WHILE PUTTING ON THE SHOES: A QUALITATIVE STUDY ON
EXPERIENCES IN THE PRE-DEPARTURE PHASE OF MIGRATION

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ABSTRACT

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This study examines the pre-departure experiences of individuals preparing to migrate from Türkiye. People who were citizens of the Republic of Türkiye and had at least one official approval for immigration were included in the study. Eleven participants (nine women and two men) were recruited using the criterion sampling method. Data were collected using the semi-structured interview form called Experiences in Pre-Departure Phase of Migration, which was developed by the researchers. Interpretive phenomenological analysis was used to analyze the data. Four group experiential themes were determined: migration decision, difficulties, facilitators, and return decision. The findings are discussed with push and pull theory, ecological systems theory, relative deprivation theory, and related literature.

Keywords: migration, emigration, migration decision, pre-departure.

ÖZ

AYAKKABILARI GİYERKEN: GÖÇÜN AYRILIŞ ÖNCESİ DÖNEMİNDEKİ DENEYİMLERE DAİR NİTEL BİR ÇALIŞMA

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Bu çalışma ile Türkiye'den göç etmeye hazırlanan bireylerin ayrılış öncesi deneyimlerini incelemektedir. Türkiye Cumhuriyeti vatandaşı olan, göç için en az bir resmi onay almış kişiler çalışmaya dahil edilmiştir. Ölçüt örnekleme yöntemi ile on bir katılımcıya (dokuz kadın iki erkek) ulaşılmıştır. Veriler, araştırmacılar tarafından geliştirilen Göçün Ayrılış Öncesi Aşamasındaki Deneyimler adlı yarı yapılandırılmış görüşme formu kullanılarak toplanmıştır. Verileri analiz etmek için yorumlayıcı fenomenolojik analiz kullanılmıştır. Analiz sonucunda göç kararı, zorluklar, kolaylaştırıcılar ve dönüş kararı olmak üzere dört grup deneyimsel tema bulunmuştur. Bulgular; itme ve çekme kuramı, ekolojik sistemler kuramı, göreli yoksunluk kuramı ve ilgili alan yazın ile tartışılmıştır.

Anahtar Kelimeler: göç, göç kararı, ayrılış öncesi.

Dedicated to Mustafa Kemal Atatürk

ACKNOWLEDGMENTS

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IPA   Interpretative Phenomenological Analysis

CHAPTER 1

INTRODUCTION

In this chapter, first, an explanation of the study's background was provided. Following this, the purpose of the study, research questions, and the significance of the study are explained. Finally, the terms that will be used throughout the study are defined.

1.1. Background to the Study

Social scientists seem aware of what is happening in the world and society. They show scientific sensitivity to influential phenomena manifesting themselves in their society and their living period. Migration has been one of these phenomena in various periods and countries. According to the International Organization for Migration report, the proportion of international migrants in the total population was 2.87% in 1990 and 3.60% in 2022. There were 260 million international migrants in the world in 2020 (McAuliffe & Triandafyllidou, 2021).

Before moving forward, defining people in the migration process is crucial. According to the International Organization for Migration (2019) definition, which is adapted from the United Nations Department of Economic and Social Affairs (1988), *emigrant* means *"From the perspective of the country of departure, a person who moves from his or her country of nationality or usual residence to another country, so that the country of destination effectively becomes his or her new country of usual*

residence (p. 63)" and *immigrant* means *"From the perspective of the country of arrival, a person who moves into a country other than that of his or her nationality or usual residence* (p. 103)." *Migrant* means *"An umbrella term, not defined under international law, reflecting the common lay understanding of a person who moves away from his or her place of usual residence, whether within a country or across an international border, temporarily or permanently, and for a variety of reasons (p. 132)."* Because people may change their minds regarding whether to stay in the destination country, and not every emigrant becomes an immigrant, the term *migrant* was preferred previously in the literature (Tabor & Milfont, 2011). However, studies generally focus on people who move to a country or move from a country. For this reason, the term *immigrant* will be used when referring to the first group and *emigrant* when referring to the second group. Since completed migration processes include both emigration and immigration and since a person is considered both an emigrant and an immigrant depending on the country in which they are, the term migrant may be used occasionally. Because this study only includes people preparing to emigrate from Türkiye, the phrases "*future Turkish emigrants*" or "*Turkish emigrant candidates*" will be used frequently.

In Türkiye, according to limited numbers of resources, emigration is increasing. In 2019, 84 thousand Turkish citizens emigrated from Türkiye, while 77 thousand emigrated in 2020 and 139 thousand in 2022 (Turkish Statistical Institute, 2020; Turkish Statistical Institute, 2023a; Turkish Statistical Institute, 2023b). Detailed information on the characteristics of this number could not be accessed. For example, it is known that in 2022, a total of 466 thousand citizens of Türkiye and other countries emigrated from Türkiye, with the most common age group being 25-29 years

old and predominantly men. However, individual data such as education and employment levels or information regarding their migration process could not be found.

Moving to another country, starting a new life, socializing with new people, and adapting to these changes are essential points that must be researched. Nevertheless, not forgetting that immigrants are also emigrant is critical. As Tabor and Milfont (2011) stated, *"Migrants' lives do not begin when their plane lands, yet few studies consider the pre-departure period."* However, studies regarding the pre-departure migration phase do not seem as less as in 2011.

Tabor and Milfont (2011) stated that the *how* of migration is as important as the *why of it* and utilized *the change model* (DiClemente & Prochaska, 1982) to describe a migration process. They used forum posters to observe the experiences of British migrants who moved/will move to New Zealand. They categorized the stages of *pre-contemplation, contemplation, decision, and action* as the *pre-departure phase*. The acculturation process takes place after departure. As can be seen, the period called pre-departure includes many stages. The pre-contemplation stage includes factors that come before the migration decision yet are relevant to migration, such as familial connections (e.g., children's relationships with grandparents, one partner not being as willing as the other) and intrapersonal factors (e.g., risk tolerance, perseverance, tolerance to uncertainty, novelty seeking). The contemplation stage consists of macro factors such as government control on citizens, immigration in the home country, environmental factors, and safety, as well as micro factors such as individual and familial factors like lifestyle expectations. Third, the action stage consists of pre-departure stress and coping. Fourth, the acculturation stage includes issues such as

psychosocial adjustment (e.g., homesickness) and sociocultural adaptation (e.g., establishing a new routine, financial difficulties).

Migrants' experiences in the pre-departure phase are unique. Due to many individual and non-individual factors, they all experience a different process. For instance, the country from which they migrated is a factor. For political reasons, it is easier to migrate between some countries. Therefore, citizens of some countries may feel more fatigued when migrating to a destination country (Brown & Aktas, 2011). Level of education and skills are other factors. Even though they are all European Union citizens, highly skilled migrants have a smoother process than low and medium-skilled migrants. Also, in terms of carrying out the process, high-skilled migrants use social media and weak ties in a targeted and extensive way. Although the process is smoother for highly skilled migrants, the recognition of educational titles takes time, and migrants perceive this as an obstacle (Coletto & Fullin, 2019). The fact that the migration preparation process is experienced differently by everyone makes this process a suitable subject for disciplines that work with individuals, such as psychological counseling.

If migration occurs intensively in a specific geography and movements with common characteristics are observed, this situation also finds its place in research. For instance, according to the statistics, 169 million of 260 million international migrants are workers (McAuliffe & Triandafyllidou, 2021). Nepal stands out with its labor emigration in recent years (Adhikari et al., 2023). In parallel, psychological researches were conducted to examine their state of mental health (Poudel et al., 2019), their perceptions of the pre-departure orientation they had, and their further needs (Regmi et al., 2020). Naale is a scholarship program that supports Jewish adolescents in the

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diaspora in completing high school education in Israel (Naale Elite Academy, no date). In parallel, Tartakovsky conducted longitudinal studies that focused on the acculturative stress and homesickness they experienced, their cultural identities, and acculturation intentions (Tartakovsky, 2007; Tartakovsky, 2009; Tartakovsky, 2012). Finland accepts individuals of Finnish origin who immigrate to Finland. It is an ethnic migration and, because they are Finnish-rooted, remigration. Jasinskaja-Lahti and Yijälä (2011) and Yijälä and Jasinskaja-Lahti (2010) examined migrants' pre-acculturative stress and pre-migration acculturation attitudes.

Education and training are common aims for migration. Many studies focus on the challenges that international students (Khawaja & Stallman, 2011; Khanal & Gaulee, 2019; López, 2021) and exchange students (Brown & Aktas, 2011; Çiftçi & Karaman, 2017; Rogers & Ward, 1993) experience and their coping strategies, and attitudes regarding mobility. The migration of health workers is another popular topic in the world. Various studies were conducted on their motivations to migrate and states of mental health, for instance, in Türkiye (Sancak et al., 2023), Iraq (Mousa Sabti & Sri Ramalu, 2024), Hungary (Pál et al., 2024), Lebanon (Akl et al., 2007; Akl et al., 2008). As can be seen, migration movements with common characteristics are considered worthy of research.

There is currently a remarkable skilled migration from Türkiye. A report on engineers who worked in the defense industry in Türkiye and emigrated provides data confirming this. According to the report, a significant proportion of the participants emigrated after 2020 (Expression and Ideas Association, 2023). Almost four-fifths of the participants are male. Half of the participants are between the ages of 24-31, and more than half have a postgraduate degree. According to a report (Genç, 2022), doctor migration in 2022 is fifty times that of 2012. According to another study, seven out of

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ten students want to go abroad in faculties of medicine, dentistry, nursing, and tourism, and three-quarters want to return to Türkiye (Gözüm et al., 2023). A study regarding medical students showed that two-thirds of students wanted to continue their careers abroad after graduation, and one-quarter wanted to return to Türkiye (Sancak et al., 2023). Among the reasons for wanting to migrate from Türkiye are economic difficulties (Expression and Ideas Association, 2023; Genç, 2022; Gözüm et al., 2023), security, and professional satisfaction (Expression Fikir Association, 2023; Genç, 2022).

Previously, in the literature, the change model (DiClemente & Prochaska, 1982; Tabor & Milfont, 2011), Maslow's theory of motivation (Dohlman et al., 2019; Maslow, 1943), the theory of stress, the model of acculturative stress and the expectations model (Berry, 2006; Black, 1992; Black et al., 1992; Jasinskaja-Lahti & Yijälä, 2011; Lazarus & Folkman, 1984), the Push and Pull Theory, Conservation of Resources Theory (Hobfoll, 2001; Lee, 1966; Mousa Sabti & Sri Ramalu, 2024) and Relative Deprivation Theory (Stark, 1989; 1991) has been used in studies on the migration decision or pre-departure. In particular, Tabor and Milfont's (2011) adaptation of the change model to the migration process seems a vital resource for longitudinal studies. In this study, three theories were preferred to better understand the experiences of immigrant candidates. A broad theoretical framework was used to provide a holistic perspective on the migration decision and preparation process. Push and pull theory was preferred because it addresses both macro and micro level factors (Lee, 1966). It is noteworthy that in the literature, economic factors are frequently included among the reasons for migration from Türkiye. Relative Deprivation Theory was preferred because it provides a mathematical as well as an individual explanation for economic factors in migration (Stark, 1989; 1991). Considering the structure of the

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migration process involving individuals and various systems, Ecological Systems Theory (1977) was considered important in understanding the migration decision and process.

Push and Pull Theory (Lee, 1966), Ecological Systems Theory (Brofenbrenner, 1977), and Relative Deprivation Theory (Stark, 1984) were used in interpreting and discussing the findings of this study. All three theories discussed the participants' migration and return motivations. The Push and Pull Theory focuses on the factors related to origin and recipient country, individual factors, and obstacles. This theory has an important place in this study to understand the Turkish migrant candidates decision of migration and return. A different perspective was brought to examine economic factors with the Relative Deprivation Theory. Approaching migration with the theory of relative deprivation was preferred in order to better understand especially the economic dimension of migration. Although economic factors appear as a general category, this theory has been used to further examine how their impact may be. Finally, migration is an issue that is related in many ways to the systems in which a person is involved. With ecological systems theory, the role of the systems involved in both the person's decision to migrate and return and the migration process has been examined.

1.2. Purpose of the Study

The purpose of the study was to develop an understanding of how Turkish emigrant candidates experience their pre-departure period. Specifically, we aimed to describe their pre-departure period by examining their decision-making processes, expectations, challenges they encountered, facilitating factors, coping strategies, and mental health needs.

1.3.   Research Questions

In line with the stated purposes, the research questions were determined as follows:

1.   How did participants decide to migrate?

2.   How do participants think their lives will change after settling in their destination country?

3.   How do participants feel, think, and behave during preparation?

4.   What challenges do participants encounter during preparation, and how do they cope?

5.   How do participants stay motivated during the preparation process?

6.   What do participants think has influenced and will influence their decision to return?

7.   On what issues might participants need psychological support?

1.4.   Significance of the Study

Examining the Turkish emigrant candidates' pre-departure phase is significant for several reasons. First, all migrants undergo a preparation phase, when it is voluntary migration. However, it is often overlooked as it is perceived merely as a transitional phase. As Tabor and Milfont (2011) aptly stated, *"Migrants' lives do not begin when their plane lands."* The pre-departure phase encompasses more than just the time between deciding to migrate and entering the new country; it also includes the pre-contemplation phase (Tabor & Milfont, 2011), which can be seen as "everything regarding an individual before migration." This study is expected to contribute to understanding migration by focusing on pre-departure experiences as well as the migration decision. It is thought that this will contribute to mental health experts' better understanding of the experiences of migrants. It is important for

professionals who provide counseling to migrants during the post-departure process to have an idea of how the pre-departure process is experienced. In this way, they can better understand clients' decision processes, what they leave behind and how, their difficulties, and coping mechanisms, and provide them with better service.

Second, in the world and Türkiye, there have been studies on migration, specifically on brain drain or highly-skilled migration, in many fields of social sciences such as economics, sociology, and even tourism. However, there seems to be a need for more studies in the fields of psychology and counseling in Türkiye on current migration movements. This study carried out at the micro level puts the individual rather than the country in the leading role. It aims to contribute to the literature from the perspective of psychological counseling by focusing on individuals' experiences.

Third, attitudes toward migration have been studied in recent years in Türkiye (Bulut Şahin & Kulakoğlu, 2023; Filiz et al., 2022; Gözüm et al., 2023; Sancak, 2023). However, attitudes towards migration and being in the migration process do not coincide exactly. The fact that this study was conducted with people who have officially initiated the migration process is important as it means that the study is conducted with people who have started to experience the migration process.

Studies focusing on both immigrants and emigrants are important. However, considering the emigration trend from Türkiye, the necessity of an emigrant-focused study stands out. Therefore, fourth, this study focuses on an emigrant group from the same country, not a mixed immigrant group.

Fifth, the diversity of methods allows us to understand the stages of migration from different dimensions. Quantitative studies provide information about the level of depression, anxiety, stress, and distress during this period. Some studies report high levels of depression, anxiety, stress, or distress levels among migrant candidates in the

pre-departure phase (Poudel et al., 2019; Sancak et al., 2023). Considering the difficulty of conducting an empirical study on migration, it is not surprising that no such study has been found. However, several longitudinal studies have been conducted that yielded valuable results (Anderzén & Arnetz, 1999; Rogers & Ward, 1993; Tartakovsky, 2007, 2009, 2012). However, the interpretation of these findings remains unclear. Do these high levels indicate an increase in these conditions during the pre-departure period? Do they influence the decision to migrate? Or are other factors at play? Although longitudinal and cross-sectional quantitative studies provide crucial information, qualitative studies are needed to understand a unique experience such as migration. This study, which uses a qualitative method, aims to provide new explanations for the migration preparation process.

Finally, interpretative phenomenological analysis (IPA) is a recommended analysis method for studying people's significant life events (Smith et al., 2009). In the literature, a previous study on exchange students was also conducted with IPA (Çiftçi & Karaman, 2018). It is thought that examining an important life event such as migration, which everyone experiences uniquely, with IPA will contribute to the literature methodologically. With its foundation and methodology, this study is expected to contribute to a holistic approach to migration and migrants. In addition, this approach is hoped to serve as a source for experts who will conduct psychological counseling with individuals who intend to migrate, are preparing for migration, and have migrated.

1.5. Definition of Terms

International Organization for Migration (2019) adapted the definitions of "emigrant" and "immigrant" from the United Nations Department of Economic and

Social Affairs (1988) publication "Recommendations on Statistics of International Migration."

Emigrant: *From the perspective of the country of departure, a person who moves from his or her country of nationality or usual residence to another country, so that the country of destination effectively becomes his or her new country of usual residence* (p. 63)

Immigrant: *From the perspective of the country of arrival, a person who moves into a country other than that of his or her nationality or usual residence* (p. 103).

Migrant: *An umbrella term, not defined under international law, reflecting the common lay understanding of a person who moves away from his or her place of usual residence, whether within a country or across an international border, temporarily or permanently, and for a variety of reasons* (International Organization for Migration, 2019; p. 132).

Return migration: *In the context of international migration, the movement of persons returning to their country of origin after having moved away from their place of habitual residence and crossed an international border* (International Organization for Migration, 2019; p. 186)

CHAPTER 2

LITERATURE REVIEW

In this chapter, migration intention, destination selection, facilitators, challenges, coping strategies, return ideas, and mental health issues during the pre-departure phase are explained according to current literature. It is helpful to know that there are not very clear and thick lines in this part. While a factor may be a reason for some immigrants to make a migration decision, it may be a facilitator for some and an inhibitor for others. The factors included in the titles should be evaluated within the context of the studies.

2.1. Theoretical Framework

2.1.1. Push and Pull Theory

While studying migration, the Push and Pull Theory by Lee (1966) is usually the first study that comes to mind. Lee explains migration under four headings: factors associated with the area of origin, factors associated with the area of destination, intervening obstacles, and personal factors. It says that in both origin and destination, there are pros (+) and (-) cons that pull people to that country and cons that push them. There are also factors that do not affect them (0).

However, migration cannot be formulated as simply "People migrate if the pros are more in another country." First, the destination country involves uncertainty and is a matter of mystery. A person cannot evaluate the pros and cons of the destination

country as clearly as the country of origin without living there. Second, there are obstacles, such as distance or costs of movement. There must be enough imbalance for a migration decision to overcome natural inertia. Third, there are personal factors, for instance, related to traits or life cycles. For example, while some resist change, some seek it. While small promises may be enough for some people to decide to migrate, others may prefer it because it is the only way out (Lee, 1966).

Akl et al. (2007) suggested new terms for Push and Pull Theory, such as retain and repel factors. Repel factors refer to negative aspects of the recipient country, and retain factors refer to positive aspects of the home country. Because they adapted the theory to the context of brain drain, they also mentioned three external effects: societal expectations, marketing of training abroad, and culture of migration. They also mentioned barriers. They defined it as factors that inhibit from entering a new country. Nevertheless, this seems like a narrower term than obstacles because obstacles also refer to other inhibitors that stop individuals from exiting from their country of origin.

2.1.2. Ecological Systems Theory

People migrate to live in another environment. Bronfenbrenner's (1977) ecological systems theory, which focuses on the person's interaction with other systems, is one of the theories that come to mind when migration is mentioned. Microsystem refers to relationships between the individual and their close environment, such as home, school, and workplace. Mesosystem refers to the interaction between major settings and can be evaluated as a system of microsystems. The exosystem is an extension of the mesosystem that includes other specific social structures that do not involve the person but affect the environments in which that person is located, such as the parents' work, neighborhood, and government agencies. Macrosystem refers to social, cultural, economic, and political systems that affect the

individual. Bronfenbrenner (1994) incorporated the chronosystem in later years. Chronosystem refers to changes in individual and their environment over time.

2.1.3. Relative Deprivation Theory

Relative deprivation theory is a theory mostly heard in the field of economics. Economists have linked this theory to migration. Accordingly, people's dissatisfaction is due to their relative situation rather than their absolute income. The satisfaction of people with the same income in different regions varies depending on the income level in the region they live in. This dissatisfaction may cause people to want to migrate to a place where they can improve their position (Stark, 1984). Stark and Taylor (1989, 1991) found that in Mexico, when absolute income is controlled, relatively deprived households in villages are more likely to have the intention to migrate. It is thought that working with theories from different fields will provide a rich perspective in understanding migration.

2.2. Migration Intention

International migration is the act of moving temporarily or permanently from the home country to another country. Naturally, differences between the country of residence and the country of migration play a role in the desire to change the country. On the other hand, while people live in the same society and under similar economic and political conditions, some desire to migrate, and some realize this desire and migrate to another country. Some do not even think about migrating. For this reason, evaluating individual factors and social, economic, and political factors together is essential when examining the migration decision. Therefore, psychological counselors and all mental health specialists should be aware of individual and non-individual variables in the pre-departure phase as well, such as every phase of the migration process.

2.2.1. Education and Training

Some research focuses on education and training as an aim of migration. Exchange students (Brown & Aktas, 2011; Çiftçi & Karaman, 2018; Rogers & Ward, 1993), international students (Khanal & Gaulee, 2019; López, 2021) post-graduate trainers (Akl et al., 2007; Akl et al., 2008) or students who migrate to another country to be educated in their culture or religion (Tartakovsky, 2007, 2009, 2012) can be involved in this category.

For instance, a study of 430 Lebanese pre-final and final-year medical students examining their intention to migrate found that 96% wanted to study abroad after graduation. Moreover, students who wanted to specialize in specific fields (such as medical or surgical fields) were more likely to intend to migrate (Akl et al., 2008). In another study with similar characteristics, residency training was one of the five main reasons for migration (Akl et al., 2007). A study conducted with 420 medical students in Pakistan observed that poor post-graduate training and better training abroad were among the reasons for the migration of medical students (Nadir et al., 2023). One of the Hungarian doctors' motivators to migrate is gaining specialty knowledge and skills (Pál et al., 2024).

2.2.2. Career-Related Factors

Career-related factors such as income, work conditions, and job opportunities are other main reasons to plan a migration. A study conducted with medical students in Türkiye showed that approximately two-thirds wanted to continue their careers abroad after graduation, and approximately one-quarter wanted to return to Türkiye (Sancak et al., 2023). Another study shows that among medicine, dentistry, nursing, and tourism students, seven out of ten want to go abroad, and three-quarters want to return to Türkiye (Gözüm et al., 2023). Financial anxiety is one of the predictors of

their attitudes regarding brain drain. According to a report, negative experiences in the workplace and disruption in the functioning of the workplace were influential in the decision of 38% and 69% of Turkish engineers, respectively, to emigrate (Expression and Ideas Association, 2023). Moreover, before emigration, 81% were satisfied with the value they saw as an employee in the defense industry in society, while 50% were satisfied with the value they saw in the workplace. 39% said they did not feel like they belonged in the workplace in Türkiye, and 72% said that the work tempo and hours in Türkiye were tiring.

In Pakistan, one of the third participants plans to leave their home country after graduation, and extended duty hours, low pay, stress on the system, peer pressure, favoritism, and job opportunities are among the reasons why medical students in Pakistan want to migrate (Nadir et al., 2023). Similarly, Lebanese medical students stated that professional career and financial factors are among their reasons (Akl et al., 2007). In parallel, in Iraq, Mousa Sabti and Sri Ramalu (2024) conducted research with 460 medical doctors to develop a model to understand migration intention. According to their results, financial difficulties are one of the variables that positively predict the intention to migrate.

Pál et al. (2024) did a micro-level analysis to understand why Hungarian health workers migrate. They conducted 58 interviews and saw that income and wealth are essential motivators in migrating. Although social relationships or personal values can sometimes come before financial problems, financial issues may come to the fore in situations such as having a child, losing a relative, having an illness, or getting divorced. Still, the authors note that materiality is not emphasized as much as expected. Secondly, we see some factors related to the workplace, such as lack of skilled personnel and equipment, excessive workload due to inadequate work organization,

and burnout. On the other hand, it is said that a patient-centered and aesthetic working environment keeps physicians away from migration intentions.

2.2.3. Family and Social Ties

Family and other social ties may have different effects. Psychological distress was found to be a mediator in the relationship between family well-being and intention to migrate by Iraqi doctors (Mousa Sabti & Sri Ramalu, 2024). In New Zealand, Tabor et al. (2015a), focusing on the household, interviewed 20 skilled future migrants from the UK, South Africa, and Ireland to examine their decision-making process. According to their results, migration decisions depend on the partner's willingness and some extended family factors, such as the culture they live in and whether their families are supportive or not, besides intrapersonal factors. Being close to the family, caring for family members, children's education or foreign language development, and children growing up close to the family can be some familial factors considered while making a migration decision. Besides family members, personal networks such as relatives, friends, colleagues, and research collaboration in the home or recipient country may be pull and push factors, respectively (Pál et al., 2024).

According to Bürgelt et al. (2008), upbringing is another familial factor in migrating. People among family or relatives who have lived or are living in other countries, have a low attachment, are open to trying new things, and do not make the person feel guilty about the idea of moving away can positively impact the decision to migrate. On the other hand, it is said that the divorce of parents or the loss of a parent at a young age also makes this decision easier. They say that growing up in nature, being open to exploration, or being encouraged to read books during childhood makes the decision to migrate easier by increasing imagination, knowledge, skills, and

curiosity. Also, children in traveler families see traveling as a heritage from their families.

2.2.4. Political, Economic, and Societal Factors

Societal and political factors may also affect the intention to migrate. Pakistani medical students mention societal issues, media hostility, religious intolerance, insecurity, and health safety concerns among their migration reasons (Nadir et al., 2023). Similarly, In Iraq, psychological distress was found to mediate the relationship between financial difficulties, economic instability, political instability, corruption, life dissatisfaction, problems of family well-being, and intention to migrate (Mousa Sabti & Sri Ramalu, 2024). Societal and political factors are among the reasons for Lebanese medical students' intention to migrate (Akl et al., 2007). Quality of life may be another motivator, such as a stress-free lifestyle, safety, more free time with higher quality, the living environment, and daily life away from politics (Pál et al., 2024). According to a recent report, 92% of the Turkish engineers who migrated stated that Türkiye's economic situation influenced their decision to migrate, and 67% believed that saving foreign currency would be beneficial for their future. While 79% did not feel safe in Türkiye in general, 92% did not feel safe in the legal system in Türkiye (Expression and Ideas Association, 2023).

2.3. Destination Selection

In some cases, which country to migrate may not be a matter of decision, such as ethnic migration. Due to some historical events, people who live in countries different from their ethnic background may sometimes want to return. When the necessary bureaucratic conditions are met, mass applications and migrations can take place, like people of Finnish origin living within the borders of Russia migrating to Finland (Jasinskaja-Lahti & Yijälä, 2011; Yijälä & Jasinskaja-Lahti, 2010). A similar

situation is that of high school students who immigrated to Israel from Russia and Ukraine to study in religious schools (Tartakovsky, 2007, 2009, 2012).

On the other hand, in the cases individuals may have a list of possible countries to choose from, they consider various things. For instance, immigrants who live in New Zealand pay attention to the quality of life (pace of life, lifestyle, work/life balance), safety, opportunities, environment (such as mild climate, cleanliness, and accessibility of nature), cultural similarity (such as language and sports), welcome (how easy the procedures and how indigenous people see immigrants), and social connections (having friends or relatives in the destination country) (Tabor et al. (2015a).

Future migrants prefer English-speaking countries, whether or not their native language is English (Tabor et al., 2015a). This information is supported by the fact that some immigrants survive by relying on their knowledge of English, even in countries where the official language is not English (Coletto & Fullin, 2019). Considering the difficulty and time-consuming nature of learning a new language, it becomes more understandable for migrant candidates to choose English-speaking countries.

There may be some trends when choosing a destination country in some countries. While the UK and the USA are two of the most popular countries for Lebanese and Pakistani medical students, France and Canada were also preferred by Lebanese students (Akl et al., 2008), and Saudi Arabia and Ireland were preferred by Pakistani students (Nadir et al., 2023). However, there needs to be more information about why they are so popular in relevant studies. Germany and the Netherlands are the preferred destinations for migrant engineers working in the defense industry in Türkiye, followed by the UK and the USA (Expression and Ideas Association, 2023).

2.4. Facilitators and Inhibitors

There are some facilitator and inhibitor factors in the migration process. Facilitator factors are not reasons to migrate, yet they grease the wheels while implementing the immigration decision, such as job opportunities in the destination country. Having a trailing partner, health issues, fewer career options, and a non-supportive extended family may be some of the inhibitor factors (Tabor et al., 2015a). Additionally, some events experienced by people become the final straw and act as catalysts, such as getting burglarized (Tabor et al., 2015a).

2.4.1. Age and Gender

Some studies mention the role of gender and age on the intention to migrate. For instance, male and unmarried students were more likely to have this intention than female and married students (Akl et al., 2008). Nevertheless, this finding should be interpreted cautiously since the number of married participants is deficient. Similarly, Dohlman et al. (2019) stated that male and young physicians have higher migration intentions, looking at the literature. However, quantitative data in large samples, such as comparative studies or meta-analyses, can provide more grounded results. Finally, besides being male, having a partner predicted the intention to migrate in the Turkish medical student sample (Sancak et al., 2023).

2.4.2. Intrapersonal Variables

Individual variables and traits may play a role in the intention to migrate. For instance, Jain (2017) found that Indians intending to emigrate have higher internal locus of control levels than those who remain in India. Similarly, Anderzén and Arnetz (1999) conducted a longitudinal study with 47 employees starting before emigrating from Sweden, followed by the first and second years abroad. They saw that the future

expatriate group reported a higher internal control over life before migration than the non-moving group. However, participants were not differentiated regarding social provision, self-esteem, and sense of coherence.

Sancak et al. (2023) conducted a study with 575 4-5-6th-grade medical students in Türkiye. They categorized those who plan to live in Türkiye or immigrate and return to Türkiye in the future as stayers and those who think about migrating from Türkiye and settling in another country as leavers. They examined whether the decision to leave or stay differed according to five-factor personality traits. While there was no difference in conscientiousness, extraversion, and neuroticism; high openness and low agreeableness were found to positively and negatively predict intention to migrate, respectively. According to another study from Türkiye, self-efficacy predicts attitude toward brain drain.

According to a study that Tabor et al. (2015b) conducted with 205 New Zealander future emigrants, agreeableness, conscientiousness, and openness to experience are predictors of intention to migrate. Also, they found that having lived abroad before and persistence positively predicted the intention to migrate in their model. No correlation or prediction relationship was found between extraversion, emotional stability, family centrality, and work centrality with the intention to migrate directly. An outstanding result is that while women's intention to migrate remains mostly the same according to their emotional stability level, men with low emotional stability have much more intention to migrate. For Hungarian doctors, commitment to a job and personality traits such as exploratory, world-traveling, dedication, self-realization, helping others, and local patriotism were influential in deciding to stay or migrate (Pál et al., 2024).

2.4.3. Personal History and Skills

The degree of traveling and readiness was an essential factor in deciding migration. Previous solo travels lead to rich experiences and the development of the ability to manage difficult situations and make the person self-confident. Having lived, worked, or studied in another country also increases cultural awareness and makes it easier to accept the culture and people in the new country (Bürgelt et al., 2008).

Language skills are another facilitator for future migrants. For instance, proficiency in the native language of the recipient country may predict the expected duration of adaptation (Jasinskaja-Lahti & Yijälä, 2011) or allow the establishment of new connections to facilitate the migration process (Bürgelt et al., 2008). In addition, knowing English puts immigrants at ease, even if the native language of the destination country is not known (Coletto & Fullin, 2019; Pál et al., 2024). Similarly, in Türkiye, students with very good English skills were found to be closer to migration ideas than students who define their English as bad (Filiz et al., 2022).

2.5. Challenges

Migrant candidates may face many challenges. They have to handle many things, such as quitting jobs, arranging new accommodation, planning the flight, and completing detailed legal processes, and most of them experience pre-departure stress (Tabor & Milfont, 2011). Legal procedures may be quite detailed, time-consuming, and tedious. For instance, according to Khanal and Gaulee (2019), getting a visa is one of the three main challenges international students experience. Not only students, but even doctors may experience obtaining a visa as a legal barrier (Akl et al., 2007). The fact that paperwork is not even necessary or is very easy for immigrants from some other countries is another issue that challenges and angers immigrant candidates (Çiftçi & Karaman, 2018). Second, migrant candidates have to handle

many transactions and may move to countries where other currencies are used. Financial factors such as high costs, recurring payments, and exchange rates also challenge migrant candidates (Akl et al., 2007; Khanal & Gaulee, 2019). Third, getting accurate information may be another challenge for them (Khanal & Gaulee, 2019).

There are some concerns that individuals may have before movement. Brown and Aktas (2011) found that Turkish undergraduate students fear loneliness and isolation and are concerned about an unfamiliar diet, quality of accommodation, and possible problems due to the lack of language skills they will have there. They also think that they may be exposed to prejudice because they are coming from a developing country with a majority Muslim population, and they may feel that they have to destroy false representations.

2.6. Coping

Migrant candidates may use different coping strategies during the pre-departure phase. For instance, Turkish future-exchange students, in terms of coping, try to remind themselves that this is a temporary mobility and that even if they experience some difficulties or are unhappy there, they will return to their country in a few months. Additionally, if they feel isolated and lonely, they plan to socialize with other foreign students (Brown & Aktas, 2011). However, individuals need different strategies for long-term migrations. According to a study conducted with German migrants (Bürgelt et al., 2008), participants who saw migration as an opportunity to try new things and improve themselves and who accepted uncertainties as part of the adventure were able to face obstacles more constructively. Also, according to same study *"the belief that things happen for a reason was also linked to the feeling that if something does not work, it was not meant to be."* This way of thinking provides

flexibility that protects them from disappointment, allowing them to look for other, better options and make new plans.

Regarding active and passive coping, López (2021) examined the coping strategies that Mexican postgraduate students in the UK implemented during the pre-departure phase with 14 in-depth interviews. They saw that the intended agency may differ from one participant to another. Some take on most of the responsibility to adapt, while others expect other institutions to provide something to help them adjust. Also, while some participants used active coping strategies, some used passive coping strategies. Those in the first group had already prepared themselves and designed with various tactics. However, others were waiting for a problem to arise to solve them. Participants expressed that they experienced deprivation upon arrival caused by poor preparations. British immigrants in New Zealand also mentioned some active coping strategies, such as making lists. They preferred using comforting foods and alcohol and also seeking informational social support (Tabor & Milfont, 2011).

2.7. Return Migration

Migrants may prefer to return to their home countries after a while or settle in their destination country for good. Many factors may affect this decision, such as gender, having a second citizenship, destination country, citizenship of the country, willingness of the partner, and acculturation intentions. For instance, Akl et al. (2008) found that males or those with second citizenship are more likely to stay in the destination country for good. They also found that the intention to return differed depending on the destination country. For instance, those who plan to go to France want to return to Lebanon after training, while those who plan to get training in Canada want to settle there. The specialty area may be another factor. Students who want to study medical specialty are less likely to intend to stay abroad indefinitely. According

to Bürgelt et al. (2008), the willingness of women to migrate besides their spouses that they felt that they got what they could from their home country and that the decision to migrate would be beneficial for the future of their children and themselves were seen as influential in the decision to stay after migration.

Tartakovsky (2012) conducted a longitudinal study on high school students who migrated from Ukraine or Russia to Israel for education starting in their pre-departure phase. They found that where students planned to live after education was related to their acculturation attitudes, which is predicted by pre-migration attitudes towards both countries. Staying in Israel was found to be positively associated with integration and assimilation yet negatively associated with separation and marginalization. In parallel, return to the home country was positively associated with separation and marginalization while negatively associated with integration and assimilation. Planning to move to a third country was positively associated with marginalization while negatively associated with assimilation and integration. Similarly, Yijälä and Jasinskaja-Lahti (2010) examined pre-migration acculturation attitudes before an ethnic migration. They conducted a study with 325 Russian citizens of Finnish descent who will migrate from Russia to Finland. The attitude of integration was found to be positively associated with perceived positive acculturation expectations.

According to a report in Türkiye, one-third of Turkish emigrant engineers do not plan to return, one-third plan to return after ten years, and one-third plan to return in up to 10 years. 24% of the respondents would consider returning if they would get a better job offer in Türkiye, and 63% would consider returning if they would be appreciated professionally. 52% of the respondents said that the improvement of the economy in Türkiye, and about 40% said that improving fundamental rights and

freedoms in Türkiye could influence their decision to return (Expression and Ideas Association, 2023). Economists also provided some quantitative evidence about the influence of non-monetary factors on the return decisions of people who are highly educated, such as initial return intention, support of family regarding settling abroad, duration of stay, specialized training abroad, and work experience (Güngör & Tansel, 2011). Also, females and people working in academies were less likely to return to Türkiye. Finally, economic instability was the first deterrent in front of the return intention. According to Tansel and Güngör (2004), high income abroad was not a reason to stay in the recipient country for Turkish emigrants working abroad. On the other hand, economic and political instability in Türkiye and the systematic and orderly lifestyle abroad were influential factors in Turkish emigrant students' staying abroad. Initial intention and family support are essential when deciding to stay or return, both for employees and students.

2.8. Mental Health

Mental health issues can be associated with the preparation period for migration in many ways. The pre-departure phase may predict mental health, mental health may predict the decision to migrate, experiences during the pre-departure phase may predict mental health after departure, and many other associations are possible. For instance, Poudel et al. (2019) described the state of mental health in the pre-departure period in their study. They studied 39 Nepali workers who received their visas and were preparing for migration. Of future immigrants, 13% reported severe or extremely severe levels of depression, 18% reported such levels of anxiety, 10% reported such levels of stress, and 15% reported such levels of distress. They claimed

that potential migrants' scores of depression and anxiety were higher than the general population. However, since a comparative study was not conducted and the

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difference between samples was not analyzed statistically, this difference cannot be interpreted. Detailed studies are needed to see whether prospective immigrants differ from samples such as immigrants at other stages of migration or the general population. According to the study of Sancak et al. (2023), depression and stress -but not anxiety- scores of those who do want to start their careers abroad after graduation and not return are higher than others. Moreover, stress is a predictor of this desire. Nevertheless, we cannot be sure whether stress is a reason or a result of the intention to migrate.

Tartakovsky (2007) focused on the role of pre-migration sources. They conducted a three-year longitudinal study with high-school adolescents who migrated from Russia or Ukraine to Israel without parents starting the pre-departure phase. According to the results, most of the time, acculturative stress and homesickness are negatively associated with pre-migration sources, which are general self-esteem, body image, social competence, and school competence; positively associated with loneliness and emotional and behavioral problems. Similarly, Yijälä and Jasinskaja-Lahti (2010) examined pre-migration acculturation attitudes and some mental health variables. They found that general mood, life satisfaction, and physical health are positively associated, even predict, assimilation, while general mood and physical health are negatively related to integration.

Gong et al. (2011) conducted research with 1491 Asian immigrants in the US to examine the role of human agency on mental health with a life course perspective. According to the results, migrants who have no clear goals for migration are more likely to suffer mental health issues than those who have strong reasons. Those with a poorly planned migration background have higher levels of distress than those with adequate preparation for migration. Well-planned migration negatively predicts

acculturative stress. Moreover, having multiple strong reasons to migrate buffers the acculturative stress' negative effect on mental health. Similarly, Chinese immigrants in Hong Kong who have poor pre-migration preparation backgrounds and a low sense of control, optimism, and social support were found to be more likely to report depressive symptoms (Chou, 2009). This information is critical because most participants had a history of poorly planned migration preparation in the study.

Regmi et al. (2020) focused on pre-departure training and conducted a study considering the number of Nepali migrant workers abroad and the threats they face due to unsafe conditions and low well-being. They conducted individual interviews and focus group discussions with Nepali returnees/aspiring migrant workers and stakeholders working for migrants. Then, they examined the perceptions of workers on pre-departure orientation. Participants mentioned that the pre-departure orientation helped them learn about the recipient country's climate, procedures, culture, and workplace rules. However, they appeared to need more information about their mental health and more guidance on how to apply this information. Moreover, they stated that the orientation program was carried out procedurally but needed a more detailed and carefully prepared program.

Another concept that can be associated with mental health, in the migration concept, is expectations. Rogers and Ward (1993) conducted a longitudinal study with 20 New Zealand students before and after their overseas experience." They inquired if there is a relationship between expectation-experience discrepancies and anxiety and depression in the context of reentry migration. Nevertheless, they measured discrepancy in two ways: absolute discrepancy, which consists of under-met and over-met expectancies, and directional discrepancy, which refers to under-met

expectancies. It is a critical distinguishment because absolute discrepancy was not associated with anxiety and depression, while directional discrepancy has a medium correlation with depression. Jasinskaja-Lahti and Yijälä (2011) conducted a study with 244 potential migrants during their pre-departure and focused on some mental health variables, some expectancies, and pre-acculturative stress. They found that pre-acculturative stress positively correlates with some expectancies, such as expected sociocultural difficulties, expected discrimination, and expected duration of adaptation, while negatively correlated with general well-being, self-efficacy, and cognitive preparedness. Moreover, expected socio-cultural difficulties and expected adaptation duration positively predict pre-acculturative stress. They mentioned the role of quality and quantity of contact with the citizens of the recipient country. Also, having been to the destination country before can help one have realistic expectations, as it provides first-hand information rather than hearsay. Those who rely on the words and advice of others may experience disappointment and frustration (Bürgelt et al., 2008).

According to interviews with German immigrants in New Zealand, seeing the immigration as irreversible and the tedious legal procedures negatively affected the well-being of immigrants. Participants who saw migration as an opportunity to try new things and improve themselves and who accepted uncertainties as part of the adventure were able to face obstacles more constructively and maintain their well-being during the establishment phase (Bürgelt et al., 2008).

Bürgelt et al. (2008) also stated that the migration process of people who migrate to escape rather than face traumatic events and the establishment phase of people who are not satisfied with anything in their own country but think that

everything will be fine in the country they will go to, that is, think in black and white, maybe more difficult.

2.9. Summary of the Literature Review

Migration has gained momentum globally and in Türkiye in recent years. Education, training, (Brown & Aktas, 2011; Çiftçi & Karaman, 2018; Rogers & Ward, 1993), international students (Akl et al., 2007; Akl et al., 2008; Khanal & Gaulee, 2019; López, 2021), career (Expression and Ideas Association, 2023; Gözüm et al., 2023; Nadir et al., 2023; Sancak et al., 2023), family (Bürgelt et al., 2008; Mousa Sabti & Sri Ramalu, 2024; Tabor et al., 2015a), politics, economy, and society (Akl et al., 2007; Mousa Sabti & Sri Ramalu, 2024; Nadir et al., 2023; Pál et al., 2024) play a role in people's migration decisions. The selection of the destination country follows the decision to migrate. Immigrant candidates are selected based on factors such as the country's language, migration tendency in the home country, climate, and cultural similarity (Akl et al., 2008; Coletto & Fullin, 2019; Expression and Ideas Association, 2023; Jasinskaja-Lahti & Yijälä, 2011; Nadir et al., 2023; Tabor et al., 2015a; Tartakovsky, 2007, 2009, 2012; Yijälä & Jasinskaja-Lahti, 2010)

Migrant candidates may face many challenges. They have to handle detailed, time-consuming, and tedious official procedures. (Akl et al., 2007, Çiftçi & Karaman, 2018, Khanal & Gaulee, 2019, Tabor & Milfont, 2011). Also, they may have some concerns regarding loneliness and isolation, unfamiliar diet, quality of accommodation, prejudice, and possible problems due to the lack of language skills they will have there (Brown & Aktas, 2011)

Migrant candidates may use different coping strategies during the pre-departure phase, such as seeing migration as an opportunity to try new things and

accept uncertainties (Bürgelt et al., 2008), making lists, using comforting foods and alcohol, and seeking informational social support (Tabor & Milfont, 2011). Some factors may facilitate or inhibit the decision or process, such as age and gender (Akl et al., 2008; Sancak et al., 2023), personality traits (Pál et al., 2024; Sancak et al., 2023; Tabor et al., 2015b), personal history and skills (Bürgelt et al., 2008; Coletto & Fullin, 2019; Filiz et al., 2022; Jasinskaja-Lahti & Yijälä, 2011; Pál et al., 2024).

Another decision to be made later in the process is to stay or return. Studies revealed the role of some variables such as gender, having a second citizenship, destination country, citizenship of the country (Akl et al., 2008), willingness of the partner (Bürgelt et al., 2008), acculturation intentions (Tartakovsky, 2012), economic factors and fundamental rights and freedoms (Expression and Ideas Association, 2023), initial return intention, support of family regarding settling abroad, duration of stay, specialized training abroad, and work experience (Güngör & Tansel, 2011) in this decision.

Finally, mental health issues can be associated with the preparation period for migration in many ways. The pre-departure phase may predict mental health, mental health may predict the decision to migrate, experiences during the pre-departure phase may predict mental health after departure, and many other associations are possible (Bürgelt et al., 2008; Chou, 2009; Gong et al., 2011; Jasinskaja-Lahti & Yijälä, 2011; Poudel et al., 2019; Regmi et al., 2020; Rogers & Ward, 1993; Sancak et al., 2023; Tartakovsky, 2007; Yijälä & Jasinskaja-Lahti, 2010).

CHAPTER 3

METHOD

In this chapter, the research design is examined, and the methodological approach and strategies employed are outlined. The sampling method is described, and detailed information about the participants involved in the study is provided. Additionally, the data collection instrument and procedure are explained, followed by a discussion on the data analysis techniques, the trustworthiness of the research, researcher reflexivity, and the limitations encountered during the study.

3.1. Research Design

The present study aims to gain a deeper perspective regarding experiences in the pre-departure phase and better understand the migration process. For this purpose, it was thought that it would be necessary to examine the plans and procedures, thoughts, feelings, behaviors, expectations, difficulties, coping strategies, facilitators, motivators, and needs of these participants during this period. With this aim and necessity, phenomenological research design, one of the qualitative research designs, was preferred (Patton, 2002).

3.2. Context of the study

When we look at the history of Türkiye, we see movements such as population exchange and labor migration. Today, voluntary and skilled migration is frequently talked about. Many people who have studied at university or higher level want to

migrate for different living conditions. The number of Turkish citizens migrating from Türkiye increased from 77 thousand to 139 thousand in two years (Turkish Statistical Institute, 2020; Turkish Statistical Institute, 2023b). Although information about the characteristics of this migration is not available, studies frequently encountered in the literature include qualified people such as healthcare workers, engineers, academicians, university students, or a general sample of skilled migrants (Bulut Şahin & Kulakoğlu, 2023; Expression and Ideas Association, 2023; Genç, 2022; Gözüm et al., 2023; Güngör & Tansel, 2014; Sancak et al., 2023; Filiz et al., 2022). These people generally intend to migrate for economic, political or educational and career-related reasons (Genç, 2022; Expression and Ideas Association, 2023). The current study examined how these people made this big decision, what challenges them, what facilitates their process, and their ideas regarding returning.

3.3. Participants

Smith et al. (2009) stated that when conducting an IPA study, using purposive sampling rather than random sampling is functional in finding participants that will provide rich information. Similarly, they stated that information-rich participants can be reached by starting from suitable participants, that is, by snowball sampling. In parallel, criterion sampling and snowball sampling methods were used in this study. Criterion sampling, a type of purposeful sampling, was used to reach suitable participants (Palinkas et al., 2015). For this study, inclusion criteria were set as follows:

1.   Being over 18 years old

2.   Being a citizen of the Türkiye Republic

3.   To live in Türkiye currently

4.   To have at least a bachelor's degree or be a bachelor's student

5.   Planning to emigrate

6.   To initiate formal actions for migration

7.   To have received at least one official approval regarding migration (such as a scholarship to study abroad, acceptance from a school/workplace abroad, green card, or visa)

Twelve interviews were conducted. One participant was found to have not initiated migration proceedings and, therefore, did not meet the inclusion criteria and was excluded. Of the 11 participants, nine are female. Participants' ages ranged from 23 to 50. Detailed information regarding participants is given in Table 3.2.

Table 3.2

Personal Information of Participants

Participant	Gender	Age	Occupation/ Graduation	Destination Country	Purpose of Migration
P1	Male	27	Economics Graduate	Australia	Work
P2	Female	23	Doctor of Medicine	Germany	Education
P3	Female	29	Dentist	Canada	Work
P4	Female	28	Research Assistant	Canada	Family Union
P5	Female	50	Nurse	Norway	Family Union
P6	Female	26	Environmental Engineer	Holland	Education
P7	Female	33	Senior Agricultural Engineer	Spain	Spouse's Work
P8	Female	23	Senior Student	UK & Other Contracted Countries in Program	Education

Table 3.2 (continued)

P9	Female	36	Lecturer	USA	Spouse's Work
P10	Male	42	Musician/ Lecturer	USA	Work
P11	Female	27	Research Assistant	USA	Education

3.3.1. Background of the Participants

P1

The first participant is a 27-year-old male who graduated from an economics major program. He was single and had no children. He had been to Germany to visit relatives and England for language education. His destination country was Australia. He plans to move to his destination country alone and has a foreign friend there to help him. The visa he will get allows him to stay there for one year. He plans to extend this period to three years and stay there for good. He got approval for a program to work in Australia and was waiting for his visa.

P2

The second participant is a 23-year-old female who graduated from medical school with honors. She worked as a practitioner doctor for a while. She is living with her father currently. She was unmarried and had no children, yet had a long-term, long-distance relationship in Türkiye. She had been to 52 countries for short periods with touristic aims since childhood. However, she stayed in Germany for two months as an intern. Again, her destination country is Germany. She plans to move there alone. She stated that her father's friend living there could help her. She planned to do a Ph.D. and then consider to be a research assistant there. She received her scholarship, school approval, and visa approval.

P3

The third participant is 29 years old female dentist. She has a master's degree and has worked as a dentist for four years. She is married and has no children. With touristic aims, she had been to Syria for one week and Serbia for one week again. Her destination country is Canada. She plans to go to Canada with her husband. Also, she had some relatives to help her there. She plans to work as a dentist and stay there for good.

P4

The fourth participant is 28 years old, female, and married. She is in the PhD thesis stage and is working as a research assistant in social sciences. She plans to move to Canada with the aim of a family union. Her husband is Turkish with Canadian citizenship and has been working there for a while. This year, she traveled abroad for the first time when she visited her husband in Canada. Her husband's family also lives in Canada. She got a permanent residence permit.

P5

The fifth participant is 50 years old, female, and married for the second time. She is a nurse planning to retire. She plans to move to Norway with the aim of a family union. Her husband is a Norwegian. She has two children from her previous marriage. They plan to live in Norway until her husband retires and then alternate living in Norway and Türkiye at certain times of the year. She got her permanent residence permit.

P6

The sixth participant is 26 years old, female, and unmarried. She is an environmental engineer with a master's degree. She plans to move to Holland to do a

Ph.D. She has a long-term relationship in Türkiye with a male who is not a Türkiye citizen. She worked as a researcher on a project for three years. However, she quit her position due to her migration plan. She has distant relatives there who she thinks can help her. She has been to 15 countries with her dance team or for scientific purposes. She got her school approval and visa.

P7

The seventh participant is 33 years old, female, and married. She is an agricultural engineer with a master's degree. She worked for years in different jobs in her field of specialization. Her husband is a US citizen who currently lives in Türkiye. However, due to his career, they plan to move to Spain. She has no relatives there. She had been To the USA and Thailand for vacation. They plan to move back to Türkiye approximately five years. She got her visa.

P8

The eighth participant is a 23-year-old unmarried female. She is a senior student and has a boyfriend in Türkiye. She has been to Spain for her Erasmus and various European countries for her touristic aims. She was accepted to Erasmus Mundus, a program that allows students to study in various parts of Europe during their master's degree, and she is waiting for a scholarship. Even if she cannot get a scholarship for this program, she aims to do her master's degree abroad with other scholarships, such as Fulbright. She plans to do her master's and PhD and then live abroad.

P9

The ninth participant is a 36-year-old married female with two kids. She is a lecturer at a university. She has been to various European countries previously for

touristic and academic aims. Considering her children's future, she plans to move to the USA because of her husband's job. She will not be able to work there because she will be going on leave without resigning from her job. They got their visa. Based on their one-year experience there, they will decide whether to stay for good or not.

P10

The tenth participant is a 42-year-old unmarried male. He is a classical musician and lecturer at a university. He has been to Europe for concerts and touristic aims. He also traveled to some places in the Caucasus and the Middle East. He got an invitation from a university in the USA, and received a language proficiency score. Based on his experience there, he will decide whether or not to stay there.

P11

The eleventh participant is a 27-year-old female and single. She has a long-term relationship and plans to marry him and go abroad together. She got a scholarship and is currently searching for PhD programs. She will be able to emigrate after more than one year due to application times. After completing her doctorate, she will have to work in Türkiye for twice her time abroad.

3.4. Data Collection Instrument

The "Experiences in Pre-Departure Phase of Migration Form" created by the researchers was used in data collection. Interview questions were designed based on the literature on migration studies and personal experiences and observations mentioned in the researcher reflexivity section. While creating the form, expert opinion was taken from three researchers and questions were adjusted according to their views and suggestions. The experts were academics who worked in psychological counseling and guidance and had previously conducted qualitative research.

Also, three cognitive interviews were conducted before data collection. They (two women and one man) were asked to read and evaluate the questions by thinking aloud (Willis & Artino, 2013). They were also asked whether the questions were straightforward and everyone would understand them the same way. Three questions were removed from the interview form in line with the answers and comments from the participants in the cognitive interviews. Following a participant's answer, the question of the factors that influenced them in choosing the country they wanted to go to was added. In order to make a more appropriate inquiry, a question in the personal information form was moved to the interview form.

The resultant interview form consists of two parts. The first part includes questions about demographic information such as age, gender, and level of education. It also asks the destination country, how long they have been preparing for migration, who they will migrate with, their purpose, how long they plan to stay there, and the official transactions they have carried out. The second part of the interview includes questions about the general migration plan and procedures, participants' thoughts, emotions, behaviors, expectations, challenges, coping strategies, facilitators, motivators, and needs during the pre-departure phase. They were also asked what they would like to benefit from if they had the chance to receive psychological counseling during this period. The interview protocol is presented in Appendix A. Because the interviews were semi-structured, some probing questions were utilized. Some of these were as follows:

How did this factor you mentioned affect you personally?

What should I understand from …?

When you say …, of course, something comes to my mind. However, I wonder about your definition. What does it mean to you?

3.5. Data Collection Procedure

The ethical approval presented in Appendix B was obtained from the Human Subjects Ethics Committee (HSEC) of Middle East Technical University (METU). The researcher completed training on preparing an interview form and conducting qualitative interviews. Certification is presented in Appendix E. Potential participants were then invited to the study on social media using the announcement text in Appendix C. Interested individuals were contacted, and the study's aim, interview content, data collection, and storage protocol were explained. An interview was planned with the individuals who accepted.

Before interviews, participants signed an informed consent form, which is presented in Appendix D. With this form, participants were informed about the aim of the study, how they contribute, how researchers will use and store the data, and their right to abandon the interview if they feel disturbed. The researcher's contact information was also provided to participants.

All interviews were conducted online, and all of them were audio-recorded. All recorded data is 12 hours and 8 minutes. Interviews took 66 minutes on average. The minimum interview lasted 40 minutes, and the maximum lasted 98 minutes. Audio recording, confidentiality, and the right to interrupt the interview were reminded of the participants, and the recording started with their permission. All interviews were audio recorded, and then the data were transcribed by the researcher and made ready for analysis.

3.6. Data Analysis

Interpretive phenomenological analysis (IPA) is a qualitative data analysis method interested in individuals' significant life experiences and how they make sense

of them. (Smith et al., 2009). Since migration is a radical change in the lives of individuals, the researcher thought that preparing for this change was an important experience, and IPA preferred to examine this experience in-depth and multi-dimensionally. Transcripts were extracted from the audio recordings taken during the interviews. The analysis process recommended for IPA was followed (Smith et al., 2009; Smith & Osborn, 2003; Pietkiewicz & Smith, 2014). A qualitative data analysis program, MAXQDA 2022, was used to analyze the data.

Quotations from the participants are presented to enable the reader to evaluate whether the researcher's comments are pertinent and to provide an emic perspective by revealing participants' individual experiences in their own words (Pietkiewiez & Smith, 2014).

3.7. Trustworthiness/Transferability

According to Lincoln and Guba's Evaluative Criteria (1985), four elements determine trustworthiness in qualitative research: credibility, transferability, dependability, and confirmability. In this study, peer debriefing was used to ensure credibility, that is, to ensure fairness in the interpretation of the findings. The analysis was shared with a research assistant who had previously conducted IPA, and his opinions were received. Smith et al. (2009) say that giving a specific part of the quotations is sufficient when working with more than 8 participants. They state that the testimony of a participant who best represents the theme should be given. Other quotes that emphasize similarities or differences, reveal contradictions, contain emotional intensity, or use metaphors can be added. Since the study group was not very homogeneous, similarities and differences between participants were frequently seen in each theme. Therefore, quotes from almost every participant were included.

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To ensure transferability, that is, to demonstrate the reproducibility of the findings in other contexts, the inclusion criteria and study process are presented under relevant headings. Additionally, purposeful sampling is another element that contributes to transferability (Guba, 1981). We have tried to explain the research steps as transparently as possible as an audit trail in the previous chapters of the method to provide dependability. Finally, for confirmability, the researcher's reflection is provided.

3.8.   The Role of the Researcher

The researcher decided to study this topic during the four-month Erasmus period in Germany. The researcher, who never planned to stay abroad for good, was surprised by the frequency of the questions "Do you plan to stay for good?" and "Do you plan to go back?". Because she never planned to stay. Although she knew it was common to live somewhere other than their homeland, she realized during this time that this was the first of two possibilities that came to mind. Talking to many people of different nationalities on this question, the researcher realized that migration had different meanings for everyone. Also, the tendency of the researcher, who has a particular interest in Adler's concept of social interest in her personal life and has completed a minor in economics, to show interest in social events is among the motivations for starting this study. Before mobility, she was very impressed by the pre-mobility orientation program and realized the importance of pre-departure experiences. Also, she decided to study the pre-departure phase to start working on migration chronologically. Moreover, after a while, the researcher started the interviews; she learned that she had a PhD scholarship abroad and began the preparation process for migration herself.

3.9. Limitations of the Study

Since all participants lived in different cities of Türkiye, all interviews were conducted online. Online interviews do not allow the perception of verbal messages, such as changes in the participant's voice tone, emphasis, intonation, trembling, and non-verbal communication, such as gestures, facial expressions, and body language, as much as face-to-face interviews. There were also sometimes freezes in video calls due to the internet quality of the participants.

The preparation period may last a month for some people and two years for others. Some may be at the very beginning of the process; some may be about to migrate. It cannot be said that all interviewed participants were at similar stages of the preparation process. To control this, receiving at least one official approval was determined as an inclusion criterion. On the other hand, a participant in the middle of the process may talk about different experiences when he or she is close to leaving. However, one interview was held with each participant.

Interview questions were mostly asked with "what." Although this is a suitable pattern for thematic analysis, including "how" questions more frequently would have served better to understand subjective experiences, which is the purpose of IPA. With these questions, it would be more possible to understand the personal meaning of migration. Since this was the researcher's first IPA experience, this issue was overlooked.

While the preparation process for migration takes a month or two for some, it takes more than a year for others. Some participants would leave in two weeks, and some would go in more than a year. Which period of the pre-departure phase people are in may affect their experiences. For this reason, conducting repeated interviews

with participants would have been useful. However, due to limited time, such meetings could not be planned.

Finally, although there are IPA studies conducted with large samples, Smith recommends working with small groups, such as 3 participants in a master's thesis or researchers' first IPA studies (Smith et al., 2009). The number of participants in this study had to be increased due to a heterogeneous study group. The extensive inclusion criteria made the work challenging, and it was necessary to keep the number of participants high. In short, another limitation is a study group that can be considered large for an IPA study.

CHAPTER 4

RESULTS

This study aimed to understand the pre-departure experiences of citizens of the Türkiye Republic preparing to emigrate. For this purpose, 11 interviews were examined using interpretive phenomenological analysis. The analysis steps suggested by Smith et al. (2009) were followed. However, new terminology that allows a deeper understanding has been preferred. According to this new terminology, the names group experiential themes and personal experiential themes were preferred instead of super-ordinate and sub-ordinate themes (Smith & Nizza, 2022).

Different assumptions can be made about whether a finding can be considered a personal experience theme (Smith et al., 2009), such as being expressed by all participants, half or one-third of the participants. Considering the limited homogeneity of the participant group, a ratio of one-third was decided, and a finding based on the statements of at least four participants was accepted as a personal experience theme. The identified group and personal experiential themes are presented in Table 4 and explained under the appropriate headings in this section.

Table 4

Group and Personal Experiential Themes

Group Experiential Theme	Personal Experiential Theme
Motivators for Migration	Economic Factors
	Societal/Political Factors
	Education/Career Related Factors
	Individual Factors

Table 4 (continued)

Challenges	Uncertainty and Anxiety
	To be Leaving
	Official Procedures
	Decision-Making
Facilitators	Individual Facilitators
	Support from Others
	Researching and Planning
	Seeing Others Migrate
	Maintaining Communication with Loved Ones
Returning Decision	Economic Factors
	Societal/Political Factors
	Education/Career Related Factors
	Loved Ones

4.1. Motivators for Migration

The decision to migrate is not an everyday decision. Moving from one's country of residence to another is a radical change usually occurring for solid reasons. The qualitative analysis showed that economic, societal/political, education/career-related, or individual factors came to the fore (see Table 4.1). Also noteworthy is that all participants had at least two of these reasons.

Table 4.1

Personal Experiential Themes Regarding Motivators for Migration

	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11
Economic Factors	X		X	X		X	X	X	X	X	
Society / Political factors	X		X	X	X	X		X		X	
Factors Related to Education / Career		X		X				X	X		X
Individual Factors		X		X	X	X	X				X

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4.1.1. Economic Factors

Most participants stated that economic factors effectively motivated their desire to migrate. They mentioned that they had goals such as buying a house or a car, not having difficulty in grocery shopping, being able to help their families, saving money, and living comfortably in retirement. For instance, P1 states that although he grew up in better conditions than his father and studied in good schools, he is disturbed by not being able to have the prosperity his father had years ago.

> *Ben babamın aldığı evi satın alamıyorum. Yani hani babamın bundan hani 30 sene öncesinde Denizli'nin bir köyünden çıkıp Erzurum'a okumaya gidip ondan sonrasında oradan İstanbul'a çalışmaya gelen bir insanın satın aldığı bir evi satın alamıyorum ya. (P1, Pos. 397-401)*

> *I cannot buy the house my father bought. I cannot buy a house that my father, a man from a village in Denizli 30 years ago, went to Erzurum to study, then came to İstanbul to work, bought. (P1, Pos. 397-401) (P1, Pos. 397-401)*

P1 is a young adult who says he graduated from the best school in his field. As the quote shows, he compares himself not with his peers but with his father. If he compared himself to his peers and saw himself as relatively inferior, perhaps he could work on improving himself. However, since he considers himself (possibly his generation) in a difficult situation compared to his father (his father's generation), he wants to go to a place where he thinks he can get these opportunities instead of staying and trying. In short, he sees the problem not in himself but where it is.

P6 also talks about economic factors such as being able to rent a house on her own and having the same level of economic prosperity that her family had when she was her age. One part she emphasizes is that this should not be the reward for the effort she has put in so far.

> *Şu an sıfırdan hayata başlayacak biri olarak kirayı bile ödeyemeyecek olmak… Hani daha ne yapabilirim ki yani master'ı bitirmişim, araştırmamı yapmışım, hani daha yapabileceğim... Ya gerçekten yani çevre mühendisliğinde en iyi*

okul, X ve Y dersek, yani birinden mezunum. Hani bunun artık yeterli olması gerektiğini düşünüyorum. Hani bölümü üçüncülükle bitirdim. Hani iş bulmak açısından da yine de ben işe girmedim evet, hani bir özel sektörde ya da devlette ama giren arkadaşlarımla konuştuğumda aldıkları paraların verdikleri işe değer olduğunu düşünmüyorum ve de hayat kurmalarına çok engel olduğunu düşünüyorum. (P6, Pos. 341-350)

As someone who will start life from scratch, unable to even pay the rent… You know, what more can I do? I have completed my master's degree and done my research; you know what more I can do… If we accept that the best schools in environmental engineering are X and Y, I mean, I graduated from one of them. I think this should be enough now. I finished the department in third place. In terms of finding a job, I still did not get a job, yes, in the private sector or the state, but when I talk to my friends who did, I do not think the money they get is worth the work they put in, and I think it hinders them from making a living. (P6, Pos. 341-346)

P1 evaluates himself as economically disadvantaged when he compares himself not with his peers but with his family, and he was affected by this. P6 also does not see herself as relatively disadvantaged compared to her peers. She also does not find the situation of her peers satisfactory. Therefore, as commented in P1, P6 may think that the problem is not with her but with where she lives, and consequently, she cannot solve it by staying.

P8, a senior student, has been to Spain before with Erasmus. When she evaluated her purchasing power there and here and the money she could spare for herself, she saw that there was more advantage. She mentions that she constantly has to think before making a spending.

Yani zorlanıyorum çünkü hani durumumuz çok kötü olmamasına rağmen… İki memur çocuğuyum ben hani çok isteyip de edinemediğim bir şey olmadı hayatta ama özellikle de son zamanlarda böyle tam gençliğimin en top noktalarında... Hani şu an hem özgürüm hem gencim değerlendirmek istiyorum bir şeyleri ama ekonomik olarak sürekli bir düşünme halindeyim. Hani bir İstanbul'a gitmek istiyorum 4-5 gün gezmeye ama param yok cebimde nasıl gideyim yani gidemiyorum. Ama İspanya'dayken bundan daha da fakirdim ama bir şekilde gidebiliyorduk yani. Hani en minimum şekilde yaşamını karşılayacak paran mutlaka oluyordu. Çünkü tercih hakkın vardı. Hani pahalı ekmek de var ucuz ekmek de var ve ucuz ekmek de gerçekten kötü değil. Ama

burada gerçekten ucuz ekmek varsa bilmiyorum yok yani halk ekmek bile pahalı.

I have difficulty because, although our situation is not that bad ... I am the child of two civil servants. You know, there has not been anything in my life that I wanted very much but could not get, especially lately, right at the peak of my youth... You know, I am both free and young now. I want to seize things, but I am in a constant state of thinking economically. I want to go to İstanbul for 4-5 days, but I do not have any money in my pocket, how can I go, so I cannot go. However, when I was in Spain, I was even poorer than that, but we could go somehow. You had to have enough money to meet your minimum living standards. Because you had the chance to choose. You know, there is expensive bread and cheap bread, which is not really bad. However, I do not know if there is really cheap bread here. I mean, even the bread in the local bread store is expensive.

Unlike P8, who is a student, P10 is an academic. However, he also mentions that he has to think before spending money.

Az önce de söylediğim gibi maddi olarak hani bir belge teyidini yaptırırken bile akla karayı seçmek durumuna gelindi. Ben 20 senelik akademisyenim Türkiye'de, 20 senedir stabil bir şekilde işini yürüten, maaşlı bir çalışanım. Ona rağmen bu durum böyle. (P10, Pos. 264-268)

As I just said, financially, As I said before, even getting a document approved has become financially burdensome. I have been an academician for 20 years in Türkiye, and I am a salaried employee who has been working steadily for 20 years. Despite this, this is the case. (P10, Pos. 264-268)

P3 and her spouse's families suffered financial losses in the 6th February earthquakes. She and her spouse want to help their families financially, but she says they cannot do much when they keep working in Türkiye. In addition to increasing their economic welfare, they aim to help their families.

Çünkü burada ailelerimiz var ve tabi malum deprem sebebiyle birçok maddi kaybımız oldu. O kayıpları da rahatça giderebilmek adına, onlara destek olabilmek adına keza eşimin ailesi, keza benim ailem ikisine de destek olabilmemiz lazım. Biz o destek olma sürecini ilerletebilmek istiyoruz ve bunun için elimizde bir maddiyatın olması lazım. Sadece kendimiz için değil, yanımızdaki diğer kişilerin ailemizin de düşüncesini sürekli kafamızda planlıyoruz. (P3, Pos. 322-327)

Because we have families here and of course, we suffered many financial losses due to the earthquake. To easily overcome those losses and to support them...

We need to be able to support both my spouse's family and my family. We want to be able to advance that support process, and for this, we need to have financial resources. We constantly plan in our minds, not only for ourselves but also for our families. (P3, Pos. 322-327)

On the other hand, retirement is another economic concern. P10, an academician who lives with his family and supports them financially, mentions that retirement conditions in Türkiye are becoming increasingly difficult and living alone may not be possible after retirement.

Burada emeklilik çok eskiden beri çok düşünülen bir şeydir. Malum, herkes bilir "devlete sırtını dayamak" derdi büyüklerimiz zamanında. Şimdi erken emeklilik sistemi getirildi Türkiye'de. Ev kirasını ödeyebilecek bir maaş almıyor kimse. Oda kirasını verebilirsiniz, 55 yaşında bir insanın oda arkadaşıyla eve çıkması da ne kadar mantıklı bilmiyorum. Yani buraya gidiyor Türkiye koşar adım. (P10, Pos. 270-275)

Here, retirement is something that has been thought about for a long time. As you know, everyone knows that our elders used to say, "relying on the state." Now, the early retirement system has been introduced in Türkiye. Nobody earns a salary that can pay the house rent. You can rent a room. I do not know how logical it is for a 55-year-old to move in with a roommate. So, Türkiye is going here, step by step. (P10, Pos. 270-275)

4.1.2. Societal/Political Factors

Participants mentioned that some societal and political factors have a say in migration decisions. Participants state that they feel disturbed in society or their daily lives due to not feeling the freedom to live as they wish, disbelief in justice, and cultural change. For instance, P1 talks about people not being able to appear as they are in their lives.

... bugün zaten Türkiye'de bu artık ayyuka çıkmış bir şey yani. Hani insanlar kendi oldukları gibi görünmüyorlar yani yani içki içiyorsanız içki içiyorsunuzdur yani veya hani içki içmiyorsanız işte dindarsanız, namaz kılıyorsanız namaz kılıyorsunuzdur ya bu kadar basit yani hani bu tartışmaya açık bir şey değil yani niye bunu insanlar ifade etmekte bu kadar zorluk yaşıyor anlayabilmiş değilim. (P1, Pos. 603-610)

... today, this is something that has become obvious in Türkiye. You know, people do not look like they are, that is, if you drink alcohol, you are drinking,

or if you do not drink, if you are religious, if you pray, you are praying, it is that simple, I mean, this is not open to discussion, I do not understand why people have such difficulty in expressing this (P1, Pos. 603-610)

P3 is disturbed by people's perspectives on drinking alcohol occasionally.

Alkol aldığınız için mimleniyorsunuz, Türkiye'de bu çok fazla. Çok fazla yasak olan şey var ve çok fazla yasak olan şey yapılıyor ama bu alkol meselesine gelince alkol içen insanlar herkesin gözünde kötü bir izlenimine sahip oluyor ya da mimleniyor. Hem resmi kurumlarında mimleniyor. Çalıştığı kurumlarda mimleniyor. Hem arkadaş çevrelerinde ve sonrasında giderek toplumda, tamamen ayrımlaşıyor. (P3, Pos. 392-408)

You may be marked for drinking alcohol; this is very frequent in Türkiye. There are a lot of forbidden things, and a lot of forbidden things are done, but when it comes to this alcohol issue, people who drink alcohol have a bad impression or are marked in the eyes of everyone. It is also marked in official institutions. They are marked in the institutions they work for. They become completely differentiated both in his circle of friends and later in society. (P3, Pos. 392-408)

Another part that is mentioned when talking about social factors is social or cultural change. P3 mentions that hosting a large number of refugees has changed the cultural structure of Türkiye and that this has alienated the society from the lifestyle it is used to. She also states that he feels pressure to live this way.

Ben ülkemde gerçekten hani Suriyelilerin sayısı arttıkça yabancılaştığımı düşünüyorum. Onlar gibi bir toplum olduğumuza inanmaya başlıyorum. Onlar gibi yaşamamız gerekiyormuş gibi bir hissiyat doğuyor. Ben bundan uzaklaşmak istiyorum. Ben kendi toplumumda Türk medeniyetinin gerektirdiği şekilde şu an yaşayamıyorum. Biraz daha böyle dini düşüncelere sahip işte ya da daha böyle kapalı bir toplum, erkek egemen bir toplum gibi olmamız gerektiği düşünülüyor. (P3, Pos. 357-371)

I really think that I am becoming alienated as the number of Syrians in my country increases. I am starting to believe that we are a society like them. There is a feeling that we have to live like them. I want to get away from this. I cannot currently live in my society as required by Turkish civilization. They think we should be a little more like a closed society, a male-dominated society with religious ideas. (P3, Pos. 357-371)

P8 also has some disturbances regarding the view of men and women. She does not want to accept that the view she is talking about is "traditional." Based on this

statement, it can be inferred that she thinks that what she is disturbed by is not the ongoing tradition but social change. She thinks this change will not have "good" results even after ten years.

> *Beni bu Türkiye'deki şey de rahatsız ediyor. Halk ekmek sırasında kadınlar ve erkekler gerçekten ayrılmış. Ben onu bir mit zannediyordum. ... Çok yanlış geliyor bana toplum olarak da bunu kabullenmemiz, daha ileriye ve daha iyiye gitmeyiz gibi hissettiriyor bundan 10 sene sonra da. (P8, Pos. 242-271)*

> *This thing in Türkiye also bothers me. In the local bread store queue, men and women were separated. I thought it was a myth. ... It seems very wrong to me that we, as a society, accept this, and it makes us feel like we will not go any further or better, even ten years from now. (P8, Pos. 242-271)*

P6 talks about not having faith in justice. She has not experienced any legal injustice so far. However, the possibility that what she saw might happen to her one day worries her:

> *Mesela atıyorum istenmeyen bir şey söyledin ve tutuklandın gibi ya da atıyorum araba çarptı sana ve sırf o yandı diye senin yani senin özgürlüğünün kısıtlanabilir sen hatalı olabilirsin, sen hapse düşebilirsin gibi. böyle örnekler de gördüğümüz için başıma gelmesinden korkuyorum diyebiliyorum. (P6, Pos. 329-333)*

> *For example, if you said something undesirable, were arrested, or were hit by a car, and your freedom may be restricted just because he/she will get into trouble, you may be considered guilty and go to jail. I can say that I am afraid of this happening to me because we have seen such examples. (P6, Pos. 329-333)*

An important finding is that P6 was affected by what she witnessed, even though it had not happened to her. Not only what people experience but also what they see from others' experiences can have a say in their decisions, just as it was said under the heading of economic factors when P1 and P6 compared themselves with their families and friends. Based on this, it can be said that witnessing the lives of people living in Türkiye and those who have migrated abroad is important.

4.1.3. Education/Career Related Factors

Although there is no specific visa type among the inclusion criteria of this study, by including at least undergraduate students or graduates, skilled and highly skilled candidates were worked with. Naturally, the participants found that education and career were among the significant reasons for migration. Education and career are intertwined for participants who are researchers, academicians, or who want to become academicians. For example, P6, who will immigrate for a PhD, is an engineer passionate about research. As a result of the difficulties, she experienced in the university laboratory during her master's degree, she decided to choose between research and her country.

> *Ben biyolojik bir araştırma yapıyordum master'da ve de şöyle diyebilirim, hafta sonu zaten yok. Gece gündüz çalışmak gerekiyor. Ve de hani en çok zorlayan şey mesela atıyorum tek kullanımlık bazı şeyler var laboratuvarda ama mesela bizim laboratuvarımızın parası olmadığı için ve bunları tek tek yıkamak gerekiyor ve yıkama işlemi şöyle diyebilirim, laboratuvarda beş saatlik bir işin varsa onun sonucunda çıkan bulaşık da en az iki saat sürüyor ve inanılmaz yorucu oluyor ve bulaşık yıkamak bile çok zor. Normalde atıyorum zengin bir lab olsa ya da belki... Avrupa'da bazı lablar öyle değil biliyorum ama... o şeyi atacaksın; yıkaman, bu kadar uğraşman gerekmeyecek. ... zaten o süreçte dedim yani ben ya araştırma yapacağım yurt dışında ya da bu işi bırakacağım şeklindeydi. Açıkçası Türkiye'de hiçbir şekilde devam etmeyi araştırmaya düşünmedim. (P6, Pos. 248-270)*

> *I was doing biological research for my master's degree, and I can say that there are no weekends anyway. It is necessary to work day and night. The most challenging thing is, for example, some disposable things in the laboratory that I throw away, but since our laboratory does not have money, we have to wash them one by one. I can say that the washing process is like this, if you work for five hours in the laboratory, the resulting dishes take at least two hours. And it gets incredibly tiring and even doing the dishes is very difficult. Usually, I throw it away, even if it is a rich lab or maybe... I know some labs in Europe are not like that, but... you will throw that thing away; You won't have to wash it so much. ... I said at that time that I would either do research abroad or quit this job. Frankly, I never thought of continuing research in Türkiye. (P6, Pos. 248-270)*

P2 is a doctor who has worked hard for years, graduated from medical school with honors and is preparing to emigrate for a PhD. She mentions that she has always

studied hard but has not seen the reward of her efforts in the education she received. She says that he saw the deficiencies in the education she received when he went abroad.

> *Ben biraz emeğimin karşılığını almak istiyorum. Yani sadece en ön planda onu tutuyorum açıkçası. ... Şöyle yani özellikle ben liseden üniversiteye geçerken şunu fark ettim, yani lisedeyken de çok emek verip X Üniversitesi'ni kazanmıştım. Tam annemin hastalık dönemine gelmişti. Yani annem hastanede ben ders çalışıyorum falan şeklinde kazanmıştım yani o süreçte. Üniversite ... hiçbir hocası ilgilenmiyor, hiçbir eğitim adam gibi verilmiyor. Siz yine kendiniz oturup çalışıyorsunuz, güya X en iyi tıp fakültelerinden biri, yani kadavrası ne kadar var eğitimin... hani kaç ameliyata girebiliyorsun? Yani Avrupa'da çok daha farklı tedaviler var hala Türkiye'ye paradan dolayı getirilemeyen aletler var yani. Birazcık işin burasındayım açıkçası. (P2, Pos. 348-368)*

> *I want to get a fair return. So, frankly, I just keep it at the forefront. ... I mean, especially when I was transitioning from high school to university, I realized that I had worked hard and got into X University even when I was in high school. It was right around the time of my mother's illness. I mean, my mother was in the hospital, I was studying, etc., so I earned my money during that period. Then I went to university, university... none of the teachers cared about me, and no education was given properly. You are still sitting and studying on your own as if X University is one of the best medical schools, so how many cadavers are there for your education? You know, how many surgeries can you undergo? I mean, there are many different treatments in Europe, and there are still tools that cannot be brought to Türkiye due to money. Frankly, I am a little bit confused here. (P2, Pos. 348-368)*

P4, a research assistant in social sciences, talks about the difficulties in publishing rather than financial impossibilities.

> *Çünkü yani makale yazarken mesela burada bir yayın yapmak istediğimizde Q1 dergide bir yayın yapmak ya da Q2 Q3 dergilerde yayın yapmak bizim için zor olabiliyor. Yani bizi nereden baksan üçüncü dünya ülkesi olarak görüyorlar. Ya da yayım yaparken zorlanıyoruz çünkü tek başımızayız. Bir desteğimiz yok. Hani bulunduğumuz konumdaki hocalara bakıyorum. Hocalara zaten yurtdışı yayımları yok. Hani yurt dışında yayım yapma bilinci oluşmamış. Ben orada ... En azından yurtdışı yayınına ulaşabilme, kendimi geliştirebilme, kendi başıma bağımsız bir araştırma yürütebilme konusunda daha iyi etkin olacağımı düşünüyorum. (P4, Pos. 388-398)*

> *Because when we write an article, it can be difficult for us to publish it in Q1 journals or Q2, and Q3 journals. They see us as a third-world country. Or we have a hard time publishing because we are alone. We have no support. You know, I look at the professors where I am, and they have no international*

publications. There is no awareness about international publications. I think I will at least be more effective in reaching international publications, improving myself, and conducting research independently. (P4, Pos. 388-398)

As can be seen, the engineer has difficulty accessing the laboratory, the doctor has difficulty accessing the cadaver, and the research assistant has difficulty gaining the qualification to publish. Participants' inability to meet the basic requirements of their profession is among their reasons for migration.

P4 talks about how unsystematic the work at the university where she works as a research assistant and the stress she experiences due to this.

Mesela şu an bir akademisyen olarak çalışıyoruz. Bir görev geliyor, bir anda pat diye geliyor ve bir anda yapılması isteniyor. Hani ya da ne bileyim hafta sonu hafta içi akşam hiç fark etmeden aranabiliyorsunuz. Yani bu bana şey geliyor, saygısızlıkmış gibi geliyor. Yani benim hafta sonumda beni arayamazsın. Akşam saatlerinde beni arayamazsın ya da bana kölen gibi davranamazsın. ... ya da bir anda bir iş verildiğinde hemen bunu yetiştirmen gerekiyor diyemezsin. Onun bir deadline olması gerekir. ... her konuda böyle çok lakayıtız ya. (P4, Pos. 274-285)

For example, we are currently working as an academician. When a task comes, it comes suddenly and must be done at once. You know, you can get calls on weekends, weekdays, and evenings. I mean, this seems disrespectful to me. So you cannot call me on the weekend. You cannot call me in the evening or treat me like your slave. ... or when you are given a job suddenly, you cannot say that you need to complete it immediately. It must have a deadline. ... We are so slapdash on every subject. (P4, Pos. 274-285)

The problem that P2 mentioned regarding her job is violence in healthcare. The participant, who mentioned that there are frequent patient/patient relative-doctor disagreements, explains that she witnessed violent incidents up close.

Şiddet yani... kendim yaşadığım en maksimum olay, yani nöbet değiştirdiğim kız. Nöbette ilk hasta bıçaklanıyor. Hasta yakını bıçaklanıyor. En son bıçaklayan kişi doktorun yani kızın peşinden koşarken güvenlik yakalıyor ki ben o kızla nöbet değiştirdim yani. Güya Ankara'nın merkezi bıçaklanacaksın kalacaksın yani (P2, Pos. 304-308)

Violence, I mean... the most extreme incident I've ever experienced myself, that is, the girl I changed shifts with. During the seizure, the patient is stabbed first. The patient's relative is stabbed. Finally, while the person who stabbed was

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running after the doctor, the security caught him, so I changed shifts with that girl. So-called center of Ankara so that you can get stabbed (P2, Pos. 304-308)

P11 is a research assistant pursuing a master's degree in social sciences. She is preparing to go abroad for her doctorate because a doctorate abroad is a requirement to become an academician in qualified schools in Türkiye.

Akademisyen olmak istiyorum. Akademide de okullar ön plana çıkıyor tabii ki bir yerden sonra ... ve iyi okullara baktığında da neredeyse tüm hocaların yolu bir şekilde yurt dışındaki okullardan geçmiş, oralarda çalışmalar ya da doktora ya da yüksek lisans bir şekilde gitmişler. Ben de iyi okullardan birinde olmak istediğim için. O yüzden hani benim için aslında biraz zorunluluk gibi bir şey yani. Yani zorla yaptığım bir şey değil ama benim için gereklilik. (P11, Pos. 152-158)

I want to be an academician. Schools come to the fore in the academy, of course, after a certain point, ... and when you look at good schools, almost all of the professors have somehow passed through schools abroad, studied there, or received a doctorate or master's degree. Because I want to go to one of the best schools, that is why it is a bit of a necessity for me. (P11, Pos. 152-158)

As can be seen, problems in the workplace, lack of security, or the need to study abroad to become a qualified professional are also reasons for migration.

4.1.4. Individual Factors

Finally, some individual factors play a role in people's migration decisions. Participants may desire to migrate because of some significant experiences from their personal history or because they think it will be meaningful in their journey. For example, P2 has frequently traveled abroad with her family since she was little. Her migration decision was influenced by both these travels and her family's encouragement to study abroad.

Ben annemi kaybettim, annem de zaten hep böyle Almanya'ya git falan gibi şey yapardı (P2, Pos. 161-162) ... sadece hani o (annesi) da böyle çok babam gibi yani ikisi de çok zaten yurt dışını seven, hani destekleyen insanlar oldukları için her zaman eğitimimin de bir parçası olsun istiyorlardı. Zaten her zaman annem işte üniversitede şunu yap, bunu yap diye hani söylüyordu babam da aynı şekilde. (P2, Pos. 387-391)

I lost my mother, and my mother always said things like "Go to Germany" (P2, Pos. 161-162) ... Just like my father, they were both people who loved and supported abroad, so they always wanted it to be a part of my education. Anyway, my mother always told me to do this or that at university, and my father did the same thing. (P2, Pos. 387-391)

P4, on the other hand, aims to push her limits and leave her comfort zone. She wants to achieve things such as getting used to a new country, finding a social place there, and learning the language. She also has a search for change.

Bu ortamdan çok sıkıldım, onun farkındayım yani. Hep aynı şeyleri yapmak, rutin yapmak beni biraz bunaltmaya başladı. Bir farklılık, bir heyecan da istiyorum. Yapabilir miyim diye de çok kendi sınırlarımı da keşfetmek istiyorum. Yani acaba uyum sağlayabilir miyim... şu an çok konfor alanına sahibim. Acaba o konfor alanından çıktığımda nasıl biri olacağım onu da merak ediyorum. (P4, Pos. 332-351)

I am very bored with this environment. I am aware of that. Doing the same things all the time and having a routine started to make me a little bored. I also want a difference and excitement. I also want to explore my limits to see if I can do it. So, can I adapt, I have a lot of comfort zones right nowI also wonder what kind of person I will be when I leave that comfort zone. (P4, Pos. 332-351)

P7 is preparing for migration due to her husband's job and because she wants to move away from where she has always lived. She thinks that he has never been alone before and that this process will help him get to know herself. The participant, who has no acquaintances there and will stay with her husband while he works, sees this process as a journey in which he will discover himself and get to know himself closely.

Asıl beni heyecanlandıran şeylerden bir tanesi ne biliyor musun? Hayatım boyunca hiç yalnız kalmadım ben, hep insanlar vardı. Benim hayatımda hep birileri vardı yani. Ama orada yalnız kalacağım, kendimi öğreneceğim, beni aslında en çok hani heyecanlandıran kısmı bu. Çünkü kendimle vakit geçirmeyi öğreneceğim. Ben yalnız olacağım. Orada çok zorlanacağım ama kendimi bulacağım diye düşünüyorum. ... (P7, Pos. 707-728)

You know what is one of the things that excites me? I have never been alone in my life, there were always people. So, there was always someone in my life. However, I will be alone there, and I will learn about myself, that is the part that excites me the most. Because I will learn to spend time with myself, I will be alone. I will have a hard time there, but I think I will find myself.

4.2.   Challenges

Participants talked about what challenged them during the preparation process. Uncertainty and anxiety, leaving, formal processes, and decision-making were frequently mentioned. The difficulties that the participants said they experienced are presented in Table 4.2.

Table 4.2

Personal Experiential Themes Regarding Challenges

	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11
Uncertainty and anxiety	X	X	X	X		X	X	X	X		X
To be leaving	X	X	X	X	X	X	X	X	X	X	
Official processes	X	X	X		X	X			X	X	X
Decision-making		X			X	X				X	

4.2.1. Uncertainty and Anxiety

Migration occurs "from one place to another." This "another place" is full of uncertainty most of the time. Naturally, there are many question marks in participants' minds. They may feel like they are in the dark and cannot see further. They may have a lot of "what if" questions and scenarios that they do not want to experience. The feeling they often mention, along with these thoughts, is anxiety.

For instance, P1 goes on a visa that allows him to work for a while. He plans to work in different jobs while he is there and wants to rise socioeconomically. He also plans to stay there by getting a permanent, high-status job and/or getting married. It often makes him think about whether or how all this could happen.

> *Yani hani sonuçta orada bir şeyleri başarmak istediğim için… hani "Orada para kazanabilecek miyim? İstediğim parayı biriktirebilecek miyim? Nasıl istediğim parayı biriktirebilirim? Orada nasıl bir evde yaşayacağım? İşte ailemin başına bir şey gelir mi tekrardan bir sene sonra Türkiye'ye gelmek zorunda kalır mıyım? (P1, Pos. 758-762)*

> *So, after all, because I want to achieve something there… "Will I be able to make money there? Will I be able to save the money I want? How can I save the money I want? What kind of house will I live in there? Will something happen to my family? Will I have to come to Türkiye again in a year?" (P1, Pos. 758-762)*

P2 is a participant who has studied hard throughout her life. She worked intensively until she entered the department of medicine and graduated from there. Now, she is going abroad for her doctorate, but the thoughts of "what if" keep her mind busy. Scenarios in which she cannot do what she wants come to her mind, and she gets anxious.

> *Hani sürekli çalışma yoruldum artık. Hani artık böyle bir noktada biraz daha bir şey yapmam gerekirse, hala bir yerden kabul alamazsam, hala istediğim yere gelemezsem ve artık çalışmaktan yorulmuş olursam ne yaparım diye bir korku var. (P2, Pos. 528-535)*

> *You know, I am tired of studying all the time. At such a point, there is a fear of what I will do if I need to do something more, if I still cannot get accepted somewhere, if I still cannot get to where I want, and if I am tired of working. (P2, Pos. 528-535)*

P3 plans to settle abroad with her spouse and not return due to various complaints about living in Türkiye. Even though she thinks his conditions will be better there, she has concerns about leaving her established and predictable order here and going to a business order where she has no idea what it will be like.

Bir yandan işte burada devlette çalışıyoruz. Bir miktar elimize sabit bir maaşımız geçiyor ama orada nasıl bir işleyişimizin olacağını bilmiyoruz. Yani oradaki çalışma düzenimizin nasıl olacağını bilmiyoruz. Onun kaygısı var. (P3, Pos. 651-656)

On the one hand, here we are working in the public sector. We have a fixed salary here but do not know what kind of process will be there. So, we do not know what our professional life will be like there. We have anxiety about it. (P3, Pos. 651-656)

P4 has an established life in Türkiye and a job she got by working hard, even though she had problems there. On the other hand, her spouse, who is waiting for him in the destination country, is trying to establish a life for them:

Aslında dediğim gibi o hani endişe ksımı beni zorluyor "yapabilir miyiz" kısmı çünkü belirsizlik var ve biz bu belirsizlik için büyük şeyler feda ediyoruz. Hani o süreçte de hep eşimle konuştuğumuzda eşim şey diyor ya "Kimler kimler yapmadı? Biz hayli hayli yaparız." beni böyle bir motivasyonla rahatlatmaya çalışıyor ama bu biraz böyle... Bana hayali bir şey gibi geliyor yani evet, kimler kimler yapmadı? Biz de yaparız, ama yapamazsak ne olacak? Ben biraz da endişeli bir kişiyim. O biraz daha sakin. (P4, Pos. 552-558)

As I said, the worry part is pushing me, the "can we do it" part, because there is uncertainty, and we sacrifice big things for this uncertainty. You know, when we talk to my spouse during that period, he always says, "Many people can do it; we can do it, of course." he tries to reassure me with such motivation. However, it is a bit like... It seems like an imaginary thing to me, so yes, many people do it; we can do it, too. What if we cannot? I am also a bit of an anxious person. He is a little calmer. (P4, Pos. 552-558

P6 has always lived in the city where she was born and with her family. For the first time, she will leave his family home and city and start living abroad. For this reason, trying to learn everything from scratch is a big task for her and one that she will do for the first time. She is going somewhere she knows nothing about and feeling quite anxious. Coping with uncertainty is one of the two topics she frequently talks about during the migration process regarding the psychological support she receives.

Genelde kötü şeyler (aklıma) geliyor. Yani biraz da olumsuz bakıyor olabilirim. Biraz anksiyetesi yüksek biriyim. Hani bilinmezliğe gittiğim için... yani hiç görmediğim bir yere yaşamaya gidiyorsun. Ne olacak, ne edecek iyi mi olacak,

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kötü mü olacak, insanlar nasıl? Hiçbir şey bilmediğim için bu beni biraz korkutuyor. ... Yani ben aslında psikolojik destek alıyorum bu süreçte almasam daha sıkıntılı geçeceğine inanıyorum. (P6, Pos. 814-817)

Usually, bad things come to my mind. So, I might be looking at it a little negatively. I am a slightly anxious person. You know, because I'm going to the unknown... I mean, you'll live in a place I've never seen. What will happen, what will it do, will it be good or bad, how will the people be? This scares me a little because I do not know anything. ... I get psychological support during this process. I believe it would be more troublesome if I did not get it. (P6, Pos. 814-817)

P8 made several applications to do a master's degree abroad. Not knowing which one will come out makes him anxious. Application results announced at different times may cause one to take risks or accept the first one announced. Although this may seem like a theme related to the decision process, what she experiences as difficulty in making a decision is uncertainty. For this reason, it has been mentioned under this theme.

Ben artık Türkiye'den gitmeye karar verdim zaten. Ama İngiltere'ye mi gideceğim yoksa Amerika'ya mı gideceğim yoksa başka bir burs çıkacak ona mı gideceğim? Çünkü burslar da aynı anda çıkmıyor ki birini seçeyim. İngiltere bursu çıkıyor. Karar vermek için 4 haftam var ama daha Amerika çıkıp çıkmadığını bilmiyorum. Böyle bir handikap. (P8, Pos. 455-460)

I have already decided to leave Türkiye. However, will I go to England or America, or will I go with another scholarship? Because the scholarships do not come out at the same time, so I can choose one. UK scholarship is available. I have four weeks to decide, but I don't know if it is released in America yet. It's such a handicap. (P8, Pos. 455-460)

P9, who will emigrate with her spouse and children, often faces great uncertainty while thinking about their children's lives there, whether they will be happy, whether they will be able to adapt, etc.

Ya anksiyete konusunda olabilir belki, yani sonuçta böyle süreçler birazcık daha anksiyete seviyesini yükseltiyor, işte farklı senaryolar geliyor aklınıza. Hani o da böyle bir kaygı yaratıyor. Kaygı düzeyim artıyor haliyle. Şimdi ben bunu kontrol altında kendim tutmaya çalışıyorum. ... Ama eğer kontrolden çıktığı noktada tabii ki çekinmeden (profesyonel psikolojik destek) alırım. (P9, Pos. 513-522)

Maybe about anxiety, I mean, after all, such processes increase the anxiety level a little bit, and different scenarios come to your mind. You know, it creates such anxiety. My anxiety level is naturally increasing. Now I am trying to keep it under control myself. ... But if it gets out of control, of course, I'll take (professional psychological support) without hesitation. (P9, Pos. 513-522)

P11 is trying to get opinions from people who are currently in the country she is going to, but this does not help much to reduce the uncertainty in her mind and alleviate her anxiety. Because the people she gets ideas from have different experiences there. The different hearings she receives do not help reduce the question marks in her mind; uncertainty continues to exist.

Mesela iki bursiyerle görüştüm ben, şu an ikisi de amerika'da biri hocam birisi de aile dostumuzdu. Birisi bu burstan mesela Amerika'ya gelmekten "hayatının en güzel seçimi, hayatının en güzel yılları" diye bahsediyor, "Çok mutlu olacaksın gör bak" vesaire gibi bahsederken diğeri hani "ben hayatımın hatasını yaptım bu bursla gelmekle. Hani çok iyi düşün, hayatının belki senelerini bunun için heba edebilirsin." gibi olumsuz şeyler söyledi. (P11, Pos. 286-295)

For example, I talked to two scholarship holders; both of them are currently in America; one was my professor and the other was a family friend. While one of them talks about this scholarship and coming to America as "the best choice of your life, the best years of your life" and "You will be very happy, you will see," the other one says negative things such as "I made the mistake of my life by coming with this scholarship. Think very carefully, you might waste years of your life for this." (P11, Pos. 286-295)

Another point for uncertainty is that it never ends:

O kadar çok belirsizlikler var ki vizedir okuldur, nerede yaşayacağım kiradır. O kadar çok belirsizlikle baş etmek çok zor geliyor bana. Birisini çözdüğümde diğeri geliyor, daha sonra diğeri geliyor. (P11, Pos. 246-249)

There are so many uncertainties, such as visa, school, and rent where I will live. I find it very difficult to cope with so many uncertainties. When I solve one, another comes, and then another comes. (P11, Pos. 246-249)

4.2.2. To Be Leaving

As said before, migration occurs "from one place to another." And there are many things to leave behind in this "one place." When participants go to a new

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country, they leave many things behind, such as their country, family, friends, partners, jobs, pets, homes, and belongings. Although different things come to the fore for each of them, it is difficult for them to move away from the things they connect with.

P1 mentions that since he does not have a house or a car, he does not have to say goodbye to some belongings. Being a pretty social person, P1 sees the people around him as an important part of his existence. In addition to moving away from them, the possibility of never seeing them again comes to his mind:

> *... gitmenin maddi kısmından ziyade, yani eşyalarla alakalı olan kısımdan ziyade işin biraz daha mental ve psikolojik kısmı var. Biraz daha duygusal kısmı var çünkü arkada bırakacağım ve benim önem verdiğim şey maddi şeyler değil yani hani evim arabam falan filan dediğim bir evim yok arabam yok yani hani evim var ama öğrenci evinde kalıyordum. Dolayısıyla böyle bir durumda benim aslında şu son 2-3 haftadır yaptığım şey ve bundan sonrasında da yapacağım şey tanıdıklarımla akrabalarımla vedalaşmak, onlarla son kez görüşmek. (P1, Pos. 310-319) ... Tabii ki de bir kendi çevremden yani beni ben yapan insanlardan aslında uzaklaşmış olacağım. O olumsuz bir şey büyük ihtimalle işte dediğim gibi yani bugün vedalaştığım insanların belki de bazılarını bir daha hiç göremeyeceğim belli olmaz yani. (P1, Pos. 706-709)*

> *... there is a more mental and psychological part of going, rather than the financial part related to material belongings. There is a bit more emotional part because what I will leave behind and what I care about are not material things, I mean, I don't have a home that I call my house, my car, etc. I don't have a car, I mean, I have a house, but I was staying in a student house. Therefore, in such a situation, what I have been doing for the last 2-3 weeks and what I will do from now on is to say goodbye to my acquaintances and relatives and meet them for the last time. (P1, Pos. 310-319) ... Of course, I will be far from my environment, that is, from the people who make me who I am. That is probably a negative thing, as I said, I mean, you never know if I will never see some of the people I said goodbye to today. (P1, Pos. 706-709)*

Moreover, since he has problems with his mother, he tries to solve them before leaving. Leaving like this makes him feel wounded, and he doesn't want to leave like this.

> *Dediğim gibi maalesef hani annemle aram iyi değil şu an, yani birkaç aydır. Onunla arayı toparlamaya çalışıyorum. Yani hani bir şeyleri çözmeye çalışıyorum falan yani (P1, Pos. 867-869)*

As I said, unfortunately, my relationship with my mother has not been good right now, for a few months. I'm trying to make amends with her. I mean, I'm trying to figure something out (P1, Pos. 867-869)

P2 says that as a person living in the same house and environment with her family since birth, she finds it difficult to leave his environment. As he said goodbye to his social circle, he saw their place in his life again. On the other hand, it is very difficult for P2, who lost his mother, to leave his father behind.

Yani en çok arkadaş ortamı ve aile ortamı… yani ben birazda o konuda endişeliyim. Özellikle son ay herkesle gideceğim diye çok fazla görüşünce insanım iyice gözüne batar oldu buradaki çevresi rahatı. Yani arkadaşlarım çoğu zaten hani ankara'da doğup büyüdüğüm ve aynı okulları kazandığım… hepsi ilkokuldan arkadaşım. Yani sevgilimle ilgili problem yok. Çünkü zaten uzak mesafede yaşıyorduk. … hani babam arkadaşlarım… en çok bu ortamın değişikliği beni endişeleniyor açıkçası. (P2, Pos. 439-447)

I mean, it's mostly a friend and family environment, so I'm a little worried about that. Especially in the last month, when I talked to everyone so much because I will go, I began to notice the comfort of the environment here. I mean, most of my friends, you know, I was born and raised in Ankara and went to the same schools... They are all my friends from primary school. So, there is no problem with my boyfriend. Because we were already living far away. … but my father and my friends, frankly, what worries me the most is that this environment will change. (P2, Pos. 439-447)

P3, as someone who survived a major earthquake with her spouse, her root family, and her spouse's root family, thinks that going abroad is an important opportunity to compensate for their family's losses. P3, who is still feeling the effects of the earthquake, thinks she will have a hard time saying goodbye.

Bu konuda ancak dediğim gibi o vedalaşma aile konusunda bir destek almayı isterdim. Çünkü zaten mevcutta deprem sürecinden sonrasında gereksinimim olduğunu düşünüyorum bu desteğe ve hani o süreçten sonra bir aileden ayrılış da benim için bir destek gerektirecektir. … Hani sürekli olumsuz şeyler aslında konuşuyoruz şu aşamada şu 11 ayda ve üstüne bir de bu ayrılış eklenince çok ciddi bir ihtiyacım olacak. Şu anda bile çok ciddi ihtiyacım var yani çünkü bu beni çok yıprattı. (P3, Pos. 977-996)

As I said, I would like to get some support on this matter of saying goodbye to the family. Because I already think that I need this support after the earthquake,

and separation from a family after that period will also require support for me. … You know, we are constantly talking about negative things at this point, in these 11 months, and with this separation added to it, I will have a very serious need. Even now, I need it very seriously, because it has worn me out so much. (P3, Pos. 977-996)

P4, who has had severe problems with her friends, does not see a big problem in leaving her environment. However, it is not easy for her to say goodbye to her hard-earned job as a research assistant.

Aslında bunu bir yıl önce sorsaydınız. Arkadaş çevremi bırakmak istemiyorum derdim ama şu an hiç umurumda değil çünkü çok büyük hani sıkıntılar da yaşadım onlar tarafından. O yüzden hani arkadaş çevremi de bırakabilirim. Sadece tek canımı sıkan şey olur herhalde hani burada bir unvanımız var, emek verdik. Hani o mesleği bırakmak kısmı beni zorlar. (P4, Pos. 593-598)

Actually, if you asked this a year ago, I would say I didn't want to leave my environment of friends, but now I do not care at all because I've been through much trouble because of them. That's why I can leave my circle of friends. The only thing that probably bothers me is, you know, I have a title here, and I worked hard. You know, leaving that profession would be hard on me. (P4, Pos. 593-598)

P5, who has no root family member left in Türkiye and whose children have grown up, will retire and emigrate. The thing that challenges her the most is, besides being separated from his friends, being separated from the geography and climate where she was born and raised.

Ya Türkiye'den şöyle ayrılmak dediğim gibi, yani 50 küsür yaşındayım… Dediğim gibi mevsimsel olarak mesela oraya o soğuğunu… orada yağmur düz yağmaz. Yani yağmur, direkmen böyle pat aşağı yağar ya… Norveç'te öyle bir şey yok. Yağmur şöyle yağar. Çünkü rüzgar akımıyla beraber yağdığı için hep böyle yatay bir şekilde gelir aşağı yere doğru. Ve bu bile sizi farklı bir üşütüyor diyorum ki, yani o yağmur şapır şapır akması değil de böyle yandan yandan yüzüne vurması bile, biraz bunları özlemek yani. (P5, Pos. 742-750)

Leaving Türkiye… As I said… I mean, I'm over 50 years old… As I said, seasons, for example, it doesn't rain evenly there. I mean, rain falls directly down like this… There is no such thing in Norway. This is how rain falls. Because it rains with the wind current, it always comes down to the ground horizontally. And I mean, even this makes you feel a different kind of cold. I mean, not pouring

down, but hitting your face from the side, you know… even missing that kind of thing. (P5, Pos. 742-750)

Similarly, P10 seems quite sad to be leaving his country.

Üzgün. Tek kelime ile üzgün. Keşke bunlara gerek kalmasaydı. Keşke ben alnım açık sırtım pek karnım tok gelecek korkusu olmadan kendi ülkemde yaptığım mesleği sonuna kadar benim potansiyelimi zorlayacak noktalara kadar yapabilseydim. (P10, Pos. 544-547)

Sad. In a word, sad. I wish there were no need for these. I wish I could do my job in my own country, to the point that I would push my potential to the fullest, without fear of the future, without having difficulty. (P10, Pos. 544-547)

The P6 will experience many aspects of separation and is thinking about them all. She will move away from her family, partner, pet, niece, and belongings. He talks about how difficult each of these will be for her.

Mesela ben eşyalara bağlanan biri olduğumu fark ettim. Yani bir çok şey götürmek istiyorum. Ne bileyim bir işte çok sevdiğim bir yastığımı. Çok sevdiğim bir süsümü. … Yani çok komik olsa da sevdiklerimi bırakabilmek zaten çok zor. Yani mesela işte ilişki 3 senelik, biz beraber çalıştığımız için her gün görüşüyorduk. Şimdi artık öyle olmayacak. … Telefonla konuşmayı çok sevmeyen biriyim aslında. Şimdi artık hep telefonla bu iletişimi yürütmem gerekecek. … Köpeğim var mesela köpeğimden ayrı kalacak olmak … onunla telefonla da konuşamıyorum yani o anlamadığı için hep benim gelip onu sevmem gerekiyor. Bir de o yaşlı … Mesela yeğenim var, o da şimdi büyüme sürecinde olduğu için beş yaşında hani çocukları biliyorsunuzdur hemen unuturlar yani böyle beni görmeyince sanki beni unutacakmış gibi aramızdaki ilişki gibi zedelenecekmiş gibi hissediyorum. (P6, Pos. 621-639)

For example, I realized that I get attached to things. So I want to bring a lot of things. A pillow, an ornament that I love very much, ... So even though it is hilarious, it is already tough to leave the ones I love. For example, my relationship is three years old; we see each other every day because we work together. Now it will not be like that anymore. ... I am someone who does not like talking on the phone very much. Now, I will always have to carry out this communication by phone. ... I have a dog, for example, and I have to be separated from my dog... I cannot talk to him on the phone, so I always have to come and pet him because he does not understand. And he is old... For example, I have a nephew, and he is in the process of growing up now. He is five years old, as you know, children forget immediately, so when they do not see me like this, I feel like they will forget me, as if the relationship between us will be damaged. (P6, Pos. 621-639)

Being away from her partner and her friends is challenging for P8. Being away from him seems to be an important factor that determines the mood of the preparation process.

Bir de sevgilim var. Burada bırakmak istemiyorum onu da. Öyle hani bunun gerginliği var ama herhalde ben tek başıma olsaydım, şu an bir ilişkim olmasaydı falan o gerginlik daha çok heyecan olabilirdi. "Çıkarsa gidiyorum, çok güzel olacak" diye. (P8, Pos. 382-385)

I also have a boyfriend. I don't want to leave him here. Well, there is tension in this, but I guess if I were alone, if I were not in a relationship right now, that tension would be excitement such as "I will go if I can get it, it will be great" (P8, Pos. 382-385)

P9, who will immigrate for her children's education (5 and 8) and through her husband's job, will try this process by getting unpaid leave. Still, in addition to being away from his loved ones, getting away from his job is also a challenge for him.

Yani böyle bir her zaman böyle istediğim şeydi ama biraz gerçek olunca birazcık korkutucu bir hal almaya başladı tabii ki, burada böyle arkadaşlarımı geride bırakmak, işimi bırakmak… (P9, Pos. 285-287)

I mean, this is what I always wanted, but when it became a little real, it started to become a little scary, of course, leaving my friends behind, leaving my job… (P9, Pos. 285-287)

4.2.3. Official Procedures

Participants who will emigrate from Türkiye go through many procedures, such as job/school application, scholarship application, school registration, and visa procedures. These can sometimes be challenging regarding the time they take, their costs, and their hassle. For instance, P1 was greatly surprised by the procedural differences in his and his Italian friend's preparation process.

Bir türlü yani vizemin çıkmamış olması beni zorluyor ve hani bu noktada bir şey öğrenememiş olmak beni zorluyor. ... Arkadaşım İtalyan vatandaşı olduğu için bu programa katılmaya karar verdiği an Avustralya bileti aldı. ... Onun daha herhangi bir şeyi ayarlamadan Avusturalya'ya gidebildiğini fark ettiğimde benim için hani gerçekten böyle bir ciddi bir sarsıntı olmuştu benim için. ... Bana söylediği şey şu "ben İtalyanım, Türkiye'ye nasıl geliyorsam Avustralya'ya da aynı şekilde gidebiliyorum" dedi. Ben hani bırakın şurada üç

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beş günü bir buçuk senedir işte Avusturalya'ya gidebilmek için bekliyorum. (P1, Pos. 891-905)

The fact that my visa has not been issued is challenging for me, and the fact that I have not learned anything at this point is challenging for me. ... Since my friend is an Italian citizen, he bought a ticket to Australia the moment he decided to participate in this program. ... When I realized that he could go to Australia without even arranging anything, it was such a severe shock to me. ... What he said to me was, "I am Italian, I can go to Australia the same way I come to Türkiye." I have been waiting for a year and a half, let alone three to five days, to go to Australia. (P1, Pos. 891-905)

P2 explains how long and expensive the paperwork is, and says she would never have attempted to emigrate if she did not have valid reasons:

...çünkü zor, yani ben bugün bile benim evrakım kargoda kaybolmuş, onunla uğraşıyorum. Yani o süreç de çok sancılı. Yani dökmediğim para kalmadı. Hani özel bir tane kargo bile 1.700 TL ye gidiyor yani benden defalarca kez evrak istediler. Yani bu kadar sancılı bir şeye değer mi, hani şöyle bakar hayır derdim ama yani şu an bilmiyorum. Bir tık daha ağır bastı işte bu nedenlerden dolayı yoksa kalırdım. (P2, Pos. 506-511)

...because it is difficult; I mean, even today, my documents were lost in the cargo, and I am dealing with it. So, that process is also very painful. So there is no money left that I have not spent. You know, even a special cargo costs 1,700 TL, and they often ask me for documents. I mean, I would ask, "Is something this painful worth it?" I would look at it like this and say no, but I do not know right now. For these reasons, it outweighed a bit, otherwise I would have stayed. (P2, Pos. 506-511)

P3 talks about how tedious the official procedures are:

Diplomanın gitmesi, gelmesi, tercümanlık işlemleri, o tarz resmi işlemlerimiz var. Mesela diplomayı fakültenin göndermesini istiyorlar. Bizim elden götürmemizi kabul etmiyorlar. Fakültenin kapalı zarfla ve yabancı dilde bir çeviriyle göndermesini istiyorlar. Hatta noter onaylı istiyorlar ve noter onayının bile aslı gibidir'in İngilizce bir şekilde yazılı halinde istiyorlar. Birazcık o işlemler bizi zorlayacak gibi. (P3, Pos. 236-241)

We have formal procedures such as receiving and sending the diploma, translation procedures, etc. For example, they want the faculty to send the diploma. They do not allow us to bring it. They ask the faculty to send it in a sealed envelope with a translation in a foreign language. They even want it to be notarized, and written in English with the notary's approval. It seems like those procedures will challenge us a bit. (P3, Pos. 236-241)

P5 mentions that she had to prove many things in this process, such as her citizenship, that she has a real marriage, and that her spouse's financial situation is sufficient for both of them.

> *Ya tabii çok zorladı çünkü her evrağı bir yerden toplamak zorunda kalıyorsunuz. Yani ciddi bir sıkıntı süreci önce maillerle uğraşmak çok sıkıntı ya bir ara dedim ki istemiyorum ya gelmeyeceğim dedim. Ciddi dedim yani bunu. İstemiyorum vazgeçtim dedim. Bu kadar evrak… … Bu çok yoruyor. Evrak süreci çok yorucu gerçekten. (P5, Pos. 904-914)*

> *… Of course, it was very difficult because you have to collect every document from different places. I mean, it was a severe problem. First of all, it was very difficult to deal with e-mails. At one point, I said I did not want to come, or I would not come. I meant it seriously. I said I do not want it, I gave up. So much paperwork… … This is tiring. The paperwork process is tiring.*

P6, who will not have any difficulties since the school she will attend will take care of her post-acceptance procedures, is extremely tired of applying to schools.

> *Yani gerçekten kolay bir süreç de değil çok, psikolojik olarak da zor, sürekli başvuru yapmaya başladım. Her gördüğüm yere başvuruyordum yani yaklaşık 20, 25 tane yapmış olabilirim. Hani az da yapmadım, hepsi ayrı bir yani ayrı bir pozisyon olduğu için ayrı bir konu. Hepsine ayrı bir motivasyon mektubu yazmam gerekiyordu. Hepsini düzelttim ama hani kabul alabilmek açısından birkaç yerle görüşme yaptım. İlk görüştüğüm yer burası değildi. (P6, Pos. 156-164)*
>
> *It is not an easy process at all. It is also psychologically difficult. I was applying to every place I saw, so I may have done about 20 or 25. Well, I did not do less, but they are all separate issues since they are separate positions. I had to write motivation letters for each of them. I corrected all of them. I interviewed at a few places to get accepted. This was not the first place I met. (P6, Pos. 156-164)*

P9 has difficulty with too much work and is worried about forgetting things. The responsibilities of migrating with children seem to increase their work:

> *Daha çok resmi evraklar zorluyor aslında bizi. … Çocukları orada okula kaydettirmemiz için gereken bazı belgeler var. Aşılarda denklikler mesela aşısının eksik olmaması, doktor kontrolleri ne bileyim kan değerleri, gitmeden böyle hiçbir şey eksik olmasın istiyorsunuz. … böyle küçük küçük küçük, yani aslında böyle çok kısa süren ama çok fazla minik minik nokta var. Bunları unutma tehlikemiz de var. (P9, Pos. 325-332)*

Actually, official documents are more challenging for us. … There are some documents we need to enroll the children in school there. Equivalence in vaccinations, for example, not missing the vaccine, doctor's checks, and blood tests; you want nothing like this to be missing before you go. … like this, little by little; I mean, it actually takes a very short time, but there are many little points. We are in danger of forgetting these (P9, Pos. 325-332)

P10, on the other hand, does not complain about the multitude or tediousness of the procedures while continuing to negotiate with a solution-oriented institution. However, he finds document processing quite costly.

Burada tabi ki yüz elli iki yüz dolarlardan bahsediyorlar. Şimdi türk parasıyla düşündüğümüz zaman bayağı yüksek bir meblağ yani 5 tane diploma gönderecek olduğunuz zaman 650 700 dolar para ödeniyor yani. Bu çok para Türk lirası olarak. Bu sadece belge işi için. Burda 50 TL 100 TL neyse hani bu belki şeyi ödüyorsunuz, alıyorsunuz ama orada öyle değil çünkü malum *** (duyulamadı) (P10, Pos. 156-160)

Of course, they're talking about one hundred and fifty, two hundred dollars here. Now, when we think of it in Turkish currency, it is a very high amount; that is, if you send five diplomas, you will pay 650-700 dollars. This is a lot of money in Turkish lira. This is just for document work. Here, 50 TL or 100 TL is whatever, you pay for this thing, you get it, but it is not like that there, because as you know *** (unheard) (P10, Pos. 156-160)

P11, who is at the beginning of the process and has just won a scholarship and started looking for a school, thinks she has a long and tiring road ahead of her.

Bu ara sıklıkla nasıl gideceğimi düşünüyorum. Sadece oradaki yaşantımdan çok o gitmeden önce olan bürokratik işler beni çok korkutuyor. Sadece şu an hayatımda bunlar üzerine yoğunlaşabiliyorum. Hani gittikten sonra ne yaparım ne ederim oralara daha gelemedim. O yüzden o süreçler üzerinde düşünüyorum. (P11, Pos. 237-240)

Nowadays, I often think about how I will go. More than just my life there, the bureaucratic issues that happened before he left scare me a lot. I can only focus on these in my life right now. I haven't been at "what will I do after I leave?" question yet. That's why I think about those processes. (P11, Pos. 237-240)

4.2.4. Decision-Making

First, there are two options for migrant candidates: to go or not to go. Or to be here or to be somewhere else. Deciding to be somewhere also means choosing a life

and not choosing another alternative. Moreover, "what the unchosen would be like" will never be fully known. Therefore, deciding to go or stay may be challenging for migrant candidates.

One of the most difficult issues for P2 is deciding to go or stay. Even though she had been to the target country before and lived there, when she returned, she still had no clear idea of where she should continue. During this process, she often received ideas from those around her. When she could not make a clear decision, she decided to go so that he would not regret it.

> *Şubat mart aylarında artık zaten TUS yaklaşıyor, herkes ona çalışırken falan hani "TUS mu çalışsam Almanya'ya devam mı etsem "şeklinde yani ben bu şekilde ta hazirana kadar neredeyse böyle hani etrafımdaki arkadaşlarıma söylüyorum aileme ne yapayım sizce falan? Yani en son Temmuz ayında ben dedim ki, tamam, yani ben demek ki karar veremiyorsam aklım sürekli orada kalıyor dedim. Ve hani haziran temmuzda ben mail yazmaya başladım. (P2, Pos. 187-194) ... Yani o kararsızlık dönemi çünkü insanı çok yoran bir şey. Ben bir de çok tez canlıyımdır. Aylarca ne yapacağıma hala karar verememek yorucuydu en çok. (P2, Pos. 879-881)*

> *In February and March, the MSE is already approaching. While everyone else is working on it, it is like "Should I study at MSE or continue to Germany?", I mean, it was almost like this until June. I tell my friends around me, my family, what do you think I should do? So, last time in July, I said, okay, so if I cannot make a decision, my mind stays there all the time. And in June and July, I started writing e-mails. (P2, Pos. 187-194) ... That period of indecision made me very tired. I am also very quick-tempered. It was most tiring not being able to decide what to do for months. (P2, Pos. 879-881)*

After a lengthy interrogation, P2 decided to go and started her procedures. For P6, the process looks different. P6 has been preparing for a doctorate abroad for years. This is a goal she set for herself years ago. Now that it had come true, she started to question her decision. Perhaps not having questioned and restructured this decision for years aroused such anxiety in her. She had thought a lot about why she wanted to leave, but now her reasons for staying seemed to have come to light.

Öyle bir duygu ki gerçekten çok ilginç. Ben de daha önce deneyimlememiştim yani. Bir böyle "Gitmek istiyorum, ben bu işi yapmak istiyorum." gibi hissetmiyorum aslında ben bu yola baş koydum kimse evet kimse iteklemedi. Ben istedim ama şimdi gerçek olunca hani sanki doğru karar mı diye böyle bir sorgulama başladı yani gerçekten sevdiklerimi bırakmama değer mi? (P6, Pos. 644-648)

It is such a feeling that it is really interesting. I mean, I have never experienced it before. I do not feel like, "I want to go, I want to do this job." Actually, I started on this path; no one pushed me. I wanted it, but now that it has come true, I have begun to question whether it was the right decision. Is it worth leaving my loved ones? (P6, Pos. 644-648)

P10, on the other hand, sees the decision process as an opportunity cost calculation. However, rather than asking which one would be more profitable, the question often asked is which one would be less harmful. This choice seems to cause him to go through the decision process more pessimistically.

Bu aslında kafamı burada mı duvarlara vurayım orada mı duvarlara vurayım seçimi. Çünkü buradan oraya giderken pek çok şeyi feda edip gidiyorsunuz. Burada dururken başka bir hayatı feda ediyorsunuz. ... O yüzden hangisi daha az hasar verir? Hangiside daha az beyin sarsıntısı geçiririz'in hesabını yapma durumundayız. (P10, Pos. 481-486)

This is a choice of whether to hit my head on the walls here or there. Because you sacrifice many things while going from here to there. As you stand here, you are sacrificing another life. ... So, which one does less damage? We have to calculate which will cause fewer concussions. (P10, Pos. 481-486)

P5, who is married for the second time and plans to retire and join her husband, seems to be torn between living in her country as she wishes and living with her husband. The components of the retirement life she has dreamed of for years cannot be found in the same place.

"Emekli olacaksın, tam rahata ereceksin istediğin zaman uyanacaksın, istediğin zaman yatacaksın, doya doya günü yaşayabileceksin. Emin misin?" diyorum. Sonra bir taraftan da diyorum ki, "ama yaş geçtikçe de hani eşinle daha ne kadar zamanın var? Sevdiğin bir insan hayatında olmasından keyif aldığım bir insan böyle ayrı zaman geçirirsen hani bu tür şeyleri düşünürsen ya eşinle ne kadar zamanın var bunu biliyor musun" diyorum. ... Böyle

artılarla eksileri yan yana hani nasıl olsa diyorum. Bu çatışmaları yaşıyorum. (P5, Pos. 727-737)

I say "You will retire, you will be completely comfortable, you will wake up whenever you want, you will go to bed whenever you want, you will be able to live the day to the fullest. Are you sure?" Then, on the other hand, I say, "But as you get older, how much more time do you have with your spouse? A person you love, a person you enjoy having in your life, if you spend time apart like this and think about such things, do you know how much time you have with your spouse?" I mean, at least the pros and cons are together. ... (P5, Pos. 727-737)

4.3. Facilitators

While there are difficulties that participants experience during this period, some things also help them.

Table 4.3

Personal Experiential Themes Regarding Facilitators

	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11
Individual Facilitators	X	X	X	X	X	X		X	X		
Support from Others	X	X	X		X	X	X	X			X
Researching and Planning		X	X	X		X		X		X	X
Seeing Others Migrate	X	X	X								X
Maintaining Communication with Loved Ones		X		X	X	X	X				

Participants say that some individual facilitators, support from relatives, reasons for going, research and planning, seeing what others have done, and meeting with their relatives helped them (see Table 4.3). They help them by motivating them, helping them overcome difficulties, or making the process easier.

4.3.1. Individual Facilitators

Some personal resources or personality traits can help people prepare for migration. Participants mentioned that individual resources or characteristics such as

knowing a good foreign language, having a good educational background, being enterprising, being healthy, and having financial savings facilitate the preparation process.

Knowing the destination country's language is an important comfort for the participants. Language proficiency provides immigrants with many freedoms. For instance, P9 mentions that knowing the language is the most important element for her. She thinks that English will be like a voice for her and that it will make things easier during the adaptation process:

> *Tabii dil bilmesem inanılmaz korkardım, çok gerilirdim ama şu an dili bildiğim için eşim dili bildiği için… Benim bu kadar bu konuda rahat olmamın iyi hissetmemin sebebi dili bilmem, bilmesem kötü olurdu. Yani gözsüz kulaksız gibi olurdum. Çok kötü olurdu. … Tabii ki dili biliyorum, istediğim gibi çocukları kursa da götürebilirim, etkinliklere de götürebilirim ama hiç dil bilmeseydim gerçekten çok korkunç olurdu. Çok cesaret edebilir miydim bilmiyorum. (P9, Pos. 396-420)*

> *Of course, if I did not know the language, I would be terrified, I would be very nervous… The reason why I feel so comfortable and good about this issue is that I know the language. It would be bad if I did not. So, I would be blind and deaf. It would be awful. … Of course, I know the language, and I can take the children to classes, or events as I wish, but it would be horrifying if I did not know any language. I do not know if I would have had much courage. (P9, Pos. 396-420)*

P3, who is preparing to emigrate with her spouse and will take the equivalence exams, needs to improve her language skills, although she is constantly not bad. For P3, who continually studies English, improving the language is an important facilitator:

> *Onun haricinde de gelişim kat ettiğimizi fark ediyoruz. Yani dil anlamında gelişim kat ediyoruz. Bu bizi rahatlatıyor. (P3, Pos. 697-698)*

> *Also, we realize that we have made progress. In other words, we are making progress in terms of language. This puts us at ease. (P3, Pos. 697-698)*

In addition to knowing the language, P1 sees himself as advantageous in matters such as having been abroad before, assertiveness, intelligence, educational

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status, and physical health. For this reason, he believes that even if he experiences various problems there, he can overcome them.

> *...kişisel özelliklerim buna çok müsait. Kimisi vardır, çok çekingendir. ... Ben öyle bir insan değilim. Yani girdiğim ortamda direk zaten insanlarla tanışabiliyorum. ... Yani ingilizce konuşabiliyorum ve ingilizcede iyiyim. ... Zeki de bir insanım ... Bu da dolayısıyla günün birinde orada bir şeyler yapmak istersem, onları yapabilmem için de bana imkanım yaratan bir şey çünkü hani ben yüksek lisansa da orada başvuru veririm. Sonuçta X Üniversitesi mezunuyum. Elimde bir iktisat diplomam var. Ve bir şeylerde de iyiyim. Ben oraya gittiğimde oradaki insanlara iktisat dersi verebilecek bir konumdayım yani o kadar iyi biliyorum. ... En basitinden gerçekten çok şanslıyım herhangi bir fiziksel engelim yok yani hani benim için zaten... hani bence birçok insanın ayrıca hatırlaması gereken ilk şey... Yani fiziksel bir engelim yok. Dolayısıyla oraya gittiğim zaman orada kendi işimi görebilecek durumdayım. Yani hani gayet güçlü kuvvetli de ne bileyim bir insanım. Dolayısıyla hani bir şeyleri yapma konusunda fiziksel bir şeyleri başarma konusunda da bir sıkıntı yaşayacağımı düşünmüyorum. O sıkıntıları yaşasam bile üstesinden geleceğimi biliyorum. (P1, Pos. 968-999)*

> *...my personal characteristics are very suitable for this. There are some people who are very shy. ... I am not that kind of person. So, I can already meet people directly in the environment I enter. Besides, I can speak English, and I am good at English. ... I am also an intelligent person ..., so if I want to do something there one day, it is something that gives me the opportunity to do it. Because I am also applying to graduate school there. After all, I am a graduate of X University. I have a degree in economics. And I am good at things. When I go there, I am in a position to give economics lessons to the people there, so I know that well. ... to put it simply, I am fortunate, I do not have any physical disabilities, you know, for me anyway... well, I think the first thing that many people should also remember... I mean, I do not have a physical disability. Therefore, when I go there, I am able to do my own business there. I mean, I am a very strong and powerful person. Therefore, I do not think I will have any problems in doing things or achieving physical things. I know that if I experience those difficulties, I will overcome them. (P1, Pos. 968-999)*

P2 sees her motivation and determination as important sources in this process. She mentions that it was a difficult process and that she might have given up at some point if she was not motivated and determined.

> *Ya tamamen motivasyonum... yani motivasyon o kadar önemli ki o kararlılık yani. Çünkü o kadar çok problem çıkıyor ki. ... İnsanlar çok gittiği için karşı taraf çok engel koyuyor. ... Mülteci gibi de hissediyorsunuz bir noktada yani ... Siz hani ne kadar bilim insanı olarak gitmeye çalışsanız artık hani hiç umurlarında bile değil karşı tarafın. ... hani motivasyonum olmasa kesinlikle*

yeter artık deyip bırakmıştım, ki dediğim zamanlar da oldu mesela. (P2, Pos. 672-681)

It isIt is all about my motivation... I mean, motivation is so important, that determination. Because there are so many problems. ... Because people migrate so much, the other side puts up many obstacles. ... At some point, you really feel like a refugee, you know, no matter how much you try to go as a scientist, the other side does not even care. ... You know, if I did not have the motivation, I would definitely say enough is enough and quit. There were times when I said that. (P2, Pos. 672-681

Living abroad for a while has been P11's dream since her childhood. Taking a step towards this is one of the things that motivates her in this process and makes his job easier:

Yani çocukluğumdan beri istediğim şeydi zaten. Hani hep biliyordum bir yerde hayatımı bir zamanında yurt dışında yaşayacağımı biliyordum. Bu hayalimi gerçekleştirmiş olmak ya da gerçekleştirmeye yönelik büyük bir adım atmış olmak beni şu an en büyük motive eden şey. (P11, Pos. 343-346)

I mean, it is what I have wanted since my childhood. You know, I always knew that I would live my life abroad at some point. Having realized this dream of mine or taking a big step towards realizing it is what motivates me the most right now. (P11, Pos. 343-346)

Liking change and being able to adapt to new environments easily make P5's process easier:

Çok heyecanlıyım. Gerçekten çok heyecanlıyım çünkü yeni yeni arkadaşlar edineceğim. Yeni bir hayat tarzı öğreneceğim. En çok keyif aldığım şey. (P5, Pos. 809-811) ... her ortama çok rahat uyum sağlayabilmem. (P5, Pos. 1006)

I am very excited. I am really excited because I will make new friends. I will learn a new way of life. It is what I enjoy most. (P5, Pos. 809-811) ... that I can adapt to any environment very easily. (P5, Pos. 1006)

P3 has been someone who has achieved everything she wanted so far and is set as an example by those around her. She wants to complete this migration path she started and be the person who is shown as an example again. External motivation seems to have an effect as well as internal motivation for her:

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Herkes yurt dışında yaşamayı ister. Herkesin aslında hayalidir. ... Sürekli dedikleri şeydir yani hani biz de keşke yaşayabilsek herkes keşke dolar euro bazında bir maaş alabilse ya da işte oradaki farklı yerleri görebilse gezebilse, aslında çoğu insanın içinde bastırılmış bir duygunun olduğunu düşünüyorum yurt dışı anlamında ama sürekli bastırılıyor. ... Ama hani ben o anlamda bir farklılık yaratacağımı düşündüğüm için heyecanlıyım. Çünkü bu zamana kadar hep bir şeyleri başarıp sonrasında örnek gösterilen kişi oldum ve bunu da başarmak istiyorum ve sonrasında örneklenmek istiyorum yine. (P3, Pos. 759-768)

Everyone wants to live abroad. It is actually everyone's dream. Everyone always says, "I wish we could live too, earn a salary in dollars and euros, or see and travel to different places there." In fact, I think most people have a repressed feeling about going abroad, but it is constantly suppressed. ... But I am excited because I think I will make a difference in that sense. Because until now, I have always been the person who achieved something and then was set as an example, and I want to achieve this too and then I want to be set as an example again. (P3, Pos. 759-768)

P1, who has spent time abroad many times before, thinks that he will not have much difficulty due to this experience:

Zaten yıllardır bir çok kez yurt dışına gidip gelmemden ötürü yurt dışında bir şekilde hayatta kalabileceğimin farkındayım.

Since I have been abroad many times over the years, I am aware that I can somehow survive abroad.

P5 does not just have an abroad background. Moreover, she has traveled to Norway frequently to see her spouse for years. For this reason, her destination country is not a new place full of uncertainty for her but a place she is familiar with.

Dediğim gibi uzun süredir de gidip geldiğimden dolayı... Yani 7 yıldır neredeyse yılda en az 4-5 kere gidiyorum zaten. O da rahat yani kolaylaştırıyor benim için. (P5, Pos. 1039-1041)

As I said, since I have traveled there for a long time... So, I have been going at least 4-5 times a year for seven years. It is also comfortable, so it makes it easier for me. (P5, Pos. 1039-1041)

Considering all the official processes and the requirements of establishing a new life, money is an important resource in migration. P2 had been planning to go abroad for a long time, so she was prepared when this plan came true.

Yani Allah'tan işte hep böyle hayatımda bu konu olduğu için biraz biriktirmiştik babamla. Onun bir verdiği güvence var. (P2, Pos. 622-623)

Fortunately, since this issue has always been like this in my life, we saved some money with my father. There is that assurance (P2, Pos. 622-623)

Similarly, P3 feels relieved because of their savings so far and the fact that their savings continue to increase. Financial security has an important place for P3, who has not yet found a job in the country he will visit:

Şu an birikim yapıyoruz işte kendimizden kısıyoruz, ciddi kısıyoruz kısarak birikim yapıyoruz ve hani birikimimiz her geçen gün arttıkça bizim içimiz biraz daha rahat ediyor. (P3, Pos. 707-709)

We are currently saving, we are cutting down on ourselves, we are seriously cutting back, we are saving by cutting back, and as our savings increase day by day, we feel more comfortable. (P3, Pos. 707-709)

4.3.2. Support from Others

Participants stated that they received material and moral support from their relatives during preparation. P2, who lost his mother, lives with her father. While she was preparing to go abroad for her doctorate, he felt her father's support intensely:

Bir de babam şey aslında... hani ben babamla tek yaşıyorum. hani insan şey bekler "gel kızım dizimin dibinde otur" ama babam biraz mantık adamdır. Hep şey dedi yani "git kaçırma, bir kere yaparsın, daha da yapamazsın" gibi. Hani babamın da çok bana şey oldu açıkçası destekledi. (P2, Pos. 264-267) ... Ben bir de babam gitme deseydi gidemezdim, sadece ikimiz yaşadığımız için. (P2, Pos. 394-395)

And my father, actually... I live alone with my father. People expect something like, "My daughter, stay, live with me," but my father is a man of logic. He always said something like, "Go, do not miss it; you can do it once, you cannot do it again." You know, my father also helped me a lot. Actually, he supported me. (P2, Pos. 264-267) ... If my father had told me not to go, I wouldn't have been able to go, since we were the only ones living. (P2, Pos. 394-395)

Her family is one of P6's sources of support. Talking to them and explaining their concerns relieves her:

Ailemle daha fazla vakit geçiriyorum. Onlara kaygılarımı anlatmaya çalışıyorum. Onlar beni biraz rahatlatıyor. Evde olmak işte. Annem çalışıyor

mesela izin alıyor benimle vakit geçirebilmek için o şeyler rahatlatıyor beni. (P6, Pos. 720-722)

I spend more time with my family. I try to explain my concerns to them. They make me relieved. Being at home... My mother works; for example, she takes leave to spend time with me. Those things relax me. (P6, Pos. 720-722)

Compared to P2 and P6, P4's family does not seem overly happy about her leaving. However, they have become accustomed to this idea because they have been exposed to it for a long time. P4, who has wanted to live abroad for a long time, got them used to this idea to avoid any problems:

Mesela ailem de… yani annem çok gitmemi istemiyor da babam siz bilirsiniz diyor. Hani aile noktasında destek görüyorum açıkçası. Çünkü hep ben onlara aşıladım. Ben işte yurt dışında okuyacağım, yurt dışında yaşayacağım yurt dışında böyle hani eşimle hiç tanışmadan bile benim böyle hayallerim vardı ve ben onlara aşıladığım için onlar çok rahatlar. Zaten istiyordun falan diyorlar yani. (P4, Pos. 586-591)

For example, my family... I mean, my mother doesn't want me to go away much, but my father says, "That is up to you." Frankly, I get support from the family. Because I always instilled it in them: "I will study abroad, I will live abroad." I had dreams like this even before I met my husband; they are very comfortable with it because I instilled them in them. So, they say, "You always wanted it." (P4, Pos. 586-591)

In the process, not only moral support but also financial support comes to the fore. It is an important facilitator for the participants that their families support them financially during such a costly process. P1 explains it as follows:

Yani benim hiç kolaylaştıran şeyler çok fazla. Yani birincisi ailem arkamda. Hani sonuçta benim böyle bir programa başvurmak için de banka hesabı da belli miktarda parayı göstermem gerekiyordu. Oraya giderken de belli bir miktarda para harcayacağım. Dolayısıyla ailem benim arkamda bu benim için büyük bir avantaj. (P1, Pos. 950-954)

So many things make it easier for me. So first, my family is behind me. After all, to apply for such a program, I had to show a certain amount of money in my bank account. I will also spend a certain amount of money while going there. Therefore, my family is behind me, which is a great advantage. (P1, Pos. 950-954)

Similarly, P2 also received financial support from his father in addition to his financial preparation:

Yani Allah'tan işte hep böyle hayatımda bu konu olduğu için biraz biriktirmiştik babamla. Onun bir verdiği güvence var. (P2, Pos. 622-623)

Well, fortunately, since this issue has always been like this in my life, we had saved some money with my father. There is that assurance (P2, Pos. 622-623)

P11 also talks about how much her family helped her cope with stress and how much they supported her in leaving and emphasizes that her boyfriend also played a role in this:

Sosyal çevrem çok kolaylaştırıyor diyebilirim çünkü çok destek oluyorlar bana gitmem konusunda, özellikle ailem her zaman destekçim oldu. Ne zaman kaygılı hissetsem, stresli olsam mülakat için vesaire desteklerini gösterdiler, stresimle başa çıkmamı sağladılar, erkek arkadaşım da öyle. Onlar gitmeme… zaten gitmeyi ben de istiyorum ama onlar bana her zaman neden gitmek istediğimi hatırlatıyorlar. O yüzden olumlu olarak yansıyor bu sosyal çevremden gördüğüm reinforce diyebilirim. (P11, Pos. 319-325)

I can say that my social environment makes it very easy because they are very supportive of me, especially since my family has always been supportive. Whenever I felt anxious or stressed, they showed their support for the interview, etc., they helped me cope with my stress, and so did my boyfriend. They make me want to go... I already wanted to go, but they always remind me why I want to go. That is why I can say that the reinforcement I receive from my social environment affects me positively. (P11, Pos. 319-325)

P2 is in a long-term relationship. When she needs emotional support during the day, her boyfriend is the person she turns to. He offers her important support by both talking to her and making a plan to go to her:

Hani benim sevgilim 7 yıllık sevgilim. Hani çok böyle şey yani büyük bir rolü var hayatımda, genelde sıkıştığım zaman onunla konuşuyorum. O her zaman hani farklı ülkeye taşınacak olsam bile bana çok destek oldu. Yani sen git ben peşinden gelirim şeklinde hani gün içerisinde ağlamak için arayacağım bir insan oluyor genelde. (P2, Pos. 636-641)

You know, my boyfriend of 7 years. You know, he has a significant role in my life. I usually talk to him when I am stuck. He always supported me a lot, even if I moved to a different country, in the form of "You will go, I will come after

you." He is usually a person I can call during the day to cry with. (P2, Pos. 636-641)

4.3.3. Researching and Planning

Two of the most common facilitators in the participants' preparation process are researching and planning, which often occur together. Planning and research can make their process easier in various ways. For example, participants may research the destination to cope with the uncertainty and anxiety of going to an unknown place. When "what if" scenarios overwhelm them, they find relief by making plans B for themselves. They may turn to pleasant plans, such as places to visit, to avoid being drowned in negative scenarios. While doing these, they benefit from friends living abroad, social media, or artificial intelligence.

For instance, P8 mentions that research comforts her in this process. In this way, no questions are left in her mind, and she feels peaceful.

> *Çok araştırmak. Ya biraz yordu beni ama hani hiçbir noktayı kaçırdığımı düşünmüyorum. Şu anda kimsenin bilmediği programlara bile biliyorum yani o yüzden. Bu iş cepte (gülerek). (P8, Pos. 468-470)*

> *A lot of research. It made me tired, but I do not think I missed any point. That is why I even know programs that no one else knows about right now. That is in the bag (laughing). (P8, Pos. 468-470)*

P3 explores what she can do when something does not go as planned and creates alternative plans.

> *İş kaygısı yönünü de oradan irtibatlar kurmaya çalışarak, sürece hala devam ediyoruz. En basitinden daha bugün üniversitelere oradaki üniversitelere mail attım tek tek, olur da ben denklik alamazsam üniversiteyi ne kadar okumam gerekiyor, ne kadar tutacak maddiyat olarak bana ne kadara patlayacak onu öğrenmeye çalışıyorum. (P3, Pos. 675-680)*

> *We are still continuing this process by trying to establish contacts regarding the business aspect. To put it simply, today, I sent e-mails to the universities there one by one, trying to find out how long I need to study at the university in case I don't get equivalence, how much it will cost (P3, Pos. 675-680)*

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P4 went to the destination country where her spouse lived for a week. Because she had done a lot of research beforehand, she felt extremely comfortable and in a familiar place.

Bu süreçte hani meraklıyım, mesela çok araştırıyorum. Hani araştırma yapmam da benim bu süreçte kolaylaştırıyor ya mesela ben bu üç haftalık süreçte Kanada'ya gittim. Ben Kanada hakkında çok fazla video izledim yorum okudum işte ne yapılır, nerede yenilir, nerede içilir, kira fiyatları, ev fiyatları işte gıda fiyatları falan ... çok hızlı adapte olmuşum gibi mesela. Ya bildiğim bir yere gitmişim gibi hissettim daha doğrusu, yani hiçbir şey şaşırtmadı. Mesela benzini kendimiz alıyoruz orada. Hani eşim benzin istasyonuna gittiğimizde kendi dolduruyor ve kendi ödüyor. ... Hani onu bile biliyorum mesela evet diyorum böyle oluyordu falan hani. Hiç şaşırmadım o yüzden. Ya bu da ne kadar garipmiş falan dediğim hiçbir şey olmadı. (P4, Pos. 704-718)

In this process, I am curious; for example, I do research a lot. You know, researching makes this process easier for me. For example, I went to Canada during this three-week period. I watched many videos and read comments about Canada, what to do, where to eat, where to drink, rent prices, house prices, food prices, etc. It seems like I adapted very quickly. I felt like I went to a place I knew, so nothing surprised me. For example, we buy gasoline ourselves there. You know, when my spouse goes to the gas station, he fills it up and pays for it herself. ... I even know that, for example, I said, "Yes, this is how to do", you know. That's why I was not surprised at all. I did not say anything like how strange this was or anything. (P4, Pos. 704-718)

P6 is searching for places she can visit to focus on the enjoyable aspects of the process:

İşte iyi tarafından bakmak için stresi azaltmak için gezilecek yerleri de araştırıyorum işte haftasonu buraya giderim şunu yaparım vesaire gibi. (P6, Pos. 713-715)

To look at the bright side, to reduce my stress, I am also searching for places to visit, like "I'll go here on the weekend, do this" (P6, Pos. 713-715)

P2 mentions that she follows people who guide social media to deal with complex procedures:

Bu evraklar dediğim gibi hani Almanya'nın istediği evraklar o kadar fazla ki. Şöyle şöyle dosyalarım oldu (eliyle göstererek), o konuda da bu bahsettiğim telegram grubu ve YouTube kanalındaki adam...Zaten hani çok ünlü olmasının sebepleri de o bütün evrakları nerden nasıl alınacağını öyle harfi harfine

anlatan bir adam, onu çok izledim yani YouTube'dan, bayağı yardımı oldu. (P2, Pos. 712-717)

As I said, there are so many of these documents that Germany requires. I had files like this (pointing with her hand), and this is the telegram group I mentioned and the guy on the YouTube channel... You know, the reason why he is so famous is that he explains literally where and how to get all the documents. I watched him a lot, I mean on YouTube. It helped a lot. (P2, Pos. 712-717)

P6, on the other hand, benefits from artificial intelligence as well as social media:

Plan yapmak en zaten başında geliyor benim için. Kendimi araştırarak rahatlatıyorum yani. .... Yani işte mesela ChatGPT'yi biliyorsundur. Yani hani herkes kullanıyor ben bunun için kullanıyorum. İşte mesela süpermarketler hangisi daha ucuz? Böyle şeyleri bile araştırmaya başladım. (P6, Pos. 706-713)

Planning comes first for me. I relieve myself by researching... So, for example, you probably know ChatGPT. I mean, everyone uses it, that's why I use it. For example, supermarkets, which one is cheaper? I even started researching for such things. (P6, Pos. 706-713)

P3 tries to get information from her friends who have gone abroad and asks them to guide her:

Birçok kişiyle konuşuyoruz oradaki, yeni giden veya orada yaşayan kişilerle çok istişare ediyoruz. Onlardan birbirimize yol ayarlamaya çalışıyoruz. Yani en basiti dedim ya bir ay oldu daha yeni arkadaşım gideli ve kendisine diyorum ya bana orada iş bul, ben kafam rahat gideyim veya çalıştığın yeri söyle, ben de başvurayım. O tarz şeylerle biraz zorlukları aşmaya çalışıyoruz. (P3, Pos. 669-673)

We talk to many people there, we consult a lot with people who are new or living there. We are trying to guide each other through them. So the simplest thing I said was, it has been a month since my new friend left and I told him, find me a job there so I can go there with peace of mind, or tell me where you work and I will apply. We are trying to overcome some difficulties with those kinds of things. (P3, Pos. 669-673)

4.3.4. Seeing Others Migrate

During the preparation process for migration, people experience many things for the first time. They may have many questions about whether they can do it or not.

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Since they cannot see the results without trying it, it relieves them to see people who have tried it, that is, to see that it has been done before and can be done. For instance, P1 gets strength from the fact that people he does not consider as competent as himself have successfully overcome this process.

> *Hani beni motive eden bir diğer şey dediğim gibi, hani ya benim kadar olmayan insanların ya bu aşağılamak için değil ama objektif bir şekilde değerlendirdiğim zaman gerek maddi gerek manevi koşullar altında benden daha yetersiz insanların zaten bunu başarmış olması beni motive ediyor. (P1, Pos. 1048-1051)*

> *Another thing that motivates me is, as I said, the fact that people who are not as good as me have already achieved this. This is not meant to belittle them, but when I objectively evaluate it, people who are less than me, both materially and spiritually, have already achieved this. (P1, Pos. 1048-1051)*

P3, on the other hand, thinks that she can do it too, looking at her colleagues or those she sees as equals. She thinks that if they are at the same level and they do it, there is no obstacle for her to do it, too.

> *Evet, onların yaptığının zor olmadığını fark ediyorum. Onlar yapıyorsa ben de yaparım diyorum. Çünkü oraya giden arkadaşlarımdan gerek doktor, gerek mühendis gerek başka bir meslek mensubu olan kişilerden çok büyük bir farkımın olduğunu düşünmüyorum hepimiz aynı eğitimi alıyoruz, aynı şeyleri öğreniyoruz. Niye bir başkası yaparken ben yapamayayım ki onu düşünüyorum. (P3, Pos. 818-822)*

> *Yes, I realize that what they do is not difficult. I say if they can do it, I can do it too. Because I do not think I am much different from my friends who went there, whether they are doctors, engineers, or other professionals, we all receive the same education and learn the same things. I think about why I cannot do it while someone else is doing it. (P3, Pos. 818-822)*

P11 similarly reminds herself that others have done this before and that she can do it, too:

> *Başka insanların bunu yapabildiğini, bu süreçlerden geçtiğini, benim de geçebileceğimi hatırlatmaya çalışıyorum kendime. (P11, Pos. 312-314)*

> *I try to remind myself that other people can do this, go through these processes, and I can too. (P11, Pos. 312-314)*

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Moreover, the fact that those who leave go through a similar process as her protects her from feeling lonely:

> *Gruplarda vesairelerde insanların aynı soruları sorması işte endişelerini görmek bana yalnız hissettirmiyor. Bunun yanında da işte oraya gidenlerle görüştüğümde de bunun geçici bir süreç olduğunu anlıyorum. O yüzden biraz daha kaygımı yönetebiliyorum şu anda. (P11, Pos. 13-16)*

> *Seeing people asking the same questions and their concerns in groups, etc., does not make me feel alone. Besides, when I talk to those who went there, I understand this is a temporary process. That's why I can manage my anxiety more now. (P11, Pos. 13-16)*

Unlike other participants, P2 gained strength not from the success of others but from the fact that others also needed to migrate. The fact that people from her profession emigrated with similar thoughts made her feel justified in her desire to emigrate.

> *Yani zaten çok fazla giden var, çok fazla haberlerde falan görüyorum işte onların da mesela bir tane şey var Almanya'da doktorlar diye bir grup var işte onlar arada buluşuyorlar. Sonra oradaki YouTube kanalını yöneten bir adam var. Onun yaptığı röportajları falan dinleyince zaten sizin gibi düşünen insanların da röportajlarını vesaire dinlemiş oluyorsunuz. Yani insan diyor demek tek sen değilsin yani tek kafayı yiyen sen değilsin. Birazcık başka insanların da olduğunu görmek hani iyi geldi açıkçası (P2, Pos. 692-698)*

> *I mean, there are already many people going there. I see it in the news a lot; for example, there is something about them: a group called doctors in Germany, and they meet occasionally. Then there is a guy who runs the YouTube channel there. When you listen to his interviews, etc., you are already listening to the interviews of people who think like you. So what people say means you are not the only one, so you are not the only one going crazy. Frankly, it was good to see that there were other people around (P2, Pos. 692-698)*

4.3.5. Maintaining Communication with Loved Ones

One of the issues that the participants had the most difficulty with was separation from their loved ones. Therefore, being able to continue seeing their loved ones is a very comforting situation for them. Being away from friends is one of the biggest difficulties for P5. She feels relieved that her friends will be able to visit her.

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Nasıl ki bir zamanlar ben hani bir arkadaşım orada olduğu zaman beni davet etmesi, bir kapının olmasının verdiği keyif, rahatlık... Mesela birçok ülkeye arkadaşlarım olduğu için gidip gezebilmiştim bekarken. Hani ay evet arkadaşlarım bana gelecek, onların gezdireceğim, bunlarla da başet- ben çünkü öyle, onlar öyle demişlerdi. Hani takılıyorlar "git de biz de gelelim bir an önce". Böyle çok bunaldığım anda "Ya düşünsene sen, ben gittiğimde zaten ya yılda en az 3 tane arkadaşım mutlaka gelir" diyorum. (P5, Pos. 966-979)

Just as once upon a time, when a friend invited me there, the joy and comfort of having a door there... For example, when I was single, I could travel to many countries because I had friends. You know, yes, my friends will come to me, I will show them around, and I will deal with them - because that is what they said. You know, they are like, "Go ahead and let's come as soon as possible." When I get so overwhelmed, I say, "Just imagine, when I go there, at least 3 of my friends will definitely come a year." (P5, Pos. 966-979)

P2 is in a long-term relationship. The possibility of him coming also comforts her:

Yani sevgilimle ilgili problem yok. Çünkü zaten uzak mesafede yaşıyorduk. O bir yıl sonra o da gelmek istiyor. Yani o biraz daha beni rahatlatan bir şey. Hani belki oradaki yalnızlığıma iyi gelir diye düşünüyorum. (P2, Pos. 443-445)

So, there is no problem with my boyfriend. Because we were already living far away. He wants to come too, after a year. So, it is something that makes me more comfortable. I think maybe it will be good for my loneliness there. (P2, Pos. 443-445)

P4 mentioned that she would not have a hard time leaving because she had problems with her friends here. However, she loves spending time with her friends and wants to create a social environment in the destination country. While creating scenarios on this, she mentions that the possibility of his sister and husband coming too comforts him.

Bu arada ablamlar da çok hevesli istekli yurtdışında yaşamaya, böyle ablamla da bir hayalimiz var. Hani inşallah diyoruz birlikte hani Kanada'da yaşarız. Belki o hayaller de beni mutlu ediyordur bu süreçte, hani tek başıma değilim ablam da eniştem de çok hevesli, çok istiyorlar. Eniştem de yazılım mühendisi aynen o da sürekli yurt dışıyla görüşmeler yapıyor, yurt dışına çıkmaya çalışıyor. Hani diyorum ki bak onlar da istiyor, biz de istiyoruz. Hani inşallah birlikte bir arada kavuşuruz. O o anlamda etkili oluyor, bana destek oluyor daha doğrusu, sosyal destek anlamında. (P4, Pos. 724-731)

By the way, my sister and brother-in-law are also very eager to live abroad. We have a dream like this with my sister. We say, "I hope we live together in Canada." Maybe those dreams make me happy in this process; I am not alone. My sister and brother-in-law are very enthusiastic, and they want it very much. My brother-in-law is also a software engineer, and he, too, is constantly having meetings abroad and trying to go abroad. You know, I say, "Look, they want it too, we want it too. I hope we can meet together." It is effective in that sense, or rather, it supports me, in terms of social support. (P4, Pos. 724-731)

Many of P6's friends moved to Europe. Although they will not be in the same country, their closeness prevents the anxiety of loneliness.

Benim yanıma gelebilecek olmaları iyi hissettiriyor, aynı şehir ya da aynı ülke değil ama Almanya hâlâ daha yakın Türkiye'den ya da daha yapılabilir. (P6, Pos. 865-867)

It feels good that they can come to me. It is not the same city or country, but Germany is still closer than Türkiye or more doable. (P6, Pos. 865-867)

4.4. Idea of Return Migration

Another issue for people preparing to migrate is deciding whether to stay or return. It was observed that most of the participants set a "trial period" for themselves. They plan to make decisions based on their experiences there at certain time intervals such as "as long as their unpaid leave" (P9), "as long as their master/doctorate period" (P2, P6, P10), "one to two year" (P4). It was observed that one of the participants was determined to stay (P3), and two of them were determined to return (P7 & P11). P3 does not consider returning to adapt there and does not think that the conditions he desires will be created in Türkiye. On the other hand, P7 and P11 do not want to live away from their families for life. Other participants were open to different possibilities.

Geleceğe dair olumlu bir şeyler olacaksa ben gelebilirim. Yani olabilir çünkü bir şeyin de farkındayım. İnsan psikolojisinin ben biraz umut üzerine işlediğini düşünüyorum. Bunu fark ettim. Hani bugün iyi bir noktada olmanız şart değil. Gelecekte iyi bir noktada olacağınızı bilirseniz bugün hayatta kalıyorsunuz. Bir şekilde dayanıyorsunuz. (P1, Pos. 1180-1185)

If something positive will happen in the future, I can come. Well, I can because I am also aware of something. I think human psychology works a little bit on

hope. I noticed this. You know, you do not need to be in a good place today. If you know you will be in a good place in the future, you will survive today. Somehow, you hold on. (P1, Pos. 1180-1185)

It seems like P1 has some hope that there might be hope in the future. At least he mentions this possibility. He says he may return in a promising situation. However, P3 states that she does not believe that the economic problems and cultural change in Türkiye can be solved, and therefore, she plans not to return:

... mesela en basiti, ilk söylediğim maddiyattı. Maddiyat ortadan kalktı diyelim. Tabi onun çok kalkabileceğini düşünmüyorum. Çünkü bu Türk lirası her geçen gün değer kaybederken, euro dolar her zaman her geçen gün bir değer kazanıyor tabii. Evet, günün birinde belki bu durum tam tersine döner ama bu sefer de diyorum ki bu sefer de medeniyet. O gitti o kaldı, medeniyet de bir yerde kurulduysa o çok kolay bir şekilde gitmiyor ama kurulması zor oluyor. Bir medeniyeti oluşturulması zor ama bozulması çok zor oluyor. Öyle olunca hani medeniyetin kaybolmayacağını düşünüyorum yurt dışında o anlamda rahat edeceğimi düşünüyorum. (P3, Pos. 867-876)

... materiality is the simplest thing; the first thing I said was materiality. Let's say material things have disappeared. Of course, I do not think he can get up very much. While the Turkish lira loses value day by day, the euro dollar always gains value day by day. Yes, maybe one day this situation will be reversed, but this time, I say, it will be civilization. If civilization is established somewhere, it does not go very easily, but it is difficult to establish it. It is difficult to create a civilization, but it is tough to destroy. In that case, I think that civilization will not disappear, and in that sense, I think I will be comfortable abroad. (P3, Pos. 867-876)

Also, of course, some personal factors may affect this decision. P3 was asked to evaluate the possibility of returning when she imagined a Türkiye where everything was as she wanted. She replied as follows:

Yok. Yine de dönmeyi düşünmem, dönmeyi düşünmem çünkü. Kafama bir şeyi bir kere koyduysam... Nasıl diyeyim? Tükürdüğünü yalamak derler ya argo da onu yapmam, o yolda gider. (P3, Pos. 901-903)

No. Still, I will not think about returning because I don't think about returning. Once I set my mind on something... How can I say it? I do not want to eat my words; I don't do that. (P3, Pos. 901-903)

For those who are likely to return, according to results, economic factors, society/political factors, education/career-related factors, and factors related to loved ones are influential (see Table 4.4).

4.4.1. Economic Factors

Participants said that some monetary factors may influence their decision to return. These factors point to changes both on a country and individual basis. Participants mentioned the role of improving the country's economic situation and a satisfactory level of well-being for the individual.

Table 4.4

Personal Experiential Themes Regarding the Idea of Return Migration

	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11
Economic Factors	X			X	X	X			X	X	
Society/ Political Factors	X				X	X				X	
Career/ Education-Related Factors	X	X				X		X	X		
Loved Ones	X	X					X	X	X		X

Some people mentioned that achieving a satisfactory standard of living there was enough to stay there. In short, micro and macro monetary factors in both the home and target countries are important. P1 talks about individual and nationwide economic factors as follows:

> *Bana şunu derse "Türkiye'ye gel sana öyle hani iş vereceğiz öyle bir pozisyon vereceğiz ki yani sen hem kafa rahatlığıyla çalışabileceksin. ... En basitinden Etiler'de, Nispetiye'de Ulus'ta tek başına yani 2+1, 3+1 evde oturabileceğim bir para verilecekse ben altıma güzel   bir araba çekebileceksem ... 100 liralık içkiyi 200 liraya almayacaksam 300 liraya almayacaksam ... yani*

üzerindeki vergi kaldırılacaksa geleceğe dair olumlu bir şeyler olacaksa ben gelebilirim (P1, Pos. 1159-1181)

If they say to me, "Come to Türkiye, we will give you a job, we will give you such a position that you will be able to work with peace of mind. ... Simply put, if I can live in a house with 2-3 rooms in Etiler, Nispetiye, Ulus, if I will be able to have a nice car... If I will not buy a 100-liras drink for 200 liras, 300 liras, ... that is, if the tax on it will be abolished, if something positive happens in the future, I can come (P1, Pos. 1159-1181)

P4's spouse is currently working in the destination country. She also has some plans to do a PhD and work there. She knows it may take time to get her affairs in order, but she mentions that they must return if her husband's business goes bad. However, they have no plans to return once they have an economically stable life there.

Ama bir buçuk yıl içerisinde her şey ters giderse ve istediğim gibi hiçbir şey olmazsa geri dönme kararı almak zorunda kalırız. Yani artık bu yani eşim de işten çıkarsa hani hiçbir şekilde maddi gelirimiz olmazsa çok büyük darlığa ve zorluğa düşersek artık geri dönmek zorunda kalırız. (P4, Pos. 784-787)

But if everything goes wrong in a year and a half and nothing happens the way I want, we will have to decide to return. So, if my spouse also loses his job, if we have no financial income, if we are in great trouble and difficulty, we will have to go back. (P4, Pos. 784-787)

4.4.2. Societal/Political Factors

Some participants mentioned that social and political factors may also influence their decision to return. For example, P10, an academician, mentioned that these factors can even outweigh economic factors.

Gerçekten özgür gerçekten başarının ödüllendirildiği bir sistemle Türkiye'de karşı karşıya kalma lüksü bir lüks olmaktan çıkıp da sistemin kendisi halini alırsa o zaman Türkiye tadından yenmez bir ülke olur. O zaman az para kazanmaya da razı olurum ben. (P10, Pos. 746-749)

If a system that is free and rewards success becomes Türkiye's normal instead of a "luxury", then Türkiye will be a perfect country. Then, I would be willing to earn less money. (P10, Pos. 746-749)

P5 talks about the importance of feeling safe on the street in her decision to return.

İşte diyorum ya gelmedi oğlan dışarıda kız gelmedi, acaba o metrobüsten inip eve gelinceye kadar ne yaşayacak? Ama ben 83'te İstanbul'da gece 11'deki son otobüsle eve gidiyordum. Bu yapı taşların değişmesi gerekiyor. O zaman huzurla hissedip gelip bir yerini açmak tamamen evet. Bu anlamda huzur yani güven... (P5, Pos. 1124-1128)

Well, as I say, while my son or daughter is outside, I wonder what will happen to them until they get off the metro bus and come home. But in 1983, I was going home to İstanbul on the last bus at 11 at night. These structures need to change. Then, feeling at peace and coming and opening a place is completely yes. In this sense, peace, trust... (P5, Pos. 1124-1128)

4.4.3. Education/Career Related Factors

Work and education are other factors that are effective in the participants' decisions to return, as well as their migration decisions. None of them said they would return if they did not find what they expected regarding work and education there. Participants noted that they could return if they could not get the type of job/school they wanted or find a job with good conditions here.

Özellikle mesela ben annemde ağır hastalığı çok yaşadım iki sene boyunca ağır hasta bakarken, çok artık hoşuma gitmiyor. Yani yaparsam dermatoloji yaparım. Yapmazsam zaten ilaç şirketine geçerim, danışman olurum. İstediğim güzel bir dermatoloji kliniğine kabul aldım mı, almadım mı? Eğer bu olmazsa dönerim gibi geliyor. Büyük konuşmayayım ama o şekilde. (P2, Pos. 772-790)

Especially, for example, I experienced a severe illness while I was taking care of my mother for two years, and I don't like it anymore. So I just want dermatology. If I don't, I will try a pharmaceutical company and become a consultant. The question is: Did I get accepted to a nice dermatology as I wanted or not? If this doesn't happen, I feel like I'll be back. I don't want to talk certain, but it is like that. (P2, Pos. 772-790)

P6, who has not yet been employed but is working on a project, says that if she finds a job in a good position in Türkiye, she can return if the other factors she mentioned change.

Ben hani güzel bir pozisyon bulursam iyi bir üniversitede düşünebilirim de uzak bir şey de değil ya da zor bir şey de değil. (P6, Pos. 795-796)

If I find a good position, I can consider it at a good university, but it is not far or difficult. (P6, Pos. 795-796)

4.4.4. Loved Ones

The last factor that may cause participants to return is their loved ones. Participants talk about the possibility of returning to Türkiye in cases such as a health problem in their families or the person in their lives not being able to come. For example, P2, who lived with her father before emigrating, mentions that she would return without hesitation if her father had a health problem.

Ya da Allah vermesin hani bir sağlık falan... yani babamın sonuçta yaşı ileride hani ben böyle şeyleri çok düşünmüyorum, düşünmek istemiyorum ama hani öyle bir şey olursa dönerim. Hani arkama bile bakmadan gelirim zaten. (P2, Pos. 810-813)

Or, God forbid, health or something... I mean, my father is old. I don't think about such things too much; I don't want to think about them, but if something like that happens, I will return. You know, I would come here without even looking back. (P2, Pos. 810-813)

P1 says he will do his best not to return, but he can return if something happens to his family or he misses them very much.

Ya eğer hani sevdiklerimin başına bir şey gelirse... Onların yanında olmam gerekirse yani o özleme dayanamazsam o zaman dönebilirim tabii ki de. Ama ona dayanmak için de hani elimden geleni yapacağım. Yani ailemi özleyeceğime eminim. Yani her ne kadar çok öyle düşünmesem de çok öyle hissetmesem de şu anda onun farkındayım çünkü o kadar uzakta yani düşünebiliyor musunuz? 25 saat uçak mesafesi ile gidiyorsunuz ya aktarmasız gitmek mümkün değil yani hani dolayısıyla zaten dayanacağım fakat belli bir noktada dayanamayacağım noktaya gelirse o zaman dönebilirim. (P1, Pos. 1107-1115)

If something happens to my loved ones... If I need to be with them, that is, if I can't stand that longing, then of course I can return. But I will do my best to endure it. So, I'm sure I will miss my family. So, even though I don't think or feel like that. I'm aware of it right now because it's so far away, can you imagine? You are traveling with a flight distance of 25 hours, and it is not possible to go non-stop, so I will endure it, but if it comes to a point where I cannot bear it at a certain point, then I can return. (P1, Pos. 1107-1115)

P11's decision is certain that she will return. The biggest reason for this is her family bond and desire not to live away from them. She says that's why she chose a scholarship with an obligation to return.

Geri dönmeye şu an eminim aslında. Hani bu bursa başvururken çünkü geri dönme zorunluluğumuz olduğu için aslında benim için iyi bir burs olduğunu düşündüm. Çünkü emin olduğum bir konuydu. En büyük sebebi de aileme çok bağlı bir insanım çünkü çok. ... O yüzden onlardan hayatım boyunca uzak kalmak istemiyorum ve işte annemle babam yaşlı zaten. Belirli kısıtlı bir süremiz var, insan hayatı. O kısıtlı sürenin de bir süresini yurt dışına geçirebilirim. Geri kalanını sevdiklerimle hani mutlu olarak geçirmek istediğim için Türkiye'ye dönmek istiyorum. (P11, Pos. 424-433)

I am sure about going back now. You know, when I applied for this scholarship because we had to go back, I thought it was a good scholarship for me. Because it was something I was sure about. The biggest reason is because I am a person who is very attached to my family. ... That's why I don't want to stay away from them all my life, and my parents are old anyway. We have a particular limited time, in human life. I can also spend some of that limited time abroad. I want to return to Türkiye to spend the rest happily with my loved ones. (P11, Pos. 424-433)

4.5. Summary of the Results

As a result of the analysis, four group experiential themes and seventeen personal experiential themes were found. "Motivators to migrate" is the first group experiential theme. Economic factors, such as higher purchasing power, better income, and better retirement conditions; societal/political factors, such as high immigration, cultural change, feeling interference in lifestyle, and injustice; and education and career-related factors, such as better quality education and better job conditions have emerged. The effects of individual factors, such as wanting to leave the comfort zone and seeking change, were also mentioned.

"Challenges" is the second group experiential theme. Uncertainty and anxiety, to be leaving, official procedures, and decision-making challenges the participants. Migrant candidates experience many things for the first time and cannot predict what will happen in the future. Uncertainty and the anxiety that comes with it challenge them. On the other hand, although they are preparing to migrate to get away from some things, they do not want to leave everything in their country. For this reason, to be leaving is another factor that forces them.

Official procedures also challenge them because they are troublesome, costly, and challenging. Finally, it is difficult for them to decide because they do not know exactly what their lives will be like when they leave and when they stay.

"Facilitators" is the third group experiential theme. Some individual factors, such as support from others, researching and planning, seeing others migrate, and maintaining communication with loved ones, are among the participants' facilitating factors in this process. Having been abroad before, knowing the language, having a good educational background, and having experience put the participants at ease. Getting support from the social environment, such as family, partners, and friends, is among the things that comfort the participants the most. In this uncertain period, researching and planning reduce this uncertainty and help them cope. Also, seeing other people migrating shows them that this is something that can be done. Not having to completely cut off communication with their loved ones or the possibility that they can also migrate is a facilitator for migrant candidates.

"The decision to return" is the fourth group experiential theme. Economic factors, societal/political factors, and education/career-related factors, which are among the motivators to migrate, also affect the decision to stay or return. Additionally, loved ones influence this decision. Whether their loved ones can migrate or their health conditions may cause them to decide to return.

CHAPTER 5

DISCUSSION

This chapter first discusses the main findings. The analyses revealed four group experiential themes: factors influential in the participants' decision to migrate, factors that challenge them during the pre-departure phase, facilitators, and factors influential in their decision to return. These group experiential themes and their personal experiential themes were discussed based on the theories and previous findings. Second, implications for theory, research, and practice are presented. Lastly, recommendations for future studies are listed.

5.1. Discussion of the Findings

5.1.1. Motivators for Migration

As a result of the analysis, it was seen that the participants' reasons for migration included economic, societal/political, education/career-related, and individual factors. Most of the participants mentioned that economic factors influenced their migration decision. They noted that they had difficulty buying a house or a car, or even grocery shopping, that they could not help their families as much as they wanted, that they could not save money, that they were not comfortable with their retirement, and that they had a lower level of wealth than their parents.

The individual's relationship with the economic situation occurs in the macrosystem in Bronfenbrenner's ecological theory (1977). The financial problems participants experience in the macrosystem influence their desire to migrate. On the

other hand, for participants who tried to help their family financially but had difficulty in it, it can be said that this situation in the macrosystem caused the person not to be able to play the role they wanted in the family microsystem.

According to the Push and Pull Theory (Lee, 1966), people decide to migrate, considering the pros and cons of migration in the home and the recipient country. Also, personal factors such as novelty seeking or obstacles such as costs have a role in migration. Economic, societal-political, and career/education-related factors can be evaluated under the home and recipient country-related factors mentioned in the Push and Pull Theory. Participants in this study describe the recipient country as a place with better economic conditions, higher purchasing power, more freedom, more fairness, and workplace opportunities of higher quality and fairness. Participants mentioned the economic, societal/political, and education/career-related pros of their destination countries and cons of their home country.

According to the relative deprivation theory, people are more likely to migrate if they are relatively deprived in their society (Stark & Taylor, 1989; Stark & Taylor, 1991). For example, if a person's income is 20 units, they are more likely to migrate from a place with an average income of 50 units to a place with an average income of 30 units. Because in the first case, the person is relatively poorer in the society they live in. Participants in the current study speak of a form of relative deprivation, too. However, they often compare themselves with people in the country they plan to migrate to or with their possible situation there rather than with the society they live in. Moreover, they compare themselves with their parents.

When participants look at their peers, they do not find their welfare level satisfactory either. When they compare themselves with their parents, they see themselves economically behind them. They also know they can access more when

they compare themselves with emigrants they see as equals. Therefore, they may see economic difficulties for themselves and the country's general situation. For this reason, they prefer to migrate instead of making an effort, such as working harder or looking for another job.

Economic factors in migration decisions are pretty common in the literature. According to a study from Türkiye (Gözüm et al., 2023), financial anxiety predicts attitudes regarding migration among university students. Another report from Türkiye (Genç, 2022) states that economic hardships are among doctors' migration reasons from Türkiye. Economic factors also seem to be in different countries. Financial difficulties or economic instability are among the reasons that affect the migration intention of Iraqi doctors (Mousa Sabti & Sri Ramalu, 2024), Pakistani medical students (Nadir et al., 2023), and Hungarian health workers (Pál et al., 2024).

Societal/political factors are also frequently included among the reasons for migration in the literature (Akl et al., 2007; Mousa Sabti & Sri Ramalu, 2024; Nadir et al., 2023; Pál et al., 2024). In addition, a report published in Türkiye showed that engineers who migrated from Türkiye were affected by these factors and did not feel safe in Türkiye (Expression and Ideas Association, 2023). In this study, participants mentioned feeling unsafe and disbelief in justice, as in other studies among societal and political factors. Some participants noted that Türkiye's cultural structure has changed. Some participants attribute this to receiving large numbers of immigrants. Emigration due to immigration to the country is a situation previously mentioned by Tabor and Milfont as one of the reasons for migrating from England to New Zealand (2011). Some participants mentioned feeling their lifestyles or freedoms were restricted due to this cultural change. Participants think they cannot live the way they want and will be excluded if they do.

On the other hand, the participants said they could no longer live as they wanted in Türkiye, did not feel free and safe, and felt a cultural change. Although this indicates problems in the macrosystem, the chronosystem should also be mentioned. People think that they are experiencing these problems due to some happenings, such as receiving too many refugees, and that they will continue to experience them in the future. So, they think there is a change for some reason, and it will continue. Similarly, some participants compare their economic situation with their families, see themselves as disadvantaged, and think this disadvantage will increase. The participants emphasized the future when talking about economic and social-political factors. Most participants are dissatisfied with today's conditions and think they will be more dissatisfied in the future. For this reason, it is necessary to mention the chronosystem factor. At this point, as one participant clearly stated, migrant candidates make their migration decisions by looking not only at the current conditions but also at the conditions they believe they will have in the future.

Participants stated that factors related to education and career are also effective in migration decisions. In the literature, it is seen that doctors or medical students frequently migrate for better quality education (Akl et al., 2007; Nadir et al., 2023; Pál et al., 2024). The emigration of engineers from Türkiye also attracts attention (Expression and Ideas Association, 2023). In this study, some participants stated that they were deprived of what they needed to learn or do their jobs. Some talked about the high quality of postgraduate education abroad. In this regard, the impact of problems in the microsystem, such as a hospital as workplace, or school, can be mentioned. However, since the problems are not limited to schools and hospitals but are related to the health and education systems, the impact of the problems in the macro system should also be mentioned. If these problems were unrelated to the

macrosystem, the participants would change their workplace or school, not their country.

Another point is that participants did not just want to achieve better conditions; they emphasized that they tried to reach the conditions they thought they deserved. Four participants who stated that they graduated from the best schools in Türkiye mentioned that they had not been rewarded for their efforts in economics, education, and career. This situation reminds what Ibn Sina said centuries ago: "*Science and art migrate from places where they are not appreciated.*"

On the other hand, economic, societal/political, and education/career-related factors are not only valid for migrant candidates. Many people do not choose to migrate even though the same factors influence them. At this point, individual factors play a role. As Lee stated in the Push and Pull Theory (1966), some people seek change while others escape it. Tabor et al. (2015a) also mentioned it as intrapersonal factors in migration decisions. With a more general approach, Bürgelt et al. (2008) focused not only on personal characteristics but also on personal history. They mentioned that the degree of traveling and readiness affects the migration decision. In this study, participants talked about their desire to get out of their comfort zone, their desire to know themselves, their trips abroad with their family since they were young, and their family support. In the current study, the influence of individual factors such as the desire to get out of the comfort zone, get to know oneself, and go abroad often for a long time were seen.

5.1.2. Challenges

As a result of the analysis, it was seen that uncertainty and anxiety, to be leaving, official processes, and decision-making challenged the participants during the

preparation period. Migrant candidates may experience some psychological difficulties due to the preparation process or the reasons that motivate them to migrate. For instance, in Poudel et al.'s (2019) descriptive study, Nepali workers preparing to migrate had depression, anxiety, and stress scores above the general population. In this study, uncertainty and anxiety are among the most challenging issues for the participants, as stated by eight participants. According to Sancak et al. (2023), 4-5-6th-grade medical students with migration intention were found to have higher depression and stress scores but not anxiety. The fact that the anxiety frequently mentioned in the current study did not occur in this study may be related to whether action has been taken. In the current study, people who have passed the decision stage and are in the action stage are actively preparing to migrate. On the other hand, Sancak et al. (2023) worked with people who wanted to migrate but were still students. Having reasons to want to migrate and, at the same time, not being able to migrate soon may lead to depression and stress symptoms, and being in the process of preparing for migration may lead to anxiety. However, more detailed research is needed to claim this.

Some participants mentioned that they would go to a place where they did not know anyone and were not known by anyone. They do not know where to shop and how to drive correctly in this new country. After living somewhere for years, they feel like they have started at level one. They have to learn everything from the beginning. They may be unsure whether they can adapt, find a job, or establish exemplary relationships—that uncertainty causes anxiety.

To be leaving is another challenge for migrant candidates. According to the Push and Pull Theory, there were pros and cons in both home and destination countries. People migrate to get away from the cons and get the pros. However, there

are some pros in the home country, too. The fact that the participants had difficulty leaving can be evaluated in this context. Almost all participants mentioned that it is challenging to leave significant things behind, such as their family, partner, friends, pets, profession, and country. These can be considered pros in the home country.

Challenges of the official process have been mentioned many times in the literature. In this study, most participants have been challenged by official procedures. Official processes generally refer to transactions such as school or job application/acceptance, scholarship transactions, obtaining a visa, and obtaining a residence permit. Participants found these processes costly and tedious. It has been seen in the literature that the procedures are time-consuming and detailed and cause stress for migrant candidates (Tabor & Milfont, 2011). Previous studies have mentioned the difficulties of obtaining visas for students and doctors (Khanal & Gaulee, 2019; Akl et al., 2007). As previously mentioned in the literature (Akl et al., 2007; Khanal & Gaulee, 2019), transactions in foreign currency and the high exchange rate require participants to be prepared always. Participants in this study also noted that although they had acceptance letters, the visa processes were complex and lengthy. A participant attributes this to the fact that there are too many people applying for immigration and that the authorities are trying to reduce immigrant acceptance by making the process difficult. Skilled migrant candidates may get frustrated that things are being made so difficult for them and say they feel like refugees. For migrant candidates who know that their status will change in the country they go to, they will become immigrants rather than citizens; this may be the first place where this status change is experienced.

Financial factors are possible obstacles in the Push and Pull Theory for some participants, who cannot emigrate if they cannot find a scholarship or sponsor. Also,

one participant was extremely surprised to see how easy and fast the transactions were for his European citizen friend, who went to the same country with the same program. As Çiftçi and Karaman (2018) mentioned before, while citizens of other countries can easily migrate, some migrant candidates have to deal with much paperwork, which is a situation that forces them and makes them feel hindered. As in previous studies (Khanal & Gaulee, 2019), participants in this study stated that they had difficulty accessing clear information. Apparently, there is much misinformation, no longer valid information, and information that varies depending on people and situations.

Some participants stated that the decision-making process challenged them. Participants have difficulty deciding whether they should leave or stay. When they weigh their loved ones, they will leave behind their profession, their country, and the economic prosperity, lifestyle, and family unity they will gain there. They have difficulty choosing which are more important. In this case, it is a task to determine which is important to them, that is, to rank their values. Moreover, as stated in the Push and Pull Theory, there is always uncertainty in the options even if they make an absolute ranking for themselves. Furthermore, the "opportunity cost" concept defined in economics seems to have a role at that point (Hoskin, 1983). Migrant candidates' lives there cost those here, and their lives here cost those there. In other words, by choosing the life here, they give up the life there and vice versa. Since they do not have clear information about living both lives, they cannot calculate the opportunity cost or predict which will be more profitable. Not knowing this causes them to have difficulty in making this decision. Even though they want to go because they believe that the place they go to will be better, they cannot be sure about it. The risks they take make them nervous. It looks like what they have in this regard could be effective. For example, a participant who is a new graduate, not yet working, and does not have a

home or a car thinks he has nothing to lose. However, working and established participants feel they are risking what they have for something uncertain.

At this point, from the ecological theory perspective, people's roles and experiences in different systems affect them in various ways. It was tough to decide for one participant, who was not satisfied with the education she received and her workplace, did not want to leave her family and friends, was significantly supported by her father to go abroad, and had often gone abroad with her family in his childhood. According to these, while experiences encourage migration in the chronosystem, some factors encourage and retract her in the microsystem.

5.1.3. Facilitators

Some factors help the participants in their preparation process. Some personal factors such as characteristics or resources, getting support from relatives, researching and planning, witnessing others' migration, and the possibility of seeing relatives helped them in different ways.

Some personal variables make the migration preparation process more manageable. One of the most frequently mentioned in the literature is knowing the language of the destination country or English. Knowing the native language of the destination country can predict the expected adaptation time (Jasinskaja-Lahti & Yijälä, 2011) or enable the establishment of new connections to facilitate the migration process (Bürgelt et al., 2008). In addition, knowing English puts migrants at ease when the native language of the destination country is not known (Coletto & Fullin, 2019; Pal et al., 2024). In the current study, participants mentioned that knowing the language would ensure that they would not have communication problems and would not have much difficulty in the adaptation process. Another participant stated that although she did not know the language well, she worked hard and felt relieved as she

saw improvement. Knowing the language makes them comfortable because it will enable them to communicate with people where they go and do their jobs.

Bürgelt et al. (2008) mentioned that previous abroad experiences improve coping skills, increase self-confidence and cultural awareness, and facilitate the migration process. Most of the participants had short or long-term experiences abroad. However, especially one participant stated that he did not hesitate to go again because he had seen that he could survive abroad. Maybe participants did not even think of mentioning it because going abroad had become ordinary for them.

According to Bürgelt et al. (2008), having a starting capital protects migrants from initial financial hardship and supports their well-being. In parallel with this, having savings is also an important resource for participants who have not yet found a job in the destination country, are going through costly official procedures, or think their scholarship may not be enough. In addition, the participants mentioned that they could continue this complicated process thanks to their determination. In addition, liking change, being able to adapt, assertiveness, intelligence, educational status, and physical health relax them by increasing their positive thoughts about the future. Lee (1966) stated that the four factors he listed, including personal factors (other factors related to the home country, factors related to the target country, and obstacles), are influential not only in the decision to migrate but also in the migration process. Consistent with this, these personal factors were seen under the heading of the factors influencing migration decisions and things that help during the pre-departure phase.

We have previously mentioned that participants who want to migrate due to problems in the macrosystem have difficulty physically moving away from their microsystems. Now, the microsystem appears as a source of support. Participants receive support from within their microsystems during the pre-departure phase.

Getting support from relatives had two dimensions: material and spiritual. Migrant candidates can receive financial support from their parents during the costly migration process. However, more common is social support. When participants feel anxious, they often choose to talk to their family, partner, or friends.

Researching and planning often help them cope with the uncertainty ahead and undesirable scenarios in their minds. They try to protect their future selves and create good scenarios for themselves by determining the things they will need, learning how to get them, knowing what they need to do, and planning what they can do instead if they cannot do them. They consulted relevant websites, social media, artificial intelligence, or their friends who emigrated from Türkiye. The difference between migrant and other friends is that they offer what Tabor and Milfont (2011) define as informational social support. During this process, they often consulted their migrant friends about what to pay attention to and how to get out of the situation.

Another factor that helped participants was seeing others migrate. Participants who will migrate and experience many things for the first time in this process are relieved to see that others are experiencing the same things, that it is a normal process, and that problems can be overcome. In addition, seeing the life that migrants have built motivates them. Finally, participants are relieved that they can see or continue to see their loved ones in the microsystem. The fact that their families and friends can come, that their partners can also immigrate, that they can meet with friends abroad, and that they can return to their loved ones gives them comfort.

5.1.4. The Idea of Return Migration

Another group experiential theme that emerged was the decision to stay or return. One of the participants was determined to stay, and two to return. Eight participants said they would decide based on their migration experiences. Participants

mentioned that economic, societal/political, and career/education-related factors and factors related to their loved ones influence the decision to return.

It has been previously mentioned in the literature that acculturation attitudes (Tartakovsky, 2012; Yijälä & Jasinskaja-Lahti, 2010) and second citizenship are associated with the intention to return to the destination country (Akl et al., 2008). Participants in the current study did not specifically mention these factors. However, what they mentioned is compatible with a report published in Türkiye. Almost half of the engineers who emigrated from Türkiye said that improving the economy and fundamental rights and freedoms in Türkiye could be effective in their decision to return (Expression and Ideas Association, 2023). Although the participants in this study mentioned these factors, participants mentioned that not only the situation in Türkiye but also the situation in the destination country is influential. For example, economic factors, such as not being able to achieve financial stability in the destination country and the purchasing power being the same as in the home country; social factors, such as being exposed to racism, police brutality, and work/education related factors such as not being accepted to the desired job/school are also reasons for participants to return. In other words, the role of pros and cons in both countries is seen, as in the out-of-country migration mentioned in Push and Pull Theory (Lee, 1966). Participants did not mention obstacles in return migration because they naturally did not expect any obstacles in returning to their home countries.

According to the Push and Pull Theory, there must be an imbalance between the pros and cons in the home and recipient country. This difference must be significant enough to motivate the person. In return migration, it is a question mark whether a more substantial difference is required or a more minor difference will be sufficient. People may find equalization in conditions enough to return to their home

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country. Or they may want to stand behind their actions because they have already made such a significant change. A determining factor in this decision may be their loved ones.

Factors related to loved ones, such as the partner's inability to come to the destination country, wanting to live close to the family, and the family's health problems, were also revealed. Any relationships in the microsystems of these people did not hinder their decision to migrate. However, factors related to people in their microsystems, such as family or partners, may cause return migration.

5.2.   Implications for Theory and Practice

Many initiatives can be taken in practice for migrants and migrant candidates. As can be seen, the preparation process for migrant candidates has many challenges. Migrant candidates who leave their relatives and try to rebuild their lives in a country with many unknowns go through a radical decision process and often tiring legal processes. During mass mobilizations, people may have the opportunity to access counseling and guidance. For instance, exchange students can go through an orientation process offered by their schools before mobility (Prazeres, 2017), or Nepali workers can benefit from the program provided to them before migration (Regmi et al., 2020). However, as in this study, people who migrate with their means go through a lonelier process. For this reason, migration is an issue that mental health professionals should take into consideration. The number of open resources that migrant candidates or migrants can access can be increased.

It worries them to leave everyone and everything they know and go to a place where they know no one and are unknown to anyone and about which they know very little. However, people may disregard these concerns since this is a voluntary

migration. For such reasons, migrant candidates see themselves as being in "a process that those who have not experienced it cannot understand" and do not feel understood. Therefore, raising awareness of migrant relatives and society about migration is essential, as well as helping migrants. Even though migration is voluntary, it can be emotionally challenging for people. Even though people want to go and stay simultaneously, they may choose to go and feel sad or blame themselves for not being able to stay. During this period, complex emotions may be experienced; people may not always be happy and excited about migrating, and sometimes they may be anxious, stressed, or sad. As they move away from their country and their relatives, they may experience anxiety about things they do not honestly believe in. Even though the migrant candidate knows that their family or loved ones will not forget them, they may feel anxiety about this. Or they may have concerns about whether some of their relationships can maintain long distance. For this reason, the role of loved ones, who are both the most difficult to separate from and are found to be essential facilitators, is vital in this study. Migrant relatives' awareness of these situations and feelings, listening to the migrant candidate, trying to understand them, and making plans together to maintain their relationship when the migrant candidate is gone can help the immigrant candidate and protect their relationships.

It has been observed that immigrant candidates have difficulties with uncertainty, anxiety, carrying out procedures, to be leaving, and decision making. Mental health professionals' expertise in decision-making, coping with uncertainty, anxiety management, time management, and emotional regulation can benefit clients. Migrant candidates can use research, planning, and witnessing the migration stories of others in their decision-making processes, carrying out official processes, and coping with uncertainty and anxiety. Obtaining the necessary information about the process

and getting opinions from people who have experienced it can relieve them. In coping with the difficulty of separation, they can try to get support from their relatives and remind themselves that they can continue communicating with them.

The theoretical framework can be critical when researching a complex topic like migration. Relative Deprivation Theory is believed to be especially useful in understanding the reasons for migration, Push and Pull Theory in understanding the reasons for migration and reasons for return, and ecological systems theory in general in understanding the migration preparation process. Relative Deprivation Theory is a theory born in economics and ecological systems theory in psychology. Push and Pull Theory is inspired by economics, sociology, and demography. Although ecological systems theory originates from psychology, it mostly focuses on the individual's environment. In future studies, including a theory that focuses more on the individual, such as locus of control, may help develop a more prosperous and deeper understanding.

It has been observed that grounded theory studies on migration have been conducted in the past (Bürgelt et al., 2008), or existing theories have been adapted to different conditions (Akl et al., 2008). In addition, in recent years, existing theories such as Maslow's Hierarchy of Needs (Dohlman et al., 2019) and Change Theory (Tabor & Milfont, 2011) have also been used. It seems possible to benefit from different theories or conduct grounded theory studies. For instance, some participants' statements remind Bandura's Social Learning Theory (1977). For example, the participants also mentioned situations they had not experienced, such as the financial difficulties of their friends getting a job or seeing the injustices experienced by others in the country, among the economic and social-political reasons for migration. Participants think they, too, may experience these, and their expectations are affected

by the consequences of others' behaviors/experiences. Also, a factor that helped the participants was seeing others migrate. When they see others having a successful migration process and living a more prosperous life, they think they can do it, too. Again, their beliefs are shaped by the consequences of others' behaviors/experiences. A participant also mentions the similarity with the model, thinking that if people equivalent to her did it, why can't she?

In this study, to understand such a common but unique experience, such as migration, a broad theoretical framework and literature were used. According to the findings in this study, migration is individual and international mobility affected by the country's, society's, and individual's personal factors. It also affects individuals, societies, and countries. Considering these, multidisciplinary studies that can be conducted with economic and administrative sciences such as economics, international relations, political science, and public administration; human and social sciences such as sociology, psychology, and anthropology; applied sciences such as psychological counseling and guidance and social work expertise may be beneficial to gain a holistic perspective.

5.3. Recommendations for Future Research

First of all, statistical information about migration from Türkiye is quite limited. Although the annual migration and demographic information is published by the Turkish Statistical Institute (2023b), information such as the education level, sector, and purpose of migration of the migrating people are not included. Detailed statistical information is needed to better understand migration from Türkiye. Then, in studies on the pre-departure period, the reasons for migration and economic and political factors are often mentioned. However, more psychological research on how

this process is experienced and how it may affect post-departure experiences would be helpful.

In this study, it was observed that migrant candidates differ in terms of variables such as developmental stage, migrating alone or with someone, type of visa obtained, purpose of migration, country of destination, and permanent or temporary migration. This made it difficult to compare participants and find commonalities and individual differences. The reasons for migration and the experiences of people who migrate for education, work, or family reunification are different. To understand these experiences in depth, focusing on a group may be functional regarding the reason for migration. People who migrate for the same purpose, for example, to work, can also differ significantly. Healthcare workers, academics, and engineers are among the groups that frequently migrate from Türkiye. The reasons for migration and the experiences of a doctor and an engineer may differ. Migrating alone is different than with someone. The responsibilities, support sources, and concerns of someone traveling alone or with their spouse or children differ significantly. Especially in qualitative migration studies, finding a homogeneous group of participants in terms of several elements can help understand the experiences in depth. For this reason, it may be useful to narrow the inclusion criteria.

People may migrate after a week, a month, or a year. They may have found out they were accepted a day or two months ago. These variables significantly affect what they will say in the interview. For this reason, controlling these variables or conducting repeated interviews can reduce the effect of the confounding variable. Additionally, emotions can be highly variable throughout the process. Since the pre-departure phase is a process in which many emotions are experienced simultaneously, conducting

interviews at different times can provide the opportunity to listen to experiences that participants do not mention in one interview.

It has been observed that studies on migration have increased recently in Türkiye. In addition to reports on migration (Expression and Ideas Association, 2023) and attitude studies (Bulut Şahin & Kulakoğlu, 2023; Filiz, 2022), some studies include psychological variables such as symptoms and personality traits (Sancak et al., 2023). Increasing studies on migration in the field of mental health, as well as economic and administrative sciences, can provide a deeper understanding. In this sense, working with groups of different developmental stages, education levels, professions, and various theoretical frameworks may be helpful. Finally, although studying the preparation phase is essential for understanding migration, it would be helpful to conduct longitudinal studies to see the impact of the preparation phase on the migration process. Studies conducted in pre- and post-departure periods can provide rich data on migrants' experiences.

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APPENDICES

A. INTERVIEW PROTOCOL

GÖÇTE AYRILIŞ ÖNCESİ DÖNEM DENEYİMLERİ FORMU

A. KİŞİSEL BİLGİ FORMU

1. **Yaşınız:**

2. **Cinsiyetiniz:**

3. **En son tamamladığınız öğrenim düzeyi**
   - İlkokul
   - Ortaokul
   - Lise
   - Lisans
   - Yüksek Lisans
   - Doktora

4. **Mesleğiniz: _____**

5. **Çalışma durumunuz (birden fazla işaretleyebilirsiniz):**
   - Öğrenci
     - Lisans
     - Yüksek Lisans
     - Doktora
       Bölümünüz: _____
   - Çalışan
     - Tam Zamanlı
     - Yarı Zamanlı
       İşiniz: _____

       Süresi: _____

   - Ne öğrenci ne çalışan

6. **Medeni durumunuz:**
   - Bekar
   - Evli

7. **Çocuğunuz var mı?**
   - Hayır
   - Evet (____ tane)

8. **Daha önce yurt dışına çıktınız mı? Evet ise**
   - Hangi ülkeye: _____
   - Ne amaçla: _____
   - Ne kadar süreliğine: _____

9. **Gitmeyi planladığınız ülke: _____**

10. **Kiminle gitmeyi planlıyorsunuz? (Birden fazla işaretleyebilirsiniz)**
   - Tek başıma
   - Eşimle
   - Çocuğumla/Çocuklarımla
   - Annemle
   - Babamla
   - Diğer:

11. **Gitmeyi planladığınız ülkede size yardımcı olacak bir tanıdığınız var mı?**
   - Hayır
   - Evet (yakınlığı:_____)

12. **Hangi amaçla yurtdışına göç ediyorsunuz?**
   - Lisansüstü eğitim
   - Dil eğitimi
   - Çalışmak
   - Aile birliği
   - Diğer

13. **Göç ettiğiniz ülkede ne kadar süre kalmayı planlıyorsunuz? _____**

14. **Bir program dahilinde mi gideceksiniz?**
   - Hayır
   - Evet
     - Erasmus
     - Work & Travel
     - Diğer: _____

15. **Gerçekleştirdiğiniz resmi işlemler (birden fazla işaretleyebilirsiniz):**
   - Yurtdışındaki bir okula başvuruda bulunmak
   - Yurtdışı öğrenimi için burs başvurusunda bulunmak
   - Yurtdışında bir işe başvuruda bulunmak
   - Yurtdışındaki bir okuldan kabul almak
   - Yurtdışındaki bir okula kaydolmak
   - Yurtdışı öğrenimi için burs kazanmak
   - Yurtdışındaki bir işe kabul almak
   - Vize/Greencard başvurusunda bulunmak
   - Vize/Greencard almak
   - Diğer:

B. GÖRÜŞME FORMU

1. Hazırlık sürecinizden genel hatlarıyla bahseder misiniz? (Ne zaman karar verdiniz, hangi hazırlıkları yaptınız, daha neleri yapmanız gerekiyor?)

2. Göç kararı almanızda etkili olan faktörler nelerdir?

   2.a. Özellikle bu ülkeyi seçmenizde etkili olan faktörler nelerdir?

3. Gittiğinizde hayatınızda nelerin değişeceğini düşünüyorsunuz?

4. Bu süreçte neler düşünüyorsunuz?

5. Bu süreçte neler hissediyorsunuz?

6. Bu süreçte neler yapıyorsunuz?

7. İçinde bulunduğunuz hazırlık sürecinde sizi neler zorluyor?

8. Hazırlık sürecinde karşılaştığınız zorluklarla baş etmek için neler yapıyorsunuz?

9. Neler hazırlık sürecinizi kolaylaştırıyor? Bireysel, çevresel, toplumsal veya diğer faktörlerden bahsedebilirsiniz.

   9.a. Sosyal medya ve yapay zekadan faydalanıyor musunuz?

10. Sizi bu hazırlık sürecinde neler motive ediyor?

11. Geri dönme/orada kalma kararınız hangi faktörlere bağlı?

12. İçinde bulunduğunuz hazırlık sürecinde psikolojik destek almak isteseydiniz hangi konuda alırdınız?

13. Hazırlık sürecinizde yaşadıklarınıza dair benim sormadığım ancak sizin eklemek istediğiniz bir şey var mı?

14. Çalışma kriterlerini sağlayan ve bu çalışmaya katılması için önerebileceğiniz bir tanıdığınız var mı?

B. THE ETHICS COMMITTEE APPROVAL FORM

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

Konu: Değerlendirme Sonucu   29 KASIM 2023

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Funda BARUTÇU YILDIRIM

Danışmanlığını yürütttüğünüz Ece Nur BORANLI'*nın "Ayakkabıları Giyerken: Göçün Ayrılış Öncesi Dönemindeki Deneyimler Üzerine Nitel Bir Çalışma"* başlıklı araştırmanız İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek 0470-ODTUİAEK-2023 protokol numarası ile onaylanmıştır.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Ş. Halil TURAN
Başkan

Prof.Dr. İ. Semih AKÇOMAK   Doç. Dr. Ali Emre Turgut
Üye   Üye

Doç. Dr. Şerife SEVİNÇ   Doç.Dr. Murat Perit ÇAKIR
Üye   Üye

Dr. Öğretim Üyesi Süreyya ÖZCAN KABASAKAL   Dr. Öğretim Üyesi Müge GÜNDÜZ
Üye   Üye

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C. ANNOUNCEMENT

YURT DIŞINA GÖÇ ETMEYE Mİ HAZIRLANIYORSUNUZ?

YURT DIŞINA GÖÇ SÜRECİNDE HAZIRLIK DÖNEMİNİ İNCELEDİĞİMİZ ARAŞTIRMAMIZA DAVETLİSİNİZ!

NE YAPIYORUZ?

ODTÜ yüksek lisans öğrencisi Ece Nur BORANLI tarafından Dr. Öğr. Üyesi Funda BARUTCU-YILDIRIM danışmanlığında yürütülen bu yüksek lisans tez çalışması, bireylerin yurt dışına göç sürecinde hazırlık döneminde yaşadıklarına ışık tutmayı amaçlamaktadır.

KİMLER KATILABİLİR

18 yaşından büyükseniz
Yurtdışına göç etmeye hazırlanıyorsanız
Resmi işlemlerinizi başlattıysanız
Bilimsel bir çalışmaya katkı sunmak istiyorsanız
çalışmamıza katılabilirsiniz.

NASIL KATILABİLİRSİNİZ?

ece.boranli@metu.edu.tr adresine çalışmaya katılmak istediğinizi belirten bir mail göndermelisiniz. Katılım koşullarını sağlıyorsanız size uygun bir tarihte ortalama yarım saat sürecek bir görüşme gerçekleştireceğiz. Paylaşımlarınız isimsiz olarak bilimsel bir çalışmada kullanılacaktır.

İLETİŞİM

Ece Nur BORANLI
e_____u.tr

D. INFORMED CONSENT FORM

ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU

Bu araştırma, ODTÜ yüksek lisans öğrencisi Ece Nur BORANLI tarafından Dr. Öğr. Üyesi Funda BARUTÇU YILDIRIM danışmanlığındaki tez çalışması kapsamında yürütülmektedir.

Çalışmanın Amacı Nedir?

Çalışmanın amacı, yurtdışına göç edecek kişilerin hazırlık sürecindeki deneyimlerini incelemektir.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?

Araştırmaya katılmayı kabul ederseniz, yaklaşık yarım saat sürecek bir görüşme yapılacaktır. Bu görüşmede yurttan ayrılmadan önceki hazırlık deneyimleriniz hakkında bazı genel sorular sorulacaktır.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız?

Araştırmaya katılımınız tamamen gönüllülük temelinde gerçekleşmektedir. Görüşmede sizden kimliğinizi belirleyici hiçbir bilgi istenmemektedir. Gerçekleştirilen görüşme ses kaydına alınacak ancak cevaplarınız tamamıyla gizli tutulacak, sadece araştırmacılar tarafından değerlendirilecektir. Paylaşımlarınız diğer katılımcıların paylaşımları ile birlikte toplu halde değerlendirilecek ve bilimsel çalışmalarda kullanılacaktır.

Katılımınızla ilgili bilmeniz gerekenler:

Çalışma, genel olarak kişisel rahatsızlık verecek sorular içermemektedir. Ancak, katılım sırasında herhangi bir nedenden ötürü kendinizi rahatsız hissederseniz görüşmeyi yarıda bırakabilirsiniz. Bunu sizinle görüşmeyi gerçekleştiren araştırmacıya söylemeniz yeterlidir.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için Ece Nur BORANLI (@metu.edu.tr) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

İsim Soyad   İmza   Tarih

                                                              ___/___/____

E. CERTIFICATE

CERTIFICATE OF ATTENDANCE

Interviewing and Interview Form Preparation Training in
Qualitative Research

THIS CERTIFICATE IS AWARDED TO

Ece Nur Boranlı

TO CERTIFY HIS/HER ATTENDANCE AND SUCCESFULLY COMPLETING COURSE OFFERED BY
RESEARCH METHODS TRANING PRACTISE CENTER WITH THE FRAMEWORK OF R&D PROJECT

6.02.2024

Coordinator
Assoc. Prof. Dr. Selçuk Beşir DEMİR

1. GİRİŞ

1.1. Çalışmanın Arka Planı

Uluslararası Göç Örgütü raporuna göre 2020 yılında dünyada 260 milyon uluslararası göçmen bulunmaktadır (McAuliffe ve Triandafyllidou, 2021). Tabor ve Milfont'un (2011) belirttiği gibi, "*Göçmenlerin hayatları uçak indikleri anda başlamaz.*" Her göçmenin ayrılma öncesi aşamadaki deneyimleri kendine özgüdür. Bireysel ve bireysel olmayan birçok faktörden dolayı hepsi farklı bir süreç yaşamaktadır. Örneğin bazı ülkeler arasında göç etmek daha kolaydır (Brown ve Aktas, 2011). Eğitim düzeyi veya kişisel becerileri diğer faktörlerdir. Hepsi Avrupa Birliği vatandaşı olsalar bile, yüksek vasıflı göçmenler, düşük ve orta vasıflı göçmenlere göre daha sorunsuz bir süreç geçirirler (Coletto ve Fullin, 2019). Göçe hazırlık sürecinin herkes tarafından farklı deneyimlenmesi, bu süreci psikolojik danışmanlık gibi bireyle çalışan disiplinler için uygun bir konu haline getirmektedir.

Şu anda Türkiye'den kayda değer bir nitelikli göç yaşandığına yönelik çalışmalar vardır. Yurtdışındaki Türk mühendislerden elde edilen verilere dayanan bir rapora göre katılımcıların önemli bir kısmı 2020 yılından sonra göç etmiştir ve yarısıdan fazlası yüksek lisans derecesine sahiptir (İfade Fikir Derneği, 2023). Genç'in (2022) raporuna göre 2022 yılında doktor göçü 2012 yılına göre elli kat daha fazladır. Bir başka çalışmaya göre ise tıp, diş hekimliği, hemşirelik ve turizm fakültelerinde okuyan her on öğrenciden yedisi yurt dışına gitmek istemekte ve

bunların dörtte biri orada kalmayı planlamaktadır (Gözüm vd., 2023). Tıp öğrencileriyle yapılan bir araştırma ise öğrencilerin üçte ikisinin mezun olduktan sonra kariyerlerine yurtdışında devam etmek istediğini, dörtte birinin ise Türkiye'ye dönmek istediğini göstermiştir (Sancak vd., 2023). Türkiye'den göç etmek isteme nedenleri arasında ekonomik zorluklar (İfade Fikir Derneği, 2023; Gözüm vd., 2023; Genç, 2022), güvenlik ve mesleki tatmin (İfade Fikir Derneği, 2023; Genç, 2022) yer almaktadır.

Bu çalışmada, göç kararı ve hazırlık sürecine bütünsel bir bakış açısı sağlamak amacıyla geniş bir teorik çerçeve tercih edilmiştir. Bu çalışmanın bulgularının yorumlanması ve tartışılmasında İtme ve Çekme Kuramı (1966), Ekolojik Sistemler Kuramı (1977) ve Göreli Yoksunluk Kuramından (1984) faydalanılmıştır.

1.2. Araştırmanın Amacı

Çalışmanın amacı, Türk göçmen adaylarının yurttan ayrılış öncesindeki süreçlerine dair bir anlayış geliştirmektir. Karar verme süreçlerine, beklentilerine, karşılaştıkları zorluklara, kolaylaştırıcı faktörlere, başa çıkma stratejilerine ve ruh sağlığı ihtiyaçlarına odaklanarak yola çıkma öncesi dönemleri hakkında fikir edinmek amaçlanmıştır.

1.3. Araştırma Soruları

Araştırmanın amacı doğultusunda aşağıdaki araştırma soruları belirlenmiştir:

1. Katılımcılar göç etmeye nasıl karar verirler?

2. Katılımcılar gidecekleri ülkeye yerleştikten sonra hayatlarının nasıl değişeceğini düşünüyorlar?

3. Katılımcılar hazırlık sırasında nasıl hissediyor, düşünüyor ve davranıyorlar?

4. Katılımcılar hazırlık sürecinde ne gibi zorluklarla karşılaşıyorlar ve bununla

nasıl başa çıkıyorlar?

5. Katılımcılar hazırlık sürecinde nasıl motive oluyorlar?

6. Katılımcılar geri dönüş kararlarını neyin etkilediğini ve etkileyeceğini düşünüyor?

7. Katılımcıların hangi konularda psikolojik desteğe ihtiyacı olabilir?

1.4. Çalışmanın Önemi

Türk göçmen adaylarının ayrılış öncesi aşamalarının incelenmesi çeşitli nedenlerden dolayı önemlidir. İlk olarak, söz konusu gönüllü göç olduğunda tüm göçmenler bir hazırlık aşamasından geçerler. Ancak bu dönem sadece bir geçiş aşaması olarak algılandığı için gözden kaçabilmektedir. Ayrılış öncesi aşama, göç etme kararı ile yeni ülkeye giriş arasındaki sürenin ötesinde bir süreyi kapsar; göç öncesi dönemdeki bireye ilişkin her şey olarak görülebilir. Bu çalışmanın göç kararının yanı sıra ayrılış öncesi deneyimlere de odaklanarak göçün anlaşılmasına katkı sağlaması beklenmektedir.

İkincisi, yöntemlerin çeşitliliği göçe dair daha derin bir anlayış geliştirilmesine olanak sağlar. Örneğin değerli sonuçlar veren birçok boylamsal (Anderzén ve Arnetz, 1999; Rogers ve Ward, 1993; Tartakovsky, 2007, 2009, 2012) ve nicel araştırma (Poudel vd., 2019; Sancak vd., 2023) yapılmıştır. Ancak bu bulgular her zaman net bir şekilde yorumlanamamaktadır. Nitel yöntemin kullanıldığı bu çalışma, göçe hazırlık sürecine yeni açıklamalar getirmeyi amaçlamaktadır.

Üçüncüsü, dünyada ve Türkiye'de iktisadi ve idari bilim alanlarında göç sıklıkla çalışılmaktadır. Bu çalışma, ülkeyi değil bireyi başrole koyarak ve bireylerin deneyimlerine odaklanarak psikolojik danışma perspektifinden literatüre katkı sağlamayı amaçlamaktadır. Son olarak yorumlayıcı

fenomenolojik analiz (YFA), bireylerin önemli yaşam olaylarını incelemek için önerilen bir analiz yöntemidir (Smith ve diğerleri, 2009). Herkesin benzersiz bir şekilde deneyimlediği göç gibi önemli bir yaşam olayının YFA ile incelenmesinin metodolojik olarak literatüre katkı sağlayacağı düşünülmektedir.

2. METOT

2.1. Araştırma Tasarımı

Bu çalışma, ayrılış öncesi deneyimlere ilişkin daha derin bir bakış açısı kazanmayı ve göç sürecini daha iyi anlamayı amaçlamaktadır. Bu amaçla katılımcıların bu dönemdeki düşüncelerinin, duygularının, davranışlarının, beklentilerinin, karşılaştıkları zorlukların, başa çıkma stratejilerinin, kolaylaştırıcı ve motive eden faktörlerin ve psikolojik desteğe ihtiyaç duydukları konuların incelenmesinin gerekli olacağı düşünülmüştür. Bu amaçla nitel araştırma desenlerinden fenomenolojik araştırma deseni tercih edilmiştir (Patton, 2002).

2.2. Katılımcılar

Katılımcılara ölçüt örnekleme ve kartopu örnekleme yöntemleri ile ulaşılmıştır. Araştırma konusu hakkında bilgi sağlayabilecek katılımcılara ulaşabilmek için amaçllı örnekleme türü olan ölçüt örnekleme ve daha fazla katılımcıya ulaşabilmek için kartopu örneklemeye başvurulmuştur (Smith vd., 2009). Çalışmanın dahil etme kriterleri şu şekildedir:

1. 18 yaşından büyük olmak

2. Türkiye Cumhuriyeti vatandaşı olmak

3. Şu anda Türkiye'de yaşıyor olmak

4. En az lisans diplomasına sahip olmak veya lisans öğrencisi olmak

5. Göç etmeyi planlamak

6. Göç için resmi işlemleri başlatmak

7. Göçle ilgili en az bir resmi onay almış olmak (yurtdışında eğitim bursu, yurt dışındaki okul/işyeri kabulü, yeşil kart, vize gibi)

Dahil etme kriterlerine uyan on bir kişi (dokuz kadın, iki erkek) çalışmaya katılmıştır. Katılımcılar iş, öğrenim, aile birleşimi gibi sebeplerle göç etmeye hazırlanmaktadır.

2.3. Veri Toplama Aracı

"Göçte Ayrılış Öncesi Dönem Deneyimleri Formu" (Ek A) araştırmacılar tarafından oluşturulmuş ve alandaki üç araştırmacıdan uzman görüşü alınmıştır. Oluşturulan form, çalışmanın dahil etme kriterlerine uygun üç kişi ile paylaşılmış ve bilişsel görüşme ile form hakkında görüşleri alınmıştır. Bu şekilde yeniden yapılandırılan form son halini almıştır

2.4. Veri Toplama Süreci

Çalışmanın etik izni Orta Doğu Teknik Üniversitesi İnsan Araştırmaları Etik Kurulundan alınmıştır (Ek B). Araştırmacı, nitel görüşme formu oluşturma ve nitel görüşme yürütmeye dair çevrimiçi bir kurs tamamlamıştır (Ek E). Ek C'deki duyuru metni kullanılarak sosyal medya ve araştırmacının çevresindeki bireyler vasıtasıyla ilgili bireyler araştırmaya davet edilmiştir. Çalışmaya katılmaya gönüllü olan kişiler Ek D'de yer alan Gönüllü Katılım Formu ile çalışma ve hakları hakkında bilgilendirilmiştir. Bütün görüşmeler çevrimiçi ve ses kaydı alınarak yürütülmüştür. Görüşmeler ortalama 66 dakika sürmüştür. Görüşmeler deşifre edilerek analize hazır hale getirilmiştir.

2.5. Veri Analizi

Bireyler için önemli yaşam olaylarını incelerken derinlemesine bir bakış açısını hedefleyen yorumlayıcı fenomenolojik analiz (YFA) ile görüşmeler analiz edilmiştir.

Smith vd. (2009; Smith ve Osborn, 2003; Pietkiewicz ve Smith, 2014) tarafından önerilen analiz basamakları dikkate alınmış ve analizde MAXQDA 22 programı kullanılmıştır. Araştırmacının yorumlarının yerinde olup olmadığını okuyucunun değerlendirmesine olanak sağlamak ve katılımcıların bireysel deneyimlerini kendi sözleriyle ortaya koyarak emik bir bakış açısı sağlamak amacıyla katılımcılardan alıntılar sunulmuştur (Pietkiewiez ve Smith, 2014).

2.6. Araştırmanın Sınırlılıkları

Her araştırmanın olduğu gibi bu araştırmanın da bazı sınırlılıkları bulunmaktadır. Görüşmelerin çevrimiçi yürütülmesi bunlardan biridir. Çevrimiçi görüşme, katılımcıların sözel olmayan mesajlarına sınırlı erişime ve internet kalitesindeki sorunlar sebebiyle aksamalara sebep olabilmektedir.

Her bir katılımcı ile sadece bir görüşme yapılmış olması bir diğer sınırlılıktır. Görüşmeler esnasında, katılımcıların kimisinin yurttan ayrılışına daha bir yıldan fazla varken kimisi iki haftadan az vardır. Ayrılış öncesi dönem uzun ve değişken bir süreç olduğu için sürecin farklı zamanlarında tekrar eden görüşmeler yapmamış olmak çalışmanın bir sınırlılığıdır.

YFA ile yapılan çalışmalarda deneyimleri daha iyi anlayabilmek için genellikle "nasıl" sorusu tercih edilmektedir. Ancak görüşme formundaki sorular genellikle "ne" sorularıdır. Bu araştırmacının ilk YFA çalışması olması sebebiyle gözden kaçan bir husustur. Son olarak geniş çalışma grupları ile de YFA çalışmaları yapılsa da Smith ve diğerleri (2009) genellikle 6-8 katılımcının bir YFA çalışması için ideal olacağını, bir yüksek lisans tezi için bunun 3'e kadar inebileceğini söylemiştir. Bu çalışmada ise geniş dahil etme kriterleri sebebiyle oluşan heterojen katılımcı grubunu telafi edebilmek için kişi sayısı arttırılmıştır. Kısacası genel kabulden kalabalık bir çalışma

grubu bu çalışmanın diğer bir sınırlılığıdır.

3. BULGULAR

Analizde Smith ve diğerleri tarafından önerilen analiz adımları (2009) ve Smith ve Nizza (2022) tarafından sunulan yeni terminoloji takip edilmiştir. Çalışma grubunun sınırlı homojenliği göz önünde bulundurularak bir bulgunun kişisel deneyim teması olarak kabul edilmesi için en az dört katılımcı tarafından ifade edilmiş olması gerekliliğine karar verilmiştir (Smith vd., 2009). Belirlenen temalar Tablo 4'te sunulmuştur.

3.1. Göçe Motive Eden Faktörler

Katılımcıları ekonomik, toplumsal/politik, öğrenim/kariyerle ilgili veya bireysel faktörlerin göçe motive ettiği görülmüştür.

Table 4

Grup ve Kişisel Deneyim Temaları

Grup Deneyim Temaları	Kişisel Deneyim Temaları
Göçe Motive Eden Faktörler	Ekonomik Faktörler
	Toplumsal/Politik Faktörler
	Öğrenim/Kariyer ile İlgili Faktörler
	Bireysel Faktörler
Zorluklar	Belirsizlik ve Kaygı
	Ayrılacak Olmak
	Resmi İşlemler
	Karar Vermek
Kolaylaştırıcılar	Bireysel Kolaylaştırıcılar
	Başkalarından Destek Almak
	Araştırmak ve Planlamak
	Başkalarının Göç Ettiğini Görmek
	Sevilen Kişilerle İletişimi Devam Ettirebilmek
Dönüş Göçü Fikri	Ekonomik Faktörler
	Toplumsal/Politik Faktörler
	Öğrenim/Kariyer ile İlgili Faktörler
	Sevilen Kişilerle İlgili Faktörler

3.1.1. Ekonomik Faktörler

Katılımcılar, göç ettiklerinde ev araba alabilmek, market alışverişinde zorlanmamak, ailelerine maddi olarak yardım edebilmek, birikim yapabilmek, emeklilikte rahat yaşayabilmek gibi konularda daha avantajlı olacağını düşünmektedir. Diğer taraftan bazı katılımcıların ailelerinin kendi yaşlarındayken sahip olduğu refah düzeyine sahip olamamaktan mutsuzlar.

> *Ben babamın aldığı evi satın alamıyorum. Yani hani babamın bundan hani 30 sene öncesinde Denizli'nin bir köyünden çıkıp Erzurum'a okumaya gidip ondan sonrasında oradan İstanbul'a çalışmaya gelen bir insanın satın aldığı bir evi satın alamıyorum ya. (P1)*

3.1.2. Toplumsal/Politik Faktörler

Katılımcılar istedikleri gibi yaşama özgürlüğünü hissedememek, adalete inanmamak, kültürel değişim gibi etkenlerden dolayı toplumda veya günlük yaşamlarında rahatsızlık hissettiklerini belirtmişlerdir. Örnek olarak P1 toplumda var olduğunu düşündüğü kendini gizleme durumundan bahsetmiştir.

> *... Hani insanlar kendi oldukları gibi görünmüyorlar yani içki içiyorsanız içki içiyorsunuzdur veya dindarsanız, namaz kılıyorsanız namaz kılıyorsunuzdur ya bu kadar basit bu tartışmaya açık bir şey değil yani niye bunu insanlar ifade etmekte bu kadar zorluk yaşıyor anlayabilmiş değilim. (P1)*

3.1.3. Öğrenim/Kariyerle İlgili Faktörler

Katılımcılar göç ederek daha kaliteli bir eğitime, daha iyi araştırma şartlarına, daha güvenli iş ortamına, daha düzenli bir iş sistemine kavuşmak istemektedir. Bir araştırmacı olan P6 işyerindeki imkanların eksikliğinden bahsetmiştir.

> *Hani en çok zorlayan şey mesela atıyorum tek kullanımlık bazı şeyler var laboratuvarda ama mesela bizim laboratuvarımızın parası olmadığı için ve bunları tek tek yıkamak gerekiyor ve yıkama işlemi şöyle diyebilirim, laboratuvarda beş saatlik bir işin varsa onun sonucunda çıkan bulaşık da en az iki saat sürüyor ve inanılmaz yorucu oluyor ... Zaten o süreçte dedim yani ben ya araştırma yapacağım yurt dışında ya da bu işi bırakacağım. Açıkçası Türkiye'de hiçbir şekilde devam etmeyi araştırmaya düşünmedim. (P6)*

3.1.4. Bireysel Faktörler

Katılımcılar kişisel geçmişleri, yenilik arayışı, kendini tanıma isteği gibi motivasyonlarla göç kararı alabilmektedir. Örneğin P7, kendini tanıma isteğinin göç kararına etkisinden bahsetmiştir:

> *Hayatım boyunca hiç yalnız kalmadım ben, hep insanlar vardı. ... Ama orada yalnız kalacağım, kendimi öğreneceğim, beni aslında en çok hani heyecanlandıran kısmı bu. Çünkü kendimle vakit geçirmeyi öğreneceğim. ... Orada çok zorlanacağım ama kendimi bulacağım diye düşünüyorum. ... (P7)*

3.2. Zorluklar

3.2.1. Belirsizlik ve Kaygı

Katılımcılar, yeni ve bilinmezliklerle dolu bir yere gidiyorlar. Belirsizlik karşısında istemedikleri senaryolar ve "ya olmazsa" endişesi ile baş etmeye çalışan katılımcılar genellikle kaygı yaşıyor.

> *Endişe ksımı beni zorluyor "yapabilir miyiz" kısmı çünkü belirsizlik var ve biz bu belirsizlik için büyük şeyler feda ediyoruz. ... Eşim şey diyor ya "Kimler kimler yapmadı? Biz hayli hayli yaparız." ... Yani evet, kimler kimler yapmadı? Biz de yaparız, ama yapamazsak ne olacak? Ben biraz da endişeli bir kişiyim. (P4)*

3.2.2. Ayrılacak Olmak

Katılımcılar aileleri, arkadaşların, partnerleri gibi onlar için önemli kişilerden ayrılmanın zorluğundan bahsetmişlerdir.

> *Tabii ki de bir kendi çevremden yani beni ben yapan insanlardan aslında uzaklaşmış olacağım. O olumsuz bir şey büyük ihtimalle işte dediğim gibi yani bugün vedalaştığım insanların belki de bazılarını bir daha hiç göremeyeceğim belli olmaz yani. (P1)*

Sevdikleri kişilerin yanı sıra işlerinden, ülkelerinden, evlerinden, evcil hayvanlarından, eşyalarından ayrılacak olmak da katılımcıları zorlamaktadır.

> *Üzgün. Tek kelime ile üzgün. Keşke bunlara gerek kalmasaydı. Keşke ben alnım açık sırtım pek karnım tok gelecek korkusu olmadan kendi ülkemde yaptığım mesleği sonuna kadar benim potansiyelimi zorlayacak noktalara kadar yapabilseydim. (P10)*

3.2.3. Resmi İşlemler

Katılımcılar iş/okul başvurusu, burs başvurusu, okul kaydı, vize işlemleri gibi prosedürlerin ne kadar maliyetli, detaylı, yorucu ve diğer ülkelere kıyasla zor olduğundan bahsetmiştir.

Ya tabii çok zorladı çünkü her evrağı bir yerden toplamak zorunda kalıyorsunuz. Yani ciddi bir sıkıntı süreci önce maillerle uğraşmak çok sıkıntı. Ya bir ara dedim ki istemiyorum ya gelmeyeceğim dedim. Ciddi dedim yani bunu. (P5)

Burada tabi ki yüz elli iki yüz dolarlardan bahsediyorlar. ... Bu çok para Türk lirası olarak. Bu sadece belge işi için. Burda 50 TL 100 TL neyse hani bu belki şeyi ödüyorsunuz, alıyorsunuz ama orada öyle değil çünkü malum *** (duyulamadı) (P10)

3.2.4. Karar Vermek

Bazı katılımcılar göç kararını vermekte zorlanmışlardır. Zira, burada kalarak oradaki, oraya giderek ise buradaki hayatlarından vazgeçmiş olacaklardır. Dahası, seçmedikleri alternatifin tam olarak nasıl olacağını bilememektedirler.

Bu aslında kafamı burada mı duvarlara vurayım orada mı duvarlara vurayım seçimi. Çünkü buradan oraya giderken pek çok şeyi feda edip gidiyorsunuz. Burada dururken başka bir hayatı feda ediyorsunuz. ... O yüzden hangisi daha az hasar verir? Hangiside daha az beyin sarsıntısı geçiririz'in hesabını yapma durumundayız. (P10)

3.3. Kolaylaştırıcılar

3.3.1. Bireysel Faktörler

Bazı kişisel kaynaklar veya kişilik özelliklerinin katılımcıların göçe hazırlanmasında kolaylaştırıcı olduğu görülmüştür. Katılımcılar, iyi düzeyde yabancı dil bilmek, iyi bir eğitim geçmişine sahip olmak, girişimci olmak, sağlıklı olmak, maddi birikime sahip olmak gibi bireysel kaynakların veya özelliklerin hazırlık sürecini kolaylaştırdığını belirtmişlerdir.

...kişisel özelliklerim buna çok müsait. ... Yani girdiğim ortamda direk zaten insanlarla tanışabiliyorum. Onun dışında dilim var. ... zeki de bir insanım ... bu

da dolayısıyla orada bir şeyler yapmak istersem, onları yapabilmem için de bana imkan yaratan bir şey çünkü hani ben yüksek lisansa da orada başvuru veririm. Sonuçta X Üniversitesi mezunuyum. Ve bir şeylerde de iyiyim. ... Çok şanslıyım herhangi bir fiziksel engelim yok .... O sıkıntıları yaşasam bile üstesinden geleceğimi biliyorum. (P1)

3.3.2. Başkalarından Destek Almak

Katılımcılar hazırlık süreçlerinde maddi ve manevi olarak yakınlarından destek aldıklarını dile getirmişlerdir. Özellikle kaygı ile baş etmek için katılımcılar sıklıkla yakınları ile konuşmayı tercih etmişlerdir:

Sosyal çevrem çok kolaylaştırıyor diyebilirim çünkü çok destek oluyorlar bana gitmem konusunda, özellikle ailem her zaman destekçim oldu. Ne zaman kaygılı hissetsem, stresli olsam mülakat için vesaire desteklerini gösterdiler, stresimle başa çıkmamı sağladılar, erkek arkadaşım da öyle. (P11)

3.3.3. Araştırmak ve Planlamak

Katılımcıların çoğunun hazırlık sürecindeki en yaygın kolaylaştırıcılardan ikisi, genellikle bir arada görülen planlama ve araştırmadır. Katılımcılar, belirsizlik ve kaygıyla baş etmek için gidecekleri yeri araştırmakta ve alternatif planlar yapmaktadır.

Plan yapmak en zaten başında geliyor benim için. Kendimi araştırarak rahatlatıyorum yani. .... Yani işte mesela ChatGPT'yi biliyorsundur. Yani hani herkes kullanıyor ben bunun için kullanıyorum. İşte mesela süpermarketler hangisi daha ucuz? Böyle şeyleri bile araştırmaya başladım. (P6)

3.3.4. Başkalarının Göç Ettiğini Görmek

Katılımcılar bu süreçte pek çok şeyi ilk kez deneyimlemektedir. Süreçte pek çok şeyi başarıp başaramayacaklarına dair soru işaretlerine sahiptirler. Katılımcılar denemeden sonuçları göremedikleri için daha önce başaran kişileri görmenin, yani daha göçün önce yapılmış ve yapılabilecek bir şey olduğunu görmenin onları rahatlattığından bahsetmişlerdir.

Şöyle, evet, onların yaptığının zor olmadığını fark ediyorum. Onlar yapıyorsa ben de yaparım diyorum. Çünkü oraya giden arkadaşlarımdan gerek doktor, gerek mühendis gerek başka bir meslek mensubu olan kişilerden çok büyük bir farkımın

olduğunu düşünmüyorum hepimiz aynı eğitimi alıyoruz, aynı şeyleri öğreniyoruz. Niye bir başkası yaparken ben yapamayayım ki onu düşünüyorum. (P3)

3.3.5. Sevilen Kişilerle İletişimi Devam Ettirebilmek

Katılımcılar, ailelerini görmeye gidebilecek olmalarından, yurtdışındaki arkadaşlarının varlığından, partnerlerinin onların yanına gelebilmesi ihtimalinden de güç almaktadır. Örneğin Avrupa'daki arkadaşlarının varlığı P6'yı rahatlatıyor.

Benim yanıma gelebilecek olmaları iyi hissettiriyor, aynı şehir ya da aynı ülke değil ama Almanya hâlâ daha yakın Türkiye'den ya da daha yapılabilir. (P6)

3.4. Dönüş Göçü Fikri

3.4.1. Ekonomik Faktörler

Bazı katılımcılar orada ekonomik olarak zorlandıkları veya Türkiye'de ekonomik olarak rahat edebielcekleri durumda dönebileceklerinden bahsetmişlerdir.

Yani artık bu yani eşim de işten çıkarsa hani hiçbir şekilde maddi gelirimiz olmazsa çok büyük darlığa ve zorluğa düşersek artık geri dönmek zorunda kalırız. (P4)

3.4.2. Toplumsal/Politik Faktörler

Bazı katılımcılar sosyal ve politik faktörlerin de geri dönüş kararlarını etkileyebileceğini belirtmiştir. Örneğin akademisyen olan P10, bu faktörlerin ekonomik faktörlerden daha ağır basabileceğini dile getirmiştir.

Gerçekten özgür gerçekten başarının ödüllendirildiği bir sistemle Türkiye'de karşı karşıya kalma lüksü bir lüks olmaktan çıkıp da sistemin kendisi halini alırsa o zaman Türkiye tadından yenmez bir ülke olur. O zaman az para kazanmaya da razı olurum ben. (P10)

3.4.3. Öğrenim/Kariyerle İlgili Faktörler

Katılımcıların geri dönüş kararlarında etkili olan bir diğer faktör ise öğrenim ve kariyerdir. Bazı katılımcılar, orada istedikleri iş ya da okuldan kabul alamazlarsa ya da burada iyi koşullara sahip bir iş bulabilirlerse geri dönebileceklerini belirtmişlerdir.

İstediğim güzel bir dermatoloji kliniğine kabul aldım mı, almadım mı? Eğer bu olmazsa dönerim gibi geliyor. Büyük konuşmayayım ama o şekilde. (P2)
Ben hani güzel bir pozisyon bulursam iyi bir üniversitede düşünebilirim de uzak bir şey de değil ya da zor bir şey de değil. (P6)

3.4.4. Sevilen Kişilerle İlgili Faktörler

Son olarak katılımcılar sevdikleri ile ilgili faktörlerin geri dönmelerine sebep olabileceğini söylemiştir. Katılımcılar, ailelerinde sağlık sorunu yaşanması ya da partnerlerinin yanlarına gelememesi gibi durumlarda Türkiye'ye dönme ihtimalinden bahsetmişlerdir. Örneğin göç etmeden önce babasının yanında yaşayan P2, babasının sağlık sorunu olması durumunda tereddüt etmeden geri döneceğini belirtmektedir.

Ya da Allah vermesin hani bir sağlık falan... yani babamın sonuçta yaşı ileride hani ben böyle şeyleri çok düşünmüyorum, düşünmek istemiyorum ama hani öyle bir şey olursa dönerim. Hani arkama bile bakmadan gelirim zaten. (P2)

4. TARTIŞMA

4.1. Bulguların Tartışılması

4.1.1. Göçe Motive Eden Faktörler

Katılımcıların çoğu ekonomik faktörlerin göç kararına etkisinden bahsetmiştir. İtme Çekme Kuramı bakış açısı ile katılımcılara göre hedef ülkedeki ekonomik şartlar onları çeken bir unsurken yaşanılan ülkedeki ekonomik zorluklar iten bir unsurdur. Ekolojik Sistemler Kuramına göre ise bu kişinin makrosistemde yaşadığı bir zorluktur. Ekonomik zorluklar sebebiyle ailesine yardım etmek isteyip edemeyen göçmen adayları ise makrosistemdeki bir sorun sebebiyle mikrosistemde istedikleri gibi davranamamışlardır. Görelik Yoksunluk Teorisine göre ise bireyler topluma göre yoksul oldukları durumda göçe yatkındırlar. Ancak bu çalışmada katılımcılar kendilerini toplumla değil önceki nesil olan aileleriyle ve yurtdışındaki muhtemel halleriyle kıyaslamışlardır. Toplumun kendilerinden yüksek olması durumunda katılımcılar belki ülkede fırsatlar olduğunu düşünebilirdi. Ancak kendileri ile denk

gördükleri kişilerin de zorlandıklarını görmek onları sorunun kendilerinde olmadığını düşündürmüş ve göçe teşvik etmiş olabilir. Literatürde de Türkiye, Irak, Macaristan, Pakistan gibi farklı ülkelerde ekonomik faktörlerin göç ile ilişkisi görülmüştür (Genç, 2022; Gözüm vd., 2023; Mousa Sabti ve Sri Ramalu, 2024; Nadir vd., 2023; Pál vd., 2024).

Katılımcılar toplumsal ve politik faktörler altında güvende hissetmemek, kültürel değişim, yaşam tarzının kısıtlandığını hissetmek gibi durumlardan bahsetmiştir. Yurtdışındaki Türk mühendislerin Türkiye'deyken güvende hissetmediğini dile getirdikleri rapor ile örtüşmektedir (İfade Fikir Derneği, 2023). Bazı katılımcılar kültürel değişimi yoğun göçmen alımına bağlamaktadır. Benzer şekilde Tabor ve Milfont (2011) da İngiltere vatandaşlarının Yeni Zelanda'ya göç etmelerinde İngiltere'nin aldığı göçün etkisinden bahsetmiştir.

Katılımcılar, literatürde de rastlandığı gibi, daha iyi öğrenim ve kariyer fırsatları sebebiyle de göç etmektedir (Akl vd., 2007; Nadir vd., 2023; Pál vd., 2024). Katılımcılar örneğin işyerleri olan üniversitede, hastanede yaşadıkları sorunlardan bahsetmektedirler. Ancak bunlar sadece üniversite ve hastane değil, eğitim ve sağlık sistemi ile ilgili sorunlar gibi görünmektedir. Bu sebeple hem mikro hem makro sistemlerdeki zorluklar etkili oluyor gibi görünmektedir. Şimdiye kadar sayılan faktörler çoğu kişi için geçerli olsa da bu kişilerin hepsi göç kararı almamaktadır. Bu aşamada İtme Çekme Teorisindeki (Lee, 1966) bireysel faktörler devreye girer. Bu çalışmada da katılımcılar yenilik arayışı, kendini tanıma isteği gibi bireysel eğilimlerle göç kararına yaklaşmıştır.

4.1.2. Zorluklar

Bu çalışmada katılımcılar belirsizlik ve kaygı sebebiyle zorlandıklarını dile getirmiştir. Poudel ve diğerlerinin (2019) çalışmasında da Nepalli işçilerin hazırlık

döneminde depresyon, anksiyete, stres puanları yüksek bulunmuştur. Sancak ve diğerlerinin (2023) çalışmasına göre ise göç etmek isteyen kişilerin depresyon ve stress puanları yüksekken anksiyete puanları yüksek bulunmamıştır. Buna göre göç isteğinde olup göç sürecinde olmamanın depresyon ve stresle, göç sürecinde olmanın ise kaygı ile daha yakından ilişkisinin olabileceği yorumu yapılabilir.

Ayrılacak olmak göçmen adayları için başka bir zorluktur. İtme ve Çekme Teorisi'ne göre bireylerin hem kendi ülkesinde hem de varış ülkesinde artılar ve eksiler vardır. Bireyler, eksilerden uzaklaşıp artılara ulaşmak için göç ederler. Bireylerin sevdiklerinin olması da yaşadıkları ülkenin artıları arasındadır. Katılımcıların ayrılmakta zorluk yaşamaları bu bağlamda değerlendirilebilir. Neredeyse bütün katılımcılar aile, partner, arkadaş, evcil hayvan, meslek, ülke gibi önemli şeyleri geride bırakmanın zor olduğunu belirtmiştir. Bunlar kendi ülkelerinin artıları olarak kabul edilebilir

Literatürde de çoğu göçmen adayının prosedürler sebebiyle stres yaşadığı görülmüştür (Tabor ve Milfont, 2011). Bir katılımcı vize sürecinde yaşanan zorlukların yoğun göç başvurusu sebebiyle kasıtlı olduğuna inandığını dile getirmiştir. Daha önce Çiftçi ve Karaman'ın (2018) da gösterdiği gibi diğer ülke vatandaşlarının aynı işlemleri daha kolay yapabildiğini görmek de göçmen adaylarını zorlamaktadır. Net bilgiye ulaşamamak da literatürde de belirtildiği gibi (Khanal ve Gaulee, 2019) katılımcıları zorlamaktadır.

Katılımcılar göç kararı almada zorlandıklarını dile getirmişlerdir. Arkalarında bırakacakları sevdiklerini, mesleklerini, ülkelerini, orada kazanacakları ekonomik refahı, yaşam tarzını, aile birliğini tarttıklarında hangisinin daha önemli olduğunu seçmekte orlanmaktadırlar. Bu durumda onlar için hangisinin önemli olduğunu belirlemek yani değerlerini sıralamak bir görevdir. Üstelik İtme Çekme Kuramında

belirtildiği gibi kendileri için mutlak bir sıralama yapsalar bile seçeneklerde her zaman belirsizlik vardır. Seçmedikleri seçeneğin nasıl olacağını hiçbir zaman tam olarak bilemeyeceklerdir.

4.1.3. Kolaylaştırıcılar

Bazı kişisel değişkenler geçiş hazırlık sürecini daha yönetilebilir hale getirir. Literatürde en sık bahsedilenlerden biri de gidilecek ülkenin dilini veya İngilizceyi bilmektir. Hedef ülkenin ana dilini göçmen adaylarının işini koalylaştırmaktadır (Bürgelt vd., 2008; Jasinskaja-Lahti ve Yijälä, 2011). Bu çalışmada da katılımcılar dil bilmenin iletişim sorunu yaşamamalarını ve uyum sürecinde fazla zorluk yaşamamalarını sağlayacağını belirtmişlerdir.

Bürgelt ve diğerlerine göre (2008), bir başlangıç sermayesine sahip olmanın göçmenleri başlangıçtaki mali sıkıntılardan koruduğunu ve refahlarını desteklediğini belirtmektedir. Buna paralel olarak, gidecekleri ülkede henüz iş bulamayan, yüksek maliyetli resmi prosedürlerden geçen veya burslarının yeterli olmayabileceğini düşünen katılımcılar için de birikim sahibi olmak önemli bir kaynaktır.

Ayrıca katılımcılar, kararlılıkları sayesinde bu karmaşık süreci devam ettirebileceklerini belirttiler. Ayrıca değişimi sevme, uyum sağlayabilme, atılganlık, zeka, eğitim durumu ve fiziksel sağlık, geleceğe dair olumlu düşüncelerini artırarak onları rahatlatmaktadır. Bunlar aynı zamanda İtme Çekme Kuramındaki (Lee, 1966) bireysel faktörlerle ilişkilendirilebilir.

Katılımcılar, ayrılış öncesi aşamada kendi mikrosistemlerinden destek alırlar. Katılımcılar endişeli hissettiklerinde genellikle aileleri, partnerleri veya arkadaşlarıyla konuşmayı tercih etmektedirler. Araştırma ve planlama ise çoğu zaman önlerindeki belirsizlikle ve akıllarındaki istenmeyen senaryolarla baş etmelerine yardımcı olur. İhtiyaç duyacakları şeyleri belirleyerek, bunları nasıl

elde edeceklerini öğrenerek, ne yapmaları gerektiğini bilerek, yapamıyorlarsa ne yapabileceklerini planlayarak gelecekteki benliklerini korumaya ve kendilerine iyi senaryolar oluşturmaya çalışırlar.

Katılımcılara yardımcı olan bir diğer faktör de başkalarının göç ettiğini görmektir. Bu süreçte göç edecek ve pek çok şeyi ilk kez deneyimleyecek olan katılımcılar, başkalarının da aynı şeyleri yaşadığını, bunun normal bir süreç olduğunu, sorunların aşılabileceğini görünce rahatlamaktadır. Ayrıca göçmenlerin kurduğu yaşamı görmek onları motive etmektedir. Son olarak katılımcılar sevdiklerini mikrosistemde görebildikleri veya görmeye devam edebildikleri için rahatlamaktadır. Ailelerinin, arkadaşlarının gelebilmesi, eşlerinin de göç edebilmesi, yurt dışındaki arkadaşlarıyla buluşabilmeleri, sevdiklerinin yanına dönebilmeleri onları rahatlatmaktadır.

4.1.4. Dönüş Göçü Fikri

Katılımcılar, ekonomik, toplumsal/siyasi ve kariyer/eğitimle ilgili faktörler ile sevdikleriyle ilgili faktörlerin geri dönüş kararını etkileyeceğini belirtmiştir. Katılımcıların bahsettikleri Türkiye'de yayınlanan bir raporla uyumludur. Türkiye'den göç eden mühendislerin neredeyse yarısı, Türkiye'de ekonominin iyileşmesi ile temel hak ve özgürlüklerin iyileştirilmesinin geri dönme kararlarında etkili olabileceğini söylemiştir (İfade Fikir Derneği, 2023). Bu çalışmaya katılanlar bu faktörlerden bahsetmiş olsalar da katılımcılar sadece Türkiye'deki durumun değil, gidilen ülkedeki durumun da etkili olduğunu belirtmişlerdir. Örneğin, gidilen ülkede finansal istikrarın sağlanamaması, satın alma gücünün kendi ülkesindekiyle aynı olması gibi ekonomik faktörler; ırkçılığa, polis şiddetine maruz kalmak gibi toplumsal faktörler ve istenen işe/okula kabul edilmemek gibi iş/eğitimle ilgili faktörler de katılımcıların geri dönme nedenleridir. Başka bir

deyişle, İtme ve Çekme Teorisi'nde (Lee, 1966) bahsedilen ülke dışına göçte olduğu gibi, her iki ülkede de artı ve eksilerin rolü görülmektedir. Ayrıca partnerin gideceği ülkeye gelememesi, aileye yakın yaşamak istemesi, ailenin sağlık sorunları gibi sevdikleriyle ilgili faktörler de ortaya çıktı. Bu insanların mikrosistemlerindeki herhangi bir ilişki, göç etme kararlarına engel olmamış olsa da geri dönüşlerine sebep olabilir gibi görünmektedir.

4.2. Uygulamaya Yönelik Öneriler

Toplu göçler sırasında bireyler rehberliğe erişme fırsatına sahip olabilir ancak bu çalışmada olduğu gibi imkanlarıyla göç eden insanlar daha yalnız bir süreç yaşamaktadır. Bu nedenle göç, ruh sağlığı profesyonellerinin dikkate alması gereken bir konudur. Göçmen adaylarının veya göçmenlerin erişebileceği açık kaynak sayısı artırılabilir. Diğer taraftan, göçmen adayları kendilerini "yaşamayanların anlayamayacağı bir sürecin" içinde gördükleri ve anlaşılmadıklarını hissettikleri görülmüştür. Bu nedenle göçmenlere yardım etmenin yanı sıra göçmen yakınlarının ve toplumun göç konusunda bilinçlendirilmesi de önemlidir.

4.3. Gelecek Çalışmalar için Öneriler

Türkiye'nin verdiği göçe dair bilgi oldukça sınırlıdır. Göç etmiş kişilere yönelik demografik bilgi paylaşılsa da öğrenim düzeyi, meslek, sektörü göç amacı/sebebi gibi bilgiler hakkında detaylı bilgi Türkiye'den göçün daha iyi anlaşılmasına olanak sağlayabilir.

Bu çalışmada katılımcıların gelişim dönemi, tek ya da biriyle göç etme, geçici ya da temelli göç etme, göç amacı gibi yönlerden farklılaşması katılımcıların ortak ve farklılaşan yönlerini görmeyi zorlaştırmıştır. Sonraki çalışmalarda daha dar dahil etme kriterleri ile daha homojen bir grup oluşturulması daha derin bir

anlayışa ulaşılmasına yardım edebilir. Diğer taraftan katılımcılar göç edeceklerini öğrendikleri tarih ve göç edecekleri tarih bakımından da birbirinden farklılık göstermektedir. Bu gibi durumlarda katılımcılarla tekrarlı görüşmeler yapmak daha eksiksiz bulgulara ulaşmayı destekleyebilir.

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