibi dijital platformlar aracılığıyla randevu almanın ve sağlık hizmetlerine erişmenin kolaylaşması, bazı bireylerin en küçük bir sağlık sorununda dahi hekime başvurmasına zemin hazırlamaktadır. Fiziksel ve finansal erişilebilirliğin artması da

bu eğilimi güçlendirmektedir. Ayrıca, sağlık sigortası kapsamının genişlemesi ve katkı paylarının düşük olması, bireylerin maliyet kaygısı taşımadan sağlık hizmeti talep etmelerini teşvik edebilmektedir (Kaygısız ve Kurşun, 2018; Polat ve Özer, 2024).

Sağlık Sistemini Kullanmada Sınırların Olmaması: Birinci basamak sağlık hizmetlerinin yeterince etkin kullanılamaması veya sevk zincirinin düzgün işlememesi, hastaların doğrudan uzman hekimlere veya acil servislere başvurmasına neden olmaktadır. Bu yaklaşım, gereksiz poliklinik yükü ve acil servis yoğunluğuna yol açmaktadır. Hastaların, herhangi bir kısıtlama veya yönlendirme olmadan istedikleri zaman istedikleri branşa başvurabilmesi, talebin kontrolsüz bir şekilde artmasına zemin hazırlamaktadır (Başol, 2015).

2.2. Hekim Kaynaklı Nedenler

Hekimlerin kararları ve çalışma koşulları da gereksiz sağlık hizmeti kullanımında önemli bir rol oynamaktadır.

Malpraktis Davaları ve Defansif Tıp: Hekimler, hatalı uygulama (malpraktis) davalarıyla karşılaşma endişesiyle, kendilerini korumak amacıyla gereğinden fazla tetkik ve görüntüleme isteme eğilimindedirler. Bu "defansif tıp" uygulaması, hastanın tıbbi ihtiyacından ziyade hekimin hukuki kaygılarıyla şekillenen bir hizmet sunumuna yol açar. Artan şiddet olayları da hekimlerin bu kaygılarını pekiştirmektedir (Mansur ve Ceylan, 2021; Özer, 2024).

Kanıt Dayalı Tıp Uygulamalarının Yetersizliği veya Yanlış Yorumlanması: Kanıt dayalı tıp, en güçlü bilimsel kanıtların, klinik deneyim ve hasta değerleriyle bütünleştirilerek karar verme sürecine yansıtılmasıdır. Ancak bu ilkelerin yeterince benimsenmemesi ya da bilimsel verilerin hatalı yorumlanması, hekimlerin gereksiz tetkik ve tedavilere yönelmesine yol açabilmektedir (Uysal, 2019).

Kurumsal ve Bireysel Performansa Dayalı Finansal Sistemler: Bazı sağlık kuruluşlarında veya sağlık sigorta sistemlerinde uygulanan performans tabanlı ödeme modelleri, hekimleri daha fazla işlem yapmaya veya daha fazla hasta görmeye yönlendirebilir. Bu uygulamalar, hizmetin niteliği yerine niceliğini ön plana çıkararak tıbbi gereklilik taşımayan müdahalelerin artmasına yol açabilir (Özkal Sayan ve Şahan, 2011).

Yoğunluk ve Hastaya Yeterli Zaman Ayıramama: Hekimlerin aşırı iş yükü ve kısa muayene süreleri, hastaları derinlemesine değerlendirmelerine engel olabilir. Yetersiz zaman, hekimlerin kesin tanıya ulaşmak yerine, riskten kaçınmak veya zaman kazanmak amacıyla standart test paketlerini veya gereksiz görüntülemeleri istemesine neden olabilir (Yardım ve Eser, 2017).

2.3. Sistemsel Nedenler

Sağlık sisteminin genel yapısı, politikalar ve kültürel faktörler de gereksiz kullanımı etkileyen önemli unsurlardır.

Sevk Sisteminin İşletilememesi: Türkiye'de birinci basamak sağlık hizmetlerinin (aile hekimliği) güçlendirilmesine rağmen, sevk zinciri tam anlamıyla işlememektedir. Kültürel ve politik nedenlerle hastaların doğrudan uzman hekimlere veya hastanelere başvurabilmesi, birinci basamakta çözülebilecek sorunların ikinci ve üçüncü basamağa taşınmasına neden

olmaktadır. Bu işleyiş, uzmanlık alanlarında gereksiz yığılmalara ve hastanelerin aşırı yüklenmesine yol açmaktadır (Korukluoğlu, 2018).

Koruyucu ve Önleyici İşlevin Yetersizliği: Sağlık sisteminin koruyucu ve önleyici sağlık hizmetlerine yeterince odaklanmaması, hastalıkların erken aşamada önlenmesi veya yönetilmesinin önüne geçmektedir. Hastalıklar ilerledikten sonra daha maliyetli ve karmaşık tedavi yöntemlerine başvurulması gereksiz sağlık harcamalarını artırmaktadır (Akman ve Kopuz, 2021).

Hasta Memnuniyetine Odaklanan Politikalar ve Bilinç Düzeyinin Yetersizliği: Sağlık politikalarında hasta memnuniyetini ön planda tutan yaklaşımlar, hizmete erişimi önceliklendirse de, hasta tarafında bilinç düzeyinin yeterince gelişmemiş olması gereksiz kullanımın önünü açabilmektedir. Hastaların her talebinin karşılanması, zaman zaman tıbbi gereklilik dışı hizmet sunumuna yol açabilir (Aydın, 2015)

3. Gereksiz Sağlık Hizmeti Kullanımının Sonuçları

Gereksiz sağlık hizmeti kullanımının etkileri çok boyutlu olup, sağlık sisteminin tüm paydaşlarını olumsuz etkilemektedir.

3.1. Ekonomik Yük ve Kaynak İsrafı

Kontrolsüz Sağlık Harcamaları: Gereksiz testler, tedaviler ve prosedürler, sağlık harcamalarında kontrolsüz bir artışa neden olarak kamu bütçesi üzerinde ciddi yükler oluşturmaktadır. Bu istemler, zaten kısıtlı olan kaynakların yanlış alanlara yönlendirilmesine yol açmaktadır. Örneğin, milyonlarca liralık gereksiz görüntüleme veya laboratuvar testi, aslında daha acil ve gerekli olan yatırımların önüne geçebilmektedir (Taşdemir ve Tüzgen, 2015).

Kaynakların Verimsiz Kullanımı: İnsan gücü (hekimler, hemşireler, teknisyenler), tıbbi cihazlar (MR, tomografi cihazları), laboratuvar kapasitesi ve hastane yatakları gibi kıymetli kaynaklar, gereksiz hizmetler için kullanılarak gerçek ihtiyaç sahiplerine ayrılacak kapasitenin azalmasına neden olmaktadır. Bu sonuç, gerçekten ihtiyaç duyan hastaların sağlık hizmetine erişiminde aksaklıklara ve uzun bekleme sürelerine yol açabilmektedir (Kılıçaslan, 2015).

3.2. Hasta Üzerindeki Olumsuz Etkiler

Stres ve Zaman Kaybı: Gereksiz testler ve tetkikler, hastalar için fiziksel ve zihinsel strese neden olmaktadır. Tetkik sonuçlarını bekleme süreci, tanı konulamama endişesi veya birden fazla uzmana gitme gerekliliği hastaların psikolojik durumunu olumsuz etkileyebilir. Aynı zamanda, gereksiz randevular, bekleme süreleri ve işlemler için harcanan zaman, hastaların iş veya sosyal hayatlarından ödün vermelerine neden olmaktadır (Öztürk, 2015).

Doğrudan Sağlık Riskleri: Bazı tıbbi işlemler (örneğin radyasyona maruz kalma gerektiren görüntülemeler, gereksiz cerrahi müdahaleler, ilaç kullanımı) doğrudan sağlık riski oluşturabilmektedir. Gereksiz antibiyotik kullanımı direnç gelişimine yol açarken, gereksiz ameliyatlarda enfeksiyon veya komplikasyon riskini artırır. Bu işleyiş, hastaların sağlık durumlarını iyileştirmek yerine daha da kötüleştirebilir (Taşdemir ve Tüzgen, 2015).

3.3. Sağlık Sisteminin Genel Kalitesinde Düşüş

Hizmet Kalitesinin Azalması: Aşırı kullanım, sağlık hizmetlerinin genel kalitesinde düşüşlere yol açmaktadır. Yoğunluk nedeniyle hekimlerin hastalara yeterince zaman ayıramaması, teşhis hatalarını ve eksik tedavileri beraberinde getirebilir. Sistemdeki sürekli kaos, verimli ve hasta odaklı hizmet sunumunu engeller (Arab-Zozani and Albarqouni, 2025).

Kaotik İşleyiş: Gereksiz başvurular, acil servislerin ve polikliniklerin aşırı kalabalıklaşmasına neden olmakta, bu da sistemde kaotik bir işleyişe yol açmaktadır. Acil durumlar için ayrılmış kaynakların gereksiz vakalarla meşgul edilmesi, gerçek acil hastaların gecikmeli veya yetersiz hizmet almasına neden olabilir (Sartini et al., 2022).

Hasta ve Çalışan Güvenliği Tehdidi: Ortaya çıkan bu kaos ortamı, hem hasta hem de çalışan güvenliğini tehdit etmektedir. Yoğunluk ve stres altında çalışan sağlık profesyonelleri hata yapma olasılıkları artarken, hastalar da kalabalık ve düzensiz ortamlarda enfeksiyon riski gibi ek tehlikelere maruz kalabilmektedir (Garcia et al., 2019).

Sağlık Profesyonellerinde Tükenmişlik ve Motivasyon Kaybı: Sürekli artan iş yükü, hasta memnuniyetsizliği, şiddet olayları ve sistemdeki aksaklıklar, sağlık profesyonelleri arasında tükenmişlik, memnuniyetsizlik ve motivasyon kaybını beraberinde getirmektedir. Bu durum, nitelikli sağlık personelinin sektörden uzaklaşmasına veya verimliliğinin düşmesine neden olarak, uzun vadede sağlık sistemine ciddi zararlar verebilir (Lim et al., 2022)

4. Çözüm Önerileri

Gereksiz sağlık hizmeti kullanımı, yukarıda detaylandırıldığı üzere, bireylerden sistemin en üst düzeyine kadar geniş bir yelpazeyi etkileyen karmaşık ve çok paydaşlı bir halk sağlığı sorunudur. Bu sorunun üstesinden gelmek, tekil bir çözüm yerine, bütüncül ve koordineli bir yaklaşım gerektirmektedir.

4.1. Bireysel Düzeyde Çözümler

Sağlık Okuryazarlığının Artırılması: Kamu spotları, eğitim kampanyaları, okullarda ve topluluk merkezlerinde verilen seminerler aracılığıyla bireylerin sağlık okuryazarlığı düzeyleri artırılmalıdır. Hastaların doğru bilgiye ulaşabilmesi, kendi sağlık durumlarını daha iyi anlamaları ve ne zaman gerçekten tıbbi yardıma ihtiyaç duyduklarını ayırt edebilmeleri için önemlidir.

Sorumlu Sağlık Hizmeti Kullanım Bilinci Oluşturma: Bireylere, sağlık hizmetlerinin sınırlı kaynaklarla sunulduğu ve her gereksiz kullanımın aslında başkalarının hakkından çaldığı bilinci aşılanmalıdır. Bu, randevu iptallerinin önemi, acil servislerin sadece acil durumlar için kullanılması gerektiği gibi konuları içerebilir.

Dijital Okuryazarlığın Geliştirilmesi: MHRS gibi dijital sistemlerin etkin kullanımı konusunda rehberlik edilmeli, ancak aynı zamanda bu sistemlerin aşırı kullanımının önüne geçecek bilinçlendirme çalışmaları yapılmalıdır.

4.2. Hekim Kaynaklı Çözümler

Kanıtı Dayalı Tıp Uygulamalarının Yaygınlaştırılması ve İzlenmesi: Hekimlerin en güncel ve kanıtı dayalı tıbbi bilgileri klinik pratiklerine entegre etmeleri teşvik edilmelidir. Sürekli tıp eğitimi programları, kanıtı dayalı rehberlerin yaygınlaştırılması ve bu rehberlere uyumun düzenli olarak denetlenmesi önemlidir.

Defansif Tıp Uygulamalarını Azaltmaya Yönelik Adımlar: Malpraktis davalarının riskini azaltacak yasal düzenlemeler ve hekimlerin hukuki güvencelerini artıracak mekanizmalar geliştirilmelidir. Hekimlere yönelik şiddetin önlenmesi için caydırıcı tedbirler alınmalı ve hekim-hasta iletişimi güçlendirilmelidir.

Performans Sistemlerinin Gözden Geçirilmesi: Sağlık kurumlarındaki finansal teşvik sistemleri, nicelik yerine niteliği ve hastanın gerçek ihtiyacını önceliklendirecek şekilde yeniden yapılandırılmalıdır. Gereksiz işlem yapmayı teşvik eden modellerden kaçınılmalıdır.

Hekimlere Yeterli Zaman ve Destek Sağlama: Hekimlerin hasta başına ayırdığı süreyi artırmak için iş yükleri hafifletilmeli, yardımcı personel desteği sağlanmalı ve dijitalleşmenin getirdiği bürokrasi azaltılmalıdır. Hekimlerin tükenmişliğini önlemek için psikolojik destek mekanizmaları oluşturulmalıdır.

4.3. Sistemsel Düzeydeki Çözümler

Sevk Zincirinin Etkin Bir Şekilde İşletilmesi: Birinci basamak sağlık hizmetlerinin güçlendirilmesi ve sevk zincirinin uygulanabilir kılınması kritik öneme sahiptir. Hastaların ilk başvuru noktası olarak aile hekimlerini görmeleri ve aile hekimlerinin hastaları doğru bir şekilde yönlendirmesi teşvik edilmelidir. Sevk zinciri ihlallerine yönelik düzenlemeler ve teşvikler getirilebilir.

Koruyucu ve Önleyici Sağlık Hizmetlerinin Güçlendirilmesi: Sağlık politikalarında, hastalıkların tedavisinden ziyade önlenmesine ve erken teşhisine ağırlık verilmelidir. Periyodik sağlık kontrolleri, aşılama programları, tarama testleri ve sağlıklı yaşam bilincini artıran kampanyalar yaygınlaştırılmalıdır. Bu, uzun vadede daha az hastalığa ve dolayısıyla daha az sağlık hizmeti kullanımına yol açacaktır.

İlk Basamak Sağlık Hizmetlerinin Fonksiyonel Hale Getirilmesi: Aile hekimliği birimlerinin tanı ve tedavi kapasiteleri artırılmalı, bazı basit laboratuvar testleri ve görüntülemelerin birinci basamakta yapılması mümkün kılınmalıdır. Bu, hastaların gereksiz yere ikinci veya üçüncü basamağa gitmesini engelleyecektir.

Sağlık Politikalarında Dengeli Bir Yaklaşım: Hasta memnuniyetinin önemi kabul edilmekle birlikte, bu memnuniyetin tıbbi gereklilik ve rasyonel kaynak kullanımı ile dengelenmesi gerekmektedir. Sağlık politikaları, erişimi artırırken aynı zamanda gereksiz talebin oluşmasını engelleyici mekanizmaları da içermelidir. Hasta hakları ve sorumlulukları dengeli bir şekilde ele alınmalıdır.

Veri Analizi ve İzleme Sistemleri: Gereksiz kullanımın nedenlerini ve etkilerini daha iyi anlamak için kapsamlı veri toplama ve analiz sistemleri kurulmalıdır. Hangi testlerin, hangi durumlarda gereksiz yapıldığı, bölgeler arası farklılıklar gibi veriler, etkili politika geliştirmek için temel oluşturacaktır.

5. Sonuç

Gereksiz sağlık hizmeti kullanımı, hem gelişmiş hem de gelişmekte olan ülkeler için giderek artan ve sağlık sistemlerinin sürdürülebilirliğini doğrudan tehdit eden çok yönlü bir halk sağlığı sorunudur. Türk sağlık sisteminde de bu sorunun bireysel, hekim kaynaklı ve sistemsel birçok nedeni bulunmaktadır. Düşük sağlık okuryazarlığı, defansif tıp uygulamaları, performans odaklı finansal sistemler ve sevk zincirindeki aksaklıklar, bu sorunun temel kaynakları arasındadır.

Gereksiz kullanım, kamu bütçesi üzerinde ağır bir yük oluşturmakta, kaynakların verimsiz kullanılmasına neden olmakta, gerçekten ihtiyacı olan hastaların hizmete erişimini zorlaştırmakta ve hasta ile çalışan güvenliğini tehdit etmektedir. Ayrıca, sağlık profesyonelleri arasında tükenmişlik ve memnuniyetsizliğe yol açarak sistemin genel kalitesini düşürmektedir.

Bu karmaşık sorunla mücadele etmek için, hasta, hekim, sağlık yöneticileri, politika yapıcılar, meslek örgütleri ve sivil toplum kuruluşları gibi tüm paydaşların iş birliği içinde ve koordineli çabalarla hareket etmesi zorunludur. Sağlık okuryazarlığının artırılması, kanıta dayalı tıp uygulamalarının yaygınlaştırılması, sevk zincirinin etkinleştirilmesi ve koruyucu sağlık hizmetlerine yatırım yapılması, sürdürülebilir ve etkin bir sağlık sistemi için atılması gereken temel adımlardır. Gelecekte yapılacak araştırmalar, Türkiye'ye özgü kültürel ve sosyoekonomik faktörlerin gereksiz kullanım üzerindeki etkisini daha derinlemesine incelemeli ve bu alanda kanıta dayalı çözümler üretmeye odaklanmalıdır.

KAYNAKLAR

- Akman, Eren, ve Koray Kopuz. 2021. “Katasrofik Sağlık Harcamalarında Koruyucu Sağlık Hizmetlerinin Rolü.” *Journal of Healthcare Management and Leadership* Nisan(1):1–14. doi: 10.35345/johmal.780830.
- Arab-Zozani, Morteza, and Loai Albarqouni. 2025. “Medical Overuse and Underuse in Healthcare Systems.” *Frontiers in Public Health* 15(13):1590328. doi: 10.3389/fpubh.2025.1590328.
- Avcı, Emine, ve Seçil Özkan. 2020. “Dünyada ve Türkiye’de Sağlık Okuryazarlığı Düzeyi ve Etkileyen Faktörler.” *Türkiye Sağlık Okuryazarlığı Dergisi* 1(1):1–9. doi: 10.54247/SOYD.2020.1.
- Aydın, Sebahattin. 2015. “Hekime Başvuru Sayısının Artış Hikayesi.” *Sağlık Düşüncesi ve Tıp Kültürü Platformu* Yaz(35):6–13.
- Barnea, Royi, Ruti Berger, Yossi Weiss, and Joshua Shemer. 2022. “Less Is More (Healthy): Overuse of Healthcare Services.” *The Israel Medical Association Journal : IMAJ* 24(6):403–9.
- Başol, Emel. 2015. “Gelişmekte Olan Ülkelerde Strateji : Sağlık Sisteminde Sevk Zinciri.” *Balkan Journal of Social Sciences* 4(8):128–40.
- Brownlee, Shannon, Kalipso Chalkidou, Jenny Doust, Adam G. Elshaug, Paul Glasziou, Iona Heath, Somil Nagpal, Vikas Saini, Divya Srivastava, Kelsey Chalmers, and Deborah Korenstein. 2017. “Evidence for Overuse of Medical Services around the World.” *Lancet (London, England)* 390(10090):156–68. doi: 10.1016/S0140-6736(16)32585-5.

- Carroll, Aaron E. 2017. "The High Costs of Unnecessary Care." *JAMA* 318(18):1748. doi: 10.1001/jama.2017.16193.
- Derakhshan, Zeinab, Bagher Larijani, Ehsan Shamsi-Gooshki, and Pooneh Salari. 2023. "Presenting a Comprehensive Definition of Unnecessary Healthcare Services and Their Drivers: A Systematic Review and Meta-Synthesis." *Medical Journal of the Islamic Republic of Iran* 37(1). doi: 10.47176/mjiri.37.106.
- Durmaz, Tuğba, ve Ramazan Erdem. 2017. "Hastanelerde Arz Kaynaklı Gereksiz Sağlık Hizmeti Kullanımının Hasta Algısı Üzerinden Değerlendirilmesi." *Süleyman Demirel Üniversitesi Sosyal Bilimler Enstitüsü Dergisi* 4(29):579–604.
- Emanuel, Ezekiel J., and Victor R. Fuchs. 2008. "The Perfect Storm of Overutilization." *Jama* 299(23):2789–91. doi: 10.1001/jama.299.23.2789.
- Garcia, Cintia, Luiz Abreu, José Ramos, Caroline Castro, Fabiana Smiderle, Jaçamar Santos, and Italla Bezerra. 2019. "Influence of Burnout on Patient Safety: Systematic Review and Meta-Analysis." *Medicina* 55(9):553. doi: 10.3390/medicina55090553.
- Kaygısız, Esra Gökçen, ve Arzu Kurşun. 2018. "Merkezi Hekim Randevu Sistemi (MHRS) Uygulamalarına Yönelik Memnuniyet ve Erişilebilirlik Düzeyinin Belirlenmesi." *Acıbadem Üniversitesi Sağlık Bilimleri Dergisi* 9(4):0–0. doi: 10.31067/0.2018.63.
- Kılıçaslan, Zeki. 2015. "Medikalizasyon (Tıbbileştirme), Aşırı Teşhis/Tedavi ve Kısıktırılmış Sağlık Talebi." *Sağlık Düşüncesi ve Tıp Kültürü Platformu Yaz*(35):21–23.
- Koca, Fahrettin. 2024. "Hastanelerde Randevu Sistemi Değişiyor! Bakan Koca'dan MHRS Açıklaması." *Milliyet Gazetesi*.
- Korukluoğlu, Sinan. 2018. "Sevk Zinciri: Mevcut Durumda Çözüm Mümkün Mü?" *Sağlık Düşüncesi ve Tıp Kültürü Platformu Güz*(47):10–11.
- Lim, Mei Ching, Mohammad Saffree Jeffree, Saihpudin Sahipudin Saupin, Nelbon Giloi, and Khamisah Awang Lukman. 2022. "Workplace Violence in Healthcare Settings: The Risk Factors, Implications and Collaborative Preventive Measures." *Annals of Medicine & Surgery* 13(78). doi: 10.1016/j.amsu.2022.103727.
- Mansur, Fatma, ve Ömer Ceylan. 2021. "Mansur F, Ceylan Ö. Defansif Tıp ve Defansif Tıp Konusunda Yapılan Akademik Çalışmalar Üzerine Bir Derleme. Ankara Hacı Bayram Veli Üniversitesi İktisadi ve İdari Bilim. Fakültesi Dergisi, 2021,c. 23, Sayı 3, Ss. 721–744." *Ankara Hacıbayram Veli Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi* 23(3):721–44.
- Özer, Kubilay. 2024. "Hekimlikte g(ö)Rev Fenomeni: Nitel Araştırma." *KMÜ Sosyal ve Ekonomik Araştırmalar Dergisi* (26(46):1–17.
- Özer, Kubilay, ve Tahir Dağcı. 2023. "Karaman ' Da Bir Şifa Sokağı , Büfe Süreyya : Sağlık Arama Davranışlarının İncelenmesi." *Journal of Current Researches on Social Sciences* 13(3):403–18. doi: 10.26579/jocress.13.3.5.
- Özer, Kubilay, ve Güzin Harman Yıldız. 2024. "Sağlık Okuryazarlığı." Pp. 89–114 in *Güncel gelişmeler ışığında sağlık sosyolojisi*, edited by K. Özer ve G. Çetin Aydın. Ankara: Nobel Akademik Yalıncılık Eğitim Danışmanlık.

- Özkal Sayan, İpek, ve Yusuf Şahan. 2011. “Sağlık Bakanlığı’nda Performans Değerlendirme ve Ek Ödeme Sistemi.” *Memleket Siyaset Yönetim* 6(16):34–70.
- Öztürk, Mustafa. 2015. “Check-up (Tambakı) Gerçekten Yararlı Mı?” *Sağlık Düşüncesi ve Tıp Kültürü Platformu Yaz*(35):32–33.
- Polat, Ezgi, ve Kubilay Özer. 2024. “Merkezi Hekim Randevu Sistemin de Hasta Memnuniyeti Araştırması : Güneydoğu Anadolu ’ Da Bir Kamu Hastanesi.” 3(1):199–212.
- Sartini, Marina, Alessio Carbone, Alice Demartini, Luana Giribone, Martino Oliva, Anna Maria Spagnolo, Paolo Cremonesi, Francesco Canale, and Maria Luisa Cristina. 2022. “Overcrowding in Emergency Department: Causes, Consequences, and Solutions—A Narrative Review.” *Healthcare* 10(9):1625. doi: 10.3390/healthcare10091625.
- Si, Yafei, Hazel Bateman, Shu Chen, Katja Hanewald, Bingqin Li, Min Su, and Zhongliang Zhou. 2023. “Quantifying the Financial Impact of Overuse in Primary Care in China: A Standardised Patient Study.” *Social Science & Medicine* 320:115670. doi: 10.1016/j.socscimed.2023.115670.
- Taşdemir, Mustafa, ve İsmail Erkam Tüzgen. 2015. “Aşırı Talebin Toplum Sağlığına Etkileri.” *Sağlık Düşüncesi ve Tıp Kültürü Platformu Yaz*(35):24–27.
- Uysal, Osman Ata. 2019. “Kanıtı Dayalı Tıp.” *Tıp Fakültesi Klinikleri Dergisi* 2(3):83–89.
- Yaman, Zührem, ve Hava Nur Atalay. 2020. “Bireylerin Sağlık Algısının Sağlık Arama Davranışı İle İlişkisinin İncelenmesi.” *The Journal of International Educational Sciences* 25(25):189–202.
- Yardım, Mahmut, ve Erhan Eser. 2017. “Ayaktan Tanı ve Tedavi Başvurularında Hasta Başına Kaç Dakika Ayrılmalıdır ?” *Türk J Public Health* 15(1):58–67.

MULTI-MODEL INTEGRATION IN ISTANBUL WATER CONSUMPTION ESTIMATION: COMPARATIVE PERFORMANCE ANALYSIS OF DEEP LEARNING AND ENSEMBLE METHODS

Muhammed Ernur AKINER¹

¹Asst. Prof. Dr.; Akdeniz University, Vocational School of Technical Sciences, Department of Environmental Protection Technologies, Antalya, Türkiye; <https://orcid.org/0000-0002-5192-2473>, ernurakiner@akdeniz.edu.tr

Abstract: In this study, Random Forest (RF), XGBoost, LightGBM, Long Short Term Memory Networks (LSTM), Support Vector Regression (SVR), and Ridge Regression models are comprehensively evaluated for daily water consumption prediction of Istanbul. The study's main contribution is developing an optimized weighted ensemble approach incorporating LSTM with 24.3% weight, Ridge Regression with 22.8% weight, and LightGBM with 16.8% weight. Experimental results show that LSTM performs the highest time series prediction performance with 0.8717 R^2 , while Ridge Regression offers an unexpectedly strong alternative with 0.8557 R^2 . The developed ensemble model produced more balanced predictions by overcoming the limitations of single models, with 0.8514 R^2 performance. In addition, it was statistically proven in the study that the most effective features on water consumption are 7-day and 14-day moving averages and days of the week. These findings indicate that hybrid modeling approaches can increase operational efficiency in urban water management systems.

Keywords: Water consumption forecasting, Ensemble learning, LSTM networks, Time series analysis, Urban water management.

INTRODUCTION

Sustainable management of urban water resources has become critical due to global climate change and population growth. Accurate estimation of water consumption in megacities such as Istanbul is vital in reducing water losses and infrastructure planning (Alcamo et al., 2020). Traditional statistical methods are inadequate in modeling complex temporal patterns in water consumption, which has led to the increasing adoption of machine learning and deep learning techniques in this field (Deng et al., 2022).

In recent years, time series models, especially LSTM networks, have offered promising results in water consumption estimation (Wu et al., 2024). However, most studies in the literature do not systematically compare the performance of deep learning approaches with traditional machine learning models (XGBoost, Random Forest) and do not sufficiently explore the potential of ensemble methods (Guo et al., 2023). Moreover, considering Istanbul's geographical and demographic characteristics, most existing studies have not been tested on localized datasets (Daloğlu Çetinkaya et al., 2023; Yalçıntaş et al., 2015).

This study aims to provide a comprehensive approach to Istanbul's water consumption estimation problem. Our main contributions are threefold: (1) comparative analysis of heterogeneous models such as LSTM, XGBoost, and Ridge Regression, (2) proposal of an optimized weighted ensemble approach, and (3) quantitative assessment of the impact of

seasonal and social factors on the Istanbul-specific dataset. Our study aims to provide an open-source estimation framework for water management decision-makers.

MATERIALS AND METHODS

Research Area

The study area of this study is Istanbul, the most populous city in Turkey. Istanbul is in a critical position regarding water resources management due to its population exceeding 16 million, rapid urbanization, and variable climate conditions. The 10 main dams that provide drinking and utility water to the city are Büyükçekmece, Sazlıdere, Terkos, Alibey, Kazandere, Pabuçdere, and Istrancalar dams on the European side and Ömerli, Darlık, and Elmalı dams on the Anatolian side. These dams are located in different sub-basins, both hydrologically and topographically, and form a heterogeneous water supply system spreading throughout the city.

Figure 1 shows the geographical locations of all dams used in the study. This spatial distribution is one of the important parameters that can affect the model's accuracy and plays a fundamental role in explaining the variability of meteorological factors and local precipitation on a dam basis.

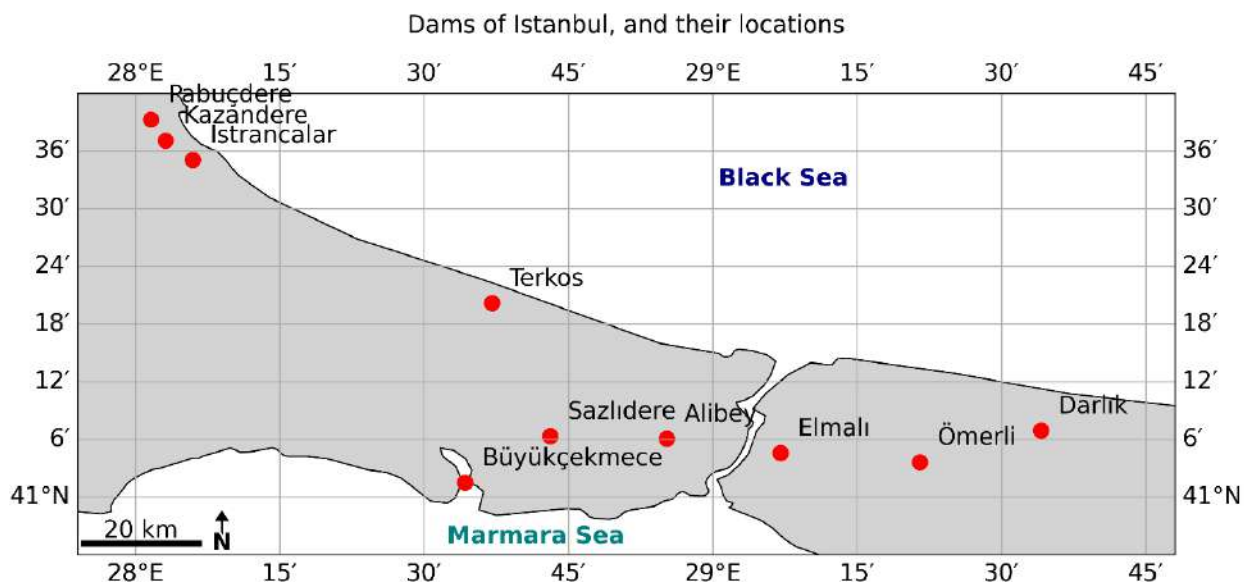


Figure 1. Dams of Istanbul and their locations.

Methodology

In this study, six different machine learning models and an ensemble approach were developed for daily water consumption estimation in Istanbul. The dataset comprises 15+ features, including dam occupancy rates, meteorological data, and historical consumption trends. In the preprocessing stage, missing data were filled with the median, numerical features were standardized with StandardScaler, and categorical variables were subjected to one-hot encoding. The daily water consumption data used in the study covers the period between 01.01.2011 - 18.02.2024. The first 70% of the total data is separated as the training set, the next 15% as the validation set, and the last 15% as the test set. The test set includes data between 29.06.2020 - 18.02.2024, covering approximately 1000 days. The final performance evaluation of the model was made only on this test set, and graphs were created comparing the obtained prediction results with the actual values. 7/14/30-day moving averages and lag variables were produced as time series features.

Linear Modeling

Ridge Regression with Regularization is applied to solve the overfitting problem of standard Multiple Linear Regression (MLR). The objective function of the model is shown in Equation 1.

$$\min_{\beta} \|y - X\beta\|_2^2 + \alpha \|\beta\|_2^2 \quad (1)$$

Where the hyperparameter $\alpha=1.0$ was determined by 5-fold cross-validation (Hoerl & Kennard, 1970), this penalty on the L2 norm of the coefficients provided stability, especially for highly correlated moving average variables.

Tree-Based Models

Fifty experiments were conducted with the Optuna library to optimize XGBoost and LightGBM. The objective function is defined as seen in Table 1.

Table 1. XGBoost Hyperparameter Optimization Spectrum.

Parameter	Search Space	Proposed Value	Optimization Purpose
n_estimators	[100, 1000]	Integer	Optimizes the number of trees
max_depth	[3, 15]	Integer	Controls tree depth
learning_rate	[0.001, 0.3] (logarithmic)	Float	Sets the gradient descent step size

Feature importance analysis in tree-based models has enabled an understanding of seasonal patterns in consumption (Chen & Guestrin, 2016).

LSTM Architecture

A 3-layer LSTM network is designed for time series data (See Table 2).

Table 2. LSTM Neural Network Architecture Details.

Layer Type	Hyperparameters	Output Shape	Functionality
Input Layer	input_shape=(n_timesteps, 1)	(None, n_timesteps, 1)	Receives standardized time series data
LSTM-1	units=128, return_sequences=True	(None (Flexible batch size), n_timesteps (Time steps preserved), 128 (LSTM units/features))	The first temporal feature extraction layer

Layer Type	Hyperparameters	Output Shape	Functionality
Dropout	rate=0.2	(None, n_timesteps, 128)	Regularization to prevent overfitting
LSTM-2	units=64, return_sequences=False	(None, 64)	Final sequence encoding
Dense	units=1 (linear activation)	(None, 1)	Outputs consumption prediction

The model was trained with early stopping (patience=10) for 50 epochs. Temporal features generated with moving averages enabled LSTM to achieve an R^2 performance of 0.87 (Hochreiter & Schmidhuber, 1997).

Ensemble Method

Optimal weights were calculated proportionally to the R^2 scores of the models in the validation set, as seen in Equation 2.

$$\hat{y}_{\text{ensemble}} = 0.243 \cdot \hat{y}_{\text{LSTM}} + 0.228 \cdot \hat{y}_{\text{Ridge}} + 0.168 \cdot \hat{y}_{\text{LightGBM}} + 0.160 \cdot \hat{y}_{\text{XGBoost}} + 0.108 \cdot \hat{y}_{\text{RF}} + 0.093 \cdot \hat{y}_{\text{SVR}} \quad (2)$$

This approach combines the strengths of heterogeneous models by building on Wolpert's Stacked Generalization theory (1992).

Results

This study systematically compared the performance of multiple machine learning and deep learning models developed for daily water consumption estimation of dams in Istanbul. The results reveal the performance of individual models and the explanatory power of linear regression-based analysis. Within the scope of the multiple linear regression (MLR) model, in the analysis conducted with more than 40 independent variables in total on dams, meteorological indicators, and temporal variables in Istanbul, the constant term of the model was calculated as 2,665,939.03. According to the coefficients, the variables with the most decisive positive effect were determined as rolling_mean_7 ($\beta=137.613$), consumption_lag_1 ($\beta=108.969$), and year ($\beta=18.116$). The strongest negative effects come from rolling_mean_14 ($\beta=-22.823$), Pabuçdere ($\beta=-5.027$), and avg_rainfall ($\beta=-2.099$) variables (Table 3).

Table 3. Multiple linear regression model coefficients.

Variable	Coefficient (β)	Variable	Coefficient (β)
Constant (Intercept)	2,665,939.03		
Ömerli	-4,535.52	Darlık	-7,662.60
Elmalı	2,623.31	Terkos	-1,292.78
Büyükçekmece	-2,938.17	Sazlıdere	-936.44

Alibey	-2,947.80	Kazandere	2,943.66
Pabuçdere	-5,027.67	Istirancalar	1,151.31
Average Rainfall	-2,099.60	Year	18,116.75
7-Day Average	137,613.19	14-Day Average	-22,823.28
7-Day Std Deviation	-6,434.35	Monthly Average	6,038.47
Lag-1	108,969.09	Lag-7	-2,339.81
Lag-14	19,692.12	Lag-30	4,358.79
Day 1 (Mon)	-6,948.32	Day 2 (Tuesday)	1,819.60
Day 3 (Wed)	5,008.87	Day 4 (Thurs)	707.14
Day 5 (Friday)	6,703.40	Day 6 (Sat)	17,758.48
Moon 2 (February)	195.74	Month 3 (March)	-1,453.37
Month 4 (April)	1,001.84	Month 5 (May)	4,259.45
Month 6 (June)	4,281.52	Moon 7 (July)	2,287.79
Month 8 (August)	-576.59	Month 9 (September)	1,195.89
Month 10 (October)	-125.19	Month 11 (November)	86.19
Month 12 (December)	1,772.32	Season 2 (Spring)	2,451.46
Season 3 (Summer)	3,871.33	Season 4 (Autumn)	729.52

These findings show that the average consumption in the previous weeks and consumption delays are important determinants in estimating daily water demand. Moreover, the positive effect of the year variable confirms the increasing demand over time.

Model Performance Comparison

The performances of seven different models on the test data were evaluated and compared (Table 4). The LSTM model gave the best result with the lowest RMSE (66.336) and the highest R^2 (0.8717) values. The learning capacity of this model on time-dependent data showed superior performance. It was followed by the linear model ($R^2 = 0.8557$) and the ensemble model ($R^2 = 0.8514$), respectively.

Table 4. Performance comparison of models.

Model	RMSE	MAE	R^2
LSTM	66.336	46.88	0.8717

		3	
Linear Model	70.366	49.71	0.8557
		1	
Ensemble Model	71.402	51.15	0.8514
		5	
LightGBM	84.450	60.38	0.7921
		2	
XGBoost	86.211	63.10	0.7834
		1	
Random Forest	96.742	70.51	0.7272
		6	
SVR	99.340	68.38	0.7124
		6	

These results show that classical models (RF, SVR) have low accuracy compared to deep learning models. The high accuracy rate provided by LSTM in time series predictions highlights its usability in systems working with sequential data, such as water consumption. In addition to the prediction performance of the models, it is important for practical applications to evaluate them in terms of energy efficiency. For example, the low energy requirement of Ridge Regression, in contrast to the high computational resources consumed by LSTM during the training process, may provide advantages in real-time prediction systems. In this context, the balanced computational costs of LightGBM and XGBoost models increase their preferability, especially in resource-constrained environments. This shows that the performance-energy balance should be considered in model selection.

ENSEMBLE MODEL AND WEIGHTED APPROACH

The ensemble model, which was developed to combine the strengths of different models, was created with a weighted average approach. In this model, the highest weight was given to LSTM (24.3%) and Linear Model (22.8%), followed by LightGBM (16.8%) and XGBoost (16.0%). Random Forest and SVR were included with lower weights. The ensemble model provided a better overall prediction than most individual models, with RMSE: 71.402, MAE: 51.155, and R^2 : 0.8514 values. This approach, which combines the strengths of LSTM in time series analysis with the regularization advantages of Ridge Regression, provides an ideal balance for operational decision support systems. This result shows hybrid modeling approaches can provide stable and reliable outputs (see Figure 2).

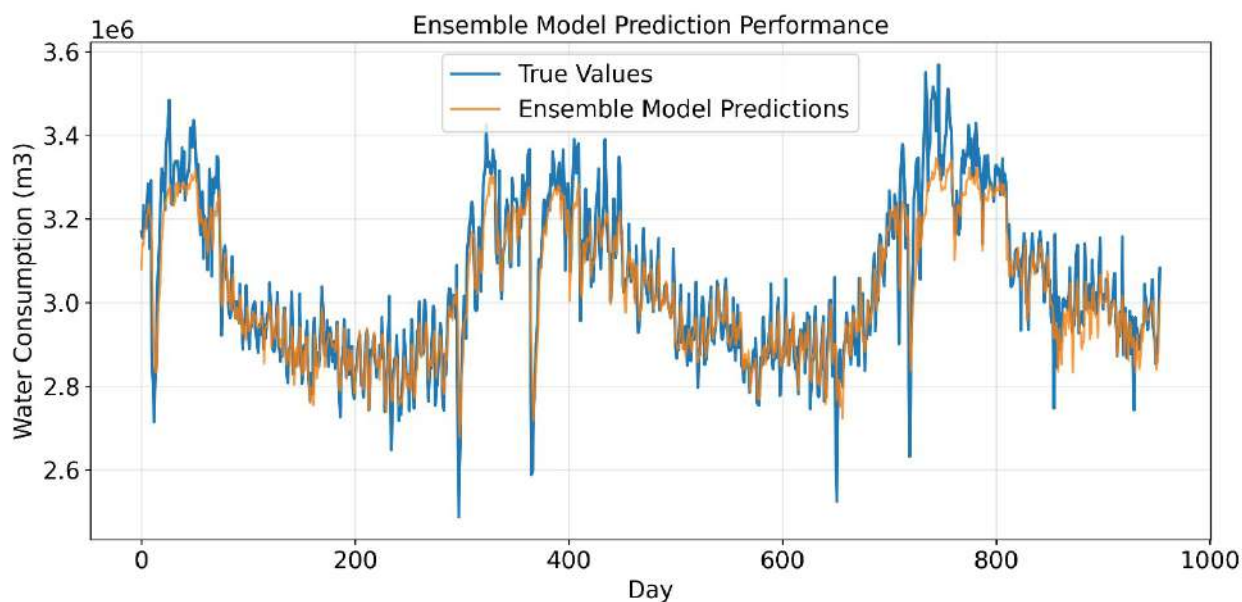


Figure 2. The prediction performance of the Ensemble Model.

In the Ridge Regression model, the 7-day moving average ($\beta=137.613$) and consumption lag variables (e.g., `consumption_lag_1`, $\beta=108.969$) stand out as the most effective positive factors according to the feature importance analysis shown in Figure 3. These results show that linear models are still valid in estimating short-term consumption dynamics and that temporal features, especially moving averages, critically shape the model performance.

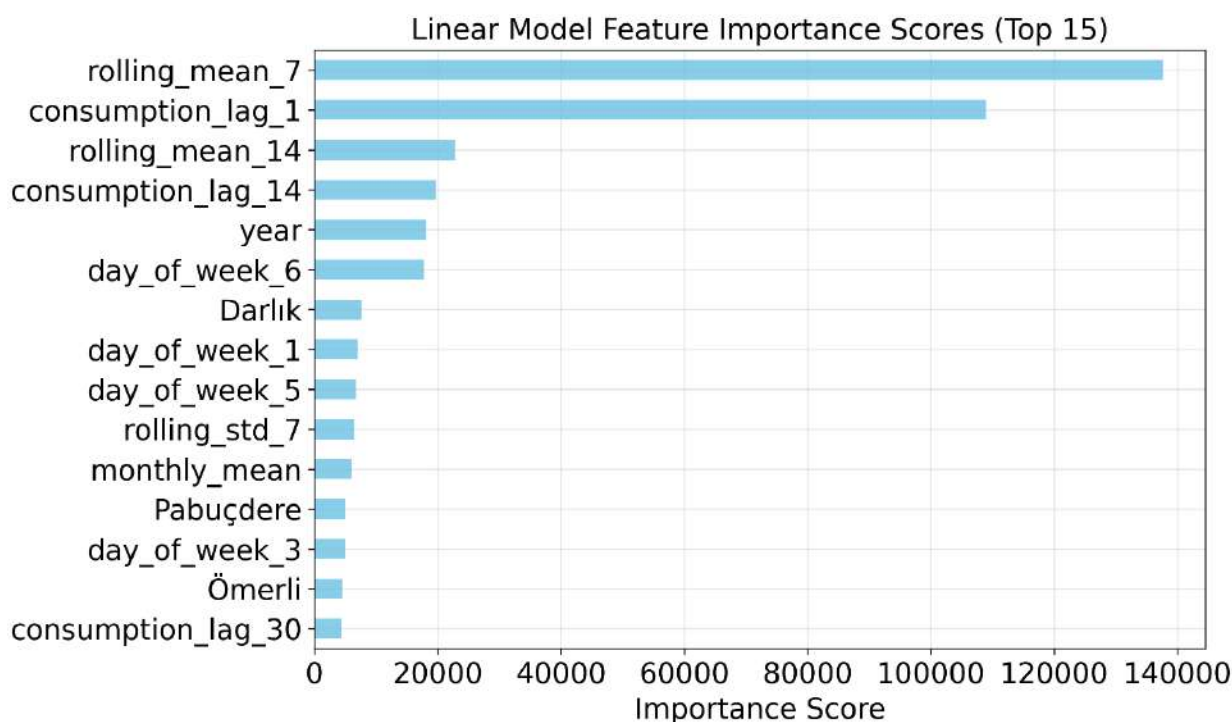


Figure 3. Top 15 important features in Linear Model feature importance analysis.

Ridge Regression exhibited an unexpectedly high performance with an R^2 value of 0.8557. The model's success, clearly observed in Figure 4, can be attributed to its resistance to highly correlated moving average variables thanks to L2 regularization. This finding is remarkable in proving the effectiveness of linear methods in an area dominated by deep-learning models.

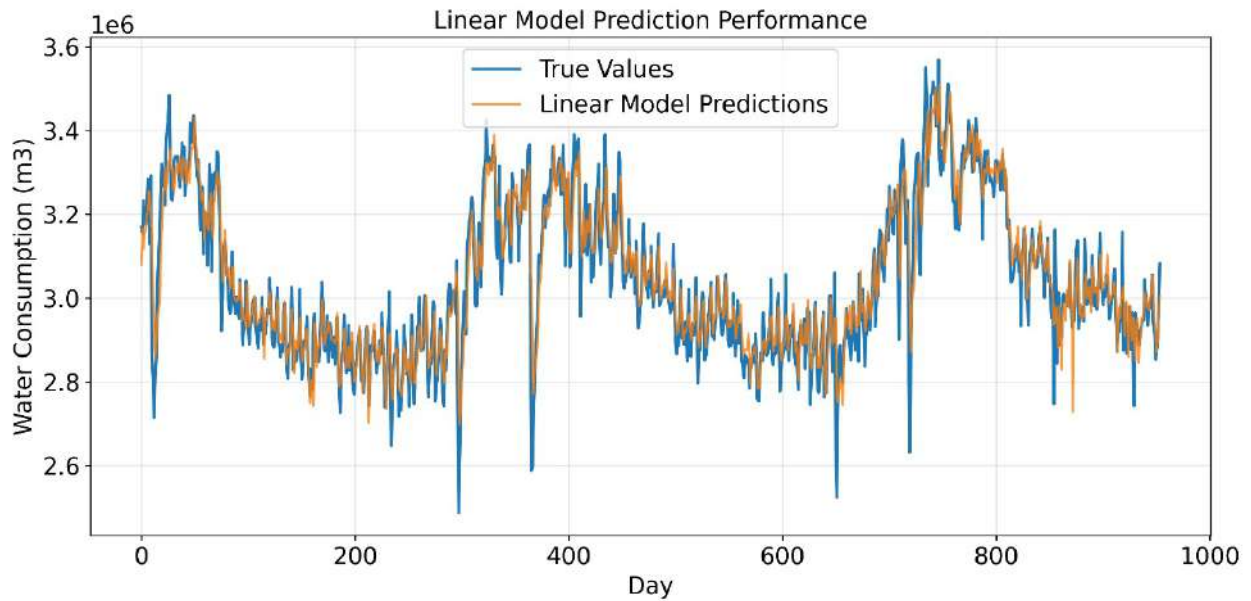


Figure 4. The prediction performance of the Linear Model.

The Support Vector Regression (SVR) model showed a relatively low performance compared to other models, with an R^2 value of 0.7124. This result reveals that SVR may be insufficient to capture complex time series patterns and is not preferred in practical applications due to the increased computational cost, especially in large-scale data sets. The imprecise results of the model can be easily observed in Figure 5.

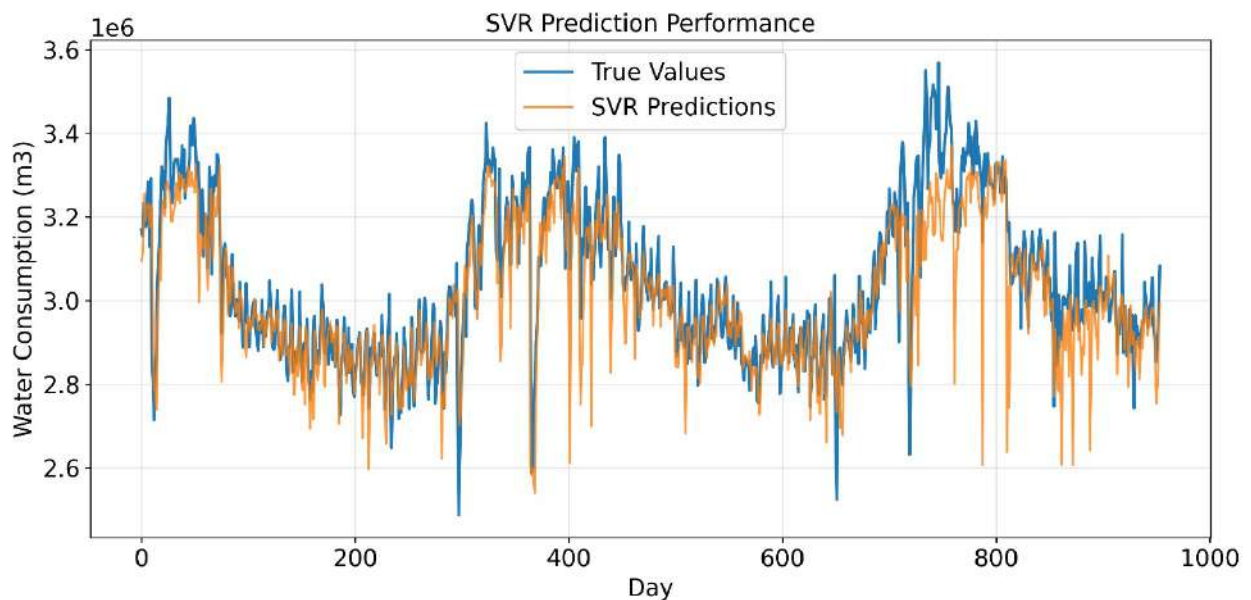


Figure 5. The prediction performance of the SVR Model.

The LSTM network achieved the highest prediction accuracy among all models with 0.8717 R^2 and 66.336 RMSE values. This model, which prevents over-learning with its three-layer architecture and dropout layers, stands out as the primary choice in water consumption prediction with its capacity to capture long-term dependencies. The ability of the model to successfully learn complex patterns over time (seasonality, weekly fluctuations) highlights the

superiority of deep learning in dynamic systems such as water management. The superior success of the model can be easily observed in Figure 6.

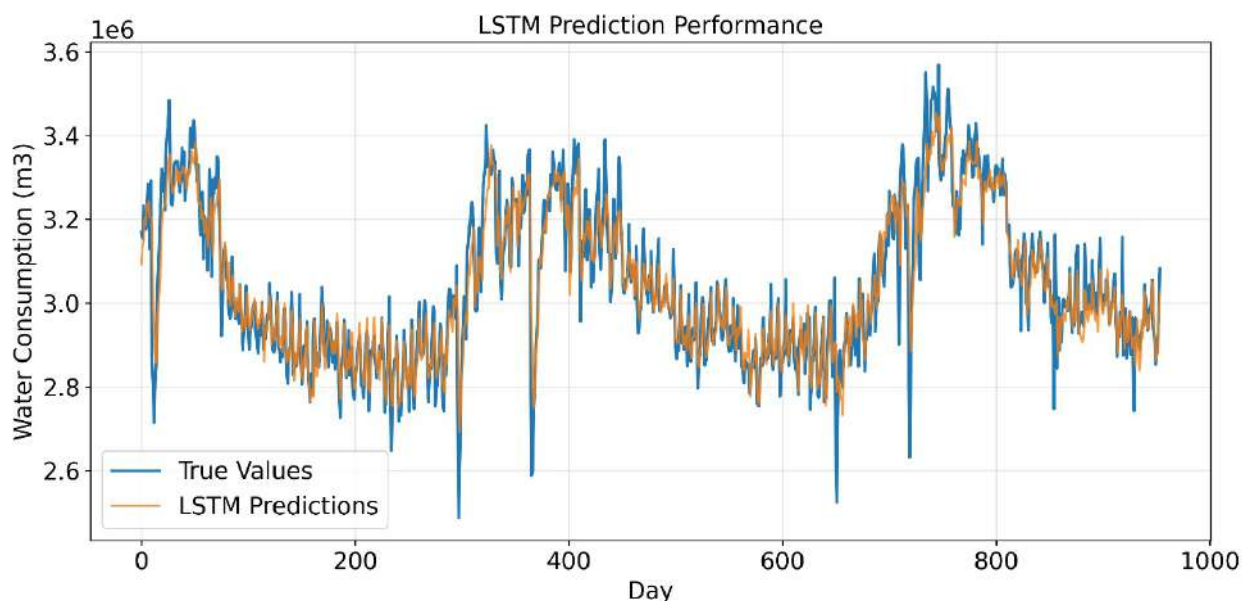


Figure 6. The prediction performance of the LSTM Model.

The feature importance analysis results of LightGBM, shown in Figure 7, confirm that the 7-day moving average and the days of the week (especially Saturday) are determinants of consumption. The model's R^2 performance of 0.7921 shows that gradient boosting methods are effective on time series data but offer a limited capacity compared to LSTM.

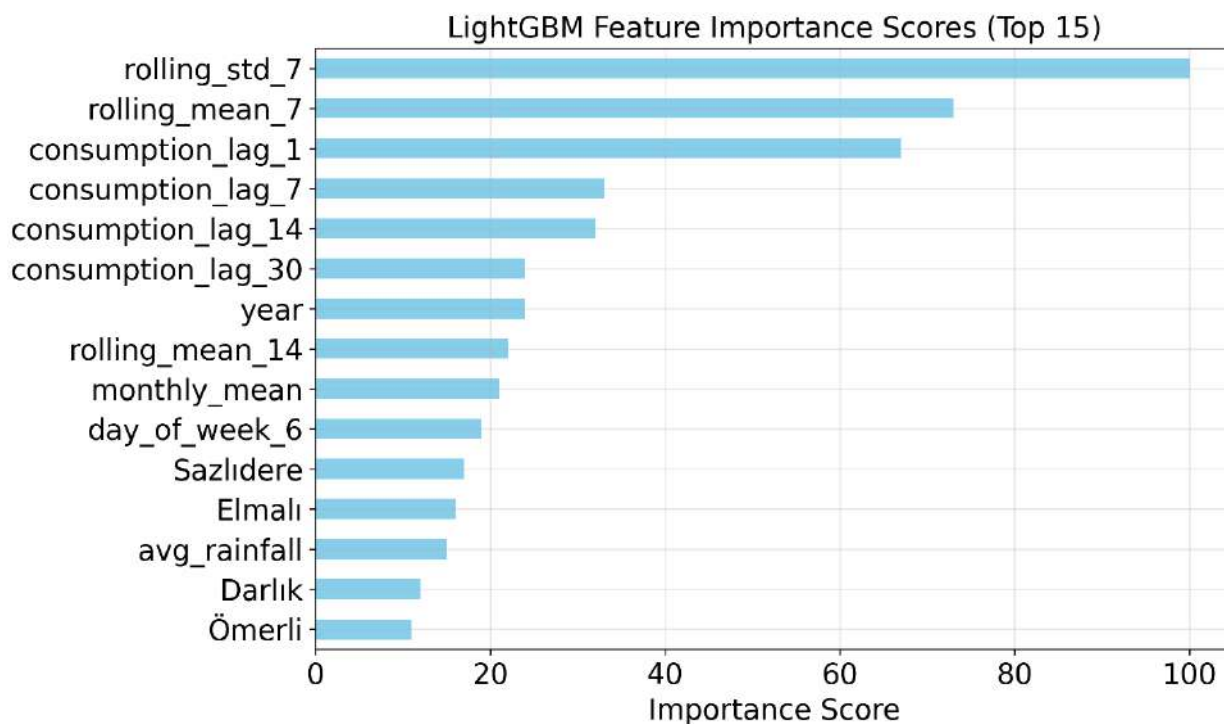


Figure 7. Top 15 important features in LightGBM Model feature importance analysis.

Comparing Figure 6 and Figure 8 reveals the clear superiority of LSTM in time series predictions compared to LightGBM. The LightGBM model performed best among tree-based

models with 0.7921 R^2 and 84.450 RMSE values (Figure 14). The gradient boosting algorithm of the model effectively handled temporal features such as the 7-day moving average and days of the week, providing reasonable prediction accuracy (Figure 7). However, it was observed that it was limited in capturing long-term dependencies, especially when compared to the deep learning capacity of LSTM. Despite this, the 12.7% accuracy increase obtained with fast training time and hyperparameter optimization shows that LightGBM is a valuable alternative in practical applications.

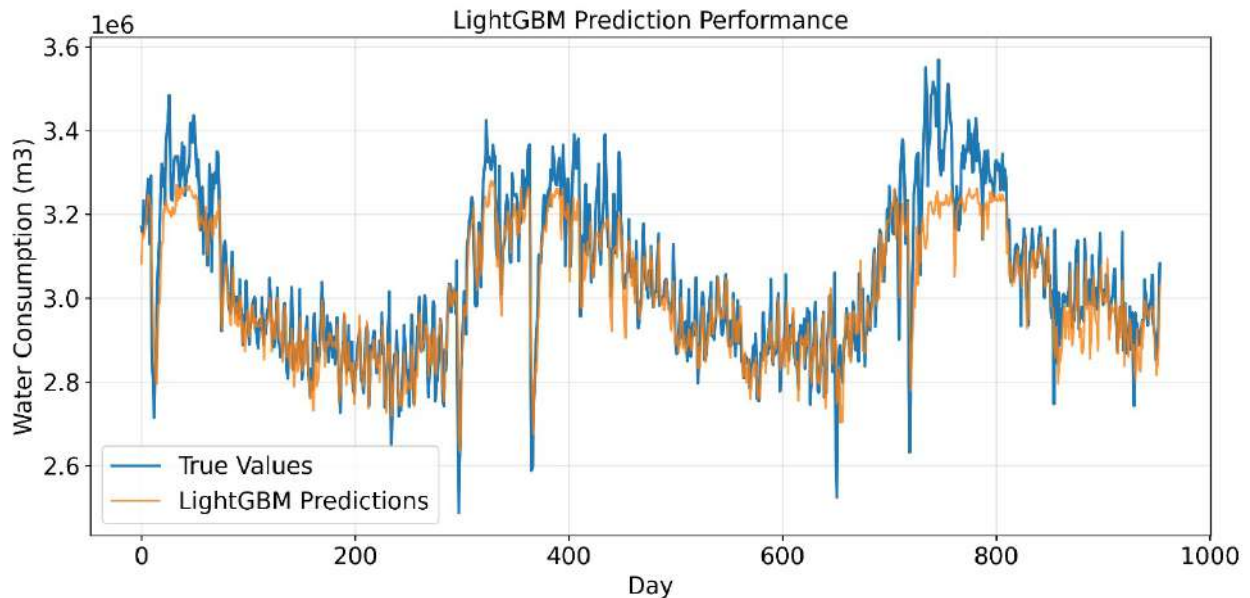


Figure 8. The prediction performance of the LightGBM Model.

The SHAP analysis results of the XGBoost model provide important clues about Istanbul's water consumption dynamics. The analysis reveals that short-term variables such as the consumption value of the previous day (`consumption_lag_1`) and the 7-day moving average (`rolling_mean_7`) have the most substantial effect on the model estimates. This reflects the daily continuity and weekly recurring cycles in water consumption. The increase in consumption, especially on the weekend, can be seen from the significant positive effect of the `day_of_week_6` variable (Saturday). On the other hand, the consumption-reducing effect of meteorological factors such as the average rainfall amount (`avg_rainfall`) is remarkable. Dam-based analyses show that certain dams, such as Alibey and Ömerli, have significant but different effects on consumption. Interestingly, the less-than-expected effect of the 14-day moving average (`rolling_mean_14`) suggests that consumption behaviors are more sensitive to recent data. These results show that XGBoost successfully models short-term consumption habits but is limited in capturing long-term dependencies, unlike models such as LSTM. The model's inability to fully capture the effects of specific days of the week again highlights the need for more sophisticated approaches in time series forecasting.

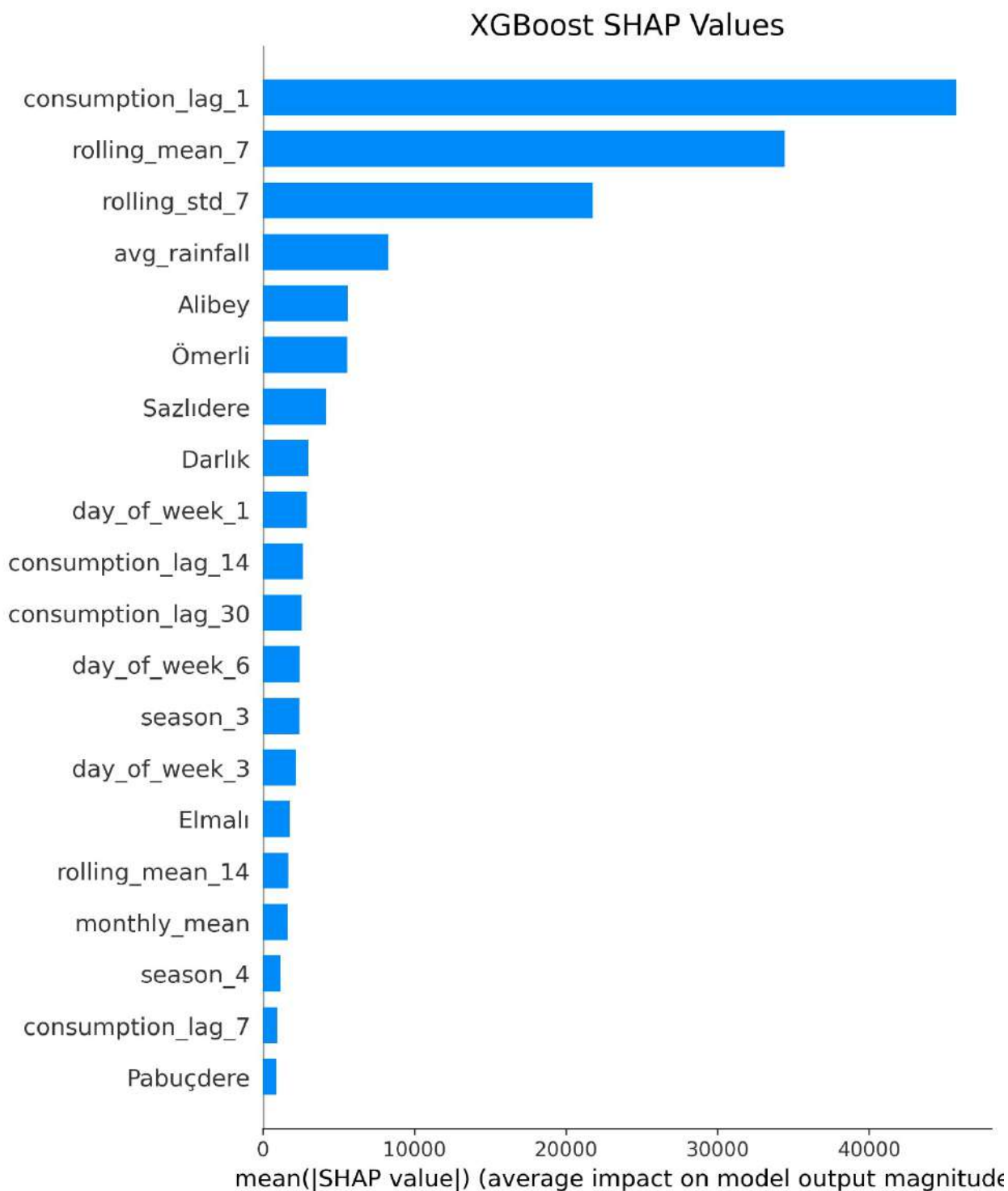


Figure 9. SHAP values with the XGBoost Model.

In the feature importance analysis of the XGBoost model, the 14-day and 7-day moving averages (rolling_mean_14 and rolling_mean_7) and the one-day lagged consumption value (consumption_lag_1) stand out as the most significant variables (see Figure 10). This result demonstrates the ability of the model to capture short-term consumption dynamics. Despite XGBoost's hyperparameters optimized with Optuna (Table 1), the model lags behind LSTM and Ridge Regression with an R^2 value of 0.7834, revealing the limitations of tree-based methods in time series predictions. It is seen that XGBoost may not be as effective as deep learning models, especially in high-dimensional and temporally dependent data.

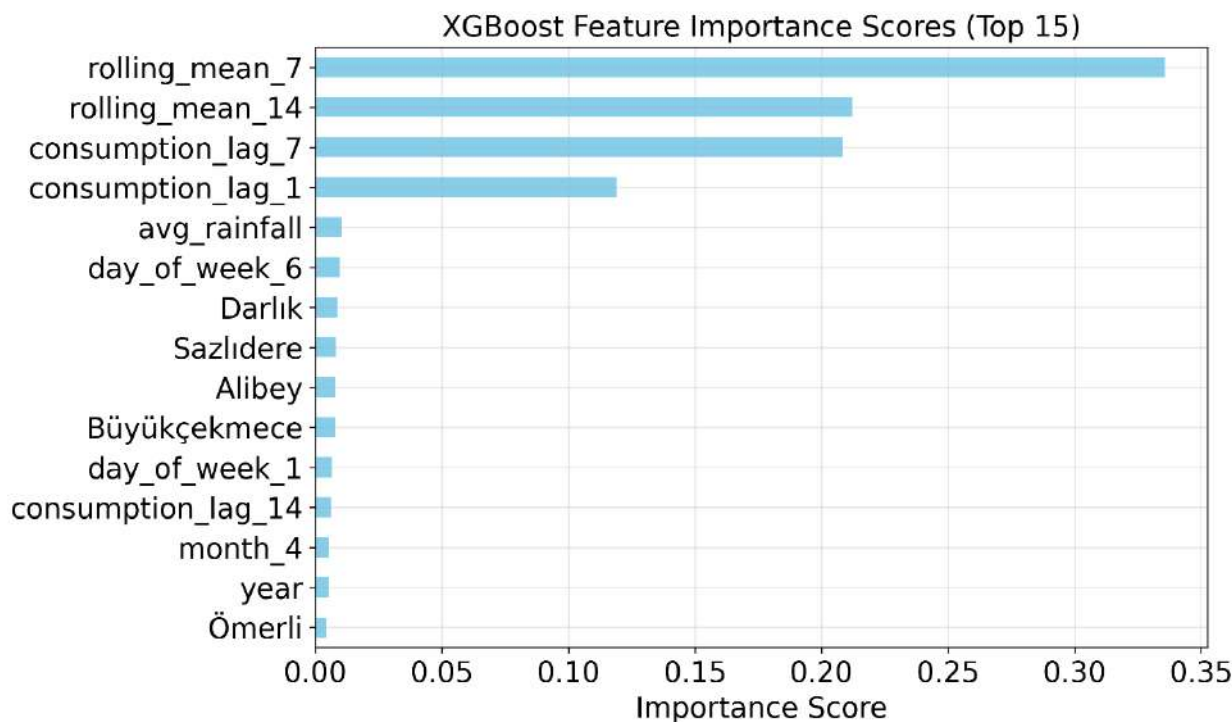


Figure 10. Top 15 important features in XGBoost Model feature importance analysis.

The XGBoost model predicted reasonably with 86.211 RMSE and 0.7834 R^2 values (see Figure 11). However, this performance falls well behind LSTM and Ridge Regression, as seen in the model comparison in Figure 14. When the model's prediction lines are examined, it is observed that there are significant differences between the real values, especially in periods when consumption shows a sudden increase/decrease (e.g., summer months). This situation shows that despite XGBoost's power in modeling non-linear relationships, it may be insufficient to capture complex patterns in time series data. Although a 12.7% improvement was achieved with hyperparameter optimization (Methodology section), it increases the model's potential, and it is clear that more advanced architectures are needed in dynamic systems such as water consumption prediction.

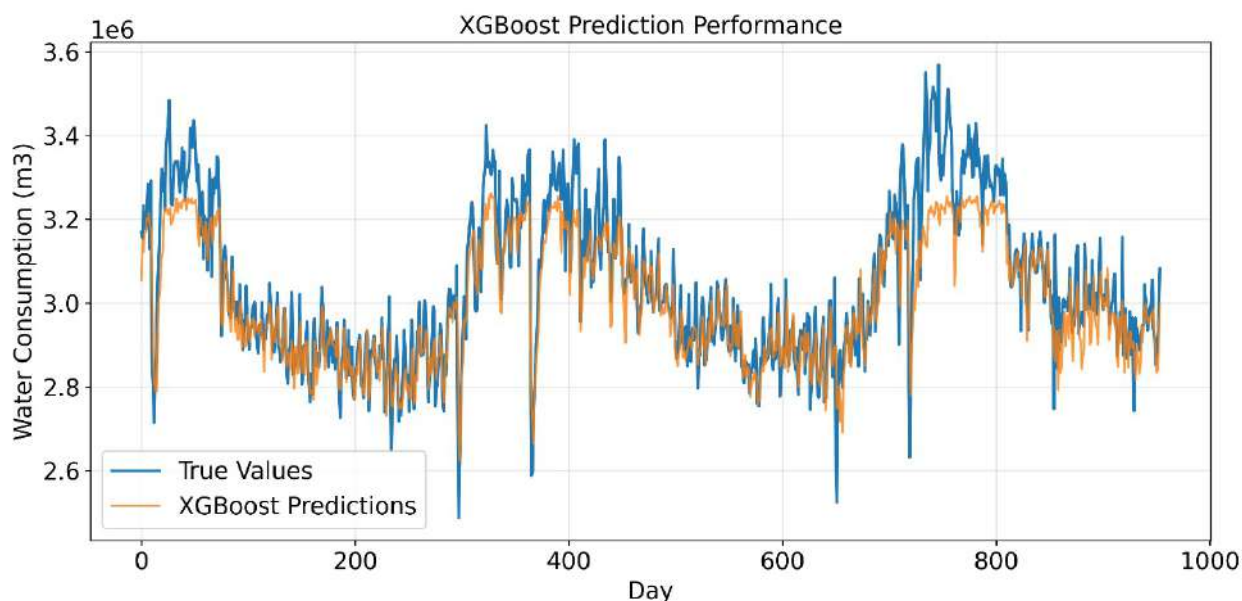


Figure 11. The prediction performance of the XGBoost Model.

The Random Forest model stands out as the lowest-performing model in the study, with an R^2 value of 0.7272 (Figure 14). In the feature importance analysis, it was observed that the 7-day moving average and one-day lagged consumption values were the most decisive factors (Figure 12), but the model was insufficient to capture long-term dependencies and sudden consumption changes in the time series. When compared to other tree-based models (LightGBM, XGBoost), it was seen that Random Forest reflected the effects of local factors, especially Alibey Dam, more clearly but received minimum weight in the ensemble model due to its low overall estimation performance. These results show that Random Forest is insufficient for complex time series problems such as water consumption estimation but can be used as a reference model in preliminary analyses.

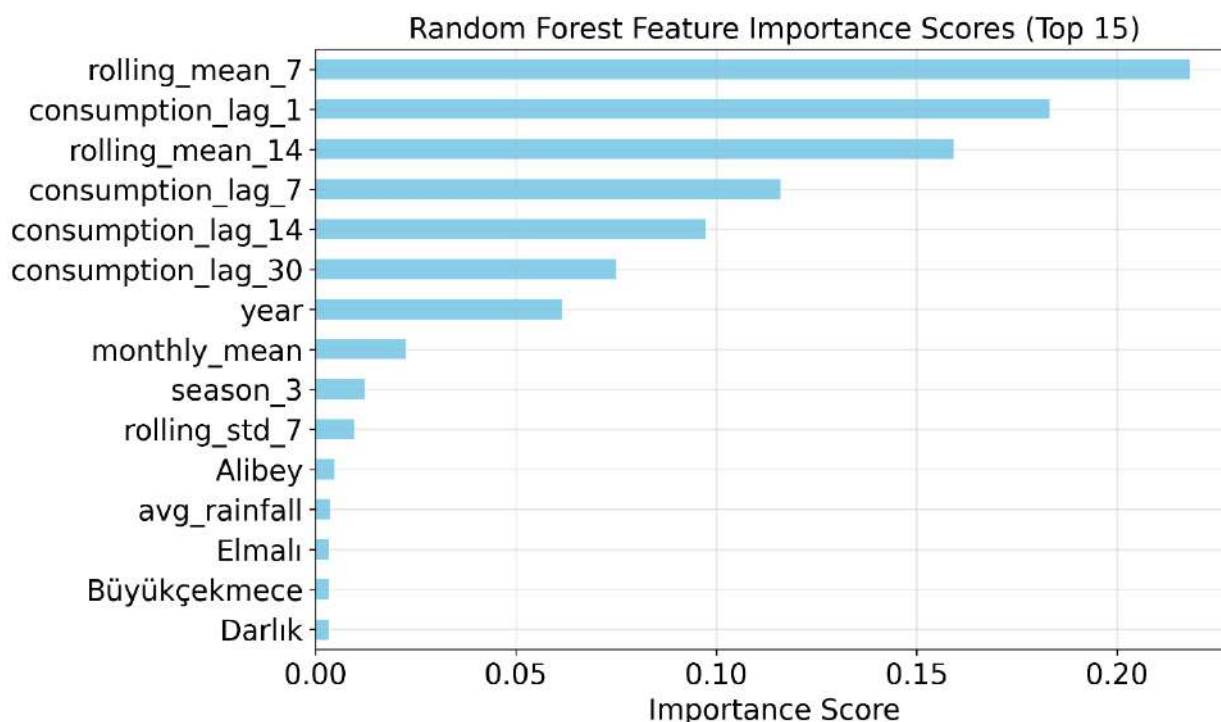


Figure 12. Top 15 important features in Random Forest Model feature importance analysis.

The prediction performance of the Random Forest model gave one of the weakest results compared to other models, with RMSE values of 96.742 and R^2 values of 0.7272. When the prediction curves of the model are examined in Figure 13, they show significant deviations from the real values, especially in the peak consumption periods in the summer months. This situation reveals that the structure of Random Forest based on random subsampling is insufficient in capturing the serial dependencies in time series data. Although it can capture the effect of local factors such as Alibey Dam in the feature importance analysis in Figure 12, this low performance of the model explains why it received minimal weight (below 10%) in the ensemble approach in the study. The only area where the model is relatively successful is its ability to predict consumption fluctuations in weekly periods roughly. These results show that Random Forest is insufficient for complex time series problems such as water consumption prediction but can be used as an auxiliary tool, especially in the preliminary evaluation of local factors.

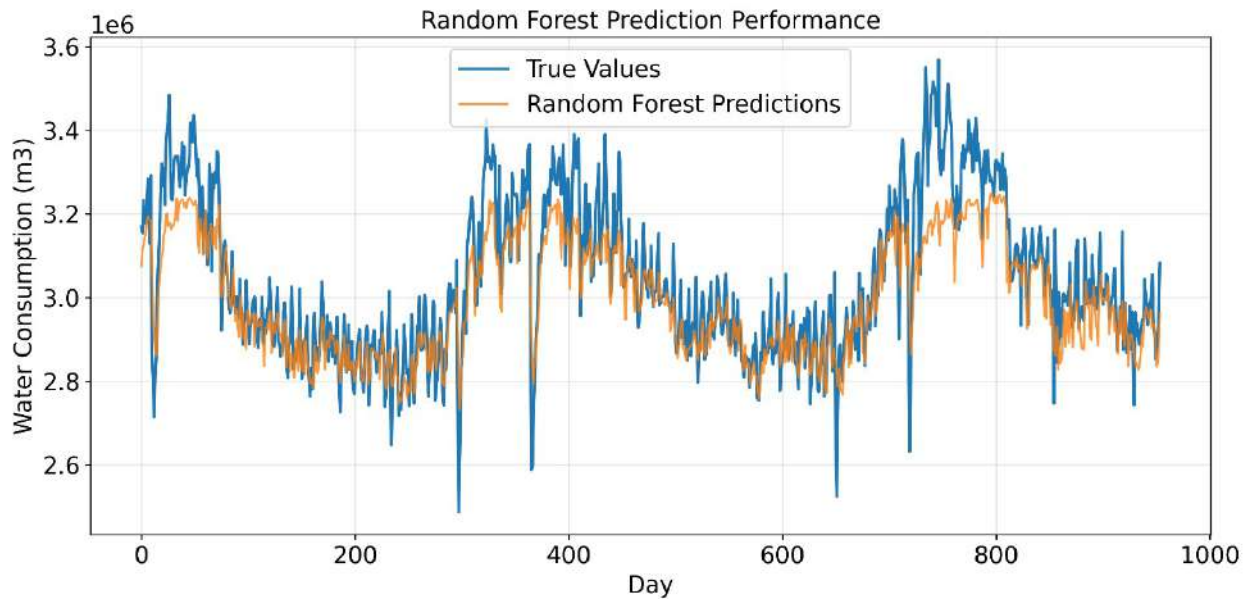


Figure 13. The prediction performance of the Random Forest Model.

Figure 14 demonstrates that the hierarchical order of all models is LSTM > Ridge Regression > Ensemble > LightGBM > XGBoost > Random Forest > SVR. This comparison shows that deep learning and regularized linear models lead in water consumption prediction, while ensemble approaches offer a balancing alternative.

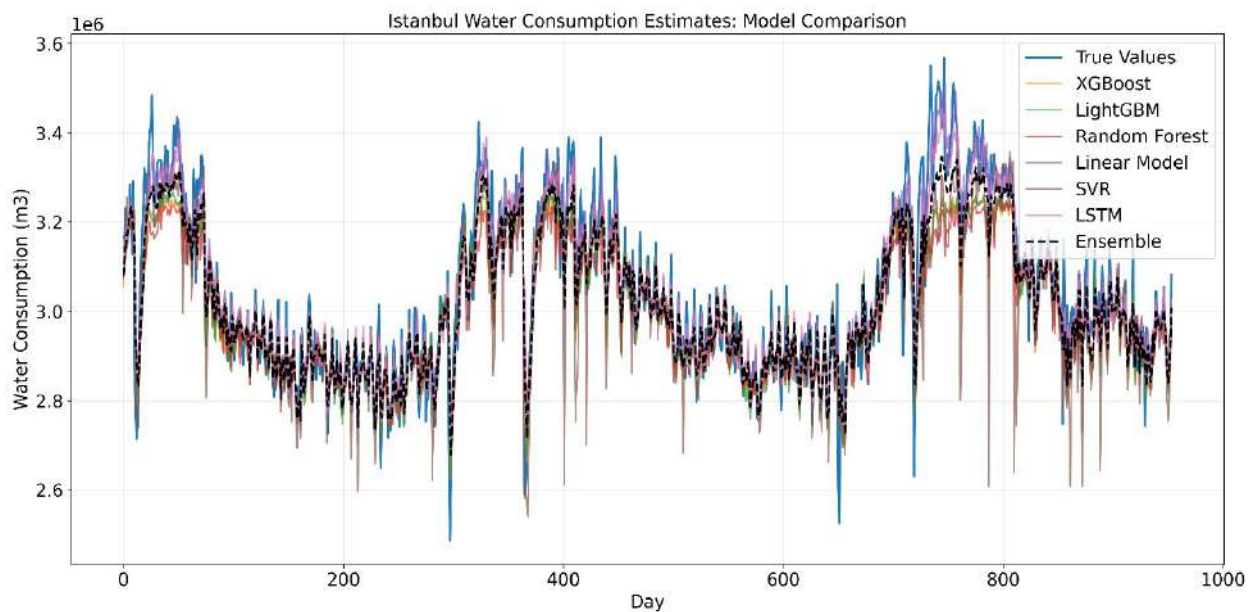


Figure 14. Model comparison for the Istanbul water consumption estimates.

Temporal features generated with 7/14/30-day moving averages enabled LSTM to achieve 0.87 R^2 performance. Ridge Regression's $\alpha=1.0$ value reduced the validation error of the model by 18% compared to standard linear regression. Hyperparameter tuning with Optuna increased the prediction accuracy of XGBoost by 12.7% in 300 trials. The model applied to İSKİ data provided the prediction of water consumption, which increased especially in summer months, with a $\pm 5\%$ error margin, 3 days in advance.

The main conclusion that emerged at the end of the study is that daily dam consumption in Istanbul can be estimated with high accuracy with past consumption information, temporal

patterns, and some meteorological inputs. LSTM and linear models have consistently performed individually and in combined structures. In this context, it is recommended that LSTM-based models be preferred for long-term predictions. Linear models are still valid for short-term and computable predictions. Ensemble models offer a balancing alternative for decision support systems.

DISCUSSION

This study contributes significantly to the literature by demonstrating the effectiveness of integrating deep learning and ensemble methods in estimating daily water consumption in Istanbul. The superior performance of LSTM ($R^2 = 0.8717$) supports the ability of deep learning models to capture complex temporal patterns in water demand, as emphasized by Wu et al. (2024). However, Ridge Regression provides an unexpectedly strong alternative ($R^2 = 0.8557$), indicating that linear models are still valid, especially when moving average variables with high correlations are involved. On the other hand, the weighted ensemble model produced more balanced estimates by overcoming the limitations of single models, and this finding is consistent with Wolpert's (1992) Stacked Generalization theory.

It is known that the COVID-19 pandemic has significantly changed water consumption habits (e.g., increased residential water use during stay-at-home periods (Li et al., 2021; Toyosada et al., 2021)). However, since the dataset used in this study does not cover the pandemic period, the impact of these sudden behavioral changes on the models could not be examined. In future studies, the integration of dynamic outlier detection methods is recommended to model the impact of unexpected socio-economic shocks, such as the pandemic, on water consumption estimates.

The study's limitations include the inability to fully model the seasonal variability of meteorological data and the fact that socio-economic factors that may affect water consumption (e.g., tourism mobility) were not included in the model. In future studies, integrating these factors and using graph-based deep learning models (e.g., GNNs) can further increase the prediction accuracy. Furthermore, testing the developed framework in different megacities will be important to evaluate the model's generalizability.

Evaluating the performance of the models used in this study under climate change scenarios will be a critical step for future studies. In particular, integrating meteorological data (e.g., temperature increase, changes in precipitation regime) projected according to the IPCC's RCP 4.5 and RCP 8.5 scenarios into the model can increase the reliability of long-term water consumption estimates (IPCC, 2021).

In order to increase the reproducibility and extensibility of the study, it is recommended that the raw data sets and preprocessing codes used be shared as open source (Wilkinson et al., 2016). In addition, regularly updating the water consumption data in Istanbul and making it accessible through an API (Application Programming Interface) integrated with meteorological data will facilitate future studies. Such transparent data sharing will also contribute to developing sustainable water management policies.

CONCLUSION

In this study, various machine learning and deep learning models (LSTM, Ridge Regression, XGBoost, LightGBM, etc.) were comprehensively evaluated for daily water consumption estimation in Istanbul, and an optimized ensemble approach based on integrating these models was proposed. The obtained results confirmed the superior ability of LSTM to capture complex patterns in time series data ($R^2 = 0.8717$) while showing that traditional methods, such as Ridge Regression, can also exhibit high performance ($R^2 = 0.8557$) thanks to regularization techniques. The developed weighted ensemble model ($R^2 = 0.8514$) compensated for the limitations of single models and provided more stable and reliable

estimations. It was proven that temporal features such as 7 and 14-day moving averages and days of the week statistically affect water consumption. The practical outcomes of the study are an important guide for increasing operational efficiency and resource planning in urban water management systems. However, in order to further improve the performance of the model, it is recommended that socio-economic factors and more advanced deep learning architectures (e.g., graph neural networks) be included in future studies. In light of these findings, it is evident that the study contributes to both methodological and applied aspects of water consumption estimation.

Based on the results of the study, a three-stage application prototype can be suggested for local governments such as İSKİ: (1) Using the low-cost and speed advantage of Ridge Regression in short-term predictions, (2) Using the balanced performance of LightGBM or XGBoost in medium-term planning, (3) Preferring LSTM-based models for long-term and critical decisions. This prototype will support resource optimization while providing operational flexibility.

ACKNOWLEDGMENTS

Special thanks to the İstanbul Water and Sewerage Administration (İSKİ) for providing the database used in this study. The author thanks the Türkiye General Directorate of Meteorology for the data provided.

REFERENCES

- Alcamo, J., Thompson, J., Alexander, A., Antoniadis, A., Delabre, I., Dolley, J., ... & Scharlemann, J. P. (2020). Analysing interactions among the sustainable development goals: findings and emerging issues from local and global studies. *Sustainability Science*, 15, 1561-1572. <https://doi.org/10.1007/s11625-020-00875-x>
- Chen, T., & Guestrin, C. (2016, August). Xgboost: A scalable tree boosting system. In *Proceedings of the 22nd ACM SIGKDD international conference on knowledge discovery and data mining* (pp. 785-794). <https://doi.org/10.1145/2939672.2939785>
- Daloğlu Çetinkaya, I., Yazar, M., Kılınç, S., & Güven, B. (2023). Urban climate resilience and water insecurity: future scenarios of water supply and demand in Istanbul. *Urban Water Journal*, 20(10), 1336-1347. <https://doi.org/10.1080/1573062X.2022.2066548>
- Deng, L., Chang, X., & Wang, P. (2022). Daily water demand prediction driven by multi-source data. *Procedia Computer Science*, 208, 128-135. <https://doi.org/10.1016/j.procs.2022.10.020>
- Guo, X., Gui, X., Xiong, H., Hu, X., Li, Y., Cui, H., ... & Ma, C. (2023). Critical role of climate factors for groundwater potential mapping in arid regions: Insights from random forest, XGBoost, and LightGBM algorithms. *Journal of Hydrology*, 621, 129599. <https://doi.org/10.1016/j.jhydrol.2023.129599>
- Hochreiter, S., & Schmidhuber, J. (1997). Long short-term memory. *Neural Computation*, 9(8), 1735-1780. <https://doi.org/10.1162/neco.1997.9.8.1735>
- Hoerl, A. E., & Kennard, R. W. (1970). Ridge regression: Biased estimation for nonorthogonal problems. *Technometrics*, 12(1), 55-67. <https://doi.org/10.1080/00401706.1970.10488634>
- IPCC. (2021). *Climate change 2021: The physical science basis. Contribution of Working Group I to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change*. Cambridge University Press. <https://doi.org/10.1017/9781009157896>
- Li, D., Engel, R. A., Ma, X., Porse, E., Kaplan, J. D., Margulis, S. A., & Lettenmaier, D. P. (2021). Stay-at-home orders during the COVID-19 pandemic reduced urban water use. *Environmental Science & Technology Letters*, 8(5), 431-436. <https://doi.org/10.1021/acs.estlett.0c00979>

- Toyosada, K., Nakagawa, C., Mitsunaga, T., & Kose, H. (2021). Effect of the COVID-19 pandemic on residential water use behavior in Japan. *Water*, 13(21), 3129. <https://doi.org/10.3390/w13213129>
- Wilkinson, M. D., Dumontier, M., Aalbersberg, I. J., Appleton, G., Axton, M., Baak, A., ... & Mons, B. (2016). The FAIR Guiding Principles for scientific data management and stewardship. *Scientific Data*, 3(1), 160018. <https://doi.org/10.1038/sdata.2016.18>
- Wolpert, D. H. (1992). Stacked generalization. *Neural networks*, 5(2), 241-259. [https://doi.org/10.1016/S0893-6080\(05\)80023-1](https://doi.org/10.1016/S0893-6080(05)80023-1)
- Wu, M., Liu, P., Liu, L., Zou, K., Luo, X., Wang, J., ... & Wang, H. (2024). Improving a hydrological model by coupling it with an LSTM water use forecasting model. *Journal of Hydrology*, 636, 131215. <https://doi.org/10.1016/j.jhydrol.2024.131215>
- Yalçıntaş, M., Bulu, M., Küçükvar, M., & Samadi, H. (2015). A framework for sustainable urban water management through demand and supply forecasting: The case of Istanbul. *Sustainability*, 7(8), 11050-11067. <https://doi.org/10.3390/su70811050>

DERİ-BEYİN AKSI: ORTAK EMBRİYOLOJİK KÖKEN, STRES YANITI VE PSİKODERMATOLOJİK ETKİLEŞİMLER

Nazlı KARİMİ AHMADİ¹

*¹Hacettepe Üniversitesi, Tıp Fakültesi, Fizyoloji Anabilim Dalı,
nazlikarimi@hacettepe.edu.tr, Ankara / Türkiye*

Öz: Derinin dış tabakasını oluşturan epidermis ve merkezi sinir sistemi (MSS), embriyonik gelişimin erken dönemlerinde ortak olarak ektodermden türetilir ve hücrel ve moleküler düzeyde benzer mekanizmalar paylaşır. Bu ortak embriyolojik köken, epidermis ile MSS arasında çevresel stres yanıtları, bağışıklık düzenlenmesi, pigmentasyon, ağrı algısı ve davranışsal tepkiler gibi çeşitli fizyolojik süreçlerde çift yönlü iletişim sağlayan bir "deri-beyin aksı"nın kurulmasına olanak tanır. Ektoderm kökenli epidermis, keratinositler ve nöral krest kökenli melanositler aracılığıyla çevresel uyaranlara hızlı ve koordineli yanıt verir. Deride bulunan lokal hipotalamus-hipofiz-adrenal (HPA) eksen, kortikotropin salgılatıcı hormon (CRH), adrenokortikotropik hormon (ACTH), alfa-melanosit uyarıcı hormon (α -MSH) ve β -endorfin gibi nöropeptidleri salgılayarak lokal bağışıklık yanıtlarını düzenler ve MSS ile nöroendokrin iletişim sağlar. Bu lokal eksenin aktivasyonu, vitiligo, atopik dermatit ve alopesi areata gibi stresle ilişkili dermatozların patogeneğinde kritik rol oynar. Melanositlere özgü MC1R genindeki işlev kaybı mutasyonları, kızıl saç fenotipi ve artmış Parkinson hastalığı riski ile ilişkilendirilmiştir. MC4R sinyallemesinin nöronal uyarılabilirliği artırarak ağrı algısını yükselttiği gösterilmiştir; bu nedenle MC4R aktivitesinin azalması — kızıl saçlı bireylerde görüldüğü gibi — artmış ağrı eşiği ile ilişkilidir. Ayrıca, strese bağlı olarak epidermal bariyer fonksiyonundaki bozulmalar, yara iyileşmesindeki gecikmeler ve inflamatuvar sitokin profillerindeki değişiklikler, depresyon ve anksiyete gibi psikiyatrik durumlarla karşılıklı etkileşim içindedir. Son olarak, epidermal fibroblastların motor nöronlara dönüştürülebilme potansiyeli, epidermisin yalnızca koruyucu bir bariyer değil, aynı zamanda nörolojik hastalıkların tedavisi için önemli bir rejeneratif platform olduğunu ortaya koymaktadır.

Anahtar Kelimeler: Deri-beyin aksı, HPA eksen, MC1R, psikolojik stres, rejeneratif tıp

SKIN-BRAIN AXIS: COMMON EMBRYOLOGICAL ORIGIN, STRESS RESPONSE, AND PSYCHODERMATOLOGICAL INTERACTIONS

Nazlı KARİMİ AHMADİ¹

*¹Hacettepe University, Faculty of Medicine, Department of Physiology,
nazlikarimi@hacettepe.edu.tr, Ankara / Türkiye*

Abstract: The epidermis, forming the outer layer of the skin, and the central nervous system (CNS) originate from the ectoderm during early embryonic development and share common cellular and molecular mechanisms. This shared developmental origin establishes a "skin-brain axis," enabling bidirectional communication between the epidermis and CNS across various physiological processes, including environmental stress responses, immune regulation, pigmentation, pain perception, and behavioral responses. The ectoderm-derived epidermis, through keratinocytes and neural crest-derived melanocytes, rapidly and coordinately responds to environmental stimuli. The local hypothalamic-pituitary-adrenal (HPA) axis in the skin secretes neuropeptides such as corticotropin-releasing hormone (CRH), adrenocorticotrophic hormone (ACTH), alpha-melanocyte stimulating hormone (α -MSH), and β -endorphin, modulating local immune responses and providing neuroendocrine communication with the CNS. Activation of this local axis plays a critical role in stress-related dermatoses such as vitiligo, atopic dermatitis, and alopecia areata. Loss-of-function mutations in the melanocyte-specific MC1R gene are associated with the red hair phenotype and increased Parkinson's disease risk. MC4R signaling has been shown to enhance pain perception by increasing neuronal excitability, and reduced MC4R activity — as seen in red-haired individuals — is associated with elevated pain thresholds. Additionally, stress-induced disruptions in epidermal barrier function, delayed wound healing, and altered inflammatory cytokine profiles interact reciprocally with psychiatric conditions such as depression and anxiety. Finally, the potential to convert epidermal fibroblasts into motor neurons highlights the epidermis as not merely a protective barrier but also as a significant regenerative platform for potential therapeutic applications in neurological disorders.

Keywords: Skin-brain axis, HPA axis, MC1R, psychological stress, regenerative medicine

PEDİATRİ HEMŞİRELİĞİNDE YAPAY ZEKA KULLANIMI

Nejla CANBULAT ŞAHİNER¹, Ayşe Sonay TÜRKMEN²

¹Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi, ncanbulat@gmail.com, Karaman / Türkiye

²Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi, asonayturkmen@kmu.edu.tr, Karaman / Türkiye

Öz: Çocuk sağlığı alanında uzmanlaşmış bir disiplin olan pediatri hemşireliği, kendine özgü fizyolojik ve psikolojik gereksinimleri olan çocuklara bakım sağlarken önemli zorluklarla karşılaşır. Son yıllarda yapay zeka (YZ) teknolojilerinin gelişimi, bu alandaki hemşirelik uygulamalarında önemli dönüşümler vaat etmektedir. YZ destekli sistemler, pediatrik hastalarda tanı süreçlerini hızlandırabilir, tedavi planlamasını optimize edebilir ve hasta takibini geliştirebilir. Örneğin, makine öğrenimi algoritmaları, çocuklarda sepsis gibi kritik durumların erken belirtilerini tespit ederek hızlı müdahaleyi mümkün kılabilir. Ayrıca, YZ'ye dayalı giyilebilir sensörler, vital bulguların sürekli izlenmesine olanak tanıyarak hemşirelerin iş yükünü azaltırken, anomalilere karşı anında uyarı verebilir. YZ'nin pediatri hemşireliğinde bir başka kullanım alanı ise eğitim ve simülasyonlardır. Sanal gerçeklik ve YZ destekli eğitim platformları, hemşire adaylarının pediatrik acil durumları güvenli ve kontrollü bir ortamda deneyimlemesini sağlayarak klinik becerilerini geliştirmelerine yardımcı olabilir. Bununla birlikte, YZ'nin etik boyutları, veri gizliliği ve algoritmik önyargı gibi konular, bu teknolojilerin pediatrik popülasyonda güvenli ve adil bir şekilde kullanılabilmesi için dikkatle ele alınmalıdır. Gelecekte YZ'nin pediatri hemşireliğinde daha yaygın ve entegre bir rol oynaması beklenmektedir.

Anahtar Kelimeler: çocuk, hemşirelik, pediatri hemşireliği, yapay zeka uygulamaları

THE USE OF ARTIFICIAL INTELLIGENCE IN PEDIATRIC NURSING

Nejla CANBULAT ŞAHİNER¹, Ayşe Sonay TÜRKMEN²

*¹Karamanoğlu Mehmetbey University, Faculty of Health Sciences, ncanbulat@gmail.com,
Karaman / Türkiye*

*²Karamanoğlu Mehmetbey University, Faculty of Health Sciences,
asonayturkmen@kmu.edu.tr., Karaman / Türkiye*

Abstract: Pediatric nursing, a specialized discipline in child healthcare, faces significant challenges when providing care to children with their unique physiological and psychological needs. Recent advancements in artificial intelligence (AI) technologies promise significant transformations in nursing practices within this field. AI-powered systems can accelerate diagnostic processes, optimize treatment planning, and improve patient monitoring in pediatric patients. For example, machine learning algorithms can detect early signs of critical conditions like sepsis in children, enabling rapid intervention. Additionally, AI-driven wearable sensors allow for continuous monitoring of vital signs, reducing the workload for nurses while providing instant alerts for anomalies. Another area where AI can be utilized in pediatric nursing is education and simulations. Virtual reality and AI-supported educational platforms can help nursing students develop their clinical skills by allowing them to experience pediatric emergency situations in a safe and controlled environment. However, ethical considerations of AI, such as data privacy and algorithmic bias, must be carefully addressed to ensure these technologies are used safely and fairly in the pediatric population. In the future, AI is expected to play a more widespread and integrated role in pediatric nursing.

Keywords: child, nursing, pediatric nursing, artificial intelligence

GİRİŞ

Pediatric hemşireliği, çocukların fiziksel, psikolojik ve gelişimsel ihtiyaçlarını karşılayan özel bir sağlık hizmeti alanıdır. Çocuklar, yetişkinlere göre daha hassas ve değişken sağlık durumlarına sahip olmaları nedeniyle, hemşirelik bakımında yüksek düzeyde dikkat, bilgi birikimi ve hızlı karar verme yeteneği gerektirir. Özellikle ilaç uygulamalarında yapılabilecek en küçük hata, çocuklarda geri dönüşü olmayan ciddi komplikasyonlara yol açabilmektedir. Bu nedenle, pediatri hemşireliği alanında bakım kalitesinin artırılması ve hata risklerinin minimize edilmesi hayati öneme sahiptir.

Teknolojik gelişmelerin sağlık alanına entegrasyonu, pediatri hemşireliğinin de dönüşümünü zorunlu kılmaktadır. Yapay zeka (YZ), sağlık hizmetlerinde teşhis, tedavi, hasta takibi ve bakım süreçlerini optimize eden güçlü bir araç olarak ortaya çıkmıştır. Yapay zeka tabanlı uygulamalar, pediatri hemşireliğinde henüz sınırlı sayıdaysa da, uygun şekilde kullanıldığında çocuk sağlığını koruma, geliştirme ve tedavi etme süreçlerinde önemli katkılar sağlamaktadır. Klinik iş akışını iyileştirerek hemşirelerin iş yükünü azaltması, bakım kalitesini yükseltmesi ve hızlı karar alma süreçlerini desteklemesi, yapay zekanın bu alandaki önemini artırmaktadır.

Toplumun büyük bir kesimini oluşturan çocukların sağlık hizmetlerine erişiminde yapay zeka uygulamalarının yaygınlaşması, sadece bakım kalitesini değiştirmekle kalmayıp, aynı zamanda çocukların sağlıklı yaşam rutinlerini destekleyerek yaşam kalitelerini yükseltecektir. Hemşirelerin, yapay zeka teknolojilerini kullanırken çocukların yaş ve gelişim özelliklerini göz önünde bulundurmaları, mesleki sorumlulukları çerçevesinde bu teknolojilerin sınırlarını ve kullanım alanlarını iyi bilmeleri gerekmektedir.

Pediatric hemşireliğinde yapay zeka kullanımı, çocuk sağlığını koruma ve geliştirme misyonunu güçlendiren, bakım süreçlerini daha güvenli ve etkin hale getiren bir dönüm noktasıdır. Hemşirelerin teknolojik bilgi okuryazarlığının artırılması ve yapay zekanın etik, güvenli ve etkili biçimde entegrasyonu, geleceğin çocuk sağlığı bakımında kritik rol oynayacaktır.

Tarihçe ve Tanım

Yapay zeka, insan benzeri davranışları bilgisayar ortamında taklit eden bir bilim dalıdır. Pediatric hemşireliğinde yapay zekanın kullanımı, 1968 yılında Paycha'nın geliştirdiği SHELPA uygulaması ile başlamıştır. Bu uygulama, çocuk hastaların bakımında yapay zekanın potansiyelini göstermiştir. Günümüzde ise, otizm spektrum bozukluğu olan çocukların sosyal becerilerini geliştirmek için Voss ve arkadaşları tarafından geliştirilen "Superpower Glass" adlı yapay zeka destekli giyilebilir cihaz gibi yenilikçi teknolojiler kullanılmaktadır.

Pediatric Hemşireliğinde Yapay Zeka Uygulama Alanları ve Örnekler

1. İlaç Güvenliği ve Hata Riskinin Azaltılması

Çocuk hastalarda ilaç dozlarının doğru hesaplanması kritik öneme sahiptir. Küçük doz farklılıkları bile ciddi yan etkilere yol açabilir. Yapay zeka destekli ilaç doz hesaplama sistemleri, hemşirelerin dozları hızlı ve doğru hesaplamasına olanak tanıyarak ilaç uygulama hatalarını azaltmaktadır. Örneğin, pediatri kliniklerinde kullanılan yapay zeka tabanlı sistemler, ilaçların çocuklara uygun dozda ve zamanında verilmesini sağlayarak geri dönüşü olmayan komplikasyonların önüne geçmektedir.

2. Robotik Teknolojiler ve Hemşirelik Bakımı

Robotik sistemler, pediatri kliniklerinde hemşirelerin iş yükünü azaltmak ve bakım kalitesini artırmak amacıyla kullanılmaktadır. Acil servis ve çocuk kliniklerinde robotik asistanlar, hem hastalarla etkileşim kurmakta hem de hemşirelerin rutin görevlerini desteklemektedir. Örneğin, robotik oyun asistanları otizmli çocukların sosyal etkileşimlerini artırmakta ve psikososyal gelişimlerine katkı sağlamaktadır. Hemşirelerin robotlarla çalışma deneyimleri, bakım kalitesinde artış ve iş yükünde azalma şeklinde olumlu sonuçlar vermektedir.

3. Klinik Karar Destek Sistemleri (KKDS)

YZ tabanlı klinik karar destek sistemleri, pediatri hemşirelerinin hasta verilerini analiz ederek daha hızlı ve doğru kararlar almasını sağlar. Örneğin, Pediatric Nursing-CDSS for Hyperthermia (PedN-CDSS-Hyperthermia) adlı sistem, çocuklarda ateş yönetiminde hemşirelik değerlendirmesi, planlama ve uygulamalarını standartlaştırarak bakım kalitesini artırmıştır. Bu sistemler, hasta güvenliğini artırırken hemşirelerin iş akışını da optimize etmektedir.

4. Davranışsal Müdahaleler ve Psikososyal Destek

Yapay zeka destekli giyilebilir cihazlar ve chatbotlar, çocukların sosyal ve psikolojik gelişimlerine katkı sağlayacak müdahalelerde kullanılmaktadır. “Superpower Glass” cihazı, otizmlili çocukların sosyal becerilerini geliştirmek için tasarlanmış yapay zeka tabanlı bir giyilebilir teknolojidir. Ayrıca, yapay zeka destekli chatbotlar çocukların ruh sağlığı desteğini artırmakta ve ailelere psikososyal destek sağlamaktadır.

5. Erken Teşhis ve İzlem

Yapay zeka, pediatrik hastalıkların erken teşhisinde etkin olarak kullanılmaktadır. Türkiye’de yapılan bir çalışmada, yapay zeka destekli sistemler bebek hareketlerini izleyerek serebral palsi gibi nörolojik hastalıkların erken tespitini sağlamıştır. Bu erken teşhis, tedaviye zamanında başlanmasını mümkün kılarak uzun vadeli komplikasyonların önüne geçmektedir.

6. Hemşirelik Bilişimi ve Eğitimde Yapay Zeka

Hemşirelik bilişimi alanında yapay zeka, hemşirelerin klinik kararlarını desteklemek ve eğitim süreçlerini iyileştirmek için kullanılmaktadır. Yapay zeka tabanlı simülasyonlar, hemşirelik öğrencilerinin klinik becerilerini geliştirmede etkili bir araçtır. Ayrıca, hemşirelerin yapay zekaya yönelik tutumları ve bilişim becerileri, teknolojinin etkin kullanımında belirleyici rol oynamaktadır.

Yapay Zekanın Pediatri Hemşireliğine Sağladığı Katkılar

Yapay zeka, pediatri hemşireliğinde bakım kalitesini artırmakta, hemşirelerin iş yükünü azaltmakta ve klinik karar süreçlerini desteklemektedir. Tıbbi teşhis doğruluğunu artırması, erken müdahaleyi kolaylaştırması ve hasta takibini optimize etmesi bakım süreçlerinde devrim yaratmaktadır. Ayrıca, hemşirelerin teknolojik bilgi okuryazarlığını artırarak mesleki gelişimlerine katkı sağlamaktadır.

Etik ve Hukuki Boyutlar

Yapay zeka uygulamalarının pediatri hemşireliğinde kullanımı, etik ve hukuki sorunları da beraberinde getirmektedir. Veri güvenliği, hasta mahremiyeti ve yapay zekanın karar alma süreçlerindeki şeffaflık, önemli tartışma konularıdır. Ayrıca, yapay zekanın insan duygusu, empati ve merhamet gibi temel hemşirelik değerlerini tam olarak yansıtamaması, insan merkezli bakımın korunması gerekliliğini ortaya koymaktadır.

Gelecek Perspektifleri

Pediatri hemşireliğinde yapay zeka uygulamalarının gelecekte daha yaygın ve entegre biçimde kullanılacağı öngörülmektedir. Kişiselleştirilmiş bakım modellerinin geliştirilmesi, erken tanı ve müdahale süreçlerinin iyileştirilmesi, hasta takibinin optimize edilmesi ve hemşirelik eğitiminde yapay zeka tabanlı simülasyonların yaygınlaşması beklenmektedir. Robotik sistemlerin çocuk hastaların psikososyal ihtiyaçlarını karşılamada ve klinik iş akışının otomasyonunda daha fazla rol alması, bakım kalitesini artıracaktır.

SONUÇ

Yapay zeka, pediatri hemşireliğinde bakım kalitesini artıran, hemşirelerin iş yükünü azaltan ve klinik karar süreçlerini destekleyen güçlü bir teknolojik araçtır. İlaç uygulamalarından

robotik bakım hizmetlerine, davranışsal müdahalelerden erken teşhis ve eğitim süreçlerine kadar geniş bir yelpazede kullanımı mümkündür. Ancak, teknolojinin etik ve mesleki boyutları gözetilerek, hemşirelerin yapay zeka okuryazarlığının artırılması ve insan merkezli bakımın korunması gerekmektedir. Gelecekte yapay zekanın pediatri hemşireliği alanında daha etkin kullanımıyla çocuk sağlığı bakımında önemli ilerlemeler sağlanacaktır.

KAYNAKLAR

- Ali S, Manaloor R, Ma K, Sivakumar M, Beran T, Scott SD, et al. A randomized trial of robot-based distraction to reduce children's distress and pain during intravenous insertion in the emergency department. *Canadian Journal of Emergency Medicine*. 2021; 23: 85-93.
- Elmaoğlu, E., & Güleç, H. Y. (2025). Hemşirelik Öğrencilerinin Yapay Zekâya Yönelik Tutumları ile Tıbbi Yapay Zekâya Hazır Bulunuşlukları Arasındaki İlişkisinin İncelenmesi; Bir Üniversite Örneği. *Bingöl Üniversitesi Sağlık Dergisi*, 6(1), 144-151.
- Jin M, Kim J. A Survey of Nurses' Need for Care Robots in Children's Hospitals: Combining Robot-Care, Game-Care, and Edu-Care. *CIN: Computers, Informatics, Nursing* 2020;38(7): 349-357
- Liang HF, Wu KM, Weng CH, Hsieh HW. Nurses' Views On The Potential Use Of Robots İn The Pediatric Unit. *Journal of Pediatric Nurse*. 2019;47: 58-64.
- Ünal, A. S., & Avcı, A. (2024). Pediatri hemşireliğinde yapay zeka. *Akdeniz Hemşirelik Dergisi*, 3(1), 36-43.

LİSANSÜSTÜ TEZLERDE MEKAN DİZİMİ YÖNTEMİNİN KULLANIM EĞİLİMLERİ ÜZERİNE BİBLİYOMETRİK BİR ANALİZ

Nuray ÖZKARACA ÖZALP¹, Hakan ARSLAN²

¹ *Siirt Üniversitesi, Güzel Sanatlar ve Tasarım Fakültesi, nuray.ozkaraca@siirt.edu.tr,
Siirt / Türkiye*

² *Düzce Üniversitesi, Sanat Tasarım ve Mimarlık Fakültesi, hakanarslan@duzce.edu.tr,
Düzce / Türkiye*

Öz: Mekân dizimi yöntemi, şehirler, yapıları çevreler ve binalar gibi farklı ölçeklerdeki mekânsal düzeni analiz etmeye yarayan bir yöntemdir. Bu yöntem, bir alanın erişilebilirlik, hareketlilik ve görülebilirlik gibi mekânsal özelliklerini inceleyerek, fiziksel çevrenin nasıl organize edildiğini ortaya koymaktadır. Mekân dizimi, 1970’li yıllarda Bill Hillier ve Julienne Hanson tarafından geliştirilmiş; insan hareketi ve mekânsal algıya dayalı bir analiz yöntemidir. Yaklaşık 55 yıllık geçmişi olan bu yöntem, günümüzde hem yaygın olarak kullanılmakta hem de geliştirilmeye devam edilmektedir. Bu çalışma, mekân dizimi yönteminin Türkiye’deki kullanım eğilimlerini incelemeyi ve bu alana katkı sağlamayı amaçlamakta; bu doğrultuda lisansüstü tezlerin bibliyometrik özellikleri analiz edilmektedir. Çalışmada, Yükseköğretim Kurulu Ulusal Tez Merkezi (YÖKTEZ) veri tabanında belirli bir yıl sınırlaması yapmaksızın “mekan dizimi” anahtar kelimesiyle 89 ve “space syntax” anahtar kelimesiyle 269 lisansüstü tezin olduğu belirlenmiştir. Bu iki tarama karşılaştırıldığında 86 yinelenen tez çıkarılarak toplamda 272 çalışma araştırmaya konu edilmiştir. Tezler yayınlandığı yıl, tezin türü (yüksek lisans ve doktora), tezin dili, konusu/anabilim dalı, üniversite parametreleri bağlamında bibliyometrik özellikleri açısından incelenmiştir. Araştırma sonucunda; mekan dizimi yönteminin 90’lı yıllardan günümüze kullanımı artarak devam ettiği; ulaşılan tezlerin önemli bölümünün Mimarlık alanında (n=182) ve Türkçe dilinde (n=221) hazırlandığı; tezlerin büyük bölümünün yüksek lisans (n=189) düzeyinde hazırlandığı ve mimarlık (n=126) ile Şehircilik ve Bölge Planlama (n=33) disiplinlerine yönelik olduğu; tezlerin çoğunlukla İstanbul Teknik Üniversitesi (n=89) ve Yıldız Teknik Üniversitesi (n=23)) bünyesinde hazırlandığı belirlenmiştir. Bu çalışma mekan dizimi yönteminin kullanıldığı lisansüstü araştırmaların eğilimlerinin ortaya çıkartılmasına katkı sağlayacağı varsayılmaktadır. Bunun yanı sıra bibliyometrik analizlerin ise araştırmacıların çalışmalarına dair güncel gelişmeleri takip edebilmesi ve araştırmalara yönelik farkındalıkların sağlanabilmesi adına önem arz edeceği öngörülmektedir.

Anahtar Kelimeler: mekan dizimi, bibliyometri, mimarlık.

A BIBLIOMETRIC ANALYSIS OF THE USE OF SPATIAL SYNTAX METHODS IN POSTGRADUATE THESES

Nuray ÖZKARACA ÖZALP¹, Hakan ARSLAN²

¹Düzce University, Faculty of Art, Design and Architecture, hakanarслан@duzce.edu.tr, Düzce / Turkey.

²Siirt University, Faculty of Fine Arts and Design, nuray.ozkaraca@siirt.edu.tr, Siirt / Turkey.

Abstract: The place layout method is used to analyze spatial order at different scales, such as cities, built environments, and buildings. This method examines the spatial characteristics of an area, such as accessibility, mobility, and visibility, to reveal how the physical environment is organized. Spatial layout was developed in the 1970s by Bill Hillier and Julienne Hanson as an analysis method based on human movement and spatial perception. With a history of approximately 55 years, this method is widely used today and continues to be developed. This study aims to examine the trends in the use of spatial layout methods in Turkey and contribute to this field; to this end, the bibliometric characteristics of postgraduate theses are analyzed. In the study, it was determined that there were 89 doctoral theses with the keyword “mekan dizimi” and 269 with the keyword “space syntax” in the Higher Education Council National Thesis Center (YOKTEZ) database, without any year restrictions. When these two searches were combined, 86 duplicate theses were removed, leaving a total of 272 studies for the research. The theses were analyzed in terms of bibliometric characteristics, including the year of publication, thesis type (master's and doctoral), language, subject/field of study, and university parameters. The results of the study revealed that the use of spatial composition methods has continued to increase from the 1990s to the present day; a significant portion of the theses obtained was prepared in the field of Architecture (n=182) and in Turkish (n=221); the majority of these were prepared at the master's level (n=189) and were related to the disciplines of architecture (n=126) and urban and regional planning (n=33); and the majority of these were prepared at Istanbul Technical University (n=89) and Yıldız Technical University (n=23). This study is expected to contribute to revealing the trends in postgraduate research using the spatial configuration method. In addition, bibliometric analyses are anticipated to be important for researchers to keep track of current developments in their work and to raise awareness about research.

Keywords: spatial syntax, bibliometrics, architecture

GİRİŞ

Mekan dizimi, kentsel çevre ile insan davranışı arasındaki ilişkiyi anlamaya yönelik bir teori ve yöntemdir (Lamprecht, 2022). 1970’lerde, University College London’ın Bartlett Mimarlık Fakültesi’nden Bill Hillier ve meslektaşları, mekansal ilişkileri analiz etmek için bir teori ve yaklaşım olan “mekan dizimi”ni oluşturdular (Van Nes, A., & Yamu, 2021). Bill Hillier (1937–2019) ve meslektaşları tarafından 1970’lerin sonlarında (Hillier vd. 1976) ve 1980’lerin başında (Hillier ve Hanson, 1984) başlatılan ve o zamandan beri daha da

geliştirilen bu yöntem, kentsel alanları modelleme ve analiz etme imkanı sunarak şehirlerin sosyal mantığını, yani sokakların birbirleriyle olan ilişkilerinin veya sokakların konfigürasyonunun insanların hareketleri, faaliyetleri ve davranışlarıyla nasıl ilişkili olduğunu anlamayı sağlamaktadır (Hillier ve Hanson, 1984). Mekan Dizimi Analiz Yöntemi; farklı ölçeklerdeki bölgelerin, kentlerin, yapıli çevrelerin, bina gruplarının mekansal modellerini, yapı içi mekan organizasyonunu tanımlamak ve bunların sosyal yapı ile etkileşimlerini incelemek için kullanılan, teorik yaklaşımlarla desteklenen teknikler bütününe verilen isimdir. Mekansal dizim yönteminde belirleyici unsur “hareket” faktörüdür. Analizin öncelikli hedefi, harekete bağıli olarak fiziksel mekanın insanları bir araya getirme potansiyelini anlamaktır (Çil, 2006). Sonuç olarak mekan dizimi, Mekân dizimi 1970li yıllarda Bill Hillier ve Julienne Hanson tarafından geliştirilmiş insan hareketi ve algısını temel alan bir araştırma yöntemidir. Hanson, daha sonraki çalışmalarında çoğunlukla binaların içindeki, sosyo-mekânsal düzenlemelere odaklanırken (Hanson, 1998) Hillier ise binalar arasındaki, mekân-toplum ilişkileriyle ilgili (Hiller, 1996) yöntem ve teorilerin geliştirilmesine odaklanmıştır. Bu çalışma, yaklaşık 55 yıllık geçmişine rağmen güncelliğini sürdüren “mekân dizimi” yönteminin Türkiye örneğinde ulusal literatürünün bibliyometrik analizini sunmayı amaçlamaktadır. Ulusal literatürün incelemesinde, Yükseköğretim Kurulu’nun Tez Merkezi veri tabanı olan YÖKTEZ kullanılmış olup, ilgili tezlere 17.06.2025 tarihinde <https://tez.yok.gov.tr/UlusalTezMerkezi/> adresi üzerinden erişim sağlanmıştır.

YÖNTEM

Lisansüstü tezler, bilimsel bilginin üretildiği ve disiplinler arası araştırma eğilimlerinin takip edilebildiği temel kaynaklar arasında yer almaktadır. Akademik bilginin üretildiği ve güncel araştırma eğilimlerinin izlenebildiği bu kaynakların, bibliyometrik yöntemlerle sistematik biçimde analiz edilmesi; hem alandaki araştırma alanlarının gelişim sürecini ortaya koymak hem de gelecekteki çalışmalara yön vermek açısından büyük önem taşımaktadır (Çıkrık, Yılmaz ve Toprak, 2019). Bu doğrultuda kentsel çevre ile insan davranışı arasındaki ilişkiyi anlamaya yönelik geliştirilen en temel teori ve yöntemlerin başında gelen “mekan dizimi” tekniğinin lisansüstü tezlerdeki bibliyometrik durumu bu çalışmanın araştırma konusu olmuştur. Çalışmada lisansüstü tezlerde incelenen ölçütler ve araştırma soruları:

1. Lisansüstü tezlerin belirlenmesinde anahtar kelimelere göre dağılımı nasıldır?
2. Lisansüstü tezlerin yayın diline göre durumu?
3. Lisansüstü tezlerin türleri nedir ve dağılımı nasıldır?
4. Lisansüstü tezlerin yıllara göre dağılımı nasıldır?
5. Lisansüstü tezlerin yayınlandığı üniversiteler hangileridir?
6. Lisansüstü tezlerin Anabilim dalına/konularına göre dağılımı nasıldır?

BULGULAR

Yükseköğretim Kurulu Ulusal Tez Merkezi (YÖKTEZ) veri tabanında herhangi bir yıl sınırlaması yapılmaksızın ve “tümünde” “içinde geçsin” şeklinde gerçekleştirilen en genel taramada, “mekân dizimi” anahtar kelimesiyle 89, “space syntax” anahtar kelimesiyle ise 269 olmak üzere 358 lisansüstü tez kaydına ulaşılmıştır. Toplam 358 lisansüstü tez içerisinde

%75'ine (n=269), mekân diziminin İngilizce karşılığı olan “space syntax” anahtar kelimesiyle ulaşılmış olması dikkat çekmektedir (**Tablo 1**).

Tablo 1. Anahtar kelimelere göre lisansüstü tezlerin dağılımı.

Anahtar Kelimeler	Sayı	Yüzde
Mekan dizimi	89	25
Space syntax	269	75
Toplam	358	100

Her iki anahtar kelimeyle yapılan taramalar birleştirildiğinde (n=358), 86 yinelenen tez kaydı tespit edilmiştir. Yinelenen kayıtlar, iki anahtar kelime taramasında ortak olan tezlerdir. Toplam benzersiz çalışma sayısı, yinelenen kayıtlar çıkarıldıktan sonra elde edilmektedir. Yinelenen tezler ayrıştırıldıktan sonra toplam 272 benzersiz lisansüstü tez belirlenerek araştırma kapsamına dâhil edilmiştir (**Tablo 2**).

Tablo 2. Araştırma kapsamına alınan lisansüstü tezlerin belirlenmesi.

Anahtar Kelimeler	Sayı	Yinelenen	Toplam
Mekan dizimi	89	86	272
Space syntax	269		

Lisansüstü tezlerin yayın diline göre dağılımı incelendiğinde; yayın dillerinin büyük çoğunluğunun (%81; n=221) Türkçe, geri kalanının ise %19'unun (n=51) İngilizce olduğu tespit edilmiştir (**Tablo 3**).

Tablo 3. Lisansüstü tezlerin yayın diline göre dağılımı.

Yayın Dili	Sayı	Yüzde
Türkçe	221	81
İngilizce	51	19
Toplam	272	100

Araştırma kapsamındaki 272 lisansüstü tezin türlerine bakıldığında, %69,5'inin (n=189) yüksek lisans, %29,8'inin (n=81) doktora ve %0,7'sinin (n=2) sanatta yeterlilik çalışması olduğu görülmektedir (**Tablo 4**).

Tablo 4. Lisansüstü tezlerin yıllara göre dağılımı.

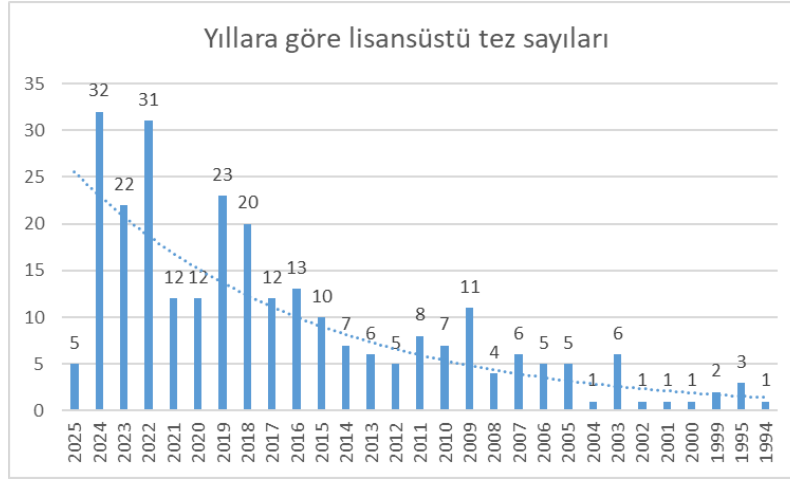
Tezin Türü	Sayı	Yüzde

Yüksek Lisans	189	69,5
Doktora	81	29,8
Sanatta Yeterlilik	2	0,7
Toplam	272	100

1994–2025 yılları arasında Türkiye’de "mekân dizimi" veya "space syntax" anahtar kelimeleri ile üretilen toplam 272 lisansüstü tez çalışması analiz edilmiştir. Yıllara göre dağılım incelendiğinde, özellikle 2019 sonrası dönemde kayda değer bir artış olduğu görülmektedir. En fazla tezin üretildiği yıllar 2024 (n=32; %11,8) ve 2022 (n=31; %11,4) olarak öne çıkmaktadır. Bu iki yıl, toplam tez üretiminin yaklaşık dörtte birine karşılık gelmektedir. 2010 öncesindeki yıllarda ise üretim görece düşük olup, birçok yıl yalnızca 1 ila 5 tez arasında değişen sayılarda çalışma kaydedilmiştir. Özellikle 1994–2005 yılları arası dönemde her yıl yapılan tez sayısı %2’nin altında kalmıştır. En düşük tez sayısına sahip yıllar arasında 1994, 2000, 2001, 2002 ve 2004 yer almakta olup, bu yıllarda yalnızca bir tez üretilmiştir (%0,4) (**Tablo 5**). Bu bulgular, mekân dizimi yöntemiyle gerçekleştirilen akademik çalışmaların zamanla artan bir eğilim gösterdiğini ortaya koymaktadır. Yıllara bağlı bu artış eğilimi, özellikle dijital teknolojilerin gelişimiyle birlikte mekânsal analiz araçlarının daha yaygın biçimde kullanılmaya başlandığını da işaret etmektedir. (**Şekil 1**).

Tablo 5. Lisansüstü tezlerin yıllara göre dağılımı.

Yıllar	Sayı	Yüzde	Yıllar	Sayı	Yüzde
2025	5	1,8	2010	7	2,6
2024	32	11,8	2009	11	4,0
2023	22	8,1	2008	4	1,5
2022	31	11,4	2007	6	2,2
2021	12	4,4	2006	5	1,8
2020	12	4,4	2005	5	1,8
2019	23	8,5	2004	1	0,4
2018	20	7,4	2003	6	2,2
2017	12	4,4	2002	1	0,4
2016	13	4,8	2001	1	0,4
2015	10	3,7	2000	1	0,4
2014	7	2,6	1999	2	0,7
2013	6	2,2	1995	3	1,1
2012	5	1,8	1994	1	0,4
2011	8	2,9	Toplam	272	100



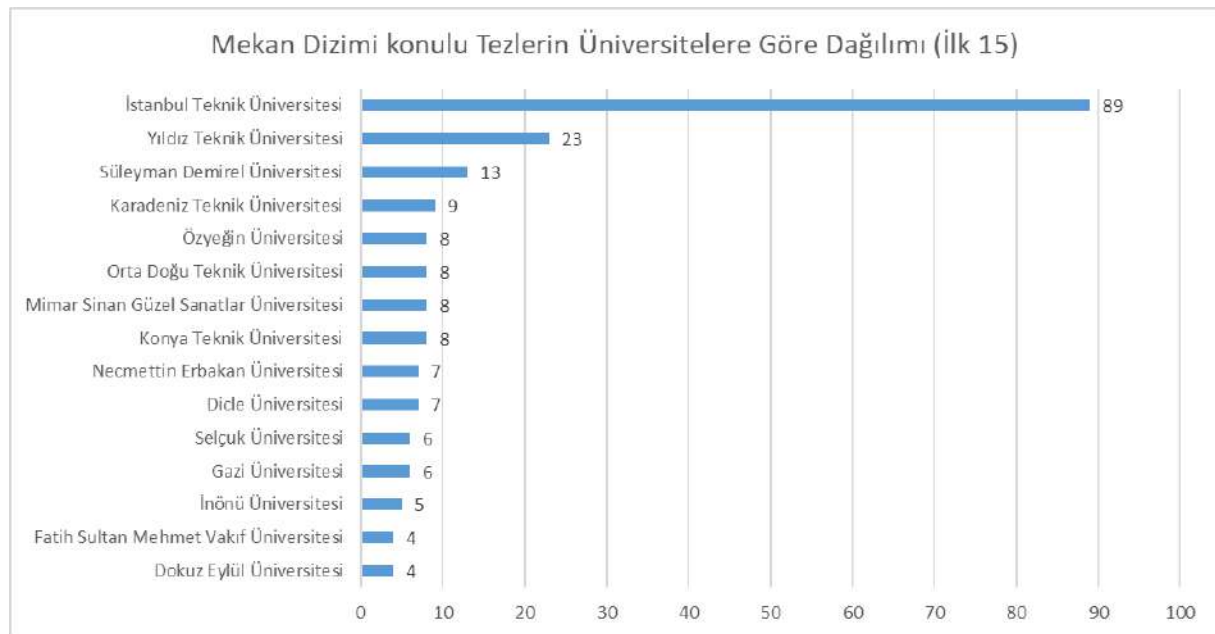
Şekil 1. Tezlerin yıllara göre dağılım grafiği.

Tablo 6. Lisansüstü tezlerin üniversitelere göre dağılımı.

Üniversite Adı	Sayı	Yüzde
İstanbul Teknik Üniversitesi	89	32,7
Yıldız Teknik Üniversitesi	23	8,5
Süleyman Demirel Üniversitesi	13	4,8
Karadeniz Teknik Üniversitesi	9	3,3
Konya Teknik Üniversitesi	8	2,9
Mimar Sinan Güzel Sanatlar Üniversitesi	8	2,9
Orta Doğu Teknik Üniversitesi	8	2,9
Özyeğin Üniversitesi	8	2,9
Dicle Üniversitesi	7	2,6
Necmettin Erbakan Üniversitesi	7	2,6
Gazi Üniversitesi	6	2,2
Selçuk Üniversitesi	6	2,2
İnönü Üniversitesi	5	1,8
Ankara Üniversitesi	4	1,5
Bursa Uludağ Üniversitesi	4	1,5
Çukurova Üniversitesi	4	1,5
Dokuz Eylül Üniversitesi	4	1,5
Fatih Sultan Mehmet Vakıf Üniversitesi	4	1,5
Altınbaş Üniversitesi	3	1,1
Balıkesir Üniversitesi	3	1,1
Düzce Üniversitesi	3	1,1
İstanbul Üniversitesi	3	1,1
Ankara Yıldırım Beyazıt Üniversitesi	2	0,7
Başkent Üniversitesi	2	0,7
Çanakkale Onsekiz Mart Üniversitesi	2	0,7
Hacettepe Üniversitesi	2	0,7
İstanbul Okan Üniversitesi	2	0,7
İzmir Yüksek Teknoloji Enstitüsü	2	0,7
Kocaeli Üniversitesi	2	0,7
Okan Üniversitesi	2	0,7
Trakya Üniversitesi	2	0,7
Akdeniz Üniversitesi	1	0,4
Atatürk Üniversitesi	1	0,4
Bahçeşehir Üniversitesi	1	0,4
Beykent Üniversitesi	1	0,4
Doğu Akdeniz Üniversitesi	1	0,4
Erciyes Üniversitesi	1	0,4
Eskişehir Osmangazi Üniversitesi	1	0,4

Eskişehir Teknik Üniversitesi	1	0,4
Fırat Üniversitesi	1	0,4
Gebze Teknik Üniversitesi	1	0,4
Gebze Yüksek Teknoloji Enstitüsü	1	0,4
Haliç Üniversitesi	1	0,4
İstanbul Arel Üniversitesi	1	0,4
İstanbul Aydın Üniversitesi	1	0,4
İstanbul Ticaret Üniversitesi	1	0,4
Kastamonu Üniversitesi	1	0,4
Koç Üniversitesi	1	0,4
KTO Karatay Üniversitesi	1	0,4
Maltepe Üniversitesi	1	0,4
Muğla Sıtkı Koçman Üniversitesi	1	0,4
Ordu Üniversitesi	1	0,4
TED Üniversitesi	1	0,4
The University of Nottingham	1	0,4
Van Yüzüncü Yıl Üniversitesi	1	0,4
Yaşar Üniversitesi	1	0,4
Toplam	272	100

Mekân dizimi tekniğinin Türkiye’deki lisansüstü tezlerdeki bibliyometrik durumu üniversiteler düzeyinde incelenmiş ve 56 farklı üniversite üzerinde toplam 272 çalışma tespit edilmiştir. Toplam 272 tez üzerinden yapılan analizde, İstanbul Teknik Üniversitesi %32,7’lik (n=89) oranla açık ara en fazla çalışmanın üretildiği kurum olmuştur. İstanbul Teknik Üniversitesi’ni takiben, sırasıyla Yıldız Teknik Üniversitesi (%8,5, n=23), Süleyman Demirel Üniversitesi (%4,8, n=13) ve Karadeniz Teknik Üniversitesi (%3,3, n=9) gelmektedir (**Tablo 6** ve **Şekil 2**). İstanbul Teknik Üniversitesi’nde mekân dizimi (space syntax) alanında lisansüstü tezlerin yoğunlaşması, Türkiye’de bu tekniği tanıtan ve alandaki ilk uygulamalı araştırmaları gerçekleştiren öncü akademisyenlerden Prof. Dr. Ayşe Sema Kubat’ın bu kurumda görev yapmasıyla ilişkilendirilebilir. İncelenen 272 lisansüstü tez arasında 21’i Prof. Dr. Ayşe Sema Kubat’ın danışmanlığında tamamlanmıştır.

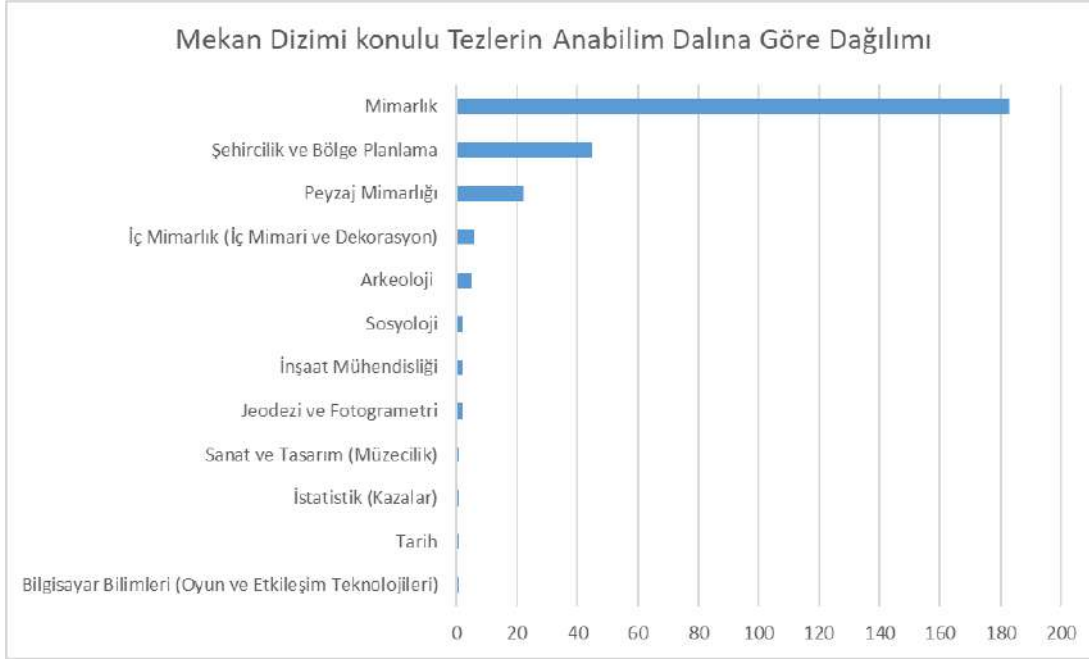


Şekil 2. Tezlerin üniversitelere göre dağılım grafiği.

Araştırma kapsamındaki toplam 272 lisansüstü tez, yer aldıkları anabilim dallarına göre sınıflandırıldığında, en fazla çalışmanın mimarlık alanında üretildiği görülmektedir. Mimarlık anabilim dalında gerçekleştirilen 128 yüksek lisans ve 55 doktora çalışması olmak üzere toplamda 183 tez ile bu alan %67,3'lük bir oranla başı çekmiştir. Mimarlığı, %16,5 (n=45) oranıyla şehircilik ve bölge planlama; %8,1 (n=22) oranıyla peyzaj mimarlığı alanları takip etmektedir. Arkeoloji (n=5), iç mimarlık (n=6), jeodezi ve fotogrametri (n=2), inşaat mühendisliği (n=2), bilgisayar bilimleri (n=1), tarih (n=1), sosyoloji (n=2), istatistik (n=1) ve sanat ve tasarım (n=1) gibi farklı disiplinlerden az sayıda çalışma da tespit edilmiştir. İç mimarlık alanında, diğer alanlardan farklı olarak 2 adet sanatta yeterlilik tezi de bulunmakta; bu yönüyle çeşitlilik göstermektedir (**Tablo 5** ve **Şekil 3**). Bu veriler, “mekân dizimi” yaklaşımının özellikle mimarlık, şehircilik ve peyzaj mimarlığı gibi mekân odaklı disiplinlerde yoğunlukla kullanıldığını; buna karşın sosyal bilimler, mühendislik ve sanat alanlarında da sınırlı da olsa uygulama alanı bulduğunu ortaya koymaktadır.

Tablo 7. Lisansüstü tezlerin Anabilim Dalına/konularına göre dağılımı.

Anabilim Dalı / Konu	YL Sayı	DR Sayı	Sanatta Yeterlilik	Toplam Sayı	Yüzde
Mimarlık	128	55	-	183	67,3
Şehircilik ve Bölge Planlama	35	10	-	45	16,5
Peyzaj Mimarlığı	13	8	-	22	8,1
Arkeoloji	4	1	-	5	1,8
İç Mimarlık (İç Mimari ve Dekorasyon)	2	2	2	6	2,2
Jeodezi ve Fotogrametri	2	-	-	2	0,7
İnşaat Mühendisliği	2	-	-	2	0,7
Bilgisayar Bilimleri (Oyun ve Etkileşim Teknolojileri)	1	-	-	1	0,4
Tarih	1	-	-	1	0,4
Sosyoloji	1	1	-	2	0,7
İstatistik (Kazalar)	-	1	-	1	0,4
Sanat ve Tasarım (Müzecilik)	-	1	-	1	0,4
Toplam	189	81	2	272	100



Şekil 3. Tezlerin Anabilim Dalına/konularına göre dağılım grafiği.

SONUÇ

Sonuç olarak bu çalışma kapsamında, Türkiye’de mekân dizimi yönteminin lisansüstü tezlerdeki kullanım eğilimleri bibliyometrik olarak analiz edilmiştir. YÖKTEZ veri tabanında yapılan taramalarda, 1994–2025 yılları arasında hazırlanmış toplam 272 teze ulaşılmış; bu tezlerin büyük çoğunluğunun (%81) Türkçe dilinde ve yüksek lisans düzeyinde (%69,5) olduğu tespit edilmiştir. Tezlerin büyük bir kısmı mimarlık (%67,3), şehir ve bölge planlama (%16,5) ile peyzaj mimarlığı (%8,1) anabilim dallarında yoğunlaşmıştır. Anahtar kelime analizinde ise “space syntax” teriminin “mekân dizimi”ne kıyasla daha yaygın kullanıldığı (%75) görülmüştür. Yıllara göre dağılım incelendiğinde, özellikle 2020 sonrası dönemde yöntem kullanımında belirgin bir artış gözlenmektedir. Bu bulgular, mekân dizimi yönteminin Türkiye’de akademik düzlemde giderek artan bir ilgiyle ele alındığını ve disiplinler arası bir yaygınlık kazandığını ortaya koymaktadır.

Bu çalışmanın mekân dizimi yönteminin kullanıldığı lisansüstü araştırmaların eğilimlerinin ortaya çıkartılmasına katkı sağlayacağı varsayılmaktadır. Bunun yanı sıra bibliyometrik analizlerin ise araştırmacıların çalışmalarına dair güncel gelişmeleri takip edebilmesi ve araştırmalara yönelik farkındalıkların sağlanabilmesi adına önem arz edeceği öngörülmektedir.

KAYNAKLAR

Çıkrık, R., Yılmaz, İ & Toprak, L. S. (2019). Türkiye’de Turizmin Etkileri Konusunda Yerel Halkın Bakış Açısını Konu Alan Lisansüstü Tezlerin Bibliyometrik Profili, *Journal of Hospitality and Tourism Issues*, 1(1), 17-29.

Hanson, J. (1998). *Decoding homes and houses*. Cambridge University Press.

- Hillier, B. & J. Hanson. 1984. *The Social Logic of Space*. Cambridge: Cambridge University Press. Accessed May 5, 2025. [/core/books/social-logic-of-space/6B0A078C79A74F0CC615ACD8B250A985](#)
- Hillier, B. (1996). *Space is the machine: A configurational theory of architecture*. Cambridge University Press.
- Hillier, B., A. Leaman, P. Stansall & M. Bedford. 1976. "Space Syntax." *Environment and Planning B: Planning and Design*, 3 (2): Sage Publications Ltd STM: 147–85. <https://doi.org/10.1068/b030147>
- Lamprecht, M. 2022. "Space Syntax as a Socio-Economic Approach: A Review of Potentials in the Polish Context." *Miscellanea Geographica*, 26 (1): 5–14. <https://doi.org/10.2478/mgrsd-2020-0072>
- Van Nes, A. & Yamu, C. (2021). *Introduction to space syntax in urban studies (The Urban Book Series)*. Springer International Publishing. <https://doi.org/10.1007/978-3-030-59140-3>

**ICONOGRAPHY MEETS SEMIOTICS: DECONSTRUCTING IMPERIAL
REPRESENTATION IN BALKAN OTTOMAN MOSQUE MOTIFS THROUGH
OLEG GRABAR'S ICONOGRAPHY AND ROLAND BARTHES' MYTH THEORY**

Prof. Dr. Nurdan AKINER¹

*Akdeniz University, Faculty of Communication, Department of Radio, Television and
Cinema Antalya / Turkey, nurdanakiner@gmail.com*

Abstract: This research, using Oleg Grabar's iconographic method and the myth theory of Roland Barthes, sees the cultural legacy of the Ottoman Empire in the Balkans by looking at decorative designs in mosque buildings. Balkan mosques' plant-based, shape-based, and writing designs are seen as additions and pictures showing the empire's political beliefs, the quest for rightness, and the mixing of cultures. The interplay of these two methodologies enables a dual understanding of the motifs in Balkan mosques within their historical context and enduring political symbolism. Through this approach, the study demonstrates how the Ottoman "Balkan dream" was articulated through architectural forms and the visual language embedded in their ornamentation. While Grabar sees Islamic art as iconographic, decoding the historical and meaningful symbols of motifs, Barthes analyses them semiotically to reveal the process through which these motifs came to render legitimate Ottoman authority as 'myth' in the consciousness of society. This study compares key architectural examples: Et'hem Bey Mosque in Albania, Gazi Husrev Bey Mosque in Bosnia and Herzegovina, and Fatih Sultan Mehmet Mosque in Kosovo. While Grabar highlights typological and symbolic meanings of motifs in Islamic art regarding their dialogic interplay with local Christian traditions, a semiotic approach à la Barthes would read how these motifs visually render the Ottoman claim to 'universal sovereignty' and meaning constructed in everyday life. For example, the tulip motif is articulated as a symbol of state authority, sword reliefs as visual rhetoric of conquest, and infinite geometric patterns as expressions of the empire's eternal dominion. The body of mosques appearing through Grabar's eyes has various developmental stages reflecting localized adaptation in Islamic art. In contrast, through Barthes' gaze, we learn how Balkan mosques articulate Ottoman myths of legitimacy planted deep in the region's visual and cultural landscape. The interaction of these two approaches allows for a dual reading of the motifs in Balkan mosques—within both contexts, historical and enduring political symbolism. With this, the paper will try to prove how the Ottoman "Balkan dream" was not only articulated through architectural forms but also through the visual language ornamentation carried..

Keywords: Ottoman Architecture, Balkan Mosques, Iconography, Barthesian Analysis, Myth

1. INTRODUCTION

After the Ottoman conquest of the Balkans, architecture emerged as one of the most important tools for creating a physical, ideological, and symbolic entity. Far from being sacred places used only for worship, mosques in the Balkans functioned as hybrid representations of imperial ideology with their mythical dimensions. The motifs and other decorative arts adorned these architectural structures functioned as aesthetic expressions and carriers of deeper political and cultural meanings.

This study investigates how ornamental motifs in selected Balkan mosques, such as the Et'hem Bey Mosque in Tirana, the Gazi Husrev-beg Mosque in Sarajevo, and the Fatih Sultan Mehmet Mosque in Pristina, can be deciphered as visual manifestations of Ottoman imperial identity. In order to reveal these meanings, a dual theoretical approach was adopted in the study: Oleg Grabar's iconographic analysis of Islamic art and Roland Barthes' theory of myth. While Grabar's perspective allows ornament to be read regarding historical development, typology, and interreligious interaction, Barthes's myth theory reveals how such symbols are naturalized in the public consciousness to legitimize myths of power and domination. The hybrid methodology used in this research aims to analyze the Ottoman dream in the Balkans through motifs, a symbolic language loaded with claims of authority, cultural syncretism, and metaphysical permanence, and to deconstruct imperial representation.

2. Theoretical Framework

2.1. Oleg Grabar and Islamic Iconography

In his work, *The Mediation of Ornament*, Oleg Grabar emphasizes that the ornaments in Islamic art are aesthetic and symbols loaded with meaning. Grabar states that ornament is "a tool that is not logically necessary in the perception of a visual message, but which would be more difficult to understand" (Grabar, 1992, p. 3). This approach helps us understand how ornaments functioned in historical and cultural contexts.

Mosque decorations, especially in the Ottoman Balkans, can be seen as symbols expressing the visual dominance of the empire when evaluated from Grabar's perspective. These ornaments, in interaction with local artistic traditions, reinterpret the universal motifs of Islamic art in a regional context.

2.2. Roland Barthes and the Mythical Sign

In his *Mythologies*, Roland Barthes defines the concept of myth as a second-level system of signs. According to Barthes, myth performs an ideological function by presenting historically constructed signs as natural and universal truths (Barthes, 1972, p. 109). In this process, myth empties the signifier and gives it a new meaning, thus legitimizing the dominant ideologies through cultural symbols.

Barthes' theory can be used to analyze how mosque decorations in the Ottoman Balkans functioned as mythological signifiers with aesthetic but also political and ideological meanings. For example, the tulip motif can be interpreted as a symbol of state authority, and the endless geometric patterns can be interpreted as an expression of the eternal rule of the empire.

3. Case Studies: Motif Analysis and Interpretation

3.1. Et'hem Bey Mosque – Tirana, Albania

Et'hem Bey Mosque (1789-1823) is one of the most important monumental structures that shaped the urban texture of Tirana during the Ottoman period (Jaupi, 2015, p. 67). The mosque is considered one of the rare examples of the Ottoman Baroque style in Albania, and the Western-influenced curves seen in its architecture reflect the cultural interactions of the period (Kiel, 1990, p. 142). In particular, the sun symbols in the dome and the naturalistic floral motifs around the mihrab show significant deviations from the traditional Islamic

ornamental repertoire (Necipoğlu, 1995, p. 45-47). These features offer strong clues that a multicultural team of artists worked on constructing the mosque. Molla Bey started the construction of the Et'hem Bey Mosque between 1793 and 1794; however, it was left unfinished after he died in 1808 and was completed and opened for worship by his son Hacı Et'hem Bey in 1822-1823 (Kiel, 1990, p. 251-255).



Figure 3 Xhamia e Haxhi Et'hem Beut (Et'hem Bey Mosque), Photo by Nurdan AKINER (2014).

The decoration program of the mosque has elements suggestive of the contribution of Christian Albanian artisans in the region. Frashëri (2004, p. 89) reinforces this possibility by documenting that Catholic Albanian stonemasons worked on the mosque's construction. In addition, the similarity of the grape cluster motifs on the altar with Orthodox church art is concrete evidence of interfaith art exchange. However, the fact that the outlines and dome inscriptions of the mosque remain faithful to the classical Ottoman style reflects the central government's effort to maintain artistic standards (Norris, 1993, p. 78). This is a striking example of how local and central production practices are intertwined.

Et'hem Bey Mosque is an important case study reflecting the cultural diversity in 18th-century Balkans architecture. Although the religious identity of the artisans recorded as "Albanian masters" in the Ottoman archives is not specified with certainty, as Elsie (2010, p. 112) emphasizes, Albania's commercial ties with Italy make the participation of Christian artists highly likely. As a result, this work can neither be considered purely local nor purely centralized; on the contrary, it is a typical manifestation of the multicultural art scene characteristic of Ottoman geography and has a special place in the writing of Balkan art history.

Table 2 The Semantic Transformation of Motifs: Iconographic, Islamic, and Mythological Readings

Motif Type	Original Contextual Meaning	Recontextualized Meaning (Islamic Framework)	Mythological Significance (Barthesian Analysis)
Pomegranate	Agricultural fertility in Anatolia, symbol of resurrection in Christian Balkan art	Blessing of heaven, blessing	The claim that the Ottomans were the representatives of both the natural and divine order in the Balkans

The main feature distinguishing Et'hem Bey Mosque from other mosques in the Balkans is its mythical dimension. Although the mosque is a sacred place that hosts Islam, its unique plan, the fact that the tombs of its Banî Et'hem Bey and his Christian wife are located just to the right and left of the entrance, their decorations and all these indicators are like the natural creation myth of the Albanian national identity.

Table 2 Pomegranate Motifs in the Et'hem Bey Mosque

	
Photo by Nurdan AKINER (2014)	Drawn by Nurdan AKINER (2025)

From the perspective of Oleg Grabar (pp. 142-149), the pomegranate motif on the dome of the Et'hem Bey Mosque is borrowed from the iconography of the revival in Christian Balkan art within the framework of the theory of "slippage of meaning." Before Christianity, the pomegranate symbolized agricultural fertility in Anatolia (Grabar, 1992, p. 89). This motif is recoded with the Islamic understanding of tawhid. In Islamic art, the pomegranate is usually depicted in a closed form (with its outer shell). The pomegranate motif, the grains of which

appear with its flat meaning dimension, is a symbol of fertility and the blessing of paradise, the unity of Allah with its connotation dimension, the divine order in the universe, and the manifestation of the truth (Ruggles, 2008, p. 89). The pomegranate, whose grains appear with its mythical dimension, is an indication of the claim that the Ottomans were the representatives of both the natural and divine order in the Balkans and that all ethnic identities were united under a single banner with the belief in tawhid. The fact that the large number of grains in the pomegranate is considered together with the belief in tawhid (unity) expressed in the inscription around the dome complements the iconographic composition of the mosque.

Table 3 Spiral Calligraphy in the Central Dome of the Et'hem Bey Mosque

	"In the name of Allah, the Most Gracious, the Most Merciful. There is no god but Allah, and Muhammad is His messenger. This mosque was built by the late Hacı Et'hem Bey, son of Molla Bey, in the year 1232 according to the Hijri calendar."
Photo by Nurdan AKINER (2014)	<i>A visual representation of the Mevlevi cosmological perspective, the spiral calligraphy on the dome begins in the center and spreads outward, signifying the spread of divine light (Nur) from the metaphysical core to the physical world.</i>

In the spiral-shaped inscription on the main dome of the Et'hem Bey Mosque, the belief in tawhid, the banî (Et'hem Bey) who constructed the mosque, and the date of construction are mentioned. The article begins with the Basmala, then the Islamic identity is constructed with the sentence of tawhid, and finally, the individual memory (Et'hem Bey's name) is included in the collective memory. On the other hand, the spiral shape symbolizes the Mevlevi effect or the opening of the universe from the center to the periphery, with its mystical and cosmic meanings.

3.2. Gazi Husrev-bey Mosque – Sarajevo, Bosnia and Herzegovina

When the tulip motifs and other decorations in the decorations of the Gazi Husrev-bey Mosque are examined through Oleg Grabar's (1992, p. 45-47) concept of "slippage of meaning" and Roland Barthes' (1972, p. 112) theory of myth, it can be revealed how the mosque creates myth as a visual narrative tool. This study places the iconographic analysis of ornaments in a theoretical framework and emphasizes the role of architecture in the construction of social memory and identity.

Gazi Husrev Bey Mosque was built between 1530 and 1531 by Gazi Husrev Bey, the Bosnian Sancakbey of the Ottoman Empire (Ayverdi, 1972, p. 56). Designed by Acem Esir Ali, a Persian architect who was a contemporary of Mimar Sinan, the building is one of the most important representatives of classical Ottoman architecture in the Balkans (Kreševljaković, 1954, p. 34). The mosque was built with a central dome plan and was designed as a complex consisting of a courtyard, madrasah, library, and clock tower.

In addition to the craftsmen brought from Istanbul, local Bosnian artisans also worked on constructing the mosque (Bejtić, 1973, p. 89). In decorations, pencil works, woodwork, stone decoration techniques, and tiles come to the fore. Embroiderers made the pen works used extensively in domes and pendentives from Istanbul (Necipoğlu, 2005: 217). Tulips, carnations, and hatayi motifs dominate these decorations. The geometric compositions seen on the pulpit and mahfil balustrades reflect the woodworking tradition of the region (Karić, 1997, p. 45). Stonemasons made the muqarnas craft on the mihrab and portal from Bursa (Ayverdi, 1972: 61). The area around the mihrab, adorned with 16th century Iznik tiles, exhibits the highest quality ceramic examples of the period (Atasoy & Raby, 1989, p. 134).

Although the decoration program of the mosque is similar to the practices in the Blue Mosque in Istanbul and the Selimiye Mosque in Edirne (Kuban, 2007, p. 156), it also bears traces of local Bosnian art. Especially in the decorations of the fountain in the courtyard, the tradition of Balkan stonework manifests itself (Bejtić, 1973, p. 92).

Table 4 The Semantic Transformation of Motifs: Iconographic, Islamic, and Mythological Readings

Motif Type	Original Contextual Meaning	Recontextualized Meaning (Islamic Framework)	Mythological Significance (Barthesian Analysis)
Tulip	Central Asia: Immortality in Buddhist art (Marshak, 2002, p. 89), the tree symbol of life in shamanism (Whitfield, 2004, p. 89). Seljuk: Representation of dynastic power and cosmic order (Konya Alaeddin Mosque) (Ölçer, 1992, p. 34). Pre-Islamic Turk: Spring resurrection (tulig in Uyghur inscriptions) (Tekin, 1968, p. 152). Sassanid/Byzantine: Spirit (fravashi) in Zoroaster, symbol of empire in Byzantium (Herzfeld, 1941, p. 212). Turning Point: In the 13th century, it evolved into a metaphor of divine love with Mevlana. In Rumi's Fihi Ma Fih (1258), the tulip becomes a metaphor	Symbol of divine love and perfection	A myth that unquestioningly asserts the legitimacy and superiority of Ottoman-Islamic aesthetics

Motif Type	Original Contextual Meaning	Recontextualized Meaning (Islamic Framework)	Mythological Significance (Barthesian Analysis)
	for "the burning heart of divine love" (Schimmel, 1993, p. 89).		

Grabar (1992, p. 78) states that the original meanings of motifs in Islamic art have shifted over time and gained new symbolic values. The tulip was perhaps just a floral motif initially, but it took on a Sufi dimension during the Ottoman period (for example, the similarity of the inscription "tulip" and the word Allah in the abjad calculation). While the tulip was initially used as a natural flower motif in Ottoman art, it symbolized divine love and perfection (Necipoğlu, 1995, p. 203). According to Grabar (1992, p. 92), this transformation results from the interaction of artworks with the cultural and religious context. Similarly, geometric patterns and calligraphy have gone beyond their decorative functions and have been interpreted as representations of cosmic order and divine writ. The shift in meaning here is that the tulip ceases to be a natural figure and becomes a metaphysical symbol. The origins and layers of meaning of the tulip motif before Islamic symbolism vary significantly according to historical contexts.

Barthes (1972, p. 143) defines myths as systems that carry ideological messages by subjecting signs to a second-order signification process. The decoration program of the Gazi Husrev-bey Mosque can be read as a myth in this context. For example, while the tulip motif is a simple flower on the first level (denotative), it is identified with Ottoman identity and Islamic holiness on the second level (connotative) (Barthes, 1972, p. 156). According to Barthes' (1972, p. 165) concept of "naturalized ideology," these ornaments have become a myth that unquestioningly asserts the legitimacy and superiority of Ottoman-Islamic aesthetics.

Table 5 Tulip Motifs in the Gazi Husrev Bey Mosque

	
Photo by Nurdan AKINER (2018)	Drawn by Nurdan AKINER (2025)

The decoration program of the Gazi Husrev Bey Mosque shows how motifs are transformed with Grabar's (1992, p. 115) theory of meaning shift and how these meanings become an ideological discourse with Barthes' (1972, p. 178) theory of myth. In this context, the mosque is a religious building, a visual manifesto of the Ottoman-Islamic civilization, and a place that produces myths.

3.3. Fatih Sultan Mehmet Mosque – Pristina, Kosovo

The Fatih Sultan Mehmet Mosque in Pristina was built in the 15th century as one of the first permanent traces of the Ottoman presence in the Balkans with the conquest. This mosque is not just a place of worship; it is also a space of ideology and narrative. The star motifs, bunches of grapes, stylized leaves, and flowers overflowing from flower pots in the decorations of the building can be read both with Oleg Grabar's concept of "slippage of meaning" and Roland Barthes' theory of "myth." This article examines this ornamental program from an iconographic point of view, analyzing how the mosque creates myth as a visual narrative tool.

Oleg Grabar (1992, p. 112-117) states that meaning is not fixed in Islamic art and that symbols carried from previous civilizations, especially in the temples built after the conquest, are interpreted in new dynamics. The eight-pointed star motifs in the dome decorations of the Fatih Mosque were used as symbols of holiness, universality, and light in both Byzantine and early Christian iconography. These motifs have been reinterpreted in Islamic art as a symbol of tawhid (the idea of unity) and cosmic order. According to Grabar (1983, p. 45), this is one of the examples of a "level of meaning shift": "Meaning is shaped beyond the object, by the visual, social, and historical context around it."

The bunches of grapes surrounding the dome girdle are included in Christian art as a symbol of the blood of Christ and immortality. However, this motif coincides with Islam's depictions of paradise in mosque decoration and becomes associated with houris and gardens of fertility. In this place, where the local tradition meets the universal Islamic narrative, the bunch of grapes loses its mythic meaning and becomes part of a new narrative of holiness.

Table 6 The Semantic Transformation of Motifs: Iconographic, Islamic, and Mythological Readings

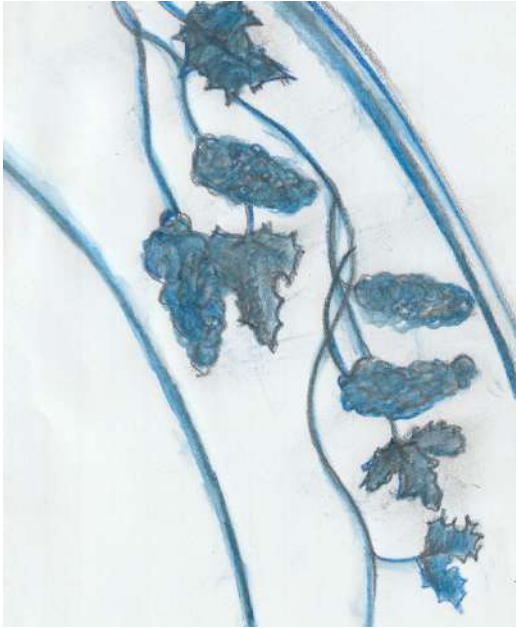
Motif Type	Original Contextual Meaning	Recontextualized Meaning (Islamic Framework)	Mythological Significance (Barthesian Analysis)
Star	Christian cosmic order and holiness	Tawhid and the Cosmic Order of Islam	Identification of the Ottomans with the heavenly order
Bunch of grapes	The blood of Christ and immortality	Gardens of Eden, fertility	Ottoman authority represented as a divine gift

For Barthes, myth is "the naturalization of reality" (Barthes, 1972, p. 129). The decorations of the mosque, especially the star motifs, which are continuous as they rise from the center,

symbolize the scattering of the light of tawhid over the earth. These motifs, which are not three-dimensional but have a semantic weight, function as a "sign" in Barthes' definition: Behind the visual image lies an ideology. This ideology presents the Ottoman presence as a continuation of a divine order.

The leaf patterns around the star motifs are probably in the form of palmettes or stylized pine branches, creating the effect of light scattered from the center. This symbolizes the contact of the divine light with the material world. Flower motifs overflowing from the flower pot represent the continuity of life and the creator's power in Islam. When all these elements come together, the mosque reads as if it was written in the visual language of the Holy Quran.

Table 7 Star and Grape Cluster Motif in the Fatih Sultan Mehmet Mosque

	
Photo by Nurdan AKINER (2017)	Drawn by Nurdan AKINER (2025)

4. Conclusion

Ottoman architecture and decorations offer a syncretic blend of local (Christian, Byzantine, Slavic, Balkan) elements and Islamic aesthetics, especially in multicultural regions like the Balkans. Mosques in the Balkans represent the best example of combining different cultural elements to create a new and unique cultural structure. Hybridization, in other words, cultural syncretism, observed mainly in areas such as religion, art, architecture, language, and traditions, is the formula for the Ottoman Empire to maintain and strengthen its presence in the Balkans.

The transformation of fresco-like wall decorations, floral motifs, and local architectural techniques seen in Balkan mosques into an Islamic form by interacting with local cultures has also led to the formation of myths that will lead to the realization of an imperial dream. These syncretic forms have become a myth of legitimation, which is embedded into the

subconscious of the local population. For example, the floral motifs in the Et'hem Bey Mosque illustrate a form of cultural syncretism in which Islamic ornamental traditions combined with local Balkan-Christian visual vocabulary to produce a hybrid language of imperial aesthetics.

Understanding the language of a motif is like interpreting the dreams of an empire—it's not just about aesthetics or architecture; it's a Barthesian myth. This myth acts as a naturalized ideological construct, cleverly hiding its historical and political roots behind a facade of cultural inevitability. In this light, the imperial dream serves as a powerful narrative, quietly reinforcing Ottoman authority in the Balkans by weaving its symbolic language into the shared memories of local communities.

REFERENCES

- Atasoy, N. & Raby, J. (1989). *Iznik: The Pottery of Ottoman Turkey*. London: Thames and Hudson.
- Ayverdi, E. H. (1972). *Avrupa'da Osmanlı Mimari Eserleri*. Yugoslavija. İstanbul: İstanbul Fetih Cemiyeti.
- Barthes, R. (1972). *Mythologies*. New York: Hill and Wang (Original work published in 1957).
- Bejtić, A. (1973). *Spomenici osmanlijske arhitekture u Bosni i Hercegovini*. Sarajevo: Veselin Masleša.
- Elsie, R. (2010). *Historical Dictionary of Albania*. Lanham: Scarecrow Press.
- Frashëri, K. (2004). *Tiranan në shekuj [Tirana Through Centuries]*. Tiran: Akademia e Shkencave.
- Grabar, O. (1983). *The Formation of Islamic Art*. New Haven: Yale University Press.
- Grabar, Oleg (1992). *The Mediation of Ornament*. Princeton: Princeton University Press.
- Herzfeld, E. (1941). *Iran in the Ancient East*. Oxford: Oxford University Press.
- Jaupi, A. (2015). *Xhamitë e Shqipërisë [Mosques of Albania]*. Tiran: Dituria.
- Karić, Enes (1997). *Gazi Husrev-begova džamija*. Sarajevo: El-Kalem.
- Kiel, M. (1990). *Ottoman Architecture in Albania*. Istanbul: IRCICA.
- Kreševljaković, H. (1954). *Esnafi i obrti u Bosni i Hercegovini*. Sarajevo: Naučno društvo NR BiH.
- Kuban, D. (2007). *Osmanlı Mimarisi*. İstanbul: YEM Yayın.
- Marshak, B. (2002). *Legends, Tales, and Fables in the Art of Sogdiana*. New York: Bibliotheca Persica Press.

- Necipoğlu, G. (1995). *The Topkapı Scroll: Geometry and Ornament in Islamic Architecture*. Santa Monica: Getty Publications.
- Necipoğlu, G. (2005). *The Age of Sinan*. London: Reaktion Books.
- Norris, H. T. (1993). *Islam in the Balkans: Religion and society between Europe and the Arab world*. Columbia, SC: University of South Carolina Press.
- Ölçer, N. (1992). *Anadolu Selçuklu Mimari Süslemesi ve Mozaik Çiniler*. Ankara: Kültür Bakanlığı Yayınları.
- Ruggles, D. F. (2008). *Islamic gardens and landscapes*. Philadelphia, PA: University of Pennsylvania Press.
- Schimmel, A. (1993). *The Triumphal Sun: A Study of the Works of Jalaloddin Rumi*. Albany: SUNY Press.
- Whitfield, S. (2004). *The Silk Road: Trade, Travel, War and Faith*. London: British Library Press.

LOJİSTİK ALANINDA YAPAY ZEKA KULLANIMI

Selman ŞAHİNER

*Karamanoğlu Mehmetbey Üniversitesi, Sosyal Bilimler Enstitüsü, Uluslararası Ticaret ve
Lojistik Yönetimi Mezunu, selmansahiner@icloud.com, Karaman / Türkiye*

Öz: Lojistik sektörü, küresel tedarik zincirlerinin karmaşıklığı, artan müşteri beklentileri ve operasyonel maliyet baskılarıyla karşı karşıya. Bu zorlukların üstesinden gelmede Yapay Zeka (YZ), sunduğu analitik yetenekler ve otomasyon fırsatları sayesinde önemli bir rol oynamaktadır. YZ uygulamaları, lojistik süreçlerini daha akıllı, verimli ve esnek hale getirme potansiyeline sahiptir. YZ'nin lojistikteki başlıca uygulama alanlarından biri tahmin ve talep yönetimidir. Makine öğrenimi algoritmaları, geçmiş verileri analiz ederek gelecekteki talep eğilimlerini daha doğru tahmin edebilir. Bu sayede envanter seviyeleri optimize edilir, stok fazlalığı veya eksikliği minimize edilir ve depo maliyetleri düşürülür. Bir diğer önemli alan ise rota optimizasyonudur. YZ tabanlı sistemler, trafik koşulları, teslimat süreleri ve araç kapasiteleri gibi birçok değişkeni eş zamanlı olarak değerlendirerek en verimli rotaları belirleyebilir. Bu durum, yakıt tüketimini azaltır ve teslimat sürelerini kısaltır. Depo yönetiminde de YZ'nin etkisi büyüktür. Robotik otomasyon ve otonom araçlar, mal kabul, depolama, toplama ve sevkiyat süreçlerini hızlandırır ve insan hatasını minimize eder. Ayrıca, veri analizi yoluyla depo içi operasyonların performansı sürekli izlenerek darboğazlar tespit edilebilir ve iyileştirmeler yapılabilir. Tedarik zinciri risk yönetimi de YZ sayesinde güçlenir; olası aksaklıklar (doğal afetler, tedarikçi sorunları vb.) önceden belirlenerek proaktif önlemler alınabilir. Sonuç olarak YZ, lojistik sektöründe sadece operasyonel verimliliği artırmakla kalmayıp, aynı zamanda daha dirençli, şeffaf ve sürdürülebilir tedarik zincirleri oluşturulmasına da katkı sağlamaktadır. YZ'nin bu alandaki gelişimi, lojistik profesyonellerinin stratejik karar alma süreçlerini destekleyerek sektöre yeni ufuklar açmaktadır.

Anahtar kelimeler: lojistik, lojistik yönetimi, yapay zeka

THE USE OF ARTIFICIAL INTELLIGENCE IN THE FIELD OF LOGISTICS

Selman ŞAHİNER

Holds a degree in International Trade and Logistics Management from the Institute of Social Sciences at Karamanoğlu Mehmetbey University, selmansahiner@icloud.com, Karaman / Türkiye

Abstract: The logistics sector faces challenges stemming from the complexity of global supply chains, increasing customer expectations, and pressure to control operational costs. To overcome these challenges, Artificial Intelligence (AI) plays a significant role through its analytical capabilities and automation opportunities. AI applications have the potential to make logistics processes smarter, more efficient, and more flexible. One of the primary application areas of AI in logistics is forecasting and demand management. Machine learning algorithms can analyze historical data to more accurately predict future demand trends. This optimizes inventory levels, minimizes stock surpluses or shortages, and reduces warehousing costs. Another crucial area is route optimization. AI-based systems can simultaneously evaluate multiple variables such as traffic conditions, delivery times, and vehicle capacities to determine the most efficient routes. This reduces fuel consumption and shortens delivery times. AI also significantly impacts warehouse management. Robotic automation and autonomous vehicles accelerate goods receiving, storage, picking, and dispatch processes while minimizing human error. Furthermore, continuous monitoring of in-warehouse operations performance through data analysis can identify bottlenecks and enable improvements. Supply chain risk management is also strengthened by AI; potential disruptions (like natural disasters or supplier issues) can be identified in advance, allowing for proactive measures to be taken. In conclusion, AI in the logistics sector not only enhances operational efficiency but also contributes to the creation of more resilient, transparent, and sustainable supply chains. The development of AI in this field supports the strategic decision-making processes of logistics professionals, opening new horizons for the industry.

Keywords: logistics, logistics management, artificial intelligence

TRAINING THE NEXT GENERATION: ADVANCING CODIFICATION COMPETENCY IN THE NATO FRAMEWORK

Sharon Golan

I am an independent NATO codification consultant Bio:

*Former Nato Codification Bureau Director, with 15+ years' experience in managing the
codification bureau.*

*More than 13 years' experience in Procurement division, managing the logistics,
purchasing and distribution of items.*

B.A. Business management

Practical Engineer (Industrial Engineering and Management)

Abstract: With over 15 years of experience as a NATO codification consultant, I have witnessed firsthand the critical role that skilled professionals play in the effective functioning of the NATO Codification System (NCS). As defense logistics evolve with technological advancements and increased multinational cooperation, the demand for highly competent codifiers is greater than ever. However, attracting, training, and retaining the next generation of codification experts presents significant challenges, including knowledge transfer, adaptation to digital tools, and fostering a culture of continuous learning. This research examines current approaches to codification training within NATO member states, identifying best practices and persistent gaps. Drawing on practitioner insights, training program evaluations, and case studies, I analyze how emerging technologies—such as e-learning platforms, simulation tools, and artificial intelligence—can enhance both initial and ongoing competency development. The study also addresses the importance of mentorship, standardized curricula, and international collaboration in building a resilient and adaptable codification workforce. Findings highlight that successful training programs are those that blend technical instruction with practical, scenario-based learning and emphasize the strategic importance of codification in defense logistics. The paper concludes with actionable recommendations for policymakers and training organizations to future-proof codification expertise, ensuring that the NCS continues to support NATO's operational readiness and interoperability in an increasingly complex global environment.

Keywords: NATO Codification, Training, Competency Development, Defense Logistics, Workforce Development

ORGANİZASYONEL YAPININ ANALİZ EDİLMESİ: BİR İŞLETMEDE UYGULAMA

Sıddıka KADİM¹, İrem KARAKAYA², Songül KOLDANCA³, Beyza ETYEMEZ⁴, Hasan SÖNMEZ⁵, Orhan ENGİN⁶

*¹Butkon Asansör A.Ş., Konya, Türkiye, siddika.kadim@butkon.com,
ORCID: 0009-0008-3247-1444*

*²Butkon Asansör A.Ş., Konya, Türkiye, irem.karakaya@butkon.com,
ORCID: 0009-0002-6420-8348*

*³Butkon Asansör A.Ş., Konya, Türkiye, songulkoldanca@gmail.com,
ORCID: 0009-0004-1190-8847*

*⁴Butkon Asansör A.Ş., Konya, Türkiye, betyemez@kipas.com,
ORCID: 0009-0008-8679-4839*

*⁵Butkon Asansör A.Ş., Konya, Türkiye, hasansonmezendustri@gmail.com,
ORCID: 0009-0009-8856-8461*

*⁶Konya Teknik Üniversitesi, Endüstri Mühendisliği Bölümü, Konya, oenin@ktun.edu.tr
ORCID: 0000-0002-7250-0317*

Öz: İşletmelerin etkinliği ve sürdürülebilir başarıları, büyük ölçüde oluşturmuş oldukları organizasyonel yapılara bağlıdır. Özellikle üretim sektöründe, organizasyonel yapının işleyişi ve yönetim anlayışı, işletmenin verimliliğini doğrudan etkilemektedir. Sanayi Devrimi'nin ilk yıllarında, üretim hacminin artırılması hedeflenmiş ve bu nedenle otoriter yönetim anlayışı benimsenmiştir. Bu dönemde, çalışanlardan sadece verilen emirleri uygulamaları beklenmiş, bireysel yaratıcılık ve katılım ikinci planda kalmıştır. Ancak günümüzde, teknolojik gelişmelerin etkisiyle, üretim süreçleri önemli ölçüde dönüşüme uğramıştır. Endüstri 5.0 ile insan ve makine iş birliğine dayalı, daha esnek ve katılımcı yönetim modelleri ön plana çıkmaktadır. Bu süreçte lider yöneticiler, sadece karar verici değil; aynı zamanda ekipleri yönlendiren, motive eden ve yenilikçi çözümler geliştiren kişiler olarak değerlendirilmektedir. Bu araştırmada, asansör butonu üretimi yapan ve yaklaşık 250 kişinin istihdam edildiği, orta ölçekli bir işletmenin mevcut organizasyonel yapısı analiz edilmiştir. Söz konusu işletme, beş ayrı atölyede üretim faaliyetlerini sürdürmekte olup çalışanların yaklaşık %20'si beyaz yakalı ve üniversite mezunu personelden oluşmaktadır. İşletmenin, yalın üretim ve yalın yönetim anlayışına geçiş süreci kapsamında organizasyonel yapısı yeniden gözden geçirilmiş ve Endüstri 5.0'ın gerektirdiği yönetim modeli belirlenmeye çalışılmıştır. Bu bağlamda, işletmenin rekabet gücünün artırması için daha esnek, katılımcı ve insan merkezli bir yapıya geçişin gerekliliği ortaya konmuştur.

Anahtar Kelimeler: Organizasyonel yapı, Butkon, liderlik, Buton, Endüstri 5.0

ANALYSIS OF ORGANIZATIONAL STRUCTURE: A CASE STUDY IN A COMPANY

Siddika KADİM¹, İrem KARAKAYA², Songül KOLDANCA³, Beyza ETYEMEZ⁴, Hasan SÖNMEZ⁵, Orhan ENGİN⁶

*¹Butkon Asansör A.Ş., Konya, Türkiye, siddika.kadim@butkon.com,
ORCID: 0009-0008-3247-1444*

*²Butkon Asansör A.Ş., Konya, Türkiye, irem.karakaya@butkon.com,
ORCID: 0009-0002-6420-8348*

*³Butkon Asansör A.Ş., Konya, Türkiye, songulkoldanca@gmail.com,
ORCID: 0009-0004-1190-8847*

*⁴Butkon Asansör A.Ş., Konya, Türkiye, betyemez@kipas.com,
ORCID: 0009-0008-8679-4839*

*⁵Butkon Asansör A.Ş., Konya, Türkiye, hasansonmezendustri@gmail.com,
ORCID: 0009-0009-8856-8461*

*⁶Konya Teknik Üniversitesi, Endüstri Mühendisliği Bölümü, Konya, oenin@ktun.edu.tr
ORCID: 0000-0002-7250-0317*

Abstract: The effectiveness and sustainable success of businesses largely depend on the organizational structures they establish. Particularly in the manufacturing sector, the operation of the organizational structure and the adopted management approach directly affect the productivity of the enterprise. In the early years of the Industrial Revolution, the primary goal was to increase production volume, which led to the adoption of authoritarian management practices. During this period, employees were expected to follow orders without questioning, and individual creativity and participation were largely ignored. However, today, production processes have undergone a significant transformation due to technological advancements. With Industry 5.0, management models that are more flexible, participative, and based on human-machine collaboration have come to the forefront. In this context, leaders are no longer just decision-makers but also individuals who guide teams, motivate employees, and develop innovative solutions. This study analyzes the existing organizational structure of a medium-sized company that manufactures elevator buttons and employs approximately 250 people. The company operates in five separate workshops, and about 20% of its workforce consists of white-collar employees with university degrees. As part of the transition to lean production and lean management practices, the organizational structure has been reassessed, and a suitable management model aligned with the requirements of Industry 5.0 has been proposed. The study concludes that in order to enhance competitiveness, the company needs to adopt a more flexible, participatory, and human-centered organizational structure.

Keywords: Organizational structure, Butkon, leadership, button, Industry 5.0

GİRİŞ

Almanya’da Hannover fuarında, 2012 yılında ilk defa önerilen Endüstri 4.0 kavramından çok kısa bir süre sonra, Endüstri 5.0 kavramı gündeme gelmiştir (Aydoğmuş ve Engin, 2021; Yiğit ve Engin, 2025). Akıllı üretimin yapıldığı, nesnelerin birbirleri ile haberleştiği karanlık fabrikalarda, üretimin sürekliliği, sisteme ihtiyaç duyulduğunda müdahale edilmesi, bakım

faaliyetleri için iş gücüne ihtiyacı ortaya çıkmıştır (Manzak ve Engin, 2023). Üretim süreçlerinde insan kaynaklarını tamamen ortadan kaldırmanın mümkün olmadığı önümüzdeki dönemde, organizasyonel yapıların gözden geçirilmesi, yalın yönetim ilkelerine göre organizasyonların şekillenmesi ve liderliğin kurumsallaşması kaçınılmazdır. Bu araştırmada, bir işletmede organizasyonel yapı ile ilgili analizler yapılmıştır.

Çalışmanın Amacı

Bu araştırmada, Endüstri 4.0 ve 5.0'a geçiş sürecinde, akıllı fabrikalarda, öğrenme temelli yaklaşımlar ile müşteri istek ve beklentilerinin karşılanması sürecinde, insan kaynaklarının etkinliğinin artırılması, yalın yönetim ve liderlik için organizasyonel yapıların analiz edilmesi ve yeni döneme göre şekillendirilmesi hedeflenmiştir. Bunun için asansör kabin ve kat kasetleri ile buton üreten bir işletmede, çalışanların katılımı ile organizasyonel yapının analizi ve sürekli iyileştirilmesi için bir çalışma yapılmıştır.

Çalışmanın Kapsamı

Bu araştırma, Butkon A.Ş.'de yapılmıştır. Butkon Asansör San. Tic. A. Ş., 2010 yılında, asansör kat ve kabin panelleri üretimi yapmak amacı ile kurulmuştur. Butkon A.Ş., 14.000 m² kapalı alanında, 6 Makine Mühendisi, 5 Endüstri Mühendisi, 7 Elektrik Elektronik Mühendisi ve 1 Bilgisayar Mühendisi olmak üzere yaklaşık 250 çalışanı ile müşterilerine kaliteli ve inovatif ürünler sunmaktadır. Sürekli gelişme çabası içinde olan Butkon A.Ş., Elektronik dizgi makineleri, plastik enjeksiyon makineleri, CNC dik işleme merkezleri vd., lazer, abkant, pres, makas ve eksantrik/hidrolik pres vd. makinelerini bünyesinde bulunduran toplam yedi ayrı atölyede üretim yapmaktadır. Uzman Ar-Ge ekibiyle, kurmuş olduğu Ar-Ge merkezinde gerek yurtiçi gerekse yurtdışı müşterilerinin ihtiyaç ve beklentilerini karşılayarak, markalaşma sürecine devam etmektedir. Butkon, satış sonrası hizmetleri ile müşteri memnuniyetini ön planda tutmaktadır.

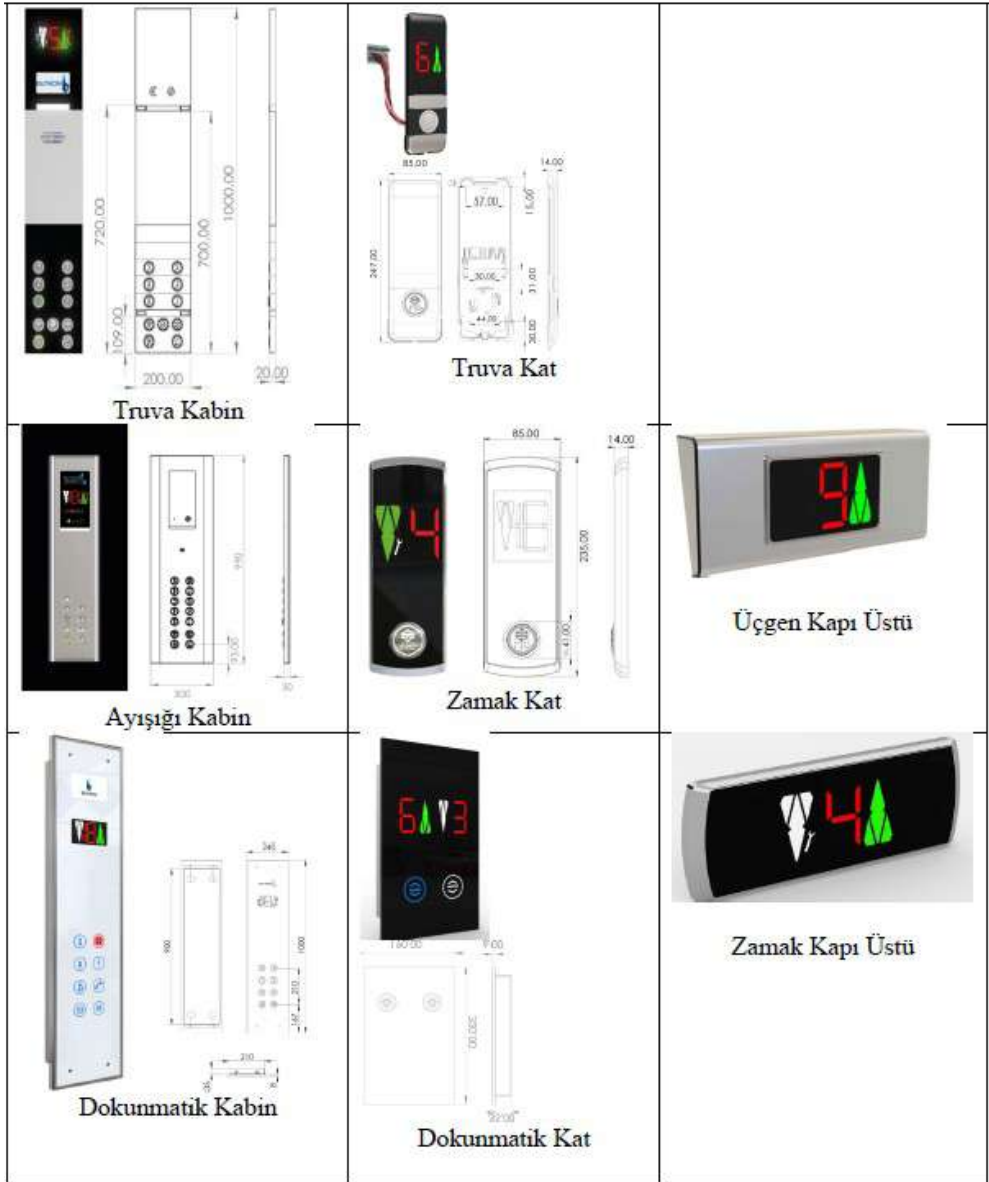
Butkon A. Ş., yurt içi ve yurt dışı fuarlarda katılımcı olarak yer almaktadır. Firma, Suudi Arabistan, Mısır, Ürdün, Fas, Libya, Kuveyt, Katar, Birleşik Arap Emirlikleri, Tunus, Yunanistan, Vietnam, Hindistan, Portekiz, İspanya ve Kosova'ya ihracat yapmaktadır (Anonim, 2025). Butkon A. Ş'de., kabin kasetleri, kat kasetleri ve kapı üstü göstergeleri olmak üzere üç farklı mamul üretilmektedir.

Butkon A. Ş. tarafından üretilen ürün çeşitleri Şekil 1'de sunulmuştur (Anonim, 2025).

KABİN KASETLERİ	KAT KASETLERİ	KAPI ÜSTÜ GÖSTERGELERİ	BUTONLAR	YARDIMCI EKİPMANLAR
Standart	Yakamoz	Truva Kapı Üstü	Elips	Pradas Plus
Yakamoz	Truva	Üçgen Kapı Üstü	Kare	Kartlı Geçiş
Truva	Zamak	Zamak Kapı Üstü	Yuvarlak	Akbilli Geçiş
Alize	Venus	Cam Kapı Üstü	Elite	Yangın Anahtarı
Galaxy	Galaxy	Moon Kapı Üstü	Antivandal	Şifre Kiti
Penta	Penta		Temassız	Vatman
Ay Işığı	Standart			But-Call
Yatay Panel	Tas			
Butonlu Cam	Alize			
Dokunmatik Cam	Sıvaaltı Pimli			
Moon	Sıvaaltı Vidalı			
Standart Sıva Altı	Sıvaaltı Butonlu Cam			
	Sıvaaltı Dokunmatik Cam			
	Moon			

Şekil 1. Butkon A.Ş. tarafından üretilen mamuller

Firma tarafından üretilen mamullerin görsellerinden bazıları da Şekil 2’de verilmiştir.



Şekil 2. Butkon A.Ş. tarafından üretilen mamullerin görselleri

Çalışmanın Yöntemi

Çalışmada, öncelikle firmanın mevcut organizasyonel yapısı değerlendirilmiştir. Mevcut yapının işletme uygulanma etkinliği gözlemlenmiştir. Mavi ve beyaz yaka bütün çalışanların yaptıkları günlük rutin, haftalık, aylık ve hatta yıllık faaliyetlerinin belirlenmesi için Görev Tanım Formları hazırlanmış ve çalışanların bunları doldurmaları istenmiştir. Toplanan formlar, çalışanlar ile yüz yüze analiz edilmiştir. Elde edilen bulguların değerlendirilmesi için üst yönetimin beklentileri yüz yüze görüşmeler ile analiz edilmiştir. Firmada gözlem sonucu elde edilen verilere göre yeni bir organizasyonel yapı önerilmiştir.

LİTERATÜR

İşletmelerde, organizasyonel süreçlerin analiz edilerek, kuruluşların kültürüne uygun, sürekli iyileştirme esas alan, yalın yönetim ilkelerini kullanan, liderliği kurumsallaştırmış organizasyonel yapıların oluşturulması, günümüz rekabet koşullarında zorunlu hale gelmiştir. Bu konu ile ilgili literatürde son yıllarda yapılan çalışmalar aşağıda analiz edilmiştir.

Engin (2003) aile şirketlerinde yönetsel olarak yaşanan problemler ile ilgili bir çalışma yapmıştır. Araştırmasında, aile şirketlerinin kurumsallaşması ile ilgili önerilerde bulunmuştur. Nowotny ve ark (2022) organizasyon yapısının değer temelli yönetim karmaşıklığı üzerindeki etkisini analiz etmişlerdir. Avusturya, Almanya ve İsviçre'deki 117 büyük kâr amacı güden firmalardan yapmış oldukları anket verilerine göre organizasyon yapısı değişkenleri olan merkezileşme, biçimselleşme ve yatay entegrasyonun değer temelli yönetim karmaşıklığı ile pozitif ilişkili olduğunu tespit etmişlerdir. Djurayeva (2024) bir işletmenin örgütsel ve yönetim yapısının içeriğini belirlemek için kurumsal bir yaklaşım kullanmıştır. Yapmış olduğu ampirik çalışma ile teorik materyali analiz ederek ve pratik örnekleri göz önünde bulundurarak, modern bir işletmenin farklı aşamalarındaki en etkili yönetim yapıları belirlemiştir. Tadesse Bogale ve Debela (2024) çalışmalarında, kurumsal kültürün ölçümleri, perspektifleri ve yönelimlerine odaklanarak, konu hakkında literatürdeki son araştırmaların kapsamlı analizlerini yapmışlardır. Bunun için Science Direct, Elsevier, Taylor & Francis, JStOR, Emerald, Springer, Wiley, Sage ve Google Scholar gibi veri tabanlarındaki makaleleri incelemişlerdir. Araştırmalarında, kurum kültürünün işyeri dinamikleri üzerindeki önemli etkisinin olduğunu, çalışan etkileşimlerini ve yönetimi etkilediğini belirlemişlerdir. Shahzad ve ark. (2025) endüstriyel kuruluşların dijital dönüşümü benimsemek için yapılarını nasıl değiştirdikleri konusunda. üç büyük endüstriyel kuruluşa ilişkin çoklu vaka çalışması yapmışlardır. Araştırmaları, endüstriyel kuruluşların dijital dönüşümle hangi yapısal zorluklarla karşılaştığını ve bunlarla nasıl başa çıktıklarını ortaya koymuştur. Ayrıca, endüstriyel kuruluşların, dijital dönüşüm için yapısal değişiklikler yoluyla çeviklik, müşteri odaklılık ve iş birliğine ulaşmasına nasıl yardımcı olduğunu açıklamak için hedeflenen performans sonuçlarını da incelemişlerdir

BULGULAR

Butkon A.Ş'de uygulama sürecinde, mevcut durum analizi için çalışanlardan görev tanımları ile ilgili formun doldurulması istenmiştir. Görev Tanım Formunda, çalışanların aşağıdaki başlıklar ile ilgili bilgileri doldurmaları istenmiştir.

Ad Soyad: Kişinin adı ve soyadının bilgisi alınmıştır.

İşe Başlama Tarihi: İşe başlama tarihi bilgisi alınmıştır.

Bağlı Olduğu Birim: Kişinin bulunduğu bölümünün bilgisi alınmıştır.

Bağlı Olduğu Görev/Pozisyon: Kişinin bulunduğu bölümde yaptığı işin görev unvanı bilgisi alınmıştır.

Görev ve Sorumluluklar: Kişinin bağlı olduğu görev kapsamında yaptığı tüm işlerin değişken veya sabit olanlar şeklinde yazmaları istenmiştir. Bu istem çerçevesinde bilgi alınmıştır.

Bağlı Olduğu Üst Yöneticisi: Kişinin görev aldığı birimdeki üst yöneticisi bilgisi alınmıştır.

Bağlı Olan Görev Unvanları: Kişinin bulunduğu birimde kendisine bağlı kişi veya kişilerin unvan şeklinde belirtilmesi istenmiştir. Bu istem çerçevesinden bilgi alınmıştır.

Yetkinlikler:

➤ Yabancı Dil: Bildikleri diller ve seviyelerinin bilgisi alınmıştır.

➤ Eğitim Düzeyi: Eğitim düzeyi bilgisi alınmıştır. Kişi üniversite mezunu ise okudukları bölümlerin bilgisi de istenmiştir.

➤ Fonksiyonel Yetkinlikler: Kişinin teknik bilgisi örneğin lehim makinesi kullanma, çakma makinesi kullanma gibi bilgileri ve beceri bilgisi alınmıştır.

➤ Özel Uzmanlık/Sertifika: Kişinin uzmanlaştığı veya eğitim süreci sonucunda edindiği sertifikaların bilgileri alınmıştır.

Analiz sonucunda önerilen Organizasyonel yapı Şekil 3'te sunulmuştur.

Mevcut organizasyon şemasında üzerinden düzenlemeler yapılmıştır.

- Yazılım Geliştirme

Bu birime bağlı bir kişi çalışıp şef unvanı verilmiştir.

- İdari İşler

Bu birime bir şef unvanı verilmiştir. Bu birime bağlı Servis, Temizlik ve Çay, Yemekhaneye, Yemekhaneye bağlı Aşçı Yrd., Güvenlik, Santral, Bilgi İşlem Br., Kaynak Br., Şoförler ve Şirket Araçları, İSG ve Çevre bağlanmıştır.

- Teknik Servis

Teknik Serviste başta şef unvanı verilmiştir. Ona bağlı personeller bulunmaktadır.

- Kalite Kontrol

Bu birimde başta sorumlu bulunmaktadır. Birim Montaj Proses Kontrol ve Girdi Kontrol ve Sac Süreç Kontrol olarak ikiye ayrılmıştır.

- Mekanik Ar-Ge

Bu birimde başta sorumlu bulunmaktadır. Kalıphane ve Ür-Ge olarak ikiye ayrılmaktadır. Kalıphaneye bağlı Sac Metal Kalıp Ustası, Kalıphane Personelleri, Kalıphane Şoför, CAM Uzmanı, CAM Uzmanına bağlı CAM Görevlileri, CAD Tasarım Uzmanı, CAD Tasarım Görevlisi bulunmaktadır.

- Elektronik Ar-Ge

Birimin başında şef bulunmaktadır. Şefe bağlı Elektrik Elektronik Mühendisleri ve Yazılım Geliştirme Mühendisi bulunmaktadır.

- Üretim

Üretimin başında sorumlu bulunmaktadır. Elektrik Üretim, Teknik Resim, Sac Br., Enjeksiyon Br., Montaj Br. bağlı olmaktadır. Elektronik Üretime bağlı, Montaj Br., Kablo Br., Dizgi Br. olmaktadır. Sac Br. bağlı Pres Personelleri ve Lazer Personelleri bağlı olmaktadır. Enjeksiyon Br. bağlı Ustabaşı, Vardiya Amiri ve personeller olmaktadır.

Montaj biriminde Teknik Ressam, UV, Kabin Hattı, Kat Hattı, Buton Hattı, Paketleme, Dokunmatik Hattı, Hazır Tesisat Hattı, Otomasyon Hattı, Hazırlık Hattı, Klişe ve Showroom Hattı olarak ayrılmaktadır.

- **Malzeme İhtiyaç Planlama**

Birimde şef bulunmaktadır. Şefe bağlı olarak Sac Malzeme Planlama, Elektronik Planlama, Enjeksiyon Planlama, Malzeme Saha Takibi ve Yarı mamul Depo olarak ayrılmaktadır. Yarı mamul depoda şef bulunmaktadır. Şefe bağlı olarak personeller bulunmaktadır.

- **Saha**

Görevli bulunmaktadır.

- **Sipariş Planlama**

Şef bulunmaktadır.

- **Saha ve Sipariş Takip**

Bir görevli bulunmaktadır.

- **Hammadde Depo**

Başta şef bulunmaktadır. Birim Enj. ve Sac Hammadde, Elektronik Hammadde Depo ve Sarf Malzeme Depo olarak ayrılmaktadır.

- **Grafik Tasarım**

Bu birime bağlı bir görevli bulunmaktadır.

- **Mal Kabul**

Burada bir görevli bulunmaktadır.

- **Satın Alma**

Birimde şef bulunmaktadır. Şefe bağlı görevliler bulunmaktadır.

- **Yurt Dışı Satış**

Birimde sorumlu bulunmaktadır. Birimde Orta Doğu, Avrupa, Hindistan ve Rusya olarak ayrılmaktadır.

- **Yurt İçi Satış**

Birimde sorumlu bulunmaktadır. Birime bağlı İç Anadolu-Ankara, İç Anadolu-Konya, Karadeniz, Akdeniz Temsilcileri, Güney Doğu Anadolu, Doğu Anadolu, Ege, Marmara olarak ayrılmaktadır. İç Anadolu-Ankara, Şef ve şefe bağlı temsilciler bulunmaktadır. Marmara-İst. Şef bulunmaktadır. Şefe bağlı olarak temsilciler bulunmaktadır.

- **Finans ve Muhasebe**

Birim şefi bulunmaktadır. Birim Muhasebe Görevlisi ve Ön Muhasebe Görevlisi olarak ikiye ayrılmaktadır.

- **Sevkiyat**

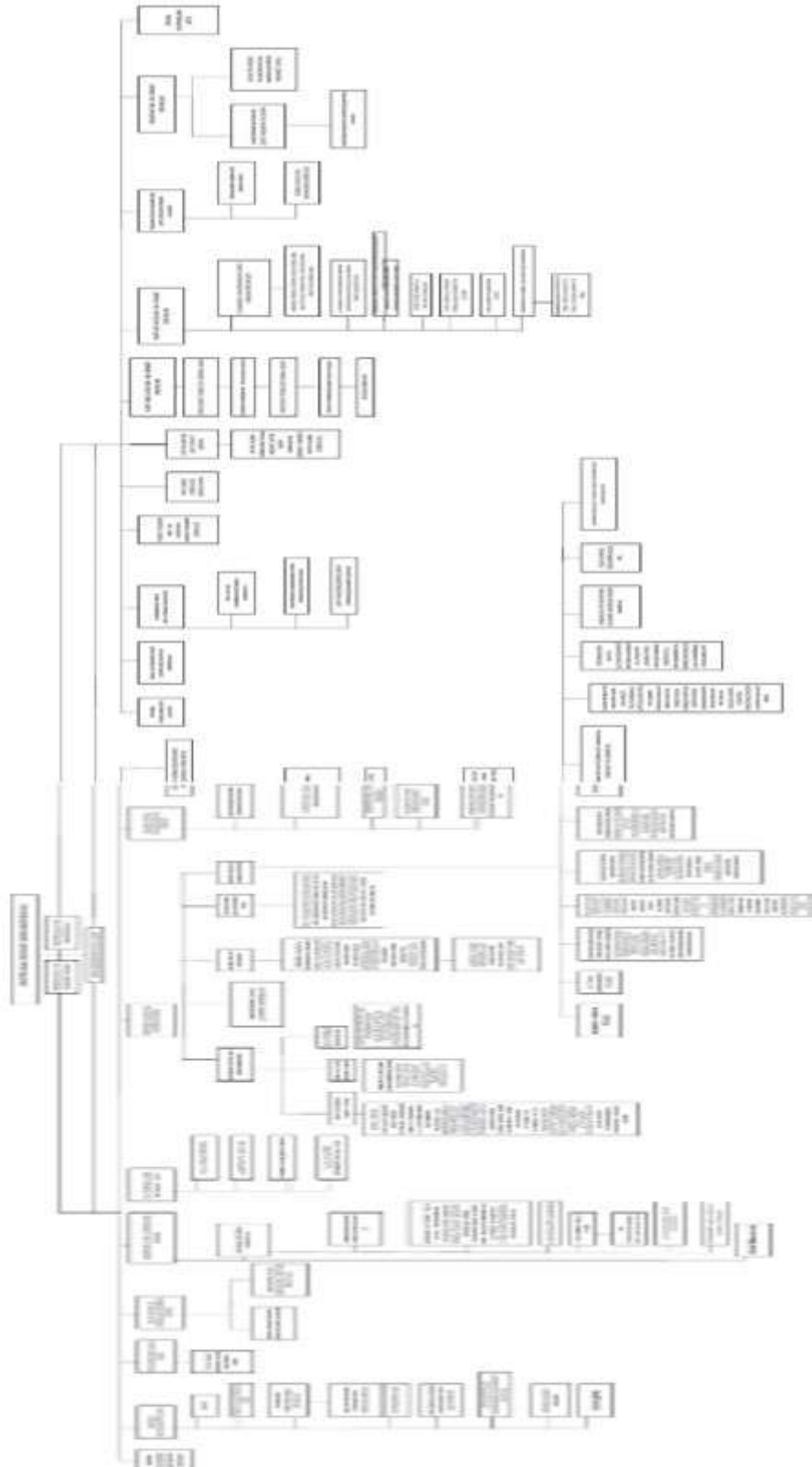
Sevkiyat biriminde sorumlu bulunmaktadır. Birime Dokümantasyon Br. ve Saha Personelleri bağlı olmaktadır. Dokümantasyon birimine bağlı Dokümantasyon görevlisi bulunmaktadır.

- **İnsan Kaynakları**

Olarak birimler ayrılmıştır. Birimlerde bulunan kişilerde unvan olarak kesinleşmiştir. Birimler arası kişiler, uygun olan birime geçişler yapılmıştır.

Birimler Genel Müdür Yardımcıları tarafından uygun bir şekilde bağlanmıştır.

Önerilen organizasyonel yapı Şekil 3'te sunulmuştur



Şekil 3. Önerilen Organizasyonel Yapı

SONUÇ

Butkon A.Ş’de mevcut organizasyonel yapı analiz edilerek çalışanlar ve üst yönetim ile yüz yüze yapılan görüşmeler ve anket formları ile elde edilen bilgilere göre kuruluşun mevcut işleyişine uygun, üst yönetimin desteklediği, bir organizasyonel yapı önerilmiştir. Önerilen mevcut yapının uygulanıp gözlemlenmesi ve sürekli iyileştirilmesi gerekir. Dinamik bir organizasyonel yapı için üretim sahasında ve yönetim kademesinde sürekli gözlemler yapılmalıdır.

Endüstri 4.0 ve 5.0’a geçiş sürecinde kuruluşların organizasyonel yapılarını analiz edilip sürekli iyileştirmeye açık bir yapı kurmaları kaçınılmazdır.

Teşekkür

Bu araştırma, Butkon Asansör Sanayi Ticaret A.Ş., Ar-Ge Merkezi tarafından desteklenmiştir.

KAYNAKLAR

- Anonim, (2025), Butkon Asansör San. Tic. AŞ, <https://www.butkon.com> (E. T. 01.06.2025)
- Aydoğmuş, U., & Engin, O. (2021). Endüstri 4.0 Sürecinde Ağırlama Sektörüne Yönelik Uygulamaların İncelemesi. *İstanbul Aydın Üniversitesi Sosyal Bilimler Dergisi*, 13(3), 851-874. DOI: 10.17932/IAU.IAUSB.2021.021/iausbd_v13i3013
- Djurayeva M.S. (2024). Organizational Structure of a Modern Enterprise. *Ethiopian International Journal of Multidisciplinary Research*, 11(12), 222–227.
- Engin, O. (2003). Aile Şirketlerinde Yönetim ve Kurumsallaşma, *İpek yolu, Konya Ticaret Odası Dergisi*, 16, 188, 38- 40, Konya
- Manzak, R. ve Engin, O. (2023). “Akıllı Fabrikalarda Çizelgeleme Yöntemlerinin Analizi, *Verimlilik Dergisi*, 57(4), 761-774. DOI: 10.51551/verimlilik.1136778
- Nowotny, S., Hirsch, B., Nitzl, C. (2022). The influence of organizational structure on value-based management sophistication, *Management Accounting Research*, 56, 1-13, 100797
- Shahzad, K., Imran, F., & Butt, A. (2025). Digital Transformation and Changes in Organizational Structure: Empirical Evidence from Industrial Organizations. *Research-Technology Management*, 68(3), 25–40. <https://doi.org/10.1080/08956308.2025.2465706>
- Tadesse Bogale, A., & Debela, K. L. (2024). Organizational culture: a systematic review. *Cogent Business & Management*, 11(1). <https://doi.org/10.1080/23311975.2024.2340129>
- Yiğit, G.; Engin, O. (2025). Endüstri 5.0 İle Sürdürülebilirliğin sağlanması: Bir Bibliyometrik Analiz. *İstanbul Aydın Üniversitesi Sosyal Bilimler Dergisi*, 17(1), 23-46. DOI: 10.17932/IAU.IAUSB.2021.021/iausbd_v17i1002

A3 PROBLEM ÇÖZME TEKNİĞİ İLE KALİTE İYİLEŞTİRME: BİR UYGULAMA

Songül KOLDANCA¹, İrem KARAKAYA², Hasan SÖNMEZ³, Beyza ETYEMEZ⁴, Sıddıka KADİM⁵, Orhan ENGİN⁶

*¹Butkon Asansör A.Ş., Konya, Türkiye, songulkoldanca@gmail.com,
ORCID: 0009-0004-1190-8847*

*²Butkon Asansör A.Ş., Konya, Türkiye, irem.karakaya@butkon.com,
ORCID: 0009-0002-6420-8348*

*³Butkon Asansör A.Ş., Konya, Türkiye, hasansonmezendustri@gmail.com,
ORCID: 0009-0009-8856-8461*

*⁴Butkon Asansör A.Ş., Konya, Türkiye, betyemez@kipas.com,
ORCID: 0009-0008-8679-4839*

*⁵Butkon Asansör A.Ş., Konya, Türkiye, siddika.kadim@butkon.com,
ORCID: 0009-0008-3247-1444*

*⁶Konya Teknik Üniversitesi, Endüstri Mühendisliği Bölümü, Konya, oengin@ktun.edu.tr
ORCID: 0000-0002-7250-0317*

Öz: Kalite, tarihi olarak Birinci Sanayi Devrimi ile üretim alanında daha belirgin hale gelse de temelleri çok daha eskiye dayanır. Hammurabi Yasaları gibi eski dönemlerde, ticaretin düzenlenmesi ve ürün kalitesinin güvence altına alınması amacıyla ilk örnekler görülmüştür. Modern anlamda ise kalite, çoğunlukla müşteri beklentilerinin karşılanması olarak tanımlanır. İkinci Dünya Savaşı sonrasında Japonya'da yaşanan kalite devrimi, üretim süreçlerini daha verimli hale getirmek için yeni yöntemlerin gelişmesine öncülük etmiştir. Bu dönemde kaliteyi artırmaya yönelik uygulanan teknikler, günümüzde de küresel üretim dünyasında önemli bir yer tutmaktadır. Bu araştırmada, kalite iyileştirmede süreçlerini bir bütün olarak görselleştirmede kullanılan A3 problem çözme tekniği araştırılmış ve asansör buton üretimi yapan bir işletmede uygulama yapılmıştır. Asansör butonları, karmaşık bir yapıdan oluşan, sac, plastik, elektronik devreler, kablolar ve yazılımlar gibi çeşitli bileşenlerden meydana gelmektedir. Bu unsurların her biri, üretim sürecinde kaliteyi etkileyen önemli parametrelerdir. Örneğin, sac dış kasayı oluştururken, dış etkenlere karşı dayanıklı olmalıdır. Plastik parçalar hem estetik hem de işlevsel açıdan kritik bir rol oynar. Elektronik devreler ise butonun doğru çalışmasını sağlayan en önemli bileşenlerdir. Kablolar ise elektriksel bağlantıların güvenliğini sağlarken, yazılım butonun doğru şekilde tepki vermesini sağlar. Her bir bileşen arasındaki etkileşim ve üretim sürecindeki her aşama, nihayetinde ürünün kalitesini etkiler. Bu bağlamda araştırmada butonu oluşturan bu ekipmanların üretim süreçleri, kalite açısından analiz edilerek iyileştirilmesi sürecinde A3 problem çözme tekniği ile görselleştirilerek müşteri memnuniyeti artırılmaya çalışılmıştır.

Anahtar Kelimeler: Kalite iyileştirme, Butkon, A3 problem çözme tekniği, Buton.

QUALITY ENHANCEMENT THROUGH THE A3 PROBLEM-SOLVING METHOD: AN APPLICATION

Songül KOLDANCA¹, İrem KARAKAYA², Hasan SÖNMEZ³, Beyza ETYEMEZ⁴, Siddika KADİM⁵, Orhan ENGİN⁶

*¹Butkon Asansör A.Ş., Konya, Türkiye, songulkoldanca@gmail.com,
ORCID: 0009-0004-1190-8847*

*²Butkon Asansör A.Ş., Konya, Türkiye, irem.karakaya@butkon.com,
ORCID: 0009-0002-6420-8348*

*³Butkon Asansör A.Ş., Konya, Türkiye, hasansonmezendustri@gmail.com,
ORCID: 0009-0009-8856-8461*

*⁴Butkon Asansör A.Ş., Konya, Türkiye, betyemez@kipas.com,
ORCID: 0009-0008-8679-4839*

*⁵Butkon Asansör A.Ş., Konya, Türkiye, siddika.kadim@butkon.com,
ORCID: 0009-0008-3247-1444*

*⁶Konya Teknik Üniversitesi, Endüstri Mühendisliği Bölümü, Konya, oengin@ktun.edu.tr
ORCID: 0000-0002-7250-0317*

Abstract: Although quality became more prominent in the field of production with the First Industrial Revolution, its foundations date back much earlier. As seen in ancient regulations such as the Code of Hammurabi, the first examples aimed to regulate trade and ensure product quality. In the modern sense, quality is often defined as meeting customer expectations. Following World War II, the quality revolution in Japan led to the development of new methods aimed at making production processes more efficient. The techniques applied during this period to improve quality still hold an important place in today's global manufacturing world. In this study, the A3 problem-solving technique, which is used to visualize quality improvement processes as a whole, was researched and applied in a company that manufactures elevator buttons. Elevator buttons are composed of various complex components such as sheet metal, plastic, electronic circuits, cables, and software. Each of these elements is a critical parameter affecting quality in the production process. For example, sheet metal forms the outer casing and must be resistant to external factors. Plastic components play a critical role both aesthetically and functionally. Electronic circuits are the most essential components for the proper functioning of the button. Cables ensure the safety of electrical connections, while the software enables the button to respond correctly. The interaction between each component and every stage of the production process ultimately affects the overall product quality. In this context, the study analyzed the production processes of these components in terms of quality, and visualized the improvement process using the A3 problem-solving technique in order to increase customer satisfaction.

Keywords: Quality improvement, Butkon, A3 problem-solving technique, Button

GİRİŞ ve KURAMSAL ÇERÇEVE

Kalite, kavram olarak 20. Yüzyılda kullanılmaya başlanmıştır. Ülkemizde, 1980’li yıllardan sonra serbest piyasa ekonomisine geçiş ile kalite, müşteri memnuniyeti, ürün ve hizmetlerde standardizasyon kavramları ön plan çıkmıştır (Engin, 2002; Engin ve ark., 2023). Sanayide rekabetin hızla arttığı günümüzde, üretim işletmeleri hem kaliteyi artırma hem de maliyetleri azaltma baskısı altındadır. Müşteri beklentilerinin çeşitlenmesi ve siparişlerin kişiselleşmesi, üretim sistemlerini esnekliğe ve sürekli iyileştirmeye zorlamaktadır.

Müşterilerin beklentilerini karşılamak, onların, ürün ve hizmetteki tatmin düzeyini yükseltmek aynı zamanda işletmelerin kalite seviyesini de üst düzeye taşıyacaktır. Müşteriler sürekli olarak daha iyiyi, daha kaliteliyi daha ucuza talep edeceklerdir (Kaya ve Engin, 2004). Bu doğrultuda yalın üretim sistemi, kaynak israfını en aza indirerek kaliteli üretimi sürdürülebilir kılan etkili bir yaklaşım olarak öne çıkmaktadır (Yel ve Engin, 2022). Yalın üretimin temel araçlarından biri olan A3 problem çözme tekniği, üretim hattında karşılaşılan problemlerin kök nedenlerine inerek sistematik çözüm yolları sunar ve bu çözümlerin ekip içinde fikir birliğiyle uygulanmasını sağlar. Toyota üretim sisteminden doğan A3 raporlaması, yalnızca bir belge değil, aynı zamanda yalın düşünmenin ve sürekli gelişimin yazılı bir temsili olarak işlev görmektedir. Bu çalışmada, asansör buton ve kat göstergesi üretim hattında karşılaşılan bir kalite problemi örnek alınarak, A3 problem çözme yaklaşımının yalın üretim felsefesiyle nasıl bütünleştiği ve operasyonel mükemmelliğe nasıl katkı sunduğu açıklanacaktır.

Çalışmanın Amacı

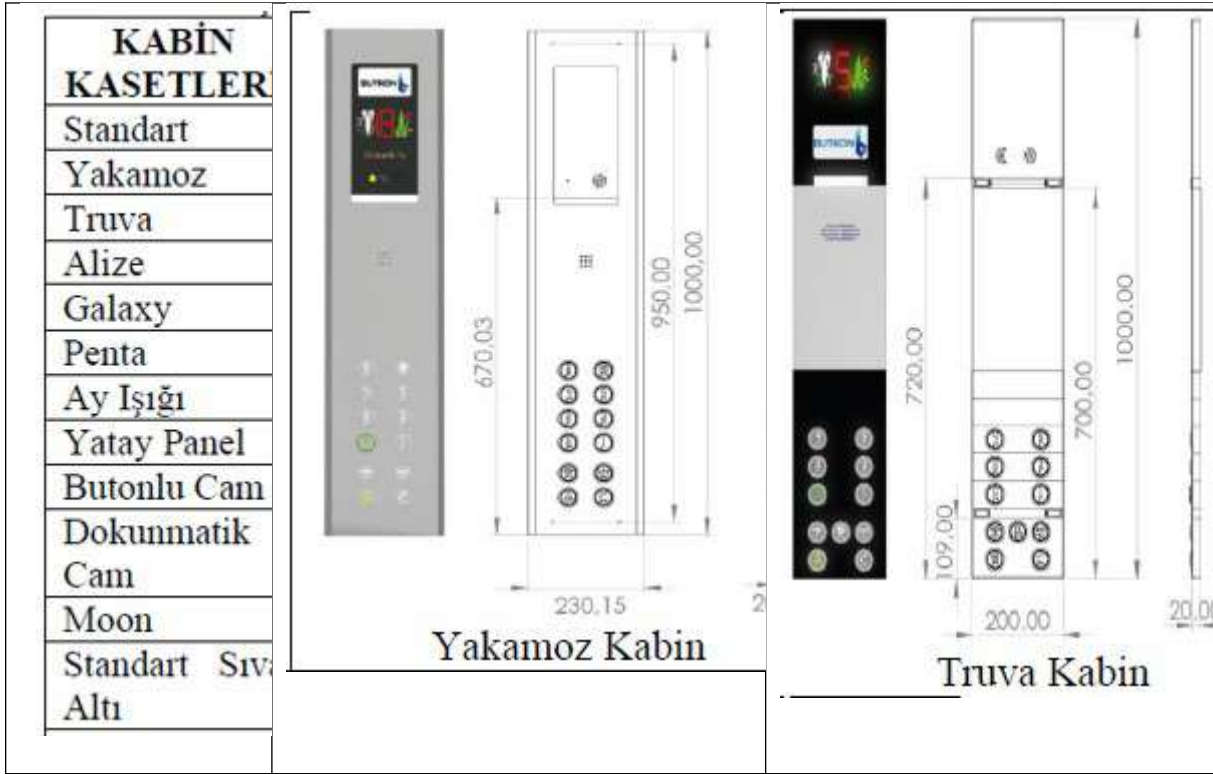
Bu araştırmada, yalın üretim tekniklerinden olan A3 Problem Çözme tekniği yardımı ile asansörler için buton, kat ve kabin panelleri üretimi yapan, Butkon Asansör San. Tic. AŞ’de süreçler analiz edilmiştir. Öncelikle üretim süreçleri değerlendirilerek problemler tespit edilmiştir. Mevcut koşullar incelenip üretim aşamalarında ne gibi olumsuz etkileri olduğu bulunmuştur. Sonrasında hedefler belirlenmiş ve bu hedeflere ulaşmak için çeşitli öneriler sunulmuştur. Sunulan öneriler, faaliyete geçtikten sonra, izlenerek, firma yetkilileri ile değerlendirilerek süreç iyileştirme çalışmaları yapılmıştır.

Çalışmanın Kapsamı

Bu araştırmada, yalın üretim tekniklerinden olan A3 Problem çözme tekniği kullanılmıştır. Araştırma, Butkon A. Ş’de süreç iyileştirme kapsamında üretim hatlarında yapılmıştır. Butkon Asansör San. Tic. A. Ş., 2010 yılında, Asansör kat ve kabin panelleri üretimi yapmak amacı ile kurulmuştur. Sektörde 15 yılı aşkın iş tecrübesi bulunan firma, 6 Makine Mühendisi, 5 Endüstri Mühendisi, 7 Elektrik Elektronik Mühendisi ve 1 Bilgisayar Mühendisi olmak üzere yaklaşık 250 çalışanı ile müşterilerine kaliteli, düşük maliyetli ve inovatif ürünleri sunmak için çalışmalarına devam etmektedir. Butkon, elektronik kartlarını üretmek için Elektronik dizgi makineleri, butonların plastik aksamalarını üretmek için plastik enjeksiyon makinelerini, kalıpları yapabilmek için CNC dik işleme merkezleri vd., paslanmaz sac işlemek için lazer, abkant, pres, makas ve eksantrik/hidrolik pres vd. makinelerini bünyesinde bulundurarak, uzman Ar-Ge ekibiyle gerek yurtiçi gerekse yurtdışı piyasasında markalaşma sürecine devam

etmektedir. Butkon Asansör San. Tic. A. Ş., her yıl yurt içi ve yurt dışı olmak üzere birden fazla fuarlarda katılımcı olarak yer almaktadır. Firma, hali hazırda, Suudi Arabistan, Mısır, Ürdün, Fas, Libya, Kuveyt, Katar, Birleşik Arap Emirlikleri, Tunus, Yunanistan, Vietnam, Hindistan, Portekiz, İspanya ve Kosova'ya ihracat yapmaktadır (Anonim, 2025). Butkon A.Ş., güvenilir, yeniliğe açık, kaliteyi kültür haline getirmiş, Ar-Ge ve Ür-Ge çalışmaları ile sürekli iyileştirme yapmaktadır.

Butkon A. Ş'de üç farklı mamul üretilmektedir. Bunlar, kabin kasetleri, kat kasetleri ve kapı üstü göstergeleridir. Bu mamuller, kendi içlerinde birçok farklı modele sahiptir. Kabin Kasetleri asansör sektöründe önemli bir yere sahiptir. Kabin kasetleri, bütün asansörlerinde bulunan, birçok varyanta sahiptir. Kabin kasetleri, asansör içerisinde, çıkılacak olan katlar için butonların bulunduğu ve kullanıcıyı istediği kata çıkartan devreli sistemlerdir. Butkon A. Ş'de 12 farklı çeşitte kabin kaseti modeli üretilmektedir. Butkon A. Ş. tarafından üretilen kabin kasetleri ve örnek görünümü aşağıda Şekil 1'de sunulmuştur (Anonim, 2025).



ŞEKİL 1: KABİN KASET ÇEŞİTLERİ VE ÖRNEK GÖRÜNÜMÜ.

Çalışmanın Yöntemi

Araştırmada, yöntem olarak A3 Problem çözme tekniği kullanılmıştır. A3 problem çözme tekniği, yalın üretim sisteminin önemli araçlarından biri olarak, problemlerin sistematik ve görsel bir yaklaşımla analiz edilip çözülmesini sağlayan bir yöntemdir. Bu teknik, adını kullandığı kâğıt boyutundan (A3 formatı: 297 mm × 420 mm) almakta ve tüm çözüm sürecinin bu tek sayfaya sığdırılmasını amaçlamaktadır (Rother ve Shook, 2003). İlk olarak

Toyota tarafından geliştirilen A3, yalnızca bir raporlama aracı değil; aynı zamanda organizasyon içindeki problem çözme kültürünü geliştiren, iş birliğini teşvik eden ve düşünme sürecini görünür kılan bir yönetim felsefesidir (Flinchbaugh, 2012). A3 yaklaşımı, Planla–Uygula–Kontrol Et–Önlem Al (PUKÖ) döngüsünü esas alır ve bu yönüyle sürekli iyileştirme (Kaizen) ile doğrudan ilişkilidir (Kaya ve Engin, 2003; Liker, 2004). Yöntem, problemi tanımlama, mevcut durumu analiz etme, kök nedenleri belirleme, karşı önlemler geliştirme, uygulama ve değerlendirme aşamalarından oluşur. Bu yapısıyla A3, yalın düşüncenin temelini oluşturan "israfı ortadan kaldırma" ve "değer yaratma" ilkeleriyle uyumlu bir problem çözme sistematığı sunar. Ayrıca çalışanları sürece dahil ederek kurum genelinde problem çözme yetkinliğinin yaygınlaşmasına katkı sağlar (Shook, 2008).

A3 problem çözme tekniği, yalın üretim sistemlerinde sorunları yapısal ve görsel olarak ele alma imkânı sunarak karmaşık problemlerin daha kolay anlaşılmasını sağlar. Kök nedenlere odaklanması sayesinde, geçici çözümler yerine kalıcı iyileştirmeler hedeflenir. Ekip içi iletişimi güçlendirir, katılımcılığı teşvik eder ve ortak bir düşünce yapısı geliştirir. Ayrıca, sürekli iyileştirme kültürünü destekleyerek organizasyon genelinde problem çözme becerisinin yaygınlaşmasına katkıda bulunur. Standardize edilmiş formatı sayesinde öğrenmeyi kolaylaştırır ve kurum içi bilgi paylaşımını artırır.

A3 problem çözme tekniği 8 adımda gerçekleştirilir ve her adım, problemi tanımlamaktan başlayarak kalıcı çözümlerle süreci iyileştirmeye kadar uzanır.

<i>Problemin</i>	<i>Tanımlanması:</i>
Karşılaşılan sorunun ne olduğu, nerede ve ne zaman ortaya çıktığı açık ve net şekilde tanımlanır.	

<i>Mevcut</i>	<i>Durumun</i>	<i>Analizi:</i>
Problemin oluştuğu süreç detaylı biçimde incelenir, veriler toplanır ve süreç görselleştirilir.		

<i>Hedef</i>	<i>Durumun</i>	<i>Belirlenmesi:</i>
Ulaşılmak istenen ideal durum tanımlanır; ölçülebilir ve gerçekçi hedefler belirlenir.		

<i>Kök</i>	<i>Neden</i>	<i>Analizi:</i>
Problemin temel nedenleri araştırılır; yüzeysel değil, gerçek sebepler ortaya konur.		

<i>Karşı</i>	<i>Önlemlerin</i>	<i>Belirlenmesi:</i>
Kök nedenleri ortadan kaldıracak çözüm önerileri geliştirilir ve uygulanabilirliği planlanır.		

<i>Eylem</i>	<i>Planının</i>	<i>Uygulanması:</i>
Belirlenen karşı önlemler hayata geçirilir, uygulama süreci takip edilir.		

<i>Sonuçların</i>	<i>Değerlendirilmesi:</i>
Hedeflere ulaşıp ulaşılmadığı analiz edilir, gerekirse düzeltici adımlar atılır.	

<i>Standardizasyon</i>	<i>ve</i>	<i>Yaygınlaştırma:</i>
Başarılı uygulamalar standart hâline getirilir ve benzer süreçlerde kullanılmak üzere yaygınlaştırılır.		

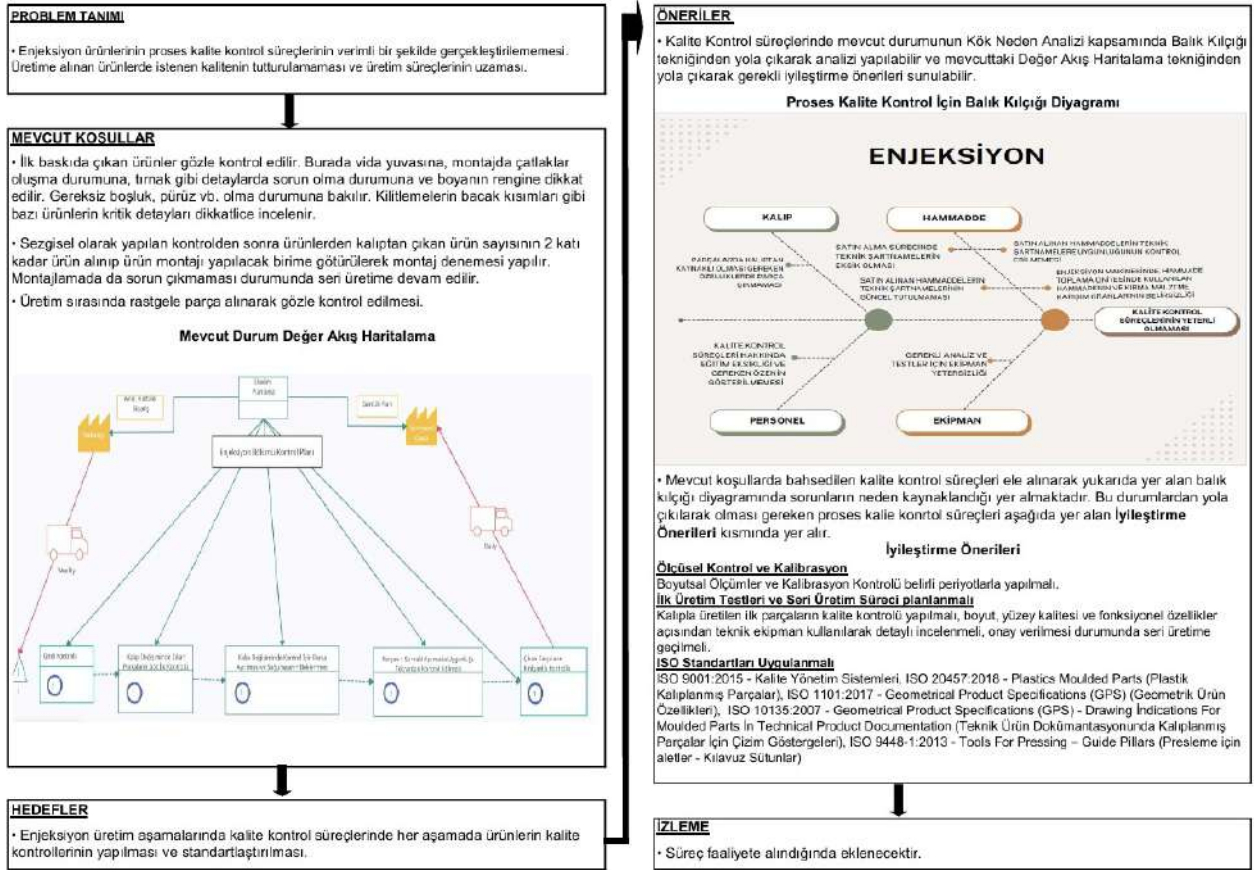
LİTERATÜR

Sürekli iyileştirmede, A3 proses yönteminin kullanımı ile ilgili literatürde son yıllarda yapılan çalışmalar aşağıda sunulmuştur.

Ghosh (2012), kuzeybatı Amerika'daki, orta büyüklükteki bir hastanede, Toyota Üretim Sistemi prensiplerinin ve uygulamalarının sağlık hizmetleri operasyonlarını iyileştirmek için uygulanmasına yönelik çalışma yapmıştır. Hastane, 146 yataklı, akut bakım tesisi olup pediatri, kardiyoloji, obstetrik, cerrahi, yenidoğan yoğun bakımı, rehabilitasyon, radyoloji, nükleer tıp ve genel tıbbi bakım alanlarında hizmetler sunmaktadır. A3 proses yöntemini sağlık sisteminde, sürekli iyileştirmede kullanmıştır. Saad ve ark. (2013) yalın ürün ve süreç geliştirmeyi desteklemek için bir A3 düşünme, problem çözme yaklaşımını önermiştir. Uygulamayı, Avrupa üretim şirketlerindeki otuz altı tasarımcı ve mühendis arasında gerçekleştirmişlerdir. Problem çözme yaklaşımlarının en iyi uygulamaları ve bilgi yakalama mekanizması ve zorlukları tespit etmişlerdir. Santo Filho ve Simão (2023) iki tekerlekli sektöründe, motosiklet üreten bir endüstride, A3 metodolojisinin uygulanmasına ilişkin bir vaka çalışması sunmuşlardır. Çalışmalarının odak noktası, A3'ün problem çözme metodolojisi ile iyileştirmeler yapmak ve çalışanları, bu yöntemi nasıl kullanılacağı ile ilgili cesaretlendirmektir. Kurnia ve ark. (2024) bir işletmede, temizlik maddesi satın alma sürecinde, ortaya çıkan israfların ve maliyetlerin azaltılması için yalın düşünme yöntemi ve A3 problem çözme metodolojisini birlikte kullanmışlardır. Temizlik maddesi satın alma sürecinde, A3 problem çözme yönteminin uygulanmasıyla, maliyetleri %97,71'e kadar azaltmışlardır.

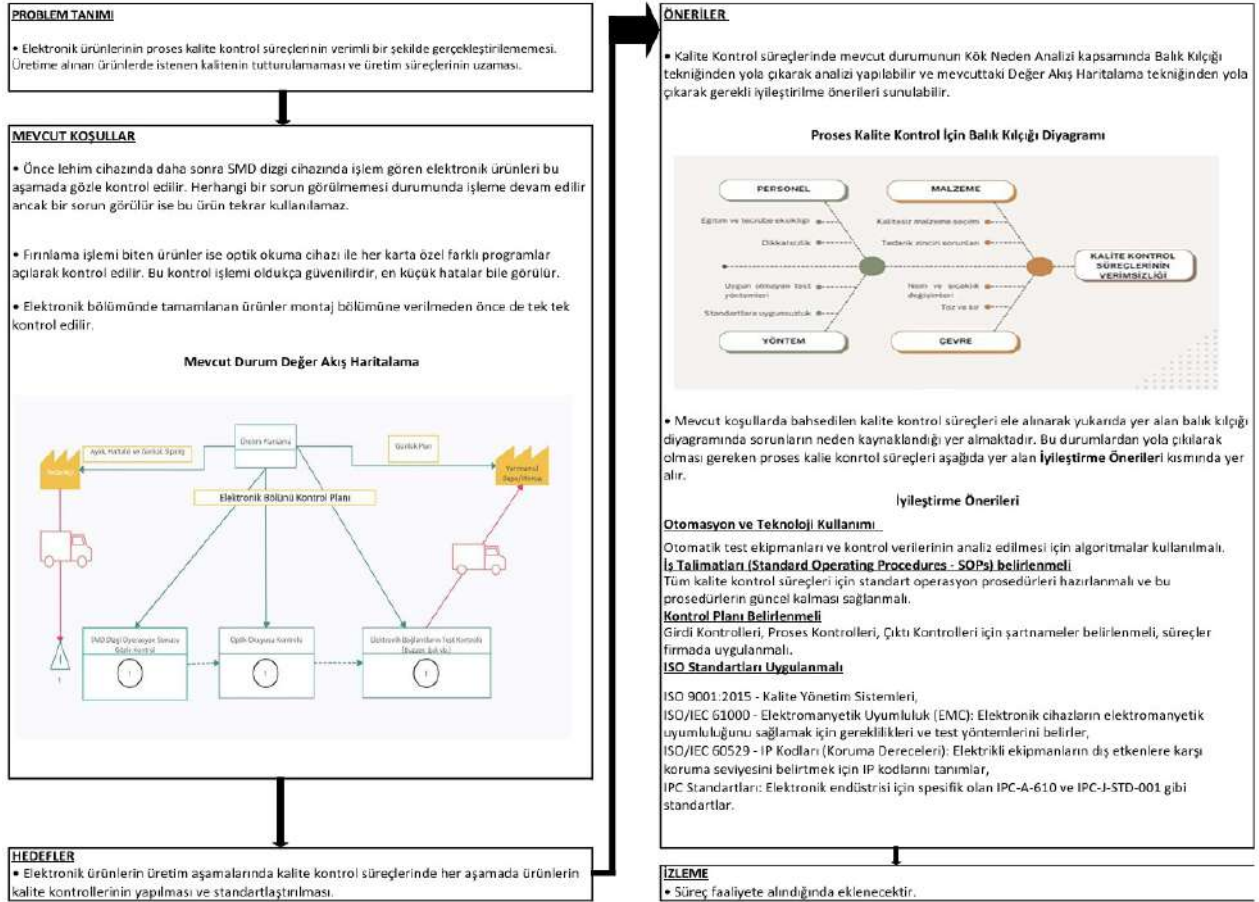
BULGULAR

Butkon A. Ş.'de üretim süreçlerindeki problemler belirlenmiş ve sonraki adımlar farklı yalın üretim teknikleri ile desteklenerek analiz edilmiştir. Bu araştırma, enjeksiyon, elektronik ve sac işleme bölümlerinde yapılmıştır. Analiz sonucunda üretim süreçlerinden geçip montaj hattına gönderilen parçaların istenilen şekilde hatasız ve zamanında montaj hattına teslim edilmesi amaçlanmıştır. Enjeksiyon bölümündeki problemler için hazırlanan A3 raporu Şekil 2' de sunulmuştur.



ŞEKİL 2: ENJEKSİYON BÖLÜMÜNÜN A3 RAPORU

Elektronik bölümündeki problemler için hazırlanan A3 raporu Şekil 3’ te verilmiştir.



ŞEKİL 3: ELEKTRONİK BÖLÜMÜNÜN A3 RAPORU

SONUÇ

Bu çalışmada, Butkon Asansör A.Ş.'de asansör buton, kat ve kabinlerin üretim sürecinde yaşanan kalite problemleri ele alınmış ve bu problemlerin çözümünde A3 problem çözme tekniği kullanılmıştır. Enjeksiyon, sac işleme ve elektronik bölümlerinde yapılan analizlerle, üretim sırasında karşılaşılan hatalar ve verimsizlikler belirlenmiştir. A3 tekniği sayesinde, problemler sistemli bir şekilde incelenmiş, kök nedenler tespit edilmiş ve çözüm için etkili adımlar atılmıştır. Uygulama sonucunda, bazı hataların tekrarlanmasının önüne geçilmiş, üretim süresi kısaltılmış ve müşteri memnuniyetinin arttığı gözlemlenmiştir. Ayrıca geliştirilen çözüm önerileri standart hale getirilerek benzer durumlarda tekrar kullanılabilir duruma getirilmiştir.

Genel olarak bakıldığında, A3 problem çözme yöntemi, üretimdeki sorunları daha net görmeye, ekip içinde iş birliğini artırmaya ve sürekli iyileştirmeyi sağlamaya yardımcı olmuştur. Bu yöntem, benzer üretim yapan firmalar için de kaliteyi artırma ve süreçleri geliştirme açısından faydalı bir araç olabilir.

Teşekkür

Bu araştırma, Butkon Asansör Sanayi Ticaret A.Ş., Ar-Ge Merkezi tarafından desteklenmiştir.

KAYNAKÇA

Anonim, 2025, Butkon Asansör San. Tic. A.Ş., <https://www.butkon.com> (E. T. 01.06.2025)

Engin O., Uluagaç F., Çağlı S. D., Karaman S., (2023) Türkiye’de Mühendislik Eğitimi Veren Yükseköğretim Kurumlarında Kalite Süreçlerinin Analizi, *Harran Üniversitesi Mühendislik Dergisi*, 8(3): 237-248. DOI: 10.46578/humder.1351705

Engin O. (2002). [Kalite ve Verimliliğin Artırılmasında Standartların Rolü](#), *Standart Ekonomik ve Teknik Dergi*, Türk Standartları Enstitüsü, 41, 491, 61-64.

Flinchbaugh, J. (2012). A3 Problem Çözme: Yalın Düşünmenin Uygulanması. *Lean Learning Center Yayınları*.

Ghosh M. (2012). A3 Process: A Pragmatic Problem-Solving Technique for Process Improvement in Health Care. *Journal of Health Management.*;14(1):1-11. doi:[10.1177/097206341101400101](https://doi.org/10.1177/097206341101400101)

Kaya, İ., Engin, O. (2003). [Kobilerde Kalite İyileştirme Süreci ve Örnek Bir Uygulama](#), II. *Makine Tasarım ve İmalat Teknolojileri Kongresi*- 26-27 Eylül 2003 -Konya, 1, 1, 175- 180.

Kaya, İ., Engin, O. (2004). Yüksek öğretim kurumu içerisinde yer alan bir bölümde kalite iyileştirme sürecine yönelik olarak öğrenci memnuniyetinin ölçülmesi, *Sigma, Mühendislik ve Fen Bilimleri Dergisi*, 4, 218- 228.

Kurnia H., Julianoro K. B., Suhendra S., Turmudi Zy A., Apriyani A. (2024). Combination of lean thinking and A3 problem-solving methods to reduce the cost of purchasing cleaning agents in a paint manufacturer in Indonesia. *SINERGI*, 28, 1, 103-114, doi:[10.22441/sinergi.2024.1.011](https://doi.org/10.22441/sinergi.2024.1.011).

Liker, J. K. (2004). Toyota Tarzı: Dünyanın En Büyük Üreticisinden 14 Yönetim İlkesi. *McGraw-Hill Yayınları*.

Rother, M., & Shook, J. (2003). Görmeyi Öğrenmek: Değer Akış Haritalama ile Değer Katmak ve İsrafı Ortadan Kaldırmak. *Lean Enterprise Institute Yayınları*.

Saad, N.M., Al-Ashaab, A., Shehab, E., Maksimovic, M. (2013). A3 Thinking Approach to Support Problem Solving in Lean Product and Process Development. In: Stjepandić, J., Rock, G., Bil, C. (eds) *Concurrent Engineering Approaches for Sustainable Product Development in a Multi-Disciplinary Environment*. Springer, London. https://doi.org/10.1007/978-1-4471-4426-7_74

Shook, J. (2008). Öğrenmeyi Yönetmek: A3 Yönetim Süreci ile Problemleri Çözmek, Uzlaşmak, Rehberlik Etmek ve Liderlik Yapmak. *Lean Enterprise Institute Yayınları*.

Santo Filho, G.M., Simão, L.E. (2023). A3 methodology: going beyond process improvement, *Revista de Gestão*, Vol. 30 No. 2, 147-161. <https://doi.org/10.1108/REGE-03-2021-0047>

Yel, İ., & Engin, O. (2022). Process Improvement for Error Records in a Financial Institution with the Analysis of Simulation on Using Value Stream Mapping. *Journal of Advanced Research in Natural and Applied Sciences*, 8(2), 171-187. <https://doi.org/10.28979/jarnas.907042>

NUTRIGENOMICS AND PERSONALIZED NUTRITION: THE FUTURE OF GENETICALLY-INFORMED DIETARY STRATEGIES

Şemsi Gül YILMAZ¹

¹ *Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi,
semsigulyilmaz@kmu.edu.tr, Karaman / Türkiye*

Abstract: This study aims to evaluate personalized nutrition approaches based on individual genetic variations and to explore the role of nutrigenomics in modern health management from a scientific perspective. This is a literature-based review study. National and international publications in the field of nutrigenomics were analyzed, focusing on genetic polymorphisms, gene-nutrient interactions, epigenetic mechanisms, and their clinical implications. Genetic polymorphisms such as FTO, APOE, MTHFR, and CYP1A2 have been shown to significantly influence individual responses to macro- and micronutrients. Nutrients can also modulate gene expression through epigenetic mechanisms, including DNA methylation and histone modifications. Nutrigenomics-based dietary plans have demonstrated efficacy in managing and preventing chronic conditions such as obesity, type 2 diabetes, and cardiovascular diseases by tailoring nutritional interventions to the genetic makeup of individuals. Nutrigenomics is an emerging discipline offering innovative opportunities to design individualized nutritional strategies aligned with genetic profiles. With the increasing accessibility of genetic testing and advancements in biotechnology, nutrigenomics holds transformative potential for both individual and public health systems. However, the ethical and legal aspects of genetic data usage must be carefully regulated to ensure safe and sustainable implementation.

Keywords: Nutrigenomics, personalized nutrition, epigenetics, health

INTRODUCTION AND THEORETICAL FRAMEWORK

Nutrition is a fundamental factor that directly affects individuals' overall health status and quality of life. However, the varying physiological responses observed among individuals following identical dietary patterns have demonstrated the necessity of evaluating nutrition on the basis of individual differences. One of the most significant determinants of these differences is genetic variation (Kaput, 2016).

Nutrigenomics is a multidisciplinary scientific field that investigates the interaction between an individual's genetic makeup and dietary intake. Its foundations were laid with the completion of the Human Genome Project, which enabled a detailed understanding of genetic sequences and thus the development of nutrition strategies tailored to individual genetic predispositions (Defossez, 2016).

An individual's genetic profile determines how macro- and micronutrients are metabolized and how the body responds to these nutrients. For example, a polymorphism in the LCT gene can lead to lactose intolerance, resulting in the inability to properly digest dairy products.

Similarly, variations in the FTO gene have been associated with an increased susceptibility to obesity by affecting energy balance and appetite regulation (Shan et al., 2020). In this context, nutrigenomics seeks to answer two key questions: (1) How does genetic architecture influence an individual's physiological response to nutrients? (2) In what ways can diet modulate genetic mechanisms?

Nutrigenomics aims to improve health outcomes by developing personalized dietary approaches aligned with one's genetic characteristics. This involves examining genetic and epigenetic mechanisms, the impact of genetic variation on nutrient metabolism, and the scientific basis of gene-nutrient interactions (Fung & Li, 2019).

While genetics refers to the DNA sequence that determines an individual's biological structure, epigenetics encompasses biochemical mechanisms that regulate gene expression without altering the DNA sequence itself. Nutrigenomics redefines health management by integrating the dynamic interaction of these two concepts (Ordovas & Ferguson, 2018).

Genetic variations can significantly affect individuals' responses to dietary components. For instance, polymorphisms in the CYP1A2 gene determine the rate at which caffeine is metabolized, leading to greater sensitivity in some individuals. Environmental factors and dietary habits can also influence gene expression through epigenetic mechanisms. For example, dietary methyl donors such as folic acid may modulate genetic activity via DNA methylation (Ordovas & Ferguson, 2018).

Table 1. Differences Between Genetics and Epigenetics

Feature	Genetics	Epigenetics
DNA Sequence	Fixed	Modifiable
Heredity	Based on genetic variations	Influenced by environmental factors
Mechanism of Action	Affects protein synthesis	Regulates gene expression

This study aims to explore the scientific foundations, application areas, and health impacts of nutrigenomics, highlighting innovative approaches within this emerging field.

LITERATURE

Genetic variations play a critical role in determining how individuals metabolize macro- and micronutrients. These variations can alter the protein synthesis capacity and enzymatic activity of specific genes, thereby shaping an individual's physiological response to dietary components (Bunea & Madalina, 2020).

For instance, the APOE gene is essential in cholesterol metabolism. Individuals carrying the $\epsilon 4$ allele exhibit increased sensitivity to elevated cholesterol levels, and dietary interventions with restricted saturated fat intake are recommended for these individuals. The FTO gene, associated with energy balance and appetite regulation, has been linked to a predisposition for obesity. Similarly, polymorphisms in the MTHFR gene influence folic acid metabolism and the methylation cycle, potentially leading to elevated homocysteine levels and an increased risk of cardiovascular disease (Bunea & Madalina, 2020).

One of the central research areas in nutrigenomics is understanding the interaction between genetic architecture and dietary intake. Through genetic testing, it is possible to determine an individual's capacity to metabolize certain nutrients and assess their susceptibility to chronic diseases. For example, variations in the CYP1A2 gene affect caffeine metabolism, suggesting that high caffeine consumption may elevate cardiovascular risk in certain individuals (Micha et al., 2017).

Another important area of investigation involves how nutritional factors influence epigenetic mechanisms. Epigenetic modifications enable environmental factors to alter gene expression without changing the underlying DNA sequence. Moreover, advances in big data analytics allow for the integration of genetic, nutritional, and health data, facilitating more precise assessments of individual health risks (Penalvo, 2017).

Individuals' metabolic responses to food vary depending on their genetic profile. For instance, a variation in the LCT gene reduces lactase enzyme production, resulting in lactose intolerance and impaired digestion of dairy products. Similarly, individuals carrying HLA-DQ2 or HLA-DQ8 alleles are predisposed to celiac disease and are advised to follow a gluten-free diet (Penalvo, 2017).

Nutrition is known not only for its role in providing energy and structural components but also for its regulatory effects on gene expression. Vitamin D, for example, activates the VDR (Vitamin D Receptor) gene, contributing to the modulation of immune responses. Folic acid plays a role in DNA methylation, influencing gene activity at the epigenetic level. Omega-3 fatty acids help suppress genes related to inflammation, thereby reducing cardiometabolic risks (Ordovas & Ferguson, 2018).

While genetic structure determines an individual's susceptibility to various diseases, appropriate dietary strategies may mitigate the onset of such conditions. In this context, nutrigenomics supports the development of personalized preventive health approaches. For instance, variations in the TCF7L2 gene are associated with an elevated risk of type 2 diabetes, and individuals with this variant are advised to follow diets rich in fiber and low in glycemic index. For APOE $\epsilon 4$ carriers, diets low in saturated fats may help protect cardiovascular health. Furthermore, folate deficiency and MTHFR mutations can increase DNA damage and predispose individuals to cancer, emphasizing the importance of folic acid supplementation in genetically susceptible populations (Penalvo, 2017; Micha et al., 2017).

One of the most prominent and innovative applications of nutrigenomics is the development of personalized dietary plans based on individuals' genetic profiles. These approaches aim to

optimize health outcomes by tailoring nutritional strategies to account for interindividual genetic and metabolic differences (Penalvo, 2017).

Table 2. Genetic Profile and Dietary Recommendations

Genetic Trait	Affected Nutrient	Dietary Recommendation
<i>LCT</i> Gene Variation (Lactase production gene)	Lactose	Lactose-free dairy products
<i>APOE</i> $\epsilon 4$ Allele (Apolipoprotein E gene)	Saturated fats	Low-saturated fat diet
<i>CYP1A2</i> Slow Metabolizer (Slow caffeine metabolism)	Caffeine	Limit caffeine intake
<i>MTHFR</i> Variation (Folate metabolism)	Folic acid	Folic acid supplementation

Applications of Nutrigenomics

Nutrigenomics emerges as a significant scientific field that enables the development of personalized dietary strategies based on individuals' genetic profiles. Applications in this domain hold substantial potential for enhancing individual health management, preventing chronic diseases, and improving quality of life. This section explores personalized dietary approaches, the use of genetic testing, nutrigenomic solutions tailored for athletes, and selected implementation examples in detail (Alonso, 2017).

Personalized nutrition refers to the process of designing individualized dietary plans based on genetic profiles and biological markers. These approaches aim to achieve optimal health outcomes by taking into account individuals' genetic predispositions and metabolic requirements (Redon, 2018).

For example, individuals carrying specific variants in the *FTO* gene have an increased risk of obesity; therefore, low-carbohydrate or high-protein diets may yield more effective results. Similarly, those with the *APOE* $\epsilon 4$ allele exhibit a higher susceptibility to cardiovascular diseases and are often recommended diets low in saturated fats and rich in fiber. In individuals with *MTHFR* gene polymorphisms, impaired folic acid metabolism can elevate the risk of cardiovascular disease and cancer. Accordingly, nutritional strategies involving folic acid supplementation are advised for these individuals (Redon, 2018).

Genetic profiles obtained through testing facilitate the development of customized dietary plans. These tests help determine how individuals metabolize specific nutrients, which dietary components may pose health risks, and which supplements may be more beneficial (Redon, 2018). Consequently, nutrition strategies guided by genetic biomarkers offer a significant advantage for both disease prevention and health maintenance.

The Role of Genetic Testing in Health

Genetic testing is increasingly used in health management as a critical tool for identifying individuals' predisposition to chronic diseases. Common conditions such as diabetes, cardiovascular diseases, and certain cancers are associated with specific genetic variants, and the identification of these variants allows for the development of individualized dietary and lifestyle recommendations (Alonso, 2017). Additionally, genetic testing enables the early detection of food intolerances and allergic responses linked to genetic susceptibility. This early identification facilitates the exclusion of problematic dietary components and the subsequent restructuring of nutritional plans accordingly.

RESULTS

Nutrigenomic Applications in Athletic Performance and Health

Nutrigenomic applications are not limited to disease risk management; they also present significant opportunities for enhancing athletic health and performance. Genetic analyses conducted in athletes can uncover individual differences, enabling the personalization of both training regimens and nutritional strategies (Alonso, 2017). Through genetic profiling, performance-related traits such as metabolic rate, muscle fiber distribution, and oxygen utilization capacity can be assessed, allowing for interventions tailored to the athlete's specific potential.

For example, variations in the CYP1A2 and ADRB2 genes may influence endurance capacity and energy production efficiency. These genetic insights can guide decisions regarding which types of sports an individual may perform best in, as well as which exercise protocols will be most effective. Additionally, ACTN3 gene variants impact the function of fast-twitch muscle fibers, playing a critical role in performance for sprinting and power-based sports. Such genetic testing helps athletes select training approaches that align with their genetic potential while also contributing to injury risk prediction and the development of preventative strategies (Alonso, 2017).

Positive Impacts of Nutrigenomics on Health

Nutrigenomics aims to improve not only individual health outcomes but also public health by developing personalized nutrition plans based on genetic profiles. Given that chronic diseases account for a significant proportion of global mortality, nutrigenomic approaches offer a strategic framework for disease prevention (Zhang, 2020).

Genetic variants such as those in the APOE gene are associated with cardiovascular disease risk. Dietary interventions—such as reducing saturated fat intake and increasing fiber consumption—have been shown to mitigate these risks. Similarly, variations in the TCF7L2 gene are linked to an increased risk of type 2 diabetes. In such individuals, low-glycemic diets and personalized nutritional plans can improve insulin sensitivity and help regulate blood glucose levels (Zhao, 2021).

Variants in genes like MTHFR and BRCA1 are important markers for cancer susceptibility. Nutrigenomic analyses suggest tailored diets rich in folic acid and antioxidants, which may help reduce cancer risk in genetically predisposed individuals (Longo & Anderson, 2022).

Dietary Adjustments Based on Metabolic Profiles

Genetic testing can help determine an individual's metabolic profile, facilitating the identification of the most appropriate dietary strategies. For example, genetic variants involved in carbohydrate metabolism can affect the rate at which carbohydrates are processed in the body. This information allows for the adjustment of diets based on individual metabolic rates (Turnbaugh et al., 2006; Mahowald & Ley, 2010).

Variations in the FTO gene are associated with increased appetite and obesity risk. Nutrigenomic approaches offer calorie-restricted and activity-supported dietary plans tailored for such individuals. Genes like ACTN3 serve as key markers of physical performance by influencing muscle strength and endurance. These genetic insights enable the development of personalized exercise regimens (Mahowald & Ley, 2010).

Enhancing Quality of Life

Beyond disease prevention and treatment, nutrigenomics contributes to improving overall quality of life. Through genetic analyses, it is possible to determine how efficiently individuals metabolize certain nutrients, which helps optimize energy levels. For instance, while some individuals metabolize carbohydrates more efficiently, others may better process fats. Diets customized according to these differences tend to be more sustainable and beneficial (Zhao, 2021).

Genetic variants such as FTO and BDNF have also been associated with mental health outcomes. Nutrigenomic strategies recommend neuroprotective nutrients like omega-3 fatty acids to reduce the risk of anxiety and depression in individuals with such genetic profiles (Zhang, 2020). For individuals with a genetic predisposition to accelerated aging, diets rich in antioxidants and vitamin C can help slow cellular aging and mitigate age-related deterioration (Magrini et al., 2007).

Epigenetic Interactions and Public Health Implications

Epigenetic mechanisms allow environmental factors to influence gene expression without altering the underlying DNA sequence. Nutrigenomics contributes to a healthier gene expression profile by modulating this process through dietary inputs. Pathways such as DNA methylation can be influenced by micronutrients like folic acid and vitamin B12, playing a crucial role in preventing diseases such as cardiovascular disorders and cancer (Kahya et al., 2023).

Beyond individual benefits, nutrigenomics holds great potential at the population level. Integrating genetic-nutritional interactions into public health can increase healthcare efficiency and reduce costs (Ülker, 2021). Population-wide analysis of genetic risks supports

the development of more targeted and effective public health policies, ultimately lowering the prevalence of chronic diseases and contributing to the sustainability of healthcare systems.

CONCLUSION

Nutrigenomics holds the potential to transform health management, dietary practices, and lifestyle choices by contributing to the development of personalized health strategies based on individuals' genetic profiles. The widespread use of genetic data enables more accurate identification of metabolic needs and facilitates the prediction of disease risks, paving the way for the implementation of preventive health strategies. In this context, the proliferation of personalized nutrition plans is expected not only to improve individual health outcomes but also to significantly enhance the efficiency of healthcare services on a societal level.

However, the expansion of nutrigenomic applications necessitates careful consideration of ethical, legal, and social implications. Issues such as the confidentiality of genetic information, the protection of individual privacy, and the prevention of potential misuse of genetic data in areas such as health insurance or employment underscore the need for comprehensive and robust regulatory frameworks. With the continued advancement of artificial intelligence-supported data analytics and decreasing costs of genetic testing, nutrigenomic applications are expected to become increasingly accessible and effective. These developments will lay the groundwork for the widespread adoption of science-based, personalized strategies in the prevention and management of chronic diseases.

In conclusion, nutrigenomics serves not only as a valuable tool for promoting individual well-being but also as a strategic component in shaping sustainable public health policies. Scientific advancements in this field are anticipated to contribute meaningfully to a healthier future for both individuals and society at large.

REFERENCES

- Alonso, A. (2017). Nutrigenomics and Sports Performance: New Trends and Perspectives. *Journal of Nutritional Genomics*, 12(3), 215–228.
<https://doi.org/10.1016/j.jnutgeo.2017.03.004>
- Bunea, A., Madalina, A. (2020). Nutrigenomics: Current Status and Perspectives in Personalized Nutrition. *Nutritional Research Reviews*, 33(2), 134–148.
<https://doi.org/10.1017/S0954422420000047>
- Defossez, G. (2016). Personalized Nutrition Based on Genetic Profiling: Ethical and Scientific Considerations. *Genes & Nutrition*, 11(1), 22.
<https://doi.org/10.1186/s12263-016-0525-3>
- Kaput, J. (2016). Nutrigenomics Research for Personalized Nutrition and Health. *Journal of the American Dietetic Association*, 116(1), 165–169.
<https://doi.org/10.1016/j.jada.2015.08.011>

- Longo, V. D., Anderson, R. M. (2022). Nutrition, longevity and disease: From molecular mechanisms to interventions. *Cell*, 185(9), 1455-1470.
- Mahowald, M. A., Ley, R. E. (2010). The Human Microbiome and Its Role in Nutrition and Health. *Science*, 330(6002), 1050–1054. <https://doi.org/10.1126/science.1195568>
- Micha, R. (2017). Genetic Variation and the Response to Dietary Interventions in Humans. *Annual Review of Nutrition*, 37, 375–402. <https://doi.org/10.1146/annurev-nutr-071816-064606>
- Ordovas, J. M., Ferguson, L. R. (2018). Genetics, Epigenetics, and Nutritional Intervention. *Current Opinion in Biotechnology*, 51, 59–66. <https://doi.org/10.1016/j.copbio.2017.12.002>
- Penalvo, J. L. (2017). Integrating Nutritional Genomics into Population Health. *Advances in Nutrition*, 8(3), 532–539. <https://doi.org/10.3945/an.116.014050>
- Redon, J. (2018). Personalized Nutrition: Translating Nutrigenetic Science to Practice. *Clinical Nutrition*, 37(5), 1492–1499. <https://doi.org/10.1016/j.clnu.2017.06.012>
- Shan, Z., Molina, E., Rivera, M. (2020). FTO Gene and Obesity: A Meta-Analysis of 956,053 Individuals. *Obesity Reviews*, 21(3), e12929. <https://doi.org/10.1111/obr.12929>
- Turnbaugh, P. J., Ley, R. E., Mahowald, M. A., Magrini, V., Mardis, E. R., Gordon, J. I. (2006). An Obesity-Associated Gut Microbiome with Increased Capacity for Energy Harvest. *Nature*, 444(7122), 1027–1031. <https://doi.org/10.1038/nature05414>
- Ülker, H. (2021). Genetik Bilgilerin Sağlık Politikalarında Kullanımı: Nutrigenomiğin Toplumsal Etkileri. *Türkiye Halk Sağlığı Dergisi*, 19(2), 123–135. <https://doi.org/10.11772/thsd.2021.567>
- Zhang, Y. (2020). Diet-Gene Interactions in the Prevention of Chronic Diseases. *Nutrients*, 12(9), 2726. <https://doi.org/10.3390/nu12092726>
- Zhao, Y. (2021). The Future of Nutrigenomics: Challenges and Opportunities. *Frontiers in Genetics*, 12, 654284. <https://doi.org/10.3389/fgene.2021.654284>

DEĞER AKIŞ HARİTALAMA VE KAT PANELLERİ MONTAJINDA UYGULAMA

Şule KIRATLI¹, İrem KARAKAYA², Siddika KADİM³, Orhan ENGİN⁴

¹Butkon Asansör A.Ş., Konya, Türkiye, f211203018@ktun.edu.tr,

ORCID: 0009-0006-0192-9489

²Butkon Asansör A.Ş., Konya, Türkiye, irem.karakaya@butkon.com,

ORCID: 0009-0002-6420-8348

³Butkon Asansör A.Ş., Konya, Türkiye, siddika.kadim@butkon.com,

ORCID: 0009-0008-3247-1444

⁴Konya Teknik Üniversitesi, Endüstri Mühendisliği Bölümü, Konya, oengin@ktun.edu.tr

ORCID: 0000-0002-7250-0317

Öz: Endüstriyel üretim ortamlarında artan karmaşıklık ve müşteri taleplerindeki çeşitlilik, işletmeleri üretim süreçlerini daha sistematik ve verimli yönetmeye yönlendirmiştir. Kaynakların etkin kullanımını sağlamak ve israfları en aza indirerek üretim performansını artırmak, bu süreçte kritik bir rol oynamaktadır. Değer Akışı Haritalama (Value Stream Mapping- VSM), üretim akışında yer alan tüm faaliyetleri görsel olarak ortaya koyan, değer üretmeyen adımların tespiti ve süreç iyileştirme fırsatlarının belirlenmesi açısından etkili bir analiz aracıdır. Bu çalışmada, Butkon Asansör San. Tic. A.Ş.'nin kat panelleri montaj hattı incelenerek mevcut süreç yapısı değerlendirilmiştir. Yapılan zaman etüdü ve saha gözlemleri doğrultusunda, montaj sürecine ait mevcut durum değer akış haritası çıkarılmış; üretim hattında karşılaşılan bekleme süreleri, gereksiz hareketler ve ara stoklar gibi israflar analiz edilmiştir. Süreçte belirlenen darboğazların giderilmesi amacıyla yalın üretim ilkelerine dayalı çeşitli iyileştirme önerileri sunulmuş, ayrıca operasyonel planlama ve ürün ağacı analizleriyle malzeme yönetimi süreçleri detaylandırılmıştır. Araştırma sonucunda, işletmenin düşük maliyetli yöntemlerle üretim sürecini daha dengeli, izlenebilir ve verimli bir hale getirebileceği ortaya konmuştur. VSM'nin sağladığı görselleştirme gücü sayesinde yöneticilerin süreçleri bütünsel biçimde değerlendirmesi kolaylaşmış; karar alma süreçlerine sistematik bir yaklaşım kazandırılmıştır. Bu doğrultuda geliştirilen önerilerle işletmenin hem operasyonel etkinliği artırılmış hem de rekabet avantajına katkı sağlanmıştır.

Anahtar Kelimeler: Değer Akışı Haritalama, VSM, Kat Paneli Montajı, Süreç İyileştirme, Yalın Üretim, Operasyonel Planlama.

VALUE STREAM MAPPING (VSM) AND ITS APPLICATION IN FLOOR PANEL ASSEMBLY

Şule KIRATLI¹, İrem KARAKAYA², Siddika KADİM³, Orhan ENGİN⁴

¹Butkon Asansör A.Ş., Konya, Türkiye, f211203018@ktun.edu.tr,

ORCID: 0009-0006-0192-9489

²Butkon Asansör A.Ş., Konya, Türkiye, irem.karakaya@butkon.com,

ORCID: 0009-0002-6420-8348

³Butkon Asansör A.Ş., Konya, Türkiye, siddika.kadim@butkon.com,

ORCID: 0009-0008-3247-1444

⁴Konya Teknik Üniversitesi, Endüstri Mühendisliği Bölümü, Konya, oengin@ktun.edu.tr

ORCID: 0000-0002-7250-0317

Abstract: In industrial manufacturing environments, increasing complexity and the diversity of customer demands have compelled enterprises to manage their production processes more systematically and efficiently. Ensuring the effective use of resources and minimizing waste play a critical role in enhancing production performance. Value Stream Mapping (VSM) is an effective analytical tool that visually represents all activities within the production flow, facilitating the identification of non-value-adding steps and highlighting opportunities for process improvement. In this study, the assembly line of floor panels at Butkon Asansör San. Tic. A.Ş. was examined and the current process structure was evaluated. Based on time studies and field observations, the current state value stream map of the assembly process was developed; wastes such as waiting times, unnecessary movements, and intermediate inventories within the production line were analyzed. To address the identified bottlenecks in the process, various improvement suggestions grounded in lean manufacturing principles were proposed. Additionally, material management processes were detailed through operational planning and product tree analyses. The study demonstrated that the enterprise can achieve a more balanced, traceable, and efficient production process with low-cost methods. The visualization capability provided by VSM enabled managers to assess processes holistically and introduced a systematic approach to decision-making. Consequently, the proposed recommendations contributed to improving both the operational efficiency and the competitive advantage of the company.

Keywords: Value Stream Mapping, VSM, Floor Panel Assembly, Process Improvement, Lean Manufacturing, Operational Planning

GİRİŞ ve KURAMSAL ÇERÇEVE

Buhar gücünün üretimde kullanılması ile başlayan Endüstri devrimi, emek yoğun üretim yerine makineleşme yardımıyla seri üretime geçiş ile dönüşüm yaşadığı süreçte, 2012 yılında Almanya Hannover fuarında Endüstri 4.0 ile yeni bir aşamaya girmiştir. Endüstri 4.0 ile otomasyonun daha üst düzeyde uygulanması, üretimde yer alan bütün makine ve teçhizatların sensörler ve internet aracılığı ile birbirleri ile iletişime geçmesi, elde edilen verilerin bulutta depolanması süreci başlamıştır (Aydoğmuş ve Engin, 2021). Endüstri 4.0 ile insanların olmadığı ya da çok az olduğu karanlık üretim ortamları, akıllı fabrikaları ortaya çıkarmıştır

(Manzak ve Engin, 2023). Akıllı fabrikalarda, optimize edilmiş çizelgelerde kullanılan yöntemlerden biri de öğrenme tabanlı algoritmalar. Bu algoritmalar yardımı ile dinamik çizelge oluşturularak müşterilerin talep ve beklentileri istenilen zamanda, miktar ve kalitede karşılanabilmektedir (Engin ve Sarıcan, 2024). Endüstri 4.0'dan sonra insan odaklı bir paradigmaya yöneliş, Endüstri 5.0'ı ortaya çıkarmıştır (Yiğit ve Engin, 2025). Endüstri 4.0, Akıllı üretim ve Endüstri 5.0'a geçişte kuruluşların öncelikli olarak, üretim süreçlerini analiz etmeleri gerekir. İsraflardan arındırılmış üretim prosesleri ve onları oluşturan faaliyetlerin, dijitalleştirilerek kuruluşların, Endüstri 4.0, Akıllı üretim ve Endüstri 5.0 yolculuğuna çıkmaları gerekir. Üretim süreçlerinde ve faaliyetlerde israfların ortaya çıkartılması ve elimine edilmesinde kullanılan en etkili tekniklerden biri de Değer Akış Haritalamadır. Bu araştırmada Değer Akış Haritalama (DAH) ile ilgili bir uygulama yapılmıştır.

Çalışmanın Amacı

Bu araştırmada, yalın üretim tekniklerinden olan DAH ile asansörler için buton, kat ve kabin panelleri üretimi yapan, Butkon Asansör San. Tic. A.Ş.'de kat paneli üretim süreçleri yerinde gözlemlenerek analiz edilmiş ve süreç adımları detaylı şekilde haritalandırılmıştır. Kat panellerinin mevcut üretim işlemleri, Butkon Asansör San. Tic. A.Ş. montaj sahasında incelenmiş, gözleme dayalı analizlerle süreç akışı ortaya konmuştur. Mevcut süreç akışı dikkate alınarak mamule değer katmayan faaliyetler israf olarak değerlendirilip bunlar elimine edilerek israflardan arındırılmış yeni DAH çıkarılmış ve elde edilen kazanımlar, firma yetkilileri ile değerlendirilmiştir.

Çalışmanın Kapsamı

Bu araştırmada, yalın üretim tekniklerinden olan DAH kullanılmıştır. Araştırma, Butkon A.Ş.'de süreç iyileştirme kapsamında kat üretim faaliyetlerinin yer aldığı sac bölümünde yapılmıştır. Butkon Asansör San. Tic. A. Ş., 2010 yılında Asansör kat ve kabin panelleri üretimi yapmak amacı ile kurulmuştur. Firma, 14.000 m² kapalı alanında, 6 Makine Mühendisi, 5 Endüstri Mühendisi, 7 Elektrik Elektronik Mühendisi ve 1 Bilgisayar Mühendisi olmak üzere yaklaşık 250 çalışanı ile müşterilerine, kaliteli ürünleri sunmak için çalışmalarına devam etmektedir. Butkon A.Ş., Elektronik dizgi makineleri, plastik enjeksiyon makinelerini, CNC dik işleme merkezleri lazer, abkant, pres, makas ve eksantrik/hidrolik pres makinelerini bünyesinde bulunduran toplam yedi ayrı atölyede üretim yapmaktadır. Ar-Ge merkezi ile yurtiçi ve yurtdışı piyasasında müşterilerine inovatif ürünler sunarak markalaşma sürecine devam etmektedir. Butkon Asansör San. Tic. A. Ş., her yıl yurt içi ve yurt dışı olmak üzere birden fazla fuarlarda katılımcı olarak yer almaktadır. Firma, hali hazırda, Suudi Arabistan, Mısır, Ürdün, Fas, Libya, Kuveyt, Katar, Birleşik Arap Emirlikleri, Tunus, Yunanistan, Vietnam, Hindistan, Portekiz, İspanya ve Kosova'ya ihracat yapmaktadır (Anonim, 2025). Butkon A. Ş.'de üç farklı mamul üretilmektedir. Bunlar, kabin kasetleri, kat kasetleri ve kapı üstü göstergeleridir. Bu mamuller, kendi içlerinde birçok farklı modele sahiptir. Kat Kasetleri asansör sektöründe önemli bir yere sahiptir. Kat kasetleri, birçok varyanta sahiptir. Kat kasetleri, asansörün dışında, asansörün hangi kattan çağrılacağını belirlemeye yarayan, üzerinde butonlar bulunan ve asansörü istenilen kata yönlendiren devreli sistemlerdir. Butkon A. Ş.'de 15 farklı çeşitte kat kaseti modeli üretilmektedir. Butkon A. Ş. tarafından üretilen kat kasetleri ve örnek görünümü aşağıda Şekil 1'de sunulmuştur (Anonim, 2025).



Şekil 1. Kat kaset çeşitleri ve örnek görünümü.

Çalışmanın Yöntemi

Araştırmada, yalın üretim tekniklerinden olan DAH kullanılmıştır. DAH tekniği, hammaddeden bitmiş ürüne kadar tüm prosesi tanımlamak için kullanılan bir araçtır (Efe ve Engin, 2012; Rother ve Shook, 2003). DAH, mevcut malzeme ve bilginin proses ve faaliyet olarak akışının haritasını oluşturur, süreçteki israfları ve darboğazları içerir. Mevcut DAH analiz edilerek proseste ve faaliyetlerde, israflar ve darboğazlar ortadan kaldırılarak gelecek durum için DAH çizilir. Gelecekteki DAH, sonuçları, mevcut olan DAH sonuçlarla karşılaştırılır. DAH, ürün veya hizmet hakkında ayrıntılı bilgi içermez, sadece, akışın görselleştirilmesini, israflar ile çevrim ve Takt süreleri hakkında bilgi sağlar (Yel ve Engin, 2022).

DAH tekniği uygulanırken takip edilecek adımlar aşağıda sunulmuştur.

5. *Mevcut durumun belirlemesi*: Süreçte yer alan tüm faaliyetler, bunların arasında geçen süre (bekleme süreleri, işlem süreleri vb.) ve stok miktarları belirlenerek mevcut süreçlerin haritası çıkarılır.
6. *Değer katmayan adımların belirlenmesi*: Mevcut süreç haritasında, müşteri için değer oluşturmeyen (müşterinin bedel ödemek istemediği) faaliyetler, israf olarak tespit edilir.
7. *Gelecek durumun planlaması*: İsrafların ortadan kaldırıldığı ve/veya minimize edildiği daha verimli bir süreç tasarlanır. Bu aşamada, süreçteki darboğazlar ve gereksiz adımlar ortadan kaldırılarak gelecekte nasıl bir akış olması gerektiği belirlenir.
8. *İyileştirme ve uygulama*: Gelecek durumu gerçekleştirmek için süreç iyileştirmeleri uygulanır. İyileştirilen süreç için yeni DAH oluşturulur.

LİTERATÜR

Yalın üretim tekniklerinden olan DAH ile ilgili son yıllarda yapılan çalışmalardan bir kısmı aşağıda sunulmuştur.

Engin ve Yosunkaya (2005) vinç üretimi yapan bir işletmede, iş akış analizi yaparak prosesteki faaliyetleri ve geçen süreleri belirlemişlerdir. Bu süreleri, ürüne değer katıp katmadığına göre analiz ederek israf olan faaliyetleri belirlemişlerdir. Birgün ve ark. (2006) traktör imalatı yapan bir işletmede, müşteri beklentilerinin karşılanması için değer akış haritalandırma çalışması yapmışlardır. Elde edilen sonuçları firma yöneticileri ile analiz etmişlerdir. Keskin ve ark. (2011) büyükşehir belediyesine bağlı otobüs işletmesinde, seyahat süresini kısaltmak ve bekleme sürelerini minimize etmek için DAH tekniğini kullanmışlardır. Efe ve Engin (2012) bir hastanenin acil servisinde, DAH tekniği yardımı ile mevcut proses akışını analiz etmişlerdir. Mevcut durumda hizmete değer katmayan ve müşterilerin bedel ödemek istemediği süreç ve faaliyetleri belirlemişlerdir. Bu faaliyetleri israf olarak tanımlayıp ortadan kaldırılması ya da azaltılması için önerilerde bulunmuşlardır. Romero ve Arce (2017), imalat sektöründe, DAH uygulamasına ilişkin, hakemli dergilerde yayınlanan çalışmalarını inceleyerek detaylı bir analiz yapmışlardır. Bilgin Sarı (2018) otomotiv yan sanayiinde faaliyet gösteren ve civata-somun üreten bir işletmede, müşteri memnuniyetini arttırmak ve süreç iyileştirmek için DAH tekniğini kullanmıştır. Purba ve Aisyah (2018), sipariş toplama ve değerlendirme süreci için DAH tekniğini kullanmışlardır. Otomotiv parçası üreten bir kuruluşta uygulama yapmışlardır. Guo ve ark. (2019), eş zamanlı Yalın-Kaizen içeren bir model önermişlerdir. DAH-TÖAIK (Tanımla, Ölç, Analiz et, İyileştir ve Kontrol et)'in avantajlarını kullanarak ve dezavantajlarından kaçınarak entegre bir model önermişler ve bu modeli bir üretim hattında uygulamışlardır. Kama ve Doğan (2021) bir işletme yerine, işletmenin yer aldığı bir tedarik zincirine odaklanmıştır. İmalat sektöründe faaliyet gösteren bir işletmenin tedarik zincirinde, DAH yöntemini kullanmışlardır. Mevcut DAH yardımı ile israf ve israf kaynaklarını tespit etmeye çalışmışlardır. Yel ve Engin (2022) finansal bir kuruluşta, hata kayıtlarının çözümünde oluşabilecek riskler için DAH tekniğini kullanmışlardır. Duzdar ve Asan (2024) yapı malzemeleri üretimi yapan bir işletmede, DAH tekniği kullanarak israfları ortadan kaldırmaya çalışmışlardır. Kılıç, Yaman ve Ünver (2025) DAH ve Kaizen tekniklerini kullanarak deri-kemer üreten bir işletmede, israf kaynaklarını belirleyip, bunları ortadan kaldırmak ve/veya azaltmak için önerilerde bulunmuşlardır.

Bu çalışmada DAH yardımı ile asansörler için buton, kat ve kabin panelleri üretimi yapan Butkon Asansör San. Tic. AŞ'de kat kasetlerinin sac bölümündeki üretim süreçleri analiz edilerek israflar ortadan kaldırılmaya çalışılmıştır.

BULGULAR

Çalışma kapsamında analiz edilen sac bölümü, Butkon Asansör San. Tic. A.Ş.'nin kat panelleri ve kabinlerine ait sac aksamalarının kesim, şekillendirme ve delme işlemlerinin gerçekleştirildiği temel üretim alanıdır. Bölümde; çok sayıda, pres makinesi, lazer kesim makinesi, abkant büküm makinesi ve mekanik makas bulunmaktadır. Bu makineler aracılığıyla kat panellerinin üretiminde gerekli olan parçaların işlenmesi sağlanmaktadır.

Analiz süreci, öncelikle kat panellerine ait üretim operasyonlarının yapısal olarak incelenmesiyle başlamıştır. Bu kapsamda, her bir kat modelinin sac bölümünde kaç operasyondan oluştuğu sistematik biçimde belirlenmiştir. Ardından, alternatif iş merkezlerinin

tanımlanması amacıyla operasyonel planlama çalışmaları yapılmış; böylece iş gücü ve ekipman kullanımı açısından üretim esnekliği sağlanmıştır.

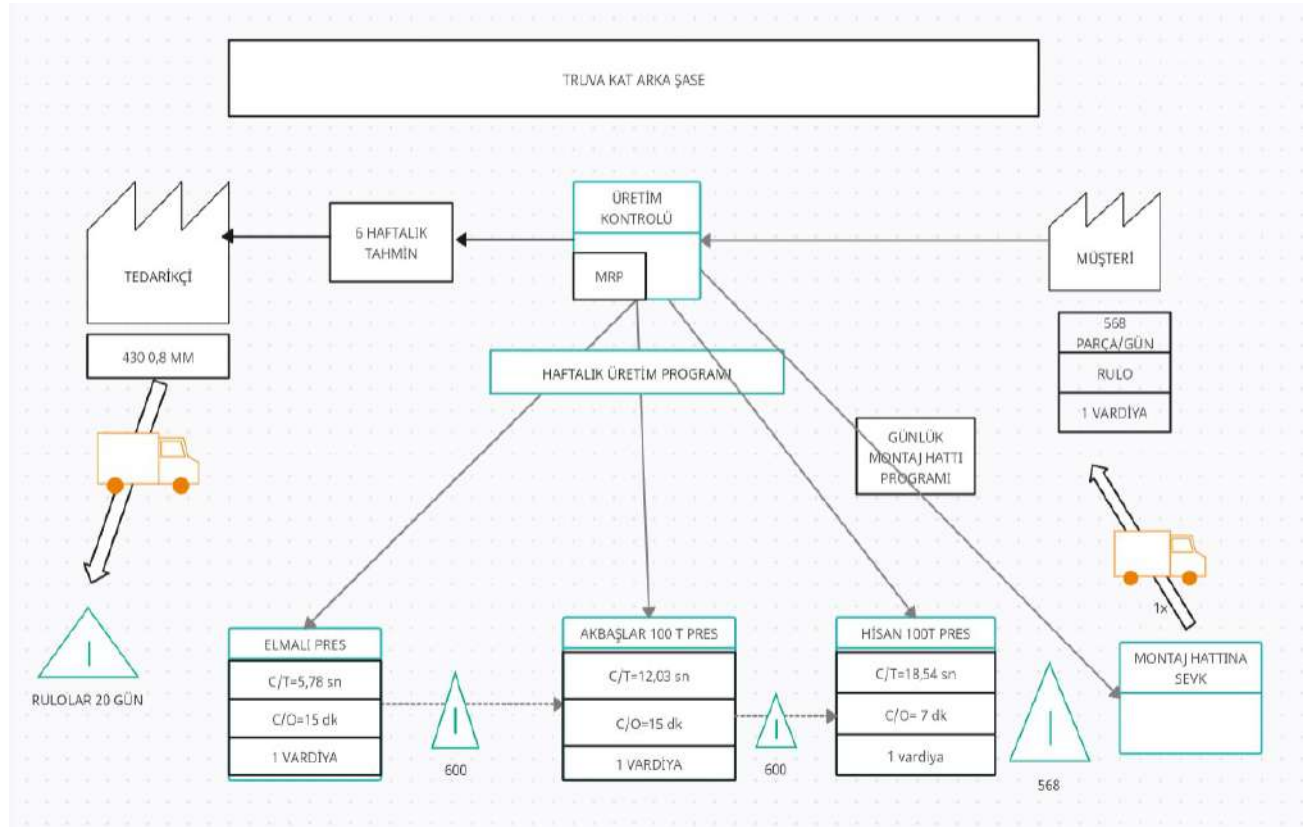
Alternatif iş merkezi planlamasının ardından, zaman etüdü çalışmaları yürütülerek operasyon süreleri, çevrim zamanları ve katma değer analizleri gerçekleştirilmiştir. Zaman etüdü için makas, lazer, abkant ve pres istasyonlarında iki farklı form geliştirilmiş, 317 adet işlem formu aracılığıyla kapsamlı veri toplanmıştır. Bu veriler, işlem sürelerinin ve verimlilik seviyelerinin belirlenmesinde temel teşkil etmiştir.

Çalışmanın son aşamasında, süreç takibi ve gözlem yoluyla üretim hattının tüm akışı değerlendirilmiş, değer akışı haritalama tekniği kullanılarak mevcut durum haritaları oluşturulmuştur.

Çalışma kapsamında oluşturulan Şekil 2’de, Truva modeline ait kat arka şasesi için özel olarak hazırlanmış bir değer akışı haritası sunulmaktadır. Bu harita, ürünün sac bölümünden montaj hattına ulaşıncaya kadar geçtiği üretim aşamalarını kapsamlı şekilde ortaya koymaktadır.

Truva kat arka şasesinin üretim süreci, sac bölümünde gerçekleştirilen üç temel operasyondan oluşmaktadır. Bu operasyonlar sırasıyla kesim, şekillendirme ve delme/bükme işlemleridir. Her bir operasyon, ürünün işlevsel formunu kazanmasında kritik rol oynamaktadır.

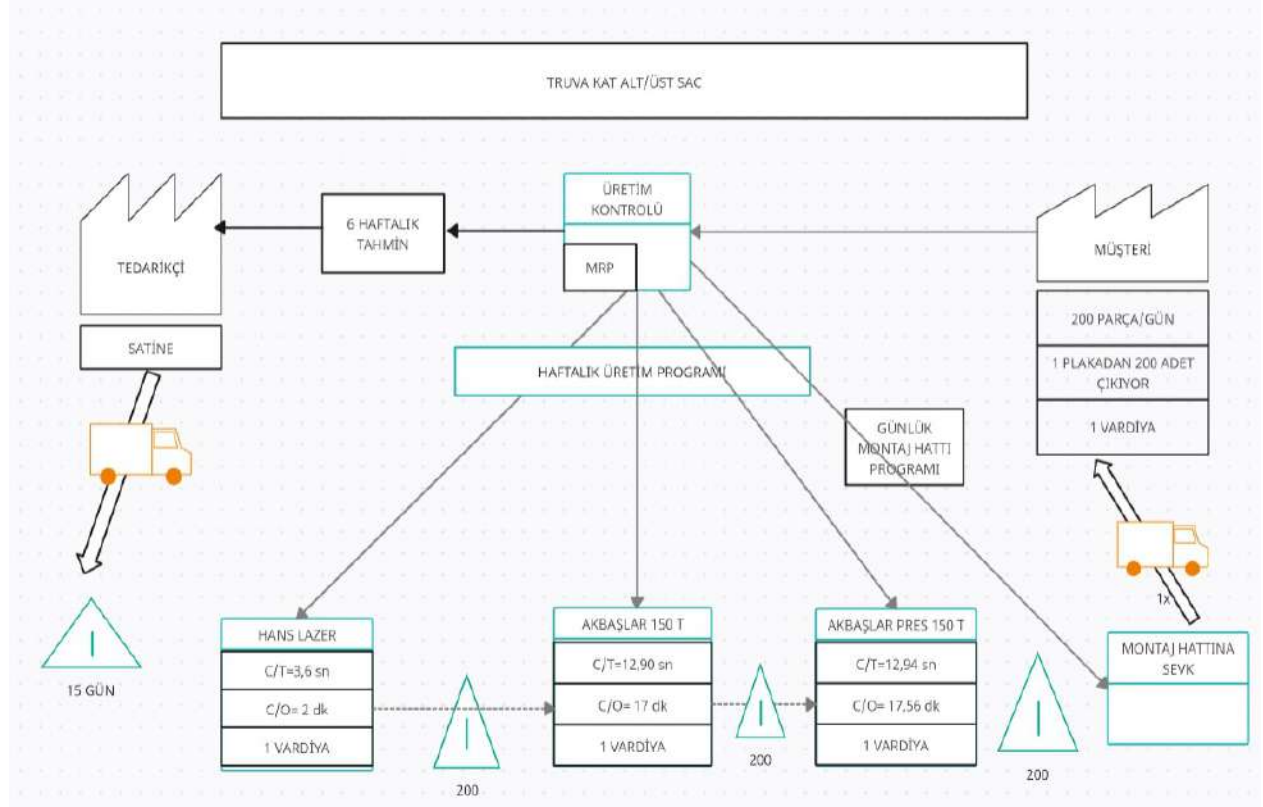
Süreçlerin analizinde kullanılan çevrim süreleri, farklı zaman dilimlerinde ve tekrarlı biçimde yapılan zaman etüdü çalışmaları ile elde edilmiştir. Bu etütlerde, her bir operasyonun başlama ve bitiş zamanları dikkatle kaydedilmiş; süreçler çok sayıda tekrar ile gözlemlenerek güvenilirlik artırılmıştır. Böylelikle çevrim sürelerine ilişkin veriler hem istatistiksel geçerliliği yüksek hem de üretim koşullarını gerçekçi biçimde yansıtan nitelikte olmuştur.



Şekil 2. Truva kat arka şase için değer akış haritası.

Truva modeline ait kat paneli, arka sac, ön üst sac ve ön alt sac olmak üzere toplam üç ana parçadan oluşmaktadır. Bu parçalardan ön üst ve ön alt saclar, panelin dış görünümünü tamamlayan ve işlevselliğini destekleyen önemli bileşenlerdir.

Şekil 3'te verilen değer akışı haritası, Truva kat panelinin ön üst ve ön alt saclarına ait üretim sürecini kapsamaktadır.



Şekil 3. Truva Kat Alt/ Üst Sac

Tablo 1’de, Truva kat paneli üretiminde kullanılan iki ayrı sac grubuna (arka şase ve alt/üst sac) ait iş istasyonlarının çevrim sürelerine göre günlük üretim kapasiteleri hesaplanmıştır. Günlük mesai süresi 540 dakikadır (32.400 saniye).

Tablo 1. Truva Kat Arka Şase Sacı (1 Adet Kullanılır).

İş İstasyonu	Çevrim Süresi (sn)	Günlük Kapasite (adet)
E. Pres	5,78	5.606
Ak. 100T Pres	12,03	2.693
H. 100T Pres	18,54	1.748

Bu hattın darboğazı H.100T Pres olup günlük maksimum 1.748 adet üretim yapılabilir. Truva kat üst ve alt sac çevrim süreleri ve günlük kapasiteleri Tablo 2’de verilmiştir.

Tablo 2. Truva Kat Üst ve Alt Sac (Toplam 2 Adet Kullanılır).

İş İstasyonu	Çevrim Süresi (sn)	Günlük Kapasite (adet)
H. Lazer	3,60	9.000
Ak. 150T Pres	12,90	2.512
Ak. Pres 150T	12,94	2.504

En düşük kapasiteye sahip istasyon Ak.Pres 150T ile günlük maksimum 2.504 adet üretim yapılabilir. Ancak Truva için bu gruptan 2 parça gerektiğinden, toplam üretim kapasitesi:

$2.504 / 2 = 1.252$ ürün/gün kapasite anlamına gelir. Arka şase sacı ile alt-üst sac verileri Tablo 3'te genel bir değerlendirme için sunulmuştur.

Tablo 3. Genel değerlendirme.

Parça Grubu	Parça Sayısı	Günlük Parça Kapasitesi	Ürün Bazlı Kapasite
Arka Şase Sacı	1	1.748	1.748 ürün/gün
Alt-Üst Sac (2 parça)	2	2.504	1.252 ürün/gün

Ürün başına iki sac gerektiğinden, alt/üst sac hattı darboğaz oluşturmaktadır. Bu durumda Truva kat paneli üretim kapasitesi günlük en fazla 1.252 ürün/gün olarak sınırlandırılmıştır. İş istasyonlarının günlük kapasitesi Şekil 4'de verilmiştir.



Şekil 4. İş istasyonlarının Truva üretim kapasiteleri grafiği.

Şekil 4'te yer alan grafik, Truva Kat Panelinin üretiminde görev alan iş istasyonlarının günlük üretim kapasitelerini göstermektedir.

SONUÇ

Bu çalışma kapsamında gerçekleştirilen analizler sonucunda üretim hattındaki darboğazlar, iş istasyonlarının üretim kapasiteleri ve israf kaynakları net bir şekilde belirlenmiştir. Çevrim sürelerinden elde edilen teorik günlük üretim verileri ile fiili üretim sayıları arasında sapmalar tespit edilmiş, bu sapmaların nedenleri detaylı saha gözlemleriyle analiz edilmiştir. Özellikle parçaların iş istasyonları arasında geçişlerinde yaşanan gecikmelerin nedenleri incelenmiş ve bu durumun sadece çevrim süresine değil, aynı zamanda malzeme akışı, operatör yönlendirmesi ve iş organizasyonundaki aksaklıklara bağlı olduğu ortaya konmuştur. Zaman etütleri ve değer akışı haritaları doğrultusunda; kalıp değişim sürelerinin uzunluğu, makinelerin boşta bekleme süreleri, üretim takibinin eksikliği ve temizlik işlemlerinin üretimle entegre yapılmasının verimliliği düşürdüğü belirlenmiştir. Bu kapsamda kalıpların sistematik olarak düzenlenmesi, SMED yönteminin uygulanması, iş örnekleme ile operatör verimliliğinin ölçülmesi, üretim takibi için formlar oluşturulması ve temizlik işlemlerinin üretimden bağımsız hale getirilmesi gibi iyileştirme önerileri geliştirilmiştir. Bu öneriler, üretim sürecinin daha verimli, izlenebilir ve sürdürülebilir olmasına katkı sağlayacaktır.

Teşekkür

Bu araştırma, Butkon Asansör Sanayi Ticaret A.Ş., Ar-Ge Merkezi tarafından desteklenmiştir.

KAYNAKÇA

Anonim, 2025, Butkon Asansör San. Tic. AŞ, <https://www.butkon.com> (E. T. 01.06.2025)

Aydoğmuş, U.; Engin, O. (2021). Endüstri 4.0 Sürecinde Ağırlama Sektörüne Yönelik Uygulamaların İncelemesi. *İstanbul Aydın Üniversitesi Sosyal Bilimler Dergisi*, 13(3), 851 - 874. DOI: 10.17932/IAU.IAUSB.D.2021.021/iausbd_v13i3013

Bilgin Sarı, E. (2018). Üretim Hattı Tasarımında Değer Akış Haritalama Tekniğinin Kullanılması. *Dumlupınar Üniversitesi Sosyal Bilimler Dergisi* (56), 67-81.

Birgün, S., Gülen, K. G., & Özkan, K. (2006). Yalın Üretime Geçiş Sürecinde Değer Akışı Haritalama Tekniğinin Kullanılması: İmalat Sektöründe Bir Uygulama. *İstanbul Ticaret Üniversitesi Fen Bilimleri Dergisi*, 5(9), 47-59.

Duzdar, İ., & Asan, C. (2024). Yapı Malzemeleri Üretimi Yapan Bir Firmada Değer Akış Haritalama Yapılması ve Bayes Yöntemi ile Analizi. *Süleyman Demirel Üniversitesi İktisadi Ve İdari Bilimler Fakültesi Dergisi*, 29(3), 149-162.

Engin, O. & Sarıcan, B. (2024). Makine Çizelgeleme Problemlerinin Çözümünde Pekiştirmeli Öğrenme Etkisinin Analizi. *ALKÜ Fen Bilimleri Dergisi*, 6(2), 116-140. <https://doi.org/10.46740/alku.1390397>

Engin, O., Yosunkaya, A. (2005). Siparişe Göre Vinç Üretimi Yapan bir İşletmede Çevrim Süresi Analizi, *III. Makina Tasarım ve İmalat Teknolojileri Kongresi*, 16- 17 Eylül 2005, 1, 1, 347- 354, TMMOB Makine Mühendisleri Konya Şubesi.

Efe, Ö. F., & Engin, O. (2012). Yalın hizmet - değer akış haritalama ve bir acil serviste uygulama. *Verimlilik Dergisi*(4), 79-107.

Guo, W., Jiang, P., Xu, L., & Peng, G. (2019). Integration of value stream mapping with DMAIC for concurrent Lean-Kaizen: A case study on an air-conditioner assembly line. *Advances in Mechanical Engineering*, 11(2). DOI: <https://doi.org/10.1177/1687814019827115>

Kama, A., & Doğan, N. Ö. (2021). Tedarik zincirinde değer katmayan faaliyetlerin ortadan kaldırılması: İmalat sektöründe bir değer akış haritalama uygulaması. *Niğde Ömer Halisdemir Üniversitesi Mühendislik Bilimleri Dergisi*, 10(1), 91-99. <https://doi.org/10.28948/ngumuh.590637>

Keskin, M, Engin, O., Baysal, M.E., Sarucan, A., (2011). Seyahat İşletmelerinde Değere Akışı Haritalama ve Büyükşehir Belediyesi Otobüs İşletmesinde Bir Uygulama, *Yöneylem Araştırması ve Endüstri Mühendisliği 31. Ulusal Kongresi*, 05- 07 Temmuz 2011, Sakarya Üniversitesi, 769- 775.

- Kılıç, E., Yaman, B., & Ünver, M. (2025). Deri Atölyesinde Değer Akış Haritalama ve Yalın Tekniklerle Verimlilik Yönetimi. *Verimlilik Dergisi*, 59(2), 467-480. <https://doi.org/10.51551/verimlilik.1525133>
- Manzak, R. ve Engin, O. (2023). “Akıllı Fabrikalarda Çizelgeleme Yöntemlerinin Analizi, *Verimlilik Dergisi*, 57(4), 761-774. DOI: 10.51551/verimlilik.1136778
- Purba, H. H., & Aisyah, S. (2018). Productivity improvement picking order by appropriate method, value stream mapping analysis, and storage design: a case study in automotive part center. *Management and Production Engineering Review*. DOI: <https://doi.org/10.24425/119402>
- Romero, L., & Arce, A. (2017). Applying value stream mapping in manufacturing: A systematic literature review. *IFAC-PapersOnLine*, 50(1), 1075-1086. DOI: <https://doi.org/10.1016/j.ifacol.2017.08.385>
- Rother, M., & Shook, J. (2003). Learning to See—Value Stream Mapping to Create Value End Eliminate Muda. *Lean Enterprise Institute*.
- Yel, İ., & Engin, O. (2022). Process Improvement for Error Records in a Financial Institution with the Analysis of Simulation on Using Value Stream Mapping. *Journal of Advanced Research in Natural and Applied Sciences*, 8(2), 171-187. <https://doi.org/10.28979/jarnas.907042>
- Yiğit, G.; Engin, O. (2025). Endüstri 5.0 İle Sürdürülebilirliğin sağlanması: Bir Bibliyometrik Analiz. *İstanbul Aydın Üniversitesi Sosyal Bilimler Dergisi*, 17(1), 23-46. DOI: 10.17932/IAU.IAUSBD.2021.021/iausbd_v17i1002

ÇOCUKLARIN OYUN BECERİLERİNİN EBEVEYNLER TARAFINDAN DEĞERLENDİRİLMESİ VE BAZI DEĞİŞKENLERE GÖRE İNCELENMESİ

Şükran CEYHAN¹, Mehmet Oğuz GÖLE²

¹Afyon Kocatepe Üniversitesi Sosyal Bilimler Enstitüsü, sukrancyhn@gmail.com,

Afyonkarahisar / Türkiye

*²Afyon Kocatepe Üniversitesi Eğitim Fakültesi, moguzgole@gmail.com, Afyonkarahisar /
Türkiye*

Öz: Oyun çocukların farklı gelişim alanları destekleyen, sosyal yaşamın bir simülasyonu olarak görülen ve yetişkinlik dönemine hazırlayan çocukluk döneminin en önemli uğraşdır. Oyun çocukların sosyal becerilerini, küçük ve büyük kas gelişimlerini olumlu yönde etkiler. Aynı zamanda çocukların eğlence ihtiyaçlarını giderir ve çocukların mutlu olmalarını sağlar. Çocukların oyunlarını ve oyun becerilerini etkileyen birçok unsur bulunmaktadır. Çocukların içinde bulundukları ekonomik durum, ebeveyn tutumları, aile yapıları bunlardan birkaçıdır. Bu unsurların ne olduğunu tespit edebilmek amacıyla yürütülen bu araştırma çocukların oyun becerilerinin ebeveynler tarafından değerlendirilmesi ve farklı değişkenlere göre incelenmesini konu almıştır. Çalışmaya Afyonkarahisar il merkezinde bulunan Milli Eğitim Bakanlığına bağlı, bağımsız anaokullarında eğitim gören 60-72 yaş grubu çocukların ebeveynleri ile yürütülmüştür. Araştırmaya katılan annelerin %53,7'sinin 25-34, babaların ise %58'inin 35-44 yaş grubunda, oyun becerileri değerlendirilen çocukların %47,5'inin kız, %52,5'inin erkek olduğu görülmüştür. Araştırmada çocukların oyun becerilerini ölçebilmek amacıyla Oyun Becerileri Değerlendirme Ölçeği ve ebeveynler için Genel Bilgi Formu kullanılmıştır. Elde edilen veriler ANOVA testi ile analiz edilmiş ve analizler sonucunda çocukların oyun becerileri ile annenin eğitim düzeyi arasında anlamlı farklılık tespit edilmiştir ($p=0,019$). Anlamlı farklılığın hangi gruplar arasında olduğunun tespiti için Post-Hoc testi uygulanmış, test sonucunda ortaokul ve üniversite mezunu anneler arasında üniversite mezunu anneler lehine anlamlı fark tespit edilmiştir. Çocukların ekran sürelerine göre fark olup olmadığı incelendiğinde ekran süresi olmayan çocuklar ile ekran kullanım süresi 0-2 saat ve 3-5 saat arasında değişen çocuklar arasında ekran süresi olmayan çocukların lehine anlamlı fark tespit edilmiştir. Sonuç olarak; çocukların oyun becerilerinin farklı değişkenlere göre farklılık gösterdiği bulunmuştur.

Anahtar Kelimeler: Çocuk, Oyun Becerisi, Ebeveyn, Oyun

THE ASSESSMENT OF CHILDREN'S PLAY SKILLS BY PARENTS AND ITS EXAMINATION IN RELATION TO CERTAIN VARIABLES

Şükran CEYHAN¹, Mehmet Oğuz GÖLE²

¹Afyon Kocatepe University, Institute of Social Sciences, sukrancyhn@gmail.com,

Afyonkarahisar / Türkiye

*²Afyon Kocatepe University, Faculty of Education, moguzgole@gmail.com, Afyonkarahisar
/ Türkiye*

Abstract: Play is one of the most significant activities of childhood, regarded as a simulation of social life that supports various developmental domains and prepares children for adulthood. Play positively influences children's social skills, as well as their fine and gross motor development. Additionally, it fulfills children's need for entertainment and contributes to their overall happiness. Numerous factors affect children's play and play skills, including their economic conditions, parental attitudes, and family structures. This study was conducted to identify these factors by examining the assessment of children's play skills by parents in relation to various variables. The research was carried out with the parents of children aged 60-72 months attending independent kindergartens affiliated with the Ministry of National Education in the city center of Afyonkarahisar. Among the participating mothers, 53.7% were between the ages of 25-34, and among fathers, 58% were between 35-44 years old. Of the children whose play skills were assessed, 47.5% were girls and 52.5% were boys. To evaluate children's play skills, the Play Skills Assessment Scale and a General Information Form for parents were utilized. The collected data were analyzed using ANOVA, which revealed a statistically significant difference between children's play skills and mothers' educational levels ($p = 0.019$). A Post-Hoc test was conducted to determine between which groups this difference occurred, and a significant difference was found in favor of university graduate mothers compared to secondary school graduate mothers. When examining differences based on children's screen time, a significant difference was identified in favor of children with no screen time compared to those with 0-2 hours and 3-5 hours of screen time. In conclusion, the study found that children's play skills vary according to different variables.

Keywords: Child, Play Skills, Parent, Play

GİRİŞ ve KURAMSAL ÇERÇEVE

Oyun; öğrenme veya haz alma amacıyla, kurallı ya da kuralsız, tek kişilik ya da çok kişilik olabilen, yetişkin yaşamının bir simülasyonu olarak görülen, çocukların farklı gelişim alanlarını ve sosyal yaşam dinamiklerini olumlu anlamda destekleyen, çocukluk dönemindeki en önemli uğraştır (Darwish vd., 2001; Gül, 2006; Schaefer, 2013). Oyun, çocukların kendilerini tanıma fırsatı sunmakta ve ayrıca öğretmenlerin ve ebeveynlerin çocukları yakından tanımasını sağlamaktadır. Bu sayede çocuk çevresiyle iletişim kurmaktadır (Erbay ve Saltalı, 2012; Koçyiğit vd., 2007). Çocuklar, akranlarıyla rekabet etmeyi, paylaşmayı, yardımlaşmayı ve daha birçok olguyu oyunla birlikte öğrenmekte; ebeveynleri ve öğretmenleriyle de oyun yoluyla iletişim kurmaktadır (Sapsağlam, 2018; Ünal, 2009).

LİTERATÜR

Durualp ve Aral'ın (2010) altı yaş grubu çocuklarıyla gerçekleştirdiği araştırma, çocukların sosyal becerilerinin oyun yoluyla geliştirilebildiğini göstermektedir. Çocuklar oyunla birlikte yaşamın içindeki sosyal rollerini fark eder, olumlu sosyal davranışlar olarak görülen toplumsal saygı, kendisinin ve çevresindekilerin hakkını koruma, toplumsal kurallar gibi pek çok olguyu kazanırlar (Arslan ve Bulgu, 2010; Halberstadt vd., 2001; Saracho, 1996). Yapılan bir araştırma oyun oynayan çocukların oynamayanlara göre daha mutlu olduğunu tespit etmiş, oyunun sosyal becerilerin yanı sıra sosyal duygu durumunu da olumlu etkilediğini göstermiştir (Barnet ve Storm, 1981). Sosyal becerileri desteklemesinin yanında oyunun çocukların fiziksel sağlıklarını da olumlu yönde etkilediği görülmüştür (Özer vd., 2006). Oyunun birçok gelişim alanına katkı sağladığı ve oyunlaştırılmış etkinliklerin çocukların daha çok hoşlarına gittiği görülmektedir (Howard ve McInnes, 2012). Çocukların akranlarıyla ilişkilerine bakıldığında oyunla birlikte çocuklar akranlarıyla iletişimi, paylaşmayı ve akranları arasında sorumluluk almayı öğrenir (Leff vd., 2004). Ayrıca çocuklar akranlarıyla oyun oynadığı sırada kendi sosyal konumunu da fark eder (Gülay Ogelman vd., 2022; Diamond ve Lee, 2011). Oyunun çocuklar üzerindeki olumlu etkilerinin bilinmesinin yanı sıra çocukların oyunlarını etkileyen pek çok faktör vardır. Bu faktörlere bakıldığında çocukların içinde bulundukları ekonomik düzeyin oyunlarını etkilediği görülmüştür (Goudena ve Vermeulen, 1997). Dunn ve Hughes (2001) yaptıkları çalışmada çocukların agresif ve saldırgan davranışlarının oyunlarını olumsuz etkilediği sonucuna ulaşmıştır. Çocukların yalnız akranlarıyla değil ebeveynleri ile de oyun oynaması gelişimsel açıdan bakıldığında oldukça faydalıdır (Davenport ve Bourgeois, 2008).

Çocuk ve ebeveyn ilişkisi ışığında; çocukların ebeveynlerin tutumları sebebiyle genel olarak dış ortamlarda değil iç ortamlarda oyun oynadığı da araştırmalar sonucunda görülmüştür (Little, 2015; Mcfarland ve Laird, 2018). Ebeveynlerin çocukları için tercih ettikleri oyunlar ise genelde hareketsiz yapı inşa oyunlarıdır (Işıkoğlu Erdoğan, 2019). Bir başka araştırma, toplum tarafından ayıplanacağı düşüncesi nedeniyle ebeveynlerin çocuklarıyla oyun oynamak istemediklerini tespit etmiştir (Lin vd., 2018).

AMAÇ

Oyunla ilgili alanyazın tarandığında oyunun çocuklar üzerindeki etkilerini ve pek çok farklı değişkenle ilişkilerini inceleyen araştırma olduğu görülmüştür (Barnet ve Storm, 1981; Özer vd., 2006; Diamond ve Lee, 2011). Ancak çocukların oyun becerilerini ve oyunlarını etkileyen değişkenleri inceleyen araştırma sayısı oldukça kısıtlıdır. Alanyazındaki bu eksikliği gidermek amacıyla yapılan bu araştırma çocukların oyun becerilerinin ebeveynleri tarafından değerlendirilmesini ve bazı değişkenlere göre incelenmesini amaçlamaktadır.

YÖNTEM

Bu araştırma çocukların oyun becerilerinin ebeveynleri tarafından değerlendirilmesi ve farklı değişkenlere göre incelendiği için nicel araştırma yöntemlerinden tarama modeli ile

yürütülmüştür. Tarama modeli bir duruma veya olaya ilişkin verilerin seçilen örneklem üzerinden belirlenmesi ve farklı değişkenlere göre incelenmesi olarak tanımlanabilir (Karasar, 2011).

KAPSAM

Tablo 1. *Katılımcıların Demografik Özellikleri*

Değişken		N=162	%
Annenin Yaşı	18-24	3	1,9
	25-34	87	53,7
	35-44	67	41,4
	45 ve üzeri	5	3,1
Babanın Yaşı	18-24	0	0
	25-34	58	35,8
	35-44	94	58
	45 ve üzeri	9	5,6
Annenin Eğitim Durumu	İlkokul	5	4,9
	Ortaokul	21	13,6
	Lise	44	25,3
	Üniversite	76	50,6
	Lisansüstü	15	5,6
Babanın Eğitim Durumu	İlkokul	5	3,1
	Ortaokul	21	13
	Lise	44	27,2
	Üniversite	76	46,9
	Lisansüstü	15	9,3
Çocuğun Cinsiyeti	Kız	77	47,5
	Erkek	85	52,5
Çocuğun Kardeş Sayısı	Yok	45	27,8
	1	74	45,7
	2	29	17,9
	3	13	8
	3 üzeri	1	0,6
Çocuğun Ekran Süresi	Yok	4	2,5
	0-2 saat	114	70,4
	3-5 saat	41	25,3
	6-8 saat	3	1,9

Araştırma Afyonkarahisar il merkezinde bulunan Milli Eğitim Bakanlığına bağlı bağımsız anaokullarında eğitim gören 60-72 ay yaş grubu çocukların ebeveynleri ile yürütülmüştür. Katılım sağlayan ebeveynler anne ve baba olarak incelenmiş olup katılımcı annelerin %53,7'sinin 25-34 yaş, babaların ise %58'inin 35-44 yaş grupları arasında olduğu görülmüştür.

Katılımcı ebeveynlerin araştırmada oyun becerilerini değerlendirdikleri çocuklarının %47,5'inin kız %52,5'inin erkek olduğu tespit edilmiştir.

Araştırmaya katılan ebeveynlerin bilgileri incelendiğinde katılımcı annelerin %50,6'sının, babaların ise %46,9'unun üniversite mezunu olduğu, annelerin %58'inin aktif olarak çalışma hayatında bulunmadığı, babaların %96,3'ünün aktif olarak çalışma hayatında bulunduğu tespit edilmiştir. Çocukla ilgili bilgilere bakıldığında çocukların %45,7'sinin 1 kardeşi olduğu ve %70,4'ünün ekran süresinin 0-2 saat arasında olduğu görülmüştür.

Veri Toplama Araçları

Bu araştırmada Oyun Becerileri Değerlendirme Ölçeği ve Aileler İçin Demografik Bilgi Formu kullanılmıştır. Kullanılan veri toplama araçlarına ait bilgiler aşağıda verilmiştir.

Oyun Becerileri Değerlendirme Ölçeği tek boyuttan oluşan 27 maddeden oluşan bu ölçek 5'li likert tiptedir. Ölçeğin Cronbach Alpha güvenirlik kat sayısı ,93 olarak bulunmuş olup analizler sonucunda elde edilen bu puanın ölçeğin güvenirliğinin yüksek olduğunu göstermektedir (Fazlıoğlu vd., 2013).

Aileler İçin Demografik Bilgi Formu araştırmacı tarafından hazırlanmış olup toplanan verilerin sadece bilimsel araştırma amacıyla kullanılacağı ve başka amaçla kullanılmayacağı bilgisi katılımcılara verilmiştir.

Verilerin Analizi

Tablo 1. Çarpıklık ve Basıklık Değerlerine Göre Normallik Dağılım Testi Sonuçları

		İstatistikle	
		r	Standart Hata
Oyun Becerileri Toplam Puanı	Çarpıklık	-0,479	0,191
	Basıklık	-0,54	0,38

Verilerin analizlerinde Sosyal Bilimler için kullanılan SPSS 25 programı kullanılmıştır. Araştırma için kullanılan ölçek ve formdan elde edilen verilerin öncelikle normal dağılıp dağılmadıkları test edilmiştir. Verilerin çarpıklık ve basıklık değerlerinin +1,00 ve -1,00 arasında olması, normal dağılım üzerinde olduğunu göstermektedir (Hair vd., 2013). Yapılan analizler sonrası verilerin çarpıklık değeri -,479, basıklık değeri ise -,540 olarak görülmüş ve verilerin normal dağılım gösterdiği tespit edilmiştir.

Tablo 2. Homojenlik Testi Sonucu

	p
Oyun Becerileri Toplam Puanı	0,043

Verilerin normal dağılım göstermesi tespiti sonrasında bağımlı ve bağımsız değişkenler arasında anlamlı farklılık olup olmadığını görebilmek için ilişkisiz gruplar tek yönlü ANOVA testi uygulanmadan önce varyansların homojen olup olmadığına bakılmıştır. $P>0,05$ olması durumunda varyansların homojenliği sağlanmış, $p<0,05$ olması durumunda ise varyansların homojenliği sağlanmamış olarak ölçülmektedir. Yapılan homojenlik testi sonrasında verilerin homojen dağılmadığı bilgisine ulaşılmıştır. ($P=,043$)

Homojenlik testi sonucunda değişkenler arasında anlamlı fark olup olmadığını ölçmek amacıyla 2’den fazla grupta incelenen değişkenlere Welch testi ve gruplar arası farklılıkların durumlarını görebilmek amacıyla Post-Hoc testi uygulanmıştır. 2 grupta incelenen değişkenlere ise T Testi uygulanmıştır.

BULGULAR

Araştırmada sonucunda toplanan veriler analiz edilmiş elde edilen bulgular aşağıda tablo halinde verilmiştir.

Tablo 3. *Çocukların Oyun Becerileri ile Annenin Eğitim Düzeyine Göre ANOVA Testi Sonucu*

Annenin Durumu	Eğitim N	X	Ss	f	p	Fark
İlkokul	8	112,12	19,41			
Ortaokul	22	113,27	11,43			Ortaokul
Lise	40	118,3	10,6	3,053	0,019	ve
Üniversite	82	121,71	11,76			Üniversite
Lisansüstü	9	118,77	11,51			

Tablo 3’te çocukların oyun becerileri ile annenin eğiti düzeyi arasındaki ilişki incelendiğinde çocukların oyun becerileri ile annenin eğitim düzeyi arasında anlamlı farklılık tespit edilmiştir ($F=3,053$, $p=0,019$, $p<0,05$). Anlamlı farklılığın hangi gruplar arasında olduğunu tespit edebilmek için Post Hoc testi uygulanmış ve ortaokul ve üniversite mezunu anneler arasında üniversite mezunu anneler lehine anlamlı farklılık olduğu sonucuna ulaşılmıştır.

Tablo 4. *Çocukların Oyun Becerileri ve Çocukların Günlük Ekran Sürelerine Göre ANOVA Testi Sonucu*

Çocuğun Süresi	Ekran N	X	Ss	f	p	Fark
Yok	4	130	4,39			Yok ve 0-
0-2 Saat	113	118,63	12,65	1,468	0,02	2 saat,
3-5 Saat	41	118,7	11,14			Yok ve 3-
6-8 Saat	3	126	9			5 saat

Tablo 4'te çocukların oyun becerileri ve çocukların günlük ekran süreleri arasındaki fark incelendiğinde çocukların oyun becerileri ve çocukların günlük ekran süreleri arasında anlamlı farklılık tespit edilmiştir ($F=1,468$, $p=0,02$, $p<0,05$). Anlamlı farklılığın hangi gruplar arasında olduğunu tespit edebilmek için Post Hoc testi uygulanmış ve ekran süresi olmayan çocuklar ile günlük 0-2 saat ekran süresi olan çocuklar arasında ve günlük ekran süresi olmayan çocuklar ile günlük 3-5 saat ekran süresi olan çocuklar arasında ekran süresi olmayan çocuklar lehine anlamlı farklılık olduğu sonucuna ulaşılmıştır.

Tablo 5. *Çocukların Oyun Becerileri ve Annenin Yaşına Göre ANOVA Testi Sonucu*

Annenin Yaşı	N	X	Ss	f	p	Fark
18-24	3	107,33	5,03	1,011	0,39	
25-34	86	118,95	10,96			
35-44	67	119,79	13,83			
45 ve üzeri	5	118,6	10,26			

Tablo 5'te çocukların oyun becerileri ve annenin yaşı arasındaki fark incelendiğinde çocukların oyun becerileri ve annenin yaşı arasında anlamlı farklılık tespit edilememiştir ($F=1,011$, $p=0,39$, $p>0,05$).

Tablo 6. *Çocukların Oyun Becerileri ve Babanın Yaşına Göre ANOVA Testi Sonucu*

Babanın Yaşı	N	X	Ss	f	p	Fark
18-24				0,798	0,445	
25-34	57	120,66	10,66			
35-44	94	118,09	13,24			
45 ve üzeri	9	119,77	10,1			

Tablo 6'da çocukların oyun becerileri ve babanın yaşı arasındaki fark incelendiğinde 18-24 yaş grubu arasında katılımcının bulunmadığı, çocukların oyun becerileri ile babanın yaşı arasında anlamlı farklılık tespit edilememiştir ($F=0,798$, $p=0,445$, $p>0,05$).

Tablo 7. *Çocukların Oyun Becerileri ve Babanın Eğitim Durumuna Göre ANOVA Testi Sonucu*

Babanın Durumu	Eğitim	N	X	Ss	f	p	Fark
İlkokul		5	113,6	11,97	0,684	0,604	
Ortaokul		21	116,66	14,85			
Lise		44	118,56	11,81			
Üniversite		75	120,36	12,02			
Lisansüstü		15	119,66	10,8			

Tablo 7’de çocukların oyun becerileri ve babanın eğitim durumu arasındaki fark incelendiğinde çocukların oyun becerileri ile babanın eğitim durumu arasında anlamlı farklılık tespit edilememiştir ($F=0,684$, $p=0,604$, $p>0,05$).

Tablo 8. *Çocukların Oyun Becerileri ve Ebeveynlerin Çocukla Gün İçerisinde Geçirdiği Süreye Göre ANOVA Testi*

Çocukla Geçirilen Vakit	N	X	Ss	f	p	Fark
0-2 saat	12	113,66	13,99	1,212	0,307	
3-4 saat	44	120,75	11,57			
5-7 saat	63	118,46	12,61			
8 saat ve üzeri	41	120,07	11,52			

Tablo 8’de çocukların oyun becerileri ve ebeveynlerin çocukla gün içerisinde geçirdiği süre incelendiğinde çocukların oyun becerileri ve ebeveynlerin çocukla gün içerisinde geçirdiği süre arasında anlamlı farklılık tespit edilememiştir. ($F=1,212$, $p=0,307$, $p>0,05$)

Tablo 9. *Çocukların Oyun Becerileri ve Çocuğun Kardeş Sayısına Göre ANOVA Testi*

Çocuğun Sayısı	Kardeş	N	X	Ss	f	p	Fark
Yok		45	119,37	10,93	1,492	0,207	
1		74	120,72	12,2			
2		28	116,96	11,83			
3		13	114,38	15,76			
3 üzeri		1	103				

Tablo 9’da çocukların oyun becerileri ve çocuğun kardeş sayısı arasındaki fark incelendiğinde çocukların oyun becerileri ile çocuğun kardeş sayısı arasında anlamlı fark tespit edilememiştir. ($F=1,492$, $p=0,207$, $p>0,05$)

SONUÇ VE TARTIŞMA

Araştırma kapsamında çocukların oyun becerileri ve bazı demografik değişkenler ile aralarında anlamlı fark olup olmadığı incelenmiştir. Elde edilen sonuçlarda çocukların oyun becerileri ile annenin öğrenim düzeyi arasında anlamlı fark olduğu görülmüştür. Öğrenim düzeyi üniversite olan annelerin çocukların, öğrenim düzeyi ortaokul olan annelerin çocuklarına göre oyun becerilerinin daha yüksek olduğu sonucu da elde edilen bulgular arasındadır. Elde edilen sonuçlara benzer şekilde Işıkoğlu ve Bora İvrendi (2008) yaptıkları çalışmada öğrenim düzeyi yüksek olan ebeveynlerin çocukların oyunlarına daha aktif katıldığını Craig (2006) ise öğrenim düzeyi yüksek olan ebeveynlerin çocukların oyunlarına daha iyi katılım gösterdiğini tespit etmişlerdir. Bu araştırmaların sonuçları, araştırmada elde edilen sonuçları desteklemektedir.

Araştırmanın diğer bir sonucu çocukların oyun becerileri ile çocuğun kardeş sayısı arasında anlamlı farklılık olmamasıdır. Benzer sonuçlar Yoleri ve Tetik'in (2020) yaptığı araştırmada da görülmüştür. Bu araştırmada çocukların oyun davranışları ve mizaç arasındaki ilişkiyi incelerken demografik bir değişken olarak çocuğun kardeşi olup olmamasını da incelemiş ancak kardeş sayısına göre farklılık olmadığı görülmüştür. Benzer sonuçlara ulaşan bir diğer araştırmayı da Zheng ve Colomb (1989) yapmış, kardeş sahibi olup olmamanın çocukların sosyal oyunları üzerinde bir etkisi olmadığı sonucuna ulaşmıştır. Buna sebep olarak araştırmaya katılan denek sayısının az olduğunu söylenmiştir. Bundan yola çıkarak yapılan araştırmada katılımcı çocukların yarıya yakını tek kardeşe sahiptir ve farklı kardeş sayısına sahip katılımcının az olması sonuçları etkilemiş olabileceği söylenebilir.

Çocukların oyun becerileri ile günlük ekran süreleri aralarında bulunan anlamlı farkın grupları incelendiğinde ekran süresi olmayan çocuklar ile günlük 0-2 saat ekran süresi olan çocuklar arasında ve ekran süresi olmayan çocuklar ile günlük 3-5 saat ekran süresi olan çocuklar arasında anlamlı fark bulunmuştur. Yapılan analizler ekran süresi olmayan çocukların oyun becerileri puanının daha yüksek olduğunu göstermektedir. Bu sonuçlara benzer olarak Zhao vd. (2018) yaptığı çalışma; çocukların ekran süresinin artması ve ruhsal iyilik durumları arasında negatif yönde bir ilişki olduğunu göstermiştir. Hinkley vd., (2018) televizyon, video izlemenin çocukların sosyal becerilerini olumsuz etkilediğini, Putnick vd., (2023) 12 ila 36 ay arasında daha fazla ekran süresine maruz kalan çocukların akranlarıyla daha az oyun oynayarak zaman geçirdiği ve akranlarıyla oynayarak geçirilen daha az zaman gelişimsel gecikmelere neden olduğunu tespit etmişlerdir. Bu sonuçlar çocukların ekran sürelerinin artmasının olumsuz bir etkiye sahip olduğunu gösterebilir.

Analizlerin sonuçlarından elde edilen verilere göre çocukların oyun becerileri ile annenin yaşı arasında anlamlı farklılık tespit edilememiştir. Bu sonuçlarla paralellik gösteren bir çalışma Devlet Memiş ve Gürsoy (2022) tarafından yapılmış olup, araştırmada anne çocuk oyun etkileşimi incelenmiş ancak annenin yaşına göre anlamlı fark tespit edilememiştir. Elde edilen verilere bakıldığında araştırmaya katılan annelerin büyük çoğunluğunun iki yaş grubunda toplandığı ve bu iki yaş grubunun birbirine yakın olduğu görülmektedir. Bu verilerden yola çıkarak anlamlı farklı yaş gruplarında katılımcı anne sayısının fazla olmaması sebebiyle anlamlı fark çıkmadığı söylenebilir. Elde edilen sonuçlardan bir diğeri de çocukların oyun becerileri ve babanın yaşına göre anlamlı farklılık tespit edilememesidir. Alanyazın tarandığında Türkiye'de annelerin çocuk ve baba arasında köprü görevi gördüğü, çocuğun babası ile direkt ilişki kurmadığını gösteren araştırmalar mevcuttur (Çelik, 2019). Bundan yola çıkarak annelerin aracı rolde olmasının sonuçları etkilediği düşünülebilir.

Araştırma sonuçlarından bir diğeri de çocukların oyun becerileri ile ebeveynlerin çocukla geçirdiği vakit arasında anlamlı fark bulunamamasıdır. Kılıç ve Metin (2024) yaptığı araştırmada çocukların ebeveynleri ile vakit geçirirken aktivite olarak TV izledikleri sonucunu bulmuştur. Buradan yola çıkılarak aileler eğitsel aktivite veya oyun oynamak yerine çocukla vakit geçirirken TV izledikleri için değişkenler arasında anlamlı fark bulunamamış olabilir. Akaroğlu vd. (2019) yaptığı araştırma sonucunda babanın öğrenim düzeyi yükseldikçe çocuğu ile oyun oynadığı sürenin arttığını tespit etmiştir. Buna benzer bir araştırmada babaların öğrenim düzeyi arttıkça çocuklarıyla ilişki puanının yükseldiği

görülmektedir (McLanahan, 2004) Ancak yapılan araştırma çocukların oyun becerileri ile babanın öğrenim düzeyi arasında anlamlı fark olmadığını bize göstermişti. Bu yönden bakıldığında araştırmanın bu sonucu literatür ile benzerlik göstermemektedir.

KAYNAKÇA

- Akaroğlu, G., Dağ, N., Beserek, S., Selvi, M. ve Altıparmak, Ş. (2019). Ebeveyn-çocuk iletişiminde oyunun rolü. *Karatay Sosyal Araştırmalar Dergisi*, (3): 208-228.
- Arslan Y. ve Bulgu N. (2010). Oyunla toplumsallaşma. *Pamukkale Journal of Sport Science*. 1(1): 8-22.
- Barnet, L. ve Storm, B. (1981). Play, pleasure and pain: The reduction of anxiety through play. *Leisure Sciences: And Interdisciplinary Journal*, 4(2): 161-175.
- Craig, L. (2006). Parental education, time in paid work and time with children: An Australian time-diary analysis. *The British Journal of Sociology*, 57(4): 553-575.
- Çelik, H. (2019). The Mediator Roles of Mothers in Father-Child Communications and Family Relationships. *Eurasian Journal of Educational Research*, 19(84): 135-158. <https://doi.org/10.14689/ejer.2019.84.7>
- Darwish, D., Esquivel, G. B., Houtz, J. C. & Alfonso, V. C. (2001). Play and Social Skills in Maltreated and Non-maltreated Preschoolers During Peer Interactions. *Child Abuse and Neglect*, 25: 13-31.
- Davenport, B. R. ve Bourgeois, N. M. (2008). Play, Aggression, the preschool child, and the family: A review of literature to guide empirically informed play therapy with aggressive preschool children. *International Journal of Play Therapy*, 17(1): 2-23. <https://doi.org/10.1037/1555-6824.17.1.2>
- Devlet Memiş, K. ve Gürsoy, F. (2022). Annelerin oyun ve oyun materyallerine ilişkin düşünceleri ile çocuğuyla etkileşimli oyun oynama davranışlarının incelenmesi. *IGUSABDER*, (17): 540-557.
- Diamond, A., & Lee, K. (2011). Interventions shown to aid: Executive function development in children 4 to 12 years old. *Science*, 333(6045): 959-964. <http://doi.org/10.1126/science.1204529>.
- Dunn, J. ve Hughes, C. (2001). "I got some swords and you're dead!": Violent fantasy, antisocial behavior, friendship, and moral sensibility in young children. *Child Development*, 72(2): 491-505. <https://doi.org/10.1111/1467-8624.00292>
- Durualp, E. ve Aral, N. (2010). Altı yaşındaki çocukların sosyal becerilerine oyun temelli sosyal beceri eğitiminin etkisinin incelenmesi. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 39(39): 160-172.

- Erbay, F. ve Saltalı, N. (2012). Altı yaş çocuklarının günlük yaşantılarında oyunun yeri ve annelerin oyun algısı. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi*, 13(2): 249-264.
- Fazlıoğlu, Y., Ilgaz, G. ve Papatağa, E. (2013). Oyun becerileri değerlendirme ölçeğinin geçerlik ve güvenirlik çalışması. *Trakya Üniversitesi Sosyal Bilimler Dergisi*, 15(1): 239-250.
- Goudena, P. P., & Vermeulen, M. (1997). Mother–Child Fantasy Play and Social Status of Young Children. *Early Child Development and Care*, 129: 95–103.
- Gül, M. (2006). *Anasınıfına Devam Eden Alt Sosyo Ekonomik Düzeydeki 61-72 Ay Arası Çocuklara Sembolik Oyun Eğitiminin Genel Gelişim Durumlarına Etkisi*. (Yüksek Lisans Tezi). Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.
- Gülay Ogelman, H., Akdoğan, S., Kahveci, D. ve Amca Toklu, D. (2022). Küçük çocuklarda oyun davranışları ve sosyal konum. *Uluslararası Eğitim Bilim ve Teknoloji Dergisi*, 8(2): 81-98. <https://doi.org/10.47714/uebt.1126872>
- Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2013). *Multivariate Data Analysis*: Pearson Education Limited.
- Halberstadt, A. G., Denham, S. A. ve Dunsmore, J. C. (2001). Affective social competence. *Social Development*, 10(1): 79-119. <https://doi.org/10.1111/1467-9507.00150>
- Hinkley, T., Brown, H., Carson, V., & Teychenne, M. (2018). Cross sectional associations of screen time and outdoor play with social skills in preschool children. *PloS one*, 13(4): e0193700.
- Howard, J., & McInnes, K. (2012). The impact of children's perception of an activity as play rather than not play on emotional wellbeing. *Child*, 38(1): 1-6.
- Işıkoğlu Erdoğan, N. (2019). Dijital oyun popüler mi? Ebeveynlerin çocukları için oyun tercihlerinin incelenmesi. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, 46: 1-17. <https://doi.org/10.9779/pauefd.446654>
- Işıkoğlu, N., & Bora İvrendi, A. (2008). Anne ve babaların oyuna katılımı. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, 24 (2): 47-57.
- Karasar, N. (2011). *Bilimsel araştırma yöntemi*, Ankara: Nobel Akademi Yayıncılık.
- Kılıç, C. ve Metin, E. N. (2024). 12-36 aylık çocukların ekran sürelerinin ebeveyn davranışları açısından incelenmesi. *Hacettepe University Faculty of Health Sciences Journal*, 11(3): 648-670. <https://doi.org/10.21020/husbfd.1101868>
- Koçyiğit, S., Tuğluk, M. ve Kök, M. (2007). Çocuğun gelişim sürecinde eğitsel bir etkinlik olarak oyun. *Atatürk Üniversitesi Kazım Karabekir Eğitim Fakültesi Dergisi*, (16): 324-342.

- Leff, S. S., Costigan, T., ve Power, T. J. (2004). Using participatory-action research to develop a playground-based prevention program. *Journal of School Psychology, 42*: 3–21.
- Lin, X., Li, H., & Yang, W. (2018). Bridging a cultural divide between play and learning: parental ethno theories of young children's play and their instantiation in contemporary China. *Early Education and Development, 30*(1): 82-97, <http://dx.doi.org/10.1080/10409289.2018.1514846>
- Little, H. (2015) Mothers' beliefs about risk and risk-taking in children's outdoor play. *Journal of Adventure Education & Outdoor Learning, 15*(1): 24-39, <https://doi.org/10.1080/14729679.2013.842178>
- McFarland, L., & Laird, S. G. (2018). Parents' and early childhood educators' attitudes and practices in relation to children's outdoor risky play. *Early Childhood Education Journal, 46*: 159-168.
- McLanahan, S. (2004). Diverging destinies: How children are faring under the second demographic transition. *Demography, 41*(4): 607-627.
- Özer, A., Gürkan, A. C. ve Ramazanoğlu, O. (2006). Oyunun çocuk gelişimi üzerine etkileri. *Fırat Üniversitesi Doğu Araştırmaları Dergisi, 4*(3): 54-57.
- Putnick, D. L., Trinh, M. H., Sundaram, R., Bell, E. M., Ghassabian, A., Robinson, S. L., & Yeung, E. (2023). Displacement of peer play by screen time: Associations with toddler development. *Pediatric research, 93*(5): 1425-1431.
- Sapsağlam, Ö. (2018). Okul öncesi dönem çocuklarının değişen oyun tercihleri. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi, 19*(1): 1122-1135.
- Saracho, N. O. (1996). The relationship between the cognitive style and play behaviors of 3 to 5 year old children. *Personality and Individual Differences, 21*(6): 863-876.
- Schaefer, C. E. (2013). Oyun Terapisinin Temelleri. (Çev. B. Tortamış Özkaya). Ankara: Nobel Akademik Yayıncılık.
- Ünal, M. (2009). Çocuk gelişiminde oyun alanlarının yeri ve önemi. *İnönü Üniversitesi Eğitim Fakültesi Dergisi, 10*(2): 95-110.
- Yoleri, S., & Tetik, G. (2020). Okul Öncesi Dönemde Mizaç ve Oyun Davranışları Arasındaki İlişkinin ve Oyun Davranışını Etkileyen Bazı Faktörlerin İncelenmesi. *International Anatolia Academic Online Journal Social Sciences Journal, 6*(2): 66-79.
- Zhao, J., Zhang, Y., Jiang, F., Ip, P., Ho, F. K. W., Zhang, Y. & Huang, H. (2018). Excessive screen time and psychosocial well-being: the mediating role of body mass index, sleep duration, and parent-child interaction. *The Journal of Pediatrics, 202*: 157-162. <https://doi.org/10.1016/j.jpeds.2018.06.029>

Zheng, S. Y. ve Colombo, J. (1989). Sibling Configuration and Gender Differences in Preschool Social Participation. *The Journal of Genetic Psychology*, 150(1): 45–50.
<https://doi.org/10.1080/00221325.1989.9914573>

EDEBİ METİNLERİN ÇEVİRİSİNDE KARŞILAŞILAN SORUNLAR: KURAMSAL BİR DEĞERLENDİRME

Uğur AYGÜN¹

¹*Karamanoğlu Mehmetbey Üniversitesi, Rektörlük, uaygun@kmu.edu.tr, Karaman/Türkiye*

Öz: Edebi metinlerin çevirisi, çeviribilimin en karmaşık ve çok katmanlı alanlarından birini temsil eder. Teknik ya da bilgi içerikli metinlerin aksine, edebi eserler üslup farklılıkları, ritmik yapılar, metinlerarası göndermeler ve köklü kültürel ve estetik değerlerle doludur. Bu ayırt edici özellikler, görevi dilsel aktarımın ötesinde edebi etkinin ve duygusal yankının erek dilde yeniden yaratılmasına kadar uzanan çevirmen için karmaşık zorluklar sunar. Bu çalışma, edebi metinlerin çevirisinde karşılaşılan başlıca zorlukların kuramsal bir incelemesini sunmaktadır. Özellikle üslup aktarımı, kültürel unsurların çevrilebilirliği, çok anlamlılık, ses temelli araçların işlenmesi ve metinlerarasılığın ele alınması gibi konulara odaklanmaktadır. Lawrence Venuti'nin çevirmenin görünürlüğü kavramından yola çıkan bu çalışma, çevirmenin edebi metindeki varlığını ve görevini, yerileştirme ve yabancılaştırma stratejilerinin orijinal eserin algılanmasını ve bütünlüğünü nasıl etkilediğini incelemektedir. Ayrıca, Antoine Berman'ın biçim bozucu eğilimler teorisi, çeviri sürecinde sıklıkla ortaya çıkan yapısal ve anlamsal çarpıtmaları sorgulamak için kullanılmaktadır. Walter Benjamin'in çevirinin özüne ilişkin felsefi düşünceleri, özellikle de bir çevirinin orijinal eserin yalnızca edebi anlamını değil, "ruhunu" da yansıtmaya çalıştığı iddiası da ele alınmaktadır. Çalışma, bu kuramsal bakış açılarını filtreleyerek, çevirmenin karar verme sürecinin eleştirel bir değerlendirmesini sunmayı ve edebi çeviriyi etkileyen etik, estetik ve kültürel boyutlara ışık tutmayı amaçlamaktadır. Sonuç olarak bu çalışma, edebi çevirinin yalnızca dilbilimsel bir alıştırmaya değil, aslına uygunluk ve dönüştürme arasında hassas bir denge gerektiren, son derece yorumlayıcı ve yaratıcı bir eylem olduğunu iddia etmektedir. Bu bağlamda, çevirmenin konumu, dilsel ve kültürel sınırların ötesinde edebi anlamın ortak yaratıcısı olarak yeniden düşünülmelidir.

Anahtar Kelimeler: Edebi çeviri, biçimsel aktarım, çevirmenin görünürlüğü, kültür, kuram.

A THEORETICAL EXPLORATION OF CHALLENGES IN LITERARY TRANSLATION

Uğur AYGÜN¹

¹Karamanoğlu Mehmetbey University, Rectorate, uaygun@kmu.edu.tr, Karaman / Türkiye

Abstract: The translation of literary texts represents one of the most intricate and multilayered domains within translation studies. Unlike technical or informational texts, literary works are imbued with stylistic nuances, rhythmic structures, intertextual references and deep-seated cultural and aesthetic values. These distinctive features present complex challenges for the translator whose task extends beyond linguistic transfer to the recreation of literary effect and emotional resonance in the target language. This study provides a theoretical exploration of the primary challenges encountered in the translation of literary texts. It particularly focuses on issues such as stylistic transfer, the translatability of cultural elements, polysemy, the rendering of sound-based devices (e.g., rhyme, alliteration) and the handling of intertextuality. Drawing on Lawrence Venuti's concept of translator's visibility, the study examines the translator's presence and agency within the literary text and how strategies of domestication and foreignization affect the reception and integrity of the original work. Furthermore, Antoine Berman's theory of deforming tendencies is employed to interrogate the structural and semantic distortions that often arise during the translation process. Walter Benjamin's philosophical reflections on the essence of translation are also considered, particularly his claim that a translation seeks to echo the "spirit" of the original, not merely its literal meaning. By synthesizing these theoretical perspectives, the study aims to offer a critical evaluation of the translator's decision-making process, shedding light on the ethical, aesthetic and cultural dimensions that influence literary translation. Ultimately, the study contends that literary translation is not merely a linguistic exercise but a profoundly interpretive and creative act, requiring a delicate balance between fidelity and transformation. In this context, the position of the translator must be reconsidered as a co-creator of literary meaning across linguistic and cultural boundaries.

Keywords: Literary translation, stylistic transfer, translator's visibility, culture, theory

1. INTRODUCTION AND THEORETICAL FRAMEWORK

1.1. Introduction

The translation of literary texts is widely regarded as one of the most challenging areas for professionals working in the field of translation. In such texts, not only meaning but also style, rhythm, form, cultural context and emotional depth must be conveyed into the target language. In this respect, literary translation requires the translator to make not only technical but also aesthetic, cultural and ethical decisions (Boase-Beier, 2006).

In Turkish scholarship as well, attention has been drawn to the multilayered nature of this type of translation. Demircioğlu (2002) defines literary translation as "an act of rewriting," highlighting the particular difficulties in conveying emotions, imagery and connotations.

Accordingly, the present study aims to explore the major challenges encountered in the translation of literary texts from a theoretical perspective.

1.2 Research Problem

In the translation of literary texts, not only meaning but also formal and aesthetic elements have to be conveyed. However, this translation process often involves interpretation, adaptation and recreation by the translator. In this context, the main problem is as follows:

To what extent can the translator preserve the formal and cultural features of the source text in literary translation and how can the decisions he/she makes in this process be theoretically justified?

1.3 Purpose of the Study

The purpose of this study is to examine the main challenges encountered in the translation of literary texts (such as stylistic transfer, cultural references, polysemy, intertextuality, rhythm and form) within a theoretical framework. It also aims to question the translator's visibility, ethical position and creative role.

1.4. Significance of the Study

The theoretical grounding of literary translation holds significance for both practitioners and scholars of translation. This is because the repositioning of the translator from an invisible linguistic intermediary to a cultural and aesthetic agent lies at the heart of the ongoing transformation in translation studies (Venuti, 1995). This study highlights the creative and interpretive nature of literary translation by drawing upon translator-centered theoretical approaches.

1.5. Scope and Limitations

This study is limited to written literary translations. It does not include applied case analyses; rather, it offers a theoretical evaluation focused on the transmission of form, meaning and culture. Furthermore, the study does not differentiate between literary genres such as poetry, novels, or drama; instead, it adopts a general literary discourse as its foundation.

1.6. Methodology

The study is both descriptive and theoretical in nature. It evaluates the challenges of literary translation on a theoretical level, drawing on key frameworks such as Venuti's concept of "the translator's invisibility" (1995), Berman's "twelve deforming tendencies" (1985) and Benjamin's reflections on "the essence of translation" (1923). The literature review is conducted based on the seminal works of these theorists and is supported by conceptual analysis.

1.7. Theoretical Framework

This study examines the fundamental challenges of literary translation through three main theoretical approaches:

a) The Translator's Invisibility (Lawrence Venuti)

Lawrence Venuti (1995) emphasizes the translator's influence on the text and their role as a cultural mediator, foregrounding the dilemma of translator visibility and the strategic choices between *domestication* and *foreignization*. According to Venuti, the Anglo-American publishing industry often demands "fluent and natural translations," which renders the translator invisible and suppresses the foreignness of the source culture. He critiques this tendency with the following statement:

"A translated text... is judged acceptable by most publishers, reviewers and readers when it reads fluently, when the absence of any linguistic or stylistic peculiarities makes it seem transparent" (Venuti, 1995, p. 1).

In this context, every decision made by the translator is not merely linguistic but also ideological in nature.

b) Deforming Tendencies (Antoine Berman)

Berman (1985) analyzes how the translator unintentionally distorts the source text through twelve tendencies he calls "deforming tendencies" (*tendances déformantes*). These tendencies include elements such as paraphrasing, generalization, narrowing of meaning and distortion of rhetorical structures. According to Berman, such distortions threaten the original aesthetic and cultural structure of the source text.

Berman's following statement is noteworthy:

"The translation process is inevitably affected by ethnocentric violence, where the translator's own culture distorts the original in subtle ways" (Berman, 1985, p. 288).

Therefore, the ethical responsibility of the translator in literary translation should be considered within a broader framework that includes formal fidelity.

c) The Essential Nature of Translation (Walter Benjamin)

Benjamin (1923) characterizes translation not only as a linguistic transfer but also as the rebirth of the "essence" of the source text in a new language. According to Benjamin, a good translation prolongs the life of the source text and reveals the "truth potential" of the original in another language. In this context, translation is seen as an act of re-creation, even a spiritual rebirth.

Benjamin's following quote summarizes this approach:

"A real translation is transparent; it does not cover the original, does not block its light, but allows the pure language, as though though reinforced by its own medium, to shine upon the original all the more fully" (Benjamin, 1923/2000, p. 21).

This view suggests that the literary translator is not only a mediator but also a co-creator of meaning and aesthetics.

2. LITERATURE REVIEW

Literary translation holds a distinctive place in the field of translation studies, both in terms of practice and theory. This is because such translations involve not only the transfer of words but also the transmission of emotions, forms, imagery, cultural codes and aesthetic values into the target language. This characteristic transforms literary translation from a purely linguistic operation into an interpretive and creative act.

2.1. Definition and Characteristics of Literary Translation

Lefevere (1992) defines literary translation as a form of “rewriting,” arguing that the translator reconstructs the text according to prevailing ideological and poetic norms. In literary translation, not only semantic equivalence but also formal and discursive equivalence is essential. Boase-Beier (2006) underscores the importance of preserving stylistic features, particularly in the translation of poetry, stating:

“The literary translator must be aware not only of what is said, but of how it is said and what that saying does to the reader” (Boase-Beier, 2006, p. 4).

A similar perspective is adopted in Turkish scholarship. According to Aksoy (2001), literary translation means “recreating the original structure within the possibilities of the target language,” and in this process, the translator's aesthetic and ethical responsibilities become even more significant.

2.2. Transferring Style and Form

Style is the way in which an author thinks and expresses themselves; thus, it is a defining feature of a literary text. Fawcett (1997) argues that in order to convey style effectively, the translator must consider not only the lexical choices, but also the tone, rhythm, imagery and narrative strategies of the original text.

Berman (1985) notes that translators often fall victim to what he terms “deforming tendencies” in this context. According to him, strategies such as over-explanation, generalization and the flattening of discourse compromise the poetic nature and originality of the source text. Berman suggests that such stylistic deformation stems from a tendency to clarify, interpret and domesticate what is foreign and challenging in the original (1985, p. 290).

2.3 Transfer of Cultural Elements

Cultural references in literary texts often create problems in the translation process. Nida (1964), while putting forward the principle of dynamic equivalence, argues that cultural codes should be adapted to the target reader. However, Venuti (1995) argues that such

indigenization obscures the specificity of the source culture and defends the strategy of alienation. According to Venuti, translation foregrounds the linguistic and cultural differences of the source text.

Aydın (2010) argues that localization tendencies are dominant in literary translations into Turkish and this situation endangers cultural diversity. In this context, cultural preservation becomes as important as intercultural communication in literary translation.

2.4 Intertextuality and Interpretivism

Literary texts often contain references to other texts. Kristeva's (1980) concept of “intertextuality” argues that the meaning of a literary text is shaped by its relationship with other texts. This situation emphasizes the interpretative role of the translator.

Hermans (2003) states that the translator is not only a transmitter of meaning but also an interpreter who has knowledge of intertextual relations. Therefore, he defines translation as an act of interpretation that involves decisions about meaning, voice, context and intertextuality (p. 41).

2.5 The Position and Creativity of the Translator

The literary translator is not only a technical practitioner but also an aesthetic co-author. Benjamin (1923/2000) states that the task of the translator is not to copy the text verbatim, but to make it “live” in a new language. This creative approach shows that the translator becomes part of the process of meaning production in the target culture.

Bozkurt (2014) argues that the literary translator is a figure who “writes with the author, speaks with the culture and thinks with the text” and emphasizes the importance of a creative and critical translation approach.

3. FINDINGS

The findings of this study address the main challenges encountered in literary translation from both conceptual and theoretical perspectives. Based on prominent theoretical frameworks and evaluations drawn from existing research, the key difficulties in literary translation have been classified under five main categories: the transfer of style, preservation of formal structures, translation of cultural references, the translator’s creative position and intertextuality.

3.1. Transferring Style and Discourse

The original discourse and authorial style of literary texts are often among the first elements to be compromised in the translation process. Riffaterre (1985) defines a literary text not as a fixed system of meaning, but as a *reading process*, in which the stylistic effect on the reader plays a central role. Thus, the translator must convey not only the formal structure but also the aesthetic impact of the original.

Ünlü (2006) emphasizes that a literary translator must possess not only grammatical competence but also a deep understanding of “modes of expression.” According to him, if the author’s voice is erased in translation, the text loses its literary quality.

Sapiro (2008), approaching translation from a sociological perspective, argues that the translator’s effort to preserve style may conflict with the aesthetic norms of the target culture. This tension directly influences the translator’s strategies. Consequently, translation is not merely an interlingual activity, but also a negotiated process within the literary field of the target culture (p. 159).

3.2 Preserving Form and Rhythm

In genres such as poetry, theater and contemporary narrative, it is very difficult to recreate formal structures (meter, rhyme, rhythm) in the target language. Scott (2000) considers poetry translation as reinterpretation, not rewriting and argues that one-to-one transfer of formal structure is often impossible.

Arslan (2015) argues that loss of form is common in modern English poems translated into Turkish and that translators often convert meter and rhythm into free form, which weakens the rhythmic memory of the poem. According to him, translating a poem without meter reduces it to prose. However, one of the most fundamental meaning carriers of poetry is form (p. 88).

3.3. Translating Cultural References

Literary texts are interwoven with cultural references, which are often either simplified or adapted to the cultural codes of the target audience during the translation process. Within the framework of his theory of norms, Toury (1995) argues that translators frequently make such functional shifts in order to align with the cultural norms of the target system.

Gürçağlar (2008) identifies two main tendencies in the transfer of cultural elements into Turkish: one leans toward *foreignization* and adopts a preservationist stance, while the other reflects an *adaptation*-oriented approach consistent with *domestication*. According to Gürçağlar, the choice between these two tendencies is closely linked to the target society’s perception of translation and its prevailing publishing policies.

Aixelá (1996), using the term *culture-specific items* to refer to culturally embedded elements, states that such items are often translated through strategies such as explanation, omission, or localization. These approaches highlight the translator’s role as a cultural mediator.

3.4 The Position and Creative Role of the Translator

Especially in literary texts, the translator is not a passive transmitter but an active reconstructor. Bassnett and Bush (2006) argue that the literary translator is a kind of creative rewriter. While this creative position expands the translator's freedom, it also poses the risk of interference with the text.

Inghilleri (2003) draws attention to the ethical responsibility of the translator and considers the act of translation as a decision-making process. In this process, every translation choice has both aesthetic and ideological consequences (p. 246).

3.5 Intertextuality and Interpretation

Intertextuality, which is frequently encountered in postmodern literature and classical texts, is a particular challenge for the translator. Genette (1997) defines intertextuality as a reflection relationship between texts and emphasizes that the translator should have knowledge of textual culture in order to transfer this relationship to the target language.

Paker (2004) states that intertextuality encounters the dilemma of explanation or falsification in translation and that the translator makes an ideological choice here. The translation of such references depends on the choice of whether or not to preserve the cultural universe to which the text belongs.

CONCLUSION

The translation of literary texts is not merely a technical subfield of translation studies but rather a complex area that reveals the dynamic interplay between language, culture, ideology and aesthetics. The findings of this study clearly demonstrate the multidimensional nature of the literary translation process and the translator's role as a creative, interpretive, and decision-making agent. Above all, preserving style and form remains one of the most fundamental yet most challenging aspects of literary translation. As Riffaterre (1985) points out, literary meaning resides not only in words but also in discourse, structure and rhythm. Reconstructing style in the target language therefore requires not only linguistic intuition but also a strong literary background. Similarly, Scott (2000) emphasizes that poetry translation is always a form of creative rewriting, positioning the translator more as a co-author than as a mere transmitter in the traditional sense.

The issue of translating cultural elements presents one of the most frequent dilemmas faced by translators: should one preserve the cultural specificity of the source text, or facilitate comprehension for the target audience? Toury's theory of norms suggests that this choice is shaped by the prevailing norms of the translation system. Venuti's foreignization strategy prioritizes the preservation of source culture autonomy, while Nida's principle of dynamic equivalence emphasizes meeting the expectations of the target culture. This opposition highlights the translator's ethical responsibility.

Intertextuality, particularly in classical and postmodern literature, emerges as a factor that directly affects the translator's level of knowledge and cultural literacy. From the perspective of Genette's theory of intertextuality, the translator must master not only the language but also the textual background; otherwise, semantic reduction or interpretive distortion in the target text becomes inevitable.

Another key finding of this study is that the translator's role must be understood as highly active and creative. As Bassnett and Bush have noted, the literary translator is not merely a linguistic worker but a literary agent who makes aesthetic decisions. The translation process

involves rewriting, reinterpretation and recontextualization. In this sense, the translator's visibility is significant not only from a theoretical standpoint but also in relation to publishing and cultural policies (Sapiro, 2008).

In light of these findings, the following general conclusions can be drawn:

- Literary translation involves not only the transfer of meaning but also of form, rhythm, imagery and culture.
- The translator is not merely a conduit in this process but a decision-maker, selector and interpreter.
- Stylistic elements, rhythm and intertextual references in literary texts require specific translation strategies.
- The translation of cultural references always entails ideological and ethical choices.
- Literary translation best reflects the creative, interdisciplinary and intercultural dimensions of translation studies.

In this respect, literary translation is not solely a linguistic activity but also a form of cultural reproduction, aesthetic reconstruction, and ethical responsibility. As such, it deserves to be recognized as a central field of inquiry in translation studies, calling for more comprehensive, interdisciplinary and context-sensitive research.

SOURCE

- Aixelá, J. F. (1996). Culture-specific items in translation. In R. Alvarez & M. Carmen-Africa Vidal (Eds.), *Translation, Power, Subversion* (pp. 52–78). Clevedon: Multilingual Matters.
- Aksoy, B. (2001). *Çeviri ve Çevirmen*. İstanbul: Multilingual.
- Arslan, M. (2015). Modern İngiliz şiirinin Türkçeye çevirisinde biçim ve ritim sorunu. *Edebiyat Kuram ve Eleştiri Dergisi*, 7(2), 84–94.
- Aydın, S. (2010). Kültürel unsurların çevirisi: Türkçeye çevrilen romanlar üzerine bir değerlendirme. *Türk Dünyası Dil ve Edebiyat Dergisi*, 30, 43–62.
- Bassnett, S., & Bush, P. (2006). *The Translator as Writer*. London: Continuum.
- Benjamin, W. (2000). *The Task of the Translator*. In L. Venuti (Ed.), *The Translation Studies Reader* (pp. 15–25). London: Routledge. (Orijinal çalışma 1923).
- Berman, A. (1985). *La traduction et la lettre ou l'auberge du lointain*. *Les Temps Modernes*, 611, 287–299.
- Boase-Beier, J. (2006). *Stylistic Approaches to Translation*. Manchester: St. Jerome.
- Bozkurt, S. (2014). *Edebi çeviride yaratıcılık ve çevirmenin konumu*. *Çeviribilim ve Uygulamaları Dergisi*, 16, 22–37.

- Demircioğlu, S. (2002). Edebi metinlerin çevirisi üzerine bazı düşünceler. *Çeviribilim Dergisi*, 8, 45–58.
- Fawcett, P. (1997). *Translation and Language: Linguistic Theories Explained*. Manchester: St. Jerome.
- Genette, G. (1997). *Palimpsests: Literature in the Second Degree*. Lincoln: University of Nebraska Press.
- Gürçağlar, Ş. T. (2008). *The Politics and Poetics of Translation in Turkey, 1923–1960*. Amsterdam: Rodopi.
- Hermans, T. (2003). *Cross-cultural Translation Studies as a Discipline*. In S. Petrilli (Ed.), *Translation and Interpretation* (pp. 33–47). Amsterdam: Rodopi.
- Inghilleri, M. (2003). Habitus, field and discourse: Interpreting as a socially situated activity. *Target*, 15(2), 243–268.
- Kristeva, J. (1980). *Desire in Language: A Semiotic Approach to Literature and Art*. New York: Columbia University Press.
- Lefevere, A. (1992). *Translation, Rewriting and the Manipulation of Literary Fame*. London: Routledge.
- Nida, E. A. (1964). *Toward a Science of Translating*. Leiden: E.J. Brill.
- Paker, S. (2004). Çeviri, ideoloji ve karşılaştırmalı edebiyat. In S. Paker (Ed.), *Türkiye’de Çeviri ve Çevirmenlik* (ss. 45–65). İstanbul: Yapı Kredi Yayınları.
- Riffaterre, M. (1985). Transposing Presuppositions. *Poetics Today*, 6(4), 429–447.
- Sapiro, G. (2008). Translation and the field of publishing. *Translation Studies*, 1(2), 154–166.
- Scott, C. (2000). *Translating Baudelaire*. Exeter: University of Exeter Press.
- Tahir Gürçağlar, Ş. (2008). *Çevirinin ABC’si*. İstanbul: Türkiye İş Bankası Yayınları.
- Toury, G. (1995). *Descriptive Translation Studies and Beyond*. Amsterdam: John Benjamins.
- Ünlü, M. (2006). *Türkçenin Gücü ve Edebi Çeviri*. Ankara: Bilgi Yayınevi.
- Venuti, L. (1995). *The Translator’s Invisibility: A History of Translation*. London: Routledge.

DİNDEN DİLE: İNGİLİZCEDEN TÜRKÇEYE DİNİ KÜLTÜREL UNSURLARIN KURAMSAL ÇEVİRİSİ

Uğur AYGÜN¹

¹*Karamanoğlu Mehmetbey Üniversitesi, Rektörlük, uaygun@kmu.edu.tr, Karaman/Türkiye*

Öz: Dini kültürel unsurların çevirisi, kültürlerarası iletişimdeki en karmaşık zorluklardan birini temsil etmektedir. Özellikle kutsal kavramların, ifadelerin ve referansların İngilizceden Türkçeye çevrilmesi yalnızca dilsel eşdeğerlik değil, aynı zamanda kültürel duyarlılık ve ideolojik farkındalık da gerektirmektedir. Bu çalışma, İslami ve Hristiyan terimlere, deyimlere ve ritüellere özel olarak odaklanarak, dini kültürel referansların çevirisinde yer alan stratejiler ve etik hususlar üzerine teorik bir düşünce sunmaktadır. Bu çalışma, çevirmenlerin kültürel sadakat ve hedef kitleye erişilebilirlik arasındaki ikilemi nasıl aşabileceklerini araştırmak için Venuti'nin yerlileştirme/yabancılaştırma ikilemi ve Nida'nın dinamik eşdeğerliği de dahil olmak üzere temel kuramsal çerçevelerden yararlanmaktadır. Bu kapsamda çalışma, birebir çevirilerin kaynak metnin amaçladığı kültürel ve manevi içeriği aktarmakta başarısız olabileceği İncil veya Kur'an ile ilgili terminolojinin, duaların, dini bayramların ve kutsal metaforların çevirisi gibi vakalara dayanmaktadır. Çalışma ayrıca, özellikle Anglofon ve Türkçe konuşulan dünyalarda Hristiyanlık ve İslam'ın farklı tarihsel ve sosyopolitik dinamikleri göz önünde bulundurulduğunda, çevirmenin seküler bir bağlamda dini anlamı koruma veya uyarılama sorumluluğunu da ele almaktadır. Sonuç olarak bu çalışma, kültürel saygıyı anlaşılabilirlikle dengeleyen ve sabit bir stratejiden ziyade yansıtıcı ve bağlama bağlı bir stratejiyi teşvik eden karma bir yaklaşımı savunmaktadır.

Anahtar Kelimeler: Dini çeviri, kültürel ögeler, kutsal, yerlileştirme, yabancılaştırma.

TRANSLATING THE SACRED: THEORETICAL REFLECTIONS ON RENDERING RELIGIOUS CULTURAL ELEMENTS FROM ENGLISH INTO TURKISH

Uğur AYGÜN¹

¹Karamanoğlu Mehmetbey University, Rectorate, uaygun@kmu.edu.tr, Karaman / Türkiye

Abstract: The translation of religious cultural elements constitutes one of the most intricate challenges in intercultural communication. Specifically, rendering sacred concepts, expressions and references from English into Turkish demands not only linguistic equivalence but also cultural sensitivity and ideological awareness. This study presents a theoretical reflection on the strategies and ethical considerations involved in translating religious cultural references with a particular focus on Islamic and Christian terms, idioms and rituals. The study draws on key theoretical frameworks including Venuti's domestication/foreignization dichotomy and Nida's theory of dynamic equivalence to examine how translators can navigate the tension between cultural fidelity and audience accessibility. The discussion addresses cases such as the translation of terminology related to the Bible or the Qur'an, references to prayer, religious holidays and sacred metaphors where literal translations often fail to convey the intended cultural and spiritual content of the source text. The study also considers the translator's responsibility in preserving or adapting religious meaning within a secular context, especially given the differing historical and sociopolitical dynamics of Christianity and Islam in Anglophone and Turkish-speaking societies. Ultimately, this study advocates for a hybrid, context-sensitive approach that balances cultural respect with clarity. Rather than promoting a fixed methodology, it encourages reflective strategies that respond to the specific cultural, religious and linguistic context of each translation task.

Keywords: Religious translation, cultural elements, sacred, domestication, foreignization

INTRODUCTION AND THEORETICAL FRAMEWORK

1.1. The Problematic of Translation of Religious Cultural Elements

The translation of religious cultural elements is considered to be one of the most complex issues in the field of translation, both theoretically and practically. These elements have not only linguistic but also sociocultural, historical and theological layers of meaning. Terms, prayers, rituals and metaphors in sacred texts are among the elements that cannot be directly translated and require the translator to reconstruct meaning (Bassnett, 2002: 21).

In this context, especially in translations from languages heavily associated with the Christian tradition such as English into Turkish, we often encounter elements that may be misunderstood or misunderstood in the Islamic-dominated target culture. For example, theological concepts such as "Holy Spirit" or "grace" should be conveyed not only with the literal meaning but also with the cultural context and belief systems (Nida, 1964: 243).

1.2. Research Problem

The translation of religious cultural elements is a multilayered issue that must be addressed not only at the lexical level but also within the broader context of conveying belief systems, symbols and cultural codes. In translations from English into Turkish, it is particularly challenging to ensure both the comprehensibility of concepts rooted in the Western Christian tradition and the preservation of their theological depth for Turkish readers.

This situation raises a fundamental question for translators: How can both intelligibility in the target text and fidelity to the source text be simultaneously achieved? In this context, translation decisions that oscillate between cultural loyalty and functional adequacy compel translators to consider ethical, ideological and functional factors in their strategic choices.

1.3. Purpose of the Study

The main purpose of this study is to examine the translation of religious cultural elements from English into Turkish with a theoretical and analytical approach. In particular, the translation of terms, rituals, festivals, sacred metaphors and prayers that find meaning within the framework of Christian belief systems will be evaluated in the light of the questions of which strategies translators use, how these strategies function in the target text and under what conditions they are preferred.

Venuti's localization/alienation dilemma and Mona Baker's translation strategies will be used as the theoretical basis for this study. In this framework, it will be examined whether translation techniques applied in order to increase comprehensibility in the target culture cause loss of meaning and the limits of explanatory and contextualization in religious translation.

1.4. Scope and Limitations of the Study

This study is limited to written translations of religious texts from English into Turkish. The analyzed translations primarily consist of selected excerpts from the Bible, Christian prayers, names of religious holidays and texts involving sacred symbols. In certain cases, comparative analyses will also be conducted using English translations of Quranic expressions. However, oral translation practices such as interpreting, dubbing and subtitling—being multimodal and spoken in nature—fall outside the scope of this research.

Furthermore, as the study is structured around translation strategies and the transmission of meaning, it does not aim to provide an in-depth sociological or political analysis. Nevertheless, the perceptual impact of religious translations on the target society and their cultural positioning will be considered within the broader context of translation.

1.5. Method

In this study, religious terms belonging to the Christian religion were analyzed in order to examine the transfer processes of English religious cultural elements into Turkish. Since most of the religious terms belonging to the religion of Islam are words of Arabic origin and have taken place in Turkish culture, religious terms belonging to the religion of Islam were not included in this study. In the selection of religious terms belonging to the Christian religion, the dictionary of Christian religious terms on the website www.mmiweb.gov.uk was utilized. Among the religious terms in the relevant dictionary, expressions recognized by the Turkish cultural audience were selected. In order to find the equivalents and definitions of the religious terms selected from the source culture in the target language, the online dictionary of the Turkish Language Association at www.sozluk.gov.tr was used. The translation processes of the selected religious terms from English to Turkish were analyzed using the analysis method.

1.6. Venuti's Domestication and Foreignization Approach

One of the most widely discussed theoretical frameworks in the translation of religious texts is Lawrence Venuti's concepts of *domestication* and *foreignization*. In his seminal work, Venuti emphasizes the translator's invisibility and advocates for the use of foreignization as a means of resisting cultural hegemony and maintaining fidelity to the source culture (1995: 24). According to this view, translating a term from a sacred text using an equivalent that is more accessible to the target culture may facilitate reader comprehension, but it also risks concealing the original cultural and structural features of the source text.

While domestication aligns the translated religious text with the discourse of the target culture, it may diminish the text's authenticity. Conversely, foreignization compels the reader to confront cultural otherness, though it may compromise intelligibility (Yang, 2010: 77). This strategic tension requires the translator to make both ethical and functional choices, balancing fidelity to the source with the communicative needs of the target audience.

1.7. Mona Baker's Translation Strategies

Mona Baker, who systematically classifies translation strategies, focuses particularly on the techniques used to bridge cultural and semantic gaps. Baker's strategies include:

- using a descriptive translation for a non-equivalent term,
- simplify complex or unfamiliar terms,
- restructuring to strengthen the meaning in the target language,
- reproducing meaning through contextual clues.

Baker's strategies are particularly useful in religious translations where cultural equivalents cannot be found (Benard, 2019: 73). For example, it is not enough to translate the term “baptism” as “vaftiz”; it may be necessary to use additional constructions that explain the theological meaning of the concept.

1.8. Cultural Load, Religious Context and Semantic Transfer

Religious terms are often untranslatable in a direct sense, as many of them carry a significant cultural load (Naudé, 2010: 286). This load manifests not only in lexical meaning but also in historical, ritualistic and symbolic dimensions. For example, the term atonement, which in Christian theology symbolizes the sacrificial death of Jesus, may not fully align with the concept of *kefaret* in Islamic theology. Consequently, the translator is required to bridge not only two languages but also two belief systems and worldviews.

In the process of religious translation, the accurate semantic transfer of meaning is important, but so is the function that meaning will serve within the target culture. Therefore, the translator is expected to strike a balance between semantic fidelity and functional adequacy (Aslan, 2016: 456).

2. LITERATURE REVIEW

2.1. International Studies on Religious Translation

The translation of religious texts represents one of the oldest and most debated areas within the field of translation studies. The inviolability of sacred texts and the challenge of finding adequate cultural equivalents in the target language place the translator in a complex process that involves both ethical and methodological considerations (Nida, 1964). Eugene Nida, in his seminal work on Bible translation, introduced the principle of *dynamic equivalence*, advocating for an approach that prioritizes the impact of the message on the target audience. Rather than literal word-for-word translation, Nida's model emphasizes the transmission of functional meaning, where both theological and cultural content are preserved throughout the translation process.

Venuti, emphasizing the ideological orientation inherent in the act of translation, argues that the translator's strategic choice between foreignization and domestication determines the visibility and cultural resonance of a text. According to Venuti, foreignization in sacred text

translation is ethically preferable as it allows the reader to perceive and engage with the foreign culture embedded in the source text.

Mona Baker, focusing on micro-level strategies, identifies a range of techniques such as explanation, simplification and restructuring, which are employed to transmit culturally loaded elements without loss of meaning. Her strategies aim to ensure the comprehensibility of religious concepts in the target language. In particular, cultural substitution and paraphrase are common approaches used to convey religious concepts that may not exist or be easily understood in the target culture.

Other prominent scholars include Susan Bassnett and Peter Newmark. Susan Bassnett emphasizes that translation is a cultural act, asserting that translators must treat texts not merely as linguistic codes but as culturally embedded reproductions. Peter Newmark distinguishes between semantic and communicative translation in the context of sacred texts, proposing a balanced approach that seeks to preserve the sanctity of the source text while ensuring accessibility for the reader.

2.2. Academic Studies on Religious Translation in Türkiye

In Türkiye, the subject of religious translation has been explored primarily in the contexts of Qur'anic interpretations (meal), the translation of Islamic literature into Western languages and the rendering of Christian texts into Turkish. In recent years, issues such as cultural adaptation, semantic shifts and theological inaccuracies have been increasingly examined from a translation strategies perspective.

Taş (2017) provides examples illustrating the application of domestication and foreignization strategies in sacred text translation and emphasizes the necessity of a strategic decision-making process to ensure that religious meaning finds its appropriate equivalent in the target culture. It has been noted that domestication tends to dominate the translation of Christian texts into Turkish, although this may at times obscure the original meaning of key theological concepts.

Similarly, Keskin (2023) addresses terminological challenges in the translation of Christian texts into Turkish. Due to the lack of one-to-one correspondence between Christian theological terms such as grace, redemption and atonement and Islamic terminology, semantic distortions are frequently observed. In this context, Keskin notes that translators tend to resort to strategies such as explanation, additional information, or cultural adaptation.

Üşenmez (2006), in a study questioning the relationship between meaning and context in Qur'anic translations, highlights the challenges involved in reflecting the syntactic and semantic structures of the source language in the target language, particularly in meal-style translations. This study underscores that translation is not merely a linguistic act but also a cultural and interpretive one.

Several Turkish studies have also examined the ideological dimensions of religious translation. For instance, Yüksel (2017) emphasizes the influence of denominational or

political perspectives on translation choices, arguing that such influences may lead to deviations from objectivity during the translation process.

3. FINDINGS

This section examines the translation of 10 religious cultural elements from English into Turkish. The selected religious terms pertaining to Christianity will be analyzed in light of Mona Baker's translation strategies. For each case, the translation process will be evaluated to determine which specific strategy was employed in rendering the term into Turkish.

Religious Cultural Sample 1

Atheist:

The first example concerns the term *atheist*, which, while included in the Christian lexicon of religious terminology, can also be considered a more universally used concept. In the relevant Christian dictionary, *atheist* is defined as a person who does not believe in the existence of God. Its Turkish equivalent is *ateist*, defined in the Turkish dictionary with the expression *tanrıtanımaz* ("god-denier" or "non-believer"). In this transfer process, it is observed that the concept has been integrated into the target language through a phonetic approximation of the source term. This suggests the application of the **cultural borrowing** strategy, whereby the translator retains the original form to ensure recognition and familiarity for the target audience, mirroring its usage in the source culture.

Religious Cultural Sample 2

Baptist:

The second example involves a term related to the initiation process into Christianity. The term *Baptist* refers to individuals affiliated with a Protestant denomination within the Christian faith. These individuals are typically initiated into the Protestant tradition through a church ceremony, either during infancy or adulthood and are subsequently referred to by this term. In the target culture, the word *Baptist* has been directly adopted without any modification. In Turkish dictionaries, it is defined as "a person affiliated with the Protestant denomination." The fact that the term has been transferred into the target language in its original form, without phonological or semantic adaptation, indicates the use of the foreignization strategy. This approach preserves the source term as it is, emphasizing its cultural and religious distinctiveness within the target context.

Religious Cultural Sample 3

Bible:

This example involves a term associated with sacred scriptures. The word *Bible*, recognized as one of the four holy books, is defined in the source dictionary as the holy book of Christians. In Turkish, the equivalent term is *İncil*, which refers specifically to the Christian holy scripture. According to the Turkish dictionary, *İncil* is described as “the holy book of Christians, containing the fundamental principles of Christianity and the divine commandments revealed to Jesus (Hz. İsa).” In the process of transferring this term from the source to the target language, it is evident that a term with a directly corresponding meaning in the target culture has been used. Therefore, the **literal translation** (or **word-for-word translation**) strategy can be identified as the primary method employed in this case, as the term in the target language accurately reflects the original concept without requiring cultural adaptation.

Religious Cultural Sample 4

Confession:

The concept in this example, which involves a ritual in the Christian religion, refers to the process of purification of believers who have acted contrary to the commandments of the religion. In the source dictionary, the word confession is defined as making confessions to God about sins committed and asking for forgiveness for these sins. This religious ritual, which is not included in the religion of the target culture, is met with a phrase in the target language. In the target dictionary, this expression, which is known as “confessing sins” in Turkish culture, is defined as Christians going to the priest and telling the sins they have committed in order to ask for God's forgiveness. It is seen that the paraphrasing strategy is applied in this transfer process in which the word in the source language is met with a phrase in the target language.

Religious Cultural Sample 5

Day of Judgement:

The fifth example in this study involves a religious phrase from the source culture. Commonly used to refer to the Day of Reckoning, this phrase is defined in the source dictionary as the time when, at the end of the world, all people will be judged for their actions throughout their lives. In the target language, this phrase has been rendered using an equivalent multi-word expression composed of *kıyamet* (from Arabic, meaning “resurrection” or “uprising”) and *günü* (“day”). In Turkish dictionaries, this phrase is defined as “according to monotheistic beliefs, the end of the world and the time when all the dead will be resurrected and gathered for judgment.” Analyzing the translation strategy employed here, it becomes apparent that the notion of *judgment*, explicitly stated in the source expression, is not directly preserved in the target expression. Instead, the term *kıyamet*, derived from Arabic and originally meaning “uprising,” has been used to convey the concept. Therefore, it can be stated that this translation involves a combination of **omission** and **addition** strategies. While

the explicit reference to judgment has been omitted, a culturally resonant term has been introduced, enabling the concept to be expressed in a way that aligns with the target culture's religious lexicon.

Religious Cultural Sample 6

Heaven:

The next example is an expression indicating a place. The term Heaven is defined in the Christian religion as the place where God lives and where all Christians go after death. This word is equivalent to "Cennet" in Turkish. This expression, which is found in Islamic religion and Turkish culture, is defined as a place full of beauty and blessings beyond all imagination, where, according to religious beliefs, believing and good people will be rewarded by Allah after death and will live in it forever. This term, which is described in more detail in the target culture, has been transferred to the target language from Arabic. In both cultures, it is seen that a literal translation strategy is used in this process of transfer of this word which symbolizes the life after death.

Religious Cultural Sample 7

Jesus Christ:

The next example involves a prominent figure revered in both Christianity and Islam. In Christian belief, *Jesus Christ* was born in Nazareth, founded Christianity and was crucified at the age of 33. In Islam, he is also regarded as a prophet. In the target culture, he is referred to as *Hazreti İsa*, a name that entered Turkish via Arabic and has since become deeply rooted in Turkish religious discourse.

There are varying perspectives regarding the translation of proper names from the source to the target language. One of the most widely accepted approaches is the **adaptation** strategy, which involves aligning the proper name with the linguistic and cultural norms of the target audience. In this case, the use of *Hazreti İsa* demonstrates the application of this strategy, as the name has been adapted to conform to the target culture's religious and linguistic conventions.

Religious Cultural Sample 8

Palestine:

This example involves a geographic location of profound significance for Muslims and, to a lesser extent, for Christians. *Palestine*, a region situated in the Eastern Mediterranean, holds religious and historical importance in both faiths. The term *Palestine* originates from the Greek word *Philistia*, meaning "land of the Philistines." In the 12th century BCE, the ancient Philistines settled along a small coastal strip between present-day Tel Aviv-Jaffa and Gaza and the name *Philistia* was first used by ancient Greek writers to describe this area. In the Christian tradition, *Palestine* is recognized as the land where Jesus lived and as part of the territory corresponding to modern-day Israel. In the Islamic tradition and in the target

culture, *Palestine* refers to the homeland of the Palestinian people and the land where Al-Aqsa Mosque—the first *qibla* (direction of prayer) in Islam—is located. Despite being occupied by Israel, the region continues to hold deep religious and cultural significance for Muslims.

The term has been transferred into the target language as *Filistin*, and similar to the previous example, the **adaptation** strategy appears to have been employed. The name has been modified in accordance with the phonological and cultural norms of the target language, while preserving its religious and geographical connotations.

Religious Cultural Sample 9

Pope:

This example concerns the title attributed to the current religious leader in Christianity. The term *Pope* refers to the head of the Roman Catholic Church, residing in the Vatican. In the target culture, this title is rendered as *Papa*. In Turkish usage, *Papa* is defined as the head of the Roman Catholic Church, elected by a council, residing in the Vatican and considered the vicar of Jesus Christ. In the translation process, the phonological features of the source term have largely been preserved, resulting in minimal alteration during its transfer into the target language and culture. Thus, this example illustrates the application of the **cultural borrowing** strategy, whereby the term is incorporated into the target language with little to no modification, allowing for both recognition and cultural continuity.

Religious Cultural Sample 10

Sunday:

The last example of the study is a holy day according to the Christian faith. According to Christian belief, God created the world in six days and rested on the seventh day, Sunday. Therefore, members of the Christian religion also regard Sunday as a holy day and do not work on this day and spend this day as a time of rest. There is no equivalent for this belief in the target culture and language. Therefore, the term does not have the same meaning in the target language as in the source language. So, it is possible to state that the literal translation strategy is used in the process of transferring this expression, which is translated into the target language as *Pazar*.

CONCLUSION

This study has examined the translation of religious cultural elements from English into Turkish by drawing upon theoretical frameworks and sample analyses, shedding light on meaning-, context- and culture-based challenges encountered in the translation process. The findings reveal that translators frequently employ multilayered strategies, particularly due to the difficulty of finding exact Turkish equivalents for concepts unique to the Western Christian tradition. In this context, literal translation often proves insufficient, prompting translators to adopt techniques such as addition, omission, contextual adaptation, and cultural borrowing to effectively convey meaning.

Strategic choices vary significantly depending on the target audience, text type and the translator's intent. The domestication/foreignization dichotomy introduced by Venuti was clearly observed in this translation process. In some cases, domestication was preferred to accommodate the comprehension level of the target audience, while in others, foreignization was employed to preserve the authenticity of the source text. However, it was also found that both strategies may result in limitations, either by reducing meaning or through excessive explanation.

Moreover, the examples analyzed in this study demonstrate that culturally loaded religious expressions require reinterpretation not only at the linguistic level but also within ideological and theological contexts. This positions the translator not merely as a linguistic intermediary, but also as a cultural interpreter. Consequently, the study concludes that instead of relying on fixed strategies, a **context-sensitive** and **reflective** approach is essential in religious translation.

Ultimately, the results underscore the importance of balancing cultural sensitivity with intelligibility in the practice of religious translation. Translators must approach not only the target language but also the target culture with critical empathy. This reinforces the notion that religious translation is not merely a technical activity but an interpretive act.

SOURCE

- Aslan, Y. (2016). Evaluating Translation in Terms of Equivalence and Balance, *US-China Foreign Language*, June 2016, Vol. 14, No. 6, 453-459
- Bassnett, S. (2002). *Translation Studies* (3rd ed.). Routledge.
- Benard, M. (2019). Baker's Strategies in Translation: A Lexico-Semantic Analysis of Four Luhya Dialects; Lukabras, Lwisukha, Luwanga and Lukhayo in Informative Text, Mudogo, Benard, Baker's Strategies in Translation: A Lexico-Semantic Analysis of Four Luhya Dialects; Lukabras, Lwisukha, Luwanga and Lukhayo in Informative Text, *AJESS*. 3 71-84 (2018) ISSN: 2415-0770, Available at SSRN: <https://ssrn.com/abstract=3462257>
- Keskin, B. (2023). Hristiyan Çevreye Ait Eski Metinlerde Dini İfadeler, *Bilig*, (107), 63-100.
- Naudé, J. A. (2010). Religious Translation, *Handbook of Translation Studies. Volume 1*, pp. 285-293.
- Nida, E. A. (1964). *Toward a Science of Translating*. Brill.
- Taş, S. (2018). Kültürel Unsurların Çevirisi ve Çeviri Stratejileri, *International Journal of Social Sciences*, 5(10), pp. 1-14.
- Üşenmez, E. (2006). Türkçe İlk Kur'an Tercümesi ve Tercümedeki İslâmî Terimlerin Türkçe Karşılıkları Üzerine, *Sosyal Bilimler Araştırma Dergisi*, 1, pp. 88-99.
- Venuti, L. (1995). *The Translator's Invisibility: A History of Translation*. Routledge.

- Yang, W. (2010). Brief Study on Domestication and Foreignization in Translation, *Journal of Language Teaching and Research*, Vol.1, No.1, pp. 77-80.
- Yüksel, M. B. (2017). Kur-an'ın İdeolojik Yorumu Sorununa Genel Bir Bakış, *Edebali İslamiyet Dergisi*, 1(2), pp. 61-83.

THE CRITICAL LINK BETWEEN CUSTOMER SUCCESS MANAGEMENT AND CHANGE MANAGEMENT

By Zoharit Ben Zvi

I am an independent consultant in customer success and change management

Short bio:

Change management expert with over 20 years of experience leading ERP and CRM projects in global organizations, especially hightech.

Customer success leader with 12+ years in client-facing roles, specializing in driving adoption, retention, and revenue growth.

Experienced mentor and coach, passionate about empowering teams and guiding organizations through complex transformations.

Abstract: As someone who has spent over a decade guiding organizations through ERP and CRM transformations, I have seen that technical solutions alone rarely guarantee success. The organizations that thrive are those that prioritize change management from the outset. Customer Success Management (CSM) has become a strategic discipline, especially in SaaS and technology-driven industries, where it ensures clients realize value from new solutions. However, the success of CSM initiatives depends not only on technical onboarding and support, but fundamentally on an organization's ability to manage change—internally and externally. My research explores the interplay between customer success management and change management, demonstrating that the most impactful CSM programs embed structured change management principles throughout the customer journey. Drawing on case studies, practitioner interviews, and hands-on experience leading change initiatives at companies such as Panaya, Oracle, and SolarEdge, this paper reveals how CSM professionals must act as both change agents within their organizations and guides for their customers' transformation journeys. Effective CSM requires influencing behavior, managing expectations, and addressing resistance—core skills of change management. I examine proven frameworks, such as Prosci's ADKAR model, to show how motivating and reinforcing change leads to higher adoption, deeper engagement, and long-term retention. The findings highlight that aligning CSM with change management delivers measurable improvements in project adoption, customer satisfaction, and recurring revenue. Actionable recommendations are provided for leaders seeking to integrate these disciplines for sustainable success.

Keywords: Customer Success Management, Change Management, SaaS, Organizational Transformation, Adoption Strategies

ÇOCUK SAĞLIĞI VE GELİŞİMİNİN TAKİBİ

Nejla CANBULAT ŞAHİNER¹, Alper Yusuf KÖROĞLU²

*¹Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi, ncanbulat@gmail.com,
Karaman / Türkiye*

*²Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi, aykoroglu@gmail.com,
Karaman / Türkiye*

Öz: Çocuk sağlığı ve gelişiminin izlenmesi, bireyin yaşam boyu fiziksel, zihinsel ve sosyal sağlığını etkileyen kritik bir süreçtir. Doğumdan itibaren başlayan bu izlem süreci, çocukların yaşlarına uygun büyüme ve gelişim basamaklarını zamanında tamamlamalarını sağlamayı amaçlar. Bu nedenle, periyodik sağlık kontrolleri, gelişimsel tarama testleri ve aileye yönelik bilgilendirme çalışmaları büyük önem taşır. Erken çocukluk döneminde yapılan düzenli izlem, büyüme geriliği, gelişimsel gecikmeler, beslenme sorunları, duygusal ve davranışsal problemler gibi birçok durumun erken tanınmasına olanak tanır. Özellikle ilk beş yaş, beyin gelişiminin en hızlı olduğu dönem olup, bu süreçte yapılan etkili müdahaleler çocukların uzun vadeli sağlık ve başarı düzeylerini önemli ölçüde etkileyebilir. Takip sürecinde hemşireler, hekimler, çocuk gelişim uzmanları, psikologlar ve sosyal hizmet uzmanları gibi sağlık profesyonellerinin iş birliği içinde çalışması gereklidir. Ailelerin aktif katılımı ise çocuğun ihtiyaçlarının doğru belirlenmesi ve gelişiminin desteklenmesi açısından vazgeçilmezdir. Sonuç olarak, çocuk sağlığı ve gelişiminin düzenli takibi; sağlıklı nesillerin yetişmesi, toplum sağlığının güçlendirilmesi ve sağlık hizmetlerinin etkinliğinin artırılması açısından stratejik bir öneme sahiptir. Bu süreç, koruyucu sağlık hizmetlerinin temelini oluşturarak çocukların potansiyellerine ulaşmalarına katkı sağlar.

Anahtar Kelimeler: çocuk, sağlık, gelişim, takip

MONITORING CHILD HEALTH AND DEVELOPMENT

Nejla CANBULAT ŞAHİNER¹, Alper Yusuf KÖROĞLU²

*¹Karamanoğlu Mehmetbey University, Faculty of Health Sciences, ncanbulat@gmail.com,
Karaman / Türkiye*

*²Karamanoğlu Mehmetbey University, Faculty of Health Sciences, aykoroglu@gmail.com,
Karaman / Türkiye*

Abstract: Monitoring child health and development is a critical process that affects an individual's lifelong physical, mental, and social well-being. Beginning at birth, this process aims to ensure that children achieve age-appropriate growth and developmental milestones. Therefore, regular health check-ups, developmental screening tests, and family education are of great importance. Routine monitoring in early childhood allows for the early detection of issues such as growth retardation, developmental delays, nutritional problems, and emotional or behavioral disorders. The first five years of life are particularly significant, as brain development is at its peak during this period. Effective interventions during this stage can have a profound impact on a child's long-term health and success. The follow-up process requires collaboration among healthcare professionals such as nurses, physicians, child development specialist, psychologists, and social workers. Active family involvement is also essential for accurately identifying the child's needs and providing appropriate developmental support. In conclusion, regular monitoring of child health and development plays a strategic role in raising healthy generations, strengthening public health, and increasing the effectiveness of healthcare services. This process forms the foundation of preventive health care and supports children in reaching their full potential.

Keywords: child, health, development, monitoring

Giriş

Çocuk sağlığı ve gelişiminin takibi, bireyin yaşam boyu sağlığı, refahı ve sosyal uyumu açısından temel bir öneme sahiptir. Erken çocukluk dönemi, özellikle doğumdan itibaren ilk 6 yıl, çocuğun fiziksel, bilişsel, duygusal ve sosyal gelişiminin en hızlı ve kritik olduğu dönemdir. Bu dönemde yapılan düzenli sağlık ve gelişim izlemi, gelişimsel gecikmelerin ve sağlık sorunlarının erken teşhis edilmesini sağlayarak, uygun müdahalelerin zamanında yapılmasına olanak tanır. Böylece, çocukların potansiyellerini gerçekleştirmeleri ve sağlıklı bireyler olarak yetişmeleri desteklenir.

Gelişim takibi sadece fiziksel büyüme göstergeleriyle sınırlı kalmayıp; psikomotor beceriler, bilişsel yetenekler, dil gelişimi, sosyal ve duygusal beceriler gibi çok boyutlu bir süreci kapsar. Bu bütüncül yaklaşım, çocuğun çevresiyle etkileşimini, öğrenme kapasitesini ve kişilik gelişimini anlamada kritik rol oynar. Ayrıca, çocuk sağlığı profesyonelleri, aileler ve eğitimciler arasında iş birliği gerektiren dinamik bir süreçtir.

Türkiye’de erken çocukluk gelişiminin desteklenmesi amacıyla geliştirilen kapsamlı programlar ve standart gelişim raporları, çocukların gelişimsel performanslarının sistematik

ve objektif olarak izlenmesini sağlamaktadır. Bu raporlar, bilişsel, fiziksel, dil ve sosyal-duygusal gelişim alanlarında çocukların bireysel farklılıklarını ortaya koyarak, eğitim ve sağlık stratejilerinin kişiselleştirilmesine olanak tanır.

Çocuk sağlığı ve gelişiminin takibi; erken tanı, önleyici sağlık hizmetleri, aile eğitimi ve uygun müdahalelerle desteklenen çok disiplinli bir süreçtir. Bu süreç, yalnızca çocukların değil, aynı zamanda toplumun da sağlıklı ve üretken bireyler yetiştirmesinde temel bir yapı taşıdır.

Gelişim Takibinin Önemi ve Yöntemleri

Gelişim takibi, çocuğun büyüme ve gelişim süreçlerinin düzenli aralıklarla değerlendirilmesi ve olası sorunların erken saptanmasıdır. Dworkin (1989) gelişimsel izlemi, çocuğun uzman tarafından sürekli, esnek ve kapsamlı gözlemi olarak tanımlamıştır. Bu süreçte ebeveynlerin kaygılarının dinlenmesi, gelişimsel öykünün alınması ve çocuğun doğrudan gözlemlenmesi temel unsurlardır.

Çocuğun gelişim takibinde kullanılan yöntemler arasında klinik muayene bulguları, gelişimsel tarama testleri ve ebeveyn görüşmeleri yer almaktadır. Klinik muayene bulguları en sık kullanılan yöntem olmakla birlikte, yalnızca muayene bulgularına dayanarak gelişimsel gecikmelerin %30'u kadarının tespit edilebildiği belirtilmektedir. Buna karşın, standartlaştırılmış gelişimsel tarama testlerinin kullanılmasıyla bu oran %70-80'e kadar yükselmektedir.

Gelişimsel Tarama Testleri

Gelişimsel tarama testleri, çocuğun farklı gelişim alanlarındaki performansını ölçmek için kullanılan standart araçlardır. Bu testler, psikomotor, bilişsel, iletişim-dil ve sosyal-özgüven gelişimi gibi alanları kapsamaktadır. Örneğin, Battelle Gelişim Envanteri ve Brunet-Lézine Ölçeği gibi uluslararası kabul görmüş envanterler çocukların gelişimsel düzeylerini objektif olarak değerlendirmede yaygın olarak kullanılmaktadır. Bununla birlikte ülkemizde de AGTE, GEÇDA ve SEGDE gibi önemli gelişimsel tarama araçları da kullanılmaktadır.

Gözlem Yöntemleri

Gözlem, çocuk gelişiminin değerlendirilmesinde en temel yöntemlerden biridir. Sistemik gözlem, belirli davranışların planlı ve objektif olarak kaydedilmesini içerir. Gözlem teknikleri arasında serbest gözlem, anekdot kaydı, kontrol listeleri ve derecelendirme ölçekleri bulunmaktadır. Tek bir gözleme dayanmak yerine, tekrarlı gözlemlerle elde edilen veriler daha güvenilir ve geçerli sonuçlar vermektedir.

Erken Tanı ve Müdahalenin Rolü

Erken çocukluk döneminde gelişimsel gecikmelerin veya bozuklukların tespiti, çocuğun yaşam kalitesini doğrudan etkiler. Gelişimsel gecikmeler erken tanındığında, uygun müdahalelerle çocuğun gelişim potansiyeli maksimize edilebilir. Bu nedenle, gelişimsel izlem ve tarama testlerinin düzenli olarak uygulanması gerekmektedir.

Türkiye’de yapılan bir çalışmada, gelişimsel tarama testlerinin rutin kullanımı ile gelişimsel sorunların erken tespit oranının anlamlı şekilde arttığı gösterilmiştir. Ayrıca, gelişimsel izlem sürecinde ailelere yönelik danışmanlık ve bilgilendirme hizmetlerinin sunulması, çocuğun gelişimsel ihtiyaçlarının karşılanmasında önemli bir destek sağlamaktadır.

Teknolojik Destek ve Yazılımlar

Son yıllarda, çocuk gelişiminin takibinde teknolojik araçlar ve yazılımlar da kullanılmaya başlanmıştır. Örneğin, işlevsel yeteneklerin gözlemlenmesi ve kaydedilmesi için geliştirilen eEarlyCare gibi yazılımlar, doğal ortamda toplanan verilerin analizini kolaylaştırmakta ve erken müdahale için önemli veriler sağlamaktadır. Bu tür teknolojik destekler, hem sağlık profesyonellerinin iş yükünü azaltmakta hem de değerlendirme süreçlerinin doğruluğunu artırmaktadır.

Sonuç

Çocuk sağlığı ve gelişiminin takibi, çocukların sağlıklı büyüme ve gelişme süreçlerinin desteklenmesi için vazgeçilmezdir. Gelişimsel izlem ve tarama testleri, erken tanı ve müdahale için temel araçlardır. Sistematik gözlem ve standart ölçme araçlarının kullanılması, gelişimsel gecikmelerin etkin tespiti ve yönetimi için gereklidir. Ayrıca, teknolojik gelişmelerin entegrasyonu, değerlendirme süreçlerini destekleyerek çocuk sağlığı profesyonellerine önemli avantajlar sağlamaktadır. Sağlık çalışanlarının bu yöntemleri etkin kullanması, çocukların yaşam kalitesini artıracak ve uzun vadeli sağlık sonuçlarını iyileştirecektir.

Kaynaklar

- Işıkoğlu Erdoğan, N., & Canbeldek, M. (2017). Erken çocukluk eğitiminde ölçme ve değerlendirme. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 17(3), 1306-1327.
- Manzanares, M. C. S., Sánchez, R. M., González, Á. A., Pastor, J. F. D., & Osorio, C. I. G. (2020). Measuring the functional abilities of children aged 3-6 years old with observational methods and computer tools. *Journal of Visualized Experiments (JoVE)*, (160), e60247.
- Karimov, E. Y., & Gökçay, G. (2025). Erken Çocukluk Döneminde Geliştiren Bakımın Kapsamı ve Ülkemizdeki Uygulamalar. *Nam Kem Med J* 2025;13(2):193-199
- Üncü, M. E., & Özkan, Y. Ö. Okul Öncesi Dönem Çocuklarını Değerlendirmeye Yönelik Oyun Temelli Gözlem Protokolünün Geliştirilmesi. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, (64), 212-251.
- Ülgen G, Fidan E. (2025). Çocuk gelişimi. Nobel Akademik Yayıncılık, Ankara
- Şahin, S. (2018). Çocuk gelişimine giriş. N. Aral & Z. F. Temel (Eds.), *Çocuk gelişimi* (ss. 16-31). Ankara: Hedef Yayınları.

- Sertgil, N. K. (2013). Gelişimsel gecikmelerin erken tanısında çocuk doktorlarının rolü. *Journal of Child*, 13(4), 160-166.
- Savaşır, I., Sezgin, N., & Erol, N. (2005). Ankara gelişim tarama envanteri el Kitabı (3. Baskı). Türk Psikologlar Derneği.
- Temel, F., Ersoy, Ö., Avcı, N. & Turla, A. (2005). Gazi Erken Çocukluk Gelişimi Değerlendirme Aracı “GEÇDA”. Ankara: Rekmay Ltd. Şti.
- Köroğlu, A. Y., & Tepeli, K. (2023). Selçuk Gelişimsel Değerlendirme Envanteri (48-72 Ay)’nin Geliştirilmesi. *Yaşadıkça Eğitim*, 37(1), 118–144.
<https://doi.org/10.33308/26674874.2023371465>

PEDİATRİ HEMŞİRELERİNİN DEĞİŞEN ROL VE SORUMLULUKLARI

Nejla CANBULAT ŞAHİNER¹, Ayşe Sonay TÜRKMEN²

*¹Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi, ncanbulat@gmail.com,
Karaman / Türkiye*

*²Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi,
asonayturkmen@kmu.edu.tr, Karaman / Türkiye*

Öz: Sağlık sistemlerindeki dönüşüm, teknolojik gelişmeler, toplumsal beklentiler ve hasta merkezli bakım yaklaşımları, pediatri hemşirelerinin rol ve sorumluluklarında önemli değişimlere yol açmıştır. Geleneksel olarak temel bakım hizmetleriyle sınırlı olan pediatri hemşireliği, günümüzde daha kapsamlı ve çok boyutlu bir mesleki alan haline gelmiştir. Artık pediatri hemşireleri yalnızca çocuk hastaların temel sağlık ihtiyaçlarını karşılamakla kalmayıp, aynı zamanda aile odaklı bakım, psikososyal destek, gelişimsel takip ve kronik hastalık yönetimi gibi alanlarda da aktif rol üstlenmektedir. Modern pediatri hemşireliği; hasta güvenliği, multidisipliner ekip çalışması, kanıta dayalı uygulamalar ve sağlık eğitimi gibi konuları da kapsayan daha geniş bir yetkinlik alanını gerektirmektedir. Ayrıca, dijital sağlık teknolojilerinin entegrasyonu ile hemşireler tele-sağlık hizmetleri, elektronik sağlık kayıtları ve uzaktan hasta takibi gibi yenilikçi uygulamalarda da görev almaktadır. Bu değişim, hemşirelik eğitiminin içerik ve yöntemlerinde de güncellemeleri zorunlu kılmaktadır. Sonuç olarak, pediatri hemşirelerinin rol ve sorumlulukları hem klinik hem de toplumsal düzeyde genişlemiş; sağlık hizmetlerinin kalitesini artırma, aileleri güçlendirme ve çocuk sağlığını bütüncül bir yaklaşımla ele alma yönünde evrilmiştir. Bu dönüşüm, pediatri hemşirelerinin profesyonel gelişimi ve mesleki standartlarının yeniden tanımlanmasını da beraberinde getirmektedir.

Anahtar Kelimeler: çocuk, hemşirelik, pediatri hemşireliği, rol ve sorumluluklar

CHANGING ROLES AND RESPONSIBILITIES OF PEDIATRIC NURSES

Nejla CANBULAT ŞAHİNER¹, Ayşe Sonay TÜRKMEN²

*¹Karamanoğlu Mehmetbey University, Faculty of Health Sciences, ncanbulat@gmail.com,
Karaman / Türkiye*

*²Karamanoğlu Mehmetbey University, Faculty of Health Sciences,
asonayturkmen@kmu.edu.tr, Karaman / Türkiye*

Abstract: Transformations in healthcare systems, technological advancements, societal expectations, and patient-centered care approaches have significantly altered the roles and responsibilities of pediatric nurses. Traditionally limited to providing basic care services, pediatric nursing has evolved into a more comprehensive and multidimensional professional field. Today, pediatric nurses not only address the fundamental health needs of children but also play active roles in family-centered care, psychosocial support, developmental monitoring, and chronic disease management. Modern pediatric nursing requires a broader set of competencies that include patient safety, multidisciplinary teamwork, evidence-based practices, and health education. Moreover, with the integration of digital health technologies, nurses are increasingly involved in innovative practices such as telehealth services, electronic health records, and remote patient monitoring. This shift necessitates updates in both the content and methods of nursing education. In conclusion, the roles and responsibilities of pediatric nurses have expanded at both clinical and community levels. Their work now contributes significantly to improving the quality of healthcare, empowering families, and addressing child health through a holistic approach. This evolution also calls for the redefinition of professional development and the establishment of updated standards within pediatric nursing.

Keywords: child, nursing, pediatric nursing, roles and responsibilities

GİRİŞ

Pediatric hemşireliği, çocukların sağlıklı büyüme ve gelişimini desteklemek, hastalıklarını yönetmek ve ailelerine rehberlik etmek üzere özel bilgi, beceri ve duyarlılık gerektiren dinamik bir uzmanlık alanıdır. Son yıllarda sağlık teknolojilerindeki hızlı gelişmeler, sağlık politikalarındaki dönüşümler ve toplumun beklentilerindeki değişiklikler, pediatri hemşirelerinin rol ve sorumluluklarında önemli değişikliklere yol açmıştır. Bu değişimler, hemşirelerin sadece hastalık bakımından sorumlu olmaktan çıkarak, koruyucu sağlık hizmetleri, aile merkezli bakım, eğitim, psikososyal destek ve multidisipliner ekip çalışması gibi çok boyutlu görevleri üstlenmelerini zorunlu kılmıştır.

Çocuk sağlığı alanındaki bu dönüşüm, hemşirelerin bilgi ve becerilerini sürekli güncellemelerini, teknolojiyi etkin kullanmalarını ve etik-hukuki sorumluluklarını artırmalarını gerektirmektedir. Özellikle çocuk acil ve yoğun bakım hemşireliği alanlarında, yaşam desteği, kritik hasta yönetimi, enfeksiyon kontrolü ve adli vaka müdahaleleri gibi kritik sorumluluklar ön plana çıkmaktadır. Ayrıca, hemşirelerin tükenmişlik riski, iş doyumu ve

mesleki tatmin gibi psikososyal faktörlerle başa çıkabilmesi için destek programlarının geliştirilmesi giderek önem kazanmaktadır.

Son yıllarda düzenlenen ulusal ve uluslararası pediatri hemşireliği kongreleri ve sempozyumları, bu alandaki güncel gelişmelerin, yenilikçi uygulamaların ve mesleki sorunların tartışıldığı önemli platformlar haline gelmiştir. Bu etkinliklerde, aile merkezli bakım, kanıta dayalı uygulamalar, teknoloji entegrasyonu ve multidisipliner işbirliği gibi konular öncelikli gündem maddeleri olarak ele alınmaktadır.

Bu makalede, pediatri hemşirelerinin değişen rol ve sorumlulukları, mesleki gelişim süreçleri, karşılaştıkları zorluklar ve geleceğe yönelik beklentiler güncel bilimsel literatür ve mesleki kaynaklar ışığında incelenecektir. Pediatri hemşireliğinin sürekli dönüşen doğası, çocuk sağlığı hizmetlerinin kalitesini artırmak ve çocukların sağlıklı gelişimini desteklemek için kritik bir alan olarak değerlendirilmektedir.

Geleneksel ve Güncel Rollerin Karşılaştırılması

Pediatri hemşirelerinin geleneksel rolü, temel bakım hizmetlerinin sağlanması, tedavi süreçlerinin desteklenmesi ve ailelerin bilgilendirilmesi ile sınırlıydı. Ancak günümüzde, çocuk ve aile merkezli bakım anlayışı, multidisipliner ekip çalışması, sağlık eğitimi, koruyucu sağlık hizmetleri ve psikososyal destek gibi geniş kapsamlı görevler ön plana çıkmıştır. Bu kapsamda, hemşireler çocukların gelişimsel takibini yapmakta, aileleri sağlık konusunda eğitmekte ve çocukların hastaneye yatış sürecinde yaşadıkları stresi azaltmaya yönelik psikososyal destek sağlamaktadır.

Değişen Sorumluluk Alanları

Aile Merkezli Bakım

Aile merkezli bakım modeli, pediatri hemşireliğinde giderek standart bir yaklaşım haline gelmiştir. Bu modelde, aileler çocuğun bakım sürecine aktif katılır, hemşireler ise aile ile işbirliği içinde çalışarak bakım kalitesini artırır. Hastaneye yatış sürecinde ailelerin bilgilendirilmesi, desteklenmesi ve karar alma süreçlerine dahil edilmesi, hem çocuğun hem de ailenin refahını yükseltmektedir.

Kritik Bakım ve Acil Müdahale

Pediatri hemşireleri, özellikle yoğun bakım ve acil servislerde kritik hasta yönetimi, yaşam desteği sağlama, monitörizasyon ve mekanik ventilasyon gibi karmaşık teknik görevleri üstlenmektedir. Bu alanlarda hemşirelerin hızlı karar verme, stresle başa çıkma ve multidisipliner ekiplerle etkin iletişim kurma becerileri kritik önemdedir.

Teknoloji Entegrasyonu ve Kanıta Dayalı Uygulamalar

Günümüzde pediatri hemşireliği, teknolojik gelişmelerin yoğun kullanıldığı bir alan haline gelmiştir. Elektronik sağlık kayıtları, gelişmiş monitör cihazları, yapay zeka destekli bakım sistemleri gibi teknolojiler hemşirelerin işini kolaylaştırırken, kanıta dayalı uygulamalarla bakım kalitesini artırmaktadır.

Hukuki ve Etik Sorumluluklar

Çocukların korunması, ihmal ve istismar vakalarının tespiti ve raporlanması gibi etik ve hukuki sorumluluklar da pediatri hemşirelerinin görev alanına girmiştir. Bu sorumluluklar, hemşirelerin mesleki etik standartlara uygun hareket etmesini ve sürekli eğitim almasını gerektirmektedir.

Mesleki Sağlık ve Psikososyal Destek

Artan iş yükü, kritik hasta bakımı ve duygusal zorluklar nedeniyle pediatri hemşirelerinde tükenmişlik riski yüksektir. Bu nedenle, mesleki destek programları, stres yönetimi ve iş doyumunu artırmaya yönelik stratejiler geliştirilmesi gerekmektedir.

Mesleki Gelişim ve Eğitim

Pediatri hemşirelerinin değişen rollerine uyum sağlaması için sürekli mesleki gelişim şarttır. Ulusal kongreler, sempozyumlar ve dernek faaliyetleri, hemşirelerin güncel bilgi ve becerilerini artırmaları için önemli fırsatlar sunmaktadır. Ayrıca, üniversiteler ve meslek örgütleri tarafından düzenlenen eğitim programları, hemşirelerin teknolojik ve klinik yeterliliklerini geliştirmektedir.

Sonuç

Pediatri hemşirelerinin rol ve sorumlulukları, sağlık sistemlerindeki değişimlere paralel olarak genişlemekte ve derinleşmektedir. Çocuk sağlığının korunması ve geliştirilmesinde kritik bir konumda olan pediatri hemşireleri, multidisipliner ekiplerin vazgeçilmez üyeleri olarak hem klinik hem de toplumsal düzeyde önemli görevler üstlenmektedir. Bu nedenle, mesleki gelişimlerinin desteklenmesi, etik ve hukuki sorumluluklarının bilincinde olmaları ve psikososyal destek mekanizmalarının güçlendirilmesi gerekmektedir. Pediatri hemşireliğinin geleceği, çocukların sağlıklı ve mutlu bireyler olarak yetişmesinde belirleyici olacaktır.

KAYNAKLAR

- Çocuk Hemşireleri Derneği. (2025). Güncel faaliyet raporu ve mesleki gelişim. Erişim adresi: <https://www.cohemder.org.tr/sayfa/guncel-faaliyet-raporu-24>
- İstanbul Bilgi Üniversitesi. (2025). Pediatri hemşireliğinde güncel gelişmeler sempozyumu. Anadolu Ajansı. Erişim adresi: <https://www.aa.com.tr/tr/isdunyasi/saglik/istanbul-bilgi-universitesi-pediatri-hemsireliginde-guncel-gelismeleri-sempozyumda-ele-aldi/693696>
- Balcı, S., & Ar, I. (2016). Çocuk Acil Hemşiresinin Rol ve Sorumlulukları. Türkiye Klinikleri Pediatric Nursing-Special Topics, 2(3), 15-18.

IMPLEMENTATION OF HEALTHY NUTRITION AND DIET MENUS IN RESTAURANT BUSINESSES

Ümit SORMAZ¹

*¹Department of Gastronomy and Culinary Arts, Faculty of Tourism, Kyrgyz - Turkish
Manas University, Bishkek 720038, Kyrgyzstan, umit.sormaz@manas.edu.kg*

Abstract: Today, individuals are increasingly interested in healthy living and balanced nutrition, and this trend directly influences the food and beverage industry. In particular, restaurant businesses are turning to healthy and diet menu alternatives to meet growing customer demands. This review examines the concept of healthy eating, types of diet menus (such as vegetarian, vegan, gluten-free, low-calorie), implementation examples in restaurants, and the effects of these practices on the sector. According to the literature, healthy menu planning offers significant advantages in terms of customer satisfaction, brand reputation, and public health. However, there are also challenges such as increased costs, lack of staff training, and standardization issues. The study concludes that the widespread adoption of healthy menu practices in the restaurant industry can have positive impacts for both consumers and businesses.

Keywords: Healthy eating, diet menu, restaurant management, consumer behavior, menu planning

GAZALİ VE BAUMAN’IN AHLAK ANLAYIŞIYLA İLGİLİ BİR KARŞILAŞTIRMA DENEMESİ

Ziyaeddin KIRBOĞA¹

*¹Karamanoğlu Mehmetbey Üniversitesi, Kazım Karabekir Meslek Yüksekokulu,
zkirboga@kmu.edu.tr, Karaman/Türkiye*

Öz: Genel olarak ahlak, Gazali’ye göre hikmet, şecaat, iffet ve adaletin insanda ölçülü bir şekilde bulunması anlamına gelir. Gazali ahlakı bir eylem olarak görmektedir. Cömertlik, sabır, tevazu, doğruluk, öfke, kıskançlık, kibir, gösteriş, cimrilik, sermaye ve statü hırsı, küçük görme, çekiştirme, yalan, iki yüzlülük, düşmanlık şeklinde ötekiyle bir şekilde ilgisi bağlamında öne çıkan tutum ve davranışlar Gazali’nin eyleme dönük ahlak anlayışının olumlu ve olumsuz yönlerini teşkil etmektedir. Zygmunt Bauman, ahlakî sorumluluğu, “Öteki için olmak” şeklinde tanımlamaktadır. Bauman’ın ahlak anlayışı, ötekine karşı herhangi bir karşılık beklemeden ve herhangi bir koşul ileri sürmeden sorumluluk bilincinin eylemselleştirilmesidir. Her iki düşünürün ahlak üzerinde yoğunlaşması ve aynı zamanda ahlakın pratik yönüne vurgu yapması felsefî ve sosyolojik açıdan oldukça değerlidir. Bu iki düşünürün konunun hem teorik temellerine hem de eylemsel ve toplumsal bağlamına dikkat çekmeleri, aralarındaki benzerlik ve farklılıkların araştırılması için önemli verilerdir. Dolayısıyla Gazali ve Bauman’ın ahlak anlayışlarının bir karşılaştırmasını denemek, ilgili literatüre katkı sağlayacaktır.

Anahtar Kelimeler: Gazali, Bauman, Ahlak, Öteki için olmak.

A COMPARISON ESSAY ON THE MORALITY OF GHAZALI AND BAUMAN

Ziyaeddin KIRBOĞA¹

*¹Karamanoğlu Mehmetbey University, Vocational School of Kazım Karabekir,
zkirboga@kmu.edu.tr, Karaman/Türkiye*

Abstract: In general, morality means the presence of wisdom, courage, chastity and justice in a person in a measured manner, according to Ghazali. Ghazali sees morality as an action. Attitudes and behaviors that stand out in the context of a relationship with the other in the form of generosity, patience, modesty, truthfulness, anger, jealousy, arrogance, ostentation, stinginess, greed for capital and status, contempt, backbiting, lying, hypocrisy and hostility constitute the positive and negative aspects of Ghazali's morality in action. Zygmunt Bauman defines moral responsibility as "being for the other". Bauman's morality is the activation of the consciousness of responsibility without expecting anything in return and without putting forward any conditions. The fact that both thinkers focus on morality and at the same time emphasize the practical aspect of morality is quite valuable in philosophical and sociological terms. The fact that these two thinkers draw attention to both the theoretical foundations and the operational and social context of the subject is important data for the investigation of the similarities and differences between them. Therefore, trying to compare the moral understandings of Gazali and Bauman will contribute to the relevant literature.

Keywords: Gazali, Bauman, Morality, Being for the Other.

OKUL ÖNCESİ EĞİTİM KURUMLARINDAKİ İÇ MEKAN HAVA KALİTESİNİN, ÇOCUKLARIN GELİŞİMİ VE SAĞLIĞI ÜZERİNDEKİ ETKİLERİ

Alper Yusuf KÖROĞLU¹

*¹Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi, aykoroglu@kmu.edu.tr,
Karaman / Türkiye*

Öz: Okul öncesi eğitim kurumları, çocukların günün büyük bölümünü geçirdiği, gelişimsel açıdan kritik mekânlardır. Son yıllarda yapılan araştırmalar, iç hava kalitesinin çocukların fiziksel, bilişsel gelişimi ve sağlıkları açısından önemli bir faktör olduğunu ortaya koymaktadır. İç mekan hava kalitesini bozan başlıca faktörler; yetersiz havalandırma ile biriken karbon dioksit (CO₂), mobilya/temizlik malzemeleri ve boyalardan yayılan uçucu organik bileşikler (VOC), ortama biriken toz ve partikül maddeler ile sıcaklık-nem dengesinin bozulması ve buna bağlı küf oluşumudur. Bu kirleticiler, çocuklarda üst solunum yolu enfeksiyonlarının, astım atağı riskinin ve alerjik nezle/egzama gibi alerjik rahatsızlıkların artmasına yol açar. Ayrıca kötü hava koşulları dikkat dağınıklığına ve öğrenme güçlüğüne neden olarak çocukların bilişsel performansını olumsuz etkiler. Yapılan çalışmalar nemli ve kirli iç ortamların çocukların dikkat ve davranış gelişimini geriletip okul başarısını düşürebileceğini göstermektedir. Bu nedenle koruyucu önlemler hayati önem taşır. Okullarda düzenli ve yeterli havalandırma sağlanmalı (örneğin kişi başına saniyede 8–10 litre taze hava), geniş derslik hacmi ve yüksek tavan tasarlanmalı, düşük emisyonlu yapı ve temizlik malzemeleri kullanılmalıdır. Kapalı mekânlarda hava kalitesi (CO₂, partikül madde vb.) sensörlerle izlenmeli, ulusal ve uluslararası standartlar doğrultusunda politika ve yönetmelikler hayata geçirilmelidir. Bu önlemlerle çocuklar için daha sağlıklı bir öğrenme ortamı oluşturulması hedeflenmelidir.

Anahtar Kelimeler: İç mekan hava kalitesi, okul öncesi eğitim kurumu, çocuk gelişimi, çocuk sağlığı

THE EFFECTS OF INDOOR AIR QUALITY IN PRESCHOOL EDUCATIONAL INSTITUTIONS ON CHILDREN'S DEVELOPMENT AND HEALTH

Alper Yusuf KÖROĞLU¹

*¹Karamanoğlu Mehmetbey University, Faculty of Health Sciences, aykoroglu@kmu.edu.tr,
Karaman / Turkey*

Abstract: Preschool educational institutions are developmentally critical environments where children spend a significant portion of their day. Recent research has demonstrated that indoor air quality is a crucial factor influencing children's physical and cognitive development, as well as their overall health. The primary factors impairing indoor air quality include the accumulation of carbon dioxide (CO₂) due to inadequate ventilation, volatile organic compounds (VOCs) emitted from furniture, cleaning products, and paints, the accumulation of dust and particulate matter, and imbalances in temperature and humidity levels, often leading to mold formation. These pollutants increase the incidence of upper respiratory tract infections, asthma attacks, and allergic conditions such as rhinitis and eczema in children. Moreover, poor indoor air quality contributes to attention deficits and learning difficulties, adversely affecting children's cognitive performance. Existing studies have indicated that humid and polluted indoor environments may impair attention and behavioral development, ultimately diminishing academic achievement. For this reason, preventive measures are of vital importance. Schools should ensure regular and adequate ventilation (for instance, providing 8–10 liters of fresh air per second per person), design spacious classrooms with high ceilings, and utilize low-emission construction and cleaning materials. Additionally, indoor air quality parameters (such as CO₂ and particulate matter) should be continuously monitored using appropriate sensors, and policies and regulations should be implemented in alignment with national and international standards. Through these measures, it is aimed to establish healthier learning environments for children.

Keywords: Indoor air quality, preschool educational institutions, child development, child health

GİRİŞ

Erken çocukluk dönemi, insan yaşamında fiziksel, bilişsel ve sosyal-duygusal gelişimin en hızlı ilerlediği kritik bir evredir. Bu dönemde çocuklar zamanlarının önemli bir bölümünü okul öncesi eğitim kurumlarında geçirmekte olup, iç mekan hava kalitesi onların sağlığı ve gelişimi üzerinde belirleyici rol oynamaktadır (Babaroğlu, 2018). Okul öncesi eğitim kurumları, çocukların gelişimlerinin en kritik dönemlerinde önemli zaman dilimlerini geçirdikleri, fiziksel, bilişsel, sosyal ve duygusal gelişimlerinin şekillendiği temel ortamlardır. Bu kurumlarda sunulan çevresel koşullar, çocukların sağlığı ve gelişimi üzerinde doğrudan ve dolaylı etkiler yaratmaktadır. Özellikle iç mekan hava kalitesi, çocukların hem kısa vadeli hem de uzun vadeli sağlık durumları ile gelişimsel çıktıları üzerinde belirleyici bir faktör olarak öne çıkmaktadır. Modern yaşamın getirdiği kentleşme, yapılaşma ve teknolojik gelişmeler, kapalı alanlarda geçirilen sürenin artmasına neden olmuş; bu durum, iç mekan

hava kalitesinin çocuk gelişimi ve sağlığı açısından önemini daha da artırmıştır (Saygın ve Zafer Güneş, 2023).

Çocuklar, yetişkinlere kıyasla hava kirliliğine ve iç ortam kirleticilerine karşı daha hassas bir grubu oluşturmaktadır. Bunun temel nedenleri arasında, çocukların solunum hızlarının daha yüksek olması, bağışıklık sistemlerinin henüz tam gelişmemiş olması ve vücut ağırlıklarına oranla daha fazla hava solumaları yer almaktadır. Ayrıca, çocuklar zamanlarının büyük bir bölümünü okul ve ev gibi kapalı ortamlarda geçirmektedirler. Bu nedenle, iç mekan hava kalitesinin çocuk gelişimi ve sağlığı üzerindeki etkileri, yetişkinlere göre daha belirgin ve kritik sonuçlar doğurabilmektedir (Çelikkanat, 2019). Dünya Sağlık Örgütü verileri, dünya genelinde 15 yaş altı 1.8 milyar çocuğun tehlikeli seviyelerde kirli hava soluduğunu ortaya koymaktadır (UNICEF, 2025). Bu çalışma, okul öncesi eğitim kurumlarındaki iç hava kalitesinin çocukların sağlık ve gelişim parametreleri üzerindeki çok boyutlu etkilerini sistematik olarak incelemeyi amaçlamaktadır.

İç Mekan Hava Kalitesini Etkileyen Faktörler

Okul öncesi eğitim kurumlarında iç mekan hava kalitesini etkileyen başlıca unsurlar; yapı malzemeleri, havalandırma sistemleri, kullanıcı yoğunluğu, temizlik uygulamaları ve dış ortamdan gelen kirleticilerdir. Yapı malzemelerinin iç hava kalitesine etkisi, özellikle sanayi devriminden sonra endüstriyel üretim süreçlerinde kullanılan kimyasallar, yapıştırıcılar ve vernikler nedeniyle artmıştır. Bu malzemeler, uçucu organik bileşikler ve formaldehit gibi insan sağlığına zararlı bileşenler içerebilmekte ve bu zararlı maddeler zamanla iç ortama salınarak hava kalitesini bozabilmektedir. Yapılan çalışmalarda yapı malzemelerinin içerdiği toksik maddelerin ve emisyonlarının, iç mekan hava kalitesini olumsuz etkileyerek kullanıcı sağlığı için risk oluşturduğu, hatta hasta bina sendromu gibi bina ile ilişkili hastalıklara yol açabildiği belirtilmiştir (Zorlu ve Tıkınsak Karadayı, 2020). Hasta bina sendromu, özellikle kapalı ortamlarda çalışan veya zaman geçiren bireylerde, belirgin bir hastalık ya da nedene bağlı olmaksızın ortaya çıkan akut sağlık sorunları ve konfor kayıpları ile karakterizedir. Bu sendromun ortaya çıkmasında iç ortam hava kirliliği, yetersiz iklimlendirme, kimyasal maruziyet, stres, gürültü ve aydınlatma gibi faktörler etkili olmaktadır (Yabana Kiremit, 2018). Bu bağlamda okul öncesi kurumlarda iç mekan hava kalitesini etkileyen başlıca faktörler arasında yetersiz havalandırma öne çıkmaktadır. Kalabalık sınıflarda karbondioksit (CO₂) konsantrasyonları kabul edilebilir sınırların (800-1000 ppm) çok üzerine çıkabilmekte; bu durum çocuklarda baş ağrısı, konsantrasyon güçlüğü ve bilişsel performans düşüklüğüne yol açmaktadır. İklim koşulları da önemli bir etkenidir; yüksek sıcaklık ve nem, mantar ve bakteri üremesini kolaylaştırmakta, özellikle tropikal bölgelerde bu risk daha belirginleşmektedir (Bozzola vd., 2024).

İç mekân hava kalitesini etkileyen bir diğer unsur ise kullanıcı yoğunluğudur. Özellikle çocukların toplu olarak bulunduğu sınıf, yemekhane, oyun odası gibi alanlarda, kişi sayısının artmasıyla birlikte havadaki partikül madde (PM) konsantrasyonunda da artış gözlenmektedir. Marmara Üniversitesi Merkez Kütüphanesi'nde yapılan bir çalışmada, iç ortamda bulunan PM10 konsantrasyonunun, kullanıcı sayısı ile yüksek korelasyon gösterdiği ve sınav dönemlerinde bu değerlerin Dünya Sağlık Örgütü (DSÖ) ve Avrupa Birliği (AB) sınır değerlerini aştığı tespit edilmiştir. Yetersiz havalandırma sistemlerinin bulunduğu binalarda,

iç ortamda biriken toz partiküllerinin çalışan ve kullanıcı sağlığı açısından risk oluşturduğu sonucuna ulaşılmıştır (Güneş vd., 2015). Bu bulgular, okul öncesi eğitim kurumlarında da benzer şekilde, kullanıcı yoğunluğunun ve havalandırma yetersizliğinin iç mekân hava kalitesini olumsuz etkileyebileceğini göstermektedir. Çocuklar, yetişkinlere kıyasla iç mekân hava kirleticilerine karşı daha hassas ve savunmasızdır. Çünkü çocukların solunum sistemleri henüz tam olarak gelişmemiştir ve vücut ağırlıklarına oranla daha fazla hava solurlar. Ayrıca, bağışıklık sistemleri de gelişim aşamasında olduğundan, kirleticilere karşı daha duyarlıdır. İç ortam hava kalitesinin yetersizliği, çocuklarda solunum yolu hastalıkları, alerjiler, astım, dikkat eksikliği, öğrenme güçlükleri ve davranışsal sorunlar gibi çeşitli sağlık problemlerine yol açabilmektedir.

Görüldüğü üzere okul öncesi eğitim kurumlarındaki iç mekan havası, dış ortamdan gelen kirleticilerin yanı sıra, bina materyalleri, mobilyalar, temizlik ürünleri, eğitim materyalleri ve insan aktiviteleri gibi çok sayıda iç kaynaktan dolayı kirlenebilmektedir. Yetersiz havalandırma koşulları, bu kirleticilerin birikmesine ve konsantrasyonlarının sağlık için riskli seviyelere ulaşmasına neden olabilmektedir (Sarigiannis vd., 2011).

Sağlık ve Gelişim Üzerindeki Etkileri

Çocukların iç ortam hava kirliliğine maruz kalmasının sağlık üzerindeki etkileri, solunum yolu hastalıkları, alerjik reaksiyonlar, astım, baş ağrısı, yorgunluk ve konsantrasyon bozuklukları gibi çeşitli semptomlarla kendini gösterebilmektedir. Dünya Sağlık Örgütü'nün iç ortam kirliliğinin küresel hastalık yükünün %2,7'sinden sorumlu olduğunu ortaya koyduğu, iç hava kalitesinin bozulmasının ise astım, alerjik hastalıklar ve kanser gibi ciddi sağlık sorunlarına yol açabildiği belirtilmiştir. Ayrıca, partikül madde kirliliği ile solunum yolu hastalıkları ve hastaneye başvuru oranları arasında doğrudan bir ilişki olduğu, havadaki partikül madde konsantrasyonunun her 10 µg/m³ azalmasının ortalama yaşam süresini anlamlı şekilde artırdığı saptanmıştır (Ayabakan Çot, Yoldaşcan ve Akbaba, 2017). İç mekan hava kirliliğinin çocuklarda akut ve kronik solunum problemleri üzerinde güçlü etkileri bulunmaktadır. Epidemiyolojik çalışmalar, formaldehit ve uçucu organik bileşiklere maruziyetin çocuklarda hırıltı sıklığını %30-40 oranında artırdığını göstermektedir (Franklin, 2007). Bağışıklık sistemi üzerindeki etkiler ise alerjik duyarlılık artışı ve otoimmün yanıt değişiklikleri şeklinde kendini gösterebilmektedir (Bozzola vd., 2024).

İç mekan hava kalitesinin çocuklar üzerindeki etkileri, yalnızca sağlıkla sınırlı değildir; bilişsel, sosyal ve duygusal gelişim de bu çevresel faktörden etkilenmektedir. Saygın ve Zafer Güneş (2023)'in İstanbul'daki ilkökul bahçelerinde yaptığı araştırmada, çocukların doğayla etkileşim halinde olmalarının fiziksel, bilişsel, sosyal, duyuşsal, ruhsal ve eğitsel gelişim üzerinde olumlu etkileri olduğu belirtilmiştir. Ancak, şehirleşmenin artması ve güvenli mekanların azalmasıyla çocukların kapalı mekanlarda geçirdikleri sürenin arttığı, bu durumun ise gelişimsel açıdan olumsuz sonuçlar doğurabileceği vurgulanmıştır. Bu bağlamda, iç mekan hava kalitesinin iyileştirilmesi, çocukların sağlıklı gelişimi için temel bir gereklilik olarak öne çıkmaktadır. İç mekan hava kirliliğinin çocukların gelişimi üzerindeki etkileri yapılan çalışmalarla giderek daha iyi anlaşılmaktadır. Gebelikten erken çocukluk dönemine kadar kirletici yakıt maruziyeti olan çocuklarda kaba motor becerilerde gecikme riskinin 1.8 kat, kişisel-sosyal gelişim alanında ise 1.6 kat arttığı görülmüştür. Biyolojik mekanizmalar

incelendiğinde, kirleticilerin santral sinir sistemine direkt geçişi, oksidatif stres ve sistemik inflamasyonun nörotoksik etkilerden sorumlu olduğu düşünülmektedir (Grippa vd., 2023). Erken çocukluk döneminde kirli havaya maruz kalan çocuklarda motor koordinasyon becerilerinde gecikmeler ve ince motor beceri kazanımında yetersizlikler bildirilmiştir (Babaroğlu, 2018; Grippa vd., 2023). Bu durum, kirleticilerin kas-iskelet sisteminin olgunlaşması ve nöromusküler ileti üzerindeki potansiyel etkileriyle ilişkilendirilmektedir.

SONUÇ VE ÖNERİLER

Okul öncesi eğitim kurumlarında iç mekan hava kalitesi, çocukların sağlığı ve gelişimi üzerinde çok boyutlu ve kritik bir etkiye sahiptir. Yapı malzemelerinin seçimi, havalandırma sistemlerinin etkinliği, kullanıcı yoğunluğu ve temizlik uygulamaları gibi faktörler, iç hava kalitesini belirlemekte; bu da çocukların fiziksel, bilişsel ve psikososyal gelişimlerini doğrudan etkilemektedir. İç mekan hava kalitesinin değerlendirilmesi, iyileştirilmesi ve bu konuda farkındalık oluşturulması, sağlıklı nesillerin yetiştirilmesi için temel bir gereklilik olarak karşımıza çıkmaktadır. Bu nedenle, okul öncesi eğitim kurumlarında iç mekan hava kalitesinin sürekli izlenmesi, standartlara uygunluğunun sağlanması ve çocukların gelişimsel ihtiyaçlarına duyarlı bir çevre oluşturulması gerekmektedir. Okul öncesi eğitim kurumları, çocukların bilişsel, duygusal, sosyal ve fiziksel gelişimlerinin temellerinin atıldığı, yaşamlarının önemli bir dönemini geçirdikleri mekânlardır. Bu kurumlarda çocuklar, günün büyük bir bölümünü kapalı alanlarda geçirirler ve bu süreçte maruz kaldıkları iç mekân hava kalitesi, onların sağlık ve gelişim süreçleri üzerinde doğrudan ve dolaylı etkilere sahiptir. İç mekân hava kalitesi, yalnızca çocukların solunum sağlığını değil, aynı zamanda öğrenme kapasitelerini, dikkat sürelerini, genel refahlarını ve hatta davranışsal gelişimlerini de etkileyebilmektedir. Bu nedenle, okul öncesi eğitim kurumlarında iç mekân hava kalitesinin değerlendirilmesi, iyileştirilmesi ve sürdürülebilir şekilde yönetilmesi, multidisipliner bir yaklaşım gerektiren kritik bir konudur.

Bu çalışmada sunulan bulgular, okul öncesi eğitim kurumlarındaki iç mekan hava kalitesinin, çocukların sağlığı ve gelişimi üzerinde çok boyutlu ve kritik etkilere sahip olduğunu açıkça ortaya koymaktadır. Çocukların, gelişmekte olan solunum ve bağışıklık sistemleri ile vücut ağırlıklarına oranla daha fazla hava solumaları nedeniyle iç ortam kirleticilerine karşı yetişkinlerden çok daha savunmasız olduğu anlaşılmaktadır.

Bu çalışmadan elde edilen temel sonuçlar şunlardır:

1. Kirletici Kaynakları: Okul öncesi eğitim kurumlarındaki iç mekan hava kalitesi; yapı ve mobilya malzemelerinden salınan uçucu organik bileşikler (UOB) ve formaldehit, yetersiz havalandırma sonucu biriken karbondioksit (CO₂), kullanıcı yoğunluğuna bağlı olarak artan partikül maddeler (PM) ve kimyasal içerikli temizlik ürünleri gibi çok sayıda iç ve dış kaynaktan olumsuz etkilenmektedir.
2. Sağlık Üzerindeki Etkiler: Düşük hava kalitesi, çocuklarda astım, alerjik reaksiyonlar, hırıltı gibi akut ve kronik solunum yolu hastalıklarının sıklığını artırmaktadır. Ayrıca baş ağrısı, yorgunluk ve konsantrasyon güçlüğü gibi genel sağlık sorunlarına da yol açmaktadır.

3. Gelişim Üzerindeki Etkiler: Kirletici maruziyeti yalnızca fiziksel sağlığı değil, aynı zamanda çocukların gelişimini de sekteye uğratmaktadır. Özellikle erken çocukluk döneminde kirli havaya maruz kalmanın, kaba ve ince motor becerilerinde gecikmelere, bilişsel performansta düşüklüğe ve nörogelişimsel problemlere neden olabileceğine dair güçlü kanıtlar bulunmaktadır.

Sonuç olarak, çocukların zamanlarının önemli bir kısmını geçirdiği okul öncesi eğitim kurumlarında sağlıklı bir iç mekan ortamının sağlanması, sadece bir konfor unsuru değil, aynı zamanda temel bir sağlık gerekliliği ve çocukların gelişimsel potansiyellerine ulaşabilmeleri için vazgeçilmez bir koşuldur.

Yukarıdaki sonuçlar ışığında, okul öncesi eğitim kurumlarında iç mekan hava kalitesini iyileştirmek, çocukların sağlığını korumak ve gelişimlerini desteklemek amacıyla aşağıdaki adımların atılması önerilmektedir:

1. Havalandırmanın İyileştirilmesi:

- Sınıflar, oyun odaları ve diğer kapalı alanlar, etkinlik aralarında düzenli ve etkili bir şekilde doğal yollarla havalandırılmalıdır.
- Mekanik havalandırma sistemlerinin bulunduğu kurumlarda, sistemlerin bakımının düzenli olarak yapılması ve standartlara uygun çalıştırılması sağlanmalıdır.
- Özellikle kalabalık sınıflarda CO₂ seviyelerinin izlenmesi ve belirlenen eşik değerler (800-1000 ppm) aşıldığında havalandırmanın zorunlu hale getirilmesi düşünülmelidir.

2. Sağlıklı Malzeme Seçimi:

- Yeni inşa edilecek veya tadilata girecek okul binalarında, düşük veya sıfır uçucu organik bileşik emisyonuna sahip, sertifikalı ve doğal yapı malzemeleri, boyalar, vernikler ve mobilyalar tercih edilmelidir.
- Mevcut kurumlarda, yüksek kirletici salınımı potansiyeli olan eski materyallerin aşamalı olarak sağlıklı alternatiflerle değiştirilmesi planlanmalıdır.

3. Temizlik ve Bakım Uygulamalarının Gözden Geçirilmesi:

- Ağır kimyasallar içeren temizlik ürünleri yerine, insan sağlığına ve çevreye duyarlı, bitkisel bazlı veya ekolojik sertifikalı ürünler kullanılmalıdır.
- Toz ve partikül madde birikimini önlemek için HEPA filtreli elektrik süpürgeleri tercih edilmeli ve ıslak temizlik yöntemlerine ağırlık verilmelidir.

4. Açık Hava Etkinliklerinin Artırılması:

- Çocukların kapalı mekanlardaki kirletici maruziyetini azaltmak ve gelişimlerini desteklemek amacıyla, güvenli ve doğal okul bahçelerinde geçirilen sürenin artırılması teşvik edilmelidir.

5. Farkındalık ve Denetim:

- Okul yöneticileri, öğretmenler ve veliler, iç mekan hava kalitesinin önemi ve olası riskler konusunda bilgilendirilmelidir.

- Okul öncesi eğitim kurumları için iç mekan hava kalitesi standartları geliştirilmeli ve bu standartlara uyum düzenli olarak denetlenmelidir. Bu süreçte mimarlar, mühendisler, eğitimciler ve halk sağlığı uzmanları arasında disiplinler arası bir iş birliği sağlanmalıdır.

KAYNAKLAR

- Ayabakan Çot, D., Yoldaşcan, E., & Akbaba, M. (2017). Health effects of indoor air quality. *The Turkish Journal of Occupational / Environmental Medicine and Safety*, 2(1[4]), 14.
- Babaroğlu, A. (2018). Eğitim ortamları açısından okul öncesi eğitim kurumları. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 18(3), 1313–1330. <https://doi.org/10.17240/aibuefd.2018.18.39790-471118>
- Bozzola, E., Agostiniani, R., Pacifici Noja, L., Park, J., Lauriola, P., Nicoletti, T., Taruscio, D., Taruscio, G., & Mantovani, A. (2024). The impact of indoor air pollution on children's health and well-being: The experts' consensus. *Italian Journal of Pediatrics*, 50(1), 69. <https://doi.org/10.1186/s13052-024-01631-y>
- Çelikkanat, E. (2019). *Eğitim kurumlarında iç ortam hava kalitesi ve sağlık riski* (Yüksek lisans tezi). Necmettin Erbakan Üniversitesi, Fen Bilimleri Enstitüsü.
- Güneş, G., Bozkurt, E., Sönmez, S., & Çakır, N. (2015). Kütüphanelerde iç hava kalitesinin incelenmesi: Marmara Üniversitesi Merkez Kütüphanesi. *Bilgi Dünyası*, 16(2), 222–241. <https://doi.org/10.15612/BD.2015.486>
- Franklin, P. J. (2007). Indoor air quality and respiratory health of children. *Paediatric Respiratory Reviews*, 8(4), 281–286. <https://doi.org/10.1016/j.prrv.2007.08.007>
- Grippo, A., Zhu, K., Yeung, E. H., Bell, E. M., Bonner, M. R., Tian, L., ... Mu, L. (2023). Indoor air pollution exposure and early childhood development in the Upstate KIDS Study. *Environmental Research*, 234, 116528. <https://doi.org/10.1016/j.envres.2023.116528>
- Sarigiannis, D. A., Karakitsios, S. P., Gotti, A., Papaloukas, C. L., & Kassomenos, P. A. (2011). Exposure to major volatile organic compounds and carbonyls in European indoor environments and associated health risk. *Environment International*, 37(4), 743–755. <https://doi.org/10.1016/j.envint.2011.01.005>
- Saygın, D., & Zafer Güneş, D. (2023). İlkokul bahçelerinin, doğal öğeler ve çocukların fiziksel gelişimi açısından incelenmesi. *İnsan ve Toplum Bilimleri Araştırmaları Dergisi*, 12(1), 121–150. <https://doi.org/10.15869/itobiad.1161457>
- UNICEF. (2025). *The impact of air pollution on children*. <https://www.unicef.org/laos/stories/impact-air-pollution-children>

- Yabana Kiremit, B. (2018). Hasta bina sendromunun sađlık alıřanları zerine etkileri. *Hitit niversitesi Sosyal Bilimler Enstits Dergisi*, 11(1), 665–682.
<https://doi.org/10.17218/hititsosbil.417066>
- Zorlu, K., & Tıkansak Karadayı, T. (2020). İ mekan hava kalitesinde yapı malzemelerinin rol. *Sinop niversitesi Fen Bilimleri Dergisi*, 5(2), 193–211.
<https://doi.org/10.33484/sinopfbd.642692>

KIRILGAN GEZEGENDE DİRENÇLİ ÇOCUKLAR: İKLİM DEĞİŞİKLİĞİNİN ÇOCUK SAĞLIĞI VE GELİŞİMİ ÜZERİNDEKİ ETKİLERİNE BİYO-PSİKO- SOSYAL ÇÖZÜMLER

Alper Yusuf KÖROĞLU¹

*1Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi,
aykoroglu@kmu.edu.tr, Karaman / Türkiye*

Öz: İklim değişikliği, 21. yüzyılın en önemli halk sağlığı krizlerinden biri olarak, yaşamın en hassas dönemi olan 0-6 yaş aralığındaki çocukların sağlık ve gelişimi üzerinde derin ve çok boyutlu tehditler oluşturmaktadır. Bu derleme çalışması, iklim krizinin erken çocukluk dönemindeki biyo-psiko-sosyal etkilerini mevcut literatür ışığında incelemeyi ve dirençliliği artırmaya yönelik bütüncül çözüm yollarını ortaya koymayı amaçlamaktadır. Araştırmalar, iklim değişikliğinin biyolojik etkilerinin; artan hava kirliliğine bağlı solunum yolu hastalıkları, gıda güvensizliğinden kaynaklanan beslenme yetersizlikleri ve aşırı sıcaklıklara maruz kalma gibi fiziksel sağlık sorunlarını kapsadığını göstermektedir. Psikolojik düzeyde, aşırı hava olaylarının yarattığı travma, çevresel strese bağlı anksiyete ve ebeveyn-çocuk bağının zedelenmesi gibi riskler ön plana çıkmaktadır. Sosyal boyutta ise zorunlu göçler, sağlık ve eğitim hizmetlerine erişimde yaşanan zorluklar ve artan aile içi stres, çocuğun gelişimsel ekolojisini olumsuz etkilemektedir. Sonuç olarak, bu kırılğan dönemdeki çocukları korumak için sadece semptom odaklı değil, aynı zamanda koruyucu ve bütüncül yaklaşımlar zorunludur. Erken müdahale programlarının güçlendirilmesi, ailelere psiko-sosyal destek sağlanması ve toplum temelli sağlık sistemlerinin iklim krizine adaptasyonu, gelecek nesillerin dirençliliğini artırmada kilit rol oynayacaktır.

Anahtar Kelimeler: İklim değişikliği, çocuk gelişimi, çocuk sağlığı

**RESILIENT CHILDREN ON A FRAGILE PLANET: BIO-PSYCHO-SOCIAL
SOLUTIONS TO THE IMPACTS OF CLIMATE CHANGE ON CHILD HEALTH
AND DEVELOPMENT**

Alper Yusuf KÖROĞLU¹,

**¹Karamanoğlu Mehmetbey University, Faculty of Health Sciences, aykoroglu@kmu.edu.tr,
Karaman / Turkey**

Abstract: Climate change, as one of the most significant public health crises of the 21st century, poses profound and multidimensional threats to the health and development of children in the 0-6 age group — the most vulnerable period of human life. This review aims to examine the bio-psycho-social impacts of the climate crisis on early childhood in light of the current literature and to propose holistic solutions to enhance resilience. Research indicates that the biological effects of climate change include physical health problems such as respiratory diseases associated with increased air pollution, nutritional deficiencies stemming from food insecurity, and exposure to extreme temperatures. At the psychological level, risks such as trauma induced by severe weather events, anxiety linked to environmental stressors, and disruptions in parent-child bonding come to the fore. Socially, issues such as forced migration, difficulties in accessing healthcare and educational services, and increased intra-family stress negatively affect the child's developmental ecology. In conclusion, protecting children during this fragile period necessitates not only symptom-focused interventions but also preventive and holistic approaches. Strengthening early intervention programs, providing families with psycho-social support, and adapting community-based health systems to the climate crisis will play a pivotal role in enhancing the resilience of future generations.

Keywords: Climate change, child development, child health

GİRİŞ

Küresel iklim değişikliği, günümüzün en önemli çevresel, toplumsal ve sağlıkla ilişkili krizlerinden biri olarak insanlığın karşısında durmaktadır. Bu kriz, özellikle çocuklar gibi kırılgan gruplar üzerinde çok boyutlu ve derin etkiler yaratmakta; çocuk sağlığı ve gelişimi üzerinde biyolojik, psikolojik ve sosyal düzeylerde tehditler oluşturmaktadır. İklim değişikliğinin çocuklar üzerindeki etkilerini anlamak ve bu etkilerle başa çıkmak için disiplinlerarası, bütüncül ve çözüm odaklı yaklaşımlara ihtiyaç duyulmaktadır.

İklim değişikliği, insan kaynaklı sera gazı salımlarının artmasıyla atmosferde meydana gelen ısınma ve buna bağlı olarak ortaya çıkan çevresel değişiklikler şeklinde tanımlanmaktadır. Bu değişiklikler; sıcaklık artışları, kuraklık, aşırı hava olayları, su kaynaklarının azalması, orman yangınları ve gıda krizleri gibi pek çok doğal afetin sıklığında ve şiddetinde artışa yol açmaktadır. Bu afetler ve çevresel değişimler, özellikle çocuklar gibi savunmasız gruplar üzerinde ciddi tehditler oluşturmaktadır. Çocuklar, gelişimsel olarak yetişkinlere kıyasla çevresel stresörlere karşı daha hassas olup, iklim değişikliğinin olumsuz sonuçlarından orantısız biçimde etkilenmektedirler. Çocuklar iklim krizinin en savunmasız grupları arasında

yer almakta, ailelerine bağımlı olmaları ve gelişimsel kırılganlıkları nedeniyle iklim değişikliğinin olumsuz sonuçlarına karşı daha korumasız kalmaktadırlar (Çolakoğlu, 2023).

İklim değişikliğinin çocuk sağlığı ve gelişimine yönelik en ciddi küresel tehditlerden biri olduğu vurgulanmaktadır. Özellikle çocuklar, gelişimlerinin en hızlı dönemlerinde oldukları için iklim değişikliğinin etkilerine karşı daha hassastırlar. Günümüzde yaklaşık 1 milyon çocuğun iklim krizinin etkileri açısından çok yüksek riskli grupta olduğu belirtilmektedir (Hacısalihoğlu ve Balcı, 2023). Bu bağlamda, çalışmada, mevcut literatür ışığında iklim değişikliğinin çocuk sağlığı ve gelişimi üzerindeki etkileri, bu etkilerin nedenleri ve çözüm arayışlarının temel dinamikleri ele alınacaktır.

Fiziksel Sağlık Üzerine Etkiler

İklim değişikliğinin çocuk sağlığı üzerindeki etkilerinin çoklu vücut sistemlerini kapsadığı, solunum, bağışıklık ve sinir sistemi dahil olmak üzere birçok sistemde olumsuz sonuçlar doğurduğu ifade edilmektedir (Gözderesi ve Özmert, 2021). Bu bağlamda iklim değişikliğinin çocuklarda solunum yolu hastalıklarının ve diğer fiziksel sağlık sorunlarının artışıyla ilişkili olduğu söylenebilir. Örneğin Proulx ve arkadaşları (2024) iklimle ilişkili olayların çocuklarda astım, solunum yolu enfeksiyonları, ishal ve diğer vektör kaynaklı hastalıklarda artışa neden olduğunu ifade etmektedir. Sıcak hava dalgaları çocuklarda ısı çarpması, su-tuz dengesinde bozulma ve böbrek rahatsızlıkları gibi akut tabloları tetiklerken; soğuk maruziyetler de bazı bölgelerde çocuk ölümlerini artırmaktadır. İklim değişikliği ayrıca hava kalitesini bozarak solunum sağlığını olumsuz etkiler. Kuraklıklar ve orman yangınları nedeniyle atmosferik partikül madde yoğunluğu yükselir ve bu da çocuklarda akciğer fonksiyonunu azaltır (Helldén vd., 2021). Yüksek sıcaklık ve kirlilik, alerjen sezonlarının uzamasına yol açarak astım ve bronşit gibi kronik solunum hastalıklarını ağırlaştırır. Yoğun yağış, seller ve taşkınlar su ve gıda kaynaklarına patojen taşınmasını kolaylaştırır. Sel baskınları, içme suyu ve gıda ile taşınan mikropların bulaşma riskini artırarak çocuklarda ishal ve diğer gastrointestinal enfeksiyonları yaygınlaştırır. İklim değişikliği besin üretimini de tehdit ederek yetersiz beslenmeye yol açar. Kuraklık ve seller tarım ürünlerinin verimliliğini azaltır, gıda arzında kesintilere neden olur ve çocukların yeterli besine erişimini zorlaştırır (Helldén vd., 2021; Proulx vd., 2024). Özetle, iklimsel değişimler çocuklarda solunum hastalıkları, enfeksiyonlar ve malnutrisyon gibi fiziksel sağlık sorunlarının artışına yol açmaktadır.

Psikolojik Etkiler

İklim değişikliğinin yalnızca fizyolojik değil, psikolojik etkilerinin de dikkate alınması, çocukların bütüncül sağlığının korunmasında kritik bir öneme sahiptir (Hayes ve Poland, 2018). İklim değişikliği çocukların ruh sağlığını da derinden etkiler. Çocuklar, hava olaylarının yarattığı travmatik deneyimlere karşı hassas olup yüksek oranda psikolojik stres yaşayabilir. Son yıllarda literatürde “ekolojik kaygı” (eco-anxiety) terimi sıkça geçmektedir; bu, iklim değişikliğinin yarattığı çevresel kaygı ve gelecek korkusunu tanımlayan yeni bir anksiyete biçimidir. Çocuklar ve ergenler iklim değişikliği konusundaki haberleri duydukça, gelecekleri için kaygı düzeyleri yükselmekte ve genel anksiyeteleri artmaktadır. Ani ve şiddetli iklim olayları (kasırgalar, seller, orman yangınları) çocuklarda akut travmalara yol açar. Çalışmalar, bu tür olaylara maruz kalan çocukların uyku bozuklukları, depresyon, yoğun

kaygı ve post-travmatik stres bozukluğu yaşama riskinin arttığını göstermektedir (Vergunst ve Berry, 2021).

Çocuklar, iklim değişikliğine bağlı olarak yaşanan afetler, göç, yoksulluk ve toplumsal belirsizlikler nedeniyle psikolojik stres, kaygı, travma ve uyum sorunları yaşayabilmektedirler (Arıca, Çakır ve Kağnıcı, 2023). Örneğin, Kearney ve ark. (2024) iklim nedeniyle ailelerin yer değiştirmesinin okul devamsızlıklarıyla doğrudan ilişkili olduğunu, mevsimlik göçlerin aralıklı okula devam ve erken okul terkiyle sonuçlandığını bildirmiştir. Bu tür eğitimde aksamalar, çocukların gelişimsel dönüm noktalarına ulaşmasını geciktirir ve ruhsal dayanıklılıklarını zayıflatır. Sonuç olarak, iklim değişikliği çocukların psikolojik sağlığına çok yönlü tehditler oluşturmakta; travma sonrası stres, artan kaygı düzeyleri ve gelişimsel gecikmeler şeklinde kendini göstermektedir (Proulx ve ark., 2024; Vergunst & Berry, 2021).

Sosyal Etkiler

İklim değişikliği sosyal hayatı ve eğitim fırsatlarını da etkileyerek çocukları dolaylı yollardan zor durumda bırakır. İklim değişikliğinin çocuk sağlığı üzerindeki etkileri, toplumsal eşitsizlikleri ve adaletsizlikleri de derinleştirmektedir. Özellikle düşük gelirli ailelerin çocukları, iklim değişikliğinin getirdiği olumsuzluklardan daha fazla etkilenmekte, sağlık hizmetlerine erişimde ve adaptasyon stratejilerinde dezavantajlı konumda kalmaktadırlar (Gözderesi ve Özmert, 2021). Birçok çocuk, iklim değişikliğinin ağır risk taşıdığı dezavantajlı bölgelerde yaşamaktadır. Dünya çocuklarının yaklaşık yarısı (yaklaşık 1 milyar kişi), iklim değişikliği etkilerinin “son derece yüksek riskli” olduğu 33 ülkede bulunmaktadır. Bu durum, çocuk sağlığı açısından mevcut sosyo-ekonomik eşitsizlikleri derinleştirir. Örneğin, gelişmekte olan ülkelerde aşırı hava olayları ve kuraklık, gıda güvensizliği ve yoksulluğu artırarak zaten kırılgan durumda olan toplulukları daha da savunmasız bırakmaktadır (Kearney vd., 2024).

İklim değişikliğinin çocuklar üzerindeki etkileri, aynı zamanda çocuk hakları ve iklim adaleti perspektifinden de ele alınmalıdır. İklim değişikliğinin insan hakları ile olan bağına dikkat çekilmekte, yaşam, sağlık, barınma ve mülkiyet gibi temel hakların iklim değişikliği nedeniyle tehdit altında olduğu belirtilmektedir (Fırat, 2021). Çocuk haklarının iklim krizi ve iklim adaletsizliği nedeniyle çok yönlü olarak etkilendiği, devletlerin ise iklim değişikliğinin etkilerini önleme ve dezavantajlı grupların daha fazla zarar görmesini engelleme yükümlülüğü bulunduğu ifade edilmektedir. Bu bağlamda çocukların iklim değişikliğine katkısı olmamasına rağmen, olumsuz sonuçlarından en fazla etkilenmeleri, iklim adaletinin temel bir sorunu olarak karşımıza çıkmaktadır (Çolakoğlu, 2023). Ayrıca sosyal ve sağlık eşitsizliklerinin iklim değişikliğinin sağlık üzerindeki etkilerini şekillendirdiği, yaş, mevcut sağlık durumu ve sosyal yoksunluğun çocukları daha kırılgan hale getirdiği belirtilmektedir (Paavola, 2017).

Biyo-Psiko-Sosyal Müdahale ve Çözüm Önerileri

İklim kaynaklı çocuk sağlığı sorunlarına kapsamlı bir yanıt için biyolojik, psikolojik ve sosyal boyutları içeren bütüncül müdahaleler gereklidir. Biyolojik müdahale kapsamında başta temiz su ve beslenme güvenliği olmak üzere temel sağlık hizmetleri güçlendirilmelidir. Psikolojik müdahale olarak, çocuklara yönelik psikososyal destek programları ve afet sonrası destek mekanizmaları kurulmalıdır. Sosyal müdahale için ise öncelikle çocukların eğitim ve sosyal

haklarını koruyacak politikalar şarttır. Eğitim altyapısına afet dayanıklılığı kazandırılmalı; sel ve fırtına gibi olaylarda okullar hızla onarılmalı, taşınabilir eğitim birimleri oluşturulmalıdır. Mevsimlik göç ve yer değiştirmelere karşı esnek eğitim uygulamaları (uzaktan eğitim, okul geçişlerinde kayıt kolaylığı) geliştirilmelidir. Toplum çapında iklim eğitimi ve bilinçlendirme kampanyaları düzenleyerek, afetlere hazırlık ve risk azaltma bilinci yaygınlaştırılabilir. Özetle, iklim değişikliği ile mücadele çocuk sağlığını koruma ile eş zamanlı yürütülmeli, “biyo-psiko-sosyal” bir bakış açısıyla hem sağlık sistemleri hem eğitim ve sosyal hizmetler dahil pek çok alanda entegre çözümler geliştirilmelidir. Bu çabalar, yeni nesillerin iklim krizine karşı dayanıklılığını artıracak ve gelecekteki sağlık yükünü azaltacaktır.

KAYNAKLAR

- Arıca, F., Çakır, C., & Kağnıcı, D. (2023). Kırılgan gruplar özelinde afetlerde psikososyal hizmetler. *Afet ve Risk Dergisi*, 6(1), 176–187. <https://doi.org/10.35341/afet.1173165>
- Çolakoğlu, M. (2023). İklim adaleti ve çocuk hakları. *Dicle Üniversitesi Hukuk Fakültesi Dergisi*, 28(49), 469–496.
- Fırat, E. (Çev.). (2022). İklim değişikliği ve insan hakları. *Ankara Üniversitesi Hukuk Fakültesi Dergisi*, 70(4), 1155–1198. <https://doi.org/10.33629/auhfd.847205>
- Gozderesi, Y., & Ozmert, E. H. (2021). Understanding the links between the climate crisis and child health. *Çocuk Dergisi - Journal of Child*, 21(3), 281–287. <https://doi.org/10.26650/jchild.2021.990189>
- Hacısalıhoğlu, A., & Balcı, S. (2023). İklim değişikliğinin çocuk sağlığına etkisi ve çözüm önerileri. *Artuklu International Journal of Health Sciences*, 3(1), 93–97. <https://doi.org/10.58252/artukluder.1180448>
- Hayes, K., & Poland, B. (2018). Addressing mental health in a changing climate: Incorporating mental health indicators into climate change and health vulnerability and adaptation assessments. *International Journal of Environmental Research and Public Health*, 15(9), 1806. <https://doi.org/10.3390/ijerph15091806>
- Helldén, D., Andersson, C., Nilsson, M., Ebi, K. L., Friberg, P., & Alfvén, T. (2021). Climate change and child health: A scoping review and an expanded conceptual framework. *The Lancet Planetary Health*, 5(3), e164–e175.
- Kearney, C. A., Ellis, K., & Arcaina, V. J. (2024, December). Climate change injustice and school attendance and absenteeism: Proximal and distal ecological links. *Frontiers in Education*, 9, 1455430. Frontiers Media SA.
- Paavola, J. (2017). Health impacts of climate change and health and social inequalities in the UK. *Environmental Health*, 16(Suppl 1), 113. <https://doi.org/10.1186/s12940-017-0328-z>
- Proulx, K., Daelmans, B., Baltag, V., & Banati, P. (2024). Climate change impacts on child and adolescent health and well-being: A narrative review. *Journal of Global Health*, 14, 04061. <https://doi.org/10.7189/jogh.14.04061>

Vergunst, F., & Berry, H. L. (2022). Climate change and children's mental health: A developmental perspective. *Clinical Psychological Science: A Journal of the Association for Psychological Science*, 10(4), 767–785.
<https://doi.org/10.1177/21677026211040787>

DİJİTAL OYUNLARIN ERKEN ÇOCUKLUK DÖNEMİNDE ÇOCUK GELİŞİMİNE KATKISI

Mehmet Oğuz GÖLE¹, Alper Yusuf KÖROĞLU²

*¹Afyon Kocatepe Üniversitesi, Eğitim Fakültesi, mogole@aku.edu.tr,
Afyonkarahisar/Türkiye*

*²Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi, aykoroglu@kmu.edu.tr,
Karaman/Türkiye*

Öz: Dijital oyun oynama eğilimi, küresel ölçekte yıllar içerisinde artış göstermiştir. Günümüzde oyun endüstrisi, farklı yaş gruplarına (çocuklar, ergenler, yetişkinler vb.) yönelik çeşitli dijital oyunlar geliştirmekte ve bu alana büyük yatırımlar yapmaktadır. Dijital oyunlar, erken çocukluk dönemindeki bireylerin de ilgisini çekmekte olup, çocuklar bu oyunlarla aile ortamında, akran etkileşimlerinde, okul bağlamında ya da medya aracılığıyla sıklıkla karşılaşmaktadır. Dijital oyunların görsel, işitsel ve etkileşimsel yönleri, çocukların dikkatini çeken temel unsurlar arasında yer almaktadır. Alan yazın incelendiğinde, dijital oyunların çocuk gelişimi üzerindeki etkilerine ilişkin çok sayıda çalışmanın bulunduğu görülmektedir. Bu çalışmaların bir kısmı dijital oyunların çocukların ruhsal, sosyal, fiziksel, motor, dilsel ve bilişsel gelişimlerini olumsuz yönde etkileyebileceğini öne sürerken, diğer bir kısmı bu oyunların çeşitli gelişim alanlarını destekleyici işlevler taşıyabileceğini ifade etmektedir. Bu çerçevede, dijital oyunların yalnızca olumsuz ya da yalnızca olumlu etkiler yarattığına dair tek yönlü bir yargıya varmanın bilimsel açıdan sınırlı kalacağı söylenebilir. Bu çalışmanın amacı, dijital oyunların erken çocukluk dönemindeki çocukların gelişim alanlarına olan etkilerini ortaya koymak; özellikle hangi gelişim alanlarını ve becerileri desteklediğini güncel literatür ışığında tartışmaktır.

Anahtar kelimeler: Erken çocukluk dönemi, Dijital oyunlar, Çocuk gelişimi

THE CONTRIBUTION OF DIGITAL GAMES TO CHILD DEVELOPMENT IN EARLY CHILDHOOD

Mehmet Oğuz GÖLE¹, Alper Yusuf KÖROĞLU²

*¹Afyon Kocatepe University, Faculty of Education, mogole@aku.edu.tr,
Afyonkarahisar/Türkiye*

*²Karamanoğlu Mehmetbey University, Faculty of Health Sciences, aykoroglu@kmu.edu.tr,
Karaman/Türkiye*

Abstract: The tendency to play digital games has increased globally over the years. Today, the gaming industry develops a wide variety of digital games targeting different age groups (children, adolescents, adults, etc.) and makes substantial investments in this field. Digital games also attract the attention of individuals in early childhood, and children frequently encounter these games in family settings, peer interactions, school environments, or through media. The visual, auditory, and interactive features of digital games are among the main elements that draw children's attention. A review of the literature reveals a significant number of studies addressing the impact of digital games on child development. While some of these studies argue that digital games may have negative effects on children's emotional, social, physical, motor, linguistic, and cognitive development, others suggest that such games can play a supportive role in various developmental domains. In this context, it can be asserted that drawing a one-sided conclusion regarding the effects of digital games—either entirely positive or entirely negative—would be scientifically limited. The aim of this study is to examine the impact of digital games on the developmental domains of children in early childhood and to discuss, in light of the current literature, which specific developmental areas and skills they may support.

Keywords: Early childhood, Digital games, Child development

GİRİŞ

Dijital oyunlar, okul öncesi dönem çocukların eğitimini ve gelişimlerini destekleme potansiyellerine sahiptir. Bunun nedeni ise dijital oyunların çocuklara ilgi çekici gelmesidir. Ayrıca geleneksel öğretim yöntemlerine göre çocukların eğitim sürecine aktif katılmasını sağlayarak aktif öğrenmeyi harekete geçirmekte, eğitsel ve gelişimsel olarak birçok avantaj sunmaktadır (Alfonso-Benlliure vd., 2013; Baikulova vd., 2024). Eğitim sürecinin zenginleştirilerek çocukların öğrenmesine katkı sağlaması, olumlu öğrenme tutumu geliştirmeleri, keşfetmelerini imkan vermesi, oyun oynamak için yeni imkanlar sunması, farklı deneyimlere kapı aralamaktadır. Ayrıca oyun sürecinde geri bildirimin hemen verilmesi ise dijital oyunların eğitim sürecinde kullanılmasında önemlidir. İyi tasarlanmış oyunlar, küçük çocukların öğrenmesini, beceri geliştirmesini ve sağlıklı gelişimini destekleyebilecek güçlü etkileşimli deneyimler sağlayabilir. Bundan dolayı çocukların öğrenme, bilgi, beceri ve birçok gelişim alanını desteklemek için dijital oyunların kullanılması önemli hale gelmektedir (Behnamnia vd., 2020; Peppler ve Kafai, 2007; Stephen ve Plowman, 2014; Thai vd., 2009; Yang ve Chang, 2013). Bu çalışmada dijital oyunların çocukların bilişsel, sosyal-duygusal ve dil gelişim alanlarına katkıları ele alınacaktır.

Bilişsel Gelişim

Dijital oyunların çocukların gelişimlerini desteklediği gelişim alanlarından bir tanesi bilişsel gelişimdir (Kougioumtzidou vd., 2023). Dijital oyunlar 3-4 yaş çocuklarının yaratıcılıklarını, yaratıcı düşünmeyi, hayal gücünü ve tepki yeteneğini geliştirmektedir. Yaratıcılığın desteklenmesi farklı dijital oyun türlerinde yer almaktadır. Örneğin oyun içerisinde müzik oluşturma, müzik kompozisyonu gibi uygulamalar çocukların yaratıcılıklarını desteklemekle birlikte kendilerini yaratıcı yollarla ifade etme imkanı da vermektedir (Gong, 2020; Liu vd., 2021; Peppler ve Kafai, 2007; Xiong, Liu ve Huang, 2022). Yaratıcılıklarının desteklemesinin yanında çocukların kavram edinmelerini ve kavram anlayışında gelişmeler sağladığı ifade edilmektedir (Xiao ve Jiang, 2020). Dijital oyunlar yönetici işlev becerilerinin kazanılması açısından da önemlidir. Granic, Lobel ve Engels (2014) yaptıkları çalışmada dijital oyunların çocukların yönetici işlev becerilerini desteklediğini, uzamsal becerilerin kazanılmasında katkı sağladığını tespit etmişlerdir. Bununla birlikte el-göz koordinasyonu, görsel bilgilerin hızlı bir şekilde işlenmesi çocukların görsel-uzamsal becerilerinin gelişmesinde dijital oyunların önemli olduğu görülmektedir (Green ve Bavelier, 2012; Kim & Smith, 2017).

Yapılan araştırmalar, okul öncesi dönemdeki çocukların matematiksel becerilerinin gelişiminde dijital oyunların önemli bir katkı sağladığını ortaya koymaktadır. Bilimsel bulgular, gelişimsel açıdan uygun olarak tasarlanmış dijital oyunların, erken çocukluk döneminde sayısal okuryazarlık, temel sayı kavramları, sayma becerileri, gruplama yeteneği ve diğer matematiksel yeterliliklerin kazanımını desteklediğini göstermektedir. Söz konusu dijital materyallerin, çocukların matematiksel kavramları yapılandırmalarına ve bu kavramları anlamlandırmalarına yardımcı olduğu akademik çevrelerce kabul görmektedir (Gunanti ve ark., 2021; Handayani ve Wulansari, 2021; Mowafi ve Abumuhfouz, 2021; Syarfina vd., 2023). Dijital oyunların çocukların dikkatini arttırdığı görülmektedir. Uygun oyunların hatırlamayı, sürekli dikkati desteklediği (Rakimahwati ve Ardi, 2019), hafıza oyunlarının hatırlamayı sağladığı, çalışma belleği kapasitesini geliştirdiği (Alloway ve Alloway, 2010) tespit edilmiştir. Job, van Velzen ve Fockert (2017), dijital oyunların birden fazla unsur ve bilgi kaynağı içermesi nedeniyle çocukların bu unsurlara dikkatlerini vermeleri ve karşılaştıkları uyarıcıları işlemeleri gerektiğini, bunun da onların hızlı tepki verme, dikkatli davranma gibi becerilerini geliştirdiğini ve dolayısıyla dikkat düzeylerinde artışa yol açtığını belirtmektedir. Ayrıca, dijital oyun oynayan çocukların bölünmüş dikkat görevlerinde daha başarılı performans sergiledikleri ifade edilmiştir (Johnson vd., 2023; Konok vd., 2021). Alfonso-Benlliure vd., (2013) dijital oyunların çocukların merakını teşvik ettiğini, keşfetmeyi desteklediğini, içsel motivasyonu desteklediğini belirtmektedir. Özellik problem çözme becerilerinin gelişimlerine katkı sağlamaktadır. Problem çözme becerisinin yanında problemlerle nasıl başa çıkılacağı, problemin nasıl çözülmesi gerektiği ve eleştirel düşünme gibi becerilerin desteklenmesine fırsat vermektedir (Annuar & Solihatin, 2025; Hwa, 2018; Papadakis ve Kalogiannakis, 2019). Genel olarak dijital oyunlar yaratıcılık, problem çözme, iş birliği ve eleştirel düşünme gibi 21. yüzyıl becerilerini geliştirmektedir (Bowman vd., 2015).

Sosyal ve Duygusal Gelişim

Dijital oyun oynama keyifli ve rahat bir atmosferde gerçekleşir. Bu atmosferde çocuk dışarıdan baskıya maruz kalmaz ve bundan dolayı da öğrenmeye daha fazla odaklanır ve düşünme yetenekleri gelişir (Behnamnia, Kamsin, Ismail ve diğerleri, 2020). Dijital oyunlarda çocuklar teknolojiyle, dijital araçla etkileşime girdiği ve dijital oyunların sosyal ilişkilerin olumsuz etkilenmesi konusunda eleştirilse de yapılan araştırmalarda çocuklar arasında zengin ve etkili iletişim ve iş birliği sağladığı ve sosyal duygusal gelişimi desteklediği de tespit edilmiştir. Dijital oyunlar çocuklar için sosyal etkileşimlere girmelerini ve sosyal etkileşimlerin zengin, eğlenceli ve etkileşimli olmasına imkan sağlamaktadır. Uygun oyunların iş birliği sağladığı, uygun rekabet ortamı oluşturduğu ve empati becerilerini desteklediği görülmektedir (Blau vd., 2020; Kalaş 2010; Lieberman vd. 2009; Ruipérez-Valiente ve Kim, 2020).

Amaçsız bir biçimde oyun oynayan çocuklarla akranlarıyla birlikte dijital oyun oynayan çocuklar karşılaştırıldığında, akranlarıyla dijital oyun oynayan çocukların daha yüksek düzeyde sosyal yeterlilik gösterdikleri, bağımlılık eğilimlerinin daha düşük olduğu ve bu yüksek sosyal yeterliliğin; neşeli, hoşgörülü, sosyal uyum yeteneği gelişmiş, sakin ve akranlarıyla iş birliğine açık bireyler olmalarını destekleyen çeşitli prososyal ve duygusal davranışların ortaya çıkmasına ve gelişmesine katkı sağladığı görülmektedir (Fang vd., 2022). Takım çalışması gerektiren oyunların, çocukların yalnızca iş birliği yapmalarını değil, aynı zamanda sonraki adımları planlayabilmek adına tartışmalarını ve uzlaşmak amacıyla yoğun bir iletişim kurmalarını sağladığı; bu süreçlerin de sosyal ve duygusal becerilerin gelişimine katkıda bulunduğu ifade edilmektedir. Öte yandan, öz bakım becerilerine yönelik oyunların, çocukların beslenme, giyinme, tuvalet, uyku ve hijyen gibi günlük yaşam becerilerini desteklediği, dolayısıyla bu tür oyunların çocukların bağımsızlık kazanmalarına olanak tanıyabileceği görülmektedir (Tang, 2024; Yannier vd., 2015).

Arnott (2020), dijital oyun oynama sürecinde sosyal davranışların ortaya çıktığını ve sergilendiğini, bu süreçte sosyal katılımın arttığını ve çocukların çeşitli sosyal statü rollerini üstlendiklerini belirtmektedir. Dijital oyunların sunduğu rekabetçi ortamın, çocukların kazanma stratejileri geliştirmelerine olanak tanıdığı; bu ortamın çocukların başarı ve kazanma duygusunu deneyimlemelerine, özgüvenlerinin artmasına katkı sağladığı, aynı zamanda saldırganlık ve kaygı düzeylerinin daha düşük olmasına imkân verdiği ifade edilmektedir (Fang vd., 2022; Gunawardhana & Palaniappan, 2015; McLean & Griffiths, 2013). Oyunlar aracılığıyla çocukların oyun karakterleriyle özdeşleşerek öğrenme deneyimleri yaşamaları mümkündür. Ayrıca, sanal temsillerin ve yaratıcı ortamların deneyimlenmesi, sosyokültürel bağlamda bir perspektifin gelişmesine katkıda bulunmakta; oyun sırasında eylem üzerinde kontrol sahibi olma, geri bildirim alma, dışsal ödüller, kazanma ve kaybetme gibi öğelerin yanı sıra oyunda seviye atlama süreçleri de çocukların sosyal ve duygusal gelişimlerini desteklemektedir (Edwards, 2013).

Dil Gelişimi

Dijital oyunların desteklediği bir diğer önemli gelişim alanı dil gelişimidir. Bu tür oyunlar, çocukların sayısal okuryazarlık, okuma ve genel dil becerilerinin gelişimine katkı sunmaktadır (Griffiths, 2002). Dijital oyunların içerisinde yer alan animasyonlar ile etkileşimli dijital kitaplar; kelime vurgulama ve sesli anlatım gibi fonemik farkındalık geliştirmeye yönelik

özellikler barındırdığından, çocukların kelime dağarcığının zenginleşmesine ve dil gelişimlerinin desteklenmesine yardımcı olmaktadır (Reich, Yau ve Warschauer, 2016). Miller ve Warschauer (2014) ise dijital kitapların yazı tipi boyutu düzenleme, sözlük kullanımı, otomatik sayfa çevirme ve animasyon noktaları gibi okuryazarlığı teşvik eden belirli nitelikler taşıdığını belirtmiştir. Dijital hikâye anlatımı etkinliklerine katılan çocukların hem yaratıcı yazma becerilerinde hem de genel yaratıcılık düzeylerinde anlamlı gelişmeler gösterdiği (Jackson vd., 2012; Neumann ve Neumann, 2017), ayrıca dijital oyunların kelime dağarcığı ediniminde etkili olduğu saptanmıştır (Dore vd., 2019).

Yasbiati, Gandana ve Rahman (2019), dijital tabanlı oyunların erken çocukluk döneminde özellikle dinleme becerisinin gelişiminde etkili olduğunu belirlemiştir. Tecen (2018) ise dijital oyunların okul öncesi dönemdeki çocuklarda fonolojik farkındalığı artırmada önemli rol oynadığını ortaya koymuştur. Puolakanaho ve arkadaşları (2003), dijital oyunların çocukların sözcük ve hece farkındalığı becerilerini desteklediğini belirtirken; ses birimlerini tanıma ve birleştirme konularında da ilerleme sağlandığı gözlemlenmiştir. Ayrıca, çocukların sesleri ayırt etme, harf adlarını tanıma ve harflerin seslerini öğrenme konularında da gelişim gösterdikleri belirlenmiştir (Kartal ve Terziyan, 2016). Amorim ve arkadaşları (2020) da dijital oyunların hece ayırma ve birleştirme becerilerini desteklediğini vurgularken, Arnold ve arkadaşları (2021) genel olarak dijital oyunların ses bilgisel farkındalık gelişimini desteklediğini ifade etmiştir. Vanbecelaere ve arkadaşları (2020) ise okuma yazma bilen çocuklarda dijital oyunların kelime okuma ve metin okuma akıcılığı becerilerinin gelişimine katkı sunduğunu belirtmiştir.

SONUÇ VE ÖNERİLER

Sunulan literatür bulguları, dijital oyunların erken çocukluk döneminde çok yönlü bir gelişim aracı olarak önemli bir potansiyele sahip olduğunu açıkça ortaya koymaktadır. İyi tasarlandığında ve amacına uygun kullanıldığında bu oyunlar, çocukların yalnızca ilgisini çeken eğlenceli bir aktivite olmanın ötesine geçmektedir. Bilişsel alanda; yaratıcılık, problem çözme, eleştirel düşünme gibi 21. yüzyıl becerilerinin yanı sıra dikkat, hafıza, yönetici işlevler ve temel matematiksel yetkinliklerin gelişimine önemli katkılar sağlamaktadır. Sosyal-duygusal alanda ise, sanılanın aksine, özellikle akranlarla birlikte oynandığında iş birliği, empati, sosyal uyum ve özgüven gibi prososyal davranışları teşvik ettiği görülmektedir. Çocukların rekabeti yönetmeyi öğrenmelerine, başarı duygusunu tatmalarına ve öz bakım becerileriyle bağımsızlık kazanmalarına olanak tanımaktadır. Dil gelişimi alanında ise kelime dağarcığının zenginleşmesi, fonolojik farkındalık, dinleme becerileri ve erken okuryazarlık yetkinliklerinin desteklenmesinde etkili bir rol oynamaktadır. Özetle, dijital oyunlar, erken çocukluk eğitiminde geleneksel yöntemleri zenginleştiren, çocuğun aktif katılımını sağlayan ve bütüncül gelişimini destekleyen güçlü bir eğitim materyali olarak öne çıkmaktadır.

Bu literatür derlemesinden elde edilen sonuçlar doğrultusunda ebeveynlere, eğitimcilere ve oyun geliştiricilere yönelik bazı önerilerde bulunulabilir:

- Ebeveynler ve Eğitimciler: Çocukların dijital oyunlarla geçirdiği zamanın niteliğini artırmak için oyun seçiminde bilinçli davranmalıdır. Özellikle yaratıcılığı teşvik eden (müzik, çizim vb.), problem çözme ve strateji geliştirme gerektiren, temel matematik ve dil becerilerini (sayı sayma, gruplama, ses farkındalığı) destekleyen, gelişimsel açıdan uygun oyunlar tercih

edilmelidir. Çocukların oyunları tek başına oynaması yerine, akranlarıyla veya aile üyeleriyle birlikte oynamaları teşvik edilerek sosyal becerilerinin (iş birliği, iletişim, uzlaşma) gelişimi desteklenmelidir. Ayrıca, öz bakım becerilerini konu alan oyunlar aracılığıyla çocukların bağımsızlık kazanmalarına yardımcı olunabilir.

- Oyun Geliştiriciler: Erken çocukluk dönemine yönelik oyunlar tasarlarlarken, eğlence unsurunun yanı sıra eğitsel ve gelişimsel hedefleri de ön planda tutmalıdırlar. Oyun mekaniklerinin çocukların dikkatini sürdürmeye, hafızalarını güçlendirmeye ve yönetici işlevlerini geliştirmeye yönelik olmasına özen gösterilmelidir. Oyun içi geri bildirim mekanizmalarının anlık ve yapıcı olması, çocukların öğrenme motivasyonunu artıracaktır. Dil gelişimini desteklemek amacıyla sesli anlatım, kelime vurgulama ve interaktif hikâye anlatımı gibi özellikler oyunlara entegre edilmelidir. Sosyal etkileşimi artırmak için takım çalışmasına dayalı veya iş birliği gerektiren çok oyunculu modlar geliştirilmesi faydalı olacaktır.

KAYNAKLAR

- Alfonso-Benlliure, V., Melendez, J. C., & Garcia-Ballesteros, M. (2013). Evaluation of a creativity intervention program for preschoolers. *Thinking Skills and Creativity*, 10, 112-120.
- Alloway, T. P., & Alloway, R. G. (2010). Investigating the predictive roles of working memory and IQ in academic attainment. *Journal of experimental child psychology*, 106(1), 20-29.
- Amorim, A. N., Jeon, L., Abel, Y., Felisberto, E. F., Barbosa, L. N. & Dias, N. M. (2020). Using escribo play video games to improve phonological awareness, early reading, and writing in preschool. *Educational Researcher*, 49(3), 188-197.
- Annuar, H., & Solihatin, E. (2025). Enhancing Early Childhood Cognitive Development via Mobile Game-Based Learning Applications: Insights and Practical Experiences. *International Journal of Interactive Mobile Technologies*, 19(4).
- Arnold, D. H., Chary, M., Gair, S. L., Helm, A. F., Herman, R., Kang, S., & Lokhandwala, S. (2021). A randomized controlled trial of an educational app to improve preschoolers' emergent literacy skills. *Journal of Children and Media*, 15(4), 457-475.
- Arnott, L. (2020). An ecological exploration of young children's digital play: framing children's social experiences with technologies in early childhood. In *Digital Play and Technologies in the Early Years* (pp. 49-66). Routledge.
- Baikulova, A., Akimbekova, S., Kerimbayeva, R., Arzymbetova, S., & Moldagali, B. (2024). Leveraging digital interactive didactic games to enhance cognitive development in preschool education. *E-Learning and Digital Media*, 20427530241261294.
- Behnamnia, N., Kamsin, A., Ismail, M. A. B., & Hayati, A. (2020). The effective components of creativity in digital game-based learning among young children: A case study. *Children and Youth Services Review*, 116, 105227.

- Behnamnia, N., Kamsin, A., Ismail, M. A. B., & Hayati, A. (2020). The effective components of creativity in digital game-based learning among young children: A case study. *Children and Youth Services Review*, 116, 105227.
- Blau, I., Shamir-Inbal, T., & Avdiel, O. (2020). How does the pedagogical design of a technology-enhanced collaborative academic course promote digital literacies, self-regulation, and perceived learning of students?. *The internet and higher education*, 45, 100722.
- Bowman, N. D., Kowert, R., & Ferguson, C. J. (2015). The impact of video game play on human (and orc) creativity. In *Video games and creativity* (pp. 39-60). Academic Press.
- Burnett, C. (2010). Technology and literacy in early childhood educational settings: A review of research. *Journal of early childhood literacy*, 10(3), 247-270.
- Dore, R. A., Shirilla, M., Hopkins, E., Collins, M., Scott, M., Schatz, J., ... & Hirsh-Pasek, K. (2019). Education in the app store: using a mobile game to support US preschoolers' vocabulary learning. *Journal of Children and Media*, 13(4), 452-471.
- Edwards, S. (2013). Digital play in the early years: A contextual response to the problem of integrating technologies and play-based pedagogies in the early childhood curriculum. *European Early Childhood Education Research Journal*, 21(2), 199–212. <https://doi.org/10.1080/1350293X.2013.789190>.
- Fang, M., Tapalova, O., Zhiyenbayeva, N., & Kozlovskaya, S. (2022). RETRACTED ARTICLE: Impact of digital game-based learning on the social competence and behavior of preschoolers. *Education and Information Technologies*, 27(3), 3065-3078.
- Fang, M., Tapalova, O., Zhiyenbayeva, N., & Kozlovskaya, S. (2022). RETRACTED ARTICLE: Impact of digital game-based learning on the social competence and behavior of preschoolers. *Education and Information Technologies*, 27(3), 3065-3078.
- Gong, S. (2020). On the Cultivation of Middle School Students' Creativity. *English Language Teaching*, 13(1), 134-140.
- Granic, I., Lobel, A., & Engels, R. C. (2014). The benefits of playing video games. *American psychologist*, 69(1), 66.
- Green, C. S., & Bavelier, D. (2012). Learning, attentional control, and action video games. *Current biology*, 22(6), R197-R206.
- Griffiths, M. D. (2002). The educational benefits of videogames. *Education and health*, 20(3), 47-51.
- Gunanti, E., Wahyuningsih, S., & Dewi, N. K. (2021). Mengenal konsep bilangan melalui pembelajaran multimedia pada anak usia 4-5 tahun. *Kumara Cendekia*, 9(2), 66–75.
- Gunawardhana, L. P. D., & Palaniappan, S. (2015). Psychology of digital games and its effects to its users. *Creative education*, 6(16), 1726-1732.

- Handayani, E. S., & Wulansari, W. (2021). Game edukasi “secret zoo” sebagai media untuk meningkatkan kemampunkognitif. *Early Childhood Education and Development Journal*, 3(2), 76–81.
- Hwa, S. P. (2018). Pedagogical change in mathematics learning: Harnessing the power of digital game-based learning. *Journal of Educational Technology & Society*, 21(4), 259–276
- Jackson, L. A., Witt, E. A., Games, A. I., Fitzgerald, H. E., Von Eye, A., & Zhao, Y. (2012). Information technology use and creativity: Findings from the Children and Technology Project. *Computers in human behavior*, 28(2), 370-376.
- Job, X. E., van Velzen, J., & de Fockert, J. W. (2017). Grasp preparation modulates early visual processing of size and detection of local/global stimulus features. *cortex*, 96, 46-58.
- Johnson, D. W., Smith, L. R., & Green, H. M. (2023). The role of digital games in early childhood cognitive and social development. *Journal of Educational Technology & Society*, 26(1), 34–45.
- Kalaš, I. (2010). *Recognizing the potential of ICT in early childhood education–Analytical Survey UNESCO Institute for Information Technologies in Education. Moskau. IITE/INS/AS/2010/01.*
- Kartal, G., & Terziyan, T. (2016). Development and evaluation of game-like phonological awareness software for kindergarteners: JerenAli. *Journal of Educational Computing Research*, 53(4), 519-539.
- Kim, Y., & Smith, D. (2017). Pedagogical and technological augmentation of mobile learning for young children interactive learning environments. *Interactive Learning Environments*, 25(1), 4-16.
- Konok, V., Liskai-Peres, K., Bunford, N., Ferdinandy, B., Jurányi, Z., Ujfalussy, D. J., ... & Miklósi, Á. (2021). Mobile use induces local attentional precedence and is associated with limited socio-cognitive skills in preschoolers. *Computers in Human Behavior*, 120, 106758.
- Kougioumtzidou, E., Botsoglou, K., Beazidou, E., & Zygouris, N. (2023). Exploring the Impact of Digital Games on Elementary School Students' Cognitive and Social Skill Development: A Perception-based Study. *International Scientific Educational Journal “educ@ tional circle*, 11(2), 10-24.
- Lieberman, D. A., Fisk, M. C., & Biely, E. (2009b). Digital games for young children ages three to six: From research to design. *Computers in the Schools*, 26(4), 299–313. <https://doi.org/10.1080/07380560903360178>.
- Liu, W., Tan, L., Huang, D., Chen, N., & Liu, F. (2021). When preschoolers use tablets: The effect of educational serious games on children’s attention development. *International Journal of Human–Computer Interaction*, 37(3), 234-248.

- McLean, L., & Griffiths, M. D. (2013). The psychological effects of video games on young people. *Aloma: revista de psicologia, ciències de l'educació i de l'esport Blanquerna*, 31(1), 119-133.
- Miller, E. B., & Warschauer, M. (2014). Young children and e-reading: Research to date and questions for the future. *Learning, Media and Technology*, 39(3), 283-305.
- Mowafi Y, Abumuhfouz I (2021) An interactive pedagogy in mobile context for augmenting early childhood numeric literacy and quantifying skills. *Journal of Educational Computing Research* 58(8): 1541–1561.
- Neumann, M. M., & Neumann, D. L. (2017). The use of touch-screen tablets at home and pre-school to foster emergent literacy. *Journal of early childhood literacy*, 17(2), 203-220.
- Papadakis, S., & Kalogiannakis, M. (2019). Evaluating the effectiveness of a game-based learning approach in modifying students' behavioural outcomes and competence, in an introductory programming course. A case study in Greece. *International Journal of Teaching and Case Studies*, 10(3), 235–250.
- Peppler, K. A., & Kafai, Y. B. (2007). From SuperGoo to Scratch: Exploring creative digital media production in informal learning. *Learning, media and technology*, 32(2), 149-166.
- Puolakanaho, A., Poikkeus, A. M., Ahonen, T., Tolvanen, A., & Lyytinen, H. (2003). Assessment of three-and-a-half-year-old children's emerging phonological awareness in a computer animation context. *Journal of Learning Disabilities*, 36(5), 416-423.
- Rakimahwati, R., Ardi Z (2019) An alternative strategy for increasing Indonesian student digital literacy skills through interactive game. *Journal of Physics: Conference Series* 1339(1): 012122.
- Reich, S. M., Yau, J. C., & Warschauer, M. (2016). Tablet-based ebooks for young children: What does the research say?. *Journal of Developmental & Behavioral Pediatrics*, 37(7), 585-591.
- Ruipérez-Valiente, J. A., & Kim, Y. J. (2020). Effects of solo vs. collaborative play in a digital learning game on geometry: Results from a K12 experiment. *Computers & Education*, 159, 104008.
- Stephen, C., & Plowman, L. (2014). Digital play. In: Brooker, L., Blaise, M., Edwards, S. (eds.) *The Sage Handbook of Play and Learning in Early Childhood Education*, pp. 330–341. Sage, Los Angeles/London
- Syarfina, S., Masrurroh, S., Masyitah, N., Sahpitri, Y., & Pratiwi, A. D. (2023). Digital Game in Young Children's Numeracy Skill: An Innovation through Learning Media Development. *Child Education Journal*, 5(3), 155-164.
- Tang, J. T. (2024). A mixed-methods study on Children's Learning Achievements and Engagement with a self-care story-based game: Broadening implications for ICT in early childhood education. *Education and Information Technologies*, 1-31.

- Tecen, B. (2018). The effect of digital game-based supportive activities on children's learning of vowels in pre-school sound education [Unpublished master's thesis]. Bahcesehir University.
- Thai , A. M. , Lowenstein , D. , Ching , D. and Rejeski , D. 2009 . *Game changer: Investing in digital play to advance children's learning and health* , New York : Joan Ganz Cooney Center . Retrieved June 30, 2009, from http://www.joanganzcooneycenter.org/pdf/Game_Changer_FINAL.pdf
- Vanbecelaere, S., Van den Berghe, K., Cornillie, F., Sasanguie, D., Reynvoet, B., & Depaepe, F. (2020). The effectiveness of adaptive versus non-adaptive learning with digital educational games. *Journal of Computer Assisted Learning*, 36(4), 502-513.
- Xiao Y, Jiang C (2020) Conceptual change in preschool science education: evaluating a serious game designed with image schemas for teaching sound concept. In: HCII 2020. Lecture Notes in Computer Science. Cham, 19–24 July 2020: Springer.
- Xiong, Z., Liu, Q., & Huang, X. (2022). The influence of digital educational games on preschool Children's creative thinking. *Computers & Education*, 189, 104578.
- Yang, Y. T. C., & Chang, C. H. (2013). Empowering students through digital game authorship: Enhancing concentration, critical thinking, and academic achievement. *Computers & Education*, 68, 334-344.
- Yannier, N., Koedinger, K. R., & Hudson, S. E. (2015). Learning from mixed-reality games: Is shaking a tablet as effective as physical observation? In *Proceedings of the 33rd Annual ACM Conference on Human Factors in Computing Systems* (pp. 1045–1054). ACM.
- Yasbiati, Y., Gandana, G., & Rahman, T. (2019). Educative and digital based game (PowerPoint) game games as a stimulation method of discussion skill development early childhood. In *Journal of Physics: Conference Series* (Vol. 1318, No. 1, p. 012048). IOP Publishing.

GERÇEK ZAMANLI VERİ, SANAL GERÇEKLİKTE İŞLEM: KRONİK HASTALIK YÖNETİMİNDE GİYİLEBİLİR TEKNOLOJİ VE METAVERSE

Gülşen ÇETİN AYDIN¹, Kubilay ÖZER²,

*¹Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi,
gulsenaydin@kmu.edu.tr, Karaman / Türkiye*

*²Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi,
kubilayozer@kmu.edu.tr, Karaman / Türkiye*

Öz: Dünya Sağlık Örgütü verilerine göre dünya genelinde ölümlerin yaklaşık %71'i kronik hastalıklardan kaynaklanmaktadır. Bu durum, doğumda beklenen yaşam süresi ve sağlıklı yaşam süresi gibi temel sağlık göstergelerinde önemli olumsuzluklara neden olmakta, kronik hastalık yönetimini küresel sağlık politikalarının öncelikli konusu haline getirmektedir. Bu bağlamda giyilebilir sağlık teknolojileri, bireylerin fizyolojik verilerini anlık olarak izleme ve analiz etme imkânı sunarak, kronik hastalıkların takibi ve yönetiminde yenilikçi bir araç olarak öne çıkmaktadır. Akıllı saatler, glukoz monitörleri, taşınabilir EKG cihazları ve akıllı tekstiller gibi teknolojik ürünler, diyabet, hipertansiyon ve kalp yetmezliği gibi yaygın kronik hastalıkların erken tanı ve sürekli izlem süreçlerini desteklemektedir. Giyilebilir sağlık teknolojilerinin kullanımı sayesinde hastaların tedaviye uyumu artmakta, sağlık okuryazarlığı güçlenmekte ve komplikasyon riski azalmaktadır. Bu katkılar, Dünya Sağlık Örgütü'nün evrensel sağlık kapsamı ve sürdürülebilir sağlık hedefleriyle uyum göstermektedir. Son yıllarda bu teknolojiler, metaverse uygulamalarıyla bütünleştirilerek sanal sağlık ortamlarının oluşturulmasına imkân tanımaktadır. Giyilebilir cihazlardan elde edilen gerçek zamanlı veriler, bireylerin dijital ikizlerine aktarılmakta ve metaverse tabanlı sanal kliniklerde sağlık profesyonelleri tarafından değerlendirilebilmektedir. Böylece hastalar fiziksel sağlık merkezine gitmeden sanal ortamda muayene olabilmekte, tedavi planları güncellenebilmekte ve rehabilitasyon programlarına katılabilmektedir. Özellikle hareket kısıtlılığı veya coğrafi erişim zorlukları yaşayan kronik hastalar için bu yapı büyük kolaylık sağlamaktadır. Sonuç olarak, giyilebilir sağlık teknolojileri ve metaverse entegrasyonunun, kronik hastalık yönetiminde veri temelli, erişilebilir ve sürdürülebilir bir yaklaşım sunarak sağlık hizmetlerinin maliyetini düşürüp kalitesini ve etkinliğini artırmaya önemli katkılar sağlayacağı öngörülmektedir. Kronik hastalıkların etkin yönetimi için birey merkezli, sürdürülebilir ve yenilikçi yaklaşımların geliştirilmesi gerekmektedir. Bu bağlamda, son yıllarda hızla yaygınlaşan giyilebilir sağlık teknolojileri ve dijital sağlık ekosistemine entegre edilen metaverse uygulamaları, kronik hastalık yönetiminde dönüştürücü bir potansiyel taşımaktadır.

Anahtar Kelimeler: Giyilebilir teknolojiler, kronik hastalık, metaverse.

REAL-TIME DATA, ACTION IN VIRTUAL REALITY: WEARABLE TECHNOLOGY AND THE METAVERSE IN CHRONIC DISEASE MANAGEMENT

Gülşen ÇETİN AYDIN¹, Kubilay ÖZER²,

¹*Karamanoğlu Mehmetbey University, University, Faculty of Health Sciences,
gulsenaydin@kmu.edu.tr, Karaman / Türkiye*

²*Karamanoğlu Mehmetbey University, Faculty of Health Sciences,
kubilayozzer@kmu.edu.tr, Karaman / Türkiye*

Abstract: According to World Health Organization data, approximately 71% of deaths globally result from chronic diseases. This situation leads to significant negative impacts on key health indicators such as life expectancy at birth and healthy life expectancy, making chronic disease management a priority for global health policies. In this context, wearable health technologies stand out as an innovative tool for monitoring and managing chronic diseases by offering the ability to instantly track and analyze individuals' physiological data. Technological products like smartwatches, glucose monitors, portable ECG devices, and smart textiles support the early diagnosis and continuous monitoring of common chronic diseases such as diabetes, hypertension, and heart failure. The use of wearable health technologies improves patient adherence to treatment, strengthens health literacy, and reduces the risk of complications. These contributions align with the World Health Organization's goals for universal health coverage and sustainable health. In recent years, these technologies have been integrated with metaverse applications to enable the creation of virtual healthcare environments. Real-time data obtained from wearable devices is transferred to individuals' digital twins and can be evaluated by health professionals in metaverse-based virtual clinics. This allows patients to undergo examinations, update treatment plans, and participate in rehabilitation programs in a virtual environment without having to visit a physical health center. This structure provides significant convenience, especially for chronic patients with mobility limitations or geographical access difficulties. In conclusion, the integration of wearable health technologies and the metaverse is expected to make significant contributions to reducing healthcare costs and improving the quality and effectiveness of health services by offering a data-driven, accessible, and sustainable approach to chronic disease management. To effectively manage chronic diseases, it's essential to develop person-centered, sustainable, and innovative approaches. In this context, wearable health technologies, which have rapidly become widespread in recent years, and metaverse applications integrated into the digital health ecosystem, hold transformative potential in chronic disease management.

Keywords: Wearable technologies, chronic disease, metaverse

GİRİŞ

Dünya Sağlık Örgütü'ne (WHO) göre, kardiyovasküler hastalıklar, diyabet, solunum yolu hastalıkları ve kanser gibi kronik hastalıklar, küresel ölüm nedenlerinin yaklaşık %75'ünü oluşturmaktadır. Bu orandan hareketle kronik hastalıklar, dünya genelinde sağlık sistemlerinin en büyük yüklerinden birini oluşturmaktadır. Çünkü kronik hastalıklar sürekli

takip edilmeyi gerektiren ve gerektiğinde erken müdahale ve özel bakım gerektiren hastalıklar kapsamında değerlendirilmektedir (WHO, 2023).

Son yıllarda küreselleşme ve teknolojik gelişmelerin etkisiyle sağlık teknolojilerinde yaşanan gelişmeler, kronik hastalıkların yönetiminde yeni yaklaşımların önünü açmıştır. Özellikle giyilebilir teknolojiler sayesinde bireylerin biyometrik verileri gerçek zamanlı olarak takip edilebilmektedir. Bu sayede hem birey hem de sağlık profesyonelleri önemli geri bildirimler elde etmektedir (Wang et al., 2020). Buna paralel olarak gelişen bir diğer teknoloji olan Metaverse, sanal gerçeklik (VR), artırılmış gerçeklik (AR) ve yapay zekâ entegrasyonlarıyla bireylerin sağlık hizmetlerine dijital ortamda erişimini sağlamaktadır (Yang et al., 2022).

Bu çalışma, gerçek zamanlı veri toplama kapasitesine sahip giyilebilir sağlık teknolojileri ile dijital etkileşim olanakları sunan Metaverse ortamlarının, kronik hastalıkların izlenmesi ve yönetiminde nasıl entegre edilebileceğini kavramsal bir çerçevede değerlendirmeyi amaçlayan bir literatür taramasıdır.

Giyilebilir Teknolojiler ve Sağlık Uygulamaları

Giyilebilir teknolojiler; sensörler aracılığıyla bireyin üzerinde taşıdığı ve vücutlarına entegre şekilde kullanılabilen çeşitli biyo-fizyolojik verileri toplayan dijital cihazlardır. Akıllı saatler, fitness bileklikleri, EKG sensörleri, glikoz monitörleri ve solunum analizörleri gibi cihazlar, kullanıcının kalp atış hızı, vücut ısısı, kan basıncı, uyku düzeni, fiziksel aktivite düzeyi, solunum ritmi, kan şekeri, stres seviyesi ve uyku düzeni gibi bilgileri gerçek zamanlı olarak ölçebilmektedir. Bu teknolojiler; saat, bileklik, gözlük, tekstil, yama (patch) ve kulaklık gibi çeşitli formlarda tasarlanmakta ve kullanıcıların sağlık durumlarını sürekli olarak izleyebilmektedir (Patel et al., 2012; Piwek et al., 2016). Bu teknolojiler sağlık alanında kullanılarak bireysel sağlık farkındalığını arttırmakta ve önleyici sağlık hizmetlerinin temelini oluşturmaktadır.

Giyilebilir sağlık teknolojileri özellikle kronik hastalıkların yönetiminde imkân tanımaktadır. Örneğin; diyabet hastaları için geliştirilen sürekli glikoz ölçüm sistemleri (CGM), kan şekeri düzeyini anlık olarak izleyerek bireyin hipoglisemi veya hiperglisemi riskini önceden tespit etmesini mümkün kılmaktadır (Heikenfeld et al., 2018). Kardiyovasküler hastalıklar açısından ise EKG sensörleriyle donatılmış akıllı saatler, ritim bozukluklarını erken evrede tespit ederek acil müdahale süreçlerini kolaylaştırmaktadır (Steinhubl et al., 2015). Bunun yanı sıra, giyilebilir cihazlar yalnızca izleme amacıyla değil; önleyici sağlık, davranışsal değişim ve uzaktan hasta takibi gibi çok yönlü sağlık uygulamalarıyla da entegre çalışmaktadır. Fiziksel aktiviteyi teşvik eden uygulamalar, bireylerin adım sayısı, hareket süresi ve kalori tüketimi gibi veriler üzerinden kişiselleştirilmiş egzersiz önerileri sunabilmektedir (Chiauzzi et al., 2015). Bu yönüyle giyilebilir teknolojiler, sadece hastalık odaklı değil, aynı zamanda sağlığın geliştirilmesine yönelik önemli bir dijital halk sağlığı aracı olarak görülmektedir.

Son yıllarda yapay zekâ (AI) ve makine öğrenmesi (ML) teknolojilerinin bu cihazlarla bütünleştirilmesiyle, büyük veri analitiği yoluyla bireyselleştirilmiş sağlık yönetimi olanakları da genişlemektedir. Bu gelişmeler sayesinde giyilebilir teknolojiler, yalnızca pasif veri

toplayıcılar olmaktan çıkmakta, öngörücü ve uyarlanabilir sağlık destek sistemleri haline dönüşmektedir (Murray et al., 2020).

Metaverse Kavramı ve Sağlıkta Uygulanabilirliği

Metaverse, kullanıcıların dijital avatarlar aracılığıyla etkileşime geçtiği, çok boyutlu ve sürekli gelişen ve birbirine bağlı sanal dünyalar bütünü olarak tanımlanmaktadır. Bu yapı içerisinde sanal hastane ortamları oluşturularak uzaktan terapiler, VR destekli egzersiz programları ve doktor-hasta etkileşimli simülasyonların giderek yaygınlaştığı görülmektedir (Kayacan ve Batu, 2024; Dwivedi et al., 2022).

Metaverse kavramı meta (ötesi anlamında) ve universe (evren/alem) kelimelerinin kısaltılarak birleşmesi ile oluşturulmuştur. “Metaverse” terimi, sanal bir dünya, dijital alan veya sürükleyici paralel gerçeklik olan bir ‘evren’ veya ‘çoklu evren’ kavramından türetilmiştir. Yeni nesil internet olarak da ifade edilmektedir. Metaverse’ü oluşturan katmanlar dış taraftan iç tarafa doğru sırasıyla; deneyim, keşif, üretici ekonomisi, mekânsal hesaplama, merkeziyetsizlik, insan arayüzü ve alt yapı olarak yedi katlıdır (Nalbant ve Aydın, 2025; Kayacan ve Batu, 2024; Şimşek ve ark., 2024; Başol ve ark., 2023).

Metaverse kavramı, ilk kez Amerikalı yazar Neal Stephenson tarafından 1992 yılında yayımlanan Türkçe’ye “Parazit” olarak çevrilen Snow Crash adlı bilim kurgu romanında kullanılmıştır. Romanda bir oyundaki karakterler 3 boyutlu (3D) sanal gerçeklikte çalışmakta ve bu 3B sanal gerçekliğe Metaverse denmektedir. Bu romanda Metaverse, insanların dijital ortamlarda etkileşime geçtiği, sanal gerçeklikle şekillenen üç boyutlu bir dijital evren olarak tanımlanmıştır. (Stephenson, 1992; Nazlı ve ark., 2022; Ağaoğlu ve ark., 2022; Başol ve ark., 2023; Kayacan ve Batu, 2024). Bu kavramsal temel, teknolojik gelişmelerle giderek daha somut bir yapıya bürünmüştür.

2000’li yıllarda, Second Life gibi sanal dünya platformları, kullanıcıların dijital avatarlarıyla etkileşim kurabildiği ilk deneyimsel Metaverse örnekleri arasında yer almıştır. Fiziksel olarak yapılan aktivitelerin bu evrende gerçekleştirilmesini mümkün kılan bir sistemdir. Second Life, sanal ticaret, eğitim ve sosyal etkileşim gibi alanlarda bir öncü olmuş, ancak sınırlı teknolojik altyapı nedeniyle geniş ölçekte benimsenememiştir (Kayacan ve Batu, 2024; Ondrejka, 2004).

2010’da ise, sanal gerçeklik (VR), artırılmış gerçeklik (AR) ve blockchain gibi teknolojilerin gelişimi, Metaverse kavramını yeniden canlandırmıştır. Özellikle Facebook’un 2021 yılında “Meta” adını alması, bu alanda büyük yatırımlar yapması, Metaverse’ü küresel teknoloji gündeminin merkezine taşımıştır (Meta, 2021). Bu süreçte, gelişmelerin etkisiyle Metaverse yalnızca bir eğlence veya sosyal etkileşim platformu olmaktan çıkıp; eğitim, perakende, iş dünyası, gayrimenkul, savunma ve özellikle sağlık hizmetleri gibi çok çeşitli alanlarda uygulama fırsatları sunan dijital bir ekosistem olarak görülmüştür (Kayacan ve Batu, 2024; Başol ve ark., 2023; Dwivedi et al., 2022; Nazlı ve ark., 2022).

Metaverse’ün sağlık sektöründeki temel uygulamalarına bakıldığında, tıbbi eğitim ve öğretim, ameliyatlar, fitness ve wellness, plastik cerrahi, ağrı tedavisi, radyoloji ve ruh sağlığıdır (Ağaoğlu ve ark., 2022). Sağlık sektöründe Metaverse’ün; uzaktan muayene, sanal

rehabilitasyon, eğitim simülasyonları ve hasta destek grupları gibi uygulamalarla entegre edilmesi, bu teknolojinin halk sağlığı üzerindeki dönüştürücü etkisini artırmaktadır (Yang et al., 2022).

Metaverse, kronik hastalıkların yönetiminde hastaların tedavi süreçlerine aktif katılımını destekleyerek motivasyonlarını artırabilir ve davranışsal sağlık yönetimini destekleyen deneyimsel öğrenme ortamları sunabilir.

Gerçek Zamanlı Veri ve Sanal Etkileşim Entegrasyonu

Giyilebilir teknolojiler hastaların kullandıkları dijital cihazlar aracılığıyla elde edilen gerçek zamanlı sağlık verilerini Metaverse ortamına entegre etmekte, sanal ortamda işlemekte, bu verileri anlamlandırmakta ve sağlık durumlarına ilişkin bilgiler vermektedir. Örneğin, diyabet hastası bir birey, glikoz düzeylerini takip eden bir sensör aracılığıyla metaverse ortamında beslenme ve egzersiz önerilerini kişiselleştirilmiş şekilde deneyimleme fırsatı elde edebilir. Bu tür uygulamalar, yeni nesil kişiselleştirilmiş dijital sağlık yönetimi modellerinin temelini oluşturmaktadır (Chung et al., 2022).

Giyilebilir cihazlar aracılığıyla elde edilen kalp ritmi, glikoz düzeyi, oksijen saturasyonu, uyku kalitesi, stres düzeyi ve aktivite bilgileri, bulut tabanlı altyapı sistemlerinde toplanmakta ve bu veriler sanal ortamda hem kullanıcıya hem de sağlık profesyonellerine anlamlı geri bildirimler sunacak şekilde görsel hale getirilmektedir (Heikenfeld et al., 2018).

Sağlık kurumlarında bulut teknolojilerinin kullanımı, tanı koyma süreçlerini önemli ölçüde kolaylaştırmaktadır. Bulut tabanlı sistemlerle geliştirilen Elektronik Sağlık Kayıtları (ESK), bireylere kâğıt tabanlı kayıt dönemlerine kıyasla daha fazla özgürlük, erişilebilirlik ve veri güvenliği sağlamaktadır. Reçetelerden hastane yatış bilgilerine, laboratuvar sonuçlarından geçmiş tıbbi müdahalelere kadar pek çok veri dijital ortamlarda güvenli bir şekilde saklanabilmektedir. Bu durum, sağlık verilerine erişimi hem sağlık profesyonelleri hem de hastalar için daha hızlı ve etkili hale getirmektedir. Dijital Tıbbi Kayıtlar (DTK), Bulut Bilişim (BB) altyapısı üzerinde saklanabilmekte ve bu verilere ihtiyaç duyulan her an erişim sağlanabilmektedir. Bulut Veri (BV) tabanlı teknolojiler, laboratuvarlar ve hastaneler arasında veri paylaşımını ve iş birliğini kolaylaştırmakta; hasta bilgileri doğrudan erişilebilir olmasa bile, sağlık uzmanlarının önceki tedaviler, hastalık öyküsü ve alerjiler gibi kritik bilgilere ulaşmasına imkân tanımaktadır (Şarkbay, 2025).

Çok boyutlu sanal ortamlarda bu veriler, avatarlar ve dijital klinik ortamlar aracılığıyla temsil edilerek bireyin sağlık durumu hakkında interaktif deneyimler yaratabilmektedir (Yang et al., 2022). Örneğin; bir kalp yetmezliği hastası, giyilebilir EKG cihazı ile sürekli olarak kalp ritmini izleyebilir, bu veriler Metaverse ortamındaki dijital bir sağlık merkezine entegre edilerek hem hasta hem de doktor avatarları arasında gerçek zamanlı bir izleme ve müdahale alanı oluşturulabilir. Bu sistemler, hastaların tedaviye uyumunu arttırmakta ve bireylerin sağlıkla ilgili kararlarını alırken daha bilinçli hareket etmesini teşvik etmektedir (Dwivedi et al., 2022). Ayrıca, yapay zekâ (AI) destekli yöntemler sayesinde yalnızca görsel veriler elde edilmekle kalmayıp aynı zamanda bu verilerin analiz edildiği bireysel öneriler, risk tahminleri

ve risk önleyici uyarılar da üretilmektedir. Bu gelişme ile klasik sağlık sistemlerinden farklı, sürekli, etkileşimli ve veri odaklı bir sağlık ekosistemi yaratılmaktadır (Murray et al., 2020).

Esasen benimsenen ve ortaya çıkan bu bütünlük yaklaşım, sağlık hizmetlerinin mekân ve zaman sınırlamalarını aşmasına imkan tanırken; hastaların, özellikle kronik hastalığı olan bireylerin bakım süreçlerinde daha aktif bir rol üstlenmesini desteklemektedir. Bu nedenle, gerçek zamanlı veri ile sanal etkileşim arasındaki entegrasyon, yalnızca teknolojik bir dönüşüm değil; aynı zamanda hasta merkezli bakımın yeniden tanımlandığı dijital bir değer değişimini de temsil etmektedir.

Giyilebilir teknolojilerin ve Metaverse tabanlı sağlık platformlarının sunduğu imkanlar, bireyselleştirilmiş ve sürekli izlemeye dayalı sağlık hizmetlerini mümkün kılarken; bu sistemlerin topladığı büyük veri miktarı ciddi etik ve hukuki sorunları da beraberinde getirmektedir. Bu sorunların başında veri güvenliği, kişisel mahremiyetin korunması, açık rıza, veri işleme sınırları ve şeffaflık ilkeleri yer almaktadır (Sharon, 2016; Nazlı ve ark., 2022; Yılmaz ve ark., 2022).

Giyilebilir cihazlar, kullanıcıların biyometrik, konum, davranış ve hatta duygusal durumlarına ilişkin çok hassas verileri toplamaktadır. Bu verilerin bir kısmı, kullanıcıların farkında olmadan doğrudan arka planda işlenebilmekte; bulut sistemlerde, üçüncü taraf uygulamalarda ya da Metaverse platformlarında paylaşılabilmektedir (Rosenberger et al., 2022). Gerçek zamanlı veri akışının, sürekli gözetim riski doğurduğu ve bireyin mahremiyet sınırlarını aştığı bu yapıda, "bilgilendirilmiş onam" mekanizmalarının yetersiz kaldığı örnekler sıklıkla eleştirilmektedir.

Özellikle metaverse gibi çok aktörlü, merkeziyetsiz ve kullanıcı üretimli ortamlarda veri sahipliği konusu hâlâ netlik kazanmamıştır. Kullanıcının oluşturduğu dijital ayak izi, sanal etkileşim geçmişi ve sağlık simülasyon verileri üzerinde kimin hak sahibi olduğu; hangi verinin anonimleştirildiği, hangi koşullarda üçüncü taraflarla paylaşılabilceği gibi sorular belirsizliğini korumaktadır (Zuboff, 2019). Avrupa Birliği Genel Veri Koruma Tüzüğü (GDPR) ve Türkiye'deki KVKK (Kişisel Verileri Koruma Kanunu) gibi düzenlemeler, bu tür teknolojilere yönelik çerçeve sunuyor olsa da teknolojinin hızlı gelişim ve değişimi karşısında çoğu zaman tepkisiz kalmaktadır (Crawford & Paglen, 2021).

Öte yandan, algoritmik karar alma süreçlerinin şeffaf bir şekilde ele alınmaması da etik problemleri beraberinde getirmektedir. Örneğin, yapay zekâ destekli sağlık uygulamalarında sistemin sunduğu bir risk uyarısının neye dayandığı çoğu zaman kullanıcıya açıklanmamaktadır. Bu durum hem güvenilirliği hem de hesap verebilirliği tartışmalı hale getirmektedir (Mittelstadt et al., 2016).

Tüm bu nedenlerle, gerçek zamanlı veri kullanımını içeren dijital sağlık uygulamalarında etik ilkelerin yeniden tanımlanması; kullanıcı mahremiyetine saygılı, şeffaf, denetlenebilir ve adil sistemlerin geliştirilmesi hayati önemdedir. Bu bağlamda yalnızca teknik değil; etik, hukuki ve sosyolojik boyutların birlikte ele alındığı multidisipliner bir yaklaşım benimsenmelidir.

KAYNAKÇA

- Ağaoğlu, F. O., Ekinçi, L. O., Tosun, N. (2022). Metaverse ve sağlık hizmetleri üzerine bir değerlendirme. *Erzincan Binali Yıldırım Üniversitesi İİBF Dergisi*, 4(1), 95-102. Doi: ebyuiibfdergi.1133902
- Başol, Ş., Akman Dömbekçi, H., Öztürk, Y. E. (2023). Metaverse evreninde sağlık hizmetleri. *IGUSABDER*, 19, 275-289. <https://doi.org/10.38079/igusabder.1139384>
- Chiauzzi, E., Rodarte, C., & DasMahapatra, P. (2015). Patient-centered activity monitoring in the self-management of chronic health conditions. *BMC Medicine*, 13, 77. <https://doi.org/10.1186/s12916-015-0319-2>
- Chung, A. E., Griffin, A. C., Selezneva, D., & Roth, A. M. (2022). The role of immersive virtual reality and wearable technology in chronic disease management. *Journal of Medical Internet Research*, 24(3), e29189. <https://doi.org/10.2196/29189>
- Crawford, K., & Paglen, T. (2021). Excavating AI: The politics of images in machine learning training sets. *International Journal of Communication*, 15, 481–505.
- Dwivedi, Y. K., Hughes, D. L., Baabdullah, A. M., et al. (2022). Metaverse beyond the hype: Multidisciplinary perspectives on emerging challenges, opportunities, and agenda for research, practice and policy. *International Journal of Information Management*, 66, 102542. <https://doi.org/10.1016/j.ijinfomgt.2022.102542>
- Heikenfeld, J., Jajack, A., Rogers, J., Gutruf, P., Tian, L., Pan, T., ... & Kim, J. (2018). Wearable sensors: modalities, challenges, and prospects. *Lab on a Chip*, 18(2), 217–248. <https://doi.org/10.1039/C7LC00914C>
- Kayacan, Ş. ve Batu, M. (2024). Metaverse ne değildir? sanal dünya üzerine akademik bir tartışma. *Türkiye Medya Akademisi Dergisi*, 4(7), 88-110. <https://doi.org/10.5281/zenodo.10715739>
- Meta. (2021). Introducing Meta: A Social Technology Company. Retrieved from <https://about.facebook.com/meta>
- Mittelstadt, B. D., Allo, P., Taddeo, M., Wachter, S., & Floridi, L. (2016). The ethics of algorithms: Mapping the debate. *Big Data & Society*, 3(2), 2053951716679679. <https://doi.org/10.1177/2053951716679679>
- Murray, A. M., Tousignant, B., & Brady, M. C. (2020). Machine learning for wearable health technology: Benefits and challenges. *IEEE Reviews in Biomedical Engineering*, 13, 228–240. <https://doi.org/10.1109/RBME.2019.2956187>
- Nalbant, K. G., Aydın, S. (2025). Transitioning from Industry 4.0 to Industry 5.0: the role of artificial intelligence and the metaverse in digital transformation. *Journal of Social, Humanities and Administrative Sciences*, 8(1): 41-54.

- Nazlı, A. K. & Beşbudak, M. & Akşit, O. O. (2022). Metaverse Evreninde Yer Alan Bazı Uygulamalar Üzerine Tematik Bir Analiz. TRT Akademi, 7 (16), 1096-1119. DOI: 10.37679/trta.1139103
- Ondrejka, C. (2004). Escaping the gilded cage: User created content and building the Metaverse. New York Law School Law Review, 49(1), 81–101.
- Patel, S., Park, H., Bonato, P., Chan, L., & Rodgers, M. (2012). A review of wearable sensors and systems with application in rehabilitation. Journal of NeuroEngineering and Rehabilitation, 9, 21. <https://doi.org/10.1186/1743-0003-9-21>
- Piwek, L., Ellis, D. A., Andrews, S., & Joinson, A. (2016). The rise of consumer health wearables: Promises and barriers. PLoS Medicine, 13(2), e1001953. <https://doi.org/10.1371/journal.pmed.1001953>
- Rosenberger, R., Verbeek, P. P., & Moor, J. H. (2022). Technology and the virtue of privacy. In *The Ethics of Technology* (pp. 115–132). Routledge.
- Sharon, T. (2016). Self-tracking for health and the quantified self: Re-articulating autonomy, solidarity, and authenticity in an age of personalized healthcare. Philosophy & Technology, 30(1), 93–121. <https://doi.org/10.1007/s13347-016-0215-5>
- Steinhubl, S. R., Muse, E. D., & Topol, E. J. (2015). The emerging field of mobile health. Science Translational Medicine, 7(283), 283rv3. <https://doi.org/10.1126/scitranslmed.aaa3487>
- Stephenson, N. (1992). Snow Crash. New York: Bantam Books.
- Şarkbay, Ö. F. (2025). Bulut teknolojilerindeki gelişmelerin sağlık sektörüne etkileri. Premium e-Journal of Social Sciences, 9 (50), 1-15.
- Şimşek, S., Erkul, İ. N., Er, H. (2024). Metaverse'in psikososyal riskler açısından değerlendirilmesi. İşletme Araştırmaları Dergisi, 16 (3), 1342-1354.
- Wang, L., Luo, H., & Gao, F. (2020). Wearable technology in health monitoring: Technologies, applications, and challenges. IEEE Access, 8, 123264–123284. <https://doi.org/10.1109/ACCESS.2020.3003981>
- World Health Organization (WHO). (2023). Noncommunicable diseases. Retrieved from <https://www.who.int/news-room/fact-sheets/detail/noncommunicable-diseases>
- Yang, Y. T., Chen, X., & Lin, C. H. (2022). Exploring the impact of Metaverse healthcare on patient outcomes: A conceptual model. Health Informatics Journal, 28(4), 146045822211181. <https://doi.org/10.1177/14604582221118163>
- Yılmaz, F., Mete, A.H., Fidan Türkön, B., & İnce, Ö. (2022). Sağlık hizmetlerinin geleceğinde metaverse ekosistemi ve teknolojileri: uygulamalar, fırsatlar ve zorluklar. Eurasian Journal of Health Technology Assessment, 6(1):12-34.

Zuboff, S. (2019). The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power. PublicAffairs.

BOŞANMANIN MORTALİTE ÜZERİNE ETKİSİ

Ramazan KOCAKAYA¹, Ahmet Burhan ÇAKICI², Şerife KOÇ³

*¹Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi,
rmzn_kcky@hotmail.com, Karaman / Türkiye*

*²Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi,
ahmetburhan@kmu.edu.tr, Karaman / Türkiye*

*³Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi,
serifekoc@kmu.edu.tr, Karaman / Türkiye*

Öz: Boşanma, bireylerin yaşamlarında yalnızca hukuki bir ayrılığı değil, aynı zamanda derin biyopsikososyal değişimleri de beraberinde getiren önemli bir yaşam olayıdır. Evlilik birliğinin sona ermesi, bireylerin sağlık davranışlarından psikolojik dayanıklılıklarına, sosyal ilişkilerinden yaşam beklentilerine kadar çok çeşitli alanlarda etkiler yaratabilmektedir. Bu bağlamda boşanma sonrası bireylerin ölüm riskiyle olan ilişkisi, sosyal bilimler ve sağlık disiplinlerinin kesişim noktasında önemli bir araştırma alanı oluşturmaktadır. Boşanmanın bireyin yaşam süresi üzerindeki etkileri; mevcut medeni durumun ötesine geçerek evlilik öyküsü, sosyal destek düzeyi, ekonomik kaynaklara erişim gibi birçok değişkenle şekillenmektedir. Aynı zamanda kadınlar ve erkekler açısından bu sürecin etkileri farklılık gösterebilmekte; başa çıkma tarzları, maneviyat, sosyal destek ağları gibi faktörler bireyin yeniden uyum sürecinde belirleyici olmaktadır. Bu çalışma, boşanmanın bireylerin yaşam süresi üzerindeki etkilerini çok yönlü biçimde ele almakta; ölüm riski üzerindeki etkilerin yalnızca boşanma durumuna indirgenemeyeceğini, sosyal çevre, ekonomik koşullar ve psikolojik etmenlerin birlikte değerlendirilmesi gerektiğini savunmaktadır. Boşanmanın sağlık üzerindeki dolaylı ve doğrudan etkilerinin anlaşılması, koruyucu ve destekleyici müdahale modelleri geliştirilmesine katkı sunabilir.

Anahtar Kelimeler: Evlilik durumu, boşanma, mortalite, erken ölüm riski.

THE EFFECT OF DIVORCE ON MORTALITY

Ramazan KOCAKAYA¹, Ahmet Burhan ÇAKICI², Şerife KOÇ³

*¹Karamanoğlu Mehmetbey University, Faculty of Health Sciences,
rmzn_kcky@hotmail.com, Karaman / Türkiye*

*²Karamanoğlu Mehmetbey University, Faculty of Health Sciences,
ahmetburhan@kmu.edu.tr, Karaman / Türkiye*

*³Karamanoğlu Mehmetbey University, Faculty of Health Sciences,
serifekoc@kmu.edu.tr, Karaman / Türkiye*

Abstract: Divorce is an important life event that brings not only a legal separation but also profound biopsychosocial changes in the lives of individuals. The termination of the marriage union can have effects on a wide range of areas from health behaviours to psychological resilience, from social relationships to life expectations. In this context, the relationship of individuals with the risk of death after divorce constitutes an important research area at the intersection of social sciences and health disciplines. The effects of divorce on an individual's life expectancy go beyond the current marital status and are shaped by many variables such as marital history, level of social support, and access to economic resources. At the same time, the effects of this process may differ for women and men; factors such as coping styles, spirituality, social support networks are determinant in the readjustment process of the individual. This study examines the effects of divorce on the lifespan of individuals in a multidimensional manner, arguing that the impact on mortality risk cannot be attributed solely to divorce, but rather that social environment, economic conditions, and psychological factors should be considered together. Understanding the direct and indirect effects of divorce on health may contribute to the development of protective and supportive intervention models.

Keywords: Marital status, divorce, mortality, risk of early death

GİRİŞ

Evliliğin sona ermesi (Tablo 1'de belirtildiği üzere fiilen ya da hukuken olabilir) sonucu bireyler sağlıkla ilişkili birtakım risklerle karşı karşıya kalabilmektedir. Erken ölüm riski bunlar arasındadır. Boşanma, yalnızca aile yapısında bir değişiklik değil, aynı zamanda bireylerin biyopsikososyal sağlık göstergelerinde de önemli değişimlere yol açabilen bir yaşam olayıdır. Bu nedenle, boşanmanın mortalite üzerindeki etkilerini anlamak için, hem doğrudan hem de dolaylı yollarla bireylerin sağlığını ve yaşam süresini etkileyen mekanizmaların ayrıntılı olarak incelenmesi gerekmektedir.

Tablo 1: Evliliğin Sona Ermesi ile İlgili Terimlerin Karşılaştırmalı Tablosu

Terim	Tanım	Diğer Terimlerle İlişkisi
Marital	separation Eşlerin hukuki boşanma	Genellikle boşanma

(Ayrılık)	olmadan fiziksel ya da duygusal olarak ayrı yaşamaya başlaması.	öncesi bir aşamadır. <i>Marital dissolution</i> ya da <i>marital disruption</i> sürecinin başlangıcı olabilir.
Divorce (Boşanma)	Yasal olarak evliliğin sona erdirilmesidir.	<i>Marital dissolution</i> 'ın bir türüdür. <i>Marital separation</i> ile sonuçlanabilir ya da onun ardından gelebilir.
Marital dissolution (Evliliğin son ermesi)	Evliliğin hem hukuken (boşanma) hem de fiilen (ayrılık) sona erdiği geniş süreci ifade eder.	Hem <i>separation</i> hem de <i>divorce</i> bu terimin kapsamına girer. En kapsayıcı terimdir.
Marital disruption (Evliliğin bozulması)	Evliliğin herhangi bir nedenle (ayrılık, boşanma, ölüm) kesintiye uğramasıdır.	<i>Dissolution</i> gibi kapsayıcıdır, ancak içine dul kalmayı da alabilir. Daha çok evliliğin “devam etmemesi” vurgusuna odaklanır.

Bu çalışmanın amacı literatürde birçok çalışma tarafından işaret edilen boşanma ile ölüm (erken ölüm, aşırı ölüm) ilişkisini güncel bulgular ve tartışmalar ışığında incelemektir. Derleme formatındaki çalışmada cevap aranan sorular şöyledir:

- Evliliğin ve boşanmanın ölüm oranları üzerindeki etkisini açıklayan teoriler nelerdir?
- Boşanma ve ölüm ilişkisi bağlamında cinsiyete göre farklılık var mıdır?
- Boşanmanın ölüm oranları üzerindeki akut ve uzun süreli etkisi farklı mıdır?
- İlk defa evlenenler ile yeniden evlenenler (boşanma geçmişine sahip olanlar) arasında ölüm riski açısından bir farklılık var mıdır?

LİTERATÜRDE BOŞANMA VE MORTALİTE İLİŞKİSİ

Sbarra ve arkadaşları (2011) tarafından gerçekleştirilen random effects meta analiz çalışmasına göre evlilere kıyasla ayrılmış/boşanmış bireylerin erken ölüm riski yüksektir. 11 farklı ülkeden elde edilen 32 prospektif kohort çalışmasının analiz edildiği çalışmada toplamda 6.5 milyondan fazla birey, 755.000 boşanma vakası ve 160.000 ölüm verisi kullanılmıştır. Erkekler ve daha genç yetişkinler, kadınlara ve daha yaşlı yetişkinlere kıyasla ayrılma/boşanma sonrasında erken ölüm için önemli ölçüde daha fazla risk taşımıştır. Yazarlara göre boşanma, bireyin sağlığı üzerinde doğrudan ya da dolaylı olarak etkili olabilecek birçok mekanizma üzerinden ölüm riskini artırabilir. Bu mekanizmalar şunlardır: sosyal seçim (boşanmaya yatkın kişilerin zaten sağlık açısından riskli profillere sahip olması), kaynak kaybı (gelir, sosyal ağlar ve destek sistemlerinde azalma), sağlık davranışlarındaki değişim (uyku bozukluğu, alkol/sigara kullanımı, fiziksel aktivitede azalma) ve kronik psikolojik sıkıntı (uzun vadeli duygusal sıkıntılar ve psikolojik bozulmalar).

Lillard ve Waite (1995) evli kişilerin bekârlara kıyasla neden daha uzun yaşadığını açıklamaya yönelik seçicilik etkisi (selection effect) ve koruyucu etki (protective effect) olmak üzere iki temel olasılıktan söz ederler. Birincisi evlilik, genellikle zaten sağlıklı olan bireyler için daha ulaşılabilir bir durumdur. Yani, sağlıklı bireylerin evlenme olasılığı daha yüksek olabilir. Bu da evli olmayan grupta sağlık durumu daha kötü olan bireylerin birikmesine ve bu nedenle evli olmayanlarda ölüm oranlarının daha yüksek çıkmasına yol açabilir. Bu durumda, evlilikle uzun yaşam arasında görülen ilişki, aslında evlilikten çok bireyin baştaki sağlığıyla ilgilidir. İkincisi, evliliğin kendisi doğrudan sağlık üzerinde olumlu bir etki yaratabilir. Örneğin, evli bireyler sağlıklı yaşam alışkanlıklarını daha çok benimseyebilir, duygusal ve sosyal destek alabilir, düzensiz veya riskli davranışlardan (aşırı alkol, sigara, düzensiz uyku gibi) kaçınabilir. Bu da onların daha uzun yaşamasını sağlayabilir. Koruyucu etkiye odaklandıkları çalışmalarında yazarlar evliliğin ölüm oranları üzerindeki olumlu etkisinin üç temel faktörden ne ölçüde kaynaklandığını incelemişlerdir: mali durum, yaşam koşulları ve evlilik geçmişi. Çalışmanın sonuçlarına göre erkekler için, evlilik, özellikle evliliğin ilk döneminde ani ve önemli bir ölüm riski düşüşü sağlar. Kadınlar evliliğe adım atınca ise ölüm riski hemen düşmez, ancak evlilik süresi uzadıkça ölüm riski anlamlı şekilde azalır. Kadınlar için bu düşüşün temel mekanizması, evliliğin sağladığı ekonomik iyileşme olarak değerlendirilmiştir. Nitekim çalışmada erkekler için olmasa bile kadınlar için evliliğe eşlik eden maddi refah artışının evliliğin faydalı etkisinin büyük bir kısmını oluşturduğunu göstermektedir. Çalışmaya göre evlilik birliğinin bozulması, ölüm riskini

artırmaktadır. Boşanmış (divorced) kadınlar için ölüm oranı, evliliğin sona ermesiyle birlikte hiç evlenmemiş kadınlarla aynı seviyeye yükselirken ayrılmış (separated) kadınlar için ise bu risk önemli ölçüde daha yüksek seviyelere çıkar. Erkekler için evliliğin sona ermesi onları hiç evlenmeden önce karşılaştıkları risk düzeyine geri döndürmektedir. Son olarak çalışmada evliliğin koruyucu etkisinin, bireyin başkalarıyla yaşıyor olması (sosyal entegrasyon) ile açıklanamayacağı ortaya çıkmıştır. Yani bir kişi yalnız yaşamıyor olsa bile, bu durum evli olmanın sağladığı ölüm riskini azaltıcı etkiyi tam olarak açıklamamaktadır. Bu etki muhtemelen başka mekanizmalardan (örneğin duygusal destek, düzenli yaşam, ekonomik istikrar) kaynaklanmaktadır.

Metsä-Simola ve Martikainen (2012) tarafından gerçekleştirilen 1990–2003 yılları arasında Finlandiya'da yapılan büyük ölçekli bir kohort çalışmasına göre boşanmış erkeklerin ölüm riski, evli olanlara göre %126 daha yüksek iken boşanmış kadınların ölüm riski ise %64 daha yüksektir. Gelir, ev sahipliği, istihdam durumu, evde çocuk varlığı, eğitim, sosyal sınıf ve evlilik geçmişi gibi sosyal ve ekonomik değişkenler kontrol edildiğinde, erkeklerdeki ölüm riski %66'ya, kadınlarda %26'ya düşmüştür. Özellikle ev sahipliği, ölüm riskini azaltmada en etkili faktörlerden biri olarak öne çıkmaktadır. Söz konusu bulgu, boşanmanın ardından ortaya çıkan ölüm riskinin tamamının sadece "boşanmış olmak"la açıklanamayacağını, önemli bir kısmının sosyal ve ekonomik durumlarla ilişkili olduğunu göstermektedir. Ancak bu faktörler dikkate alındıktan sonra bile boşanmış bireylerin ölüm riski, evli bireylere göre hâlâ yüksektir. Bu farklılıklar büyük ölçüde kaza sonucu ölümler, şiddet sonucu ölümler ve alkole bağlı ölümler arasında gözlemlenen büyük farklılıklardan kaynaklanmaktadır. Şiddet nedenli ölümler çoğunlukla intihardır. Boşanma sonrasında ölüm oranlarındaki artış özellikle ilk 6 ayda en yüksek seviyeye ulaşıyor (kriz etkisi) ve sonrasında azalıyor. Ancak 8 yıldan sonra yeniden artış gözleniyor (kronik etki). Kadınlarda ise ölüm riski daha düşük düzeyde ve zamana göre anlamlı bir değişim göstermiyor.

Boşanmaların hangi nedenlerle ve nasıl gerçekleştiği, erken ölüm riski açısından önemli olabilir. İntihar kaynaklı erken ölüm riskinin boşanma nedeni ve şekli ile ilişkisini inceleyen bir çalışmanın sonuçlarına göre anlaşmalı boşanma oranı arttıkça kadın intihar oranı azalmakta, çekişmeli boşanma oranı arttıkça ise erkek intihar oranı artmaktadır. Aile içi geçimsizlik, maddi sorunlar ve kişilik çatışmaları gibi anlaşmalı boşanma nedenleri kadın intihar oranlarını olumsuz

yönde etkilerken, sadakatsizlik gibi rızasız boşanma nedenleri kadın intihar oranları ile olumlu bir ilişki içindedir (Byeon, 2023).

Günümüzde boşanmaların yaygınlaşmasıyla bağlantılı olarak insanlar birden fazla evlilik yapabilmekte ve birden fazla kez boşanmayı deneyimleyebilmektedir. Bu durumda bu çoklu deneyimlere duyarlı analizlerin yapılması önemlidir. Dupre ve arkadaşlarının (2009) çalışması, evlilik durumunun ölüm riskiyle ilişkisini yalnızca "mevcut medeni durum" üzerinden değil, evlilik yaşam öyküsünün dört temel bileşeni üzerinden incelemektedir: Mevcut medeni durum (evli, boşanmış, dul), ilk evlilik yaşı (erken: ≤ 18 , geç: ≥ 26 , zamanında: 19–25), boşanma ve dul kalma olaylarının sayısı ve evlilik, boşanma ve dulluk süreleri. Çalışmanın bulgularına göre şu anki medeni durum, evlilik yaşı, boşanma ve dul kalma deneyiminin sayısı ve evlilik, boşanma, dulluk sürelerine göre ölüm riski değişmektedir. Her iki cinsiyet için de evlilik süresinin uzunluğu hayatta kalmanın en sağlam belirleyicisi olmuştur. 40 yıl ve üzeri evlilik, ölüm riskini önemli ölçüde azaltmaktadır. Riske göre ayarlanmış modellerden elde edilen sonuçlar, sosyoekonomik kaynakların, sağlık davranışlarının ve sağlık durumunun kadın ve erkekler için farklı şekillerde boşanma durum ve ölüm oranları arasındaki ilişkileri zayıflattığını göstermiştir. Çalışma, geleneksel ölçümlerin medeni durum ve ölüm oranı arasındaki ilişkiyi aşırı basitleştirdiğini ve cinsiyet farklılıklarının evlilik deneyimleri ve ilişkili sağlık riskleri ile ilgili olduğunu göstermektedir.

İlişki geçmişine duyarlı çalışmalarında Berntsen ve Kravdal (2012) 1970-2008 yılları arasında 40-89 yaş arası tüm Norveç nüfusunu içeren kayıt verilerini kullanmışlar ve evli hemcinslerine kıyasla boşanmış erkeklerin aşırı ölüm oranının boşanmadan bu yana geçen süre ile artarken, boşanmış kadınlar arasında böyle bir eğilimin olmadığı sonucuna ulaşmışlardır. Yazarlar söz konusu bulgunun, eş veya çocuklarla birlikte yaşamının sağladığı destek ve faydalardan yoksun kalmanın sağlık açısından olumsuz etkilerini yansıttığını belirtmektedir. Seçim mekanizmasının da rol oynayabileceği ifade eden yazarlar, sağlık durumu iyi olan erkeklerin daha önce yeniden evlenme olasılığına sahip olabildiklerini belirtirler. Çalışmanın bir diğer önemli bulgusu yeniden evlenenlerin ölüm oranının ilk kez evlenenlerden daha yüksek olduğudur. Ancak şaşırtıcı bir istisnanın mevcut olduğunu söylemek gerekir. Boşanmış veya dul olarak 10 yıldan az bir süre kaldıktan sonra yeniden evlenen erkeklerin evlilerle aynı ölüm oranına sahip olduğu görülmüştür. Yazarlara göre bu farklılığın

nedenlerinden birisi erkeklerin boşanma veya eşin ölümünden sonra kadınlara kıyasla yeni ilişkiler kurma eğilimlerinin daha güçlü olmasında yatmaktadır.

SONUÇ VE ÖNERİLER

Sonuçları özet halinde listeleyecek olursak;

- Boşanmanın ölüm riskini artırıcı etkisini açıklamak için farklı teoriler mevcuttur. Teorilerin söz konusu etkiyi açıklama gücünün düşük olduğunu ve ileride yapılacak çalışmalardan elde edilecek kanıtlarla konuya katkı sunulması gerektiğini söylemek gerekir.
- Boşanmış bireyler, sebepleri ne olursa olsun daha yüksek ölüm riskiyle karşı karşıyadır ve erken ölümü önleyici müdahalelere ihtiyaç vardır. Önleyici müdahaleler boşanan bireylerin sağlık davranışlarını olumluya çevirmekten kötüleşen sosyoekonomik koşulları iyileştirmeye kadar farklılık gösterebilir.
- Boşanma sonrası ölüm riski ve ölüm riski üzerinde etkili olabilecek etkenler bireylerin cinsiyetine göre önemli farklılıklar göstermektedir. Bu durum, önleyici müdahalelerin cinsiyete duyarlı olması gerektiğine işaret etmektedir.
- Boşanmaların yaygınlaşmasına bağlı olarak birden fazla kez evlilik yapıyor olması ölüm riskini hesaplayan çalışmaların şu anki medeni durumundan ziyade bir bütün olarak ilişki geçmişini işin içine katması gerekmektedir.
- Evlilik süresi uzadıkça sağlık açısından olumlu etkisi birikiyor gibi görünmektedir. Bu nedenle birlikteliklerin istikrarlı hale getirilmesi önemlidir. Özellikle boşanmaların üçte birinin evliliğin ilk 5 yılında gerçekleştiği Türkiye’de evlilikleri daha stabil hale getirmek önemlidir. Yeniden evlenenler, ilk defa evlenenlere kıyasla daha yüksek ölüm riskine sahipken ayrı kalma süresinin görece az olması aradaki farkı ortadan kaldıracılabilmektedir.
- Boşanmanın etkisi ise zamana göre farklılık gösterebilmektedir. Boşanmanın ölüm riski üzerindeki olumlu etkisini en aza indirmek adına bireylerin boşanmaya uyumunun artırılması gerekmektedir.

Boşanmaların ölüm riskini artırmasının önüne geçmek adına evlilikleri istikrarlı hale getirmeye yönelik müdahalelere öncelik verilmeli, sonrasında boşanmaya uyumu artırıcı müdahaleler gerçekleştirilmelidir. Boşanma sonrası uyum ölüm

riskini kısa ve uzun vadede hafifletebilir. Uyumu artırıcı makro ölçekli adımların neler olabileceğinden bahsetmiştik. Yanı sıra mikro ölçekte bireylerin boşanmayı nasıl algıladıkları ve hangi baş etme mekanizmalarına sahip oldukları önemlidir.

Amato ve Previti'nin (2003) çalışması, boşanmanın nedenini içsel veya dışsal faktörlerden ziyade ilişkinin kendisine bağlayan kişilerin, boşanma sonrası en uyumunun daha iyi olduğunu göstermektedir. Kişi boşanmayı dışsal (eşin davranışları gibi) ya da içsel (kendi kişisel eksiklikleri gibi) nedenlerle açıklamak yerine, ilişkinin doğasıyla ilişkilendirdiğinde daha objektif ve gerçekçi bir bakış açısı sergilemiş olur. Bu da kabullenmeyi kolaylaştırır. Boşanma nedenini ilişkide aramak, kişinin boşanma sonrası yaşantıyı daha uyumlu biçimde karşılamasına yardımcı olabilir. Bu da stresi azaltarak, psikolojik dayanıklılığı artırarak, sosyal bağları koruyarak dolaylı yoldan ölüm riskini azaltabilecek bir koruyucu etki yaratabilir.

Başa çıkma tarzlarının, maneviyatın ve sosyal desteğin boşanmış kişilerin boşanma sonrası hayata uyum sağlamalarına nasıl katkıda bulunduğunu incelemeyi amaçlayan çalışmasında Brown (2014) 12 katılımcıyla bireysel deneyimlerini ve boşanma geçiş sürecine ilişkin farkındalıklarını öğrenmek için görüşmüştür. Çalışma, maneviyatın (dini ritüellerin) boşanma sonrasında katılımcıların çoğu tarafından kullanılan önemli bir başa çıkma stratejisi olduğunu ortaya koymuştur. Çalışma ayrıca aile ve arkadaş desteğinin, boşanmış kişilerin boşanma sonrası hayata geçişlerine yardımcı olmak için bir diğer kritik başa çıkma stratejisi olarak kullanıldığını ortaya koymuştur.

Sosyal ilişkileri güçlü bireylerin hayatta kalma ihtimalinin yüksek olduğu bilinen bir gerçektir. Nitekim Holt-Lunstad ve arkadaşları tarafından (2010) gerçekleştirilen meta analiz çalışmasına göre sosyal ilişkilerin gücü, bireylerin hayatta kalma olasılığıyla güçlü biçimde ilişkilidir. 148 çalışmanın ve 308.849 katılımcının verilerinin analizine göre, güçlü sosyal ilişkilere sahip bireylerin hayatta kalma olasılığı %50 daha fazladır. Bu etki, yaş, cinsiyet, sağlık durumu, ölüm nedeni ve takip süresi gibi değişkenlerden bağımsız olarak anlamlı kalmıştır. Sosyal ilişkilerin mortalite üzerindeki etkisi, sigarayı bırakmak kadar güçlü, hatta obezite ya da fiziksel hareketsizlikten daha güçlü bir etki yaratmaktadır.

KAYNAKLAR

- Amato, P. R., & Previti, D. (2003). People's reasons for divorcing: Gender, social class, the life course, and adjustment. *Journal of Family Issues*, 24(5), 602-626. <https://doi.org/10.1177/0192513X03024005002>
- Berntsen, K. N., & Kravdal, Ø. (2012). The relationship between mortality and time since divorce, widowhood or remarriage in Norway. *Social Science & Medicine*, 75(12), 2267-2274. <https://doi.org/10.1016/j.socscimed.2012.08.028>
- Brown, T. L. (2014). *Bruised but not broken: How coping styles, spirituality and social support are contributing factors to how well people do after divorce*. [Master's thesis, California State University]. CSUSB ScholarWorks. <https://scholarworks.lib.csusb.edu/etd/84/>
- Byeon, J. (2023). Suicide and divorce in South Korea: focusing on types of divorce. *Applied Economics Letters*, 30(2), 153-156. <https://doi.org/10.1080/13504851.2021.1980193>
- Dupre, M. E., Beck, A. N., & Meadows, S. O. (2009). Marital trajectories and mortality among US adults. *American Journal of Epidemiology*, 170(5), 546-555. <https://doi.org/10.1093/aje/kwp194>
- Holt-Lunstad, J., Smith, T. B., & Layton, J. B. (2010). Social relationships and mortality risk: a meta-analytic review. *PLoS Medicine*, 7(7), e1000316. <https://doi.org/10.1371/journal.pmed.1000316>
- Lillard, L. A., & Waite, L. J. (1995). 'Til death do us part: Marital disruption and mortality. *American Journal of Sociology*, 100(5), 1131-1156. <https://doi.org/10.1086/230634>
- Metsä-Simola, N., & Martikainen, P. (2013). The short-term and long-term effects of divorce on mortality risk in a large Finnish cohort, 1990–2003. *Population Studies*, 67(1), 97-110. <https://doi.org/10.1080/00324728.2012.746386>
- Sbarra, D. A., Law, R. W., & Portley, R. M. (2011). Divorce and death: A meta-analysis and research agenda for clinical, social, and health psychology. *Perspectives on Psychological Science*, 6(5), 454-474. <https://doi.org/10.1177/1745691611414724>

ULUSLARARASI SOSYAL HİZMET ARAŞTIRMALARININ BİBLİYOMETRİK ANALİZİ

Ramazan KOCAKAYA¹, Ahmet Burhan ÇAKICI²

*¹Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi,
rmzn_kcky@hotmail.com, Karaman / Türkiye*

*²Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi,
ahmetburhan@kmu.edu.tr, Karaman / Türkiye*

Öz: Uluslararası sosyal hizmet, küresel ölçekte insan refahını etkileyen sorunlara karşı sosyal hizmet mesleğinin eğitim ve uygulama boyutlarında etkili çözümler üretebilme kapasitesini geliştirmeyi amaçlayan, yerel ve küresel düzeyde bütüncül bir şekilde teşvik edilen bir mesleki yaklaşımdır. Yoksulluk, yaşlanma, göç, salgınlar, afetler, toplumsal cinsiyet, ırkçılık, bağımlılık gibi pek çok global soruna çözüm üretmeyi amaçlayan uluslararası sosyal hizmet, uluslararası sosyal hizmet örgütlerince veya Birleşmiş Milletlerce belirlenen küresel ajandaları kendine yol haritası yapabilmektedir. Bu çalışma uluslararası sosyal hizmet alanında yapılan akademik çalışmaları bibliyometrik analiz yöntemiyle incelemeyi amaçlamaktadır. Web of Science veri tabanında 1975-2024 yılları arasında “international social work”, “global social work”, “transnational social work” anahtar kelimeleriyle sosyal hizmet kategorisinde yayınlanan 2 bin 96 makale analiz edilmiştir. Çalışmada makalelerin yıllara göre dağılımı, Sürdürülebilir Kalkınma Hedefleri ile ilişkisi, ülke temsiliyeti, atıf yoğunluğu ve anahtar kelime sıklığı incelenmiştir. Analiz sürecinde Vosviewer (versiyon 1.6.20) yazılım aracı kullanılmış ve atıf yoğunluğu analizinde “Enrich Cited References” seçeneğiyle 400 makale dikkate alınmıştır. Analiz sonucunda, uluslararası sosyal hizmete olan ilginin 1990’lı yıllardan itibaren başlayarak günümüze kadar sürekli arttığını, çalışmaların büyük ölçüde insan onuru, sosyal adalet ve eşitlik gibi temel değerlere dayalı olarak sürdürülebilir kalkınma hedeflerine katkı sunduğunu, uluslararası sosyal hizmet literatürünün büyük oranda Batı merkezli olmakla birlikte alternatif arayışların güçlendiğini, uluslararası sosyal hizmet literatürünün hem mesleki kimlik ve değerler, hem de eğitimsel, yapısal ve güncel küresel sorunlar etrafında şekillendiğini söylemek mümkündür. Bibliyometrik analizler makro düzeyde eğilimleri ortaya koyar, ancak içeriksel bağlamı sınırlı yansıtır. Bu nedenle gelecek çalışmalarda en çok atıf alan veya tematik olarak ön plana çıkan belirli makalelere yönelik tematik içerik analizi yapılabilir.

Anahtar Kelimeler: Uluslararası sosyal hizmet, küreselleşme, sürdürülebilir kalkınma hedefleri, bibliyometrik analiz.

BIBLIOMETRIC ANALYSIS OF INTERNATIONAL SOCIAL WORK RESEARCH

Ramazan KOCAKAYA¹, Ahmet Burhan ÇAKICI²

*¹Karamanoğlu Mehmetbey University, Faculty of Health Sciences, rmzn_kcky@hotmail.com,
Karaman / Türkiye*

*²Karamanoğlu Mehmetbey University, Faculty of Health Sciences,
ahmetburhan@kmu.edu.tr, Karaman / Türkiye*

Abstract: International social work is a professional approach that aims to develop the capacity of the social work profession to produce effective solutions in the dimensions of education and practice against the problems affecting human welfare on a global scale and is promoted holistically at local and global levels. International social work, which aims to produce solutions to many global problems such as poverty, ageing, migration, epidemics, disasters, gender, racism and addiction, can make the global agendas set by international social work organisations or the United Nations a road map. This study aims to examine academic studies in the field of international social work through bibliometric analysis. In the Web of Science database, 2,096 articles published in the category of social work with the keywords ‘international social work’, ‘global social work’, ‘transnational social work’ between 1975 and 2024 were analysed. In the study, the distribution of articles by year, their relationship with the Sustainable Development Goals, country representation, citation density, and keyword frequency were analyzed. Vosviewer (version 1.6.20) software tool was used in the analysis process and 400 articles were taken into consideration with the "Enrich Cited References" option in the citation density analysis. As a result of the analysis, it is possible to say that the interest in transnational social work has increased continuously since the 1990s until today; studies have contributed to sustainable development goals based on basic values such as human dignity, social justice and equality; although international social work literature is largely Western-centred, alternative approaches have been strengthened; international social work literature has been shaped around professional identity and values, as well as educational, structural and current global problems. Bibliometric analyses reveal macro-level trends, but reflect the contextual context in a limited way. Therefore, in future studies, thematic content analyses can be conducted for the most cited or thematically prominent articles.

Keywords: International social work, globalisation, sustainable development goals, bibliometric analysis

GİRİŞ

Uluslararası sosyal hizmet, literatürde küresel sosyal hizmet yahut ulusaşırı sosyal hizmet olarak isimlendirilebilmedir ve tanım olarak hepsi aynı noktalara işaret etmektedir: ulusal sınırları aşan meselelere ulusötesi faaliyetler ile müdahale etme gerekliliği.

Cox ve Pawar (2013) uluslararası sosyal hizmeti şu şekilde tanımlamaktadır: «Uluslararası sosyal hizmet, sosyal hizmetin dünya nüfusunun geniş kesimlerinin refahı üzerinde önemli bir etkiye sahip olan **çeşitli küresel zorluklara** eğitim ve uygulama açısından **uygun ve etkili bir şekilde yanıt verme** kapasitesini yansıtabilen gerçek anlamda entegre bir uluslararası meslek oluşturmak için sosyal hizmet eğitiminin ve uygulamasının küresel ve yerel olarak teşvik edilmesidir. **Sosyal hizmet eğitiminin ve uygulamasının bu küresel ve yerel düzeyde teşviki, uluslararası meselelerin ve bunlara verilen yanıtların küresel, insan hakları, ekolojik ve sosyal kalkınma perspektiflerini sentezleyen bütüncül bir perspektife dayanmaktadır.**»

Furman ve arkadaşları (2010) ulusaşırı sosyal hizmeti ise benzer temalarla şu şekilde tanımlamaktadır: «Uluslararası sosyal hizmet, (a) **uluslararası nüfuslara hizmet** etmek üzere tasarlanmış; (b) fiziksel olarak veya yeni teknolojiler aracılığıyla **ulus-devlet sınırları ötesinde faaliyet** gösteren ve (c) **karmaşık ulusötesi sorunlar ve açmazlardan** haberdar olan ve bunları ele alan, gelişmekte olan bir uygulama alanıdır.»

İki tanımda ortak olan şeylerden birisi “küresel sosyal meseleler”dir. Peki ama nedir bu küresel sosyal meseleler? Aşağıdaki tablo (Tablo 1) küresel sosyal meseleleri neler olabileceğine dair fikir sunmaktadır (Healy ve Link, 2012).

Tablo 1: Global Sosyal Meseleler

Küresel yaşlanma	Yerli halklar ve kültürel yaşamı sürdürme
Çocuk istismarı ve ihmali	Küresel mental sağlık
Çocuk işçiliği	Göç ve mülteciler
Çocuk askerler	Doğal ve insan kaynaklı afetler
Sokak çocukları	Yoksulluk ve insan ihtiyaçları
Şiddet	Irkçılık ve ırkçılık karşıtı stratejiler
Uyuşturucu bağımlılığı ve kaçakçılığı	SARS: Küresel bir sağlık tehdidi vakası
İstihdam, işsizlik ve insana yakışır iş	Toplumsal Cinsiyet Eşitsizliği
Çevrenin tahribatı ve korunması	Gaziler, askerler ve asker aileleri
Etnik çatışmalar	Kadına yönelik şiddet
HIV/AIDS: Küresel pandemi	Gençlik

İnsan kaçakçılığı

Küresel sosyal meselelerin neler olduğuna dair küresel birtakım çerçeveler kullanılabilir. Örneğin Birleşmiş Milletler Sürdürülebilir Kalkınma Hedefleri (Şekil 1), küresel sosyal meselelere ilişkin önemli bir çerçeve sunmaktadır.



Şekil 1: Birleşmiş Milletler Sürdürülebilir Kalkınma Hedefleri

Sosyal hizmet, kendi küresel hedeflerini kendi gündemini oluşturarak da belirleyebilmektedir. Sosyal Hizmet ve Sosyal Kalkınma için Küresel Gündem (Global Agenda) üç küresel, profesyonel kuruluş tarafından geliştirilmektedir: Uluslararası Sosyal Hizmet Okulları Birliği (IASSW), Uluslararası Sosyal Refah Konseyi (ICSW) ve Uluslararası Sosyal Hizmet Uzmanları Federasyonu (IFSW). 2010-2020 dönemi için 4 eylem alanı: Sosyal ve ekonomik eşitliklerin desteklenmesi, halkların onurunu ve değerini savunmak, çevresel ve toplumsal sürdürülebilirlik için çalışmak, insan ilişkilerinin önemine dair farkındalığın artırılması (Truell ve Jones, 2012).

2020-2030 Küresel Gündemi: *'Kapsayıcı sosyal dönüşümün birlikte inşası'* olarak belirlenmiştir. Söz konusu gündemle bağlantılı olarak son 5 yılın temaları şunlar olmuştur:

2021: Ubuntu: Sosyal Dayanışmanın ve Küresel Bağlantılılığın Güçlendirilmesi

2022: Yeni Bir Eko-Sosyal Dünyanın Birlikte İnşası: Kimseyi Geride Bırakmamak

2023: Ortak sosyal eylem yoluyla çeşitliliğe saygı duymak

2024: Buen Vivir: Dönüştürücü Değişim için Ortak Gelecek

2025: Kalıcı Refah için Kuşaklararası Dayanışmanın Güçlendirilmesi

Uluslararası sosyal hizmet tanımları ortak olan bir diğer konu ulusötesi faaliyetlerdir. Peki uluslararası sosyal hizmet faaliyetleri nelerdir? Payne ve Askeland (2008) söz konusu faaliyetleri şu şekilde sıralamıştır:

- **Güneydeki kalkınma ajanslarında çalışmak** - Kalkınma ajanslarına örnek olarak Save the Children, Caritas ve Médecin Sans Frontières gibi sivil toplum kuruluşları (STK'lar) verilebilir.
- **Resmi uluslararası ajanslar için çalışmak** - Uluslararası ajanslara örnek olarak bir dizi Birleşmiş Milletler ajansı, Avrupa Komisyonu veya ulusal hükümetlerin yardım departmanları verilebilir. Kalkınma ajanslarında olduğu gibi, bu tür işlerin nasıl görüldüğü konusunda da benzer farklılıklar olacaktır.
- **Uluslararası meselelerle ilgilenen kurumlarda çalışmak** - Uluslararası evlat edinme veya aile ile ilgili uyuşmazlıklarda bir çocuğun bir yasal yetki alanından kaçırılması gibi ailevi konularla ilgilenen kurumlar örnek olarak verilebilir.
- **Uluslararası sosyal hizmet kuruluşları için çalışmak** - Örnek olarak Uluslararası Sosyal Hizmet Uzmanları Federasyonu (IFSW) ve Uluslararası Sosyal Hizmet Okulları Birliği (IASSW) veya bu kuruluşlar için ülkelerde projeler yürüten veya bu kuruluşlarla bağlantı kuran kişiler verilebilir.
- Uluslararası konferanslara, eğitim veya mesleki ziyaretlere, değişim programlarına, görevlendirmelere ve araştırmalara katılmak.
- Kendileri için yabancı olan bir ülkede sosyal hizmet uzmanı olarak çalışmak.
- Kendi ülkelerindeki mülteci ve göçmenlerle çalışmak

Buraya kadar olan kısım özetlenecek olursa uluslararası sosyal hizmet, küresel ölçekte insan refahını etkileyen sorunlara karşı sosyal hizmet mesleğinin eğitim ve uygulama boyutlarında etkili çözümler üretebilme kapasitesini geliştirmeyi amaçlayan, yerel ve küresel düzeyde bütüncül bir şekilde teşvik edilen bir mesleki yaklaşımdır. Yoksulluk, yaşlanma, göç, salgınlar, afetler, toplumsal cinsiyet, ırkçılık, bağımlılık gibi pek çok global soruna çözüm üretmeyi amaçlayan uluslararası sosyal hizmet, uluslararası sosyal hizmet örgütlerince veya Birleşmiş Milletlerce belirlenen küresel ajandaları kendine yol haritası yapabilmektedir. Bu çalışma, uluslararası sosyal hizmet alanında yapılan akademik çalışmaları bibliyometrik analiz yöntemiyle inceleyerek mevcut bilgi birikimini birtakım değişkenlere göre analiz etmeyi amaçlamaktadır.

1. YÖNTEM

Bibliyometrik analiz yönteminin kullanıldığı araştırmada, öncelikle Web of Science (WoS) veri tabanından veri seti çekilmiş, sonrasında Vosviewer programı sayesinde analizler gerçekleştirilmiştir. Araştırma kapsamında WoS veri tabanında sosyal hizmet kategorisinde 1975-2024 yılları arasında “global social work” (küresel sosyal hizmet), “international social work” (uluslararası sosyal hizmet) ve “transnational social work” (uluslararası sosyal hizmet)

kavramıyla ilgili toplamda 2 bin 96 makale olduğu belirlenmiştir. Belge türü ve yayın yılı dışında (2025 yılı hariç tutulmuştur) herhangi bir filtreleme yapılmamıştır. Atıf yoğunluğu analiz edilirken atıf ağlarının daha güvenilir bir biçimde kurulmasını sağlayan “Enrich Cited References” seçeneği işaretlenmiş ve yoğunluk analizi böylece 400 çalışma üzerinden yapılmıştır.

Araştırma kapsamında küresel-uluslararası-ulusaşırı sosyal hizmet konusuyla ilgili sosyal hizmet kategorisinde Web of Science veri tabanında yer alan araştırmalarda aşağıdaki araştırma sorularına cevap aranmıştır:

- Makalelerin yıllara göre dağılımı nasıldır?
- Makalelerin Sürdürülebilir Kalkınma Hedeflerine göre dağılımı nasıldır?
- Makalelerin ülkelere göre dağılımı nasıldır?
- Makalelerin atıf yoğunluğu nasıldır?
- Makalelerin anahtar kelime yoğunluğu nasıldır?

2. BULGULAR VE YORUMLAR

Araştırma sorularıyla paralel olarak bulgular bölümü kurgulanmış olup bulguların yorumlanması ilgili alt başlıkta gerçekleşmiştir.

2.1. Yıllara Göre Dağılım

1987-2024 yıllarında toplam 2.096 makale yayınlanmıştır. Küresel sosyal hizmete olan ilginin 1990'lı yıllardan itibaren başlayarak günümüze kadar sürekli arttığını söylemek mümkündür. En çok makalenin yayınlandığı yıllar 2021 (190), 2020 (182), 2019 (144) olmuştur.

Makalenin yıllara göre dağılımı incelendiğinde, küresel/uluslararası sosyal hizmet konusuna yönelik akademik ilginin özellikle 1990'lı yıllardan itibaren artmaya başladığı ve bu ilginin istikrarlı bir şekilde büyüdüğü görülmektedir. Bu durum, küreselleşmenin sosyal hizmet uygulamaları üzerindeki etkisinin giderek daha fazla araştırma konusu haline geldiğini göstermektedir. En yüksek yayın sayısına ulaşılan yıllar olan 2021 (190 makale), 2020 (182 makale) ve 2019 (144 makale) dikkate alındığında, bu dönemdeki artışın birkaç olası nedeni üzerinde durulabilir:

-COVID-19 Pandemisi (2020-2021): Pandemi, ulus-aşırı sosyal sorunları ve dayanışmayı gündeme getirmiş; özellikle kırılgan gruplar üzerindeki etkiler sosyal hizmet alanında küresel ölçekte tartışılmaya başlanmıştır. Bu durum, "global" ya da "transnational" sosyal hizmet tartışmalarına ivme kazandırmış olabilir.

-Artan Göç ve Yerinden Edilme Sorunları: Son yıllarda yaşanan uluslararası göç krizleri (örneğin, Suriye iç savaşı sonrası kitlesel göçler), sosyal hizmetin sınır aşan boyutlarını daha görünür hale getirmiş ve bu alanda yapılan çalışmalarda artışa neden olmuş olabilir.

-Akademik Ağların ve Yayın İmkanlarının Gelişmesi: Dijital erişim olanaklarının artması, uluslararası iş birliklerini ve disiplinler arası araştırmaları kolaylaştırmış, bu da daha fazla yayına katkı sunmuş olabilir.

2.2. Sürdürülebilir Kalkınma Hedeflerine Göre Dağılım

Sürdürülebilir Kalkınma Hedefleri ile bağlantısına bakıldığında en çok ilişkili üç küresel hedef şöyledir: Yoksulluğa Son (1.027), Sağlık ve Kaliteli Yaşam (710), Toplumsal Cinsiyet Eşitliği (190). Bu bulgu, küresel düzeydeki sosyal hizmet uygulamalarında en çok ön plana çıkan sorun alanları hakkında ipucu vermektedir.

Makalelerin en çok ilişkilendirildiği Sürdürülebilir Kalkınma Hedefleri (SKH) arasında ilk sırada "Yoksulluğa Son" (SKH-1) hedefinin yer alması (1.027 makale), uluslararası sosyal hizmet araştırmalarının temel odak noktalarından birinin yoksullukla mücadele olduğunu ortaya koymaktadır. Bu durum, sosyal hizmetin tarihsel olarak dezavantajlı grupları destekleme misyonuyla da uyumludur.

İkinci sırada yer alan "Sağlık ve Kaliteli Yaşam" (SKH-3) hedefi (710 makale), sosyal hizmetin bireylerin fiziksel, ruhsal ve toplumsal iyilik haline yönelik çok boyutlu müdahaleler içerdiğini yansıtmaktadır. Özellikle pandemi sonrası dönemde, sağlık hizmetlerine erişim, ruh sağlığı ve sosyal bakım konuları daha da ön plana çıkmış olabilir.

Üçüncü sırada gelen "Toplumsal Cinsiyet Eşitliği" (SKH-5) (190 makale) ise, sosyal hizmetin cinsiyet temelli eşitsizlikleri azaltma ve kadınların güçlendirilmesi konularında önemli bir rol üstlendiğini göstermektedir. Bu alandaki akademik ilgi, toplumsal dönüşümde sosyal hizmetin etkisini yansıtan önemli bir göstergedir.

2.3. Ülkelere Göre Dağılım

Ülke dağılımına bakıldığında ilk üç sıra şöyledir: ABD (687), İngiltere (299) ve Avustralya (236). Bu durum birkaç açıdan anlamlıdır:

-Akademik ve Kurumsal Altyapı Gücü: Bu üç ülke, sosyal hizmet eğitimi ve araştırmalarında köklü bir akademik geçmişe ve güçlü üniversitelere sahiptir. Özellikle ABD ve İngiltere, sosyal hizmet disiplininin kurumsallaşmasında öncü rol oynamış ülkelerdir. Bu ülkelerde sosyal hizmet uygulamaları sadece ulusal düzeyde değil, küresel meselelerle ilişkili olarak da ele alınmaktadır. Bu da “international”, “global” ve “transnational social work” temalarının yoğun biçimde ele alınmasına katkı sunmaktadır.

-Dilsel ve Yayımsal Üstünlük: İngilizce’nin uluslararası bilimsel yayın dili olması, bu ülkelerin araştırmalarının daha görünür olmasına olanak tanımaktadır. İngilizce yayın yapan dergilerin çoğunluğu bu ülkelerde bulunmaktadır veya bu ülkelerden yönetilmektedir.

-Küresel Sorunlara Duyarlılık ve Politika Rolü: Bu ülkeler, uluslararası göç, mülteci çalışmaları, kalkınma politikaları ve insan hakları gibi küresel sosyal hizmet konularında aktif roller üstlenmektedir. Bu da araştırmacıların küresel meseleleri daha çok incelemesine ve uluslararası sosyal hizmet literatürüne katkı yapmasına neden olmaktadır.

2.4. Atıf Yoğunluğu

En çok atıf alan makale Mayaka ve Truell (2021) tarafından kaleme alınan “Ubuntu and its potential impact on the international social work profession” (40 atıf) isimli makaledir. İkinci sırada Pentaraki (2019) tarafından kaleme alınan “Practising social work in a context of austerity: experiences of public sector social workers in Greece” (26 atıf) isimli makale yer almaktadır. Üçüncü sırada Ornellas ve arkadaşları (2019) tarafından kaleme alınan

"Mapping social work across 10 countries: Structure, intervention, identity and challenges" (21 atıf) isimli makale yer almaktadır.

En çok atıf alan ilk üç makalenin tematik içeriği analiz edildiğinde, uluslararası sosyal hizmetteki güncel eğilimler ve öncelikler hakkında bazı önemli çıkarımlar yapılabilir:

"Ubuntu and its potential impact on the international social work profession" (Mayaka & Truell, 2021 – 40 atıf):

Bu makalenin en çok atıf alan yayın olması, yerel bilgi sistemlerinin ve kültürel değerlerin (bu örnekte Afrika kökenli Ubuntu felsefesi) uluslararası sosyal hizmet anlayışına katkı sağlayabileceğine dair artan akademik ilgiyi yansıtır. Ubuntu'nun sosyal hizmet pratiklerine etik, topluluk temelli ve bütüncül bir perspektif sunduğu düşünülmektedir. Bu, Batı merkezli yaklaşımlara alternatif arayışlarının güçlendiğini göstermektedir.

"Practising social work in a context of austerity: experiences of public sector social workers in Greece" (Pentaraki, 2019 – 26 atıf):

Bu çalışma, kemer sıkma politikalarının sosyal hizmet pratiği üzerindeki etkilerini ele alarak, ekonomik kriz ve neoliberal dönüşümün mesleki uygulamalara yansımaları ortaya koymaktadır. Bu, sosyal hizmet araştırmalarının sadece hizmet alan bireyleri değil, aynı zamanda sosyal hizmet uzmanlarının yapısal koşullar içindeki deneyimlerine de odaklandığını gösterir.

"Mapping social work across 10 countries: Structure, intervention, identity and challenges" (Ornellas et al., 2019 – 21 atıf):

Bu makale, sosyal hizmetin farklı ülkelerdeki yapısal, kültürel ve uygulama temelli çeşitliliğini ortaya koymaktadır. En çok atıf alan çalışmalar arasında yer alması, sosyal hizmetin karşılaştırmalı ve çok uluslu analizlerinin önem kazandığını göstermektedir. Uluslararası düzeyde sosyal hizmetin nasıl tanımlandığı, uygulandığı ve karşılaştığı zorlukların ortaklaştırılması, küresel ölçekte bir mesleki kimlik tartışmasına katkı sunmaktadır.

2.5. Anahtar Kelime Yoğunluğu

Anahtar kelime yoğunluğu dikkate alındığında en az üç kez tekrarlanan anahtar kelimeler şöyledir: social work (7), international social work (9), social work education (5), social justice (5), human rights (4), covid-19 (4), social work research (3).

Anahtar kelime analizi sonucunda en az üç kez tekrarlanan kavramlar arasında öne çıkanlar şunlardır:

- international social work (9) ve social work (7): Bu iki kavramın yoğun şekilde kullanılması, çalışmanın veri tabanında taranan konu başlıklarıyla da örtüşmektedir. Aynı zamanda bu durum, yazarların makalelerini uluslararası bir bağlamda konumlandırma çabalarını ve bu bağlamda sosyal hizmet mesleğinin küresel boyutuna verdikleri önemi göstermektedir.
- social work education (5): Sosyal hizmet eğitiminin öne çıkması, mesleğin uluslararası ölçekte nasıl öğretildiği, evrensel değer ve bilgi temellerinin nasıl aktarıldığı

konularına olan ilgiyi yansıtır. Aynı zamanda farklı ülkelerdeki eğitim programlarının karşılaştırılması veya ortak müfredat tartışmaları da bu ilginin bir parçası olabilir.

- social justice (5) ve human rights (4): Bu iki kavram, sosyal hizmetin değer temelleriyle doğrudan ilişkilidir. Uluslararası düzeyde toplumsal adalet ve insan hakları perspektifiyle yapılan çalışmaların arttığını ve bu kavramların literatürde merkezi konumda olduğunu gösterir. Aynı zamanda bu durum, mesleğin savunuculuk rolünün ve yapısal eşitsizliklerle mücadelesinin ön planda tutulduğunu göstermektedir.
- covid-19 (4): Pandeminin sosyal hizmet pratiklerine ve hizmet kullanıcılarına etkisi, literatürde yeni bir araştırma alanı olarak öne çıkmıştır. Bu anahtar kelimenin tekrar edilmesi, uluslararası sosyal hizmetin kriz dönemlerine nasıl yanıt verdiğini ve pandeminin küresel ölçekte sosyal hizmet anlayışında nasıl bir dönüşüme yol açtığını gösterir.
- social work research (3): Bu ifade, sosyal hizmetin kendisini bilimsel bir disiplin olarak konumlandırma çabasını ve araştırmaya dayalı uygulama anlayışının güçlendiğini gösterir. Literatürdeki bu vurgu, mesleğin akademik yönünün ve metodolojik gelişiminin önem kazandığını göstermektedir.

SONUÇ

Sonuç olarak, bulgular uluslararası sosyal hizmet alanının giderek akademik anlamda daha görünür ve araştırmaya açık bir konu haline geldiğini; özellikle son yıllarda bu alandaki üretimin belirgin biçimde arttığını göstermektedir. Bu eğilim, sosyal hizmetin artık yalnızca yerel bağlamda değil, küresel ölçekte de düşünülmesi ve uygulanması gerektiğine dair akademik bir farkındalığın oluştuğuna işaret etmektedir. Uluslararası sosyal hizmet araştırmalarının büyük ölçüde insan onuru, sosyal adalet ve eşitlik gibi temel değerlere dayalı olarak sürdürülebilir kalkınma hedeflerine katkı sunduğu görülmektedir.

Araştırmamızın sonuçları, uluslararası sosyal hizmet literatürünün büyük oranda Batı merkezli olduğunu, özellikle de Anglosakson ülkelerin bilgi üretiminde belirleyici konumda bulunduğunu göstermektedir. Bu durum, sosyal hizmetin küresel bilgi üretiminde coğrafi çeşitliliği artırma ihtiyacını da gündeme getirmektedir. Özellikle gelişmekte olan ülkelerin bu literatürde daha fazla temsil edilmesi, uluslararası sosyal hizmetin daha dengeli ve çok sesli bir yapıya kavuşması açısından önemlidir. Bununla birlikte Küresel Güney'den bilgi üretimine alan açılması (Ubuntu) ve ulus-aşırı karşılaştırmalı perspektiflerin yükselişi (10 ülkenin analizi) Batı merkezli yaklaşımlara alternatif arayışlarının güçlendiğini göstermektedir. Son olarak uluslararası sosyal hizmet literatürünün hem mesleki kimlik ve değerler hem de eğitimsel, yapısal ve güncel küresel sorunlar etrafında şekillendiğini söylemek mümkündür.

KAYNAKLAR

Cox, D., & Pawar, M. S. (2013). *International social work: Issues, strategies, and programs*. Sage.

- Furman, R., Negi, N. J., & Salvador, R. B. (2010). An introduction to transnational social work. In *Transnational social work practice* (pp. 3-19). Columbia University Press.
- Healy, L. M., & Link, R. J. (Eds.). (2012). *Handbook of international social work: Human rights, development, and the global profession*. Oxford University Press.
- Ornellas, A., Spolander, G., Engelbrecht, L. K., Sicora, A., Pervova, I., Martínez-Román, M. A., Law, A. K., Shajahan, P. K., Guerreiro M. D., Casanova, J. L., Garcia, M. L. T., Acar, H., & Strydom, M. (2019). Mapping social work across 10 countries: Structure, intervention, identity and challenges. *International Social Work*, 62(4), 1183-1197. <https://doi.org/10.1177/0020872818788>
- Payne, M., & Askeland, G. A. (2008). *Globalization and international social work: Postmodern change and challenge*. Aldershot, Hampshire: Ashgate.
- Pentaraki, M. (2019). Practising social work in a context of austerity: Experiences of public sector social workers in Greece. *European Journal of Social Work*, 22(3), 376-387. <https://doi.org/10.1080/13691457.2017.1369396>
- Truell, R., & Jones, D. (2012). The global agenda for social work and social development: Extending the influence of social work. *International Social Work*, 55(4), 454-472. https://www.ifsw.org/wp-content/uploads/ifsw-cdn/assets/ifsw_24848-10.pdf

DİNİ GRUPLARIN DİJİTALLEŞMESİNİ SAĞLAYAN BİR ETMEN OLARAK SOSYAL MEDYA¹

Tahir DAĞCI¹

*¹Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi, tahirdagci@kmu.edu.tr,
Karaman / Türkiye*

Öz: Günümüzde dijital ağırlıklı teknolojinin yaygınlaşması hayatın birçok alanını değiştirmiştir. Özellikle insanlar arasında akan bilginin akış hızı ve yaygınlaşma evreni genişlemiştir. İnternet tabanlı sosyal medya araçları, radyo ve televizyon gibi tek taraflı bilgi akışının ötesine geçerek karşılıklı bilgi alışverişine, verilen bilginin gerektiğinde değiştirilmesine imkân vermektedir. Sosyal medyanın eş zamanlı olarak bilgi akışına izin vermesi ve her çeşit dokümanın interaktif şekilde paylaşılabilmesi hem seküler grupları hem dinî grupları bu mecrayı kullanmaya sevk etmiştir. Günümüzde dünyanın farklı coğrafyalarındaki dini grupların veya dindar bireylerin mobilizasyonunu sağlayan en önemli ortam sosyal medya araçlarıdır. Bu çalışmada sosyal medya araçlarının dini gruplardaki etkileri üzerinde durulmuştur. Çalışmada dini grupların sosyalleşme alanları ve dijital dünyaya evrilmesinin sonuçları incelenmiştir. Dini grup biçimlerinin dijital medyadaki görünürlüğü bu grupların toplumsal alanda belirmesine, dini kimliklerin giderek alenileşmesine neden olmuştur. Artık Türkiye’de hangi ilde hangi dini gruplar var, hangi metinleri otorite kabul ediyorlar, yaklaşık kaç takipçileri var, hangi kesimlere muhalefet ediyorlar, hangi gruplara yakın duruyorlar gibi sorulara cevap verilebilmek mümkün hale gelmiştir. Günümüzdeki din anlayışları ile ilgili merak edilen konuların belirsizliği yavaş yavaş ortadan kalkmaya başlamıştır. Dini gruplar Twitter, Instagram, Youtube, Facebook, blog, forum gibi sosyal paylaşım platformlarından aktif şekilde yararlanmaktadır. Böylelikle dini grupların dijital dünyaya olan eğilimleri artmış ve bu mecradaki etkinlik alanları da genişlemiştir. Ayrıca dini grup önderlerinin web teknolojilerine olan talepkarlığı dini anlayışların ideolojik ve örgütsel bakımdan bağımsızlaşmasını ve farklılaşmasını hızlandırıcı bir etki yaratmıştır. Sosyal medya araçları dini gruplara propaganda kolaylığı ve sosyal açılım sağlamıştır. Dini gruplar kendi sosyal çevrelerinde yalıtılmış bir yapıdan herkesin erişebildiği bir dini network halini almıştır. Dolayısıyla dini gruplar üzerindeki bilinmezlik ve örtülü durum ortadan kalmıştır.

Anahtar Kelimeler: Din Sosyolojisi, Dini Gruplar, Sosyal Medya

SOCIAL MEDIA AS A FACTOR ENABLING THE DIGITALIZATION OF RELIGIOUS GROUPS

Tahir DAĞCI¹

*¹Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi, tahirdagci@kmu.edu.tr,
Karaman / Türkiye*

Abstract: Today, the widespread use of digitally-oriented technologies has transformed many aspects of life. In particular, the speed and scope of information flow among people have significantly expanded. Internet-based social media platforms have gone beyond one-way communication tools like radio and television by allowing reciprocal exchange of information and enabling users to modify content when necessary. The real-time nature of social media and its capacity to share all types of documents interactively have encouraged both secular and religious groups to engage with these platforms. Currently, social media is the most significant medium facilitating the mobilization of religious groups and devout individuals across different regions of the world. This study focuses on the impact of social media tools on religious groups. It explores the socialization spaces of religious groups and the implications of their evolution into the digital world. The visibility of various religious group forms in digital media has led to their increased presence in the public sphere and the growing publicization of religious identities. In Turkey, it is now possible to identify which religious groups exist in which provinces, which texts they consider authoritative, their approximate number of followers, the groups or ideologies they oppose, and those with which they align. The uncertainty surrounding contemporary understandings of religion has gradually begun to diminish. Religious groups now actively utilize social media platforms such as Twitter, Instagram, YouTube, Facebook, blogs, and forums. As a result, their engagement with the digital world has intensified, and their sphere of influence has expanded. Furthermore, the demand of religious leaders for web technologies has accelerated the ideological and organizational diversification and independence of religious understandings. Social media tools have provided religious groups with new means for dissemination and social outreach. Consequently, these groups have shifted from being isolated within their own communities to becoming accessible religious networks. This has eliminated much of the ambiguity and opacity that previously surrounded them.

Keywords: Sociology of Religion, Religious Groups, Social Media

GİRİŞ

Günümüzde internetin yaygınlaşması bilgi akışındaki hızı ve yaygınlaşma evrenini değiştirmiştir. Sosyal medya araçları radyo ve televizyon gibi tek taraflı bilgi akışının ötesine geçerek karşılıklı bilgi alışverişine, verilen bilginin gerektiğinde değiştirilmesine imkân vermektedir. Geleneksel iletişim aracı olan radyo ve televizyonun aksine internet kullanıcıları aynı zamanda onun üreticileridir. Kullanıcılar içerik üretmekte ve gerektiğinde internet dünyasındaki bilgileri şekillendirmektedir (Castells, 2008: 471). Günümüzde bilginin dağılımını sağlayan kurumsal şirketlerin yanında bireysel kullanıcılar da etkin olmaktadır.

İnternet dünyasında şöhret ve itibar kazanmış kişiler İnternet ünlüsü yani “Influencer” olarak adlandırılmaktadır. Bu kişiler sosyal medya hesaplarından rutin olarak reels’lar, durum hikayeleri ve canlı yayın paylaşılarak takipçilerine bilgi aktarımı veya sağlamaktadır. Bu durum bilginin toplanma ve dağılma merkezlerini de değiştirmiştir.

Postmodern olarak adlandırdığımız çağımızda sosyal medya, zaman ve mekân sınırlaması olmadan mobil tabanlı bilgi paylaşımının esas olduğu bir iletişim biçimidir. Sosyal medya sürekli güncellenebilmesi, çoklu kullanıma açık olması ve sanal paylaşımına olanak tanınması açısından günümüzde en ideal mecralardan biri olarak kendini göstermektedir. Bunda elbette mobil telefonların yaygınlaşmasının da önemi büyüktür.

İnsanlar sosyal medyada günlük düşüncelerini yazmakta, bu düşünceler üzerine tartışabilmekte ve yeni fikirler ortaya koyabilmektedirler (Vural ve Bat, 2010: 3351). Sosyal medya aracılığıyla bireyler çeşitli fotoğraf, video, belge gibi farklı formattaki dokümanları anında paylaşabilmektedir. Üstelik paylaşılan doküman dijital ortamda süresiz olarak sabitlenebilmektedir. Milyonlarca insan, çok kısa bir süre içinde bir bilgiyi birbirlerine iletebilmekte; bir durum karşısında kendi görüşünü ifade edebilmekte; herhangi bir gelişme karşısında tepkisini gösterebilmekte, dünyadaki son dakikaları bulundukları noktadan takip edebilmektedir (Şentürk, 2013: 32) Günümüzde insanlar arasında şöyle bir söylem popüler hale gelmiştir: internet dünyasında yoksan dünyada yoksun(dur). Bu söylem dijital dünyanın ve ondaki bilgi hareketliliğinin önemini göstermektedir.

DİNİ GRUPLAR VE SOSYAL MEDYA

Sosyal medyanın eş zamanlı olarak bilgi akışına izin vermesi ve her çeşit dokümanın interaktif şekilde paylaşılabilmesi hem seküler/ideolojik grupları hem dinî grupları bu mecraıyı kullanmaya sevk etmiştir. Bu birazda çağın zorunluluğu diyebileceğimiz bilginin aktığı mecranın değişimi ile de ilgilidir.

Günümüzde farklı coğrafyalarındaki dini grupların veya dindar bireylerin mobilizasyonunu sağlayan en önemli ortam sosyal medya araçlarıdır. Weimann’a göre dünyadaki aşırı dini gruplar dijital ortamlar aracılığıyla bir şekilde internetin ve sosyal medyanın tüm nimetlerinden faydalanma çabası içine girmişlerdir. Bu yapılar internet ağıyla birlikte katı hiyerarşik örgütlerden, gevşek bir şekilde birbirine bağlı yarı bağımsız gruplar haline gelmişlerdir (Weimann, 2004: 9). Bu anlamda dini grupların sanal ağ dünyasına katılımı ile birlikte bu gruplarda hızlı bir değişimden ve başkalaşımdan bahsedilebilir.

Aslında modern zamanların getirdiği bu değişim toplum içinde kendine yer bulan seküler veya dinî içerikli bütün gruplarda söz konusudur. Çünkü günümüzün kamusal alan özelliği taşıyan sivil toplum örgütleri sosyal medya ortamlarını kullanarak savundukları konuların tartışılmasını, mesajlarının yayılmasını arzu etmektedirler. İnternet bu konuda sosyal grupları hareketlendirici bir etkiye sahiptir (Onat, 2010: 108). Dolayısıyla dini grupların dijital dünyada var olmayı arzuladıkları ve onun tahrik edici etkisine kapıldıkları belirtilebilir. Araştırmalara göre, Türkiye’deki dini gruplar kendi görüşlerini yaygınlaştırmak ve diğer dinî ortamlarda kendilerine alan açabilmek için Facebook, YouTube, Twitter ve sanal blogları aktif olarak kullanmaktadırlar. Dini gruplar bu medya araçları ile dijital ortamlarda

propagandalarını etkin bir şekilde gerçekleştirmektedirler (Tapan, 2019: 47). Bugün internete kolay ulaşılabilmesi, iletişimin gelişmiş olmasıyla artık her mekana ulaşılabilir. Örneğin bir dini sohbet videosu her mecrada izlenebiliyor. Bilgiye ulaşma noktasındaki kolaylıklar dini gruplar da ideolojilerini daha rahat yayma imkanı bulabiliyor.

Günümüzde farklı şehirlerdeki dini gruplar internetin gücünü keşfetmişler ve interneti bir fırsat olarak değerlendirmişlerdir. Bazı farklı Dini grup biçimleri ortak bir değer etrafında “online” bir araya getiren sanal gruplar oluşturmuşlardır. Sosyal medyada ideolojik vaazlar veren Dini odaklı online imamlar ve din ideologları ortaya çıkmıştır.

Günümüzde birbirinden parçalı bir görünüm arz eden dini gruplar kendi aralarındaki etkileşimi sağlamak için sosyal medyayı aktif olarak kullanmaktadırlar. Türkiye’deki herhangi bir dini lidere ya da gruba ait internet sitelerinde video kayıtları, vaazlar, kitaplar, Dini öğretileri içeren metinler yayınlanmaktadır. Din anlatan kitaplar pdf formatına dönüştürülerek herkesin erişimine ücretsiz sunulmaktadır. Diğer din anlayışlarına karşı yapılan reddiyeler, iddialar ve cevaplar bu sitelerde ortaya konmaktadır. Bu yayınlar tüm dünyaya açık erişimle yani üyeliksiz, kısıtsız ve ücretsiz olarak kullanıma sürülmektedir.

Türkiye’deki etkin dini gruplar mobil telefonlarda kullanılmak üzere “Google playstore”, “Appstore” platformlarda uygulamalar bile edinmişlerdir. Bu mobil uygulamalara ücretsiz ve kısıtsız olarak indirilebilmektedir. Son yıllarda kendini “gerçek diniliğe” nispet eden genç isimler bir kamera ve ışık seti ile kendi videolarını kendileri düzenleyerek video sitelerinde yayınlamaktadır. Bunun için çok fazla maddi bir külfete ve çekim setine ihtiyaç bulunmamaktadır. Günümüzde yaygın olarak kullanılan video paylaşım sitelerine üyeliğin ve içerik paylaşımının ücretsiz olması bu işi daha da kolay hale getirmiştir. Bu anlamda günümüzün sanal ortamında birbirinden farklı “dini YouTuber”lar ve dijital içerik üreticileri ortaya çıkmıştır.

DİN ÖNDERLERİ VE SOSYAL MEDYA

Dini grup liderlerinin web teknolojilerine olan talepkârlığı dini anlayışların ideolojik ve örgütsel bakımdan bağımsızlaşmasını ve farklılaşmasını hızlandırıcı bir etki yaratmıştır. Türkiye’deki Dini gruplar genel olarak söylemlerinde agresif, reddiyeci, cedelci, dışlayıcı ve tekfir edici bir üslupla hareket etmektedirler (Yıldırım, 2020). Çünkü sosyal medya araçları anlık ortaya atılan bir ideolojiye veya fikre anında cevap verme ve reddiye yapma imkanı sunmaktadır. Dolayısıyla dijital dünya dini grupların birbirine karşıt görüşlerin ortaya atıldığı ve adeta yarıştığı bir mecraya dönüşmüştür. Şimdiki dünyada artık farklı itikat ve iman anlayışını savunan dini grup liderleri mekânsız olarak farklı/karşıt görüşlü dini gruplara ilişkin muhalefet ve savunma videoları yayınlatabilmektedir. Bu paylaşımlarda hem kendi aralarında hem de diğer gruplara karşı dini dışla(n)maya varan ithamlar, yargılamalar ve değerlendirmeler dikkat çekmektedir. Dolayısıyla dini liderlerin retorikle yoğrulmuş itham içerikli bu paylaşımları dini gruplar arasındaki ideolojik farklılaşmayı da artırmaktadır.

Dini grup biçimlerinin sanal medyadaki görünürlüğü bu grupların toplumsal alanda belirmesine, dini kimliklerin giderek görünür hale gelmesine neden olmuştur. Artık dini grupların hangi metinleri otorite kabul ettikleri, kaç takipçisinin olduğu, hangi kesimlere

muhalefet ettiklerini öğrenebilmek mümkün hale gelmiştir. Diğer taraftan günümüzdeki din anlayışları ile ilgili merak edilen konuların belirsizliği yavaş yavaş ortadan kalkmaya başlamıştır. Yani post modern dünya ve dijital mecralar dini ve ideolojik grupların gizemini ortadan kaldırmıştır. Türkiye’deki dini gruplar dijital dünyanın yaygınlaşmasıyla dini konularda, haber içeriklerinde çok yer almaya başlamışlardır.

SONUÇ

Dini gruplar günümüz dünyasında özellikle dijitalleşme hızının arttığı süreçte din anlayışlarını sosyal medya üzerinden ortaya koymaya başlamışlardır. Çünkü günümüz dünyasında dijital medya araçları herhangi bir fikrin toplumsal bakımdan yaygınlaştırılması için en etkili mecralardır. Bu nedenle dini gruplar etki alanlarını sosyal medya aracılığıyla genişletmeye çalışmaktadırlar. Buna göre sosyal medya araçları dini gruplara propaganda kolaylığı ve sosyal açılım sağlamıştır.

Dini gruplar insani ve toplumsal oluşumlardır. Din anlayışı bağlamında farklı yaklaşımı benimseyen gruplar, toplumla entegrasyona girdikçe ilkelerinde aşınmalar, yumuşamalar ve karakterlerinde değişimler muhtemeldir. Dini gruplar kendi sosyal çevrelerinde yalıtılmış bir yapıdan herkesin erişebildiği bir mecra halini almıştır. Dini gruplarda görülen sosyal medyada yer edinme ve reaksiyon arzusu geçmiş yıllara göre dini gruplarda topluma doğru bir yönelme ve kendi sınırlarının dışına taşma eğilim söz konusudur. Öyleyse bu grupların dijital medya aracılığıyla toplumla irtibat noktaları arttıkça sosyalleşme süreçlerinde, karakterlerinde etkileşimler, başkalaşimler meydana gelecektir.

KAYNAKLAR

- Castells, M. (2008). *Enformasyon Çağı: Ekonomi, Toplum ve Kültür, Ağ toplumunun Yükselişi I.* çev. Ebru Kılıç. İstanbul: İstanbul Bilgi Üniversitesi Yayınları.
- Dağcı, T. (2023). “Selefi Grupların Sosyalleşme Alanları”. *International Social Sciences Studies Journal*, 9(115), 8540-8549.
- Onat, F. (2010). “Bir Halkla İlişkiler Uygulama Alanı Olarak Sosyal Medya Kullanımı: Sivil Toplum Örgütleri Üzerine Bir İnceleme”. *Gazi Üniversitesi İletişim Fakültesi Kavram ve Araştırma Dergisi*. 31, 101-122.
- Şentürk, Ü. (2022). Milenyum Gençliğinin Dijital Yaşamı: Küresel Gençlik Kültürünü Sosyal Medyada Okumak. *Düşünce Dünyasında Türkiz*, 4(23), 29-46.
- Tapan, Y. E. (2019). “Turkish Salafism On Twitter: Social Network Analysis”. Ankara: Orta Doğu Teknik Üniversitesi, Sosyal Bilimler Enstitüsü, Yüksek Lisans Tezi.
- Vural, B. A. & Bat, M. (2010). Yeni Bir İletişim Ortamı Olarak Sosyal Medya: Ege Üniversitesi İletişim Fakültesine Yönelik Bir Araştırma. *Journal of Yaşar University*. 5(20), 3348-3382.
- Weimann, G. (2004). *How to Modern Terrorism Uses the Internet*. Special Research Report. United States Institute of Peace Press, Washington D.C.

Yıldırım, R. (2020). “Selefiler Türkiye İçin Bir Tehdit mi?”, Sabah (Yayın tarihi 10.10.2020).<https://www.sabah.com.tr/yazarlar/perspektif/ramazan-yildirim/2020/10/10/Selefiler-turkiye-icin-birtehdit-mi>.

HEMŞİRELİK ÖĞRENCİLERİNİN KÜRESEL İKLİM DEĞİŞİKLİĞİNE YÖNELİK FARKINDALIĞININ BELİRLENMESİ

Selda ATEŞ BEŞİRİK¹

¹Burdur Mehmet Akif Ersoy Üniversitesi, Bucak Sağlık Yüksekokulu, Hemşirelik Bölümü, Çocuk Sağlığı ve Hastalıkları Hemşireliği Anabilim Dalı, sabesirik@mehmetakif.edu.tr, Burdur / Türkiye

Öz: Bu çalışma hemşirelik öğrencilerinin küresel iklim değişikliğine yönelik farkındalığının belirlenmesi amacıyla yapılmıştır. Çalışma tanımlayıcı ve ilişki arayıcı tipte yürütülmüştür. Çalışma Burdur Mehmet Akif Ersoy Üniversitesi Bucak Sağlık Yüksekokulu Hemşirelik Bölümü öğrencilerinde gerçekleştirilmiştir. Çalışmaya 400 öğrenci katılmıştır. Verilerin toplanmasında “Veri Toplama Formu” ve “Üniversite Öğrencilerinin Küresel İklim Değişikliği Farkındalık Ölçeği” kullanılmıştır. Ölçek “Küresel İklim Değişikliğinin Doğal ve Beşeri Ortama Etkilerinin Farkındalığı”, “Küresel Organizasyonlar ve Anlaşmalara İlişkin Farkındalığı”, “Küresel İklim Değişikliğini Ortaya Çıkaran Sebeplerin Farkındalığı” ve “Küresel İklim Değişikliğinin Enerji Tüketimi İlişkisinin Farkındalığı” olmak üzere dört alt boyutu değerlendirmektedir. Öğrencilerin yaş ortalaması $22,78 \pm 1,53$ yıl ve %51,4’si kadındır. Hemşirelik öğrencilerinin küresel iklim değişikliği farkındalığı orta düzeyde bulunmuştur. İklim değişikliği farkındalığını artıracak uygulamalar hemşirelik öğrencilerini harekete geçirebilir ve iklim değişikliğiyle mücadelede rol almalarını sağlayabilir. Küresel iklim değişikliğinin etkileri toplum sağlığını, özellikle de çocuk nüfusunun azaldığı şu dönemde çocuk neslini olumsuz etkileyeceği öngörülmektedir. Gelecek nesil olan çocukların sağlığının geliştirilmesinde meslek öncesi hemşirelik öğrencilerin küresel iklim değişikliğinin farkında olmaları ve ona göre hareket etmeleri çok önemlidir. Öğrencilerin küresel iklim değişikliğine yönelik farkındalık düzeylerini arttırmak için eğitim müfredatına yönelik girişimlerin (derslere entegre etme, seçmeli ders açma gibi) yapılması önerilebilir. Hemşirelik öğrencilerinin küresel iklim değişikliği konusunda farkındalıkları ve bilgi düzeyleri küresel iklim değişikliğinin sağlık risklerini yönetebilmeleri açısından önem arz etmektedir. Ayrıca bu konuda farkındalıkları yüksek öğrencileri yetiştirmek topluma rol model olarak toplumsal farkındalığı da arttırabilir. Çalışma, iklim değişikliği ile ilgili Sürdürülebilir Kalkınma Hedeflerine dikkat çekmektedir.

Anahtar Kelimeler: Küresel İklim Değişikliği, Farkındalık, Hemşirelik Öğrencileri

DETERMINATION OF NURSING STUDENTS' AWARENESS ABOUT GLOBAL CLIMATE CHANGE

Selda ATES BESIRIK¹

¹Burdur Mehmet Akif Ersoy University Bucak School of Health, Department of Nursing, Department of Pediatric Nursing, sabesirik@mehmetakif.edu.tr, Burdur / Türkiye

Abstract: This study was conducted to determine the awareness of nursing students' awareness of global climate change. The study was conducted in a descriptive and correlational type. The study was conducted among students of Burdur Mehmet Akif Ersoy University Bucak Health School Nursing Department. 400 students participated in the study. The "Data Collection Form" and "the Awareness Scale of University Students about Global Climate Change" were used to collect data. The scale evaluates four sub-dimensions: "Awareness of the Effects of Global Climate Change on Natural and Human Environments", "Awareness of Global Organizations and Agreements", "Awareness of the Causes Causing Global Climate Change" and "Awareness of the Relationship Between Global Climate Change and Energy Consumption". The mean age of the students was 22.78 ± 1.53 year and 51.4% are women. Nursing students' awareness of global climate change was found to be at a moderate level. Practices that will increase climate change awareness can mobilize nursing students and enable them to take part in combating climate change. It is predicted that the effects of global climate change will negatively affect public health, especially the child generation in this period when the child population is decreasing. It is very important for pre-professional nursing students to be aware of global climate change and act accordingly in order to improve the health of the future generation of children. In order to increase the awareness levels of students about global climate change, it may be recommended to make interventions in the education curriculum (such as integrating into courses, opening elective courses). Nursing students' awareness and knowledge levels about global climate change are important in terms of managing the health risks of global climate change. In addition, raising students with high awareness on this issue can increase social awareness as role models for society. The study draws attention to the Sustainable Development Goals related to climate change.

Keywords: Global Climate Change, Awareness, Nursing Students

GİRİŞ

Küresel iklim değişikliği, günümüzün en ciddi çevresel sorunlarından biri olarak insan sağlığını, yaşam kalitesini ve doğal kaynakları doğrudan etkilemektedir. Sanayileşme, fosil yakıt kullanımı, ormansızlaşma, kentleşme ve tarımsal faaliyetlerin artışı gibi insan kaynaklı faktörler, atmosferdeki sera gazı yoğunluğunu artırmakta ve dünya genelinde sıcaklıkların artmasına neden olmaktadır. Bu durum yalnızca çevresel sistemleri değil, aynı zamanda bireylerin ve toplumların sağlığını da ciddi şekilde tehdit etmektedir (Campbell-Lendrum ve Pruss-Ustun, 2019: 160-161; WHO, 2023; Le Souëf ve ark., 2024).

KİD yaşadığımız ekosistemi, toplumu ve insan sağlığını uzun dönemde olumsuz etkileyen krizdir. KİD sonucu gelişen küresel ısınma yağışın miktarını, tipini, sıklığını ve yoğunluğunu etkilemekte, gök gürültülü fırtınalar, sel, ısı dalgaları, kuraklık ve kasırgalar gibi yoğun hava olaylarına neden olmaktadır. KİD önlenemezse küresel sıcaklığın giderek artacağı ve buzulların erimesiyle deniz seviyesinin yükselişinde hızlanma yaşanacağı düşünülmektedir. KİD etkisiyle doğal afetlerin şiddet ve sıklığında artış olacağı, artan küresel iklim krizinin çevresel sonuçlarının insan sağlığını, özellikle de çocuk nüfusunun azaldığı şu dönemde çocuk neslini olumsuz etkileyeceği öngörülmektedir (Philipsborn ve Chan, 2018; Campbell-Lendrum ve Pruss-Ustun, 2019; Watts ve ark., 2021; Emral, 2022).

Özellikle sağlık alanında görev alacak olan hemşirelerin, iklim değişikliği gibi küresel sağlık tehditleri konusunda farkındalık sahibi olması büyük önem taşımaktadır. Hemşirelik mesleği, bireylerin sağlığını koruma, geliştirme ve hastalıkları önleme rolüyle iklim değişikliğinin olası sağlık etkilerini tanıma ve bu etkilerle başa çıkma noktasında kritik bir pozisyonundadır. Bu nedenle meslek öncesi dönemdeki hemşirelik öğrencilerinin küresel iklim değişikliği konusunda bilgi ve farkındalık düzeylerinin belirlenmesi, gelecekteki mesleki rollerini etkin şekilde yerine getirmeleri açısından temel bir gerekliliktir (Ray ve Ming, 2020; WHO, 2023; Le Souëf ve ark., 2024).

Kuramsal Çerçeve

Dünya Sağlık Örgütü, sağlığın yalnızca biyolojik değil, sosyal, ekonomik ve çevresel faktörlerle şekillendiğini belirtmektedir. Bu bağlamda iklim değişikliği, bireylerin sağlığını etkileyen güçlü bir sosyal belirleyici olarak ele alınmalıdır. Artan sıcaklıklar, hava kirliliği, su kaynaklarının kirlenmesi, vektör kaynaklı hastalıkların yaygınlaşması gibi etkiler, özellikle savunmasız gruplar olan çocuklar, yaşlılar ve kronik hastalığı olan bireyler için ciddi sağlık tehditleri oluşturmaktadır (Philipsborn, & Chan, 2018); Campbell-Lendrum ve Pruss-Ustun, 2019: 160-161; WHO, 2023; Le Souëf ve ark., 2024).

Hemşirelik öğrencilerinin iklim değişikliğinin sağlık üzerindeki bu çok boyutlu etkilerini tanıyabilmesi, onların gelecekte birey ve toplum sağlığına yönelik koruyucu ve önleyici sağlık hizmetlerini planlama kapasitelerini artıracaktır. Hemşirelik eğitimi alan bireylerin bu hedefler doğrultusunda bilinçlendirilmesi, onların sadece yerel değil, küresel sağlık sorunlarına karşı da duyarlılık geliştirmelerine katkı sağlayacaktır (Incesu ve Yas, 2024; Mat ve Yılmaz, 2024; İlaslan ve Şahin Orak, 2024; Uzun, 2021; Semenderoğlu ve ark., 2024).

Hemşirelik disiplinde çevre, bireyin sağlığı üzerinde belirleyici bir faktör olarak görülmektedir. Florence Nightingale'in hemşirelik felsefesinde de çevre düzenlemesi, sağlığı koruma ve iyileştirme açısından temel bir ilkedir. Bu bağlamda iklim değişikliği, çevresel bir tehdit olmasının yanı sıra, hemşirelik bakım planlarının ve sağlık politikalarının merkezinde yer alması gereken bir konudur (Incesu ve Yas, 2024; Deniz ve ark., 2021; Emral, 2022).

LİTERATÜR

Literatürde küresel iklim değişikliğinin sağlık üzerine etkileri geniş şekilde ele alınmakta olup, sağlık profesyonellerinin ve öğrencilerinin bu konudaki farkındalık düzeylerinin artırılmasının önemi vurgulanmaktadır (Incesu ve Yas, 2024; Mat ve Yılmaz, 2024; İlaslan ve Şahin Orak, 2024; Uzun, 2021; Semenderoğlu ve ark., 2024).

Yapılan bazı çalışmalarda hemşirelik öğrencilerinin küresel iklim değişikliği hakkında genel bilgiye sahip oldukları, ancak bu bilginin sistematik ve uygulamaya dönük olmadığı görülmüştür. Örneğin, Türkiye’de yapılan çalışmada (Incesu ve Yas, 2024; Mat ve Yılmaz, 2024), hemşirelik öğrencilerinin iklim değişikliğinin sağlığı etkileyebileceğini düşündüğü, ancak bu etkinin nasıl ortaya çıktığı konusunda bilgi eksikliği yaşandığı tespit edilmiştir. Yürütülen benzer bir çalışmada hemşirelik öğrencilerinin çevresel sağlık konusunda teorik bilgiye sahip oldukları, fakat bu bilgiyi klinik pratiğe aktarma konusunda yetersiz oldukları belirtilmiştir (Uzun, 2021; Semenderoğlu ve ark., 2024). Bu durum, hemşirelik eğitiminin çevresel sağlık ve iklim değişikliği konusunda daha sistematik ve interdisipliner bir yaklaşımla ele alınmasını gerekli kılmaktadır.

İklim değişikliği; bulaşıcı hastalıkların artışı, hava kirliliğine bağlı solunum yolu hastalıkları, sıcak hava dalgalarının yol açtığı kardiyovasküler sorunlar, gıda ve su kaynaklı hastalıklar gibi birçok sağlık sorununu beraberinde getirmektedir (Watts ve ark., 2021).

Çocuklar, yaşlılar ve bağışıklık sistemi zayıf bireyler bu etkilerden daha fazla etkilenmektedir. Hemşireler, bu grupların sağlığını korumada birinci basamak sağlık hizmetlerinin önemli aktörleridir. Ancak bu rolün etkin şekilde yerine getirilebilmesi için meslek öncesi eğitimin iklim değişikliği temelli sağlık risklerini içermesi gerekmektedir (Incesu ve Yas, 2024; Deniz ve ark., 2021; Emral, 2022).

Birçok ülkede hemşirelik eğitimi müfredatına çevresel sağlık ve sürdürülebilir kalkınma konularının entegrasyonu önerilmektedir. İklim değişikliğine karşı hemşirelerin “sürdürülebilirlik savunucusu” olarak hareket etmesi gerektiğini belirtmektedir. Ancak Türkiye’de yapılan çalışmalar (Incesu ve Yas, 2024; Mat ve Yılmaz, 2024; İlaslan ve Şahin Orak, 2024; Uzun, 2021; Semenderoğlu ve ark., 2024), müfredatın bu yönde yeterince güncellenmediğini göstermektedir.

Araştırmanın Amacı

Bu çalışma hemşirelik öğrencilerinin küresel iklim değişikliğine yönelik farkındalığının belirlenmesi amacıyla yapılmıştır.

Araştırma Soruları;

-Hemşirelik öğrencilerinin küresel iklim değişikliği farkındalık düzeyi nedir?

-Hemşirelik öğrencilerinin sosyodemografik özellikleri ile küresel iklim değişikliği farkındalık düzeyleri arasında farklılık var mı?

-Hemşirelik öğrencilerinin küresel iklim değişikliği farkındalığını etkileyen değişkenler nelerdir?

GEREÇ VE YÖNTEM

Çalışma tanımlayıcı ve ilişki arayıcı tipte yürütülmüştür. Araştırmanın evrenini Burdur Mehmet Akif Ersoy Üniversitesi Bucak Sağlık Yüksekokulu Hemşirelik Bölümünde öğrenim gören öğrenciler oluşturmaktadır. Araştırmanın örneklemini 26 Mayıs-15 Haziran 2025 tarihleri arasında Burdur Mehmet Akif Ersoy Üniversitesi Bucak Sağlık Yüksekokulu Hemşirelik Bölümü öğrencilerinde gerçekleştirilmiştir. Araştırmanın örnek büyüklüğünün belirlenmesinde evreni bilinen kişilerle yapılan örneklem hesaplaması sonucunda %5 hata

düzeyi ve %95 güven aralığını sağlamak için en az 400 hemşirelik öğrencisine ulaşılması gerektiği belirlenmiştir (Yamane, 2001). Çalışmaya örneklem seçim kriterlerini karşılayan ve çalışmaya katılmayı kabuk eden 400 öğrenci katılmıştır.

Araştırmaya dahil edilme kriterleri;

-Araştırmaya katılmaya gönüllü olan ve onam veren öğrenciler,

-Hemşirelik bölümü öğrenciler.

Araştırmadan dışlanma kriterleri;

- Daha önce sağlık alanında başka bölümden mezun olmuş olan öğrenciler.

Veri Toplanması

Veri toplama aracı olarak “Veri Toplama Formu” ve “Küresel iklim değişikliği farkındalık ölçeği” olmak üzere iki form kullanılarak yüz yüze veya online görüşme tekniği ile veriler toplanmıştır.

Veri Toplama Formu: Form araştırmacılar tarafından literatür (Incesu ve Yas, 2024; Mat ve Yilmaz, 2024; İlaslan ve Şahin Orak, 2024; Uzun, 2021; Semenderoğlu ve ark., 2024) bilgisine dayanılarak oluşturulan toplam 20 sorudan oluşmaktadır.

Üniversite Öğrencilerinin Küresel İklim Değişikliği Farkındalık Ölçeği: Deniz ve arkadaşları (2021) tarafından Türkçe dilinde geliştirilmiştir. 21 maddeden ve “Küresel İklim Değişikliğinin Doğal ve Beşeri Çevreye Etkilerinin Farkındalığı”, “Küresel Örgütler ve Anlaşmaların Farkındalığı”, “Küresel İklim Değişikliğinin Nedenlerinin Farkındalığı” ve “Küresel İklim Değişikliğinin Enerji Tüketim İlişkisinin Farkındalığı” olmak üzere dört alt ölçekten oluşmaktadır. Ölçek 5’li Likert tipi bir ölçektir (1: Hiç farkında değilim; 5: Tamamen farkındayım) ve ölçeğin minimum ve maksimum puanları sırasıyla 21 ve 105 puandır. Ölçekteki maddelerin ortalama puanları 1 ile 2,33 puan arasında düşük düzeyde farkındalık, 2,34 ile 3,66 puan arasında orta düzeyde farkındalık ve 3,67 ile 5,00 puan arasında yüksek düzeyde farkındalık olarak yorumlanmaktadır. Ölçekte ters kodlanacak madde bulunmamaktadır. Ölçeğin Açıklayıcı Faktör Analizi (AFA) sonucu %57,72 bulunmuştur. Ölçeğin Cronbach alfa katsayıları alt ölçekler ve ölçeğin tamamı için sırasıyla 0,876, 0,814, 0,814, 0,725 ve 0,826’dır (Deniz ve ark., 2020). Ölçeğin bu çalışmada uygulanan örneklem için Cronbach’s alpha değeri 0.819 olarak saptanmıştır.

Verilerin Toplanması

Verilerin toplama; araştırmanın başlangıcında örneklem seçim kriterlerine uyan öğrencilere çalışmanın amacı ve içeriği hakkında bilgi verilerek araştırmaya katılmayı kabul edenlerden bilgilendirilmiş onamları alındı. Daha sonra veri toplama araçları uygulanmıştır. Form ve ölçeğin doldurulması yaklaşık 1 dakika sürmüştür.

Verilerin Değerlendirilmesi

Verilerin değerlendirilmesinde istatistiksel analizler SPSS (Statistical Package for the Social Sciences) 22 paket (IBM Corp. Armonk, NY: USA) programı kullanılmıştır. Çalışma verileri

değerlendirilirken tanımlayıcı istatistiksel metotlar (sayı, yüzde, ortalama, standart sapma, frekans) kullanılmıştır. Sonuçlar $p < 0.05$ anlamlılık düzeyinde değerlendirilmiştir.

Araştırmanın Etik Yönü

Araştırmanın yürütülebilmesi için Burdur Mehmet Akif Ersoy Üniversitesi Girişimsel Olmayan Klinik Araştırmalar Etik Kurulu'ndan GO 2025/1565 karar nolu etik kurul izni ve MAKÜ Bucak Sağlık Yüksekokulu Müdürlüğü'nden alındı. Ayrıca ölçeğin çalışmada kullanılabilmesi için Deniz'den izin alınmıştır. Örneklem seçim kriterlerine uyan öğrencilere araştırmanın amacı ve içeriği hakkında bilgi verilerek onamları alındı. Araştırma Helsinki Deklarasyonu Prensipleri'ne uygun gerçekleştirilmiştir.

BULGULAR

Çalışmaya toplam 400 öğrenci katılmıştır. Öğrencilerin yaş ortalaması $22,78 \pm 1,53$ yıl ve %51,4'si kadındır.

Tablo 1. Hemşirelik öğrencilerinin küresel iklim değişikliği farkındalığı Ölçeği'nden aldıkları Puan Ortalaması (N=400)

	Ort $\pm$ SS (Min-Max)
Toplam Puan	3.37 ± 0.76 (1.00-5.00)

Hemşirelik öğrencilerinin küresel iklim değişikliği farkındalığı orta düzeyde bulunmuştur. Kadın öğrencilerin ölçek puan ortalaması erken öğrencilerden daha yüksek bulunmuştur (Tablo1; Tablo 2).

Tablo 2. Hemşirelik öğrencilerinin küresel iklim değişikliği farkındalığı Ölçeği'nden aldıkları Puan Ortalaması (N=400)

		Min-Max	Ort $\pm$ SS
Küresel İklim Değişikliği Farkındalık Ölçeği	Küresel İklim Değişikliğinin Doğal ve Beşeri Çevreye Etkilerinin Farkındalığı	1.00–5.00	4.16 $\pm$ 0.53
	Küresel Örgütler ve Anlaşmaların Farkındalığı	1.00–5.00	2.54 $\pm$ 1.13
	Küresel İklim Değişikliğinin Nedenlerinin Farkındalığı	1.00–5.00	2.73 $\pm$ 1.16
	Küresel İklim Değişikliğinin Enerji Tüketim İlişkisinin	1.00–5.00	3.92 $\pm$ 0.87

	Farkındalığı		

TARTIŞMA

Bu çalışma hemşirelik öğrencilerinin küresel iklim değişikliğine yönelik farkındalığının belirlenmesi amacıyla yapılmıştır. Bu çalışma sonucunda hemşirelik öğrencilerinin küresel iklim değişikliğine yönelik farkındalık düzeylerinin orta düzeyde olduğunu ortaya koymuştur. Bulgular literatür ile paralel olup, öğrencilere yönelik eğitsel girişimlerin artırılması gerekliliğini desteklemektedir (Incesu ve Yas, 2024:67-76; Mat ve Yılmaz, 2024; Philipsborn ve Chan; 2024; Semenderoğlu ve ark., 2024: 39-58; Uzun, 2021:161-174; İlaslan ve ark., 2024: 573).

Doğal ve beşeri çevreye yönelik farkındalığın görece yüksek olması, iklim değişikliğinin fiziksel sonuçlarına dair bir bilinç bulunduğunu göstermektedir (Uzun, 2021:161-174). Ancak uluslararası sözleşmeler, enerji politikaları gibi daha politik-ekonomik konulara yönelik farkındalık düşüktür. Bu durum, müfredatın sadece çevresel değil, politik bağlamları da içermesi gerektiğini göstermektedir.

Yüksek farkındalığa sahip öğrenciler (Uzun, 2021:161-174), iklim eylemlerine katılımı daha aktif olabilirler. Geleceğin sağlık profesyonelleri olan hemşirelerin yalnızca bireysel değil toplumsal düzeyde değişim yaratma potansiyelleri, farkındalık düzeyleriyle doğrudan ilişkilidir (Incesu ve Yas, 2024:67-76).

Öğrencilerin iklim değişikliğinin özellikle doğa ve insan üzerindeki doğrudan etkilerine yönelik farkındalıklarının daha yüksek, enerji tüketimi ve uluslararası anlaşmalar gibi dolaylı veya sistemsel faktörlere yönelik farkındalıklarının ise görece düşük olması, iklim değişikliğinin karmaşık yapısının öğrenciler tarafından tam olarak anlaşılmadığını göstermektedir.

Öğrencilerin farkındalık düzeyinin orta düzeyde olması, bu konunun gündemlerinde yer aldığını ancak sistematik ve kapsamlı bilgiye sahip olmadıklarını göstermektedir. Bu durum, hemşirelik eğitimi sürecinde çevresel sağlık konularına yeterince vurgu yapılmadığını işaret etmektedir. Bu bulgu, hemşirelik eğitiminin iklim değişikliği temelli bir dönüşüme ihtiyaç duyduğunun önemli bir göstergesidir.

Hemşirelik, birey ve toplum sağlığını koruma, geliştirme ve iyileştirme odaklı bir meslek olup, bu yönüyle yalnızca hastalık tedavisine değil, aynı zamanda önleyici sağlık hizmetlerine de büyük önem atfetmektedir. Küresel iklim değişikliği ise doğrudan ve dolaylı sağlık etkileriyle önleyici sağlık hizmetlerinin kapsamı içinde yer almaktadır. Bu nedenle hemşirelik öğrencilerinin iklim değişikliğinin sağlık üzerindeki etkilerini anlaması, bu konuda savunuculuk yapabilmesi ve toplumun farkındalığını artırıcı rol üstlenebilmesi, çağdaş hemşirelik anlayışının bir gereğidir.

Sonuç olarak;

- Bu çalışmada, hemşirelik öğrencilerinin küresel iklim değişikliğine yönelik farkındalık düzeylerinin orta düzeyde olduğu saptanmıştır.
- İklim değişikliği farkındalığını artıracak uygulamalar hemşirelik öğrencilerini harekete geçirebilir ve iklim değişikliğiyle mücadelede rol almalarını sağlayabilir.
- Küresel iklim değişikliğinin etkileri toplum sağlığını, özellikle de çocuk nüfusunun azaldığı şu dönemde çocuk neslini olumsuz etkileyeceği öngörülmektedir.
- Gelecek nesil olan çocukların sağlığının geliştirilmesinde meslek öncesi hemşirelik öğrencilerin küresel iklim değişikliğinin farkında olmaları ve ona göre hareket etmeleri çok önemlidir.
- Öğrencilerin küresel iklim değişikliğine yönelik farkındalık düzeylerini arttırmak için eğitim müfredatına yönelik girişimlerin (derslere entegre etme, seçmeli ders açma gibi) yapılması önerilebilir.
- Hemşirelik öğrencilerinin küresel iklim değişikliği konusunda farkındalıkları ve bilgi düzeyleri küresel iklim değişikliğinin sağlık risklerini yönetebilmeleri açısından önem arz etmektedir.
- Ayrıca bu konuda farkındalıkları yüksek öğrencileri yetiştirmek topluma rol model olarak toplumsal farkındalığı da arttırabilir.
- Çalışma, iklim değişikliği ile ilgili Sürdürülebilir Kalkınma Hedeflerine dikkat çekmektedir.

KAYNAKLAR

- Campbell-Lendrum, D., & Pruss-Ustun, A. (2019). Climate change, air pollution and noncommunicable diseases. *Bulletin of the World Health Organization*, 97(2), 160–161.
- Deniz, M., İnel, Y. & Sezer, A. (2021). Awareness scale of university students about global climate change. *International Journal of Geography and Geography Education (IGGE)*, 43, 252-264.
- Emral, L.İ. (2022). Küresel İklim Değişikliğinin Çocuk Sağlığına Etkileri. Sağlıklı Yaşam, Ed. Haspolat, Y.K., Ertuğrul, S. Orient Yayınları, Ankara, ss 32-43.
- Incesu, O., & Yas, M. A. (2024). The relationship between nursing students' environmental literacy and awareness of Global Climate Change. *Public Health Nursing*, 41(1), 67-76.
- İlaslan, N., & Şahin Orak, N. (2024). Relationship between nursing students' global climate change awareness, climate change anxiety and sustainability attitudes in nursing: a descriptive and cross-sectional study. *BMC nursing*, 23(1), 573.
- Le Souëf, P. N., Adachi, Y., Anastasiou, E., Ansotegui, I. J., Badellino, H. A., Banzon, T., ... & Papadopoulos, N. G. (2024). Global change, climate change, and asthma in children: Direct and indirect effects-A WAO Pediatric Asthma Committee Report. *World Allergy Organization Journal*, 17(11), 100988.

- Mat, S. T. B., & Yilmaz, B. N. (2024). Is awareness of climate change a predictor of eco-anxiety? Research within the scope of nursing students. *Nurse Education Today*, 140, 106274.
- Philipsborn, R. P., & Chan, K. (2018). Climate Change and Global Child Health. *Pediatrics*, 141(6), e20173774.
- Ray, C., & Ming, X. (2020). Climate change and human health: a review of allergies, autoimmunity and the microbiome. *International journal of environmental research and public health*, 17(13), 4814.
- Semenderoğlu, A., Sanlı, V., & Arslan, K. (2024). Buca Eğitim Fakültesi öğrencilerinin küresel iklim değişikliğine yönelik endişe düzeyleri. *International Journal of Geography and Geography Education*, (53), 39-58.
- Uzun, S. (2021). Üniversite öğrencilerinin iklim değişikliği konusunda farkındalıklarının belirlenmesi: Düzce Üniversitesi ilgili grupları örneği. *Anadolu Orman Araştırmaları Dergisi*, 7(2), 161-174.
- Watts, N., Amann, M., Arnell, N., Ayeb-Karlsson, S., Beagley, J., Belesova, K., Boykoff, M., Byass, P., Cai, W., Campbell-Lendrum, D., Capstick, S., Chambers, J., Coleman, S., Dalin, C., Daly, M., Dasandi, N., Dasgupta, S., Davies, M., Di Napoli, C., Dominguez-Salas, P., ... Costello, A. (2021). The 2020 report of The Lancet Countdown on health and climate change: responding to converging crises. *Lancet*, 397(10269), 129–170.
- World Health Organization (2023). Climate change. Erişim Linki: <https://www.who.int/news-room/fact-sheets/detail/climate-change-and-health> E.T.: 20.06.2025.
- Yamane, T. (2001). Temel örnekleme yöntemleri. (İngilizceden Çeviren: Alptekin Esin, M. Akif bakır, Celal Aydın ve Esen Gürbüzsel). İstanbul: Literatür Yayıncılık.

YENİDOĞANLARDA TOPUK KANI ALMA SIRASINDA AĞRIYI AZALTMADA KULLANILAN NONFARMAKOLOJİK YÖNTEMLER: SİSTEMATİK BİR İNCELEME

Selda ATEŞ BEŞİRİK¹

*¹Burdur Mehmet Akif Ersoy Üniversitesi, Bucak Sağlık Yüksekokulu, Hemşirelik Bölümü,
Çocuk Sağlığı ve Hastalıkları Hemşireliği Anabilim Dalı, sabesirik@mehmetakif.edu.tr,
Burdur / Türkiye*

Öz: Topuk kanı alma işlemi, yenidoğan döneminde en sık uygulanan invaziv girişimlerden biridir ve bu işlem sırasında hissedilen ağrı, bebeğin fizyolojik ve davranışsal yanıtlarını olumsuz etkileyebilmektedir. Yenidoğanlarda ağrı yönetimi, nörogelişimsel açıdan oldukça kritik olduğundan, farmakolojik olmayan (nonfarmakolojik) yaklaşımlar son yıllarda daha fazla önem kazanmıştır. Bu sistematik derlemenin amacı, yenidoğanlarda topuk kanı alma sırasında ağrıyı azaltmada kullanılan nonfarmakolojik yöntemleri belirlenmek ve güncel literatür doğrultusunda sağlık profesyonellerine kanıta dayalı öneriler sunmak amacıyla yapılmıştır. Çalışma da veriler CINAHL, Cochrane Library, Academic Search Complete, WoS, Scopus, Science Direct, PubMed, ULAKBİM, ProQuest ve Google Scholar veri tabanları kullanılarak randomize kontrollü çalışmalar, sistematik derlemeler ve meta-analizler taranarak yürütülmüştür. Cochrane yönergeleri uygulandı ve PRISMA kontrol listesine göre raporlandı. Bu taramalar sonucunda topuk kanı alma sırasında ağrıyı azaltmada etkili olduğu belirlenen başlıca nonfarmakolojik yöntemler şunlardır: Anne sütüyle emzirme, oral sakkaroz uygulaması, kanguru bakımı, yalancı emzikle non-nutritive emme, termal uygulamalar (ısıtıcı ped), müzik terapisi, terapötik dokunma yöntemleri, masaj, vibrasyon, ShotBlocker®, anne dokunması, beyaz gürültü, kundaklama, çevresel faktörlerin kontrolü (ışık ve ses azaltımı), refleksoloji ve akupunktur. Bu yöntemlerin çoğu, ağrı skorlarında, ağlama süresinde ve fizyolojik yanıt parametrelerinde anlamlı iyileşme sağlamıştır. Sonuç olarak, nonfarmakolojik yöntemlerin etkili, güvenli, uygulanabilir ve maliyet etkin olması, bu yaklaşımların klinik uygulamalarda yaygınlaştırılması gerektiğini ortaya çıkarmaktadır. Bu doğrultuda, yenidoğan ve çocuk hemşirelerin bu yöntemleri bilmesi ve uygulaması, yenidoğanların ağrı yönetiminde önemli bir rol oynamaktadır.

Anahtar Kelimeler: Yenidoğan, Topuk Kanı, Ağrı, Hemşire, Nonfarmakolojik Yöntemler

NONPHARMACOLOGICAL METHODS USED TO REDUCE PAIN DURING HEEL STICK IN NEWBORNS: A SYSTEMATIC REVIEW

Selda ATES BESIRIK¹

¹*Burdur Mehmet Akif Ersoy University Bucak School of Health, Department of Nursing,
Department of Pediatric Nursing, sabesirik@mehmetakif.edu.tr, Burdur / Türkiye*

Abstract: Heel blood sampling is one of the most common invasive procedures in the neonatal period and the pain felt during this procedure may negatively affect the physiological and behavioural responses of the newborn. Since pain management in newborns is neurodevelopmentally critical, non-pharmacological approaches have gained more importance in recent years. The aim of this systematic review was to determine the nonpharmacological methods used to reduce pain during heel blood sampling in newborns and to provide evidence-based recommendations to healthcare professionals in line with the current literature. The data in the study were conducted by searching randomised controlled trials, systematic reviews and meta-analyses using CINAHL, Cochrane Library, Academic Search Complete, WoS, Scopus, Science Direct, PubMed, ULAKBIM, ProQuest, and Google Scholar databases. Cochrane guidelines were applied and reported according to the PRISMA checklist. The main nonpharmacological methods found to be effective in reducing pain during heel blood sampling are as follows: Breastfeeding, oral sucrose administration, kangaroo care, non-nutritive sucking with a pacifier, thermal applications (heating pad), music therapy, therapeutic touch methods, massage, vibration, ShotBlocker®, maternal touch, white noise, swaddling, control of environmental factors (light and sound reduction), reflexology, and acupuncture. Most of these methods have been shown to reduce pain scores, crying time and physiological response parameters. In conclusion, the fact that nonpharmacological methods are effective, safe, feasible and cost-effective reveals that these approaches should be widespread in clinical practice. In this direction, the knowledge and application of these methods by neonatal and paediatric nurses play an important role in the pain management of newborns.

Keywords: Newborns, Heel Blood, Pain, Nurse, Nonpharmacological Methods

GİRİŞ

Yenidoğan döneminde uygulanan sağlık girişimlerinin çoğu, bebeğin yaşamını sürdürebilmesi ve gelişimsel izlem açısından zorunludur. Bu girişimlerden biri olan topuk kanı alma işlemi, metabolik ve genetik hastalıkların erken tanınması için rutin olarak uygulanmaktadır. Ancak bu işlem, yenidoğanda kısa süreli ancak şiddetli bir ağrıya neden olur. Ağrının erken dönemde etkili bir şekilde yönetilememesi, bebeğin fizyolojik parametrelerinde bozulma (solunum hızı, kalp atım hızı, oksijen saturasyonu gibi), davranışsal yanıtlarında değişiklik ve nörogelişimsel süreçte olumsuzluklar doğurabilmektedir (Akbari ve ark., 2023: 90; García-Valdivieso ve ark., 2023: 3226).

Yenidoğanların ağrıya yanıtları, olgunlaşmamış sinir sistemlerine rağmen oldukça belirgindir. Ağrılı uyaranlar karşısında yüz ifadelerinde değişiklik, yüksek perdeli ağlama, huzursuzluk, uyku düzeninde bozulma ve fizyolojik parametrelerde değişiklikler gözlemlenir. Ayrıca son kanıtlar, yenidoğan döneminde yaşanan tekrarlayıcı ağrılı deneyimlerin, ilerleyen yaşlarda

ağrıya duyarlılık artışı, davranışsal sorunlar ve stres yanıtı bozuklukları ile ilişkili olabileceğini göstermektedir (García-Valdivieso ve ark., 2023: 3226; Erkut ve Yıldız, 2017: 328-336).

Kuramsal olarak, bu çalışmanın temeli, “Gate Control Theory of Pain” (Melzack ve Wall, 1965) üzerine oturmaktadır. Bu teoriye göre, periferik sinirlerden gelen ağrı uyarıları omurilik düzeyinde “kapı mekanizması” tarafından modüle edilmekte ve bu mekanizma uygun yöntemlerle aktive edilerek ağrı iletimi azaltılabilmektedir. Nonfarmakolojik yöntemler, bu kapıyı kapatıcı veya ağrı algısını azaltıcı etki göstererek, ağrının beyne iletimini engellemekte ya da hafifletmektedir (McGinnis ve ark., 2016; Catal ve ark., 2024: 51-59; Baba ve ark., 2010: 274-283).

Yenidoğanlarda uygulanan nonfarmakolojik ağrı yönetimi yaklaşımları, hem fizyolojik hem de davranışsal düzeyde etkinlik göstererek ağrı skorlarını azaltmakta, bebeğin konforunu ve hemodinamik stabilitesini korumaktadır. Bu yöntemler aynı zamanda farmakolojik tedaviye duyulan gereksinimi azaltmakta ve olası ilaç yan etkilerinden koruma sağlamaktadır (Akbari ve ark., 2023: 90; García-Valdivieso ve ark., 2023: 3226).

Nonfarmakolojik yöntemlerin hemşirelik bakımında önemli bir yeri vardır. Hemşireler, bu yöntemlerin uygulanmasında hem lider hem de uygulayıcı konumundadır. Özellikle yenidoğan hemşireleri, ağrının önlenmesi ve hafifletilmesinde aktif rol almakta, bebekle doğrudan temas kurarak girişimsel işlemler öncesinde uygun teknikleri kullanabilmektedir (García-Valdivieso ve ark., 2023: 3226).

Gelişen kanıta dayalı uygulamalar, klinisyenlerin bu yöntemleri standart bakım uygulamaları arasına dahil etmelerini gerekli kılmaktadır. Bu nedenle sistematik olarak yürütülen bu derleme, topuk kanı alma sırasında kullanılan nonfarmakolojik yöntemleri bütüncül şekilde analiz ederek sağlık profesyonellerine klinik karar süreçlerinde rehberlik etmeyi amaçlamaktadır (García-Valdivieso ve ark., 2023: 3226).

LİTERATÜR

Son yıllarda yapılan çalışmalar, yenidoğanlarda topuk kanı alma sırasında ağrı yönetiminde nonfarmakolojik yöntemlerin etkili olduğunu göstermektedir. Literatürde bu alanda yapılan randomize kontrollü çalışmalar, sistematik derlemeler ve meta-analizler incelendiğinde anne sütüyle emzirme, oral sakkaroz uygulaması, kanguru bakımı, Non-nutritive emme, ılık ped uygulama, müzik terapisi, masaj, terapötik dokunma, beyaz gürültü, ShotBlocker®, sarmalama, Refleksoloji ve akupunktur yöntemlerin araştırıldığı görülmektedir (Akbari ve ark., 2023: 90; Deniz ve Açıkgöz, 2023: 306-312; Catal ve ark., 2024: 51-59; Avcin ve Kucukoglu, 2021: 410-416; Özkan ve ark., 2019: 104-106). Bu yöntemler farklı çalışmalarda hem bireysel olarak hem de kombine biçimde uygulanmıştır. Literatürde bu yöntemlerin fizyolojik (nabız, oksijen saturasyonu, solunum hızı) ve davranışsal (yüz ifadesi, ağlama süresi) parametreler üzerinde olumlu etkiler sağladığı birçok çalışmayla gösterilmiştir (Akbari ve ark., 2023: 90; Catal ve ark., 2024: 51-59; Erkut ve Yıldız, 2017: 328-336).

Çalışmanın Amacı

Bu sistematik derlemenin amacı, yenidoğanlarda topuk kanı alma sırasında ağrıyı azaltmada kullanılan nonfarmakolojik yöntemleri belirlenmek ve güncel literatür doğrultusunda sağlık profesyonellerine kanıta dayalı öneriler sunmak amacıyla yapılmıştır.

METHOD

Çalışma da veriler CINAHL, Cochrane Library, Academic Search Complete, WoS, Scopus, Science Direct, PubMed, ULAKBİM, ProQuest ve Google Scholar veri tabanları kullanılarak randomize kontrollü çalışmalar, sistematik derlemeler ve meta-analizler taranarak yürütülmüştür. Cochrane yönergeleri uygulandı ve PRISMA kontrol listesine göre raporlandı.

BULGULAR

Bu taramalar sonucunda topuk kanı alma sırasında ağrıyı azaltmada etkili olduğu belirlenen başlıca nonfarmakolojik yöntemler şunlardır: Anne sütüyle emzirme, oral sakkaroz uygulaması, kanguru bakımı, yalancı emzikle non-nutritive emme, termal uygulamalar (ısıtıcı ped), müzik terapisi, terapötik dokunma yöntemleri, masaj, vibrasyon, ShotBlocker®, anne dokunması, beyaz gürültü, kundaklama, çevresel faktörlerin kontrolü (ışık ve ses azaltımı), refleksoloji ve akupunktur. Bu yöntemlerin çoğu, ağrı skorlarında, ağlama süresinde ve fizyolojik yanıt parametrelerinde anlamlı iyileşme sağlamıştır. (Akbari ve ark., 2023: 90; García-Valdivieso ve ark., 2023: 3226; Akbari ve ark., 2023: 90-98; Deniz ve Açıkgoz, 2023: 306-312; Baba ve ark., 2010: 274-283; Mangat ve ark., 2018; Özkan ve ark., 2019: 104-106).

Anne sütüyle emzirme: Emzirme sırasında annenin ten teması, memedeki emme hareketi ve anne sütündeki doğal opioidlerin etkisiyle ağrı azalmakta, yenidoğan daha az ağlamaktadır. Birçok çalışmada emzirmenin ağrıyı anlamlı düzeyde azalttığı belirtilmiştir (García-Valdivieso ve ark., 2023: 3226; Avcin ve Kucukoglu, 2021: 410-416; Lan ve ark., 2021: 13023).

Oral sakkaroz uygulaması: %24'lük sakkaroz solüsyonu verilmesi, beyinde opioid benzeri bir analjezik etki yaratarak ağrıyı azaltmaktadır. Meta-analizler, sakkarozun ağrı skorlarını anlamlı biçimde düşürdüğünü göstermektedir. Tümünde ağrı skorlarında istatistiksel olarak anlamlı olarak ağrı düzeyi düşük bulunmuştur (%p<0.001). Ağlama süresi ortalama kısa ve fizyolojik parametreler (nabız, solunum, SpO₂) stabil olarak korunmuştur (García-Valdivieso ve ark., 2023: 3226).

Kanguru bakımı (cilt-cilde temas): Yenidoğanın annesinin göğsüne çıplak olarak yerleştirilmesi hem termoregülasyonu sağlamakta hem de güven hissi oluşturarak ağrı duyusunu azaltmaktadır. Bebeklerin daha hızlı sakinleştiği ve işlem sonrası daha uzun süre uyuduğu gözlenmiştir (García-Valdivieso ve ark., 2023: 3226; Avcin ve Kucukoglu, 2021: 410-416).

Non-nutritive emme (yalancı emzik): Emme refleksi, rahatlatıcı bir etki yaratır. Emzik kullanımı, özellikle sakkaroz ile birlikte uygulandığında ağrıyı azaltıcı sinerjik etki göstermektedir. Kombinasyonlu olarak uygulanan yöntemlerde daha güçlü analjezik etki saptanmıştır (Akbari ve ark., 2023: 90; Akbari ve ark., 2023: 90-98).

Isıtıcı ped kullanımı: Topuk kanı alma öncesi ısıtılan pedlerin kullanılması, bölgesel kan dolaşımını artırarak kan alım süresini kısaltmakta, böylece girişimin süresini ve ağrısını

azaltmaktadır. Masajla birlikte uygulandığında ağlama süresi belirgin azalmıştır (Aydin ve İnal, 2019: 12734)

Müzik terapisi ve beyaz gürültü: Ritimli, düşük volümlü müzikler veya anne karnını taklit eden beyaz gürültüler, bebekte gevşeme sağlayarak ağrı eşiğini yükseltmektedir. Özellikle uyku düzeni ve stres yanıtı açısından olumlu etkiler gözlenmiştir (Erol ve Gerçek, 2024: 79-87).

Masaj ve terapötik dokunuş: Ayak tabanına yapılan hafif masajlar, hem dolaşımı artırmakta hem de kapı kontrol mekanizması üzerinden ağrı duyusunu engellemektedir. Yenidoğanların topuk kanı alınırken ağrı, ağlama ve uyku süresine olumlu yönde etkisi bulunmuştur (Dur ve ark., 2020: 102886; Efe ve ark.; 2022: 101622; Mir ve ark., 2018:49-57; Omar ve ark., 2024: 8-10).

Vibrasyon kullanımı: Titreşim cihazı yenidoğanın kanın toplanacağı ekstremitesinin hemen dizinin altına sural sinirin geçtiği yerin orta/lateral kısmına mini vibratör yerleştirilmesiyle uygulanarak topuktan kan alma işlemidir. Vibrasyon yöntemi yenidoğanın kapı kontrol mekanizmasını baskılayarak ağrı düzeyini azalmış ve ağlama süresini kısaltmaktadır (Baba ve ark., 2010: 274-283; Catal ve ark., 2024: 51-59; Kaya ve Karakoç, 2018: 122-127).

ShotBlocker® kullanımı: Cilde temas eden küçük plastik çıkıntılar sayesinde mekanoreseptörler uyarılarak aynı bölgedeki ağrı duyusu bastırılmaktadır (Catal ve ark., 2024: 51-59).

Kundaklama: Bebeklerin sarılarak tutulması, doğum sonrası ortamla baş etmelerine yardımcı olur, güven hissi oluşturur ve ağrıyı azaltır (Erkut ve Yıldız, 2017: 328-336; Inal ve ark., 2021:2066-2077).

Refleksoloji, Akupresure ve akupunktur: Bebek ayağındaki belirli noktalara yapılan baskılarla organ sistemlerine etki eden rahatlatıcı uyarılar sağlanmaktadır (Deniz ve Açıkgoz, 2023: 306-312; Özkan ve ark., 2019: 104-106)

Genel olarak tüm yöntemlerde ağrı skorlarında, ağlama süresinde ve fizyolojik parametrelerde anlamlı iyileşmeler olduğu görülmüştür. Kombine uygulamalar (örneğin emzirme + sakkaroz, kundaklama + müzik) daha yüksek etki sağlamaktadır (Akbari ve ark., 2023: 90-98).

Sonuç olarak, en çok kullanılan ve etkinliği gösterilen yöntemler oral sakkaroz, anne sütüyle emzirme ve kanguru bakımıdır. Nonfarmakolojik yöntemlerin etkili, güvenli, uygulanabilir ve maliyet etkin olması, bu yaklaşımların klinik uygulamalarda yaygınlaştırılması gerektiğini ortaya çıkarmaktadır. Yenidoğan ve çocuk hemşirelerin bu yöntemleri bilmesi ve uygulaması, yenidoğanların ağrı yönetiminde önemli bir rol oynamaktadır.

SONUÇ

Topuk kanı alma işlemi, yenidoğan bakımında zorunlu bir girişim olmakla birlikte ağırlı bir deneyimdir. Bu işlemin sık tekrar edilmesi nedeniyle bebeklerin ağrıyı yeniden yaşaması, stres ve kaygı düzeyini artırmakta, hemodinamik dengeyi bozmakta ve uzun vadede olumsuz etkiler bırakabilmektedir.

Sistemik derlemede elde edilen bulgular, nonfarmakolojik yöntemlerin ağrı azaltmada etkili, güvenli, ucuz ve uygulanabilir olduğunu göstermektedir. Özellikle emzirme, sakkaroz

uygulanması, kanguru bakımı ve yalancı emme gibi yöntemler; basit, hemşireler tarafından uygulanabilir ve bebek-anne bağını güçlendirici özellik taşımaktadır. Bu da hemşirelik bakımının bütüncül yapısı ile örtüşmektedir.

Bu yöntemlerin uygulanması, klinik protokollere entegre edilerek rutin hale getirilmelidir. Sağlık profesyonelleri, özellikle yenidoğan hemşireleri, nonfarmakolojik yöntemlerin etkilerini bilmeli ve bu yaklaşımları girişimsel işlemler öncesinde planlamalıdır. Ayrıca ebeveynler bu konuda bilgilendirilmeli ve aktif katılımı desteklenmelidir (örneğin emzirme, dokunma). Sonuç olarak, topuk kanı alma gibi sık uygulanan girişimlerde, nonfarmakolojik yöntemlerin standart hale getirilmesi, hem bebek sağlığını hem de aile memnuniyetini artıracaktır. Bu yaklaşımlar, ağrının önlenebilir olduğunu ve insan hakları kapsamında ele alınması gerektiğini de ortaya koymaktadır. Hemşireler, bu sürecin merkezinde yer alarak yenidoğanların güvenliğini, konforunu ve nörogelişimsel sağlığını korumada kilit rol oynamaktadır.

KAYNAKLAR

- Akbari, N., Mutlu, B., & Nadali, J. (2023). Effect of non-nutritive sucking during heel-stick procedure in pain management of term infants in the neonatal intensive care unit: A systematic review and meta-analysis. *Current Pediatric Reviews*, 19(1), 90-98.
- Avcin, E., & Kucukoglu, S. (2021). The effect of breastfeeding, kangaroo care, and facilitated tucking positioning in reducing the pain during heel stick in neonates. *Journal of Pediatric Nursing*, 61, 410-416.
- Aydin, D., & İnal, S. (2019). Effects of breastfeeding and heel warming on pain levels during heel stick in neonates. *International Journal of Nursing Practice*, 25(3), e12734.
- Baba, L. R., McGrath, J. M., & Liu, J. (2010). The efficacy of mechanical vibration analgesia for relief of heel stick pain in neonates: a novel approach. *The Journal of perinatal & neonatal nursing*, 24(3), 274-283.
- Catal, R. A., Ozdemir, A. A., & Karatekin, G. (2024). Effect of mechanical vibration and ShotBlocker® on pain levels during heel lance in healthy term neonates: A randomized controlled trial. *Journal of Pediatric Nursing*, 79, e51-e59.
- Deniz, A. Ö., & Açıkgöz, A. (2023). A randomized controlled trial: the effect of acupressure and foot reflexology on pain during heel-lancing in neonates. *Clinical Nursing Research*, 32(2), 306-312.
- Dur, Ş., Çağlar, S., Yıldız, N. U., Doğan, P., & Varal, İ. G. (2020). The effect of Yakson and Gentle Human Touch methods on pain and physiological parameters in preterm infants during heel lancing. *Intensive and Critical Care Nursing*, 61, 102886.
- Efe, Y. S., Erdem, E., Caner, N., & Güneş, T. (2022). The effect of gentle human touch on pain, comfort and physiological parameters in preterm infants during heel lancing. *Complementary Therapies in Clinical Practice*, 48, 101622.
- Erkut, Z., & Yildiz, S. (2017). The effect of swaddling on pain, vital signs, and crying duration during heel lance in newborns. *Pain Management Nursing*, 18(5), 328-336.

- Erol, D. D., & Gerçeker, G. Ö. (2024). Effects of White Noise and Therapeutic Touch on Pain and Comfort in Newborns during Heel Lance: A Randomized Controlled Study. *Advances in Neonatal Care*, 24(6), E79-E87.
- Inal, S., Aydin Yilmaz, D., & Erdim, L. (2021). The effectiveness of swaddling and maternal holding applied during heel blood collection on pain level of healthy term newborns; randomized controlled trial. *Early Child Development and Care*, 192(13), 2066–2077.
- García-Valdivieso, I., Yáñez-Araque, B., Moncunill-Martínez, E., Bocos-Reglero, M. J., & Gómez-Cantarino, S. (2023). Effect of non-pharmacological methods in the reduction of neonatal pain: systematic review and meta-analysis. *International journal of environmental research and public health*, 20(4), 3226.
- Kaya, F. N. D., & Karakoç, A. (2018). Efficacy of mechanical vibration of heel stick pain in neonates. *Clinical and Experimental Health Sciences*, 8(2), 122-127.
- Lan, H. Y., Yang, L., Lin, C. H., Hsieh, K. H., Chang, Y. C., & Yin, T. (2021). Breastmilk as a multisensory intervention for relieving pain during newborn screening procedures: A randomized control trial. *International Journal of Environmental Research and Public Health*, 18(24), 13023.
- Mangat, A. K., Oei, J. L., Chen, K., Quah-Smith, I., & Schmölzer, G. M. (2018). A review of non-pharmacological treatments for pain management in newborn infants. *Children*, 5(10), 130.
- McGinnis, K., Murray, E., Cherven, B., McCracken, C., & Travers, C. (2016). Effect of vibration on pain response to heel lance: a pilot randomized control trial. *Advances in Neonatal Care*, 16(6), 439-44.
- Mir, M., Behnam Vashani, H., Sadeghi, T., Boskabadi, H., & Khorshahi, A. (2018). Effects of Yakson therapeutic touch and heel warming on pain caused by heel stick procedure, vital signs, and cry duration in full-term neonates. *Evidence Based Care*, 8(2), 49-57.
- Omar, M. F., Masoad, E. S., Saleh, S. M., & Aboelmagd, A. N. (2024). Effect of Yakson Touch and Oral Glucose on Pain Intensity among Preterm Neonates during Heel Lancing. *Minia Scientific Nursing Journal*, 16(1), 2-11.
- Özkan, T. K., Küçükkelepçe, D. Ş., & Özkan, S. A. (2019). The effects of acupressure and foot massage on pain during heel lancing in neonates: A randomized controlled trial. *Complementary therapies in medicine*, 46, 103-108.

ÇOCUK SAĞLIĞI HEMŞİRELİĞİNDE YAPAY ZEKÂ DESTEKLİ UYGULAMALARIN KULLANIMI: LİTERATÜR İNCELEMESİ

Selda ATEŞ BEŞİRİK¹

*¹Burdur Mehmet Akif Ersoy Üniversitesi, Bucak Sağlık Yüksekokulu, Hemşirelik Bölümü,
Çocuk Sağlığı ve Hastalıkları Hemşireliği Anabilim Dalı, sabesirik@mehmetakif.edu.tr,
Burdur / Türkiye*

Öz: Gelişen dijital sağlık teknolojileriyle birlikte yapay zeka, tanılama, risk tahmini, hasta izleme, karar destek sistemleri ve bireyselleştirilmiş bakım süreçlerinde giderek daha fazla kullanılmaktadır. Çocuk sağlığı alanında ise yapay zeka prematüre bebeklerin izleminde, aşı takibi, büyüme-gelişme değerlendirmeleri, ağrı tanılama sistemleri ve kronik hastalık yönetimi gibi pek çok alanda destekleyici bir rol üstlenmektedir. Bu literatür incelemesinin amacı, çocuk sağlığı hemşireliğinde yapay zeka destekli uygulamaların kullanım alanlarını, etkinliğini ve hemşirelik bakımına katkılarını değerlendirmektir. Bu çalışma kapsamında veri tabanlarında tarama yapılmıştır. Bu taramalar sonucunda çocuk sağlığı hemşireliğinde yapay zeka destekli uygulamaların avantajları ve dezavantajları ifade edilmiştir. Yapay zeka destekli sistemlerin hemşirelerin karar verme süreçlerini hızlandığı, hata oranlarını azalttığı ve hasta güvenliğini artırdığı yönündedir. Ayrıca, ebeveynlerle iletişimi güçlendiren dijital asistanlar, mobil uygulamalar ve izleme sistemleri sayesinde hemşirelerin iş yükünün azaldığı ve çocuklara sunulan bakım kalitesinin artabileceği ifade edilmiştir. Fakat sağlık kuruluşları, politika yapıcılar ve yapay zeka geliştiricilerine yapay zekanın hemşirelik pratiğine entegrasyonu konusunda bilgi sağlaması beklenmektedir. Çocuk sağlığı hemşireliğinde yapay zeka uygulamaları, hasta bakımında önemli kazanımlar sunmakta ve gelecekte hemşirelik rollerinde dönüşüm olma potansiyeli taşımaktadır. Ancak, etik sorunlar, veri güvenliği ve hemşirelerin dijital okuryazarlık düzeyleri gibi konular da dikkate alınmalıdır. Alandaki araştırmaların artırılması ve hemşirelik eğitimine yapay zeka odaklı ders içeriklerin entegrasyonu önerilmektedir.

Anahtar Kelimeler: Çocuk Sağlığı, Hemşirelik, Yapay Zeka, Teknoloji

THE USE OF ARTIFICIAL INTELLIGENCE SUPPORTED APPLICATIONS IN CHILD HEALTH NURSING: LITERATURE REVIEW

Selda ATES BESIRIK¹

*¹Burdur Mehmet Akif Ersoy University Bucak School of Health, Department of Nursing,
Department of Pediatric Nursing, sabesirik@mehmetakif.edu.tr, Burdur / Türkiye*

Abstract: With the developing digital health technologies, artificial intelligence is increasingly used in diagnosis, risk estimation, patient monitoring, decision support systems and individualized care processes. In the field of child health, artificial intelligence plays a supporting role in many areas such as monitoring premature infants, vaccination follow-up, growth-development assessments, pain diagnosis systems and chronic disease management. The purpose of this literature review is to evaluate the areas of use, effectiveness and contributions of artificial intelligence-supported applications in child health nursing. Databases were scanned within the scope of this study. As a result of these scans, the advantages and disadvantages of artificial intelligence supported applications in child health nursing were expressed. It is stated that artificial intelligence supported systems accelerate nurses' decision-making processes, reduce error rates and increase patient safety. In addition, it has been stated that the workload of nurses will decrease and the quality of care provided to children will increase thanks to digital assistants, mobile applications and monitoring systems that strengthen communication with parents. However, it is expected to provide information to health institutions, policy makers and artificial intelligence developers about the integration of artificial intelligence into nursing practice. Artificial intelligence applications in child health nursing offer significant gains in patient care and have the potential to transform nursing roles in the future. However, issues such as ethical issues, data security and digital literacy levels of nurses should also be taken into consideration. It is recommended to increase research in the field and integrate artificial intelligence focused course content into nursing education.

Keywords: Child Health, Nursing, Artificial Intelligence, Technology

GİRİŞ

Yapay zeka (YZ), problem çözme, karar verme ve desen tanıma gibi tipik olarak insan bilişi gerektiren görevleri yerine getirmek üzere tasarlanmış makinelerde insan zekasının simülasyonunu ifade eder. Bilgiye erişimi nedeniyle, YZ tabanlı destek sistemleri klinik kararlar almaya yardımcı olabilir ve bu nedenle kanıtlara dayalı olarak daha iyi tıbbi bakım sağlayabilir (Martinez-Ortigosa ve ark., 2023: 1-8).

Sağlık hizmetlerinde dijitalleşmenin hızla artması, sağlık profesyonellerinin rollerini ve hasta bakım süreçlerini yeniden şekillendirmiştir. Bu dönüşümün merkezinde yer alan YZ, veri analizinden karar destek sistemlerine kadar pek çok alanda sağlık hizmetlerinin ayrılmaz bir parçası haline gelmiştir. YZ, insan zekasını taklit eden bilgisayar algoritmalarıyla çalışır ve büyük verilerden öğrenerek öngörülerde bulunabilir, desenleri tanıyabilir ve karmaşık kararları destekleyebilir (Martinez-Ortigosa ve ark., 2023: 1-8; Chan ve ark., 2022: 114-124).

Yapay zekanın sağlık alanındaki uygulamaları; problem çözme, karar verme, tanı koyma, tedavi planlama, erken uyarı sistemleri, hasta izlemi ve bireyselleştirilmiş bakım gibi birçok

süreçte etkili olmaktadır. Özellikle çocuk sağlığı hizmetlerinde, gelişimsel takip, aşı zamanlaması, kronik hastalık yönetimi ve prematüre bebek bakımında büyük katkılar sağlamaktadır. Bu bağlamda, çocuk sağlığı hemşireleri için yapay zekâ destekli teknolojilerin kullanımı, hemşirelik bakımının kalitesini artırma ve iş yükünü azaltma açısından önemli fırsatlar sunmaktadır (Lee ve Yoon, 2021: 271; Martinez-Ortigosa ve ark., 2023: 1-8; Rony ve ark., 2024:2).

Kuramsal olarak bakıldığında hemşirelik modellerinde, hemşirelerin klinik karar verme süreçleri deneyimle gelişir. Yapay zekâ destekli sistemler, deneyim eksikliği olan acemi hemşirelere rehberlik ederken; uzman hemşirelerin kararlarını da pekiştirebilir. Yapay zekâ, insani bakımın mekanikleştirilmesi olarak değil, hemşirelikte şefkatli iletişimi destekleyen bir araç olarak kullanıldığında, hemşirelik felsefesiyle çalışmadan bütünleşik bir bakım modeli oluşturabilir (von Gerich ve ark., 2020: 3-12).

Öte yandan, çocukluk dönemi hastalıkları genellikle hızlı seyirli olup acil müdahale gerektirdiğinden, karar verme sürecinde gecikmeler yaşamı tehdit edebilir. Bu nedenle hemşirelikte hızlı ve doğru karar alma ihtiyacı, YZ destekli sistemlerin önemini artırmaktadır. Ayrıca, çocukların fizyolojik değerleri erişkinlerden farklılık gösterdiği için, pediatrik alana özgü algoritmaların geliştirilmesi kaçınılmazdır (Kamaleswaran ve ark., 2018: 1-8; Ünal, ve Avcı, 2024: 39-40; Su ve Zhao, 2022: 3-4).

Teknolojiyle bütünleşen hemşirelik uygulamaları, yalnızca klinik kararları değil, aynı zamanda ailelerle iletişimi, hasta eğitimi süreçlerini ve uzun dönem izlemi de kapsamaktadır. Mobil uygulamalar, sensörler ve dijital asistanlar sayesinde çocukların büyüme-gelişme takibi, evde bakım desteği ve ağrı yönetimi gibi konular daha etkin yönetilebilmektedir (von Gerich ve ark., 2020: 3-12; Kamaleswaran ve ark., 2018: 1-8).

Ancak bu dönüşüm sürecinde bazı temel sorunlar ve dezavantajları da beraberinde gündeme gelmektedir. Ancak, hemşirelik bakımında yapay zeka tabanlı destek sistemlerinin tanıtılması, bu tür bir teknolojinin sonunda insan etkileşimlerinin yerini alabileceği, bakım etiğini tehlikeye atabileceği ve her şeyden önce yapay zekanın sonunda hemşirelerin işlevlerinin yerini alabileceği korkusu nedeniyle endişelere ve tartışmalara neden olmaya devam etmektedir (Martinez-Ortigosa ve ark., 2023: 1-8; Stokes ve Palmer, 2020: 12306; von Gerich ve ark., 2020: 3-12). Etik ikilemler, veri güvenliği açıkları, hasta mahremiyeti ve sağlık çalışanlarının dijital okuryazarlık düzeyi gibi konular, YZ teknolojilerinin sağlık sistemine entegrasyonunda dikkatle ele alınması gereken unsurlardır. Ayrıca, YZ sistemlerinin kültürel ve toplumsal bağlama uygun tasarlanması, çocuk sağlığı ve hemşireliğinde çocukların yararlılık ilkesi doğrultusunda değerlendirilmelidir (Martinez-Ortigosa ve ark., 2023: 1-8; Jiang ve ark., 2017: 230-240; Rony ve ark., 2024:2).

LİTERATÜR

Sağlık hizmetlerindeki hızla gelişen teknolojik gelişmeler ışığında, yapay zekânın hemşirelik uygulamalarındaki potansiyel uygulamalarını değerlendirmek önemlidir. Bu bağlamda, son sistematik incelemeler, yapay zekânın hastanede yatan hastalarda kanser veya yeni başlayan patolojiler gibi belirli klinik durumların tanı ve prognozu alanında sunabileceği ümit verici sonuçları ortaya koymuştur (Martinez-Ortigosa ve ark., 2023: 1-8). Ancak, bildiğimiz kadarıyla, hemşirelikte farklı türde yapay zekâ tabanlı destek sistemlerinin uygulanmasına

odaklanan mevcut literatür, bakım verme uzmanları olarak bu tür teknolojinin en büyük potansiyel kullanıcılarından birini oluşturmalarına rağmen, hala sınırlıdır. Bu nedenle, bu incelemenin amacı, yapay zekanın hemşirelik bakımında uygulanabilirliğine ilişkin mevcut kanıtları sentezlemektir (Martinez-Ortigosa ve ark., 2023: 1-8; Kamaleswaran ve ark.; 2018: 1-8).

Bebek Takibinde Yapay Zeka: Prematüre bebeklerin solunum parametrelerini sürekli izleyen bir YZ tabanlı sistemin, ani gelişen solunum problemlerinin öngörülmesinde başarı sağladığını ortaya koymuştur. Bu tür sistemler, yoğun bakım hemşirelerinin hızlı müdahale etmesini sağlamış ve mortalite oranlarında düşüşe katkı sunmuştur (Choudhury ve Urena, 2022:952; Ünal, ve Avcı, 2024: 39-40; Su ve Zhao, 2022: 3-4).

Aşı Takip Sistemleri: Mobil YZ uygulamalarının çocukların aşı takvimine uyum sağlamada ailelere büyük kolaylık sağladığı belirtilmiştir. Bu sistemler hemşireler tarafından hasta eğitimi aracı olarak kullanılmakta, eksik aşılar için otomatik bildirimler oluşturmaktadır (Choudhury ve Urena, 2022:952; Ünal, ve Avcı, 2024: 39-40; Su ve Zhao, 2022: 3-4).

Büyüme ve Gelişim İzlemi: YZ destekli dijital büyüme-gelişim platformları, antropometrik verileri analiz ederek, çocukların yaşa göre gelişim düzeylerini karşılaştırmakta ve gelişim geriliklerini erken tanımlayabilmektedir. Hemşireler, bu verilerle bireyselleştirilmiş gelişim programları planlayabilmektedir (Ünal, ve Avcı, 2024: 39-40; Su ve Zhao, 2022: 3-4).

Ağrı Tanılama Sistemleri: Özellikle sözel iletişim kuramayan küçük yaş gruplarında ağrı tespiti zordur. Yapay zekâ destekli yüz tanıma sistemleri, ağrı mimiklerini analiz ederek hemşirelere objektif veri sağlamaktadır. Bu sistemler sayesinde ağrı yönetimi daha etkili yapılabilmektedir.

Kronik Hastalık Yönetimi: Astım, diyabet ve epilepsi gibi kronik hastalıklarda YZ destekli mobil uygulamalar çocukların semptomlarını izlemekte ve ailelere hemşire desteği sağlamaktadır. Bu uygulamalar, çocuk hemşirelerinin uzaktan izlem yapmasını kolaylaştırmakta ve hasta-ebeveyn uyumunu artırmaktadır (Chan ve ark., 2022: 114-124; Kamaleswaran ve ark.; 2018: 1-8).

Hemşirelik Eğitimi ve Klinik Karar Destek Sistemleri: YZ sistemleri, hemşirelik öğrencilerinin klinik karar verme becerilerini artırmak için simülasyon ortamlarında da kullanılmaktadır. Hemşirelerin semptom analizini öğrenmelerine yardımcı olan bu sistemler, aynı zamanda hasta güvenliğini artırmaktadır. Yapay zeka destekli simülasyon eğitimi alan öğrencilerin, geleneksel simülasyon eğitimi alanlara kıyasla klinik karar alma değerlendirmelerinde önemli ölçüde daha iyi performans gösterdiğini göstermiştir (Shorey ve ark., 2020: 94; Chan ve ark., 2022: 114-124).

Ancak literatürde bu uygulamaların etik ve yasal boyutlarına dair yeterli çalışma olmadığı dikkat çekmektedir. Ayrıca YZ sistemlerinin hastane bilgi sistemleriyle entegrasyonu, maliyetleri ve veri gizliliği gibi konuların da tartışılması gerekmektedir.

Çalışmanın Amacı

Bu literatür incelemesinin amacı, çocuk sağlığı hemşireliğinde yapay zeka destekli uygulamaların kullanım alanlarını, etkinliğini ve hemşirelik bakımına katkılarını değerlendirmektir. Bu çalışma kapsamında veri tabanlarında tarama yapılmıştır.

BULGULAR

Yapılan literatür taramaları sonucunda, çocuk sağlığı hemşireliğinde yapay zeka destekli uygulamaların aşağıdaki durumlarda etkili olduğu saptanmıştır:

Karar Verme Süreçlerinin Desteklenmesi: YZ destekli sistemler, hemşirelerin karmaşık vakalarda daha hızlı ve doğru karar vermelerine olanak sağlamaktadır. Klinik izlem, semptom değerlendirme ve tedavi planlama süreçlerinde yardımcı algoritmalar, özellikle deneyimsiz hemşirelerin güvenli kararlar almasını sağlamaktadır (von Gerich ve ark., 2020: 3-12; Kamaleswaran ve ark.; 2018: 1-8).

Hemşirelik İş Yükünün Azaltılması: Mobil uygulamalar ve izleme sistemleri sayesinde hemşirelerin sürekli fiziksel izlemi azalmakta, bazı görevler otomatikleşmektedir. Bu durum, hemşirelerin çocuklara daha fazla zaman ayırmasını sağlamaktadır (Shorey ve ark., 2020: 94; Chan ve ark., 2022: 114-124; Choudhury ve Urena, 2022:952; Kamaleswaran ve ark.; 2018: 1-8).

Hasta ve Aile Etkileşiminin Güçlenmesi: YZ uygulamaları, ebeveynlerle olan iletişimi artırmakta, sağlık eğitimi ve danışmanlık süreçlerini desteklemektedir. Anlayıcı dil kullanan sohbet robotları ve dijital rehberler, ailelerin sürece daha aktif katılımını sağlamaktadır (Robert, 2019: 32-36).

Hasta Güvenliğinin Artması: Veri temelli risk analizleri sayesinde olası komplikasyonlar erken fark edilmekte ve önlem alınmaktadır. Özellikle yoğun bakımda hasta güvenliği belirgin şekilde artmaktadır. Yapay zeka, kritik hasta çocuklarda şiddetli sepsis başlangıcını tahmin etmek için kullanılabileceğini belirlemişlerdir. Ayrıca, gerçek zamanlı elektronik şiddetli sepsis tarama algoritmasından 8 saat önce şiddetli sepsisi tespit edebilir olduğu bulunmuştur (Robert, 2019: 32-36; Kamaleswaran ve ark.; 2018: 1-8).

Teknolojiye Erişim ve Dijital Okuryazarlık Sorunları: Literatürde vurgulanan önemli bir bulgu da, hemşirelerin dijital teknolojilere erişimi ve kullanım becerilerinde eşitsizlikler olduğudur. Bu durum, teknolojilerin etkin kullanımını sınırlayabilmektedir (Robert, 2019: 32-36).

SONUÇ

Bu literatür incelemesi, çocuk sağlığı hemşireliğinde YZ destekli uygulamaların giderek yaygınlaştığını ve birçok açıdan hemşirelik bakımına katkı sağladığını ortaya koymuştur.

Özellikle klinik karar verme, hasta izlemi, ebeveyn eğitimi ve kronik hastalık yönetimi gibi alanlarda YZ uygulamaları, hemşirelerin rolünü güçlendirmekte, iş yükünü hafifletmekte ve bakım kalitesini artırmaktadır (von Gerich ve ark., 2020: 3-12; Kamaleswaran ve ark.; 2018: 1-8).

Bebek bakımı, aşı takibi, büyüme-gelişme izlemi, evde bakım ve ağrı yönetimi gibi pediatrik hizmetlerde YZ, çocukların bireysel ihtiyaçlarına duyarlı bakım sağlanmasına olanak tanımaktadır. Bu bağlamda YZ, çocuk sağlığı hemşireliği pratiğine entegre edilebilecek

önemli bir araçtır (Ünal, ve Avcı, 2024: 39-40; Su ve Zhao, 2022: 3-4; Choudhury ve Urena, 2022:952).

Ancak bu süreçte bazı riskler de söz konusudur. Veri güvenliği, etik ihlaller ve hemşirelerin teknolojik okuryazarlık düzeyleri gibi konular mutlaka göz önünde bulundurulmalıdır. Ayrıca çocukların mahremiyeti ve ailelerin dijital ortama duyduğu güven, sistemlerin yaygın kullanımını etkileyen temel etmenlerdir (von Gerich ve ark., 2020: 3-12; Stokes ve Palmer, 2020: 12306; Robert, 2019: 32-36).

Bu nedenle aşağıdaki öneriler sunulmaktadır:

- Hemşirelik eğitimine YZ odaklı modüller eklenmeli, hemşire adaylarının teknolojiye hazır hale gelmeleri sağlanmalıdır.
- Sağlık kuruluşlarında dijital okuryazarlık eğitimleri düzenlenmeli, aktif çalışan hemşirelerin YZ kullanım becerileri artırılmalıdır.
- Etik kurallar ve veri güvenliği ilkeleri net şekilde belirlenmeli, çocuklara yönelik sistemlerde özel koruma önlemleri alınmalıdır.
- Hemşirelerin YZ geliştirme süreçlerine dahil edilmesi, sistemlerin bakım süreçlerine uygun şekilde tasarlanmasına yardımcı olabilir.
- Mobil uygulamaların yaygınlaştırılması, ebeveynlerle olan iletişimi güçlendirecek, bakım sürecine aktif katılımı artıracaktır.

Sonuç olarak, çocuk sağlığı hemşireliğinde YZ uygulamaları, hasta merkezli bakımın dijitalle bütünleşen yeni bir boyutunu temsil etmektedir. Bu dönüşüm, hemşireliğin gelecekteki rolünü şekillendirecek ve sağlık hizmetlerinin daha etkili sunulmasına katkı sağlayacaktır. Ancak bu gelişmelerin sürdürülebilir olması için, eğitim, etik, yasal ve teknolojik altyapıların eş zamanlı olarak güçlendirilmesi gerekmektedir.

KAYNAKLAR

- Choudhury, A., & Urena, E. (2022). Artificial intelligence in NICU and PICU: a need for ecological validity, accountability, and human factors. In *Healthcare* (Vol. 10, No. 5, p. 952).
- Jiang, F., Jiang, Y., Zhi, H., Dong, Y., Li, H., Ma, S., ... & Wang, Y. (2017). Artificial intelligence in healthcare: past, present and future. *Stroke and vascular neurology*, 2(4).
- Kamaleswaran, R., Akbilgic, O., Hallman, M. A., West, A. N., Davis, R. L., & Shah, S. H. (2018). Applying artificial intelligence to identify physiometers predicting severe sepsis in the PICU. *Pediatric Critical Care Medicine*, 19(10), e495-e503.
- Lee, D., & Yoon, S. N. (2021). Application of artificial intelligence-based technologies in the healthcare industry: Opportunities and challenges. *International journal of environmental research and public health*, 18(1), 271.

- Martinez-Ortigosa, A., Martinez-Granados, A., Gil-Hernández, E., Rodriguez-Arrastia, M., Ropero-Padilla, C., & Roman, P. (2023). Applications of artificial intelligence in nursing care: a systematic review. *Journal of Nursing Management*, 2023(1), 3219127.
- Robert, N. (2019). How artificial intelligence is changing nursing. *Nursing management*, 50(9), 30-39.
- Rony, M. K. K., Kayesh, I., Bala, S. D., Akter, F., & Parvin, M. R. (2024). Artificial intelligence in future nursing care: Exploring perspectives of nursing professionals-A descriptive qualitative study. *Heliyon*, 10(4).
- Shorey, S., Ang, E., Ng, E. D., Yap, J., Lau, L. S. T., & Chui, C. K. (2020). Communication skills training using virtual reality: A descriptive qualitative study. *Nurse education today*, 94, 104592.
- Stokes, F., & Palmer, A. (2020). Artificial intelligence and robotics in nursing: ethics of caring as a guide to dividing tasks between AI and humans. *Nursing Philosophy*, 21(4), e12306.
- Su, J., & Zhao, S. (2022). [Retracted] An Interactive Nursing Knowledge System Based on Artificial Intelligence and Its Implications for Neonatal Care Management. *Wireless Communications and Mobile Computing*, 2022(1), 2992851.
- Ünal, A. S., & Avcı, A. (2024). Pediatri hemşireliğinde yapay zeka. *Akdeniz Hemşirelik Dergisi*, 3(1), 36-43.
- von Gerich, H., Moen, H., Block, L. J., Chu, C. H., DeForest, H., Hobensack, M., ... & Peltonen, L. M. (2022). Artificial Intelligence-based technologies in nursing: A scoping literature review of the evidence. *International journal of nursing studies*, 127, 104153.

ÇOCUKLARDA İŞTAHSIZLIĞIN NEDENLERİ

Ayşe Sonay TÜRKMEN¹, Alper Yusuf KÖROĞLU²

*¹Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi,
asonayturkmen@kmu.edu.tr, Karaman / Türkiye*

*²Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi, aykoroglu@kmu.edu.tr,
Karaman / Türkiye*

Öz: Çocuklarda iştahsızlık, normalde yemeleri gereken miktarda gıda tüketememelerine neden olan iştahın tamamen kaybı olarak tanımlanabilir. Bu durum özellikle çocuklarda ciddi sağlık sorunlarına yol açabilir. Hemen her çocukta zaman zaman yaşanan bu durumun altında yatan birçok faktör olabilir. Bu çalışma, literatür doğrultusunda çocuklarda iştahsızlığın nedenlerini incelemek amacıyla yapılmıştır. Çocuklarda iştahsızlık genel olarak iki nedene bağlanabilir. Bunlar; organik nedenler ve davranışsal nedenlerdir. Organik nedenlere bağlı iştahsızlık genellikle bir hastalığın belirtisi olarak ortaya çıkar. Tedavi durumlarına göre geçici ya da kalıcı olabilirler. İştahsızlığa neden olan hastalıklar soğuk algınlığı, gastrointestinal enfeksiyonlar, anemi gibi akut hastalıklar olabileceği gibi çölyak hastalığı, hepatit, tüberküloz gibi daha ciddi hastalıklar da olabilir. Bazı ilaçların yan etkisi olarak bile iştahsızlık görülebilir. İştahsızlık ayrıca diş çıkarma döneminde hemen her çocukta görülebilen geçici bir durumdur. Tüm bu organik nedenlerin dışında bazen davranışsal nedenlerle de iştahsızlık ortaya çıkabilir. Bunlar aile içi sorunlar, stres, okul değişiklikleri gibi faktörler olabileceği gibi düzensiz yemek yeme, aşırı atıştırma tüketimi, televizyon karşısında yemek yeme gibi davranışlar da olabilir. Sonuç olarak iştahsızlık, nedeni ne olursa olsun çocuk sağlığı üzerinde ciddi etkileri olan ve nedene yönelik tedavi gerektiren bir durumdur. Çocuğa özel planlanan yeme davranışları ile çözümü mümkündür. Sağlık profesyonellerinin bu konuları bilmesi, ailelere çözüm önerileri sunması ve onlarla işbirliği içinde çalışması çocuk sağlığını ve gelişimini destekleyecektir. Bu nedenle çocuk sağlığı ile ilgilenen tüm profesyonellerin iştahsızlık hakkında bilgi sahibi olması önerilmektedir.

Anahtar Kelimeler: Çocuk sağlığı; Çocuk gelişimi; İştahsızlık; İştahsızlık nedenleri

CAUSES OF ANOREXIA IN CHILDREN

Ayşe Sonay TÜRKMEN¹, Alper Yusuf KÖROĞLU²

*¹Karamanoğlu Mehmetbey University, Faculty of Health Sciences,
asonayturkmen@kmu.edu.tr, Karaman / Turkey*

*²Karamanoğlu Mehmetbey University, Faculty of Health Sciences, aykoroglu@kmu.edu.tr,
Karaman / Turkey*

Abstract: Anorexia in children can be defined as a complete loss of appetite, resulting in an inability to consume the amount of food they should normally eat. This condition can lead to serious health problems, especially in children. There may be many factors underlying this condition, which is experienced in almost every child from time to time. This study was conducted to examine the causes of anorexia in children in line with the literature. Anorexia in children can generally be attributed to two causes. These are; organic causes and behavioral causes. Anorexia due to organic causes usually occurs as a symptom of a disease. They can be temporary or permanent depending on their treatment status. Diseases that cause loss of appetite can be acute diseases such as colds, gastrointestinal infections, anemia or more serious diseases such as celiac disease, hepatitis, tuberculosis. Loss of appetite can even be a side effect of some medications. Loss of appetite is also a temporary condition that can occur in almost every child during teething. Apart from all these organic causes, sometimes anorexia may also occur due to behavioral reasons. These can be factors such as family problems, stress, school changes, as well as behaviors such as irregular eating, excessive snack consumption, eating in front of the television. In conclusion, anorexia, regardless of its cause, is a condition that has serious effects on child health and requires treatment for the cause. It can be solved with eating behaviors planned specifically for the child. Health professionals knowing these issues, offering solutions to families and working in cooperation with them will support child health and development. For this reason, it is recommended that all professionals interested in child health should be informed about anorexia.

Keywords: Child health; Child development; Anorexia; Causes of anorexia

GİRİŞ

İştah, enerji dengesinin sağlanmasında temel bir mekanizma olup, çeşitli hormonlar, nöropeptidler ve merkezi sinir sistemi tarafından sıkı bir şekilde düzenlenmektedir. Özellikle hipotalamus, iştahın merkezi kontrol noktası olarak öne çıkmaktadır. Hipotalamus, periferik organlardan gelen hormonal sinyalleri entegre ederek, açlık ve tokluk hissinin oluşmasını sağlar. Bu süreçte leptin, ghrelin, insülin, kolesistokinin (CCK) gibi birçok hormonun rolü bulunmaktadır. Leptin ve ghrelin, iştahın biyolojik düzenlenmesinde en çok araştırılan iki hormondur. Leptin, adipositlerden salgılanan ve tokluk hissinin artırıcı bir hormondur; ghrelin ise mide tarafından salgılanan ve açlık hissinin uyaran bir peptiddir (Kojima ve ark., 2004). Bu hormonların dengesizliği veya reseptör düzeyinde direnç gelişimi, çocuklarda iştahsızlık veya aşırı iştah gibi beslenme bozukluklarının ortaya çıkmasına neden olabilmektedir (Cui et al., 2017).

Çocuklarda iştahsızlık, hem ailelerin hem de sağlık profesyonellerinin sıkça karşılaştığı ve multidisipliner bir yaklaşım gerektiren önemli bir sağlık sorunudur. İştahsızlık, nedeni ne olursa olsun çocuğun yaşına ve gelişim düzeyine uygun miktarda besin alımını reddetmesi ya da yetersiz besin alımı olarak tanımlanır (Satter, 2000). Kısa süreli de olsa uzun süreli de olsa her iştahsızlık çocukta olumsuz izler bırakır. İştahsızlığın özellikle çocukların büyüme ve gelişme süreçlerini olumsuz etkileyebileceği bilinmektedir. Büyüme ve gelişmedeki olumsuzluklar çocukluktan itibaren yaşamın tüm evrelerinde olumsuz etkileye yol açabilir (Atabek ve ark., 2018).

Çocukluk döneminde beslenme alışkanlıklarının kazanılması, yaşam boyu sürecek sağlık davranışlarının temelini oluşturur. Çocukluk çağında görülen iştahsızlık çok çeşitli biyolojik, psikolojik, sosyal ve çevresel nedenlerle de ilişkilidir. Bu nedenle, çocuklarda iştahsızlığın nedenlerinin kapsamlı bir şekilde ele alınması, hem tanı hem de tedavi süreçlerinin etkinliği açısından büyük önem taşımaktadır.

ÇOCUKLARDA İŞTAHSIZLIK NEDENLERİ

İştahsızlık hemen her çocukta yaşamının bir döneminde, çoğunlukta ya da tamamında yaşanan bazen ciddi sağlık sorunlarına yol açabilen önemli bir sorundur. Bu durumun süresini ve ciddiyetini belirleyen önemli unsur ise iştahsızlığın altında yatan nedenleridir. Literatür incelendiğinde çocuklarda iştahsızlığa yol açan faktörlerin iki başlıkta toplandığı görülmüştür.

1. Organik nedenler

Organik nedenlere bağlı iştahsızlık genellikle bir hastalığın belirtisi olarak ortaya çıkar. Tedavi durumlarına göre geçici ya da kalıcı olabilirler. Çocuklarda iştahsızlığın organik nedenleri incelendiğinde biyolojik ve fizyolojik faktörlerin başta geldiği görülmektedir. Özellikle kronik hastalıklar, enfeksiyonlar, metabolik bozukluklar ve ilaç kullanımı gibi durumlar çocuklarda iştah kaybına yol açabilmektedir. En yaygın görülen ve genellikle geçici olan iştahsızlığa neden olan hastalıklar soğuk algınlığı, gastrointestinal enfeksiyonlar, anemi gibi akut hastalıklardır. Ancak bazı çocuklarda çölyak hastalığı, hepatit, tüberküloz gibi daha ciddi hastalıklar da iştahsızlığa neden olabilir.

Çocuklarda iştahsızlığın biyolojik temelleri incelendiğinde, leptin ve ghrelin başta olmak üzere iştahı düzenleyen hormonların düzeylerinde veya etkilerinde meydana gelen değişikliklerin önemli rol oynadığı görülmektedir. Leptin, vücut yağ kitlesiyle orantılı olarak salgılanır ve hipotalamusta tokluk merkezlerini uyarak iştahı baskılar. Doğruel ve ark. (2017) yaptığı çalışmada, obez çocuklarda serum leptin düzeylerinin kontrol grubuna göre belirgin olarak yüksek olduğu ve bu yüksekliğin kemik mineral dansitesi ile pozitif korelasyon gösterdiği belirtilmiştir. Bu bulgu, leptinin yalnızca enerji dengesi değil, aynı zamanda kemik metabolizması üzerinde de etkili olduğunu göstermektedir (Doğruel & Bozan, 2017). Bir başka çalışmada yine leptin düzeylerindeki artışın iştahı baskılayıcı etkisinin obez çocuklarda tam olarak gerçekleşmediği, leptin direnci gelişiminin iştah düzenlenmesinde bozulmalara yol açtığı vurgulanmıştır (Cui ve ark., 2017). Bu bulgular leptininiştah üzerinde etkili olduğunu göstermektedir.

Ghrelin ise, açlık durumunda mide tarafından salgılanan ve hipotalamustaki arcuate nucleus üzerinde etki göstererek iştahı artıran bir hormondur (Kojima ve ark., 2004). Ghrelinin iştahı

artırıcı etkisi, özellikle açlık dönemlerinde belirginleşir ve yemek alımı sonrasında ghrelin düzeyleri hızla düşer (Kojima ve ark., 2004). Ghrelinin çocuklarda iştahsızlık üzerindeki rolü, özellikle kronik hastalıklarda veya malnütrisyon durumlarında daha da önem kazanmaktadır. Ghrelin düzeylerindeki azalma, iştah kaybına ve besin alımının azalmasına yol açabilir. Ayrıca, bazı genetik sendromlarda (örneğin Prader-Willi sendromu) ghrelin düzeylerinin anormal şekilde yüksek olduğu ve bu durumun aşırı iştah ve obeziteye neden olduğu gösterilmiştir (Goldstone ve ark., 2012).

İştahın biyolojik düzenlenmesinde rol oynayan bir diğer önemli faktör ise gastrointestinal sistemden salgılanan hormonlardır. Yapılan bir sistematik derlemede bu hormonların, besin alımı sonrasında salgılanarak iştahı baskıladığı belirtilmiştir. Aynı çalışmada, bireyler arasında farklılık göstermekle birlikte, genel olarak egzersizin iştahı ve iştah hormonlarını anlamlı derecede değiştirmedeği, ancak egzersiz süresi, türü ve öncesinde alınan besin miktarının bu yanıtları etkileyebileceği vurgulanmıştır (Vatansever ve ark., 2022).

Çocuklarda iştahsızlığın fizyolojik temelleri incelendiğinde, enerji metabolizmasında rol oynayan diğer hormonların da iştah üzerinde etkili olduğu görülmektedir. Özellikle insülin, vücutta glukoz homeostazını sağlamakla birlikte, hipotalamusta tokluk hissinin oluşmasına katkıda bulunur. Bu durum, metabolik hormonların iştah ve beslenme davranışları üzerindeki etkisini ortaya koymaktadır. (Atalay ve ark., 2020).

Çocuklarda iştahsızlığın biyolojik ve fizyolojik faktörleri arasında, gastrointestinal sistemin mikrobiyotasının da önemli bir rolü olduğu son yıllarda yapılan çalışmalarla ortaya konmuştur. Bağırsak mikrobiyotası, iştahı düzenleyen hormonların salgılanmasını ve merkezi sinir sistemi ile iletişimini etkileyerek, iştah üzerinde dolaylı bir kontrol mekanizması oluşturur. (Fetissov, 2016). Ayrıca, bağırsak mikrobiyotasının ürettiği metabolitlerin, iştahı düzenleyen hormonların salgılanmasını ve hipotalamustaki iştah merkezlerinin aktivitesini doğrudan etkileyebileceği de bildirilmiştir (Han et al., 2021).

Çocuklarda iştahsızlığın fizyolojik nedenleri arasında, kronik hastalıklar ve bunlara bağlı gelişen malnütrisyon da önemli bir yer tutmaktadır. Kanseri, kronik enfeksiyonlar, böbrek yetmezliği gibi hastalıklarda iştahsızlık sık görülmekte ve bu durum çocukların beslenme durumunu olumsuz etkilemektedir (Erdem ve ark., 2014; Ateş ve ark., 2022). Bu bulgular, kronik hastalıklara bağlı iştahsızlığın biyolojik ve fizyolojik temellerinin, yalnızca hormonal dengesizliklerle değil, aynı zamanda hastalığa özgü metabolik değişikliklerle de ilişkili olduğunu göstermektedir.

Kanserli çocuklarda iştahsızlık, malnütrisyonun en önemli nedenlerinden biri olarak öne çıkmaktadır. Kanser tedavisi gören çocuklarda iştahsızlık, hem hastalığın kendisi hem de uygulanan tedavi protokollerinin yan etkileriyle ilişkilidir. Bu çocuklarda iştahı artırmak amacıyla farmakolojik ajanlar kullanılabilir. Bu ilaçların kısa vadede iştahı ve kilo alımını artırmada etkili ve güvenli olduğu da gösterilmiştir. İştah açıcı ilaç kullanan çocukların büyük çoğunluğunda iştah artışı ve kilo kazanımı gözlenmiş, ciddi yan etki bildirilmemiştir (Erdem ve ark., 2014). Bu bulgu, iştahsızlığın farmakolojik müdahalelerle yönetilebileceğini, ancak altta yatan nedenlerin de mutlaka değerlendirilmesi gerektiğini göstermektedir.

Çocuklarda iştahsızlığın bir diğer önemli nedeni ise oral enfeksiyonlar ve mukozit gibi durumlardır. Yoğun tedavi protokollerine bağlı ya da bağışıklık sisteminin zayıflaması ile birlikte gelişen oral enfeksiyonlar, mukozanın bütünlüğünün bozulmasına ve ağrıya yol açarak çocukların besin alımını kısıtlayabilmektedir. Nötropeni, mukozit, ağız kuruluğu ve yetersiz beslenme çocuklarda iştahsızlığın ve oral enfeksiyonların başlıca risk faktörleri arasında yer almaktadır. Bu nedenle, risk altında olan çocukların tedavi öncesinde ve sırasında düzenli ağız ve diş muayenesinden geçirilmesi, beslenme durumlarının yakından izlenmesi gerekmektedir (Karaman ve Şahin, 2021). Ayrıca, iştahsızlık ve malnütrisyonun enfeksiyon riskini artırdığı, enfeksiyonların ise iştahsızlığı daha da derinleştirdiği bir kısır döngü olduğu bilinmektedir. Bu döngünün bir noktada kırılması hem iştahsızlığın hem de oral enfeksiyonların tedavi edilmesi gerekir.

Kronik hastalıklar dışında, çocuklarda iştahsızlığa yol açan önemli bir grup ise nörolojik ve gelişimsel bozukluklardır. Serebral palsili çocuklarda çiğneme bozuklukları ve oromotor disfonksiyonlar, besinlerin ağızda tutulması ve yutulabilir kıvama getirilmesi süreçlerinde ciddi sorunlara yol açmaktadır. Bu çocuklarda çiğneme fonksiyonunun bozulması, katı besinlerin alımını sınırlandırmakta ve daha çok yarı katı veya sıvı besinlerin tercih edilmesine neden olmaktadır. Sonuç olarak, gerekli enerji ve besin öğelerinin yeterli düzeyde alınamaması, iştahsızlık ve beslenme bozukluklarına yol açmaktadır. Ayrıca, çiğneme bozukluğu olan çocuklarda öğünlerin hazırlanması ve beslenme süreci hem çocuk hem de aile için sosyal etkileşimde azalma ve yaşam kalitesinde düşüşe neden olmaktadır. Bu nedenle, serebral palsili çocuklarda iştahsızlık ve beslenme problemlerinin erken dönemde tespit edilmesi ve uygun tedavi yaklaşımlarının planlanması gerekmektedir (Özder ve Arslan, 2021).

Nörolojik hastalıklar arasında epilepsi de çocuklarda iştahsızlık ve beslenme sorunlarına yol açabilmektedir. Epilepsi hastası çocuklarda, kullanılan antiepileptik ilaçların yan etkileri, hastalığın kendisi ve ailelerin beslenme yaklaşımları iştah üzerinde belirleyici rol oynamaktadır. Araştırmalarda, epilepsili çocukların yağ tüketimlerinin yüksek, posa ve kalsiyum alımlarının ise düşük olduğu, ayrıca hem yetersiz beslenme hem de obezitenin bu çocuklar için önemli sağlık sorunları arasında yer aldığı belirtilmiştir. Hastalık süresi ile algılanan sorumluluk, çocuk vücut ağırlığı, izlem ve kısıtlama alt ölçek puanları arasında ters yönlü bir korelasyon bulunmuştur. Bu bulgular, epilepsili çocuklarda iştahsızlığın hem biyolojik hem de psikososyal faktörlerle ilişkili olabileceğini göstermektedir (Bayram ve ark., 2020).

Otizm spektrum bozukluğu (OSB) gösteren çocuklarda ise iştahsızlık genellikle gıda seçiciliği ve yeme davranışlarındaki farklılıklarla ilişkilidir. OSB'li çocuklarda en temel beslenme sorunları arasında gıda seçiciliği ve hızlı yeme yer almaktadır. Ayrıca, ailelerin çocuklarının beslenmesi konusunda çaresiz hissettikleri ve rehberliğe ihtiyaç duydukları belirtilmiştir. OSB'li çocuklarda iştahsızlık, çoğunlukla belirli besin gruplarına karşı isteksizlik, yeni tatlarla ve dokulara karşı hassasiyet ve sınırlı besin repertuarı ile kendini göstermektedir. Bu durum, çocukların yeterli ve dengeli beslenmesini engelleyerek büyüme ve gelişme üzerinde olumsuz etkiler yaratabilmektedir (Sayın ve ark., 2018).

Çocuklarda iştahsızlığın bir diğer önemli nedeni ise akut ve kronik enfeksiyonlardır. Özellikle üst solunum yolu enfeksiyonları, gastrointestinal enfeksiyonlar ve diğer sistemik enfeksiyonlar sırasında çocuklarda iştah kaybı sıkça gözlenmektedir (Black ve ark., 2008). Enfeksiyon sırasında vücutta artan sitokinler ve inflamatuvar yanıtlar, hipotalamusta iştahı baskılayan mekanizmaları aktive edebilir. Ayrıca, enfeksiyonun yol açtığı halsizlik, ağrı, ateş ve gastrointestinal semptomlar da çocukların besin alımını olumsuz etkileyebilir. Bu süreçte iştahsızlık genellikle geçici olmakla birlikte, enfeksiyonun şiddeti ve süresi uzadıkça beslenme bozuklukları ve kilo kaybı riski artmaktadır (Karaman ve Şahin, 2021).

Ayrıca bazı ilaçlar da çocuklarda iştah azalmasına neden olabilir. Özellikle antibiyotikler, antidepresanlar, dikkat eksikliği hiperaktivite bozukluğu (DEHB) için verilen ilaçlar iştahı baskılayabilir. İştahsızlık ayrıca diş çıkarma döneminde hemen her çocukta görülebilen geçici bir durum olabileceği gibi demir eksikliği gibi bir sağlık sorununun sonucu olarak da görülebilir. Demir eksikliği anemisi, iştahsızlığın hem nedeni hem sonucu olabilir. Demir eksikliği olan çocuklarda tat alma duyusunda bozulmalar da görülebilir. Bu da iştahsızlığın derinleşmesi ile sonuçlanabilir (Lozoff ve Georgieff, 2006).

2. Davranışsal nedenler

Tüm bu organik nedenlerin dışında bazen davranışsal nedenlerle de iştahsızlık ortaya çıkabilir. Bunlar aile içi sorunlar, stres, okul değişiklikleri gibi faktörler olabileceği gibi düzensiz yemek yeme, aşırı atıştırma tüketimi, televizyon karşısında yemek yeme gibi davranışlar da olabilir (Scorrano ve ark., 2023).

Çocuklarda iştahsızlığın nedenleri arasında psikolojik ve duygusal faktörler de önemli bir yer tutmaktadır. Duygusal iştah, bireyin duygu durumuna bağlı olarak besin alımında artış veya azalma şeklinde kendini gösterebilir. Olumsuz duygu durumlarında bazı çocuklarda iştah azalırken, bazı çocuklarda ise duygusal yeme eğilimi ortaya çıkabilir. Duygusal iştahın, beden kütle indeksi ve basit karbonhidrat tüketimi ile ilişkili olduğu, olumsuz duygu durumlarında iştahın azalabileceği ve beslenme alışkanlıklarının değişebileceği belirtilmektedir. Bu nedenle, diyetisyenlerin ve sağlık profesyonellerinin çocuklarda iştahsızlık ve duygusal iştah arasındaki ilişkiyi dikkate alarak müdahalelerde bulunmaları gerekmektedir (Köseoğlu ve Smail, 2022).

Beslenme alışkanlıkları ve çevresel faktörler de çocuklarda iştahsızlığın ortaya çıkmasında önemli rol oynamaktadır (Behremen ve ark., 2015). Özellikle okul çağındaki çocuklarda, ailelerin beslenme alışkanlıkları, ebeveynlerin rol model olması, aile ile birlikte yeme sıklığı ve ebeveynlerin beslenme bilgi düzeyi çocukların iştahı ve yeme davranışları üzerinde belirleyici olmaktadır. Araştırmalar, ebeveynlerin sağlıklı beslenme konusunda teşvik edici olması ve aşırı baskıdan kaçınmasının çocukların iştahını olumlu yönde etkileyebileceğini göstermektedir. Ayrıca, ebeveyn katılımlı beslenme eğitimlerinin çocukların sağlıklı beslenme davranışlarını geliştirmede ve iştahsızlıkla baş etmede etkili olduğu vurgulanmaktadır (Küçükkaraca Zakkour ve Yıldırım, 2022). Okul temelli beslenme eğitim programları ve aile katılımı, çocuklarda iştahsızlık ve beslenme sorunlarının önlenmesinde önemli bir strateji olarak öne çıkmaktadır.

Çocuklarda iştahsızlığın nedenleri arasında gelişimsel ve davranışsal faktörler de göz ardı edilmemelidir. İştahsızlık özellikle 1–3 yaş arası çocuklarda görülen normal bir dönemdir.

Çocuklar bu yaşta besin seçmeye başlar, porsiyonları küçülür ve bağımsızlıklarını ifade etmek isterler (Satter, 2000). Özellikle erken çocukluk döneminde görülen besin neofobisi, çocukların yeni besinlere karşı isteksizlik göstermesine ve iştahsızlık yaşamasına neden olabilmektedir. Besin neofobisi, yeni besin öğelerini tüketmeye karşı isteksizlik, farklı tatlarla ve kıvamlara karşı hassasiyet ile karakterizedir. Bu süreç, çocukların gelişiminin normal bir parçası olarak değerlendirilmekle birlikte, ebeveynlerin bu dönemde katı ve baskıcı stratejilerden kaçınması, çocukların iştahını destekleyici bir yaklaşım benimsemesi önerilmektedir (Çiftçi ve Poyraz, 2021).

Tamamlayıcı beslenme döneminde ebeveynlerin çocuklara yeni besinleri sunma şekli, çocukların uzun vadeli yeme davranışlarının ve iştah kontrolünün oluşmasında kritik rol oynamaktadır. Zorla yedirme, ödül-ceza sistemi, yemek zamanlarında stres gibi durumlar çocuğun besin alımını olumsuz etkileyebilir. Ailelerin yemeğe aşırı odaklanması iştah azalmasına neden olabilir (Kerzner ve ark., 2015). Aşırı abur cubur tüketimi, öğün aralarında verilen atıştırmalıklar, öğün saatlerinin düzensiz olması, televizyon veya ekran karşısında yemek yeme gibi alışkanlıklar da iştahsızlığı tetikleyebilir (Birch ve Fisher, 1998).

Çocuklarda iştahsızlık, aynı zamanda psikososyal ve çevresel stres faktörleriyle de ilişkilidir. Ebeveynler arasındaki çatışmalar, ailedeki stresli olaylar (boşanma, kardeş doğumu vb.) çocuğun iştahını etkileyebilir (Wright ve ark., 2006). Özellikle pandemi gibi olağanüstü durumlarda aile içi ilişkilerde yaşanan değişiklikler, ebeveyn tutumlarındaki farklılıklar ve artan aile içi çatışmalar, çocuklarda duygusal ve davranışsal problemlerin yanı sıra iştahsızlık gibi beslenme sorunlarının ortaya çıkmasına neden olabilmektedir. Pandemi sürecinde ailelerin rutinlerinin bozulması, çocuklarda iştah kaybı ve beslenme alışkanlıklarında değişikliklere yol açmıştır (Sağlam ve ark., 2021). Bu tür çevresel stres faktörlerinin çocukların iştahı üzerindeki etkisi, multidisipliner bir yaklaşımla ele alınmalı ve ailelere psikososyal destek sağlanmalıdır.

SONUÇ

Çocuklarda iştahsızlık ve beslenme sorunları en sık görülen sorunlardan biri olup tanı ve yönetiminde multidisipliner yaklaşım önemlidir. Çocuklarda iştahsızlığın nedenleri çok boyutlu olup, biyolojik, psikolojik, sosyal ve çevresel etmenlerin bir arada değerlendirilmesini gerektirir. Bu süreçte çocuk sağlığı ve hastalıkları uzmanları, diyetisyenler, psikologlar, fizyoterapistler, çocuk gelişimi ve sosyal hizmet uzmanları gibi farklı disiplinlerden profesyonellerin iş birliği içinde çalışması gerekmektedir. Özellikle kronik hastalığı olan, gelişimsel bozukluk gösteren veya psikososyal sorunlar yaşayan çocuklarda iştahsızlık, sadece bir semptom olarak değil, altta yatan çoklu nedenlerin bir göstergesi olarak ele alınmalıdır. Bu nedenle, çocuklarda iştahsızlığın nedenlerinin belirlenmesi ve uygun müdahale stratejilerinin geliştirilmesi için kapsamlı, bütüncül ve multidisipliner bir değerlendirme şarttır. Ailelere rehberlik edilerek doğru beslenme tutumları kazandırılmalı ve gerekirse uzmanlara yönlendirme yapılmalıdır.

KAYNAKÇA

Atabek, M.E., Üstyol, A., (2018). Bone mineral density in obese children with prediabetes. *Ege Tıp Dergisi*, 57(2), 94-99. DOI: <https://doi.org/10.19161/etd.414976>

- Atalay, B.G., Seker Yılmaz, B., (2020). Obez çocuklarda D vitamini düzeyleri: İnsülin düzeyi ve dislipidemi ile ilişkisinin değerlendirilmesi. *Osmangazi Tıp Dergisi*. DOI: <https://doi.org/10.20515/otd.681619>
- Ateş, E.G., Özdemir, M., Köse, B., Yeşil, E., (2022). Ayaktan Kemoterapi Alan Erişkin Hastalarda Malnütrisyon Riskinin ve Etkileyen Faktörlerin Belirlenmesi: Bir Retrospektif Çalışma. *Türkiye Klinikleri Sağlık Bilimleri Dergisi*, 7(4), 935-943. DOI: <https://doi.org/10.5336/healthsci.2022-88427>
- Bayram, S., Köşeler Beyaz, E., Arslan, M., Akın, O. (2020). Epilepsi Hastası Çocuklarda Beslenme Durumunun Saptanması. *Journal of Nutrition and Dietetics*, 1-10. DOI: <https://doi.org/10.33076/2020.bdd.1296>
- Behremen, C., Doğdubay, M., (2015). Yiyecek ve İçecek İşletmelerinde Psikonörobijokimya Yaklaşımı. *Balıkesir Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 18(34), 23-49. DOI: <https://doi.org/10.31795/baunsobed.645368>
- Birch, L. L., ve Fisher, J. O. (1998). Development of eating behaviors. *Pediatrics*, 101(3), 539-549.
- Black, R. E., Allen, L.H., Bhutta, Z.A., Caulfield, L.E., Onis, M., Ezzati, M., et al. (2008). Maternal and child undernutrition: global and regional exposures. *The Lancet*, 371(9608), 243-260.
- Cui, H., López, M., Rahmouni, K. (2017). The cellular and molecular bases of leptin and ghrelin resistance in obesity. *Nature Reviews Endocrinology*, 13(6), 338-351. DOI: <https://doi.org/10.1038/nrendo.2016.222>
- Çiftçi, S., Poyraz, S.S., (2021). Bebeklikten Çocukluğa Besin Neofobisi. *Izmir Democracy University Health Sciences Journal*, 4(1), 136-147. DOI: <https://doi.org/10.52538/iduhs.913186>
- Doğruel, N., Bozan, G. (2017). Obez Prepubertal Ve Pubertal Çocuklarda Serum Leptin Ve Kemik Mineral Dansitometresi İlişkisinin İncelenmesi. *Osmangazi Tıp Dergisi*, 39(3), 27-34. DOI: <https://doi.org/10.20515/otd.316146>
- Erdem, A.Y., Emir, S., Demir, H.A., Tunç, B., (2014). Kanseri Çocuklarda İştah Uyarıcı Olarak Siproheptadin Kullanımı. *Güncel Pediatri*, 12(2), 63-66. DOI: <https://doi.org/10.4274/jcp.18189>
- Fetissov, S.O., (2016). Role of the gut microbiota in host appetite control: bacterial growth to animal feeding behaviour. *Nature Reviews Endocrinology*, 13(1), 11-25. DOI: <https://doi.org/10.1038/nrendo.2016.150>
- Goldstone, A.P., Holland, A.J., Butler, J.V., Whittington, J.E, (2012). Appetite hormones and the transition to hyperphagia in children with Prader-Willi syndrome. *International Journal of Obesity*, 36(12), 1564-1570. DOI: <https://doi.org/10.1038/ijo.2011.274>
- Han, H., Yi, B., Zhong, R., Wang, M., Zhang, S., Ma, J., Yin, Y., ve ark., (2021). From gut microbiota to host appetite: gut microbiota-derived metabolites as key regulators. *Microbiome*, 9(1). DOI: <https://doi.org/10.1186/s40168-021-01093-y>

- Karaman, S., Şahin, Ş., (2021). Kanserli Çocuklarda Nötropeni ve Oral Enfeksiyonlar. *Çocuk Dergisi*, 21(2), 203-206. DOI: <https://doi.org/10.26650/jchild.2021.746643>
- Kerzner, B., Milano, K., MacLean, W.C., Berall, G., Stuart, S., Chatoor, I. (2015). A Practical Approach to Managing Feeding Difficulties. *Pediatrics*, 135(2), 344–353.
- Kojima, M., Hosoda, H., Kangawa, K. (2004). Ghrelin, a novel growth-hormone-releasing and appetite-stimulating peptide from stomach. *Best Practice & Research Clinical Endocrinology & Metabolism*, 18(4), 517-530. DOI: <https://doi.org/10.1016/j.beem.2004.07.001>
- Köseoğlu, S.Z.A., Smail, A. (2022). Duygusal İştahın Beden Kütle İndeksi ve Basit Karbonhidrat Tüketimi Üzerine Etkisi. *European Journal of Science and Technology*. DOI: <https://doi.org/10.31590/ejosat.1113651>
- Küçükkaraca Zakkour, H., Yıldırım, H. (2022). Ebeveyn Beslenme Eğitiminin Okul Çağı Çocuklarında Verilen Beslenme Eğitimine Etkisi. *Gazi Sağlık Bilimleri Dergisi*, 7(3), 135-148. DOI: <https://doi.org/10.52881/gsbdergi.1140710>.
- Lozoff, B., ve Georgieff, M. K. (2006). Iron deficiency and brain development. *Seminars in Pediatric Neurology*, 13(3), 158–165.
- Özder, F., Arslan, S.S., (2021). Serebral Palsili Palsi’li Çocuklarda Çiğneme Bozuklukları ve İlişkili Beslenme Problemleri. *Journal of Nutrition and Dietetics*, 49(2), 83-89. DOI: <https://doi.org/10.33076/2021.bdd.1460>
- Sağlam, M., Kay, M.A., (2021). COVID-19 Salgını Sürecinin Ailede Ebeveyn Tutumları İle Çocuklarda Duygusal Ve Davranışsal Durumlar Açısından Değerlendirilmesi. *İnönü Üniversitesi Sağlık Hizmetleri Meslek Yüksek Okulu Dergisi*, 9(3), 1115-1130. DOI: <https://doi.org/10.33715/inonusaglik.986414>.
- Satter, E. (2000). Child of Mine: Feeding with Love and Good Sense. Bull Publishing.
- Sayın, F.K., İlik, Ş., (2018). Otizm Spektrum Bozukluğunda Beslenme. *Turkish Journal of Family Medicine and Primary Care*, 12(2), 117-125. DOI: <https://doi.org/10.21763/tjfmpe.432543>
- Scorrano, G., Bella, S.L., Matricardi, S., Chiarelli, S., Giannini, C., (2023). Neuroendocrine Effects on the Risk of Metabolic Syndrome in Children. *Metabolites*, 13(7), 810-810. DOI: <https://doi.org/10.3390/metabo13070810>
- Vatansever, Ş., Kaya, E., (2022). Egzersizin iştah ve iştah hormonları üzerine etkisinin incelenmesi: PubMed üzerinden yapılmış sistematik derleme. *Spor Hekimliği Dergisi*, 57(1), 51-57. DOI: <https://doi.org/10.47447/tjism.0589>
- Wright, C. M., Parkinson, K. N., & Drewett, R. F. (2006). Weaning practices. *Archives of Disease in Childhood*, 91(6), 442–446.

PEDİATRİ HEMŞİRELİĞİ AÇISINDAN TRANSKÜLTÜREL HEMŞİRELİK

Ayşe Sonay TÜRKMEN¹, Nejla CANBULAT ŞAHİNER²

*¹Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi,
asonayturkmen@kmu.edu.tr, Karaman / Türkiye*

*²Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi, ncanbulat@gmail.com,
Karaman / Türkiye*

Öz: Son zamanlarda hemşirelik uygulamalarının etkinliğini değiştirebileceği bilinen alanlardan biri de transkültürel hemşireliktir. Transkültürel hemşirelik, bireylerin kültürel değerlerini, inançlarını ve yaşam biçimlerini dikkate alarak sağlık hizmeti sunmayı hedefler. Pediatri hemşireliğinde transkültürel yaklaşımlar ise bakım verilen çocukların ve ebeveynlerinin kültürel geçmişlerini ve yaklaşımlarını anlamaya dayanmaktadır. Bu derleme çalışmasında çocuk sağlığı ve hastalıklarına yönelik uygulanan transkültürel yaklaşımlara ve pediatri hemşireliği açısından önemine değinilmiştir. Toplumlar içerisinde bile çocuk sağlığı ve bakımına yönelik farklı kültürel yaklaşımlar bulunurken iç ve dış göçlerle birlikte kültürel farklılıkların arttığı bilinmektedir. Bunlar bebek emzirme ve beslenmesi, bebek banyosu gibi temel sağlık uygulamalarında bile görülmektedir. Bazı hastalıkların tedavisine yaklaşımlarda da kültürel etki hissedilmektedir. Tamamlayıcı ve alternatif tıp uygulamalarının da temelini oluşturan transkültürel uygulamaların öncelikle bilimsel temellere dayalı olarak değerlendirilmesi oldukça önemlidir. Transkültürel hemşirelik uygulamalarının temeli çocuk, aile ve hemşire arasında güven ilişkilerinin kurulmasına dayanır. Oluşturulan güven ortamında gerçekleştirilen uygulamaların pediatri hemşireliği açısından da birçok yararı mevcuttur. Bunlar; tedavi sürecine ailenin katılımını arttırması, bütüncül ve etkili tedavi yaklaşımlarının benimsenmesi, ebeveyn-çocuk-hemşire arasındaki iletişimi güçlendirmesi, hasta memnuniyetinin artması olarak sıralanabilir. Güven hissedilen çocuk ve ebeveyn tedaviyi daha kolay kabul edip uyum sağlayabilmektedir. Hem hemşire hem de ebeveyn-çocuk açısından olumlu birçok yararı belirtilen transkültürel yaklaşımların özellikle pediatri hemşireleri tarafından bilinmesi ve uygulanması önerilmektedir.

Anahtar Kelimeler: Kültürel yaklaşımlar; Pediatri hemşireliği; Transkültürel hemşirelik

TRANSCULTURAL NURSING FROM THE PERSPECTIVE OF PEDIATRIC NURSING

Ayşe Sonay TÜRKMEN¹, Nejla CANBULAT ŞAHİNER²

*¹Karamanoğlu Mehmetbey University, Faculty of Health Sciences,
asonayturkmen@kmu.edu.tr, Karaman / Turkey*

*²Karamanoğlu Mehmetbey University, Faculty of Health Sciences, ncanbulat@gmail.com,
Karaman/Turkey*

Abstract: Recently, transcultural nursing is one of the fields known to change the effectiveness of nursing practices. Transcultural nursing aims to provide health care services by taking into account the cultural values, beliefs and lifestyles of individuals. Transcultural approaches in pediatric nursing are based on understanding the cultural backgrounds and approaches of the children and their parents. In this review study, transcultural approaches applied to child health and diseases and their importance in terms of pediatric nursing were mentioned. While there are different cultural approaches to child health and care even within societies, it is known that cultural differences increase with internal and external migration. These are seen even in basic health practices such as breastfeeding and feeding, baby bathing. Cultural influence is also felt in approaches to the treatment of some diseases. It is very important to evaluate transcultural practices, which also form the basis of complementary and alternative medicine practices, based on scientific foundations. The basis of transcultural nursing practices is based on the establishment of trust relationships between the child, family and nurse. The practices carried out in the created trust environment have many benefits for pediatric nursing. These can be listed as increasing family participation in the treatment process, adopting holistic and effective treatment approaches, strengthening communication between parent-child-nurse, and increasing patient satisfaction. Children and parents who feel trust can accept and adapt to treatment more easily. It is recommended that transcultural approaches, which have many positive benefits for both nurse and parent-child, should be known and applied especially by pediatric nurses.

Keywords: Cultural approaches; Pediatric nursing; Transcultural nursing

GİRİŞ

Kültür, toplumu yansıtan genel özellikler olup bir yaşam biçimi ya da insan hayatına dair her şey olarak ifade edilmektedir (Tanrıverdi, 2017). Aynı zamanda kültür nesilden nesle aktarılan yaşam biçimidir. Dolayısıyla coğrafi bölge özelliklerine, insanların yaşam deneyimlerine göre de farklılık gösterir (Ray, 2016). Daha geniş kapsamda değerlendirildiğinde kültür; bireyin sahip olduğu ve içinde yer aldığı aileden ve toplumdan öğrendiği, paylaştığı, gelecek nesillere aktardığı değerler, inançlar, tutumlar, davranışlar ve gelenekler bütünüdür (Bayık Temel, 2008).

Kültürün insan hayatını etkileyen temel unsur olduğu düşünüldüğünde olumlu ya da olumsuz uygulamalar barındırması mümkündür. Bu uygulamalar üç temel bileşende toplanabilmektedir. Sağlık, inançlar ve davranışlar. Kültürel farklılıkların yoğunlukla yaşandığı alan ise sağlıktır.

Sağlıktaki kültürel yaklaşımlarla birlikte hemşirelik uygulamaları da değişmiştir. Her bireyin değerleriyle, inanç ve uygulamalarıyla gösterdiği farklılıklar bireyselleştirilmiş bakımla birlikte transkültürel yaklaşımların da benimsenmesini sağlamıştır. Transkültürel hemşirelik, Madeleine Leininger tarafından geliştirilen bir kavramdır. Ayrıca Leininger'in "Kültürel Bakım Çeşitliliği ve Evrensellik Kuramı" isimli çalışması, kültürlerarası bakımın da temelini oluşturmuştur (Leininger, 2002).

Küreselleşme, göç hareketleri, iletişim ve ulaşım teknolojilerindeki hızlı gelişmeler, toplumların demografik yapısında önemli değişikliklere yol açmıştır. Bu değişiklikler, sağlık hizmetlerinde kültürel çeşitliliğin artmasına ve sağlık profesyonellerinin, özellikle hemşirelerin, farklı kültürel geçmişlere sahip bireylerle daha sık karşılaşmasına neden olmuştur. Bu bağlamda, transkültürel hemşirelik, çağdaş sağlık bakımının vazgeçilmez bir unsuru haline gelmiştir.

Transkültürel hemşirelik, hemşirelerin farklı kültürel değerlere, inançlara, geleneklere ve yaşam biçimlerine sahip bireylere bütüncül, etkili ve kaliteli bakım sunabilmeleri için gerekli olan bilgi, beceri ve tutumları kapsar. Bu disiplin, kültürel yeterlilik, kültürel duyarlılık, kültürel farkındalık ve kültürel bilgi gibi temel kavramlar etrafında şekillenmektedir. Günümüzde sağlık hizmetlerinde kültürel yeterliliğin önemi, hemşirelik literatüründe geniş bir şekilde ele alınmaktadır. Kültürel yeterlilik, hemşirelerin bakım verdikleri bireylerin sağlık ve hastalık davranışlarının arkasındaki kültürel etmenleri bilmelerini, bu bireylerle aralarında olası gelişebilecek ve bakıma olumsuz yansıyacak algı ya da davranışların önüne geçmelerini sağlar. Böylece, hemşirelerin bireylere sunduğu bakımın kalitesi yükselir (Tanrıverdi ve Birkök, 2009). Türkiye’de de artan göç ve kültürel çeşitlilik, hemşirelerin kültürel yeterlilik düzeylerinin geliştirilmesini ve transkültürel hemşirelik yaklaşımlarının benimsenmesini zorunlu kılmıştır (Seval ve ark., 2024).

Transkültürel hemşireliğin temelinde, kültürel farklılıkların sağlık bakımına etkisinin anlaşılması ve bu farklılıkların bakım sürecine entegre edilmesi yer alır. Leininger’in Kültürel Bakım Teorisi, hemşirelik bakımındaki girişimlerin insan kültürlerinde nasıl farklılık gösterdiğini ve kültürün bireylerin sağlık durumlarına etkilerini açıklamayı amaçlar. Literatürde, kültürel yeterliliğin sağlık bakım kalitesinin önemli bileşenlerinden biri olduğu ve sağlık bakım çıktıları üzerinde iyileştirici etkisi bulunduğu belirtilmektedir (Aslan ve Kılıç, 2021). Bu nedenle, transkültürel hemşirelik uygulamalarında kültürel değerlendirme modellerinin ve rehberlerin kullanılması, hemşirelerin bakım verdikleri toplumun kültürel özelliklerini değerlendirmesinde, kültürel verilere daha sistematik ve standardize yollarla ulaşmasında ve bilgi birikiminin artmasında yararlı olmaktadır (Tanrıverdi ve Birkök, 2009).

Kültürel yeterlilik, hemşirelikte yalnızca bireysel bir beceri değil, aynı zamanda profesyonel bir zorunluluk olarak da görülmektedir. Gelişen çok kültürlü dünyamızdaki demografik ve ekonomik değişim, farklı kültürden gelen insanların sağlık düzeylerindeki farklılıklar, sağlık bakımı verenleri ve kurumları kültürel özellikleri göz önünde bulundurmaya yöneltmiştir. Kültürel olarak yeterli bir sağlık profesyoneli olmak, çok kültürlü toplumlarda öncelikle istenmektedir. Kültürel yeterlik; farklı değerleri, kültürel adetleri bilmeyi, toplumların geleneklerine uygun olmayı ve bireylerin bakımında duyarlı olmayı içermektedir (İz, 2009). Bu bağlamda, hemşirelerin kültürel yeterlilik düzeylerinin yükseltilmesi, hasta bakım

davranışlarını pozitif yönde etkilemekte ve mesleğin profesyonel olarak gelişmesine önemli katkılar sağlamaktadır (Savaş, 2023).

Transkültürel hemşirelikte kullanılan modeller, hemşirelerin kültürel yeterliliklerini geliştirmelerinde rehberlik etmektedir. Örneğin, Campinha-Bacote Kültürel Yeterlilik Süreci Modeli, kültürel tevazu üzerine kurulu beş yapıdan oluşmaktadır: kültürel farkındalık, kültürel bilgi, kültürel beceri, kültürel karşılaşmalar ve kültürel istek. Bu model, hemşirelerin kültürel yeterliliklerini geliştirmeleri ve araştırmalarda kültürel modellerin kullanılmasında oldukça uygundur. Ayrıca, hemşirelerin yeterli, kaliteli ve etkin klinik bakım vermesi ve akademik araştırmaların bilimsel kalitesini artırması açısından bu ve diğer kültürel modellerin kullanımına dair çeşitli eğitimler düzenlenebilir (Seval et al., 2024). Benzer şekilde, Papadopoulos Modeli de kültürel farkındalık, kültürel bilgi, kültürel duyarlılık ve kültürel uygulama (yeterlilik) olmak üzere dört yapıdan oluşmakta ve hem çok kültürlü hem de ırkçılık karşıtı bakış açılarını birleştirerek eşitlikler ve insan hakları konusunda daha geniş bir anlayış sunmaktadır (Tezel ve Dıgırak, 2024).

Transkültürel hemşireliğin önemi, yalnızca teorik düzeyde değil, uygulamada da kendini göstermektedir. Hemşirelerin farklı kültürel geçmişlere sahip hastalara bakım sunarken karşılaştıkları zorluklar, iletişim sorunları, tedaviye uyumun azalması, bakıma katılmama ve bakımı reddetme gibi sorunlara yol açabilmektedir. Bu tür sorunların önüne geçilmesi, kültürel yeterlilik süreci modeli gibi yapıların kullanılmasıyla mümkün olabilmektedir. Sağlık profesyonelleri, yaşlı bireylerin kültürel yapısını değerlendirerek bu yapıya uygun olarak bakım verme yeteneğini geliştirebilir, yaşlıların kültürünü daha iyi anlayabilir ve kültürel olarak yeterli bir bakımı sağlayabilir. Modelin kullanımı ile güvenilir bir ilişkinin kurulması, yaşlının bakıma katılması, sağlık sonuçlarında iyileşme ve yaşam kalitesinin artması mümkün olabilmektedir (İlgaz, 2020).

Kültürel yeterlilik eğitimi, hemşirelik öğrencilerinin ve çalışan hemşirelerin empati becerilerinin ve kültürel duyarlılıklarının gelişmesinde de önemli bir rol oynamaktadır. Yapılan randomize kontrollü bir çalışmada, kültürlerarası hemşirelik eğitiminin hemşirelik öğrencilerinde kültürel duyarlılık ve empatik eğilim düzeyini artırdığı, eğitim alan grubun empatik eğilim ve kültürlerarası duyarlılık puanlarının kontrol grubuna göre daha yüksek olduğu saptanmıştır. Bu bulgular, kültürlerarası eğitimin öğrencilerin empati becerisi kazanmalarında ve kültürel duyarlılıklarının artmasında etkili olduğunu göstermektedir (Yılmaz ve ark., 2021).

Kültürel duyarlılık, hemşirelerin bakım davranışlarını doğrudan etkileyen bir faktördür. Türkiye’de yapılan bir araştırmada, hemşirelerin kültürlerarası duyarlılık düzeyleri ile hasta bakım davranışları arasında pozitif bir ilişki olduğu bulunmuştur. Hemşirelerin kültürlerarası duyarlılık düzeylerinin yükselmesi, hasta bakım davranışlarını pozitif yönde etkilemekte ve mesleğin gelişimine katkı sağlamaktadır. Bu nedenle, hemşirelerin kaliteli bakım sunabilmeleri için kültürel model ve becerilere dayalı eğitimlerin oluşturulması önerilmektedir (Savaş ve ark., 2023).

Kültürel yeterlilik ile etnik merkezcilik arasındaki ilişki de transkültürel hemşirelik açısından önemlidir. Hemşirelerin kültürel yeterlilik düzeyleri arttıkça, etnik merkezcilik düzeylerinin azaldığı belirlenmiştir. Özellikle, yabancı dil bilme, başka kültürlerden hasta bakma ve farklı

kültürlerden hastalarla bir arada olmayı isteme gibi faktörler, hemşirelerin kültürel yeterlilik düzeylerini artırmaktadır. Bu bulgular, aktif olarak çalışan hemşirelerin etnik merkezilik ve kültürel yeterlilik konusunda farkındalıklarının artırılması için hizmet içi eğitimlerin önemini ortaya koymaktadır (Türkoğlu ve ark., 2023).

Transkültürel hemşirelikte kültürel modellerin ve rehberlerin kullanımı, hemşirelerin klinik uygulamalarında kültürel veriye ulaşmalarını kolaylaştırmakta ve bakım kalitesini artırmaktadır. Türkiye’de geliştirilen “Hemşirelik Bakımında Kültürel Özellikleri Tanılama Rehberi”, bireysel özellikler, iletişim özellikleri, aile içi ve toplumsal roller ile sağlık uygulamaları olmak üzere dört alandan oluşmakta ve hemşirelerin bakım verdikleri bireylerin kültürel özelliklerini sistematik olarak değerlendirmelerine olanak sağlamaktadır (Tanrıverdi ve Birkök, 2009).

Kültürel yeterlilik, yalnızca bireysel bakımda değil, aynı zamanda sağlık hizmetlerinin genelinde eşitlik ve insan hakları açısından da önemlidir. Kültürel yeterlilik eğitimi, sağlık bakım profesyonelinin kültürel duyarlılık konusundaki bilgi, tutum ve becerilerinin geliştirilmesinde oldukça etkili olmakta ve herkes için sağlık hedefini gerçekleştirmede önemli katkılar sunmaktadır. Ayrıca, kültürel yeterlilik, sağlık profesyonellerinin etik değerleri gözeterek, farklı kültürel geçmişlere sahip hastaların beklenti ve ihtiyaçlarını karşılamada daha başarılı olmalarını sağlamaktadır (Narula ve ark., 2022).

Kültürel yeterlilik eğitimi, hemşirelerin transkültürel uygulamalarda etkin rol alabilmesi için gereklidir. Young ve Lu’nun (2018) Hawaii’de yürüttüğü çalışmada, hemşirelik öğrencilerine verilen iki saatlik kültürel yeterlilik eğitiminin, öğrencilerin genel kültürel yeterlilik puanlarında anlamlı bir artış sağlamadığı, ancak farkındalık ve bilgi düzeylerinde kısmi iyileşmeler gözlemlendiği belirtilmiştir. Bu bulgu, kültürel yeterliliğin kısa süreli eğitimlerle değil, sürekli ve uygulamalı öğrenme süreçleriyle geliştirilebileceğini göstermektedir. Ayrıca, kültürel farkındalık, bilgi, beceri, karşılaşma ve istek gibi alanların yalnızca teorik eğitimle değil, aynı zaman süreç içerisinde pekiştirilmesi ile gerçekleşebileceği de ifade edilmektedir (Young ve Lu, 2018).

Transkültürel hemşirelik eğitimlerinin etkinliği üzerine yapılan sistematik derlemeler, bu alandaki uygulamaların çeşitliliğini ve sonuçlarının heterojenliğini ortaya koymaktadır. Tosun ve ark. (2021) sistematik derlemesinde, transkültürel hemşirelik eğitimi programlarının öğrencilerin kültürel yeterlilik düzeylerini artırmada etkili olduğu, ancak eğitimlerin içeriği, süresi ve değerlendirme yöntemlerinde önemli farklılıklar bulunduğu belirtilmiştir. Ayrıca, eğitimlerin uygulama boyutunun güçlendirilmesi ve öğrencilerin gerçek klinik ortamlarda kültürel yeterliliklerini değerlendirecek araçların geliştirilmesi gerekliliği vurgulanmıştır.

Transkültürel hemşirelik, farklı kültürel geçmişe sahip birey ve topluluklara saygılı, duyarlı ve uygun bakım sunmayı amaçlayan bir disiplin olarak tanımlanmıştır. İnsana ve bireye saygı, farklılıkların göz önünde bulundurulması ve saygı duyulması gibi daha insani yaklaşımları barındırması nedeniyle transkültürel hemşirelik uygulamalarının kabulü ve alana yayılması hızlanmıştır. Özellikle de olumlu sonuçların görülmesi bu süreci daha da hızlandırmıştır (Leininger ve McFarland, 2006).

Pediyatri alanında, çocukların yalnızca biyolojik değil aynı zamanda sosyal ve kültürel bir çevrede geliştiği göz önüne alındığında, transkültürel hemşirelik uygulamaları daha da önem

kazanmaktadır. Madeleine Leininger'in geliştirdiği "Kültürel Bakım Çeşitliliği ve Evrenselliği Kuramı" (Culture Care Theory), bu uygulamaların temelini oluşturmaktadır. Pediatri hemşireliğinde transkültürel yaklaşımlar, çocuk ve ailesinin kültürel değerlerine uygun, güven temelli bir bakımın sağlanmasında büyük önem taşır (Leininger ve McFarland, 2006). Bu derleme çalışmasında pediatri hemşireliği açısından transkültürel yaklaşımları literatür doğrultusunda incelemek amaçlanmıştır.

PEDİATRİ HEMŞİRELİĞİNDE TRANSKÜLTÜREL UYGULAMALARIN YARARLARI

Toplumsal hareketliliğe yol açan deprem, göç gibi olaylarla birlikte kültürel taşınmalar da gerçekleşmektedir (Xu ve ark., 2010; Henderson ve ark., 2016). Bu nedenle hemşirelerin farklı kültürel yapıya sahip bireylere, ailelere ve gruplara bakım verme konusunda yetkin olması gerekmektedir. Hastanın kültürel değerleri, inançları ve uygulamaları bütüncül bakımın vazgeçilmez parçasıdır. Dolayısıyla hemşirelik mesleği küreselleşen dünyada tüm topluma ve etnik gruplara birey merkezli bakım vermenin gerekliliğini ve sorumluluğunu ortaya çıkarmıştır. Kültürel yeterlilik, hemşirelerin farklı kültürlerden gelen bireylerin değer, inanç ve davranışlarını anlama ve buna uygun bakım sunma becerisidir. Pediatri hemşirelerinin kültürel farkındalıklarını artırmaları, çocukların ve ailelerinin bakım sürecine aktif katılımını destekler (Campinha-Bacote, 2002).

Çocuklar, ailelerinin kültürel değerlerini yansıtır. Pediatri hemşireliği, sadece çocuğa değil aynı zamanda aileye de yönelik hizmet sunar. Pediatri hemşireliğinde transkültürel uygulamalar, günümüzün hızla değişen ve çeşitlenen toplumlarında çocuk hastaların ve ailelerinin kültürel gereksinimlerine duyarlı, bütüncül ve etkili bakım sunulmasını hedefleyen önemli bir alan olarak öne çıkmaktadır. Kültürel çeşitliliğin artması, hemşirelerin yalnızca biyomedikal bilgiyle değil, aynı zamanda kültürel bilgi, farkındalık, duyarlılık ve becerilerle de donatılmasını gerektirmektedir. Bu gereklilik, özellikle pediatri alanında, çocukların ve ailelerinin kültürel değerlerinin, inançlarının ve uygulamalarının bakım süreçlerine entegre edilmesini zorunlu kılmaktadır (Spector, 2017).

Pediatri hemşireliğinde transkültürel uygulamaların önemi, hasta ve aile merkezli bakımın temel ilkeleriyle de doğrudan ilişkilidir. Akard ve ark. (2018) belirttiği gibi pediatrik palyatif bakımda hemşireler, çocukların ve ailelerinin yaşam kalitesini artırmak, semptomları hafifletmek ve stresle başa çıkmalarını desteklemek için kültürel duyarlılıkla hareket etmelidir. Bu süreçte, hemşirelerin iletişim becerileri etkin kullanımının, ailelerin kültürel değerlerine saygı gösterilmesinin ve toplumsal destek mekanizmalarının güçlendirilmesinin önemi ortaya çıkmaktadır (Akard ve ark., 2018). Pediatrik bakımda ailelerin kültürel değerlerinin dikkate alınması, bakımın bireyselleştirilmesini ve hasta-aile-hemşire arasında güvene dayalı bir ilişkinin kurulmasını sağlar.

Kültürel yeterlilik ve duyarlılığın ölçülmesi, transkültürel uygulamaların değerlendirilmesinde önemli bir adımdır. Yava ve ark. (2023) geliştirdiği BENEFITS-CCCSAT ölçeği, hemşirelik öğrencilerinin kültürel yeterlilik ve duyarlılık düzeylerini beş alt boyutta (kültürel çeşitliliğe saygı, kültürel duyarlı iletişim, kültürel yeterliliğe ulaşma, kültürel yeterli bakımda karşılaşılan zorluklar ve kültürel bakımın algılanan anlamı) değerlendirmektedir. Bu tür ölçekler, öğrencilerin klinik uygulamalara başlamadan önce hangi alanlarda gelişime ihtiyaç

duyduklarını belirlemeye yardımcı olmaktadır. Pediatri hemşireliğinde, bu tür değerlendirme araçlarının kullanılması, çocuk ve ailelerin kültürel ihtiyaçlarına daha duyarlı bakım sunulmasını sağlayabilir.

Kültürel yeterlilik eğitiminin empati ve iletişim becerileri üzerindeki etkisi de literatürde vurgulanmaktadır. Yılmaz ve Can Gür (2021)'ün randomize kontrollü çalışmasında, sekiz hafta süren kültürlerarası hemşirelik eğitimi alan öğrencilerin empatik eğilim ve kültürel duyarlılık puanlarının kontrol grubuna göre anlamlı derecede arttığı gösterilmiştir. Özellikle, etkileşim katılımı, kültürel farklılığa saygı ve etkileşim alt boyutlarında eğitim alan grubun puanları daha yüksek bulunmuştur. Bu sonuçlar, kültürlerarası eğitimin hemşirelik öğrencilerinin empati becerilerini geliştirmede etkili olduğunu göstermektedir. Pediatrik hemşirelikte, empati ve kültürel duyarlılık, çocukların ve ailelerinin bakım sürecine aktif katılımını teşvik eden temel unsurlardır.

Kültürel yeterlilik ve duyarlılığın geliştirilmesi, hemşirelerin hasta merkezli bakım sunabilmesi için gereklidir. Darnell ve Hickson, kültürel çeşitlilikle ilgili uygulama rehberleri ve değerlendirme araçlarının, hemşirelerin hasta ihtiyaçlarını belirlemesine ve bakım planlarını kültürel olarak uygun şekilde oluşturmaya yardımcı olduğunu belirtmektedir. Ayrıca, etik ilkelerin gözetilmesi, karşılıklı saygı, eşitlik ve güvenin tesis edilmesi, olumlu sağlık sonuçlarını desteklemektedir (Darnell ve Hickson, 2015). Pediatri hemşireliğinde, bu tür rehberlerin ve araçların kullanılması, çocukların ve ailelerinin kültürel değerlerinin bakım sürecine entegre edilmesini kolaylaştırır.

Kültürel yeterlilik eğitiminin klinik uygulamalara yansması, sağlık hizmetlerinde kalite ve hasta memnuniyetinin artırılması açısından önemlidir. Jongen ve ark. (2018) sistematik derlemesinde, kültürel yeterlilik eğitimlerinin sağlık çalışanlarının bilgi, tutum ve becerilerinde iyileşme sağladığı, ancak bu iyileşmenin davranışsal düzeyde ve sağlık sonuçlarına etkisinin sınırlı olduğu belirtilmiştir. Ayrıca, eğitimlerin etkisinin değerlendirilmesinde kullanılan ölçütlerin çeşitliliği ve kalitesinin artırılması gerektiği vurgulanmıştır. Pediatri hemşireliğinde kültürel yeterlilik eğitimlerinin çocuk ve ailelerin sağlık sonuçlarına etkisinin daha kapsamlı ve uzun vadeli çalışmalarla değerlendirilmesi gerekmektedir.

Pediatrik bakımda aile merkezli yaklaşım, kültürel yeterlilikle doğrudan ilişkilidir. Kuo ve ark. (2011), aile merkezli bakımın temel ilkelerini tanımlayarak, ailelerin karar alma süreçlerine aktif katılımının sağlanmasının, çocukların sağlık sonuçlarını iyileştirdiğini belirtmektedir. Ancak, bu yaklaşımın klinik uygulamalara tam olarak entegre edilmesinde çeşitli zorluklar yaşandığı ifade edilmektedir (Kuo et al., 2011). Transkültürel uygulamalar, ailelerin kültürel değerlerinin ve inançlarının bakım sürecine dahil edilmesini sağlayarak, aile merkezli bakımın etkinliğini artırabilir.

Kültürel yeterlilik eksikliğinin hasta deneyimi üzerindeki olumsuz etkileri de literatürde ele alınmaktadır. DeWilde ve Burton, kültürel yeterlilikten yoksun bakımın, hastalarda "kültürel sıkıntı" olarak adlandırılan olumsuz deneyimlere yol açabileceğini belirtmektedir. Bu model, hastaların kültürel ihtiyaçlarının karşılanmamasının, sağlık ve iyileşme süreçlerinde olumsuz sonuçlar doğurabileceğini göstermektedir (DeWilde ve Burton., 2016). Pediatri

hemşireliğinde çocukların ve ailelerinin kültürel gereksinimlerinin göz ardı edilmesi, bakım sürecinde güven kaybı ve memnuniyetsizlik gibi sorunlara yol açabilir.

Kültürel yeterlilik ve duyarlılığın geliştirilmesi için hemşirelik eğitiminde çeşitli yöntemler kullanılmaktadır. Chung ve Jarvill'in çalışmasında, simülasyon ve vaka temelli öğrenme yöntemlerinin hemşirelik öğrencilerinin kültürel farkındalık ve duyarlılık düzeylerini artırdığı, vaka temelli öğrenmenin ise kültürel yeterlilik üzerinde daha etkili olduğu gösterilmiştir. Bu bulgu, kültürel öğrenme fırsatlarının hemşirelik eğitimine entegre edilmesinin, öğrencilerin kültürel yeterlilik gelişimine katkı sağladığını göstermektedir (Chung ve Jarvill, 2019). Pediatri hemşireliğinde simülasyon ve vaka temelli öğrenme gibi aktif öğrenme yöntemlerinin kullanılması, öğrencilerin gerçek klinik ortamlarda karşılaşacakları kültürel çeşitliliğe daha iyi hazırlanmalarını sağlayabilir.

Kültürel yeterlilik eğitiminin maliyet ve etkinliği de sağlık hizmetlerinde önemli bir tartışma konusudur. Parker ve ark. (2020) çalışmasında, kültürel olarak uyarlanmış iletişim eğitiminin, katılımcıların kültürel yeterlilik davranışlarını artırdığı ve maliyet açısından etkili bir müdahale olabileceği belirtilmiştir. Eğitim sonrası, katılımcıların kültürel olarak yeterli davranışları sergileme sıklığında anlamlı bir artış gözlenmiştir (Parker et al., 2020). Pediatri hemşireliğinde bu tür eğitimlerin yaygınlaştırılması, hemşirelerin kültürel yeterlilik düzeylerini artırarak, çocuk ve ailelerin bakım süreçlerinde daha olumlu deneyimler yaşamalarını sağlayabilir.

Tüm bu durumlar göz önüne alındığında kültürel yeterliliğin yalnızca bireysel hemşirelerin değil, aynı zamanda sağlık kurumlarının ve eğitim programlarının da sorumluluğunda olduğu görülmektedir. Hunt ve ark. (2019)'ın çalışmasında, hasta merkezli bakımın kültürel çerçevelerin dikkate alınmasını gerektirdiği ve sağlık kurumlarının kültürel uygulamalara uyum sağlaması gerektiği vurgulanmaktadır. Kurumsal normların ve standartların, hastaların kültürel uygulamalarına göre esnetilmesi gerektiğinde, etik ve pratik değerlendirme süreçlerinin devreye girmesi önerilmektedir. Pediatrik hemşireliğinde de kurumların kültürel çeşitliliğe duyarlı politikalar geliştirmesi, hemşirelerin transkültürel uygulamalarda daha etkin rol almasını destekleyecektir.

SONUÇ

Transkültürel hemşirelik, günümüzün çok kültürlü sağlık ortamında hemşirelerin etkili, kaliteli ve bütüncül bakım sunabilmeleri için vazgeçilmez bir disiplindir. Kültürel yeterlilik, kültürel duyarlılık, kültürel farkındalık ve kültürel bilgi gibi kavramlar etrafında şekillenen bu alan, hemşirelerin bireysel ve toplumsal düzeyde sağlık hizmetlerinin kalitesini artırmalarına olanak tanımaktadır. Transkültürel hemşirelik uygulamalarının yaygınlaştırılması ve kültürel modellerin kullanılması, hemşirelik mesleğinin profesyonel gelişimine ve sağlık hizmetlerinde eşitliğin sağlanmasına önemli katkılar sunmaktadır.

Pediatri hemşireliğinde transkültürel uygulamalar, hemşirelerin kültürel yeterlilik, duyarlılık, empati ve iletişim becerilerinin geliştirilmesini gerektiren, çok boyutlu ve dinamik bir süreçtir. Bu süreçte, eğitim programlarının sürekli güncellenmesi, değerlendirme araçlarının

geliştirilmesi ve klinik uygulamaların kültürel çeşitliliğe uyumlu hale getirilmesi büyük önem taşımaktadır. Pediatri hemşireliğinde transkültürel uygulamaların etkinliği, hemşirelerin çocuk ve ailelerin kültürel değerlerine duyarlı, bütüncül ve etik bakım sunabilmesiyle doğrudan ilişkilidir.

Tüm bu yararlılıkları düşünüldüğünde pediatri hemşirelerine yönelik kültürel yeterlilik eğitim programları düzenlenerek transkültürel hemşirelik ve bu disiplin kapsamında yer alan uygulamalara yönelik eğitimler planlanması önerilmektedir. Ayrıca sağlık kurumlarında kültürel danışmanlık hizmetleri yaygınlaştırılmasının da sağlığın güçlendirilmesi açısından yararlı olacağı düşünülmektedir. Transkültürel hemşirelik uygulamaları ve etkilerine yönelik kapsamlı, farklı araştırma türlerinde çalışmaların da literatüre kazandırılması önerilmektedir.

Kaynaklar

- Akard, T.F., Hendricks-Ferguson, V.L., Gilmer, M.J., Hendricks-Ferguson, V.L. (2018). Pediatric palliative care nursing.. *Ann Palliat Med*, 8(S1), S39-S48. DOI: <https://doi.org/10.21037/apm.2018.06.01>
- Andrews, M. M., ve Boyle, J. S. (2016). Transcultural Concepts in Nursing Care.
- Başalan İz, F. (2009). Hemşirelikte kültürel yeterlik. *Aile ve Toplum*. DOI: <https://search.trdizin.gov.tr/tr/yayin/detay/103831/hemsirelikte-kulturel-yeterlik>
- Bayık Temel, A. (2008). Kültürlerarası (çok kültürlü) hemşirelik eğitimi. *Atatürk Üniversitesi Hemşirelik Yüksekokulu Dergisi*, 11(2), 92-101
- Campinha-Bacote, J. (2002). The process of cultural competence in the delivery of healthcare services. *Journal of Transcultural Nursing*, 13(3), 181–184.
- Chung, S.Y., Jarvill, M. (2019). Improving nursing student cultural competence: Comparing simulation to case-based learning. *Journal of Nursing Education and Practice*, 9(7), 128-128. DOI: <https://doi.org/10.5430/jnep.v9n7p128>
- Darnell, L.K., Hickson, S.V. (2015). Cultural competent patient-centered nursing care. *Nurs Clin North Am*, 50(1), 99-108. DOI: <https://doi.org/10.1016/j.cnur.2014.10.008>
- DeWilde, C., Burton, C.W., Burton, C.W., (2016). Cultural distress: An emerging paradigm. *J Transcult Nurs*, 28(4), 334-341. DOI: <https://doi.org/10.1177/1043659616682594>
- Hunt, M.R., (2009). Patient-centered care and cultural practices: Process and criteria for evaluating adaptations of norms and standards in health care institutions. *HEC Forum*, 21(4), 327-339. DOI: <https://doi.org/10.1007/s10730-009-9115-8>
- Ilgaz, A. (2020). Yaşlı bakımında kültürel yeterlilik süreci modelinin kullanılması. *Hacettepe Üniversitesi Hemşirelik Fakültesi Dergisi*, 7(3), 278-284. DOI: <https://doi.org/10.31125/hunhemsire.834205>
- Jongen, C., McCalman, J., Bainbridge, R. (2018). Health workforce cultural competency interventions: a systematic scoping review. *BMC Health Services Research*, 18(1). DOI: <https://doi.org/10.1186/s12913-018-3001-5>

- Korkmaz Aslan, G., Kılınç, E. (2021). Köyde yaşayan spinal tümör tanılı erkek hastanın gündeğümü modeli ile kültürel değerdendirilmesi. *Hacettepe Üniversitesi Hemşirelik Fakültesi Dergisi*, 8(1), 108-116. DOI: <https://doi.org/10.31125/hunhemsire.907999>
- Kuo, D.Z., Houtrow, A.J., Arango, P., Kuhlthau, K.A., Simmons, J.M., Neff, J.M., ve ark. (2011). Family-centered care: Current applications and future directions in pediatric health care. *Maternal and Child Health Journal*, 16(2), 297-305. DOI: <https://doi.org/10.1007/s10995-011-0751-7>
- Leininger, M. M., McFarland, M. R. (2006). Culture Care Diversity and Universality: A Worldwide Nursing Theory.
- Narula, V., Prakash, R., (2022). Sağlık çalışanlarının kültürel yeterliliğı: Sasaram, bihar üzerine bir araştırma. *İmgelem*, 6(10), 261-276. DOI: <https://doi.org/10.53791/imgelem.1102475>
- Parker, M., Fang, X., Bradlyn, A., Parker, M.M., Bradlyn, A.S. (2020). Costs and effectiveness of a culturally tailored communication training program to increase cultural competence among multi-disciplinary care management teams. *BMC Health Services Research*, 20(1). DOI: <https://doi.org/10.1186/s12913-020-05662-z>
- Ray, M.A. (2016). Hemşirelik ve sağlık bakımında teorik ve kültürlerarası bakım dinamikleri. İçinde: Ray MA, editör. Hemşirelik ve Sağlık Bakımında Kültürlerarası Bakım Dinamikleri. 2. basım. Philadelphia: FA Davis Company; 3–35.
- Savaş, M., Ödek, Ö., Özen, Ö. (2023). Hemşirelerin kültürel duyarlılık düzeyleri bakım davranışlarını etkiler mi?: Türkiye Örneğı. *Yaşam Boyu Hemşirelik Dergisi*, 1(1), 94-117. DOI: <https://doi.org/10.29228/lnursing.66831>
- Seval, M., Ayyıldız, T., Uzuntarla Güney, E. (2024). Campinha-bacote kültürel yeterlilik süreci modeli ve hemşirelik araştırmalarındaki kullanımı. *Karaelmas Sosyal Bilimler Dergisi*. DOI: <https://dergipark.org.tr/tr/pub/kares/issue/84989/1413868>
- Spector, R. E. (2017). Cultural Diversity in Health and Illness.
- Srivastava, R. (2008). The ABC (and DE) of cultural competence in clinical care. *Ethnicity and Inequalities in Health and Social Care*, 1(1), 27-33. DOI: <https://doi.org/10.1108/17570980200800005>
- Tanrıverdi, G. (2017). Hemşirelikte yeni bir model önerisi: Çevre odaklı kültürel yeterlilik modeli. *Journal of Human Sciences*, 14(4), 4658-4670.
- Tanrıverdi, G., Birkök, M.C. (2009). Türkiye’de hemşirelik bakımında kültürel özellikleri tanılama rehberi. *International Journal of Human Sciences / Uluslararası İnsan Bilimleri Dergisi*, 6(1), 793-806. DOI: <https://doi.org/10.14687/ijhs.v6i1.630>
- Tezel, A., Dığrak, E. (2024). Transkültürel hemşirelik ve kültürel yeterlilik için papadopoulos modeli. *Sağlık Bilimleri Üniversitesi Hemşirelik Dergisi*, 6(2), 175-180. DOI: <https://doi.org/10.48071/sbuhemsirelik.1449992>
- Tosun, B., Yava, A., Dirgar, E., Başustaoğlu Şahin, E., Bahadır Yılmaz, E., Papp, K., ve ark. (2021). Addressing the effects of transcultural nursing education on nursing students'

cultural competence: A systematic review.. *Nurse Educ Pract*, 55, 103171-103171.
DOI: <https://doi.org/10.1016/j.nepr.2021.103171>

- Türkoğlu, N., Sönmez, S.B., (2023). Hemşirelerin kültürel yeterlilik ile etnik merkezilik düzeyleri arasındaki ilişki ve etkileyen faktörlerin belirlenmesi. *Halk Sağlığı Hemşireliği Dergisi*, 5(1), 26-36. DOI: <https://doi.org/10.54061/jphn.1142317>
- Yava, A., Tosun, B., Papp, K., Tóthová, V., Şahin, E., Bahadır Yılmaz, E., ve ark. (2023). Developing the better and effective nursing education for improving transcultural nursing skills cultural competence and cultural sensitivity assessment tool (BENEFITS-CCCSAT). *BMC Nursing*, 22(1). DOI: <https://doi.org/10.1186/s12912-023-01476-6>
- Yıldız, S., Törüner, KE., Altay, N., (2018). Effects of different cultures on child health. *Journal of Nursing Research and Practice*, 2 (2), 6-10
- Yılmaz, E., Can Gür, G., (2021). The effect of intercultural nursing training on nursing students' intercultural sensitivity and empathic tendency level: Randomised controlled trial. *Gümüşhane Üniversitesi Sağlık Bilimleri Dergisi*, 10(1), 130-137. DOI: <https://doi.org/10.37989/gumussagbil.869660>
- Young, S., Lu, K. (2018). Educational interventions to increase cultural competence for nursing students. *International Journal of Organization Theory & Behavior*. DOI: <https://doi.org/10.1108/IJOTB-03-2018-0026>

TÜRKİYE’DE SİYASAL KÜLTÜRÜN COĞRAFİ DAĞILIMI: ALMOND VE VERBA’NIN KURAMI IŞIĞINDA BİR İNCELEME

Fatma OKUR ÇAKICI

*Karamanoğlu Mehmetbey Üniversitesi, İktisadi ve İdari Bilimler Fakültesi,
fatmaokurcakici@kmu.edu.tr, Karaman/Türkiye*

Öz: Siyasal katılım biçimleri, yalnızca bireysel eğilimlerin değil, toplumsal yapının, kültürel kalıpların ve tarihsel hafızanın da etkisiyle şekillenir. Bu bağlamda, siyasal kültür kavramı, yurttaşların siyasal sisteme yönelik algılarını, tutumlarını ve davranışlarını anlamada önemli bir analiz düzlemidir. Gabriel Almond ve Sidney Verba’nın geliştirdiği siyasal kültür tipolojisi, bu çeşitliliği açıklamak için hâlâ temel referans noktalarından biri olmayı sürdürmektedir. Gabriel Almond ve Sidney Verba’nın geliştirdiği siyasal kültür kuramını Türkiye bağlamında yeniden yorumlayarak, ülkenin farklı coğrafi bölgelerinde hâkim olan siyasal kültür biçimlerini (parochial, subject, participant ve karma) incelemeyi amaçlamaktadır. Siyasal kültür biçimleri; siyasi parti üyelik oranları, sivil toplum kuruluşlarına katılım düzeyi, kentleşme oranı ve seçim verileri gibi ölçülebilir göstergeler aracılığıyla analiz edilmiştir. Araştırma, bu göstergeleri iller bazında görselleştirerek siyasal katılım ve bilinç düzeylerindeki mekânsal farklılıkları ortaya koymaktadır. Sonuçlar, Türkiye’de siyasal kültürün bölgelere göre önemli ölçüde farklılaştığını; Doğu ve Güneydoğu Anadolu’da parochial, İç Anadolu ve Karadeniz’de subject, kıyı bölgelerinde ise participant kültür biçimlerinin baskın olduğunu göstermektedir. Çalışma, bölgesel siyasal farkındalık düzeylerini ortaya koyarak demokratikleşme süreçleri açısından önemli politik çıkarımlar sunmaktadır. Bu çalışmada, Türkiye’deki siyasal kültür biçimleri bölgesel düzeyde dağılımı ele alınmış, siyasal davranış verileri siyasal kültür türleri açısından değerlendirilmeye çalışılmıştır.

Anahtar Kelimeler: Siyasal Kültür, Türkiye, Demokratikleşme

THE GEOGRAPHICAL DISTRIBUTION OF POLITICAL CULTURE IN TURKEY: AN ANALYSIS IN THE LIGHT OF ALMOND AND VERBA'S THEORY

Fatma OKUR ÇAKICI¹

*¹Karamanoğlu Mehmetbey University, Faculty of Economics and Administrative Sciences,
fatmaokurcakici@kmu.edu.tr, Karaman/Türkiye*

Abstract: Forms of political participation are shaped not only by individual tendencies but also by societal structures, cultural patterns, and historical memory. In this context, the concept of political culture provides a crucial analytical framework for understanding citizens' perceptions, attitudes, and behaviors toward the political system. Gabriel Almond and Sidney Verba's typology of political culture continues to serve as a foundational reference point in explaining this diversity. This study aims to reinterpret Almond and Verba's political culture theory within the Turkish context and to examine the dominant political culture types (parochial, subject, participant, and mixed) across different geographical regions of the country. Political culture types are analyzed through measurable indicators such as political party membership rates, levels of participation in civil society organizations, urbanization rates, and electoral data. By visualizing these indicators at the provincial level, the research reveals spatial variations in political participation and consciousness. The findings demonstrate that political culture in Turkey varies significantly by region: a parochial political culture is dominant in Eastern and Southeastern Anatolia; a subject culture prevails in Central Anatolia and the Black Sea regions; and a participant culture is more prominent in coastal areas. By identifying regional differences in political awareness, the study offers important policy implications for the processes of democratization. This research evaluates regional distributions of political culture in Turkey by analyzing political behavior data through the lens of political culture typologies.

Keywords: Political Culture, Türkiye, Democratization

GİRİŞ

Siyasal kültür, bireyin yaşam dünyasını anlamlandırmasında ve siyasal yapıya dair tutum geliştirmesinde merkezi bir rol oynamaktadır. Bireylerin toplumsal ve siyasal hayata ilişkin algı ve davranışları, içinde bulundukları siyasal kültür tarafından şekillendirilmekte; bu da onların siyasal sisteme katılım düzeylerini belirlemektedir. Siyasal kültürün gelişimi, bireylerin iktidar ve yönetime dair tutumlarını etkileyerek, demokrasinin derinleşmesi ve katılımcı yönetim anlayışının yaygınlaşmasına zemin hazırlamaktadır. Sonuç olarak, siyasal kültür, bireylerin siyasal sisteme yönelik tepkilerinde hem meşruiyet hem de eleştirelilik kanalları açarak demokratikleşme sürecinin ilerlemesine katkıda bulunmaktadır (Çaha, 2004:1).

Siyasal kültür, bireylerin siyasal sisteme yönelik algılarını, tutumlarını ve davranışlarını anlamada temel bir analiz düzlemidir. Siyasal katılım ve siyasal bilinç yalnızca bireysel tercihlerle değil, aynı zamanda tarihsel, kültürel ve toplumsal yapıların etkisiyle de şekillenmektedir. Siyasal kültür kavramı, bu çok katmanlı yapının anlaşılmasında vazgeçilmez bir anahtar sunmaktadır. Gabriel Almond ve Sidney Verba'nın geliştirdiği siyasal kültür kuramı, bu çerçevede bireylerin siyasal sistemle kurduğu ilişkileri anlamaya

yönelik öncü bir modeldir. Söz konusu modelde siyasal kültür; **parochial** (yerel/soyutlanmış/mahalli), **subject** (itaatkâr/bağımlı/uyrukluk) ve **participant** (katılımcı) olmak üzere üç temel tipe ayrılmaktadır (Almond, Verba, 1963: 18-20).

Ancak, bir siyasal kültür sosyal mobilizasyon sonucu kendi içinde de değişime uğrayabilir. Sosyo-ekonomik ve psikolojik bağların çözülmesi, insanların yeni sosyalleşme ve davranış örüntüleri geliştirmeleri siyasal kültürün değişim sürecini açıklamada yardımcı olabilir (Huntington, Dominguez, 1975:34-35).

Bununla birlikte Yücekök (1987:17)’ün belirttiği gibi “Siyasal kültür, siyasal olaylar ve bu olaylar karşısında etkilenen kişilerin davranışları arasında bir köprüdür. Bu davranışlar da insanların olayları nasıl yorumladıklarına dayanmaktadır”. Yücekök aynı zamanda siyasal kültürün bileşenleri arasında; siyasal kanaatler, genel kültür, siyasi hatıra, siyasal stil gibi unsurların varlığından bahsetmiş ve bu unsurların toplamının siyasal kültürü oluşturduğunu ifade etmiştir.

Normlar, kurallar, alışkanlıklar, gelenek ve inanç sistemleri her siyasal sistemin merkezinde bulunduğu gibi, siyasal süreç içindeki aktörlerin davranışlarını da şekillendirmektedir (Çağla, 2010: 67). Dolayısıyla siyasal kültür, toplumun genel kültüründen, gelenek ve inançlarından, kurallarından, alışkanlıklarından bağımsız düşünülemeyeceği gibi tam aksine, bunlarla tamamen bağlantılı ve ilişkilidir.

KURAMSAL ÇERÇEVE

Siyasal kültür, toplum üyelerinin siyasete ilişkin davranış kurallarından oluşmaktadır. Siyasal kültür siyasal süreçte bazı inanç ve davranış kurallarının standartlaşmasını sağlayarak, siyasal sürecin işleyişini kolaylaştırarak, aynı zamanda mevcut siyasal sistemin benimsenerek meşrulaştırılıp devamını sağlayan bir araçtır (Turan, 1996: 33).

1963 yılında Gabriel Almond ve Sidney Verba tarafından yayınlanan “ The Civic Culture: Political Attitudes and Democracy in Five Nations” isimli kitapta ABD, Büyük Britanya, İtalya, Almanya ve Meksika’da yapılan çalışma siyasal kültür anlamında etkili ve önemli önermeler ortaya atmıştır (Çağla, 2010: 69-70).

Almond ve Verba, siyasal kültürü “bireylerin siyasal sistemle ilişkileri çerçevesinde benimsedikleri tutum ve yönelimlerin toplamı” olarak tanımlar (Almond, Verba, 1963: 18-20). Bu bağlamda bireysel ve kolektif ulusal siyasal kültür 3 modele dayanmaktadır.

- **Parochial kültür**, bireylerin siyasal sistemin farkında bile olmadığı, yerel otoritelere dayalı, geleneksel ilişkilerin baskın olduğu topluluklara özgüdür.
- **Subject kültür**, yurttaşların devlet otoritesini tanıdığı ancak pasif kaldığı, yönetime doğrudan katılımın sınırlı olduğu yapılarda görülür.
- **Participant kültür**, siyasal süreçlere etkin biçimde katılan, siyasal hak ve sorumluluklarının bilincinde bireylerin oluşturduğu demokratik toplumlarda gözlemlenir.

Parochial kültürde siyasal nesneler hakkında genel bir bilgisizlik ve ilgisizlik bulunur. Subject kültürde bireylerin siyasal sistem hakkında bilgisi vardır ancak siyasi faaliyetlere katılım

sınırlıdır. Participant kültürde ise bireyler siyasal sistem ve işleyişi ile ilgili bilgiye ve ilgiye sahip olmakla birlikte siyasal süreçlere katılım gösterirler (Çağla, 2010: 70-71).

Genel bir ifadeyle parochial (mahalli) siyasal kültür geleneksel siyasal yapının bulunduğu toplumlarda, subject (uyrukluk) kültürü merkezileşmiş otoriter yapıya sahip toplumlarda, participant (katılımcı) kültür ise demokratik siyasal yapıların bulunduğu toplumlarda görülme ihtimali bulunmaktadır (Almond, Verba, 1972: 20-21).

Bununla birlikte farklı siyasal kültür tiplerinin bir arada bulunduğu “Karma” siyasal kültür tiplerine de rastlanılmaktadır. Bu tür toplumlarda ve sistemlerde Batılı ve geleneksel siyasal kültürler bir arada gözlemlenirken, kararlı, güçlü, yerleşik bir siyasal kültür hakim konumda değildir. Siyasal yapı ve toplumsal yapı paralelliği tam olarak sağlanamamıştır (Durdu, 2013: 22-23).

Siyasal kültür tartışmaları içinde, bireylerin siyasal tutumları ve davranışları, belirli bir yönelimi ortaya koyar ve çoğunlukla siyasal yapılar ya da aktörler gibi somut hedeflere yöneliktir. Bu yönelimler, bireyin siyasal eyleme geçmesinden önce oluşan zihinsel ve duygusal hazırlıklardır. Toplumsal gelenekler, kolektif hafıza, bireysel motivasyonlar, değer yargıları, duygusal bağlar ve kültürel semboller bu hazırlık sürecini biçimlendirir. Siyasal davranışların ardında yatan yönelimler dört temel boyutta ele alınabilir: Bireyin siyasal sistem hakkında bilgi sahibi olmasını sağlayan bilişsel boyut; sisteme karşı beslediği duygularla ilgili olan duygusal boyut; ve son olarak sistemin işleyişine ilişkin değerlendirmelerini içeren yargısal boyut bulunmaktadır (Kavanagh, 1972:11).

TÜRKİYE’DE SİYASAL KÜLTÜRÜN ŞEKİLLENMESİ

Türkiye’de demokrasinin topluma tanıtılmasında pekçok aktör bulunmakla birlikte, siyaset bu aktörlerin en önemlileri arasında gelmektedir (Küçükyılmaz, 2011: 7). Siyasal katılım, siyasal kültürün oluşumunda ve gelişiminde önemli bir etkidir. Bu da siyasal katılımın boyutları, niteliği ve niceliği açısından incelenmelidir. Katılım, sadece oy verme davranışı olarak değil, siyasette ve sivil toplum kuruluşlarında aktif faaliyet gösterme gibi konuları içermelidir.

Çeşitli sosyalleşme araçları ile yeni kuşaklara aktarılan siyasal kültür ile her yeni kuşak sosyalleşme süreci ile birlikte toplumun siyasi inanç, değer ve tutumlarını öğrenmiş olur (Taşdelen, 2011: 155). Böylelikle siyasi sistemin devamlılığı da sağlanmış olmaktadır. Bununla birlikte Türkiye’de var olan devlet geleneğinin etkisiyle şekillenmiş siyasal kültüre etki eden unsurlar bulunmaktadır.

Devlet Merkezli Siyasal Kültür Cumhuriyet’e aktarılmış ve bu kültür devleti yücelten, eleştiriye kapalı bir konuma taşınmıştır. Devlet, toplumda kutsal bir rol alan aşkın ve kutsal bir yapı olarak görülmüş, siyasal otoriteye mutlak sadakat talep edilmiştir. Türkiye’de siyasal kültür, toplumsal kültürün otoriteye dair kalıplarından doğrudan etkilenmiştir. Hiyerarşik düzene dayalı bu kültür, siyasal süreçlerde güçlüye itaat, farklılıklara tahammülsüzlük ve muhalefete mesafe gibi eğilimleri beslemiştir. Ordu, Osmanlı’dan bu yana hem dini hem ulusal bir kurum olarak meşruiyet kazanmış ve Cumhuriyet döneminde ulus-devletin bekçisi olarak görülmüştür. Türkiye’deki siyasal kültür patriarkal (erkek egemen) yapının etkisi

altındadır. Bu durum, siyasetin erkeklere özgü bir alan olarak inşa edilmesine, kadınların siyasal katılımdan dışlanmasına ve toplumsal cinsiyet rollerinin siyasette belirleyici olmasına yol açmıştır. Siyaset, geniş halk kitlelerinin değil, seçkin bir elitin tekelinde yürütülen bir faaliyet olarak görülmüştür. Siyasal kültürde muhalefet çoğu zaman düşmanlıkla özdeşleştirilmiş, rakipler yok edilmesi gereken unsurlar olarak görülmüştür.

Türkiye’de siyasal kültür, homojen bir yapı göstermez ve farklı kesimlerde farklı eğilimler gözlemlenir:

1. Kırsal Kesim ve Geleneksel Toplum Yapıları (Parochial Kültür)

Siyasal bilincin görece düşük olduğu, oy verme davranışının genellikle liderler, aşiretler veya cemaatler tarafından yönlendirildiği bölgeler. Özellikle doğu ve güneydoğu bölgelerinde geleneksel otorite yapıları (aşiretler, şeyhler) güçlüdür. Devletle ilişki, çoğunlukla yerel yöneticiler veya aracılar (muhtarlar, dini liderler) üzerinden kurulur. (STK yoğunluğu düşük, Siyasi teşkilatlanma zayıf veya tek partiye dayalı, Kentleşme oranı ve eğitim düzeyi görece düşük bölgelerdir.)

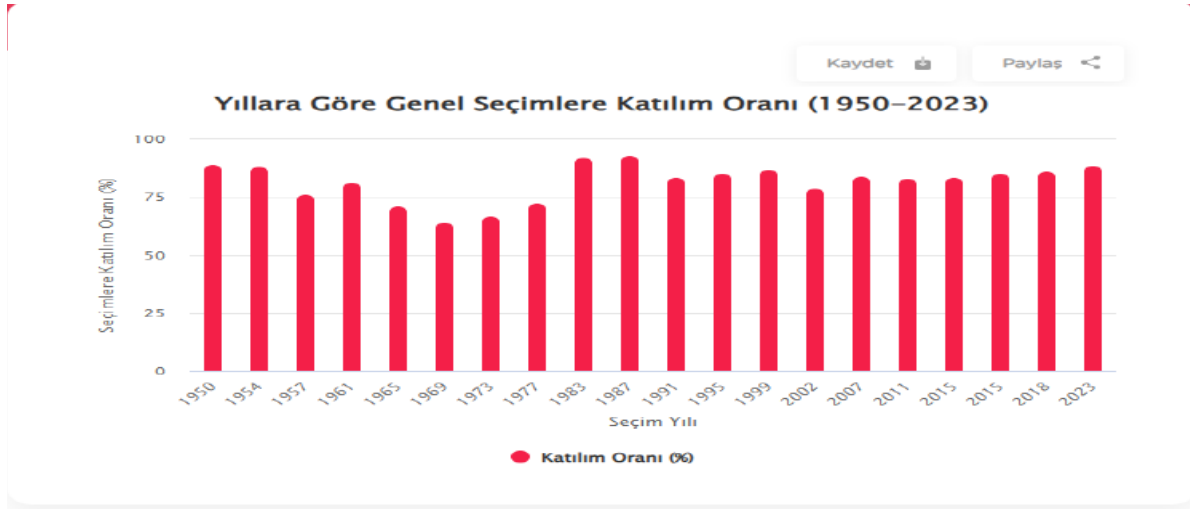
2. Merkeziyetçi ve Devletçi Kültür (Subject Kültür)

Osmanlı’dan miras kalan güçlü devlet geleneği nedeniyle Türkiye’de yurttaşların önemli bir bölümü siyaseti “devlet eksenli” düşünür. Devletin yönettiği bir sistemde yurttaşın doğrudan katılımı sınırlıdır, ancak devlete karşı bir bağlılık ve itaat anlayışı yaygındır. Bireylerin hak ve sorumluluklardan çok devletin varlığına ve gücüne vurgu yapılır. Kemalist-modernist kesimlerde bile, “devletin bekası” kavramı ön planda tutulur. (STK yoğunluğu Orta, Parti teşkilatları: Genellikle iktidar partisine ait, güçlü ama tek kutuplu, Kentleşme ve eğitim düzeyi orta düzeydedir

3. Metropoller ve Katılımcı Kültür (Participant Kültür)

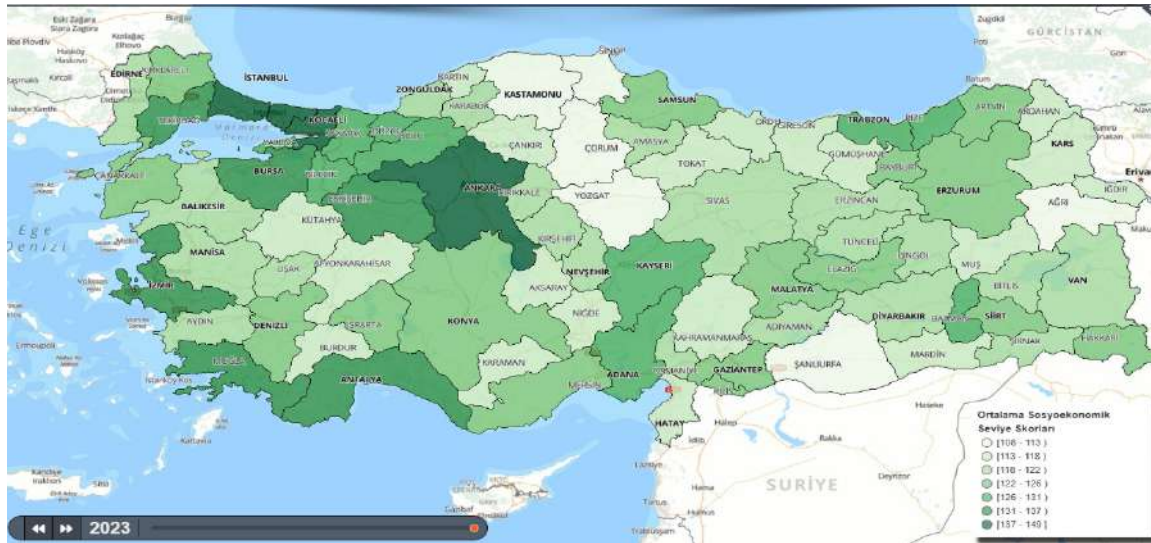
Büyük şehirlerde (İstanbul, Ankara, İzmir) siyasal katılım görece daha yüksektir. STK’lar, sendikalar, meslek örgütleri, partiler ve medya üzerinden yurttaşlar siyasi süreçlere daha fazla dahil olur. Seçimlere katılım yüksek olmakla birlikte, bireyler arasında ideolojik kutuplaşma da belirgindir. STK yoğunluğu yüksek, Parti teşkilatları çeşitli, hem iktidar hem muhalefet temsil edilir. Kentleşme ve eğitim düzeyleri görece yüksektir.

Tablo 1. Yıllara Göre Genel Seçimlere Katılım Oranları (1950-2023)
(<https://www.verikaynagi.com/grafik/turkiye-genel-secimlerine-katilim-oranlari/>)



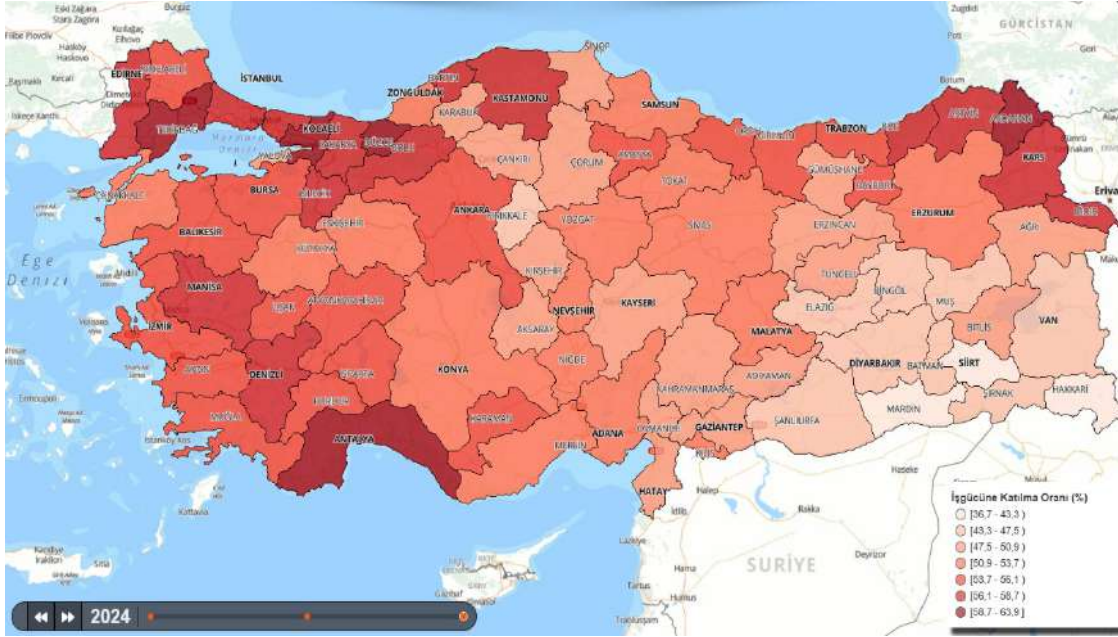
Siyasal kültürde önemli bir unsur olan seçimlere katılım Türkiye özelinde değerlendirildiği zaman 1983'ten itibaren %75'in üzerinde seyretmektedir. Bu durum halkın seçimlere yoğun olarak katıldığını göstermektedir. En demokratik haklardan biri olan ve bireylerin siyasal iradelerini ortaya koyma noktasında önemli bir adım olan seçimlere katılım, demokrasilerin olmazsa olmaz koşullarından birisidir. Türkiye'de yıllar itibariyle katılımın yüksek olması toplumsal anlamda siyasal bilincin varlığını ortaya koyabilecek niteliktedir.

Tablo 2: Ortalama Sosyo-ekonomik düzey (<https://www.cip.tuik.gov.tr>)



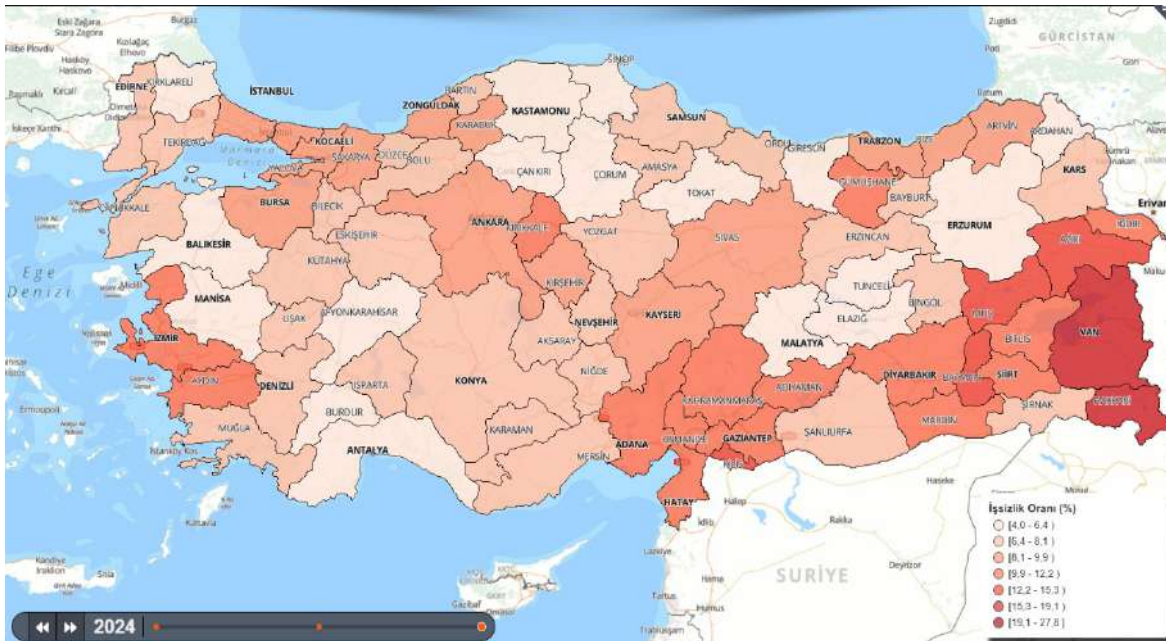
Siyasal kültürün oluşumu ve gelişiminde önemli faktörlerden biri olan sosyo-ekonomik düzeyin iller itibariyle sergilediği görünüm tablo 2'de yer almaktadır. Bu düzey bölgeler itibariyle homojen bir dağılım sergilememektedir. Ancak büyük şehirlerde oranın arttığı görülebilmektedir.

Tablo 3: İşgücüne Katılım Oranları (<https://www.cip.tuik.gov.tr>)



Türkiye genelinde işgücüne katılım oranları Batı'dan Doğu'ya gidildikçe göreceli olarak bir azalma göstermektedir.

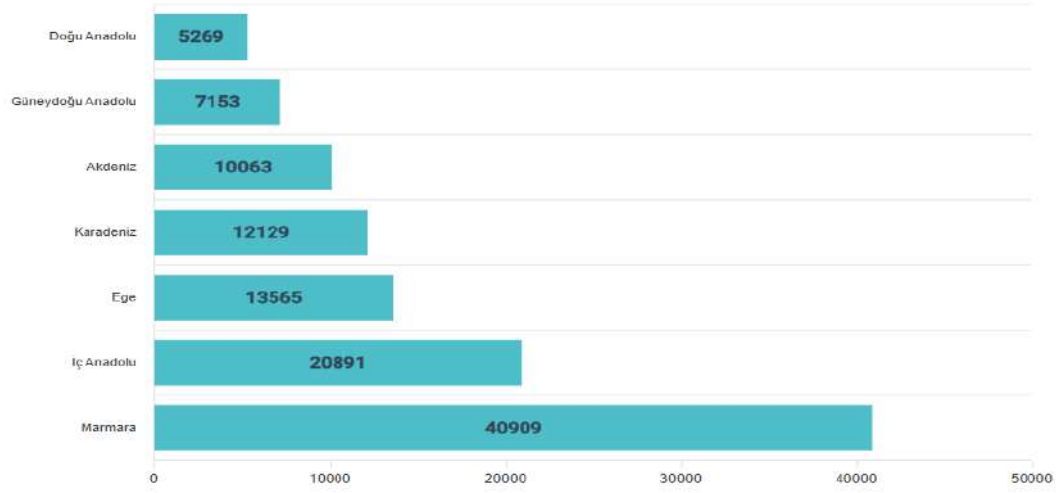
Tablo 4: İşsizlik oranları (<https://www.cip.tuik.gov.tr>)



Tablo 4'te ise iller itibariyle işsizlik oranları görülmekle birlikte bu durumun Tablo 3'le tutarlılık taşıdığı söylenebilir.

Derneklerin Bölgelere Göre Dağılımı (2022)

(Soylu)



Tablo 5: Derneklerin Bölgelere Göre Dağılımı

<https://sosyalveri.net/analiz/faaliyet-alanlarına-ve-bolgelere-gore-dernekler>

Tablo 5’te 2022 yılı itibarıyla derneklerin bölgelere göre dağılımı verilmektedir. Bu veriye göre en az dernek sayısı Doğu Anadolu bölgesinde, en fazla dernek sayısı da Marmara Bölgesinde bulunmaktadır. Sivil toplum sayısı ve buna paralel olarak sivil toplum kuruluşlarına üye olmak, bireylerin siyasal katılım ve demokratik haklarının gerçekleştirilmesi açısından olumlu nitelik taşımaktadır. Dolayısıyla, sivil toplum kuruluşlarının yoğun olduğu bölgelerde demokratik eğilimlerin daha yoğun olabileceği söylenebilir.



Tablo 6: İllere göre Okuma Yazma Oranı

<https://www.DrDataStats/status/1678029484639887361/photo/1>

İllere göre okuma yazma oranı Tablo 6’da verilmiştir. Batı bölgelerine doğru gidildikçe oran göreceli olarak artmaktadır. Siyasetin, siyasal kültürün ve demokrasi bilincinin eğitimle olan ilişkisi ve toplumsal siyasallaşma sürecindeki etkisi göz önüne alındığında, eğitim düzeyi yüksek olan bölgelerin siyasal kültürünün daha katılımcı bir özellik gösterdiği söylenebilir.

Tablolardaki verilerden hareketle eğitimin, gelir durumunun, işgücüne katılım oranlarının ve sivil toplum kuruluşları sayılarının Türkiye genelinde homojen bir dağılım gerçekleştirmediği gözlenmektedir. Gerek bölgeler bazında, gerekse belli noktalarda iller bazında gelişmişlik göstergelerinin belli konularda arttığı, belli konularda ise azaldığı gözlemlenebilmektedir. Bu durum siyasal kültürün oluşumunda ve gelişiminde bireysel, bölgesel ve ülkesel anlamda yine bir homojenliğin olmadığını ortaya koymaktadır. Aynı şekillerde siyasal anlamda oy verme eğilimleri izlendiğinde de kullanılan oyların ideolojik yöneliminin bölgeler ve iller bazında farklılaştığı aşıkardır. Dolayısıyla siyasal kültürel anlamda teorik çerçeveye bağlı kalarak Türkiye’de “Karma” bir siyasal kültür yapısının varlığından söz edebilmek mümkündür.

SONUÇ

Siyasal kültür, toplumsal kültürün bir bileşenidir ve diğer toplumsal unsurlarla bütünlük halindedir.

Türkiye’de siyasal kültürün dağılımı, illerin sosyo-ekonomik ve kültürel yapılarıyla doğrudan ilişkilidir. Bu çalışma, Gabriel Almond ve Sidney Verba’nın siyasal kültür kuramını Türkiye bağlamında uygulayarak, iller arasındaki siyasal katılım ve bilinç düzeylerindeki mekânsal farklılıkları ortaya koymaktadır. Elde edilen bulgular, demokratikleşme süreçleri açısından önemli politik çıkarımlar sunmaktadır. Sonuçlar, Türkiye’de siyasal kültürün bölgelere göre önemli ölçüde farklılaştığını; Doğu ve Güneydoğu Anadolu’da parochial, İç Anadolu ve Karadeniz’de subject, kıyı bölgelerinde ise participant kültür biçimlerinin baskın olduğunu göstermektedir. Her kültür tipinin bulunmasından dolayı Türkiye, Almond ve Verba’nın üçlü modeli içinde karma bir siyasal kültüre sahiptir. Merkezîyetçi ve bağımlı kültür hala güçlü olmakla birlikte, büyük şehirlerde katılımcı kültürün geliştiği, kırsal bölgelerde ise parochial kültürün hâkim olduğu söylenebilir. Siyasal kültürün mekânsal dağılımı, demokrasi politikaları açısından dikkate alınmalıdır. Katılımcı kültürün güçlenmesi için STK teşvikleri, siyasal eğitim programları ve yerel demokrasi girişimleri yaygınlaştırılmalıdır. Parochial bölgelerde devlet-dışı araçların siyasal etkisini azaltmaya yönelik reformlar desteklenmelidir. CBS tabanlı siyasal analizler, gelecekte seçim kampanyalarının ve kamu politikalarının daha hedeflenmiş biçimde tasarlanmasına katkı sunabilir.

KAYNAKÇA

Almond, G. A. & Verba, S. (1963). *The Civic Culture: Political Attitudes and Democracy in Five Nations*. Princeton University Press.

Çağla, Cengiz (2010). *Siyaset Bilimi*, Omnia Yayınları, İstanbul.

Çaha, Ömer (2004). *Seçmen Davranışı ve Siyasal Partiler*, Kelebek Matbaacılık, İstanbul.

<https://www.cip.tuik.gov.tr>, E.T. 25.06.2025

<https://www.DrDataStats/status/1678029484639887361/photo/1>, E.T. 25.06.2025

<https://www.verikaynagi.com/grafik/turkiye-genel-secimlerine-katilim-oranlari/>, E. T.
26.06.2025.

Huntington, S.P. & Dominguez, J.I. (1975). *Siyasal Gelişme*, Çev. Ergun Özbudun, S
Yayınları, Ankara.

Kavanagh, Dennis (1972), *Political Culture*, The Macmillan Press, New York.

Küçükylmaz, Mücahit (2011). *Türkiye’de Siyasal Katılım*, Yarı Yayinevi, İstanbul.

Taşdelen, Musa (2011). *Siyaset Sosyolojisi*, Kocav Yayınları, 3. Baskı, İstanbul.

Turan, İlter (1996). *Siyasal Sistem ve Siyasal Davranış*, Der Yayınları, 4. Baskı, İstanbul.

Yücekök, Ahmet, N. (1987). *Siyasetin Toplumsal Tabanı*, A.Ü. SBF Yayınları No:585,
Ankara.

YAŞLI BAKIMI EĞİTİMİNDE YENİLİKÇİ BİR YAKLAŞIM: STANDART HASTA UYGULAMASI

Mehtap PEKESEN¹

¹Dr. Akdeniz Üniversitesi, Sağlık Hizmetleri Meslek Yüksekokulu, Sağlık Bakım Hizmetleri Bölümü, Yaşlı Bakımı Programı, Antalya, Türkiye E-Posta: mehtappekesen@gmail.com

Öz

Giriş: Standart hasta uygulaması günümüzde birçok eğitim alanında kullanılmakla birlikte, özellikle klinik becerilerin geliştirilmesi amacıyla yaşlı bakımı eğitim müfredatında kullanımı giderek yaygınlaşmaktadır. Yaşlı bakımı eğitiminde standart hasta uygulaması; standardize hasta kullanılarak istenilen bilgi, klinik ve iletişim becerisi, davranış ve tutumların kazandırılmasını hedeflemektedir. Standart hasta uygulaması, yaşlı bakımı öğrencilerine güvenli bir ortamda gerçeğe en yakın şekilde klinik becerileri geliştirme fırsatı sunmaktadır. Bununla birlikte standart hasta uygulaması yaşlı bakım öğrencilerinin bakıma muhtaç yaşlı yetişkinlerin terapötik bakım sürecinde ihtiyaç duydukları iletişim becerilerini geliştirmelerine de fırsat sunmaktadır.

Amaç: Bu çalışmanın amacı; yaşlı bakımı eğitiminde öğrencilerin standart hasta uygulaması kullanımı ile geliştirdikleri klinik ve iletişim becerilerinin incelenmesidir.

Gereç-Yöntem: Yaşlı bakımı eğitiminde en çok tercih edilen simülasyon tekniklerinden biri olan standart hasta uygulaması; önceden hazırlanmış senaryolara dayalı standart hasta uygulamalarıdır. Standart hasta uygulaması öğrencinin önceden planlanan senaryoya göre yaşlı hasta veya yaşlı hastanın yakını rolünü canlandırılması üzerine kurulu bir modeldir. Standardize edilmiş hasta modeli uygulaması ile gerçekleşen bu öğrenme deneyimi, yaşlı bakımı öğrencilerine yalnızca bilgi düzeylerini artırma fırsatı sunmakla kalmayıp aynı zamanda klinik beceri deneyimi de kazandırmaktadır.

Bulgular: Yaşlı bakımı eğitiminde kullanılan standart hasta uygulamasının yaşlı yetişkinlerin bakım sürecinin iyileştirilmesi amacıyla kullanıldığı görülmektedir. Yaşlı bakımı süreci tedavi ve bakımı içine alan multidisipliner bir yaklaşımı gerektirmektedir. Standart hasta yaklaşımı bu bakımdan klinik el becerileri veya iletişim becerileri gibi yaklaşımları da pozitif yönde destekleyen bir model olarak karşımıza çıkmaktadır.

Tartışma-Sonuç: Yaşlı bakımı toplumda birçok konuda dezavantajlı olan yaşlı nüfusa hizmeti kapsamaktadır. Dolayısıyla çok özel ve kırılgan olan bu hasta grubu ile klinikte karşılaşmadan önce öğrencilerin standardize edilmiş hasta modeli uygulaması ile deneyim kazanması önem arz etmektedir. Yaşlı hastanın bakım sürecinde teorik bilgiden çok daha fazlasına ihtiyaç duyulmaktadır. Standart hasta yaklaşımı; klinik becerilerin en önemlisi olan el becerisi kazanma, hasta merkezli bireysel yaklaşım tutumu kazanma, krizi yönetme, etkili iletişim ve güven ilişkisi kurma gibi öğrencilerin farkındalığını arttıran bir öğretim stratejisidir.

Anahtar Kelimeler: Yaşlı ; Yaşlı Bakımı; Simülasyon uygulamaları; Standart hasta.

A NEW APPROACH IN ELDERLY CARE EDUCATION: STANDARDIZED PATIENT PRACTICE

Mehtap PEKESEN¹

¹*Dr. Akdeniz University, Vocational High School of Health Care Services Division
Elderly Care Program, Antalya, Turkey E-Mail: mehtappekesen@gmail.com*

Abstract

Introduction: Although standardized patient practice is used in many educational fields today, its use in elderly care education curricula is becoming increasingly widespread, especially for the development of clinical skills. Standardized patient application in elderly care education; It aims to gain the desired knowledge, clinical and communication skills, behaviors and attitudes by using standardized patients. Standardized patient practice offers elderly care students the opportunity to develop clinical skills in a safe environment in the most realistic way. In addition, the standardized patient practice provides an opportunity for elderly care students to develop the communication skills needed in the therapeutic care process of older adults in need of care.

Purpose: The aim of this study is to examine the clinical and communication skills developed by students in elderly care education with the use of standardized patient practice.

Material-Method: The standard patient application, which is one of the most preferred simulation techniques in elderly care education, is standard patient applications based on pre-prepared scenarios. The standardized patient practice is a model based on the student playing the role of an elderly patient or a relative of an elderly patient according to a pre-planned scenario. The learning experience, which takes place with the application of a standardized patient model, not only provides elderly care students with the opportunity to increase their level of knowledge, but also to gain clinical skills experience.

Results: The standardized patient application used in elderly care education seems to be used to improve the care process of older adults. The elderly care process requires a multidisciplinary approach that includes treatment and care. In this respect, the standardized patient approach is a model that positively supports approaches such as clinical manual skills or communication skills.

Discussion-Conclusion: The elderly care includes services for the elderly population who are disadvantaged in many aspects of society. It is therefore important for students to gain experience with standardized patient model practice before encountering this very special and fragile patient group in the clinic. In the process of caring for the elderly patient, much more than theoretical knowledge is needed. The standard patient approach is a teaching strategy that increases students' awareness of the most important clinical skills such as gaining manual dexterity, gaining a patient-centered individual approach attitude, managing crisis, establishing effective communication and trust relationship.

Keywords: Elderly; Elderly Care;; Simulation Applications; Standard Patient.

1. GİRİŞ

Yaşlanma her ne kadar doğumdan ölüme kadar devam eden bir olgu olsa da, yaşam süresinin uzamasıyla birlikte tüm dünya yaşlılık sürecine odaklanmaktadır. Yaşlılık hiç şüphe yoktur ki yalnızca gerileme, hastalık sahibi olma ya da bakıma muhtaçlık olarak tanımlanamaz. Gerontolojik bakış ve bakım yaklaşımı toplumlarda sağlıklı ve aktif yaşlanmayı hedef alan bir bakış açısından hareketle, yaşlılığı yalnızca olumsuz bir yaşam süreci olarak tanımlamayı reddetmektedir. Ancak öte yandan söz konusu olguların oluşma riski ve seyretme ivmesini de görmezden gelemeyiz. Bu açıdan bakıldığında beşikten mezara kadar devam eden yaşlanmanın, sağlıklı ve başarılı olarak tecrübe edilebilmesi için sağlığın korunması, geliştirilmesi ve yaşam doyumunun yüksek olması hedeflenmelidir. Eğitim bu hedefi gerçekleştirmede katalizör görevini üstlenmektedir. Toplum barışının ve refahının sağlanabilmesi için demografik değişim ve dönüşümün beraberinde getirdiği sorunların çözümü ancak eğitimle mümkün görünmektedir. Yaşlanan toplumlara nasıl cevap verileceği noktasında eğitim, kilit strateji olarak karşımıza çıkmaktadır. Bu bakış açısından hareketle yaşlılık ve yaşlanma konusunda toplum bilinci oluşturmak adına eğitim programlarının düzenlenmesi ve hatta tüm toplumu kapsayan yaşlılık eğitimi derslerinin çocuk yaşta ilköğretim seviyesinden itibaren başlatılması hedeflenmelidir. Ancak daha da önemlisi yaşlı nüfusun artışına paralel olarak artan geriatrik ve gerontolojik hizmet sunumu ihtiyacının karşılanabilmesi için nitelikli meslek profesyonellerinin yetiştirilmesidir. Yaşlı bireylerde organik, mental ve ruhsal bozuklukların bir arada bulunması riski bu özel grubun tıbbi ve sosyal hizmetlerden daha sık yararlanmaları ihtiyacını doğurmaktadır. Nitekim yaşlı nüfusun tıbbi ve sosyal ihtiyaçlarına cevap verebilme noktasında, yaşlılık alanında eğitim almış meslek profesyonelleri ve elemanlarına (geriatrist, gerontolog, sosyal hizmet uzmanı, geriatri hemşiresi ya da yaşlı bakım teknikeri) duyulan ihtiyaç her geçen gün artmaktadır. Özellikle dünyanın dört bir yanındaki sağlık sistemlerini şaşırtan COVID-19 pandemi süreci ile birlikte her yaştan yetişkinde çoklu nöropsikiyatrik belirtiler bildirilmektedir. Hiç şüphe yoktur ki teknolojiye aşina olmayan yaşlı bireyler karantinadan ve ardından gelen sosyal izolasyondan olumsuz etkilenmiştir. Dünya genelindeki ruh sağlığı sistemlerinin talepleri karşılayamaz bir kısır döngüye girdiği pandemi sürecinde, yaşlı bakımı alanında yetişmiş nitelikli personel sayısının da yetersizliği gün yüzüne çıkmıştır (Seritan, 2022).

Bu derleme makalede yaşlı bakımı eğitimine değinilmektedir. Yaşlı bakımı toplumda birçok konuda dezavantajlı olan yaşlı nüfusa hizmeti kapsamaktadır. Yaşlı bakımı eğitimi yaşlı nüfusun bakım ve rehabilitasyonunda görev alacak olan meslek elemanlarının eğitim müfredatını kapsamaktadır. Bu kapsamda özellikle yaşlı ile terapötik iletişim kurma niteliği taşıması beklenen yaşlı bakım teknikerliği gibi meslek elemanlarının yetiştirilmesi sürecinde yaşlı bakımı eğitimi önemli rol oynamaktadır. Yaşlı hastanın bakım sürecinde teorik bilgiden çok daha fazlasına ihtiyaç duyulmaktadır. Multidisipliner bir hizmet anlayışını gerekli kılan yaşlı bakım süreci, aynı şekilde yaşlı bakımı eğitimini de multidisipliner bir yapıya zorunlu tutmaktadır. Yaşlı bakımı süreci tedavi ve bakımı içine alan multidisipliner bir yaklaşımı gerektirmektedir. Dolayısıyla çok disiplinli bir müfredata sahip olan yaşlı bakımı eğitiminde farklı bilim dallarını kapsayan eğitim içerikleri olduğu bilinmektedir. Yaşlı bakım eğitiminde; palyatif bakım, kronik hastalıklar, evde bakım yaşlı bakım ve ilkeleri gibi tedavi ve bakımı içine alan dersler olmakla birlikte sosyal hizmetler, geropsikiyatri, sağlık yönetimi,

ergoterapi , uğraşı terapisi gibi sosyal ve terapötik bakımı da içinde barındıran dersler yer almaktadır.

Yaşlı bakımı eğitiminde en çok tercih edilen simülasyon tekniklerinden biri olan standart hasta uygulaması; önceden hazırlanmış senaryolara dayalı standart hasta uygulamalarıdır. Standart hasta yaklaşımı bu bakımdan klinik el becerileri veya iletişim becerileri gibi yaklaşımları da pozitif yönde destekleyen bir model olarak karşımıza çıkmaktadır. Standart hasta uygulaması günümüzde birçok eğitim alanında kullanılmakla birlikte, özellikle klinik becerilerin geliştirilmesi amacıyla yaşlı bakımı eğitim müfredatında kullanımı giderek yaygınlaşmaktadır. Yaşlı bakımı eğitiminde kullanılan standart hasta uygulamasının yaşlı yetişkinlerin bakım sürecinin iyileştirilmesi amacıyla kullanıldığı görülmektedir. Yaşlı bakımı eğitiminde standardize hasta kullanılarak istenilen bilgi, klinik ve iletişim becerisi, davranış ve tutumların kazandırılmasını hedeflemektedir. Standart hasta uygulaması, yaşlı bakımı öğrencilerine güvenli bir ortamda gerçeğe en yakın şekilde klinik becerileri geliştirme fırsatı sunmaktadır. Standardize edilmiş hasta modeli klinik becerilerin en önemlisi olan el becerisi kazanma, hasta merkezli bireysel yaklaşım tutumu kazanma, krizi yönetme, etkili iletişim ve güven ilişkisi kurma gibi öğrencilerin farkındalığını arttıran bir öğretim stratejisidir. Standart hasta modeli uygulaması ile gerçekleşen bu öğrenme deneyimi, yaşlı bakımı öğrencilerine yalnızca bilgi düzeylerini artırma fırsatı sunmakla kalmayıp aynı zamanda klinik beceri deneyimi de kazandırmaktadır. Bununla birlikte standart hasta uygulaması yaşlı bakım öğrencilerinin bakıma muhtaç yaşlı yetişkinlerin terapötik bakım sürecinde ihtiyaç duydukları iletişim becerilerini geliştirmelerine de fırsat sunmaktadır.

Bu makalenin temel amacı; Yaşlı bakımı eğitiminde yenilikçi bir yaklaşım olan standart hasta uygulaması yöntemi ile öğrencilerin geliştirdikleri becerilerin ve bu yöntemin sağladığı diğer yararların incelenmesidir

2. YAŞLI BAKIMI EĞİTİMİNDE SİMÜLASYON KULLANIMI

Simülasyon, gerçek yaşam koşullarını, durumlarını veya olaylarını taklit etme yöntemidir. Simülasyon uygulamaları günümüzde birçok alanda kullanılmakla birlikte, yaşlı bakımı eğitim müfredatında kullanımı giderek yaygınlaşmaktadır. Yaşlı bakımı eğitiminde standart hasta uygulaması; standardize hasta kullanılarak istenilen bilgi, klinik ve iletişim becerisi, davranış ve tutumların kazandırılmasını hedeflemektedir.

Yaşlı bakımı eğitiminde simülasyon yöntemlerinin kullanılması; simülatör ya da standardize hasta kullanılarak istenilen bilgi, beceri ve tutumların kazandırılmasını hedeflemektedir. Kontrollü ve risksiz bir klinik ortamı sunan simülasyon uygulamaları, öğrencilerin bilişsel, duyuşsal ve psikomotor becerilerini geliştirmelerine katkı sağlamaktadır (*Şekil-1 bknz*) (Sarikoç, Özcan, & Elçin, 2016). Bu kapsamda simülasyon uygulamaları, gerçeğe yakın ve güvenli bir ortamda öğrencilere özellikle soyut becerilerini geliştirme fırsatı sunmaktadır. Simülasyon uygulamaları empati gibi kazanımı zor olan soyut becerilerin yanı sıra öğrencilerin terapötik bakım sürecinde; başetme, sorun çözme, karar verme, eleştirel düşünme becerilerini artırması; olumlu tutumlar kazandırmasına hizmet eden etkileşime dayalı bir öğretim stratejisidir (Molu, Ceylan, & Özcan, 2021).



Şekil 1: Yaşlı Bakım Eğitiminde Klinik Simülasyon Kullanım Kazanımları

Klinik simülasyon laboratuvarları, gerçek yaşam durumlarını yansıtmak amacıyla çoğu zaman yüksek gerçeklikli hasta simülatörleri, standart hastalar, hastane ekipmanlarının ve gerçekçi malzemelerin bulunduğu, zengin öğrenme ortamlarıdır. Simülasyon yönteminin basitten karmaşığa doğru bir çok türü bulunmaktadır. Simülasyon türleri; düşük teknolojik özelliklere sahip manken veya maketler, standart hasta uygulaması, bilgisayar destekli simülasyonlar, sanal gerçeklik ya da dokunmaya yanıt (haptic) özelliği olan simülasyonlar, bilgisayar teknolojisinin vücudu canlandıran manken ile birleştirildiği bütünlük simülasyonlar şeklindedir (Molu, Ceylan, & Özcan, 2021).

Yaşlı bakımı eğitimi alan öğrencilerde sıklıkla bu alana yönelik korku ve kaygı duyguları oluşmaktadır. Öğrencilerin bu duygularında yaşlı nüfusa ve hastalara yönelik yönelik toplumsal damgalanmanın etkili olduğu varsayılmaktadır. Öğrencilerin bu alana yönelik korku ve kaygılarının azaltılmasında ya da giderilmesinde simülasyon uygulamaları yardımcı olabilmektedir. Öğrencilere hasta ile gerçek bir karşılaşma ve tehdit edici bir unsur olmadan, sağlığı bozulmuş bireylerin özelliklerini yansıtan klinik ortamı yaşatan bu uygulamalar, pratik becerilere ilişkin deneyim kazanma noktasında etkili olabilmektedir. Kliniği ortamının gerçekliğini yansıtmak amacıyla kullanılan simülasyonlar; öğrencilere kendilerini güvende hissettikleri bir ortamda problem çözme, eleştirel düşünme, karar verme gibi kazandırılması güç olan kişisel ve kişilerarası becerileri geliştirme fırsatı sunar. Bu sayede öğrenciler interaktif videolar, oyunlaştırma, mankenler veya farklı materyallerin kullanımı ile klinik el becerisi kazanma, hastanın yaşadığı duyguları fark edilebilme, psikolojik ve bilişsel bozuklukların değerlendirilmesine ilişkin farkındalık ve etkili iletişim becerileri kazanmaktadır (Choi vd., 2016; Sarıkoç, Özcan, & Elçin, 2016). Bununla birlikte yaşlı bakımı eğitiminde kazanılması gereken yetkinlikler çok daha çeşitlidir. Simülasyon yöntemi, insanların ya da mankenlerin kullanımıyla terapötik iletişim, empati yeteneği, ikna yeteneği, dinleme yeteneği, uzlaşma yeteneği, kriz yönetimi, zor durumlarla ve zor kişiliklerle başa çıkabilme yeteneği, ekip işbirliği bilinci oluşturma gibi yeterlilikleri öğrenme ortamı sunmaktadır (Sarıkoç, Özcan, & Elçin, 2016; Yalçıntürk & Dikeç, 2021). Ayrıca simülasyon ile gerçekleştirilen öğrenme deneyimi, öğrencilerin yaşlı bakımı eğitimine yönelik bilgi düzeylerinin artmasını sağlamaktadır. Yaşlı bakımı eğitiminde en çok tercih edilen simülasyon tekniği ise önceden hazırlanmış senaryolara dayalı standart hasta uygulamalarıdır.

3. YAŞLI BAKIMI EĞİTİMİNDE STANDART HASTA UYGULAMASI

Düşük gerçeklikten yüksek gerçekliğe doğru birçok çeşidi olan simülasyon uygulamalarından biri de standart hasta uygulamasıdır (Sarikoç, Özcan, & Elçin, 2016). Standart hasta uygulaması öğrencinin önceden planlanan senaryoya göre yaşlı hasta veya yaşlı hastanın yakını rolünü canlandırılması üzerine kurulu bir modeldir. Standardize edilmiş hasta modeli uygulaması ile gerçekleşen bu öğrenme deneyimi, yaşlı bakımı öğrencilerine yalnızca bilgi düzeylerini artırma fırsatı sunmakla kalmayıp aynı zamanda klinik beceri deneyimi de kazandırmaktadır. Dolayısıyla çok özel ve kırılgan olan bu hasta grubu ile klinikte karşılaşmadan önce öğrencilerin standardize edilmiş hasta modeli uygulaması ile deneyim kazanması önem arz etmektedir.

Öğrencilerin ruhsal hastalıklara ve hastalara yönelik gerekli bilgi, beceri ve tutumlarını entegre etme fırsatı sağlamak için simüle edilmiş bir ortam hazırlanmaktadır. Özellikle soyut becerilerin kazandırılmasında etkili olan bu yöntem geropsikiyatri gibi çok fazla soyut kavramları içinde barındıran derslerde yaygın kullanılmaktadır. Standardize hasta simülasyonu öğrencinin önceden planlanan senaryoya göre hasta veya hasta yakını rolünü canlandırılması yolu ile gerçekleşmektedir (Choi vd., 2016; Motola, 2013). Standart hasta uygulaması, ilk olarak 1963'te nörolog Howard Barrows tarafından tanımlanmasından bu yana daha çok tıp eğitiminde yaygın olarak kullanılan bir yöntem olarak karşımıza çıkmaktadır (Sarikoç, Özcan, & Elçin, 2016). Yaşlı bakımı eğitiminde standart hasta yönteminin kullanımı yeni olmakla birlikte, bu yöntemin planlı ve standart bir öğrenme deneyimi sunan yaratıcı bir teknik olduğu öngörülmektedir.

Standart hasta kavramı; “bir hastalığı veya senaryoyu sistematik bir şekilde ve kararlı bir tutum içerisinde sunabilmesi için dikkatle eğitilmiş birey” şeklinde ifade edilmektedir (Barrows, 2002'den akt. Dil, Çiçekoğlu, & Yıldırım, 2019). Standart hasta, öğretim elemanı tarafından belirlenen öğrenim hedeflerine göre oluşturulan bir senaryoyu canlandıran her kişi tarafından tekrarlayıcı şekilde özel bir vakayı canlandırmak amacıyla eğitilmektedir.

Standart hastalar öğrenciler tarafından gözlemlene fırsatı yaratmak amacıyla bir hasta ve hasta yakını canlandırmak için eğitilmiş kişilerdir. Öğrenciler yaptıkları girişimlere ve yaklaşımlarına göre standart hastadan yanıt almaktadır. Bu sayede gerçek hasta ile karşılaşmadan önce risksiz bir ortamda standart hasta ile karşılaşan öğrenciler hem deneyim kazanmakta hem de güçlü ve zayıf yönlerinin ortaya çıkmasını ile kendilerini değerlendirebilme imkânına sahip olabilmektedir. Eğiticinin öğretme çabasından hareketle kolaylaştırıcı olarak rol aldığı standart hasta uygulaması, klinik ve teorik bilgi deneyiminin bir arada kullanıldığı popüler, yenilikçi, bir öğretim yöntemidir (Shin, vd., 2015).



Şekil 2: Yaşlı Bakım Eğitiminde Standart Hasta Simülasyonunda Öğrenme Hedefleri

Standart hasta uygulamasında öğrenim hedefleri önceden belirlenmiş olan hasta, hastalık ve ortam özelliklerini içeren senaryolar oluşturulmaktadır. Senaryoya uygun standart hastalar ile öğrencilerin yaptığı görüşmeler, geribildirim ve refleksiyon süreçlerini içeren çözümlerlerin yapılması amacıyla kayıt altına alınmaktadır. Çözümlerlerin yanı sıra, öğrenenlerin terapötik iletişim becerileri gibi teknik ve profesyonel yaklaşımları objektif bir şekilde değerlendirilmektedir (*Şekil-2 bkz*) (Şenol, Yardım, & Başarıcı, 2014).

3.1. Standart Hasta Simülasyonunda Öğrenme Hedefleri Belirleme

Standart hasta simülasyonunda öğrenme hedefleri belirlenirken; ilk olarak öğretim elemanı tarafından amaca uygun bir değerlendirme rehberi geliştirilmektedir. Öğrenme hedefleri doğrultusunda hazırlanan bu rehber, öğrencilerden beklenen beceri basamaklarını ve gerçekleşen becerileri düzeylerini değerlendiren bir araç olarak planlanmaktadır. Bu rehber araçlar öğrencilerin kendileri, standart hasta, öğretim elemanı ve akranları tarafından objektif olarak değerlendirilmesi fırsatını sunmaktadır. Bu nedenle öğrenim hedeflerini belirleyen rehberin geçerli, anlaşılır ve güvenilir olması gerekmektedir.

Öğrenme hedeflerini belirlemede ikinci olarak senaryo geliştirme aşaması yer almaktadır. Öğretim elemanı tarafından örnek klinik deneyimlerinden yola çıkarak oluşturulan vaka örneği, yaratıcı bir şekilde simülasyon senaryosuna dönüştürülmektedir. Geliştirilen senaryoda hastanın tıbbi öyküsü, yaşam tarzı, sosyal/gelişimsel öyküsü ve hastalık semptomları öğrenciler tarafından anlaşılır olmalıdır.

Öğrenme hedeflerinde üçüncü aşama standart hastaların hazırlanması ve eğitilmesidir. Standart hastaların eğitilmesinde; önceden oluşturulan senaryoya uygun olarak hastayı canlandırma, her görüşmede aynı semptomları gösterme yönünde tutarlı olma, öğrenci etkileşimine uyum sağlama, öğrenim rehberine ve kendi izlenimine uygun şekilde öğrenciye yapıcı geribildirim verme yer almaktadır (Sarıkoc, Özcan, & Elçin, 2016).

3.2. Standart Hasta Simülasyonunda Uygulama

Standart hasta simülasyon uygulamasında öğrencilere ön bilgilendirme, bilgilendirme, standart hasta görüşmeleri, çözümleme aşamaları yer almaktadır (*Şekil-3 bkz*). Bu

uygulamanın başarılı olabilmesinde öğretim elemanı ve öğrencilerin bu etkileşim sürecindeki sorumluluklarını doğru yerine getirmeleri önemli rol oynamaktadır. Nitekim önceden belirlenen hedeflerin netliği ve simülasyon dizaynı öğretim elemanının mesleki deneyimi ile şekillenmektedir.

Standart hasta uygulamasında ön bilgilendirme, simülasyon uygulamasından önce öğrencilerde bu etkileşim süreci ile ilgili bir temel oluşturmayı ve uygulamanın ana hatlarını belirlemeyi kapsamaktadır. Ön bilgilendirme aşamasında; hedeflere ilişkin materyallerin dağıtılması, eğitimin başlama saati, süresi, beklenen becerilere ilişkin kontrol listesi gibi faaliyetler yer almaktadır.

Bilgilendirme aşamasında; öğrencilere uygulamanın amacı, kendilerinden neler beklendiği, simülasyon alanı ve süreçle ilişkin konular hakkında bilgiler vermek yer almaktadır. Ayrıca bu aşamada öğrencilerin yaşamaları olası kaygıların ortadan kalkmasını sağlamak ve akıllarına takılan soruları cevaplamak hedeflenmektedir. Simülasyona başlamadan önce öğrencilere verilen bu bilgiler, uygulamanın yapılacağı yer, kullanılacak materyaller, beklenen öğrenim hedefleri gibi konuları kapsamalıdır.

Öğrencilerin standart hasta görüşmeleri, belirlenen hedefleri gerçekleştirmek amacıyla hazırlanan görüşme odalarında, belli bir süre içerisinde yapılır. Standart hasta görüşmelerini tamamlayan öğrenciler, bu süreçte gerçekleştirdikleri performansa yönelik standart hastadan geribildirim alırlar. Hasta bakış açısını yansıtan bu geribildirim, görüşmeyi gerçekleştiren öğrencinin iletişim becerileri konusunda bilgi vermektedir. Öğrenci bu sayede güçlü ve geliştirilmesi gereken becerileri konusunda değerlendirilmiş olur (Sarikoç, Özcan, & Elçin, 2016).

Simülasyon uygulaması sonrası yapılan çözümleme oturumunda öğrencilerin performansın yargılayıcı olmayan bir atmosferde ve öğrenme hedefleri kapsamında tartışılması gerekmektedir. Bu aşamada öğrencilerin öğrenme yaşantısından anlam çıkarmaları ve verilen geribildirimler önemli bileşenlerdir. Çözümleme aşamasında iki temel amaç güdülmektedir. Bunlardan ilki öğrenciye güçlü yönlerini görmelerini sağlamak amacıyla olumlu geribildirimler sunan emosyonel desteğin sağlanmasıdır. İkinci temel amaç ise öğretim elemanının öğrencilerin bilgi ve becerileri arasındaki eksiklikleri fark etmesi ve ortaya çıkan eksikliklerin tamamlanmasına olanak sağlamasıdır.



Şekil 3: Yaşlı Bakım Eğitiminde Standart Hasta Simülasyonunda Uygulama

Yaşlı bakımı eğitiminde standart hasta simülasyonu kullanımı, öğrencilerin yaşlı bireylere yönelik tutumlarını pozitif yönde değiştirmekte ve empati becerilerini artırmaktadır. Bu sayede öğrencilerin yaşlı bireyle terapötik iletişim kurma becerilerinin geliştirilmesi yolu ile bakım sürecinin iyileştirilmesi amaçlanmaktadır. Bakıma muhtaç veya ruh sağlığı bozulmuş yaşlı bireyle terapötik iletişim kurmanın en önemli bileşeni empatik bir tutum sergileyebilmektedir. Empati, hastaların duygularını anlama ve tanımlarını doğru bir şekilde iletme yeteneğidir (Choi vd., 2016). Kişinin kendini karşısındakinin yerine koyarak, onun hissettiklerini, duygu ve düşüncelerini doğru anlama ve iletebilme süreci olarak tanımlanan empati hem bilişsel hem de duyuşsal yeteneği kullanmayı gerektirir. (Dökmen, 1988'den akt. Molu, Ceylan, & Özcan, 2021). Karşısındaki hastanın duygularını anlayabilen ve hissedebilen öğrenciler hastaya güven inşa edebildikleri için hastanın kendini doğru ifade etmesine ve var olan problemlerin doğru tanımlanmasına yardımcı olur. Dolayısıyla öğrencilerin empatik yeteneklerini geliştirmek kritik derecede önemlidir (Choi vd., 2016). Ancak ruhsal hastalıklara karşı duyulan önyargı empati yeteneğinin gelişimini sekteye uğratabilmektedir. Aynı zamanda terapötik ilişimi olumsuz etkileyen önyargı, ruh sağlığı bozulmuş bireylere yönelik olumsuz algılara dayanabilmektedir. Standart hasta uygulamaları hem bu önyargıları değiştirmek hem de terapötik ilişim becerilerini geliştirmek için öğrencilere önemli bir fırsat ortamı yaratmaktadır (Choi vd., 2016; Edeer, & Sarıkaya, 2015; Benjenk vd., 2019).

Standartlaştırılmış hastaları kullanan klinik simülasyonlar, öğrencilerin hastalara zarar vermeden bilgiyi uygulamalarına yardımcı olma, zihinsel sağlık sorunlarını değerlendirme ve müdahale etmelerine zemin hazırlamaktadır (Varrecchia vd., 2020; Choi vd., 2016). Yapılan araştırmalar standart hasta uygulamasının öğrencilerin uygulamakta zorlandıkları becerilerin eğitiminde etkili olduğunu özellikle soyut becerilerin kazanılmasında ve öğrencilerin özgüvenlerinin artırılmasında etkili bir yöntem olduğunu belirtmektedir. (Lavingia, Bryan, & Asghar-Ali, 2021; Yalçıntürk & Dikeç, 2021; Benjenk, vd., 2019; Dil, Çiçekoğlu, & Yıldırım, 2019; Lewis, Bohnert, & Gammon, 2017; Sarıkoç, Özcan, & Elçin, 2016; Eason, 2013; Kulasegaram vd., 2013). Bununla birlikte araştırmalarda, geriatri ve gerontolojik eğitimlerde mesleki yetkinliği entegre etmek amacıyla kullanılan simülasyon uygulamalarının öğrenme sonuçlarının yaşlı bireylerin bakım kalitesini iyileştirdiği belirtilmektedir (Schneidereith & Daniels, 2019; Mehdi vd., 2014; Ross vd., 2013).

4. SONUÇ VE ÖNERİLER

Yaşlı bakımı eğitiminde kullanılan simülasyon uygulamaları, güvenli ve denetimli bir ortamda benzerlik ve gerçekçilik düzeyi yüksek bir ortamda öğrencilere özellikle soyut becerilerini geliştirme fırsatı sunmaktadır. Simülasyon uygulamaları empati gibi kazanımı zor olan soyut becerilerin yanı sıra öğrencilerin terapötik bakım sürecinde; başetme, sorun çözme, karar verme, eleştirel düşünme becerilerini artırması; olumlu tutumlar kazandırmasına hizmet eden etkileşime dayalı bir öğretim stratejisidir. Kontrollü ve risksiz bir klinik ortam fırsatı oluşturan simülasyon uygulamaları, yaşlı bakımı eğitimi alan öğrencilerin bilişsel, duyuşsal ve psikomotor becerilerini geliştirmelerine katkı sağlamaktadır. Okullarda kullanılan klinik simülasyon laboratuvarları, gerçek yaşam durumlarını yansıtmak amacıyla çoğu zaman

yüksek gerçeklikli hasta simülatörleri, standart hastalar, hastane ekipmanların ve gerçekçi malzemelerin bulunduğu ortamlardır. Simülasyon yönteminin basitten karmaşığa doğru bir çok türü bulunmaktadır. Simülasyon uygulamaları; düşük teknolojik özelliklere sahip manken veya maketler, standart hasta uygulaması, bilgisayar destekli simülasyonlar, sanal gerçeklik ya da dokunmaya yanıt (haptic) özelliği olan simülasyonlar, bilgisayar teknolojisinin vücudu canlandıran manken ile birleştirildiği bütünsel simülasyonlar şeklinde özetlenebilir. Klinik ortamının gerçekliğini yansıtmak amacıyla kullanılan simülasyonlar ise öğrencilere kendilerini güvende hissettikleri bir ortamda problem çözme, eleştirel düşünme, karar verme gibi kazandırılması güç olan kişisel ve kişilerarası becerileri geliştirme fırsatı sunmaktadır. Bu sayede öğrenciler farklı materyallerin kullanımı ile hastaların yaşadığı duyguları fark edilebilme, psikolojik ve bilişsel bozuklukların değerlendirilmesine ilişkin farkındalık ve etkili iletişim becerileri kazanabilmektedir. Bununla birlikte yaşlı bakımı eğitiminde kazanılması gereken yetkinlikler çok daha fazladır. Simülasyon yöntemi, insanların ya da mankenlerin kullanımıyla terapötik iletişim, empati yeteneği, ikna yeteneği, dinleme yeteneği, uzlaşma yeteneği, kriz yönetimi, zor durumlarla ve zor kişiliklerle başa çıkabilme yeteneği, ekip işbirliği bilinci oluşturma gibi yeterlilikleri öğrenme ortamı sunmaktadır. Ayrıca simülasyon ile gerçekleştirilen öğrenme deneyimi, öğrencilerin bilgi düzeylerinin artmasını sağlamaktadır. Yaşlı bakımı eğitiminde en çok tercih edilen simülasyon tekniği ise önceden hazırlanmış senaryolara dayalı standart hasta uygulamalarıdır. Standart hasta simülasyon uygulaması, öğrencilerin güdülenmesi bakımından güvenilir ve kullanışlı bir yöntemdir. Bir öğretim stratejisi ve değerlendirme aracı olan standart hasta uygulamasının eğitiminin niteliğine, öğrencilerin ise olumlu öğrenme deneyimleri yaşamalarına ve öğrenmeye yönelik güdülenmelerine katkı sağlamaktadır. Yaşlı bakımı eğitiminde standart hasta simülasyonu kullanımı, öğrencilerin yaşlı bireylere yönelik tutumlarını pozitif yönde değiştirmekte ve empati becerilerini artırmaktadır. Bu sayede öğrencilerin yaşlı bireyle terapötik iletişim kurma becerilerinin geliştirilmesi yolu ile bakım sürecinin iyileştirilmesi amaçlanmaktadır. Standartlaştırılmış hastaları kullanan klinik simülasyonlar, öğrencilerin hastalara zarar vermeden bilgiyi uygulamalarına yardımcı olma, zihinsel sağlık sorunlarını değerlendirme ve müdahale etmelerine zemin hazırlamaktadır. Yapılan araştırmalar standart hasta uygulamasının öğrencilerin uygulamakta zorlandıkları becerilerin eğitiminde etkili olduğunu özellikle soyut becerilerin kazanılmasında ve öğrencilerin özgüvenlerinin artırılmasında etkili bir yöntem olduğunu belirtmektedir.

Demografik değişim ve dönüşümün beraberinde getirdiği sorunların çözümü toplum barışının ve refahının sağlanabilmesi için önemlidir. Eğitim bu hedefi gerçekleştirme noktasında katalizör görevi üstlenmektedir. Yaşlanan toplumlara nasıl cevap verileceği noktasında eğitim, kilit strateji olarak karşımıza çıkmaktadır. Tüm toplumu kapsayan yaşlılık eğitimi, kuşaklar arası iletişimi kuvvetlendirmesi ve yeni nesilde olumlu yaşlı algısı oluşturmalarının yanı sıra sağlıklı ve başarılı yaşlanma bilincini de topluma erken yaşlarda kazandırmak amacını gütmelidir. Bu bakış açısından hareketle yaşlılık ve yaşlanma konusunda toplum bilinci oluşturmak adına eğitim programlarının düzenlenmesi ve hatta tüm toplumu kapsayan yaşlılık eğitimi derslerinin çocuk yaşta ilköğretim seviyesinden itibaren başlatılması hedeflenmelidir.

Bununla birlikte özellikle üniversitelerin ilgili bölümlerinde gerontolojik eğitimin teşvik edilmesi ve yer alması önem arz etmektedir. Ülkemizde mevcut üniversitelerde, sağlık ve sosyal bilimlerin farklı alanlarında meslek profesyonelleri yetiştiren bölümlerde gerontolojik eğitimin son derece kısıtlı olduğu görülmektedir. Ancak yaşlı nüfusun artışına paralel olarak artan geriatrik ve gerontolojik hizmet sunumu ihtiyacı her geçen gün artmaktadır. Dolayısıyla yaşlı nüfusun ihtiyaçlarına cevap verebilme noktasında, yaşlılık alanında eğitim almış meslek elemanları (geriatrist, gerontolog, sosyal hizmet uzmanı, geriatri hemşiresi ya da yaşlı bakım teknikeri) ile sınırlı kalamayacak kadar çok farklı disiplinlerden meslek elemanına ihtiyaç duyulmaktadır.

KAYNAKLAR

- Benjenk, I., Buchongo, P., Amaize, A., Martinez, G. S., & Chen, J. (2019). Overcoming the dual stigma of mental illness and aging: Preparing new nurses to care for the mental health needs of older adults. *The American Journal of Geriatric Psychiatry*, 27(7), 664-674. . doi:10.1016/j.jagp.2018.12.028
- Choi, H., Hwang, B., Kim, S., Ko, H., Kim, S., & Kim, C. (2016). Clinical education in psychiatric mental health nursing: Overcoming current challenges. *Nurse education today*, 39, 109-115. doi: 10.1016/j.nedt.2016.01.021
- Dil, S., Çiçekoğlu, P., Yıldırım, T. (2019). İletişim Becerisi Eğitiminde Yenilikçi Yaklaşım: Standart Hasta Yöntemi Uygulanan Hemşirelik Öğrencilerinin Deneyimleri. *Turkish Journal of Research & Development in Nursing*, 21 (12): 23-34.
- Edeer, A. D., & Sarikaya, A. (2015). The use of simulation in nursing education and simulation types/Hemşirelik eğitiminde simulasyon kullanımı ve simulasyon tipleri. *Journal of Education and Research in Nursing*, 12(2), 121-126.
- Eason, M. P. (2013). The use of simulation in teaching the basic sciences. *Current Opinion in Anesthesiology*, 26(6), 721-725. doi:10.1097/ACO.0000000000000008
- Kulasegaram, K. M., Martimianakis, M. A., Mylopoulos, M., Whitehead, C. R., & Woods, N. N. (2013). Cognition before curriculum: rethinking the integration of basic science and clinical learning. *Academic Medicine*, 88(10), 1578-1585. doi:10.1097/ACM.0b013e3182a45def
- Lavingia, R., Bryan, J. L., & Asghar-Ali, A. A. (2021). Using a Standardized Patient Encounter to Teach Psychiatry Residents How to Recognize and Respond to Elder Abuse. *Academic Psychiatry*, 45(2), 246-247. doi:10.1007/s40596-020-01336-4
- Lewis, K. L., Bohnert, C. A., & Gammon, W. L. (2017). The association of Standardized Patient Educators (ASPE) Standards of Best Practise (SOBP). *Adv Simul* 2: 10. doi:10.1186/s41077-017-0043-4

- Molu, N. G., Ceylan, B., & Özcan, F. Y. (2021). Standart Hasta Uygulamalarının Hemşirelik Öğrencilerinin Empati Düzeyleri ve Problem Çözme Becerileri Üzerine Etkisi. *Anadolu Hemşirelik ve Sağlık Bilimleri Dergisi*, 24(1), 9-16.
- Motola, I., Devine, L. A., Chung, H. S., Sullivan, J. E., & Issenberg, S. B. (2013). Simulation in healthcare education: a best evidence practical guide. AMEE Guide No. 82. *Medical teacher*, 35(10), e1511-e1530.
- Mehdi, Z., Roots, A., Ernst, T., Birns, J., Ross, A., Reedy, G., & Jaye, P. (2014). Simulation training for geriatric medicine. *The clinical teacher*, 11(5), 387-392. doi:10.1111/tct.12156
- Ross, A. J., Anderson, J. E., Kodate, N., Thomas, L., Thompson, K., Thomas, B., ... & Jaye, P. (2013). Simulation training for improving the quality of care for older people: an independent evaluation of an innovative programme for inter-professional education. *BMJ quality & safety*, 22(6), 495-505. doi:10.1136/bmjqs.-2012-000954
- Sarıkoç, G., Özcan, C. T., & Elçin, M. (2016). Psikiyatri hemşireliği eğitiminde yenilikçi bir uygulama: standart hastalar. *Dokuz Eylül Üniversitesi Hemşirelik Fakültesi Elektronik Dergisi*, 9(2), 61-66.
- Schneidereith, T., & Daniels, A. (2019). Integration of simulation to prepare adult-gerontology acute care nurse practitioners. *Clinical Simulation in Nursing*, 26, 18-23. doi:10.1016/j.ecns.2018.10.009
- Seritan, A. (2022). The COVID-19 Geropsychiatry Rounds: A Curriculum for Healthcare Providers. *OBM Geriatrics*, 6(1), 1-1. doi:10.21926/obm.geriatri.2201187.
- Shin, H., Ma, H., Park, J., Ji, E. S., & Kim, D. H. (2015). The effect of simulation courseware on critical thinking in undergraduate nursing students: Multi-site pre-post study. *Nurse education today*, 35(4), 537-542. Doi: 10.1016/j.nedt.2014.12.004
- Şenol, Y., Yardım, S., & Başarıcı, İ. (2014). Öğrencilerin Standart Hasta Uygulaması Hakkındaki Görüşleri: Birinci Yıl Sonuçları. *Tıp Eğitimi Dünyası*, 13(41), 19-26.
- Varrecchia, S., Maritz, C., Maher, C., & Strauss, M. (2020). Managing Older Adults With Cognitive Impairment: An Interprofessional, Standardized Patient Approach. *Innovation in Aging*, 4(Supplement_1), 10-10. doi:10.1093/geroni/igaa057.034.
- Yalçıntürk, A. A., & Dikeç, G. (2021). Geropsikiyatri Hemşireliğinde Simülasyon Kullanımı. *Sağlık Bilimleri Üniversitesi Hemşirelik Dergisi*, 3(1), 29-36.

KONJENİTAL KALP HASTALIKLARINDA HEMŞİRELİK BAKIMI

Talha ŞAHİN¹, Vildan APAYDIN CIRIK²

¹Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi, Hemşirelik Anabilim Dalı Yüksek Lisans Öğrencisi, talhaa657@gmail.com, Karaman/Türkiye

²Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi, Ebelik Bölümü, Çocuk Sağlığı ve Hastalıkları Hemşireliği, vildan.isil42@gmail.com, Karaman/Türkiye

Öz:

Türkiye’de ve Dünya’da çocuklarda küçük yaşlardan itibaren kalp hastalıkları çok sık görülmektedir. Çocuklarda kronik hastalıklar içerisinde konjenital kalp hastalıkları önemli bir yer almaktadır. Konjenital kalp hastalıkları açısından genetik, enfeksiyon ve annenin sağlık düzeyi gibi birçok risk faktörü olmasına rağmen etyolojileri hakkında yeterli bilgi bulunmamaktadır. Doğumdan önce, sırasında ve sonrasında görülen konjenital kalp hastalıkları asiyantotik ve siyantotik konjenital kalp hastalıkları olmak üzere iki grupta incelenmektedir. Akciğere olan kan akımının azalması ve siyanoz olması bu hastalıkların önemli bir belirtisidir. Bu hastalıkların belirti ve bulguları siyanoz durumuna göre farklılıklar içermesi nedeniyle hemşirelerin verdikleri bakım uygulamaları da farklılıklar içermektedir. Hemşirelerin bu hastalıkların belirti, bulgu, süreci ve tedavisi hakkında bilgi sahibi olmaları verecekleri bakımın kalitesini artırmada etkilidir. Hemşirelerin hastalık hakkında bilgilerinin ve hastalarına yönelik verdikleri bakımın yanında aynı zamanda ailenin de psikolojik ve duygusal sağlığının farkında olmaları gerekmektedir. Hemşireler bu süreçte bebek, özellikle anne ve diğer aile üyelerini içeren bakım girişimlerini planlamalı ve uygulamalıdır. Konjenital kalp hastalıkları varlığında tedavi, bakım, taburculuk, evde bakımda multidisipliner olarak tüm sağlık profesyonelleri iş birliği içinde olmalıdır. Bu ekip içinde özellikle de hemşirelerin bebekleri ve aileleri hastanede ve evde desteklenmeleri oldukça önemlidir. Bu literatür derlemesi bildirinin amacı konjenital kalp hastalıklarına yönelik hemşirelik bakımı hakkında bilimsel kanıt temelli bilgiler sunmaktır.

Anahtar Kelimeler: bakım, çocuk, hemşire, kalp hastalıkları, konjenital

NURSING CARE IN CONGENITAL HEART DISEASES

Talha ŞAHİN¹, Vildan APAYDIN CIRİK²

¹Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi, Hemşirelik Anabilim Dalı Yüksek Lisans Öğrencisi, talhaa657@gmail.com, Karaman/Türkiye

²Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi, Ebelik Bölümü, Çocuk Sağlığı ve Hastalıkları Hemşireliği, vildan.isil42@gmail.com, Karaman/Türkiye

Abstract: Heart diseases are very common in children from a young age in Turkey and the world. Congenital heart diseases have an important place among chronic diseases in children. Although there are many risk factors for congenital heart diseases such as genetics, infection and the health level of the mother, there is not enough information about their etiology. Congenital heart diseases seen before, during and after birth are examined in two groups as acyanotic and cyanotic congenital heart diseases. Decreased blood flow to the lungs and cyanosis are important symptoms of these diseases. Since the signs and symptoms of these diseases vary according to the cyanosis status, the care practices provided by nurses also vary. The fact that nurses are informed about the signs, symptoms, process and treatment of these diseases is effective in increasing the quality of care they will provide. In addition to their knowledge about the disease and the care they provide for their patients, nurses also need to be aware of the psychological and emotional health of the family. During this process, nurses should plan and implement care initiatives that include the baby, especially the mother and other family members. In the presence of congenital heart diseases, all health professionals should cooperate in a multidisciplinary manner in treatment, care, discharge, and home care. It is very important for nurses, especially within this team, to support babies and families in the hospital and at home. The purpose of this literature review is to present scientific evidence-based information about nursing care for congenital heart diseases.

Keywords: care, child, nurse, heart diseases, congenital

1. GİRİŞ

Kardiyovasküler hastalıklara bağlı görülen ölümler dünyada ön sıralarda yer almakla beraber ciddi sağlık problemleri oluşturmaktadır. Konjenital kalp hastalığı (KKH) bulunan çocuklar ölüm riski ile karşı karşıyadır. Dünya çapında 1990-2019 yılları arasında 204 ülke ve bölgedeki KKH mortalite oranlarını değerlendiren bir çalışmada, 2019 yılında küresel konjenital kalp hastalığına bağlı ölümlerin 217.000 olduğu belirtilmiştir (Su ve ark., 2022). KKH Dünya çapında doğumsal anomaliler arasında yaygın görülen ve çocukların hayatını tehdit eden bir durumdur. Avrupa’da KKH tanısı ile ölümlerin yaygınlığını değerlendiren bir çalışmada, 1000 doğumda 8 inin KKH tanısı aldığı belirlenmiştir. Ayrıca KKH tanısı alan 3000 çocuğunda fetal anomali nedeniyle gebelik sonlandırıldığı için öldüğü tahmin edilmektedir (Dolk ve ark., 2011). KKH’nın Dünya çapında yaygınlığını değerlendiren bir

meta-analiz çalışmasında, 1930 yılından 1995 yılına doğru hastalığın yaygınlığının arttığı belirlenmiştir. Ayrıca 2010 yılına kadar da her yıl 1,35 milyon KKH tanısı alan yenidoğan olduğu belirtilmiştir. Bu yaygınlığına rağmen dünyanın birçok yerinde sağlık hizmetlerine ulaşımın ve teşhis imkanlarının sınırlı olduğu da belirlenmiştir (van der Linde ve ark., 2011). Türkiye’de ise KKH sıklığı 1.000 canlı doğumda 6-8 arasında değişmektedir. Bu bebeklerin erken tespit edilmesi hayati önem taşıdığı için doğum sonrası ilk 24-48 saatleri içinde tarama testlerinin yapılması gerekmektedir (Tezel ve Aydın 2021).

Bu anlamda hastalığın erken dönem teşhisi önemli morbidite ve mortalite açısından son derece önemlidir (Bulut ve ark., 2012). Anne ve babalar çocukları kap hastalığı tanısını almaları ile bir stres yaşamakta ve kaygı duymaktadırlar. Bu anlamda ebeveynlere hastaneye ilk geldikleri andan itibaren açıklama yapılması ve bilgi verilmesi gerekmektedir (Board ve Ryan, 2002; Griffin, 2002).

Kalp hastalığına sahip olmak çocuklarda ve gençlerde içselleştirilmiş ve dışsallaştırılmış psikolojik sorunlara neden olabilmektedir. Yapılan bir çalışmada, konjenital kalp hastalığının şiddetinin artmasıyla birlikte görülen stres, depresyon gibi duygusal ve davranışsal sorunların ortaya çıkması artmaktadır (Dahlawi ve ark., 2020). Çocukların ve gençlerin konjenital kalp hastalıkları hakkında bilgi gereksinimleri bulunmaktadır. Ergenlikten yetişkinliğe geçişte uygulanan geçiş eğitim programı gençlerin hastalık hakkında bilgi düzeylerinin arttığı belirlenmiştir (Ladouceur ve ark., 2017). Bu nedenle, ebeveynlerin yanında çocuklarında hastalığa uyum sağlaması önemlidir. Doğuştan kalp hastalığı olan gençlerin sağlık için riskli davranışlarını değerlendiren bir çalışmada ise gençlerin hastalıkları ile ilgili bilgi düzeylerinin düşük olduğu belirlenmiştir. Endokardit konusunda bilgi sahibi olanların yıllık dış kontrollerine gitmeleri arasında ise anlamlı bir ilişki belirlenmiştir (Janssens ve ark., 2016).

Hemşirelerin hem çocukları veya ergenleri hem de ailelerini desteklemeleri ve bakımda aktif rol almalarını sağlamaları önem taşımaktadır. Bu bilgileri çocuklara ve ebeveynlere aktarabilmeleri ve sağlıklı bir yaşam konusunda farkındalık oluşturabilmeleri için hemşirelerinde bilgi ve becerilerini artırmaları ve uzmanlaşmaları gerekmektedir (Ercan ve Kızıler, 2020). Bu literatür derlemesi bildirisinin amacı konjenital kalp hastalıklarına yönelik hemşirelik bakımı hakkında bilimsel kanıt temelli bilgiler sunmaktır.

2. KONJENİTAL KALP HASTALIKLARI VE ÇOCUKLARDA HEMŞİRELİK BAKIMI

Konjenital kalp hastalıkları (KKH) intrauterin ve doğum sonrası dönemde kalp ve damar sisteminin fonksiyonunda veya yapısında ortaya çıkan anormalliklerdir. Konjenital kalp hastalıkları patofizyolojiye ve hemodinamiğe göre sınıflandırılmaktadırlar. Bunlar pulmoner kan akımını artıran defektler, pulmoner kan akımını azaltan defektler, daralma (obstrüktif) defektleri ve kan akımının karıştığı defektlerdir. Hemşirelerin çocukları korku, kaygı, büyüme ve gelişme, ameliyat öncesi ve sonrası bakım, solunum problemleri, enfeksiyon, yara bakımı, diyet programına uyum, eforlu hareketler, ilaçların etkileri ve kullanımları, yatış pozisyonları ve duygusal sorunlar hakkında bilgilendirmeleri ve desteklemeleri gerekmektedir. Aynı zamanda tüm bu bakım sürecine ebeveynleri de dahil etmeleri ve onlara da tüm süreç hakkında detaylı bilgi vermeleri ve sorularını açıklayıcı bir şekilde cevaplandırmaları oldukça önem taşımaktadır (Çavuşoğlu, 2008; Dolgun ve ark., 2021; Törüner ve Büyükgönenç, 2017).

Konjenital kalp hastalığı olan çocuğun detaylı fiziksel ve psikolojik değerlendirilmesi gerekmektedir. Bunun içinde hemşirelerin kardiyolojik hastalıklar hakkında bilgili, deneyimli ve uzman düzeyde olması gerekmektedir. Pediatrik yoğun bakım ünitesinde yapılan bir çalışmada, diğer hastalıklara kıyasla kardiyak hastalıkların bakımında hemşireler daha fazla bilgi eksikliği yaşadıklarını belirtmişlerdir (Kane ve Preze, 2009). Pediatrik yoğun bakım hemşireliğiyle yapılan başka bir çalışmada ise mesleki deneyimi 2 yılın altında olma durumu ile ölüm olasılığı arasında anlamlı bir ilişki saptanmıştır (Hickey ve ark., 2014). Yapılan bir kavram analizi çalışmasında, konjenital kalp hastalığı olan çocuğa verilen hemşirelik bakımının yüksek bilgi, teknoloji ve hassasiyet içeren bir uzmanlık alanı olduğu belirtilmiştir. Hemşireler bireyselleştirilmiş bakım kapsamında müdahalelerini planlamalı, uygulamalı ve hastayla ailesini fiziksel, psikolojik ve duygusal açıdan desteklemelidir (Peterson ve Evangelista, 2017). Bireyselleştirilmiş gelişimsel bakımın yanında aynı zamanda aile merkezli bakımda oldukça önem taşımaktadır (Ertunç ve Aktaş, 2022). Yoğun bakım ünitesinde kalp ameliyatı geçiren bebeklerin anneleri ile yapılan yarı deneysel bir çalışmada, anne-hemşire ortaklık programı uygulanmıştır. Bu araştırmanın sonucunda, bu programın hemşire ve anne arasındaki iş birliğini artırdığı belirlenmiştir. İlaveten bu program anneleri duygusal açıdan da daha iyi hissetmelerine yardımcı olmuştur (Uhm ve Kim, 2019).

Doğuştan kalp hastalığı olan bebeklerin ebeveynlerinde kalp ameliyatı sonrası travma sonrası stres ortaya çıkabilir. Buna bağlı olarak da ebeveynler daha fazla kardiyoloğa ulaşmak isteyebilir ve sağlık hizmetlerini gereğinden fazla kullanmak isteyebilirler (Golfenshtein ve ark., 2021). Bu nedenle, ebeveynlerin psikolojik olarak desteklenmeleri gerekmektedir. Bu süreçte ebeveynlerin sosyal destek sistemlerinin güçlü olması bakım yükünü azaltmada etkili olmaktadır. Ayrıca sosyal desteğin yüksek olması ebeveynlerin yaşam doyumlarını da olumlu yönde etkilemektedir (Uludağ ve ark., 2020).

3. LİTERATÜRDE YER ALAN ÇALIŞMA SONUÇLARI

Pediyatrik yoğun bakım ünitesinde ailelerin uyumu üzerine yapılan bir retrospektif bir çalışmada, ebeveynlerin çocuklarının hastalık durumuna bağlı olarak stres yaşadıkları belirtilmiştir. Ayrıca ebeveynlerin çocuklarının hastalık durumundan 6 ay sonrasına kadar stres belirtileri yaşadıkları da saptanmıştır (Board ve Wenger, 2002).

Konjenital kalp hastalığı tanısı ve cerrahisi sürecinde ebeveynlerin deneyimlerini değerlendiren bir çalışmada, ebeveynler hayatlarını etkileyebilecek düzeyde şiddetli stres yaşadıklarını ifade etmişlerdir. Bu nedenle ebeveynlere başa çıkma stratejilerinin öğretilmesi ve destelenmeleri önemlidir (Ni ve ark., 2019).

Konjenital kalp hastalığı olan çocuklarda kapsamlı hemşirelik müdahaleleri üzerinde yapılan bir meta analiz çalışmasında, hastalıkların komplikasyon oranlarında azalma saptanmış ve hastaların hastanede yatış sürelerinde azalma görülmüştür. Kapsamlı ve detaylı hemşirelik bakımının ağrı ve anksiyeteyi azaltmada etkili bulunduğu da görülmüştür (Ding ve ark., 2022).

Başka bir araştırma makalesinde 111 konjenital kalp hastası bebeği olan annelerin postpartum dönemde zorluklar yaşadığı görülmüştür. Annelerin bebeklerine fiziksel temastan kaçındıkları ve bebekleriyle olan ilişkilerinin olumsuz etkilendiği görülmüştür (Çelik ve Satılmış, 2023).

Kalp ameliyatı geçiren bebeklerde tele sağlık ev izleme programının etkinliğini değerlendiren bir çalışmada ise bu uygulamanın ebeveyn ve bebekler üzerinde olumlu etkiler sağladığı saptanmıştır (Medoff Cooper ve ark., 2020).

Konjenital kalp hastalığı bulunan 418 down sendromlu çocuk üzerinde yapılan bir çalışmada, çocuklarda görülen kalp hastalıkları sırasıyla; ventriküler septal defekt,

atriyoventriküler septal defekt, atriyal septal defekt ve patent ductus arteriozusdur (Özbey ve ark., 2024).

Konjenital kalp hastalığı olan bebeklere uygulanan masajın ameliyat sonrası ağrıya olan etkisini değerlendiren bir çalışmada, postoperatif masajın günlük ağrı üzerine etkili olduğu belirlenmiştir (Harrison ve ark., 2020).

Yapılan bir vaka- kontrol çalışmasında, Çin’de bulunan bir hastanede gebelik döneminde demir ve folik asit alımının konjenital kalp hastalıkları üzerindeki etkisi incelenmiştir. Bu çalışma sonucunda demir ve folik asitten zengin beslenen hastalarda KKH’ya yakalanma riskinin daha az olduğu görülmüştür (Yan ve ark., 2022).

Bir çocuk hastanesinde pediatri hemşireleri ve doktorlarına yönelik üç boyutlu kalp modelleri ile verilen eğitimin konjenital kalp lezyonları konusundaki bilgi düzeylerini artırmada etkili olduğu belirtilmiştir (Tarca ve ark., 2023).

Kalp hastalığı ve down sendromu çocuğu olan ebeveynlerin, umutsuzluk düzeylerine ilişkin bir çalışmada 77 ebeveyn ile çalışılmıştır. Deney ve kontrol grubu bulunan çalışmada ebeveynlere eğitim içeriği olarak eğitimle ilgili kitapçık verilmiştir. Çalışma sonucunda eğitimin umutsuzluğu azaltmada etkili bir yöntem olduğu belirlenmiştir (Çatalbaş ve ark., 2015).

Başka bir çalışmada doğuştan kalp hastalığı olan bir bebeğin ebeveynlerine ortak ebeveynlik yeterliliklerini geliştirmelerine destek olunmuştur. Bu doğrultuda ebeveynlerin problem çözme yeteneklerinin geliştiği belirlenmiştir (Pridham ve ark., 2022).

Değerlendirilen bu çalışma sonuçları doğrultusunda, konjenital hastalıklarda çocuklar ve aileleri hem fiziksel hem de psikolojik olarak olumsuz yönde etkilenmektedir. Bu doğrultuda bilgili ve tecrübeli pediatri hemşirelerine ihtiyaç duyulmaktadır. Bu nedenle, hemşirelere eğitim ve kursların düzenlenmesi ve hemşirelerin bakım sırasında kullanabilecekleri kanıt temelli çalışmaların sayısının artırılması önerilmektedir.

KAYNAKLAR

Board, R., & Ryan-Wenger, N., (2002). Long-term effects of pediatric intensive care unit hospitalization on families with young children. *Heart & Lung*, 31(1), 53–66. <https://doi.org/10.1067/mhl.2002.121246>

- Bulut, G., Ballı, Ş., Atlıhan, F., Meşe, T., Çalkavur, Ş., ve Olukman, Ö. (2012). Yenidoğan servisinde izlenen doğumsal kalp hastalığı olanların retrospektif değerlendirilmesi. *İzmir Dr. Behçet Uz Çocuk Hastalıkları Dergisi*, 2(3), 141–147. <https://doi.org/10.5222/buchd.2012.141>
- Çatalbaş, M., Manav, G., & Ocakçı, A. F., (2015). Kalp hastalığı olan down sendromlu çocukların ebeveynlerinin umutsuzluk düzeylerine aile merkezli hemşirelik yaklaşımı. *Clinical and Experimental Health Sciences*, 5(3), 154-161.
- Çavuşoğlu H., (2008). Çocuk sağlığı hemşireliği. Cilt 1, Genişletilmiş 9. Baskı. Ankara: Sistem Ofset Basımevi;2008.
- Çelik, Ş., ve Güngör Satılmış, İ. (2023). Konjenital Kalp Anomalili 0-3 Aylık Bebeği Olan Annelerde Postpartum Uyum Sorunları ve Annelik Deneyimleri. *Kadın Sağlığı Hemşireliği Dergisi*, 9(2), 22-35.
- Dahlawi, N., Milnes, L. J., & Swallow, V. (2020). Behaviour and emotions of children and young people with congenital heart disease: A literature review. *Journal of child health care : for professionals working with children in the hospital and community*, 24(2), 317–332. <https://doi.org/10.1177/1367493519878550>
- Ding, X., Wen, J., Yue, X., Zhao, Y., Qi, C., Wang, D., & Wei, X. (2022). Effect of comprehensive nursing intervention for congenital heart disease in children: A meta-analysis. *Medicine*, 101(41), e31184. <https://doi.org/10.1097/MD.00000000000031184>
- Dolgun, G., (2019). Kritik konjenital kalp hastalıklarının tanımlanmasında pulse oksimetrenin kullanılması ve ebe-hemşirenin rolü. *Koç Üniversitesi Hemşirelikte Eğitim ve Araştırma Dergisi*, 16(2), 134–138.
- Dolgun, G., İnal, S., ve Bozkurt, G., (2021). Çocuklarda Dolaşım Sistemi Hastalıkları ve Hemşirelik Bakımı. İçinde: Conk Z, Başbakkal Z, Yılmaz.B, Bolışık B (Ed.), *Pediatric Hemşireliği*, 3. Baskı. Ankara, Akademisyen Kitapevi, 2021: 405-422.
- Dolk, H., Loane, M., Garne, E., & European Surveillance of Congenital Anomalies (EUROCAT) Working Group (2011). Congenital heart defects in Europe: prevalence and perinatal mortality, 2000 to 2005. *Circulation*, 123(8), 841–849. <https://doi.org/10.1161/CIRCULATIONAHA.110.958405>
- Ercan, İ., ve Kızıler, E. (2020). Konjenital kalp hastalığı olan adölesanların erişkin bakıma geçişinde yaşadıkları sorunlar ve hemşirelik yaklaşımları. *Journal of Anatolia Nursing and Health Sciences*, 23(4), 552–556.
- Ertunç, M., & Aktaş, E. (2022). Konjenital kalp hastalığı olan çocuklarda aile merkezli bakımın önemi. *Sağlık Akademisyenleri Dergisi*, 9(3), 291-298.
- Golfenshtein, N., Hanlon, A. L., Lozano, A. J., Sruлович, E., Lisanti, A. J., Cui, N., & Medoff-Cooper, B. (2021). Parental Post-traumatic Stress and Healthcare Use in Infants with Complex Cardiac Defects. *The Journal of pediatrics*, 238, 241–248. <https://doi.org/10.1016/j.jpeds.2021.06.073>
- Griffin, T., (2002). Supporting families of infants with congenital heart disease. *Newborn and Infant Nursing Reviews*, 2(2), 83

- Harrison, T. M., Brown, R., Duffey, T., Frey, C., Bailey, J., Nist, M. D., Renner, L., & Fitch, J. (2020). Effects of Massage on Postoperative Pain in Infants With Complex Congenital Heart Disease. *Nursing research*, 69(5S Suppl 1), S36–S46. <https://doi.org/10.1097/NNR.0000000000000459>
- Hickey, P. A., Gauvreau, K., Curley, M. A., & Connor, J. A. (2014). The effect of critical care nursing and organizational characteristics on pediatric cardiac surgery mortality in the United States. *The Journal of nursing administration*, 44(10 Suppl), S19–S26. <https://doi.org/10.1097/NNA.0000000000000120>
- Janssens, A., Goossens, E., Luyckx, K., Budts, W., Gewillig, M., & Moons, P., (2016). Exploring the relationship between disease-related knowledge and health risk behaviours in young people with congenital heart disease. *European Journal of Cardiovascular Nursing*, 15(4), 231–240. <https://doi.org/10.1177/147451511558567189>.
- Kane, J. M., & Preze, E. (2009). Nurses' perceptions of subspecialization in pediatric cardiac intensive care unit: quality and patient safety implications. *Journal of nursing care quality*, 24(4), 354–361. <https://doi.org/10.1097/NCQ.0b013e3181aa4908>
- Ladouceur, M., Calderon, J., Traore, M., Cheurfi, R., Pagnon, C., Khraiche, D., Bajolle, F., & Bonnet, D. (2017). Educational needs of adolescents with congenital heart disease: Impact of a transition intervention programme. *Archives of cardiovascular diseases*, 110(5), 317–324. <https://doi.org/10.1016/j.acvd.2017.02.001>
- Medoff Cooper, B., Marino, B. S., Fleck, D. A., Lisanti, A. J., Golfenshtein, N., Ravishankar, C., Costello, J. M., Huang, L., Hanlon, A. L., & Curley, M. A. Q. (2020). Telehealth Home Monitoring and Postcardiac Surgery for Congenital Heart Disease. *Pediatrics*, 146(3), e20200531. <https://doi.org/10.1542/peds.2020-0531>
- Ni, Z. H., Lv, H. T., Ding, S., & Yao, W. Y. (2019). Home care experience and nursing needs of caregivers of children undergoing congenital heart disease operations: A qualitative descriptive study. *PloS one*, 14(3), e0213154. <https://doi.org/10.1371/journal.pone.0213154>
- Özbey, Z. K., Akın, A., Türe, M., ve Uç, D., (2024). Down sendromlu çocuklarda konjenital kalp hastalığı sıklığının değerlendirilmesi. *Dicle Medical Journal*, 51(4), 593-600.
- Peterson, J. K., & Evangelista, L. S. (2017). Developmentally Supportive Care in Congenital Heart Disease: A Concept Analysis. *Journal of pediatric nursing*, 36, 241–247. <https://doi.org/10.1016/j.pedn.2017.05.007>
- Pridham, K., Melby, J., Harrison, T., Brown, R., & Mussatto, K. (2022). Guided Participation Support of Coparenting an Infant With Complex Congenital Heart Disease: A Randomized Pilot Feasibility Study. *Research and theory for nursing practice*, 36(4), 361–394. <https://doi.org/10.1891/RTNP-2021-0096>
- Su, Z., Zou, Z., Hay, S. I., Liu, Y., Li, S., Chen, H., Naghavi, M., Zimmerman, M. S., Martin, G. R., Wilner, L. B., Sable, C. A., Murray, C. J. L., Kassebaum, N. J., Patton, G. C., & Zhang, H. (2022). Global, regional, and national time trends in mortality for congenital heart disease, 1990-2019: An age-period-cohort analysis for the Global

- Burden of Disease 2019 study. *EClinicalMedicine*, 43, 101249. <https://doi.org/10.1016/j.eclinm.2021.101249>
- Tarca, A., Woo, N., Bain, S., Crouchley, D., McNulty, E., & Yim, D. (2023). 3D Printed Cardiac Models as an Adjunct to Traditional Teaching of Anatomy in Congenital Heart Disease-A Randomised Controlled Study. *Heart, lung & circulation*, 32(12), 1443–1450. <https://doi.org/10.1016/j.hlc.2023.09.021>
- Tezel, B., & Aydın, Ş. (2021). Sağlık Bakanlığı'nın kuruluşunun 100. yılında Türkiye'de bebek ölümleri durum raporu. TC Sağlık Bakanlığı Yayın, (1212).
- Törüner, E.K., ve Büyükgönenç L., (2017) Kardiyovasküler Sistem Sorunu Olan Çocuk. *Çocuk Sağlığı: Temel Hemşirelik Yaklaşımları*. Nobel Tıp Kitapevi, 680, Ankara, Türkiye
- Uhm, J. Y., & Kim, H. S. (2019). Impact of the mother-nurse partnership programme on mother and infant outcomes in paediatric cardiac intensive care unit. *Intensive & critical care nursing*, 50, 79–87. <https://doi.org/10.1016/j.iccn.2018.03.006>
- Uludağ, A., Tüfekçi, F. G., & Ceviz, N. (2020). Konjenital Kalp Hastalığı Olan Çocukların Ebeveynlerinde Bakım Yüğü ve Yaşam Doyumu ile Algıladıkları Sosyal Destek Arasındaki İlişki. *YOBÜ Sağlık Bilimleri Fakültesi Dergisi*, 1(1), 11-20.
- van der Linde, D., Konings, E. E., Slager, M. A., Witsenburg, M., Helbing, W. A., Takkenberg, J. J., & Roos-Hesselink, J. W. (2011). Birth prevalence of congenital heart disease worldwide: a systematic review and meta-analysis. *Journal of the American College of Cardiology*, 58(21), 2241–2247. <https://doi.org/10.1016/j.jacc.2011.08.025>
- Yan, M. X., Zhao, Y., Zhao, D. D., Dang, S. N., Zhang, R., Duan, X. Y., & Qu, P. F., (2022). The association of folic acid, iron nutrition during pregnancy and congenital heart disease in Northwestern China: A matched case-control study. *Nutrients*, 14(21), 4541. <https://doi.org/10.3390/nu14214541>

ANNE SESİ VE ANNE KALP SESİNİN TERAPÖTİK ETKİSİ

Talha ŞAHİN, Vildan APAYDIN CIRIK

Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi, Hemşirelik Anabilim

Dalı Yüksek Lisans Öğrencisi, talhaa657@gmail.com, Karaman/Türkiye

Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi, Ebelik Bölümü, Çocuk

Sağlığı ve Hastalıkları Hemşireliği, vildan.isil42@gmail.com, Karaman/Türkiye

Öz: Bebeklerin intrauterin dönemde ilk duydukları ve en çok duydukları ses, anne sesi ile anne kalp sesidir. Bu sesler bebeklerin kendilerini güven ortamında olduğunu hissetmelerini sağlamakta, bebekleri rahatlatmak anne bebek bağıını geliştirmektedir. Anne sesi ile ilgili yapılan çalışma sonuçlarında; çocukların ameliyat öncesi kaygı ve ağrıyı azaltmada, kan almada ağrıyı azaltmada, aspirasyon ve kan alma işleminde oksijen saturasyon değerini artırmada ve kalp tepe atım hızını ise azaltmada etkili olduğu belirlenmiştir. Anne sesinin bebeklerin dil gelişimini, psikolojik gelişimini ve beslenme düzeylerini de olumlu yönde etkilediğini gösteren çalışmalar da literatürde yer almaktadır. Bu nedenle, annelere bebekleri ile konuşmaları, kucağına almaları, dokunmaları ve temas içinde olmaları önerilmektedir. Anne kalp sesi ile ilgili yapılan çalışmalarda ise anne kalp sesinin ağrı, konfor ve fizyolojik değerler üzerinde olumlu yönde etkiler saptanmıştır. Bu doğrultuda özellikle de pediatri hemşirelerinin anne sesi ve anne kalp sesini uygulamalarında ve girişimlerinde yer vermeleri hemşirelik bakımının kalitesini artırmada önemlidir. Bu seslerin bir kayıt cihazı kullanılarak uygulanması durumlarında ise yüksek seslerin zarar vermesini engellemek için seslerin desibel düzeyleri mutlaka belirli sınırlarda olması ve sürekli kontrol edilmesi gerekmektedir. Bu literatür derlemesi bildirisinin amacı bebekler ve çocuklarda anne sesi ve anne kalp sesinin terapötik etkilerine yönelik literatürde yer alan çalışma sonuçları doğrultusunda bilimsel bilgiler sunmaktır.

Anahtar Kelimeler: Anne sesi, anne kalp sesi, hemşirelik, çocuk, terapötik yöntemler

THERAPEUTIC EFFECT OF MOTHER'S VOICE AND MOTHER'S HEART SOUND

Talha ŞAHİN, Vildan APAYDIN CIRİK

*Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi, Hemşirelik Anabilim
Dalı Yüksek Lisans Öğrencisi, talhaa657@gmail.com, Karaman/Türkiye*

*Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi, Ebelik Bölümü, Çocuk
Sağlığı ve Hastalıkları Hemşireliği, vildan.isil42@gmail.com, Karaman/Türkiye*

Abstract: The first and most heard sounds by babies during the intrauterine period are the mother's voice and the mother's heartbeat. These sounds make babies feel that they are in a safe environment, and comforting babies improves the mother-baby bond. In the results of the studies conducted on the mother's voice; it was determined that it was effective in reducing the anxiety and pain of children before surgery, in reducing the pain during blood collection, in increasing the oxygen saturation value during aspiration and blood collection, and in reducing the peak heart rate. There are also studies in the literature showing that the mother's voice positively affects the language development, psychological development and nutritional levels of babies. Therefore, mothers are advised to talk to their babies, hold them in their arms, touch them and be in contact with them. In the studies conducted on the mother's heart sound, it was determined that the mother's heart sound has positive effects on pain, comfort and physiological values. Therefore, it is especially important for pediatric nurses to include maternal voice and maternal heart sound in their applications and interventions in order to increase the quality of nursing care. In cases where these sounds are applied using a recording device, the decibel levels of the sounds must be within certain limits and constantly controlled in order to prevent the harm of loud sounds. The purpose of this literature review report is to present scientific information in line with the results of studies in the literature on the therapeutic effects of maternal voice and maternal heart sound in infants and children.

Keywords: Mother voice, mother heart sound, nursing, child, therapeutic methods

GİRİŞ

Yenidoğanlar son derece çevreye duyarlı canlılardır. Dünya Sağlık Örgütü raporuna göre, 2020 yılında Dünyada 13,4 milyon bebeğin prematüre doğduğu görülmektedir (Anonim, 2023). Fetüs, intrauterin dönemde farklı uyaranların olduğu bir ortamdır. Bu ortam içerisinde anne sesi, anne kalp sesi, fetüsün hareketiyle oluşan sesler, çevresel sesler ve gastrointestinal sistem seslerinden oluşmaktadır (Dağoğlu ve Görak, 2008). Yenidoğan bir bebek dünyaya geldiğinde bakıma ihtiyaç duymaktadır. Yenidoğan bebekler dış dünyaya duyarlı olan canlılar oldukları için intrauterin döneminden çıktıklarında en çok etkilendiği etkenlerden birisi de sestir. Yüksek düzeyli sesler yenidoğan bebeklerin fizyolojik parametrelerini olumsuz etkilemektedir (Aktaş ve ark., 2023). Kim ve arkadaşları (2022), anne ninnisinin ve Mozart şarkılarının prematürlerde fizyolojik parametrelerine olumlu yönde etki gösterdiğini belirtmişlerdir. Ayrıca, anne sesi grubundaki prematürlerin Mozartın şarkısını dinleyen gruba göre beslenmelerinin de daha iyi olduğunu da ifade etmişlerdir (Kim ve ark., 2022).

Türkiye’de yenidoğanlar üzerinde anne kalp atımı ve anne sesinin etkilerine ilişkin çalışmalar bulunmaktadır (Duman ve ark., 2025; Kanbur, 2021; Küçük Alemdar ve Tüfekçi, 2018; Tavlar ve Karakoç, 2022). Prematüre bebekler intrauterin dönemde, en sık ritmik ses olan anne kalp sesini işitmektedirler. Yapılan çalışmalar anne kalp atım sesini işitmenin bebekleri güvenli bir ortamda kalmasını sağlayarak bebeklerin sakinleşmesine yardımcı olabileceğini göstermektedir (Alemdar ve Tüfekçi, 2018; Loewy ve ark., 2013; Panagiotidis ve Lahav, 2010; Tavlar ve Karakoç, 2022; Tuncay ve Sarman, 2020). İlaveten anne sesinin ağrılı girişimde ağrıyı azaltmada etkili olduğu da belirtilmiştir (Duman ve ark., 2025). Bu sonuçlara rağmen bir derleme çalışmasında anne sesi ve kalp sesi bebeklerin fiziksel bulgular, davranış ve stres, beslenme gibi faktörler üzerinde etkili olduğunu gösteren çalışmalar olduğu belirtilirken bazı çalışmalarda etkisinin net olmadığı ifade edilmiştir (Tuncay ve Sarman, 2020). Bu literatür derlemesi bildirisinin amacı bebekler ve çocuklarda anne sesi ve anne kalp sesinin terapötik etkilerine yönelik literatürde yer alan çalışma sonuçları doğrultusunda bilimsel bilgiler sunmaktır. Bu doğrultuda pediatri hemşirelerinin önemi ve yenidoğan bakımında anne sesi ve anne kalp sesinin etkileri tartışılmıştır.

1.ANNE SESİ

Yenidoğanın intrauterin dönemde duyduğu ilk ses anne sesidir. Fetüslerin belirli anne uyaranlarına seçici tepki vermeye yatkın olmaları nedeniyle doğumdan çok önce anneleriyle davranışsal ve duygusal uyum sağladıkları ve iletişime geçtikleri belirtilmektedir. Bu nedenle anne sesi bebeklerin sağlıklı bir şekilde gelişimi için oldukça önemli bir yere sahiptir (Ferrari ve ark., 2016). Anne sesi dinletilen yenidoğan bebeklerin enerjilerinin yüksek olduğu, rahatladıkları, beslenme ve nörolojik gelişimlerinin olumlu yönde etkilendiğini gösteren çalışmalar mevcuttur. Ayrıca yapılan invazif işlemler olan kan alma ve aspirasyon gibi işlemler sırasında anne sesi dinletmenin ağrıyı azalttığı görülmüştür. Anne sesinin bir diğer etkisi de bebeğin fizyolojik bulgularını olumlu yönde etkilemesidir (Provenzi ve ark., 2018; Tuncay ve Sarman, 2020). Yapılan başka bir çalışmada ise anne sesinin bebeklerin fizyolojik parametrelerinden olan kalp atış hızını azalttığı ve ağrı tepkilerini hafiflettiği belirtilmiştir (Yu ve ark., 2022). Başka bir çalışmada ise COVID-19 pandemisi nedeniyle yenidoğan yoğun bakım ünitelerinde anne ayrılığının yenidoğanın nörolojik gelişimi üzerindeki etkileri değerlendirilmiştir. Buna göre, anne sesi uygulamasının annelerinden ayrı kalan yenidoğanlarda ağrı duyarlılığını azaltmak ve nörolojik gelişimi desteklemede etkili olduğu belirtilmiştir (Zhang ve ark., 2024). Kalp kateterizasyonu sırasında yapılan başka bir çalışmada ise anne sesinin dinlenmesi, çocuklarda postoperatif ağrıyı ve stresi azaltmada etkili olduğu belirtilmiştir (Massoth ve ark., 2024). Bu olumlu etkilere rağmen anne sesinin şiddeti ve maruziyet süresi de önemli bir etkidir. Yenidoğan bir bebeğin işittiği sesin zamanı ve sesin yüksekliği önemli olması nedeniyle Dünya Sağlık Örgütü (DSÖ) ve Amerikan Pediatri Akademisi (APA) uygun ses şiddetinin (desibel), önemini vurgulamışlardır (Amerikan Pediatri Akademisi, 1997; DSÖ, 1999).

Yenidoğanlar yenidoğan yoğun bakım ünitesinde ağrılı işlemlere maruz kalabilmektedirler. Bu nedenle anne sesi gibi nonfarmakolojik yöntemlerin girişimlere bağlı ağrı ve stresi azaltmada hemşireler tarafından kullanılması ve tercih edilmesi oldukça önemlidir. Preterm yenidoğanlarda ağrılı bir girişim olan orogastrik tüp takma girişiminde

anne sesi ve beyaz gürültünün etkisini değerlendiren bir çalışmada, anne sesinin ağrıyı azaltmada daha etkili olduğu saptanmıştır. Beyaz gürültüye kıyasla anne sesinin ağrıyı azaltmada daha etkili olması nedeniyle ağırlı girişimlerde kullanılması önerilmektedir (Tıbbık ve Konuk, 2024). Yenidoğan bebeklerin anneleriyle çocuklardan daha az zaman geçirdikleri ele alındığında, çocukların annelerinin sesini işitmesinde yenidoğanlara göre daha hassas olduğu tahmin edilmektedir (Avighan ve ark., 2021). Bu nedenle, anne sesinin yenidoğanlar üzerindeki etkisi ve önemi oldukça önemlidir.

2. ANNE KALP SESİ

Bebeklerin anne karnında en sık duyduğu ses anne kalp sesidir. Bu durumda bebekler doğduklarında, intrauterin dönemde aşına oldukları bu güven verici sesi duyduğunda rahatlayacağı düşünülmektedir (Panagiotidis ve Lahav, 2010). Yapılan araştırmalar yenidoğan bebeklere kalp sesi dinletmenin bebeklerin fizyolojik değerleri, beslenme, hastanede yatış süresini ve ağrı bulgularını pozitif yönde etkileyebileceğini göstermiştir (Loewy ve ark., 2013; Panagiotidis ve Lahav, 2010; Alemdar ve Tüfekçi, 2018). Fetüs intrauterin dönemde anne sesini duymaya alıştığından doğumdan sonra da tanıdığı bilinmektedir. İntrauterin dönemde fetüsün, annenin kalp atışlarını hissettiği ve bu sestten etkilendiği görülmüştür. Yapılan bir çalışmada anneden duyulan kalp ses ve ritmin doğumdan sonra tekrardan duymanın yenidoğan üzerinde olumlu yönde etkilediği görülmüştür (Çetin ve ark., 2017). Term yenidoğanlarda topuk kanı alma işlemi sırasında anne sütü kokusu, anne kalp sesi ve emzirmenin etkisini değerlendiren bir çalışmada, anne kalp sesinin ağrı ve stresi azaltmada etki sağladığı belirlenmiştir (Tavlar ve Karakoç, 2022).

3.TERAPÖTİK ETKİLERİ

Çocuk yoğun bakımda yapılan 1-3 yaş çocuk grubu değerlendirilmeye alınan bir araştırmada anne sesinin ağrıyı azalttığı görülmüştür (Erdoğan ve ark., 2020). Chen ve arkadaşları (2009), annenin ses kaydının yenidoğanlarda damar yolu açma girişimi sırasında ağrıyla baş etmede yardımcı olabileceğini bildirmiştir (Chen ve ark., 2009).

Prematüre bebeklerle yapılan bir çalışmada, prematüre bebeklerde aspirasyon uygulaması yapılması sırasında annenin kalp sesi dinletilmesi, yenidoğanda görülen ağrıyı azalttığı olumlu yönde etkilediği saptanmıştır (Alemdar ve Tüfekçi, 2018). Yapılan başka bir çalışmada, 64 prematüre bebekle randomize kontrollü yapılmıştır. Çalışmada bir çocuk kitabı okuyan annenin ses kayıtları oluşturulmuş ve bebekler üzerinde anne sesinin etkisi araştırılmıştır. Buna göre araştırma sonucunda annenin sesi kalp atış hızını yavaşlattığı belirlenmiştir (Yu ve ark., 2022).

Anne sesinin bebeklerin konfor skorlamalarında olumlu etkiler gösterdiğine ilişkin çalışmalar bulunmaktadır. Araştırmacıların çalışmaları incelendiğinde ağrı ve konfor kavramına birlikte yer verdiği görülmektedir (Avighan ve ark., 2021; Shoghi ve ark., 2021). Anne sesi operasyon geçiren çocuklarda kullanılmış, vaka öncesi anksiyete ve ameliyat sonrası anne sesinin çocukların konforu önemli oranda arttırdığı sonucuna varılmıştır

(Avighgan ve ark., 2021). Arteriyel kan gazı alma işlemi sırasında çocuk yoğun bakım ünitelerinde gerçekleştirilen çalışmada, 3-8 yaş arası çocuklarda anne sesi dinletmenin çocuklarda konforu ise arttırdığı belirlenmiştir. Ayrıca, anne sesinin arter kan gazı alma işlemi sonucunda çocuğun kalp ritim hızının azalttığı sonucuna da varmıştır (Shoghi ve ark., 2021).

Anne sesi ve anne kalp sesi dinletmenin kortizol seviyesinde yapılan çalışma sayısı sınırlıdır. Pediatri hemşirelerinin bu konu üzerinde güncel çalışmalar yaparak yeni veriler sunmaları önemli olduğu ifade edilebilir. Kortizol seviyesi incelenen bir çalışmada preterm bebeklere ağırlı işlem uygulanmış ve anne sesinin 20 preterm bebek üzerindeki etkisi incelenmiştir. Tükürükten alınan örneklerle kortizol düzeyi (pg/mL), prematüre bebek ağrı profili (PIPP) puanı ve plazma kortizol düzeyi değerlendirilmiştir. Annelerden küvözde bebeklerine şarkı söylemeleri ve annelerden konuşmaları istenmiştir. Buna göre annenin sesi dinletilmesi PIPP ağrı skorlarının önemli oranda azaldığı, kortizol seviyelerinde bir değişme olmadığı ve oksitosin düzeylerinde ilk duruma göre bir artış olduğu belirlenmiştir (Flippa ve ark., 2021).

Anne sesi dinletmenin bebekler üzerinde sedasyon etkisi olup anestezi ihtiyaçlarında azalmaya neden olduğu görülmüştür. Manyetik rezonans görüntüleme yapılması sırasında çocuklara sedatize non -farmakolojik ajan olarak anne sesi dinletmenin çocukların sedasyon etki düzeyi ve sedasyona ihtiyacı olup olmadığı incelenen araştırmada, anne sesinin çocukların sedasyon ihtiyacını azalttığı, çocukların konfor düzeyini önemli oranda arttığı görülmüştür (Gergin ve ark., 2023).

Yenidoğan bebeklerle randomize kontrollü yapılan bir çalışmada anne sesinin, bebeklerin uyku düzeyini olumlu etkilediği belirlenmiştir. Ayrıca, anne sesi dinletilen bebeklerin, yüksek gürültü ortamlarda ve hemen sonrasında bebeğin uyanıklık olasılığını azalttığı hatta yenidoğanları yenidoğan yoğun bakım gürültüsünün bazı etkilerinden izole edebilir olduğu da belirtilmiştir (Shellhaas ve ark., 2019).

Yenidoğan bebekler beslenme yönünden desteklenmeye gereksinim duyan gruptur. Anne sesinin prematüre bebeklerde oral beslenme üzerine etkisini değerlendiren bir çalışmada, annelerin bebeklerini beslemeden önce bebeklere anne sesi dinletilmiştir. Oral olarak beslenen bebeklerin anne sesi duymasıyla bebeklerin beslenmelerinin olumlu yönde arttığı belirlenmiştir (Chhikara ve ark., 2023).

Yenidoğanlarda ve çocuklarda yapılan araştırmalarda anne sesinin beyin gelişimi üzerinde olumlu etkiler bıraktığı gösterilmiştir (Cao ve ark., 2024; Van Roojen ve ark., 2019). Meta analiz çalışması yapılan bir makalede genel anestezi verildikten sonra deliryum tablosu gelişen çocuklara anne sesi dinletmenin çocuklarda deliryum önleme üzerindeki etkisi araştırılmıştır. Bu meta-analiz araştırma sonucunda anne sesinin çocuklarda deliryumu azalttığı gözlemlenmiştir. Çocukların bu anne sesi dinletilmesi anne sesi ameliyat sonrası yatış süresini azaltabileceği gözlemlenmiştir. Çocukların ameliyat sonrası erken ekstübasyon olabileceği de belirlenmiştir (Cao ve ark., 2024).

Anne sesinin bebeklerin dil gelişiminde de önemli bir rolü vardır. 24 aylık 149 çocukla yapılan çalışmada, tanıdık olmayan konuşmacılarla ve annelerinin sesini dinlemeye kıyasla

yeni kelimeleri daha kolay öğrenip öğrenmediğini araştırılmıştır. Çalışma sonucunda anne sesi bebeklerin iki farklı öğrenme ortamında konuşulan kelimeye göre nesne seçmeyi kolaylaştırdığını göstermiştir. Bu nedenle, annenin sesi bebeklerin yeni kelimeleri tekrarlama isteği, yeni kelime öğrenme ile anlamlı ve olumlu bir şekilde bağlantılı bulunmuştur (Van Roojen ve ark., 2019).

Sonuç olarak, anne sesi ve anne kap sesine yönelik çalışmaların artırılması ve pediatri hemşirelerinin bu yöntemlere bakımlarında yer vermeleri önerilmektedir. Pediatri hemşirelerinin bu yöntemlerin kullanımı konusunda bilgi ve farkındalıklarını geliştirmek için eğitimlerin ve kursların düzenlenmesi son derece önemlidir.

KAYNAKLAR

- Abrams, D. A., Chen, T., Odriozola, P., Cheng, K. M., Baker, A. E., Padmanabhan, A., Ryali, S., Kochalka, J., Feinstein, C., ve Menon, V. (2016). Neural circuits underlying mother's voice perception predict social communication abilities in children. *Proceedings of the National Academy of Sciences of the United States of America*, 113(22), 6295–6300. <https://doi.org/10.1073/pnas.1602948113>
- Aktaş, S., Derya, A., Y. ve Toker, E. (2023). *A' dan Z'ye temel ebelik 1.cilt*. İstanbul Tıp Kitabevi, 1. Cilt ISBN: 978-625-6820-17-3, İstanbul.
- Alemdar ve FG. Tüfekci, “Effect of maternal heart sounds on physiological parameters in preterm infants during aspiration,” *Kontakt Journal of Nursing and Social Sciences Related to Health and Illness*, c. 19, sayı 2, ss. 107-112, 2017.
- American Academy of Pediatrics, (1997). Committee on environmental health. Noise: a hazard for the fetus and newborn. *Pediatrics* 1997;100(4):724–7.
- Anonim, (2023). World Health Organization. Preterm birth. <https://www.who.int/news-room/fact-sheets/detail/preterm-birth>(Erişim tarihi: 01.06.2025).
- Avighgan, F., Ghaljaei, F., Jalalodini, A., & Navidian, A. (2021). The effectiveness of mother's recorded voice on the pain and anxiety in pediatric undergoing surgery: A randomized clinical trial study. *International Journal of Pediatrics*, 9(2), 13067–13075.
- Cao, X., Wang, B., Liu, M. ve Li, J. (2024). Effect of recorded mother's voice on emergence delirium in pediatric patients: a systematic review with meta-analysis *Jornal de pediatria*, 100(3), 231–241. <https://doi.org/10.1016/j.jped>
- Chen HL, Chen CH, Wu, Huang HJ, Wang TM, Hsu. (2009). The influence of neonatal intensive care unit design on sound level. *Pediatr Neonatol* 2009;50(6):270–4.
- Chhikara, A., Hagadorn, J. I., ve Lainwala, S. (2023). Effect of maternal voice on proportion of oral feeding in preterm infants. *Journal of perinatology : official journal of the*

- California Perinatal Association, 43(1), 68–73. <https://doi.org/10.1038/s41372-022-01493-4>
- Çetin, F., Tan, A., ve Merih, Y. (2017). Türk müziğinin gebelik ve yenidoğan üzerindeki etkileri. *Zeynep Kâmil Tıp Bülteni*, 48(3), 124–130.
- Dağoğlu, T., ve Görak, G. (2008). *Temel neonatoloji ve hemşirelik ilkeleri*, s, 759-769, Nobel Tıp Kitabevleri, ISBN: 978-975-420-630-2.
- Duman, R., Doğan, E., Kaya, H. D., & Tepe, M. (2025). The Effect of Three Different Sensory Interventions (Mother's Voice, Mother's Milk, and Mother's Holding) During Heel Lance on Pain Level in Term Newborns: A Randomized Controlled Trial. *Breastfeeding medicine : the official journal of the Academy of Breastfeeding Medicine*, 20(5), 345–352. <https://doi.org/10.1089/bfm.2024.0197>
- Erdoğan, Ç., Turan, T., ve Pınar, B. (2020). The effect of maternal voice for procedural pain in paediatric intensive care unit: A randomised controlled trial. *Intensive and Critical Care Nursing*, 56, 102767. <https://doi.org/10.1016/j.iccn.2019.102767>
- Ferrari, G. A., Nicolini, Y., Demuru, E., Tosato, C., Hussain, M., Scesa, E., Romei, L., Boerci, M., Iappini, E., Dalla Rosa Prati, G., Palagi, E., & Ferrari, P. F. (2016). Ultrasonographic Investigation of Human Fetus Responses to Maternal Communicative and Non-communicative Stimuli. *Frontiers in psychology*, 7, 354. <https://doi.org/10.3389/fpsyg.2016.00354>
- Filippa, M., Monaci, M. G., Spagnuolo, C., Serravalle, P., Daniele, R., ve Grandjean, D. (2021). Maternal speech decreases pain scores and increases oxytocin levels in preterm infants during painful procedures. *Scientific reports*, 11(1), 17301. <https://doi.org/10.1038/s41598-021-96840-4K>.
- Hirschel, J., Carlhan-Ledermann, A., Ferraz, C., Brand, L. A., Filippa, M., Gentaz, E., Lejeune, F., ve Baud, O. (2023). Maternal voice and tactile stimulation modulate oxytocin in mothers of hospitalized preterm infants: A randomized crossover trial. *Children* (Basel, Switzerland), 10(9), 1469. <https://doi.org/10.3390/children10091469>
- Kim, N., Shin, H. J., Park, J., & Oh, H. K. (2022). Comparison of Effects of Mothers' and Mozart's Lullabies on Physiological Responses, Feeding Volume, and Body Weight of Premature Infants in NICU. *Frontiers in Public Health*, 1522.
- Küçük Alemdar, D., ve Güdücü Tüfekçi, F. (2018). Effects of maternal heart sounds on pain and comfort during aspiration in preterm infants. *Japan Journal of Nursing Science*, 15(4), 330-339.
- Loewy, J., Stewart, K., Dassler, A.-M., Telsey, A., ve Homel, P. (2013). The effects of music therapy on vital signs, feeding, and sleep in premature infants. *Pediatrics*, 131, 902–918.

- Massoth, G., Vorhofer, E., Spuck, N., Mikus, M., Mini, N., Strassberger-Nerschbach, N., Wittmann, M., Neumann, C., & Schindler, E. (2024). Impact of the mother's voice on sedation need and stress during cardiologic examination of children (SMUSS study): a prospective, interventional, randomised, controlled, monocentric study. *Cardiology in the young*, 34(11), 2437–2444. <https://doi.org/10.1017/S1047951124025757>
- Panagiotidis, J., ve Lahav, A. (2010). Simulation of prenatal maternal sounds in NICU incubators: a pilot safety and feasibility study. *The journal of maternal-fetal & neonatal medicine : the official journal of the European Association of Perinatal Medicine, the Federation of Asia and Oceania Perinatal Societies, the International Society of Perinatal Obstetricians*, 23 Suppl 3, 106–109. <https://doi.org/10.3109/14767058.2010.512185>
- Provenzi, S. Broso, ve R. Montirosso, “Do mothers sound good? A systematicreview of the effects of maternal voice exposure on preterm infants’ development,” *Neuroscience & Biobehavioral Reviews*, c. 88, ss. 42-50, 2018.
- Scala, M., Seo, S., Lee-Park, J., McClure, C., Scala, M., Palafoutas, J. J., ve Abubakar, K. (2018). Effect of reading to preterm infants on measures of cardiorespiratory stability in the neonatal intensive care unit. *Journal of perinatology : official journal of the California Perinatal Association*, 38(11), 1536–1541. <https://doi.org/10.1038/s41372-018-0198-4>
- Shellhaas, R. A., Burns, J. W., Barks, J. D. E., Hassan, F., ve Chervin, R. D. (2019). Maternal Voice and Infant Sleep in the Neonatal Intensive Care Unit. *Pediatrics*, 144(3), e20190288. <https://doi.org/10.1542/peds.2019-0288>
- Shoghi, M., Ahmadi, M., ve Rasouli, M. (2021). The effect of mother’s voice on pain and physiological parameters during arterial blood sampling in children hospitalized in PICUs. *Anaesthesia, Pain & Intensive Care*, 25(1), 42–49.
- Tavlar, M., & Karakoc, A. (2022). The effect of breastfeeding, breast milk odour and mother's heartbeat sound on pain level in newborns: A randomized trial. *International journal of nursing practice*, 28(6), e13067. <https://doi.org/10.1111/ijn.13067>
- Tıbık, R., ve Konuk Şener, D. (2024). Preterm Yenidoğanlara Orogastrik Tüp Takma İşlemi Sırasında Dinletilen Anne Sesi ve Beyaz Gürültünün Ağrı Düzeyi ve Fizyolojik Parametrelere Etkisi: Randomize Kontrollü Çalışma. *Bandırma Onyedİ Eylül Üniversitesi Sağlık Bilimleri ve Araştırmaları Dergisi*, 6(1), 109-119. <https://doi.org/10.46413/boneyusbad.1406650>
- Tuncay, S., ve Sarman, A. (2020). Bireyselleştirilmiş gelişimsel bakımda anne sesi ve anne kalp sesinin yenidoğan bebekler üzerindeki etkisinin incelenmesi: SistematiK derleme, *ADYÜ Sağlık Bilimleri* 6 (3), 357-366.

- Van Rooijen, R., Bekkers, E., ve Junge, C. (2019). Beneficial effects of the mother's voice on infants' novel word learning. *Infancy : the official journal of the International Society on Infant Studies*, 24(6), 838–856. <https://doi.org/10.1111/infa.12312>
- World Healty Organization, (1999).
https://www-who-int.translate.goog/europe/news-room/fact-sheets/item/noise?_x_tr_sl=en&_x_tr_tl=tr&_x_tr_hl=tr&_x_tr_pto=tc (Erişim Tarihi: 15.05.2025)
- Yu, W. C., Chiang, M. C., Lin, K. C., Chang, C. C., Lin, K. H., & Chen, C. W. (2022). Effects of maternal voice on pain and mother-Infant bonding in premature infants in Taiwan: A randomized controlled trial. *Journal of pediatric nursing*, 63, e136–e142. <https://doi.org/10.1016/j.pedn.2021.09.022>
- Yu, W. C., Chiang, M. C., Lin, K. C., Chang, C. C., Lin, K. H., ve Chen, C. W. (2022). Effects of maternal voice on pain and mother-Infant bonding in premature infants in Taiwan: A randomized controlled trial. *Journal of pediatric nursing*, 63, e136–e142. <https://doi.org/10.1016/j.pedn.2021.09.022>
- Zhang, X., Li, Y., Wang, Y., & Yang, J. (2024). Effects of Mother Voice on Physiological Response and Motor Nerve Development of Newborns with Maternal Separation Under the New Epidemic Situation. *Alternative therapies in health and medicine*, 30(9), 85–89.

ROTAVİRÜS'E BAĞLI ENFEKSİYONDA HEMŞİRELİK YAKLAŞIMI

Talha ŞAHİN, Vildan APAYDIN CIRIK

**Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi, Hemşirelik Anabilim
Dalı Yüksek Lisans Öğrencisi, talhaa657@gmail.com, Karaman/Türkiye**

**Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi, Ebelik Bölümü, Çocuk
Sağlığı ve Hastalıkları Hemşireliği, vildan.isil42@gmail.com, Karaman/Türkiye**

Öz: Akut gastroenteritler Dünya’da ve Türkiye’de genellikle 0-5 yaş aralığındaki çocuklarda önemli bir hastalık ve ölüm nedenidir. Çocuklarda görülen gastroenteritlerin en önemli sebebi rotavirüs enfeksiyonudur. Rotavirüs enfeksiyonun bulaşıcılık oranı yüksek olup çocuklarda ateş, kusma, karın ağrısı ve sulu dışkılama ile karakterizedir. Çocuk sağlığını oldukça tehdit eden rotavirüsten korunma ve erken dönemde belirti ve bulgularının saptanması oldukça önemlidir. Rotavirüs kaynaklı enfeksiyonların görülmesine yönelik yapılan çalışmalarda, çocukların aşılama durumu, annelerin bilgi düzeyleri, anne sütü ile beslenme durumu, dehidratasyon belirti ve bulgusu varlığı ve ailenin rotavirüs hastalığına neden olabilecek hijyen konusundaki bilgi ve farkındalık düzeylerinin önemli olduğu belirtilmiştir. Eğitim düzeyi düşük olan annelerin hastalıktan korunma ve hijyen konusundaki bilgi düzeylerinin az olduğu da literatürde yer almaktadır. Bu nedenlerden dolayı ailelere rotavirüs enfeksiyonlarından korunma eğitimlerinin verilmesi, aşılama konusunda bilgi verilmesi, hastalık konusunda hijyen eğitimlerinin anlatılması, hastalığa ilişkin belirti ve semptomların anlatılması oldukça önem taşımaktadır. Çocukları rotavirüsten korumak amacıyla hemşirelik rolleri arasında hemşirelerin eğitici rolü ilk sırada yer almaktadır. Eğitici rolü kapsamında hem çocuklara hem ailelere hem de topluma yönelik farkındalık eğitimlerini planlaması ve uygulaması gerekmektedir. Bu derleme bildirisinin amacı rotavirüs enfeksiyonu görülen çocuklarda hastalığa ilişkin korunma yöntemleri ve hemşirelik bakımına yönelik literatür taramaları sonucunda bilimsel veriler sunmaktır.

Anahtar Kelimeler: rotavirüs, gastroenterit, hemşirelik, çocuk, korunma yolları

NURSING APPROACH TO ROTAVIRUS-RELATED INFECTION

Talha ŞAHİN, Vildan Apaydin cırık

*Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi, Hemşirelik Anabilim
Dalı Yüksek Lisans Öğrencisi, talhaa657@gmail.com, Karaman/Türkiye
Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi, Ebelik Bölümü, Çocuk
Sağlığı ve Hastalıkları Hemşireliği, vildan.isil42@gmail.com, Karaman/Türkiye*

Abstract: Acute gastroenteritis is a significant cause of disease and death in children between the ages of 0-5 in the world and in Turkey. The most important cause of gastroenteritis in children is rotavirus infection. Rotavirus infection has a high rate of contagion and is characterized by fever, vomiting, abdominal pain and watery stools in children. Protection from rotavirus, which is a serious threat to children's health, and early detection of its signs and symptoms are very important. Studies conducted on the occurrence of rotavirus-related infections have indicated that the vaccination status of children, the knowledge level of mothers, the status of breastfeeding, the presence of signs and symptoms of dehydration, and the family's knowledge and awareness levels regarding hygiene that may cause rotavirus disease are important. It is also stated in the literature that mothers with low levels of education have low levels of knowledge regarding disease prevention and hygiene. For these reasons, it is very important to provide families with training on protection from rotavirus infections, to provide information on vaccination, to provide hygiene training regarding the disease, and to explain the signs and symptoms related to the disease. Among the nursing roles in order to protect children from rotavirus, the educational role of nurses is at the forefront. Within the scope of the educational role, it is necessary to plan and implement awareness training for children, families and society. The purpose of this review is to present scientific data as a result of literature reviews on prevention methods and nursing care for children with rotavirus infection.

Keywords: rotavirus, gastroenteritis, nursing, child, protection methods

1. GİRİŞ

Norovirüs, rotavirüs, sapovirüs ve astrovirüs enteropatojenleri çocuklarda gastrointestinal hastalıklara neden olmaktadır. Enteropatojenler arasında özellikle norovirüs, özellikle 5 yaş altı çocuklarda ciddi sağlık sorunları oluşturmaktadır. Çocuklarda gastroenteritlere neden olan ajanların birçoğu viral enfeksiyonlardır. Rotavirüs ise rotavirüs aşılarının ortaya çıkmasından önce, çocuklarda şiddetli akut gastroenteritin ortaya çıkmasında önemli bir etkindir (Burke ve ark., 2021). Rotavirüs enfeksiyonu, özellikle de 5 yaş altı çocuklarda sıklıkla görülmekle birlikte çocuklarda mortalite ve morbidite kaynağıdır (Bahçe ve ark., 2022; Çavuşoğlu ve Erdem, 2021; Özdemir ve ark., 2010; Özkan ve ark., 2020). Türkiye’de yapılan bir çalışmada rotavirüs enfeksiyonuna bağlı hastalığın çocuklarda 7-24 ay aralığında olduğu belirlenmiştir (Atalay ve ark., 2013). Başka bir çalışmada ise rotavirüs enfeksiyonunun çocuklarda en sık 13-24 ay arasında olduğu saptanmıştır (Bahçe ve ark., 2022). İshal şikayeti nedeniyle hastaneye başvuran hastaların verilerini retrospektif olarak değerlendiren bir çalışmada ise viral pozitif testlerin %73,7’sinin rotavirüs kaynaklı olduğu ve 2 yaş altı çocuklarda daha sık görüldüğü belirlenmiştir (Özsarı ve ark., 2016). Türkiye’de Mersin İlinde yapılan bir çalışmada ise çocukluk çağı gastroenteritlerinin yaklaşık yarısının %44,4 viral etkenlere bağlı olduğu ve 1-3 yaş arası çocuklarda görüldüğü tespit edilmiştir. Ayrıca bu çalışmada rotavirüs enfeksiyonu en sık kış aylarında ortaya çıktığı da belirlenmiştir (Özdemir ve ark., 2010).

Rotavirüs enfeksiyonu genellikle kış aylarında daha sık görülmektedir (Atalay ve ark., 2013; İlkaç ve ark., 2012; Özkan ve ark., 2020; Özsarı ve ark., 2016). Yapılan araştırmalarda genellikle 5 yaş altındaki çocukların rotavirüs enfeksiyonuna yakalandığı ifade edilmektedir (İrrem ve ark., 2014; Olcay ve ark., 2009; Özsarı ve ark., 2016; Parashar ve ark., 2006). Türkiye’de rotavirüs enfeksiyonunun yıllara göre azaldığı belirlenmesine rağmen çocukluk çağı ishallerinde önemli bir etken olmaya devam etmektedir (Atalay ve ark., 2013). Rotavirüs enfeksiyonunun yayılmasında hijyen kurallarına uyulmaması ve sosyal mesafeye dikkat edilmemesi önemli bir etkindir. Türkiye’de COVID-19 döneminde rotavirüs enfeksiyonunun yaygınlığını değerlendiren bir çalışmada, sosyal mesafe, kontrol yöntemleri ve hijyen yöntemlerinin rotavirüs enfeksiyonunun ortaya çıkmasını azalttığı belirlenmiştir (Dalgıç ve ark., 2023). Rotavirüs kaynaklı enfeksiyonların görülmesine yönelik yapılan başka bir çalışmada, ailenin rotavirüs hastalığına neden olabilecek hijyen konusundaki bilgi ve farkındalık düzeylerinin önemli olduğu belirtilmiştir. Ayrıca bu çalışmada annelerin gastroenteritten korunmada rotavirüs aşısının koruma durumunu bilmediği belirlenmiştir (Tayanöz ve Kurudirek, 2023). Rotavirüsten etkili korunma yöntemi arasında aşılarda önemli bir yerdedir. Bu nedenle, rotavirüs enfeksiyonunun önlenmesinde etkili bir aşının önemi oldukça büyüktür (Heaton ve ark., 2005).

Bu doğrultuda, ebeveynlere rotavirüs enfeksiyonlarından korunma eğitimlerinin verilmesi, aşılama ve aşı çeşitleri konusunda bilgi verilmesi, farkındalık oluşturulması, hastalık konusunda hijyen eğitimlerinin anlatılması, hastalığa ilişkin belirti ve semptomların anlatılması oldukça önem taşımaktadır. Çocukları rotavirüsten korumak amacıyla hemşirelik rolleri arasında hemşirelerin eğitici rolü ön planda olmalıdır. Bu derleme bildirisinin amacı rotavirüs enfeksiyonu görülen çocuklarda hastalığa ilişkin korunma yöntemleri ve hemşirelik bakımına yönelik literatür taramaları sonucunda bilimsel veriler sunmaktır.

2. ROTAVİRÜS BELİRTİ VE BULGULAR

Rotavirüs enfeksiyonunun çocuklarda neden olduğu belirti ve bulgular yapılan çalışmalarda değerlendirilmiştir. Ölümcül rotavirüs gastroenteriti için 21 vakanın değerlendirildiği bir çalışmada vakaların belirtilerden başlangıcından sonraki üç gün içinde ölüm olduğu saptanmıştır. Vakalarda derin dehidratasyon bulgularının olduğu belirlenmiştir (Carlson ve ark., 1978). Rotavirüsün diğer hastalıklar gibi hafif, orta ve ağır klinik bulguları gösterebildiği görülmüştür. Rotavirüse bağlı enfeksiyonda çocuklarda dehidratasyon, elektrolit dengesizliği ve asidoza bağlı komplikasyonlar gelişebilmektedir (Bernstein, 2009). Rotavirüs enfeksiyonu sadece çocuklarda görülmemektedir. Bu enfeksiyon yenidoğan döneminde de görülebilmektedir. Yenidoğanlarda rotavirüs salgınını değerlendirmek için yapılan bir çalışmada, 10 vakanın 8'inde ishal belirtisi olduğu belirlenmiştir (Yavanoğlu ve ark., 2021).

Hastaneye yatan çocuklarda rotavirüs enfeksiyonunun hastalığının klinik belirtilerini değerlendiren bir çalışmada, ishal olmadan hastaneye yatırılan çocuklarda, hastaneye yatışları sırasında ishal gelişirse rotavirüs olma olasılığı daha yüksek olduğu belirlenmiştir. Ayrıca ishal, kusma ve ateş belirtilerinin birlikte görülmesinin sonucunda rotavirüsü enfeksiyonun tespitinin daha yüksek olduğu da belirtilmiştir (Staat ve ark., 2005). Çocuklarda hastalık belirtileri arasında sulu dışkılama, mide bulantısı, iştahsızlık, kusma, karın ağrısı ve ateş görülmektedir (Bernstein, 2009; Rodriguez ve ark., 1977). Bu hastalarda kusma sıkça meydana gelmektedir. İshalin şiddeti ve buna bağlı kusma nedeniyle dehidratasyon da rotavirüs enfeksiyonunda sık görülen bir komplikasyondur. Bu durumda hemen rehidratasyona başlanması hastalar için hayati önem taşımaktadır (Leung ve ark., 2005).

3. ROTAVİRÜS BULAŞMA YOLLARI VE KORUNMA

Dünya Sağlık Örgütüne göre rotavirüs enfeksiyonu şiddetli ishalin en önde gelen nedenidir ve 2004 yılında yaklaşık 527.000 ölüme neden olmuştur. Bu nedenle bulaşma yollarının bilinmesi ve korunma önlemlerinin alınması son derece önem taşımaktadır. Bulaşma doğrudan veya dolaylı yolla gerçekleşmektedir. Rotavirüs genellikle fekal ve oral yolla doğrudan bulaşma olmaktadır. İlaveten rotavirüs bulaşmış eşyalarla temas ile de dolaylı bir bulaşma ortaya çıkmaktadır. Eller, çevresel yüzeyler, havlu ve giysilerde virüs uzun süre kalabildiği için bulaşma çabuk görülebilmektedir. Bir diğer bulaşma yolu ise kontamine olmuş suların tüketilmesidir. Su çeşmeleri ve su oyun masaları gibi nemli yüzeyler, kreş ortamında rotavirüs kontaminasyonunun yaygın kaynaklarındandır (Butz ve ark., 1993; DSÖ, 2025). Rotavirüs atılımın süresi de bulaşma riski nedeniyle önemlidir. Yapılan bir çalışmada, atılımın süresinin ishal başlangıcından sonra 4 ila 57 gün arasında değiştiğini belirtmişlerdir. Ayrıca bu atılımın uzaması rotavirüsün şiddetini artırarak daha tehlikeli bir duruma gelmesine neden olabilmektedir (Richardson ve ark., 1998).

Rotavirüs enfeksiyonundan korunmada hijyen kurallarına uyulması ve ellerin sürekli yıkanılması önemlidir. Bu konuda çocuklara ve ebeveynlere eğitimlerin verilmesi gerekmektedir. Rotavirüsten korunmada etkili bir yöntem ise aşılama. Rotavirüs enfeksiyonuna bağlı gastroenteritlerin önlenmesi için bebeklerin aktif aşılama

gerekmektedir. Bebeklere uygulana rotavirüs aşısının uzun vadeli etkilerini değerlendiren bir çalışmada, aşı uygulamasından sonra hastaneye yatışların azaldığı belirlenmiştir. Hastaneye yatışta en büyük azalma ise 0-4 yaş grubu çocuklarda olduğu da saptanmıştır (Baker ve ark., 2019). Türkiye’de rotavirüse karşı uygulanan Rotarix ve Rotateq olmak üzere iki çeşit aşı bulunmaktadır. Hemşireler çocukların aşılmasında ve ebeveynlerin bu konuda farkındalığının geliştirilmesinde önemli rol oynamaktadır (Çavuşoğlu ve Erdem, 2021).

Retrospektif olarak geriye dönük akut gastroenterit nedeniyle hastaneye yatırılan 380 kişinin değerlendirildiği bir çalışmada, aşılanmış hastalarda gastrointestinal semptomlar aşılanmamış hastalara göre daha az şiddetli olduğu belirlenmiştir. Bu doğrultuda aşılmanın önemi vurgulanmıştır (Kyo ve ark., 2021). Yapılan bir çalışmada, annelerin birçoğunun rotavirüs aşısını bildiği ama aşı ve korunma farkındalıklarının yetersiz olduğu belirlenmiştir (Tayanöz ve Kurudirek, 2023).

Yapılan bir sistematik derleme makalesinde rotavirüs hastalığına yakalanan çocukların ebeveynlerinin bakım sürecinde yaşadıkları durumlar incelenmiştir. Hastaneye yatan çocukların annelerinin yaşam kalitesinde bir düşüş olduğu ortaya çıkmıştır. Rotavirüsü enfeksiyonu bulunan hastalarının ebeveynlerinin günlük rutinlerinde aksaklıklar olduğu, anksiyete ve stres düzeylerinin de yüksek olduğu bildirilmiştir. Ailelerin sadece psikolojik değil ekonomik durumlarının da olumsuz yönde etkilendiği bu çalışmada gösterilmiştir (Carias ve ark., 2022).

Rotavirüs aşısının etkin kullanılıp kullanılmadığı incelenen bir çalışmada, Asya ve Pasifik bölgelerindeki 49 ülkesi incelenmiştir. Yapılan bu çalışmada 14 ülkenin ulusal rotavirüsü aşı kapsamına alındığı belirlenmiştir (Buchy ve ark., 2020).

Sonuç olarak, hemşirelerin rotavirüs enfeksiyonunu önlemede ve aileleri bilgilendirme konusunda önemlidir. Özellikle pediatri hemşireleri, ailelere konu üzerinde çeşitli eğitimler planlayarak aileleri bilgilendirmeli ve aşıların önemi hakkında ebeveynlerin bilgi ve farkındalığını artırmalıdır. Hemşirelere ise bu konu hakkında gerekli hizmet içi eğitimlerin verilmesi ve bilinçlendirilmesi gerekmektedir.

KAYNAKLAR

- Atalay, M. A., Kandemir, İ., & Gökahmetoğlu, S. (2013). Üçüncü basamak bir hastanedeki gastroenteritli çocuklarda rotavirüs enfeksiyonu sıklığı. *Dicle Tıp Dergisi*, 40(2), 212-215.
- Bahçe, Y. G., Özüdoğru, O. & Acer Ö. (2022). Siirt Yöresinde Gözlenen Gastroenterit Vakalarında Rotavirüs ve Adenovirüs Sıklığı. *Gevher Nesibe Journal of Medical and Health Sciences*, 7(19), 23-28.
- Baker, J. M., Tate, J. E., Steiner, C. A., Haber, M. J., Parashar, U. D., & Lopman, B. A. (2019). Longer-term Direct and Indirect Effects of Infant Rotavirus Vaccination Across All Ages in the United States in 2000-2013: Analysis of a Large Hospital Discharge Data Set. *Clinical infectious diseases : an official publication of the*

- Infectious Diseases Society of America, 68(6), 976–983.
<https://doi.org/10.1093/cid/ciy580>
- Bernstein, D. I. (2009). Rotavirus overview. *Pediatric Infectious Disease Journal*, 28(3 Suppl), S50–S53. <https://doi.org/10.1097/INF.0b013e3181967bee>
- Buchy, P., Chen, J., Zhang, X. H., Benninghoff, B., Lee, C. ve Bibera, G. L., (2021) Asya ve Pasifik bölgelerinde rotavirüs aşısı kullanımının gözden geçirilmesi: zorluklar ve gelecek beklentileri. *Aşıların uzman incelemesi*, 20(12), 1499–1514.
<https://doi.org/10.1080/14760584.2020.1853532>
- Burke, R. M., Mattison, C. P., Marsh, Z., Shioda, K., Donald, J., Salas, S. B., Naleway, A. L., Biggs, C., Schmidt, M. A., & Hall, A. J. (2021). Norovirus and Other Viral Causes of Medically Attended Acute Gastroenteritis Across the Age Spectrum: Results from the Medically Attended Acute Gastroenteritis Study in the United States. *Clinical infectious diseases : an official publication of the Infectious Diseases Society of America*, 73(4), e913–e920. <https://doi.org/10.1093/cid/ciab033>
- Butz, A. M., Fosarelli, P., Dick, J., Cusack, T., ve Yolken, R. (1993). Prevalence of rotavirus on high-risk fomites in day-care facilities. *Pediatrics*, 92(2), 202–205.
- Carias, C., Hu, T., ve Chen, Y. T. (2022). Burden of rotavirus gastroenteritis on caregivers: Findings from a systematic literature review. *Human vaccines & immunotherapeutics*, 18(5), 2047545. <https://doi.org/10.1080/21645515.2022.2047545>
- Carlson, J. A., Middleton, P. J., Szymanski, M. T., Huber, J., & Petric, M. (1978). Fatal rotavirus gastroenteritis: an analysis of 21 cases. *American journal of diseases of children* (1960), 132(5), 477–479.
<https://doi.org/10.1001/archpedi.1978.02120300037006>
- Çavuşoğlu H., ve Erdem Y., (2021). Çocuklarda Enfeksiyon Hastalıkları ve Hemşirelik Bakımı. İçinde: Conk Z, Başbakkal Z, Yılmaz H.B, Bolışık B (Ed.), *Pediatric Hemşireliği*, 3. Baskı. Ankara, Akademisyen Kitapevi, 2021.
- Dalgıç, B. Ç. T., Yenişehirli, G., Akkan, M., & Şirin, E. U. (2023). COVID-19 pandemi önlemleri rotavirüs ve/veya adenovirüs kaynaklı akut gastroenterit pozitiflik oranını azalttı. *Turkish Bulletin of Hygiene & Experimental Biology/Türk Hijyen ve Deneysel Biyoloji*, 80(3).
- Dünya Sağlık Örgütü (2025). Rotavirüs. <https://www.who.int/teams/health-product-policy-and-standards/standards-and-specifications/norms-and-standards/vaccines-quality/rotavirus> (Erişim tarihi: 17.07.2025).
- Heaton, P. M., Goveia, M. G., Miller, J. M., Offit, P., & Clark, H. F. (2005). Development of a pentavalent rotavirus vaccine against prevalent serotypes of rotavirus gastroenteritis. *The Journal of infectious diseases*, 192 Suppl 1, S17–S21.
<https://doi.org/10.1086/431500>

- İlkaç, M., Şahin, A., Nazik, H., & Öngen, B. (2012). Akut gastroenteritli çocuklarda rotavirüs sıklığının araştırılması ve rotavirüs sezonunun takibi: Beş yıllık sonuçların değerlendirilmesi. *Ankem Dergisi*, 26,25–29.
- İrvem, A., Yücel, F. M., Yıldırım, M., Kadanalı, A., & Dede, B. (2014). Akut gastroenteritli çocuk hastalarda rotavirüs görülme sıklığı. *Türk Mikrobiyoloji Cemiyeti Dergisi*, 44, 98–100.
- Kyo, K., Takano, C., Kasuga, Y., Ogawa, E., Ishige, M., Pham, N.T.K., ve Morioka, I., (2021). Severe Rotavirus Gastroenteritis In Children Older Than 5 Years After Vaccine Introduction. *Journal of Infection and Chemotherapy*, 27(4), 598-603.
- Leung, A. K. C., Kellner, J. D., & Davies, H. D. (2005). Rotavirus gastroenteritis. *Advances in Therapy*, 22(5), 476–487. <https://doi.org/10.1007/BF02849868>
- Olca, Y., Ergüven, M., Atakan, S. K., Çetiner, N., Mısırlı, T., ve Akkoç, A., (2009). Yatarak izlenen rotavirüs vakalarımızın epidemiyolojik özellikleri ve nazokomiyal enfeksiyon. *Çocuk Dergisi*, 9, 127–130.
- Ozdemir, S., Delialioğlu, N., & Emekdaş, G. (2010). Akut gastroenteritli çocuklarda rotavirus, adenovirus ve astrovirus sıklığının araştırılması ve epidemiyolojik özelliklerinin değerlendirilmesi. *Mikrobiyoloji bulteni*, 44(4), 571–578.
- Ozsari, T., Bora, G., Kaya, B., & Yakut, K. (2016). The Prevalence of Rotavirus and Adenovirus in the Childhood Gastroenteritis. *Jundishapur journal of microbiology*, 9(6), e34867. <https://doi.org/10.5812/jjm.34867>
- Özkan, E. A., Yeşilyurt, E., Çilsal, Z., Yılmaz, N., Öztürk, O., & Sadigov, A. (2020). Frequency of Rotavirus and Enteric Adenovirus Infection in Children with Acute Gastroenteritis Admitted to Children Outpatient Clinic. *Bozok Tıp Dergisi*, 10(3), 61-64.
- Parashar, U. D., Gibson, C. J., Bresee, J. S., & Glass, R. I. (2006). Rotavirus and severe childhood diarrhea. *Emerging infectious diseases*, 12(2), 304–306. <https://doi.org/10.3201/eid1202.050006>
- Richardson, S., Grimwood, K., Gorrell, R., Palombo, E., Barnes, G., & Bishop, R. (1998). Extended excretion of rotavirus after severe diarrhoea in young children. *Lancet (London, England)*, 351(9119), 1844–1848. [https://doi.org/10.1016/S0140-6736\(97\)11257-0](https://doi.org/10.1016/S0140-6736(97)11257-0)
- Rodriguez, W. J., Kim, H. W., Arrobio, J. O., Brandt, C. D., Chanock, R. M., Kapikian, A. Z., ... & Parrott, R. H. (1977). Clinical features of acute gastroenteritis associated with human reovirus-like agent in infants and young children. *The Journal of Pediatrics*, 91(2), 188-193.
- Staat, M. A., Azimi, P. H., Berke, T., Roberts, N., Bernstein, D. I., Ward, R. L., et al. (2002). Clinical presentations of rotavirus infection among hospitalized children. *The Pediatric*

Infectious Disease Journal, 21(3), 221–227. <https://doi.org/10.1097/00006454-200203000-00012>

Tayanöz, B., ve Kurudirek, F. (2023). Rotavirüs Gastroenteriti Olan Çocukların Annelerinin Kaygı Düzeyi, Sosyal El Yıkama ve Hastalığa Yönelik Bilgi Durumunun Belirlenmesi. Sağlık Bilimleri Üniversitesi Hemşirelik Dergisi, 5(3), 187-196.

Yavanoğlu Atay, F., Güran, Ö., & Bilgin, L. (2021). Yenidoğan Yoğun Bakım Ünitesinde Rotavirüs Enfeksiyonu Salgını. Forbes Journal of Medicine, 2(3).

İKLİM DEĞİŞİKLİĞİNİN ÇOCUK SAĞLIĞINDAKİ YANSIMALARI

Meltem PEPE¹

*¹Karamanoğlu Mehmetbey Üniversitesi, Kazım Karabekir Meslek Yüksekokulu,
meltemtpr@gmail.com , Karaman / Türkiye*

Özet: İnsanoğlu, yaşamının devamlılığını sağlayabilmek için var olduğu çevre ile uyum halinde yaşamak zorunda olan bir varlıktır. Yaşam döngüsü içerisinde insan, yaşadığı çevreyi etkiler, şekillendirir ve aynı zamanda bu çevreden de etkilenir. Çevrenin oluşum ve değişiminde iklim önemli bir etkidir. İklim insanların yaşamsal ihtiyaçlarından olan O₂, su, besin ve sıcaklık gibi değişkenleri belirler. İklim, insanların bilinçsiz tüketim davranışları, fosil yakıt kullanımı, artan sanayi faaliyetleri ve ormanların tahribi gibi nedenlerle her yıl değişikliğe uğramaktadır. İklim değişikliğiyle birlikte her yıl sera gazı (karbondioksit, metan, nitroz oksit ve florlu gazlar vs.) salınımı ve sıcaklıkta artış yaşanmaktadır. Bu değişikliklerle birlikte solunum yoluna ilişkin ve salgın hastalıklarda artışların yaşanacağı öngörülmektedir. Su ve gıda güvenliğinin azalması, kuraklık, doğal afetler ve göç sayılarında artışların yaşanacağı düşünülmekte, bu durumun da sağlık üzerine doğrudan ve dolaylı olarak etkilerinin olacağı bildirilmektedir. İklim değişikliğine bağlı gelişen çok sayıda sağlık tehdidi, riskli grupta yer alan çocuklar için hayati düzeylere ulaşmaktadır. Bu çalışma iklim değişikliğinin çocuk sağlığı üzerine oluşturduğu risklere dikkat çekmek amacıyla gerçekleştirilmiştir.

Anahtar Kelimeler: İklim değişikliği, Çocuk sağlığı, Hemşirelik.

REFLECTIONS OF CLIMATE CHANGE ON CHILDREN'S HEALTH

Meltem PEPE¹

*¹Karamanoğlu Mehmetbey University, Kazım Karabekir Vocational School,
meltemtp@gmail.com , Karaman / Turkey*

Abstract: Human beings are creatures that must live in harmony with their environment in order to ensure their continuity. During the life cycle, humans affect and shape the environment in which they live and are also affected by this environment. Climate is an important factor in the formation and change of the environment. Climate determines variables such as O₂, water, food and temperature, which are vital needs of people. The climate is changing every year due to reasons such as people's unconscious consumption behavior, fossil fuel use, increased industrial activities and destruction of forests. With climate change, there is an increase in greenhouse gas emissions (carbon dioxide, methane, nitrous oxide and fluorinated gases, etc.) and temperatures every year. With these changes, it is anticipated that there will be an increase in respiratory and epidemic diseases. It is thought that there will be a decrease in water and food security, an increase in the number of droughts, natural disasters and migration, and it is reported that this situation will have direct and indirect effects on health. Many health threats arising from climate change are reaching vital levels for children in the risk group. This study was carried out to draw attention to the risks posed by climate change on children's health.

Keywords: Climate change, Child health, Nursing

GİRİŞ

Küresel ısınma, tüm insanlık için evrensel bir sorundur. Küresel ısınma ve beraberinde gelişen iklim değişikliği, insanların bilinçsiz faaliyetleriyle birlikte her geçen gün daha da ciddi bir hal almaktadır. İklim değişikliğini hızlandıran insan faaliyetleri sıklıkla; sanayileşme, fosil yakıt ve kentsel kullanım alanlarında görülmektedir (Kiraz, 2020). Bu faaliyetler sera gazı salınımını arttırmakta ve hava katmanlarına zarar vermektedir (Birleşmiş Milletler Çevre Programı-UNEP, 2022; Hükümetlerarası İklim Değişikliği Paneli-IPCC, 2022). İnsanlar yaptıkları bu tahribatların sonucunda ortaya çıkan iklim değişikliği etkilerinden doğrudan veya dolaylı olarak zarar görmektedirler. İklim değişikliğinin sonucu olarak; artan sıcaklıklar, temiz gıda ve suya erişimde zorluk, solunum yolu hastalıkları ve salgınlarda artış gibi istenmeyen durumların görülmesi insan yaşamını doğrudan etkileyecek olan olumsuzluklardandır. Doğrudan etkilerin yanı sıra bu sorunların yol açacağı ekonomik eşitsizlikler ve göçlerde beklenen artışa bağlı olarak insanlığın dolaylı olarak da iklim değişikliğinden etkileneceği bildirilmektedir. İnsan sağlığını her yönüyle tehdit eden iklim değişikliğinin en ciddi etkilerinin, savunmasız grupta yer alan bebek ve çocuklar üzerinde görüleceği belirtilmektedir (Clayton ve ark., 2017; IPCC, 2022; UNEP, 2022). Çalışma, iklim değişikliğine bağlı gelişen durumların, çocuk sağlığını mevcut konumda tehdit eden ve edeceği düşünülen olguların tanımlanması amacıyla gerçekleştirilmiştir.

İklim Değişikliği

Küresel ısınma ve beraberinde gelişen iklim değişikliği, hükümetlerce önlemlerin alındığı ve yavaşlatılmaya çalışılan evrensel bir sorundur. Birleşmiş Milletler İklim Değişikliği Çerçeve Sözleşmesi (UNFCCC, 1992)' nde iklim değişikliği; “zaman içerisinde gerçekleşen doğal değişimlere ek olarak, insanoğlunun direkt veya dolaylı faaliyetleri sonucunda ortaya çıkan, küresel atmosfer bileşenlerinin değişimi” şeklinde tanımlanmaktadır. İklimde yaşanan bu değişimin sıklıkla antropojenik (insan etkisiyle oluşan) faaliyetler sonucunda oluştuğu ve hız kazandığı bildirilmektedir. İnsanoğlunun sömürü ve tüketime dayanan bilinçsiz yaşam tarzı ile kontrolsüz faaliyetleri, iklimi doğrudan ve dolaylı olarak etkilemektedir. İklim değişikliği sonrasında görülen, sera gazı salınımındaki artış, değişime ciddi bir ivme kazandırmakta ve atmosfer katmanlarında ciddi tahribatlar oluşturmaktadır (UNFCCC, 1992; Kiraz, 2020). Sanayi devrimiyle birlikte artış gösteren endüstriyel faaliyetler, fosil yakıt kullanımı ve kentsel aktivitelerdeki artışlar iklim değişikliğinin hız kazanmasına sebebiyet veren önemli etkenlerdendir. Kentsel faaliyetlerin (endüstriyel faaliyetleri de kapsayacak şekilde) küresel CO₂ salınımına katkısının %70 civarında olduğu ilgili kurumlarca belirtilmektedir (IPCC, 2022). Kentsel faaliyetlerde ise en sık ulaşım (fosil yakıt kullanımı) ve bina (endüstriyelerde dahil) gibi alanlardaki bilinçsiz faaliyetlere bağlı olarak iklim değişikliğine hız kazandırıldığı bildirilmektedir (UNEP, 2022). Bu kullanım alanlarına ek olarak yanlış tarım uygulamaları ve ormansızlaştırma gibi insan aksiyonları da İklim değişikliğinin tetikleyicilerindendir. Bütün bu faaliyetlerin sebebiyet verdiği iklim değişikliği sonucunda, karbondioksit, metan, nitroz oksit, hidroflorür karbonlar, perfloro karbonlar, sülfürhekza florid gibi insan sağlığı için tehlike arz edebilecek “sera gazı” olarak nitelendirilen gazların atmosfer salınımı gerçekleşmektedir. Sera gazlarının atmosfer gazlarındaki göreceli artışı, alt ve orta troposfer hava katmanlarına zarar verirken aynı zamanda yıllık ortalama sıcaklık seviyelerinde de artışına sebep olmaktadır (Aksan ve Çelikler, 2011; Dünya Meteoroloji Örgütü-WMO, 2022). Dünya Meteoroloji Örgütü (2022) raporlarında, sanayi öncesi döneme kıyasla ardışık yedi yıllık (2015-2021) süre içerisinde küresel sıcaklık ortalamasının 1°C' nin üzerinde artış gösterdiğini bildirilmektedir. Birleşmiş Milletler Çocuklara Yardım Fonu (UNICEF, 2022) verilerine göre küresel sıcaklık, 1990' lardan bu yana iklim değişikliği kaynaklı %35 oranında artmış durumdadır.

Küresel ısınmanın 1,5°C' yi aşması ve mevcut gidişatın olumsuz yönde devam etmesi halinde, 2030 yılına gelindiğinde 2,7 trilyon dolarlık yıllık iklim finansman açığının oluşacağı, insan sağlığı için doğrudan ve dolaylı tehditlerin ortaya çıkmaya devam edeceği öngörülmektedir (IPCC, 2022; UNDP, 2022; Birleşmiş Milletler Ekonomik ve Sosyal İşler Bölümü-UNDESA, 2024). Sera gazlarının atmosfer basıncındaki ve küresel sıcaklık ortalamalarında yaşanan artışlarla birlikte, yağış modellerinde değişiklikler, mevsimsel kaymalar, deniz seviyelerinde yükselmeler ve doğal afetlerin görülme sıklığında artışlar yaşanmaktadır ve gelecekte bu tabloların daha da kötüleşeceği düşünülmektedir (UNFCCC, 1992; IPCC, 2022, UNEP, 2022).

İklim değişikliğinin insan sağlığı üzerine oluşturabileceği riskler;

- Sıcaklık artışı ve atmosfer gazlarının değişimine bağlı solunum sistemi hastalıklarında artış,
- Sıcaklık artışıyla birlikte kardiyovasküler hastalıklarda artış,
- Temiz gıda ve suya erişimde zorlukların yaşanması,

- Temiz gıda ve suya erişimde zorlukların yaşanmasıyla ortaya çıkabilecek hijyen sorunları,
- Temiz gıda ve suya erişimde zorlukların yaşanmasıyla ortaya çıkabilecek bulaşıcı ve salgın hastalıklarda artış,
- Sıcaklık artışına bağlı özellikle prematüre ve yenidoğan ölüm oranlarında artış,
- Uzun süreli strese bağlı olarak psikolojik rahatsızlıklarda artış,
- İklim değişikliğine bağlı anksiyete, depresyon gibi istenmeyen durumların gelişmesi ve intihar oranlarında artış,
- İklim değişikliğinin doğrudan etkileri ve uzun süreli strese bağlı bağışıklık sisteminin zayıflaması,
- Bağışıklık sistemindeki zayıflamalarla birlikte, fizyolojik hastalıklara ait semptomların şiddetlenmesi,
- Kanser ve yeni salgın hastalıkların görülme sıklığında artış,
- Sosyal, ekonomik eşitsizliğin artması ve buna bağlı yaşanabilecek göçler şeklindedir (Clayton ve ark., 2017; Kiraz, 2020; IPCC, 2022; UNEP, 2022; Dünya Sağlık Örgütü-WHO, 2023; UNDESA, 2024).

Bu sağlık tehditlerinden en sık etkilenecek kişilerin ise riskli grup olarak da tanımlanan; bebek, çocuk, hamile ve yaşlılar olacağı belirtilmektedir (WHO, 2023).

İklim Değişikliği ve Çocuk Sağlığı

Çocuklar, immatür yapıları ve hızlı bir gelişim dönemi içerisinde olmaları dolayısıyla iklim değişikliği ve etkilerine karşı daha savunmasız grupta yer almaktadırlar. İklim değişikliği dolayısıyla gelişeceği öngörülen küresel hastalık yükünün %88' inin beş yaşından küçük çocukları etkileyeceği belirtilmektedir. Birleşmiş Milletler Çocuklara Yardım Fonu (2022)' nin belirttiğine göre iklim değişikliği dolayısıyla oluşan olumsuzluklardan en az birinden küresel çapta bütün çocuklar etkilenmekte, bir milyardan fazlası ise yüksek risk altında yaşamını sürdürmektedir. Dünya Sağlık Örgütü (2023), 2030 ile 2050 yılları arasında iklim değişikliği sonucunda ortaya çıkan yetersiz beslenme, sıtma, ishal ve ısı artışı gibi sebeplerden yılda yaklaşık 250.000 ek ölümün gerçekleşeceğini öngörmektedir.

Sera gazı salınımıyla artan hava kirliliği, intrauterin gelişim ve doğum sonu erken dönemde bebekler için de tehdit oluşturmaktadır. Bu kirliliğe bağlı olarak, fetal canlılık ve gelişimin sürdürülmesi tehlikeye girmekte, gelişim gerilikleri, erken doğum eylemi gibi istenmeyen durumlar tetiklenebilmektedir. Harvard Üniversitesi Çocuk Gelişimi Merkezi (2019) tarafından; intrauterin dönemde fetüsün kimyasal toksinlere ve toksik strese maruz kalması durumunda bebeklerin epigenetik değişimle birlikte bu süreçten olumsuz etkileneceği belirtilmektedir. Bu etkinin fiziksel, zihinsel ve ruhsal sorunlara yol açabileceği bilgisi de ilgili merkez tarafından bildirilmektedir. Yaşamın erken dönemlerinde iklim değişikliği kaynaklı artan sıcaklık ve toksik madde maruziyetinin, bebek ve çocuklarda hormonal dengesizliklerle (kortizol seviyelerinde artış vs.) birlikte biyolojik ve fizyolojik alanlarda da olumsuz etkilenmeler yapabileceği, özellikle de büyüme geriliklerine sebep olabileceği bildirilmektedir (Amegbor ve ark., 2025).

İklim değişikliğinin sonucu olarak artan sera gazı, havadaki partikül sayısı, kuraklık gibi durumlara bağlı olarak çocuklarda astım, solunum yolu ve kardiyovasküler sistemlere ilişkin

hastalıkların sıklığında artışlar beklenmektedir. Bu sorunlara ek olarak bağışıklık sisteminin zayıflaması ve mevcut risklerin katlanarak devam edeceği öngörülmektedir (Pearson, 2025). Havadaki partikül sayısının iklim değişikliği sebebiyle %38 seviyesinde artış gösterebileceği, bu durumun da çocuklarda görülen kardiyovasküler sistem kaynaklı ölüm ve astım vakalarını sırasıyla %210 ve %88 oranında artırabileceği belirtilmektedir (Achakulwisut ve ark., 2019).

Mevcut konumda 2 milyar insanın güvenli içme suyuna erişemediği, 600 milyonunun her yıl gıda kaynaklı hastalıklara yakalandığı, beş yaş altı çocukların gıda kaynaklı hastalıklardan ölümlerinin %30 civarında olduğu (WHO, 2023) belirtilmekte ve ilgili sorunlara yönelik önlem alınmadığı takdirde bu rakamlarda çok hızlı artışların yaşanacağı da öngörülmektedir (UNICEF, 2023). Mercedes ve Bustamante (2025), Brezilyalı çocukların 8,6 milyondan fazlasının su kıtlığı, 7,3 milyondan fazlasının ise nehir taşkınları gibi doğal afetler açısından risk altında olduğunu bildirmektedir. İklim değişikliğine bağlı oluşan bu olumsuz tablolarda, temiz suya erişimde zorluk ve bu duruma bağlı gelişen hastalıklarda, sıtma ve doğal afetlerde artışların yaşanacağı düşünülmektedir. Ortaya çıkan bu kötü tablonun ise en sık beş yaş altı çocukları etkileyeceği bilgisi üzerinde durulmaktadır (UNICEF, 2023). Gıda güvensizliği iklim değişikliğine bağlı olarak ortaya çıkabilecek bir diğer sorundur ve Dünya Bankası (2022) verilerine göre, küresel gıda güvensizliğinin 2019 yılında 53 ülkeden 135 milyon kişiyi etkilemişken, 2022 yılına gelindiğinde tablonun daha kötüleştiği ve etkilenen kişi sayısının 82 ülkeden 345 milyona ulaştığı bilgisi verilmektedir. Artan sıcaklığın, bebekler için erken doğum eylemi veya ölü doğum gibi istenmeyen durumların görülme sıklığını da artıracığı bilgisi öngörülerde yer almaktadır (Pearson, 2025).

Dünya Afet Raporu'nda (2020), 2019 yılı için 308 afetin yaşandığı, bu afetlerin 97,6 milyon insanı etkilediği ve 24.396 insanın bu afetlerden dolayı hayatını kaybettiği bilgisi yer almaktadır. Mevcut konumda yarım milyardan fazla insanın sıcaklık artışına bağlı kuraklık yaşanacağı düşünülen bölgelerde yaşadığı ve yaklaşık 160 milyon çocuğun da risk altında olduğu belirtilmektedir.

Qi ve arkadaşlarının (2014) yapmış oldukları çalışmada artan sıcaklıkla birlikte psikiyatri kliniğine yapılan başvurular ve bu hastalarda kendine zarar verme, intihar gibi davranışların sıklığında artışların görüldüğü bildirilmektedir. İklim değişikliğine bağlı artışı öngörülen doğal afetlerle, ruhsal bozuklukların görülme sıklığı arasında pozitif bir korelasyon gelişeceği de öngörüler arasında yer almaktadır. Bir başka çalışmada da sel, depresyon, kasırga gibi doğal afetlerde, insanlarda ciddi ve uzun vadeli ruhsal bozuklukların görüldüğü tespit edilmiştir (Hayes ve ark., 2018). Görülmektedir ki küresel ısınma ve beraberinde getirdiği olumsuzluklar, insanların ruh sağlığını doğrudan veya dolaylı olarak, olumsuz yönde etkilemektedir. Kişinin maruz kaldığı sıcaklık artışı, deneyimlediği doğal afetler gibi durumlar kişide direkt olarak etkilenim oluşturmaktadır. Küresel ısınmaya bağlı deneyimlenebilecek olan, su ve gıdaya erişimde güçlük, ekonomik ve sosyal statü kaybı, göç gibi durumların yaşanması kişilerde dolaylı olarak psikolojik rahatsızlıkları tetikleyebilmekte ve bu bireyler ruhsal hastalıklara daha yatkın olabilmektedirler. Küresel ısınma bugün riskleri olan gelecek için çok daha karamsar tabloların çizildiği küresel bir problemdir (Clayton ve ark., 2017; Hayes ve ark., 2018; Aras ve Demirci, 2020).

İklim Değişikliği ve Pediatri Hemşireliği

Dünya Sağlık Örgütü (1998) sağlığın korunması ve geliştirilmesi için, olumlu yaşam biçimlerinin kişisel, toplumsal, çevresel ve ekonomik faktörlerin dikkate alınarak geliştirilmesini öngörmüştür. İnsan sağlığının korunmasında yaşanan çevrenin önemi vurgulanarak, bireylerin çevreyi korumaya yönelik bilgi, tutum ve davranışlarını düzenlemelerinin gerekliliği üzerinde durulmaktadır. İklim değişikliğinin küresel boyuttaki etkileri özellikle gelecek nesiller için yadsınamaz tehditler barındırmaktadır (WHO, 2023). Bu tehditleri en aza indirmek için bir dizi önlem almak ve bunu yaşam normlarına ilave etmek gerekmektedir. Antropojenik faaliyetlerin azaltılması, iklim değişikliğinin ivmesinde yavaşlama sağlanabilmesi için önemlidir (IPCC, 2022).

Geleceğin şekillenmesinde çocuklara önemli rol ve sorumluluklar düşmektedir. Bu noktada çocukların iklim değişikliği konusundaki farkındalıkları ve bilinçli davranışları oldukça önemlidir. Pediatri hemşirelerinin iklim değişikliği konusunda çocukların farkındalıklarını arttırarak, onlar için de iyi bir eğitimci ve rol model olmaları gerekmektedir. Verilecek eğitimlerde özellikle; fosil yakıt kullanımı yerine yenilenebilir enerji kaynaklarının tercihi, temiz tüketim teknikleri, endüstriyel emisyonların sınırlandırılması gibi konulara ağırlık verilmelidir (UNEP, 2022; UNICEF, 2022).

İklim değişikliğinin sonuçları intrauterin dönemden başlayarak çocuk sağlığı için çeşitli riskler barındırmaktadır (Harvard Üniversitesi Çocuk Gelişimi Merkezi, 2019; Amegbor ve ark., 2025). Hemşireler anne adayları kadınlara, erken dönemde eğitimler düzenlemeli, riskler ve korunma yöntemleri konusunda onları bilgilendirilmelidirler. Gelecek nesiller için riskin indirgenmesi bu farkındalık hareketinin ancak yerelden ulusala, ulusaldan bölgesele, bölgeselden küresele koordineli bir eylem olarak devam ettirilmesi neticesinde sağlanabilir (IPCC, 2022).

KAYNAKLAR

- Achakulwisut, P., Anenberg, S.C., Neumann, J.E., Penn, S.L., Weiss, N., Crimmins, A., Mickley, L.J. (2019). Effects of Increasing Aridity on Ambient Dust and Public Health in the US Southwest Under Climate Change. *GeoHealth*, 3(5): 127-144.
- Aksan, Z. ve Çelikler, Z., (2011). *İlköğretim Öğretmen Adaylarının Küresel Isınma Konusundaki Algı ve Görüşleri*. Ondokuz Mayıs Üniversitesi Eğitim Bilimleri Enstitüsü İlköğretim Anabilim Dalı, Yüksek Lisans Tezi, Samsun.
- Amegbor, M., Lapurga, K., Carr, E., Guerrero, M., Babayode, O., Crisci, S.E., Fang, X.Y., Siddeky, A., Quansah, R., (2025). Exploring the Effect of Early-Life Climate Anomalies on Child Growth in Sub-Saharan African Context: Insight from the Demographic & Health Survey. *Science of The Total Environment*, 983, 179658.
- Aras, B.B. ve Demirci, K. (2020). İklim Değişikliğinin İnsan Sağlığı Üzerindeki Psikolojik Etkileri. *Nazilli İktisadi ve İdari Bilimler Fakültesi Dergisi*, 1(2): 77-94.
- Birleşmiş Milletler Çevre Programı-UNEP. (2022). Cities and Climate Change. <https://www.unep.org/explore-topics/resource-efficiency/what-we-do/cities-and->

climate-change#:~:text=At%20the%20same%20time%2C%20cities,contributors%20(IPCC%2C%202022). (Eriřim: 24.05.2025).

Birleřmiř Milletler Çocuklara Yardım Fonu-UNICEF. (2022). Climate, Environment, Energy and Disaster Risk Reduction in UNICEF's 2022-2025 Strategic Plan. <https://www.unicef.org/documents/climate-environment-energy-and-disaster-risk-reduction-unicefs-2022-2025-strategic-plan> (Eriřim:06.06.2025).

Birleřmiř Milletler Çocuklara Yardım Fonu-UNICEF. (2023). The Climate-Changed Child. <https://www.unicef.org/reports/climate-changed-child#download-the-report> (Eriřim:06.06.2025).

Birleřmiř Milletler İklim Deęiřiklięi Çerçeve Sözleşmesi-UNFCCC. (1992). United Nations Framework Convention on Climate Change. <https://unfccc.int/resource/docs/convkp/conveng.pdf> (Eriřim: 18.06.2025).

Dünya Afet Raporu, (2020). Sıcak Hava Dalgalarına ve Yükselen Deniz Sevilere İnât. https://kizilayakademi.org.tr/wp-content/uploads/2021/11/dunyaAfetRaporu_TR_web.pdf (Eriřim:08.06.2025).

Dünya Bankası. (2022). What You Need to Know About Food Security and Climate Change. <https://www.worldbank.org/en/news/feature/2022/10/17/what-you-need-to-know-about-food-security-and-climate-change> (Eriřim:07.06.2025).

Dünya Meteoroloji Örgütü-WMO. (2022). 2021 One of the Seven Warmest Years on Record, WMO Consolidated Data Shows. [https://wmo.int/media/news/2021-one-of-seven-warmest-years-record-wmo-consolidated-datashows#:~:text=Geneva%2C%2019%20January%202022%20\(WMO,by%20the%20World%20Meteorological%20Organization](https://wmo.int/media/news/2021-one-of-seven-warmest-years-record-wmo-consolidated-datashows#:~:text=Geneva%2C%2019%20January%202022%20(WMO,by%20the%20World%20Meteorological%20Organization) (Eriřim: 15.06.2025).

Dünya Sağlık Örgütü-WHO. (1998). Promotion Glossary, Division of Health Promotion, Education and Communications (HPR), Health education and health promotion unit (HEP),https://iris.who.int/bitstream/handle/10665/64546/WHO_HPR_HEP_98.1.pdf?sequence=1 (Eriřim: 20.05.2025).

Dünya Sağlık Örgütü. (2023). Climate Change. <https://www.who.int/news-room/fact-sheets/detail/climate-change-and-health> (Eriřim: 01.06.2025).

Harvard Üniversitesi Çocuk Geliřimi Merkezi, (2019). Epigenetics and Child Development: How Children's Experiences Affect Their Genes. <https://developingchild.harvard.edu/resources/infographics/what-is-epigenetics-and-how-does-it-relate-to-child-development/> (Eriřim: 07.06.2025).

Hükümetlerarası İklim Deęiřiklięi Paneli-IPCC. (2022). IPCC Sixth Assessment Report, The Current Urgent Moment. <https://www.ipcc.ch/report/ar6/wg2/chapter/chapter-1/> (Eriřim: 26.05.2025).

Kiraz, E.D., (2020). COP24 Special Report: Health and Climate Change. <https://www.who.int/publications/i/item/9789241514972> (Eriřim: 21.05.2025)

Pearson, B., (2025). Drought, Desiccation, Dust, and Aridity in the American West: A California Overview of Climate Change Exposures, Regional Factors, and Social

Conditions on Maternal and Child Health. *Hygiene and Environmental Health Advances*. 15: 100122.

İNİFANTİL KOLİK VE PROBİYOTİK TAKVİYELERİ

Meltem PEPE¹, Nejla CANBULAT ŞAHİNİNER²

*¹Karamanoğlu Mehmetbey Üniversitesi, Kazım Karabekir Meslek Yüksekokulu,
meltemtpr@gmail.com , Karaman / Türkiye*

*²Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi, ncanbulat@gmail.com,
Karaman / Türkiye*

Özet: İnfanıl kolik doğum sonu erken dönem (ikinci hafta) başlangıçlı, sıklıkla dört ay süresince devam eden fonksiyonel gastrointestinal rahatsızlıklardandır. İnfanıl kolik bebeklik dönemi fonksiyonel gastrointestinal rahatsızlıklar içerisinde oldukça sık görülmekle birlikte uyum sürecindeki bebek ve aileyi olumsuz yönde etkilemektedir. İnfanıl kolikte görülen; karında gerginlik, bacakları karna doğru çekme ve beslenme sonrası şikayetlerin artışı gibi semptomlar, rahatsızlığın bağırsaklarla yakından ilişkili olduğunu düşündürmektedir. Bu sebeple ilgili çalışmalar infanıl kolikli bebeklerde bağırsak mikrobiyom farklılıklarına odaklanmıştır. İlgili çalışmalarda sağlıklı bebeklerin infanıl kolikli bebeklere kıyasla bağırsak mikrobiyom çeşitliliğinin göreceli olarak daha fazla olduğu bulunmuştur. İnfanıl kolikli bebeklerde anlamlı derecelerde Bifidobacterium, Bacteroides, Streptococcus, Lactobacillus, Staphylococcus, Faecalibacterium, Enterococcus, Actinobacteria ve Firmicutes bakterilerinde azalma olduğu tespit edilmiştir. İnfanıl kolikli bebeklerde bağırsak mikrobiyom yapısının düzenlenmesi ve mevcut farklılığın azaltılması için probiyotik takviyeleri yapılmaktadır. Probiyotik takviyelerinde ise sıklıkla Lactobacillus reuterinin kullanıldığı görülmektedir. Bu çalışma infanıl kolikli bebeklerde kullanılan probiyotik takviyelerinin rahatsızlığa ilişkin semptomların iyileştirilmesindeki etkisini gözden geçirmek amacıyla gerçekleştirilmiştir.

Anahtar Kelimeler: İnfanıl kolik, Mikrobiyota, Probiyotik, Hemşirelik.

INFANTILE COLIC AND PROBIOTIC SUPPLEMENTS

Meltem PEPE1, Nejla CANBULAT ŞAHİNER2

*¹Karamanoğlu Mehmetbey University, Kazım Karabekir Vocational School,
meltemtpr@gmail.com , Karaman / Turkey*

*²Karamanoğlu Mehmetbey University, Faculty of Health Sciences, ncanbulat@gmail.com ,
Karaman / Turkey*

Abstract: Infantile colic is a functional gastrointestinal disorder with early postpartum (second week) onset, often persisting for four months. Infantile colic is a very common functional gastrointestinal disorder in infancy and negatively affects the baby and the family during the adaptation process. Symptoms of infantile colic, such as abdominal tension, pulling the legs towards the abdomen and increased complaints after feeding, suggest that the disorder is closely related to the intestines. For this reason, related studies have focused on gut microbiome differences in infants with infantile colic. In related studies, it was found that healthy babies had relatively higher gut microbiome diversity compared to babies with infantile colic. Significant decreases in Bifidobacterium, Bacteroides, Streptococcus, Lactobacillus, Staphylococcus, Faecalibacterium, Enterococcus, Actinobacteria and Firmicutes bacteria were found in infants with infantile colic. Probiotic supplements are used to regulate the intestinal microbiome structure and reduce existing differences in infants with infantile colic. Lactobacillus reuterin is frequently used in probiotic supplements. This study was conducted to review the effect of probiotic supplements in improving symptoms of infantile colic in infants.

Keywords: Infantile colic, Microbiota, Probiotic, Nursing

GİRİŞ

Gastrointestinal fonksiyonel rahatsızlıklar (FGID) grubunda değerlendirilen infantil kolik (İK), doğum sonu ikinci haftada semptomları başlayan ve yaklaşık olarak altıncı haftada pik seviyesine ulaşan bir rahatsızlıktır. Infantil kolik'e bağlı semptomların dördüncü ayda kendiliğinden gerilemeye başlaması beklenilir (Mai ve ark., 2018; Chaib ve ark., 2020). Rahatsızlığın prevalansı, ülkelerin gelişmişlik seviyeleriyle yakından ilişkilidir. Ülkelerin gelişmişlik seviyelerindeki artışla infantil kolik prevalansı arasında negatif korelasyon olduğu ilgili çalışmalarca belirtilirken, rahatsızlığa ilişkin ortalama prevalans değerinin %5-25 arasında olduğu bildirilmektedir (Robin ve ark., 2018; Bellaiche ve ark., 2020; Chaib ve ark., 2020; Steutel ve ark., 2020). Hastalığın net olmayan etyolojisinde gastrointestinal, nörogelişimsel ve hormonal değişkenler gibi olası teoriler yer almaktadır (Sarasu ve ark. 2018; Zeevenhooven ve ark., 2018).

İnfantil kolik'in tanılanmasında; Wessel tekniği, Roma II-III-IV kriterleri sırasıyla kullanılmıştır. Günümüzde hastalığın tanınması ilgili güncellemelerle oluşturulmuş olan Roma IV tanı kriterlerine göre yapılmaktadır (Roma vakfı 2016a; Roma vakfı, 2016b; Koppen ve ark., 2017). İnfantil kolik'in en belirgin semptomu başka bir sebebi bulunmaksızın gerçekleşen, günün belirli saatlerinde tekrarlı şekilde ortaya çıkan ağlama krizleridir. Sıklıkla

akşam saatlerinde görülen ağlama krizlerine karın şişkinliği, bacakların karna doğru çekilmesi gibi semptomlar da eşlik etmektedir (Johnson ve ark., 2015; Orhon Şimşek, 2016; Gavish ve ark., 2023).

İnfanıl kolik rahatsızlığının tedavisinde farmakolojik ve non-farmakolojik yöntemler yer almaktadır. Konuyla ilgili gerçekleştirilen güncel çalışmalarda farmakolojik tedavi yöntemlerinin etkinliği sıklıkla tartışıldığı için rahatsızlığın tedavisinde non-farmakolojik yöntemlerin daha sık kullanıldığı görülmektedir (Chaib ve ark., 2020; Ellwood ve ark., 2020; Shirazinia ve ark., 2021). Non-farmakolojik tedavi yöntemlerinde sıklıkla annelerin beslenmelerinde yapılan değişiklikler, doğrudan davranışçı terapi yöntemleri (törapatik masajlar, işitsel uyarıcılar, bebeğin sallanması, arabayla gezdirmek vs.) ve probiyotik takviyeleri yer almaktadır (Zeevenhooven ve ark. 2018; Akçam ve Aslan, 2019; Shirazinia ve ark., 2021; Zermiani ve ark., 2021).

İnfanıl koliğe ilişkin etyoloji ve semptomlar sıklıkla gastrointestinal sistemle ilişkilendirilmektedir. Bu doğrultuda ilerleyen güncel çalışmaların sıklıkla bebeklerin bağırsak mikrobiyom yapılarına odaklandıkları görülmektedir. İlgili çalışmalarda infanıl kolik tanısı almış bebeklerle sağlıklı bebeklerin bağırsak mikrobiyom yapısında farklılıkların olduğu tespit edilmiştir. Bu farklılıklar infanıl kolikli bebeklerde sağlıklı bebeklere göre daha az mikrobiyota çeşitliliği, düşük sayıda laktobasil ve daha yüksek sayıda gram negatif bakteri (*Escherichia*, *Klebsiella*, *Serratia*, *Vibrio*, *Yersinia* ve *Pseudomonas* gibi) şeklindedir (Weerth ve ark., 2013b; Shirazinia ve diğerleri, 2021; Zermiani ve ark., 2021). Çalışmalardan elde edilen sonuçlar, infanıl kolikli bebeklerde mikrobiyom farklılıklarının düzenlenmesinde probiyotik kullanımını ön plana çıkartmıştır. İlgili çalışmalarda infanıl kolikli bebeklerde probiyotik takviyesi olarak sıklıkla *Lactobacillus reuteri*'nin kullanıldığı ve kullanım sonrası bebeklerde görülen semptomlarda iyileşmelerin olduğu gözlenmiştir (Xu ve ark., 2015; Harb ve ark., 2016; Shirazinia ve diğerleri, 2021; Zermiani ve ark., 2021).

İnfanıl kolik, bebek ve aile üyeleri için bir kriz dönemidir. Bu kriz döneminde iyi bir süreç yönetimi sağlanarak krizin başarıyla atlatılabilmesi için pediatri hemşirelerinin farkındalığı, konuyla ilgili düzenleyecekleri eğitim ve danışmanlık hizmetleri önemlidir. Bu süreçte kanıta dayalı uygulamalar kullanılarak bebeklerde görülen semptomların hafifletilmesi, çift yönlü ve etkili bir iletişimle uygulamaların aile üyelerine öğretilmesi ve varsa tespit edilen etkisiz yöntemlerin doğru uygulamalarla değiştirilmesi gerekmektedir. Pediatri hemşirelerinin sağlayacağı bu hizmetlerle, bebek ve aile sağlığı desteklenirken aynı zamanda aile bağları da güçlendirilmiş olacaktır (Castejón-Castejón ve ark., 2019; İncekar Çalikuşu ve Gözen, 2019; Bang ve ark., 2020). Çalışma, infanıl kolikli bebeklerde probiyotik desteği ve etkinliğinin güncel verilerle değerlendirilmesi amacıyla gerçekleştirilmiştir.

İnfanıl Kolik

Ağlama bebekler için ihtiyaç (açlık, altını kirletme vs.) bildirme, korku, stres ve ağrı gibi durumlarda kullanılan bir ifade aracıdır (McKenzie, 2013). Fakat bu ağlamaların başka herhangi bir sebep olmaksızın günün belirli saatlerinde (ikindi ve akşam saatleri) ritmik olarak tekrar etmesi, karında şişkinlik, ağlama esnasında bacakların karna doğru çekilmesi, ellerin yumruk yapılması ve yüzün buruşturulması gibi belirtilerin eşlik etmesi İK olarak

tanımlanmaktadır (Mai ve ark., 2018; Zeevenhooven ve ark. 2018). İnfantil koliğe ilişkin semptomlar altıncı haftada şiddetlenmekte, dört /altı ay içerisinde ise azalarak son bulmaktadır (Wolke ve ark., 2017; Chaib ve ark., 2020; Uğur, 2020).

İnfantil kolik rahatsızlığında, anatomik, yapısal, biyokimyasal bir belirteç bulunmaması durumu ve hasta grubun bebek olmasından kaynaklanan ifade yetersizliği tanı koyma sürecinde objektif değerlendirmeyi zorlaştırmaktadır. Rahatsızlığın objektif bir şekilde tanılandırılması için Wessel ve Roma vakfı tarafından belirli kriterler oluşturulmuştur. Hastalığın tanılanmasında kullanılan en eski yöntem Wessel (1954) tarafından geliştirilmiş olan; başka herhangi bir rahatsızlığı bulunmayan bebeklerde, üç haftadan daha uzun süredir görülen, haftada üç günden daha sık ritmik tekrarlı (genellikle akşam saatleri) ve günlük üç saatten daha fazla devam eden ağlama krizleri tanımlamasıdır. Günümüzde Wessel (1954)' in yapmış olduğu tanılama için, güncel veriler eşliğinde revizyonlar yapılmış ve sırasıyla Roma II-III ve IV tanı kriterleri oluşturulmuştur. Roma IV tanı kriterlerinde özellikle “üç haftadan uzun süren” ifadesi tanı konulma sürecini geciktireceği için güncellenmiş ve “başka herhangi bir tıbbi sebebi bulunmaksızın, yaşamın ilk beş ayında görülen, bir haftadan uzun süren, haftada en az üç gün, günde en az üç saat, nedensiz olarak başlayan, sakinleştirilmesi güç ve kendiliğinden biten ağlama durumudur” tanımlaması yapılmıştır (Benninga ve ark., 2016; Roma vakfı, 2016a).

Fonksiyonel gastrointestinal rahatsızlıklar içerisinde oldukça sık görülen İK prevalansı, yaşanan ülke veya bölge, beslenme türü ve şekli, ailenin ekonomik durumu gibi değişkenlere göre farklılık gösterebilmektedir (Wolke ve ark., 2017; Beşer ve ark., 2021). İnfantil kolik prevalansı, bebeğin yaşadığı ülkenin gelişmişlik seviyesine göre %5'lerden %57,6' lara kadar artış gösterebilmektedir (Bellaiche ve ark., 2020; Steutel ve ark., 2020).

İnfantil kolik rahatsızlığında olası etyolojilerden söz edilmekte ve bu etyolojiler üç grupta kategorize edilmektedir. Bunlar; gastrointestinal, nörogelişimsel ve psikososyal sebepler şeklindedir (Zermiani ve ark., 2021). Rahatsızlığa ilişkin karında şişlik, gaz çıkartma sonrası rahatlama gibi semptomlar ve beslenme sonrası bu semptomların artış göstermesi durumu, ilgili çalışmaların gastrointestinal sisteme ilişkin etyolojilere yoğunlaşmasına sebep olmuştur (Mai ve ark., 2018; Gavish ve ark., 2023). Gastrointestinal olarak; annenin beslenmesinden kaynaklanabilecek sorunlar (gaz oluşumunu tetikleyebilecek lahanası, bahçe teresi, brokoli, brüksel lahanası vb. tüketimi), alerjik hassasiyet, besin ya da laktoz intoleransı, bebeğin beslenmesi sırasında yapılan hatalar (fazla veya sık besleme, beslenme sonrası gaz çıkartmama vb.) ve bağırsak mikrobiyotasındaki farklılıklar gibi sebepler etyolojide yer almaktadır (Johnson ve ark., 2015; Mai ve ark., 2018; Korpela ve ark., 2020).

Güncel araştırmalarda intrauterin ortamda şekillenmeye başladığı düşünülen bağırsak mikrobiyomunun, İK bebeklerde ve sağlıklı bebeklerde farklılık gösterdiği tespit edilmiştir (Savino ve ark., 2017; Rhoads ve ark., 2018; Korpela ve ark., 2020). Sağlıklı bebeklerde bağırsak mikrobiyotası çeşitliliğinin daha fazla olduğu, yüksek oranda laktobasil, daha düşük olarak gram negatif bakteri (Escherichia, Klebsiella ve Pseudomonas gibi) varlığı saptanmıştır (Weerth ve ark., 2013b). Koliikli bebeklerin bağırsak mikrobiyom yapılarında göreceli olarak, anlamlı derecelerde Bradyrhizobium, Stenotrophomonas, Enterobacteriaceae ve

Proteobacteria' nın arttığı, Bifidobacterium, Bacteroides, Streptococcus, Lactobacillus, Staphylococcus, Faecalibacterium, Enterococcus, Actinobacteria ve Firmicutes' in ise azaldığı bulunmuştur (Savino ve ark., 2017; Rhoads ve ark., 2018; Korpela ve ark., 2020). Göreceli azalma gösteren Lactobacillus ve Bifidobacteria kolonizasyonunun proteobakterilerin (Escherichia, Klebsiella, Serratia, Vibrio, Yersinia ve Pseudomonas) yayılımında artışla sonuçlanabileceğini bildiren çalışmalar bulunmaktadır (Indrio ve ark., 2019; Korpela ve ark., 2020; Nocerino ve ark., 2020; Johnson ve Adams., 2022). İnfantil kolikte değişen bakteri kolonizasyonunun özellikle gaz artışı ve inflamasyon gelişim riskini arttıracak, bu durumların ise bağışıklığı zayıflatabileceği öngörülmektedir (Savino ve ark., 2017; Rhoads ve ark. 2018; Indrio ve ark., 2019; Korpela ve ark., 2020; Johnson ve Adams, 2022).

İnfantil kolige ilişkin hormonal etyolojide; gastrointestinal sistemin immatür olmasından kaynaklanan hormon salınımı ve salınımına verilen tepkilerin farklı olması durumu yer almaktadır. Özellikle sigara içen annelerde artan Motilin ve Ghrelin hormon salınımlarının artışına bağlı olarak gastrointestinal sistemde uyarım artışının olabileceği belirtilmektedir. Semptomların ise gastrointestinaldeki uyarım artışına verilen bir tepki olarak ortaya çıkabileceği düşünülmektedir (Akçam ve Aslan, 2019; Indrio ve ark., 2019).

Enterik sinir sistemi ağı, gastrointestinal sisteme ilişkin motilite, kanlanma, sekresyonel ve bağışıklıkla ilgili düzenlemelerde görev almaktadır (Obermayr ve ark., 2013). Gelişim sürecinde enterik sinir sistemine ilişkin yaşanabilecek herhangi bir aksaklıktan dolayı bağırsak fonksiyonlarında gerçekleşen bozulmaların İK' in altyapısını oluşturabileceği düşünülmektedir (Obermayr ve Seitz, 2018). Bir diğer nörolojik etyoloji de özellikle akşam saatlerinde artış beklenen seratonin ve melatonin sirkadyen ritminin düzensizliğidir. Bu hormonlar düz kas üzerine kasılmayı arttırıcı (seratonin) ve baskılayıcı (melatonin) etkilere sahiptirler. Erken dönem salgısı başlayan seratonine karşılık, üçüncü aydan sonra düzenlenen melatonin salgılarının ritim düzensizliğinin de İK görülme riskini arttıracakı bildirilmektedir (Engler ve ark., 2014; Mai ve ark., 2018). İnfantil kolik bebeği etkilediği kadar aile üyelerini de olumsuz olarak etkilemektedir. Bebeklerinde İK olan aileler, stres, çaresizlik, anksiyete, depresyon gibi süreçleri deneyimleyebilirken aynı zamanda bağlanma süreci de bu durumdan zarar görmektedir. Bu süreçte bebek ve aile çift yönlü olarak birbirini etkilemekte ve psikososyal sebeplerden dolayı süreç uzayabilmektedir (Bellaiche ve ark., 2020; Steutel ve ark., 2020; Narang ve Shah, 2022).

İnfantil kolikte tedavi, farmakolojik ve non-farmakolojik yöntemlerle gerçekleştirilmektedir. Farmakolojik ajanlardan aneljezik, antispazmolitik (özellikle simetikon, disiklomin) ve proton pompası inhibitörlerinin rahatsızlığın tedavisinde zaman zaman kullanımı görülse de güncel çalışmalar bu tedavilerin spesifik olmaması ve simetikon gibi ilaçların da plasebo etkisinden farklı olmadığını bildirmektedir (Johnson ve ark., 2015; Sarasu ve ark., 2018; Ellwood ve ark., 2020). Farmakolojik tedavideki olumsuzluklar dolayısıyla rahatsızlığın tedavisinde daha çok non-farmakolojik tedavi yöntemleri kullanılmaktadır. İnfantil koligin tedavisi için uluslararası düzeyde, iyi bir klinik değerlendirme sonrası aile üyeleri için eğitim, hemşirelik bakımında yer alan uygulamalara öncelik verilmesi ve danışmanlık önerilmektedir (Osborne, 2013; Ulusal Sağlık ve Bakım Mükemmeliyeti Enstitüsü-NICE, 2017).

İnfanıl Kolikte Non-Farmakolojik Tedavi

Non-farmakolojik yöntemlerde, infanıl koliğe ait semptomların sıklık ve şiddetinin azaltılması için; annenin uygulayacağı diyet ve beslenme değişiklikleri, terapötik masaj (karın veya ayak gibi alanlarda bölgesel ya da tüm vücut şeklinde), bebeğe glikoz-sukroz verilmesi, probiyotik kullanımı, bitkisel destekler, akupunktur ve spinal manipölasyon gibi uygulamalar önerilmektedir (Baldassarre ve ark., 2016; Schreck ve ark., 2017; Perry ve ark., 2019; Shirazinia ve ark., 2021; Zermiani ve ark., 2021). İnfanıl kolikte non-farmakolojik tedavi olarak doğrudan davranışçı terapi yöntemleri de kullanılmaktadır. Bu yöntemlerde; anne karnını anımsatacak işitsel simölasyon (beyaz gürültü, anne kalp sesi, çamaşır makinesi veya fön makinası sesi vb.) uygulamaları, törapatik dokunma, bebeği aşırı uyaranlara maruz bırakmadan sallamak veya araba, kanguru vs. içerisinde gezdirmek, kanguru bakımı, emzik kullanma, karın bölgesine sıcak uygulama, bebeği sıkmayacak şekilde kundaklamak ve ılık banyo gibi uygulamalar yer almaktadır (Karakoç ve Türker 2014; Orhon Şimşek, 2016; Yavaş Çelik 2016; Zeevenhooven ve ark. 2018; Akçam ve Aslan, 2019).

İnfanıl Kolik ve Probiyotik Takviyeleri

Bağırsaklarda bakteri başta olmak üzere çok sayıda mikroorganizma yaşamını sürdürmektedir. Bu mikroorganizmaların oluşturduğu kolonizasyon ise bağırsak mikrobiyomu olarak tanımlanmaktadır. Bağırsak mikrobiyomları, intrauterin ortamda şekillenmeye başlayan, doğum, bebeğin (anne sütü vs.) ve annenin beslenme şekli gibi değişkenlere göre gelişimini sürdüren bakterilerin belirleyici olduğu ortamlardır (Yu ve ark., 2020; Yang ve ark., 2021; Mady ve ark., 2023). Mikrobiyomda yer alan bakteri çeşitliliğinin göreceli bolluğu başta gastrointestinal sistem sağlığı olmak üzere bütün sistemleri etkilemektedir. İnfanıl kolik rahatsızlığının etyolojisinde de bağırsak mikrobiyom yapısının değişikliğe uğradığı tespit edilmiştir (Shirazinia ve diğerleri, 2021; Zermiani ve ark., 2021)

Beslenme bağırsak mikrobiyomunun düzenlenmesinde önemli olan etkenlerdendir. Ek gıda alımı olmayan bebeklerde tek besin kaynağı anne sütü veya formül süttür. Bu sebeple anne sütü alan bebeklerde, annenin besin tüketimi süütün bileşenlerinin belirlenmesinde etkili olmaktadır. İnsan sağlığı için faydalı canlı mikroorganizma olarak da tanımlanan probiyotik alımı mikrobiyom yapısının şekillenmesinde önemlidir (Waheed ve ark., 2018). Bağırsak mikrobiyomunda yer alan *Lactobacillus reuteri*nin, günlük düzenli kullanımının bağırsak kolonizasyonunda düzenleyici etkinliğinin olduğu ve infanıl koliğe ilişkin semptomların hafifletilmesinde fayda sağladığı ilgili araştırmalar tarafından tespit edilmiştir (Xu ve ark., 2015; Harb ve ark., 2016; Ellwood ve ark., 2020; Zermiani ve ark., 2021). Bu çalışmalar incelendiğinde, bu probiyotik türünün özellikle anne sütü alan bebeklerde daha etkili olduğu belirtilmektedir. Ayrıca gebelik ve emzirme dönemlerinde annelere probiyotik yüklemesi yapmış olan çalışmalarda bebeklerde infanıl kolik görülme sıklığında düşüşlerin saptandığı bildirilmektedir (Baldassarre ve ark., 2016; Schreck ve ark., 2017; Shirazinia ve ark., 2021; Zermiani ve ark., 2021). İnfanıl kolikli bebeklerde probiyotik (*Lactobacillus reuteri*)

kullanımını konu alan sistematik derleme ve meta-analiz çalışmalarında, ilgili probiyotiğin iki hafta ve üstü sürelerle kullanımı sonrasında, kolikli bebeklerde huzursuzluk ve ağlama sürelerinin bir saate yakın azaltılmasında etkili bir yöntem olarak kabul edilebileceği belirtilmektedir (Xu ve ark., 2015; Harb ve ark., 2016).

İnfanıl kolikli bebeklerde gerçekleştirilmiş çift kontrollü randomize bir çalışmada, infanıl kolikli bebeklerden oluşan iki gruptan birisine Bifidobacterium Animalis Subsp. Lactis BB-12® takviyesi, diğer gruba ise plasebo etkili bir takviye uygulanmıştır. Günlük altı damla şeklinde uygulanan takviyeler 28 gün süresince bebeklere uygulanmış ve sonuçta gruplar arası anlamlı farklılıklar tespit edilmiştir. Bifidobacterium Animalis Subsp. Lactis BB-12® takviyesi verilen gruptaki bebeklerde diğer gruba kıyasla, ağlamanın azaldığı, boşaltım sıklıklarının düzenlendiği ve inflamasyona ait bulgular da azalma olduğu bulunmuştur (Nocerino ve ark., 2020). Benzer bir diğer araştırmada, infanıl kolikli bebekler randomize edilmiş ve uygulama grubuna Lactobacillus reuteri DSM 17938, kontrol grubuna ise plasebo etkili bir takviye, otuz gün süresince beş damla olacak şekilde uygulanmıştır. Çalışma sonucunda uygulama grubunda bağırsak mikrobiyom yapısında belirgin ölçüde, Escherichia colinin azalıp Lactobacillus kolonizasyonunun artış gösterdiği ve ağlama sürelerinin kısalarak inflamasyon sıklığında azalma olduğu bulunmuştur (Savino ve ark., 2018). İnfanıl kolikli bebeklerde yürütülen bir diğer randomize çalışmada; uygulama ve kontrol gruplarına yirmi bir gün süresince 10 damla olacak şekilde dört farklı laktobasil suşundan oluşan (L. paracasei DSM 24733, L. plantarum DSM 24730, L. acidophilus DSM 24735 ve L. delbrueckii subsp. bulgaricus DSM 24734), üç bifidobakteri suşu (B. longum DSM 24736, B. breve DSM 24732 ve B. infantis DSM 24737) ve bir de Streptococcus thermophilus DSM 24731 suşundan oluşan liyofilize yüksek konsantrasyonlu karma probiyotik ve kontrol grubuna ise plasebo etkili bir takviye uygulanmıştır. Karma laktobasil suşu uygulanan uygulama grubundaki bebeklerde, kontrol grubuna kıyasla semptomlarda azalma görüldüğü bildirilmiştir (Baldassarre ve ark., 2018). İnfanıl kolikte semptomların azaltılmasına yönelik Lactobacillus reuteri takviyesini konu almış ve semptomlarda (ağlama süreleri vs.) azalma olduğunu belirten çok sayıda çalışma bulunmaktadır (Xu ve ark., 2015; Harb ve ark., 2016; Shirazinia ve diğerleri, 2021; Zermiani ve ark., 2021; Johnson ve Adams, 2022).

İnfanıl Kolik ve Pediatri Hemşireliği

İnfanıl kolik doğrudan ve dolaylı etkileriyle bebek ve aile üyelerinde sağlığın sürdürülebilirliğini tehdit eden bir rahatsızlıktır. Rahatsızlık, doğrudan bebekleri etkilerken dolaylı olarak da aile üyelerini olumsuz yönde etkilemektedir. İnfanıl kolik semptomlarının azaltılması, sağlığın sürdürülebilirliği, bebeklerde gelişimin desteklenmesi, aile üyelerinin ruhsal sağlığı ve bakım kapasitelerinin desteklenmesi, erken dönem bebek ve aile bağının güçlendirilmesi için iyi planlanmış bir hemşirelik bakımı gereklidir. Sistemli bir şekilde uygulamaya konulacak ve yürütülecek hemşirelik bakımı, bebek ve aile üyelerinin sağlığı için katkı sunacaktır (McKenzie, 2013; Narang ve Shah, 2022). Pediatri hemşireleri düzenleyecekleri eğitimlerle, infanıl kolikte etkinliği yüksek kanıta dayalı hemşirelik girişimlerini, aile üyelerine uygulamalı bir şekilde aktarmalıdır. Aileye bu süreçte danışmanlık yapılırken, ailenin etkisiz olan girişimleri de doğru yöntemlerle değiştirilmelidir (İncekar Çalikuşu ve Gözen, 2019).

Bebeklerde infantil koliğe bağlı görülen ağlamalar, aile üyelerini özellikle de bakım verici rolündeki annelerin ruh sağlığını olumsuz etkileyebilmektedir. Anneler bu süreçte yorgun, uykusuz, endişeli, güçsüz, stresli ve çaresiz hissedebilmekte bu durum da onları yetersizlik hissi ve depresyon gibi rahatsızlıklara sürükleyebilmektedir. Bu ruhsal yüklerle anne bakım verici rolünde yetersiz kalabilmekte ve anne-bebek bağlanma süreci de olumsuz etkilenebilmektedir (Narang ve Shah, 2022; Türkmen ve ark., 2022). Bu sebeple aile süreç içerisinde bir bütün olarak değerlendirilmeli, ihtiyaçları ve destek faktörleri tanımlanmalıdır. Ailenin ihtiyaçları ölçüsünde destek faktörleri güçlendirilerek, danışmanlık hizmeti sürdürülmelidir. Annelere emzirme, beslenme, probiyotiklerin süreç içerisindeki önemleri vurgulanmalı ve bağırsak mikrobiyomunu destekleyecek şekilde ekip iş birliği (diyetisyen vs.) ile beslenme planı oluşturulmalıdır. Oluşturulan bu planın uygulanması desteklenmelidir. (Castejón-Castejón ve ark., 2019; Bang ve ark., 2020).

KAYNAKLAR

- Akçam, M. ve Aslan, N., (2019). İnfantil Kolik. *KTPD*, 11 (1): 29-33.
- Baldassarre, M.E., Di Mauro, A., Mastromarino, P., Fanelli, M., Martinelli, D., Urbano, F., Capobianco, D. ve Laforgia, N., (2016). Administration of a Multi-Strain Probiotic Product to Women in the Perinatal Period Differentially Affects the Breast Milk Cytokine Profile and May Have Beneficial Effects on Neonatal Gastrointestinal Functional Symptoms. A Randomized Clinical Trial. *Nutrients*, 8 (11): 677-685.
- Baldassarre, M.E., Di Mauro, A., Tafuri, S., Rizzo, V., Gallone, M.S., Mastromarino, P., Capobianco, D., Laghi, L., Zhu, C., Capozza, M., Laforgia, N., (2018). Effectiveness and Safety of a Probiotic-Mixture for the Treatment of Infantile Colic: A Double-Blind, Randomized, Placebo-Controlled Clinical Trial with Fecal Real-Time PCR and NMR-Based Metabolomics Analysis. *Nutrients*, 10: 195.
- Bang, K.S., Lee, I., Kim, S., Yi, Y., Huh, I., Jang, S. Y., Dee, K. ve Lee, S. (2020). Relation Between Mother's Taekyo, Prenatal and Postpartum Depression, and Infant's Temperament and Colic: A Longitudinal Prospective Approach. *IJERPH*, 17 (20): 7691.
- Bellaiche, M., Ategbo, S., Krumholz, F., Ludwig, T., Miqdady, M., Abkari, A. ve Vandenplas, Y., (2020). A Large-Scale Study to Describe the Prevalence, Characteristics and Management of Functional Gastrointestinal Disorders in African Infants. *AP*, 109 (11): 2366–2373.
- Benninga, M.A., Faure, C., Hyman, P.E., St James, Roberts, I., Schechter, N.L. ve Nurko, S., (2016). Childhood Functional Gastrointestinal Disorders: Neonate/Toddler. *Gastroenterology*, 150 (6): 1443-1455.
- Castejón-Castejón, M., Murcia-González, M.A., Martínez Gil, J.L., Todri, J., Suárez Rancel, M., Lena, O. ve Chillón-Martínez, R. (2019). Effectiveness of Craniosacral Therapy in the Treatment of Infantile Colic: A Randomized Controlled Trial, *Complementary Therapies in Medicine*, 47: 102164.

- Chaib, A.O., Levy, E. I., Chaib, M.O. ve Vandenplas, Y. (2020). The Influence of the Gastrointestinal Microbiome on Infant Colic. *ERGH*, 14 (10), 919–932. doi: 10.1080/17474124.2020.1791702.
- Ellwood, J., Draper-Rodi, J. ve Carnes, D. (2020). Comparison of Common Interventions for the Treatment of Infantile Colic: A Systematic Review of Reviews and Guidelines. *BMJ Journals*, 10 (2): e035405.
- Engler, A.C., Etzioni, T. ve Pillar, G. (2014). *Principles and Practice of Pediatric Sleep Medicine*. Sleep and Colic, Elsevier Saunders, 77-82, New York, USA.
- Gavish, L., Korchia, G., Cohen, S. ve Maor, Y., (2023). A Real-world Evaluation of an Herbal Treatment for Infantile Colic Reported by 1218 Parents in Israel. *JPN*, 69: e39-44.
- Harb, T., Matsuyama, M., David, M., Hill, R.J., (2016). Infant Colic, What Works: a Systematic Review of Interventions for Breast-fed Infants. *JPGN*, 62(5): 668–686.
- Indrio, F., Dargenio, V.N., Giordano, P. ve Francavilla, R., (2019). Preventing and Treating Colic. *AEMB*, 1125: 49-56.
- İncekar Çalıkuşu, M. ve Gözen D. (2019). Preterm Bebeklerde Bireyselleştirilmiş Gelişimsel Bakım. *Sağlık Ve Spor Bilimleri Dergisi*, 2(1): 16-21.
- Johnson, J., Cocker, K. ve Chang, E., (2015). Infantile Colic: Recognition and Treatment, *AFP*, 92 (7): 577-582.
- Johnson, J.M. ve Adams, E.D., (2022). The Gastrointestinal Microbiome in Infant Colic, A Scoping Review. *AJMCN*, 47 (4): 195-206.
- Karakoç, A. ve Türker, F. (2014). Effects of White Noise and Holding on Pain Perception in Newborns, *PMN*, 15 (4): 864-70.
- Koppen I.J., Nurko, S., Saps, M., Carlo, Di Lorenzo, C. ve Benninga, M.A., (2017). The Pediatric Rome IV Criteria: What's New? *ERGH*, 11 (3): 193-201.
- Korpela, K., Renko, M., Paalanne, N., Vänni, P., Salo, J., Tejesvi, M., Koivusaari, P., Pokka, T., Kaukola, T., Pirttilä, A.M. ve Tapiainen, T., (2020). Microbiome of the First Stool After Birth and Infantile Colic. *Pediatric Research*, 88 (5): 776–783.
- Mai, T., Peder, N.Y., Gleason, W., Liu, Y. ve Rodos, J.M., (2018). Infantile Colic: New Insights into an Old Problem. *Gastroenterol Clinics*, 47 (4): 829–844.
- Mady, E.A., Doghish, A., El-Dakrouy, W.A., Elkhawaga, S.Y., İsmail, A., El-Mahdy, H.A., Elsakka, E.G.E. ve El-Hüseyin, H.M. 2023. "Impact of the Mother's Gut Microbiota on Infant Microbiome and Brain Development", *Neuroscience & Biobehavioral Reviews*, 150, 105195.

- McKenzie, S.A., (2013). Fifteen-Minute Consultation: Troublesome Crying in Infancy. *BMJ Journals*, 98 (6): 209-211.
- Narang, M. ve Shah, D. (2022). Oral Lactase for Infantile Colic: a Randomized Double-Blind Placebo-Controlled Trial. *BMC Pediatric*, 22: 468.
- Nocerino, R., De Filippis, F., Cecere, G., Marino, A., Micillo, M., Di Scala, C., Caro, C., Calignano, A., Bruno, C., Paparo, L., Iannicelli, A.M., Cosenza, L., Maddalena, Y., Gatta, G.D., Coppola, S., Carucci, L., Ercolini, D. ve Berni, Canani, R., (2020). The Therapeutic Efficacy of Bifidobacterium Animalis Subsp. Lactis BB-12® in Infant Colic: A Randomised, Double Blind, Placebo-Controlled Trial. *APT*, 51 (1): 110–120.
- Obermayr, F., Hotta, R., Enomoto, H. ve Young, H.M., (2013). Development and Developmental Disorders of the Enteric Nervous System. *NRGH*, 10: 43-57.
- Obermayr, F. ve Seitz, G., (2018). Recent Developments in Cell- Based ENS Regeneration a Short Review. *ISS*, 3 (2): 93-99.
- Orhon, Şimşek, F., (2016). İnfantil Kolik Tanı ve Tedavisinde Güncel Yaklaşımlar. *AÜTFD*, 69 (3): 159-166.
- Osborne, B., (2013). Paediatric Algorithms: ICGP AGM. <https://www.icgp.ie/go/library/catalogue/item/2587573F-C109-7DA7-0740C71FD1AF3427?highlight=colic> (Erişim: 28.11.2024).
- Perry, R., Leach, R., Penfold, C. ve Davies, P., (2019). An Overview of Systematic Reviews of Complementary and Alternative Therapies for Infantile Colic. *BMC Pediatric*, 8: 271.
- Robin, S.G., Keller, C., Zwiener, R., Hyman, P.E., Nurko, S., Saps, M., Lorenzo, C.D., Shulman, J., Hyams, J.S., Palsson, O. ve Tilburg, M., (2018). Prevalence of Pediatric Functional Gastrointestinal Disorders Utilizing the Rome IV Criteria. *J Pediatr*, 195: 134-139.
- Rhoads, J.M., Collins, J., Fatheree, N.Y., Hashmi, S.S., Taylor, C.M., Luo, M., Hoang, T.K., Gleason, W.A., Van Arsdall, M.R., Navarro, F. ve Liu, Y., (2018). Infant Colic Represents Gut Inflammation and Dysbiosis. *The Journal of Pediatrics*, 203: 55-61.
- Roma vakfi, (2016a). Rome IV Criteria. <https://theromefoundation.org/rome-iv/rome-iv-criteria/> (Erişim: 10.05.2024).
- Roma vakfi, (2016b). What's New for Rome IV. <https://theromefoundation.org/rome-iv/whats-new-for-rome-iv/> (Erişim: 10.05.2024).
- Saeidi, R., Abadi, M.Z.L., Saeidi, A. ve Robatsangi, M.G. (2014). The Effectiveness of Mother Infant Interaction on Infantile Colic. *IJN*, 4 (4): 34-38.

- Sarasu, J.M., Narang, M. ve Shah, D., (2018). Infantile Colic: an Update. *Indian Pediatr*, 55 (11): 979-87.
- Savino, F., Quartieri, A., de Marco, A., Garro, M., Amaretti, A., Raimondi, S., Simone, M. ve Rossi, M., (2017). Comparison of Formula-fed Infants with and Without Colic Revealed Significant Differences in Total Bacteria, Enterobacteriaceae and Faecal Ammonia. *Acta Paediatrica*, 106 (4): 573-578.
- Savino, F., Garro, M., Montanari, P., Galliano, I. ve Bergallo, M., (2018). Crying Time and ROR γ /FOXP3 Expression in Lactobacillus Reuteri DSM17938-Treated Infants with Colic: A Randomized Trial. *The Journal of Pediatrics*, 192: 171-177.
- Schreck, B.A., Gregory, P.J., Jalloh, M.A., Risoldi, C.Z. ve Hein, D.J. (2017). Probiotics for the Treatment of Infantile Colic: a Systematic Review. *J Pharm Pract.* 30 (3): 366–374.
- Shirazinia, R., Golabchifar, A.A. ve Fazeli, M.R. (2021). Efficacy of Probiotics for Managing Infantile Colic Due to Their Anti-inflammatory Properties: A Meta-Analysis and Systematic Review. *CEP*, 64: 642–651.
- Steutel, N.F., Zeevenhooven, J., Scarpato, E., Vandenplas, Y., Tabbers, M.M., Staiano, A. ve Benninga, M.A., (2020). Prevalence of Functional Gastrointestinal Disorders in European Infants and Toddlers. *Journal Pediatric*, 221: 107-114.
- Türkmen, H., Akın, B., Erkal, Aksoy, B. ve Erdoğan, A., (2022). Maternal Attachment and Mental Health Status in Mothers Who Have Babies With Infantile Colic. *Midwifery Journal*, 110: 103339.
- Uğur, C., (2020). Yenidoğan, Sağlam Çocuk ve Sosyal Pediatride Güncel Yaklaşımlar. *Huzursuz Bebek ve İnfanıl Kolik*, A. Barutçu, A. Çağrı, A.B. Şahin (Eds). Akademisyen Kitabevi, Ankara, Türkiye, 375-384.
- Ulusal Sağlık ve Bakım Mükemmeliyeti Enstitüsü-NICE, (2017). Clinical Knowledge Summary Infant Colic. <https://cks.nice.org.uk/topics/colic-infantile/> (Erişim: 28.11.2024).
- Weerth, C., Fuentes, S., Puylaert, P. ve Vos, W.M., (2013b). Intestinal Microbiota of Infants with Colic: Development and Specific Signatures. *Pediatrics*, 131 (2): 550–558.
- Wessel, M.A., Cobb, J.C., Jackson, E.B., Harris, G.S. ve Detwiller, A.C. (1954). Paroxysmal Fussing in Infancy, Sometimes Called Colic. *Pediatrics*. 14 (5): 421-35.
- Wolke, D., Bilgin, A. ve Samara, M., (2017). Systematic Review and Meta-Analysis: Fussing and Crying Durations and Prevalence of Colic in Infants. *Pediatric*, 185: 55-61.
- Xu, M., Wang, J., Wang, N., Sun, F., Wang, L. ve Liu, X.H., (2015). The Efficacy and Safety of the Probiotic Bacterium Lactobacillus Reuteri DSM 17938 for Infantile Colic: a Meta-Analysis of Randomized Controlled Trials. *Plos One*, 10 (10): e0141445.

- Yang, L., Sakandar, H.A., Sun, Z. Ve Zhang, H. 2021. Recent Advances of İntestinal Microbiota Transmission From Mother to Infant, *Journal of Functional Foods*, 87: 104719.
- Yavaş, Çelik, M. (2016). İnfantil Kolik ve Hemşirelik Yaklaşımları. *Türkiye Klinikleri*, 8 (4): 335-342.
- Yu, Y., Lu, J., Oliphant, K., Gupta, N., Claud, K. ve Lu, L. 2020. Maternal Administration of Probiotics Promotes Gut Development in Mouse Offsprings, *PLos One*, 15(8): 237182.
- Zeevenhooven, J., Koppen, I.J. ve Benninga, M.A., (2017). The New Rome IV Criteria for Functional Gastrointestinal Disorders in Infants and Toddlers. *PGHN*, 20 (1): 1-13.
- Zeevenhooven, J., Browne, P.D., L'Hoir, M.P., de Weerth, C. ve Benninga, M.A., (2018). Infant Colic: Mechanisms and Management, *NRGH*, 15 (8): 479-96.
- Zermiani, D.R.B.A.P., de Paula, Soares, A.L., da Silva, Guedes, de Moura, B.L., Arpini Miguel, E.R., Dias Ghiraldi, Lopes, L., de Carvalho, Scharf, Santana, N., da Silva, Santos, T., Galhardo, Demarchi, I. ve Juarez, Teixeira, J., (2021). Evidence of *Lactobacillus Reuteri* to Reduce Colic in Breastfed Babies: Systematic Review and Meta-analysis. *CTM*, 63: 102781.

D VİTAMİNİ VE KARDİYOVASKÜLER SİSTEM HASTALIKLARI

Meltem PEPE¹

*¹Karamanoğlu Mehmetbey Üniversitesi, Kazım Karabekir Meslek Yüksekokulu,
meltemtpr@gmail.com , Karaman / Türkiye*

Özet: Sağlığın sürdürülebilirliği, oldukça karmaşık ve çok sayıda bileşeni olan bir döngüdür. Bu döngü içerisinde fizyolojik sürecin işlevselliği için çok sayıda vitamine ihtiyaç duyulur. D vitamini doğum sonu erken dönem takviyesi başlanılan, birçok sistemde hayati fonksiyona sahip vitaminlerdendir. Bu sistemlerden birisi de kardiyovasküler sistemdir. Kardiyovasküler sisteme dair hastalıkların önlenebilirliği ve tedavisinde D vitamininin doğrudan ve dolaylı olarak sistem üzerine düzenleyici etkileri bulunmaktadır. Mineral metabolizmasının düzenleyicilerinden olan D vitamini, özellikle kalsiyum ve fosfat minerallerinin dengesinde önemli olduğu için kardiyovasküler sistem üzerine doğrudan etki etmektedir. Renin-angiotensin mekanizmasına etkisinden dolayı D vitamini, dolaylı olarak da yine kardiyovasküler sistemin düzenleyicilerindendir. Kardiyovasküler sistem hastalıkları ve D vitaminini konu almış çalışmalarda; aritmiler, hipertansiyon, angina pectoris, koroner kalp hastalığı, myokardiyal hipertrofi, vasküler kalsifikasyon, laküner felç gibi çok sayıda hastalığın D vitamini seviyeleriyle negatif korelasyon gösterdiği tespit edilmiştir. Bu çalışma, güncel veriler ışığında D vitamini ve kardiyovasküler sistem ilişkisinin yeniden gözden geçirilmesi amacıyla gerçekleştirilmiştir.

Anahtar Kelimeler: D Vitamini, Kardiyovasküler sistem, Kalp damar hastalıkları

VITAMIN D AND CARDIOVASCULAR SYSTEM DISEASES

Meltem PEPE¹

*¹Karamanoğlu Mehmetbey University, Kazım Karabekir Vocational School,
meltemtpr@gmail.com , Karaman / Turkey*

Abstract: Health sustainability is a highly complex cycle with many components. Within this cycle, many vitamins are needed for the functionality of physiological processes. Vitamin D is one of the vitamins that is supplemented early after birth, has vital functions in many systems. One of these systems is the cardiovascular system. Vitamin D has direct and indirect regulatory effects on the system in the prevention and treatment of cardiovascular diseases. Vitamin D, a regulator of mineral metabolism, has a direct effect on the cardiovascular system, especially because it is important in the balance of calcium and phosphate minerals. Vitamin D is also indirectly a regulator of the cardiovascular system due to its effect on the renin-angiotensin mechanism. In studies on cardiovascular diseases and vitamin D, many diseases such as arrhythmias, hypertension, angina pectoris, coronary heart disease, myocardial hypertrophy, vascular calcification and lacunar stroke have been found to be negatively correlated with vitamin D levels. This study was conducted to review the relationship between vitamin D and the cardiovascular system in the light of current data.

Keywords: Vitamin D, Cardiovascular system, Cardiovascular diseases

GİRİŞ

İnsanlar yaşamları süresince, sağlığın sürdürülebilirliği için çok sayıda vitamine ihtiyaç duyarlar. Vitaminler, sistemlerin fizyolojik aktivasyonuna katılarak, sürece destek olurlar. Steroit bazlı vitaminler grubunda değerlendirilen D vitamini yağda çözünme özelliğinde, çok sayıda sistemin işleyişi için yaşamsal düzeyde ihtiyaç duyulan ve vücutta depo edilebilen bir vitamindir (Bikle, 2011). D vitamini cildin güneşle olan teması sonrasında sıklıkla deride üretilmektedir. İlgili vitaminin üretiminde güneş ışınlarının dalga boyu, cilt yüzeyinin temas alanı ve temas süresi üretilen miktarlarda belirleyicidir (Halk Sağlığı Genel Müdürlüğü-HSGM, 2012; Türe ve ark., 2020).

D vitamini, mineral metabolizmasına olan etkisi ve reseptör etkileşimleri dolayısıyla fizyolojik işleyişte düzenleyici role sahiptir (Hochberg ve Hochberg, 2019). Başta iskelet olmak üzere kardiyovasküler, solunum ve bağışıklık gibi sistemlerin işlevselliğinde önemlidir (Makhsudov ve Yılmaz, 2020). D vitamini eksikliğinde fizyolojik işleyiş sekteye uğramakta ve çok sayıda hastalığın alt yapısı hazırlanmaktadır (Bouillon ve ark., 2019). Kalsiyum, fosfat metabolizmaları ve renin-anjiyotensin mekanizmasında düzenleyici rolü bulunan D vitamininin eksikliği kardiyovasküler sistemi olumsuz etkileyebilmektedir. Kardiyovasküler sisteme ait; aritmi, hipertansiyon, angina pectoris, koroner kalp hastalığı, myokardiyal hipertrofi, vasküler kalsifikasyon ve laküner felç gibi çok sayıda hastalığın D vitamini seviyeleriyle negatif korelasyon gösterdiği tespit edilmiştir (Grübler ve ark., 2017; Zhou ve ark., 2022; Sanz ve ark., 2024; Zhang ve ark., 2024). Çalışmada kardiyovasküler sisteme ait hastalıkların D vitamini ile ilişkisine yönelik güncel verilerin gözden geçirilmesi amaçlanmıştır.

D vitamini

D vitamini, mineral metabolizmasının düzenlenmesinde görevli elzem vitaminlerdendir. Sıklıkla deride sentezlenen D vitaminin insan vücudunda işlevsel olarak yer alan iki formu bulunur. Bu formlar deride sentezlenen kolekalsiferol (vitamin D3) ve besinlerle alınan ergokalsiferol (vitamin D2) şeklindedir. Vücutta kullanılan D vitaminin %90'ından fazlası kolekalsiferol tarafından oluşturulmaktadır (Misra ve ark., 2008; Wacker ve Holick, 2013). Bu sebeple güneş ışığının D vitamini sentezinde elzem olduğu söylenilebilir. D vitamini sentezi için, 290-315 nm dalga boyundaki ultraviyole B (UVB) ışınlarının varlığı ve deriye direkt teması, 7- dehidrokolesterolün izomerizasyonu gerekmektedir (Wacker ve Holick, 2013). Deride gerçekleşen sentez sonrasında inaktive olan D vitamininin, aktif formuna dönüştürülmesi için karaciğer ve böbrek gibi organlarda enzimatik faaliyetlerle sürece dahil olurlar. Bu organlarda enzimlerin yardımıyla gerçekleşen kimyasal tepkimelerle D vitamini sırasıyla 25-hidroksivitamin D (25-OH vit-D), daha sonra da 1-25 dihidroksitivitamin D' ye dönüştürülür. Bir prohormon olan D vitamininin hidroksilasyon işlemlerinden geçmesiyle birlikte, aktif form olan kalsitriol dönüşümü tamamlanmış olur (Wacker ve Holick, 2013).

D vitamininin, kalsiyum ve fosforun bağırsak kanalından emilimini arttırarak kemik doku mineralizasyonunda doğrudan ve kas-sinir ileti alanlarında da dolaylı olarak işlevselliğinin olduğu bilinmektedir. Bu sebeple sıklıkla kas- iskelet sistemiyle ilişkilendirilen D vitaminin; güncel çalışmalarda vücudumuzda yer alan birçok hücre ve dokuda yer alan reseptörlerle (sınıf II steroid hormon reseptörü - VDR) etkileşiminin olduğu, bu vitaminin 200' den fazla gen üzerinde etkili olabileceği, hücre proliferasyon ve maturasyonu ile birlikte immunomodulasyonda apoptozis ile ilgili önemli işlevlerinin olduğu bildirilmektedir (Bouillon ve ark., 2019; Makhsudov ve Yılmaz, 2020). Parathormon ile antagonist olarak çalışan D vitamini, kalsiyum emilim desteği sağlamasıyla da gerek doğrudan gerekse dolaylı etkileriyle, iskelet sisteminin yapısal formu için önemlidir (Grübler ve ark., 2017).

D vitamini sentezi için güneş ışınlarının cilde dik açıyla teması önemlidir. Ülkelerin konumlarına göre bu parametreler değişiklik gösterebilmektedir. Sağlık Bakanlığı tarafından ülkemizde Mayıs-Kasım ayları arasında, 11:00 ila 15:00 saatlerinde, cildin mümkün mertebe en geniş alanının 15 ila 30 dk. güneş ışınlarıyla temasının, ihtiyaç duyulan D vitamini sentezi için yeterli olacağı bildirilmektedir (HSGM, 2012). Ülkemiz, D vitamini sentezi için gerekli olan güneş ışınlarının yeterli düzeyde alınabileceği, elverişli bir konuma sahip olsa da özellikle bebek ve çocuklarda D vitamini eksikliği halen sık görülen bir durum olarak karşımıza çıkmaktadır. Bebeklerin immatür yapılarından dolayı D vitamini sentezi deride yeterli düzeylerde gerçekleşmemekte ve bu sebeple her bebek için erken dönem D vitamini takviyesinin başlanması ve bir yaşına kadar takviyeye devam edilmesi ülkemiz Sağlık Bakanlığı (HSGM, 2018) tarafından önerilmektedir. Sağlık Bakanlığı, D vitamini eksikliklerini önlemek ve sağlığın sürdürülebilirliğini desteklemek adına, 2005 yılından günümüze her bebek için erken dönemde 400 IU/gün olacak şekilde ücretsiz takviyelerin başlanması ve bir yaşına kadar devam ettirilmesini sağlamaktadır (HSGM, 2018). Eksiklik durumunda bir yaş sonrası dönem içinse 600 IU/gün olacak şekilde uzmanlar tarafından belirlenen uygun dozlarda takviyeler önerilmektedir (Misra, 2008). Çocuk ve yetişkinlerde eksikliklerin sebebi olarak, ülkenin enlemsel konumu, güneş ışınlarının geliş açısı,

güneşlenme saatleri, güneşe maruz bırakılan vücut yüzey alanı ve maruziyet süresi, yaş, cilt pigmentasyonu, metabolik hastalıklar, obezite, giyim tarzı, mevsim, hava kirliliği ve koruyucu güneş kremleri kullanılması gibi nedenler gösterilmektedir (Kubota ve ark., 2018; Hochberg ve Hochberg, 2019; Makhsudov ve Yılmaz, 2020; Türe ve ark., 2020; Yakarış ve ark., 2022).

D vitamini yetersizliği, ülkemizde olduğu gibi diğer ülkelerde de sık görülen bir durumdur. D vitamini eksiklik ve yetersizliğine ilişkin Avrupa için bu oran %6-76, Güneydoğu Asya için 6-70, Avustralya için %23, ABD için %24, Kanada için %37, İngiltere Biyobankası verilerinde ise %13-55 olarak verilmektedir (Amrein ve ark., 2020; Avustralya Sağlık Departmanı, 2021; Sutherland ve ark., 2021; Zhou ve ark., 2022). Ülkemizde ise D vitamininin annelerde yaklaşık olarak %80, bebeklerde ise %40 oranlarda eksikliği tespit edilmiştir (HSGM, 2018).

Son zamanlarda birçok alanda olumlu etkisi tespit edilen D vitamininin yetersizliğine ilişkin birçok çalışma (Bouillon ve ark., 2019; Türe ve ark., 2020; Celep ve Durmaz, 2021; Yakarış ve ark., 2022) gerçekleştirilmiştir. Serum 25- Hidroksi vitamin (OH) D3 düzeyleri için otoritelerin farklı sınır değeri kabulleri olsa da bu kabuller benzerlik göstermektedir. Amerikan Pediatri Akademisi' nin yayınladığı klavuza göre; <5 ng/ml ileri derece eksiklik, <15 ng/ml eksiklik, 15-20 ng/ml yetersizlik, 20-100 ng/ml yeterli, 101- 150 fazla, >150 ng/ml değerleri ise toksik düzey olarak tanımlanmaktadır (Misra, 2008). Ülkemiz Sağlık Bakanlığı ise Uluslararası Endokrin Derneği' nin de önerdiği değerleri kabul etmekte ve <12 ng/ml olan değerleri eksiklik, 12-20 ng/ml olan değerleri yetersizlik, 20-100 ng/ml olan değerleri normal, >100 ng/ml olan değerleri ise D vitamini intoksikasyonu olarak tanımlamaktadır (Munns ve ark., 2016; HSGM, 2018).

İskelet sisteminde kemik metabolizmasıyla yakından ilişkilendirilen kalsitriol için; son yıllarda solunum, bağışıklık, kardiyovasküler, sinir ve gastrointestinal sistemler ile ruh sağlığı gibi alanlarda D vitamini takviyesinin olumlu kazanımları tespit edilmiştir (Bikle, 2011; Antonucci ve ark., 2018; Bouillon ve ark., 2019; Celep ve Durmaz, 2021).

Kardiyovasküler Sistem ve D Vitamini

Kardiyovasküler sistem yapısında bulunan kalsitriol reseptör bağlantıları, kalsiyum ve fosfat düzeylerine olan etkisiyle D vitamini, kardiyomiyositler, endotel ve vasküler düz kas hücrelerini etkilemektedir. D vitamini aynı zamanda kardiyovasküler sistemi de yakından ilgilendiren, renin-anjiyotensin mekanizmasının düzenlenmesinde görev almaktadır. D vitamininin sistem üzerine yaptığı bu etkilerle doğrudan, diğer sistemlerle olan fizyolojik etkileşimleri dolayısıyla da dolaylı olarak kalp damar sağlığının iyileştirilmesinde etkisinin olduğu düşünülmektedir (Zhou ve ark., 2022).

D vitamini eksikliği durumunda, mineralizasyonda yaşanabilecek bozulmalar ve paratroid hormon seviyelerindeki artışlarla, kardiyovasküler sistem uyarımının bozulabileceği öngörülmektedir. Yine eksiklik durumunda renin-anjiyotensin mekanizmasının aktifleşmesiyle ortaya çıkabilecek sıvı tutulumu kaynaklı ödem artışının, kardiyovasküler sistem sağlığını tehdit edebileceği belirtilmektedir. Bu olumsuz durumların başta hipertansiyon, aritmi,

myokardiyal hipertrofi ve vasküler kalsifikasyon gibi istenmeyen durumların artışına sebep olabileceği uzmanlarca öngörülmektedir (Grübler ve ark., 2017; Zhou ve ark., 2022)

Zhou ve arkadaşlarının (2022) mendel randomizasyon yöntemiyle, İngiltere biyo-bankasında 500.000' den fazla hastayla gerçekleştirdikleri çalışmada, D vitamini eksikliklerinin sıklıkla görüldüğü ve bu alanda yapılacak takviyelerin, küresel bir sorun olan kardiyovasküler hastalıkların önlenmesi için çözüm önerisi sunulabileceği belirtilmektedir. Zhang ve arkadaşlarının (2024) mendel randomizasyonla geniş çapta bir örneklem grubuyla (79366 kişi) gerçekleştirmiş oldukları çalışmada; beş kardiyovasküler hastalık genetik düzlemde değerlendirilmiş ve her bir hastalığın D vitamini düzeyleri ile ilişkisi incelenmiştir. Bu kardiyovasküler hastalıklardan angina pectoris, koroner kalp hastalığı, laküner felç ile D vitamini düzeyleri arasında negatif yönlü bir ilişki tespiti yapılırken, kalp krizi ve hipertansiyon ile herhangi bir ilişki tespit edilmemiştir. Sanz ve arkadaşları (2024), D vitamini kullanan bireylerde kardiyovasküler sağlık belirteçlerinin iyileştiği ve hipertansiyon görülme riskinin düştüğünü bildirmektedir. Yine aynı çalışmada, D vitamininin renin-anjiyotensin aktivasyonunu inhibe ederek, anti-trombotik etki ve miyokardiyal kontraktilitenin artırılması gibi kardiyovasküler sisteme ait sağlık göstergelerinde iyileşme ve kan basıncında düşüş sağladığı belirtilmektedir.

Uluslararası düzeyde, çok sayıda merkezde Joseph ve arkadaşları (2023) tarafından gerçekleştirilen randomize kontrollü bir çalışmada, diğer çalışmalardan farklı olarak kardiyovasküler hastalıklar görülme riskinin yüksek olduğu bireylerde, yüksek doz D vitamininin rutin kullanımına yoğunlaşmış ve böyle bir takviyenin kardiyovasküler alanda fayda sağlamazken tam tersi mortalite oranlarını arttırabileceği belirtilmiştir.

SONUÇ

Güneşin deri temasıyla birlikte, vücutta sentezlenme süreci başlayan D vitaminin, kan ve vücut sıvılarında normal seviyelerde bulunması insan sağlığı için önemlidir. Sentez sürecinde yüksek kazanımın sağlanabilmesi için her gün düzenli olarak, uzman otoritelerce belirlenen şartlarda güneşle temas sağlanmalıdır.

Literatür verileri doğrultusunda D vitamininin vücutta normal seviyelerde tutulmasıyla, kardiyovasküler sağlık belirteçlerinin iyileştirilebileceği söylenilebilir. D vitamininin yetersizliği ya da eksikliği görüldüğü durumlarda ise takviyesinin yapılması kardiyovasküler sağlığın ve sistemde görülebilecek hastalıkların iyileştirmesinde etkili olabilmektedir. Fakat kardiyovasküler hastalık riski olan gruplarda, rutin yüksek doz D vitamini kullanımının riskli olabileceği de unutulmamalıdır.

KAYNAKLAR

Amrein, K., Scherkl, M., Hoffmann, M., Neuwersch-Sommeregger, S., Köstenberger, M., Tmava Berisha, A., Martucci, G., Pilz, S., Malle, O., (2020). Vitamin D Deficiency 2.0: an Update on the Current Status Worldwide. *Eur J Clin Nutr*, 74(11): 1498-1513.

- Antonucci, R., Locci, C., Clemente, M.G., Chicconi, E., Antonucci, L., (2018). Vitamin D Deficiency in Childhood: Old Lessons and Current Challenges. *J Pediatr Endocrinol Metab*, 3: 247-260.
- Avustralya Sağlık Departmanı, (2021). *Vitamin D Status*, <https://www.health.gov.au/resources/pregnancy-care-guidelines/part-g-targeted-maternal-health-tests/vitamin-d-status> (Erişim: 5.11.2024)
- Bikle, D.D., (2011). Vitamin D: an Ancient Hormone. *Exp Dermatol*, 20: 7-13.
- Bouillon, R., Marcocci, C., Carmeliet, G., Bikle, D., White, J.H., Dawson-Hughes, B., Lips, P., Munns, C.F., Lazaretti-Castro, M., Giustina, A. ve Bilezikian, J., (2019). Skeletal and Extraskeletal Actions of Vitamin D: Current Evidence and Outstanding Questions, *Endocrine Reviews*, 40 (4): 1109–1151.
- Celep, G., Durmaz, Z.H. (2021). Bir Halk Sağlığı Sorunu: Çocuk Sağlığı İzleminde D Vitamini. *Pamukkale Tıp Dergisi*, 14: 63-70.
- Grübler, M.R., Winfried, M., Stefan, P., Tanja B.G., Christian, T., Christian, M., Verena, S., Marlene, P., Nicolas, V., Andreas, T., Antonella, F., Daniela, L., (2017). Vitamin-D Concentrations, Cardiovascular Risk and Events - A Review of Epidemiological Evidence. *Reviews in Endocrine and Metabolic Disorders*. 18 (2): 259-272.
- Halk Sağlığı Genel Müdürlüğü, (2012). Vitaminler, Mineraller ve Sağlığımız. <https://hsgm.saglik.gov.tr/depo/birimler/saglikli-beslenme-ve-hareketli-hayat-db/Dokumanlar/Kitaplar/Vitamin-Mineral-Sagligimiz.pdf> (Erişim: 20.10.2024).
- Halk Sağlığı Genel Müdürlüğü, (2018). D Vitamini Desteğinin ve Programın Uygulanması. https://hsgm.saglik.gov.tr/depo/birimler/cocuk-ergen-sagligi-db/Programlar/D_vitamini_Rehberi.pdf (Erişim: 21.10.2024).
- Hochberg, Z., Hochberg, I. (2019). Evolutionary Perspective in Rickets and Vitamin D. *Front Endocrinol (Lausanne)*, 10: 306.
- Joseph, P., Pais, P., Gao, K. Teo, D., Xavier, P., Lopez-Jaramillo, K., Yusoff, A., Santoso, H., Gamra, S.H., Talukder, C., Christou, G., Dagenais, J., Tyrwhitt, J., Bosch, A., Dans, S.Y., (2023). Vitamin D Supplementation and Adverse Skeletal and Non-Skeletal Outcomes in Individuals at Increased Cardiovascular Risk: Results from the International Polycap Study (TIPS)-3 Randomized Controlled Trial. *Nutrition, Metabolism and Cardiovascular Diseases*, 33(2): 434-440.
- Kubota, T., Nakayama, H., Kitaoka, T., Nakamura, Y., Fukumoto, S., Fujiwara, I., Hasegawa, Y., Ihara, K., Kitanaka, S., Koyama, S., Kusuda, S., Mizuno, H., Nagasaki, K., Oba, K., Sakamoto, Y., Takubo, N., Shimizu, T., Tanahashi, Y., Hasegawa, K., Tsukahara, H., Yorifuji, T., Michigami, T., Ozono, K., (2018). Incidence Rate and Characteristics of Symptomatic Vitamin D Deficiency in Children: A Nationwide Survey in Japan. *Endocr J*, 65(6): 593-599.

- Makhsudov, J., Yilmaz, R., (2020). Vitamin D Deficiency in Children. *Chron Precis Med Res* 1(1): 8-19.
- Misra, M., Pacaud, D., Petryk, A., Collett, Solberg, P.F., Kappy, M., (2008). Drug and Therapeutics Committee of the Lawson Wilkins Pediatric Endocrine Society. Vitamin D Deficiency in Children and its Management: Review of Current Knowledge and Recommendations. *Pediatrics*, 122: 398-417.
- Munns, C.F., Shaw, N., Kiely, M., Specker, B.L., Thacher, T.D., Ozono, K., Michigami, T., Tiosano, D., Mughal, M.Z., Mäkitie, O., Ramos-Abad, L., Ward, L., DiMeglio, L.A., Atapattu, N., Cassinelli, H., Braegger, C., Pettifor, J.M., Seth, A., Idris, H.W., Bhatia, V., Fu, J., Goldberg, G., Säwendahl, L., Khadgawat, R., Pludowski, P., Maddock, J., Hyppönen, E., Oduwale, A., Frew, E., Aguiar, M., Tulchinsky, T., Butler, G., Högl, W., (2016). Global Consensus Recommendations on Prevention and Management of Nutritional Rickets. *J Clin Endocrinol Metab*, 101: 394-415.
- Sanz, R.L., García, F., Gutierrez, A., García Menendez, S., Inserra, F., Ferder, L., Manucha, W., (2024). Vitamin D3 Supplementation in COVID-19 Patients with Cardiovascular Disease and Gut Dysbiosis, *Hipertensión y Riesgo Vascular*, 41(3): 145-153.
- Sutherland, J.P., Zhou, A., Leach, M.J., Hyppönen, E., (2021). Differences and Determinants of Vitamin D Deficiency Among UK Biobank Participants: A Cross-Ethnic and Socioeconomic Study. *Clin Nutr*, 40: 3436–3447.
- Türe, E., Müderrisoğlu, S., Acı, R., Çubukçu, M., Arslanbek, Erdem, M., (2020). Adölesan ve Çocuklarda D Vitamini Düzeylerinin Yaş, Cinsiyet ve Mevsimsel Özelliklere Göre Değerlendirilmesi. *Ankara Med J*, 2: 380-386.
- Wacker, M., Holick, M.F., (2013). Sunlight and Vitamin D: A Global Perspective for Health. *Dermatoendocrinol*, 5(1): 51-108.
- Yakarış, A.B., Öner, C., Çetin, H., Şimşek, E.E., (2022). Çocuk Hastalıkları Polikliniklerine Başvuran Çocuklarda D Vitamini Eksikliği Sıklığının Belirlenmesi: Hastane Tabanlı Bir Çalışma. *Jour Turk Fam Phy*, 13 (1): 12-20.
- Zhang, Z., Qiu, S., Wang, Z., Hu, Y., (2024). Vitamin D Levels and Five Cardiovascular Diseases: A Mendelian Randomization Study. *Heliyon*, 10(1): e23674.
- Zhou, A., Selvanayagam, J.B., Hyppönen, E., (2022). Non-linear Mendelian Randomization Analyses Support A Role for Vitamin D Deficiency in Cardiovascular Disease Risk, *European Heart Journal*, 43(18): 1731–1739.

MODERN DÖNEM TÜRK AİLESİNDE ÇOCUK OLMAK¹

Tahir DAĞCI¹

*¹Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi, tahirdagci@kmu.edu.tr,
Karaman / Türkiye*

Öz: Bu çalışma, günümüz Türk ailesinde meydana gelen dönüşümlerin çocuklar üzerindeki etkilerini sosyolojik bir perspektiften değerlendirmektedir. Aile, yalnızca biyolojik bir birim değil, aynı zamanda sosyal ve kültürel yönleriyle şekillenen bir kurumdur. Toplumsal değişim, kültür, teknoloji, ekonomi gibi çoklu faktörlerin etkisiyle aile yapısı ve işlevleri dönüşmektedir. Bu dönüşüm, özellikle çocukların sosyalleşme süreçleri, değer edinimi ve aile içi rollerinde belirginleşmektedir. Modernleşmeyle birlikte çekirdek aile yapısı yaygınlaşmış; kadınların toplumsal hayata daha aktif katılımı, aile içindeki rollerin yeniden tanımlanmasına neden olmuştur. Kadının üretken emeğinin ev dışına taşması, çocuk bakımını ve eğitimi büyük ölçüde aile dışı kurumlara bırakmıştır. Bu durum, ebeveynlerin çocuklar üzerindeki etkisini azaltmış, kuşaklar arası çatışmaları artırmıştır. Geleneksel toplumda ekonomik değer olarak görülen çocuk, modern toplumda tüketici ve eğitim odaklı bireye dönüşmüştür. Uzun süren zorunlu eğitim süreci, çocukların serbest zamanlarını artırmakta; bu zamanı nitelikli değerlendirememeye ise bazı sosyal sorunlara (suç oranları, bağımlılık vb.) yol açmaktadır. Ayrıca modern yaşamın mimari ve toplumsal yapısı, çocukların sosyal gelişimini olumsuz etkileyerek toplumsal değerlerin aktarımında zayıflamaya neden olmaktadır. Sonuç olarak, modernleşme ekseninde gelişen bu dönüşümler, aile kurumunun yapısını, işlevlerini ve çocuk üzerindeki etkilerini derinlemesine etkilemekte; aile-çocuk ilişkilerinin niteliğini yeniden tanımlamaktadır.

Anahtar Kelimeler: Din Sosyolojisi, Aile, Çocuk

BEING A CHILD IN A MODERN PERIOD TURKISH FAMILY

Tahir DAĞCI¹

*¹Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi, tahirdagci@kmu.edu.tr,
Karaman / Türkiye*

Abstract: This study evaluates the impact of transformations within the contemporary Turkish family on children from a sociological perspective. The family is not merely a biological unit but a social and cultural institution shaped by various dimensions. Influenced by multiple factors such as social change, culture, technology, and economy, the structure and functions of the family have undergone significant transformations. These changes are particularly evident in the processes of children's socialization, value acquisition, and familial role formation. With modernization, the nuclear family structure has become more prevalent, and the increased participation of women in public life has led to a redefinition of traditional family roles. As women's productive labor has shifted to the public sphere, responsibilities such as child care and education have largely been transferred to external institutions. This shift has reduced parental influence over children and has intensified intergenerational conflicts. Whereas in traditional societies children were regarded as contributors to household economy, in modern society they have become consumers and education-focused individuals. The extended duration of compulsory education has expanded children's leisure time, but the inability to utilize this time meaningfully has led to various social issues such as increased crime rates and early onset of addiction. Furthermore, the architectural and social structure of modern life adversely affects children's social development and weakens the transmission of communal values. In conclusion, the transformations driven by modernization profoundly influence the structure and functions of the family, as well as its impact on children, thereby redefining the nature of parent-child relationships.

Keywords: Sociology of Religion, Family, Child

GİRİŞ

Aile birbirlerine doğrudan akrabalık bağlarıyla bağlı olan yetişkin üyelerin çocuklara bakma sorumluluğunu üstlendiği bir kurumdur (Giddens, 2005: “Aile” sözcüğü insani beraberlikleri anlatan evrensel bir kurum olup yalnızca insana özgüdür (Doğan, 2007: 177). Aile yalnızca biyolojik bir birim veya oluşum olmayıp sosyal kültürel öğeleri içkin bir olgudur. Çünkü iki insanın aile kurmasında akraba, eş, dost ve konu komşunun katılmasıyla evlenme, toplumsal bir olay şekline dönüşmektedir. Kùltürler ve toplumlar kimin kiminle evleneceğini, nasıl evleneceğini, nerede kimlerle oturacağını, çocukları nasıl ve kimin yetiştireceğini, aile reisinin kim olacağını, kadın ve erkeğin karşılıklı hak, ödev ve yetkelerini çeşitli örf ve adetlerle normlaştırmış ve kurumsallaştırmıştır (Tolan, 2005: 216). Farklı coğrafya ve toplumlardaki bu uygulamalar ailenin toplumsal açıdan önemini ortaya koymaktadır.

¹⁷⁰ Bu metnin oluşmasında “Selefi Grupların Sosyalleşme Alanları” isimli makalemizden faydalanılmıştır (Dağcı, 2023).

Ailenin kurumsal bakımdan birçok işlevi bulunmaktadır. Neslin devamını sağlamak, birey için kendini ifade edeceği psikolojik bir ortam hazırlamak, güvenlik ihtiyacını sağlamak, bireyin sosyalleşmesini temin etmek, kişiliğin gelişimini sağlamak bunlardan bazılarıdır. Özellikle ailenin devamını sağlayan çocuklar değer, duygu ve statü beklentilerini aile üyeleriyle olan deneyimleriyle öğrenirler (Erdiç, 2011. 103).

Çalışmada günümüz Türk ailesinde görülen değişimlerin çocuklar üzerindeki etkilerine işaret edilmeye çalışılacaktır. Aile ve çocuk üzerindeki değişimleri tek bir alana mahsus olarak incelemek bütüncül bir perspektifi engelleyebilir. Bu nedenle aile kurumu üzerine yapılan değerlendirmelerde toplumun diğer kurumlarındaki değişimler ve karşılıklı etkileşimlerle birlikte ele alınmalıdır.

Aile kurumuna etki eden birçok değişim faktörü bulunmaktadır. Kültür, değerler, inançlar, ideolojiler, çevresel faktörler, nüfus, teknoloji, ekonomik yapı, politik yapı bu faktörlerin başlıcalarıdır. Bu değişim faktörleri süreç içinde hep olumlu bir gelişme seyri içinde olmamış, çeşitli renkler, kırılmalar, kopuşlar, çeşitlenmeler, karışıklıklar, gelişmeler, bunalımlar, parçalanmalar ve kazanımlarla birlikte var olmuştur. Bu amaçla ailenin yaşadığı değişimleri sağlıklı değerlendirmek için çoklu bir perspektife ihtiyaç vardır. Bu tutum sosyal bilimlerin çoğul, görelî, kesinlik dışı ve tartışmalara açık niteliklerine daha uygun düşmektedir (Yıldırım, 2011: 123). Bu bağlamda çalışmanın ileri safhalarında yapılan değerlendirmelerin nihai olmadığı, tartışmaya açık olduğu belirtilmelidir.

ÇAĞDAŞ DÖNEMDE AİLE

Nüfus yoğunluğu dışarda tutulduğunda yaşam biçimi olarak kır ve kentlerin zihniyet bakımından birbirine yaklaştığı ve eş zamanlı modernleştiği belirtilebilir. Günümüz aile tiplerinde bir farklılaşmadan ziyade aynı yönde tek biçimli bir yaşama doğru ilerleyen ve aralarında yalnızca zaman farkı bulunan bir toplumsallık göze çarpmaktadır.

Günümüzde makineleşmenin hayata getirdiği pratik çözümler, robotik üretim mekanizmaları, ulaşımda zaman ve hızın öneminin artması, pazarlama sektörünün küreselleşmesi ve benzeri faktörler tarım işi ile uğraşan nüfusu modern yaşamla uyumlu hale getirmiştir. Bu açıdan tarım toplumunu modern toplumun karşısına koyarak yapılan dikotomik ve afaki değerlendirmeler toplumsal gerçekliği ıskalamaktadır.

Çağdaş aile yapısının en temel özelliği çekirdek aile yapısı olarak belirtilmektedir (Dönmezer, 1994: 201). Fakat çocuklar ve anne babadan oluşan çekirdek aile, tek ebeveynli ve tekil aile tiplerinin yaygınlaşmasıyla bu aile tipi de bütünü yansıtmaktan gittikçe uzaklaşmaktadır.

Sanayi Devrimi sonrası, tarlaların ve küçük çiftliklerin yerini, üretim merkezi olarak büyük ölçekli işletmeler almıştır. Kentleşmeyi sanayileşme tetiklemiş ve birçok aile topraklarını bırakıp büyük oranda kentleşmiş ve yarı kentleşmiş Bölgelerde yaşamaya başlamıştır.

Ailenin önemi, insanın hayatının ve eğitiminin dayandığı temel kurum oluşundan ileri gelmektedir. Birey ve toplum arasındaki olumlu ilişkiler aile aracılığıyla kurulabildiğinden, aile temel toplumsal bir kurumdur (Aydın, 2021: 55).

ÇOCUK VE AİLE

Ailenin deneyim ve bilgiyi çocuğa aktaran sosyalleşme süreci içerisindeki önemi bilinmektedir. Hızlı bir şekilde gerçekleşen toplumsal değişim, ailenin işlevlerinin nerede başlayıp, nerede biteceği konusunda büyük ölçüde etkilemektedir. Değişen toplumda aile yapısı hızlı bir şekilde gelişen teknolojik yeniliklere uyum sağlayamıyor ve modern yaşamın gereklerine uygun bir yapı oluşturmakta geç kalıyor. Bu durum çeşitli sorunlar doğurmakta çocuğun yaşantısını da etkilemektedir (Aslan, 2002:25).

Çağdaş ailenin karşılaştığı önemli sorunlardan birisi annelerin çalışan iş hayatına atılmasıdır. Günümüz toplumunda kadın çarşıda, pazarda, eğlence yerlerinde, devlet birimlerinde geçmişe göre daha fazla yer almaya başlamıştır (Doğan, 2007: 196). Aile ortamında gerekli sevgiyi göremeyen çocuğun toplumsal uyumu eksik kalmakta ve çocuklar psikolojik bunalımlara düşmektedir. Günümüz çekirdek ailesinin üyelerinin dışarıda ve uzakta çalışmaları bu sevgi ortamının gerektiği kadar oluşmasına engel olmaktadır. Oysa hızlı teknolojik ve toplumsal değişimin getirdiği çok yönlü sorunlar, aile ortamındaki dayanışma ve sevgiye daha fazla gereksinim hissettirmektedir (Aslan, 2002: 31).

Türk toplumunda çocuğun daha çok anne tarafından büyütüldüğü varsayımı bulunmaktadır. Fakat değişen yaşam koşullarıyla birlikte gerek baba gerekse de anne çalışmak zorunda olduğundan ebeveynler müşterek olarak çocuklarını büyütmek durumundadır. Dolayısıyla toplumun genelinde çocuk bakımından anneler kadar babalar da sorumludur

Aile ve çocuk konusunda köklü değişim tarım toplumundan sanayi-şehir toplumuna geçişle birlikte yaşanmıştır. Aileler bir yandan kırsal, geleneksel ve koy özelliklerinin geniş, dayanışmacı, tarımsal, geleneksel yapılarını terk etmektedirler, öte yandan kentin çağırdığı modern, bireysel, eğitilmiş, kadın erkek eşitliğine dayalı yapılara koşmaktadırlar. Bu nüfus değişimi, sadece insanların yer değişimlerini anlatmamaktadır. Toplumun değerleri, kurumları, ilişkileri, sosyal grupları vs. ile değişim içinde olduğunu göstermektedir. Bu kadar büyük ve köklü bir değişim içinde elbette aile de payını almaktadır.

Kapitalist üretim biçimi kadının çalışmasına imkân verirken, ailenin, ekonomik birim olarak değerinin azalmasına da yol açmıştır. Kadınların tarımda, yiyecek üretiminde, ev işlerinde çalışarak yaptıkları kayıt dışı üretimin değeri, yaşanan değişimle birlikte azalmıştır. Böylece kapitalizm öncesi üretim biçiminde üretken kabul edilebilen kadın emeği, yeni üretim biçimiyle birlikte değersizleşmiştir (Fidan, 118, 120). Örneğin bebeği olan bir annenin bir işte çalışması daha makul karşılanmakta, çocuk bakımı bakıcıya veya yuvaya devredilmekte ve böylece ailedeki üretim ve değer ilişkisi değişmektedir.

Eğitimin en iyi gerçekleştirileceği yer ailedir. İnsanlar, temel inanç ve değerlerini yeni nesillere aile aracılığı ile aktarır. Birey, ilk dinî ve ahlaki bilgi ve tutumları ailesinden öğrenir. Çocuğun eğitimi her şeyden önce temel ruhî ihtiyaçlarının karşılanmasına bağlıdır. Bunlar sevgi, disiplin ve özgürlüktür. Bu üç ihtiyaç çocuğun bedensel, ruhsal ve sosyal gelişimi sevgi dolu sıcak bir ortamda yetişmesine bağlıdır. Böyle bir ortamı sağlayan ilk ve temel topluluk kuşkusuz ailedir. Her birey ailesinin düşüncelerini, inançlarını, tutumlarını da taşır. Çünkü

bütün bunları çoğu zaman bilinçsizce, ailenin hayatından, uygulamalarından alır (Aydın, 2021: 54).

Aile çevresi çocuğun her yönüyle etkilendiği ilk sosyal çevredir. Bu nedenle, en etkin eğitim kaynağı ailedir, evdir. En yetkin eğitim kurumları dahi, normal bir aile eğitimi ile karşılaştırılacak olursa, üstünlüğün ailede olduğu görülür. Ailenin gülerek, severek, sevindirerek çocuk üzerinde öyle doğal etkileri olur ki, bu etkileri başka bir eğitim kurumunda sağlamak güçtür (Girişken, 2010: 145). Dolayısıyla çocuk üzerine yapılan değerlendirmeler aile kurumundan bağımsız değerlendirilemez. O halde çocukların sağlıklı, eğitilmiş, nitelikli bir birey olması için ailenin öncelikle düzenli ve insan yetiştirmeye uygun hale getirilmesi gerekir.

ÇOCUK VE DİJİTAL DÜNYA

Çağımızda internet hayatı kolaylaştırması, farklı uygulama ve hizmetleri bünyesinde barındırması açısından çocukların yoğun ilgi gösterdiği kapsamlı bir teknolojidir. Yeni medya çağının etkisiyle birlikte çocuklar internetle çok erken yaşlarda tanışmakta ve bu teknolojiye yetişkinlerden çok daha kolay uyum sağlamaktadır. İnternet, çocukların soyutlama yeteneklerini geliştirmekte, yaratıcılık ve eleştirel düşünme potansiyellerini arttırmaktadır.

Bununla birlikte internetin birçok olumsuz yönü de bulunmaktadır. Bağımlılık ve çocuğun sürekli sanal ortamda bulunmak istemesi aileleri çoğu zaman endişelendirmektedir. (Arman vd., 2011: 165-166). Kendini sürekli yalnız hisseden, ifade etmekte zorlanan çocuklar için internet kaçış ortamı oluşturmakta ve onları yaşanan gerçeklikten koparmaktadır. Ayrıca sosyal ağlarda gezinme ve arkadaş bulma isteği çocuğu internet ortamına bağımlı hale getirmektedir.

Çocuklar internet üzerinde birçok olumsuz içeriklere maruz kalmaktadır. Fiziksel sosyal ve psikolojik sorunlar hayati zararlar, zararlı içeriklere erişim, kötü niyetli kişilerle temas, istismar ve pedofili olarak sayılabilmektedir. İnternet ortamında çocuklar ve gençlere yönelik olarak bulunan tehlike ve tehditler ise şu başlıklar altında toplanabilir: Pornografik öge, öfke, düşmanlık ve şiddet içeren internet iletilerine maruz kalma, çevrimiçi ortamlarda kendilerini veya ailelerini tehlikeye atacak adres, kredi kart numarası, evde o anda bulunup bulunmama ya da kaç kişinin bulunduğuna yönelik üçüncü şahıslara bilgi paylaşımında bulunma, İnternet üzerinden ebeveynlerin kredi kartı ile alışveriş yapma, kendisinden yaşça büyük, kötü niyetli kişiler ve suç örgütleriyle haberleşme (Canbek ve Sağiroğlu, 2007: 35). Bu olumsuz içerik ve tutumlara başka negatif tutumlar da ilave edilebilir.

Ailelerin çocukların internet kullanımlarına ilişkin şu tutumları yerine getirmelidir: Aktif olarak çocuklarıyla oturup konuşmak ve online aktivitelerini paylaşmak veya güvenlik stratejileri hakkında öğüt vermek, çocukların internet kullanımlarına ilişkin sınır ve kurallar koymak, teknik filtreler kullanmak, aile kontrol yazılım araçları veya kişisel izleme stratejileri kullanmak (Ölçer, 2009). Bu önlem ve filtreler elbette yeterli değildir. Aile üyeleri çocuklardan önce kendi internet kullanım özelliklerini ve güvenlik tedbirlerini bilmesi gerekmektedir. Çocuklar aile içinde bir çok davranışı görüp yaptığı için ebeveynler önce kendileri dijital dünyanın tehlikelerine karşı dikkat geliştirmeleri gerekmektedir.

DEĞİŞEN DÜNYADA ÇOCUK

Çocuğun doğduktan sonra çevresiyle ilk teması, doğumla katılmış olduğu aile grubu içinde başlamaktadır. Çocukların aile üyeleri arasında başlayan etkileşim sürecine toplumsallaşma denmektedir. Toplumdaki hakim değer yargıları ve davranış kalıpları çocuklara aile içindeki etkileşim sürecinde aktarılır.

Modern zamanlarda ailenin genel olarak yaşadığı en köklü fonksiyonel değişmelerin başında çocukların bakım, eğitim ve öğretim işlerinin aile dışı kurumlara bırakılması gelmektedir. Günümüzde çocuklar kreş, anaokulu, bakıcı aile, yetiştirme evi, çocuk esirgeme gibi kurumlara bırakılmaktadır (Yıldırım, 2007: 127). Çünkü modern ailenin kurucusu olan anne ve baba ev dışında çalışmakta, ebeveynlerin çocukların bakımına, onlarla ilgilenmeye kısıtlı zamanları kalmaktadır. Bunun doğal bir yansıması olarak çocuklar zamanlarının büyük çoğunluğunu ebeveynlerden ayrı mekanlarda ve ayrı ortamlarda geçirmektedir. Günümüz ailesinde görülen gündelik zaman döngüsündeki bu değişim, ailenin çocuklar üzerindeki etkisini ve denetimini azaltmaktadır. Buna karşın çocukların aile dışındaki sosyal çevresinden etkilenme düzeyi artmaktadır. Başka bir deyişle ebeveynlerin çocuklar üzerindeki yönlendirici ve toplumsallaştırıcı etkisi de zayıflamaktadır.

Ailenin birlikte geçirdiği zaman dilimindeki zorunlu azalmalar, çocuk ve ebeveyn arasındaki sürtüşmeleri de artırmaktadır. Aile kurumunun ebeveynlere verdiği sosyal otorite zayıflamaktadır. Günümüzde sıkça dile getirilen ebeveyn ve çocuk arasındaki kuşak çatışmasını ortaya çıkaran nedenlerin başında bu durum gelmektedir. Zaman içerisinde ebeveyn ve çocuk arasında oluşan zihniyet farkı, çocukların sosyal davranış ve tutum öğrenimini, ebeveynin tecrübe aktarımını olumsuz yönde etkilemektedir (Dağcı, 2022: 67).

Çocuğun ilk öğreticileri olan anne-babanın bireyin ihtiyacı olan psikolojik, sosyolojik, biyolojik, ekonomik ve kültürel konularda yeterli düzeyde bilgiye sahip olması, geleceğin toplumsal yapısının sağlamlığı açısından vazgeçilemez bir ön koşuldur (Bayer, 2013: 124). Fakat günümüz toplumunda aile, kendi üyelerini toplumsallaştırmak olan geleneksel sorumluluğunu bırakmış, eğitim kurumu formel toplumsallaştırma rolünü üzerine almıştır. Bu nedenle günümüz ailesi bireylerin toplumsallaşmasını sağlamakta yetersiz kalabilmektedir (Tezcan, 1997: 12).

Geleneksel dünyada veya tarım toplumunda çocuk, aile için üretime katkı yapan ekonomik bir değer olarak kabul edilmekteydi. Ailede çocuk sayısının fazla olması talep edilen bir durumdu. Sanayi devrimiyle birlikte çocukların ev işlerindeki çalışma zamanları sanayi sektörüne kaymıştır. Fakat modern zamanlarda makineleşmenin ve robot endüstrisinin gelişmesiyle insan emeğine olan ihtiyaç azalmış ve çocuklar çalışma hayatından büyük ölçüde çıkartılmıştır.

Modern dönemdeki çocukların serbest zamanları, geçmiş dönemlere göre hayli artmıştır. Bu noktada çocuklar serbest zamanlarını nitelikli değerlendirememesi gibi bir meseleyle karşı karşıya kalmaktadır. Serbest zamanların doldurulamaması sorunu çocuklardaki suç oranlarının yükselmesine, suç işleme yaşlarının düşmesine neden olmaktadır. Yanı sıra

serbest zamanları değerlendirememesi sorunu çocuklarda sigara, alkol ve uyuşturucu kullanım yaşının düşmesine neden olabilmektedir (Yılmaz ve diğerleri, 2020).

Hikayelerde, resimlerde ve çizgi filmlerde gördüğümüz, çocukların ana ögesi olduğu sokakların oluşturduğu “mahalle” yaşamı günümüzde ortadan kaybolmaya başlamıştır. Öyle ki bu “mahalle” tasavvuru nostaljik bir söyleme dönüşmüştür. Zaman zaman özlenen ve hakkında istedik cümleler kurulan bu sokak mizansenini kendiliğinden değil, toplumun olağan talebi doğrultusunda terk edilmiş başka bir deyişle değişime uğramıştır. Çünkü günümüz insanı, küresel dünyanın ve kapitalist ekonomi anlayışının sunduğu tüm imkân ve gelişmelerden istifade etmek istemektedir. Konu bağlamında günümüzde çok katlı yüksek binalar toplum tarafından talep edilmekte, “site”lerde ikamet etmek toplumda revaç bulan bir yönelim olarak karşımıza çıkmaktadır (Dağcı, 2022: 68). Çok katlı binaları mimari ve kullanım açısından eleştirenlerin bile bu yüksek binalarda oturması hakim toplumsal talebin gerçekliğini ve ironikliğini yansıtmaktadır. Bu mimari toplumsallığın getirdiği bir netice olarak zamanımızda çocukların oynayacağı sokaklar, yerini özel alan olarak ayrılmış topraktan bağımsız parklara bırakmıştır. Çocuklar bu alanlarda sadece belli zaman aralıklarında oynayabilmektedir. Çünkü çocuk zamanının büyük kısmını kreş, okul, anaokulu, tiyatro, sinema, alış veriş merkezleri, gezi vb. öğretim ve etkinlik içerikli mekanlarda geçirmektedir. Dolayısıyla çocukların duygusal olgunluğu zayıflamakta, arkadaşlık ilişkileri ise mekanik bir yapıya doğru evrilmektedir. Bunun sonucunda çocuklarda diğerkamalık, merhametlilik, dayanışmacılık, paylaşımcılık gibi değerler yara almaktadır. Geçmişte toplum tarafından kabul gören bu değerler, geniş aile modeli ile çocuklara çok rahat aktarılmakta iken değişim faktörleri nedeniyle şimdilerde bu aktarım pek mümkün olmamaktadır (Karşı, 2019: 8)

Modern hayatta ebeveynlerin ev dışında geçirdiği zaman dilimlerinin yüksek olması nedeniyle çocuklarla geçirilen zaman azalmıştır. Günümüz ebeveynleri çocuklarla geçirilen zamanın azlığını, doğum günü kutlamaları, hediyeleşme törenleri, kısa zamanlı yoğun içerikli tatil gibi etkinliklerle telafi etmeye çalışmaktadırlar. Çocuklar için teknolojik ağırlıklı ve pahalı oyuncaklar tercih edilmesi, ebeveynlerdeki çocukla ilgilenememenin verdiği suçluluk duygusunun tamamlanmasına işaret etmektedir. Çünkü hayatın doğal akışkanlığı kategorik bir yapıya bürünmüş, günün, haftanın, ayın ve yılın belli zamanları belli işlere ayrılmıştır. Bu bölümlenmede çocuklar ile aile arasındaki bağlar kategorik ve sınırlı bir hale gelmiş, ilişki biçimleri dönüşmüştür. İlerlemeye devam eden bu süreç toplum olarak modernliğin beklemediğimiz sonuçlarının deneyimlenmesi olarak görülebilir.

SONUÇ

Modern Türk ailesinde çocuklar, geçmişe göre, daha bireyselci ve özgürlükçü bir aile ortamına doğmaktadır. Bireyselci tutumlar çocuklar tarafından içselleştirilmektedir. Ebeveynler açısından ise ev içi ve ev dışı işlerin çoğalması nedeniyle çocuklarla geçirilen ortak zamanlar giderek azalmaktadır. Bu durum ebeveynlerin çocuklar üzerindeki kontrolünü ve etkisini azaltmaktadır. Ebeveynlerin, kontrolü azaldığı için çocuğun alımladığı davranış ve tutumlar daha çok dijital dünya ve onun uzantısı olan sosyal medya üzerinden gerçekleşmektedir. Çocuklar internet üzerinde birçok olumsuz içeriklere maruz kalmakta,

fiziksel, sosyal ve psikolojik sorunlarla karşı karşıya kalmaktadır. Çocuklar dijital mecralarda zararlı içeriklere erişebilmekte, kötü niyetli kişilerle temas kurmakta ve bunun neticesinde hayatı zararlarla karşılaşabilmektedir.

Önemli bir toplumsal kurum olan ailenin ekonomik, sosyal, kültürel, duygusal ve hepsinden önemlisi eşitlikçi bir yapıya kavuşmasını sağlamak hepimizin görevidir.

Çocuk üzerine yapılan değerlendirmeler aile kurumundan bağımsız düşünülemez. O halde çocukların sağlıklı, eğitilmiş, nitelikli bir birey olması için ailenin öncelikle düzenli ve insan yetiştirmeye uygun hale getirilmesi gerekir.

Ailelerin çocukların internet kullanımlarına ilişkin dikkat geliştirmelidir. Ebeveynler aktif olarak çocuklarıyla oturup konuşmalı ve online aktivitelerini paylaşmalıdır. Aileler güvenlik stratejileri hakkında bilgilenebilir, çocukların internet kullanımlarına ilişkin sınır ve kurallar koymalı, teknik filtreler kullanılmalıdır. Aileler kontrol amaçlı yazılım araçları veya kişisel izleme stratejileri kullanmalı bugünün çocuklarının geleceğin büyükleri olduğu bilincine sahip olmalıdır.

KAYNAKLAR

- Aslan, K. (2002). Değişen toplumda aile ve çocuk eğitiminde sorunlar. *Ege Eğitim Dergisi*, 1(2).
- Aydın, M. Z. (2021). Müslüman Ailede Çocuk ve Çocuk Eğitiminde Sorumluluklar. *Çocuk ve Medeniyet*, 6(12), 47-78.
- Canbek, G. ve Ş. Sağıroğlu (2007). “Çocukların ve Gençlerin Bilgisayar ve İnternet Güvenliği.” *Politeknik Dergisi*. 10 (1): 33-39.
- Dağcı T. (2022). Günümüz Ailesinde Değişim Alanları. *Gelenek ve Modernite Arasına Sıkışmış Bir Kurum: Aile* içinde. Ed. Z.Kırboğa, T. Dağcı. Konya: Kitap Dünyası Yayınları
- Dönmezer, S. (1994). *Toplumbilim*. (11. baskı). İstanbul: Beta Yayınları.
- Doğan, İ. (2007). *Sosyoloji, Kavramlar ve Sorunlar*. (7. baskı). İstanbul: Pegem Yayıncılık
- Giddens, A. (2005). *Sosyoloji*. (Haz. Cemal Güzel). İstanbul: Ayraç Yayınları.
- Girişken, N. (2010). Çocuk Eğitiminde Ailenin Etkisi. *Atatürk Üniversitesi Ziraat Fakültesi Dergisi*, 5(2-3).
- Fidan, F. (2000). “Kapitalizmin Gelişme Sürecinde Kadının Çok Yönlü Konumu (Medya Örneği)”. *Bilgi* (2), 1: 117-133.
- Ölçer, N. (2019). Çocukların İnternet Kullanımına Yönelik Ebeveynlerin Risk Algısı Üzerine Bir İnceleme. *Kocaeli Üniversitesi İletişim Fakültesi Araştırma Dergisi*. (13), 128-150.

- Tezcan, M. (1997). *Gençlik Sosyolojisi ve Antropolojisi Araştırmaları*. Ankara: Ankara Üniversitesi Eğitim Bilimleri Fakültesi Yayınları.
- Yıldırım, E. (2011). Toplumsal Değişme Sürecinde Aile, *Aile Sosyolojisi* içinde, (Editör: K. Canatan- E. Yıldırım), İstanbul: Pınar Yayınları.-turkiye-icin-birtehdit- mi.
- Yılmaz, G., İbiş, S. & Aktuğ, Z. B. (2020). Üniversite Öğrencilerinin Sigara Alkol ve Uyuşturucu Madde Kullanma Durumları. *Niğde Ömer Halisdemir Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 2(2), 73-80.

AİLEYİ BÜTÜNLEYEN İKİ İNSAN OLARAK KADIN VE ERKEĞİN DURUMU

Tahir DAĞCI¹

*¹Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi, tahirdagci@kmu.edu.tr,
Karaman / Türkiye*

Öz: İnsanlar akıl sahibi olarak diğer varlıklardan ayrılmaktadır. İnsanlar kendi aralarında uyum ve ahenk içinde yaşaması için kadın ve erkek olarak yaratılmıştır. İnsanın iki farklı cinsiyet olması zıtlık bağlamında değil denge ve bütünleşme ekseninde düşünülmelidir. Çünkü kadın ve erkek birbiriyle çatışan bireyler değil birbirini tamamlayan bütünün parçalarıdır. Günümüzde bireysel ve toplumsal açıdan adil ve huzurlu bir aile kurumunun inşa edilmesi bu ilkenin merkeze alınması ile mümkündür. Kadın ve erkek kendini tamamlayan bir bağlam içinde anlam kazanmaktadır. Kadın ve erkek farklı cinsiyetler olsa da yaratılış, ehliyet, yasak ve helal konusunda eşit değerdedir. Bu noktada “adalet” ilkesi önem kazanmaktadır. Kadın ve erkeğin aynı vahye muhatap olmaları, aynı davranışı sergilediklerinde aynı karşılığı almaları, mükâfatta ve cezada denk olmaları ancak insani adaletle açıklanabilir. Fakat insani adalet ilkesi bazen kültür ve geleneklerden kaynaklanan sebeplerle iki insan aleyhine bozulabilmektedir. Diğer taraftan sınırları belirsiz aşırı özgürlük söylemi ve haz kültürünün ürettiği bireyselleşme adalet ilkesini zedeleyebilmektedir. Küresel bir söylem haline gelen ütöpik eşitlik iddiaları yerine kadın ve erkek arasındaki biyolojik, psikolojik ve sosyal farklılıkları kabul etmek en isabetli durumdur. Kadın ve erkeğin doğasından kaynaklanan güçlü ve zayıf yönlerin olduğunu kabul etmek en doğru yoldur. Kadın erkek ilişkisini gerginleştiren eşitlik sürtüşmeleri geride bırakılmalı ve birbirini tamamlayan bir bütünün parçaları olmalıdır. Kadın ve erkek olarak iki cinsiyetin hak ve sorumlulukları da keyfi arzulara bırakılmamalı, tekno-kültürel etkilenmelere karşı uyanık kalmalı, adalet ve denge prensipleri gözetilmelidir. Adil davranmanın ötesinde kadın ve erkek birbirine karşı sevgi ve merhametle bakabilmeli, yaratılıştaki farklılıkları saygıyla karşılamalıdır. Geleneksel roller sorgulanmalı, klişeler aşılması ve bireyin kendini gerçekleştirmesi için kültürel miras adalet süzgecinden geçirilmelidir. Sosyal medya üzerinden boca edilen kadın ve erkeğin evlilik ilişkisinin bir üstünlük savaşı gibi algılanması bırakılmalıdır. İki insan olan kadın ve erkeğin her ikisi de birbirinden ne kadar farklı olduğunu kabul etmeli, birbirlerinden farklı olan yönlerini saygıyla kabullenmeli, muhatabını kendi gibi yapmaya çalışmaktan vaz geçmelidir.

Anahtar Kelimeler: Evlilik, Kadın ve Erkek, Adalet İlkesi

WOMEN AND MEN AS COMPLEMENTARY AGENTS IN THE FORMATION OF THE FAMILY INSTITUTION

Tahir DAĞCI¹

*¹Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi, tahirdagci@kmu.edu.tr,
Karaman / Türkiye*

Abstract: Human beings are distinguished from other creatures by their capacity for reason. They were created as male and female to coexist in harmony and balance. The existence of two genders should be understood not as a source of conflict but as an essential aspect of balance and integration. Women and men are not adversaries but complementary components of a unified whole. Establishing a fair and peaceful family structure—both individually and socially—requires centering this principle. The identities of women and men find meaning within the framework of complementarity. Although they differ in biological and psychological characteristics, they are equal in terms of creation, moral capacity, prohibitions, and permissions. At this juncture, the principle of justice becomes particularly significant. Both genders are addressed by the same divine revelation, evaluated by the same moral standards, and subject to equal reward and punishment—reflecting the ethical imperative of justice. Nonetheless, this principle may be undermined by cultural and traditional influences that lead to unjust practices. Moreover, the contemporary emphasis on limitless freedom and the rise of a pleasure-oriented, individualistic culture can further erode the foundations of justice. Rather than pursuing utopian ideals of equality that overlook inherent differences, it is more appropriate to acknowledge the biological, psychological, and social distinctions between the sexes. Recognizing the natural strengths and vulnerabilities of both women and men fosters a healthier understanding of gender relations. The persistent tension caused by abstract equality debates should be set aside in favor of viewing men and women as complementary entities. Rights and responsibilities must not be shaped by arbitrary personal preferences or technological-cultural trends, but instead grounded in the principles of justice and balance. Beyond fairness, men and women must cultivate mutual compassion and love, appreciating their divinely intended differences. Traditional gender roles should be critically re-evaluated, and cultural legacies should be filtered through the lens of justice to allow individuals to fully realize their potential. The portrayal of marital relationships as contests for superiority—often amplified on social media—should be rejected. Both men and women, as distinct individuals, must learn to accept and respect their differences without attempting to reshape each other in their own image.

Keywords: Marriage, Gender Relations, Principle of Justice

GİRİŞ

İnsanlar akıl sahibi olarak diğer varlıklardan ayrılmaktadır. Yaradan insanları kendi aralarında uyum ve ahenk içinde yaşaması için kadın ve erkek olarak yaratmıştır. İnsanın yaratılış

¹⁷¹ Bu metin Kadın ve Demokrasi Derneği uhdesinde yapılan aile konferanslarında yaptığımız sunumlardan ve aynı derneğin tasarladığı “İki İnsan” kitabı rehberliğinde hazırlanmıştır (Akbulut vd., 2023).

itibariyle iki farklı cinsiyet olarak yaratılması zıtlık veya karşıtlık bağlamında ele alınmamalıdır.

Günümüzde birey ve toplumun menfaatleri, huzuru ve sürdürülebilir bir yaşam söz konusu olduğunda cinsler arasındaki denge ve bütünleşme eksenini öne çıkması gerekmektedir. Nitekim beşer olarak yaratılan kadın ve erkek birbiriyle çatışan bireyler değil birbirini tamamlayan bütünü parçaları olarak düşünülmelidir.

Günümüzde hem bireysel hem de toplumsal açıdan dengeli ve huzurlu bir aile kurumunun inşa edilmesi bütünleşme ilkesinin merkeze alınması ile mümkündür. Çünkü zaafarla malül dünya hayatında kadın ve erkek ancak birbirini tamamlayan bir bağlam içinde anlam kazanmaktadır.

Kadın ve erkek farklı cinsiyetler olsa da yaratılış, ehliyet, yasaklar ve helaller konusunda eşit değerde bulunmaktadır. Bu noktada beşer için “adalet” ilkesi önem kazanmaktadır. Kadın ve erkeğin aynı ilahi hitaba muhatap olmaları, aynı davranışı sergilediklerinde aynı karşılığı almaları, mükâfatta ve cezada denk olmaları ancak insani adaletle açıklanabilir. Fakat insani adalet ilkesi bazen kültür ve geleneklerden kaynaklanan sebeplerle iki insan aleyhine bozulabilmektedir.

Diğer taraftan sınırları belirsiz aşırı özgürlük söylemi ve haz kültürünün ürettiği bireyselleşme adalet ilkesini zedeleyebilmektedir. Küresel bir söylem haline gelen ütöpik eşitlik iddiaları yerine kadın ve erkek arasındaki biyolojik, psikolojik ve sosyal farklılıkları kabul etmek en isabetli tutumdur. Kadın ve erkeğin doğasından kaynaklanan güçlü ve zayıf yönlerin olduğunu kabul etmek en doğru yoldur. Medya araçları tarafından sunulan kadın erkek ilişkisini gerginleştiren eşitlik sürtüşmeleri geride bırakılmalıdır. Kadın ve erkek birbirini tamamlayan bir bütünü parçaları olmalıdır.

Kadın ve erkek olarak iki cinsiyetin hak ve sorumlulukları da keyfî arzulara bırakılmamalıdır. Reel ve sanal çevrelerde yoğun bir tekno-kültürel yayılımın etkisi dikkat çekmektedir. Teknolojik gelişmeler zaman ve mesafeyi ortadan kaldırmıştır. Sosyal medya araçları ve sosyal paylaşım platformları çok büyük bir insan kitlesini etkileşime sokmaktadır. Böylece yeni bir yaşam modeli meydana getirmektedir. Bu yeni medya ortamının getirdiği etkileşimlerden insanların etkilenmesi kaçınılmazdır.

Birey ve toplum olarak tekno-kültürel yayılımın etkilenmelerine karşı uyanık kalmak, adalet ve denge prensiplerini gözetmek gerekmektedir. Adil davranmanın ötesinde kadın ve erkek birbirine karşı sevgi ve merhametle bakabilmeli, yaratılıştaki farklılıkları saygıyla karşılamalıdır. Geleneksel roller sorgulanmalı, klişeler aşılması ve bireyin kendini gerçekleştirme için kültürel miras adalet süzgecinden geçirilmelidir. Sosyal medya üzerinden telkin edilen kadın ve erkeğin evlilik ilişkisinin bir üstünlük savaşı gibi algılanması bırakılmalıdır. İki insan olan kadın ve erkeğin her ikisi de birbirinden ne kadar farklı olduğunu kabul etmeli, birbirlerinden farklı olan yönlerini saygıyla kabullenmeli, karşıdakini kendi gibi yapmaya çalışmaktan vaz geçmelidir.

EMANET VE ADALET

Allah gökleri, yeri ve bu ikisinin içerdiği bütün mahlukatı eşsiz bir düzen içinde var etmiştir. Bütün yaratılmışlar içinde aklî melekeler ve iradeye sahip olması itibarıyla bu düzeni geliştirerek sürdürme yahut bozma potansiyeli olan tek varlık insandır. İşte bu hakkın korunmasına adalet denir. Adaleti dünya üzerindeki mülkün, yani varlığın temelidir.

Adaletin ölçüsü veya dayanağı hakkaniyettir. İnsanın hayatın tüm alanlarına bakışı her şeye hak ettiği yeri verecek şekilde olmalı, çünkü bu adalet ilkesinin gereğidir. Kadın, erkek; aile, toplum; çocuk, ana; para, makam vb. alanlarda insanlar hakkaniyetli olmaz ise başka ölçüleri esas alırsa kendi insan varlık mülkünü de sarsmış olur.

İnsan hayatın bütün alanlarına olan bakışını bulandırdığında adalet ve hakkaniyetin dışına çıkmaya başlar ve hayatını bencil duygular üzerine inşa etmeye başlar. Bu durum adalet ilkesini zedeler. Birey ve toplum olarak bizler yaşantımızı dinî, ahlaki ve kültürel değerler üzerine inşa etmeliyiz.

Adil davranmanın da ötesinde birbirimize sevgi ve merhametle bakabilmek için yaratılıştaki farklılıkları saygıyla karşılamaktan başka bir yol yoktur. Farklılıklara saygı o farklılıkları yaratana saygının tezahürüdür (Bayram, 2023: 23).

ALGILARIMIZ

Duyu organlarımız üzerinde bıraktığı etki *duyum*dur. Duyumların beyin tarafından örgütlenip yorumlanarak anlama kavuşturulmasına ise *algı* denir. Birey, algısını oluştururken birçok faktörden etkilenir: uyarıcının konumu, ortam koşulları, içinde bulunduğu ruh hâli, geçmiş deneyimleri, sosyal normlar, ihtiyaçları, istekleri, beklentileri, benimsediği değerler ve edindiği kültürel kodlar...

Kadın veya erkek olarak kendimizi ve bir diğerimizi nasıl algıladığımız da tüm bunlardan bağımsız değildir. İki ayrı cinsiyet olmalarına rağmen aynı cins (insan) olan kadın ve erkek, bir bütünün farklılıklara dayanan tamamlayıcı parçalarıdır. “Kadın mı daha önemlidir, erkek mi?” sorusu, bütünü dikkate almayan bir bakış açısının ürünüdür. Bu soru, eksik ve kusurlu bir sorudur. Bireyi tanımak isteyen, onu farklılıklarıyla anlamak ve takdir etmek yoluna gitmelidir. (Bayram, 2023: 16).

Günümüzde algı dediğimiz şey artık yönetilebilir ve yönlendirilebilir hale gelmiştir. Tepkilerin istenilen yönde gelişmesini sağlamak amacıyla hedef kitlenin görüşlerini etkilemek için yapılan faaliyetlerin bütününe algı yönetimi denmektedir. Algı yönetimi çerçevesinde basın, televizyon, radyonun yanı sıra, internet, sosyal medya gibi teknolojik araçlardan yararlanılmaktadır. Medya algı yönetimi çerçevesinde; değersizleştirme veya olduğundan daha fazla değer yükleme, meşrulaştırma, görmezden gelme, kişileri kahramanlaştırma, uzman görüşüne başvurma, iddialarla ilgili tanık kullanma gibi başlıca yöntemlere başvurmaktadır. Tüm bunların sonucu olarak da yanlış yönlendirme, yanlış bilgilendirme, panik yaratma, korku ve kaos eylemleri peş peşe gelmektedir (Utma, 2018: 2910).

HAK VE SORUMLULUKLAR

Genelde bütün insan ilişkilerinde, özelde ise kadın erkek ilişkilerinde hukuki ve ahlaki açıdan haksızlık etmemek ve haksızlığı kabul etmemek esastır. Hak ve sorumlulukların düzenlenmesinde kadın ve erkek doğalarındaki farklılıkların gözetilmesi her iki cinsin de çıkarınadır. Ütopik eşitlik iddiaları yerine iki cins arasındaki biyolojik, psikolojik ve sosyal farklılıkları kabul etmek için en güçlü sebep bu yolun her insanı daha çok mutlu edeceği gerçeğidir. İlişkileri gerginleştiren eşitlik sürüşmeleri yerine karşılıklı olarak kadın ve erkeğin doğasından kaynaklanan güçlü ve zayıf yönler olduğunu kabul etmek ve birbirini tamamlayarak bir bütün olabilmek mutlu bir yaşamın yolunu açar (Bayram, 2023: 28).

İki cins arasındaki farklılıkların, "eşitlik" iddiasıyla görmezden gelinmesi yerine, bu farklılıkların kabul edilmesi, anlaşılmaya çalışılması ve hatta karşılıklı olarak mutluluk verecek şekilde değerlendirilmesi; biyolojik, zihinsel ve psikolojik doğamıza daha uygundur. Tarafların birbirlerinden farklı yönlerini saygıyla kabullenmeleri ve eşlerini kendi benzerlerine dönüştürme çabalarından vazgeçmeleri, sağlıklı bir ilişki için temel bir adımdır (Bayram, 2023: 29).

Eşitlik bağlamında evlilik ilişkilerinin bir üstünlük savaşı gibi algılanması, bireyleri yarışan taraflara dönüştürmektedir. Bireylerin farklılıklarını kabul etmesi, ilişkileri bir çatışma alanı değil, bir tamamlanma ve uyum zemini haline getirebilir. Bu noktada önemli bir toplumsal kurum olan ailenin ekonomik, sosyal, kültürel, duygusal ve hepsinden önemlisi eşitlikçi bir yapıya kavuşmasını sağlamak asıl sorumluluktur (Aslan, 2002:32). Hak ve sorumlulukların bu çerçevede ele alınması gerektiğinde insani ve ahlaki zeminin öne çıkarılması iki insan içinde hayattaki mutluluk kaynağı olabilir.

FARKLILIKLARI REDDETMEK

Günümüz dünyasında ekonomik ve sosyal ilişkileri belirleyen ana etmen kapitalist sistemin deklare ettiği döngüdür. Kapitalist sistem daha çok sayıda insan gücünü üretici ve tüketici olarak kendi çarkları içine almaya çalışmaktadır. İlkesi olmayan kapitalizmin iki insan arasındaki farklılıkları reddetme yönünde ürettiği sosyal projelerin kadınları ve erkekleri daha mutlu ettiğine dair bir kanıt olmadığını söyleyen araştırmalara kulak vermek gerekir. Tamamen iş hayatının aradığı niteliklere odaklanmış, kadın ve erkeğin doğal farklılıklarını yok sayan çok yönlü bir eğitim süreci iki cinsi evliliğe hazırlamadığı gibi aksine evliliklerin şok yaratmasına neden olmaktadır (Bayram, 2023: 29).

Kadın ve erkek arasındaki farkların en temelde yer alan kökenini yok sayarak bütün farklılıkları “toplumsal etki”yle açıklamaya çalışmak, fazlasıyla zorlama bir yorumdur ve hiçbir bilimsel temele dayanmamaktadır. Doğada çeşitlilik, biyolojik bir olgudur. Oysa eşitlik, politik ve toplumsal bir kavramdır. İnsanlar, toplumsal ilişkilerinde hukuki ve ahlaki açıdan elbette eşittirler. Ancak kadın veya erkek olarak aslında ne olduğumuzu belirleyen farkları yok saymaya kalkışan bir mutlak eşitlik iddiası, derin doğal kökenleri bulunan mutluluk

imkânlarımızı da elimizden almaktadır. İki cins arasındaki temel farklılıkları yadsımak, sonuçta dünyayı iki cins için de daha mutsuz bir yer hâline getirmiştir (Bayram, 2023: 30).

NASIL BİR TOPLUMSAL CİNSİYET?

Allah Teala; Yaratılışın ilk aşamasında insana atıfta bulunarak meleklerine “Ben yeryüzünde bir halife yaratacağım.” buyurur. Bu, erkeğin ve kadının, Allah’ın rızasına uygun bir biçimde dünya hayatını şekillendirme görevini paylaştığını, her ikisinin de “halife” sıfatıyla yaratılmış olmaktan dolayı bir öz değer taşıdığını gösterir. Her iki cinsin de yaratılış hamuru ve bedenlerine üflenene ruh aynıdır. Hayat iksiriyle canlanan ilk kadın ve erkeğin cennetteki ortak hayatları, yine ortak işledikleri bir hata sonucu dünya hayatına gönderilmeyeyle nihayet bulurken ilk günaha dair Kur’an’daki anlatımlarda da bir eşitlik ve işteşlik vurgusunun hâkim olduğu görülür. Hz. Âdem’i aldatanın Şeytan olduğunu ısrarla yineleyen Kur’an, iki eşin Şeytan’a birlikte kandıklarını ve hatayı birlikte işlediklerini, sonuçta da birlikte cezalandırıldıklarını anlatmaktadır.

Yapılan eylemlere karşılık olarak mükafat veya cezalandırılma konusu, cinsiyet eşitliğinin Kur’an’da ifade edildiği bir alandır. Nitekim kadın ve erkeğin aynı vahye muhatap olmaları, aynı davranışı sergilediklerinde aynı karşılığı almaları, mükâfatta da cezada da denk olmaları ancak cinsiyet adaleti ile açıklanabilir. Birçok ayette de erkek veya kadının amellerinin zerre kadar haksızlığa uğratılmayacak şekilde eşit olarak değerlendirileceği ve ödüllendirileceği ifade edilir (Martı, 2023: 45)

Toplumsal cinsiyet adaletinin başlıklarından biri de eşitlik prensibi ile ilişkili olan “dokunulmazlıklar” konusudur. İlahî vahyin temel gayelerinden birisi, insanın doğuştan sahip olduğu beş tabii hakkı korumaktır. Din, can, akıl, nesil ve mal dokunulmazlığı olarak sıralayabileceğimiz bu beş temel hak ve hürriyet konusunu eşitlik imgesi yönetir. Hz. Peygamber’in ifadesiyle “Her Müslümanın bir başka Müslümana kanı, malı ve ırzı haramdır!” Sosyal hayatta karşımıza çıkan eşitsizliklerin ve hak ihlallerinin aksine, İslam’ın özünde kadının canı, bedeni ve toplumsal saygınlığı her türlü istismar ve şiddetten korunmuş; mülkiyet hakkı koşulsuz şekilde tanınmış, inanç dünyası dokunulmaz kabul edilmiş, evlatlarıyla arasındaki doğal ve medeni hukuk muhafaza edilmiştir (Martı, 2023: 47)

Sosyal hayatta karşımıza çıkan eşitsizliklerin ve hak ihlallerinin aksine, İslam’ın özünde kadının canı, bedeni ve toplumsal saygınlığı her türlü isnat, istismar ve şiddetten korunmuş; mülkiyet hakkı koşulsuz şekilde tanınmış, inanç dünyası dokunulmaz kabul edilmiş, evlatlarıyla arasındaki doğal ve medeni hukuk muhafaza edilmiştir (Martı, 2023: 46).

İslam’ın öngördüğü adalet ilkesi, birey ve toplumların istek ve heveslerine göre belirlenmez, sevgi ve nefretlere göre yönünü çizmez; akrabalık ve yakınlık bağlarına göre ayarlanmaz; ırk, dil, din, mezhep, meşrep, yaş ve statü farkı gözetmez ve cinsiyete göre de şekil almaz. Adaletin yaşanmış pratiğinde de bu böyledir. Allah’ın Rasûlü, tüm yaşamıyla adaletin mutlak timsalidir. (Martı, 2023: 53). Toplumsal cinsiyetten bahsederken farklılıkları gören ve bunun üzerinden politika geliştiren, eşitliği sağlarken adaleti göz ardı etmeyen bir sisteme ihtiyaç vardır.

DENGE/İTİDAL

Adaletin bir anlamı, “dengeli ve ölçülü olmak, ifrat ve tefritten uzak kalmak, haddi aşmamak, itidal üzere davranmaktır. Mutedil olmak, hak ve sorumlulukların dengeli ve ölçülü dağıtımına ve terazi misali bir tarafa yüklenmeyen sağlıklı bir ilişkiye işaret etmektedir. Bu bağlamda, kerim kitabımızın “Onlar (hanımlarınız) sizin için bir elbise, siz de onlar için bir elbisesiniz.”¹¹ ayeti hatırlanabilir (Martı, 2023: 49).

Bu anlayışta taraflardan biri diğerinin varlığıyla doğru orantılı biçimde ayakta kalabilmekte, kendi lehine haksız şekilde gerçekleştirdiği herhangi bir tasarrufun sadece diğer tarafın hukukunu ihlal etmeyeceğini, aynı zamanda terazinin ölçüsünü bozacağını bilerek bizzat ölçünün ve dengenin kendisine hürmet duymaktadır.

Hadiste “Dikkat edin! Sizin kadınlar üzerinde hakkınız olduğu gibi, kadınların da sizin üzerinizde hakkı vardır” gibi uyarılarıyla kurulmaya ve korunmaya çalışılmıştır.

Dengenin korunması aynı zamanda bir bütünlük mesajı da içermektedir. Zira itidalde, iki varlığı ifrat ve tefrit gibi aşırı uçlara savurmaksızın bir orta noktada buluşturma ve birbirleriyle ölçülü bir ilişki içine sokma fikri vardır (Martı, 2023: 50).

Kur'an'ın anlatımları, kadın ve erkek arasında dikey ve tek yönlü değil, döngüsel ve çift yönlü bir ilişkiyi öngörmektedir: *“Mümin erkekler ve mümin kadınlar birbirlerinin velisidir. İyiliği emreder, kötülükten alıkoyarlar. Namazı dosdoğru kılar, zekâtı verirler. Allah’a ve Resûlüne itaat ederler. İşte onlara Allah merhamet edecektir. Şüphesiz Allah azizdir, hüküm ve hikmet sahibidir.”*

Hz. Peygamber de “Kadınlar, erkeklerle birlikte bir bütünü tamamlayan diğer yarıdır.” buyurur. İnsan olma ortak paydasında kadın ve erkeği bütünlüğe taşıyan böyle bir yaklaşım, “zevc” yani “eş” kelimesinin “birbirini tamamlayan ve birisinin varlığı diğerinin anlaşılmasına yardımcı olan iki varlıktan her biri” şeklindeki anlamıyla da bire bir örtüşmektedir (Martı, 2023: 50).

İtidalde, iki varlığı ifrat ve tefrit gibi aşırı uçlara savurmaksızın bir orta noktada buluşturma ve birbirleriyle ölçülü bir ilişki içine sokma fikri vardır. *“Kendileri ile huzur bulasınız diye sizin için türünüzden eşler yaratması ve aranızda bir sevgi ve merhamet var etmesi de O’nun (varlığının ve kudretinin) delillerindendir.”* ayeti, kadın ve erkeğin eş olarak var edilişini “birbirlerine huzur verme” gayesine bağlarken iki cinsin buluştuğu kavşağı sevgi ve şefkat gibi ahlaki bir zemine taşınması ve bu durumu Allah’ın varlığının delillerinden biri olarak sunmasıyla düşündürücüdür.

Mutedil olmak, hak ve sorumlulukların dengeli ve ölçülü dağıtımına ve dengedeki terazi misali bir tarafa yüklenmeyen sağlıklı bir ilişkiye işaret etmektedir. Hayatın akışı içinde kadının ve erkeğin kendine has nitelikleri suistimal konusu edildiğinde veya bu nitelikler dikkate alınmaksızın matematiksel bir eşitleme yapıldığında adaletin yitirileceği açıktır.

Kadın ve erkek, yaratılıştan getirdikleri farklılıklar sayesinde kendilerinde olmayanı görebilen ve birbirlerini üretebilen bir cevhere sahiptirler. Böyle bir cevherle var edilme noktasında ikisi

eşdeğerdir. Yaratılışın bire bir örtüşmeyen kodları, iki cinse yeni bir perspektiften önce kendini, sonra da hayatı tanıma fırsatı sunmaktadır. Doğrusu, Kur'an'ın anlatımları, kadın ve erkek arasında dikey ve tek yönlü değil, döngüsel ve çift yönlü bir ilişkiyi öngörmektedir.

SONUÇ

Küresel bir söylem haline gelen ütöpik eşitlik iddiaları yerine kadın ve erkek arasındaki biyolojik, psikolojik ve sosyal farklılıkları kabul etmek en isabetli durumdur. Kadın ve erkeğin doğasından kaynaklanan güçlü ve zayıf yönlerin olduğunu kabul etmek en doğru yoldur. Kadın erkek ilişkisini gerginleştiren eşitlik sürtüşmeleri geride bırakılmalı ve birbirini tamamlayan bir bütünün parçaları olmalıdır. Kadın ve erkek olarak iki cinsiyetin hak ve sorumlulukları da keyfi arzulara bırakılmamalı, tekno-kültürel etkilenmelere karşı uyanık kalmalı, adalet ve denge prensipleri gözetilmelidir. Adil davranmanın ötesinde kadın ve erkek birbirine karşı sevgi ve merhametle bakabilmeli, yaratılıştaki farklılıkları saygıyla karşılamalıdır. Geleneksel roller sorgulanmalı, klişeler aşılması ve bireyin kendini gerçekleştirmesi için kültürel miras adalet süzgecinden geçirilmelidir. Sosyal medya üzerinden boca edilen kadın ve erkeğin evlilik ilişkisinin bir üstünlük savaşı gibi algılanması bırakılmalıdır. İki insan olan kadın ve erkeğin her ikisi de birbirinden ne kadar farklı olduğunu kabul etmeli, birbirlerinden farklı olan yönlerini saygıyla kabullenmeli, muhatabını kendi gibi yapmaya çalışmaktan vaz geçmelidir.

Yapılan eylemlere karşılık olarak mükafat veya cezalandırılma konusu, cinsiyet eşitliğinin Kur'an'da ifade edildiği bir alandır. Nitekim kadın ve erkeğin aynı vahye muhatap olmaları, aynı davranışı sergilediklerinde aynı karşılığı almaları, mükâfatta da cezada da denk olmaları ancak cinsiyet adaleti ile açıklanabilir

KAYNAKLAR

- Akbulut, S., Durmuş, A., Bayram, F., Martı, H., Akbulut, S. (2023). İki İnsan – Gençlik El Kitabı. Ed. S. Akbulut, A. Durmuş. İstanbul: Kadem Yayınları.
- Aslan, K. (2002). Değişen toplumda aile ve çocuk eğitiminde sorunlar. *Ege Eğitim Dergisi*, 1(2).
- Bayram F. (2023). Üstü Üstüne Düşünmek. *İki İnsan – Gençlik El Kitabı* içinde. Ed. S. Akbulut, A. Durmuş. İstanbul: Kadem Yayınları.
- Martı, H. (2023). Cinsiyet Adaletinin İnşası. *İki İnsan – Gençlik El Kitabı* içinde. Ed. S. Akbulut, A. Durmuş. İstanbul: Kadem Yayınları
- Utma, S. (2018). Dijital Çağda Medyanın Psikolojik Gücü: Algı Yönetimi Perspektifinden Kuramsal Bir Değerlendirme. *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 22(Özel Sayı 3), 2903-2913

AİLE KATILIMININ ÇOCUK HASTALIKLARI HEMŞİRELİĞİ UYGULAMALARINDAKİ ROLÜ

Öznur BAŞDAŞ¹, Dilara ŞAHİN²

¹*Erciyes Üniversitesi, Sağlık Bilimleri Fakültesi, obasdas@erciyes.edu.tr, Kayseri / Türkiye*

²*Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi,
sahinndilaraa@gmail.com, Karaman / Türkiye*

Öz: Çocukların hastalık süreçlerinde hemşirelik bakımını optimize etmek ve tedavi etkinliğini artırmak amacıyla ailelerin aktif katılımı kritik öneme sahiptir. Çocuk Sağlığı ve Hastalıkları Hemşireliği alanında, aile katılımı giderek daha fazla araştırma ve uygulama odak noktası haline gelmiştir. Aile, çocuğun sağlığıyla ilgili karar verme ve bakım süreçlerinde rol alan temel paydaşlardanır. Çocuklar genellikle iletişim kurmakta güçlük yaşamakta, bakım ile ilgili karmaşık kararlar alırken, ailelerin bilgi, deneyim ve duygusal desteği bakım sürecine yön vermektedir. Aile katılımı, hemşirelerin bakım planını belirlerken ailelerin görüş ve ihtiyaçlarını göz önünde bulundurmasını sağlamaktadır. Ailelerin eğitim ve danışmanlık alması, bakımın ev ortamında sürdürülebilirliğine olanak tanımakta ve ailelerin bilinçlendirilmesi ile acil durumlarda hızlı ve doğru müdahale etme becerileri gelişmektedir. Böylelikle tedavi uyum artmakta, komplikasyonların önlenmesi ve hasta memnuniyetinin yükselmesi ile birlikte hastanede yatış sürelerinin ve bakım maliyetinin azalması mümkün hale gelmektedir. Hemşireler için aile katılımını sağlamada etkili iletişim stratejileri ve aile-hemşire işbirliği, güvenin tesis edilmesine yardımcı olmaktadır. Bu bağlamda, hemşirelerin aileleri bilgilendirmek, onları yönlendirmek ve duygusal destek sağlamak için empati ve açık iletişim becerilerini kullanması önemlidir. Ayrıca, kültürel ve bireysel farklılıkların göz önünde bulundurulması, aile katılımını kolaylaştıran kritik faktörler arasındadır. Uygulamada, aile katılımını teşvik eden çeşitli yöntemler bulunmaktadır. Bunlar arasında, hastane ortamında aile eğitim oturumları, bakım planlarının ortak hazırlanması, ev ortamı değerlendirmeleri ve ailelerin karar süreçlerine katılımı yer almaktadır. Dijital iletişim araçları ve tele-sağlık hizmetleri de, ailelerin bakım sürecine katılımını kolaylaştırmaktadır. Sonuç olarak, aile katılımı, Çocuk Sağlığı ve Hastalıkları Hemşireliği uygulamalarında hem çocuğun iyileşme sürecini desteklemiş hem de hemşirelik bakımını bütünsel ve etkili hale getirmektedir. Hemşirelerin aileleri bakım sürecine aktif olarak dahil etmeleri, hem hasta hem de aile açısından olumlu sonuçlar doğurmakta ve sağlık hizmetlerinin kalitesini artırmaktadır.

Anahtar Kelimeler: Aile Katılımı, Çocuk Hastalıkları, Hemşirelik

THE ROLE OF FAMILY PARTICIPATION IN PEDIATRIC NURSING PRACTICES

Öznur BAŞDAŞ¹, Dilara ŞAHİN²

¹Erciyes University, Faculty of Health Sciences, obasdas@erciyes.edu.tr, Kayseri / Turkey

*²Karamanoğlu Mehmetbey University, Faculty of Health Sciences,
sahinndilaraa@gmail.com, Karaman / Turkey*

Abstract: Active participation of families is critically important to optimize nursing care during children's illness processes and to enhance treatment effectiveness. In the field of Pediatric Nursing, family involvement has increasingly become a focus of research and practice. The family is a key stakeholder involved in decision-making and care processes related to the child's health. Since children often have difficulty communicating and are faced with complex care decisions, the knowledge, experience, and emotional support of the family guide the care process. Family participation ensures that nurses consider the opinions and needs of the family when planning care. Education and counseling provided to families facilitate the sustainability of care at home, and increasing awareness among families improves their rapid and correct response in emergency situations. As a result, treatment adherence improves, complications decrease, patient satisfaction increases, and hospital stay durations as well as care costs are reduced. Effective communication strategies and collaboration between family and nurse help establish trust. In this context, it is important for nurses to use empathy and open communication skills to inform, guide, and support families emotionally. Moreover, considering cultural and individual differences are critical factors that facilitate family involvement. Various methods exist to promote family participation in practice, including family education sessions within hospital settings, joint care planning, home environment assessments, and involving families in decision-making processes. Digital communication tools and telehealth services also make it easier for families to participate in the care process. In conclusion, family involvement supports the child's recovery process and makes nursing care holistic and effective in Pediatric Nursing practices. Actively including families in the care process by nurses leads to positive outcomes for both the patient and the family and improves the quality of healthcare services.

Keywords: Family Participation, Pediatric Diseases, Nursing

GİRİŞ

Günümüzde sağlık hizmetlerinde bireyin yalnızca biyolojik faktörlerle değil, aynı zamanda psikolojik ve sosyal faktörlerle birlikte ele alınması sonucunda kavramsal bir değişim yaşanmaktadır. Bu değişimde hastalık odaklı yaklaşımlardan, aile katılımının yer aldığı aile odaklı yaklaşımlara geçiş söz konusudur (Demir, 2020). Aile katılımı teriminin ise ilk olarak ortaya çıkışı 1980'ler olarak bilinmektedir (O'Connor ve ark., 2019). Wolf ve Boyd (2015)'ün araştırmalarında hospitalizasyon sürecinde aile odaklı yaklaşımın, hastanın tedavi-bakım aşamasına katılımı üzerinde olumlu etki yarattığı belirtilmiştir.

Hospitalizasyon, hem çocuk hem de ailesi için stresli, anksiyete ve kaygı verici bir süreçtir. Hastaneye yatış ile çocuk güven verici ortamından uzaklaşır, belirsiz ve yabancı bir ortama girer. Bu duruma ek olarak ebeveynlerinden ayrı kalma da eklenince çocuk için anksiyete kaçınılmaz olur (Semerci ve ark., 2021; Şener ve Karaca, 2017; Yayan ve ark., 2018). Hastaneye yatan çocukların anksiyeteleri ile baş edebilmek için büyük bir enerji harcadıkları ve bu durumun iyileşmeyi geciktirdiği bilinmektedir (Öztürk ve Ayar, 2014). Bu bağlamda çocuk sağlığı ve hastalıkları hemşireliği disiplini olarak çocuk ve ebeveynlerin anksiyetesini azaltmak ve devamında çocuğun iyileşmesini hızlandırmak için yapılan uygulamalarda, aile katılımı büyük önem taşımaktadır.

LİTERATÜR

Toplum sağlığını etkilemesinden kaynaklı çocuk sağlığının korunması ve geliştirilmesi oldukça önemli bir noktadadır. Büyüme ve gelişme süreci normal olarak ilerleyen çocukların her yaş dönemine özgü karşılanması gereken birtakım ihtiyaçları vardır. Bu ihtiyaçların karşılanmaması, gelişim sürecinde çeşitli sorunlara yol açmakta ve bu durum çocuğun hastalanmasına, devamında da çocuğun hospitalizasyon süreci ile karşılaşmasına neden olmaktadır (Aykanat ve Gözen, 2014; Sarman ve Sarman, 2020).

Hospitalizasyon, “Çocuğun hayatında önemli bir olay” olarak tanımlanmaktadır (Semerci ve ark., 2021). Çocuğun gözünde hastane ortamı bilinmezlik, vücut bütünlüğünün zarar görmesi, kaos, ayrılık ve terk edilme korkusu olarak algılanmaktadır (Açıkgöz ve ark., 2019; Semerci ve ark., 2021). Literatürde hospitalizasyona bağlı olarak çocuklarda anksiyete, stres, mutsuzluk, hiperaktivite, uyku düzensizlikleri, korku, regresyon, apati ve agresyon gibi davranış ve tepkilerin görülebileceği bildirilmiştir (Açıkgöz ve ark., 2019; Başbakkal ve ark., 2010; Öztürk Şahin ve Topan, 2019; Semerci ve ark., 2021).

Çocukların verdiği tepkiler hastane ve hastalık durumuna farklılık göstermekte olup; bu tepkiler çocuğun yaşı, önceki hastane deneyimleri, hastalığın akut veya kronik olması gibi faktörlerden etkilenmektedir (Taşdemir Akkavak ve Sarıkaya Karabudak, 2019; Semerci ve ark., 2021). Çocuklarda devam eden olumsuz tepkiler çocuğun sağlık bakımına katılımı için engel bir durum olarak ortaya çıkabilir. Bu durum devam ederse çocuğun tedavi süreci olumsuz etkilenebilir (Gündüz ve ark., 2016). Çocuğun verdiği olumsuz tepkileri gidermek amacıyla hastanelerde çocuğun konforunu destekleyen bir ortamın oluşturulması oldukça önemlidir (Comparcini ve ark., 2018).

Hastalık sebebiyle günlük rutinlerinden, güvenilir ortam olan evinden ve sosyal ortamından uzaklaştığı düşüncesi çocuk ve ailesi için oldukça rahatsız edici bir durumdur (Aykanat ve

Gözen, 2014; Başbakkal ve ark., 2010). Yapılan bir çalışmada hastaneye yatırılan çocukların deneyim ve tepkileri üzerinde üç temel faktörün etkisinin olduğu bildirilmiştir. Bu faktörler çocuğun kişisel özellikleri, hastaneye yatırılmasına sebep olan durumların niteliği ve ailenin gösterdiği tepkiler olarak ifade edilmiştir (Er, 2006). Aileler çocuklarının hastalığı nedeniyle hospitalizasyon süreçlerinde fiziksel ve duygusal destek gereksinimleri ihmal edildiği zaman sorunlar yaşayabilir (Boztepe ve ark., 2019). Çocuk ile ailesinin bu gereksinimlerinin giderilmesinde destek sağlayacak olan ve her ikisiyle de en çok iletişim halinde olan pediatri hemşireleridir. Pediatri hemşirelerinin hastalık süresince oluşabilecek her türlü problemi erken dönemde fark etmesi ve problemlerin başarılı bir şekilde çözüme ulaşması aile katılımının sağlanmasıyla mümkündür (Sarman ve Sarman, 2020; Yavaş Çelik, 2018).

Aile katılımı, pediatrik bakımda özellikle öne çıkan bir uygulamadır. Çocuk sağlığı uygulamalarında aile katılımı günümüzde tercih edilen bir yöntem olup, çocuk ve ailesine birçok açıdan fayda sağladığı bilinmektedir. Aile katılımıyla çocuğun bakımında ebeveynlerin karar verme sürecinde daha fazla yer alması desteklendiği için stres belirtilerinin azaldığı belirtilmiştir. Uygulamada, aile katılımını teşvik etmeye yönelik çeşitli yöntemler bulunmaktadır. Bunlar arasında, hastane ortamında aile eğitim oturumları, bakım planlarının beraber hazırlanması, ev ortamı değerlendirmeleri ve ailelerin karar süreçlerine katılımı yer almaktadır. Bunun yanında dijital iletişim araçları ve tele-sağlık hizmetleri de, ailelerin bakım sürecine katılımını kolaylaştırmaktadır (Ak, 2021; Curfman ve ark., 2021; Sarman ve Sarman, 2020).

Literatürde, aile katılımının bakım kalitesini artırdığı, hemşire-hasta ve hemşire-aile arasındaki güveni güçlendirdiği, çocuk ve aile memnuniyetini yükselttiği; ayrıca çocuklar ile ebeveynlerde kaygı düzeyini azalttığı bildirilmiştir (Cartagena ve ark., 2012; Coyne ve ark., 2018; Lor ve ark., 2016; MacKean ve ark., 2012; Mastro ve ark., 2014 ; Ramezani ve ark., 2014). Ayrıca aile katılımlı bakımın yüksek kaliteli bakımla ilişkili olduğuna vurgu yapılmıştır (Coyne, 2013; Coyne ve ark., 2011; Mitchell ve ark., 2009). Trajkovski ve arkadaşları (2012) yenidoğan yoğun bakım hemşirelerinin aile katılımını, ebeveynlerin yenidoğanlarıyla bağ kurmalarını teşvik eden ve onların özgüvenli bakım vericiler olmalarını destekleyen bir unsur olarak gördüklerini bildirmiştir. Başka bir çalışmada, ailenin bakım sürecine katılımının, çocuğu tanımayı kolaylaştırdığı ve bu durumun etkili iletişim, güven, bilinçli karar verme ve işbirliğine dayalı ekip çalışmasına katkı sağladığı belirtilmiştir (Kennedy 2012).

Ailelerle işbirliği, pediatrik bakımın her düzeyinde gereklidir ve karar alma süreçlerine ailelerin katılımı temel kabul edilir (Mirlashari ve ark., 2020). Literatürde ailelerin katılımı aile merkezli bakımın gruplandırılabilir alanından biri olarak kabul edilmektedir (Bozbuğa ve ark., 2025; Coyne ve ark., 2018). Gelişmiş ülkelerde yenidoğan yoğun bakım ünitelerinde uygulanan bir bakım modeli olan aile merkezli bakım; sağlık profesyonelleri, hastalar ve aileleri arasında sağlık hizmetlerinin planlanması, sunulması ve değerlendirilmesine yönelik ortaklaşa bir yaklaşım olarak tanımlanmaktadır (Dall'Oglio ve ark., 2019; Institute for patient-and family-centered care, 2025; Raiskila ve ark., 2016). Aile merkezli bakım aileyle iş birliğini vurgulayan bütünsel bir sağlık hizmeti yaklaşımıdır. Çocuğu, ailesini ve çevresini beraber ele almayı ve çocuk ve ailenin ihtiyaçlarını biyolojik, psikolojik, sosyal ve kültürel açılardan incelemeyi içerir. Aile merkezli bakım ayrıca, ailelerin görüş ve tercihlerine saygı

duyarak çocuklarının hastalıkları üzerindeki uygun hemşirelik müdahalelerini planlamalarına ve uygulamalarına aktif olarak katılımlarını içerir (Bozbuğa ve ark., 2025; Coyne ve ark., 2011; Öztürk ve Ayar, 2019).

Pediatric alanında aile merkezli bakım, ebeveynlerin yenidoğan yoğun bakım ünitelerindeki bebeklerinin bakımına ailenin katılımını destekler. Yenidoğan yoğun bakım ünitelerinde ailenin bakıma katılımı bir aile merkezli bakım yaklaşımıdır. Ailelerin bebeklerinin bakımına katıldıklarında kendilerini daha yetkin hissettiklerini ve bu durumun prematüre bebeklerin kısa vadeli nörolojik gelişimini iyileştirdiğini göstermektedir (Als ve McAnulty, 2011; Lv ve ark., 2019; Sannino ve ark., 2016). Ebeveynlerin yenidoğan yoğun bakım ünitesindeki bebeklerinin bakımına aktif olarak katılmalarının hayati önem taşıdığı belirtilmektedir (Bozbuğa ve ark., 2025). Ailelere bebeklerinin temel bakımına yönelik aile eğitiminin verilmesi ve devamında aile katılımının sağlanması, yenidoğanların klinik sonuçlarını olumlu yönde etkilemiştir. Literatürde ailelerin bakıma katılımının ve birincil bakım veren olarak desteklenmelerinin, yenidoğanların kilo alımı ve emzirme oranlarını iyileştirebileceği belirtilmektedir (O'Brien ve ark., 2018; Verma, ve ark., 2017; Yu ve ark., 2017).

Pediatric hemşiresinin çocuğun ailesiyle kurduğu iletişim, hemşirelik bakımının kalitesini ve hasta memnuniyeti üzerinde doğrudan etkisinin olduğu kabul edilmektedir (Sarman ve Sarman, 2020). Bu bağlamda özellikle hastalık uygulamalarında sağlık profesyonelleri içerisinde değişim ve farkındalığı yaratabilmeye anahtar rolü olduğu bilinen pediatri hemşirelerine önemli sorumluluklar düşmektedir (Şahin ve ark., 2020). Aileler çocuğunun hospitalizasyonuna sebep olan durumlar hakkında çoğu zaman yeterli bir bilgiye sahip değildir. Çocuklarının ihtiyaçlarını karşılamada pediatri hemşiresinin bunları nasıl yapacağını öğretmesine gereksinim duymaktadır. Ailelere yapılan tedavi ve bakım süreçleri hakkında bilgi verilmesinin ve ailelerin çocuklarının bakım planlamasına etkin bir şekilde katılımının sağlanmasının, çocuğun hastanede kalış süresi üzerinde olumlu etkiler yarattığı belirtilmiştir (Ak, 2021). Bu sayede tedaviye uyum artmakta, devamında komplikasyonların önlenmesi ve hasta memnuniyetinin artmasıyla birlikte, hastanede yatış süresi ve bakım maliyetleri azalmaktadır. Buna ek olarak hospitalizasyon süresince ailenin katılımıyla olan düzenli aralıklarla onlara yapılacak bilgilendirmeler, iletişimle ilgili yaşanacak sorunların önlenmesine katkı sağlamaktadır (Sarman ve Sarman, 2020).

Çocukların hastalık süreci üzerinde aile katılımında pediatri hemşiresinin önemli bir rolünün olduğu bilinmelidir (Lor ve ark., 2016). Aile katılımının etkili bir şekilde olması için şefkatli ve güven dolu bir ilişkinin geliştirilmesi gerekir (Mastro ve ark., 2014). Hemşirelerin çocuğun hospitalizasyon sürecinde aile katılımı için, aileye karşı olumlu tutumlar sergilemeleri önemlidir. Aileyi bakıma dahil etmek için çocuğu ve aileyi kendi ihtiyaçları konusunda uzman olarak görmeleri, ailenin bilgi sahibi olmasına değer vermeleri, aileleri dinlemek ve ilişkiler kurmak için zaman ayırmaya özen göstermeleri gerekir (Cartagena ve ark., 2012; Coyne ve ark., 2018; Lor ve ark., 2016; Smith ve ark., 2015).

“Çocuk sağlığı hemşireleri, çocuklar ve ailelerle en yakın ilişkide olan sağlık profesyonelleridir” (Aykanat ve Gözen, 2014). Pediatric hemşiresi, çocuk hastalıkları hemşireliği uygulamalarındaki aile ve çocukların refahını sağlamak için uygun hemşirelik müdahalelerini planlamaları ve uygulamaları tavsiye edilir (Bozbuğa ve ark., 2025). Bu

süreçte çocuk hastalıkları hemşireliği uygulamalarında, aileler bakım ekibinin ayrılmaz üyeleri olarak karar vericiler içerisinde kabul edilmelidirler (Mirlashari ve ark., 2020). Literatürde aile katılımının çocuk hastalıkları hemşireliği uygulamalarında çeşitli olumlu sonuçlar doğurduğu ifade edilmiştir. Bunlar arasında anne-bebek ya da baba-bebek bağına güçlendirmek, çocukların sağlığını ve yaşam kalitesini iyileştirmek, ebeveyn memnuniyetini artırmak, hastanede kalış sürelerini kısaltmak ve ebeveyn kaygısını azaltmak yer almaktadır (Albayrak ve Büyükgönenç, 2022; Hall ve ark., 2017; Kutahyalıoğlu ve Scafide, 2022 ; Kuo ve ark., 2012; Lv ve ark., 2019; O'Connor ve ark., 2019). Bundan kaynaklı aile katılımı, pediatri kliniklerindeki uygulamaların iyileştirmesi için önemli bir ölçüt olarak kabul edilmiştir (Alqarawi ve Alhalal, 2024; Mirlashari ve ark., 2020).

SONUÇ

Aile katılımı, modern sağlık hizmetlerinde özellikle hemşirelik uygulamalarında giderek daha fazla önem kazanan bir kavramdır. Aile katılımının aileler ve çocuklar açısından olmak üzere birçok yararları bulunmakta olup, kurumlardaki çocuk hastalıkları hemşireliği uygulamalarında verilen bakımda ailelerin katılımının desteklenmesi son derece önemlidir. Aile katılımı, çocuk sağlığı ve hastalıkları hemşireliği uygulamalarında hem çocuğun iyileşme sürecini desteklemekte hem de hemşirelik bakımını bütüncül ve etkili hâle getirmektedir. Yani hemşirelik disiplini, aile katılımını yalnızca bakımın bir parçası olarak değil, aynı zamanda bütüncül bakımın temel bir unsuru olarak değerlendirmelidir. Ailelerin bakım sürecine aktif katılımı, hemşirelik bakımının kalitesini artırmakta ve çocuğun hastane deneyimini olumlu yönde etkilemektedir. Bu bağlamda, aile katılımının çocuk hastalıkları hemşireliği uygulamalarındaki rolünün oldukça önemli olduğu söylenebilir. Günümüzde sağlık hizmetlerinin odağının hastadan aileye ve topluma doğru genişlemesiyle birlikte, aile katılımının hem hasta bakım kalitesi hem de hasta ve aile memnuniyeti üzerindeki etkileri multidisipliner yaklaşımlarla ele alınmalıdır. Ek olarak aile katılımının çocuk hastalıkları hemşireliği uygulamalarındaki yeri, etkileri ve karşılaşılan zorluklar, güncel araştırmalar ışığında çok boyutlu olarak incelenmesi önerilmektedir.

KAYNAKLAR

- Açıkgöz, A., Ezen, M., Söngüt, S., Ulukuş, A., & Emir, B. (2019). Çocuğu hastanede yatan annelerde anksiyete ve depresif belirtilerin değerlendirilmesi. *Acıbadem Üniversitesi Sağlık Bilimleri Dergisi*, 10(3), 373-382.
- Ak, B. (2021). Kronik ve yaşamı tehdit edici/ölümcül hastalığı olan çocuk ve hemşirelik yaklaşımı. Z. Conk, Z. Başbakkal, H. Bal Yılmaz, B. Bolışık (Ed.) *Pediatri hemşireliği içinde* (s. 913-942). Ankara: Akademisyen Kitabevi.
- Albayrak, S., & Büyükgönenç, L. A. (2022). The impact of family-centered care interventions on neonatal and parental outcomes in a Turkish hospital. *Collegian*, 29(5), 738-747.
- Alqarawi, N., & Alhalal, E. (2024). Factors affecting family-centered care practice by nurses: A systematic review. *Journal of pediatric nursing*, 78, 158-171.
- Als, H., & B McAnulty, G. (2011). The newborn individualized developmental care and assessment program (NIDCAP) with kangaroo mother care (KMC): comprehensive care for preterm infants. *Current women's health reviews*, 7(3), 288-301.

- Aykanat, B., & Gözen, D. (2014). Çocuk sağlığı hemşireliğinde aile merkezli bakım yaklaşımı. *Gümüşhane Üniversitesi Sağlık Bilimleri Dergisi*, 3(1), 683-695.
- Başbakkal Z, Sönmez S, Celasin NŞ, Esenay F. (2010). 3-6 yaş grubu çocuğun akut bir hastalık nedeniyle hastaneye yatışa karşı davranışsal tepkilerinin belirlenmesi. *Uluslararası İnsan Bilimleri Dergisi*, 7(1), 456-468.
- Bozbuğa, Ö., Çalışkan, Z., & Beşer, N. G. (2025). Evaluation of family-centered care practices in a neonatal intensive care unit from the perspective of mothers: A cross-sectional study. *Archives of Psychiatric Nursing*, 151936.
- Boztepe, H., Kerimoğlu Yıldız, G., Çınar, S., & Ay, A. (2019). Çocuğu hastanede yatan ebeveynlerin aile merkezli bakım alma durumlarını etkileyen faktörlerin belirlenmesi. *Acıbadem Üniversitesi Sağlık Bilimleri Dergisi*, 10(4), 748-755.
- Cartagena, D., Noorthoek, A., Wagner, S., & McGrath, J. M. (2012). Family-centered care and nursing research. *Newborn and Infant Nursing Reviews*, 12(3), 118-119.
- Comparcini, D., Simonetti, V., Tomietto, M., Leino-Kilpi, H., Pelander, T., & Cicolini, G. (2018). Children's Perceptions About the Quality of Pediatric Nursing Care: A Large Multicenter Cross-Sectional Study. *Journal of Nursing Scholarship*, 50(3).
- Coyne, I. (2013). Families and health-care professionals' perspectives and expectations of family-centred care: Hidden expectations and unclear roles. *Health expectations*, 18(5), 796-808.
- Coyne, I., Holmström, I., & Söderbäck, M. (2018). Centeredness in healthcare: a concept synthesis of family-centered care, person-centered care and child-centered care. *Journal of pediatric nursing*, 42, 45-56.
- Coyne, I., O'Neill, C., Murphy, M., Costello, T., & O'Shea, R. (2011). What does family-centred care mean to nurses and how do they think it could be enhanced in practice. *Journal of advanced nursing*, 67(12), 2561-2573.
- Curfman, A. L., Hackell, J. M., Herendeen, N. E., Alexander, J. J., Marcin, J. P., Moskowitz, W. B., ... & Section on Telehealth Care, Committee on Practice and Ambulatory Medicine, Committee on Pediatric Workforce. (2021). Telehealth: improving access to and quality of pediatric health care. *Pediatrics*, 148(3), e2021053129.
- Dall'Oglio, I., Mascolo, R., Tiozzo, E., Portanova, A., Fiori, M., Gawronski, O., ... & FCC Italian NICUs Study Group. (2019). The current practice of family-centred care in Italian neonatal intensive care units: A multicentre descriptive study. *Intensive and Critical Care Nursing*, 50, 36-43.
- Demir, B. (2020). Sağlığın kavramsallaştırılması ve insan odaklı sağlık hizmetlerinde kalite ve akreditasyon perspektifi. *İnsan ve İnsan*, 7(24), 62-83.
- Elmaoğlu, E., & Özdemir, S. (2022). Pediatri Hemşireleri Tarafından Karşılanamayan Bakım ve Nedenleri. *Dokuz Eylül Üniversitesi Hemşirelik Fakültesi Elektronik Dergisi*, 15(2), 175-185.

- Er, D. M. (2006). Çocuk, hastalık, anne-babalar ve kardeşler. *Çocuk Sağlığı ve Hastalıkları Dergisi*, 49(2), 155-168.
- Gündüz, S., Yüksel, S., Aydeniz, G. E., Aydoğan, R. N., Türksoy, H., Dikme, İ. B., & Efendiler, İ. (2016). Çocuklarda hastane korkusunu etkileyen faktörler. *Çocuk Sağlığı ve Hastalıkları Dergisi*, 59(4), 161-168.
- Hall, S. L., Hynan, M. T., Phillips, R., Lassen, S., Craig, J. W., Goyer, E., ... & Cohen, H. (2017). The neonatal intensive parenting unit: an introduction. *Journal of Perinatology*, 37(12), 1259-1264.
- Institute for patient- and family-centered care. Patient- and Family-Centered Care. Available online at: www.ipfcc.org/about/pfcc.html (E.T.17.06.2025).
- Kuo, D. Z., Houtrow, A. J., Arango, P., Kuhlthau, K. A., Simmons, J. M., & Neff, J. M. (2012). Family-centered care: current applications and future directions in pediatric health care. *Maternal and child health journal*, 16(2), 297-305.
- Kutahyalioğlu, N. S., & Scafide, K. N. (2023). Effects of family-centered care on bonding: A systematic review. *Journal of Child Health Care*, 27(4), 721-737.
- Lor, M., Crooks, N., & Tluczek, A. (2016). A proposed model of person-, family-, and culture-centered nursing care. *Nursing Outlook*, 64(4), 352-366.
- Lv, B., Gao, X. R., Sun, J., Li, T. T., Liu, Z. Y., Zhu, L. H., & Latour, J. M. (2019). Family-centered care improves clinical outcomes of very-low-birth-weight infants: a quasi-experimental study. *Frontiers in pediatrics*, 7, 138.
- MacKean, G., Spragins, W., L'Heureux, L., Popp, J., Wilkes, C., & Lipton, H. (2012). Advancing family-centred care in child and adolescent mental health. *A critical review of the literature. Healthc Q*, 15, 64-75.
- Mastro, K. A., Flynn, L., & Preuster, C. (2014). Patient-and family-centered care: a call to action for new knowledge and innovation. *JONA: The Journal of Nursing Administration*, 44(9), 446-451.
- Mirlashari, J., Brown, H., Fomani, F. K., de Salaberry, J., Zadeh, T. K., & Khoshkhou, F. (2020). The challenges of implementing family-centered care in NICU from the perspectives of physicians and nurses. *Journal of pediatric nursing*, 50, e91-e98.
- Mitchell, M., Chaboyer, W., Burmeister, E., & Foster, M. (2009). Positive effects of a nursing intervention on family-centered care in adult critical care. *American Journal of Critical Care*, 18(6), 543-552.
- O'Brien, K., Robson, K., Bracht, M., Cruz, M., Lui, K., Alvaro, R., ... & Hales, D. (2018). Effectiveness of family integrated care in neonatal intensive care units on infant and parent outcomes: a multicentre, multinational, cluster-randomised controlled trial. *The Lancet Child & Adolescent Health*, 2(4), 245-254.
- O'Connor, S., Brenner, M., & Coyne, I. (2019). Family-centred care of children and young people in the acute hospital setting: a concept analysis. *Journal of clinical nursing*, 28(17-18), 3353-3367.

- Öztürk Şahin, Ö., & Topan, A. (2019). Investigation of the fear of 7–18-year-old hospitalized children for illness and hospital. *Journal of religion and health*, 58(3), 1011-1023.
- Öztürk, C., & Ayar, D. (2014). Pediatri hemşireliğinde aile merkezli bakım. *Dokuz Eylül Üniversitesi Hemşirelik Fakültesi Elektronik Dergisi*, 7(4), 315-320.
- Öztürk, C., & Ayar, D. (2019). Pediatrik aile merkezli bakımın çocuk, aile ve hemşireler üzerine yansımaları. *Türkiye Klinikleri Pediatric Nursing-Special Topics*, 5(2), 12-17.
- Pritchard Kennedy, A. (2012). Systematic ethnography of school-age children with bleeding disorders and other chronic illnesses: exploring children's perceptions of partnership roles in family-centred care of their chronic illness. *Child: care, health and development*, 38(6), 863-869.
- Raiskila, S., Lehtonen, L., Tandberg, B. S., Normann, E., Ewald, U., Caballero, S., ... & Axelin, A. (2016). Parent and nurse perceptions on the quality of family-centred care in 11 European NICUs. *Australian Critical Care*, 29(4), 201-209.
- Ramezani, T., Shirazi, Z. H., Sarvestani, R. S., & Moattari, M. (2014). Family-centered care in neonatal intensive care unit: a concept analysis. *International journal of community based nursing and midwifery*, 2(4), 268.
- Sannino, P., Gianni, M. L., De Bon, G., Fontana, C., Picciolini, O., Plevani, L., ... & Mosca, F. (2016). Support to mothers of premature babies using NIDCAP method: a non-randomized controlled trial. *Early Human Development*, 95, 15-20.
- Sarman, A., & Sarman, E. (2020). Gözden kaçırılan bir konu: çocuğun hastanede yatmasının aile üzerindeki olumsuz etkileri ve önleyici hemşirelik yaklaşımları. *Sağlık Bilimleri Üniversitesi Hemşirelik Dergisi*, 2(2), 113-120.
- Semerci, R., Kostak, M. A., Çetintaş, İ., & Kocaaslan, E. (2021). Çocuk gözüyle hemşirelik bakım kalitesinin değerlendirilmesi. *Ordu Üniversitesi Hemşirelik Çalışmaları Dergisi*, 4(1), 39-47.
- Smith, J., Swallow, V., & Coyne, I. (2015). Involving parents in managing their child's long-term condition—a concept synthesis of family-centered care and partnership-in-care. *Journal of pediatric nursing*, 30(1), 143-159.
- Şahin, Ö. Ö., Topan, A., Suzan, Ö. K., & Canbaz, T. (2020). Examination of the status of nurses using family-centered-care while giving health care to children at hospitals. *Journal of Academic Research in Nursing*, 6(1):89-96.
- Şahin, Ö. Ö., Topan, A., Suzan, Ö. K., & Canbaz, T. (2020). Hastanede çocuklara bakım veren hemşirelerin aile merkezli bakım yaklaşımını kullanma durumlarının incelenmesi.
- Şener, D. K., & Karaca, A. (2017). Mutual expectations of mothers of hospitalized children and pediatric nurses who provided care: qualitative study. *Journal of pediatric nursing*, 34, e22-e28.

- Taşdemir Akkavak, D., & Sarıkaya Karabudak, S. (2019). Hastanede Yatan okul çağı çocukların hemşireyi ve hastaneyi algılama durumlarının incelenmesi. *Dokuz Eylül Üniversitesi Hemşirelik Fakültesi Elektronik Dergisi*, 12(1), 46-56.
- Trajkovski, S., Schmied, V., Vickers, M., & Jackson, D. (2012). Neonatal nurses' perspectives of family-centred care: a qualitative study. *Journal of Clinical Nursing*, 21(17-18), 2477-2487.
- Verma, A., Maria, A., Pandey, R. M., Hans, C., Verma, A., & Sherwani, F. (2017). Family-centered care to complement care of sick newborns: a randomized controlled trial. *Indian Pediatrics*, 54(6), 455-459.
- Wolff, J. L., & Boyd, C. M. (2015). A look at person-centered and family-centered care among older adults: results from a national survey. *Journal of general internal medicine*, 30(10), 1497-1504.
- Yavaş Çelik, M. (2018). Çocuk hastalarda aile merkezli bakım ve hemşirelik. *Sağlık ve Toplum*, 28(1), 26-31.
- Yayan, E. H., Dağ, Y. S., & Düken, M. E. (2018). Çocuk hemşiresi ve öğrencilerinin empatik eğilimlerinin aile merkezli yaklaşıma etkisinin incelenmesi. *Sağlık Bilimleri ve Meslekleri Dergisi*, 5(2), 179-187.
- Yu, Y. T., Hsieh, W. S., Hsu, C. H., Lin, Y. J., Lin, C. H., Hsieh, S., ... & Jeng, S. F. (2017). Family-centered care improved neonatal medical and neurobehavioral outcomes in preterm infants: randomized controlled trial. *Physical therapy*, 97(12), 1158-1168.

CULTURAL AND RELIGIOUS INFLUENCES ON MALE CIRCUMCISION: A SYSTEMATIC REVIEW

¹*Moyosore Omotola AFOLAYAN, ²Candan OZTURK*

¹*Cyprus Aydin University, Faculty of Nursing / Department of Health Sciences,
Ozankoy/Cyprus, moyosoreafolayan@cau.edu.tr*

²*Near East University, Faculty of Nursing / Department of Child Health and Diseases
Nursing Lefkosa/Cyprus, candan.ozturk@neu.edu.tr*

Abstract: Male circumcision, one of the oldest surgical procedures, is widely practiced and strongly shaped by cultural, religious, and social factors worldwide. Despite its prevalence, the procedure remains controversial due to its spiritual importance and concerns about its potential effects on sexual function and psychological well-being. This systematic review aims to comprehensively evaluate the cultural and religious influences on male circumcision across different regions, with a focus on why it is considered an essential rite of passage in some societies. The review also examines how religious beliefs and social norms affect decisions regarding circumcision and its long-term psychological and sexual health outcomes. While emphasizing Nigeria and sub-Saharan Africa due to high circumcision rates, the study also provides a comparative analysis, including the Middle East and Western countries. A comprehensive literature search was conducted across various academic databases following PRISMA guidelines. Sixty peer-reviewed studies published between 1995 and 2024 were included after screening by two independent reviewers. Studies unrelated to cultural influences or focusing on female genital mutilation were excluded. The study's findings reveal the deep cultural and ethical aspects of male circumcision that extend beyond its medical aspects. It is important to note that circumcision decreases the risk of HIV transmission significantly, reducing it by an estimated 60% in high-risk populations, and also lowers the rate of other sexually transmitted infections. This has promoted circumcision within the Middle East and North Africa public health initiatives. Psychological effects of circumcision vary, particularly when performed without consent, such as neonatal circumcision. While some studies report minimal impact, concerns about potential adverse effects on sexual function and mental health persist, likely influenced by cultural context, procedure methods, and individual factors like age and consent. There is significant variability in prevalence, with rates reaching 85–95% in Muslim-majority nations and Jewish communities, where the practice is frequently a religious or cultural custom. In contrast, Western nations, including the United States, Canada, and Australia, exhibit rates ranging from 20% to 60%, a disparity attributable to variations in cultural and public health strategies. rates in Western countries such as the US, Canada, and Australia range between 20% and 60%, reflecting different cultural and public health approaches. In summary, while male circumcision demonstrates significant public health benefits, especially concerning HIV prevention, its implementation necessitates careful consideration of its cultural, ethical, and psychological implications. Additional research is necessary to determine the long-term effects on psychology and sexual health within various ethnic groups.

Keywords: Male circumcision, cultural practices, religious beliefs, rites of passage, HIV prevention, sexual function, psychological effects.

THE SILENCE AROUND BREAST IRONING: A SYSTEMATIC REVIEW OF BARRIERS TO REPORTING AND HELP-SEEKING BEHAVIORS AMONG SURVIVORS

¹*Moyosore Omotola AFOLAYAN*, ²*Candan OZTURK*

¹*Cyprus Aydin University, Faculty of Nursing / Department of Health Sciences, Ozankoy/Cyprus, moyosoreafolayan@cau.edu.tr*

²*Near East University, Faculty of Nursing / Department of Child Health and Diseases Nursing Lefkosa/Cyprus, candan.ozturk@neu.edu.tr*

Abstract

Background: Breast ironing is one of the most unreported forms of gender-related violence, affecting around 3.8 million women and girls worldwide, mainly in West and Central Africa and among migrant communities in Europe. The harmful cultural practice of breast ironing, or breast flattening, involves the use of heated or hard objects on a girl's breast through pounding, pressing, or massage in an attempt to prevent sexual attention and delay development. Despite the prioritization of breast ironing by the United Nations Population Fund (UNFPA), there is limited research that systematically investigates the barriers faced by survivors in reporting and seeking assistance.

Objective: This systematic review aims to extensively identify, examine, and evaluate existing literature on challenges that prevent survivors of breast ironing from reporting their experiences and seeking appropriate support services, while analyzing the socio-cultural, psychological, and individual factors contributing to the silence of this practice.

Materials and Methods: This research performed Thematic synthesis and critical appraisal, following the guidelines for the structure of the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) checklist. A comprehensive search was conducted in PubMed, Web of Science, MEDLINE, PsycINFO, and regional African health databases for English-language studies published over the past decade, between 2015 and 2025, to ensure that it included peer-reviewed studies, NGO reports, and qualitative narratives that investigated breast ironing practices, experiences of survivor, and help-seeking behavior among survivors.

Results: A total of 47 studies met the inclusion criteria out of 2,167 records screened. Analysis revealed five main barrier categories: Complicity between culture and tradition, with the practice seen as a protective belief; Shame, embarrassment, and fear of exclusion from the society, especially in immigrant communities; Internal guilt and psychological, which causes silence and dissociation; Lack of policy frameworks, even in host nations where breast ironing is common among immigrant groups; and Lack of institutional recognition, including low awareness among educators, health professionals, and law enforcement. These barriers work together to create a culture of silence that maintains this practice and hinders effective intervention.

Conclusion: Socio-cultural acceptance, institutional neglect, and psychological repression encourage the silence regarding breast ironing. Breaking the silence around breast ironing requires coordinated, culturally sensitive interventions addressing multiple barrier levels simultaneously. Priority areas include healthcare provider training, legal framework development, community engagement strategies, and survivor-centered support services. The urgent need for coordinated, culturally sensitive awareness, support system centers for survivors, compulsory reporting procedures, and clear legislation is highlighted in this study's findings. To transform breast ironing from an unresolved trauma into a visible, actionable human rights issue, these gaps must be addressed.

International IV. Scientific and Academic Research Congress (01-04 July 2025) – Gjirokaster/Albania
(Abstract and Proceedings Full Text Book)

Keywords: Breast ironing, gender-based violence, help-seeking behavior, cultural practices, survivor support.

THE LINK BETWEEN JOB CREEP AS A NEW ORGANIZATIONAL ISSUE AND CYNICAL ATTITUDES

Mehmet Ali CANBOLAT¹, Abdurrahman GÜMRAH²

*¹Karamanoğlu Mehmetbey University, Department of Management and Organization,
malican70@gmail.com, Karaman / Türkiye*

*²Selçuk University, Department of Management and Organization, agumrah@gmail.com,
Konya / Türkiye*

Abstract: The aim of this study is to examine the relationship between *job creep*, a concept that has recently gained attention in the organizational behavior literature, and *organizational cynicism*, which reflects employees' negative attitudes toward their organization. The study was conducted using a quantitative research design and employed a survey technique. The collected data were analyzed using statistical methods. The majority of the participants were between the ages of 36 and 45, with a significant portion being male, university graduates, married, having 0–5 years of work experience, and working in the service sector. The results of the correlation analysis revealed a moderately strong and positive relationship between job creep and organizational cynicism. This finding indicates that employees' exposure to continuously increasing workloads beyond their defined roles may lead to the development of negative attitudes toward the organization. The results emphasize the importance of workload management, clearly defined job descriptions, and support mechanisms for employees.

Keywords: Job Creep, Organizational Cynicism, Organizational Behavior, Workload, Employee Attitudes

INTRODUCTION AND THEORETICAL FRAMEWORK

The fundamental building block of organizations is the individual. In addition to physical efforts, individuals may also be exposed to a range of cognitive and emotional experiences. This forms the focus of both positive and negative organizational psychology. Although the literature includes a variety of negative organizational behavior variables, two key concepts that have attracted attention in this context are organizational cynicism and job creep.

Organizational cynicism is generally defined as a set of negative attitudes toward the organization. Bateman et al. (1992: 768) describe organizational cynicism as negative and distrustful attitudes toward authority and the organization. Similarly, James (2005: 27) characterizes it as an individual's attitude shaped by negative beliefs, emotions, and related behaviors toward the employing organization, which is also a response to a history of social and personal experiences influenced by environmental factors. In this regard, organizational cynicism refers to a state in which employees perceive that management does not genuinely reflect its intentions, takes certain decisions merely to create a positive image, displays insincere behaviors, and that organizational change programs ultimately serve managerial

interests. Such an environment fosters skepticism and distrust among employees (Koçel, 2015: 536). In the literature, organizational cynicism is commonly understood to consist of three dimensions: cognitive, affective, and behavioral (Chi et al., 2020: 6).

Previous research has investigated the influence of organizational cynicism on various negative organizational behaviors such as counterproductive work behavior and turnover intention (Bektaş, 2020), burnout (Erkal, 2020), nepotism, psychological contract breach (Sunman, 2017), and organizational exclusion (Soybalı & Pelit, 2019). Additionally, its relationship with other negative behaviors such as workplace loneliness (Hoşgör & Cin, 2020), organizational alienation and loneliness (Kayaalp & Özdemir, 2020), and counterproductive behaviors (Naseer et al., 2020) has also been explored.

On the other hand, job creep refers to the gradual and continuous increase in an employee's unofficially assigned duties and responsibilities, resulting in an expansion of their role boundaries (Van Dyne & Ellis, 2004: 184). Job creep does not stem from the employee's own voluntary actions but arises from the social pressure to consistently perform these extra-role behaviors (Erden, 2015: 14). Over time, employees may realize that these tasks persistently fall on them and begin to feel discomfort about the situation (Canbolat, 2024: 378). Although the term job creep was introduced nearly two decades ago, its investigation has been limited due to the lack of a standardized measurement tool until recently.

To date, the literature includes a 13-item scale developed by Canbolat (2024), a doctoral dissertation conducted by Erden (2015), and a qualitative study by Nizami et al. (2024). These limited sources suggest that job creep remains underexplored. Accordingly, the present study aims to examine the relationship between two negative organizational behavior variables—job creep and organizational cynicism. This objective highlights the originality and contribution of the research.

METHOD

The study was conducted with 434 participants working in various sectors in the province of Karaman. The research was designed using a quantitative methodology, and data were collected through a survey technique. To measure organizational cynicism, the Organizational Cynicism Scale developed by Brandes et al. (1999) and adapted into Turkish by Karacaoğlu and İnce (2012) with established validity and reliability was utilized. This scale consists of 13 items across three dimensions.

To measure job creep, the 13-item, three-dimensional scale developed in Turkish by Canbolat (2024) was employed. Data were collected online in July 2025. Following reliability analyses, frequency and correlation analyses were applied to the data.

FINDINGS

According to the frequency analysis results, the majority of participants were between the ages of 36 and 45 (32.3%), male (28.6%), university graduates (57.8%), married (54.8%), with 0–5 years of work experience (34.6%), and employed in the service sector (24.0%).

The results of the reliability tests applied to the scales and their subdimensions, along with the correlation analysis findings, are presented in Table 1.

Table 1. Reliability and Correlation Test Results

	Mean	SD	1	2	3	4	5	6	7	8
1-Job Creep	3,311	,933	(,904)	,921**	,737**	,604**	,593**	,651**	,356**	,485**
2-Additional Workload	3,321	1,194		(,927)	,524**	,449**	,560**	,626**	,331**	,451**
3-Helpfulness	3,725	1,176			(,898)	,142**	,255**	,359**	0,057	,218**
4-Withdrawal	2,742	1,147				(,796)	,575**	,503**	,487**	,474**
5-Organizational Cynicism	2,731	,973					(,927)	,855**	,853**	,841**
6-Cognitive Cynicism	2,927	1,097						(,884)	,566**	,568**
7-Affective Cynicism	2,458	1,227							(,951)	,618**
8-Behavioral Cynicism	2,758	1,122								(,840)

** . Correlation is significant at the 0.01 level (2-tailed).

Note: The values shown in parentheses indicate the Cronbach's Alpha reliability coefficients for each scale/dimension. SD: Standard Deviation.

As shown in Table 1, the job creep scale and the organizational cynicism scale, along with their subdimensions, demonstrated high levels of Cronbach's Alpha coefficients. This indicates that the obtained data can be considered reliable. Furthermore, the job creep scale and its subdimensions were found to have positive and statistically significant relationships at various levels with the organizational cynicism scale and its subdimensions. Specifically, the relationship between job creep and organizational cynicism was moderate, with a correlation coefficient of .593. In other words, as participants' perception of job creep increases, their levels of organizational cynicism also increase. However, no statistically significant relationship was found between affective cynicism and helpfulness ($p > .05$).

CONCLUSION

This study examined the relationship between *job creep*, a relatively newly measured concept in the organizational behavior literature, and organizational cynicism. Regarding the participant profile, the majority of the sample consisted of individuals aged between 36 and 45 (32.3%), with a significant portion being male (28.6%), university graduates (57.8%), married (54.8%), having 0–5 years of work experience (34.6%), and primarily employed in the service sector (24.0%).

Correlation analysis results revealed a positive and moderately strong significant relationship between job creep and organizational cynicism. This suggests that employees' exposure to continuously increasing workloads beyond their defined job roles may lead to the development of negative attitudes toward the organization. Particularly, unclear job boundaries and lack of managerial support can contribute to feelings of alienation, distrust, and negative emotions among employees.

Based on these findings, the following recommendations can be made:

- Clarification of Job Descriptions: Organizations should clearly define and delineate the scope of tasks assigned to employees. This can help minimize instances of job creep and thereby reduce organizational cynicism.
- Workload Balance and Fairness: Managers should distribute tasks fairly and evenly, avoiding the continuous assignment of duties that exceed employees' capacities. Such practices are expected to positively influence organizational commitment and motivation.
- Participatory Management Approaches: Including employees' opinions and suggestions in decision-making processes may enhance their trust in the organization and reduce cynical attitudes.
- Psychological Support Mechanisms: Providing psychological counseling and support services to employees experiencing job creep can help decrease levels of burnout and cynicism.
- Training and Awareness Programs: Both managers and employees should be offered training programs to increase awareness about negative organizational behaviors such as job creep and cynicism.

REFERENCES

- Bateman, T. S., Sakano, T. & Fujita, M. (1992). Roger, me, and my attitude: Film propaganda and cynicism toward corporate leadership. *Journal of Applied Psychology*, 77 (5): 768-771.
- Bektaş, İ. (2020). *Örgütsel Adalet ve Örgütsel Sinizmin Üretkenlik Karşısı Davranışlar Üzerine Etkisi ve Bir Araştırma*, Yayınlanmamış Doktora Tezi, İstanbul Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.
- Brandes, P., Dharwadkar, R. & Dean, J. W. (1999). Does organizational cynicism matter? Employee and supervisor perspectives on work outcomes. *Eastern Academy of Management Proceedings*, 2: 150-153.
- Canbolat, M. A. (2024). İş Taşması (Job Creep) Ölçeğinin Geliştirilmesi: Geçerlik ve Güvenirlik Çalışması. *Dicle Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, (36): 377-398.
- Erden, N. S. (2015). Extra-role behaviors and job creep: The relationships between affect, withdrawal behaviors and organizayional identification Yayınlanmamış Doktora Tezi, Marmara Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.
- Erkal, E. A. (2020). *İşte Var Olamama Bağlamında Örgütsel Sinizmin Tükenmişlik Üzerine Etkisi: Atatürk Üniversitesi Helitam Örneği*, Yayınlanmamış Doktora Tezi, Atatürk Üniversitesi Sosyal Bilimler Enstitüsü, Erzurum.

- Hoşgör, H. & Cin, S. (2020). İşyeri yalnızlığı ile örgütsel sinizm ilişkisi: Bir eğitim ve araştırma hastanesinde uygulama. *Turkish Studies*, 15 (5): 2449-2461.
- James, M. S. L. (2005). Antecedents and Consequences of Cynicism in Organizations: An Examination of the Potential Positive and Negative Effects on School Systems, Unpublished Doctoral Thesis, Florida State University College of Business, Tallahassee.
- Karacaoğlu, K. & İnce, F. (2013). Pozitif örgütsel davranışın örgütsel sinizm üzerindeki etkileri: Kayseri ilindeki imalat sanayi işletmelerinde bir uygulama. *Süleyman Demirel Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 18 (1): 181-202.
- Kayaalp, E. & Özdemir, T. Y. (2020). Öğretmenlerin örgütsel sessizlik, örgütsel yalnızlık ve örgütsel yabancılaşma algılarının örgütsel sinizm düzeyleriyle ilişkisi. *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi* (38): 101-113.
- Koçel, T. (2015). *İşletme Yöneticiliği* (16. Baskı). İstanbul: Beta Yayıncılık.
- Naseer, S., Raja, U., Syed, F. & Baig, M. U. A. (2020). When and why organizational cynicism leads to CWBs. *Personnel Review*, 50 (1): 90-107.
- Nizami, G., Eşkin Bacaksız, F., Coşkun, F., & Doğan Merih, Y., (2024). Hemşirelerin İş Taşması Deneyimleri: Algılar, Etkiler ve Sonuçlar, 4. Ulusal Hemşirelikte Yönetim Kongresi, Eskişehir.
- Soybalı, H. H. & Pelit, O. (2019). Otel işgörenlerinin örgütsel dışlanma algılarının örgütsel sinizm düzeylerine etkisi: Beş yıldızlı otel işletmelerinde bir araştırma. *İşletme Araştırmaları Dergisi*, 11 (2): 1125-1246.
- Van Dyne, L. & Ellis, J. B. (2004). Job Creep: A Reactance Theory Perspective on Organizational Citizenship Behavior as Over-Fulfillment of Obligations. (Eds.: J.C. Shapiro, L.Shore, S. Taylor ve L. Tetrick). *The Employment Relationship: 80 Examining Psychological and A Contextual Perspectives*, 181-205. Oxford, NY: Oxford University Press.
- Yılmaz, E. (2019). *Nepotizm ile Örgütsel Sinizmin Boyutları İlişkisi Üzerine Bir Araştırma*, Yayınlanmamış Yüksek Lisans Tezi, Çukurova Üniversitesi Sosyal Bilimler Enstitüsü, Adana.

AN ANALYSIS OF GRADUATE THESES PRODUCED IN TÜRKİYE ON THE CONCEPT OF “QUIET QUITTING”

Mehmet Ali CANBOLAT¹

*¹ Karamanoğlu Mehmetbey University, Department of Management and Organization,
malican70@gmail.com, Karaman / Türkiye*

Abstract:

The concept of “Quiet Quitting,” which emerged during the COVID-19 pandemic, has increasingly become the focus of academic research. This phenomenon refers to employees performing only the minimum requirements of their job roles, avoiding extra effort, and investing less emotional and mental engagement in their work. In recent years, various measurement tools have been developed to assess quiet quitting, and numerous studies have examined its relationships with various organizational and psychological variables. In this context, compiling and analyzing the existing literature on quiet quitting can contribute to a deeper understanding of the concept. Accordingly, this study aims to provide a comprehensive evaluation of quiet quitting by reviewing graduate theses conducted in Türkiye on the subject.

Keywords: Quiet Quitting, Quiet Renunciation, Noisy Quietness

INTRODUCTION AND THEORETICAL FRAMEWORK

In recent years, especially in the post-pandemic period, a notable concept has emerged in the business world: quiet quitting. This phenomenon refers to employees choosing not to perform extra tasks beyond their job descriptions and fulfilling only the obligations specified in their contracts (Pevec, 2023, p. 131). Increasingly accepted in organizational behavior, this new concept can be regarded as an indicator of declining employee commitment and motivation.

The term “quiet quitting” first gained widespread attention at the end of July 2022 through a video shared on the TikTok platform by Zayed Khan, a 24-year-old software engineer and musician living in New York. In his viral video, Khan expressed his criticism of the culture of overwork by stating, “You are still completing your tasks, but you no longer adhere to the urgent cultural mindset that work should be the center of your life.” The concept quickly resonated particularly among Generation Z workers and subsequently entered managerial discourse. The earliest documented use of the term in the literature was in an article by Pearce Matt titled “Gen Z didn’t coin ‘quiet quitting’ — Gen X did,” published in the Los Angeles Times (Pearce, 2022).

Quiet quitting can be explained through Social Exchange Theory (SET), Job Embeddedness Theory (JET), and the Theory of Planned Behavior (TPB) (Xueyun et al., 2024, p. 4). Moreover, a study framed within the Leader-Member Exchange (LMX) theory demonstrates that strong leader-member relationships reduce perceptions of psychological contract breach, thereby mitigating quiet quitting behaviors (Baran et al., 2024, p. 7). At the organizational

level, quiet quitting leads to adverse outcomes such as productivity loss, lack of innovation, and low employee engagement. This situation may weaken organizational culture and jeopardize long-term sustainability (Pevec, 2023, pp. 131-132).

METHOD

The research design is a case study, which is one of the qualitative research methods. Document analysis was used as the data collection method. The documents were obtained from the National Thesis Center database of the Council of Higher Education (CoHE) in Turkey.

FINDINGS

The keyword 'quiet quitting' was solely used for the search in the CoHE database, and a total of 22 postgraduate theses published between 2023 and 2025 were identified. The findings are presented in Table 1.

Table 1. Postgraduate Theses on the Topic of Quiet Quitting

Author	Thesis Type	University	Other Research Variables	Research Design
Yüksel Ağargün (2025)	PhD	Marmara University	social justice, job demands, self-leadership, psychological distress	Quantitative
Türk Can (2025)	Master's	Marmara University	individual and organizational factors, impostor phenomenon	Quantitative
Karasioğlu (2024)	Master's	Ankara Yıldırım Beyazıt University	organizational silence, communication satisfaction	Quantitative
Bakır (2025)	Master's	İstanbul Nişantaşı University	work life balance, burnout	Quantitative
Yılmaz (2025)	Master's	İstanbul Kültür University	job stress, coping through workplace humor	Quantitative
Uzun (2025)	Master's	Bursa Teknik University	visionary leadership	Quantitative
Abdullahoğlu (2025)	Master's	İstanbul Kültür University	organizational commitment, organizational dehumanization	Quantitative
Kılıç (2025)	Master's	Yıldız Teknik University	authentic leadership, turnover intention	Quantitative
Arı (2025)	Master's	Erzurum Teknik University	-	Quantitative
Hakverdi Aydın (2024)	Master's	Yıldız Teknik University	organizational justice, ethical leadership	Quantitative
Akın (2024)	PhD	İstanbul Nişantaşı University	job satisfaction, organizational silence, turnover intention, burnout, job commitment	Quantitative
Çağlar (2024)	Master's	Dokuz Eylül University	antecedents and consequences	Qualitative
Zeybek (2024)	Master's	İstanbul Beykent University	job stress, empowering leadership	Quantitative
Kılıç (2024)	Master's	Muğla Sıtkı Koçman University	-	Quantitative
Karaimam (2024)	Master's	Erciyes University	leadership styles	Quantitative
Aycan (2024)	Master's	Yıldız Teknik University	employee intentions	Quantitative & Qualitative
Tanır (2024)	Master's	Akdeniz University	-	Qualitative
Aksoy (2024)	Master's	Ufuk University	work life balance, toxic manager behaviors	Quantitative
Yumak (2024)	Master's	İstanbul Beykent	professional commitment, employee	Quantitative

		University	happiness	
Kobak (2023)	Master's	Yıldız Teknik University	-	Qualitative
Tatlı (2023)	PhD	Nevşehir Hacı Bektaş Veli University	politic skills, ethical climate, work engagement	Quantitative
Özcan (2023)	Master's	Sivas Cumhuriyet University	-	Quantitative

Source: CoHE Thesis Database

As shown in Table 1, a review of postgraduate theses on the topic of quiet quitting reveals that the majority were conducted at the master's level. Of the 22 theses identified, 19 were master's theses, while only 3 were doctoral dissertations. This distribution suggests that the topic is still emerging and has primarily attracted the interest of early-career researchers. In terms of institutional distribution, Yıldız Technical University stands out with four theses, followed by İstanbul Kültür, İstanbul Nişantaşı, and İstanbul Beykent Universities, each contributing two. The remaining universities each contributed one thesis, indicating that academic interest is particularly concentrated in institutions located in Istanbul.

When examined chronologically, only three theses were published in 2023, while this number increased significantly to eleven in 2024 and remained strong with eight in 2025. This trend indicates a rapidly growing academic interest in the phenomenon of quiet quitting. Regarding research design, a clear preference for quantitative methods is evident: 18 of the 22 theses employed solely quantitative approaches, three used qualitative methods, and only one adopted a mixed-methods design. This demonstrates a general tendency among researchers to approach the subject through measurable, survey-based data.

The theses frequently addressed variables such as leadership styles, organizational silence, job stress, burnout, work-life balance, employee commitment, and ethical climate—topics primarily rooted in organizational behavior. This indicates that quiet quitting has largely been studied within the context of workplace dynamics and leadership styles. Some studies, however, explored less commonly examined concepts, including psychological distress, the impostor phenomenon, and organizational dehumanization. A few theses did not specify any additional research variables.

CONCLUSION AND RECOMMENDATIONS

This study, designed as a qualitative case study, employed document analysis to examine postgraduate theses related to the concept of "quiet quitting." Based on data retrieved from the National Thesis Center database of the Council of Higher Education (CoHE) in Turkey, 22 relevant theses published between 2023 and 2025 were identified and analyzed.

The bibliometric findings indicate a rapidly growing academic interest in the subject, particularly in the aftermath of the COVID-19 pandemic. The majority of the identified studies were master's theses, suggesting that the topic has become a popular area of inquiry among early-stage researchers. Furthermore, most of the research was conducted in universities based in Istanbul, with Yıldız Technical University producing the highest number of theses on this topic. The data also reveal a clear preference for quantitative research methods, while qualitative and mixed-method approaches remain underutilized.

In terms of content, the theses commonly explored themes such as leadership styles, organizational silence, job stress, burnout, work-life balance, and employee commitment—highlighting a strong link between quiet quitting and broader organizational behavior constructs. Although a few studies examined less conventional variables, such as the impostor phenomenon or organizational dehumanization, there is still limited conceptual diversity in the field.

Given these insights, future research should consider adopting more diverse methodological approaches, including qualitative and mixed-method designs, to gain a deeper understanding of the psychological and contextual factors underlying quiet quitting. Moreover, expanding the scope beyond the frequently studied variables and incorporating comparative analyses across sectors and cultures may contribute to a more comprehensive theoretical framework. As an emerging topic, quiet quitting presents ample opportunities for scholarly exploration, especially in terms of developing localized and culturally nuanced models of employee disengagement.

REFERENCES

- Abdullohoğlu, F. (2025). Örgütsel insandışlaştırma ve sessiz istifa arasındaki ilişkide örgütsel bağlılığın düzenleyici rolü: Türkiye'de sağlık sektöründe bir araştırma (Yayınlanmamış Yüksek Lisans Tezi). İstanbul Kültür Üniversitesi, Lisansüstü Eğitim Enstitüsü, İstanbul.
- Ağargün, A. Y. (2025). Quiet quitting and turnover intention: The effects of perceived social justice, job demands, self-leadership, and the mediating role of psychological distress (Yayınlanmamış Doktora Tezi). Marmara Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.
- Akın, A. (2024). Konaklama işletmelerindeki iç müşterilerde sessiz istifaya neden olan değişkenlerin analizi (Yayınlanmamış Doktora Tezi). İstanbul Nişantaşı Üniversitesi, Lisansüstü Eğitim Enstitüsü, İstanbul.
- Aksoy, D. (2024). İş yaşam dengesi, toksik yönetici davranışları ve çalışanların sessiz istifası arasındaki ilişkilerin incelenmesi (Yayınlanmamış Yüksek Lisans Tezi). Ufuk Üniversitesi, Sosyal Bilimler Enstitüsü, Ankara.
- Arı, B. (2025). Beden eğitimi ve spor öğretmenlerinin sessiz istifa tutumlarının incelenmesi (Erzurum ili örneği) (Yayınlanmamış Yüksek Lisans Tezi). Erzurum Teknik Üniversitesi, Sağlık Bilimleri Enstitüsü, Erzurum.
- Aycan, H. B. (2024). Finans sektöründe çalışanların işten ayrılma niyetlerinin ve sessiz istifalarının insan kaynakları analitiği yöntemleri ile tahmin edilmesi (Yayınlanmamış Yüksek Lisans Tezi). Yıldız Teknik Üniversitesi, Fen Bilimleri Enstitüsü, İstanbul.
- Bakır, N. (2025). Sağlık çalışanlarının iş yaşam dengesi, sessiz istifa ve tükenmişlik düzeylerinin araştırılması (Yayınlanmamış Yüksek Lisans Tezi). İstanbul Nişantaşı Üniversitesi, Lisansüstü Eğitim Enstitüsü, İstanbul.
- Baran, H., Karavelioğlu, C., & Karavelioğlu, M. B. (2024). The Mediating Role of Psychological Contract Breach in the Influence of Leader-Member Exchange on Quiet

Quitting Among Coaches. *BMC Psychology*, Preprint: 1-21.
<https://doi.org/10.21203/rs.3.rs-5310220/v1>

Çağlar, D. (2024). Sessiz istifanın öncülleri ve sonuçları üzerine nitel bir araştırma (Yayınlanmamış Yüksek Lisans Tezi). Dokuz Eylül Üniversitesi, Sosyal Bilimler Enstitüsü, İzmir.

CoHE Thesis Database. <https://tez.yok.gov.tr/>. Access date: 16.07.2025.

Hakverdi Aydın, B. (2024). Etik liderliğin sessiz istifa üzerindeki etkisinde örgütsel adaletin rolüne yönelik bir araştırma (Yayınlanmamış Yüksek Lisans Tezi). Yıldız Teknik Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.

Karaimam, S. (2024). Liderlik tarzlarının çalışanların sessiz istifa eğilimleri üzerindeki etkisi (Yayınlanmamış Yüksek Lisans Tezi). Erciyes Üniversitesi, Sosyal Bilimler Enstitüsü, Kayseri.

Karasioğlu, H. H. (2024). Organizational silence, communication satisfaction and quiet quitting: A study in a public institution (Yayınlanmamış Yüksek Lisans Tezi). Ankara Yıldırım Beyazıt Üniversitesi, Sosyal Bilimler Enstitüsü, Ankara.

Kılıç, B. (2024). Öğretmenlerde sessiz istifa (Muğla ili örneği) (Yayınlanmamış Yüksek Lisans Tezi). Muğla Sıtkı Koçman Üniversitesi, Eğitim Bilimleri Enstitüsü, Muğla.

Kılıç, T. (2025). Otantik liderliğin sessiz istifa ve işten ayrılma eğilimine etkisi: Gıda sektöründe bir uygulama (Yayınlanmamış Yüksek Lisans Tezi). Yıldız Teknik Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.

Kobak, Ö. (2023). Sessiz istifa kavramına ilişkin bir model önerisi (Yayınlanmamış Yüksek Lisans Tezi). Yıldız Teknik Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.

Özcan, E. (2023). Sağlıkta sessiz istifa eğiliminin nedenleri ve çözüm yolları (Yayınlanmamış Yüksek Lisans Tezi). Sivas Cumhuriyet Üniversitesi, Sosyal Bilimler Enstitüsü, Sivas.

Pearce, M. (2022). Gen Z didn't coin 'quietquitting'-Gen X did <https://www.latimes.com/entertainment-arts/story/2022-08-27/la-ent-quiet-quitting-origins#:~:text=The%20Insider%20story%20appears%20to,riff%20on%20the%20Insider%20story>

Pevec, N. (2023). The Concept of Identifying Factors of Quiet Quitting in Organizations: An Integrative Literature Review. *Challenges of the Future/Izzivi Prihodnosti*, 8 (2): 128-147.

Tanır, Y. (2024). Öğretmenlerden yeni tepki: Sessiz istifa (Yayınlanmamış Yüksek Lisans Tezi). Akdeniz Üniversitesi, Eğitim Bilimleri Enstitüsü, Antalya.

Tatlı, M. (2023). Etik iklimin işe angaje olma ve sessiz istifa üzerindeki etkisinde politik becerilerin rolü: Kamu çalışanları örneği (Yayınlanmamış Doktora Tezi). Nevşehir Hacı Bektaş Veli Üniversitesi, Sosyal Bilimler Enstitüsü, Nevşehir.

Türk Can, Ö. (2025). The role of individual and organizational factors in the relationship between the impostor phenomenon and quietquitting (Yayınlanmamış Yüksek Lisans Tezi). Marmara Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.

- Uzun, S. (2025). Vizyoner liderliğin sessiz istifa üzerine etkisi: Örnek bir uygulama (Yayınlanmamış Yüksek Lisans Tezi). Bursa Teknik Üniversitesi, Lisansüstü Eğitim Enstitüsü, Bursa.
- Xueyun, Z., Yang, Q., & Al Mamun, A. (2024). Predicting the Quiet Quitting Intention Among the Generation Z Workforce in Hotel Industry. *Journal of Quality Assurance in Hospitality & Tourism*, 1-30. <https://doi.org/10.1080/1528008X.2024.2393336>
- Yılmaz, B. (2025). İş stresi ve sessiz istifa tutumu: İş yerinde mizah yoluyla başa çıkmanın düzenleyici rolü (Yayınlanmamış Yüksek Lisans Tezi). İstanbul Kültür Üniversitesi, Lisansüstü Eğitim Enstitüsü, İstanbul.
- Yumak, K. (2024). Mesleki adanmışlığın ve çalışan mutluluğunun sessiz istifa üzerindeki etkisinin incelenmesi, sağlık yönetiminde bir çalışma (Yayınlanmamış Yüksek Lisans Tezi). İstanbul Beykent Üniversitesi, Lisansüstü Eğitim Enstitüsü, İstanbul.
- Zeybek, T. (2024). Güçlendirici liderlik ile çalışanların sessiz istifa davranışları arasındaki ilişkide iş stresinin aracı rolü (Yayınlanmamış Yüksek Lisans Tezi). İstanbul Beykent Üniversitesi, Lisansüstü Eğitim Enstitüsü, İstanbul.

DÜNDEN BUGÜNE İNSAN KAYNAKLARI YÖNETİMİ: DEĞİŞİM, DÖNÜŞÜM VE GELECEK VİZYONU

Ahmet EKİZER¹, Kubilay ÖZER²

¹Selçuk Üniversitesi, Hukuk Müşavirliği, ahmetekizer@hotmail.com, Konya / Türkiye

*²Karamanoğlu Mehmetbey Üniversitesi, Sağlık Bilimleri Fakültesi,
kubilayozer@hotmail.com, Karaman / Türkiye*

Öz: İnsan kaynakları yönetimi (İKY), günümüz iş dünyasında işletmelerin rekabet avantajı elde etmesinde kilit rol oynayan, çalışan odaklı stratejik bir yönetim felsefesidir. Geçmişteki personel yönetiminin aksine, İKY artık sadece idari süreçleri değil, aynı zamanda işletmenin genel hedefleriyle uyumlu, proaktif ve bütüncül bir yaklaşımı benimsemektedir. Küreselleşme, hızla gelişen teknolojiler ve işgücünün demografik yapısındaki değişimler gibi dinamikler, İKY'nin önemini her geçen gün artırmaktadır. İKY'nin temel işlevleri, bir çalışanın şirkete girişinden ayrılışına kadar olan tüm süreçleri kapsar. Bu işlevler arasında iş analizi, doğru pozisyon için doğru adayları belirlemeyi sağlayan işe alım ve seçme, çalışanların yetkinliklerini geliştirmeye yönelik eğitim ve geliştirme programları, performansın objektif bir şekilde değerlendirildiği performans yönetimi, adil ve motive edici bir ücretlendirme ve ödüllendirme sistemi ile çalışanların kariyer yolculuklarını şekillendiren kariyer planlama yer alır. Bu süreçler, çalışanların bağlılığını, motivasyonunu ve verimliliğini artırarak örgütsel hedeflere ulaşılmasında kritik bir rol oynar. Sonuç olarak, bu çalışma İKY'nin tarihsel evrimini, temel işlevlerini incelemektedir. Elde edilen bulgular, İKY'nin salt bir çalışan yönetimi işlevi olmaktan öte, işletmelerin stratejik hedeflerine ulaşmasında ve sürdürülebilir başarı elde etmesinde vazgeçilmez bir araç olduğunu açıkça ortaya koymaktadır. Gelecek dönemde dijital dönüşüm ve yapay zekânın etkisiyle İKY süreçleri veri analitiği ve otomasyon odaklı hale gelecek, bu da insan kaynakları yöneticilerinin dönüşüme uyum sağlamasını zorunlu kılacaktır. Dinamik piyasa koşullarına uyum sağlayabilen ve insan kaynağını en verimli şekilde kullanabilen işletmelerin gelecekte de rekabetçi kalabilmesi için İKY'ye yatırım yapmaları kaçınılmazdır.

Anahtar kelimeler: Strateji, Yönetim, İnsan kaynağı,

FROM YESTERDAY TO TODAY HUMAN RESOURCES MANAGEMENT: CHANGE, TRANSFORMATION AND FUTURE VISION

Ahmet EKİZER¹ Kubilay ÖZER²,

¹Selçuk University, Legal Consultancy, ahmetekizer@hotmail.com, Konya / Türkiye

*²Karamanoğlu Mehmetbey University, Faculty of Health Sciences,
kubilayozer@hotmail.com, Karaman / Türkiye*

Abstract: Human Resources Management (HRM) is a contemporary, employee-centric strategic management philosophy that plays a key role in helping businesses gain a competitive advantage in today's business world. Unlike traditional personnel management, HRM now adopts a proactive and holistic approach that is aligned with the overall goals of the business, not just administrative processes. Dynamics such as globalization, rapidly developing technologies, and changes in the demographic structure of the workforce are increasing the importance of HRM every day. The basic functions of HRM cover all processes from an employee's entry into the company to their departure. These functions include job analysis, recruitment and selection to identify the right candidates for the right positions, training and development programs to enhance employee competencies, performance management for objective performance evaluation, a fair and motivating compensation and reward system, and career planning to shape employees' career paths. These processes play a critical role in increasing employee commitment, motivation, and productivity, thereby contributing to the achievement of organizational goals. In conclusion, this study examines the historical evolution and basic functions of HRM. The findings clearly show that HRM is not merely an employee management function, but an indispensable tool for businesses to achieve their strategic goals and sustainable success. In the coming period, with the impact of digital transformation and artificial intelligence, HR processes will become data analytics and automation-focused, which will necessitate human resources managers adapting to this transformation. Investing in HRM is inevitable for businesses that can adapt to dynamic market conditions and utilize human resources most efficiently, in order to remain competitive in the future.

Keywords: Strategy, Management, Human Resources

GİRİŞ

Tarihsel olarak personel yönetimi gibi idari uygulamalardan başlayan İKY, zaman içinde stratejik bir fonksiyon hâline dönüşmüş ve işletmelerin rekabet gücünü artırmada kritik bir rol oynamaya başlamıştır. Bu dönüşümün arkasında küreselleşme, teknolojik ilerlemeler, değişen iş gücü dinamikleri gibi gelişmeler yer almaktadır. Bu bağlamda, planlama ve iş analizi, bilgi sistemleri yönetimi, eğitim ve geliştirme, kariyer yönetimi, ücret ve ödül yönetimi, performans yönetimi, toplam kalite yönetimi, liderlik yönetimi gibi birçok yönüyle işleyen bir fonksiyon olarak İKY, özellikle ortaya çıkan değişim-dönüşüm dinamikleri çerçevesinde önemli bir rol oynamaktadır.

İKY'nin tarihsel evriminde, personel yönetimi anlayışından stratejik insan kaynakları yönetimi ve nihayet çevik ve bütüncül yaklaşımlara geçiş görülmektedir. Bu gelişim süreci, İKY'nin işe alım, eğitim, performans yönetimi ve kariyer planlama gibi fonksiyonlarını sürekli olarak yeniden tasarlamasını gerektirmektedir. Gelecek dönemde, dijital dönüşüm ve yapay zekâ gibi teknolojik gelişmelerin de etkisiyle İKY süreçleri veri analitiği ve otomasyon odaklı süreçlerle daha entegre bir yapıya bürünecektir. İnsan kaynakları yöneticilerinin bu dönüşüme uyum sağlaması hem rekabet avantajını korumak hem de çalışan memnuniyetini artırmak için büyük önem taşımaktadır. Sonuç olarak, İKY, işletmelerin sürdürülebilir başarı elde edebilmeleri için stratejik bir unsur olmaya devam edecektir.

Bu çalışmanın amacı, insan kaynakları yönetimi (İKY) kavramının tarihsel gelişimini, temel işlevlerini ve ilkelerini inceleyerek, günümüz işletmelerinde stratejik bir fonksiyon olarak artan önemini ortaya koymaktır. Bu çalışma, insan kaynakları yönetimi alanındaki kapsamlı literatür taramasına dayalı kavramsal bir araştırma niteliğindedir.

İKY Kavramı ve İçeriği

İnsan kaynakları yönetimi (İKY), bir örgütteki en değerli kaynağın “insan” olduğu kabulü üzerine inşa edilmiş bir yönetim disiplini (Armstrong, 2012) olarak ele alınabilir. İşletmelerin hızla değişmekte olan rekabet koşulları çerçevesinde, yüksek performansın yanı sıra sürdürülebilirlik hedeflerine ulaşabilmelerinde, nitelikli insan kaynağının doğru şekilde seçilmesi, yetiştirilmesi ve yönetilmesi kritik bir önem taşımaktadır (Ulrich, 1997). Günümüzü niteleyen küreselleşmiş pazarlarda, çalışanların bilgi, beceri ve motivasyon düzeylerinin, örgüt başarısını doğrudan etkileyen anahtar faktörler hâline gelmesi bağlamında bu önem giderek artmaktadır.

İnsan kaynakları yönetimi, personel yönetimini çağdaş bir yaklaşım ve bakış açısıyla ele alarak, insan unsurunu örgütün merkezine almayı önelemektedir. Diğer bir deyişle insan kaynakları yönetimi; bireyin kuruma yararlı olacak şekilde, yasal çerçeve içinde kalarak, etkin yönetilmesini sağlayan işlev ve çalışmaların tamamını kapsamaktadır ki günümüzde; işgücüyle ilgili maliyetler, verim, değişim gibi unsurlar, insan kaynağının önemini her zamankinden daha da önemli hale getirmiştir (Ökmen, 2021).

İnsan kaynakları yönetimi, işletmenin amaçlarına ulaşması için gerekli olan insan kaynağının planlanmasından örgüt içi gelişimlerine kadar uzanan ve geniş yelpazede bir dizi faaliyeti gerekli kılan kapsamlı bir süreçtir. Bu süreçte, iş analizleri, işe alım, eğitim, performans yönetimi, ücretlendirme, kariyer planlama ve endüstriyel ilişkiler gibi fonksiyonlar yer alır (Dessler, 2013). İKY'yi yalnızca idari bir birim olarak görmek, günümüzün çok boyutlu ve karmaşık fonksiyonlu yönetim anlayışıyla uyumlu bir yaklaşım olmaz. Zira modern bakış açısı ve güncel yönetim yaklaşımları, İKY'nin stratejik bir çözüm ortağı olarak faaliyet göstermesi gerektiğine (Becker ve Gerhart, 1996) vurgu yapmaktadır.

Bu stratejik ortak rolü, İKY yöneticilerinin işletme hedefleri ile çalışan ihtiyaçlarını uyumlu hâle getirmesini, örgüt kültürünü şekillendirecek politikalar geliştirmesini ve rekabetçi yetenekleri sürekli olarak iyileştirmesini gerektirir. Diğer bir ifade ile İKY, işletmelerin stratejik amaçlarıyla insan sermayesi arasındaki uyumu sağlamayı hedefler ve bu nedenledir ki insan kaynakları yöneticilerinin rolü, yalnızca personel işlemleri ile sınırlı kalmayıp; kurumsal kültürün şekillendirilmesi, örgüt yapısının tasarımı ve stratejik planlama süreçlerine de dâhil olmayı gerekli kılar. Dolayısıyla, İKY süreci, yalnızca çalışanların yönetimi değil, örgütün tüm fonksiyonlarıyla etkileşim hâlinde bir değer yaratma mekanizması olarak tanımlanabilir (Ulrich, 1997).

İnsan kaynakları kavramı, üst yönetimden başlayarak en alt düzeydeki çalışanlara kadar örgüt içerisindeki tüm personeli kapsadığı gibi, örgüt dışındaki potansiyel iş gücünü de içine

almaktadır. Farklı bir ifadeyle kurumsal hedeflere ulaşmada, örgütlerin faydalandığı temel kaynaklardan biri insan gücüdür. (Öğüt, Akgemci ve Demirsel 2004). Bu bağlamda insan kaynakları yönetimi, hem kurumun stratejik hedeflerine ulaşmasını sağlamak hem de çalışanların bireysel ihtiyaçlarını karşılamak amacıyla insan kaynağının etkin kullanımını esas almaktadır (Bingöl, 2006). Bu kavram, aynı zamanda çalışanların işe alınması, yerleştirilmesi, eğitimi ve performanslarının sürekli iyileştirilmesi gibi destekleyici faaliyetlerin tümünü kapsar (Sabuncuoğlu, 2012). Özellikle, örgütlerin tespit edilen stratejik amaç ve hedeflere ulaşabilmeleri bağlamında, “çalışanların memnuniyeti, motivasyonu, gelişimi ve yüksek performansının sürekliliğinin sağlanması için üstlenilmiş etkinliklerin yönetimi” (Dolgun, 2007) noktasında ortaya konan bütün çalışmalar bu kavram çerçevesinde ele alınmaktadır.

Bu yaklaşımlar kapsamında literatürde insan kaynakları yönetiminin birden fazla tanımına ulaşılabılır. Ancak hemen hemen tüm tanımlar aynı anlamı ifade eder. Bir tanıma göre, İK, şirketin amacını, vizyonunu ve misyonunu gerçekleştirmek için kullanacağı iş gücünü çekmek, elde tutmak ve geliştirmektir (Schermerhorn Jr ve Bachrach, 2020). İKY'nin bir diğer tanımı ise, zorlu iş hayatında firmaya rekabet avantajı sağlayacak yetenekli ve özverili bir iş gücü kazanmayı amaçlayan bir yaklaşımdır (Storey, 2004).

Genel olarak İKY uygulamaları, organizasyondaki boş pozisyonlar için gerekli yeteneğe sahip personelin işe alınması, oryantasyonu, eğitim-geliştirme ve performans değerlendirmesi gibi süreçleri içerir (Wall ve Wood, 2005). Şirketlerin insan kaynakları departmanları tarafından yürütülen bu uygulamalar, çalışanların refahını ve memnuniyetini iyileştirmeye odaklanır. Dolayısıyla çalışanlar örgütlerin en önemli dinamiğidir ve örgütlerin sürdürülebilirliği için doğru bir şekilde yönetilmeleri gerekir (Bibi vd., 2016). Bu bağlamda insan kaynakları yönetimi, insan kaynağını en etkin şekilde yönetmeyi merkeze alarak, “örgütün amaçlarına etkili bir biçimde ulaşmak için kişisel, örgütsel ve çevresel faktörleri dikkate alan bir faaliyet” (Aykaç, 1999) belirli temel işlevler ile ilkeler doğrultusunda ele alınmaktadır.

İKY'nin amaçları

İnsan kaynakları yönetiminin örgütsel performansa katkısı, beşerî sermayenin verimli kullanımı ve geliştirilmesi ile yakından ilişkilidir. Bu çerçevede doğru tasarlandığında ve etkin uygulandığında, örgütte çok önemli faydaları beraberinde getirir (Becker ve Gerhart, 1996). Örneğin, nitelikli personelin işletmeye çekilmesi ve elde tutulması, yenilikçi düşüncüyü ve kurumsal öğrenme kültürünü besleyerek işletmeyi rakiplerinden farklı kılma anlamında “rekabet avantajı” sağlarken, çalışanların motivasyonunu ve bağlılığını artıran İKY uygulamaları, iş sonuçlarının kalitesini ve hızını doğrudan etkilemek suretiyle “verimlilik ve performans artışı” sağlar (Stavrou vd., 2007).

İKY, çalışanların örgüt vizyon ve misyonuna uyum sağlamalarına katkı sunarak ve pozitif bir iş ikliminin oluşmasını destekleyerek “organizasyonel uyum ve kültür oluşturma” misyonunu yerine getirirken, “yetenek yönetimi” işlevi bağlamında, yüksek potansiyelli çalışanların eğitim ve gelişimine yatırım yaparak geleceğin liderlerini yetiştirme gibi stratejik bir görevi yerine getirir (Marangoz ve Biber, 2007). Yanı sıra stratejik İKY, yedekleme planları, kurumsal direnç ve esnek çalışma modelleri, beklenmedik durumlarda (örn. pandemi, ekonomik dalgalanmalar) işletmelerin ayakta kalmasında önemli bir rol oynar. Bugün geline nokta işletmelerin sürdürülebilirlikle ilgili hassasiyetlerinin artması (Bayar ve Varışlı, 2021) bağlamında stratejik insan kaynakları yönetiminin işlevleri ve önemi de giderek artmaktadır.

İKY'nin işlevleri

İnsan kaynakları yönetiminin temel işlevleri genellikle altı başlıkta ele alınmakta ve diğer fonksiyonlar bu ana işlevlerin altında yer almaktadır. Bu ana işlevler literatürde genel olarak,

iş analizi, işe alım ve seçme, eğitim ve geliştirme, performans yönetimi, ücretlendirme ve ödüllendirme ile kariyer planlama olarak ele alınmaktadır (Dessler, 2013; Aslan, 2023; Turşucular, 2023).

İş Analizi: İş analizi ilk ve en önemli İK faaliyetidir. Zira iyi performans için doğru yerde doğru kişilerin bulunması bağlamında iş faaliyetine göre doğru kişinin işe alınması İK sorumluluğundadır. Bu nedenle işin tanımlanması ve analizin yapıldığı işin yetkisi, işe alım sürecinin prosedürü ve işle ilgili eğitim iş analizinin ana parçalarıdır (Hussain, 2021). Bu kapsamda yürütülmesi gerekli işlere ilişkin tanımlamalar yapmayı ifade eden iş analizi; analiz edilecek iş alanlarının belirlenmesi, bilgi toplama yönteminin belirlenmesi, bilginin toplanması, toplanılan bilginin analiz edilerek iş tanım ve gerekliliklerinin belirlenmesi ve gerektiğinde güncellenmesi gibi bir dizi aşamayı içermektedir (Tonus, 2013:39; Baraz, 2020:45).

Diğer bir yaklaşımla iş analizi; bir işin amaçlarını, görev-sorumluluklarını, kullanılan araç-yöntemleri, gerek duyulan bilgi-beceri-yetenekleri ve performans standartlarını sistematik biçimde tanımlayan süreçtir (Brannick ve Levine, 2007). Bu çerçevede iş-yönelimli (task-based) analiz, işi “ne yapılıyor?” sorusuyla görevler üzerinden çözümlerken, diğer taraftan çalışan-yönelimli (worker-oriented) analiz, işi “nasıl yapılıyor / kim yapabilir?” sorularıyla ve yetkinlikler üzerinden inceler (Morgeson ve Dierdorff, 2011). Bu ikili ayrım, iş analizinin hem klasik görev tanımları üretme hem de stratejik yetenek yönetimine veri sağlama rolünü açıklamaktadır.

İşe Alım ve Seçme: Örgütler, hedeflerine ve amaçlarına ulaşmak için en uygun personel ile çalışmak isterler. İşletmedeki boş pozisyonlara başvuran aday havuzundan, istenilen yetkinliklere sahip ideal adayları seçmek ve işe almak önemli bir süreçtir. İstenilen personeli seçmek ve işe almak, şirketin sürdürülebilirliği için de önemlidir (Ahmad ve Schroeder, 2003). Özellikle günümüzün küreselleşen dünyasında insan kaynakları yönetiminin bu çerçevedeki önemi belirgin bir şekilde artmıştır. Kuruluşların sürdürülebilirliğini sağlamak için en önemli kaynak olan personeli özenli bir şekilde ve dikkatle seçmeleri gerekir (Sabuncuoğlu, 2012).

Eğitim ve Geliştirme: İşletmelerin kalıcılıklarını sürdürebilmeleri için verimliliklerini ve üretkenliklerini artırmaları gerekir. Bu, çalışanların yeterliliklerinin ve niteliklerinin işe uygunluğu ile sağlanır (Laird vd., 2003). Çalışan eğitimi ve gelişimi, insan kaynakları departmanının en önemli işlevlerinden biridir. Eğitim, çalışanların yeterliliklerini ve uzmanlıklarını en üst düzeye çıkarmalarını sağlar. En genel anlamda, şirketlerde eğitim, çalışanlar için bilgi ve beceri kazanma sürecidir. Etkili eğitim, eğitime dahil edilen çalışanların ihtiyaçlarını karşılamalıdır (Hassell-Corbiell, 2001).

Çalışanların bilgilerini güncel tutmak, yetkinliklerini geliştirmek ve örgüt içinde sürekli öğrenme kültürü yaratmak, eğitim ve gelişim fonksiyonunun temel amacıdır. Teknolojik ve sektörsel değişimlere uyum sağlamak için planlanmış eğitimler, sertifika programları ve koçluk/mentorluk uygulamaları, bu alanda sıkça kullanılan yöntemlerdir (Armstrong, 2012).

Performans Yönetimi: İnsan kaynakları yönetiminde performans yönetimine ilişkin işlev; bireysel performansın planlanması, değerlendirilmesi ve geliştirilmesi aşamalarını içeren bir sürece (Uysal, 2015) karşılık gelmektedir. Bu çerçevede örgütlerdeki İKY birimleri; finansal performans, pazar performansı, hisse değeri performansı vb. bütüncül nitelikteki bir performansın ötesinde, bireysel performans konusuna odaklanmaktadır. Bu anlamda performansın planlanması süreci; bireylerin hedeflere yönelik performansına ilişkin bir planın oluşturulduğu bir dizi faaliyeti içerir. Burada mevcut durum ve ulaşılmak istenen durum belirlenmekte ve bir sonraki aşama olan değerlendirme sürecine geçilmeden önce çeşitli -

amaçlara, yetkinliğe dayalı, iş odaklı, davranış, temelli vs.- performans kriterleri belirlenir (Kıcır, 2020).

Performans değerlendirme; belirlenen kriterler doğrultusunda bireylerin davranış çıktılarının değerlendirilmesi anlamına gelmektedir. Söz konusu değerlendirme; bireyin kendisi, bağlı olduğu yöneticiler, iş arkadaşları, astları, müşteriler, danışmanlar/uzmanlar tarafından ya da bireyin bu kişilerin her birinden değerlendirme almak suretiyle kendisini değerlendirmesi (çoklu değerlendirme) şeklinde yapılabilmektedir (Özler, 2013).

Sonuç olarak diyebiliriz ki, performans yönetimi, çalışanların örgütsel hedeflere katkısını değerlendirmeyi ve bu katkıyı sürekli iyileştirmeyi amaçlar. Performans değerlendirme sistemleri, geri bildirim mekanizmaları ve ödüllendirme politikaları, örgüt içindeki motivasyonu ve verimliliği doğrudan etkiler (Locke ve Latham, 2002).

Ücretlendirme ve Ödüllendirme: Çalışanların bir iş yerinde alacakları maaşların belirlenmesi insan kaynaklarının hayati konularından biridir. Çalışanların şirket yönetimi tarafından maaş konusunda adil davranıldığına inanmaları hem kendileri hem de işletme için büyük önem taşımaktadır.

Maaş yönetimi, şirket çalışanlarının yapılan işin içeriğine veya değerine göre hak ettikleri maaş seviyelerinin belirlenmesidir. Bireysel liyakat ve performansın göz önünde bulundurularak oluşturulan ve ayrıca şirket karlılığını da göz önünde bulunduran bir insan kaynakları yönetimi alanıdır (Livy, 2020).

Adil ve rekabetçi bir ücret politikası oluşturmak, çalışan memnuniyeti ve bağlılığının temel bileşenlerinden biridir. Ödül sistemleri, maddi ve manevi teşvikleri içerebilir (prim, ikramiye, kariyer fırsatları, esnek yan haklar gibi). İKY, ücret politikalarında pazar analizleri yaparak işletmenin stratejik hedeflerini destekleyen bir yapı kurar (Hersey, Blanchard ve Johnson, 2008).

Kariyer Yönetimi: Keşfetme, kurma, orta, son ve azalma gibi aşamaları içeren ve bireylerin çalışma hayatları boyunca üstlenmiş olduğu iş rolleri olarak tanımlanabilecek olan kariyer (Özler, 2013:131), bir planlama faaliyeti olarak insan kaynaklarının üstlendiği sorumluluk bağlamında dönüşerek kariyer yönetimi içeriğini kazanmaktadır. “Planlama” ve “geliştirme” olmak üzere iki aşamalı olarak işleyen bir süreci anlatan kariyer yönetimi (Suvacı, 2020) İKY’nin olmazsa olmaz (sine qua non) işlevlerinden birisi olarak oldukça önemlidir.

Kariyer planlaması, kendi içerisinde iki başlık ta ele alınmaktadır. İlk olarak “örgütsel kariyer planlama”, örgütlerin amaç ve hedefleri doğrultusunda sahip olduğu insan kaynağını kariyer bakımından geliştirmeyi; ikinci olarak bireysel kariyer planlama ise bireylerin kendilerine odaklanarak, şahsi hedefleriyle kariyerlerini yönlendirme çabalarını anlatmaktadır (Akgeyik, 2016). İKY, uygulamada örgütsel kariyer planlamayı ön planda tutmakla beraber, bireysel kariyer gelişimi konusunda destekte bulunma ve bunlarla örgüt hedeflerini uyumlu hale getirme hususunda aktif bir rol üstlenmektedir. Çalışanların örgüt içinde uzun vadeli hedeflerle uyumlu bir kariyer hedefine sahip olmaları hem işletmeye olan bağlılıklarını artırır hem de geleceğe yönelik liderlik ve uzmanlık ihtiyacını karşılar. Kariyer ve yetenek yönetimi programları, yüksek potansiyelli çalışanları belirleyerek onları sistematik bir şekilde yetiştirme (Ulrich, 1997) işlevini de yerine getirmektedir.

İKY’nin Başlıca İlkeleri

İnsan kaynakları yönetimi, planlanmış olan faaliyetleri sürdürebilmeye yönelik olarak işlerini bir bütünlük içerisinde sürdürmek durumundadır. Örgütlerin İKY işlevi çerçevesindeki bu bütüncül çalışmalarına çerçeve oluşturmak üzere literatürde bazı ilkeler genel kabul görmektedir. Özellikle zaman kaybını engellemesi, yöneticilere karar alma süreçlerinde yol

göstermesi ve sonraki nesillere daha tutarlı, bütüncül bir yaklaşım aktarılması açısından bu ilkeler oldukça önemlidir (Çetin, 2012).

“Örgütsel amaçlar ile insan sermayesinin bilgi-beceri, motivasyon ve bağlılığını eşleştirme” işlevini üstlenen disiplinler-arası bir alan olarak tanımlanan İKY’nin yukarıda sözü edilen ilkeleri, bu işlevi yönlendiren normatif kabuller ile kanıta-dayalı uygulama standartları arasındaki köprü görevi görmektedir. Akademik yazın, İKY’nin temel ilkelerini stratejik uyumdan etik sorumluluğa kadar uzanan geniş bir yelpazede tanımlar. Bu ilkeler, sadece “iyi uygulama” kılavuzları değil; örgüt performansı, yenilik kapasitesi ve çalışan refahı üzerinde ampirik olarak doğrulanmış kaldıraç noktalarıdır. Dijitalleşme, çeşitlilik ve sürdürülebilirlik eksenindeki dönüşümler, söz konusu ilkeleri statik normlar olmaktan çıkarıp dinamik, veri-temelli ve kapsayıcı yaklaşımlarla yeniden yorumlamayı gerektirir. Örgütler, bu ilkeleri bütüncül şekilde içselleştirdiğinde, yalnızca rekabet avantajı kazanmakla kalmaz; aynı zamanda etik, adil ve sürdürülebilir bir çalışma ekosistemi inşa etme fırsatını da elde edebilir (Armstrong, 2012).

Diğer bir ifade ile İKY’nin temel ilkeleri, normatif yönlendirme (adalet, etik, refah) ile stratejik değer yaratma (uyum, performans, analitik) hedeflerini bütünleştirir. Dijitalleşme, çeşitlilik, sürdürülebilirlik ve belirsizlik çağında, bu ilkeler statik kurallar değil; esnek, veri-temelli ve kapsayıcı prensipler olarak yeniden yorumlanmaktadır. Akademik veriler, bu ilkeleri tutarlı biçimde uygulayan örgütlerin hem finansal hem de toplumsal açıdan üstün performans sergilediğini ortaya koymaktadır (Strohmeier, 2021).

İnsan kaynakları birimlerinin amaçlarını gerçekleştirmek yolunda ilerlerken sahip olduğu sözü edilen temel ilkeler şu şekilde (Şahin, 2021) ele alınabilir:

İnsana Saygı İlkesi: İKY anlayışının birey temelli bir içeriğe sahip olması bu ilkeye açıklık getirmektedir. Buna göre, örgüt içerisinde yürütülen her türlü faaliyet ve karar bağlamında bireyler dikkate alınmak suretiyle süreçlere katılımları temin edilir. Diğer taraftan “insana yakışır iş” yaklaşımı da bu ilkeyi güçlendirecek ve daha anlaşılır hale getirebilecek bir nitelik taşımaktadır.

Bilimsellik İlkesi: Bu ilke yönetim süreçlerinin her aşamasında yer alan faaliyetlerin bilimsel kanıtlar, sınanmış yollar çerçevesinde yürütülmesini anlatır. Çünkü bilimsel veriler, yönetimin sübjektifliğine set çekerek objektif bir yaklaşımın ortaya konabilmesini sağlayacak ve yöneticiler için öngörü ortaya koyacaktır (Gültekin ve Altıntop, 2014).

Açıklık İlkesi: Yönetim anlayışı ve uygulama süreçlerinin mevcut insan kaynağına açık ve şeffaf bir şekilde yürütülmesini ifade eder. Örgütsel iletişimi açık tutmak, örgüt iklimini doğrudan ve olumlu bir yönde etkileyecek ve dolayısıyla insan kaynağı da bundan olumlu etkilenecektir.

Eşitlik İlkesi: İnsanın sahip olduğu yetenek, beceri, donanım, kişilik, bilgi birikimi gibi niteliklerin dışında kalan din, dil, ırk, siyasi görüş, cinsiyet gibi özelliklerinden dolayı ayrımcılık yapılmaması yönünde bir yaklaşımın benimsenmesidir (Turşucular, 2023).

Tarafsızlık İlkesi: Yönetimin astlara karşı tarafsız duruşunu anlatan bu ilkeye göre yönetim, astların bireysel düşüncelerinden etkilenmemeli ve nitelikleriyle işinin gereklilikleri arasındaki uyumu tarafsız bir bakış açısıyla değerlendirmelidir. Personel seçiminde yetkili birim olan İnsan Kaynakları Yönetimi (İKY), tüm durumlara karşı tarafsız yaklaşmalı ve değerlendirme yapmalıdır. Bu yansızlık ilkesi, işe alım sonrası süreçlerde de mevcut düzenin sürdürülebilirliği için kritik bir öneme sahiptir (Güney, 2014).

Verimlilik İlkesi: Minimum personel sayısı ile maksimum iş çıktısı elde etme ile personel verimliliğini; minimum girdi ile maksimum çıktı elde etme ile örgüt verimliliği hedeflenir. Bu

nedenle halihazırdaki insan kaynağı fiziksel, sosyal, psikolojik vs. açılardan tatmin edilebilir durumda bulunmalıdır.

Kariyer İlkesi: Bireylerin verimliliğinin sağlanması yönünde kariyer yolunun açık tutulması, gelişimi ve yükseltilmesi mümkün kılınmalıdır.

Güvence İlkesi: Çalışana -kurallara uyduğu sürece- işinin garanti edilmesi şeklinde ifade edilebilir. Bu ilke aynı zamanda kariyer ilkesi ile de yakından ilişkilidir (Turşucular, 2023). Kısaca İKY'nin temel hedeflerinden biri, çalışanların kazanılmış haklarını güvence altına alarak motivasyonlarını artırmak ve onlara gelecek için güven vermektir (Güney, 2014).

İKY'nin Gelişim Süreci ve Güncel Yaklaşımlar

İnsan Kaynakları Yönetimi kavramı ilk ortaya çıktığında, personel yönetimiyle eş anlamlı olarak kullanılıyordu. Fakat zaman içinde iş gücünün yapısı değişince, bu değişime uyum sağlayacak yeni personel politikaları oluşturma ihtiyacı doğmuştur (Akoğlu Kozak, 2009). Bu süreç, kavramın içeriğini daha da zenginleştirmiş ve kapsamını genişletmiştir.

Modern anlamda insan kaynakları yönetiminin tarihsel gelişimi, bir süreç olarak gerçekleşmekte ve devam etmektedir. Sözü edilen sürecin ilk basamakları sanayi devrimine değin geçen zaman diliminde atılmış olmakla beraber sanayi devrimi ile farklılaşmaya başlayan toplumsal yapı, sürecin daha da hız kazanarak önemli sonuçları beraberinde getirmiştir. Sanayi devrimiyle beraber yaşamaya başlayan gelişmeler genel olarak üç aşamalı bir tasnifle ele alınmaktadır. Bayraktaroğlu'na göre bu aşamalar, Personel Yönetimi (Endüstri devrimi- 1980), İnsan Kaynakları Yönetimi (1980-1990) ve Stratejik İnsan Kaynakları Yönetimi (1990-) şeklinde (Bayraktaroğlu, 2011) ele alınabilir.

Diğer taraftan insan kaynakları yönetimi kavramı her ne kadar 20. yüzyılda kullanılmaya başlansa da çalışanların verimli ve etkili çalışması için uygulamalar çok daha eskilere dayanmaktadır. 1700'lü yıllarda tekstil ürünleri üreten bir fabrikası olan Robert Owen, fabrikanın çalışanları sayesinde ayakta kaldığını ve çalışanların bir organizasyon için çok önemli olduğunu savunmuştur (Hatcher, 2013). İlerleyen yıllarda Frederick Taylor'un bilimsel yönetim teorisini geliştirmesi sayesinde insan kaynakları yönetimine yeni bir bakış açısı gelmiştir (Mouzelis, 2017). İşlerin standartlaştırılması, doğru personelin doğru işe yerleştirilmesi ve çalışanın eğitilmesi gibi yaklaşımlar (Taylor, 2003) bu çerçevedeki kazanımlar olarak ifade edilebilir. Ayrıca Elton Mayo'nun Hawthorne çalışmaları modern insan kaynakları yönetiminin temellerini oluşturmuştur. Bu çalışmaların temel bulgusu, kişilerarası ilişkilerin ve bu ilişkilerin kalitesinin üretkenlikte daha etkili olduğudur (O'Connor, 1999). Bu durum PY anlayışına yeni boyutlar kazandırmıştır.

1940'lı yıllarda, çalışan kayıtlarının düzenli bir şekilde tutulmasıyla beraber karmaşıklığın önüne geçilmeye başlandı. O dönemdeki uzman personel yöneticileri, çalışanların refahı, ücretleri ve sağlık durumları gibi konularda mavi yaka personel ile yönetim arasında bir iletişim köprüsü kurdu. Bu durum, 1950'li yıllara kadar çalışanların günün koşullarına uygun beklentileri ve rutin işlerle devam etti. 1970'lerin başında ise işletmelerin büyümesi ve teknolojik gelişmelerle birlikte, personel yöneticilerinin rolü daha da genişledi; çalışan ilişkileri farklı bir boyut kazandı ve İKY temelleri atılmıştır (Dural, 2011).

1980'lerden itibaren, insan kaynakları yönetimi (İKY) stratejisi yönetim alanı için önemli bir konu haline geldi ve son tahlilde İKY stratejisi rekabet gücü sağladığı ve iş alanında yönetsel verimliliği teşvik ettiği için öne çıktı. Bu bağlamda insan kaynakları yönetiminin yükselişi, yönetim bilimcilerini insan yönetimi ile performans arasındaki bağlantıyı öne çıkarmalarına neden oldu. İnsan kaynakları yönetimi, küreselleşme ve teknolojik değişikliklerin iş yapısında ve örgütsel iklimde etkinliğinin ardındaki bu sonuçlardan bazılarını gün yüzüne çıkardı. Örneğin sadece işletmeyle ilgilenen ve insanı sermayenin

maliyeti olarak ele alan personel yönetimi yaklaşımının yerini, insanı örgütün yeteneğini ve etkinliğini artıran dinamik bir faktör olarak ele alan insan kaynakları yönetimi aldı. İKY'nin bu aşamadaki temel işlevi, işletme ile birey arasındaki ilişkilerin organizasyonudur (Ekşi, 2011).

Bu bağlamda, 1980'li yıllardan sonra personel yönetimi yerine İKY kavramı yaygınlaşmaya başladı. İşletmelerin yönetim anlayışında sistem yaklaşımına geçilmesi, İKY'nin üst yönetimde yer almasını sağladı. Teknolojinin de etkisiyle, günümüz modern İKY'si, 90 yıl önceki PY anlayışından oldukça farklı bir yapıya büründü. Daha geniş bir vizyona ve gelecek odaklı planlara sahip olan İKY, işletmelerin büyümesi ve değişimine paralel olarak kademeli bir gelişim gösterdi. Çalışanların geleceğine yön veren bu departman, 2000'li yıllarda bilgi çağının yeni bir unsuru olarak varlığını güçlendirdi. Artık yönetim kademesinde etkili bir rol üstlenen İKY, hem çalışanların durumu hem de işletmenin geleceği üzerinde söz sahibi bir konuma gelmiştir (Karavai, 2014).

Yeni çağda, İKY yapısını genişleterek, özellikle son yirmi yıldır etkisi artan küreselleşme ve uluslararası rekabetin yoğunlaşmasıyla insan kaynağının verimliliği bir kez daha kritik bir hale gelmiştir. Bu gelişmeler, çalışanların bireysel performansından ziyade, örgüt kültürünü merkeze alarak kurumsal başarıyı temel hedef haline getirmiştir. Böylece, klasik İKY'nin yerini, strateji geliştirme ve uygulama odaklı bir yaklaşım almıştır. Bilgi çağının getirdiği yeni sorumluluklarla birlikte Stratejik İnsan Kaynakları Yönetimi (SİKY) kavramı hem teorik hem de hedef bazlı olarak ortaya çıkmıştır (Midem, 2016).

1990'lı yıllar ve sonrası, insan kaynakları alanında yeni bir dönemi ifade eder. Zira bu dönemden önce, personel yönetimi anlayışında insan, bir makine parçası gibi görülürken, İKY dönemiyle birlikte rekabette avantaj sağlamak için önemli ve temel bir kaynak olarak değerlendirilmeye başlanmıştır. Ancak 1990'lar, insanı işletme içinde sadece bir kaynak olarak görmenin ötesine geçerek, işletme stratejilerinin oluşturulması ve uygulanması için hayati bir stratejik kaynak olarak tanımlamıştır (Özdemir, 2010). SİKY bu yaklaşımla, işletme stratejilerini insan kaynakları faaliyetleriyle entegre eder ve bu sayede çalışanların hedeflerini gerçekleştirebildiği bir ortam yaratır (Koçak, 2015). 1990'lı yıllar ve sonrası insan kaynaklarında yeni bir döneme karşılık gelmektedir. Zira öncelikle personel yönetimi ile bir makineden farksız olan insan, İKY döneminde rekabette öne geçebilmek için önemli, temel bir kaynak haline almıştır. 1990'lı yıllar ise insanı işletme içerisinde önemli bir kaynak olarak görmenin yanı sıra, işletme stratejilerinin oluşturulabilmesi ve uygulanabilmesi için de önemli bir stratejik kaynak olarak görmüş ve kabul etmiştir (Özdemir, 2010). Stratejik İKY bağlamında insan kaynakları, işletme stratejileri ile insan kaynakları faaliyetlerini birlikte ele alır ve kendi faaliyetleriyle çalışanlarına hedeflerini gerçekleştirdiği bir yaklaşım sunar (Koçak, 2015).

Örgütlerin sahip olduğu işgücünün de stratejik bir kaynak haline geldiği bu aşamada insan kaynakları yöneticilerinin de bu stratejik role uyum sağlamaları için sahip olduğu seçme, ücretlendirme, planlama vb. yetkinliklerin yanı sıra “rol model olma (diğerlerini etkileyebilme)”, “değişime rehberlik yapabilme” gibi yeni stratejik yetkinliklere sahip olmaları önem kazanmıştır (Benligiray, 2020). Personel yönetiminden itibaren günümüze dek ele alınan tüm bu gelişim süreçleri başta gelişmiş, ülkelerde görülmeye başlansa da küreselleşme olgusu sayesinde dünyanın her yerindeki insan kaynakları uygulamalarını etkilenmiştir. Söz konusu gelişme süreci Türkiye’de de gözlenmektedir.

Gelecekte insan kaynakları yönetimi, dijitalleşmenin ve yapay zekânın hızla artan etkisiyle daha da stratejik bir konuma gelecektir. Veri analitiği ve otomasyon odaklı süreçler, İK'nın karar alma mekanizmalarını optimize ederek daha öngörülü ve proaktif hale gelmesini sağlayacaktır (Ulrich et al., 2008; Boudreau ve Ramstad, 2007). Bu dönüşümle birlikte, insan

kaynakları birimleri, yalnızca operasyonel görevleri yerine getiren yapılar olmaktan çıkarak, kurumların çevikliği ve yenilik kapasitesini artıran stratejik iş ortaklarına dönüşecektir (Deloitte Insights, 2020).

Uzaktan ve hibrit çalışma modellerinin kalıcı hale gelmesi, iş-yaşam dengesi ve çalışan refahına verilen önemi artırmakta; bu da insan kaynakları birimlerinin, kişiselleştirilmiş deneyimler sunma ve esnek çözümler geliştirme becerilerini ön plana çıkarmaktadır (SHRM, 2021). Yetenek kazanımı, gelişimi ve elde tutma süreçlerinde yapay zekâ destekli araçların kullanımı, daha objektif ve veriye dayalı karar alma imkânı sunmaktadır (Bersin, 2019).

Sonuç olarak, geleceğin insan kaynakları vizyonu; teknolojiyi insan odaklı yaklaşımlarla harmanlayarak sürdürülebilir bir iş gücü ekosistemi oluşturmak ve kurumların rekabet avantajını sürekli kılmak üzerine inşa edilecektir.

KAYNAKLAR

- Ahmad, S., and Schroeder, R. G. (2003). The impact of human resource management practices on operational performance: recognizing country and industry differences. *Journal of Operations Management*, 21(1), pp. 19-43.
- Akgeyik, T. (2016). *Uygulamalı İnsan Kaynakları Yönetimi*, İstanbul Üniversitesi Açık ve Uzaktan Eğitim Fakültesi Yayını, İstanbul.
- Akoğlu Kozak, M. (2009). “Akademik Turizm Eğitimi Üzerine Bir Durum Analizi”, *Muğla Üniversitesi Sosyal Bilimler Enstitüsü Dergisi* (22), ss. 1-20.
- Armstrong, M. (2012). *A Handbook of Human Resource Management Practice*. Kogan Page, London.
- Aslan, F. (2023). *Artificial Intelligence Implementations in Human Resources Management*, İzmir Ekonomi Üniversitesi SBE Yayınlanmamış Yüksek Lisans Tezi, İzmir.
- Aykaç, B. (1999). *İnsan Kaynakları Yönetimi*, Nobel Yayınları, Ankara.
- Baraz, A. B. (2020) “İnsan Kaynakları Yönetiminde Altyapı”, *İnsan Kaynakları Yönetimi* (Ed: H. Z. Tonus ve D. Paşaoğlu Baş), Anadolu Üniversitesi Yayını, Eskişehir, ss.39-59.
- Bayar, M. & Varışlı N. (2021), “Küreselleşen İşletmelerin Covid-19’la Birlikte Değişen Yönetim Şekilleri ve Girişimcilik Hedefleri”, *Covid-19 Sürecinde İşletme Yönetimi ve Değişen Örgüt Yapıları*, (Edit: C. Şafak Eysel), İKSAD Yayını, Ankara, ss. 33-67.
- Becker, B., & Gerhart, B. (1996). “The impact of human resource management on organizational performance: Progress and prospects”, *Academy of Management Journal*, 39(4), 779–801.
- Benligiray, S. (2020). “İnsan Kaynakları Yönetimi, Gelişim Süreci ve Yapılanması”, (Ed. R. Geylan), *Örgütlerde İnsan Kaynakları Yönetimi*, Anadolu Üniversitesi Yayını, Eskişehir, ss. 1-35.
- Bersin, J. (2019). HR technology market 2019: Disruption ahead. Josh Bersin Academy
- Bibi, P., Pangil, F., and Johari, J. (2016). HRM practices and employees’ retention: The perspective of job embeddedness theory. *Asian Journal of Multidisciplinary Studies*, 4(5), pp. 41-47.
- Bingöl, D. (2006). *İnsan Kaynakları Yönetimi*, Arıkan Yayınları, İstanbul.
- Brannick, M. T., & Levine, E. L. (2007). *Job Analysis: Methods, Research, and Applications*.
- Boudreau, J. W., & Ramstad, P. M. (2007). *Beyond HR: The new science of human capital*. Harvard Business Press
- Claessens, B., W. Van Eerde, W., Rutte, C., & Roe, R. (2007). A review of the time management literature. *Personnel Review*, 36 (2), pp. 255-276.
- Çetin, C. (2012). *İnsan Kaynaklarının Eğitimi ve Geliştirilmesi*, Beta Yayınları, İstanbul.
- Dessler, G. (2013). *Human Resource Management* (13th ed.). Pearson.

- Deloitte Insights. (2020). 2020 Global Human Capital Trends: The social enterprise at work: Paradox as a path forward. Deloitte Development LLC
- Dolgun, U. (2007). “İnsan Kaynakları Yönetimine Giriş”, *İnsan Kaynakları Yönetimi*, (Ed.: Uğur Dolgun), Ekin Yayınları, Bursa, ss.1-32.
- Dural, E. Y. (2011). *İnsan Kaynakları Yönetiminde İşe Alma Yöntemleri: Japonya’da İşe Alma Yöntemleri İle Türkiye’de İşe Alma Yöntemlerinin Karşılaştırılması*, Sakarya Üniversitesi SBE Yayınlanmamış Yüksek Lisans Tezi, Sakarya.
- Ekşi, C. (2011). *Knowledge Management (KM) in Human Resource Management (HRM): Evidence from a Logistic Sector*, Dokuz Eylül Üniversitesi SBE Yayınlanmamış Yüksek Lisans Tezi, İzmir.
- Gültekin, S. & Altıntop, S. (2014). “İnsan Kaynakları Yönetimi Temel İlkeleri”, *Güvenlik Sektöründe İnsan Kaynakları Yönetimi* (Ed: S. K. Gül ve A. E. Alaç), Seçkin Yayıncılık, Ankara, ss.43-62.
- Güney, S. (2014). *İnsan Kaynakları Yönetimi*, Nobel Akademik Yayınları, Ankara.
- Hassell-Corbiell, R. (2001). *Developing training courses: A technical writer's guide to instructional design and development*. Learning Edge Pub. pp. 55-59
- Hatcher, T. (2013). Robert Owen A study of a pioneer of human resource development. *European Journal of Training and Development*. pp. 21-23.
- Hersey, P., Blanchard, K. H., & Johnson, D. E. (2008). *Management of Organizational Behavior: Leading Human Resources*. Pearson Prentice Hall.
- Hussain, M. (2021). *The Impact of Human Resource Management on Organizational Performance*. İstanbul Kültür Üniversitesi Lisansüstü Eğitim Enstitüsü Yayınlanmamış Yüksek Lisans Tezi, İstanbul.
- Karavai, A., (2014). *İnsan Kaynakları Uygulamalarının Yenilik Üzerine Etkisinin Araştırılması*, Kocaeli Üniversitesi SBE Yayınlanmamış Yüksek Lisans Tezi, Kocaeli.
- Kırcı, B. (2019). “Evden Çalışma: Özgürlük Mü Esaret Mi?”, *Dokuz Eylül Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, C.21, S.1, ss.173-196.
- Koçak, M. (2015). Sanayi Toplumundan Bilgi Topluma Geçiş Sürecinde İnsan Kaynakları Yönetimi’nde Ortaya Çıkan Değişimler ve Türk Kamu Yönetimi’nde İnsan Kaynakları Yönetimi Anlayışı. Gazi Üniversitesi SBE Yayınlanmamış Yüksek Lisans Tezi, Ankara.
- Laird, D., Holton, E. F., and Naquin, S. S. (2003). *Approaches to training and development: revised and updated*. New York. [Online]. Available at: Basic Books. (Accessed: 20 April 2025).
- Livy, B. (2020). *Job evaluation: A critical review*. 2nd Edition. Routledge, England.
- Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation. *American Psychologist*, 57(9), pp.705-717.
- Marangoz, M., Biber, L., (2007), İşletmelerin Pazar Performansı İle İnsan Kaynakları Uygulamaları Arasındaki İlişkinin Araştırılmasına Yönelik Bir Çalışma, *Doğuş Üniversitesi Dergisi*, 8 (2), ss.202-217.
- Midem, G. (2016). *İnsan Kaynakları Yönetiminde İnovasyon (2000’li Yıllardan Günümüze İnsan Kaynakları Yönetimi Gelişim Süreci)*, Beykent Üniversitesi SBE Yayınlanmamış Yüksek Lisans Tezi, İstanbul.
- Morgeson, F. P., & Dierdorff, E. C. (2011). “Work Analysis: From Technique to Theory.” *APA Handbook of IO Psychology*, 1, pp.3-41
- Mouzelis, N. P. (2017). *Organization and bureaucracy: An analysis of modern theories*. 2nd Edition, Routledge, England.
- O'Connor, E. (1999). “Minding the Workers: The Meaning of Human and Human Relations' in Elton Mayo”. *Organization*, 6 (2), pp. 223-246.

- Öğüt, A., Akgemci T., Demirsel, M. T. (2004). “Stratejik İnsan Kaynakları Yönetimi Bağlamında Örgütlerde İşgören Motivasyonu Süreci”, *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, S. 12, ss. 277-290.
- Ökmen, M. (2021). *Yerel ve Kentsel Politikalar*, Sayda Yayını, Bursa.
- Özdemir, K. (2010). Kamuda İnsan Kaynakları Planlaması Çerçevesinde Norm Kadro Uygulamasının Analizi, İstanbul Üniversitesi SBE Yayınlanmamış Yüksek Lisans Tezi, İstanbul.
- Özler Ergun, D. (2013). “Performans Değerleme ve Kariyer Yönetimi”, *İnsan Kaynakları Yönetimi* (Ed: R. Geylan ve H. Z. Tonus), Anadolu Üniversitesi Yayını, Eskişehir, ss.110-153.
- Sabuncuoğlu, Z. (2012). *İnsan Kaynakları Yönetimi*, Beta Yayını, İstanbul.
- Suvacı, B. (2020). “Kariyer Yönetimi”, *İnsan Kaynakları Yönetimi* (Ed: H. Z. Tonus ve D. Paşaoğlu Baş), Anadolu Üniversitesi Yayını, Eskişehir, ss.221- 241.
- Schermerhorn Jr, J. R. and Bachrach, D. G. (2020). *Exploring management*. 7th Edition. Wiley press, USA.
- Stavrou, E. T., Charalambous, C., Spiliotis, S., (2007), Human Resource Management and Performance: A Neural Network Analysis, *European Journal of Operational Research*, V. 181, pp. 453-467.
- Storey, D. J. (2004). Exploring the link, among small firms, between management training and firm performance: a comparison between the UK and other OECD countries. *The International Journal of Human Resource Management*, 15(1), pp. 112-130.
- Strohmeier, S. (2020). Digital HRM: A conceptual clarification. *German Journal of Human Resource Management*, 34(3), pp. 345–365.
- Society for Human Resource Management (SHRM). (2021). *Navigating COVID-19 and the future of work*. SHRM Research
- Şahin, Z. (2021). *İnsan Kaynakları Yönetimi: Covid-19 Pandemi Döneminde Çalışanların Eğitimi ve Geliştirilmesi Uygulamaları: Sabancı Topluluğu Örneği*, Hiperyayın, İstanbul.
- Taylor, F. W. (2003). *Scientific management*. 1st Edition, London: Routledge Press.
- Tonus, H. Z. (2013) “İşe Alma”, *İnsan Kaynakları Yönetimi* (Ed: R. Geylan ve H. Z. Tonus), Anadolu Üniversitesi Yayını, Eskişehir, ss.60-81.
- Turşucular, E. (2023). *Covid-19 Salgın Döneminde İnsan Kaynakları Yönetiminde Meydana Gelen Değişimler ve Dijital İnsan Kaynakları Yönetiminin Artan Önemi*, Trakya Üniversitesi SBE Yayınlanmamış Yüksek Lisans Tezi, Edirne.
- Ulrich, D. (1997). *Human Resource Champions: The Next Agenda for Adding Value and Delivering Results*. Harvard Business School Press.
- Ulrich, D., Brockbank, W., Johnson, D., Sandholtz, K., & Younger, J. (2008). HR competencies: Mastery at the intersection of people and business. Society for Human Resource Management
- Uysal, Ş. (2015). “Performans Yönetimi Sisteminin Tanımı, Tarihçesi, Amaç Ve Temel Unsurlarına Genel Bir Bakış”, *Electronic Journal of Vocational Colleges*, Ekim.
- Wall, T. D. and Wood, S. J. (2005). The romance of human resource management and business performance, and the case for big science. *Human relations*, 58(4), pp. 429-462.

**YENİDOĞAN YOĞUN BAKIMDA YATMAKTA OLAN PREMATÜRE
BEBEKLERDE PIOMI MASAJI VE KANGURU BAKIMI UYGULAMALARININ
EMME GÜCÜ VE YATIŞ SÜRESİ ÜZERİNE ETKİSİ**

Melek ÇELİKGÖVDE¹, Meltem KÜRTÜNCÜ²

*¹ Bülent Ecevit Üniversitesi Sağlık Bilimleri Enstitüsü, Çocuk Sağlığı ve Hastalıkları
Hemşireliği Anabilim Dalı Yüksek Lisans Öğrencisi, melek19154@gmail.com, Zonguldak /
Türkiye*

*² Bülent Ecevit Üniversitesi Sağlık Bilimleri Fakültesi Hemşirelik
Bölümü, meltemipekkurtuncu@gmail.com, Zonguldak / Türkiye*

Öz: Zamanından önce doğan bebeklerde gelişimsel destekleyici bakım uygulamaları, yaşam kalitesi ve sağlık çıktıları açısından büyük önem arz etmektedir. Bu araştırma, yenidoğan yoğun bakımda yatmakta olan prematüre bebeklerde destekleyici gelişimsel bakım odaklı olarak kanguru bakımının ve PIOMI Masajı uygulamalarının bebeğin gelişimsel olarak emme gücüne ve yatış süresine katkılarının ele alındığı araştırmaların incelenmesi amacıyla yapılmıştır. Yarı deneysel olarak tasarlanan çalışmada, hastane ortamında küvözde takip edilen prematüre bebeklere belirli günlerde günde bir kez Kanguru Bakımı ve bir grubumuza da PIOMI masajının koşullarına uygun günde 1 kez veya bebeğin doğum hastasına göre 2 kez uygulanmıştır. Müdahale öncesi ve sonrası emme gücü değerlendirilmiş, taburculuk günleri kayıt altına alınmıştır. Ön bulgular, her iki uygulamanın da emme gücünde artış sağladığını ve hastanede kalış süresini kısalttığını göstermektedir. Geliştirici bakım verilirken PIOMI Masajının daha faydalı olduğu emme hızına olan etkisi daha iyi gözlenmiştir. Bulgular, hemşirelik uygulamalarında gelişimsel bakım modellerinin önemini vurgulamaktadır.

Anahtar Kelimeler: Kanguru bakımı, PIOMI, prematüre bebek, emme gücü, yatış süresi

**THE EFFECTS OF PIOMI MASSAGE AND KANGAROO CARE PRACTICES ON
SUCTION POWER AND LENGTH OF HOSPITAL STAY IN PRETERM INFANTS
HOSPITALIZED IN THE NEONATAL INTENSIVE CARE UNIT**

Melek ÇELİKGÖVDE¹, Meltem KÜRTÜNCÜ²

***¹Bülent Ecevit University, Institute of Health Sciences, Department of Child Health and
Diseases Nursing, Graduate Student, melekl9154@gmail.com, Zonguldak / Türkiye***

***²Bülent Ecevit University, Faculty of Health Sciences, Department of Nursing,
meltemipekkurtuncu@gmail.com, Zonguldak / Türkiye***

Abstract: Developmental supportive care practices are of great importance for improving the quality of life and health outcomes of preterm infants. This study aimed to review research focusing on the contributions of kangaroo care and Premature Infant Oral Motor Intervention (PIOMI) massage—both developmental supportive care methods—on the sucking strength and length of hospital stay of preterm infants hospitalized in the neonatal intensive care unit. In the hospital setting, preterm infants monitored in incubators received kangaroo care once a day on specific days, while another group received PIOMI massage once or twice a day according to the infant's clinical condition. Sucking strength was assessed before and after the intervention, and discharge dates were recorded and monitored. The data were analyzed to determine whether both interventions increased sucking strength and influenced the length of hospital stay. Based on the findings, the importance of developmental care models in nursing practice was emphasized, and the study is expected to contribute to the field.

Keywords: Kangaroo care, PIOMI, preterm infant, sucking strength, length of hospital stay