Mülteci Üniversite Öğrencilerine Yönelik Psiko-Sosyal Uyum Ölçeğinin Geliştirilmesi

Development of Psycho-Social Adaptation Scale for Refugee University Students

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ÖZ

Göç hareketlerinin başlamasıyla birlikte, üniversiteler de toplumun genel yapısı gibi kültürel çeşitlilikten etkilenmiş ve farklı kültürel özelliklere sahip öğrencilerden oluşan bir yapıya bürünmüştür. Bu bağlamda, bu araştırmanın amacı, üniversitelerdeki mülteci öğrencilerin psiko-sosyal uyumlarını değerlendirebilecek bir ölçek geliştirmek ve bu ölçeğin geçerlilik ile güvenirlik çalışmalarını gerçekleştirmektir. Bu amaç doğrultusunda "Mülteci Üniversite Öğrencilerinin Psikososyal Uyum Ölçeği" 4'lü Likert tipinde sistematik bir süreçle geliştirilmiştir. Araştırmanın örneklemi belirlenirken açımlayıcı faktör analizi için 210, doğrulayıcı faktör analizi için 115 uluslararası üniversite öğrencisi seçilmiştir. AFA sonucunda Mülteci Üniversite Öğrencilerinin Psikososyal Uyum Ölçeği'nin son hali toplam 13 madde ve *psikolojik, sosyal* ve *iletişim* olarak adlandırılan üç alt boyuttan oluşmuştur. Özdeğerleri 1.00'in üzerinde olan üç faktör toplam varyansın %61.33'nü açıklamıştır. DFA sonucunda model-veri uyum indeksleri χ^2/df = 2.54, CFI= .90, GFI= .85, IFI= .90 ve SRMR= .06 olarak bulunmuştur. Ölçeğin güvenilirliğini test etmek için üç alt boyut için yapılan hesaplamalarda Cronbach Alpha katsayıları sırasıyla 0.83, 0.67 ve 0.74 olarak bulunmuştur. Uygulanan analizler; geliştirilen ölçeğin üniversitelerde eğitim gören mülteci öğrencilerin psikolojik ve sosyal uyum düzeylerini belirlemede güvenilir ve geçerli bir ölçüm aracı olduğunu göstermektedir.

Anahtar Kelimeler: Psikososyal uyum, mülteci üniversite öğrencileri, ölçek geliştirme.

ABSTRACT

With the beginning of migration movements, universities, like the general structure of the society, have been affected by cultural diversity and have become a structure consisting of students with different cultural characteristics. In this context, the aim of this study is to develop a scale that can evaluate the psychosocial adaptation of refugee students in universities and to carry out validity and reliability studies of this scale. In line with this purpose, the 'Psychosocial Adaptation Scale of Refugee University Students' was developed with a 4-point Likert-type systematic process. While determining the sample of the study, 210 refugee university students were selected for exploratory factor analysis and 115 for confirmatory factor analysis. As a result of EFA, the final version of the Refugee University Students' Psychosocial Adaptation Scale consisted of a total of 13 items and three sub-dimensions: *psychological, social* and *communication*. Three factors with eigenvalues above 1.00 explained 61.332% of the total variance. As a result of CFA, model-data fit indices were found as χ^2/df = 2.54, CFI= .90, GFI= .85, IFI= .90 and SRMR= .06. In the

calculations made for the three sub-dimensions to test the reliability of the scale, Cronbach Alpha coefficients were found to be 0.83, 0.67 and 0.74, respectively. The analyses show that the developed scale is a reliable and valid measurement tool in determining the psychological and social adaptation levels of refugee students studying at universities.

Keywords: Psychosocial adaptation, refugee university students, scale development.

INTRODUCTION

Migration, globalisation and mobility processes have led to radical changes in the demographic structure of societies around the world in the 21st century and significantly increased cultural diversity (Gay, 2014). These changes have had a profound impact on economic and political structures as well as social areas such as education, health and social services. Türkiye is both a transit and destination country for migration movements due to its geographical location, historical background and cultural richness (Ersoy & Turan, 2019). This situation has led to a significant diversity in Türkiye's population structure and brought along challenges as well as opportunities, especially in the field of education (Yakar & Südaş, 2019). Because of Türkiye's geopolitic location, the 2011 civil war in Syria caused millions of people to flee their country, and Türkiye has become one of the most important asylum destinations for Syrian refugees (UNHCR, 2022). There are approximately three million Syrian refugees in Türkiye, more than half of whom are school-age children and youth (DGMM, 2024). As of July 2024, only 6 per cent (58,213) of the approximately 350,000 Syrian students of university age in Turkey were enrolled in higher education (YÖK, 2024). It is observed that the remaining 94% are employed informally or are not included in any educational or vocational programme (Kaya, 2019). This situation clearly demonstrates the need for comprehensive research that addresses the challenges affecting refugee students' educational processes and their integration into society.

Beyond meeting the basic needs of refugee students, providing access to higher education opportunities is critical for both individual development and social integration and welfare (Soylu et. al., 2020). Universities offer an important platform to support the academic success of refugee students from different sociocultural backgrounds, encourage their personal development and facilitate their integration into society (Kaya, 2019; Sarıer, 2020). However, refugee students face a wide range of challenges in accessing higher education and participating in educational processes. The language barrier is one of the main ones. Refugee students who are not proficient in Turkish have difficulty in following courses, achieving academic success, and communicating effectively with their social environment (Alabay & Ersal, 2020). Problems in accessing educational materials, deficiencies in academic writing skills, and classroom communication problems further complicate this process (Güngör & Şenel, 2018; Taşkın & Erdemli, 2018). In addition, socioeconomic challenges also constitute a significant barrier for refugee students. Due to financial inadequacies, limited scholarships and financial support, many students have difficulty focusing on their education and have to work to make ends meet (Aydın & Kaya, 2019; Lambrechts, 2020). This situation negatively affects students' academic success and university experience (Gül & Türkmen, 2019).

For refugee students, social cohesion and integration stand out as an indispensable element in educational processes (Berry & Hou, 2016). However, factors such as cultural differences, discrimination and xenophobia make it difficult for refugee students to establish healthy relationships with local communities and adapt to their social environment (Measham et. al., 2014; Salvati et. al., 2020). Such experiences negatively affect students' psychological health, reduce their educational achievement and slow down their integration into society (Davidov et. al., 2020). Psychosocial cohesion plays a critical role in overcoming such difficulties that refugee students face in their educational processes. Students' feeling safe and accepted, being able to maintain social relationships and emotional balance are among the basic elements of psychosocial cohesion (Buzzai et. al, 2023). However, refugee students struggle with multidimensional

problems such as language barriers, past traumas, discrimination and socioeconomic inequalities (Taylor & Sidhu, 2012). Education is not only a process that provides knowledge and skills to overcome these challenges, but also a multifaceted platform that accelerates the integration of refugee students into society and allows them to feel safe (Aalto et al., 2024; Biasutti et.al., 2020).

This research takes its theoretical basis from Berry's Cultural Adaptation Model (Berry, 1997). The model provides a comprehensive framework to explain the psycho-social adaptation processes that immigrant individuals face in a new cultural environment. Four adaptation strategies are defined based on the level of individuals' preservation of their own cultural identity and bonding with the host society: integration, assimilation, separation and marginalisation. Integration refers to maintaining one's own cultural identity and establishing social and cultural ties with the host society and has a strengthening effect on psycho-social cohesion in educational settings. In our research, refugee university students who adopt this strategy are predicted to have higher levels of cohesion and strong social relationships. Assimilation refers to leaving one's own cultural identity and adopting the values of the host society, which may create psychological stress due to loss of cultural identity and negatively affect academic and social achievement. Disengagement is a strategy in which the individual avoids interaction with the host society by focusing on his/her own culture and may lead to social isolation and low levels of adaptation. Marginalisation, on the other hand, is the distancing of the individual from both his/her own cultural identity and the host society; this strategy can lead to serious psychological problems and disengagement from the educational process. The scale developed in this study aims to objectively assess the effects of these strategies on refugee university students' psycho-social adaptation in the university environment. Thus, by determining which strategy individuals adopt, it is aimed to contribute to the restructuring of educational policies to support the integration of refugee students (Berry, 2005; Berry et al., 2011).

Berry's model provides a comprehensive framework for understanding the psycho-social adaptation processes of refugee students in Türkiye and developing solutions for the difficulties they face. This study aims to develop a scale to assess the psycho-social adaptation levels of refugee students studying in a university environment and to conduct validity and reliability analyses of this scale. This scale to be developed will provide an objective assessment of refugee university students' adaptation processes and guide educational policies to create more effective support mechanisms. Understanding the difficulties faced by refugee students in their educational processes, developing appropriate support mechanisms for these problems and implementing inclusive education policies will provide important contributions at individual and social level.

METHOD

2.1. Importance of the Research

The aim of this study is to develop a scale to determine the psychosocial adaptation levels of refugee students studying at university. In the study, general survey model, one of the descriptive research methods, was used to determine the psychosocial adaptation of refugee students during their university education. Survey type research refers to the data obtained from the whole universe or a sample large enough to represent the universe in order to obtain a general understanding about the universe. Karasar (2013) defined the descriptive survey model as trying to reveal the past and present of a situation as it exists. Since most of the educational problems are identifiable, research in the survey model provides important contributions to theorists and practitioners in understanding and increasing knowledge (Balcı, 2009). The fact that the aim of this study was to develop a scale to determine the psychosocial adaptation of refugee students studying at the university was an important factor for the researchers to design in the survey model.

2.2. Study Group

The study group of the research consists of refugee students enrolled in different universities in Türkiye. The characteristics and number of the sample are seen as an important variable for the effectiveness of the analyses (Confirmatory Factor Analysis (CFA) and Exploratory Factor Analysis (EFA)) to be conducted in the scale development process and to reach the objective results of the study. There are different perspectives on the size of the sample in factor analysis. Some researchers consider the sample group to be 100-200 (Büyüköztürk, 2002) and some researchers consider the sample size to be 200-300 (Meyer et al., 2016). Tabachnick & Fidel (2007) considered five times the number of scale items to be sufficient, while Tavşancıl (2010) stated that the sample should be ten times the number of items. Some researchers accept a sample size between 5-10 times the number of items (Child, 2006; Cohen & Swerdlik, 2009; Kline, 1994). However, as a general practice, it can be said that the number of scale items is taken as a basis when determining the sample.

Since the participants in this study represent a limited and difficult-to-reach sample group, snowball sampling was used to reach the participants. Thus, in order to obtain the necessary data for the research in a fast and practical way, snowball sampling, one of the purposeful sampling methods, was used in the online environment, and data were collected by going to the process of reaching other participants after interviewing the first participant (Güler, Halıcıoğlu, Taşğın, 2013; Yıldırım & Şimşek, 2018). Google Forms was used to enable refugee students to deliver the form to other students studying in Turkey.

In the study, 210 refugee university students were reached for EFA and 115 for CFA. However, since 12 of the participant students did not fill out the scale appropriately (marking the same option or incomplete for all scale items), they were separated from the data set during the data control by the researchers. As a result, the data of 203 participants for EFA and 110 participants for CFA were analysed.

2.3. Data Collection Tools

The 'Psychosocial Adaptation Scale of Refugee University Students' developed by the researchers was used as a data collection tool in the study. It has been noticed that there is no absolute practice for the scale development process and some researchers have handled the scale development process with different lenses (Crocker & Algina, 2008; Tezbaşaran, 2008; DeVellis, 2017; Erkuş, 2012; Eze et al., 2017; Cohen & Swerdlik, 2018). Therefore, the scale development process of DeVellis (2017), which is considered to be more practical by the researchers, was applied. DeVellis (2017) evaluated the scale development process in eight steps: deciding on the construct to be measured, creating the item pool, determining the measurement format, reviewing the item pool by experts, evaluating the inclusion of validity items in the scale, applying the items to the sample in which the scale was developed, evaluating the items, and optimising the scale length.
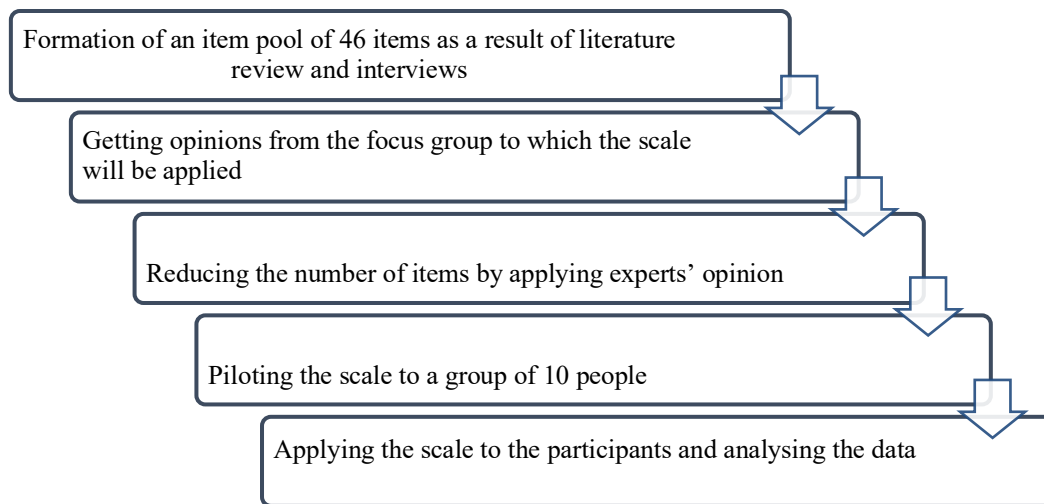
At the beginning of the scale development process, after reviewing the national and international literature and conducting focus group interviews with a group of refugee students, statements were written for the elements and components of psychosocial adaptation. These statements were used to form the item pool and a pool of 46 items in a 4-point Likert structure related to the main theme of 'Psychosocial Adaptation' was formed. While answering the items of the scale, the participants responded as follows; 1: Strongly Disagree, 2: Disagree, 3: Agree, 4: Strongly Agree. The statements in the item pool were submitted to the opinions of the experts in the field and a scale form consisting of 24 items was formed by removing some repetitive and incomprehensible items.

Support was received from Turkish language experts in order to correct the expressions that may cause semantic confusion in the form and to represent the applied context. The finalised

scale was piloted with a group of 10 refugee students in order to avoid any semantic confusion that may occur while answering the scale by the target sample and in terms of the response time of the scale. After the feedback obtained, the scale was started to collect data to be applied to the target sample via Google Forms. The 'Psychosocial Adaptation Scale of Refugee University Students', which was developed for refugee students who are active students at any university, has a 3-factor structure consisting of 13 items after the completion of the scale development steps. The steps of the 'Refugee University Students' Psychosocial Adaptation Scale' development process are summarised in Figure 1:

Figure 1

Development Process of The Scale

- Formation of an item pool of 46 items as a result of literature review and interviews
- Getting opinions from the focus group to which the scale will be applied
- Reducing the number of items by applying experts' opinion
- Piloting the scale to a group of 10 people
- Applying the scale to the participants and analysing the data

2.4. Data Collection Process

The researchers obtained the necessary permissions from the ethics committee unit for data collection. The study was approved by Siirt University Ethics Committee within the scope of the permission dated 15.05.2024 and numbered 6952. Informed consent form was given to all participants within the scope of the study. In order to minimise the problems that may be faced in reaching the sample to be researched and to ensure access to a higher number of participants, the measurement tool was transferred to Google Forms and the data were collected electronically. Care was taken to collect data from different universities in order to minimise the number of refugee students in the region and to increase the country and cultural diversity of the participants. Participants took approximately 5 minutes to fill in the Psychosocial Adaptation Scale of Refugee University Students. Snowball sampling was used to reach refugee students from different cultures and nations, and the scale was applied to a total of 325 participants, 210 for EFA and 115 for CFA.

2.5. Data Analyses

In order to develop the Psychosocial Adaptation Scale of Refugee University Students, analyses were performed on 325 forms. In order to test normality values, skewness and kurtosis values were examined and it was found that the research study data had a normal distribution (-1 to +1). Then, Kaiser- Meyer- Olkin (KMO) and Bartlett Sphericity tests were analysed. Cronbach Alpha internal consistency coefficient was calculated to determine the internal consistency. In order to test the construct validity of the scale, the data set of 325 participants was first analysed for outliers, and after removing 12 outliers, EFA was applied to the data set of 210 participants

and CFA was applied to the data set of 110 participants. IBM SPSS Statistics and Amos were used for the analyses in the study (Blunch, 2012).

FINDINGS

3.1. Findings Related to Exploratory Factor Analysis

Before conducting EFA, the research is expected to meet the statistical assumptions. Therefore, Kaiser Meyer Olkin (KMO) and Bartlett's test of sphericity were checked for sample size criterion. In the study, KMO value was found .834. KMO and Bartlett's test results are given in Table 1.

Table 1

KMO and Bartlett's Test Results

KMO	.834
χ^2	1625.92
Sd	78
P	.000

According to the EFA results, it was concluded that there were three factors with eigenvalues higher than 1 in the scale and explained 61,332 % of the total variance. The variances explained by the eigenvalues of these factors were calculated as 3,546, 2,991 and 1,436, respectively. The total variance explained by the scale items is given in Table 2.

Table 2

Total Variance Explained by the Scale Items

Component	Initial Eigenvalues			Total Load Squares		
	Total	Variance (%)	Accumulation (%)	Total	Variance(%)	Accumulation (%)
1	6.16	47.38	47.38	3.55	27.28	27.28
2	1.71	13.12	60.50	2.99	23.01	50.29
3	1.12	8.59	69.09	1.44	11.05	61.33

The scree plot, which was made to determine how many factors the items in the scale are accumulated under, shows that the measurement tool has three factors. The content analyses obtained from the researchers' focus group interviews with 10 refugee university students also support this finding. The scree plot of the accumulation of the items of the Psychosocial Adaptation Scale of Refugee University Students is shown in Figure 2.

Figure 2

Scree Plot of the Scale
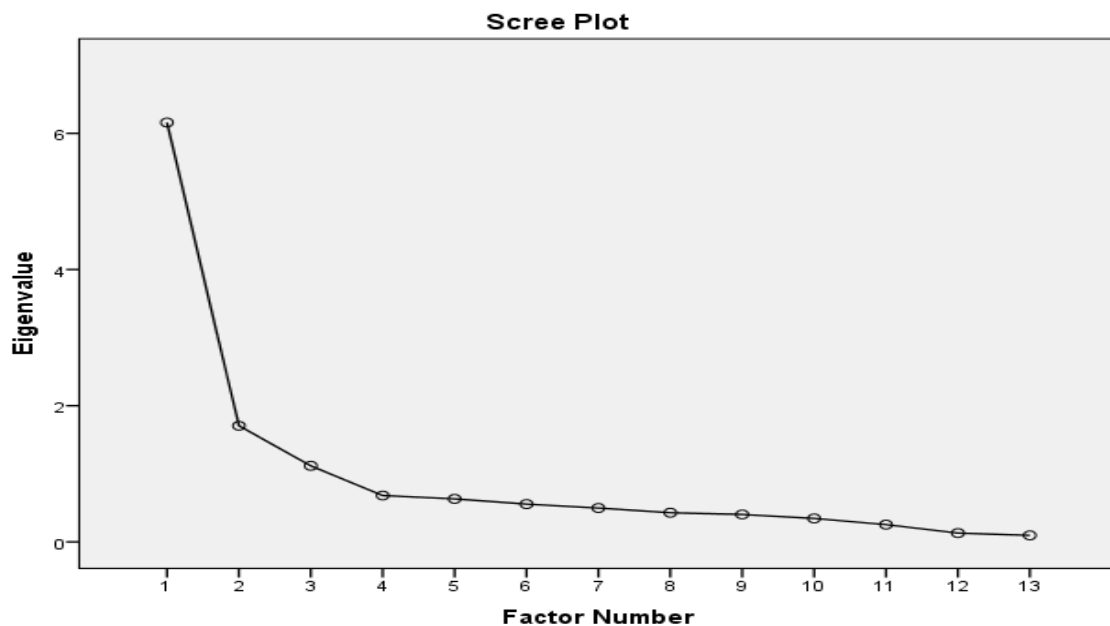
Considering that the loadings of the scale items were .40 and above (Tabachnick & Fidell, 2019), 11 items that were below the reference value and were not collected under any dimension were deleted from the scale. According to the EFA analysis, a scale with three dimensions consisting of 13 items and explaining 61.33% of the total variance was obtained.

The naming of the subdimensions was based on both the relevant literature and the qualitative findings obtained from focus group discussions conducted with refugee students. The themes that emerged from these discussions were analyzed in conjunction with existing theoretical frameworks, leading to the identification of three dimensions: Psychological Dimension (items 1-4), Communication Dimension (items 5-10), and Social Dimension (items 11-13). The Psychological Dimension includes items related to emotional well-being and individual resilience, the Communication Dimension reflects the interactions and language-related experiences of students, and the Social Dimension encompasses aspects related to social integration and relationships with peers. This multidimensional structure aligns with previous studies examining the adaptation and experiences of refugee students in educational settings.

The item *"I can express myself freely in the classroom."* within the Communication Dimension was reverse-coded to ensure consistency in the interpretation of higher scores across the scale. This reverse coding was applied to align the item with the overall construct measurement. The loadings of the scale items vary between 0.47 and 0.99. The loadings of all items in the scale are shown in Table 3.

Table 3

Item Loadings According to EFA Results

Scale Items	Dimension Name	Item Loadings
I feel happy to get to know different cultures at the university.		.99
I believe that learning about other cultures has improved my relationships at the university.	**Psychological Dimension**	.87
I feel that I am as valuable as every student at the university.		.55
I can comfortably establish a dialogue with the lecturers.		.47
I find it difficult to express myself in Turkish at university.		.77
I hesitate to actively participate in the classroom activities as I have difficulty in expressing myself in Turkish.		.63
I feel lonely because of cultural differences at the university.	**Communication Dimension**	.61
I can express myself freely in the classroom.		-.61
I hesitate to express myself in the classroom because of the fear of being shamed.		.59
I have difficulties in activities with university students with whom I do not have a common culture.		.57
I can easily make friends with new people.		.59
I think that students at the university are friendly to refugee students.	**Social Dimension**	.58
I think that students at the university respect differences.		.53

## 2.2. Findings Related to Confirmatory Factor Analysis (CFA)

In order to test the structure created by the exploratory model in the Psychosocial Adaptation of Refugee University Students scale and to test the suitability of the model, CFA was applied on the data set of 110 refugee university students. CFA is the process of bringing a scale to a state that can be used with confidence (Şencan, 2005). The three-dimensional structure formed as a result of EFA was applied to CFA using the AMOS programme. The values obtained in the CFA test should be at the level of 'perfect' or 'acceptable' fit. In this context, $\chi 2$/sd, SRMR, CFI, GFI and IFI were evaluated. As seen in Table 4, it is seen that $\chi 2$/sd, SRMR, CFI, GFI and IFI values are between 'acceptable' values. CFA fit index values of the scale are shown in Table 4 and CFA values of the scale are shown in Figure 3.

Table 4

CFA Fit Indices of Refugee University Students' Psychosocial Adaptation Scale

Fit Criterion	Perfect Fit	Acceptable Fit	Scale Values
x^2/sd	$0 \leq x^2/sd \leq 2$	$2 \leq x^2/sd \leq 3$	2.54
SRMR	$0 \leq SRMR \leq .05$	$.05 \leq SRMR \leq .10$	.06
CFI	$.95 \leq CFI \leq 1.00$	$.90 \leq CFI < .95$	.90
GFI	$.90 \leq GFI \leq 1.00$	$.85 \leq GFI < .90$	.85
IFI	$.95 \leq IFI \leq 1.00$	$.90 \leq IFI \leq .95$	.90

Figure 3

CFA Values For the Scale
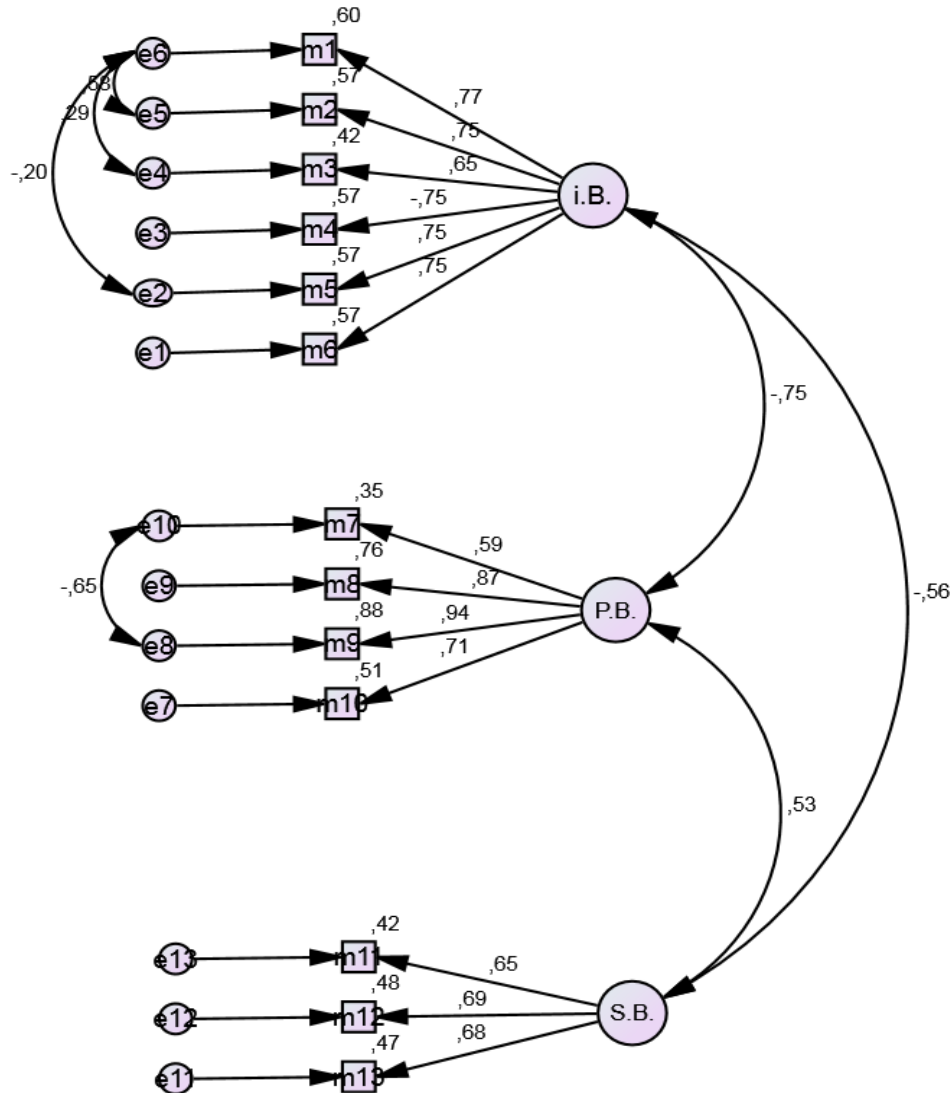
2.3. Findings Related to Reliability Analyses

Internal consistency analysis was performed for the reliability analysis of the Psychosocial Adaptation of Refugee University Students Scale. To test this, Cronbach's alpha value was analysed. The internal consistency reliability results of the research are given in Table 5.

Table 5

Findings Related to Internal Consistency Analyses of the Scale

Dimensions	Cronbach Alpha Values
Psychological Dimension	.83
Communication Dimension	.67
Social Dimension	.74

According to the analyses (EFA, CFA) carried out by the researchers, it was concluded that the 'Psychosocial Adaptation of Refugee University Students Scale' has a three-factor and 13-item structure with high construct validity and reliability (Cronbach's alpha =.83, .67, .74) when the fit indices are taken into consideration. It is considered that the developed scale can be used to reveal the psychosocial adaptation levels of refugee students studying at universities.

DISCUSSION

This study aimed to develop a valid and reliable measurement tool to assess the psychosocial adaptation levels of refugee students studying at universities. The Psychosocial Adaptation Scale of Refugee University Students was developed based on Berry's Cultural Adaptation Model and revealed a three-dimensional structure: psychological, social and communication. In this context, statistical analyses were conducted to ensure the validity and reliability of the scale. Exploratory and confirmatory factor analyses were conducted to examine the structure of the scale, while reliability tests were conducted to assess internal consistency.

To evaluate the suitability of the data for factor analysis, both the Kaiser-Meyer-Olkin (KMO) test and Bartlett's test of sphericity were conducted, as both provide critical information on the suitability of the data set for this statistical procedure. Since Field (2009) evaluates KMO values as 0-.50 unacceptable, .50-.59 very bad, .60-.69 bad, .70-.79 medium, .80-.89 good and .90-1.00 very good, it is assumed that the KMO (.834) value obtained in the study is 'good'. Hair et al. (2019) accept that variables are suitable for factor analysis if the p value is less than .05 in Bartlett's test. In the study, as Bartlett's test χ^2 value was found to be 1625.92 and p value was found to be .000, the research is suitable for factor analysis.

As a result of the EFA conducted in the study, it was determined that the scale had a three-dimensional structure explaining 61.33% of the total variance. When the literature is examined, it is seen that explaining at least 40% of the total variance is accepted as a sufficient criterion in factor analysis studies (Kline, 2014). The three main factors obtained are psychological dimension (eigenvalue = 3.55), social dimension (eigenvalue = 2.99) and communication dimension (eigenvalue = 1.44). Factors with eigenvalues greater than 1 provide the explanation of a significant portion of the variance (Tatlıdil, 1992). This factor structure is consistent with the findings obtained from both the focus group interviews and the literature. The conducted scree plot analysis also supported the three-factor structure of the scale.

Confirmatory Factor Analysis (CFA) was conducted to confirm the basic structure of the scale developed to assess the psychosocial adjustment of refugee students and to accurately reflect the theoretical constructs of the proposed model and the relationships between items. According to the CFA results of the scale, χ^2/df = 2.54 (Kline, 2011), CFI = .90 (Bentler & Bonett, 1980), GFI = .85 (Schermelleh-Engel & Moosbrugger, 2003), IFI = .90 (Marsh, Hau, Artelt, Baumert & Peschar, 2006) and SRMR = .06 (Browne & Cudeck, 1993) values calculated for model-data fit indicate that the scale meets acceptable fit criteria. These values confirmed the consistency of the scale with the theoretical model and revealed that it is statistically appropriate to consider psychosocial adaptation in three basic dimensions.

Cronbach Alpha internal consistency coefficient was used in the reliability analysis of the Three-Dimensional Refugee Students' Psychosocial Adjustment Scale. In general, an internal consistency value of .70 and higher is an acceptable value (DeVellis, 2014; Büyüköztürk, 2015). While the acceptable value is expected to be 0.70 and above when calculating internal consistency (Nunnally & Bernstein, 1994), Wim et al. (2008) state that the range of 0.60-0.80 is also an acceptable value for the internal consistency coefficient. In addition, Pallant (2001) emphasises that an alpha value above 0.60 for internal consistency can be considered as high reliability and acceptable index. According to the results of Cronbach Alpha tests conducted within the scope of reliability analysis, $\alpha = .83$ for the psychological dimension, $\alpha = .74$ for the social dimension and $\alpha = .67$ for the communication dimension. Especially the high reliability level of the psychological dimension shows that the scale is a powerful tool in assessing the emotional states of refugee students. The reliability values of the social and communication dimensions were found to be at acceptable levels.

The research findings provide important clues in understanding the psycho-social adaptation processes of refugee students in the context of Berry's Cultural Adaptation Model. It was observed that the psycho-social adaptation levels of the students who adopted the integration strategy were higher, and academic and social success was also related to this adaptation strategy. This finding suggests that refugee university students' preserving their own cultural identity and establishing healthy social ties with the host society has an effect on both individual and social cohesion. On the other hand, assimilation strategy may increase psychological stress due to loss of cultural identity, separation strategy may lead to social isolation and lack of communication, and marginalisation strategy may lead to the most negative results in psycho-social adaptation processes.

The results of the study reveal that in order to increase the psycho-social adaptation levels of refugee students, universities should focus on practices that promote integration strategies. In particular, support mechanisms such as language support, cultural adaptation programmes, social activities and psycho-social counselling services play a critical role in facilitating students' integration processes.

The sample size and representativeness of this study are among its limitations. Despite offering important insights into the scale's psychometric qualities, the results are based on a particular subset of university students who are refugees. Further research should think about increasing the sample size and using the scale with diverse refugee student groups in different educational contexts to improve the results' generalizability. Further studies using bigger and more varied sample sizes would enhance the scale's dependability and suitability for use in various settings while also assisting in the validation of the factor structure. In addition, the limitations of the study include the fact that the sample consisted largely of Middle Eastern and Central Asian students and that it was administered only to Turkish-speaking refugee students. This may limit the applicability of the scale in a large refugee population. A broader representation of different cultural groups and linguistic diversity in future studies may increase the generalisability of the scale.

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GENİŞLETİLMİŞ ÖZ

Giriş

Göç, küreselleşme ve hareketlilik süreçleri, 21. yüzyılda dünya genelinde toplumların demografik yapısında köklü değişimlere yol açmış ve kültürel çeşitliliği önemli ölçüde artırmıştır (Gay, 2014). Bu değişimler, ekonomik ve siyasi yapıların yanı sıra eğitim, sağlık ve sosyal hizmetler gibi toplumsal alanlarda da derin etkiler yaratmıştır. 2011 yılında Suriye'de başlayan iç savaş, milyonlarca insanın ülkelerini terk etmesine neden olmuş, Türkiye ise Suriyeli mülteciler için en önemli sığınma noktalarından biri haline gelmiştir (UNHCR, 2022). Temmuz 2024 itibarıyla, Türkiye'de üniversite çağında olan yaklaşık 350 bin Suriyeli öğrenciden yalnızca

%6'sının (58.213 kişi) yükseköğretime kayıtlı olduğu belirtilmektedir (YÖK, 2024). Geriye kalan %94'lük kesimin ise kayıt dışı istihdam edildiği veya herhangi bir eğitim ya da mesleki programa dahil olmadığı gözlemlenmektedir (Kaya, 2019). Bu durum, mülteci öğrencilerin eğitim süreçlerini ve topluma uyumlarını etkileyen zorlukları ele alan kapsamlı araştırmalara duyulan ihtiyacı açıkça ortaya koymaktadır.

Mülteci öğrenciler yükseköğretime erişimde ve eğitim süreçlerine katılımda çok çeşitli zorluklarla karşı karşıya kalmaktadır. Bunların başında dil bariyeri gelmektedir. Eğitim materyallerine erişimde yaşanan sorunlar, akademik yazma becerilerindeki eksiklikler ve sınıf içi iletişim problemleri bu süreci daha da karmaşık hale getirmektedir (Güngör & Şenel, 2018; Taşkın & Erdemli, 2018). Mülteci öğrenciler açısından eğitim süreçlerinde sosyal uyum ve entegrasyon, vazgeçilmez bir unsur olarak öne çıkmaktadır (Berry & Hou, 2016). Ancak kültürel farklılıklar, ayrımcılık ve yabancı düşmanlığı gibi etkenler, mülteci öğrencilerin yerel topluluklarla sağlıklı ilişkiler kurmasını ve sosyal çevrelerine uyum sağlamasını zorlaştırmaktadır (Measham et al., 2014; Salvati, Basili, Carone, & Giacomantonio, 2020). Bu tür deneyimler, öğrencilerin psikolojik sağlığını olumsuz etkileyerek eğitim başarılarını düşürmekte ve topluma entegrasyon süreçlerini yavaşlatmaktadır (Davidov et al., 2020). Psiko-sosyal uyum, mülteci öğrencilerin eğitim süreçlerinde karşılaştıkları bu tür zorlukların aşılmasında kritik bir rol oynamaktadır. Öğrencilerin kendilerini güvende ve kabul edilmiş hissetmeleri, sosyal ilişkilerini sürdürebilmeleri ve duygusal dengeyi sağlayabilmeleri psiko-sosyal uyumun temel unsurları arasında yer almaktadır (Buzzai, Passanisi, Aznar, & Pace, 2023).

Teorik temelini Berry'nin Kültürel Uyum Modeli'nden (Berry, 1997) alan bu araştırmada göçmen bireylerin yeni bir kültürel çevrede karşılaştıkları psiko-sosyal uyum süreçlerini açıklamak için kapsamlı bir çerçeve sunulmaktadır. Bireylerin kendi kültürel kimliklerini koruma ve ev sahibi toplumla bağ kurma düzeylerine dayalı olarak dört uyum stratejisi tanımlanır: entegrasyon, asimilasyon, ayrılma ve marjinalleşme. Araştırmada geliştirilmesi hedeflenen ölçek, bu stratejilerin mülteci öğrencilerin üniversite ortamındaki psiko-sosyal uyumlarına etkilerini nesnel olarak değerlendirmeyi amaçlamaktadır.

Yöntem

Bu araştırmanın amacı üniversitede eğitim gören mülteci öğrencilerin psikososyal uyum düzeylerini saptamaya yönelik bir ölçek geliştirmektir. Araştırmada, mülteci öğrencilerin üniversite eğitimleri sürecinde psikososyal uyumlarını belirlemek için betimsel araştırma yöntemlerinden genel tarama modeli kullanılmıştır. Karasar (2013) betimsel tarama modelini bir durumu var olduğu haliyle dününü ve bugününü ortaya koymaya çalışır şeklinde tanımlamıştır. Araştırmanın çalışma grubunu Türkiye'deki farklı üniversitelerde kayıtlı mülteci öğrenciler oluşturmaktadır. Bu araştırmaya konu olan katılımcılar kısıtlı ve ulaşılması zaman alan bir örneklem grubunu temsil ettiği için kartopu örneklem ile katılımcılara ulaşılmaya çalışılmıştır. Böylece araştırma için gerekli verilerin hızlı ve pratik bir şekilde elde edilebilmesi için çevrimiçi ortamda amaçlı örnekleme yöntemlerinden kartopu örneklemesi kullanılarak, ilk katılımcı ile görüştükten sonra diğer katılımcılara ulaşma sürecine gidilerek veriler toplanmıştır (Güler, Halıcıoğlu, Taşğın, 2013; Yıldırım ve Şimşek, 2018). Bir kısmı Google Forms ve bir kısmı da yüzyüze doldurulan formlar ile mülteci öğrencilerin Türkiye'de eğitim gören diğer öğrencilere formu ulaştırması sağlanmıştır. Böylece araştırmada AFA için 210, DFA için ise 115 mülteci öğrenciye ulaşılmıştır.

Veri toplama aracı olarak araştırmacılar tarafından geliştirilen "Mülteci Üniversite Öğrencilerinin Psikososyal Uyumu Ölçeği" araştırmada kullanılmıştır. Ölçek geliştirme sürecine yönelik salt bir teamül olmadığı ve bazı araştırmacılar tarafından farklı lensler ile ölçek geliştirme sürecinin ele alındığı fark edilmiştir (Crocker ve Algina, 2008; Cohen ve Swerdlik, 2018; DeVellis, 2017; Erkuş, 2012; Eze vd., 2017; Tezbaşaran, 2008). Bu yüzden araştırmacılar tarafından daha pratik olduğu değerlendirilen DeVellis'in (2017) ölçek geliştirme süreçleri

uygulanmıştır. Ölçek geliştirme sürecinin başında ulusal ve uluslararası alanyazın tarandıktan ve mülteci bir grup öğrenci ile odak grup görüşmeleri yapıldıktan sonra psikososyal uyumun unsurları ve bileşenleri için ifadeler yazılmıştır. Ölçekte anlamsal karışıklığa neden olabilecek ifadelerin düzeltilmesi ve uygulanan bağlamı temsil edebilmesi açısından Türkçe dil uzmanlarından destek alınmıştır. Herhangi bir üniversitede aktif olarak öğrenci olan mülteci öğrencilere yönelik geliştirilen "Mülteci Üniversite Öğrencilerinin Psikososyal Uyum Ölçeği" ölçek geliştirme adımlarının tamamlanması ile 13 maddeden oluşan 3 faktörlü bir yapıya sahiptir.

Mülteci Üniversite Öğrencilerinin Psikososyal Uyum Ölçeğini geliştirmek için analizler gerçekleştirilmiştir. Normallik değerlerini test etmek amacıyla çarpıklık ve basıklık değerlerine bakılmış araştırma çalışma verilerinin normal dağılım gösterdiği bulgulanmıştır (-1 ile +1). Ardından Kaiser- Meyer- Olkin (KMO) ve Bartlett Küresellik testleri incelenmiştir. İç tutarlılığının hesaplanması için Cronbach Alpha iç tutarlılık katsayısı hesaplanmıştır. Ölçeğin yapı geçerliliğinin test etmek için veri setine öncelikle uç değer analizi yapılmış, çıkan 12 uç değer atıldıktan sonra 210 kişilik veri setine AFA, diğer 110 kişilik veri setine ise DFA uygulanmıştır. Araştırmadaki analizlerin gerçekleştirilmesi için SPSS 24 ve AMOS programları kullanılmıştır.

Sonuç ve Tartışma

Bu araştırma, üniversitelerde eğitim gören mülteci öğrencilerin psikososyal uyum düzeylerini değerlendirmek amacıyla geçerli ve güvenilir bir ölçme aracı geliştirmeyi hedeflemiştir. Mülteci Üniversite Öğrencilerinin Psikososyal Uyum Ölçeği, Berry'nin Kültürel Uyum Modeli temel alınarak geliştirilmiş ve psikolojik, sosyal ve iletişim olmak üzere üç boyutlu bir yapı ortaya koymuştur. Ölçeğin geliştirilme ve analiz süreçlerinde istatistiksel analizler için SPSS ve AMOS programları kullanılmıştır. Araştırmada yapılan AFA sonucunda, ölçeğin toplam varyansın %61,33'ünü açıklayan üç boyutlu bir yapıya sahip olduğu belirlenmiştir. Psikolojik boyut (özdeğer = 3,55), sosyal boyut (özdeğer = 2,99) ve iletişim boyutu (özdeğer = 1,44) olmak üzere üç temel faktör elde edilmiştir. Bu faktör yapısı hem odak grup görüşmelerinden hem de literatürden elde edilen bulgularla tutarlıdır. Yamaç grafiği (Scree Plot) analizi de bu üç faktörlü yapıyı desteklemiştir. DFA sonuçlarına göre, model-veri uyumu için hesaplanan $\chi^2/df = 2.54$, CFI = .90, GFI = .85, IFI = .90 ve SRMR = .06 değerleri, ölçeğin kabul edilebilir uyum kriterlerini karşıladığını göstermektedir. Bu değerler, ölçeğin teorik model ile tutarlılığını doğrulamış ve psiko-sosyal uyumun üç temel boyutta ele alınmasının istatistiksel olarak uygun olduğunu ortaya koymuştur. Güvenilirlik analizi kapsamında yapılan Cronbach Alpha testlerinde, psikolojik boyut için α = .83, sosyal boyut için α = .74 ve iletişim boyutu için α = .67 değerleri elde edilmiştir.