

School Adaptation Problem: Examining Turkish Children Born Abroad

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ABSTRACT

Individuals who are born abroad and who live there for a period of time have to encounter many problems when they repatriated. Perhaps the foremost of those problems is the problem of adaptation. Children or the youngsters, especially if they are at school age, adaptation constitutes a significant problem. The purpose of this research is examining the problems encountered in the process of adaptation to school on the basis of Turkish children born abroad. The interview technique, one of the qualitative research methods has been used in this research. In the capacity of researcher have created semi-structured interview form. Interviews have been held with 11 students in different schools located in Istanbul and the method of purposeful sampling has been used. The students have been asked questions about the problems that they encounter with respect to the skill of using Turkish language, problems that they encounter in their relations with their teachers, problems that they encounter in their relations with their friends, the interest of the counseling service and whether it is sufficient or not, what their feelings were when they returned to Turkey conclusively. The data obtained from the interviews have been analyzed using the method of descriptive analysis. According to the results of the study, the biggest obstacle to adaptation to the country is the language problem. Individuals coming from abroad have difficulties in social and academic sense because they do not have sufficient command of Turkish language.

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INTRODUCTION

Migration is the movement of displacement from one place to another, affected by social, cultural, political and individual movements which could be short-medium and long term, which are with returning plan or which aim at permanent residence (Akıncı, Nergiz and Gedik, 2015; Yalçın, 2004, 12-13). It has a big field of effect and it covers the superior qualities on culture and it is one of the main channelers of all changes (Can, 2011, p.140).

Undoubtedly, one of the most significant public events in the agenda of Turkey from early 1960's is the workers' immigration to abroad. The workforce emigration from Turkey to abroad is certainly associated with economic reasons principally (Çetin and Ercan, 2008; Doğanay, 1997, 204). Germany the industry of which developed fast after the Second World War started to suffer from lack of workforce toward mid-1950. Germany tried to remedy this deficiency with the workers from Italy in 1955 at first sight and then from Spain and Greece. She procured workforce from Turkey after 1961 and from Morocco only to employ in the mines in 1963 (Başkurt, 2009, p.82). The biggest difference between the workers' immigration from Mediterranean countries and from Turkey to Western Europe and the workers' immigration in the countries where immigration happens on the basis of tradition is that it realizes for a short and specific period of time and covers the immigrations with purpose (Kuruüzüm, 2002, p.103). The number of Turkish workers who went to European countries to work in 1960s reached up to the highest level in early 1970s. Germany has always been one of the top countries preferred to go abroad for work from Turkey (Akbalık, Karaduman, Oral and Özdoğan, 2003, p.2). The main reasons for Turkey to send workers to abroad for employment purposes initially were provision of training of unqualified workers, to find a temporary solution to the growing problem of unemployment in the country and to enable the workers going abroad to contribute to the foreign payment balance of Turkey with the foreign money they would send. Turkey was the second biggest market of workforce for West and North European counties following Yugoslavia till the economic crisis which started in 1973 (Doğan, 1990, p.1).

West European counties who experienced a stationary economy in late 1960s began to discuss new and debatable issues in the concept of migration in line with deceleration of worker recruitment. These are the

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process of going abroad and the lifestyle of the target country as well as repatriation and probability of repatriation of the workers. Increase in the number of workers who live in Germany caused some of them to commit crime. Crime, situations like failure to inuring oneself to the new life and unemployment in the crisis periods resulted in repatriation of some par of Turks (Kütük, 2015; Tuna, 1966).

Turkish Workforce Emigration to Abroad and the Reasons for this Phenomenon

Human beings have migrated from the places where they had been born and grown to other places for economic, political and environmental reasons in every period of the history and in every place of the world. The innate desire of human being to achieve better living conditions than the current ones have further strengthened with the transportation vehicles that have developed continuously for the last fifty years and led to significant migration events having impacts on different areas in almost all over the world (Ünver, 2003, p.178).

A fast work was started in the fields of industry, mining, road etc. from 1950s in West European countries which suffered intensely from the economic destruction of the Second World War in order to proceed to attack. Shortage of workforce to achieve this made the countries situated in the south of Europe attractive in terms of workforce (Kütük, 2015, p.611). Portugal, Spain, Greece and southern part of Italy, Algeria, Morocco and Tunisia among the former colonies under European sovereignty as well as countries with excessive unqualified and semi qualified workforce including Turkey and Yugoslavia have been determined as the target countries for remedying workforce deficit of West Europe (Kütük, 2015; Abadan Unat, 1975).

Intense migration of Turkish workers to West European countries begins with signing Turkish-German Workers Cartel Agreement on 31st October 1961. Similar agreements were signed with countries including Austria, France, Holland, Belgium and Sweden, following Germany. Turkish workers emigrated intensely particularly to Germany till the beginning of 1973 petrol crisis (Hesapçioğlu and Çağlar, 1991; Köksal, 1975, 64-67).

Problem of Adaptation and Xenophobia

Adaptation means adaptation of the immigrants to the place where they are without forgetting their own cultures and languages and roots in spite of respecting the people of the countries where they immigrate, their cultures and languages. It is very important to determine the adaptation limits. Going beyond those limits voluntarily or involuntarily may lead to ghettoization and racism within the society (Palo, 2014; Erbaş, 1999, p.31).

The expectation of the Germans in the initial years was that the Turks would easily adapt to German culture and life style. But this was not actually the case (Gez, 2014; Şen, Öz and İyidirli, 1996, p.14). Turkish workers had come to Germany with a definite identity and national conscience. The Turks who suffered from language problem lived in ghettos and isolated themselves from the society. Since the Turks who isolated themselves from their entourage and lived in an introversive manner in order to feel safe against the danger of assimilation interacted with the system to some degree their acculturation processes progressed very slowly as well. Living together prevented the Turks to break off the culture off their homeland and continuation of the problem of adaptation became inevitable (Gez, 2014; Demirbaş, 1990, p.32).

Permanent increase in the number of immigrants combined the prejudices and started to incite xenophobia. Unemployment accelerated this and the attitude of rejecting to accept difference of other people and to respect them (Kılıçaslan, 2006; Perşembe, 2005, 102). Xenophobia which started in 1980s did not stop because of failure of the state to take sufficient measures and increased due to failure of the persons called guest worker to turn back and becoming permanent (Kütük, 2015, p.632). Demolition of Berlin Wall in 1989 affected economic life and this further incited the movement of exclusion already existed (Kütük, 2015; Abadan Unat, 2006, 79-80). The indicators of the fact that xenophobia against the Turks was more severe than xenophobia against the other foreign workers such as Greek or Italian are the graffiti of "*Türken raus!*" (*Turks buzz off!*) in subways and the districts with high Turkish population density (Kütük, 2015; Turan, 1999, 63). The incident of setting fire to a house where Turks lived in Solingen in 1993 was one of the most painful and concrete examples of this attitude (Kılıçaslan, 2006; Şen, Öz and Ulusoy, 1999, p.19-20).

German Turk or Foreigner?

Countries which named foreign workforce as temporary at the beginning and had an attitude inciting the reactions arising within the society when the issue of permanency emerged subsequently because of both lack of policy and daily political reasons denied the economic contribution of foreigners in the capacity of producers and consumers and have been unfair to them for many years (Ünver, 2003, p.201). Max Frisch, the Swiss author summarizes this with the following expression: "it was workforce which was asked from abroad but it was people who arrived".

The Turks were merely regarded as workforce without thinking that they had humane aspects as well (Başkurt, 2009, p.93). Turkish workers have been regarded for many years as a group of individuals to be put up with who are not willing and do not have the intention to adapt the society, who are excluded and criticized on all occasion and who are expected to turn back home one day. This manner of treatment led to xenophobia which emerged in later years and extended to become violence and caused the foreigners who isolated themselves from the society as a reaction to this to be perceived as a sociological problem. The main reason for this group of individuals to feel themselves as stranger and even as a guest unwanted by the "landlords" and as the "marginal" is existence of negative attitudes and behaviors in the countries (Ünver, 2003, p.202). The more the Turks were excluded and subjected to discrimination the more intensely they oriented themselves toward their own cultural identity. As a matter of fact, Manfred Schreiner expresses this condition as follows: "the more our foreign citizens preserve their identity the more they will be refused". When we read this sentence reversely the following results emerge: "the more the foreigners are refused, the more they will orient themselves to preserve their identity" (Başkurt, 2009; Abadan-Unat, 2002, 183).

Turkish workers were called "German Turks" in Turkey because of impertinence and conceited attitudes arising from their different garments, attitudes and being wealthier than the persons they know and as "Ausländer/Foreigner" in Germany since they were different from the society. They were foreigners for both countries. They were tossed about between the two cultures like a billiard ball because both German Turk and Ausländer definitions contain the image of exclusion, insult and marginalization. However this image caused them to get cross with both countries to which they had once been loyal to somehow and to turn in upon themselves (Başkurt, 2009, p.84).

Repatriation and Problems of Adaptation

Repatriation is nothing less than a nightmare for those who were born in Germany or who went to Germany when they were very young. The people deemed to be foreigners there are now German Turks in Turkey; the problems have not ended in reality (Perk Er, 2013; Özyer, 2001, 87).

Turkish families failed to attend sufficiently to education of their children. Turkish children were told "you will turn back to your homeland" on one hand, they were not educated in harmony with the homeland to which they would turn back on the other hand (Akbalık, Karaduman, Oral and Özdoğan, 2003; Özdoğan, 2002). Turkish children failed to receive education in both languages. Most of them know neither Turkish nor the language of the country where they live, in sufficient level to sustain their education. They are children turned adrift to whom "language", the key of success has been denied (Doğan, 1990; Zevkliler, 1979, 200). The individuals who are torn between two different cultures and education systems and falter encounter with drawbacks, the problem of adaptation and crisis of identity since they do not know which social and cultural principles to adopt. Failure to receive the necessary support and tolerance from their parents and entourages in a period when they have to struggle with the problems of puberty and they pay effort to adapt to Turkey increase the probability for those individuals to encounter more problems compared to their peers who were born and grew up in Turkey (Doğan, 1990, p.5).

The condition of the youngsters who experience living abroad is explained with the concept of "Marginal Person". Robert Park introduced the concept of "Marginal person" for the first time in 1928. Marginal person is defined as the person who lives in two different cultures and who share two different cultures. In other words, marginality means to exist in two or more different worlds without being a full part of any of them (Çetin and Ercan, 2008; Tezcan, 2000, 44). Decisions for repatriation to Turkey which have been increasing in recent years usually realize as a consequence of thoughts of families developed without

counseling their children, believed to be to the benefit of their children. Unfortunately it is claimed that the children and youngsters forced for repatriation upon will of their families develop resistance to rupture from the environment they have been accustomed to, and consequently the incidents of domestic conflicts, estray and even suicide increased (Doğan, 1990; Yörükoğlu 1985, 110).

Situation of the Problem

The children at school age who are born and grown abroad and who subsequently repatriate permanently often suffer from the problem of adaptation. Some of them had come to Turkey and had the chance to know their homeland. Some of them had seen Turkey only in newspapers and journals. However since repatriating permanently meant to live in Turkey exactly; it caused them to encounter many problems particularly including school. The significance of the research is learning the problems that those students encounter within the process of adaptation to school and detecting whether they could adapt or not.

Aim of the Study

The purpose of the research is receiving the opinions of Turkish children born abroad about the problems they encounter in the process of adaptation to school. The main purpose is determining the effect of the problems encountered in the process of adaptation to school according to Turkish children born abroad and revealing whether they could adapt or not.

Within the framework of this general aim, answers to the following questions have been sought: (1) What are the problems that Turkish children born abroad encounter in the skill of using Turkish language?, (2) What are the problems that Turkish children born abroad encounter in their relations with their teachers?, (3) What are the problems that Turkish children born abroad encounter in their relations with their friends?, (4) What are the problems that Turkish children born abroad encounter in their relations with the counseling service?, (5) What are the feelings that Turkish children born abroad have when they turn back to their homeland?

METHOD

The interview technique, one of the qualitative research methods has been used in this study. I prepared interview forms for the research. These interview forms are semi-structured interview forms. The interview forms have been finalized with the aid of expert opinions. Five open ended questions were posed in the interview form. The students have been asked questions about the problems that they encounter with respect to the skill of using Turkish language, problems that they encounter in their relations with their teachers and friends, the interest of the counseling service and whether it is sufficient or not, what their feelings were when they returned to Turkey conclusively.

Study Group

11 students studying at Private Pendik Birikim Vocational and Technical Anatolian High School, Pendik Anatolian High School, Pendik Fatih Anatolian High School, Pendik Merkez İmam Hatip Secondary School, Pendik Uluslararası Kız Anatolian İmam Hatip High School and Rauf Denktaş Multi-Program Anatolian High School situated in the province of Istanbul, county of Pendik have been reached in the study using the method of purposeful sampling. 3 of the students constituting the study group are male and 8 are female. The ages of the students are between 10 and 18. The countries where they were born are Germany (4 individuals), United States of America (1 individual), Australia (1 individual), Austria (1 individual), Belgium (1 individual), South Africa (1 individual) and Russia (1 individual). The years of repatriation to Turkey are between 1 and 7 years.

Material

Interview form has been used in the research as the data collection tool. 5 open ended questions which could best express the sub-problems were prepared in the phase of preparation of the interview questions reviewing the literature and written in the interview form. The interviews were held at the hours when the students were at school, receiving permission from the school administration. The interviews were recorded receiving permission from the students in order to prevent any data loss. The students answered all 5 questions posed to them during the interview held and told their opinions.

Data Analyses

The sound records and face to face interviews were written out. The data obtained were analyzed using the method of descriptive analysis. I determined a thematic framework for the analysis of the data. Codes were created for each theme. The codes were indicated in the form of G1, G2, G3... for the student. Direct citations from the opinions of the students were given in interpretation of the findings.

It is assumed that the students interviewed on the subject matter of the research have answered the questions of the interview sincerely. The research is limited to the problems which Turkish children born abroad encounter within the process of adaptation to school as well as 11 students interviewed face to face on the problems which they encounter within the process of adaptation to school and the questions posed during the interview.

FINDINGS

The impact of the problems encountered within the process of adaptation to school on Turkish children born abroad have been indicated as follows using the tables created by receiving the opinions of the students.

Table 1. Problems that Turkish children born abroad encounter in the skill of using Turkish language

Theme (Categories)	Codes	N	%
Problems encountered in the skill of using Turkish language	Speaking (G3,G7,G10)	3	30
	Writing (G3,G6,G9)	3	30
	Comprehension (G1,G10,G11)	3	30
	No problem (G4,G5,G8)	3	30
	Alphabet inconsistency (G2)	1	10
	Slow reading (G6)	1	10

When Table 1 is examined, it is observed that the problems encountered by Turkish children born abroad in the skill of using Turkish language were maximum 30% speaking, 30% writing, 30% comprehension. The other opinions are respectively 30% no problem, 10% inconsistency of alphabet and 10% slow reading. The exact citations taken from the opinions of the students are presented as follows:

(G3): *"I sometimes have difficulty. I have difficulty in both writing Turkish and speaking."*

(G5): *"I have no problem with Turkish language."*

(G6): *"I read very slowly. My handwriting is very problematic but I started to speak well."*

(G10): *"I could not speak; I used to speak Turkish very differently. Later I have already improved my speaking. I had difficulty in understanding each other and I could not understand others much. Later I learnt Turkish during my stay here and I started to speak."*

Table 2. Problems that Turkish children born abroad encounter in the relations with their teachers

Theme (Categories)	Codes	N	%
Problems encountered in relations with teachers	Comprehension (G1,G2,G3,G6,G9)	5	50
	I didn't have any problem with communication (G4,G7,G8)	3	30
	They behaved very kindly (G9,G10,G11)	3	30
	I receive warning (G4)	1	10
	Self-enclosed (G5)	1	10

When Table 2 is examined, it is observed that the most significant one the problems encountered by Turkish children born abroad in the relations with the teachers was comprehension with the proportion of 50%. The other opinions are respectively 30% no problem with communication, 30% being behaved very kindly, 10% receiving warning and 10% self-enclosure. The exact citations taken from the opinions of the students are presented as follows:

(G4): *"I have no problem with communication with the teachers. I do not pay much significance to physics, chemistry and biology lessons since I will take YÖS (Foreign Students Examination). I'm warned by my teachers because of this."*

(G5): *"I do not answer unless teachers ask any question. I do not answer even I do not answer even when I know the correct answer in order not to allow them to give me the word."*

(G6): *"Sometimes I cannot understand well what the teacher tells in the lesson. I do not understand the scientific language but I do not have any problem when I go to a store. I have difficulty in the lessons."*

(G9): *"My Turkish teacher attended much. Our social science teacher attends much; thanks to him I better understand history. They all attended surely but they did not allocate 1 hour or 30 minutes for me, but they explained when there is a subject which I did not understand or I asked them when I did not understand and they answered with pleasure."*

Table 3. Problems that Turkish children born abroad encounter in the relations with their friends

Theme (Categories)	Codes	N	%
Problems encountered in relations with friends	Kidding (G2,G3,G8,G10)	4	40
	Exclusion (G3,G9)	2	20
	I get on very well (G5,G7)	2	20
	Difficulty in getting on (G3)	1	10
	I did not have any problem (G1,G4,G6,G7,G11)	5	50

When Table 3 is examined, it is observed that the most significant one the problems encountered by Turkish children born abroad in the relations with their friends was kidding with the proportion of 40%. The other opinions are respectively 20% exclusion, %20 getting on very well with the friends, 10% difficulty in getting on. The proportion of those who had no problem is 50. The exact citations taken from the opinions of the students are presented as follows:

(G3): *"The friend entourage was very difficult for me. The friends here are very different from the ones abroad, in terms of talking, getting on. I suffered from exclusion to some degree; some kidded me since I could not speak very well."*

(G6): *"I could not understand the new words like "kanka"(abbreviated form of blood brother meaning dude, commonly used among the youngsters) but now I have started to understand. They easily accepted me; I had no problem. I have not been excluded; I am very lucky."*

(G9): *"I was excluded at the beginning but I did not know why. When I wanted to play volleyball they did not let me play. Later I wanted to search for the reason but nobody replied me. Therefore I do not why they did not let me play. They still do not let me play from time to time. Sure, it is normal, everybody suffers from such exclusion. But I think that this happens because I came from Germany. Or perhaps they do not like me much, it is possible; nobody has to love one. This is my idea."*

(G11): *"I did not have any problems with my friends. Even my friends tried to learn English They were teaching me Turkish and I was teaching them English. We used to do things like that, time was passing like that. "*

Table 4. Problems that Turkish children born abroad encounter in the relations with the counseling service

Theme (Categories)	Codes	N	%
Problems with the counseling service	I did not want to go (G3,G5,G10,G11)	4	40
	They did not attend (G8,G10,G11)	3	30
	They attended (G1,G2,G3,G4,G5,G6,G7,G9)	8	80

When Table 4 is examined, it is observed that the most significant one the problems encountered by Turkish children born abroad in the relations with the counseling service was unwillingness to go with the proportion of 40%. The other opinions are respectively 30% not being attended and 80% being attended. The exact citations taken from the opinions of the students are presented as follows:

(G3): *"I did not go to the counseling service. They attended but I did not want to go."*

(G6): *"I went there, I had many questions. I used to take permission in certain classes to talk to them and I told the problems. They helped me very much."*

(G8): *"I have never been to the counseling service, I was not aware of it. Nobody told me anything about it. They did not mention it to my mother either; if they did, my mother would tell me."*

(G10): *"I did not talk to the counseling service, I have never been invited. And I did not feel the need to go. I did not need because my parents are Turkish."*

Table 5. The feelings of Turkish children born abroad when they repatriated

Theme (Categories)	Codes	N	%
Their feelings when they repatriate	Sorrow (G1,G2,G3,G8,G10,G11)	6	60
	I love both countries (G2,G5,G7,G9,G11)	5	50
	I could not get accustomed (G4,G6,G8,G11)	4	40
	I'm content (G1,G7,G9,G10)	4	40
	I got accustomed (G7,G9,G10)	3	30
	I miss there (G6,G8,G11)	3	30

When Table 5 is examined, it is observed that the feeling the most frequently felt by Turkish children born abroad when they repatriated was sorrow with the proportion of 60%. The other opinions are respectively 50% loving both countries, 40% inability to get accustomed, 40% being content, 30% ability to get accustomed and 30% missing there. The exact citations taken from the opinions of the students are presented as follows:

(G2): *"I was very sorrowful, very extremely sorrowful. I started to cry as soon as I got on the airplane saying "I want to turn back". I love South Africa. Just like this country is your homeland, she is my homeland; this country is my homeland as well. I love this country very much as well."*

(G4): *"I want to sustain my life there, here as well. Here it is forbidden to wear track suit but I always go to school in track suit. Although they warned me many times, I feel comfortable in this manner. I ask the teachers why you don't prevent me to feel comfortably. Although they say these are the rules, I could not get used to. I still compare Turkey with that country."*

(G6): *"I miss my relatives who stayed in Russia very much. I still talk to, call and message with my friends. But when I try to call my friends here, it is a bit problematic. I have not got used to yet, I pay effort to get used to. I think that when I graduate from high school in Turkey I could start to study in a third country."*

(G10): *"At the beginning I wanted to see Turkey very much because she was praised very much. I began to miss Belgium after having come here and I wanted to turn back. Maybe because I had got accustomed there... Then I got accustomed with Turkey. I had already seen that Turkey was more beautiful. The people in Belgium are very impolite. I wanted to stay in Turkey since the people in Turkey are friendlier. I am content."*

RESULT, DISCUSSION AND SUGGESTIONS

The conclusions obtained in the research conducted for the purpose of examining the opinions of Turkish children born abroad about the problems they encountered in the process of adaptation to school can be summarized as follows:

- 1) The problems encountered by Turkish children born abroad in the skill of using Turkish language were 30% speaking, 30% writing and 30% comprehension.
- 2) The problem encountered by Turkish children born abroad in the relations with their teachers was understanding with the proportion of 50%.
- 3) The problems encountered by Turkish children born abroad in the relations with their friends were 40% being kidded, 20% exclusion and 10% difficulty in understanding each other.
- 4) The problems encountered by Turkish children born abroad in the relations with the counseling service were 40% unwillingness to go and 30% not being attended.
- 5) The feelings of Turkish children born abroad when they repatriated were 60% sorrow, 40% inability to get accustomed and 30% missing there.

According to the conclusions of the research, the source of the problems of speaking, writing and comprehension encountered by the children in the skill of using Turkish language is failure to have good command of Turkish language and not being accustomed with the language since they come from a foreign country.

The youngsters and children who have repatriated to Turkey are observed to have significant difficulties related to Turkish language. Some of those children and youngsters do not know Turkish at all and many of the ones who seem to know little try to communicate with a limited vocabulary and sustain their social relations (Doğan, 1990; Arıcı 1987, 81). Since those children and youngsters do not know certain basic concepts in our language; they suffer from lowliness and difficulty of failure to sufficiently understand the things said and the things they read on one hand and failure to comprehend the details and relations sufficiently on the other hand. And on the other hand they suffer from the difficulty, timidity and frictions arising from their failure to express verbally or in writing what they want, think and feel (Doğan, 1990; Arıcı, 1987, 83).

According to the conclusions of the research, the problems encountered by the children in the relations with their teachers arise from comprehension. It is inevitable for them to suffer from problems of adaptation both as they do not know Turkish and as they come from a different education system.

The educational environments in the countries where those children had been previously are freer, more student centered, more tolerant and more democratic compared to Turkey. The schools, classrooms, teacher-student and student-student relations, discipline understanding and implementations in those countries are very different from those in our country. It is natural for the children and youngsters coming from an educational environment more sensitive to personal interests and competences and from the classes of teachers in harmony with this environment to have difficulties with getting accustomed with Turkish teachers and building relations with them (Doğan, 1990, p.2).

According to the conclusions of the research, the problems encountered by the children in the relations with their friends are being kidded and exclusion. The most significant reason for this is the problem of language. Since they do not know Turkish language well, they fail to express themselves sufficiently and

naturally have difficulty in building friendship. Moreover socialization is difficult for them in an environment that they are not familiar with since they are not understood.

Inadequacy of those children and youngsters in Turkish language lead to certain significant problems. Particularly two of those problems are deemed to be significant: 1. Firstly timidity and then gradually restlessness arising from failure to express one's desire; failure to participate in the games, discussions, scholastic and extra-scholastic activities that could be carried on with others; feeling oneself alone, different from others, insufficient, as someone who often makes mistakes and looking down on oneself. 2. Falling behind in the classes and social relations, failing and correspondingly being alienated from the school and social relations (Doğan, 1990; Arıcı 1987, 81).

According to the conclusions of the research, the problems encountered by the children in the relations with the counseling service are unwilling to go and not being attended. Since they are in an environment which they are not familiar with and since they do not have a good command of its language, they did not feel the need to receive help and talk. Although they were given a helping hand in this regard, they did not want to talk again for the same reasons. Some wanted to receive help but were deprived of this since nobody attended.

One may define it as a surprising experience to stay permanently in a country where they merely visited before in vacations. According to the conclusions of the research, the children felt a great sorrow when they repatriated. Leaving the environment where they had been since their birth, their friends and schools created unnamable feelings. Since some of them did not already want to come to this country although it is their homeland, they found it difficult to be in a country the language of which they could not understand. For this reason they have difficulty in getting accustomed and miss the country where they were born.

Although repatriation may be pleasing for the adults of the family, it would undoubtedly a new and frightful experience for their children born abroad because many children had to repatriate to Turkey upon the will of their families rather than their own will (Perk Er, 2013; Özyer, 2001, 87). The individuals who are torn between two different cultures and education systems and falter encounter with drawbacks the problem of adaptation and crisis of identity since they do not know which social and cultural principles to adopt. Failure to receive the necessary support and tolerance from their parents and entourage in a period when they have to struggle with the problems of puberty and they pay effort to adapt to Turkey increase the probability for those individuals to encounter more problems compared to their peers who were born and grew up in Turkey (Doğan, 1990, p.5).

Suggestions

According to the results of the study, the biggest obstacle to adaptation to the country is the language problem. Individuals coming from abroad have difficulties in social and academic sense because they do not have sufficient command of Turkish language. The families who think of repatriation should take this decision together with their children for the sake of their adaptation. Although Turkish is spoken within the family, the children or youngsters who want to repatriate should definitely go to Turkish language courses prior to or after repatriation since Turkish spoken within the family shall not be sufficient.

The schools should be searched and the schools where the children would be happy and successful should be prioritized. The counseling service should be contacted and one should make sure to receive help for adaptation of the children. Although we are currently in the age of technology and all information is available to us, Turkish culture should be introduced to the children and it should be explained that Turkey has characteristics other than being a country of holiday.

Although different countries are written in the identity cards of those children as the place of birth, they are no different than us in reality. They are merely Turkish children born outside Turkey, that's all. We should stop questioning and judging and we should try to understand them. Thus, we could understand that they are an integral part of the whole instead of marginalizing them and we will not create incomprehensibility.

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