This period we are in is the age of information and technology. In this age, countless information production and their dissemination take place. Turkish scientists make great efforts to be able to take part in this flow of information and to have a place in the increasing knowledge ocean. This book, which aims to make a small contribution to these publications produced in Turkish and foreign languages in many fields from health to industry, sports to education, consists of five chapters:

- Quality and Marketing in Higher Education
- The Effects of Boredom Proneness on Online Purchase Intention: A Research on Women
- A Model Proposal for The Classification of Muslim-Friendly Hotels: Ihato Example
- Relationship between Urban Quality of Life and Age Friendly City
- Examination of Emotional Intelligence and Group Atmosphere Levels of University Students

Murat Çelebi received education in prestigious universities in Turkey and the US. He mainly focuses on studies on athletic training and psychosociology in sports sciences.

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Murat Çelebi

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Capter 4

RELATIONSHIP BETWEEN URBAN QUALITY OF LIFE AND AGE FRIENDLY CITY

H.Burçin HENDEN ŞOLT - Zonguldak Bülent Ecevit University

Capter 5

EXAMINATION OF EMOTIONAL INTELLIGENCE AND GROUP ATMOSPHERE LEVELS OF UNIVERSITY STUDENTS

Murat ÇELEBİ - Bartin University

Pınar DEMİR - Bartin University

FOREWORD

This period we are in is the age of information and technology. In this age, countless information production and their dissemination take place. Turkish scientists make great efforts to be able to take part in this flow of information and to have a place in the increasing knowledge ocean. This book, which aims to make a small contribution to these publications produced in Turkish and foreign languages in many fields from health to industry, sports to education, consists of five chapters.

In the first part of this book; the concept of higher education and education services marketing, the features of these services, the concepts of service marketing mix, and the importance of higher education service marketing will be discussed.

The second part of the book is devoted to online shopping, which attracts attention with its increasing market share. In this type of shopping, especially women's behavior stands out as a determining factor. Results of the study on their purchasing status were shared.

Turkey attracts tourists from Islamic geography with high rate in recent years. In order to serve this tourist profile better, it has expanded its product range considerably. One of these products is Islamic hotels. In the third part of the book, the operation of the hotels in question in the example of Ihato was researched and evaluated with a scientific method.

Turkey has been able to enter the 20 Developed Countries League (G20) with a great momentum in the 2000s. With this development, an increase has been observed in urbanization and aging rates in its population. The fourth part of the book deals with the quality of urban life and the building of age-friendly cities.

The last part of the book is about university students. This study aims to examine students' emotional intelligence and group atmosphere levels. In order to emphasize the importance of emotional intelligence in group work, business life and teamwork, a current topic was discussed.

In parallel with the research in Social Sciences in recent years in Turkey, human-oriented studies have been given place in this book. The majority of these researches were based on the texts presented, discussed and finalized at the 12th International Congress of Social Sciences with Recent Studies. In the next process, it is hoped that research focusing on people will gradually increase and contribute to the construction of a more prosperous world. I hope the book will be useful to researchers and people interested in human matters.

In the next period, it is hoped that studies focusing on human will gradually increase and contribute to the construction of a more prosperous world. Hoping that the book will be useful to researchers and people interested in human issues.

Editor…

Assist. Prof. Dr. Murat Çelebi

CONTENTS

QUALITY AND MARKETING IN HIGHER EDUCATION[1]

Assist. Prof. Dr. Abdullah Oktay DÜNDAR

Necmettin Erbakan University

Assist. Prof. Dr. Resul ÖZTÜRK

Necmettin Erbakan University

INTRODUCTION

In light of technological and economic developments, changes in the balance of supply and demand have increased the consumer awareness, such that the concept of quality has developed over time through the associated competitive pressure and its scope has expanded day by day. In parallel with these developments, the concept of quality control has changed over time. In its first applications, the concept of quality control was associated with a product and defined as the product meeting the standards set prior to its design. At this stage, the intention was to identify defective products and prevent sending them to the customers. In recent applications, the focus of quality control has ceased to be centred around the product itself and has now become one of keeping the production process under control. At this stage, the activities in the production process are monitored and the source

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[1] This study is an extended version of "Quality and Marketing in Higher Education", presented as an abstract proceeding at the 12th International Congress on Social Studies with Recent Research, June 5-7, 2020, Antalya.

of any error determined to ensure near perfect production at a lower cost (Bektaş and Akman, 2013).

The success of quality approaches in manufacturing enterprises has led to the service sector carrying out its own studies on quality and adopting quality approaches (Saarinen, 2005). Indeed, it is possible for businesses to sustain their existence in a destructive competitive environment through quality studies. This situation concerns public institutions and organizations as well as the private sector, and it has become compulsory for public institutions to carry out quality studies. Quality is a feature that is understandably sought by consumers, especially in sectors with public qualifications such as health and education (Özçiçek and Karaca, 2019). Hence, higher education institutions also gain such certificates by fulfilling accreditation requirements in order to demonstrate their work on quality (Saarinen, 2005).

Higher Education Institutions fulfil a vital role in developing and improving the academic, intellectual, and cultural knowledge and skills of new generations among educational institutions, which has historically been one of the most important elements of science, social, economic and cultural life (Ertürk and İşçioğlu, 2017). With the start of marketing activities by non-profit institutions, higher education institutions have been carrying out marketing activities for education services since the 2000s (Maringe, 2005).

In the first part of this section, quality, service, service quality and quality in higher education will be discussed. In the second part, the concept of higher education and education services marketing, the features of these services, the concepts of service marketing mix, and the importance of higher education service marketing will be discussed.

1. Quality in Hıgher Education

In this section, after explaining the concepts of quality and service, information about Quality in Higher Education will be given.

1.1. Quality

Quality is a philosophical concept that has gained different definitions through its evaluation from different perspectives throughout its historical development (Harvey and Green, 1993).

Quality was evaluated by Juran in terms of usefulness, who described it as a search for perfection (Juran, 1988). Deming, on the other hand, evaluated the quality through the eyes of the customer and defined it as innovations to meet the current and future expectations of the customer (Hurley, 1994). Crosby stated that quality does not mean some being best, but merely suitable for ones needs (Crosby, 1999). Feigenbaum, on the other hand, regarded quality in terms of the economy of the system that meets customer needs (Feigenbaum, 1991). Taguchi suggested that quality is related to diminishing losses, and associated it with material and social losses in society after product delivery (Bryne and Taguchi, 1987). The Japanese Institute of Standards evaluates quality from a system perspective, and defines it as the production system that produces products that meet consumer needs (Zaim and Gençyılmaz, 1999).

While businesses are concerned with the economic sustainability of quality, consumers are more concerned with the price of the product, the ability to respond to needs, and the feeling the product provides. Therefore, there are many variables that affect quality, and this shows that quality is too dynamic to be limited by standards (Şişman, 2002). Harvey and Green (1993), on the other hand, consider it as a relative concept because quality is based on value and judgmental personal ideas, and as an absolute concept because quality has unique characteristics (Harvey and Green, 1993).

Garvin (1987) reported that quality must be understood correctly and quality has eight dimensions before it can be managed properly. Performance is the key functional feature that describes the most basic benefits that a consumer expects from a product (for example, the ability of a computer to process quickly). The feature is part of the additional benefits offered to the consumer in addition to the basic functions of the product (e.g., navigation feature for the car). Reliability is the ability of the consumer to get all the benefits expected of the product throughout its lifetime. Compliance is the degree to which the product can meet predetermined standards. Durability is related to how long the consumer can use the product. Service is related to the rapid delivery and convenience of sales and after-sales services. Aesthetics is the part of product features that appeals to the consumer's senses. Perceived quality, the consumer's prior advertisement, etc. It is the level of quality that results from the information acquired through marketing activities (Garvin, 1987).

1.2. Service and Service Quality

The service sector is growing, and thus increasing its share in total activities in today's economies daily (Sherman and Zhu, 2006). The service has different definitions as it has intangible features according to physical goods.

Grönroos (1990) defines the service as a series of activities that cannot be handled and interact with the customer. Collier (1990) considers the service as the performance or effort consumed as soon as it is produced. Armstrong and Kotler (2003) define intangible movement or performance as a service that does not result in the ownership of something. Mucuk (2017) defines a service as benefits obtained without property.

Although quality practices started in companies that produce goods, quality studies have accelerated and become mandatory within the service sector as a result of its growth (Devebakan and Aksaraylı, 2003) due to the strong relationship between customer satisfaction and service quality (Sultan and Yin Wong, 2014). Therefore, one of the primary goals of service companies that want to ensure customer satisfaction and increase their profitability is one of ensuring quality.

Service quality is the satisfaction of consumer expectations or the ability of the service business to meet these expectations (Oral, 2005). Parasuraman et al. (1985) revealed 10 factors for determining the quality of service in their study. Reliability indicates performance consistency. It means that the business does the service right the first time in accordance with some associated agreement. Responsibility concerns employees' willingness to be ready to deliver their service on time. Merit is about having the knowledge and skills required by the service to practice it. Courtesy includes respectful, friendly, and polite employees who can establish a good dialogue with customers. Communication is about listening to customers and providing information about the service in a way that they can understood. Reputation involves being reliable and honest in the eyes of the customer. Security is about ensuring that the customer is free of their physical and financial doubts and about protecting customer privacy. Understanding the customer; involves trying to know the customer and identify their needs. Material assets include physical evidence of the intangible service (Parasuraman et al., 1985).

The most important purpose of all service businesses (including non-profit organizations and educational institutions) is to provide customer satisfaction with service quality (Ham, 2003). The aim is to generate qualified human resources in a sustainable manner with quality management in educational institutions. Accordingly, education with quality management; aims to provide the human resources with the qualities required by the business life in the shortest time and with the lowest cost (Şişman, 2002).

As explained above, the quality of service differs from customer to customer as it is compatible with customer requirements. This situation is also valid in the education service, where one student might evaluate the higher education institution as being of high quality, while another student can evaluate the higher education institution with high quality, in terms of the physical facilities of the school, course contents and the qualifications of the instructors. Therefore, educational institutions should carry out studies on quality with a customer focus. On the other hand, although the most important customer benefiting from the service for higher education institutions seems to be students, it many other stakeholders should also be considered in the sense of being clients of these institutions (Quinn et al., 2009).

In addition to having general service features, it also has features that distinguish education services from other services (Lovelock, 1996; Üner, 1997; Kotler et al., 1999; Üner, 1999; Lovelock and Wirtz, 2011; act. Topsakal and İplik, 2013). These features are as follows:

- Educational services cover the processes that stimulate the mind.
- The student receives an education service in an educational institution (this does not include the education provided

by using digital technologies, such as distance and electronic education).

- An education service can be provided to the student from a single centre or through multiple production and consumption centres.
- There is no fluctuation in demand for education. When the demand reaches its peak, educational institutions usually meet this demand.
- The physical assets (facilities and equipment) of the educational institutions and the parties to the service (students and teaching staff) are important elements of the service experience.
- There is a membership relationship between the student and the educational institution.
- The student constantly uses the education service as a customer.
- In educational services, a certain level of adjustment can be made according to student expectations and needs.
- Lecturers can evaluate the expectations and needs of students with whom they are in constant contact.

1.3. Quality in Higher Education

Higher education institutions provide an education to make the young population of the country a profession as the place where the information is produced and transferred, conducting scientific research to find solutions to universal and national level problems, and providing road maps by developing solution approaches (Ergen, 2006). It is thought that a country's ability to survive in a competitive environment by using its potential is directly related to the quality of the education system in that country (Pitman et al., 1995). On the other hand, the importance conferred to educational activities in society directly affects the level of political, economic, and cultural development in that society. Therefore, the qualifications held by a country's human resources can be directly increased through investments in educational activities. The most important input that countries can have in terms of strategic resources is considered to be qualified human resources. Higher education institutions are thought to be an important tool in improving a society's overall abilities through their knowledge (Uysal and Aydemir, 2016).

In this environment, countries are working on quality in order to increase the quality of, as well as their investments in education systems. Today, through application of the Total Quality Management (TQM) system approach, many higher education institutions are attempting to increase customer satisfaction and their effective competitive powers (Koch and Fisher, 1998). It has been observed that there has been an increase in quality studies, especially in higher education institutions, since the 1990s (El Ansari, 2002). In this context, higher education institutions should update their course curricula to improve quality of education, evaluate faculty members in terms of quantity and quality, establish mechanisms that encourage academic studies, change student admission and enrolment procedures in accordance with current requirements, improve administrative processes, and benefit from both national and international funds (Koch and Fisher, 1998). Higher education institutions working on quality undergo periodic internal and external audits to certify that the systems they are applying comply with national and international standards (İkiz et al., 2017). Turkey attempts to document and improve the quality of education services with approaches such as the EFQM Excellence Model developed by TQM and the European Quality Management Foundation of some higher education institutions (Devebakan et al., 2003). Edward (1991) argues that the TQM approach has three important benefits for higher education institutions: documenting the management system, providing statistical process control, and teamwork.

Educational institutions use quality as a source of motivation to provide continuous improvement in order to increase the preferability of the institution (Şimşek, 2019). Different attitudes can develop amongst people who offer and receive services in higher education. Therefore, higher education institutions producing services for different customer groups can improve their service quality by fully analysing customer needs and making improvements to meet these needs (Seymour, 1993). Owlia and Aspinwall (1996) determined the quality dimensions related to the service and the students, academic and other staff they accepted as customers in their study related to higher education institutions (Owlia and Aspinwall, 1996). These dimensions and their customers are given in Table 1.

Table 1. Quality Dimensions and Customers in Higher Education

Quality Dimensions	Characteristics of Dimensions	Customers
Physical Assets	Adequate and modern equipment and facilities, ease of access, visually attractive environment and support services (accommodation, sports, ...)	Students, staff
Qualifications	Adequate (academic) staff, theoretical and practical knowledge, qualitative characteristic, timeliness, expertise in teaching and communication.	Students, staff

Behavior	Understanding of students' requirements, volunteering to help, accessibility, personal attention, emotion, accessibility for guidance and counseling	Students
Content	Compliance of the curriculum with students' future jobs, to be valid, covering basic knowledge and skills, providing integrity, use of computer, communication skills and teamwork, flexibility of information, being interdisciplinary	Students, staff, employers
Supply	Efficient presentation, timeliness, consistency, fairness of exams, student' feedback, encouraging students	Students
Trustworthiness	Reliability, valid rewarding, keeping promises, matching goals, evaluating complaints, problem solving	Students, staff, employers

The elements in the table were adapted from Owlia and Aspinwall (1996)

In the study, it can be seen that the students are the customers of six, the academic staff of three, and the other staff the customers of two elements, and the student is the priority in quality studies. On the other hand, Marchese (1991) claims that the main customers for higher education institutions are employees producing services rather than students. However, in his study, Barrier (1993) stated that the service provided by higher education institutions are not only for students, but that the businesses and society that benefit from these services in their immediate surroundings should be considered among the customers.

Quality is perceived by different people in different ways. However, this relative situation raises the question of whose quality. In higher education institutions with many stakeholders such as students, parents, academic and other staff, governments, and businesses, this question becomes much more complex (Burrows and Harvey, 1992). Serin and Aytekin (2009) reported that input, output and customers in the training process are not clear and precise, and that internal and external customers should be defined because the items in the process can play different roles at the same time (students are both customers and inputs). **The above is illustrated in figure 1.**

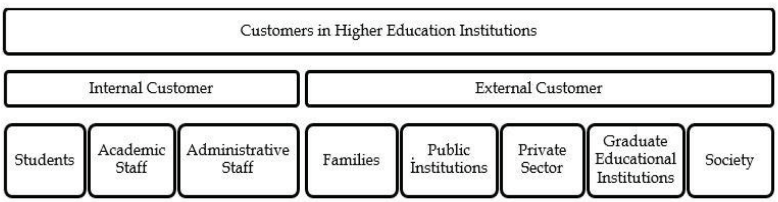

Figure 1: Internal and External Customers in Higher Education Institutions

Source: Serin and Aytekin, 2009.

In his study, Akao (1996) determined the customers whom he saw as service evaluators according to their location at the stages of the training process. He determined high school, family and student before university, student, lecturer, administrators and other personnel at university, and the industrial environment after graduation, to be customers of higher education (Mazur, 1996).

Since the 1990s, Turkey has entered a process of improvement of all areas of higher education and has made significant investments in higher education institutions to train the human resources needed in this development process. In Table 2, the number of universities is given for particular years according to the data adapted from the Higher Education Information Management System.

Table 2. Number of Universities in Turkey

Years	State	Foundation	Foundation Vocational School
1984	29	0	0
1990	30	2	0
2000	53	22	0
2005	53	27	1
2010	103	61	7
2015	110	83	10
2020	129	75	4

Source: Higher Education Information Management System, 2020.

Educational institutions, due to the manner in which education policy was implemented for many years in Turkey, were established by the state. While there were only 29 public universities in 1984, Turkey was allowed to establish two foundation universities for the first time in 1985. While the number of state universities subsequently reached 53 by 2000, the number of foundation universities had increased to 22. While no new public universities were established between 2000-2005, five new foundation universities were. The establishment of a foundation vocational school was permitted for the first time in

2005. By 2015, the number of state universities had more than doubled compared to 2005, reaching 110, whilst the number of foundation universities had reached 83, four times their 2005 figure, and the number of foundation schools had reached 10. As can be seen from these figures, investments in higher education institutions increased rapidly between 2005-2015. According to the latest figures in 2020, state investments have continued, and the number of state universities has reached 129. In the last five years, the number of foundation universities has decreased by almost 10%, while foundation schools have decreased by nearly 60%, and of which there are now only four. As a result, the foundation has been operating in Turkey 204 universities and higher education institutions and 4 vocational school.

Despite the significant investments mentioned above, that Turkey still does not have all of the young population with higher education institutions to grow up. According to the data adapted from the Higher Education Information Management System in Table 3, the number of candidates who applied to and gained a place at university by year is given.

Table 3. Number of Candidates Applying to and Placed at Universities by Years

Years	Total Applicant	Total Matriculate	Rate (%)
1984	436.175	148.766	34,1
1990	892.975	196.253	22,0
2000	1.407.920	414.647	29,5
2005	1.844.891	607.994	33,0

2008	1.645.416	833.532	50,7
2009	1.450.582	786.677	54,2
2010	1.587.866	763.516	48,1
2014	2.086.115	922.275	44,2
2015	2.126.681	983.090	46,2
2019	2.528.031	904.176	35,8

Source: Higher Education Information Management System, 2020.

When the data in the table is analysed, it can be seen that the number of students taking the university exam has increased rapidly over the years. It can be said that the changes made in the compulsory education system over the years have been effective in this regard. In 1984, 436,175 students applied for the university entrance exam and 148,766 (34.1%) of these students were able to get a placement in a higher education institution. The lowest settlement rate was in 1990, at 22%. In 2008 and 2009, the number of placements increased considerably, reached 50.7% and 54.2%, respectively. However, in these years there was a significant decrease in the number of students who took the exam compared to previous years. In 2014, the number of students who took the exam for the first time exceeded 2 million. In 2019, which was the last exam while preparing this study, 2,528,031 students took the exam and 904,176 (35.8%) students were able to gain a placement in a higher education institution. As can be seen, only about one in three students get the opportunity to attend a higher education institution.

Çetinsaya (2014), as a result of the economic developments and the supportive policy of the state with regard to primary and secondary schools, has shown the increasing interest of students and their families in higher education.

The characteristics of educational activity and the methods used to achieve the purpose have similarities with the classical service production. Despite the fact that the student is considered to be a customer in the same manner as in enterprises, in terms of educational ethics, it is stated that the scientific methods used for quality measurement in service companies can also be easily applied in educational institutions (Aytar et al., 2018).

In 2006, the Higher Education Academic Evaluation and Quality Improvement Commission (YÖDEK) was established in Turkey, and the first steps were taken towards the transition to the quality management system in higher education institutions. YÖDEK published the Academic Evaluation and Quality Improvement Guide in Higher Education Institutions, which will be used as a road map in the quality development process by Turkish higher education institutions. In this guide, strategic planning, institutional evaluation, periodic monitoring and improvement processes and performance indicators are defined. Along with these developments, quality-related studies are now beginning to be carried out in higher education institutions, such as education and training processes, course contents and loads, the effectiveness of the programmes, the participation and satisfaction of students, the effectiveness of research activities, and the participation and satisfaction of faculty members (Academic Evaluation and Quality Improvement Guide in Higher Education Institutions, 2006). In 2015, the Higher Education Quality Assurance Regulation was published, and the accreditation target was introduced for higher education institutions (Higher Education Quality Assurance Regulation, 2015). This regulation was revised in 2018 as the Higher Education Quality Assurance and Higher Education Quality Board Regulation. The Higher Education Quality Board (YKK) holds higher education institutions responsible for quality assurance as the upper authority and has made it a requirement for them to meet quality standards. In addition, the YKK recognizes the qualifications of the departments and faculties offered by the accreditation organizations (Özçiçek and Karaca, 2019).

2. Marketing in Higher Education

In this section, after the definition of the services, their properties and classifications, a definition of service marketing will be given and the elements of the service marketing mix will be discussed alongside the importance of marketing in higher education institutions.

2.1. Service Marketing

While physical goods constitute the basis of the activities subject to marketing, services are also among the activities subject to marketing. Therefore, it is useful to first redefine the concept of a service. The concept of a service, according to the various definitions given in the previous section, is that of a series of performances or activities that depend on a physical product that is produced by one side on the other side, is not actually tangible, has no ownership and cannot be touched (Kotler and Keller, 2012). As can be understood from this definition, services have a number of features that are distinct from those of physical products. Services have features; unpredictability that may vary due to human or product, the simultaneousness of production and consumption at the same time, the inability to consume and store as soon as it is produced, abstraction as a lack of physical presence (Mucuk, 2017), intangibility, demand forecast that may differ in price and time its difficulties and ownership are non-transferable (İslamoğlu and Aydın, 2016).

The American Marketing Association also classified the services according to 10 categories, and also specified education and research services as a separate category in this classification (Öztürk, 2017). The characteristic features of the services also apply to educational services. However, education services also have some additional unique features. Although students have to go to universities in order to benefit from education services, electronic and distance education applications have been increasing in recent years, and besides physical equipment, the academic and administrative staff of the university have been serving students, students are constantly benefiting from services, educational services can be adapted to the expectations of students and it may be possible to evaluate and fulfill its needs (Bakır et al., 2016).

Developed countries worldwide are pioneering the development and growth in the service sector experienced Turkey is trying to adapt as well. As in other sectors, there has been a significant increase and development in the education sector. Competition in the education sector, and the fact that societies and consumers have become more conscious and informed, has caused educational institutions to start implementing their own marketing strategies (Sütlaş, 2010). As a result, education services have characteristic features due to their natural structure, different service process flows, and because they have the philosophy of quality improvement strategies (Örs, 2015), marketing of education services is developed by non-profit or non-profit institutions by focusing on the benefits that academicians and marketers provide to educational institutions. is seen as a marketing application (Çekerol and Yurekli, 2019).

The concept of marketing is briefly defined as creating customer value and establishing profitable customer relations (Kotler and Armstrong, 2016). The American Marketing Association, on the other hand, defines marketing as forming proposals that create value for customers, and presenting them to customers by communicating and exchanging activities or processes between the institution and the customer (AMA, 2017). While creating value for businesses can be evaluated in terms of the growth and development of goods or services, it is also considered as a process where businesses and institutions manage their competitive strategies (Bakırtaş, 2013).

In the development of the marketing approach, after the marketing of physical goods, the marketing of services comes. The marketing of the services that emerged with this phase includes the stages of marketing management, development of competitive strategies, production, pricing, distribution, and promotion of services and services as a product, as well as defining the concepts related to service and service (Kaya, 2015). Marketing of higher education institutions providing educational services is considered a process that includes the activities carried out by the institutions for their target audiences and stakeholders (Penpece, 2014).

There are positive and negative opinions regarding the marketing of educational services. The concept of education marketing as a form of service marketing is regarded only by advertising, promotion and persuasion-oriented sales activities by managers and employees in the education sector. The reason for this is that although marketing activities are needed for educational institutions in terms of the education marketing concept, they are somewhat controversial and often generate negative opinions and it is not considered to be conducting marketing activities in education (Canbulut, 2019). One such criticism is that education services marketing is implemented by businesses, and becomes a marketing focus (Newman and Jahdi, 2009). In terms of marketing theory, however, the classification of education as a marketable service is accepted as an important starting point (Mazzarol, 1998).

While focussing on external marketing activities, which are traditionally carried out for customers, mainly in marketing the products, internal marketing activities gain importance in service marketing due to the involvement of business personnel. Due to the simultaneous production and consumption of the services in the marketing of the products, which differ according to the marketing process of the products and the consumption process, it is difficult to know the exact demands and needs of customers until there has been some mutual interaction (Koç, 2017). Therefore, for a business or institution providing services, customers and the employees must interact in order to perform the service jointly. In terms of interactive or interactive marketing, the quality of the services and the service delivery simultaneously become important to the customer (Kotler and Armstrong, 2016). Therefore, services are mainly human-oriented activities and employees or personnel become part of the product (Nicholls et al., 1995).

It has been stated that the quality of education, physical and technical environment, social and cultural activities, the student and academician, the relationship between the institution and the student, and the understanding of management are considered to be the most basic elements between students and academicians (Bakır et al., 2016). Again, although there are distant and nearby environmental factors that can affect the quality , the institution is entirely aware of environmental elements which may affect the activities of the institution and even be directly affected by them. In addition to the political, economic, and legal environmental factors of higher education institutions, there are elements such as students, parents, competitors, donors, academic and administrative staff, administrators, government, and society that need to be considered (Esen, 2019).

2.2. Service Marketing Mix

In the 1960s, the marketing mix was categorized as product, price, distribution, and promotion, or the so-called 4Ps, which includes the initials of the English words of these concepts: Product lesson and training in terms of service marketing; Price fee and scholarship, Promotion advertisement and Public relations, distribution can be considered as examples of teaching style and class (Nicholls et al., 1995).

In the previous part of this study, the features of services were mentioned. Service has features as the inability to keep the services invisible and intangible, such as concurrency which means that production and consumption are realized simultaneously, not being homogeneous and not separating from the service provider (Marangoz and Arslan, 2015). Although the 4P traditional marketing mix classification was used in concrete products, the classification later proved insufficient, being supplanted by the 7P classification which is referred to as the extended marketing mix. In addition to traditional marketing mix elements, human, physical evidence, and process concepts have been included. These elements are described below (Ivy, 2008):

- Human: This includes all individuals who are at the stage of delivering the service to the customer and affect the perceptions of the service by the customer. Quality perception may vary from person to person, from staff member to staff member. Even those who offer the same service may experience changes in service delivery at different points in time (Öztürk, 2017). The administrative, support and academic staff of the institution providing educational services can affect students and their levels of satisfaction as customers either positively or negatively.
- Physical evidence: This consists of tangible elements where services are offered to a customer. Employees' dresses, tables, lights, etc., all provide information about the place providing training services (Bilgin Turna, 2015). Numerous concrete elements, from teaching materials to buildings and facilities, are evaluated by the customers who make up a university's target markets.
- Process: This includes the design and implementation of processes such as procedures, principles, technological competence and use in services, interaction of students and staff, and utilization of services (Koç, 2017). Administrative and bureaucratic functions include processes such as registration, accommodation, exams, grades, and graduation. These may seem simple or trivial but can directly affect student satisfaction.

The expanding service marketing mix with the inclusion of human, physical evidence and process includes elements that can enable an organization to act as a whole and to be used more effectively in product positioning in order to increase the level of satisfaction of its target audience. Thus, all the marketing mix elements listed must be performed in a coordinated manner in order to achieve the goals of a market-oriented institution (Penpece, 2014). The marketing of educational services, whose purpose is not only to reach their target audience, will contribute to the creation of a process that will work well to maximize the interests of the institution if realistic and correct decisions are made in the light of the expectations of the staff, academicians and students (Çekerol and Yurekli, 2019). Within the scope of the above-mentioned elements, it would be appropriate to use student satisfaction measurements in terms of the development and improvement of the institution by enabling higher education institutions in the education sector to be the preferred targets of talented, successful and self-improving students by making appropriate strategic decisions (Bakır et al., 2016).

2.3. The Importance of Service Marketing in Higher Education Institutions

In case the relationship to be established in order to understand the expectations, wishes and needs of the customers becomes regular, businesses can anticipate the problems that might occur and leave a positive image in the minds of their customers (Tolon, 2015). In addition to the production of quality products and services, which are their main purpose, businesses must consider the importance of the quality of their relationship with their customers. At this point, businesses should continue their activities in this regard by satisfying the needs not only of their customers but also by ensuring that all businesses and employees believe in customer relations management and the services offered (Odabaşı, 2017). Apart from continuing activities by finding new customers or strengthening relations with existing customers, offering increased variety and different service delivery shows that the relationship with customers will continue; otherwise, customers might prefer to do business with companies that offer them more or better options (Odabaşı, 2017). Customers are influenced by three key factors when deciding to buy a product or service. The first is the associated marketing communication efforts, such as advertisements and public relations; the second is the interaction with the social environment, such as with friends and family, takes place; and finally, their knowledge and attitudes based on their past experiences about certain brands is a significant factor (Kotler et al., 2019).

Today, many higher education institutions are working to increase brand awareness, brand value and perceived service quality in order to improve their reputations and awareness amongst the internal and external customers in their target audiences (Nardalı, 2011). Higher education institutions have to make continuous changes and innovations by knowing what students and their parents expect to gain within what is an increasingly competitive environment (Çekerol and Yurekli, 2019). In his study, Oath (2012) identified new trends in education. These innovations are reported in Table 4:

Challenges	Innovation	Marketing
Educational technology	Solutions for disabled people	Customization and personalization of educational marketing
	Teaching in distinct geographic areas	
	Teaching large audience	
	Student-centered teaching	
	Networks	
	Virtual classes	

Internationalization	Preparing students for global working environment	Extension of academic horizon
	Using global resources for teaching	
	International students and staff	
	Intercultural education	
Education–Industry cooperation	Resource exchange	More market-based standards; involvement of external stakeholders
	Extracurricular activities	
	New opportunities for collaboration with industrial and government sectors	
Accessibility	Cultural diversity	Transparent access to information; increased competition
	Economic prosperity	
Quality assurance	Ability for fair comparison	New types of awards and qualifications
	Clear goals for improvement	
Lifelong learning	New students	Greater demand for education
	New teaching methods	
	New source for innovation	

Source: Yemini, 2012.

In the report prepared by the European Union Commission for the "Development of Teaching and Learning in the Higher Education Institutions of the European Union" in 2013 within the scope of modernization in higher education, the public authorities support the educational activities among the issues proposed to higher education institutions, the student-centred structure of educational activities, the development of the education curriculum considering the perspectives of all stakeholders, and that issues such as ensuring digital integration are covered (Bakioğlu and Hacıfazlıoğlu, 2017). Among the most important goals and issues that higher education institutions should consider is the commitment to the target audience and to continue the relationship with customers, and to achieve this through ensuring quality of service (Russell, 2005). The quality and service quality of the activities to be carried out for students, who are the most important and basic stakeholders of higher education activities, is very important (Aytar et al., 2018). The satisfaction and benefit that can be achieved through the effects of students 'abilities and efforts also affects their experiences (Conway et al., 1994).

Different features of services and product marketing result in variations in businesses' and higher education institutions' marketing approaches (Nicolescu, 2009). As a result of the increase in the number of higher education institutions, the heated competitive environment, and changing education conditions have made marketing activities a necessity for educational institutions. In particular, the increase in the number of higher education institutions has resulted in the necessity to create qualified and qualified academic staff, improve physical conditions, being recognized by the target groups, and having a positive image. The above ensures that the service marketing in education has to be up to date amongst higher education institutions in order for them to keep up with their competition and continue their activities in the education sector successfully (Marangoz and Arslan, 2015).

Conclusion

Universities, as higher education institutions, have been the seats where education, training, research, and scientific activities have been carried out throughout history. Higher education institutions, which are important in terms of education and research, have the mission of imparting academic courses and scientific knowledge to students. Higher education institutions, which aim to improve individuals through scientific knowledge, also have responsibilities such as getting students accustomed to social and business life. In this regard, they provide students with opportunities such as learning business life, understanding industry and the industrial application of academic knowledge, with the practical courses and internships at the undergraduate, graduate and postgraduate levels of education.

At this point, carrying out education and training activities in the quality and quality expected by both society and the students themselves has caused higher education institutions to realize their responsibilities more fully. Higher education institutions have to become training centres with physical and technical opportunities compatible with the needs of society, students, stakeholders, and their staff, and must ensure that their students turn into career-orientated and knowledgeable individuals after graduation. Today, preparing students for digital transformation in addition to giving them a quality education will both improve their personal skills and ensure their development within business life. Despite all its advantages, the fact that the formal education type brought some material and moral problems, especially in the COVID-19 pandemic, once again revealed the need for distance education and digital transformation in the education system. In addition to investments in physical and technological assets, digital transformation requires qualified academic and non-academic staff to make use of these technologies. Therefore, the digital transformation should become possible through a cultural change within higher education institutions as a whole. On the other hand, in digital transformation, students receive their instruction via distance education and have to develop their learning skills by directing them towards research activities.

In recent years, the number of students in higher education institutions has been decreasing due to problems such as the increase in the number of higher education institutions in Turkey, the decrease in the settlement rates of students and the inability to settle after graduation. Higher education institutions, the most important target group of which are students, should be able to make a difference compared to other higher education institutions through their technical and physical infrastructures and qualified academic staff, through which they should be able to create an education and training ecosystem that will be preferred by all customer groups and indeed that should ensure the sustainability of this ecosystem. The preferences of higher education institutions that provide this and their awareness will increase by projecting a positive image to students, families, lecturers, and industry.

Although there are negative feelings and opinions about the marketing activities carried out by the education sector, marketing activities have become a necessity for higher education institutions in the same way as for all other sectors and institutions. In particular, promotional activities such as advertisements on mass media, public relations and participation in education fairs are among the more important issues influencing students' selection of higher education institution. On the other hand, it has emerged as an important communication and marketing channel for higher education institutions in social media, which has reached an important size in recent years. Higher education institutions can improve their education processes and provide the data needed to allow for continuous improvement through customer feedback as well as advertisement and promotional activities through social media. Due to the easy imitation of services and their features, the development of features and facilities separated from other higher education institutions will provide benefits for higher education institutions to persuade students. In this respect, the first thing that should be undertaken by higher education institutions is the production and presentation of educational activities according to the technical, social, and academic criteria of the quality desired by today's society.

As a result, higher education institutions should develop themselves as educational institutions in the service sector to enable the development of society and provide today's requirements. The quality of human resources needed by the countries will be provided by performing quality teaching activities, the positive image to be created in the society will increase the preference for particular higher education institutions and influence those new students who represent potential customers.

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THE EFFECTS OF BOREDOM PRONENESS ON ONLINE PURCHASE INTENTION: A RESEARCH ON WOMEN[1]

Ebru AKDOĞAN

Alanya Alaaddin Keykubat University

Assist. Prof. Dr. Mehmet Özer DEMİR

Alanya Alaaddin Keykubat University

INTRODUCTION

Recently, the most important development across the globalized world in the field of marketing has been internet tools. Marketing strategies change with the online technologies in our lives, and the purchasing behaviors, expectations, and desires of the targeted consumers have changed. Enterprises have not only been able to send the message they want to convey the potential consumers they target through online applications, but also have alternative opportunities in responding to the demands, positive and negative comments of the consumers, which they have identified as their target audience, and creating solutions to their problems. The tools offered by online technologies reject one-way advertising.

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[1] . This study is an extended version of "The Effects of Boredom Proneness on Online Purchase Intention: A Research on Women", presented as an abstract proceeding at the 12th International Congress on Social Studies with Recent Research, June 5-7, 2020, Antalya.

The fact that the opportunities offered by internet technologies getting cheaper every day support the increase in the number of users every year. According to Global Social Media 2019 usage statistics; The number of internet users in 2019 was estimated as 4.38 billion (was 4.021 billion in 2018), which corresponds to 57% of the total world population. There is an average annual increase of 9% in the number of Internet users. 72% of the Turkish population are Internet users, with an increase compared to the previous year (2018) in Turkey 9,3%. With this growth rate, Turkey ranks 14th around the world. In 2019, the number of social media users reached 3,484 billion (was 3,196 billion in 2018). This corresponds to 45% of total users. There is a 9% annual increase in the number of social media users. In addition to the increase in the number of internet users, the average time spent on the internet tends to increase also. The average internet user spends about 6 hours and 42 minutes per day on the Internet. In Turkey, users spend an average of 7 hours and 15 minutes on the Internet, ranking 14th around the world.

Consumer behavior has been deeply researched in the current literature and models to explain consumer buying behavior have been developed. In the next section, models explaining consumer purchasing behavior will be examined. The purpose of this study is to research consumer online buying behavior. It is suggested in the literature that people develop the intention to purchase online for various reasons. In this study, it is suggested that people intend to buy online because they are bored. In the study, the relationship between boredom proneness and brand attachment, word of mouth (WOM), WOM intention was also researched. The study is based on the proposition that people do online shopping, share/like/comment on social media accounts, and WOM not because of a functional or sociological need, but they are bored.

1. Consumer Buying Behavior

A consumer is a real person who buys or has the potential to purchase marketing components to satisfy his basic needs and wishes (Karabulut, 1989/15). The main purpose of consumers to purchase products or services is basically to meet their physical, social, or psychological needs. In other words, consumers need consumer products due to intangible reasons besides their material consumption needs. Consumption elements such as theater, concert, entertainment can be cited as examples of consumers' emotional needs, intangible consumption products. In the marketing literature, consumer behavior models have been proposed to clarify why different consumers buy different products, how consumers decide on a basic product purchase, and how consumer preferences can be affected (Wilkie, 1994: 5). Models to explain consumer behavior are examined in two main sections, the first one is the decision-making process that starts in the mind of the consumer that cannot be observed from the outside. The second is the purchasing process or patterns of the products or services that the consumer wants to buy and constitutes the visible part (Altunışık et al., 2002: 66).

2. Explanatory (Classical) Consumer Behavior Models

The behavior of consumers is explained by motives. Motives are defined as any power that activates a conscious or unconscious behavior, ensures continuity of behavior, and directs them. Consumer behavior models, which try to explain the reasons for consumer behavior based on motives, have been developed with an eclectic understanding. In other words, they are based on theories of other disciplines. For this reason, they are known by the name of the researchers in related disciplines, which are;

1. Marshall's economic model, which focuses on economic motives,

2. Pavlovian model based on learning basis,

3. Freudian model focusing on psychological factors,

4. Veblen model based on socio-psychological factors

2.1. Marshall's Economic Model

The buying behavior of consumers attracted the attention of economists first. Economic models suggest that consumers make purchasing decisions with consciously calculating rational components (Papatya, 2005, p.223). According to the model, which is called Alfred Marshall's economic model, consumers choose/purchase the products and services that will provide maximum benefit in satisfying consumers' physical and emotional needs. The decrease in price, which is inversely proportional, causes an increase in demand, and an increase in promotional activities for products or services may increase the demand. Consumers choose the alternative that will benefit him most when making a price comparison of the product or service they want to buy. Consumers generally prefer to buy the best from the available goods and services at the cheapest price (Kirtiş, 2013, p.79). The determined deficiency in Marshall's economic model is that psychological and sociological factors are underrated in consumers' purchasing decisions. According to Marshall, the only factor affecting the consumer in the purchasing process is their economic conditions, which lacks explaining power and may produce false results. Although the rational behavior of consumers is accepted, we can also claim that consumers display emotional behavior in most cases (Korkmaz, Eser, Öztürk & Işın, 2009, p.244).

2.2. Pavlov’s Learning Model

While individuals are demanding products and services, their previous experiences, information about the product, the market situation, and the psychological status of the product have an impact on the purchasing decision (Kirtiş, 2013, p.79). Russian physiologist Pavlov, in his experiment on conditioned learning with the dogs, signals a ringing bell at certain intervals and repeats this process for a long time. However, after a certain repetition, dogs started producing saliva. In the same direction, the advertising message should be displayed in certain periods for the manufacturers to inform the consumers about their products (Koç, 2013, p.187). For example; The music used by Arko Creams or Solo for many years has found a place in the minds of the ad audiences and caused these brands to come to mind when they hear this music (Elden, 2003, p.7). However, the model is criticized that it is inadequate to explain consumer behavior. The model, which tries to explain the purchasing behavior only through the learning process is criticized for ignoring the economic, psychological and demographic factors affecting the consumers (Korkmaz, Eser, Öztürk & Işın, 2009, p.245).

2.3. Freud's Psychoanalytic Model

According to the famous psychiatrist Freud, babies are born with primitive instincts. As part of this structure, the subconscious power stands as a repository of needs and motives, while another, consciousness, becomes the center of planning to find ways to satisfy these motives and needs. And the third and the last part of the personality channels the instincts of the unconscious person to satisfy them in ways that the society deems appropriate without feeling the sense of shame and guilt (Tunçkan, 2012, p. 141).

The most important finding of Freud's Psychoanalytic model is that the subconscious motives are often the factor in the behavior of the consumers. The motives of the consumers are the most important indicator for predicting the purchasing of consumers (Korkmaz, Eser, Öztürk & Işın, 2009, p.245-246).

2.4. Veblen’s Socio-Psychological Model

Veblen regards individuals as a walking social entity integrated with the cultural norms in their environment. According to Veblen, the behavior, desires, and needs of individuals are determined according to these cultural norms. Veblen came to this conclusion by examining the expenditures of the Aristocratic class. Veblen observed that the aristocrats were largely consuming for show-off and competition, assertively generalized this judgment (İslamoğlu, 2006, p. 136). For example, it is observed that people who are promoted in their jobs or who have significantly evolved economically have experienced significant changes in their clothing, living quarters and places, lifestyle, and entertainment habits. Individuals purchase consumer goods that are highly likely to be approved due to the need for approval from their environment (İslamoğlu and Altunışık, 2010, p.33). The criticism of the model is that some of Veblen's views are exaggerated and inadequate in explaining consumer purchasing behavior. In this model, Veblen developed the explanation that consumers purchase by adhering to their social norms. The social factors are not the only dependent variable effecting on the behavior of consumers, but also factors such as their personality and economic situation (Korkmaz, Eser, Öztürk & Işın, 2009, p. 246).

3. Descriptive (Contemporary) Behavior Models

The fact that the classical behavioral models are far from satisfactorily explaining consumer behavior and the inability to show how the purchasing is made lead to new model searches. Descriptive models address how individuals make their purchasing decisions and the factors affecting this decision (İslamoğlu, 2006, p.137). The models in descriptive models consider the consumer purchasing decision process as a problem-solving process, they assume that the process is influenced by internal and external factors, they do not consider each purchasing decision process as an equally important problem-solving process, they aim to explain how the choices are made, they do not focus on why (İslamoğlu and Altunışık, 2010, p.35). Descriptive or modern consumer behavior models are analyzed under three sub-titles, which all use flow diagrams to explain consumer behavior and treat the consumer as a problem solver and information processor (Korkmaz, Eser, Öztürk & Işın, 2009, p.246-247).

3.1. Nicosia Model

The Nicosia model suggests that consumers make the purchasing decision under the influence of four factors, the firm's characteristics, consumer characteristics, purchasing decision and behavior, and feedback (Kirtiş, 2013, pp.85-86), in this sense, consumer behavior in the Nicosia model is explained by a flow of information and feedback between these four factors. According to the model, firm information and consumer characteristics (such as personality, world view) may have an impact on consumer behavior such as product and advertisement which is evaluated in the first stage by the consumers. In the second stage, the consumer evaluates all the information (through internal and external research process), in the third stage, in case of positive motivation as a result of previous evaluation, the purchase decision is made. In the fourth stage, after the purchase, post-purchase results are evaluated and information returns to the firm and the consumer as feedback. Besides, this feedback may affect (where possible) the subsequent firm decisions and the repurchase of the consumer (Deniz, 2011, 248-249).

3.2. Howard and Sheth Model

This model is a systematic application of learning theory and focuses on brand selection behavior. Choosing a brand according to the model is a systematic process. The consumer adapts to rational decision-making in the purchase decision process, but purchase decision is influenced by the limited information acquisition and cognition capacity. Accordingly, the relationships between learning as the dependent variable and, the independent variable which is the behavior is explained.

It is possible to summarize the Howard and Sheth model in four stages (Korkmaz, Eser, Öztürk ve Işın, 2009, s.247);

1- Input variables that are effective in the purchasing process of the consumer (brand, price, availability, product, quality, stimulants, etc.),

2- The importance of purchasing that affects purchasing behavior (such as social class, culture, financial situation, etc.) which are external variables that can also be evaluated as input,

3- The learning process, which consists of the information and decision processes of the consumer and forms the basis of the model,

4- Output variables such as attention, perception, attitude, and purchasing that appear at the end of the learning process.

The Howard and Seth model are used to explain extended problem-solving purchasing behavior, limited problem-solving purchasing behavior, and routinized/automated purchase behavior. According to the model, buying a brand is like automatic movements of consumers, it is often a habitual purchase (Deniz, 2011, p. 262).

3.3. Engel, Kollat, and Blackwell Model

The Engel, Kollat, and Blackwell model suggests progressive processes that are started by detecting the problem. Alternatives are searched for the solution of the detected problem by using external and internal information sources. With the selection of one of the determined alternatives, purchasing decisions and behavior is made, and a state of satisfaction or dissatisfaction arises depending on the result of the purchasing decision (Koç, 2013, p.464). While consumers follow these processes in the decision-making stages, they are affected by different stimuli and the changes in the way they make decisions. For example, who is the person who stated that the game computer should be bought for in the household, who supports the purchasing of the game computer, who will determine the price-performance-brand relationship, who will determine and evaluate the searched alternatives, and finally by whom the product and brand to be purchased should be determined to for the effective the marketing strategies decisions. The Engel, Kollat and Blackwell Model, and, the Howard-Sheth model has been criticized for not being able to adequately explain the extent to which each factor affects the purchase decision (Korkmaz, Eser, Öztürk & Işın, 2009, p. 248).

4. Factors Affecting Consumer Behavior

Models developed for explaining the consumer purchasing behavior have common similar factors which are;

- Cultural Factors

• Culture and Subculture (Cemalcılar, 1999, p.61; Korkmaz, Eser, Öztürk and Işın, 2009, p.251-252; Karafakıoğlu, 2006, p.102; Torlak, Altunışık and Özdemir, 2004, p.83; Karafakıoğlu, 2006, p.102; Korkmaz, Eser, Öztürk and Işın, 2009, p.252);

• Social Class (Karafakıoğlu, 2006, p.102-103; Cemalcılar, 1999, p.62; Odabaşı and Barış, 2002, p.307; Korkmaz, Eser, Öztürk & Işın, 2009, p.255);

- Social Factors

• Family (F. Âtıl Bilge, N. Göksu / Consumer behavior / 137; Kotler and Armstrong, 2012, p.165; Yükselen, 2007, p.137);

• Reference Groups (Karafakıoğlu, 2006, p.104),

• Roles and Statuses (Kotler, 2000/167; Odabaşı ve Barış, 2004: 8; Kirtiş, 2013, p.76; Yükselen, 2007, p.137);

- Personal Factors

• Age and Life Period (Korkmaz, Eser, Öztürk and Işın, 2009, p.258; Yükselen, 2007, p.137; Singh and Goyal, 2009: 179; Pew Internet, 2011: 172);

• Profession

• Economic Status (Driver, 1998: 19);

• Lifestyle (Durmaz, 2011, p.55; Yükselen, 2007, p.138);

• Personality (Torlak, Altunışık and Özdemir, 2004, p.78; Korkmaz, Eser, Öztürk and Işın, 2009, p.258-259);

Education (Skelton, 2012: 167);

• Gender (Darley and Smith, 1995: 42; Odabaşı and Barış, 2002: 259);

- Psychological Factors

• Learning (Yükselen, 2007, p.143);

• Perception (A. Hamdi İslamoğlu / marketing management / 144; Koç, 2013, p.97-98); Attitude and Belief (Torlak, 2000, p.64; Cemalcılar, 1999, p.60; Torlak, Altunışık & Özdemir, 2004, p.77; Mucuk, 2001, p.75);

• Personality (Karabulut, 1989/115); G

• Motivation (Mustafa Mazlum / 64; Torlak, Altunışık & Özdemir, 2004, p.69; Mucuk, 2001, p.72; Yükselen, 2007, p.140-141; Koç, 2013, p.229).

Consumers need to complete the five-step process, which is the extended problem-solving and purchase decision model;

- Awareness of the Problem (Recognition),

- Gathering Information (Determining Alternative),

- Comparison / Evaluation of Alternatives,

- Purchase / No Purchase Decision

- Post-Purchase Process Stages at the end of the purchasing process (Çubuk and Yağcı, 2013);

The consumer first determines what he wants and needs in the consumer purchasing decision-making process (Koç, 2015, Solomon, 2007; Roger, 1962; Hawkins, 1992; Sirgy, 1983; İslamoğlu & Altunışık, 2010). Three factors help the consumer in this awareness process Environmental Impulses, Individual

Experiences, and Internal Motivations/Motives. The Internet has led to the emergence of various consumer desires and needs as a result of being able to reach more information about the products and services. Having more information about the products or services needed or desired plays an important role in the number of alternatives determined. When the consumer feels he needs a product or service, he becomes aware of the problem.

5. Reasons for Online Shopping

Developments in the 2000s; the increase in the income of the individual, social and cultural changes, the level of education, the custom-free borders, the increase in communication and transportation opportunities, the spread of e-commerce and the development of retailing; lead to differences in the purchasing behavior of consumers with (Dölekoğlu, 2002: 23). It is suggested that there are three criteria that direct consumers to purchase online; saving time, low cost, and ease of finding products/services for needs and desires (Punj, 2011: 134; Constantinides, 2004: 118). Also, the consumer chooses to purchase online due to the great convenience and comfort since there is no such thing as waiting on queue during online purchase payment (Algür and Cengiz, 2011: 3668).

When an online shopping idea arouses in a consumer's mind, this idea should be compatible with some factors for a successful transaction. For example; if the lifestyle, personal characteristics, and past experiences are compatible, the consumer will be more willing to shop online (Verhoef and Langerak, quoted from 2001, Turan, 2008: 728). Unplanned purchases also occur in online shopping. The consumer can buy a product or service that is not needed at the moment of purchase by being motivated by any stimulus.

Apart from existing consumer behavior models, this study assumes that consumers tend to shop online because they are bored, not from any other external factors, and the existence of the relationship between boredom proneness and the intention to shop online is researched. In this study, boredom proneness suggested affecting the online purchase intention may be called a “Reactive Purchase”. According to the reactive purchasing approach, consumers do not always perform their purchasing actions on a planned basis. Reactive purchasing actions are generally not needed, and situations where the purchasing urge cannot be met (Rook, 1987). According to Blythe (1997), reactive purchases occur in four different categories: completely unplanned, reminders, suggestions, and unplanned purchases during a planned shopping. On the other hand, Hirschman (1992) defines the reactive purchasing behaviors of the consumers as uncomplicated and unnecessary products and compulsive purchasing activities that consumers make to satisfy and enjoy themselves, and that the consumers are obsessed with these two factors

6. Data Collection

The data is collected with an online questionnaire form, for this reason, the sampling method is convenience sampling. Participants were invited to participate in the survey via their social media accounts. 384 participants in total participated in the study. However, although the target group of the study was women, it was observed that men also participated in the survey. After data cleaning, male participants, and lost data, 314 available surveys remained. In the questionnaire form, the questions about the boredom proneness scale (BPS), brand attachment, WOM, WOM intention, and online purchase intention questions were asked.

7. Participants

The lowest age of the participants was 15, the highest was 50, and the average age was 25.09 (Table 1).

Table 1. Demographic Data of the Participants

		Age	Gender	Income	Flormar Purchase Experience	Online Purchase Experience
N	Valid	314	320	318	319	320
	Missing	6	0	2	1	0
Mean		25,09	2,0000	2,4623	,8589	,5938
Median		23,00	2,0000	2,0000	1,0000	1,0000
Minimum		15	2,00	1,00	,00	,00
Maximum		50	2,00	5,00	1,00	1,00

26.1% of the participants have monthly household income of 0-2000 TL, 32.7% 2001-3500 TL, 19.5% 3501-5000, 12.3% 5001-8000tl and 9.4% more than8000 (Table 2).

Table 2. Income Distribution of Participants

Income

		Frequency	Percen t	Valid Percent	Total Percent
Valid	0-2000	83	25,9	26,1	26,1
	2001-3500	104	32,5	32,7	58,8

	3501-5000	62	19,4	19,5	78,3
	5001-8000	39	12,2	12,3	90,6
	8000+	30	9,4	9,4	100,0
	Total	318	99,4	100,0	
Missing	99,00	2	,6		
Total		320	100,0		

85.9% of the participants have shopping experience from Flormar, 14.1% did not make purchases before (Table 3).

Table 3. Distribution of Participants Flormar Brand Shopping Experience

Flormar Shopping Experience

		Frequency	Percent	Valid Percent	Total Percent
Valid	No	45	14,1	14,1	14,1
	Yes	274	85,6	85,9	100,0
	Total	319	99,7	100,0	
Missing	99,00	1	,3		
Total		320	100,0		

59.4% of the participants shop online, 40.6% do not (Table 4).

Table 4. Distribution of Participants to Shop / Do Not Shop Online

Shopping Online

		Frequency	Percent	Valid Percent	Total Percent
Valid	No	130	40,6	40,6	40,6
	Yes	190	59,4	59,4	100,0
	Total	320	100,0	100,0	

The Boredom Proneness Scales (BPS) is divided into two sub-dimensions, internal and external factors. Arithmetic means of the items for independent and dependent variables were calculated and an index value was calculated for each factor/variable. Analyzes were made on these index values.

Correlation analysis was used to examine the relationship between BPS Internal, BPS External, and BPS general variables and Brand Effect, Brand Attachment, Online Purchasing Intention, WOM, and WOM Intention. Pearson's correlation coefficients were calculated, and significance values less than 0.05 were considered as statistically significant (Table 5).

As a result of the correlation analysis, the BPS internal variable (i.e. boredom caused by the inner world of the human) has a statistically significant relationship with the brand attachment, intention to purchase online, WOM, and WOM intention. There is no statistically significant relationship between BPS internal and brand effect (Table 5). However, BPS external has a statistically significant but lower effect on brand attachment and WOM intention, where BPS general significantly affects all dependent variables at a low level.

Table 5 Correlation Analysis Results

		Brand Effect	Brand Attachment	Purchase Intention	WOM	WOM Intention
BPS Internal	Pearson Coeficient	,105	**,305****	**,145****	**,135***	**,119***
	Sig.	,062	,000	,009	,017	,034
	N	319	319	319	317	317
BPS External	Pearson Coeficient	,067	**,137***	,095	,090	**,115***
	Sig.	,232	,015	,092	,108	,040
	N	319	319	319	317	317
BPS General	Pearson Coeficient	**,115***	**,221****	**,144****	**,144***	**,169****
	Sig.	,040	,000	,010	,010	,003
	N	319	319	319	317	317

Results of correlation analysis suggest a positive statistically significant but low relationship between boredom proneness and intention to shop online, brand attachment, WOM and WOM intention, brand attachment having the highest relationship.

8. Regression Analysis

A regression model is tested where the intention to shop online is the dependent variable and BPS internal and BPS external are the independent variables to analyze BPS's subdimensions effect on the intention to shop online (Table 6).

According to the results of the regression analysis, the model is statistically significant ($p < 0.05$ Sig.0.013) (Table 7). However, the determination coefficient R^2, which is interpreted as an indicator of the power of the effect, is very low (0.027). This situation can be interpreted as the independent variables BPS internal and BPS external variables explain a very small amount of online purchase intention.

Table 6. Regression Analysis Results

Model	R	R^2	Adapted R^2	Standard Error of Estimate
1	,164[a]	**,027**	,021	1,87967

a. Predictor: (Constant), BPS internal, BPS external

Table 7. Regression Analysis ANOVA Results

Anova[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	30,965	2	15,483	4,382	,013[b]

Residual	1116,476	316	3,533
Total	1147,441	318	

a. Dependent Variable: Online Purchase Intention

b. Predictors: (Constant), BPS External, BPS Internal

The regression equation can be written as follows;

Online Purchase Intention = 0.224 * BPS Internal + 0.1133 * BPS External + 2.758.

However, the coefficient of the BPS External variable is not statistically significant. In other words, only the BPS Internal variable affects online purchase intent. If the BPS increases 1 unit, the purchase intention increases by 0.224 units.

As a result, it was concluded that the intention to purchase increases as the internal boredom level increases.

Table 8. Regression Analysis Coefficients

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		

1	(Constant)	2,758	,553		4,982	,000
	BPS Internal	**,224**	,092	,135	2,421	**,016**
	BPS External	**,133**	,096	,077	1,381	**,168**

a. Dependent Variable: Online Purchase Intention

Conclusion

Consumer-oriented firms should obtain a market share in a global market where consumer needs and demands are evolving. Companies find themselves in a marketing environment where word of mouth and brand attachment is the driving force in the online market. Although shopping online is increasing rapidly parallel to positive customer reactions to the online platforms, there remain consumers quite distant to the idea of online shopping. Online shoppers driving forces are time-saving, lower costs, and ease of comparing alternatives. Companies should develop marketing strategies according to their target customers, including the potential consumers who do not shop online.

Literature suggests that the purchasing behavior of the targeted consumer group is affected by the thoughts, experiences, and emotions of the consumers. In this study, consumer boredom is researched as the driving force for online shopping intention. The study researched the boredom proneness effect on brand attachment, WOM, and WOM intention as well.

An online shopping environment is actually where consumers are left alone with their needs and desires. While browsing online stores, the individual does not feel under pressure as if in a psychical store. The most important factor in the targeted consumer’s orientation towards online shopping is the fact that they feel comfortable which helps them analyze their desires and needs correctly. While purchasing products or services, consumers want to keep this product or service alive with their dreams by avoiding decision-making behavior in a serious environment. Consumers demand their dream product or service while avoiding decision-making behavior in a serious environment when purchasing products or services.

As the world goes global, consumers move away from traditional shopping and head to online shopping. Developments push consumers shopping online took the interest of researchers. Sale efforts move to social media and there grows competition among the companies in attracting consumers' attention with unique content. Marketers who actively use social media dominate their target consumers by using reference groups predominantly. In this research, we have researched an underrated variable, boredom, the effect on online shopping intention. Although results suggest a positive significant relationship, the level of the effect is very low.

Our advertising scenario for the Flormar brand from the consumer group that we targeted;

After a while, the five girlfriends start their shopping at the pajama party getting boring, where they take their phones and visit online shopping stores. And they show each other the brands they are searching for. In the meantime, she sees exactly the product that someone wants, and by ordering it immediately, she talks her friends about the products of the Flormar brand and allows them to enter the site enthusiastically and examine the products. As of now, five girlfriends have ordered the products from Flormar. After a while, the door knocked unexpectedly and our daughters came with the Flormar materials they ordered.

Our girls want to use them immediately because they love the early arrival of the products and they want to meet the miracle of Flormar. So what is this miracle?

Each of the five girls will transform into the world-famous women they like the most. The girls started to face the make-up mirror one by one and the changes started when they use Flormar branded make-up on their faces. Now the interior of the house turns into a Hollywood night, not a night of a sleepover.

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A MODEL PROPOSAL FOR THE CLASSIFICATION OF MUSLIM-FRIENDLY HOTELS: IHATO EXAMPLE[1]

Assoc. Prof. Dr. Ömer Akgün TEKİN

Akdeniz University

Emrullah Ahmet TURHAN

Süleyman Demirel University Institute of Social Sciences &

General Secretary of International Halal Tourism Organization

INTRODUCTION

In the past few years, the relationship between Islam and tourism has seen an ever-increasing interest (Carboni & Janati, 2016, p.155). One of the most important factors in the emergence of this situation is the increase in the global Muslim population, and the other is the remarkable data on the Muslim travel market. Muslims constitute one of the most populous religious communities on a global level. By 2020, the Muslim population is estimated to reach 1.9 billion people, making up 24.9% of the world's population (Pew Research, 2011, p.13) and the growing Muslim population affects all economic areas as well as the tourism sector.

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Muslim consumers make up one of the fastest-growing market segments (Stephenson, 2014, p.156). According to MasterCard-CrescentRating (2019, p.18) data, 140 million Muslims went on holiday from their home country to another country in 2018. In 2020, it was estimated that this number will reach 160 million tourists. But the pandemic of Covid-19 affects all tourism markets as well as the Muslim travel market. Like other tourists, Muslim tourists travel for a holiday, work, health, or recreational reasons (Zawawi & Ramli, 2017, p.28). The Muslim travel market has become an important market, involving many types of tourism, from cultural tourism to health tourism (Jeaheng, Al-Ansi & Han, 2019, p.730). However, when Muslims travel, they give special importance to halal food and Muslim-friendly accommodation in their destination, and products and services that do not contradict Islamic orders and prohibitions (Zawawi & Ramli, 2017, p.28). This situation affects many types of tourism businesses, as well as the hospitality businesses that form the backbone of the tourism sector. Offering products and services for the Muslim travel market, which is composed of 57 member countries of the Organization of Islamic Cooperation (OIC), can create a valuable business opportunity for some hotels (Han et al., 2019). The increase in many Muslims' knowledge and awareness of Islamic rules, their evolving purchasing power, changing lifestyles, meeting the expectations of Muslim tourists, has also significantly affected accommodation services (Zawawi & Ramli, 2017, p.28).

As a result of this process, accommodation services in accordance with the tourist behavior and expectations of Muslims have started to be developed. Muslim-friendly hospitality management is the basis of this issue. Today, a number of special criteria have been developed for the hospitality companies that want to serve within the scope of

Muslim-friendly hospitality. However, a globally accepted system on these criteria has not yet been reached. Differences in the understanding of Islam, as well as the unique conditions of the destinations, are among the factors hindering the development of a global system for Muslim-friendly hospitality management.

Turkey has welcomed 46 million tourists in 2018 UNWTO (2019, p.9) and 52 million tourists in 2019 (KTB, 2020). With these statistics, Turkey is among the top ten countries that host the most tourists in the world. Besides, Turkey is the most visited tourist destination between the members of Organization of Islamic Cooperation UNWTO (2019, p.9). Turkey, on the other hand, has a very respectable position in the Muslim travel market as a country that welcomes the highest number of Muslim tourists after Saudi Arabia MasterCard-CrescentRating (2019, p. 20). However, despite all these successes, there is no a common Muslim-friendly hospitality standard in Turkey. Businesses in the sector take as an example a global standard that they have set according to themselves or set their own principles. This study was prepared to offer a solution to this gap. In addition to the document analysis method, data was collected from IHATO, the only non-governmental organization representing the halal tourism sector, from a group of industry professionals and academics working in the field by the focus group interview method. As a result of the study, a Muslim friendly-hospitality model, consisting of 68 items and 4 levels, was developed.

Conceptual Framework

The concept of Muslim-friendly hospitality management is related to the Muslim travel market and Muslim-friendly tourism (halal tourism). For this reason, the concept of Muslim-friendly hospitality management needs to be correctly understood first. Muslim travel market, in short, can be defined as "the travel market of individuals who believe in the religion of Islam." If a more technical definition is requested, it can be defined as the "Muslim travel market, the effective or potential tourism demand generated by Muslims."

The tourism sector uses various concepts such as "Halal tourism," "Muslim-friendly tourism," "Islamic tourism," and "Shariah-compliant tourism" to describe products and services that target Muslim tourists. However, academic studies in the literature show that the concepts of "Halal tourism" and "Islamic tourism" are frequently preferred (Battour & Ismail, 2016, p.150; COMCEC, 2016, p.2; Jia & Chaozhi, 2020, p.191). A study by the Standing Committee for Economic and Commercial Cooperation of the Organization of the Islamic Cooperation (COMCEC), an organization of OIC, considered Muslim-friendly tourism to be synonymous with halal tourism. In this context, Muslim-friendly tourism is defined as "the activities of Muslim travelers who do not wish to compromise their faith-based needs while traveling for a purpose, which is permissible." (COMCEC, 2016, p.2). One of the leading definitions related to halal tourism was suggested by Hassan (2007, p.1): "the type of tourism that adheres to the values of Islam." Today, however, it would be more accurate to define halal tourism not as a type of tourism, but as a tourism practice that can be applied to many types of tourism that do not contradict Islamic orders and prohibitions (Tekin & Turhan, 2017; Pamukçu & Tekin, 2020). The reason is that it is possible to shape many types of tourism, from sea-sand-sun tourism to cruise tourism, according to Islamic orders and prohibitions.

Hospitality can be briefly described as "the relationship between a customer and a host." The hospitality industry can be described as business entities or organizations providing accommodation and food and beverage services to people outside their permanent residence (Zawawi & Ramli, 2017, p.30). In essence, it is possible to use the same definition for Muslim-friendly hospitality. However, the most important characteristic feature of Muslim-friendly hospitality is that it offers some special and extra amenities for Muslims. This distinguishes Muslim-friendly hospitality from traditional hospitality. Moreover, Muslim-friendly hospitality is a part of the halal tourism ecosystem. The Muslim-friendly hospitality concept has been discussed in various studies by names such as Islamic hospitality (Stephenson, Russell & Edgar, 2010), halal-friendly hospitality, (Battour & Ismail, 2016), and Shairah-compliant hospitality (Zawawi & Ramli, 2017).

If destination marketers can correctly understand the expectations of Muslim tourists, they can develop more successful marketing methods (Battour, Battor & Bhatti, 2013, p.557). The same situation applies to Muslim-friendly hospitality marketing too. However, developing Muslim-friendly hospitality services and products for hotels involves several challenges (Jeaheng, Al-Ansi & Han, 2019, p.731). Muslim-friendly hospitality services refer to tourism products and services offered in the tourism industry, in compliance with Islamic orders and prohibitions (Zawawi & Ramli, 201, p.30). The Islamic tourism sector develops several criteria to increase the confidence of Muslim tourists towards accommodation businesses. Regarding this, Muslim-friendly accommodation management standards have been developed in Malaysia (Oktadiana et al., 2017, p.234-235). An accommodation business that is compliant with Islamic rules must have some characteristic features in five key points (Stephenson, 2014, p.157) as follows:

1. Human resources: Traditional clothing for staff, dress-code for female staff, prayer permits for Muslim employees and proper working conditions during Ramadan, moral code of conduct for staff and guests, guest-oriented practices in service delivery.
2. Bedrooms and bathrooms: Floors dedicated to ladies and families, the rooms have signs showing Qibla direction, prayer rugs, and holy Koran, and conservative TV channels. Sculptures or other decorations that contain human or animal figures are not appropriate for Muslims. Baths are also required to be suitable for ablution.
3. Food and banquet facilities: Halal food, soft drinks, separate dining area for women and families, lack of inappropriate music content, and decorations without human or animal figures.
4. Other activities: No casino or gambling activities, separate pool and SPA services for both sexes, separate ablution and masjid facilities for men and women, no toilets facing the direction of Qibla, and decorations without human or animal figures.
5. Business administration: Moral sales and marketing, social responsibility, and philanthropy activities in accordance with Islamic values, financial transactions in accordance with Islamic finance rules.

"Malaysian Standards - Muslim friendly Hospitality Services Requirements" developed by the Department of Standards Malaysia (DSM), in addition to Stephenson's (2014) determinations regarding Muslim-friendly hospitality, pointed to the following services: (DSM, 2014):

- The rooms should be clean and well maintained.

- There should be enough space in the room to pray.
- There should be prayer outfits in the rooms, or it should be available on request.
- There should be information about prayer times in the rooms, or it should be available on request.
- The kitchen of the establishment must be halal certified. The certificate must have been obtained from an appropriate authority in this regard.
- The company should provide information about Iftar and Sahur during Ramadan, and food and beverage service should be provided at these times.
- Recreation and wellness areas should be constantly clean and well maintained.
- Toilets throughout the business should be equipped with a bidet or hand shower.

One of the leading standard systems on Muslim-friendly hospitality was prepared by Croatia Centre for Halal Quality Certification in 2010. In this standard system, some different services are mentioned from Stephenson (2014) and DSM (2014) (CCHQC, 2010):

- Maintained requests by HACCP system and ISO 22000:2005,
- If it is not possible to serve in different places for both sexes in wellness units, different sexes must be served at different hours
- That the male staff cares about male guests and female staff of female guests for wellness units.

Methodology

The main objective of this study is to develop a classification model proposal on the qualifications that Muslim-friendly accommodation businesses must carry. The case study method, one of the qualitative research methods, was used to achieve this goal. According to McMillan (2000), the case study is a method in which one or more events, environment programs, social groups, or other interconnected systems are examined in depth. According to Gall, Borg & Gall (1996), case studies in research are used to a) identify and see the details that make up an event, b) develop possible explanations for an event, c) evaluate an event (Büyüköztürk et al., 2014, p.21). As stated before, this study aims to develop a classification model about the qualifications of Muslim-friendly hotels. Tourism professionals and academics have come together to realize this goal. Therefore, the case study method was preferred among qualitative research methods in the study. Document analysis and focus group interview techniques were used in the collection of research data. The document analysis technique covers the examination and evaluation of the documents containing the events and facts that are intended to be investigated (Avcı, 2008, p.165). As cited in Yıldırım & Şimşek (2013, p. 180), according to Krueger & Casey (2000), the focus group interview is conducted with the goal of getting people's thoughts on a topic, product, or service. The people to be involved in the focus group need to have a common experience with the theme to be addressed.

The aim of the study was to reach a valid finding on the subject in both practical and theoretical terms by enabling industry professionals and academics to interact and collate their knowledge and experiences using the focus group interview technique. This is the main rationale for using the focus group interview technique in the study. The study did not aim to generalize the findings to any area. Instead, it is aimed to present a practical model proposal.

Findings

In a focus group interview, which is one of the data collection techniques of qualitative research methods, research data is collected by bringing together people who have in-depth knowledge about a topic and conducting a collective interview in the form of discussion and evaluation. In this study, data was collected by a focus group interview technique with a group of 11 participants (9 sector professionals and 2 academicians) working in the field of halal tourism who have experience in the Muslim-friendly hospitality sector and who are professional members of the International Halal Tourism Organization.

The study was hosted by Independent Industrialists and Businessmen Association (MÜSİAD) Antalya branch office in October 2019. Research data was collected using the document analysis technique before the focus group interview application. The documents to be examined for document analysis are classified into two groups: a) standardization systems studies/documents, b) academic studies. In this context, the standardization systems studies/documents developed primarily on Muslim-friendly hospitality throughout the world have been investigated. As a result of the research, a total of 8 standard texts were examined, including 5 from Turkey (DHB, 2012; TSE, 2016; GİMDES, 2016; ADL, 2019; TÜRCERT,2019), 1 from Malaysia (DSM, 2014), and 1 each from Iran (INSO, 2016), Russia (TCMR, 2014), and Croatia (CCHQC, 2010).

In addition to these standard studies, various academic studies (Battour, Ismail & Battor, 2011; Battour, Battor & Bhatti, 2013; COMCEC, 2016; Tekin & Yılmaz, 2016; Tekin & Turhan, 2017; Tekin, Turhan & Turhan, 2019; Jeaheng, Al-Ansi & Han, 2019) related to Muslim-friendly hotel standards were examined. After all this document analysis processes, the standards and criteria obtained from all the studies were compiled and collected in an item pool. A total of 237 items were obtained in this pool. Those with similar content were written one time, and the total number of items was reduced to 68. After this simplification process, 68 items were tried to be categorized in the scope of hospitality services in terms of their contents. As a result of the categorization process, all items are classified under the six clusters presented in Table 1.

Table 1. Service sets and item numbers including Muslim-friendly hospitality services

Clusters/Factors		Number of items
Accommodation services		10
Food and beverage services		8
Recreation services		19
Services for worship infrastructure		12
General services		12
Management approach		7
	Total	**68**

The study was presented to the focus group's assessment. The focus group meeting was hosted by the directorate of the MÜSİAD Antalya branch in October 2019 with 12 participants. The focus group meeting was held in a single session, and the secretary-general of IHATO, who was excluded from the study group's members, conducted the moderation task. During the study, participants' opinions were noted in writing. The demographic characteristics and personal characteristics of the members forming the focus group are presented in Table 2.

Table 2. Demographic characteristics and personal features of participants

Participant code	Gender	Age	Position
K1	Male	45	General manager
K2	Female	43	Owner
K3	Male	47	General manager
K4	Male	41	General manager
K5	Male	39	Owner
K6	Male	43	General manager
K7	Male	42	General manager
K8	Male	52	Advisor
K9	Male	46	Owner
K10	Male	37	Academician
K11	Male	39	Academician

As shown in Table 2, all but one of the participants are male. On the other hand, five of the participants are managers in various Muslim-friendly accommodation businesses, three are business owners, two are academics, and one is a consultant.

The focus group interview started with the moderator's opening speech, and firstly the information was given about what the focus group interview is its purpose, and methodology. The moderator stated that the purpose of the meeting was to develop a classification model proposal on the qualifications of accommodation companies working for the halal tourism market. He then explained the document analysis work conducted to achieve this goal and generally mentioned what the 68 items collected under 6 clusters are.

The moderator stated that the focus group interview would consist of two basic stages:

1. In the first stage, it must be decided how many groups of businesses will be divided (Classes)
2. In the second stage, it will be decided which class each item in the item pool will be in (Items)

After all these operations, the focus group interview started with the presentation of the draft work plan consisting of 6 clusters and 68 items and opening it up for evaluation. As a priority, the moderator debated the name of the accommodation businesses serving the Muslim travel market and asked the group what name should be given to the accommodation businesses in this concept.

K1, K3, and K4 stated that they regarded their own businesses as “non-alcoholic family hotels” and stated that this concept was a better advertising method.

K9 stated that they describe their business as “Islamic” and that they offer guests “clearer content in this way.”

K5 stated that they work with an international group, so they “did not make any identification in the promotion of the business, but tried to emphasize that the hotel was non-alcoholic and aimed at families.”

K8 and K10 stated that “businesses may have an unique marketing choice, but they must meet in a common framework for this work.”

K11 expressed that many hotels in the sector have identified themselves with concepts such as “halal hotel, hijab hotel or conservative hotel,” but K11 stated that these concepts were technically flawed and underlined that the Muslim-friendly concept was more preferred in authority institutions such as the OIC.

Following these assessments, the moderator stated that hotels could independently use their own marketing tactics. Afterward, the moderator asked the participants, “is there an obstacle to the concept of Muslim – friendly accommodation as a roof for the whole of these businesses?” There were no participants who responded negatively to the question.

After a joint decision was made on the general definition of these accommodation businesses, it was assessed how many groups of these businesses would be correct to classify. In the evaluations, it was stated that there might be a five-star system as in 5-star hotels, but then it was agreed that the services should be divided into four levels. These levels are as follows:

a) Basic level services: The minimum qualifications that must be obtained in order to be called a Muslim-friendly accommodation enterprise.
b) Medium level services: In addition to basic services, the minimum qualifications that a second-level Muslim-friendly accommodation business should have.
c) Advanced level services: In addition to intermediate services, the minimum qualifications that a third-level Muslim-friendly accommodation business should have.

d) Superior level services: In addition to advanced services, the minimum qualifications that a fourth-level Muslim-friendly accommodation business should have.

After the consensus was reached on the classification, 10 items in the accommodation services cluster were presented to the individual participants' opinions, and the related services were classified as shown in Table 3. At the end of the session, the final classification in which the items should be included was submitted to the open vote of the participants. The voting was carried out with the criterion of "the majority of votes."

Table 3. Accommodation services for Muslim-friendly hotels

Accommodation services	**AS1**	There should be Qur'an, prayer mat, and rosary in the rooms, or they should be given when requested.	**Basic**
	AS 2	The direction of Qibla must be marked as visible in the rooms.	**Basic**
	AS 3	"Family filter" should be mandatory on TV channels in rooms.	**Basic**
	AS 4	Room toilets should have a bidet.	**Basic**
	AS 5	There should be a space in the room at the appropriate width and angle (where prayer can be laid in the direction of the Qibla).	**Advanced**
	AS 6	Rooms should have a level of sound insulation that protects privacy	**Superior**

		(conversations in the adjacent room should be inaudible).	
	AS 7	There should be a chart showing the time of prayer in the rooms, or it should be provided when requested.	**Advanced**
	AS 8	Prevent energy and water waste in rooms (energy saver, sensor tap, etc.) measures must have been taken.	**Advanced**
	AS 9	Chemical, cosmetic, cleaning, and hygiene materials used in rooms must be halal certified (SMIIC 4 certificate must be obtained).	**Superior**
	AS 10	The feet of the room sinks and beds should not be in the direction of Qibla.	**Superior**

K7 code to add participants to item AS1 suggested that "this situation should not be an obligation stated, but it would be more useful to provide this service at any time in accordance with the request of the guests. Following this proposal, the phrase "or be given when requested" was added to this item.

Participants coded K8 and K6 recommended that item AS5 should be at the "basic level." However, participants with the codes K1, K2, and K3 stated that "the designs of the room areas in terms of the construction project and location of some hotels cannot allow this situation, this situation should be taken into account at the project stage, if this issue is skipped at this stage, then the solution may not be possible."

The same participants also demanded that AS6, AS9, and AS10 items were "items that should be addressed at the construction plan stage of the hotel" and that "hotel which did not pay attention to these items at this stage or hotels that were not originally built for Muslim-friendly hospitality could not meet these requirements and that these items should not be placed at the basic level."

K11 stated that the requirement "to have a chart showing the time of prayer in the rooms should be at the 'basic level'." However, the participant K8 said that "with smartphone technologies, this information can be easily accessed" and that this would "create a cost item for hotels." Therefore, K8 recommended that this service be included in the "advanced level" and that the item to be added to the item pool is "provided when requested."

After these evaluations, the evaluation of the accommodation services cluster is finished. The following cluster of food and beverage services has been evaluated (Table 4).

Table 4. Food and beverage services for Muslim-friendly hotels

Food and beverage services	**FBS 1**	All food and drinks in the hotel should be at least a MOML level. (Moslem Meal: the fact that food and beverages do not contain products that are strictly prohibited in Islamic terms, but have not yet been certified with a halal food certificate).	**Basic**
	FBS 2	In all areas covered by the hotel certificate, no alcohol products should be offered/used in food and beverages.	**Basic**

	FBS 3	Halal food certified (SMIIC 1) food and beverage options must also be certified at the hotel.	**Basic**
	FBS 4	There should also be a food and beverage service during Iftar and Sahur during Ramadan.	**Medium**
	FBS 5	Training should be carried out at least 1 time per year on the waste of food and drink in the hotel and should be certified with a certificate.	**Medium**
	FBS 6	Guests who fast outside the month of Ramadan should be provided with food and beverage services during Iftar and Sahur if informed.	**Advanced**
	FBS 7	Regular measurements should be made about food and drink waste at the hotel and should be documented with management reports.	**Advanced**
	FBS 8	All food and beverage services offered at the hotel must be halal food certified (SMIIC 1).	**Superior**

The item FBS3 has been a matter of considerable debate. The participant coded K1 stated that "in fact, it is valuable that this document is mandatory for all food and beverage products in all hotels." However, he stated that "the number of foodstuffs that meet the SMIIC 1 criteria is very insufficient, so it is very difficult to supply, and impossible in some foodstuffs". Even "the SMIIC 1 certificate is not available for a very important part of patisserie products" was stated.

The participant coded K3 stated in relation to item FBS 3 that “there is also distress in terms of soft drinks that a significant proportion of guests have coke, etc. They stated that they wanted the products, but that a significant number of these products did not have the SMIIC 1 certificate, so there may be difficulties between the criteria that should be and the guest requests.”

In light of all these assessments, it was agreed that the FBS3 item should not be adopted as a condition for all food and beverage items, this requirement should be included in the form of FBS8, and it should be defined as “superior level.” However, it was decided that the MOML requirement, which is presented in the FBS1 item at a minimum level for foodstuffs, should be a “basic level” requirement for all businesses.

Based on these evaluations, it is accepted that it is not possible for all food in the hotel to receive SMIIC 1 certification, and this item was prepared in the form of FBS3. Accordingly, some SMIIC 1 certified food and drinks will also be offered at a basic level hotel. However, the MOML requirement is set as a rule for all food, even in the basic level hotels.

The participant with the code K6 stated that FBS4 should be the “basic level” and that “any hotel that wishes to receive the title of Muslim-friendly hotel should meet this requirement.” The K2-coded participant stated that “this is not a problem for medium- and large-scale hotels, but it would be difficult for small-scale and low-budget family business such as pensions and hostels to offer this service as a mandatory requirement” and suggested that this service be considered as a ”medium-level“ service, which is above the” basic level.”

After these evaluations, the moderator stated that they had been passed to the recreation services cluster and opened the items presented in Table 5 to the evaluation, respectively.

Table 5. Recreational services for Muslim-friendly hotels

Recreational services	**RS 1**	At the hotel, at the pool/beaches where both sexes are used together, hijab swimsuit attire should be mandatory.	**Basic**
	RS 2	If private services such as SPA, wellness, massage, sauna, hairdresser are offered, these services should be offered in gender-separated areas or at different hours.	**Basic**
	RS 3	In private service areas, same-sex staff should serve, opposite-sex staff and guests should not enter these areas.	**Basic**
	RS 4	Access to private service areas with cameras, mobile phones, etc. that can record images should be prohibited. This prohibition must be explicitly declared in at least 3 language options (the official language of the country in which the hotel serves and two different languages).	**Basic**
	RS 5	All areas with private services, especially the beach and pool, should be isolated in a way that cannot be seen from the outside. (For those who can close the beach privately in practice)	**Basic**
	RS 6	In separate animated events and intimate services for both sexes, only the same person must serve the staff.	**Basic**

	RS 7	Gambling-based entertainment types should not be included in the hotel.	**Basic**
	RS 8	There should be no disco for both sexes in the hotel.	**Basic**
	RS 9	Children older than 6 years of age should not be allowed in hotel facilities such as pool/beach.	**Basic**
	RS 10	If the hotel cannot provide separate pools on a gender basis, pool service must be provided at separate hours for both sexes.	**Medium**
	RS 11	If the hotel has Beach facilities, separate beaches for both sexes should be provided with privacy requirements.	**Advanced**
	RS 12	If the hotel has pool facilities, separate pools for both sexes should be provided with privacy requirements.	**Advanced**
	RS 13	Animation, entertainment, and other activities in the hotel must comply with Islamic orders and prohibitions.	**Advanced**
	RS 14	Recreational activities in the hotel should include cultural, artistic, and sporting activities in accordance with Islamic culture and rules. These activities should be reported and documented with their visuals.	**Advanced**
	RS 15	Especially religious holidays, religious nights such as the night of Qadr (lailat-ul Qadr), worship, and cultural events with educational aspects should be included.	**Advanced**

	These activities should be reported and documented with their visuals.	
RS 16	Recreational activities aimed at children should also include content consistent with Islamic orders, prohibitions, and culture. These activities should be reported and documented with their visuals.	**Advanced**
RS 17	No dice and gambling-based games of chance should be played in the hotel's arcades.	**Superior**
RS 18	There should be no shared pool/beach services for both sexes within the hotel.	**Superior**
RS 19	The entrances used for access to private areas such as beaches, pools, baths, and spas should be designed so that they cannot be seen by the opposite sex.	**Advanced**

Participants with the codes K1 and K3 stated that the RS11 item "presents a problem with the coastal-edge legislation, either hotels must produce a solution according to the legislation at this point or necessary changes should be made in the legislation." In support of the reviews, the K7 participant stated that "many businesses are currently experiencing difficulties in this regard, and some businesses are trying to produce solutions in spite of the legislation to please the guests." It was decided to code as an "advanced level" due to the difficulty contained in item RS11.

The participant coded K1 stated that item RS17 was "one of the major challenges." K1 stated that "hotels in this concept can offer more recreational opportunities to female guests, but can be perceived as boring at times for male guests, which necessitates recreational diversity within the facility K1 stated that “especially games such as backgammon and Rummikub are requested by guests, the elimination of these options negatively affects guest satisfaction “and suggested that this rule should be codified as “superior level,“ stating that “many facilities in this concept also have this difficulty.”

The K6 participant stated in the item RS17 that “especially in games such as backgammon and Rummikub, the guests do not act for gambling purposes, and the guests who prefer their hotels are definitely opposed to events such as gambling due to their structural and cultural characteristics.” However, he stated that the guests “see board games like backgammon and Rummikub as a means of enjoying their time and perceive them as a recreational activity, but the event is interpreted differently from a Fiqh point of view.

The K1 participant stated that “although in previous years the guest profile demanded completely separate pools for men and women, especially in recent years the number of guests who want to enter the pool as a family and want to have fun with their family has increased and this has paved the way for the demand for a shared pool.”

In these conditions, hotels are stuck between meeting fiqhi conditions and guest demands. ”For this reason, they stated that “some hotels offer separate male-female pools, but also now have shared pools under the name of ”family pools.” It has been stated that this situation is incompatible with the requirement in item RS18, so this item should be codified as a ”superior level.”

After these evaluations, the moderator stated to continue with the set of services for the worship infrastructure and opened the items presented in Table 6 to the evaluation, respectively.

Table 6. Services for worship infrastructure for Muslim-friendly hotels

Services for worship infrastructure	WS 1	In the common areas of the hotel, there should be separate ablution and Masjid facilities for both sexes.	Basic
	WS 2	Signs should be used in at least 3 language options for easy access to masjids and ablutions.	Basic
	WS 3	Masjids should be of sufficient capacity (at least 10% of the number of rooms).	Basic
	WS 4	At least 1 Holy Quran must be accessible within the masjid.	Basic
	WS 5	If there are no separate ablution facilities and masjids for the hotel staff, the hotel staff should also be able to use these areas.	Basic
	WS 6	For Friday prayers, the Masjid must be on appropriate standards (at least 40 people, open to all, and the recitation of the adhan). The hotel must direct the nearest mosque for Friday prayers.	Basic
	WS 7	The adhan should be recited so that it can be heard in general areas during prayer times at the hotel.	Advanced
	WS 8	Ablutions in general areas should also be suitable solutions for children to perform ablutions.	Advanced
	WS 9	Ablutions in general areas should also be suitable solutions for the disabled.	Advanced

	WS 10	There should also be suitable solutions for the disabled in mosques to perform prayers.	**Advanced**
	WS 11	Wheelchair access to ablutions and masjids in general areas should be possible.	**Advanced**
	WS 12	Prayer clothes such as head cover and feraje (prayer garment) should be provided if female guests request to perform the prayer.	**Advanced**

Participant with code K8 suggested that items WS9, WS10 and WS11 were relatively easy services to offer in terms of large hotels, but small hotels may not be able to provide these services in terms of their costs, especially in terms of their architectural conditions, so these services should be coded as "advanced."

Although WS9, WS10, and WS11 are considered "advanced" under current conditions, the participant with code K11 stated that over time Muslim-friendly accommodation should be a pioneer in disability-friendly solutions and that these services should also be made mandatory for basic level businesses.

After these evaluations, the moderator stated that they had been transferred to the general services set and opened the items presented in Table 7 to the evaluation, respectively.

Table 7. General services for Muslim-friendly hotels

General services	GS 1	Internet services throughout the hotel should have a "family filter."	**Basic**
	GS	There should be no visual decorations, such as sculptures, paintings, photographs, which are	**Basic**

	2	not Islamically appropriate throughout the hotel.	
	GS 3	The necessary privacy conditions must be ensured in the toilets (if any, the screen and toilet cabinet dimensions must be at the required level in the urinals).	**Basic**
	GS 4	There should be a bidet in the toilets.	**Basic**
	GS 5	If pets are allowed in the hotel, separate areas for the animals should be determined.	**Basic**
	GS 6	Non-Muslim personnel should not be employed in private service areas for women.	**Basic**
	GS 7	Guests should not be taken to public areas in pool/beach attire.	**Basic**
	GS 8	In order for hotel staff to wear a dress code, the company must have a dress code. This regulation must be declared where the staff can see it.	**Medium**
	GS 9	In order for guests to wear clothing codes in accordance with Islamic moral values within the hotel, the company must have a dress code. This regulation must be posted on the website of the hotel. At the time of booking, the guest should be notified in writing by e-mail.	**Superior**
	GS 10	Women in private pools and beaches should be mandatory in accordance with the rules of hijab sea clothes.	**Superior**

	GS 11	In pools and beaches special to men, sea clothes in accordance with the rules of hijab should be mandatory.	**Superior**
	GS 12	There should be at least one accessible WC for disabled guests of both sexes in public areas.	**Medium**

The participant with code K3 described the requirement of a dress code in accordance with Islamic morality to the guests regarding the GS9 clause as a "challenging practice". The K3-coded participant first stated that such a prerequisite to the guest could negatively affect perceptions about the business and said that the guests also had a variety of dress sensitivities.

Participants coded K10 and K11, previously reported that research on halal tourism tourist profile (Tekin, Turhan, and Turhan, 2018, p.33), recalling their findings, stated that "guests who prefer these facilities describe themselves as heterogeneous in terms of their religious conservatism levels" and stated that although "7% of guests do not identify themselves as religiously conservative individuals," they preferred these hotels and stated that dress code enforcement could cause difficulties."

"Some guests who prefer facilities only because of non-alcoholic service and trust perception, but are not in compliance with the dress code requirement and this practice may be problematic," said K2 coded participant evaluations.

Participants with the codes K7 and K9 also stated that "even if this application is implemented, it is not possible to control and intervene within the enterprise."

The K6 participant offered an alternative view, stating that "although the application has difficulties, it is the expectation of the general guest audience to introduce a dress code that will not disturb the general guest and cause them to complain. As a result of the evaluations, it was decided to codify GS9 as a "superior level".

K8 coded participant stated that, GS10, GS11 items demanding requirements unique to hijab wetsuit in the pool and beach, and is a criterion indicated that the veiling of the outfit on the subject of the sea and the guests that differ in attitudes and understanding that will cause difficulties in the implementation of this item by specifying "superior level" proposed to be encoded as.

After these evaluations, the moderator stated to continue with the set of management approaches and opened the items presented in Table 8 to the evaluation respectively.

Table 8. The Muslim-friendly management approach for Muslim-friendly hotels

Management approach	**MA 1**	If the hotel is a Muslim-friendly accommodation establishment, this situation and the level of the hotel must be clearly and visibly declared in at least 3 different languages (the official language of the country of service and two different languages).	**Basic**
	MA 2	On the website of the hotel, the rules and qualifications required by the Muslim-friendly business level must be announced in at least 3 different language options (the official language of the country of service and two different languages).	**Basic**

	MA 3	If accommodation is provided for the staff at the hotel, worship facilities should also be offered in these buildings.	**Basic**
	MA 4	Social responsibility projects should be undertaken to prevent food waste at the hotel. These activities must be proven.	**Advanced**
	MA 5	Hotel management should conduct a certified training activity for staff on Muslim-friendly accommodation management at least 1 time each year. These activities must be proven.	**Medium**
	MA 6	Islamic finance and banking rules should be observed in all financial-financial processes related to the hotel.	**Superior**
	MA 7	Islamic rules must be followed in all advertising, promotion, and marketing processes related to the hotel.	**Superior**

K3 and K9 coded participants "this (item MA1) is a very important criterion, but the description of the operation in conjunction with advertising and fliers productive for themselves, they are "non-alcoholic family hotel" also stated that it is very important that you continue to use concepts such as.

The participant with code K11 stated that the application of MA6 in current economic conditions, especially in medium-and large-scale enterprises, is almost impossible for both business and guest, and stated that this criterion could only be applied by more boutique-style enterprises, and therefore suggested that the relevant item should be coded as "superior level."

The focus group interview, which lasted about two hours with the final evaluation, ended with the moderator's closing and thank-you speech. After the focus group interview, the items were separated from the service sets and rearranged according to the level codes.

Conclusion

In the focus group interview, although businesses have developed a marketing approach that suits them by calling themselves different names, it is considered that the common concept to be used should be consistent with the global authorities and widely used concepts. There are technical problems with some common concepts in the field:

- Halal hotel: In today's conditions, it is almost impossible for an accommodation establishment to serve as halal in a perfect and complete manner. Challenges in areas such as halal food and halal cosmetics, most notably financial issues, make it almost difficult for a hotel to develop into a fully halal system. For this reason, it would be very wrong for businesses to call themselves "halal hotels" as long as they do not fulfill all Islamic orders and prohibitions in a perfect and complete manner, both in Islamic terms and marketing.
- Islamic hotel: The word Islamic can be used to express that a phenomenon is compliant with Islamic orders and prohibitions. The use of this for an accommodation business may also lead to a perception that the business is in compliance with Islamic orders and prohibitions. This can only be achieved if all products, services, and facilities in the enterprise are halal. As described in the concept of the halal hotel, it is near impossible in today's conditions for a lodging establishment to be "halal" in a

complete and flawless manner. Since the concept of Islamic hotel is based on the concept of "halal hotel," as a result, the use of this concept would be a very flawed situation.

- Conservative hotel: The concept of conservatism is not just a concept unique to Islam, it is not just a concept with a religious dimension. Conservatism is also a socio-cultural concept. It is thought that the concept of conservatism is very relative when the subject is taken at a global level and is far from explained clearly.
- Hijab hotel: The word hijab is of Arabic origin and means to be covered. Hijab is a human concept. While the use of such a concept for an accommodation establishment has an incompatible meaning even in Turkish, it is thought that it would be meaningless to use it on a global scale.
- Non-alcoholic family hotel: non-alcoholic service can be considered as a Muslim-friendly practice. However, the expectations of tourists in the halal tourism market cover much more than a non-alcoholic and family-concept hotel. For this reason, it is considered that this concept does not represent the content of the service in a comprehensive way. The non-alcoholic environment, on the other hand, should not be perceived as a condition demanded only by Muslim tourists.

In this respect, it is concluded that the "Muslim-friendly accommodation business" concept should be preferred for the accommodation businesses that serve the Muslim travel market. In order to express that a service or product is halal, this service or product must comply fully with the relevant requirements. It is impossible for a service or product to be halal or haram in part with regards to fiqh, in a little or in a certain amount. The fact that even one of the numerous products and services in the accommodation establishments does not comply with the halal requirements prevents the establishment from being called "halal". Furthermore, there is no claim of being halal in the concept of Muslim-friendly. There is a situation where a number of products and services have been developed for Muslims. For this reason, the Muslim-friendly concept does not claim to be lawful, and it is committed to providing facilities for Muslims within its means. This level is seen as the most possible to apply in today's conditions.

One of the most important findings of the focus group interview concerns the classification of businesses. As a result of the study, 3 accessible and one level requiring superior qualifications were determined for the enterprises. Accordingly, the minimum and mandatory criteria that must be met in order to be given the title of Muslim-friendly to an accommodation enterprise have been determined, and it has been decided that the enterprises that meet these criteria should be called "basic level Muslim-friendly accommodation enterprise". It has been decided to call the enterprises that provide 6 criteria in addition to providing the requirements of the basic level as "medium-level Muslim-friendly accommodation enterprise." It has been decided to call the enterprises that provide 19 criteria in addition to providing the requirements of the intermediate level as "Advanced Level Muslim-friendly accommodation enterprise." It has been decided to call the enterprises that provide 11 more criteria in addition to providing the requirements of the advanced level as "superior level Muslim-friendly accommodation enterprise." Information on these levels is presented in Table 9.

Table 9. Classification of Muslim-friendly accommodation businesses

Class	Level	Abbreviation
Level 4	Superior level	MfS
Level 3	Advanced level	MfA
Level 2	Medium level	MfM
Level 1	Basic level	MfB

Recommendations

Some of the most striking findings and recommendations revealed by the study are:

- Some of the criteria required to operate Muslim-friendly accommodation should be taken into account from the beginning of the construction process. Conditions such as having enough space in the room to pray at the angle of Qibla and not looking at the direction of Qibla of bed foot ends and sinks are the issues that should be considered from the construction project stage.
- SMIIC 1 it is almost impossible for all food and beverages of a hospitality establishment to be certified as halal food by meeting the requirements of the Halal Food Standard. Not only does the lack of halal food certificate in some foodstuffs and raw materials pose a major problem in terms of supply and production, but also the potential demands of the guest for undocumented products make it difficult for businesses. Therefore, a halal presentation

for all food and beverage services is almost impossible in today's conditions.

- Especially in order for the beaches to serve male and female guests separately, businesses that do not have access to private beaches separate the coast with various architectural tools, especially sail or wall systems, and try to provide a condition of privacy, but this also causes problems in terms of coastal legislation. For this reason, finding a solution to this problem in the legislation is seen as an urgent priority.
- The evolution of the guest profile makes it mandatory for businesses to use pools that families can use together today. This situation compresses businesses between fulfilling the wishes of the guest and ensuring Islamic conditions. The evolving guest profile will affect Muslim-friendly accommodation processing as it does today in the future. Therefore, continuous analysis of the relevant market should be carried out to make projection studies about the future status of the guest profile.

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RELATIONSHIP BETWEEN URBAN QUALITY OF LIFE AND AGE FRIENDLY CITY[1]

Assoc. Prof. Dr. H.Burçin HENDEN ŞOLT

Zonguldak Bülent Ecevit University

INTRODUCTION

The heterogeneous social structure and its sectoral reflection are the two key points in the differences between rural and urban settlements. Cities are characterized by different origin, age, language, religion, income groups. It is usual for them to have different expectations from life and city management services. The attitudes towards life and life styles differ among age groups. Although there is a quote: "Human is as old as he feels.", age categories and life cycle groupings have been determined by the World Health Organization. WHO (World Health Organization) has accepted those chronological age standard to describe life cycle groupings: 0-18 years old: adolescent, 18-65 years old: young, 65-74 years old: young-old, 74-84 years old: old, 85 years and over: very old.

This study examines the age friendly city approach, which aims to improve the quality of life of older people. Thanks to this

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[1] . This study is an extended version of "Relatıonship Between Urban Quality of Life and Age Friendly City", presented as an abstract proceeding at the 12th International Congress on Social Studies with Recent Research, June 5-7, 2020, Antalya.

planning approach that will increase the quality of urban life, the importance of active and healthy aging in societies is emphasized. The concept of urban life quality can be defined as the urban dwellers having an environment in which they can lead their lives in a way that suits meeting the requirements of being human. This issue has been addressed by a great number of scientists. For Emür and Onsekiz (2007), a quality living environment and urban texture are the result of a balanced spatial relationship between buildings, transportation opportunities and open and green areas. It is a phenomenon that can be expressed by objective and subjective evaluation criteria that occur in the mutual interaction of quality of life and environmental quality in terms of three pillars of sustainability: Society, economy and environment. Tekeli (2010) dealt with the urban life quality in terms of rights, and suggested that human rights are a reflection of the urban space. Since every individual living in the city has their own rights; meeting the expectations of elderly people is also an issue that needs to be examined.

A look at the populations of countries around the world will reveal that world's elderly population grows drastically. For this reason, it aims to ensure that older people receive equal access to urban services. The concept of an age-friendly city was first introduced by the World Health Organization in 2006 and then began to develop by making different contributions around the world. There are studies in which scientists discuss this issue from different perspectives. Tutal and Üstün (2009) address the issue of age-friendly cities in terms of accessibility, availability, and active aging. They drew attention to the use of health, participation and security opportunities in the best way to increase the value of quality of life in old age. For İçli (2017), urban planning should be in a way that facilitates their lives and improves their quality of life not only for young people and healthy people, but also for the entire population living in the city.

In general terms, the ability of city governments to continue their existence is related to the rates of meeting the expectations of urbanites in their service provision. For this reason, it is important to develop designs and practices in which older individuals can live quality life in urban life from a physical, social and psychological point of view. An increase in the importance that will be given to the issue in particular for the elderly will lead to an increase in the quality of life throughout the cities and may lead to an increase in the number of more livable cities.

Elderly Population Growth in The World and in Our Country

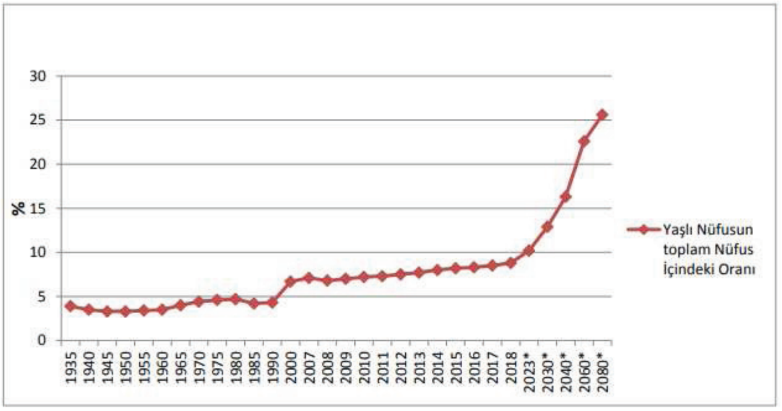
Old age refers to genetic heritage, climate, living conditions, health problems and socio-psychological factors. It is more than surpassing the life expectancy of human beings. Throughout the life course of human beings, one of the reasons for the intense pace of work in youth is the desire to be comfortable in old age.

According to the report prepared by the United Nations on the world population, it is stated that the world population, which is 7,750,000,000 people in 2019, will increase to 9.7 billion in 2050.

And it may reach 11 billion at the end of the century. One of the highlights from the report is the information that one in 6 people will be over 65 by 2050. In other words, in 2019, the world's population over the age of 65 is 703 million; it is expected to be 1.5 billion in 2050. The places where population aging is fastest are East and Southeast Asia, Latin America and the Caribbean. Looking at indicators that include both demographic and economic information, it is observed that the elderly population is increasing in Europe as well as in North America; Australia and New Zealand (UN, 2019). Ageing the population creates the demand for central and local governments to develop financial and service policies and establish sustainable programs.

In the 2030 agenda for sustainable development (SDG, 2019); efforts to eliminate poverty, ensure healthy living and well-being at all ages, promote gender equality, and employment opportunities for all are discussed in terms of the United Nations Sustainable Development Goals. Safe, flexible and sustainable planning of countries and cities can be made possible by examining these indicators. Decrease in fertility rate, improvements in health and technology, and increased life expectancy increase attention to sustainable development goals in the world. As can be seen in Figure 1, the Turkish Statistical Institute's research on the elderly (2018) showed that the elderly population in our country increased by 16% between 2013 and 2018. According to population prospects, the proportion of elderly population is projected to reach 10.2% in 2023, 12.9% in 2030, 16.3% in 2040, 22.6% in 2060 and 25.6% in 2080.

Figure 1: Distribution of the proportion of the elderly population in the total population in Turkey by year



According to the "Disabled and Elderly Statistics Bulletin" published by the Ministry of Family, Labor and Social Services General Directorate of Services for the Disabled and the Elderly (2019); it is seen that the province with the highest rate of elderly population is Sinop, while the lowest is Şırnak and Hakkari. The province with the highest elderly population is Istanbul, and the lowest is Bayburt. Figure 2 shows the distribution of the proportion of the number of elderly people in our country to the general population of the province (Canpolat and Güder, 2017).

Figure 2: Distribution of the proportion of elderly population in our country

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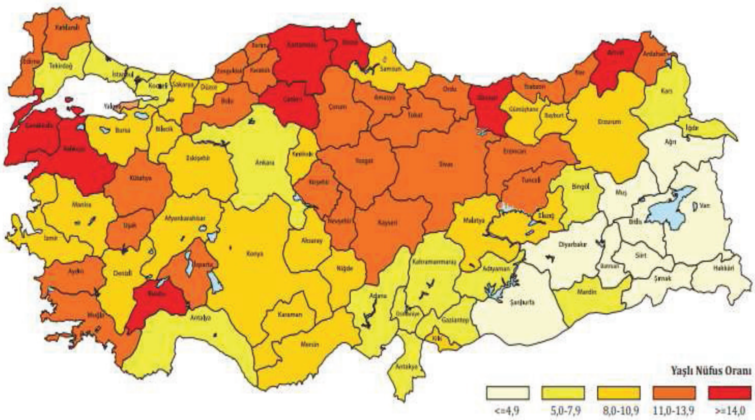


Elderly people who live alone are more likely to be vulnerable and poor. The elderly population living in single-person households appears to be increasing every year, with the proportion of older people living in single-person households in the total elderly population in 2017 being 18%. Of the 1,243,186 living in single-person households, 76.4% were female and 23.6% male. The "elderly dependency ratio", which refers to the ratio of the elderly population per 100 people of working age was 11.8% in 2014, and this rate increased to 12.9% in 2018 (TÜİK, 2018).

The World Health Organization (WHO, 2019) explains that various conditions of disability increase with the aging of individuals. As we can see from older people around us, old age is a period when body disorders are more common than youth;

problems can occur in mind/body synchronization, and aggravations in speed and mobility can be observed. In order for these individuals to live their lives comfortably, an arrangement may be required in urban spaces. This is one of the starting points of the age-friendly cities approach.

Age-Friendly City Concept and Its Development

The age-friendly city approach draws attention to the right and chance of active life and the ability to make designs that will allow every elderly person to participate in public life. It is important for the elderly to maintain their existing social relations, to minimize the barriers in their socialization, and to organize transportation facilities accordingly. Essentially, this situation can be best observed in the definition of local government. City governments are a public legal entity responsible for meeting the needs of all types of users of the city within the framework specified in the legal sense. In other words; the accessibility and participatory attitude of the elderly, who play a bigger role in the society, towards urban spaces should be supported. This situation is indisputable first in terms of human rights and then urban rights. According to the results of the TUIK life satisfaction survey, the proportion of older people who declare that they are happy was 66.1% in 2017, while this rate decreased to 61.2% in 2018. When the overall level of happiness was examined by gender, 60.1% of older men and 62.1% of older women reported being happy in 2018. Elderly people declare that their source of happiness is to maintain their relations with their families and relatives comfortably (TÜİK, 2018). Therefore, it is important to design housing that is compatible with the lives of elderly and aging individuals, to organize health and care services, to establish urban spaces that will increase comfort and intergenerational contact in terms of social security.

Various initiatives are being made to improve the services offered to elderly individuals in the world. The concept of "Age Friendly Society" is based on the active participation of the elderly in policy development and implementation regarding the following issues (NCOP, 2019):

- Opportunities for them to realize their capacity, abilities, what they can give,
- Services that can meet your needs and choices,
- Social structure that respects their ideas and lifestyles,
- Social and legal system that absolutely protects the frail elderly,
- Organizations that encourage participation in all areas of public life

The United Nations International Conference on Ageing was held in Madrid, Spain in April 2002 (WHO, 2002). It provided a common framework for the formulation of standards and policies on ageing. The aim of the International Action Plan on Ageing 2002 is expressed as “ensuring that people everywhere age safely and respectfully and continue to live as citizens with all rights in their communities”. It is necessary to protect and promote all human rights and fundamental freedoms, including the right to development of the creation of a society based on equality and non-discrimination with the full participation of the elderly. Combating age discrimination and developing dignity is essential to show the respect that elderly people deserve. The development and protection of all human rights and fundamental freedoms is important in creating a society that takes into account all age groups. For this reason, intergenerational mutual relations should be developed, emphasized and strengthened through multifaceted and effective communication (Koçoğlu and Bilir, 2002).

The Age Friendly Cities approach, which was brought to the agenda in the 18th World Congress of Gerontology and Geriatrics in 2005 and associated with the concept of active aging, is defined as the process of making the best use of health, participation and security opportunities to increase the quality of life of elderly people. The approach was adopted, and a protocol was signed with 22 country administrations at the congress. In accordance with this protocol signed by also Turkey, 33 cities including Istanbul, have stated that appropriate regulations should be made on this issue. Cities are evaluated by criteria such as respect and social participation, public participation and employment, communication and information, community and health services (WHO, 2007).

The core indicators of being an Age Friendly City are stated as follows in the World Health Organization guide (2007):

1. Social inclusion and society's respect for the elderly,

2. Civic duty and participation in the labor force,

3. Urban outdoor spaces and buildings,

4. Transport,

5. Housing,

6. Social involvement,

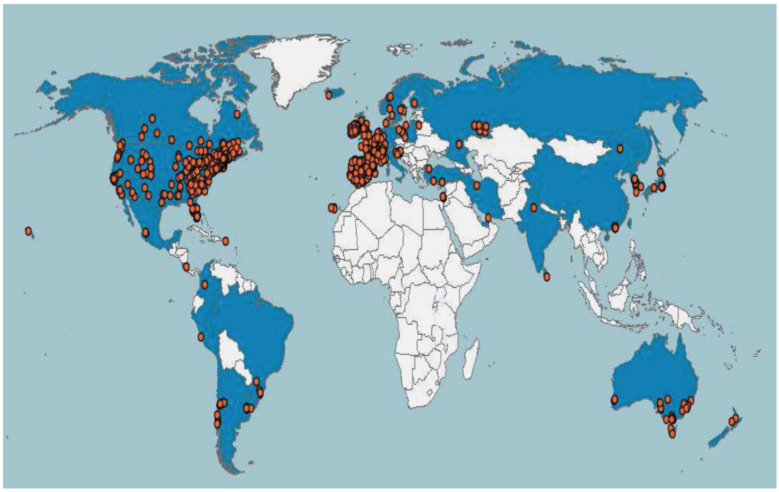
7. Information acquisition and communication,

8. Community support and healthcare.

City governments can apply to the World Health Organization to obtain the title of age-friendly city. In this way, they will be able to analyze their cities from the point of view of older people and start studies that will improve the quality of urban life. In 2006, the World Health Organization established the "global network of age-friendly cities" in order to popularize the concept of age-friendly cities around the world. In 2010, this network was fully institutionalized and made able to strengthen the exchange of information between cities. The 1st International Age Friendly Cities Conference was held on 28-30 September 2011 in Dublin, Ireland to strengthen the WHO's Network of Age Friendly Cities and Communities in the world (GNAFCC). The conference brought together municipalities, academics, gerontologists and private sector leaders to generate ideas, discourses and new approaches to making cities more age-friendly. The 2nd International Age Friendly Cities Conference convened a meeting in Quebec, Canada between 9-11 September 2013, at which 700 participants from 46 countries discussed the problems of older people. "World Ageing and Health Report" was published in 2015. The report provides a new framework for understanding and promoting healthy aging built on the concept of functional ability.

In 2016, the 194 member states of the World Health Organization adopted the first ageing and health strategy and action plan (2016-2020), which provides a policy framework to ensure that the global response to ageing and global aging is in line with the Sustainable Development Goals. One of the five strategic goals of the global strategy is to create age-friendly environments. The New Urban Agenda, adopted at the Habitat III conference, offers a way to strengthen the relationship between urbanization, aging and sustainable development, and therefore age-friendly urban environments. As of 2017, The Age-Friendly City concept is identified as one of the World Health Organization's ten priorities in “Healthy Ageing for 2017-2020”. As shown in Figure 3, the network has more than 500 members in 37 countries (WHO Age-friendly Cities Framework, 2019).

Figure 3: Members of the global network of age-friendly cities around the world



A comprehensive National Ageing Action Plan study was conducted in Turkey in 2007, including the economic, social and cultural rights of the elderly. In 2011, the General Directorate of Disabled and Elderly Services was established to guide policies and services for the elderly. In order to draw attention to the issue of age-friendly cities and encourage work in this direction, the Ministry of Family, Labor and Social Services General Directorate of Services for the Disabled and the Elderly organized a "symposium on age-friendly cities" in Bursa on 26-27.11.2015 in cooperation with the Union of Municipalities of Turkey, the Bursa Metropolitan Municipality and the Union of Healthy Cities. Within the scope of the 2014-2018 Development

Plan studies in Turkey, a special specialized commission on Aging was created for the first time and its report was published. 1.st Elderly Council was held in Ankara on 20-22 February 2019 by the Ministry of Family, Labor and Social Services under the auspices of the presidency of the Republic of Turkey. Many important decisions were taken at the meeting. Some of these are to promote age-friendly cities in every region, encourage local governments to expand accessibility efforts to facilitate older people's access to services and support their more active participation in society (Elderly Council, 2019).

Antalya Muratpaşa Municipality has been accepted into the network of age-friendly cities and societies in 2014. Currently, many services are organized for the elderly living in Muratpaşa (Muratpaşa Municipality, 2020). Kadıköy Municipality's (2020) application for membership in the World Health Organization (WHO) network of age-friendly cities has been accepted as of 22 February 2016. Kadıköy Municipality aims to enable the elderly to be active in the city, and efforts are being carried out to ensure participation in the decision processes of local governments and to develop a common mind. Services such as Social Life House, Ambulance and Home Health Service, Active Aging Trainings are available. One of the projects that Kadıköy Municipality, which carries out studies for the elderly population in the city in Volunteer Education and Counseling Centers, is the Alzheimer Day Life Center Center. Mersin joined the network in 2018; many steps are being taken on social and environmental issues to ensure active aging in the city (Mersin City Council, 2018). Besiktas Municipality is the fourth name in Turkey to join this network. About one-fifth of Beşiktaş's population is individuals over the age of 60. Activities are planned for accessibility, participation, social and psychological support for elderly people in urban service planning (Besiktas Municipality, 2019).

Urban Life Quality and Age-Friendly Cities

The word quality literally means compliance with the expectations of the user. It can also be considered as an investment made to meet expectations from the process. Life quality is a state of harmony with the conditions in which people spend their lives, with what is desired and expected. In cities, local government duties exist at almost every stage of the process, ranging from births to deaths of individuals. In other words, the responsibility of the city administration in creating the quality of life of individuals is undeniable. Life quality is explained very generally as the ratio between the supply and demand of the services and all the conditions needed by the urbanite (Abbate et al., 2001). A set of life quality indicators are indoor and outdoor standards (such as environmental pollution, natural environmental qualities, green areas), citizens' welfare (income level, unemployment rate, crime rates), variety and quality of services (education, entertainment, public health, public transportation, municipal services, good governance) (Dunn & Hayes, 2000). For World Health Organization (Whoqol, 2020), life quality is the person's perception of his/her situations in the context of socio-cultural structure and system of values in which he or she lives in relation to goals, standards and expectations.

According to Geray (1998), urban life quality is a state that the level of provision of urban infrastructure, communication, transportation, housing and similar services is above the predetermined measures in terms of social, financial and spatial elements. In a broader sense, it also includes social, cultural, political elements and processes. It is the opportunity for citizens from different social classes to benefit from the services and opportunities offered by the city equally, in a balanced way, in proportion to their needs, and to participate effectively in educational, artistic, political activities and planning processes. Measuring the urban quality life is a condition that can vary depending on the person, time, place, mental and physical condition. In 2011, the Organization for Economic Cooperation and Development (OECD) developed a scale called the "Better Life Index", which more broadly defines and measures the well-being of societies. In our country, an index study was conducted to compare and monitor the life of individuals and households on the provincial level using objective and subjective indicators. It was well-being index for provinces covering 11 dimensions of life like housing, employment, income, health, education, environment, security, access to infrastructure services, social life and life satisfaction of life and 41 indicators (TUIK, 2016).

Figure 4 below shows the basic criteria of the well-being index for the provinces, which are perceived as an urban life quality research in our country in general, and the indicators of being an age friendly city determined by the World Health Organization. It is observed that the criteria overlap with each other. It is seen that elderly people are considered in a wide range in terms of first human right, then the right of the urban right and finally the right to benefit from services/opportunities to be offered in age-friendly cities. But the applications of services and activities listed in these indicators are the availability of urban people(accessibility) and satisfaction rates. For this reason, apart from urban life quality studies in general, it is very important to conduct customized studies for urban people of different nature.

Figure 4: Well-being index research for provinces and basic criteria for age-friendly cities

TUIK Basic Criteria of Well-being Index Research for Provinces	World Health Organization Age Friendly City Criteria
1. Housing 2. Working life, 3. Income and wealth, 4. Health, 5. Education, 6. Environment, 7. Security, 8. Civil participation, 9. Access to infrastructure services, 10. Social life, 11. Life satisfaction.	1. Social inclusion and society's respect for the elderly, 2. Civic duty and participation in the labor force, 3. Urban outdoor spaces and buildings, 4. Transport, 5. Housing, 6. Social involvement, 7. Information acquisition and communication, 8. Community support and healthcare.

For older individuals, differences can be seen in their roles in social life and in the manner of performing their actions. On the other hand, in a conference paper he presented at the Age-

Friendly Cities Symposium, Kutsal (2015) discussed the "well-being" of elderly from five aspects:

1. Physical well-being: to develop conscious and proper eating habits, to do regular physical activity and to stay away from harmful habits.

2. Spiritual well-being: although age has progressed, a person has a purpose in life, has strong ethical values and morality.

3. Mental well-being: it is the constant stimulation of the mind by learning, problem solving and the continuation of creative processes.

4. Social well-being: good communication with good relationships, efforts to make a positive contribution to society and the environment.

5. Emotional well-being: the ability to understand thoughts towards others and the ability to be emotionally balanced.

It is believed that both well-being index for provinces and age-friendly city practices can have a positive impact on older urbanites from the aspects discussed above. It is important that by ensuring the participation of individuals from different layers of society in the planning and implementation processes of services, the state of benefit/satisfaction from applications can be reflected throughout the city.

Conclusion

It is known that the world's population is mostly lives in urban areas. Studies show that the proportion of elderly people in urban populations is projected to increase. The ageing of the world's population has led to a reconsideration of services and organizations for the aging and elderly. One of them is the age-frindly city approach put forward by the World Health Organization. Age-friendly cities adopt an attitude called active aging. It is based on the participation of elderly people in social, economic and cultural activities in their daily lives instead of withdrawing from society at a certain age. In order to become an age-friendly city, it is necessary to apply to the World Health Organization. There are stages of planning and implementing urban services that can lead to compliance with the criteria set by the organization.

In fact, the concept of age-friendly city is like the widespread view of traditional Turkish culture of respect for the elderly. It is the organization of urban spaces where the needs and demands of old age are determined in a more comprehensive way and access to appropriate urban functions is eased. Only improving physical conditions was not considered sufficient. Boosting participation opportunities in efforts to shape equal participation in public life is a recurrent theme for the age-frindly city approach. In addition, urban designs that can strengthen contact with peers will positively affect the life quality not only for the elderly, but also for the entire city. In summary, even if the age-friendly city approach seems to aim to facilitate the lives of the elderly in detail; it is actually a tool to improve the urban life qualitity of all urbanites. Considered as a modern planning approach, it is an element that can directly affect the increase in satisfaction with urban life. It is an organization where positive returns could be provided in the physical, social, economic and psychological development of the city. For this reason, increasing the awareness and number of applications of this approach can lead to improvements throughout the country. It should be noted that respect the past helps the societies create the future they want.

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EXAMINATION OF EMOTIONAL INTELLIGENCE AND GROUP ATMOSPHERE LEVELS OF UNIVERSITY STUDENTS

Assist. Prof. Dr. Murat ÇELEBİ - Bartin University

Pınar DEMİR - Bartin University

INTRODUCTION

Communities desire to successfully train future generations in order to secure their own future. The duties of raising these generations are one of the main goals of educational institutions. Educational institutions aim to train good educators while fulfilling these duties, and continue their education within the framework of certain conditions and rules. Educators trained within the framework of these conditions and rules take an important step towards being qualified. Nowadays, it has become important to develop environments where learners can work in a collaborative way with effective communication and interaction between learners, with the learning process taking active roles as much as trainers in the creation, implementation and evaluation of the content, and with the fact that education is now carried out with the participation of people from and out of the school and the classroom (Mazman and Usluel, 2010).

Group Harmony: Group harmony is defined as the feeling of belonging to the group or the amount of the members of the group liking each other (Frank, 1997; Knight et al., 2008). Festinger (1950) is the pioneer of the group harmony structure.

Group harmony was defined by Festinger (1950) as the combination of all forces affecting members to stay in the group. These forces depend on the level of attractiveness of some factors such as the respectability of the group, the members within the group, and the activities maintained by the group (Huntley, 2008). Frank (1997) defined group cohesion as the individuals' sense of belonging to the group or simply being interesting for the members of the group. According to Man and Lam (2003), group harmony is better understood when group members support each other and feel connected to each other. Also, group harmony was defined by Williams et al. (2006) as group members show closeness to each other and desire to join the group. There are various models and definitions for group harmony. However, all models and definitions generally focus on the processes and forces that emerge during the group process and support students to stay in the group instead of leaving the group (Man & Lam, 2003).

• Harmonious group members participate a lot in team activities,

• Less prone to absenteeism,

• They show a high level of coordination throughout the team task (Swezey et al., 1994; Hinger, 2006).

Expressing that teamwork training may be effective in increasing group harmony in its effect on transitive memory, and its effect on the interaction between team members suggest that it may be related to transitive memory development in groups.

Group Atmosphere: Group atmosphere is how group atmosphere is perceived by group members. It is expressed as group harmony or social climate (Kreijns et al., 2004). The group atmosphere is important for students to feel that they are in the learning environment. This contributes to their motivation, involvement and satisfaction (Oren et al., 2002). Individuals' perception of the group atmosphere is measured as their perception of the environment in which learning activities take place. The group atmosphere is both a desired product of the teaching system and an important mediating variable that affects other products and is a part of learning-teaching processes. Members' perception of the group atmosphere is important to their behavior and interactions; because it reflects the cognitive representation of the group environment based on the interaction of individuals within the group (Anderson & West, 1998). Group atmosphere is characterized as open communication and trusting the relationship between group members (Choi et al., 2003).

Emotional Intelligence: Emotional intelligence, which is formed by the combination of the terms emotion and intelligence, has been handled in different ways by many people and in this definition, emotional intelligence has been recognized as EI with the abbreviation of the words "Emotional Intelligence" in English. However, when the literature is examined, the commonly used expression is mostly the abbreviation "EQ" (Emotional Quotient). Emotional intelligence is defined as "a sub-dimension of social intelligence, which includes the ability to monitor one's own and others' feelings and emotions, to distinguish between them, and to use this information in their thoughts and actions" (Salovey & Mayer, 1990). The concept of emotional intelligence is defined as the ability of individuals to use emotions and emotional abilities to develop correct reasoning and thinking (Mayer, Richard, & Barsade, 2008). In another definition, Goleman (2013) expressed emotional intelligence as “being able to activate oneself, continue on the road despite setbacks, delaying requests by controlling impulses, regulating mood, not allowing troubles to prevent learning, putting yourself in the shoes of others and nurturing hope". Thanks to emotional intelligence, the individual recognizes himself, becomes aware of the events around him, maintains his inner balance and gets the chance to realize the meaning of life by emitting a positive energy around him. Those people; They are better able to cope with burnout, stress, or other negative emotions (Herece, 2016). Consequently, these people will also be successful in interpersonal relationships (Ünsar & Dinçer, 2013; Elderoğlu, Pekdemir, & Collective, 2013).

It is seen in the literature that the concept of emotional intelligence is defined in various sub-dimensions. These sub dimensions are; The first of the reasons for organizational conflict is the perception of emotions, which is a very important factor for proper communication in business and social life. Understanding emotions in the second sub-dimension is defined as understanding various emotions by simultaneously feeling them, identifying the transition from one emotion to another, noticing the transition between many emotions, and understanding emotions. Using emotions, the third sub-dimension, enables the person to define and control their feelings by making sense of their feelings (Demir, 2010). Finally, the emotion management sub-dimension means using methods such as constructive internal dialogues, time or problem solving. Our emotional system has three components: thoughts, physiological changes and behavioral actions. If emotions can be managed effectively, these three components interact and work together. Positive or constructive inner thoughts also help to control physiological changes-behavior and increase productivity (Weisinger, 2000).

If the prospective teachers can use their emotional intelligence efficiently, they will have the capacity to understand, express and control the student groups and other individuals they are in contact with. From this point of view, being conscious of their own awareness, controlling their emotions and using these emotions for positive environments will benefit them in their education life (Fuimano, 2004).

Method

In this part of the research, the research model, universe and sample, data collection and statistical analysis are included.

Research Model

This research, which aims to examine the emotional intelligence and group atmosphere levels of university students.

Study Population and Sample

The sample of students studying at universities constituted the population of the research, students who continue their education life in the 2019-2020 academic year. In this context, a total of 356 athletes, 154 men, 202 women, were reached.

Data Collection Tools

Personal Information Form prepared by the researcher, "Group Harmony Scale and Group Atmosphere Scale" adapted by Didem Alsancak to Turkish, "Schutte Emotional Intelligence Scale" adapted into Turkish by Tatar, Tok and Saltukoğlu were used.

Data Analysis

The data obtained were analyzed in SPSS 25 package program. Percentage (%), frequency (f), arithmetic mean analyzes of the data were made. A normality test was made on the obtained data. Descriptive Statistics, Correlation, and independent samples t-test were used to analyze the data. The significance level was determined as (p <0.05) in the comments made.

FINDINGS

In this part of the study, findings and comments obtained as a result of analyzing the collected data are included.

Table 1. *Demographic Information of Athletes*

		F	%
Gender	Men	154	43,3
	Women	202	56,7
Grade	1	41	11,5
	2	97	27,2
	3	77	21,6
	4	141	39,6
Branch	Individual Sport	219	61.5
	Team Sport	137	38,5
Did you do groups work before?	Yes	254	71,3
	No	102	28,7

When the demographic information of the students was examined, it was seen that the 356 people participating in the study were 154 male and 202 females. According to the class variable, it was seen that 41 of the students were 1st Grade, 97 2nd Grade, 77 3rd Grade and 141 4th Grade. While 219 of the students were interested in the Individual Sports branch, 137 of them were involved in Team Sports. While 254 of the participants had participated in group work before, 102 of them had not participated in group work before.

Table 2. *T-test Table of the Research Group's Emotional Intelligence, Group Harmony and Group Atmosphere Total Scores for Independent Sampling by Gender Variable*

	Gender	N	Mean	SS	t	p
Group Harmony	Male	154	2,0195	,74615	-1,825	,069
	Woman	202	2,1693	,78293		
Group Atmosphere	Male	154	2,7078	1,01483	,154	,878
	Woman	202	2,6914	,98240		
Emotional intelligence	Male	153	3,2554	,50351	-1,104	,270
	Woman	202	3,3258	,65533		

In Table 2, no statistically significant difference was found as a result of the comparison of the total scores of Group Compliance, Group Atmosphere and Emotional Intelligence according to the gender of the athletes ($p < 0.05$).

Table 3. *T-test Table for Previous Sport Branch Variable for the Emotional Intelligence, Group Harmony and Group Atmosphere Total Scores*

	If your answer is yes, your sports branch?	N	Mean	SS	t	P
Group Harmony	Individual Sport	219	2,1900	,78031	2,671	,008
	Team Sport	137	1,9679	,73494		
Group Atmosphere	Individual Sport	219	2,7618	,94764	1,520	,129
	Team Sport	137	2,5973	1,06252		
Emotional Intelligence	Individual Sport	219	3,2941	,57938	-,052	,958
	Team Sport	136	3,2975	,62128		

In Table 3, no statistically significant difference was found as a result of the comparison of the total scores of the athletes in terms of Sport Branch, Group Harmony, Group Atmosphere and Emotional Intelligence ($p < 0.05$).

Table 4. *T-test for Group study Variable on the Emotional Intelligence, Group Harmony and Group Atmosphere Total Scores*

	Have Done Group Work?	N	Mean	SS	t	p
Group Harmony	Yes	254	2,0559	,81596	-1,886	,060
	No	102	2,2255	,62785		
Group Atmosphere	Yes	254	2,5919	1,03723	-1,886	,001
	No	102	2,9641	,82841		
Emotional Intelligence	Yes	253	3,3905	,64483	4,895	,000
	No	102	3,0595	,35237		

Table 4 shows the participants "have you done group work before? As a result of the comparison of the total scores of Group Harmony, Group Atmosphere and Emotional Intelligence according to the variable, no statistically significant difference was found ($p < 0.05$).

Table 5. *One-Way ANOVA Table for Emotional Intelligence, Group Harmony and Group Atmosphere Total Scores According to the Class Variable*

		Sum of Squares	df	MS	F	P	Sig. Dif.
Group Harmony	Between groups	5,594	3	1,865	3,205	,023	
	Within groups	204,759	352	,582			2>3
	Total	210,353	355				
Group Atmosphere	Between groups	4,722	3	1,574	1,597	,190	
	Within groups	346,862	352	,985			
	Total	351,584	355				
Emotional Intelligence	Between groups	5,982	3	1,994	5,866	,001	
	Within groups	119,307	351	,340			3>4,2
	Total	125,288	354				

When Table 5 was examined, a statistically significant difference was observed in the Group Atmosphere scale as a result of comparing the total scores of the participants according to the class variable, Group Harmony, Group Atmosphere and Emotional Intelligence ($p > 0.05$). A statistically significant difference was found in the Group Harmony Scale ($p < 0.05$). Post Hoc (TUKEY) test was applied to determine the groups in which this significant difference was observed. It was seen that this significant difference was in favor of 2nd grade students between 2nd grade students and 3rd grade students. A statistically significant difference was found in the Emotional Intelligence scale ($p < 0.05$). Post Hoc (TUKEY) test was applied to determine the groups in which this significant difference was observed. It was seen that this significant difference was in favor of 3rd grade students between 3rd grade students and 4th and 2nd grade students.

Results

This study was conducted to examine the university students' emotional intelligence, group harmony and group atmosphere levels. Although these issues were dealt with a lot in experimental and work-setting groups, they had received little attention in the field of education. In this study, the relationship between group harmony, group atmosphere and emotional intelligence levels of university students was examined. The data collection tools used in the study consist of 4 parts: personal information form, Schutte Emotional Intelligence Scale, group harmony and group atmosphere. In this study, the students answered the questions completely and all the questionnaire questions were accepted as correct. When the results were examined, it was found that there was a significant difference only according to the class variable. There was no significant difference according to the variables of gender, sports branch and those who have participated in group work before.

When the emotional intelligence levels of university students, group harmony and group atmosphere and class variables were examined, a statistically significant difference was observed in the Group Atmosphere scale as a result of the comparison of the total scores of the participants according to the class variable ($p > 0.05$). Also, a statistically significant difference was found in the Group Harmony Scale ($p < 0.05$). Post Hoc (TUKEY) test was applied to determine the groups in which this significant difference was observed. It was seen that this significant difference was in favor of 2nd grade students between 2nd grade students and 3rd grade students. A statistically significant difference was found in the Emotional Intelligence scale ($p < 0.05$). Post Hoc (TUKEY) test was applied to determine the groups in which this significant difference was observed. It was seen that this significant difference was in favor of 3rd grade students between 3rd grade students and 4th and 2nd grade students.

Emotional intelligence has many dimensions in school and work places. In a work place, everyone wants to work with people who are self aware, empathetic, courteous, and cool. We know that people with high Emotional Intelligence work better in teams, adjust to alter easier, succeed managing struggles better, and make better leaders. They have better communications with the ability to manage emotions and understand other people's emotions; have more collaboration meaning they are sensitive to each other's needs and this make them to achieve organizational goals. They have higher creativity which make them solve problems in the work place. They create higher Customer satisfaction that means they are more likely to solve customer problems reasonably. Partnership and teamwork ability have gained increasing importance over the last years, with growing reputation and the trend towards team-built work in many organizations. Teamwork is mainly vital to managers' achievement; inability to cooperate with colleagues was the most common cause managers were fired in a survey (Sweeney, 1999). Team associates lean to share both good and bad moods with better moods that progress their performance (Totterdell, Kellett, Teuchmann, & Briner, 1998). The constructive mood of a team-leader in an office inspires both staff efficiency and retention (George & Bettenhausen, 1990).

Suggestions

In the light of these findings, it is recommended to keep the sample size high in future studies and to consider different factors by conducting similar studies on different levels of student groups. This type of work can improve emotional intelligence, group cohesion and group atmosphere.

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