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Developing a Scale of Attitudes Toward European Union Citizenship for Refugee Students

Alperen ÇALIŞKAN[1] (ID), Bahadır KILCAN[2] (ID)

[1]Department of Turkish and Social Sciences Education, Muş Alparslan University, Muş, Türkiye
[2]Department of Turkish and Social Sciences Education, Gazi University, Ankara, Türkiye

Abstract

This research was carried out in order to prepare a valid and reliable measurement tool that can be used to determine the attitudes of refugee students toward European Union citizenship. The study group of the research consists of 211 refugee students studying in four different secondary schools in Ankara, Karabük, and Şanlıurfa provinces in the fall semester of the 2022–2023 academic year. The research started by scanning the relevant literature. Afterward, the scale items developed in line with the findings were shaped with expert opinions. In order to ensure the validity of the scale, while the construct validity, the correlation matrix for the total score and its factors, and the item–total correlations are calculated; internal consistency analyses were used to determine reliability. With the statistics made, it was determined that the correlation coefficients reached in the item–total correlations of the scale were at an acceptable level, and it was determined that all items were statistically significant. By making use of exploratory factor analysis, scale items are divided into three different dimensions, which are as follows: "Investing for Citizenship," "Change for Citizenship," and "Shame for Citizenship."

Keywords: Attitude scale, European Union citizenship, refugee, refugee student, scale development

Introduction

Türkiye has had to host millions of refugees due to the economic, political, and social developments around it. This situation has brought along the fact that refugees living in Türkiye search for new places—more developed countries—over time. As a result, some refugees temporarily staying in Türkiye have been looking for ways to go to the European Union (EU) countries and reach EU citizenship in the process. The EU countries, which are concerned about the intense migration, have found the remedy to increase the measures they have taken. However, the process has progressed in a way proving that EU countries could not completely prevent even the slight wave of immigration toward them.

It is possible to see the EU as a supranational structure formed by European states and citizens, which foresees the integration of European peoples in economic, political, social, and cultural fields (Ministry of Foreign Affairs, European Union Presidency, 2020). The first foundations of this supranational structure were laid with the gathering of European countries (Germany, Belgium, France, Netherlands, Italy, and Luxembourg) aiming to create a permanent peace environment after the Second World War. These countries, gathered in Paris, signed the Paris Agreement and entered into a formation called the European Coal and Steel Community (ECSC) (Gülcan, 2021).

Initially, the name of the formation, which was registered as ECSC, has been finalized with the entry into force of the Maastricht Treaty. With the treaty, while the ECSC members agreed on the new name of the community under the EU title, they also determined the main objectives that the union should achieve by 1999. One of these main objectives has been the construction of EU citizenship (Ministry of Foreign Affairs, European Union Presidency, 2021). Thus, the idea of EU citizenship, which emerged in the early 1970s (Wiener, 1997), had the opportunity to become a part of the union law for the first time (Gündoğdu, 2004), with the Maastricht Treaty becoming valid (Eren Saylan, 2007).

With the EU citizenship gaining an official status, the member states have started to work on improving the gains. The process that started with the Amsterdam Treaty (Türk, 2018) continued with the entry into force of the Nice Treaty. In particular, the signing of the EU Charter of Fundamental Rights within the framework of the Nice Treaty (Soyaltın, 2015) enabled the realization of the principle of indivisibility of rights by gathering the economic, political, social, and civil rights of the citizens of the union in a single text (Arsava, 2003). With the Lisbon Treaty, the concept of EU citizenship was carried forward and resulted in the addition of the procedure called "Citizen Initiative." In addition, with this agreement, the environment was prepared for taking decisions regarding the protection and observance of the rights of EU citizens around the world (Türk, 2018).

By 2020, it was seen that the EU derived important lessons from the pandemic process and listed the concrete actions and priorities plan for citizens in four items. These articles are as follows (European Commission, 2020):

- Enhance democratic participation, empowerment, and comprehensiveness
- Facilitate free movement and simplify daily life
- Protect and support EU citizenship
- To protect EU citizens in Europe and abroad, including in times of crisis

Today, EU citizenship has begun to be perceived as a new type of citizenship outside and beyond the nation-state, differing considerably from the classical definitions of citizenship (Aktaş et al., 2017; Batır, 2017; Türk & Gürkaynak, 2018) and has reached the status of a complementary citizenship status gained on the condition of being a citizen of member states (Ayaz, 2018; Gündoğdu, 2004). In this way, member countries have also had the opportunity to offer their citizens a broad and effective citizenship status that will serve as a roof besides their national identity with EU citizenship (Gerçeker, 2021). However, in recent years, this citizenship status has attracted the attention of refugees and their efforts to move to member states have started to pose a threat to the EU.

Refugees who try to acquire citizenship by immigrating to EU countries, also known as asylum seekers (Turkish Language Institution, 2022), are defined by the United Nations High Commissioner for Refugees (UNHCR, 1951), as individuals who will not be able to benefit from the protection of their own country because of their race, religion, nationality, membership of a certain group or political opinion, or who are unwilling to benefit from it because of fear; or who are not from a nationality and are outside the country of residence as a result of such events, and unable to return there or unwilling to return due to such fear. In a way, refugees are defined in the international community as individuals who have to leave their country for reasons that develop against their will (Türkoğlu, 2011).

While negative reasons such as the growth of economic inequalities, the non-ending of wars, internal conflicts, and the increase in human rights violations accelerate the refugee migration, advances in communication and transportation networks have made these migrations easier (İçduygu & Toktaş, 2002). Türkiye, which is located at the intersection of three different continents, has been recorded as the country most affected by these migrations. When the data published in 2022 is carefully examined, it can be seen that the number of refugees worldwide has reached 27.1 million and that 38% of the refugees are (Türkiye, 3.8 million; Colombia, 1.8 million; Uganda, 1.5 million; Pakistan, 1.5 million; Germany, 1.3 million) appears to be collected in five different countries (UNHCR, 2022). In this context, it is obvious that Türkiye, which has twice as many refugees as its closest country on the list, undertakes a difficult chain of tasks. Undoubtedly, one of these duties is to prevent possible refugee migration to EU countries. Because the main goal of refugees, who perceive Türkiye as a bridge country, is to gain citizenship status by passing to the EU after making the necessary preparations and to benefit from the legal rights it provides.

There are 1,265,866 refugee children between the ages of 5 and 17 in Türkiye, which has managed to host 13% of the world's refugees alone. A total of 855,136 of these children find the opportunity to benefit from the right to education in schools. Of the refugee students who can benefit from the right to education, 46,380 continue their education at pre-school, 361,777 at primary school, 311,207 at secondary school, and 135,772 at high school (Ministry of National Education, 2022). It is considered as a possible development that most of these students, who will be put into life by completing their development in Türkiye, will try to reach better living standards by moving to EU countries. Taking measures to prevent this situation will only be possible by determining the attitudes of students enrolled in educational institutions from an early age.

From the past to the present, more than one definition of attitude has been made. While Freedman et al. (1993) defines attitude as a behavioral tendency with cognitive and sensory elements, İnceoğlu (2011) interprets it as a state of mental, emotional, and behavioral orientation that the individual bases on his knowledge, feelings, experiences, and

motivations regarding himself or any social subject, object, or event around him. The dominant view is that attitudes consist of cognitive (beliefs), affective (emotions), and behavioral (current actions) elements. Considering the elements, it is seen that the cognitive element is related to the beliefs about the attitude objects, that the affective element has a connection with the emotive emotions based on beliefs, and that the behavioral element is used for the state of being ready to react. When the affective element is compared with the cognitive element, while it is noteworthy that the affective element is simpler and more prominent in the measurement of attitudes (Çetin, 2006), it is understood that attitude scales are mostly used in measuring attitudes. Because, thanks to these tools, it is not necessary to have information about the attitudes of individuals one by one, and the inner world of individuals can be determined more realistic (Tavşancıl, 2018). Therefore, in the study, it was deemed appropriate to develop an attitude scale in order to more clearly determine the attitudes of refugee students toward EU citizenship.

As a result of the search conducted in the literature (National Academic Network and Information System (ULAKBİM), Higher Education Council (YÖK) National Thesis Center, DergiPark Academic, Higher Education Academic Search, EBSCOhost, and ERIC databases) with the keywords "attitude scale, European Union citizenship, refugee, refugee student and scale development" it was concluded that there is no research on the subject of "Attitude Scale Development for Refugee Students." The studies in the literature mostly deal with EU citizenship in the context of education (Hesapçıoğlu & Topsakal, 2007; Kaya, 2017; Missira, 2019; Olson, 2012; Ollikainen, 2000; Türk, 2021) that deal with education in Europe (Türk, 2018; Türk & Gürkaynak, 2018) that evaluate the school dimension (Altunay & Tonbul, 2013; Balcı & Tuncel, 2012; Durmuş & Baş, 2017; Richardson, 2016; Üner, 2014; Üner & Yeşil, 2014) determining the perspectives, perceptions, and opinions of students, teacher candidates, teachers, and school administrators (Piedade et al., 2018) examining textbooks (Gregurović, 2019; Licata & Klein, 2002; Ünlü, 2009) prepared in the concept of immigration and (Şahin, 2012) that examine citizenship education in social studies curriculum in terms of EU citizenship education policies.

As a result of the examinations, no measurement tool has been found in the international literature to determine the attitudes of refugee students toward EU citizenship. This situation constitutes the main starting point of the current research. From this point of departure, the research was carried out to develop a validity and reliability tested measurement tool that can be used to measure the attitudes of refugee students toward EU citizenship.

Method

Study Group

The study group of the research consists of 211 refugee students selected in accordance with the easily accessible sampling type, enrolled in four different public secondary schools in Ankara, Karabük and Şanlıurfa in the fall semester of the 2022–2023 academic year. The selection of the study group in accordance with the easily accessible sample can be explained by the fact that the authors met the social studies teachers working in the schools in the region where the application was made. This sampling method provides the researcher with speed and practicality and enables the selection of a close and easy-to-access study group (Yıldırım & Şimşek, 2011). As a result, the scale was applied to a total of 220 students studying in the selected schools. However, during the preliminary examination of the data obtained from the participants, it was observed that 7 scale forms were incomplete and 2 scale forms were half completed, and statistical analyses were made on 211 scale forms, leaving 9 scale forms out of the scope. According to Büyüköztürk (2002), the sample size should not be less

than five times the number of observed variables. In this respect, it can be stated that the study group of the research met the current criterion. Therefore, as a result of the analyses made, 49.3% ($n = 104$) of the refugee students forming the study group were girls and 50.2% ($n = 106$) were boys, 0.5% ($n = 1$) left the gender option blank, and 29.4% ($n = 62$) of the participants were fifth grade, 15.6% ($n = 33$) sixth grade, 18.0% ($n = 38$) seventh grade, and 36.0% ($n = 76$) eighth grade, and 1.1% ($n = 2$) did not tick the grade option.

Data Collection and Scale Development Process

In the scale development process, related literature (Altunay & Tonbul, 2013; Balcı & Tuncel, 2012; Durmuş & Baş, 2017; Kaya, 2017; Gregurović, 2019; Missira, 2019; Hesapçıoğlu & Topsakal, 2007; Licata & Klein, 2002; Ollikainen, 2000; Olson, 2012; Piedade et al., 2018; Richardson, 2016; Şahin, 2012; Türk, 2018, 2021; Türk & Gürkaynak, 2018; Üner, 2014; Ünlü, 2009; Üner & Yeşil, 2014) was examined. Then, an item pool of 42 items was created, taking into account the basic elements of the attitude (cognitive, affective, and behavioral). Three different options were put in front of the developed items in order to determine the degree of agreement of the participants with the attitude statements in the items. These options were scored as "(1) Disagree," "(2) Undecided," and "(3) Agree." These items prepared in draft form were sent electronically to three different field experts (linguistics, measurement and evaluation, and social studies education) for review in terms of spelling, punctuation, content and expression. As a result of the suggestions made by the experts in the feedback, seven of the items were removed from the scale on the grounds that they were similar items. Thus, the number of items in the scale was reduced to 35. In Table 1, examples of items on the basic elements of attitude are given.

After the draft scale form was reduced to 35 items, it was applied by the researchers to 220 refugee students studying at two different secondary schools in Ankara. The participants of the scale in the other two cities were reached through social studies teachers with whom the researchers were acquainted before. Therefore, just before the implementation phase of the research, the researchers informed the teachers about the purpose of the study. Thus, through the teachers, the participants were informed that the answers would be protected and not used for a different purpose. Although the students completed the scale form in approximately 20–25 minutes, it took approximately one month to prepare the scale forms for the analysis step. By bringing together all of the forms collected from three different provinces, the data were transferred to the SPSS 26.00 program for the purpose of checking the validity and reliability of the data one by one.

Various analyses were used to ensure the validity and reliability of the developed scale. For example, "exploratory factor analysis (EFA)" was conducted to determine the construct validity of the scale. At this stage, first of all, "Kaiser–Meyer Olkin (KMO)" and "Barlett Sphericity Test (sphericity)" values were examined in order to have an idea about the whole scale. As a result of the evaluations, it was determined that the scale was suitable for EFA. Principal component analysis was used to divide the scale into factors. Afterward, the load values of the items for each dimension were evaluated one by one using the Promax technique. With the EFA process, the items with a dimension load less than

0.40 and the overlapping items that loaded on more than one dimension were excluded from the analysis in turn. Exploratory factor analysis was repeated until values were obtained.

The validity of the scale with 27 items remaining in the scale after EFA, the correlation matrix regarding the total score, and dimensions of the scale was tested by calculating item discrimination strengths and item total correlations. Internal consistency analyses were also conducted to determine the reliability of the scale. In determining the level of internal consistency, the correlation value between the two-half correlations, the Spearman–Brown formula, the Guttmann Split-Half formula, and the Cronbach's alpha reliability coefficient were used.

Ethical Permits of Research

In this study, data were collected with the permission of Muş Alparslan University Ethics Committee (Date: October 13, 2022). In the first section of the scale form, the participant consent form is also included. Therefore, participants were included in the study on a volunteer basis.

Results

Findings Regarding the Validity of the Scale

In order to determine the validity of the scale, construct validity, correlation matrix for total score and factors, and item-total correlations were determined.

Exploratory Factor Analysis

In order to determine the suitability of the developed scale for EFA, KMO and Bartlett Sphericity Test analyses should be performed initially (Çokluk et al., 2010). With the analyses carried out in line with this requirement, the KMO value of the scale was 0.82 and the result of the Bartlett Sphericity Test was $x^2 = 2744.678$; SD = 595 ($p = .00$). Based on these values, it was understood that EFA could be performed on a 35-item scale.

Exploratory factor analysis can be expressed as a multivariate statistic that aims to identify new variables with less conceptual basis and significance by bringing together related items (Büyüköztürk, 2002) or a method applied to see the basic structure in the background affecting the scale items (Şencan, 2005). In this study, principal component analysis in EFA and Promax, one of the rotation techniques applied afterward, were used. Along with the analysis, it was deemed appropriate to exclude overlapping (ambiguous) items that load more than one factor and items with a factor load value of 0.40 or less from the scale. Although Büyüköztürk (2020) states that this limit value can be lowered from 0.45 to 0.30, according to Şencan (2005, p. 390), the majority of researchers accept this value as 0.40. In addition, Büyüköztürk (2020) emphasizes that the difference in load values between the overlapping items should be at least 0.10. In this direction, a total of eight items with an item load value of less than 0.40, burdening more than one dimension, and a load value of less than 0.10 were excluded from the data set. Thus, the EFA process was repeated over 27 items and it was seen that the scale items were gathered under three dimensions. The rate of explaining the total variance of this three-dimensional structure was determined as 43.18%. In the literature (Scherer et al., 1988, as cited in Tavşancıl, (2018), it is stated that the total variance

Table 1.
Item Examples for the Basic Elements of Attitude

Examples of Cognitive Items	Examples of Affective Items	Examples of Behavioral Items
If I have the opportunity for EU citizenship, I would buy real estate (house/land).	I feel it beneath to be a citizen of the EU.	I become a member of societies related to EU citizenship.
I start life from scratch for EU citizenship.	The dream of EU citizenship excites me.	I make plans related to EU citizenship.
I think that I will easily adapt to EU citizenship.	I like to talk about EU citizenship.	I follow the news about EU citizenship.

rate in the range of 40–60% will be sufficient in analyses made in social sciences. In this respect, it can be said that the rate of variance is at the desired level.

In determining the factor names, the expressions contained in the items with a higher load value were taken into account. Çokluk et al. (2010) also state that the expressions contained in the items with high load values are useful to use as factor names. Therefore, the naming process was completed on the basis of the items with high load values in the factors that make up the scale. In the factor titled "Investment for Citizenship" of the scale, 14 items; in the factor named "Change for Citizenship", 10 items; and 3 items in the factor named "Shame for Citizenship" were collected. In addition, looking at the line graph drawn according to the eigenvalue, it was determined that the eigenvalue line turned into a sloping structure after the third factor. This chart is presented in Figure 1.

After EFA, the remaining 27 items in the scale, according to each factor, the item load values, the eigenvalues of the factors, and the variance explanation rates are explained in detail in Table 2.

Looking at Table 2, the "Investment for Citizenship" dimension consists of a total of 14 items. The load values of the items in this dimension vary between 0.79 and 0.46. The eigenvalue of this dimension for the overall scale is 7.06; and the contribution rate to the variance of the overall scale is 26.13%. The "Change for Citizenship" dimension includes 10 items. The load values of the items belonging to this dimension vary between 0.76 and 0.40. The eigenvalue of this dimension for the overall scale is 2.99; and the contribution rate to the variance of the overall scale is 11.08%. Finally, the "Shame for Citizenship" dimension consists of a combination of three items. The items in this dimension also have a load value between 0.65 and 0.47. The eigenvalue of this dimension for the overall scale is 1.61; and the contribution rate to the variance of the overall scale is 5.97%.

Item Discrimination

In item discrimination, correlations between the scores obtained from each item in the factors and the total score obtained from the factor to which the items belong were calculated according to the item-total correlation method. Thus, by testing the item discrimination levels of the factors, the relationships between the level of ability of each item to serve the general purpose of the scale, the score obtained from each

item, and the total score obtained from the overall scale were tested. The item-factor correlation values obtained for each item in the factor are given in Table 3.

When Table 3 is examined, the item test correlation coefficients vary between 0.71 and 0.56 in the dimension of "Investment for Citizenship"; 0.69 and 0.19 for the "Change for Citizenship" dimension; and the "Shame for Citizenship" dimension between 0.64 and 0.50. In addition, it is determined from the table that the scale items are in a significant and positive relationship within their own dimensions ($p < .001$). The coefficients in the table represent the validity coefficients of the items.

Findings Regarding the Reliability of the Scale

At this stage, calculations regarding the reliability of the scale were made using internal consistency analyses. The transactions carried out are described in the following sections.

Internal Consistency Level Method

Reliability analysis of the scale was made using Cronbach's alpha reliability coefficient, correlation value between two equal halves, Spearman–Brown formula, and Guttmann Split-Half reliability formula. Reliability analysis results for the entire scale are summarized in Table 4.

As seen in Table 4, the two-half correlations of the scale were 0.51. The Spearman–Brown reliability coefficient was 0.68; Guttmann Split-Half value 0.67; Cronbach's Alpha reliability coefficient was calculated as 0.87. According to the internal consistency values reached in line with the reliability analysis, it was understood that the scale has a reliable scale feature. Because Tavşancıl (2018) states that Cronbach's alpha coefficient can be used to determine the level of reliability, Kayış (2010) stated that the measurement tool can be seen at a high level of reliability, if this coefficient is 0.80 and above. The calculation of the Cronbach's alpha coefficient of the scale developed in this direction as 0.87 indicates that the scale is highly reliable.

Discussion, Conclusion, and Recommendations

In this research, it is aimed to develop a measurement tool that can be used to measure the attitudes of refugee students toward EU citizenship, whose validity and reliability have been tested. For this purpose,
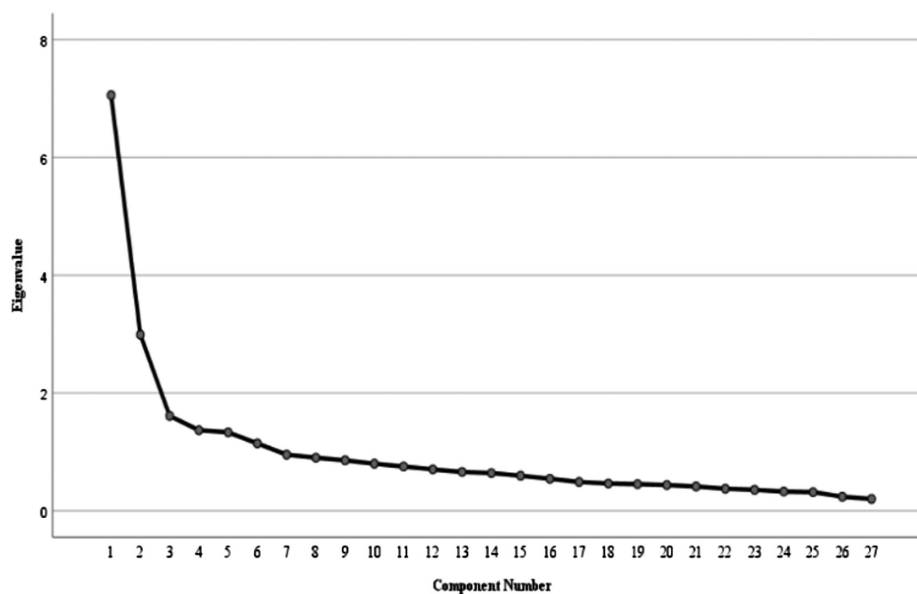

Figure 1.
Line graph of eigenvalues of scale items.

Table 2.
Item-Factor Load Values of the Scale According to Each Dimension

Factor Names	Items	1	2	3
Investment for citizenship	If I have the opportunity for EU citizenship, I would buy real estate (house/land).	.79		
	I like to talk about EU citizenship.	.77		
	I become a member of societies related to EU citizenship.	.72		
	I think that EU citizenship will contribute to my personal development.	.71		
	I start life from scratch for EU citizenship.	.71		
	I hope to become a citizen of the EU.	.67		
	I feel ready to become a citizen of the EU.	.65		
	The dream of EU citizenship excites me.	.62		
	I would like to study as a EU citizen.	.61		
	I learn a new foreign language for EU citizenship.	.57		
	The possibility of not being a citizen of the EU worries me.	.52		
	I make plans related to EU citizenship.	.48		
	I will endure all difficulties to become a citizen of the EU.	.46		
	I think that EU citizenship will make me happy.	.46		
Change for citizenship	I change my lifestyle for EU citizenship.		.76	
	I leave my country of residence for EU citizenship.		.72	
	I am ready to do whatever they want for EU citizenship.		.69	
	I would risk myself to become a citizen of the EU.		.64	
	I see EU citizenship as more valuable than my life.		.62	
	I follow the news about EU citizenship.		.58	
	I feel it beneath to be a citizen of the EU.		.56	
	I think that I will easily adapt to EU citizenship.		.47	
	I am not afraid of being deported for the sake of EU citizenship.		.42	
	I will do whatever it takes to become a citizen of the EU.		.40	
Shame for citizenship	I think it's a shame to be a citizen of the EU.			.65
	I would not accept EU citizenship even if they were given for free.			.63
	If I were born again, I would like to be born as a citizen of the EU.			.47
	Eigenvalue	7.06	2.99	1.61
	Explained variance	26.13	11.08	5.97

Table 3.
Correlation Analysis (Between Item-Factor Scores)

Investment for Citizenship	Change for Citizenship	Shame for Citizenship
Items *r*	Items *r*	Items *r*
Item27 .70**	Item8 .69**	Item34 .64**
Item24 .71**	Item5 .67**	Item12 .63**
Item30 .67**	Item3 .68**	Item19 .50**
Item31 .68**	Item10 .65**	
Item29 .69**	Item4 .60**	
Item26 .71**	Item7 .62**	
Item23 .66**	Item6 .19**	
Item32 .69**	Item9 .55**	
Item21 .59**	Item14 .50**	
Item25 .58**	Item20 .43**	
Item28 .48**		
Item16 .57**		
Item35 .55**		
Item17 .56**		

Table 4.
Reliability Analysis Results of the Overall Scale

Scale	Number of Items	Two Peer-Half Correlations	Spearman–Brown	Guttmann Split-Half	Cronbach's Alpha
Overall scale	27	.51	.68	.67	.87

211 refugee students studying in four different secondary schools in Ankara, Karabük, and Şanlıurfa provinces formed the study group of the research. The development process of the scale was carried out in five stages in total. The development of the scale started with a literature review. In this context, preliminary information about the writing of the scale items was obtained by examining the scientific studies (thesis, article, book, and scale development) carried out at different age and class levels with the concept of EU citizenship. In the second stage, the process of creating an item pool was started and a 42-item draft scale form was prepared within the framework of the information obtained. In the third stage, the scale was revised taking into account the recommendations directed by three different field experts (linguistics, measurement and evaluation, and social studies education). Thus, it was ensured for the content validity of the scale.

In the fourth stage of the scale, EFA was performed to ensure construct validity. With the EFA process, the factors that make up the scale and the model that emerged with the items that make up these factors were determined. According to the model, it was found that the scale consisted of a three-factor structure and consisted of 27 items. The naming of the factors constituting the scale was also done at this stage. During the naming, the contents of the items in the factors with a high load rating were taken into account. In this context, the factors are named as "Investing for Citizenship," "Change for Citizenship," and "Shame for Citizenship." In the calculation of factor loading values, the criterion value of 0.40 was determined. According to Büyüköztürk (2020), although this value can be reduced to 0.30, if there is a cluster of highly correlated items, this finding means that those items together measure the structure well. Therefore, the fact that the factor loading values do not fall below 0.40 provides important evidence that the items together measure the structure very well.

The eigenvalue of the scale in three factors was 11.66, and the rate of explaining the total variance was 43.18%. Considering that the total variance rate of 40–60% explained in scales with more than one dimension in social sciences is considered to be sufficient to ensure the construct validity of the scale (Scherer et al., 1988, as cited in Tavşancıl, (2018), it can be stated that the construct validity of the developed scale was ensured.

In the fifth stage of the scale, analyses regarding its reliability were carried out. In this context; Cronbach's alpha coefficient of the scale was determined as 0.87. Some researchers (Kayış, 2010; Salkind, 2015;

Seçer, 2017; Tavşancıl, 2018) emphasize that they can make inferences about the reliability of the scale by looking at the Cronbach's alpha coefficient. While Büyüköztürk (2020) considers the calculation of this coefficient as 0.70 and above sufficient for reliability, Kayış (2010) states that if it is 0.80 and above, the measurement tool will have high reliability. Based on these comments, it can be said that the scale has high reliability.

As a result, in this study, a 3-point Likert-style scale consisting of 27 items was developed to measure the attitudes of refugee students toward EU citizenship. The items of the scale were scored from 1 to 3 with the options I disagree, undecided, and agree. For this reason, in an evaluation to be made for the whole scale, the minimum score to be obtained from the whole scale will be 27 and the maximum score will be 81. Negative items in the scale should be scored in reverse, especially in order to avoid any mistakes in the total scores. It is thought that the scale will contribute to the research in the process of determining the attitudes of refugee students toward EU citizenship. It is recommended to perform validity and reliability analyses again in order to apply the scale in different sample group.

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