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Examining Classroom Management Anxiety Levels of Classroom Teachers and Their Attitudes Towards Refugee Pupils

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Abstract

In this study, the classroom management concerns and attitudes towards refugee students of 328 classroom teachers in the Midyat district of Mardin province were examined according to various variables. Descriptive scanning from quantitative designs was used. Data were collected using the “Classroom Management Anxiety Scale” and the “Refugee Student Attitude Scale”. In the study, it was observed that teachers’ classroom management anxieties were high, while their attitudes towards refugee students were positive. The teachers’ classroom management anxieties did not vary according to the variables of professional seniority, the grade they taught, class size, the number of refugee students, and their ability to communicate with refugee students and their parents. However, it has been observed that as teachers’ seniority increases, their concerns about classroom management decrease; those teaching intermediate grades are more anxious than those teaching first grade. On the other hand, teachers’ positive attitudes towards refugee students did not vary according to their professional seniority, the grade they taught, class size, and the number of refugee students. However, as teachers’ seniority increased and class sizes decreased, their positive attitudes towards refugees also increased. Additionally, teachers’ positive attitudes towards refugee students have varied in favor of those who can communicate with refugee students and their parents. Based on these findings, it has been recommended that teachers be provided with inclusive and multicultural education, effective classroom management, and communication skills in differentiated environments, that Turkish be taught to refugees, and that they be evenly distributed among branches after language training.

Keywords: Refugee student, classroom management, anxiety, attitude.

Introduction

When continuous migration movements throughout human history (Goularas and Sunata, 2015) are not controlled, they weaken the host country’s security resilience and disrupt internal stability (Berti, 2015). However, refugees may face discrimination (Ulukan, 2013) and experience integration issues with the host country’s society (Aksoy, 2012; Kartal & Başçı, 2014). On the other hand, the fact that refugees encounter a foreign language and complex culture and have to overcome negative attitudes makes their situation even more difficult (Fisher et al., 2000; Ogbu, 1982; Olsen, 2000). Indeed, after the internal turmoil that emerged in Syria in 2011, Syrian refugees, including children who were traumatized due to losing family members (Boyden et al., 2002), sought refuge in Türkiye, which has a strategic location facilitating sea and land transportation (Ünal, 2014) and implements an Open Door Policy (Ihlamur-Öner, 2014).

Türkiye, because of this migration movement, has granted refugees the right to benefit from shelter, health, and education services (Güler, 2021). However, due to economic difficulties, some refugee children, forced to work for low wages, have remained outside the education system (Harunoğulları, 2016; Tollefson, 1989). This situation has necessitated the implementation of policy measures in the field of refugee education, which plays a crucial role in the integration of refugees (Sekin & Çakir, 2021). In addition to providing basic needs such as nutrition, shelter, and security to refugees, educational opportunities have also been emphasized (Aydın et al., 2019). However, it has been emphasized that it is important to provide education for school-age refugees in terms of their social integration. (The UN Refugee Agency [UNHCR], 2000).

Problems Encountered in Refugee Education

With the admission of school-age refugees to Turkish state schools, it was initially observed that they experienced language and communication problems (Başar et al., 2018; Delen & Ercoşkun, 2019; Kardeş and Akman, 2018; Kiremit et al., 2018; Şahin and Sümer, 2018; Tösten et al., 2017) and faced difficulties in adaptation (Delen and Ercoşkun, 2019; Toker-Gokçe and Acar, 2018; Uzun and Bütün, 2016). On the other hand, it has been determined that teachers have a positive attitude toward refugees, but they do not see themselves as sufficient in terms of providing inclusive education for these students (Kardeş & Akman, 2018; Kiremit et al., 2018; Sağlam & İlksen-Kanbur, 2017; Şahin & Sümer, 2018). However, it has been found that with the admission of refugees to schools, there were disruptions in educational activities (Kiremit et al., 2018), excessively crowded classrooms were formed (Tösten et al., 2017), and there were deficiencies in infrastructure and equipment in schools (Şahin & Sümer, 2018). Additionally, it has been determined that teachers complain about the indifference of refugee students' parents and the negative impact on the school and classroom climate (Arabacı et al., 2014; Şeker & Aslan, 2015).

When the conducted studies are generally examined, it can be suggested that the underlying issues are actually rooted in language and communication problems. It is believed that teachers' difficulties in communicating with students and parents during the educational process may also cause other problems. When examining the measures taken by the Ministry of National Education [MoNE] regarding the teaching of Turkish, it can be said that the target audience mainly consists of school-age refugees. It has been determined that children tend to learn the language of their host country more quickly than their parents. (Zhou, 2001).

The Education Process in Inclusive and Multicultural Environments

In 2016, MoNE initiated the "Support for the Integration of Refugee Children into the Turkish Education System Project [PIKTES]" with the aim of removing barriers to social integration for refugees, ensuring their right to education, improving language and communication skills, strengthening school infrastructures, and providing equipment support. (MoNE, 2024). The PIKTES project budget was fully covered by the European Union [EU] through direct grants under the "Financial Assistance Program for Refugees in Turkey [FRIT]" agreement. This project has been carried out in 26 provinces, including Mardin, where refugees predominantly reside. (MoNE, 2023). Within the scope of the project, educational materials, stationery, and cleaning supplies have been provided to schools where integration classes have been held. Additionally, independent integration classes have been opened at the 3rd grade level in primary schools, and class teachers and guidance counselors have been assigned to provide primarily Turkish language education and support the social integration of refugee students in these classes. Additionally, the MoNE has organized in-service training seminars for all teachers on the topic of "Education of Refugees in the Context of Inclusive Education". Thus, developing the skills of classroom teachers to effectively conduct educational processes in inclusive and multicultural educational environments. It can be said that teachers play a key role in the social and cultural integration of refugees with other students during the educational process (Hones & Cha, 1999; Trueba et al., 1990). Therefore, it is believed that in addition to teachers' professional competencies toward refugees, their attitudes, concerns, and emotional

perspectives toward these students are also important (Hones, 2002; Lee, 2002; Semerci & Semerci, 2004; Trueba et al., 1990).

Attitude is a type of emotional behavior that affects an individual's emotions, thoughts, and behaviors (Myers, 2010; Receptoğlu, 2013). Therefore, it can be stated that teachers' attitudes affect classroom climate, students' learning processes, social adjustment, and character development (Uluğ et al., 2011). Another emotional behavior tendency is anxiety. Excessively high or low anxiety levels can negatively impact academic success, self-confidence, motivation, and interpersonal relationships. (Layard, 2008). Similarly, Mishra and Yadav (2013) stated that anxiety should be at a normal level because being too high or too low can negatively affect performance. From this perspective, teachers' emotional behaviors during the teaching process and school and classroom communication and interaction can affect students' academic success (Şimşek, 2010).

On the other hand, it has been observed that teachers who are likened to conductors within the classroom (Başar, 2005) have their concerns primarily regarding classroom management (Evertson & Weinstein, 2006; Ingersoll & Smith, 2003; Jones & Jones, 2007; Lampadan, 2014; Vaezi & Fallah, 2011; Wagner, 2009). Teachers' concerns regarding classroom management stem from a lack of subject knowledge, insufficient practical experience, and weak subject matter expertise (Oral, 2012). Therefore, educating refugees, which teachers face as a different and new situation, may affect their levels of classroom management anxiety.

Importance and Original Value of the Study

When examining the literature, studies have shown that the problems faced by educators as a result of admitting refugees to schools (Arslan and Ergül, 2021; Kardeş and Akman, 2018; Sarier, 2020;) primarily include language and communication problems (Başar et al., 2018; Cin, 2018; Delen and Ercoşkun, 2019; Kardeş and Akman, 2018; Levent and Çayak, 2017), and that such a situation brings about social integration and other issues (Akalm, 2016; Memduhoğlu & Kultas, 2022). However, it has been stated that the inability of refugee student parents to speak Turkish negatively affects their children's education (Gözübüyük-Tamer, 2017; Sarıtaş et al., 2016), teachers face difficulties in educating refugees (Aykırı, 2017; Er and Bayındır, 2015), overcrowded classrooms occur (Emin, 2016), and the schools' infrastructure is inadequate (Gencer, 2017; Sakız, 2016).

Based on the conducted studies, it is believed that examining the classroom management concerns and attitudes toward refugees of teachers with refugee students, according to variables such as their professional seniority, the class they teach, class size, the number of refugee students in the class, and their ability to communicate with refugee students and their parents, will add a different dimension and depth to the literature. Additionally, this study is important in determining how the communication factor, which is generally seen as a significant issue in the literature on the education of refugees, affects teachers' classroom management concerns and their positive attitudes toward refugees. However, the study is different from other studies in that it was conducted with a sample of primary school teachers who only had refugee students. On the other hand, the recommendations presented based on the study results will benefit educators in the education of refugees.

In this study, which aims to examine the attitudes of classroom teachers toward refugee students and their levels of classroom management anxiety in Turkish state primary schools in terms of various variables (professional seniority, the grade level they teach, class size, the number of refugee students in the class, and the ability to communicate with refugee students and their parents), the following questions are addressed.

1. What are the levels of concern among classroom teachers regarding classroom management?

2. What are the levels of classroom teachers' attitudes toward refugees?

3. Do the levels of classroom management anxiety of primary school teachers toward refugee students vary according to various variables (professional seniority, the grade level they teach, class size, the number of refugee students in the class, and their ability to communicate with refugee students and their parents)?

4. Do classroom teachers' attitudes toward refugee students vary according to various factors (professional seniority, the grade level they teach, class size, the number of refugee students in the class, their ability to communicate with refugee students and their parents)?

Method

Research Design

In this study, the level of teachers' attitudes toward refugee students and their concerns about classroom management were determined, and whether these two dependent variables differed according to teachers' professional seniority, the grade level they taught, class sizes, the number of refugee students in the class, and their ability to communicate with refugee students and their parents was examined using the descriptive survey model, a quantitative research type. In the survey model, the primary aim is to test hypotheses and determine the views, thoughts, attitudes, and habits of participants on a particular subject. (Christensen et al., 2014; Creswell, 2012; Fraenkel et al., 2012; Gay et al., 2012; McMillan & Schumacher, 2010). Therefore, the descriptive survey model was used in this study to find answers to the problem statements and to determine the attitudes and anxieties of classroom teachers.

Population and Sample

In the 2022-2023 academic year, a sample was formed from 328 classroom teachers determined by criterion sampling, a purposive sampling method, within the universe of classroom teachers working in primary schools in Türkiye, specifically in the Midyat district of Mardin province. In purposive sampling, groups are formed by the researcher from individuals who possess experience and knowledge to answer the research questions (Bernard, 2002). In purposive sampling, the criterion can be any situation related to the subject of the research, but (Grix, 2010) stated that the sample should be rich in terms of providing information (Marshall, 1996). The reason for selecting the district of Midyat in Mardin province as the sample is the high concentration of refugee students in this settlement. Additionally, the sample was limited to primary schools and consisted of teachers who were willing to participate in the study and had refugee students in their classrooms. Demographic information about the participants is presented in Table 1.

Table 1.*Demographic Information About the Participants*

Demographic characteristics	Subcriteria	<i>f</i>	%
Gender	Woman	133	40.5
	Man	195	59.5
Professional seniority	1-4 years	54	16.5
	5-9 years	82	25.0
	10-14 years	73	22.3
	15-19 years	66	20.1
Graduation	20+ years	53	16.2
	Bachelor's	272	82.9
	Postgraduate	56	17.1
The grade level at which they teach	1 st grade	80	24.4
	2 nd grade	80	24.4
	3 rd grade	88	26.8
	4 th grade	80	24.4
Class size	20-24 students	83	25.3
	25-29 students	93	28.4
	30-34 students	101	30.8
	35+ students	51	15.5
	1-2 students	100	30.5
Number of refugee students in the class	3-4 students	93	28.3
	5-6 students	77	23.5
	7+ students	58	17.7
	Yes	184	56.1
Ability to communicate with refugee students	Partially	131	39.9
	No	13	4.0
Ability to communicate with refugee student parents	Yes	132	40.2
	Partially	146	44.5
	No	50	15.2

According to Table 1, when examining the demographic information of the classroom teachers who participated in the study, the number of males (n=195, 59.5%) was higher than the number of females (n=133, 40.5%). It can be said that most classroom teachers have 5-9 years (n=82, 25.0%) and that teachers with 20 years or more of professional seniority are fewer than those with other years (n=53, 16.2%). Additionally, it can be stated that the number of classroom teachers is equal to or very close to each other according to the grade levels they teach. When evaluating class sizes, it can be observed that the number of classes with 35 or more students (n=51, 15.5%) was low, and generally, class sizes ranged between 25 and 35. It is observed that the number of refugee students in the class is mostly between 1 and 4 students (n=193, 58.8%), while a small portion has 7 or more (n=58, 17.7%). The majority of classroom teachers were able to communicate with refugee students, with responses being mostly yes (n=184, 56.1%) and Partially (n=131, 39.9%), while a small number (n=13, 4.0%) answered no regarding their ability to communicate. However, the situation of classroom teachers being able to communicate with the parents of refugee students is mostly Partially (n=146, 44.5%) and yes (n=132, 40.2%), while a small portion responded with no (n=50, 15.2%).

Data Collection Tools

In selecting data collection tools to be used in the study, factors such as currency, citation status, suitability for the study's purpose, and the results of validity and reliability analyses were taken into consideration. Therefore, to determine the classroom management anxieties of classroom teachers, the "Classroom Management Anxiety Scale" was used, and to

determine their attitudes toward refugee students, the “Refugee Student Attitude Scale” was used. The scales are detailed below.

The Classroom Management Anxiety Scale (CMAS)

Developed by Özkul and Dönmez (2019), the scale comprises three dimensions (time management anxiety, motivation anxiety, and communication anxiety) and 23 items. The scale consists of 4 items in the time management anxiety dimension, 8 items in the motivation anxiety dimension, and 11 items in the communication anxiety dimension. The scale is a 5-point Likert type (1=strongly disagree...5=strongly agree). As the scores obtained from the scale increased, teachers’ levels of anxiety regarding classroom management also increased. The reliability values for the three subdimensions of the scale; time management anxiety .79, motivation anxiety .92 and communication anxiety—were calculated as .95. The Cronbach’s alpha coefficient of the items in the scale was found to be .96. The total item correlation coefficients in all dimensions of the scale range between .42 and .80. Based on these data, it can be concluded that the correlation between the scale items was at a good level (Özkul & Dönmez, 2019). In this study, the reliability values of the scale were calculated as .98 overall; in the subdimensions, time management anxiety as .92, motivation anxiety as .96 and communication anxiety as .97.

Refugee Student Attitude Scale (RSAS)

Developed by Sağlam and İlksen-Kanbur (2017), this scale consists of 3 sub-dimensions (communication, adaptation, competence) and 24 items. The load values of the scale are between .45 and .75 for the first, .40 and .79 for the second, and .60 and .83 for the third. The scale is a 4-point Likert-type scale (1=strongly disagree...4=strongly agree). The score obtained from this scale, which does not contain any reverse items, ranges from a minimum of 24 to a maximum of 96. As the scale score increases, the attitude toward refugee students also improves positively. The Cronbach’s alpha reliability coefficient of the scale has been calculated as .91. This value indicates that the items in the scale are consistent with each other (Sağlam & İlksen-Kanbur, 2017). In this study, the reliability coefficients obtained were recalculated, and the overall scale was found to be .92; in the sub-dimensions, communication was .92, adaptation was .87 and competence .80 were calculated. Scales with a reliability coefficient between .60 and .80 are considered quite reliable, whereas scales with a coefficient of .80 and above are accepted as highly reliable scales (Özdamar, 2002). Therefore, these scales were used in the research.

Data Analysis

The researchers actively participated in the collection, analysis, and interpretation of data to ensure the reliability of the study. The researchers determined the teachers’ levels of classroom management anxiety and attitudes toward refugees based on the score ranges obtained from the scales. Accordingly, the 23-item 5-point Likert-type classroom management anxiety scale was divided into 3 categories (23-53=Low; 54-84=Medium; 85-115=High) with a minimum score of 23 and a maximum score of 115. Similarly, the 24-item 4-point Likert-type scale for attitudes toward refugee students was divided into 3 categories (24-47=Negative; 48-72=Moderate; 73-96=Positive), with a minimum score of 24 and a maximum score of 96.

Teachers' levels of classroom management anxiety and their attitudes toward refugee students were evaluated according to the determined score ranges. Additionally, the normality and homogeneity assumptions of the data obtained in this study were analyzed using the SPSS software package. Skewness and kurtosis values are expected to be between -1 and +1, but coefficients between -2 and +2 are also acceptable for meeting the normality assumption (George & Mallery, 2010; Karaath, 2006). It was concluded that the distributions of the variables were normal and that the variances were homogeneous ($p > .05$). The normality results of the data are shown in Table 2, and the results of the Levene test conducted to test the homogeneity of variances are shown in Table 3.

Table 2.

Normality Test Results of the Data Obtained from the Application

	Skewness	Kurtosis
Classroom management anxiety level normality coefficient	-.45	-.71
Refugee student attitude level normality coefficient	-.13	-.12

Table 3.

Results of the Levene Test on Classroom Teachers' Attitudes toward Refugee Students and Their Classroom Management Anxiety Levels

Variables under examination	Levene's statistic	df1	df2	p
Classroom management concerns according to professional grade level	3.91	4	323	.00*
Attitudes toward refugee students according to professional level	.41	4	323	.80
Classroom management concerns according to grade level	1.09	3	324	.36
Attitudes toward refugees according to grade level	.97	3	324	.40
Classroom management concerns according to class size	1.30	4	323	.27
Attitudes toward refugees according to class size	1.92	4	323	.11
Classroom management concerns according to the number of refugee students in the class	.29	3	324	.83
Attitudes toward refugee students according to the number of refugee students in the class	2.30	3	324	.08
The classroom management concern levels of classroom teachers according to their ability to communicate with refugee students in the class	.82	2	325	.44
Attitude levels of classroom teachers toward refugee students according to their ability to communicate with refugee students	.10	2	325	.90
The teachers' level of classroom management concern according to their ability to communicate with the parents of refugee students	1.20	2	325	.30
Attitude levels of teachers toward refugee students according to their ability to communicate with parents of refugee students.	.88	2	325	.42

When Table 2 is examined, it is observed that the skewness and kurtosis coefficients of the class management anxiety levels and attitudes toward refugee students of the classroom teachers from whom data were collected in the study are between +1 and 1. On the other hand, when Table 3 is examined, it is determined that the Levene's test statistics for the variables studied in the research are not significant, and the variances are equal ($p > .05$). The Levene statistic for the anxiety levels of classroom teachers according to their professional seniority was significant ($p < .05$), indicating that the equality of variances was not met. However, when examining the skewness (-.45) and kurtosis (-.71) values, it was observed that the values were between +1 and 1, indicating that the data were normally distributed.

To determine classroom teachers' levels of classroom management anxiety and their attitudes toward refugee students, descriptive statistical analysis was conducted. Then, to

determine whether classroom teachers' levels of classroom management anxiety and their attitudes toward refugee students differed according to various variables, one-way ANOVA analyses were conducted. In cases in which a significant difference was detected according to the ANOVA test, the LSD test, a type of post-hoc test, was conducted to determine which groups differed. In the selection of the post hoc test, since the sample size and number of groups should be taken into account (Sincich, 2003), the LSD test (Miller, 1969), which does not require equal sample sizes in the groups, was used instead of the Tukey test (Tukey, 1949), which requires equal sample sizes in the groups, and effect size values were provided. Additionally, due to the equal variances being met ($p > .05$), the differing sample sizes in the groups, and the number of groups not exceeding 3 (Efe et al., 2000), the LSD test was preferred among the multiple comparison tests. The eta squared effect size is interpreted as .01 small, .06 medium, and .14 large effect. (Ellis, 2010). For all analyses, the level of statistical significance was set to .05.

Validity and Reliability

The roles of the researchers were specified to strengthen internal validity. The explanation of the data collection and analysis process (McMillan and Schumacher, 2010), the selection process of the study sample, the explanation of its characteristics, and the justification of the study method (Merriam, 1998) supported the validity of the research. The reliability of the study was ensured by obtaining expert opinions at every stage of the research (Best and Khan, 2003) and by meticulously checking the data by the researchers (Bogdan & Biklen, 2007). Additionally, detailed information was provided to strengthen the external validity of the research, ensuring that it could be more clearly understood by readers.

Ethical Permits of Research:

In this study, all the rules specified to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were complied with. None of the actions specified under the heading "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, have been taken.

Ethics Committee Permission Information:

Name of the committee that made the ethical evaluation= Atatürk University Rectorate-Social and Human Sciences Ethics Committee Presidency

Date of ethical review decision= 06.12.2022

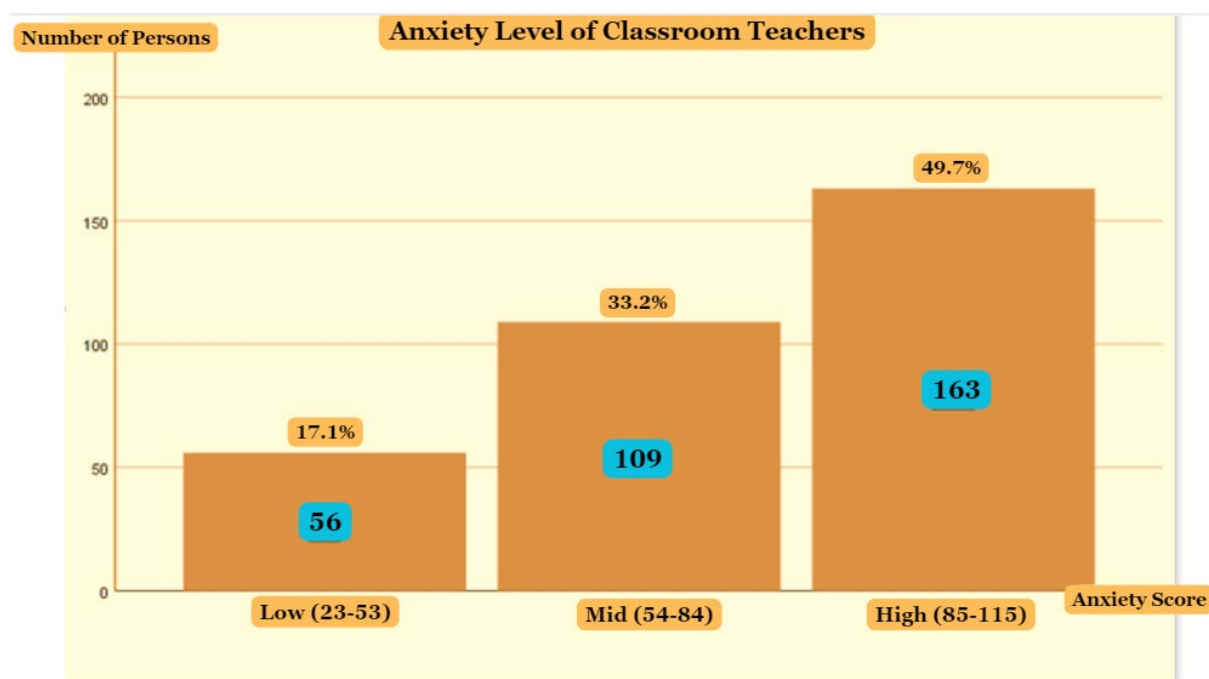
Ethics assessment document issue number= E-56785782-050.02.04-2200404813

Findings

The first subproblem of the research is the question, "What is the level of anxiety of classroom teachers regarding classroom management?" The anxiety levels of classroom teachers in relation to classroom management were evaluated according to the score ranges determined by the researchers. Considering the scale scores, the researchers determined the levels of classroom management anxiety of classroom teachers as low (23-53), medium (54-84), and high (85-115). The levels of classroom management anxiety among the teachers are shown in Graph 1.

Graph 1.

Classroom Management Anxiety Levels of Classroom Teachers



According to Graph 1, the average scores of classroom teachers' classroom management anxiety levels were mostly in the range of 85-115. It was determined that approximately half of the classroom teachers (49.7%, n=163) have a high level of classroom management anxiety. However, it can be said that those with medium level classroom management anxiety (33.2%, n=109) are more than those with low level (17.1%, n=56). The average scores of the subdimensions of classroom teachers' classroom management anxiety levels are presented in Table 4.

Table 4.

Classroom Management Anxiety Levels of Primary School Teachers According to Sub-Dimensions

Subdimensions of classroom management anxiety	n	M	df	Skewness	Kurtosis
1 st subdimension: communication	328	3.39	1.26	-.39	-1.01
2 nd subdimension: motivation	328	3.58	1.12	-.54	-.56
3 rd subdimension: time	328	3.44	1.16	-.35	-.81
Scale total	328	3.46	1.11	-.45	-.71

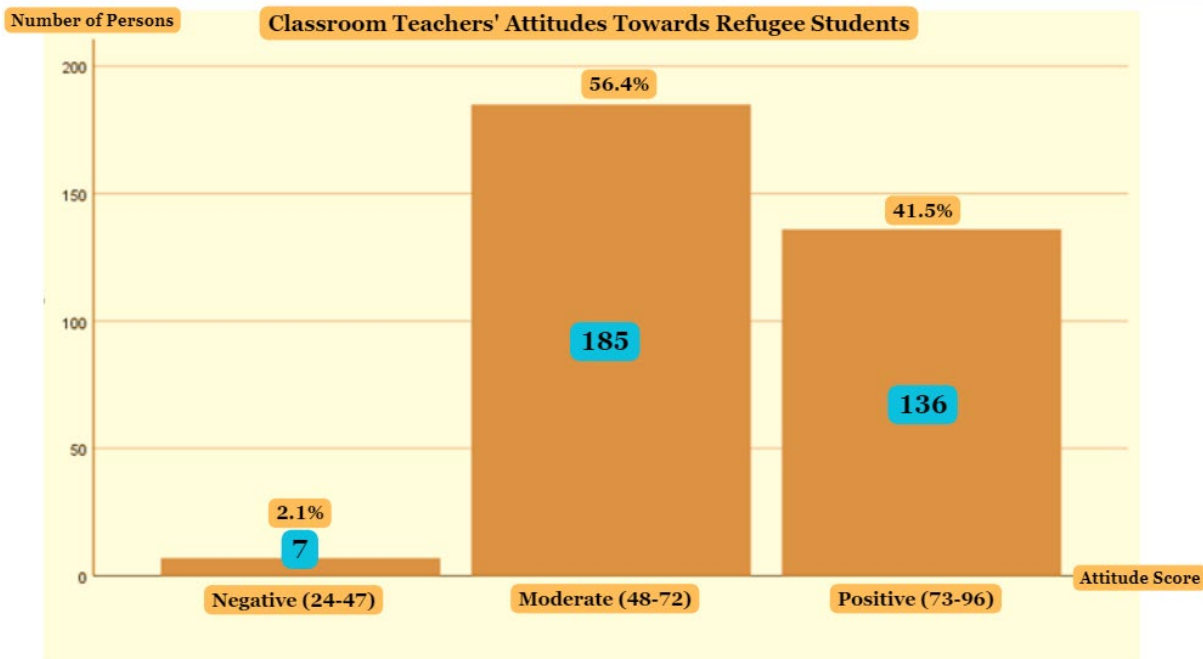
When Table 4 is examined, it is observed that the primary school teachers' levels of anxiety regarding classroom management are 3.39 in the communication dimension; 3.58 in the motivation dimension; 3.44 in the time dimension, and 3.46 in the overall scale. Therefore, it can be said that the classroom teachers' anxiety levels regarding classroom management are at a medium level in the communication dimension and at a high level in the motivation and time dimensions as well as in the overall scale (1.00-1.80=Very low, 1.81-2.60=Low, 2.61-3.40=Medium, 3.41-4.20=High, 4.21-5.00=Very high).

The second subproblem of the research is the question, "What is the level of classroom teachers' attitudes toward refugee students?" The attitudes of classroom teachers toward refugees were evaluated according to the score ranges determined by the researchers. Considering the scale scoring, the researchers determined the attitudes of classroom teachers

toward refugee students as negative (24-47), medium (48-72), and positive (73-96) levels. The attitudes of the classroom teachers toward the refugees are shown in Graph 2.

Graph 2.

Class Teachers' Attitudes toward Refugee Students



When examining Graph 2, it is observed that more than half of the classroom teachers (56.4%, n=185) have an average level of attitudes toward refugees. However, the number of teachers with a positive attitude toward refugee students (41.5%, n=136) was greater than the number of teachers with a negative attitude (2.1%, n=7). Data on the subdimensions of classroom teachers' attitudes toward refugees are presented in Table 5.

Table 5.

Classroom Teachers' Attitudes toward Refugee Students According to Sub-Dimensions

Subdimensions of Attitudes toward Refugee Students	n	M	df	Skewness	Kurtosis
1 st subdimension: communication	328	3.20	.59	-.45	-.28
2 nd subdimension: adaptation	328	2.69	.59	.20	-.32
3 rd subdimension: competence	328	2.76	.71	.10	-.72
Scale total	328	2.93	.53	-.13	-.12

When Table 5 is examined, it is seen that the attitude levels of classroom teachers toward refugees are 3.20 in the communication dimension; 2.69 in the adaptation dimension; 2.76 in the competence dimension, and 2.93 in the overall scale. Therefore, it can be said that the attitudes of classroom teachers toward refugee students are at a positive level in the sub-dimensions of communication adaptation, and competence as well as in the overall scale (1.00-1.74= Negative, 1.75-2.49= Moderate; 2.50-3.24= Positive; 3.25-4.00= Very Positive).

The third subproblem of the research is formed by the question: “Do the anxiety levels of classroom teachers toward refugee students differ according to various variables (professional seniority, the grade level they teach, class size, the number of refugee students in the class, the level of communication with refugee students, and the level of communication

with refugee students' parents)?” The anxiety levels of teachers in relation to classroom management according to professional seniority are presented in Table 6.

Table 6.

The Levels of Classroom Management Anxiety among Primary School Teachers According to Their Professional Seniority

	Sum of squares	df	Mean square	F	p
Between groups	5.288	4	1.322	1.078	.367
Within groups	396.246	323	1.227		
Total	401.535	327			

When Table 6 is examined, it is observed that the anxiety levels of teachers with 1-4 years of seniority are 3.64, those with 5-9 years are 3.56, and those with 10-14 years are 3.43. Additionally, the anxiety levels of teachers with 15-19 years and 20 years and above were 3.42 and 3.24, respectively. According to the results of the ANOVA, no statistically significant difference was found between the groups ($F_{(4-323)}=1.078$; $p>.05$). The levels of classroom management anxiety of the teachers according to the grade level they taught are presented in Table 7.

Table 7.

The Levels of Classroom Management Anxiety of Classroom Teachers According to Grade Level

	Sum of squares	df	Mean square	F	p
Between groups	3.968	3	1.323	1.078	.359
Within groups	397.566	324	1.227		
Total	401.535	327			

When Table 7 is examined, it is observed that the classroom management anxiety levels of first-grade teachers were 3.31, second-grade teachers were 3.53, third-grade teachers were 3.59, and fourth-grade teachers were 3.42. According to the results of the ANOVA, no significant difference was observed between the groups ($F_{(3-324)}=1.078$; $p>.05$). It can be said that the highest average anxiety level belongs to third grade teachers, while the lowest average anxiety level belongs to first grade teachers. The anxiety levels of the teachers in relation to classroom management according to class size are presented in Table 8.

Table 8.

Class Teachers' Levels of Classroom Management Anxiety According to Class Sizes

	Sum of squares	df	Mean square	F	p
Between groups	3.561	3	1.187	.966	.409
Within groups	397.974	324	1.228		
Total	401.535	327			

When Table 8 is examined, it is observed that the anxiety levels of teachers with class sizes of 20-24 students are 3.59, those with 25-29 students are 3.52, and those with 30-34 students are 3.40. Additionally, the anxiety levels of teachers with class sizes of 35 and above were determined to be 3.29. According to the results of the ANOVA, no significant difference was observed between the groups ($F_{(3-324)}=.966$; $p>.05$). The levels of classroom management anxiety of the teachers according to the number of refugee students in the class are presented in Table 9.

Table 9.

Levels of Classroom Management Anxiety among Class Teachers According to the Number of Refugee Students in the Class

	Sum of squares	df	Mean square	F	p
Between groups	5.685	3	1.895	1.551	.201
Within groups	395.850	324	1.222		
Total	401.535	327			

When Table 9 is examined, it is observed that the class management anxiety levels of teachers with 1-2 refugee students in the class are 3.45, those with 3-4 students are 3.31, those with 5-6 students are 3.60, and those with 7 or more students are 3.57. According to the results of the ANOVA, no significant difference was observed between the groups ($F_{(3-324)}=1.551$; $p>.05$). The levels of classroom management anxiety of teachers according to their ability to communicate with refugee students in the classroom are presented in Table 10.

Table 10.

Levels of Classroom Management Anxiety among Class Teachers According to Their Ability to Communicate with Refugee Students in the Classroom

	Sum of squares	df	Mean square	F	p
Between groups	2.424	2	1.212	.987	.374
Within groups	399.111	325	1.228		
Total	401.535	327			

When Table 10 is examined, it is observed that the classroom management anxiety of teachers who can communicate with refugee students is at a level of 3.54, those who can partially communicate is at 3.36, and those who cannot communicate is at 3.49. According to the results of the ANOVA, no significant difference was observed between the groups ($F_{(2-325)}=.987$; $p>.05$). The levels of classroom management anxiety among the teachers according to their ability to communicate with the parents of the refugee students are presented in Table 11.

Table 11.

Teachers' Levels of Classroom Management Anxiety according to Students' Ability to Communicate with Parents of Refugee Students

	Sum of squares	df	Mean square	F	p
Between groups	2.789	2	1.395	1.137	.322
Within groups	398.746	325	1.227		
Total	401.535	327			

When Table 11 is examined, it is observed that the classroom management anxiety of teachers who can communicate with the parents of refugee students is at a level of 3.54, those who can partially communicate is at 3.36, and those who cannot communicate is at 3.57. According to the results of the ANOVA, no significant difference was observed between the groups ($F_{(2-325)}=1.137$; $p>.05$).

The fourth subproblem of the research is formed by the question, "Do the anxiety levels of classroom teachers toward refugee students differ according to various variables (professional seniority, the grade level they teach, class size, the number of refugee students in the class, the level of communication with refugee students, and the level of communication with refugee students' parents)?" The teachers' attitudes toward refugee students according to professional seniority are presented in Table 12.

Table 12.*Attitudes toward Refugee Students According to Professional Seniority*

	Sum of squares	df	Mean square	F	p.
Between groups	.794	4	.199	.702	.591
Within groups	91.387	323	.283		
Total	92.181	327			

When Table 12 is examined, it is seen that the attitude levels of teachers with 1-4 years of seniority are 2.86, those with 5-9 years are 2.91, and those with 10-14 years are 2.92. Additionally, the attitude levels of teachers with 15-19 years and 20+ years of experience are 2.98 and 2.93, respectively. According to the results of the ANOVA, no significant difference was observed between the groups ($F_{(4-323)}=.702$; $p>.05$). The attitude levels of classroom teachers toward refugees, according to the grade level they teach, are presented in Table 13.

Table 13.*Attitude Levels of Classroom Teachers' Approaches to Refugee Students According to Grade Levels They Teach*

	Sum of squares	df	Mean square	F	p
Between groups	1.270	3	.423	1.509	.212
Within groups	90.911	324	.281		
Total	92.181	327			

When Table 13 is examined, it is seen that the attitudes of first-grade teachers toward refugees are 2.88, second-grade teachers 2.89, third-grade teachers 3.04, and fourth-grade teachers 2.92. According to the results of the ANOVA, no significant difference was observed between the groups ($F_{(3-324)}=1.51$; $p>.05$). It can be said that the highest average attitude level belongs to third-grade teachers, while the lowest average belongs to first-grade teachers. The levels of teachers' attitudes toward refugee students according to class size are presented in Table 14.

Table 14.*Attitudes of Classroom Teachers toward Refugee Students According to Class Size*

	Sum of squares	df	Mean square	F	p
Between groups	1.304	3	.435	1.549	.202
Within groups	90.877	324	.280		
Total	92.181	327			

When Table 14 is examined, it is observed that the attitude levels of teachers with class sizes of 20-24 students are 2.99, those with 25-29 students are 2.99, and those with 30-34 students are 2.90. Additionally, the attitude levels of teachers with class sizes of 35 or more were determined to be 2.82. According to the results of the ANOVA, no significant difference was observed between the groups ($F_{(3-324)}=1.55$; $p>.05$). The levels of teachers' attitudes toward refugee students according to the number of refugee students in the class are presented in Table 15.

Table 15.*Attitude Levels of Classroom Teachers toward Refugee Students According to Class Number of Refugee Students*

	Sum of squares	df	Mean square	F	p
Between groups	.048	3	.016	.056	.982
Within groups	92.133	324	.284		
Total	92.181	327			

When Table 15 is examined, it is observed that the attitude levels of teachers toward refugees are 2.99 for those with 1-2 refugee students in the class, 2.88 for those with 3-4 refugee students, 2.93 for those with 5-6 refugee students, and 2.93 for those with 7 or more refugee students. According to the results of the ANOVA, no significant difference was observed between the groups ($F_{(3-324)}=.056$; $p>.05$). The levels of teachers' attitudes toward refugee students in the classroom, based on their ability to communicate with them, are presented in Table 16.

Table 16.

Attitude Levels of Classroom Teachers' Approaches to Refugee Students Based on Their Ability to Communicate with Refugee Students in the Classroom

	Sum of squares	df	Mean square	F	p	Significant difference
Between groups	19.721	2	9.860	44.226	.000	Yes> Partially
Within groups	72.460	325	.223			Yes>No
Total	92.181	327				Partially >No

When Table 16 is examined, it is observed that the positive attitudes of teachers who can communicate with refugee students in the classroom are at a level of 3.15, those who can partially communicate are at 2.69, and those who cannot communicate are at 2.40. According to the results of the ANOVA, a significant difference was observed between the groups ($F_{(2-325)}=44.23$; $p<.05$). To determine which groups differ from each other, the LSD test from the post hoc multiple comparison tests was conducted. According to this test, the positive attitudes of teachers who can communicate with refugee students in the classroom ($3.15\pm.48$) were found to be different and higher than the positive attitudes of teachers who can partially communicate ($2.69\pm.45$) and those who cannot communicate ($2.40\pm.55$). Additionally, the positive attitudes of those who could partially communicate with refugee students ($2.69\pm.45$) were different from and higher than those who could not communicate ($2.40\pm.55$). The eta squared effect size. It was found to be .214 and showed that teachers' ability to communicate with refugee students has a large impact on their positive attitudes toward these students.

The levels of teachers' attitudes toward refugee students, based on their ability to communicate with the parents of the refugees, are presented in Table 17.

Table 17.

Attitude Levels of Teachers Toward Refugee Students Based on Their Ability to Communicate with Parents of Refugee Students

	Sum of Squares	df	Mean Square	F	p	Significant difference
Between groups	14.348	2	7.174	29.955	.000	Yes> Partially
Within groups	77.833	325	.239			Yes>No
Total	92.181	327				

When Table 17 is examined, it is observed that the attitude levels of teachers who can communicate with the parents of refugee students are 3.19, those who can partially communicate are 2.76, and those who cannot communicate are 2.78. According to the results of the ANOVA, a significant difference was observed between the groups ($F_{(2-325)}=29.96$; $p<.05$). To determine which groups differ from each other, the LSD test from the Post hoc tests was used. It was observed that the positive attitudes of teachers who could communicate with refugee student parents ($3.19\pm.46$) were different and higher than those who could partially

communicate ($2.76 \pm .50$) and those who could not communicate ($2.78 \pm .55$). (Tablo 19). The eta squared effect size of. Having a value of 156 indicating that teachers' ability to communicate with refugee student parents has a large impact on their attitudes toward refugee students.

Discussion and Conclusion

The study concluded that primary school teachers' classroom management anxieties were at a high level. This result supports studies that identified teachers' anxiety regarding classroom management (Cook, 2001; Çınar & Tutkun, 2022; Gezen, 2021; Heflin & Bullock, 1999; Özkul, 2021; Sağır & Kökocak, 2023). Teachers' classroom management anxieties are particularly influenced by time and communication skills (Cüceloğlu, 2009; Taşğın, 2006). On the other hand, studies have also found that low levels of teachers' classroom management anxiety (Önder & Önder-Öz, 2018; Sadık & Nasırcı, 2019). It is believed that the differences in the results of studies conducted on teachers' classroom management anxiety levels in this way are related to factors such as the sample on which the study was conducted, the educational level, and the qualifications of the teachers.

It was concluded that there is no difference in the classroom management anxiety levels of classroom teachers based on their professional seniority, the grade level they teach, class sizes, the number of refugee students in the class, and their ability to communicate with refugee students and their parents. Additionally, this study determined that as teachers' professional seniority increases, their levels of classroom management anxiety decrease. According to this result, experienced teachers have lower levels of classroom management anxiety. (Lampadan, 2014; Oral, 2012). Additionally, Çar (2021) stated that there is no significant difference between teachers' professional seniority and their levels of classroom management anxiety; whereas Sağır and Kökocak (2023) identified a significant and inverse relationship between these two variables. The study concluded that the classroom management anxieties of classroom teachers did not vary according to class size, whereas Çınar and Tutkun (2022) determined that there was a significant difference between these two variables. Additionally, another study found that as class size decreased, teachers' levels of classroom management anxiety also decreased (Yalçınkaya & Tonbul, 2002).

In the study, although teachers' classroom management anxieties did not differ based on their ability to communicate with refugee students and their parents, it was noted that teachers' ability to communicate with students and parents had an impact on their classroom management anxieties (Cüceloğlu, 2009). On the other hand, it was determined that teachers who teach intermediate grades have higher classroom management anxieties than those who teach first grade. It is believed that this is related to the fact that the reading and writing levels of the students in the first-grade teachers' classes were similar. In intermediate grades, equivalency procedures or students transferring from other schools with different academic levels can lead to unforeseen problems in classroom management and cause teachers to be concerned (Önder & Önder-Öz, 2018).

Although no significant difference is observed between the number of refugee students in the class and the teachers' concerns about classroom management, it can be said that the group of teachers with the highest anxiety level consists of those who have 5-6 refugee students

in their class. Considering that adaptation classes consist of at least 10 students, classes with several refugees are considered adaptation classes. It is believed that teachers' concerns about classroom management decrease due to factors such as the students in the adaptation classes consisting only of refugees showing similarities academically and socially, and the teachers assigned to these classes under the project being experienced in educating refugees.

The attitudes of classroom teachers toward refugee students are at a positive level. This result is consistent with the findings of other studies in the literature (Akman, 2020; Çiftçi et al., 2019; Göçer et al., 2020; Gülüm & Akçalı, 2017; Kuzu & Deniz, 2019; Keskin & Okçu, 2021; Köse et al., 2019; Vangölü, 2022). Additionally, it has been concluded that teachers' attitudes toward refugee students do not vary according to the variables of professional seniority, the grade level they teach, class sizes, and the number of refugee students in the class. This situation parallels the findings of studies that have indicated that teachers' attitudes toward refugee students do not vary according to professional seniority (Çiftçi et al., 2019; Vangölü, 2022) or the presence of refugee students in the classroom (Vangölü, 2022).

On the other hand, the study found that as teachers' professional seniority increased, their positive attitudes toward refugee students also increased. Therefore, experienced teachers exhibit a more positive attitude toward refugee students. Additionally, as class sizes increased, teachers' positive attitudes toward refugee students decreased. This situation can be explained by the fact that teachers' attitudes toward refugees are negatively affected because they need to spend more time with students in crowded classrooms.

When the teachers' positive attitudes toward refugee students were examined according to the grade level they taught, it was determined that the positive attitudes were highest in the third grade and lowest in the first grade. The high attitudes of third-grade teachers can be explained by the presence of adaptation classes. Independent adaptation classes are held at the third grade level in primary schools, and refugee students in third grade with weak reading and writing skills are placed in these classes. Therefore, it is believed that as a result of these refugee students with weak language skills being placed in independent adaptation classes, teachers who teach third-grade classes exhibit a positive attitude toward refugee students. The low level of positive attitudes exhibited by first-grade teachers can be explained by the fact that refugee students lead to overcrowded class sizes and the likelihood of having many indifferent refugee parents with poor communication skills.

However, it has been determined that teachers' positive attitudes toward refugee students vary depending on their ability to communicate with both the refugee students and their parents. It has been observed that this difference is in favor of teachers who can communicate with refugee students and their parents. Therefore, it is believed that language and communication can be effective in developing a positive attitude toward refugees.

Recommendations

In general, it is believed that having a positive school and classroom climate, as well as favorable teacher attitudes and organizing joint social activities with refugees, can make the adaptation process easier and faster for refugee students who struggle due to communication and cultural differences. Therefore, important steps can be taken, such as developing the

empathetic skills of teachers and students, organizing joint activities with refugees, conducting parent visits, and reinforcing feelings of cooperation and solidarity. Therefore, the coordinated work of classroom teachers, school administrators, and guidance services can yield more effective results. On the other hand, face-to-face or online training can reduce teachers' classroom management concerns. Additionally, the program content can be updated to provide effective classroom management skills and experience in inclusive and multicultural educational environments during undergraduate education. However, to reduce teachers' concerns about classroom management and to foster a positive attitude toward refugees, it is recommended that strong teacher-student-parent relationships be maintained and communication channels kept open. In this context, schools and public education centers can provide Turkish courses to parents of refugees. For education administrators, when placing refugee students who have transferred through equivalency or other means into classes, it is important to consider both the overall class size and the number of refugee students in the branches. Refugee students with low academic achievement and weak communication skills should be educated in adaptation classes until they reach a certain level, after which they can be placed in regular classes. Ensuring that class sizes do not become overcrowded and evenly distributing refugee students across classes can positively reflect teachers' attitudes toward refugees and their classroom management concerns.

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BIOGRAPHICAL NOTES

Contribution Rate of Researchers

Author 1: 50%

Author 2: 50%

Conflict Statement

There is no conflict of interest that the authors will declare in the research.

Sınıf Öğretmenlerinin Sınıf Yönetimi Kaygı Düzeyleri ve Mülteci Öğrencilere Yönelik Tutumlarının İncelenmesi



Özet

Bu çalışmada, Mardin ili Midyat ilçesindeki 328 sınıf öğretmenin sınıf yönetimi kaygıları ve mülteci öğrencilere ilişkin tutumları çeşitli değişkenlere göre incelenmiştir. Nicel desenlerden betimsel tarama kullanılmıştır. Veriler, “Sınıf Yönetimi Kaygısı Ölçeği” ve “Mülteci Öğrenci Tutum Ölçeği” ile toplanmıştır. Çalışmada, öğretmenlerin sınıf yönetimi kaygılarının yüksek; mülteci öğrencilere yönelik tutumlarının olumlu olduğu görülmüştür. Öğretmenlerin sınıf yönetimi kaygılarının; mesleki kıdem, okuttukları sınıf, sınıf mevcudu, mülteci öğrenci sayısı, mülteci öğrenciler ve velileri ile iletişim kurabilme değişkenlerine göre farklılaşmamıştır. Ancak, öğretmenlerin kıdemi arttıkça sınıf yönetimi kaygılarının azaldığı; ara sınıf okutanların birinci sınıf okutanlardan daha çok kaygılı olduğu görülmüştür. Öte yandan öğretmenlerin mülteci öğrencilere yönelik olumlu tutumlarının; mesleki kıdem, okuttukları sınıf, sınıf mevcudu ve mülteci öğrenci sayısına göre farklılaşmamıştır. Ancak, öğretmenlerin kıdemi arttıkça ve sınıf mevcudları azaldıkça mültecilere yönelik olumlu tutumları artmıştır. Ayrıca, öğretmenlerin mülteci öğrencilere yönelik olumlu tutumlarının mülteci öğrenciler ve velileriyle iletişim kurabilenlerin lehine farklılaşmıştır. Bu bulgulara dayalı olarak öğretmenlere farklılaştırılmış ortamlarda kapsayıcı ve çokkültürlü eğitim ile etkili sınıf yönetimi ve iletişim becerilerinin kazandırılması, mültecilere Türkçe öğretilmesi, dil eğitiminden sonra şubelere eşit dağıtılması önerilmiştir.

Anahtar Kelimeler: Mülteci öğrenci, sınıf yönetimi, kaygı, tutum.

Giriş

İnsanlık tarihi boyunca sürekli yaşanan göç hareketleri (Goularas ve Sunata, 2015) kontrol edilemediğinde, ev sahibi ülkenin güvenlik direncini zayıflatıp iç istikrarının bozulmasına (Berti, 2015) ve karmaşık bir kültürle karşılaşan mültecilerin ayrıca olumsuz tutumları aşmak zorunda kalmalarına neden olmuştur (Olsen, 2000). Nitekim 2011 yılında Suriye’de ortaya çıkan iç karışıklık sonucunda aralarında travma yaşayan çocukların da bulunduğu (Boyden vd., 2002) Suriyeli mülteciler, stratejik konum olarak ulaşımı kolay olan (Ünal, 2014) ve Açık Kapı Politikası izleyen Türkiye’ye (Ihlamur-Öner, 2014) sığınmışlardır. Türkiye, yaşanan bu göç hareketi sonucunda mültecilere barınma, sağlık ve eğitim hizmetlerinden yararlanma hakkı sunmuştur (Güler, 2021).

Mültecilerin Eğitiminde Karşılaşılan Sorunlar

Eğitim çağındaki mültecilerin Türk devlet okullarına alınması ile birlikte; dil ve iletişim sorunları (Delen ve Ercoşkun, 2019) ve uyum sıkıntıları çektikleri (Uzun ve Bütün, 2016) görülmüştür. Öte yandan öğretmenlerin mülteci öğrencilere yönelik tutumlarının olumlu olduğu fakat mültecilerin eğitimi konusunda kendilerini yeterli görmedikleri belirlenmiştir (Kardeş & Akman, 2018). Bununla birlikte eğitim faaliyetlerinde aksamalar yaşandığı (Kiremit vd., 2018), kalabalık sınıfların oluştuğu (Tösten vd., 2017) ve altyapı yetersizliklerinin meydana geldiği (Şahin ve Sümer, 2018) görülmüştür. Ayrıca öğretmenlerin, mülteci velilerinin ilgisizliğinden, okul ve sınıf ikliminin olumsuz etkilenmesinden şikâyetçi oldukları

belirlenmiştir (Şeker & Aslan, 2015). Sonuç olarak ortaya çıkan sorunların temelinde dil ve iletişim problemlerinin yer aldığı ileri sürülebilir.

Çokkültürlü Ortamlarda Eğitim Süreci

Mültecilerin sosyal uyumlarının desteklenmesi, dil ve iletişim becerilerinin geliştirilmesi amacıyla 2016 yılında Avrupa Birliği [AB] ile Millî Eğitim Bakanlığı [MEB] tarafından “Mülteci Çocukların Türk Eğitim Sistemine Entegrasyonunun Desteklenmesi Projesi [PIKTES]” başlatılmıştır (MEB, 2024). Bu proje, aralarında Mardin ilinin de olduğu ve mültecilerin yoğun olarak yaşadığı 26 ilde sürdürülmüştür. Proje kapsamında ilkokulların 3. sınıf düzeyinde müstakil uyum sınıfları açılmış ve öğretmenler görevlendirilmiştir. Ayrıca MEB, tüm öğretmenlere yönelik kapsayıcı eğitim bağlamında mültecilerin eğitimi konulu hizmet içi eğitim seminerleri düzenlemiştir. Çünkü eğitim sürecinde mültecilerin sosyal ve kültürel anlamda diğer öğrencilerle kaynaşmalarında öğretmenlerin kilit bir role sahip olan öğretmenlerin (Hones ve Cha, 1999), mesleki yeterliklerinin yanı sıra bu öğrencilere karşı tutumları, kaygıları ve tüm duygusal bakış açılarının da önemli olduğu düşünülmektedir (Lee, 2002).

Öte yandan sınıf içerisinde bir orkestra şefine benzetilen öğretmenlerin (Başar, 2005) kaygılarının en çok sınıf yönetimi açısından olduğu görülmüştür (Lampadan, 2014). Öğretmenlerin, sınıf yönetimi açısından kaygılanmaları, bu konudaki bilgi eksikliği, uygulamadaki deneyim yetersizliği ve alan bilgilerinin zayıf olmasından kaynaklandığı söylenebilir (Oral, 2012). Dolayısıyla öğretmenlerin farklı ve yeni bir durum olarak karşı karşıya kaldıkları mültecilerin eğitimi konusu onların sınıf yönetimi kaygı düzeylerini etkileyebilir.

Çalışmanın Önemi ve Özgün Değeri

Alan yazında öğretmenlerin mültecilerin eğitiminde karşılaştıkları sorunların incelendiği (Sarier, 2020), bu sorunların başında dil ve iletişim problemlerinin geldiği (Cin, 2018) ve böyle bir durumun sosyal uyum ve diğer sorunları beraberinde getirdiği (Memduhoğlu ve Kultas, 2022) yapılan çalışmalardan anlaşılmıştır. Bununla birlikte mülteci öğrenci velilerinin Türkçe bilmemesi çocuklarının eğitimine olumsuz etki ettiği (Gözübüyük-Tamer, 2017), mültecilerin eğitimi konusunda öğretmenlerin zorlandığı (Aykırı, 2017), kalabalık sınıfların meydana geldiği (Emin, 2016) ve okulların altyapılarının yetersiz kaldığı (Sakız, 2016) belirtilmiştir. Dolayısıyla çalışmanın alan yazında mültecilerle ilgili yapılan çalışmalarda önemli bir sorun olarak görülen iletişim faktörünün, öğretmenlerin sınıf yönetimi kaygılarını ve mültecilere yönelik olumlu tutumlarını nasıl etkileyeceğinin belirlenmesi açısından önemli olduğu ve farklı bir boyut kazandıracağı düşünülmektedir. Ayrıca çalışma sonuçlarına yönelik sunulan önerilerin eğitimcilere, mültecilerin eğitimi konusunda fayda sağlayacağı düşünülmektedir.

Bu çalışmada aşağıdaki sorulara yanıt aranmıştır. Sınıf öğretmenlerinin;

1. Sınıf yönetimi açısından kaygıları ne düzeydedir?
2. Mülteci öğrencilere yönelik tutumları ne düzeydedir?

3. Mülteci öğrencilere yönelik sınıf yönetimi kaygı düzeyleri çeşitli değişkenlere göre farklılık göstermekte midir?

4. Mülteci öğrencilere yönelik tutumları çeşitli değişkenlere farklılık göstermekte midir?

Yöntem

Araştırma Deseni

Çalışmada nicel araştırma türlerinden biri olan betimsel tarama (survey) modeli kullanılmıştır. Tarama modelinde daha çok hipotezlerin test edilmesi ve katılımcıların bir konudaki görüş, düşünce, tutum ve alışkanlıklarının belirlenmesi amaçlanmaktadır (Christensen vd., 2014). Dolayısıyla bu çalışmanın problem cümlelerine cevap bulmak, sınıf öğretmenlerinin tutum ve kaygılarını belirlemek amacıyla betimsel tarama modeli kullanılmıştır.

Evren ve Örneklem

Örneklem, 2022-2023 eğitim-öğretim yılında mültecilerin yoğun olduğu Mardin ili Midyat ilçesinde amaçlı örnekleme yöntemlerinden ölçüt örnekleme ile belirlenen 328 sınıf öğretmeninden oluşturulmuştur.

Veri Toplama Araçları

Çalışmada sınıf öğretmenlerinin sınıf yönetimi kaygılarını belirleyebilmek için “Sınıf Yönetimi Kaygısı Ölçeği”, mülteci öğrencilere yönelik tutumlarını belirleyebilmek için ise “Mülteci Öğrenci Tutum Ölçeği” kullanılmıştır. Ölçeklerle ilgili detaylı bilgiler aşağıda gösterilmiştir.

Sınıf Yönetimi Kaygısı Ölçeği (SYKÖ)

Özkul ve Dönmez (2019) tarafından geliştirilen ölçek, üç boyuttan (zaman yönetimi kaygısı, motivasyon kaygısı ve iletişim kaygısı) ve 23 maddeden oluşmaktadır. Ölçek, 5’li likert tipi bir ölçektir. Ölçekten alınan puanlar arttıkça öğretmenlerin sınıf yönetimi kaygı düzeyleri artmaktadır. Bu çalışmada ölçeğin güvenilirlik değerleri, ölçek genelinde .98; alt boyutlarda ise zaman yönetimi kaygısı .92, motivasyon kaygısı .96 ve iletişim kaygısı .97 olarak hesaplanmıştır.

Mülteci Öğrenci Tutum Ölçeği (MÖTÖ)

Sağlam ve İlksen-Kanbur (2017) tarafından geliştirilen bu ölçek, 3 alt boyut (iletişim, uyum, yeterlik) ve 24 maddeden oluşmaktadır. Ölçek, 4’lü likert tipi bir ölçektir. Ters maddenin bulunmadığı bu ölçekten alınabilecek puan minimum 24, maksimum 96 puandır. Ölçek puanı arttıkça mülteci öğrencilere yönelik tutum da olumlu yönde artmaktadır. Bu çalışmadaki güvenilirlik katsayıları ölçek genelinde .92; alt boyutlarda ise iletişim .92, uyum .87 ve yeterlik .80 olarak hesaplanmıştır.

Verilerin Analizi

Araştırmacılar tarafından sınıf yönetimi kaygısı ölçeği; en düşük 23, en yüksek 115 puan olmak üzere 3 kategoriye (23-53=Düşük; 54-84=Orta; 85-115=Yüksek) ayrılmıştır. Benzer şekilde mülteci öğrencilere yönelik tutum ölçeği; en düşük 24, en yüksek 96 puan olmak üzere

3 kategoriye (24-47=Olumsuz; 48-72=Orta; 73-96=Olumlu) ayrılmıştır ve belirlenen puan aralıklarına göre değerlendirilmiştir. Ayrıca araştırmada elde edilen veriler SPSS paket programı ile analiz edilmiştir. Değişkenlerin dağılımlarının normal ve varyansların homojen olduğu ($p>.05$) sonucuna ulaşılmıştır.

Tablo 1.

Verilerin Normallik Testi Sonuçları

	<i>Çarpıklık</i>	<i>Basıklık</i>
Sınıf yönetimi kaygı düzeyi normallik katsayısı	-.45	-.71
Mülteci öğrenci tutum düzeyi normallik katsayısı	-.13	-.12

Sınıf öğretmenlerinin sınıf yönetimi kaygı düzeylerini ve mülteci öğrencilere yönelik tutumlarını belirlemede betimleyici istatistik analizi, bunların çeşitli değişkenlere göre durumu tek yönlü ANOVA ile analiz edilmiş ve anlamlı farklılığın çıktığı durumlarda Post-hoc türlerinden LSD testi kullanılmıştır. Ayrıca etki büyüklüğü değerlerine yer verilmiştir. Eta kare etki büyüklüğü; .01 küçük, .06 orta ve .14 büyük etki (Ellis, 2010) kriterine göre yorumlanmıştır. Bütün analizler için istatistiksel anlamlılık düzeyi ise .05 olarak alınmıştır.

Geçerlik ve Güvenirlilik

Çalışmada araştırmacıların rollerinin belirtilmesi, veri toplama ve analizi sürecinin açıklanması (McMillan ve Schumacher, 2010), örnekleminin seçim süreci ve özelliklerinin belirtilmesi, çalışma yönteminin gerekçelendirilmesi (Merriam, 1998) ile araştırmanın geçerliği desteklenmiştir. Çalışmanın her aşamasında uzman görüşlerinin alınması (Best ve Khan, 2003), verilerin araştırmacılar tarafından titizlikle kontrol edilmesi (Bogdan ve Biklen, 2007) ile çalışmanın güvenilirliğine katkı sağlanmıştır.

Araştırmanın Etik İzinleri:

Bu çalışmada “Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi” kapsamında uyulması gerektiği belirtilen tüm kurallara uyulmuştur. Yönergenin ikinci bölümü olan “Bilimsel Araştırma ve Yayın Etiğine Aykırı Eylemler” başlığı altında belirtilen eylemlerin hiçbiri gerçekleştirilmemiştir.

Etik Kurul İzin Bilgileri:

Etik değerlendirmeyi yapan kurulun adı= Atatürk Üniversitesi Rektörlüğü-Sosyal ve Beşeri Bilimler Etik Kurul Başkanlığı

Etik Kurul Etik inceleme karar tarihi=06.12.2022

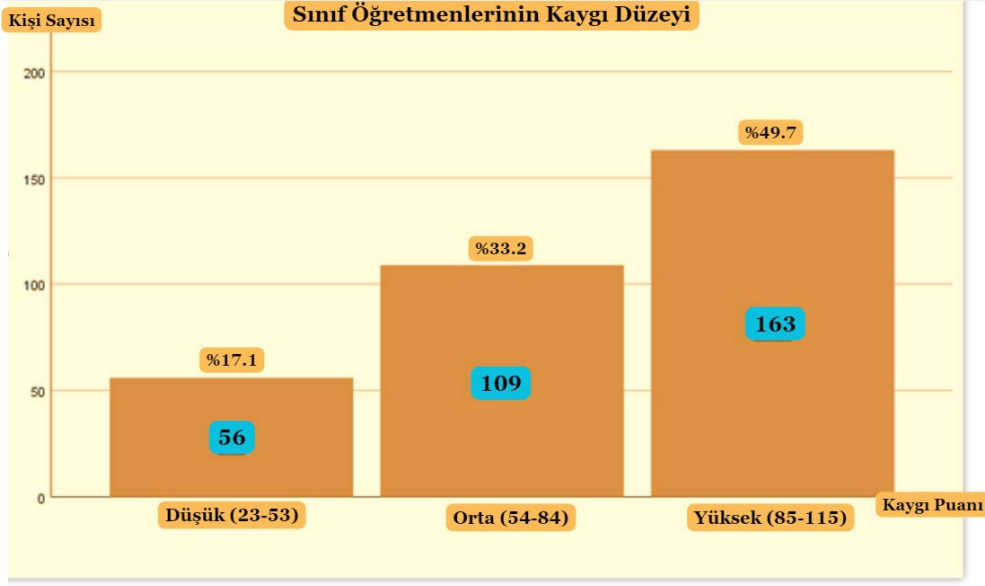
Etik değerlendirme belgesi konu numarası= E-56785782-050.02.04-2200404813

Bulgular

Sınıf öğretmenlerinin sınıf yönetimi kaygı düzeyleri, araştırmacılar tarafından belirlenen puan aralıklarına göre düşük (23-53), orta (54-84) ve yüksek (85-115) olarak belirlenmiştir.

Grafik 1.

Sınıf Öğretmenlerinin Sınıf Yönetimi Kaygı Düzeyleri

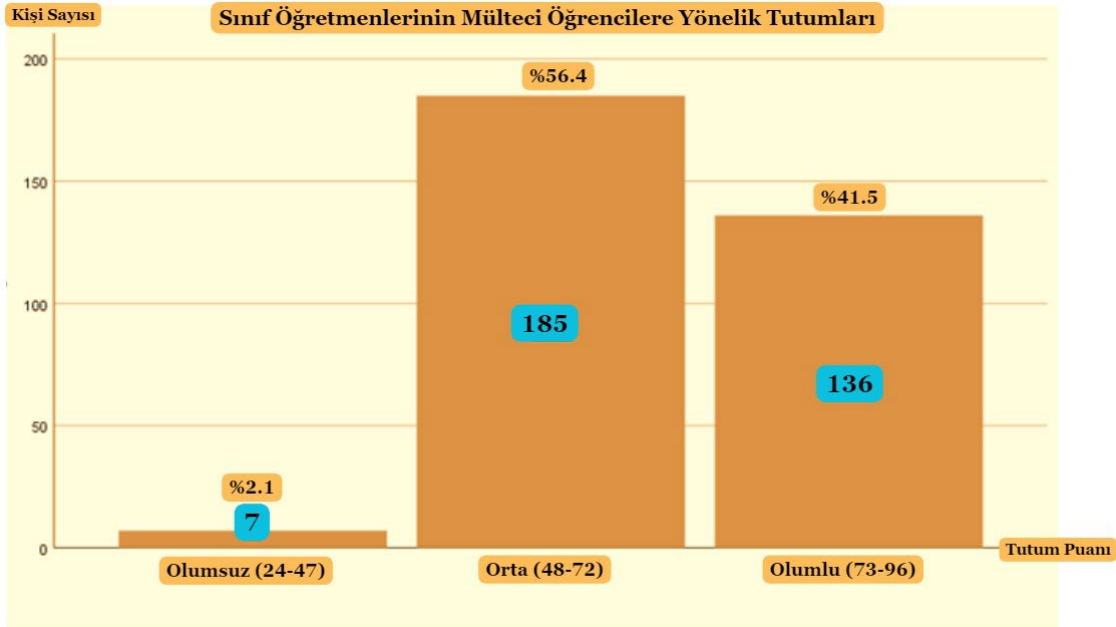


Grafik 1'e göre sınıf öğretmenlerinin sınıf yönetimi kaygı düzeyi ortalamalarının Yüksek ve çoğunlukla 85-115 aralığında olduğu (%49.7, n=163) söylenebilir.

Sınıf öğretmenlerinin mülteci öğrencilere yönelik tutumları ise, araştırmacılar tarafından belirlenen puan aralıklarına göre olumsuz (24-47), orta (48-72) ve olumlu (73-96) olarak belirlenmiştir.

Grafik 2.

Sınıf Öğretmenlerinin Mülteci Öğrencilere Yönelik Tutumları



Grafik 2 incelendiğinde sınıf öğretmenlerinin mülteci öğrencilere yönelik tutumlarının orta düzeyde (%56.4, n=185) olduğu görülmektedir.

Sınıf öğretmenlerinin sınıf yönetimi kaygı düzeylerinin çeşitli değişkenlere göre farklılaşma durumunu incelemek için yapılan tek yönlü varyans analizleri [ANOVA]

sonucunda öğretmenlerin mesleki kıdemlerine göre farklılaşma olmadığı [$F_{(3,23)}=1.078$; $p>.05$] görülmüştür. Benzer şekilde öğretmenlerin okuttukları sınıf düzeyine göre sınıf yönetimi kaygılarının farklılık göstermediği [$F_{(3,24)}=1.078$; $p>.05$] belirlenmiştir. Öte yandan sınıf öğretmenlerinin sınıf mevcutlarına göre sınıf yönetimi kaygı düzeylerinin de farklılık göstermediği [$F_{(3,24)}=.966$; $p>.05$]; benzer şekilde sınıftaki mülteci öğrenci sayısına göre sınıf yönetimi kaygılarının farklılaşmadığı [$F_{(3,24)}=1.551$; $p>.05$] görülmüştür. Bununla birlikte sınıf öğretmenlerinin sınıf yönetimi kaygılarının gerek mülteci öğrencilerle iletişim kurabilme durumları [$F_{(3,25)}=.987$; $p>.05$], gerek bu öğrencilerin velileri ile iletişim kurabilme durumlarına göre [$F_{(3,25)}=1.137$; $p>.05$] farklılık göstermediği sonucuna ulaşılmıştır.

Diğer taraftan sınıf öğretmenlerinin mülteci öğrencilere yönelik tutumlarının çeşitli değişkenlere farklılaşma durumunu incelemek için yapılan ANOVA sonucunda öğretmenlerin mesleki kıdemlerine göre farklılaşma olmadığı [$F_{(3,23)}=.702$; $p>.05$] belirlenmiştir. Benzer şekilde öğretmenlerin okuttukları sınıf düzeyine göre mülteci öğrencilere yönelik tutumlarının farklılık göstermediği [$F_{(3,24)}=1.509$; $p>.05$] tespit edilmiştir. Öte yandan sınıf öğretmenlerinin sınıf mevcutlarına göre mülteci öğrencilere yönelik tutumlarında farklılaşma olmadığı [$F_{(3,24)}=1.549$; $p>.05$]; sınıftaki mülteci öğrenci sayısına göre de herhangi bir farklılık görülmediği [$F_{(3,24)}=.056$; $p>.05$] sonucuna ulaşılmıştır.

Bununla birlikte sınıf öğretmenlerinin mülteci öğrencilere yönelik tutumlarının mülteci öğrencilerle iletişim kurabilme durumlarına göre farklılaştığı görülmüştür [$F_{(3,25)}=44.226$; $p<.05$]. Hangi gruplar arasında farklılığın olduğunu tespit etmek için yapılan LSD çoklu karşılaştırma testinde, sınıftaki mülteci öğrencilerle iletişim kurabilen öğretmenlerin ($3.15\pm.48$) olumlu tutumlarının; hem kısmen iletişim kurabilen ($2.69\pm.45$) hem de iletişim kuramayan öğretmenlerin ($2.40\pm.55$) olumlu tutumlarından farklılaştığı ve daha yüksek olduğu görülmüştür. Ayrıca mülteci öğrencilerle kısmen iletişim kurabilenlerin olumlu tutumlarının ($2.69\pm.45$) iletişim kuramayanlardan ($2.40\pm.55$) farklılaştığı ve daha yüksek olduğu görülmüştür. Eta kare etki büyüklüğü .214 olması, öğretmenlerin mülteci öğrencilerle iletişim kurabilme durumlarının bu öğrencilere yönelik olumlu tutumları üzerinde büyük bir etkiye sahip olduğunu göstermiştir.

Ayrıca sınıf öğretmenlerinin mülteci öğrencilere yönelik tutumlarının mülteci öğrencilerin velileri ile iletişim kurabilme durumlarına göre farklılaştığı belirlenmiştir [$F_{(3,25)}=29.955$; $p<.05$]. Hangi gruplar arasında farklılığın olduğunu tespit etmek için yapılan LSD çoklu karşılaştırma testinde, mülteci öğrenci velileri ile iletişim kurabilen öğretmenlerin olumlu tutumlarının ($3.19\pm.46$), hem kısmen iletişim kurabilen ($2.76\pm.50$) hem de iletişim kuramayanlardan ($2.78\pm.55$) farklılaştığı ve daha yüksek olduğu görülmüştür. Eta kare etki büyüklüğünün .156 olması öğretmenlerin mülteci öğrenci velileri ile iletişim kurabilme durumlarının mülteci öğrencilere yönelik tutumları üzerinde büyük bir etkiye sahip olduğunu göstermiştir.

Tartışma ve Sonuç

Çalışmada, sınıf öğretmenlerinin sınıf yönetimi kaygılarının yüksek düzeyde olduğu ve bu sonucun başka çalışma sonuçlarını (Cook, 2001; Özkul, 2021) desteklediği görülmüştür. Özellikle öğretmenlerin sınıf yönetimi kaygılarının zaman ve iletişim boyutlarından etkilendiği

söylenbilir (Cüceloğlu, 2009). Diğer taraftan öğretmenlerin sınıf yönetimi kaygılarının düşük düzeyde olduğunu belirleyen çalışmalara da rastlanmıştır (Önder & Önder-Öz, 2018; Sadık & Nasırcı, 2019). Çalışma sonuçlarının bu şekilde farklılık göstermesinin, çalışmanın yapıldığı örneklem, eğitim kademesi, öğretmen nitelikleri gibi faktörlerle ilişkili olduğu düşünülmektedir.

Sınıf öğretmenlerinin sınıf yönetimi kaygı düzeylerinin tüm değişkenlere göre farklılaşmadığı sonucuna ulaşılmıştır. Ancak çalışmada öğretmenlerin mesleki kıdemi arttıkça sınıf yönetimi kaygılarında azalma olduğu belirlenmiştir. Bu doğrultuda deneyimli öğretmenlerin sınıf yönetimi kaygılarının daha düşük olduğu söylenebilir (Lampadan, 2014). Çar (2021), öğretmenlerin mesleki kıdemleri ile sınıf yönetimi kaygı düzeyleri arasında anlamlı bir fark olmadığını; Sağır ve Kökocak (2023), bu iki değişken arasında anlamlı ve ters orantılı bir ilişkinin olduğunu belirtmişlerdir. Öte yandan öğretmenlerin sınıf yönetimi kaygılarının sınıf mevcuduna göre farklılık göstermediği görülmüş fakat Çınar ve Tutkun (2022) bu iki değişken arasında anlamlı bir fark olduğunu belirtmişlerdir. Benzer şekilde sınıf mevcudu azaldıkça öğretmenlerin sınıf yönetimi kaygılarının da azaldığı belirlenmiştir (Yalçınkaya & Tonbul, 2002).

Çalışmada öğretmenlerin mülteci öğrenciler ve bu öğrencilerin velileri ile iletişim kurabilme değişkenine göre sınıf yönetimi kaygıları farklılık göstermese de öğretmenlerin, öğrenciler ve velileri ile iletişim kurabilme durumlarının sınıf yönetimi kaygıları üzerinde etkili olduğu belirtilmiştir (Cüceloğlu, 2009). Sınıftaki mülteci öğrenci sayısı ile sınıf öğretmenlerin sınıf yönetimi kaygıları arasında anlamlı bir fark görülmesi de kaygı düzeyinin en yüksek olduğu öğretmen grubunun, sınıfında 5-6 mülteci öğrenci olanlardan oluştuğu söylenebilir. Uyum sınıflarının en az 10 kişilik sınıflardan oluştuğu göz önünde bulundurulduğunda mülteci öğrenci sayısının çok olduğu sınıfların uyum sınıfı olduğu düşünülmektedir.

Sınıf öğretmenlerinin mülteci öğrencilere yönelik tutumlarının ise olumlu düzeyde olduğu belirlenmiştir. Bu sonuç, alan yazınındaki başka çalışmaların sonuçlarını (Akman, 2020; Köse vd., 2019) destekler niteliktedir. Ayrıca öğretmenlerin mülteci öğrencilere yönelik tutumlarının mesleki kıdem, okuttukları sınıf düzeyi, sınıf mevcudları ve sınıftaki mülteci öğrenci sayısı değişkenlerine göre farklılık göstermediği sonucuna ulaşılmıştır. Bu durum, mülteci öğrencilere yönelik öğretmen tutumlarının mesleki kıdeme (Çiftçi vd., 2019) ve sınıfta mülteci öğrencinin bulunması (Vangölü, 2022) değişkenlerine göre farklılaşmadığını belirleyen çalışma sonuçları ile benzerlik göstermektedir. Öte yandan öğretmenlerin mesleki kıdemi arttıkça mülteci öğrencilere yönelik olumlu tutumlarında da artış olduğu görülmüştür. Ayrıca sınıf mevcudları arttıkça öğretmenlerin olumlu tutumlarında azalma olduğu tespit edilmiştir. Bu olumsuz durum, öğretmenlerin kalabalık sınıflarda öğrencilere daha fazla zaman ayırmaları gerektiği ile açıklanabilir.

Öte yandan öğretmenlerin mülteci öğrencilere yönelik olumlu tutumlarının gerek mülteci öğrencilerle gerek bu öğrencilerin velileri ile iletişim kurabilme durumlarına göre iletişim kurabilen öğretmenlerin lehine farklılık gösterdiği tespit edilmiştir. Dolayısıyla mültecilere yönelik olumlu bir tutumun geliştirilebilmesinde dil ve iletişim faktörünün etkili olabileceği düşünülmektedir.

Öneriler

Öğretmen ve öğrencilerin empatik becerilerinin geliştirilmesi, mültecilerle ortak etkinliklerin düzenlenmesi, veli ziyaretlerinin yapılması, yardımlaşma ve dayanışma duygularının pekiştirilmesi konusunda etkinlikler yapılabilir. Bunun için sınıf öğretmenleri, okul yöneticileri ve rehberlik servislerinin koordineli çalışması, etkili sonuçlar verebilir. Öte yandan öğretmenlerin sınıf yönetimi kaygılarını azaltmak için yüz yüze veya çevirim içi eğitimler verilebilir. Ayrıca öğretmenlere lisans eğitiminde kapsayıcı ve çok kültürlü eğitim ortamlarında etkili sınıf yönetimi becerileri kazandırılabilir. Öğretmenlerin hem sınıf yönetimi kaygılarını azaltmak hem de mültecilere yönelik tutumlarının olumlu olmasını sağlamak için öğretmen-öğrenci-veli ilişkilerinin güçlü, iletişim kanallarının açık tutulması önerilebilir. Hem okullarda hem de halk eğitim merkezlerinde mültecilere yönelik Türkçe dil kursları açılabilir. Eğitim yöneticilerine ise, denklik veya başka yollarla nakil gelen mülteci öğrencilerin sınıflara yerleştirilirken şubelerdeki gerek genel mevcudun gerekse mülteci öğrenci sayısının göz önünde bulundurulması, akademik başarısı düşük ve iletişim becerileri zayıf olan mülteci öğrencilerin uyum sınıflarında belli bir seviyeye gelene kadar eğitime tabi tutulduktan sonra normal sınıflara alınması ve mülteci öğrencilerin sınıflara eşit dağıtılmasının öğretmenlerin mülteci tutumlarına ve sınıf yönetimi kaygılarına olumlu yansiyabilir.