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From Communication Practices to Academic Success: The Multilayered Impact of Active Learning Practices

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Abstract

This study aims to examine students' perceptions of active learning methods in higher education. A quantitative research design was employed, and data were collected through a questionnaire administered to 224 university students who participated on a voluntary basis. The questionnaire included items related to demographic characteristics as well as students' experiences with active learning, their academic performance, and perceived effects on everyday learning practices. Descriptive statistical methods were used to analyze the data. The findings indicate that the majority of students perceive active learning methods positively and associate them with academic achievement, motivation, and communication skills. Practices such as group work, discussions, and problem-solving activities were evaluated by students as elements that enhance participation in the learning process. However, some participants reported challenges related to time management, group dynamics, and limited opportunities for practical application. In addition, the need for more time and structured planning during the implementation of active learning activities was highlighted as a factor that may hinder adaptation for some students. Furthermore, participants pointed out that insufficient technological infrastructure and instructors' continued reliance on traditional teaching methods may negatively affect the effectiveness of active learning practices. Overall, while active learning methods are perceived as supportive of students' academic and personal development, the findings suggest that addressing structural and pedagogical limitations is necessary to enhance their effective implementation in higher education contexts.

Keywords: Active learning, academic achievement, student engagement, communication skills, educational methods.

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Introduction

Today's technological developments are also effective in the field of education, one of the most important processes of human life, and transform learning styles. This period of easier access to information brings about lasting effects on learning and teaching styles. While many new concepts have been introduced to the literature in this period, studies on the practices of obtaining and processing correct information are gaining momentum and traditional learning styles are changing. These studies, which aim to sustain learning processes more effectively, aim to make sense of the acquired knowledge. While traditional teacher-centered learning styles have a mono-centered structure aimed at transferring information directly from the teacher to the student, today's modern learning approaches have a structure that encourages the active participation of the student in the learning process. This orientation has increased the number of studies that can help students discover, analyze and apply knowledge and put it into practice more easily. In this direction, active learning approaches adopt a student-centered learning style by offering various opportunities to students and support the individual's practices such as critical thinking, problem solving and cooperation.

Active learning models make it possible for the student, who is seen as a passive receiver in traditional learning styles, to take an active role in education. In this process, techniques that will make a difference such as problem solving integrated with teamwork, discussion and simulations are used, and students are enabled to develop deep approaches to the subject they learn. Individuals who participate in learning processes gain experience in accessing and interpreting information, which enables them to become successful individuals in the academic field. Compared to traditional learning styles, there are many studies that conclude that active learning practices increase student achievement. In traditional learning styles, the student is a passive listener, always waiting for the information to be conveyed by someone else and therefore learning is superficial. Today, when traditional learning styles are transformed into "active learning" styles that require the active participation of students, the retention, transfer and use of this knowledge to daily life becomes easier as students access information with their own efforts. In this study, the effects of active learning methods on students' academic achievement, motivation, communication skills and participation in the learning process are discussed. In addition, the study comprehensively examines the transformation of student-oriented learning environments in educational dynamics and the advantages and disadvantages of these learning styles for students. In the study, various suggestions are presented for the benefit of active learning methods for students, and the process of integration of these methods into existing education systems is evaluated. In the literature section of the study, in line with the findings of previous studies on the subject, active learning models and their contributions to education are discussed, and the necessity of integrating new learning models into today's education system is emphasized.

Active Learning in Education: Effectiveness, Participation and Transformation

The development of active learning models in the field of education dates back to the early 20th century when Maria Montessorin advocated for students to have a say in their own learning processes and encouraged them to learn in line with their natural curiosity (Lillard, 2005). John Dewey (1938) also emphasized that learning is a process based on the student's access to knowledge through direct experience rather than passive transfer of information. However, the development and implementation of these approaches has gained momentum since the mid-1980s. In this period, De Charms (1985) strengthened the psychological basis of active learning by arguing that having control over one's own learning process increases intrinsic motivation. Since the 2000's, many empirical studies supporting active learning

approaches have been conducted in developed countries and large-scale government-sponsored projects have been initiated in this field (Bonwell & Eison, 1991; Prince, 2004). Recent rapid developments in the field of science and technology have greatly affected social life and contributed to the economic growth of developed countries. Today, developments in information technologies give birth to information societies and these societies follow the new developments emerging with technology and adapt them to their own societies. It is known that education has a very important place in the formation of an information society. According to Woolfolk (1993), the new educational and psychological understandings that have been effective in the field of education since the second half of the 20th century have been created by taking into account these individual differences since individuals have different characteristics from each other. In this period, it is seen that the influence of the Behaviorist learning-teaching approach, which does not take into account the human mind and expresses learning as an action-reaction bond, has decreased in the field of education. Instead, the cognitive understanding that takes individual differences into account in education is more preferred. According to this understanding, which states that learning should become an active mental process, how individuals learn concepts, how they solve problems, how they retain information and how they remember and forget this information become important in the learning process.

The changing world order brings with it the processes of adaptation of every institution and organization to this order, and the most effective adaptation process is expected from educational institutions. One of the main reasons for this is the effort to facilitate the rapid adaptation processes of individuals trained by these institutions according to their fields of expertise. When it comes to fields related to education, it is inevitable to produce strategies by considering many components together. In educational studies, which have become an academic research field, the effectiveness of learning processes comes to the fore. The traditional learning model generally has a teacher-centered structure and students are passive in the learning process (Prince, 2004). In this method, the teacher presents information directly, while students are obliged to listen, take notes and memorize this information. However, research shows that traditional teaching methods limit student participation and make learning superficial (Michael, 2006). Active learning methods provide effective results in areas where traditional teaching methods are insufficient. The concept of active learning, which is encountered in many institutions that are transforming in an effort to renew themselves today, was first put forward by Bonwell and Eison and in this learning style, students took an active role in learning processes. In this method, students are seen as individuals who play an active role in learning processes rather than being passive recipients of information (1991). Research has shown that active learning method develops cognitive skills such as analyzing, evaluating and applying the information presented instead of memorizing it (Michael, 2006). In addition, it has been observed that students' motivation and academic achievement increase in courses where active learning strategies are applied (Chi & Wylie, 2014). The main reason for this is that students are encouraged to think deeply by using methods such as problem solving, group work, discussions, simulations, brainstorming and case studies in the learning process (Freeman et al., 2014). The main differences between traditional learning and active learning are listed below:

Traditional Learning	**Active Learning**
Teacher-centered: Information transfer is one-way.	Student-centered: Students actively participate in the process.

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Traditional Learning	Active Learning
Based on rote learning: Focuses on remembering information.	Based on in-depth learning: Analyzing and applying knowledge is important.
Students are passive recipients: Lectures are usually monologues.	The student is an active participant: Activities such as group work and problem solving are at the forefront.
Knowledge transfer depends on the teacher.	Student develops independent learning skills.
(Feedback is limited.)	Continuous feedback is received and students are evaluated in the process (Bonwell & Eison, 1991).

When we look at the differences between traditional learning and active learning, it is clear that traditional learning styles are aimed at transferring knowledge directly. In particular, the realization of evaluation through examinations brings about a decrease in success. Recent studies show that active learning methods also significantly improve students' communication skills. Active learning techniques such as group-based learning, peer teaching, in-class discussions and problem-based learning allow students to express themselves effectively (Brookfield & Preskill, 1999; Chi & Wylie, 2014; Freeman et al., 2014). These findings are in line with the survey data conducted within the scope of our study. The majority of Communication Faculty students stated that group discussions and collaborative activities helped them express themselves better and improve their listening comprehension skills. However, the contribution of active learning practices to communication skills is not limited to classroom interaction, but also provides students with competencies that will directly reflect on their professional lives in the future. Barrows (1986) problem-based learning model naturally increases communicative interaction by having students work in groups on problems related to real life. Research results also support the model. Students stated that they developed skills such as teamwork, making presentations and contributing to team decisions in active learning processes. However, some participants also mentioned that equal opportunities to speak in the group were not always provided and that the communication environment could become competitive at times. The general trend shows that active learning plays a role in supporting communication skills and makes students better equipped both academically and professionally (Johnson et al., 1998; Michael, 2006; Prince, 2004).

Active Learning Methods and Practices

The teaching methods used in education greatly affect the ways in which learners access, process and apply information. Today, traditional passive learning models are being abandoned and replaced by student-centered active learning techniques. Active learning adopts an approach that aims to develop students' critical thinking, problem solving and communication skills by encouraging their direct participation in the learning process. The learning model in question puts the student at the center of the learning process and reveals methods for the student to access information, analyze and apply the information they access. The basic principles of active learning can be listed as follows:

- Student Centered Approach: The teacher assumes a directive role by leaving the central position and the student is positioned as an active participant in the process.

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- Experience-Based Learning: Students learn by applying and experiencing information instead of being directly exposed to it (Kolb, 1984).

- Collaborative and Interactive Environment: Students are encouraged to understand information in depth by interacting with their peers, through group work and discussions.

- Inquiry and Critical Thinking: Students are involved in the processes of questioning, analyzing and evaluating information rather than memorizing it (Freeman et al., 2014).

- Feedback and Self-Assessment: Students are encouraged to continuously review and self-assess their learning processes (Chi & Wylie, 2014).

Considering these principles, the learning process that takes place with the active participation of the student brings permanent learning while providing opportunities to experience knowledge. There are many methods and techniques used to support this method. These methods are applied to increase student participation in the lesson, improve comprehension and facilitate knowledge transfer. Some commonly used active learning techniques are as follows:

- Team Work: The teamwork method refers to a process that includes the solutions of problems/problems produced on a specified topic and supports the process of learning together. These activities facilitate social learning and, according to Johnson, Johnson and Smith (1998), support students' communication, cooperation and critical thinking. The exchange of information within the team deepens the student's solution-oriented thinking skills by gaining different perspectives.

- Discussions: Discussion-based learning requires students to exchange ideas on a topic and to support their ideas with evidence that supports their opinions. Brookfield and Preskill (1999) state that discussions improve students' self-expression skills, increase critical thinking and encourage active participation in lessons. In addition, discussions also help students to confront their prejudices and develop different ideas.

- Problem Solving: This method encourages students to develop a search for solutions to problems they may encounter. Barrows (1986) sees problem-based learning as a method to encourage students to actively participate in research, to encourage independent thinking and to increase motivation in the learning process. Although this method is widely applied in disciplines such as science and business administration, it is a useful method that can also be utilized in social sciences.

- Simulations and Role Play: With the emphasis on visual learning today, simulations enable students to learn by experiencing the situation/process. This technique, especially used in medical, aviation and business education, allows students to practice by observing scenarios. Gredler (2004) states that simulations support experiential learning processes and help students cope with difficult situations.

These methods increase the student's interest in the lesson, contribute to active participation and bring permanent knowledge. According to Michael (2006), active learning methods lead to higher academic achievement, stronger motivation and increased critical thinking skills. Some of the main developments that reveal the dominant role of active learning methods in education can be listed as follows:

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- Integration of Technology: Innovations such as online learning platforms, virtual classrooms and augmented reality are becoming tools that support active learning (Laurillard, 2012).

- Increased Student Engagement: Active learning makes the learning process meaningful by enabling students to become active participants rather than recipients of information (Prince, 2004).

- Preparation for the World of Work: Employers prefer individuals with critical thinking, collaboration and problem solving skills in their teams. Active learning contributes to students becoming well-equipped individuals in business life (Ramsden, 2003).

As in every field, rapid technological progress necessitates changes in the education system. Active learning methods, which aim for student-centered learning, offer content that can produce positive results to meet this need. It is clear that these methods, which bring with them the ability to analyze and interpret information and develop solutions for its successful practical use, will positively affect student achievement.

However, although active learning methods increase student participation, critical thinking skills and academic achievement, they also have some disadvantages. Compared to traditional methods, active learning practices require more time and limited time situations may lead to a decrease in content intensity (Prince, 2004). In addition, not all students can adapt equally to group work, and introverted individuals have difficulty in these processes (Michael, 2006). Again, compared to traditional forms of learning, active learning practices require a longer preparation process and require development in planning and classroom management skills (Bonwell & Eison, 1991). The changing role of the instructor may cause resistance from instructors and hinder active learning processes (Freeman et al., 2014). The inclusion of the active use of technological tools in educational processes causes technical infrastructure problems and deficiencies and negatively affects the process (Laurillard, 2012). For these reasons, in addition to the potential benefits of active learning, the limitations that may be encountered in the implementation processes should also be taken into account.

Methodology

Quantitative research method was used in the study to examine students' perceptions of active learning methods in relation to their academic achievement, motivation, and communication skills.. The ethical approval for the study was obtained from the Ankara Hacı Bayram Veli University Ethics Commission. The study proposal was reviewed at the commission meeting dated 27.11.2024 (Decision No: 12) and approved with the ethical clearance code 2024/412. Data were collected voluntarily in the study. The questionnaire consisted of closed-ended/open-ended questions evaluating students' demographic information, active learning experiences, and the impact of these processes on their academic and personal development. Participants were clearly informed that they had the right to withdraw from the study at every stage of the study. In the study conducted in accordance with ethical rules, written consent was obtained from the students participating in the study and their anonymity was protected. A total of 224 university students initially participated in the study. However, data from 6 participants were excluded due to incomplete responses, and the final sample consisted of **218 participants.** Demographic information such as age, gender, department and class level of the participants were analyzed to contribute to the findings of the study. During the survey implementation process, 6 participants stated that they did not want to continue the study without any justification and the data of these participants were excluded from the scope of the

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study. Ethical principles were observed and the reliability of the data was increased by allowing the participants to act freely during the study process.

Descriptive statistical methods were used to analyze the data and students' views on active learning processes were evaluated with percentage and frequency distributions. In line with the data obtained, the effects of active learning experiences on students' academic achievement, motivation and communication skills were analyzed and interpreted. The findings obtained from the study provide important clues about the applicability of active learning methods in educational processes.

Findings

When the demographic data of the **218 students** included in the analysis were examined, it was observed that the majority of the participants were female. Of the total participants, 65% were female students and 35% were male students. There were no participants who selected the "Other" option. This distribution may be due to the generally higher proportion of female students in faculties of communication. This difference in gender distribution provides important data for comparing the impact of active learning methods on male and female students. When the departmental distribution of the 218 students who participated in the survey is analyzed, it is seen that the majority of all participants are studying in the Public Relations and Publicity department, constituting approximately 45% of the total participants. This is followed by the Department of Radio, Television and Cinema (30%) and the Department of Journalism (25%). When the class levels of the students participating in the survey are analyzed, it is seen that the highest participation is from 2nd year (40%) and 3rd year (35%) students. While 1st grade students participated at a rate of 15%, the rate of 4th grade students remained at the lowest level with 10%. This distribution shows that active learning methods are experienced more especially in the middle levels of undergraduate education. 2nd and 3rd year students experience active learning processes more, and these methods are used more effectively after the basic courses, when professional specialization and applied courses gain intensity. The relatively low participation of 4th year students can be attributed to the decrease in theoretical courses and the emphasis on applied internships or graduation projects as they approach the graduation process. These results provide important clues as to which stages of the educational process active learning methods are more involved.

All participants in the study indicated that they had encountered active learning methods in at least one course. This finding shows that active learning techniques are widely used in the communication faculty curriculum and that students encounter these methods. Most of the participants indicated that they had taken at least three courses in which active learning methods were applied. However, some students stated that they had experienced active learning in five different courses, proving that the method is widely adopted across communication faculties. Participants indicated that active learning methods were most commonly used in practical courses such as communication theories, public relations campaigns, journalism workshop and radio-television production techniques. This finding shows that active learning methods are more commonly preferred in courses that require practical skills. Participants indicated that group work (70%), discussions (65%) and problem solving (60%) were the most common techniques used in active learning. Although simulations were less preferred among active learning methods (40%), they were found to be an effective method especially in applied courses. The findings show that methods that encourage collaboration and critical thinking are prominent in active learning processes.

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When asked about the impact of active learning practices on academic achievement, participants highly evaluated the practices positively. Sixty percent of the participants responded "positive" and 30% responded "very positive". The rate of those who chose "neither positive nor negative" was 8%, while the rate of participants who expressed "negative" opinions was very low (2%). There were no participants who answered "very negative". The data obtained indicate that participants perceived active learning methods as positively associated with their academic development. While the majority of the participants stated that they felt more motivated during the active learning process, 65% of them answered "yes" and 25% answered "definitely yes". The rate of those who chose "neither yes nor no" was 7%, while the rate of participants who expressed negative opinions in terms of motivation was very low (3%). There were no participants who answered "no" or "absolutely no". These findings indicate that participants reported higher levels of interest in the lessons and perceived active learning methods as supportive of their motivation.

The majority of the participants stated that active learning methods contributed positively to their learning processes. While 40% of the respondents answered "5: Very Effective", 35% answered "4", 15% answered "3", only 7% answered "2" and 3% answered "1: No Effect". The low rate of those who chose the "No effect at all" option shows that active learning methods are found effective by the students. Consistent with the previous questions, these data support the perception that active learning processes support students' academic development. In particular, the 75% preference for options 4 and 5 in total shows that active learning methods provide more interaction and participation compared to traditional learning models. However, the presence of a group that finds active learning methods less effective suggests that individual learning and course content shape this perception. Considering the fact that habits cannot be easily abandoned and the previously mentioned disadvantages, it is predicted that the acceptance levels of the participants may increase in these learning styles if these disadvantages are eliminated.

The majority of the study participants stated that they had the opportunity to apply the knowledge they acquired during the active learning process. 35% of the respondents answered "Very often", 40% "Often", 18% "Sometimes". While the rate of those who said "Rarely" remained at a very low level with 5%, there were no participants who chose the "Never" option. These findings show that active learning methods offer important opportunities for students to put theoretical knowledge into practice. In particular, the fact that "Very Often" and "Often" options were preferred by 75% in total reveals that active learning processes are not limited to the stage of acquiring knowledge, but find application areas. However, the presence of a small group who found the opportunity for application less frequently suggests that the course content or the teaching methods used do not offer equal opportunities for application to all students. When the participants were asked whether active learning methods improved their communication skills, 86% of the participants stated that they did, while 14% stated that they did not. These findings suggest that active learning methods play a role in improving communication skills by increasing interaction among students. The widespread use of methods such as group work, discussions and problem solving, which are prominent in the questions asked throughout the survey, is considered to be an effective factor in increasing success. The learning methods applied within the scope of active learning allow students to express their ideas, participate in teamwork and develop effective communication strategies. On the other hand, those who stated that they did not improve their communication skills may not have benefited sufficiently from active learning processes in terms of communication skills due to reasons such as preferring individual learning methods and/or not actively participating in group work.

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The majority of the participants emphasized the positive impact of group work on communication skills. In the evaluation made on a five-point scale, 40% of the participants answered "5- Very Effective", 35% answered "4- Effective", 15% of the participants preferred "3- Moderately Effective", 7% answered "2- Slightly Effective" and 3% answered "1- No Effect". These findings reveal that active learning methods improve communication skills by increasing cooperation and interaction among students. Especially when methods that require interaction such as teamwork and discussions are taken into consideration, the data obtained overlap with previous findings. It was thought that the group that found teamwork ineffective in terms of communication may be students who prefer individual learning and/or cannot take an active role due to the dynamics within the group. This suggests that teamwork may not be beneficial for all students and that additional strategies should be developed to increase interaction within the team during the implementation process. It should not be ignored that the strategies to be developed should include activities that students who are prone to individual learning can benefit from.

The participants were asked about the effects of active learning processes on their communication with their friends and 83% of the participants responded that it improved their communication with their friends, while 17% stated that it did not improve their communication with their friends and that it had a neutral effect on their relationships. Participants who thought that active learning methods improved their relationships with their peers emphasized that through teamwork, discussions and problem solving activities, their interactions inside and outside the classroom increased, their teamwork skills improved and they started to express themselves more easily. The findings show that active learning methods support social relations and collaboration processes among students. In addition, students stated that they had the opportunity to think critically and exchange ideas, and therefore their academic achievement increased with social interaction. These data reveal that active learning practices support individual academic development and strengthen interpersonal communication skills. Participants especially see increased participation in lessons, the opportunity to apply what they have learned and the development of communication skills as the most beneficial aspects of active learning. Most of the students stated that these methods made the lessons more interesting, provided permanent learning and improved their critical thinking skills. Students emphasized that they exchanged ideas through group work and discussions, improved their problem solving skills and took an active role in the lessons. Some participants stated that they could easily adapt what they learned in the active learning process to their daily lives and professional fields.

When asked about the adequacy of the promotion of active learning as a method by students with the introduction of active learning practices in educational institutions, the majority of the participants stated that they were informed about the practices, but 60% stated that they would like to receive more information. This shows that students have a high interest in active learning and think that this method should be more involved in educational processes. On the other hand, 40% of the group stated that they did not need more information about active learning practices. This suggests that these participants have acquired sufficient information about active learning methods and their application in the courses they have taken. The data reveals that active learning methods should be introduced to students more comprehensively and that guidance services should be provided.

75% of the participants stated that they think that active learning methods should be applied more in education. These participants emphasized that active learning processes increase student participation, improve public speaking skills, and strengthen critical thinking

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and problem solving skills. In addition to this, the participants stated that they developed their skills on the subject through team work and increased interaction in the classroom. However, 25% of the participants stated that they did not support further implementation of active learning methods. The main reason given by these participants was that they were afraid of public speaking and/or sharing their ideas in teams. Another reason was that some students found individual learning more efficient and that active learning methods were not equally effective for all students. The findings indicate that active learning methods are generally perceived positively by students; however, due to individual learning practices and personal preferences, different solutions should be sought for some students and active learning is an area open to improvement.

Participants made various suggestions for active learning methods to be more effective. One of the most frequently emphasized suggestions is to create supportive environments for students who are afraid of public speaking to adapt to this process. Students stated that encouraging individual participation, gradually increasing classroom interaction through small team work, and providing areas where they can practice speaking can be useful. In addition, the need for instructors to play an encouraging role in the active learning process was also revealed. Students drew attention to the importance of the active learning methods used in the courses to be compatible with the course content and emphasized that the applications should be better structured. The need to integrate technological tools more into active learning processes was among the suggestions made by the participants. Especially with the use of digital simulations, interactive materials and online discussion platforms, participants stated that active learning processes can be made more effective. The need for the evaluation process, which is one of the most important areas in education, to be compatible with active learning; the use of presentations, project-based assignments among the evaluation methods is among the expectations of the participants. It was stated that the active learning process should be made more inclusive and accessible for everyone, and the importance of creating a learning environment where timid students can participate comfortably was emphasized.

In general, when the findings obtained as a result of the research are analyzed, most of the participants stated that they found active learning methods positive and that they increased their interest in the lessons. In particular, it was emphasized that practical applications, teamwork and discussion environments support learning. The study participants stated that individual differences should be taken into account in the active learning process and that it may be useful to seek alternative ways of participation for students who have difficulty speaking in the community. Suggestions included providing guidance for students to overcome their reservations in active learning activities and developing methods suitable for different learning styles. It is seen that there is a strong demand among the participants for more widespread and efficient application of active learning methods in the course environment.

Conclusion

This study examined active learning methods, which are frequently used today, through communication faculty students and evaluated the contributions of this method to the educational process in line with the findings obtained. According to the results of the study, it was revealed that participants perceived active learning as being positively associated with their academic achievement, motivation, communication skills and general learning processes. In the study, it was observed that the majority of the participants found active learning techniques more effective than traditional methods. Participants associated this perception with increased interest in the lesson, more lasting learning, and easier transfer of knowledge to practice. Participants reported that group work, discussions and problem-solving activities contributed

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to richer learning experiences and increased interaction among students. According to the research data, in lessons conducted with active learning techniques, students show more participation, express their ideas more easily and develop mutual understanding.

The results of the study also showed that active learning methods had positive effects on students in terms of communication skills. These results are in direct parallel with the studies in the literature. 86% of the participants stated that active learning methods improved their communication skills and 65% stated that they changed their interactions with their classmates positively. Group work, collaborative projects, and in-class discussions, which are all part of active learning methods, allow students to express their ideas openly, listen to different opinions, and find common solutions. This not only supports the development of social skills but also lays the foundations for the communication competencies needed in professional life after graduation. Perceived improvements in communication skills were associated with more effective teamwork and collaborative learning experiences. However, the study also revealed that active learning may not be equally effective for all students. In particular, students who prefer individual learning and/or who are afraid of public speaking may have difficulties during the active learning process. This situation shows that learning environments should be made more flexible and inclusive. It is important to implement active learning methods by taking into account individual differences in order to involve all students in the process.

The contribution of active learning methods to academic achievement is related to the direct involvement of students in the process. 83% of the participants stated that these methods improved their academic performance. This shows that learning by exploring knowledge enables students to approach subjects more deeply and develop critical thinking skills. Students' active participation in the learning process also increases the long-term retention and usability of the information learned. In the motivation dimension, it was observed that active learning techniques increased students' interest in the lesson and reduced distraction. 75% of the students who participated in the study stated that they felt more motivated during active learning processes. This finding reveals that students assume more responsibility and develop a more intrinsic commitment to the learning process when they are actively involved in the process rather than merely passively exposed to information.

Another noteworthy finding of the research is the difficulties students have in putting into practice the knowledge they have acquired through active learning. While only 40% of the participants stated that they frequently had the opportunity to apply what they had learned, a significant number of them stated that this opportunity occurred "sometimes" or "rarely". This finding suggests that for active learning to be effective, application areas should be diversified. Course environments supported by activities such as applied course content, case studies, simulations and projects will make it possible to reinforce knowledge in practice.

The analysis of students' general perceptions of active learning indicated a widespread agreement that this approach should be more extensively integrated into the educational system. 82% of the participants think that more frequent use of active learning techniques would be beneficial. However, it was also emphasized that in order for this process to be carried out efficiently, instructors need to plan effectively, manage time and establish healthy communication with students. Some participants stated that there was occasional loss of efficiency due to group cohesion problems and deficiencies in process management. At this point, it becomes clear that instructors should manage the process in a more structured and guidance-based manner.

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In conclusion, active learning methods are perceived by students as offering a holistic approach that supports their academic, social and emotional development. Through these methods, students not only access information, but also construct, apply and analyze this information. In order to implement active learning effectively, course content should be aligned with this approach, instructors should have knowledge and skills in the method, learning environments should be designed in a way that is conducive to implementation, and student feedback should be regularly evaluated. When these conditions are met, active learning techniques may function as an effective learning mode that fosters not only individual achievement, but also societal and professional competencies.

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Gaslighting Olgusu: Eğitim Bilimleri Özelinde Derleme Çalışması

Tuncay Yavuz ÖZDEMİR[1]

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Özet

Bu sistematik derleme, Türkiye'de *gaslighting* olgusuna ilişkin olarak eğitim yönetimi ve genel eğitim alanında yürütülen akademik çalışmaları bütüncül bir biçimde incelemeyi amaçlamaktadır. Araştırmada, Türkiye bağlamında gerçekleştirilen *gaslighting* temalı çalışmaların temel bulguları, eğilimleri ve sonuçları, özellikle eğitim ve eğitim yönetimi perspektifinden derinlemesine analiz edilmiştir. Bununla birlikte, eğitim dışı disiplinlerde yapılan *gaslighting* araştırmaları da kapsam dâhilinde değerlendirilmiş; bu çalışmaların, eğitim alanındaki araştırmalara kıyasla daha gelişmiş metodolojik yaklaşımlar içermekle birlikte, hâlâ sınırlı bir kapsamda olduğu belirlenmiştir. Çalışma kapsamında, *gaslighting* olgusunu ele alan akademik yayınların tematik yönelimleri, kavramsal çerçeveleri ve bağlamsal odakları ile yıllara göre dağılım eğilimleri incelenmiştir. Bulgular, özellikle 2024 yılı sonrasında *gaslighting* konusundaki akademik üretimde belirgin bir artış yaşandığını göstermektedir. Bu artış, *gaslighting* olgusunun eğitim ve eğitim yönetimi alanlarında çok boyutlu, derinlemesine ve disiplinler arası araştırmalara duyulan gereksinimi açıkça ortaya koymaktadır.

Anahtar Kelimeler: Duygusal Manipülasyon, Gaslighting, Manipülasyon, Psikolojik Manipülasyon.

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The Phenomenon of Gaslighting: A Review Study in the Context of Educational Sciences

Abstract

This systematic review aims to comprehensively examine academic studies conducted in the fields of educational administration and general education concerning the phenomenon of gaslighting in Turkey. The study provides an in-depth analysis of the key findings, trends, and outcomes of gaslighting-themed studies conducted in the Turkish context, particularly from the perspectives of education and educational administration. However, gaslighting research conducted in non-educational disciplines has also been evaluated within the scope of this study; it has been determined that, although these studies contain more advanced methodological approaches compared to research in the field of education, they still have a limited scope. Within the scope of the study, the thematic orientations, conceptual frameworks, and contextual focuses of academic publications addressing the phenomenon of gaslighting, as well as their distribution trends over the years, were examined. The findings show a marked increase in academic production on gaslighting, particularly after 2024. This increase clearly demonstrates the need for multidimensional, in-depth, and interdisciplinary research on the phenomenon of gaslighting in the fields of education and educational administration.

Keywords: Emotional Manipulation, Gaslighting, Manipulation, Psychological Manipulation.

Extended Abstract

The findings obtained regarding the academic reflections of the phenomenon of gaslighting in the field of education in Türkiye indicate that academic interest in the concepts of gaslighting and emotional and psychological manipulation became particularly evident after 2018, and that these studies are largely based on the development of measurement tools, raising awareness, and examining organizational effects. It is understood that the number of studies conducted in the educational context is limited; however, examples addressing the effects of school administrators' manipulative attitudes on teacher autonomy and commitment present noteworthy findings. It has been determined that negative manipulation negatively affects teachers' organizational commitment, whereas positive manipulation creates positive effects at a limited level.

In addition, the high levels of validity and reliability of the scales developed to measure gaslighting make an important contribution to meeting the measurement need in this field. Studies conducted at the theoretical level reveal that gaslighting is a form of abuse that damages individuals' psychological integrity and emphasize the need for social awareness and prevention strategies regarding this issue.

Özdemir, Şengür, 2025

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In general, it has been concluded that studies on the phenomenon of gaslighting in the field of education in Türkiye are newly developing, and in this context, there is a need for more comprehensive research at both applied and theoretical levels. When articles conducted in other disciplines are examined, it is noteworthy that the phenomenon of gaslighting is concentrated particularly in the fields of psychology and health. Research carried out within the discipline of psychology addresses gaslighting in the context of individual personality traits and social interaction, emphasizing the multidimensional structure of the concept. Studies in the field of health, on the other hand, evaluate gaslighting as a reflection of gender-based inequalities and as a form of structural violence. This situation shows that the concept is not limited only to individual psychological effects but is also related to social dynamics. In the limited number of studies conducted in the disciplines of literature and economics, gaslighting has been analyzed in terms of how it emerges in the analysis of fictional characters and in its effects on consumer behavior, respectively. However, all these findings reveal that no study has been encountered in which the phenomenon of gaslighting is systematically addressed within the context of education or educational administration; this points to a significant gap in the literature. Therefore, examining this concept within the framework of the education discipline is considered a noteworthy necessity in terms of both individuals' psychosocial development and the construction of healthy relationships in the school environment.

It is observed that the vast majority of articles in other disciplines have been concentrated in recent years, particularly in 2024. This increase shows that academic interest in the phenomenon of gaslighting and related concepts is current and displays a gradually increasing trend. In addition, the small number of studies from the years 2020, 2022, and 2025 reveal that the concept has been addressed from different perspectives in different periods and examined in different contexts by researchers. This temporal distribution points to the dynamic nature of the subject, while the recent mobilization in the literature indicates that gaslighting and related concepts have increasingly attracted interdisciplinary attention.

When the findings regarding thesis studies are examined, it is seen that the concepts of "gaslighting," "emotional manipulation," and "psychological manipulation" are predominantly addressed within the discipline of psychology; in addition, a limited number of studies exist in various fields such as business administration, sociology, public administration, fine arts, and literature. This interdisciplinary diversity shows that these concepts are examined in a multifaceted manner at individual, social, and organizational levels. However, in the reviews conducted, no thesis study carried out in the field of education or educational administration related to these concepts has been reached. This situation suggests that the relevant concepts are not yet sufficiently visible in the education sciences literature and that there is a need for studies to be conducted in this field. Research aimed at understanding and preventing covert forms of manipulation that may occur in educational environments may contribute at both theoretical and applied levels.

In the examination of thesis studies, it has been observed that the concepts of "gaslighting," "emotional manipulation," and "psychological manipulation" are addressed in different disciplines, with the greatest interest concentrated in 2024. This situation shows that academic interest in these concepts has increased in recent years. However, the absence of systematic studies on these issues in the field of education and educational administration points to a significant gap in the field. For this reason, conducting research aimed at understanding and preventing the effects of these concepts in educational environments is necessary from both theoretical and applied perspectives.

EŞAR

Methodologically, the study adopts a systematic review is a research approach based on the process of identifying, summarizing, and synthesizing studies related to predetermined research questions within the framework of previously defined criteria, with the aim of finding answers to those questions (Yılmaz, 2021). This method aims to reach meaningful conclusions and to develop conceptual knowledge accumulation in the relevant field by drawing on research conducted on a particular topic (Hanley & Cutts, 2013). In systematic reviews, a comprehensive literature search related to the concept under examination is conducted; subsequently, the scope of the study is gradually narrowed in line with inclusion and exclusion criteria, and appropriate studies are selected (Karaçam, 2013). In this respect, it can be stated that the systematic review method may contribute to making the different dimensions of the concept under consideration visible and to interpreting trends in the literature.

Systematic reviews, which are accepted as a reliable method in scientific knowledge production, are regarded as an important research approach in terms of increasing objectivity, reducing the margin of error, and being reproducible (Moula & Goodman, 2009; Hemingway & Brereton, 2009). In this context, academic studies conducted in Türkiye regarding the phenomenon of gaslighting were examined in the present research through the systematic review method; the selection of studies was carried out in line with the determined inclusion and exclusion criteria, and the screening process and selection criteria were structured in order to ensure the methodological transparency and reliability of the research.

GİRİŞ

Gaslighting olgusu, bireyin psikolojik ve sosyal yaşamında derin etkiler yaratabilen karmaşık bir psikolojik istismar biçimi olarak değerlendirilmektedir. Bu kavram, bireyin gerçeklik algısını sistematik biçimde sarsarak zihinsel bütünlüğünü zedeleyen bir manipülasyon sürecini ifade etmektedir (Ayers, 2020; Sweet, 2019; Trachtler, 2022). Kökeni edebî ve sinematografik bir esere dayanan *gaslighting* kavramı, günümüzde psikoloji başta olmak üzere sosyoloji, hukuk, iletişim ve toplumsal cinsiyet çalışmaları gibi farklı disiplinlerde akademik olarak ele alınmakta; farklı bağlamlarda tanımlanmakta ve analiz edilmektedir.

Türkiye'de son yıllarda *gaslighting* olgusuna ilişkin akademik üretimde gözle görülür bir artış yaşanmasına rağmen, bu çalışmaların büyük bir bölümü eğitim dışı disiplinlerde yoğunlaşmaktadır. Eğitim ve özellikle eğitim yönetimi alanında gerçekleştirilen araştırmaların sayısının oldukça sınırlı olduğu görülmektedir. Oysa eğitim kurumları, güç dinamiklerinin ve hiyerarşik ilişkilerin farklı düzeylerde gözlemlenebildiği karmaşık sosyal yapılardır. Bu bağlamda, öğretmenler, yöneticiler ve öğrenciler arasındaki etkileşimlerde *gaslighting* olgusuna benzer davranış örüntülerinin ortaya çıkabileceği düşünülmektedir.

Bu nedenle, Türkiye'de *gaslighting* olgusuna yönelik olarak eğitim ve eğitim yönetimi alanlarında gerçekleştirilen akademik çalışmaların belirlenmesi; bu çalışmaların kapsamı, tematik yönelimleri, yöntemsel özellikleri ve dönemsel dağılımlarının ortaya konulması önem

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taşımaktadır. Ayrıca, *gaslighting* olgusunun Türkiye'de hangi disiplinlerde incelendiği ve bu alandaki eğilimlerin bütüncül biçimde değerlendirilmesi de araştırmanın temel odak noktalarından birini oluşturmaktadır.

KURAMSAL ÇERÇEVE

Gaslighting Nedir?

Gaslighting, bireyin gerçeklik algısını bozarak zihinsel bütünlüğünden kuşku duymasına neden olan bir psikolojik istismar biçimi olarak tanımlanmaktadır (Sweet, 2019). Bu süreçte fail, olayları kasıtlı biçimde çarpıtarak mağdurun benlik algısını zayıflatmakta (Ayers, 2020) ve bireyin kendi algı, deneyim ve yorumlarını sorgulamasına yol açan sistematik bir manipülasyon süreci yürütmektedir (Trachtler, 2022). Fail, çoğu zaman korku, suçluluk ve utanç gibi olumsuz duyguları araçsallaştırarak mağdurun duygu, düşünce ve davranışları üzerinde kontrol kurmaya çalışmaktadır (Dorpat, 1996).

Literatürde fail (gaslighter/istismarcı), mağdurun gerçeklik algısını sistematik biçimde çarpıtan, "yanlış hatırlıyorsun" veya "abartıyorsun" gibi ifadelerle bireyin kendi deneyimlerinden şüphe etmesine neden olan kişi olarak tanımlanmaktadır (Nazir ve Özçiçek, 2022; Akdeniz ve Cihan, 2024). Buna karşılık mağdur (gaslightee/kurban), sürekli tekrarlanan manipülasyonlara maruz kalarak özsaygı, karar verme gücü ve benlik güvenini yitiren birey olarak ele alınmakta; kimi durumlarda ise yaşadığı olumsuzlukların sorumlusu olduğuna inandırılmaktadır (Akiş ve Öztürk, 2021; Akdeniz ve Cihan, 2024). Dolayısıyla gaslighting, yalnızca manipülatif davranışlarla sınırlı kalmayıp, bireyin bilişsel süreçlerine doğrudan müdahale eden ve gerçeklik algısını sistematik biçimde çarpıtan çok katmanlı bir istismar biçimi olarak değerlendirilmektedir (Kozak, 2022).

Kavramın kökeni, Patrick Hamilton'un 1938 yılında kaleme aldığı *Gas Light* adlı tiyatro oyununa dayanmaktadır. Eserde, eşi tarafından sürekli manipüle edilerek akıl sağlığından şüpheye düşürülen bir kadının öyküsü anlatılmaktadır (Philips, 2021). Söz konusu eser, 1940'ta Dickinson tarafından sinemaya uyarlanmış, 1944'te ise George Cukor'un yönetmenliğinde Ingrid Bergman ve Charles Boyer'in başrollerini paylaştığı *Gaslight* filmiyle geniş kitlelerce tanınmıştır (Cukor, 1944; Philips, 2021). Filmde Paula adlı karakter, evdeki eşyaların kaybolması, ışıkların giderek sönükleşmesi ve garip sesler duyması gibi olaylar sonucu kendi akıl sağlığından şüpheye düşerken, eşi Gregory onun "akli dengesinin bozulduğunu" iddia

ederek çevresinden izole eder. Olayların sonunda, tüm bu manipülasyonların ardındaki kişinin Gregory olduğu ve asıl amacının mücevherleri ele geçirmek olduğu anlaşılır (Cukor, 1944).

Psikoloji literatüründe gaslighting, duygusal istismar, manipülasyon ve psikolojik işkence kavramlarıyla ilişkilendirilen karmaşık bir süreç olarak değerlendirilmektedir. Türkçede doğrudan bir karşılığı bulunmadığı için çoğunlukla özgün haliyle "gaslighting" biçiminde kullanılmaktadır. Bu davranışı sergileyen birey "gaslighter", bu süreci ifade eden eylem ise "to gaslight" olarak adlandırılmaktadır (Gökçe, 2022).

Gaslighter olarak tanımlanan bireyler, hedef aldıkları kişinin zihinsel istikrarını zayıflatmak amacıyla stratejik taktikler kullanmaktadır. Bu taktiklerin temel amacı, mağdurun gerçeklik algısını sistematik biçimde bozmak ve psikolojik dayanıklılığını sarsmaktır. Sarkis (2018), bu stratejileri "gaslighter'ın uyguladığı uyarıcı işaretler" başlığı altında sınıflandırmış ve bu kişilerin yalnızca romantik partner ya da eşlerle sınırlı olmadığını; yöneticiler, iş arkadaşları, ebeveynler, kardeşler veya herhangi bir sosyal ilişkide yer alan bireyler olabileceğini belirtmiştir. Ortak nokta ise, bu kişilerin mağdurun bilişsel ve duygusal dengesini bozabilecek düzeyde bir psikolojik etki gücüne sahip olmalarıdır (Sarkis, 2018).
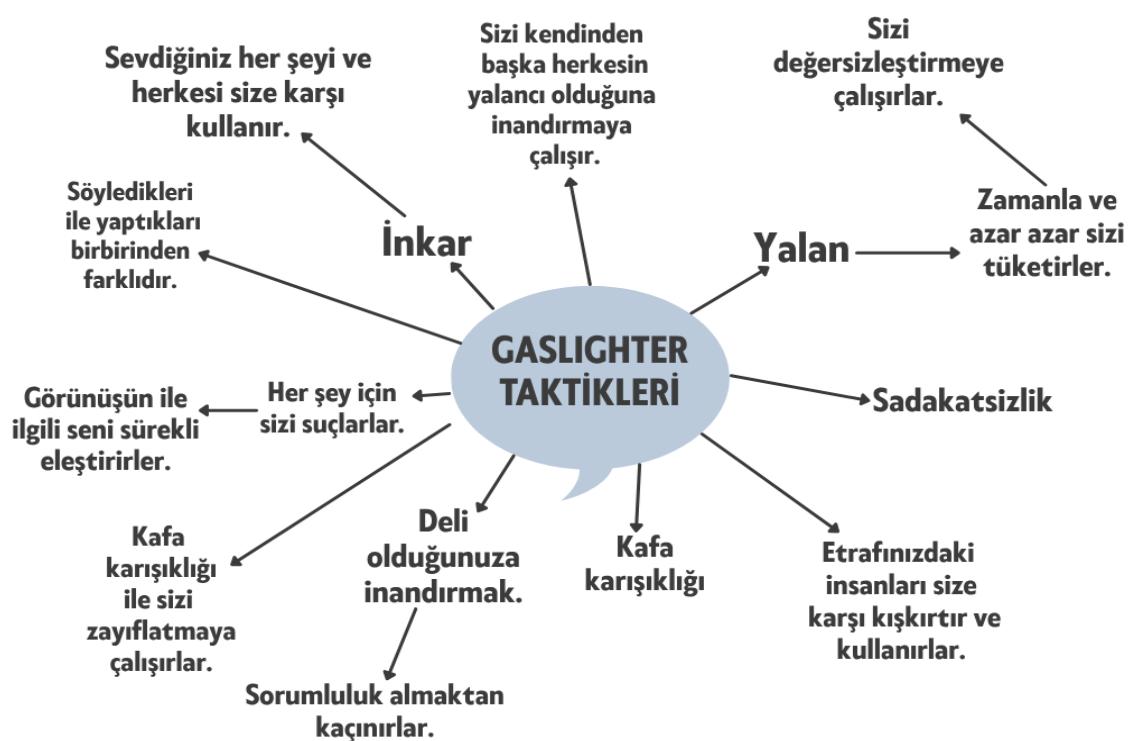
Şekil 1. Gaslighter Uyarıcı Taktikleri, (Sarkis, 2018)

Gaslighting taktiklerinin uzun süreli ve sistematik biçimde uygulanması, bireyin psikolojik bütünlüğü üzerinde derin ve kalıcı tahribatlara yol açabilmektedir. Sürekli suçlama, inkâr, değersizleştirme ve çarpıtma gibi manipülatif davranışlara maruz kalan bireylerde zamanla ciddi ruhsal bozulmalar ortaya çıkmaktadır. Bu kişilerde özellikle yoğun anksiyete, özgüven kaybı ve klinik düzeyde depresyon belirtileri gözlenebilir. Düşünce ve duyguların sürekli baskı altında tutulması, bireyin gerçeklik algısını zayıflatmakta ve sağlıklı karar verme becerisini ciddi biçimde sekteye uğratmaktadır. Bazı durumlarda bu süreç, profesyonel psikolojik destek gerektirecek düzeyde travmatik etkiler oluşturabilmektedir (Stern, 2018).

Gaslighting sürecini fark etmek ve manipülatif ilişkiden güvenli bir biçimde uzaklaşmak her zaman kolay değildir. Bu süreci aşmanın ilk adımı, bireyin içinde bulunduğu durumu tanıması ve ilişkideki konumunun farkına varmasıdır (Stern, 2018). Ancak "gaslight etkisi" çoğu zaman yavaş, sinsi ve aşamalı biçimde ilerlediğinden, fark edilmesi oldukça güçtür. Buna rağmen, belirli uyarıcı göstergeler aracılığıyla bu manipülatif davranış örüntüsünün varlığı saptanabilir.

Gaslighter, bu göstergeleri stratejik biçimde kullanarak mağdur üzerinde sistematik bir psikolojik baskı kurar. Bu baskı, mağdurun bilişsel süreçlerinde karışıklığa, duygusal istikrarsızlığa ve öznel gerçeklik algısında bozulmaya neden olur. Sürecin ilerleyen aşamalarında birey, kendi algı ve yargılarından şüphe duymaya başlayarak öz-değerinde azalma ve kontrol kaybı yaşar. Bu durum, mağdurun farklı yoğunluklarda ve türlerde psikolojik belirtiler göstermesine neden olur (Kozak, 2022). Stern'in (2018) araştırmasına göre, gaslighting'e maruz kalan bireylerde sıklıkla görülen başlıca duygusal ve bilişsel tepkiler, sürekli kaygı hali, özgüven kaybı, kararsızlık, çevresel algıda bozulma ve kendinden kuşku duyma eğilimi şeklinde ortaya çıkmaktadır.

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Şekil 2. Gaslighting Uyarıcı İşaretleri, (Stern, 2018).

Günümüzde *gaslighting* olgusu, bilgi ve iletişim teknolojilerindeki hızlı gelişmeler, dijital kültürün yaygınlaşması ve medya araçlarının bireyler üzerindeki etkisinin artmasıyla birlikte giderek daha görünür bir nitelik kazanmıştır. Sosyal medyanın gündelik yaşam pratikleri içinde yoğun biçimde yer alması, bireylerin duygu, düşünce ve davranışlarını etkileme süreçlerini kolaylaştırmış; bu durum, gaslightingin dijital ortamlarda da yeniden biçimlenmesine zemin hazırlamıştır (Huizen, 2020). Toplumsal değişim ve çağın dinamikleriyle paralel olarak sürekli dönüşen bu kavram, literatürde farklı bağlamlarda çeşitli biçimlerde ele alınmakta ve alt türleri üzerinden sınıflandırılmaktadır. Bu alt türler arasında *siber gaslighting* (cyber-gaslighting), *politik gaslighting* (political gaslighting), *ekonomik gaslighting* (economic gaslighting), *medikal gaslighting* (medical gaslighting), *ırk temelli gaslighting* (racial gaslighting) ve *kurumsal gaslighting* (institutional gaslighting) gibi biçimler yer almaktadır. Dolayısıyla gaslighting yalnızca bireyler arası ilişkilerle sınırlı bir olgu değildir; aynı zamanda belirli gruplara, toplumsal kesimlere ya da toplumun bütününe yönelen bir psikolojik manipülasyon biçimi olarak da ortaya çıkabilmektedir (Huizen, 2020).

Ulusal yazında ise gaslightinge ilişkin çalışmaların henüz sınırlı sayıda olduğu ve genellikle "manipülasyon" kavramı etrafında şekillendiği görülmektedir. Bu nedenle, gaslightingin kapsam ve işleyiş mekanizmasını daha derinlemesine kavrayabilmek için öncelikle manipülasyon kavramının temel özelliklerine kısaca değinmek gerekmektedir.

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Manipülasyon, bireyleri yanıltma, yönlendirme veya etkileme amacıyla bilinçli biçimde kullanılan bir psikolojik ve iletişimsel strateji olarak tanımlanmaktadır (Etcheverry vd., 2008). Genellikle kişisel çıkarları koruma ya da güç dengesini sürdürme amacı taşır ve mağdur birey çoğu zaman bu sürecin farkında olmadan etkilenir (Austin vd., 2007). Manipülasyon, çevrenin veya koşulların bilinçli biçimde değiştirilmesini ve bireyler üzerinde belirli sonuçlar yaratacak biçimde kullanılmasını içerir; bu yönüyle insan-çevre etkileşimini dönüştüren kapsamlı bir sosyal mekanizma olarak görülmektedir (Etcheverry vd., 2008). Bu özellikleriyle manipülasyon, bireysel tercih ve özgür iradeye dayanan "seçim" kavramından ayrılmakta; daha çok dışsal yönlendirmelere dayalı bir kontrol biçimi olarak değerlendirilmektedir (Kuru, 2022).

Karmaşık doğası itibarıyla manipülasyon, yalnızca bireysel değil aynı zamanda sosyal bir olgudur. Bireyler veya gruplar arasındaki ilişkilerde ortaya çıkan güç temelli istismarların sonucu olarak gelişir (Yalçın, 2020). Bununla birlikte, manipülasyonun bilişsel bir boyutu da bulunmaktadır; bireylerin düşünme süreçlerini ve algısal değerlendirmelerini etkiler. Çoğu durumda bu etki, dil ve söylem aracılığıyla dolaylı biçimde iletilir ve bireyin gerçekliği algılama biçimini yeniden yapılandırır (Van Dijk, 2006).

Manipülasyonun Özellikleri ve Görüldüğü Alanlar

Manipülasyon, özünde aldatma ve yönlendirme unsurlarını içeren, bireyin bilişsel süreçlerine müdahale ederek davranışlarını belirli bir yöne yönlendirmeyi amaçlayan gizli bir etkileşim biçimidir (Van Dijk, 2006; Yalçın, 2020). Bu süreçte ikna ve örtük baskı iç içe geçer; birey kendi kararını verdiğini düşünse de çoğu zaman manipülatörün kontrolü altındadır (Yalçın, 2020). Dolayısıyla manipülasyon, bireyin özgür iradesini zayıflatan bir güç ilişkisi olarak tanımlanabilir.

Temel amacı bireyleri farkında olmadan etkilemek ve yönlendirmektir. Bu nedenle manipülasyonla mücadelede en etkili yöntem, eleştirel düşünme becerilerinin geliştirilmesidir. Eleştirel düşünme, bireyin bilgiye sorgulayıcı ve reflektif yaklaşmasını sağlayarak manipülatif etkileri azaltır (Şen, 2023).

Manipülasyon; medya, reklam ve bilgi alanlarında farklı biçimlerde ortaya çıkar. Medya manipülasyonu, haberlerin çarpıtılması yoluyla kamuoyu algısını yönlendirirken; reklam manipülasyonu, tüketiciyi abartılı bilgilerle ikna etmeye çalışır. Bilgi manipülasyonu ise verilerin seçilerek sunulması ya da çarpıtılmasıyla gerçeklik algısını değiştirir (Grieve, 2011; Kuru, 2022).

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Bununla birlikte, manipülasyonun her durumda olumsuz bir olgu olmadığı; bağlama ve amaca göre bireyin farkındalığını artıran, seçenek sunan biçimlerde olumlu sonuçlar da doğurabileceği belirtilmektedir (Kuru, 2022; Şen, 2023). Bu yönüyle manipülasyon, niyet ve bağlama göre değişkenlik gösteren çok boyutlu bir etkileşim süreci olarak değerlendirilebilir.

Handelman'ın Manipülasyon Tanımı ve Boyutları

Handelman (2009), manipülasyon olgusunu sekiz temel özellikle tanımlayarak bu etkileşimin çok boyutlu doğasına dikkat çekmektedir. Bu çerçevede manipülasyonun temel boyutları şu şekilde özetlenebilir:

- Manipülasyon, ahlaki açıdan sorunlu yöntemler içerir.
- Motive edici bir nitelik taşır ve bireye kendi özgür iradesiyle karar verdiği izlenimini verir.
- Karar verme süreci, görünmez biçimde yönlendirilir; bu süreçte bireyin eleştirel düşünme kapasitesi sınanır.
- Kasıtlı eylemler ile güçlü duygusal veya bilişsel arzular arasında bağlantı kurulur.
- Manipülatör ile hedef kişi arasındaki etkileşim, doğrudan çatışmadan ziyade örtük ve dolaylı taktikler üzerinden yürütülür.
- Bireyin bağımsızlığı korunuyormuş gibi görünse de, özgürlüğü gizli biçimde sınırlandırılır.

Handelman'ın (2009) yaklaşımı, manipülasyonun yalnızca psikolojik bir yönlendirme biçimi değil, aynı zamanda etik, bilişsel ve iletişimsel boyutları olan karmaşık bir süreç olduğunu vurgulamaktadır. Bu çok katmanlı yapı, manipülasyonun toplumsal ilişkiler, medya söylemi, politik iletişim ve bireysel etkileşimler bağlamında geniş bir yelpazede incelenmesi gerektiğini göstermektedir.

Manipülasyon Teknikleri ve Manipülasyona Açıklık Gösteren Kişilik Özellikleri

Manipülasyon, bireylerin bilişsel, duygusal ve sosyal süreçlerini hedef alarak onları dolaylı biçimde yönlendirmeyi amaçlayan çok boyutlu bir etkileşim biçimidir. Simon ve Foley'ye (2011) göre manipülatörler, hedeflerine ulaşmak için çeşitli psikolojik ve iletişimsel tekniklerden yararlanırlar. Bu teknikler arasında yalan söyleme, inkâr, rasyonalizasyon, küçümseme, oyalama, suçluluk duygusu yaratma, utandırma, kurban rolü oynama veya masumiyet taklidi yapma gibi stratejiler yer almaktadır. Bu yöntemler, manipülasyonun bilişsel (algı yönetimi), duygusal (korku, suçluluk, utanç) ve sosyal (güç asimetrisi oluşturma) boyutlarının eşzamanlı işlediğini göstermektedir.

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Manipülasyon, yalnızca istismarcı ilişkilerde değil, günlük yaşamın sıradan etkileşimlerinde de ortaya çıkabilir. İnsanlar çoğu zaman farkında olmadan hem manipülatör hem de manipüle edilen konumunda bulunabilirler. Örneğin, bir çocuğun ebeveynine isteklerini kabul ettirmek için duygu sömürüsü yapması ya da bir çalışanın sorumluluktan kaçmak için mağdur rolüne bürünmesi bu duruma örnektir (Yalçın, 2020).

Simon ve Foley (2011), manipülasyonun özellikle belirli kişilik özelliklerine sahip bireyler üzerinde daha etkili olduğunu belirtmektedir. Bu bireylerde görülen temel eğilimler arasında naiflik (kötü niyetli davranışları fark edememe), aşırı vicdanlılık (manipülatöre güven duyma), özgüven eksikliği, uysallık ve duygusal bağımlılık yer almaktadır. Bu özellikler, bireylerin hem bilişsel savunma mekanizmalarını zayıflatmakta hem de duygusal bağımlılıklarını artırmaktadır. Dolayısıyla manipülasyon, yalnızca dışsal bir yönlendirme değil, aynı zamanda bireyin içsel kırılganlıklarının sömürülmesi sürecidir.

Kantor (2006) ise manipülasyona açık bireylerin belirli kişilik özellikleri taşıdıklarını vurgular. Bu bireyler, aşırı güven duyma, fazla özveri gösterme, aşırı duyarlılık, mazoşist eğilim, narsistik ihtiyaçlar, kararsızlık ve bağımlılık gibi özelliklerle tanımlanır. Ayrıca açgözlülük, maddi odaklılık, yalnızlık ve ileri yaş gibi durumlar da manipülasyona açıklığı artıran etmenlerdir. Bu kişilik özellikleri, bireyin bilişsel değerlendirme kapasitesini zayıflatarak manipülatörlerin etkisine açık hale gelmesine yol açar.

Sonuç olarak, manipülasyonun etkili olabilmesi hem manipülatörün stratejik iletişim becerilerine hem de hedef bireyin psikolojik özelliklerine bağlıdır. Duygusal açlık, onay ihtiyacı veya bilişsel yorgunluk gibi durumlar, manipülasyona açıklığı artıran temel psikolojik zeminlerdir. Bu nedenle manipülasyondan korunmanın en etkili yolu, farkındalık geliştirmek, sınır koyabilmek ve eleştirel düşünme becerilerini güçlendirmektir.

Araştırmanın Amacı ve Önemi

Gaslighting kavramı uzun bir tarihsel geçmişe sahip olmakla birlikte, bilimsel araştırmalarda ele alınışı görece yenidir. Türkiye bağlamında ise bu olguya yönelik akademik ilgi son yıllarda artmış, konunun hem güncelliği hem de önemi belirginleşmiştir. Alan yazında gaslighting üzerine yapılan çalışmaların sınırlı olması, bu alanda yeni araştırmalara duyulan gereksinimi açıkça ortaya koymaktadır. Bu durum, özellikle eğitim kurumlarında çalışan bireylerin psikolojik güvenliği ve mesleki verimliliği açısından önemli bir risk alanına işaret etmektedir. Gaslighting'in yalnızca bireyler arası ilişkilerle sınırlı kalmayıp kurumsal yapılarda

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ve liderlik pratiklerinde de görülebilmesi, eğitim yönetimi bağlamında bu olgunun derinlemesine incelenmesini gerekli kılmaktadır.

Bu bağlamda, gaslighting olgusunun eğitim yönetimi perspektifinden incelenmesi; okul yöneticilerinin liderlik biçimleri, öğretmenlerin örgütsel bağlılıkları ve kurum içi psikolojik iklimin anlaşılması açısından önem taşımaktadır. Dolayısıyla bu araştırma, Türkiye'de gaslighting olgusuna yönelik akademik çalışmaların kapsamını, tematik yönelimlerini, yöntemsel özelliklerini ve dönemsel dağılımlarını ortaya koymayı amaçlamaktadır.

Araştırma kapsamında aşağıdaki sorulara yanıt aranmıştır:

1. Türkiye'de gaslighting olgusunu ele alan akademik çalışmalar, eğitim alanı dışında hangi disiplinlerde yürütülmüştür?
2. Bu çalışmalar gaslighting olgusunu hangi temalar, kavramlar ve bağlamlar çerçevesinde incelemiştir?
3. Gaslighting konulu akademik çalışmaların dönemsel dağılımı nasıldır?
4. Eğitim bilimleri alanında gaslighting konusunu ele alan çalışmalar nelerdir?
5. Bu çalışmaların temel bulguları ve sonuçları nelerdir?

Bu araştırmada öncelikle Türkiye'de eğitim yönetimi alanında gaslighting olgusuna ilişkin yürütülmüş çalışmalar incelenmiş, ardından doğrudan bu olguya odaklanan literatür taraması gerçekleştirilmiştir. Ulusal yazında "gaslighting" kavramının çoğunlukla "duygusal manipülasyon" veya "psikolojik manipülasyon" terimleriyle birlikte kullanıldığı görülmüştür. Bu nedenle inceleme sürecinde söz konusu üç kavram bir arada değerlendirilmiştir. Türkiye'de gaslighting olgusuna ilişkin mevcut akademik birikimi sistematik biçimde ortaya koymak amacıyla, kapsamlı bir tarama yaklaşımı benimsenmiş ve ulaşılan tüm çalışmalar ayrıntılı olarak analiz edilmiştir.

Yöntem

Sistematik derleme, belirli araştırma sorularına yanıt bulmak amacıyla, bu sorularla ilişkili çalışmaları önceden belirlenmiş ölçütler çerçevesinde belirleme, özetleme ve bir araya getirerek değerlendirme sürecine dayanan bir araştırma yaklaşımıdır (Yılmaz, 2021). Bu yöntem, belirli bir konuda yürütülmüş araştırmalardan hareketle anlamlı sonuçlara ulaşmayı ve ilgili alanda kavramsal bilgi birikimini geliştirmeyi amaçlar (Hanley ve Cutts, 2013). Sistematik derlemelerde, incelenen kavrama ilişkin geniş kapsamlı bir literatür taraması yapılır; ardından

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dâhil etme ve hariç tutma ölçütleri doğrultusunda çalışmanın kapsamı kademeli biçimde daraltılarak uygun araştırmalar seçilir (Karaçam, 2013). Bu yönüyle sistematik derleme yönteminin, ele alınan kavramın farklı boyutlarını görünür kılmaya ve alanyazındaki eğilimleri anlamlandırmaya katkı sağlayabileceği söylenebilir.

Bilimsel bilgi üretiminde güvenilir bir yöntem olarak kabul edilen sistematik derlemeler; nesnelliği artırmaları, hata payını azaltmaları ve tekrarlanabilir olmaları bakımından önemli bir araştırma yaklaşımı olarak değerlendirilmektedir (Moula ve Goodman, 2009; Hemingway ve Brereton, 2009). Bu bağlamda, mevcut araştırmada gaslighting olgusuna ilişkin Türkiye'de yürütülen akademik çalışmalar sistematik derleme yöntemiyle incelenmiş; çalışmaların seçimi, belirlenen dâhil etme ve dışlama ölçütleri doğrultusunda gerçekleştirilmiş, tarama süreci ile seçim kriterleri ise araştırmanın yöntemsel şeffaflığını ve güvenirliğini sağlamaya yönelik olarak yapılandırılmıştır.

Tablo 1. *Dâhil Etme – Dışlama Ölçütleri*

Kapsam Ölçütü	Dahil Etme Kriteri	Dışlama Kriteri
Zaman Aralığı	2018–2025 yılları arasında yayımlanan çalışmalar	2018 öncesi yayımlanan çalışmalar
Yayın Türü	Hakemli makaleler ve lisansüstü tezler (Yüksek Lisans / Doktora)	Bildiriler, kitap bölümleri, dergi yazıları
Dil	Türkçe	Diğer dillerde yayımlanan çalışmalar
Konu Uygunluğu	Gaslighting, duygusal manipülasyon, psikolojik manipülasyon	Gaslighting dışındaki psikolojik şiddet biçimleri
Erişilebilirlik	Tam metin erişimi sağlanabilen kaynaklar	Sadece özet erişimi bulunan veya erişime kapalı çalışmalar

Bu ölçütler, sistematik taramanın nesnelliğini, tutarlılığını ve yeniden üretile bilirliğini sağlamak amacıyla yapılandırılmıştır.

Özdemir, Şengür, 2025

ℭℌ𝔄ℜ

BULGULAR

"Gaslighting," "duygusal manipülasyon" ve "psikolojik manipülasyon" anahtar kelimeleri kullanılarak gerçekleştirilen taramada, Türkiye'de yayımlanmış makale ve tezler incelenmiştir. Tüm zamanları kapsayan bu araştırmada, toplamda 13 makale ve 11 tez çalışmasına ulaşılmıştır.

Eğitim/Eğitim Yönetimi Alanında Yapılan Makalelere Yönelik Bulgular

Tablo 1. *Eğitim/Eğitim Yönetimi alanında yapılan makaleler*

Çalışmanın Adı	Yayın Yılı
Okul Müdürlerinin Manipülatif Davranışları ile Öğretmenlerin Özerklik Algıları Ve Bağlılık Düzeyleri Arasındaki İlişkiler (Özdemir ve Turan, 2018).	2018
Duygusal Manipülasyon Ölçeğinin Türkçe Uyarlaması: Geçerlilik ve Güvenirlik Çalışması (Aydemir, 2021).	2021
Gaslighting İki Yüzlü Bir Duygusal İstismarla Yüzleşmek (Nazir ve Özçiçek, 2022).	2022
Örgütsel Gaslighting: Bir Ölçek Geliştirme Çalışması (Öztırak, 2025).	2025

Tablo incelendiğinde, "gaslighting" ve "duygusal manipülasyon" kavramlarının özellikle son yıllarda örgütsel bağlamda ele alınmaya başlandığı ve bu alanda çeşitli ölçme araçlarının geliştirildiği görülmektedir. 2018 yılında okul yöneticilerinin manipülatif tutumlarına odaklanan çalışma, eğitim alanındaki nadir örneklerden biri olarak öne çıkmaktadır. 2021 sonrasında ise, gaslighting ve duygusal manipülasyon konularında yapılan araştırmaların giderek artış gösterdiği dikkat çekmektedir. Bu dönemde özellikle bireylerin bu tür davranışlara maruz kalma düzeylerini belirlemeye yönelik ölçek geliştirme girişimleri ile birlikte, konuyla ilgili farkındalık yaratmayı amaçlayan çalışmaların yoğunlaştığı anlaşılmaktadır.

"Okul Müdürlerinin Manipülatif Davranışları ile Öğretmenlerin Özerklik Algıları ve Bağlılık Düzeyleri Arasındaki İlişkiler" başlıklı makale çalışması ilişkisel tarama modeline dayalı betimsel bir çalışmadır. Çalışma grubu, Ankara ve Zonguldak illerindeki 80 okulda görev yapan 760 öğretmenden oluşmaktadır. Veriler, araştırmacılar tarafından Türkçeye ve kültürel

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bağlama uyarlanan Duygusal Manipülatif Davranış Ölçeği, Öğretmen Özerkliği Ölçeği ve Öğretmen Bağlılığı Ölçeği aracılığıyla toplanmıştır.

Elde edilen bulgular, okul müdürlerinin öğretmen bağlılığı üzerinde hem doğrudan hem de dolaylı etkilerinin bulunduğunu ortaya koymaktadır. Özellikle, pozitif duygusal manipülatif davranışlarda artış, öğretmenlerin özerklik algısını anlamlı ancak düşük düzeyde olumlu yönde etkilemektedir. Buna karşılık, negatif duygusal manipülatif davranışların öğretmenlerin örgütsel bağlılık düzeyini doğrudan ve olumsuz şekilde etkilediği belirlenmiştir. Bu durum, olumsuz duygusal manipülasyonun okul içi sosyal ilişkileri zedeleyici bir unsur olabileceğini göstermektedir.

Araştırmanın dikkat çeken bir diğer sonucu, okul müdürlerinin pozitif ve negatif duygusal manipülatif davranışları arasında yüksek düzeyde ve ters yönlü bir ilişki bulunmasıdır. Pozitif manipülatif davranışlardaki artış, negatif davranışların azalmasıyla ilişkilidir. Ayrıca, öğretmenlerin özerklik algılarının, örgütsel bağlılıkları üzerinde doğrudan ancak düşük düzeyde pozitif bir etkisi olduğu saptanmıştır. Bu bulgular, okul müdürlerinin duygusal stratejileri etkili biçimde kullanarak hem bireysel hem de örgütsel amaçlara ulaşmada rol oynayabileceğini göstermektedir.

"Duygusal Manipülasyon Ölçeğinin Türkçe Uyarlaması: Geçerlilik ve Güvenirlik Çalışması" başlıklı makale çalışması Austin ve diğerleri (2007) tarafından geliştirilen Duygusal Manipülasyon Ölçeği'nin Türkçeye uyarlanarak geçerlilik ve güvenirlik analizlerinin yapılmasıdır. Çalışma, kolayda örnekleme yöntemiyle seçilen ve farklı meslek gruplarından (devlet memuru, öğretmen, akademisyen, özel sektör çalışanı) oluşan 141 katılımcı ile yürütülmüştür.

Araştırmada ölçeğin iç tutarlılığını belirlemek amacıyla yapılan analiz sonucunda Cronbach Alfa katsayısı .926 olarak bulunmuştur. Açıklayıcı faktör analizi (AFA) sonuçları, ölçeğin tek boyutlu bir yapıya sahip olduğunu göstermektedir. Yapı geçerliliğini test etmek için gerçekleştirilen doğrulayıcı faktör analizi (DFA) bulguları da bu yapıyı desteklemekte olup, elde edilen uyum indekslerinin kabul edilebilir ve iyi düzeyde olduğu belirlenmiştir. Bu doğrultuda, Duygusal Manipülasyon Ölçeği'nin Türkçe formunun çalışmada yer alan örneklem grubu üzerinde geçerli ve güvenilir bir ölçme aracı olduğu sonucuna ulaşılmıştır.

"Gaslighting: İki Yüzlü Bir Duygusal İstismarla Yüzleşmek" başlıklı makale, eğitim bilimleri alanında gerçekleştirilmiş olup gaslighting olgusunu çok boyutlu şekilde ele alan

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kuramsal bir literatür taramasıdır. Çalışmada gaslightingin tanımı, kullanılan teknikler, ortaya çıkış nedenleri, bireyler üzerindeki psikolojik etkileri, bu davranış biçiminin nasıl tanınabileceği ve mücadele yolları gibi başlıklar incelenmiştir. Elde edilen bulgular doğrultusunda, gaslightingin bireyler arası ilişkilerde sıkça karşılaşılan bir duygusal istismar türü olduğu, mağdurun düşünsel, duygusal ve algısal bütünlüğünü zedeleyerek öz güven kaybına ve faile bağımlılığa yol açtığı sonucuna ulaşılmıştır. Failin mağdur üzerinde kontrol kurmak amacıyla yalan, inkâr ve küçümseme gibi manipülasyon tekniklerine başvurduğu ifade edilmiştir. Gaslighting'in genellikle güç arzusuyla bağlantılı olduğu, ancak faillerin psikolojik özelliklerine dair araştırmaların yetersiz kaldığı belirtilmiştir. Bu nedenle, gelecekte fail odaklı çalışmaların artırılması önem arz etmektedir. Ayrıca, gaslighting'in olumsuz etkilerini azaltmak için toplumsal farkındalık, eğitim ve yasal düzenlemelere ihtiyaç duyulmaktadır.

"Örgütsel Gaslighting: Bir Ölçek Geliştirme Çalışması" başlıklı makale çalışması, örgütlerde gaslighting olgusunu ölçebilmek amacıyla geçerli ve güvenilir bir ölçüm aracı geliştirmeyi hedeflemiştir. Araştırma, üç aşamalı bir ölçek geliştirme sürecini kapsamaktadır. İlk aşamada, derinlemesine görüşmeler yapılmış ve içerik analizi aracılığıyla 24 maddelik bir önerme havuzu oluşturulmuştur. İkinci aşamada, oluşturulan maddeler üzerine uzman görüşleri alınarak anlam, görünüş ve kapsam geçerliği sağlanmış, ardından ölçek yapılandırılmıştır. Son aşamada ise, ölçek üzerinde yapılan değerlendirmeler sonucu 10 maddelik bir taslak ölçek oluşturulmuştur. Bu aşamada, iki farklı örneklem grubu belirlenerek, ilk grup ile pilot çalışma yapılmış ve çevrimiçi ile yüz yüze anketler yoluyla nicel veriler toplanmıştır. Pilot uygulama sağlık sektöründe çalışan 176 kişi ile gerçekleştirilmiştir. Ölçeğin nihai hali, *eğitim sektöründe çalışan 408 kişiye* uygulanarak test edilmiştir. Cronbach Alpha değeri 0,800 olarak hesaplanmış ve ölçeğin güvenilirliği doğrulanmıştır. Bu geliştirilmiş ölçeğin, örgütlerde gaslighting'i ölçme konusunda farklı sektörlerde yaygın olarak kullanılması beklenmektedir.

Diğer Disiplinlerde Yapılan Makalelere Yönelik Bulgular

Tablo 2. *Diğer disiplinlerde yapılan makaleler*

Anahtar Kelime	Disiplin Alanı	Tema, Kavram, Bağlam	Yayın Yılı
Gaslighting	Psikoloji	Kişiler arası ilişkiler	2024
Gaslighting	Psikoloji	Sosyodemografik faktörler ve kişilik eğilimleri	2024

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Gaslighting	Psikoloji	Psikolojik dayanıklılık ve yaşam memnuniyeti	2024
Gaslighting	Sağlık	Gerçeklik algısı	2020
Gaslighting	Sağlık	Psikolojik yaklaşım	2024
Gaslighting	Sağlık	Feminist sosyal hizmet bakışı	2024
Psikolojik Manipülasyon	Psikoloji	Karanlık üçlü kişilik özellikleri	2024
Psikolojik Manipülasyon	Edebiyat	Roman karakter değerleri	2022
Duygusal Manipülasyon	İktisat	Tüketim süreci	2025

Tablo 2 incelendiğinde, gaslighting olgusuna yönelik akademik çalışmaların büyük ölçüde psikoloji (f=4) ve sağlık (f=3) alanlarında yoğunlaştığı görülmektedir. Bunun yanı sıra, edebiyat (f=1) ve iktisat (f=1) disiplinlerinde de sınırlı sayıda çalışmaya rastlanmaktadır.

Psikoloji alanındaki çalışmalar, gaslightingi kişiler arası ilişkiler, sosyodemografik faktörler, kişilik eğilimleri, psikolojik dayanıklılık ve yaşam memnuniyeti gibi bireysel ve sosyal değişkenlerle ilişkilendirerek ele almıştır. Bu bağlamda, kavramın bireylerin içsel özellikleri kadar sosyal çevreyle kurdukları etkileşim içinde şekillendiği görülmektedir.

Sağlık disiplini kapsamında yürütülen çalışmalarda gaslighting, gerçeklik algısı, psikolojik yaklaşımlar ve feminist sosyal hizmet bakışı çerçevesinde değerlendirilmiştir. Bu durum, gaslightingin yalnızca bireyin ruh sağlığını etkileyen bir unsur değil, aynı zamanda toplumsal cinsiyet temelli eşitsizliklerin bir aracı olarak da analiz edildiğini göstermektedir. Özellikle feminist perspektifin yer aldığı çalışmada, gaslightingin kadınların sosyal konumlarını zedeleyen yapısal bir şiddet biçimi olarak ele alındığı anlaşılmaktadır.

Psikolojik manipülasyon kavramı, psikoloji disiplini içinde karanlık üçlü kişilik özellikleri bağlamında değerlendirilmiş; böylece bu tür manipülatif davranışların narsisizm, makyavelizm ve psikopati gibi patolojik kişilik eğilimleriyle ilişkili olduğu vurgulanmıştır.

Edebiyat alanında ise psikolojik manipülasyon, roman karakterlerinin değerleri bağlamında analiz edilmiş ve kurmaca eserler üzerinden bu kavramın bireysel davranış ve kişilik çözümlemelerine nasıl yansıdığı gösterilmiştir.

Duygusal manipülasyon kavramı yalnızca iktisat disiplini içerisinde çalışılmış olup, tüketim süreci bağlamında değerlendirilmiştir. Bu yaklaşım, duygusal manipülasyonun

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pazarlama ve reklam stratejileri içerisinde tüketicinin kararlarını etkilemek amacıyla nasıl kullanıldığını ortaya koymaktadır. Böylece duygusal manipülasyonun yalnızca kişiler arası ilişkilerde değil, ekonomik davranışlar üzerinde de etkili bir araç olarak işlev gördüğü anlaşılmaktadır.

Yayın yıllarına bakıldığında, çalışmaların çoğunun 2024 yılına ait olduğu görülmektedir. Bu yoğunluk, ilgili kavramlara yönelik akademik ilginin son dönemde arttığını ve bu alanda güncel bir araştırma eğiliminin oluştuğunu göstermektedir.

"Gaslighting", "duygusal manipülasyon" ve "psikolojik manipülasyon" anahtar kelimeleriyle yapılan taramalarda, eğitim veya eğitim yönetimi alanında yürütülmüş tez çalışmalarına ulaşılamamıştır. Bu durum, söz konusu kavramların eğitim bilimleri literatüründe yeterince çalışılmadığını ya da farklı anahtar kelimeler ile çalışıldığını göstermektedir.

Diğer Disiplinlerde Yapılan Tezlere Yönelik Bulgular

Tablo 3. *Diğer disiplinlerde yapılan tezler*

Anahtar Kelime	Disiplin Alanı	Tema, Kavram, Bağlam	Tez Türü	Yayın Yılı
Gaslighting	Psikoloji	Psikolojik belirti, sosyodemografik özellikler	Y.Lisans	2022
Gaslighting	Psikoloji	Ölçek çalışması: Gaslightinge maruz kalma ölçeği	Y.Lisans	2024
Gaslighting	Güzel Sanatlar	Sinematografik izdüşüm	Y.Lisans	2024
Duygusal Manipülasyon	Psikoloji	İlişki doyum düzeyi, öz şefkat	Y.Lisans	2024
Duygusal Manipülasyon	Psikoloji	Benliğin ayrımlaşması, duygusal değişim düzeyi	Y.Lisans	2023
Duygusal Manipülasyon	Sosyoloji	Toplumsal olaylar, sosyal ilişkiler	Y.Lisans	2023
Duygusal Manipülasyon	İşletme	Yönetimde hobo sendromu	Y.Lisans	2020
Duygusal Manipülasyon	İşletme	Ahlaki zekâ, rasyonel karar alma	Doktora	2021

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Psikolojik Manipülasyon	Psikoloji	Duygusal bağımlılık	Y.Lisans	2024
Psikolojik Manipülasyon	Kamu Yönetimi	Sosyal medya istihbaratı, psikolojik savaş	Y.Lisans	2025
Psikolojik Manipülasyon	Türk Dili ve Edebiyatı	Karakter ve eylem değerleri	Y.Lisans	2021

Tablo 3 incelendiğinde, gaslighting, duygusal manipülasyon ve psikolojik manipülasyon kavramlarına yönelik yapılan tez çalışmalarının büyük ölçüde psikoloji (f=5) disiplininde yoğunlaştığı görülmektedir. Bunun yanı sıra, işletme (f=2), kamu yönetimi (f=1), sosyoloji (f=1), güzel sanatlar (f=1) ve Türk Dili ve Edebiyatı (f=1) gibi disiplinlerde de sınırlı sayıda çalışmaya rastlanmaktadır.

Psikoloji alanında gaslighting kavramı, bireylerin psikolojik belirtileri ve sosyodemografik özellikleriyle ilişkilendirilmiş, ayrıca gaslightinge maruz kalmayı ölçen bir ölçek geliştirme çalışması yapılmıştır. Bu yaklaşım, psikolojik manipülasyonun bireyin ruh sağlığı üzerindeki etkilerine odaklanmakta ve ölçülebilir hale getirilmesi yönünde bir eğilimi ortaya koymaktadır.

Gaslighting, güzel sanatlar alanında ise sinematografik bir bakışla ele alınmıştır. Bu bağlamda, kavramın toplumsal farkındalık ve görsel sanatlar üzerinden estetik ve kültürel yansımaları analiz edilmiştir. Bu disipliner çeşitlilik, kavramın yalnızca klinik ya da bireysel bir mesele değil, aynı zamanda kültürel üretimle de ilişkili olduğunu ortaya koymaktadır.

Duygusal manipülasyon, psikoloji alanı içinde ilişki doyumu, öz şefkat, benliğin ayrımlaşması ve duygusal değişim düzeyi gibi kişilik ve ilişki temelli değişkenlerle ele alınmıştır. Bu yaklaşım, bireyin içsel süreçleriyle sosyal ilişkilerindeki dinamikler arasında bir etkileşim olduğunu göstermektedir. Sosyoloji alanında yapılan çalışmada ise duygusal manipülasyon, toplumsal olaylar ve sosyal ilişkiler bağlamında incelenerek daha makro düzeyde değerlendirilmiştir.

İşletme alanında, duygusal manipülasyonun yönetim süreçlerinde "hobo" sendromu ile ilişkisi irdelenmiş; ayrıca ahlaki zekâ ve rasyonel karar alma gibi yönetsel değişkenlerle bağlantısı incelenmiştir. Bu durum, örgütsel yapılar içerisinde manipülasyonun karar alma süreçlerini ve liderlik davranışlarını etkileyen önemli bir unsur olduğunu ortaya koymaktadır.

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Psikolojik manipülasyon kavramı ise psikoloji alanında duygusal bağımlılık bağlamında değerlendirilmiş ve bireyin özgür iradesiyle ilişkili duygusal bağların sömürüye açık yönleri tartışılmıştır. Kamu yönetimi disiplini içinde yapılan çalışma ise bu kavramı sosyal medya istihbaratı ve psikolojik savaş bağlamında ele alarak güncel dijital tehditlere karşı sosyal-politik farkındalığın önemine dikkat çekmiştir.

Son olarak, Türk Dili ve Edebiyatı disiplininde psikolojik manipülasyon, karakterlerin eylem değerleri üzerinden incelenmiş, böylece edebi metinler aracılığıyla bireysel ve toplumsal çözümlemelere katkı sunulmuştur.Genel olarak değerlendirildiğinde, son beş yıl içinde özellikle Yüksek Lisans düzeyinde bu kavramlara olan akademik ilginin arttığı ve kavramların farklı disiplinlerde çok yönlü olarak ele alındığı görülmektedir.

SONUÇ

Türkiye'de gaslighting olgusunun eğitim alanındaki akademik yansımalarına yönelik elde edilen bulgular, gaslighting ve duygusal ve psikolojik manipülasyon kavramlarına yönelik akademik ilginin özellikle 2018 sonrası belirginleştiğini ve bu çalışmaların büyük ölçüde ölçme aracı geliştirme, farkındalık oluşturma ve örgütsel etkileri inceleme temelli olduğunu göstermektedir. Eğitim bağlamında yapılan çalışmaların sınırlı sayıda olduğu, ancak okul yöneticilerinin manipülatif tutumlarının öğretmen özerkliği ve bağlılığı üzerindeki etkilerini ele alan örneklerin dikkat çekici bulgular sunduğu anlaşılmaktadır. Negatif manipülasyonun öğretmenlerin örgütsel bağlılığını olumsuz etkilediği, pozitif manipülasyonun ise sınırlı düzeyde olumlu etkiler yarattığı belirlenmiştir.

Ayrıca, gaslightinge yönelik geliştirilen ölçeklerin geçerlilik ve güvenirlik düzeylerinin yüksek olması, bu alandaki ölçme ihtiyacını karşılamada önemli bir katkı sunmaktadır. Kuramsal düzeyde yapılan çalışmalar ise gaslightingin bireylerin psikolojik bütünlüğünü zedeleyen bir istismar biçimi olduğunu ortaya koyarak, konuya ilişkin toplumsal farkındalık ve önleme stratejilerine duyulan gereksinimi vurgulamaktadır.

Genel olarak, Türkiye'de gaslighting olgusuna yönelik eğitim alanındaki çalışmaların yeni gelişmekte olduğu, bu bağlamda hem uygulamalı hem de teorik düzeyde daha kapsamlı araştırmalara ihtiyaç duyulduğu sonucuna ulaşılmıştır. Diğer disiplinlerde yapılan makalelere bakıldığında, gaslighting olgusunun özellikle psikoloji ve sağlık alanlarında yoğunlaştığı dikkat çekmektedir. Psikoloji disiplininde yürütülen araştırmalar, gaslightingi bireysel kişilik özellikleri ve sosyal etkileşim bağlamında ele alarak kavramın çok boyutlu yapısına vurgu

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yapmaktadır. Sağlık alanındaki çalışmalar ise, gaslightingi toplumsal cinsiyet temelli eşitsizliklerin bir yansıması ve yapısal bir şiddet biçimi olarak değerlendirmektedir. Bu durum, kavramın yalnızca bireysel psikolojik etkilerle sınırlı kalmayıp toplumsal dinamiklerle de ilişkili olduğunu göstermektedir. Edebiyat ve iktisat disiplinlerinde yapılan sınırlı sayıdaki çalışmalarda ise, gaslightingin sırasıyla kurmaca karakterlerin çözümlemesinde ve tüketici davranışları üzerindeki etkilerinde nasıl ortaya çıktığı analiz edilmiştir. Ancak tüm bu bulgular, gaslighting olgusunun eğitim ya da eğitim yönetimi bağlamında sistematik biçimde ele alındığı bir çalışmaya rastlanmadığını ortaya koymakta; bu da alan yazında önemli bir boşluğa işaret etmektedir. Dolayısıyla bu kavramın eğitim disiplini çerçevesinde incelenmesi, hem bireylerin psikososyal gelişimi hem de okul ortamında sağlıklı ilişkilerin inşası açısından dikkate değer bir gereklilik olarak değerlendirilmektedir.

Diğer disiplinlerdeki makalelerin büyük çoğunluğunun son yıllarda, özellikle 2024 yılında yoğunlaştığı görülmektedir. Bu artış, gaslighting olgusu ve ilgili kavramlara yönelik akademik ilginin güncel ve giderek artan bir eğilim gösterdiğini göstermektedir. Ayrıca 2020, 2022 ve 2025 yıllarına ait az sayıdaki çalışma, kavramın farklı dönemlerde farklı açılardan ele alındığını ve araştırmacılar tarafından farklı bağlamlarda incelendiğini ortaya koymaktadır. Bu dönemsel dağılım, konunun dinamik yapısına işaret ederken, literatürdeki yakın zamanda yaşanan hareketlenmenin, gaslighting ve ilişkili kavramların giderek daha fazla disiplinler arası dikkat çektiğini göstermektedir.

Tez çalışmalarına yönelik bulgular incelendiğinde, "gaslighting", "duygusal manipülasyon" ve "psikolojik manipülasyon" kavramlarının ağırlıklı olarak psikoloji disiplini içerisinde ele alındığı; bunun yanı sıra işletme, sosyoloji, kamu yönetimi, güzel sanatlar ve edebiyat gibi çeşitli alanlarda da sınırlı sayıda çalışmanın bulunduğu görülmektedir. Bu disiplinler arası çeşitlilik, söz konusu kavramların bireysel, toplumsal ve örgütsel boyutlarda çok yönlü biçimde incelendiğini göstermektedir. Ancak yapılan taramalarda, bu kavramlara ilişkin eğitim ya da eğitim yönetimi alanında yürütülmüş bir tez çalışmasına ulaşılamamıştır. Bu durum, ilgili kavramların eğitim bilimleri literatüründe henüz yeterince görünür olmadığını ve bu alanda yapılacak çalışmalara ihtiyaç duyulduğunu düşündürmektedir. Özellikle eğitim ortamlarında yaşanabilecek örtük manipülasyon biçimlerinin anlaşılması ve önlenmesine yönelik araştırmalar, hem kuramsal hem de uygulamalı düzeyde katkı sağlayabilir.

Tez çalışmalarına ilişkin incelemede, "gaslighting", "duygusal manipülasyon" ve "psikolojik manipülasyon" kavramlarının farklı disiplinlerde ele alındığı, en fazla ilginin 2024

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yılında yoğunlaştığı görülmüştür. Bu durum, kavramlara yönelik akademik ilginin son dönemde arttığını göstermektedir. Ancak eğitim ve eğitim yönetimi alanında bu konularda sistematik çalışmaların bulunmaması alandaki önemli bir boşluğu işaret etmektedir. Bu nedenle, eğitim ortamlarında bu kavramların etkilerini anlamaya ve önlemeye yönelik araştırmaların yapılması hem teorik hem uygulamalı açıdan gereklidir.

ÖNERİLER

Bu çalışmanın bulguları, gaslighting olgusunun eğitim alanında henüz yeterince ele alınmadığını ve hem araştırma hem de uygulama düzeyinde somut adımlara ihtiyaç duyulduğunu göstermektedir. Gelecekte yapılacak araştırmalarda gaslighting ve duygusal manipülasyonun öğretmen, yönetici ve öğrenci etkileşimleri üzerindeki etkileri nitel, nicel veya karma yöntemlerle incelenmelidir. Özellikle okul ortamlarında psikolojik güvenlik, örgütsel adalet ve liderlik tarzlarıyla ilişkisini ortaya koyan ampirik çalışmalar alana önemli katkı sağlayacaktır.

Eğitim uygulamaları açısından, okul yöneticileri ve öğretmenler için düzenlenecek hizmet içi eğitimlerde manipülasyon ve gaslighting davranışlarının tanınması, fark edilmesi ve önlenmesine yönelik içeriklere yer verilmelidir. Okullarda psikolojik güvenliği esas alan, açık iletişimi destekleyen ve güç dengesizliklerinden doğan istismar biçimlerini önleyici mekanizmalar oluşturulmalıdır. Rehberlik ve psikolojik danışma birimlerinin bu konuda destekleyici rol üstlenmesi, çalışanların ve öğrencilerin farkındalığını artıracaktır.

Politika düzeyinde ise Millî Eğitim Bakanlığı ve ilgili kurumlar, eğitim ortamlarında psikolojik istismarı önlemeye yönelik açık tanımlar, bildirim ve yaptırım süreçleri içeren düzenlemeler yapmalıdır. Okul yöneticilerinin atanma ve değerlendirme süreçlerine etik liderlik, psikolojik güvenlik ve güç kullanımı konularında ölçütlerin dâhil edilmesi, kurumsal düzeyde sağlıklı bir okul ikliminin oluşturulmasına katkı sağlayacaktır. Bu öneriler, eğitim kurumlarında gaslighting ve benzeri davranışların erken fark edilmesi ve önlenmesi yönünde uygulanabilir, gerçekçi adımlar sunmaktadır.

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The Role of Media in Creating an Environment of Trust in Society

Özcan Ekici[1]

Abstract

The media plays a central role in shaping social structures, reinforcing cultural meanings, and influencing individuals' perceptions through the production and dissemination of information. Media content guides public priorities, frames social issues, and shapes opinion, making adherence to impartiality, accuracy, and reliability essential for fostering social trust. Transparent and consistent reporting strengthens confidence in both media institutions and the broader social order, as declining trust can undermine social solidarity and institutional legitimacy. This study therefore examines the role of the media in promoting societal trust, based on teachers' perspectives. This study employed a phenomenological approach, a qualitative research method. The participants consisted of 17 social studies teachers working in secondary schools. Data were collected using a semi-structured interview form, which was developed by the researcher based on expert feedback. Based on the data obtained from the study, teachers perceive the media as having a dual impact on societal trust. While traditional media is seen as promoting transparency, awareness, solidarity, and public oversight, social media is often viewed as undermining trust through misinformation, polarization, and biased or unregulated content. These findings underscore the complex role of media in both supporting and eroding public confidence and social cohesion.

Introduction

The interaction between society and media is profound, and the effects of media on social life are increasingly evident in contemporary contexts. Media serves not only as a mirror of societal structures, functions, and values but also as an active force in shaping cultural perceptions and cognitive patterns. Advances in technology have significantly altered how individuals obtain information, fostering a broader range of intellectual perspectives. From the invention of the printing press to the widespread use of smartphones, technological innovations have been swiftly integrated into social life and have played a crucial role in the transformation of communication practices. Whereas communication in earlier periods depended largely on

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visual representations and printed texts, modern societies now enable immediate access to vast amounts of information through digital networks. (Pandey & Singh, 2017; Zafer & Vardarlıer, 2019). At the same time, the internet is blurring the boundaries between global and local contexts, creating new opportunities for communication and interaction. It is fundamentally transforming how individuals, institutions, and communities organize their daily activities and manage their affairs. This shift allows a growing number of tasks to be conducted through online platforms, substantially reducing the spatial and temporal limitations of social, economic, and cultural practices. Consequently, the internet not only reshapes communication tools but also profoundly influences daily routines, patterns of social interaction, and access to information. (Demircioğlu, 2017; Denizci, 2009; Ekici, 2023a; Kocoğlu vd., 2023; Koçoğlu vd., 2025; Vatansever Deviren & Yıldız, 2014).

The media performs its roles of informing, educating, and entertaining society not only through the internet but also via various other communication channels. Print media, such as newspapers, magazines, and books, cater to specific audiences, while electronic media reaches much broader populations. Television and radio, for example, provide current information and help individuals analyze and understand events. Television, by combining visual and auditory elements, offers viewers more comprehensive information. Programs and news from different regions of a country are disseminated to large audiences through television. Although initially developed for educational purposes, television has gradually expanded its functions to include both informing and entertaining society. Today, it has become an essential part of daily life, attracting viewers with a diverse range of content, including news, series, films, reality shows, sports, and music programs. (Pandey & Singh, 2017; Ünal, 2021; Wangermee, 1977; Zavalsız & Soydaş Dağcı, 2019). In addition, television advertisements capture the attention of individuals across various age groups and play a significant role in shaping consumption habits and enhancing the effectiveness of marketing strategies. Advertisements not only promote products or services but also influence consumer preferences and stimulate demand. The magnitude of this influence is reflected in the high costs associated with broadcasting advertisements on a per-second basis, making the advertising budget a key indicator of the potential impact on the target audience. Furthermore, distributing advertisements across multiple media platforms extends their reach and strengthens their capacity to shape consumer behavior (Güçhan, 1989; Güz, 2000; Yavuz, 2021).

Additionally, as an integral component of the media, radio operates as an auditory medium with the capacity to reach audiences across extensive geographic regions.. Unlike visual media, radio engages listeners' imaginations, fostering the development of mental visualization and interpretive skills. This characteristic makes radio an accessible medium that reaches not only urban populations but also communities in rural areas with limited infrastructure. Rural residents can stay informed about current events and practical knowledge related to agriculture, forestry, and small-scale industry through radio broadcasts, receiving regular updates on topics such as weather conditions, market trends, and public announcements. Such information plays a crucial role in enabling rural populations to plan production processes more effectively and adapt their daily activities to prevailing conditions. In this way, radio serves as an efficient communication tool that raises social awareness, informs, and guides large

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audiences in a cost-effective and timely manner. It can be argued that radio plays a key role in shaping public opinion, transmitting cultural values, and supporting the participation of rural communities in social life (Pandey & Singh, 2017; Seçim, 2017; Şeyhanlıoğlu, 2019).

The media is widely regarded as a powerful agent in shaping social structures, reinforcing cultural meanings, and influencing individuals' perceptions of the world, due to its central role in the production, dissemination, and circulation of information. The content conveyed through mass media tools helps determine individuals' priorities regarding current affairs, guides the interpretation of social issues, and contributes to the formation of public opinion. In this context, the media's adherence to principles of impartiality, accuracy, and reliability is a crucial factor in fostering social trust. Consistent and transparent presentation of information significantly strengthens individuals' confidence not only in media institutions but also, more broadly, in the social order. This is particularly important because a decline in social trust can weaken solidarity among individuals, and diminished confidence in institutions may pose serious challenges to the maintenance of social stability. Therefore, this study aims to determine the role of the media in fostering an environment of trust within society based on teachers' opinions. Within this framework, the study seeks to answer the following questions:

- ✓ Why is it important to establish a climate of trust within society?
- ✓ What factors hinder the establishment of a climate of trust within society?
- ✓ What is the role of the media in society?
- ✓ What is the impact of the media on the establishment of a climate of trust within society?

METHOD

Research Model

Consistent with the aims of the study, this research was carried out using a qualitative research approach that seeks to examine and interpret social phenomena and events within their natural and contextual settings. Qualitative inquiry prioritizes the individual by emphasizing personal emotions, perspectives, and lived experiences in order to conceptualize social life as an integrated whole, while also offering interpretive insights into social change and emerging processes. In this study, a phenomenological design, one of the established qualitative research traditions, was employed. Phenomenology centers on understanding how individuals interpret their lived experiences and how these experiences are transformed into conscious meaning at both personal and collective levels. From this perspective, phenomenological research provides an in-depth understanding of the consequences of lived experiences and elucidates how experience-based perceptions shape individuals' behaviors (Ersoy, 2017; Patton, 2014; Yıldırım & Şimşek, 2011).

Participants

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The study sample comprises 17 Social Studies teachers employed in secondary schools. In selecting the participants, criterion sampling, a type of purposeful sampling, was utilized. In accordance with the aims of the research, teachers responsible for teaching Social Studies a discipline that integrates knowledge from multiple fields and is primarily oriented toward fostering active and responsible citizenship were included in the study. Detailed information regarding the demographic characteristics of the participating teachers is provided in Table 1.

Table 1.

Demographic Characteristics of Participating Teachers

Demographic Characteristics		Participating	
		n	%
Gender	Female	10	59
	Male	7	41
Age	30 or less	3	18
	Between 31-40	10	59
	41 and above	4	23
Professional Seniority	1-5 year(s)	1	6
	6-10 years	4	23
	11-15 years	10	59
	16 and above	2	12
Educational Level	Bachalor's Degree	15	88
	Master Degree	2	12

As shown in Table 1, the gender distribution of the participating teachers reveals that 59% are female and 41% are male. Regarding age, 18% of the participants are aged 30 or younger, 59% are between 31 and 40 years old, and 23% are aged 41 and above. In terms of professional experience, 6% of the teachers have 1–5 years of service, 23% have 6–10 years, 59% have 11–15 years, and 12% have 16 years or more of professional experience. With respect

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to educational attainment, 88% of the participants hold a bachelor's degree, while 12% have completed postgraduate studies.

Data Collection Tools

To explore Social Studies teachers' perspectives on the role of media in fostering a climate of trust within society, a semi-structured interview form developed by the researcher and comprising two sections was utilized. The first section provided explanatory guidelines for the administration of the form and included items designed to collect participants' demographic information. The second section consisted of five open-ended questions formulated by the researcher, informed by the relevant literature, to elicit teachers' views on the contribution of media to the development of social trust. The research process commenced with the establishment of a theoretical framework, followed by the development of interview questions grounded in an extensive review of the literature. The appropriateness of the questions in relation to the aims of the study was evaluated through consultation with four academics specializing in Social Studies education. Revisions were made in accordance with expert feedback, and the validity and reliability of the semi-structured interview form were thereby ensured.

Data Analysis

In this research, a semi-structured interview form was employed to examine Social Studies teachers' perceptions of the role of media in establishing a climate of trust within society. The data obtained from the interviews were analyzed using content analysis, a qualitative data analysis technique. To enhance the depth and transparency of the analysis, selected excerpts from participants' statements were incorporated through direct quotations. During the analytical process, participants' responses were initially reviewed in detail, and subcodes were generated accordingly. To ensure confidentiality, participants were anonymized and identified using codes such as (Teacher1) T1, T2, …T17. As individual responses could be associated with more than one subcode, each subcode was assigned a distinct identifier. All subcodes were derived directly from the teachers' statements. Following the formation of subcodes, themes were constructed using an inductive approach. After the initial coding and theme development were completed, a two-week interval was observed, after which the data were recoded. The results of the second coding were compared with those of the first to identify potential discrepancies, thereby enhancing the reliability of the analysis.

Ethical considerations

Throughout this study, strict adherence to ethical principles was maintained to ensure the integrity and credibility of the research. In line with this commitment, all procedures were

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conducted in full compliance with the "Higher Education Institutions Scientific Research and Publication Ethics Directive." It is important to emphasize that no actions were undertaken that would violate any provisions outlined under the section "Actions Against Scientific Research and Publication Ethics."

Ethical Review Board: Dicle University Social Sciences and Humanities Scientific

Research and Publication Ethics Committee

Date of Ethics Review Decision: 04.09.2020

Ethics Assessment Document Issue Number: 84622

FINDINGS

1. Views on the Importance of Creating an Environment of Trust Within Society

To examine teachers' perspectives on the significance of fostering a trust-based environment in society, they were asked the question "Why is it important to establish a climate of trust within society?". The corresponding responses are presented in Table 2.

Table 2.

Why is it important to establish a climate of trust within society?

Sub Themes	Participating	f
Strengthening social networks and ties	T1,T2,T3,T4,T6,T8,T9	7
Fostering cooperation and social solidarity	T10,T12,T14,T16	4
Ensuring economic and institutional stability	T5,T13,T15	3
Promoting social peace and justice	T7,T17	2
Enhancing individual and societal well-being	T11	1

An analysis of Table 2 demonstrates that teachers offered diverse perspectives in response to the question "Why is it important to establish a climate of trust within society?" posed to participants. The findings indicate that participants described this issue primarily in terms of strengthening social networks and ties (f:7), fostering cooperation and social solidarity (f:4), ensuring economic and institutional stability (f:3), promoting social peace and justice (f:2), enhancing individual and societal well-being (f:1).

Selected responses to the question "Why is it important to establish a climate of trust within society?" are presented below:

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"A trusting environment promotes open and sincere communication. Social trust nurtures friendly, neighborly, and professional connections, which in turn strengthens community ties." (T2)

"When people live in a secure society, they feel protected and supported, which improves their overall well-being. Strong trust between members of a community encourages social engagement and increases individual efficiency."(T11)

"Trust also plays a key role in the success of collaborative efforts and community projects. During emergencies or crises, societies with a strong culture of trust are quicker to show mutual support and solidarity."(T14)

Overall, the findings suggest that teachers perceive the establishment of a climate of trust as a multidimensional construct that underpins social cohesion. The prominence of strengthening social networks and ties indicates that trust is viewed primarily as a social resource that facilitates interconnectedness and mutual support. Additionally, the emphasis on cooperation, solidarity, and institutional stability highlights the role of trust in sustaining collective action and functional social systems. Although less frequently mentioned, references to social justice, peace, and well-being suggest that trust is also associated with broader normative and quality-of-life outcomes within society.

2. Views on factors that may hinder the establishment of an environment of trust in society

To examine teachers' perspectives on the factors that may impede the establishment of a trust-based environment in society, they were asked the question "What factors hinder the establishment of a climate of trust within society?" The corresponding responses are presented in Table 3.

Table 3.

Views on factors that may hinder the establishment of an environment of trust in society

Sub Themes	Participating	f
Corruption and injustice	T2,T3,T5,T9	4
Crime and security vulnerabilities	T1,T4,T11,T15	4
Social inequality and discrimination	T5,T10,T16	3
Low levels of social participation	T6,T14	2
Economic crises and uncertainty	T12,T13	2
Media influence and perception management	T8	1
Communication gaps and information pollution	T7	1

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An analysis of Table 3 demonstrates that teachers offered diverse perspectives in response to the question "What factors hinder the establishment of a climate of trust within society?" posed to participants. The findings indicate that participants described this issue primarily in terms of corruption and injustice (f:4), crime and security vulnerabilities (f:4), social inequality and discrimination (f:3), low levels of social participation (f:2), economic crises and uncertainty (f:2), media influence and perception management (f:1), communication gaps and information pollution (f:1).

Selected responses to the question "What factors hinder the establishment of a climate of trust within society?" are presented below:

"Corruption within government institutions undermines citizens' trust in both the authorities and in one another. In societies where justice is unevenly applied, people tend to become more suspicious and distrustful."(T3)

"In areas with high rates of crimes like theft and fraud, it becomes difficult for individuals to trust each other. Unsafe environments also reduce participation in social life and weaken personal relationships."(T15)

"False or misleading information can generate fear and distrust among people. Exaggerated rumors shared on social media contribute to a climate of suspicion and uncertainty within society."(T8)

The findings indicate that teachers conceptualize barriers to a climate of trust largely through structural and systemic challenges. The prominence of corruption, injustice, and security-related concerns suggests that trust is perceived as highly sensitive to failures in governance and public safety. Moreover, the identification of social inequality, limited civic participation, and economic instability underscores the role of social and economic conditions in shaping trust. Although less frequently mentioned, issues related to media influence, perception management, and communication gaps point to the growing impact of information environments on trust formation, highlighting the complexity and multidimensional nature of trust within society.

3. Views on the Social Role of the Media

To examine teachers' perspectives regarding the social role of the media, they were posed the question "What is the role of the media in society?". The corresponding responses are presented in Table 4.

Table 4.

Views on the Social Role of the Media

Sub Themes	Participating	f
Maintaining awareness of current events	T2,T4,T7,T8,T11,T13	6

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Establishing shared understanding	T3,,T10,T17	3
Communicating cultural values	T1,T12,T16	3
Facilitating the exchange of diverse perspectives	T6,T14	2
Delivering educational content	T9,T15	2
Promoting social justice	T5	1

An analysis of Table 4 demonstrates that teachers offered diverse perspectives in response to the question "What is the role of the media in society?" posed to participants. The findings indicate that participants described this issue primarily in terms of maintaining awareness of current events (f:6), establishing shared understanding (f:3), communicating cultural values (f:3), facilitating the exchange of diverse perspectives (f:2), delivering educational content (f:2), promoting social justice (f:1)

Selected responses to the question "What is the role of the media in society?" are presented below:

"The media plays a key role in providing people with information about political, economic, and social events. Regular news and updates act as important tools that help citizens make well-informed choices."(T7)

"Television shows, movies, and other programs create shared experiences by reflecting societal values, helping people find common ground."(T10)

"Investigative reporting supports social justice by revealing corruption and unfair practices. Additionally, the media strengthens accountability by monitoring the actions of leaders and institutions."(T5)

The findings suggest that teachers primarily perceive the media as a central mechanism for information dissemination and meaning-making within society. The emphasis on staying informed about current events highlights the media's foundational role in supporting public awareness, while references to shared understanding and cultural transmission underscore its function in shaping collective norms and social cohesion. Additionally, the recognition of the media's role in facilitating diverse viewpoints and providing educational content reflects its potential to contribute to democratic dialogue and lifelong learning. Although mentioned less frequently, the association with social justice indicates an acknowledgment of the media's normative responsibility in advocating for equity and fairness within society.

4. Views on the media's influence on creating an environment of trust within society

To examine teachers' perspectives on the media's role in fostering a trust-based environment in society, they were asked the question "What is the impact of the media on the establishment of a climate of trust within society?". The corresponding responses are presented in Table 5.

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Table 5.

Views on the media's influence on creating an environment of trust within society

	Sub Themes	Participating	f
Positive impact	Ensuring information dissemination and transparency	T1,T3	2
	Promoting social awareness and consciousness	T4,T6	2
	Strengthening solidarity and social cohesion	T8	1
	Facilitating public oversight and accountability	T2	1
Negative impact	Dissemination of misinformation and manipulative content	T5,T10,T13	3
	Fostering polarization and societal prejudice	T9,T14,T16	3
	Overemphasis on negative events in media coverage	T7,T11,T15	3
	Rapid and unregulated information sharing on social media platforms	T12,T17	2

An analysis of Table 5 demonstrates that teachers offered diverse perspectives in response to the question "What is the impact of the media on the establishment of a climate of trust within society?" posed to participants. The analysis revealed that some participants perceived the media as having a favorable influence on the formation of trust in society, and their views were grouped into the following sub-themes: ensuring information dissemination and transparency (f:2), promoting social awareness and consciousness (f:2), strengthening solidarity and social cohesion (f:1), facilitating public oversight and accountability (f:1). According to Table 5, some participants' responses suggested that social media exerts a negative influence on the formation of trust within society, and these responses were grouped under relevant sub-themes: dissemination of misinformation and manipulative content (f:3), fostering polarization and societal prejudice (f:3), overemphasis on negative events in media coverage (f:3), rapid and unregulated information sharing on social media platforms (2).

Selected responses to the question "What is the impact of the media on the establishment of a climate of trust within society?" are presented below:

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"Investigative journalism promotes justice and trust in society by uncovering corruption and exposing unfair practices. By holding institutions accountable, the media also helps strengthen citizens' confidence in the social system."(T2)

"Media campaigns raise awareness and encourage people to act more considerately and safely toward one another. Educational programs and documentaries further support a trusting environment by promoting shared social values."(T6)

"Inaccurate or exaggerated news can create fear and suspicion, undermining the environment of trust. Misleading content may decrease people's confidence in both each other and in societal institutions."(T13)

The findings suggest that teachers perceive the media as having a dual role in shaping societal trust. Traditional media is seen as contributing positively by promoting transparency, social awareness, and cohesion, whereas social media is perceived to undermine trust through the spread of misinformation, societal polarization, and the rapid circulation of unregulated or negative content. This underscores the complex and ambivalent influence of media on trust within society.

CONCLUSION, DISCUSSION AND RECOMONDATIONS

- **Discussion and Conclusions Regarding the Importance of Creating an Environment of Trust in Society**

The findings reveal that teachers hold diverse perspectives regarding the importance of establishing a climate of trust within society. Participants most frequently highlighted the role of trust in strengthening social networks and ties, suggesting that relational connections are considered fundamental for societal cohesion. In addition, trust was associated with fostering cooperation and social solidarity, supporting economic and institutional stability, and promoting social peace and justice. Although less frequently mentioned, enhancing individual and societal well-being was also recognized as an outcome of trust. Collectively, these results underscore that trust is perceived as a multidimensional construct, essential not only for social interaction but also for the stability, fairness, and overall functioning of society. Türkkahraman and Tutar (2009) define society as a comprehensive social system and a network of relationships in which different groups and cultural elements come together. At the core of social life lies individuals' trust in one another and their sense of community. In this context, social cohesion and harmony are critical to the sustainability of society. Social trust primarily begins with mutual trust between individuals and is further reinforced by trust in institutions at the national level. This trust extends beyond interpersonal relationships, fostering an environment of mutual confidence not only within national borders but also in interactions with other societies and states. Therefore, trust and solidarity form the foundation of social unity and cooperation, playing a vital role in maintaining peace and coexistence. Social trust requires not only strong interpersonal relationships but also the consistent and harmonious functioning of a society's production structures, institutions, and values, thereby minimizing contradictions and

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inconsistencies on fundamental issues (Başak, 2010; Bjørnskov & Voigt, 2014; Ekici, 2023a; Güneş, 2021).

- **Discussion and Conclusions Regarding Factors Impeding the Establishment of Trust in Society**

The findings indicate that teachers perceive multiple factors as hindering the establishment of a climate of trust within society. Corruption and injustice, along with crime and security vulnerabilities, were most frequently cited, highlighting the impact of governance and public safety on societal trust. Social inequality and discrimination, as well as low levels of civic participation, further reflect structural and social barriers that limit trust-building. The fundamental cause of social inequality is the exposure of individuals to injustices based on factors such as race, religion, gender, or income; in societies where justice cannot be ensured, this weakens trust among individuals. Similarly, corruption undermines social trust at both the state and civil society levels, threatening economic and political stability and disrupting social harmony. Therefore, strengthening social trust, reducing inequalities, and effectively combating corruption are vital for the stability and well-being of society (Berkmann, 1988; Işık, 2021; Şahin; 2005; Yıldırım Aykurt, 2020).

Furthermore, the research results indicate that economic crises and uncertainty also act as hindering factors, and they emphasize the role of stability in fostering trust among members of society. Less frequently mentioned issues, such as media influence, perception management, and communication gaps, suggest that information environments can either support or undermine trust. Because the media has the power to influence individuals' thoughts and behaviors, it can also have negative effects on social life. While the media should contribute to the formation of public opinion, it can sometimes distort perceptions and undermine democratic processes through biased or manipulative content. The organized structure of the media and its methods of content production can give rise to problems such as misinformation and polarization in political and social life. In this context, the media can become more than a mere channel for information and communication; when used improperly or inadequately, it can become a tool that threatens social trust and the functioning of democracy (Ekici, 2023a; Gönenç, 2005; Palabıyıkoğlu, 1997; Sim, 1996; Zorlu, 2016). Overall, these results underscore the complex and multidimensional challenges involved in cultivating a trustworthy social climate.

- **Discussion and Conclusions on the Social Role of the Media**

The findings suggest that teachers view the media as playing a multifaceted role in society. Participants most frequently emphasized the media's function in keeping individuals informed about current events, highlighting its central role in maintaining public awareness. In addition, the media was associated with establishing shared understanding, communicating cultural values, and facilitating the exchange of diverse perspectives, reflecting its contribution to social cohesion and dialogue. The provision of educational content and the promotion of social justice, although less frequently mentioned, indicate that the media is also seen as a tool for learning and ethical engagement. Collectively, these responses underscore the media's significance as

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both an informational and normative institution that shapes societal knowledge, values, and interactions. According to Pembecioğlu et al. (2021), the media serves as a crucial tool for both individuals and societies by not only presenting events and content but also by producing meaning and emotion. Through the media, individuals are able to witness numerous events that they would not have the opportunity to experience directly in their daily lives, as well as share their own experiences with others. In this process, the media goes beyond the mere transmission of information; by combining linguistic elements with visual components, it significantly shapes individuals' emotional and perceptual worlds (Okur Berberoğlu, 2013; Pembecioğlu et al.,2021; Zorlu, 2016).

- **Discussion and conclusions on the media's impact on social trust**

The findings indicate that teachers perceive the media as having a dual impact on the establishment of a climate of trust within society. Some participants emphasized the positive role of media, highlighting its functions in promoting transparency, disseminating information, raising social awareness, strengthening solidarity, and facilitating public oversight. Conversely, social media was frequently identified as a potential barrier to trust, due to the spread of misinformation, polarization, biased coverage of negative events, and the rapid circulation of unregulated content. These results underscore the complex and ambivalent influence of media, suggesting that while it can support societal trust, it also carries risks that may undermine public confidence and social cohesion. Based on these findings, it can be concluded that the media's influence on social trust is not confined to positive outcomes; it may also produce effects that weaken trust. In particular, the largely unregulated nature of social media allows false or incomplete information to spread rapidly to broad audiences, thereby diminishing individuals' trust in both media organizations and social institutions or actors. Concerns regarding the accuracy and credibility of information foster skepticism and uncertainty among the public, rendering social trust increasingly fragile. Moreover, the one-sided, biased, or sensationalized portrayal of negative events intensifies polarization among social groups and undermines the possibility of achieving consensus based on shared values. The widespread circulation of polarizing discourse and ethically problematic content further shapes negative perceptions of both institutions and individuals, posing a threat to social cohesion. In this context, the inadequacy of regulatory mechanisms complicates efforts to restore trust within the public sphere. Although the media has the potential to function as a significant agent in fostering social trust (Akram & Kumar, 2017; Amedie, 2015; Biçen Aras & Çolaklar; 2015; Ekici, 2023a; Hang, 2024), it also entails considerable risks that may erode public confidence and social bonds if not governed in a careful and responsible manner, particularly in light of the structural and content-related challenges associated with social media (Akram & Kumar, 2017; Ahmed & Sharma, 2023; Baş & Diktaş, 2020; Ekici, 2023b; Hang, 2024). Regarding social media, Harchekar (2017) notes that although rapid information sharing has certain positive aspects, social media can also contribute to depression by encouraging the formation of false identities and superficial relationships. This dynamic fosters a heightened sense of distrust among individuals in society. Similarly, Akram and Kumar (2017) emphasize the negative effects of social media, noting that young people becoming targets of cyberbullying, the intimidation of others through fake accounts, and the hacking of personal information all undermine trust

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between individuals. In addition, social media addiction hampers the productive use of time, leading to the neglect of social and personal responsibilities, while online risks such as fraud and deception further reinforce suspicion and distrust across society.

Another negative impact of the media is its transformation of violence into a form of visual entertainment, particularly through television and online games. The frequent presentation of such content not only leads people to perceive violence as a part of daily life but also weakens trust among individuals in society. The portrayal of violent behavior as models in TV series, films, cartoons, and digital games encourages children and young people to identify with these characters and adopt violence as a normal way to solve problems. The media's continuous broadcasting of violent content, driven by viewership and profit, increases the likelihood 'especially among young people' of using violence as a means to achieve goals. This, in turn, contributes to a decline in social trust and fosters an atmosphere of distrust in relationships (Diktaş & Üztemur; 2016; Palabıyıkoğlu, 1997; Sim, 1996; Zorlu, 2016).

Based on the findings, several strategies can be recommended to enhance societal trust. First, initiatives should focus on strengthening social cohesion, reducing corruption and inequality, and promoting greater civic participation. Second, media literacy programs should be expanded to help individuals critically evaluate information and identify misinformation. Third, media platforms should be leveraged to promote transparency, social awareness, and accountability. Finally, monitoring and regulating social media content can help mitigate polarization, the spread of false information, and biased reporting. Together, these measures can contribute to building a more trustworthy and cohesive society.

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Exploring Gender Differences in "Happiness" "Nature of Work" and "Job Satisfaction" in Japanese Society

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Abstract

This study examines gender differences in happiness, nature of work, and job satisfaction in Japanese society, utilizing data from the 2023 National Employment Status Panel Survey. Despite Japan's slight improvement in the Global Gender Gap Index, ranking 118th out of 146 countries in 2024, significant challenges persist in achieving gender equality, particularly in economic participation and political representation. Analysis of survey responses from 55,807 participants revealed significant gender disparities in happiness and life satisfaction. males reported higher levels of happiness, while females demonstrated greater life satisfaction, suggesting a complex interplay between gender roles and subjective well-being in Japanese society. Further investigation into the nature of work and job satisfaction uncovered notable gender differences across multiple dimensions. females reported higher levels of engagement in work that influenced others, greater autonomy in decision-making, and a more positive outlook on future career prospects. Conversely, males exhibited higher satisfaction with workplace relationships and enthusiasm for their work. A critical finding of this study is the tendency for females to be assigned or hired for monotonous and less rewarding jobs, which are often low-paid. This, coupled with the greater burden of household responsibilities, contributes to lower levels of happiness and motivation for work among females. The study suggests that this lack of motivation may partly explain Japan's low female political participation and the persistent gender gap in leadership roles. The research highlights a concerning trend where females appear to accept the limitations of their roles without aspiring for systemic change, potentially contributing to lower levels of political engagement and reluctance to advocate for greater gender parity in leadership and policymaking roles. These findings underscore the need for structural reforms to enhance economic and political participation and inspire females to engage more actively in societal change. The study contributes to the growing body of research on gender dynamics in the Japanese labor market

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and provides valuable insights for policymakers and organizations striving to create more equitable work environments and close the persistent gender gap in Japanese society.

Keywords: Gender Differences, Happiness, Nature of Work, Job Satisfaction

1. Introduction

The Global Gender Gap Index (GGGI), published annually by the World Economic Forum, measures gender parity across four key dimensions: Economic Participation and Opportunity, Educational Attainment, Health and Survival, and Political Empowerment. The index is calculated using a ratio of female to male values, with a score of 1 indicating parity and 0 indicating complete inequality. In the 2024 report, Japan ranked 118th out of 146 countries, slightly improving from its 125th position in 2023(Table1) [1][2]. Despite this advancement, Japan continues to face significant challenges in achieving gender equality, particularly in the areas of economic participation and political representation.

Table1: Japan's Rankings in the Global Gender Gap Index (2023 vs. 2024)

Dimension	2023 Rank	→	2024 Rank
Overall	125th	→	118th
Economic Participation	123rd	→	120th
Political Empowerment	138th	→	113th
Educational Attainment	47th	→	72nd
Health and Survival	59th	→	58th

1.1. Economic Participation and Opportunity

Despite a slight improvement in the overall ranking, Japan remains low in terms of economic participation and opportunity, ranking 120th. The labour force participation rate for female stands at 76.8%, an increase from previous years, yet the gender gap in leadership roles remains substantial. The gender parity score for senior positions is only 17.1%, indicating that approximately five out of six leadership positions are held by male. Furthermore, the estimated earned income score is 58.3%, reflecting persistent wage disparities between male and female. Although there has been progress since 2016, the score is still 2.6 points below the highest value recorded in 2015, highlighting the need for further efforts to close the economic gender gap.

1.2. Political Empowerment

Japan's ranking in political Empowerment improved significantly from 138th in 2023 to 113th in 2024. This progress is largely attributed to an increase in the proportion of female in ministerial positions, from 8% in 2023 to 25% in 2024, raising the parity score to 33.3%. However, the representation of female in the national parliament remains low at 11.5%, and the

overall political Empowerment score is only 11.8%. These figures suggest that, despite recent gains, Japan still lags far behind other developed nations in political gender equality.

1.3. Educational Attainment

Japan has achieved near gender parity in educational achievement, with a score of 99.3%. Literacy rates and secondary education enrolment rates are nearly equal for males and females. However, according to the Ministry of Education, Culture, Sports, Science and Technology's "Basic School Statistics" (2023), the university enrolment rate is higher for males, at 53.4% for females and 59.7% for males. As a result, Japan's ranking drops significantly from 47th in 2023 to 72nd in 2024, indicating potential problems in maintaining this balance and suggesting that further attention is needed to ensure sustainable gender equality in education.

1.4. Health and Survival

In terms of health and survival, Japan ranks 58th, showing little change from its 2023 ranking of 59th. While gender disparity in this area is not as pronounced as in others, the stagnation in this ranking suggests a need for continuous monitoring and targeted policies to maintain and improve gender parity in health outcomes.

2. Methodology

2.1.Previous Research and Purpose of This Paper

Japan's 2024 GGGI ranking of 118th reflects modest progress but also highlights persistent challenges in achieving gender equality. Although improvements have been made in political representation, significant disparities remain in economic participation and opportunity, as well as in political Empowerment. Educational Attainment, while close to parity, requires ongoing vigilance to prevent future regression. Addressing these issues is crucial for Japan to foster a more equitable society and leverage the full potential of its population.

Concerning economic participation, wage disparity is often pointed out as a problem (Hara, 2022) (Shibayama, 2020) (Onozuka, 2016) (Chiang, 2014) (Abe, 2010) [3][4] [5] [6] [7]. Figure 1 shows a graph based on the Basic Survey on Wage Structure by the Ministry of Health, Labor and Welfare [8]. In Japan, the Equal Employment Opportunity Law was enacted in 1985. Although this law aims to achieve gender equality, looking at the wage disparity graph, it shows that it has had little effect.

In addition, according to Xepoleas et al. (2020), female surgeons in Japan reported the least personal time and the least family support for their careers compared to female surgeons in other countries. Furthermore, they reported that female surgeons in Japan were more likely to report having sacrificed career success or promotion for childbirth compared to female surgeons in other countries.

Fukai et al. (2022,2023) examines how the COVID-19 pandemic has affected female Employment in Japan. Our estimates indicate that the Employment rate of married female with children decreased by 3.5 percentage points, while that of those without children decreased by only 0.3 percentage points, implying that increased childcare responsibilities caused a sharp

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decline in mothers' Employment. Further, mothers who left or lost their jobs appear to have dropped out of the labour force even several months after school reopening. In contrast to females, the Employment rate of married male with children was not affected, which hindered progress in narrowing the Employment gender gap.

It has also been shown that marriage and child-rearing have a significant impact on the way Japanese female work (Chiba and Kanoh, 2024) (Ito and Kanoh, 2024). However, it has not been clarified whether there are gender differences in specific work tasks in Japanese society. Therefore, the purpose of this paper is to analyze and find insights into gender differences in happiness, as well as gender differences in "nature of work" and "job satisfaction."
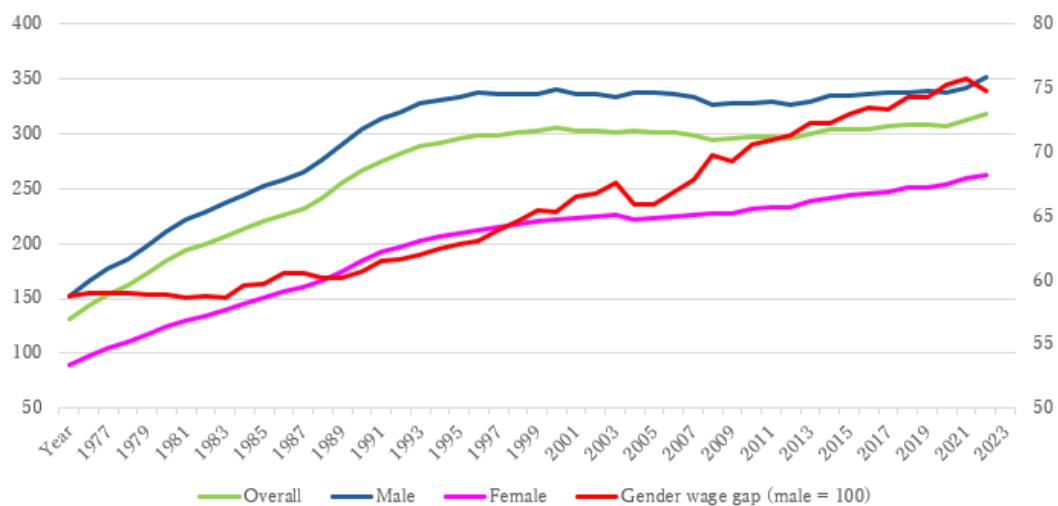
Figure1: Gender Wages of Workers   (Excluding part-time workers)

※The left axis is Wages (thousand yen).

※The right axis is the gender wage gap (male = 100)

2.2. Procedure

The data used in the analysis of this paper is the "National Employment Status Panel Survey, 2023" data from the SSJ Data Archive, the Social Survey and Data Archive Research Centre attached to the Institute of Social Science, University of Tokyo. The response method for both surveys was an internet monitor survey (eligible individuals were selected from Intage Inc.'s Mighty Monitors), with 55,807 responses collected and 21,930 responses collected in the supplementary survey. The survey period was from January 5, 2023 (Thursday) to January 31, 2023 (Tuesday), and from January 13, 2023 (Friday) to February 7, 2023 (Tuesday).

In addition to [gender], the following questions were used in this survey. In each case, the questions asked were about the respondent's work over the past year.

Happiness   (On a 5-point Likert scale, 5 is "very happy")

Life satisfaction   (On a 5-point Likert scale, 5 is "very satisfied")

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"Nature of work" and "job satisfaction"

1. Nature of work [Base: Hired last year] I was in charge of a variety of tasks, not monotonous.

2. Nature of work [Base: Hired last year] I worked while understanding the whole job.

3. Nature of work [Base: Hired last year] I was engaged in work that influenced others inside and outside the company.

4. Nature of work [Base: Hired last year] I was able to decide how to do my work.

5. Nature of work [Base: Hired last year] I received a fair evaluation for my work.

6. Nature of work [Base: Non-regular employee, December last year] I felt that the evaluation of my work style was fair and not unreasonable compared to the evaluation of regular staff/employees.

7. Job satisfaction [Base: Hired last year] I was satisfied with the work itself.

8. Job satisfaction [Base: Hired last year] I was satisfied with the relationships in the workplace.

9. Job satisfaction [Base: Hired last year] I felt that I was "growing" through my work.

10. Job satisfaction [Base: Hired last year] I had a good outlook for my future career.

11. Job satisfaction [Base: Hired last year] I was satisfied with my work history so far.

12. Job satisfaction [Base: Employed last year] I was able to work with enthusiasm.

13 Job satisfaction [Base: Employed last year] I was enthusiastic about my work.

14 Job satisfaction [Base: Employed last year] I found myself absorbed in my work.

15 Job satisfaction [Base: Employed last year] I was always busy and tried to do many things at once.

16 Job satisfaction [Base: Employed last year] I felt obligated to work hard even when I wasn't enjoying it.

3.Results

3.1. A Comparison of Gender Differences in Happiness and Life Satisfaction

Table 2 shows a comparison of gender differences (means and standard deviations) in happiness and life satisfaction. Responses were asked on a five-point Likert scale. For happiness, 5 was "very happy," and for life satisfaction, 5 was "very satisfied." A one-way analysis of variance with a within-subjects design revealed significant differences between conditions for both "happiness（$F_{(1, 55805)}= 502.90$, $p<.001$, partial $\eta2=0.009$）" and "life satisfaction（$F_{(1, 55805)}= 361.97$, $p<.001$, partial $\eta2=0.006$）". males exhibited higher levels

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of happiness compared to females, while females demonstrated higher levels of satisfaction than males. These findings suggest that although males experience greater happiness, they are less satisfied than females. On the other hand, females, despite reporting lower levels of happiness, appear to be more satisfied with their circumstances, possibly indicating a contentment with the status quo.

Table2: Comparison Of Gender Differences in Happiness and Life Satisfaction

Gender		Happiness	Satisfaction
Male	*Mean*	2.78	2.11
	N	29124	24605
	Std. Deviation	1.001	1.368
Female	*Mean*	2.59	2.16
	N	26683	19974
	Std. Deviation	0.959	1.412
Total	*Mean*	2.69	2.13
	N	55807	44579
	Std. Deviation	0.985	1.388

3.2. "Nature of Work" and "Job Satisfaction"

Next, Table 3 shows gender differences (means and standard deviations) in "nature of work" and "job satisfaction." Table 4 shows the results of a one-way analysis of variance with a within-subjects design.

Table3: Gender Differences in "Nature of Work" and "Job Satisfaction"

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Gender	Male			Female			Total		
Items	Mean	N	SD	Mean	N	SD	Mean	N	SD
1. Nature of work [Base: Hired last year] I was in charge of a variety of tasks, not monotonous.	2.91	24605	1.151	2.97	19974	1.156	2.94	44579	1.154
2. Nature of work [Base: Hired last year] I worked while understanding the whole job.	2.35	24605	1.002	2.40	19974	1.013	2.37	44579	1.007
3. Nature of work [Base: Hired last year] I was engaged in work that influenced others inside and outside the company.	2.90	24605	1.165	3.22	19974	1.205	3.05	44579	1.194
4. Nature of work [Base: Hired last year] I was able to decide how to do my work.	2.69	24605	1.136	2.90	19974	1.173	2.78	44579	1.157
5. Nature of work [Base: Hired last year] I received a fair evaluation for my work.	2.92	24605	1.024	2.88	19974	1.026	2.90	44579	1.025
6. Nature of work [Base: Non-regular employee, December last year] I felt that the evaluation of my work style was fair and not unreasonable compared to the evaluation of regular staff/employees.	3.10	4448	1.061	3.13	9091	1.091	3.12	13539	1.081
7. Job satisfaction [Base: Hired last year] I was satisfied with the work itself.	2.86	24605	1.064	2.79	19974	1.050	2.83	44579	1.058
8. Job satisfaction [Base: Hired last year] I was satisfied with the relationships in the workplace.	2.85	24605	1.107	2.76	19974	1.149	2.81	44579	1.127
9. Job satisfaction [Base: Hired last year] I felt that I was "growing" through my work.	3.08	24605	1.043	3.02	19974	1.052	3.05	44579	1.048
10. Job satisfaction [Base: Hired last year] I had a good outlook for my future career.	3.38	24605	1.050	3.50	19974	1.029	3.44	44579	1.042
11. Job satisfaction [Base: Hired last year] I was satisfied with my work history so far.	3.10	24605	1.067	3.16	19974	1.068	3.13	44579	1.068
12. Job satisfaction [Base: Employed last year] I was able to work with enthusiasm.	3.03	24605	1.078	2.98	19974	1.090	3.01	44579	1.084

Gender	Male			Female			Total		
Items	Mean	N	SD	Mean	N	SD	Mean	N	SD
13 Job satisfaction [Base: Employed last year] I was enthusiastic about my work.	2.71	24605	1.043	2.60	19974	1.040	2.66	44579	1.043
14 Job satisfaction [Base: Employed last year] I found myself absorbed in my work.	2.93	24605	1.066	2.87	19974	1.079	2.90	44579	1.072
15 Job satisfaction [Base: Employed last year] I was always busy and tried to do many things at once.	3.06	24605	1.088	3.11	19974	1.113	3.08	44579	1.099
16 Job satisfaction [Base: Employed last year] I felt obligated to work hard even when I wasn't enjoying it.	2.85	24605	1.024	2.78	19974	1.042	2.82	44579	1.033

The results of the analysis of variance (AANOVA) revealed significant differences (p < .001) in multiple items, particularly regarding the nature of work and job satisfaction, indicating distinct perceptions and experiences between male and female. Below are the findings for each item with significant differences.

Table 4: ANOVA Results for "Job Characteristics" and "Job Satisfaction"

Gender×Each Items	F	p	η^2
1. Nature of work [Base: Hired last year] I was in charge of a variety of tasks, not monotonous.	36.888	$p<.001$	0.001
2. Nature of work [Base: Hired last year] I worked while understanding the whole job.	22.54346	$p<.001$	0.001

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3. Nature of work [Base: Hired last year] I was engaged in work that influenced others inside and outside the company.	816.6523	*p*<.001	0.018
4. Nature of work [Base: Hired last year] I was able to decide how to do my work.	370.7626	*p*<.001	0.008
5. Nature of work [Base: Hired last year] I received a fair evaluation for my work.	14.8168	*p*<.001	0
6. Nature of work [Base: Non-regular employee, December last year] I felt that the evaluation of my work style was fair and not unreasonable compared to the evaluation of regular staff/employees.	2.01246	0.156	0
7. Job satisfaction [Base: Hired last year] I was satisfied with the work itself.	39.13336	*p*<.001	0.001
8. Job satisfaction [Base: Hired last year] I was satisfied with the relationships in the workplace.	69.76211	*p*<.001	0.002
9. Job satisfaction [Base: Hired last year] I felt that I was "growing" through my work.	39.58425	*p*<.001	0.001
10. Job satisfaction [Base: Hired last year] I had a good outlook for my future career.	160.9416	*p*<.001	0.004
11. Job satisfaction [Base: Hired last year] I was satisfied with my work history so far.	26.06489	*p*<.001	0.001
12. Job satisfaction [Base: Employed last year] I was able to work with enthusiasm.	19.14731	*p*<.001	0
13 Job satisfaction [Base: Employed last year] I was enthusiastic about my work.	120.3929	*p*<.001	0.003
14 Job satisfaction [Base: Employed last year] I found myself absorbed in my work.	32.32474	*p*<.001	0.001
15 Job satisfaction [Base: Employed last year] I was always busy and tried to do many things at once.	18.26423	*p*<.001	0
16 Job satisfaction [Base: Employed last year] I felt obligated to work hard even when I wasn't enjoying it.	50.63109	*p*<.001	0.001

(1) Nature of Work

Item 1: The work involved various tasks and was not monotonous.

A significant difference between male and female was found in their perceptions of task diversity. Although the effect size (η^2) is small, it suggests that female are slightly more likely to perceive their work as diverse compared to male.

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Item 2: I had a good understanding of the overall work process.

female reported a stronger sense of understanding the overall work process than male, but the effect size is small, indicating only a minor difference between genders.

Item 3: I engaged in work that had an impact both inside and outside the organization.

A notable difference was observed between male and female regarding the perception of impact. With a larger effect size ($\eta^2 = 0.018$), female are more likely to feel that their work influences others both inside and outside their workplace.

Item 4: I had autonomy in deciding how to proceed with my tasks.

A significant difference was found, with female reporting higher autonomy in their work decisions compared to male. The effect size ($\eta^2 = 0.008$) suggests a moderate level of difference.

Item 5: I felt that my work was evaluated fairly.

While the effect size is small, female perceived their work evaluations as slightly less fair than male did.

(2) Job Satisfaction

Item 7: I was satisfied with the content of my work.

Although the effect size is small, female reported slightly higher job satisfaction than male in terms of their work content.

Item 8: I was satisfied with my workplace relationships.

A significant difference was found in workplace relationships, with female expressing higher satisfaction compared to male. The effect size ($\eta^2 = 0.002$) suggests a small to moderate difference.

Item 9: I felt that I was growing through my work.

female felt slightly more that their work contributed to personal growth, but the effect size is small.

Item 10: I had a positive outlook on my future career.

A significant difference was observed in terms of career outlook, with female expressing greater optimism about their future career prospects. The effect size ($\eta^2 = 0.004$) indicates a moderate difference.

Item 11: I was satisfied with my career path so far.

While the effect size is small, female reported higher satisfaction with their career paths compared to male.

Item 12: I approached my work with passion.

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Although there was a significant difference, the effect size is negligible, indicating very little difference between male and female regarding their passion for work.

Item 13: I was motivated to work.

female were found to be more motivated in their work than male. The effect size ($\eta^2 = 0.003$) suggests a moderate difference in motivation levels.

Item 14: I was deeply engaged in my work.

female reported being more engaged in their work, but the difference is small in terms of effect size.

Item 15: I was always busy, trying to juggle many tasks at once.

Although there was a significant difference, the effect size is zero, indicating virtually no practical difference between male and female in terms of perceived busyness.

Item 16: I felt obligated to work hard even when I wasn't enjoying it.

female felt a slightly stronger sense of obligation to work hard compared to male, though the effect size is small.

From this, five key insights regarding gender differences in the "nature of work" and "job satisfaction" can be derived.

Nature of Work: Across multiple dimensions of job nature, females generally reported slightly higher means compared to males. For instance, in item 3 ("I was engaged in work that influenced others inside and outside the company"), females had a higher mean (3.22) compared to males (2.90). This pattern continues in items such as autonomy over work decisions (item 4) where females scored higher (2.90) than males (2.69). This could suggest that females feel slightly more engaged and autonomous in their work roles than males.

Fair Evaluation of Work: With regard to the perception of being fairly evaluated (Item 5), males scored 2.92, while females scored 2.88, suggesting that females are more likely than males to feel that they are not being fairly assessed. However, among non-regular employees (Item 6), the level of satisfaction with the fairness of the evaluation of their work methods was slightly higher for females (3.13) compared to males (3.10).

Job Satisfaction: The results in job satisfaction highlight several differences. In terms of satisfaction with the work itself (item 7), males reported a higher mean (2.86) than females (2.79), indicating slightly greater satisfaction among males in this regard. However, when considering future career outlook (item 10), females scored higher (3.50) than males (3.38), suggesting that females may feel more optimistic about their career trajectories despite marginally lower satisfaction with the current work itself.

Enthusiasm and Absorption: In terms of enthusiasm for work (item 12), males reported slightly higher levels of enthusiasm (3.03) compared to females (2.98). However, for being absorbed in work (item 14), the difference is smaller, with males reporting a mean of 2.93 and females 2.87.

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Workload and Obligation: Interestingly, when it comes to feeling busy and trying to handle many tasks simultaneously (item 15), females (3.11) reported feeling this pressure more acutely than males (3.06). Similarly, males reported a slightly higher obligation to work hard even when not enjoying it (2.85) compared to females (2.78).

Overall, these findings suggest that while males and females exhibit different levels of satisfaction across various job-related factors, females appear to have a more positive outlook on their future careers and a higher sense of involvement in influencing others. Conversely, males tend to report slightly higher satisfaction with their work and work history but feel more obligated to continue working under unfavorable conditions. This gender dynamic in job satisfaction warrants further exploration to understand underlying causes and implications for workplace policies.

3.3. Gender differences by occupation

Table 5 shows gender differences by occupation. The right side of the table shows the difference (female-male). Occupations with a higher number of men are shown in blue, and occupations with a higher number of females are shown in shades of red. The data presents distinct gender disparities across various occupations, with several professions showing pronounced gender imbalances. Predominantly male-dominated fields include technical and manual labor roles such as automobile/motorcycle mechanics (95.3% male), construction workers (over 90% male across categories), and security-related jobs (e.g., security guards and police officers, with over 90% male representation). Conversely, certain service-oriented and care-related jobs are overwhelmingly female-dominated, such as medical administration (92.4% female), receptionist (90.8% female), and nursing assistants (73.8% female). These trends reflect enduring gender segregation in the labor market, particularly in traditionally gendered roles, where men predominantly occupy physically demanding or technical positions, while female are more prevalent in caregiving and administrative roles. Interestingly, some professions like service workers (gas station workers) and accommodation staff reflect a near-equal gender distribution, indicating potential shifts in gender roles in specific service industries.

In terms of occupational categories with the highest gender imbalances, professions such as truck drivers (96.6% male), security guards (95.2% male), and barbers (78.2% male) reveal substantial male dominance. On the other hand, roles such as esthetician (94.2% female), hairdresser (69.2% female), and waitresses (80.7% female) showcase significant female predominance. This gender disparity is further illustrated in the extreme underrepresentation of female in technical or managerial positions, as evident in categories like machine maintenance (97.6% male) and management in technical fields (96.5% male).

Additionally, although the numbers of female involved are not large, a high proportion of female also work in monotonous jobs such as housekeeping (71.4%), waiters/waitresses (80.7%) and other customer service/waiting workers (70.8%). Furthermore, when we look at the medical field, 74.5% of doctors are male, while only 25.5% are female. On the other hand, jobs that assist doctors include medical administration (92.4%), secretaries (84.4%) and receptionists (90.8%).

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Overall, these findings align with broader trends observed in labor markets worldwide, where gender roles remain deeply entrenched in certain sectors, despite increasing awareness and policy efforts toward achieving gender equality.

Table 5: Gender Differences by Occupation

Occupations	Gender				Total	Female-Male
	Male	(%)	Female	(%)		
Housekeeper	10	28.6%	25	71.4%	35	15
Home helper/care worker	187	38.6%	297	61.4%	484	110
Nursing assistant/dental assistant, etc.	71	26.2%	200	73.8%	271	129
Barber	61	78.2%	17	21.8%	78	-44
Hairdresser	40	30.8%	90	69.2%	130	50
Esthetician	3	5.8%	49	94.2%	52	46
Other life hygiene service workers	64	35.8%	115	64.2%	179	51
Japanese food cook, sushi chef	70	58.3%	50	41.7%	120	-20
Western food cook	50	65.8%	26	34.2%	76	-24
Chinese food cook	17	54.8%	14	45.2%	31	-3
Other cooks, bartenders	165	34.4%	314	65.6%	479	149
Waiter, waitress	109	19.3%	455	80.7%	564	346
Hall staff (pachinko, amusement hall)	55	48.7%	58	51.3%	113	3
Accommodation staff	83	53.9%	71	46.1%	154	-12
Tour conductor, tour conductor	7	46.7%	8	53.3%	15	1
Other customer service/waiting workers	243	29.2%	589	70.8%	832	346
Building/parking lot/apartment/boiler management	270	89.1%	33	10.9%	303	-237
Automobile/motorcycle mechanic	162	95.3%	8	4.7%	170	-154
Machine maintenance	163	97.6%	4	2.4%	167	-159

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Occupations	Gender				Total	Female-Male
	Male	(%)	Female	(%)		
Service staff (gas station)	39	81.3%	9	18.8%	48	-30
Service workers not classified elsewhere	301	55.0%	246	45.0%	547	-55
SDF personnel	146	94.8%	8	5.2%	154	-138
Police officers, coast guard officers, etc.	157	90.8%	16	9.2%	173	-141
Security guards, guards, firefighters, etc.	459	95.2%	23	4.8%	482	-436
Agriculture Contractors, landscapers, livestock farmers, forestry and fishing workers	263	66.6%	132	33.4%	395	-131
Drivers (vans, wagons)	167	92.3%	14	7.7%	181	-153
Drivers (trucks)	511	96.6%	18	3.4%	529	-493
Drivers (buses)	141	98.6%	2	1.4%	143	-139
Drivers (taxi, hire cars)	109	93.2%	8	6.8%	117	-101
Ship and aircraft operators	26	96.3%	1	3.7%	27	-25
Railway operators (train drivers, etc.)	174	97.8%	4	2.2%	178	-170
Other transport and machinery operators	130	93.5%	9	6.5%	139	-121
Metal manufacturing, production and repair workers	330	88.0%	45	12.0%	375	-285
Machinery manufacturing, production and repair workers	259	82.2%	56	17.8%	315	-203
Electrical manufacturing, production and repair workers	147	84.0%	28	16.0%	175	-119
Automobile manufacturing, production and repair workers	304	80.9%	72	19.1%	376	-232
Food and daily necessities manufacturing and production workers	355	53.0%	315	47.0%	670	-40

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Occupations	Gender				Total	Female-Male
	Male	(%)	Female	(%)		
Other production-related and production-like workers	893	71.4%	358	28.6%	1251	-535
Construction workers (civil engineering workers)	118	94.4%	7	5.6%	125	-111
Construction workers (construction workers)	163	94.2%	10	5.8%	173	-153
Construction workers (electrical and facility construction workers)	192	97.0%	6	3.0%	198	-186
Other construction, civil engineering and mining workers	89	89.0%	11	11.0%	100	-78
Cleaning staff, garbage and waste Urine and waste disposal workers	201	52.5%	182	47.5%	383	-19
Delivery staff	167	81.1%	39	18.9%	206	-128
Warehouse workers	352	56.7%	269	43.3%	621	-83
Other transport, cleaning, packaging, etc. workers	128	50.2%	127	49.8%	255	-1
Members of parliament, administrative national and local government officials	172	85.6%	29	14.4%	201	-143
Company directors, directors of independent administrative agencies, etc.	638	86.6%	99	13.4%	737	-539
Management (technical)	383	96.5%	14	3.5%	397	-369
Management (clerical)	550	79.6%	141	20.4%	691	-409
Management (sales)	336	95.7%	15	4.3%	351	-321
Management (professional)	95	79.2%	25	20.8%	120	-70
Management (sales)	49	80.3%	12	19.7%	61	-37
Management (service)	54	77.1%	16	22.9%	70	-38
Supervisor	30	58.8%	21	41.2%	51	-9

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Occupations	Gender				Total	Female-Male
	Male	(%)	Female	(%)		
Store manager	67	74.4%	23	25.6%	90	-44
Management (other)	154	85.1%	27	14.9%	181	-127
General affairs	680	42.8%	908	57.2%	1588	228
Human resources	123	50.8%	119	49.2%	242	-4
Labor	63	53.4%	55	46.6%	118	-8
Legal affairs	61	70.1%	26	29.9%	87	-35
Public relations	29	47.5%	32	52.5%	61	3
Corporate planning	133	75.1%	44	24.9%	177	-89
Sales administration	358	34.1%	691	65.9%	1049	333
Administrative affairs	172	50.1%	171	49.9%	343	-1
International affairs	15	57.7%	11	42.3%	26	-4
Trade administration	18	30.5%	41	69.5%	59	23
Business	155	44.5%	193	55.5%	348	38
Inventory management	64	61.0%	41	39.0%	105	-23
Product management	60	46.5%	69	53.5%	129	9
Purchasing	27	52.9%	24	47.1%	51	-3
Purchasing and materials	100	57.8%	73	42.2%	173	-27
Medical administration	31	7.6%	376	92.4%	407	345
Secretary	12	15.6%	65	84.4%	77	53
Receptionist	27	9.2%	267	90.8%	294	240
Telephone operator	16	26.2%	45	73.8%	61	29
Arrangements	15	27.3%	40	72.7%	55	25
Staff coordinator	15	44.1%	19	55.9%	34	4
Other general affairs	730	25.1%	2174	74.9%	2904	1444
Planning	103	69.1%	46	30.9%	149	-57
Sales promotion	110	63.6%	63	36.4%	173	-47

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Occupations	Gender				Total	Female-Male
	Male	(%)	Female	(%)		
Marketing	43	71.7%	17	28.3%	60	-26
Advertising	6	54.5%	5	45.5%	11	-1
Research	13	48.1%	14	51.9%	27	1
Product development, merchandiser	18	54.5%	15	45.5%	33	-3
Product planning	13	61.9%	8	38.1%	21	-5
Buyer	10	76.9%	3	23.1%	13	-7
Other planning and promotional administrative work	32	54.2%	27	45.8%	59	-5
Finance, accounting	151	47.5%	167	52.5%	318	16
Accounting	164	24.6%	502	75.4%	666	338
Keypunchers, computer operators, etc.	39	29.5%	93	70.5%	132	54
Other administrative workers	98	41.2%	140	58.8%	238	42
Real estate sales	146	83.9%	28	16.1%	174	-118
Food sales	91	85.0%	16	15.0%	107	-75
Pharmaceutical sales	60	83.3%	12	16.7%	72	-48
Chemical sales	26	83.9%	5	16.1%	31	-21
Machine sales	62	92.5%	5	7.5%	67	-57
Electrical and electronic equipment sales	73	91.3%	7	8.8%	80	-66
Telecommunications sales	41	66.1%	21	33.9%	62	-20
System sales	61	95.3%	3	4.7%	64	-58
Bank sales	73	58.4%	52	41.6%	125	-21
Insurance sales	123	48.8%	129	51.2%	252	6
Securities sales	10	71.4%	4	28.6%	14	-6
Travel sales	17	65.4%	9	34.6%	26	-8
Other sales	592	82.5%	126	17.5%	718	-466

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Occupations	Gender				Total	Female-Male
	Male	(%)	Female	(%)		
Sales clerks, fashion advisors	485	37.7%	803	62.3%	1288	318
Cashiers	124	16.0%	649	84.0%	773	525
Door-to-door product sales workers	13	46.4%	15	53.6%	28	2
Real estate agents, buyers and sellers, insurance agents, etc.	10	76.9%	3	23.1%	13	-7
Natural science researchers	50	87.7%	7	12.3%	57	-43
Humanities and social science researchers	11	61.1%	7	38.9%	18	-4
Agricultural engineers	22	73.3%	8	26.7%	30	-14
Livestock engineers	6	75.0%	2	25.0%	8	-4
Forestry engineers	4	100.0%	0	0.0%	4	-4
Fisheries engineers	3	75.0%	1	25.0%	4	-2
Other agriculture, forestry and fisheries engineers	13	76.5%	4	23.5%	17	-9
Research and development (chemistry)	75	75.0%	25	25.0%	100	-50
Research and development (biotechnology)	14	58.3%	10	41.7%	24	-4
Research and development (food)	21	56.8%	16	43.2%	37	-5
Research and development (electrical and electronic)	92	96.8%	3	3.2%	95	-89
Research and development (optical related)	4	80.0%	1	20.0%	5	-3
Research and development (communications)	7	87.5%	1	12.5%	8	-6
Research and development (semiconductors)	32	91.4%	3	8.6%	35	-29

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Occupations	Gender				Total	Female-Male
	Male	(%)	Female	(%)		
Research and development (machinery)	115	98.3%	2	1.7%	117	-113
Research and development (mechatronics)	17	100.0%	0	0.0%	17	-17
Research and development (computers)	39	90.7%	4	9.3%	43	-35
Other research and development	80	80.0%	20	20.0%	100	-60
Food engineers (excluding development)	37	66.1%	19	33.9%	56	-18
Electrical circuit design	25	100.0%	0	0.0%	25	-25
Semiconductor design	19	79.2%	5	20.8%	24	-14
Machine design	97	91.5%	9	8.5%	106	-88
Mechatronics design	6	100.0%	0	0.0%	6	-6
Telecommunications engineers	29	90.6%	3	9.4%	32	-26
Control design	33	97.1%	1	2.9%	34	-32
Mold design	10	76.9%	3	23.1%	13	-7
Other electrical, electronic and mechanical design related jobs	121	94.5%	7	5.5%	128	-114
Chemical engineers	26	83.9%	5	16.1%	31	-21
Other mining and manufacturing engineers	35	79.5%	9	20.5%	44	-26
Technology development (architecture, civil engineering, plants, facilities)	47	92.2%	4	7.8%	51	-43
Architectural design	101	77.1%	30	22.9%	131	-71
Civil engineering design	81	86.2%	13	13.8%	94	-68
Other designs	36	81.8%	8	18.2%	44	-28

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Occupations	Gender				Total	Female-Male
	Male	(%)	Female	(%)		
Architectural construction management, site supervision and construction manager	106	87.6%	15	12.4%	121	-91
Civil engineering construction management, site supervision and construction manager	118	95.9%	5	4.1%	123	-113
Facility construction management, site supervision and construction manager	101	95.3%	5	4.7%	106	-96
Other architecture, civil engineering and surveying engineers	115	87.8%	16	12.2%	131	-99
Development jobs (software related jobs)	387	86.6%	60	13.4%	447	-327
Programmer	116	74.4%	40	25.6%	156	-76
WEB-based apps Application development	70	83.3%	14	16.7%	84	-56
Database engineer	12	85.7%	2	14.3%	14	-10
Communication/network engineer	100	91.7%	9	8.3%	109	-91
Infrastructure engineer	126	88.7%	16	11.3%	142	-110
Security engineer/security consultant	24	96.0%	1	4.0%	25	-23
System consultant/IT consultant	58	89.2%	7	10.8%	65	-51
Support engineer (software)	57	71.3%	23	28.8%	80	-34
Support engineer (hardware)	25	89.3%	3	10.7%	28	-22
Customer engineer	45	78.9%	12	21.1%	57	-33
Data scientist	9	81.8%	2	18.2%	11	-7
IT architect	27	96.4%	1	3.6%	28	-26
Game-related professionals	6	85.7%	1	14.3%	7	-5
Other system engineers	111	84.7%	20	15.3%	131	-91

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Occupations	Gender				Total	Female-Male
	Male	(%)	Female	(%)		
Web producer	2	66.7%	1	33.3%	3	-1
Web director/planner	6	50.0%	6	50.0%	12	0
Web marketing	6	66.7%	3	33.3%	9	-3
Web designer	23	46.9%	26	53.1%	49	3
Other internet-related professionals	41	57.7%	30	42.3%	71	-11
Control engineers	12	92.3%	1	7.7%	13	-11
CAD operators	22	42.3%	30	57.7%	52	8
Field engineers	13	100.0%	0	0.0%	13	-13
Process engineers	11	91.7%	1	8.3%	12	-10
Patented technology	6	85.7%	1	14.3%	7	-5
Industrial designers	2	50.0%	2	50.0%	4	0
Other than the above, engineers	96	91.4%	9	8.6%	105	-87
Pharmacists	69	34.7%	130	65.3%	199	61
Doctors, dentists, veterinarians	143	74.5%	49	25.5%	192	-94
Public health nurses, midwives	2	4.1%	47	95.9%	49	45
Nurses (including assistant nurses)	96	12.3%	687	87.7%	783	591
Radiological technologists, clinical laboratory technicians, dental hygienists/technicians, physical therapists, etc.	252	46.5%	290	53.5%	542	38
Nutritionists	7	5.6%	117	94.4%	124	110
Massage	45	77.6%	13	22.4%	58	-32
Other medical professionals (medical/environmental/food hygiene inspectors, psychological counselors, etc.)	60	38.0%	98	62.0%	158	38

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Occupations	Gender				Total	Female-Male
	Male	(%)	Female	(%)		
Welfare consultation guidance specialists	28	48.3%	30	51.7%	58	2
Childcare workers	27	5.9%	430	94.1%	457	403
Other social welfare professionals (care managers, probation officers, etc.)	113	46.1%	132	53.9%	245	19
Caregivers	244	41.6%	342	58.4%	586	98
Lawyers, patent attorneys, judicial scriveners, etc.	86	79.6%	22	20.4%	108	-64
Certified public accountants, tax accountants, etc.	70	72.9%	26	27.1%	96	-44
Management/accounting consultants, etc.	45	83.3%	9	16.7%	54	-36
Dealers, fund managers, actuaries	12	100.0%	0	0.0%	12	-12
Financial planners	6	66.7%	3	33.3%	9	-3
Other finance-related professionals	25	69.4%	11	30.6%	36	-14
Literary artists, journalists, editors, proofreaders, etc.	58	54.7%	48	45.3%	106	-10
Illustrators	10	35.7%	18	64.3%	28	8
Character/ CG designer	3	75.0%	1	25.0%	4	-2
Graphic designer, editorial designer	34	54.0%	29	46.0%	63	-5
Fashion-related designer	6	42.9%	8	57.1%	14	2
Photographer, videographer	32	84.2%	6	15.8%	38	-26
Other artists	20	50.0%	20	50.0%	40	0

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Occupations	Gender				Total	Female-Male
	Male	(%)	Female	(%)		
Fashion-related jobs (pattern makers, stylists, sewing staff, etc.)	6	19.4%	25	80.6%	31	19
Interior-related jobs	5	27.8%	13	72.2%	18	8
Copywriter	1	16.7%	5	83.3%	6	4
Producer, director	17	73.9%	6	26.1%	23	-11
Other advertising, publishing, and media professionals	38	52.8%	34	47.2%	72	-4
DTP operator	15	55.6%	12	44.4%	27	-3
Printing press operator	25	92.6%	2	7.4%	27	-23
Other printing-related professionals (plate making, printing technology)	19	79.2%	5	20.8%	24	-14
Teachers (elementary, middle, and high school)	381	61.1%	243	38.9%	624	-138
Teachers (university, junior college, and vocational school)	92	70.2%	39	29.8%	131	-53
Other teachers (driving instructors, Japanese language teachers, vocational training instructors, legal instructors, etc.)	75	41.9%	104	58.1%	179	29
Cram school instructors	179	51.9%	166	48.1%	345	-13
Instructors	72	40.9%	104	59.1%	176	32
Interpreters	13	38.2%	21	61.8%	34	8
Other professionals	234	50.0%	234	50.0%	468	0
Unclassifiable occupations	1672	51.5%	1573	48.5%	3245	-99
Total	23888	55.6%	19075	44.4%	42963	-4813

Discussion

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The findings of this study revealed five intriguing insights into the gender differences in happiness, life satisfaction, the nature of work, job satisfaction, and career choices.

1. Gender Differences in Happiness and Life Satisfaction

According to the results, males report higher levels of happiness compared to females, whereas females exhibit greater life satisfaction. This suggests that while males are more inclined to experience happiness, they are also more prone to dissatisfaction with their overall life circumstances. Conversely, although females report lower levels of happiness than males, they express greater satisfaction with their current situation. This disparity implies that the metrics and values that contribute to feelings of 'happiness' and 'satisfaction' may vary between genders. males may pursue fleeting moments of happiness, while females may place greater emphasis on long-term stability and security within their current circumstances. Alternatively, it could also be interpreted that males feel happy but are not satisfied, and attempt to fulfil their desires, suggesting a tendency towards selfishness.

2. Gender Differences in the Nature of Work

In relation to the 'nature of work,' across various dimensions of job characteristics, females generally reported slightly higher averages compared to males. These results suggest that females may feel more engaged and autonomous in their work roles than males. On the other hand, with regard to the perception of being fairly evaluated, suggesting that females are more likely than males to feel that they are not being fairly assessed.

3. Gender Differences in Job Satisfaction

With respect to job satisfaction, males scored marginally higher on satisfaction with the job itself.

The higher satisfaction among males with work aspects (e.g., tasks and colleagues) could be linked to their traditionally dominant role in Japanese corporate culture.

In terms of future career prospects, females appeared more optimistic. This may suggest that females place less emphasis on future career development, rather than holding high expectations for it. The gender differences observed in occupational roles indicate that females tend not to hold key positions and are more likely to be engaged in roles such as reception or routine clerical work. Consequently, they may not be in environments that foster expectations for significant career advancement.

4. Attitude towards Work

In terms of enthusiasm and engagement in work, males demonstrate slightly higher levels of enthusiasm, while there is almost no difference between males and females in the degree of work engagement. This suggests that both groups approach their work with a similar attitude. Additionally, females are more likely than males to feel the pressure of managing multiple tasks simultaneously, while males tend to continue their jobs despite experiencing some level of dissatisfaction.

5. Gender Trends in Career Choices

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Furthermore, gender trends in career choices reveal that males are more likely to choose rewarding technical professions, such as being a doctor or Lawyer, while females tend to choose monotonous and less stimulating roles, such as nursing and clerical work.

If the work is perceived as rewarding, it can motivate individuals to continue even in challenging circumstances. Considering Fukai's (2022) mention that females are often burdened with household chores and childcare responsibilities, it can be inferred that females, more than males, tend to be overwhelmed by the demands of daily life, leading to a lack of motivation to persist in monotonous and unstimulating jobs.

These findings indicate diversity in job satisfaction and attitudes towards work between males and females, with significant gender differences in certain areas.

According to the Global Gender Gap Index (GGGI), Japan ranks 120th in the economic domain and 113th in the political domain, reflecting persistently low rankings. It is believed that the economic and political fields are closely intertwined. The gender gap in senior positions in Japan remains substantial, with a gender equality score of only 17.1%, and five out of six leadership roles occupied by males. As depicted in Figure 1 of this paper, the salary gap between genders also remains pronounced.

The underlying cause appears to be the tendency for females to be assigned or hired for monotonous and less rewarding jobs, which are also low-paid. Furthermore, household responsibilities often lead to females being overwhelmed, which in turn may contribute to their resignation from work. Being consumed by the daily grind makes it difficult for females to develop the motivation to engage in politics. Consequently, Japan's gender gap remains structurally difficult to close. Given that there is no significant difference in work enthusiasm between genders, structural changes could be anticipated if females were to assume more rewarding roles and occupations.

Conclusion

Our analysis indicates that female is often relegated to monotonous, repetitive roles such as housekeepers or secretaries, which may diminish their sense of purpose and engagement in work. This, coupled with a greater burden of domestic responsibilities, contributes to their lower levels of happiness. The data also suggest that Japanese female may be experiencing a form of resignation, where their everyday responsibilities and limited career progression leave them less motivated to engage in broader societal activities, including politics.

This lack of motivation is critical, as it may partly explain Japan's low female political participation. Even though female reported slightly higher optimism regarding their career prospects, the overall contentment with the status quo, despite dissatisfaction with certain aspects of work, might reflect a broader societal trend where female accept the limitations of their roles without aspiring for systemic change. Consequently, this passive acceptance could contribute to lower levels of political engagement and a reluctance to advocate for greater gender parity in leadership and policymaking roles.

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In summary, Japanese female, despite performing various tasks and contributing meaningfully within their professional and personal spheres, appear to lack the broader ambition or drive for political participation, likely influenced by the repetitive nature of their work, household obligations, and a sense of satisfaction with maintaining the current state of affairs. As a result, their overall well-being and political representation remain subdued. The findings raise important questions about the structural reforms needed to not only improve economic and political participation but also to inspire female to engage more actively in societal change.

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Perceived Work Stress, Climate Change and Job Performance Among Staffs of Higher Institution in Nigeria

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Abstract

Background: The Nigerian workforce is faced with a complex and demanding environmental condition that is characterized by economic instability, intense competition and limited resources and climate change. Understanding the relationship between workplace stress and job performance is crucial for developing effective interventions to improve employee well-being and organizational outcomes.

Objective: This study explored the impact of work stress and climate change on the job performance of Staff of higher Institution in Nigeria

Methods: This study employed the survey research design method. The research instrument was a questionnaire. A total of 95 University Staff responded to the questionnaire. The data was analysed using Descriptive Statistics and Correlation.

Results: The findings from the study revealed that 38.5% of the respondents were from South West region, 30.2% from North East and 31.3% were from the South-South Region of Nigeria. 55.2% of the respondents feel stressed at work. Work stress was not significantly correlated with Job performance in the South West (r = -0.118, ρ> 0.05) and North East (r = 0.109, ρ> 0.05), but was significantly correlated in the South-South Region (r = 0.526**). Climate change significantly influenced job performance in the North East (r= 0.500**), but had no significant influence in South West and South-South.

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Conclusion: Workers in Tertiary institution are undergoing work stress, while stress may not be completely eliminated, management of tertiary institution should embraces recognized stressed management techniques to help their staff manage work stress, thereby encouraging productivity and increasing expectancy among staff of higher Institution of learning.

Keywords: Work, Stress, Climate, Job, Performance

Introduction

The Nigerian workforce is faced with a complex and demanding environmental condition, that is characterized by economic instability, intense competition and limited resources. In this context, workplace stress has become a prevalent issue, impacting not only employee well-being but also organizational productivity and performance (Aina, 2019;). According to Elnathon & Adeoye (2021), Manifestations of workplace stress in Nigeria encompass diverse forms, including workload overburden, unclear roles, inadequate resources, and interpersonal conflicts. These stressors can trigger a series of detrimental consequences, such as plummeting job satisfaction, increased absenteeism, presenteeism (physically present but mentally detached), and ultimately, diminished job performance (Ebisike, 2020).

Workplace stress stems from a complex interplay of individual, organizational, and societal factors. The individual factors includes role ambiguity, lack of control, work-life balance and financial strain; the organisational factors are high work load and tight deadlines, poor leadership, lack of resources, poor communication, interpersonal conflict and unsafe or unhealthy working conditions. The societal factors are economic instability, work-life balance (Ugwunna & Egboghon, 2022; Ogah, 2020; Elnathan and Adeoye, 2021; Aina, 2019; Ololu et al., 2022; Okeke et al., 2017; Ebisike, 2020; Iskamto, 2021). Elnathan & Adeoye (2021) were of the view that these stressors often intertwine and amplify each other, thereby creating a complex web of challenges for Nigerian employees.

Stress has also been defined based on the work area, in the corporate world, it has often been defined as the psychological and physical strain resulting from demands or pressure within the workplace (American Psychology Association, 2020). In the Healthcare sector, Centre for Medicare and Medicaid Service (2018) defined stress as emotional and physical toll experienced by medical professionals due to the demanding nature of patient care, long hours and high states. In information technology, it is characterized as the strain arising from tight deadlines, rapidly evolving technologies and the need to constantly upgrade one's skill (National Education Association, 2021). In entrepreneurship, stress is often defined as the pressure and uncertainty associated with running a business, financial responsibilities and the need to navigate a competitive market (Kuratko et al, 2017). It is observed that in almost all these definition of stress, the word strain and pressure was a key word, given a general notion, that once an individual is strained or felling pressure, stress is imminent. In the educational cycle, stress is manifested as the emotional burden on teachers and administrators, stemming from heavy workloads, tight schedules and educational reforms (NEA, 2021).

Understanding the relationship between workplace stress and job performance is crucial for developing effective interventions to improve employee well-being and organizational outcomes. A large body of research suggests a generally negative and significant relationship between work stress and job satisfaction (Spector, 1997; Judge et al., 2001), which mean that as work stress increases, job satisfaction decreases. Ackerman & Kanigel (1999) in their study revealed that Chronic stress depletes emotional and physical resources, leaving individuals less energized and less able to find enjoyment in their work, while Melamed et al (2006) reported that stressful work environments often involve factors like heavy workload, lack of control, and poor social support, which can directly decrease satisfaction with working conditions, relationships, and

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the overall job experience. Kahn & Byosi, (2014) found that stress can negatively impact cognitive function and performance, leading to feelings of inadequacy and frustration, further diminishing satisfaction. It is however important to state that the relationship is not always linear as individual differences and coping mechanism can play a moderating role.

In Nigeria, previous research exploring the connection between workplace stress and job performance in Nigeria has presented inconsistent findings. Some studies reveal a substantial negative correlation, suggesting that higher stress levels correspond to poorer job performance (Iskamto, 2021; Ogah, 2020). Others report insignificant or even positive relationships, underscoring the complex and multifaceted nature of this phenomenon (Taiwo, 2015).

Statement of the Problem

Studies in Nigeria suggest that over 50% of university staff from faculty and researchers to administrators and support personnel, experience chronic stress levels and it is further compounded by limited awareness such as the lack of understanding about stress and stigma thereby preventing individuals addressing the issue proactively. Many workplaces lack effective stress management programs or resources to support employee well-being and also Underlying issues like poverty, poor infrastructure, and political instability contribute to overall stress levels and can exacerbate workplace pressure. These stressors can lead to a range of negative consequences, including decreased job satisfaction, increased absenteeism, presenteeism (being physically present but mentally disengaged), and ultimately, diminished job performance (Ebisike, 2020).

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Aim and Objectives:

The aim of this study is to explore the impact of work stress and climate change on the job performance of Staff of higher Institution in Nigeria.

The specific objectives are to:

1. Identify the prevalent workplace stressors experienced by employees of Higher Institution in Nigeria

2. Explore the relationship between workplace stress and job performance among employees of Higher Institution in Nigeria

3. Explore the relationship between climate change and job performance employees of Higher Institution in Nigeria

Research Questions

The following research questions guide this study:

1. What are the common workplace stressors faced by employees of Higher Institution in Nigeria?

2. what is the relationship between workplace stress and employees job performance in Higher Institution of Learning in Nigeria?

3. what is the relationship between climate change and job performance employees of Higher Institution in Nigeria

Methodology

This study employed the survey research design method. University Staff from Three geopolitical zones were selected for the study. The research instrument was a questionnaire. A total of 95 University Staff responded to the questionnaire. The data was analysed using

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Descriptive Statistics and Correlation analysis. The analysis was carried out using SPSS version 25

Results

The result obtained from this study is presented in Tables and Charts. The first table presents the geopolitical distribution of respondents

Table 1: Demographic Distribution of Respondents

S/N	Geopolitical Area	N	Percentage (%)
1	North East	29	30.2%
2	South-South	30	31.3%
3	South West	37	38.5%

Table 1 shows that 30.2% of the respondents were from the North-East region of Nigeria, 31.3% are from South-South geopolitical group and the remaining 38.5% are from the South-West geopolitical group.

In assessing the stress level, Table 2 shows that an average of 55.2% of the respondents is stressed in their workplace. of these 55.2% stressed, The chart (figure 1) reveals that based on geopolitical zones, The North-East zone higher institution staffs were the most stressed (69%) followed by staffs from the South West (44%) and then the South-South (43.30%) respondents.

Table 2 also shows that 51% claimed to be overburdened with work load, out of which 56.7% are from the south west, 55.10% from the North East and 40% from the South-South as seen in Figure 1.

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Table 2: General Stress Level of Respondents

	N	Percentage (%)
Stress at Work	52	55.2%
Overwhelmed by workload	49	51%
Anxious to meet deadlines	34	35.4%

Table 2 shows the general stress level of respondents. 55.2% were generally stressed at work, while 51% felt they were overwhelmed by workload. a lesser percentage of 35.4% were of the opinion that they are always anxious to meet deadline. In comparing the three geopolitical zones in Nigeria, the Figure 1 shows that respondents from North-East had the highest level of stress at work, while staff of higher institutions from South-South Nigeria are the ones that are overwhelmed by workload the most. Staffs from South-West were more anxious to meet work deadline.
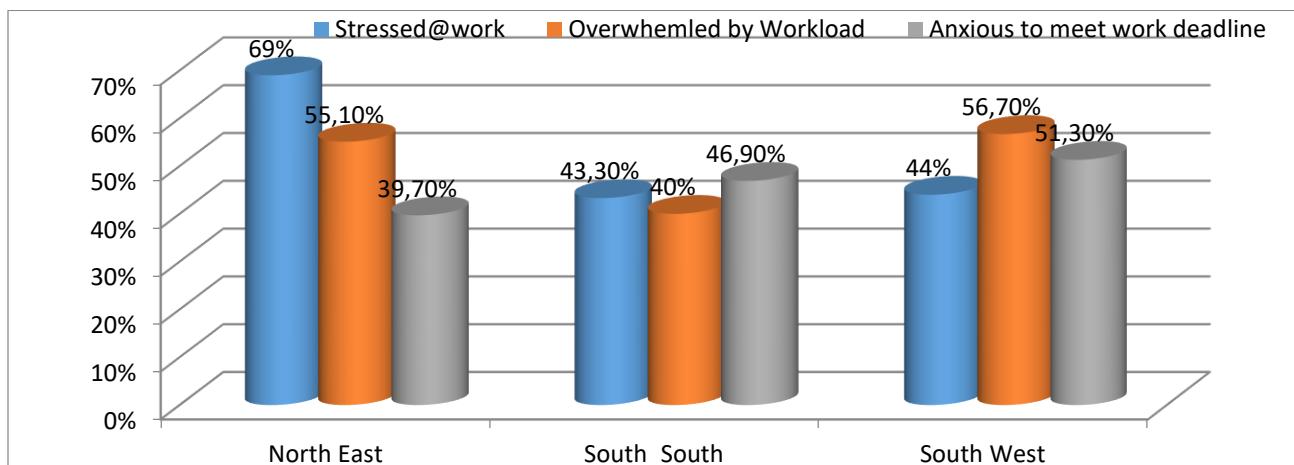
Figure 1; Stress level of Staff of Higher Institution

Answering the Research Questions

Research Question 1

What are the common workplace stressors faced by employees of Higher Institution in Nigeria?

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Answer

Table 3: Common workplace stressors faced by employees of Higher Institution in Nigeria

	Percentage Stressed	Sometime Stressed
Workload	40.6%	51%
Deadline	38.6%	51%
Interpersonal conflict	21.9%	43.8%
Job Security	36.5%	31.3%
Work life Balance	37.5%	44.8%
Management styles of superiors	35.5%	35.4%
Lack of resources	45.9%	45.8%
Role Ambiguity	38.6%	41.7%

Table 3 shows the common workplace stress as perceived by the respondents. The result shows that for those stressed, 40.6% was due to workload, 38.6% was due to deadlines they have to meet; 21.9% stated that interpersonal conflict was a stressor to them; 36.5% stated that job security was a stressor and 37.5% were perceived work life balance as a stressor. Management styles of superiors and lack of resources were also seen as a common workplace stressor by 35.5% and 45.9% of respondents respectively. 38.6% claims that role ambiguity is also a work place stressor. The perspective of teaching and non-teaching staff as regards workplace stressor is presented in Figure 2.

Figure 2 shows that the percentage of teaching and non-teaching staff that perceived that these are common workplace stressor. For instance, while 28.08% perceived that work life balance is a common stressor among staffs of higher institutions in Nigeria, only 12.48% were of the view among the non-teaching staff. Also 27.4% of teaching staff stated that role ambiguity is a common stressor while only 11.44% of non-teaching staff reported same as a common stressor. The figure reveals that teaching reported workplace stress more than the non-teaching staff **Research Question 2 and Hypothesis 1**

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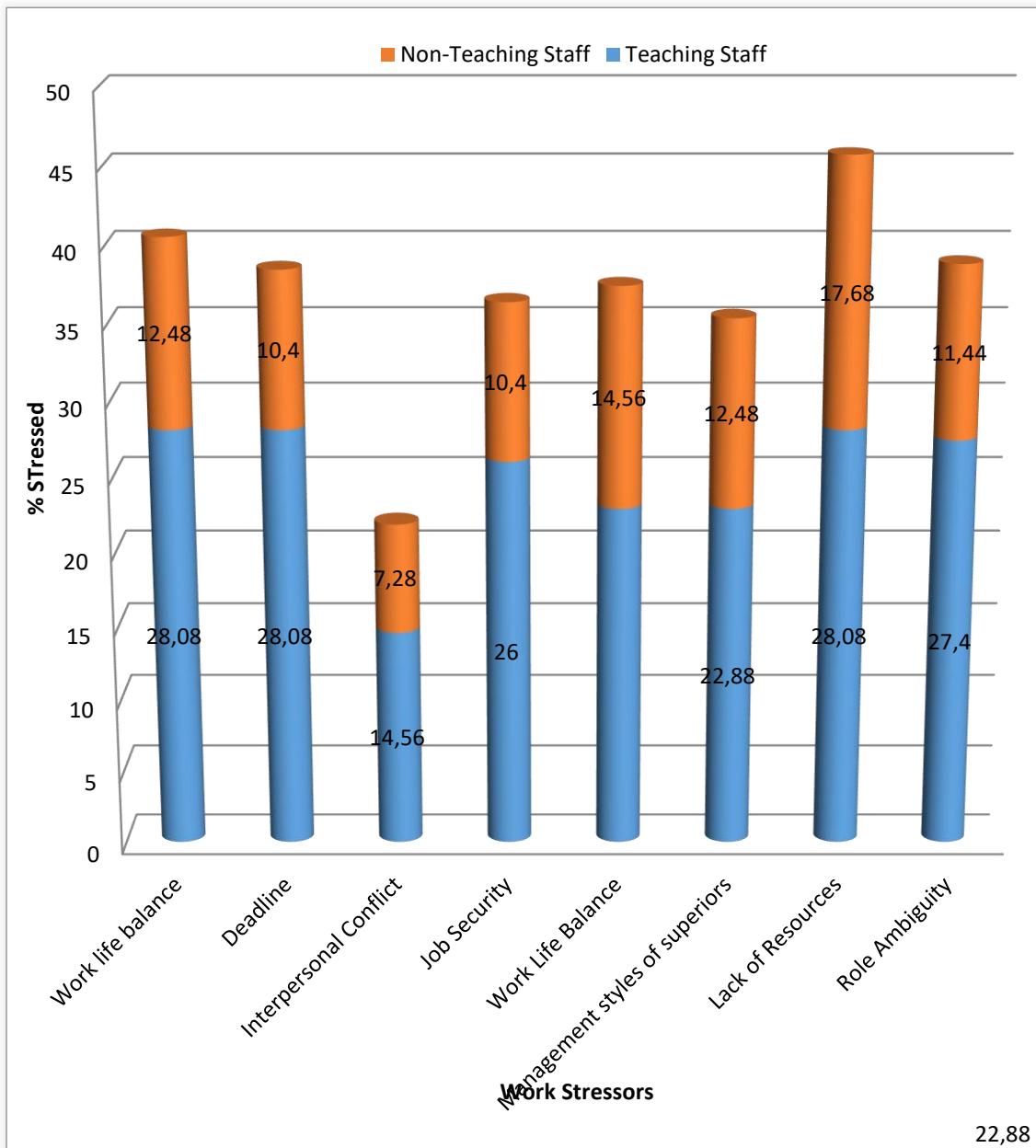
Research Question 2 and Hypothesis 1

What is the relationship between workplace stress and employees job performance in Higher Institution of Learning in Nigeria?

Answer

To answer the research question two, a Pearson Product Moment Correlation was conducted. The result is presented in table 4

Table 4: Relationship between Workplace Stress and Employees Job Performance

Variables	N	r- value	ρ Value	Remark
Perceived Work Stress Level/Job Performance	96	0.096	0.356	No relationship

Table 4 shows that there was no relationship between perceived work stress and Job performance (r = 0.096; $\rho < 0.05$) in Institutions of higher learning in Nigeria. The result was also presented based on geopolitical zone studied. The result is presented in Table 5

Table 5: Relationship between Workplace Stress and Employees Job Performance by Geopolitical zones

Regions	N	Mean Score Workplace Stress	Mean Score Job Performance	R	ρ
North East	29	2.53 ± 0.62	2.40 ± 0.56	0.109	0.443
South-South	30	2.19 ± 0.48	2.28 ± 0.49	0.526	0.003
South West	36	2.67 ± 0.67	2.23 ± 0.54	-0.118	0.494

Work stress was not significantly correlated with Job performance in the South West (r = -0.118, $\rho > 0.05$) and North East (r = 0.109, $\rho > 0.05$), but was significantly correlated in the South-

South Region (r = 0.526; ρ< 0.05). South-South was the only region that workplace stress was significantly related to their job performance.

Research Question 2

What is the relationship between climate change and job performance employees of Higher Institution in Nigeria

Answer

In answering the research question two, a PPMC was carried and the result is presented in Table 6.

Table 6: Relationship between Climate Change and Employees Job Performance by Geopolitical zones

Regions	N	R	ρ
North East	29	0.500	0.006
South-South	30	0.124	0.515
South West	36	-0.151	0.379

Climate change significantly influenced job performance in the North East (r= 0.500**), but had no significant influence in South West and South-South.

Discussion

This study revealed particularly revealed that wok overload and role ambiguity was particular a stressor for teaching staff of higher institution. Similarly, the study of Aiyedun, Aiyedun, & Ogunode, (2021) reported a same. They noted that staff, particularly lecturers, often face excessive workloads due to understaffing, large student populations, and a "publish or perish" culture. This is compounded by a lack of clarity in roles, which can lead to role conflict and burnout.

The First Finding of this study is an intriguing one, the finding reveals no relationship between no significant relationship between workplace stress and job performance among staffs of

Nigerian higher institutions. This result challenged the common assumption that existed in Literature as numerous studies stressed that stress is a direct negative predictor of job performance (Ugoji & Isele, 2020). This finding of this study did not to refute that common assumption, but rather presents an opportunity to explore the complex nature of stress-performance relationship. Some possible explanation to this finding could be as describe by the Yerkes-Dodson Law which implies that the relationship between stress and performance is often non-linear, thus, it is possible that the stress experienced by the respondents in this study was not a debilitating force, but a motivating one (Ugoji & Isele, 2020). it could also be that Staff may be utilizing effective strategies such as time management, prioritization, and engaging in relaxation with family to manage their stress (Saleem, Jamil, & Khalid, 2017) as the Nigerian academic staff have long operated in a challenging environment and may have developed robust coping mechanisms to navigate stress. Also, if staff are highly satisfied with their jobs, perhaps due to a passion for teaching or research, or if they are intrinsically motivated by the desire for career advancement, this could be a more powerful driver of performance than the negative effect of stress (Usoro, 2018). This finding therefore highlights that the academic work environment in Nigeria is highly complex, where the relationship between stress and performance is not a simple cause-and-effect. Instead, it is a dynamic interaction mediated by a combination of individual resilience, effective coping strategies, and other institutional or personal factors.

The second finding of this study revealed that Climate change significantly influenced job performance in the North East, but had no significant influence in South West and South-South, Nigeria. This finding presents a crucial insight into the regionally heterogeneous impacts of climate change in Nigeria. The finding of a significant relationship between climate change and job performance in the North-East is strongly supported by the study of Adewuyi & Olofin, (2018).

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Their study highlights the region's acute vulnerability and noted that North-East's economy is predominantly agrarian, with a large population dependent on rain-fed agriculture, livestock, and fishing. Climate change therefore manifests in this region through prolonged droughts, desertification, and the shrinking of water bodies like Lake Chad (Adewuyi & Olofin, 2018). This environmental stress directly impairs job performance for the majority of the workforce not only staffs of higher institution. . For instance, Oyekale, (2015) stated that poor rainfall and extreme heat lead to crop failures and reduced yields, directly impacting a farmer's "job performance" and income . Beyond agriculture, the climate crisis in the North-East is a major driver of conflict and insecurity. Competition over scarce resources has exacerbated tensions between farmers and herders, contributing to the ongoing security challenges (Fasona et al., 2011). This instability leads to mass displacement, the destruction of infrastructure, and a general breakdown of economic activities, making it nearly impossible for individuals across all sectors to maintain consistent job performance. As noted by Onuoha (2018), insecurity is a significant impediment to economic activity and human capital development in the region.

The lack of a significant relationship in the South-West and South-South regions can be attributed to their more diversified economies and different climate challenges. These findings do not suggest that climate change is absent, but rather that its impact on job performance is less direct and is mediated by a different set of factors. Ogunjemite (2010) stated that the economies of the South-West and South-South are less reliant on primary agriculture. The South-West, home to Lagos, is a hub for Nigeria's service sector, while the South-South is dominated by the oil and gas industry. The job performance of an academic staff is largely insulated from the direct, day-to-day effects of climate variability. While climate-related events may cause temporary disruptions, their effects are often not a sustained drag on productivity in the same way as they are in the North-

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East's agricultural sector. The primary climate threats in these southern regions are rising sea levels, coastal erosion, and frequent flooding, rather than drought and desertification (Okpala & Chukwura, 2018), thus their impact on individual job performance may not be consistently measurable through a direct correlation.

Conclusion

Workers in Tertiary institution are undergoing work stress, while stress may not be completely eliminated, management of tertiary institution should embraces recognized stressed management techniques to help their staff manage work stress, thereby encouraging productivity and increasing expectancy among staff of higher Institution of learning. Based on the findings of the study it is therefore concluded that the academic work environment in Nigeria is very complex, where the relationship between stress and performance is not a simple cause-and-effect. Instead, it is a dynamic interaction mediated by a combination of individual resilience, effective coping strategies, and other institutional or personal factors. Also the significant relationship found in the North-East underscores the urgent and direct threat that climate change poses to the livelihoods and economic stability of a highly vulnerable, agriculture-dependent population; while the lack of a significant relationship in the South-West and South-South does not negate the presence of climate change but instead highlights how factors like economic diversification and a different set of climate-related challenges can mediate its impact on individual job performance.

Recommendations

Based on the findings of this study, the following recommendations are made.

1. Management of Institutions of higher learning should prioritize employee wellbeing and support systems, clarity roles and improve work environment

2. The government should develop Region-Specific climate policies for the nation as 'one size fit all approach is inadequate in Nigeria.

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