

**SOCIAL RESEARCH AND EDUCATION JOURNAL
(SREJ)**



Year: 2026/December ♦ Volume: 2 ♦ Issue: 1

BURSA, 2026

SOCIAL RESEARCH AND EDUCATION JOURNAL (SREJ)

Year: 2026/December ♦ Volume: 2 ♦ Issue: 1

Editor: Dr. Ozan Emre DEMİREL

Chief Editor

Dr. Ozan Emre DEMİREL

Section Editors

Dr. Cihad DOĞAN

Dr. Kifayet HUSEYNOVA

Dr. Miada Bashir Mohamed ABDALLAH

Dr. Anang Widhi NĪRWANSYAH

Dr. Kimberly C. RĪVERA

English Proofreading Editor

Dr. Suzan EROL

Contact Address

Dr. Ozan Emre DEMİREL

e-posta: srejournalcontact@gmail.com

SOCIAL RESEARCH AND EDUCATION JOURNAL (SREJ)

Year: 2026/December ♦ Volume: 2 ♦ Issue: 1

CONTENTS

(Review) <i>International Education and Scholarship Policies in Turkey's Soft Power Strategy</i> Miada Bashir Mohamed ABDALLAH, Hayriye Nur GÖRKEMLİ.....	1-12
(Research) <i>Tourism Students' Perceptions of Digitalization, Sustainability, and New-Generation Work Models: Career Expectations in a Changing Sector</i> Suzan EROL	13-22
(Research) <i>An Examination of Plant Cultivation with Waste Materials in Biology Education within the Context of STEM and Environmental Literacy</i> İlknur Suna, Yaşar Türk, Beril Sarıkaya, Yusuf Berke Kızılkaya, Berrin Akın.....	23-34
(Review) <i>Beyond assembly: A structural evaluation of Türkiye's innovation capacity and technology transfer frameworks</i> Arzu ERDOĞAN ALKAN	35-51
(Review) <i>The Digital Norm Plurality Framework: A Conceptual Model of Social Norm Production, Legitimation, and Educational Transformation</i> Harun SERPİL	52-68
(Research) <i>Macroeconomic Drivers of Digitalization in Türkiye: The Role of Uncertainty Nonlinear Income Effects and Financial Development</i> Zeliha Semra KILINÇ	69-81

SOCIAL RESEARCH AND EDUCATION JOURNAL (SREJ)

Year: 2026/December ♦ Volume: 2 ♦ Issue: 1

Reviewers of this issue

Dr. Taleh Khalilov

Dr. Miada Bashir Mohamed ABDALLAH

Dr. Ozan Emre DEMİREL

Dr. Aide Novruzova

Dr. Kifayet Huseynova

Dr. Baylar ALİYEV

Dr. Özgür ERAKKUŞ

Dr. Suzan EROL

**SOCIAL RESEARCH AND EDUCATION JOURNAL
(SREJ)**

Year: 2026/December ♦ Volume: 2 ♦ Issue: 1



From Editor

Editorial Note: Volume 2, Issue 1 (2026)

Dear Readers and Researchers,

In this new issue of our journal (Volume 2, Issue 1, 2026), we are proud to bring you a wide range of academic studies spanning from soft power strategies of countries in a globalizing world to sectoral transformations, innovative educational practices, national innovation capacities and a conceptual model of social norm production, legitimation, and educational transformation. The six valuable studies featured in this issue offer strategic and structural evaluations in the fields of education, tourism, ecological literacy, and technology management.

The first article examines the process through which Turkey has transformed international education and scholarship policies into a central pillar of its foreign policy over the past two decades. Situated within the theoretical framework of soft power and public diplomacy, it analyzes how student mobility, exchange programs, and language education—most notably the Türkiye Scholarships coordinated by the Presidency for Turks Abroad and Related Communities (YTB)—are structured as instruments of cultural diplomacy. While the study argues that Turkey's internationalization drive rests on four intersecting pillars—academic development, economic solidarity, socio-cultural exchange, and the deepening of diplomatic relations—it also objectively evaluates the structural challenges that limit the long-term impacts of the program.

The second article investigates the career expectations of future professionals in the tourism sector, which is undergoing rapid structural changes driven by digitalization, sustainability imperatives, and new-generation employment models. Conducted with a mixed-methods design, this research scrutinizes the awareness levels of associate and undergraduate tourism students in Turkey. The findings reveal that 80% of students believe digital technologies will expand employment opportunities and view digital marketing and web skills as career-critical competencies. Furthermore, they prefer hybrid (40%) and freelance (22.2%) work models over traditional office environments. The study highlights the urgent need for a comprehensive curriculum revision to align current education with sectoral realities.

The third study explores the effects of plant cultivation activities using waste materials in biology education within the context of the STEM approach and environmental literacy. This mixed-methods study, conducted with 120 high school students in the Central Anatolia

Region of Turkey, demonstrates that students enhance their scientific process skills and environmental awareness by experiencing plant germination and growth processes firsthand. Providing a practical example of the skill-based, permanent, and life-connected learning approach envisioned by the "Turkey Century Education Model," this work proposes an original framework for integrating ecological literacy and technology into educational environments.

The fourth article investigates Turkey's innovation capacity and technology transfer mechanisms to a conceptual review based on macro-level structural indicators. The study emphasizes that despite Turkey's remarkable quantitative progress in expanding its scientific infrastructure, R&D expenditures, and total researcher capacity, persistent structural challenges remain in efficiently converting registered intellectual property into commercialized, high-value manufacturing and sustainable high-tech export volumes. The research concludes that to break free from assembly-oriented dependencies and achieve genuine technological sovereignty, it is vital to expand qualitative R&D funding models, prevent brain drain, and transform technology procurement into deep-tech-based domestic production workflows.

The fifth article investigates the digital transformation of norm production to a conceptual study, proposing the Digital Norm Multiplicity Framework (DNMF) as an integrative model. The framework argues that digitalization does not dissolve social norms but expands the range of actors, platforms, and technical systems that produce and validate them, giving rise to coexisting and sometimes conflicting expectations. To explain how norms gain force under these conditions, the study introduces the construct of algorithmic legitimacy where visibility and engagement confer normative standing. Digital change is thus reframed as a reorganization of normative authority rather than a decline of social order, while education assumes a new task: cultivating critical normative navigation, defined as the capacity to interpret, compare, and reconcile competing normative claims under algorithmic conditions. The framework offers a conceptual foundation for empirical research at the intersection of technology, social regulation, and education.

The last article of this issue examines the role of uncertainty, income dynamics, and financial development in shaping digitalization in Türkiye over the period 1990–2023. Digitalization is represented by mobile cellular subscriptions, while the World Uncertainty Index is used to capture the broader uncertainty environment. To assess whether the influence of income varies across income levels, GDP per capita is included alongside its squared term. After determining the integration properties of the variables through ADF and PP tests, their dynamic relationships are analyzed within an ARDL framework. The findings support a stable long-run association among the variables. In the long run, uncertainty adversely affects digitalization, while income exhibits a nonlinear pattern: the contribution of income weakens as income rises. No statistically significant long-run effect is identified for financial development. In the short run, changes in digitalization show persistence and respond negatively to financial development, while the error-correction mechanism is negative and statistically significant. Overall, the study shows that the advancement of digitalization in

Türkiye is associated not only with income dynamics but also with macroeconomic stability and the extent to which financial conditions support technology-related investment.

We hope that these valuable studies, which draw from different disciplines and offer strategic perspectives on Turkey's global and local dynamics, will be highly beneficial to all our readers, researchers, and policymakers. We would like to extend our sincere gratitude to all the reviewers who contributed to this issue.

Wish you an enjoyable reading.

Sincerely,

Editorial Board

SOCIAL RESEARCH AND EDUCATION JOURNAL (SREJ)

2026 Bursa