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INVESTIGATION OF INTERCULTURAL AWARENESS LEVELS OF VOCATIONAL HIGH SCHOOL STUDENTS IN TURKEY AND KYRGYZSTAN

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ИССЛЕДОВАНИЕ УРОВНЯ МЕЖКУЛЬТУРНОЙ ОСВЕДОМЛЕННОСТИ СТУДЕНТОВ ПРОФЕССИОНАЛЬНЫХ ВУЗОВ В ТУРЦИИ И КЫРГЫЗСТАНЕ

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Abstract. In this study, it is aimed to comparatively examine the intercultural awareness levels of Turkish and Kyrgyz vocational high school students. The research was designed as a survey study based on a quantitative approach. The sample group of the research consisted of vocational high school students from Turkey and Kyrgyzstan determined by simple random technique. The data of the study were collected simultaneously from a vocational high school students in Turkey and Kyrgyzstan with the help of a scale. As a result of the research, the intercultural awareness levels of vocational high school students in Turkey and Kyrgyzstan were calculated as high. It was determined that the intercultural awareness levels of Kyrgyz vocational high school students were higher than those of Turkish vocational high school students. In the study, it was concluded that the intercultural awareness levels of Turkish and Kyrgyz vocational high school students did not differ according to the father's profession variable. It was observed that the intercultural awareness levels of vocational high school students did not differ according to the variable of whether they had friends from a different culture. Finally, the relationship between the intercultural awareness levels of vocational high school students and their class and age levels was examined. It was determined that the intercultural awareness levels of Kyrgyz vocational high school students had a high level of positive correlation with the class.

Аннотация. Целью данного исследования является сравнительное изучение уровня межкультурной осведомленности турецких и кыргызских учащихся средних профессиональных школ. Исследование было задумано как опросное, основанное на количественном подходе. Выборочная группа исследования состояла из учащихся средних профессиональных учебных заведений из Турции и Кыргызстана, определенная простым случайным методом. Данные исследования были собраны одновременно у учащихся средних профессиональных школ Турции и Кыргызстана с помощью весов. В результате исследования уровень межкультурной осведомленности учащихся профессиональных средних школ Турции и Кыргызстана был оценен как высокий. Было установлено, что уровень межкультурной осведомленности у кыргызских учащихся ПТУ выше, чем у турецких ПТУ. В ходе исследования был сделан вывод, что уровень межкультурной осведомленности турецких и кыргызских учащихся профессиональных средних школ не различался в зависимости от профессии отца. Было замечено, что уровень межкультурной

осведомленности учащихся средних профессиональных школ не различался в зависимости от того, были ли у них друзья из другой культуры. Наконец, была изучена взаимосвязь между уровнем межкультурной осведомленности учащихся средних профессиональных школ и их классом и возрастом. Установлено, что уровень межкультурной осведомленности учащихся ПТУ Кыргызстана имел высокий уровень положительной корреляции с классом.

Keywords: intercultural awareness, intercultural competence, vocational high school, Turkey, Kyrgyzstan.

Ключевые слова: межкультурная осведомленность, межкультурная компетентность, профессиональная средняя школа, Турция, Кыргызстан.

Introduction

Intercultural awareness is becoming more important with each passing day as cultures get closer to each other. Especially young people are looking for ways to continue their education abroad while the world is shrinking with the developments in globalization and technology. This is an experience that offers young people the opportunity to discover new things and get to know new cultures. Mobility of people and convergence between countries necessitate communication with different cultures. Experiencing problems and difficulties in intercultural communication has increased the importance of cultural awareness [1]. It is possible to overcome these problems, especially in the field of communication, with individuals who are competent in cultural content. Because it is often not enough to have only the dictionary meaning of the words in a foreign language. Each nation has its own unique traditions and customs. Moreover, culture directs who individuals are and how they should behave. Therefore, individuals with intercultural awareness can successfully communicate with people from different cultures.

The fact that students from different cultures are together every day in schools highlights intercultural awareness and therefore competence. Young and Sachdev [2] say that the classroom environment is the best place to develop intercultural competence. For this reason, in addition to preserving their own cultural values, teachers should be individuals who are equipped to meet target cultures, communicate and act in accordance with that culture [3]. The content in the target culture to be aware of refers to national cultures such as traditions, food and beverage culture, clothing culture and rich descriptive features [4].

Intercultural awareness is necessary to take an active role in today's world where globalization and global finance conditions prevail. Especially vocational high school students should be able to get to know different cultures and establish relationships with these cultures in order to acquire techniques for coping with the problems caused by intercultural conflict environments and to apply them effectively [5]. For this reason, especially vocational education institutions need to reflect internationalization and intercultural understanding more than ever. It can be said that the fact that the programs contain a wide cultural texture and that vocational high school students are informed about alternative ways of interpreting personal and social experiences is an important step of economic development [6] both nationally and globally. Within the framework of this perspective, the assumption that vocational high school students will be active participants in the economy sector through businesses according to their profession in the future has led to the emergence of this study. In addition, cultural awareness in the study focuses on vocational high school students and teachers discovering that there are more than one way to see the world and their participation in the world, which is increasingly becoming a global village.

The aim of this study is to examine the intercultural awareness levels of vocational high school students in terms of some variables. This research will take a broad perspective on how the participants have a perception of the intercultural awareness of two relatives but people from different countries who speak the same language and receive education in the same language based on their common language cultures. It will focus on intercultural awareness, especially through Turkish as a lingua franca, and therefore any claim to be made will be limited to this context. From the perspective of this article, the conceptualization of the dynamic, limiting nature of intercultural awareness and the relationship between culture through Turkish as a lingua franca will be reconsidered. In addition, important inferences will be made in order to understand the skills, attitudes and knowledge necessary for intercultural awareness.

Theoretical Background

Intercultural Awareness. The unique characteristics of each culture affect the attitudes and behaviors of the individuals who grow up in that culture. The beliefs, values and thoughts they acquire from this culture shape the way they understand themselves and others. The starting point of individuals is their own culture and guides them in gaining intercultural awareness competence. In its simplest definition, intercultural awareness is the development of awareness and understanding of one's own and other cultures [7].

According to Sinic, Norris and Watanabe, [8], cultural awareness emerged with the development of international trade and was also affected by the need to study and live abroad. According to Yassine [9], cultural awareness arises when people assume that it is not the best way to look at the world from their own cultural perspective and need other perspectives. Byram [10] He argues that by studying other cultures, an individual can learn not only of possible different ways and techniques of doing things, but also of different ideas about the possible importance of different possibilities for making sense of human life.

Intercultural awareness is the process of understanding one's own culture and other cultures. The main purpose of gaining intercultural awareness is to increase intercultural understanding and cooperation. Because getting to know different cultures and accepting their legitimate existence leads the individual to think positively about differences as a human action. Cultural awareness is mostly discussed in the foreign language learning process in the literature. However, getting to know and being aware of different cultures has an importance that cannot be limited only to language teaching. The process of intercultural awareness, which also includes the personal development of the individual, and the development of competence in its continuation is an identity problem. Because accepting the legitimacy of its own cultural identity and cultural characteristics requires accepting the legitimacy of other cultures. This kind of personal development to Porto [11] is a product of reaching the idea of "new" from the "other" culture. For this reason, there are many other dimensions of intercultural awareness that need to be accepted beyond the foreign language, such as eating and drinking, clothing, and behavior.

Cross cultural competence. Intercultural competence can be considered as a process of active intercultural cooperation, interaction and change, where different cultural characteristics are seen as wealth. What is important here is the characteristics that are necessary for cultures to get along with each other, understand and recognize each other. In short, it refers to the ability and attitude of having intercultural awareness. According to Rose [12], this skill requires having some basic characteristics; accepting difference, coping with uncertainty, tolerating, interpreting messages correctly, accepting the opinion of others along with your own. Therefore, it is not just a body of knowledge, but a set of practices that also includes knowledge, skills and attitudes.

Cultural competence requires the individual to be aware of different cultures as well as their own. Among the cultural features that should be known, there are many features such as history, language, nonverbal behaviors, worldviews, norms, values, do's and don'ts, taboos, traditions, habits, gender roles, behavior patterns [13]. In the culture in which the individual was born, he/she has intentional-intentional knowledge about these characteristics. In order to have intercultural competence, it is necessary to accept the legitimacy of such characteristics in different cultures. Such an attitude will also open the door to intercultural unity in today's multicultural world. Stier [13] divided intercultural competence into two as content and process. While referring to information about the above-mentioned cultural characteristics in the content dimension, it emphasizes the dynamic character and interactional context of intercultural competence in the process part.

Purpose of the Study. The main purpose of this study is to determine the intercultural awareness levels of Turkish and Kyrgyz vocational high school students. For this purpose, answers to the following questions were sought:

1. What is the intercultural awareness level of vocational high school students in Turkey and Kyrgyzstan?
2. Does the level of intercultural awareness of vocational high school students in Turkey and Kyrgyzstan differ statistically?
3. Intercultural awareness levels of vocational high school students in Turkey and Kyrgyzstan; Does it differ statistically according to the variables of class, father's occupation, having friends from a different culture or not?
4. What is the relationship between the intercultural awareness levels of vocational high school students in Turkey and Kyrgyzstan and the variables of class and age?

Method

Model. This study, which compares the intercultural awareness levels of vocational high school students from Turkey and Kyrgyzstan, is a survey study based on a quantitative approach. In the survey model, it is aimed to reveal certain characteristics of the research group in accordance with reality without being manipulated [14]. Karasar [15] defines survey research as describing a past or present situation as it is. The reason for adopting the survey model in the research is to describe the intercultural awareness of vocational high school students as they are. In addition, this study is a cross-cultural comparison method with a comparison of two different cultures in Turkey and Kyrgyzstan. Cross-cultural studies are studies that focus on the systematic comparison of one culture with another [16]. It includes people from different countries and/or ethnic groups; it makes comparisons within the framework of a descriptive feature [17]. In this context, the intercultural awareness levels of the vocational high school students of the two countries were compared.

Sample Group. The sample group of the research from Turkey, operating in the city of Bingöl Vocational high school, which is studying in the high school, consists of female students. The average age of the students is 16.37. According to 2020-2021 data, there are a total of 9,323 students attending vocational education in Bingöl City (Turkish Statistical Institute, 2020). 335 vocational high school students were selected by random sampling from these students. This number is 3.6% of the total number of vocational high school students. The sample group selected from Kyrgyzstan consisted of Kyrgyz students studying at the Anatolian Vocational High School for Girls operating in the city of Bishkek and affiliated with the Embassy of the Republic of Turkey. The average age of the students was determined as 16.26 (ss=1.09). The number of students attending secondary vocational education institutions in the Chiy Region, including Bishkek in

Kyrgyzstan, in 2021 is 5,748 (36,463) (National Statistical Committee of the Kyrgyz Republic, 2023). 227 of the students were included in the study with random sampling technique, and this number constitutes 3.9% of the population.

Table 1

DESCRIPTIVE DATA ON SAMPLE GROUPS

	Category	Turkey	Kyrgyzstan
Grade	9	85	50
	10	65	46
	11	111	46
	12	74	85
Age	15	104	72
	16	79	62
	17	77	53
	18	75	40
Do you have friends from other cultures?	Yes	183	140
	No	152	87
Father Occupation	Farmer	81	36
	Self-Employed	126	61
	Tradesman	63	73
	Officer	65	57

Data Collection Process

Intercultural Awareness Scale (KAF) developed by Rozaimie et al. [18] and adapted to Turkish by Karabuğa Yapar and Ecevit Alpar [19] was used to collect the data of the research. It is a 9-item scale that measures intercultural awareness. The existing cultural awareness dimension of the scale consists of items 1, 6, 8, 9, the perceived cultural awareness dimension consists of items 3 and 5, and the cultural communication awareness dimension consists of items 2, 4 and 7. It has a 5-point Likert-type rating. Scale items are inversely coded. High scores on the scale indicate a low level of intercultural awareness, and low scores indicate a high level of intercultural awareness.

In their study on the reliability of the scale, Rozaimie et al. found that the Cronbach's alpha coefficient ranged between 0.39 and 0.68 for the sub-dimensions; applied factor analysis to test the construct validity in the validity study and determined that the scale had a 3-factor structure. Factor load values of the items.5582. The lowest score obtained from the intercultural awareness scale is 9 and the highest score is 45. The low score obtained from the scale indicates that individuals have intercultural awareness.

Data Processing

In order to determine which of the parametric or non-parametric tests will be used in the analysis of the quantitative data, it was first examined whether the data were normally distributed. Kurtosis and skewness values were examined to determine whether they fulfilled the [20] normal distribution condition, which is accepted as a basic assumption in the statistical analysis and structural equation model. Because some researchers [21, 22] Kurtosis and skewness values in Social Sciences They accept that it is between +1.00 and -1.00 as sufficient evidence for a normal distribution. Accordingly, kurtosis and skewness values of both data sets were examined. The data obtained from Turkish students indicate that your kurtosis value is -.55 and the skewness value -.09; The kurtosis value of the data obtained from Kyrgyz students51 and the skewness value is .coated

and in apparent fair condition. These values were assumed to provide sufficient evidence that the data were normally distributed, and it was decided to use parametric tests. Eta Square (η^2) correlation coefficient was used to calculate the effect value of the result for independent samples t test. The Eta Square value indicates how much a variable or factor explains the total variance in the other variable [23]. According to Cohen [24] .01 as small, .06 as medium and .14 Eta Square value shows a high effect. In other words; 01 1% of the variance is explained by the independent variable or factor, .06 explained 6% of the variance and .14 indicates that 14% of the variance is explained by the independent variable or factor. The formula is as follows:

$$\eta^2 = \frac{t^2}{t^2 + (n_1+n_2-2)}$$

Findings

In this section, findings related to sub-problems are included within the framework of the data obtained within the scope of the research.

Table 2

CULTURAL AWARENESS LEVELS OF VOCATIONAL HIGH SCHOOL STUDENTS

		Range Value	min.	max.	n	X	Ss
Turkish	Strongly Agree	(1) 1.00-1.80	1.11	4.00	335	2.39	.51
	Agree	(2) 1.81-2.60					
	Not Sure	(3) 2.61-3.40					
	Disagree	(4) 3.41 - 4.20					
	Strongly Disagree	(5) 4.21 - 5.00					
Kyrgyz	Strongly Agree	(1) 1.00-1.80	1.10	3.33	227	2.30	.43
	Agree	(2) 1.81 – 2.60					
	Not Sure	(3) 2.61 – 3.40					
	Disagree	(4) 3.41 – 4.20					
	Strongly Disagree	(5) 4.21 – 5.00					

When Table 2 is examined, it is seen that the lowest score average of the cultural awareness levels of Turkish vocational high school students is 1.11 and the highest score average is 4.00. The lowest average score of Kyrgyz students is 1.10 and the highest average score is 3.33. It has been observed that the mean score of Turkish students regarding the cultural awareness levels is 2.39, and that of Kyrgyz students is 2.30.

This result expresses the option “I agree” (2) and shows that the cultural awareness levels of the participants are generally high. Findings regarding the items that vocational high school students gave the highest and lowest scores among the items of the KAF scale were presented by tabulating.

Table 3 shows the items that Turkish and Kyrgyz vocational high school students gave the highest and lowest scores. Accordingly, it was understood that the item that Turkish students gave the highest score was the “I know and respect that traditions and beliefs about daily life are applied differently from culture to culture” and the item that they gave the lowest score was the “Racist expressions should be ignored at times” item. While the item that Kyrgyz students gave the highest score was the same as the Turkish students, the item that they gave the lowest score was the item that I think my culture is different from the culture of the people around me.

Table 3

THE ITEMS THAT VOCATIONAL HIGH SCHOOL STUDENTS GAVE THE HIGHEST AND LOWEST SCORES

	<i>Item no</i>	<i>Statements</i>	<i>Average</i>	<i>Total Scores</i>
Turkish	Maximum 9	I know and respect that traditions and beliefs about daily life are applied differently from culture to culture	1.84	615
	Minimum 2	Sometimes racist expressions need to be ignored.	3.46	1154
Kyrgyz	Maximum 9	I know and respect that traditions and beliefs about daily life are applied differently from culture to culture	1.94	441
	Minimum 1	I think my culture is different from the culture of the people around me	2.85	649

Table 4 shows the differentiation status of the KAF levels of vocational high school students from Turkey and Kyrgyzstan according to the nationality variable. Accordingly, it was observed that the KAF levels differed statistically between the two groups ($t=2.172$; $p \leq .05$). The effect value of the difference is .01, so it was determined that there was a low effect. Considering the arithmetic averages of the groups, it was understood that the difference was significant in favor of Kyrgyzstan, that is, the KAF levels of Kyrgyz vocational high school students were higher than Turkish vocational high school students.

Table 4

T-TEST RESULTS FOR COMPARISON OF ATTITUDES TOWARDS KAF BY COUNTRIES

<i>Country</i>	<i>n</i>	\bar{X}	<i>ss</i>	<i>sd</i>	<i>t</i>	<i>p</i>	η^2
Turkey	335	2.39	.51	560	2.172	.03	.01
Kyrgyzstan	227	2.30	.43				

Table 5 shows the differentiation of the KAF levels of Turkish and Kyrgyz vocational high school students according to the grade variable. As can be seen from the table, the KAF levels of Turkish vocational high school students did not differ statistically according to the grade variable ($p \geq .05$), on the other hand, it was observed that the KAF levels of Kyrgyz vocational high school students differed ($p \leq .05$). As a result of the Benferroni test applied to understand at which grade level Kyrgyz vocational high school students differ, it was determined that this differentiation was in favor of the 11th grades between the 9th and 11th grades. In other words, in the Kyrgyzstan group, 11th grade students had higher KAF levels than 9th grade students.

Table 5

ANOVA ANALYSIS RESULTS FOR COMPARISON OF TURKISH AND KYRGYZ STUDENTS' KAF VALUES BY GRADE VARIABLE

<i>Country</i>	<i>Grade 12</i>	<i>n</i>	\bar{X}	<i>sd</i>	<i>F</i>	<i>p</i>	<i>Difference</i>
Turkey	9	85	2.40	.49	1,049	.37	—
	10	65	2.42	.50			
	11	111	2.43	.57			
	12	74	2.30	.45			
Kyrgyzstan	9	50	2.30	.41	2,927	.03	9/11
	10	46	2.42	.40			
	11	46	2.36	.48			
	12	85	2.21	.40			

Table 6 shows the differentiation status of the KAF levels of Turkish and Kyrgyz vocational high school students according to the father profession variable. A one-way Anova analysis was conducted to understand whether there is differentiation, in other words, whether the father's occupation has an effect on the KAF levels of vocational high school students. As a result of the test, it was understood that the KAF lines of both Turkish vocational high school students and Kyrgyz vocational high school students did not differ statistically according to the father's profession ($p \geq .05$).

Table 6

ANOVA ANALYSIS RESULTS FOR THE COMPARISON OF TURKISH AND KYRGYZ STUDENTS' KAF VALUES ACCORDING TO THE VARIABLE OF FATHER'S PROFESSION

Country	Grade 12	n	\bar{X}	sd	F	p	Difference
Turkey	Farmer	81	2.41	.47	1.335	.26	—
	Free	126	2.45	.52			
	Tradesman	63	2.32	.56			
	Officer	65	2.32	.48			
Kyrgyzstan	Farmer	36	2.31	.44	.101	.96	—
	Free	61	2.32	.47			
	Tradesman	73	2.30	.40			
	Officer	57	2.28	.44			

Table 7 shows the differentiation status of vocational high school students from Turkey and Kyrgyzstan according to the variable of whether they have friends from different cultures or not. Accordingly, it was observed that the KAF levels of both Turkey and Kyrgyzstan groups did not differ statistically between those with and without friends from different cultures ($p \geq .05$). When the arithmetic averages of the groups are taken into consideration, the KAF levels of those who have friends from different cultures are higher in both Turkey and Kyrgyzstan groups than those who do not.

Table 7

T-TEST RESULTS FOR THE COMPARISON OF ATTITUDES TOWARDS KAF ACCORDING TO THE VARIABLE OF WHETHER OR NOT THEY ARE FRIENDS FROM DIFFERENT CULTURES

Country		n	\bar{X}	ss	sd	t	p	η^2
Turkey	Yes	183	2.34	.55	333	-1.821	.07	—
	No	152	2.45	.45				
Kyrgyzstan	Yes	140	2.29	.44	225	-.430	.66	—
	No	87	2.32	.40				

Table 8

PEARSON TEST RESULTS OF THE RELATIONSHIP BETWEEN TEACHER CANDIDATES' KAF LEVELS AND CLASS AND AGE

		Grade 12	Age
Turkey	r	.05**	.03
	p	.34	.53
	n	335	335
Kyrgyzstan	r	.114	.03
	p	0.09	.68
	n	227	227

Table 8 shows the results of the correlation analysis between the KAF levels of vocational high school students and their grade and age levels. First of all, as a result of the correlation analysis conducted for the Turkey group, it was observed that there was a low level of positive correlation according to the class and age variable of the students. In other words, although Turkish vocational high school students are at a low level, their grade and age levels increase, while their KAF levels also increase. The same is true for Kyrgyz vocational high school students. In other words, as the class and age levels of Kyrgyz vocational high school students increase, their KAF levels also increase. It was determined that there is a higher correlation between the grade levels of Kyrgyz vocational high school students and their KAF levels, unlike the others.

Discussion and Conclusion

In this study, it was aimed to compare the intercultural awareness levels of Turkish and Kyrgyz students. In this context, the awareness of Turkish and Kyrgyz vocational high school students about their own culture and other cultures was compared. The reason for this is immigration, which is one of the areas where the impact of globalization is felt the most, and multicultural communication and education environments are becoming widespread thanks to the unlimited communication that technology has offered to humanity [25]. This requires students to develop their sensitivity about their own culture and other cultures. Because it is possible to create a more peaceful environment through intercultural understanding and respect. There are sufficient definitions in the literature on the concepts of intercultural understanding and awareness [26-28]. Without mentioning this, the results regarding the intercultural awareness levels of Turkish and Kyrgyz students will be discussed based on the literature.

In the study, first of all, the cultural awareness levels of Turkish and Kyrgyz vocational high school students were examined, and it was understood that the mean scores of Turkish and Kyrgyz vocational high school students corresponded to the high level of the scale. However, it was observed that the average score of Turkish vocational high school students was slightly lower than that of Kyrgyz vocational high school students. While the high or no difference may be related to the sample group, sometimes it may also be related to the school. Because, as Hayden and Thompson [29] stated, sometimes an international school does not claim to provide international education, while the education of a non-international school can be international. The bilingual structure of Kyrgyzstan and its multinational character from the Soviet Union also affect the young people's approach to different cultures. On the other hand, Turkey, especially the city from which the sample was taken, has a monocultural and monolingual structure. It can be shown as the reason for this differentiation in the intercultural awareness levels of vocational high school students. The reason for this is that intercultural awareness is expected to be more developed in bilingual education systems than monolingual ones. Because learning a language requires not only memorizing words, but also learning the characteristics of that culture [30].

Among the items of the scale, it was examined which item Turkish and Kyrgyz vocational high school students rated high and which item they rated low. Accordingly, it was understood that the item that both sample groups gave the highest score was the item that stated that the differences regarding traditions and beliefs were accepted and respected. It was observed that the item that Turkish vocational high school students gave the lowest score was the item that stated that racist expressions should be allowed at times, while the item that Kyrgyz vocational high school students gave the lowest score was the item that stated that their culture was different from the culture of the people around them. It is believed that the fact that the item given the highest score by Turkish and Kyrgyz vocational high school students is the same is due to the fact that these two sample groups

are a related community. Because similar results were obtained in the research conducted by Günçavdi and Polat [31], and it was stated that the reason for this was that Kyrgyz students had similar characteristics with Turkish students in terms of language and culture.

Another finding reached in the study is whether there is a statistically significant difference between the intercultural awareness levels of Turkish and Kyrgyz vocational high school students. As a result of the test, although not statistically significant, it was concluded that Kyrgyz vocational high school students had high intercultural awareness compared to Turkish vocational high school students. Another important finding of the study is whether the intercultural awareness levels of Turkish and Kyrgyz vocational high school students differ according to the class variable. Accordingly, while it was observed that the intercultural awareness levels of Turkish vocational high school students did not differ statistically according to the class variable, it was determined that the intercultural awareness levels of Kyrgyz vocational high school students differed between 9th and 11th grades. It has been understood that the cultural awareness of the 9th graders who have just started vocational high school is higher than that of the 11th grades. Saka and Asma [32] reached similar results in their research with ELT students.

One of the other important findings of the study is whether the intercultural awareness levels of Turkish and Kyrgyz vocational high school students differ according to their father's profession. As a result of the test, it was determined that there was no statistical difference according to the father's profession in both sample groups. However, considering the average scores, it was determined that the intercultural awareness levels of the Turkish vocational high school students whose fathers were tradesmen and civil servants were higher than the others. Among the Kyrgyz vocational high school students, it was observed that the intercultural awareness levels of those whose fathers were civil servants were higher than the others.

In the study, students were asked whether they had friends from different cultures and accordingly, it was examined whether there was a differentiation between those who said yes and no. It was found that the intercultural awareness levels of those with and without friends from different cultures did not differ statistically significantly from both sample groups. However, when the mean scores are taken into account, it has been observed that those who have friends from different cultures have a higher intercultural awareness than those who do not. Oii and Ali [33] also reached similar results in their research and looked at the statistical differentiation of intercultural awareness levels of students who are abroad and who are not. They concluded that students who were abroad had a higher level of intercultural awareness than those who were not. This can be explained by a better understanding that students who have friends from different cultures or have been abroad can have cultures outside their own culture and that people can have different cultural characteristics.

The final finding of the study is the results of the analysis conducted on the level and direction of the relationship between the intercultural awareness levels of vocational high school students and their class and age levels. Accordingly, it was observed that there was a very low positive relationship between the intercultural awareness levels of Turkish vocational high school students and their grade and age levels. However, the relationship between the intercultural awareness levels of Kyrgyz vocational high school students and their class and age levels was examined, and it was understood that there was a high level of positive relationship between intercultural awareness levels and their classes. In other words, as the cultural awareness levels of Kyrgyz vocational high school students increase, their grade levels also increase.

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