

SHRINKING HORIZONS: AN INVESTIGATION ON ATTITUDES TOWARDS
BRAIN DRAIN OF UNIVERSITY STUDENTS IN TÜRKİYE THROUGH
RELATIVE DEPRIVATION AND SOCIAL SUPPORT

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TOWARDS BRAIN DRAIN OF UNIVERSITY STUDENTS IN TÜRKİYE
THROUGH RELATIVE DEPRIVATION AND SOCIAL SUPPORT**

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ABSTRACT

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The objective of this study is to examine the relationship between the perceived relative deprivation and the attitudes towards brain drain among university students in Türkiye. Additionally, it aims to investigate the moderating effect of perceived social support on this relationship. Perceived relative deprivation refers to individuals comparing their opportunities with those of their nearby peers, leading to a sense of deprivation arising from these comparisons. Various studies have demonstrated the impact of perceived relative deprivation on individuals' quality of life across characteristics such as psychological well-being, self-confidence, ability to cope with difficulties, and overall life satisfaction. Brain drain, a phenomenon that has long been recognized in Türkiye, is also influenced by similar psychological variables in this particular situation. Brain drain is the migration of educated, highly skilled people from their current country to more developed countries in order to achieve better living conditions. Perceived social support, another variable discussed within the scope of the study, refers to the social support people receive from their close circle. This support has been seen in many studies as a soothing factor when people face stress and

life difficulties. Within the scope of the research, it was expected that as the perceived relative deprivation levels of the people increased, their attitudes towards brain drain would be positively affected, by the sample consisting of students actively studying at the university level in Türkiye. In addition, it was predicted that people's perceived social support would have a moderating effect on this relationship. Within the scope of the research, data suitable for analysis was collected from a total of 378 people. The results confirmed the first hypothesis, the relationship between perceived relative deprivation and brain drain attitudes, while the moderating effect of perceived social support did not appear to have statistical significance. The research results and findings are discussed in detail in the discussion section. This study aims to draw attention to the existence of an important problem through the attitudes of young people in Türkiye towards brain drain. As a result, it is expected to shed light on the literature and help institutions in taking regulatory measures for a solution.

Keywords: Perceived Relative Deprivation, Attitudes Towards Brain Drain, Perceived Social Support.

ÖZ

DARALAN UFUKLAR: TÜRKİYE'DEKİ ÜNİVERSİTE ÖĞRENCİLERİNİN BEYİN GÖÇÜNE YÖNELİK TUTUMLARININ GÖRELİ YOKSUNLUK VE SOSYAL DESTEK ÜZERİNDEN İNCELENMESİ

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Bu çalışmanın amacı, Türkiye'deki üniversite öğrencilerinin beyin göçüne yönelik tutumlarının algılanan görelî yoksunluk seviyeleriyle olan ilişkisini ve algılanan sosyal desteğin bu ilişkideki moderatör rolünü araştırmaktır. Algılanan görelî yoksunluk, kişilerin sahip oldukları imkanları kendine yakın sosyoekonomik durumda olan akranlarıyla karşılaştırmaları ve bu karşılaştırmalar sonucunda hissettikleri yoksunluk hissini ifade etmektedir. Bugüne kadar birçok araştırma algılanan görelî yoksunluğun kişilerin hayat kalitesi üzerindeki etkilerini psikolojik iyi oluş, kendine güven, zorluklarla başa çıkabilme, hayat tatimini gibi boyutlarda ortaya koymuştur. Bu bağlamda, Türkiye'de uzun bir süredir gözlemlenen bir kavram olan beyin göçü de benzer psikolojik değişkenlerden etkilenmektedir. Beyin göçü, eğitim görmüş yüksek becerili kişilerin daha iyi hayat koşullarına kavuşmak için buldukları ülkeden genellikle daha gelişmiş ülkelere göç etmesidir. Çalışma kapsamında ele alınan bir diğer değişken olan algılanan sosyal destek ise kişilerin yakın çevrelerinden aldıkları sosyal desteği ifade etmektedir. Bu destek birçok çalışmada, kişilerin stres ve benzeri hayata dair zorluklar karşısında hafifletici bir faktör olarak görülmüştür. Araştırma kapsamında, Türkiye'de üniversite düzeyinde aktif olarak eğitim gören

öğrencilerinden oluşan örneklem üzerinde, kişilerin algılanan görelî yoksunluk seviyeleri arttıkça beyin göçüne yönelik tutumlarının pozitif yönde etkileneceği beklenmiştir. Buna ek olarak kişilerin algıladıkları sosyal desteğin bu ilişkide moderatör etkisi göstereceği tahmin edilmiştir. Araştırma kapsamında toplam 378 kişiden analize uygun veri toplanmıştır. Sonuçlar, ilk hipotez olan algılanan görelî yoksunluk ile beyin göçü tutumları arasındaki ilişkiyi doğrulamıştır, algılanan sosyal desteğin moderatör etkisinin ise istatistiksel öneme sahip olmadığı görülmüştür. Araştırma sonuçları ve bulguları tartışma bölümünde detaylıca tartışılmıştır. İşbu çalışmanın Türkiye'deki gençlerin beyin göçüne yönelik tutumları üzerinden önemli bir sorunun varlığına dikkat çekmesi amaçlanmıştır. Sonuç olarak çözüme yönelik düzenleyici önlemler alınması konusunda da hem literatüre ışık tutması hem de kurum ve kuruluşlara yardımcı olması beklenmektedir.

Anahtar Kelimeler: Algılanan Görelî Yoksunluk, Beyin Göçüne Yönelik Tutumlar, Algılanan Sosyal Destek.

" Türkiye evlatlarına kendisinden başka bir şeyle meşgul olmak imkânını vermiyor."

-Ahmet Hamdi Tanpınar

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CHAPTER 1

INTRODUCTION

Brain drain is explained as the migration of intellectual people raised in one country to other countries in search of better living conditions. The migration of a nation's highly skilled workforce to different corners of the globe can be attributed to a myriad of factors. Prominent among these motivators are the pursuit of enhanced financial opportunities, an improved standard of living, the availability of cutting-edge technological resources, a politically stable environment, and the aspiration to reside in a more liberated society (Öncü et al., 2018). In essence, individuals undertake such journeys with the aim of more readily satisfying fundamental human needs and preserving and enhancing the fulfillment of these needs in a more comfortable manner. In a parallel manner, this concept is a phenomenon that has manifested itself intensely in Türkiye, especially in recent years, and can be easily observed. An undeniable wave of migration to developed countries has begun in recent years as a result of reinforcing factors such as anxiety about the future, a tense political agenda, inadequacies in the education system, state regulations restricting freedom areas, and undoubtedly the deterioration of the economic situation day by day on the individuals who constitute the qualified workforce in Türkiye (Öncü, 2018). This qualified mass, which compares itself with its peers living abroad, thanks to the active use of various media channels, especially social media, has become more aware of the mentioned living conditions day by day.

The concept of Perceived Relative Deprivation becomes relevant in this context, proposing that subjective comparisons and interpretations play a role in shaping one's awareness and responses to perceived inequalities, regardless of their actual position or the objectively measured socio-economic disparities (Osborne & Sibley, 2013). Individuals who make this comparison and reach this awareness through various tools

feel a sense of relative deprivation. People start to feel resentful and angry about this situation as a result of their dissatisfaction with the feeling of deprivation (Smith et al., 2012). People who feel strong dissatisfaction due to deprivation seek to escape from this environment and migrate to calm the negative emotions felt. So to say, individuals in Türkiye who perceive themselves as comparatively deprived when compared with their peers abroad attempt to alleviate this sense of deprivation by immigrating to developed countries in pursuit of similar conditions.

Social support, on the other hand, is an important concept that can be used to cope with the negative emotions that arise due to the deprivation people feel and even to weaken this feeling of deprivation. According to Zhang and Tao (2013), experiencing a sense of relative deprivation has been discovered to correlate positively with an increased frequency of depression and suicidal tendencies, while exhibiting a negative association with perceived social support.

At this point, if we bring the issue back to the context of Türkiye, it can be said that the social support perceived by people can be a soothing factor to the feeling of deprivation caused by comparisons in a multicultural and collectivist society like Türkiye (Duman, 2018). According to Zimet and his colleagues (1988), an individual's social support sources include his or her family, friends, relatives, neighbors, colleagues, or other special people with whom he or she interacts. If these two views are reconciled, it can be predicted that perceived social support will have a significant impact on people's attitudes towards the brain drain caused by the relative deprivation they perceive.

In light of all this, utilizing the framework of Relative Deprivation Theory, this research endeavors to examine the perspectives of Turkish university students regarding brain drain. The initial assumption posits that students experiencing a higher degree of relative deprivation will exhibit more favorable attitudes towards brain drain. Additionally, the study seeks to explore whether perceived social support across various dimensions functions as a moderating variable in the connection between perceived relative deprivation and attitudes towards brain drain. Specifically, it is hypothesized that the impact of perceived relative deprivation on attitudes towards brain drain will be mitigated by the presence of perceived social support within distinct

spheres, including family, friends, and significant others. Aligned with the objectives, the investigation will be conducted using data gathered from both undergraduate and graduate students at METU.

In the next section, before the literature review, there is a section titled "Ethos," where current events are described and summarized to better describe to the reader the environment in Türkiye which the research was conducted and the spirit of the time—the so-called *Zeitgeist*. The intention is for the reader to gain a clearer understanding and develop empathy for the research objectives and the present state in Türkiye by perceiving them through the perspectives of Turkish youth, who serve both as researchers and participants. This section, named Ethos, is followed by an explanation of the concepts that constitute the variables of the study, which are Perceived Relative Deprivation, Attitudes Towards Brain Drain and Perceived Social Support, through the literature and their relationships with each other.

1.1. Ethos

The Greek word "ethos" means "custom", and it is used to describe the guiding principles or values that form a community, a country, or an ideology. It also conveys the meaning of a delicate balance between ambition, desire, and prudence (Merriam-Webster, 2022). The Greeks employed this term to signify the significant impact of music on the formation of emotions, actions, and even ethical principles (Weiss et. al., 1984). Currently, ethos pertains to the inclinations, principles, or unique nature that is inherent in an individual, group, or society. It is significant because it gives a clear understanding of comprehending and appraising a given time interval. Essentially, it delineates the prevailing spirit of the era, often referred to as the "*Zeitgeist*." To give an example of the use of ethos in literature, the author wrote in 1940: " The behavior of politicians is shaped by the general ethos of the people they govern." (Eliot, 1940). This quote from the author, T.S. Eliot, is actually an expression that summarizes the reason why this field is presented to the reader.

1.1.1. Pandemic

March 11 2020, all television channels are broadcasting live. Fahrettin Koca, Minister of Health and founder of Medipol Hospitals, one of Türkiye's largest hospital chains, makes a statement. Announces the first case detected in Türkiye of the COVID-19 pandemic that has spread throughout the world. He adds that there has been a one-week suspension of educational activities across all levels of educational institutions. Exactly 4 days after this statement, on March 15, 2020, he announced the first death due to COVID in a similar manner on live television. Of course, these dates are according to official data and statements. In fact, the pandemic had already begun to spread all over the world, including Türkiye in the last days of 2019. According to Ritchie and friends (2023), the virus was first identified during a breakout in December 2019 in the Chinese city of Wuhan. To be more clear, Huanan Seafood Wholesale Market is the more specific location of the source of the virus (Jonathan et al., 2022). The pandemic has irreversibly affected many areas of life in Türkiye, as it does all over the world, and the "new normal" has settled into everyone's life (Şengün & Emeç, 2022). The pandemic led to significant measures being implemented in the daily life of Türkiye, resulting in widespread effects across various domains such as social, economic, political, administrative, legal, religious, and cultural sectors. Primary, secondary, and high school education was temporarily suspended, and university courses for the semesters were canceled with exams postponed. Various establishments, including restaurants, cafes, museums, educational institutions, shopping malls, hotels, gyms, and all kinds of entertainment facilities, were temporarily shut down. Sports events throughout the country were canceled indefinitely. Notably, prisoners were released from prisons, and all domestic transportation activities, including buses and planes, were halted. The mandatory use of masks was enforced in closed spaces and some open areas. Quarantine measures were imposed on numerous settlements, restricting entry and exit for residents. People, especially young university students, returned to their homes, and their online education adventures with their families, which will last for a few years, have begun. Although this environment seemed excited and a little mischievous at first, it would not be kind to the youth living in Türkiye. The spirit of the times was working against them, and this new normal would not be good for them at all. So to say the effects of

the pandemic are a point that should not be missed in the emergence of this study, both in terms of the motivation of the researchers and the results of the psychological reflections on the participants. The reader's duty here should be to try to make sense of the pandemic environment in Türkiye described in this chapter and evaluate the study accordingly.

1.1.2. Social Media

Throughout the COVID-19 pandemic in Türkiye, the utilization of social media has played a pivotal role. It has significantly contributed to the swift dissemination of up-to-date information regarding the pandemic, fostering increased public awareness (Cho et al., 2023). Health organizations, public institutions, and individuals have effectively communicated essential health guidelines, current statistics, and informative content through various social media platforms (Wong et al., 2020). However, in an environment where caution against misinformation and misdirection is crucial, social media users have been mindful, ensuring they conscientiously navigate these platforms by relying on accurate and credible sources (Saud et al., 2020). On the other hand, social media platforms have served as channels for heightened solidarity and emotional support among individuals. With the increase in time spent at home, online interactions and virtual communities have become even more important. At this point, the time spent at home has become very decisive psychologically and mentally for university students in Türkiye (Kovan & Ormancı, 2021). Increased use of social media due to the impact of the pandemic has become an important source for this young audience to get news and be aware of their surroundings (Zhao & Zhou, 2020). Although this state of being aware of what is going on was an important source of psychological support during the long time spent at home during the pandemic period, it also provided young people with the opportunity to compare their situation with their environment (Hatami et al., 2022). This comparison may have been one of the main potential effects that reinforced the feeling of relative deprivation, which is the basic theory on which this research is based. The young persons, who spend most of the day alone at home and compare their situation with the outside world, especially with their peers living abroad, may have begun to gain negative awareness and see that the spirit of the times in Türkiye is not treating them very well. At this point, it can be said that the border-breaking power of social

media affects some of the feelings of deprivation experienced by university students in Türkiye and their thoughts about the near future. The emergence of attitudes related to brain drain may be becoming apparent, providing the reader with an opportunity to draw comparisons at this juncture. Once more, the Ethos was unfavorable towards the youngsters.

1.1.3. Political Setting

Another important parameter that needs to be mentioned in order to describe the spirit of the period to the readers, along with the pandemic and social media, is the political setting in Türkiye. During the pandemic period, the decisions taken by the political power in Türkiye and the way they managed the process affected large masses (Yaman, 2021). Decision taken throughout the process and management practices negatively affected the approval rate of the political power (Hotar et al., 2020). It is undeniable that social media has an impact on this loss of power, on the spread of criticism against government practices, and on finding a response from the public. This intimidation strategy has had a significant impact on young people who use these platforms, as noted by Aydın (2020). Therefore, it is reasonable to assert that the aforementioned anti-youth inclinations in the political realm have influenced the brain drain attitudes of the young individuals addressed in this research. The emergence of the management's decisions and the reactive attitude this situation occurred in society, especially among young people, significantly affected the spirit of the time. Similar to the situation during the coronavirus pandemic, the conflicts in the Turkish political landscape and the subsequent actions have shaped the prevailing atmosphere of the time, which regrettably has been unfavorable to the well-being of Turkish young. As in the previous two episodes, the political setting did not treat students well and negatively affected the young people's hope for the future of the country. However, the situation would continue similarly in the following episodes.

1.1.4. Economic Instabilities

Another dimension that significantly shaped the atmosphere of the period was the economic situation of the country. As the title suggests, this situation cannot be said to be very positive. Türkiye's economy has been greatly affected by the decisions taken by the government in economic management, especially during and after the pandemic

(Adıgüzel, 2020). Exchange rate crises, unstoppable inflation, and the increasing cost of living are the main consequences of these decisions (Ünüvari, 2022). It would not be wrong to say that one of the groups most affected by the living conditions resulting from these economic difficulties is the Turkish youth. According to Doğan and Akçalı (2022), the financial difficulties they face while trying to get a university education have become a challenging reality for many students. Finding enough resources for school expenses, housing, nutrition, and other basic needs is a common concern among young people. Additionally, difficulties in accessing scholarship or loan opportunities make the search for financial support more complicated for many students. These economic challenges can pose significant obstacles to young people's pursuit of their educational goals and impact their future careers (Erkan et al. 2012). Therefore, as these young people, who are the main subjects of the country's economic difficulties, become aware of the negative situation they are in, they will begin to compare themselves with their peers, especially those living abroad. To get out of this situation, they will start looking for a solution to leave the country (Babataş, 2007). One can argue that another crucial determinant of the prevailing atmosphere for the young individuals discussed in this essay is the economic disparities encountered in Türkiye. Regrettably, when it comes to ethos, the period persistently mistreats young individuals.

1.1.5. Freedom of Thought

The final determinant that influenced the culture of thought in Türkiye was freedom of thought, or, in other words, freedom of speech or freedom of expression. Freedom of thought refers to the right of individuals to express their ideas, opinions, and views without any censorship or interference (Main, 1967). This freedom is considered a fundamental human right in democratic societies and is often guaranteed by constitutions. The issue of freedom of thought in Türkiye has been a problematic area for various groups since the founding of the country (Örselli, 2009). While the constitution and legal framework of the nation ensure the right to freedom of thought, practical experiences sometimes entail constraints and restrictions (Duran, 2006). This situation causes criticism about limiting freedom of thought for reasons such as the fight against terrorism, national security, or the general moral values of society. According to Özgürlük Araştırmaları Merkezi (2021), the fact that many people, such

as journalists, writers, and activists, face legal investigations on the grounds that they defend freedom of thought in Türkiye increases day by day the concerns about freedom of thought in the country. Restrictions on social media platforms have also caused public debate on freedom of thought. The subject of these discussions is generally political power in Türkiye's use of punitive methods to restrict freedom of thought and human rights violations (Apak, 2020). This scenario undeniably impacts both young individuals and all residents residing in this country. Within this context, it would be acceptable to state that the prevailing zeitgeist thrives on the repressive environment surrounding young individuals, subjecting them to repeated mistreatment. Young people in Türkiye, who are afraid to express their thoughts and ideas freely and fear that they may be punished when they do, are terrified about the issue of freedom of thought, like other factors of the period, and despair about the future of the country. Freedom of thought, the last title designated to describe the spirit of the period, that is, its ethos, to you, the readers, is perhaps one of the most important issues that can combine with all the previous parameters and determine the brain drain attitudes of young people, which is the main research subject of this article. The Ethos section, designed to better explain the period in which the research was conducted to the readers and to create preliminary information in their memories, ends here. From now on, it is the duty of the readers to imagine how the pessimistic spirit of the period could affect Türkiye's youngsters.

1.2. Brain Drain

1.2.1. The Concept of Brain Drain

Brain drain is a migration phenomenon characterized by the departure of skilled professionals, particularly those educated in the intellectual fields of science, technology, medicine, engineering, design, and the arts, seeking better employment and living opportunities in foreign countries. In this process, individuals decide to leave their home countries in pursuit of broader career prospects, improved working conditions, higher educational opportunities, and an overall enhanced quality of life (Mountford, 1997). Brain drain results in the movement of talented individuals, often leading to a loss of skilled human resources for the source countries while

simultaneously allowing destination countries to strengthen their economies, scientific advancements, and cultural landscapes by attracting these qualified individuals. Nevertheless, for source countries, this phenomenon often signifies a depletion of skilled human resources and the potential economic contributions that these individuals could have made (Lundahls, 1985). On the other hand, for destination countries, this migration offers significant advantages in terms of diversity, innovation, and expertise. Brain drain presents itself as a complex and global phenomenon, impacting economic and social dynamics in numerous countries worldwide (Stark & Wang, 2002). Brain drain occurs in many different countries around the world, but some countries experience this phenomenon more apparently. These countries are generally countries with more developed economies and higher education and career opportunities (Lowell & Findlay, 2001). Especially the United States, Canada, Australia, and European countries are prominent destinations in the field of brain drain (Johnson, 1965). These countries try to attract talented professionals in order to gain a competitive advantage internationally and support their economic, scientific, and technological development. Especially higher education institutions, research centers, and the technology sector are important centers of attraction in terms of brain drain. However, brain drain occurs not only among these developed countries but also in less developed countries. There is the other side of the coin, the side of the countries affected by this issue and the countries that people migrate from. This includes some professionals leaving their home countries for reasons such as economic difficulties, political instability, or security issues and heading to more stable and opportunity-filled regions (Johnson, 1967). As a result, the concept of brain drain reveals different dynamics in many countries around the world and presents a complex interaction that significantly affects both economic structures and social dynamics worldwide (Wong & Yip, 1999). This complex phenomenon underscores the complex texture of international migration, where skilled professionals, often motivated by the search for improved opportunities, contribute to transnational flows of talent. The multifaceted consequences of brain drain go beyond immediate economic concerns and affect the fabric of global societies by shaping innovation, cultural diversity, and knowledge exchange (Poot, 1996). This issue remains a subject of ongoing investigation for policymakers and researchers who wish

to grasp its far-reaching implications and implement measures that will promote sustainable global development (Stark & Wang, 1999).

1.2.2. Brain Drain in Türkiye's Context

The phenomenon of brain drain in Türkiye dates back to the Ottoman period, approximately 200 years ago today. Brain drain movements started during the Tanzimat period with the policy of sending students abroad (Yılmaz, 2020). During the reign of Sultan Abdülmecid, after the declaration of Tanzimat, 17 successful students selected from Tophane Military Academy and Engineering School were sent to Paris in 1840, and no expense was spared for these students, emphasizing that they would benefit the Ottoman Empire (Erdoğan, 2009). By the end of the Tanzimat era, approximately 200 students were dispatched to contemporary and advanced metropolises like Paris, London, Vienna, and Berlin (Berber, 1998). Transitioning to more recent times, subsequent to the labor migration wave to Europe in the 1960s, the migratory patterns from Türkiye to developed nations since the 1970s have shifted towards the movement of skilled and educated individuals rather than the migration of unskilled laborers (Yılmaz, 2020).

According to Gençler and Çolak (2002), of the approximately 4,000 students sent abroad through the Council of Higher Education (YÖK) between 1987 and 2002, 49% were brain-drained in the USA, 39% in the UK, and 4% in Germany. Among these years, the highest number of students was reached in 1993, with 1282. When it comes to the year 2000, of the 885 official scholarship students sent through the Ministry of National Education (MEB), 73% went for a PhD and the rest for undergraduate and graduate degrees (Gençler & Çolak, 2002).

In recent times, there has been an increased momentum in the migration of well-educated young individuals from Türkiye, particularly those who have graduated from reputable universities, choosing to relocate abroad. This acceleration in brain drain can be attributed to various factors such as elevated unemployment rates, especially among recent university graduates, uncompetitive salaries in certain professions, unmet expectations in work environments, subpar academic and physical conditions, and the allure of higher living standards, well-being, fees, and scientific incentives offered abroad.

When examining the brain drain rates from Türkiye to abroad, it would be appropriate to mention some statistical data. According to statistics from the Dutch Immigration and Citizenship Agency (IND), there were a total of 1020 academics and highly educated people who applied from Türkiye to the Netherlands within the scope of "brain drain" in the first 11 months of 2018 (BBC, 2019). According to previous years' figures given by the same institution, while the number of people coming from Türkiye to the Netherlands as part of the brain drain in 2016 was 540, this figure increased to 780 in 2017.

As a result, it is correct to say that brain drain rates have been on a constant increase in recent years. It has been observed that not only academics but also white-collar workers and entrepreneurs working in the private sector want to benefit from the high standards of living abroad and migrate their companies abroad. According to the Ufuk 2020 Program (2018), between 2015 and 2018, around 10,000 entrepreneurs and employees moved abroad.

In the report titled "Millionaire Migration 2018" published by New World Wealth from South Africa, Türkiye was the country that emigrated the most abroad in terms of population and number of millionaires. While the number of Turkish millionaires leaving their country in 2016 was around 6,000, this number reached 12,000 in 2017. Türkiye, which ranked 5th in the millionaire migration survey in 2016, goes up to the 3rd country in 2017 (Yılmaz, 2020).

When the issue of migration is examined in the field of education, according to the statistics published by the Council of Higher Education (YÖK), more than 50 thousand Turkish students are studying abroad, approximately 24 thousand of whom are in Germany and 15 thousand in the USA. According to the data of the British Ministry of Internal Affairs, there was a 28% increase in short-term visas given to students in June 2016, and 40% of this increase, that is, approximately 3400 people, consists of applications from Turkish citizens (Financial Times, 2016). In 2015, approximately 45 thousand students went abroad for education. When programs such as "Work and Travel", where you can work and earn money, and activities such as "language schools" are added, the total number of students reaches 87,000. (Financial Times, 2016). Based on all these statistical data, it can be said that the brain drain issue has

been on Türkiye's agenda from the past to the future and has increasingly evolved into a serious issue as we get closer to the present. Following the presentation of all the numerical data, it would be fitting to examine the research in the literature regarding the subject in Türkiye.

Studies on brain drain in Türkiye mostly evaluate this phenomenon negatively as a loss (Elveren & Toksöz, 2018). For this reason, suggestions to prevent brain drain come to the fore in the literature. While the issue of brain drain has been recognized for numerous years, policymakers and academicians started to pay more attention to the matter, particularly following the economic crisis that emerged in 2001 (Akçapar, 2009). According to Işığışok (2002), 7% of skilled workers who lost their jobs migrated abroad, 12% were contemplating emigration, 8% had gone abroad for master's programs or language courses, and approximately 30% expressed readiness to migrate if given the opportunity. Tunçel (2003) delved into the issue of political immigrants forced to migrate after the 1980 military coup, estimating their numbers between 14 thousand and 30 thousand (Çizmecı, 1988). A substantial portion of these immigrants are reportedly highly skilled individuals, categorizing this wave of migration as a form of brain drain.

In the brain drain literature in Türkiye, discussions often revolve around push and pull factors (Elveren & Toksöz, 2018). While professional advancement, increased income, and improved living conditions stand out as primary attractive pull reasons for the destination countries, unemployment, economic and political instability, constraints on academic freedom and freedom of expression, and overarching issues in the higher education system are identified as fundamental push factors for the source countries (Deviren & Daşkıran, 2015). Structural problems in the education system and universities' inability to meet labor market needs constitute the primary driving factors among the reasons for brain drain (Alvan, 2012). In addition to that, Fişek (2009) posited that the current structure of the higher education system is designed to incentivize brain drain and serves this purpose.

Consequently, based on the extensive literature and statistical data, it can be argued that Türkiye possesses a substantial quantity of knowledge regarding brain drain. Studies have investigated and uncovered various elements that contribute to brain

drain, enabling us to identify and address this issue. This issue is addressed in more detail in the next section.

1.2.3. Factors Causing Brain Drain

Going back to its operational definition, brain drain is a phenomenon with multifaceted causes and consequences that refers to the migration of talented and expert individuals from one country to another. Understanding the factors that cause this phenomenon is of vital importance for policymakers, researchers, and the well-being of society (Stark & Bloom, 1985). In this section, the main factors behind brain drain will be explored. Then, more specifically, the psychological effects of these factors on young people in Türkiye will be explained.

One of the main drivers of brain drain is the pursuit of better economic opportunities (Stark & Bloom, 1985). In general, individuals prioritize environments that present elevated income, enhanced quality of life, and heightened financial security (Rodriguez, 1975). Countries with developed economies attract talent with the promise of competitive salaries and advanced career opportunities. Global connections between economies facilitate movement, resulting in the migration of skilled individuals from less economically developed countries (Watanabe, 1969).

Another important factor that causes brain drain is education opportunities. Access to advanced and leading educational opportunities plays an important role in brain drain (Wong & Yip, 1999). Especially in the context of academia, young people prefer countries that offer good universities, research institutions, and a vibrant intellectual climate. The desire to pursue a quality education may lead many academics or students to long-term or permanent migration (Tansel, 1999). It is accurate to say that the desire for quality academic experiences and exposure to contemporary research facilities drives many academics to seek opportunities abroad.

High unemployment rates and limited opportunities in certain sectors also contribute to brain drain (Tansel, 1994). Individuals may face difficulties in finding employment compatible with their field of expertise. The perspective of better career prospects and job satisfaction abroad becomes an attractive reason for migration from the perspective of both students and employees (Ranis, 1972). Additionally, the perception of a

stagnant job market and limited potential for professional growth may push individuals to seek more secure job markets (Wong & Yip, 1999). Apart from unemployment, underemployment plays a significant role as a factor contributing to brain drain. When individuals with advanced education, skills, and talents find themselves in positions that do not fully utilize their capabilities, they often become disillusioned and seek opportunities elsewhere. In many cases, individuals may choose to migrate to countries where they can secure employment that aligns more closely with their qualifications and aspirations. The frustration and sense of stagnation caused by underemployment can drive skilled professionals to seek better prospects abroad, leading to a loss of valuable human capital for their home country (Wong & Yip, 1999).

Political and social instability in a country can also significantly contribute to brain drain (Akyıldız, 2023). People often seek environments that offer political stability, respect for human rights, and a conducive social atmosphere. Political turmoil, conflicts, and a lack of personal security may prompt individuals to consider migration (Karaduman & Çoban, 2019).

Another important factor that is directly related to this issue is the free-thought environment. The existence of a free-thought environment in a country encourages talented individuals to express their creativity, develop innovative ideas, and develop critical thinking skills. This type of environment becomes attractive to people who want to make progress in science, art, technology, and other intellectual areas. On the contrary, in a country where free thought is absent or restricted, it may be more difficult for skilled individuals to fully reveal their potential. Repression, censorship, and restrictions on freedom of thought can inhibit creativity and make it difficult for individuals to express their ideas (Blake, 2016).

The overall quality of factors such as healthcare, housing opportunities, and work-life balance plays a decisive role in brain drain. Countries that offer a high quality of life and a supportive social infrastructure attract people seeking a better standard of living (Blake, 2016). Access to healthcare, a safe and secure living environment, and family-friendly policies increase the overall attractiveness for those considering migration and encourage brain drain.

The last factor in this section is the developments in technology and the removal of borders on a global scale. Technological advances and increasing global connectivity have made migration easier (Yılmaz, 2020). The ability to connect with opportunities and networks around the world through digital platforms makes it simpler for people seeking immigration to discover and apply for opportunities abroad. Virtual collaboration, remote work options, and seamless transfer of knowledge contribute to the fluidity of brain drain by making geographical boundaries less of a barrier (Zhatkanbaeva et al., 2012).

In conclusion, along with the many factors we have mentioned, brain drain is the result of a complex interaction of economic, educational, social, and political factors. The interaction of these factors creates a complex environment in which individuals shape their decisions based on a combination of push and pull factors. If we summarize the issue from the perspective of young people in Türkiye, it is not difficult to see how all these factors we have mentioned overlap with the vital problems in Türkiye and the spirit of the time mentioned in the previous sections, especially Ethos. Considering the elimination of international boundaries due to the technology advancements indicated in the previous issue, it becomes evident how cognizant young individuals are of these factors. These individuals, who use all these technological opportunities to the fullest, can compare themselves with their peers living abroad, and as a result of this comparison, they are not satisfied with their situation.

The dissatisfaction resulting from this comparison brings us to the concept of perceived relative deprivation, which is the psychological phenomenon that is the main source of this research (Wong & Yip, 1999).

1.3. Perceived Relative Deprivation

Perceived relative deprivation is a subjective feeling. The individual gets this feeling when he or she perceives that what this person has is less than what others have. (Runciman, 1966). It is a phenomenon in which individuals evaluate their own circumstances in terms of income, status, opportunities, or other resources by comparing them with those around or within a particular reference group (Osborne &

Sibley, 2013). As a result of this comparison, individuals desire to have more than they have and feel a sense of dissatisfaction.

The 1949 book "American Soldier: Harmony in Army Life" by Stouffer and friends introduced the idea of relative deprivation in literature. The research describes a counterintuitive situation that reveals black soldiers serving in the South are more satisfied with military life than black soldiers serving in the North, even though their socio-economic conditions are more unfavorable. In other words, the research was based on the idea that soldiers in the South feel more privileged than their civilian counterparts in the North, whereas soldiers in the North feel relatively less privileged than their civilian counterparts in the South (Greenberg, 1987). The reason for what was mentioned before in this chapter is that people's reactions to objective conditions depend on their subjective comparisons (Walker & Smith, 2002). Regardless of the objectivity of the situation, people reach this feeling through the subjective judgments they make within themselves.

Personal evaluations people make determine their awareness and reactions to perceived deprivation, despite their objective position or socio-economic inequalities (Crosby, 1976). Relative Deprivation Theory suggests that individuals subjectively compare themselves to other people, groups, or their own past situations. These individual or group-level cognitive assessments stem from subjective comparisons, aiding in the recognition of their disadvantaged status (Osborne & Sibley, 2013). One of the important aspects of the Relative Deprivation Theory is its emphasis on people feeling uncomfortable about having the same opportunities as others who they consider to be less qualified than themselves and thinking they deserve more, even if they find the opportunities offered to them in satisfactory manner (Yılmaz & Erkal, 2020). In other words, when an individual thinks that they are deprived of better jobs despite having superior qualifications, they perceive themselves as superior and, as a result, feel deprived. (Karacaoğlu & Arslan, 2019).

According to Relative Deprivation Theory, there are five conditions under which a person feels relatively deprived. Let's think of a desired object and call it D. The first condition is for a person who does not have D to perceive that a person similar to him or her has D. The second condition is that he or she wants to have D. The third

condition is that he or she thinks he or she deserves to have D (Davis, 1959). The fourth condition is that he or she thinks it is possible and has the potential to reach D (Runciman, 1966). The fifth and last condition is that one does not bear the burden for lacking D and actively seeks it externally (Crosby, 1976). Only if these five conditions are met can a situation of personal relative deprivation be mentioned for the individual. The most important point to note here again is that the first step in experiencing perceived deprivation is the awareness of one's own subjectively disadvantaged position (Özdemir et al., 2019). For example, members of some minority groups, such as immigrants, homosexuals, or colored individuals, may internalize injustice or disadvantage that is normalized and accepted by sociocultural norms and may not be quite aware of the situation itself. These people may not be looking for or knowing alternatives to the current system and may not feel deprived despite the disadvantages. In such a case, it would not be correct to talk about the existence of perceived relative deprivation.

Runciman (1966) discussed perceived relative deprivation in two different aspects: individual-based (egoistic) and group-based (fraternalistic). In these two aspects, individuals engage in comparisons either between themselves and others or between the group to which they belong and other groups, perceiving either their personal disadvantages in comparison to others or the group's disadvantages compared to other groups (Ellemers, 2002). Personal relative deprivation focuses on the perception of unequal situations between individuals, while group relative deprivation focuses on the perception of unequal situations between groups (Walker & Smith, 2002). While egoistic relative deprivation is shaped by interpersonal social comparisons, fraternalistic relative deprivation is shaped by comparisons between groups. In other words, it can be said that group relative deprivation is based on the comparison between one's own group and other groups, in cases where the person feels deprived due to the deficiencies he or she perceives towards the group he or she belongs to. In this research, the study will focus specifically on the personal level and egoistic dimension of relative deprivation.

1.3.1. Relative Deprivation and Brain Drain

We have discussed the causes of brain drain and how it works both globally and specifically in Türkiye in previous sections. To briefly summarize, Perceived Relative Deprivation Theory offers a perspective from which individuals compare themselves and other people around them. It also suggests that individuals evaluate their situation, income level, social status, and access to other resources relative to the reference groups in their environment. On the other hand, brain drain refers to the migration of qualified individuals from one country to another for various reasons.

According to Stark and Taylor (1991), the perception of one's place in society has a significant impact on the propensity to migrate. In this context, the idea put forward by Flippen (2013) that individuals generally act to increase their relative position within a group or society becomes meaningful.

The connection between perceived relative deprivation and brain drain occurs when individuals compare economic, social, or academic conditions in their home country with similar individuals in other countries. These comparisons can cause individuals to look to other countries in search of better opportunities, income, and living standards. Perceived relative deprivation may influence individuals' migration decisions because more advantageous conditions in other countries may offer an alternative to perceived disadvantages in their home country. In this context, one may argue that the theory of perceived relative deprivation provides an important framework for understanding and explaining the migration trends of individuals and communities. Hence, as Czaika and Haas (2012) stated, disparities in individuals' prospects abroad based on their circumstances are prevalent aspects of the conditions signaling migration, simultaneously forming potential sources and destinations for migration.

Unfortunately, there is no trace of an academic study conducted in the Turkish context examining the relationship between relative deprivation and brain drain. However, studies conducted abroad can be mentioned in the relevant literature. In the research on interregional migration conducted by Stark et al. in Poland in 2009, a relationship was found between relative deprivation and migration. Another important aspect of this study is that it reveals that relative poverty also has an impact on Polish

immigration. It is possible to use the 2012 investigation by Silber and Verme as another example from the literature. In their study, utilizing household-level data from England, Poland, Hungary, and Germany, they discovered that the absolute income level held more significance for immigrants than income ranking. The study carried out in 2012 by Stolz and Baten is a final illustration from the literature on the subject. According to the study, in the sample consisting of 52 sources selected from 5 different countries, it was mentioned that brain drain is determined by the perceptions of relative inequality in the source and target countries.

The provided research examples indicate various attempts in the international literature to elucidate the connection between brain drain and relative deprivation, which constitutes the primary focus of this research article.

Before concluding this section that explores the correlation between brain drain and relative deprivation, it becomes evident that individuals strongly affected by relative deprivation often choose to depart from their current surroundings, seeking improved standards in new locations. If we bring the subject to today's Türkiye, it is not hard to see that this study may meet a need, have potential important results, and have the opportunity to fill the gap in the field, despite the deficiencies in the literature.

1.4. Attitudes Towards Brain Drain

In previous sections, we have discussed the causes of brain drain and how it works both globally and specifically in Türkiye.

Before delving into the connection with brain drain, it is appropriate to provide a brief explanation of the term "attitude." Attitude refers to an individual's emotional evaluations, thoughts, and inclinations regarding a particular subject or issue (Eagly & Chaiken, 2007). Typically characterized by a positive or negative assessment, attitudes influence emotional responses and behavioral tendencies towards the specific subject (Kraus, 1995). It is a complex cognitive structure that includes individuals' emotional reactions and behavioral inclinations on various subjects. This cognitive structure shapes one's feelings about a particular subject through positive or negative emotional components (Fishbein, 2008). Attitudes are usually caused by emotional reactions in

the internal world of the person, and these reactions can determine the motivation and desire of the individual. For example, an individual with a positive attitude can be motivated by the desire to be active in a field by triggering positive emotions on the subject. On the other hand, attitudes frequently impact an individual's conduct, unveiling distinct behavioral patterns associated with this interaction and attitude (Madden et al., 1992). For instance, consider an individual with an environmentally friendly attitude inclined to exhibit positive behaviors in the environment, such as practicing recycling or supporting initiatives to preserve nature. However, sometimes incompatibility between attitudes and behaviors may occur. In this case, the individual's attitudes towards incompatible behaviors may lead to a lack of consistency and internal conflicts (Madden et al., 1992).

Factors affecting the attitudes of the individual include a number of complex factors, such as cultural norms, social environment, individual experiences, and education. These factors can determine one's attitudes and cause harmonious or incompatible behaviors with social norms (Fang et al., 2017). Likewise, according to Stankov (2007), these attitudes play an important role in social contexts because they affect ways of interacting, relationships, and participating in social groups. So to say, attitudes can affect individuals' behavior towards others and help them adapt to social norms. After making the operational explanation of the concept of attitude and explaining the interaction with emotions and behaviors, we can move on to attitudes towards brain drain.

As mentioned a few times in the previous sections, attitudes towards brain drain are shaped by various factors such as the cultural context, economic situation, education level of the person, and the political and social environment of the country (Stark & Bloom, 1985). According to Giousmpasoglou and friends (2016), some people believe that brain drain can be evaluated from a global perspective and can be seen as a positive phenomenon. These people may have thoughts that the increase in international cooperation and knowledge sharing means that brains from different intellectual backgrounds come together to produce innovative things. Conversely, there are some individuals who view brain drain negatively. They may worry that the departure of skilled professionals, or potential professionals, could undermine the local economy and deplete intellectual resources within the country. Some also express concerns

about the potential loss of valuable resources, particularly for developing nations such as Türkiye. So to say, it can be summarized as attitudes towards brain drain can lead to great differences due to personal experiences, level of education, cultural past, and geographical differences. Considering the relationship between attitude and behavior, it would be accurate to state that the positive or negative attitudes regarding brain drain will impact the migration behaviors of individuals.

Prior to concluding this part, it is worth mentioning the study undertaken by Öncü et al. in 2018, which provides an example of how attitudes towards brain drain are reflected in local literature. Although the study conducted with Cukurova University students is an attitude scale development study, it serves as a source for many studies, including this one, to evaluate the subject in the context of Türkiye. The topic of discussion was environmental variables, which are important factors regarding brain drain attitudes. Returning to the sample of university students, the prominent factor in the environmental influences of these young students in the Turkish context is perceived social support. The social interaction of these young people with their environment when it comes to leaving the country and starting a new life is a situation examined by this research. In the following parts, we shall thoroughly analyze this connection, considering both its global and Turkish basis.

1.5. Perceived Social Support

Social support is the form of assistance individuals receive from their surroundings, influencing their ability to handle life stresses or difficulties (Cohen & Wills, 1985). From a psychological perspective, stress is a response that occurs when an individual's capacity to cope with environmental conditions exceeds it (Lazarus, 1966). This condition refers to a situation in which the individual's effort to maintain mental, emotional, and physical balance is intensified. Perceived social support has the potential to enhance an individual's resilience in dealing with this stress. Whether it's emotional encouragement, sharing information, expressing appreciation, or offering tangible assistance, different forms of support can contribute to a person's psychological strength when facing challenging situations. Social support emerges as

a valuable strategy for navigating stress, providing individuals with improved well-being and heightened motivation to overcome life's obstacles (Cobb, 1976).

According to Caplan (1974), perceived social support refers to the help individuals receive from their environment, impacting their capacity to cope with life stresses or challenges. This help can manifest emotionally, informatively, appreciatively, or through providing tangible help to the individual. It entails the understanding that those in a person's social circle, including family, friends, or other connections, are perceived as contributing to the person's coping with challenges. However, the effectiveness of perceived social support can differ from person to person, with the same type of support proving impactful for one individual but less so for another (Procidano & Heller, 1983). Moreover, social support constitutes just one facet of an individual's coping strategies for dealing with stress and is not a standalone solution to eliminate stress. However, if social support is received in a suitable and efficient manner, it can positively influence an individual's ability to cope with stress and contribute to the improvement of their psychological well-being (Zhou et al., 2013).

According to Zimet and friends (1990), perceived social support derives its strength from three primary pillars: family, friends, and a significant other, such as a partner or a best friend. The family serves as a cornerstone, offering a diverse range of support—be it emotional, informational, or instrumental—to the individual. Friends play a crucial role by providing empathetic emotional support grounded in shared life experiences while also contributing valuable information and practical assistance to help navigate stress. A special person, typically representing a significant individual like a partner or best friend, contributes robust emotional support within the context of a romantic relationship or deep friendship. These distinct sources of support work collectively to help individuals forge resilient and meaningful connections through perceived social support. This, in turn, enhances their capacity to effectively confront life's challenges, fostering a positive impact on their overall psychological well-being.

So far, the soothing effect of social support on coping with stress and overcoming difficulties has been mentioned through global quotes and studies. Considering the challenging conditions experienced in Türkiye, which are mentioned in detail in the ethos section of the article, examining the extent to which social support perceived as

a method of coping with stress can be effective for university students in Türkiye in this challenging context is also an important issue that this article tries to investigate. Ultimately, the impact of social support on the attitudes of students toward brain drain becomes particularly noteworthy (Pedersen, 1990). When students rely on social support as a coping mechanism for navigating challenges, the role of this support in shaping their perspectives on brain drain deserves thorough exploration. Delving into the intricate dynamics of how social support influences the mindset of individuals contemplating migration can provide valuable insights into the complex interplay of personal relationships, coping mechanisms, and the broader phenomenon of brain drain. This field of research not only contributes to our understanding of migration attitudes but also sheds light on the broader sociopsychological factors that shape the decisions of individuals in the face of global challenges.

1.5.1. Perception of Social Support in Turkish Culture

In order to talk about the perception of social support in Türkiye, it would be appropriate to first briefly talk about Türkiye's cultural structure and social relations. Although this section is a bit generic, it will give the reader background information about the perception of the concept of social support in Türkiye.

From a sociocultural perspective, Türkiye embodies a robust collectivist culture, prominently emphasizing social bonds. The pivotal role of family, friends, and society collectively shapes individuals' lives, fostering a collaborative spirit. Family values hold significant importance, acting as a guiding force in helping individuals discover their identity and establish their position in society (Fişek, 1991). Respect for elders and authority figures is a prevalent cultural norm (Timur, 1981). The warmth of hospitality and cordial receptions stand out as distinctive features of Turkish culture. The prevailing sense of community fosters mutual support among individuals. Openness in communication and expression of emotions is common, and traditional values often come together with modern life, resulting in cultural richness (Toker & Toker, 2003). Undoubtedly, social support holds a major role in the context of Türkiye, as it profoundly influences individuals' character, lifestyle, and particularly has a substantial impact on the younger generation. These young people are trying to establish a balance between traditional values and modern life. Family remains an

important focus for young people and often represents a strong support system (Yavuz & Özmete, 2012). However, technological advances and globalization are creating an environment where young people come into conflict with traditional norms.

The search for individual freedom and independence is increasing among today's young people. The widespread use of advanced technology and digital communication on a global scale allows young individuals to be more connected to the world. However, it may also lead them to reevaluate their adherence to traditional cultural bonds, potentially hastening the process of questioning traditional norms and forging their unique identities (Barış & Taylan, 2020). In the context of modern times, alongside traditional values, the career aspirations, educational outlook, and social interactions of young people also significantly contribute to shaping their world perspectives.

In the light of all these developments, the conflict between young people and traditional values has become an issue that should be taken into consideration in terms of perceived social support in today's Türkiye. The traditional "Turkish family structure" from the past is giving way to new habits and life views, along with young people's openness to new world views. Therefore, the perception of social support that we are accustomed to needs to be re-evaluated with the developments in this new period. This research aims to examine perceived social support in this context. This research was designed to answer questions such as to what extent the perception of social support in Türkiye has changed with the generic expressions just mentioned above and whether there is a need for new definitions and explanations. Perceived social support, along with other variables within the research, was included in the scope to bring new perspectives to the literature in this context and perhaps shed light on new research.

1.6. Hypotheses of Current Study

Throughout the introduction, the contributions of the variables to the research and what they aim for within the scope are explained one by one in the relevant sections. However, the hypotheses of the research will be explained collectively in this section,

item by item. Nevertheless, before delving into the hypotheses, let us provide a recap for our readers of what has been elucidated thus far.

Türkiye is going through some difficult times during the research period. These difficulties create negative conditions for young people in many ways. As communication opportunities increase and access to information becomes easier, young people are becoming more and more aware of these negativities. This awareness emerges with the perceived relative deprivation in the psychological dimension. The feeling of deprivation drives them to despair and leads them to lose faith in the country. As a result of hopelessness, attitudes towards migrating from the country are affected. They begin to look for their future in other countries. The support they perceive from their surroundings during this search may have an impact on helping them. All variables of the research can be summarized in this way from a hypothetical perspective. Additionally, when we list them one by one, a view like the one below emerges.

H1: University students in Türkiye with higher levels of personal relative deprivation would have more positive attitudes towards brain drain.

H2: The social support perceived by university students in Türkiye would have a buffering moderator effect on the relationship between their relative deprivation levels and brain drain attitudes.

H2a: The family-specific dimension of social support perceived by university students in Türkiye would act as a buffering moderator in the relationship between relative deprivation levels and brain drain attitudes.

H2b: The friends-specific dimension of social support perceived by university students in Türkiye would act as a buffering moderator in the relationship between relative deprivation levels and brain drain attitudes.

H2c: The significant other-specific dimension of social support perceived by university students in Türkiye would act as a buffering moderator in the relationship between relative deprivation levels and brain drain attitudes.

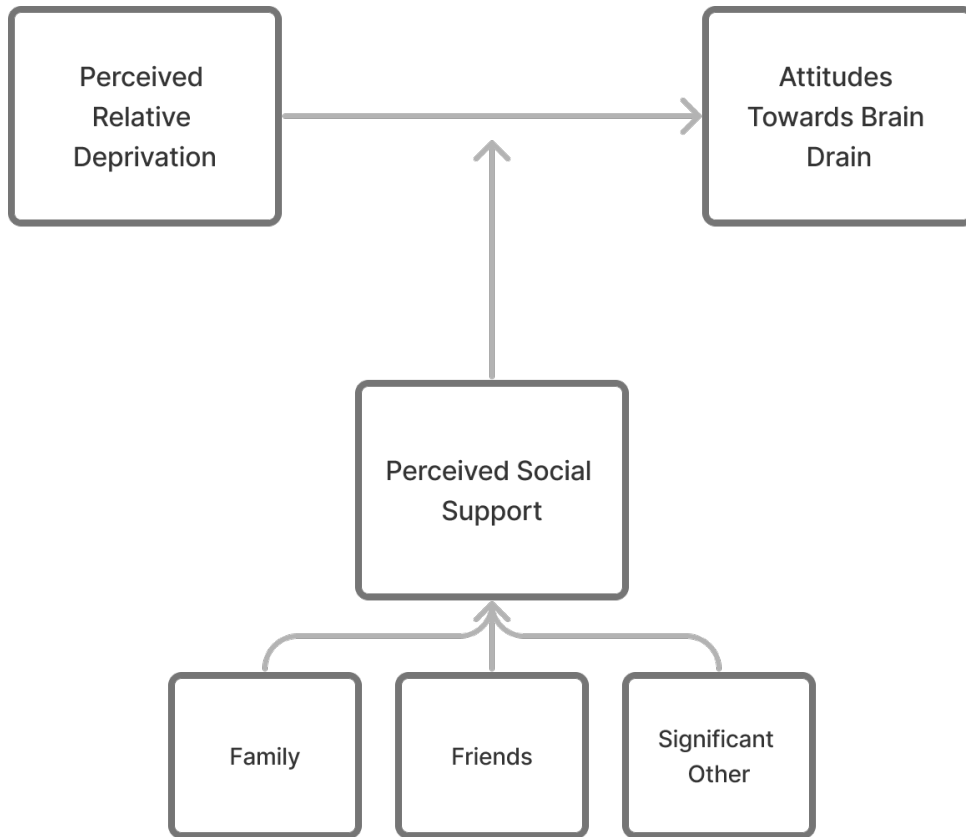


Figure 1. *The Model of the Current Study*

CHAPTER 2

METHOD

2.1. Participants

As mentioned in the previous sections of the article, it is evident that Türkiye has been experiencing difficult conditions in the fields of economics, politics, and rights and freedoms in recent times. The demographic group most profoundly impacted by this circumstance is the youth population, who have concerns regarding the future of Türkiye and lack optimism regarding the prospect of ameliorating these challenging circumstances in the immediate future. Therefore, the phenomenon of brain drain becomes evident primarily among young university students in Türkiye who earnestly contemplate initiating their professional journeys abroad. According to Güngör (2004), the steps to be taken after university graduation are one of the most preferred ways to migrate abroad. In this context, it is thought that exploring the attitudes of Turkish university students towards brain drain in comparison to their international counterparts emerges as a subject warranting further investigation, with the potential to yield substantial findings. There were two criteria taken into consideration when recruiting participants. First, they must be an active student as an associate, undergraduate, or graduate level at a university providing education in Türkiye. Second, they must have Turkish citizenship. The second criterion was added to the study so that they could have an agenda regarding experiencing, observing, and internalizing the situation Türkiye has been in for a while. In a study conducted otherwise, if participants did not meet this criterion, their perceived relative deprivation and, therefore, their brain drain attitudes might have been biased according to their background. As a result, participants were chosen from among actively enrolled undergraduate or graduate students in Türkiye. The mentioned criteria were taken into consideration when announcing the research. The research was conducted

through the online administration of a survey using the Google Forms platform.

At first, the number of participants reached as a result of the study was 392. 14 of these 392 people were excluded because they were not actively students at a university in Türkiye which was the first criteria of the participation validation. After the outlier analysis was performed on the remaining 378 people, 8 more participants were removed from the dataset, and as a result, demographic information analysis was carried out on 370 people. The characteristics of the sample demographics are stated below.

The ages of the 370 participants ranged from 18 to 52 ($M = 22.7$, $SD = 3.95$) and consisted of 264 (%71.4) females, 100 (%27) males, and 6 (%1.6) not specified. When asked about the continuing further education of the participants, 2 (0.5%) answered as associate, 304 (82%) as bachelor, 50 (13.5%) as master, and 14 (4%) as doctoral level. 369 participants provided their responses from 1 to 10 regarding their level of satisfaction with their financial status ($M = 5.19$, $SD = 1.96$). Within the same range of 1 to 10, participants were also examined regarding the impact of their religious beliefs on daily life, remigration intentions, and trust in the current government. 362 participants answered the religious belief question ($M = 3.51$, $SD = 2.71$), 369 participants answered the remigration intention question ($M = 6.45$, $SD = 2.66$), and 360 participants answered the trust in government question ($M = 1.82$, $SD = 1.66$). Finally, the participants were asked whether there was anyone in their immediate circle who had migrated abroad due to brain drain. Of the 366 participants who answered this question, 276 (75%) answered “yes” and 90 (25%) answered "no." All the demographic characteristics can also be seen in Table 1.

Table 1. *Characteristics of Sample Demographics*

Variable	N	%	M	SD	Min-Max
Age	370		22.7	3.95	18-52
Gender					
Female	264	71.4			
Male	100	27			
Not specified	6	1.6			

Table 1. Continued

Variable	N	%	M	SD	Min-Max
Continuing further education					
Associate	2	0.5			
Bachelor	304	82			
Master	50	13.5			
Doctoral	14	4			
Financial satisfaction	369		5.19	1.96	1-10
Impact of religion on daily life	362		3.51	2.71	1-10
Immigrant relative					
Yes	276	75			
No	90	25			
Remigration Intention	369		6.45	2.66	1-10
Level of trust in government	360		1.82	1.66	1-10

2.2. Measures

2.2.1. Demographic Information Form

A 12-item demographic information form was presented to collect demographic information from the study's participants at the end of the study. In this form, participants were specifically asked questions about their age, gender, active student status, income level, financial satisfaction level, religious beliefs, level of conservatism, opinions towards brain drain, and their relationship with the political situation in the Türkiye. As mentioned before, participants' active student status was

asked to verify whether they were students at a university in Türkiye and to decide whether to include them in the study.

Three different questions were asked to question the participants' brain drain relationships in order to understand how involved they are in the subject. These inquiries asked around whether individuals within their close circles (family, friends, romantic partners) had migrated abroad as a result of brain drain, if there was an inclination to return to Türkiye in the event of experiencing brain drain abroad in the future, and the preferred destination country in the event of potential future brain drain. The demographic information form concluded with a solitary question aimed at gauging participants' trust in the present ruling government of the country. The primary focus of this question was to assess the extent to which participants had confidence in the government's ability to address the nation's issues. The detailed Demographic Information Form can be viewed in Appendix B.

2.2.2. Personal Relative Deprivation Scale

The Personal Relative Deprivation Scale, developed by Callan, Sheard, and Olson in 2011, is a tool designed to assess an individual's degree of personal relative deprivation. Comprising five items, the scale demonstrates a satisfactory level of internal consistency with a reliability score of $\alpha = .78$. Within the scope of this study, the Turkish version of this scale, adapted by Güvenç (2019), was used. The adapted version is also a 5-item scale utilizing a 6-point Likert-type, with response options spanning from 1 (strongly disagree) to 6 (strongly agree). It demonstrates acceptable internal consistency ($\alpha = .74$) as the original one and exhibits a high level of reliability in test-retest assessments ($r = .84$). Within this scale, there are example statements such as "I experience a sense of deprivation when I compare my possessions with those of individuals similar to me." or "I experience a sense of deprivation when I assess what I possess in comparison to individuals similar to myself.". In addition to Güvenç's adapted scale, the phrase "yurtdışında yaşayan" (peers living abroad) was added to each question. The reason for this is to provide a more understandable expression to the participants by putting the questions in the context of comparison with peers abroad. Before filling out the scale, the following explanatory text was presented to the participants: "Below, expressions indicating people's feelings, thoughts, and

attitudes towards certain situations are given. Please read each sentence carefully and select the option that best suits you, considering your peers living abroad."

2.2.3. Attitudes Towards Brain Drain Scale

The Attitudes Towards Brain Drain Scale was first developed in order to measure the attitudes of nursing students at Çukurova University towards brain drain (Öncü et al., 2018). It consists of 16 items and employs a 7-point Likert scale as its original format, with answers from 1 (strongly disagree) to 7 (strongly agree). However, in the scope of this study, it was converted into a 5-item scale to bring the answers closer to other scales used in the research and to ensure ease of understanding for the participants. As it was developed in Turkish, there was no need for translation or adaptation studies. The scale exhibits a strong level of internal consistency, with a reliability coefficient of $\alpha = .91$. The scale has items such as "I would like to live in another country where I can be free from political pressures." or "I would like to live in another country where I can feel safer." measuring participants' desire to migrate to other countries with less political pressures and a freer environment. Participants were provided with explanatory instructions before filling out the scale. In this text, an operational definition of brain drain was made, and participants were reminded to answer the questions accordingly.

2.2.4. Multidimensional Perceived Social Support Scale

The Multidimensional Perceived Social Support Scale, developed by Zimet et al. in 1988, was developed to measure people's perceived social support from their environment. The 7-point Likert-type scale evaluates perceived social support in three sub-dimensions: family, friends, and a significant other. There are a total of 4 questions in each sub-dimension, and the scale contains 12 questions in total. Answers to each question range from 1 (strongly disagree) to 7 (strongly agree). The scale shows a high level of internal consistency for the overall measure ($\alpha = .88$), family ($\alpha = .91$), friends ($\alpha = .87$), and a significant other ($\alpha = .85$). When it comes to the reliability score of the test-retest, it was 0.85 for the overall measure, 0.72 for the family, 0.84 for the friends, and 0.75 for the significant other.

Within the scope of this study, the Turkish version of the Multidimensional Perceived Social Support Scale (Eker & Arkar, 1995) was used. Unlike the original scale, 6-point Likert-type responses were used in this study. In order to express it more clearly in the Turkish context, the “significant other” expression in the original scale was transformed into “a special person, such as a neighbor or fiancée, other than family and friends” (Eker et al., 2001). Turkish adaptation shows high levels of internal consistency as well for the overall measure ($\alpha = .89$), family ($\alpha = .85$), friends ($\alpha = 0.88$), and significant other ($\alpha = 0.92$). Examples of each sub-dimension from the scale content are: family: "My family really tries to help me."; friend: "During difficult times, I can depend on the support of my friends."; significant other: "I have a unique somebody in my life who genuinely cares about how I feel." can be listed as follows. At the onset of this scale, similar to previous scales, participants received instructions through a text on how to thoughtfully respond to questions regarding the support they encountered from their surroundings.

2.3. Procedure

Before data collection phase, approval for the research was first obtained from the Middle East Technical University Human Participants Ethics Committee (see Appendix A). After the approval, the survey link created from Google Forms was shared with the participants via various social media platforms (Whatsapp and Gmail) and the METU SONA system. These shares were supported by a social media post that can be viewed via Appendix F. The data is collected entirely online. No personal information was requested from the participants throughout the research, and the participants approved the “Informed Consent Form before the survey (see Appendix G). Participants were also informed that they could leave the study during the survey. After the participants approved to participate to the study, they were presented the study measures which are, Perceived Relative Deprivation Scale, Attitudes Towards Brain Drain Scale, Perceived Social Support Scale and the Demographic Information Form, respectively. Finally, at the end of the survey, a debriefing form was presented to the participants and the contact information of the study administrators was given (see Appendix H). It was observed that filling out the entire survey took approximately 10 minutes.

CHAPTER 3

RESULTS

3.1. Preliminary Analysis

When the data collection phase ended after the survey, there were a total of 392 people who participated the study. 14 of these 392 people were excluded from the study group because they were not actively studying at a university in Türkiye. Before starting the preliminary analysis, data screening was performed on the remaining 378 and it was found that there were no missing values. The dataset was then examined to check normality assumptions. The scores of the scales used, Personal Relative Deprivation Scale, Attitudes Towards Brain Drain Scale and Perceived Social Support Scale, were converted into composite scores and normality test was performed. Respectively, the skewness values of the scales are -1.22, -0.89 and -0.69, and kurtosis values are 1.12, 0.57 and -0.11 which are within the acceptable range since they were between -2 and +2 (Trochim & Donnelly, 2006).

After normality assumptions were checked and verified, outlier analysis was conducted on the dataset. The composite scores of the scales were transformed into z-scores. After this transformation, 8 participants whose z-scores were outside the range of +3 and -3 were removed from the research data as outliers in accordance with the rule of thumb (Comrey & Lee, 1992). As a result of preliminary analyses, the data was reduced to 370 participants, and ongoing analyses were performed on this sample size.

3.2. Exploratory Factor Analysis

To examine the factor structure of the items on the Personal Relative Deprivation Scale, an exploratory factor analysis was carried out. The reason for this analysis is

that the phrase "your peers living abroad" was added, which was not included in the original scale items, and accordingly, the factor structure of the scale needed to be examined. To assess the suitability of the scale for factor analysis, three assumptions were verified. The sample size of this study is 370, which makes it a “good” fit according to the rule of thumb of Comrey and Lee (1992). After that, the Kaiser-Meyer-Olkin (KMO) sampling adequacy measure yielded a value of 0.84, surpassing the recommended threshold. Lastly, the results of Bartlett's test of sphericity ($\chi^2 (10) = 817, p < .001$) indicated the suitability of the items within the Perceived Relative Deprivation Scale for factor analysis.

The Turkish scale constitutes two different factor loadings in the literature (Güvenç, 2021). It is recommended to have a minimum of three items for each factor on a scale. This guideline is based on the idea that having only two items for a factor might not provide enough evidence for the stability or consistency of that factor (Tabachnick & Fidell, 2012). When a factor consists of only two items, it may be more susceptible to variations and might not adequately capture the underlying construct. This could result in less reliable and less valid measurements. To avoid this situation, the analysis was carried out using the single factor loading presented in Table 2.

Table 2. *Factor Loadings of Personal Relative Deprivation Scale Items*

	Factor Loadings	
	Factor 1	Uniqueness
Item 1	0.81	0.33
Item 2	0.57	0.67
Item 3	0.76	0.42
Item 4	0.66	0.55
Item 5	0.84	0.28

Note. 'Minimum residual' extraction method was used in combination with a 'oblimin' rotation

3.3. Descriptive Statistics of Measures

Utilized measures' descriptive features and their respective subscales are tested and, the mean values, standard deviations, minimum and maximum values derived from the current study, along with their score ranges, were examined for the all the scales used in this study which are specified below. The findings of this analysis are delineated in Table 3.

Table 3. *Descriptives of the Study Measures*

Measures	N	M	SD	Min- Max	Scale Range
Perceived Relative Deprivation	370	5.10	0.84	2 - 6	1 - 6
Attitudes Towards Brain Drain	370	3.96	0.68	1.94 - 5	1 - 5
Perceived Social Support	370	4.46	1.04	1.25 - 6	1 - 6
Family Support	370	4.37	1.33	1 - 6	1 - 6
Friends Support	370	4.59	1.21	1 - 6	1 - 6
Significant Other Support	370	4.41	1.66	1 - 6	1 - 6

Note. Values are based on mean composite scores.

3.4. Bivariate Correlations Between Variables

The study variables are assessed for their correlations using Pearson's correlation coefficient. The results showed that perceived relative deprivation was significantly and positively correlated with attitudes towards brain drain ($r = .55, p < .001$); on the other hand, it was significantly and negatively correlated with family support

dimension of social support ($r = -.21, p < .001$). Attitudes towards brain drain was significantly and negatively correlated with family support dimension of social support ($r = -.13, p < .01$); significantly and positively correlated with friends support dimension of social support ($r = -.004, p < .01$). When it comes to perceived social support, it was significantly and positively correlated with its all subdimensions which are family support ($r = .67, p < .001$), friends support ($r = .72, p < .001$) and significant other support ($r = .80, p < .001$). Family support dimension of social support is significantly and positively correlated with friends support ($r = .02, p < .001$) and significant other support ($r = .80, p < .001$). Lastly, friends support dimension of the social support is significantly and positively correlated with significant other dimension of social support ($r = .04, p < .001$) (see Table 4).

Table 4. *Bivariate Correlations and Reliability Values of Study Variables*

	1	2	3	4	5	6
1.Perceived Relative Deprivation	(.71)					
2.Attitudes Towards Brain Drain	.55***	(.69)				
3.Perceived Social Support	.15	.64	(.43)			
4.Family Support	-.21***	-.13**	.67***	(.64)		
5.Friends Support	-.02	.004**	.72***	.027***	(.57)	
6.Significant Other Support	.05	.06	.80***	.26***	.04***	(.54)

Notes. Values in the parenthesis show the reliability scores (Cronbach's alpha) of each scale. * $p < .05$; ** $p < .01$, *** $p < .001$

3.5. Regression Analysis

A regression analysis was performed to investigate whether perceived relative deprivation predicts university students' attitudes towards brain drain. The outcome variable of the analysis was attitudes towards brain drain, and the predictor variable was perceived relative deprivation. In the model, the effect of perceived relative deprivation on attitudes towards brain drain was significant ($B = .44, SE = .04, p < .001$,

95% CI [.37,.51]). As the perceived relative deprivation level increased, scores of attitudes towards brain drain increased ($R^2 = .03$, $F(1,368) = 161$, $p < .001$), which was the first hypothesis (H1) of the study. Therefore, university students in Türkiye with higher levels of personal relative deprivation would have more positive attitudes towards the brain drain hypothesis was confirmed by the results of the linear regression analysis.

3.6. Moderation Analysis

A series of moderation analyses was performed to gain a clearer understanding of whether the relationship between perceived relative deprivation and attitudes towards brain drain is moderated by the perceived social support of university students in Türkiye. Within the scope of moderation analysis, four different analyses were conducted using the Bootstrap method (3000 samples). These are, respectively, the analysis in which perceived social support, as a whole, is considered a single moderator variable, the family sub-dimension of perceived social support, the friends sub-dimension, and the significant other sub-dimension. The outcome variable of the analysis is attitudes towards brain drain; the predictive variable is perceived relative deprivation; and the moderator variable is perceived social support, both as a whole and with its separate sub-dimensions. The results of these analyses can be found in Table 5.

According to the analysis, the moderating effect of perceived social support was not significant between the perceived relative deprivation and attitudes towards brain drain as a whole ($B = -.04$, $SE = .03$, $p = .25$, 95% CI [-.11,.03]), in the family sub-dimension ($B = -.04$, $SE = .03$, $p = .19$, 95% CI [-.12,.02]), the friends sub-dimension ($B = -.03$, $SE = .03$, $p = .39$, 95% CI [-.09,.52]), and significant other sub-dimension ($B = -.007$, $SE = .02$, $p = .79$, 95% CI [-.06,.04]). Therefore, the second hypothesis of the study, that the social support perceived by the university students in Türkiye would have a buffering moderator effect on the relationship between their perceived relative deprivation and attitudes towards brain drain (H2), was not validated. In addition, the family-specific dimension of social support perceived by university students in Türkiye would act as a buffering moderator in the relationship between relative

deprivation levels and brain drain attitudes (H2a), the friends-specific dimension of social support perceived by university students in Türkiye would act as a buffering moderator in the relationship between relative deprivation levels and brain drain attitudes (H2b), and the significant other-specific dimension of social support perceived by university students in Türkiye would act as a buffering moderator in the relationship between relative deprivation levels and brain drain attitudes (H2c) which constitute the sub-dimensions of hypothesis 2, was not be validated by the findings of series of moderation analysis.

Table 5. *Findings of Moderation Analysis*

Predictor Variable	Moderator Variable	Outcome Variable	Moderation Effect
Perceived Relative Deprivation	Perceived Social Support	Attitudes Towards Brain Drain	Not significant
Perceived Relative Deprivation	Perceived Social Support / family	Attitudes Towards Brain Drain	Not significant
Perceived Relative Deprivation	Perceived Social Support / friends	Attitudes Towards Brain Drain	Not significant
Perceived Relative Deprivation	Perceived Social Support / significant other	Attitudes Towards Brain Drain	Not significant

CHAPTER 4

DISCUSSION

4.1. Discussion

This research aimed to explore the intricate dynamics influencing the attitudes of university students in Türkiye towards brain drain by examining the roles of perceived individual relative deprivation and perceived social support. A total of 378 actively enrolled university students in Türkiye participated in an online data collection process, and the obtained data underwent thorough analysis. The analyses encompassed factor analysis to unveil the underlying structure of the perceived relative deprivation scale, correlation analysis to illuminate relationships between study variables, regression analysis to scrutinize the impact of perceived relative deprivation on students' brain drain attitudes, and moderation analyses to assess whether the interaction between these variables is contingent on varying levels of perceived social support among students. In the upcoming results section, a comprehensive exploration of these analyses will be presented, offering a nuanced understanding of the factors shaping brain drain attitudes in the context of Turkish university students.

In addition, the main purpose underlying this study is to reflect the political, economic, social and cultural issues that Türkiye is in to you, the readers, through the difficulties experienced by university students from a sociopsychological perspective. In this regard, it was necessary to grasp the spirit of the period—the zeitgeist—in which the study was conducted and to evaluate the subject in this context. For this purpose, the somewhat dark atmosphere that Türkiye is in is described in the introduction. This part is called "Ethos." Ethos can be seen as the part where the factors that lead young people to despair are summarized and on which the whole study is based. These factors feed the variables of this study and create the results of the research. In the following

sections, the findings regarding the variables and how these findings should be read are discussed.

4.2. Findings of Perceived Relative Deprivation on Attitudes Towards Brain Drain

In the global literature, the relationship between perceived relative deprivation and psychological well-being, stress, and self-esteem has been examined in many studies. More specifically, the issue of migration has also been a subject studied in the context of relative deprivation. Nevertheless, the topic of migration has predominantly been examined in a broader scope, with limited research especially focused on the migration of intellectuals, which is referred to as brain drain. To give examples of these studies, Hyll and Schneider's study "Relative Deprivation and Migration Preferences" in 2014, Jin's study "Migration, Relative Deprivation, and Psychological Well-Being in China" in 2016, Stark and Yitzhaki's "Labor Migration as a Response to Relative Deprivation" (1998), and finally Stark and Taylor's "Migration Incentives, Migration Types: The Role of Relative Deprivation" (1991) can be given.

Although there are studies in international literature, the relevant field in domestic literature in Türkiye is still quite untouched. In this context, the research is a candidate to be used as an enlightening source in the local literature.

It would be appropriate to make a brief observation before moving on to the regression analysis results. If we look at the perceived relative deprivation scores of young people, this student group experiences a very intense level of relative deprivation. In a dataset of 370 people, the mean score of perceived relative deprivation is 5.1 in the scoring range of 1-6. This observation can be construed as supporting the validity of the outlined findings throughout the article regarding the challenges faced by young people in the challenging atmosphere of the country.

In delving into the findings concerning the impact of perceived relative deprivation on attitudes toward brain drain, the results from regression analysis illuminate an impressive pattern. The analysis suggests that, within the sampled group of university students in Türkiye, there appears to be a positive correlation between the heightened

levels of perceived relative deprivation and more favorable attitudes towards brain drain. To be clearer and more put, as in the first hypothesis, university students in Türkiye with higher levels of perceived relative deprivation have more positive attitudes towards brain drain. This nuanced relationship underscores the complex interaction between individual perceptions of deprivation and the evolving perspectives on brain drain, particularly among the youth in the Turkish academic setting.

4.3. Findings of Perceived Social Support as a Moderator

Perceived relative deprivation and perceived social support are two important concepts that bring important perspectives to people's subjective lives and experiences in the social context. Perceived relative deprivation refers to the negative emotions felt as a result of perceiving the difference between what a person has and what he or she believes he or she deserves compared to others with similar circumstances. These cognitive evaluations can bring some feelings of discontent and affect various aspects of the individual's quality of life at certain points. On the other hand, social support is another psychological concept that affects people's objective feelings and experiences. It refers to a person's perception of their ability to receive support from their social environment, including family, friends, and significant others. This sense of support influences whether a person has a positive or negative emotional state of mind and significantly affects the individual's capacity to manage difficulties in life, including well-being and stress. From this perspective, the two important variables of the study, perceived relative deprivation and perceived social support, are vital in shaping the psychological well-being of the individual, influencing their attitudes, behaviors, and general harmony in their social environment. As can be seen from these explanations, both factors affect people's quality of life through their ability to cope with the difficulties they experience, in line with similar psychological processes. Brain drain, on the other hand, as explained many times, occurs when people in the source country migrate to other countries due to some difficulties they experience. The support they receive from their social environment can help them to withstand difficulties and cope with stress in overcoming these difficulties that cause brain drain. At this point, it would not be the wrong perspective to infer that perceived social support may weaken

the relationship between brain drain and perceived relative deprivation. Therefore, other hypotheses from this research were generated and included to be tested. In this context, it is wanted to come up with such a research question in a society as Türkiye, where perceived social support has been very effective in people's lives and quality of life since the past. In this way, it is thought that it can shed light on the methods of coping with the brain drain problem that the country is experiencing, which negatively affects its future.

The study investigated whether perceived social support, both as a whole and with its three sub-dimensions, moderates the relationship between perceived relative deprivation and attitudes towards brain drain among university students in Türkiye. As can be seen in detail in the results section, the moderating effect of perceived social support on this relationship, both as a whole and in the dimensions of family, friends, and a significant other, was not significant. In other words, as stated in the hypothesis, perceived social support did not have an effect that softened and soothed the factors that led to brain drain for young people living in Türkiye. The detailed discussion on the reasons for the non-confirmation of these hypotheses is elaborated on in the following section.

4.4. What Does This Study Tell Us?

Based on the findings regarding the research variables, they offered enlightening results across multiple dimensions. It is necessary to evaluate these results well in order to understand the psychological state of university students living in Türkiye and to take preventive measures.

First of all, young people have an intense perception of relative deprivation. Specifically, when these young individuals in Türkiye compare themselves to their counterparts residing in foreign countries, they perceive that they are worthy of the same chances but are unable to attain them within Türkiye. These differences in opportunities create awareness and cause them to develop certain kinds of attitudes towards leaving the country, which is brain drain. If more examination of this awareness is required, it can be confidently stated that the unfavorable political, economic, and social conditions prevailing in the country are among the primary

factors, as elaborated extensively in the introductory ethos section. Added to these, the pandemic and the management of the process brought by the pandemic, called the new normal, by the authorized institutions ignoring the young people, feeds the hopelessness of the young people day by day. With the increasing reliance of young individuals on social media for socializing due to being restricted at home, the boundaries between nations have become less significant, leading to heightened global awareness among everyone. Borderlessness and awareness have enabled young people to access information more easily and provide the opportunity to make comparisons. The atmosphere of the period led young people in Türkiye to despair, fostering their feelings of deprivation and revealing their perceived sense of inadequacy. Regrettably, the condition persisted both before to and subsequent to the period during which the research was conducted, and it appears that it will continue to exist further. As a result, as the research results show, young people see leaving the country and migrating to better countries as a saving factor in order to overcome this life obstacle. In other words, the spirit of the era, *Zeitgeist* has turned to escape through migration for the youngsters of Türkiye. The relationship between the sense of deprivation perceived by young people in Türkiye and their attitudes towards brain drain was the first dimension of what this study showed us. In addition to this dimension, the second dimension that this study shows us is the role of perceived social support in this relationship, that is, its ineffectiveness in this relationship, judging by the results.

It has been mentioned before that perceived social support can have a buffering effect on students' brain drain attitudes that occur due to the feeling of deprivation. In this context, it was assumed that in a traditional and collectivist culture such as Türkiye, where the social context frequently affects people's lives, the social support university students receive from their environment would have a moderating effect on this relationship. This assumption was also based on studies conducted in the literature. In order to overcome the difficulties people faced in life, which in the context of this research were the negative living conditions in Türkiye that triggered brain drain, they used the social support they received from their environment. However, the results did not confirm this assumption. There may be several reasons why perceived social support did not have the expected effect as a moderator variable.

The first of these is that people who have developed an attitude towards brain drain may not be people who have no one around them or cannot receive social support from their environment, but people who think to leave despite receiving social support. In other words, unlike the hypothesis, the relationship between social support and brain drain attitudes may be positive for today's young people. If there is a migrating peer around, or if this person is a family member, a circle of friends, or a special person such as a partner, the effect of social support on brain drain attitudes may be positive. Therefore, perceived social support and the negativities arising from the place of residence that trigger brain drain may have an impact on positive migration attitudes.

The second reason why perceived social support does not show a moderating effect is that young people with high levels of perceived social support may also have high levels of self-esteem, as their relationships with the social environment will be positive. For this reason, brain drain perspectives and attitudes may be positive. With higher levels of confidence, they may think that they can escape the negative atmosphere of the country by easily adapting to the place where they are willing to migrate.

Another reason may be due to the increasing awareness of young people about the world with developing information technologies and increasing opportunities to access information. So to say, the operational definition of social support perception from the past to the present and therefore measurement methods may be open to change. Young people may be fed up with the "romantic" rhetoric in the traditional social environment, such as "Don't go, stay in your country; you are the ones who will save this place." For this reason, the definition of social support, especially from the family and elders, may have lost its validity today, especially after the pandemic. Youngsters who cannot see any improvement in the country and have lost hope may not be affected by their attitudes towards brain drain because they cannot receive any "support" from the country's administration, even if the support they receive from their surroundings is valid to some extent.

The last reason for the ineffectiveness of social support for today's university students can be explained by the increasing globalization and international interaction after the pandemic. Social support, beyond what they perceive from their immediate physical

environment, may stem from the lonely young person's quest to find social interactions at an international level, beyond country borders. In fact, this may indicate the need to update the definition of perceived social support. So, to give a real-life example, the social support perceived by a university student living in Ankara may come from his close circle, friend, or partner living in Rotterdam, Munich, or Paris. With the pandemic and technological developments, far distances may have become close, loneliness may have turned into crowds, and migration may have become a reality in which country borders lose their importance. Perhaps this is the most important outcome that this study shows to the audience and to you.

4.5. Future Research, Limitations and Practical Implications

This study is thought to be a pioneering study that can shed light on the brain drain literature in Türkiye. Considering that young people's attitudes towards brain drain are quite positive and at a level that may lead to migration behavior, investigating the subject with many socio-psychological variables other than the variables of this research will contribute greatly to the relevant literature. In this respect, this study, which observes the brain drain attitudes of university students in Türkiye, has the potential to be a guiding study in general. On the other hand, when other variables of the study are taken into consideration, statistically significant and non-significant relationships may lead to future studies.

An issue that can be said as a limitation in the study is that the participants who will migrate due to brain drain are not given information about how long they intend to go and how long they will stay when they go. The definition of leaving could have been stated more clearly.

Another limitation is, while the topic of migration is examined primarily through perceived relative deprivation, the driving factors for migration can be investigated more clearly. In other words, determining which variables trigger young people's feelings of deprivation and to what extent they affect their migration attitudes can be the subject of a comprehensive study. In this way, the potential studies can produce outputs on practical applications for the country's administrators, civil society, and education community.

On the other hand, when it comes to the issue of perceived social support, in the previous section, while explaining how the study results can be discussed, what kind of questions it may raise about future studies were briefly mentioned. First of all, although the moderating effect of perceived social support within the scope of this study was not statistically significant, it can be said that it is an index indicator. To make an analogy, we can say that some smoke is visible, but we cannot find fire yet. This smoke may indicate that the perception of social support measured within the scope of the study no longer works for university students in the Turkish context for various reasons. Examining how the spread of social media and the aftermath of the pandemic affect this perception may be crucial in explaining the socio-psychological factors that influence and change it. In this way, what preventive measures can be taken to avoid losing young people to foreign countries can be discussed on a brighter basis. In addition to this situation, the social support perceived by people who have become lonely with the pandemic may have become unimportant and changed shape in today's conditions. The shift of people from the physical environment to the digital environment in social, business and education after the pandemic may have opened up space to redefine the social support variable in today's conditions, conduct new studies, and develop new scales.

Finally, regardless of the variables, this study generally reveals the despair of university students in Türkiye regarding the situation of the country and the positivity of their attitudes towards brain drain, thus creating a series of results that are open to evaluation and improvement. These results should and will lead to new studies not only in the field of psychology but also in other fields such as political sciences, international relations, sociology, and several social sciences.

4.6. Conclusion

This study was conducted to investigate the brain drain attitudes of university students in Türkiye and the triggering factors underlying these attitudes. It is crucial to conduct future studies like this one to avoid the loss of intellectual human resources from the country. This issue is considered one of the biggest issues that will impact the future of Türkiye. The presence of certain systemic challenges, including issues related to

competency, favoritism, and integrity, within various sectors and institutions of the country, is a matter of concern, according to some statistics. These challenges are contributing to economic disparities and may have long-term implications for Türkiye's scientific, cultural, and social landscape, potentially necessitating careful consideration and proactive measures to address them effectively. The onus of changing this tragic state of affairs in the nation rests upon us, the younger generation. Otherwise, Türkiye will persist as an underdeveloped nation, bearing the burden of investing in the education and training of highly competent individuals who ultimately contribute to the progress of more advanced nations.

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APPENDICES

A. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



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15 MAYIS 2023

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Bengi Öner ÖZKAN

Danışmanlığını yürüttüğünüz Mehmet Emre Yeşil'in "*Türkiye'deki Üniversite Öğrencilerinde Göreli Yoksunluk Algısının Beyin Göçüne İlişkin Tutumları Yordayıcı Rolü ve Kişisel Otumtu Gelecek Beklentilerinin Düzenleyici Etkisi*" başlıklı araştırmanız İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek **0244-ODTÜİAEK-2023** protokol numarası ile onaylanmıştır.

Bilgilerinizce saygılarımla sunarım,

Prof. Dr. Ş. Hatil TURAN
Başkan

Prof. Dr. İ. Semih AKÇOMAK
Üye

Doç. Dr. Ali Emre Turgut
Üye

Doç. Dr. Şerife SEVİNÇ
Üye

Dr. Öğretim Üyesi Murat Perit ÇAKIR
Üye

Dr. Öğretim Üyesi Süreyya ÖZCAN KABASAKAL
Üye

Dr. Öğretim Üyesi Müge GÜNDÜZ
Üye

B. DEMOGRAPHIC INFORMATION FORM

1. Yaşınız:

2. Cinsiyetiniz: K E Belirtmek istemiyorum.

3. Şu anki öğrencilik durumunuz nedir?: Önlisans veya hazırlık Lisans
Yüksek Lisans Doktora Aktif olarak bir üniversitede öğrenci değilim.
Diğer

4. Tüm gelirlerinizi düşündüğünüz zaman hane halkının aylık toplam geliri ne kadardır?: 0-8500 TL 8501 – 17000 TL 17001 – 25500 TL
 25501 – 34000 TL 34001 – 42500 TL 42501 ve üzeri
 Belirtmek istemiyorum.

5. Hanenizin maddi durumunu ne kadar tatmin edici buluyorsunuz?

Hiç 1 2 3 4 5 6 7 8 9 10 Oldukça fazla

6. Herhangi bir dine mensup musunuz?

Evet Hayır Belirtmek istemiyorum.

7. Size göre dini inancınız günlük yaşantınızı ne kadar etkiliyor?

Hiç 1 2 3 4 5 6 7 8 9 10 Oldukça fazla

8. Kendinizi ne kadar muhafazakar bulursunuz?

Hiç 1 2 3 4 5 6 7 8 9 10 Oldukça fazla

9. Yakın çevrenizde (aile, arkadaş, romantik partner vb.) yaşama ve çalışma koşullarını iyileştirme arzusuyla başka bir ülkeye göç eden kişi veya kişiler bulunuyor mu?

Evet Hayır

10. Gelecekte beyin göçü sebebiyle göç ederseniz, daha sonra Türkiye'ye dönmeyi düşünür müsünüz?

Kesinlikle hayır 1 2 3 4 5 6 7 8 9 10 Kesinlikle evet

11. Gelecekte beyin göçü sebebiyle başka bir ülkeye göç edecek olsaydınız hangi ülkeyi seçerdiniz?:

12. Mevcut hükümete, ülkenin çıkarlarını gözetme ve önemli sorunlarını en iyi şekilde çözebilme konusunda ne kadar güveniyorsunuz?

Hiç 1 2 3 4 5 6 7 8 9 10 Oldukça fazla

C. PERCEIVED RELATIVE DEPRIVATION SCALE

Aşağıda, kişilerin bazı durumlar karşısındaki duygu, düşünce ve tutumlarını belirten ifadeler verilmiştir. Lütfen her cümleyi dikkatlice okuyunuz ve yurt dışında yaşayan akranlarınızı düşünerek size en uygun seçeneği işaretleyiniz.

1- Kesinlikle katılmıyorum.

6- Kesinlikle katılıyorum.

1.	Sahip olduklarımı, yurt dışında yaşayan bana benzer insanların sahip olduklarıyla kıyasladığımda kendimi yoksun hissederim.
2.	Kendimi, yurt dışında yaşayan bana benzer diğer insanlarla kıyasladığımda ayrıcalıklı hissederim.
3.	Yurt dışında yaşayan bana benzer diğer insanların refah içinde olduğunu gördüğümde içerlerim.
4.	Sahip olduklarımı, yurt dışında yaşayan bana benzer insanların sahip olduklarıyla karşılaştığımda kendimi oldukça varlıklı hissederim.
5.	Sahip olduklarımı, yurt dışında yaşayan bana benzer diğer insanların sahip olduklarıyla karşılaştığımda tatminsizlik hissederim.

D. ATTITUDES TOWARDS BRAIN DRAIN SCALE

Beyin göçü, nitelikli insanların, kendi ülkelerinde sosyal ve ekonomik koşulların yetersizliği sebebiyle, yaşama ve çalışma koşulları daha iyi olan ülkelere göç etmesidir. Aşağıdaki ifadeleri bu tanım doğrultusunda cevaplayınız.

1- Kesinlikle katılmıyorum.

5- Kesinlikle katılıyorum.

1.	Yurt dışında yaşamamın hayatımı kolaylaştıracağını düşünürüm.
2.	Daha fazla para kazanabileceğim için yurt dışında çalışmak isterim.
3.	Ülkemde kariyer elde etmek için yeterli fırsatım olduğundan yurt dışına gitmeme gerek yok.
4.	Gelecekte işimi başka bir ülkede yapacak olsam, daha keyifli bir çalışma yaşamım olur.
5.	Bu ülkede geçirdiğim her dakikanın boşa geçtiğine inanırım.
6.	Yurt dışında çalışmanın beni mutlu edeceğine inanırım.
7.	Gelecek kaygımın olmayacağı başka bir ülkede çalışmak isterim.
8.	Yurt dışında çalışmamın yaşam standartlarımı artıracığını düşünürüm.
9.	Politik baskılardan uzak olabileceğim başka bir ülkede yaşamak isterim.
10.	Düşünce özgürlüğü daha fazla olan bir ülkede yaşamak isterim.
11.	Ülkelerin yabancılar için yaşama ve çalışma kabul kriterlerini araştırırım.
12.	Kendimi daha güvende hissedebileceğim başka bir ülkede yaşamak isterim.
13.	Yurt dışında çalışmak adına karşılaşılabileceğim zorluklara katlanabilirim.
14.	Yurt dışında yaşamayı konu alan haberlerle ilgilenmem.
15.	Olumsuz deneyimler olabileceğini düşünsem de yurt dışında yaşama fikrinden vazgeçmem.

E. MULTIDIMENSIONAL PERCEIVED SOCIAL SUPPORT SCALE

Aşağıda çeşitli kaynaklardan alınan bireysel desteklerle ilgili bazı ifadeler verilmiştir. Lütfen her ifadeyi dikkatlice okuyunuz ve size en uygun seçeneği işaretleyiniz.

1- Kesinlikle katılmıyorum.

6- Kesinlikle katılıyorum.

1.	İhtiyacım olduğunda yanımda olan özel bir insan var.
2.	Sevinç ve kederimi paylaşabileceğim özel bir insan var.
3.	Ailem bana gerçekten yardımcı olmaya çalışır.
4.	İhtiyacım olan duygusal yardımı ve desteği ailemden alırım.
5.	Beni gerçekten rahatlatan özel bir insan var.
6.	Arkadaşlarım bana gerçekten yardımcı olmaya çalışırlar.
7.	İşler kötü gittiğinde arkadaşlarıma güvenebilirim.
8.	Sorunlarımı ailemle konuşabilirim.
9.	Sevinç ve kederlerimi paylaşabileceğim arkadaşlarım var.
10.	Yaşamımda duygularıma önem veren özel bir insan var.
11.	Kararlarımı vermemde ailem bana yardımcı olmaya isteklidir.
12.	Sorunlarımı arkadaşlarımla konuşabilirim.

F. SOCIAL MEDIA POST

Arkadaşlar selam, ben Emre Yeşil ODTÜ Psikoloji Bölümü'nde yüksek lisans öğrencisiyim ve Türkiye'deki üniversite öğrencilerinin beyin göçüne yönelik tutumları üzerine bir araştırma yürütüyorum. Bu araştırma kapsamındaki anket çalışmam için aktif olarak Türkiye'de üniversite öğrencisi olan katılımcılara ihtiyacım var. Yaklaşık 8-10 dakika süren bu ankete katılıp araştırmama destek verebilerseniz çok mutlu olurum.

Çalışmada katılımcılardan herhangi bir kimlik bilgisi alınmıyor. Araştırmamla ilgili daha detaylı bilgi almak isterseniz bana emre.yesil@metu.edu.tr adresinden ulaşabilirsiniz. Katıldığınız için şimdiden çok teşekkürler.

G. THE INFORMED CONSENT

Bu çalışma, ODTÜ Psikoloji Bölümü yüksek lisans öğrencisi Emre Yeşil tarafından Prof. Dr. Bengi Öner Özkan danışmanlığında yürütülmektedir. Bu form sizi araştırmanın koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir?

Çalışmanın amacı, Türkiye'de beyin göçüne yönelik tutumların altında yatan psikolojik faktörler hakkında araştırma yapmaktır. Bu araştırma, beyin göçünün yaratabileceği olumsuz etkileri azaltmaya yönelik müdahaleler için değerli bilgiler sağlayabilir.

Bize Nasıl Yardımcı Olmanı İsteyeceğiz?

Bu çalışma kapsamında sizden bir takım soruları cevaplamanız beklenmektedir. Yaklaşık olarak 8-10 dakika sürmesi öngörülen bu çalışmada sizden anketteki ifadeleri size en uygun şekilde cevaplandırmanızı beklenmektedir.

Sizden Toplanan Bilgileri Nasıl Kullanacağız?

Bu çalışmaya katılım gönüllülük esasına dayanmaktadır. Cevaplarınız tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından

değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve yalnızca bilimsel yayımlarda kullanılacaktır.

Katılımınızla İlgili Bilmeniz Gerekenler:

Katılacağınız çalışma, genel olarak kişisel rahatsızlık verecek sorular içermemektedir. Katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp çıkmakta serbestsiniz.

Araştırmayla İlgili Daha Fazla Bilgi Almak İsterseniz:

Anket çalışmasına katıldığınız için şimdiden teşekkür ederiz. Araştırma hakkında daha fazla bilgi almak için çalışmanın yürütücüsü Emre Yeşil (e-posta: emre.yesil@metu.edu.tr) ile iletişim kurabilirsiniz.

Katılım Onayı

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

H. DEBRIEFING FORM

Bilgilendirme Formu

Katılımınız için teşekkürler.

Bu çalışmada, Türkiye'deki üniversite öğrencilerinin beyin göçüne yönelik tutumları ve bu tutumları etkileyen çeşitli faktörler araştırılmaktadır.

I. TURKISH SUMMARY / TÜRKÇE ÖZET

DARALAN UFUKLAR: TÜRKİYE'DEKİ ÜNİVERSİTE ÖĞRENCİLERİNİN BEYİN GÖÇÜNE YÖNELİK TUTUMLARININ GÖRELİ YOKSUNLUK VE SOSYAL DESTEK ÜZERİNDEN İNCELENMESİ

Giriş

Beyin göçü, bir ülkede yetişen yüksek eğitilmiş insanların daha iyi yaşam koşulları arayışıyla başka ülkelere göç etmesi olarak açıklanmaktadır. Bir ülkenin yüksek vasıflı işgücünün dünyanın farklı köşelerine göçü çok sayıda faktöre bağlanabilir. Bu motivasyon unsurları arasında öne çıkanlar, gelişmiş finansal fırsatların peşinde koşmak, iyileştirilmiş bir yaşam standardı, en son teknolojik kaynakların mevcudiyeti, politik olarak istikrarlı bir ortam ve daha özgür bir toplumda yaşama arzusudur (Öncü vd., 2018). Esas itibarıyla bireyler, temel insani ihtiyaçların daha kolay karşılanması ve bu ihtiyaçların karşılanmasının daha rahat bir şekilde muhafaza edilmesi ve artırılması amacıyla bu tür bir harekete karar verirler. Buna paralel olarak bu kavram Türkiye'de de özellikle son yıllarda yoğun bir şekilde kendini gösteren ve rahatlıkla gözlemlenebilen bir olgudur. Türkiye'de nitelikli iş gücünü oluşturan bireylerin durumu gün geçtikçe daha da belirginleşmektedir (Öncü, 2018). Başta sosyal medya olmak üzere çeşitli medya kanallarının aktif kullanımı sayesinde kendisini yurt dışında yaşayan benzerleriyle kıyaslayan bu nitelikli kitle, söz konusu yaşam koşullarının her geçen gün daha da farkına varmaktadır.

Algılanan Görelî Yoksulluk kavramı bu bağlamda anlamlı hale gelmektedir. Algılanan görelî yoksunluk, yapılan öznel kıyaslamaların ve yorumların, gerçek konumlarına veya nesnel olarak ölçülen sosyo-ekonomik eşitsizliklere bakılmaksızın kişinin farkındalığını ve algılanan eşitsizliklere yönelik tepkilerini şekillendirmede bir rol oynadığını öne sürer (Osborne ve Sibley, 2013). Bu karşılaştırmayı yapan ve çeşitli araçlarla bu farkındalığa ulaşan bireyler, bir yoksunluk duygusu hissederler. Yoksunluk duygusunun yarattığı tatminsizlikle birlikte bireyler bu duruma kırgınlık ve öfke duymaya başlamaktadırlar (Smith vd., 2012). Görelî yoksunluk nedeniyle güçlü bir tatminsizlik hisseden insanlar bu ortamdan kaçarak, hissettikleri olumsuz

duyguları sakinleştirmek için göç etme arayışına girmektedirler. Şöyle ki, yurt dışındaki akranlarıyla karşılaştırıldığında kendilerini nispeten yoksun olarak algılayan Türkiye'deki bireyler, benzer koşullar peşinde gelişmiş ülkelere göç ederek bu yoksunluk duygusunu hafifletmeye çalışmaktadırlar.

Sosyal destek ise kişilerin hissettiği yoksunluk nedeniyle ortaya çıkan olumsuz duygularla baş etmede ve hatta bu yoksunluk duygusunu zayıflatmada kullanılabilecek önemli bir kavramdır. Zhang ve Tao'ya (2013) göre, göreceli bir yoksunluk duygusu yaşamamanın, artan depresyon ve intihar eğilimleri sıklığıyla olumlu yönde ilişkili olduğu, algılanan sosyal destekle ise olumsuz bir ilişki sergilediği keşfedilmiştir.

Bu noktada konuyu tekrar Türkiye bağlamına getirirsek, Türkiye gibi çok kültürlü ve kolektivist bir toplumda, insanların algıladığı sosyal desteğin, karşılaştırmaların neden olduğu yoksunluk hissini yatıştırıcı bir faktör olabileceği söylenebilir (Duman, 2018). Zimet ve arkadaşlarına (1988) göre bireyin sosyal destek kaynakları arasında ailesi, arkadaşları ve akrabaları, komşuları, meslektaşları veya etkileşimde bulunduğu diğer özel kişiler yer almaktadır. Bu iki görüşün uzlaştırılması halinde, algılanan sosyal desteğin, insanların algıladıkları göreceli yoksunluğun yol açtığı beyin göçüne yönelik tutumları üzerinde önemli bir etki yaratacağı öngörülebilir.

Tüm bunların ışığında, Göreceli Yoksunluk Teorisi çerçevesinden yararlanılan bu araştırma, Türk üniversite öğrencilerinin beyin göçüne ilişkin bakış açılarını incelemeyi amaçlamaktadır. İlk varsayım, daha yüksek derecede göreceli yoksunluk yaşayan öğrencilerin beyin göçüne karşı daha olumlu tutumlar sergileyeceklerini varsaymaktadır. Ek olarak, çalışma, çeşitli boyutlarda algılanan sosyal desteğin, göreceli yoksunluk ile beyin göçüne yönelik tutumlar arasındaki bağlantıda düzenleyici bir değişken olarak işlev görüp görmediğini keşfetmeyi amaçlamaktadır. Spesifik olarak, algılanan göreceli yoksunluğun beyin göçüne yönelik tutumlar üzerindeki etkisinin, aile, arkadaşlar ve önemli kişiler de dahil olmak üzere farklı alanlarda algılanan sosyal desteğin varlığıyla hafifletileceği varsayılmaktadır. Hedeflere uygun olarak araştırma, ODTÜ'deki lisans ve lisansüstü öğrencilerden toplanan veriler kullanılarak gerçekleştirilecektir.

Beyin Göçü

Beyin göçü, vasıflı profesyonellerin, özellikle de bilim, teknoloji, tıp, mühendislik, tasarım ve sanat gibi entelektüel alanlarda eğitim almış olanların, yabancı ülkelerde daha iyi istihdam ve yaşam fırsatları aramak üzere ülkeden ayrılmasıyla açıklanabilecek bir göç kavramıdır. Bu süreçte bireyler, daha geniş kariyer fırsatları, iyileştirilmiş çalışma koşulları, daha yüksek eğitim fırsatları ve genel olarak gelişmiş bir yaşam kalitesi arayışı içinde kendi ülkelerini terk ederler (Mountford, 1997). Beyin göçü, vasıflı işgücüne sahip bireylerin hareketiyle sonuçlanır ve çoğu zaman kaynak ülkeler için vasıflı insan kaynağı kaybına yol açarken, aynı zamanda hedef ülkelerin bu nitelikli bireyleri çekerek ekonomilerini, bilimsel ilerlemelerini ve kültürel ortamlarını güçlendirmelerine olanak tanır. Bununla birlikte, kaynak ülkeler için bu olgu genellikle vasıflı insan kaynaklarının tükenmesi ve bu bireylerin yapabilecekleri potansiyel ekonomik katkılar anlamına gelmektedir (Lundahls, 1985). Öte yandan bu göç, hedef ülkeler için çeşitlilik, yenilik ve uzmanlık açısından önemli avantajlar sunmaktadır. Beyin göçü, dünya çapında birçok ülkede ekonomik ve sosyal dinamikleri etkileyen karmaşık ve küresel bir olgu olarak karşımıza çıkmaktadır (Stark ve Wang, 2002).

Beyin göçü dünyanın pek çok farklı ülkesinde yaşamaktadır ancak bazı ülkelerde bu durum daha belirgin bir şekilde görülebilir. Bu ülkeler genellikle ekonomileri daha gelişmiş, yüksek öğrenim ve kariyer fırsatlarına sahip ülkelerdir (Lowell ve Findlay, 2001). Özellikle Amerika Birleşik Devletleri, Kanada, Avustralya ve Avrupa ülkeleri beyin göçü alanında öne çıkan destinasyonlardır (Johnson, 1965). Bu ülkeler, uluslararası rekabet avantajı elde etmek ve ekonomik, bilimsel ve teknolojik gelişmelerini desteklemek için yetenekli profesyonelleri kendilerine çekmeye çalışmaktadır. Ancak beyin göçü sadece gelişmiş ülkeler arasında değil, az gelişmiş ülkelerde de yaşanmaktadır. Aslında madalyonun diğer yüzü, bu sorundan etkilenen ülkeler ve insanların göç ettiği ülkelerdir. Bu, bazı profesyonellerin ekonomik zorluklar, siyasi istikrarsızlık veya güvenlik sorunları gibi nedenlerle kendi ülkelerini terk ederek daha istikrarlı ve fırsatlarla dolu bölgelere yönelmelerini içermektedir (Johnson, 1967). Sonuç olarak beyin göçü kavramı dünyanın birçok ülkesinde farklı dinamikleri ortaya çıkarmakta ve dünya çapında hem ekonomik yapıları hem de sosyal dinamikleri önemli ölçüde etkileyen karmaşık bir etkileşim sunmaktadır (Wong ve Yip, 1999). Bu karmaşık olgu, genellikle gelişmiş fırsatlar arayışıyla motive olan

vasıflı profesyonellerin ulusötesi yetenek akışına katkıda bulunduğu uluslararası göçün karmaşık dokusunun altını çizmektedir. Beyin göçünün çok yönlü sonuçları acil ekonomik kaygıların ötesine geçmekte ve yeniliği, kültürel çeşitliliği ve bilgi alışverişini şekillendirerek küresel toplumların dokusunu etkilemektedir (Poot, 1996).

Türkiye bağlamına geldiğimizde, son dönemde iyi eğitilmiş gençlerin, özellikle de saygın üniversitelerden mezun olanların yurtdışına yerleşmeyi tercih ederek Türkiye'den göçünde büyük bir ivme yaşanmaktadır. Beyin göçündeki bu hızlanma, özellikle yeni üniversite mezunları arasında artan işsizlik oranları, belirli mesleklerdeki rekabetçi olmayan maaşlar, çalışma ortamlarında karşılanmayan beklentiler, ortalamanın altında akademik ve fiziksel koşullar ve daha yüksek yaşam standartlarının cazibesi gibi çeşitli faktörlere bağlanabilir. Türkiye'den yurt dışına beyin göçü oranlarını incelerken bazı istatistiksel verilerden bahsetmek yerinde olacaktır. Hollanda Göçmenlik ve Vatandaşlık Kurumu'nun (IND) istatistiklerine göre 2018 yılının ilk 11 ayında "beyin göçü" kapsamında Türkiye'den Hollanda'ya toplam 1020 akademisyen ve yüksek eğitimli kişi başvurdu (BBC, 2019). Aynı kurumun önceki yıllarda verdiği rakamlara göre, beyin göçü kapsamında Türkiye'den Hollanda'ya gelenlerin sayısı 2016 yılında 540 iken, 2017 yılında bu rakam 780'e yükselmiştir.

Sonuç olarak beyin göçü oranlarının son yıllarda sürekli bir artış gösterdiğini söylemek doğrudur. Sadece akademisyenlerin değil, özel sektörde çalışan beyaz yakalı çalışanların ve girişimcilerin de yurt dışında yaşamının yüksek standartlarından yararlanmak ve şirketlerini yurt dışına taşımak istedikleri gözlemlenmiştir. Ufuk 2020 Programına (2018) göre 2015-2018 yılları arasında 10.000 civarında girişimci ve çalışan yurtdışına taşınmıştır.

Eğitim alanında göç konusu incelendiğinde ise, Yükseköğretim Kurulu'nun (YÖK) yayınladığı istatistiklere göre yaklaşık 24 bini Almanya'da, 15 bini ise Amerika Birleşik Devletleri'nde olmak üzere 50 binin üzerinde Türk öğrenci yurt dışında eğitim görmektedir. Öğrencilerin çalışıp para kazanabileceği "Work and Travel" gibi programlar ve "dil okulları" gibi etkinlikler de eklenince toplam öğrenci sayısı 87.000'e ulaşmaktadır. (Financial Times, 2016).

Türkiye'de beyin göçü üzerine yapılan çalışmalar çoğunlukla bu olguyu olumsuz olarak, bir kayıp olarak değerlendirmektedir (Elveren ve Toksöz, 2018). Bu nedenle literatürde beyin göçünü önlemeye yönelik öneriler ön plana çıkmaktadır.

Türkiye'deki beyin göçü literatüründe tartışmalar genellikle itici ve çekici faktörler etrafında şekillendiği söylenebilir. (Elveren ve Toksöz, 2018). Mesleki ilerleme, artan gelir ve iyileşen yaşam koşulları, hedef ülkeler için öncelikli çekici nedenler olarak öne çıkarken, işsizlik, ekonomik ve politik istikrarsızlık, akademik özgürlük ve ifade özgürlüğü üzerindeki kısıtlamalar ve yükseköğretim sistemindeki genel sorunlar kaynak ülkeler için temel itici faktörlerdir (Deviren ve Daşkıran, 2015).

Sonuç olarak tüm bu literatür ve istatistiksel verilerden sonra Türkiye'nin beyin göçü konusunda hatırı sayılır bir bilgiye sahip olduğu söylenebilir. Konuyu bir sorun olarak ele almak ve çözüm önerileri sunmak amacıyla yapılan çalışmalarda görüldüğü gibi beyin göçüne neden olan bazı faktörler araştırılmış ve ortaya çıkarılmıştır.

Beyin göçünün ana itici güçlerinden biri daha iyi ekonomik fırsatların aranmasıdır (Stark ve Bloom, 1985). Genel olarak bireyler, yüksek gelir, gelişmiş yaşam kalitesi ve yüksek finansal güvenlik sunan ortamlara öncelik verirler (Rodriguez, 1975). Ekonomiler arasındaki küresel bağlantılar hareketi kolaylaştırmakta, bu da ekonomik olarak daha az gelişmiş ülkelere vasıflı bireylerin göçüne neden olmaktadır (Watanabe, 1969).

Beyin göçüne neden olan bir diğer önemli faktör ise eğitim olanaklarıdır. Gelişmiş ve öncü eğitim fırsatlarına erişim, beyin göçünde önemli bir rol oynamaktadır (Wong ve Yip, 1999). Özellikle akademik bağlamda kalifiye gençler, iyi üniversiteler, araştırma kurumları ve canlı bir entelektüel ortam sunan ülkeleri tercih etmektedirler. Bununla birlikte kaliteli akademik eğitim alma isteği ve çağdaş araştırma olanaklarına sahip olma arzusunun birçok akademisyeni yurtdışındaki fırsatları aramaya ittiği söylenebilir.

Yüksek işsizlik oranları ve bazı sektörlerdeki sınırlı fırsatlar da beyin göçüne katkıda bulunmaktadır (Tansel, 1994). Yurtdışında daha iyi kariyer olanakları ve iş tatmini algısı, hem öğrenciler hem de çalışanlar açısından göç için çekici bir neden haline gelmektedir (Ranis, 1972). Ayrıca, durağan bir iş piyasası algısı ve sınırlı mesleki

gelişim potansiyeli, bireyleri daha güvenli bir iş piyasası aramaya itebilir (Wong ve Yip, 1999).

Bir ülkedeki siyasi ve sosyal dengesizlikler de beyin göçüne sebep olan etkenler arasında yer almaktadır (Akyıldız, 2023). İnsanlar genellikle siyasi istikrar, insan haklarına saygı ve elverişli bir sosyal atmosfer sunan ortamlar ararlar. Bu konuyla doğrudan ilgili olan bir diğer önemli faktör ise özgür düşünce ortamıdır. Bir ülkede özgür düşünce ortamının varlığı, yetenekli bireylerin yaratıcılıklarını ifade etmelerini, yenilikçi fikirler geliştirmelerini ve eleştirel düşünme becerilerini geliştirmelerini teşvik etmektedir. Bu tür olanaklara sahip ülkeler bilim, sanat, teknoloji ve diğer entelektüel alanlarda ilerlemek isteyen insanlar için cazip hale gelmektedir. Tam tersine özgür düşüncenin olmadığı veya kısıtlandığı bir ülkede yetenekli bireylerin potansiyellerini tam olarak ortaya çıkarmaları daha zor olabilir. Baskı, sansür ve düşünce özgürlüğüne yönelik kısıtlamalar yaratıcılığı kısıtlayabilir ve bireylerin fikirlerini ifade etmesini zorlaştırabilir (Blake, 2016).

Bu bölümdeki son faktör ise küresel ölçekte teknolojideki gelişmeler ve sınırların kalkmasıdır. Dijital platformlar aracılığıyla dünya çapındaki fırsatlar ve ağlarla bağlantı kurma yeteneği, göçmenlik arayan kişilerin yurtdışındaki fırsatları keşfetmesini ve bu fırsatlara başvurmasını kolaylaştırmaktadır. Sanal işbirliği, uzaktan çalışma seçenekleri ve kesintisiz bilgi aktarımı, coğrafi sınırları daha az engel haline getirerek beyin göçünün akışkanlığına katkıda bulunur (Zhatkanbaeva ve diğerleri, 2012).

Sonuç olarak beyin göçü, bahsedilen birçok faktörün etkileşiminin bir sonucudur. Konuyu Türkiye'deki gençlerin perspektifinden özetlersek, tüm bu bahsettiğimiz faktörlerin Türkiye'deki hayati sorunlarla ve önceki bölümlerde bahsettiğimiz zamanın ruhuyla ne kadar örtüştüğünü görmek zor değildir. Son faktörde bahsedilen teknolojik gelişmelerle birlikte küresel sınırların ortadan kalkmasını da hesaba katarsak gençlerin tüm bu faktörler konusunda ne kadar bilinçli olduğunu rahatlıkla görebiliriz. Tüm bu teknolojik imkanları sonuna kadar kullanan bu gençler, kendilerini yurtdışında yaşayan akranlarıyla kıyaslayabiliyor ve bu karşılaştırma sonucunda da durumlarından memnun olmamaktadırlar.

Bu karşılaştırmanın sonucunda ortaya çıkan tatminsizlik bizi bu araştırmanın ana kaynağı olan psikolojik olgu olan algılanan görelî yoksunluk kavramına getirmektedir.

Algılanan Görelî Yoksunluk

Algılanan görelî yoksunluk öznel bir duygudur. Birey, kendi sahip olduđu “şeyin” başkalarının sahip olduğundan daha az olduğunu algıladığında bu duyguya kapılır. (Runciman, 1966). Bireylerin kendi koşullarını gelir, statü, fırsatlar veya diğerkaynaklar açısından belirli bir referans grubu etrafındaki veya içindeki kişilerle karşılaştırarak değerlendirdiğı bir durumdur görelî yoksunluk (Osborne ve Sibley, 2013). Bu karşılaştırma sonucunda bireyler sahip olduklarından daha fazlasına sahip olmayı arzulamakta ve tatminsizlik duygusu yaşamaktadırlar. Görelî Yoksunluk Kuramı, bireylerin kendilerini subjektif olarak diğerkinsanlarla, gruplarla veya kendi geçmiş durumlarıyla karşılaştırdığını öne sürmektedir. Bu bireysel veya grup düzeyindeki bilişsel değerlendirmeler, öznel karşılaştırmalardan kaynaklanır ve dezavantajlı durumlarının tanınmasına yardımcı olur (Osborne ve Sibley, 2013). Görelî Yoksunluk Kuramı'nın önemli yönlerinden biri de insanların, kendilerine sunulan fırsatları tatmin edici bulsalar bile, kendilerinden daha az nitelikli olduğunu düşündükleri diğerkişilerle aynı fırsatlara sahip olmaktan rahatsız olduklarını ve daha fazlasını hak ettiklerini düşündüklerini vurgulamasıdır. (Yılmaz ve Erkal, 2020). Yani birey, sahip olduđu üstün vasıflara rağmen daha iyi işlerden mahrum kaldığını düşündüğünde, kendisini üstün algılamakta ve bunun sonucunda da kendini yoksun hissetmektedir. (Karacaoğlu ve Arslan, 2019).

Runciman (1966) algılanan görelî yoksunluğu iki farklı açıdan tartışmıştır: birey temelli (egoist) ve grup temelli (kardeşlikçi). Bu iki açıdan bireyler ya kendileri ile başkaları arasında ya da ait oldukları grup ile diğerguplar arasında karşılaştırmalar yapmakta, ya başkalarına göre kişisel dezavantajlarını ya da grubun diğergruplara göre dezavantajlarını algılamaktadırlar (Ellemers, 2002). Kişisel göreceli yoksunluk, bireyler arasındaki eşitsiz durumların algılanmasına odaklanır; grup görelî yoksunluğu ise gruplar arasındaki eşitsiz durumların algılanmasına odaklanır (Walker ve Smith, 2002). Bu çalışmada, çalışma özellikle göreceli yoksunluğun kişisel düzeydeki, egoist boyutuna odaklanacaktır.

Beyin Göçüne Yönelik Tutumlar

Önceki bölümlerde de birkaç kez belirtildiği gibi beyin göçüne yönelik tutumlar, kişinin kültürel bağlamı, ekonomik durumu, eğitim düzeyi, ülkenin siyasi ve sosyal ortamı gibi çeşitli faktörler tarafından şekillenmektedir (Stark ve Bloom, 1985). Giousmpasoglou ve arkadaşlarına (2016) göre beyin göçü bazı kişiler tarafından küresel bir perspektiften değerlendirilebilir ve olumlu bir olgu olarak görülebilir. Bu kişiler, uluslararası işbirliğinin ve bilgi paylaşımının arttığını, farklı entelektüel birikimden beyinlerin bir araya gelerek yenilikçi şeyler ürettiğini düşünüyor olabilir. Tam tersine beyin göçüne olumsuz bakan kişiler de bulunmaktadır. Vasıflı profesyonellerin veya potansiyel profesyonellerin ayrılmasının yerel ekonomiye zarar verebileceğinden ve ülke içindeki entelektüel kaynakları tüketebileceğinden endişe duyabilirler. Bazıları, özellikle Türkiye gibi gelişmekte olan ülkeler için değerli kaynakların potansiyel kaybıyla ilgili endişelerini de dile getirmektedir. Yani beyin göçüne yönelik tutumların kişisel deneyimler, eğitim düzeyi, kültürel geçmiş ve coğrafi farklılıklar nedeniyle büyük farklılıklara yol açabileceği şeklinde özetlenebilir. Tutum ve davranış arasındaki ilişkiyi hatırlayacak olursak beyin göçüne yönelik tutumların olumlu ve olumsuz olmasının bireylerin göç davranışlarını etkileyeceğini söylemek yanlış olmaz.

Algılanan Sosyal Destek

Sosyal destek, bireylerin yaşam stresleri veya zorluklarıyla baş etme yeteneklerini etkileyen, çevrelerinden aldıkları yardımdır (Cohen ve Wills, 1985). Sosyal destek, stresle baş etmek için değerli bir strateji olarak ortaya çıkmakta, bireylere daha iyi bir refah ve yaşamın engellerini aşmak için yüksek motivasyon sağlamaktadır (Cobb, 1976). Aile, arkadaşlar veya diğer bağlantılar da dahil olmak üzere kişinin sosyal çevresinde bulunanların, kişinin zorluklarla başa çıkmasına katkıda bulunan kişiler olarak algılandığının anlaşılmasını gerektirir. Bununla birlikte, algılanan sosyal desteğin etkinliği kişiden kişiye farklılık gösterebilir; aynı türde destek bir kişi için etkili olurken diğeri için daha az etkilidir (Procidano ve Heller, 1983). Üstelik sosyal destek, bireyin stresle başa çıkma stratejilerinin yalnızca bir yönünü oluşturur ve stresi ortadan kaldırmak için tek başına bir çözüm değildir. Bununla birlikte, uygun ve etkili bir şekilde alındığında sosyal destek, bireyin stresle başa çıkma süreci üzerinde olumlu

bir etkiye sahip olabilir ve psikolojik iyi oluşun artmasına katkıda bulunabilir (Zhou vd., 2013).

Zimet ve arkadaşlarına (1990) göre algılanan sosyal destek gücünü üç temel dayanaktan almaktadır: aile, arkadaşlar ve partner ya da en iyi arkadaş gibi önemli bir kişi. Bu farklı destek kaynakları, bireylerin algılanan sosyal destek aracılığıyla dayanıklı ve anlamlı bağlantılar kurmasına yardımcı olmak için birlikte çalışır.

Türkiye'de yaşanan zorlu koşullar göz önüne alındığında, stresle başa çıkma yöntemi olarak algılanan sosyal desteğin bu zorlu bağlamda Türkiye'deki üniversite öğrencileri için ne ölçüde etkili olabileceğinin incelenmesi de önemlidir. Bu makalenin araştırmaya çalıştığı önemli bir konu. Sonuçta sosyal desteğin öğrencilerin beyin göçüne yönelik tutumları üzerindeki etkisi özellikle dikkate değer hale gelmektedir (Pedersen, 1990). Öğrenciler zorluklarla başa çıkma mekanizması olarak sosyal desteğe güvendiklerinde, bu desteğin onların beyin göçüne ilişkin bakış açılarını şekillendirmedeki rolü kapsamlı bir incelemeyi hak ediyor. Sosyal desteğin, göç etmeyi düşünen bireylerin zihniyetini nasıl etkilediğinin karmaşık dinamiklerini araştırmak, kişisel ilişkiler, başa çıkma mekanizmaları ve daha geniş anlamda beyin göçü olgusunun karmaşık etkileşimi hakkında değerli bilgiler sağlayabilir. Bu araştırma alanı yalnızca göç tutumlarını anlamamıza katkıda bulunmakla kalmıyor, aynı zamanda küresel zorluklar karşısında bireylerin kararlarını şekillendiren daha geniş sosyopsikolojik faktörlere de ışık tutmaktadır.

Bu Çalışmanın Hipotezleri

H1: Türkiye'de okuyan üniversite öğrencilerinden kişisel görelî yoksunluk düzeyi yüksek olanların beyin göçüne yönelik tutumları daha olumlu olacaktır.

H2: Türkiye'de okuyan üniversite öğrencilerinin algıladıkları sosyal destek, görelî yoksunluk düzeyleri ile beyin göçüne yönelik tutumları arasındaki ilişkide düzenleyici etkiye sahip olacaktır.

H2a: Türkiye'de okuyan üniversite öğrencilerinin algıladığı sosyal desteğin aileye özgü boyutu, görelî yoksunluk düzeyleri ile beyin göçü tutumları arasındaki ilişkide düzenleyici rol oynayabilir.

H2b: Türkiye'de okyan üniversite öğrencilerinin algıladıkları sosyal desteğin arkadaşça özgü boyutu, göreceli yoksunluk düzeyleri ile beyin göçü tutumları arasındaki ilişkide düzenleyici rol oynayabilir.

H2c: Türkiye'de okuyan üniversite öğrencilerinin algıladığı sosyal desteğin özel kişiye özgü boyutu, göreceli yoksunluk düzeyleri ile beyin göçü tutumları arasındaki ilişkide düzenleyici rol oynayabilir.

Yöntem

Yaşları 18 ile 52 arasında değişen (M=22,7, SD=3,95) 370 katılımcının 264'ü (%71,4) kadın, 100'ü (%27) erkek, 6'sı (%1,6) belirtilmemiştir. Katılımcıların 2'si (%0,5) ön lisans, 304'ü (%82) lisans, 50'si (%13,5) yüksek lisans ve 14'ü (%4) doktora düzeyindedir. 369 katılımcı maddi durumlarından memnuniyet düzeyleri hakkında 1'den 10'a kadar cevap vermiştir. (M = 5,19, SD = 1,96) Aynı 1 ile 10 aralığında katılımcılar aynı zamanda dini inançlarının günlük hayata etkisi, geri dönme niyeti ve mevcut hükümete olan güven açısından da incelenmiştir. 362 katılımcı dini inanç sorusunu (M = 3,51, SD = 2,71), 369 katılımcı geri dönme niyeti sorusunu (M = 6,45, SD = 2,66) ve 360 katılımcı devlete güven sorusunu yanıtlamıştır (M = 1,82, SD = 1,66) Son olarak katılımcılara yakın çevrelerinde beyin göçü nedeniyle yurt dışına göç eden kimsenin olup olmadığı sorulmuştur. Bu soruyu yanıtlayan 366 katılımcıdan 276'sı (%75) "Evet", 90'ı (%25) "Hayır" yanıtını vermiştir. Araştırma online anket üzerinden gerçekleştirilmiştir. Anketin başında, araştırmaya katılanlardan demografik bilgilerin toplanması amacıyla 12 maddelik bir demografik bilgi formu sunulmuştur. Bu formda katılımcılara özellikle yaşları, cinsiyetleri, aktif öğrenci durumları, gelir düzeyleri, maddi memnuniyet düzeyleri, dini inançları, muhafazakarlık düzeyleri, beyin göçüne yönelik görüşleri ve bunların Türkiye'nin siyasi durumuyla ilişkisine ilişkin sorular sorulmuştur. Katılımcılara çalışma değişkenlerini ölçmek üzere üç farklı ölçek sunulmuştur. Bunlar Kişisel Algılanan Destek Ölçeği, Beyin Göçüne Yönelik Tutumlar Ölçeği ve Algılanan Sosyal Destek Ölçeğidir. Callan, Shead ve Olson tarafından 2011 yılında geliştirilen Kişisel Göreceli Yoksunluk Ölçeği, bireyin kişisel göreceli yoksunluk derecesini değerlendirmek için tasarlanmış bir araçtır. Beş maddeden oluşan ölçek, $\alpha = 0,78$ güvenirlik puanıyla tatmin edici düzeyde bir iç tutarlılık göstermektedir. Bu çalışma kapsamında bu ölçeğin Güvenç (2019) tarafından uyarlanan Türkçe versiyonu kullanılmıştır. Güvenç'in uyarladığı ölçeğe ek olarak her

soruya "yurtdışında yaşayanlar" ifadesi de eklenmiştir. Bunun nedeni ise soruları yurt dışındaki emsalleriyle karşılaştırma bağlamına koyarak katılımcılara daha anlaşılır bir ifade sunmaktır. Beyin Göçüne Yönelik Tutum Ölçeği ilk olarak Çukurova Üniversitesi hemşirelik öğrencilerinin beyin göçüne yönelik tutumlarını ölçmek amacıyla geliştirilmiştir (Öncü ve ark., 2018). Ölçek, $\alpha = 0,91$ güvenilirlik katsayısı ile güçlü düzeyde bir iç tutarlılık sergilemektedir. Zimet ve arkadaşları tarafından geliştirilen Çok Boyutlu Algılanan Sosyal Destek Ölçeği. 1988 yılında insanların çevrelerinden algıladıkları sosyal desteği ölçmek amacıyla geliştirilmiştir. Bu çalışma kapsamında Çok Boyutlu Algılanan Sosyal Destek ölçeğinin (Eker ve Arkar, 1995) Türkçe versiyonu kullanılmıştır. Bu çalışmada orijinal ölçekten farklı olarak 6'lı Likert tipi yanıtlar kullanılmıştır. Türkçe bağlamında daha net ifade edebilmek amacıyla orijinal ölçekteki "önemli diğer kişi" ifadesi "aile ve arkadaşlar dışında komşu, nişanlı gibi özel bir kişi" şekline dönüştürülmüştür (Eker vd., 2001). Veri toplama aşamasından önce, araştırma için onay ilk olarak Orta Doğu Teknik Üniversitesi İnsan Katılımcı Etik Kurulu'ndan alınmıştır (bkz. Ek A).

Bulgular

Çalışmaya veri toplama aşaması sona erdiğinde araştırmaya toplam 392 kişi katılmıştır. Bu 392 kişiden 14'ü Türkiye'de aktif olarak üniversitede eğitim görmediği için çalışma grubundan çıkarılmıştır. Ön analize başlamadan önce geri kalan 378 adet üzerinde veri taraması yapılmış ve herhangi bir eksik değer olmadığı tespit edilmiştir. Kalan 378 kişi üzerinden outlier analizi gerçekleştirilmiştir. Bu analiz sonucunda Z-skorumları +3 ile -3 aralığının dışında olan 8 katılımcı, genel kural uyarınca aykırı değer olarak araştırma verilerinden çıkarılmıştır (Comrey ve Lee, 1992). Kişisel Görelî Yoksunluk Ölçeği maddelerinin faktör yapısını incelemek amacıyla açımlayıcı faktör analizi yapılmıştır. Faktör analizinin sonuçlar tablo 1'den görülebilir. Kullanılan ölçeklerin tanımlayıcı özellikleri ve alt ölçekleri test edilmiş ve bu çalışmada kullanılan belirtilen tüm ölçekler için mevcut çalışmadan elde edilen ortalama değerler, standart sapmalar, minimum ve maksimum değerler ile puan aralıkları incelenmiştir. Bu analizin bulguları Tablo 2'de gösterilmektedir. Korelasyon analizi sonuçları algılanan görelî yoksunluğun beyin göçüne yönelik tutumlarla anlamlı ve pozitif yönde ilişkili olduğunu gösterdi ($r = .55, p < .001$); diğer taraftan sosyal desteğin aile desteği boyutu ile anlamlı ve negatif yönde ilişkili bulunmuştur ($r = -.21, p < .001$).

Beyin göçüne yönelik tutumlar, sosyal desteğin aile desteği boyutuyla anlamlı ve negatif yönde ilişkilidir ($r = -.13, p < .01$); sosyal desteğin arkadaş desteği boyutuyla anlamlı ve pozitif yönde ilişkilidir ($r = -.004, p < .01$). Algılanan sosyal destek ise aile desteği ($r = 0,67, p < 0,001$), arkadaş desteği ($r = 0,72, p < 0,001$) ve önemli diğer alt boyutlarla anlamlı ve pozitif yönde ilişkilidir. destek ($r = .80, p < .001$). Sosyal desteğin aile desteği boyutu, arkadaş desteği ($r = 0,02, p < 0,001$) ve diğer önemli kişilerin desteği ($r = 0,72, p < 0,001$) ile anlamlı ve pozitif yönde ilişkilidir. Son olarak, sosyal desteğin arkadaş desteği boyutu, sosyal desteğin anlamlı diğer boyutuyla anlamlı ve pozitif yönde ilişkilidir ($r = 0,04, p < 0,001$) (bkz. Tablo 3). Algılanan görece yoksunluğun üniversite öğrencilerinin beyin göçüne yönelik tutumlarını yordayıp yordamadığını araştırmak amacıyla regresyon analizi yapılmıştır. Analizin sonuç değişkeni beyin göçüne yönelik tutumlar, yordayıcı değişken ise algılanan görece yoksunluktur. Modelde algılanan görece yoksunluğun beyin göçüne yönelik tutumlar üzerindeki etkisi anlamlı olarak görülmüştür ($B = 0,44, SE = 0,04, p < 0,001, \%95 GA [0,37, 0,51]$). Algılanan görece yoksunluk düzeyi arttıkça beyin göçüne yönelik tutum puanlarının da arttığı ($R^2 = .03, F(1,368) = 161, p < .001$) bu çalışmanın ilk hipotezidir ve doğrulanmıştır (H1).

Algılanan görece yoksunluk ile beyin göçüne yönelik tutumlar arasındaki ilişkinin Türkiye'deki üniversite öğrencilerinin algılanan sosyal desteği tarafından modere edilip edilmediğinin daha net anlaşılmasını sağlamak amacıyla bir dizi moderasyon analizi yapılmıştır. Bunlar sırasıyla algılanan sosyal desteğin bir bütün olarak tek moderatör değişken olarak ele alındığı analiz, algılanan sosyal desteğin aile alt boyutu, arkadaşlar alt boyutu ve önemli olan diğer alt boyutudur. Analizin sonuç değişkeni beyin göçüne yönelik tutumlar, yordayıcı değişken algılanan görece yoksunluk, moderatör değişken ise hem bir bütün olarak hem de ayrı alt boyutlarıyla algılanan sosyal destektir. Bu analizlerin sonuçları Tablo 5'te bulunabilir.

Tartışma

Bu araştırma, algılanan bireysel görece yoksunluk ve algılanan sosyal desteğin rollerini inceleyerek, Türkiye'deki üniversite öğrencilerinin beyin göçüne yönelik tutumlarını etkileyen karmaşık dinamikleri keşfetmeyi amaçlamıştır.

Ayrıca bu çalışmanın temelinde yatan bir diğer temel amaç, Türkiye'deki üniversite öğrencilerinin yaşadığı zorlukları sosyopsikolojik açıdan siz okuyuculara

yansıtmaktır. Bu bakımdan çalışmanın yapıldığı dönemin ruhunu, ruhunu yakalamak ve konuyu bu bağlamda değerlendirmek gerekmektedir.

Gençlerin algılanan görelî yoksunluk puanlarına bakıldığında bu öğrenci grubunun oldukça yoğun düzeyde görelî yoksunluk algıladığını söylemek doğru olacaktır. 370 kişilik bir veri setinde algılanan görelî yoksunluğun ortalama puanı 1-6 puan aralığında 5,1'dir. Bu gözlemin, ülkenin zorlu atmosferinde gençlerin karşılaştığı zorluklara ilişkin makale boyunca özetlenen tespitlerin geçerliliğini desteklediği şeklinde yorumlanabilir. Regresyon analizi, Türkiye'de örneklem olarak alınan üniversite öğrencileri grubunda, algılanan görelî yoksunluğun artan düzeyleri ile beyin göçüne yönelik daha olumlu tutumlar arasında pozitif bir ilişki olduğunu göstermektedir. Buna ek olarak araştırmada, Türkiye'deki üniversite öğrencilerinde algılanan sosyal desteğin hem bir bütün olarak hem de üç alt boyutuyla algılanan görelî yoksunluk ile beyin göçüne yönelik tutumlar arasındaki ilişkide aracılık edip etmediği araştırılmıştır. Sonuçlar bölümünde detaylı olarak görülebileceği üzere, algılanan sosyal desteğin bu ilişki üzerindeki düzenleyici etkisi hem bir bütün olarak hem de aile, arkadaş ve sevgili boyutunda anlamlı bulunmamıştır. Türkiye'de yaşayan üniversite öğrencilerinin psikolojik durumlarını anlamak ve önleyici tedbirlerin alınabilmesi için bu sonuçların iyi değerlendirilmesi gerekmektedir. Öncelikle gençlerin yoğun bir görelî yoksunluk algısına sahip oldukları söylenebilir. Yani kendilerini yurt dışındaki akranlarıyla karşılaştırdıklarında, sahip oldukları fırsatları hak ettiklerini ancak Türkiye'de bu imkanları alamadıklarını görmekte-dirler. Bu fırsat farklılıkları farkındalık yaratarak ülkeyi terk etme yönünde bir takım tutumlar geliştirmelerine, yani beyin göçüne neden olmaktadır. Evlerine kapanan gençler, sosyalleşmenin tek yolu olarak sosyal medyayı giderek daha fazla kullandıkça, ülkeler arasındaki sınırlar ortadan kalkmış ve herkes dünyada olup bitenlerden çok kolay haberdar olmaya başlamıştır. Sınırların ortadan kalkması ve farkındalığın artması gençlerin bilgiye daha kolay ulaşmasını ve karşılaştırma yapma olanağını sağlamıştır. Dönemin atmosferi Türkiye'deki gençleri umutsuzluğa sürüklemiş, yoksunluk duygularını beslemiş ve algılanan yetersizlik duygularını ortaya çıkarmıştır. Tüm bu faktörlerin bir sonucu olarak araştırma sonuçlarının da gösterdiği gibi gençler bu durumu aşmak için ülkeyi terk etmeyi ve dış ülkelere göç etmeyi bir çözüm olarak görmekte-dirler. Türkiye'deki gençlerin algıladıkları yoksunluk duygusu ile beyin göçüne yönelik tutumları arasındaki ilişki

bu çalışmanın bize gösterdiği ilk boyut oldu. Bu boyutun yanı sıra bu çalışmanın bize gösterdiği ikinci boyut, sonuçlara bakılırsa algılanan sosyal desteğin bu ilişkideki rolü, yani bu ilişkideki etkisizliğidir.

Algılanan sosyal desteğin, öğrencilerin yoksunluk duygusu nedeniyle ortaya çıkan beyin göçü tutumlarını yumuşatıcı bir etkiye sahip olabileceği daha önce dile getirilmişti. Bu bağlamda sosyal bağlamın insanların yaşamını sıklıkla etkilediği Türkiye gibi geleneksel ve kolektivist bir kültürde, üniversite öğrencilerinin çevrelerinden aldıkları sosyal desteğin bu ilişki üzerinde düzenleyici bir etkiye sahip olacağı varsayılmıştır. Ancak sonuçlar bu varsayımı doğrulamamıştır. Algılanan sosyal desteğin moderatör bir değişken olarak beklenen etkiyi yaratmamasının çeşitli nedenleri olabilir.

Bunlardan ilki, halihazırda göç etmiş veya göç etme konusunda tutum geliştirmiş kişiler, çevresinde kimsesi olmayan veya çevresinden sosyal destek alamayan kişiler değil, sosyal destek almasına rağmen ayrılan kişiler olabilir. Yani hipotezin aksine sosyal destek ile beyin göçü tutumları arasındaki ilişki günümüz gençleri için olumlu olabilir. Algılanan sosyal desteğin modere edici bir etki göstermemesinin ikinci nedeni ise algılanan sosyal desteği yüksek olan gençlerin, sosyal çevreyle ilişkileri olumlu olacağından özgüven düzeylerinin de yüksek olabileceğidir. Bu nedenle beyin göçüne bakış açısı ve tutumlar olumlu olabilir. Güven düzeyi arttıkça, göç etmek istedikleri yere daha kolay uyum sağlayarak ülkenin olumsuz atmosferinden kurtulabileceklerini düşünebilirler. Bir diğer neden ise gelişen bilgi teknolojileri ve bilgiye erişim imkanlarının artmasıyla birlikte gençlerin dünyaya karşı farkındalığının artması olabilir. Yani sosyal destek algısının geçmişten günümüze operasyonel tanımı ve dolayısıyla ölçüm yöntemleri değişime açık olabilir. Gençler, geleneksel toplumsal çevredeki "Gitmeyin, ülkenizde kalın, burayı kurtaracak olan sizlersiniz" gibi "romantik" söylemlerden bıkmış olabilirler. Bu nedenle özellikle aileden ve büyüklerden gelen sosyal destek tanımı, özellikle pandemi sonrasında günümüzde geçerliliğini kaybetmiş olabilir. Umudunu kaybetmiş gençler, çevrelerinden aldıkları destek bir dereceye kadar geçerli olsa bile, beyin göçüne yönelik tutumlarından etkilenemeyebilirler. Son olarak, durum pandemi sonrasında artan küreselleşme ve uluslararası etkileşim ile açıklanabilir. Yakın fiziksel çevrelerinden algıladıklarının ötesindeki sosyal destek, yalnız gencin ülke sınırlarının ötesinde uluslararası düzeyde

sosyal etkileşimler bulma arayışından kaynaklanabilir. Aslında bu durum yine algılanan sosyal destek tanımının güncellenmesi gerektiğine işaret ediyor olabilir. Yani gerçek hayattan bir örnek vermek gerekirse, Ankara'da yaşayan bir üniversite öğrencisinin algıladığı sosyal destek, Rotterdam, Münih veya Paris'te yaşayan yakın çevresinden, arkadaşından veya partnerinden gelebilir. Pandemi ve teknolojik gelişmelerle birlikte uzak mesafeler yakınlaşmış, yalnızlık kalabalığa dönüşmüş, göç ülke sınırlarının önemini yitirdiği bir gerçeklik haline gelmiş olabilir.

Son olarak bu çalışma, değişkenler ne olursa olsun, genel anlamda Türkiye'deki üniversite öğrencilerinin ülkenin durumuna ilişkin umutsuzluklarını ve göçe yönelik tutumlarının olumluluğunu ortaya koymakta, böylece değerlendirmeye ve geliştirmeye açık bir dizi sonuç oluşturmaktadır. Bu sonuçlar sadece psikoloji alanında değil, yönetim bilimleri, uluslararası ilişkiler, sosyoloji gibi diğer sosyal alanlarda da yeni çalışmaların yapılmasına öncülük etmelidir ve edecektir.

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