

ADJUSTMENT PROBLEMS OF TURKISH WORKERS CHILDREN RETURNED FROM ABROAD

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SUMMARY

European countries which are rapidly industrialized had obtained their need of worker from the Mediterranean countries after the Second World War. The first country which sent workers was Italy. The other countries were France, Spanish, Portugal, Yugoslavia and Turkey. Turkey has thoughte that the educating of the unskilled workers would be possible there and a large amount of foreign currency flow to Turkey and increasing unemployment problem could be prevented temporarily. These goals have been partly realized.

The reasons for their certain returning to Turkey are as below:

- In Germany in 1980, increasing of unemployment and enflation.
- The existance of hostiilty towards foreigners in Germany.
- In efficiency of the school achievements of the Turkish students in Germany.
- The additional payments of the Germans to returning Turkish workers.

This study is concerned with the adjustment problems of the children of Turkish workers returned from abroad and attending high schools in Ankara. The matter of adjustment has been seen especially in the educational system and Turkish culture.

Adjustment is a process in which the individual adopts himself to the environmental conditions or values in terms of psychological behavior.

Here are some hypothesis which I composed in this research.

Hypothesis 1. — Free, less stricted foreign country conditions of the students will effect their life negatively in Turkey.

Hypothesis 2. — Lack of adaptability of the students born abroad is much more than the students born in their native counrty.

Hypothesis 3. — According to the returned students the school programmes in Turkey are heavier than that of abroad.

Hypothesis 4. — Their not having a good comment of Turkish is an important factor in their achievement.

These hypothesis have realized in this research.

These students are "Marginal Men" as Robert Park said. They have been sharing two different cultures for they have lived in two different culture.

326 students attending high schools in the city of Ankara have been included in the research. They have been given questionnaire and interviewed freely. Majority of the group is 17 years old and has returned from the Federal Germany. Most of them have got relatives abroad.

Their achievement grades are mostly average. Those who are failure take place in the second degree. Contents of the lessons, differences of instructional methods and lack of competence in the Turkish language are among the reasons for their failure. They prefer treditional occupations requiring higher education.

They express that behavior of the teacher is very strict and there are excessive discipline practices in schoold. The other difficulties they have come acroos are inadequacy of laboratories, limited free time opportunities and crowded classrooms.

They think that lessons are very detailed and difficult and most of them are based on lecturing. Indifference of the teachers is another problem for them. Physics, Chemistry, Literature, Mathematics and History lessons are not intelligible, because they haven't any previous knowledge of these lessons. Friendship relations are quite good and they make use of the foreign language, technical knowledge and science they learned abroad.

According to the teachers, these students are critical, free and interested in learning.

All of them are inclined to attend the university.

Half of them get along well with their parents. Those who dont get

along well have been conflicting with some matters such as choosing friends, studying, choosing occupations, pocket money and friendship with opposite sex.

For them, opportunities abroad are very much and there is much more tolerance there which they like most.

Some of the students have got psychological problems, such as anxiety, annoyance and tensivity.

They have pointed out that they have returned to their countries to live and get education.

Most of them, have partly carried out religious rules.

They feel uneasiness because of lack of recreational facilities, not being able to make sports and limitations on girl boy friendship.

Most of them would like to stay abroad if possible.

In their leisure time, they have been listening to music, reading books and magazines, going about with their friends, making sports and watching TV.

Hostility of the Germans towards the foreigners their being so free about man-woman relations, and having loose relations with neighbours are the values they have complained about. On the other hand, regular traffic, goods of high quality, cleanliness of the surroundings, open minded of the people are the aspects which they like most in Germany.

They worry about future is whether they can attend the university and find a job.

About the bad habits of Turks in Germany, they talk about, not being clean, disrespect for rules and woman, aggression and gossip.

Among the values to which they can not adjust are discipline, abundance of prohibitions and rules, authoritative and traditionalist conduct in the Turkish community life.

Most of them believe that ill-adjustment can be eliminated in a short time. They think that it'll be useful to have long term preparatory classes to be able to adjust to educational system.

The students point out that short-term adjustment courses opening during the summer months, should mostly orientate practice and emphasize on excursion, recreational activities and Turkish language.

SUGGESTIONS:

1 — Opening a one year preparation school for completing their lack of knowledge.

2 — A special interest should be given to these students by teachers and school administrators during their teaching period.

3 — Students should be directed towards the professional branches in which they are the most succesful.

4 — Scientific researches should be made continuously as to these students problems.

5 — We should effect to maintain the qualities they gained. Such as, initiativeness, not shying, easiness, openmindedness, criticism, interest for learning.

6 — We should take their critiques into consideration and tried to make necessary changes in our educational system.

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