The Relationship between Identity and Acculturation in International Students in Turkey*

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ARTICLE INFO	ABSTRACT
	Purpose: This study aimed to discover identity statuses and acculturation strategies of international students in Turkey, as well as revealing the relationship between these concepts. **Research Methods:** To investigate the relationship, a correlational research design was used. Turkish version of Acculturation Questionnaire and Turkish version of Ego-Identity Process Questionnaire were administered to 156 international students in Turkey.
	Findings: The findings showed that the most common acculturation strategy was assimilation and the most seen identity statuses were achievement and diffusion.

High rates of assimilation and identity diffusion were remarkable results as they can be threatening both for immigrants and the receiving society. There was a significant relationship between identity statuses and acculturation strategies showing that achieved identity development provides more integrated acculturation. Finally, there was a significant difference between genders concerning acculturation strategies which can be interpreted by conservatism and risk-taking behaviors, as well as socialization. **Implications for Research and Practice**: Acculturation is related to identity development; thus, embracing differences and providing support for immigrants would help their healthy identity development. It will, in return, contribute to the receiving society's well-being. Further research using different identity models, with higher number of participants and adopting triangulation would provide a deeper insight into the issue.

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Introduction

Immigration is a global issue that may affect both immigrants and the receiving society. It is challenging in several ways for immigrants. Problems immigrants are experiencing may affect not only immigrants themselves but also the receiving society. On the other hand, attitudes in receiving society towards immigrants may affect the healthy adaptation of immigrants. Thus, there is a bidirectional relationship between receiving society and immigrants.

High number of immigrants makes the issue more critical. In 2019, the number of immigrants worldwide was 272 million and it was 3.5% of the world population (World Migration Report, 2020). In the same year, as June, the number of immigrants in Turkey was 4 million (UNICEF, 2019). This was 5% of the country. Immigration involves a multidimensional change that includes identity development. The individuals can accept the different values, attitudes and beliefs of this new culture (Schwartz, Montgomery & Briones, 2006) or they can struggle to adjust to new context while trying to meet the expectations of their ethnic society (Gumus, 1997). Depending on the significance they give to social identity and ethnic identity (Ryder, Alden & Paulhus, 2000), the cultural adaptation process may cause identity changes (Norton, 2013). Although Erikson (1959) considers identity development throughout adolescence, Arnett (2000; 2007) argues that in emerging adulthood, uncertainties about the future remain and the individual continues to make explorations and trials when the responsibilities of adulthood have not taken yet. These explorations and trials are assets of identity development and the sense of identity is related not only to self but also to the approvals from the environment (Morsunbul & Cok, 2013). Marcia (1980) identifies four identity statuses that occur in adolescence based on the degree of exploration or commitment. Exploration is a period in which the individual has not decided among the choices she has yet. Commitment is deciding on one of the options. The identity statuses based on exploration and commitment are identity achievement, foreclosure, moratorium and identity diffusion (see Figure 1).

		Commitment	
		Low	High
Exploration	Low	Identity diffusion	Foreclosure
	High	Moratorium	Achieved identity

Figure 1. *Four Identity Statuses from Two Dimensions in Marcia's Model (Marcia, 1980)*

Migration is considered to be one of the most significant changes an individual may experience and can lead the person to a new identity crisis. Opportunities related to the new life start an adaptation process and the extent to which an individual adapts to the new culture defines her acculturation status. Berry (1997) suggests four strategies for acculturation: integration, assimilation, separation and marginalization. In the integration, the individual tries to maintain daily interactions with the receiving society by adopting some of its cultural elements but does not avoid displaying values

and behaviors specific to the ethnic culture. In assimilation, the person wants to maintain daily interactions with the receiving society and does not want to adhere to the ethnic values. In separation, the ethnic culture is taken as a core part of the identity that cannot be changed or adapted. Thus, the person avoids interacting with members of the dominant culture. Finally, in marginalization, neither the new culture nor the ethnic culture is adopted.

Acculturation is not an intrapersonal process. According to Berry (2005), the attitudes of the receiving society towards immigrants may affect migrants' acculturation (see Figure 2). If the receiving society supports variety and embraces cultural differences, it is easier for immigrants to be in integration. Boski (2008, p. 145) suggests that "integration is defined as the common (subjective) area of two culture sets." Assimilation may emerge if the receiving society adopts a melting pot strategy. When the receiving society tolerates the differences but does not allow immigrants to be part of the larger society, the immigrants can move towards separation. If the receiving society does not accept differences and does not make connections with individuals from different cultures, immigrants become more likely to adopt marginalization (Berry, 2005). Understanding the ways receiving society can affect ethnocultural groups may help have a deeper insight into this bidirectional process.
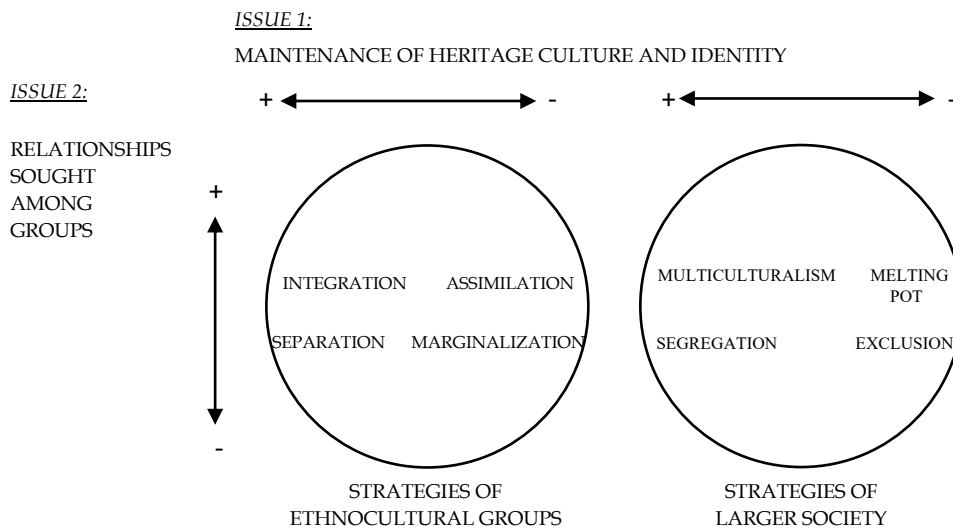

Figure 2. *Four Acculturation Strategies Based Upon Two Issues, in Ethnocultural Groups, and the Larger Society*
Source: Berry, 2005, p. 705.

Berry (1997) states that considering long-term health, psychological well-being and harmony, the most successful strategy is integration, while the least successful is marginalization. Assimilation and separation are seen to be moderately successful strategies. To help immigrants adopt successful strategies, similarities and differences between receiving and immigrant cultures should be recognized, pressures should be

reduced, and prejudices should be avoided (Kagitcibasi, 2005). This attitude would contribute both to receiving and immigrant societies' well-being.

Acculturation strategies are related to many psychological aspects and there are several studies conducted in this scope. In Eyou, Adair and Dixon's (2000) study, the findings showed that the self-esteem of participants in the integration strategy was significantly higher than the ones in separation and marginalization. Zagefka and Brown (2002) investigated acculturation strategies of immigrant and receiving societies and found that integration was the most common strategy in both groups. In another study (Berry, Phinney, Sam & Vedder, 2006), relation between acculturation strategies and perceived assimilation was found and participants mostly emerged in integration. In some studies (Choi, Tan, Yasui & Hahm, 2016; Needham, Mukherjee, Bagchi, Kim, Mukherjea, Kandula & Kanaya, 2017), acculturation strategies of Asian immigrants are investigated and mostly integration, separation and assimilation were seen. Studies investigating gender differences in acculturation and found controversial results. Some studies (e.g., Bolling, 1974; Masuda, Hasegawa & Matsumoto, 1973; Ting-Toomey, 1981) found that women had higher ethnic identity than men while some (e.g., Kinke, &Verkuyten, 1997; Knuckle and Asbury, 1986) concluded that the dependence of men on their ethnicity was higher than women.

The present study aims to investigate the relationship between identity statuses and acculturation strategies in international students in Turkey. For this purpose, acculturation strategies and identity statuses have been identified and whether international students' acculturation strategies predict their identity status has been examined. In addition, gender differences in identity development and acculturation strategies have been questioned.

Method

Research Design

This study was correlational research which investigated the relationship between identity statuses and acculturation strategies.

Research Sample

Participants of this study were international students studying at five different universities in Turkey. They were either registered to a program or learning Turkish as a foreign language. Their Turkish language proficiency was between B1 and B2, which enabled them to understand simple statements on the scales. However, support was given when participants needed. Although data were collected from 314 international students, there was a huge number of missing data due to not filled items or repeating patterns on the scales. After removing them and an extreme value, 156 data were analyzed. The age of the participants was between 17 and 38 and all were either adolescents or emerging adults. Participants were coming from various countries, mainly in Asia, mostly from Iraq (n=20), Syria (n=17) and Afghanistan (n=13).

Research Instruments and Procedures

To investigate identity statuses, the Turkish version of the Ego Identity Process Questionnaire was used. The original scale was developed by Balisteri, Busch-Rossnagel, and Geisinger (1995) and adapted to Turkish by Morsunbul and Atak (2013). The scale measured identity statuses as proposed by Marcia (1980). Marcia's model was used to investigate identity statuses as they can be defined by their adaptive or maladaptive characteristics (Crocetti, Rubini, Luyckx, & Meeus, 2008). Marcia's (1980) model postulates that identity development is a process that starts in childhood and continues until adulthood. It begins with identity diffusion for most people and continues with achievement, foreclosure or moratorium. As the participants of this study were international students who were likely to experience a new identity crisis as a result of immigration, Marcia's (1980) model was adopted rather than a model that focuses on in-depth explorations (e.g., Crocetti, et al., 2008; Luyckx, Goossens, Soenens, Beyers, & Vansteenkiste, 2005).

In this research, the Turkish version of the Acculturation Scale was used to investigate acculturation strategies. The original scale was developed by Berry (1997) and adapted into Turkish by Kiziltas (2014). The scale was composed of four factors: integration, marginalization, separation and assimilation.

In addition to the scales, a personal information form was used to determine participants' age, gender, origin, date of arrival to Turkey, marital status, financial independence, and employment status. This helped to identify participants' developmental stages.

Validity and Reliability

For the Turkish version of the Ego Identity Process Questionnaire, confirmatory factor analysis showed that (X^2/sd) was 3,02. In addition, fit indexes (GFI .94, IFI .91, CFI .93, AGFI .91, NFI .90, RMR .04 and RMSEA .04) indicated that two factors structure in the original scale was confirmed. Path coefficients for commitment changed between .66 and .82, whereas for exploration, they changed between .65 and .78.

For acculturation scales, Cronbach α values of four factors (integration, marginalization, separation and assimilation, namely) for original scale were 0.77, 0.78, 0.73 and 0.84, respectively. For the adopted scale, they were 0.74, 0.79, 0.68 and 0.86, respectively.

Data Analysis

Cluster analysis was conducted to investigate the acculturation strategies of the participants and four clusters were determined consistent with the number of the strategies. The sub-dimensions of the Ego Identity Process Questionnaire (commitment and exploration scores) were used to investigate the identity status of the participants. First, the medians of the commitment and exploration scores were calculated as 61. Scores below 61 were classified as low, whereas 61 and above were

classified as high. Then, identity statuses were determined according to the participant's commitment and exploration levels.

To investigate the relationship between acculturation strategies and identity statuses, Pearson Correlation Coefficient was calculated between the sub-dimensions of the Acculturation Scale and the Ego Identity Process Questionnaire. Multiple regression analysis was performed to investigate whether acculturation strategies were related to commitment and exploration scores. In order to test the normality assumption of multiple regression analysis, Kolmogorov-Smirnov test was performed; kurtosis and skewness values were calculated in the range of -1 and 1. Scatter diagrams were also drawn to test linearity assumption and it was seen that the assumption was not violated. In addition, it was seen that there was no multiple linearity problem between the variables.

Independent samples t-test analysis was conducted to investigate the gender differences in acculturation strategies and identity statuses. Since 23 participants did not specify their gender, t-test analyzes were administered with 133 data.

Results

In this study, identity statuses, acculturation strategies and the relationship between these two concepts were investigated as well as the gender differences.

First, the median values (M=61) of commitment and exploration were calculated to investigate identity statuses and they were classified according to their low or high scores both for commitment and exploration as described in Figure 1. The analysis revealed that the most common identity status was achievement (n=46; 29.49%) and followed by diffusion (n=43; 27.56%), moratorium (n=34; 21.80%) and foreclosure (n=33; 21.15%).

To investigate the acculturation strategies, mean values were calculated and the analysis revealed that integration had the highest score ($\overline{X}$=35.84), followed by assimilation ($\overline{X}$=28.30), separation ($\overline{X}$=26.05) and marginalization ($\overline{X}$=22.13). Then, cluster analysis was conducted to understand acculturation strategies concerning the scores on integration, separation, assimilation and marginalization sub-dimensions. The results (see Table 1) showed that the most common strategy of participants was assimilation (48.08%), followed by integration (28.80%), separation (16.67%) and marginalization (7.05%).

Table 1
Results of Cluster Analysis on Acculturation Strategies

Strategies	N (%)	Integration	Separation	Assimilation	Marginalization
Integration	44 (28.20)	40.82	21.61	23.11	16.93
Separation	26(16.67)	29.38	31.19	19.00	18.00
Assimilation	75(48.08)	36.49	27.44	35.75	25.75
Marginalization	11 (7.05)	26.73	22.18	20.27	28.00

To understand the relationship between acculturation strategies and identity statuses, correlation analysis was conducted between sub-dimensions of the Ego Identity Process Questionnaire and the Acculturation Scale. Analysis (see Table 2) revealed that the relationship between commitment and marginalization (r=-0.23, *p*<0.01) was significantly low and negative. Similarly, exploration showed significantly low and negative relationship with assimilation (r=-0.25, *p*<0.01) and marginalization (r=-0.18, *p*<0.05), while it showed a low and positive relationship with integration (r=0. 20, *p*<0.05).

Table 2

Results of the Correlation Analysis between Identity Sub-Dimensions and Acculturation Strategies

Variable	1	2	3	4	5	6
1. Integration	-					
2. Separation	-0.19*	-				
3. Assimilation	0.26**	0.17*	-			
4. Marginalization	-0.13	0.24**	0.42**	-		
5. Commitment	0.04	0.03	-0.11	-0.23**	-	
6. Exploration	0.20*	0.01	-0.25**	-0.18*	0.06	-

*p<0.05, **p<0.01

A Multivariate regression analysis was conducted to investigate whether there was a significant relationship between acculturation strategies and identity statuses. The results (see Table 3) showed that the regression model that takes commitment as the dependent variable and acculturation strategies as predictors was not significant ($F_{(4,151)}$=2.37, *p*>0.05; R^2=0.06). Acculturation strategies explained a very low level of the variance (6%) of commitment. Thus, the relationship between commitment and acculturation strategies was low. Low bivariate and partial correlations also supported this finding. It was seen that only marginalization significantly predicted commitment (β=-0.23, *p*<0.05). There was a negative significant relationship between marginalization and commitment; participants in this strategy had low commitment scores. Acculturation strategies as a whole did not significantly predict exploration dimension of identity status ($F_{(4,151)}$ = 6.73, *p*<0.05; R^2=0.15).

Acculturation strategies indicated a moderate and significant relationship with exploration (R=0.39) and explained 15% of the variance. Integration (β=0.31, *p*<0.05) and assimilation (β=-0.34, *p*<0.05) significantly predicted exploration. The analysis indicated a positive relationship between integration and exploration, while it indicated a negative relationship between assimilation and exploration.

Table 3

Results of a Multivariate Regression on Predicting Identity Statuses*

Dependent variable	Predictor	B	SH	β	t	p	Bivariate r	Partial r
	Constant	63.71	6.98		9.12	0.00		
	Integration	0.06	0.14	0.04		0.66	0.04	0.04
	Separation	0.17	0.15	0.10	1.14	0.25	0.03	0.09
Commitment	Assim.	-0.04	0.11	-0.04	-0.38	0.70	-0.11	-0.03
	Marginaliz.	-0.33	0.13	-0.23**	-2.50	0.01	-0.22	-0.20
	R=0.24, R^2=0.06							
	$F_{(4,151)}$=2.37, p=0.06							
	Constant	48.95	6.48		7.55	0.00		
	Integration	0.49	0.13	0.31**	3.75	0.00	0.20	0.29
	Separation	0.24	0.14	0.13	1.70	0.09	0.01	0.14
Exploration	Assim.	-0.40	0.11	-0.34**	-3.80	0.00	-0.25	-0.30
	Marginaliz.	-0.04	0.12	-0.03	-0.31	0.76	-0.18	-0.03
	R=0.39, R^2 =0.15							
	$F_{(4,151)}$=6.73, p=0.00							

*N=156, **p<0.05

A cross-table (see Table 4) was created to see the relationship between acculturation strategies and identity statuses.

Table 4

Distribution of the Participants Concerning Their Acculturation Strategy and Identity Status

		Ach.	*Disc.*	*Morat.*	*Diff.*	*Total*
Integration	N	17	5	12	10	44
	%	38.64	11.36	27.27	22.73	100
Separation	N	10	9	5	2	26
	%	38.46	34.62	19.23	7.69	100
Assimilation	N	17	14	13	31	75
	%	22.67	18.67	17.33	41.33	100
Marginalization	N	2	5	4	0	11
	%	18.18	45.46	36.36	0	100
Total	N	46	33	34	43	156
	%	29.49	21.15	21.8	27.56	100

Independent samples t-tests were conducted to investigate whether there were any gender differences between acculturation strategies and identity statuses. The analysis (see Table 5) revealed that there was no significant difference between males and females in integration (t(131)=0.99, p>0.05), separation (t(131)=0.32, p>0.05), and marginalization (t (131)=0.01, p>0.05). On the other hand, there was a significant difference in the scores of assimilation strategy of males and females (t(131)=2.27, p<0.05). Males presented an assimilation strategy ($\overline{X}$=29.45) significantly higher than females ($\overline{X}$=26.00). The eta square (η2=0.04) value indicated a small effect size. Approximately 7% of the variance in assimilation was explained by gender.

Table 5

Results of the t-test for Gender Differences in Acculturation Strategies

Acculturation S.	Gender	N	$\bar{x}$	SS	df	t	*p*
Integration	Female	58	35.10	6.54	131	0.99	0.32
	Male	75	36.25	6.73			
Separation	Female	58	26.14	5.66	131	0.32	0.75
	Male	75	26.47	6.11			
Assimilation	Female	58	26.00	8.41	131	2.27	0.02*
	Male	75	29.45	8.90			
Marginalization	Female	58	21.76	7.14	131	0.01	0.99
	Male	75	21.77	7.42			

*p<0.05

The results also revealed that (see Table 6) commitment (t(131)=- 0.54, *p*>0.05) and exploration (t (131)=1.76, *p*>0.05) did not significantly differed between genders.

Table 6

Results of the t-test for Gender Differences in Commitment and Exploration Scores

Variable	Gender	N	$\bar{x}$	SS	df	t	*p*
Commitment	Female	58	63.00	12.74	131	-0.54	0.59
	Male	75	61.95	9.63			
Exploration	Female	58	58.78	11.10	131	1.76	0.08
	Male	75	62.09	10.31			

p>0.05

Overall findings showed that the most common acculturation strategy of international students in Turkey was assimilation and the most common identity statuses were identity achievement and identity diffusion. In addition, a significant relationship between acculturation strategies and identity statuses was found. There was also a significant gender difference in acculturation strategies.

In this study, the relationship between identity statuses and acculturation strategies of international students in Turkey was investigated. While doing so, initially, identity statuses and then acculturation strategies of the participants were analyzed. Gender differences in these dimensions were also examined.

Discussion, Conclusion and Recommendations

The findings of the study revealed that participants mostly emerged in identity achievement. Participants of this study consisted of adolescents and emerging adults and these stages are significant for identity development where an individual is still trying to answer many questions for the self as both Erikson (1968) and Arnett (2000) argue. It can be inferred that participants in this status found a balance in their changing life, as identity achievement is a highly adaptive strategy (Marcia, 1980) and exhibits better adjustment (Crocetti et al., 2008). It was interesting that identity diffusion was found very close to identity achievement. This can be related to participants' limited time in Turkey. It is possible that instead of trying to set a new life in the host country with new balances and dynamics, the participants preferred not to invest their time and energy in a temporary situation. Moratorium was seen as the third common identity status and it is likely participants in this identity status were still exploring the existing situations, values and conditions in a foreign country. As moratorium and achievement are the strategies that are open to new experiences (Crocetti et al., 2008), it could be expected from the participants in moratorium to be mainly in integration or assimilation. Identity foreclosure was the least common identity status among participants, but it was very close to the moratorium. Identity foreclosure is likely to be seen in conservative environments and participants of the study were coming mainly from Muslim countries.

The second important purpose of this research was to investigate acculturation strategies of international students. The findings showed that almost half of the international students were in assimilation. In some recent studies (see Choi et al., 2016; Needham et al., 2017), acculturation strategies of Asian immigrants were mostly integration, separation and assimilation. In this current study, although aforementioned three strategies were common, assimilation was the most emerged one. This can be argued for several reasons. First, Berry (2006) states that one important reason for high rates of assimilation can be receiving society's melting pot strategy. On the other hand, assimilation is less likely to occur, whereas separation and marginalization are more likely to occur when immigrants perceive a greater discrimination (Barry & Grillo, 2003, cited in Ward & Leong, 2006). Thus, high rates of assimilation and low rates of separation and marginalization may suggest that larger

societies have an effect on immigrants' acculturation strategies due to the importance they give to the dominance of their own culture over minority groups. Another reason mau arise from the diversity of countries of origin in the sample. Given the participants from various countries, it might have been challenging for them to find a group that they can develop a sense of belonging. This deprivation might have led to a desire to be a member of the larger society. Related with various countries of origin, it is possible that they did not have a common native language and Turkish language became their lingua franca, which can be another reason for the assimilation strategy (Berry, 1997).

Integration strategy occurred as the second most common strategy. Boski (2008) argues that one of the reasons for integration is cultural similarities. Participants of this study were mainly from collectivist cultures, which people value group goals, family relationships and interdependence (Triandis, 2001) and were also mainly from Muslim countries. Thus, participants might have found strong connections with the Turkish culture. Given that acculturation means that immigrants adopt the cultural values, traditions and standards of the receiving society, it can be argued that assimilation will occur more easily when the receiving society's culture is similar to the immigrants' ethnic culture.

As stated, both assimilation and integration strategies involve adoption of behaviors from the receiving society. In this study, most of the participants were seen in assimilation and integration. Although Berry (2005) suggests that high rates of assimilation may indicate a positive situation, long term consequences of assimilation can be hazardous in several ways. First, willingness of the individuals in highly adoptive strategies to be in contact with the members of the dominant group makes them more likely to be exposed to higher levels of discrimination (Kepperman, 2018, cited in Safak-Ayvazoglu & Kunuroglu, 2019a). Second, assimilation is found to be related to psychosomatic complaints (Schmidtz, 1994). Bearing these findings in mind, assimilation should not be regarded as a healthy strategy only because of the high adaptation it presents.

Separation and marginalization were the least emerged strategies and a small portion of the international students rejected Turkish culture. The acculturative stress brought by marginalization is the highest when compared to other strategies (Berry, 2005); it contains high conflict and may result in experiencing social and academic difficulties (Schmidtz, 1994). It may also result in the feeling of alienation (Berry, 2005). Although in this study a small percentage of participants emerged in marginalization, bearing in mind the risks marginalization includes, attempts should be made to help immigrants adopt healthier strategies that would not likely to negatively affect their well-being.

When identity statuses in accordance to the acculturation strategies were investigated, it was seen that achievement was the most common strategy in participants who were in integration and separation. This finding may suggest that most of the participants have explored the new culture. However, while the ones in integration made commitment both to Turkish culture and to their ethnic culture, the participants who were in separation made commitment only to their ethnic culture. It

can also be inferred that their commitment to their ethnic culture is likely to be permanent. As Liebkind (2006) argues, a person's search for ethnic identity can begin after immigration because the person may become aware of the characteristics of her own culture only after facing a new culture. It may then result in commitment with integration and orientation to the new culture (Berry et al., 2006) or in separation as a result of commitment made to the ethnic identity.

Identity diffusion was the most common status in participants who were in assimilation. Identity diffusion presents a moderate level of openness to experience (Luyckx et al., 2005), thus adopting the new receiving culture by assimilation strategy is in accordance with the literature. As identity diffusion does not involve any commitment, it can be inferred that the participants who seem to adopt Turkish culture were not committed to it but adapted the values and norms in the short term. As the participants were not permanent immigrants, this adoption is likely to be temporary and it can be re-evaluated when participants go back to their home countries.

Identity foreclosure was the most common status in marginalization. As people in foreclosure "were characterized by a combination of conformity and rigidity, as demonstrated by that they were not highly open to new experiences" (Crocetti et al., 2008, p. 984), it could be expected from them to emerge in separation by keeping their ethic culture and rejecting the new culture. However, in this study, participants in marginalization strategy rejected both cultures. On the other hand, only a little percentage of the participants emerged in marginalization. Thus, there was not much difference in the portion of marginalized participants concerning their identity statuses.

The relationship between identity statuses and acculturation strategies was the main question of this research. The analysis revealed that the commitment dimension of identity statuses and marginalization showed a significant negative correlation. This means that when marginalization is high, commitment is low or vice versa. This finding is remarkable as it shows that an unwillingness to commit to any of the cultures may also indicate not being committed in identity. Thus, receiving society's negative attitudes towards people from different cultures by not making connections with them may also negatively affect identity development of the immigrants. Participants of this study were international students who would probably leave Turkey after completing their education, thus bearing in mind the dynamic structure of identity, a shift to healthier identity statuses may occur when participants go back to their hometowns.

The findings showed that there was a significant positive relationship between the exploration dimension of identity and integration acculturation strategy. In integration, there is commitment to both cultures and not surprisingly this pattern was also seen in identity statuses. Regarding two identity statuses with high commitment, integration emerged more in identity achievement than in identity foreclosure. The former was the most common and the latter was the least common status in participants in integration. When interpreted together, a significant positive relationship between the exploration dimension of identity and the integration acculturation strategy may indicate a positive relationship between identity

achievement and integration. If this was the case, it could be suggested that multiculturalism in the receiving society may help immigrants' healthy identity development.

Individuals in identity achievement were in the healthiest identity status and were more likely to be committed to a job they have chosen after exploration. This is also very important concerning the economic indicators mentioned above. In addition, the psychological well-being of individuals in integration strategy is higher than the ones in the other three strategies (Chen, Benet-Martínez, & Bond, 2018; Ince, Fassaert, de Wit, Cuijpers, Smit, Ruwaard, &Riper, 2014; Schwartz, Zamboanga, &Jarvis, 2007) and exploration is important for healthy identity development (Marcia, 1980). Bearing these in mind, high exploration scores of individuals in the integration strategy is consistent with the personal dynamics. The findings also showed a negative relationship between assimilation and exploration. It can be stated that individuals in assimilation adopted the receiving culture, not as a result of exploring it; thus, not making a deep commitment, but adopted it because of their openness to new experiences.

When investigating gender differences in acculturation strategies and identity statuses, the assimilation strategy in male participants was significantly higher than in women. This finding can be interpreted in two ways. First, it can be related to the time spent with the members of the receiving society. Second, women are generally more religious and expected to be more conservative than men (Miller & Hoffmann, 1995). Finally, male's risk-taking and socializing behaviors are higher than females (Byrnes, Miller, & Schafer, 1999).

Conclusion

This study identified acculturation strategies and identity statuses in Turkey. It further revealed the relationship between and gender differences in acculturation strategies and identity statuses. When findings are evaluated as a whole, acculturation is related to identity development. Thus, embracing differences and providing support for immigrants would help their healthy identity development. More desired acculturation strategies and identity statuses would contribute to harmony. Given that immigrants' acculturation strategies are related to the attitudes of natives towards immigrants (Berry, 2005), as well as the perception of the natives of the immigrants (Safak-Ayvazoglu & Kunuroglu, 2019b), it can be suggested that policymakers should make efforts to help form positive perceptions of both groups. On the other hand, Turkey is a divergent culture and attitudes towards immigrants may change in different contexts and by different native groups (Safak-Ayvazoglu & Kunuroglu, 2019b). Thus, the current study provided a snapshot of the issues it investigated and more comprehensive studies can provide more insight into the topic.

The present study had two limitations. First, the identity development model used in this study was not a current one. Studies conducted by more current models have the potential to provide more insight into the topic. Second, the participants of this study were international students in Turkey who were learning Turkish as a second

language. Thus, rarely an item on a scale was not clear to them. It was also not possible to hire a translator because participants were coming from 48 different countries.

Recommendations

Some recommendations can be made for further research in light of the findings obtained in this study. Identity development is a dynamic process and the long-term effects of migration on identity development can be investigated with a longitudinal study. On the other hand, participants of this study were immigrants in the "guest" status. A replication study made with permanent immigrants may also provide insights on the topic. In addition, a similar study can be conducted with other identity development models. Finally, although a structural equation model was planned at the beginning of the study, regression analysis was performed due to a large amount of missing data. A similar study can be replicated using the structural equation model.

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Türkiye'deki Yabancı Öğrencilerin Kimlik Statüleri ve Kültürleşme Stratejileri Arasındaki İlişki

Özet

Problem Durumu: Göç, bireylerin kimliklerini etkileyen ve kültürleşmenin ortaya çıkmasına neden olan zorlu bir süreçtir. Göçle birlikte farklı değerlere, görüşlere ve inançlara sahip bir grupla birlikte yaşamaya başlayan birey, bu yeni grupta özel bir yer edinmek isteyebileceği gibi göç ettiği coğrafyanın normlarına uymak da isteyebilir. Diğer taraftan kimliğin alt türlerinden olan etnik kimlik kültürleşme süreçlerinden etkilenmektedir. Bireylerin etnik gruplarına ya da alıcı kültüre dahil olmak yönündeki tercihleri ve bu gruplarla ilişkilerine verdikleri önem, etnik kimliğin baskın olarak çıkıp çıkmayacağında belirleyici olabilmektedir. Göç eden her bireyin ya da grubun yaşadığı gibi uluslararası öğrenciler de yeni bir kültüre göç ettiklerinde uyum sorunu yaşamaktadır. Üniversiteler bu zorlu süreci kolaylaştırmak için düzenlemeler yapsalar da göç eden bireyler kişisel, sosyal ve değişimlerle mücadele içerisindeyken ve yeni bir ülkede "yabancı" durumundayken, psikolojik sorun yaşamaya yatkındır. Uluslararası öğrencilerin psikolojik iyi oluşu yalnızca kendileri için değil, alıcı toplum için de çok önemlidir. Gruptaki yaygın kimlik statüleri ve kültürleşme stratejileri, psikolojik iyi oluşlarının göstergeleridir.

Araştırmanın Amacı: Bunları göz önünde bulundurarak, bu çalışma Türkiye'deki uluslararası öğrencilerin kültürleşme stratejilerini ve kimlik statülerini ortaya çıkarmayı amaçlamıştır. Ayrıca, çalışma bu iki kavram arasındaki ilişkiyi ve cinsiyet farklılıklarını da araştırmıştır.

Araştırmanın Yöntemi: Çalışma ilişkisel tarama modelidir. Çalışmada toplamda 316 katılımcıdan veri toplanmıştır, ancak 199 kayıp veri çalışmadan çıkartılmıştır. Uç değer analiziyle çalışmadan çıkarılan bir veriden sonra 156 kişiye ait veri çalışmada kullanılmıştır. Katılımcılara Kültürleşme Ölçeğinin Türkçe versiyonu ve Ego-Kimlik Süreci Ölçeğinin Türkçe versiyonu uygulanmıştır. Her iki araç da Likert tipi ölçektir. Araştırmaya katılan kişilerin demografik bilgileri hakkındaki veri toplayabilmek için araştırmacılar tarafından kişisel bilgi formu hazırlanmıştır.

Araştırmanın Bulguları: Bulgular genel olarak değerlendirildiğinde en dikkat çekici sonuç kültürleşmeyle ilgili yapılan çoğu çalışmanın sonuçlarının tersine, bu çalışmada en yaygın stratejinin erime çıkmasıdır (%48.8). Erime stratejisinin bir nedeni alıcı toplumun göçmenlere karşı benimsediği erime potası stratejisidir Bir diğer neden, katılımcıların geldikleri ülkelerin çok çeşitlilik göstermesidir. Kendi etnik kültüründen bireyler bulmakta zorlanan katılımcılar, Türk kültürünü yansıtan davranışları sergilemiş olabilir. Buna ek olarak, farklı ülkelerden gelmek Türkçeyi ortak iletişim

haline getirmiş olabilir ve alıcı toplumun dilini ortak dil olarak konuşmak erimenin bir diğer nedenidir. Son olarak, erime bireyci bir stratejidir ve göç bireyciliği tetikleyen bir yaşantıdır. Bütünleşme, en yaygın ikinci strateji olarak çıkmıştır (%28.08). Bunun nedeni kültürel benzerlikler olabilir. Özellikle katılımcıların genelde Müslüman ülkelerden ve Türk kültürü gibi toplulukçu kültürlerden geldiği göz önüne alındığında hem alıcı toplumun hem de göçmenlerin bütünleşme sürecini kolaylaştırdığı öne sürülebilir. Bunlara ek olarak hem erime hem de bütünleşme uyumu yüksek stratejilerdir. Bu yüksek uyum kısa vadede olumlu sonuçlar yaratabilecek olsa da erime stratejisin uzun dönemde birey için sağlıklı olmayacağı ifade edilebilir. Göçmenlerin psikolojik iyi oluşu sosyal ve ekonomik açılardan alıcı ülke için de önemli olduğu için erime stratejisinin etkileri yalnızca göçmenlerde bireysel olarak görülmeyecek, alıcı topluma da yansımaları olacaktır. Erime ve bütünleşmeyi sırasıyla ayrılma (% 16.67) ve aykırılaşma (%7.05) takip etmiştir.

Çalışmada katılımcıların büyük bölümü %29.49'la başarılı kimlik statüsündedir. Yani, kimlik gelişimleri süreçlerinde keşif ve bağlanma boyutlarını gerçekleştirmişlerdir ve göç sonucu değişen düzenlerini, yeni ilişkilerini, güvenme ve güvende hissetme gibi gereksinimlerini dengelemişlerdir. Ayrıca, bütünleşme stratejisindeki katılımcıların büyük çoğunluğu başarılı kimlikte çıkmıştır. Bu kesişim kümesindeki kişiler en arzu edilen alandadır, çünkü başarı kimlik ve bütünleşme en sağlıklı durumlardır. En yaygın ikinci kimlik %27.56'yla dağınık kimliktir. Bu kimlik statüsü erime stratejisindeki katılımcılardaki en yaygın statüdür. Dağınık kimlikte bağlanma olmadığı göz önünde bulundurulduğunda, bu kimlikte olup da Türk kültürünü erime stratejisi ile benimsemiş görünen katılımcıların kültüre gerçek bir bağlanma değil, geçici bir tutunmada bulundukları düşünülebilir.

Çalışmada kimlik gelişiminin bağlanma boyutu ile kültürleşme stratejilerinden aykırılaşma anlamlı ve negatif yönlü ilişkide çıkmıştır. Kimlik gelişimi sürecinde bağlanması düşük olan bireylerin kültürleşme sürecinde de iki kültürden birine bağlanmaması hem dikkat çekici hem de uyumlu sonuçlardır. Diğer taraftan, kimlik gelişiminin keşif boyutu ile kültürleşme stratejilerinden bütünleşme anlamlı ve pozitif yönlü bir ilişki göstermiştir. Bu pozitif yönlü ilişki, bireylerdeki keşif sürecinin yalnızca kimlik gelişimiyle sınırlı kalmadığı, yeni kültürün de keşfedildiği ve kültürel keşif ile kimliksel keşfin paralellik gösterebildiği şeklinde yorumlanabilir. Çalışmada erime stratejisi ile kimlik gelişiminin keşif boyutu arasında negatif yönlü bir ilişki çıkmıştır. Yani, alıcı kültüre uyum sağlarken etnik kültüründen uzaklaşmayı seçen kişiler kimlik gelişiminde keşfi geçekleştirmemiştir. Bu durum erime stratejisinde çıkan bireylerin keşif yapma eğilimlerinin düşük olduğu, dolayısıyla alıcı kültürün değerlerini keşif yapmadan dogmatik olarak benimsediği şeklinde yorumlanabilir.

Çalışmanın bir diğer önemli bulgusu erime stratejinin erkeklerde daha çok görülmesidir. Bu bulgu kadınlardaki değerlere bağlılığın daha yüksek, risk alma davranışının daha düşük olmasıyla açıklanabilir.

Araştırmanın Sonuç ve Önerileri: Çalışmada yaygın olarak görülen erime stratejisinin ve dağınık kimliğin göçmenlerin psikolojik iyi oluşuyla ilgili soruları akla getirmelidir. Alıcı toplumun göçmenlere karşı kucaklayıcı ve çok-kültürcü bir tutum sergilemesi,

bu yönde atılacak ilk adım olabilir. Bu şekilde göçmenlerin iyi oluşlarını yükseltilesi onların iş gücüne katılımına da artıracak ve yalnızca sosyal açıdan değil, ekonomik açıdan da alıcı ülkeye olumlu katkılar sağlayacaktır.

Anahtar Sözcükler: göçmenler, beliren yetişkinlik, kültürel uyum, kimlik gelişimi, etnik kimlik.