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AN ANALYSIS OF GRADUATE THESES ON SYRIAN REFUGEES IN THE FIELD OF EDUCATION AND TRAINING IN TURKEY¹

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Abstract

This article investigates the patterns and trends of graduate theses on education and training for Syrians on the Council of Higher Education (CoHE) Thesis Search Catalogue, using the keyword "Syrian (Suriyeli)" from 2011 to 2020. The study aims to determine the percentage of studies discussing Syrians by study level, fields of discussion, distribution of theses by education level and years, methodology used, language of theses, affiliated universities, distribution of sample/population, and themes/topics focused on by researchers. Out of 473 theses found, 65 were related to education and training, with the majority being master's level. The findings highlight the need for more doctoral-level research and a mixed-methods approach to gain a comprehensive understanding of Syrian refugees' experiences and needs, as well as studies published in English to overcome language barriers. It is suggested that cities with significant Syrian populations should be prioritized as research samples. The study provides a basis for further research and policy decisions to better address the educational needs of Syrian refugees.

Key Words: Syrian refugees, education and training, graduate theses, research trends.

INTRODUCTION

The Syrian crisis has been described as one of the greatest humanitarian challenges of the 21st century, with more than six million Syrians fleeing to neighbouring countries, including Turkey, Lebanon, and Jordan (Internal Displacement Monitoring Centre, 2019). Initially, Turkey had an open-door policy for these asylum seekers, but due to the time-consuming process of determining refugee status, the government introduced a temporary protection (TP) management system for Syrian nationals, stateless persons, and refugees from Syria (National Legislative Bodies/National Authorities, 2014). Currently, Turkey is home to the largest number of refugees in the world, with over 3.6 million Syrians registered under TP (The Directorate General of Migration Management [DGMM], n.d.).

While Turkey had initially set up 26 temporary accommodation centres (TACs) to house refugees, the DGMM decreased the number of TACs to 7 as it became clear that hosting refugees would be a long-term endeavour (DGMM, n.d.). Refugees were then relocated to cities throughout the country to implement a social integration

¹ This paper is a part of PhD dissertation of the first author.

policy. However, the integration process has been challenging, with refugees² struggling to meet basic needs such as employment, shelter, health, safety, and education (Médecins du Monde, 2019; The Association for Human Rights and Solidarity for the Oppressed [MAZLUMDER], 2014). Refugees require employment at a living wage, but legal and socio-economic constraints make it difficult for them to find jobs (Médecins du Monde, 2019). Furthermore, many refugees lack access to formal education, with Syrian children in Turkey being five times more likely to lack access to education than the worldwide average (United Nations High Commissioner for Refugees [UNHRC], 2019).

The crisis has posed significant challenges for Turkey in providing education and training opportunities to a large number of Syrians, given the importance of education in enabling refugees to rebuild their lives. Turkey continues to host a significant number of refugees. The government has undergone various shifts in its approach to addressing the education needs of these individuals over the years.

During the period of 2011 to 2014, Syrian refugees in Turkey were not legally recognized and were prohibited from enrolling in national schools. To address this, education centers were established in refugee camps in 2011, which later became Temporary Education Centers (TECs) (the Disaster and Emergency Management Authority, [Afet ve Acil Durum Yönetimi Başkanlığı AFAD], 2014). These centers initially only offered the Turkish curriculum with Arabic language instruction however, they were not accompanied by Turkish language learning courses, therefore, were unpopular with the refugee community (Global Partnership for Education, 2021). The fact that the expectation of Ministry of National Education [MoNE] was that the crisis would be short-lived resulted in MoNE permitting Syrian children to finish the school year using the Syrian curriculum (3RP Country Chapter 2020). As a solution, Non-Governmental Organizations (NGOs), philanthropic and religious organizations, as well as Turkish municipalities, established Syrian schools using a modified version of the Syrian curriculum and staffed by volunteer Syrian teachers and these schools operated outside of the national education system and provided instruction in Arabic but did not offer students an opportunity to learn Turkish (ibid.).

Between 2014 and 2016, Turkey established a more regulated, separate education system for Syrian refugees, with circulars issued by the MoNE to regulate and standardize educational provision for Syrian refugee children (MoNE,2014, 2014b, 2015) as the refugees get the legal status “TP” in 2014 (Official Gazette [Resmi Gazete],2014). The separate education system included TECs run by NGOs and faith-based organizations, which were required to be approved by MoNE and to have a Turkish head teacher, principal, or school administrator. The aim was to eventually move all TECs into the same buildings as regular schools and into a double-shift system (MoNE,2014; 2014b). Public school buildings were allocated as double-shift schools for refugees in six provinces, and MoNE invested in accelerated learning programs to provide Turkish language courses for refugee students. Syrian refugees were also issued high school diploma equivalencies and allowed to sit for a proficiency exam if they were unable to provide documentation (MoNE,2014). For Syrians pursuing tertiary studies, the CoHE created a new status for Syrian refugees, exempting them from paying tuition fees and allowing them to register at seven universities close to the border (CoHE, n.d.). The education system shifted towards an inclusion approach for refugees in the national system, with the requirement that Turkish language classes must be taught for at least 15 hours a week (MoNE,2014).

According to the Migration and Emergency Education Unit within the MoNE in August 2016, there was a decision to fully include all school-aged Syrian refugees in the formal national education system (MoNE,2016). As part of this decision, the closure of TECs began in the 2016-2017 school year, and new enrolments in Grades 1, 5, and 9 were stopped, which was then progressively extended to other grades year by year (MoNE,2016; 2017,2017b). To support the delivery of education to Syrian and Turkish learners through MoNE's own systems, MoNE started to provide educational services through a program titled “Promoting Integration of Syrian Children into the Turkish Education System” (PICTES) in 2016(MoNE,2016b). This program expanded the previous education that had been provided, and it included early childhood education, technical and vocational education and training, and Turkish language and inclusion training for teachers and school principals(ibid.)

² The word ‘refugee’ is used in reference to individuals who are forcibly displaced from their country of origin, regardless of their legal status within the host country.

According to the 3RP Turkey Country Chapter (2020), in 2019, more than 680,000 Syrian school-aged refugees were enrolled in formal education, and more than 33,000 Syrian students were attending institutions of tertiary education. However, there are still challenges to enrollment rates and attendance, with many school-aged refugees out-of-school. The Conditional Cash Transfer for Education (CCTE) program seeks to address this by providing small funds for school attendance. This program is implemented by the Ministry of Family and Social Policies (MFSP), the United Nations Children's Fund (UNICEF), and MoNE, and it also ensures that the protection needs of enrolled children are identified and addressed (3RP Turkey Country Chapter, 2020).

As education opportunities for Syrian refugees in Turkey have evolved over time, research interest in this area has also grown significantly. Notably, an increasing number of dissertations on this topic have been produced in recent years, as evidenced by Tatlioglu and Apak's (2018) study. According to their research, there were 96 studies on Syrians in the years 2013-2017 catalogued by the CoHE; this number rose to 473 by the end of 2019, indicating a substantial increase in research on this topic. However, it is important to note that the distribution of these studies has not been uniform across different fields and topics.

This study aims to analyze the dissertations on Syrians in the field of education and teaching in Turkey. By doing so, it seeks to identify the trends and patterns in research related to this topic, which can help inform future studies and policy decisions. Specifically, this study aims to answer questions related to the percentages of dissertations discussing Syrians at different study levels, the fields in which Syrians are discussed and the ratio of education and training among them, the distribution of theses by education level and years, the methodology used in the theses and its distribution by education level, the language of the theses, affiliated universities, the distribution of the research sample/population, and the themes/topics focused on by researchers. The research questions designed to provide a comprehensive understanding of the scope and focus of the dissertations on Syrians in the field of education and teaching.

METHOD

This study utilizes a quantitative research design that involves collecting and analysing numerical data to address research questions (Creswell,2007). The primary objective of this study is to determine the percentage of dissertations discussing Syrians by study level, fields of discussion, distribution of theses by education level and years, methodology used, language of theses, affiliated universities, distribution of sample/population, and themes/topics focused on by researchers.

The data for this study will be obtained from the CoHE Thesis Search Catalogue, a comprehensive database of graduate theses in Turkey covering various disciplines from universities across the country. We conducted a search on the CoHE Thesis Search Catalogue using the keyword "Syrian (Suriyeli)" until December 10, 2019, to collect the necessary data for this study. The total number of theses found on the topic of Syrians in the CoHE Thesis Search Catalogue was 473, with 65 of them in the field of 'Education and Training'.

FINDINGS

The findings section of the research paper presents the conclusions derived from the analysis of graduate studies concerning the education and training of Syrian refugees in Turkey. The section begins by discussing the diversity of fields and study subjects represented in the studies, as well as the study level, years, and language employed. It also includes an examination of the distribution of these studies across Turkish universities and cities, along with an overview of the sampling and research methods used. Additionally, the section explores the common themes that emerge from these studies and offers insights into the present state of education for Syrian refugees in Turkey.

Diversity of Fields and Study Subject Representation

There are 473 studies which are dealing with 'Syrians' in total. In these theses, the subject is held in 46 diverse fields. This variety shows the subject is taken into consideration from most of the disciplines including biochemistry (2), fine arts (4), nursing (4) transportation (1), urban planning (5), architecture (1), law (5) and interior design (1), dentistry (1), nutrition (1) and others seen in the Chart 1. This variety shows that the existence

of Syrians in Turkey has representation in almost every part of life. Chart 1 indicates that the areas which take Syrians as a study subject are sociology, education and training, psychology, political sciences, international relations, public administration, social services, economy, public health, religion, business administration, and geography. There are 77 studies done in the field of Sociology, having the biggest portion (16.2%) among the studies. Education and training constitute the second-largest ratio (13.7%) as there are 65 studies from the field of education and training.

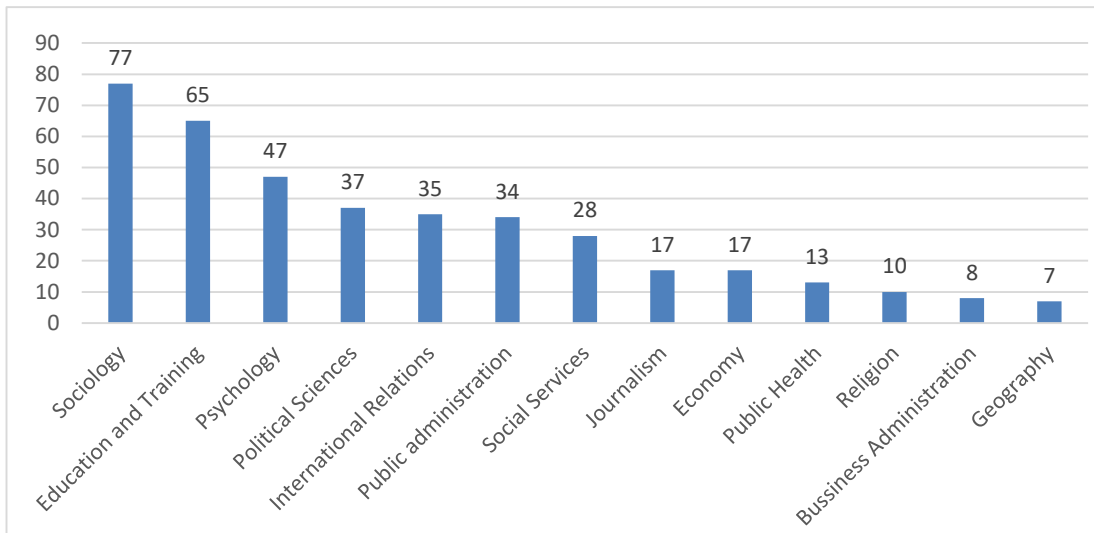


Figure 1. The Numbers of The Theses on Syrians by Fields

Also, as Syrians had to take refuge from Turkey, many issues arose, including the problem of integration in a new society and education system (Human Rights Watch, 2015; Unutulmaz, 2019). Consequently, the number of studies in the field of sociology and 'education and training' outstrips the other areas. Most of the cases, research in the field of 'education and training' was multidisciplinary with sociology and psychology.

There are 1 million 740 thousand 760 Syrians (47.09%) in the 0-18 age range (Multeciler.org.tr, n.d.) The number of Syrians under ten years of age is 1 million 79 thousand 351 people (29.2%) (ibid.) As there is no past of migration in this high level such as refugee, migrant education, the Turkish education system was not ready for it many educational problems appeared. Therefore, educational research regarding Syrian refugees may have a significant portion of the research.

Study Level, in Years, and Language

Of the 473 studies, 421 (89%) were master's level, 38 (8%) were doctoral level, and 14 (3%) were specialists in medicine dissertations. The number of studies at the master's level is much higher than those of doctoral and specialisation in medicine dissertations. Syrians were started to be hosted in 2011, and the situation of them was indefinite for an extended period. Therefore, taking Syrians as a research topic was more reliable for the research at the master's level, which is shorter compared to doctoral and medicine specialisation studies. Although the first wave of refugees arrived in 2011, the first dissertation in the field of education and training on Syrians was published in 2016 in the CoHE Thesis Catalog. In addition to the uncertainty about the future of refugees, which discourages researchers from focusing on the topic, this delay in study is evident from the bureaucratic changes made by CoHE in 2014, which made it compulsory for researchers to obtain a long time-consuming authorization from the DGMM to carry out Syrian research. Nevertheless, after the reactions of academia and civil society, research without the permission or approval of DGMM became possible again, increasing the number of studies (Apak, 2018).

As a result, even in 2016, which was already the fourth year of the Syrian population living in Turkey, only one master-level study was carried out in total subjecting them in the field of education and training, and this work centered on their educational problems. Later, in 2017, we can see that the work on Syrian education is on the rise. There were seven master level studies, as well as the first doctoral-level dissertation. Since 2017, as Syrians

have begun to be regarded as not temporary anymore, their stay will be either longer or permanent; in 2018, the number of studies subjecting Syria has almost doubled and reached 15 in master's and two at the doctoral level. And in 2019, this subject takes significant attention and worry in the field of education, and it has a considerable number of studies, triple the number of the previous year, done at the master level. Nevertheless, only two doctoral studies have been completed and in 2019. In all, of the 65 studies, 60 of them have master's degrees and 5 of them have doctorate dissertations. This low number of doctoral studies can be a serious obstacle to specialization. To have adequate expertise on the subject, further doctoral studies must be undertaken.

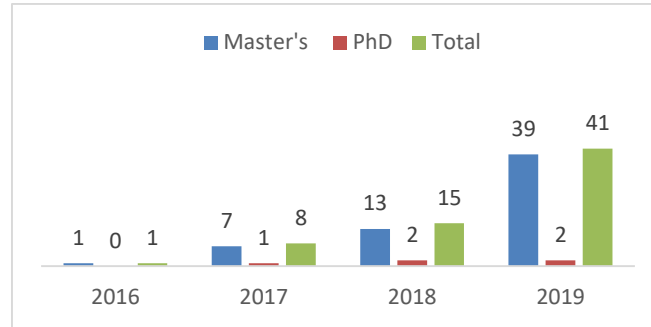


Figure 2. The Distribution of Theses by Education Level and Years

Most of the studies are in Turkish. Out of five doctoral dissertations, only one was in English. For master studies, even though 8 of them, which is percent 16, have been written in English, 50 of them, which is percent 84, have been written in Turkish. This language imbalance in the research highlights the need for greater linguistic diversity in studies related to Syrian refugee education in Turkey, particularly in English, to enable greater accessibility and dissemination of research findings.

Distribution of Syrian Education Studies among Turkish Universities and Cities

Based on the data presented in Table 1, it can be observed that there are 34 Turkish universities actively conducting studies on Syrian refugees in the field of education and training. The majority of these universities are located in cities with significant Syrian populations such as Istanbul, Konya, Gaziantep, and Ankara. Istanbul, in particular, has the highest number of studies with 16 graduate programs dedicated to Syrian refugees, which is not surprising considering it has the largest Syrian population in Turkey, with 556,289 Syrians. Interestingly, in Ankara, where the Syrian population is less than 2% of the total population, almost 25% of the studies are conducted by universities such as Hacettepe, Gazi, Ankara, METU, Bilkent, Yıldırım Beyazıt, and Hacı Bayram Veli. In Konya, Necmettin Erbakan University has one of the highest numbers of studies, even though the Syrian population in the city is only 5% of the total population.

Table 1. Distribution of Syrian Education Studies across Turkish Universities and Cities (if the university name includes the city name, only the city name is stated).

University/City	N	%	University/City	N	%	University/City	N	%
Marmara (Istanbul)	6	9,2	Necmettin Erbakan (Konya)	5	7,6	Gazi (Ankara)	4	6,1
Sakarya	4	6,1	Hacettepe (Ankara)	4	6,1	Gaziantep	4	6,1
Ankara	3	4,6	Akdeniz (Antalya)	3	4,6	Adıyaman	2	3
Boğaziçi(Istanbul)	2	3	Ankara Yıldırım Beyazıt	2	3	Uludağ (Bursa)	2	3

Bilgi (Istanbul)	2	3	Firat (Elazığ)	2	3	Bolu İzzet Baysal	1	1,5
Nevşehir-Hacı Bektaşlı Veli	1	1,5	METU(Ankara)	1	1,5	Sabancı(Istanbul)	1	1,5
Sabahattin Zaim (Istanbul)	1	1,5	Yeditepe (İstanbul)	1	1,5	Siirt	1	1,5
Hacı Bayram Veli	1	1,5	Hasan Kalyoncu (Gaziantep)	1	1,5	Yıldız Teknik (Istanbul)	1	1,5
Hatay	1	1,5	İnönü (Malatya)	1	1,5	Bilkent (Ankara)	1	1,5
Istanbul Aydın	1	1,5	İstanbul	1	1,5	Yüzüncü Yıl (Van)	1	1,5
Çukurova (Adana)	1	1,5	Kilis	1	1,5	Kahramanmaraş	1	1,5
Niğde	1	1,5						
Total							65	100

On the other hand, although Kilis has the highest density of Syrian population with 81%, only 1% of the studies are conducted by the University of Kilis. Hatay, the third city with the highest refugee population, also has only one study affiliated with the University of Hatay. Surprisingly, in Sanliurfa, where almost 500,000 Syrians live, which is 21% of the total city population, there is no study conducted by universities on Syrian refugees in the field of education.

These findings indicate that universities located in cities with high Syrian refugee populations should give more importance to this issue. The distribution of studies on Syrian refugees in education across Turkish universities and cities could have a significant impact on Syrian refugees' lives. Universities located in cities with high Syrian populations could play a vital role in addressing the educational needs of Syrian refugees and in helping them to integrate into Turkish society.

Sampling and Methods Used in Studies on Education of Syrian Refugees in Turkey

The education of Syrian refugees in Turkey has been the subject of several studies. The sampling for these studies was derived from 19 distinct locations (see figure3), with the number of data populations varying across each city. The highest number of data populations were found in Istanbul with 15, followed by Gaziantep with 9, and Ankara with 7. However, four studies did not specify the location, and only two studies used the document analysis method without field research. The remaining studies employed different research methodologies, resulting in varying approaches to sampling and research methods.



Figure 3. The Locations of Data Populations on Turkey's map

Figure 4 shows that out of 65 studies on Syrians, 43 of them (66%) adopted qualitative research methodology. Quantitative methodology, on the other hand, was not used as a high portion as the qualitative method, 19% of the studies used a quantitative approach with 12 dissertations in number, and 10 of the theses (15%) used mixed methodology. There is a large number of differences between the studies adopting qualitative methods and quantitative methods.

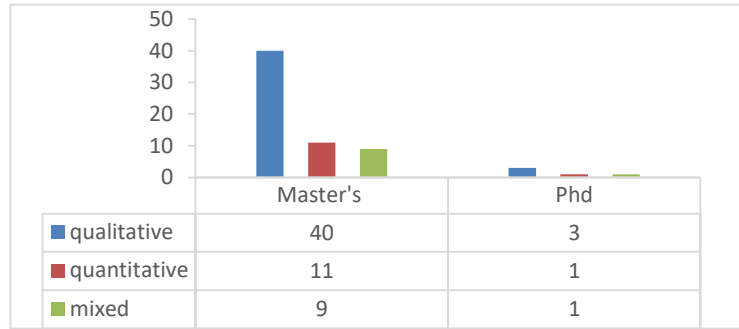


Figure 4. Research Methodologies of the Studies

This methodology difference might be the result of the population and the research problems of the studies. The qualitative method the targeted population as 'refugees' is not easy to reach, and the research problems mainly focus on their experiences and problems in their settlement areas qualitative approach is more convenient for this research theme. In qualitative research, there are various ways of collecting data, including interviews, observations, as well as document analysis (Denzin & Lincoln, 2005; Creswell, 2007). In data collection of the masters level studies, which adopted qualitative methods, interviews (semi-structured and focused group), as well as content and document analysis, were mainly used. There are three studies at the master's level conducted as case studies in qualitative design as well. In the three doctoral-level studies with the qualitative design, there is one grounded study, semi-structured interview, and document analysis used. The quantitative approach, on the other hand, was adopted by eleven studies at the master's level. Mainly questionnaires are used in data collection. There is one experimental study for the doctoral degree in quantitative research design.

The Themes in the Studies

The themes identified in Table 2 reveal the significant difficulties faced by Syrian refugees in the Turkish education system. The largest number of studies focused on "Problems," indicating that Syrian students encounter significant barriers in accessing and succeeding in education in Turkey. This is closely followed by "Language learning and teaching," which is likely because many Syrian students do not speak Turkish or have limited language proficiency upon arrival in Turkey. "Adaptation/integration" is also a key theme, reflecting the challenges faced by Syrian students in adjusting to a new educational and social environment. Other themes, such as "Psychology and resilience" and "Psychological counselling," underscore the need to address the mental health needs of Syrian students, many of whom have experienced significant trauma and upheaval in their lives. Overall, the findings suggest a need for further research and support to improve the educational outcomes and overall well-being of Syrian students in Turkey. The themes identified highlight the need for comprehensive interventions that address the unique challenges faced by Syrian students and promote their academic success and social integration in Turkish society.

Table 2. The Themes in the Studies

Themes	N
Problems	14
Language learning and teaching	10
Adaptation/integration	9

Experiences	4
Temporary education centers	3
Social skills and problem behavior	3
Psychology and resilience	2
Psychological counseling	2
Inclusion and social cohesion	2
Academic self-concept, Self-efficiency, and achievement	2

RESULTS AND DISCUSSION

The wide range of research conducted on Syrians in Turkey across diverse fields highlights the profound impact of this subject on society, including areas such as biochemistry, fine arts, and nursing. The focus on sociology and education and training reflects the challenges faced by Syrian refugees in integrating into Turkish society and the education system. These findings align with the implications of the report "Turkey: A case history of education provision for refugees from 2011 to 2019" (Global Partnership for Education, 2021), emphasizing the critical need for ongoing research and support in education and training to effectively address the unique needs of the Syrian refugee population. Furthermore, the significant proportion of young Syrian refugees, with 38% falling between the ages of 5 and 24 (DGMM, n.d.), underscores the necessity for continued research in education and training to cater to their specific requirements.

The predominance of master's level studies compared to doctoral and specialist dissertations suggests a need for diversity in the depth of research conducted. Encouraging and supporting more doctoral and specialist research in the field of education and training for Syrians can generate more comprehensive findings. Additionally, the dominance of the Turkish language in studies, especially at the master's level, may hinder accessibility and dissemination of research findings to a wider audience, particularly those who do not speak Turkish. Publishing studies in English can enhance the accessibility of research for researchers, policymakers, and practitioners worldwide.

The distribution of studies on the education of Syrian refugees among Turkish universities is uneven. Most universities conducting studies in this field are located in cities with significant Syrian populations, such as Istanbul, Konya, Gaziantep, and Ankara. However, some cities with high Syrian populations, like Sanliurfa, have no studies conducted by universities on Syrian refugees' education. This finding aligns with the previous research (Tatlícioğlu & Apak, 2018), suggesting universities situated in cities with significant Syrian populations should prioritize this matter and play a critical role in catering to the educational needs of Syrian refugees and facilitating their integration into Turkish society. Achieving a balanced and comprehensive allocation of studies on Syrian refugees in education across Turkish universities and cities is crucial to effectively meet the needs of the Syrian refugee population.

Most studies on Syrians in education and training in Turkey have predominantly utilized qualitative research methodology, potentially due to the challenges of accessing the refugee population and the emphasis on capturing their experiences. However, this finding contradicts with the review by Tatlícioğlu & Apak (2018), which indicates a relatively similar usage rate of qualitative and quantitative methods, possibly due to its broader scope encompassing all research conducted on the Syrian population across various fields in 96 studies. Qualitative studies primarily employed interviews, observations, and document analysis as data collection methods, while questionnaires were mainly used in quantitative studies. Limited use of experimental designs in quantitative research indicates a need for more rigorous approaches to studying the effects of policies aimed at improving the education and training of Syrian refugees in Turkey. Employing a mixed-methods approach that combines qualitative and quantitative research methods is crucial to gaining a comprehensive understanding of the experiences and needs of Syrian refugees in Turkey and facilitating evidence-based policymaking.

The prevalence of the theme of "problems" in the analysed graduate theses on Syrian refugee education in Turkey highlights the existence of significant challenges in the educational journey of Syrian refugee students. The high number of studies focusing on the problems underscores the critical need for more research on precise problems and targeted policies and interventions that address these specific challenges and provide adequate support to ensure the successful education and integration of Syrian refugee students. By acknowledging and addressing these problems, policymakers can create an inclusive and supportive educational environment that maximizes the potential of Syrian refugee students and promotes their overall well-being.

The emphasis on the theme of "language learning and teaching" in the analysed graduate theses on Syrian refugee education in Turkey implies the need of the pivotal role of language proficiency in achieving successful educational outcomes and integration. This emphasis aligns with the implications of early need assessments (Dorman, 2014) and a recent global report (Global Partnership for Education, 2021) on Syrian students in Turkey, which emphasize the significant challenges posed by language barriers in accessing and succeeding in education. Consequently, there is a pressing need for policies that prioritize language support programs and resources for Syrian refugee students, including specialized language courses, qualified language instructors, and effective teaching methodologies. Investing in language education can play a vital role in facilitating better communication, enhancing academic performance, and promoting social integration among Syrian refugee students. By addressing the language learning needs of Syrian refugee students, policymakers can foster an inclusive educational environment that empowers these students and supports their overall educational and social integration.

The choice of research focuses on "adaptation/integration," "psychology and resilience," and "psychological counselling" indicates an investigation into the challenges faced by students in adapting and integrating into new environments, with a particular emphasis on their psychological well-being and resilience. This research focus acknowledges the importance of addressing the psychological needs of individuals who may encounter difficulties due to migration, trauma, or displacement. It also reflects a commitment to enhancing overall well-being and promoting successful adjustment within social and educational contexts. This is particularly relevant considering the high prevalence of mental health challenges among Syrian refugees in Turkey, as highlighted in previous research (Önen et al., 2014; Alpak et al., 2015; Akgün, 2016; Smeekes et al., 2017; Cantekin, 2018; Yayan et al., 2020; Safak-Ayvazoglu & Kunuroglu, 2021; Kurt et al., 2022), emphasizing the critical need for comprehensive support in the adaptation and integration of Syrian students into new educational and social environments. Addressing their mental health needs through psychological counselling and resilience-building strategies becomes even more crucial given the potential trauma and disruption experienced by these students.

Overall, analyzing the trends on graduate theses on Syrian refugee education in Turkey helps policymakers identify areas where there is a lack of research. It is also essential for public policy as it provides valuable information to shape policies, allocate resources, and address the specific needs and challenges faced by Syrian refugee students. It supports evidence-based decision-making and promotes the development of targeted interventions that can improve the educational experiences and outcomes for Syrian refugees in Turkey. This emphasis on inclusivity ensures that Syrian refugee students have equal opportunities to access quality education, receive necessary support, and integrate into the host society, ultimately promoting social cohesion and sustainable development.

Araştırma ve Yayın Etiği

Bu çalışmada "Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi" kapsamında uyulması belirtilen tüm kurallara uyulmuştur. Yönergenin ikinci bölümü olan "Bilimsel Araştırma ve Yayın Etiğine Aykırı Eylemler" başlığı altında belirtilen eylemlerden hiçbiri gerçekleştirilmemiştir.

Beyan ve Açıklamalar (Disclosure Statements)

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2. Yazarlar tarafından herhangi bir çıkar çatışması beyan edilmemiştir (No potential conflict of interest was reported by the authors).

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