Empirical Article

The Education Process of Children with Imprisoned Parents After the July 15, 2016 Coup Attempt in Turkey

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Abstract

This article explores the educational processes of the high-school youth and higher education youth of parents who were imprisoned following the coup attempt in Turkey in July 2016. Data was collected from parents who are involved in their children's education and who have been subjected to political persecution. The research is focused on educational processes with respect to students' academic success, psychological problems, and changes to moral and universal values, all from the point of view of the parents. The main conclusions seem to be that the majority of students whose parents were imprisoned had to change their schools,

their academic success decreased, the students who continued their higher education were prolonged or had to leave their schools, and the majority of them did not have serious psychological problems. Finally, the sense of injustice they felt when their parents were arrested, students seem to question universal and moral values.

Introduction

This study examines the educational status of students (secondary-high school and higher education) whose parents were incarcerated after the coup attempt of July 15 2016 in Turkey. As the research author, I was working as a faculty member at Mevlana (Rumi) University Faculty of Education before the July 15 coup attempt. The university I worked at was closed (667-KHK, 2016). I was expelled from my profession just because I worked at this university, my application for an associate professorship was suspended, and I was imprisoned for approximately 16 months. After I got out of prison, I learned that the psychology of my children was turned upside down, that the school administration marginalized them, and I observed that their success dropped noticeably. I wondered if this situation, which I saw especially in my children, was also in the children of others who had to share the same fate with me. Therefore, I tried to carry out this work in compliance with international ethical rules. While collecting data from individuals, I saw some individuals abstaining and giving short answers. *"You had events to write a book on, I asked why do you give very short answers and hesitate."* I can say that one of the answers, especially, shocked me. *"I spent 13 months in prison for a tweet I posted on social media".*

Theoretical Background

Education has played a vital role in shaping social life in the past and today's world and continues to do so. Education starts in the family and continues

in educational institutions according to the structure of the society in which they live (Biesta, 2015; Lyn et al., 2012; Standish, 2014).

There are primary conditions for continuity in education and health education. The first condition for an individual to have a healthy education is safety (Moore et al., 2020; Turcotte-Summers, 2016). Therefore, an individual who is unsafe or not feel safe cannot receive a healthy education. The second condition is continuity in education (Babić, 2017). Continuity in education will also bring academic success (York et al., 2015) and transition to higher (Aboye, 2021).

It can be said that ensuring continuity in education is essential for quality education. The primary responsibility for a healthy education for students rests with families and states. It can be said that it is the responsibility of the parents to ensure that the students go to school and meet their basic needs. However, it is also among the duties of the state to provide a school environment and to create a fair education system that is safe and free from pressure.

The relationship of education with justice is at the center of educational sociology (Matthews, 2013). DeMatthews (2015), summarizes how social justice should be achieved in education in four different ways: He writes; a) School administration should take into account individual and cultural diversity and should not include discrimination between individuals. b) It should not enforce oppressive and unfair practices. c) It should use democratic processes in order not to be marginalized. d) It should adopt an egalitarian approach by avoiding unfair practices.

According to Francis et al., (2017), to ensure social justice in education, countries should primarily focus on the individual while organizing their education policies. Therefore, the individual's gender, ethnic origin, socio-economic background, and other indicators should not prevent the individual from accessing education. If the individual cannot reach the education that is his or her natural right due to these characteristics, he or she starts to question universal and moral values (Appiah, 2005). Schwartz (1992, 1994) explains universal and moral values as being in favor of freedom, justice, honesty, religiosity, and social order. Popova and Roza (2014) point out that developing a truly civilized society is impossible unless individuals adopt universal and moral values. Özcan and Polat (2016), on

the other hand, state that the most important factor in adopting universal and moral values is the school and, thus, the teacher. In this context, ethnic identity or political persecution should not hinder children's access to education. Only in this way can social justice be achieved in education.

Social justice in education should be an ideal lifestyle and a vision that embodies all aspects of being human. Therefore, every educator should take responsibility to protect, develop and support the values, principles and ideals of social justice in education (Francis & Mills 2012; Nieuwenhuis, 2012; Randall, 2019).

Individuals need equal access to resources and opportunities to develop and use their capacities or abilities. Individuals who access these equally have the chance to discover and develop their talents (Appova & Arbaugh, 2018; Heffernan, et al., 2020). Accordingly, the individual's right to education should not be restricted (Gordon, 2013). The individual must freely access the education he or she should receive. The individual should not be excluded and not isolated from society (Peters & Besley, 2014).

A coup attempt took place in Turkey on July 15, 2016. After the coup attempt, hundreds of thousands of investigations have opened about people connected to the Hizmet Movement (also known as the Gulen Movement), and tens of thousands of people have been in jailed (https://ohalkomisyonu.tccb.gov.tr/). Most imprisoned people have children of secondary school and higher education age.

Therefore, the study deals with the education process of juniors who have transitioned to higher education together with youth currently continuing higher education. Given the bereavement and knowledge of students of the higher education age, being the child of a politically persecuted parent may be more traumatic for them (Matthews-Whetstone & Scott, 2015). It can be summarized as the beginning of a process that is difficult to recover, particularly for this age group to drop out of school (Peña, 2012).

The main starting point of this study, therefore, was to find out what kind of changes occurred in the education life of these students, what has changed in their academic success, whether they had psychological problems or not, whether

there were changes in their sensitivity about moral and universal values or not and whether they have attained the fundamental right to education (Gordon, 2013).

The relevant literature is examined depending on the examination of the educational curriculum in prisons and the learning of prisoners (Baskas, 2016; Lukacova et al., 2018; O'Grady, 2017; Sams, 2014), university and prison cooperation (Gray et al., 2019; Ludlow & Armstrong, 2019; Szifris et al., 2018), the situation of women whose spouses are in prison (Karacabey, 2019), and the views of school counselors about the children of imprisoned parents (Petsch & Rochlen, 2009). This study examines the changes in the educational background of children whose parents were in prison in the past or whose parents are currently in prison. Data were collected from parents who were personally involved in the educational process of students and who were politically persecuted. In this respect, it is hoped that the study will be a first in the field, fill an important gap, and provide a different perspective on the education process of children whose parents are incarcerated.

Aims and Research Questions

The aim of the study is to examine the educational processes of children whose parents were incarcerated or whose parents are currently in prison. For this purpose, answers to the following questions were sought.

1.   What has changed in students' school and university life and academic success?
2.   Did the students experience any psychological problems?
3.   What kind of changes occurred in the sensitivities of the students regarding moral and universal values?
4.

Research Method

Research characteristics

In this study, qualitative research methods and techniques were used to reach the main goal determined and search for answers to research questions. According to Bhandari (2020), qualitative research involves the collection and analysis of non-numerical data (e.g. text, video, or audio) to understand concepts,

ideas, or experiences. It can be used to gather in-depth information about a problem or to generate new ideas for research. Situation assessment, one of the qualitative research methods, was used in the study. In case of evaluations, the aim is to collect and analyze data in-depth, contrary to empirical generalizations (Patton, 2014, p.228).

Research participants

Before the researcher started, the researchers have discussed with the experts of the field about the composition of the participants from students. As a result of the discussions, it was concluded that the students could not solve such questions psychologically. Therefore, it was decided that the participants should consist of parents who take care of the students in this process. The study's participants include 26 individuals, having been imprisoned after a military coup in Turkey on July 15, 2016, who are interested in their children's education process (secondary-high school and higher education) while they were in prison.

The criterion sampling method, one of the purposeful sampling methods, was used in the sample selection of the study. The basic understanding in choosing criterion sampling is to study all situations that meet some criteria (Patton, 2014: 243). The main criterion in the research is to examine the educational processes of the children of individuals who are known to be close to the Hizmet Movement after the coup attempt of July 15 2016 and who are imprisoned for this reason. The demographic characteristics of the individuals participating in the study are presented in Table-1. The focus of this paper is on children of High School and Higher Education age.

Table 1: Demographic Characteristics of The Participants

		f	%
Gender of Parent	Female	20	77
	Male	6	23
Profession	Teacher	10	39
	Housewife	8	31

	Medical staff	4	15
	Engineer	2	7,5
	Academician	2	7,5
Total		26	100
Gender of Children	Girl	12	60
	Boy	8	40
School Type	Middle School	8	40
	High School	5	25
	High Education	7	35

When Table-1 is examined, it is seen that the majority of the participants were women, and the majority of them were teachers in the past. These women are closely involved in their children's education, and many of them are still in prison. All of the interviewed men were released after serving a certain period of time in prison. Therefore, the data consists directly of the views of politically persecuted people. Most of the children are under the responsibility of the participants are girls. When the table is examined again, it is seen that the individuals whose education processes are examined within the scope of the research consist of students who have transitioned to higher education together with children in the younger age group and are currently continuing higher education.

Data Collection Tool

In the study, a semi-structured interview form was used in order to examine the education processes of the school-aged children of politically persecuted and imprisoned parents. Glesne (2013) expressed the interview in qualitative research as getting information about what you cannot see and making alternative explanations about what you see. For this, a semi-structured interview form was prepared. In the preparation of the interview form, firstly, questions were designed to provide data suitable for the research.

Accordingly, the content of the research questions in the interview form is as follows.

After the 2016 coup attempt;

1.   Whether students change their schools,

2.   Changes in students' academic achievement,

3.   Whether students are exposed to psychological pressure at school by their friends, school administration, or teachers,

4.   And what changes were observed in students' sensitivities to moral and religious issues.

The questions were presented to the opinions of 2 faculty members who are experts in the field of qualitative research. Afterward, a pre-interview was made with two parents. At the end of the study, the interview form was finalized.

Data Collection and Analysis

In the study, one of the qualitative data collection methods, the open-ended survey method, was used, and the parents' opinions were taken in January-February 2021. The main condition for determining the participants is that either of the parents has been incarcerated.

Before the interview, the content of the study was explained to the parents by phone. It was stated that the data would be confidential, and then the interview form was sent to the volunteers. The responses that came back from the participants were coded as (P-1, P-2, P-3…) where P indicates 'parent', transferred to NVivo 10 software, and analyzed. In the data analysis, one of the descriptive analysis types, representation with frequency, was used. In the analysis of the data, the inductive (Thomas, 2006) method, which is frequently used in qualitative research, was used. The data obtained as a result of the analysis are presented in detail in the findings section, based on the research questions.

Validity and Reliability

Below, the study conducted in line with the recommendations of Merriam (2013), Miles and Huberman (1994), and Patton (2014) regarding the validity and reliability of this research are explained:

1.   In order to ensure internal validity or credibility, the analysis continued until a certain saturation was reached within the framework of

the data collection and data analysis process of the study, and sufficient time was spent on this task.

2.　　In order to increase the external reliability of the research, the research process and what has been done during the process has been explained in detail. In this context, the model of the research, data collection process, analysis, and interpretation of the data are richly and intensely defined.

3.　　In order to ensure internal reliability in coding, NVivo reports were reviewed by an expert researcher in the field of qualitative research. The two encodings were compared with each other and reliability was calculated using Miles and Huberman (1994)'s formula (Reliability = consensus/consensus + disagreement X 100). In the reliability study conducted specifically for this study, the concordance between the two encodings was calculated as 96%.

<div align="center">

Results

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The research findings were analyzed and presented as models using the NVivo-10 package program. The findings obtained were supported by the statements of the participants.

Education and training status of students

The first issue addressed in the study was whether students experienced school and university changes and what kinds of changes were experienced in their academic achievement. The obtained results are presented in Figure-1.

Figure 1. *The Education and Training Process of Students*
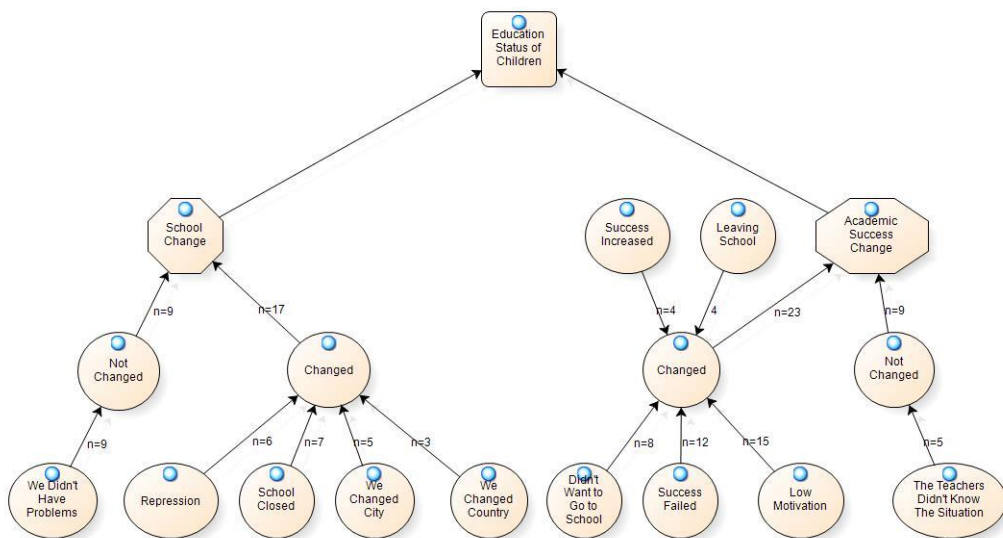
When Figure-1 was examined, most of the participants (n = 17) stated that they had to change their children's schools. Despite this, participants (n = 9) indicated that they did not have to change schools because they did not experience any problems. The most apparent reason among the participants' reasons for changing schools is that the schools that their children attend were closed (n = 7). However, exposure to psychological pressure (n = 6, expressed by parents with children in high school and higher education), city change (n = 5), and country change (n = 3) are among the stated reasons. Parents state that;

> Yes, while going to private school, we had to change it because of financial reasons or the school closure. (P-1)
>
> My son was studying at the foundation university affiliated with the Hizmet Movement. We had to change the school because the university was closed. (P-4)
>
> We changed because when my husband was arrested, I didn't have to change the province and stay with my family. (P-3)

Yes. We had to change it because of the influence of the environment when his father first went to prison. (P-12)

We are currently abroad. We have changed schools twice while in prison in Turkey with my wife. Because when my husband was arrested, we had to move to another city with our family. But I had to change the school again due to the strict attitudes of the teacher, his lack of emotion, and the lack of empathy even though we told him about the child's situation. (P-21)

While my son, as a student, should only focus on his academic career and lessons, his education life was attempted to be prevented due to reasons beyond his control. Because my son was imprisoned for 13 months, and his education life was interrupted in a certain period because he was in prison. (P-18)

We changed his school; we changed the province first because we were threatened. We gave it to the private school where we moved, fearing that they would harm him in the public school. When I was arrested… (P-24)

When Figure-1 is analyzed in terms of academic success, it is seen that academic success has changed in most of the students. The reasons for the negative change in success are the desire not to go to school (n = 8), decreased academic success (n = 12), low motivation (n = 15), and leaving school (n=4). In the interviews, it was stated by their parents that the students who dropped out were higher education students and that some of these students had to migrate as well. On the other hand, there were some (n = 4, whose success increased) who stated that the success of the students changed positively. However, some parents (n=5) stated that there was no change in their children's achievements. Parents attributed this to their children's teachers not being aware of their situation. This situation belongs to the students in the younger age group.

Since my elder daughter could understand our situation better, her academic success did not decrease, and even my daughter worked harder to make her father happy in prison. She started to be at the top three in the exams held in the province we were in. "(P-1)

We had no academic problems, but we received psychological treatment and used medication during this challenging process. (P-3)

He had to leave university because we had to go abroad because my wife's sentence was upheld by the court. (P-7)

Yes, as I mentioned above, my sons were pushed back by the university administration and teachers. They were not admitted to the school, and they gave the exam results from the lowest grade in the classes. (P-13)

Because it was a stressful and troublesome process, it became difficult for my child to focus on the lessons in some periods, and then his studies were disrupted. While he had his own plans for his education life, his plans were interrupted for strange reasons. That's why he graduated with a lower score while his academic performance would be better. (P-18)

While my oldest daughter was preparing for university exams, she stubbornly studied harder. (P-3)

Students' psychological conditions

The second issue addressed in the study was whether the students had any psychological problems. The obtained results are presented in Figure-2.

Figure 2. *Change in Students' Psychological Status*
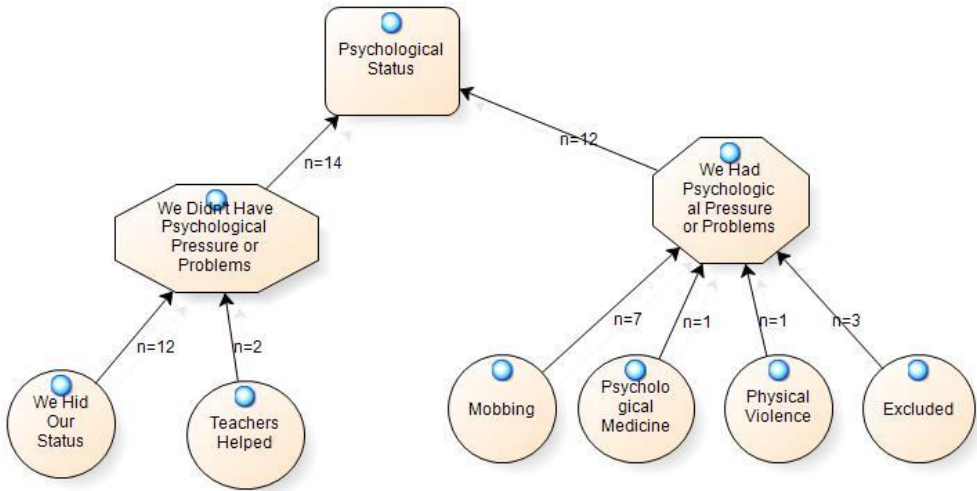
When Figure-2 was examined, most of the participants (n = 14) stated that their children did not experience psychological problems. On the other hand, participants (n = 12) stated that their children had psychological problems. While explaining the reasons why their children did not experience psychological pressure or problems, the participants attributed to the fact that the school administration, teachers, and friends were not unaware of their situation. However, there were also participants (n = 2) who stated that their teachers were helpful.

We could not explain the troubling situation we experienced as a family to the school administration and teachers. Only the children's classroom teachers and guidance service knew. They were talking about their satisfaction with the moral and academic success of the children. This situation ensured not to mistreat the children. The school counselor said

that I came across politically neutral teachers and that I could have problems if I had come across other teachers (P-1)

Our teachers helped, but it was still a bit of a problem. (P-5)

The participants who stated that their children have psychological problems; mobbing (n = 7), exclusion (n = 3), psychological medicine (n = 1), and physical violence (n = 1). This issue was expressed by parents with high school and higher education children.

While in Turkey, you came from my daughter at school, they put pressure FETO school, children did not want to go to school because she felt under constant pressure. (P-2)

They told their friends that we lived separately from their fathers. When I was arrested, they couldn't attend school anyway; my little son attended open high school. They also kept my daughter under custody during her university enrollment and could not enroll in the school. My older son was at university. (By the way, my elder son was also arrested with me on a media show, although he stated that he was studying in Istanbul, he was asked to sign the court in Konya every week, and his school was extended.) He was mobbed by his friends and teachers at his school. In addition, ten people were subjected to deathly violence after school. She stayed at home for two months because the hospital refused to treat them ... (P-13)

Due to the effect of this period, my child had a low success rate of up to 20% in the university exam, which is the peak of the education process. (P-14)

 ... he received psychological treatment and took psychological medicine ... (P-3)

In this process, I think that my children are exposed to psychological pressure indirectly, if not directly, in their schools. Because politics had entered the schools now, and from kindergarten to universities, serious negative statements were made about people who made political propaganda under the name of July 15 celebrations and were imprisoned because of these lawsuits or were imprisoned and released before. (P-16)

Students' moral status

The third issue addressed in the research was whether there was any change in the ideas of the organizers about moral and universal values. The results obtained are presented in Figure-3.

Figure 3. *Changes in the Moral Status of the Students*
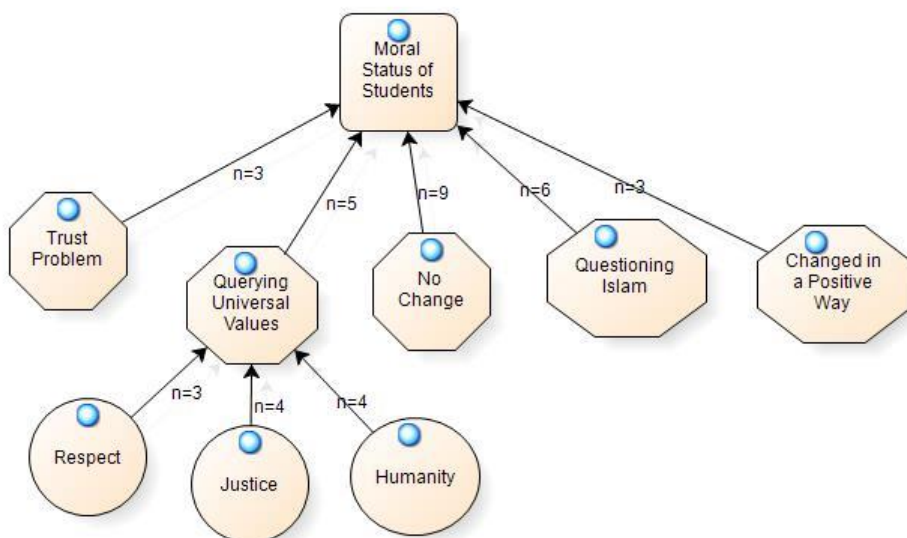
When Figure 3 is examined, there were also participants (n = 3) who stated that most of the participants (n = 9) did not experience problems with their children about moral and universal values, and even positive developments were observed.

> I think we survived with the least damage when they have grandfathers and grandmothers and family relatives who suffer from similar situations. (P-8)
>
> … They've gotten more sensitive; they try to pray at every opportunity. (P-17)
>
> On the other hand, the participants also stated that their children had problems of trust (n = 3), began to question the religion of Islam (n = 6),

and questioned universal values (n = 5). When Figure 3 is examined in terms of universal values, it was stated by their parents that the students started to question the values of respect (n = 3), justice (n = 4), and humanity (n = 4). This issue was expressed by parents who have children in high school and higher education. When the interview forms are examined, it is understood that most of the students who question these values are students who attend high school or university or have to leave the university.

Morally, they said that if people who live right are punished, we can also lie ... (P-1)

Unfortunately, it's troubled, they believe in God. That's all. (P-22)

  My son, who goes to high school, have been signs of deism and its effects are still continuing ... Prejudice has developed against religious people ... (P-14)

…the feeling of love and trust for people has diminished...(P-24)

They started questioning the concept of justice, especially my son who goes to university. The fact that their fathers were guilty while not guilty damaged their belief in the state. (P-19)

Discussion and Conclusion

This study took place in and out of Turkey after the July 15, 2016, coup attempt when the arrested parents revealed that students experienced what types of educational changes. The larger study includes examining the educational processes of all students from primary school to university. This article reports on upper-secondary and higher education students. Hundreds of thousands of people after the coup attempt with the decree issued by the government of the Republic of Turkey (KHK) was purged from office. Tens of thousands were jailed, and thousands of private institutions and 15 private universities (Appendix-1) were closed. It is composed of people imprisoned who were university graduates and continues in Turkey arrests for this group (available at www.ihd.org.tr., 2019). The biggest reason for all of this is that these individuals and institutions are linked to Hizmet Movement. The subject of my work is not about who and why these people

are connected or why they were jailed if they are guilty or not. Therefore, this issue was not mentioned in either the introduction or the discussion part of the study.

The first issue examined in the study is whether there are changes in the education-training status of the students. After parents are imprisoned, families face various difficulties such as economic insecurity, habitual routines, and a series of negative behavioral changes (Geller et al., 2011; Sugia, 2012). When the data obtained were analyzed, it was determined that most students had to change their schools. One of the most obvious reasons students have to change their schools is the closure of their children's schools. Especially with the closure of 15 foundation universities, the universities of thousands of students continuing their higher education had to change. It was even revealed as a result of interviews that some students were imprisoned. It is also seen that some of these students cannot continue to university. In the literature (Behr et al. 2020), the reasons for not attending university are stated as the national education system, the country's financial policy, and the type or quality of higher education institutions. This study finding is different from the literature for the reasons stated, and it is considered valuable.

Apart from this, exposure to psychological pressure and changing cities and countries are among the reasons stated. According to this, it is seen that students have problems in the context of school after the July 15 coup attempt in Turkey. However, some students did not have issues and did not have to change their schools. An important part of the parents who stated that they did not experience any problems stated that they hid their situation from both the school administration and their children's teachers.

When the academic success of the students was questioned, it was stated by their parents that academic success fell mostly. Among these students, it was stated by their parents that individuals who were preparing for the university exam experienced a decrease in their success. It is seen that the reasons for the decrease in success are the desire not to go to school and low motivation. However, parents stated that their children were not admitted to schools and exams by administrators and teachers, and they were given low grades. According to Sugia (2012), the arrest of the parents, witnessing this situation, or encountering uncertainty about

how long the parents will stay away from home is a traumatic event for many children.

The second issue examined in the research is whether there are changes in the students' psychological state. As a result of the interviews, it was stated by their parents that most of the students do not experience serious psychological problems. While the interview form was sent to the participants, the ages of their children were also asked. When the parents' responses are examined, it is seen that especially younger students do not experience psychological problems and are not exposed to any psychological pressure. When parents explained the reasons why their children did not experience psychological problems, they attributed it to the fact that the school administration, teachers, and friends were not unaware of their situation. However, some parents said that their teachers helped them. Given the link between parental imprisonment and children's well-being, and the fact that children spend significant time at school, schools are in a position to intervene and assist children with current or previously imprisoned parents (Sugie, 2012; Turney, 2019).

Despite this, there were also parents who stated that their children had serious psychological problems and even had to use psychological medicine. When the interview forms were examined, it was stated by the parents that the students attending high school and especially higher education had psychological problems and even used psychological medicine. Psychological problems determine students' behaviors, expectations, and attitudes (Bean & Eaton, 2001). When the interview forms are examined, it is seen that the students who are exposed to these events are in the large age group. Stating that their children had psychological problems, the parents expressed this as mobbing, exclusion, psychological medicine use, and physical violence. Among the possible reasons for this situation, it can be attributed to the intense negative news about the "Hizmet Movement" in both social media and visual media. There are studies in the relevant literature that support this finding of the study. Children experience profound psycho-social difficulties while their parents are imprisoned, often stigmatizing and creating social support systems, interactions with peers and teachers, and isolation and embarrassment that hinder children's educational opportunities and outcomes

(Murray & Ferrington, 2005; Sugia, 2012). The arrest, imprisonment, and release of a parent are potentially traumatic events for children (Wildeman, 2009).

The third issue addressed in the research is whether there has been any change in the students' ideas about moral and universal values. As a result of the observations, some participants stated that most parents' children did not experience problems with moral and universal values, and even that there were positive developments in moral values. When the forms were examined, it was seen that the issue of moral and universal values was not questioned, especially among the younger students. However, grandparents and grandmothers take care of children whose parents are in prison (there were participants who indicated this) may have prevented moral problems. When the international literature was examined, it was seen that there were results contrary to this finding of the study (Aaron & Dallaria, 2010; Huan et al., 2005; Murray et al., 2012; Murray & Ferrington, 2005; Popoola & Ayodeji, 2022). Muray et al., (2012) stated that with their parents' imprisonment, antisocial behaviors, mental health problems, and psychological medicine emerged in children. In addition, Aaron and Dallaria (2010), stated that imprisoned parents expose children to factors that put them at risk of committing a crime.

On the other hand, some parents stated that their children had serious problems regarding universal and moral values. When the interview forms were examined, it was determined that most of these students were individuals who started or continued their higher education. These are expressed as the problem of trust and questioning the religion of Islam. When the expressions of the parents are examined in terms of universal values, it is seen that the students start to question the values of respect, justice, and humanity. Again, when the forms were examined, it was seen that the issue of moral and universal values was questioned in older students. Over time, children recognize fear, anxiety, love, anger, and hatred. However, a sense of justice and conscience develop faster in older age groups. Thus, each child develops his / her sense of justice and questions this concept in case of situations that he/she thinks to be unfair (Can, 2018).

Children whose parents are imprisoned are a highly vulnerable group with many risk factors for negative consequences, so they can easily question universal

values (Murray & Ferrington, 2005). In areas where parental imprisonment is prevalent, life-long consequences for children, parental imprisonment causes greater inequality between adults and children (Wildeman, 2009). When the study is examined from this point of view, the results of the research are important not only for the Turkish sample but also for the children of the other world who have been politically persecuted. As described above, many studies (Baskas, 2016; Gray et al., 2019; Ludlow & Armstrong, 2019; Lukacova et al., 2018; O'Grady, 2017; Sams, 2014; Szifris et al., 2018) while dealing with incarcerated individuals, it can be said that children who will be the architects of our future are ignored. Therefore, it can be said that the results of the study are important and will fill the gap in the field.

Suggestions

The study was conducted on the basis of qualitative research methods and techniques. The results obtained should be limited to the area and sample used in the present study. Despite the above limitation, the researcher believes that the post-coup attempt of July 15 revealed valuable findings regarding the education and training processes of children of school age. The following recommendations have been developed for researchers who want to do different studies on the subject;

1.   It can be said that the most striking finding in the study is that most of the students do not experience serious disinformation in terms of universal and moral values. However, parents whose children are at the age of higher education have stated that there are radical changes in their children's religious and justice feelings. Therefore, if interviews are done with students who are especially in higher education, it is possible to come up with different results.

2.   As a result of the interviews, it was seen that some participants had to leave their country. An international comparative study can be conducted with both parents and children on the education system of the country they come from and the perspectives of teachers and administrators.

3.   After the July 15 coup attempt, 16 foundation universities associated with the Hizmet Movement were closed. Therefore, a mixed-method study can be conducted that deals with the education processes, resilience, and transitions of students in the higher education age who have been politically persecuted or forced to leave their homeland.

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Appendix-1: List of Closed Universities

	The Name of the University	City
1	University of Altın Koza (İpek)	Ankara
2	University of Orhangazi	Bursa
3	University of Canik Başarı	Samsun
4	University of Selahattin Eyyubi	Diyarbakır
5	University of Fatih	Istanbul
6	University of Melikşah	Kayseri
7	University of Mevlana	Konya
8	University of Şifa	Izmir
9	University of Turgut Özal	Ankara
10	University of Zirve	Gaziantep
11	University of Kanuni	Adana
12	University of İzmir	Izmir
13	University of Murat Hüdavendigar	Istanbul
14	University of Gediz	Izmir
15	University of Süleyman Şah	Istanbul