INVESTIGATION OF THE MEDIATING ROLE OF THE AGE GROUP IN THE IMPACT OF DOMESTIC PROBLEMS ON INDIVIDUAL PROBLEMS OF AFGHAN MIGRANT CHILDREN IN KAYSERİ

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Abstract

The aim of the study is to examine the mediating role of age in the impact of domestic problems on children's personal problems. In accordance with the scope of the research, prior to the implementation, interviews were conducted to state and non-governmental organizations such as provincial migration administration, Social Security Agency (SGK), Turkish Red Crescent, Community Center, Afghan refugees solidarity and Assistance Association. A factor analysis of the questionnaire developed according to the purpose of the research was carried out and the scale of identifying the problems of migrant children was developed within the scope of the research.

The research implementation survey was conducted by interviewing 100 of the 1,055 Afghan migrant children who came to Kayseri/Turkey in 2018 by face-to-face sampling on a voluntary basis by simple random sampling method. The analysis was carried out with SPSS 24.0 and Amos 24.0 package programs. As a result of the research, it was determined that the age factor part mediated role in the effect of children's domestic problems on individual elements. It is observed that the power of domestic problems to affect children's individual problems decreases with age.

Key words: Migrant children, individual problems, domestic problems, social problems, migration, mediating role, structural equality model

Introduction

As the roots of a society, children will prepare for the future of a healthy society if they are physically, scientifically and intellectually nurtured. These children will give hope to their generation and future generations. But what is worrying is that children are extremely sensitive to the community and family they are in. This sensitivity is becoming more evident, especially in third world countries. War, poverty, illiteracy, and low literacy rates cause a large proportion of children and adolescents to be excluded from primary and secondary needs or unable to reach them (Heisler, 2001; Miller, 2001; Faist, 2004; Topçuoğlu, 2015).

According to UNICEF statistics, there are 50 million migrant children worldwide in 2018. Migration experience for children is neither voluntary nor safe; on the contrary, migration experience is both risky and dangerous for migrant children (IOM, 2017). About 28 million children have to emigrate because of conflicts. These migrant children, on the one hand, cannot find enough safe and legal facilities, on the other hand, are forced to resort to illegal routes that pose a great risk to their safety (UNICEF, 2018). By the end of 2018, the number of people fleeing wars, human rights violations, conflicts, internal turmoil and harsh living conditions in their countries reached 71 million worldwide, according to official data. In 2018, the number of people forced to leave their homes increased by 2.3 million compared to the previous year, while the number of refugees and asylum seekers worldwide reached a record 70.8 million, according to a UNHCR report. Half of that figure is children. Among the refugees, the children are undoubtedly the most difficult. Of the 25.9 million refugees reported by the UN, more than 50 percent are children under the age of 18. On the other hand, last year 111 thousand children, mostly Afghan and Syrian, separated from their families or unaccompanied, applied for asylum in 70 different countries (tr.euronews.com, 2019)

Migrant children often have limited options to use safe roads and move in with their families. Children face many challenges, including violence, abuse, exploitation or discrimination on transit routes and destinations. It is often not possible for them to have education and proper medical care where they go. The fact that they are unfamiliar with the region, especially because they try to learn a new language and integrate into a new culture, makes it difficult for them to easily blend into society. Of course, these difficulties also have lasting physical and psychological effects (insamer.com, 2018; Castles, vd., 2014).

Afghanistan is second in countries with more than 2.5 million migrants. But the Afghan Ministry of refugees and returnees has more than six million citizens in different countries around the world, migrants and asylum

seekers with large segments in Iran and Pakistan. Turkey is home to the largest number of migrants from anywhere in the world. By the end of 2016, nearly three million migrants had entered the country and border areas (darivoa.com, 2018) immigrants who came to Turkey last year, Iraqis ranked first with 26.6 percent, Afghans ranked second with 10.4 percent and Syrians ranked third with 7.7 percent (TRT, 2018). There are 170,000 Afghan migrants in Turkey. More than 30,000 asylum seekers with residency permits in Turkey, 24,000 short-term residents, 4,000 students with academic residency, and the rest have no residency (BBC, 2018). The number of Afghan migrant children who came to Kayseri in 2018 was 1,055 (Kayseri provincial migration administration, 2018).

Afghanistan has kept its eyes closed to children and adolescents, harboring years of war, poverty and ignorance. Many children in Afghanistan live in poor living conditions and have been deprived of many spiritual and material privileges. This disastrous situation in Afghanistan has provided a source of migration for some Afghans. Migrants who arrived in Turkey last year were Iraqis in first place with 26.6 percent, Afghans in second place with 10.4 percent and Syrians in third place with 7.7 percent (TRT, 2018). In total, there are 170,000 Afghan migrants in Turkey. There are more than 30,000 asylum seekers with residency permits in Turkey, 24,000 short-term residents, 4,000 students with academic residency, and the rest have no residency (BBC ,2018). Overall statistics of Afghan migrants in Kayseri are 4,520 people (UNHCR, 2018). According to the Afghan Ministry of Refugee Affairs in 2018, more than six million Afghan citizens remain immigrants to different countries. But the hidden consequences of this are the negative effects of immigration on children and young people. On the one hand, it creates a deep gap in the socialization process, and on the other hand, it puts children's childish expectations among them. These small groups face great challenges and problems, requiring scientific research to understand and identify them. In this way, they can identify the main points of life shortages related to migration and, if necessary, develop cooperation with the relevant bodies. For this purpose, the life problems of Afghan migrant children who came to Kayseri were investigated.

The term" immigrant " refers to someone who passes from one home to another, or migrates from one place to another. In the broad meaning of the term immigrant, he is the person who has moved from place to place individually or with his family, provided that he has a distance. Or in other words Immigrants are citizens of a country traveling to another country for various reasons, either for legal reasons or illegally (https://adskg.ir, 2017) 1 of the Convention on the rights of the child. According to the article: the child is under the age of 18.

War, insecurity, bomb explosion, unemployment, low quality of life, educational barriers especially for women, etc. it is one of the factors that led some Afghans to emigrate to Turkey. In the last few years, psychological and verbal violence by Iranians, educational barriers and discrimination against Afghans in their schools, high cost of living and education, economic problems, difficult living conditions, etc. It is the other reason that Afghans came to Turkey from Iran. But the fate of two parallel lines of migration is that fate of migrant children. Their socialization processes go through various obstacles in their individual and social lives, and if we ignore the problems of this small group, we will face a crisis regarding their identity and personalities. This is the source of other major crises in the later stages of their lives. In addition, migration is done voluntarily or in a compulsory manner. It has negative consequences for immigrants, especially on migrant children. Migrant children feel as an outsider because they do not know the new environment, new cultures, new languages and new values, and this sense of unfamiliarity affects their personal, educational and social lives. Therefore, in this research, we try to use quantitative and qualitative methods to understand the personal and social problems of Afghan migrant children coming to Kayseri as of early 2018, and by identifying problems with their lives, they have drawn the attention of the relevant governments and civil societies to this group. In this study, in a detailed manner lack of food and clothing, lack of access to hot and cold appliances, lack of access to health services, school ID card, immigration satisfaction and dissatisfaction, loneliness, alienation, your current life priorities, wishes and desires, by determining the tendencies of the children at the end we will offer practical guidance and solutions.

2. THEORETICAL FRAMEWORK OF THE STUDY

2.1. Structural social child

In this theory, it is children as one of the founding elements of all societies. In fact, children represent all the characteristics, realities and social realities in a society. Children form part of social structures and a group of social factors. They are citizens with special needs and rights (Cimz and others, 2005: 87).

2.2. The theory of innocent children (THE INNOCENT CHILD)

According to this model, children have a clear sense of goodwill and insight. The fact that children will form tomorrow's society must be taken into account. Their natural features are instructive traits that we can all learn from them. They represent lost or forgotten status traits, and so it is necessary to defend them (Cimz and others, 2005: 84).

2.3. Stages of Cognitive Development

Jean Piaget is famous for his theory of cognitive development, which examines how children develop intellectually throughout childhood. Before his theory, children were considered small adults. His thoughts on education, "In schools, the main goal of education should be to create men and women who have the qualifications to innovate, who can go beyond repeating what previous generations have done." Piaget has argued that the way children thinking is very different from the way adults thinking. Four Phases of Piaget's Theory of Cognitive Development

1. **Sensory-Motor stage:** This first stage of development lasts from birth to about two years of age. At this stage of their development, children know the world primarily through their senses and motor movements.
2. **Pre-operational stage:** The second stage of development lasts from the age of two to the age of seven. It is characterized by the development of language and the emergence of symbolic play.
3. **Concrete transactional stage:** The third stage of cognitive development lasts from age seven to about age 11. Logical thinking begins to emerge, but children still have trouble with abstract and theoretical thinking.
4. **Formal transactional stage:** This fourth and final stage of cognitive development lasts from age 12 to adulthood. Young people become increasingly adept at abstract thinking and deductive reasoning (Saraçoğlu).

2.4. Poverty Culture Theory

According to Lewis, a culture of poverty is a family of interconnected, behavioral, attitudinal and personality traits. These are cultural values passed down from generation to generation. This culture is more likely to be found in societies that rapidly evolve and dominate subgroups of society. They leave society because of the rapid and major changes in society and the low position they feel for themselves. From Louis ' point of view, the main characteristics of this culture at the community level are lack of participation in public activities, low level of organization, and lack of voluntary associations. At the family level, childhood scarcity, lack of support for children, unhealthy relationships in the family (isfendyari, 2002: 14; Erdogan, 2017).

2.5. Situational perspective

This view is that the cause of poverty should be sought in forces beyond the control of the individual. Poverty is the result of discrimination and situations imposed by society on individuals. The theory of contradiction points to social problems due to the unequal distribution of power (isfendyari, 2002: 16).

3. MATERIALS AND METHODS

The research implementation survey was conducted by a face-to-face sampling method on a simple incidental, voluntary basis for 100 out of 1,055 Afghan migrant children who arrived in Kayseri/ Turkey in 2018. In the study, SPSS 24.0 and Amos 24.0 package programs were analyzed. The study examined the age factor in the impact of household-related problems on children's personal problems.

3.1. Process

In order to develop the scale to be used in the research, structure validity and scope research were conducted in validity studies. In order to ensure the validity of the scope, the article was scanned in the area mentioned above in detail, the statements in the measurement tool developed by the researchers were developed under the supervision and coordination of experts and sent to 3 different experts in different business sociology and education fields for obtaining ideas. After expert approval, the implementation process has been started. Whether the data obtained from the application of the scale was appropriate for your factor analysis was investigated by the Kaiser-Meyer-Olkin (KMO) coefficient and Bartlett's test of sphericity. In the context of the validity studies of factor analysis, explanatory factor analysis (AFA) was performed, while Item total correlations were calculated and confirmatory factor analysis (DFA) was performed. Cronbach Alpha internal consistency coefficient was used to determine the reliability of the scale, and test-retest correlations were used for score reliability and time invariance between the two independent evaluations.

The findings obtained in the research are explained with related tables, figures, graphics or pictures in a way that supports the purpose and problem of the study and maintains integrity. Of the 100 children surveyed, 53% were girls and 47% were boys; 16% were 9-11 years old, 36% were 12-14 years old and 48% were 15-17 years old; 5% were illiterate, 29% were in elementary school, 51% were in middle school and 15% were in high school; 12% had 2-4 people living at home, 68% had 5-7 people, 11% had 8-10 people and 9% had the family income of all of the children surveyed is below the minimum wage.

3.2.   Structure Validity

AFA and DFA have been implemented in order to test the structure validity of measurements derived from the collaborative leadership scale.

3.3.   Explanatory factor analysis (AFA)

The Kaiser-Meyer-Olkin (KMO) coefficient was calculated to determine the suitability of the data from the scale to AFA and the significance of the Bartlett's test of sphericity result was looked at (Table 1).

Table 1. KMO and Bartlett test results on the scale of identifying migrant children's problems for migrant children.

Kaiser-Mayer-Olkin (KMO) Değeri		0,761
Bartlett's test of sphericity	Chi- Square	82,378
	Df	10
	Sig	0.000
Cronbach Alpha		,713

If the value determined by the size of the sample when looking at the field type. If it is below 50, the test is not continued, It is returned to the beginning. The value determined in the scope of the study over 90 is interpreted as perfect (Çokluk et al. 2010). The KMO value is expected to be greater than 0.6 (Pallant,2001). The parameters mentioned above are taken into account as seen in Table 1. The KMO value of 713 is above the recommended values. The Bartlett's test of sphericity in the study is of value. It was found to be significant at the level 00 (Chi-square=82,378; df=10; p=.000). These values show that factor analysis can be done. Cronbach's Alpha value is for the entire scale. Since 713, it is possible to say that the reliability of the scale data is quite high.

As a result of AFA, factors greater than 1 of the eigenvalue of the scale were examined under the Kaiser-Guttman principle and it was determined that the scale was collected under one factor. Figure 2 shows the Screen Plot line chart showing the eigenvalues of the factors.
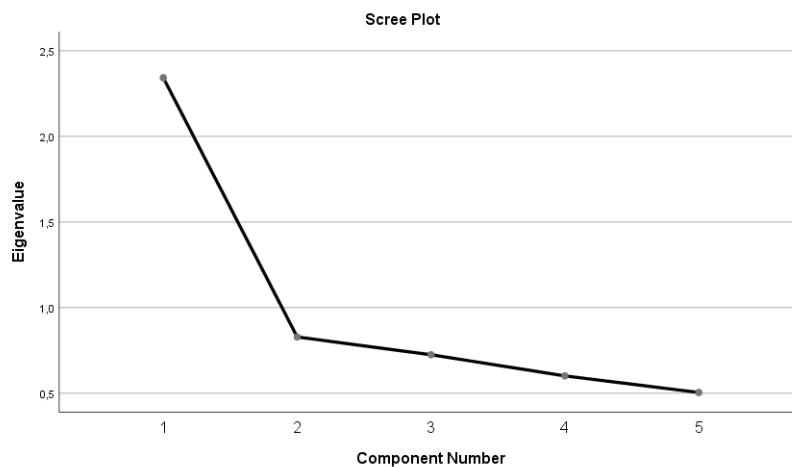

Figure 1. Scale of identifying problems of migrant children line chart on the eigenvalues of factors

Those with factors that have no overlap or any load value in AFA are excluded. AFA was continued in this way and the operations were repeated. The substance-total score correlation that the scale exemplifies similar behavior, the internal consistency of the test, and the degree to which it distinguishes individuals in terms of the measured trait. Substances that are 30 and higher shown (Büyüköztürk, 2011). In order to give a preliminary idea of the scale, there was no expression below 0.30 of the correlation (R) value of the item-reminder coefficients. Since $p = 0.000 < 0.01$, the significance of Bartlett's test of sphericity result confirms the feasibility of factor analysis. In AFA-generated factors, the varimax method was preferred as the rotation method. In Table 2, the factor load values of the scale substances and the common factor variances of the substances are given.

Table 2. Results Of Expository Factor Analysis of The Scale of Determining the Problems of Migrant Children

Items	Communalities
I feel like a failure compared to Native children.	0,732
Since I've been here, I've felt excluded from society.	0,727
I'm ashamed of my own clothes when I go out.	0,700
We're starving because there's not enough food in our house.	0,634
I feel lonely in Kayseri.	0,620
Total variance described (%)	48,640
Cronbach's Alpha	0,713

In the field, the minimum of factor load for a substance to be involved in factor analysis, it is stated that it should be 40 (Field, 2005). The load value of the single factor as seen in the table above, it ranges from. With 620 to 732 and consists of 5 expressions.

3.4. Confirmatory Factor Analysis (DFA)

In our study, on the same data set for DFA, the relationships between the hidden variable and the observed variables and the error variances of the observed variables are presented in Figure 2.
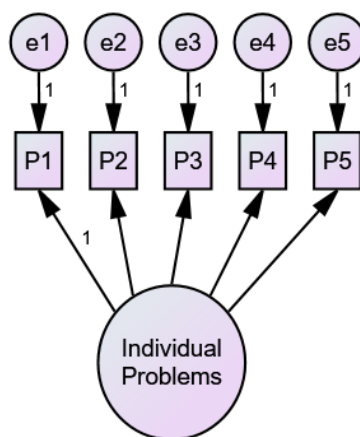

Figure 2. DFA diagram of the scale of identifying migrant children's problems.

The DFA made in our research for; The Chi-Square Fit test (chi-square goodness), RMSEA (Root mean square error of Approximation), GFI (Goodness of fit Index), AGFI (Adjusted Goodness of fit Index), RMR (root mean square Residual, SRMR (Standardized RMR), CFI (Comparative Fit Index), NFI (Normed Fit Index), RFI (Relative fit index) if I (incremental Fit Index) fit indices were examined. In order to determine whether the scale structure fits the theoretical structure, the degree of freedom and chi-square values were examined first from the alignment indices that emerged as a result of the analyses. The value obtained from the calculations showed that the model has perfect fit. if $\chi 2/Sd < 5$ is sufficient, if $\chi 2/Sd < 3$ is good, and if $\chi 2 / Sd$

<2 is perfect harmony can be said. The value χ2 / Sd is considered an indicator of the perfect fit of the scale if its sample is below 2.5 for non-large studies (Kline, 2011).

Table 3. Fit indexes

Fit indexes	Perfect Fit	Acceptable Compliance	Our Developed Scale
RMR	,00≤RMSEA≤,05	,05<RMSEA≤,08	,084
GFI	,97≤CFI≤1,00	,95≤CFI≤,97	,980
AGFI	,97≤CFI≤1,00	,95≤CFI≤,97	,941
CFI	,97≤CFI≤1,00	,95≤CFI≤,97	,999
IFI	,95≤IFI≤ 1,00	,90≤IFI≤,95	,999
NFI	,95≤NFI≤1,00	,90≤ NFI≤,95	,943
RFI	,90<RFI≤1,00	,85<RFI≤,90	,885
RMSEA	,00≤RMSEA≤,05	,05<RMSEA≤,08	,000
TLI	,95≤TLI≤1,00	,90≤TLI≤,95	,998
χ2/df	,00 ≤ χ2/df ≤2,00	2,00 < χ2/df ≤ 5,00	,971
HOELTER	>200		308
PCLOSE	<0,05		,000

Sources: (Schumacker and Lomax, 2010; Wang and Wang, 2012; Bayram et al, 2020; Yalçın, Alparslan and Şeker, 2021)

3.5.   Compliance Validity

In the context of the compliance validity study, the correlation between the expressions of the developed scale was examined and the values obtained are given in Table 4. The correlations in the table and the results from the measurements can be considered as evidence that compliance is valid.

Table 4. Correlation between expressions

Items	1	2	3	4	5
1-I feel like a failure compared to Native children.	1				
2- Since I've been here, I've felt excluded from society.	,469**	1			
3- I'm ashamed of my own clothes when I go out	,371**	,289**	1		
4- We're starving because there's not enough food in our house.	,280**	,299**	,249*	1	
5- I feel lonely in Kayseri.	,322**	,390**	,277**	,392**	1

It is observed that when the correlations between the factors of the scale examined in the table 4. it varies between 249** to 392**. The values of the correlation detected .01 level appears to be significant. Therefore, the lower dimensions of the scale can be said to have a meaningful relationship with each other (Choi et al, 2010, Wang and Cheng, 2010).

After the AFA analysis, DFA was made to determine the level at which the structure was able to measure the desired property to be explained and to determine the verification status of the data pattern obtained from AFA. After the pre-conditions such as empty Eye Control and normal distribution are met, the matrix is formed and the model is tested with the appropriate estimation method for the constructed model. In cases where there is no compliance during the Test, the model is changed or the test is repeated by making appropriate modifications. DFA, which requires more complex and more cascading operations than classical methods of analysis, obligates the study of model fit according to multiple indicators. The results of the DFA, made in accordance with the rules, are precise in terms of providing multiple confirmation opportunities (Çapık, 2014).

3.6.   Reliability

For migrant children, the reliability of the measurements obtained from the scale of identifying the problems of migrant children was determined as 713 for the entire scale. Also, in order to determine the reliability value of the scale test retest, first 50 then again 50 people were included in the research. The second application for the scale was made 1 month later. The results of the Kolmogorov Smirnov test (Table 5) were analyzed to determine the normality of the distributions of the measurements by calculating the Pearson correlation coefficient between the first and last measurements.

Table 5. Comparison of normality tests

	Kolmogorov-Smirnov[a]			Shapiro-Wilk			Mean	Standard Error	Standard Deviation
	Statistic	df	Sig.	Statistic	df	Sig			
First measurement	.239	50	.000	.781	50	.000	2.00	.085	.847
Final measurement	.239	50	.000	.783	50	.000	2.31	.078	.770

p<.05

If the table above is examined, it will be seen that the first measurement and last measurement distributions are normal and that the test-retest reliability of the developed scale is high.

3.7.   Determining the role of intermediary

The structural equality model, which explores the mediating role of age in the impact of the environment of children on personal/individual problems, is as shown in Figure 3.
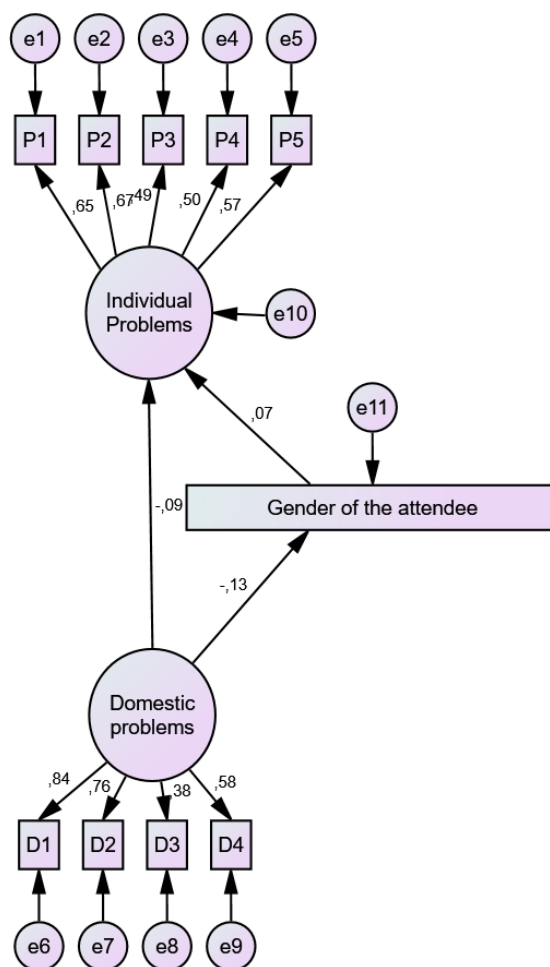
Figure 3. Structural equality model

The results of χ2/DF =,794, RMR=,82, GFI=,953, AGFI=,922, NFI=,871, RFI=,851, IFI=,999, TLI=,999, CFI=,999 and RMSEA=,000 were obtained when the Model was analyzed. According to these results, it is seen that the model developed has a perfect fit.

Table 6: Results of direct and indirect impact analysis for the intermediary role

Influences	Individual Problems	
Direct effect	-,251	
Standardized direct effect	-,090	Age
Indirect effect	-,026	
Standardized indirect effect	-,019	

When the above table is examined, it is possible to mention the role of age as a part intermediary in the impact of environmental impacts on individual factors

Table 7: Frequency of individual problems with age of participants

Attendee's age	Individual Problems			Total
	Too problematic	Normal	Without any problem	
9-11 between the ages	6	4	6	16
12-14 between the ages	14	12	10	36
15-17 between the ages	16	13	19	48
Total	36	29	35	100

When the above table is examined, it will be seen that children with more individual problems are in the 12-14 age range (14/36=39%) and 9-11 years (6/16=37.5%). Therefore, it is possible to say that the frequency of individual problems in children under the age of 15 is more common in children with mümeyyiz. When tables 6 and 7 are evaluated together, it will be seen that as age increases, the power of domestic problems to affect children's individual problems decreases.

Discussion, conclusions and recommendations

Diversity management factors such as gender, culture, social class, language, race, ethnicity, nationalism, religion are the issues that the system has to overcome in managing diversity in education (Oldroyd, 2005). The uncertainties experienced by migrant children can have a negative impact on children, and the uncertainties can lead to increased levels of anxiety by distrust of migrant children (Werner-Seidler et al., 2017). In some studies, it is stated that the freedom of children with large families is restricted (Aslan, 2002).

To identify and solve individual, domestic and social problems, the results of the research give to various governmental bodies and civic communities (Betts, Loescher, & Milner, 2017: 27-31). Within the scope of the research, it has been tried to define the feeling of failure in comparison to local children, feeling excluded from society since they arrived, feeling ashamed of their own clothing when going outside, not having enough food in their homes and feeling alone in Kayseri. It is possible to say that this concept is one-dimensional in the minds of children. However, an in-depth investigation of this study, together with more qualitative research, will lay the groundwork for reaching more comprehensive and more accurate results. It should not be overlooked that research is aimed at determining the current situation rather than the cause-and-effect relationship. In this context, local or national policymakers and social workers should develop programs supporting the personal development of immigrant children under 15. The programs should be rich enough to include 5 statements examined within the scope of the research.

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