

**NEAR EAST UNIVERSITY**  
**GRADUATE SCHOOL OF SOCIAL SCIENCES**  
**APPLIED (CLINICAL) PSYCHOLOGY MASTER PROGRAMME**

**MASTER THESIS**

**COMPARISON OF EMOTIONAL PROBLEMS**  
**AMONG IMMIGRANT AND NON-IMMIGRANT HIGH**  
**SCHOOL STUDENTS IN THE TRNC**

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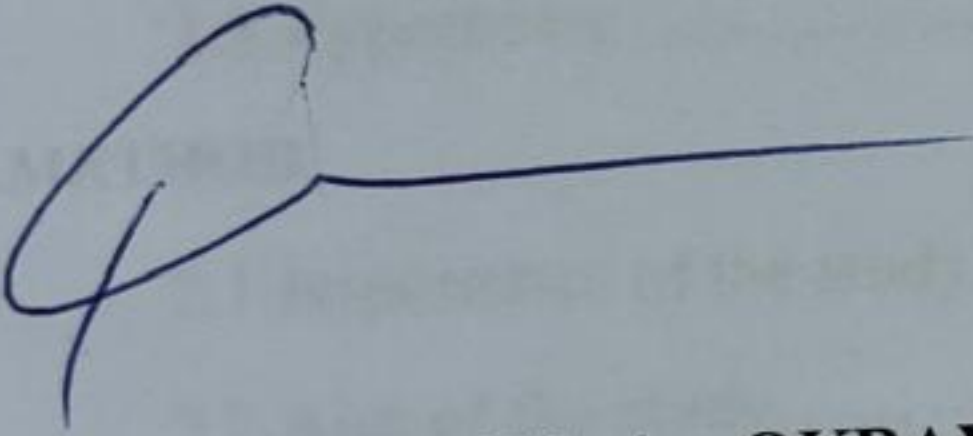
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**APPLIED ( CLINICAL ) PSYCHOLOGY MASTER PROGRAM**  
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**Comparison Of Emotional Problems Among Immigrant And Non-Immigrant High  
School Students In The TRNC**

Prepared by: Can KELEŞ

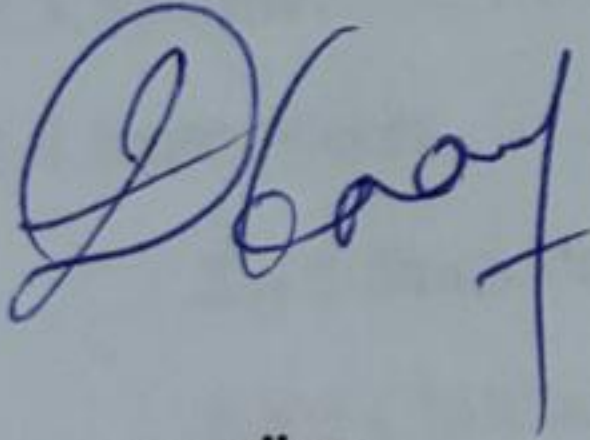
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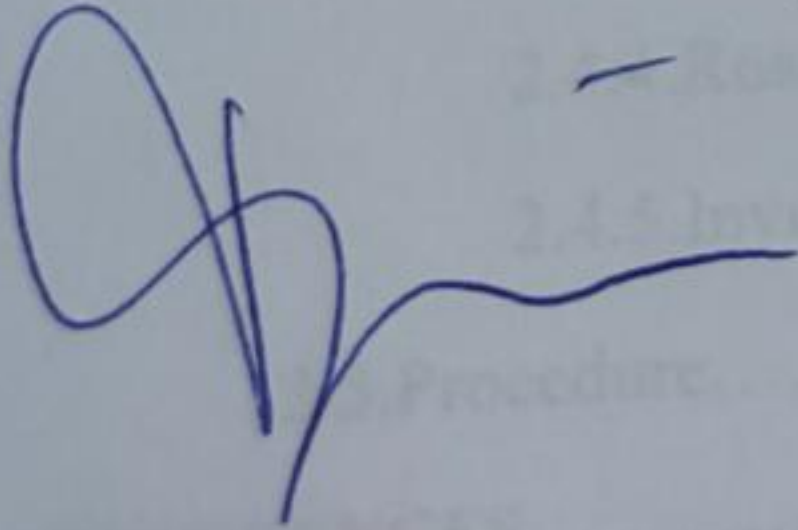
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**ÖZET****KKTC’DE GÖÇMEN OLAN VE GÖÇMEN OLMAYAN LİSE ÖĞRENCİLERİ  
ARASINDAKİ DUYGUSAL VE DAVRANIŞSAL PROBLEMLERİN  
KARŞILAŞTIRILMASI****CAN KELEŞ****HAZİRAN, 2014**

Duygusal sorunlar göç etmiş olan ergenlerde çok yaygın şekilde görülmektedir. Ergenlik döneminde öğrencinin yaşadığı sorunlar başlıca çok zor olmaktadır. Bu dönemde yaşanan fiziksel ve psikolojik değişikliklere adapte olma ve alışma evresi uzun süren ve zorluklarla dolu bir aşamadır. Bu dönemde farklı bir ülkeye göç etmiş olan ergen için bu durum daha da zor olmaktadır. Bu dönemde göç eden ergenlerde çeşitli sorunlar gözlemlenmektedir. Depresyon, düşük benlik saygısı ve kaygı sorunlarının ortaya çıkması için başlıca nedenlerden biri olabilir. Bu çalışmada göç etmiş ve göç etmemiş ergenlerde duygusal ve davranışsal sorunların nasıl fark göstermekte olduğu araştırılmıştır. Bu çalışma Kuzey Kıbrıs Türk Cumhuriyeti’nde, özel bir okul olan Yakın Doğu Kolej’inde 9, 10,11 ve 12. sınıf öğrencilerinde gerçekleştirilmiştir. Örneklemde 200 kişi yer almıştır. Bunlardan 100 kişi göç etmiş olan ve 100 kişi göç etmemiş öğrencilerden oluşturulmuştur. Anket içeriğinde Sosyo- demografik soru formu , Rosenberg Benlik saygısı ölçeği, Çocuklar için depresyon ölçeği, Durumluk- Süreklilik kaygı ölçeği ve Ebeveynlerle bağlanma envanteri bulunmaktadır. Örneklemin ortalama yaş aralığı  $15.78 \pm 1.38$  (12 – 18) olarak belirlenmiştir. Sonuçlara göre; göç etmemiş olan ergenlerde depresyon daha yüksek görülmüştü. Durumluk ve Süreklilik kaygısı göç etmiş olan ergenlerde daha yüksek çıkmıştır. Ebeveyn bağlanma ölçeğinde göç etmemiş olan ergenlerin annelerine ve babalarına daha bağlı oldukları görülmüştür. Bu sonuçlardan yola çıkarak detekleyici programların oluşturulup göç etmiş olan ergenlerin kaygılarıyla daha kolay baş edebilmeleri kolaylaştırılacaktır. Ayrıca beklenmedik bir sonuç olarak göç etmemiş olan ergenlerde depresyonun saptanması göç etmemiş olan ergenlerin de takip edilmesi gerektiği konusunda bir işaret olmuştur.

**Anahtar kelimeler:** Göç, Ergen, Duygusal problemler.

**ABSTRACT****COMPARISON OF EMOTIONAL PROBLEMS AMONG IMMIGRANT AND NON-  
IMMIGRANT HIGH SCHOOL STUDENTS IN THE TRNC****CAN KELEŞ****JUNE, 2014**

Emotional difficulties is very common among immigrant adolescents. Puberty growth on its own can be very difficult for the adolescent to face and to deal with the changes that they go through physically and psychologically. Moving to another country during this difficult stage will result into more serious problems such as depression, low self- esteem, and anxiety problems. This study seeks to find out how different these disorders can be among immigrant and non- immigrant adolescents. By finding the results it would help us to deal with immigrant students in a better way and come up with a support system. The study took place in Turkish Republic of Northern Cyprus in a private school Near East College. 200 students took the test, 100 immigrant and 100 non-immigrant young adolescents. They were chosen randomly from year 9, 10, 11 and 12. A survey was handed for them to solve which was easily solved by paper-pencil. The survey included a Socio-demographic questionnaire form, Rosenberg Self-esteem inventory, State and Trait Anxiety inventory, Child depression inventory and an inventory of parent attachment. The mean age of the sample was  $15.78 \pm 1.38$  (12 – 18). Results were; Depression in non-immigrant students are higher than immigrants. However State and trait anxiety are higher in students who are immigrants. Mother and father attachment is higher for non-immigrant students. A support programme for immigrant students will be formed to help them with their anxiety level and also this study helped us find out that non-immigrant students also need help with depression and that teachers should work together with counsellors and parents to follow up the student to prevent future complications.

**Key words:** Immigrant, Adolescence, Emotional disorders.

**ABBREVIATIONS**

CDI: Child Depression Inventory

RSES: Rosenberg Self-Esteem Inventory

IPA: Inventory of Parent Attachment Scale

STAI: State Trait Anxiety Inventory

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## **INTRODUCTION**

### **1.1.IMMIGRATION**

Immigration has been a problem amongst many people especially children and adolescents. This study is going to measure the emotional problems of immigrant students by giving them various types of psychometric tests. In finding the specific difficulties, it will help us compare them to non-immigrant adolescents to make further assumptions. Immigrating to another country can be pleasant at times although most of the time it's a process filled with struggle and difficulties. Even if you move to another country to make more money and your earnings are higher, you will have problems like not having enough time to spend with family, friends or yourself. You will have lots of money and no where to spend it, because of the busy life you have. In the end you will feel confused in what you could have done with your life and what you haven't achieved all this time. Cyprus is a country where many tourists immigrate to. Many students choose to immigrate to Cyprus for their undergraduate and postgraduate studies. Some students are forced to move here for their family. There are a lot of factors leading to immigration, for example for better living conditions and higher income. Some of these factors are referred to as push and pull factors which will be explained further on. This study is about the young adolescents' life and how immigration will affect them. Being in puberty is no help for the child at this stage because they are more vulnerable to outside risk factors. The child who enters puberty wants to be independent and acts rebellious towards authority. They are more likely to engage in trouble at this stage. The support system they get at school and at home is very important for the child. Having sufficient support will help this stage pass with less trouble. Prevalence of immigration is very high all around the world. Especially in Cyprus because it is a tourist attraction and also with its history you can see how many people had to immigrate to another part of Cyprus or to another country to get away from the war that was going on. Due to immigration being prevalent among the world it has become a society health problem. A sudden and disruptive change in a person's life is traumatic for everyone especially adolescents who are already going through a traumatic change. A study shows that adolescents are in more of a risk than their parents (Magwaza, 1994).

There's a difference between refugee and immigration. A refugee immigrates to a country but for them this is involuntary. Reasons for moving can be due to war mainly. But immigrants choose to leave. This may be involuntary for the adolescents but for the family it is mainly to

make a new start because they feel as though they cannot succeed in the former country. Usually it is the parents idea to move and make a new start and the child has to go with them because they have no other choice. When taken into a new society the child has to face the problems associated with immigration such as the language barrier or culture adaptations. They often live culturally deprived and come face to face with even bigger problems when the family cannot find a job and adapt to the immigrated country. Low wage jobs will result in a low education , low education will result in low wage. This becomes a cycle for immigrated people. In order to survive adolescents will have to go through an adaptation process (Diler. R, Avcı. A, Seydaoğlu. G. 2003)

### **1.1.1. Types of immigration**

There are several different types of immigration; (National Geographic Human Migration).

- a. Internal Immigration: It is moving to a new home within a state, country, or continent.
- b. External Migration: Moving to a new home in a different state, country, or continent.
- c. Immigration: Moving into a new country.
- d. Impelled Migration (refugee): Individuals are not forced out of their country, but leave because of unwanted situations such as warfare, political problems, or religious persecution.
- e. Step Migration: A series of shorter, less extreme migrations from a person's place of origin to final destination. Such as moving from a farm, to a village, a town, and finally to a city. This type of immigration happens gradually.
- f. Population Transfer: When a government forces a large group of people out of a region, usually based on ethnicity or religion. This is also known as an involuntary or forced migration.
- g. Chain Migration: Immigration within a family or defined group of people. A chain migration often begins with one family member who sends money to bring other family members to the new/ different location.
- h. Return Migration: This is also known as circular migration and it is the voluntary movements of immigrants back to the place where they came from.
- i. Seasonal Migration: The process of moving for a period of time in response to labor or climate conditions. This is mainly what farmers do according to crops and seasons (Rysad. G. 1992).

### **1.1.2. Cyprus and Immigration**

The total number of non-Cypriot residents is estimated to be over 80,000. This represents approximately 10 percent of the total population which resides in the South of the island, as well as an estimated 10,000- 30,000 undocumented immigrant workers all around Cyprus or mainly ‘overstayers’, which is people who come here to work but with no legal permit and are living on the island illegally. Most immigrants are employed in domestic work, the service industry, manufacturing , agriculture and mostly construction workers who are willing to work for longer hours for less money. If legal this is mainly a good thing for the Cyprus community because no one in Cyprus is willing to work in difficult conditions. Cypriots do not work in low skilled labour intense jobs so there was a shortage in these departments before immigrants came (Nicos .T , Corina. D, 2006).

The Government of Northern Cyprus estimates that the 1983 population of Northern Cyprus was 155,521. Estimates by the government of the Republic of Cyprus from 2001 place the population at 200,000, of which 80–89,000 are Turkish Cypriots and 109,000–117,000 Turkish settlers. An island-wide census in 1960 indicated the number of Turkish Cypriots as 102,000 and Greek Cypriots as 450,000. Estimates state that 36,000 Turkish Cypriots (about one-third of the total) emigrated in the period 1975–1995, with the consequence that within Northern Cyprus the native Turkish Cypriots have been outnumbered by settlers from Turkey. Northern Cyprus's first official census was performed in 1996. The population recorded was 200,587. The second census, carried out in 2006, revealed the population of Northern Cyprus to be 265,100 of which majority is composed of indigenous Turkish Cypriots, with the rest including a large number of settlers from Turkey. Of the 178,000 Turkish Cypriot citizens, 82% are native Cypriots (145,000). Of the 45,000 people born to non- Cypriot parentage, nearly 40% (17,000) were born in Cyprus. The figure for non-citizens, including students, guest workers and temporary residents stood at 78,000 people (Ministry Of Foreign Affairs, 2006).

A study done in 2012 shows that immigrants are faced with a higher risk and in depth poverty than the native population (Christof. K, 2012). Mostly immigrants have to pay rent whereas the people who are born and bred in Cyprus live in their own home's that mainly their family has built for them or left them. Paying rent and having longer working hours with less pay is bound

to result in a more complex situation which makes life for immigrants harder. Some of the workers who come to Cyprus for work either from Turkey or other Middle Eastern countries send money back to their parents or families so they have less to get by with. The economy in Cyprus attracted more immigrants simply because the minimum wage was higher. Immigrants would be getting payed more if they were to work in their own country but due to the inflation, the rent turned up higher. A research done in the year 2000 proved that there are a lot of illegal immigrant workers on the island especially on the North side. The reason for this is that they double their wages working in North Cyprus compared to the wages they would get in Turkey. Both parts of the island has become a tourist attraction. Turkish workers enter the island as tourists and stay on illegally without workers permit. These workers come in handy for the Cypriot buisnessman because they would pay less money. Several English-Turkish Universities have opened up in the North which has been a huge student attraction. Many students all over the world love coming to Cyprus to study due to the weather conditions and safe living styles. Mostly there are students from Turkey, Iran and Nigeria ( O.Mehmet, M. Tahiroğlu, 2000).

Cyprus is a great attraction for tourists. The weather is always sunny and living conditions in Cyprus is safer than most countries. Tourists from cold countries such as England come to Cyprus after they have retired for a peaceful life. Immigrating to countries abroad to study is high in Cyprus. Cypriot teenagers mainly travel abroad for their higher education. In the meantime students from Turkey , Middle East or Nigeria come to Cyprus for their higher education. Although most of these students go back to their country, they will spend many years for their education away from their families.

During the trouble that was going on in Cyprus with the Greeks many people had to leave their homes and live in another part of the country. This is also a type of immigration, because its not just moving to another country, when you leave your home and go to an area that you dont know that is also troublesome and difficult. These days everyone is talking about how the Cyprus problem has to be solved and that it has been the longest crisis any country has ever lived through. The people of Cyprus are worried all around because they had to leave their homes many years ago and yet the same thing may happen again. Many parts of Cyprus is going to be given to the Greek Cypriots so the people who live in those areas will have to migrate yet again. Other houses will be given to them to live in but still it is a tough situation.

## **1.2.PROBLEMS WITH IMMIGRATION**

### **1.2.1.Factors leading to immigration**

Immigration is the movement of people into another country or region to which they are not native in, in order to settle there. Migration has been a world wide problem for many years. Immigrating from one country to the other is hard on the family mainly the children. It is a process of social change. In order to understand immigration there's a number of factors which are classified as push and pull factors. Push factors refers to the primary motive behind immigration, which includes factors like economic difficulties, the main aim here is to migrate to another country in order to solve this economic problem. The pull factors include moving abroad for educational purposes. Most adolescents want to go abroad to study. Some immigration is for personal reasons, based on a relationship. Reasons for immigrating can include many factors such as, economic hardship, re-unting with family or just the need for a change ( Kanith. G. 2009). Whatever the reason may be , the most effected will be the children. When leaving their country immigrants also have to leave everything that they are familiar with; their families, friends, support network, and culture. When they move to a new country this includes many uncertanties including factors like; finding work, where to live, new laws, new language, and new cultural forms. They will need some time to get used to all these new situations. Even when people move to a country where the language is the same like for example; immigrating from Turkey to Cyprus, people will still face problems because of cultural differences. Not being able to adapt to a different culture can also result in many psychological problems. When a person is similar to a type of culture they can adapt easier. Social network support for teens include dealing with; general health, bullying, depression, psychological problems, drugs, alcohol and also information about sexual health. Adolescent tend to need extra support from family, friends and the schools counselling services. Although teens never admit that they have a problem and they are unwilling to go to counselling, offering help will is always useful. When they see that they have a person who they can rely on and come to when facing trouble they will feel more secure. Only when the family and teachers point out that they have to go counselling due to a problem then they dont want to go at all. So all they need is to know that there will be someone when they are in need ( Kanith. G. 2009).

Adapting to a different culture, environment, friends or school effects the child more in many ways. There seems to be a correlation between migration and mental health. According to a study migrating to a foreign country has increased psychological morbidity (Mitrani. V, Santisteban. D, Muir. J, 2004).

Immigrant children arrive to a new country with hope and a positive attitude at the beginning. However, later they are discouraged with the aspects that come to face them. As a society it should be encourage to help them not to give up. There are a number of factors that are involved to shape the immigrants journey, such as race, color, parental education, and socio-economic status or even racism. All these factors contribute to how the adolescent will react and feel or even act when faced with a problem. The bringing up process of a child is extremely important. Bringing up a child starts from the moment you fall pregnant. You have to take care of your health for your baby. If you smoke or drink when pregnant your child will be born aggressive and as an addict. If you fulfill the baby's needs when ever he/she needs it then they will a secure attachment with you. If you dont meet the childs needs as soon as possible or you deprive them of your love and attention then they will have insecure attachment (Bowlby). Working parents always worry that they have a lot to do and cannot meet the childs needs as much as they would like to. The important thing is not spending a lot of time with your child, its spending quality time no matter how long it is. No parent is perfect but when you achieve these little aspects of the childs life they will become secure, self confident and succesful when they grow up.

In recent history people had to immigrate to another country out of force due to war. Their home's were shattered and they had to move to another country with their children, without knowing what they had to face and what was waiting for them. Living war can result in post traumatic stress disorder. This is another deep aspect of immigration in which other researchers could look in to.



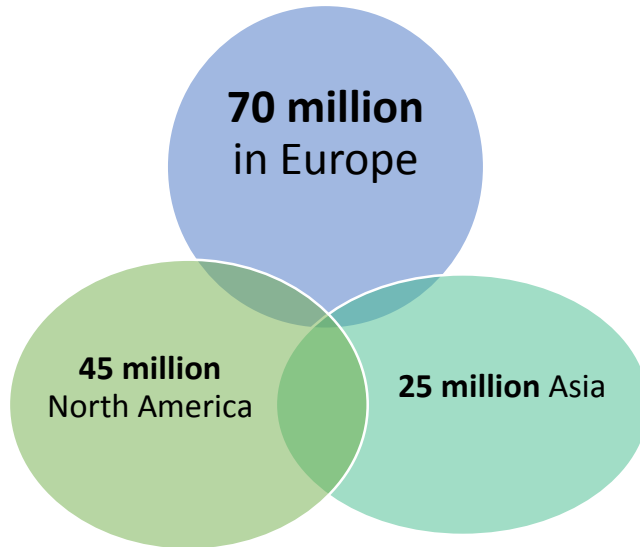
### **1.2.2.Prevalance of immigration**

A study done in 2006 by the International Organization for Migration has estimated the number of foreign migrants world-wide to be more than 200 million. It is found that Europe hosted the largest number of immigrants, with up to 70 million people in 2005. In North America this number was found to be over 45 million immigrants and Asia with 25 million immigrants. Most of today's workers has come from Asia. A survey done in 2012 by Gallup found that 640 million adults would want to immigrate to another country in the world if they had the chance to do so. So this tells us that the people who havent immigrated to another country for whatever reason, are willing to immigrate if they had the chance to do so. This is mainly because they are not happy in the country that they live in, or they think other countries are better in many conditions. The prevalance of immigrating to Cyprus is also high. There are a lot of foreign workers living and working in Cyprus. Many students come to study in Cyprus also or some just come to reunite with their families (Anup Shah, 2008).

All around America there are 30 million people from immigrant – headed households that speak a different language. A common fear for immigrant parents is to ‘lose’ their children to a new and different culture. When faced with a different crowd who has different values and norms, the child is bound to become a part of them or seperate himself from them to become lonely and the source for bullying (Suarez C, Suarez M, 2009).

Immigration is the fastest growing population in the United States. The teachers should be well equipt on the immigration dilemma. They should be well aware of the situation or the problems the child will face. They should also be eager to learn about the country that the child has come from and try to learn the norms and values they had (Bal. A., Perzigian. A, 2013) .

### 1.2.3. Prevalance of immigration around the world .



### 1.3. Psychological problems related with immigration

It has been stated in this research that there are many different types of immigration. When we look at Cyprus, most of the immigration has taken place due to the war or after the Annan Plan. A study conducted in 2008 compared the psychological responses of internally displaced and non-displaced Turkish Cypriots. Internally displaced person (IDP) means a person or groups of people who have been forced or obliged to flee or to leave their homes or places of habitual residence in order to avoid effects of armed conflict or violence. The results of the study showed higher frequency of near related traumatic events in IDP than in non-displaced people, also a higher suffering from post traumatic stress and more negative beliefs about future reunion (Ergün. D., Çakıcı. M., Çakıcı. E., 2008).

Other psychological effects of immigration include acculturation, psychological distress and substance abuse (Gong. F., Takeuchi. D., Agbayani. P., Tacata. L., 2003).

### 1.4. Psychological effects of puberty

During puberty, teenagers struggle with wanting to be accepted and trying to fit in with their peers. Adolescence is the time between the beginning of sexual maturation (puberty) and adulthood. The adolescent seeks to be independent and make his/her own decisions. At this

stage they don't like their parents to tell them what to do or how to act, they get angry very easily and don't want to spend their time with their family. It's a stage that they spend more time with friends and less time with family. The adolescent experiences not only physical growth and change, but also emotional, psychological, social, and mental change and growth. Pubertal changes which is the process of physical changes that the child goes through around the ages 10-11 for girls and 11-12 for boys tends to make this period much harder. In girls these changes include; Increase in height, hip size, pubic, armpit, leg hair growth and also when the girls see their period. Seeing periods for girls can be a difficult process as well. Mood swings during or just before menstrual cycle begins is quite common (Kalkım. A, 2004). Mood swings are a sudden and drastic change in the emotional state of the person. It can be seen as showing inappropriate emotion to some events or come across as being too emotional. The weird thing in experiencing mood swings during menstruation is that women don't know the reason for their mood change. They feel sad or emotional but don't know the reason why. So this brings us to the question of what causes mood swings during menstrual cycle?. There are two reasons; psychological causes and physical / physiological causes. Psychological causes are also grouped into two areas. Manic disorders which are not that common and one's related to stressful lifestyles. This includes daily stress and fatigue that can cause emotional instability. Physical factors include hormones such as estrogen and progesterone which have significant impact on the chemical balance of the brain which is related to the emotional state of the person. These sex hormones influence the production of serotonin, which is a neurotransmitter that regulates mood. If these hormone levels decrease so will serotonin and your mood will worsen, and if they rise your mood will improve. Puberty for boys includes; faster growth especially height, hair growth in face, underarms, legs, pubic area, increased shoulder width, growth of penis, scrotum, nighttime ejaculations, and voice changes. For boys when their hormones change this can result in aggression. Aggression in adolescence is an important aspect to focus on for educators and parents. The main thing that the parents and educators need to focus on is that they need to keep the aggression stable over time. They need to look out for negative outcomes that will appear later in adolescence including delinquency, substance abuse, poor adjustment, and academic difficulties. Academic difficulties include poor grades, bullying, dropping out of school, suspension and being disrespectful to teachers and other authority members (Lochman. B, 2004).

It's a normal process for a teenager to think for themselves and act independent. This period will include times of anger and frustration. Parents find this period very hard to cope with. They will feel shocked and in disbelief because their rules are questioned more and also the little child who used to listen to everything they said with no hesitation will answer back and ask the reason to everything. Having a support system at this stage will help the parents go through this stage more gradually and get used to their rebelling teen's. Another factor is how teenagers spend less time with family and more time with friends. Peers could become more influential than parents at this age. Choosing the right people to be friends with is highly important. Parents need to be more flexible with their rules and explain the reason of the decisions they have made. The important thing is not to dictate but to guide the teen to make the right decisions during this stage. The main rule for parenting is to be consistent with their rules and decisions and not to back down. Both mother and father have to agree to the same thing, otherwise the teen will pick sides and listen to whoever is more appropriate to their needs. Speaking with the teen will make them feel grown up. At this time an authoritative approach needs to be replaced with a more collaborative approach. Before you needed to make decisions for your child but now he/she has a say in their life as well so you have to meet half way. Parents have to learn to let go, not of their relationship but of their dreams for the young person, and their authority over the young people, so that they allow a young person to develop their own dreams and greater self responsibility ( Muuss. R, 1996).

Psychological effects are, bodily dissatisfaction and low self-esteem, mood swings, asserting independence and sexual awakening. As their bodies begin to change, they may feel different and become self-conscious about these changes. This stage is stressful for the adolescent and to immigrate at the same time will be more dangerous because the child will become more vulnerable to outside factors. When we think about immigration there are many things to worry about, like how immigrants engage in violent activities. Concepts like racism and bullying are very prevalent in school settings. It takes very high self esteem not to be affected by these discriminations. However some studies have found that immigrant adolescents have adapted just as well as non-immigrant adolescents ( Shaffer. D, 1985).

It is known that one in every five people are adolescents. This means that when we look throughout the world this number will be 1.2 billion adolescents. Risky behaviours or problem behaviours are mainly happening during this stage, especially if immigration is in process. The adolescent does not see the risky behaviour as a problem they see it as a solution. It is the way they get accepted by their friends and how they show their anger towards their family. For some adolescents gaining their independence and freedom is shown by going against authority and acting out. For this reason this study is important in finding out the problem behaviours and also to help them through this process ( Kalkım. A, 2009).

Immigration is the sudden change in the adolescence normal routine. When this continuity and stability changes in a person's life, it leaves the person being confused and stressed. In the adolescents case they already have changes going on within their body and feelings so this routine being different will effect them very badly and will develop into problems such as emotional and behavioural disorders also risk behaviours. Most frequent disorders that the adolescents will face are (Costello. J., Mustillo. S., Erkanli. A., Keeler. G., Angold. A, 2003) ;

- a. Behavioural problems
- b. Identity crisis
- c. Low self esteem
- d. Anxiety problems
- e. Depression
- f. Somatic disorders
- g. Lower academic success

### **1.5.Support system**

In doing this study , the problem of immigrant adolescent's will be specific which will enable us to help them more efficiently. Giving them extra support, pairing with a friend in school, taking them on tours to get to know the country they live in, additional counselling or even giving lessons about the language can be a number of helpful factor's. Some studies have found that less support from family and teachers will lead to higher levels of psychological distress and this will push the child to engage in risk activities such as; smoking and drinking.

Which are bad habits that people get used to mostly in adolescence. Spending more time with friends increases the child to be more involved in these bad habit. Parental monitoring and support at school is found to be very important for the child's development (R. Diler, A. Avci, G. Seydaoğlu, 2003).

Parents should be there at all times when the child is going through a support system. They need to show that they are involved and are not neglecting the child. So if the child needs therapy the parent should attend some session when needed and do what is need to be done for the adolescence healthy upbringing. Parents need to be taught on how to behave towards a child with anger problems. When an adolescent shows aggressive behaviour , acts out and shouts the parent usually shows the same behaviour towards the adolescent because the parent also gets angry at the behaviour so they cant stop themselves. The important thing that the parents could do is to keep calm so their calmness can rub off on the young teenagers. When someone opposite you keeps calm when you are shouting and ahowing aggressive actions than it makes you stop and re-think your actions better. When both sides shout constantly at each other than things will never resolve themselves. You should always let the adolescent know that you care and respect their wishes. Trusting them is another important factor. If the child feels that you dont trust them , then they will act out just to get you more angry or think. Most parent problem is that they dont want to accept that their child has grown up and they dont want to let go. Parents have to deal with their own attachment problem and realize that it is a normal process for adolecence to want to be free and independent (Shaw. B., Krawse. N., Chatters. L, 2004).

Family process have an effect on adolescent adjustment to certain social situations. If the adolescent has a close relationship with their parents then they will have a higher self confidence level compared to the children who havent got a solid relationship with family. A number of of empirical studies have indicated that developmental processes or measures on family functioning, well being and adjustment are similar across ethnic, cultural and national groups (Barber and Harmon, 2002; Dmitieva et al., 2004; Georgaset al., 1997; Rosenthal and Feldman, 1991; Vazsonyi et al, 2003). All of the studies shows us that immigration leads to the adolescent having anxiety and depressive problems and also low self esteem. Reason's for this includes many factors such as, finding it hard to fit in a different environment and culture, the language barrier or bullying. Almost every child will feel bad if they come across ethnic

discriminations or bullying but the one's who have a good relationship with their parent's will ask help more than the one's who don't have a solid relationship.

Adaptation is another important factor in migration. Adaptation includes having social support from friends, parents and teachers, learning the language and being able to communicate efficiently. Communication is very important for a foreigner. This on its own could be a reason for psychological problems mainly depression and anxiety disorders. (Motti-Stefanidi. F., Pavlopoulos. V., Obradović. J, Dalla. M , Takis. N, Papathanassiou. A ., Masten. A, 2008). Settling and adapting to a different culture is very hard for adolescents. In definition, psychological acculturation involves not only changes in identification and attitudes, but also changes in values, and acquiring the new social skills and norms, and adjustment or adaptation to a changed environment (Berry et al., 1992).

A study stressed the importance of the relationship between the parent and teacher to be very crucial for the student adaptation. Teachers should work together with parents to help their children throughout any problems they may have in school. Teachers see the students more than the parents see their children, they are more likely to point out a problem. Especially when these problems reflect on their lessons. They also see how the child reacts with other peers. It is important that the parent and teachers should meet more often not just at the parent- teacher meetings done only once a year ( Thijs. J., Eilbracht. L., 2012).

Adolescent immigration not only confronts age related psychological, social, and biological changes. They also face acculturation related challenges related to their immigrant status. Research identified slightly elevated levels of delinquency among some immigrant groups in comparison with native adolescents. Immigrant adolescents are seen having committed violence offenses. Many immigrant youth feels torn between their desire to fit in with their peers and their desire to meet their parents expectations. Cultural differences has a huge impact on how the immigrants are likely to behave. For example people from the Middle East tend to be more religious. When an adolescent moves from the Middle East to a European country they will come face to face with a more lenient culture where there is free will and people can act the way they want to. Faced with these aspects the adolescent is torn by his/her actions or how they should act. They want to fit in with their new environment but on the other hand want to fulfill their parents wishes. This is when the adolescent will either engage in risky behaviours

or become totally isolated and anti-social. Both results are highly dangerous but to be isolated from peers and to be alone is a more dangerous situation because it will lead to depression or even suicide. Some studies have pointed out that immigrant adolescent may not have any problems and will adapt and become resilient. Resilience refers to the term of overcoming negative aspects in your life and becoming adapted to the situation. This study is important because once we identify these problems we will try to solve the problem. The process of immigration from leaving the native country until the re-settling to a new country is a very long and hard situation both for the adolescent and for the parent leading them to have social and psychological difficulties. The family structure, parenting styles, school environment, learning the language, adapting to a new setting and culture all have their own difficulties. It will be wrong to say that immigration on its own is the primary cause for psychological problems but we could say that it is a good enough factor. Families could be helped to guide their children in the right direction for them to be healthy individuals but the parents will face a lot of difficulties during the migrating process also. They won't have time to think about their children as much as they would like too. So both the parents and the teens should be informed and trained so they will be prepared for this difficult process (Fergus. S., Zimmerman. M., 2005).

Socioeconomic status is also important for the immigration factor. Migrating to another country is mainly to work and gain more money. While the parents are busy doing this they may lack in supporting their children. (Parents, teachers and peer relations as predictors of risk behaviours and mental well-being among immigrant and Israeli born adolescents. (Walsh. S, Yossi Harel-Fisch, Haya Fogel- Grinvald , 2010)

Acculturation refers to the cultural and psychological changes that occur following contact between two cultural communities. It is the core concept in the study of how groups and individuals attempt to live following their migration, and it is also central to understanding how well individuals adapt to their intercultural situation. Adapting to a new cultural setting is a hard and long process especially for the child. Immigrant families choose to migrate in order to better their lives and they try to live up to that process. Problems in families which have migrated tend to be more because there is an added stress factor. Teenagers find this situation very hard due to the reason that they have left their home, their friends, their school. They tend to act out and become rebellious towards the parents which is something to be expected. By doing this study



,it will give us the opportunity to help these teens, offering them counselling programmes and an extra support system.The stage of adolescence is a crucial stage where you either win the child or loose the child.Helping the teen at this stage will help them find the right way instead of acting out and going into delinquent behaviour ( Ying. Y., Han. M., 2008) .

Another study points out that parentification is assumed to be higher in immigrant than native families.Parentification is the process of role reversal whereby a child is obligated to act as a parent to their own parent.In extreme cases, the child is used to fill the void of the alienating parent's emotional life.The migration process can destabilize the family system. In particular, the family hierarchy can change with parent's having to rely on their children in order to cope with the new context than native families. Parentification was first documented in the context of disrupted families, such as those where parents were incapacitated through mental illness or drug problems The child acting in place of the parent is filling an emotional void and also the child feels that the parent is not filling the parental role, that's why they step in place.(Titzman. P, 2012)

According to another study nearly half of the mental illnesses start at the ages of 14 (Garcia. M, Saewye. E, 2007), early detection of mental health problems in childhood and adolescence is critical to successful intervention.This research is going to take place in North Cyprus.It will take place in one school but could provide valuable information that could be applied to many school's.The World Health Organization (WHO) reported in 2001 that about 450 million people worldwide suffer from some form of mental health disorder or brain condition, and that one in four people meet the criteria at some point in their life. Knowing that mental illnesses are very prevalant among people, in which some may begin at a young age make's this research more valuable to the society especially the parent's and school (Wittchen. H., Lachner. N., 1998).

## **1.6.Hypothesis**

My hypothesis of this study is that, the student's who have immigrated to another country will have higher emotional problems than their peers who are non-immigrant's. They will have problem's with adapting to the new environment and also have anxiety problems caused by communication difficulties.

## **2.METHOD**

### **2.1.Importance of the study**

Importance of the study is that by carrying out this research the results will help us solve the emotional which may arise with immigrant students. Once we know their problem specifically than it will become more easier for the school to come up with solutions to solve these problems and also to take precautions for the future. At the moment there is no special standard that is applied at the Near East College for immigrant students. With this study it is aimed to start a tradition that will help these students fit in better. This is the first study on immigrant students in the T.R.N.C that is aimed at making these students life better with decreased problems. There are a lot of foreign immigrants in the T.R.N.C so this add's another importance to the study.

### **2.2.Aim of the study**

Aim of the study is to find out the emotional problems in immigrant adolescents and by comparing them with non-immigrant adolescents, to see the difference and to detect their problems. By doing so, when the results are obtained this will help the school in coming up with support factors for the immigrant students.

### **2.3.Sample**

The sample of student's was taken from the Near East College. The Near East College is a private school which is chosen because there are a lot of foreign student's. Foreign student's are more likely to choose this school because the lesson's are mostly in english. Overall 200 student's was chosen to be in this study. 100 of them were foreign student's from countries such as England, Turkey and other countries such as Lebanon, Dubai, Canada, Iran and Iraq. The other 100 student's was chosen randomly out of students who are born and brought up in the TRNC. The school has 500 student's in total and 54 classroom's. The 100 students from the TRNC was chosen randomly from 10 classes. The other 100 immigrant students were chosen form the classes that they were situated in. When giving out surveys to foreign students it was given to the whole of the class without isolating the foreign student, so the whole class solved the survey so they wont feel discrimination from their class. Student's were chosen from 9,10,11,and 12th grader's.

## **2.4.Instruments**

A socio-demographic questionnaire form was given to the students in order to gain primary information about them. In order to assess emotional disorders Childhood Depression Inventory, State-Trait Anxiety Inventory, Rosenberg self-esteem Inventory and Inventory of parent attachment was given to the students.

### **2.4.a.Socio-Demographic Form**

The socio-demographic questionnaire form included questions about their parent's, economic status, friends, where they come from and general questions will be used.

### **2.4.b. Childhood Depression Inventory (CDI)**

The CDI is a tool that mental health professionals use to measure the severity of depressive symptoms in children. It is developed from Beck's depression inventory. It also discriminates between major depressive disorder and dysthymic disorder in children. The CDI is for children and adolescents between the ages of 7 and 17. It is a paper-pencil test. It is written at a first grade reading level. Some research indicates that the test is not appropriate for children who have reading difficulties. The CDI has two forms: The original 27-item version, and the 10-item short-form version, which takes between 5 and 15 minutes for the child to complete. CDI T-scores 65 or above are clinically depressed participants (Kovacs, 1992). Turkish validity and reliability study was done by Hisli in 1989 (Karlidere., Özşahin, 2008).

### **2.4.c.State-Trait Anxiety Inventory (STAI)**

The State and Trait anxiety inventory is a psychological inventory based on a 4-point Likert scale and consists of 40 questions on a self-report basis. The STAI measures two types of anxiety- state anxiety or anxiety about an event or trait anxiety which is anxiety level as a personal characteristic's. The STAI is appropriate for students who are in 6th grade reading level and is administered in 15 minutes. Scores range from 20-80 and higher scores are positively correlated with higher levels of anxiety. Turkish versions of the scales were adjusted by Öner and Le compte (1985). Both scales are reliable. (Spielberger. C., Gorsuch. R., Lushene. R., 1970).

#### **2.4.d.Rosenberg Self- Esteem Scale (RSES)**

developed by sociologist Dr. Morris Rosenberg is a self-esteem measure widely used in social-science research. It is a 10 item Likert type scale with items answered on a four point scale-from strongly agree to strongly disagree. Five of the items have positively worded statements and five have negatively worded one's. The scale measures state self-esteem by asking respondents to reflect on their current feelings. Scoring; SA=3, A=2, D=1, SD=0. Items with an asterisk are reverse scored, that is, SA=0, A=1, D=2, SD=3. Sum the scores for the 10 items. The higher the score, the higher the self esteem (Rosenberg, 1965). Versions of the scale have been tested for reliability and validity in many languages and have on average been found to be very effective (Wongpakaran. T., Wongpakaran. N, 2012). A study on reliability and validity was done in our country by Çuhadaroğlu (1986) and Tuğrul (1994) (Kılıç et al., 2007). A high level of internal consistency was found (Cronbach alpha = .86).

#### **2.4.e.Inventory of Parent Attachment (IPA)**

Inventory of parent attachment was given to the students. This will help us to see the attachment the adolescent has with family. The IPA was developed in order to assess adolescents' perceptions of the positive and negative affective/cognitive dimension of relationships with their parents, particularly how well these figures serve as sources of psychological security. The development samples were 16 to 20 years of age; however the IPA has been used successfully in several studies with adolescents as young as 12. The instrument is a self-report questionnaire with a seven point likert-scale response format. There are a number of reversed scored items which are question 3, 10, 5, 7 and 15. This inventory is reliable and valid ( Armsden. G, Greenberg. T. Inventory of parent and peer attachment, 1987, Penn State University.) It was found that trust, communication and alienation factors of IPA did not emerge for the Turkish sample and that mother / father subscales each had high internal consistency and reliability (Günaydın, Selçuk, Sümer, Uysal, 2005).

All of these scales will be given to the students. Immigrant adolescents will solve english surveys and non-immigrant adolescents will solve Turkish survey's.

## **2.5. Data Analysis**

Data analysis was done on SPSS.21. Various t-tests, correlations and ANOVA's were employed for the analysis of the variables.

## **2.6.Procedure**

This research will take place in the Turkish Republic Of Northern Cyprus. Data will be gathered from both immigrant and non- immigrant adolescent's. Emotional and behavioural problem's among immigrant and non-immigrant student's will be assessed. Data from non-immigrant student's will be gathered so comparison between these groups can be seen. Survey's would be given to all these pupils which will be self administered. Permission has been taken from the school board and also from the Ministry of Education. The students will take the test in the guidance of myself in case of any questions.

### 3. RESULTS

**Table 1: Distribution According to Gender**

<b>Gender</b>	<b><i>n</i>(%)</b>
Female	98 (49)
Male	102 (51)

In this study our aim was to find out the difference in emotional and behavioural problems among the immigrant and non-immigrant adolescents. The present study includes 100 immigrant and 100 non-immigrant high school students. The mean age of the sample was  $15.78 \pm 1.38$  (12 – 18) as shown on table 1. Out of 200 participants who entered the test, 102 (% 51) were male and 98 (%49) were female.

**Table 2: Number of years living in Cyprus**

<b>Number of years living in Cyprus</b>	<b>n(%)</b>
1 year	18 (9)
2years	27 (13.5)
3 years	12 ( 6.0)
4 years	9 (4.5)
5 years	14(7)
6 years	11 (5.5)
7 years	4(2)
14 years	7(3.5)
15 years	28( 14)
16 years	22(11)
17 years	25 (12.5)
18 years	20 (10)

Table 2 shows how long a student has lived in Cyprus. The reason why this study was taken place was to find out wether theres a relationship between how long a child has lived in Cyprus and does it affect them having emotional problems. The number of living in Cyprus for 1 year is 18 (%9), 2 years 27(%13.5), 3 years 12 (%6.0), 4 years 9 ( %4.5), 5 years 14 (%7), 6 years 11 (%5.5), 7 years 4 (%2), 14 years 7 (%3.5), 15 years 28 (%14), 16 years 22 (%11), 17 years 25 (%12.5) and 18 years 20 (%10 ). The longest a person has lived in Cyprus is seen at 15 years.

**Table 3: Reasons for moving**

<b>Reason for moving</b>	<b>n (%)</b>
To be close to relatives	31 (15.5)
For educational purposes	22(11)
Family buisness	38 (19)

As it is shown on table 2 the reason of migration was important for our study. A number of reasons were given to the students in the sociodemographic form in which they had a choice to answer. The highest reason for moving to Cyprus was for family buisness which includes the children of soldiers who are from Turkey 38 (%19). The second reason was to be close to relatives which in most cases family's have moved away from their siblings or mother and father to countries like England or Australia and wanted to move back to be close to relatives 31(%15.5). 22(%11) of students chose the option for educational purposes, these are children form countries like Iran, Lebanon , Iraq or Arab countries in which most of them there is war and males need to be in the army. The families with higher economic stability send their children to Cyprus or other closer countries to study and have a better life.

**Table 4: Place of living**

<b>Place of living</b>	<b>n (%)</b>
Mother and father	173(86.5)
Dormitory	14(7.0)
Relatives	8(4.0)

It was important in this study to see where or who the adolescent lives with. On table 4 , it is seen that % 86.5 of students live with their mother and father, %7 live in dormitory and %8 live with other relatives such as grandparents or aunts/ uncles.



**Table 5: The comparison of the mean score of CDI between immigrant and non-immigrant students**

<b>CDI( depression)</b>	<b>m ± sd</b>	<b>t(p)</b>
Immigrant	45.75±8.35	-5.924 (0.000)*
Non-immigrant	51.10±3.45	

The mean score of child depression scale between immigrant and non-immigrant was compared by Independent sample T-test. There was statistically significant difference between the mean score of Child Depression Inventory and immigration (p=0.000). Non-immigrants students scored higher in the CDI.

**Table 6: Comparison of the mean score of STAI I-II between immigrant and non-immigrant students**

<b>State anxiety</b>	<b>m ± sd</b>	<b>t(p)</b>
Immigrants	47.00±10.04	5.323 (0.000)*
Non-immigrants	39.07±10.95	

The mean score of state anxiety scale between immigrant and non-immigrant was compared by Independent sample T-test. There was statistically significant difference between state anxiety and immigration status (p= 0.000). Immigrant students scored higher in state anxiety than non-immigrants.

**Table 7: Comparison of the mean score of Trait anxiety scale between immigrant and non-immigrant students**

<b>Trait anxiety</b>	<b>m ± sd</b>	<b>t(p)</b>
Immigrant	46.05±5.15	2.098 (0.037)*
Non-immigrant	43.94±8.64	

The mean score of Trait anxiety scale between immigrant and non-immigrant students was compared by Independent sample T-test. There was statistically significant difference between Trait anxiety and immigration status ( $p=0.037$ ). Immigrant students scored higher in Trait anxiety scales.

**Table 8: Comparison of the mean score of RSES between immigrant and non-immigrant students**

<b>Rosenberg self esteem</b>	<b>m±sd</b>	<b>t (p)</b>
Immigrant	17.89±5.90	-0.415 (0.679)
Non-immigrant	18.20±4.58	

The mean score of Rosenberg self- esteem scale between immigrant and non-immigrant students was compared by Independent T-test. There was not any statistically significant difference ( $p=0.679$ ).

**Table 9: Comparison of the mean score of Mother Attachment scale between immigrant and non-immigrant students**

<b>Mother attachment</b>	<b>m± sd</b>	<b>t(p)</b>
Immigrant	51.72±11.22	- 6.122
Non-immigrant	61.58±11.55	(0.000)*

The mean score of Mother Attachment scale between immigrant and non-immigrant students was compared by Independent T-test. There was statistically significant difference between immigration status and mother attachment scale ( $p=0.000$ ). Non-immigrant students reported higher scores on mother attachment scale than immigrants.

**Table 10: Comparison of the mean score of Father Attachment scales between immigrant and non-immigrant students**

<b>Father attachment</b>	<b>m±sd</b>	<b>t(p)</b>
Immigrant	49.87±8.71	-3.274
Non-immigrant	53.94±8.86	(0.001)*

The mean score of Father attachment scales between immigrant and non-immigrant students was compared by Independent T-test. There was statistically significant difference between immigration status and father attachment scale scores ( $p=0.001$ ). Non-immigrant students scored higher than immigrants in the father attachment scale.

**Table 11: The relationship between Number of years living in Cyprus and CDI among immigrants.**

	Depression
Number of years living in Cyprus	r=0.211* p= 0.035

To find out the relationship between Number of years living in Cyprus and Child Depression scale score Pearson Correlation was used. There was a low positive correlation between Number of years living in Cyprus and Depression scale score ( $r=0.211$ ,  $p=0.035$ ). When the number of years living in Cyprus increases Child Depression scale score increases too.

**Table 12: The relationship between the number of years living in Cyprus and STAI among immigrants**

	State anxiety	Trait anxiety
Number of years living in Cyprus	r=-0.234* p=0.020	r=-0.090 p=0.371

To find out the relationship between the number of years living in Cyprus and state and trait anxiety scale score Pearson Correlation was used. There was a low negative correlation between the number of years living in Cyprus and state anxiety scale scores ( $r=-0.234$ ,  $p=0.020$ ). When the number of years living in Cyprus increases State anxiety scale score decreases. Also there was not any correlation between the number of years living in Cyprus and Trait anxiety scale scores ( $r=-0.090$ ,  $p=0.371$ ).

**Table 13: The relationship between RSES and Number of years living in Cyprus among immigrants.**

	Rosenberg self esteem
Number of years living in Cyprus	r=0.009 p=0.429

To find out the relationship between Rosenberg self esteem and number of years living in Cyprus scale scores Pearson Correlation was used. There was not any statistically significant difference between Rosenberg self esteem and Number of years living in Cyprus ( $r=0.009$ ,  $p=0.429$ ).

**Table 14: The relationship between Mother attachment scale scores and the number of years living in Cyprus among immigrants**

	Mother attachment
Number of years living in Cyprus	r=-0.117 p=0.247

To find out the relationship between Mother attachment scale scores and Number of years living in Cyprus Pearson Correlation was used. There was not any statistically significant differences between Mother attachment and number of years living in Cyprus ( $r = -0.117$ ,  $p=0.247$ ).

**Table 15: The relationship between Father attachment and the number of years living in Cyprus among immigrants**

	Father attachment
Number of years living in Cyprus	r=-0.015 p=0.879

To find out the relationship between father attachment scale scores and Number of years living in Cyprus Pearson Correlation was used. There was not any statistically significant differences between father attachment and number of years living in Cyprus (  $r = -0.015$ ,  $p=0.879$ ).

**Table 16: The relationship between STAI and IPA scale scores**

	State anxiety	Trait anxiety
Mother Attachment	r = -0.055 p= 0.585	r =0.139 p= 0.166
Father attachment	r = 0.039 p= 0.701	r =0.209* p=0.037

To find out the relationship between state and trait anxiety scale score and mother/ father attachment scale score Pearson Correlation was used. There was low positive correlation between father attachment and trait anxiety scale score ( $r=0.209$ ,  $p=0.037$ ). The more attached the adolescent is to his/her father the higher trait anxiety they scored.

**Table 17: The relationship between IPA and CDI scale scores**

	Depression
Mother Attachment	r = - 0.030 p= 0.770
Father attachment	r = - 0.110 p = 0.278

To find out the relationship between mother/father attachment and depression scale score Pearson correlation was applied. No statistical significant relationship was found.

**Table 18: The relationship between STAI and CDI scale scores**

	Depression
State anxiety	r = - 0.46** p=0 .000
Trait anxiety	r = - 0.28** p= 0.005

To find out the relationship between state/ trait anxiety and depression scale scores Pearson correlation was applied. There was moderate negative correlation between state anxiety and depression ( $r = -0.46^{**}$ ,  $p = .000$ ). Also there was a low negative correlation between trait anxiety and depression scale scores ( $r = -0.28^{**}$ ,  $p = .005$ ). This means that if an adolescent has high state and trait anxiety this will mean that it will be correlated with lower depression.

**Table 19: Comparison of the mean score of CDI scale and living condition**

	<b>m ±sd</b>	<b>F (p)</b>
Mother and father	48.68±7.10	2.744 (0.044)
Dormitory	43.64±4.70	
Relative	49.37±3.65	
Others	51.40±3.64	

The mean score of child depression scale and living condition was compared by One-Way ANOVA. There was statistically significant difference between the mean score of CDI and living condition ( $p=0.044$ ). In advance analysis with TUKEY , the differences were between living with mother and father and dormitory ( $p= 0.044$ ). Depression is seen higher when an adolescent is living with their mother father.

**Table 20: Comparison of the mean score of state anxiety scale and living condition**

	<b>m ± sd</b>	<b>F(p)</b>
Mother father	43.2±11.23	3.367 (0.020)
Dormitory	51.6±9.94	
Relatives	41.1±9.58	
Others	37.80±6.05	

The mean score of state anxiety scale and living condition was compared by One-Way ANOVA. There was statistically significant difference between the mean score of state anxiety and living condition ( $p=0.020$ ). In advance analysis with TUKEY it was found that the differences were between living with mother father and dormitory ( $p=0.019$ ). An immigrant student living in dormitory has a higher state anxiety score.



**Table 21: Comparison of the mean score of Trait anxiety and living condition**

	<b>m ± sd</b>	<b>F (p)</b>
Mother father	45.1±7.43	1.349 (0.260)
Dormitory	48.2±3.32	
Relative	42.4±5.1	
Others	44.00±7.34	

The mean score of Trait anxiety and living conditions was compared by using One-Way ANOVA. There was not any significant differences between the mean score of trait anxiety and living condition (p= 0.260).

**Table 22: Comparison of the mean score of RSES and living conditions**

	<b>m ± sd</b>	<b>F(p)</b>
Mother father	17.98±4.79	1.482 (0.221)
Dormitory	20.35±10.20	
Relatives	17.12±3.94	
Others	15.20±1.30	

The mean score of Rosenberg self esteem and living conditions was compared by using One-Way ANOVA. There was not any statistically significant differences between the mean score of rosenberg self esteem scale and living conditions (p=0.221).

**Table 23: Comparison of the mean score of Mother Attachment and living conditions**

	<b>m ± sd</b>	<b>F(p)</b>
Mother father	57.06±12.55	0.757 (0.519)
Dormitory	52.42±10.70	
Relatives	57.37±11.91	
Others	53.00±12.20	

The mean score of Mother attachment and living conditions were compared by One-Way ANOVA. There was not any statistically significant difference between the mean score of mother attachment scale and living conditions ( $p=.519$ ).

**Table 24: Comparison of the mean score of Father Attachment and living conditions**

	<b>m ± sd</b>	<b>F(p)</b>
Mother father	52.26±9.21	1.625 (0.185)
Dormitory	47.71±7.97	
Relatives	54.12±4.64	
Others	47.80±6.18	

The mean score of Father Attachment and living conditions were compared by One-Way ANOVA. There was not any statistically significant differences between the mean score of Father Attachment and living conditions ( $p=0.185$ ).

#### 4. DISCUSSION

The aim of the present study was to find out the emotional and behavioural problems in immigrant adolescents. It was aimed to compare these results with non-immigrant adolescents to detect the differences between both situations which would help with developing a support system for immigrant students. From this study there was also some problems that non-immigrant adolescents faced, so it is also necessary to support non-immigrant students on some aspects.

In the present study, it was found that state and trait anxiety scores were higher among immigrant students rather than non-immigrant students. Levecque et al. (2009) done a study among Turkish and Moroccan immigrants who lived in Belgium and found that Turkish and Moroccan immigrants experience higher depression and generalised anxiety disorders compared to Belgium natives. Levecque et al. (2009) discussed the reason for this outcome as, poverty and unemployment which is experienced as a stressful and health damaging situation. Another research carried out by Merry, Lin., Normanis, E., and Nancy, K (2001) examined Caucasian and Chinese immigrant students in Canada. They found that these students scored higher in state and trait anxiety scale scores because they are more subject to stressors. The reason for this was found to be that they have moved to a new country and they don't know the English language very proficiently. This causes an added stress factor and also produces higher anxiety for the immigrant students. The same explanation can apply to the present study. Many of the immigrant students don't know the Turkish language. Students that especially come from Arabic countries don't know the Turkish language and they are unable to make friends that easily. Turkish lessons are given to these foreign students but it is not sufficient enough for them to carry out conversations with their peers. All of the students who are in the school already have a friend group because they have been together since primary school so they won't be close friends with a student who hasn't been with them for a very long time or has a chance of leaving again. So it is expected for them to have higher state and trait anxiety levels.

On the other hand child depression scores were higher among non-immigrant students which was an unexpected result from the present study. It was found that non-immigrant students who live with their parents (mother and father) have higher depression scores. Studies show that living with parents makes it easier for the child to witness good things and bad things

that develop throughout a relationship. Sometimes things don't always turn up the way it is expected to. The child will witness a series of events that the parents are unable to keep them away from. Potential explanations for this result include; economic hardship which is one of the negative aspects that could turn into an argument or even divorce between the parents. Lempers and Simons (1989) looked at economic hardship with adolescent families suffering from crisis of economy, and examines how the economic changes of the 1980's have influenced children, adolescents and their relationships with their parents. Economic hardship is known to be associated with a variety of physical and psychological health problems in adolescents and adults. The findings of the study showed that hardship effects varied according to the type of distress being lived. For females and males, economic hardship had both direct and indirect effects on depression and loneliness. Another study carried out by Bernal et al. (1987), Vega et al. (1998), Grant et al. (2004) and Alegria et al. (2008) have found that immigrants in the USA have lower risk for mood and anxiety disorders compared with the US born native population. They also found out what could be the reason underlying this situation. US born people are more likely to engage in risk behaviour and experiment with alcohol, cigarettes and drugs which have an influence in mood and anxiety disorders. For our study these potential explanations are also valid but another explanation could be made due to Near East College being a private school. Students don't get to spend much time with their parents. The student population mostly consist of full time working parents which could lead the child feeling neglected, lonely and depressed. Some of the students also live in a one-parent house due to divorce or death of the parent. Some have to live with their grandparents because their mother or father divorced and got married to other people and the children don't want to live with them.

In this study it was found that mother father attachment was seen higher in non-immigrant students. A study done by Sharma. M, Sharma. N, Yadava. A. (2011) examines whether the relationship between parents and adolescent attachments result in depression which leads to risk taking behaviour such as smoking, depressive symptoms and affects academic success. Depression nowadays has become one of the most widespread disorder among adolescence. Studies have found out that alarmingly 35-40% of adolescents suffer from depression. As it is mentioned before students who are native are more reluctant to experiment with cigarettes, alcohol and drugs (Bernal et al. 1987, Vega et al. 1998, Grant et al. 2004, Alegria et al. 2008).

For this study it is normal for non-immigrant students who are living with their parents to be more attached to their mother and fathers. Immigrant students tend to feel neglected by parents because most of them live away from their parents. Rhacel Salazar conducted a study in 2001 among Filipino mothers who have to work away from their children. She interviewed female domestic workers in Rome and Los Angeles. Without a doubt mothering from a distance is very tough and has emotional effects for the mother who feels guilty for leaving their children and the child who is left feels neglected. In this study the child needs to go to school in order to have a better future so mostly they have no other choice but to be separated from their family. In the Near East College most of the immigrant students have the same problem. So it can be said that immigrant students do feel neglected and lonely.

A study done by Jasinkaja. I, Liebkind. K, Jaakkola. M and Reuter. A. (2006) stated the importance of support systems against perceived discrimination that helps psychological well-being among three immigrant groups. Having a support system would include; teaching the Turkish or English language, taking them on tours to get to know their country, having counselling sessions to solve any problems they these students might have with lessons or family or even creating a group of immigrant society so they could see that they're not the only students who feel lonely.

In the present study it was found that as the years of living in Cyprus increases, depression levels also increases in immigrant students. This is a surprising result for this study because when you are more used to living in a country and you are more adapted to the environment you should fit in and have less emotional problems however the results showed the opposite (Burnel at al , 1987).

A study found that depression in adolescents usually cause a more social and interpersonal difficulty that directly leads to self-related problems (Sharma. M, Yadava. A, Sunita 2011). To escape from feelings of depression, adolescents tend to experiment with alcohol, drugs and become sexually active and behave in a dangerous unprotected manner. Berms (1995) recorded twice as many women than men suffer from depressive symptoms throughout their lives. Also we should keep in mind that the students that participated in the research are all adolescents who experience depression more than other ages.

In this study it was found that as the years of living in Cyprus increases, state anxiety in immigrant student's decrease. Studies done in communities have showed that there was a positive correlation between anxiety and stressful life events. Psychosocial stress is associated with anxiety and somatic complaints. A study conducted in 2009 by Lourdes Suarez and Barbara Lopez investigated the relationship between acculturative stress in immigrants and anxiety. Acculturation is when you have to deal with the psychological adaptation problems of moving to another country. The results showed that immigrants do indeed suffer from anxiety problems due to acculturation because they have a wider range of stress that they have to deal with. As the years of living in a country increases, the acculturation problems will decrease because the immigrant will be used to the norms and values of that country. This is an expected result for the students to have. As the years of living in Cyprus increase they are more adapted to the country and the surroundings so they will experience less anxiety. As the years of living in Cyprus increase students at the Near East College will get familiar with the country and the language even more and not have any symptoms of anxiety. A study carried out by an Anthropologist Oberg, K in 1960 explains how people who have immigrated to another country suddenly go through a term called " culture shock". Culture shock symptoms include anxiety in which some recover from but most people never recover and live their lives in a state of anxiety. When an individual enters a different culture, all or most of the familiar cues are removed. No matter how broad-minded a person is they are still left with feelings of frustration and anxiety. Everyone reacts the same way to frustration. First they reject the environment which causes discomfort and then the second step is regression. There are individuals who cannot adapt or live in a new environment (Oberg, K, 1960).

It was found that state and trait anxiety is correlated with depression. If state or trait anxiety is high than this means that depression will be lower. A lot of studies have shown that anxiety can be genetic or influential. We could make an assumption such as; if someone in the family (mother or father) suffers from anxiety problems than it is more likely that the child would have elevated anxiety symptoms. It is an expected result because state or trait anxiety and depression are two opposite disorders. In state and trait anxiety the person will experience restless, nervous behaviour and panic. But in depression it is more of a state of low mood. So if an adolescent is experiencing depression they are less likely to experience state or trait anxiety.

## 5. CONCLUSION

In this study it was found that immigrant students do indeed suffer from many problems. The aim of this study was to find out the problems faced by immigrant students by comparing them with non-immigrant adolescents to get a better understanding. Also after obtaining the results a support system would be developed in order to help the immigrant students. It is advised that a support system should be made for immigrant students such as; giving them extra Turkish lessons, taking them on tours to get to know Cyprus better, counselling sessions with the school's psychologist or counsellor, developing a group of immigrant students so they can share their problems, that way they all know that they are not alone and someone else also feels the same way as they do. It is also needed to inform the class teacher about the student's situation, maybe he/ she can pair them with a good friend in class in order to help with lessons. The form teacher should arrange activities that immigrant students can do with non-immigrant students. It is important for these children to have a support system so they can live through this process without any chronic damage. An unexpected result also showed that non-immigrant students living with their family suffered from depression. A support system or a follow up should be carried out for non-immigrant adolescents also.

This study was done only in one private school and the sample only consisted of 100 immigrant and 100 non-immigrant students. It is advised that this study should be done more broadly. Other schools should be included in order for it to be throughout North Cyprus. Also it would be good to see the difference between state schools and private schools. Risk factors weren't looked at in this study, other researchers should look into the risk factors that immigrant children might face.

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**7. APPENDIX****BİLGİLENDİRME FORMU**

Bu çalışma göç eden kişilerin yaşayacağı problemleri araştırmak üzere yapılacaktır. Yakın Doğu Üniversitesi , Klinik Psikoloji Yüksek Lisans tezi için olacak olan çalışma, Yakın Doğu Koleji öğrencilerine anket uygulanarak araştırılacaktır. Bu çalışmaya katılmak zorunlu değildir. Ankete başladıktan sonra, doldurmaya devam etmek istemezseniz, çalışmadan ayrılabilirsiniz. Anketlere kesinlikle isim yazılmayacak ve kimliğiniz hiçbir şekilde ortaya çıkmayacaktır. Bu araştırma bilimsel bir araştırma olup sadece bilimsel makale ve dergilerde yayınlanabilir.

Lütfen sorulara içten ve doğru cevaplar vererek işaretleyiniz. Bu çalışmanın sonunda çıkacak olan sonuçlara göre, göç etmiş olan ergenlerin okul yaşantısını kolaylaştırmaya yardımcı olabilirsiniz.

Teşekkürler,  
Psk.Can Keleş

**BÖLÜM 1****1. Cinsiyet;**

- a) Kız
- b) Erkek

**2. Doğduğunuz ülke neresi?.....****3. Kaç yıldır Kıbrısta yaşıyorsunuz?.....****4. Annenizin eğitim durumu ne?**

- a) Okur-yazar değil
- b) İlkokul
- c) Ortaokul
- d) Lise
- e) Üniversite

**5. Babanızın eğitim durumu ne?**

- a) Okur- yazar değil
- b) İlkokul
- c) Ortaokul
- d) Lise
- e) Üniversite

**6. Ailenizin gelir durumunu nasıl algılıyorsunuz?**

- a) Düşük
- b) Orta
- c) İyi

**7.Kıbrısa hangi nedenlerden dolayı yerleştiniz?( Sadece göç etmiş olanlar işaretlesin)**

- a) Aileye yakın olmak için
- b) Okumak için
- c) Ailemin işinden dolayı
- d) Diğer \_\_\_\_\_

**7. Nerede kalıyorsun?**

- a) Anne ve babamla
- b) Yurtta
- c) Ailemle ( teyze, amca, dede, aneanne, babaanne)
- d) Diđer \_\_\_\_\_

**8. Okulda kaç tane yakın arkadaşınız var? \_\_\_\_\_**

## BÖLÜM 2

*Aşağıda gruplar halinde bazı cümleler yazılmıştır. Her gruptaki cümleleri dikkatlice okuyunuz. Her grup içinden, bugün de dahil olmak üzere, **son iki haftadır** yaşadıklarınızı en iyi şekilde tanımlayan cümlenin yanındaki kutuyu işaretleyin.*

1.

- Kendimi arada sırada üzgün hissediyorum.
- Kendimi sık sık üzgün hissederim.
- Kendimi her zaman üzgün hissederim.

2.

- İşlerim hiçbir zaman yolunda gitmeyecek.
- İşlerimin yolunda gidip gitmeyeceğinden emin değilim.
- İşlerim yolunda gidecek.

3.

- İşlerimin çoğunu doğru yaparım.
- İşlerimin bir çoğunu yanlış yaparım.
- Her şeyi yanlış yaparım.

4.

- Bir çok şeyden hoşlanırım.
- Bazı şeylerden hoşlanırım.
- Hiçbir şeyden hoşlanmam.

5.

- Her zaman kötü bir çocuğum.
- Çoğu zaman kötü bir çocuğum.
- Arada sırada kötü bir çocuğum.

6.

- Arada sırada başıma kötü bir şeylerin geleceğini düşünüyorum.
- Sık sık başıma kötü bir şeylerin geleceğinden endişelenirim.
- Başıma çok kötü şeyler geleceğinden eminim.

7.

- Kendimden nefret ederim.
- Kendimi beğenmem.
- Kendimi beğenirim.



8.

- Bütün kötü şeyler benim hatam.
- Kötü şeylerin bazıları benim hatam.
- Kötü şeyler genellikle benim hatam değil.

9.

- Kendimi öldürmeyi düşünmem.
- Kendimi öldürmeyi düşünürüm ama yapmam.
- Kendimi öldürmeyi düşünüyorum.

10.

- Her gün içimden ağlamak gelir.
- Bir çok günler içimden ağlamak gelir.
- Arada sırada içimden ağlamak gelir.

11.

- Her şey her zaman beni sıkır.
- Her şey sık sık beni sıkır.
- Her şey arada sırada beni sıkır.

12.

- İnsanlarla beraber olmaktan hoşlanırım.
- Çoğu zaman insanlarla olmaktan hoşlanırım.
- Hiçbir zaman insanlarla birlikte olmaktan hoşlanmam.

13.

- Herhangi bir şey hakkında karar vermem.
- Herhangi bir şey hakkında karar vermek zor değil.
- Herhangi bir şey hakkında kolayca karar veririm.

14.

- Güzel / yakışıklı sayılırım.
- Güzel / yakışıklı olmayan yanlarım var.
- Çirkinim

15.

- Okul ödevlerimi yapmak için her zaman kendimi zorlarım.
- Okul ödevlerimi yapmak için çoğu zaman kendimi zorlarım.
- Okul ödevlerimi yapmak sorun değil.

16.

- Her gece uyumakta zorluk çekerim.
- Birçok gece uyumakta zorluk çekerim.
- Oldukça iyi uyurum.

17.

- Arada sırada kendimi yorgun hissederim.
- Bir çok gün kendimi yorgun hissederim.
- Her zaman kendimi yorgun hissederim.

18.

- Hemen her gün canım yemek yemek istemez.
- Çoğu gün canım yemek yemek istemez.
- Oldukça iyi yemek yerim.

19.

- Ağrı ve sızılardan endişe etmem.
- Çoğu zaman ağrı ve sızılardan endişe ederim.
- Her zaman ağrı ve sızılardan endişe ederim.

20.

- Kendimi yalnız hissetmem.
- Çoğu zaman kendimi yalnız hissederim.
- Her zaman kendimi yalnız hissederim.

21.

- Okuldan hiç hoşlanmam.
- Arada sırada okuldan hoşlanırım.
- Çoğu zaman okuldan hoşlanmam.

22.

- Bir çok arkadaşım var.
- Birkaç arkadaşım var ama daha fazla olmasını isterdim.
- Hiçbir arkadaşım yok.

23.

- Okul başarım iyi.
- Okul başarım eskisi kadar iyi değil.
- Eskiden iyi olduğum derslerde çok başarısızım.

24.

- Hiçbir zaman diğer çocuklar kadariyi olamıyorum.
- Eğer istesem diğer çocuklar kadar iyi olurum.
- Diğer çocuklar kadar iyiyim.

25.

- Kimse beni sevmez.
- Beni seven insanların olup olmadığından emin değilim.
- Beni seven insanların olduğundan eminim.

26.

- Bana söyleneni genellikle yaparım.
- Bana söyleneni çoğu zaman yaparım.
- Bana söyleneni hiçbir zaman yapmam.

27.

- İnsanlarla iyi geçinirim.
- İnsanlarla sık sık kavga ederim.
- İnsanlarla her zaman kavga ederim.

BÖLÜM 3

YÖNERGE:Aşağıda kişilerin kendilerine ait duygularını anlatmada kullandıkları bir takım ifadeler verilmiştir. Her ifadeyi okuyun, sonra da o anda nasıl hissettiğinizi ifadelerin sağ tarafındaki parantezlerden uygun olanını işaretlemek suretiyle belirtin. Doğru ya da yanlış cevap yoktur. Herhangi bir ifadenin üzerinde fazla zaman sarfetmeksizin **anında** nasıl hissettiğinizi gösteren cevabı işaretleyin.

		HIÇ	BİRAZ	ÇOK	TAMAMIYLA
1.	Şu anda sakinim	(1)	(2)	(3)	(4)
2.	Kendimi emniyette hissediyorum	(1)	(2)	(3)	(4)
3.	Su anda sinirlerim gergin	(1)	(2)	(3)	(4)
4.	Pişmanlık duygusu içindeyim	(1)	(2)	(3)	(4)
5.	Şu anda huzur içindeyim	(1)	(2)	(3)	(4)
6.	Şu anda hiç keyfim yok	(1)	(2)	(3)	(4)
7.	Başıma geleceklerden endişe ediyorum	(1)	(2)	(3)	(4)
8.	Kendimi dinlenmiş hissediyorum	(1)	(2)	(3)	(4)
9.	Şu anda kaygılıyım	(1)	(2)	(3)	(4)
10.	Kendimi rahat hissediyorum	(1)	(2)	(3)	(4)
11.	Kendime güvenim var	(1)	(2)	(3)	(4)
12.	Şu anda asabım bozuk	(1)	(2)	(3)	(4)
13.	Çok sinirliyim	(1)	(2)	(3)	(4)
14.	Sinirlerimin çok gergin olduğunu hissediyorum	(1)	(2)	(3)	(4)
15.	Kendimi rahatlamış hissediyorum	(1)	(2)	(3)	(4)
16.	Şu anda halimden memnunum	(1)	(2)	(3)	(4)
17.	Şu anda endişeliyim	(1)	(2)	(3)	(4)
18.	Heyecandan kendimi şaşkına dönmüş hissediyorum	(1)	(2)	(3)	(4)
19.	Şu anda sevinçliyim	(1)	(2)	(3)	(4)
20.	Şu anda keyfim yerinde.	(1)	(2)	(3)	(4)

**FORM II**

**YÖNERGE:**Aşağıda kişilerin kendilerine ait duygularını anlatmada kullandıkları bir takım ifadeler verilmiştir. Her ifadeyi okuyun, sonra da o anda nasıl hissettiğinizi ifadelerin sağ tarafındaki parantezlerden uygun olanını işaretlemek suretiyle belirtin. Doğru ya da yanlış cevap yoktur. Herhangi bir ifadenin üzerinde fazla zaman sarfetmeksizin **anında** nasıl hissettiğinizi gösteren cevabı işaretleyin.

		Hemen hemen hiçbir zaman	Bazen	Çok zaman	Hemen her zaman
21.	Genellikle keyfim yerindedir	(1)	(2)	(3)	(4)
22	Genellikle çabuk yorulurum	(1)	(2)	(3)	(4)
23	Genellikle kolay ağlarım	(1)	(2)	(3)	(4)
24	Başkaları kadar mutlu olmak isterim	(1)	(2)	(3)	(4)
25	Çabuk karar veremediğim için fırsatları kaçıırım	(1)	(2)	(3)	(4)
26.	Kendimi dinlenmiş hissediyorum	(1)	(2)	(3)	(4)
27.	Genellikle sakin, kendine hakim ve soğukkanlıyım	(1)	(2)	(3)	(4)
28	Güçlüklerin yenemeyeceğim kadar biriktiğini hissedirim	(1)	(2)	(3)	(4)
29	Önemsiz şeyler hakkında endişelenirim	(1)	(2)	(3)	(4)
30.	Genellikle mutluyum	(1)	(2)	(3)	(4)
31	Her şeyi ciddiye alır ve endişelenirim	(1)	(2)	(3)	(4)
32	Genellikle kendime güvenim yoktur	(1)	(2)	(3)	(4)
33.	Genellikle kendimi emniyette hissedirim	(1)	(2)	(3)	(4)
34	Sıkıntılı ve güç durumlarla karşılaşmaktan kaçınırım	(1)	(2)	(3)	(4)
35	Genellikle kendimi hüzünlü hissedirim	(1)	(2)	(3)	(4)
36.	Genellikle hayatımdan memnunum	(1)	(2)	(3)	(4)
37	Olur olmaz düşünceler beni rahatsız eder	(1)	(2)	(3)	(4)
38	Hayal kırıklıklarını öylesine ciddiye alırım ki hiç unutamam	(1)	(2)	(3)	(4)
39.	Aklı başında ve kararlı bir insanım	(1)	(2)	(3)	(4)
40	Son zamanlarda kafama takılan konular beni tedirgin ediyor	(1)	(2)	(3)	(4)

**BÖLÜM 4**

- 1.** Kendimi en az diğer insanlar kadar değerli buluyorum.  
a. ÇOK DOĞRU b. DOĞRU c. YANLIŞ d. ÇOK YANLIŞ
- 2.** Bazı olumlu özelliklerim olduğunu düşünüyorum.  
a. ÇOK DOĞRU b. DOĞRU c. YANLIŞ d. ÇOK YANLIŞ
- 3.** Genelde kendimi başarısız bir kişi olarak görme eğilimindeyim.  
a. ÇOK DOĞRU b. DOĞRU c. YANLIŞ d. ÇOK YANLIŞ
- 4.** Ben de diğer insanların birçoğunun yapabildiği kadar birşeyler yapabilirim.  
a. ÇOK DOĞRU b. DOĞRU c. YANLIŞ d. ÇOK YANLIŞ
- 5.** Kendimde gurur duyacak fazla birşey bulamıyorum.  
a. ÇOK DOĞRU b. DOĞRU c. YANLIŞ d. ÇOK YANLIŞ
- 6.** Kendime karşı olumlu bir tutum içindeyim.  
a. ÇOK DOĞRU b. DOĞRU c. YANLIŞ d. ÇOK YANLIŞ
- 7.** Genel olarak kendimden memnunum.  
a. ÇOK DOĞRU b. DOĞRU c. YANLIŞ d. ÇOK YANLIŞ
- 8.** Kendime karşı daha fazla saygı duyabilmeyi isterdim.  
a. ÇOK DOĞRU b. DOĞRU c. YANLIŞ d. ÇOK YANLIŞ
- 9.** Bazen kesinlikle kendimin bir işe yaramadığımı düşünüyorum.  
a. ÇOK DOĞRU b. DOĞRU c. YANLIŞ d. ÇOK YANLIŞ
- 10.** Bazen kendimin hiç de yeterli bir insan olmadığımı düşünüyorum.  
a. ÇOK DOĞRU b. DOĞRU c. YANLIŞ d. ÇOK YANLIŞ

**BÖLÜM 6.**

Aşağıda, anneniz ve babanızla olan ilişkileriniz hakkında cümleler verilmiştir. Her bir cümlede anlatılan durumu ne sıklıkla yaşadığınızı 7 aralıklı ölçek üzerinde, ilgili rakam üzerine çarpı (X) koyarak gösteriniz. Bunu anne ve babanız için ayrı ayrı yapmanızı istemekteyiz. Hiçbir maddenin doğru ya da yanlış cevabı yoktur. Önemli olan her cümle ile ilgili olarak kendi durumunuzu doğru bir şekilde yansıtmaktır. Anne ve/veya babanızı kaybetmişseniz yetişmenizde en çok katkısı olan kişiyi gözönüne alınız.

Aşağıdaki maddeleri **annenizle ilişkinizi** gözönünde bulundurarak doldurunuz.

	1-----2-----3-----4-----5-----6-----7							
	Asla	Bazen					Daima	
1. Annem duygularıma saygı gösterir.	1	2	3	4	5	6	7	
2. Annem başka biri olsun isterdim.	1	2	3	4	5	6	7	
3. Annem beni olduğum gibi kabul eder.	1	2	3	4	5	6	7	
4. Sorunlarım hakkında annemle konuştuğumda kendimden utanırım ya da kendimi kötü hissederim.	1	2	3	4	5	6	7	
5. Evde kolayca keyfim kaçar.	1	2	3	4	5	6	7	
6. Annemin kendi problemleri olduğundan, onu bir de kendiminkilerle sıkmak istemem.	1	2	3	4	5	6	7	
7. Kim olduğumu daha iyi anlamamda annem bana yol gösterir.	1	2	3	4	5	6	7	
8. Bir sorunum olduğunda ya da başım sıkıştığında bunu anneme anlatırım.	1	2	3	4	5	6	7	
9. Anneme kızgınlık duyuyorum.	1	2	3	4	5	6	7	
10. Annemden pek ilgi görmüyorum.	1	2	3	4	5	6	7	
11. Kızgın olduğumda annem anlayışlı olmaya çalışır.	1	2	3	4	5	6	7	
12. Annem bir şeyin beni rahatsız ettiğini hissederse, bana nedenini sorar.	1	2	3	4	5	6	7	

Aşağıdaki maddeleri babanızla ilişkinizi gözönünde bulundurarak doldurunuz.

1-----2-----3-----4-----5-----6-----7  
**Asla** **Bazen** **Daima**

1. Babam duygularıma saygı gösterir.	1	2	3	4	5	6	7
2. Babam başka biri olsun isterdim.	1	2	3	4	5	6	7
3. Babam beni olduğum gibi kabul eder.	1	2	3	4	5	6	7
4. Sorunlarım hakkında babamla konuştuğumda kendimden utanırım ya da kendimi kötü hissederim.	1	2	3	4	5	6	7
5. Evde kolayca keyfim kaçır.	1	2	3	4	5	6	7
6. Babamın kendi problemleri olduğundan, onu bir de kendiminkilerle sıkmak istemem.	1	2	3	4	5	6	7
7. Kim olduğumu daha iyi anlamamda babam bana yol gösterir.	1	2	3	4	5	6	7
8. Bir sorunum olduğunda ya da başım sıkıştığında bunu babama anlatırım.	1	2	3	4	5	6	7
9. Babama kızgınlık duyuyorum.	1	2	3	4	5	6	7
10. Babamdan pek ilgi görmüyorum.	1	2	3	4	5	6	7
11. Kızgın olduğumda babam anlayışlı olmaya çalışır.	1	2	3	4	5	6	7
12. Babam bir şeyin beni rahatsız ettiğini hissederse, bana nedenini sorar.	1	2	3	4	5	6	7



**INFORMED CONSENT**

This study is conducted by the Near East University ,Graduate School of Social Science, Clinical Psychology Masters Programme.These questionnaires are a part of a research that investigates the problems among adolescents.You can leave the study at any time you want to.You do not have to write your name on any of the questionnaires.It wont be given to the school board but only will be used for research purposes with your name being anonymous, it will be really helpful if you answer the questions honestly.

This study is based on research purposes.So by doing this study you will be helping future generations to have a better life.

Thank you for your time.

Psy.Can KELEŞ

PART 1.

Age: \_\_\_\_\_

1. Gender  
Girl/ Boy
  
2. How many years have you been living in Cyprus? \_\_\_\_\_
  
3. Which vountry were you born in? \_\_\_\_\_
  
4. What is the highest level of education that your mother has completed?
  - a. 12th grade or less.
  - b. High school graduate.
  - c. College graduate.
  - d. University graduate
  - e. Other. \_\_\_\_\_
  
5. What is the highest level of education that your father has completed?
  - a. 12 th grade or less
  - b. High school graduate
  - c. College student
  - d. University graduate
  - e. Other. \_\_\_\_\_
  
6. In what category would you put your family income?
  - a. Low
  - b. Medium
  - c. High
  
7. Why did you move to Cyprus?
  - a. To be close to relatives
  - b. For educational purposes
  - c. Family buisness
  - d. Other \_\_\_\_\_

8. Where/ Who do you live ?
  - a. Mother and father
  - b. Dormitory
  - c. Relatives (aunts , uncles,grandparents)
  - d. Other \_\_\_\_\_
  
9. How many close friends do you have ? \_\_\_\_\_

PART 2.

## INSTRUCTIONS:

Kids sometimes have different feelings and ideas.

This form lists the feelings and ideas in groups of three statements. From each group pick one sentence that describes you best for the past two weeks. After you pick a sentence from the first group, then go on to the next group of three statements.

There is no right or wrong answer. Just pick the sentence that best describes the way you have been feeling recently. Put a mark like this X next to your answer. Put the mark in the box next to the sentence that you pick.

Remember, pick out the sentences that describe your feelings and thoughts in the past two weeks.

1.

- I am sad once in a while.
- I am sad many times.
- I am sad all the time

2.

- Nothing will ever work out for me.
- I am not sure if things will work out for me.
- Things will work out for me O.K.

3.

- I do most things O.K.
- I do many things wrong.
- I do everything wrong

4.

- I have fun in many things.
- I have fun in some things.
- Nothing is fun at all.

5.

- I am bad all the time.
- I am bad many times.
- I am bad once in a while.

6.

- I think about bad things happening to me once in a while.
- I worry that bad things will happen to me.
- I am sure that terrible things will happen to me.

7.

- I hate myself.
- I do not like myself.
- I like myself.

8.

- All bad things are my fault.
- Many bad things are my fault.
- Bad things are not usually my fault.

9.

- I do not think about killing myself.
- I think about killing myself but would not do it.
- I want to kill myself.

10.

- I feel like crying everyday.
- I feel like crying many days.
- I feel like crying once in a while.

11.

- Things bother me all the time.
- Things bother me many times.
- Things bother me once in a while.

12.

- I like being with people.
- I do not like being with people many times.
- I do not want to be with people at all.

13.

- I can not make up my mind about things.
- It is hard to make up my mind about things.
- I make my mind about things easily.

14.

- I look O.K.
- There are some bad things about my looks.
- I look ugly.

15.

- I have to push myself all the time to do my schoolwork.
- I have to push myself many times to do my schoolwork.
- Doing schoolwork is not a big problem.

16.

- I have trouble sleeping every night.
- I have trouble sleeping many nights.
- I sleep pretty well.

17.

- I am tired once in a while.
- I am tired many days.
- I am tired all the time.

18.

- Most days I do not feel like eating.
- Many days I do not feel like eating.
- I eat pretty well.

19.

- I do not worry about aches and pains.
- I worry about aches and pains many times.
- I worry about aches and pains all the time.

20.

- I do not feel alone.
- I feel alone many times.
- I feel alone all the time.

21.

- I never have fun at school.
- I have fun at school only once in a while.
- I have fun at school many times.

22.

- I have plenty of friends.
- I have some friends but I wish I had more.
- I do not have any friends.

23.

- My school work is alright.
- My school work is not as good as before.
- I do very poorly in subjects I used to be good in.

24.

- I can never be as good as other kids.
- I can be as good as other kids if I want to.
- I am just as good as other kids.

25.

- Nobody really loves me.
- I am not sure if anybody loves me.
- I am sure that somebody loves me.

26.

- I usually do what I am told.
- I do not do what I am told most times.
- I never do what I am told.

27.

- I get along with people.
- I get into fights many times.
- I get into fights all the time.

**PART 3.****Instructions**

Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement.

1. On the whole, I am satisfied with myself.
  - a. Strongly Agree
  - b. Agree
  - c. Disagree
  - d. Strongly Disagree
  
2. At times I think I am no good at all.
  - a. Strongly Agree
  - b. Agree
  - c. Disagree
  - d. Strongly Disagree
  
3. I feel that I have a number of good qualities.
  - a. Strongly Agree
  - b. Agree
  - c. Disagree
  - d. Strongly Disagree
  
4. I am able to do things as well as most other people.
  - a. Strongly Agree
  - b. Agree
  - c. Disagree
  - d. Strongly Disagree



5. I feel I do not have much to be proud of.
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
6. I certainly feel useless at times.
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
7. I feel that I'm a person of worth, at least on an equal plane with others.
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
8. I wish I could have more respect for myself.
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
9. All in all, I am inclined to feel that I am a failure.
- Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
10. I take a positive attitude toward myself.
- |                   |                      |
|-------------------|----------------------|
| a. Strongly Agree | c. Disagree          |
| b. Agree          | d. Strongly Disagree |

PART 4.**DIRECTIONS**

A number of statements which people have used to describe themselves are given below. Read each statement and then circle the appropriate number to the right of the statement to indicate how you feel right now, that is, at this moment. There are no right or wrong answers. Do not spend too much time on any one statement but give the answer which seems to describe your present feelings best.

**1. Not at all    2. Somewhat    3. Moderately so    4. Very much so**

1. I feel calm.....
2. I feel secure .....
3. I am tense.....
4. I feel strained.....
5. I feel at ease.....
6. I feel upset.....
7. I am presently worrying over possible misfortunes.....
8. I feel satisfied.....
9. I feel frightened.....
10. I feel comfortable.....
11. I feel self-confident.....
12. I feel nervous.....
13. I am jittery.....
14. I feel indecisive.....
15. I am relaxed.....
16. I feel content.....
17. I am worried.....
18. I feel confused.....
19. I feel steady.....
20. I feel pleasant.....

**DIRECTIONS**

A number of statements which people have used to describe themselves are given below. Read each statement and then circle the appropriate number to the right of the statement to indicate how you feel right now, that is, at this moment. There are no right or wrong answers. Do not spend too much time on any one statement but give the answer which seems to describe your present feelings best.

*1. Almost never      2. Sometimes    3. Often      4. Almost always*

- 21. I feel pleasant.....
- 22. I feel nervous and restless.....
- 23. I feel satisfied with myself.....
- 24. I wish I could be as happy as others seem to be.....
- 25. I feel like a failure.....
- 26. I feel rested.....
- 27. I am calm, cool and collected.....
- 28. I feel that difficulties are piling up so that I cannot overcome them.....
- 29. I worry too much over something that doesn't really matter.....
- 30. I am happy.....
- 31. I have disturbing thoughts .....
- 32. I lack self – confidence.....
- 33. I feel secure.....
- 34. I make decisions easily.....
- 35. I feel inadequate.....
- 36. I am content.....
- 37. Some unimportant thought runs through my mind and bothers me.....
- 38. I take disappointments so keenly that I can't put them out of my mind.....
- 39. I am a steady person.....
- 40. I get in a state of tension or turmoil as I think over my recent concerns and interests.....

**PART 5.**

This questionnaire asks about your relationship with important people in your life; your mother, your father, and your friends. Please read the directions to each part carefully.

**Part 1**

Some of the following statements asks about your feelings about your mother or the person who has acted as your mother. If you have more than one person acting as your mother (e.g. a natural mother and a step mother) answer the questions for the one you feel has most influenced you.

Please read each statement and circle the ONE number that tells the statement is for you now.

1-----2-----3-----4-----5-----6-----7  
**Never** **Sometimes** **Always**

13. My mother respects my feelings	1	2	3	4	5	6	7
14. I wish I had a different mother.	1	2	3	4	5	6	7
15. My mother accepts me as I am.	1	2	3	4	5	6	7
16. Talking over my problems with my mother makes me feel ashamed or foolish.	1	2	3	4	5	6	7
17. I easily get upset when I'm around my mother.	1	2	3	4	5	6	7
18. My mother has her own problems so I don't bother her with mine.	1	2	3	4	5	6	7
19. My mother helps me understand myself better.	1	2	3	4	5	6	7
20. I tell my mother about my problems and troubles.	1	2	3	4	5	6	7
21. I feel angry with my mother.	1	2	3	4	5	6	7
22. I don't get much attention from my mother.	1	2	3	4	5	6	7
23. When I am angry about something my mother tries to be more understanding.	1	2	3	4	5	6	7
24. If my mother knows something is bothering me she will ask me.	1	2	3	4	5	6	7

## Part II

This part asks about your feelings about your father, or the man who has acted as your father. If you have more than one person acting as your father (e.g. natural and step-father) answer the question for the one you feel has most influenced you.

1-----2-----3-----4-----5-----6-----7  
**Never** **Sometimes** **Always**

13. My father respects my feelings.	1	2	3	4	5	6	7
14. I wish I had a different father.	1	2	3	4	5	6	7
15. My father accepts me like I am.	1	2	3	4	5	6	7
16. Talking over my problems with my father makes me feel ashamed or foolish.	1	2	3	4	5	6	7
17. I easily get upset when I'm around my father.	1	2	3	4	5	6	7
18. My father has his own problems so I don't bother him with mine.	1	2	3	4	5	6	7
19. My father helps me understand myself better.	1	2	3	4	5	6	7
20. I tell my father about my problems and troubles.	1	2	3	4	5	6	7
21. I feel angry with my father.	1	2	3	4	5	6	7
22. I don't get much attention from my father.	1	2	3	4	5	6	7
23. When I am angry about something my father tries to be more understanding.	1	2	3	4	5	6	7
24. If my father knows something is bothering me he will ask me.	1	2	3	4	5	6	7

**The survey has ended. Thank you for your contribution.**

**BACKGROUND****CAN KELEŞ**

*Can Keleş was born in England in 22.09.1990. She completed her primary and secondary year education in Great Britain, high school and university education in North Cyprus. For her high school education she went to Türk Maarif Koleji and she attended the Near East University for undergraduate studies in Psychology and Post-Graduate studies in Clinical Psychology. Can Keleş is currently working at the Near East College as a Psychology Teacher. She has attended many courses and seminars in the field of psychology, gaining certificates in Positive Psychotherapy and 3 Modules of Naadac (National Association for Alcoholism and Drug Abuse Counselors) training .*