

PSYCHOLOGICAL ADAPTATION AND ACCULTURATION OF THE
TURKISH STUDENTS IN THE UNITED STATES

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ABSTRACT

PSYCHOLOGICAL ADAPTATION AND ACCULTURATION OF THE TURKISH STUDENTS IN THE UNITES STATES

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The purpose of this present study was to examine the psychological adaptation of the Turkish students in the U.S. by examining the acculturation variables in Berry's (1997) acculturation framework. The sample of this study was the 132 voluntary Turkish students enrolled in various colleges in the U.S. contacted through various Turkish Students Associations of colleges in the U.S., Yahoo groups of the Turkish people who live in the U.S., and Intercollegiate Turkish Student Society. The participants in San Antonio, Texas were contacted by the researcher. The scales used in the study were; a demographic variable questionnaire prepared by the researcher, Perceived Social Support by Friends Questionnaire, modified version of Acculturation Attitudes Scale, Beck Depression Inventory, Satisfaction with Life Inventory, Rosenberg Self-Esteem Scale and

Cultural Distance Scale developed for the present study. Reliability studies of the scales used for the sample of the present study were conducted. Data were analyzed by various statistical analyses. The analyses used in the present study were, multiple hierarchical regression analyses, correlations, t-tests and ANOVAs.

Results of the study indicated that Turkish students are found psychologically well adjusted to their new environments in the U.S., satisfied with their new cultural contexts and mentally healthy. Self-esteem, previous travel experience, and met expectations predicted 51 % of the variance in depression; self-esteem, met expectations, English proficiency, perceived social support, and perceived discrimination predicted 41 % of the variance in satisfaction with life. In terms of acculturation attitudes, separation attitude was found to be the most preferred acculturation attitude among the Turkish students and female students were found to prefer integration attitude more than male students.

Keywords: Acculturation process, psychological adaptation, acculturation attitudes

ÖZ

AMERİKA BİRLEŞİK DEVLETLERİNDE EĞİTİM GÖREN TÜRK ÖĞRENCİLERİN PSİKOLOJİK UYUMLARI VE KÜLTÜRLENMELERİ

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Bu araştırmada Amerika Birleşik Devletlerinde eğitim gören Türk öğrencilerin psikolojik uyumları Berry'nin (1997) kuramında belirtilen değişenleri ile incelenmiştir. Araştırmaya 132 (45 kız, 87 erkek) Türk öğrenci katılmıştır. Örneklem Amerika'daki çeşitli üniversitelerin Türk Öğrenci Dernekleri, Amerika'da yaşayan Türklerin kurmuş oldukları Yahoo haberleşme grupları, ve Intercollegiate Türk Öğrenci Topluluğu aracılığı ile ulaşılmıştır. San Antonio, Texas'da okuyan Türk Öğrencilere ise araştırmacı tarafından ulaşılmıştır. Araştırmada demografik bilgiler anketi dışında Beck Depresyon Ölçeği, Rosenberg Kendine Güven Ölçeği, Kültürlenme Tutumları Ölçeği, Yaşam Doyum Ölçeği, Kültürel Uzaklık Ölçeği ve Algılanan Sosyal Destek

Ölçeđi kullanılmıřtır. Arařtırmada kullanılan ölçeklerin uyarlama alıřmaları yapılmıřtır. Arařtırmanın verileri oklu hiyerarřık regresyon analizi, korelasyon, t-testi ve ANOVA yöntemleri ile analiz edilmiřtir.

Arařtırmanın sonucunda Türk ğrencilerin psikolojik açıdan Amerika'daki yařamlarına uyum sađladıkları ve yařamlarından doyum sađladıkları bulunmuřtur. Kendine güven, önceki seyahat deneyimi ve karřılanmıř beklentilerin Türk ğrencilerin depresyonun % 51'ini açıkladıđı; kendine güvenin, karřılanmıř beklentilerin, İngilizce yeterliliđinin, algılanan sosyal desteđin ve algılanan ayrımcılıđın Türk ğrencilerdeki yařamdan doyum düzeylerinin % 41'ini açıkladıđı görölmüřtür. Bu sonuçların yanı sıra, kültürlenme tutumu olarak ayrılma tutumunun en ok tercih edilen tutum olduđu ve kız ğrencilerin bütünleřme tutumunu erkek ğrencilere nazaran daha ok tercih ettikleri saptanmıřtır.

Anahtar Kelimeler: Kültürlenme süreci, psikolojik uyum, kültürlenme tutumları

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Timuçin Bektaş, and Baki Bektaş.

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Date: June 9, 2004

Signature:

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CHAPTER I

INTRODUCTION

Cross cultural contact has been inevitable throughout the history. People brought up in one culture have regularly visited other societies to trade goods and services, exchange knowledge, and to learn about foreign cultures. People from different cultures have been in contact with one another for various reasons.

The culture contact occurs among the residents of a culturally diverse nation or society when a person from one society travels to another country within a particular objective in mind as work, adventure, study, immigrate, or provide assistance (Ward, Bochner, & Furnham, 2001). There are many kinds of cultural groups existing in plural societies in which their variety is primarily due to three factors: voluntariness, mobility, and permanency. Some groups voluntarily enter into the process (e.g. immigrants) while others do not (e.g. refugees). Some groups are in contact because they migrate to a new location (immigrants, refugees) while for others the new culture is brought to them (national minorities). Among those who migrate, some are relatively settled into the process (immigrants) while for others the situation is a temporary one (e.g. sojourners such as international students and businessmen).

Cross-cultural psychology has demonstrated important links between cultural context and individual behavioral development. Cross-cultural research has increasingly investigated what happens to individuals who were born and raised in one cultural context when attempting to re-establish their lives in another one (Berry, 1997). The range of changes that may occur as the result of acculturation is very large. According to Berry and Kim (1988), four main changes can be experienced; (1) *physical changes* may occur from factors such as a new place to live, a new type of housing, increased population density, and more pollution, (2) *biological changes* may occur from new food and nutritional status, and new diseases, (3) *cultural changes* may occur in factors such as political, economic, technical, linguistic, religious, and alteration or replacement of social institutions with new ones, (4) *psychological changes* including mental health status that almost always occurs as individuals attempt to adapt to their new environment.

Despite the variations in factors leading to acculturation, the basic process of adaptation appears to be common to all acculturating groups (Berry & Sam, 1996). All the acculturating groups--immigrants, refugees, business men and international students--first have a contact with another culture, assigning meanings to their experiences, use some strategies to deal with the stress, and finally adapt to the new culture. What varies is the course, the level of difficulty, and to some extent the eventual outcome of acculturation.

There are over a million students and scholars attending institutions of higher learning abroad mostly in the United States, Britain, Canada, and Australia (Koretz, 1998, cited in Ward, Bochner, & Furnham, 2001), who are experiencing the process of adaptation as foreign cultural groups. According to the Institute of International Education's (IIE) annual report on international education exchange

586,323 international students attended to the U.S. colleges and universities during 2002-2003 academic year (Kujawa, 2003). Since this number has been increasing every year, international students have become an interest for the researchers with regards to students' acculturation process. All foreign students are engaged in the process of acculturation meaning that the process of changes in the individual's behaviors, values, attitudes, and identity arises as a result of the interaction between the individual and the person and environment of the host country. International students are encountered with various stressful situations during their sojourn. According to Pedersen (1991) international students provide an example of a population that must learn a wide range of culturally defined and typically unfamiliar roles in a short time under conditions of considerable stress.

Literature on international students mainly cover four areas: (a) the problems of international students, (b) the psychological reactions of sojourners to encountering a new cultural environment, (c) the influence of social interaction and communication on sojourner adaptation, and (d) the culture-learning process in the cross-cultural sojourn (Hammer, 1992).

Psychological adaptation to acculturation, as the focus of the present study, covers the psychological reactions of acculturating individual in a new cultural environment by examining various group and individual variables. Psychological adaptation viewed within a stress and coping framework is defined in terms of psychological well-being and satisfaction.

In the recent literature on psychological adaptation to acculturation, a distinction has been drawn between psychological and sociocultural adaptation. Sociocultural adaptation is assessed in relation to skill deficits and social difficulty and interpreted from a culture learning perspective. Changes in sociocultural

adaptation are more predictable. Adaptation improves rapidly in the earlier stages of transition then it appears to stabilize. The focus is on the learning experience. Culture learning approach is based on the premise that the appropriate intervention is not therapy for the cross-cultural travelers, but preparation, orientation, and acquisition of culturally relevant social skills are (Furnham & Bochner, 1986). This approach implies that cross-cultural problems arise because sojourners, immigrants or refugees have difficulties managing everyday social encounters. Adaptation comes in the form of learning the culture-specific skills. The researchers, who adopted a culture-learning approach to intercultural contact and change, have emphasized the significance of culture specific variables in the adaptation process such as general knowledge about the new culture, length of residence, language, and communication competence (Ward, Bochner, & Furnham, 2001).

Psychological adaptation, strongly influenced by Lazarus and Folkman's work, conceptualizes cross-cultural transition as a series of stress-provoking life changes that draw on adjustive resources and require coping responses. Both individual and situational characteristics may facilitate or impede adjustment to new culture. Researchers identify the factors that affect cross-cultural adaptation as personality factors, coping styles, homesickness, and loneliness (Ward, Bochner, & Furnham, 2001). Berry (1980) is one of the researchers who rely on a stress-coping framework in discussing acculturative resilience. Berry (1980) emphasized the importance of stress-coping resources in buffering the negative effects of acculturation and maintained that dysfunctional and psychopathologic consequences occur during acculturation when coping resources are inadequate. As a pioneer of the cognitive study of acculturation and mental problems of international students, Berry (1984) defined psychological adaptation as the

individual behaviors that are linked to acculturation experience, either as “shifts” of the pre-existing customs or habits in language, beliefs, attitudes, values, or abilities, or as “acculturative stress” which is generated during acculturation.

Berry’s (1997) acculturation framework considers the acculturative experience as a major life event that is characterized by stress, and it demands cognitive appraisal of a situation, and requires coping strategies. According to this framework, psychological acculturation begins with group and individual acculturation experience and ends with some long-term adaptation. There are also moderating factors that exist prior to major acculturation namely age, gender, education, pre-acculturation, status, migration motivation, expectations, cultural distance, personality and those that may arise during the process of acculturation namely length of time, acculturation strategies, coping strategies, social support and discrimination.

Although approaches to the acculturation process vary, acculturation is a stressful process and generally most of the individuals with cross-cultural contact pass through this process with various levels of severity based on many personal and situational variables.

1.1. Purpose of the Study

The purpose of this present study was to examine the psychological adaptation of the Turkish students in the U.S. by examining the role of acculturation strategies, self-esteem, social support, previous travel experience, expectations, English proficiency, length of residence in the U.S., cultural distance, perceived discrimination, and certain demographic characteristics such as, gender,

age, marital status, education level. The study examined Berry's (1997) acculturation model on the Turkish students.

1.2. Research Questions

The following research questions were examined for the purpose of the study:

1. How do age, gender, expectations, previous travel experience, cultural distance, length of time, English Proficiency, social support, self-esteem and acculturation strategies influence the satisfaction with life scores of the Turkish students in the U.S.?
2. How do age, gender, expectations, previous travel experience, cultural distance, length of time, English Proficiency, social support, self-esteem and acculturation strategies influence the depression level of the Turkish students in the U.S.?
3. What is the most preferred acculturation strategy among the Turkish students in the U.S.?
4. What are the correlations among acculturation strategies and psychological adaptation of the Turkish students in the U.S.?
5. Is there a difference between female and male Turkish students in terms of acculturation strategies?
6. What are the effects of length of time, perceived discrimination, and perceived English proficiency on acculturation strategies of the Turkish students in the U.S.?

1.3. Definitions of Terms

Acculturation: Acculturation refers to the changes in a cultural group or individual as a result of contact with another cultural group. It is a process that individuals undergo in response to a changing cultural context (Berry, Poortinga, Segall, & Dasen, 2002).

Psychological acculturation: Psychological acculturation refers to the psychological changes that an individual experiences as a result of being in contact with other cultures and as a result of participating in the process of acculturation that his or her cultural or ethnic group is undergoing (Graves, 1967).

Psychological adaptation: Adaptation refers to the changes that take place in individuals or groups in response to environmental demands. Psychological adaptation refers to the psychological well-being and satisfaction in a new cultural context (Berry, Poortinga, Segall, & Dasen, 2002). According to Searle and Ward (1990), psychological adaptation refers to a set of internal psychological outcomes including a clear sense of personal and cultural identity, good mental health, and the achievement of personal satisfaction in the new cultural context.

- *Satisfaction with Life:* Satisfaction with life refers to global cognitive judgmental process of one's life. Judgments of satisfaction are dependent upon a comparison of one's circumstances with what is thought to be an appropriate standard. Judgment of how satisfied people are with their present state of affairs is based on a comparison with a standard which each individual sets for him or herself (Diener, Emmons, Larsen & Griffin, 1985).

- *Depression:* Depression is a disorder of mood, characterized by sadness and loss of interest in usually satisfying activities, a negative view of the self and hopelessness, passivity, indecisiveness, suicidal intentions, loss of appetite, weight loss, sleep disturbances, and other physical symptoms. Some or all of these symptoms may be present in people suffering from depression (DSM-IV)

Acculturation Strategies: Acculturation strategies refer to the way that individuals and ethnocultural groups orient themselves to the process of acculturation (Berry, Poortinga, Segall, & Dasen, 2002). The four strategies are:

- *Assimilation:* the acculturation strategy in which people do not to maintain their own culture, and ask seek to participate in larger society.
- *Separation:* the acculturation strategy in which people wish to maintain their cultural heritage, and seek to avoid participation in the larger society
- *Integration:* the acculturation strategy in which people wish to maintain their cultural heritage, and seek to participate in the larger society
- *Marginalization:* the acculturation strategy in which people do not maintain their cultural heritage, and also do not participate in the larger society

Cultural distance: Cultural distance refers to the subject's immediate environment and subculture which may or may not have much in common with the rest of the country (Babiker, Cox & Miller, 1980). Cultural distance is the degree to which groups differ culturally, measured by ethnographic indicators, or by individuals' perception of such difference. Cultural distance lies not uniquely in the background of the acculturating individual but in the dissimilarity between the two cultures in contact (Berry, Poortinga, Segall, & Dasen, 2002).

Self-esteem: Self-esteem refers to a positive or negative attitude toward the self. High self-esteem in the scales expresses the feeling that one is “good enough”. The individual simply feels that he is a person of worth; he respects himself for what he is, but he does not stand in awe of himself nor he does he expect others to stand in awe of him; He doesn’t consider himself better than others, he doesn’t feel that he is the ultimate in perfection, but on the contrary recognizes his limitations and expects to grow and improve (Rosenberg, 1965).

Social support: Social support refers to the presence of social and cultural institutions for the support of the acculturating individual (Berry, Poortinga, Segall, & Dasen, 2002).

Discrimination: Discrimination refers to the act of treating persons differently because of their membership in a cultural or ethnocultural group (Berry, Poortinga, Segall, & Dasen, 2002).

Demographic variables: age, gender, education level, marital status, length of time in the U.S., previous travel experience to another country, English Proficiency, and expectations.

1.4. Significance of the Study

According to a report by the Turkish Council of Higher Education, more than 50 thousand Turkish students are acquiring education abroad, with 24 thousand studying in Germany and 15 thousand studying in the United States. Turkey ranks eleventh among the countries sending their youth abroad for

education in Germany, the U.S., England, Canada, Belgium, Australia, France and South Africa and ranks ninth among the countries sending students to the United States (Website: <http://www.bakutoday.net>, *May 19, 2003*).

Although there are a few studies about the Turkish immigrants, the number of studies regarding how acculturation affects the Turkish students is very limited. Since the number of students that prefer to have a college education abroad increases significantly each year, gaining knowledge about the Turkish students' acculturation process will provide valuable information with regard to both counseling these students and future research. Acculturation, acculturative stress, and acculturation strategies are commonly examined concepts within various cultures such as Chinese (Shen & Takeuchi, 2001), Norwegian (Sam, 1998), Australian and Canadian (Berry, Kim, Power, & Bujaki, 1989), Latino (Miranda & Matheny, 2000), Israeli (Eshel & Rosenthal-Sokolov, 2000). Although the acculturation process is expected to be similar for most of the acculturative individuals, the cultural differences are known to affect the individuals in various ways. Generalizing findings of studies on various cultures to the Turkish culture may not be expected to provide reliable information for professionals who are working with the Turkish students. Therefore, finding out how acculturation process works for the Turkish students in particular is important.

Acculturation is an inevitable process particularly as a result of the globalization. Each day many people experience cultural contact either temporally or permanently. However, acculturation process is a stressful process and during this process as the other acculturating individuals, Turkish students may face challenging experiences that might result in serious outcomes. Understanding the acculturation process may prevent serious problems and facilitate the formation of

effective services for the Turkish students. Therefore, understanding the acculturation process is essential to gain insights to facilitate smoother adaptation experiences in cross-cultural environments. In this regard, the present study will provide valuable information about the Turkish students' acculturation process.

Berry (1997) mentions that no single study has incorporated or verified all aspects of his framework. Although the present study is not an exception, it examined acculturation processes of the Turkish students in the U.S. by exploring the individual level variables contained in the framework. The purpose of the present study was to examine the psychological adaptation of the Turkish student population in the U.S. by controlling acculturation variables, and selected certain demographic variables to provide detailed information regarding acculturation process of the Turkish students in foreign lands.

1.5. Limitations of the Study

The study has a few limitations. The first limitation is geographical. The findings of the study are limited to the Turkish students attending to universities in 28 states of the U.S. out of 50.

The second limitation is related to data collection procedure. The data were collected through internet. Participants might experience some technical difficulties and other personal problems such as concentration problems. Besides, some other standardized test administration procedures couldn't be followed such as time spent in filling out the instruments, sincerity, etc.

The third limitation is related to measurement. Self-report nature of the instruments might lead to some biases including social desirability that might intervene with the results of the study.

CHAPTER II

REVIEW OF LITERATURE

This section presents acculturation framework and the studies about acculturation, psychological adaptation, and moderating factors.

2.1. Acculturation Theory

Berry in 1997 proposed an acculturation framework for the study of acculturation and adaptation. His framework considers the acculturative experience as a major life event that is characterized by stress, demands cognitive appraisal of a situation, and requires coping strategies. As shown in Figure 1, these processes, as well as their psychological outcomes are likely to be influenced by both societal and individual level variables.

On the macro level, characteristics of the society of the settlement and society of origin are important. Discriminating features of these societies may include social, political, and demographic factors, such as ethnic compassion, extent of cultural pluralism, and salient attitudes towards ethnic and cultural out-groups. On the micro level, characteristics of the acculturating individual and situational aspects of the acculturative experience exert influences on stress, coping, and adaptation. Berry also distinguishes between influences arising prior to and during acculturation (Berry, 1997).

According to the framework, psychological acculturation begins with group and individual acculturation experience and ends with some long-term adaptation. In psychological acculturation there are five main features. First the, process of dealing with life events begins with being in contact with two cultures and having to participate to various extents in both of them which is conceptualized as the *acculturation experience*.

Second, in *appraisal of experience*, individuals consider the meaning of these experiences, evaluating and appraising them as a source of difficulty or sometimes as opportunities. When acculturation experiences are perceived as being unproblematic for the individual, changes are likely to be rather easy and behavioral shifts are expected to follow smoothly under three sub-processes: (1) culture shedding, (2) culture learning, and (3) culture conflict. In culture shedding and culture learning individuals make changes in their behavior repertoires, leave some of their existing behaviors and replace them with more accurate behaviors that fit the new culture in order to adjust. During this process, some degree of conflict may be experienced. When greater levels of conflict are experienced, individuals perceive the experiences as controllable but problematic. They may come to a conclusion that they are facing these problems because of the intercultural contact and to overcome these problems may not be easy and quick.

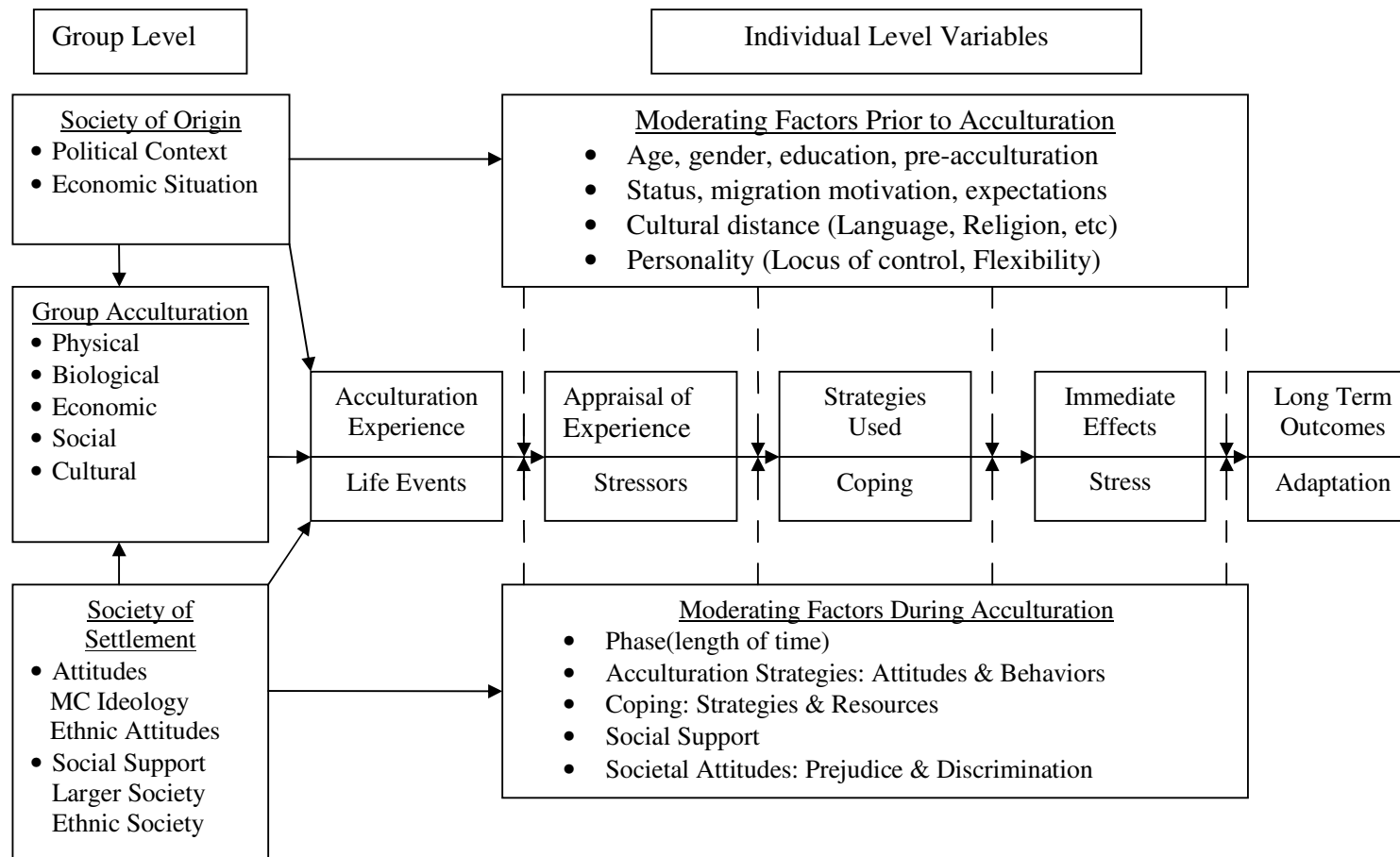


Figure 1. A Framework for Acculturation (Berry, 1997)

This leads to acculturation stress, a stress reaction in response to life events that are rooted in the experience of acculturation. When acculturation experiences overwhelm the individuals, individuals can not control the problems and it may result in psychopathology.

Third, after giving a meaning to the experience, this time individuals use some *strategies* to deal with the experiences. The strategies are studied under four main categories: (1) assimilation, (2) integration, (3) separation, and (4) marginalization.

The fourth aspect is the complex set of *immediate effects* of the experienced stress. The consequences of the experienced stress vary according to its difficulty. When behavioral shifts have taken place, without difficulty, stress is likely to be minimal and positive. When individuals experience problems but have successfully coped, stress are expected to be similarly low and when problems are overwhelming, stress and negative consequences are expected to be high.

The final aspect is the *long-term acculturation*. Adaptation refers to relatively stable changes that take place. Long-term adaptation is highly variable ranging from well adapted to poorly adapted, varying from one situation to another and having different time courses and different experiential predictors. Adaptation does not just imply that individuals or groups change to become more like their environments. Adaptation may also involve resistance and attempts to change the environment or removal. Therefore it is important to consider the moderating factors that exist prior to and that those arise during the process of acculturation.

According to the model, there are some factors existing prior to the acculturation and individuals begin the acculturation process with a number of personal characteristics of both a demographic and social nature. One of these

factors is age. One's *age* has a known relationship to the acculturation process. When acculturation starts early, the process is generally smooth. However, older youth do often experience substantial problems. As the other factor *gender* has variable influence on acculturation process. However, females seem to be more at risk for problems than males. The other factor *education* appears as a consistent factor associated with possible adaptations. Higher education is proposed to be predictive of lower stress. According to Berry, education is a personal resource in itself; problem analysis and problem solving are usually instilled by formal education and likely contribute to better adaptation. *Status* is the other factor. A common experience for migrants is a combination of status loss and limited status mobility. One's "departure status" is frequently higher than one's "entry status". *Reasons for migration*, the other factor, have been studied using the concepts of push/pull motivations and expectations. Those with push motivation (involuntary or forced migration and negative expectations) tend to have more psychological adaptation problems than with pull motivation (voluntary migration and positive expectations). Additionally, excessively high *expectations* about new life which are not met lead to greater stress. The other moderating factor is the *cultural distance*. Cultural distance concept was introduced by Babiker, Cox and Miller (1980) to account for the distress experienced by sojourners during the process of acculturation. It was argued that the degree of psychological adjustment problem is a function of the dissimilarities of between culture of origin and culture of contact. The general and consistent finding is that the greater the cultural differences, the less positive the adaptation. Greater cultural distance requires the need for greater culture shedding and culture learning. The final moderating factor mentioned in the theory prior to the acculturation is *personality factors*. Personal

factors have effects on the course of acculturation. A number of traits have been proposed as protective and as risk factors such as locus of control, flexibility, introversion/extraversion, self-efficiency, and self-esteem (Berry, 1997).

According to the model, there are factors arising during the acculturation process. *Length of time* is one of these factors. How long a person has been experiencing acculturation strongly affects the kind and extent of problems. Specific nature of the experiences and problems are encountered as they change over time such as learning the language, and establishing relationships. *Acculturation strategies* as examined in detail in the theory have relationships with positive adaptation. Integration is usually the most successful, marginalization is the least, and assimilation and separation strategies are intermediate strategies. The other factor is *coping strategies*. There is a relationship between coping and acculturation strategies. Integration is positively correlated with task orientation, and assimilation is positively correlated with both task and emotion orientation. As the other factor, *social support* has been viewed as a major resource in the stress and coping literature. Additionally social support is also a significant factor in predicting both psychological adjustment and physical health during cross-cultural transitions. A variety of sources including family, friends and acquaintances are considered for social support. When the source of support is the friends both the co-national supports and host national supports have been examined. In general, for some individuals having links to their heritage culture is associated with lower stress. For the others having links to the member of the new setting is more helpful. The final moderating factor examined in the theory is *discrimination*. The effects of prejudice on acculturation strategies and psychological and social adjustment have been studied in acculturation process. In general, a negative association has

been revealed between the experience of prejudice and psychological well-being (Berry, 1997).

According to Berry (1980), there is three-phase course to acculturation: (1) contact, (2) conflict and (3) adaptation. The first phase is necessary, the second is probable and the third is inevitable.

Individuals going through acculturation experience a range of changes including changes in mental health. Mental health as a core definition includes the notions of effective functioning in daily life and the ability to deal with new situations. Mental health is more than just absence of illness, diseases or dysfunction; it is the presence of psychological well-being (Berry & Kim, 1988). Changes in mental health are also linked to phases of the acculturation process. It is assumed that in the *precontact* phase mental health is present to varying degrees in the society across individuals. In the *contact* phase, the groups meet, interact, and new stressors appear. Cultural and behavioral exchange begins and these place more stressors especially on the nondominant group. Usually the *conflict* phase appears with tension, pressures and stress is experienced by nondominant group. If tension and conflict appear, a highly stressful crisis phase may occur, where the conflicts need to be resolved. Finally an adaptation phase follows where the group relations are stabilized.

There are two important questions for individuals undergoing acculturation: “Is my cultural identity of value to be retained?” and “Are positive relations with the larger (dominant) society to be sought?” Answering these questions defines the acculturation strategies of acculturating individual. By answering “yes” to the question, “Are positive relations with dominant society to be sought?” individuals have two positive varieties of acculturation which is distinguished by contrasting

value placed on the retention of cultural identity; assimilation and integration. In *assimilation*, relinquishing cultural identity and moving into the larger society is the option taken. *Integration* implies the maintenance of cultural integrity as well as the movement to become an integral part of a larger social framework. When the answer is “no,” there is a negative type of acculturation. *Seperation* refers to self-imposed withdrawal from larger society. Confusion and anxiety are felt and they are characterized by striking out against the larger society and by feelings of alienation, loss of identity, and what has been termed acculturative stress. In the other option, *marginalization*, individuals are out of cultural and psychological contact with either their traditional culture or the larger society.

A different number of alternatives and with different names are proposed for acculturation strategies. For example, LaFromboise, Coleman, and Gerton (1993) suggested reversing the term acculturation for a way to explain or describe the process and he found six ways that have been used to describe the process of the second culture acquisition. These six coping ways represent different conceptualizations of what happens when individuals come into contact with people from a different culture: (1) assimilation, (2) acculturation, (3) separation, (4) alternation, (5) integration, and (6) fusion. According to this model, assimilation, acculturation, and separation reflects a traditional assumption that the process is linear; individuals let go of their culture of origin and join the second culture or they remove themselves from contact with second culture. A person who assimilates or acculturates is one who attempts to join the second culture. A person who separates is one who withdraws from or avoids contact with persons who are not members of his or her culture of origin. In alternation, individuals make it possible to alternate between two cultures in the same manner as one alternates the

use of the language in different contexts. In integration, individuals coexist without compromising their cultural identities; they maintain their culture of origin while interacting with others from different cultures. And in fusion, individuals fuse to create a new culture that subsumes individuals' cultures of origins with individuals from different cultures whom they are in consistent contact (Coleman, Casali, & Wampold, 2001).

In addition to the acculturation phases, changes in the mental health status of individuals are expected to vary across four modes of acculturation. Three modes, separation, integration and assimilation, represent various forms of adaptation. Of the three, separation tends to maintain the resistance to intergroup relations and maintain conflict to some extent, suggesting that mental health may be poor. Assimilation represents cultural loss and mental health may be less there than in integration mode, where selective involvement in two cultures may provide the supportive sociocultural base for the mental health. In marginalization the poorest mental health is expected (Kim & Berry, 1988).

According to Berry (1997) psychological adaptation is considered to be a matter of learning a new behavioral repertoire that is appropriate for the new cultural context and it may be accompanied by some moderate culture conflict. When serious conflict exists, individuals experience "acculturation stress." According to Berry, acculturation stress conceptualization is closely linked to psychological model of stress which is a response to environmental stressors; experience of acculturation and has a theoretical foundation. Moreover, during acculturation other psychological processes such as problem appraisal and coping strategies are also experienced rather than just the presence of negative experiences and outcomes.

2.2. Studies on Acculturation and Psychological Adaptation

Acculturation occurs in a wide variety of circumstances. It has been most commonly investigated among persons who undertake cross-cultural relocations, such as immigrants, refugees, and sojourners; international students and business people. For all these groups, going through the acculturation process is inevitable.

It is a common belief that whether permanent or temporary, moving from one country to another produces a variety of stresses. The experience of change which is the experience of different places individuals at risk for mental problems (Gaines, 1998). Each of these groups experiences these problems in certain levels. According to Berry, Kim, Minde, and Mok (1987) refugees experience the greatest level of acculturative stress, whereas immigrants and ethno cultural groups experience the lowest, and sojourners experience an intermediate level of stress.

In this section studies regarding all these acculturating groups' psychological acculturation process are reported. Moreover, the studies that have explored acculturation are presented in terms of the moderating factors namely gender, age, marital status, educational level, status, length of time, previous travel experience, English skills, expectations, cultural distance, personality factors, acculturation attitudes, social support, and perceived discrimination.

Ataca and Berry (2002) examined the moderating factors' influence on psychological and sociocultural adaptation of the Turkish immigrants in Toronto. The purpose of the study was to examine psychological, sociocultural and marital adaptation separately for the Turkish males and females and to examine the similarities and differences in acculturation and adaptation in relation to socioeconomic status. The two hundred married Turkish immigrants living in Toronto were recruited through the various Turkish culture groups, at social events,

and by the way of an ad in the newsletter of the Turkish Association, at a coffee and grocery shop operated by the Turkish immigrants. The questionnaire administered to voluntary participants included demographic information, short form of Hardiness Scale, adapted version of Perceived Discrimination Scale, Generalized Contentment Scale, Cawte Stress Scale, modified version of State-Trait Anxiety Inventory, Satisfaction with Life Scale, modified version of Social Situations Questionnaire, modified version of Locke-Wallace Marital Adjustment Test, modified version of a marital stressors index, and a few scales prepared by the researchers to measure marital support, English proficiency, perceived social support, cultural distance, contact, and acculturation attitudes. Results indicated that psychological adaptation of the Turkish married couples was associated with the personality variables of hardiness, social support, acculturation attitudes and discrimination; social adaptation was associated with language proficiency and contact with members of dominant group and; marital adaptation was mostly associated with marital stressors and marital support. Gender difference was also observed in terms of marital, psychological and social adaptation. Hardiness, marital support, length of residence, social support, cultural distance, and contact were significant predictors of psychological adaptation of males, whereas marital stressors was the only significant predictor for females. For sociocultural adaptation, language proficiency, social support, marginalization and discrimination were significant predictors of males, whereas hardiness was the only significant predictor of women. For marital adaptation, marital stressors and support were significant predictors for both males and females. The effect of socioeconomic status was also examined in the study. Results indicated that two groups of Turkish immigrants; working class and professionals, were different in

their acculturation experiences and adaptation. Low SES group was found to be more satisfied with their life in Canada, although they were more stressed and less adapted. In terms of acculturation attitudes, Turkish immigrants were found to strongly endorse separation; however those of high socioeconomic status were found to prefer integration and assimilation to a greater extent than those of low socioeconomic status.

In a study, psychological and sociocultural adjustment during cross cultural transitions was explored among 105 international college and secondary school students in New Zealand (Searle & Ward, 1990). The materials used in the study included measures of psychological and sociocultural adjustment, expectations, cultural distance, social interactions, extroversion, life changes, and cross cultural experience and training. It was reported that psychological adjustment was predicted by satisfaction with relationships with host nationals, extroversion, life changes, and social difficulty. In addition, social adaptation was predicted by cultural distance, expected difficulty, and depression.

In a very similar study, Ward and Kennedy (1993a) examined international students' psychological and socio-cultural adjustment among a group of secondary school students who were participating in the American Field Service Program in New Zealand. The objectives of the study were to construct predictive models of psychological and socio-cultural adjustment, to compare psychological and socio-cultural adjustment in a sojourning and a secondary group, and the magnitude of the relationship between psychological and socio-cultural adaptation in the groups. A total of 178 voluntary secondary from 23 different countries were administered a questionnaire including measurement of personality, homesickness, life changes, cultural distance, attitudes toward host nationals, quality and quantity of

interpersonal relations, language ability and psychological and socio-cultural adjustment. It was found that homesickness, external locus of control, life changes, and social difficulty were the predictors of psychological adjustment, and cultural distance, language ability, satisfaction with host national contact, cultural separation and mood disturbance were the predictors of socio-cultural adjustment.

As one of the moderating factors, gender has a variable influence on acculturation process (Berry, Poortinga, Segall, & Dasen, 2002). Although studies regarding gender differences in acculturation process have not shown consistency, as a common assumption, females seem to be more at risk for problems than males (Chung, Bemak, & Wong, 2000). Ghaffarian (1987) studied the acculturation of Iranians in the United States and examined acculturative differences between males and females and the relationship between acculturation and psychological adjustment. The participants were 110 Iranian college students (52 female and 59 male) between ages of 17 and 27 who were selected from different colleges in Los Angeles and reached through Iranian clubs, in student union buildings, and cafeterias. Acculturation scale for Mexican Americans that was altered to fit Iranians, a questionnaire of depression and anxiety and a traditional family ideology scale were used in the study. Results indicated that although there were no differences between males and females in terms of general values they held, Iranian men were found to have accepted more American values and behaviors than Iranian women and were found to be less anxious and depressed than Iranian women.

Lee (1999) examined Asian American college students' level of acculturation and their multicultural identity development. The Suinn-Lew Asian Self-Identity Acculturation Scale was used to assess 42 (20 female, 22 male) Korean American

college students' acculturation and identity. The participants were selected from a college fellowship group in Korean American Presbyterian churches in Chicago. In the study, no significant gender difference regarding acculturation and identity formation were found. However as related to other moderating factors, results indicated that length of residence in the U.S. has been one influential factor for acculturation. Students who came to U.S. when they were less than 6 years old showed higher acculturation than those who attended elementary school at least up to 4th grade in Korea. Other significant result of the study was that Korean American college students were deeply aware of their ethnic origin and cultural heritage as part of their multicultural identity formation during college life.

In an other study regarding gender differences, Jingyun (1999) examined various demographic variables that contribute to culture shock such as gender, age, marital status, nationality, length of time in the U.S., previous travel experience in other countries, and the number of friends. The subjects were 66 English Second Language (ESL) students whose native language were Chinese, Japanese, Korean, and Spanish at the English Language Institute at the University of Tennessee during 1997 and 1998 academic year. The questionnaire prepared by the researcher was translated into their native languages. The questionnaire consisted of 40 questions and participants were asked six open-ended questions about American life. In the study, no significant gender difference was found. In terms of other moderating factors, previous travel experience, number of American friends and length of time in the U.S did produce significant relationships.

Regarding status, Aycan and Berry (1996) examined the process of acculturation with a specific emphasis on the impact of economic integration on psychological well-being and adaptation among the Turkish immigrants in Canada.

Selection of respondents was accomplished by using multiple sampling strategies. The main source was membership lists of two ethnic associations. One hundred and fifty individuals randomly selected from the lists were sent the research material by mail. In addition, a further 100 individuals were chosen from customers of Turkish restaurants, cafes, and clubs. The questionnaires used in the study were Cawte Stress Scale, The Competence Scale, Alienation Scale, Socio-Cultural Adjustment Scale, and two other scales prepared by the researcher to measure psychological and economic adaptation. Results demonstrated that adversity experienced in employment life such as status loss, unemployment and underemployment had a negative impact on both psychological well-being and adaptation to Canada. It was stated that the longer the duration of unemployment in Canada, the more likely that immigrants experience acculturative stress, negative self-concept, alienation from the society, and adaptation difficulties. Results also indicated that a large gap between socio-economic status in Turkey and in Canada was associated with high acculturative stress. Those individuals who experienced greater loss in their status were less satisfied with their lives in Canada, and less likely to describe themselves as accomplished in economic life.

In another study, Shen and Takeuchi (2001) examined the role of acculturation and its direct and indirect impact on depressive symptom severity through socioeconomic status (SES), stress, social support, personality negativity, and physical health perception. The participants of the study were 983 employed Chinese Americans from a representative community with a majority of immigrants. Daily Hassles Scale, Symptom Checklist, an acculturation scale, a social support scale including one item to measure perceived self-health, and a depression subscale were used in the study. The results demonstrated that

acculturation correlated with SES contributed to depressive severity. Better social support, lower personality negativity, better health perception and lower stress were found mediating the relationship between higher SES and lower depressive symptom severity.

The other significant moderating factor is the cultural distance. Cultural distance refers to the degree of which the groups are culturally different from each other. Studies indicated that greater cultural difference results in greater psychological adaptation problems. Cultural distance concept and sojourners' stress during acculturation was studied by Babiker, Cox, and Miller (1980). The purpose of the study was to develop an instrument to measure the distance between two cultures based on their social and physical attributes. In the study, 134 subjects were recruited from the 1976 intake of new students at Edinburgh University. The subjects were interviewed twice. The Cultural Distance Index developed for the study, Livingston symptom scales, a modified life events questionnaire and a latter consisted of self-ratings on several symptoms were administered in the study. Results indicated that the cultural distance was related to symptoms of anxiety and medical consultation in foreign students in Scotland.

Phalet and Hagendoorn (1996) in their study examined personal adjustment of Turkish immigrants in Belgium who were in the process of acculturative transitions. Personal adjustment was examined in terms of group-level conditions as well as individual-level conditions. Among group-level conditions cultural distance and social inequality, in the individual level, individualism and collectivism values were examined as the factors explaining attitudes toward acculturation. Participants of the study were recruited in Turkey and Belgium; 309 participants from six secondary school in Istanbul, and 100 Turkish youngsters

from six secondary schools in Belgium. To measure achievement, collectivism, internal and external adjustments scales were constructed by the researchers. Also a shortened form of Cornell Medical Index was used to measure internal adjustment problems. The acculturation experience of Turkish immigrants was characterized by external adjustment, and by increased collectivism together with lowered achievement values. It was found that Turkish youngsters with a collectivistic value orientation have fewer adjustment problems and cultural distance was found to add to external adjustment problems of Turkish immigrants in Belgium.

In another study, Berry and Annis (1974) examined the role of ecology, culture, and differentiation on acculturation stress. It was hypothesized that acculturation stress varies as a function of the traditional culture and behaviors, which characterize a community as a function of the acculturative influences affecting that community. That is, acculturative stress is dependent upon features brought to the acculturation arena by both parties in the process. It was also hypothesized that acculturative stress would be greater in communities where there was greater cultural and behavioral disparity between the two groups and where there was a stronger pressure placed upon a traditional community to become acculturated. Two samples were selected from two Amerindian communities in three eco-cultural settings: high-medium-low food accumulating. A psychosomatic check list, marginality scale, deviance scale and a scale for assessing attitudes toward modes of relating to the larger society were administered to the sample. The results indicated that those whose traditional migratory life was most discrepant from a cultural style of a Eurocanadian larger society suffered the most acculturative stress, and had the least interest in assimilating.

In a study concerning international students, distinction between psychological and sociocultural adjustment was examined in sojourners and permanent residents in Hong Kong in relation to the two dimensions of acculturation (Ward & Kennedy, 1993c). One hundred twenty-four British residents with a range of 17-60 years old participated in this research. Sixty-seven respondents described themselves as sojourners and fifty-six as permanent residents. Questionnaires that consisted of measures of cultural identity, psychological adjustment, and sociocultural adjustment were completed by participants. It was found that psychological adjustment and sociocultural adjustment were interrelated. Results indicated that permanent residents displayed a weaker British cultural identity. A strong British identity and cultural distancing from Chinese were associated with increased social difficulty for the British residents.

Baltaş and Steptoe (2000) examined individual differences in psychological well-being among Turkish-British married couples in relation to cultural conflict within marriage, and the degree of acculturation. Participants were recruited from Central London area through the membership records of the Turkish British Chamber of Commerce and Industry and the Alumnus Association of Ankara High School. The criterion of the sampling was to be in Britain for at least two years and married to a British partner for at least two years. Based on these criterion 33 couples as 23 Turkish men married to British women, and 10 Turkish women married to British men participated in the study. Data were collected by interviews and the administration of Beck Depression Inventory, trait anxiety scale of The State Trait Anxiety Inventory, and acculturation scale prepared by the researchers. Results of the study indicated that depression was correlated with marital cultural

difficulties in both Turkish and British respondents independent from sex, age, and duration of marriage. Moreover, depression scores were higher among respondents who reported greater cultural conflict.

Length of time in the host culture is one of the significant moderating factors. How long a person has been experiencing acculturation has a significant effect on adaptation. As a common assumption, the longer the acculturating person has been experiencing acculturation, the smoother the adaptation has become (Jingyun, 1999; Lee, 1999). Zhang and Rentz (1996) examined the relationships among intercultural adaptation, knowledge of the American culture, and time in the U.S. among graduate students from the People's Republic of China. The sample consisted of 85 graduate students enrolled in a mid-sized university in the Midwest completed the Satisfaction Index of the Survey of Intercultural Adaptation, and the Test of American Culture. Results indicated significant positive relationships among adaptation, knowledge of American culture, satisfaction, and time in the United States. It was found that students who stayed in the U.S. longer had better intercultural adaptation. Besides, the results demonstrated that graduate students who have more knowledge of American culture had less difficulty in adapting to their new culture since less anxiety and less uncertainty were experienced.

In an other study, Guan and Dodder (2001) explored relationships between cultural contact and value change by comparing Chinese students having cross cultural contact and Chinese students without contact. The Chinese Value Survey was used as the instrument for value scores of a sample of 292 students. It was reported that those who stayed in the U.S. over two years viewed cultural conversation as less important than those who stayed in the U.S. less than two years.

Fuertes and Westbrook (1996) examined the effects of generational status, gender, and socioeconomic status on the level of acculturation stress. Participants were 141 Hispanic students at northeastern university. Participants completed a demographic form, the S.A.F.E. Acculturation Stress Scale, and open-ended questions as part of the activities of the campus minority student office. It was found that acculturation stress was significantly higher for late immigrants and a potential major adjustment issue for these students. Results indicated that late-immigrant Hispanic college students experienced more acculturation stress than do early-immigrants in terms of “understanding others when they speak,” “not having close friends,” “not feeling at home,” and “being perceived by others as unsociable” when they have trouble in English.

In another study, acculturative stress and specific coping strategies were assessed in a group of multicultural college students (N = 214) who were divided into four generational status groups; early immigrants, late immigrants, second-generation, and third-generation. In addition, the relationship of acculturative stress to self-esteem, locus of control, and loyalty to American culture was explored in the study. The self-administered questionnaire contained the short version of the Padilla S.A.F.E. Acculturative Stress Measure, a loyalty toward American culture scale, Rotter’s Internal/External Locus of Control Scale, and Coopersmith Self-Esteem Inventory (Mena, Padilla, & Maldonado, 1987). Similar to Fuertes and Westbrook’ (1996) study, the results revealed that late immigrant students were found to experience greater acculturative stress than the other groups. In terms of other factors, absence of locus of control was found to be a predictor of acculturation stress for all groups. Also late immigrants were found to cope with stress more frequently by taking a direct and planned action approach.

Chung, Bemak, and Wong (2000) examined psychosocial adjustment issues, acculturation, social support and psychological distress among two different groups of Vietnamese refugees in the U.S. The 358 respondents recruited from Vietnamese Student Associations and Asian American Studies courses at 12 colleges in California were divided into two groups. The first group labeled first wave was consisted of those who arrived to the U.S. before 1976, and the second group labeled second wave was consisted of those who arrived to the U.S. after 1976. Psychosocial adjustment issues were measured by Hopkins Symptom Checklist, a revised version of the Suinn-Lew Self Identity and Acculturation Scale, and the Social Support Questionnaire. Results indicated significant differences in levels of distress, social support and acculturation between two groups; the second wave reported experiencing significantly higher distress, less acculturation and less satisfaction with their social support network.

Tsoi-Pullar (1995) examined acculturation and psychological well-being among Chinese American college students. The sample was 324 Chinese-American students in a large western university. In the study, acculturation was measured by Suinn-Lew Asian Self-Identity Acculturation (SL-ASIA) Scale. Psychological well-being was measured by four highly-correlated variables: (1) anxiety, (2) depression, (3) life satisfaction, and (4) self-esteem, and identity conflict was measured by a scale designed by the researcher. Ethnic identity was found to be an important aspect of acculturation for Chinese-Americans since general health and identity conflict were the most powerful predictors of psychological well-being. Most of the students exhibited Chinese-Oriented bicultural interval of acculturation. Most of the students were psychologically healthy and better psychological health was found to be related to demographic variables of older age,

higher college class, having English as a first language, being married, U.S. citizenship, higher parental income and excellent general health, and longer residence in the U.S.

As a consequence of time spend in the host culture, specific nature of the experiences and problems has become easier to cope as they change over time such as learning the language. Language is one of the significant moderating factors in adaptation. Generally speaking, the more the language skills improve, the easier the adaptation is. In their study Poyrazlı, Arbora, Bullington, and Pisecco (2001) investigated the adjustment issues of Turkish college students in the U.S. Inventory of Student Adjustment Strain and a demographic questionnaire were administered to the 79 Turkish undergraduate and graduate students in the U.S. Sixty eight percent of the students were recruited from universities in the southwest U.S., and 32 % were from the universities in the east. As consistent with the general assumption, results indicated that students with better reading and writing proficiency in English reported better adjustment and also those who had better English skills reported having higher GPA's.

In another study, as a different acculturating group, acculturation was studied among refugees. Nwadoria and McAdoo (1996) examined mental health, adjustment, and issues of acculturation among Amerasian refugees as they attempted to adapt to the American culture. Participants were 105 volunteered Amerasians (43 females, 61 males) ranging in age from 19 to 32. Among volunteers 48 were able to speak Basic English. A refugee acculturative stress inventory was modified to fit this group and administered to the participants. Findings indicated that most newly arrived Amerasians experienced acculturative stress primarily in areas of spoken English, employment, and limited formal

education. There was a high correlation between acculturative stress and the ability to speak English. The Amerasians who were able to communicate in English more were found to experience less stress.

Lanca and Alksnis (1994) investigated whether language preference was associated with different acculturation attitudes. The data was collected by two assistants through informal contacts made in cooperation with members of a Portuguese club in Montreal. The 103 Portuguese immigrants or first-generation Canadians of Portuguese descent were administered a questionnaire in their preferred language; English, French, or Portuguese. Their modes of acculturation, self-reported ethnic identity, self-esteem, individualistic and collectivistic tendencies, and self-reported competence in speaking and reading English, French, and Portuguese were assessed. The results indicated that language preference was associated with ethnic identity. Moreover, there was a strong identification with the North American culture by the English respondents and a weaker association with the French-Canadian culture by French respondents. It was also found that the English respondents were significantly higher on self-esteem. The results indicated that language choice strongly reflects different acculturation attitudes. Portuguese proficiency was negatively correlated with assimilation and positively correlated with integration and separation, suggesting that respondents with greater Portuguese proficiency were more likely to favour separation and/or integration attitudes and less likely to favour assimilation. English proficiency and French proficiency were negatively related to separation and marginalization.

As the other moderating factor, acculturation attitudes have been one of the most commonly examined factors during acculturation process. Changes in the mental health status of individuals have been expected to vary across four modes of

acculturation. In their study, Eshel and Rosenthal-Sokolov (2000) examined the acculturation attitudes and sociocultural adjustment of sojourner youth in Israel. Researchers hypothesized that measures of adjustment to an Israeli setting were positively associated with students' assimilation and integration scores, negatively related to their separation scores, and adjustment scores were negatively associated with length of sojourn, whereas acculturation attitudes were not significantly linked to length of sojourn. In order to test their hypothesis, the researchers administered an Israeli measure of acculturation attitudes scale and a questionnaire to measure perceived cross-cultural adjustment to 300 Jewish students (154 boys, 146 girls with a mean of age 16.5) of Russian Federation. The results indicated a positive association between an attitude of integration and a wish to reside in Israel, acceptance by Israelis, and acceptance by Russian peers. An attitude of separation was significant and negatively associated with two measures of perceived social adjustment. A preference for the integration strategy was most directly associated with measures of adjustment to Israel.

In one of the studies regarding attitudes, Kosic (2002) examined the relationship between acculturation attitudes and sociocultural and psychological adaptation among Croatian and Polish immigrants to Italy. The relationship between the need for cognitive closure and sociocultural, and also psychological adaptation were investigated in the study. The sample, consisted of two immigrant groups to Rome, Croatian (N= 172) and Polish (N = 179), were recruited through ethnic and religious Croatian and Polish organizations. The questionnaire prepared by the researcher included questions to measure gender, age, marital status, level of education, length of residence, expectations, sociocultural adaptation, psychological adaptation, and acculturation strategies. A scale (NCC) was also

used to measure need for cognitive closure. Results indicated that Croatians and Polish immigrants did not differ in their choices of acculturation strategies. Separation was associated with the lowest sociocultural and psychological adaptation. The study results suggested that assimilation was linked to higher sociocultural and psychological adaptation but not significantly different from integration.

Dona and Berry (1994) examined the relationship between acculturation and mental health among Central American refugees who were settled in Canada. Modes of acculturation, acculturative experience with the host society, contact with culture of origin, and individualistic values were the main factors investigated in relation to acculturative stress. Participants were recruited in Toronto through information center for refugees, community centers, women's groups, religious centers, and English-as-Second Language classes. Voluntarily 101 Central American refugees were administered an Acculturation Attitudes Scale prepared by the researchers, Individualism-Collectivism Scale, and Cawte Stress Scale. Results indicated that contact with the culture of origin and modes of acculturation were the best predictor of acculturative stress. It was found that refugees favored integration mode over the other three options and continue to value their cultural identity. A significant difference was found across the modes on psychological stress; individuals with the integration mode exhibited less stress than those in the assimilation and separation modes.

Zheng and Berry (1991) examined the psychological adaptation of Chinese sojourners in Canada. The purpose of the longitudinal study was to explore the relationships of health beliefs and behaviors, acculturative experiences and attitudes, acculturative stress and subjective adaptation among 68 sojourners, 28

Chinese immigrant and Chinese-Canadian students, 30 Chinese students and scholars in China and 33 non Chinese students. Individual characteristics were measured by Eysenck Personality Questionnaire, Health Concept Scale, Health Causation Scale, Health Beliefs Scale, Health Behaviors Scale; acculturation attitudes were measured by Acculturative Attitudes scales, Problem Checklist, Ways of Coping Checklist, and Social Contact Scale; and adaptational outcome was measured by Cawte Scale and two subjective adaptation items. Results indicated that the Chinese sojourners experienced less desired and actual contact, more contact incongruity, more separation and less assimilation than Chinese-Canadian students. The other findings were Chinese sojourners reported lower English fluency, lower ease of making friends, more adaptation and communication problems, and lower subjective adaptation than non-Chinese Canadian or Chinese-Canadian students.

In another study, the differences of social interest and depression were examined between Latinos in dissimilar acculturation stages. It was hypothesized by Miranda and Umhoefer (1998) that bicultural Latinos would differ on depression and social interest when compared to Latinos who were high in acculturation (assimilation) and low in acculturation (marginalization). It was expected that bicultural Latinos would experience significantly lower levels of depression and higher levels of social interest when compared to low and high acculturation Latinos. With an average age of 31, 282 randomly selected Latinos in Georgia were administered Belonging-Social Interest (BSI) of Basic Adlerian Scales for interpersonal Success (BASIS-A), Beck Depression Inventory, and Hispanic Acculturation Scale. Results supported the expectations and bicultural Latinos obtained significantly higher scores on social interest and lower scores on

depression when compared to the high and low acculturation level groups. It was concluded that those individuals who maintain their culture and are able to incorporate functional skills from the host culture fit better in the new environment and do so with fewer detrimental effects to their mental health.

As a different group of people, Sommerland and Berry (1970) studied the role of ethnic identification in distinguishing between attitudes towards assimilation and integration of Australian aborigines. Two attitude scales, each consisting of 9 items, relating to assimilation and integration were constructed. The scales were administered to two samples. The urban sample comprised of 60 aborigines were contacted and interviewed individually, while the rural sample of 50 aborigines living on reserves and in country towns were obtained with co-operation of aboriginal advanced groups, welfare officers and station managers. The results confirmed the key role of identification in distinguishing between attitudes towards assimilation and integration. It was found that 82.5 % of those aborigines who considered themselves primarily as Australians favored policy of assimilation. Those aborigines who favored assimilation wished to adopt the same values, beliefs and manner of living as whites and to be absorbed into the general community through inter-marriage. The aborigines who favored integration as the ultimate goal, however disagreed with these items, although at the same time asserted that some measure of acculturation is not necessary yet desired.

Neto (2002) examined the social adaptation among Portuguese youth in France. Three sets of variables in the context of cross-cultural transitions were examined in the study; (1) socio demographic variables namely age, gender, religious participant, ethnic identity and migratory plans, (2) intercultural relations contact variables namely acculturation attitudes, conational cultural maintenance,

host acculturation experience and language competency, and (3) psychological adaptation namely acculturative stress, satisfaction with life, satisfaction in the host country, and self-esteem. The sample consisted of 109 Portuguese youngsters in Paris who were all born in France, both parents being Portuguese. The instruments used in the study were the Social Adaptation Scale, the Cultural Maintenance Scale, the Acculturative Stress Scale, a satisfaction with life scale, a self-esteem scale, the Acculturative Attitudes Scale and the Acculturative Experience Scale. Results indicated that the greatest amount of social difficulty was experienced by adolescents who endorsed a separatist position, the least by assimilated respondents. Social adaptation showed negative correlations with French acculturation experience, French language competency, satisfaction with life and self-esteem and positive correlations with Portuguese cultural maintenance and acculturative stress.

Alike the acculturation strategies, personality characteristics have been also commonly examined in acculturation process. Self-esteem as one of the personality factors has been also explored with relation to acculturation strategies. In one of these studies, Phinney and Chavira (1992) surveyed acculturation among high school and college students from four different ethnic groups and investigated demographic factors related to these attitudes, and explored the relationship between acculturation attitudes and self-esteem. The high school sample was consisted of 417 students from a culturally diverse inner-city school and the college sample was consisted of 223 students from a culturally diverse inner-city university. Rosenberg Self-esteem Scale and an acculturation attitudes scale prepared by the researchers were administered by one of the authors or by trained research assistants during general education courses for the college sample and

during class time for the high school sample. Results indicated that integration was strongly endorsed and separation was given little support by both the high school sample and the college group sample. Also it was found that endorsement of assimilation was negatively correlated with self-esteem in both samples and all subgroups, except for White high school and Black college participants. Moreover, it was stated that for the Asian students, a positive attitude toward retaining their own culture, rather than giving it up and becoming assimilated, appears to be particularly important to their self-concept.

In another study, Sam (2000) examined three theoretical perspectives; family values, acculturation strategies and social group identity as predictors of the psychological well-being of adolescents from immigrants backgrounds. The participants of the study were 506 adolescents from four backgrounds, Vietnamese, Pakistani, Turkish, and Chilean who were living in Norway. The instruments used in the study measured family values, acculturation strategies, life satisfaction, and mental health. The results indicated that three perspectives (family values, acculturation strategies, and social group identity) and selected demographic variables accounted for 12 % of the explained variance in mental health and 22 % of the variance in self-esteem. Social group identity, particularly ethnic, and majority identity had the greatest contributive power whereas family values showed the least predictive power with respect to the three outcomes. Self-esteem accounted for 3 % to 7 % of the variance in mental health of the four groups. The individual variables subsumed under acculturation strategies seemed to differ in their importance in predicting adaptation outcome. Marginalization was found to contribute significantly to self-esteem.

Damji and Clement (1996) investigated identity variation during acculturation process. The purpose of the study was to examine which type of cultural identification produces more stress, a shifting identification between one's original group and the host group, or a stable identification with one cultural group. The 295 native Anglophone students were recruited from the University of Ottawa in Canada and administered Beck Depression Inventory, Rosenberg's Self-Esteem Scale, short version of Psychological Stress Measure and a scale prepared by the researchers to measure situated identity. The results indicated that individuals who identified strongly and exclusively with their first language group but were not committed to this identity experienced more depression and lower self-esteem when they perceived themselves as clearly identifying with the first language group.

Farver, Bhadha, and Narang (2002) examined acculturation and psychological functioning in Asia Indian adolescents. The purpose of the study was to understand how Asian Indian immigrant families adjust to U.S. culture. The participants were 85 East Indian adolescents and parents who were recruited from Indian student clubs at four local colleges and universities, Indian organizations and high school communities with high populations of Asian Indians by snowball technique. Demographic information questionnaire, an open-ended questionnaire to measure self-identification, the Bicultural Involvement Questionnaire, six statements scale to measure religiosity and Adolescent Self-perception Profile were the instruments used in the study. According to the results, both parents' and the children's acculturation strategies were found as integration and assimilation which were related to family SES, years of U.S. residence and religiosity scores. Those with integrated and assimilated acculturation styles tended to be from high SES

families. Moreover, assimilated adolescents were found to have higher perceived self-confidence in several domains.

Abougendia and Noels (2001) examined general and acculturation-related daily hassles and psychological adjustment in first and second-generation South Asian immigrants to Canada. Voluntary 74 university students, 40 first generation and 34 second generation immigrants were recruited from various religious, cultural and national organizations and by asking acquaintances of respondents. The Zung Self-Rating Depression Scale, Rosenberg Self-Esteem Scale and an acculturation attitudes scale prepared by the researchers were used in the study. Results indicated that second generation immigrants reported significantly more in group hassles and marginally lower self-esteem than first generation immigrants. It was found that the first generation group experience depression and second generation group experience both depression and low self-esteem when they have a lack of fluency in their native language, feel isolated from members of the ethnic community, or fear that they are perceived as rejecting the culture. Separation was found significantly related to high depression for second generation immigrants and to low levels of self-esteem for first generation immigrants.

Padilla, Wagatsuma, and Lindholm (2001) examined the experience of stress and personality variables; self-esteem, introversion-extraversion and locus of control, in Japanese and Japanese-Americans. Subjects of the study were 114 Japanese and Japanese American students who participated as volunteers or partial fulfillment of an undergraduate psychology class in two southern California universities. In the study, students were grouped into first, second and third generations. Self-Esteem Inventory, Rotter's Internal-External Locus of Control Scale, a scale that measures stress in familial, attitudinal, social and environmental

(FASE) domains, and an instrument developed by the researchers to measure acculturation were used in the study. Results indicated that self-esteem and acculturation level were good predictors of stress in all generations. Self-esteem was the best overall predictor of stress, accounting for 39 % of the variance and acculturation accounting for 14 % of the variance in stress. First generation Japanese immigrants reported the most stress, were more externally controlled and scored significantly lower than the third generation individuals in self-esteem.

Yu and Berryman (1996) investigated the relationships among self-esteem, acculturation and recreation participation among recently arrived Chinese immigrant adolescents. A total of 117 Chinese students in New York City, 58 males and 59 females from grades 9 through 12 completed the Chinese Self-esteem Inventory, Revised Version of the Suinn-Lew Asian Self-identity Acculturation Scale, and the Recreation Participation Questionnaires. Research findings showed that these students were at a low level of acculturation, but had a moderately high level of self-esteem. Both self-esteem and acculturation were found to have a significant positive correlation with total level of recreation participation and a significant negative correlation with the total number of perceived barriers. Students with higher levels of self-esteem participated more often in recreation activities. They also less often associated with non-Chinese people for recreation. Students with higher levels of acculturation participated more often in recreation activities and affiliated more often with organizations.

Social support is the other important factor in acculturation process. Social support may arise from a variety of sources including family, friends and acquaintances and is considered as one of the significant factors in predicting psychological well-being. In one of the studies regarding importance of family

support, Miranda and Matheny (2000) examined acculturative stress experienced by Latino adults in terms of some socio-psychological factors. A random sample of 197 members from two social services agencies participated in the study. A demographic questionnaire solicited information about participant's age, gender, marital status, national origin, length of residence in the United States and socio-economic and legal status. Other instruments used were The American-International Relations Scales (AIRS), Family Adaptation and Cohesion Scale, Coping Resources Inventory for Stress, and short version of S.A.F.E. Acculturation Stress Scale. The results indicated that acculturative stress experienced by Latino adults was related to the efficiency of language use, stress-coping resources, degree of acculturation, and length of residence in the United States, and cohesion of the family. It was found that Latino adults experienced more difficulties early in their contact with normative cultures and family cohesiveness were found to be a support factor for the Latino adults.

Hovey (2000) examined the psychosocial predictors of acculturative stress in a sample of adult immigrants in Los Angeles. The participants were 114 immigrants (76 women, 38 men) of Mexican descent from English as Second Language (ESL) community adult school in Los Angeles, California. English proficiency among the participants was extremely limited. In the study a self-administered battery of questionnaires, the General Functioning subscale of Family Assessment Device, a part of The Personal Resources Questionnaire, and S.A.F.E. Acculturation Stress Scale were used. The findings suggested that, hopefulness for future, financial resources, and family closeness provided a buffer against acculturative stressors experienced by migrating individuals. The Mexican

immigrants whose family members live in Mexico revealed greater acculturative stress than those whose family members lived in the United States.

Harker (2001) examined the effects of immigration and immigrant generation on the psychological well-being of immigrant youth within the U.S. by using data from the National Longitudinal Study of Adolescent Health. CES-D scale, the Beck Depression Inventory, questionnaires prepared by the researcher to measure social support, family relationship, parent closeness, and religiosity, and several open-ended questions were administered to 13,350 students. The data was collected in two steps; first the questionnaire was conducted during 1994-95 and then again conducted in 1996 with those students who had completed an in-home interview during 1994-95. It was found that first-generation immigrants experienced less depression and greater positive well-being than their native-born atermates of similar demographic and family backgrounds. A number of family influences served as protective factors that enable first-generation immigrants to maintain their higher levels of well-being. These factors included parental supervision, lack of parent-child conflict, religious practices, and social support.

In a study regarding social support perceived from friends, co-national and host nationals, Bochner, McLeod, and Lin (1977) investigated the friendship patterns of 30 overseas students at the University of Hawaii. In the study, exchange students from Japan, Korea, Taiwan, Thailand, and Philippines and a comparable group of host national (U.S.) students identified five individuals who were their best friends, and five individuals whom they spent most of their time. Students were also given a check list of 15 activities and asked to identify a preferred companion for each of the activities. Results of the study provided a functional model for overseas students' friendship patterns; a primary co-national network

consisted of close friendships, a secondary bi-cultural network consisted of bonds between sojourners and significant host nationals such as academics, students and advisors and a third multi-cultural network of friends and acquaintances. According to the results, host nationals were preferred for academic and language help, whereas co-nationals were chosen for emotional help, shopping, cinema, and party attendance.

In 1985, Furhnam and Alibhai replicated the study of Bochner et al. (1977) with 140 foreign students from each continent attending to London University. Students were asked to specify various aspects of their three best friends and also their preferred companion for each of a range of everyday situations. Best friends Check List and the Companion Check List were also administered to the students. Findings strongly supported the study of Bochner et al. (1977). The data from friendship choice confirmed a strong preference for co-national friendship first, other nationals second and host nationals third, and preferred companion data showed co-nationals first, and then host nationals and finally other nationals.

Home and host culture influences on sojourner adjustment was examined by Ward and Rana-Deuba (2000) among 104 foreign residents in Nepal. The sample consisted of international aid workers and employers in areas such as education, science, engineering, and communication. Participants were administered questionnaires examined locus of control, loneliness, host and co-national identification, frequency of contact with host and co-nationals, discrepancy between actual and desired contact with host and co nationals, and satisfaction with host and co-national relations as predictors of psychological adjustment. Results revealed that students were satisfied with the quality of both host and co-national relations that was linked to diminished mood disturbances.

Moreover, strong identification with culture of origin was associated with greater psychological well-being.

In another study, Dee and Henkin (1999) examined the challenges of Korean students adjustment to college life in the United States. Data were obtained from 52 Korean students at one Midwestern research university. A 47-item self-report inventory was administered to the students. It was found that students communicated primarily with other Korean students. Two-thirds (66 %) of the respondents reported extensive social interaction with other Koreans. Only 10.9 % indicated social interaction with American students.

Yeh and Inose (2003) examined age, gender, reported English fluency, social support satisfaction and social connectedness as predictors of acculturative stress among international students in the U.S. The purpose of the study was to study the influence of reported English language fluency, social support satisfaction, and social connectedness in predicting acculturative stress among international students from various regions. The participant of the study included 359 international graduate and undergraduate students from a large urban university in the northeastern part of U.S. Sixty-one percent of the participants were from Asia, 16.9 % were from Europe, 10.8 % were from Central Latin America, and 7.8 % were from Africa. Participants were distributed a demographic questionnaire, the Acculturative Stress Scale for International Students, the Social Connectedness Scale and the Social Support Questionnaire-Short Form in international student organizations and clubs. Results indicated that English fluency, social connectedness and social support network satisfaction were all significant predictors of acculturation stress. It was found that participants who

were more fluent in English, who felt more socially connected, and who were more satisfied with their social networks experienced less acculturative stress.

In another study, Leung (2001) investigated the psychological adaptation of overseas and migrant students, and Anglo-Australian students in terms of individual variables including self-efficiency, locus of control, loneliness, age, sex, and acculturating group membership. There were three main research purposes in the study; (1) to examine differences in adaptation patterns among migrant/overseas and nonimmigrant students, (2) to investigate the cultural differences between Chinese migrant and overseas students and nonimmigrant students, and (3) to investigate possible differences between Chinese migrant students and overseas students. Participant of the study were 382 students attending various universities in Melbourne, Australia. One hundred and eighty nine were Anglo-Australian students, 72 Southern-European second generation migrant students, 33 Asian migrant students, 33 Chinese migrant students, and 55 Chinese overseas students. The material used in the study included five scales and a section on demographic information. The five scales included the Social Self-Efficacy Scale for Students, the International Powerful others and Change Scale, the Perceived Stress Scale, the UCLA Loneliness Scale and a scale on academic satisfaction. Results of the study indicated that internal locus of control and loneliness was related to psychological distress. Students, whether migrants or nonimmigrant, who were less lonely and endorsed more internal locus of control reported lower psychological distress. For migrant/overseas students supportive social relations were found to be important to their psychological and academic adaptation.

The perceived discrimination has been examined as one of the negative contributors of psychological adaptation. Liebkind and Jasinskaja-Lahti (2000) investigated the effects of acculturation on psychological well-being of immigrant adolescents. The purpose of the study was to examine the influence of acculturation problems namely perceived discrimination and proficiency in Finnish, experiences of parental support, and adherence to traditional family-related values on various aspects of psychological well-being among adolescents from four different immigrant groups in Finland: Turk, Vietnamese, Somalis and Russian-speakers. Voluntary 588 secondary school students from four immigrant groups were administered a questionnaire including measurements of acculturation problems, psychological well-being, behavioral problems, self-esteem, life satisfaction and sense of mastery, traditional family-related values, and experiences of parental support. Results indicated that psychological well-being was negatively related to perceived discrimination. It was found that perceived discrimination increased acculturative stress and behavioral symptoms, decreased self-esteem and life satisfaction.

Mehta (1998) examined the relationship between acculturation and mental health of Asian Indian immigrants in the United States. One hundred ninety five participants were recruited through two Indian cultural associations and by approaching people at a Hindu temple and Indian grocery in the southern eastern region of the U.S. Acculturation was measured by American International Relations Scale (AIRS) and mental health was measured with three separate scales; Langner 22-item index to measure psychological distress, a 20-item scale to measure acculturative stress and a subjective report of well-being or life satisfaction to construct mental health from specific problems. As a dimension of

acculturation, cultural orientation was also studied and it was found that immigrants who had greater affiliation with Americans, and greater connections to the U.S. culture had better mental health scores than those who had lower levels of the U.S. social attachments. Results indicated that better mental health was associated with greater English usage for Asian Indian immigrant, being oriented toward U.S. culture, and greater perception of acceptance.

Sodowsky, Lai, and Plake (1991) examined the effects of sociocultural variables on acculturation attitudes of Hispanic and Asian Americans. Sociocultural variables selected for the study were generational status, immigration status, religion and sex. The data was collected from 282 participants in a Midwestern university by The Majority-Minority Relations Survey and alternate form of American International Relations Survey. The results indicated that Asian Americans perceived significantly more racial discrimination than did Hispanic. It was found that first generation immigrants perceived significantly more prejudice, used significantly less English and were significantly less acculturated than those who were second, third and fourth generations.

In conclusion, in this section studies about acculturation and psychological adaptation among acculturating groups were examined by exploring the effects of moderating factors mentioned in Berry's (1997) acculturation framework. According to the findings, the longer time in the host culture, less cultural differences, perceived acceptance by the host culture, higher levels of self-esteem, perceived social support and mainly integration attitude have been reported positively related to better psychological adaptation among acculturating individuals.

CHAPTER III

METHOD

This chapter presents the method of the study. The design of the study, sample selection procedures, sample, data collection instruments, reliability studies of the instruments and the data analysis procedures are examined respectively.

3.1. The Design

The purpose of this present study was to examine Turkish students' psychological adaptation in the U.S. by using Berry's Acculturation Model (Berry, 1997).

For the purpose of investigation the psychological adaptation of the Turkish students in the U. S. following contacts were made with the institutions of Turkish Students Associations of various colleges including Ohio State University, University of Florida, University of Tennessee, Florida International University, University of Delaware, University of Texas at Dallas, Yahoo groups of Turkish people who live in U.S., and Intercollegiate Turkish Student Society a volunteer students organization established in 1997 to form continuous communication and cooperation among Turkish Student Associations located at universities in U.S. and Canada.

Participant of the study was recruited through Turkish Students Associations of various colleges in U.S., Yahoo groups of Turkish people who live in U.S., and Intercollegiate Turkish Student Society. E-mail addresses of Turkish Student Associations in U.S. were gathered through internet search. E-mail messages providing information about the study were sent to the presidents of these Turkish Student Associations and the president of Intercollegiate Turkish Student Society during fall and spring of 2002-2003 academic year (Appendix H & I). The presidents were asked to announce the study to their members. The study was announced to Turkish students who were members of these Associations by e-mail messages and voluntary students were asked to contact the researcher through provided e-mail address. Once the students contacted the researcher, the questionnaire was e-mailed to the voluntary students by the researcher and collected back through e-mail. Turkish students in various colleges in San Antonio, Texas were identified prior to the study and they were asked to participate. The questionnaires were delivered to the voluntary Turkish students in San Antonio by the researcher both in paper form and through e-mail.

The scales used in the study were; a demographic variable questionnaire prepared by the researcher, Perceived Social Support by Friends Questionnaire (Procidano & Heller, 1983), modified version of Acculturation Attitudes Scale (Ataca & Berry, 2002), Beck Depression Inventory (Beck, Ward, Mendelson, Mock & Erbaugh, 1961), Satisfaction with Life Inventory (Diener, Emmons, Larsen & Griffin, 1985), Rosenberg Self-Esteem Scale (Rosenberg, 1965) and Cultural Distance Scale developed for the present study. All the scales were presented in Turkish versions and Satisfaction with Life Scale was translated in Turkish by the researcher.

3.2. Sample Selection Procedure

The sample of this study was the 135 voluntary Turkish students enrolled in various colleges in the U.S. They constituted a “sample of convenience” contacted through various Turkish Students Associations of colleges in the U.S., Yahoo groups of the Turkish people who live in the U.S., and Intercollegiate Turkish Student Society. The study was announced to the Turkish students through these communication channels and voluntary students were asked to participate in the study. Students interested in the study contacted the researcher and received the surveys by e-mail. When the surveys were completed, they were asked to return the survey to an e-mail account presented by the researcher. No incentive was offered to the Turkish students for their participation and the sample was representative of the population under study because it consisted of the Turkish students who are currently attending universities in 28 states of the United States.

3.3. Sample

One hundred thirty five Turkish students studying in the U.S. responded to the study. Due to the extreme missing data, three of the respondents were eliminated from the study. Of the 132 participants, 87 were male, and 45 were female. Their ages ranged from 19 to 36, with a mean age of 26.16 (SD = 3.06).

Participants responded to the study from 28 states of the U.S., mostly from Texas (29 %), New York (9.2 %), California (8.4 %), Florida (6.9 %), Tennessee (5.3 %), and Ohio (4.6 %). In terms of education levels of the Turkish students, 3.8% were ESL (English Second Language) students, 5.35 % associate, 18.2 % bachelor, 35.6 % master, 34.8 % doctorate, and 1.5 % post-doctorate students.

Majority of the students were single (70.5 %), 23.5% were married, and 4.5% were engaged. Forth five percent (44.7 %) of the students had acquaintances in the U.S including their families, boy-girl friends and relatives.

Most of the students were scholar students (39.4 %). Besides receiving scholar, 8.4 % of them were also supported either by their families or by working. Fifteen percent (15.2 %) of the students were just supported by their families. Almost all of the students' reason to be in U.S. was education. Besides education, 5.3 % mentioned getting job, 3.8 % learning the language, and 2.3 % experiencing life in the U.S.

The length of time students lived in the U.S. ranged from 2 months to 180 months ($M = 34.80$, $SD = 30.90$). Most of the students were in the U.S. more than 1 year. 12.1 % of the students were in the U.S. less than 6 months, 9.8 % between 7 months and 1 year, 26.5 % between 13 and 24 months, 22.7 % between 25 and 36 months, and 28.8 % were above 37 months.

Majority of the students reported their English proficiency as good (45.5 %). Whereas, only 8.3 % of the students reported to perceive their English proficiency as bad. TOEFL scores indicated that most of the students' TOEFL scores were above 551, 36.6 % were between 551 and 600, and 29.8 % were above 601.

Regarding previous travel experience, majority of the students had been to other countries before (54.5 %) at least less than 1 month (32.6 %). 9.1 % of the students' previous experiences in other countries were more than 6 months.

3.4. Data Collection Instruments

In this study the survey research method was used and data were collected based on the instruments namely a demographic variable questionnaire prepared by the researcher, Satisfaction with Life Inventory (Diener, Emmons, Larsen & Griffin, 1985), Beck Depression Inventory (Beck, Ward, Mendelson, Mock & Erbaugh, 1961), Cultural Distance Scale developed for the present study, Rosenberg Self-Esteem Scale (Rosenberg, 1965), a modified version of Acculturation Attitudes Scale (Ataca & Berry, 2002), and Perceived Social Support by Friends Questionnaire (Procidano and Heller, 1983).

3.4.1. Demographic Information Sheet

A demographic variables questionnaire prepared by the researcher was used in order to determine independent variables mentioned in Berry's Acculturation Model (Berry, 1997); length of residence in U.S., gender, perception of discrimination, level of English proficiency, age, marital status, educational background, frequencies and satisfaction of social contact, pre-acculturation experiences, motivation, and expectations (Appendix A).

3.4.2. Satisfaction with Life Scale (SWLS)

Satisfaction with Life Scale is a self-administered scale originally developed by Diener, Emmons, Larsen, and Griffin (1985) and translated to Turkish by five counselors and a graduate student who has been living in the U.S. for more than 10 years (Appendix B). SWLS measures life satisfaction as a cognitive-judgmental process using a multi-item scale. The scale consists of five statements with a seven-point Likert scale ranging from strongly disagree to

strongly agree. The correlation coefficient of the original survey is .82 and the cronbach alpha is .87 (Diener, et al, 1985). In the present study the cronbach alpha was found as .83.

3.4.3. Beck Depression Inventory (BDI)

The BDI is a 21 item self-report inventory originally developed by Beck, Ward, Mendelson, Mock, & Erbaugh (1961) and adapted to Turkish culture by Hisli (1989). The inventory measures characteristic attitudes and symptoms of depression the person has felt during the past seven days (Appendix C). There are four answer options for each question with a highest score of three and a lowest score of zero. Higher scores indicate higher level of depression. Internal consistency for the BDI ranges from .73 to .92 (Beck, Steer, & Garbin, 1988). The BDI demonstrates high internal consistency, with alpha coefficients of .86 and .81 for psychiatric and non-psychiatric populations, respectively (Beck et al., 1988). The reliability study of Turkish version of the BDI was conducted by administering the BDI to 259 university students and Cronbach alpha reliability coefficient was reported as .80 (Hisli, 1989). The Cronbach alpha in the present study was .85.

3.4.4. Cultural Distance Scale

Cultural distance scale was designed for the present study by using the dimensions presented by Ward and Rana-Deuba (1999) in The Acculturation Index. The differences perceived between the American and Turkish cultures in terms of various areas (food, values, language, family life. etc.) were ascertained by 12 items (Appendix D). Respondents were asked to indicate the cultural distance by a 5 point scale “totally dissimilar” (1), “totally similar” (5) on 12

domains as clothing, communication skills, religious beliefs, family life, values, friendship, language, food, customs, world view, social activities, and standard of living. In the instrument, lower scores indicate greater cultural distance. The Cronbach alpha reliability coefficient in the present study was .81.

3.4.5. Rosenberg Self-Esteem Scale

Self Esteem Scale was originally developed by Rosenberg (1965) and adapted to Turkish culture by Çuhadaroglu (1985). It is a 4 point -Likert scale with 10 items answered on a scale ranging from strongly agree to strongly disagree (Appendix E). The scale ranges from 10-40, with 40 indicating the highest score possible. A high score indicates a high level of self esteem. The scale generally has high reliability; test-retest correlations are typically in the range of .82 to .88, and Cronbach's alpha for various samples are in the range of .77 to .88. In the reliability study of Turkish version of the scale, Cronbach alpha reliability coefficient was reported as .75. The Cronbach alpha reliability coefficient in the present study was .83.

3.4.6. Acculturation Attitudes

Acculturation attitudes were measured by a modified version of 44-item Acculturation Attitudes Scale (Ataca and Berry, 2002). Three domains regarding children; child-rearing style, children's values and children's moving out were excluded and an other domain, culture domain, was added in the present study (Appendix F). The 36-item scale included 9 attitude domains; friendship, social activity, food, holiday celebration, language use, decoration, newspaper readership, life style and culture. Each acculturation attitudes; assimilation, separation,

marginalization and integration, was generated by 9 statements. Statements 1, 2, 10, 11, 20, 19, 25, 31, and 36 on the survey measured assimilation. A Sample statement was: "I prefer to celebrate American holidays more than Turkish holidays". Statements 4, 7, 12, 14, 21, 22, 24, 29, and 33 measured separation. A Sample statement was: "I prefer to have Turkish close friends than American close friends". Statements 5, 8, 13, 16, 18, 23, 27, 32 and 35 measured marginalization. A Sample statement was: "Most of the time I don't care which way I live". Statements 3, 6, 9, 15, 17, 26, 28, 30, and 34 measured integration. A Sample statement was: "I prefer to read both American and Turkish newspapers". The 36 items were randomly ordered in the scale and responses were given on a 5-point Likert scale ranging from "strongly disagree" (1) to "strongly agree" (5). In the original scale Cronbach alpha reliability coefficients for each attitude were reported as .83 for assimilation, .89 for separation, .84 for integration and .78 for marginalization. Cronbach alpha reliability coefficients in the 36-item modified version of the scale in the present study were .80 for assimilation, .81 for separation, .76 for integration and .75 for marginalization attitude.

3.4.7. Perceived Social Support from Friends (PSS-F)

Perceived Social Support from Friends (PSS-F) was originally developed by Procidano and Heller (1983) and adapted to Turkish culture by Eskin (1993). PSS-F measures how much a person feels that his or her needs for support, information, and feedback are met by friends (Appendix G). The PSS-F is a 20-item scale that contains statements such as "My friends are good at helping me solve problems." Students are asked to indicate "yes," "no," or "don't know" to each statement, with a point value of 1 assigned to each item indicating social

support to which students agreed, with some items reverse-scored to accommodate negatively worded items. Scores on this measure, therefore, range from 0 (no perceived social support) to 20 (maximum perceived support). Procidano and Heller (1983) found the PSS-Fr to be an internally consistent scale (Cronbach's $\alpha = .88$). In the reliability study of Turkish version of the PSS-F, as the results of factor analysis three factors were found and treated as subscales of the instrument, and Cronbach alpha reliability coefficients were reported as .84 for perceived support, .68 provided support, .60 friend intimacy. In the present study, Cronbach alpha reliability coefficient was found .86 for Turkish friends and .88 for American friends.

3.5. Reliability Studies of the Instruments

In this section, the reliability studies of Satisfaction with Life Scale, Beck Depression Inventory, Acculturation Attitudes Scale, Perceived Social Support Scale, Rosenberg Self-Esteem Scale and construction studies of Cultural Distance Scale for the sample of the present study are presented.

3.5.1. Satisfaction with Life Scale

In the reliability studies of Satisfaction with Life Scale, item-total correlations, factor structures and Cronbach alpha coefficients of Satisfaction with Life Scale were examined.

3.5.1.1. The Item-Total Correlation Coefficients and Internal Coefficients of Satisfaction with Life Scale

The corrected-item total correlation coefficients and internal coefficients of Satisfaction with Life Scale items were examined for the present sample. Results are presented in Table 1.

Table 1. Item-Total Correlations and Internal Consistency Coefficients of Satisfaction with Life Scale items

Items	Item-total Correlations	Internal Consistency Coefficient
1	.68	.83
2	.69	
3	.69	
4	.62	
5	.48	

As seen in Table1, the item-total correlations of Satisfaction with Life Scale changed between .48 and .69. In the original scale item-total correlations were between .57 and .75 (Diener, et al, 1985). Internal coefficient of Satisfaction with Life Scale was found .83 for the present study.

3.5.1.2. Factor Analysis

3.5.1.2.1. Item Loadings of Satisfaction with Life Scale

Item loadings were examined by analyzing 5 items through principal component with varimax rotation and setting an eigenvalue of 1.00 as criterion. The item loadings and communalities of the items are presented in Table 2.

Table 2. Item Loadings and Communalities of Satisfaction with Life Scale items

Item No	Item-loadings	Communalities
1	.83	.69
2	.83	.69
3	.83	.68
4	.77	.59
5	.63	.39

As seen in Table 2, the item loadings changed between .63 and .83. In the original scale item loadings were between .61 and .84 (Diener, 1985). The results indicated similar item loadings between two studies.

3.5.1.2.2. Factor Loadings of Satisfaction with Life Scale

Alike in the original study, results from principal component analysis and the varimax rotation method in the present study yielded a 1-factor solution to the Satisfaction with Life Scale explaining a total of 60.73 % of the variance. The eigenvalue associated with the factor was 3.04.

3.5.2. Construction of Cultural Distance Scale

Cultural distance between Turkish and American cultures was measured by a 12 item questionnaire. Respondents were asked to indicate the cultural distance on a 5 point scale (1) totally dissimilar, (5) totally similar on 12 domains as clothing, communication skills, religious beliefs, family life, values, friendship, language, food, customs, world view, social activities, and standard of living.

3.5.2.1. Item-Total Correlations of Cultural Distance Scale

The corrected-item total correlation coefficients of 12 items were examined. The results are presented in Table 3.

Table 3. Item-Total Correlations of Cultural Distance Scale items

Items	Item-total correlations
1	.22
2	.52
3	.39
4	.45
5	.62
6	.48
7	.37
8	.37
9	.58
10	.58
11	.47
12	.38

As seen in Table 3, the item-total correlations of the Cultural Distance Scale changed between .22 and .62. Item 1 was omitted from the scale due to low correlation (.22).

3.5.2.2. Internal Consistency Reliability of the Cultural Distance Scale

Internal consistency coefficient of the Cultural Distance Scale was obtained by Cronbach alpha coefficients. The Cronbach alpha of the scale was found .81 for the present study.

3.5.2.3. Factor Analysis

3.5.2.3.1. Item Loadings of the Cultural Distance Scale

Since one item was deleted from the scale, item loadings were examined by analyzing 11 items through principal component with varimax rotation and setting an eigenvalue of 1.00 as criterion. The item loadings of the items are presented in Table 4.

Table 4. Item Loadings of and their Communalities of Cultural Distance Scale

Item No	Loadings	Communalities
2	.62	.51
3	.74	.61
4	.61	.61
5	.59	.65
6	.68	.57
7	.50	.33
8	.67	.47
9	.59	.59
10	.71	.62
11	.63	.47
12	.73	.65

As seen in Table 4, the values of factor loadings of the items changed between .59 and .74. Item loadings are found to be at the acceptable levels.

3.5.2.3.2. Factor Loadings of the Scale

Results of Principal Component Analysis and the Varimax rotation method yielded a 3-factor solution to the Cultural Distance Scale. The first factor accounted for 35.56 % of the total variance, factor 2 accounted for 9.84 % of the total variance, and factor 3 accounted for 9.73 % of the total variance. A total of 55.12 % of the variance was accounted by three factors. The eigenvalues associated with factors 1-3 were, respectively, 3.91, 1.08 and 1.07. Composition of factors and factor loadings of Cultural Distance Scale are presented in Table 5.

Table 5. Composition of factors and factor loadings of Cultural Distance Scale

Item No	Factor 1	Factor 2	Factor 3
10	.711	.312	.116
8	.673	.050	.118
11	.632	.068	.260
7	.502	.255	.098
3	.219	.738	-.124
2	.124	.616	.334
5	.219	.594	.497
9	.484	.590	.094
12	.325	-.118	.727
6	.273	.171	.680
4	-.106	.482	.606

According to the factor compositions factor 1 consisted of 4 domains; (1) world view, (2) social activities, (3) food, and (4) language. Factor 2 consisted of 4 domains; (1) religious beliefs, (2) communication skills, (3) values, and (4) customs, and factor 3 consisted of 3 domains; (1) standard of living, (2) family life, and (3) friendship.

3.5.3. Acculturation Attitudes

Acculturation was measured by four acculturation attitudes. Each attitude was consisted of 9 domains; friendship, social activity, food, holiday celebration, language use, decoration, newspaper readership, life style, and culture.

3.5.3.1. The Corrected-item Total Correlation Coefficients, Internal Coefficients, Item Loadings and Communalities of Acculturation Attitudes items

In the equivalence studies of Acculturation Attitudes Scale, the corrected-item total correlation coefficients, internal coefficients, item loadings and communalities of acculturation attitudes items were examined for the sample of present study.

Table 6 presents the corrected-item total correlation coefficients (ITC), internal coefficients (ICC), item loadings (IT) and communalities (C) of acculturation attitudes items.

Table 6. The Corrected-item Total Correlation Coefficients (ITC), Internal Coefficients (ICC), Item Loadings (IL) and Communalities (C) of Acculturation items

Acculturation Attitudes	NO	ITC	IL	C	ICC
Assimilation	1	.40	.83	.27	.80
	2	.55	.68	.46	
	10	.51	.64	.41	
	11	.50	.63	.40	
	19	.59	.72	.52	
	20	.44	.57	.33	
	25	.33	.44	.19	
	31	.66	.78	.61	
	36	.50	.64	.41	
Seperation	4	.48	.83	.70	.81
	7	.45	.68	.47	
	12	.43	.81	.66	
	14	.50	.49	.41	
	21	.37	.71	.51	
	22	.60	.69	.57	
	24	.66	.68	.63	
	29	.57	.65	.52	
	33	.48	.50	.39	
Integration	3	.49	.73	.55	.76
	6	.34	.72	.61	
	9	.60	.83	.72	
	15	.60	.74	.71	
	17	.57	.60	.62	
	26	.50	.53	.41	
	28	.23	.86	.74	
	30	.18	.77	.60	
	34	.45	.62	.53	
Marginalization	5	.29	.64	.42	.75
	8	.51	.52	.42	
	13	.48	.61	.46	
	16	.30	.49	.25	
	18	.58	.58	.53	
	23	.59	.52	.52	
	27	.25	.82	.75	
	32	.55	.63	.53	
	35	.50	.66	.52	

As seen in Table 6, the item-total correlations of assimilation items changed between .33 and .66, separation items between .37 and .66, integration items between .18 and .60 and marginalization items between .25 and .59.

Internal coefficients of acculturation attitudes were .80, .81, .76 and .75, respectively.

3.5.3.2. Factor Analysis

3.5.3.2.1. Item Loadings and Communalities

Item loadings were analyzed through principal component analysis and with varimax by using an eigenvalue of 1.00 as criterion. The values of item loadings for assimilation attitude changed between .44 and .84, for separation changed between .49 and .83, for integration changed between .53 and .86 and for marginalization changed between .49 and .82.

3.5.3.2.2. Factor Loadings

Results of Principal Component Analysis and the Varimax rotation method in the present study yielded; (1) a 1-factor solution to the *Assimilation Attitude* explaining a total of 40 % of the variance. The eigenvalue associated with factor 1 was 3.60; (2) a 2-factor solution to the *Separation Attitude* explaining a total of 53.99 % of the variance. Factor 1 accounted for 40.29 %, and factor 2 accounted for 13.07 % of the variance. The eigenvalues associated with factors were 3.63 and 1.23 respectively; (3) a 3-factor solution to the *Integration Attitude* explaining a total of 60.70 % of the variance. Factor 1 accounted for 35.91 % and factor 2 accounted for 12.82 % of the variance, and factor 3 accounted for 11.97 % of the variance. The eigenvalues associated with factors were 3.23, 1.15 and 1.08

respectively; and (4) a 2-factor solution to the *Marginalization attitude* explaining a total of 48.84 % of the variance. Factor 1 accounted for 35.85 %, and factor 2 accounted for 11.99 % of the variance. The eigenvalues associated with factors were 3.32, and 1.08 respectively.

3.5.4. Internal Coefficients, Item-total Correlations, and Factor Analysis results of Rosenberg Self-Esteem Scale, Beck Depression Inventory, and Perceived Social Support from Friends Scale

Internal coefficients, item-total correlations, and factor analysis of Rosenberg Self-Esteem Scale, Beck Depression Inventory, and Perceived Social Support from Friends Scale were examined for the sample of the present study.

The scales used in the present study were found to be highly reliable: Rosenberg Self-Esteem Scale .83, Beck Depression Inventory .85, Perceived Social Support from American Friends .88, and Perceived Social Support from Turkish Friends .86.

Item-total correlations (ITC), Item loadings (IL) and Communalities (C) of the scales were presented in Table 7.

Table 7. Item-Total Correlations (ITC), Item Loadings (IL) and Communalities (C) of Rosenberg Self-Esteem Scale, Beck Depression Inventory, Perceived Social Support from Friends Scales –American and Turkish Friends

Beck				PSS-Fr-T			PSS-Fr-A			Rosenberg		
Item No	ITC	IL	C	ITC	IL	C	ITC	IL	C	ITC	IL	C
1	.69	.67	.67	.48	.75	.63	.53	.67	.60	.41	.82	.72
2	.43	.63	.51	.35	.74	.61	.40	.73	.60	.54	.83	.78
3	.38	.71	.56	.38	-.52	.58	.40	.63	.72	.62	.58	.58
4	.66	.66	.64	.39	.61	.63	.59	.58	.63	.46	.59	.63
5	.44	.56	.62	.59	.74	.68	.40	.66	.56	.47	.81	.70
6	.56	.56	.62	.13	.55	.56	.20	.66	.57	.62	.77	.66
7	.45	-.44	.59	.49	.39	.40	.45	.77	.69	.58	.70	.57
8	.33	.70	.52	.54	.70	.65	.61	.72	.68	.42	.73	.60
9	.38	.39	.57	.37	.81	.69	.54	.60	.46	.58	.66	.63
10	.52	.70	.56	.52	.72	.59	.47	.53	.62	.64	.65	.65
11	.30	.77	.73	.44	.72	.64	.56	.68	.66			
12	.51	.44	.48	.52	.60	.67	.50	.63	.59			
13	.53	.45	.50	.46	.65	.65	.53	.69	.55			
14	.39	.67	.68	.47	.69	.73	.53	.68	.69			
15	.37	.79	.70	.30	.71	.64	.25	.74	.66			
16	.41	.71	.63	.57	.62	.69	.61	.58	.53			
17	.39	.74	.61	.55	.66	.60	.55	.73	.78			
18	.28	.45	.61	.56	.60	.61	.67	.55	.72			
19	.39	.53	.53	.39	.66	.59	.35	.61	.57			
20	.29	.65	.55	.50	.53	.53	.49	.56	.49			
21	.43	.53	.58									

3.5.4.1. Rosenberg Self-Esteem Scale

As seen in the Table 7, the item-total correlations changed between .41 and .64. The values of factor loadings of the items changed between .58 and .83. Although studies have demonstrated both a unidimensional and a two-factor (self-confidence and self-deprecation) structure to the scale, results from principal component analysis and the varimax rotation method in the present study yielded a 3- factor solution to the Rosenberg Self-Esteem Scale explaining a total of 55.12 % of the variance. The first factor accounted for 41.67 % of the total variance, and factor 2 and factor 3 accounted for 12.14 % and 11.43 % of the variance respectively. The eigenvalues associated with factors 1-3 were, respectively, 4.167, 1.214, and 1.134.

3.5.4.2. Beck Depression Inventory

The item-total correlations changed between .29 and .69. Factor structure of the Beck Depression Inventory was explored by using principal component analysis and the varimax rotation. An eigenvalue of 1.00 was employed as criterion. The item loadings and communalities of the items were presented in Table 7. The values of factor loadings of the items changed between .39 and .77. As in the reliability study of Turkish version (Hisli, 1989), results from principal component analysis and the varimax rotation method in the present study yielded a 6-Factor solution to the Beck Depression Inventory explaining a total of 59.26 % of the variance. The first factor accounted for 27.08 % of the total variance, factors 2-6 accounted for 7.74 %, 7.43 %, 6.09 %, 5.66 %, and 5.26 % of the variance respectively. The eigenvalues associated with the factors 1-6 were, 5.69, 1.62, 1.56, 1.28, 1.19, and 1.11 respectively.

3.5.4.3. Perceived Social Support from Friends Scale

3.5.4.3.1. Turkish Friends

The corrected-item total correlation coefficients and internal coefficients of Perceived Social Support from Friends Scale items were presented in Table 7. As seen in Table 7, the item-total correlations changed between .13 and .59. The values of factor loadings of the items changed between .39 and .81. Results of principal component analysis and the varimax rotation method in the present study yielded a 6-factor solution to the scale explaining a total of 61.79 % of the variance. In the reliability study of Turkish version (Eskin, 1993), a three-factor solution was found. In the present study, the first factor accounted for 28.79 % of the total variance, factors 2-6 accounted for 8.53 %, 7.38 %, 6.29 %, 5.73 %, and 5.08 % of the variance respectively. The eigenvalues associated with the factors 1-6 were, 5.76, 1.71, 1.48, 1.26, 1.15, 1.02 respectively.

3.5.4.3.2. American Friends

The item-total correlations changed between .20 and .67 and the values of factor loadings changed between .53 and .77 as seen in Table 7. Results from principal component analysis and the varimax rotation method in the present study yielded a 6-factor solution to the scale explaining a total of 61.77 % of the variance. The first factor accounted for 31.54 % of the total variance, factors 2-6 accounted for 7.60 %, 6.11 %, 5.67 %, 5.45 %, and 5.40 % of the variance respectively. The eigenvalues associated with the factors 1-6 were, 6.31, 1.52, 1.22, 1.13, 1.09, 1.08 respectively.

3. 6. Data Analysis

Prior to the analysis of the data, reliability studies of the scales used for the sample of the present study were conducted. These studies included construction of Cultural Distance Scale for the present study, reliability studies and factor analysis results of all the scales used in the study. For construction study of Cultural Distance Scale, data was analyzed with item analysis and Cronbach's alpha to determine item function and reliability. One item with a low correlation coefficient was excluded from the instrument. The remaining items were factor analyzed by Principle Component Analysis with Varimax rotation procedure for the present sample. Factor loadings of each item were examined. Equivalence studies of all the other scales for the present sample were conducted through the same process. Item analysis and Cronbach alpha were used for each scale and factor analyses were conducted for each scale.

Main research problems were by examined by various statistical analyses. First, assumptions associated with the statistical calculations were checked. Distribution of the variables was checked through frequency table and results indicated that cultural distance variable was positively skewed. To improve linearity and reduce skewness, logarithmic transformation was used. Besides assumptions, outliers were checked and two outliers were detected for regression of depression variable, and were excluded from the analysis of regression of depression. No outliers were found for the other variables.

The analyses used in the present study were, multiple hierarchical regression analyses, correlations, t-tests and ANOVAs.

Multiple hierarchical regression analyses were used to investigate the relationships between the psychological adaptation variables and several

moderating factors. Two multiple regressions were used for psychological adaptation, one for depression and one for satisfaction with life variables. Hierarchical regression enables the assessment of each independent variable in terms of what it adds to the equation at its own point of entry. The order of entry of variables is assigned according to logical or theoretical considerations (Tabachnick & Fidell, 2001). In the present study, the entry order of the variables was assigned according to Berry's Acculturation Framework (1997). Variables were entered in the order as they appeared in the theory. It was mentioned earlier that individual's acculturation process begins with selected demographic characteristics such as age, gender, education, and status, and personal characteristics such as motivation and self-esteem. Then the factors arise during acculturation such as the length of time, language skills as experiences and problems encountered change over time, acculturation strategies, social support, and the perceived discrimination. In the present study, the entry order of the variables followed the same sequence. Independent variables were entered in the regression equation in blocks. First, the demographic variables were entered in the regression equation. It was followed by previous travel experience, expectations, cultural distance, self-esteem, English proficiency, length of time in the U.S., acculturation strategies, social support and perceived discrimination, respectively.

In order to examine the relationship between acculturation strategies and psychological adaptation variables, Pearson product-moment correlation coefficients were used. Each acculturation attitude; separation, assimilation, integration and marginalization were correlated with each of the psychological adaptation variables; depression and satisfaction with life.

Gender difference in terms of acculturation attitudes were examined by t-test. The effects of length of time in the U.S., perceived discrimination and perceived English proficiency on the acculturation attitudes were examined by ANOVAs. Three-way ANOVAs were used in order to examine not only the main effects of each independent variable but also the interactions of all the independent variables. For each acculturation attitude, separate univariate ANOVAs were conducted. Prior to the analysis, length of time variable was classified into five categories. The time intervals in the categories were determined according to the critical time periods examined in psychological acculturation process (Ward & Kennedy, 1996a; Ward, Okura, Kennedy, & Kojima, 1998). The five categories of length of time were, 0-6 months (N = 16), 7-12 months (N = 13), 13-24 months (N = 35), 25-36 months (N = 30) and 37 months and up (N = 38). The other independent variable was perceived prejudiced. Perceived prejudiced had four categories; totally prejudiced, prejudiced, unprejudiced and totally unprejudiced. The third independent categorical variable was perceived English proficiency. In the questionnaire, students were asked to indicate their perceptions regarding their English skills. The five categories were; very bad, bad, moderate, good, and very good.

All the analyses were carried out by using Statistical Package for Social Sciences (SPSS) programs for Windows 11.5 software.

CHAPTER IV

RESULTS OF THE STUDY

This chapter presents the results of the study that were obtained by analyzing the data through statistical techniques described in the data analysis section. First, the means and standard deviations and the correlations between the independent and dependent variables are displayed. Second, results of hierarchical regression analyses, correlations, and ANOVAs are presented, respectively.

4.1. Descriptive Statistics of the Sample

Table 8 displays means, ranges, and standard deviations of the independent (age, previous travel experience, expectations, cultural distance, self-esteem, length of time in the U.S., English proficiency, acculturation attitudes, and perceived social support) and dependent (satisfaction with life and depression) variables.

Table 8. Descriptives about Dependent and Independent Variables

Variables		Descriptives			
		N	Mean	SD	Range
Dependent	Depression	132	7.75	6.49	0-63
	Satisfaciton with Life	132	21.90	6.31	5-35
Independent	Social Support-A	132	10.40	5.35	0-20
	Social Support –T	132	13.79	4.68	0-20
	Self-Esteem	132	34.50	5.06	0-40
	Cultural distance (t)	132	3.03	.264	1- 5
	Assimilation	132	18.05	5.76	9-45
	Marginalization	132	18.46	6.60	9-45
	Seperation	132	30.65	6.98	9-45
	Integration	132	29.70	6.42	9-45
	Expectations	132	10.33	2.49	3-15
	Age	132	26.16	3.06	
	English Proficiency	132	588.6	34.1	
	Length of time	132	134.8	30.9	

As shown in Table 8, average score of depression was 7.75 with the standard deviation of 6.49. The mean for satisfaction with life was 21.90 with a standard deviation of 6.31. The means of perceived social support from American friends and Turkish friends were 10.40 and 13.79 with standard deviations of 5.35 and 6.68 respectively. For self-esteem the mean was 34.50 with a standard deviation of 5.06. The mean for cultural distance was 3.03 with a standard deviation of .26. The mean scores of assimilation, marginalization, separation and integration attitudes were 18.05, 18.46, 30.65, and 29.70 with the standard deviations of 5.76, 6.60, 6.98 and 6.42, respectively. For expectations, the mean was 10.33 with a standard deviation of 2.49. Mean score of age of the sample was 26.16 years with a standard deviation of 3.06. English proficiency (TOEFL) mean

was 588.61 with a standard deviation of 34.13. And the mean of length of time in U.S. was 34.80 months with a standard deviation of 30.90.

4.2. Intercorrelation Matrix of Variables of the Sample

The intercorrelations of independent and dependent variables of the sample used in this study were presented in Table 9.

As shown in Table 9, regarding the correlations between independent and dependent variables, the highest correlation was between self-esteem and depression (- .54). The correlation matrix indicated that all the correlations among predictors were moderate to low.

Table 9. Pearson Correlation Coefficients Between Independent and Dependent Variables of the Turkish Students

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1 Satisfaction life														
2 Depression	-.37**													
3 Age	.04	-.10												
4 English Pro.	.11	-.03-	-.21**											
5 Length of Time	.13	.03-	.50**	-.29**										
6 Expectations	.50**	.35**	-.04	-.02	.18*									
7 A-Support	.14	-.12	.03	-.18*	.25**	.39**								
8 T-Support	.32**	-.22*	.09	.12	.04	.22*	.28							
9 Self-Esteem	.32**	.54**	.10	.01	.08	.31**	.25	.21*						
10 Assimilation	.08	-.10**	.05	-.24**	.24**	.26**	.21	-.11	.12					
11 Marginalization	-.08	.03	.07	-.12	.17*	.01	.08	-.07	-.04	.48**				
12 Seperation	-.01	.31**	-.06	.09	-.13	-.30**	-.16	.03	-.28**	-.58**	-.30**			
13 Integration	.16	-.12	-.04	-.00	.13	.27**	.32	.18*	.16	.37**	.14	-.33**		
14 Cultural Distance	.12	-.08	.11	.02	.30**	.23**	.26	.09	.11	.31**	.29**	.20**	.17	

4.3. Results of Hierarchical Multiple Regression Analysis

To test the research questions 1 (how do age, gender, expectations, previous travel experience, cultural distance, length of time, English Proficiency, social support, self-esteem and acculturation strategies influence the satisfaction with life scores of the Turkish students in the U.S.) and 2 (how do age, gender, expectations, previous travel experience, cultural distance, length of time, English Proficiency, social support, self-esteem and acculturation strategies influence the depression level of the Turkish students in the U.S.), separate hierarchical regression analyses were conducted for each of the psychological adaptation variable, satisfaction with life and depression as the dependent variables.

The independent variables were gender, age, previous travel experience, expectations, cultural distance, self-esteem, length of time in the U.S., English proficiency, acculturation attitudes, perceived social support, and perceived discrimination.

4.3.1. Predictors of Satisfaction with Life

Assumptions were checked prior to the analysis. No violation was detected. In addition no outliers were identified, and no cases (N = 132) had missing data.

The factors listed in Table 8 as independent variables were regressed on satisfaction levels of Turkish students with life by employing hierarchical multiple regression to examine each predictor variable's impact on the dependent variable. The entry order of the variables into regression analyses were based on the proposed theoretical model as described in the data analysis section. In the first

block, gender, age and previous travel experience were entered in the equation. Variable entry was followed by expectations, cultural distance, self-esteem, English proficiency, length of time in the U.S., acculturation strategies, social support and perceived discrimination, respectively.

The R^2 of multiple regression was found significantly different from zero after block 9, with all the independent variables in the equation, $R^2 = .405$, $F_{(15,131)} = 5.261$ at $p < .001$ significance level.

Table 10 presents the R square (R^2), R^2 change, F change and significant F change of the multiple regression analysis.

Table 10. Multiple Regression of Moderating Factors on Satisfaction with Life Levels of Turkish Students

Steps	Variables	R^2	R^2 Change	F Change	Sig F Change
1.	Age, Gender & Previous Travel Experience	.007	.007	.31	.82
2.	Expectations	.252	.245	41.58	.00
3.	Cultural distance	.252	.000	.004	.95
4.	Self-Esteem	.281	.029	5.09	.03
5.	Length of time	.281	.000	.033	.86
6.	English Proficiency	.304	.022	3.90	.05
7.	Assimilation, Seperation Marginalization, & Integration	.343	.040	1.79	.13
8.	American Support, & Turkish Support	.383	.040	3.78	.02
9.	Perceived Prejudice	.405	.022	4.24	.04

In the first block demographic variables were entered. After block 1, with the demographic variables (age, gender, and previous travel experience) in the equation, $R^2 = .01$, $F \text{ change } (3, 128) = .31$.

In the second block expectations variable was entered. After block 2, with expectations added to the equation, $R^2 = .25$, $F \text{ change } (1, 127) = 41.58$, $p < .001$. Addition of expectations to the equation with demographic variables resulted in a significant increment in R^2 .

In the third block, cultural distance was entered. After block 3, with cultural distance added to the equation, $R^2 = .25$, $F \text{ change } (1, 126) = .004$. Addition of cultural distance to the equation did not improve R^2 .

In the fourth block, self-esteem was entered. After block 4, with self-esteem added to the prediction of satisfaction with life with demographic variables, expectations and cultural distance, $R^2 = .28$, $F \text{ change } (1, 125) = 5.09$, $p < .001$. Addition of self-esteem to the equation with demographic variables, expectations, and cultural distance resulted in a significant increment in R^2 .

In the fifth block length of time was entered. After block 5, with length of time added to the equation, $R^2 = .28$, $F \text{ change } (1, 124) = .03$. Addition of length of time to the equation did not improve R^2 .

In the sixth block English proficiency was entered. After block 6, with English proficiency added to the equation, $R^2 = .30$, $F \text{ change } (1, 123) = 3.90$, $p < .01$. Addition of English proficiency to the equation with demographic variables, expectations, cultural distance, self-esteem, length of time resulted in a significant increment in R^2 .

In the seventh block acculturation attitudes were entered. After block 7, with acculturation attitudes added to the equation, $R^2 = .34$, F change $(4, 119) = 1.80$.

In the eighth block social support was entered. After block 8, with social support added to the equation, $R^2 = .38$, F change $(2, 117) = 3.78$, $p < .05$. Addition of social support the equation with demographic variables, expectations, cultural distance, self-esteem, length of time, English proficiency, and acculturation attitudes resulted in a significant increment in R^2 .

In the last block, discrimination was entered. After the last block, with perceived discrimination added to the equation, $R^2 = .41$, F change $(1, 116) = 4.24$, $p < .05$. Addition of perceived discrimination to the equation with demographic variables, expectations, cultural distance, self-esteem, length of time, English proficiency, acculturation attitudes and social support resulted in a significant increment in R^2 .

Results revealed that five moderating factors; expectations, self-esteem, English proficiency, social support, and perceived discrimination contributed significantly to prediction of satisfaction with life of the Turkish students. As seen in Table 10, the expectations explained the 25 % of the variance, self-esteem 3 %, English proficiency 2 %, social support 4 %, and perceived prejudice 2 % of the variance in satisfaction with life. Altogether, 41 % of the variance in satisfaction with life was significantly predicted by the moderating factors ($p < .001$).

For the further analysis, in order to see which particular variables impacted the satisfaction with life variable when all the variables were in the equation, individual variables were checked.

Correlation coefficient results indicated that there was a significant positive relationship between satisfaction with life levels of Turkish students and met expectations ($r = .50$, $p < .001$). The Turkish students whose expectations were met were found to be satisfied with their lives in the U.S.

In addition, a significant positive relationship was found between satisfaction with life levels of Turkish students and self-esteem ($r = .31$, $p < .001$). The Turkish students with high self-esteem were found to be satisfied with their lives in the U.S.

There was a significant positive relationship between satisfaction with life levels of the Turkish students and perceived social support from the Turkish friends ($r = .32$, $p < .001$). The Turkish students who perceived social support from the Turkish friends were found to be satisfied with their lives in the U.S. However, no significant correlation was found between satisfaction with life levels of Turkish students and perceived social support from American friends.

t-test results indicated that although there was no statistically significant difference, Turkish students who perceived Americans as prejudiced ($M = 21.85$) were found to be more satisfied with their lives than students who perceived Americans as unprejudiced ($M = 21.79$).

4.3.2. Predictors of the Depression

The factors were regressed on depression levels of Turkish students by employing hierarchical regression. Two outliers were detected during the assumptions check. Analysis was rerun with outliers and without outliers to check the effect of outliers on regression. Since the effects of outliers were significant, they were excluded from the analysis. No cases (N = 130) had missing data.

The R^2 of multiple regression was significantly different from zero after block 9, with all the independent variables in the equation, $R^2 = .51$, $F_{(15, 114)} = 7.78$, $p < .001$.

Table 11 presents presents the R square (R^2), R^2 change, F change and significant F change of the multiple regression analysis.

Table 11. Multiple Regression of Moderating Factors on Depression Levels of the Turkish Students

Steps	Variables	R ²	R ² Change	F Change	Sig F Change
1	Age, Gender & Previous Travel Experience	.08	.08	3.53	.02
2	Expectations	.17	.096	14.56	.00
3	Cultural distance	.08	.08	1.33	.25
4	Self-Esteem	.47	.29	67.06	.00
5	Length of time	.48	.01	1.59	.21
6	English Proficiency	.48	.00	.00	.95
7	Assimilation, Marginalization Seperation, & Integration	.49	.02	.85	.50
8	American Support, & Turkish Support	.50	.003	.30	.74
9	Perceived Prejudice	.51	.01	2.48	.12

In the first block demographic variables were entered. After block 1, with the demographic variables (age, gender, and previous travel experience) in the equation, $R^2 = .08$, $F \text{ change}_{(3, 126)} = 3.53$, $p < .05$. Addition of demographic variables to the equation with demographic variables resulted in a significant increment in R^2 .

In the second block expectations variable was entered. After block 2, with expectations added to the equation, $R^2 = .17$, $F \text{ change}_{(1, 126)} = 14.56$, $p < .001$. Addition of expectations to the equation with demographic variables resulted in a significant increment in R^2 .

In the third block, cultural distance was entered. After block 3, with cultural distance added to the equation, $R^2 = .18$, F change $(1, 124) = .1.33$. Addition of cultural distance to the equation did not improve R^2 .

In the fourth block, self-esteem was entered. After block 4, with self-esteem added to the prediction of depression with demographic variables, expectations and cultural distance, $R^2 = .47$, F change $(1, 123) = 67.06$, $p < .001$. Addition of self-esteem to the equation with demographic variables, expectations and cultural distance resulted in a significant increment in R^2 .

In the fifth block length of time was entered. After block 5, with length of time added to the equation, $R^2 = .48$, F change $(1, 122) = 1.56$. Addition of length of time to the equation did not improve R^2 .

In the sixth block English proficiency was entered. After block 6, with English proficiency added to the equation, $R^2 = .48$, F change $(1, 121) = .00$.

In the seventh block acculturation attitudes were entered. After block 7, with acculturation attitudes added to the equation, $R^2 = .49$ F change $(4, 117) = .85$.

In the eighth block social support was entered. After block 8, with social support added to the equation, $R^2 = .50$ F change $(2, 111) = .30$.

In the last block, discrimination was entered. After the last block, with perceived discrimination added to the equation, $R^2 = .51$, F change $(1, 114) = 2.48$. Addition of acculturation attitudes, social support and perceived discrimination did not improve R^2 .

Results indicated that demographic variables (age, gender, and previous travel experience), expectations, and self-esteem contributed significantly to

prediction of depression of Turkish students. As seen in Table 11, demographics explained 8 % of the variance, the expectations explained the 10 % of the variance, and self-esteem 29 % of the variance in depression. Altogether, 51 % of the variance in depression was significantly predicted by the moderating factors ($p < .001$).

For the further analysis, in order to see which particular variables impacted the depression variable for the Turkish students when all the variables were in the equation, individual variables were checked.

In terms of gender differences, t-test results indicated that although there was no statistically significant difference, the Turkish female students ($M = 8.41$) were found to be more depressed than the Turkish male students ($M = 6.89$).

Regarding self-esteem, Pearson Product Moment correlation coefficient results indicated that there was a significant high negative relationship between depression levels of the Turkish students and self-esteem ($r = -.59$, $p < .001$). According to the results, students with higher self-esteem were found to be less depressed than students with lower self-esteem.

In terms of previous travel experience, t-test results indicated that the Turkish students who had previous travel experiences ($M = 8.75$) were found to be more depressed than students without previous travel experience ($M = 5.76$).

4.4. Correlations Among Acculturation Strategies and Psychological Adaptation of the Turkish students in the U.S.

To test the research question 3 (What are the correlations among acculturation strategies and psychological adaptation of the Turkish students in the

U.S.), Pearson Product Moment correlation coefficient was computed as the statistical analysis.

As seen in Table 9, the results revealed that there was a significant relationship between separation attitude and depression ($r = .31, p < 0.01$). The other result indicated that a negative significant relationship between depression and satisfaction with life ($r = - .37, p < 0.01$). Acculturation attitudes were correlated among each other. There was a significant relationship between marginalization and assimilation attitudes ($r = .48, p < 0.01$), a significant negative relationship between separation and assimilation attitudes ($r = -.58, p < 0.01$), and a significant relationship between separation and integration attitudes ($r = .33, p < 0.01$).

4. 5. Descriptives of Acculturation Attitudes

Acculturation attitudes of the Turkish students were examined in the present study. Gender differences and effects of length of time in the U.S., perceived English proficiency and perceived discrimination on acculturation studies were explored in detail.

Regarding acculturation strategies, separation attitude was found to be the most preferred acculturation strategy among the Turkish students ($M = 30.65$) followed by integration ($M = 29.70$), marginalization ($M = 18.46$) and assimilation attitudes ($M = 18.05$).

To test the research question 5 (Is there a difference between the female and male Turkish students in terms acculturation attitudes) t-test was used. Means and standard deviations for the acculturation attitudes are presented in Table 12.

Table 12. Means and Standard Deviations of Acculturation Attitudes by Gender

	Gender	N	M	SD	t
Assimilation	female	45	18.22	6.55	.25
	male	87	17.96	5.35	
Marginalization	female	45	17.50	6.25	-1.20
	male	87	18.95	6.76	
Seperation	female	45	29.76	8.01	-1.06
	male	87	31.12	6.39	
Integration	female	45	31.25	6.84	2.02
	male	87	28.90	6.08	

As seen in Table 12, the mean of assimilation attitude of the female students is 18.22 with the standard deviation of 6.55, the mean of the male students is 17.96 with the standard deviation of 5.35. The mean of marginalization attitude of the female students is 17.50 with a standard deviation of 6.76, the mean of the male students is 18.95 with the standard deviation of 6.76. The mean of seperation attitude of the female students is 29.76 with a standard deviation of 6.39, the mean of the male students is 31.25 with the standard deviation of 6.84. The mean of integration attitude of the female students is 31.25 with a standard deviation of 6.84, the mean of the male students is 28.90 with the standard deviation of 6.08.

Results of independent t-test revealed that there was a significant gender difference between the female and male Turkish students in terms of integration attitude ($t = 2.017$, $p = .046$, $p < .05$). According to the results, female students ($M = 31.25$) were found to adapt integration attitude more than male students ($M = 28.90$) did. However, there was no significant difference between female and male Turkish students in terms of assimilation attitude ($t = .245$, $p = .81$),

marginalization attitude ($t = -1.203$, $p = .23$) and separation attitude ($t = -1.063$, $p = .29$).

4.6. Effects of Length of time in the U.S., Perceived English Proficiency and Perceived Discrimination on Acculturation Attitudes

To test the research question 6 (What are the effects of length of time in the U.S., perceived English proficiency and perceived discrimination on the Turkish students' acculturation attitudes), univariate analyses of variance (ANOVAs) were conducted. In Table 13 results of ANOVAs were presented.

According to the results, no significant interactions was found on assimilation attitude between different levels of perceived discrimination, perceived English proficiency and length of time in the U.S., $F_{(6, 129)} = .54$, $p = .78$. As seen in Table 13, there were no significant main effects for perceived discrimination $F_{(3, 129)} = 1.59$, length of time in the U.S. $F_{(4, 129)} = 1.06$, and perceived English proficiency, $F_{(4, 129)} = .92$. The Eta Squared values indicated that 5.4 % of the total variance in assimilation was accounted for perceived discrimination, 4.2 % for perceived English proficiency and 4.8 % for length of time in the U.S.

On integration attitude, no significant interactions was found between different levels of perceived discrimination, perceived English proficiency and length of time in the U.S., $F_{(6, 129)} = 1.48$, $p = .19$. As seen in Table 13, there were no significant main effects for perceived discrimination $F_{(3, 129)} = 1.53$, length of time in the U.S., $F_{(4, 129)} = 1.61$, and perceived English proficiency, $F_{(4, 129)} = .73$. The Eta Squared values indicated that 5.2 % of the total variance in

assimilation was accounted for perceived discrimination, 3.4 % for perceived English proficiency and 7.1 % for length of time in the U.S.

Table 13. ANOVAs for Perceived Discrimination, Length of Time in the U.S. and Perceived English Proficiency

	df	MS	F	Sig.
Assimilation				
Perceived Discrimination	3	55.40	1.59	.20
Length of Time	4	36.89	1.06	.38
Perceived English Proficiency	4	32.08	.92	.46
Integration				
Perceived Discrimination	3	62.06	1.53	.21
Length of Time	4	65.52	1.61	.18
Perceived English Proficiency	4	29.80	.73	.57
Separation				
Perceived Discrimination	3	111.34	3.24	.09
Length of Time	4	41.38	.83	.51
Perceived English Proficiency	4	25.67	.52	.72
Marginalization				
Perceived Discrimination	3	25.89	.52	.67
Length of Time	4	23.99	.48	.75
Perceived English Proficiency	4	55.11	1.10	.36

No significant interactions was found on separation attitude between different levels of perceived discrimination, perceived English proficiency and length of time in the U.S., $F_{(6, 129)} = .95$, $p = .47$. As seen in Table 13, there were no significant main effects for length of time in the U.S, $F_{(3, 129)} = .83$, and perceived English proficiency, $F_{(4, 129)} = .52$. However, only a marginal

significant main effect was found for perceived discrimination, $F_{(3, 129)} = 3.24$, $p < .01$.

A one-way analysis of variance for separation with perceived discrimination as the independent variable was significant $F_{(3, 130)} = 4.29$, $p < .05$. Tukey procedure showed significant differences on separation attitude. According to the results, the Turkish students who perceived American as prejudiced ($M = 32.91$) were found to adapt separation attitude more than the Turkish students who perceived as unprejudiced ($M = 29.31$).

No significant interactions was found on marginalization attitude between different levels of perceived discrimination, perceived English proficiency and length of time in U.S., $F_{(6, 129)} = .106$, $p = .99$. There were no significant main effects for perceived discrimination $F_{(3, 129)} = .52$, length of time in the U.S. $F_{(4, 129)} = .48$, and perceived English proficiency, $F_{(4, 129)} = 1.10$ on marginalization attitude. The Eta Squared values indicated that 1.8 % of the total variance in assimilation was accounted for perceived discrimination, 5 % for perceived English proficiency and 2.2 % for length of time in the U.S.

Psychological adaptation of the Turkish students was predicted by students' satisfaction with their lives in the U.S. and their depression levels. Results indicated that Self-esteem, previous travel experience, and met expectations predicted 51 % of the variance in depression. In satisfaction with life, 41 % of the variance was predicted by self-esteem, met expectations, English proficiency, perceived social support, and perceived discrimination.

Seperation attitude was found to be the most preferred acculturation strategy among the Turkish students in the U.S. Significant gender difference was found between female and male students. In terms of the effects of perceived discrimination, perceived English proficiency and length of time in the U.S. on acculturation strategies, it was found that perceived discrimination had a marginal significant effect on separation attitude.

CHAPTER V

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

This chapter discusses the results reported in Chapter IV, draws implications and makes recommendations for practice and future research.

5.1. Discussions

Cross cultural transition and adaptation is affected by many variables. Both the characteristics of the individual and the environment mediate the outcomes. In the present study, individual and demographic variables were used to investigate the psychological adaptation process of Turkish students in the U.S. with an acknowledgement that characteristic of the U.S. society played an important role. United State's multicultural nature and the preferred academic environment by many international students from all over the world were main reasons to focus on the individual variables in depth. The individual variables examined in the present study as the predictors of psychological adaptation included age, gender, previous travel experience, expectations, cultural distance, English proficiency, self-esteem as a personality variable, length of time, acculturation strategies, social support, and perceived discrimination.

Psychological adaptation of the Turkish students was predicted by students' satisfaction with their lives in the U.S. and their depression levels. As consistent with the psychological adaptation to acculturation literature in which psychological adaptation is referred to a clear sense of personal and cultural identity, good mental health, and the achievement of personal satisfaction in the new cultural context, Turkish students are found psychologically well adjusted to their new environments in the U.S., satisfied with their new cultural contexts and mentally healthy.

In the study, depression and satisfaction with life scores of the Turkish students were predicted by the acculturation variables and certain demographic variables. The depression level of the present sample was far below the critical scores of depression mentioned for Turkish samples (Hisli, 1989). For Turkish sample critical depression level was proposed as 17 and the present study the mean of depression in Turkish students was found as 7.75 (Table 8). Self-esteem, previous travel experience, and met expectations predicted 51 % of the variance in depression. Students with higher self-esteem were found less depressed. Moreover students' overall met expectations was associated with less depression among the Turkish students. Interestingly however, students with prior travel experiences were found more depressed than students without any previous travel experience. Regarding satisfaction with life, most of the Turkish students were found to be satisfied with their lives in the U.S. Self-esteem, met expectations, English proficiency, perceived social support, and perceived discrimination predicted 41 % of the variance in satisfaction with life. Students with higher self-esteem were found to be more satisfied with their lives in the U.S. Moreover, overall met expectations were resulted in satisfaction among the Turkish students. Perceived

social support from Turkish friends was another significant predictor of more satisfaction among the Turkish students.

Although it was not significant, female students were more depressed than male students. In acculturation literature, although findings regarding gender differences have been inconsistent, females are reported to be more disadvantaged in terms of psychological adaptation (Berry, 1997).

Generally speaking, females' sex roles and their status in their culture of origin are proposed to be effective, placing females in more risk. The findings of Ataca and Berry (2002) provide support for these main arguments with regard to immigrant women. In their study especially the Turkish migrant women from low social economic status in Canada were found to be more depressed. In the present study, although the Turkish female students in the U.S. were more advantaged than the immigrant Turkish women due to the fact that they are more active in society, have better language skills, and higher self-esteem, the Turkish female students in the U.S. were still found to be more depressed than the Turkish male students. Since the factors such as language skills, length of time, self-esteem were almost similar in both gender, higher depression in female students can be associated with their gender role and the conflicts they might have experienced in the new culture. Although Turkey is a democratic country in which women and men are equal by the Turkish laws, and women have active positions in many professionals, the traditional gender roles inherent in the culture are still dominant (Mocan-Aydin, 2000; Rokach, & Bacanlı, 2001). Even for highly educated women, it can be stated that the pressure is available. In case of cross cultural contexts, due to the fact that women are experiencing both their traditional cultural gender roles and at the same time host culture's female roles, more conflict and

stress can be expected. Regarding the findings of the study, it can be assumed that the Turkish female students might have observed the more independent female roles in the U.S. and experienced conflicts.

In addition, gender differences and culture's effect on emotional expression may have an influence. In general, there are communication differences between males and females. Females tend to be more expressive of their emotions and worries, whereas males tend to more readily reveal factual information with relatively natural or positive emotions (Derlega, Metts, Petronio, & Morgulis, 1993). Moreover emotional expression and experience are commonly believed to be embedded in culture. The culture teaches people what emotions are acceptable to express and when they are to be expressed. In Turkish culture, males are not typically associated with emotional expressions. More specifically, males are generally discouraged to reveal their emotions which would be viewed as a sign of weakness in masculinity. Therefore it is safe to assume that the female Turkish students were more expressive of their emotions than the male Turkish students and their depression scores were found to be higher than those of male students in the present study.

Self-esteem as a moderating factor was one of the most significant predictors of depression and satisfaction with life in Turkish students. Due to the fact that relatively few investigations have documented the influence of personality traits on the psychological well-being of acculturating individuals except locus of control and extraversion (Ward, Bochner, & Furhnam, 2001), the findings of present study on self-esteem provide valuable information about the personality trait and its positive effect on students' psychological well-being. The role of psychological characteristics of acculturating individuals is suggested to be

evaluated as the characteristics that are present prior to contact and those that develop during acculturation. In the present study, self esteem as a psychological characteristics present prior to the contact was found one of the significant predictors of psychological adaptation of the Turkish student in the U.S as consistent with the findings of the acculturation studies.

Self-esteem is correlated with mental health as a whole, and negatively correlated with anxiety, depression and psychosomatic symptoms (Rosenberg, 1965). In the present study also a significant positive relationship was found between self-esteem and satisfaction with life and a significant negative relationship between self esteem and depression. Students with higher self-esteem were less depressed and more satisfied with their lives in the U.S. In addition, the Turkish students' self esteem was found significantly high, and depression was found significantly low. Moreover, students were satisfied with their lives in the U.S.

High self-esteem in the Turkish students might be a consequence of the dynamics of the group. In terms of the significant characteristics of the group, most of the students in the sample were graduate scholarship students who might be considered as academically successful students in their home country and came to the U.S. for a degree specialization. In addition, most of the students were confident about their English skills, which can be considered as an advantage for international students. The findings indicated that most of the students reported their English proficiency being good and TOEFL scores being considerably high. Therefore, the Turkish students in the present study can be defined as a group of people who have a sense of competence and self esteem.

As Kim and Berry (1988) proposed some set of variables may predispose one to function more effectively under acculturative pressures. Self-esteem is one of these variables that has positive effect on adaptation. Self-esteem, a measure or indicator of adolescent well-being and psychological adjustment is related to individual's ability to react to an environment. Self-esteem has also been considered as a measure of psychological well-being and predictor of mental health status in minority groups in acculturation process. High self-esteem expresses the feeling that one is "good enough". The individual simply feels that he or she is a person of worth and but also recognizes his limitations and expects to grow and improve (Rosenberg, 1965).

The National Association for Self-Esteem defines self-esteem as "The experience of being capable of meeting life's challenges and being worthy of happiness". This concept of self-esteem is founded on the premise that it is strongly connected to a sense of competence and worthiness and the relationship between the two as one lives life. The worthiness component of self-esteem is tied to whether or not a person lives up to certain fundamental human values, such as finding meanings that foster human growth and making commitments to them in a way that leads to a sense of integrity and satisfaction (Reasoner, 2004). The findings also suggested that the Turkish students with their positive personality characteristics such as high self-esteem were able to relate their new environment, and satisfied with their lives.

Alike the personality factor, expectations that were met during acculturation was one of the significant predictors of psychological adaptation. Having expectations about the new cultural environment is inevitable especially if the new cultural environment is associated with being "Land of Opportunities".

United States, land of opportunities, is a dream world to most people from many countries. The opportunity to live in the U.S. is often enviously desired. That is mostly because high expectations are set about the U.S. especially by the contributions of the Hollywood. Sometimes these expectations are met and sometimes not because less desired situations or environments may be encountered. It is important to have a balance between expectations and the observed situations since the consistency between expectations and the actual situation is a significant contributor of adaptation. Generally speaking, individuals whose expectations exceed the actual environment during acculturation might be expected to have poorer mental health than those who achieve some reasonable match between them (Berry & Kim, 1988).

It can be discussed that in Turkish culture there are great expectations about America. Moreover, completing an academic degree in the U.S. is associated with prestige and considered an advantage for finding a job in Turkey. Therefore, in order to assess students' expectations and to explore the relationship between psychological well-being and expectations, the Turkish students in the U.S. were asked to rate their expectation levels about their education, friendship, life style and any other issue they found important to mention in the U.S. They were asked to rate their expectations before their arrival and how much their expectations were met after their arrival. The Turkish students' expectations were found high in terms of education system, life style and friendship. Although, the expectations about friendship and life style were not met as expected, students' expectations about education system were met. The findings showed consistency with Coleman & Carsky's (1994) study in which almost 90 % of the international students including Turkish students indicated that they were satisfied with their

educational experiences. In terms of educational system, a consistency was achieved between the Turkish students' expectations and the actual situation. Since Turkish students' main purpose for being in the United States was to obtain a degree, and obtaining a degree is a significant component of adaptation for international students, having their expectations met in terms of education system was probably resulted in an overall satisfaction with life and better psychological well-being for the Turkish students.

Previous travel experience was the other significant predictor of depression. A common assumption is that previous cross-cultural experience with other cultures or prior exposure to host culture facilitates adjustment (Church, 1982). People who have prior travel experience develop a greater understanding of their hosts' motives, behaviors, and attitudes and also demonstrate better coping skills, greater willingness to interact with local population and greater acculturation capacity (Tomich, McWhirter, and King, 2000). However, in the present study, a weak relationship was found between depression and previous travel experience especially in the Turkish male students. Overall, the students who had previous travel experiences reported more depression than the students without experience. Contrary to the common belief, the previous cultural exposure may lead to resistance to a new culture which inhibits adjustment (Church, 1982). The individuals with previous travel experiences may assimilate the new environment and try to filter this new experience through the preexisting knowledge of adjustment process. Having previous travel experience may also bring out a comparison of previous experiences with the new cultural environment. Generally previous travel experiences are short-term touristic experiences that can be characterized as interesting, and exciting during which

travelers have positive expectations. In the present study, % 60.6 of the previous travel experiences was less than one month. In short-term vacations, people usually deal with simple decisions such as where to stay, visit, shop, or eat and cultural differences can be interesting and even enjoyable. The experiences are more often limited to a small part of the new culture including learning the history, and local customs. However, the long term experiences are more complicated and challenging. Especially for international students the concerns are far beyond the concerns of a short-term travel experience. The experiences are not limited to some part of society as in the short-term vacations. International students are faced with challenges as to learn the American education system, social norms, the language, and even very basic social requirements. Therefore comparing their current environment with the previous travel experiences may result in more depression as in the present study.

Social support as a significant predictor of psychological adjustment may arise from a variety of sources such as friendship, and family support. In terms of friendship patterns, international students have a tendency to belong to three distinct social networks in their new cultural environments (Bochner, McLeod, & Lin, 1977). The primary social network consists of bonds with co-national. The function of the primary network is to rehearse, express, and affirm culture-of-origin values, and it is preferred for companionship and emotional support. Second network consists of relationships with host nationals. The main function of this network is to facilitate academic and professional aims of students and it is generally preferred for informational support. The third network consists of friendships with other foreign students that provide mutual support based on a shared foreignness.

In general, international students often report that they have closer relationships with co-nationals. The findings of the present study also confirmed that social support is one of the significant predictors of psychological adaptation for the Turkish students. Both American friends and Turkish friends were considered as sources of social support since both sources have positive benefits for international students in the adaptation process (Ward & Kennedy, 1993a, 1993b). Although perceived social support from both Turkish friends and American friends were a predictor of satisfaction with life, only perceived social support from Turkish friends was significantly related to satisfaction. Students who perceived social support from the Turkish friends were more satisfied with their lives in the U.S.

The findings of the present study were consistent with the literature (Bocher, et, al, 1997). Co-national network was reported as the primary social network for the Turkish students. The Turkish students were found to prefer co-national social network to host national network. Moreover, Turkish students' perception regarding social support was that the Turkish students were more supportive than the American friends.

Regarding social support, satisfaction and cohesiveness of the relationship are also considered as important predictors of adjustment. In the present study Turkish students' frequency of interaction with members of their social networks and satisfaction with their social networks were also examined. Although students were satisfied with both the Turkish and American friends; more frequent interactions with Turkish friends were reported. The amount of co-national interaction and satisfaction with co-national contact were positively related to Turkish students' psychological well-being.

In terms of acculturation attitudes, separation attitude was found to be the most preferred acculturation attitude among the Turkish students followed by integration, marginalization, and assimilation. The findings can be interpreted from different perspectives. First, the findings can be related to the temporary acculturating situation. Due to the status of being temporary in the host culture, those with less permanent plans such as students, tourists, and business travelers demonstrate less acculturation into the host culture. Generally, the intention of these groups is to ultimately return to their country of origin. Therefore, the need and desire for cultural assimilation is limited (Furhnam & Bocher, 1986, Sadowsky and Plake, 1992). Turkish students' desire to integrate with the host culture might have been interfered with their status in the U.S. Instead of trying to integrate to the new culture; they might have preferred to maintain their cultural heritage.

Secondly, the findings can be related to the culture. The findings of the present study are consistent with the other studies conducted by the Turkish immigrants both in Canada, and Europe. Turkish immigrants in Toronto Canada were found to strongly endorse separation strategy (Ataca, & Berry, 2002). In their study, the Turkish immigrants especially those of low SES were strongly endorsed separationist attitudes, holding on to their culture and identity, and rejecting relations with the larger society. Similar finding are pointed out for the Turkish immigrants in Europe that the Turkish immigrants too strongly identify with the Turkish culture and isolate themselves from larger society (Kağıtçıbaşı 1987, Piontkowski, Florack, Hoelker, & Obdrzalek, 2000). Lower educational levels, lack of language skills, and experience of discrimination are proposed as potential reasons of the separation attitude choice in immigrants.

In the present study, although the Turkish students' educational level was high, their language skills were relatively good and discrimination was not a concern for many the Turkish students, the choice of acculturation attitude was separation. Based on these findings, a possible pattern in acculturation attitude for the Turkish culture can be drawn. In all these findings, separation attitude is the most endorsed strategy by the Turkish immigrants and students regardless of the factors aforementioned. This tendency can be associated with the nature of the Turkish culture's collectivist nature. According to Triandis, Birsilin, & Hui (1988), collectivists are more associative within their ingroups and more dissociative towards their outgroups. They are more intimate with ingroup members and much more formal with outgroup members.

Gender differences in acculturation attitudes of the Turkish students, and effects of length of time in the U.S., perceived English proficiency and perceived discrimination on acculturation strategies were also examined. Regarding gender differences, a significant gender difference was found between female and male students in terms of integration attitude. Female students were found to adapt integration attitude more than male students. It can be mentioned that the number female students was not as much as the number of male students in the U.S. The need of having close friends, and sharing emotions and concerns with other girl friends is constrained for female students in the U.S. Therefore the Turkish female students might have a higher tendency to adapt integration attitude and try to integrate more to their new environment than the Turkish male students do. The finding can be also associated with the effect of gender role as aforementioned that possibly resulted in conflict and depression in the Turkish female students.

Turkish female students might have a tendency to integrate with the U.S. society more in order to deal with the conflicts and the depression.

In terms of the effects of perceived discrimination, perceived English proficiency and length of time in the U.S. on acculturation strategies, it was found that perceived discrimination had a significant effect on separation attitude. Students who perceived Americans as prejudiced were found to adapt separation attitude more frequently than students who perceived Americans as unprejudiced. Overall, most of the Turkish students indicated that they perceived Americans as unprejudiced. Nevertheless, the students who perceived Americans prejudiced might consequently have perceived discrimination which resulted in their preference of a separation attitude.

Cultural distance was not a significant predictor of psychological adaptation in the Turkish students. Some moderate differences were reported by the Turkish students in terms of friendship, life style, values, food, social activities, world view, communication skills, language, religious beliefs, family life and customs. The Turkish students might have perceived these differences between two cultures acceptable or tolerable. The degree of psychological adjustment problem is a function of the dissimilarities of between culture of origin and culture of contact. Generally, the greater the cultural differences are perceived, the less adaptation will be experienced. Prior research indicated that Europeans are better acculturated to life in the United States than are the Asians, Africans or South Americans (Sodowsky, & Plake, 1992). That is because Europeans share more traits, beliefs, and values with the U.S. society. Turkish students' physical features and Turkey's being a modern European country can be viewed as influential factors. It could be argued that since differences were moderate, the

effect of cultural differences on the adaptation to life in the U.S. did not contributed significantly to psychological adaptation for the Turkish students.

In summary, Turkish students were found psychologically well adjusted to their new environments in the U.S. They were found to be satisfied with their lives and they were mentally healthy. The main predictors of their psychological well-being were their met expectations, high self-esteem, and perceived social support. A tendency toward co-nationals was assessed. Moreover, separation attitude was the main acculturation attitude preferred by the Turkish students followed by integration. Although separation attitude is generally associated with less psychological well-being, and also in the study it was associated with more depression, separation attitude was not a treat for the Turkish students' psychological well-being.

Whether the new cultural environment encouraged the Turkish students to have more co-national social networks or the Turkish students' cultural identity had a more powerful influence on their preferences is a critical question. It can be discussed that the findings are the results of the interactions of many factors during acculturation process. Moving to a new country entails the initiation of new support systems since the old networks at home are disrupted to an extent. However, when encountered a new culture, initiating new support systems may be difficult. As a consequence an orientation to social support as at home with co-nationals can be acquired since co national support can reaffirm the home values and decreases the homesickness. On one hand, this might be the case for the Turkish students. Closer relationships with co-nationals, and therefore preference for a seperationist attitude might have stemmed from the fact that their expectations about the life style and friendships were not met after their arrival.

Their relatively unmet expectations about friendship might have turned the Turkish students' attention to co-nationals with whom they could have close and supportive relationships, which in turn resulted in a positive psychological well-being.

On the other hand, it can be pointed out that in the study moderating factors prior to acculturation were more significant predictors of psychological adaptation of Turkish students in the U.S. than the moderating factors during acculturation. Although the importance of the effect of a new environment and factors during acculturation can not be denied, it is proposed that what the Turkish students had brought to their experiences was more significant than how they had experienced the process. It can be argued that the Turkish students have entered their adaptation process with a collectivist mind and an attitude towards out group relationships.

Turkish culture has a collectivist nature with an emphasis on friendship and sharing (Mocan-Aydin, 2000). In collectivist cultures the attachment is very strong and long-term relationships, becoming close and having a long lasting relationship is preferred to short-term relationships. As Triandis, Birsilin, and Hui, (1988) mention frequent complaint of collectivists is the expectancy of the relationship to go a long way. Instead the relationship remains superficial and short-lived. Failure to achieve similar close relationships in other cultures often results in a tendency to have close relationships with co-nationals.

Turkish students might have brought their culture into their new environment, maintained their cultural identity and experienced their adjustment process as a group of Turkish students. They might have preferred to stay close to each other, and spent more time together. They might have preferred a

separationist attitude which has also a collectivist nature since it can only be adapted when other members of one's cultural group share in the wish to maintain the cultural heritage. Being with co-nationals, sharing their own values might have resulted in perceived social support and consequently satisfaction with life in the U.S. Bonding with own ethnic community are crucial for mental health. Therefore, for Turkish students maintaining cultural identity through co-nationals might have resulted in less depression as supported in the literature (Ward, & Kennedy, 1994; Ward, & Rana-Deuba, 2000).

In conclusion, perceived social support from Turkish friends, feeling the co-nationals' support, undergoing similar experiences with friends from the same culture, and sharing knowledge-based resources and information about coping with the new environment, met expectations about their education, high self-esteem, proficiency in English, and adequate length of time in the U.S. might have resulted in positive psychological well-being in the Turkish students in the U.S. Additionally, Berry's acculturation framework was tested on the Turkish students' psychological adaptation. The findings of the present study were in line with the stress and coping framework, which indicated that psychological adaptation was mainly predicted by personality variable such as self-esteem, expectations, and perceived social support.

5. 2. Implications for Counseling

The present study provides valuable information about how the Turkish students experience cross-cultural transition. Studies like this one provide helpful insights to professionals and counselors who work with international students. It is

essential for counselors to be aware of the role that cultural differences play in psychological adaptation process.

The educational environment, the culture, the language, and even the food are different for international students in their new cultural environment. Whether they ask or not, most of the international students need assistance and International Student Offices are the first places for international students to seek any kind of assistance. When international students arrive to their new setting, in campus the first place they go is the International Students' Office where they get all the basic information they need.

International Student's Offices mission includes assisting foreign students in four main elements; (1) assisting students with various problems that encounter in adapting to American culture, (2) providing cross-cultural psychological and adjustment counseling services, (3) acting as information brokers and communication networkers with international students, and (4) facilitating the culture learning of the international students (Hammer, 1992).

These offices are mainly the most significant information resource for international students. Therefore, these offices play a key role in international students' positive adjustment. Basic orientations are organized by these offices. Orientation sessions are the main source of information for international students during their first days of cross cultural transitions. However, these sessions are limited and provided at the beginning of the journey when students are not actually aware of their needs and concerns regarding their academic environment. Therefore, it is essential to provide continuous information about the new system for international students through out their educations.

Instead of being perceived as a supportive social resource available in campus, counseling services are not commonly used by international students since cultural differences and how mental health issues are viewed in different cultures have an effect on use of counseling services (Mori, 2000). International students prefer to disclose their personal problems to their primary resource, their co-nationals rather than any counseling resource on campus (Pedersen, 1991).

With this concern, collaboration between International Students Office and Counseling Service can facilitate better adjustment for international students. Positive transitions for international students require effective counseling services. In order to increase effectiveness of counseling services, proactive attitudes are essential. Availability and the visibility of counselors in International Students' Office in this manner can be a good starting point to get international students' attention.

Active participation of counselor can play a significant role for many international students' positive adjustment. It is important for counselors working with international students to broaden their understanding of counseling beyond defined methods and context (Pedersen, 1991). At the early stages of transition, counselors can have a more active role and concentrate on providing helpful information for smoother adjustment. The main focus can be on academic concerns such as education system, student-instructor relationship, and grading system. Additionally, information about services in campus and their functions such as advising office, business office, registrar office, and counseling services should be provided.

The other helpful information can be the nature of American culture. This could enhance international students' perspectives and instead of dealing with many unknowns international students can be more aware of their cultural environment. Even very basic information about daily routines is important for international students. Prior research suggested that international students desire more information on personal issues such as finding an apartment, buying a car, the availability of public transformations, and health care services (Coleman & Carsky, 1994). Workshops, presentations, and brochures can be the effective tools for counselors to reach international students.

In terms of therapeutic relationships, it is important to realize that Western theories of counseling evolved in the context of a particular time and in response to specific-needs of Western culture (Sue, Ivey, & Pedersen, 1996). Difficulties are involved in applying these theories universally. Therefore having a more multicultural attitude and expanding the theories with a flexible attitude is essential. For an effective multicultural counseling awareness, knowledge and skills are essential. Counselors need to be aware of cultural differences and have the ability to see the situations from clients' point of view. They need to be also knowledgeable about the cultures and have appropriate skills for that specific culture. If dealing with many cultures becomes overwhelming, more culture free theories as developmental therapies may be used as an alternative approach. Overall, being aware of international students' potential difficulties, and being culturally sensitive are the key elements for successful outcomes.

Multicultural counselors who work with international students from the collectivist societies should be aware of the importance of social support for these students (Mocan-Aydin, 2000). International students may prefer co-national

supports as their social networks. This co-national network may provide emotional benefits, permitting or even encouraging the release of frustrations concerning life in a new environment (Adelman, 1982). Therefore, behaviors that are necessary for maintaining one's cultural sense of identity and sense of well-being such as speaking one's language, eating cultural foods, interacting with home nationals, and keeping connection with home should not be discouraged. Instead of discouraging co-national social networks, it is important to encourage students to integrate host-national and other national networks to their available social environment.

Adaptation requires satisfaction with host national and other international, in addition to co-national relationships and friendships. Limiting social networks with only co-nationals may bring disadvantages in the long-term. Students may overlook the essence of being in a different culture, and miss out from a very growth oriented experience. Having a more global social network can promote better adjustment and global world view for international students. With this regard, counselors can encourage students to search for job opportunities in campus which can facilitate the global social network since students may have chance to actively participate in daily routines of the academic environment by more interactive relationships with students and the staff. Peer counseling and other social activities that can promote interaction among students from all cultures can also be used as effective tools.

Counselors should keep in mind that each individual has unique characteristics beyond their culture of origin. It is crucial to draw a distinction between being culturally sensitive and overemphasizing cultural differences. Over

emphasizing the cultural differences and treating international students with an attitude may also result in feeling of difference and even discrimination.

Finally, in Turkey the number of international students has been increasing. The results of the present study may also provide valuable information for the counselors and administrators who are working these students.

5.3. Recommendations for Further Research

For the further studies, the present study provides important information as well as the followings recommendations:

1. United States has a multicultural environment. There are many cultures in this environment and each of these cultures' nature influences the daily lives of both Americans and the other cultures. In the present study, the possible effects of other cultures were ignored. Only the host cultures influence was aimed to be explored. For the further studies including the other cultures can provide boarder perspectives for the adaptation studies.
2. As mentioned earlier, the number of studies investigating the effects of different personality variables on psychological adaptation is limited. Personality characteristics need special attention in acculturation literature. Each individual experiences the process differently and these differences are mainly results from personality differences. The role of different personality characteristics and their relation to the new environments can provide valuable information.
3. There are many Turkish people all over the world experiencing acculturation process. Therefore, acculturation strategies need to be explored in more detail for the Turkish culture, and the pattern that has

been proposed by in this study should be examined and tested with different groups in different cultural settings. The factors affecting the Turkish people' acculturation strategies should be identified in detail.

4. Attachment styles and coping strategies can be included in acculturation studies. Exploring these variables can provide a better understanding of acculturation strategies.
5. In terms of measurement, in-dept interviews can encourage internationals students to share more information about their experiences. Researchers may also have chance to observe individuals' non verbal language. Adding such qualitative elements can enrich the assessment.
6. Longitudinal studies may be included to the quantitative nature of the analysis. Longitudinal studies can provide a broader picture of adaptation process. International students' experiences can be explored more realistically from the beginning of their arrival. Each phases' characteristics can be examined in detail.

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APPENDICES

APPENDIX A

Değerli katılımcı,

Bu anket, Amerika’da yaşayan Türk öğrencilerin uyumlarını inceleyen bir araştırma için hazırlanmıştır.

Ankete vereceğiniz yanıtlar, birey olarak değil bir grup olarak değerlendirilecektir. **Sorulara vereceğiniz yanıtlar kesinlikle gizli tutulacaktır ve araştırma dışında hiçbir yerde kullanılmayacaktır.** Sizin bu anketteki sorulara vereceğiniz doğru, açık ve samimi yanıtlar araştırma sonuçlarının güvenilirliği açısından son derece önemlidir.

Sabırınız ve katkılarınızdan dolayı teşekkür ederim.

Dilek Yelda Kağnıcı
ODTÜ, Eğitim Bilimleri Bölümü
Doktora Öğrencisi

SEÇTİĞİNİZ CEVABIN ÜZERİNE İKİ KERE TIKLAYINIZ VE ÇIKAN EKRANDAKİ “DEFAULT VALUE” MENÜSÜNDEKİ “CHECKED” SEÇENEĞİNİ İŞARETLEYEREK “OK”’E BASINIZ. BU OTOMATİK OLARAK SEÇTİĞİNİZ CEVABA “X” İŞARETİ KOYACAKTIR. TÜM SORULARI YANITLADIKTAN SONRA “SAVE” ETMEYİ UNUTMAYINIZ.

1. Yaşınız:
2. Cinsiyetiniz: ☐ Kız ☐ Erkek
3. Medeni Durumunuz: ☐ Bekar ☐ Nişanlı ☐ Evli ☐ Dul
4. Bulunduğunuz şehir:

5. Eğitim durumunuzu belirtiniz:
☐ Dil kursu ☐ Önlisans ☐ Lisans ☐ Master ☐ Doktora ☐ Doktora sonrası
6. Daha önce yurtdışında bulundunuz mu?
☐ Hayır
☐ Evet (Cevabınız evet ise daha önce bulunduğunuz ülkeleri ve sürelerini yazınız).....
7. Amerika'ya gelmeden önceki İngilizce düzeyiniz sizce nasıldı?
☐ Çok iyi ☐ İyi ☐ Orta ☐ Kötü ☐ Çok kötü
8. TOEFL sınavına girdiyseniz puanınızı yazınız.
Başka bir standart İngilizce sınavı aldıysanız, sınavın adını ve puanınızı yazınız.
.....
9. Amerika'ya gelme nedeninizi yazınız.
.....
.....
.....
10. Amerika'daki eğitim masraflarınızı nasıl karşılıyorsunuz?
☐ Burs ☐ Ailem ☐ Kendim ☐ Diğer (açıklayınız).....
11. Ne kadar süredir Amerika'dasınız?
.....
12. Amerika'ya gelmeden önce aşağıda belirtilen konular ile ilgili beklentilerinizin ne ölçüde olduğunu belirtiniz.

1-----2-----3-----4-----5
Hiç yoktu Çok fazlaydı

	1	2	3	4	5
Eğitim sistemi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yaşam tarzı	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
İlişkiler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diğer (.....)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Amerika'ya geldiğinizde aşağıda belirtilen konular ile ilgili beklentilerinizin ne ölçüde gerçekleştiğini belirtiniz.

	1-----2-----3-----4-----5
	Hiç biri gerçekleşmedi Hepsi gerçekleşti
	1 2 3 4 5
Eğitim sistemi	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Yaşam tarzı	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
İlişkiler	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Diğer (.....)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

14. Amerika'da bir yakınınız var mı?

☐ Hayır ☐ Evet (Lütfen belirtiniz).....

15. Amerika'ların farklı bir kültürden olmanızdan dolayı size ne ölçüde önyargılı davrandıklarını belirtiniz.

☐ Tamamen önyargısız ☐ Önyargısız ☐ Önyargılı ☐ Tamamen önyargılı

16. Amerika'daki sosyal ilişkilerinizden memnuniyet düzeyinizi belirtiniz. Aşağıda belirtilen ilişki kategorileri içinde size uygun olmayanlar için “**Uygun Değil**” şikkını işaretleyiniz.

	1-----2-----3-----4-----5
	Hiç memnun değilim Çok memnunum
	1 2 3 4 5 Uygun değil
Amerikalı arkadaşlarım	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Türk arkadaşlarım	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Hocalarım	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Akrabalarım	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Ailem	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Eşim	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Kardeş/kardeşlerim	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

17. Amerika'daki sosyal ilişkilerinizdeki görüşme sıklığını belirtiniz. Aşağıda belirtilen ilişki kategorileri içinde size uygun olmayanlar için “**Uygun Değil**” şikkını işaretleyiniz.

1-----2-----3-----4-----5					
Çok nadir					Çok sık

	1	2	3	4	5	Uygun değil
Amerikalı arkadaşlarım	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Türk arkadaşlarım	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hocalarım	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Akrabalarım	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ailem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eşim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kardeş/kardeşlerim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX B

YAŞAM DOYUM ÖLÇEĞİ

Aşağıda 5 ifade verilmiştir. Bu ifadelere ne oranda katıldığınızı belirtiniz.

1-----2-----3-----4-----5-----6-----7	
Kesinlikle katılmıyorum	Kesinlikle katılıyorum

	1	2	3	4	5	6	7
1-Bir çok yönden hayatım idealimdekine yakın.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-Hayat şartlarım mükemmel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-Hayatımdan memnunum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-Şu ana kadar hayattan istediğim önemli şeylere sahip oldum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5-Eğer hayatımı baştan yaşayacak olsam, hemen hemen hiçbir şeyi değiştirmezdim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX C

BECK DEPRESYON ENVANTERİ

Aşağıda gruplar halinde cümleler verilmektedir. Öncelikle her gruptaki cümleleri dikkatle okuyarak, BUGÜN DAHİL GEÇEN HAFTA içinde kendinizi nasıl hissettiğinizi en iyi anlatan cümleyi seçiniz.

- ☐ Kendimi üzgün hissetmiyorum.
- ☐ Kendimi üzgün hissediyorum.
- ☐ Her zaman için üzgünüm ve kendimi bu durumdan kurtaramıyorum.
- ☐ Öylesine üzgün ve mutsuzum ki dayanamıyorum
- ☐ Gelecekte umutsuz değilim.
- ☐ Geleceğe biraz umutsuz bakıyorum.
- ☐ Gelecekte beklediğim hiçbir şey yok.
- ☐ Benim için bir gelecek yok ve bu durum düzelmeyecek.

- ☐ Kendimi başarısız görmüyorum.
- ☐ Çevremdeki birçok kişiden daha fazla başarısızlıklarım oldu sayılır.
- ☐ Geriye dönüp baktığımda, çok fazla başarısızlığımın olduğunu görüyorum.
- ☐ Kendimi tümüyle başarısız bir insan olarak görüyorum.

- ☐ Her şeyden eskisi kadar zevk alabiliyorum.
- ☐ Her şeyden eskisi kadar zevk alamıyorum.
- ☐ Artık hiçbir şeyden gerçek bir zevk alamıyorum.
- ☐ Bana zevk veren hiç bir şey yok. Her şey çok sıkıcı.

- ☐ Kendimi suçlu hissetmiyorum.
- ☐ Arada bir kendimi suçlu hissettiğim oluyor.

- ☐ Kendimi çoğunlukla suçlu hissediyorum.
- ☐ Kendimi her an için suçlu hissediyorum.

- ☐ Cezalandırıldığımı düşünmüyorum.
- ☐ Bazı şeyler için cezalandırılabilceğimi hissediyorum.
- ☐ Cezalandırılmayı bekliyorum.
- ☐ Cezalandırıldığımı hissediyorum.

- ☐ Kendimden hoşnudum.
- ☐ Kendimden pek hoşnut değilim.
- ☐ Kendimden hiç hoşlanmıyorum.
- ☐ Kendimden nefret ediyorum.

- ☐ Kendimi diğer insanlardan daha kötü görmüyorum.
- ☐ Kendimi zayıflıklarım ve hatalarım için eleştiririm.
- ☐ Kendimi hatalarımdan dolayı çoğu zaman suçluyorum.
- ☐ Her kötü olayda kendimi suçluyorum.

- ☐ Kendimi öldürmek gibi düşüncelerim yok.
- ☐ Bazen kendimi öldürmeyi düşünüyorum, fakat bunu yapmam.
- ☐ Kendimi öldürebilmeyi isterdim.
- ☐ Bir fırsatını bulsam kendimi öldürürüm.

- ☐ Her zamankinden fazla ağladığımı sanmıyorum.
- ☐ Eskisine göre şu sıralar daha fazla ağlıyorum.
- ☐ Şu sıralar her an ağlıyorum.
- ☐ Eskiden ağlayabilirdim ama şu sıralarda istesem de ağlayamıyorum.

- ☐ Her zamankinden daha sinirli değilim.
- ☐ Her zamankinden daha kolayca sinirleniyor ve kızıyorum.
- ☐ Çoğu zaman sinirliyim.
- ☐ Eskiden sinirlendiğim şeylere bile artık sinirlenmiyorum.

- ☐ Diğer insanlara karşı ilgimi kaybetmedim.
- ☐ Eskisine göre insanlarla daha az ilgiliyim.
- ☐ Diğer insanlara karşı ilgimin çoğunu kaybettim.
- ☐ Diğer insanlara karşı hiç ilgim kalmadı.

- ☐ Kararlarımı eskisi kadar kolay ve rahat verebiliyorum.
- ☐ Şu sıralar kararlarımı vermeyi erteliyorum.
- ☐ Kararlarımı verirken oldukça güçlük çekiyorum.
- ☐ Artık hiç karar veremiyorum.

- ☐ Dış görünüşümün eskisinden daha kötü olduğunu sanmıyorum.
- ☐ Yaşlandığımı ve çekiciliğimi kaybettiğimi düşünüyorum ve üzülüyorum.
- ☐ Dış görünüşümde artık değiştirilmesi mümkün olmayan olumsuz değişiklikler olduğunu düşünüyorum.
- ☐ Çok çirkin olduğumu düşünüyorum.

- ☐ Eskisi kadar iyi çalışabiliyorum.
- ☐ Bir işe başlayabilmek için eskisine göre kendimi daha fazla zorlamam gerekiyor.
- ☐ Hangi iş olursa olsun, yapabilmek için kendimi çok zorluyorum.
- ☐ Hiçbir iş yapamıyorum.

- ☐ Eskisi kadar rahat uyuyabiliyorum.
- ☐ Şu sıralar eskisi kadar rahat uyuyamıyorum.
- ☐ Eskisine göre 1-2 saat erken uyanıyor ve tekrar uyumakta zorluk çekiyorum.
- ☐ Eskisine göre çok daha erken uyanıyor ve tekrar uyumakta zorluk çekiyorum.

- ☐ Eskisine kıyasla daha çabuk yorulduğumu sanmıyorum.
- ☐ Eskisinden daha çabuk yoruluyorum.
- ☐ Şu sıralarda nerdeyse her şey beni yoruyor.
- ☐ Öyle yorgunum ki hiç bir şey yapamıyorum.

- ☐ Son zamanlarda cinsel yaşıntımda dikkatimi çeken bir şey yok.
- ☐ Eskisine oranla cinsel konularla daha az ilgiliyim.
- ☐ Şu sıralarda cinsellikle pek ilgili değilim.
- ☐ Artık cinsellikle hiç bir ilgim kalmadı.

- ☐ İştahım eskisinden pek farklı değil.
- ☐ İştahım eskisi kadar iyi değil.
- ☐ Şu sıralar iştahım epey kötü.
- ☐ Artık hiç iştahım yok.

- ☐ Son zamanlarda pek fazla kilo kaybettiğimi sanmıyorum.
- ☐ Son zamanlarda istemediğim halde üç kilodan fazla kilo kaybettim.
- ☐ Son zamanlarda istemediğim halde beş kilodan fazla kilo kaybettim.
- ☐ Son zamanlarda istemediğim halde yedi kilodan fazla kilo kaybettim.

Daha az yemeğe çalışarak kilo kaybetmeye çalışıyorum ☐ Evet ☐ Hayır

- ☐ Sağlığım beni pek endişelendirmiyor.
- ☐ Son zamanlarda ağrı, sızı, mide bozukluğu, kabızlık gibi sorunlarım var.
- ☐ Ağrı sızı gibi sıkıntılarım beni epey endişelendirdiği için başka şeyleri düşünmek zor geliyor.
- ☐ Bu tür sıkıntılar beni öylesine endişelendiriyor ki, artık başka hiçbir şey düşünemiyorum.

APPENDIX D

KÜLTÜREL UZAKLIK ÖLÇEĞİ

Amerikan ve Türk kültürünü belirtilen kategorilerde birbirine ne kadar yakın bulduğunuzu belirtiniz.

1-----2-----3-----4-----5	
Tamamen farklı buluyorum	Tamamen aynı buluyorum

	1	2	3	4	5		1	2	3	4	5
Giyim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
İletişim tarzı	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yemek	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dini inançlar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Adetler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aile yaşantısı	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dünya görüşü	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Değerler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sosyal faaliyetler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arkadaşlık	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yaşam standardı	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX E

ROSENBERG KENDİNE GÜVEN ÖLÇEĞİ

Aşağıda kendinizle ilgili duygularınızı yansıtan bir takım ifadeler verilmiştir.

Bu ifadelere ne oranda katıldığınızı belirtiniz.

1-----2-----3-----4	
Kesinlikle katılmıyorum	Kesinlikle katılıyorum

- | | 1 | 2 | 3 | 4 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Kendimi en az diğer insanlar kadar değerli buluyorum. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Bazı olumlu özelliklerim olduğunu düşünüyorum. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Genelde kendimi başarısız bir kişi olarak görme eğilimindeyim. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Ben de diğer insanların birçoğunun yapabildiği kadar
bir şeyler yapabilirim. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Kendimde gurur duyacak fazla bir şey bulamıyorum. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Kendime karşı olumlu bir tutum içindeyim. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Genel olarak kendimden memnunum. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Kendime karşı daha fazla saygı duyabilmeyi isterdim. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Bazen kesinlikle kendimin bir işe yaramadığını düşünüyorum. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Bazen kendimin hiç de yeterli bir insan olmadığımı
düşünüyorum. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

APPENDIX F

KÜLTÜRLENME TUTUMLARI ÖLÇEĞİ

Aşağıdaki ifadeler, Amerika'daki hayatınızda karşılaştığınız değişik durumlarda nasıl düşündüğünüzle ilgilidir. Bazı ifadeler Türk kültürü, bazıları Amerikan kültürü, bazıları ise hem Türk, hem Amerikan kültürleri hakkındadır. Diğer ifadelerde ise bir kültür seçimi yoktur. Lütfen bu konulardaki kişisel tercihlerinizi belirtiniz.

1-----2-----3-----4-----5	
Kesinlikle katılmıyorum	Kesinlikle katılıyorum

	1	2	3	4	5
1. Türk bayramlarından çok Amerikan bayramlarını kutlamayı tercih ederim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Türklerden çok Amerikalılarla bir araya gelip vakit geçirmeyi tercih ederim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Hem Amerikan hem Türk bayramlarını kutlamayı tercih ederim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Amerikalılardan çok Türklerle bir araya gelip vakit geçirmeyi tercih ederim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. "Bayram" bana bir şey ifade etmiyor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Hem Amerikalılarla hem Türklerle bir araya gelip vakit geçirmeyi tercih ederim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Amerikan bayramlarından çok Türk bayramlarını kutlamayı tercih ederim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Kimlerle bir araya gelip vakit geçirdiğime aldırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Hem Türk hem Amerikan kültürünü benimsemeyi tercih ederim. ☐ ☐ ☐ ☐ ☐
10. Evde/yurtta Türk yemeklerinden çok Amerikan yemekleri yemeyi tercih ederim. ☐ ☐ ☐ ☐ ☐
11. Evimde/odamda Türklerce özgü süslemelerden çok Amerikalılarca özgü süslemelerin olmasını tercih ederim. ☐ ☐ ☐ ☐ ☐
12. Yakın arkadaşlarımdan Amerikalıdan çok Türk olmasını tercih ederim. ☐ ☐ ☐ ☐ ☐
13. Evde/yurtta ne çeşit yemek yediğime aldırış etmem. ☐ ☐ ☐ ☐ ☐
14. Amerikan kültüründen çok Türk kültürünü benimsemeyi tercih ederim. ☐ ☐ ☐ ☐ ☐
15. Hem Türk hem Amerikalı gibi yaşamaktan hoşlandığımı söyleyebilirim. ☐ ☐ ☐ ☐ ☐
16. Ne tür gazete okuduğuma aldırış etmem. ☐ ☐ ☐ ☐ ☐
17. Yakın arkadaşlarımdan hem Amerikalı hem Türk olmasını tercih ederim. ☐ ☐ ☐ ☐ ☐
18. Çoğu zaman ne şekilde yaşayacağıma aldırış etmem. ☐ ☐ ☐ ☐ ☐
18. Türk kültüründen çok Amerikan kültürünü benimsemeyi tercih ediyorum. ☐ ☐ ☐ ☐ ☐
20. Evde/yurtta Türkçe'den çok İngilizce konuşmayı tercih ederim. ☐ ☐ ☐ ☐ ☐
19. Amerikan gazetelerinden çok Türk gazetelerini okumayı tercih ederim. ☐ ☐ ☐ ☐ ☐
20. Evimde/odamda Amerikalılarca özgü süslemelerden çok Türk'lere özgü süslemelerini olmasını tercih ederim ☐ ☐ ☐ ☐ ☐
22. Hangi kültürü benimsediğime aldırış etmem. ☐ ☐ ☐ ☐ ☐
23. Amerikalımdan çok bir Türk gibi yaşamaktan hoşlandığımı söyleyebilirim ☐ ☐ ☐ ☐ ☐
24. Türk gazetelerinden çok Amerikan gazetelerini okumayı tercih ederim. ☐ ☐ ☐ ☐ ☐
25. Evde/yurtta hem Amerikan hem Türk yemekleri yemeyi tercih ederim ☐ ☐ ☐ ☐ ☐

27. Evi/odamı süsleme gibi önemsiz şeylerle kafamı yormam. ☐ ☐ ☐ ☐ ☐
28. Evde/yurtta hem İngilizce hem Türkçe konuşmayı tercih ederim. ☐ ☐ ☐ ☐ ☐
29. Evde/yurtta Amerikan yemeklerinden çok Türk yemekleri yemeyi tercih ederim. ☐ ☐ ☐ ☐ ☐
30. Hem Amerikan hem Türk gazetelerini okumayı tercih ederim. ☐ ☐ ☐ ☐ ☐
31. Türk'ten çok bir Amerikalı gibi yaşamaktan hoşlandığımı söyleyebilirim ☐ ☐ ☐ ☐ ☐
32. Yakın arkadaşlarımın kimler olduğuna aldırmış etmem. ☐ ☐ ☐ ☐ ☐
33. Evde/yurtta İngilizce'den çok Türkçe konuşmayı tercih ederim. ☐ ☐ ☐ ☐ ☐
34. Evimde/odamda hem Amerikalılarca hem Türklerce özgü süslemelerin olmasını tercih ederim. ☐ ☐ ☐ ☐ ☐
35. Çoğu zaman duygu ve düşüncelerimi nasıl dile getirdiğime aldırmış etmem. ☐ ☐ ☐ ☐ ☐
36. Yakın arkadaşlarımın Türk'ten çok Amerikalı olmasını tercih ederim. ☐ ☐ ☐ ☐ ☐

APPENDIX G

ALGILANAN SOSYAL DESTEK ÖLÇEĞİ

Aşağıda Amerika'daki arkadaş ilişkilerinizle ilgili bir takım ifadeler verilmiştir. Bu ifadeleri onaylıyorsanız “Evet”, onaylamıyorsanız “Hayır”, kararsızsanız “Kararsızım” şikkını işaretleyiniz.

	<u>Amerikalı</u> <u>arkadaşlarım</u>			<u>Türk</u> <u>arkadaşlarım</u>		
	E	H	K	E	H	K
1. Arkadaşlarım bana gereğince manevi destek olurlar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Pek çok insan arkadaşlarına benim arkadaşlarıma olduğumdan daha yakındır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Arkadaşlarım fikirlerimi duymaktan hoşlanır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Bazı arkadaşların sorunları olduğunda bana başvururlar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Arkadaşlarımdan birinin veya birkaçının bana duygusal desteğine güvenirim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Arkadaşlarımdan birinin veya birkaçının bana kızgın olduklarını sezsem bunu kimseye söylemem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Kendimi arkadaş çevrem dışında hissediyorum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Bir derdim olduğunda sonradan komik kaçacağımı düşünmeden gidip konuşabileceğim bir arkadaşım var.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Arkadaşlarımla çeşitli konulardaki düşüncelerimizi birbirimize açık açık söyleriz.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Arkadaşlarım benim kişisel gereksinimlerime karşı duyarlıdır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Arkadaşlarım duygusal desteğe ihtiyaçları olduğunda bana başvururlar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Arkadaşlarım sorunlarımı çözmede bana yardımcı olurlar. ☐ ☐ ☐ ☐ ☐ ☐
13. Arkadaşlarımın bazılarıyla aramda derin bir ilişki vardır. ☐ ☐ ☐ ☐ ☐ ☐
14. Arkadaşlarım neyi nasıl yapacakları konusunda benden faydalı fikirler alırlar. ☐ ☐ ☐ ☐ ☐ ☐
15. Arkadaşlarıma sırlarımı açmak beni rahatsız eder. ☐ ☐ ☐ ☐ ☐ ☐
16. Arkadaşlarım tarafından aranan biriyimdir. ☐ ☐ ☐ ☐ ☐ ☐
17. Arkadaşlarımla aramda diğer insanların arkadaşlarıyla arasındaki kadar yakın bir ilişkim yok. ☐ ☐ ☐ ☐ ☐ ☐
18. Arkadaşlarımın problemlerini çözmede onlara yardımcı olduğumu düşündüklerini sanıyorum. ☐ ☐ ☐ ☐ ☐ ☐
19. Geçenlerde arkadaşlarımdan birinden bir şeyi nasıl yapacağım konusunda fikir aldım. ☐ ☐ ☐ ☐ ☐ ☐
20. Arkadaşlarımın çok daha farklı olmasını isterdim. ☐ ☐ ☐ ☐ ☐ ☐

APPENDIX H

ARAřTIRMA DUYURUSU -1

Merhaba,

Amerika'da okuyan Türk öğrencilerin uyumları üzerine doktora tezi kapsamında bir araştırma yapıyorum. Amerika'da okuyan bir çok Türk öğrenci olmasına rağmen, Türk öğrencilerin Amerika'daki hayatlarına uyum süreçlerini inceleyen araştırma sayısı sınırlı. Araştırmamda amacım Türk öğrencilerin Amerika'daki hayatlarına uyum süreçlerinde yaşamış oldukları deneyimleri incelemek. Bu nedenle araştırmaya katkıda bulunan her bir katılımcının desteęi, deneyimi çok önem teşkil ediyor.

Araştırmaya katılabilmenin tek ön koşulu, Amerika'da bir eğitim programına kayıtlı olmak. Bu bir dil kursu da olabilir, doktora sonrası çalışma da olabilir. Katılmak isteyenlere e-mail yolu ile ölçeęi gönderiyorum. Araştırmada kimlięiniz ile ilgili her hangi bir bilgi talep edilmiyor. Ölçeęi doldurmak yaklaşık 30 dakika sürüyor. Daha sonra katılımcılardan doldurmuş oldukları ölçekleri bana tekrar e-mail yolu ile ulaştırmalarını rica ediyorum.

Araştırmaya katılmak isteyen öğrenciler bana yazarsanız sevinirim. Belirttięim gibi her birinizin desteęi çok değerli.

İlginize şimdiden teşekkür ederim.

Saygılarımla
Yelda Kağnıcı
Uzm. Psikolojik Danışman
San Antonio/TX
kagnici@universe.uiwtx.edu

APPENDIX I

ARAŞTIRMA DUYURUSU-2

Merhaba,

Bundan iki ay önce Amerika'da okuyan Türk öğrencilerin Amerika'ya uyumlarını inceleyen bir araştırma yaptığımı duyurmuş ve bu konuda destek istemiştim. Su ana kadar bu çalışmaya katılan, ve bu çalışmanın duyurulması konusunda bana destek olan herkese bir kere daha buradan teşekkür etmek istiyorum. Çok güzel geri bildirimler aldım, hepinize çok teşekkür ederim.

Çalışmaya devam etmekteyim. Daha önceki mesajımda yazdığım gibi Amerika'da okuyan bir çok Türk öğrenci olmasına rağmen, Türk öğrencilerin Amerika'daki hayatlarına uyum süreçlerini inceleyen araştırma sayısı yok denecek kadar sınırlı. Her geçen yıl artan Amerika'da okuyan Türk öğrenci oranını göz önünde bulundurduğumuzda bu konudaki yapılacak araştırmaların önemi daha da artıyor. Araştırmamda amacım Türk öğrencilerin Amerika'daki hayatlarına uyum süreçlerinde yaşamış oldukları deneyimleri incelemek. Bu nedenle araştırmaya katkıda bulunan her bir katılımcının desteği, deneyimi çok önem teşkil ediyor.

Araştırmaya katılabilmenin tek ön koşulu, Amerika'da bir eğitim programına kayıtlı olmak. Bu bir dil kursu da olabilir, doktora sonrası çalışma da olabilir. Katılmak isteyenlere e-mail yolu ile ölçeği gönderiyorum. Araştırmada kimliğiniz ile ilgili her hangi bir bilgi talep edilmiyor. Ölçeği doldurmak yaklaşık 20-30 dakika sürüyor. Daha sonra katılımcılardan doldurmuş oldukları ölçekleri bana tekrar e-mail

yolu ile ulařtırmalarını rica ediyorum.Arařtırmaya katılmak isteyen ğrenciler bana yazarsanız sevinirim. Belirttiğim gibi her birinizin desteğİ ok deęerli.

İlginize řimdiden teřekkür ederim.

Saygılarımla

Yelda Kağnıcı

Uzm. Psikolojik Danıřman

San Antonio/TX

APPENDIX J

TÜRKÇE ÖZET

AMERİKA BİRLEŞİK DEVLETLERİ'NDE EĞİTİM GÖREN TÜRK ÖĞRENCİLERİN PSİKOLOJİK UYUMLARI VE KÜLTÜRLENMELERİ

Kültürel ilişki tarih boyunca kaçınılmaz olmuştur. Bir toplumda doğup büyüyen insanlar farklı amaçlar doğrultusunda diğer bir kültürde de yaşama deneyimine sahip olmuşlardır. Çoklu kültürlerden oluşan toplumlardaki grupları birbirinden farklı kılan üç temel öge kalıcılık, gönüllülük ve hareketlilik (Ward, Bochner, & Furnham, 2001). Bazı gruplar için kültürel temas gönüllülüğe dayanırken (örneğin göçmeler) bazı gruplar için durum daha farklıdır (mülteciler). Bazı gruplarda kültürel temas yerleşik bir hayat düzeni halini almışken (göçmenler), bazı gruplarda kültürel temas süreci belli zaman aralığıyla sınırlıdır (uluslararası öğrenciler ve iş adamları).

Kültürler arası psikoloji kültürel temas ve insan davranışının gelişimi arasındaki ilişkiyi incelemektedir. Berry ve Kim'e (1988) göre kültürel temas sonucu gözlenen davranış değişikliği dört ana kategoride incelenmektedir; (1) fiziksel değişiklikler, (2) biyolojik değişiklikler, (3) kültürel değişiklikler, ve (4) psikolojik değişiklikler.

Farklı grupların kültürlenme sürecini etkileyen faktörler arasında farklılıklar gözlenirse de tüm grupların benzer bir uyum sürecinden geçmekte olduğu öne

sürülmektedir (Berry ve Sam, 1996). Tüm bu farklı gruplar için kültürlenme süreci diğer kültürlerle olan ilk temasla başlamakta, yaşanan deneyimlere anlam yükleme ve baş etme yöntemlerini kullanmakla devam etmektedir. Bu süreçler sonucunda da uyum yaşanmaktadır.

Uluslararası öğrenciler kültürlenme sürecinden geçen temel gruplardan biridir. Koretz'e göre (1998; Aktaran Ward, Bochner & Furnham, 2001), Amerika Birleşik Devletleri, Kanada, İngiltere ve Avustralya başta olmak üzere yurt dışında okuyan öğrenci sayısı bir milyonun üzerindedir. Uluslar arası Eğitim Örgütü'nün yayınlamış olduğu rapora göre Amerika'da 2002 ve 2003 eğitim yıllarında öğrenim gören uluslararası öğrenci sayısı 585.323 olarak belirtilmiştir (Kujawa, 2003). Uluslararası eğitime olan talebin her geçen yıl artıyor olması uluslararası öğrencilerin kültürlenme sürecinde yaşamış oldukları deneyimlerine olan araştırma ilgisini artırmıştır.

Literatürde uluslararası öğrenciler ile yapılan çalışmalar (a) uluslararası öğrencilerin problemleri, (b) yeni bir ortama giren öğrencilerin psikolojik tepkileri, (c) sosyal etkileşim ve iletişimin öğrencilerin uyumları üzerindeki etkisi ve, (d) kültür öğrenme süreci olmak üzere dört ana başlıkta toplanmaktadır (Hammer, 1992).

Bu araştırmada Amerika'da okuyan Türk öğrencilerin psikolojik uyumları Berry'nin (1997) kültürlenme kuramı çerçevesinde incelenmiştir. Berry'nin (1997) modelinde psikolojik uyum stres ve stresle başa çıkabilme kuramları çerçevesinde psikolojik iyilik durumu ve doyum olarak tanımlanmaktadır. Kültürler arası geçişin stres yaratan ve uygun baş etme becerilerinin kullanılmasına gerek duyulan bir süreç olduğu öne sürülmektedir. Bu stresli uyum sürecinde gerek toplumsal gerekse kişisel faktörlerin etkili olduğu belirtilmektedir.

Kuramda kişisel faktörler, kültürlenme sürecinden önce ve kültürlenme süreci esnasında oluşan faktörler olarak incelenmektedir. Bu kurama göre bireyler; kültürlenme sürecine yaş, cinsiyet, farklı kültürle temas nedenleri, kişilik özellikleri, eğitim durumu, statü ve kültürler arası benzerlikler gibi bir takım faktörlerin etkisiyle başlamaktadırlar. Bunun yanı sıra kültürlenme süreci esnasında ise yeni kültürle temasın süresi, sosyal destek, baş etme becerileri, kültürlenme tutumları ve algılanan ayrımcılık gibi faktörlerin uyum sürecine olan etkisi vurgulanmaktadır.

Berry'e (1997) göre, psikolojik kültürlenme süreci beş aşamadan oluşmaktadır. İlk aşama kültürler arası bir temasın yaşanmasıdır. İkinci aşama yaşanan deneyimlerin algılanmasıdır. Bu aşamada yaşanan deneyimler gözden geçirilir ve değerlendirilir. Üçüncü aşamada yaşanan deneyimlere anlamlar verilir ve farklı baş etme yöntemleri kullanılır. Dördüncü aşama yaşanan stresin ilk tepkilerinden oluşmaktadır. Deneyime yüklenen anlama göre stres düzeyi de değişmektedir. Son aşamada ise bir uyum söz konusudur. Bu uyum sadece içinde yaşanan kültüre uyum sağlama ile sınırlı değildir. Uyum süreci toplumdan uzaklaşma ve direnme davranışını benimseme şeklinde de olabilir.

Kuramda dört temel kültürlenme tutumundan söz edilmektedir. Kültürlenme sürecinden geçen bireylerin tutumları üzerinde iki sorunun yanıtının etkili olduğu öne sürülmektedir; (1) Kendi kültürel kimliğim sahip olunmaya değer mi?, (2) Temasta bulunduğum kültürle olumlu ilişkiler gerekli mi? İkinci soruya verilecek “evet” yanıtı iki olumlu kültürlenme tutumunu işaret etmektedir, o kültür içinde erime, kaynaşma (assimilation) ve bütünleşme (integration). O kültür içinde erime tutumunda birey kendi kültürel kimliğinden uzaklaşıp, temasta olduğu kültürün özelliklerini benimsemeyi tercih eder. Bütünleşme tutumunda ise birey hem kendi kültürel kimliğine sahip çıkar, hem de temasta bulunduğu kültürün bir parçası

olmayı tercih eder. Bu soruya verilecek “hayır” yanıtı ise olumsuz kültürlenme tutumlarını işaret eder, sınırda yaşama (marginalization) ve ayrılma (separation). Sınırdaki yaşama tutumunda birey hem kendi kültürel kimliğinden hem de temasta olduğu kültürden uzaklaşmayı tercih eder, kendini iki kültüre de ait hissetmez. Ayrılma tutumunda ise birey kendi kültürel kimliğine sahip çıkar ve temasta bulunduğu kültürü benimsememeyi tercih eder.

Bu araştırmada Amerika’da okuyan Türk öğrencilerin psikolojik uyumları Berry’ nin (1997) kuramında belirttiği kültürlenme değişenleri ile incelenmiştir. Yurtdışında okuyan Türk öğrenci sayısı gün geçtikçe artmaktadır. Yurtdışında okuyan öğrenci sayısının 50.000’nin üzerinde olduğu tahmin edilmektedir. Yurtdışında eğitim gören Türk öğrenci sayısının bu kadar yüksek olmasına rağmen, yurtdışında okuyan Türk öğrencilerin uyum süreçleri ile ilgili yapılan araştırma sayısı oldukça sınırlıdır. Uluslararası öğrencilerin kültürlenme sürecinde yaşamakta oldukları zorluklar göz önünde bulundurulduğunda bu öğrencilerle yapılan araştırmaların önemi daha da fazla ortaya çıkmaktadır. Bu alanda yapılan her çalışma, Türk öğrencilerle çalışan bireylere önemli bilgiler sunabilecektir. Bu araştırmanın da amacı Amerika gibi Türk öğrenciler tarafından çok tercih edilen bir ülkede eğitim gören Türk öğrencilerin psikolojik uyumlarını incelemektir.

Yöntem

Araştırmaya Amerika’da eğitim gören 132 (45 kız, 87 erkek) Türk öğrenci katılmıştır. Örneklem Amerika’daki çeşitli üniversitelerin Türk Öğrenci Dernekleri, Amerika’da yaşayan Türklerin kurmuş oldukları Yahoo haberleşme grupları, ve Türk Öğrenci Topluluğu (Intercollegiate Turkish Student Society) aracılığı ile ulaşılmıştır. San Antonio’ da okuyan Türk öğrencilere ise araştırmacı tarafından ulaşılmıştır.

Araştırma da demografik bilgiler anketi dışında 6 ölçek kullanılmıştır. Bu ölçeklerden ilki Beck, Ward, Mendelson, Mock ve Erbaugh (1961) tarafından geliştirilen, Hisli (1989) tarafından Türkçe'ye uyarlanmış Beck Depresyon Ölçeği'dir. 21 sorudan oluşmakta olan ölçek son bir haftada yaşanılmış olan depresif duygu durumunu ölçmektedir. Dört cevap seçeneği bulunan ölçekte her sorudan alınacak en yüksek puan 3, en düşük puan ise sıfırdır. Alınan toplam yüksek puan yüksek depresyonu ifade etmektedir. Bu çalışmada ölçeğin iç tutarlılık katsayısı .85 olarak bulunmuştur.

Diğer bir ölçek Çuhadaroglu (1985) tarafından Türkçe'ye uyarlanmış Rosenberg Kendine Güven Ölçeği'dir. Kendine güveni ölçen bu ölçek 10 maddeden oluşmaktadır. Her bir maddeye verilecek yanıtlar “kesinlikle katılmıyorum” dan “kesinlikle katılıyorum” a kadar uzanan 4'lü Likert ölçeği üzerinde işaretlenmektedir. Alınan toplam yüksek puan yüksek değerde kendine güveni işaret etmektedir. Bu çalışmada ölçeğin iç tutarlılık katsayısı .83 olarak bulunmuştur.

Diener, Emmons, Larsen ve Griffin (1985) tarafından geliştirilen ve Türkçe'ye araştırmacı tarafından çevrilen Yaşam Doyum Ölçeği 5 maddeden oluşmaktadır. Yaşamdan doyum düzeyi her bir maddeye verilecek yanıtlarda “kesinlikle katılmıyorum” dan “kesinlikle katılıyorum” a değişen 7'li ölçek üzerinden ölçülmektedir. Alınan yüksek puan duyulan doyumun yüksek olduğuna işaret etmektedir. Bu çalışmada ölçeğin iç tutarlılık katsayısı .83 olarak bulunmuştur.

Araştırmada kullanılan diğer bir ölçek olan Algılanan Sosyal Destek Ölçeği Procidano ve Heller (1983) tarafından geliştirilmiş ve Eskin (1993) tarafından Türkçe'ye uyarlanmıştır. Ölçekte bulunan 21 maddeye verilen yanıtlar “evet”, “hayır” ve “kararsızım” seçeneklerinden oluşmaktadır. Ölçekten alınabilecek puan

aralığı 0 ile 20 arasında olup, yüksek toplam puan arkadaşlardan algılanan sosyal desteğin çok olduğunu ifade etmektedir. Bu araştırmada Türk arkadaşlar ve Amerikalı arkadaşlardan algılanan sosyal destek ayrı ayrı ölçülmüştür. Araştırmada ölçeğin iç tutarlılık katsayısı Türk arkadaşlar için .86, Amerikalı arkadaşlar için .88 olarak bulunmuştur.

Araştırmada kültürlenme tutumları, Ataca ve Berry (2002) tarafından geliştirilen Kültürlenme Tutumları Ölçeği'nin uyarlanmış hali ile ölçülmüştür. Dört farklı kültürlenme tutumunu ölçen ölçek 36 maddeden oluşmaktadır. Her bir tutum 5'li ölçek üzerinden 9 madde ile ölçülmüştür. Her bir tutumun ne oranda benimsendiği o tutuma ait 9 maddeye verilen yanıtların toplam puanları üzerinden belirlenmektedir. Araştırmada iç tutarlılık katsayıları o kültür içinde erime tutumu için .83, ayrılma tutumu için .89, sınırdan yaşama tutumu için .75, bütünleşme tutumu için .76 olarak bulunmuştur.

Araştırmacı tarafından Kültürlenme İndeksi (Acculturation Index) den (Ward, & Rana-Deuba, 1999) uyarlanmış Kültürel Uzaklık Ölçeği kullanılan diğer bir ölçektir. 12 maddeden oluşan ölçek katılımcıların iki kültürü ne oranda farklı bulduklarını 12 farklı alanda 5'li ölçek üzerinde belirtmeleri ile ölçmektedir. Ölçekten alınan yüksek puan iki kültür arasındaki benzerlilikleri ifade etmektedir. Araştırmada ölçeğin iç tutarlılık katsayısı .81 olarak bulunmuştur.

Ölçeklerin Geçerlilik Çalışmaları ile İlgili Bulgular

Araştırmada kullanılan tüm ölçeklerle ilgili uyarılama çalışmaları yapılmıştır. Ölçeklerle ilgili bulgular araştırmanın genel bulgularından önce verilmektedir.

Beck Depresyon Ölçeği'ne uygulanan faktör analizi sonucunda 6 faktör elde edilmiştir. Ölçeğin madde yükleri, ortaklıkları, ve madde-toplam korelasyonları Tablo 7'de verilmiştir.

Rosenberg Kendine Güven Ölçeği'ne uygulanan faktör analizi sonucunda 3 faktör elde edilmiştir. Ölçeğin madde yükleri, ortaklıkları, ve madde-toplam korelasyonları Tablo 7'de verilmiştir.

Algılanan Sosyal Destek Ölçeği'ne uygulanan faktör analizi sonucunda hem Türk arkadaşlar için hem de Amerikalı arkadaşlar için 6 faktör elde edilmiştir. Ölçeğin madde yükleri, ortaklıkları, ve madde-toplam korelasyonları Tablo 7'de verilmiştir.

Yaşam Doyum Ölçeği'ne uygulanan faktör analizi sonucunda tek faktör elde edilmiştir. Ölçeğin madde yükleri ve ortaklıkları Tablo 2'de verilmiştir.

Kültürlenme Tutumları Ölçeği'ne uygulanan faktör analizi sonucunda, o kültür içinde erime tutumu için tek faktör, ayrılma tutumu için 2 faktör, sınırda yaşama tutumu için 2 faktör, ve bütünleşme tutumu için 3 faktör elde edilmiştir. Ölçeğin madde yükleri, ortaklıkları, ve madde-toplam korelasyonları Tablo 6'de verilmiştir.

Düşük madde yüklenmesi nedeniyle 1. madde ölçekten çıkartılmış ve kalan 11 maddelik Kültürel Uzaklaşma Ölçeğine uygulanan faktör analizi sonucunda 4 faktör elde edilmiştir. Ölçeğin faktör yapısı Tablo 5'de verilmiştir.

Bulgular

Araştırmanın verileri çoklu hiyerarşik regresyon analizi, korelasyon, t-testi ve ANOVA yöntemleri ile analiz edilmiştir. Araştırmanın bulguları bu sıralama ile sunulmaktadır.

Türk Öğrencilerin bağımlı ve bağımsız değişken puanlarının ortalamaları ve standart sapmaları hesap edilmiş ve Tablo 8’de verilmiştir. Bağımlı ve bağımsız değişkenler arasındaki korelasyon katsayıları da Tablo 9’da verilmiştir. En yüksek korelasyon depresyon ve kendine güven değişkenleri arasında bulunmuştur (-.54). Değişkenler arasındaki tüm korelasyon katsayılarının orta düzeyde ya da düşük olduğu görülmektedir.

Psikolojik uyum yaşamdan alınan doyum ve depresyon değişkenleri ile yordanmaktadır. Her bir bağımlı değişkeni yordayan bağımsız değişkenleri incelemek için ayrı birer çoklu hiyerarşik regresyon analizi yapılmıştır. Hiyerarşik regresyon her bir bağımsız değişkenin analize girildiği noktadaki katkısını göstermektedir. Bağımsız değişkenlerin analize girilme sıralaması benimsenen kuramsal yaklaşıma göre yapılmaktadır (Tabachnick & Fidell, 2001). Bu araştırmada bağımsız değişkenlerin analize girilme sıralaması Berry’nin (1997) kültürlenme kuramına göre belirlenmiştir. Analize birinci blokta demografik değişkenler, ikinci blokta beklentiler, üçüncü blokta kültürel uzaklık, dördüncü blokta kendine güven, beşinci blokta Amerika’da kalma süresi, altıncı blokta İngilizce yeterlilik düzeyi, yedinci blokta kültürlenme tutumları, sekizinci blokta sosyal destek ve son blokta algılanan ayrımcılık değişkeni girilmiştir. Bu analizlerin sonuçları aşağıda verilmiştir.

Yaşamdan Alınan Doyum

Yaşamdan alınan doyum değişkeni ile bağımsız değişkenler arasında anlamlı bir ilişki bulunmuştur ($R^2 = .405$, $F_{(15,131)} = 5.261$; $p < .001$). Analiz sonuçlarına göre karşılanmış beklentilerin, kendine güvenin, İngilizce yeterliliğinin, algılanan sosyal desteğin ve algılanan ayrımcılığın analize girildiği noktada R^2 değerini anlamlı bir

şekilde arttırdığı saptanmıştır. Tablo 10’de görüldüğü üzere, yaşamdan alınan doyumun % 25’ni karşılanmış beklentiler, % 4’ünü algılanan sosyal destek, % 3’ünü kendine güven, % 2’sini İngilizce yeterliliği, ve % 2’sini algılanan ayrımcılık tarafından anlamlı düzeyde yordadığı bulunmuştur. Ayrıca tüm bağımsız değişkenlerin yaşamdan alınan doyumun % 41’ini anlamlı şekilde açıkladığı bulunmuştur.

Depresyon

Depresyon değişkeni ile bağımsız değişkenler arasında anlamlı bir ilişki bulunmuştur ($R^2 = .51$, $F_{(15, 114)} = 7.78$; $p < .001$). Analiz sonuçlarına göre yaş, cinsiyet ve önceki seyahat deneyimleri gibi demografik değişkenlerin, karşılanmış beklentilerin, ve kendine güvenin analize girildiği noktada R^2 değerini anlamlı şekilde arttırdığı saptanmıştır. Tablo 11’de görüldüğü üzere, Türk öğrencilerdeki depresyonun % 29’nu kendine güven, % 10’nu karşılanmış beklentiler, % 8’ni yaş, cinsiyet ve önceki seyahat deneyimleri tarafından anlamlı düzeyde yordadığı bulunmuştur. Ayrıca tüm bağımsız değişkenlerin bir arada Türk öğrencilerdeki depresyonun % 51’ini anlamlı şekilde açıkladığı bulunmuştur.

Kültürlenme Tutumları ile ilgili Sonuçlar

Bu araştırmada Amerika’da okuyan Türk öğrencilerin kültürlenme tutumlarının frekansına bakıldığında ayrılma tutumunun en çok benimsenen kültürlenme tutumu olduğu görülmüştür. Ayrılma tutumunu sırasıyla bütünleşme tutumu, sınırda yaşama tutumu ve o kültür içinde erime tutumu takip etmiştir.

Amerika’da okuyan Türk öğrencilerin kültürlenme tutumları ile psikolojik uyumları arasındaki ilişkiyi incelemek için korelasyona bakılmıştır. Analiz sonuçlarına göre ayrılma tutumu ile depresyon arasında olumlu anlamlı bir ilişki bulunmuştur ($r = .31, p < 0.01$).

Ayrıca kültürlenme tutumları açısından cinsiyet farklılığı araştırılmış ve t test sonuçlarına göre erkek ve kız öğrenciler arasında anlamlı bir fark olduğu ($t = 2.017, p < .05$) görülmüştür. Analiz sonuçlarına göre kız öğrencilerin ($M = 31.25$) bütünleşme tutumunu erkek öğrencilerden ($M = 28.90$) daha fazla benimsediği bulunmuştur.

Bu araştırmada algılanan İngilizce yeterliliğinin, algılanan ayrımcılığın ve Amerika’da kalma süresinin Türk öğrencilerin kültürlenme tutumları üzerindeki etkisine de bakılmıştır. Her bir tutum için ayrı ANOVA analizleri yapılmış ve çıkan sonuçlarına göre algılanan İngilizce yeterliliğinin, algılanan ayrımcılığın ve Amerika’da kalma süresinin Türk öğrencilerin kültürlenme tutumları üzerinde anlamlı bir etkisi olmadığı bulunmuştur.

Tartışma

Bu araştırma sonuçları Amerika’da okuyan Türk öğrencilerin psikolojik uyumlarının iyi olduğuna, yaşamlarından doyum sağladıklarına ve depresyon düzeylerinin düşük olduğuna işaret etmektedir.

Kendine güven, önceki seyahat deneyimi ve karşılanmış beklentilerin Türk öğrencilerin depresyonunun % 51’ini açıkladığı bulunmuştur. Bu sonuçlara göre kendine güveni fazla olan öğrencilerin depresyon seviyesinin düşük olduğu saptanmıştır. Bunun yanı sıra karşılanmış beklentilerin Türk öğrencilerde

depresyon seviyesini azalttığı bulunmuştur. Bunun tersi olarak daha önce seyahat deneyimi bulunan öğrencilerde depresyon seviyesi daha yüksek çıkmıştır.

Türk öğrencilerin Amerika'daki yaşamlarından doyum sağladıkları bulunmuştur. Kendine güvenin, karşılanmış beklentilerin, İngilizce yeterliliğinin, algılanan sosyal desteğin ve algılanan ayrımcılığın Türk öğrencilerdeki yaşamdan alınan doyumun % 41'ini açıkladığı görülmüştür. Bu sonuçlara göre kendine güveni fazla, arkadaşlarından destek gören, İngilizce düzeyi iyi olan ve beklentileri karşılanmış olan öğrencilerin yaşamlarından doyum sağladıkları söylenebilir.

Anlamlı bir fark bulunmamakla birlikte literatüre paralel olarak kız öğrencilerde depresyon seviyesinin daha fazla olduğu görülmüştür (Berry, 1997). Bu sonuç kültürel cinsiyet rollerinin önemine dikkat çekebilecek niteliktedir. Aycan ve Berry (2002) tarafından Kanada'da yaşayan Türk göçmelerle yapılan çalışmada da benzer sonuçlar çıkmış ve Türk göçmen kadınların depresyona daha yatkın oldukları bulunmuştur. Bu çalışmadaki Türk kız öğrencilerin statülerinin Aycan ve Berry (2002)'nin çalışmasındaki Türk göçmen kadınların statülerinden farklı olmasına rağmen yine de kız öğrencilerde daha sık depresyona rastlanıyor olmasını genel olarak kadınların toplumdaki rolleri ile açıklamak mümkün olabilir. Türkiye demokratik bir ülke olmasına rağmen Türk toplumunda hala geleneksel kadın rollerinin baskın olduğu görülmektedir (Mocan-Aydın, 2000; Rokach, & Bacanlı, 2001). Bir yandan geleneksel kadın rollerinin hakim olduğu bir toplumda doğup büyümüş olmak, bir yandan da farklı kadın rollerinin benimsendiği farklı bir kültüre uyum sağlamaya çalışmanın stresli bir süreç olduğu ve bunun sonucu olarak da Türk kız öğrencilerinin daha yoğun çatışma yaşayarak depresyona daha fazla yatkın oldukları öne sürülebilir. Kız öğrencilerdeki depresyonun fazla olmasına diğer bir açıklama da duygu ifadesinde kadın erkek farklılığının etkisi

olabilir. İletişim açısından kadın erkek arasında farklılıklar olduğu, kadınların olumsuz da olsa duygularını daha rahat ifade edebildikleri bilinmektedir (Derlega, Metts, Petronio, & Morgulis, 1993). Türk kültüründe de erkeklerin duygu ifadesine yatkın olmadığı ve duygu ifadesinden kaçındıkları göz önünde bulundurulduğunda, kız öğrencilerin depresyonunun daha fazla olması kız öğrencilerin duygularını daha net olarak ifade edebilmeleri ile açıklanabilir.

Bu araştırma kişilik özelliklerinin psikolojik uyum sürecindeki etkisi açısından önemli bulgular sunmaktadır. Kendine güven değişkeni Türk öğrencilerin psikolojik uyumlarını yordayan en önemli değişkenlerden biri olarak bulunmuştur. Sonuçlara göre kendine güven değişkeni ile yaşamdan alınan doyum değişkeni arasında olumlu anlamlı bir ilişki, kendine güven ve depresyon arasında olumsuz anlamlı bir ilişki bulunmuştur. Kendine güveni fazla bulunan öğrencilerin Amerika'daki yaşamlarından daha fazla doyum sağladıkları ve daha az depresyon belirtileri gösterdikleri görülmüştür.

Türk öğrencilerinin çoğunun yüksek lisans öğrencisi olması ve İngilizce açısından oldukça yeterli olmalarının sonucu olarak Türk öğrencilerin kendine güven seviyelerinin yüksek olduğu düşünülebilir. Kendine güven kültürlenme sürecinde psikolojik iyilik durumunun ve ruh sağlığının önemli bir değişkenidir. Kendine güven, yaşamın zorluklarıyla baş edebilme ve mutlu olabilme deneyimi olarak ele alındığında, kendine güveni yüksek olan Türk öğrencilerin de çevreleriyle bağlantı kurabildikleri ve yaşantılarından doyum sağladıkları söylenebilir.

Kişilik özelliklerinin yanı sıra karşılanmış beklentilerin kültürlenme sürecinde Türk öğrencilerin psikolojik uyumlarını yordayan anlamlı bir değişken olduğu bulunmuştur. Yeni kültürel ortama yönelik olarak bir takım beklentiler içinde olmak, ve özellikle bu yeni ortam bir çok kişi tarafından fırsatlar ülkesi

olarak kabul edilen Amerika olduđuunda kaçınılmaz olarak düşünölebilir. Berry ve Kim'e (1988) göre költürlenme sürecinde beklentileri ile gerçek ortamda karşılaştıkları arasında denge kurabilmiş kişilerin bu dengeyi kuramamış kişilere göre ruh sağlıkları daha yerindedir. Türk költüründe de Amerika'ya yönelik beklentilerin yüksek olduđu düşünölererek, araştırmada beklentilerin Türk öđrencilerin psikolojik uyumları üzerindeki etkisine bakılmıştır. Öđrencilere Amerika'ya gelmeden önce Amerika'daki arkadaşlık, eğitim ve yaşam standartları ile ilgili beklentilerinin ne orada olduđu sorulmuş ve daha sonra da bu beklentilerinin ne oranda gerçekleştiđini belirtmeleri istenmiştir. Çıkan sonuçlara göre Amerika'ya gelmeden önce Amerika'daki arkadaşlık, yaşam tarzı ve eğitim ile ilgili beklentilerin yüksek olduđu, Amerika'ya geldikten sonra yaşam tarzı ve arkadaşlık ile ilgili beklentilerinin karşılanmamış olmasına rağmen, eğitim ile ilgili beklentilerinin karşılanmış olduđu bulunmuştur. Türk öđrencilerin Amerika'da bulunma sebeplerinin eğitim olduđu düşünölererek, eğitim ile ilgili beklentilerinin karşılanmış olmasının Türk öđrencilerin doyumlarını ve psikolojik uyumlarını olumlu yönde etkilemiş olduđu düşünölebilir.

Türk öđrencilerin depresyonunu etkileyen diđer bir deđişken de önceki seyahat deneyimidir. Seyahat deneyiminin költürlenme sürecini kolaylaştırıcı bir etken olduđu savunuluyor olmasına rağmen (Tomich, McWhirter, and King, 2000), bu araştırmada daha önce seyahat deneyimi olan Türk öđrencilerinde depresyonun fazla olduđu görölmüştür. Genel yaklaşımların tersine seyahat deneyiminin uyumu engelleyebileceđi de vurgulanmaktadır (Church, 1982). Daha önce seyahat deneyimi olan bireyler yaşamış oldukları deneyimleri içşelleştirip yeni ortamlarındaki deneyimlerini varolan bilgilerinin süzgecinden geçirerek yorumlama tutumu sergileyebilirler. Bunun yanı sıra daha önce seyahat deneyimi

yaşamış olmak bireyleri karşılaştırma yapmaya yönlendirebilmektedir. Bu araştırmanın sonuçlarına bakıldığında Türk öğrencilerinin % 61'inin önceki seyahatlerinin bir aydan kısa süreli olduğu görülmektedir. Bu daha önceki seyahatlerin daha çok yeni yerler görme, farklı kültürler tanıma heyecanının hakim olduğu turistik amaçla yapılmış olan seyahatler olabileceğini işaret etmektedir. Genel olarak turistik amaçlı seyahatlerde yaşanan kaygı görülecek yerlere, yenilecek yemeklere karar verme gibi güncel olayları kapsamaktadır. Fakat uzun süreli kültürel temas deneyimlerinde yaşanan olayların boyutları çok daha yoğun ve farklıdır. Örneğin uluslararası bir öğrencinin yeni ortamında bulunduğu kültürün eğitim sistemine, diline, adetlerine ve genel işleyişine uyum sağlaması gerekmektedir. Bu nedenle yaşanabilecek stres çok daha yükündür.

Kültürlenme sürecinde uyumu kolaylaştıran diğer bir değişken de sosyal destektir. Sosyal destek aileden ve arkadaşlardan görülebilmektedir. Bu araştırmada arkadaştan alınan desteğin psikolojik uyum üzerinde olumlu etkisi olduğu bulunmuştur. Uluslararası öğrenciler ile yapılan çalışmalarda üç temel destek grubu incelenmektedir. İlk grup kendi ulusundan olan arkadaşlardan oluşan ve daha çok duygusal destek sağlayan gruptur. İkinci grup bulundukları kültürden olan arkadaşların oluşturduğu ve daha çok bilgi alışverişine dayalı gruptur. Üçüncü grup ise diğer uluslardan olan arkadaşlardan oluşan ve daha çok birlikte iyi zaman geçirme amaçlı olan gruptur (Bochner, McLeod, & Lin, 1977). Uluslararası öğrencilerin uyumları üzerinde özellikle ilk iki grubun olumlu etkisinin olduğu bulunmuş olmasına rağmen (Ward & Kennedy, 1993a, 1993b), genel olarak uluslararası öğrencilerin kendi kültürlerinden olan arkadaş ortamını tercih ettikleri görülmektedir (Bocher, et, al, 1997).

Bu arařtırmada hem Trk hem de Amerikalı arkadaşlardan alınan sosyal destek incelenmiř ve her iki gruptan aldıkları sosyal desteęin ęrencilerin doyumlarını aıklayan deęiřkenler olmasına raęmen, Trk ęrencilerden alınan sosyal desteęin yařamdan aldıkları doyuma olumlu anlamlı bir etkisi olduęu bulunmuřtur. Trk ęrencilerin her iki grupta olan iliřkilerinden duydukları memnuniyet ve her iki grupta grřme sıklıkları da sorulmuř ve her iki gruptaki iliřkilerden memnun olmalarına raęmen daha ok dięer Trk ęrencilerle zaman geirdikleri grlmřtr. Bu sonular literatre paralel olarak Trk ęrencilerin kendi kltrlerinden olan bireylerden oluřan sosyal destek grubunu tercih ettiklerini gstermiřtir. Ayrıca kltrlenme tutumu olarak ayrılma tutumunun da en ok tercih edilen tutum olduęu saptanmıřtır.

Bu tercihleri farklı aılardan incelemek mmkndr. Bir aıdan bakıldıęında Trk ęrencilerin dięer Trkleri tercih ediyor olmasının ve ayrılma tutumunu benimsiyor olmasının sebebi bekledikleri arkadaşlık ortamını Amerika’da bulamamıř olmaları ve bunun sonucu olarak dięer Trklere yakınlařmaları olarak aıklanabilir. Ayrıca, bulundukları ortamda kısa sreli oldukları dřncesi ile ev sahibi kltr ęrenme abasına girmemeyi tercih etmiř oldukları dřnlebilir.

Dięer bir aıdan bakıldıęında ise yapılan tercihlerin kltrle iliřkisi olduęu ne srlebilir. Kanada’daki ve Avrupa’daki Trk gmenlerle yapılan dięer alıřmalara paralel olarak bu arařtırma da ayrılma tutumu en ok benimsenen kltrlenme tutumu olarak gze arpmaktadır (Ataca ve Berry, 2002, Kaęıtıbařı, 1987, Piontkowski, Florack, Hoelker, ve Obdrzalek, 2000). Farklı statlere ve kořullara raęmen hem Trk gmenlerde hem de Trk ęrencilerde aynı kltrlenme tutumunun benimseniyor olması bunun kltrel bir yaklařım olabilme

ihhtimaline dikkat çekebilecek niteliktedir. Türk kltnn de çoęulcu bir toplum olduęu ve çoęulcu toplumlarda grup ii iliřkilerin daha ok tercih ediliyor olması bu grř desteklemektedir.

Bulundukları ortamın mı yoksa sahip oldukları kltrnn genel yapısının mı Türk ęrencilerin tercihleri zerinde daha baskın olduęu cevaplanması gereken nemli bir sorudur. Yapılan tercihlerin bir ok faktrle iliřkili olduęu gz nnde bulundurulmalıdır. Yeni bir ortama uyum saęlama srecinde var olan eski sosyal destek grupları zarar grebilmekte ve destek ihtiyacı yeni ortamlarda aranabilmektedir. Arařtırmanın sonularına bakıldığında daha ok kltrlenme srecine birey tarafından getirilmiř olan bireysel faktrlerin ęrencilerin uyumlarını daha anlamlı řekilde aıkladıęı grlmřtir. Buna dayanılarak Türk ęrencilerde kltrlenme srecine daha ok oęulcu bir dřnce yapısıyla girdikleri dřnlebilir. Türk kltrnde arkadaşlık ve paylařım nemli deęerlerdir (Mocan-Aydın, 2000) ve uzun sreli iliřkiler tercih sebebidir. Kendi kltrlerinde srdrdkleri yakın iliřkileri farklı kltrlerde srdrme isteęi ve bunun oęu zaman gerekleřmemesi sonucu Türk ęrencilerin dięer Trklerle sıkı iliřkiler kurmayı tercih ettięi ve kendi kltn daha ok benimsedięi varsayılabilir.

Arařtırma uluslararası ęrencilere psikolojik danıřma aısından nemli bulgular sunmaktadır. Danıřmanların uluslararası ęrencilerin uyum srelerinde kltrel farklılıkların nemine dikkat etmeleri gerekmektedir.

Uluslararası ęrenciler iin uyum sreci stresli bir dnemdir. Bu dnemde ęrencilerin desteęe ihtiyacı bulunmaktadır. Genel olarak kampslerde uluslararası ęrenciler iin en temel destek birimi Uluslararası ęrenci Ofisleri'dir. Bu ofisler uluslararası ęrenciler kampse geldikleri andan itibaren bu

öğrencilerle ilgilenmektedirler. Bir çok uluslararası öğrenci için bu ofisler yaşanan her türlü sıkıntıda başvurabilecek çok önemli bir sosyal destek birimi niteliğindedir.

Üniversite psikolojik danışma merkezleri ise uluslararası öğrenciler açısından olması gerektiği gibi temel sosyal destek birimleri olarak algılanmamaktadır (Mori, 2000). Uluslararası öğrencilerin duygusal desteği daha çok kendi kültürlerinden olan arkadaşlarından sağladıkları öne sürülmektedir (Pedersen, 1991). Bu görüşler göz önünde bulundurularak, psikolojik danışma merkezlerinin uluslararası öğrencilerin uyumları üzerindeki işlevini arttırmak için Uluslararası Öğrenci Ofisleri ile birlikte çalışmalarının çok daha etkili olacağı söylenebilir. Bu ofislerde çalışan psikolojik danışmanların çok rahatlıkla ulaşılabilir olmaları, öğrencilere uygulanan oryantasyon sürecinde aktif rol alarak öğrencilerle iletişim kurmaları psikolojik danışma merkezlerin etkinliğini artırıcı adımlardır. Danışmanların bu süreç içerisinde daha aktif olması ve farklı danışman rollerine de açık olması gerekmektedir. Yeni bir ortam ve bir çok bilinmezin yaşanmakta olmasından dolayı bilgi sunmaya yönelik etkinlikler uluslararası öğrenciler için önem teşkil etmektedir. Bu amaçla seminerler, bildiriler, ve broşürlerin etkili olabileceği düşünülebilir.

Danışma ilişkileri açısından ise danışma kuramlarının çoğunun batı kökenli olduğunun ve bu kuramların evrensel olarak uygulanmasında sıkıntılar yaşandığının göz önünde bulundurulması gerekmektedir (Sue, Ivey, & Pedersen, 1996). Bu nedenle danışmanların daha esnek bir tutum içinde olmaları, ve kültürel farklılıkların önemini fark etmeleri çok önemlidir. Gerekli kültürel bilgi ve donanım danışma sürecinin önemli gereçleridir. Fakat özellikle çok uluslu ortamlarda çalışan danışmanların her kültüre yönelik bilgi ve donanıma sahip

olmalarını beklemek çok gerçekçi olmayabilir. Bu gibi durumlarda kültürden bağımsız yaklaşımların benimsenmesi daha etkin olabilir.

Farklı sosyal destek gruplarının birlikte yaşaması daha sağlıklı bir uyum süreci için önemlidir. Kendi kültürleri ile daha yakın ilişkilerde olmayı tercih eden uluslararası öğrencilerin sosyal ortamlarını genişletmeye yardımcı olmak gerekmektedir. Fakat bu kendi kültürü ile olan ilişkilerinden vazgeçirmekten ziyade diğer gruplarla olan ilişkileri desteklemek yolunda olmalıdır. Çünkü özellikle çoğulcu toplumlarda kendi kültüründen alınan desteğin uyum üzerinde önemli etkisi olduğu görülmektedir.

Sonuç olarak etkili bir danışma süreci için, uluslararası öğrencilerin kültürel farklılıkları göz önünde bulundurulmalı fakat her bir bireyin farklı olduğu gerçeği de göz ardı edilmemelidir. Önemli olan diğer bir nokta ise kültürel farklılığın sürekli olarak vurgulanmasının uluslararası öğrencilerde ayrımcılık hissini uyandırabilecek olmasıdır. Bu nedenle dengeli bir yaklaşım son derece önemlidir.

Bu araştırma bundan sonra yapılacak çalışmalara da ışık tutabilecek bulgular sunmaktadır. Bu çalışmada Türk öğrencilerin uyumları sadece ev sahibi olan Amerikan kültürü ile sınırlandırılmış, diğer kültürlerin etkisi göz ardı edilmiştir. Amerikan kültürünün çok uluslu bir kültür olduğu göz önünde bulundurularak, bundan sonra yapılacak çalışmalarda diğer kültürlerinde etkisi incelenebilir. Diğer bir öneri olarak farklı kişilik özellikleri, baş etme yöntemleri ve bağlanma stillerinin uyum ile ilişkisi incelenebilir. Kültürlenme tutumları son derece önem teşkil etmektedir. Yurtdışında bulunan Türklerin sayısı göz önünde bulundurularak tutum çalışmalarına ağırlık verilmelidir.

VITA

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