

Behavioural Underdevelopment

A Holistic Comparative Probability Analysis

Erdal Türkkän



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PREFACE

Behavioural analysis is increasingly prominent in economic, political, and social theory. However, to date, analyses that establish a direct relationship between behaviours and the levels and performance of economic, political, and social development have been expressed only verbally or partially, have remained in the shadow of structural analyses, and no comprehensive study has been put forward to develop the concept of behavioural underdevelopment. This book carries with it all the strengths and weaknesses of being a pioneering work in conceptualising and integrating the verbal, partial, and scattered views put forward as a behavioural analysis of economic, political, and social underdevelopment.

Today, most developing countries have reached middle- or high-income levels, and their material infrastructure and equipment are similar to, or even competitive with, those of developed countries in many ways. However, conscious people living in these countries understand that some behaviours paralyse the economic, political and social systems of their countries, and they experience the difficulty of conceptualising these behaviours, the number of which is in the hundreds, relating them to current performance, and not being able to consider them as a whole. More than a hundred behavioural patterns discussed in this book within the scope of behavioural underdevelopment seem to have the potential to meet this need, at least partially.

In writing this book, the advantages and privileges of more than half a century of conscious close observation in a developing country like Türkiye, which offers many rich examples of behavioural underdevelopment, were utilised. However, this book is not intended to identify and describe the situation in Türkiye in terms of behavioural underdevelopment. The main purpose of the book is to try to shed light on this subject at a universal level. For this purpose, with the new subchapters added to the first original Turkish edition of the book, the probability of occurrence of each defined behaviour in other developing countries and, in developed countries, has been tried to be revealed within the framework of a holistic comparative probability analysis.

Although the book is inspired by Türkiye, it does not include case studies, and an approach is followed that makes it easier for the reader to discover and evaluate them on their own. Therefore, those who read this book will enrich the subject as if they had written it themselves, and fill each topic with their own observations and findings.

In this book, more than a hundred behavioural underdevelopments that are effective in the economic, political and social fields have been attempted to be defined and analysed, along with their causes, consequences, and the measurement of their probability of prevalence in several selected developing and developed countries. Undoubtedly, every reader would like to see other titles added to this list. In this context, reader suggestions will be considered in future editions or updates of the book.

I would like to express my sincere gratitude to Veli Kondak, who encouraged me to write the book; to Morris Altman and Katy Eryılmaz, who suggested making the book more globally appealing; and to Fethiye Çolak and Serenay Dıraz, who contributed to its preparation for publication and printing.

Erdal Türkkan

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INTRODUCTION

a) Definition: Concept of behavioural underdevelopment

To date, definitions and analyses of underdevelopment have been shaped mainly by structural factors or performance deficiencies. In this framework, the concept of behavioural underdevelopment is absent from the existing literature. However, behavioural factors that hinder socio-economic and political development are mentioned with particular reference to traditional behaviours¹. On the other hand, the role of behaviour in economic and social development is also expressed in the concept of 'social capital'². However, in such analyses, the basic characteristics, causes and consequences of a set of behaviours that negatively affect economic, political and social performance have not been systematically addressed. The concept of behavioural underdevelopment, in its broadest sense, overlaps to some extent with that of behavioural factors impeding development. However, behavioural underdevelopment has a different scope and content than this concept.

In the broadest and simplest sense, behavioural underdevelopment is behaviours that are incompatible with the basic norms of contemporary civilisation. Since it is most commonly seen in underdeveloped and developing countries, behavioural underdevelopment can also be defined as behaviours that keep individuals and countries underdeveloped. However, it can be assumed that behavioural underdevelopment is likely to be seen in developed countries as well³. However, it can be assumed that such

1. Mohaghegh, M., (2017, February 21). Traditions and behavioural factors as the main sources of political turmoil and socio-economic underdevelopment in the Countries of the Greater Middle East. *XVI International Business & Economy Conference (IBEC)* - Chile. Retrieved from: SSRN: <https://ssrn.com/abstract=2921026>

2. Altman, M., (2015). *Handbook of contemporary behavioural economics: foundations and developments*, Routledge. 784 pages.

3. In the USA, Trump seems to provide rich examples of behavioural underdevelopment in this respect.

behaviours will be proportionally more limited, less frequent in important decision-making units, discontinuous, and can be compensated for by balancing mechanisms. The analyses in this book will provide a more concrete definition of behavioural underdevelopment. To give the definition of behavioural underdevelopment that we will present at the end of the book, at the beginning, behavioural underdevelopment may be defined as making irrational choices, preventing learning, talent development and creativity, violating the rules of fair competition, narrowing the areas of freedom, blocking problem-solving processes, and causing negative selection in every field. It can also be defined as behaviours that reduce the performance of the economic, political, social and cultural system by moving away from courtesy, tolerance and respect, exploiting beliefs and good feelings, violating universal rules and human rights, reducing the efficiency of resource allocation, undermining the legitimacy of all kinds of gains, destroying trust, security and peace.

The main objective of this book is to strengthen the hypotheses initially put forward regarding behavioural underdevelopment. However, some of these hypotheses are treated as basic assumptions in this book.

One of the basic assumptions will be that the concept of behavioural underdevelopment cannot be used as a pejorative accusation. Every individual, including the author of this book, whatever his or her economic, social and political position, may have some behaviour that can be considered in the framework of behavioural underdevelopment. Since this concept includes the behaviours glorified by previous civilisations and cultures, it may also reflect the longing for a different civilisation or culture. In this respect, the analyses in this book will seek to determine which behaviours are ineffective in the formation of modern civilisation or constitute an obstacle to its development.

Since modern civilisation⁴ is a concept with economic, political, social, and cultural dimensions, behavioural underdevelopment has indicators across these dimensions. The greatest danger for a country aiming to reach modern civilisation is the glorification of

4. Contemporary Civilization Staff of Columbia College, (1960). *Introduction to contemporary civilization in the West: Volume 1*, (3rd Edition), Columbia University Press.

behavioural underdevelopment. Undoubtedly, the understanding of civilisation that Hitler and Mussolini had in the past, the Taliban or ISIS today, and some authoritarian regimes aim for will not be possible without the glorification of many different forms of behavioural underdevelopment.

The concept of behavioural underdevelopment is different from psychologically or psychiatrically defined behavioural disorders⁵. Here, it is important whether the behaviour is a matter of choice. For example, aggression, as a behavioural disorder, is not a choice but a kind of condemnation to illness. On the other hand, behavioural underdevelopment is a form of behaviour that can be corrected through awareness, information and negative reactions from the environment. In other words, this study assumes that at least some behaviours can be changed as the conditions that create behavioural underdevelopment change. Therefore, for example, a Turkish worker who practices all forms of behavioural underdevelopment in his/her home country can change a significant part of these behaviours in Germany. Likewise, a politician who practices all kinds of behavioural underdevelopment against his opponents may react to similar behaviours against him with great severity.

Behavioural underdevelopment is not only an ethical⁶ or moral problem or weakness, although it has some ethical and moral dimensions. For example, behaviours such as obtaining results through lies and slander, swearing, a strong tendency to harass and rape are important indicators of moral weakness. However, there are many behavioural underdevelopments that have nothing to do with moral rules. For example, many forms of behavioural underdevelopment, such as unquestioning learning, irrational decision-making, and a low tendency to specialise, lack any moral or ethical dimension.

5. Stangor, C. & Walinga, J. & Cummings, J. A., (2012). *Psychological disorder: what makes a behaviour abnormal?* Chapter 17. 1. Retrieved from: <https://openpress.usask.ca/introductiontopsychology/chapter/psychological-disorder-what-makes-a-behavior-abnormal/>

6. Gintis, H., (2016). *Behavioural ethics*. Retrieved from: <http://www.umass.edu/pref-eren/gintis/behavioraethics.pdf>

Behavioural underdevelopment is also associated with a limited possession of certain behavioural capabilities⁷. For example, conducting a cost-benefit analysis in decision-making may require some behavioural abilities, albeit at a minimum level. However, behavioural underdevelopment is not only a problem of behavioural ability or capacity. In the given example, what is important regarding behavioural underdevelopment is whether a cost-benefit analysis is conducted. Making this comparison well is related to the capabilities that can be acquired over time and constitutes a different problem. Moreover, some behaviours do not require any special skills. For example, saying thank you is not a matter of ability. However, not saying thank you or not apologising is an important indicator of behavioural underdevelopment.

As conditions change over time, it is possible to move from behavioural underdevelopment to behavioural development, and vice versa; i. e., from behavioural development to partial behavioural underdevelopment can also be hypothesised. If this hypothesis is correct, it would not be surprising that, in countries that are economically, politically, and culturally developed and exhibit the best examples of behavioural development, some behavioural underdevelopment begins to appear as a result of changes in conditions and the introduction of compelling factors. In short, according to this hypothesis, the position of economic, political and social development does not guarantee the preservation and maintenance of behavioural development in all areas. Again, according to this hypothesis, the germination of some elements of behavioural underdevelopment in developed countries may block development and high performance in these countries as well. The conditions under which a transition from behavioural development to behavioural underdevelopment can occur are a subject of a separate discussion and study and are beyond the scope of this book. However, this book may help formulate some strong hypotheses in this respect.

The concept of behavioural underdevelopment assumes the existence of a state of behavioural sophistication. If not saying

7. Elchert, D. M. & Latino, C. A. & Bobek, B. I. & Way, J. & Casillas, A., (2017). *The importance of behavioural skills and navigation factors for education and work success*. Retrieved from: <https://www.act.org/content/dam/act/unsecured/documents/R1633-behavior-and-navigation-2017-04.pdf>

thank you or not keeping a promise is behavioural underdevelopment, saying thank you and keeping a promise is behavioural forwardness. In this framework, it will also be questioned what kind of behavioural development is assumed by the types of behavioural underdevelopment described in the book.

b) Methodology

In this book, the phenomenon of behavioural underdevelopment will be discussed theoretically and empirically within the framework of its definition, types, causes, areas of influence, degree of prevalence, consequences, and identification and measurement. Three methods will be used in this context. 1) Identification of behaviours that can be characterised as behavioural underdevelopment within a theoretical framework through long-term and close observation in a specific developing country, and to the extent possible, at a global level. 2) Identification of the causes and consequences of these behaviours within a theoretical framework. 3) Conducting a holistic comparative probability assessment based on indicators reflecting the existence and prevalence of these behaviours in developed and developing countries. The purpose of the first and second methods is to identify the existence and prevalence of different types of behavioural underdevelopment in a given country (i. e. Türkiye). The purpose of the third method is to test the hypothesis that the probability of the emergence and prevalence of the specified types of behavioural underdevelopment is lower in developed countries and higher in developing countries.

The concept of long-term close observation refers to the evaluations and inferences made by a social scientist based on the behaviours, conversations, reactions, and personal experiences he or she encounters in daily life, especially by following the oral and written media in the economic, political, and social fields of a particular country for decades. The author of this book, in his analyses of behavioural underdevelopment, has drawn considerable inspiration from Türkiye's experience over the last half-century. In this case, it is possible that a small number of the types of behavioural underdevelopment discussed may be more common in Türkiye or even unique to it, to some extent. However, this study assumes that behavioural underdevelopment is a uni-

versal phenomenon, not limited to Türkiye. In addition, regarding behavioural underdevelopment, an attempt has been made to consider practices in developed Western countries. Although this book is based on concrete examples, they will not be included directly. Because concrete examples are so numerous and of such a quality that they can be the subject of a separate study based on each behaviour. In this study, we have tried to follow a method that will enable the readers to imagine the practical dimension of the subject within the framework of various examples they have witnessed or learnt and to fill the subject with concrete examples. Within this framework, each reader will contribute to this book in his/her own way, concretising and sometimes reshaping what he/she have read through the examples he/she knows. On the other hand, we have tried to identify issues that can be analysed empirically using the Turkish case. In addition, the subject is not suitable for a survey, given the existing literature review. Because, at least for most of the various types of behavioural underdevelopment discussed, it does not seem that such a literature has been established. In this case, the references given are intended to facilitate the reader in obtaining additional information rather than quotations.

This study relies on the following six previous theoretical studies, both for the identification of each behavioural underdevelopment, determination of the theoretical basis of the causes and consequences of each behavioural underdevelopment and determination of measurable indicators:

- Economic development theory within the context of the transition economy,⁸
- Competition theory in both a narrow and broad sense,⁹
- The theory of fair competition in economics and politics,¹⁰

8. Türkkan, E., (2016). *Türkiye ekonomisi - Geçiş ekonomisi yaklaşımı. (Turkish economy-Transition economy approach)*. Ankara: Orion Kitabevi.

9. Türkkan, E., (2023). *Dar ve geniş anlamda rekabet politikaları. (Narrow and broad sense competition policies)*. Ankara: Liberte Yayınevi.

10. Türkkan, E., (2016). *Ekonomide ve siyasette adil rekabet. (Fair competition in economy and politics)*. Ankara: Orion Kitabevi.

- Efficiency, freedom and justice in economic systems,¹¹
- The theory of second best: The struggle against economic, political and social deviations and the theory of merit deviations,¹²
- The theory of negative selection, meaning the preference for the bad over the good in economic, political, and social spheres,¹³ and the theoretical and empirical sources used in these books are taken as a basis. Undoubtedly, other theoretical studies exist in these areas. However, these studies are primarily used as the primary starting point for focusing on the topic.

For a holistic comparative probability assessment, it is first necessary to identify measurable and comprehensive indicators available for both developed and developing countries that directly or indirectly reflect the existence and prevalence of each behaviour. Indicators that directly measure the behaviours discussed in this book are very limited. Therefore, it is necessary to use indicators that reflect the causes, consequences, or various dimensions of each behaviour. To measure the prevalence of the behaviours discussed in this book, we utilised numerous variables defined and measured by the World Bank, World Value Survey, V-Dem, Transparency International, Heritage Foundation, Reporters Without Borders (RSF), World Justice Project, WHO, Pew Research, World Happiness Report, OECD, and others. The selection of indicators is crucial, as there are numerous primary or secondary explanatory indicators for each behavioural underdevelopment. Four criteria are used in this regard. The first is that the indicator must directly or indirectly reflect the behavioural underdevelopment in question. Therefore, priority should be given to indicators that directly reflect the existence, causes or consequences of this behavioural underdevelopment. The second

11. Türkkan, E., (2017). *Ekonomik Sistemler, etkinlik, özgürlük, adalet. (Economic systems, efficiency, freedom, justice)*. Ankara: Orion Kitabevi.

12. Türkkan, E., (2001). *İkinci en iyi-Ekonomik siyasal ve sosyal sapmalarla mücadele ve erdemli sapmalar kuramı. (Second best: The struggle against economic, political and social deviations and the theory of merit deviations)*. Ankara. Liberte Yayınevi.

13. Türkkan, E., (2021). *Negatif seleksiyon-Kötünün iyiyi tercihi, (Negative selection: The preference for the bad over the good)*. Ankara: Orion Kitabevi.

criterion is that these indicators are available for all or most of the relevant countries. The third criterion is that the source(s) of these indicators are known and accessible. The fourth criterion is that these indicators help to define policies that would influence the development of the related behaviour. Furthermore, the explanatory power of each indicator for the relevant behaviour may vary. This issue may become particularly important when a probability assessment considers all indicators.

The selection of sample countries is crucial for a holistic comparative probability assessment. Five criteria stand out in this regard. One of these is that the sample countries include both developed and developing countries¹⁴. The second criterion is that these countries include those with the most positive, most negative, and medium values of the indicators reflecting the relevant behaviour. The third criterion is that the selected countries have a large weight in the world population. The fourth criterion is that the relevant indicators are available for these countries. Finally, the fifth criterion is that Türkiye, whose behavioural underdevelopment has been observed, is included among these countries. On the other hand, although the number of countries covered in each table is limited, an attempt has been made to provide global coverage by assuming that the probability of the relevant behaviour being prevalent is similar across countries with similar scores.

The third step in a holistic comparative probability assessment is to select indicators that explain the causes, consequences, and manifestations of each behaviour under consideration, and to formulate hypotheses about which values of these indicators are likely to indicate the behaviour in question. Explaining behaviours with variables that reflect their causes and consequences is primarily related to the lack of a direct indicator measuring these behaviours. However, this choice is also important because it implies policies to minimise these undesirable behaviours and reduce their negative impact. For example, the inclusion of the press freedom score among the reasons for an undesirable be-

14. For the sake of simplicity, this distinction is based solely on per capita income, despite its drawbacks. Thus, Russia and China are classified as developing countries, while Saudi Arabia is classified as a developed oil-producing country.

haviour is both an indicator of its existence and a guiding policy argument for minimising its negative effects.

The next step, based on these hypotheses, is to define the probability of this behaviour occurring in each country as low, medium, or high. Finally, the probability of this behaviour occurring in developed and developing countries is evaluated holistically, identifying both negative and positive divergences across these countries.

c) Importance and consequences of behavioural underdevelopment

One aim of this study will be to reveal the consequences and importance of behavioural underdevelopment. In this regard, it is important to strengthen the following 5 hypotheses:

1. Behavioural underdevelopment in the economic field is important for two reasons: a) Because it is a feeder of economic underdevelopment and negatively affects the economic development potential and performance of a country in many ways. b) It is a universal phenomenon that relates primarily and directly to all developing countries and partially and indirectly to all developed countries.
2. Behavioural underdevelopment is important in the political field for two reasons: a) Because it is a feeder of political underdevelopment and negatively affects the legitimacy of political power, which is questionable, and has effects that reduce the performance of the political system in many ways. b) It is a universal phenomenon that relates primarily and directly to all developing countries and partially and indirectly to all developed countries.
3. Behavioural underdevelopment is important in the social field for two reasons: a) Because it is a feeder of social underdevelopment and has effects that make it difficult to maintain trust, peace and successful integration in social relations in many ways. b) It is a universal phenomenon that relates primarily and directly to all developing countries and partially and indirectly to all developed countries.

4. The negative effects of behavioural underdevelopment in the economic, political and social fields occur through such behaviours as irrational choices, preventing learning, talent development and creativity, violating the rules of fair competition, narrowing the areas of freedom, blocking problem-solving processes, and causing negative selection in every field. Reducing the performance of the economic, political, social and cultural system by moving away from courtesy, tolerance and respect, exploiting beliefs and good feelings, violating universal rules and human rights, reducing the efficiency of resource allocation, undermining the legitimacy of all kinds of gains, destroying trust, security and peace.
5. Behavioural underdevelopment may, in the short, medium or long run, hinder or limit the development and happiness of individuals who exhibit these behaviours themselves. Behavioural underdevelopment necessarily has consequences that limit and hinder the development and happiness of others.

As a result, behavioural underdevelopment is the main reason societies lag behind in economic, political, and socio-cultural areas, and a lack of confidence, stability, peace, and security is widespread.

These hypotheses can be verified both through long-term close observations and their implied theoretical analyses, and through comparative probability assessment based on indicators reflecting the existence and prevalence of these behaviours.

d) Causes of behavioural underdevelopment

One aim of this study is to reveal the causes of behavioural underdevelopment. In doing so, the causes of behavioural underdevelopment will be examined through each indicator. However, in this respect, ten basic hypotheses that can be used to explain all types of behavioural underdevelopment will be tried to be confirmed and strengthened. These are:

1. Behavioural underdevelopment is both a cause and a consequence of economic underdevelopment, defined by the

inadequacy of variables reflecting the level of economic development, such as GDP per capita and the human development index. Therefore, in an underdeveloped country, the dynamics that foster behavioural underdevelopment, especially low income levels, will be most effectively at work.

2. The second important cause of behavioural underdevelopment is the education level expressed through various indicators, such as the population with tertiary education and the mean years of schooling. In general, the lower a society's level of education in the modern sense and the more prevalent negative selection¹⁵ that ignores knowledge and talent, the more prevalent behavioural underdevelopment will be. Here, the importance of educational quality in relation to behavioural underdevelopment will undoubtedly be questioned.
3. The third important cause of behavioural underdevelopment is the lack of freedom, expressed through various indicators such as fundamental freedoms, press freedom, economic freedoms, academic freedom, freedom of religion and others. The more restricted the freedoms that determine individuals' economic, political, and social mobility, the more widespread behavioural underdevelopment will be.
4. The fourth is the disorders and deficiencies in the legal system, also expressed through various indicators such as rule of law, judicial effectiveness, human rights, judicial constraint on the executive and others. The weaker the levels of trust in the judiciary and of institutionalisation and compliance with universal principles of law, the more widespread behavioural underdevelopment will be. Inadequacies in the implementation of fair competition rules across the economy, politics, and socio-cultural spheres will determine the level and prevalence of behavioural underdevelopment.

15. Türkkân, E., (2021). *Negatif seleksiyon-Kötünün iyiye tercihi, (Negative selection-the preference of bad for good)*. Ankara: Orion Kitabevi.

5. The fifth is the form and level of democracy, expressed through various indicators such as the liberal democracy index, the egalitarian democracy index, the type of democracy and others. In undemocratic, authoritarian regimes where there is no strong opposition and checks and balances do not function well, it becomes easier for behavioural underdevelopment to emerge and persist across various dimensions.
6. The sixth is the problem of corruption and integrity, again expressed through various indicators such as corruption perception index, government integrity, electoral integrity index, political corruption index, control of corruption and others. These factors are important because certain behavioural underdevelopments may trigger and feed on other behavioural underdevelopments.
7. The seventh is inequalities, reflected through various indicators such as income inequality, gender inequality, violence against women, superiority of men over women and others. Inequalities may easily trigger different types of behavioural underdevelopment.
8. The eighth is the indicators reflecting certain cultural characteristics such as religiosity, individualism, confidence, indulgence, social trust, fear of failure, power distance, importance of the family in life, importance of religion in life, independence as important child quality, obedience as important child quality, willingness to fight for country, the superiority of religious belief over science, child marriage and others. Especially strong religious, ethnic, ideological affiliations and gender differences that do not prioritise individual rights and discrimination based on these affiliations will create effects that feed behavioural underdevelopment.
9. The ninth is indicators reflecting the quality of government, such as government effectiveness, government accountability, voice and accountability, rigorous and impartial public administration, government censorship, open government, and others. The government's inade-

quacies are becoming increasingly important both in the emergence of these behavioural underdevelopments and in their prevention.

10. The tenth is other factors: Some structural factors, such as urbanisation, industrialisation, regime change, climate change, historical experiences or accumulations, difficult periods and shocks, and others that can be considered within the scope of the nature of matter, may also be effective in explaining behavioural underdevelopment.

These hypotheses can be verified through observations, their implied theoretical analyses, and comparative probability assessments based on indicators reflecting the existence and prevalence of these behaviours.

e) Identification and measurement of behavioural underdevelopment

The extent to which the behaviours identified through long-term, close observation, as illustrated by the Turkish example, are applicable to other countries is an important question. To answer this question, a probability assessment was conducted using direct and indirect indicators of the prevalence of each behaviour. The fundamental hypothesis to be tested in this regard is that the probability of behavioural underdevelopment is low or very low in developed countries, whereas the probability of these behaviours being prevalent is high or very high in underdeveloped countries.

Undoubtedly, some developed and developing countries may diverge positively or negatively from their respective categories in these areas. The reasons for some significant divergences are undoubtedly a topic for a separate, detailed study, supported by observations and empirical analyses. However, because the Turkish example is based on both recent and long-term observations, it is important to test the extent to which the indicators used reflect this behaviour.

Another important question in this regard is which indicators directly reflect behavioural underdevelopment, and which do so indirectly through their existing measurable causes or conse-

quences. Answers to this question will guide the identification of policy implications for combating behavioural underdevelopment.

f) Classification of behavioural underdevelopment indicators

The types of behaviour that can be described as behavioural underdevelopment can number in the hundreds or even thousands. Categorising them into meaningful groups will facilitate the analytical treatment of the issue. It may be useful to make this categorisation according to three main criteria:

- 1. Classification according to the consequences (effects):** Many of the behaviours that fall within the scope of behavioural underdevelopment can be effective at both economic, political and social levels. However, a triple classification can be made by considering the predominant effects of these behaviours. These are:
 - Behavioural underdevelopment that reduces the potential and performance of economic development.
 - Behavioural underdevelopment that reduces the legitimacy of political power and the performance of the political system.
 - Behavioural underdevelopment that makes it difficult to sustain trust, peace and successful integration in social relations.

This book will consist of three main chapters, each with these headings. In the subheadings, classifications related to the characteristics of behaviours and to the reasons for behaviours will be included.

- 2. Classification in terms of the nature of behaviours and hypotheses to be tested:** Classification of the nature of behaviour is useful and possible, but difficult, for exploring the phenomenon of behavioural underdevelopment. This classification implies which behavioural weakness in which area leads to undesirable consequences of underdevelopment. In this framework, the nature of behavioural

underdevelopment consists of two components. The first is the subject matter to which behavioural underdevelopment relates. Here, it is necessary to put forward some hypotheses about which issues behavioural underdevelopment focuses on. This study addresses the hypothesis that behavioural underdevelopment has multiple focal points, namely: Decision making and initiative, learning and skill development, creative activities, competition, obeying rules, rights and freedoms, environment, politics, political participation, political persuasion, political competition, leadership, problem solving, status of women, beliefs, obeying rules, governing, etc. The weakness on which behavioural underdevelopment is based is the second component of quality. In this context, there are many hypotheses about the vulnerabilities that lead to behavioural underdevelopment: These behaviours: Disrespectful behaviour (towards women, freedoms, property rights, etc.), insensitive behaviour (towards lying, the environment, violence, etc.), prohibitive behaviour, irrational behaviour and preferences, lack of awareness, bad-harmful tendencies and preferences, humiliation, exclusionary behaviour, violence, unprincipledness, irregularity and arbitrariness, objectionable tolerance or intolerance, imitation, simplicity, vanity, exploitation, fear, lack of courtesy, etc.

- 3. Classification related to pure Causes:** It is also possible to classify the types of behavioural underdevelopment based on the causes of underdevelopment. In this classification, many factors, such as education level, income level, inadequacies in legal regulation or implementation, inadequacies in sanctions, and cultural and sexual belonging, can serve as a basis. This classification is less meaningful and presents greater difficulties. This is because behavioural underdevelopment cannot be explained by a single factor or a few factors. For example, a lack of education can be used to explain many behavioural underdevelopments. However, the types of behavioural underdevelopment that can be explained solely or mainly by a lack of educational attainment are relatively limited.

In this study, while examining the types of behavioural underdevelopment, a classification will be made mainly within the framework of the first two criteria (i and ii). These criteria allow for a three-dimensional analysis. The first of these dimensions is the area of influence and mode of influence of behavioural underdevelopment; the second is the issue to which behavioural underdevelopment is related; and the third is the behavioural problem underlying the undesirable outcomes of behavioural underdevelopment. However, in this book, the causes, consequences, areas of influence, prevalence, and measurement of each type of behavioural underdevelopment will be questioned independently of these classifications. Because these characteristics may vary from country to country and over time to a certain extent.

This study, based on Türkiye's experience and an international comparative probability assessment, will likely provide answers to questions such as whether behavioural underdevelopment is a universal phenomenon, the extent to which it differs across countries, and whether it will change over time. However, the question of whether behavioural underdevelopment has some positive and desirable aspects falls entirely outside the scope of this book.

1

BEHAVIOURAL UNDERDEVELOPMENT REGRADING ECONOMIC DEVELOPMENT POTENTIAL AND PERFORMANCE

The types of behavioural underdevelopment that reduce the potential and performance of economic development can be classified into seven main groups. These are: Behavioural underdevelopment related to decision-making, choice-making and initiative; learning and skill development; creative activities; fair competition; compliance with rules; disrespect for rights and freedoms; and the creation of negative externalities. This categorisation can be interpreted as a strong hypothesis about the main factors affecting development potential and performance. Undoubtedly, new items can be added to this classification, or it can be organised differently. In fact, the behavioural underdevelopments affecting the political and socio-cultural spheres in the second and last part of the book have direct and indirect effects on the economic sphere. On the other hand, many, if not all, of the categories of behavioural underdevelopment in this chapter also affect political and social performance to varying degrees.

1.1 Behavioural underdevelopment related to decision making, preference making, and initiative taking

It is possible to identify six types of behavioural underdevelopment related to decision-making, choice-making, and initiative-taking. These are: High tendency to make irrational decisions; high tendency to make decisions without cost/benefit analysis; low tendency to plan and strategise; high tendency to choose the easiest and most effortless way of doing business; low tendency to cooperate and make sustainable partnerships in entrepreneurship; high tendency to make conspicuous consumption and vanity investment. Undoubtedly, the types of underdevelopment that are effective in this field are not limited to these. Various types of behavioural underdevelopment, which will be discussed both in this chapter and in the second and third chapters, may also be effective in decision-making and choice-making. On the other