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Examining School Experiences of Syrian Students Attending Secondary School According to Student and Teacher Views*

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Abstract: The aim of this study is to describe the experiences of Syrian students attending secondary school in Gaziantep. The design of the research is phenomenology. The participants of the study are six Syrian secondary school students and two teachers. Purposeful sampling method was used to identify the participants. Data were collected by semi-structured interview form and personal information form. The collected data were analyzed using content analysis. In this study, it was observed that Syrian students who do not speak Turkish sufficiently are excluded from their peers by their peers in their school lives, and that these students have low success in the courses, but that Syrian students who speak Turkish sufficiently are adopted by their peers, and that these students are able to establish friendship relations with their peers.

Keywords: Phenomenology, Refugees, Secondary school, Student experiences.

Ortaokula Devam Eden Suriyeli Öğrencilerin Okul Deneyimlerinin Öğrenci ve Öğretmen Görüşlerine Göre İncelenmesi

Öz: Bu araştırmanın amacı Gaziantep il merkezinde ortaokula devam eden Suriyeli öğrencilerin okul yaşamındaki deneyimlerini betimlemektir. Araştırmanın deseni fenomenolojidir. Araştırmanın katılımcıları altı Suriyeli ortaokul öğrencisi ve iki öğretmendir. Katılımcıların belirlenmesinde amaçlı örnekleme yöntemlerinden ölçüt örnekleme kullanılmıştır. Veriler yarı yapılandırılmış görüşme formu ve kişisel bilgiler formu ile toplanmıştır. Toplanan veriler içerik analizi kullanılarak çözümlenmiştir. Araştırmada yeterli düzeyde Türkçe bilmeyen Suriyeli öğrencilerin okul yaşantılarında akranları tarafından dışlandığı, benimsenmediği ve bu öğrencilerin derslerdeki başarısının düşük olduğu ancak yeterli düzeyde Türkçe bilen Suriyeli öğrencilerin akranları tarafından benimsendiği, akranları ile arkadaşlık ilişkileri kurabildiği ve bu öğrencilerin derslerdeki başarısının yüksek olduğu bulgusuna ulaşılmıştır.

Anahtar Kelimeler: Fenomenoloji, Sığınmacılar, Ortaokul, Öğrenci deneyimleri.

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Introduction

In the historical process, the wars between countries or disasters caused by internal conflicts in a country have forced people to migrate to safer countries from where they live. In the 21st century that we are in, many people living in these countries have had to take refuge in neighboring countries due to security problems because of the armed conflicts that started in the countries of the Middle East (Palaz, Çepni & Kılcan, 2019). Due to the civil war that started in 2011 in Syria, which is one of the places where armed conflicts are intense among these countries in the Middle East, 5, 600, 000 Syrians have immigrated to other countries approximately. The countries where Syrians fleeing from the war migrate heavily are Turkey, Jordan, Lebanon, Iraq and Egypt (Duman, 2019).

Among these countries where Syrians migrate heavily, the Republic of Turkey has become the host country which has the highest number of Syrian refugees, because it does not refuse Syrian refugees. According to the 2021 data of the Ministry of Interior Directorate General of Migration Management, there are an average of 3,678,527 Syrian refugees in Turkey. While 55.851 of these asylum seekers live in the shelter centers established, the majority of them live outside the accommodation centers (Directorate General of Migration Management, 2021). Approximately 47,4 % of the Syrian refugees coming to Turkey are children (Refugee Association). These school-age children, who constitute a significant part of the Syrian population in Turkey, constitute the most aggrieved group among Syrians (Aykırı, 2017).

When Syrian refugees came to Turkey, they brought their personal, social and economic problems with them. The Republic of Turkey, which faced this intense immigration wave for the first time in its history, had to solve the problems that Syrian refugees brought with them in the areas of accommodation, nutrition, education, employment and health (Vardarlı, Khatib, Uygur, & Gönültaş, 2019). For this reason, Law No. 6458 on Foreigners and International Protection came into force in April 2014. Based on this law, Syrian refugees began to benefit from education, health and other social services in line with the regulation published in October 2014. After the enactment of this law, Syrian children started to receive education in public schools. This situation has made a great contribution to the meeting the educational needs of children (Emin, 2016). However, despite these positive works, it can be said that the problems of these children in the field of education is decreasing but still continuing. Positive studies on the education of these students are insufficient due to the children's inability to adapt to the society they live in and their inability to learn Turkish adequately.

Immigrants have to leave their established culture and adapt to a new culture and learn a new language. This situation causes several adaptation problems to appear in people who migrate. Syrian students who attend schools in Turkey also face various difficulties while continuing their education due to the traumatic effects of the phenomenon of immigration. Syrian students experience adaptation problems with the students at the schools they attend because of their different backgrounds, cultural characteristics, and difficulties in understanding, speaking and writing the Turkish language (Yavuz & Mızrak, 2016). These children who cannot adapt to school cannot establish good relationships with their peers and display negative social behaviors (Gülay, 2011).

Children who differ in terms of language and culture with the society they live in cannot be successful in their education lives. This situation causes children to quit school life (Delgado-Gaiten & Trueba, 1991). The Syrian students in Turkey who cannot adapt to the school do not continue their education life. These children who do not continue their education life are excluded from society and can be exposed to discrimination. These children, who are pushed out of society, may face many risk factors such as falling into the network of various terrorist

organizations, being forced to marry at an early age and child labor (Watkins & Zyck, 2014). The education of refugee children, besides being important for the future of these children, has an effect protecting the security of the society they live in and strengthening the economy (Dryden-Peterson, 2011). Considering the possibility of Syrian children living in Turkey to continue their lives in Turkey, the individual and social benefits of continuing their education cannot be ignored.

Providing Syrian children with a quality education and ensuring that they continue to school will contribute positively to the social peace and welfare of Turkey in the future. Therefore, it is important to get to the root of the problems experienced by Syrian students and to describe their school life under the spotlight in order to solve these problems. When the literature is examined, it is seen that many studies have been conducted to describe the school life of Syrian students and the problems they encounter in their school life. Some of these studies; primary school (Bulut, Kanat Soysal & Gülçiçek, 2018; Karaağaç & Güvenç, 2019, Dinler and Hacıfazlıoğlu, 2020; Tümüklü, Türk, Tecan & Kaçmaz, 2020; Alkalay, Kırıl and Erdem, 2021) and secondary school (Guven, 2018; Yenilmez & Garbage, 2019) seems to be intended for the Syrian students. In addition, some studies seem to be aimed at Syrian students attending high school (Demir, 2019; Aytakin, 2019; Abay & Gülpınar, 2020) and university (Taşkın & Özer, 2020; Kaya & Şahin, 2021; Kaya, 2021). However, when these researches on Syrian students attending different education levels are examined, it is seen that the opinions of other people instead of Syrian students are sought to describe the school life of these students and the problems they encounter in their school life. In these studies; school administrators' (Sakız, 2016; Levent & Çayak, 2017; Demir, Özdemir & Köse, 2020), teachers' (Kardeş & Akman, 2018; Şahin & Doğan, 2018; Yılmaz, 2020; Sözer & Işiker, 2021; Alkalay, Kırıl & Erdem, 2021) and parents' of Syrian students (Yılmaz & Kaplan, 2019) opinions were asked. However, it is not possible for secondary people to describe a phenomenon in depth, except for people who have experienced a phenomenon. In addition to this, there are also studies in the literature that refer to the opinions of Syrian students. The subjects of these studies are Syrian students; problems, expectations and demands (Gözüböyük & Tamer, 2017), Turkish language skills and school adaptation processes (Biçer & Özaltın, 2020) and educational difficulties (Saklan, 2019). In the aforementioned studies, one or more of the dimensions that make up the school life of Syrian students are examined. In the literature, only one study (Demir & Demir, 2020) was found that examines the school experiences of Syrian students from a holistic perspective. In order to describe a phenomenon in depth, it is necessary to investigate all dimensions of this phenomenon. Because of this, it is necessary to investigate all dimensions of this phenomenon in order to describe the school life of Syrian students in depth. Describing the school life of Syrian students from a holistic perspective by themselves can provide important information for decision makers and practitioners who try to solve these problems. In this context, the aim of the research is to describe the experiences of Syrian immigrant students attending secondary school in Gaziantep city center in school life. Within the framework of the aforementioned purpose, answers to the following questions were sought in the study:

- What are the experiences of Syrian immigrant students with Turkish students?
- What are the experiences of Syrian immigrant students with Turkish teachers?
- What are the academic experiences of Syrian immigrant students at school?
- What are the experiences of teachers with Syrian immigrant students?

Methodology

Research Design

In this research, the experiences of Syrian immigrant students attending secondary school in school life were tried to be described. As the description of students' experiences in school requires an in-depth research, a qualitative research approach was used in the study. Qualitative research is a research approach that tries to understand how individuals interpret their experiences, how they structure their worlds, and what meaning they attribute to their experiences (Merriam & Tisdell, 2015). Qualitative research adopts as a principle to present the descriptive information which is collected for the problem studied in all its richness and depth (Yıldırım & Şimşek, 2016). Phenomenology, one of the qualitative research designs, was used in the study. Phenomenological research is an inductive descriptive study which focuses on the human phenomenon and aims to define the meanings of the expression of lived experiences (Saban & Ersoy, 2016).

Research Environment and Participants

The research was conducted in Şahinbey district in Gaziantep, where Syrian migrants reside more frequently. The school where the research was conducted is located in one of the most preferred neighborhoods of Syrian immigrants to reside in Şahinbey district. People with low socio-economic level generally live in this neighborhood. An average of 600 students attend the school where the research was conducted and 150 of these students are Syrians on average.

Criterion sampling, which is one of the purposive sampling methods, was used to determine the school where the research would be conducted, the students and the participants, and the teachers. Purposeful sampling allows for in-depth investigation of situations that are thought to have rich information (Yıldırım & Şimşek, 2016). In the criterion sampling method, the units to be researched are composed of people, events, objects or situations that meet the specified criteria (Büyüköztürk et al., 2013).

As a criterion when determining the school where the research will be conducted; It has been determined that the school is located in a neighborhood where Syrian immigrants prefer to reside. As a criterion when determining the student participants of the research; It was determined that the number of female and male students was equal, with the students having a good command of Turkish in terms of comprehension and speaking skills. For the criteria while determining the student participants of the research; It was determined that the students have a command of the Turkish language in terms of comprehension and speaking skills and the number of male and female students is equal. The reason that the student participants were chosen among the students who have a good command of Turkish language comprehension and speaking skills is that there is no desire to have data loss due to the lack of communication at the interviews with the students. The reason why the number of female students and male students participating in the study was chosen equally is that it was thought that the experiences of the students can be different depending on their gender. For the criteria while determining the teacher participants of the research; It was determined that the teachers had been working at the secondary school where the research was conducted for at least one year. The reason why the teachers participating in the study were preferred among the teachers who had been working at the secondary school for at least one year is that it was thought that at least one year is enough to get to know the Syrian students who study at this school.

In order to determine the participants of the research, teachers and administrators working in the secondary school where the study was conducted were interviewed, and students and teachers who met the necessary criteria to participate in the research were determined.

Later, the volunteers among these students and teachers were selected as the participants of the research. In this context, the participants of the study consisted of six Syrian students studying at this school and two teachers working at this school.

General information about the students and teachers who are the participants of the study is shown in two tables. In the tables and other parts of the research, code names are used instead of the real names of the participants. In this context, the information about the student participation of the study group is presented in Table 1.

Table 1
General Information about the Student Participants of the Research

Student Name	Gender	Age	Grade
Hatice	Female	12	5. grade
Zeynep	Female	13	5. grade
Osman	Male	12	5. grade
Ömer	Male	12	6. grade
Ayşe	Female	14	7. grade
Oğuz	Male	14	7. grade

As seen in Table 1, Hatice, Zeynep and Ayşe are female students who participated in the research. Osman, Ömer and Oğuz are male students who participated in the research. Therefore, three of the six students participating in the research are female and the other three are male students. Among these students, Hatice, Osman and Ömer are 12 years old. Other students participating in the research; Zeynep is 13 years old and Ayşe and Oğuz are 14 years old. Therefore, out of a total of six students participating in the study, three of them were 12 years old, one of them was 13 years old, and two of them were 14 years old. Among these students, Hatice, Zeynep and Osman are in the fifth grade. Other students participating in the research; Ömer is in the sixth grade and Ayşe and Oğuz are in the seventh grade. The information about the teacher participants of the study group is presented in Table 2.

Table 2
Information about the Teacher Participants of the Research

Teacher Name	Gender	Age	Branch	Work Experience	Experience at School
Gökhan	Male	40	Physical Education	11 years	10 years
Murat	Male	52	Maths	22 years	6 years

As seen in Table 2, Gökhan who is one of the teacher participants of the study is 40 years old and is a physical education teacher. He has 11 years of professional experience and has been working at the school where the research was conducted for 10 years. Murat, the other teacher participant of the study, is 52 years old and he is a mathematics teacher. Murat has 22 years of professional experience and has been working at the school where the research was conducted for six years.

Data Collection Tools

In this research, interview method was used as the basic data collection method. Interview method is considered as the basic data collection method in phenomenological research (Creswell, 2017). Interview method is a highly effective method to obtain information about individuals' experiences, attitudes, opinions, complaints, feelings and beliefs (Briggs, 1986; Yıldırım & Şimşek, 2016).

If a researcher wants to obtain in-depth and detailed information about a problem, it will be more appropriate to use the interview method. However, this approach may not always be as effective as it seems. For example, the interviewees may not give correct answers to the questions asked (Yıldırım & Şimşek, 2016). Therefore, in the study, two volunteer teachers working at the school of Syrian students who constitute the study group were interviewed in order to ensure the credibility of the answers which were given by the students during the interviews.

Interview forms and personal information forms were used as data collection tools in the interviews during the research process. These interview forms and personal information forms were developed by researchers. In the interviews during the research process, different interview forms were prepared for the students and teachers who were the participants of the research.

The Student Interview Form, which was used as a data collection tool in interviews with students in the study, consists of seven semi-structured interview questions. After the Student Interview Form was prepared, it was implemented to two voluntary Syrian students who were not included in the study group in the secondary school where the study was conducted. Later, the feedback given by these students and the opinions of a Turkish teacher working in the middle school where the research was conducted was taken and the necessary corrections were made on the questions in the Student Interview Form and the form was finalized. In addition, the Student Personal Information Form was used to collect personal information about the students interviewed. In the Student Personal Information Form used, there are items prepared to get information about the student's name, surname, gender and the level of education.

The Teacher Interview Form, which was used as a data collection tool in the interviews with teachers in the study, consists of 6 semi-structured interview questions. In addition, the Teacher Personal Information Form was used to collect personal information about the teachers interviewed. In the Teacher Personal Information Form used, there are items prepared to get information about the teacher's name, surname, gender, branch, professional experience and the work experience time at the school where the research was conducted.

Data Collection

Before starting the interviews with the students and teachers who are the participants of the research, interviews were conducted after verbal and written consent was obtained from these students and teachers. Accordingly, the purpose of the study was explained to the students and teachers who participated in the study, verbal and written explanations were made that they could leave the study whenever they wanted, could not answer the questions they were uncomfortable with, and their identity information would not be shared with other people and their consent was obtained.

In order not to interrupt the education-training process in the secondary school where the research was conducted, appointments were made with the teachers and students interviewed. Some of the interviews with students and teachers were held during the lunch break, and some were held in the meeting room at the school when the classes of students and teachers were empty.

The interviews with students and teachers during the research process were conducted in April 2018. Interviews with students and teachers lasted an average of 10-20 minutes each.

Data Analysis and Interpretation

In this research, the data obtained from the participants were analyzed using content analysis which is one of the qualitative data analysis approaches. The main purpose in content analysis is to reach the concepts and relationships that can explain the collected data (Yıldırım & Şimşek, 2016). For this reason, firstly, interviews which were recorded with a tape recorder were transformed into written form by one of the researchers and transferred to the computer environment. A randomly selected interview record was submitted for examination by one of the other researchers in order to prevent data loss that may occur in translating the interviews into written form. As a result of this researcher's examination, it was determined that there was no difference between interview records and interview transcripts. Then, the interview transcripts were coded line by line. These codes were grouped according to their common features and the themes were reached. Finally, these created themes were interpreted.

Findings

In this part of the research, in parallel with the aims of the research, findings and comments obtained after the interviews with Syrian students and Turkish teachers are presented. The themes and sub-themes determined as a result of the analysis of the interview records made with the participants of the research are shown in Figure 1.

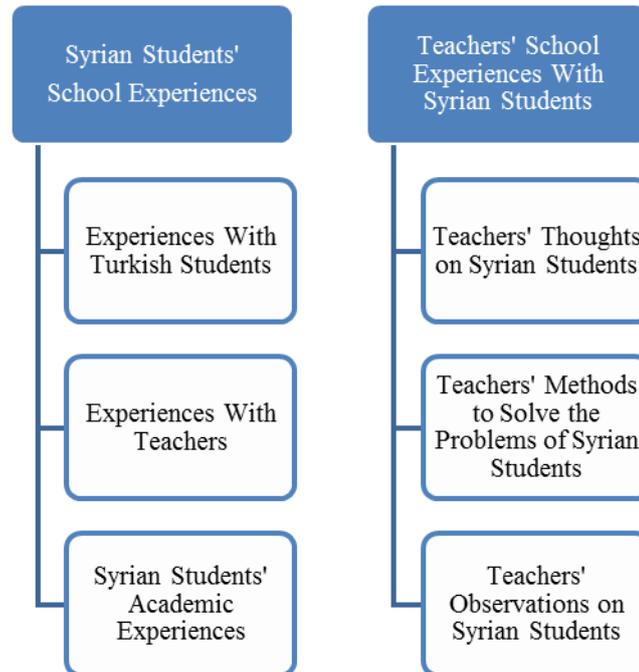


Figure 1 Themes and sub-themes reached as a result of the research

As seen in Figure 1, as a result of the analysis of the data obtained during the research process, two themes named Syrian Students' School Experiences and Teachers' School Experiences with Syrian Students were determined. Three sub-themes were found under each of these themes obtained as a result of the study. In this context, under the theme of Syrian Students' School Experiences; sub-themes called Experiences with Turkish Students, Experiences with Teachers and Syrian Students' Academic Experiences were reached. Under the theme of Teachers' School Experiences with Syrian Students; sub-themes named as Teachers' Thoughts on Syrian Students, Teachers' Methods to Solve the Problems of Syrian Students, Teachers' Observations on Syrian Students were reached.

Syrian Students' School Experiences

In this title of the study, findings obtained on the sub-themes of Experiences with Turkish Students, Experiences with Teachers and the Syrian Students' Academic Experiences which were reached under the theme of Syrian Students' School Experiences.

Experiences with Turkish Students

One of the sub-themes reached as a result of analyzing the interviews with Syrian students in the study is Experiences with Turkish Students. The findings obtained regarding the sub-theme of Experiences with Turkish Students are shown in Figure 2

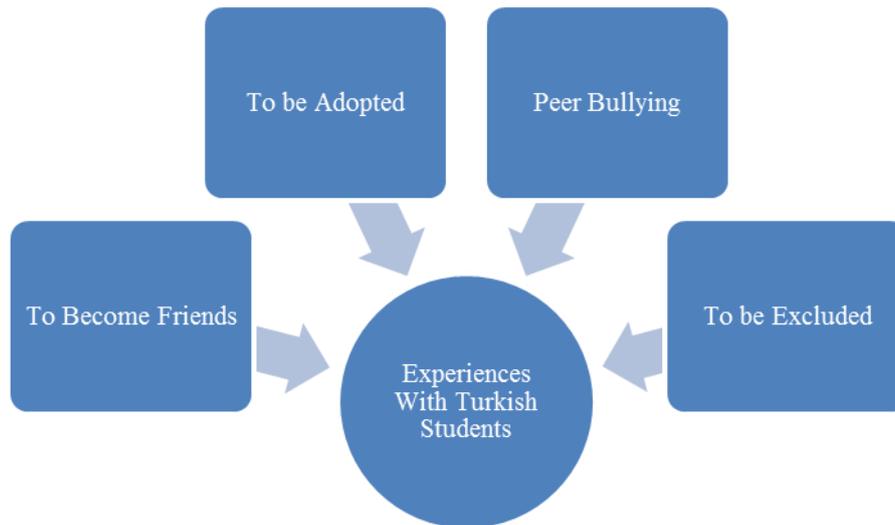


Figure 2 Experiences with Turkish students

As shown in Figure 2, under the sub-theme of Experiences with Turkish Students, the findings of being friends, adoption, peer bullying and exclusion were reached. These findings obtained under the sub-theme of Experiences with Turkish Students are explained in detail below.

To Become Friends. In interviews with Syrian students, it was found that Syrian students have become friends with Turkish students. Hatice, Ayşe and Zeynep, one of the Syrian students, expressed their thoughts on this issue as follows:

Hatice: I don't want to go to my homeland right now. I have very good friends here. We do not sit at home and go anywhere, but it is very nice at school. I'm playing games with my friend here.

Ayşe: It was very nice. It was so good that we talked to friends and stuff like that

Zeynep: I love my school. I love my friends... I love them very much. So, I love my school, my teachers, my friends, and I work as hard as I can.

Based on the quotations above, it can be said that some of the Syrian students can become friends with Turkish students and these students are happy to spend time with Turkish students.

To be Adopted. In interviews with Syrian students, it was found that Syrian students were adopted by some Turkish students. Hatice and Oğuz who are Syrian students expressed their thoughts on this issue as follows:

Hatice: Now sometimes they say Syrian, then they come and apologize.

Oğuz: They are sniping, sir, or they call me Syrian, Syrian. Sometimes they said when I came to school and when I first came to this school. But now they are very good.

Based on the quotations above, it can be said that the negative attitudes of some Turkish students towards Syrian students have changed positively over time and these students have adopted Syrian students.

Peer Bullying. In interviews with Syrian students, it was found that Syrian students were bullied by some Turkish students. Syrian students Hatice, Oğuz and Ömer expressed their thoughts on this issue as follows:

Hatice: There are no difficulties in the lessons, but sometimes they call us Syrian or something when we have break, now they pull our scarves, but not for now.

Oğuz: They are all together and they snipe to me. Well, they say, sir...

Ömer: Sir, we come in the morning, we play ball. Sir, they come and get a ball. He says "Get out".

Based on the quotations above, it can be said that some of the Turkish students used physical and psychological violence to Syrian students.

To be Excluded. In interviews with Syrian students, it was found that Syrian students were excluded by some Turkish students. Syrian students Hatice, Ayşe, Oğuz and Zeynep expressed their thoughts on this issue as follows:

Hatice: Teacher, they say, "You came to Turkey for us, but why do you come to our school? Go read it at another school! "

Ayşe: They said that you are Syrian. They started to exclude. I felt very offended.

Oğuz: I only talk to Ahmet. I do not talking to anybody. They are very nice to each other. But as for us, now, they are walking around themselves in a group. I and Ahmet are walk around alone.

Zeynep: Here, teacher, sometimes some students are very prejudiced. Not against me, but to things... There, for example. Nobody talks to them much. They just talk with only together.

You know, teacher. Syrians cover their head early. This situation... For example, there are girls. Many say. For example, they covered their head at a very young age, and so on. They don't speak

Based on the above quotations, it can be said that some Turkish students have prejudices towards Syrian students, do not communicate with Syrian students and do not respect the culture of these students.

Experiences with Teachers

One of the sub-themes reached as a result of the analysis of the interviews with Syrian students in the study is the Experienced with Teachers. The findings obtained regarding the sub-theme of Experienced with Teachers are shown in Figure 3.

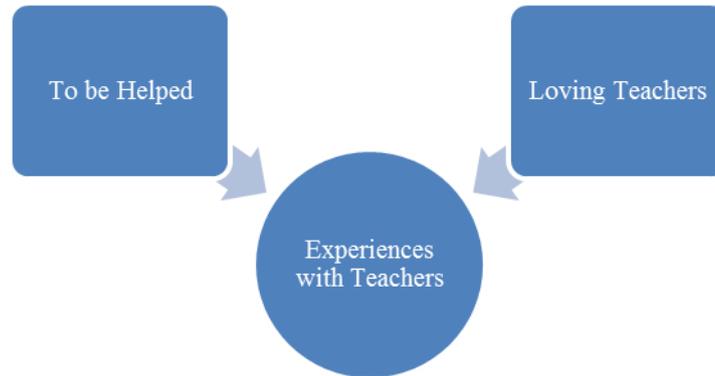


Figure 3 Experiences with teachers

As seen in Figure 3, the findings of being helped and loving teachers were reached under the sub-theme Experienced with Teachers. These findings obtained under the sub-theme of Experiences with Teachers are explained in detail below.

To be Helped. In interviews with Syrian students, it was found that teachers helped Syrian students. Syrian students Hatice, Ayşe, Osman and Oğuz expressed their thoughts on this issue as follows:

Hatice: Now here, when a girl in 7th grade was walking, her shoes were a bit torn. Then it was torn more... Come and I was walking, girl why did you tear my shoe but another teacher saw me anyway. He told that girl why are you slandering? The girl didn't tear your shoes! I don't know, you fell while running, it was torn like that. My teacher, she tore it herself. When the teacher said so, the girl left.

Ayşe: They didn't let us in. They said we can't let you in or something. Such. They said go to the principal or something. We went to the principal. The principal said something like that: He said we can't take it. They said we cannot take the second term of the school. Then, out of luck, God sent it. My teacher came... Then my mother said: They are not taking Ayşe. "It's the second term," he said. The teacher said: Who doesn't take my daughter or something. My daughter calls me. Who could not take my daughter or something. Who says that? My mother said that the principal couldn't get. He said: does something like that happen? I do not give this girl to anyone. He will stay in my class. They took me. Then my mother said something: She said: Well, her brother remained. He also said: OK. I'll take him too, she said. He's hardworking anyway, she said. I'll take that too, she said. Then we talked to the principal. They took let us in again.

Osman: Social studies teacher helps me a lot...

Researcher: ... Well, what are good points about your teachers?

Oğuz: Me... They take good care of me. They never snapped at me, sir.

Based on the quotations above, it can be said that teachers protect Syrian students in negative situations they encounter in their school life and try to find solutions to the problems of these students.

Loving Teachers. In interviews with Syrian students, it was found that Syrian students love teachers. Hatice, Oğuz and Zeynep expressed their thoughts on this issue as follows:

Hatice: My very good teachers never get angry with me, I mean when I don't know. I am always satisfied with the teachers. Very good... I always want to stay with my teachers because

my teacher behaves very well here... Gökhan teacher and Osman teacher treat me very well here.

Researcher: Are you having a problem with the teacher because you don't understand?

Oğuz: No, teacher. His teacher is very good, mashallah.

Researcher: So, the difficulty you have with the teachers here?

Oğuz: No, teacher. Teachers are very good.

Zeynep: I love Ali teacher most. The lesson is more interesting... It is fun... he tells fun. He always makes us laugh.

Researcher: So, what are your thoughts about the school you attend in Turkey?

Zeynep: Well, I love all my teachers...

Based on the quotations above, it can be said that Turkish teachers exhibit positive behavior towards Syrian students in their classes and these students are happy to spend time with Turkish teachers.

Syrian Students' Academic Experiences

One of the sub-themes reached as a result of the analysis of interviews with Syrian students in the study is the Syrian Students' Academic Experiences. The findings obtained regarding the Syrian Students' Academic Experiences are shown in Figure 4.

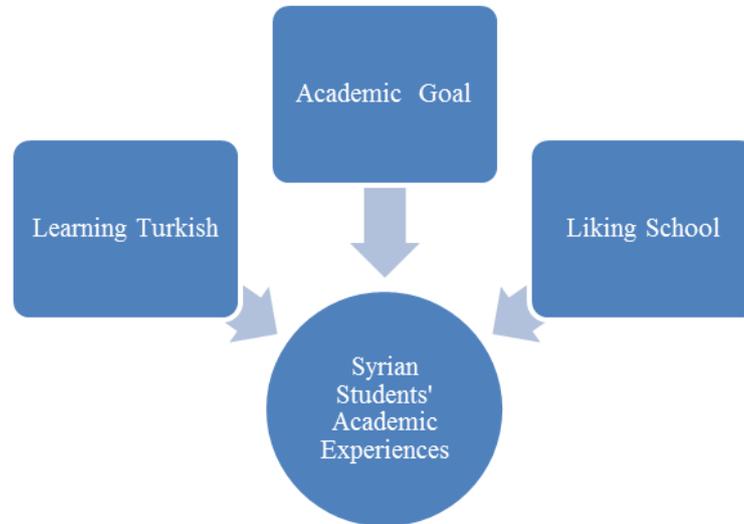


Figure 4 Syrian students' academic experiences

As shown in Figure 4, under the Syrian Students' Academic Experiences sub-theme, the findings of learning Turkish, Academic Goal and Liking School were achieved. These findings obtained under the sub-theme of the Syrian Students' Academic Experiences are explained in detail below.

Learning Turkish. In interviews with Syrian students, it was found that Syrian students whose mother tongue is Arabic can learn Turkish. Syrian students Hatice, Osman and Ömer expressed their thoughts on this issue as follows:

Researcher: What are the advantages of attending school in Turkey?

Hatice: Teacher, I knew Arabic. Now I have learned to write and read in another language.

Osman: I was in Aleppo 5 years ago. Then I came to Turkey. I learned everything here and there. I learned Turkish, English and everything here.

Ömer: Sir, when I came to school, I did not speak Turkish at the time. Sir, I found out later. I speak well, teacher... Sir, I started the fifth... Teacher is coming, my teacher is talking, I understand a little but not much. Then my teacher is Turkish, I knew. Sir, afterwards... Sir, I understand later.

Based on the quotations above and the observations made by the author during the interviews, it can be said that Syrian students whose mother tongue is Arabic can learn Turkish even if they are not at a level to understand the lessons.

Academic Goal. In interviews with Syrian students, it was found that some Syrian students had academic goals. Syrian students Hatice and Zeynep expressed their thoughts on this issue as follows:

Hatice: I didn't want to be anything while I was studying here in Syria. But when I study here, I want to be a sports teacher here or a police officer. My father says, because I am good because I have studied, my father is also... He wouldn't be able to make me study in Syria, but because I am here, he says you can study wherever you want.

Zeynep: I am reading, I am trying to have a profession. Hopefully, by God willing! I will continue my school as long as I am here in Turkey. I will try as best I can.

Based on the quotations above, it can be said that Syrian female students want to have a profession because they are positively affected by the fact that women can have a profession in Turkey.

Liking School. In the interviews with Syrian students, it was found that Syrian students liked the school they attended. Syrian students Hatice, Oğuz and Zeynep expressed their thoughts on this issue as follows:

Hatice: The teachers here are not hitting you like that. When we do something else; They don't beat swearing or anything, and they don't get angry when we don't know the questions. They say nothing will happen, it can be learned again, but they beat it like that in Syria. So it wasn't exactly like that. I am very pleased with the schools here.

Oğuz: This school is very good. I just want to say that. I don't want to quit... We will leave this school after eighth grade. Ya, I'm very sad. I'm already used to this school.

Zeynep: The processors of that area are a little something... They are not very friendly like the ones here, I mean. Yes it is. Here they are a little bit tough. How... If we wait two hours... Waiting, so like that. Here... I think I like here.

Based on the quotations above, it can be said that Syrian students, teachers and other working staff are satisfied with the school they attend because they do not use physical or verbal violence against them.

Teachers' Experiences with Syrian Students

In this title of the research, under the theme of Teachers' Experiences with Syrian Students; The findings of the sub-themes of Teachers' Thoughts on Syrian Students, Teachers' Methods to Solve the Problems of Syrian Students and Teachers' Observations on Syrian Students were given place.

Teachers' Thoughts on Syrian Students

One of the sub-themes reached as a result of the analysis of the interviews with teachers in the study is the Teachers' Thoughts on Syrian Students. The findings obtained regarding Teachers' Thoughts on Syrian Students are shown in Figure 5.

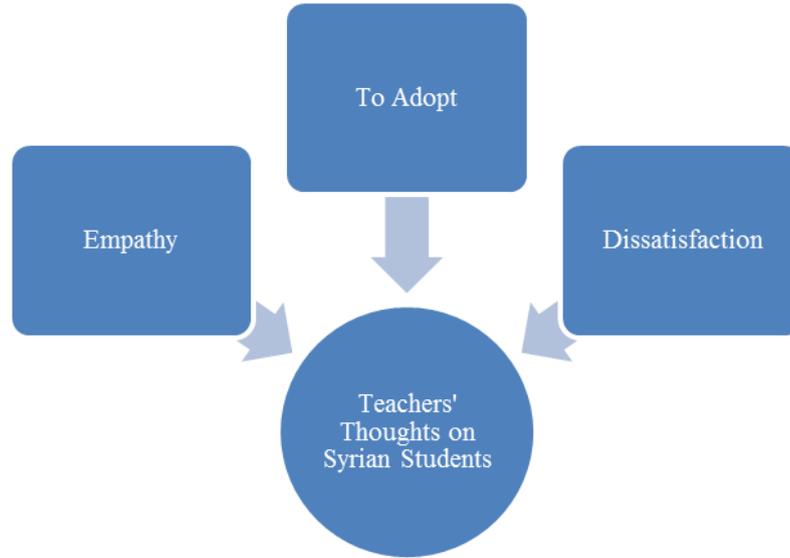


Figure 5 Teachers' thoughts on Syrian students

As seen in Figure 5 findings of empathy, adoption and dissatisfaction have been reached under the sub-theme of Teachers' Thoughts on Syrian Students. These findings obtained under the sub-theme of Teachers' Thoughts on Syrian Students are explained in detail below.

Empathy. In the interviews with the teachers, it was found that the teachers were able to empathize with the Syrian students. Teachers Gökhan and Murat expressed their thoughts on this subject as follows:

Gökhan: ... I mean, this job has no nation, no race. These are children. These come from a very difficult condition. May God not fight a country! It's a very heavy thing. I mean... I mean, we shouldn't see their shortcomings as much as we can. I try to look at the job on the positive side... As the Turkish nation, we always stand by the victims.

Murat: So I am sorry as a human being. Apart from that, of course, everyone has the right to read. Children should also read. He/she has to come somewhere. These are the crushed children. So, I know they have trouble here. There is a problem with our students. They come and say this with their sloppy tongues. Of course I am sorry. I mean, I'm sorry for the kids. So war only affects children. These children are on the fence, poor children. We feel sorry as human beings... How so... When the child comes and tells me about it in a cry, my heart breaks down as a person.

Based on the quotations above, it can be said that teachers are aware of the grievances of Syrian students and can empathize with these students.

To Adopt. In interviews with teachers, it was found that teachers adopted Syrian students. Teachers Gökhan and Murat expressed their thoughts on this issue as follows:

Gökhan: There is something wandering among the public. This is Syrian, this is Turkish. Because one third of Gaziantep's population became Syrian. I mean, There is a differentiation between both Syrians and Turks as this is Syrian, this is Turkish. In this, because there is no ulterior motive; Since there is no malicious intention in the school administration and teachers, things are done without much trouble.

Murat: Well, let me say this: I mean, all of them are our children. These are the children after all. Good guys. So, if we look at it as a character, they are not bad children. I love children very much. They are Arabic or Christian, it doesn't matter. After all, I love children very much.

Based on the considerations above, it can be said that teachers do not have negative thoughts about Syrians in society and do not discriminate between Turkish students and Syrian students.

Dissatisfaction. In the interviews with Syrian students, it was found that teachers were not satisfied with the education of Turkish students and Syrian students in the same environment. Gökhan, one of the Turkish teachers, expressed his thoughts on this subject as follows:

Gökhan: I guess ninety percent of our teachers have the same opinion. So, not all of them are very happy with this situation. None of them think such a thing. But if they get an education between each other in better conditions, in a better way. I think everyone will be satisfied, too.

Based on the quotation above and the author's observations, it can be said that teachers are not satisfied with this situation as they encounter various problems in teaching Syrian students and Turkish students in the same classroom environment.

Teachers' Methods to Solve the Problems of Syrian Students

One of the sub-themes reached as a result of the analysis of the interviews with the teachers in the research is the Teachers' Methods to Solve the Problems of Syrian Students. The findings regarding the Teachers' Methods to Solve the Problems of Syrian Students are shown in Figure 6.

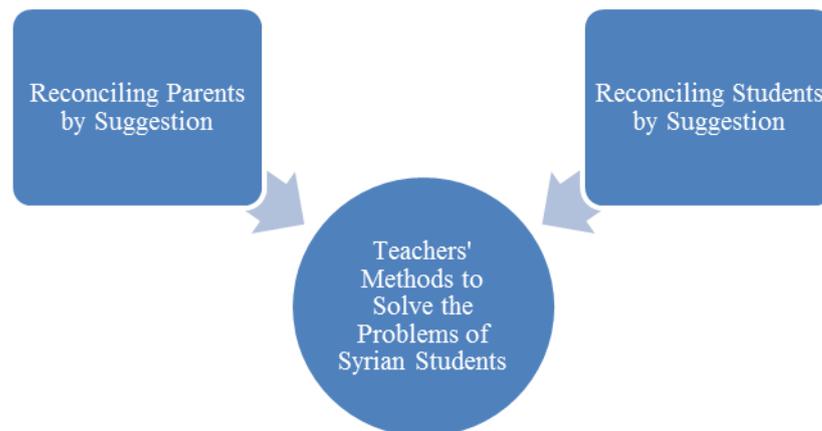


Figure 6 Teachers' methods to solve the problems of Syrian students

As can be seen in Figure 6, under the sub-theme of Teachers' Methods of Solving Problems of Syrian Students, the findings of reconciling parents by suggesting and reconciling students by suggestion were reached. These findings obtained under the sub-theme of Teachers' Methods of Solving the Problems of Syrian Students are explained in detail below.

Reconciling Parents by Suggestion. In interviews with teachers, it was found that teachers reconciled the parents by suggesting that when the problems between Syrian students and Turkish students were reflected on their parents. Gökhan who is one of the teachers expressed his thoughts on this subject as follows:

Gökhan: So, we are trying to solve the problems before they grow. When there are very problematic students, we call their parents. We explain the situation to their parents... We call their parents on both sides and we explain that we have to live together here and we try to solve the situation.

Based on the quote above, it can be said that teachers play the role of so others between the parents of Syrian students and the parents of Turkish students in solving the problems that arise because of the children.

Reconciling Students by Suggestion. In the interviews with teachers, it was found that they reconciled these students by suggestion in order to solve the problems between Turkish students and Syrian students. Gökhan and Murat, one of the teachers, expressed their thoughts on this issue as follows:

Gökhan: I always tell my own child too. I mean, they're kids, after all. He/she is a child of all nationalities. This has no Syrian, Turkish, British or French. He/she is just a child. We need to understand this. I... My son is also having minor troubles outside. I also say to my own children that these are... My son, these are children after all. After that, take them inside. Make friends with these. Don't fight as much as you can. They came here from very difficult conditions. I say this not only to my son but also to my students.

So, we try to meet with parents as much as we can. In this regard, we tell students that we have lived together before, that this job should not be brought to the issue of Syrian Turkish affair. And we are brothers.

Based on the quotations above, it can be said that teachers are trying to raise Turkish students' awareness of the problems Syrian students experience.

Teachers' Observations on Syrian Students

One of the sub-themes reached as a result of the interviews with teachers in the study is the Teachers' Observations of Syrian Students. The findings obtained from Teachers' Observations on Syrian Students are shown in Figure 7.

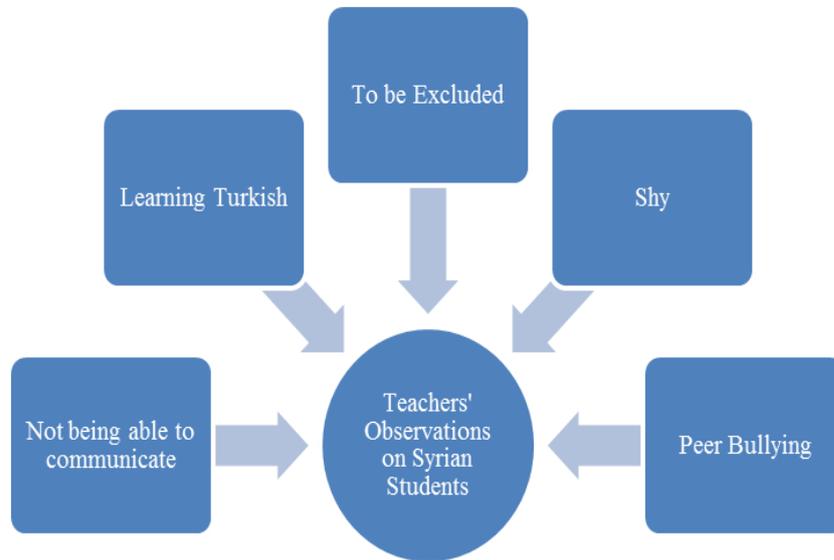


Figure 7 Teachers' observations on Syrian students

As seen in Figure 7, under the sub-theme of Teachers' Observations on Syrian Students, the findings of not communicating, learning Turkish, being excluded, shy and peer bullying were reached. These findings obtained under the sub-theme of Teachers' Observations on Syrian Students are explained in detail below.

Not being able to communicate. In interviews with teachers, it was found that teachers could not communicate with Syrian students. Gökhan and Murat, who are teachers, expressed their thoughts on this issue as follows:

Gökhan: My own problem with Syrian students: We are not comfortable communicating with them. Either they have problems with language or their incompatibility.

Murat: When we tell something, the child doesn't understand anything. So we cannot get down to their level. They don't understand us. We do not understand them either. What can we give these children! We can't give anything.

Based on the quotations above, it can be said that the teachers could not communicate due to the fact that the Syrian students did not know Turkish, and they could not provide adequate education to these students due to the language problem.

Learning Turkish. In interviews with teachers, it was found that some of the Syrian students could learn Turkish. Murat, one of the teachers, expressed his thoughts on this subject as follows:

Murat: Sometimes I look at the child stands up. Teacher, can I ask a question? I see they want to do something, in a sketchy Turkish. You know, I can see, I can speak, I can feel it, I can see the sparkle in his eyes... There is self-confidence in those who have adopted a little Turkish and start to speak. But there is a fear in children who cannot embrace and speak.

Based on the quote above, it can be said that some of the Syrian students were able to learn Turkish, although not at a sufficient level, thanks to the education they received at school, and that these students' self-confidence increased thanks to their learning Turkish.

To be Excluded. In interviews with teachers, it was found that Syrian students were excluded by Turkish students. Gökhan and Murat who are teachers expressed their thoughts on this issue as follows:

Gökhan: Whenever there is a quarrel between a Syrian and a Turkish two children at school at school, Syrian student says that all Turkish students take a stand against him.

Murat: There is a feeling lowly on the children, so. Since the children come from Syria, the children here view them differently. Maybe their parents aren't saying good things about them. I don't know, but after all, these are children, I mean. Our children have problems with these. We hear. Here they are not taking them amongst them. They exclude. These are Syrians. These came here. They broke our order. Maybe if they talk like that, it affects children too. This has such an impact on Syrian children.

And if they got together with our children, maybe they would learn Turkish better. I am sure. I believe in this. Children quickly get along with each other. But the only reason they can't get along is: I think grown-ups don't say very good things at home.

Based on the quotations above, it can be said that Turkish students exclude Syrian students.

Shy. In interviews with teachers, it was found that Syrian students were shy. Murat, one of the teachers, expressed his thoughts on this subject as follows:

Murat: But let's see that the children are like how I say it... Troubled or how I say... They are afraid of saying some things, they are afraid... They are afraid. I approach them with compassion so that they can overcome those fears. But I also saw some of them, so I benefited... I approach with compassion, but I don't know, but there is still a shyness and abstention in the children. We'll be able to sort things out if they can overcome that abstention.

Based on the quotation above, it can be said that Syrian students have a shy psychology due to the problems caused by the phenomenon of immigration and has difficulty in communicating.

Peer Bullying. In interviews with teachers, it was found that Syrian students were subjected to peer bullying by Turkish students. Murat, one of the teachers, expressed his thoughts on this subject as follows:

Murat: But these are children, after all. Well when something happens... I mean, what are they doing right away? Our children are grouping together. The other children have already been pushed, stuck because of the war. These children, our children, are oppressing them too. This is always reflected in the school administration like this. Families come and say that they beat our children, they break them, they shed them. I mean, which one can we take care of!

Based on the quote above, it can be said that Syrian students are exposed to peer bullying by some Turkish students.

Discussion, Result and Recommendations

Discussion

In this study, the school experiences of Syrian students who attend secondary school in Turkey are tried to be described. In this context, the experiences of Syrian students attending a secondary school in Gaziantep and teachers working in this secondary school were used. As a result of the analysis of the data obtained during the research process, two themes named Syrian Students 'School Experiences and Teachers' School Experiences with Syrian Students were determined. Three sub-themes have been determined under each of these themes. In this context, under the theme of Syrian Students' School Experiences; sub-themes called Experiences with Turkish Students, Experiences with Teachers and Syrian Students' Academic Experiences were reached. Under the theme of Teachers' School Experiences with Syrian Students; subthemes named as Teachers' Thoughts on Syrian Students, Teachers' Methods to Solve the Problems of Syrian Students and Teachers' Observations on Syrian Students were reached.

In the sub-theme of Experiences with Turkish Students, the experiences of Syrian students with Turkish students at school are included. According to the findings related to this sub-theme, it was determined that Syrian students initially faced negative behaviors such as being excluded by Turkish students and bullying from their peers. However, in the following processes, it was found that these negative behaviors of Turkish students changed and they started to adopt Syrian students and become friends with these students. When the literature is examined, it is seen that there are different studies supporting these findings. For example, in the research by Jafari, Tonga & Kışla (2018) in which they sought the opinions of classroom teachers, it was determined that Syrian students were initially excluded and marginalized by Turkish students, but in the following processes, Turkish students got used to studying in the same environment as Syrian students and their prejudices towards these students decreased. In the research conducted by Şimşir & Dilmaç (2018) with teachers, it was found that Syrian students were excluded by Turkish students and that Turkish students and Syrian students used violence against each other. Similarly, Dinler & Hacıfazlıoğlu (2020) found that Syrian students are marginalized by being excluded by Turkish students in the research they conducted with administrators and teachers. However, there are also researches in the literature that do not support the findings of this study. In the research of Taşkın & Erdemli (2018), in which they consulted the opinions of classroom teachers, it was determined that, contrary to similar studies,

the relations between Turkish students attending public schools and Syrian students were good. In the research conducted by Demir & Demir (2020), in which they sought the opinions of Syrian students, it was found that although Syrian students did not receive adequate response from Turkish students, they were not exposed to negative actions such as peer bullying by Turkish students.

The experiences of Syrian students with teachers in their school life are included in the sub-theme of Syrian Students' Experiences with Teachers. According to the findings related to this sub-theme, it was determined that teachers help Syrian students by trying to solve the problems they encounter in their school life, and that's why Syrian students like teachers.

When the studies in the literature are examined, it is seen that these findings are supported. For example, in the study conducted by Taşkın & Erdemli (2018) in which they sought the opinions of classroom teachers, it was found that Syrian students attending public schools were respectful to their teachers and had good relations with their teachers. In the study conducted by Yıldız-Yılmaz & Kaplan (2019), in which they sought the opinions of Syrian students' parents, it was determined that teachers were understanding and caring towards Syrian students. Similarly, in the research conducted by Demir & Demir (2020) in which they sought the opinions of Syrian students, it was found that teachers treat Syrian students well.

Similarly, in the research conducted by Özger & Akansel (2019) in which students and parents were consulted, it was found that teachers approached Syrian children in a moderate, egalitarian and friendly manner. However, there is also a study in the literature that does not support the findings of this study. In the study of Aktan & Bilen (2020), in which they sought the opinions of Syrian students, it was found that secondary school teachers acted positively or negatively on students according to their own worldviews.

The academic experiences of Syrian students at school were included in the sub-theme of Syrian Students' Academic Experiences. According to the findings related to this sub-theme, it has been determined that Syrian students have certain academic goals, and that Syrian students cannot learn Turkish at a level to understand the lessons. In addition, it was found that Syrian students like the school they attend, since teachers and other staff working at the school in this sub-theme do not inflict physical or verbal violence on students. When the literature is examined, it is seen that there are many studies supporting these findings.

For example, in a research by Başar, Akan & Çiftçi (2018) in which they sought the opinions of teachers, it was determined that refugee students could not communicate verbally and could not understand concepts in lessons because they did not know enough Turkish. In the research of Kardeş & Akman (2018), in which they sought the opinions of classroom teachers, it was found that the most important problem seen in Syrian students is the language problem and this problem is the biggest obstacle in front of children's education. Similarly, in the research conducted by Levent and Çayak (2017) with school administrators, it was determined that the most important obstacle in the education of Syrian students is language.

Similarly, in the study of Apay & Gülpınar (2020) in which students, parents and teachers sought the opinions of students, it was found that children were unsuccessful in the lessons because of the language problem they experienced at school and they had problems adapting to the school culture. Finally, in the research conducted by Demir & Demir (2020) in which they sought the opinions of Syrian students, it was found that Syrian students who know Turkish well understood the lesson, while those who did not had difficulty in understanding the lesson and did not participate in the lesson. In addition, it was found that teachers treat Syrian students well in this study.

In the sub-theme of Teachers' Thoughts on Syrian Students, teachers' opinions about Syrian students were included. According to the findings reached in this sub-theme, it was determined that the teachers approached Syrian students with empathy and adopted these students, but they were not satisfied because Syrian students and Turkish students were educated together. When the literature is examined, it is seen that there are studies supporting these findings. For example, in the research conducted by Kiremit, Akpınar & Tüfekci-Akcan (2018) with teachers, it was found that teachers empathize with, help and tolerate Syrian students because they are helpless. However, in the same study, it was found that teachers complained about the presence of Syrian students in their classrooms and saw this as a disadvantage. In the study in which Saklan (2018) sought the opinions of students and teachers, it was found that some of the teachers felt pity for Syrian students, showed mercy and tried to help.

The methods used by teachers to solve the problems of Syrian students are included in the sub-theme Teachers' Methods to Solve the Problems of Syrian Students. According to the findings reached in this sub-theme, it was determined that when the problems between Syrian students and Turkish students were reflected to the parents, they reconciled the parents of these students through indoctrination. When the literature is examined, it is seen that there is a study supporting these findings. In this study, in which Jafari, Tonga & Kışla (2018) sought the opinions of classroom teachers, it was determined that teachers tried to break the prejudice against these students by explaining to students and parents that it was not the fault of Syrian children.

In the sub-theme of Teachers' Observations on Syrian Students, observations of teachers about Syrian students are included. According to the findings obtained in this sub-theme, it was determined that Turkish students excluded and did not adopt Syrian students, and Syrian students were exposed to peer bullying by Turkish students because Syrian students were shy and families reflected their negative attitudes towards Syrians to their children. In addition, in this sub-theme, it was found that Syrian students could learn Turkish thanks to the education they received at school, but could not communicate because their Turkish was insufficient.

When the literature is examined, it is seen that there are many studies supporting these findings. For example, in the research conducted by Şenel & Güngör (2018) with refugee students and teachers, it was determined that language problem is one of the most basic problems that refugee students experience in education. In the research in which Cin (2018) sought the opinions of classroom teachers, it was found that the biggest problem in the education of Syrian students was the language barrier. Similarly, in the study of Alkalay & Erdem (2021), in which they sought the opinions of teachers and administrators, it was found that one of the important problems that Syrian students experience at school is language problem. In the research conducted by Başar, Akan & Çiftçi (2018) with teachers, it was determined that Syrian students were excluded by Turkish students. Finally, in the research by Kiremit, Akpınar & Tüfekci-Akcan (2018) in which they sought the opinions of teachers, it was found that Turkish parents had negative reactions towards Syrian students and Syrian students had adaptation problems.

Result

Problems such as intense and frequent emotional outbursts, not doing homework, lack of self-confidence, and inability to establish social relations can be seen in Syrian students who have been exposed to many negative events before and after migration (Mert & Nude, 2017). These children, most of whom do not speak Turkish, cannot understand the lessons and have difficulties in communicating well with their teachers and peers (Aykırı, 2017).

As a result, the length of stay of Syrian refugees in Turkey is uncertain and most of them are likely to continue their remaining lives in Turkey. Therefore, it is important for the future of Turkey to ensure the integration of Syrian students into the society and to grow up as individuals who are beneficial to the society. However, Syrian children attending school in Turkey face many problems in their school life. Among these children, those who do not speak Turkish fail in the lessons. In addition, they cannot communicate well with their teachers and peers at school. In addition, Turkish students are negatively affected by the prejudices against Syrian refugees due to various reasons in Turkish society. This situation causes Syrian students to be excluded, humiliated and bullied by their Turkish peers. However, Syrian students who know Turkish at a sufficient level can be successful academically because they can establish a healthy communication with their teachers and Turkish peers. In addition, Turkish students can achieve social success in their school life because their prejudices against themselves disappear after a while.

Recommendations

In order for Syrian students to be successful academically and socially in their school life, they must first learn Turkish at a sufficient level. One of the most important factors for these students to learn Turkish at a sufficient level is the quality of the teachers. Therefore, graduate programs for teaching Turkish to foreigners or in-service training courses given by academicians who are experts in the field can be opened to Turkish teachers working in schools where Syrian students attend.

School administrators and teachers have important responsibilities in solving problems arising from lack of communication and cultural differences between Turkish and Syrian students. Therefore, in-service training courses can be opened by academicians who are experts in the field of multicultural education for the administrators and teachers working in schools where Syrian students are present.

In order for Syrian students to learn Turkish at a sufficient level, the weekly Turkish course hours of these students should be increased. Therefore, in order for Syrian students to learn Turkish at a sufficient level, elective Turkish lessons can be added to the program in schools where these students are present.

Syrian students, who experienced the traumatic experiences caused by the war environment and experienced the phenomenon of migration, had to deal with academic and social problems in their education life in Turkey, where they migrated. Syrian students who have serious problems in their education life should get the help of experts in order to solve these problems. Therefore, in order for Syrian students to cope with the academic and social problems they encounter in their school life, only the guidance teachers responsible for these students can be appointed in the schools where these students attend.

The Republic of Turkey does not have a multicultural structure and most of the people know the Turkish language adequately. Therefore, Turkey does not have an education tradition similar to that of multicultural and heavily emigrated countries. Because of this, the education programs implemented in schools have been prepared in accordance with the conditions of a monocultural society. The education programs implemented in Turkey are insufficient to teach Turkish to Syrian students and these students cannot be integrated into the society. In this context, new education programs can be prepared in accordance with the conditions of Turkey by examining the education programs implemented by multicultural societies such as the USA, Canada and Australia in order to bring Syrian students into education and social life.

There are Integration Centers in Turkey for Syrian students to learn Turkish. In these centers, Syrian students who do not speak Turkish are taught Turkish. These students, who receive Turkish education in the integration centers, are then placed in classes suitable for their age groups and they are tried to be integrated into the Turkish Education System. However, since most of the teachers and classroom teachers working in these courses do not know enough Arabic to communicate with Syrian children, these children cannot learn Turkish at a sufficient level. Therefore, it can be said that it is important for Syrian students attending the Integration Centers to learn Turkish at an adequate level, so that the teachers working in these centers are selected from among the teachers who have sufficient Arabic.

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