



Psychological Well-being of Indonesian Students in Istanbul, Turkey

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Abstract

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This qualitative study aims to determine and analyze Indonesian students' psychological well-being in Turkey. In addition, it is intended to explore students' experiences when studying in Turkey and reveal what and how vigorous efforts were made to adapt to a new country. The research approach used was phenomenology, which pays more attention to the individual's subjective experience. The researchers then interviewed students who had just lived in Turkey for one year and students who had been in Turkey for more than one year. Hopefully, it could be explored more in aspects of the psychological well-being of students studying in Turkey. The study results highlighted that several elements affected students' psychological well-being during the adaptation period in Turkey, including different food, a quite complicated language to learn, different weather, association with international students, and not easy adaptation on campus. Furthermore, self-defense efforts to stay strong and motivated by new students in Turkey comprised of holding motivational *halaqah*, visits (monitoring) to new students' residences, maximizing WhatsApp groups, and bringing in motivators from outside.

INTRODUCTION

With its universities, Turkey, the United Arab Emirates (UAE), is one of the countries starting to be in great demand by Indonesian senior high school graduates who want to continue their studies to bachelor's degree (S1) and Indonesian college graduates who want to continue their studies to master's degree (S2) and doctoral degree (S3) (Maksüdünov et al., 2019). Turkey is a nation known as a transcontinental country bordering the Black Sea to the north and the Sea of Marmara, which marks the boundaries of Europe and Asia (Vinokurov & Libman, 2012).

Turkey is also one of the top ten countries with the most significant number of international or "non-native" students worldwide (Aydın, 2021). According to data released by the United Nations Educational, Scientific, and Cultural Organization (UNESCO), it is revealed that a search has been conducted regarding the country that hosts the most international students in the world, and one of them is Turkey, which was in the 10th position since it had 125,138 international students in 2018.

Indonesia itself is one of the countries as a "supplier of foreign students in Turkey." Indonesian students currently studying in Turkey at least about 1,600 in various

Turkish universities with a wide choice of majors (study programs). According to Suzy Taviana, CEO of the Turknesia Edu Foundation, students studying in Turkey have various educational backgrounds with various scientific disciplines, and one of them with much interest is boarding school graduates.

However, the question is why Turkey is one of the countries Indonesian students refer to for their knowledge. What is the big motivation? Several factors cause Turkey to be in great demand by prospective students from Indonesia, among which are that, first, several universities in Turkey are ranked in prestigious world rankings, according to the QS World University Rankings (Tamtekin Aydın, 2017). Second, the existence of a variety of attractive scholarships from various educational institutions makes it easier for students in Turkey to feel well-served (Aras & Mohammed, 2019). Third, education costs are relatively affordable and do not burden Indonesian students and other international students (Özoğlu et al., 2015). Fourth, the cost of living is affordable and can be said to be cheap in a modern country such as Turkey. Fifth, Turkey is a tourist destination for the world community because of its beauty (Gozdegul Baser, 2018).

Based on the uniqueness and advantages of the Turkish State, they intrigue the researchers to explore the psychological well-being of new students who come to Turkey. With the condition of a prosperous country that seems peaceful, modern, elegant, and everything to be fulfilled, do these new students experience discomfort and feel uncomfortable? Do they have various problems that do not prosper the mind? Or do they feel the opposite? According to Aspinwall (2002), psychological well-being is a person's description of how psychologically functions well and whether it is positive. Meanwhile, Ryff C.D. & Keyes C.L.M. (1995) defined psychological well-being as a positive individual function, where the individual's positive function is the direction or goal that healthy individuals are trying to achieve.

For this reason, the researchers attempt to explore the psychological dynamics of students in elegant, modern, and advanced lecture venues, which certainly differ from non-modern countries, such as India, Sudan, or Africa, whose conditions and climate are different from big countries. If the country is small, not yet modern, has difficult access, and has no developed economy, it would be "normal and natural" to be uncomfortable. Nevertheless, it tickles sharply when "students" enter a big country, but their position is not prosperous and not reassuring. Hence, undoubtedly, it is necessary to investigate why. Similarly, the researchers explore why they experience psychological well-being in their daily lives in Turkey during their search for knowledge.

Further, this research has several purposes why it needs to be conducted. The first is to find out the primary motivation for Indonesian students to choose Turkey as a place of further study and remain in Turkey to this day. Second, it aims to find in-depth the dynamics of the psychological well-being of Indonesian students in Turkey, who have remained in Turkey from the beginning of their arrival to Turkey until now. The third is to describe what factors cause Indonesian students' comfort and discomfort in Turkey.

Meanwhile, this research is urgent to increase scientific knowledge in Educational Psychology and Islamic Educational Psychology.

METHOD

This type of study is field research, i.e., research carried out systematically by collecting data in the field, and the researchers directly come to the field to obtain the necessary data. The research approach employed was a phenomenological approach, which is an approach that pays more attention to the subjective experience of individuals (Kuswano, 2009). In this case, the researchers deliberately used a phenomenological approach since it relates to the subjective experience of students who were studying in Turkey. With this approach, the researchers also entered their lives more easily while seeking knowledge and academic experience in Turkey. Thus, hopefully, the researchers could explore more data from the descriptions of the experiences of the informants.

The setting of this research was Istanbul, Turkey. There are several reasons why Istanbul, Turkey, was chosen as the setting. First, Turkey is a European country rich in culture and has academic qualities recognized by the world, so it is worthy of being a place of research by many researchers in the world from various scientific perspectives (Eshabil & Sabri, 2019). Second, Istanbul, Turkey, is a city center in great demand by students worldwide, including Indonesian students (Özoğlu et al., 2015). Third, Istanbul, Turkey, has a solid scientific civilization and a magnet for studying science in the area (Çetin et al., 2017). Fourth, many Indonesian students are members of the Indonesian Student PPI in Turkey, who could be interviewed regarding the process of scientific deepening in Turkey.

The subjects were selected and focused on competent people who understood the data sought and needed in this study. They were chosen using a purposive sampling technique with a snowball model. The participant data studied came from students who met the criteria for research. Some criteria referred to are (1) students living in Turkey for at least one year so that they could experience firsthand the things encountered while studying in Turkey. (2) Students who lived in Istanbul, Turkey, were deliberately sampled because two countries are the favorite destinations for students to study in Turkey: Istanbul and Ankara. In this case, the samples were students in Istanbul. (3) Students had experiences related to psychological dynamics and their solutions while studying in Turkey, both male and female students. It is possible that later, there will be differences between the dynamics of the psychological well-being of women and men.

In this study, data collection techniques were used in several ways. The first was participant observation. In connection with this study, the researchers deliberately visited Istanbul, Turkey, to conduct observations while staying in Turkey for 20 days to learn more about Indonesian students' lives in Turkey. Then, the researchers conducted in-depth interviews with related parties closely related to this research. In this case, the researchers interviewed students who had just lived in Turkey for one year and students

who had been in Turkey for more than one year. Hopefully, the researchers could dig deeper into the psychological aspects of students studying in Turkey.

The data obtained were then analyzed descriptively and interpreted. In contrast to other research approaches, in the ethnomethodological approach, the data description and interpretation are carried out from the first data collection so that there is no waiting for many data to accumulate. The analysis is also carried out continuously and simultaneously (cycles) so that later, a correct and natural conclusion, as desired by the data, can be found (Fatchan, 2015).

RESULTS

Psychological Well-being of Indonesian Students Studying in Turkey

Turkey is one of the favorite countries for prospective students from all over the world who will study science from various fields (Gebru & Yuksel-Kaptanoglu, 2020). As in the field data findings, several factors caused Indonesian students to choose Turkey as a place to recite and study science, as shown in the following table:

Table 1. Reasons for Indonesian Students Studying Science in Turkey

No	Reasons to Study in Turkey	Description
1.	The well-known and professional education system	It is one of the most important student goals because the first thing prospective students see about campuses in Turkey is in terms of quality.
2.	Affordable cost	Prospective Indonesian students are interested in studying in Turkey regarding the low cost of living but still comfortable and prosperous for students and thus becomes a magnet and a strong attraction for prospective students in Turkey.
3.	Reasonable cost of living	The cheap and pro-student cost of living is also an attraction for students living in Turkey. Thus, they generally do not experience problems in terms of the cost of living and living while studying in Turkey.
4.	A government that welcomes foreign students	A government, which is pro-student and does not make it difficult for international students, is one of the things that makes Indonesian students choose Turkey. In fact, every year, the number of prospective student applicants from Indonesia to Turkey is increasing. It indicates that the level of trust of prospective Indonesian students in Turkey is getting bigger.
5.	Beautiful country destination	Turkey has become a destination country for the world community because of its beauty and uniqueness. In addition, its comfort and welfare have brought the world community to Turkey, including prospective Indonesian students who want to live in developed and modern countries.

At the level of reality, prospective students studying in Turkey experience the dynamics of psychological change and have varied experiences, which ultimately determines the next step: Do they “remain persistent in scientific studies in Turkey? Or

conversely, will they back away from the original plan for the study of science in Turkey?" (Demir & Genç, 2019).

In fact, the "psychological condition" at the time of entering Turkey and the adaptation period in the country became one of the problems that were not easily resolved. Therefore, new students who were "not strong" and "not easy to adapt quickly" would return to Indonesia and not continue their scientific exploration in Turkey. As stated by Al-Fath:

"The hardest thing for new students in Turkey is the unequal adaptation period between one student and another, Sir. Students who adapt quickly will feel comfortable living in Turkey. However, on the other hand, if the adaptation period fails or remains uneasy, it becomes a problem. It is certainly not prosperous for the new students. Ultimately, they return to Indonesia with only experience but no formal knowledge." (Interview with Al-Fath, a 10th-semester senior student at a university in Turkey on February 20, 2022)

Al-Fath's statement was reinforced by Husnul Maula, a college student, who said:

For students who have stayed for more than six months, they usually feel a sense of well-being in Turkey. The students are generally also comfortable and do not have problems related to food, the environment, and others. It is different for students who have just arrived; they will find it hard, especially in food, which is different from typical Indonesian food." (Interview with Husnul Maula, a 6th-semester senior student at a university in Turkey on February 22, 2022)

Generally, students who have been accepted at Turkish universities and stay in Turkey within a week or two feel nervous, anxious, and worried that they would not be able to continue studying in Turkey. It is due to the adaptation period. The students also did not think that the actual conditions of the Turkish climate were enough to overwhelm them in the adaptation period. Thus, only natural selection is left, meaning that those who are strong and continue to strengthen their motivation and strive to adapt will continue studying in Turkey. On the other side, those who do not strengthen or weaken will return to their country of origin, as the researchers have stated above.

In other words, the adaptation period greatly influences students' psychological well-being in Turkey. As stated by Husnul Maula:

"The adaptation period for students who first come to Turkey is the main thing for the continuation of their journey to study in Turkey. Generally, the adaptation period is six months to a year. However, not until six months have some chosen to go home and feel unable to be in Turkey, even though Turkey actually offers a lot of beauty and comfort." (Interview with Husnul Maula, a 6th-semester senior student at a university in Turkey on February 22, 2022)

The adaptation period is when a person tries to integrate with culture, climate, environment, civilization, food, and various other aspects, where the unification effort is actually for prosperity and to get self-comfort (Taylor et al., 2004). The adaptation period from one person to another varies and cannot be forced to be the same. Likewise, students studying in Turkey also experience differences in their adaptation period.

As the result of an interview with a student named Al-Fath, it was stated that:

“There are various forms of adaptation of new students who come to Turkey, Sir. All these things make one student with another student different in their endurance during their stay in Turkey. Various adaptations, for example, are problems with food, language, environment, association, climate, weather, and others.” (Interview with Al-Fath, a 10th-semester senior student at a university in Turkey on February 20, 2022)

From the college student statements above, it can be clearly seen that the crucial elements of the adaptation period that affect the psychological well-being of students while in Turkey include:

Table 2. Elements Affecting Students' Psychological Well-Being during the Adaptation Period While in Turkey

No	Elements	Description
1.	Turkish food	One of the things that make students in Turkey uncomfortable and disturb their comfort is the food factor (Ozgen & Yaman, 2014). The food in Turkey is hugely different from Indonesian food. Indonesian food is rare, and if there exists, it is quite a distance away. As stated by a student, Faisal: “One of the biggest problems for students who have just come to Turkey and made themselves unwell is adapting to food. Sometimes, students want to go home because they do not like the food. Some also need months to adapt to Turkish-style food.” (Interview with Faisal, a 4th-semester student at a university in Turkey, on February 21, 2022).
2.	Quite complicated Turkish	Another thing that becomes an obstacle for students while in Turkey is the language problem. The language spoken in Turkey is purely Turkish, and English is not very cultured (Nazir & Özçiçek, 2022). Thus, students must adapt related to the language. It cannot be mastered in just one to two weeks but takes months. It is what ultimately causes students to feel uncomfortable and tend to want to return to Indonesia.
3.	The weather is different from in Indonesia.	Turkey has several climates, freezing climates, giving rise to snow. It makes students unable to withstand cold weather minus Celsius (Titrek et al., 2016). For students who cannot adapt well, freezing weather becomes an unresolved problem. As a

4. Association with foreign students	result, it is unable to lead to their psychological well-being. One thing that affects the psychological well-being of students in Turkey is the association with international students. It is because the nature, personality, and culture of international students are different from students from Indonesia. Therefore, adaptation to international students with various characteristics and behaviors sometimes becomes an obstacle for Indonesian students.
5. Adaptation on campus	Adaptation during lectures in a new place is also one of the elements affecting the psychological well-being of students in Turkey. Generally, they experience alienation mixed with other students from different countries. Therefore, students who are not easy to have a good relationship with will feel uncomfortable.

The various things above, according to the informants, really determine the adaptation period for new students in Turkey. However, if the adaptation period has passed, many students generally feel happy and are reluctant to return to their homeland. In other words, the students feel at home and comfortable in Turkey. Apart from the above aspects, it is also because of the easy access to transportation, with the availability of fast trains, buses, and taxis, which have become comfortable media for Indonesian students in Turkey. In addition, the condition of the road that is not jammed and orderly makes the students more comfortable.

However, numerous factors determining students' psychological well-being must indeed be a priority for improvement. Otherwise, the adaptation period will be more uncertain and more disturbing to the souls and minds of the new students, which in turn creates mental stress and psychological burden for the students. Finally, it will lead the students to self-destabilization and ultimately return to their homeland.

The Efforts of Indonesian Students Studying in Turkey for Their Psychological Well-Being

Various efforts are always made by Indonesian students who have matured psychologically in Turkey. In other words, senior and psychologically mature students seek to "help stabilize the psychology of new students" so that they quickly adapt to the environment and culture in Turkey. There are several reasons why senior students are always actively trying to provide enlightenment, understanding, and psychological assistance to these new students, including:

- a. Feeling in the same boat as the new students

According to Al-Fath, it was stated that:

“Senior students put in much effort to help new students adapt in Turkey since they feel what new students have felt. Thus, seniors do not want new students to feel alone in their adaptation period. Therefore,

efforts continue to be made until the adaptation period can be passed safely." (Interview with Al-Fath, a 10th-semester senior student at a university in Turkey on February 24, 2022)

The feeling of being a new student and having a tough time adapting makes the senior students move to help. Hence, the new students do not feel alone but together in passing through the struggles in the early arrival days. Emotional ties are also being built by students who first felt comfortable in Turkey.

b. Feeling the ties of national blood

The thing that causes seniors to try hard to help psychologically comfort the new students in Turkey is that they feel a blood bond of nationality, i.e., the Indonesian nation. One national blood makes the instinct to strengthen in neighboring countries even greater. It is in accordance with Al-Fath's statement:

"We have only come to Turkey first, and we have gone through an adaptation period, which is obviously exceedingly difficult to do. Since we know what adaptation feels like, we try to assist younger students studying in Turkey to stay psychologically healthy, stay strong, and become more stable. Therefore, they are more comfortable in Turkey after their learning process." (Interview with Al-Fath, a 10th-semester senior student at a university in Turkey on February 24, 2022)

c. Moral responsibility and shared empathy

The problems of new students overseas are a form of shared responsibility. It is because the moral or inner call to help others is a form of goodness and virtue that must be done to anyone and anywhere. It was also conveyed by Al-Fath that:

"Parents always teach us to *tepo sliro* and help each other and empathize with others. Thus, even though we are abroad, we still adhere to the principle of empathy for others, including helping new students in Turkey. Of course, it is our shared responsibility who were in Turkey first." (Interview with Al-Fath, a 10th-semester senior student at a university in Turkey on February 24, 2022)

Senior students who stay in Turkey longer also understand better how new students can adapt during their stay in Turkey. In addition, students who have lived in Turkey for a long time understand how to adapt to Turkey's bitter times. It demonstrates that senior students know how to behave and provide reinforcement to new students. Besides, they understand how to solve the annual problem so that students are psychologically prosperous.

Further, according to Faisal, several things can be done to strengthen the psychology of students who have just arrived and live in Turkey in the context of self-study:

"If there are students who do not feel at home and want to go home, usually, we cheer them up and strengthen them. Yes, providing enlightenment as a form of strengthening motivation for them." (Interview with Faisal, a 4th-semester student at a university in Turkey on February 21, 2022)

In addition, senior students make self-defense efforts to stay decisive in

motivating new students in Turkey, including:

a. Holding motivational *halaqah*

This motivational *halaqah* is carried out by senior students or students who have already stayed to foster enthusiasm and motivation to stay strong and *istiqamah* in studying in Turkey. This motivational *halaqah* is also a weekly or bi-weekly meeting, sometimes held on campus or at the student's residence, to recharge the spirit to stay new.

b. Visits (monitoring) to new students' residences

This visit is conducted by Indonesian student organizations that have previously lived in Turkey to monitor problems or complaints that new students may feel. This visit can at least ease the psychological burden of the students in the adaptation period in learning activities.

c. Maximizing WhatsApp groups

WhatsApp groups are to maximize discussion space and solutions for students who experience various problems in Turkey. Maximizing the group is also to "*anjang sana*" and feel an intense sense of togetherness while abroad.

d. Bringing in motivators from outside

The intention is to provide opportunities for lecturers, researchers, or guests from outside who visit Turkey to be a speaker to students studying in Turkey to provide motivation and strengthen intentions and enthusiasm so that they do not easily give up on the situation.

DISCUSSION

Studying in a foreign country can be a happy but also sad event. It is happy since the goal or dream of choosing abroad as a location for seeking knowledge has been granted by God and made it easier to find scholarships or make self-financing matters easier. On the other hand, it can be sad because the adaptation period in the destination country sometimes takes a long time. Moreover, Indonesian traditions or habits sometimes do not harmonize with foreign cultural traditions. Hence, it becomes a severe obstacle for a new student.

As the research results presented by informants, many new students abroad experienced shock and even went to the stage of mental confusion because many things distinguish between life in the country of origin and the country of study destination. The field findings also revealed that students underwent an "adaptation phase" at the beginning of their arrival at the study location. In this phase, it can be said that it is "the hardest phase and the phase of self-determination." The determination in question is whether they will continue the struggle in seeking knowledge in a foreign country or return to their homeland and continue the struggle to seek knowledge in their country.

Field findings also uncovered that many things made the adaptation phase difficult and not light. Among them are the factors of cultural differences, the food, the language

used that must adapt, and the association that must also harmonize, all of which would determine prospective students' fate and intellectual struggles. All these things also make a person uncomfortable and tend to withdraw from the high hopes in his desires and thoughts. It is because, in reality, it turns out that hopes and dreams do not match reality, which is so hard to live. It is what is called that the new students do not experience psychological well-being.

Psychological well-being is a form of a person's well-being with any role. It is well-being created with great struggle. In this case, a person generally experiences various stumbling blocks and bitterness of life first. However, the difference lies in the consistency to continue to strive for a comfortable and prosperous life. It is because there is an excellent awareness that sometimes, life is happy and enjoyable, but sometimes, life is not fun and does not make one happy. Therefore, this subjective well-being is a form of the depiction of the journey of life.

In this case, in the beginning, new students who come to foreign countries have not experienced their psychological well-being as they have not understood the nature of "a period of adaptation and a period of bitterness." Thus, in the early days of their arrival, they have not yet reached the psychological well-being phase. It is also because, in the beginning, the students cannot explore life lessons, and there is self-doubt between certainty and uncertainty to continue. On the other hand, the students also have not been able to do a self-emotional assessment since their anxiety is more significant than their calm.

It is the reason the students have not yet reached the stage of self-psychological well-being. Since they feel that they do not experience life satisfaction while in a foreign country, they have not experienced positive effects (pleasant moods and emotions) and are still rich in adverse effects (unpleasant moods and emotions). In addition, several things affect the students who have not yet reached the psychological well-being phase. *The first* is the self-gratitude factor. Based on observations and interviews in the field, it was found that one of the factors that influenced the psychological well-being phase was the lack of gratitude from the new students. Also, there is no open-mindedness that students can go this far as Turkey, a significant boon factor that not many get. Unfortunately, what is in mind is to focus on the bitter aspects of the adaptation period, not trying to find a solution on how the adaptation period's bitterness will be resolved immediately.

Consequently, the lack of gratitude and positive thinking makes the students fail to continue the struggle to seek knowledge. As Robustelli & Whisman (2018) stated, gratitude positively correlates with subjective well-being, i.e., life satisfaction in social relations, work, and health. Meanwhile, the research results by Sapmaz, Yıldırım, Topçuoğlu, Nalbant, and Sızır (2015) showed that gratitude has a significant positive correlation with happiness.

Second, the factor from the field findings related to the factors affecting the

subjective well-being phase is the personality of each student studying in Turkey. The influence of personality is enormous

in determining the adaptation period eventually. An unhealthy personality will impact failure in the adaptation period (Friedman & Kern, 2014). Immature personality also affects the adaptation period so that it does not reach the subjective well-being stage. On the other hand, a healthy and mature personality in students will help speed up the adaptation period and melt bitterness into self-welfare. As asserted by Abdullahi et al. (2020), it is said that personality is the most influential thing in subjective well-being compared to other factors. It is because several personality variables display consistency with subjective well-being, including self-esteem.

Meanwhile, according to Ryff, some students are slow to adapt, and this affects their subjective well-being due to several factors:

a. Imperfect Self-Acceptance Factor

The facts uncovered that some students had a slow adaptation period while studying in Turkey, and the contributing factor was low self-acceptance (Hayrettin, 2015). According to Chaplin (2005), true self-acceptance is an attitude that basically feels satisfied with oneself; individuals do not have problems with themselves and do not have a burden of feeling towards themselves, so individuals have more opportunities to adapt to their environment. In this case, some students who came to Turkey at the beginning of their studies were not satisfied with the reality they experienced. Many things were not in accordance with what had been expected. For example, the food does not fit the tongue, the language is not easy to learn, the weather is different from in the country of origin, and various other things, all of which show low self-acceptance of what is happening in front of the eyes. It is what makes students not easy and not quick to adapt and experience psychological disorders and are constrained towards the psychological well-being phase.

b. No Positive Relationships with Others

Another obstacle that causes psychological turmoil and does not experience the subjective well-being of new students in Turkey is the absence of positive relationships with other students or people around them (Aydin, 2020). It is what leads to the slow adaptation period while studying in Turkey. Difficulty adapting to new people also causes self-discomfort and creates unhealthy and disharmonious relationships between himself and others. As a result, new students studying in Turkey could not present intimacy with other students. As described, the study results revealed that one of the obstacles to the absence of positive relationships with other people is language problems. Lack of confidence in mastering a foreign language also becomes an obstacle for a new student to adapt and establish positive relationships with other friends; in the end, it fades familiarity and is unable to establish good cooperation between students.

c. Low Environmental Mastery

Facts on the ground also show that some students had low mastery of the new environment (Gebbru & Yuksel-Kaptanoglu, 2020). Mastery of the environment is one of the things determining the fast and slow periods of self-adaptation. Understanding the environment is an individual's ability to understand, comprehend, and make peace with their environment, especially the new one. Individuals with high environmental knowledge have great social competence and quickly adapt to new environments. In contrast, when individuals have low environmental mastery, it will affect social competence, thus affecting their relationship with others in the new environment.

CONCLUSION

One thing that makes students uncomfortable with their new life in Turkey as a place for further scientific pursuits is their imperfect self-control in terms of mastery of the mind, soul, and taste. Students' inability to adapt to an unfamiliar environment affects their well-being. Furthermore, the actual result of failed adaptation is not staying long in Turkey, and there is a great desire to change colleges or discomfort while studying in Turkey, thus affecting learning achievement.

Specifically, several things caused the students' discomfort at the beginning of their arrival in Turkey, so they did not achieve their well-being. They dealt with weather, language, friendship, learning environment, and food. It made the students unable to adjust quickly and reduced the quality of their self-motivation. However, students who were quick to adapt and self-motivated would continue to stay in Turkey and continue the struggle to study science. Hence, students' self-welfare is determined by their quality of themselves during their adaptation period. The faster the adaptation period, the more comfortable and survive they will be in Turkey.

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