

A COMPARISON OF PERSONAL PREFERENCES OF
THE SECOND GENERATION RETURNEES AND
THEIR PEERS RAISED IN TURKEY

by

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T A B L E O F C O N T E N T S

	<u>page</u>
ACKNOWLEDGEMENTS	v
ABSTRACT	vii
ZUSAMMENFASSUNG	viii
ÖZET	ix
LIST OF TABLES	x
I. INTRODUCTION	1
II. REVIEW OF THE LITERATURE	4
A. BACKGROUND INFORMATION ON INTERNATIONAL MIGRATION THEORETICAL APPROCHES AND EMPIRICAL STUDIES ABOUT ITS CONSEQUENCES	4
B. THE TURKISH LABOR MIGRATION PROCESS AND ITS CONSEQUENCES	15
III. STATEMENT OF THE PROBLEM AND HYPOTHESES	22
IV. METHOD	24
A. SAMPLE	24
1. Selection of the Schools	24
2. Subjects	25
B. INSTRUMENTS	29
1. Demographic Information Questionnaires (DIQ and DIQRS)	29
2. Edwards* Personal Preference Schedule (EPPS)	29
C. PROCEDURE	

	<u>page</u>
V. RESULTS	38
A. DEMOGRAPHIC DESCRIPTION OF THE SUBJECT POPULATION	38
B. EDWARDS' PERSONAL PREFERENCE SCHEDULE (EPPS) RESULTS	43
VI. DISCUSSION	49
BIBLIOGRAPHY	57
APPENDICES	61
APPENDIX A TABLES FROM 9 TO 21	61
APPENDIX B THE GRAPHS OF EPPS VARIABLES	75
APPENDIX C DIQ AND DIQRS	91
APPENDIX D EDWARDS' PERSONAL PREFERENCE SCHEDULE (EPPS)	97

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A B S T R A C T

A COMPARISON OF PERSONAL PREFERENCES OF THE SECOND GENERATION RETURNEES AND THEIR PEERS RAISED IN TURKEY

The present exploratory and descriptive study investigated the personality variables and preferences of the returnees who are at the adolescent period. The hypothesis was that the returnee youth show differences compared to the youth who were raised in Turkey in terms of personal preferences and personality variables.

There were three comparison groups which included 240 high school lyceé one level students from three different lyceé in İstanbul. Eighty of the subjects were second generation returnees from The Üsküdar Anadolu Lyceé, eighty from another anadolu lyceé and eighty from a regular lyceé

The main instrument was the EPPS (Edwards' Personal Preference Schedule). A demographic information questionnaire was also given to the sample group.

The two way analysis of variance was used to analyze the data. The results did not support the hypothesis for 14 of the EPPS variables and only on the preference for Nurturance did the returnee group separated itself from the Turkish raised youth.

Z U S A M M E N F A S S U N G

VERGLEICH ZWISCHEN ZURÜCKGEKEHRTE JUGEND DER ZWEITEN GENERATION UND DEREN IN DER TÜRKEI AUFGEWACHSENE ALTERSGENOSSEN UND DEREN PERSÖNLICHKEITS BEVORZÜGE UND VERAENDERUNGEN

In dieser Arbeit wurde, vom Ausland zurückgekehrte und sich im entwicklungsphase zum vollmünding zu werden, befindene Jugend und deren Persönlichkeitsaenderungen und Vorzüge geforscht.

Die behauptung der Arbeit ist dass vom Ausland zurückgekehrte jugend sei, betrifft persönlichkeitsaenderungen und Vorzüge, anders als ihre gleichaltrige in der Türkei aufgewachsene jugend.

In İstanbul von verschiedene Gymnasien ausgesuchte 240 Schüler der erste Klasse bilden drei verschiedene Vergleichsgruppen. Achtzig davon sind zurückgekehrte zweitegeneration, die von Üsküdar Anadolu Lise(Gymnasium) sind, achtzig von einer andere Anadolu Lise und achtzig schüler waren von einer Staatliche Gymanisium ausgesucht.

Haupt metode der Forschung sei Edwards Umfrage System der Persönlichkeitsbevorzüge(EPPS). Ausserdem wurde den Schülern eine Demografische Umfrageform gegeben.

Ergebnisse sind nach Varianteanalyse Methode bewertet. Behauptung der Arbeit wurde beim eine von vierzehn EPPS bestaetigt. Von Auslandzurückgeherte jugendliche im bereich "Interesse an anderen und die anderen mögen" waren im gewisse Nivaeu unterschiedlich zu zwei andere gruppen.

Ö Z E T

KESİN DÖNÜŞ YAPAN İKİNCİ KUŞAK GENÇLERLE,
TÜRKİYE'DE YETİŞEN YAŞITLARININ KİŞİLİK
TERCİHLERİ VE DEĞİŞKENLERİNİN KARŞILAŞTIRILMASI.

Bu çalışmada, yurtdışından kesin dönüş yapan ergenlik çağındaki gençlerin kişilik değişkenleri ve tercihleri araştırılmıştır. Çalışmanın varsayımı, yurtdışından dönüş yapan gençlerin, Türkiye'de yetişen yaşitlarından kişilik değişken ve tercihlerinde farklı olduklarıdır.

İstanbul'daki liselerden seçilen 240 lise birinci sınıf öğrencisi üç ayrı karşılaştırma grubunu oluşturmaktadır. Bunlardan sekseni ikinci kuşak dönüş yapan gençler olup, Üsküdar Anadolu Lisesinden, sekseni diğer bir anadolu lisesinden, seksen öğrenci de bir devlet lisesinden seçilmişlerdir.

Kullanılan başlıca araç Edwards' Personal Preference Schedule (EPPS)-Edwards Kişisel Tercih Envanteri (EKTE)- dir. Öğrencilere ayrıca özgeçmişlerine ilişkin soruları içeren bir anket formü da verilmiştir.

Sonuçlar iki yönlü varyans analizi yöntemiyle değerlendirilmiştir. Çalışmanın varsayımı EPPS değişkenlerinden sadece birinde doğrulanmıştır. Yurtdışından dönüş yapan gençler "Başkalarına İlgi ve Sevgi Gösterme" tercihinde diğer iki gruptan anlamlı seviyede farklı bulunmuştur.

L I S T O F T A B L E S

	<u>page</u>
TABLE 1- Sample Composition of the Returnee Group	25
TABLE 2- Sample Composition of the İstanbul Lyceé Group	26
TABLE 3- Sample Composition of the Üsküdar Cumhuriyet Lyceé	27
TABLE 4- Sample Composition of the Consistant Scales	28
TABLE 5- Chi-Square Comparison and Percentage Distribution of Parents' Educational Level	40
TABLE 6- Mean and Standard Deviation Scores of EPPS's variables in three Comparison Groups	44-45
TABLE 7- The Results of the EPPS's Variables by schools and sex Attained by ANOVA	46
TABLE 8- The Scheffé Post-Hoc Method Results	47
TABLE 9- Sample Distribution by Schools and sex	62
TABLE 10- The Age Range and Mean Age of the Subjects by Schools and Sex	63
TABLE 11- Percentage Distribution of the Age of the Subjects by Schools and Sex	64
TABLE 12- Percentage Distribution of the Birth Place and Residence Period Abroad	65

	<u>page</u>
TABLE 13- Percentage Distribution of the number of Siblings of the Subjects	66
TABLE 14- Percentage Distribution of Birth-Order of the Subjects	67
TABLE 15- Percentage Distribution of the Sample Groups' Parents' Status in the Present	68
TABLE 16- Percentage Distribution of Parents' Occupational Status	69
TABLE 17- Percentage Distribution of Region of Residence of the Parents in Turkey before Migration	70
TABLE 18- Percentage Distribution of Residence of the subjects Abroad	71
TABLE 19- Percentage Distribution of years of Education of the Returnees Abroad and in Turkey	72
TABLE 20- Percentage Distribution of Style of Learning the Foreign Language Abroad	73
TABLE 21- Percentage Distribution Sources of Information about the Turkish Educational System	74

I. I N T R O D U C T I O N

International labor migration is not a new phenomenon of our day. It has been taking place in Europe since the 19th century. The characteristics of the migratory movements differ from those of the previous flows in the second half of the 20th century. In the 1960s the West European economy extended rapidly. Many people were needed in the factories (Gitmez, 1983).

Between 1964-1967, Turkey concluded recruitment agreements with various West European countries. The most important issue emphasized in all of these agreements was the temporary status of the workers.

At the end of 1973, the number of Turkish workers abroad had reached approximately 800.000. In addition to this figure 100.000 illegal workers, 250.000 families and also 150.000 children were abroad during the same period (Gitmez, 1983). Turkish population abroad continued to increase due to large scale family reunification.

In spite of all the restrictions imposed by receiving country governments, the number of Turks abroad and their tendencies to stay longer in the host countries continuously increased from 1973 on to the 1980's when West Europe found

itself once again in an economic crisis. Unfavorable economic conditions that have become prevalent since the beginning of 1980's, created economic, social and psychological problems. The foreign workers are structurally integrated into the host economies and even in times of unemployment and crisis, nationals would not take certain jobs taken by foreign workers. Yet the West European unemployed people still thought that foreign workers were stealing them their jobs. Thus it can be said that xenophobia seems to develop mainly.

Today the Turkish migrant workers are returning in big numbers due to economic recession. Although there are no sound statistics about the number of permanent returnees the average annual rate of returnees since 1973 had been estimated as 55.000-60.000 (Gitmez, 1983).

The worker returnees increased especially at the beginning of 1984. This raised another problem. This is the workers' and their children's readjustment and reassimilation problem to Turkey. These children were raised, lived and were educated in very different cultural conditions. At the same time some of them are in the adolescent period and have identity problems. The Turkish migrant workers' children in Europe are experiencing two very different cultures, simultaneously.

The studies that have been done in receiving countries are with the group of immigrants not with returnees. It is possible to find some research about the returnees but relevant and useful ones are rare. Few studies have been done on children of migrants who have returned to Turkey and they deal with mostly economic, social demographic and medical problems (Gitmez, 1983; Lecompte, 1983; Karahan, 1984; Yasa, 1979). Some of these literature suggests the second

generation returnees might be different from their peers who were raised in Turkey and it is strongly suggested by some authors that we need to carry out comparative studies to investigate differences of the returnees, if such differences do exist.

This study is a first step to investigate the second generation returnees' personality variables and personal preferences and to compare these dimensions with the youth raised in Turkey.

The underlying rationale of this study is that the findings may be useful for educators, guidance offices of high schools, Ministry of National Education Youth and Sport and also other concerned organizations.

II. R E W I E W O F T H E L I T E R A T U R E

A. BACKGROUND INFORMATION ON INTERNATIONAL MIGRATION THEORETICAL APPROACHES AND EMPIRICAL STUDIES ABOUT ITS CONSEQUENCES

International Emigration has been made from Europe to the overseas countries in the middle of 19th century. It continued until the World War II. In this period, more than 40 million people from England, Germany, Italy, Spain, and even from Balkan countries emigrated to South America, Canada, Australia and North America. These immigration movements had a permanent characteristic (Gökmen, 1972).

The labor flows to the West European countries to especially to Germany is not a new phenomenon. Agricultural workers have gone to Germany from East European countries such as from Poland and from Holland (Gökmen, 1972). According to the statistical sources, the number of foreign workers were almost one million in 1908 in Germany. In World War I, military and civilian foreigners number were more than the workers who are working nowadays, in Germany. They were not called guest-workers-gasterbeiter- but they were called foreignworkers -fremdarbeiter-. After World War II, especially since 1955, migration movements had a change of character. It was thought of as a temporary process. The West European economy extend-

ed rapidly and many people were needed to work in the factories. At the beginning Italians, Spaniards, and after them Greek workers went to Germany and settled in the German labor market (Gökmen, 1972).

The workers left for a foreign country in order to build a better life for themselves. The restrictions apart, most workers were semipermanent; they might wish to settle abroad or they might wish to return home, depending on their experience in the host country (Paine, 1974).

The temporary migrant worker was recruited for a specific time period with the understanding that he will, in the normal course of events, return to his country of origin after this time period had elapsed. If the host country still faces a labor shortage, he will be replaced by another foreign worker. In West Germany, the status of such a migrant worker was made quite clear he was called a "gastarbeiter" or "guestworker" (Paine, 1974).

There were many problems in the utilization of the available data on migrant workers in Western Europe. Different countries used different definitions of "Migrant"; some based this on registration, some on residence and some on length of stay. The actual number of migrant workers were not clearly estimated because some of them entered on tourist passport and so avoided registration as migrant entrants (Paine, 1974).

The main countries as targets of immigration are France and West Germany; these two countries had over three quarters of Western Europe's foreign workers. These countries were followed by Switzerland, Austria, Belgium, and Netherlands. Switzerland has the highest proportion of foreign workers in its labor force (25 %) followed by W. Germany (10 %) and France (8 %) (Paine, 1974).

During the last two decades, the eight main European supplying countries of migrant workers had been Italy, Spain, Portugal, Greece, Yugoslavia, Turkey, Ireland, Finland, to which should be added the three North African countries of Algeria, Tunisia and Morocco (Paine, 1974).

There were at least two distinctive theoretical frameworks employed in discussing the causes of immigration and emigration. The first grew out of the literature on modernization and development which emphasized that modern migration usually followed the developmental gaps between different social systems (Rist, 1978). This view of migration had found wide acceptance and support. It had been assumed that the workers will improve their vocational skills, acquire modern standards of living, and thus become innovative change agents who will contribute upon his return to the home country, to modernization of that economy and society. This concept found its manifestation in the development of what was known as the rotation principle. This principle implies that the workers should rotate between the emigrant and immigrant countries on a scheduled basis, staying in the immigrant country for a stipulated period, assumed to be between three to five years. An important dimension of this view of modernization as it related to migration patterns was that such patterns were not seen as serving exclusively economic functions, as well.

The goal was that the emigrants will return having acquired a value orientation that makes them act in a way that leads to national development. This view recognized that modernization was not reducible simply to economic terms, but that it must have its roots in the values and the aspirations of the people to change their social condition and their orientation to the rest of the world. It had been postulated that the returning migrant worker would make an individual contribution to the economic and

social development of his country of origin by being a catalyst in support of modernization. Such a view was based on the belief which was made by Pekin (1975) that social and economic development can be directly influenced by individual behaviors. This assumption was unfortunately not supported by available evidence (Rist, 1978). We can perhaps say that the individual do not necessarily assimilate new values in a new country.

Levine (1973) stated in his book that anyone who had lived for a prolonged period in an alien cultural environment generally tries to understand its people and their point of view and participate in their social life. He tries to distinguish between his and their standart of behavior, preferences, tastes, interests and aversions. No matter how successful he has been in meeting their standarts of speech, politeness and social participation in developing short friendships and in understanding their point of view, it was unlikely that he has come to replace his desires, fears and fundamental values with theirs. The host people probably noticed that although the migrant has become like them in some important respects, he is still different. This was true even of many permanent or long term immigrants and much more so of short term visitors like antropologists, foreign students and overseas volunteers (Levine, 1973).

The terms Culture and Personality have acquired diverse meaning in common speech and scientific discussions. The term culture have a lot of definitions which are given by philosophers, educators, antropologists. For instance, one hundred and sixtyfour different definitions of culture were gathered by the two American antropologists Kroeber and Kluckhohn (Güvenç, 1973). Culture is an omnibus term designating both the distinctively human forms of adaptation and the distinctive ways in which different human populations

must adapt in order to survive. Individuals in a human population do not adapt directly or simply to their physical and biological environment, but to the cultural or socio-cultural environment that includes means for their individual survival and guides their adaptation along established channels. From the viewpoint of the individual, his social-cultural environment is made up roles, situations and institutions that represent normative pressures on him for correct performance (Levine, 1973).

The term personality which discussed by Irving L. Child (1971), refers to the complex psychological process occurring in a human being as he functions in his daily life. Individuals do not respond uniformly to all environmental conditions. They respond differently to many aspects of the human condition and to the many pressures and opportunities in their cultural environments (Levine, 1973).

Psychologists have traditionally thought of personality as some internal process or structure within the individual which can be used to explain the observable behavior. Like culture, personality has been defined differently by many as well (Allport, 1937; Guthrie, 1944; Guilford, 1959; Hilgard and Atkinson, 1967). Implicit in all of them is the notion that personality is an abstraction that is based upon, or inferred from observable behavior. In this sense the study of personality is synonymous with the study of behavior (Lanyon, 1975). In light of different definitions, it can also be said that personality pertains to the unique characteristics of an individual showing a process that is affected by both internal and external factors. Another similarity among these definitions of personality is their emphasis upon behaviors that relate to the adjustment to their environment.

For the developing human fulfillment is not only a matter of drawing from and adapting to a physical environment, it is also a matter of dealing with a culture. The influence of culture begins early in childhood, but it is clear that cultures do not necessarily reflect what is natural man. Erich Fromm (1976) said that there is no culture that harmonizes with human nature. This still leaves the question of what human nature is and powerful role of culture becomes quite evident when there is a sudden alteration in cultural patterns, as it happens when a person moves to another country, is imprisoned, or undergoes brainwashing it is known that wide differences in basic attitudes and standards of conduct exist among the various classes. Erich From (1976) has pointed out that everyone more or less reflects the culturally determined effects in his behavior. Whenever one is confronted with opposing values, attitudes and ways of behaving, one is forced to make a decision. Frequently this is a difficult matter as the alternative choices are dictated by the prevailing traditions (DiCaprio, 1980).

Especially this state of differing and contradictory values, norms, expectations and behaviors exist between countries with different cultural backgrounds. Values from the basis for the behavioral expectations. Value implies "A code or standard which has some persistence through time or, more broadly put, which organizes a system of action. Value, conveniently and in accordance with received usages, places, things, acts, ways of behaving, goals of action on the approval disapproval continuum." (1)

(1) Kluckhohn, C., "Value and Value Orientations in the Theory of Action and Exploration in Definition and Classification," Toward a General Theory of Action. New York and Evaston: Harper and Row Publishers, pp. 338-433, 1951.

As it is stated above, each society has different cultural norms, values, traditions, etc. Therefore being raised in one culture, then moving to another and living there creates important implications for the individual's adjustment. There has been a variety of research on the cross-cultural adjustment particularly with foreign students. Some of them will be presented below.

During the last two decades the number of foreign students in the US has increased with a growing awareness about the cross cultural factors in education. Therefore, researchers have given more emphasis to this subject. A study which was done by Santos in 1959 at Indiana University, about the problems of foreign students from non-English speaking countries is a good example. The groups in the study varied widely . The most problematic areas of them were the academical, financial and social. The least problems occurred in the religious and personal areas (Çulha, 1974).

In 1950's and early 1960's the main concern of cross cultural research was related to adjustment (Çulha, 1974).

A hypothesis which was called "U-Curve" (Lysgaard, 1955) stimulated research in the area of cross-cultural education. The hypothesis is about the relationship between the adjustment and length of stay in a foreign country. It contains four phases;

1. The Spectator Phase characterised by psychological detachment from the new experience...
2. In the second Adaptive (Involvement) Phase the student tries to find a place for himself in his new environment. Real "culture shock" occurs in this stage as he meets and struggles with the problem of adjustment...
3. The coming to terms phase is one in which the stresses of previous phase resolve into an equilibrium...

4. The predeparture phase occurs as the student prepares to return home and tries to anticipate the problems of readjustment to his native land. " (2)

Using interview data based on the experience of American grantees returning from abroad, Gullahorn and Gullahorn discovered that the individual goes through a reacclimation process in his home country. They also suggested a "W-Curve" instead of a "U-Curve" hypothesis that explains adjustment to host country and readjustment to home country (Çulha, 1974). (See Figure 1 and 2). Gajo-leas (1958) and Frolic and Burkard (1966) confirm Gullahorns' hypothesis (Çulha, 1974).

In an early study which was done by Arjona in 1956 the emotional, personal, social and academic adjustment problems of foreign students attending Indiana University were searched. Foreign students seemed to have more problems than the American students in each of four areas of adjustment (Çulha, 1974).

In other studies, other factors were investigated. One of this factors was cultural background. Forstat's study revealed that country of origin was one of the factors which affected the total number of adjustment problems. Morris concluded that perception was an important factor in adjustment and that students from developing nations had different perceptions, both at home and in the host culture. Therefore, could not adjust as well as students from developed countries. The results of Çulha's comparative research in cross-cultural adjustment also indicate that degree of similarity between culture

(2) Çulha, M.Ü., Needs and Satisfaction of foreign students at the University of Minnesota, Aug. 1974. Doctoral dissertation, U of M, pp. 13.

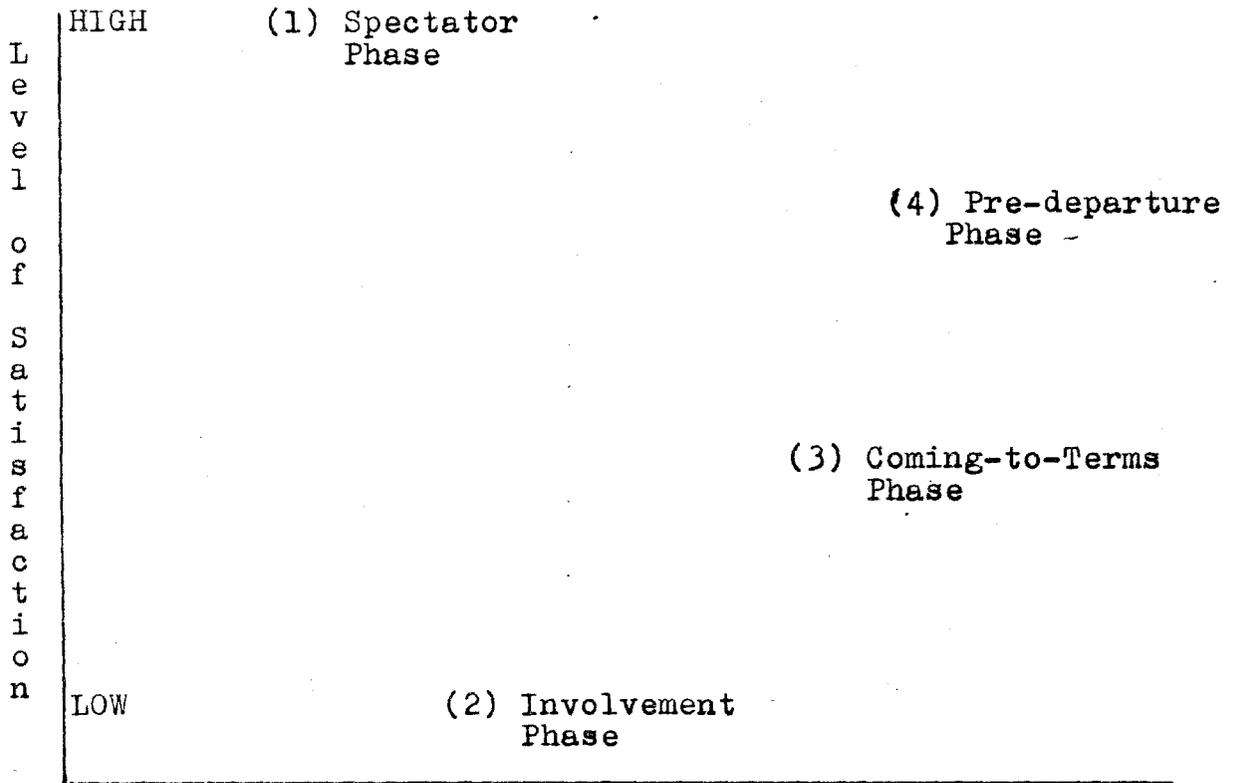


FIGURE 1 "U-CURVE" (Lysgaard, 1955; Lundstedt, 1963)
Reference: Çulha, 1974.

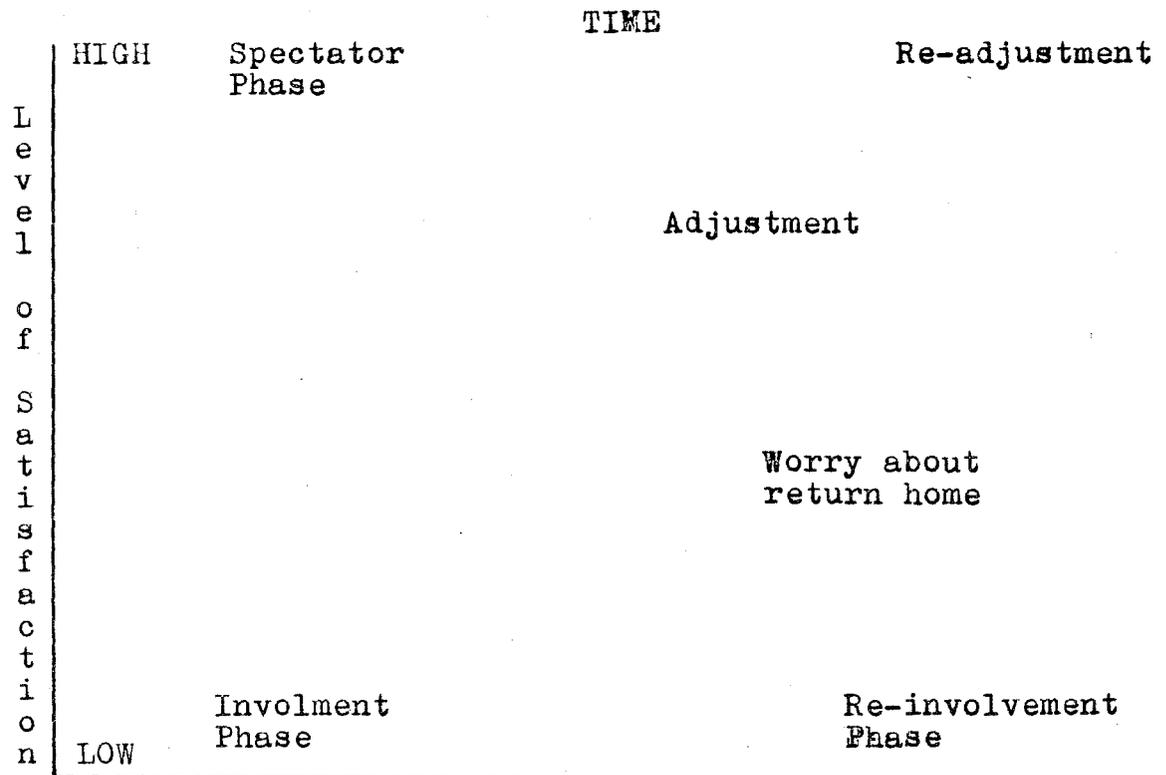


FIGURE 2 "W-Curve" (Gullahorn and Gullahorn, 1963; Lundstedt, 1963)
Reference: Çulha, 1974.

of the native country and the host country is related to adjustment- "the more similar the cultural background and to the American culture, the more satisfied the foreign student group with aspects of academic life." (3)

In the world today, migration exists as a reality and related problems of adjustment due to cultural differences and some other added factors still await for solution.

Besides there are other migratory movements which have different characteristics. There are voluntary migration movements. People come to a new culture with a different background, therefore, problems especially adjustment problems of these people arise, simultaneously. Some of the studies conducted on these people, will be presented below;

Hertz (1981) examined the process of voluntary, permanent migration and involuntary, time limited migration. He found that both groups individually go through a similar phase in which they experience the environmental and cultural differences as an overwhelming threat and thus tend to isolate themselves. The difficulties of adjustment were characterized by feelings of lack of contact with the environment, the threat of isolation and the development of emotional and social insecurity. These increase the tendency to escape into somatic complaints and minor illnesses.

Another was done on Turkish Guestworkers in Germany (Hafnen, H; Moschel, G; and Özek, M. 1977.). This study investigated the frequency, type and course of psychological disturbances among foreign immigrant workers in W.Germany.

(3) Çulha, M.Ü., Needs and Satisfaction of Foreign Students at the University of Minnesota, Aug. 1974. Doctoral dissertation, U of M, pp.117.

A relatively homogenous group of 200 immigrant employees were given a psychiatric interview after their arrival to Germany. Three months after their arrival, about 25 percent of those, and 18 months after 33 percent interviewed again and registered as "Mentally ill". Mainly depressive syndrome which prevailed during the first three months was replaced after 18 months by psychosomatic complaints without essential depressive components. They concluded great than the average.

H. Melikian and A. De Karapetian(1977) studied the personality change overtime. In the study, the Edwards' Personal Preference Schedule (EPPS) was administered in 1956 to 37 male and 32 female Armenian Lebanese and in 1973 was given EPPS to 32 male and 32 females of same ethnic background in Lebanon. The same test was administered to 32 male 36 females Lebanese Arab Christians in 1956 and to 32 males and females of the same group in 1973. A comparison of the overall means for each ethnic group showed that the Lebanese Armenians differed from the Lebanese Arab Christians on of the EPPS variables in 1956 and on only two variables in 1973. The change was mainly in the scores of the lebanese Armenians and was interpreted as an indication of their assimilation into the majority culture overtime.

Migration process or living in another country is a temporary phenomenon for some people, specifically for students and the people who go to the foreign countries for work because of economical problems. When they come back their native country, they are faced with adjustment problems. As it was explained above, the hypothesis of "U-Curve" and "W-Curve" brings up the issue of people's readjustment to their native land.

The readjustment process is also investigated in such studies, as follows:

Forsythe (1979) explored the adjustment problems of expatriates returning to the U.S. from Saudi Arabia to attend a boarding school. The study compared the adjustment problems of adolescent expatriates with the problems of adolescent who had no private overseas experience. The expatriate subjects, consisted of 40 males and 40 females. These had completed at least one academic year in an American school in Saudi Arabia and were enrolled in grades eight or nine. The comparison group consisted of 40 males and 40 females attending the same boarding school and were matched to their expatriate counterparts

In this study the Mooney Problem Check List was the primary instrument used to identify adjustment problems. In addition to the check list, a questionnaire consisting of questions designed to elicit responses in anticipated problem areas was given.

The analysis of the data revealed that the Saudi Arabian experience of American adolescents had affected their adjustment in stateside boarding schools. It was evident that females in general had more problems than males. A significant segment of expatriate males and females had an extreme number of adjustment problems.

B. THE TURKISH LABOR MIGRATION PROCESS AND ITS CONSEQUENCES

Turkish people have gone to Germany by tens and thousands. They have gone from large cities of Ankara and İstanbul and from small vilâges. They have gone from the Mediterranean area. They have gone from all five regions of Anatolia.

They have gone to Western Europe as guests to work

(Rist, 1978). Together with their families their number now is more than one million and they constitute even more than one quarter of all foreigners in Germany. The first of what was to become a continuing and swelling stream of Turkish workers into the Federal Republic of Germany began in 1956. When 12 Turkish workers and their families were brought to Kiel for vocational training. These workers were part of a program to enhance German capital investment in Turkey through the training of local workers to become foreman in industrial enterprises. The program did not work, the training folded, and the workers soon found employment in the dockyards of Hamburg, Bremen and Lübeck (Unat, 1976)

The number of Turkish workers who went abroad in the period from 1956 through 1961 remained minuscule. Velzen states that in 1961 the total emigration of workers was slightly less than 4000 (Rist, 1978). In the period immediately after that, a series of events both in Europe and in Turkey itself began to drastically change the size of migration flow (Rist, 1978).

In the 1960s the West European economy extended rapidly. Many people were needed to work in the factories. Between 1963 and 1967, a great flow of migration from Turkey signed the bilateral agreement on recruitment of workers with the Federal Republic of Germany in 1961.

Between the years 1961 and 1979, more than one million Turkish workers migrated to Federal Germany. One million six hundred and five thousand Turkish people were abroad as workers in 1979 and 651.183 of them were children (Gitmez, 1979). In 1980, 1.885.102 Turkish citizens were estimated to be living in West European countries of this number 773.336 were children between the ages of 0 and 18.

The above statistics concerning the composition of the Turkish population abroad, when paired with other statistical

findings such as the length of stay of workers and their tendencies to live permanently in host countries, indicate that contrary to what the immigrants and the concerned governments believed in the 1960's and the 1970's, migration of Turks is turning out to be of permanent or semipermanent nature. While in 1968 only four percent of Turks had lived more than seven years in West Germany, in 1976, 25 percent had been living for more than six years (Merhleander, 1980). According to Merhleander (1971), 31 percent of Turks wanted to stay more than their initial intentions while only five percent intended to leave earlier than the time decided previously. The data from the Turkish Employment Service support the above tendency. While in 1971 only 6.4 percent had postponed their return indefinitely, in 1974 this number had increased to 18.4 percent (Gitmez, 1983). The increase in number of migrants under 25 years of age is another indication of the fact that the nature of migration is changing.

According to the documents of Turkish Consulate General (Emre, 1984). In 1967, 4755 Turkish children were born in F. Germany. This number gradually raised and it reached 5442 in 1968; 7792 in 1969; 11,987 in 1970 and 19955 in 1971. Then, approximately 55 Turkish children were born per day in F.Germany. There were 225,000 Turkish children in 1973 and almost 400,000 Turkish children in 1977. Again according to the reports 40,000 to 50,000 Turkish children were born per year abroad (Emre, 1984).

The migrant people's return process specifically began after 1973. F.Germany statistics stated that 605,000 Turkish workers were in F. Germany in September 1973. This number decreased to 521,000 in September 1976 (Gitmez, 1983).

The highest number of Turkish workers returning to Turkey from the F.Germany was in 1984. A law which was called "The Law of Encouragement of Return." was prepared by F.German Govern-

ment and it was in effect between the dates of 1st.Oct.1983
30th.Sept.1984.

There are several factors for increasing return rate of the Turkish workers to Turkey. Increasing rate of unemployment in F. Germany, lack of success of foreign children in schools and the racism are a few among them (Cumhuriyet Gazetesi "Siyaset" eki, 1985)

As it stated above, There are studies which were done abroad with sample groups of immigrants who had not returned. Up until now, the problems of immigration were conceived from economic, political and social standpoints.

A German researcher (Geiselberg, 1972) stated that workers have cultural shock in their new environments. The shock also effects their children. Turkish migrants have traditional norms, principles and values. They have hesitations suspicions about their conditions (Unat, 1979).

In another study, due to difficulties of adjustment to the environment, conflicts, depression, aggression and phobias, also psychosomatic symptoms were seen (Unat, 1979).

In 1965, Vassillioğlu said that workers' children's psychological development was affected by the difference in cultural values. The Turkish parents desire absolute obedience. On the contrary school promotes opposite views.

A team from Hacettepe University did a research in West Berlin in 1977, 777 subjects who were the children of migrants and compared them with Turkish children who did not go abroad. This was a descriptive investigation. According to the results; In Berlin, the migrants' children exhibit more more behavioral disturbances such as nail-biting, sucking, stuttering than the children who were raised in Turkey (Öztek, Bertan, Aygün, Ünal, 1977).

Another study was done by Kloehn in 1977, suggested the process of some psychopathological responses of migrant workers' children. These children did not adjust well to the schools, reject the foreign country culture or reject the home country culture (Unat, 1979).

J.B. White (1978) did a study on variables that are related to contact with foreign culture. It was done on Turkish women who were workers and nonworkers in F. Germany. The hypothesis was that the women who were working have more contact with the culture than the women who were not working. So those working would be more open to the host culture than the others. According to the results, the woman who work have more liberal attitudes and traditional role concept but their behaviors demonstrate the some level of traditionalism as those of women who did not work in F. Germany. (White, 1978).

LeCompte and LeCompte (1983) explored the adaptation and integration problems of Turkish families and children in European countries. A group of Turkish families and children in Holland were compared with a group of Turkish families and children in European countries. A group of Turkish families and children in Holland were compared with a group living in the region of Turkey from which the Holland group had emigrated. The aim of identifying a sets of critical variables in the cultural adaptation of the families was achieved at the end of the study. According to the results cultural integration is a function of contact the child has with the host culture. Culture contact was found to be predicted from background variables, plus the psychosocial characteristics of the families assessed by Parental Attitude Research Instrument (PARI).

In 1984, a study was done by Karahan. The aim of the research was twofold. The first was to make a contribution to

the understanding of cultural identity problems of the second generation Turkish returnees. The second objective was methodological. As it was stated above, according to LeCompte and LeCompte (1983) cultural integration was suggested to be a function of contact the child has with the host culture. Karahan took that study a step further and showed that whether cultural integration and cultural absorption could both be predicted by two behavioral variables, culture contact. The results indicated that the predictor variables that had the highest correlation with the subjects' culture contact scores were the ones pertaining to the traditionalism of the family and the subjects. Independence of choice scores of both families and the subjects were highly and negatively correlated with the culture contact score. Scores on the traditional respect dimension had low correlations with the culture contact scores. It had been clearly identified that the family and the school were the most effective institutions in determining the behavioral scheme of the children in the host countries. Contrary to the expectations there was very low and non-significant correlation between the length of stay in the host country and the amount of contact the child had with the culture. Consequently, the data indicated that the direction of culture contact can best be predicted by a psychological variable, independence of choice. The next best predictor seemed to be the education variable (Karahan, 1984).

As it is stated before, the term culture has a variety of definitions. It refers to a system of values, beliefs and norms transmitted from one generation to the next. (Mead, 1956) the Turkish second generation in the foreign countries as well as the returnees live in a conflictual situation. There was an interview with a young returnee who says "We were Turk in Germany and we are German in Turkey

-Almanya'da Türktük, burada Almancı olduk." (Pekşen, 1984).

Men's environment includes not only physical conditions but more significantly a structured society and a complex culture when a human beings band together in a group, a social structure is formed. Social structure can survive only if certain conditions are met. Including shared communal responsibilities, acceptance of some from of government, laws and methods of enforcement, traditions, customs, taboos and set of values by which the worth of individual members are judged (DiCaprio, 1980).

All the theorethical and emprical literature clearly suggest that the returnees, both adults and their children are and will be experiencing differences in their objective environments as well as their subjective existance and perceptions. what these differences are, especially in the subjective world is not known in detail. But before we pin point these perceived differences we can not provide smooth transitions. Therefore, psychological dimensions of the returnees should be analysed and understood very well.

III. STATEMENT OF THE PROBLEM AND HYPOTHESES

Turkish migrant workers and their children in Western Europe, are living in a situation which is characterized by two very different cultural orientations.

As it is stated in the background section, adolescence is the most critical period of searching for identity. It is the transition period where the child is in constant confrontation with both primary and secondary groups such as families, schools, peer groups etc. The adolescent may be very vulnerable to be affected by culture. Therefore specifically migrant workers' children-who are called second generation- are in a conflicting situation, because they must live in very distant cultures, simultaneously, and are vulnerable in terms of experiencing stress.

Traditions, norms, values should be present in a consistent, congruent way to develop cultural identities. There is no consistent cultural identity for these children. Some of them may be born in host countries or may go to these countries later. There are two distant and greatly different environments for them. Their family and the home country which is visited only for some time occasionally on the one hand and their school, work and the host country's public life on the other.

The written materials and observations strongly suggest that these youngsters are growing up with a mixed bag of values, attitudes and show a mixed bag of behaviors and preferences.

The present study was designed to investigate the personality variables and preferences of the returnees who are at the adolescent period. The concern was to show whether there were differences on certain dimensions between the returnee youth and the youth raised in Turkey. If there are differences; their nature was explored. It was an exploratory and descriptive research.

General Hypothesis

The returnee youth show differences compared to the youth who were raised in Turkey in terms of personal preference and personality variables.

Operational Hypothesis

The returnee youth differ from their peers raised in Turkey in personality variables as assessed by the Edwards' Personal Preference Schedule (EPPS) covering the dimensions of Achievement, Deference, Order, Exhibition, Autonomy, Affiliation, Intraception, Succorance, Dominance, Abasement, Nurturance, Change, Endurance, Heterosexuality and Aggression.

IV. M E T H O D

This section initially will cover the sampling process of the schools and the recruitment of the subjects. Then the instruments and the procedure of the study will be explained.

A. SAMPLE

1. Selection of the Schools

There were three different comparison populations. The Üsküdar Anadolu Lyceé was identified first, since it was established for the children of Turkish workers returning from one of the West European labor importing countries in 1984. To carry out the comparison with children raised in Turkey two types of schools were chosen. Another anadolu lyceé with the same language education, that is German and a regular lyceé with classic education.

There were a number of anadolu lyceés using German language. According to the legal permissions and the guidance hours of these schools, the İstanbul Lyceé was included in the sample. The Regular Lyceé was chosen based

on its geographical position and the educational level of the students' parents. The Üsküdar Cumhuriyet Lyceé located in the same neighbourhood as the Üsküdar Anadolu Lyceé was selected for recruiting one of the comparison sample.

2. Subjects

They were at high school level, whose ages were between 15-19 years old, in other words, they were at the adolescent period. The sample group students were at lyceé one class. Lyceé one classes were chosen in three schools.

The total number of students' in the Üsküdar Anadolu Lyceé covering both secondary school and lyceé was 750. The students reside all over İstanbul and commute to school from very different distances. There were six ninth level classes and all of them were included for the research. There were 236 ninth class students, 207 were present in class when the EPPS and Demographic Information Questionnaire were administered. Only 102 of them were completed in a valid way. Among the 207 students, 17 did not complete the EPPS and 88 did not produce a consistent answer sheet, thus the valid, usable data was reduced to 102. (See Table 1)

T A B L E 1
SAMPLE COMPOSITION OF THE RETURNEE GROUP

	c l a s s e s												Total	
	4-A		4-B		4-C		4-D		4-E		4-F			
No of Ss														
No of Ss in classes	35		37		42		43		41		38		236	
No of Ss who took the scales	32		30		39		37		36		33		207	
No of Ss whose scale were consistent	13		11		24		23		15		16		102	
No of consistent scale by sex	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	8	5	5	6	16	8	15	8	7	8	7	9	58	44

Twentynine of the lyceé one level students could not be included in the research in the Üsküdar Anadolu Lyceé. Some student were absent, some did not want to take these scales because of different reasons. For instance, the majority of them said that the scale is too long, some did not want to fill out without giving any reason and some of them went to some social activities which were held in the school.

There were four ninth level classes in the İstanbul Lyceé. All ninth level classes were included in the research. The total number of them were 178. Only four students were absent, so 174 ninth level students took the scales. Among the 174, 107 EPPS answer sheets were consistent. (See Table 2)

T A B L E 2
SAMPLE COMPOSITION OF THE İSTANBUL LYCEE' GROUP

	c l a s s e s									
	4-A		4-B		4-C		4-D		Total	
No of Ss										
No of Ss in each class	40		51		43		44		178	
No of Ss who took the scales	40		49		43		43		175	
No of Ss whose scales consistant	27		28		24		28		107	
No of Con- sistant scales by sex	M	F	M	F	M	F	M	F	M	F
	15	12	17	11	16	8	15	13	63	44

Third group was a regular lyceé, the Üsküdar Cumhuriyet Lyceé. There were four ninth classes which included 168 students. Eleven of the students were absent due to illness and involvement in some sport activities. 157 were given the scales. From the 157 completed EPPS schedules 87 of them were determined as consistent. (See Table 3)

T A B L E 3
SAMPLE COMPOSITION OF THE ÜSKÜDAR CUMHURİYET LYCEE'

	c l a s s e s									
	I-A		I-B		I-C		I-D		Total	
No of Ss										
No of Ss in each class	41		46		40		41		168	
No of Ss who took the scales	40		45		32		40		157	
No of Ss whose scales were consistent	26		25		13		23		87	
No of consistent scales by sex	M	F	M	F	M	F	M	F	M	F
	12	14	14	11	5	8	15	8	46	41

According to the valid data results, there were unequal number of consistent scales for each school and for each sex. Equal number of subjects was desired for the comparison of the present study. Thus, after the collection of data 80 subjects were randomly chosen for each school from among the total consistent EPPS answer sheets. This group of 80 subjects included, 40 girls and 40 boys. The consistent EPPS answer sheets were set up by their code numbers and each third paper was separated until reaching

40 scales for each sex in each school. Therefore, four consistent girls' EPPS answer sheets and 18 consistent boys' EPPS answer sheets were left out of analysis in the Üsküdar Anadolu Lyceé. One consistent girl EPPS answer sheet and six boys' EPPS answer sheets were not included in the Üsküdar Cumhuriyet Lyceé, and four consistent girls', 23 consistent boys' EPPS answer sheets were separated in the İstanbul Lyceé. As a total 56 consistent EPPS answer sheets were not included in the research results. The statistical analysis was carried out for the chosen 240 subjects. Same 240 subjects' Demographic Information Questionnaires were taken into consideration as the background information of the subjects.

T A B L E 4
SAMPLE COMPOSITION OF THE CONSISTANT SCALES

Sex Schools	Male	Female	TOTAL
The Üsküdar Anadolu Lyceé (The Returnees)	58	44	102
The İstanbul Lyceé (another anadolu lyceé)	63	44	107
The Üsküdar Cumhuriyet Lyceé (The Re- gular lyceé)	46	41	87
TOTAL	167	129	296

Consistency of each EPPS answer sheet was determined according to the manual description, as explained in the instrument section of the present study.

B. INSTRUMENTS

1. Demographic Information Questionnaires

There were two different questionnaires to get information about the subject population's background; the Demographic Information Questionnaire for returnee subjects (DIQRS) and Demographic Information Questionnaire (DIQ) (See appendix C). The DIQRS were given to the returnee youth group. The questionnaire is made up of 30 items. The questions aim to get information about the age, sex, amount of foreign experience of the youth, family composition, educational and occupational status of the parents. The questionnaire was constructed based on selected portion of a questionnaire which was developed by Uludağ University, the faculty of medicine, the department of psychiatry, for the second generation returnees in 1984. The results of which are not yet published. It takes approximately 15-25 minutes to complete the DIQRS.

The second questionnaire, the DIQ was prepared to be given to other subjects who grew up and lived in Turkey. It contained almost the same questions as the DIQRS but did not include the questions about foreign experiences. The total number of items are 12. It takes approximately 5-10 minutes to complete the DIQ.

2. Edwards' Personal Preference Schedule (EPPS)

The EPPS was designed primarily as an instrument for research and counseling purposes, to provide quick and convenient measures of a number of relatively independent normal personality variables. It provides a measure of 15 personality preference variables as follows;

- ACHIEVEMENT

:"To do one's best, to be successful, to accomplish tasks requiring skill and effort, to be recognized authority, to accomplish something of great significance, to do a difficult problems and puzzles, to be able to do things better than others, to write a great novel or play"

DEFERENCE

:"To get suggestions from others, to find out what others think, to follow instructions and do what is expected, to praise others, to tell others that they have done a good job, to accept the leadership of others, to read about great men, to conform to custom and avoid the unconventional, to let others make decisions"

ORDER

:"To have written work neat and organized, to make plans before starting on a difficult task, to have things neat and orderly, to make advance plans when taking a trip, to organize details of work, to keep letters and files according to system, to have meals organized and a definite time for eating, to have things arranged so that they run smoothly without change"

EXHIBITION

:"To say witty and clever things, to tell amusing jokes and stories, to talk about personal adventures and experiences to have others notice and comment upon one's appearance, to say things just to see what effect it will have on others, to talk about personal achievements, to be the center of attention, to use words that others do not know meaning of, ask questions other can not answer."

AUTONOMY

:" To be able to come and go as desired, to say what one things about things, to be independent of others in making decisions, to feel free to do what one wants, to do things that are unconventional, to avoid situations where one is expected to conform, to do things without regard to what others may think to criticize those in positions of authority, to avoid responsibilities and obligations."

AFFILIATION

:" To be loyal to friends, to participate in friendly groups, to do things for friends, to form new friendship to make as many friends as possible to share things with friends, to do things with friends rather than alone to form strong attachments, to write letters to friends."

INTRACCEPTION

:"To analyze one's motives and feelings, to observe others, to understand how others feel about problems, to put one's self in another's place, to judge people by why they do things rather than by what they do, to analyze the behaviors of others, to analyze the motives of others, to predict how others will act"

SUCORANCE

:"To have others provide help when in trouble, to seek encouragement from others, to have others be kindly, to have others be sympathetic and understanding about personal problems, to receive a great deal of affection from others do favors cheerfully, to be helped by others when depressed to have others feel sorry when one is sick, to have a fuss made over one when hurt."

DOMINANCE

:"To argue for one's point of view, to be a leader in groups to which one belongs, to be regarded by others as a leader, to be elected or appointed chairman of committees, to make group decisions, to settle arguments and disputes between others, to persuade and influence others, to do what one wants, to supervise and direct the actions of others, to tell others how to do their jobs."

ABASEMENT

:"To feel guilty when one does something wrong, to accept blame when things do not go right, to feel that personal pain and misery suffered does more good than harm, to feel the need for punishment for wrong doing, to feel better when giving in and avoiding a fight than when having one's own way, to feel the need for confession of errors, to feel depressed by inability to handle situations, to feel timid in the presence of superiors, to feel

inferiors to others in most respect."

NURTURANCE

:"To help friens when they are in trouble, to assist others less fortune, to treat others with kindness and sympathy, to forgive others, to do small favor for others, to be generous with others, to sympathize with others who are hurt or sick, to show a great deal of affection toward others confine in one about personal problems."

CHANGE

:"To do new and different things, to travel, to meet new people, to experience novelty and change in daily routine, to experiment and try new things, to eat in new and different places, to try new and different jobs, to move about the country and live in different places, to participate in new feds and fashions."

ENDURANCE

:" To keep at a job until it is finished, to complete any job undertaken to, work hard at a task, to keep a puzzle or problem until it is solved to work at a single job before taking on others, to stay up late working in order to get a job done, to put in hours of work without distraction, to stict at a problem even though it may seem as if no progress is being made, to avoid being interrupted while at work."

HETEROSEXUALITY

:"To go out with members of the opposite sex, to engage in social activities with the opposite sex, to be in love with some one of the opposite sex, to be regarded as physically attractive by those of the opposite sex, to listen to or to tell jokes involving sex, to become sexually excited."

AGGRESSION

:"To attack contrary points of view, to tell others what one things about them to criticize other publicly, to make fun of other, to tell others off when disagreeing with them, to get revenge for insults, to become angry, to blame others when things go wrong, to read newspaper accounts of violance."-' (4)

(4) Edwards, A.L., Edwards Personal Preference Schedule Manual. New York: The psychological Cooperation., p.11, 1959.

In addition to these personality variables, the EPPS provides a measure of test consistency (EPPS manual, 1959).

Consistency of each EPPS answer sheet was determined according to the manual description; there were 15 identical items in the EPPS. These items presented the same pairs of statements in the same order. If a subject filled out the EPPS consistently he had encircled the same letter for both of the indicated items in each column. To obtain 10 or more consistency score was enough for having a consistent EPPS answer sheet. So, consistency scores were figured out for each EPPS answer sheet for all the subjects. In the EPPS, an attempt is made to minimize the influence of social desirability in responses to the statements (Manual, 1959).

The EPPS is appropriate for people who are 15 years old and up. It is easy and convenient to administer. It may be given either individually or to large groups. There is no time limit but they should be encouraged to work as rapidly as possible. In general it requires 40 minutes for the average college student to complete the EPPS. It consists of 225 items (Manual, 1959).

Reliability

Several types of reliability were determined. A group of 89 students from the University of Washington were used for test re-test reliability. They took the EPPS twice. There was a one-week interval between the two administrations. The highest stability coefficient was found to be .87 (Order) and the lowest ones were found to be .74 (Achievement and Exhibition). The median stability coefficient scores were .79 (Manual, 1959).

Split half reliability, or in other words coefficients

of internal consistency was found for the 15 EPPS personality variables. For this purpose 1509 subjects were chosen from the college normative group. The highest internal consistency coefficient was .87 (Heterosexuality) and the lowest one was .60 (Deference) and the mean internal consistency was .76 (Manual, 1959)

Intercorrelations of the variables:

One thousand five hundred and nine men and women were chosen for the intercorrelation of the EPPS variables. The intercorrelations were usually quite low. Between the Affiliation and Nurturance EPPS variable got the largest coefficients and it was .46. The second largest coefficient was found between the Autonomy and Nurturance and it was -.36.

The low values of the intercorrelations were pointed out that the EPPS variables were comparatively independent (Manual, 1959)

Validity

Several studies were done on the EPPS variables for comparing ratings and scores of the EPPS. These ratings were in the form of self-ranking of different statements regarding personality characteristics and in Q-sort form of self ratings. Some of this studies show the student ratings to be highly related to the EPPS results while some studies did not show such favorable results, but mostly the findings were in the expected direction (Manual, 1959)

The EPPS was also compared to two other inventories (Guilford-Martin Personal Inventory and Taylor Manifest Anxiety Scale) for assessing its validity. The relationship between the inventories was investigated. One hun-

dred and six students at the University of Washington took the EPPS and then several weeks later took the Guilford-Martin Personal Inventory and the Taylor Manifest Anxiety Scale. Correlations significant at .05 level were attained on the following variables of these tests; Taylor manifest Anxiety Scale and EPPS's Succorance and Change variables; Guilford-Martin Personal Inventory's cooperativeness variable and EPPS's Deference, Autonomy, Endurance, Aggression variables; Guilford-Martin Personal Inventory's Agreeableness variable and EPPS's Deference, Order, Autonomy, Affiliation, Succorance, Dominance, Abasement, Change, Endurance, Heterosexuality variables; Guilford-Martin Personal Inventory's Objectivity variable and EPPS's Succorance and Endurance variables.

The Reliability of EPPS for Turkish Populatin

Doç. Dr. Y. Kuzgun have translated, adapted and also did a validity and reliability study on the EPPS with Turkish Youth.

The EPPS English form was translated by Kuzgun and 25 students were given the English and Turkish form to check for translation. There was one or a few days interval between the tests. The highest correlation coefficient score was found to be .84(Intracception) and the lowest was .67 (Achievement) (Kuzgun,1983).

The EPPS Turkish form (EKTE-Edwards Kişisel Tercih Envanteri) was taken twice by 97 students who were enrolled in a guidance course. There was a one-week interval between the two administration. The highest correlation coefficient was .88(Aggression) and the lowest was .70(Achievement and Exhibition). The median correletion coefficient was .80. The same population was taken to determine the internal consistency of Turkish form of the EPPS. The internal consistency or split half coefficients were obtained for these scales. Among these scores the highest correlation coefficient was

found to be .87(Heterosexuality) and the lowest was .62 (Exhibition) and the median correlation coefficient score was .76 (Kuzgun,1983).

The Validity of the EPPS for Turkish Population

Correlations with different vocational groups:

In Turkey, groups with different expected needs were taken for testing the validity of the EPPS. It was thought that needs of different sex will be different and needs of different vocational groups will be different. For this purpose, 1491 University students from different faculties were taken for the validity study of EPPS.

Results were analyzed according to sex and the faculty of the students.

In the analysis according to sex, significantly higher mean scores at .001 level found for the following variables for the female group;Intrception,Saccorance,Change,Aggression. The male group attained significantly higher mean scores at .001 level on the variables of Order,Exhibition,Autonomy, Dominance,Abasement,Heterosexuality.

According to the results for different faculties, it is said that the EPPS distinguishes the vocational groups, more or less.

C. PROCEDURE

The Ministry of National Education Youth and Sport and the Superindents' office of İstanbul were conducted and official permissions were received to carry out the data collection procedures in the schools. Then each school director was contacted for permission and organization of the data collection process. The data were collected in the second semestre of the lyceés in the 1984-1985 academic year.

In each school, each class was administered the two scales DIQRS or DIQ and the EPPS in their guidance hours. The class teachers usually introduced the researcher as a master level student at Boğaziçi University, preparing a master thesis then they left the subjects with the researcher alone or in some cases stayed to help her. Each class was given an introduction and students were asked to volunteer to participate.

In the Üsküdar Anadolu Lyceé; the scales were given to six ninth year students in three guidance hours in two separate days with a one-week interval. First week three ninth year classes were covered. In one class the instructions and applications were made by the researcher herself. In the other two classes, the scales and instructions were given by their class teachers and the researcher came to each class several times to answer questions and also to motivate the students. Before the guidance hours, the researcher gave the necessary information about the scales and application to the teachers. Also a written form about the aim of the research and the instructions of the scales were given to the teachers. If they had personal questions they were answered. The applications took almost three guidance hours or more for some classes.

Same proces was repeated for the other three ninth year classes the second week.

In the İstanbul Lyceé and the Üsküdar cumhuriyet Lyceé the ninth grade students' guidance hours were on separate days in a week. All applications were made by the researcher herself in each class. The class teacher introduced her and left her alone or helped her in the process. The questions of the students were answered by the researcher individually. The application took two guidance hours in these schools.

V. R E S U L T S

In this section, initially the demographic characteristics of the sample population will be presented and then the specific results of each scale of the EPPS for each lyceé will be presented in a comparative manner.

A. DEMOGRAPHIC DESCRIPTION OF THE SUBJECT POPULATION

As it is stated before, a questionnaire to gather demographic information was given to the sample groups.

Most results were presented as percentages and comparative information was given by using chi-square analysis.

This sample group consisted of 240 subjects; 120 males and 120 females. They were between the ages of 15 and 19 (See Table 10 in Appendix A)

The subjects' mean age was found to be 16.5 for males and 16.8 for females for the returnee youthgroup; 15.6 for males and 15.5 for females for the regular lyceé group; 16.33 for males and 16.25 for females for the İstanbul Lyceé group (See Table 11 in Appendix A)

The birth place of the subjects were classified as in İstanbul, in Turkey outside İstanbul and abroad. On this distribution one-third of the returnee youth were born in İstanbul, one-third were born in Turkey outside İstanbul and the rest of them were born abroad; For the regular lyceé group, only 1.25 percent were born abroad, the rest of them were born in İstanbul or outside İstanbul in Turkey; For the İstanbul lyceé group, the majority of them were born in İstanbul, only 1.25 percent were born abroad(See Table 12 in Appendix A).

The subjects were asked howmany siblings they had and which child in the order s/he is. Two-third of the returnee youth group have two or three siblings and almost half of them were the first child of the family.Almost half of the regular lyceé group have three or four siblings and one-third of them were the first children of the family. 67.5 percent of the İstanbul lyceé group have two siblings and 60 percent of them were the first child of the family(See Tables 13 and 14 in Appendix A)

Only a few of the parents of the subjects step parents or dead (See Table 15 in Appendix A)

In all three comparison groups, educational level of parents was analyzed by chi-square comparative method. significant difference was found between the groups ($P < .001$). The educational level of returnees'parents was somewhere in between "primary school" and "high school". The educational level of parents of regular lyceé group was mostly "primary school". Meanwhile, the educational level of the parents of the İstanbul lyceé group was distributed among "high school" and "university", especially the fathers had university degrees. (See Table 5).

T A B L E 5

CHI-SQUARE COMPARISON AND PERCENTAGE DISTRIBUTION OF PARENTS' EDUCATIONAL LEVEL

PARENTS SCHOOLS	FATHER $\chi^2=112.54$ P < .001						MOTHER $\chi^2=108.06$ P < .001					
	The Returnee Youth Group		The Regular Lyceé Group		The Istanbul Lyceé Group		The Returnee Youth Group		The Regular Lyceé Group		The Istanbul Lyceé Group	
EDUCATIONAL LEVEL	N	%	N	%	N	%	N	%	N	%	N	%
Illiterate	0	-	4	5	0	-	7	8.75	16	20	0	-
Literate with no Diploma	5	6.25	11	13.75	0	-	8	10	15	18.75	4	5
Primary School	27	33.75	34	42.5	11	13.75	29	36.25	36	45	12	15
Secondary School	21	26.25	8	10	2	2.5	24	30	8	10	10	12.5
High School	22	27.5	13	16.25	15	18.75	9	11.25	4	5	29	36.25
University	5	6.25	10	12.25	52	65	3	3.75	1	1.25	25	31.25
TOTAL	80	100	80	100	80	100	80	100	80	100	80	100

The question about occupation of parents were not clearly answered by the majority of the subjects. In general the returnee group did not indicate a present occupation for their parents. (See Table 16 in Appendix A)

The returnee youth group had additional questions in the demographic information questionnaire which will be presented here:

The geographical region of residence of the parents in Turkey before the migration is presented in table 17 For this group migration had been mostly from Marmara and Thrace region (70-75 percent).

The host countries and east-west-north-south location of residence in those countries was given in table 18 Majority of this sample group had resided in F. Germany during their stay abroad.

In this sample group, the returning date of the subjects from a labor importing country was from June to September 1984. In other words, all of them returned almost a year before they became subjects for this study during the summer months.

Ninety percent of them had lived with all of the family members while they were abroad. That is they had an intact families.

Three-fourths of them had got education abroad at least eight years and one-third of them had got a few years of education in Turkey before going abroad (See Table 19 in Appendix A)

Foreign language of migrating country was learned by a few of the returnees in private schools and private classes (See Table 20 in Appendix A).

Half of the returnee youth got information about the Turkish educational system from their parents and one-fourth did not get any information (See Table 21 in Appendix A)

Half of the returnee sample replied that they can easily understand, read and write in Turkish, but the rest of them replied that they can understand the simple things or can read and write simple things in Turkish, only.

In the summer of 1984, 27.5 percent of this returnee youth sample group joined the orientation courses. This courses was opened by ministry of National Education Youth and Sport in 1984, for these second generation returnees for improving their Turkish and giving information about the Turkish educational system. They were asked about the usefulness of the orientation courses. One-eight of them said that their Turkish improved in this course; 7.5 percent said that it was not useful; 2.5 percent answered that they had learned the Turkish school system; the rest did not give any response to this question (See Table 21 in Appendix A).

Two open-ended questions were included into the demographic information questionnaire. Namely; "What are the differences, different behaviors, attitudes for you in Turkey? - What kind of difficulties did you have in Turkey?" Almost three-fourth of them answered these questions. When these answers were categorized, the following results were obtained:

They complained about too much discipline in schools (23 %), not being accepted by people in general (22.5 %), being forced to adapt to Turkish customs and not having freedom in dressing (12.5 %), having difficulty in Turkish (11 %), missing their German friends and Germany in general (7.5 %), not having freedom of behaviors and not getting

used to the environment (5 %), and the difficulty of the educational system (2.5 %). While 2.5 % responded to have no difficulty at all in adapting to Turkey.

B. EDWARDS' PERSONAL PREFERENCE SCHEDULE (EPPS) RESULTS

The mean scores and standard deviation scores for each scale and for each sample school is presented in table 6 according to sex.

A two way analysis of variance was used to examine the significant differences on the 15 EPPS variables in terms of school and sex. The results of this analysis were stated in table 7 . In terms of levels of significance .05 and .01 were chosen.

On the EPPS variables of Achievement, Affiliation, Intraception and Succorance significant differences between schools were not found. Significant differences were found on the following EPPS variables: Deference (F:61.75), Order (F:61.19), Exhibition (F:9.2), Autonomy (F:8.72), Abasement (F:15.14), Change (F:7.43), Endurance (F:14.18), Heterosexuality (F:13.44), Aggression (F:13.92) with a significant level of .01 (df 2/234); Dominance (F:3.9), and Nurturance (F:2.98) were significantly different for the different schools at the .05 level (df 2/234).

The Scheffé post-hoc comparison method was utilized to determine the specific groups of subjects who were responsible for the significant differences that were found by ANOVA.

The Scheffé procedure showed that the İstanbul Lyceé Students were significantly lower in terms of preference for Deference, Order and Abasement as compared to both the

MEAN AND STANDARD DEVIATION SCORES OF EPPS' VARIABLES IN THREE COMPARISON GROUPS

The Sample Group													
		The Returnee Youth Group				The Regular Lyceé Group				The İstanbul Lyceé Group			
		Male		Female		Male		Female		Male		Female	
		M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
E P P S V A R I A B L E S	ACH	14.08	2.63	13.73	3.54	13.78	3.22	15.30	3.94	14.20	3.74	13.90	4.25
	DEF	13.48	3.27	12.82	3.11	12.93	3.21	12.75	2.52	8.53	3.58	7.55	3.41
	ORD	14.05	2.72	14.07	3.55	14.88	3.92	13.25	3.64	8.70	4.10	9.02	5.51
	EXH	13.98	2.27	13.53	2.64	11.85	3.06	11.88	3.31	13.75	3.80	13.40	3.14
	AUT	14.20	3.18	13.85	2.50	13.83	3.30	12.85	3.79	15.28	3.37	15.70	3.65
	APF	14.55	3.01	14.90	3.90	14.90	3.71	15.60	3.55	15.38	2.87	16.40	4.61
	INT	13.30	2.31	15.35	2.69	14.35	3.12	14.18	3.82	14.58	4.25	15.50	4.58

T A B L E 6 (continue)

		The Returnee Youth Group				The Regular Lyceé Group				The İstanbul Lyceé Group			
		Male		Female		Male		Female		Male		Female	
		M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
E P P S V A R I A B L E S	SUC	14.55	2.85	14.33	3.55	13.43	3.48	16.02	3.70	14.25	4.72	14.75	3.90
	DOM	13.40	2.74	13.35	4.10	13.95	3.18	13.05	3.99	15.70	4.23	14.70	4.24
	ABA	12.75	3.03	14.90	2.73	13.80	2.65	14.83	4.07	11.13	3.57	11.93	4.46
	NUR	15.55	4.04	15.55	3.23	16.35	4.05	16.65	3.86	16.40	4.14	17.70	4.19
	CHA	15.55	3.38	16.17	3.76	14.40	3.58	16.90	4.26	16.75	4.43	18.93	4.27
	END	14.48	3.09	13.75	3.18	15.00	3.45	15.82	4.45	12.03	5.39	11.85	5.26
	HET	14.00	3.90	10.93	5.48	13.58	6.48	7.60	6.82	17.88	6.94	13.07	6.15
	AGG	12.15	3.67	13.28	3.97	13.00	4.04	13.25	4.15	16.00	3.92	15.60	4.31

T A B L E 7

THE RESULTS OF THE EPPS' VARIABLES BY SCHOOLS
AND SEX ATTAINED BY A N O V A

EPPS's VARIABLES	df	F _A	df	F _B	df	F _{AB}
ACHIEVEMENT	2/234	.38	1/234	.33	2/234	1.46
DEFERENCE	2/234	61.75 ₁	1/234	2.03 _{1v}	2/234	.70
ORDER	2/234	45.19 ₁	1/234	.68	2/234	1.38
EXHIBITION	2/234	9.2 ₁	1/234	.38	2/234	.15
AUTONOMY	2/234	8.72 ₁	1/234	.51	2/234	.36
AFFLIATION	2/234	1.82 _{1v}	1/234	2.15 _{1v}	2/234	.18
INTRACEPTION	2/234	.64	1/234	2.32 _{1v}	2/234	.10
SUCCORANCE	2/234	1.19	1/234	6 ₁₁	2/234	2.11 ₁
DOMINANCE	2/234	3.9 ₁₁	1/234	1.78 _{1v}	2/234	2.26 ₁
ABASEMENT	2/234	15.14 ₁	1/234	8.97 ₁	2/234	.50
NURTURANCE	2/234	2.98 ₁₁₁	1/234	1.09	2/234	.61
CHANGE	2/234	7.43 ₁	1/234	12.36 ₁	2/234	1.06
ENDURANCE	2/234	14.18 ₁	1/234	.32	2/234	.55
HETEROSEXUALITY	2/234	13.44 ₁	1/234	35.34 ₁	2/234	1.18
AGGRESSION	2/234	13.92 ₁	1/234	.40	2/234	.73

1 P < .01

111 P < .10

11 P < .05

1v P < .25

F_A: School F_B: Sex

TABLE 8
THE SCHEFFE POST-HOC METHOD RESEARCH
RESULTS

EPPS VARIABLES	SCHEFFE' POST-HOC METHOD RESULTS
DEFERENCE	$A_1 > A_2 ; A_2 > A_3$
ORDER	$A_1 > A_3 ; A_2 > A_3$
EXHIBITION	$A_1 > A_2 ; A_3 > A_2$
AFFLIATION	$A_3 > A_2 > A_1$
DOMINANCE	$A_3 > A_1 ; A_3 > A_2$
ABASEMENT	$A_1 > A_3 ; A_2 > A_3$
NURTURANCE	$A_3 > A_2 > A_1$
CHANGE	$A_3 > A_1 ; A_3 > A_2$
ENDURANCE	$A_2 > A_1 > A_3$
HETEROSEXUALITY	$A_3 > A_1 > A_2$
AGGRESSION	$A_3 > A_1 ; A_3 > A_2$

A_1 : The Returnee Youth Group (The Üsküdar Anadolu Lyceé)

A_2 : The Regular Lyceé Group (The Üsküdar Cumhuriyet Lyceé)

A_3 : The İstanbul Lyceé Group

returnee and regular lyceé youth, while the other two groups were not significantly different to each other. On the other hand, again the İstanbul lyceé were significantly higher on Autonomy, Dominance, Change and Aggression variables, when it was compared to the other two groups. There were no significant difference between the regular lyceé and returnee youth group on these variables.

The regular lyceé students were significantly lower in terms of preference for Exhibition, when it was compared to both the returnee and İstanbul lyceé groups. There was no significant difference between the İstanbul lyceé and the returnee youth group on the Exhibition variable.

The returnee youth group had a significantly lower score on Nurturance variable than the other groups. On this variable, the İstanbul lyceé group was not found to be significantly different from each other.

All the groups were found significantly different from each other on Endurance and Heterosexuality variables of the EPPS.

To summarize, it can be said that significant personality preference differences were not seen for the returnee group as compared to the Turkish raised youth, Yet, the İstanbul lyceé group of subjects showed quite a number statistically significant differences as when compared to the other two groups. Therefore, the statistical results did not support the hypotheses.

VI. DISCUSSION

The aim of the present study was to give a descriptive picture on the personality preferences of youth from different lyceés. It was concerned with the personality preferences of second generation returnees, and how they compared to their peers raised in Turkey. Therefore the personality preference variables of second generation returnee youth and their peers raised in Turkey, was investigated and compared.

The general hypothesis of the research was; "The returnee youth show differences compared to the youth raised in Turkey in terms of personal preference variables." and the operational hypothesis was; "The returnee youth differ from the peers raised in Turkey, in personal preference variables as assessed by the Edwards' Personal Preference Schedule (EPPS) covering the variables of Achievement, Deference, Order, Exhibition, Autonomy, Affiliation, Intraception, Su6, corance, Dominance, Abasement, Nurturance, Change, Endurance, Heterosexuality, and Aggression.".

The hypotheses were not supported for fourteen of the variables and only on the preference for Nurturance did the returnee group separated itself from the Turkish raised youth supporting the hypothesis of difference.

Each variable will be shortly discussed in relation to the school samples and sex.

ACHIEVEMENT: Two way analysis of variance did not show any significant difference between the schools and between the sexes. When the mean scores were examined closely the returnee youth was seen to be more similar to the İstanbul lyceé group (See Tables 6,7,8 and Graph 1 in Appendix B).

DEFERENCE: On the two way analysis of variance, there was significant difference between the schools, but no significant difference existed between the sexes. The most different group was the İstanbul lyceé on the Scheffé post-hoc method. The returnee youth group and the regular lyceé group was not found significantly different from each other (See Tables 6,7,8 and Graph 2 in Appendix B).

ORDER: The schools were found to be different, on the two way analysis of variance. There were no sex difference on this variable. The İstanbul lyceé group was significantly different from both of the other comparison groups. No significant difference was found between the returnee group and the regular lyceé group (See Tables 6,7,8 and Graph 3 in Appendix B).

EXHIBITION: On the two way analysis of variance, the schools were significantly different, but there was no difference between the sexes. The regular lyceé group

was significantly different from other groups. The İstanbul lyceé and the returnee youth group was not significantly different from each other, on the Scheffé post-hoc method (See Tables 6,7,8 and Graph 4 in Appendix B).

AUTONOMY: The schools were significantly different on the two way analysis of variance. The most significantly different school group was the İstanbul lyceé on Scheffé post-hoc method. There was no sex difference (See Tables 6,7,8 and Graph 5 in Appendix B).

AFFILIATION: There was significant difference found was only at .25 between the schools and sex on the two way analysis of variance technique. Thus, it was considered to be negligible (See Tables 6,7,8 and Graph 6 in Appendix B).

INTRACEPTION: There was no significant difference between the schools and the sex difference was negligible ($p < .25$) on the two way analysis of variance (See Tables 6,7,8 and Graph 7 in Appendix B).

SUCCESS: There was no significant difference between the schools and little difference between sexes ($p < .25$) on the two way analysis of variance (See Tables 6,7,8 and Graph 8 in Appendix B).

DOMINANCE: Significant school difference was found, on the two way analysis of variance, while the sex difference was negligible ($p < .25$) on the Scheffé post-hoc method, the İstanbul lyceé group was significantly different from the other two groups. These two other comparison groups were similar on this EPPS variable (See Tables 6,7,8 and Graph 9 in Appendix B).

ABASEMENT: Significant difference was found between schools and also between sexes on the two way analysis of variance. The lowest mean score was gotten by the İstanbul

lycée group. The regular lycée and the returnee youth groups were more similar on the average scores, but on the Scheffé post-hoc method, significant difference was found between all three groups. In terms of sex difference of males had lower scores that is less preference for abasement (See Tables 6, 7, 8 and Graph 10 in Appendix B).

NURTURANCE: The schools were significantly different, but the sexes were not significantly different on the two way analysis of variance. The returnee youth group was found significantly different from the other two groups, on the Scheffé post-hoc method. The İstanbul lycée and the regular lycée were not different from each other (See Tables 6, 7, 8 and Graph 11 in Appendix B).

CHANGE: The schools and sex difference found to be significant on the two way analysis of variance. According to the Scheffé post-hoc results, the İstanbul lycée group was responsible for the significant difference. The sex differences were seen all the comparison groups (See Tables 6, 7, 8 and Graph 12 in Appendix B).

ENDURANCE: Significant difference was found between the schools and there was no difference between the sexes, on the two way analysis of variance. All the schools were found to be significantly different from each other on this EPPS variable. The highest mean score was gotten by the regular lycée group and the lowest mean score was gotten by the İstanbul lycée group (See Tables 6, 7, 8 and Graph 13 in Appendix B).

HETEROSEXUALITY: The schools and sex were found significantly different on the two way analysis of variance. On Scheffé post-hoc method, three comparison schools were found significantly different from each other. On the average, the highest mean score was gotten by the İstanbul lycée group. The sex difference was high for each school, on the mean scores (See Tables 6, 7, 8 and Graph 14 in Appendix B).

AGGRESSION: The significant difference was found between the schools and there was no significant difference between the sexes, on the two way analysis of variance. Significant school difference was found for the İstanbul lyceé group. The other two groups were not significantly different from each other(See Tables 6,7,8 and Graph 15 in Appendix B).

As it was stated above the returnee youth group was found significantly different from two other comparison groups only on "Nurturance" variable. Nurturance variable was defined as it stated in method section. The returnee youth group had the lowest mean score compared to two other groups on Nurturance EPPS variable. This result can be said to be supportive of the fact that the Western culture is generally more on the individualistic side, as compared to the Turkish culture's cooperative value system in terms of interpersonal relations (Timur, 1977; Kağıtçıbaşı, 1981). Yet when the returnee youth mean scores were examined, it was seen that their Nurturance score is one of their highest score along with the EPPS Change variable (See Table 6). So it can be said that when their personality preferences are examined within their boundaries, Nurturance is still of high value and importance.

There was another definite result: The Scheffé method clearly showed that the İstanbul lyceé group was significant^{ly} different from the other groups on seven of the fifteen EPPS variables. They got significantly higher scores on Autonomy, Dominance, Change and Aggression, and significantly lower scores on Deference, Order, and Abasement variables. When all the available data is closely examined a striking finding seems to account for this significant difference; the level of education of parents. The parents' educational level of subjects in different schools was compared by chi-Square comparison method. The difference was significant at .001

level for both mothers' and fathers' groups (See Table 5). On the percentage distribution, the İstanbul lyceé group's parents had high educational level than the other groups. The returnee youth group's parents and the regular lyceé group's parents educational level was found approximately to be the same (See Table 5). This finding support the view of Parson and Bales (1955) and Sears (1957) saying that children acquire their most fundamental attitudes and values from their parents (Kell and Aldous, 1960). The family is as effective as the social environment on the children's attitudes, preferences, interests and values (Kağıtçıbaşı, 1981). The educational level is also a most effective factor on the parents' attitudes (LeCompte, LeCompte and Özer, 1978). Therefore it can be said that the parents with similar educational levels, effects their children in similar ways, regardless of surrounding. culture.

Meanwhile, when the mean scores were compared, congruence and consistency was seen for each group. The İstanbul lyceé group, for instance got the higher scores on Autonomy, Dominance, Change and Aggression and lower scores on Deference, Order, and Abasement. When this lower and higher scores' variasles' definitions were examined on the EPPS manual, it was seen that the higher mean score variables had the contrary definitions of the lower mean score variables.

In summary, the hypotheses were not supported. Meanwhile, one of the comparison groups, the İstanbul lyceé was found to be significantly different from both the second generation returnee group and the regular lyceé group. The second generation returnees had almost the same mean scores on the majority of fifteen EPPS variables with the regular lyceé group.

The results of the present study have to be cautiously observed due to the certain limitations of this study. One

of the main limitation is the small sample both from the returnee group as well as the comparison groups. The second basic shortcoming is that according to the consistency designating process of the EPPS, nearly half of the subject population had to be left out of the analysis. The researcher providing the Turkish form EKTE (Edwards Kişisel Tercih Envanteri) was contacted and the present investigator was assured that the same situation had happened with the Turkish normative sample group, as well.

Yet, since the reasons of such a high rate of inconsistent EPPS schedules are not known, we can not make too many interpretations based on the results. Any interpretations based on these results, such as refusing the idea of the difference of the returnee youth from Turkish raised youth on the fifteen personality variables covered by the EPPS have to be withheld until other supportive data are collected with other similar instruments.

Suggestions for Further Research

As mentioned previously, the subject population of the study were only taken from İstanbul. Further investigation should be made with a larger sample representative of both rural and urban areas, utilizing sound instruments.

An important point that come out again, in this study is that educational level of parents can be an effective factor on children's personal preferences. Thus in the

future investigations, the subjects should be matched for the educational level of parents when comparisons are made.

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A P P E N D I X A

TABLES FROM 9 TO 21

T A B L E 9
SAMPLE DISTRIBUTION BY SCHOOLS AND SEX

SCHOOLS	The Returnee Youth Group		The Regular Lycee Group		The Istanbul Lycee Group	
	N	Percent	N	Percent	N	Percent
Male	40	50	40	50	40	50
Female	40	50	40	50	40	50
TOTAL	80	100	80	100	80	100

T A B L E 10
THE AGE RANGE AND MEAN AGE OF THE SUBJECTS
BY SCHOOLS AND SEX

SCHOOLS		The Returnee Youth Group		The Regular Lycee Group			The Istanbul Lycee Group		
Sex	N	The age range	Mean age	N	The age range	Mean age	N	The age range	Mean age
Male	40	15 to 19	16.53	40	14 to 18	15.6	40	15 to 18	16.33
Female	40	15 to 18	16.83	40	14 to 17	15.48	40	15 to 18	16.25

T A B L E 11
 PERCENTAGE DISTRIBUTION OF THE AGE OF SUBJECTS
 BY SCHOOLS AND SEX

Schools	The Returnee Youth Group			The Regular Lycee Group		The Istanbul Lycee Group	
	Age	Sex	N	percent	N	percent	N
14-15	M	5	12.5	23	57.5	1	2.5
	F	7	17.5	25	62.5	4	10
16-17	M	30	75	13	32.5	36	90
	F	29	70	15	37.5	35	87.5
18-19	M	5	12.5	4	10	3	7.5
	F	5	12.5	-	-	1	2.5

T A B L E 12

PERCENTAGE DISTRIBUTION OF THE BIRTH PLACE
AND
PERIOD OF RESIDENCE ABROAD

Schools	The Returnee Youth Group		The Regular Lycee Group		The Istanbul Lycee Group		
BIRTH PLACE	Istanbul	N	%	N	%	N	%
		30	37.5	36	45	48	60
	Outside Istanbul	28	35	43	53.75	22	27.5
	Abroad	22	27.5	1	1.25	10	12.5
PERIOD OF RESIDENCE ABROAD	3 months 1 year	-	-	-	-	9	11.25
	1-5 years	12	15	1	1.25	3	3.75
	5-10 years	24	32.5	-	-	-	-
	More than 10 years	22	27.5	-	-	-	-
	From birth to Return	22	27.5	-	-	-	-

T A B L E 13

PERCENTAGE DISTRIBUTION OF THE NUMBER OF SIBLINGS OF THE SUBJECTS

Number of Siblings		one	two	three	four	five or more
<u>Schools</u>						
THE RETURNEE YOUTH GROUP	N	6	23	26	16	9
	%	7.5	28.75	32.5	20	11.25
THE REGULAR LYCEE GROUP	N	1	15	24	22	18
	%	1.25	18.75	30	27.5	22.5
THE İSTANBUL LYCEE GROUP	N	9	54	14	2	1
	%	11.25	67.5	17.5	2.5	1.25

T A B L E 14

PERCENTAGE DISTRIBUTION OF BIRTH-ORDER OF THE SUBJECTS

Schools	The Returnee Youth Group		The Regular Lycee Group		The Istanbul Lycee Group	
	N	%	N	%	N	%
Youngest	41	51.25	29	36.25	48	60
Second	24	30	17	21.25	21	26.25
Third	10	12.5	15	18.75	8	10
Fourth	3	3.75	12	15	2	2.5
Fifth	1	1.25	7	8.75	-	-
Sixth or more	1	1.25	-	-	1	1.25

T A B L E 15

PERCENTAGE DISTRIBUTION OF THE SAMPLE GROUPS' PARENTS' STATUS IN THE PRESENT

Schools	Parents		GENUINE	STEP PARENTS	DEAD	ALIVE	
THE RETURNEE YOUTH GROUP	MOTHER	N	79	1	1	79	
		percent	98.75	1.25	1.25	98.75	
	FATHER	N	80	-	1	79	
		percent	100	-	1.25	98.75	
	THE REGULAR LYCEE GROUP	MOTHER	N	79	1	1	79
			percent	98.75	1.25	1.25	98.75
FATHER		N	79	1	4	76	
		percent	98.75	1.25	2.5	97.5	
THE İSTANBUL LYCEE GROUP		MOTHER	N	79	1	1	79
			percent	98.75	1.25	1.25	98.75
	FATHER	N	79	1	3	77	
		percent	98.75	1.25	3.75	96.25	

T A B L E 16
 PERCENTAGE DISTRIBUTION OF PARENTS' OCCUPATIONAL
 STATUS

Occupational Status		Have an Occupation		Do not have Occupation
Schools	Parents			
THE RETURNEE YOUTH GROUP	Father	N	12	65
		%	15	85
	Mother	N	2	78
		%	2.5	97.5
THE REGULAR LYCEE GROUP	Father	N	75	5
		%	93.75	6.25
	Mother	N	6	74
		%	7.5	92.5
THE İSTANBUL LYCEE GROUP	Father	N	73	7
		%	91.25	8.75
	Mother	N	19	61
		%	23.75	76.25

T A B L E 17
 PERCENTAGE DISTRIBUTION OF REGION OF RESIDANCE OF THE
 PARENTS IN TURKEY BEFORE MIGRATION

Parents Regions	FATHERS		MOTHERS	
	N	Percent	N	Percent
MARMARA AND THRACE REGIONS	59	73.5	56	70
BLACKSEA REGION	7	8.75	8	10
INNER-ANATOLIA REGION	7	8.75	6	7.5
EAST-ANATOLIA REGION	-	-	-	-
MEDITERRANEANSEA REGION	-	-	4	5
EGEAN REGION	6	7.5	4	5
SOUTH-EAST ANATOLIA REGION	1	1.25	2	2.5

T A B L E 18
PERCENTAGE DISTRIBUTION OF RESIDANCE
OF THE SUBJECTS ABROAD

Country	GERMANY		SWEDEN	
	N	percent	N	percent
EAST	28	35	-	-
WEST	11	13.75	-	-
NORTH	22	27.5	2	2.5
SOUTH	17	21.25	-	-

T A B L E 19

PERCENTAGE DISTRIBUTION OF YEARS OF EDUCATION OF
THE RETURNEES, ABROAD AND IN TURKEY

LENGHT OF EDUCATION									
Period of Education Abroad					Period of Education in Turkey				
YES			NO	YES				NO	
2-4 years	5-7 years	8-11 years		0-1 years	2-3 years	3-5 years	primary school education		
N	9	12	59	-	9	7	9	4	51
%	11.25	15	73.75	-	11.25	8.75	11.25	5	63.75

T A B L E 20
PERCENTAGE DISTRIBUTION OF STYLE OF LEARNING
THE FOREIGN LANGUAGE ABROAD

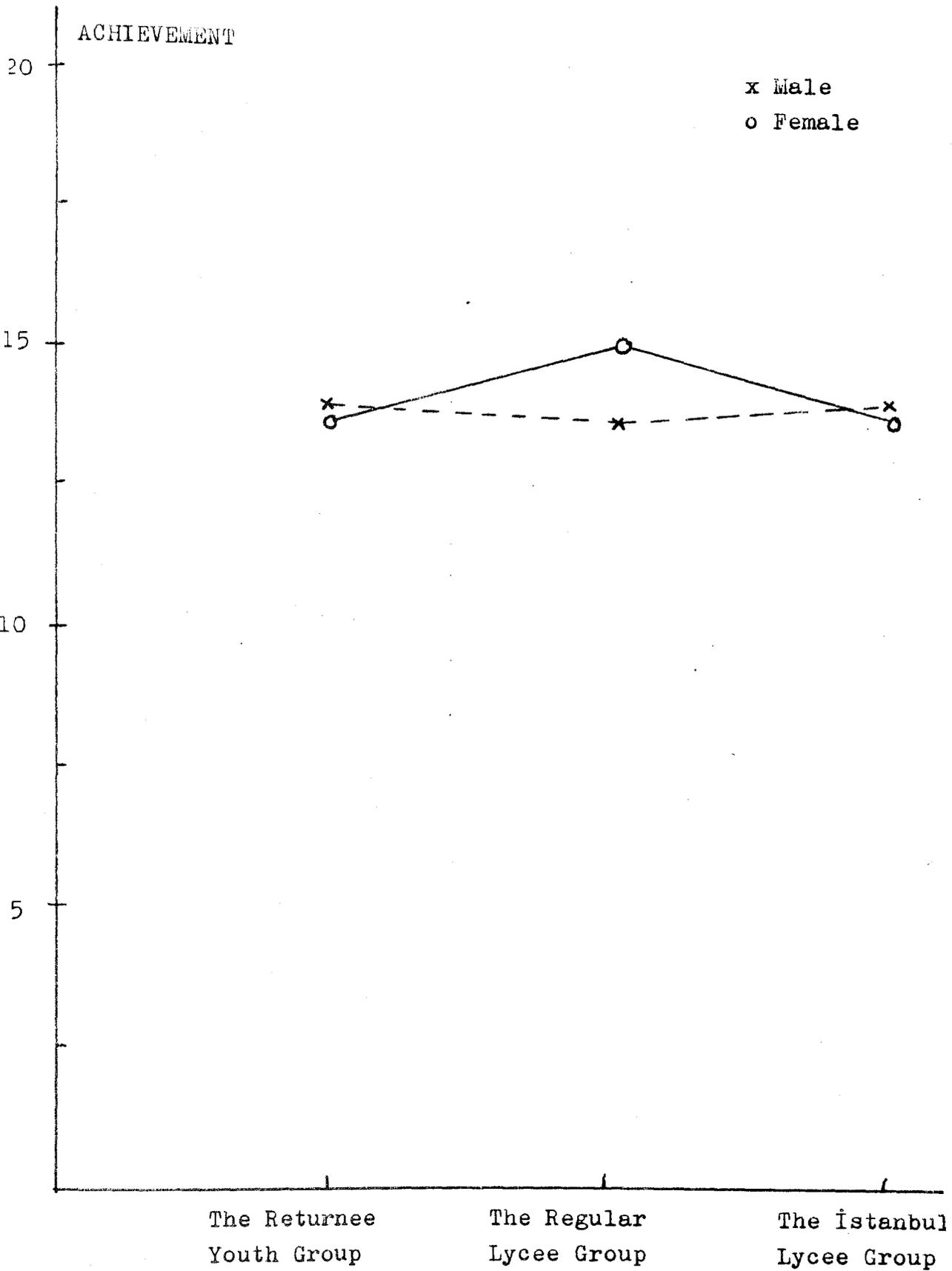
STYLE OF LEARNING THE FOREIGN LANGUAGE					
	By Myself	In Kindergarten	In School	Private School	Private Class
N	31	14	31	2	2
%	38.75	17.5	38.75	2.5	2.5

T A B L E 21
PERCENTAGE DISTRIBUTION SOURCES OF INFORMATION
ABOUT THE TURKISH EDUCATIONAL SYSTEM

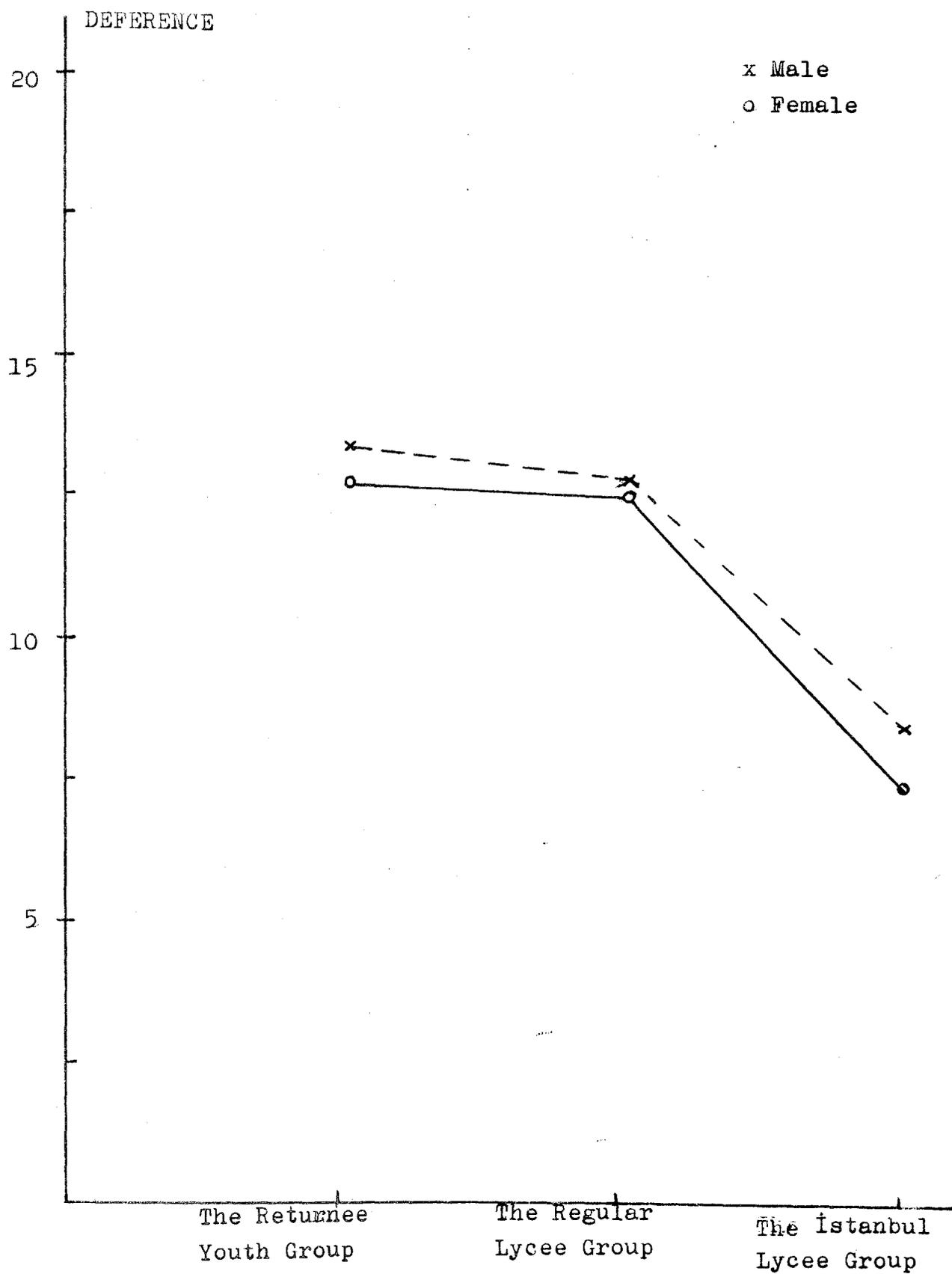
	HAVE INFORMATION					DO NOT HAVE INFORMATION
	PARENTS	ORIENTATION COURCES	ABROAD	TURKISH OFFICES	OTHER	
N	38	12	2	2	5	21
%	47.5	15	2.5	2.5	6.25	25.25

A P P E N D I X B

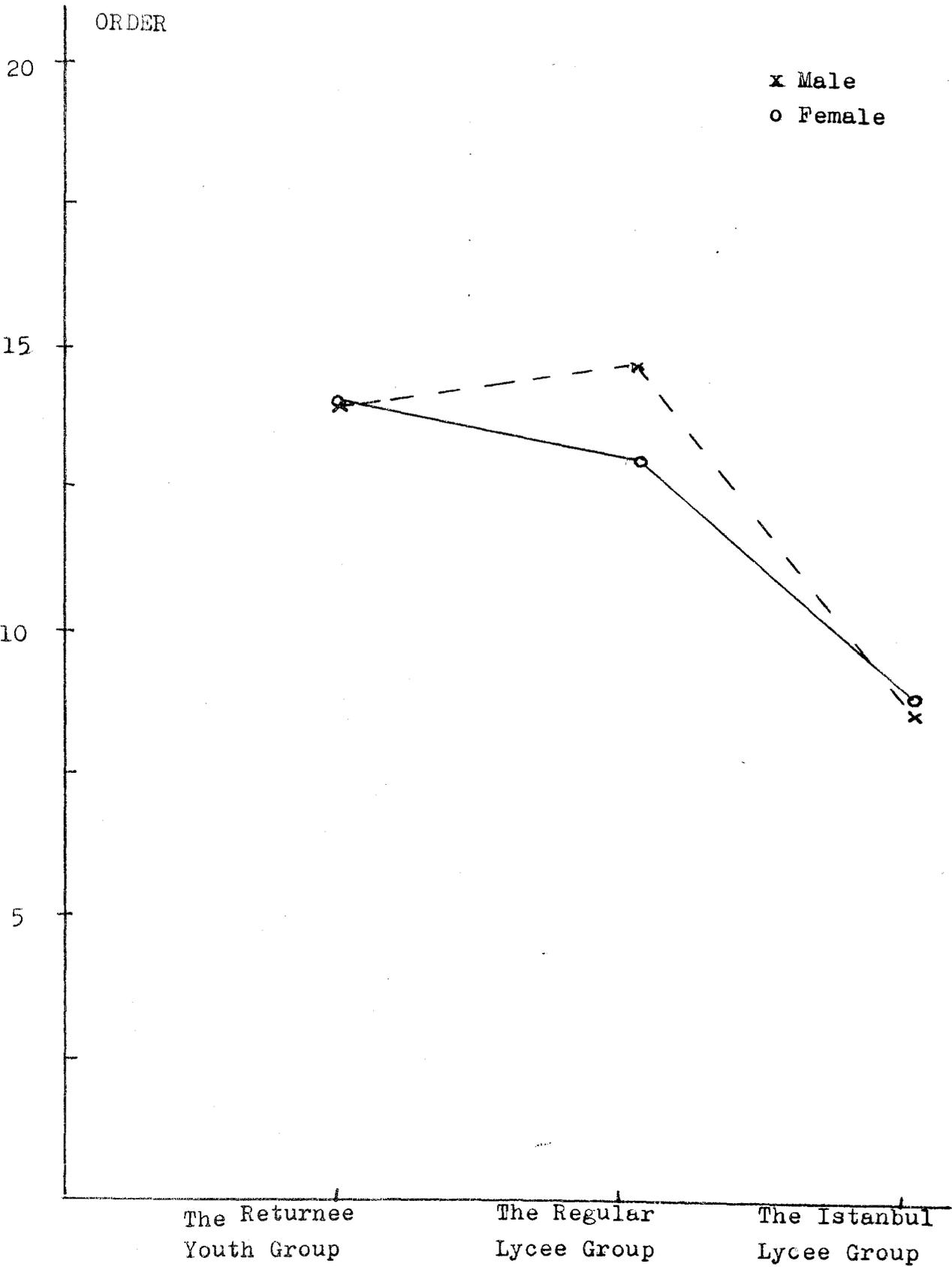
THE GRAPHS OF EPPS VARIABLES



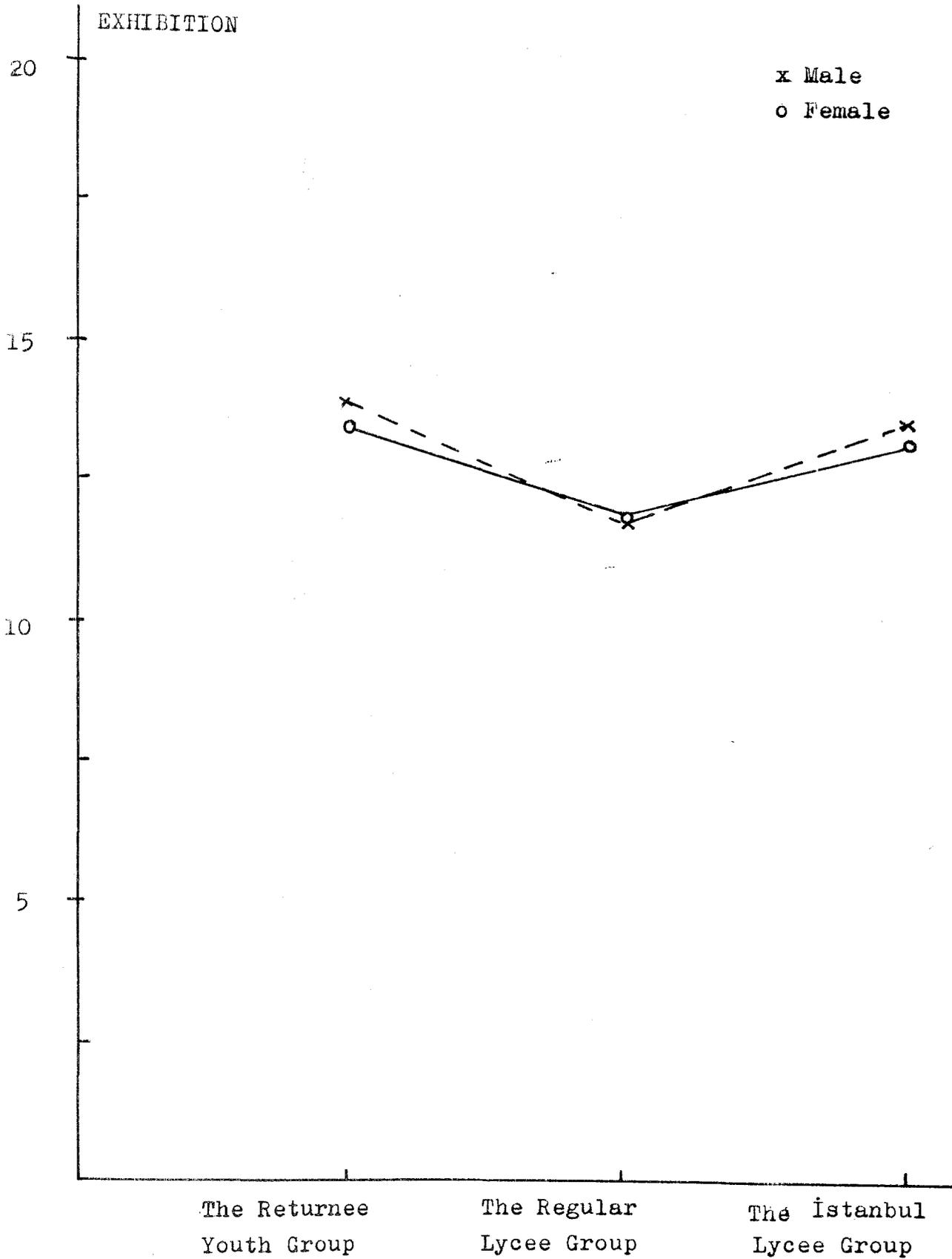
GRAPH 1



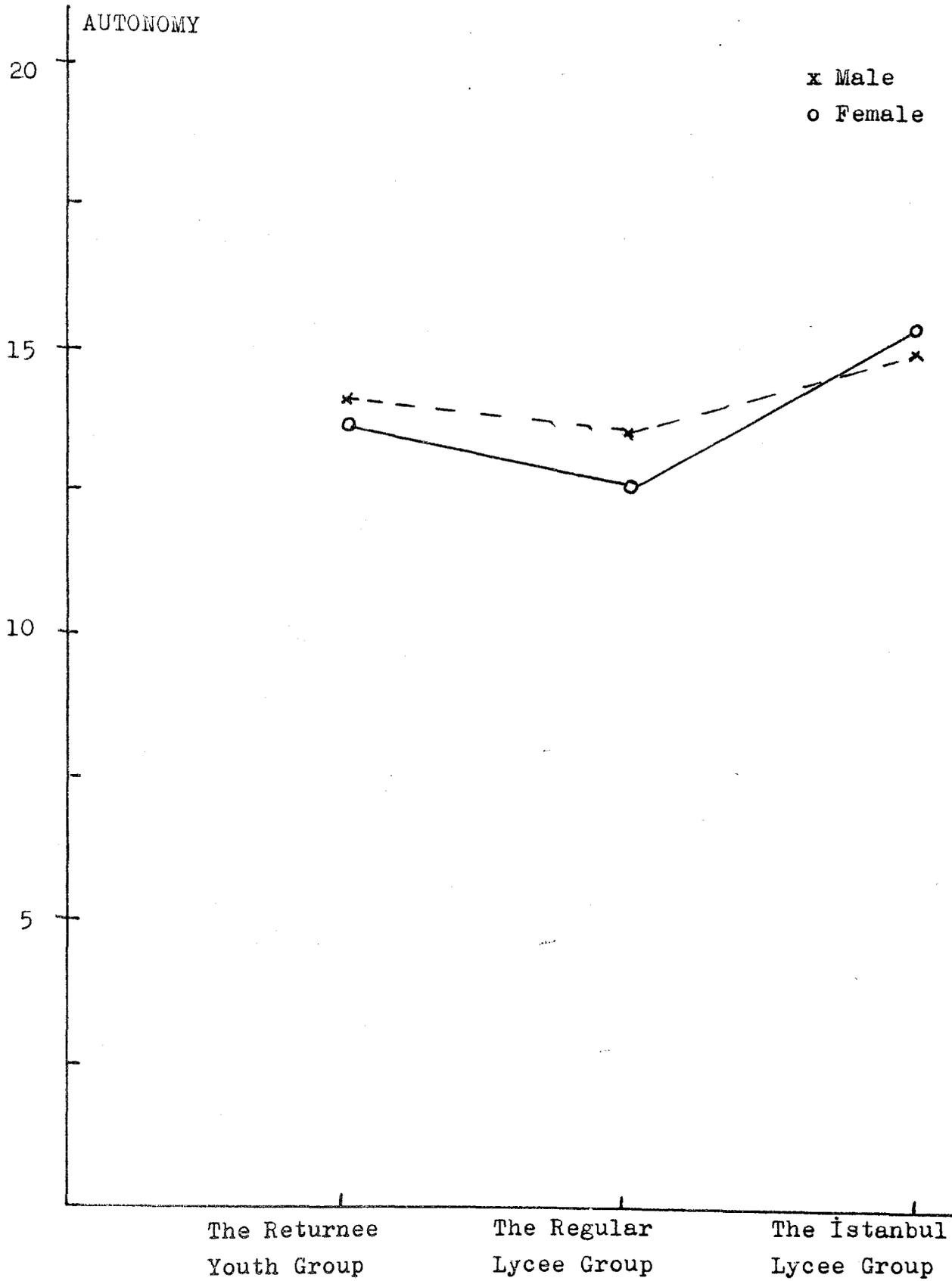
GRAPH 2



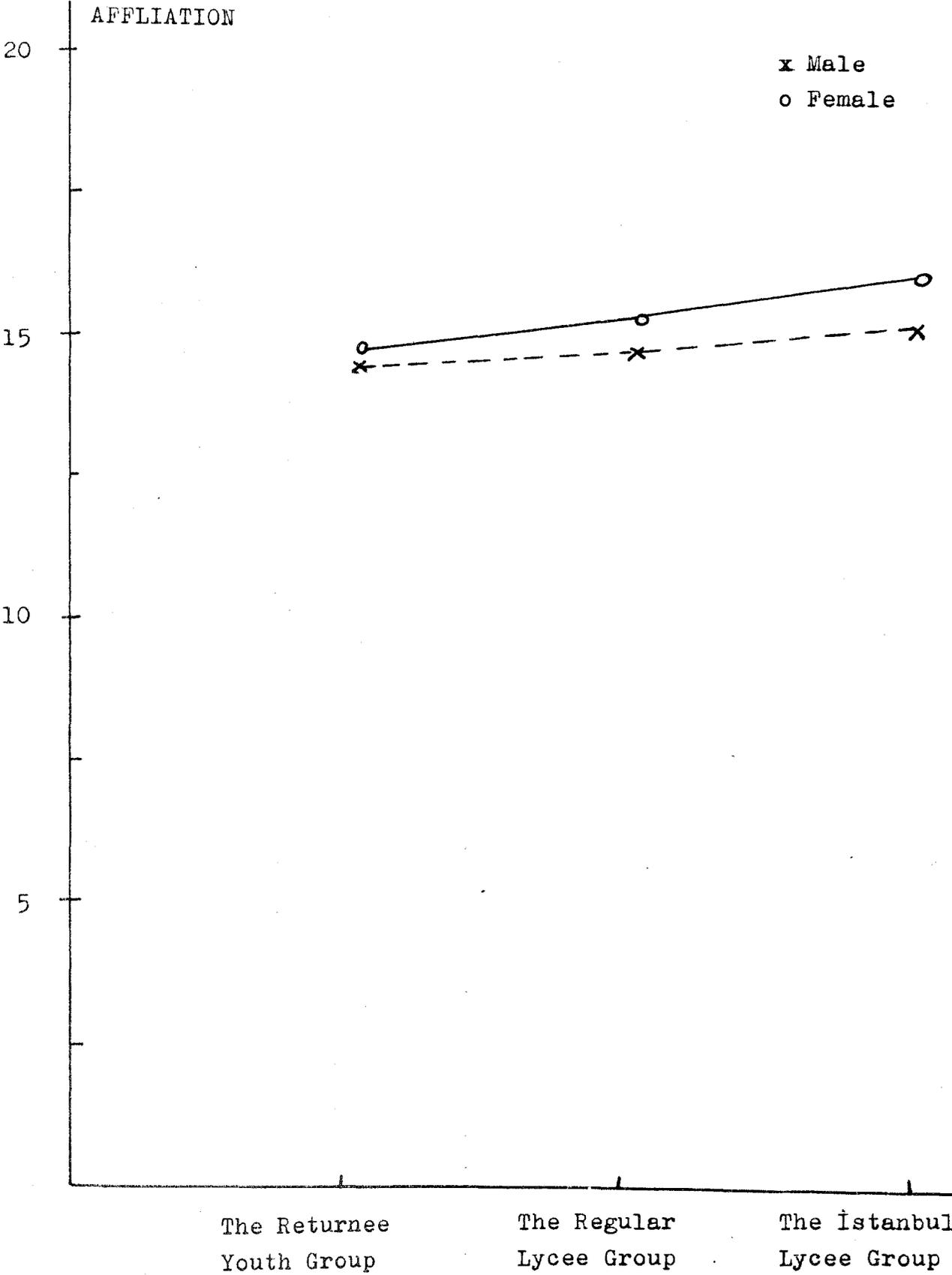
G R A P H 3



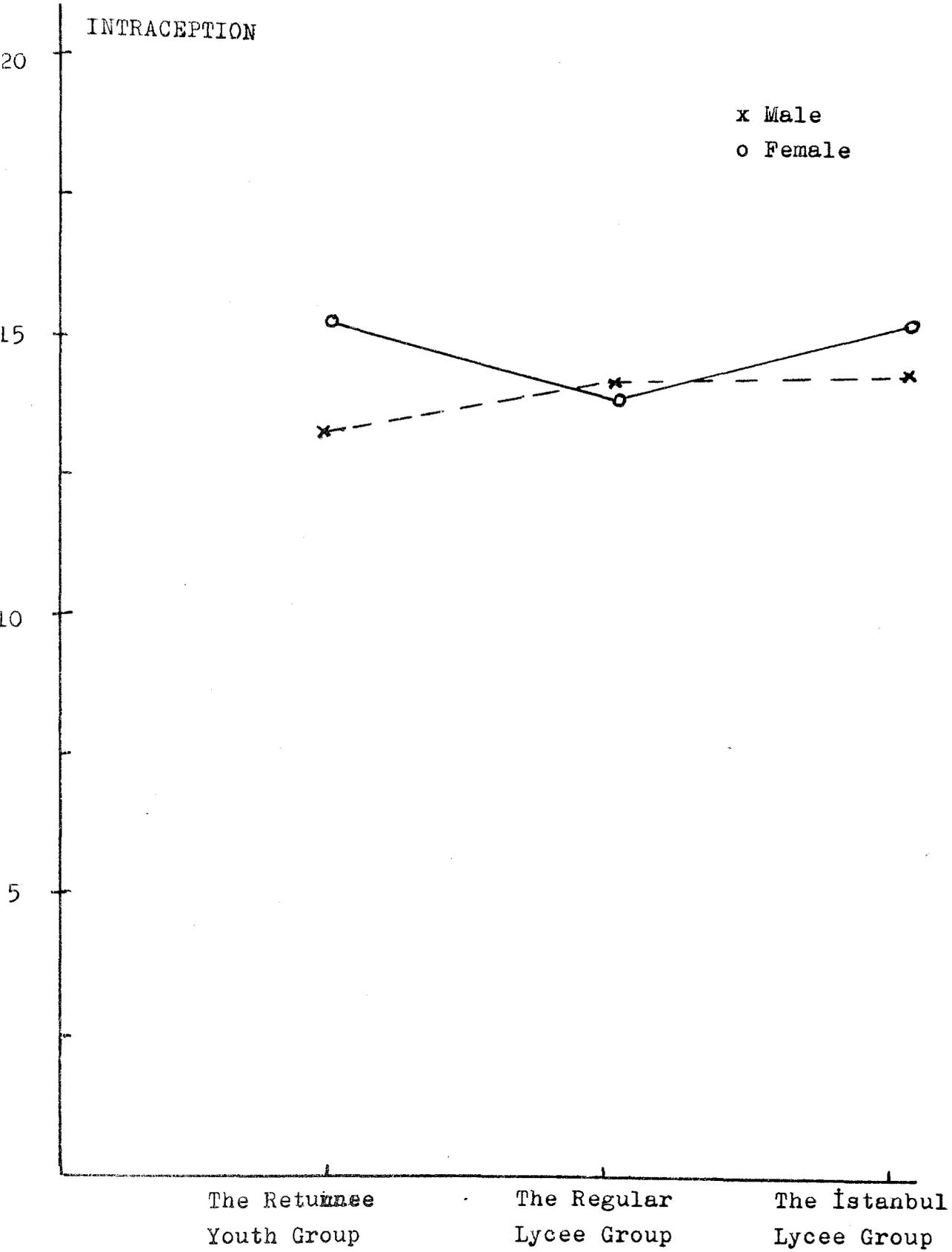
GRAPH 4



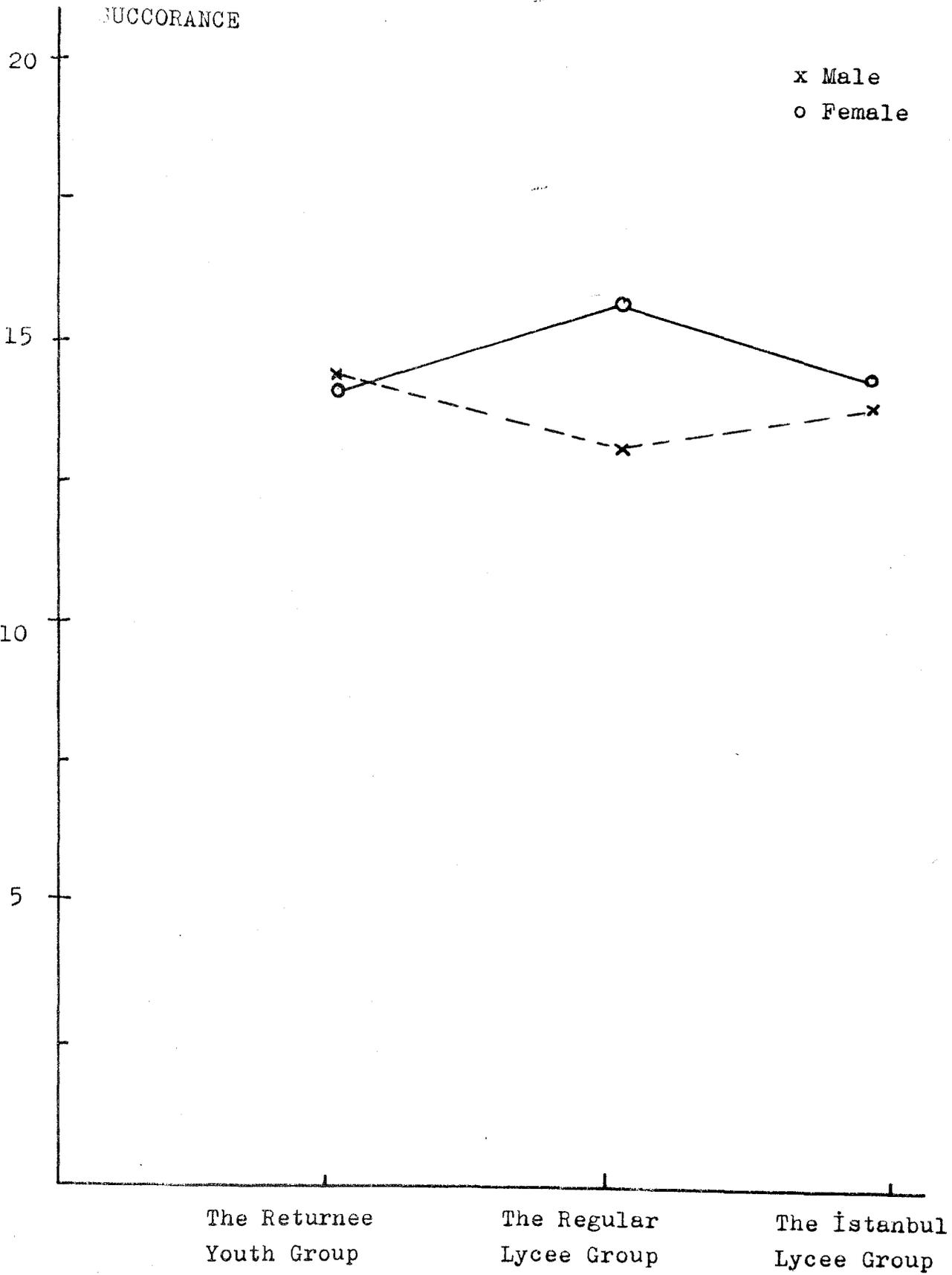
GRAPH 5



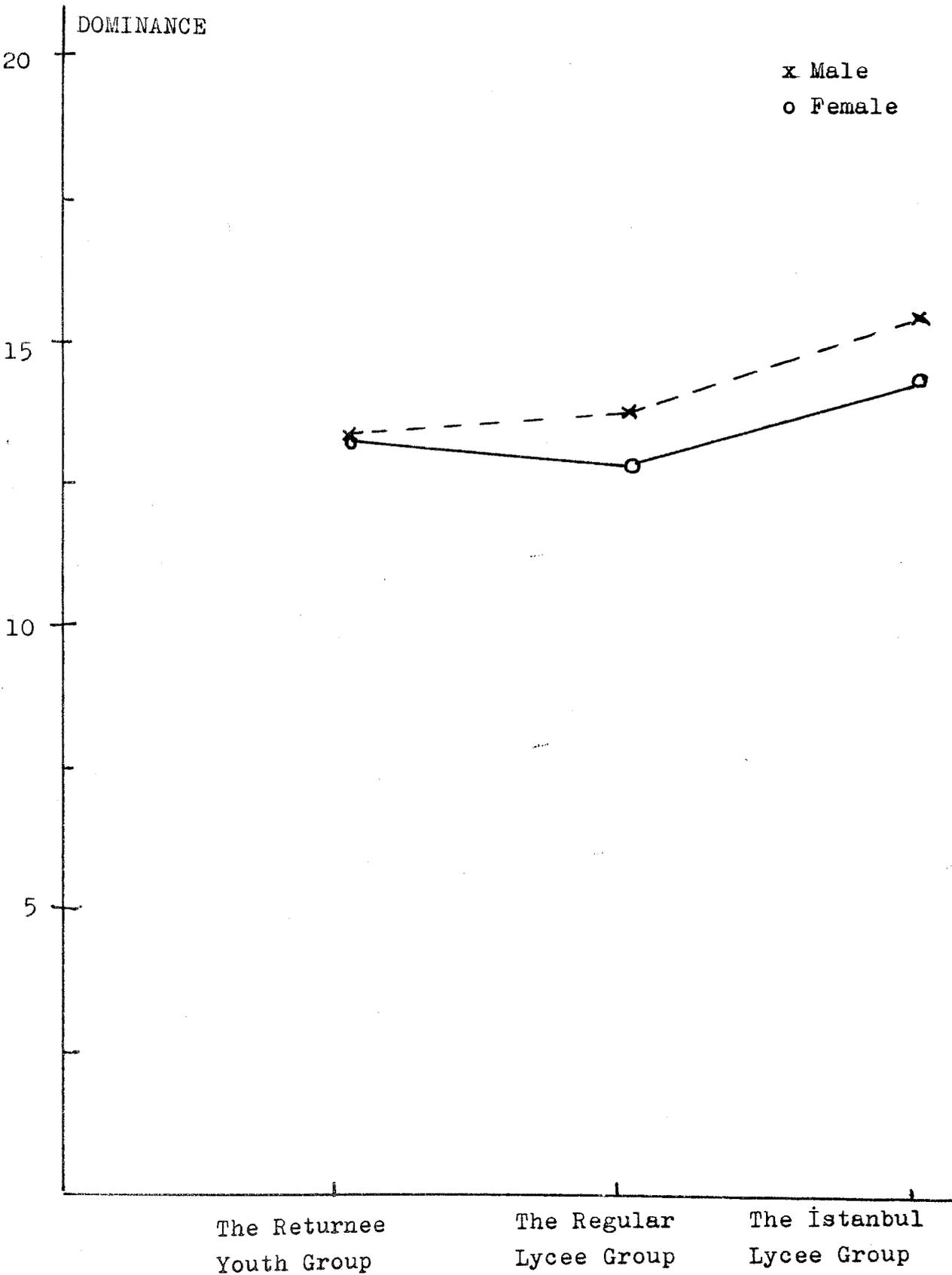
G R A P H 6



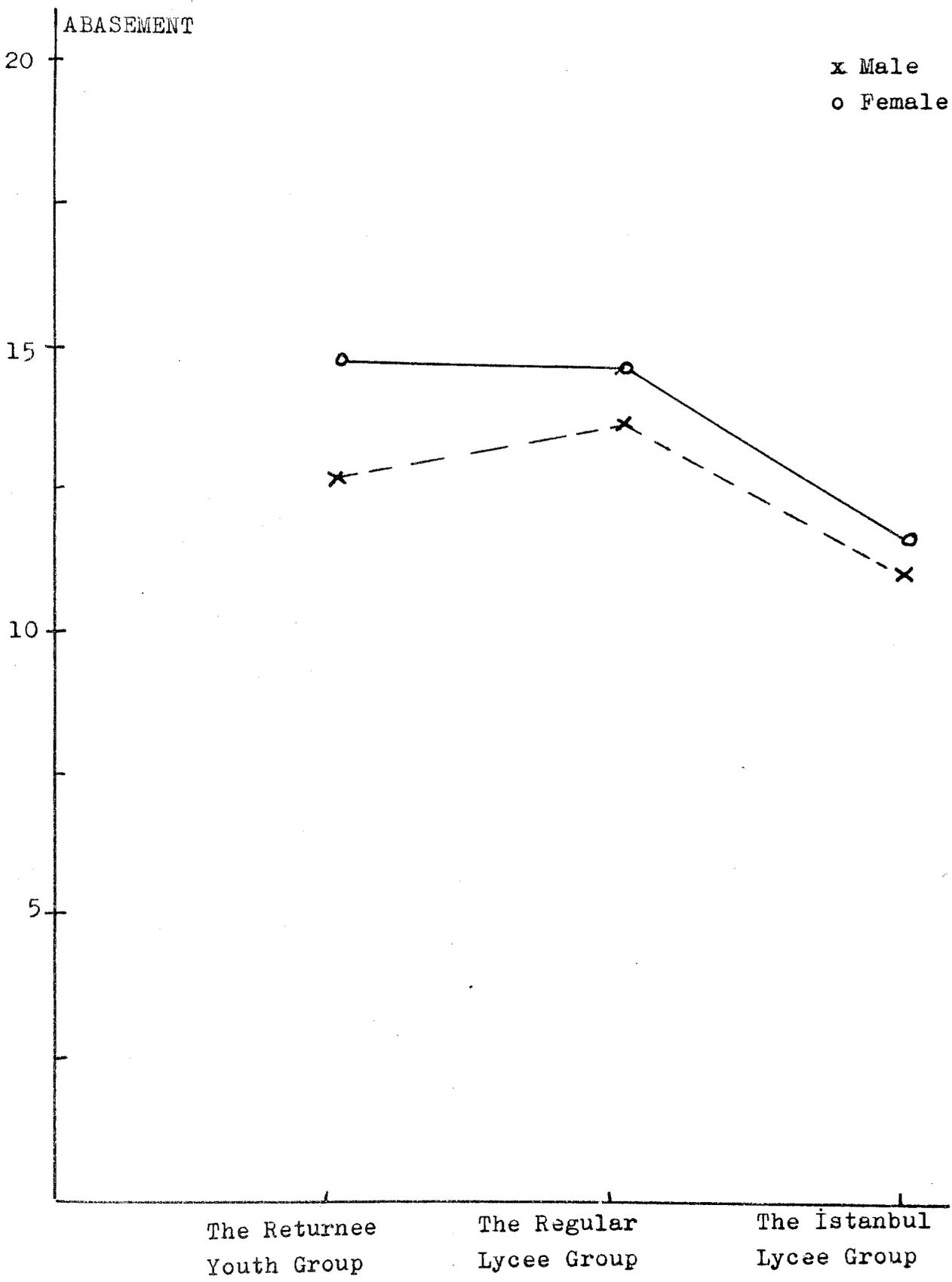
G R A P H 7



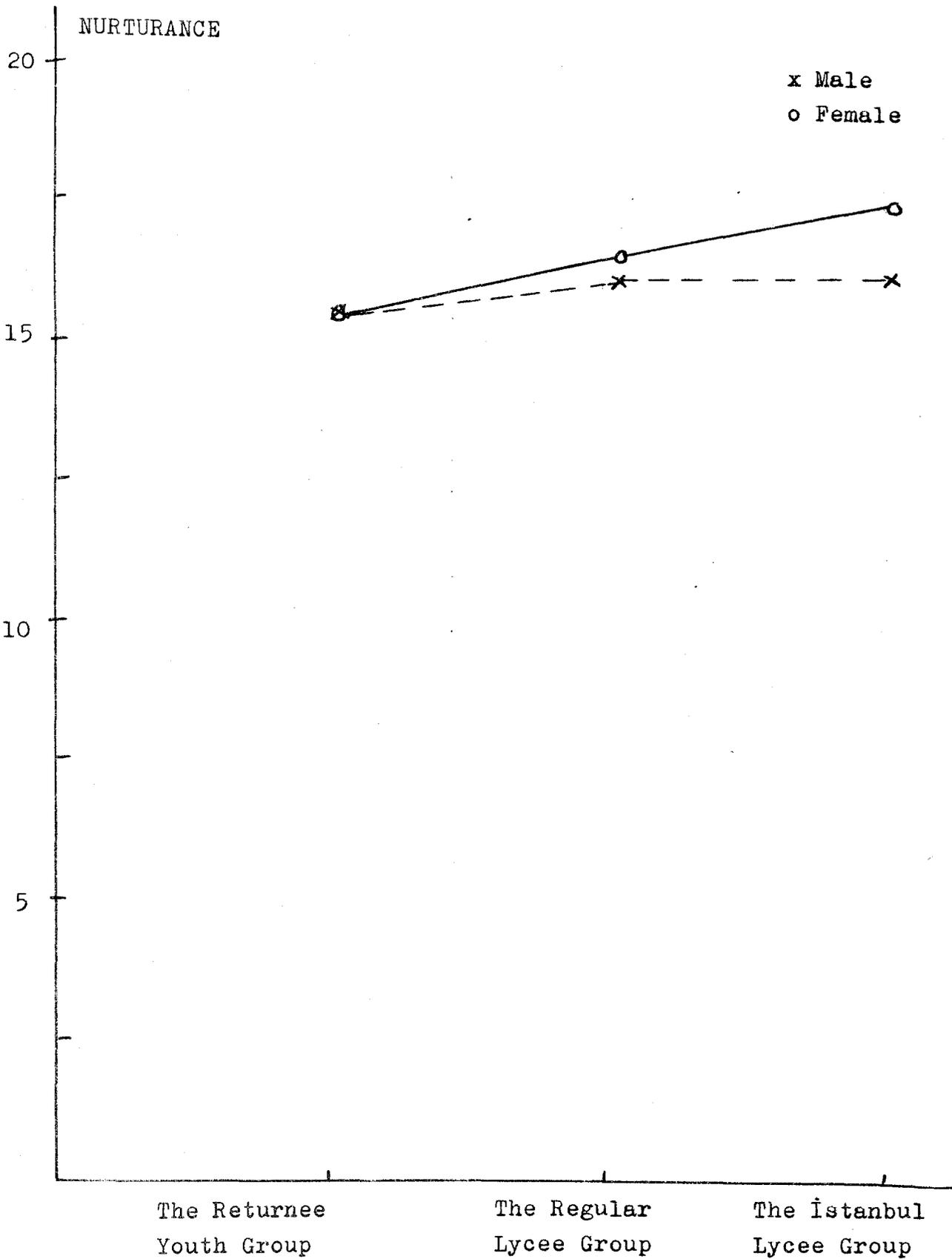
G R A P H 8



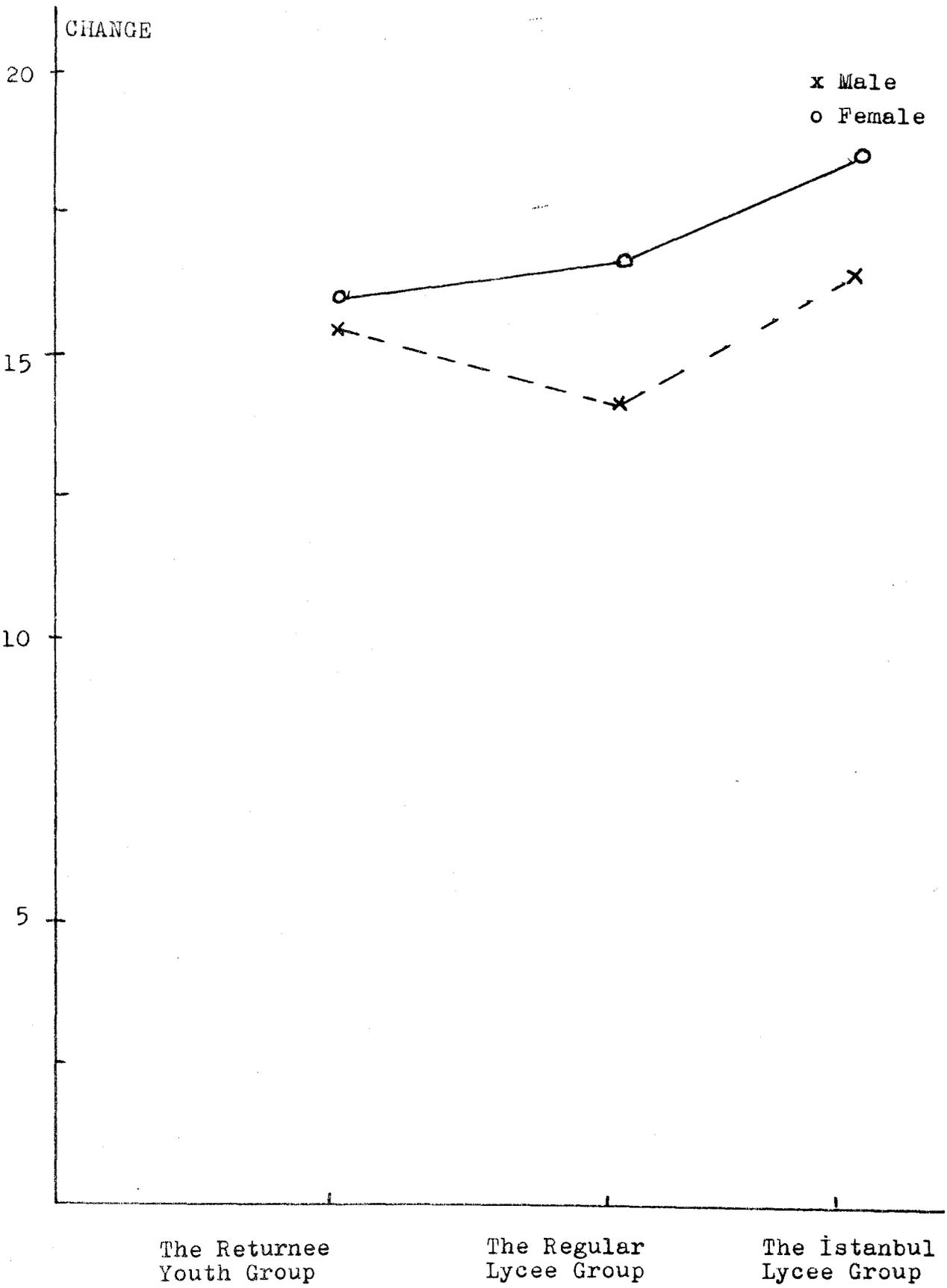
G R A P H 9



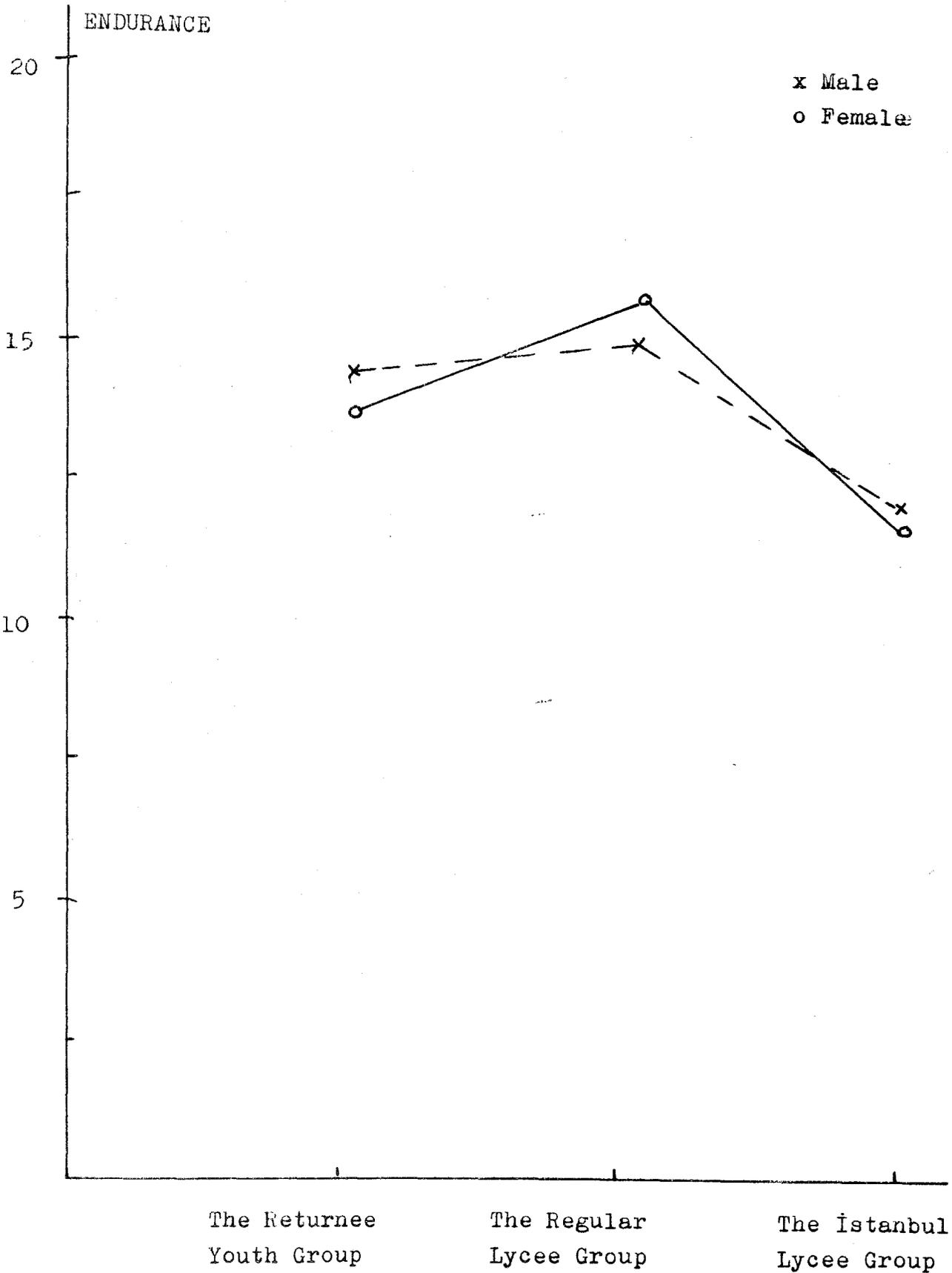
GRAPH 10



GRAPH 11



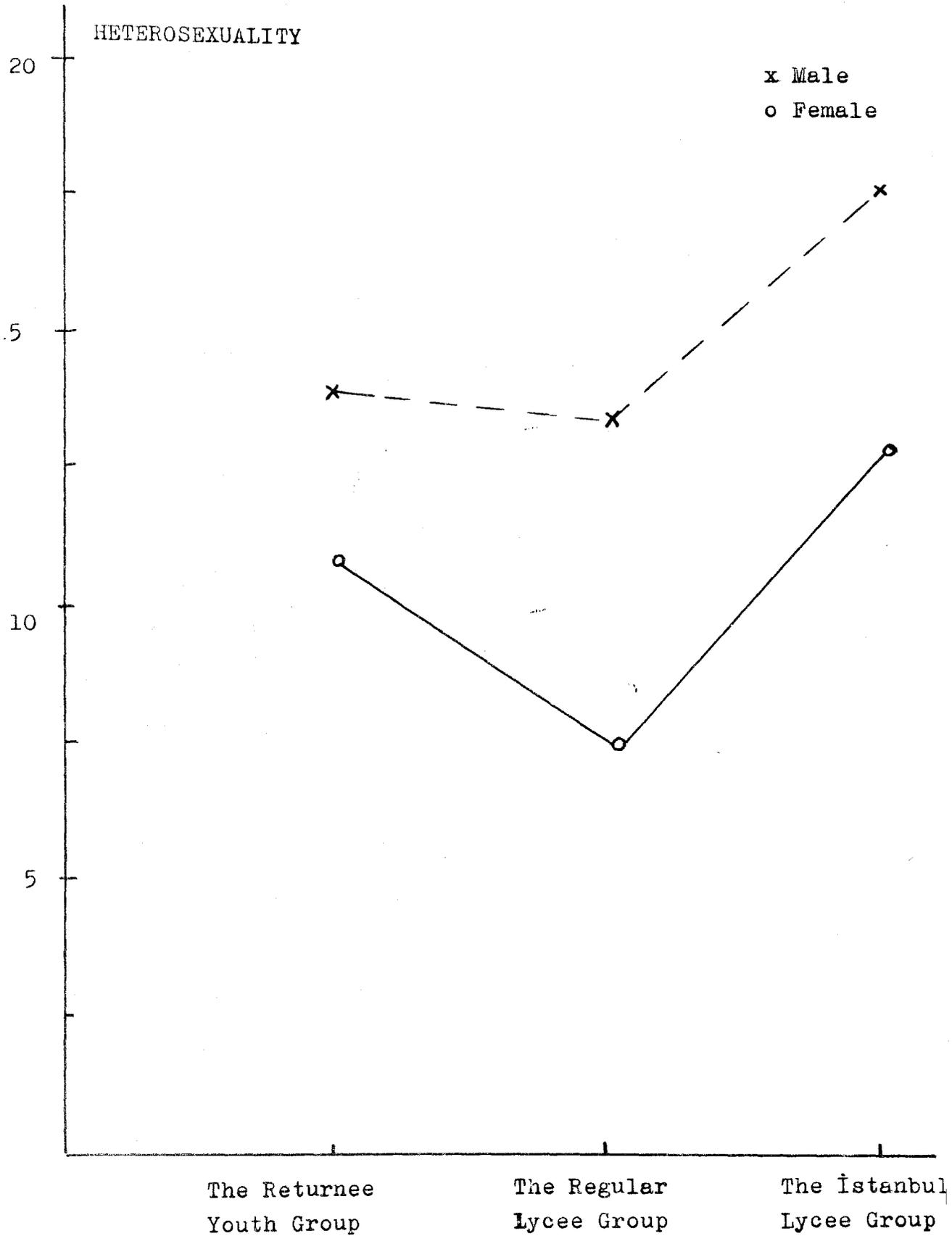
G R A P H 12



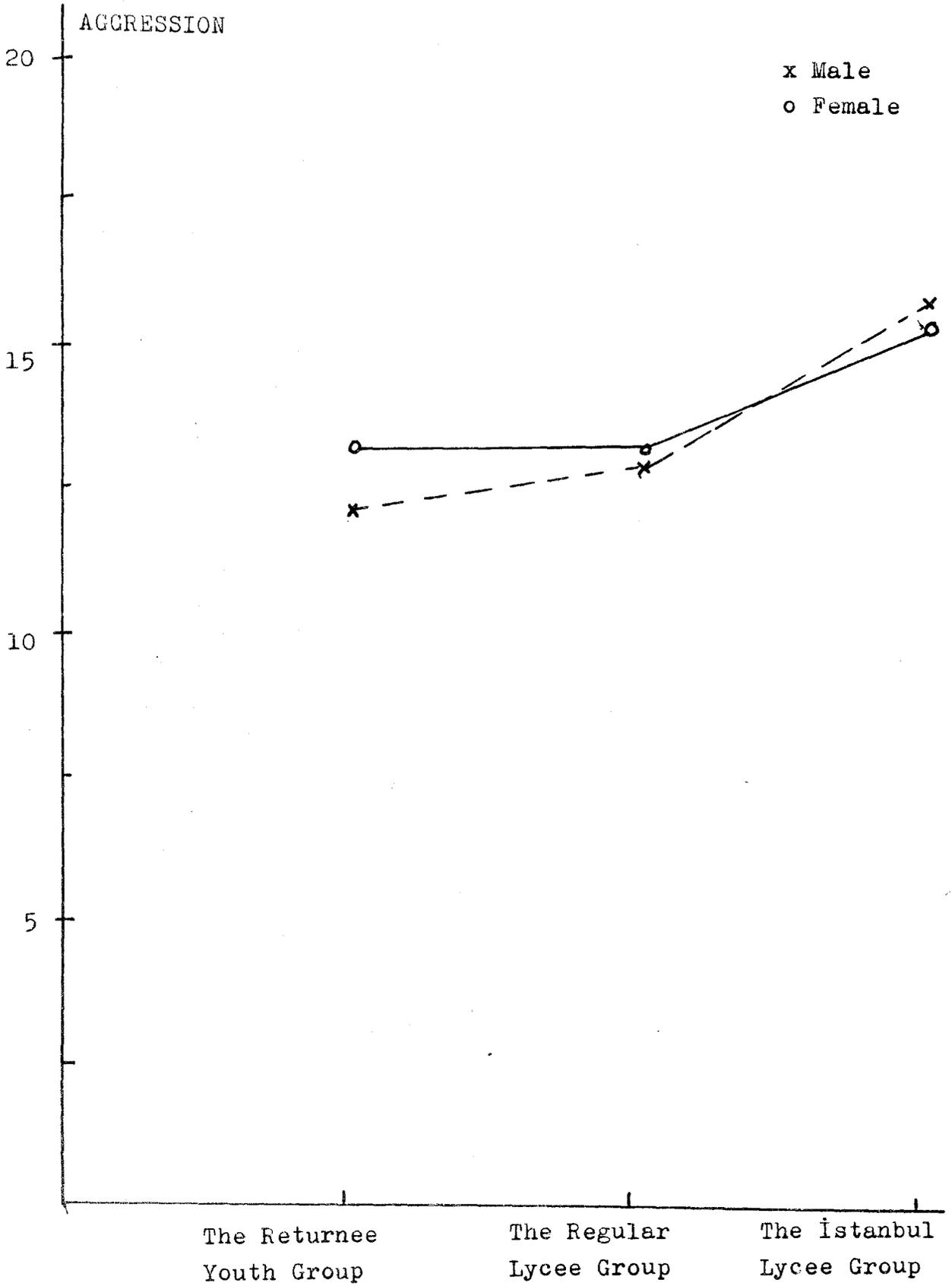
GRAPH 13

HETEROSEXUALITY

x Male
o Female



G R A P H 14



G R A P H 15

A P P E N D I X C

DIQ and DIQRS

ÖZGEÇMİŞE İLİŞKİN SORULAR

1-Cinsiyetiniz KIZ() ERKEK()

2-Doğum Tarihiniz GÜN() AY() YIL()

3-Doğum Yeriniz:

4-Şu anda oturduğunuz semt:

5-Kaç kardeşsiniz?

6-Kardeşlerden kaçıncısınız?

7-Kimlerle oturuyorsunuz?

ANNE() BABA() BÜYÜKBABA() BÜYÜKANNE()

KARDEŞLER() DİĞER(BAŞKA KİMSE VARSA LÜTFEN BELİRTİNİZ)

.....

8-Anneniz ve Babanız,

ANNE Öz() Üvey() Sağ() Ölü()

BABA Öz() Üvey() Sağ() Ölü()

9-Anne ve babanızın öğrenim durumu:

ANNE BABA

- () () okuma yazması yok
() () sadece okuma bilir
() () okula gitmemiş okur yazar
() () ilkokulu bitirmiş
() () ortaokulu bitirmiş
() () liseyi bitirmiş
() () yüksek öğrenimi bitirmiş

DİĞER(lütfen belirtiniz).....

10-Anne ya da babanız yabancı ise hangi ulustan?

11-Hiç yurtdışında bulundunuz mu? EVET() HAYIR()

"EVET" ise,

Nerede(Hangi ülkede)?

Hangi nedenle?

Ne kadar süre?

12-Aile bireylerinizden kimler hangi işte çalışıyorlar?

ANNE Çalışıyor() Çalışmıyor()

İşi.....

BABA Çalışıyor() Çalışmıyor()

İşi.....

DİĞER(kim olduğunu ve işini belirtiniz).....

Sevgili öğrenciler,

Sizin gibi yurtdışından gelen gençlerimizin Türkiye'ye alışmalarında bazı güçlükleri olabilir. Bunları yenmede sizlere yardımcı olabilmemiz için, sizi daha iyi tanımamız gerek.

Kişiyi en iyi bilebilen ve gereksinmelerini saptayan gene kendisi olduğu için, sizi tanımada ve ne gibi hizmetler getirebileceğimizi planlamada sizin yardımlarınıza gereksinmemiz var.

Bunun için ilişikteki anketleri lütfen içtenlikle doldurunuz. TEŞEKKÜR EDERİM...

ÖZGEÇMİŞE İLİŞKİN SORULAR

- 1-Cinsiyetiniz KIZ() ERKEK()
- 2-Doğum tarihiniz GÜN() AY() YIL()
- 3-Doğum yerinizi
- 4-Şu anda oturduğunuz semt:
- 5-Aileniz yurtdışına Türkiye'nin neresinden gitti?
ANNE Bölge..... Şehir.....
BABA Bölge..... Şehir.....
Anne ya da babanız yabancı ise, hangi ulustan olduğunu belirtiniz : ANNE..... BABA.....
- 6-Yurtdışında hangi ülke ve şehirde oturuyordunuz:
ÜLKE..... ŞEHİR.....
- 7-Kaç kardeşsiniz?
- 8-Kardeşlerden kaçınıcsınız?
- 9-Kardeşlerinizden kaç yurtdışında sizinle beraberdi?.....
- 10-Şimdi Türkiye'de kimlerle oturuyorsunuz?
ANNE() BABA() BÜYÜKANNE() BÜYÜKBABA()
KARDEŞLER() DİĞER(başka kimse varsa lütfen belirtiniz)
.....
- 11-Anneniz ve Babanız,
ANNE Öz() Üvey() Sağ() Ölü()
BABA Öz() Üvey() Sağ() Ölü()
- 12-Anne ve babanızın öğrenim durumu?
ANNE BABA
() () okuma yazması yok
() () sadece okuma bilir
() () okula gitmemiş okur yazar
() () ilkokulu bitirmiş
() () ortaokulu bitirmiş
() () liseyi bitirmiş
() () yüksek öğrenimi bitirmiş
DİĞER(Lütfen belirtiniz).....
- 13-Oturduğunuz bölgede hangi ulustan komşularınız vardı?
ALMAN() İSPANYOL() İTALYAN() YUGOSLAV()
YUNAN() PORTEKİZ() TÜRK() DİĞER.....
- 14-Türkiye'ye ne zaman döndünüz? GÜN() AY() YIL()
- 15-Yurtdışına gitmeden önce Türkiye'de okula gitmişmiydiniz?
EVET() HAYIR()

16-"EVET" ise hangi okullara,kaç yıl?

ANAOKULU() Süre..... İLKOKUL() Süre.....

ORTAOKUL() Süre..... LİSE() Süre.....

17-Yurtdışında bulunduğunuz ülkenin dilini nasıl öğrendiniz?

KENDİ KENDİME() YUVADA() OKULLARINDA() ÖZEL KURSTA()

ÖZEL SINIFTA()

18-Yurtdışında hangi okul ya da okullara ne kadar süre ile gittiniz?

SONDER SCHULE() Süre.....

GRUND SCHULE() Süre.....

REAL SCHULE() Süre.....

HAUPT SCHULE() Süre.....

GYMNASIUM() Süre.....

BERUF SCHULE() Süre.....

GESAMT SCHULE() Süre.....

DİĞER(Lütfen belirtiniz)..... Süre.....

19-Okul öncesinde hiç yuvaya gittiniz mi? EVET() SÜRE.....

HAYIR()

20-Yurtdışında Türkçe dersi oldunuz mı? EVET() SÜRE.....

HAYIR()

21-Ailenizde en çok hangi dil konuşuluyordu?

TÜRKÇE() YABANCI ÜLKENİN DİLİ() İKİSİ KARIŞIK()

DİĞER(Lütfen belirtiniz).....

22-Son okuduğunuz sınıfta Türk öğrenci var mıydı?

YOKTU() YARIDAN AZDI() YARIDAN FAZLAYDI()

HEPSİ TÜRKÜ()

23-Yurtdışında iken aile bireylerinizden hangileri ne işte çalışıyordu?

ANNE Çalışıyordu() Çalışmıyordu()

İşi.....

BABA Çalışıyordu() Çalışmıyordu()

İşi.....

DİĞER(Kim olduğunu ve işini belirtiniz).....

.....

24-Şimdi aile bireylerinden kimler, hangi işte çalışıyorlar?

ANNE Çalışıyor() Çalışmıyor()

İşi.....

BABA Çalışıyor() Çalışmıyor()
İşi.....

DİĞER(Kim olduğunu ve işini belirtiniz).....
.....

25-Türkiye'deki eğitim sistemi hakkında bilgi aldınız mı?

EVET() HAYIR()

"EVET" ise nereden? AİLEMDEN() BULUNDUĞUM ÜLKEDEN()
TÜRK MAKAMLARINDAN() UYUM KURSLARINDAN() DİĞER(Belir-
tiniz).....

26-Şu anda Türkçe bilginiz nasıl?

OKUR() YAZAR() BASİT YAZILARI ANLAR()
HER TÜRLÜ YAZIYI ANLAR() TÜRKÇE DÜŞÜNÜR()

27-Yurtdışından dönen çocuk ve gençlerimiz için Milli Eğitim
Bakanlığının düzenlediği uyum kurslarına devam ettiniz mi?

EVET() HAYIR()

"EVET" ise size ne gibi yararları olduğunu belirtiniz....
.....

28-Türkiye'de size farklı gelen davranışlar, tutumlar, düşünce-
ler neler oldu, belirtiniz?.....
.....

29-Türkiye'ye alışmakta size en güç gelen noktalar nelerdir?

Belirtiniz.....
.....

30-Yukarıda sorulmayan fakat sizin belirtmek istediğiniz

herhangi bir nokta varsa lütfen belirtiniz.....
.....

