EXAMINING THE RELATION BETWEEN ATTENDING THE LANGUAGE
COURSES AND WELL-BEING OF THE ATTENDING REFUGEES

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MASTER OF ARTS

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I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

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ABSTRACT

EXAMINING THE RELATION BETWEEN ATTENDING A LANGUAGE
COURSE AND WELL-BEING OF THE ATTENDING REFUGEES

ZAİM, Pırıl

Master of Arts, Migration Studies

Supervisor: Asst. Prof. Gözde İKİZER

The purpose of this study is to examine the relation between attending a language course and well-being of the attending refugees. The study adopts a mixed-methods approach, including both qualitative and quantitative data collection and analysis methods. The study participants consist of adult refugees attending a Turkish language course. Data collection is done through semi-structured interviews and standardised scales measuring well-being and resilience. The theoretical and conceptual framework of the study provides an overview of forced migration, international legal frameworks, migration and asylum in the context of Türkiye, migration network theory and the impact of forced displacement on forced migrants. Furthermore, the literature on well-being and resilience is extensively reviewed, covering their definitions, components and associated factors. The thematic analysis of the data has identified multiple themes that offer an insight to the participants' experience of being a refugee in relation to their well-being and resilience with the quantitative data collected through the scales. As a result it was concluded that attending a language course did have a positive effect on the well-being of the participants.

Keywords: Psychological Well-being, Resilience, Forced Migration, Language Course

ÖZ

DİL KURSLARINA KATILIM İLE KURSA KATILAN MÜLTECİLERİN İYİ OLMA HALİ ARASINDAKİ İLİŞKİNİN İNCELENMESİ

ZAİM, Pırıl

Yüksek Lisans, Göç Çalışmaları

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Bu çalışmanın amacı, bir dil kursuna katılmak ile kursa katılan mültecilerin iyi olma hali arasındaki ilişkiyi incelemektir. Çalışma, hem nitel hem de nicel veri toplama ve analiz yöntemlerini içeren karma yöntem yaklaşımını benimsemektedir. Çalışmanın katılımcıları, Türkçe dil kursuna devam eden yetişkin mültecilerden oluşmaktadır. Veri toplama, yarı yapılandırılmış mülakatlar ile iyi olma hali ve dayanıklılığı ölçen standartlaştırılmış ölçekler aracılığıyla gerçekleştirilmiştir. Çalışmanın teorik ve kavramsal çerçevesi, zorunlu göç, uluslararası yasal çerçeveler, Türkiye bağlamında göç ve zorunlu göç, göç ağı teorisi ve zorunlu yerinden edilmenin zorunlu göçmenler üzerindeki etkisine genel bir bakış sunmaktadır. Ayrıca, iyi olma hali ve dayanıklılık literatürü kapsamlı bir şekilde gözden geçirilmiş, tanımları, bileşenleri ve ilişkili faktörleri ele alınmıştır. Verilerin tematik analizi, ölçekler aracılığıyla toplanan nicel verilerle birlikte, katılımcıların iyi olma hali ve dayanıklılıkları ile ilişkili olarak mülteci olma deneyimlerine dair bir içgörü sunan birden fazla tema belirlemiştir. Sonuç olarak, bir dil kursuna katılmanın katılımcıların iyi olma hali üzerinde olumlu bir etkisi olduğu sonucuna varılmıştır.

Anahtar Kelimeler: Psikolojik İyi Olma Hali, Dayanıklılık, Zorunlu Göç, Dil Kursu

To my dearest grandmother, Müjgan, for her wisdom and friendship

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LIST OF ABBREVIATIONS

3RP	: Regional Refugee and Resilience Plan
CD-RISC-10	: Connor-Davidson Resilience Scale-10
DGMM	: Directorate General of Migration Management
EC	: European Commission
EU	: European Union
EWB	: Eudaimonic Well-Being
IDP	: Internally Displaced Person
LGBTQ	: Lesbian, Gay, Bisexual, Transgender and Queer
LFIP	: Law on Foreigners and International Protection
MDC	: Minimum Detectable Change
MENA	: Middle East North Africa
PTSD	: Post-Traumatic Stress Disorder
PWB	: Psychological Well-Being
SWEMBS:	: Short Warwick-Edinburgh Mental Well-being Scale

CHAPTER I

INTRODUCTION

Behind every carefully analysed statistical trend on forced migration, there is an ever growing suffering from distressed people who are driven away from their homes. The reasons behind every instance of involuntary displacement are multifaceted and nuanced are reflective of the complexity of the human experience. Thus, rigid clinical definitions of the different definitions of forced migration often fail to capture the individuality and unique circumstances of the people subject to them (Castles 2006). Even though these categorisations are necessary for policy making and resource allocation, amidst the often-chaotic bureaucratic steps, the underlying human element can be inadvertently overlooked. The phenomenon of forced migration has become a major issue in the contemporary world, with millions of people fleeing their homes due to conflicts, natural disasters and economic reasons (Siegfried 2022). However, the journey of displaced persons in starting a new life, overcoming myriad obstacles and finding hope in an uncertain future is an aspect that is still all too easily forgotten in the bigger picture of forced migration.

Beginning in 2011 with the Arab Spring protests, Syrian Civil War is a 12 years long ongoing conflict. After the protests were met with violent repression from the government, the situation escalated into a civil war that has caused widespread displacement, destruction and suffering. The conflict has led to the displacement of millions of Syrians both within the country and as refugees in neighbouring countries and beyond (Berti 2015; Erdoğan 2020). The crisis has had a significant impact on Türkiye, since for the ninth consecutive year now, Türkiye is home to the largest refugee population in the world, with hosting nearly 4 million refugees and asylum seekers with majority being of Syrian origin (UNHCR 2023). As a result, Türkiye has faced numerous challenges in providing aid and assistance to those displaced by the conflict. The crisis remains a major humanitarian concern and efforts continue to find a peaceful resolution to the conflict and provide assistance to those affected, while in Türkiye the temporary protection status given to the Syrian refugees grows protracted.

Along with Syrians under temporary protection, Türkiye is now also hosting more than 140,000 Iraqi refugees and asylums seekers (UNHCR 2023).

There is a growing international response to the concurrent need to foster the needs of people of concern. One prominent concept that has been put emphasis on is resilience, which is a complex and multifaceted concept that refers to an individual's ability to overcome adversity and recover from traumatic events. It is widely recognised as a crucial factor in promoting positive mental health and well-being among individuals who have experienced traumatic events such as forced migration, a journey that is in its entirety full of stressors. However, because every refugee situation is unique, studies that focus on factors that contribute to resilience among refugees do so by putting emphasis on different agents, hence sometimes not able to provide analogous findings (Masten 2001). In the context of forced migration, these factors are particularly important, as they can have a significant impact on the experiences of refugees and their ability to cope with the stressors they face. It should be emphasised that the psychological well-being of refugees is a complex subject that needs to be thoroughly understood in order to be fostered in the most effective way possible. In order to do that, first, the refugee experience should be understood.

In the context of forced migration, migration network theory can help us understand how social networks can facilitate or hinder the movement of people who are forced to flee their homes, hence shed a light at the refugee experience from a sociological point of view. According to migration network theory, people are more likely to migrate if they have social ties to other migrants, either through family, friends, or other connections (Massey et al. 1993). These social ties can provide important information and resources that can make migration easier and less risky. Considering the conditions for migration for refugees, this social capital is one of the few resources they have access to (Lamba & Krahn 2003). For example, migrants may receive financial support, job offers, or housing assistance from other members of their social support network that act as social capital (Bourdieu 1985).

While social networks can play a crucial role in facilitating the movement of people who are fleeing conflict, persecution or environmental disasters, they are neither enough, nor always available. As an integral aspect of the increasing global effort to address the simultaneous imperative of addressing the needs of people of concern, a

significant amount of the resources that Turkish government and international organisation are providing are reserved for the funding of vocational skill courses, language learning and educational programmes. Therefore, the importance of understanding the relation between the well-being of refugees and attending a course should be thoroughly examined by gaining an in-depth understanding of the experience of refugees first hand.

The present study is an attempt to examine the factors that contribute to the well-being of refugees who attend Turkish language courses, which are few of the many provided by the government and NGOs to help refugees integrate into Turkish society. Therefore, the subject of this thesis is examining the relationship between attending the language courses and well-being of refugees who attend these courses. An in-depth understanding of this relationship will be pursued by means of considering psychological resilience as a possible variable in the study conducted as a part of the research. The study adopts a mixed-methods approach that utilises both qualitative and quantitative data to gain a comprehensive understanding of the experiences of refugees in relation to resilience and well-being. Findings of the study are expected to provide valuable insights into the unique experiences of the study's participants and the factors that contribute to their resilience and well-being. However, for this research, purposive sampling technique was utilised. It is therefore imperative to acknowledge that the research does not intend to generate results that can be applied to draw generalisations about the entire population. As a consequence, the research design of this study does not facilitate or intend to make generalisations that could be extrapolated to the entire refugee population in Türkiye. Additionally, the study's take on the issue from a gender conscious perspective hopes to contribute to the existing literature on well-being and intersectionality and therefore promote a more nuanced understanding of the complex factors that influence resilience among refugees.

The second chapter of this thesis offers a theoretical and conceptual framework to comprehend the effects of forced migration on individuals. Later, the chapter proceeds by scrutinising the international legal framework intended to safeguard refugees, with a specific emphasis on the Syrian humanitarian crisis and the actions taken by Türkiye in response to it. Chapter then explores the effects of forced migration on an individual level, with a particular focus on the psychological and social impacts by putting

particular emphasis on the impact of forced displacement on well-being and resilience. After a brief explanation of the aims and scope of the study and its importance, the next chapter later focuses on the methodology of this research. Third chapter draws an extensive outline on research design and how the data analysis was made. After that, research findings from both the qualitative and quantitative study are presented in the fourth chapter. Discussion of the findings are later presented in Chapter 5. The research is then concluded with the final chapter that lays out a general overview of the findings and the implications.

CHAPTER II

THEORETICAL AND CONCEPTUAL FRAMEWORK

This chapter will provide a theoretical and conceptual framework for understanding forced migration and its impacts on individuals. The chapter begins by examining the international and legal frameworks for protecting refugees, with a particular focus on the Syrian humanitarian crisis and Türkiye's response to it.

The chapter explores migration network theory and its implications for refugee populations. It then delves into the impacts of forced displacement on the forced migrant. Special attention is paid to the psycho-social impacts of forced displacement, including its effects in relation to well-being and resilience. After that the chapter turns to the concepts of well-being and resilience, drawing from the literature to define and conceptualise these constructs. It explores the factors that contribute to well-being and resilience in the context of forced displacement.

The chapter then concludes with an outline of the aims and scope of the study and briefly discusses the implications and importance of this study, including its potential contributions to the literature, policy and practice in the field of forced migration and well-being of refugees.

2.1. Forced Migration

Forced migration, also referred to as forced displacement, refers to the movement of people who are forced to leave their homes due to a variety of reasons. In contrast to the popular use, the term is not only limited to refugees and asylum seekers, which are much narrower categories and will be dwelled upon later on. Even though the terms

refugee and *forced migrant* are often used interchangeably, there are differences between the two. However, the concepts used to describe and understand forced migration are not always clear-cut and there is often debate and disagreement within the field about their precise meanings and implications.

In this section, some of those key debates and controversies surrounding the terminology used in the field will be explored as well as the definitions. Later on, the international legal framework will be reviewed along with the contemporary criticisms in the literature.

2.1.a. Definitions and Debates Regarding the Terminology

As it will be discussed with greater detail in the following section, a *refugee* is a person who has been forced to flee their home country due to persecution, war, or violence (Castles 2006). Refugees have a well-founded fear of persecution based on their race, religion, nationality, political opinion or membership in a particular social group. They are unable or unwilling to return to their country of origin due to this fear of persecution. As a result, they seek refuge in another country where they hope to be protected and allowed to rebuild their lives. Refugees are entitled to special protections and assistance under international law (Hansen 2014; Fiddian-Qasmiyeh et al. 2014; Hyndman 2000).

A *forced migrant* on the other hand is a broader term that refers to anyone who is forced to leave their home due to factors beyond their control, including conflict, human rights violations, natural disasters, development projects or human-made catastrophes (Castles 2006). A forced migrant may be displaced within their own country, referred to as internally displaced person (IDP), or have crossed an international border and become a refugee or an asylum seeker. However, being a

refugee is a clearly defined term under international and regional refugee law and, if not relatively recent, it is much newer in respect to human history.

Regardless of the contemporary legal terminology used, the phenomenon of forced migration is not new and as conflict itself it has always been a part of human history (Nagurney et al. 2020). However, in recent years, it has become more widespread and complex, with millions of people being uprooted from their homes every year, not only as individuals but also as groups (Jackson 1999). A distinct and limited status (e.g. temporary protection) is created for refugees who are part of a group or who are specifically classified as war or civil conflict refugees (Frelick 2000).

There are different terms used for describing *forced migrants* for specific contexts regarding a specific policy framework, yet the definition of these mentioned terms (eg. refugee, asylum-seeker, humanitarian refugee, stateless person) are rather vague if not shifting or overlapping. These varying terms used are not sociologically significant since they do not describe features or traits of a unique group that consists of people who have a diverse range of backgrounds and experiences and hence cannot be defined solely by their migration status (Black 2001). As an example, the distinctions between the rights and privileges of refugees and internally displaced individuals (IDPs) are clearly outlined in humanitarian and refugee law however, even though the term IDP is relatively more recent for example, the phenomenon itself is not.

Nevertheless, these categories that came to be conceptualised quite recently than their existence are facing scrutiny since the only factors that differentiate an IDP from a refugee are mild differences in "time and space" (Lischer 2007; Hyndman 2000). It is widely noted that while different terms may be used to distinguish between various legal categories, they do not provide a comprehensive understanding of the complex and diverse factors that lead to forced migration since each displacement situation is

unique and complex, shaped by various social, economic and political factors (Black 2001; Malkki 1995).

Consequently, there are crucial legal differentiations between refugees and simply *migrants*. As a very fundamental example of legal frameworks "there is a universally recognised right to seek asylum, but there is no such recognised right to migrate" (Ferris & Donato 2020). Similarly, while refugees have a legal status and are entitled to protection and assistance under international law, other forced migrants may not have the same legal recognition or protection (Jackson 1991). It is important to recognise the diversity and complexity of forced population movements and avoid generalisations or assumptions about the experiences and needs of displaced people.

Therefore categories of forced migration should not be interpreted as strict scientific classifications. Rather, they are the outcome of political discussions and choices made by states and international organisations over the past decades for being able to meet legal and political goals (Castles 2006). The categorisations are to be utilised, for aiding organised thinking, delineating phenomena and discerning patterns and consistencies (Haas et al. 2020). It could be in the simplest terms said that all refugees are forced migrants, but not all forced migrants are refugees. So using the term "forced migrant" instead of "refugee" may diminish the legal and specific needs of refugees and their right to protection and assistance. Calling refugees "forced migrants" can take the focus away from their particular needs and the legal obligations that the international community has agreed to fulfil.

Before moving on to the legal framework for migration and asylum in Türkiye, the next section of the chapter will briefly explore the roots and current international legal framework for the protection of refugees and that have been developed over the past

century to provide legal protection for individuals who are forced to flee their homes due to persecution, conflict or other forms of insecurity.

2.1.b. International Legal Framework for The Protection of Refugees

Refugees are recognised under international law and protected by the 1951 Refugee Convention and its 1967 Protocol which set up the institutional framework of the concept (Castles 2006). Created in response to the displacement of millions of people during World War II, the 1951 Convention relating to the Status of Refugees, also known as the Refugee Convention (hereafter the 1951 Convention) is an international treaty that sets out the rights of refugees and the legal obligations of states to protect them. Before it was amended in 1967, when it was first established, the Convention only applied to refugees in Europe who were displaced before 1 January 1951 due to events such as World War II. This meant that refugees who were displaced by more recent conflicts or who were outside of Europe were not covered by the Convention's conceptualisation of a refugee. Initially by conceptualising the term "refugee" on legal basis, it's main objective was to provide legal protection and assistance to individuals, more or less limited to European refugees in the aftermath of World War II, who have been forced to flee their home country due to well-founded fears of persecution (UNHCR 2011). The fear of persecution must be based on one or more of the five grounds specified in the 1951 Convention, which are race, religion, nationality, membership in a particular social group and political opinion (UNHCR 1951). The definition also includes those who have fled due to armed conflict, generalised violence, or other circumstances that have seriously disturbed public order. The 1951 Convention has been ratified by 145 countries since and is still considered a cornerstone of international refugee law.

The 1967 Protocol Relating to the Status of Refugees (hereafter the 1967 Protocol), on the other hand, removed the date and geographical limitations and consequently extended the Convention's scope beyond Europe and removed the temporal limit of 1951. This means that the Convention's protection now applies to refugees worldwide for the party states, regardless of their location or the time period in which they were displaced. The 1967 Protocol was created to address the growing number of asylum seekers around the world and to ensure that they received equal protection and assistance, regardless of where they were from or what had caused their displacement. The Protocol has been widely ratified and is an essential component of the international legal framework for refugee protection (Castles 2006; Jackson 1991). However, amongst 145 part states, Congo, Madagascar, Monaco and Türkiye adopted and maintained its declaration of geographical limitation upon acceding to the 1967 Protocol, in accordance with the geographical limitations option provided in Article 1B(1) of the 1951 Convention (UNHCR 2015).

Also, being a principle that is at the very heart of the 1951 Convention Relating to the Status of Refugees, what was an utterly important cornerstone for international refugee law is the principle of *non-refoulement*. The principle is a crucial and mandatory element of global refugee protection under the 1951 Convention and 1967 Protocol and is recognised as a customary norm of international law as it is consistently practised and its normative character is recognised by states (UNGA 1994). Non-refoulement is enshrined in Article 33 of the Convention, which states that:

> 1. No Contracting State shall expel or return ("refouler") a refugee in any manner whatsoever to the frontiers of territories where his life or freedom would be threatened on account of his race, religion, nationality, membership of a particular social group or political opinion.

2. The benefit of the present provision may not, however, be claimed by a refugee whom there are reasonable grounds for regarding as a danger to the security of the country in which he is, or who, having been convicted by a final judgement of a particularly serious crime, constitutes a danger to the community of that country.

The significance of the commitment to not send a refugee back to a situation of persecution is emphasised in "Article 42(1) of the 1951 Convention" and "Article 7(1) of the 1967 Protocol", both of which identify *Article 33* as one of the provisions of the 1951 Convention that cannot be subjected to any reservations (UNHCR 1979; UNHCR 2007). The principle of *non-refoulement* safeguards refugees from being sent back to countries where they might face *persecution*. It is firmly rooted in international human rights and refugee law, encompassing treaties, doctrine and customary international law. A refugee is only permitted to be returned if the procedures for determining their refugee status have concluded that their asylum claim lacks a basis (Haas et al. 2020; Goodwin & Gill 2011).

2.1.c. Contemporary Criticisms on the 1951 Refugee Convention and 1967 Protocol

In the literature, the refugee definition in the 1951 Convention is at times criticised for being outdated and not applicable to contemporary problems, with some arguing that it is too Eurocentric (Bradley et al. 2022). It is argued that the revisiting and application of international laws and instruments of human rights are essential for ensuring that the rights of individuals who have been displaced against their will are safeguarded (Hyndman 2000).

Additionally, it is important to note that the 1951 Convention considers a refugee as an "individual" who requires protection, however, this narrow definition has

sparked a debate regarding its relevance in contemporary refugee crises that primarily affect refugee groups rather than individual refugees (Jackson 1991).

On the same note, it is now being discussed that today's refugees are substantially different from the refugees of 1951. They do not have a "well founded fear of persecution" but have left their country for a variety of other reasons such as civil war, internal conflicts and strife, foreign aggression and generalised violence or disregard of human rights. Also from a contemporary point of view, forced migration due to conflict often involves "mixed motivations" in which people are driven by both the need to escape violence and the desire to rebuild their families' livelihoods. In the literature, the concept of the "migration-asylum nexus" is used to describe the overlapping and interconnected nature of economic and forced migration, where the distinction between the two becomes less clear (Castles 2006). This blurring of lines reflects the complex and multifaceted nature of migration, which is influenced by a variety of factors including economic, political and social forces.

By recognizing the mixed motivations behind forced migration, policymakers and humanitarian actors can develop more comprehensive and effective responses that address the needs and aspirations of displaced populations. More currently for example, UNHCR has adopted a more general conceptualisation and started referring to the asylum-migration nexus as "refugee protection and durable solutions in the context of international migration" in order to disassociate the concept from South to population movements (UNHCR 2007; Crisp 2008). As former UNHCR High Commissioner Mr. Poul Hartling expressed at the United Nations General Assembly (UNGA) in 1987, on the concept of mixed-motivations; in most cases, it can be difficult to differentiate and categorise motivations. Borderline situations have always been present, however circumstances have become more composite. Nowadays,

individuals frequently leave their homeland on account of a mixture of factors that are so closely connected that it's not always clear which ones are the most significant.

However, it is also noted in the literature that it is vital to consider the historical context in which the definition was developed. During the drafting of the 1951 Convention, there were different opinions regarding whether to limit the definition to existing refugee categories or to create a more general definition that could cover all future refugee situations. To reach a compromise, a general conceptual definition based on the idea of a "well-founded fear of persecution" was adopted, with a 1951 dateline that limited the application of the Convention to the refugee situations that were present at the time, which were mostly European (Jackson 1991). Nonetheless, it could be said that the 1951 Convention and the 1967 Protocol remains an important legal framework for protecting the rights of refugees and ensuring that they are treated with dignity and respect. It provides a basis for cooperation among countries in addressing refugee crises and offers guidance for the development of national and international policies aimed at supporting refugees and ensuring their well-being.

Now that what is forced migration and the operative legal framework it is has been established along with the standing criticism, for the purpose of this thesis it is important to emphasise that one of the most common forms of forced migration is conflict-induced displacement. This occurs when people are forced to flee their homes due to armed conflict or political violence in their communities (Lischer 2007). Conflict-induced displacement is often prolonged and can result in large-scale displacement, such as the ongoing Syrian refugee crisis, which has seen over 6 million people flee the country since the conflict began in 2011 (Lischer 2017). In the following sections, first the concepts of asylum and migration will be reviewed in the context of Türkiye and then the Syrian refugee crisis will take the focus.

2.2. Migration and Asylum in the Context of Türkiye

This section will provide an overview of the legal framework for migration and asylum in Türkiye, including the laws, policies and institutions that have been established to manage the arrival and settlement of refugees and asylum seekers. We will examine the challenges and opportunities presented by this framework, as well as the ways in which Türkiye has worked with the international community to manage the Syrian humanitarian crisis and address the needs of refugees and asylum seekers.

2.2.a. Legal Framework for Migration and Asylum in Türkiye

Türkiye's strategic location, situated between the EU and the region of Middle East North Africa (MENA), makes it an important participant in migratory systems (Elitok 2013). Since the early 2000s, Türkiye has undergone significant changes to its migration policy with the aim of harmonisation for meeting the requirements for EU membership. This section aims to provide a comprehensive understanding of the legal framework for migration and asylum in Türkiye and its implications for the country's response to this critical issue.

Law No. 6458 on Foreigners and International Protection (LFIP), which was published in the Official Gazette on 11.04.2013, has had an innovative impact on the Turkish legal system by repealing some provisions of the Passport Law No. 5682 and the Law No. 5683 on the Residence and Travel of Foreigners in Türkiye (Erten 2015). Today, Türkiye is not only a transit country for population movements but also a destination country, especially for migrants from Eastern European states (Ergüven & Özturanlı 2013).

Especially when the effects of the Syrian Civil War, which started in March 2011, are analysed within the framework of the open door policy implemented by Türkiye in April 2011, it can be clearly seen how necessary the innovations of the LFIP on forced migration were (Ergüven & Özturanlı 2013). In this framework, the Temporary Protection Regulation (TPR) entered into force on 18.10.2014 upon the decision of the Council of Ministers, a general regulation has been introduced in Türkiye's domestic law on issues subject to International Refugee Law (Öztürk 2017; Ergüven & Özturanlı 2013). On this basis, in line with the efforts to establish a single refugee law supported by the European Union accession process, important innovations were made with LFIP.

In this context, based on the framework emphasised by Erten in his article, the innovations brought by the LFIP to Turkish law can be examined under the following main headings; provisions on foreigners, international protection and organisation (2015). The creation of a migration legislation in line with the EU *acquis* has been an execution that can respond to the current problems encountered, especially after 2011 (Ergüven & Özturanlı 2013). When it comes to the issues that can be considered as the most important among the innovations made, the concept of International Protection Status and Temporary Protection adopted with the LFIP comes to the forefront.

International protection and the statuses, which are analysed under three different headings are defined as refugee, conditional refugee and subsidiary protection. The refugee definition provided by the 1951 Convention Relating to the Status of Refugees and its 1967 Protocol, to which Türkiye is a signatory, has been accepted in Law No. 6458 without changing Türkiye's geographical limitation criterion. In this context, the forced migrants from outside European countries are not granted refugee status (Çetin, Öztürk, Gökalp Aras & Mencütek 2018). Conditional refugee status, on the other hand,

has expanded the concept of refugee in terms of geography and reorganised the scope of the rights of forced migrants from outside European countries, who were recognised as asylum seekers in the 1994 Regulation, by calling them conditional refugees (Ergüven & Özturanlı 2013). In this context, persons who cannot be granted refugee status due to the geographical limitation are allowed to stay in Türkiye until they are resettled in a third country and thus to obtain a temporary residence permit (Erten, 2015). Finally, the adoption of subsidiary protection or complementary protection status, was another innovation that was not included in the 1994 Regulation. This status is an international protection status established when a person cannot be returned to their country of origin under specified conditions (threats to human rights such as being sentenced to death penalty, being subjected to torture), but at the same time does not meet the conditions to receive refugee or conditional refugee (Ergüven & Özturanlı 2013). When the concept of protection is considered, in addition to the granted statuses, another innovation brought by No. 6458 Law on foreigners and international protection is the inclusion of *non-refoulement* as a principle (Erten 2015).

While the above-mentioned statuses are linked to individual asylum procedures, another concept emerges in cases of masses; temporary protection. Temporary Protection Status, which provides group-based protection to people in need of asylum *en masse* , is put into practice to ensure security as quickly as possible (Öztürk, 2017). Prior to the recognition of the status with the entry into force of Law No. 6458, asylum seekers moving *en masse* were stopped at the border and not allowed to cross in accordance with the 1994 Regulation (Ergüven & Özturanlı 2013). In addition to the granting of temporary protection status, another innovation introduced was to emphasise that *en masse* situations require shared responsibility. All these innovations

were regulated within the scope of the Temporary Protection Regulation (TPR), which entered into force on 18.10.2014 (Öztürk 2017).

The Directorate General of Migration Management (DGMM), which was established to work under the Ministry of Interior, was tasked with ensuring inter-institutional coordination as well as carrying out procedures such as the entry and exit of foreigners, persons under international and temporary protection, which were previously under the jurisdiction of the security authorities. The new innovations have been organised in a way that not only approaches the concepts of migration and refugee law from a national security perspective, but also considers the human rights dimension (Çetin et al. 2018).

Now that a general overview of the evolution and innovation in the legal framework for migration and asylum in Türkiye is given, how the ongoing humanitarian crisis of Syrian refugees had an impact on Türkiye will be reviewed in the next section.

2.2.b. Syrian Humanitarian Crisis and Türkiye

The 2023 Humanitarian Needs Overview reports that today 15.3 million individuals require humanitarian aid, marking a 5 percent rise from the previous year (UNHCR 2023). According to the data published by UNHCR in September 2022, with approximately 4 million refugees and asylum-seekers under temporary and international protection, Türkiye hosts the world's largest refugee population as of December 2021 (UNHCR 2022).

Millions of lives are still being impacted by the prolonged Syrian humanitarian crisis, with parts of the country facing persistent uncertain security conditions and a worsening economic situation that is leading to a protracted refugee state for those

who were forced to migrate. Türkiye adopted an open door policy for Syrians seeking asylum beginning as early as April 2011 (İçduygu 2016). Within three months, the number of Syrian refugees increased to seven thousand, prompting Türkiye to establish refugee camps in the May of 2011 (Kirişçi 2014; Yavcan 2016). At first, Syrian refugees did not have any legal rights, as the Syrian *guests* perspective was more than rhetoric (Memişoğlu & Ilgıt 2017). As the situation got prolonged that has consequently lead to TPR, mentioned in the previous section, which is regarded as possessing a challenge to the integration and permanent settlement of individuals in Türkiye due to its temporary nature (İçduyu 2016). According to the data from DGMM, Türkiye witnessed a gradual rise in the number of Syrian refugees from 2011 to 2013, which was followed by a sharp increase during the admission and settlement periods in the subsequent years until the end of 2015 (DGMM 2023). It should also be noted that there is a global trend that can be seen in the 2021 Global Resettlement Needs report from UNHCR. Between the years 2010 and 2019, merely 3.9 million of the world refugees were able to return to their homes while this number was nearly 10 million between the years 2000 and 2010, in 2020 this number was 5.7 even thought the number of displaced persons has increased (UNHCR 2019; UNHCR 2021). May it be because of the natural population density increase in the refugee producing countries or easy acquirement of weaponry as well as anti-personnel mines, the rate of increase in the average number of refugees per conflict has outpaced the rate of increase in the number of countries generating refugees (Weiner 1996). Taking these trends into account, the situation could be interpreted as the prolonged statutes of Syrians under temporary protection are going to be remaining as a part of the Türkiye's reality for years to come. According to the data from the latest annual 3RP Strategic Overview Report, of the substantial population of persons under temporary and

international protection in Türkiye, 46 per cent consist of women and girls and almost half of the population is under eighteen years old (3RP 2023). The distribution by year can be seen in the figure below taken from the DGMM's website.

Figure 2.1. DGMM Statistics of Distribution of Syrians Under Temporary Protection by Year*

DISTRIBUTION OF SYRIANS UNDER TEMPORARY PROTECTION BY YEAR
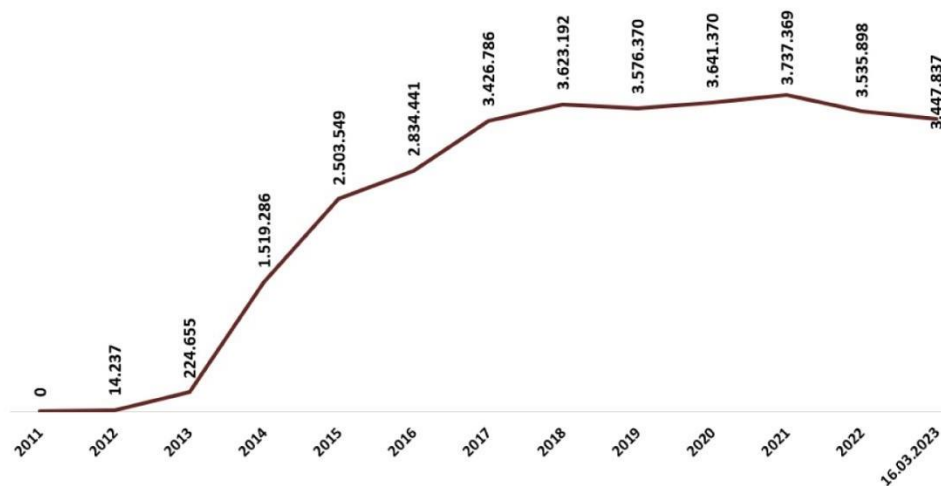
This data belongs to Presidency of Migration Management

It is an enormous challenge to provide sufficient services and support to millions of additional people. Meeting this challenge demands a great deal of effort, planning and resources to ensure that services such as access to health care, education, social services are accessible and of quality (World Bank 2015). Only 1,6% of Syrians in Türkiye live in camps while the vast majority of the remaining population live in urban places (Erdoğan 2022). While it should be noted that there is growing evidence at a global level suggests that host countries can reap economic benefits by granting refugees the liberty to reside outside of camp (WHO 2021). This is consistent with research on forced migration, which has shown that refugees who are more socially isolated may have poorer mental health outcomes.

A significant aspect that is given attention is ensuring access to education, providing necessary skills to Syrian refugees and increasing formal job opportunities for Turkish

citizens (World Bank 2021). For the purpose of this study, it is important to emphasise that it has been pointed out that language barrier is a main constraint for refugees to access employment opportunities, which is essential in terms of social cohesion, fostering self-reliance and resilience of the population (Oda et al. 2017; UNDP 2018).

Along with the mainly government-financed approach of Türkiye, in order to foster capacity development the government has started to engage more with international organisations and civil society groups that possess expertise in handling long-term refugee situations (İçduygu 2015). The coordination of partner aid to the refugee response in Türkiye is led by UNHCR along with United Nations Development Programme (UNDP) through the "Regional Refugee and Resilience Plan" (3RP) has mobilised approximately 5.5 USD billion as of the third quarter of 2022 (3RP 2022).

2.2.c. International Community and Türkiye on Forced Migration

With today's movements of asylum seekers, refugees and migrants presenting significant challenges in many countries and regions, reinforced international cooperation and responsibility sharing is urgently needed among states. Forced migration has significant social, economic and political implications for both the displaced individuals and the countries that receive them.

In the Preamble of the 1951 Convention it is specifically underlined that international cooperation is important to resolve the responsibility of granting asylum because if not shared it can create excessive difficulties for certain countries, as recognised by the United Nations due to its international scope and nature (Paragraph 4). This responsibility sharing obligation of the party states, that could be put into practise via cooperation with UNHCR is not only stated with the 1951 Convention (article 35.2) but also strengthened by the UN Charter, UNHCR's Statute and

following United Nations General Assembly (UNGA) resolutions in relevance with the 1951 Convention (Türk & Garlick, 2016). Global Impact on Refugees affirmed by UNGA in 2018 for example is a, even though legally not binding, framework aspiring for equal responsibility sharing for and enhancing self reliance of people of concern to UNHCR (Ferris & Donato 2020). These goals are in line with the literature on protracted refugee situations just as its complementary nature to the 1951 Convention's call for the international community to work together (Kirişçi 2021). However, the self-reliance emphasis and the Compact not being legally binding also brought about criticism that it could be interpreted as an evasive ground for not stepping up for responsibility sharing and leaving ground for the economic exploitation of refugees who are expected to "graduate from humanitarian aid" (Ferris 2018). This raises important ethical and legal questions about how to execute the responsibility of nations and the international community in providing protection and monetary support for those who have been displaced while contemporaneously fostering their self-reliance.

As the Syrian Civil War of 2011 grew larger in impact over time, one of the most prominent results of it, the Syrian refugee crisis, has become a spillover effect of the war that has increasingly become worrisome for European Union countries for various reasons. Host countries of Türkiye, Jordan and Lebanon, which are in close proximity to Syria, shoulder the primary responsibility of the crisis (3RP 2022).

It is crucial to note that safeguarding refugees and ensuring state stability are intertwined and weakening one element will inevitably harm the other (Lischer 2017). Therefore, implementing policies that provide protection for refugees, both in terms of physical safety and legal rights, potential threats arising from the crisis can be mitigated and state security can be strengthened. It is argued in the literature that focus

migration from the framework of security should go beyond security of borders (Ginsburg 2006). Protecting refugees and securing human mobility can improve the security of host states via boosting economic vitality and diplomatic standing, therefore national security should be taken into account as complementary to the host states' goals (Kerwin 2016).

The difficulties and struggles faced by refugees should not be viewed as isolated issues as they have significant impact on the ability of their host countries' resilience and ability to maintain stability, which may ultimately undermine the human security of the host communities via placing additional burden on social tensions (Berti 2015).

Türkiye, as a host country in close proximity to Syria, Afghanistan and Iraq, faces immense pressure as it accommodates a significantly higher number of refugees compared to EU member states. Therefore, the situation demands increasing attention as the crisis grows protracted. It should be noted that starting with the beginning of the crisis in 2011, the European Union and its member states are the leading monetary donor in the international response to the Syrian refugee crisis with a total of €27.4 billion mobilised (EC 2022). Also, the EU-Türkiye joint action plan of 2016 is one of the prominent examples of multifaceted approaches taken in order to "mitigate" involuntary migrants of the protracted humanitarian crisis. Throughout the execution of this deal, the EU Facility for Refugees in Türkiye has been established and is now in charge of managing a total of 6 billion Euros which are up to this date being used for fostering refugees and host communities in Türkiye (Bailey 2014; Daud 2008). By extension, local non-governmental organisations and municipalities are coherently and compositely working together and utilising the international funds by means of implementing local level programs that intend to foster and nurture the well-being of people who had come to reside in Türkiye under temporary or international protection

status, mostly in a protracted manner. Accordingly, *resilience* is a reputed key aspect of the efforts of the international community's response to the humanitarian crisis that has been experienced globally. Responses with a comprehensive approach that are addressing both humanitarian and developmental problems, single coherent initiatives as the 3RP co-lead by UNDP and UNHCR are placing a great importance to the sustainable advantages of fostering resilience in refugees as it is deemed as an important factor to their general well being. However, it is largely argued that the Syrian refugee crisis has not been effectively addressed to alleviate the responsibility came with it by the global community, neither in terms of financial aid or refugee resettlement (Frelick et al. 2016).

2.3. Impact of Forced Displacement

The impact of forced displacement is far-reaching, affecting not only the forced migrants themselves but also the host communities that receive them. In this section, the impact of forced displacement, through a focus on the psycho-social impact on forced migrants with special attention on gender will be reviewed.

2.3.a Psycho-Social Impact Forced Displacement on the Forced Migrant

According to the World Health Organization (2021), refugees frequently encounter a range of challenges during pre-migration, travel itself, post-migration and integration as these are different stages of an incredibly hard journey and sources of stress can occur at different points throughout the refugee experience. Migrants and refugees often face a variety of challenges and stressors throughout their journey and after resettlement. Starting with pre-migration, which can in many refugee cases mean exposure to armed conflict, violence, poverty and fear of persecution. Travel and post

migration stages of the experience also bring about various stressors. Due to the complex nature of the stressors and problems, refugees have an increased likelihood of developing mental health disorders such as depression, anxiety and post-traumatic stress disorder (Porter et al. 2005; Bhugra & Jones 2001). According to Acartürk et al., randomised controlled trials have not provided any evidence to suggest that psychological interventions can prevent the onset of mental disorders in this population (2022).

While refugees face numerous stressors when displaced from their home country, there are protective factors that can help alleviate these effects. For example, access to employment and services in the host country, social support and language proficiency can play a significant role in reducing stress and improving mental health outcomes (WHO 2021).

However, studies have also shown that the living conditions of refugees post-migration can have a significant impact on their mental health (SSY Li et al. 2016). When refugees are forced to live in poor conditions, without access to basic resources such as food, water and shelter, their mental health can be severely affected. In addition, if the displacement is prolonged or protracted, mental health outcomes tend to worsen (Siriwardhana et al. 2014). Protracted displacement can also lead to increased uncertainty and lack of stability, which can further exacerbate mental health problems. A lack of stability can lead to increased stress and anxiety, which in turn can lead to depression and other mental health problems.

The factors that shape one's health, also known as the social determinants of health are non-medical factors that influence health outcomes which encompass material and interpersonal variables that are influenced by broader social and policy forces (Braveman & Gottlieb 2014). Examples of material variables include access to safe

environments, adequate food and housing, high-quality healthcare and appropriate employment. These factors can have long-lasting effects on health and development, beyond just immediate risks. Interpersonal variables, such as social exclusion, discrimination and low social status, are also part of the social determinants of health. Both material and interpersonal factors impact health and mental health through psychological states like stress, perceptions of control and social networks (Braveman & Gottlieb 2014).

Despite the challenges faced by refugees, there are interventions and programs that can help support mental health and well-being. Refugees and asylum seekers frequently find themselves situated at the lower end of the social hierarchy due to the social conditions they encounter after migration. Efforts to promote social integration and language proficiency can therefore both help refugees feel more connected to their host communities and reduce feelings of social isolation and exclusion and be beneficial in terms of material variables of mental health.

For the best management of all factors and therefore the resilience building and risk mitigating, a multi-agency collaboration seems to be required. It is stated that refugees receive insufficient psycho-social support and therefore collaboration between mental health, social service and education departments is crucial in terms of an effective multilateral approach (Hodes 2000).

Before continuing to the next section that will proceed with a focus on well-being and resilience, a focus on the concept of gender and its implications for a forced migrant in the literature will be briefly examined for better understanding the relation and possible its connotations for the resilience and well-being of individuals. Gender plays a crucial role in shaping the experiences of forced migrants, including their resilience and overall well-being.

2.3.a.i. Gender and Forced Migration

Amongst other reasons, persecution and discrimination can also result in forced migration, particularly for minority groups, such as ethnic and religious minorities, LGBTQ (lesbian, gay, bisexual, transgender and queer) individuals and women and girls who are at risk of gender-based violence (Deacon & Sullivan). These individuals are often targeted for violence, harassment and discrimination in their home communities and may have no choice but to flee in order to seek safety and protection. For the purpose of this thesis, which does not focus on asylum claims on the basis of gender identity or sexual orientation, gender dynamics of forced migration will only be very briefly examined for a better understanding of repeated themes in the literature and intersectionality within refugee experience.

As it is discussed before from a legal point of view, the term "refugee" is often used as a generic and essentialised figure, which sometimes causes an erosion on the individuality and diversity of refugee experiences. By extension, this essentialised figure tends to assume a gender-neutral position that does not reflect the complex realities of the experiences of being a refugee and its relation with gender identity (Malkki 1992). Therefore as a general inclination, similar to studies tend not to distinguish between refugees and immigrants in their findings, researchers are also apt to examine the experiences of refugees as a unified group without differentiating with a gendered perspective, the socio-cultural experiences of refugee women are particularly often neglected (Shishehgar et al. 2017; Callamard 2002).

However, gender is a significant factor in the refugee experience, as it affects the ways in which individuals experience displacement, access to resources and protection. An incomplete gendered understanding of the refugee experience fails to account for the unique challenges and vulnerabilities that women and LGBTQ

individuals face, such as gender-based violence, sexual exploitation and discrimination.

According to a study conducted by Broman-Fulks et al. in 2007, women are more vulnerable to experiencing post-traumatic stress disorder (PTSD), depression and anxiety due to factors such as lack of social support, poverty, poor health and discrimination. Additionally, immigrant women, particularly those who are wives and mothers, often take on the added responsibility of helping their family adjust to a new way of life, while also preserving their cultural values and beliefs. This can lead to social isolation and hinder the acculturation and resettlement process for refugee women.

In the case of LGBTQ individuals seeking asylum, it should be duly recognised that they encounter numerous dangers, hazards and weaknesses during all stages of the displacement process. The oppression LGBTQ people are escaping from can be repeated in the destination country or within the refugee communities, creating obstacles for LGBTQ individuals to access support systems and humanitarian aid. Those in charge of providing protection and aid may not always understand the obstacles that LGBTQ individuals encounter (Türk 2013).

It is important to note that the push for enhanced protection of women seeking refuge and individuals who identify as LGBTQ did not originate from the upper ranking influential elites of organisations. Rather, it was propelled by grassroots efforts, which remain a crucial driving force in this endeavour. Practitioners, refugee advocates, educators, legal clinics, pro-bono groups, students and non-governmental organisations played a central role by presenting claims and litigating cases in tribunals at various levels, including first instance, appeals and supreme courts, as well as before regional and universal oversight bodies (Goodwin & Gill 2014). However, as

important it is to understand the initial effort, it is also important to not minimise the efforts of international organisations and states.

The inadequate gendered understanding of the refugee experience fails to account for the complex realities of the experiences of being a refugee and its relation to gender identity. A comprehensive understanding of the gender dynamics in forced migration can lead to more effective policies and interventions that support the resilience and well-being of individuals.

2.4. Well-being and Resilience in the Literature

Well-being and resilience are two key constructs that have gained increased attention in various fields, including psychology, health and education. As such, it is important to examine the literature on these topics in order to gain a better understanding of their definitions, components and implications. This section provides a comprehensive review of the literature on psychological well-being and resilience divided into three subsections; an overview of well-being, an overview of psychological resilience and associated factors in the context of well-being and resilience.

2.4.a. Well-being

Psychological well-being is a significant aspect of mental health and is often used as an indicator of a person's overall quality of life. The concept is widely studied in the field of psychology and is said to encompass the positive aspects of mental health that extend beyond the mere absence of an illness (WHO 2022). In the literature, the concept of mental well-being is commonly acknowledged to encompass two perspectives; hedonic and eudaimonic perspective.

Hedonic perspective is the subjective experience of pleasure or happiness (Kahneman et al. 1999). The hedonic perspective is based on the idea that people are motivated to seek out pleasurable experiences and to avoid pain and discomfort. According to this perspective, well-being can be measured by the amount of pleasure a person experiences and the extent to which they are free from negative emotions such as anxiety, sadness and anger. According to Diener and Lucas (1999), hedonic psychology has primarily used subjective well-being (SWB), which is an umbrella term used to describe how individuals evaluate their own level of happiness and satisfaction with life (Diener & Ryan 2009) and is reliant on the personal take of the individual of what is the "good life" (Diener 1984).

Consequently as a critical approach, Christopher (1999) who by emphasising the Euro-American cultural roots of the subject has argued that definitions of well-being are deeply embedded in culture and that it is impossible to assess well-being in a completely objective manner. This critical view emphasises that, especially while doing a cross-cultural research, it should not be the aim of the researcher to "discover" universal psychological truths, but it should be to reinterpreting the predominant society's moral vision as it would be done so in the expense of casting the ethnic minorities or non-Western people as the unhealthy. The literature on trauma and psychological resilience also shows that among many other factors that influence resilience, individual psychological cultural background is a major factor, as it causes protective internal factors to differ from person to person (Ungar et al. 2007). Therefore one can say that, in order for the studies to eventually maximise the benefit to the psychological well-being of the target group, it is necessary to carry out studies that are compatible with the identities of the individuals formed before migration and where cultural backgrounds are given the necessary importance.

Second, the eudaimonic perspective is posed as positive psychological functioning, fulfilling relationships with others and self-actualisation, in other words, "more than just happiness" (Waterman 1993). The eudaimonic perspective is based on the idea that people are motivated to pursue goals and activities that are personally meaningful and that promote personal growth and self-realisation. According to this perspective, well-being can be measured by the extent to which a person is living a fulfilling and purposeful life, in which they are actively engaged in activities that promote personal growth and contribute to a larger community. The eudaimonic perspective recognises that well-being is a multifaceted and complex phenomenon that goes beyond just experiencing positive emotions. It emphasises the importance of pursuing activities that promote personal growth and fulfilment, such as engaging in meaningful work, pursuing personal interests and hobbies and forming positive relationships with others (Ryan & Deci 2001). Contrary to hedonic perspective's focus on subjective well-being (SWB), the eudaimonic perspective emphasises psychological well-being (PWB), also referred as eudaimonic well-being (EWB) which is defined more broadly in terms of a person's complete functioning (Di Fabio & Palazzeschi 2015).

While the hedonic conception of well-being emphasises the importance of pleasure and the absence of pain, while the eudaimonic conception emphasises personal growth, meaning and fulfilment. The two perspectives ask varying questions about the relationship between developmental and social processes in relation to well-being and suggest different ways of approaching life (Ryan & Deci 2001). While there are some overlapping findings, there are also important differences between them. It is argued that various research findings indicate that it is best to consider both the hedonic and eudaimonic conceptions of well-being when trying to understand this complex concept. Therefore, a multidimensional approach that integrates both perspectives is

likely to provide a more comprehensive understanding of well-being (Ryan & Deci 2001).

The paradigm of psychological well-being has been scrutinised in connection with other constructs therefore, factors that contribute to mental well-being can be categorised into different areas. Socio-economic factors like poverty, domestic violence, unemployment, bullying, stigma, racism and other forms of social exclusion can also have a significant impact on mental well-being. Additionally, one other area is a person's ability to handle difficult situations, which has been enquired in the literature with a wide focus, including resilience and hardiness (Kobasa et al. 1982; Masten et al. 1999). As an example to the relation between PWB and resilience, Di Fabio & Palazzeschi (2015) found in their research that people who believed that they had the ability to deal with and conquer challenging situations in an adaptive manner tended to have greater global life satisfaction and experienced more positive emotions.

In line with the main purpose of this research, the review of the literature showed that the relationship between psychological well-being and resilience is a prominent in positive psychology in various areas or aspects of human development (Ryff et al. 1998) and resilience was found to be a factor predicting psychological well-being while and the presence of optimism played a role in mediating the connection between resilience and psychological well-being (Souri & Hasanirad 2011), resilience therefore has been found to be a beneficial factor in enhancing an individual's psychological well-being (Fredrickson 2001). Therefore, the next part of this study focusing on resilience serves as a valuable complement to this section on psychological well-being, as it provides a deeper understanding of the factors that contribute to individual well-being. Together, these two chapters offer a bifocal view of the relationship between

resilience and psychological well-being, which are crucial in terms of understanding the refugee experience of attending language courses that is subject to this thesis.

2.4.b. Psychological Resilience

In the 1970s, the concept of resilience was undertaken from a new ground breaking enquiry by a group of psychologists and psychiatrists who have become interested in studying "resilient children" who were at risk for developing psychopathology or developmental problems due to genetic or environmental factors (Masten 2001). Researchers thought that by studying children who were able to develop well, despite adversity, they could learn more about the underlying causes of psychopathology and identify factors that could help guide interventions and policies. These early studies on resilience have revealed that it is a more frequent occurrence than previously believed and is linked to fundamental human adaptation mechanisms (Garmezy 1974; Garmezy & Streitman 1974). As long as these mechanisms remain intact and secure, individuals can successfully adapt and progress despite significant adversities. Conversely, if these mechanisms are weakened or damaged either prior to or following an adverse event, the probability of developmental issues arising is greater, especially when exposure to challenging circumstances persists (Masten 2001).

After the early researchers set the precedent, a significant amount of research emerged in subsequent decades, leading to a thriving investigation into resilience. Following the release of these initial publications, research on resilience aims to grasp the mechanisms that are responsible for producing the favourable outcomes that have flourished in the face of adversity.

According to Luthar & Cicchetti (2000), the emphasis of resilience research shifted in the early 1990s. Rather than solely searching for protective factors that shield

individuals from stressors, there was a shift towards examining the processes that enable individuals to overcome and cope with stressful experiences. The literature contains many ongoing discussions on how to conceptualise psychological resilience, with different researchers emphasising varying viewpoints.

One widely adopted explanation of resilience, as an ability of "positive adaptation" in the face of high risk situations and significant adversity (Masten et al. 2003). Just as Masten (2014) has defined the term as the ability to adapt successfully to acute stress, trauma or chronic forms of adversity. Similarly, Luthar and Cicchetti (2000) had regarded resilience as an individual's response, rather than a personality's trait. By this definition, resilience is not a constant, but an unsettled inference about a person's life. An individual who has exhibited resilience according to certain standards will vary in numerous other aspects and accordingly it is not correct to assume that a person who demonstrates resilience at a certain point in time will be doing so as a constant. This perspective therefore, does not label a person as a resilient individual that has a constant trait, but rather defines resilience as a general pattern that could be observed through features (Masten et al. 2003). Masten & Coatsworth (1998) has identified two judgments for the inference of resilience in a person's life which are whether a person is "doing okay" and whether there is currently or was previously a substantial challenge or difficulty to overcome that had posed a risk to the person.

However, as briefly mentioned before, there is a rooted disagreement about whether it should be defined as an "ability". Some researchers regard the subject as a trait while some regard it as a process. In addition to the notion that resilience is not a fixed outcome, some researchers argue that it should be viewed as a dynamic process or a journey rather than a fixed state. This perspective recognises that resilience is not a one-time achievement or a fixed trait, but rather a constantly evolving and adaptive

process that involves ongoing interactions between individuals and their environments. The term has therefore also been defined as a "multiply determined developmental process that is not fixed or immutable" (e.g. Luthar & Cicchetti 2000; Rutter 2012).

Additionally, the argumentation of being resilient as a pattern not being mutually exclusive with being vulnerable (e.g. Raghallaigh & Gilligan 2010) seems to be favoured over the argument that resilience stems primarily from personal characteristics and therefore is excluding vulnerability as regarding it as an opposing trait (e.g. Connor & Davidson 2003). Therefore, the argument that being resilient does not exclude being vulnerable is more widely accepted because it acknowledges the complexity of resilience and its dependence on both personal and environmental factors such as social support, economic status and access to resources. Also, some researchers argue that resilience should be considered as a process leading to a desired outcome rather than an desired outcome itself (Kaplan 1999).

The diversity of risks studied in the literature of resilience poses a challenge in comparing findings across studies (Masten 2001). Additionally, the various operational definitions of the notion studied in the literature also contribute to this challenge. Overall, interpreting findings across studies is difficult due to these factors. Different studies undertake different risk factors, depending on their focus and research questions. In order to facilitate accurate and meaningful comparisons across studies, it is of utmost importance that researchers clearly define and thoroughly justify their choice of risk measures. By doing so, they can provide a transparent and comprehensive account of the factors that were considered when selecting specific measures and enable other researchers to make informed decisions about the suitability of these measures for their own studies. Moreover, clear and justified definitions of

risk measures can help to minimise potential biases and confounding factors, enhance the reproducibility of research results and ultimately contribute to the advancement of scientific knowledge in the field (Masten 2001).

According to Masten (2019) contemporary research on resilience is more comprehensive, interdisciplinary and is reflecting a developmental systems viewpoint with significant consequences for defining and exploring resilience. According to the developmental systems theory, resilience cannot be viewed as a singular characteristic or trait, since it involves numerous complex systems that operate at multiple levels, ranging from individuals to families to societies (Luthar & Cicchetti 2000). This theory highlights the interdependence and interconnectedness of various biological, psychological and social systems and emphasises the importance of studying resilience as a dynamic and multifaceted phenomenon that emerges from these interactions.

In conclusion, due to the substantial number of researchers who present diverse definitions and theoretical perspectives, there exists a multitude of studies that aim to conceptualise and theorise psychological resilience. This diversity in approaches and definitions can be attributed to a range of factors, such as variations in research focus, differences in theoretical frameworks and variations in cultural and contextual factors. Contemporary debates persist on how to conceptualise resilience, whether it is a stable characteristic, a process or an outcome. Despite these challenges, the ongoing interest and interdisciplinary engagement with resilience research suggests that it remains an important and evolving area of inquiry, with significant implications for promoting well-being and positive outcomes across the lifespan.

2.4.c. Associated Factors in the Context of Well-Being and Psychological Resilience

Associated factors refer to the various factors that are associated with, or contribute to, a particular outcome or phenomenon. As refugees often face a range of challenges and adversities, understanding the associated factors that contribute to their well-being and resilience can be crucial in providing effective support and promoting positive outcomes. By focusing on these associated factors, we can better understand the overall well-being and resilience of refugees. This section will explore the associated factors that are relevant to the well-being and resilience of refugees who have attended language courses.

By examining these factors in more detail, we can gain a deeper understanding of the experiences of refugees and develop more effective support systems and interventions to address their needs.

Self-Acceptance: The primary indicator of PWB is often associated with an individual's sense of "self-acceptance" which is considered a fundamental aspect of mental health. This includes traits such as self-actualisation, optimal functioning and maturity, as defined by Ryff and Singer in 1996.

Supportive Interpersonal Relationships: According to Ryan & Deci (2001) there is a growing appreciation on the concept of relatedness which more than ever to recognise our well-being's relation to having warm, trustworthy and supportive relationships with others, to a point it might be considered a basic essential (Deci & Ryan 1991). Forming and maintaining stable and fulfilling relationships with others can contribute to an individual's resilience journey throughout their life since having good relationships with others can help people deal with difficult situations throughout their life (Mikulincer & Florian 1998).

Perceived Competence and Self-Efficacy: Numerous studies have shown that having a sense of competence and confidence in pursuing important goals is strongly linked to improved well-being (Brunstein 1993; Carver & Scheier 1999). Feeling capable and successful in pursuing one's goals can lead to positive emotions and greater overall well-being since numerous studies have shown that having a sense of competence and confidence in pursuing important goals is strongly linked to improved well-being (Ryan & Deci 2001).

However, it is not enough to achieve goals effectively, but they must also align with an individual's values and interests. Theory of self determination in that sense emphasises that there is a strong connection with the degree of self-endorsing of one's goals and their positive effect on one's well-being (Ryan & Deci 2000). Regardless of cultural or gender differences, people generally value the ability to have some level of control and choice over what they do and how they do it (Chirkov & RM Ryan 2001). One significant difference presented was in relation to age, while younger adults tend to prioritise self-knowledge, competence and self-acceptance, while older adults tend to prioritise positive coping strategies when dealing with change (Ryff 1989).

Feeling out of control: The feeling of "being out of control" is a recurring factor that has been addressed in the literature. Even though it has not been explicitly referred to as a non-independent risk factor, there have been multiple studies that show the devastating effect this fear has, especially on refugee children and adolescents (e.g. Førde 2007). Moreover, it has also been stated that duration of the period of uncertainty is a factor that negatively influences resilience as it adds on to the feeling of powerlessness (Gustafsson et al. 2012; Sleijpen et al. 2017).

Religiousness: Religion has been defined as a protective factor in multiple studies, especially on the studies that are focusing on Muslim refugees (e.g. Kanji & Cameron

2010). Similarly to the effects of religion as a protective factor, education is also deemed as of significant value for the adaptive process of refugee children and adolescents in terms of its perception as a key to a better future (Sleijpen et al. 2017).

2.5. Aims and Scope of the Study

The purpose of this thesis is to gain an in-depth understanding of the well-being of refugees and their experiences, not limited to but with a focus on, their experiences with attending a language course. Within that context, there are several research questions that will be addressed throughout this study.

The main research question of the study is; how is the role of attending a language course relevant to the well-being of adult refugees? While focusing on getting an understanding of this relation, the study will also attempt to answer the following related questions:

- How is the self-reported resilience of a refugee relevant to their well-being?

- To what extent did gender play a role in the relation between attending the language courses and well-being of the attending refugees?

2.6. Implications and Importance of the Study

The implications and importance of this study are designed to be multi-faceted and hopefully to extend beyond the immediate context of refugee well-being and resilience. By exploring the relationship between attending a language course and the well-being of the participants from a mental well-being perspective, this study aims to provide valuable insights into how to better support refugees and promote positive outcomes while emphasising the place of psychological resilience in the context of refugee experience.

Also, it should be noted that non-participation of refugees to dialogue is a problematic issue. Studies and policy makers tend to overlook the importance of including refugees to the discussions and regard them as subjects rather than individuals. This study therefore, contributes to the well precedent ground for new discussions on the fostering efforts of the international community by offering an in-depth understanding of the experience of being a refugee. Therefore, a practical contribution might be providing a pathway for improving the impact of the funds allocated to the courses to be spent more effectively by inquiring whether the learning the language is indeed the ultimate benefit of these courses. Furthermore, through its focus on well-being and resilience, the study will hopefully contribute to a more positive and strengths-based narrative around refugees, one that recognises their resilience and agency in the face of adversity.

Another important implication of this study is its potential to contribute to the literature on psychological resilience among refugees. While there is a growing body of research on the factors that contribute to the resilience of refugees, much of this research has focused on individual-level factors such as coping strategies and personality traits. By exploring the impact of attending a course from a broader perspective that takes into account structural factors, this study can contribute to a more nuanced understanding of the many factors that shape the well-being of refugees.

Additionally, compared to the extensive literature on resilience, the studies focusing on the significance of culture and gender and their relation to resilience is comparatively limited. However, there is a growing awareness that when these subjects are studied with the principle of intersectionality, the insights gained are therefore potentially valuable contributions to the existing literature on resilience. Even though

there are some resilience studies that include gender as a subtopic, there seems to be few studies which mainly focus on these concepts' relationship with resilience from an intersectionality perspective (Clauss-Ehlers 2008; Clauss-Ehlers 2010; Gunnestad 2006; Smyth & Sweetman 2015; Clauss-Ehlers & Yang & Chen 2006).

Overall, the implications and importance of this study are aimed to extend beyond the immediate context of refugee well-being and resilience. By providing a deeper understanding of the factors that contribute to positive outcomes for refugees attending language courses.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This study is an attempt to understand the relation between attending the language courses and well-being of the attending refugees. The third chapter of the study outlines the research design used to achieve the objectives of the study. It gives an overview of the research design, participants of the study, the interview schedule for the qualitative study, instruments utilised for the quantitative and the general procedure followed while conducting the data collection.

3.1. Research Design

The research uses a mixed-methods approach that primarily utilises qualitative data and results and utilises the quantitative data and results in a supporting manner for the final interpretations. Research design was prepared as a mixed methods research since it involves both the integration of qualitative and quantitative research, which aims to enable a researcher to gain a more comprehensive understanding of a research question (Creswell 2014).

For the gathering of the data, purposive sampling technique was utilised. Purposive sampling is a method of participant selection in research, where the researcher chooses specific individuals based on certain criteria relevant to the study's purpose (Etikan et al. 2015). It is particularly useful when the researcher has limited resources such as workforce and time, as was the case with this study, which is a Master's Thesis. It is important to note that with this sampling method, therefore in this study, it is not aimed to produce outcomes that can be applied to make generalisations about the entire

population. Therefore, the research design of this study does not allow nor aim to make generalisations that could be applied to the entire refugee population in Türkiye. The method is commonly used in qualitative research to achieve a deeper understanding of a particular phenomenon, as it places emphasis on saturation and ensuring that each participant provides unique and valuable information. This approach allows researchers to gain in-depth insights into the experiences and perspectives of a specific population.

For the purpose of this study, using purposive sampling was beneficial for focusing on the specific factors and experiences that are most relevant to the research questions, rather than trying to capture a representative sample of the population. Via purposive sampling, the participants of 3 Turkish language courses that only consisted of refugees were included in this study. The size of the sample was designed to be approximately 25 participants however, if data saturation were to be reached the sample size was to be smaller.

3.1.a. Qualitative Study

For the qualitative part of the research, semi-structured in-depth interviews were conducted at the end of the course and the data gathered was to be analysed using thematic analysis.

The methodology employed in the study was based on a contextualist perspective, which recognises the importance of understanding how individuals make sense of their experiences within the broader social context in which they occur. This perspective acknowledges that individuals' interpretations and understandings of their experiences are shaped not only by their personal characteristics and backgrounds, but also by the broader social and cultural norms and values that surround them (Braun & Clark 2006).

By adopting a contextualist approach, the study aimed to gain a more comprehensive understanding of the ways in which individuals' experiences are influenced by the social context in which they occur and to explore the complex interplay between individual agency and social structure. This approach allowed for a nuanced and multifaceted analysis of the research questions and enabled the researchers to capture the full complexity of the phenomena under investigation.

Semi-structured interviews were chosen as a data collection tool for their flexibility and adaptability. Unlike standardised surveys or questionnaires, semi-structured interviews allow the interviewer to tailor the questions and follow-up prompts to the specific context and experiences of the participant which could be beneficial for especially discussing possibly sensitive topics (Fylan 2005). This means that the interviewer can probe deeper into certain topics or areas of interest, while also allowing the participant to share their own unique perspectives and experiences. Therefore, semi-structured interviews allow for a more open and dynamic conversation between the interviewer and participant, which can help to build rapport and trust and ultimately lead to richer and more nuanced data. For the purpose of this study, semi-structured interviews were utilised as a tool that would allow for the collection of qualitative data. Overall, in the context of this study, the flexibility, adaptability and richness of data collected through semi-structured interviews made it a valuable method for gathering information particularly because the experiences and perspectives of participants are complex and multifaceted, as is often the case with refugee populations.

3.1.b. Quantitative Study

As for the quantitative part, both a well-being and a psychological resilience scale were given to the participants both at the beginning and at the end of the course for

testing the hypothesised positive correlation between psychological well-being and attending a language course.

Using a scale each for well-being and psychological resilience for the quantitative part of the study was aimed to allow for a more streamlined and focused approach to data collection and analysis. By using scales that have been previously validated and widely used in the literature, possible comparison of the results to those of other studies was allowed and therefore building on the existing knowledge base in the field could be achieved. Second, using one scale for each construct was meant to increase the consistency and comparability of the data, as all participants will be responding to the same set of items. This way, it was aimed to have a more structural approach to identification of patterns and trends in the data and draw meaningful conclusions from the results. The use of well-established scales were preferred for contributing to increasing the reliability and validity of the study, as these scales have been rigorously tested and validated in previous research.

3.2. Participants

3.2.a. Quantitative Study

18 refugees participated in the quantitative study. All participants were attending a Turkish language course at the time of data collection. The sample had 8 (44.44%) females and 10 (55.55%) males. The mean age of the participants was 36.50 (range: 19-62) and standard deviation was 12.10. The majority of participants were married (77.78%), unemployed (88.89%) and were of Syrian origin (83.33%), hence a majority (83.33%) had temporary protection status. Level of education of the participants was fairly evenly distributed between primary school (22.22%), secondary school (22.22%), high school (27.78%) and bachelor's degree (27.78%). The self reported

monthly income of the participants had a mean of 2242.31 with a standard deviation of 868.65 (range: 650-3500). Number of people in the household for participants was at average 5.50 with a standard deviation of 1.54 (range: 2-8). The participants reported duration of residence in Türkiye was on average 57.33 months with a standard deviation of 28.98 (range: 8-96 months). Table 3.1. provides information on the participants' socio-demographic representation.

Variable	f	%	Mean	SD	Range
Sex					
Female	8	44.44%			
Male	10	55.55%			
Age			36.50	12.10	19-62
Level of Education					
Primary school	4	22.22%			
Secondary school	4	22.22%			
High School	5	27.78%			
Bachelor's Degree	5	27.78%			
Marital Status					
Single	3	16.67%			
Married	14	77.78%			
Widow	1	5.56%			
Divorced	0	0.00%			
Self-reported monthly income of the household (TL)			2242.31	868.65	650-3500
Number of people in the household			5.50	1.54	2-8

			Mean	SD	Range
Number of people over 18 years old in the household			2.61	1.30	1-7
Number of people under 18 years old in the household			2.89	1.45	0-6
Country of origin					
Syria	15	83.33%			
Iraq	3	16.67%			
Type of Protection					
Temporary Protection	15	83.33%			
International Protection	3	16.67%			
Duration in Türkiye (months)			57.33	28.98	8-96
Self-reported Employment status					
Employed	2	11.11%			
Unemployed	16	88.89%			
Perceived place in the society (scale of 1 to 10)			3.72	1.66	1-6
1	3	16.67%			
2	2	11.11%			
3	1	5.56%			
4	6	33.33%			
5	3	16.67%			
6	3	16.67%			
7	0	0.00%			
8	0	0.00%			

9	0	0.00%			
10	0	0.00%			

Table 3.1. Socio-demographic Representation of the Participants in the Quantitative Study (N = 18)

<u>3.2.b. Qualitative Study</u>

17 refugees participated in the qualitative study, that is the semi-structured interviews. One participant did not prefer to conduct an interview and therefore, compared with the participants of the quantitative strand of the study, *n* is 17.

All 17 participants were attending a Turkish language course at the time of data collection. The sample had 8 (47.06%) females and 9 (52.94%) males. The mean age of the participants was 36.59 (range: 19-62) and standard deviation was 12.45. The majority of participants were married (76.47%), unemployed (94.12%) and were of Syrian origin (88.24%), hence a majority (88.24%) had temporary protection status. Level of education of the participants was fairly evenly distributed between primary school (23.53%), secondary school (23.53%), high school (29.41%) and bachelor's degree (23.53%). The self reported monthly income of the participants had a mean of 2345.83 with a standard deviation of 823.47 (range: 650-3500). Number of people in the household for participants was at average 5.41 with a standard deviation of 1.54 (range: 2-8). The participants reported duration of residence in Türkiye was on average 58.59 months with a standard deviation of 29.34 (range: 8-96 months). Table 3.2. provides information on the participants' socio-demographic representation.

Variable	*f*	*%*	*Mean*	*SD*	*Range*
Sex					
Female	8	47.06%			
Male	9	52.94%			

			Mean	SD	Range
Age			36.59	12.45	19-62
Level of Education					
Primary school	4	23.53%			
Secondary school	4	23.53%			
High School	5	29.41%			
Bachelor's Degree	4	23.53%			
Marital Status					
Single	3	17.65%			
Married	13	76.47%			
Widow	1	5.88%			
Divorced	0	0.00%			
Self-reported monthly income of the household (TL)			2345.83	823.47	650-3500
Number of people in the household			5.41	1.54	2-8
Number of people over 18 years old in the household			2.59	1.33	1-7
Number of people under 18 years old in the household			2.82	1.46	0-6
Country of origin					
Syria	15	88.24%			
Iraq	2	11.76%			
Type of Protection					
Temporary Protection	15	88.24%			

International Protection	2	11.76%			
Duration in Türkiye (months)			58.59	29.34	8-96
Self-reported Employment status					
Employed	1	5.88%			
Unemployed	16	94.12%			
Perceived place in the society (scale of 1 to 10)			3.71	1.71	1-6
1	3	17.65%			
2	2	11.76%			
3	1	5.88%			
4	5	29.41%			
5	3	17.65%			
6	3	17.65%			
7	0	0.00%			
8	0	0.00%			
9	0	0.00%			
10	0	0.00%			

Table 3.2. Socio-demographic Representation of the Participants in the Qualitative Study (N = 17)

3.3. Interview Schedule and Instruments

This section provides a detailed description of the interview schedule and instruments used in the study as it outlines the specific tools employed to gather information from study participants and explains the rationale for their selection.

<u>3.3.a. Interview Schedule for the Qualitative Study</u>

7 Turkish questions were prepared in the form of semi-structured interviews, which were translated by the same translator that had carried out the translation during the interview. The questions were designed to get an in-depth understanding of the interviewee in order to get an idea on their own unique perspectives and experiences. The list of questions asked and why that question was included is as follows:

1) How did you decide to attend the course? What was it like for you to come to the course every day? Could you tell me a little bit about it?

2) Has attending the course changed anything in your life or do you think it will in the future?

3) How is life in Türkiye for you? Could you tell me about your experiences?

4) What do you think about the future?

5) What is a typical day like for you?

6) Is there anyone in your life who emotionally supports you through difficult times?

7) Do you think you have personal characteristics that help you overcome difficulties in your life?

The first question "How did you decide to attend the course?" was aimed to gather information about the factors that influenced the participants' decision to enrol in the course at that time. This information can be useful for understanding the participants' expectations and objectives for taking the course and can also provide insight into their level of engagement and commitment to the course. Also, from where the interviewee had heard about this course could provide an insight on their social capital. It was followed up by "What was it like for you to come to the course every day?" because

of how it could give a sense of the participants' overall experience of attending the course without including their actual intellectual gains. This question was included as it could elicit information about the participants' emotions, attitudes and perceptions towards the course and can also provide insight into any challenges or obstacles that they may have faced in attending the course. "Could you tell me a little bit about it?" part was included for furthering details and gaining a more in-depth understanding of the context of participants' experiences. This question aimed to help uncover specific examples of what the participants found enjoyable or challenging about attending the course.

Second question, "Has attending the course changed anything in your life or do you think it will in the future?" was aimed to gain valuable information about the perceived impact of the course on the participants' lives. Its goal is to determine whether the course has had any perceived lasting effect on the participants lives, which could be presented through their attitudes, behaviours while also providing an insight into their future aspirations and plans. By asking this question, it was therefore aimed to gain a deeper understanding of the participants' expectations and goals for taking the course. It also provides an insight to assess the extent to which the course has met those expectations. Furthermore, asking this question can also help to highlight any unintended consequences or unforeseen benefits of attending the course. For example, participants may have developed new skills or gained confidence in their abilities as a result of taking the course, which could have positive implications for their personal and professional lives.

The third question with its follow up, "How is life in Türkiye for you? Could you tell me about your experiences?" was included to help provide context for the participants' experiences of attending the course as well as context for their overall

well-being. This question can help to uncover any cultural or social factors that may have influenced the participants' decision to enrol in the course, but more importantly help understand their overall experience of living in Türkiye as a refugee, including any challenges or opportunities they may have encountered. This question was formulated in a way that aimed to establish rapport with the participants and create a more comfortable and relaxed atmosphere by showing that this research is directly interested in their take, their experiences and their perspectives.

The fourth question, "What do you think about the future?" is aimed at getting an insight into the participants' outlook on their future. Protracted displacement can have significant impacts on refugees' mental health which can lead to a sense of hopelessness or uncertainty about the future, therefore this question is estimated to could either reveal interviewee's long-term goals/aspirations and any challenges or obstacles that they may foresee in achieving those or the lack of a positive outlook for their future. In the case of the latter, it may provide valuable insights into the interviewee's current circumstances, attitudes and mindset.

As for the fifth question, "What is a typical day like for you?" was chosen with the aim of getting an insight into their daily routines, activities and any possible challenges. Without directly addressing it, this question is included for being a possible gateway to the interviewees' living situation, social life and home setting. Asking about a typical day could be a useful way to gain insights into the lived experiences of refugees as it could act as a walkthrough of a typical day.

The penultimate question "Is there anyone in your life who emotionally supports you through difficult times?" is aimed to identify the availability of social support for the individual. Emotional support can be a critical factor for refugees since they often face multiple stressors and challenges, including language barriers, cultural differences

and trauma related to their displacement and resettlement. Asking about emotional support could therefore provide insights into the quality of social ties in the refugees' lives, including the strength of relationships with family, friends and their community.

The final question "Do you think you have personal characteristics that help you overcome difficulties in your life?" aims to gain an insight on the subjective resilience and overall well-being of the interviewee. By asking about personal characteristics that help overcome difficulties, it could be possible to identify areas of strength and resilience. These personal characteristics that refugees identify as helping them overcome difficulties, could provide insight into their coping strategies which can be valuable for understanding how the interviewee manages stress and adversity. Also, by the end of the interview, the emotional state of the interviewee could be more fragile than it was at the beginning since it is very likely that the interviewees will relive some stressful experiences as they share them. By asking this question at the end of the interview, it could be possible to promote positive self-perception and empower the interviewee.

After all the seven questions are asked, the floor will be given to the interviewee. The researcher will state: "Thank you very much, that's all my questions. Is there anything else you would like to say, add or ask? If there is something you would like to share, I would be happy to listen." This way, the participant will be given the opportunity to share anything they might want to be heard or will have the opportunity to ask any question to the researcher that might need clarification.

3.3.b. Instruments Utilised for the Quantitative Study

For the quantitative study carried out, two Likert scales were utilised at the second stage. Prior to that, the Participant Information Form was applied after the first

informed consent forms were signed. The choice of instruments used in a quantitative study was made in accordance to the research questions, the variables being measured and the sample population. For the measurement of mental well-being Short Warwick-Edinburgh Mental Well-being Scale-7 (SWEMWBS-7) and for the measurement of resilience Connor-Davidson Resilience Scale-10 (CD-RISC-10) was utilised. Before taking a closer look at these two scales one common factor is to be addressed. While both instruments had longer versions that included more items, shorter versions of the scales were chosen for this study. The reasoning was based on two bases. First of all, it was thought that application of briefer scales would be more efficient and therefore possibly more effective. Since shorter scales can be completed more quickly by respondents, it would be less burdensome for respondents, who may become fatigued or disengaged when answering long scales or questionnaires. Secondly, it was thought that shorter scales were more likely to be completed by respondents, which would lead to higher response rates. As for the Participant Information Form, it was developed by the researcher and it included 10 questions about the sociodemographic characteristics of the study participants.

3.3.b.i. Participant Information Form

The form titled "demographic questions" was developed by the researcher in Turkish. The 9 questions out of 10 were targeted to gather data on the participants'; sex, age, level of education, marital status, monthly income of your household, number of individuals in the household who are under the age of 18, number of individuals in the household who are over the age of 18, country of citizenship and duration of living in Türkiye.

First 4 questions were asked to provide potentially valuable information about the characteristics of the study population. The information can be used to analyse the data and to understand how the findings from qualitative and quantitative studies may be relevant to different demographic groups. Questions 5 to 7 which are regarding the participants' household, are included for better understanding their livelihoods and living conditions. As for questions 8 and 9 that are asking about the participants' country of citizenship and duration of living in Türkiye are questions that are essential for understanding the unique refugee experience that is personal to each member of the refugee population. For example, protracted refugees who have been in Türkiye for a longer period may have had more time to develop social connections and to learn the language, which can impact their overall well-being and ability to navigate through the social dynamics. On the other hand, refugees who have more recently arrived in Türkiye may face additional challenges such as language barriers, difficulty accessing social services and limited knowledge or access to resources. While conducting the semi-structured interviews, this information could help the researcher to steer through the dialogue in a more informed manner.

As for the 10th, the final question, 1 item MacArthur Scale of Subjective Social Status scale is included in order to measure the participant's perceived position in the society. This question was presented in the form of a visual of a 9-level ladder along with the descriptive text given below:

> "Imagine that the ladder on the right represents the structure of your society. At the top of the ladder are the people who have the best of everything (the most resources and the most respected jobs). At the bottom of the ladder are the people with the worst conditions (those with the fewest resources, no jobs, or occupations that no one wants or

respects). Now think about yourself and your family (if you are close). Please tell us where you think you or your family would be on this ladder." (Adler et al. 2000).

This question was asked for gaining an insight to participants' subjective social position and how they perceive themselves and their families in relation to others in their society. This question was also aimed to gain information about the participants' attitudes towards social and economic inequality and how they relate to their personal experiences and identities.

3.3.b.ii. Short Warwick-Edinburgh Mental Well-being Scale (SWEMWBS)

The 14 item WEMWBS is a self-report scale designed to measure mental well-being. It was developed by researchers from the Universities of Warwick and Edinburgh and is based on a conceptual framework of mental well-being that includes both subjective experiences and psychological functioning. Studies have found that the WEMWBS has been shown to have good reliability and validity and has been used in a variety of settings and populations, as it can identify clinically significant changes in mental well-being in adults (Collins et al. 2012; Maheswaran et al. 2012). For individual level analyses WEMWBS is suitable for adults aged 16 and above.

According to the 2008 user guide provided by the University of Warwick Medical School, the full scale consists of 14 positively worded items that ask about a person's feelings and experiences over the past two weeks. Participants are asked to rate their agreement with each statement on a 5-point Likert scale, ranging from "none of the time" to "all of the time". For the full 14-item scale, the minimum score is 14 while the maximum is 70.

Short Warwick-Edinburgh Mental Well-being Scale (SWEMWBS), which will be utilised in this study, consists of 7 items whereas the scoring system ranges from 7 to 35 accordingly and similarly scores that are higher indicate greater positive mental well-being.

3.3.b.iii. Connor-Davidson Resilience Scale-10

For the purpose of this study, the 10-item version of the original scale developed by Dr. Campbell-Sills and Dr. Stein from the University of California, San Diego using factor analysis was utilised (2009). This shorter version has a score range of 0-40 and includes items 1, 4, 6, 7, 8, 11, 14, 16, 17 and 19 from the 25-item original scale. The questions in this modified measure were derived from the *hardiness* (questions 1, 4, 6, 7, 8, 11, 14, 16, 17, 19) and *persistence* (question 11) factors found in their previous research. However the authors stated that the CD-RISC-10 best measures a single latent factor "resilience" (Campbell-Sills et al. 2009).

The scores of the population divided into quartiles using the CD-RISC-10 are as follows; 29 for the 25th percentile, 32 for the 50th percentile and 36 for the 75th percentile. It should be noted that Davidson's study dated 2003 on the general population in the United States produced a mean score that was almost identical.

As per the instructions outlined in the manual provided by the creators, the CD-RISC is intended to be a self-evaluation tool, but in cases where necessary, a helper can read out each statement to the individual and record their response. The individual is instructed to answer each statement based on the preceding month, with the understanding that if a certain circumstance did not arise during that period, the response should be based on how they think they would have reacted.

To calculate the score of the scale, all items are added together and each item is scored from 0 to 4. The CD-RISC-10 has a total score range of 0-40, with higher scores indicating greater resilience. As per recommended in the manual for scoring no other scoring were adopted.

A point that should be highlighted is that the manual states that the CD-RISC scores can be affected by two primary factors; the location or region where the data was collected and the characteristics of the sample. It states that the location plays a role since scores may differ based on the country where the data was obtained. Furthermore, scores tend to be lower in individuals who have psychiatric issues or are experiencing difficulties coping with stress therefore, the nature of the sample also plays a role. It is also noted that younger adults, such as students, tend to score lower than older adults.

Inside the manual, the median and quartile results gathered from the general populations in the US and Hong Kong can be found. The quartiles categorise the observed scores into four groups of equal size. The first quartile (Q1) pertains to the scores of the lowest group, which makes up the least resilient 25% of the population. Meanwhile, the second (Q2) and third (Q3) quartiles account for intermediate scores, while the fourth (Q4) quartile is indicative of the highest or most resilient group, which includes the top 25% of the population.

There are some demographic features of the CD-RISC that acted as determining factors in different studies. These factors are age, ethnicity, marital status and gender and level of education of the individuals taking the CD-RISC and therefore these factors can affect their overall scores on the scale. With that in mind it is important to take these demographic factors into account when interpreting results from the CD-RISC-10 and when comparing results across different groups of people.

3.4. General Procedure

This study is a part of the Master's Thesis for Migration Studies Graduate Programme at TOBB University of Economics and Technology, and has been carried out under the supervision of Asst. Prof. Gözde İkizer. For the purpose of the study, first the approval of Human Research Evaluation Board Members of TOBB ETU was applied to and granted to the researcher.

For both the qualitative and the quantitative parts of the study, inclusion criteria were; being 18 years or older and being an active course attendee at the time of the data collection to one of the courses chosen that were designed for refugee participation only. For both parts of this study, an informed consent form was administered at each stage of the study which were two field visits to the course institution.

First visit was conducted at the beginning of the course whereas the second was conducted at the end, before the final exam of the courses. The duration between the two visits and therefore the duration of the courses was 30 days. The participants were thoroughly informed about the purpose and the context of the study both via informed consent forms and the verbal explanatory session held at the beginning of both the first and second field visits of the study.

For the first visit, an introduction of the researcher was made by the researcher and the facts about the research were presented to the candidate participants. After this introductory phase, the candidates were given the informed consent form and were asked if they would like to be a part of the study. After the initial consent forms were signed, the socio-demographic characteristics form that was developed by the researcher was administered, which was at the end of the first field visit of the study.

Along with the demographic forms, the participants were also asked to complete the two scales for the first time.

Participants' right to withdraw from the study at any time, pass on the questions they did not feel comfortable answering and their right to receive information about the study's findings were communicated to both verbally and through consent forms. The study also ensured the confidentiality and anonymity of the participants during all stages of data collection, analysis and dissemination of results. The instruments that will be applied to the participants through the course of the research were also specified at the consent form. Additionally, through the same channel, information on the attendance to semi-structured interviews and how they will be recorded was also communicated. To formalise their participation, the participants were required to read and sign the informed consent form, which they were given a second copy of. Before the candidate participants read the form, the researcher in an introductory talk made it clear that any question will be answered if there were any confusions about the content of the form. Additionally, in the need of extra clarification on the participants' side or in case the participants wanted to learn about the findings of the study, the phone number of the institute was shared via the consent form.

Both the consent and socio-demographic characteristic form were originally prepared in Turkish and were, for the purpose of this study, translated into Arabic by using professional translation services. The translations later went through quality control by the translator that volunteered for the field visits.

The informed consent form, which was administered in Arabic at both parts of the study is presented in Appendix section and the socio-demographic characteristic form, which was administered in Arabic only at the beginning of the study is presented in Appendix section.

For the qualitative study of this research that was carried out at the second field visit that was completed in 3 days, services of the same professional Arabic language translator that has done the final quality control was employed on a volunteer basis for conducting the interviews and the overall experience was extremely beneficial. The translator worked at the institution that carried out the courses but did not have primary contact with the participants as she was responsible for different activities within the institution. The translator not only assisted in bridging the communication gap but also brought a level of cultural awareness that helped to better understand the nuances of the conversations. The translator was highly skilled and proficient in both Arabic and Turkish and going beyond simple mot à mot translation, she was also able to capture the essence of the dialogue accurately. Her ability to convey the emotions and intentions of the interviewees was invaluable in ensuring the ability to make informed decisions based on the interviews. The use of a professional translator facilitated a smooth and effective interview process.

The choice of the location for conducting interviews was the first question at hand as it might have had a significant impact on the outcome of the study. The interviews took place in an empty classroom that was not being used for the courses, but was still on the institution ground. This location had several advantages for the study. Firstly, it was a familiar setting for the participants, as it was on the same institution ground where they had attended classes. This familiarity was intending to put the participants at ease and may have contributed to a more relaxed and open conversation during the interviews.

However, for the interviews it was important that the classroom was not the one in which the course took place, as this would have introduced a potential bias into the study. If the interviews had taken place in a classroom where the participants had

attended classes, they may have been influenced by their previous experiences in that space. By conducting the interviews in a neutral location, the design aimed to minimise the impact of external factors on the data collected and thus enhance the validity and reliability of the study's findings.

During the second field visit, 17 interviews were conducted over the course of 3 days. The interview durations varied between 15 minutes to 50 minutes. At the beginning of each interview the participants were given the informed consent forms and the two scales, all for a second time. Same as before, the interviewees were given a second copy. The interviews were carried out uninterrupted in a closed door empty classroom. Due to COVID-19 restrictions the windows were open at all times and everyone was offered masks but was not asked to wear them as a requirement. Water and tissues were present at the side table for the interviewees if they needed so.

As for the general procedure followed for the quantitative part of the study, after a comprehensive review of the literature, the two instruments that were briefly mentioned to be administered above were selected; Short Warwick-Edinburgh Mental Well-being Scale-7 (SWEMWBS-7) and Connor-Davidson Resilience Scale-10.

Both the English and Turkish version of SWEMWBS-7 were available for public access for research and did not require additional permission for the right to use from the developers. However, it was not available in Arabic language. Therefore, the technique of back-translation, a process used in the field of translation to evaluate the quality and accuracy of a translated text was adopted. For this process, professional translation services from native Arabic language translators were acquired. First, the original English scale were translated to Arabic by one translator and then the Arabic translation was translated back into English by another translator. The validated official Turkish version of the scale was provided to the translators at both stages to

maximise validation. The aim of back translation was to compare the original text with the translated version and identify any discrepancies or errors that may have occurred during the translation process. At the end, the final translation went through quality control of the translator that helped through the data collection process as a final control stage.

As for the second scale utilised, 10 item Connor-Davidson Scale, the validated Arabic translation was available. However, the scale was not public and required permission from the developer institution for a student-rate fee of $ 30 US for the right to use in the context of this study. The application and payment was made on 28.01.2021 and the permission was granted to the researcher.

The Warwick-Edinburgh scale which was administered in Arabic at the beginning and at the end of the study is presented in the Appendix section in both English and Arabic languages. As for the CD-RISC, since the scale is subject to copyright and is not available for access at the public domain, the developers permission was not granted for its reproduction, therefore, it is not available as an appendix.

3.5. Data Analysis

In this section, *how* the data collected from primarily qualitative study and supportively from quantitative study were analysed in order to identify patterns, themes and relationships within the data will be discussed. The analysis of the qualitative data was carried out through a thematic analysis approach, which involved identifying and categorising patterns in the interview transcripts. The quantitative data will be used in a supportive manner with the results obtained from the Likert scales being utilised. The aim of this section is to present how the findings of the data analysis will be highlighting the main themes and patterns that emerged from the qualitative

study and how the scores of the Likert scales applied two times through the quantitative study will be utilised for mainly observing the effect of attendance to the courses on the participants.

3.5.a. Qualitative Study

For the qualitative part of the study, the semi-structured in-depth interviews conducted at the end of the course were analysed by using thematic analysis. As per how the analysis was made, the Braun and Clarke (2006) paper describing a "6-phase guide" on how to do thematic analysis was an essential resource. That being the case, after getting familiar with the *data corpus* (referring to all data collected within the study), initial thematic codes were generated by reviewing each *data item*. Accordingly, possible patterns that relate to the research questions and demonstrate a certain level of consistent response or significance within the *data set* (data within the corpus that is being utilised for a specific analysis) were examined. The recurring patterns, which will be referred as themes, found within the data set and are relevant to the research question were investigated for identifying and highlighting the key patterns and trends in the data that are important to the study.

After the themes were identified and coded they were later on analysed while at all times paying attention that they were reflecting the content of the entire data set. This coding procedure of the themes present in the data, ensured that the resulting analysis is as accurate as possible.

While determining what can be classified as a pattern or theme and what level of significance is necessary for a theme to be considered, prevalence was assessed. Frequency within individual data items and its occurrence across the entire dataset was considered as well as. However, while occurrence was prominent for most cases, the

number of instances was not the only determinant for coding a theme and it was also considered whether the theme captured an important element that was relevant itself.

In that sense, the themes were identified in an inductive way with a primary focus on semantic approach as they were strongly related to the data itself. Therefore, while the comprehensive review of the literature on the related field were highly utilised for understanding the prevalence of each data item, pre-existing coding frames were not relied upon. The analyses were data driven hence allowed to identify themes that were closely linked to the experiences and perspectives of the participants.

3.5.b. Quantitative Study

For the data analysis on quantitative strand of this study, the scoring criteria specified under user manuals of the Short Warwick-Edinburgh Mental Well-being Scale (Stewart-Brown & Janmohamed 2008) and Connor-Davidson Resilience Scale-10 (Davidson 2021) were followed.

3.5.b.i. Short Warwick-Edinburgh Mental Well-being Scale (SWEMWBS)

In line with the user manual prepared and provided by the researchers, this study utilised the Short Warwick-Edinburgh Mental Well-being Scale (SWEMWBS) that has 7 items and had a scoring system ranging from 7 to 35, where higher scores indicated better mental well-being.

For this scale, several techniques were used to calculate the minimum detectable change (MDC) in an individual level (Warwick Medical School 2020). Which refers to the smallest difference in scores on an instrument used to measure a symptom that can be confidently interpreted as a real change, rather than just a result of measurement error (Kovacs et al. 2008). In other words, the MDC represents the minimum amount

of change in a person's score that is meaningful and not just due to random fluctuations or errors in measurement. For example, if a person's score on a mental health scale changed by two points over time, but the MDC for that scale was three points, we would not be able to confidently say that there was a real change in the person's mental health. However, if the score changed by five points, which is greater than the MDC, we could be more confident that there was a true change in the person's mental health. With that in mind it is important to note that, at an individual level the MDC resulted in a range of 1 to 3 points for SWEMWBS.

For interpreting the final scores gathered via the scale, the MDC was taken into account after the total scores calculated. It is important to emphasise that the scores of the scale were only for assessing the change that may have occurred in the self reported well-being level of the participant and therefore were only used in a supportive manner for the main data collected from the qualitative study.

3.5.b.ii. Connor-Davidson Resilience Scale-10

In line with the instructions and directions provided by the researchers via the user manual, the scale was applied to the participants as a self-rating scale. The participants were reminded of answering the statements by considering the previous month, even if the situation didn't actually occur during that time period – in which case the statement should be responded based on how they believe they would have reacted.

The data analysis of the were carried out after each score of the scale was calculated by the summation of all item points where each of the item is scored from 0 to 4. Whereas higher scores indicated greater resilience, lower scores indicated less. As per recommended in the manual no other scoring techniques were adopted.

It is once again important to emphasise that the data collected from this resilience scale applied two times through the quantitative study were only for assessing the change that may have occurred in the resilience level of the participant and therefore were only used in a supportive manner for the main data collected from the qualitative study.

CHAPTER IV

FINDINGS

4.1. Overview of Findings from the Qualitative Study

In the semi-structured interviews conducted, gathered data on the various items that may be deemed as related to the participants' well-being and resilience went through a coding process and as a result, the themes that will be overviewed below have been identified. This section will explore the associated factors that have been identified as a pattern or theme through the interviews in accordance with their frequency in the data set.

4.1.a. Themes identified

In this study, the analysis focused on the verbal responses of the participants to open-ended questions asked in the semi-structured interviews. To ensure accuracy and transparency in the data collection process, all data collected in the field were recorded without any alterations, resulting in the creation of 18 documents. These documents were carefully scrutinised in order to identify significant variables in line with the empirical and theoretical literature on psychological well-being and resilience. Analysis was approached with a data-driven mindset and the interviews were meticulously studied to identify key themes and subthemes. This involved a thorough review of the empirical and theoretical literature to gain a comprehensive understanding of the relevant concepts and themes. Through this process, six general overarching themes were identified, each with a unique set of subthemes.

After the coding process for the main themes was completed, a detailed examination of the content within each subtheme was conducted. This involved a thorough review of the data to ensure accuracy and consistency in the coding process. The purpose of this quality check was to identify any discrepancies or inconsistencies in the coding process. Additionally, this step in the analysis helped to identify any potential areas where further investigation or refinement of the coding scheme might be needed.

In total, 37 sub themes emerged from the semi-structured interviews conducted with 18 participants, providing valuable insights into the unique refugee experience of individuals in relation to resilience and well-being. The main themes and subthemes will be reviewed above with items from the data set that to a great degree reflect the theme.

First theme is about the direct outcomes of attending the language course, this category includes 2 subthemes (frequency of the theme in the data set; 23). Subthemes are identified from answers given that reflect on the courses' benefit twofold; language wise and social wise. For reflecting how the theme codification took course, the following data items are great examples for Theme 1:

> -I had a foundation on Turkish language before I joined the course, so I've learned many things. I learnt verbs, pronouns, present tense, past tense (Participant 11).

> -I usually do not leave the house, I take care of my children. It feels good to come to the course every day, it is like going to work in that sense. Getting out of the house and seeing the flow of life outside. To be learning a language that you should have learnt long ago. I mean, I have been in Türkiye for 5 years, but I think I should have made an

attempt right away, but my children were young and I had no one to leave them with, so it had to be postponed (Participant 18).

While the codification will be made more clear with a focus on discussing the findings in the next chapter, as a general overview of the results, Table 4.1. provides information on themes coded under the "outcomes of Attending to The Language Course" category and the coded themes' respected frequency through the data set.

Subthemes identified	Frequency
Attending the course was beneficial language wise	13
Attending the course was beneficial social wise	10
	23 (9.35%)

Table 4.1. Outcomes of Attending to the Language Course

Second main theme encompasses the sub themes that are relevant to personal characteristics of the participants (frequency of the theme in the data set; 73). Having the most theme, it consists of 12 subthemes. Subthemes are identified from answers given that reflect on the participants self attributed personal characteristics. For reflecting on how the theme codification took course, the following data items are great examples for Theme 2:

-I am strong and I have a lot of tolerance. My heart is also very forgiving, I forgive people very easily. This forgiveness makes me stronger (Participant 2).

-The things I've been through taught me a lot, how to depend on yourself. I don't think the problems I had will stop me from now on (Participant 15).

-My religion helps me in this way; if I can cope with a problem, if I can solve it, if I have the power to do so, I strive for it. But if I can't, I find

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comfort by referring it to God (…) I also draw strength from that. (Participant 7).

While the codification will be made more clear with a focus on discussing the findings in the next chapter, as a general overview of the results, Table 4.2. provides information on themes coded under the "personal factors" category and the coded themes' respected frequency through the data set.

Subthemes identified	Frequency
Health problems of self	1
Being patient	5
Feeling of ageing too fast	1
Motivated to pursue personal goals for self	8
Good ability to adapt	16
Perceived emotional vulnerability	4
Perceived self-growth	4
Religiousness	9
Being used to hardships and worse conditions prior to refugee state	3
Self reliance and self efficacy	10
Trying to bounce-back	8
Trying to bounce-forward	4
	73 (29.67%)

Table 4.2. Personal Factors

Third main theme, feeling responsibility for others has 5 sub themes included (frequency of the theme in the data set; 32). Subthemes are identified from answers given that reflect on the participants perceived assumption of responsibility towards

others. For reflecting on how the theme codification took course, the following data items are great examples for Theme 3:

-I am alone. I have to look after my daughter (Participant 3).

-I came from Syria 7 years ago. I could not find a job there due to the war conditions. I am married, I have children and I am responsible for taking care of my family. Therefore, we came to Türkiye (Participant 5).

-My husband cannot work and does not speak any Turkish, so I have to be strong for my children (Participant 11).

-I financially supported everyone in the first 5 months. It was very hard. (Participant 15).

-My husband lost a finger and cannot do every job. So I have to work as my children grow up (Participant 18).

While the codification will be made more clear with a focus on discussing the findings in the next chapter, as a general overview of the results, Table 4.3. provides information on themes coded under the "responsibilities toward others " theme and the coded sub themes' respected frequency through the data set.

Subthemes identified	Frequency
Assuming responsibility for the family	8
Health problems of a family member	6
Feeling worried for family left behind in the origin country	2
Primarily thinking about their children's future	10
Trying to shield their children from hardships	6
	32 (13.01%)

Table 4.3. Responsibility Towards Others

Fourth main theme, encompasses environmental factors and includes 6 subthemes (frequency of the theme in the data set; 47). Subthemes are identified from answers

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given that reflect on the reported environmental impediments and obstacles participants have shared. For reflecting on how the theme codification took course, the following data items are great examples for Theme 4:

-When we arrived, my daughter did not even have slippers on her feet. We had a very difficult time. We were well off in Syria, my husband was a mufti. Now we can hardly make a living (Participant 11).

-My financial situation is not good. I can't find a job. I can't make a living. I earn 20-30 liras a day, that is if I earn any (Participant 13).

-It does not seem possible for me to work somewhere. I have to go to hospitals 4-5 times a month. Since no one will accept this, I look for a job for day to day work 2 or 3 times a week (Participant 16).

While the codification will be made more clear with a focus on discussing the findings in the next chapter, as a general overview of the results, Table 4.4. provides information on themes coded under the "environmental impediments" theme and the coded sub themes' respected frequency through the data set.

Subthemes identified	Frequency
Having limited financial resources	9
Facing language barriers	14
Not being able to use gained education/trade	10
Not having any personal motivations for self	5
Facing discrimination and prejudices	7
Fear for security	2
	47 (19.11%)

Table 4.4. Environmental Impediments

Social factors is the fifth main theme and consists of 8 subthemes (frequency of the theme in the data set; 54). Subthemes are identified from answers given that reflect on

the reported social factors participants have shared. For reflecting on how the theme codification took course, the following data items are great examples for Theme 5:

> I am not someone who prefers to be very close to Syrians and Arabs. I try to stay away from them as much as I can because there are some abuses, for example, I was defrauded (Participant 4).

> For 9 years here, I became like brothers and sisters with my neighbours and friends (Participant 11).

> We also have Syrian neighbours, apart from that, my husband's family, our relatives and his sister are here. We frequently come and go to each other's houses (Participant 2).

While the codification will be made more clear with a focus on discussing the findings in the next chapter, as a general overview of the results, Table 4.5. provides information on themes coded under the "social factors" theme and the coded sub themes' respected frequency through the data set.

Subthemes identified	Frequency
Self social isolation from life	1
Engaging in social activities	8
Having emotionally supportive interpersonal	12
Having close personal relationships with Turkish	6
Thinking it's important to have close interpersonal	9
Having extended family in Türkiye	8
Good relations with neighbours	8
Being reserved against forming relationships within	2
	54 (21.95%)

Table 4.5. Social Factors

Lastly, attitudes towards the future is the third main theme and it has 3 sub themes under it (frequency of the theme in the data set; 17). Subthemes are identified from

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answers given that reflect on the attitudes towards the future that participants have shared. For reflecting on how the theme codification took course, the following data items are great examples for Theme 5:

-People should normally be happy about the future, but unfortunately I haven't had this feeling for a long time. We have been thinking about the future for so long that I started to get forgetful for a while now. We are very anxious about the future. One should be happy about the future, but unfortunately I am not like that (Participant 13).

-Before, we had a lot of plans, a lot of thoughts about the future, but then all of them suddenly disappeared. So I try not to plan or think about the future (Participant 16).

While the codification will be made more clear with a focus on discussing the findings in the next chapter, as a general overview of the results, Table 4.6. provides information on subthemes coded under the "attitudes towards the future" theme and the coded sub themes' respected frequency through the data set. Findings will be further discussed in the following chapter.

Subthemes identified	Frequency
Being homesick	6
Planning to return to country of origin	5
Feeling of being out of control	6
	17 (6.91%)

Table 4.6. Attitudes towards the Future

4.2. Overview of Findings from the Quantitative Study

In the current research, the quantitative study was conducted alongside the qualitative study to provide additional insights into the topic of psychological well-

being and resilience. The self-report scales were administered twice throughout the study, once at the beginning and once at the end of the course through the course of 30 days, to assess any changes that may have occurred in the self-reported psychological well-being and resilience levels of the participants. The quantitative data collected from these processes were analysed and interpreted to provide a deeper understanding of the research question.

However, it is important to note that the main focus of this study was on the qualitative data collected from the semi-structured interviews with the participants. The scores obtained from the self-report scales were only used in a supportive manner and to assess the connotations of *gender* as a variable of the relation of attending a language course and well-being.

4.2.a. Short Warwick-Edinburgh Mental Well-being Scale

This study used the Short Warwick-Edinburgh Mental Well-being Scale (SWEMWBS), which has 7 items and a scoring system ranging from 7 to 35, with higher scores indicating better mental well-being. The researchers provided a user manual to guide the use of the scale. After calculating the total scores, a minimal detectable change (MDC) with a range of 1 to 3 points was considered to interpret the final scores. It's important to note that the scale scores were solely used to assess the change in the participant's self-reported well-being level and were only supportive of the primary qualitative data collected in the study. The results obtained from the scales are given in Table 4.7.

	Range			Mean			SD		
	Male	*Female*	*Total*	*Male*	*Female*	*Total*	*Male*	*Female*	*Total*
Score 1 (x)	7-34	23-33	7-34	25.7	26.50	26.06	6.90	3.28	5.60
Score 2 (y)	26-35	22-33	22-35	29.3	29.13	29.22	3.13	3.79	3.44
Difference (y-x)				3.60	2.63	3.17	8.42	3.60	6.44

Table 4.7. Data from the Short Warwick-Edinburgh Mental Well-being Scale

The score 1 (x) in the table refers to the score obtained from the first administration of the scale, while the score 2 (y) refers to the second time. The difference was calculated by extracting the value of x from the value of y for each participant. The range for total scores for first application (x) was 7-34, the mean was 26.06 and the standard deviation was 5.60. The range for total scores for second application (y) was 22-35, the mean was 29.22 and the standard deviation was 3.44. As it can be seen from the standard deviations calculated for both rounds and in a gender sensitive way, the first application had 1 data point that was further from the mean, this score of 7 was of a male participant's and has been the lowest score in the scale. It can be observed from the score difference between the two applications, the overall well-being score was above MDC with a score of 3.17. Therefore, it could be stated that overall, the participants' well-being has improved.

4.2.b. Connor-Davidson Resilience Scale-10

Following the guidelines provided by the researchers in the user manual, the resilience scale was administered to the participants as a self-rating scale. The

participants were instructed to consider the previous month when responding to the statements, even if the situation did not occur during that time frame.

The scores for each item on the scale ranged from 0 to 4 and the total score was obtained by adding up the scores for each item. Higher scores indicated greater resilience, while lower scores indicated less resilience. No other scoring methods were utilised, as per the manual's recommendation. The scale scores were solely used to assess changes in participants' self-reported resilience and only complemented the main qualitative data. The findings from the scale scores are reported in Table 4.8.

	Range			Mean			SD		
	Men	*Women*	*Total*	*Men*	*Women*	*Total*	*Men*	*Women*	*Total*
Score 1 (z)	15-36	16-32	15-36	27.30	23.50	25.61	6.47	4.33	5.93
Score 2 (w)	22-40	13-37	13-40	30.70	27.86	29.39	6.34	7.79	6.94
Difference (w-z)				3.40	4.25	3.78	6.82	6.28	6.60

Table 4.8. Data from the Connor-Davidson Resilience Scale-10

The score 1 (z) in the table refers to the score obtained from the first administration of the scale, while the score 2 (w) refers to the second time. The difference was calculated by extracting the value of z from the value of w for each participant. The range for total scores for first application (z) was 15-36, the mean was 25.61 and the standard deviation was 5.93. The range for total scores for first application (z) was 15-36, the mean was 25.61 and the standard deviation was 5.93. The range for total scores for second application (y) was 13-40, the mean was 29.39 and the standard deviation was 6.94. It can be observed from the score difference between the two applications

being 3.78, the overall resilience score has improved. Therefore, it could be stated that overall, the participants self-reported resilience was higher.

CHAPTER V

DISCUSSION

5.1. Research Findings

The 6 themes and 37 sub themes emerged from the semi-structured interviews conducted with 17 participants, provided valuable insights into the unique refugee experience of individuals in relation to resilience and well-being. In this chapter the main themes and subthemes will be further discussed in relation to the scores obtained from the scales applied and a gender perspective will be included.

5.1.a. Research Findings by Theme

Six main themes that were identified from the data, including; outcomes of attending the language course, personal factors, responsibilities towards others, environmental impediments, social factors and attitudes towards the future have multiple sub themes that provide a more nuanced understanding of the experiences of the participants.

5.1.a.i. Outcomes of Attending to the Language Course

With a 29.67% overall frequency, these findings offer an insight to the positive impact of attending a language course for the participants. The sub themes of the first theme suggest that attending a language course is viewed as beneficial, both for language and social reasons. While 17 of the participants expressed that attending the course was beneficial for them language wise, 10 of the 17 viewed it as a beneficial experience that had an impact on their well-being. The language benefits were significant for the participant who had prior knowledge in Turkish. For example, the

participants who had been living in Türkiye for a longer time had the opportunity to form a foundation of the language by daily and interpersonal interactions. Therefore even though the span of the course was a month, for the A1 level and A2 level courses alike, participants with prior knowledge were the ones that felt that they had learned the most. As for the latter, social benefits subtheme of the theme, the very physical attendance to the course was deemed as a beneficial experience. The role of having a good relation with the teacher of the course and following a routine similar to going to work were especially prevalent data items. Going to work aspect was especially prevalent in data items for those who hadn't had the opportunity to work as they did in their home countries after having to migrate. Having a rapport and good interactions with teachers, who are of Turkish identity, seemed to be a beneficial social outcome of attending the course since most of the participants did not have reported interpersonal relationships with Turkish people other than their neighbours. Some participants also reported that attending language courses will help them pursue employment opportunities with the certificate they have attained. The findings' positive impact on the participants' well-being are in line with previous research. The work-like daily routine and the goal of working towards a goal had positive impacts in terms of perceived competence and self-efficacy (Brunstein 1993; Carver & Scheier 1999). Also, theory of self-determination emphasises that there is a significant correlation between the degree to which one endorses their goals and the positive impact those goals have on their overall well-being (Ryan & Deci). Therefore, the analysis showed that the social aspect of attending the course was as beneficial for the well-being of the participants as learning the language.

The second theme labelled as "personal factors" embodied the 12 sub themes identified from data items that were relevant to the participant in the individual level. Theme reveals important insights into the experiences and perspectives of the refugees in the study. The sub themes identified under this theme suggest that participants faced a range of personal challenges and relied on various personal strengths and coping strategies to navigate their situations. Taking a more focused approach, starting with the first subtheme which was only present in 1 of the participants. In this case, having a long term health problem suggested that dealing with health issues have impacted the participant's well-being and ability to adjust to life in Türkiye as his condition did not allow him to "join life" since it required multiple surgeries and was accompanied by a physical disability.

Second subtheme "being patient" was prevalent in the data set by data items reflecting on the participants' self reported ability to be patient, which allowed them to cope with stressors and hardships. The tendency of older adults to prioritise positive coping strategies when dealing with change and stressors (Ryff 1989). Therefore prevalence of this subtheme is attributed to the fact that the data items were all identified from interviews with older adults. This suggests that older adults may have acquired this coping strategy through their life experiences, which has allowed them to develop patience as an effective way of coping with stressors which could be deemed as a positive impact on their well-being in accordance with the literature. Being patient allows older adults to take a "step back", assess the situation, and respond in a more constructive manner. Rather than reacting impulsively or emotionally, being patient allows them to remain calm and composed, which can help

to reduce the impact of stressors on their mental and physical health. Second subtheme "feeling of ageing too fast" was prevalent in the data set with frequency of 1. It was coded as a subtheme in the exact words of the participant as he explained that life had been disrupted to the extent that they felt they had aged more quickly than they should have. This highlight was a profound impact of forced displacement and the disruption it brings on individuals' lives and its effects on well-being.

The third subtheme "motivated to pursue personal goals for self" with a frequency of 8 in the data set suggests that despite the challenges they faced, some of the participants had personal aspirations and goals for themselves. It was prevalent especially in the younger participants who are still studying. In line with the literature, younger adults in this study tended to prioritise self-knowledge and competence (Ryff 1989). The data items coded under this sub theme were initially planned as a part of the now fourth subtheme that reflected on the good ability to adapt. However, after a detailed review of the data set, it was later made clear that motivation to pursue personal goals were much less common as data items. This result indicates that even though the participants did have a good perceived ability to adapt, that did not transform into pursuit of personal goals for themselves. From the data items coded under this sub theme it could be seen that without any gender differences, participants especially valued the ability to have control and choice over what they do as well as how they do it (Chirkov & RM Ryan 2001). Therefore, having both the motivation and consequently the means to pursue goals for self was beneficial for the well-being of the participants. While the frequency of subtheme 3 was 8, for sub theme 4 it was 16. The subtheme of "good ability to adapt" having had a high frequency suggested that many of the participants possessed effective coping mechanisms and adaptability skills that allowed them to adjust to their new lives and the stressors that came with it. The

data items on this subtheme were all expressed in a way that reflected on the ability as a positive trait. This finding is aligned with the high resilience levels that were reported with the self assessment scales. Therefore, it can be argued that the adaptive capacity of the participants was a key determiner of resilience as a coping strategy which served as a positive facilitator for their well-being.

Sub-theme 5, "perceived emotional vulnerability" was identified as 4 of the participants have identified themselves as emotionally vulnerable by the data items stating that they are "easy to cry, too emotional and very sensitive". However, when the data items from the sub theme focus on adaptability, findings are that the two concepts are not mutually exclusive; 75% of the participants who have identified themselves as vulnerable have also done so on being adaptive. In the literature it is argued that being resilient does not exclude being vulnerable because this approach it acknowledges the complexity of resilience and how it depends on both personal and environmental factors (Kaplan 1999). Therefore, this finding is in line with the previous research and is supportive of the argument that resilience is not a fixed trait but an adaptive process (Luthar & Cicchetti 2000; Rutter 2012)..

The subtheme of "perceived self-growth" with a frequency of 4 was coded by using the data items where participants expressed to have experienced significant personal growth in the face of adversity. Half of the data items identified were from interviews with younger participants aged 20 and 19. As a primary indicator of psychological well-being, an individual's sense of "self-acceptance" is considered a fundamental aspect of mental health. Therefore in this subtheme, it was seen that traits such as self-actualisation, optimal functioning and perceived maturity were instrumental in the well-being of the participants which is in line with the previous research (Ryff &

Singer 1996). It should be noted that the perceived self-growth subtheme was initially thought to be adjacent with the subtheme of bounce-forward. However, without double coding the data items under two different themes, feeling of personal growth is identified to be a separate subtheme then the desire to bounce forward since while the former is focused on the present self, the later is shaped by attitudes towards future and active attempts for achieving goals.

Religiousness sub theme of Theme 1 reflects on the many participants may have found strength and comfort in their faith. This prospect is in line with the literature that religion can act as a protecting factor in the face of adversity (Kanji & Cameron 2010). With a relatively high number of data items coded under it (9), religiousness showed to be a strong personal factor that acts as a resource for the participants psychological well-being and resilience. What was most prevalent in the data items under religiousness was *şükretmek* which translates to "being grateful (for)". It is important to note that this does not mean that the participants that expressed gratefulness were fully content with their life, but rather had a positive outlook that served as a protective factor. Next subtheme "being used to hardships and worse conditions prior to refugee state" suggests that 3 of the participants had stated previous experiences of hardship and adversity, which may have contributed to their ability to cope with their current situation. In 2 of the 3 data items, aspects of hardiness in that sense were present, which is as a set of attitudes that give individuals the drive to confront difficult situations and transform them to chances for personal growth through strategic efforts (Maddi 2007). Therefore, this sub theme captured an important element of resilience.

The subtheme of "self-reliance and self-efficacy", having a frequency of 10 in the data set suggests that many participants may have relied on themselves and their own abilities to cope with the challenges they faced. This was both evident in emotional

challenges faced and material issues such as generating income. Supportive to the findings of this subtheme, several research studies have indicated a strong correlation between having confidence and competence in pursuing significant goals and an improved sense of well-being (Ryan & Deci 2001). This highlights the importance of supporting refugees in developing self-reliance and self-efficacy skills while considering that this shouldn't mean to disregard the needs of the population.

The last sub theme of the second theme of personal factors was identified as trying to bounce-back. It had a frequency of 8 in the data set. While it highly corresponds with the previous subtheme, one important aspect that led to its separate coding was that the data items coded under self efficacy and reliance did not necessarily translate into trying to bounce back to the previous state and were perceived characteristics of the individual that helped with coping and adjusting to the current situation. In the subtheme trying to bounce-back, the data items included have reflected an effort on the participants side that actively pursued to improve their current situation. A great example of this was present in one particular data item; while all participants that have participated in the interviews stated their occupation in the past tense such as I *was* a driver/teacher/student/mechanic, one participant whose answer was coded as a data item under bounce-back, referred to herself as a teacher in the present tense, as I *am* a teacher, even though she was not practising her profession. Her efforts on trying to practise again, combined with her identification of self was a great example that reflects the decision making behind coding this sub theme separately.

The last subtheme was coded as trying to bounce-forward, it had a frequency of 4 in the data set and 3 of the 4 items coded were from female participants. While two of them were young adults who were trying to bounce-forward by getting into university, one of the data items was from a single mother who was living with her daughter.

Since she had lost her husband in the war she decided to take the journey alone with her daughter for their safety. What offered a valuable insight with the data item from her interview was that she has expressed that the idea of building a future by herself as a woman gave her hope, which was something she was not thinking before her displacement. Therefore, the subtheme of striving to bounce-forward provided a valuable insight to the intersectionality of gender, culture and resilience.

5.1.a.iii. Responsibility for others

The sub themes identified under the third theme suggest that some participants felt a strong sense of responsibility towards their families, particularly their children, which often included providing for their basic needs, ensuring their safety and promoting their well-being. This perceived/assumed responsibility was understood to have often resulted in significant stress and anxiety to the individual, but it has also provided a sense of purpose and motivation that might have potentially improved their overall well-being (Ryan & Deci 2001). The first subtheme assuming responsibility for the family refers to the self assumed responsibility of the participant to their family members who they are living with together. The subtheme has a frequency of 8 in the data set. From the demographic data collected and the data set formed from the interviews, it was understood that this translated to spouses and/or children and in one data item only, younger siblings. The coding of items for this sub theme focused on the concept of "taking care of" therefore, assumed responsibility in the context of this subtheme was in the frame of both financial and in general sense attending to and providing for the needs of family. This data could be useful in understanding how family dynamics impact an individual's well-being and decision-making processes. While the coded data items had a balance between men and women, gender roles were

quite prevalent in the different reasons of why the participants had to wait for applying to a language course. While female participants reason was mostly because they had to take care of their children, male participants reason was to support their families financially. The second subtheme that focused on data items identified in relation to having a family member who has health problems had a frequency of 6. The items identified reflected on participants' assumed responsibilities toward that family member and in some cases how it has altered the usual dynamics on sharing of responsibilities. In one data item only, having a family member with health problems translated into having a child with terminal disease without a cure. Not exclusive to this data item but most prevalently present, the feelings of helplessness and frustration were also relevant in the subtheme.

Some participants expressed a sense of worry and concern for family members who were still living in their country of origin. This was coded as the third subtheme under the theme of "responsibilities towards others" and it has a frequency of 2. According to the data items, this concern often stemmed from the feeling of helplessness as the assumed responsibility of that family member's well-being was still present regardless of physical separation forced migration had brought about. From the data items identified this situation often translated into a source of significant stress. It was understood that this was stemming not only from not being able to help, but also from the loss of support that the participant would in the past rely upon as a source of stress relief. For example, in one data item it was expressed that the participant was avoiding to contact her mother at the times she was not feeling well, because she doesn't want to impose her problems into her mother's already stressful life. Therefore, in addition to feeling helpless, this sub theme offered a valuable insight into the refugee experience and the indirect consequence of losing emotional support.

The last two sub themes identified under this theme are about participants and their children. While the subtheme "primarily thinking about their children's future" was at first coded under the theme of attitudes towards the future, after meticulously going over the data set, it was decided that it should be coded under responsibilities since the data items do not reflect feelings or ways of set thinking, but they are about the responsibility felt by the participants in regard to their responsibility fuelled motivations that results in taking action. As it is indicated with the word "primarily", this subtheme was therefore coded under this theme because the data items reflected a degree of responsibility enough to think about the children without thinking about the self. The last subtheme was coded with the identified items that reflected how some of the participants reported that they were trying to protect their children from hardships and difficulties that they themselves had experienced. This included shielding them from discrimination and prejudice by raising them in a way that would allow them to "not feel like a refugee", as well as trying to offer them a life where they can be free to pursue their ambitions without worrying about hardships.

5.1.a.iv. Environmental Impediments

This theme highlights the identified challenges faced by the refugees due to environmental factors, such as limited financial resources, language barriers, inability to use their education or trade, facing discrimination and prejudice and fear for security. These environmental impediments can have a significant impact on the lives of refugees and their ability to rebuild their lives in their new host country.

First subtheme was identified as "having limited financial resources". It was coded with data items that reflect financial difficulties due to lack of employment and lack of adequate financial support. This subtheme highlights the financial struggles faced

by refugees in their new host country, which can make it difficult for them to meet their basic needs and achieve their long-term goals. With a frequency of 9, the subtheme includes data items that both stated the difficulties of having financial resources and sometimes explained the special reasons behind them. The most prominent result and the relevance of matter was that it led to a compromise. For participants who were primarily responsible for their family it was having to work harder and making personal sacrifices such as postponing to learn Turkish. For female participants with children, it was to assume the responsibility of day to day care for their children and therefore not being able to work. At one item, a participant expressed that even the nominal incentive paid to the course participants (60 Turkish liras - will be further discussed in the next sections) was very valuable to him for taking care of his family.

As for the second subtheme coded, facing language barriers, it had the second highest frequency rate in the data set. 16 data items were identified and it was seen that the language barrier was a major challenge for refugees as it was; limiting their ability to communicate effectively, work in a job, access services, be less prone to exploitation and participate in society. Therefore by potentially having a negative impact on the self-efficacy, this subtheme revealed that language barrier had a negative impact on participants' well-being. The data items on language barriers all included disadvantages, even if the participant has learnt Turkish to an extent, the inability to communicate as effectively as one would like had implications on the difficulty to receive emotional support. The graveness of the barrier was most drastically explained in one of the data items where the participant stated:

"Suddenly, I went from being an educated person to an ignorant person because of the language barrier."

It is also important to note that while out of 8 women participants, 3 had very good knowledge of Turkish and two of those three primarily conducted the interviews in Turkish with only necessary assistance from the translator. Only one of the men had foundation of the language prior to attending the courses. The data items that will be discussed later revealed that while women had a chance to learn Turkish by communicating with their neighbours, men did not have the opportunity to socially engage as much.

Third subtheme "not being able to use gained education/trade" with a high frequency of 10, offered an insight to the impediments faced by the participants that hinder the ability to use valuable skills and experience in Türkiye. The reasons behind were identified as language, cultural differences and a lack of recognition of their qualifications. Data items under this sub theme highlights the challenges participants faced in utilising their education and professional skills in their new host country and with 9 out of 10 participants referring to their occupation in the past tense (e.g. I *was* a teacher) it could be said that not being able to use their education or trade may have implication on a loss of identity and hence the perceived capacity and confidence for efficacy.

Fourth subtheme, which has a frequency of 5, is coded as "not having any personal motivations for self". At four of the five items coded, this was related to only having hopes and dreams for participants' children. This subtheme was not coded under attitudes toward future since it primarily included data items worded in a way that reflected on the current situation of the participants. This was made clear some of the

participants have also expressed plans on returning to their country of origin which was coded under theme 6. The other subtheme in environmental impediments is "facing discrimination and prejudice". The frequency of this sub theme is 7. It is important to note that *all* the data items coded here have put an emphasis on "not every Syrian/Iraqi being the same". It was seen that prejudices participants have faced had a significant impact on their ability to integrate into society and feel a sense of belonging. 2 of the participants have expressed that they were discriminated against at their jobs, therefore beyond being a social obstacle, prejudices the participants have faced lead to material impediments that have resulted in loss of income. On another note, one of the participants had mentioned how her children were more prone to be bullied by other children because of their identity. She explicitly underlined that she was trying to explain to her children that these attitudes were not going to "go away" because she wanted them to be prepared. Therefore, beyond being a major source of stress while faced by oneself, discrimination should also be emphasised as a stressor that has a unique impact on the well-being of individuals who have children.

Lastly, even though it has a low frequency of 2, "fear for security" has been coded under environmental impediments since it offered an unique insight on the subject. As it will later on be discussed in more detail at the limitations part of the study, the anti-refugee incidents that turned violent against refugees in the Altındağ district of Ankara in the 10th of August 2021, had occurred a couple of days after the first field visit had been conducted in this research. Consequently, it is important to note that 2 participants that had expressed being frightened about their security were both living in the neighbourhood that the events took place. Both participants had stated that they were very frightened at the time and are now worried about something they haven't before,

their safety. As it will be discussed in the final theme "attitudes toward the future", these two participants have expressed an escalated feeling of being out of control.

5.1.a.v. Social factors

This theme captures the ways in which participants interact with their environment, including their relationships with others, their level of social engagement and their sense of belonging in their host community. The sub themes within social factors include the participants' self induced social isolation, their engagement in social activities, emotionally supportive interpersonal relationships and their relationships and attitudes with both members of the host community and other refugees with a focus on family. This theme sheds light on the significant impact of social factors on the well-being of the participants.

First subtheme was identified as "being reserved against forming relationships within the refugee community", it has a frequency of 2 in the data set. From the two data items coded included the participants' expression that they intentionally did not form any relations with other refugees. In the first data item this was in relation to a previous experience of exploitation that resulted in the participant losing a large sum of money because he was defrauded. Also, the same participant on a separate data item has expressed a sense of resentment and anger to the other refugees because of the way they "live". This will be discussed at the next subtheme. On the second item coded under this subtheme, the participant expressed a desire of not wanting to be associated with the prejudices that come to be by being a Syrian refugee in the eyes of the public. Therefore, her decision to "stay away" from other refugees was stemming from an intention of not being associated with the negative perceptions of the community. The second subtheme had only a frequency of 1 and the data item was coded from the

interview of the previously mentioned participant who was defrauded. The data item coded on the present subtheme reflected a pattern of self-isolation from life in Türkiye. The root cause was identified as a feeling of "being undeserving" as a refugee. The participant in particular expressed that he was a guest here and public spaces, such as beaches, were not meant for him to enjoy and as previously mentioned before, he had expressed a sense of resentment towards the refugees that does not live this way. This finding offered a valuable insight to the loss or deterioration of self-worth and how it had a negative impact on well-being of the participant as having a detrimental effect on optimal functioning and therefore, self acceptance (Ryff & Singer 1996).

With a frequency of 8, a third subtheme was identified with a coding of the data items that showed the participants were engaging in social activities. 6 of the data items coded under this sub theme showed that the participants' social engagements were mostly in the form of house visits. For 2 participants who were attending high school this meant visiting other refugee friends they have met there and for women participants it was a combination of neighbours and extended family. Only two items were coded from interviews with male participants. Both of them were not in the form of house visits. In the first one the participant stated that he was using a smartphone application that allowed him to compete with other users while chatting. This was a good example of how access to internet was a great resource that could be utilised in many ways. Second data item stated that the participant was generally meeting his friend in parks because he did not want to impose himself to his friend's *mahrem* (privacy) because he was living with his family.

Having supportive interpersonal relationships was coded as the fourth subtheme, it had a frequency of 12 and it offered insights on how the participants were able to

turned their close ones when they needed emotional support, which may be especially important for refugees who may be dealing with stressors related to their displacement. The relationships shared by the participants included close ties with immediate and extensive family and other refugee friends who they have met in Türkiye. It was observed through the data items that participants who were with their spouses, this relationship provided them with emotional support and helped them cope with the challenges and hardships. This finding is in line with previous research that suggests having supportive interpersonal relationships can be an important protective factor for individuals facing adversity. The importance of relatedness, which emphasises the vital role of having genuine, reliable and supportive relationships with others in achieving well-being is sometimes even deemed as a "basic essential" in the literature (Deci & Ryan 1991). It was seen from the data items that the ability to confide in a partner and receive emotional support from them can help individuals navigate difficult situations and promote their overall well-being. Therefore, the finding that participants with spouses found comfort in heart-to-heart talks highlights the importance of strong and supportive relationships within the context of experiences of the participants. A possible explanation could be that shared experiences between individuals could provide a bond that does not require extensive effort on communicating the situation and a sense of familiarity. This could also be argued for formation of friendships between participants and other refugees. For example, one data item stated that the friendship the participant has formed with other refugees stemmed from their similar background and being from the same city at the country of origin even though they did not have previous contact prior to their refugee state. Similarly, 2 of the data items put an emphasis on strong bonds that the participants have formed with people who had similar circumstances to them. In one item for

example, a group of young adults working for the YÖS exam as a group had turned into a group friendship that the participant has referred to the bond as "sisterhood". One other data item that offered a valuable insight was how one of the participant's was still in close contact through phone with 2 other refugee women whom she had met on a camp. Since they were also without a spouse and with children, their support for each other through their journey has formed a strong bond stemming from shared experiences. Consequently, these connections can offer a feeling of belonging and emotional support, which can be especially crucial in an unfamiliar and new setting. Furthermore, some of the participants maintaining close contact with loved ones who are not physically present in Türkiye highlights the significance of connections with family and friends for their overall well-being. This may be especially important in cases of experienced trauma and upheaval of lives, as these connections can provide a source of comfort and stability. This was also present in the insights provided in the sub themes of "having extended family in Türkiye". With a frequency of 8, data items that showed that having relatives fostered a sense of familiarity in the social settings since some of these participants also expressed having a supportive relationship with an extended family member. However this subtheme was coded separately because emotional support was not necessarily present in the relationships with relatives. Yet, the sense of familiarity it fostered may have still acted as a supportive factor for the well-being of the participants.

On the theme of social factors another sub-pattern was identified as "having close personal relationships with Turkish people". For 6 items coded under this theme, 3 of them were from women participants while 3 were from men. While for 2 of the data items from women stated that they had very close relationships with their neighbours, in none of the data items that belonged to men a friendship with neighbours was

mentioned. With the items coded from interviews with younger participants, an important insight was identified. One man and one woman, both of the participants, were young adults and were 10 and 20 respectively. They have both explicitly expressed the importance of their good relation with their teachers they had in the previous courses they have attended. This was important for overcoming the difficulties of not knowing the language brought about such as dreading to start attending a Turkish high school and having low self esteem from not being able to speak with a Turkish person. Participants valued their teachers not only for their teaching skills, but also for their kindness, patience and willingness to help. The positive relationships they had built with their teachers had given them a sense of comfort and support, which was crucial for their well-being and perceived success in their new home. Therefore, as it was also mentioned in the first theme, the benefits of attending a language course also had important implications as it could act as a catalyst for the attenders' integration into the society. However, as coded under the next subtheme, it was seen that the participants who did not have close relationships with Turkish people have also emphasised that they want to. The frequency of the subtheme "thinking it's important to have close interpersonal relationships with Turkish people" was 9. These data items were mostly coded from the answers regarding the reason for wanting to learn and improve Turkish language skills. Therefore, an insight was presented with this sub theme on how the participants perceived having speaking the language as one of the key issues for their integration to the society. Even the ones who did know a level of Turkish prior to attending the course expressed a need to be understood better. Also, one of the participants has expressed that she tried to initiate a friendship with one of her neighbours for being able to learn Turkish but this initiation was not reciprocated by the neighbour. Therefore for the participants, it could

be said that attending the course was perceived as an important way of taking a step forward for being able to form close relationships with Turkish people and social integration. This was also evident in some of the data items coded under the subtheme "good relations with neighbours". With a frequency of 8, this subtheme was identified from the data items that stated that even though it is not on an emotional support interpersonal level, having good relationships with neighbours regardless of nationality and therefore establishing positive relationships with those in the immediate surroundings, potentially contributed to a sense of community belonging. In two items particularly, participants have shared positive experiences of support they had with their neighbours, whom they in normal circumstances did not have contact beyond casual greetings. Therefore this sub theme provided important insights to how even a slightly positive interaction from immediate surroundings could have a positive effect on the well-being of the participants.

5.1.a.vi. Attitudes towards the future

The sixth and final theme coded focuses on the attitudes of the participant towards the future. The sub themes identified in this theme indicate the complex emotions and attitudes of Syrian refugees towards the future, ranging from homesickness to a desire to return to their homeland and feeling of being out of control. These attitudes can have a significant impact on their mental health and wellbeing and highlighting the importance of providing support and resources to help them cope with these challenges.

The first subtheme, "being homesick" was initially coded under social factors. However, after a further review of the data set, Therefore, it was not coded under a social factor since it did not include any implications about any affect on behaviours

of the participants. Also it was coded as a separate subtheme then "planning to return to country of origin" because the data items coded reflected an aspiration of life in the country of origin, but that did not always present itself in the form of planning or actually wanting to return. Therefore, "being homesick" subtheme, with a frequency of 6 offered an insight to the well-being of the participants with a focus on how they yearned for a life of similar familiarity and therefore, the subtheme was coded under attitudes towards the future. The second subtheme, with a frequency of 5, "planning to return to country of origin" on the other hand, was coded with data items that specifically stated a plan of returning. However, every single data item showed that the participants' plans were conditional to the safety conditions of their home. Therefore, despite the difficulties they faced and the reasons for their displacement, some participants' expressed a desire to return to their homeland could be deemed as a sense of attachment and belonging to their culture, family and community. However, it should be noted that every participant who has expressed their plan of returning had also shown good ability to adapt and had invested their time in learning Turkish. Therefore, the idea of returning home did not hinder participants' integration efforts.

Finally, the feeling of being out of control was the last sub theme identified through the data set. 6 of the participants have expressed a sense of uncertainty and lack of control over their future. In the items coded, the reason for this was multifaceted with the common ground of fear. The items provided a valuable insight on how the unpredictable nature of the protracted temporary refugee situation brings about an uncertainty about the future and hence has been causing stress and apprehension for the participants since the length of time spent in a state of uncertainty is another factor that negatively affects resilience, as it compounds the sense of helplessness (Gustafsson et al. 2012). In line with previous research, this could aggravate mental

health issues. An absence of stability may result in heightened levels of stress and anxiety, which may, in turn, cause depression and other mental health disorders (Siriwardhana et al. 2014). One participant in particular expressed a desire for citizenship not for herself but for her children, as it would provide a sense of security and stability for the future that she does not have. For another participant, the impact of displacement on his emotional state was quite severe as he expressed a complete lack of hope for the future which he deemed as a stark departure from the expectation of looking forward with optimism. Also, the lack of stability was highlighted as a root cause for hindrance on participant's ability to plan and make decisions for the future. This creates a sense of unease as she was unable to envision a future for herself and her children. This lack of control over circumstances might further exacerbate the feeling of disorientation, which may be detrimental to one's well-being. The literature has repeatedly highlighted the feeling of being out of cornel as a crucial factor that can have a detrimental impact, although it is not explicitly referred to as a non-independent risk factor. Studies have shown that this fear can have a devastating effect (Forde 2007).

5.1.b. General Discussion of Research Findings

The findings, especially from the themes "responsibility for others" and "social factors" along with subtheme of "being motivated to pursue personal goals for self", offered interesting insights to the self determination theory which suggests there are three basic psychological needs; autonomy, competence and relatedness (Deci and Ryan in 1991). Autonomy refers to the need to feel in control of one's life and choices, competence refers to the need to feel capable and effective and relatedness refers to the need to feel connected to others. Therefore, from a self determination perspective,

cultural values and practices that prioritise independence may negatively impact an individual's sense of relatedness, satisfaction and overall well-being. This is because a focus on independence may lead individuals to prioritise individual goals and pursuits over social connections and relationships. The findings from the "responsibility for others" theme of the study therefore offered a valuable insight on how the participants' sense of relatedness, satisfaction and overall well-being was potentially affected in a positive manner rather than feeling burdened. The number of the participants had effective coping mechanisms and adaptability skills that enabled them to adjust to their new lives and the challenges that came with it therefore might offer an explanation to this relation.

The findings of the social factors theme gave a valuable understanding into the common confusion between independence and autonomy concepts in the literature (Ryan & Deci 2001). While the concepts are related, they refer to different aspects of an individual's functioning. As independence refers to the extent to which an individual is self-sufficient and does not rely on others for support or assistance. Autonomy, on the other hand, refers to the ability to make independent self-governance and have responsible control for one's life, regardless of whether one is relying on others for support or not (Keller 2016). Therefore, regarding autonomy with being independent or equating it with separateness from others, disregards the research findings that suggests that putting trust into interdependencies is in benefit of personal autonomous regulation (Ryan & Lynch 1989). In other words, while it is commonly believed that independence is necessary for autonomy, research has shown that interdependence can actually support the development of autonomous decision-making and behaviour. With the findings from the sub themes identified under social factors, it was also seen that two concepts are not mutually exclusive and did co-exist in a supportive relationship

in the case of these studies' participants. This suggests that while independence is important for well-being, interdependence and supportive relationships with others are also crucial for promoting autonomy and making autonomous decisions. Findings from the subtheme having supportive interpersonal relationships had a frequency of 12, which was supportive of the previous research that emphasise the significance of relatedness, which underscores the crucial role of having dependable and supportive relationships with others in attaining well-being (Deci & Ryan 1991). The data items reveal that having the ability to confide in a partner and receive emotional support from them can assist individuals in navigating challenging situations and enhancing their overall well-being. Additionally, being motivated to pursue personal goals for self theme with a frequency of 8 in the data set suggested that despite the challenges they faced, some of the participants had personal aspirations and goals for themselves. It was prevalent especially in the younger participants who are still studying. The support the younger adults received and gave in their relationships was an example of how interdependence has actually supported the development of autonomous decision-making and behaviour.

With that in mind, if we are to take a look at the concept of well-being with a focus on concepts of independence and autonomy from a migration network theory point of view, one might say that the confusion of the two concepts becomes distinct, since social networks when are serving as social capital can provide both independence and autonomy to migrants. According to Paxton (1999) for a relationship to be regarded as a part of social capital for a migrant it must be trusting and positive. Since establishing trust could be especially hard for refugees for a variety of reasons including traumatic experiences they have faced, language and cultural barriers or discrimination, family networks can serve as important connections to the wider society in the resettlement

process (Gold 1993). Social networks can provide independence to migrants by providing them with resources and support to navigate the challenges of migration. At the same time, social networks can provide a sense of autonomy by allowing migrants to maintain their cultural identity and to make decisions based on their own values and preferences. Ethnic group networks for example may offer newly arrived refugees opportunities to obtain housing, job leads and various community advantages, such as social connections and prospects for relationships (Lamba & Krahn 2003). Also, these networks may be crucial for refugees that look for both practical and emotional support and preserve customary social frameworks while living in foreign countries (Williams 2006).

It is important to recognise the complex and nuanced role that social networks play in the lives of forced migrants for understanding the uniqueness of refugee experience for each individual. Therefore, the importance of distinction between independence and autonomy in the context of research on well-being and forced migration specifically in relation to social networks can play a critical role in providing both independence and autonomy to migrants, but it is important to consider the separate effects of these dimensions on relatedness, satisfaction and well-being.

5.2. Limitations of Study and Suggestions for Future Research

The study had many limitations. First of all, anti-refugee protests that turned violent against refugees in the Altındağ district of Ankara on the 10th of August 2021, had occurred just a couple of days after the first field visit had been conducted in this research. As it was reported in BBC on 11 August a dispute turned violent between a group of Syrians and Turkish people resulting in one of the Turkish man's death (2021). Two Syrians were taken into custody as suspects. In response to the incident,

several groups organised marches and some of these groups carried out attacks on the homes and businesses of the Syrian population residing in the neighbourhood. To quell the violence, riot police were dispatched to the affected areas. The Ankara Security Directorate reported that 148 individuals were arrested for their involvement in the violent incidents that occurred in Altındağ. As a result 7 of the initial study participants dropped out of the course. This had two implications for this study that should be considered limitations.

First, the occurrence of acts of violence against the Syrian population was a significant stressor. Therefore, since both the scales administered were specifically instructed to be answered in accordance to participants' state on the last 30 days, even though it did not present in most of the interviews conducted, this traumatic event possibly had a significant effect on the scores from the scales.

Secondly, the participants who did not drop out of the course showed a great sign of resilience and therefore, this circumstance introduced a bias into the data collection since the sample had, as an external factor, been reduced. This potentially meant that the participants of the study were all showing high resilience tendencies. However, since the primary data was collected through semi-structured interviews that did not focus on the previous month, the impact of this limitation was primarily on the quantitative strand of the research.

As for suggestions for future research, one thing that every researcher should keep in mind is that even if the questions asked are not inherently triggering, as they were not in this study, researchers conducting semi-structured interviews with refugees should always be prepared for outbursts of emotion. Many of the participants have experienced strong emotions during their interviews in this study. The experiences of refugees are often characterised by profound trauma, loss and displacement, leading to

deep emotional wounds that have at times resurfaced during the interview process. These individuals have endured highly distressing circumstances and may carry immense pain and grief within them. Although the questions may seem innocuous, they can inadvertently touch upon sensitive topics or awaken buried memories, evoking powerful emotional responses. Therefore, a suggestion for researchers, especially who will be conducting interviews with refugees for the first time, is to conduct appropriate prior research on the topic and get training if possible, since it is crucial to effectively navigate these emotional moments for the well-being of the participants.

CHAPTER VI

CONCLUSION

Research showed that in the case of the study participants, self-reported resilience was in fact correlated with the self-reported well-being of the participants. Therefore, from a psychological resilience point of view, the role of attending a language course was positively relevant to the well-being of adult refugee participants. While focusing on getting an understanding of this relation, the study uncovered several patterns that were identified from thematic analysis on the data set of semi-structured interviews. The extent to which gender played a role in regard to the outcomes of attending a Turkish language course was studied by cross-checking the presence of data items with the participants' gender. While in most cases there wasn't a significant difference, in some of the sub themes identified, the role of gender was prominent. The theme of trying to bounce-forward for example provided a valuable insight to the intersectionality of gender, culture and resilience. While being a refugee in a new country did still pose many grave challenges, it was seen from the thematic analysis that one of the female participants that have faced significant gender based obstacles to her well-being in the past, had embraced a positive outlook for the future in Türkiye which could be seen as a positive empowering aspect of her resettlement journey.

Similarly from a gender perspective, in the theme "engaging in social activities" the role of gender was significant since for female participants, their neighbours were a source of socialising and sometimes even as supportive interpersonal relationships. However for men, this was not the case. Even though male participants in the study were at a higher rate, had a job and were outside the home, women had the opportunity

to socialise more. Since the positive role having emotionally supportive interpersonal relationships had on participants' well-being as it acted as a protective factor, this inability to socialise might have important implications for the well-being of male participants.

Regardless of gender, the relationship between attending language courses and the well-being of refugees who participate in these courses, the findings of the study made it prominent that attending to the course was as beneficial social wise, as it was to learning the language. For some participants, this meant having a daily routine and working towards a goal can have a positive impact on their perceived competence and self-efficacy. The participants' well-being in their new environment was strongly influenced by the positive relationships they had formed with their teachers, which provided them with comfort and support. In some cases, this was instrumental for healing the wounds that facing discrimination as a refugee has opened and not being able to meaningfully engage with the members of the host community. As for the first benefit that would come to mind, language learning has numerous positive effects that leads to achieving independence in day-to-day matters (UNHCR 2011). It was seen in this research that participants were motivated to learn Turkish for what can be described as *joining life*. That is in fact one of the reasons why public agencies specialising in migration and social cohesion should continue to work together on diverse initiatives that aim to provide vulnerable populations with comprehensive support which encompasses the language courses (Özçürümez & Akyüz 2020).

Findings of this study have also demonstrated that it is vital to consider the interplay between independence, autonomy and social networks when examining well-being and psychological resilience in the context of forced migration. By participating in

language learning, refugees may experience a sense of accomplishment, improved self-perception of competence, and enhanced self-efficacy. These factors, in turn, can positively influence their overall well-being. It is of course important to remember that every data item coded and every theme identified within the quantitative strand of this research can only be assessed as the experiences of the participants. However, it should also be noted that findings are highly correlated with the literature, hence are supported by previous research. Therefore, gaining a deeper understanding of the unique experiences and challenges faced by refugees is of utmost importance when it comes to providing effective support and nurturing their psychological well-being. It is essential to emphasise that comprehending the complex nature of refugee well-being is a key element. Each refugee has a distinct journey and understanding the specific challenges they face would allow to tailor support and interventions to address these issues effectively. This deeper understanding therefore could enable to provide targeted assistance, promote resilience and design interventions that could foster psychological well-being. By recognising the unique context and experiences of refugees, host countries, with support from international community, can work towards empowering the refugees and facilitating their integration into their new communities.

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APPENDIX

Informed consent form in Arabic

جامعة **TOBB** للاقتصاد والتكنولوجيا

نموذج الموافقة الموضحة من أجل الأبحاث البشرية

(تصريح الباحث)

نحن نجري بحثًا بعنوان "تحقيق في العلاقة بين دورات اكتساب المهارات ورفاهية اللاجئين الذين يحضرون هذه الدورات". نشجّعكن على أن تشاركن أنتن في هذا البحث أيضًا. ومع ذلك، دعونا نوضّح لكن على الفور أنكن أحرار في المشاركة أو عدم المشاركة في هذا البحث. المشاركة في الدراسة هو ذو أساس تطوعي. نود إعلامكن حول البحث قبل أن تتخذوا قراركن. يرجى التوقيع على النموذج إذا كنتن ترغبن بالمشاركة في البحث بعد قراءة وفهم هذه المعلومات. سيتم إجراء هذا البحث من قبل بيرل زعيم، الطالبة في معهد العلوم للاقتصاد والتكنولوجيا، قسم دراسات الهجرة. الهدف من تنفيذ هذه الدراسة هو فحص العلاقة بين دورات TOBB الاجتماعية جامعة اكتساب القابلية وحالة رفاهية اللاجئين المشاركين في هذه الدورات. مشاركتكن في هذه الدراسة يعد أمر مهم من أجل نجاح البحث. إذا وافقتن على المشاركة في الدراسة، فإنكن ستكملنّ نموذج معلومات ديموغرافية ومقياسين مرتين، مرة في بداية الدورة ومرة في نهايتها. تتكون هذه المقاييس من عناصر تهدف إلى قياس حالة الرفاه النفسي لديكن وقوة تحملكن النفسي. سوف تملئن في نهاية الدورة نفس المقاييس مرة أخرى وتشاركن في مقابلة شبه منظمة. سيتم تسجيل صوت المقابلة ويستعمل هذا التسجيل لتواصل الباحث . سيتم الاحتفاظ بجميع معلوماتكن الشخصية بشكل مجهول المصدر ولن يكون من الممكن مطابقتها معكن في نهاية الدراسة. لن يتم تحصيل أي رسوم مقابل مشاركتكن في هذه الدراسة. كما أنه لن يتم دفع أي مدفوعات إضافية لكن مقابل المشاركة في الدراسة. يمكنكن رفض المشاركة في هذه الدراسة. المشاركة في هذه الدراسة اختياري بشكل تام. لديكن أيضًا الحق في سحب موافقتكن في أي مرحلة من مراحل الدراسة.

(بيان المشاركة)

صرحت Pırıl Zaim جامعة معهد العلوم الاجتماعية نه سيتم إجراء بحث في TOBB، قسم دراسات الهجرة. للاقتصاد والتكنولوجيا، وقد تم نقل المعلومات الواردة أعلاه حول هذا البحث إلي. تمت دعوتي إلى مثل هذا البحث بصفتي "مشاركة" بعد هذه المعلومات.لقد تم منحي الثقة الكافية حول مواضيع سرية معلوماتي الشخصية التي يجب أن تبقى بيني وبين الباحث، أنه سيتم التعامل معها بعناية واحترام كبيرين أثناء هذا البحث وأن معلوماتي الشخصية ستتم حمايتها بعناية أثناء استخدام نتائج البحث للأغراض التعليمية والعلمية. أنا لست مضطرة للمشاركة في هذا البحث وقد لا أشارك فيه. لم أواجه أي سلوك جبري من أجل جعلي أشارك في البحث. يمكنني الانسحاب أثناء تسيير البحث دون إبداء أي سبب. ومع ذلك، أنا أدرك أنه سيكون من المستحسن لي إبلاغ الباحثين قبل فترة من الزمن بشأن إنسحابي من البحث حتى لا أضع الباحثين في موقف صعب. أنا لا أتحمل أي مسؤولية مالية فيما يتعلق بالنفقات التي ستتم من أجل البحث. كما أنه لن يتم تنفيذ أي مدفوعات لي. بالإضافة الى ذلك فقد تم تقديم الضمانات لي من ناحية أنه سيتم اتخاذ الإجراءات اللازمة لحل المشاكل في حالة حدوث أي مشاكل لأسباب ناتجة عن تطبيق البحث. أعلم أنه يمكنني الاتصال بيبريل زعيم على رقم هاتف المعهد ████████ 4101 عندما يراودني سؤال يتعلّق بالبحث. لقد استوعبت تمامًا جميع التفسيرات التي تم تقديمها لي. قررت، بعد فترة معينة من التفكير بمفردي، أن أشارك في هذا المشروع البحثي "كمشاركة". أقبل الدعوة التي وجهت لي حول هذا الموضوع

بارتياح كبير وبشكل تطوعي.

سيتم إعطائي نسخة من هذا النموذج الموقع بشكل متبادل.

باحثة (الاسم والكنية والعنوان والهاتف والتوقيع)   المشاركة (الاسم والكنية والعنوان والهاتف والتوقيع)

Informed consent form in Turkish

TOBB EKONOMİ VE TEKNOLOJİ ÜNİVERSİTESİ

İNSAN ARAŞTIRMALARI İÇİN AYDINLATILMIŞ ONAM FORMU

(Araştırmacının Açıklaması)

"Yetenek edindirme kursları ve bu kurslara katılan mültecilerin iyi olma halleri arasındaki ilişki üstüne bir inceleme çalışması" başlıklı bir araştırma yapmaktayız. Sizin de bu araştırmaya katılmanızı öneriyoruz. Ancak hemen söyleyelim ki bu araştırmaya katılıp katılmamakta serbestsiniz. Çalışmaya katılım gönüllülük esasına dayalıdır. Kararınızdan önce araştırma hakkında sizi bilgilendirmek istiyoruz. Bu bilgileri okuyup anladıktan sonra araştırmaya katılmak isterseniz formu imzalayınız. Bu araştırma TOBB ETÜ Sosyal Bilimler Enstitüsü, Göç Çalışmaları Bölümü öğrencisi Pırıl Zaim tarafından gerçekleştirilecektir. Bu araştırmayı yapmak istememizin amacı, yetenek edindirme kursları ve bu kurslara katılan mültecilerin iyi olma halleri arasındaki ilişkiyi incelemektir. Bu çalışmaya katılımınız araştırmanın başarısı için önemlidir. Eğer araştırmaya katılmayı kabul ederseniz, bir demografik bilgi formu ile kursun başlangıcında ve sonunda olmak üzere iki ölçeği iki kez dolduracaksınız. Bu ölçekler sizin psikolojik iyi olma halinizi ve psikolojik dayanıklılığınızı ölçmeyi hedefleyen maddelerden oluşmaktadır. Kursun sonunda ise aynı iki ölçeği bir kez daha dolduracak ve yarı yapılandırılmış bir mülakata katılacaksınız. Mülakatın ses kaydı alınacaktır ve bu kayda sadece araştırmacının erişimi olacaktır. Bütün kişisel bilgileriniz anonimleştirilerek saklanacaktır ve çalışmanın sonunda sizinle eşleştirilmesi mümkün olmayacaktır. Bu çalışmaya katılmanız için sizden herhangi bir ücret istenmeyecektir. Çalışmaya katıldığınız için size ek bir ödeme de yapılmayacaktır. Bu çalışmaya katılmayı reddedebilirsiniz. Bu araştırmaya katılmak tamamen isteğe bağlıdır.

Çalışmanın herhangi bir aşamasında onayınızı çekme hakkına da sahipsiniz.

(Katılımcının Beyanı)

Pırıl Zaim tarafından TOBB ETÜ Sosyal Bilimler Enstitüsü Göç Çalışmaları Bölümü'nde bir araştırma yapılacağı belirtilerek bu araştırma ile ilgili yukarıdaki bilgiler bana aktarıldı. Bu bilgilerden sonra böyle bir araştırmaya "katılımcı" olarak davet edildim. Eğer bu araştırmaya katılırsam araştırmacı ile aramda kalması gereken bana ait bilgilerin gizliliğine bu araştırma sırasında da büyük özen ve saygı ile yaklaşılacağı, araştırma sonuçlarının eğitim ve bilimsel amaçlarla kullanımı sırasında kişisel bilgilerimin özenle korunacağı konusunda bana yeterli güven verildi. Bu araştırmaya katılmak zorunda değilim ve katılmayabilirim. Araştırmaya katılmam konusunda zorlayıcı bir davranışla karşılaşmış değilim. Araştırmanın yürütülmesi sırasında herhangi bir sebep göstermeden çekilebilirim. Ancak araştırmacıları zor durumda bırakmamak için araştırmadan çekileceğimi önceden bildirmemim uygun olacağının bilincindeyim. Araştırma için yapılacak harcamalarla ilgili herhangi bir maddi sorumluluk altına girmiyorum. Bana da bir ödeme yapılmayacaktır. Araştırma uygulamasından kaynaklanan nedenlerle herhangi bir sorunun ortaya çıkması halinde, sorunun çözülmesi ile ilgili gerekli müdahalenin yapılacağı konusunda bana güvence verildi. Araştırma ile ilgili bir sorum olduğunda, Pırıl Zaim'i ██████████ no'lu enstitü telefonundan arayabileceğimi biliyorum. Bana yapılan tüm açıklamaları ayrıntılarıyla anlamış bulunmaktayım. Kendi başıma belli bir düşünme süresi sonunda adı geçen bu araştırma projesinde "katılımcı" olarak yer alma kararını aldım. Bu konuda yapılan daveti büyük bir memnuniyet ve gönüllülük içerisinde kabul ediyorum.

Karşılıklı imzalanan bu form kağıdının bir kopyası bana verilecektir.

Katılımcı

(Ad-soyad, adres, telefon ve imza)

Araştırmacı

(Ad-soyad, adres, telefon ve imza)

Socio-demographic characteristic form in Arabic

أسئلة ديمغرافية

من فضلك أجب على الأسئلة التالية بما يتناسب مع وضعك:
1) الجنس

2) كم عمرك

3) مستواك التعليمي
مستمر في [   ]

4) حالتك المدنية

5) ما هو الدخل الشهري لبيتك   (ليرة تركية)

6) كم عدد أفراد عائلتك الذين يتجاوزون عمر 18 سنة

7) كم عدد أفراد عائلتك الذين هم تحت سن 18 سنة

8) بلد المواطنة

9) منذ متى وأنت في تركيا

10) تصور أن السلم المرقم جانبا تمثل بنية المجتمع الذي تعيش فيه. الذين هم في قمة السلم هم الناس الذين يملكون الأفضل من كل شيء (من أكثر مصادر الدخل و أفضل المهن المحترمة). أما الذين هم في أسفل السلم فهم الناس الذين يملكون أسوء الظروف (الذين هم أقل مصدرا للدخل وليس لديهم أي عمل أو الذين يملكون مهن لا يرغبها أحد أو غير معتبر من قبل أحد). والآن فكر بنفسك و (إذا كنت قريبا منهم) وبعائلتك. من فضلك بين لنا موقعك أو موقع عائلتك في هذا السلم.

جوابك :

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Socio-demographic characteristic form in Turkish

Demografik sorular

Lütfen aşağıdaki soruları kendinize uygun şekilde cevaplandırınız.

1) Cinsiyetiniz

2) Yaşınız

3) Eğitim seviyeniz

[ ] Devam ediyorum.

4) Medeni durumuz

5) Hanenizin aylık geliri (TL)

6) Hanenizde 18 yaş üstü kaç kişi var?

7) Hanenizde 18 yaş altı kaç kişi var?

8) Vatandaşı olduğunuz ülke

9) Ne kadardır Türkiye'desiniz?

10) Sağdaki merdivenin yaşadığınız toplumun yapısını temsil ettiğini hayal edin. Merdivenin tepesindekiler her şeyin en iyisine (en çok kaynağa ve en saygın mesleklere) sahip olan insanlar. Merdivenin en altındakiler ise, en kötü koşullara (en az kaynağı olanlar, hiçbir işi olmayanlar ya da kimsenin istemediği ya da saymadığı mesleklere sahip olanlar) sahip olanlar. Şimdi kendiniz ve (eğer yakınsanız) ailenizi düşünün. Lütfen bize sizin ya da ailenizin bu merdivende nerede olacağını düşündüğünüzü belirtin.

Cevabınız:

Short Warwick-Edinburgh Mental Well-being Scale-7 in Arabic

مقياس وارويك-إدنبرة للصحة العقلية – ٧

موافق تماما	موافق	أوافق الى حد ما	لا اوافق	لا اوافق على الإطلاق	
٥	٤	٣	٢	١	١- انا متفائل بالمستقبل
٥	٤	٣	٢	١	٢- أشعر بأنني مفيد
٥	٤	٣	٢	١	٣- أشعر بالارتياح
٥	٤	٣	٢	١	٤- يمكنني التعامل مع المشاكل بشكل جيد
٥	٤	٣	٢	١	٥- أستطيع التفكير بوضوح
٥	٤	٣	٢	١	٦- أشعر أنني قريب للأشخاص الأخرين
٥	٤	٣	٢	١	٧- يمكنني اتخاذ قراراتي بنفسي

Short Warwick-Edinburgh Mental Well-being Scale-7 in Turkish

Warwick-Edinburgh Mental İyi Oluş Ölçeği-7

	Hiç Katılmıyorum	Katılmıyorum	Biraz Katılıyorum	Katılıyorum	Tamamen Katılıyorum
1. Gelecekle ilgili iyimserim.	1	2	3	4	5
2. Kendimi işe yarar (faydalı) hissediyorum.	1	2	3	4	5
3. Kendimi rahatlamış hissediyorum.	1	2	3	4	5
4. Sorunlarla iyi bir şekilde başa çıkabilirim.	1	2	3	4	5
5. Açık ve net bir biçimde düşünebiliyorum.	1	2	3	4	5
6. Kendimi diğer insanlara yakın hissediyorum.	1	2	3	4	5
7. Kendi kararlarımı kendim verebiliyorum.	1	2	3	4	5