

Attitudes and Opinions of Turks in Germany towards the Western Europe Course Program

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Abstract

Western Europe Course Program (BAP) for various reasons, our compatriots living in Western European countries, in Turkey or complete their education when they were abandoned in Germany and programs are enabling a move to a higher education level. An inclusive education cannot be provided to our citizens living in these countries because the social structure is multicultural. With this study, it was aimed to determine the attitudes of BAP students living in Germany, a Western European country, towards BAP and to determine whether there is a significant relationship between their attitudes towards the German education system and their attitudes towards BAP. Screening model was used in the research and qualitative and quantitative research methods were included together. The sample of the study consists of 200 BAP high school students selected by cluster sampling method. In this context, an attitude scale and a semi-structured focus group interview form were developed by the researcher. ANOVA was used for one-way analysis of variance for data analysis. As a result of the research, it was observed that student attitudes differ significantly in favor of female students and there was a significant relationship between students' attitudes towards the German education system and their attitudes.

Keywords: Western Europe Course Program, attitude, migration

Introduction

Communities have migrated from their regions to other regions due to reasons such as war, disaster, discovering new places and the need for security. According to Yalçın (2004), migration is a social and cultural displacement movement and may have occurred for economic, political, ecological and individual reasons. Migration not only affects the population numbers of countries, but also many social fields such as economy, education and culture.

Migration can be within national or international borders. Between the years 1950-1960 the domestic market in Turkey, economic and social reasons and out migration began. The immigration of Turkish citizens to Western European countries took place in the first years of 1960 based on the lack of human capital in the labor markets that occurred due to the war in these countries (Özdemir ,imilar, Akbaş, 2009).

Today, a significant number of Turkish populations live in various countries of Europe, especially in Germany, due to foreign immigration. These citizens are actively involved in life in Germany and have difficulties in maintaining their connection with their homeland, mother tongue and Turkish culture.

Turks living in Germany, on the one hand, have to learn Turkish in order to protect their own cultures, and on the other hand, the language of the country in which they are living, in other words German, which is the language of education in schools. The school system in Germany fulfills its function more strictly for foreign children due to its elite structure and providing a hierarchy of transitions between schools (Aytaç, 1979). However, II. Of workers who came to Germany through immigration. the children of the generation III. It is seen that both countries have difficulties in their integration into the education system because their generational children are away from their national identities and do not speak both languages properly (Red, 2015). The adoption of Germany as the homeland of the children of the second generation and the whole of the third generation caused them to diverge from Turkish culture and values (Bekar, 2013). Considering all these components, it is very important for our country to inform Turkish citizens, who live in Germany, about the history, culture and homeland and to work effectively for individuals to speak their mother tongue.

From this point of view, Western European Course Programs (hereinafter to be used as BAP) are of great importance in terms of providing access to the education system of Turkish students living abroad. Our country is connected to national and cultural values outside the borders of our country. It is a necessity to raise individuals who can represent them in the fields. These studies are carried out within the scope of BAP by the

Ministry of National Education, Republic of Turkey. With the BAP, it is aimed for Turks in Western European countries to speak their mother tongue effectively and to be informed about their national and cultural values. He also received a high school diploma to continue their higher education in the education of half of the subjects with a significant opportunity diplomas from bap from other high schools in Turkey are considered equivalent. With these diplomas, individuals are given the right to continue their university education if they win the university entrance exam. From this point of view, is to permit a valid residence BAP overseas training in Turkey for any reason dropouts, abroad finished that those who live the problem of equivalence as educational and Europe (the Balkans) to individuals who have a residence permit in the built-in or a certain period of time to complete their education through distance education gives the opportunity.

In this research, as stated in the 2023 vision document of the Ministry of National Education, the determination of the attitudes towards the BAP, which contributes to the achievement of the goals of our citizens living abroad, and which is presented as a policy. For this purpose, answers were sought for the following sub-problems:

1. Do the attitudes of students towards BAP show a significant difference by gender?
2. Is there a significant relationship between the opinions of the students about the integration and education system in Germany and their attitudes towards BAP?

Method

This research is aimed at determining the attitudes of Open Education High School students towards BAP, determining whether these attitudes vary significantly according to gender, and determining the relationship between students' views on life and education system in Germany and their attitudes towards BAP. In this study, qualitative and quantitative research methods were used together.

Universe and sampling

The universe of the research consists of BAP students studying in an open high school program in Germany. In the research, cluster sampling method was used. For this, the cities where BAP is applied in Germany and the students enrolled in the open high school program in these cities are determined. Table 1 shows the distribution of students living in Germany and enrolled in the Open Education High School Program by city.

Table 1. Distribution of the Number of Students Living in Germany and Enrolled in the Open High School Program by City

CITY	OPEN EDUCATION HIGH SCHOOL
BERLIN	105
ESSEN	146
FRANKFURT	149
HAMBURG	104
COLOGNE	214
MUNICH	213
NUREMBERG	49
STUTTGART	181

When the numbers given in Table 1 are analyzed, it is seen that the total number of students participating in the open high school BAP program in Germany is 1161. Since the universe is large in volume and spreads over a large geographical area, the use of random sampling methods was not appropriate and single-stage cluster sampling was used in the study. In the study, the cities in Germany were determined as clusters and 25 students from each of these cities were randomly selected and included in the sample. In this way, the number of students in the sample that will represent the universe has been determined as 200 because there are 8 cities.

Measurement (Data Collection) Tools Used in the Study

Attitude Scale

An attitude scale was developed by the researcher to determine whether the views of the high school students attending the BAP on the German education system were significant predictors of their attitudes towards BAP. In this context, 20 of the BAP students were asked to write a text containing their views on BAP. These texts were examined and items that could form an attitude expression were written. These articles are structured as "I totally agree", " I partially agree ", " I am indecisive", " I disagree "and" I disagree ". The attitude scale consisting of 18 items was applied to 20 students studying in the BAP program. Factor analysis results showing how many dimensions of the scale are given in Table 2.

Table 2. Factor Analysis Items and Loads of Attitude Scale for BAP

Article	Factor Common Variance	Load Value After Rotation		
		Factor 1	Factor 1	Factor 1
ATTITUDE 1	0,861	0,914		
ATTITUDE 2	0,850	0,798		
ATTITUDE 3	0,845	0,876		
ATTITUDE 4	0,798	0,858		
ATTITUDE 5	0,765	0,840		
ATTITUDE 6	0,734	0,810		
ATTITUDE 7	0,782	0,756		
ATTITUDE 8	0,675		0,868	
ATTITUDE 9	0,582		0,860	
ATTITUDE 10	0,567		0,728	
ATTITUDE 11	0,543		0,589	
ATTITUDE 12	0,490		0,458	
ATTITUDE 13	0,485		0,637	
ATTITUDE 14	0,726			0,534
ATTITUDE 15	0,708			0,682
ATTITUDE 16	0,817			0,593
Announced Variance				
Total: 74,122%				
Factor-1: 35.421%				
Factor-2: 28%, 148				
Factor-3: 10.553%				

As can be seen from Table 2, the attitude scale prepared to measure students' attitudes towards BAP is three-dimensional. The factor representing the first dimension explains 35.421% of the total variance related to the scale, the factor representing the second dimension is 2.14% and the factor representing the third dimension is 10.553%. After the factor analysis, the first factor is composed of 7 items, the second factor is 6 and the third factor is 3 items. Based on the opinions of students and experts participating in BAP, it is seen that the first item can be classified as personal expectations, the second item as social expectations and the third item can be classified as services provided by BAP. The test-retest method was used for reliability and the Pearson Moments Multiplication correlation coefficient was found to be 0.76. The internal consistency of the scale was found as Cronbach Alpha coefficient 0.82.

In the examination of the items of the attitude scale, the reliability of the items forming the first factor was 0.84, the reliability of the items forming the second factor was 0.82 and the reliability of the items forming the third factor was 0, 81. As a result of the analysis, there are 16 items that remain functional. 10 of these items are positive and 6 of them are negative.

When the sub-dimensions in the attitude scale are analyzed, it is seen that BAP students have personal expectations under the Factor-1 sub-dimension. In this context, students think that they will be more successful than the German education system in the BAP system, are happy because they are educated at a higher level, have a high school diploma or they are excited about being excited to be able to study in the future. Expectations are grouped. Under Factor-2, expressions were collected in line with the expectations of the students with social bases, such as raising family dignity, adapting to the German society in which they live, and not forgetting Turkish culture and values. Under Factor-3, it was seen that the students expressed opinions about the functionality of the BAP services offered to them, and the attitude expressions about the sentences they set up on topics such as the attitudes of the education firings, the interest of the registration and application centers, when needed.

Focus Group Interview Form

One of the data collection tools used in the research is focus group interviews. According to Bowling (2002), focus group discussions are ways of generating ideas between a small group of participants and the person who conducts the meeting to obtain detailed information on a topic. Krueger (1994) defines the focus group meeting as a planned thought generation activity. Focus group interview is a qualitative data collection technique, and the characteristics and discourses of the people interviewed become important. The purpose of the focus group meeting held in this context is; The aim is to identify the problems faced by individuals who continue the BAP

program in their lives in Germany and their existing opinions on the education system, by associating them with their expectations from the BAP.

In this research, a focus group interview form was created by determining whether the students had previously joined the German education system, their opinions about this system, their problems or demands regarding their integration into this system. The focus group interview form created within this scope consists of 4 questions. With these questions, the problems faced by BAP students during the social interaction with the German society in daily life were tried to be understood, whether they were in any education system in Germany, if they did, the shape, place and reason, and finally, by asking the reasons for the students' participation in the BAP, the German education system and BAP the relationship was tried to be determined. As stated by Ekiz (2003), in focus group interviews, the number of people in the interview was determined as the size of the group is related to the quality of the research questions as well as how much the researcher can control the interview. In the presentation of qualitative findings, these students were mentioned in the study as K1, K2, K3, K4, K5,... K10. In this context, the opinions determined by the researcher were structured under 4 different expressions and the correlation between these expressions and attitude scores was examined.

Data Analysis

One-way analysis of variance ANOVA was applied and tukey test was used in the analyzes related to the sub-problems of the research and the effects of some variables on the attitudes of the BAP students towards the BAP program. Hierarchical regression analysis was used to analyze the data of the second sub problem of the research.

Results

In this section, findings about whether the attitudes of BAP students towards the program show a significant difference according to the gender of the students and the relationship between their attitudes towards BAP and their views on the German education system are included.

The first sub-problem of the research is “Do BAP students' attitudes towards the program show a significant difference by gender?” It shaped. The distribution of the sub-dimension scores of the BAP students' attitude scale by gender is shown in Table 3 and the independent samples t-test results are shown in Table 4.

Table 3. Distribution of Teachers' Attitude Scale Scores by Gender

	Gender	N	Average	Standard Deviation	Standard Error
Personal Expectation	Woman	109	29,128	5,456	,234
	Male	91	24,267	5,608	,246
Social Expectation	Woman	109	26,128	3,456	,134
	Male	91	24,267	4,208	,148
BAP Services	Woman	109	21,168	4,203	,167
	Male	91	22,108	4,278	,182

Table 4. Independent Samples t-test Results of Attitude Scale of Teachers

		Levene's Test		T test for Equality of Means				
		F	p	t	sd	p	Average Difference	Standard Error difference
Personal Expectation	Variance Equation	0,189	0,578	2,53	400	0,108	0,362	0,282
	Variance Inequality			2,56	392	0,112	0,362	0,284
Social Expectation	Variance Equation	2,146	0,068	1,78	400	0,110	0,284	0,346
	Variance Inequality			1,87	387	0,106	0,284	0,348
Bap Services	Variance Equation	1,897	0,012	2,78	400	0,192	0,460	0,169
	Variance Inequality			2,56	376	0,167	0,460	0,182

As seen in Tables 3 and 4, while the attitude expressions of BAP students towards social expectations and BAP services do not differ, the scores of attitude expressions collected under the personal expectation dimension show a significant difference according to gender. As seen in Table 4, the average of personal expectation of attitude of female students is 29,128, whereas the average of personal expectation of attitude of male students is 24,267. Here, it can be concluded that the attitudes of female students towards the personal expectation dimension in their attitudes towards the BAP program are higher than that of male students and that this difference is significant. In this context, it can be predicted that female students have more positive attitudes towards expressing personal expectations such as self-expression, continuing their education, and completing education that cannot be completed due to economic impossibilities, and therefore participate in the BAP program.

In the focus group meeting, the students were asked to answer the questions about the integration problems they experienced in social life in Germany and the German education system, and the answers given by the students were categorized under certain headings and examples of student answers were presented in Table 5.

Table 5: Titles Determined in Focus Group Interview and Sample Student Views

Phrase	Sample Student Views
I cannot use German according to the rules and at an advanced level.	<p>K4: Although I was born in Germany, I speak a different German because I usually live with Turks, and it seems that I am a foreigner.</p> <p>K7: Grandfathers came to Germany. I speak the language, but they want a document to get a job that I speak a language at an academic level.</p>
I feel like I don't belong here.	<p>K10: Although I don't work here, I don't feel like I belong here. My close friends are always Turkish.</p> <p>K6: I live in a neighborhood with Turks. Growing up in Germany, though not feel like you have grown in Turkey.</p> <p>K7: I feel alienated. I feel excluded because of my religious practices and clothes.</p>
I think that I will have difficulties in accepting or reading a higher education program I want in Germany.	<p>K3: I want to study psychology or law. I want to go back to my country and continue my higher education there because I think I will have a hard time studying here.</p> <p>K6: YÇS win here because of a university in Turkey and YOS easier. I want to finish my high school here and study in my country.</p>
I think it will be difficult to continue my education in the German education system, since my education has been left unfinished due to work.	<p>K9: I realized this system late because my education was incomplete. After that, I wanted to continue here.</p> <p>K1: I heard about BAP from a friend. We cure together. I read both convenient and more comfortable.</p>

As seen in Table 5, BAP students state that they have stopped their education for various reasons in the focus group meeting and emphasize that they think that they will not be successful in the German education system or they continue to BAP due to the problems arising from their integration into this education system. In addition, a large majority of the families of students to study any reason they left half stated that they would return to Turkey plans will continue in Turkey. It was seen that all of the students found the German education system strict and planned, they thought it was difficult for them to receive education in this system, and they agreed that BAP was a good alternative for them.

According to the discontinuous variables determined in Table 6, the results of the multidimensional hierarchical regression analysis carried out to determine whether the opinions of the students participating in the research have an impact on their attitudes towards the BAP were included.

Table 6. Results of Versatile Hierarchical Regression Analysis for the Effects of the Views on the German Education System on Attitudes

Predictive Variable	R	R ²	R ² CH	F	DF	B	B	P
Constant	0,168	0,027	0,027	5,976	4	24,302		
Expression 1							0,468	0,124
Expression 2							0,324	0,055
Expression 3							0,057	0,023
Expression 4							0,075	0,063

Considering Table 6, it is seen that there is a significant relationship between the opinions of the students who entered the model about the German education system and their attitudes towards BAP ($R^2 = 0.027$, $p < 0.01$). their attitudes towards students are higher than other students. Predictive findings of the research are that students who have difficulty in integration processes in the education system due to language problems prefer BAP programs or want to be in the Turkish education system. Kütük (2016) by in research in terms of families to provide them from re families of workers brought the family to Turkey for a nice result children he emphasized that create positive dont particularly emphasized that the underestimation in the form of German talk 'education system. In addition, Söhn and Özcan (2006) emphasized that immigrant children fail in the education system in Germany due to the strict and hierarchical structure of the system. In Sahin's (2010) study, this situation is expressed as follows in the words of a 61-year-old beret.

“We worked hard when we came to Germany, sometimes we went to both jobs to save money. The children were at home, they went to school at school age, but their language was not enough, they did not have a language, they put the children back, and they always fled school until they had completed the compulsory period. All five became workers. Now they want to teach their children, my grandchildren have no language problems. They went to kindergarden and learned language from the age of 3. Now one is studying at university and the other is at high school. When there is no language problem, children are reading (Şahin, 2010: 113) ”

It is understood from the table that students expressing the opinion of statement 3 and statement 4 have positive attitudes towards BAP, but this correlation is lower than other statements. Expression 4 shall state Taşdelen (2001) also highlighted, education or are reported to want to go abroad again the people who came to Turkey for other reasons.

Discussion

Problems in the field of education in Western European countries are fed by problems such as xenophobia. Education policies have not been determined permanently and realistically since the first immigration, and have not been arranged in a way that will contribute to the integration of foreign worker children into the education system. In multicultural societies such as Western countries, not giving the necessary priority to the education issue of immigrant children prevents Turkish youth from expressing and showing themselves (Tezcan, 2000).

This research shows that the education problems of Turks migrating to Germany continue relatively. Despite the measures taken in Kütük (2016) research, the rate of young people attending higher education is still lower than desired. In this regard, the education of Turks living in Western Europe still poses an important problem area.

When the findings of the research are examined, it is seen that Turks, who cannot speak German competently, do not find themselves a place in the German education system and that they give opinions regarding the requests of individuals to fulfill their requests for education through BAP programs. Yılmaz (2014) stated that in the study of the bilingual education problem of Turks in Germany, a bilingual individual is expected to know both his mother tongue and the language of the country in which he lives, and in addition to this, he is expected to be in accordance with the values of his nation and to be in touch with the German society. He also stated that appropriate training conditions were not created. He explains the reason for Germany's adoption of nation-state policy and the fact that there are obstacles to immigrant children 's education in their mother tongue because of this policy. In this context, BAP is a program that can meet these demands in terms of providing educational content that includes elements of Turkish culture, as well as providing educational opportunities to individuals of all ages. Research findings also show that BAP is a good option especially for people who cannot overcome the language problem or study in a competent higher education institution. However, in the study conducted by Tezcan (2009), it is stated that the schools in Germany differ, and academic success varies according to the types of schools to which the Turks are directed.

Findings obtained from the focus group meeting show that Turks in Germany continue to be “other” and that people still feel bad about it. The presence of students who stated that they were excluded or approached biased especially due to religious worship and clothing choices is similar to the results of similar research (Kütük, 2016; Yılmaz 2014). Gökçe (2006) stated in his research that Turks in Germany expressed their problems about exclusion and education as “as they wish” or “not being able to receive sufficient education” and “not being accepted by the dominant culture”.

When the findings of the research are examined, it is observed that the attitudes of the students show a significant difference especially in favor of women under the title of personal expectations. Gökçe (2006) emphasized in their study that they stated that girls in Germany could not realize themselves due to reasons such as not being able to live their youth and having less freedom than men or because they were under family pressure. BAP of women born in this research in Germany, although not a study conducted previously covered by BAP express themselves, continue their education when he returned to Turkey step and providing attend a they want a higher education program in the subject shows that they see as an exit door.

Result

An inclusive education cannot be provided to many of our citizens living in Western European countries due to the high living standards of these countries and the fact that the social structure is multicultural but does not contain a multicultural education system. From this point of view, Western European Course Programs are of great importance in terms of providing access to the education system of Turkish students living abroad.

Educational policies developed for immigrant children in Germany are not sufficient. In addition, due to the absence of bilingual education policies in multicultural communities, Turkish education problems continue. In this respect, it should be remembered that BAP programs are a qualified solution for the education of our citizens living in these countries. It is recommended to increase the number of activities to increase the number of these programs and the quality of BAP services, and to increase the number of activities related to the announcement of BAP to large audiences.

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