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The papers were scientifically reviewed.

PREFACE

Complexities surrounding the globalization and the interconnectedness of nations are creating challenges for nation-states as well as other newly formed political structures. Innovative social, political, and economic structures are being formed and existing structures are being re-formed to adapt to the forces of globalization. With all these changes (and thus innovations), scholars and practitioners are trying to understand how they fit within these complexities and what the future will be like if we do not respond effectively.

Through this conference we brought experts from around the world to share their research and experiences in humanities and educational research. Our conference sparked some exceptional conversations around the very meaning of culture and cultural competencies.

Here, we present some of our scholarly discussions that took place during our conference in a more detailed manner and hope that these scholarly conversations continue to inform us all as we work towards an even more globalized world in which we can celebrate its unity.

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INTERNATIONAL COMMUNITY: AS THE VICTIM OF CRIMES AGAINST CULTURAL PROPERTY

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Abstract: Attacks against cultural property during armed conflicts are as old as the history of war. These attacks, on the other hand, are based on reasons such as demoralizing the enemy, washing away the values or looting. Towards the end of the 19th century, the prohibition of damaging acts against cultural property in international law took place in documents related to armed conflicts. However, there are still uncertainties about who the victims of crimes against cultural property are. The source of this uncertainty is the question of whether the victims of crimes committed against cultural property are only the communities that own them, or the whole humanity when these property are described as cultural heritage. The issue that creates this uncertainty is related to the definition and scope of cultural property. From the definition of cultural property in the 1954 Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict, it is deduced that the cultural property is not the heritage of the people of the country where it is located, but the heritage of all humanity. In this context, a certain progress has been made in the protection of cultural property, which have become the subject of international law, and the punishment of those who harm them. Crimes against cultural property have been included in both ad hoc international criminal courts and hybrid courts. Finally, in the Rome Statute, which established the ICC (International Criminal Court) in 1999, crimes against cultural property were included. However, the first trial regarding this crime was held in the Al Mahdi Case, whose indictment was prepared in 2015 for the unlawful acts committed in Timbuktu, Mali in 2012. During the lawsuit process, the ICC has constantly referred to the importance of cultural property for humanity. In its decision, the court convicted AL Mahdi of committing war crimes related to the destruction of cultural heritage for his acts in Timbuktu. Trial Chamber VII of the ICC found Al Mahdi guilty and convict him of the war crime of attacking protected objects under Article 8(2)(e)(iv) of the Rome Statute. The Chamber also stated that all but one of the destroyed cultural sites are on the UNESCO World Heritage list and identified three categories as direct and indirect victims as victims of crime; the inhabitants of Timbuktu as the direct victims, the people of Mali and the international community in general. The Chamber did not enter the definition of the “international community” in its decision, but included this expression in its decision to express the gravity of

the crime. Thus, it has been tried to draw the attention of the international community in the context of the protection of cultural property in international law. In this manner, in this study, it will be evaluated who the “international community”, which is identified as a victim in crimes against cultural property, and which international organization can be represented by.

Keywords: Cultural Property, International Community, International Criminal Court, Al Mahdi Case.

MULTI-DIMENSIONAL NATURE EDUCATION INSERTED INTO THE CENTER OF VARIOUS LESSONS AT A PRIMARY SCHOOL IN TURKEY

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Abstract: This action research, developed for the 3rd grade students at a Primary School in 2018-2019 Education Year, seeks to enrich the consciousness of nature. In spite of the considerable weight given to the nature education, there is no distinct nature lesson in Primary Schools in Turkey. For this reason, a yearly education plan is developed in accordance with the gainings of other lessons affiliated with nature such as English, Turkish, Life Science, Free Activities and Science in the Syllabus. One of the subject on nature education such as animals, re-use and pollution from the gainings is determined to be focused on each month and this implementation is done with other schools and countries in an eTwinning Project. The results of Survey applied as a pre-test and post-test to the students show that the students evaluate the activities very helpful. Also positive consequences of the multi-disciplinary teaching of nature seem to be reflected functionally in the students' own digital photo-album including their activities and in their own rebuses related with nature. In brief, it may be concluded that this interdisciplinary nature education plan is consolidating nature education in 3rd grade students.

Keywords: Nature Education, Multi-Disciplinary Teaching, Rebuses In Education.

LOADING, DISTRIBUTION AND REPETITION PATTERNS OF THE 2000 HIGH FREQUENCY WORDS OF GENERAL ENGLISH IN THE READING SPOTS OF AN EFL COURSE BOOK

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Abstract: The purpose of this study was to explore the multicultural barriers to create an effective and successful program, that will allow the minority students in the healthcare programs to be culturally responsive. This program will result in educational improvement and policy formation. This study aimed to examine the multicultural evaluation methods and policies that will help increase successful program completion. The importance of this study was to enhance the diversity of healthcare students and deliver best quality healthcare. Understanding the importance of multicultural barriers and methods of evaluation will result in exceptional healthcare service and reduce discrimination against minority groups. This study recommended training and workshops to healthcare faculty and providers that will promote multicultural methods and policies

Keywords: Vocabulary, High Frequency Words, Course Book Evaluation.

THE ELEMENTS OF NATURALISM IN STRINDBERG'S MISS JULIE

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Abstract: Johan August Strindberg is a prominent name in modern drama. Swedish dramatist depicts the sordid sides of life in a pessimistic perspective by means of a literary movement called “Naturalism.” The playwright has a significant role in the use of this approach in drama when it has appeared in the late nineteenth century. Naturalism is a scientific way of analysing the characters in terms of biological, social and psychological inclinations as in a laboratory. It is the extreme and extended form of Realism. The pioneers of this scientific technique are philosophers Charles Darwin, Herbert Spencer and French writer, Émile Zola. Darwin’s “theory of evolution” forms the basis of Naturalism which underlines the influence of heredity, environment and psychology on a person’s character. According to this approach, only “fit” species can survive in life in the case of a battle. In other words, unfit or weak characters are bound to perish as they cannot remain physically, socially and mentally healthy in their society. Likewise, in his naturalistic plays, Strindberg determines the destinies of his characters based on heredity, environment and psychology. So as to achieve a scientific analysis of the characters, the playwright prefers one single scene, a few people and detailed descriptions in his plays. The purpose of this study is to examine the play, Miss Julie, through Naturalism addressing certain examples and extracts from the text. In the light of Naturalism, it has been revealed that Miss Julie is of specific elements of Naturalism. Julie’s destiny is determined by the combination of her sex, class and psychological corruption due to her parents’ conflicts in the past. In brief, Miss Julie has been defeated as she cannot stay strong enough to survive against Jean who is rather fit in life.

Keywords: August Strindberg, Naturalism, Miss Julie

A CONTENT ANALYSIS ON ASSESSMENT OF POINTS OF VIEW OF HEALTHCARE MANAGEMENT STUDENTS RELATED TO ACCOUNTING COURSES

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Abstract: Content analysis of the studies carried out on points of view of healthcare management students on accounting courses was performed in this study. All articles reached through Google academic were examined in terms of subject, conclusion and suggestions. 18 studies conducted on healthcare management students concerning accounting courses were found. These studies were grouped as per themes, their conclusions were evaluated and the suggestions in these studies were included in the study. “Healthcare management” “student” and “accounting course” key words were used in Google Academic database while searching. All articles found in line with these keywords in this database were scanned and examined and a content analysis was conducted by including all the articles obtained assessing the points of view of students in healthcare management department on accounting course. Six themes were attained by assorting the research examined by themes and conclusions of the subjects processed in each theme was evaluated and presented together. It is observed that the mostly studied subjects were points of view of the students studying in healthcare management departments on accounting courses and the status of accounting courses in the curriculum of healthcare management-based departments of universities when the studies assorted by themes were analysed. While it is seen that the expectation of the sector from accounting training that students receive is that accounting subjects related to healthcare sector shall be provided to students, healthcare management students’ financial literacy levels differ according to samples studied. It is also observed in the studies evaluating points of view of students on distance learning that change their educational life particularly in pandemic period that although there are advantages of distance learning, students consider that it will be beneficial for them to take lessons in which they can ask in person through mutual communication. The belief of students on the fact that the courses received in class environment with personal contact with the instructor are more beneficial than the studies conducted with power point presentation. Besides this, students stated that the instructors shall be master in the field and more qualified. It is presented that students approach accounting courses with deep concern generally,

they do not like the course, their points of view change as per their levels of success and they do not want this course to be compulsory.

Keywords: Health Management, Accounting, Accounting Course, Distance Education.

INVESTIGATING THE FACTORS LEADING HIGH SCHOOL STUDENTS TO CHOOSE THE FIELD OF FOREIGN LANGUAGE

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Abstract: This study was conducted with the aim of revealing the factors making the high school students to decide to prefer the Field of Foreign Language as an origin of a language-based profession. Furthermore, how and where the students get the preliminary information about the aforesaid field was investigated. Both qualitative and quantitative data were analysed by employing concurrent triangulation mixed method. For qualitative data, semi-structured interviews were conducted with 11 students while a specific questionnaire developed within the framework of the goals of this study was applied to 238 high school students studying the Field of Foreign Language. The results revealed that those students value learning a foreign language and they mostly have self-efficacy beliefs for learning a foreign language. The students reported to be aware of the profits of the opportunities that studying the given field provides. The students' previous English teachers, their families and elements of popular culture seemed to have influenced their decision-making processes for their future careers. However, there were students who started to study this field unwillingly or under obligation. Finally, it was concluded that the students got the preliminary information about this field from their English teachers, their relatives and various internet platforms which could not yield any official or objective information.

Keywords: The Field of Foreign Language, Motivational Factors, Career Preference, Demotivating Factors, Sources of Information.

ADD TO CART: ONLINE SHOPPING BEHAVIOR AMONG TEENS

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Abstract: E-commerce is starting to occupy the world and teenagers are utilizing it. The online purchasing behavior of teens is affected by factors that influence and motivate them to buy online. Online shopping also has issues and hindrances and these instances became the bottom line of this research which aims to study the online shopping behavior among teens. This research study is Qualitative and utilizes descriptive research design. The researchers used online semi-structured interview and questionnaires as the data gathering tools for the students of Lorma Colleges. Using thematization in analyzing, the majority of respondents are influenced by their peers and online advertisements. Teenagers have encountered problems, including receiving broken or incorrect products. Respondents have also expressed their suggestions on how to resolve these problems. That sellers must understand their responsibilities and double-check the products they are packaging. The most popular barriers are the product's price, delivery fees, and lack of money. Lastly, teenagers are being motivated to shop if the product has great quality and positive reviews. The researchers concluded that these factors play an important role in the consumer behavior of teens. The researchers will recommend and help both teenagers and online sellers through a social media page. In which, the researchers will share information and advice through infographics. Teens would most likely enjoy their shopping experience if online retailers boost their performance. The researchers would also like to encourage future researchers to conduct a deeper analysis on this topic to broaden the understanding of teens' online shopping behavior.

Keywords: Online Shopping, Consumer Behavior, Teenagers, Online Sellers, Factors.

THE TRAUMATIC EPIPHANY IN RODDY DOYLE'S *ASH* EPIPHANY'S ROLE IN REVEALING TRAUMA

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Abstract: Initially published in *The New Yorker* in 2010, *Ash* by Roddy Doyle relates the story of a middle-aged man whose wife decidedly wants to leave him; only she changes her mind after a few days of absence and returns to him. At this reunion, both husband and wife go through an epiphany. This epiphany reveals to them that turbulence in life is temporary, and "things will get back to normal" eventually (Bullfighting 64). Such "small epiphanies" are typical of Doyle's stories (White 39). They provide his protagonists with a sense of "revelation or illumination" (MacDuff 78). This way, they follow the traditional definition of an epiphany, "a sudden spiritual manifestation" (Joyce 218). According to this definition, after an epiphany, a character is of more agency because of the knowledge he has acquired through heightened perception. However, such an epiphany does not assess the protagonist's struggle with loss in *Ash* and the dynamics involved in his internal pondering over that loss; it only offers a solution. The purpose of this essay, thus, is to expose a different kind of epiphany that divulges and explains the psychological dynamics involved in Doyle's protagonist's sense of loss in *Ash*. To this end, the current study firstly reads *Ash's* epiphanies in light of Lacan's "The Real," and secondly presents the character's existential struggle by close-reading the story. These approaches envision Doyle's work authentically and not as a mere follower of literary conventions.

Keywords: Roddy Doyle, *Ash*, Epiphany, Trauma.

ON THE CULTURE OF DIVORCE AND PATRIARCHY IN IRAN: A SOCIO-CULTURAL STUDY

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Abstract: This study tries to portray the culture of divorce in Iran by critically analyzing how patriarchy affects Iranian women's attitudes towards the concept of divorce. The data of this study came from semi-structured interviews with Iranian women. The interviews were transcribed and thematically coded. The main themes of the interviews were patriarchy, parental pressure, lack of support, fear of being judged by family members or relatives, giving up rights (dowry, alimony) to get a divorce, social insecurity, and financial insecurity which were analyzed based on Chigbu's "repositioning of culture" and Walby's "structures of patriarchy". Thus, the results of this study revealed that patriarchy exploits and abuses women through six main structures: production relations in the household, paid work, the patriarchal state, male violence, patriarchal relations in sexuality, and patriarchal cultural institutions. In line with Walby's arguments on private and public patriarchy, the results of this study revealed that women, to some extent, have been able to overcome the private patriarchy, the public patriarchy is still performing in Iran. Therefore, the author argues that patriarchal cultures need to be repositioned in order to bring fundamental changes into societies. Consequently, the author discusses a repositioning framework including community planning, culture inventory, gender checking, and youths.

Keywords: Divorce, Patriarchy, Repositioning.

NEO/MEDIEVALISM IN ARDA: REVISITING TOLKIEN IN POPULAR CULTURE THROUGH CHORA AND HETEROTOPIA

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Abstract: Neo/medievalism is a collage made up of representations of the literature, art, and culture borrowed from the Middle Ages. These representations are at times our nostalgic recreations of medieval literary or artistic works, and at other times our unique stories written in the matrix of medievalism. In addition, they appear in diverse forms ranging from novels to video games. J.R.R Tolkien's fantasy novels and Peter Jackson's adaptations of *The Lord of the Rings* and *The Hobbit* have long been received as well-known works of Neo/medievalism. This paper intends to unfold the ways by and through which Tolkien's world, focusing on its neo-medieval features, crosses the boundaries of fantasy and reality to enter our world. In doing so, I visit Tolkien's *The Book of Lost Tales* and *Unfinished Tales of Numenor and Middle-earth* through Michel Foucault's heterotopia and Julia Kristeva's semiotic chora to show how they escape the usual symbolic order of language. I further investigate the connections between Tolkien, neo/medievalism, and popular culture. While this study discusses how, in Tolkien's narratives, time, setting, and structural elements are represented in terms of chora and heterotopia, it also argues that Arda/Middle-earth is a key cosmos in a world of heterotopias of meaning and signification where conventional concept of meaning is undermined by choratic mass of ideas, images, sounds, stories, and personal experiences. The paper further demonstrates that the heterotopic features of Tolkien's texts provide pop culture with an opportunity to pull medievalism into our lives and feed our insatiable thirst for the neo-medieval aesthetic experience.

Keywords: Medievalism, Neo-Medievalism, Tolkien, Heterotopia, Chora, Popular Culture.

PROFILING A MURDERER: A CRIMINOLOGICAL ANALYSIS OF 'THE TELL-TALE HEART' BY EDGAR ALLEN POE

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Abstract: ‘The Tell-Tale Heart’ is an outstanding short story renowned for its deep dive into the abyss of the human mind. In this narrative of anxiety and terror, Poe paints a gruesome picture of insanity and violence. This story has been the subject of numerous studies; however, little attention has been paid to its crucial offender profiling elements conveyed through narrative elements. By the same token, another famous story by Poe, ‘The Murders in the Rue Morgue,’ is considered the first modern detective story containing offender profiling elements. In addition, John E. Douglas, one of the founders of behavioral profiling, considers this story and its detective the first evidence of an offender profiler. Nonetheless, the profiling aspects of Poe's “The Tell-Tale Heart” have not been pursued under criminological paradigms. Offender profiling is a common strategy used by law enforcement in today's world. This strategy is a key factor in understanding the criminals’ minds and is often used for anticipating, apprehending, and preventing further transgressions. There have been many discussions about offender profiling and whether it helps law enforcement be one step ahead of criminals by understanding the nature of their deviant acts and entering their minds. Nonetheless, Poe's remarkable ability in creating deviant and distorted minds is believed to be like no other. Laying the foundation of today's modern aspects of offender profiling, Poe brilliantly portrays offender profiling elements to create an insane, violent mind and the necessary means to understand it. Hence, this study aims to use behavioral analysis and criminal psychology to study, classify, and categorize the murderer and the crime in ‘The Tell-Tale Heart.’ Then, this is followed by a profile of the murderer in the story. Consequently, this demonstrates how Allen Poe had used these behavioral and criminal psychology elements in his story long before they were employed to create a realistic profile of a murderer. In return, this could add another dimension to our understanding of Allen Poe's fiction. Finally, this study tries to provide a better understanding of crime fiction and the deviant minds crafted by the authors of this genre.

Keywords: Criminology, Behavioral Analysis, Criminal Psychology, Edgar Allen Poe.

TECHNOLOGY INTEGRATED SECOND LANGUAGE LEARNING IN A PANDEMIC: CHALLENGES AND OPPORTUNITIES

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Abstract: For the past two decades, technology integrated language learning has received so much attention across the world. From computer assisted language learning to innovations in artificial intelligence, second language teachers and researchers have been exploring novel tools for effective language instruction. While the proponents of technology integrated language learning would provide evidence on how traditional approaches to language teaching can be improved by technologies, there are still a lot of teachers who either do not believe in the role of technologies or do not have access to them. However, the COVID-19 pandemic has forced everyone to switch to online classes, requiring teachers and students to use various technologies. Therefore, this study tries to investigate the challenges of online second language instruction during the pandemic and discuss the opportunities that have emerged. The data of this study were collected using semi-structured interviews with 3 EFL teachers in Iran on their experiences of online teaching. The interviews were analyzed using analytic induction and constant comparative approaches. The results of this study revealed that while technology integrated language instruction has come a long way, it still has a number of inefficiencies that impede teaching. Two such problems are limitations of online platforms and technical issues, which in turn result in students treating their online English class as something trivial. This attitude also reflects students' traditional perspective about language learning. The findings further indicated teachers' increasing expertise in materials development and establishing rapport with students. In terms of the opportunities that technology integrated language learning offers, both teachers and students now have more work-life balance; this has allowed the teachers more autonomy in terms of implementing classroom procedures and resulted in more inclusivity for the students, i.e., more people can now attend English classes to learn the language. Thus, the author argues that it is impossible to turn back to the pre-COVID era, when in-person classes were the norm of language learning. However, this is not to say that online instruction is (or should be) the perfect alternative; effective online second language teaching calls for platforms that maximize teaching efficiency and student engagement. Moreover, it necessitates English teachers to adapt themselves to a much more pervasive use of technology in language instruction.

Keywords: Call, Tell, Covid-19, Pandemic, Online Education.

ESP NEEDS ANALYSIS OF IRANIAN MA PSYCHOLOGY STUDENTS: A CASE OF THE ISLAMIC AZAD UNIVERSITY OF KERMANSHAH'S STUDENTS

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Abstract: It is widely acknowledged nowadays that ESP/EAP courses have a significant role in language teaching and that Needs Analysis (NA) is a key factor in designing and developing these courses. Despite the fact that such courses are offered in virtually all universities in Iran, the students and graduates do not seem to be able to function successfully in the target language and appear not to have mastered it to a fair extent. Iranian university students of psychology suffer from the same conditions. Although a few studies have attempted to address this issue, the amount of research is still meager. Motivated by such paucity, this study attempts to determine the specific needs of M.A. Psychology students in Iran and whether the EAP teachers' practices correspond to these needs. In doing so, the language needs of 15 M.A. students of Psychology in Iran were determined. Pedagogical implications and areas for further research are also presented.

Keywords: ESP, EAP, MA Students of Psychology, Iran, Needs Analysis.

“I SHOULD HAVE ACTED DIFFERENTLY”: WOMENS’ EXPERIENCES OF VICTIM-BLAMING AND STREET HARASSMENT

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Abstract: All around the world, women experience street harassment on a daily basis and are subject to unsolicited verbal and physical approaches such as stalking, honking, leering, whistling, catcalling, touching, grabbing, unwanted explicit jokes and intrusions. While street harassment can have everlasting effects on women, it seems that in many countries the law still overlooks the women in this regard. Also, in some cultures, when women are harassed, they are usually blamed to be “guilty” and “provocative”. Due to rigid patriarchal mindsets, many victims neither report street harassment nor share their stories with others as they fear they would be blamed. Victim-blaming is so common among women who have been harassed in their lives. Thus, this study tries to investigate (a) how victim-blaming affects the identity and mental health of women, (b) how women in patriarchal cultures perceive their roles in street harassment and (c) how women can overcome the challenges of victimization in such cultures. The data of this study came from semi-structured interviews with ten female participants on their experiences of being harassed in public and strategies to cope with their associated mental challenges. Building upon the fourth wave of feminism, the author argues how sharing stories of harassment on social media has added a new horizon to discussions on gender inequalities and social harassment. Finally, the author reveals how the cultural normalization of street harassment and women bodies’ objectification is tangled up with victim-blaming.

Keywords: Harassment, Street Harassment, Victim-Blaming, Feminism.

THE REBELLION OF THE FALLEN: LUCIFER VS MELKOR

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Abstract: The Catholic writer, Tolkien, in his mythopoem *The Silmarillion*, depicts the main villain, Melkor in ways similar to the fallen angel, Lucifer. The purpose of this study is to explore the rebellion of the fallen figures, Lucifer in John Milton's *Paradise Lost* and Melkor in Tolkien's *The Silmarillion*. Lucifer, attempts to overcome his weakness and achieve his goal by seducing humankind, whereas Melkor does the same deed by creating an evil race out of the Children of Eru. Raising a rebellious crowd, Lucifer is successful in his dark quest to make Adam and Eve expelled from Eden. Lucifer blames God for his actions and falling from grace. Moreover, he justifies his dark path by claiming that God has created him so high above others that he could not remain in subservience. In other words, his nature leads him to rebellion. Both Melkor and Lucifer are tyrants. Melkor and Lucifer see 'others' as inferior creatures. Just like Lucifer, Melkor rebels against his creator by corrupting his creations, marring them and meddling in the work of the Valar. Melkor, believing he has been oppressed by his creator, he swears to rule the creation, corrupt it and own it. They both believe that they have been mistreated by their gods because their thoughts and desires for creating are not as mediocre as others'. Although Lucifer can be deemed as a tragic hero in *Paradise Lost*, Melkor is described as a pure evil antagonist. From the moment of Arda's creation to the final lines in Tolkien's epic fantasy, he remains the embodiment of evil. Thus, Milton and Tolkien's villains prove to be sophisticated literary creations in which different political and aesthetic ideas are stored. Comparing and contrasting them in terms of their deeds and thoughts will shed light upon Tolkien's strategy in sub-creating a cosmos with an internal logic of good and evil. Furthermore, analyzing Milton's Lucifer in relation to Melkor will help us find out how our understanding of political rebel has changed since the dawn of modernity.

Key Words: Tolkein, Silmarillion, Fantasy/Epic.

A CONTENT ANALYSIS ON ASSESSMENT OF POINTS OF VIEW OF HEALTHCARE MANAGEMENT STUDENTS RELATED TO ACCOUNTING COURSES

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Introducton

Considered as one of the sectors most difficult to be managed in developed countries, healthcare management requires professional managers (Çil Koçyiğit, Doğan , & Taş, 2016). The fact that this field contains human health results in usage of several disciplines together (Çimen, 2010:137). The most important decision that managers in the field of healthcare management is financial decisions among the other riskiest decisions (Ayanoglu et.al, 2013:4). Besides this, the role of accounting in the achievement of the businesses in healthcare management sector is quite significant (Coşkun, 2006:105).

The simplest definition of accounting can be expressed as “information systems with the purpose of producing information about resources used by both profit-making organizations as well as non-profit organizations, how they use these resources, changes in these resources, increases and decreases of them, and management of the organization and information that can show financial status of the organization for internal and external stakeholders, and with the purpose of recording, classifying, summarizing and reporting these information.” (Kazak and Erdemir, 2020: 4). Furthermore, accounting information system and applications are encountered as a process obliged to be used by each business. (Büyükmirza, 2009: 26).

Accounting provides the biggest support for the decision-making processes of managers in healthcare businesses (Coşkun, 2006:105). Relationship between service rendered and cost particularly draws the attention in this field. Continuously increasing costs in healthcare businesses (Kısakürek, 2010: 229, Keleş, 2021: 2, Ayanoglu, et.al., 2013: 3) also increases the necessity of cost control of these businesses. The most significant issue at this point is that the charges of the services rendered in healthcare businesses active in our country is under the control of the state. This case makes it difficult to charge the services provided and results in managers' keeping the costs under control continuously because of this case as well. The most troublesome part of this usage of various materials in these businesses (Kısakürek, 2010:229). Therefore, it is quite crucial that managers in healthcare businesses shall be professionals in cost control and use of the

information obtained from accounting while making financial decisions and future-oriented planning.

This case requires that the individuals having administrative positions in healthcare businesses shall be able to understand financial information and interpreting financial reports in making financial decisions and cost control. This can only be performed by people possessing accounting and financing knowledge. In this respect, providing education on accounting in university programs for undergraduate postgraduate students in adequate levels is quite substantial for the people with this position and health institutions (Ayanoglu et.al., 2013:4).

“Education on accounting is a vocational training. Vocational training can be expressed as training on improving individual in several directions by providing skills, knowledge and attitude required by a specific occupation” (Ertugrul and Ozdemir, 2014:216). Students receiving accounting training can gain knowledge, skills and attitude required for the occupation (Cil Koçyiğit et.al, 2016:540, Ertugrul and Ozdemir, 2014:216).

The purpose of this study shed light on the researchers to carry out a new study within the light of these information by making content analysis of the studies in which healthcare management students’ approaches and points of view regarding accounting courses are evaluated.

Method

Qualitative research methodology was used in the study and articles related to students of healthcare management department and accounting courses were analysed.

The sample of the study is consisted of the articles on healthcare management students and their perceptions on accounting courses. “Google Academic Database” was used in the search of the articles. 18 article themes related to the issue were found by using “healthcare management” “student” and “accounting course” keywords in Google Academic Database as of May 2021 and 6 theses set forth. Themes were enumerated and the number of the studies on the themes and the conclusions processed in these themes were given under determined themes. Suggestions were presented by generalizing as given in 18 studies. 6 articles were found in relation with Theme 1, 5 with Theme 2, 1 with Theme 3 and 1 with Theme 4, 3 with Theme 5, and 2 with Theme 6.

Table 1. Themes processed in academic works.

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|---------|--|---|
| Theme 1 | Determination of the features such as perceptions, attitude, behaviours and success of students in healthcare management departments taking accounting courses | 6 |
| Theme 2 | Analysis of curriculum and national competency of the accounting courses provided in universities in healthcare management postgraduate and undergraduate programs | 5 |
| Theme 3 | The expectation of health sector from accounting training and education that healthcare management students received to possess vocational information and skills | 1 |
| Theme 4 | Evaluation of the expectations of undergraduate students receiving education in department of healthcare management about the specifications of accounting instructors and determination of the expectations concerning the teaching methods used by instructors by expressing the importance of the courses with accounting content in this field | 1 |
| Theme 5 | Determination of Financial Literacy Information Level of undergraduate and postgraduate students receiving education on healthcare management | 3 |
| Theme 6 | Points of view of students taking accounting course through distance learning on distance learning, self-sufficiency of them related to distance learning system and opinions of accounting courses performed via distance learning | 2 |

Findings

Assessment of Conclusions of Research Themes

Theme 1: Assessment of the conclusions of studies related to the themes determining features as perception, attitude, behaviour and success on accounting courses and the concept of accounting of healthcare management students receiving accounting training

- In the study conducted by Biçer et.al. (2018), it was found out that students' being unwilling against accounting and finding the course boring, and finding the course necessary is more than %3 and rate of students' being willing about the course and liking the course is found as 2,20. In conclusion, it is observed that students receiving healthcare management do not like accounting course, their interest in the course is low and they are not aware of the necessity of the course in full measure, and only students with good grades find the course necessary. Moreover, another conclusion is that the students who like the department they receive education find the course essential. The success status of the students influences their viewpoint about the course.
- According to the conclusion of the study performed by Çil Koçyiğit, Doğan and Taş (2016), students stated that expertise of the instructors of the course and their having high knowledge level and students' liking or disliking the course affect the success of the students positively. Besides this, presentation of the course via power point, students' having more than one exam at the same day and perceiving the course as boring affect the success in negative way.
- In the studies of Akpınar and Yıldız (2018) and Fidan and Ağırbaş (2019), it was concluded that “students' perceptions on the concept of accounting are “accounting as a difficult, boring and complex course”, “accounting as a necessary, beneficial and important course” and “accounting as an exciting course” and “accounting as a course requiring attention and hard work””.
- The conclusion of the study of Biçer and İlman (2018) also supports the conclusion of the study conducted by Çil Koçyiğit, Doğan and Taş (2016). While instructors' having good knowledge of the field and their experience influence the positive attitude of the students about the course, presenting the course via power point affects their success level. Students also consider that accounting course will contribute to their working life in the future and influence their professional career positively.
- It was specified in the study conducted by Çil Koçyiğit and Ekinçi (2020) that students worry about accounting course especially in the first-grade students, they know that this

course will positively reflect to the job opportunities in the future but they are not willing to learn the subjects of accounting and even they want the removal of it from the curriculum. students stated that will do not choose this course if it is not compulsory and compared to other courses, they are more anxious and nervous about accounting course and accounting examination.

Theme 2: Analysis of curriculum and national competency of accounting courses given in undergraduate and postgraduate healthcare management departments of universities

- Çil Koçyiğit, Şenay, Dursun, and Kahraman (2018) specified that majority of healthcare management postgraduate programs contain accounting and finance courses and some curriculums only approximately at the rate of 20% do not include accounting and finance courses. Besides this, it was revealed as a result of the examinations that the average rate of accounting and finance courses in total credit is between 16,5% and 20% in the curriculums analysed and accounting and finance courses are generally elective.
- Tugay Arslan et.al. (2020) analysed acquisition contribution level of each course given in healthcare management departments and qualifications of program related to that course in their study. Afterwards, total contribution level point of national competency aspects (knowledge, skill, competence) and contribution average value of each course were calculated. It was also expressed that the level of assessment of accounting course in terms of competency is quite low.
- Savaş and Ekergil (2019) indicated that accounting courses are not paid sufficient importance in the curriculums in the departments. As well as this, “Financial (Fiscal) Statements Analysis” and “Management Accounting” courses, being an important tool of accounting, were determined as not being paid adequate significance. It was specified that “accounting” and “finance” courses included in curriculum of healthcare management shall be extended within this scope and including specialized accounting fields (medical accounting, environmental accounting etc.) to these departments shall be beneficial for meeting the increasing demand in health sector.
- Ayanoğlu, Abuhanoğlu and Teke (2013) marked in their study that accounting and finance courses are given in different grades with different names during undergraduate study and

they have 9,5% share on average within all courses of the departments. Furthermore, it was specified that Financial Management I-II, General Accounting I-II, and Cost Accounting courses are compulsory and other optional courses are elective and when credits of courses are evaluated on average, the credits of these courses are low in universities in general and.

- Şahin (2020) expressed as a result of the study conducted that there are some courses having different names although the syllabuses have the same contents. Together with this, it can be observed that General Accounting course is included in curriculum of undergraduate and associate degrees of healthcare management in almost all universities and is compulsory, and even though course of course Financial Management in Health Institutions is elective in some associate degree programs, it is compulsory in undergraduate programs. It was concluded that cost accounting and financial management courses are generally given in postgraduate programs as elective or compulsory courses.

Theme 3: Expectations of health sector from accounting education and training that healthcare management students receive to gain vocational knowledge and skills

- Çil Koçyiğit, Şenel, and Bostancı (2016) expressed that healthcare businesses' expectations about accounting training are as follows: accounting training and education shall cover practical knowledge, Uniform Accounting Plan shall be improved in a manner that it will cover the necessities of health sector, internship opportunities shall be provided in health sector to the students receiving accounting training, the content of the accounting courses taught in schools shall be determined in cooperation with health sector and the expectations of health sector shall be paid attention etc. Sorting of accounting courses as per significance levels are:

Financial Accounting and Legislation course is of the primary significance level,

Computerized Accounting is of the second-degree significance level,

Cost Accounting is of third-degree significance level,

Management Accounting is of fourth-degree significance level.

Theme 4: Assessment of the expectations of undergraduate students on specifications of accounting instructors by expressing the importance of courses including accounting context in

the field of healthcare management and determination of the expectations of them about the methods that instructors use

Majority of the students stated that they consider accounting course necessary in the field of healthcare management, accounting courses they receive during their educational life will affect their career positively, however they do not want to work in a field related to accounting in health sector, they do not want to do master degree in accounting after their undergraduate education, they understand accounting courses better on black-white board and they study for accounting courses only during exam weeks with the purpose of passing the class. The most important features in relation with the capabilities of instructors are their liking teaching, teaching capability and being asked questions without any hesitation. The most significant features related to teaching method are solving questions-examples related to the subject following theoretical course and presentation of theory and daily life problems together.

Theme 5: Determination of Financial Literacy Knowledge Levels of Students receiving undergraduate-postgraduate healthcare management education

- Aktaş and Çetin (2020) indicated that financial literacy of postgraduate healthcare management students is in good level. They specified the fact that good level of financial literacy is a positive development for the sector in terms of present day and future of management of health institutions.
- Doğanay Payziner (2017) examined attitudes and behaviours of healthcare management students concerning financial literacy in four dimensions in total as “perception, interest, expenditure and attitude”. The study concluded that “there is statistically meaningful difference in interest dimension as to gender, in perception and interest dimension as to class, in interest and attitude dimension as to age, in attitude dimension as to education level of mother and in expenditure dimension as to education level of father” and when point averages of students are analysed, it was found out that “point averages of perception, interest and expenditure dimensions of the students receiving finance course is higher than the students in other class”.
- Özer (2019) detected that the perception of healthcare management students on financial literacy is in midlevel on the basis of sub-dimensions. Besides this, it was determined that there is statistically meaningful difference in interest, attitude and expenditure dimensions

of students according to gender and statistically meaningful difference in interest, perception and expenditure dimensions as per residential area.

Theme 6: Determination of points of view of students receiving accounting course through distance learning on distance learning system, their self-sufficiency regarding distance learning and opinions on accounting courses performed via distance learning

- Serçemeli and Kurnaz (2020) pointed out that healthcare management students do not adopt distance learning system much but they do not experience any difficulty in usage of the system in terms of their self-sufficiency. Furthermore, watching video records again and again, flexible educational opportunities and saving time are found positive in association with accounting's being taught through distance learning while not reaching to internet and instructor and feeling isolated in social respect etc. issues are found negative aspects and thus students desire to receive accounting courses through traditional methods. The reason for that is they need an instructor to whom they can ask when they do not understand the subject and they can have peer to peer communication, and the ones who want to receive the courses without coming to school approach positively to distance learning with flexible time and place opportunities.
- In the study of Akgün (2020), it was specified that majority of female students think that distance accounting courses provide them cost advantage and significant benefits while male students contribute to a standard education program. Furthermore, male and female students consider that distance accounting training will not contribute to their future compared to formal learning.

Suggestions

According to the suggestions in the studies examined, the followings are among the common suggestions;

- Instructors are significant in terms of their endearing accounting course to students and increasing the interest of students in the course and it is required that the studies on capabilities and efficiency of instructors shall be increased,

- Activities shall be performed to create positive attitude of students on accounting course in the following terms of undergraduate education and studies shall be conducted to provide students' active participation to the courses and to increase the motivation of the students,
- Use of “drama activities and digital platforms (Google Classroom, Kahoot, EdPuzzle etc.)” in the presentation of subjects of accounting courses,
- It is necessary that credits and the number of accounting and finance courses shall be increased in healthcare management associate's degree, bachelor's degree and master's degrees and specialized accounting courses shall be included and curriculum shall be prepared in a manner that the courses of two terms shall follow one another,
- The names of the courses with similar content shall have standard names,
- Standardization of whether healthcare management departments shall be in “Faculties?” or in “Associate Degree Programs?” and if it will be given in faculties, then it shall be determined whether in Faculty of Health Sciences or in Faculty of Economics and Administrative Sciences,
- Flipped educational system shall be provided in accounting training in a manner that it will cover both traditional educational methods and distance learning methods,
- Studies covering the students of all healthcare management departments in Turkey shall be conducted and perceptions and attitudes of healthcare management students on each level concerning accounting course shall be determined.

Conclusion

When the studies in the literature in Google Academic are analysed over title of the publication and abstracts about students receiving accounting courses in healthcare management programs, 22 articles on the subject were examined among the studies found as a result of the search by “healthcare management” “accounting” and “accounting course” between May-July 2021 and 18 of these found related with the subject determined for the study and analysed. When the studies sorted in themes are analysed, it is observed that the subjects most frequently studied are on viewpoints of students in healthcare management departments about accounting courses

and status of accounting courses in the curriculum of health management-based departments of universities. While the expectation of the sector from the accounting training that students receive is that specialized accounting subjects related to health sector shall be given to students, the level of financial literacy of healthcare management students differs according to sample performed. In the studies evaluating points of view of students about distance learning process that change educational life of students particularly in pandemic period, it is indicated that it will be beneficial to teach lessons in mutual communication in which they can ask anything they want besides the fact that distance learning has its own advantages. Students stated that the courses taught by communicating one-to one with the instructor on black-white board are more beneficial than the studies presented with power point. In addition to this, students specified that the instructor of the course shall have a good knowledge of the subject and be more well-informed. It turned out that students generally approach to accounting courses with concern, they do not like the course, their viewpoints about the course change as per their success level and they do not want the course to be compulsory.

According to “Directive on Job and Duty Description of Healthcare Professionals and Other Occupational Groups Working in Health Services” with (2014 date and 29007 number), health managers in the sector have duties and responsibilities related to accounting and finance. These duties and responsibilities are conducting budget, financial and cost analysis activities, planning and performing the activities in rendering services and assessment of the results of these, performance of the services that the institution render apart from medical processes and auditing the procedures of the institution. The importance of the accounting and finance courses provided to the students in higher education institution can be observed as a result of this mission undertaken by health managers in the sector. Therefore, these studies conducted in academic field are also important. The suggestions and the cases set forth in the studies also reveal the significance of the issue. It is indicated that instructors shall change their teaching methods against the negative attitudes of the students on accounting courses and course activities and motivations of the students shall be increased. Some suggestions are as follows: accounting courses shall be compulsory for the sector, the credits of the courses shall be increased, the names of the courses shall be standardized and flipped education covering both distance education which entered into our life with pandemic period and traditional training methods shall be used together.

There are state and foundation universities and TRNC universities covering 69 healthcare management programs. 50 of these are under the roof of Faculty of Health Sciences, 18 of these under Faculty of Economics and Administrative Sciences and 1 under Faculty of Business Administration. This case causes differences between students in terms of the courses they receive and the curriculums. As specified in the suggestions, this case causing dualism shall be eliminated and the courses shall be standardized.

It is observed as a result of the study conducted that the studies in this field are generally conducted in the province of Ankara. These studies shall be increased to ensure academic studies' reaching to more general on these themes with this leading study. It was aimed with the study to evaluate student profile with an academic viewpoint and to lead further studies.

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A COMPARISON OF UNIVERSITY STUDENTS IN ENTREPRENEURIAL INTENTIONS, CREATIVITY, AND EMOTIONAL INTELLIGENCE: AN EXAMPLE OF USA AND TURKEY

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Abstract: This quantitative study aimed to provide a comparison between graduate students in Turkey and the United States of America (USA) in terms of levels of entrepreneurial intentions, creativity, and emotional intelligence. Within this context, we surveyed 799 students in two different universities in Turkey and the USA. In analysing the data, we completed a confirmatory factor analysis to obtain structural validity followed by comparative tests. The results demonstrated that the students in the US university had higher levels in emotional intelligence dimensions of problem-solving skills, emotional awareness, and interpersonal relations as well as creativity when compared with the students in Turkey. On the other hand, the students in Turkey showed higher levels of self-control, emotional intelligence, and entrepreneurial intentions. The results were discussed within a cultural context and recommendations are provided accordingly.

Keywords: Emotional Intelligence, Entrepreneurial Intentions, Creativity, Higher Education, International Comparison.

Introduction

The added value provided by human resources affects the welfare level of countries significantly. One of the most important factors in preparing human resources is education. The success of education systems depends on the qualities of the individuals prepared. In today's world, emotional intelligence is one of the important characteristics that human resources have. Emotional intelligence varies between individuals depending on competencies they are born with. However, a good education and environmental factors, particularly cultural factors that are dominant, can improve personal factors (Hong and Milgram 2008). Therefore, it is important to identify and compare the levels of emotional intelligence in different cultures and different education systems.

Creativity is another characteristic that provides added-value, and similar to emotional intelligence it is a characteristic that can be improved. Particularly in cultures where values such as risk-taking are dominant, the level of creativity is high. The concept of creativity has drawn

attention from researchers in various fields. Ways to increase creativity is an important topic to study for researchers. For some, creativity reflects intelligence or problem-solving skill while some consider it as personality or a comprehension skill (Malaga 2000; Torrance 1990). On the other hand, there are studies in the literature examining creativity from cultural and societal perspectives (Argyris and Schön 1996). In this study, creativity is addressed from two different education systems and cultures, as well as with emotional intelligence which contributes to the field.

Another variable used in the study is the entrepreneurial intentions. It is difficult to develop for economies with a high number of individuals who do not have an entrepreneurial character and prefer a low-risk work life with regular salaries (Yanık, Timuroglu, and Naktiyok 2017). Individuals with an entrepreneurial mindset contribute to increase the level of economical wealth. Thus, one of the missions of education systems is to train individuals to increase their entrepreneurial mindset. This study compares the entrepreneurial intentions of students by focusing on emotional intelligence and creativity.

Theoretical Framework

Emotional intelligence is the capability of being aware of one's own emotions, being able to perceive others' emotions, and being able to manage information through emotional clues (Robbins and Judge 2012). Goleman (1995) emphasizes that emotional intelligence (EQ) is more important than intelligence quotient (IQ) and that lack of emotional intelligence may have negative impacts in many aspects of life from a person's personal life to their success in career, from societal relationships to health status. Goleman's position on emotional intelligence had drawn attention from researchers who had built several evaluation systems based on IQ and opened a new direction for research (Epstein 1998). Until the concept of emotional intelligence received interest, emotions were thought to impact cognitive activities negatively, that they do not possess any cognitive aspect, and should not be included in IQ tests (Salovey and Mayer 1990). However, modern theories on emotions emphasize that emotions provide information about individuals, others, and their environment, that they help with thinking and decision making, and they are understandable and predictable. Additionally, emotions follow certain rules and paths, and play an important role in thinking, decision-making, and other activities as they carry information (Caruso and Salovey 2004). Emotional intelligence is directly related to other cognitive skills and it can be developed

and obtained through experience (Mayer, Salovey and Caruso 2004). Therefore, emotional intelligence may be closely associated with creativity.

Creativity is a concept that is commonly confused with entrepreneurship or innovation; however, it is different from innovation. Creativity is producing different approaches to solve current problems (Goodman 1995). Creativity is not only about presenting novel outcomes but also developing an understanding, perspective or result through making connections between two situations or concepts that seem very different (Jones 2004). Creativity and invention are components that emerge before innovation and needed for the occurrence of new ideas and ventures. It is a cognitive process consisting of a perspective including new and unique ideas. Creativity is a cognitive process that involves perspectives on new and unique ideas and realization of ideas through these perspectives which require different skillsets. New ideas produced through creativity also need to be applicable (Freeman 1989; Reber 1985).

Creativity is a situation that leads to innovation while innovation is the expression of creativity (Barker 2001). It emerges from interactions between people and refers to making connections on a topic or concept between components that were not connected before (EU Commission 2009; Certo 2000). Creativity is essential for entrepreneurship and innovation to emerge. King and Anderson (1995) mention three foundations to increase creativity that are: (i) providing an encouraging environment for producing new ideas such as group decision models, (ii) providing the necessary education, (iii) changing the culture towards creativity. In alignment with these foundations, it is important to provide an environment for students in which they can work together in decision-making, discuss, and share their opinions freely to bring their creativity into the forefront. In addition to such environments, students should be trained for creativity and skilled individuals should be supported. Another factor to consider in encouraging creativity is culture. Values, beliefs, norms, and symbols in a culture should be adjusted to embrace creativity while those that prevent creativity should be changed.

Entrepreneurship refers to innovative activities that bring forward resources that contribute to welfare (Drucker 1985). Identification of an opportunity to create value and taking that opportunity by organizing necessary resources to achieve the desired results such as a product, method or organization provide the foundation for entrepreneurship. Innovation, risk taking, and bringing resources together in a unique way are the main components of entrepreneurship. There

are two foundational components in entrepreneurship that are creating opportunities for innovation and creating value. Creating value through opportunities provided by innovation is within the scope of entrepreneurship which is realized by individuals with entrepreneurial mindsets. It is important to identify individuals with a potential for entrepreneurship. Grichnik, Smeja, and Welpé (2010) state that there are efforts to distinguish entrepreneurship from a cognitive perspective. It is not possible to distinguish such a complex concept from a single perspective. Individuals' inner worlds, their environments, the culture they belong to and the education they receive are thought to influence their entrepreneurial intentions. Therefore, it is important to compare the concepts of emotional intelligence, creativity, and entrepreneurial intentions in two different education systems that are Turkish and American.

According to the World Bank (2018), the United States of America is a developed country with a gross national product (GNP) of \$ 62.580 while Turkey is listed as a developing country with a GNP of \$10.380. Additionally, the structures of the two countries consist of different cultural characteristics in various cultural models. Therefore, the purpose of this study is to provide a comparison between students in these two countries in terms of emotional intelligence, creativity, and entrepreneurial intentions.

Methods

The research population consists of graduate students in two universities; one located in the state of Texas in the United States and the other in the eastern part of Turkey. The reason why these two universities were selected is that they have a student population close to each other in number. In order to increase the representation power of both universities, a gradual simple random sampling method was used to recruit participants. As a result, a total of 799 students voluntarily participated in this study with 399 students from the American university and 400 from the Turkish university. The survey instrument used in this study to collect data consist of 4 sections. In preparing the questions related to entrepreneurial intentions, we were influenced by Kickul and D'Intino (2005), and Naktiyok and Timuroğlu (2009). The survey included 5 questions related to entrepreneurial intentions. In preparing the emotional intelligence scale, we were influenced by Salovey and Mayer (1990). The survey consisted of 4 factors that are problem solving, emotional self-awareness, interpersonal relations, and impulse control. We included 20 questions on emotional intelligence and 5 questions related to creativity in the survey. The survey responses were based

on a 5-Likert scale. Additionally, we included demographic questions on three variables that are; gender, the programme enrolled, and time in the programme.

Results

In this section of the paper, we present the results of the confirmatory factor analyses of the variables, and the results of the validity and reliability analyses of the survey items on emotional intelligence, creativity, and entrepreneurial intentions. Additionally, t-test results are presented to provide demographical information and show the differences.

In this study, 399 students participated from the United States of America while 400 students participated from Turkey. The participation ratios of both countries are almost equal and are important for comparison. 342 participants were male (42.8%), and 452 participants were female (56.6%) while 5 participants preferred not to provide their gender.

16.8% of the participants are enrolled education, 5% in humanities and social sciences, 10.1% in business, 4.1% in nursing, 1.2% in applied sciences, 2.2% in math and engineering, 1% in media design, 9.2% in professional studies, 19.1% in pharmacy, 7.4% in optometry, 6.1% in physical therapy, 1% in osteopathic medicine, 6.8 in extended academic programmes, 10% in online programmes in the American university. The distribution of participants by schools in the Turkish university include 27.3% in economics and administrative sciences, 27.4% in engineering, 20.3% science, and 25% in education.

When the distribution of years of education is evaluated, it is seen that 46.1% of the students have been in the programme for less than 1 year, 30.9% between 1-2 years, 15.2% between 2-3 years, and 7.4% between 3-4 years, and lastly 0.4% have been in the programme for over 4 years.

Table 1. Comparison of the views on emotional intelligence sub-dimensions, creativity, and entrepreneurial intentions between the universities by country

| Sub-Dimensions* | Count | N | Me | St | t | P(sig.) |
|-----------------|-------|----|---------|----|---|---------|
| * | ry | an | d. Dev. | | | |

| | | | | | | | | | |
|-------------|-----|-----|----|-----|-----|-----|-----|----|-----|
| | | USA | | 3 | 4.2 | .42 | | | |
| PS | KEY | TUR | 99 | 802 | 2 | | 7.9 | | .00 |
| | | | | 4 | 3.9 | .71 | 18 | 0* | |
| | | | 00 | 500 | 8 | | | | |
| | | USA | | 3 | 3.9 | .55 | | | |
| RR | KEY | TUR | 99 | 900 | 0 | | 5.6 | | .00 |
| | | | | 4 | 3.7 | .73 | 06 | 0* | |
| | | | 00 | 325 | 4 | | | | |
| | | USA | | 3 | 3.9 | .50 | | | |
| TSA | KEY | TUR | 99 | 604 | 9 | | 3.1 | | .00 |
| | | | | 4 | 3.8 | .70 | 04 | 0* | |
| | | | 00 | 250 | 7 | | | | |
| | | USA | | 3 | 2.8 | .69 | | | |
| IC | KEY | TUR | 99 | 135 | 3 | | 7.8 | | .01 |
| | | | | 4 | 3.2 | .77 | 65 | 7* | |
| | | | 00 | 240 | 8 | | | | |
| | | USA | | 3 | 4.0 | .58 | | | |
| CREA | KEY | TUR | 99 | 664 | 7 | | 3.6 | | .00 |
| | | | | 4 | 3.8 | .75 | 19 | 1* | |
| | | | 00 | 931 | 5 | | | | |
| | | USA | | 3 | 3.3 | 1.0 | | | |
| EP | KEY | TUR | 99 | 489 | 90 | | 3.8 | | .00 |
| | | | | 4 | 3.6 | .82 | 41 | 0* | |
| | | | 00 | 115 | 4 | | | | |

*: $p < 0.05$

**PS: Problem solving, INTERR: interpersonal relations, EMOTSA: emotional self-awareness, IC: impulse control, CREA: creativity, ENTREP: entrepreneurial intentions.

When the data were examined, PS ($p = .000$), INTERR ($p = .000$), EMOTSA ($p = .000$) were found to be significant in the three sub-dimensions of emotional intelligence. According to

the results of the students enrolled in the American university, the levels of PS, INTERA and EMOTS are higher than that of students enrolled in the Turkish university. On the other hand, the levels of impulse control of students in Turkey ($p = .017$) were significantly higher than the students in the United States. Additionally, students in the United States had significantly higher levels of **creativity** ($p = .001$) than the students in Turkey while the students in Turkey had significantly higher levels of **entrepreneurial intentions** ($p = .000$) than the students in the United States.

Discussion

A total of 799 students from two universities, one in Turkey and the other in the U.S.A., participated in this study aiming to compare the levels of entrepreneurial intentions, creativity, and emotional intelligence. First, a confirmatory factor analysis was completed on the data that was followed by a validity test. Then, it was found that the scales had a higher reliability based on the Cronbach Alpha coefficients. Demographic information on participants and the t-test results showing the differences of variables by countries are presented.

Social scientists describe a system as an integrated structure that consists of certain parts which are interconnected and connected to the external environment in which they are located (Immegart & Francis 1973). The whole system contains different systems within, and the subsystems work separately and become part of the upper systems in relation. Systems can fulfil their tasks with the relationship of the subsystems with each other. Due to the open system approach, systems must be in contact with the environment they are in to survive (Stoner & Charles 1986). Therefore, education systems cannot be considered independent of the culture they are in and they are in constant interaction with the culture of the country where they are present. Thus, we provide a discussion of our comparison within the scope of cultural effects and recommendations accordingly.

According to the results of this study, the problem-solving levels of students in the United States are higher than the students in Turkey. The reward effect of reinforcers that follow certain behaviours depends on whether the person establishes a causal relationship between their own behaviours and reward. Reinforcer is perceived as a result of other powers, such as luck, chance or other people with power, when the person attributes the results of their behaviours on other factors rather than the behaviours which is called the "external locus of control." If a person

perceives events as being dependent on their own behaviour or their own relatively continuous characteristics, this is called the "internal locus of control" belief (Rotter 1966; Erdoğan and Ergün 2011). In their research on Turkish Culture, Sargut (2010) stated that Turkish Culture encourages externality, that is, behaviour depends on luck, chance, or the influence of other environmental forces. However, studies show that people with high internal locus of control score higher in performance evaluation (Day et al. 2002) which is related to problem-solving skills. While extrinsically oriented people leave the solution to problems to chance or luck, internally oriented people increase their performance to solve problems. Studies have shown that people with an external control focus can also develop internally focused characteristics over time (Sargut 2010). Therefore, it is recommended that cultures with a high external locus of control should integrate a system that will encourage the internal locus of control in their education systems.

Geert Hofstede, a psychologist from IBM company, conducted an important study on 116,000 employees in 53 countries, which classified and revealed the differences between cultures. In this study, which included Turkey and the United States, it was concluded that culture can be explained in four different dimensions that are: power distance, uncertainty avoidance, individualism-collectivism, and masculinity-femininity. Upon the criticism that his studies are focused on the Western culture, he added the long-short term orientation dimension to four dimensions (Kutschker and Schmid 2011). In his later studies, he suggested that the culture can be explained in six different dimensions by adding the indulgence-restraint dimension (Hofstede, Hofstede, and Minkov 2010). The differences between Turkey and the United States for these six dimensions are given in Figure 1.

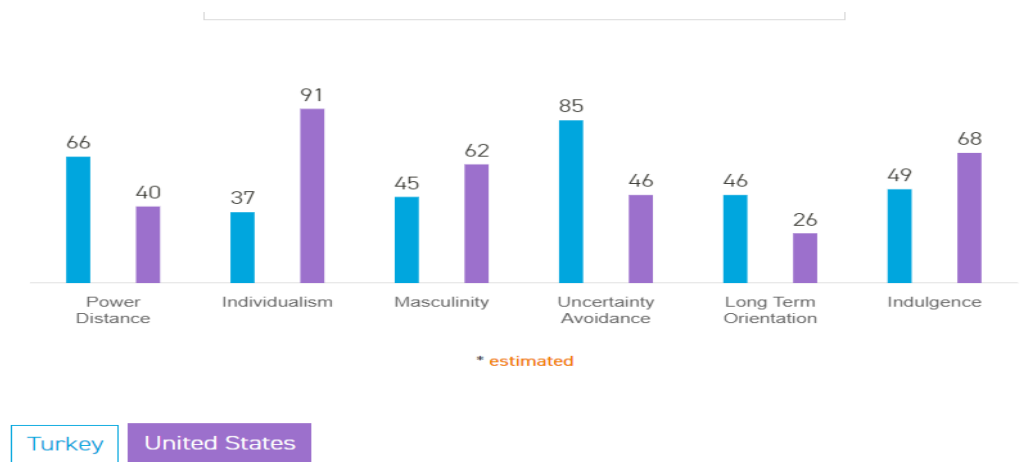


Figure 1. Cultural differences between Turkey and the United States according to the Hofstede Model. Source: Hofstede Insights: <https://www.hofstede-insights.com/country-comparison/turkey,the-usa/>

According to our study, the level of interpersonal communication, one of the sub-dimensions of emotional intelligence, was higher in students in the United States. As seen in the Hofstede model, tolerance is higher in the American culture which is thought to be effective in the high levels of interpersonal communication. Kaya (2015) determined that people with high interpersonal communication have high investment performance. Therefore, the dominant culture must produce values in a way that encourages interpersonal communication and reduces restriction.

The emotional self-awareness level of the students in the American university was higher than those studying in the Turkish university. The modern method of education advocates for directly educating the emotion instead of using emotion to educate (Goleman 1995). In addition, self-consciousness is a type of intelligence that can be developed (Mayer 1998). Universities should provide students with skills such as controlling their emotions, keeping their individual characteristics open to others and being open to criticism.

Unlike other emotional intelligence sub-dimensions, self-control is higher in students in Turkey which is closely related with the reflection of the culture in general. In the cultural distinction of Hofstede given in the figure above, while the American society tends towards individuality with a very high rate, Turkish society has collectivist cultural characteristics. In collectivism, the decisions of a group or society are more important than one's self. Relationships between individuals are very weak in societies with a high level of individualism and individuals only care about themselves and their nuclear families (Hofstede, Hofstede, and Minkov 2010). Individuals who grow up in this culture are more focused on "me" rather than "us" (Yie and Bothello 2010). In collectivist societies, belonging to a community or a group and acting in accordance with the norms of the society or group prevails (Hofstede 2010). For this reason, because individuals in Turkish society with high collectivism cannot easily act against the norms of the society, self-control is high. Therefore, it is recommended to encourage behaviours such as

team or group work to increase this emotional intelligence level, especially within educational systems of America.

When we look at the comparison of the creativity level, the creativity level of the students in America is higher. This difference stems from the predominance of determinism in Turkish society. As seen in Figure 4, Turkish society avoids uncertainty at a high rate. Creativity is closely related to taking risks. Deshpandé and Farley (2004) stated that creativity is high in adhocratic cultures where risk taking is dominant. Therefore, risk taking should be developed as a value in the dominant culture in order to increase creativity.

Lastly, the entrepreneurial intentions of students in Turkey are higher than the intentions of students in the U.S.A. As seen in figure 4, the power distance in Turkish society is quite high. Title, status, and formalism gain great importance in societies with a high power distance (Sargut 2010). Students keep their entrepreneurial intentions high in order to achieve a good status in the future and to develop their economies and gain power. In a study sharing the data obtained by the Pew Research Center in 2011, it was found that 48% of people living in Turkey have low income (Kochhar 2015). Another study by the same centre in 2016 showed the low-income level in America as 29% and middle-income level as 52% (Kochhar 2018). Low-income people have to engage in vertical social mobility to be in the middle-income level, and one of the best ways of achieving this is to take initiatives. Thus, people in lower income groups in Turkey have held high entrepreneurial intentions. On the other hand, another way of vertical social mobility is through education, and therefore countries with a high proportion of low-income groups should be provided with good educational opportunities.

Limitations and Recommendations

In this study, two universities with similar student numbers were selected as samples. There may be places in different regions of the countries where people with different demographic characteristics and different income levels are concentrated. Therefore, it would be beneficial in future studies to select a large number of universities involving people from all income groups, where country-wide information can be collected. In addition, a comparison was made between a developed country and a developing country in this study. It is recommended to include data from underdeveloped countries or countries from different regions in future research. On the other hand, entrepreneurial intentions of the students were measured in this study. This does not mean that all

students with intentions will be entrepreneurial and take initiative. For this reason, it is recommended that future studies should include those who have taken initiative after school as well.

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