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Socioeconomic Status of Immigrant Students in the Context of Teachers' Views

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The aim of this study is to determine the socioeconomic status of immigrant students in line with the views of teachers working in schools. The study is a phenomenology research based on qualitative research method. The study group of the research consists of 20 teachers working in the secondary schools in the central districts (Karatay, Meram and Selçuklu) in Konya, Türkiye, in the 2022-2023 academic year. A semi-structured interview form was used as a data collection tool in the study. The collected data were analysed by descriptive analysis method. As a result of the analysis of the teachers' views on the current socioeconomic status of immigrant students, problem areas such as social life, communication, economic life, and family life were determined. The problems and conditions encountered in the country of origin pose serious challenges to migrant students and families in every aspect. When these problems are considered as a whole, they disadvantage migrant children in the country of migration. In order to minimize or eliminate these problem areas and to solve them, some practices can be implemented to enhance the language, culture, economic situation of immigrant students and the welfare of their families. Conducting research by referring to the opinions of students and parents in different provinces and levels will contribute to an in-depth and detailed understanding of the socioeconomic status of immigrant students.

Introduction

Since the moment of their birth, humans have had certain physiological needs that must be met in order for them to survive. These fundamental requirements include those for food, shelter, and safety. However, due to conflicts, adverse weather circumstances, and economic issues, mankind has always been forced to migrate from one location to another when these fundamental needs are not satisfied. Migration, a universal phenomenon persisting throughout human history and anticipated to endure into the future (Bülbül & Köse, 2010), has been historically driven by factors such as war, turmoil, and the pursuit of improved economic and

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social living conditions, while contemporary migration is often motivated by economic and social reasons, particularly due to civil unrest or conflict (Aydeniz & Sarıkaya, 2021). Migration is a phenomenon related to the political, social, cultural, justice, economy, etc. of the society (Castles & Miller, 2008). Although the phenomenon of migration affects all individuals, the most affected by this decision of adults who decide to migrate are children who have to comply with this decision and experience various social and psychological problems (Karadaş, 2022) are referred to as passive immigrants (Giani, 2006). The United Nations defines the concept of immigrant as “an individual who has resided in a foreign country for more than one year, regardless of reasons, whether voluntary or not, migration routes, regular or irregular” (Perruchoud & Redpath-Cross, 2021).

Recent global events have led to a dramatic increase in the number of displaced people and refugees around the world (Drake, 2017). Like in all countries, international migrants have been recognized as significant international issues in Türkiye in recent years (Güngör et al., 2023). In this process, Due to its geographical location, Türkiye has been a recipient of immigration for many years, with recent increases attributed to conflicts in the Middle East, a high number of migrants seeking better opportunities in Western countries, and its role as a transit country, particularly affected by the wars in the Middle East (Poyraz, 2022). Given its geographical, historical, and cultural characteristics, Türkiye is considered an appealing destination for those who have experienced traumatic events, offering a potential fresh start (Tösten et al., 2017). Türkiye is one of the countries most affected by this issue, and as a result, Türkiye has become a more multicultural society. The transformation of a homogeneous society into a heterogeneous society as well as the inclusion of culturally diverse members is a complex and multifaceted process that takes place in different areas and under different circumstances (Orechova, 2018). In Türkiye, which is the country hosting the highest number of Syrian refugees in the world, the number of Syrian students enrolled in the education system is increasing (Erdoğan, 2020). With this increase, it is seen that there are some troubles in the Turkish education system (Cırt Karagaç, 2018; Erdem, 2017; Kaya, 2020; Özenç & Saat, 2019).

Whatever the reason, from the first moment of humanity's existence, migrations have affected societies and states in a wide range of ways, either positively or negatively (Seydi, 2014). Migration has negative effects on individuals in terms of many health, economic and psychological aspects (Karadaş, 2022). The negative effects of war on immigrant children begin to be experienced as a slew of emotions from the moment they immigrate to the host country, and these feelings are not a typical childhood period (Joshi & O'donnell, 2003). Taking into account the circumstances of immigrant students, their daily lives involve navigating between the family and school environments. Both of these settings may potentially be associated with distinct values, beliefs, languages, and cultural practices, requiring students to adapt as they transition between the two (Lilla et al., 2021). From the individual's point of view, adapting to a new culture and a new school system is one of the main challenges of education and thus multiculturalism in schools creates challenges for individual immigrants, their families, schools and the entire school system (Sinkkonen & Kytälä, 2014). The unexpected arrival of these students has taken numerous schools and educators by surprise, causing them to grapple with the challenge of locating and consolidating existing resources to address the requirements of the newcomers (Liu, 2023). The negative consequences of this circumstances cause children to struggle with adaptation difficulties in all aspects of their life, and the field of education is not exempt from this adaptation process (Tunaboğlu et al., 2021). Despite the efforts of numerous education systems to ensure equal educational opportunities for all students, irrespective of their immigration status, socio-economic background, or country of origin, only a limited

number succeed in achieving these commendable goals (Schleicher & Zoido, 2016). Researchers agree that refugee students experience a series of academic challenges. These challenges include acculturation stress, pre-migration trauma, economic problems, emotional problems, language struggles, and urban resettlement issues (Drake, 2017). Education, one of the dimensions of the socio-economic dimension, provides appropriate conditions for immigrants to participate in the host society culturally and economically. Refugee children forced to migrate must have access to their right to education within the context of human rights, and it is necessary to ensure the provision of this right to education (Güngör et al., 2023). Education is indispensable for learning and forming cultural and behavioural patterns, as well as building one's social capital and acquiring the skills and competences needed in the labour market (Pennix & Garcés-Mascreñas, 2016). The difference between the education level of the place of migration and the education level of the immigrants affects both the immigrants and the host country. One of these effects is economy. The education level and quality of the immigrant directs his/her employment in the country of immigration (Papademetriou, 2005). Immigrants who have not received adequate and quality education experience significant economic difficulties in the country to which they relocate. However, the fact that the immigrants do not speak the official language of the country causes them to be unable to find employment or are forced to work in low-paid jobs (Güzel, 2013). Overall, one of the main challenges in immigrant education has been the language barrier. In the literature of migration and integration, the subject of language holds a special place and the attitudes of migrants towards their native language and the new language in the place they migrate to are highly indicative in terms of their adaptation to the host society. (Yılmaz & Sağıroğlu, 2022). Although immigrant children can acquire sufficient speaking skills in their new language within a year or two, it takes about four to seven years for them to acquire the language skills necessary for academic learning (Hakuta et al., 2000). Variables such as low education level, poverty, deprivation of social security, and cultural differences reinforce the disadvantaged position of children in the social process, and the inadequacy of the opportunities offered to immigrant children causes this problem to create greater risk foci (Derezotes, 2000; Nathan, 2008). Furthermore, it is an extremely necessary process to ensure the acceptance and adaptation of immigrant children to the new society (Koçak & Gündüz, 2016). In order for immigrant children not to be excluded, not to have social cohesion problems, for the two peoples to live together in safety and for these children to be included in the society, not only the immigrants but also the local people should shoulder this responsibility. In this respect, the opportunities provided to immigrants by the country they migrated to have a crucial role in eradicating the problems of immigrant students such as access to education, language and economic inadequacy. The problems experienced by immigrant children can be examined in a context that includes language proficiency, access to education and economic inadequacies, teacher and peer relations, family and cultural characteristics of the society they live in (Işık et al., 2021).

When the literature is examined, there are numerous studies on immigrant children. It has been determined that majority of these studies are studies for the education of immigrant children (Börü & Boyacı, 2016; Çifçi, 2019; Göktuna Yaylacı, 2017; Memiş, 2015). However, studies on the socioeconomic status of immigrant children are scarce and limited. Determining the physical and social needs of these children, who have suffered major traumas according to their age, during and after the migration process, as well as their financial and moral difficulties, and ensuring that they can adapt to social life through healthy and effective communication is an extremely significant and current issue that needs to be considered and studied. Consulting the opinions of teachers who have great deal of responsibility in this matter will shed light on identifying and finding solutions to these problems, guide politicians and decision makers, and also contribute to the education literature. In this context, the aim of the study is to determine



the socioeconomic status of immigrant students in line with the opinions of teachers working in schools. Within the scope of this purpose, the views of teachers on the current socioeconomic status of immigrant students were defined and interpreted.

Method

Research Design

The study is a phenomenology research based on qualitative research method. In a phenomenological study, researchers attempt to comprehend and explain the interactions and experiences of the people in the process (Gedik, 2016). Furthermore, phenomenology puts emphasis on phenomena that we are cognizant of but do not fully comprehend (Yıldırım & Şimşek, 2016). This approach is concerned with how individuals make sense of experience; seeks to investigate how they transform experience into consciousness, both as individual and as shared meaning (Patton, 2018).

Participants

Ethics Committee Approval (The letter of Selçuk University Rectorate Faculty of Education Dean's Scientific Ethics Evaluation Board dated 20.04.2023 and numbered E-16343714-605.02-506597) was obtained to conduct this study.

The study group of the research consists of 20 teachers working in secondary schools in the central districts (Karatay, Meram and Selçuklu) in Konya, Türkiye, in the 2022-2023 academic year. Among the chief causes for taking secondary schools as a core are the problem of adequate/clear observation/detection of problem areas in kindergartens and primary schools, and the fact that Syrian immigrant students generally do not proceed their education in high schools. In addition, schools in neighbourhoods where Syrian immigrant families/students are concentrated are taken as a basis. In the research, the study group was formed with the maximum diversity sampling method, one of the purposive sampling methods.

The purpose of maximum diversity sampling is to ensure that representatives from all walks of life, who may be a party to the problem, participate in the sampling, document different diversity and define some significant common patterns (Yıldırım & Şimşek, 2016). In this study, sample diversity was tried to be provided by the variables of gender, education status, age, professional seniority, and branch. Table 1 shows the demographic characteristics of the teachers who participated in the study.

Table 1. Characteristics of the teachers participating in the study

Variables		N
Gender	Female	11
	Male	9
Educational Status	Undergraduate	16
	Postgraduate	4
Age	21-30	11
	31-40	5
	41-50	3
	51 and older	1
Professional seniority	1-5 years	5
	6-10 years	11
	11-15 years	1
	16 years and over	3
Branch	Physical Education	2
	Information Technologies	1
	Religious Culture and Ethics	3
	Science	3
	Visual Arts	1
	English	1
	Math	4
	Psychological Counseling and Guidance	1
	Social Studies	1
Turkish	3	
Total		20

Data Collection Tool

In the study, the personal information form prepared by the researchers was used to determine the demographic characteristics of the teachers. With this form, the gender, educational status, age, professional seniority, and branches of the participants were determined. Teachers' views on the current socioeconomic status of immigrant students were collected using a semi-structured interview form. While creating the interview form, firstly, the relevant literature was reviewed. Then, three field experts (Turkish education, educational administration, measurement and evaluation) were consulted and necessary arrangements were made. A pilot application was carried out with the interview form in accordance with these guidelines. The interview form was completed as a result of the arrangements made following the pilot application. The interview form includes gender, education status, age, professional seniority, branch, and two interview questions. The interview questions are as follows:

- Do immigrant children have socio-economic problems (socialization, linguistic, opportunities, and alike)? If yes, what are they?
- How can the socio-economic problems of immigrant children (socialization, linguistic, opportunities, and so on) be resolved?

Data collection and analysis

Before the interviews were conducted, the participants were informed about the research and an appointment was made for the interview to collect data. The interviews were conducted face-to-face for 15-20 minutes in settings where both the researcher and the participant felt at ease. The interview data were recorded with a text and/or voice recorder.

The interview transcripts were typed into a computer. Before the data were analysed in the study, the files obtained from each participant were assigned codes as "A, B, C, ...". In the study,



the data were analysed with the descriptive analysis technique and in the interview, teachers' views on the current socioeconomic status of immigrant students were determined as the theme. After reading all the data completely, the coding process was carried out. The meanings were extracted from the data sets and a code was assigned to these meanings. Codes are tags and markings used to assign meaning units to descriptive and interpretive data collected during a study (Miles & Huberman, 2019). After coding, similar codes were combined first. A new code list was created from among the extensive and stacked codes. Finally, codes with similar subjects and meanings were brought together and grouped under categories and placed in the relevant theme.

Trustworthiness

In order to increase the internal validity (credibility) of this study, the literature was reviewed in the preparation of the interview form and the viewpoints of the relevant field experts were taken, the interview form was prepared as a draft and the necessary corrections were made after the pilot application was made. In addition, in order to collect reliable data, an appropriate time and setting were created for the participants to express themselves comfortably. Data analysis was conducted by different researchers. The comments and conclusions obtained after the analysis of the data were examined and verified by the participants. In order to increase the external validity (transferability) of the study, the procedures and processes in the research were given in detail in the methodological context.

In order to increase internal reliability (consistency) in the study, direct quotations from the discourses of the participants were reported. For reliability, the formula $\text{Reliability} = \frac{\text{Consensus}}{(\text{Agreement} + \text{Disagreement})} \times 100$ was applied on the coding created by both researchers (Miles & Huberman, 2019). As a result of the evaluations, the reliability of the coding formed by the researchers in the view and analysis of the data (the percentage of agreement between the two coders) was determined as 93%. According to the coding control, which gives internal consistency, the consensus among coders is expected to be at least 80% (Miles & Huberman, 2019; Patton, 2018). In this context, the data collection tool was deemed reliable due to the percentage of agreement (93%) in the current study.

Findings

The categories, codes and frequencies under the theme of teachers' views on the current socioeconomic status of immigrant students are given in table 2.

Table 2. Teachers' views on the current socioeconomic status of immigrant students

Theme	Categories	Codes	f
Teachers' views on the current socioeconomic status of immigrant students	Social life	Socialization	10
		Integration	9
		Culture/Cultural	8
		Total	26
	Communication	Language/Linguistic	17
		Behavior	4
		Total	21
	Economic life	Financial impossibility	9
		Providing for basic needs	2
		Total	11
	Family life	Multi-fraternity	2
		Family indifference	2
		Total	4

Social life: When Table 2 is examined, 4 categories have been formed as a result of the analysis of teachers' views on the current socioeconomic status of immigrant students. These categories are respectively according to the total number of frequencies: social life, communication, economic life and family life. In the context of social life; teachers stated that immigrant students experience problems of integration with social life, that is, socialization, and adaptation to culture and environment. In accordance with the solution, they proposed cultural introductory studies, cultural courses and some sports activities, as well as controlled immigration. The statements of the teachers who expressed their views on the current socioeconomic status of immigrant students on social life are given below.

“If the language issue is not solved, students may feel isolated and unable to establish social bonds. Adaptation issues become more prevalent. It is critical to provide an education that introduces Turkish language and culture to immigrant children.” (F)

“Yes, there is a socialization problem. They find it difficult to adapt to our lifestyle and culture. This puts other students in trouble. I even think that they negatively affect and even sabotage Turkish students' right to education.” (G)

“Immigrants must be taken to an integration training before they are granted a residence permit. Ghetto settlement should not be allowed in neighborhoods.” (H)

“The main problem of migrant children is socioeconomic issues. At the point of socialization, they can be prevented from forming groups within themselves and they can be adapted to the society, but if they continue to live in their own clique, it will be incredibly hard for them to learn the language and adapt to the culture. The optimal solution to these problems is to reduce the number of immigrants and to ensure controlled reception. Only partial measures can be taken in the sudden influx of immigrants.” (M)

“I believe that most people have issues. Language development courses can be taken, and distinctive schemes can be developed to support it. Because, with the exception of linguistic issues, our current programs are not appropriate for their level. They are not constructive in terms of socialization, and peer bullying is a frequent occurrence. Extra seminars can be held for this purpose; however, these seminars must be accompanied by interpreters.” (O)

“Yes, there are such problems. These problems can be solved with courses at school and lessons to be given in public education centers. I can say that sports and cultural activities will increase children's socialization and communication skills.” (R)

Communication: In the context of communication, teachers specifically stated that immigrant students do not truly understand and cannot speak Turkish and have problems in their learning processes. In addition, they stated that the problems experienced in language also cause some behavioral problems in communication. In accordance with the solution, in order to overcome both the language problem and the behavioral problem that emerges with it, they proposed that language training should be given for the effective use of Turkish. The statements of the teachers who expressed their views on the current socioeconomic status of immigrant students regarding communication are given below.

“Yes, the biggest problems of immigrant children are already in socialization and language. Language training can also be provided for them. Language and socialization training can also be provided for their families. Because families also prevent these children from socializing, meeting, and having a conversation. Turkish families do not want their children to make friends with immigrant children, and immigrant families do not want their children to speak Turkish and be friends with Turkish children.” (A)

“Due to the impossibility, they experience in immigrant students, rebellion and behavioral disorders are more prevalent.” (B)

“They do not know how to act in the classroom. During recess, they interact with and play with immigrant children like themselves. Since they have difficulties in speaking Turkish, it is simpler to communicate in their native language. A course should be arranged for these

students about how they should behave in society with these problems. In terms of linguistic matters, training should be provided to improve one's ability to use Turkish and comprehend what one reads and writes.” (C)

“First, they need to solve the language problem, not we, the host. In Europe, it now asks the citizens of other countries to learn their language by directing them to courses, and it also conducts an exam to accept them. Because of the situation of the refugees who came to our country, this may not be possible, but at the very least, Turkish courses should be organized by the state and mandatory.” (D)

“There are problems, of course. Training (in a certain school or a class) can be provided to those who are illiterate and do not speak the language until they learn how to express themselves” (E)

“Students and parents should take precautions against linguistic education and cultural corruption.” (I)

“I think the biggest problem with immigrant students is the language problem. Due to the different language, students lose self-confidence after a certain point. In my opinion, extra training can be provided to immigrant children on this subject separately from the curriculum.” (S)

Economic life: In the context of economic life, teachers stated that the economic situation of immigrant students is terrible, they live in impossibilities, and some of them even have difficulty in satisfying some of their basic needs (food, clothing, etc.). In accordance with the solution, they proposed that the family members who can work should be provided with a craft and profession, but especially they should be trained as qualified personnel rather than unqualified. The statements of teachers who expressed their views on the current socioeconomic status of immigrant students on economic life are given below.

“Their economic situation is poor because they have so many children. They seem to have some hygiene problems as well as very serious impossibilities in purchasing their clothes and books.” (J)

“Yes, they have problems. There are many students with financial difficulties. These situations have a negative impact on the student.” (L)

“Almost all immigrant students have socioeconomic problems. Many come from families struggling financially. This situation causes them not to place a high value on education.” (N)

“We witness that these children, especially those living in an economically inadequate family, are forced to work at a young age by their families in order to eliminate economic poverty rather than education at first stage, so these children have serious socio-economic and socialization problems.” (T)

“Yes, there are an excessive number. The vast majority of migrant children are from low socioeconomic status. Many of their fathers do not have regular jobs. They work in seasonal and variable jobs such as cardboard picking and temporary work. This situation is manifested by the difficulty of financial means. As a result, due to the limited financial resources, sometimes the training of children and sometimes eating, drinking, clothing, health, etc. basic needs are disrupted. Since basic needs are not satisfied, higher-level skills cannot be acquired by children. And the families of the children are large. Many of them live as extended families, due to limited housing opportunities. In my opinion, in order to solve these problems, it is necessary to provide appropriate employments and professions for the families of the students. In other words, they can be intermediate staff with a skill, not an unqualified employee. Their employment and profession can alleviate this problem. In terms of language, immigrant children should be taught the target language before they are admitted to schools, and then they should acquire curriculum subjects.” (U)

Family life: In the context of family life, teachers stated that immigrant students have many siblings and families are indifferent towards their students. However, the main reason for this indifference is both some economic inadequacies and the high number of siblings, that is, crowded families. In accordance with the solution, they proposed that necessary training should be provided to family members about various issues such as children, interests, etc. especially in order to get more family support. The statements of the teachers who expressed their views on the current socioeconomic status of immigrant students regarding family life are given below.

“The low economic level of immigrant students and the fact that they have many siblings cause indifference in the family. In this sense, it makes it very difficult for us to get parent support.” (K)

“There are problems faced by immigrant children. These are not understanding the target language, having problems with the surroundings, not being able to adapt to school, not getting used to cultural differences, having problems with friends, not knowing how to behave, indifference of the family, having many siblings, working in different occupations outside of school, having problems in the family and economic problems. These problems can be solved with the support of the family and the student's request. I think that providing adequate, comprehensive basic training can solve these problems. In addition, in order to eliminate these problems, it is necessary to arrange courses in small groups and to teach the language and culture in the preparatory class of the student. The information and training to be provided to the family will contribute to the solution of these problems.” (P)

Discussion and Conclusion

In this study, it was aimed to determine the socioeconomic status of immigrant students in line with the opinions of teachers working in schools. The data obtained in the study with the teachers were subjected to descriptive analysis and the findings were revealed. As a result of the analysis of the teachers' views on the current socioeconomic status of immigrant students, 4 categories were formed. These categories are respectively according to the total number of frequencies: social life, communication, economic life and family life. The findings obtained in this part of the study were compared with similar studies and the relevant literature, and the results of the study were presented. One of the main results reached within the scope of the study is that the biggest problem that immigrant students face in the context of social life is the problem of socialization. Findings of the study are similar to the findings of the study conducted by Işık et al. (2021). Işık et al., (2021) stated in their study that immigrant students have problems in social life due to racism-discrimination in the educational environment, and that prejudiced treatment and hatred are seen as the subjects they have the most difficulty with. This situation shows that immigrant students are exposed to discrimination, loneliness, and ill-treatment by their peers both in educational environments and in their daily lives, and therefore they do not socialize sufficiently. However, the socialization problem experienced by immigrant students due to discrimination and loneliness can be eliminated through education since Baker (2011) stated that the best way to prevent prejudices and to minimize prejudice between the two communities is education. In this context, giving trainings or seminars to students, teachers, administrators, and parents on this subject will help to eliminate this problem.

In the study, the biggest problem that immigrant students face after socialization in the context of social life is the problem of integration. In the studies (Ereş, 2015; Ergün, 2022) on the problems the immigrant students experience, the conclusion that adapting to the environment is one of the most important problems of social life is similar to this study. In his study, Ereş



(2015) states that the problems and conditions encountered in the country of immigration are difficult for children and that variables such as the low education level of immigrant families, poverty, lack of social security, and cultural difference make it difficult for immigrant children to adapt. The reason for this may be the psychological, sociological and traumatic situations they have experienced in the environment they have just encountered, far from their own homes. Ergün (2022) emphasized in his study that immigrants experience many social, economic, political, and psychological problems and that the most important of these problems is the adaptation problems that immigrants experience in the place they migrated. The main reason for this is that every immigrant family brings its own values, language, culture, religion, the quality of education received in its own country, and these are included in the inputs of the education system (Bitew & Ferguson, 2010). In addition, various negative experiences can cause immigrant children to be negatively affected psychologically and have adaptation problems in the society (Kirmayer et al., 2011). It is quite possible for immigrant children to be affected psychologically and experience integration problems as a result of various negative experiences. This may be caused by factors such as traumatic events, separation anxiety, cultural incompatibility, language barriers, discrimination, and social exclusion that children are exposed to during the migration process. Therefore, it is important to support immigrant children, meet their emotional and social needs, facilitate the process of cultural adaptation, and prevent discrimination.

Another problem that immigrant students face in the context of social life in the study is the problem of culture. The findings of the study are similar to the findings of the research conducted by Arslan et al. (2016). Arslan et al. (2016) found in their study that there are differences in culture and lifestyle between immigrants and residents, which makes it difficult to adapt between these societies. Although the cycles that occur as a result of migration experiences when immigrants migrate from their place of residence to another place are traumatic, it is also extremely important for immigrants to be accepted where they go and to adapt to the culture and social structure of the place they go (Ergün, 2022). Because this process both affects the individual welfare of immigrants and has important consequences for the society as a whole. Supporting this process enables immigrants to utilize their potentials and allows the whole community to benefit from diversity and cultural richness. Furthermore, the sooner a migrant's economic and cultural integration in the new place of residence can be, the less risk factors will arise. This situation shows that it is necessary to take urgent steps to facilitate the easy adaptation to immigrant students both in the school environment and in social life, because in the studies conducted by Banks (1993), Obiakor (2007), Sleeter & Grant (2003) and Tunç (2015), it was emphasized that culture is extremely important in education and the gains will be more effective in the process.

One of the other main results reached within the scope of the study is the communication problem between teachers and immigrant students. In the study, teachers specifically stated that immigrant students do not know and cannot speak Turkish and have problems in their learning processes. In the studies (Aydeniz & Sarıkaya, 2021; Aydın Kılıç & Tezel Şahin, 2021; Koşar & Aslan, 2020; Poyraz, 2022) on the problems that teachers have with immigrant students, the result that language problem is one of the most important problems is similar to this study. Aydeniz and Sarıkaya (2021) stated in their study that the most emphasized linguistic problem is the absence or incompleteness of a common language. In the study conducted by Kiremit, Akpınar & Tüfekçi Akcan (2018), it was determined that the biggest problem experienced by teachers was their inability to communicate with Syrian students. In addition, Yenilmez & Garbage (2019) found that immigrant students do not understand the lesson because they do not speak Turkish fluently. This situation causes a lack of motivation in immigrant students and

shows that it affects their academic life negatively. Research indicates that positive interactions with teachers have a favourable impact on students' academic performance (Boesch, 2014; Ragnarsdottir & Blondal, 2014). A study by Boesch in 2014 found that teachers who demonstrated a commitment to building stronger personal connections with students positively influenced classroom dynamics and motivated immigrant students. However, it has been observed that Syrian students are willing to learn Turkish, but they cannot improve their language learning sufficiently and they complain about it (Saklan & Karakütük, 2022). In their study, Saklan and Karakütük (2022) found that language difference causes communication problems and affects the approach of some teachers to Syrian students, that they use body language to communicate with Syrian students, ask for help from Syrian students who speak Turkish, and this disrupts the flow of the lesson. This situation demonstrates that language barriers can be a significant obstacle in the education of immigrant children, and teachers need to be supported in addressing this issue. Programs focusing on language learning and intercultural communication skills can assist teachers and students in communicating more effectively and prevent disruptions in the flow of lessons. However, this situation also highlights the dedication and efforts of teachers in working diligently and striving to be efficient without discrimination towards their students.

Another problem that immigrant students face in the context of communication in the study is behavioural problems. Teachers stated that language problems also cause some behavioural problems in communication. The findings of the study are similar to the findings of the research conducted by Koşar & Aslan (2020). Koşar & Aslan (2020) in their study, they put forward findings such as weak language proficiency; not being able to communicate with their environment, having difficulties in obeying the rules; causing discomfort in schools about cleaning and feeding due to unrelated family and economic reasons; experiencing some moral problems after the troubles they have experienced; exclusion and inability to establish friendship relations as findings related to the school and classroom problems of immigrants. In addition, İmamoğlu and Çalışkan (2017) concluded in their study that the language problem of foreign students, which cannot be solved, distracts other students in the lesson. These negative experiences, psychological and social stresses create the basis for emotional, cognitive, physical, behavioural and social problems in immigrants (Kılıç & Şahin, 2021). According to these studies, providing adequate language education for immigrant children, meeting their psychosocial and emotional needs, and understanding their experiences are important issues that should be emphasized (Taylor & Sidhu, 2011). These findings draw attention to the challenges faced by immigrant children in school and within the classroom. Governments and schools commonly view language learning as the primary policy measure implemented to support the integration of immigrant students into regular programs (Volante et al., 2020). It is important for these children to improve their language skills, receive support during the integration process, and be supported by their families and teachers. Additionally, it is crucial for schools and communities to create an environment that is sensitive to diversity and cultural differences, as this can support the integration and success of immigrant children. In this process, collaboration and communication among the education system, teachers, guidance counsellors, and other relevant stakeholders are important. Identifying children's individual needs, providing appropriate support and resources, and creating a culturally sensitive learning environment will support the successful integration and psychosocial development of immigrant children.

One of the other main results reached within the scope of the study is the financial impossibilities of immigrants in the context of economic life and the problem of providing their basic needs. In this context, teachers stated that the economic situation of immigrant students



is bad, they live in impossibilities, and some of them even have difficulties in providing some of their basic needs (food, clothing, etc.). Altunay and Dede (2019), Bozkaya (2021), Ergün (2022), Kastan (2015), LeBrun et al. (2015), Uzun and Tüm (2016), Zolkowska and McNeil, (2015) identified similar problems in their studies on the education of immigrants. There are findings that the economic situation of immigrants is bad, and they often have difficulties in providing their basic needs. Similarly, Koşar and Aslan (2020) stated that immigrant students are in constant need of help, therefore they cannot make the necessary expenses for education, their basic needs such as nutrition, health, clothing, and cleaning cannot be met due to their financial conditions, and they direct children to work due to economic difficulties. The economic difficulties experienced bring along some possible problems (Akıncı et al., 2015). It was stated that immigrant students had to work and contribute to their families economically (Altunay & Dede, 2019; Eres, 2015; Şimşek, 2019), they gave up on getting the education they needed to earn more money (Ereş, 2015), because of financial impossibility, the lessons cannot be done in a qualified way due to the lack of educational materials and equipment (Coşkun & Emin, 2016), their families do not give importance to their children's education due to economic difficulties (Poyraz, 2022), and they work in low-paid jobs (Saklan & Karakütük, 2022), and because they spend a lot of time outside of school and on the streets, immigrant students are exposed to various dangers (Poyraz, 2022). In summary, immigrant students experience different problems in their new living spaces by giving up or discouraging many elements of social life due to their economic problems (Toros, 2008). Based on these problems, solving the economic problems of immigrant students through legal means and bringing their families to a qualified job can contribute greatly to both the disruption of their education life and the increase in their academic success. The support of the community for these students can contribute to the creation of a more equitable and inclusive education system, thereby enabling immigrant students to focus on their education and support their healthy development. This situation shows how much attention should be paid to the opportunities offered in the elimination of economic problems.

One of the other main results reached within the scope of the study is the problems of multi-fraternity and indifference of the family that immigrants experience in the context of family life. In this context, teachers stated that immigrant students have many siblings and families are indifferent towards their students. However, they cited both some economic inadequacies and the high number of siblings, that is, crowded families, as the main reason for this indifference. Alkalay (2020), Börü and Boyacı (2016), Kaştan (2015), Koşar and Aslan (2020), Topçuoğlu (2014), Topsakal et al. (2013), Tümkaya and Çopur (2020) have identified similar problems in their studies on the education of immigrants. There are findings that the families of immigrant students are crowded, those in the family do not have enough education, they do not give the necessary importance to the education of the children, and there are unrelated families. In this context, the presence of the family is an extremely important factor for a successful education life. Leseman (2007) underlines that when it comes to education of refugee children, their families should also participate in this process from an early age. It is an indispensable requirement for families to fulfil their responsibilities as well as for schools to fulfil their responsibilities (Aydoğan, 2020; cited in Poyraz, 2022). Because the education level of immigrant families determines the importance they attach to their children's education (Lee, 2011). In the light of these findings, international students, classified as both technically migrant and potentially immigrant students, are frequently viewed through a deficit lens that highlights challenges in cultural, academic, and linguistic aspects, hindering their adjustment and adaptation (Ma, 2018). It is essential that teachers and schools cooperate more closely with families and provide support and guidance to families. Thus, the family bonds of immigrant students can be strengthened, and they can be supported to focus on their education in a more

positive manner. And it is possible to say that the educational support mechanism for immigrant families should be implemented systematically. These systematic studies by educational institutions can make immigrant families a more conscious family and positively affect the development of children and their adaptation to the country.

Recommendations and Limitations

This study, focusing on teachers' views to understand and address the socioeconomic status of immigrant students, proposes various recommendations with the aim of adopting a fairer and more inclusive approach in education. Within this framework, it is suggested that teachers develop personalized educational strategies, provide assistance to students and families through the establishment of social support programs, enhance understanding through intercultural education, and strengthen collaboration and communication. Additionally, long-term policy development efforts should target the improvement of the socioeconomic status of immigrant students and the reduction of inequalities in education. Our study is limited to 20 teachers in secondary schools located in Konya central districts (Karatay, Meram and Selçuklu) and since the study is based solely on teachers' views, the viewpoints of other stakeholders have been disregarded. Among the technical limitations are time constraints and a lack of more objective data regarding students' socioeconomic status. Being aware of these limitations, the interpretation of the study's results and the evaluation of recommendations can be conducted with a more accurate perspective.

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