



**CONTEMPORARY APPROACHES
IN SOCIAL SCIENCES
EDITED BY WILLIAM SAYERS**

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The Problems Students Coming To Turkey For Higher Education From Germany Experience And Suggestions For Solutions*

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Abstract

The purpose of this study is to put forth young people's reasons for preference to come to Turkey from Germany for studying through various programs, their expectations from Turkey, how much of these expectations were met, what the economic, personal, university related and social problems are, how they solve these problems and what their suggestions are for the ones who want to study in Turkey; to give ideas about the issue to the students who will come to Turkey to study and to give advice as solutions to the problems encountered. The study is qualitative. Opinions of 17 students selected via snowball sampling method who had studied in Turkey and who are still studying in Turkey, were collected through interview method. Data obtained were analyzed with content analysis. It was put forth that young people who came to Turkey to study experience economical, personal, social and university related problems and solve them in various ways. Based on these problems and suggestions for solutions, students who will come to Turkey from Germany and universities that will make student exchange have been given recommendations about making necessary improvements mutually.

Key Words: Turkey, Germany, education overseas, student exchange, Erasmus

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Introduction

Families immigrated to Germany from Turkey have settled in a period of 60 years. This is a foreseeable behavior considering whole World. However, unlike this trend, the number of people who returned from Germany to Turkey is quite a lot. According to a declaration of a government official, a hundred thousand Turkish citizens returned to Germany between the years of 2009 and 2011 (Sabah,2013). Also, as the real reason of this return, economical problems in Europe were stated. The idea to return to Turkey has always been an option for Turks living in Germany apart from economical struggles. 45% of the participants in a survey conducted with Turks living in Germany considers both Turkey and Germany as their country and stated that they wanted to return to Turkey for a comfortable retirement period and for a better climate (Die Zeit, 2012). The state of Germany supports immigrants who want to return. It gives this supports not only financially but also socially. In the booklet prepared by Germany Job Creating Agency, information about how to find a job in Turkey, the retirement and insurance conditions, which schools can the children attend are given in detail for the people who will return to Turkey. It is indicated in the booklet that undergraduate programs in German are advantageous in terms of language for the students (Rang, M. 2011).

In a study about the level of adaptation of people who returned to Turkey from abroad Akbalık (2003), stated that teenagers got affected by the immigration process the most and they overcame both the physical and psycho-social difficulties harder than adults. According to a study by

Kuruüzüm (2002), the biggest problem returning students faced in Turkey was that they couldn't get used to the education system. The ones who experienced this problem were generally the students who had studied primary and middle school abroad and who didn't want to return. According to a study conducted by Prof. Dr. Eberhard von Einem (2014), Berlin Technical University professor, a majority of the young professionals who returned to Turkey preferred living in İstanbul, which caused the effects of information transfer to be collected in this city. It was stated that these bilingual employees contributed in the integration on global markets through their know-how in Germany. Among the adaptation to a different culture, being involved in the social life of that region, speaking the language and feeling close to the customs can be counted. An individual who has difficulty in realizing these influences both himself and his surrounding throughout the orientation process. Herbert stated that when Polish and Turkish people are compared in terms of adaptation, it is enough for the Polish people to pass the language barrier in order to adapt since they came from the similar working culture with their German colleagues. On the other hand, Turkish people have difficulty not only because of language but also the different culture they belong to (Herbert, U. 2001). Foreign students who went abroad to study naturally experience several social, cultural and economical problems along with language. Apart from that, students who came with short student exchange programs such as Erasmus could experience a lot of problems socio-culturally so studies can be conducted towards these students (Kıroğlu, Kesten, Elma, 2010,27). Turkish citizens who

returned back to Turkey from Germany for different reasons have a tendency to bring all of their family members with them so their children's education status appears as a phenomenon to be examined. Although it is easy for the first generation immigrant Turkish people to adapt the social life in Turkey because they came from the same cultural environment, it differs for the third generation. In a study about the level of adaptation of people who returned to Turkey from abroad Akbalık (2003), stated that teenagers got affected by the immigration process the most and they overcame both the physical and psycho-social difficulties harder than adults. These individuals who try to survive in the community they live in with a second identity experience another second identity problem when they return to Turkey. According to a study by Kuruüzüm (2002), the biggest problem returning students faced in Turkey was that they couldn't get used to the education system. The ones who experienced this problem were generally the students who had studied primary and middle school abroad and who didn't want to return. Young people who didn't start working yet preferred undergraduate degrees in German language and at universities located in big cities. German Language and Literature, German Language Teaching and German Language Translation undergraduate programs are among these majors. These citizens who returned back to Turkey had a tendency to bring all of their family members with them therefore their children's education status appears to be a phenomenon to be examined within the orientation process.

Purpose

The purpose of this study is to evaluate the difficulties students who study at Hacettepe University and who came to Turkey from Germany to obtain an undergraduate degree had in terms of education and their solution recommendations, to give some ideas to other students who will come to Turkey to study and to make suggestions to universities to make necessary regulations. For this purpose, students were asked about the problems they faced throughout their undergraduate education and these were divided into fields as economical, language, social and environmental consultancy. Moreover, suggestions were included.

Method

This study is qualitative and the study group was selected through snowball sampling method. The purpose in snowball sampling method is to find out the most knowledgeable ones in order to reach the source of knowledge and to collect information by reaching people in a chain row in line with the suggestions of the people whose opinions are obtained (Yıldırım ve Simşek, 2008: 111). Opinions of people were gathered through semi-structured interview forms including open ended questions and recorded with a voice recorder and in written. Data were examined and interpreted through content analysis. In content analysis, concepts and relationships are reached through data collected and data are coded, themes are found. Data are arranged and defined according to themes and codes. Findings are interpreted (Yıldırım ve Simşek, 2008: 227). A total of 17 students of Hacettepe University, 9 of whom are females and 8 are males, were evaluated.

Findings and Interpretations

1-Findings regarding the reasons why they preferred Turkey for university education (economical, personal etc.), their expectations from Turkey, to what level their expectations have been met

Students were asked about their reasons of choosing Turkey for education firstly and whether their expectations have been met. As a result of the answers analyzed the following findings were obtained. 11 students stated that they came to Turkey due to obligation because their families returned back to the country. 6 students stated that they returned due to personal reasons and willingly. 11 people said that their expectations were not met completely while 6 said they were satisfied. One of the students who thought his expectations were not met stated as follow:

“Education in Turkey is very hard since it is based on memorization and knowledge. Therefore, my interpreting skills are not improving”(A10). Another student said that he felt like a stranger in both countries:

“We are treated as a stranger both here and there” (A7). Another one said:

“I was feeling like I was not progressing since I was born and brought up in Germany. Although we came to Turkey on holidays, I felt like a stranger in my own country. Because there is a huge difference between coming here on holidays and living here” (A9). When opinions are generally evaluated, it is understood that a part of the students came to Turkey due to obligatory reasons and their desires were not fully met and they felt like a stranger in Turkey. Some others

came here willingly and their expectations were met.

2-Findings regarding economical problems faced during their time in Turkey and how they solved their problems.

At the second step, students were asked whether they had financial problems and their answers were analyzed. Findings are listed as follow: The majority of the students didn't have economical problems and 5 said that they had scholarship. One student said:

“Life, education and dormitories are expensive. I got a scholarship from Credits and Dormitories Organization” (A14). Another one told about the support he had received and his way of solving the problem:

“I had support from German government and my family as well but in general I pay attention not to spend a lot and I buy cheap food” (A17). When findings are evaluated in general, students are said to be better off economically.

3-Findings regarding personal problems (language, visa, residence permit, accommodation etc.)

Thirdly, students were asked whether they experienced any problems when they came to Turkey and if so, how they solved these problems. Opinions obtained were analyzed. 4 students stated that they had no problems and 4 others said that they thought they would face problems in terms of getting a German visa from then on. It is understood that 9 students had problems in terms of language and three others had no problems at all. Five students stated that they had some problems culturally: A

student who had no personal issues stated as follow;

“I didn’t have any problem because I am a Turkish citizen. However, I now need a visa to return to Germany. I didn’t have trouble since I know both languages” (A4). Another student experiencing trouble about language stated as follow:

“I am more competent with German since I was raised in Germany I always had hard times expressing myself in Turkish both at classes and in my relationships with people when I came to Turkey” (A2). Another student stated his thoughts about language and discipline as follow;

“When I came here, I realized my Turkish is not so good. Especially my pronunciation... I am still making spelling mistakes but I have improved a lot. Not having much discipline here gave me hard times in the beginning” (A9). Cultural differences were emphasized regarding personal problems. A student expressed his concerns as follow:

“I had hard time making friends. Due to some cultural deficiencies, you cannot communicate well or they don’t approach you thinking you are somewhere higher” (A10). When findings are evaluated in general, it is understood that students didn’t experience problems personally but language wise. It is understood that two countries are different culturally and problems were experienced due to this reason.

4-Findings about university related problems (registration, application, course selections, academicians, campus etc.) and methods of solving the problems

Students were asked whether they had experienced university related problems or not and if they did, what kind of solutions they found. Data obtained were analyzed and listed as findings. 12 students said that they didn’t experience any university related problems while two others said they had initially had problems regarding registration and dormitories but later solved them. A student said he wasn’t informed about university system; another one said she wasn’t satisfied with the professors while another student complained about transportation and traffic congestion. One of the students expressed that education system is memorization based. A student who didn’t experience any university related problem and who is satisfied said:

“I didn’t have any problems because everything is on Internet now. Since Turkey gets modernized each day and has become technology dependent, everything is easy. Campuses are very good. Campuses are large and spacious; however, since education is memory based, I believe I can’t learn anything here”(A4). Here, the student indicated that technology and infrastructure are good but the quality of education is not satisfactory. It can be said that this is an significant situation and students’ opinions about the level of education should be taken into consideration. A student pointed out the fact that problems were solved with the help of professors. Regarding the university education system, a student pointed out that university should be introduced to the students coming from abroad;

“I wasn’t informed about the university system much. I have learned

everything myself by asking” (A6) Stating the dissatisfaction about academicians, another student said:

“Academicians are irresponsible and uninterested” (A16). Another student emphasized the traffic congestion problem as follow;

“Commuting problem. Traffic congestion. I have tried to get out of home and not to miss the bus” (A12). When opinions of students coming to Turkey from abroad for higher education regarding whether they experienced university related problems or not are evaluated in general, it can be said that the majority of the students didn't experience any problems and the problems they faced had been solved. It can be said that there are a few students complaining about lack of university introduction, education quality, academicians' lack of interest and transportation.

5-Findings about problems experienced socially (making friends with Turkish people, being involved in social life and feeling accepted in social life etc.)

Students who came to Turkey to study were asked whether they had problems socially and if so, what those problems were. Data obtained were analyzed and ordered. When opinions were examined, it is seen that the majority of the students had experienced some problems and only 3 students didn't have any social problem. Also, it is seen that one student is very happy about the fact that there were a lot of places to visit. A student indicated that cultural problems would be solved in time. It is understood that three students felt different from other students in terms of status and they thought that's why the

others didn't approach them. One student said he had problems in public organizations and one other said she had difficulties as a female. A student who stated satisfaction and emphasized that there was no problem socially said:

“Since by human relations have always been good, I have had good friends with students from Germany and from others who have grown up in Turkey”(A11) Another student expressed opinion about friendship:

“I didn't have any trouble finding a friend but there was always a feeling like they were jealous of me. They always had kind of jealous looks. When I didn't remember the Turkish correspondence of some words, I had difficulties and sometimes I had trouble understanding”(A6). A student who compared two cultures said: “No matter how close we were with my friends in Germany, there was always a distance. They were calculating every penny.

They were stingy and money grubbers. I have of course been accustomed to this; so I acted accordingly and I got a lot of negative comments from my friends. Also, people in Germany are loyal and punctual. He said: “The ones here are more comfortable” (A5) and he summarized his positive and negative opinions about both countries shortly. A female student pointed out a problem that female students experience by saying:

“Another problem is that it is hard to live in Turkey as a female. We are being abused and generally, men try to harm”(A3). When findings of the study are considered, it is seen that some of the students experience problems in making

friends with Turkish students, being involved in social life and feeling accepted in social life while some others do not experience too many problems.

6-Findings about recommendations for the people who want to study in Turkey

Lastly, participants were asked to give recommendations for the people who would come to Turkey from abroad in order to study and data obtained were analyzed. The first 8 students gave positive recommendations to the ones who would come to Turkey for education purposes. The other 4 students made explanations including their dissatisfaction. 2 students stated that the ones who are financially competent can come to Turkey for education while other 2 students stated that they should try whether Turkey would work for them through some short programs such Erasmus. Regarding the recommendations for the ones who would come to Turkey for education, a student stated as follows:

“I would suggest they adapt to the culture quickly because Turkey is very different from others in that aspect. They shouldn't be prejudiced and they shouldn't think Turkey and Germany as the same. They should respect the life, education and people in this country” (A4). Another participant stated that;

“It is easy to study in Turkey. But one has to improve himself individually” (A13)” Another student made the following statement about language:

“I would suggest they learn a good level of language at first. There have been a lot of times when I couldn't reply although I knew the answer” (A6). Another

student made a comment about coming earlier through a shorter program:

“I would suggest they discover here by coming with Erasmus program and find out whether the program here is appropriate for them or not” (A9). A student who had negative opinions stated as follows:

“The education system is not enough. Therefore, it is more meaningful to continue education in Europe”(A7). By this statement, he expressed his dissatisfaction. Another student expressed his opinion as:

“One can definitely go to Turkey. The important thing is not to show the helplessness of being a foreigner. Follow up your classes and official paperwork closely. Also, it is good to be careful. Do not talk about yourself too much. Find someone familiar who is Turkish. Be sincere but careful about trusting anyone. Often try to visit other cities of Turkey if you really want to know about Turkey” (A17).

Generally speaking about the findings obtained, majority of the students didn't choose Turkey willingly for education. They came back to Turkey due to their parents obligatory returns and so they got affected more by the problems they faced. It can be said that some students came willingly, solved their problems and didn't complain about their status.

Results, Discussion and Recommendations

In this study, which aims at evaluating the recommendations and economical, personal, university related and social problems of young people who came to

Turkey from Germany for education purposes, it is understood that some of the students came due to obligation, their desires are not met fully and they felt like a stranger while some others came willingly and their expectations were not met. It can be said that they didn't experience many problems personally and economically. While in this study, students stated that they didn't experience economical problems, in another study, students coming from Iran, Azerbaijan, Mauritania experienced financial difficulties, accommodation, transportation, climate conditions, environmental pollution problems and the most important of these was found to be financial difficulty (Biçer, Çoban, Bakır (2014,133). In another study, it was found out that students that came to Turkey from other Turkish communities experienced economical problems and got some family support in that aspect (Kıroğlu et al. 2010,27). Due to the fact that students participating in this study are coming from a country as Germany, which has a high level of economical status, it can be said that they do not experience economical problems. According to the findings obtained, students had problems in terms of language. In another study, it is stated that students from abroad mostly experience problems related with language (Biçer et al. 2014,134). According to Şahan and Yılmaz (2014, 93); students who went to Germany for studying purposes experienced language problems and some social problems as well. It can be said that findings obtained support this study and students traveling overseas for education experience language problems in general. It is thought that students had trouble in cultural terms, the reason of which may be the fact that two countries differ from each other culturally. Other

studies conducted with foreign students support this finding. It is found out that these students experience loneliness, disorientation, shyness, cultural shock and psychological problems (Biggs, 1999; Furnham,1997; Lewins, 1990; Tomich et al., 2000, Kıroğlu et al., 2010,27).

It is understood that the majority of the students didn't experience university related problems and when they did, they could solve them. They stated that they were not pleased with the lack of introduction of the university, quality of education, academicians' lack of interest and transportation issues. It can be said that some of the students experienced problems in making friends with other Turkish students, being involved in social life or feeling accepted in social life. It is understood that most of the students didn't willingly choose to come to Turkey to study but they came for reasons such as their families' returning back and they were affected by the problems they faced more. It can be said that some students came willingly, solved their problems and didn't complain about their status.

However, it can be said that it is necessary universities self-criticize about issues that students are not very happy with and improve themselves in order to attract students from abroad while following good practices of universities abroad. Turkey's share from foreign student market has remained to be low. Opportunities from Erasmus programs for student and scholar exchanges should be sought and Turkey's historical, cultural, social and scientific opportunities should be introduced to other countries in order to increase the market share (Paksoy, Paksoy, Özçalıcı, 2012,92). It would be beneficial that bilingual Turkish children living abroad are attracted

to Turkey and the problems they have had made.
are considered and improvements are

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A Discussion on the Problem of Will in Philosophy of Mind

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Abstract. This study aims at examining the problem of will which is commonly regarded as a part of mind. In philosophy of mind, there are different accounts which purports to define and explain the nature and the reality of mind. The mind is traditionally defined as the entity which has three parts like Thought, Feelings and Will. The problem of will is closely related to problems (or topics) in philosophy of mind like the nature of the mind and the problem of mental causation. In philosophy of mind, Dualism and Materialism are the two fundamental competing theories which try to explain the nature of mind and the problem of mental causation. Dualism admits that mind and body are the two different substances which cannot reduced into each other. Both the mind and body causally affects each other. Nevertheless, Dualism has a difficulty in dealing with the following questions: How could an immaterial mind affect a material body? How could a material body affect an immaterial mind? Unlike Dualism, Materialism suggests that the mind can be reduced into the brain. According to Materialism, our brains causally determine our decisions and will. Hence, the free will is an illusion.

Keywords: Mind, Will, Dualism, Materialism, Causation.

1. Introduction

Many concepts that are related to mind and mental states are familiar and everyday concepts. Notions like pain, happiness, emotion, belief and so on can be shown as an example of these concepts. In most cases, all of us know how to apply these concepts and can understand them whenever these concepts are applied by other people.

In philosophy of mind, the mind is commonly defined as something that have three parts like Thought, Feelings and Will. The concept of will is generally considered to be a function of the mind. Wills are defined as specific acts or relations included in mind in the broadest sense. Through these acts or relations, our minds

transform our wills into the actions. The will is usually conceived of a *power* to choose to act or refrain from acting in any given occasion. In this study, problem of will (or volition), being one of the main problem in philosophy of mind, will be discussed.

In our daily life, we are talking about a lot of acts of will like “I wanted to do x” or “I wish to make x”. People do something of their own wills if they can choose to either do or not do it, and if their decisions are not forced by circumstances. For example, I drink a cup of tea because I want to, not because anyone (or any circumstances) ordered me to. In daily life, we acknowledge that the same holds for many other actions and inactions. It has been commonly admitted that all codes of all adult human be-