

T.C. İBN HALDUN ÜNİVERSİTESİ
BİLİMSEL ARAŞTIRMA PROJELERİ
SONUÇ RAPORU FORMU

1. GENEL BİLGİLER

PROJE NO	1905
RAPOR NO	<i>Sonuç Raporu</i>
PROJE ADI	Adjustment Issues of International Students in Turkey
RAPOR TARİHİ	08/08/2022
PROJE YÜRÜTÜCÜSÜ	Dr. Thseen Nazir

2. PROJE SÜRESİ

Başlama Tarihi	Bitiş Tarihi	Proje Süresi (Ay)
06/12/2019	01/06/2022	12 months

3. BÜTÇE YÖNETİMİ

BAPK Tarafından Onaylanan Toplam Proje Bütçesi			
PROJENİN TOPLAM BÜTÇE HARCAMALARI			
KALEMLER	Onaylanan BAPK Tutarı	Yapılan Harcama	Kalan Ödenek
Makine Teçhizat	None	-	-
Sarf Malzemesi	None	-	-
Hizmet Alımı	Travelling Expenses	5000	-
Proje Yürütücüsü Ödeneği	None	-	-
Araştırmacı (1) Ödeneği <i>(Varsa diğer araştırmacılar için satır ekleyiniz.)</i>	None	-	-
Bursiyer (1) Ödeneği <i>(Varsa diğer bursiyerler için satır ekleyiniz.)</i>	1. Ayşe Özçiçek (4800 TL) 2.Suhail Ahmad Bhat (3900 TL)	8700	-
TOPLAM		13700TL	

PROJE KAPSAMINDA YAPILAN SEYAHATLER (Varsa)					
Seyahati Yapanın Adı Soyadı	Seyahatin Niteliği (*)	Güzergâh	Tarih	Süre (gün)	Toplam Harcama (TL)
Dr. Thseen Nazir	Domestic study visit	Ankara and Eskişehir	21/06/2021	6 days	2300
Dr. Thseen Nazir	Domestic study visit	Izmir and Konya	14/01/2022	7 days	2400

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Dr. Thseen Nazir	Domestic study visit	Istanbul	12/02/2022	5 days	300
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**Saha Çalışmaları, Yurtiçi Konferans, Yurtdışı Konferans, Yurtiçi Çalışma Ziyareti ve Yurtdışı Çalışma Ziyaretlerini kapsamaktadır.*

PROJE SÜRECİNDE BÜTÇE KALEMLERİ ARASINDA AKTARIM (Varsa)			
Eksilen Kalem Adı	BAPK Tarafından Onaylanan Tutar (TL)	Artan Kalem Adı	Aktarılan Tutar (TL)
PROJE SÜRECİNDE ALINAN EK ÖDENEK BİLGİLERİ (Varsa)			
Bütçe Kalemi Adı	BAPK Tarafından Onaylanan Tutar	Ek Ödenek Miktarı (TL)	Toplam (TL)

4. PROJE YÖNETİM SÜRECİ

PROJEYLE İLGİLİ BİLİMSEL ÇALIŞMALAR VE ELDE EDİLEN BULGULAR
<p>1. INTRODUCTION</p> <p>International students face various adjustment challenges in different areas such as Academics, Socio-culture, and Personal life. Globally, the student's mobility is east to west. Turkey started this venture recently. There are not many types of research in Turkey regarding International Students Adjustment issues as much as it had been studied in depth in other countries such as America, Canada, Australia, and China. Due to the differences in every aspect of these countries, we cannot directly replicate research in Turkey, so there is a strong need to conduct research in various areas of International students' adjustment issues. To make this new venture in Turkey successful, there is a strong need to understand and improve in this area. A study in Ankara found that 94% of the students had problems adjusting to living in Turkey (Nazir.T., 2018). In another similar study conducted in Ankara and it had been found that 87% of foreign students had problems adjusting to the Turkish Language (Nazir.T., 2018).</p> <p>So there is evidence that international students had issues while adjusting and there is a strong need to understand them and develop programs and work on such issues to smooth their process of adjustment and adaptation. It will not only help the students in adjustment but will increase the quality and efficiency of their academic lives as well as save and direct resources in proper channels.</p>

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2. MATERIAL AND METHOD

According to the need and feasibility of the research and keeping the quantum of the problem in mind, the mixed-method research design was chosen for this study. The project will use the following instruments to access the adjustment issues

1. Demographic information sheet
2. International student's adjustment scale.
3. Open-ended One to one and group interviews.

In the demographic information sheet, the students will give their demographic details such as their Age, Gender, Marital Status, Course enrolled in, University, Living in a Dorm or Apartment, Country, family income, whether they are on scholarship, Religion, Ethnic Group and Number of years they had been Turkey.

3. Research Findings

The whole purpose of the study was to understand the issues of international students that they encounter during the process of adaptation in Turkish universities. The results try to understand issues in various spheres of life of international students face in Turkey, such as Academic, Social, Cultural, and Personal life.

The findings can be divided into two parts according to the qualitative and quantitative methodology which was used in the study.

A. The qualitative findings are as follows:-

The relationship of various demographic characteristics (age, gender, education level, marital status, religious belief, stay in Turkey, accommodation, the number of countries previously lived before) with adjustment and its sub-dimensions were examined separately. It has been investigated whether there is a significant difference between some socio-demographic variables (age, gender, educational status, religion, length of stay, marital status, continent, accommodation, and the number of countries they have lived in before) and students' adjustment to Turkey.

Within the scope of this study, the International Students Adjustment Scale (ISAS) was developed to measure the adjustment of international students studying in Turkey. In the result of the explanatory factor analysis, it was found that ISAS has 5 sub-dimensions. These sub-dimensions were named academic adjustment, social adjustment, personal adjustment, general living adjustment, and institutional adjustment & discrimination. Furthermore,

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adjustment and its sub-dimensions were examined via some demographic variables. It was found that age and the number of countries students lived in before are the variables that demonstrate statistically significant results for the adjustment process.

I.Sociodemographic Variables and Adjustment

i. Age and Adjustment

Statistical analysis demonstrated that there is a significant difference between the ages of the students and their adjustment levels ($p < 0.05$, $p = 0.045$). Students aged 25-29 were found to be more adjusted than students aged 18-24. More specifically, looking at the sub-dimensions of adjustment, it is seen that there is a significant difference between age and social adjustment, and general living adjustment ($p < 0.05$). Students between the ages of 18-24 have the lowest social and general living adjustment scores among all age groups. Therefore, it can be said that social and general living adjustment increase when the students' age increase. On the other hand, there is no significant difference between age and academic adjustment, personal adjustment, and institutional adjustment & discrimination ($p > 0.05$). These differences are explained by the coping skills that older students develop over time as a result of their life experiences. There are some studies in the literature that are consistent with this study. For instance, younger international students who study at the undergraduate level expressed a higher level of acculturative stress and its' all subdimensions than the graduate students (Ngwira et al., 2020). Likewise, Alsaifi and Shin (2017) point out that younger international students perceive more difficulty in language. Therefore, it can be concluded that transition experience can be more challenging for the younger international students than for older age groups.

ii. Gender and Adjustment

In this study, no significant difference was found between gender and adjustment of international students ($p > 0.05$). This is consistent with the study of Otlu (2010) which showed that gender is not a predictor of international students' adjustment. Besides, there is no significant difference was found between gender and social adjustment, personal adjustment, general living adjustment, and institutional adjustment & discrimination ($p > 0.05$). There was a significant difference between gender and academic adjustment ($p < 0.05$). It has been observed that female students have lower scores in academic adjustment than male students. Likewise, in a study conducted in Thailand, it was determined that there was no significant difference between students' (psychological and sociocultural) adjustment and gender (Rujipak & Limprasert, 2016). However, these are inconsistent with the findings of a study

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conducted in Spain which found that female students had lower scores in personal-emotional adjustment than male students (Fernández et al., 2017). Again, Akhtar & Kroener-Herwig (2019) found that female students' psychological well-being is lower than male peers. Besides, in a study conducted among students from Turkic Republics in Turkey, more psychopathology (somatization, obsessive-compulsive disorder, depression, anxiety disorder) was found in female students compared to males (Otrar et al., 2002). Unlike these, Gökyer (2017) found in his study that female students have higher health status and life satisfaction than male students. Also, female students exhibited higher levels of sociocultural adaptation and its subscales such as; academic achievement and language proficiency (Mahmood, 2014). Moreover, contrary to the findings of Ozer (2015) and Rosenthal et al. (2008), Mahmood (2014) found that female students demonstrated lower levels of acculturative stress.

iii. Educational Status and Adjustment

It was found that there was a significant difference between the educational status of the students and their adjustment to Turkey ($p < 0.05$, $p = 0.024$). Statistical analysis showed that Ph.D. students are more adjusted to Turkey than those who take undergraduate education. The explanation of this can be that Ph.D. students are older than other students usually, thus, as age progresses, maturation may also bring about easier adaptation to a new place or having more realistic expectations there. This is consistent with some previous studies. For instance, older and graduate international students were found as slightly more satisfied with their university experience than younger and undergraduate students (Mahmood, 2014). When examined in terms of sub-dimensions of adjustment, no significant difference was seen between the educational status and academic adjustment, personal adjustment, general living adjustment, and institutional adjustment & discrimination ($p > 0.05$). A significant difference was found only between the educational status of the students and their social adjustment ($p < 0.05$). It is seen that Ph.D. students have higher scores in the social adjustment sub-dimension than all groups. Similarly, in the study of Güçlü (1996), Ph.D. students stated that they had fewer problems than master students in the areas of admission, language, social-personal adjustment, living, and dining. Moreover, Brunsting et al. (2019) pointed out that the psychological well-being of graduate students was higher than undergraduate students. Likewise, the study by Akhtar & Kroener-Herwig (2019) indicated that undergraduate students were shown to be much more stressed compared graduate students. However, there are also studies in the literature that reach different results. To illustrate, Sawir et al. (2008)

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found that Ph.D. students experience more loneliness due to the higher course load and the individual progress of their studies.

iv. Marital Status and Adjustment

In the study, no significant difference was found between marital status and students' adjustment ($p>0.05$). Besides, there was no significant difference between marital status and any sub-dimension of the scale ($p>0.05$). However, some studies in the literature have obtained different results from this study. For example, it has been determined that married students have fewer problems in the field of health services, socio-personal, admission and selection, living and dining services, orientation services, student activities, and religious services (Galloway & Jenkins, 2005). In addition, married students expressed a lower level of social adjustment than single students (Poyrazlı & Kavanaugh, 2006). The differences between the findings in the literature and the findings in this study may be due to the low number of married students who participated in the research.

v. Religion and Adjustment

In this study, the results demonstrated that there was no significant difference between students' religion and their adjustment to Turkey ($p>0.05$). When examined in more detail in terms of sub-dimensions, no significant difference was found between students' religion and social adjustment, personal adjustment, and academic adjustment & discrimination ($p>0.05$). However, there was a significant difference between the student's religious beliefs and their academic adjustment. Academic adjustment levels of students who belong to Omnism and Agnosticism were found to be lower than students who belong to other religions. In addition, some studies are showing that religion affects students' adjustment process. Some findings in the literature show that international students face discrimination when they belong to a minority religion in the host country. For instance, in a qualitative study conducted with Muslim international students in the United States, the majority of the participants stated that they were discriminated against because of their religion. (Tummala-Narra & Claudius, 2013). Furthermore, in a recent qualitative study, it was seen that Turkish people asked international students about their religion and sect and ended the conversation according to the answer they received (Nazir & Bulut, 2019). It can be said that international students studying in Turkey are subject to discrimination according to their religion and sect. On the other hand, most of the students (90%) who participated in the research stated that they were Muslims. In this study, different results were obtained from the findings in the literature. The

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low number of students belonging to other religions in the study may have caused this situation, so it is necessary to reach more students in future studies.

vi. Accommodation and Adjustment

The results showed that there was no significant difference between accommodation and adjustment to Turkey ($p>0.05$). Additionally, there was no significant difference between accommodation and any sub-dimension of the scale ($p>0.05$). These results are consistent with the study of Rujipak & Limprasert (2016) which demonstrated that there is no difference between international students living in Thailand alone and students living with friends or relatives in terms of their level of adjustment. On the other hand, there is a lack of consensus in the literature regarding the impact of the accommodation on the adjustment process. For instance, Ercan (2001) found that students staying at home have more problems than students living in dormitories. Moreover, Sungur et al. (2016) stated that while accommodation doesn't impact the adjustment of students, there is a negative correlation between the satisfaction of the accommodation and the adjustment of international students. This may have been based on the fact that students who are dissatisfied with their living area spend more time on social events, which enhances their university adjustment (Sungur et al., 2016).

vii. The Length of Stay and Adjustment

In this study, no significant difference was found between the length of stay of the students and their adjustment to Turkey ($p>0.05$). Considering the sub-dimensions of adjustment, there was no significant difference between the length of stay and social adjustment, personal adjustment, institutional adjustment & or discrimination ($p>0.05$). These results are consistent with the study of Rujipak & Limprasert (2016) which indicated that there is no significant difference between the length of stay and (socio-cultural and psychological) adjustment. On the other hand, there was a significant difference between the length of stay and academic adjustment ($p<0.05$). More specifically, it was found that the academic adjustment scores of students living in Turkey between 4-12 months were higher than the other groups. In this study, it was determined that as the length of stay of the students in Turkey increased, their academic adjustment decreased. On the contrary, in the previous research, it was found that length of stay was significantly correlated with language proficiency and connection to the host country's culture (Bastien et al., 2018). Therefore, Bastien et al. (2018) indicated that length of stay, language proficiency, and help-seeking predicted academic adjustment. Sovic (2008) also stated that length of stay in the UK has an impact on the perceived stress of international students.

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viii. The Continents and Adjustment

In this study, no significant difference was found between the level of adjustment of the students with the continent they came from ($p>0.05$). Likewise, no significant difference was found between the adjustment sub-dimensions and the continents ($p>0.05$). These results are consistent with the study of Akhtar & Kroener-Herwig (2019) which indicated that the degree of psychological well-being of international students from Asia, Europe, and Latin America demonstrated no significant differences. However, there are also studies contrary to these findings. For example, in a study conducted in Thailand, it was determined that students from Europe had better academic and psychological adjustment than students from Asia (Rujipak & Limprasert, 2016). Similarly, Güçlü (1996) pointed out that European students studying in America faced fewer difficulties in all problem areas than students from other continents. In another study conducted in the USA, it was found that students from South and East Asia experienced higher levels of acculturation stress than students from other regions (Hansen et al., 2018). Again, in the USA, it has been determined that students from Japan, Hong Kong, and Taiwan have less difficulty in finance and placement problem areas compared to other students (Galloway & Jenkins, 2005). Furthermore, Japanese students reported less difficulty in the student activities area (Galloway & Jenkins, 2005).

ix. Previous Experiences in Abroad and Adjustment

In this study, there was a significant difference between the number of countries students lived in before and their adjustment to Turkey ($p<0.05$, $p=0.008$). It was found that students who lived in five countries had higher adjustment scores than those who lived in one, three, and four countries. Therefore, it can be concluded that previous experiences abroad make students' adjustment process easier. It can be said that students who have lived in five or more countries are more prepared for international experiences. Moreover, in terms of sub-dimensions of adjustment, no significant difference was found between the number of countries they lived in before and academic adjustment, social adjustment, academic adjustment, and discrimination ($p>0.05$). On the other hand, there was a significant difference between the number of countries they lived in before and personal adjustment ($p<0.05$). Also, in terms of the general life adjustment sub-dimension, it was observed that students living in more than five countries scored higher than those living in four countries. These findings are consistent with the study of Wang (2009) that demonstrated previous international experiences are one of the significant background variables in the adjustment of international students.

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B. Results of Quantitative study

The qualitative results revealed two broad categories of coping mechanisms generally adapted by international students, i.e., Normal and constructive adaptive mechanisms and maladaptive coping mechanisms. The gender, age, grade of study, socio-cultural background, and several countries visited early plays a huge role in the coping mechanism. In addition to these determinants, it was found that early knowledge about the university, language, friends/seniours, or any kind of support group helps to ease the journey of adjustment.

PROJE KAPSAMINDA YAPILAN YAYIMLAR VE TOPLANTILARDA SUNULAN BİLDİRİLER* (Varsa)

1. Publication of ‘International students Adjustment instrument’ (ISAS) in *International Journal of Humanities and Education Development (IJHED)*, 4(2), 20–26.
In this study, the International Students Adjustment Scale (ISAS) was developed within the scope of the study and was used as a data collection tool in the research. The validity and reliability of the scale have been found in the study. As a result of the explanatory factor analysis (EFA), it was determined that the scale had 5 sub-dimensions. These sub-dimensions were named academic adjustment, social adjustment, personal adjustment, general living adjustment, and institutional adjustment & discrimination. The Cronbach Alpha coefficient obtained from the pre-test was found to be 0.861. In addition, a post-test was carried out on the same participants one month after the pre-test. The Cronbach Alpha coefficient obtained from the post-test was found to be 0.893. In the statistical analysis, it was found that The Kaiser-Meyer-Olkin (KMO) value of the ISAS was found to be 0,806, and Barlett’s chi-square was found statistically significant at $p < .05$. The Cronbach Alpha coefficient for each sub-dimensions were 0.838 (academic adjustment), (0.802) social adjustment, 0.72 (personal adjustment), 0.635 (general living adjustment) and 0.611 (institutional adjustment & discrimination).
2. Presented article titled ‘*To study the determinants of adjustment challenges and coping strategies of international students in Turkey*’ at 7th INTERNATIONAL CONGRESS ON INNOVATIVE SCIENTIFIC APPROACHES on May 19-20, 2022 Samsun, Turkey.
3. The English version of the Book is under the final publication Process and will be published in August/September 2022.
4. The Turkish version of the book is under Translation Process and will be published at the end of 2022 under Noble Publishing house (*Not included in Project Outcome*).

*Yayım ve görselleri BAP Yönergesi 6. Bölüm Madde-16’ya uygun olarak lütfen BAP Koordinatörlüğü ile e-mail üzerinden paylaşınız.

PROJE, ÇALIŞMA TAKVİMİNE UYGUN YÜRÜTÜLDÜ MÜ? YÜRÜTÜLMEDİYSE GEREKÇELERİ*

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The project started before the COVID-19 Pandemic on 06/12/2019 and as per the need of the project, it is a research work that needs international students for data collection and group interviews. But due to the pandemic, there were huge huddles faced because of COVID-19 related restrictions and it made it hard to reach participants for data collection and group interviews. The data collection got delayed and in the meantime, the project was put on pause.

**Proje ek süre talebiniz var ise lütfen BAP Koordinatörlüğüne dilekçe ile belirtiniz.*

PROJE SONRASI SÜRDÜRÜLEBİLİRLİK PLANI*

The finding gave an in-depth understanding of the adjustment challenges international students face. The study explained the potential stressors and barriers that can create obstacles in the adjustment process. Based on these understandings, the researcher is preparing the program, which can be implemented at different stages of the adjustment process.

The program will provide an Induction and support group to the international students at three stages i.e. Pre-Arrival, Arrival week, and Post-Arrival Phase.

**Projenizin etki ve yararının (kariyer gelişimi, kurumsal ve akademik boyutuyla) proje bittikten sonra devamının nasıl sağlanacağını belirtiniz.*

PROJE YÖNETİM SÜRECİNDE KARŞILAŞILAN İDARİ/MALİ AKSAKLIKLAR (Varsa)

In the beginning, I struggled a lot in the BAP project office and due to the limited human resources, only one person was working in the office. The person working there was not having sufficient information due to which the project and its budget allocations suffered. However, the current scenario of BAP office is very healthy, helpful, and efficient.