

The Role of Migration on the Adjustment of Adolescents in Turkey

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Abstract

Objective: The purpose of this study was to compare the life satisfaction, self-esteem, and social support networks of adolescents that migrated with those that did not.

Method: The study sample was composed of 5 groups; adolescents that didn't migrate that were living in İzmir (n = 60), Kızıltepe-Nusaybin (n = 64), and villages in Mardin (n = 61), and adolescents that migrated to İzmir from villages in Mardin (n = 60) and those that migrated to Kızıltepe-Nusaybin from nearby villages (n = 60). In all, the study sample included 305 adolescents between the ages of 12 and 15 years (152 male and 153 female).

Results: The life satisfaction and self-esteem scores of the adolescents that migrated to İzmir were lower than those of the adolescents that hadn't migrated. Differing from the other groups, adolescents living in İzmir had more friends in their social support networks. There were no age or gender differences between life satisfaction, self-esteem, and social support network scores, or acculturation levels of the adolescents that migrated. While life satisfaction scores of the adolescents that attended school were higher, the acculturation level of the adolescents that were working full-time was lower. In addition, the acculturation level of the adolescents that migrated, but wanted to return to where they came from was lower. The acculturation level of the adolescents that migrated to nearby towns was higher than that of those that migrated to a remote city.

Conclusion: Migration to a remote settlement appears to have negatively associated with the psychological well-being of the adolescents that migrated.

Key Words: Migration, personal satisfaction, self-esteem, social support, acculturation

INTRODUCTION

Physical, social, and cultural contexts are important factors that affect human development. Accordingly, changes in these environments can positively or negatively impact human development. Migration is one of the most important environmental changes. Migration can be defined as the movement of people or groups of people from one country to another, or from one region to another region. Since migration usually implies a sudden environmental change, the adaptation process of people can be negatively affected by migration (Rogler, 1994; Moilanen et al., 1998; Rousseau and Nadeau, 2003). In particular, when children and adolescents are involved, migration can have even more harmful effects. Magwaza (1994) asserted that children and adolescents were at greater risk than adults during the process of

migration. One possible reason could be the difficulty of dealing with sudden change and physical/psychological development at the same time. The most frequent problems experienced by children and adolescent that migrate are behavioral disorders, identity conflicts, low self-esteem, anxiety disorders, depression, somatic disorders, problems of bilingualism, enuresis, academic failure, and trans-generational conflicts (Aronowitz, 1984; Alvarez, 1988; Boneva et al., 1998).

Even though migration has had important effects on the sociocultural, economic, and psychological development of Turkish society after 1980, it wasn't scrutinized adequately in psychological and psychiatric terms; yet, some important studies were conducted. For example, Özen et al. (2001) investigated the relationship between gender and the severity of psychological symptoms

among high school students that experienced internal migration (i.e. immigration) and reported that the experience of migration could cause different symptoms in boys and girls. Another study conducted by Sır et al. (1998) revealed a trauma frequency rate of 66% in adult immigrants. Aker et al. (2002) compared torment victims with the victims of involuntary migration and revealed that they experienced a similar severity of posttraumatic stress disorder (PTSD). On the other hand, other studies conducted with street kids and working children suggested that migration was an important factor that led children more vulnerable to committing crime (Atauz, 1990; Engin, 1994; İlik, 1994; Zeytinoglu, 1996; Hancı, 1997; Göktürk, 1998).

The present study investigated the following factors considered to be associated with adolescent psychological well-being: Self-esteem, life satisfaction, acculturation, and social support networks. The concept of acculturation corresponds to the cultural, behavioral, and psychological changes arising from the interaction of groups with different cultural characteristics. The acculturation model developed by Berry (1970, 1997) suggests that there are 4 acculturation strategies: Separation, marginalization, integration, and assimilation. These 4 strategies are ways for coping with the stress of acculturation, which can also be referred to as culture shock. Acculturation stress and coping methods are related to psychosocial variables such as self-esteem, life satisfaction, and social support networks (Félix, 2001; 2006).

As previously stated, the present study did not investigate the ways of coping with the stress of acculturation, but the psychosocial variables related to these methods. The participants were selected from İzmir, Mardin, Kızıltepe, and Nusaybin because of unique sociocultural characteristics of these cities. İzmir is the third largest city in Turkey. Based on the general population census of 2000, its population is 3,370,866. Additionally, it is one of the busiest ports on the Mediterranean, and a college town with a high migration rate and its growing population in the last 10 years (25%) justifies this status as well. When the demographic characteristics of people that migrated to İzmir were analyzed, Mardin was identified as the city from which most of the migration to İzmir originated. Mardin is one of the poorest cities of southeastern Turkey with many push factors for migration. According to data obtained from the Turkish Statistical Institute, the population of Mardin declined by 67.6% between the years 1995-2000. Mardin has the sixth highest emigration rate among cities in Turkey. Regional migration from Mardin is towards Kızıltepe and

Nusaybin because the city center is protected due to its historical significance and has different ethnic characteristics. Based on the general population census of 2000, Nusaybin has a population of 103,863 and Kızıltepe's population is 183,475, whereas the city center of Mardin is populated with 65,072 people. Mardin's city and village populations are approximately the same (city: 391,249; village: 313,849). These statistics highlight the importance of including Mardin's villagers in the study sample so that the results could be generalized. The study used 2 different adolescent groups: those that migrated within the region (to Kızıltepe-Nusaybin) and those that migrated to a metropolis (İzmir). The 2 different groups were created because, the destination of migration (i.e. migration to a nearby settlement versus to a remote settlement) was considered to be critical for the well-being of the adolescents in addition to the process of migration itself.

METHOD

Sample: The sample included 305 adolescents; adolescents that hadn't migrated that were living in İzmir (n = 60), in Kızıltepe-Nusaybin (n = 64), and in the villages of Mardin (n = 61), the adolescents that migrated to İzmir from the villages of Mardin (n = 60) and the adolescents that migrated to Kızıltepe-Nusaybin from nearby villages (n = 60). Age of the participants ranged from 12 to 15 years (mean 13.6 ± 1.2 years). Males and females were equally distributed among all sample and sub-sample groups to control any possible gender effect. Adolescents that hadn't migrated that were living in İzmir (n = 60) were selected from Bornova Yunus Emre Anadolu Lisesi, adolescents that migrated to İzmir were randomly selected from the districts of İzmir with high migration rates (Kadifekale, Yamanlar, and Eski İzmir) with the assistance of the local government officers. The Kızıltepe-Nusaybin sample (who didn't migrate and was living in Kızıltepe-Nusaybin or migrated to Kızıltepe-Nusaybin) was also randomly selected with the same method. The village sample included adolescents living in 3 villages (Girmeli, Haberli, and Oyali) with high migration rates to both İzmir and Kızıltepe-Nusaybin. The adolescents were interviewed with their approval and that of their parents. Since the measurement instruments used required abstract thinking and the skills to express it orally and in writing, the sample included the adolescents without any handicaps (mental, auditory, etc.). Demographic and socio-economic data for the study sample was presented in Table I.

Table I. Descriptive statistics of the variables; group, age, gender, socio-economic status, and working status.

	Born in İzmir (n = 60)	Migrated to İzmir (n = 60)	Born in Kızıltepe- Nusaybin (n = 64)	Migrated to Kızıltepe-Nusaybin (n = 60)	Born in villages (n = 61)	Total
Gender						
Female n (%)	30 (50%)	30 (50%)	31 (47%)	30 (50%)	31 (51%)	152 (50%)
Male n (%)	30 (50%)	30 (50%)	33 (53%)	30 (50%)	30 (49%)	153 (50%)
Age Group						
12 (%)	8 (13.3%)	24 (40%)	29 (45.3%)	19 (31.6%)	23 (37.7%)	103 (33.8%)
13 (%)	19 (31.7%)	14 (23.3%)	11 (17.2%)	12 (20%)	21 (34.4%)	77 (25.2%)
14 (%)	18 (30%)	13 (21.7%)	15 (23.4%)	13 (21.7%)	8 (13.1%)	67 (22%)
15 (%)	15 (25%)	9 (15%)	9 (14.1%)	16 (26.7%)	9 (14.8%)	58 (19%)
Mean (S.D.)	13.67 (1.01)	13.12 (1.11)	13.06 (1.13)	13.43 (1.19)	13.05 (1.06)	13.26 (1.09)
Socio-Economic Status (S.E.S.)						
High (total income > 4000 YTL)	-	-	-	-	-	-
Middle-High (total income 2000-4000 YTL)	9 (%15)	4 (%6.7)	8 (%12.5)	3 (%5)	10 (%16.4)	34 (%11.1)
Mediocre (total income 1000-2000 YTL)	39 (%65)	36 (%36)	42 (%65.2)	27 (%45)	32 (%52.5)	176 (%57.7)
Middle-Low (total inco- me 500-1000 YTL)	12 (%20)	17 (%28.3)	11 (%17.2)	25 (%41.7)	17 (%27.9)	82 (%26.9)
Low (total income < 500 YTL)	-	3 (%5)	3 (%4.7)	5 (%8.3)	2 (%3.3)	13 (%4.3)
Working Status						
Working	36 (%60)	22 (%36.7)	19 (%29.7)	25 (%41.7)	48 (%78.3)	150 (%49.1)
Not working	24 (%40)	38 (%63.7)	45 (%70.3)	35 (%58.3)	13 (%21.7)	155 (%50.9)
Life Satisfaction Score Mean (S.D.)	13.06 (1.17)	9.76 (1.25)	13.42 (1.36)	12.28 (1.04)	13.38 (1.78)	12.38 (1.53)
Self-esteem Score Mean (S.D.)	29.56 (1.28)	26.15 (1.32)	29.09 (1.53)	28.65 (1.21)	28.73 (1.13)	28.43 (1.33)
YTL: New Turkish Lira						

INSTRUMENTS

The present study administered the Rosenberg Self-Esteem Scale, Life Satisfaction Scale, Social Support Networks Scale, Acculturation Level Scale, and personal information forms.

The personal information forms included the following questions:

1. What do you think about school?
2. How do you spend your free time?
3. What would your parents say about you if asked?
4. Do you think that migrating was a good idea?
5. What do you think about the future?

6. Where do you see yourself in the future?

7. What do you want to become when you grow up?

8. What's your greatest problem under the present circumstances?

Personal Information Forms:

Four different information forms were administered in consideration of the characteristics of the different sample groups: a personal information form for adolescents living in İzmir that didn't migrate; a personal information form for adolescents that migrated (to İzmir and to Kızıltepe-Nusaybin); a personal information form for adolescents living in Kızıltepe-Nusaybin that didn't migrate; a personal information form for adolescents from villages.

Rosenberg Self-Esteem Scale (RSES): RSES is a self-reported scale that was developed by Morris Rosenberg in 1963 to gather data on self-perception. It consists of 63 items and has 12 sub-scales (Rosenberg, 1965). The scale was adapted for use with the Turkish population by Çuhadaroglu (1985), and its reliability and validity were established in a study of 205 high school students. The present study administered the first-subscale only, which directly assesses global self-esteem and the scale's Cronbach's alpha score was 0.86.

Satisfaction with Life Scale:

This scale was developed by Diener et al. in 1894. Each of its 5 items (1. In most ways my life is close to my ideal; 2. The conditions of my life are excellent; 3. I am satisfied with my life; 4. So far I have what is important to me in my life; 5. If I could live my life over, I would change almost nothing) are answered on a 7-point Likert-type scale: 1 (strongly disagree)-7 (strongly agree). The reliability and validity studies of the scale were conducted by Yetim (1991) and its Cronbach's alpha score was 0.74 for this study.

Social Support Networks Scale: This scale consists of 11 items about fictional situations and aims to determine the number of possible supporters in these situations. The questions are open-ended (e.g. "You are bored, who do you want to spend time with?"; "You are in trouble, who would you ask for help?") and aimed to identify how many relationships the adolescent has with people in supportive roles. The scale was developed by the present study's researchers and its Cronbach's alpha score was 0.78.

Asian-American Multi-Dimensional Acculturation Scale: This is a 6-point Likert-type scale with 22 items. Questions are answered as 1 (strongly disagree)-6 (strongly agree). It was developed by Chung et al. (2004) to assess the level of acculturation and included questions about cultural knowledge, cultural behavior, and cultural identity. High scores indicated high-level acculturation. The scale was translated into Turkish and back into English, then it was determined to be applicable to the Turkish population. Test re-test reliability coefficient over a 1-month interval was $r = 0.82$ and its internal reliability coefficient was 0.69.

Statistical Analysis

All data were collected during a single interview. Open-ended answers given in response to questions on the personal information forms were tape-recorded and

their contents were decoded. Other scales were self-administered. During the sessions, the administrators were present and helped the adolescents with any questions they had. All sessions took place in the adolescents' homes, except for the adolescents living in İzmir that hadn't migrated.

As previously mentioned, 5 independent sub-sample groups were created. All comparisons were made between these 5 groups. To test the quantitative difference between any 2 independent groups, a non-parametrical chi-square test was applied and t-test was applied for continuous numbers. One-way analysis of variance (ANOVA) was applied to independent variables with more than 2 values. To determine the source of significant differences between any 2 groups Scheffe test and Pearson product-moment correlation coefficient analyses were applied for correlational comparisons. Stepwise analysis was preferred as the regression test. SPSS v10.0 for Windows was used for data analysis.

RESULTS

Content analysis of the answers given to open-ended questions on the personal information forms is as follows:

1. What do you think about school? The answer, "School is for education", was given most by adolescents that migrated to İzmir (46.7%). The idea that school is a "safeguard of the future" was least frequent among the group born in İzmir (28%), compared to the other 4 groups. The idea that "we need to go to school willingly and positively" was more common among the adolescents that migrated (to İzmir 80%, to Kızıltepe-Nusaybin 78.3%) than the other groups. The concept that school is "a social environment" was more prevalent among adolescents born in İzmir (18.3%) than among the other groups. Adolescents from villages considered "work" to be an obstacle to school more often than those in the other groups (4.9%) and those that migrated considered their "financial situation" an obstacle to school with greater frequency than those in the other groups (migrated to İzmir: 11.7%; migrated to Kızıltepe-Nusaybin: 13.3%). "Values" were considered an obstruction to going to school more among adolescents from villages (6.6%). Values corresponded to the attitudes of traditional closed societies (for example, not allowing girls to go to school). Adolescents that migrated and were not attending school greatly regretted not going to school and desired to go to school (migrated to İzmir 18.3%, migrated to Kızıltepe-Nusaybin 20%).

2. How do you spend your free time?

Adolescents that migrated to İzmir expressed that they spent their free times at home with greater frequency (25%) than those in the other groups. The Adolescents who expressed that they were doing household chores in free times were those who migrated to İzmir and Kızıltepe-Nusaybin (migrated to İzmir 30%; migrated to Kızıltepe-Nusaybin 30%). On the other hand, among the migrants, the percentage of adolescent that reported going to the cinema in their free times was very low (1.7%).

3. What would your parents say about you if asked?

Adolescents from villages expressed that their parents would think of them as useless even though they worked (49.2%) more often than those of the other groups. Adolescents that migrated to İzmir infrequently expressed that their parents would make a complimentary remark about them (26.7%). Conversely, a higher percentage of adolescents that migrated to İzmir (31.7%) expressed that their parents would have negative opinions about them, compared to the other 4 groups.

4. Do you think that migrating was a good idea?

More adolescents that migrated to Kızıltepe-Nusaybin thought that migrating was a bad idea (50%) compared to those that migrated to İzmir (40%). Additionally, more adolescents that migrated to İzmir thought that migrating was a good idea (33%) compared to those that migrated to Kızıltepe-Nusaybin.

5. What do you think about the future?

Adolescents that migrated to İzmir (15%) and Kızıltepe-Nusaybin (6.7%) were least hopeful about the future. Adolescents that hadn't migrated that were living in İzmir (1.7%) planned to help their families less than those in the other groups. Adolescents that migrated wanted to be efficacious citizens to society following the villagers, and the adolescents who born in Kızıltepe-Nusaybin. More adolescent that migrated thought negatively about the future than did those in the other groups (İzmir: 11.7%; Kızıltepe-Nusaybin: 6.7%).

6. Where do you see yourself in the future?

Most of the adolescents from villages expressed a desire to migrate (54.1%), whereas those that did migrate expressed that they wanted to return to their home towns (İzmir: 55%; Kızıltepe-Nusaybin: 48.3%).

7. What do you want to be when you grow-up?

The most desired professions were teacher (30.8%) and medical doctor (18.7%).

8. What is your greatest problem under the present circumstances?

Adolescents that migrated expressed that they were facing financial problems more often than those in the other groups (İzmir: 36.7%; Kızıltepe-Nusaybin: 33.3%). The adolescents that migrated to Kızıltepe-Nusaybin (31.7%) expressed that they were facing problems related to migration more than the adolescents that migrated to İzmir (11.7%). Adolescents who born in İzmir reported having familial (8.3%) and personal (33.3%) problems more often than those in the other groups. Finally, adolescents that migrated to İzmir more frequently thought that not being able to go to school was a problem (13.3%).

Comparison of Life Satisfaction, Self-Esteem, and Social Support Networks between all 5 Adolescent Groups

Life Satisfaction: Differences between groups in terms of life satisfaction were analyzed with one-way analysis of variance (ANOVA). The life satisfaction scores of adolescents living in İzmir and Kızıltepe-Nusaybin that hadn't migrated, those that migrated to İzmir and to Kızıltepe-Nusaybin, and those born in villages were found to be statistically different from each other ($F = 16.53$, $SD = 4$, $P < 0.0001$). The results indicated that the adolescents that migrated to İzmir had lowest life satisfaction scores (mean: 9.76). The following scores from lowest to highest were the scores of those that migrated to Kızıltepe-Nusaybin (mean: 12.28); those living in İzmir that hadn't migrated (mean: 13.06), those born in villages (mean: 13.38), and those living in Kızıltepe-Nusaybin that hadn't migrated (mean: 13.42).

Self-Esteem: Self-esteem scores of the 5 groups were statistically different from each other ($F = 11.55$, $SD = 4$, $P < 0.0001$). Self-esteem scores of the adolescents that migrated to İzmir (mean: 26.15) were lower than those of the adolescents living in İzmir that hadn't migrated (mean: 29.56), those living in Kızıltepe-Nusaybin that hadn't migrated (mean: 29.09), those that migrated to Kızıltepe-Nusaybin (mean: 28.65), and those born in villages (mean: 28.73).

The Person in the Social Support Network Closest to the Adolescent: More adolescents living in İzmir that hadn't migrated stated that the person closest to them

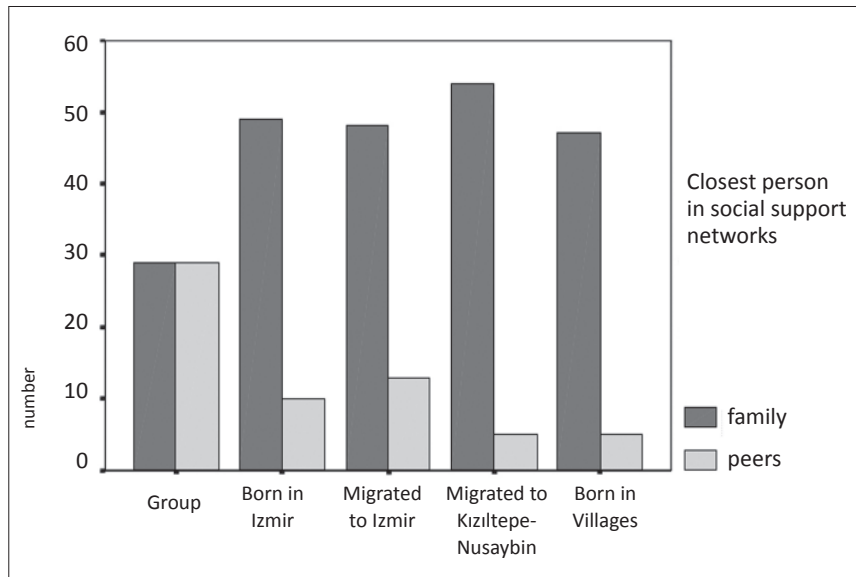


Figure I. Comparison of the groups in terms of the closest person in adolescents' social support networks.

was a peer (50%) than those in the other groups (migrated to İzmir: 16.9%; living in Kızıltepe-Nusaybin that hadn't migrated: 21.3%; migrated to Kızıltepe-Nusaybin: 8.5%; born in villages: 9.6%). Except for the adolescents living in İzmir that hadn't migrated, the adolescents in the other groups stated that the person closest to them was a family member. Comparison results of all the groups were presented in Figure I.

Number of People in Social Support Network: The differences between adolescent groups in terms of the number of people in their social support networks were statistically significant (mean: 20.50; SD: 4; $P < 0.0001$). Adolescents living in İzmir that hadn't migrated (0-5 people in network: 78.3%; ≥ 6 people: 21.7%), those that migrated to İzmir (0-5 people in network: 78.3%; ≥ 6 people: 21.7%), and those that migrated to Kızıltepe-Nusaybin (0-5 people in network: 70%; ≥ 6 people: 30%) had a similar number of people in their social networks, whereas those in the other 2 groups (living in Kızıltepe-Nusaybin that hadn't migrated and those born in villages) had different numbers. Adolescents living in Kızıltepe-Nusaybin that hadn't migrated and those born in villages stated that there were more people in their social networks (0-5 people in network: 47.5% ≥ 6 people: 52.5%). Additionally, most of the adolescents born in villages had more than 6 people in their social network, which was different than other 4 groups. Comparison of these results were presented in Figure II.

Comparison of Adolescents that Migrated and didn't Migrate with Respect to Life Satisfaction, Self-Esteem, and Social Support Networks.

Life Satisfaction, Self-Esteem and the Migration Variables: A statistically significant difference ($t = 4.641$, SD: 1.79, $p < 0.0001$) was found between adolescents that didn't migrate (mean: 13.39; SD: 3.35) and those that did (mean: 11.02; SD: 3.19). Adolescents that didn't migrate had higher life satisfaction scores than adolescents that did. Self-esteem scores also differed in terms of the migration variable ($t = 2.861$; SD: 1.79; $p < 0.01$). Self-esteem scores of the adolescents that didn't migrate (mean: 28.73; SD: 2.83) were higher than those of the adolescents that did (mean: 27.4; SD: 3.03). Results were presented in Table II.

Social Support Networks and the Migration Variable: Adolescents that did and didn't migrate differed in terms of the number of people in their social support networks ($t = 12.63$; SD: 1; $p < 0.0001$). Among the adolescents that didn't migrate, 47.5% had 0-5 people in their networks, whereas 74.2% of adolescents that did migrate had 0-5 people. Additionally, adolescents that didn't migrate had 6 or more people in their social networks (52.5%), a higher percentage than reported by the adolescents that did migrate (25.8%). As a result, adolescents that didn't migrate had broader social networks compared to the adolescents that migrated. No statistically significant difference was found between those that migrated and didn't migrate in terms of the person in their social network that was closest to them (mean: 0.33; SD: 1, $p = 0.56$). Most of the adolescents Adolescents who didn't migrate (90.7%) reported that a family member was the closest person to them. On the other hand, for adolescents that migrated this percentage was 87.3%. Additionally, 9.6% of the adolescents that

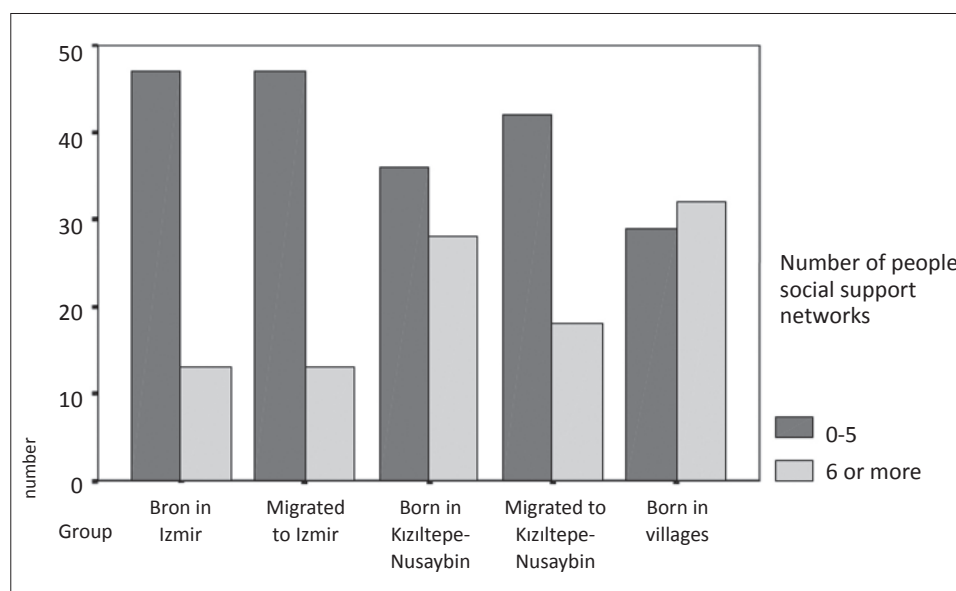


Figure II. Comparisons of the groups in terms of the number of people in adolescents' social support networks.

didn't migrate reported that a peer was the closest person to them compared to the adolescents that migrated (12.7%).

Life Satisfaction, Self-Esteem, Social Support Networks, and Acculturation Results for Adolescents that Migrated, and their Relationship to Gender and Age.

Age was considered to be a continuous variable for adolescents that migrated and its association with life satisfaction, self-esteem, and acculturation was analyzed with Pearson product moment correlation coefficient analysis. The results indicated that only life satisfaction had a significant negative relationship to age ($r = -0.14$, $p < .05$). In other words, as age increased, life satisfaction decreased. When adolescents that migrated were compared in terms of gender, there wasn't a significant relationship between gender and life satisfaction ($t = -1.117$; SD: 118; $p > 0.05$), self-esteem ($t = -1.193$; SD: 118; $p > .05$), social support networks/closest person (mean: 8.72; SD: 2; $p > 0.05$), the number of people in their social network (mean: 2.19; SD: 2; $p > 0.05$), or acculturation level ($t = -3.33$; SD: 118; $p > 0.05$).

Results Related to Variables of Life Satisfaction, Self-Esteem, Social Support Networks, and Acculturation Level.

School Situation: A significant difference was observed between the schooling situation and life satisfaction scores of the adolescents that migrated ($t = 1.945$; SD: 118; $p < 0.05$). Results indicated that life satisfaction mean score (mean: 11.43; SD: 3.26) of that the adolescents migrated and were attending school was higher

than that of those that did not attend school (mean: 10.26, SD: 2.93).

Working Condition: The acculturation level of the adolescents that migrated differed according to working condition ($t = -2.3$; SD: 45; $p < .05$). Acculturation level mean score (mean: 46.80, SD: 10.77) of adolescents working in part-time jobs was higher than that of adolescents that worked full time (mean: 39.77, SD: 10.02).

Financial Situation: There was a significant difference ($t = 1.953$; SD: 118; $p < 0.05$) in terms of life satisfaction between adolescents that migrated and had a high/mediocre financial situation (mean: 11.50; SD: 3.02) and adolescents with a middle low/low financial situation (mean: 10.36; SD: 3.33). Adolescents with a high/mediocre financial situation had higher life satisfaction scores than those with a middle low/low financial situation.

Migration Reason: Acculturation level scores of adolescents that migrated differed in terms of the migration variable ($t = 2.601$; SD: 118; $p < 0.01$). Results indicated that mean acculturation level score of adolescents that migrated for reasons related to security (mean: 45.44, SD: 10.47) was higher than that of adolescents that migrated for financial reasons (mean: 40.62, SD: 9.67).

Would You Like to Return to Your Home Town? Acculturation level of migrant adolescents differed in terms of whether they want to return home or not ($t = -2.695$; SD: 118; $P < 0.01$). The results indicated that mean acculturation level score of adolescents that didn't want to return (mean: 47.31, SD: 10.08) was higher than that of the

Table II. Comparison of life satisfaction and self-esteem scores, in terms of the migration variable.

	Migrated	Didn't Migrate
n	120	185
Mean _{Life satisfaction}	11.02	13.39
SD _{Life satisfaction}	3.19	3.35
Mean _{Self-esteem}	27.4	28.73
SD _{Self-esteem}	3.03	2.83

$t_{\text{life satisfaction}}: 4.641; p < 0.0001.$
 $t_{\text{self-esteem}}: 2.861; p < 0.01.$

adolescents that wanted to return to their home towns (mean: 41.83, SD: 10.20).

The difference between the Acculturation Level of Adolescents that Migrated to İzmir and those that Migrated to Kızıltepe-Nusaybin.

Mean acculturation level score of the adolescents that migrated to İzmir (mean: 46.43, SD: 10.16) was higher than that of the adolescents that migrated to Kızıltepe-Nusaybin (mean: 55.64, SD: 10.36) and the difference was statistically significant ($t = -8.704$; SD: 118; $p < 0.0001$).

DISCUSSION

The present study compared the life satisfaction, self-esteem, and social support networks of adolescents that migrated with those that didn't migrate. Moreover, other variables that could possibly be related to life satisfaction, self-esteem, social support networks, and acculturation level of adolescents that migrated were also investigated.

Adolescents that migrated (to İzmir and to Kızıltepe-Nusaybin) had lower life satisfaction scores compared to the other groups. This result was consistent with previous reports in the literature. Many studies conducted with adolescents that migrated indicated that they had low life satisfaction levels (Ying, 1995; Liebkind, 2000). The observed low satisfaction levels of adolescents that migrated to İzmir were possibly related to the distance of their migration and the difference between their cultures and that of the locals. A potential factor which strongly associated with the level of life satisfaction might be their deteriorating financial situation. Indeed, the adolescents that migrated (to İzmir 36.7%, to Kızıltepe-Nusaybin 33.3%) expressed that the most important problem they

were facing was financial, compared to other groups. On the other hand, the group that migrated to Kızıltepe-Nusaybin was able to establish social support networks easier than the group that migrated to İzmir because they were more familiar with the characteristics of the new environment. The negative relationship between age and life satisfaction supports this findings as well. In other words, as the age of the adolescents that migrated increased, life satisfaction decreased. One possible reason for this could have been their ability to clearly observe the negative aspects of migration because of their developing cognitive skills.

The adolescents that migrated to İzmir had lower self-esteem scores than those born in İzmir, those born in Kızıltepe-Nusaybin, and those born in villages; these results are consistent with previous reports in the literature. Many studies indicated a significant relationship between migration and self-esteem; adolescent self-esteem decreases with migration (Aronowitz, 1984; Liebkind, 2000; Sam, 2000). Adolescents that migrated to Kızıltepe-Nusaybin had almost similar self-esteem scores as adolescents born in İzmir and Kızıltepe-Nusaybin, and those born in villages. These findings are not consistent with previous research, yet they are explicable. There are many studies that indicated migration is risky because of the cultural change (e.g. Sam, 1999; however, it's difficult to talk about an important cultural change for the adolescents that migrated to Kızıltepe-Nusaybin because they migrated to a place with similar cultural values. Their migration destination was close to their homes and they could have possibly made connections with the locals earlier. In contrast, the adolescents that migrated to İzmir migrated to a different network of relationships and cultural values. According to Aronowitz (1984), the level of difference between a migrant's own culture and the local culture can predict migration related negative influences. Such that, it's hardly possible for an adolescent that migrates to be accepted or to be successful in the new home with the skills he/she previously had. If a financial crisis accompanies that, a fall in self-esteem might be inevitable.

Adolescents that didn't migrate had higher self-esteem scores, which differed significantly from those of the adolescents that migrated; these findings were parallel to the findings of previous research. Many studies conducted with adolescents that migrated indicated that their self-esteem decreased (Aronowitz, 1984; Liebkind, 2000; Sam, 2000). Migration might cause important problems during adolescence in which identity development hadn't yet completed. Moreover, migration might

be related to low self-esteem mediated by low quality social relationships and social disapproval, especially for the adolescents who had to leave their old context and who had adjustment problems in the new context. In other words, they might experience difficulties in their new environment in terms of social relationships, and a decline in self-esteem can possibly follow this disappointment.

Many studies indicated that social networks might break-up, narrow or qualitatively change with migration (1984; Boneva et al.; 1998 Hovey, 2000; Aronowitz). Moreover, many previous studies revealed that with increasing age peers become more dominant in the lives of adolescents' life and relationships with parents become less important (Liebkind, 2000). In contrast to the findings of previous research, the adolescents that migrated to Kızıltepe and Nusaybin kept their traditional attitudes and considered their family members to be the closest persons to them. Moreover, the number of people they had in their social support networks was similar to previous findings. In other words, migration constricts the range of social support networks. When the positive effect of social support in coping with the stress of migration is taken into consideration (Hovey, 2000), this constriction leaves adolescents that migrate more vulnerable and powerless.

The contents of social support networks is important as well. The dominant social support group for the adolescents that didn't migrate was family, followed by peers. This result was as expected when we considered Turkey as a predominantly traditional society. However, peers took the place of family members for adolescents that migrated. Accordingly, adolescents that migrated adhered to both traditional values and modern values.

According to Liebkind et al. (2000), many researchers agree that the level of life satisfaction of adolescents decreases in response to migration. Financial status, which is one of the most important predictors of life satisfaction, might cause important problems along with migration. Additionally, coping with cultural change and adaptation to new circumstances may lower life satisfaction levels.

Some studies conducted with adolescents that have migrated indicated that one of the most important factors concerning adaptation is attending school (Sam, 1991). The results of the present study are comparable with the findings of previous research (Hovey, 2000). Adolescents that migrated and were going to school had higher levels of life satisfaction than those that were not

going to school. This may have been due to several factors. School is an important context, as is the familial environment, for transferring a society's culture and values. Formal education accelerates this transfer to adolescents that migrate. Additionally, the social environment that the school introduced and the possibility of having contact with local adolescents may have positive effects on psychosocial development of these adolescents. The majority of adolescents that migrated expressed that school is for education and it's a safeguard for the future; these answers indicated the importance of school in their eyes.

It was supposed that migration caused financial crisis. A majority of the adolescents that migrated considered financial difficulties to be the most severe problem they were facing. Yetim (1991) suggested that there was a positive relationship between life satisfaction and financial status, and that this relationship still endured when the other variables were controlled. The present study's findings were comparable to Yetim's. Adolescents with a good financial situation had higher life satisfaction levels than those with a poor financial situation.

Low-level acculturation among the adolescents that wanted to return to their home towns was an expected result. Someone who wants to return home wouldn't invest much or wouldn't attempt to adapt to the local culture; but would prepare to return home. She/he would remain distant from the social values of the local population and wouldn't try to internalize them. Accordingly, those who want to return would have a low level of acculturation.

The global findings of the present study indicated that migration negatively affected the life satisfaction and self-esteem of the adolescents that migrated to İzmir (the distant migration point). Even though differences were observed in the structure of social support networks, it's not possible to know whether these differences were because of the migration itself or the process of adaptation. On the other hand, acculturation levels differed according to the destination of the migration. It was supposed that knowledge of the local culture and the distance one migrated played a crucial role. In sum, factors such as the schooling, financial status, working conditions, migration period, and the desire to return home were all related to life satisfaction, self-esteem, and acculturation. Studies conducted in Turkey have evaluated migration from the point of view of locals living in migration points; however, those that migrate are at greater risk of psychological dysfunction. Studies indicated that

the destination of the migration was an important factor that affected adolescents that migrate. Cultural, social, and economic differences between the migrated point and the home town negatively affect adolescents' psychological well-being.

The present study had limitations, as do many other studies. The data were collected from a single source and this was the most important limitation. The fact that we collected data only from adolescents might have biased the results. Accordingly, collecting data from multiple sources (parents, peers, teachers, etc.) could have made

the findings more valid. Moreover, revisiting the analyses according to Berry's (1970, 1997) acculturation strategies would make us better understand the coping methods of migrated adolescents. Another limitation was the use of uni-variate analyses. To analyze multi-variable processes such as migration with multi-variable analyses such as MANOVA and hierarchical regression analysis would help us to better understand the relationships between variables. Finally, conducting a longitudinal study might help the researchers to study the psychosocial characteristics of migrated individuals within different phases of adolescence and within the process of migration.

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