

# The Influence of War on Syrian Refugee Children Studying in Primary Schools: Primary School Teachers' Views<sup>1,2</sup>

## İlkokulda Okuyan Suriyeli Sığınmacı Çocuklarda Savaşın Etkileri: İlkokul Öğretmenlerinin Görüşleri

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### Abstract

Syrians under Temporary Protection status in Turkey are the ones who had to take shelter in other countries after their civil war. The determination of the effects of war on the Syrian refugee children is important in terms of more qualified and supportive regulations to be carried out for these children. In this sense, considering the fact that the people who spend the most time with refugee students in their educational environments are classroom teachers, which is considered that determining the opinions of the classroom teachers on the subject is important in terms of producing practical solutions. The purpose of this study is to determine the influence of war on Syrian refugee children in Turkey via their primary school teachers' views. Semi-structured interviews were conducted with primary school teachers who has Syrian refugee children in their classes. Content analysis, one of the qualitative research methods, was employed in the study. The views of 21 volunteering teachers as the sample of the study, on the subject vary.

**Keywords:** Syrian refugee children, war effects, semi-structured interviews

### Öz

İç savaş sonrası başka ülkelere sığınmak zorunda kalmış olan Suriyeliler, Türkiye'de geçici koruma altındaki sığınmacı statüsündedirler. Savaşın sığınmacı çocuklar üzerindeki etkilerinin belirlenmesi bu çocuklar için yapılacak daha nitelikli ve destekleyici düzenlemeler açısından önemli olacağından, eğitim ortamlarında sığınmacı öğrencilerle en çok vakit geçiren kişilerin sınıf öğretmenleri olduğu göz önünde bulundurulmuş, bu nedenle de sınıf öğretmenlerinin konuya ilişkin görüşlerinin belirlenmesinin pratik çözümler üretilmesi açısından önemli olduğu sonucuna varılmıştır. Bu araştırmanın amacı, savaşın Türkiye'deki Suriyeli sığınmacı çocuklar üzerindeki etkisini ilkökul öğretmenlerinin görüşleri üzerinden belirlemektir. Sınıflarında Suriyeli sığınmacı öğrencileri olan ilkökul öğretmenleriyle yarı yapılandırılmış görüşmeler yapılmıştır. Araştırmada nitel araştırma yöntemlerinden içerik analizi kullanılmıştır. Araştırmanın örneklemini olan 21 gönüllü öğretmenin konuya dair görüşleri çeşitlilik arz etmektedir.

**Anahtar Kelimeler:** Suriyeli sığınmacı çocuklar, savaş etkileri, yarı yapılandırılmış görüşme

### Introduction

The phenomenon of migration holds an important place within the history of humanity. The concept of migration, defined as armed conflicts, natural disasters, political or economic reasons that many people leave their places and settle in another residential area in the form of a commune. Sağlam (2006) defined the concept of external migration as one of the immigration types as a person or group of people crossing an international border and settling in a new country; on the other hand, explained the internal migration as a migration from one place to another within a state. Kara and Korkut (2010) have been declared as migrants who have undergone foreign migration voluntarily and migrate to another country with the permission of that country. According to this explanation, the concept of immigrants includes refugees, asylum seekers, economic immigrants, irregular immigrants and groups of

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people displaced for various reasons. After knowing that humanity has been influenced by the phenomenon of migration throughout its history, the concept of migration can be divided in two, being internal migration and external migration. According to the concept of external migration, defined by Sağlam (2006) as 'a person or a group of people crossing an international border and settling in a new country', the immigrant status also includes refugees, defectors, economic immigrants, irregular immigrants and groups of people displaced due to several reasons.

The Syrians whose security has been compromised in their residential regions due to the civil war that broke in Syria in March 2011 have begun to take refuge in other countries including Turkey. Turkey has been exposed to external migration by Syrians since 2011 due to the 'open-door policy' followed by Turkey (Yıldız, 2013). The Syrians who have been admitted to the country have been granted with "temporary protection" status (Grand National Assembly of Turkey, 2013). The Syrians' rights of access to health services, education, social aid and business market have been secured with this status (Regulation of Temporary Protection, 2014).

Turkey, from 2011 is exposed to the waves of immigration from outside Syria. Syrians, whose security of life was endangered with the civil war that started in Syria in March 2011, had to take refuge in other countries (Yıldız, 2013). The process of coming to the Syrian refugees Turkey in April 2011, Turkey's open-door policy has started with monitoring by the Syrians Geneva Convention adopted country 'mass influx' in the category of "temporary protection" was given the status (The Grand National Assembly of Turkey, 2013; Yıldız, 2013). With this status, the right to access healthcare, education and social assistance services and access to the labor market are provided to Syrians who stay in or out of camps (Temporary Protection Regulation, 2014).

The literature scan on the challenges experienced by the individuals who suffered from forced immigration due to a destructive phenomenon as war indicates that it is possible for the children of the families that migrated because of several reasons to encounter with problems during educational processes (Altıntaş, 2012; Deveci and Gürbüz, 2012; Polat Uluocak, 2009). These challenges have been determined as the challenges of communication due to students' lack of language skills, the lack of cooperation by the parents and the discipline problems of the students due to school adaptation struggles. It should be considered that the individuals who were forced to immigrate due to the civil war in their countries may suffer mental breakdowns and professional support should be provided to these individuals in case of the occurrence of different challenges connected to this.

In accordance with the Principle of Generality and Equality, which is one of the basic principles of national education, education institutions are open to everyone regardless of religion, language, race and gender. In addition, within the scope of the Ministry of National Education's circular numbered 2014/21, Syrian refugee children were granted the right to receive education in temporary education centers, as well as opportunities to continue their education in Turkish schools (UNHCR, 2017). The purpose of this practice is to enable the foreign students who have migrated to Turkey in masses to continue their education, which they had to leave in their own country, and to prevent their loss in the future.

Researchers conducted (Dooley, 2009; Taylor, 2008) that the migration phenomenon provides cultural richness when well organized. However, when the studies on the educational status of refugees and their children who have been subjected to forced migration to abroad due to the civil war in their country are examined, it came out that the refugee students have communication difficulties (Er and Bayındır, 2015; Şensin, 2016; Khaperskaia and Şensin, 2019; Şensin, 2019) and indirectly experienced social isolation (Mercan Uzun and Bütün,

2016), they were traumatized due to their war experiences, and they had behavioral disorders related to this, and they could not benefit from guidance services adequately (Arabacı, Başar, Akan, & Göksoy, 2014). According to Erden and Gürdil (2009), these and similar consequences should be met as usual, and precautions should be taken according to the fact that children with trauma experience such and similar consequences from their countries and come directly or indirectly.

After a selective literature review under the subject (Ehnholt and Yule, 2006; Ekinci, 2008; Gupta and Zimmer, 2008; Erden and Gürdil, 2009; Arabacı, Başar, Akan, & Göksoy, 2014; Jabbar and Zaza, 2014; Khamis, 2016; Volkan, 2017), it is seen that the studies that determine the effects of war in refugee students are many, and the psychological, social, mental and physical conditions and needs of these students with various war experiences should be determined in order to benefit from the educational arrangements at the highest level. Determining the effects of the war on refugee students is important both in terms of being more qualified and supportive for the arrangements to be made for these students and contributing to the literature. In this sense, considering the fact that the people who spend the most time with refugee students in their educational environments are classroom teachers, it is considered that determining the opinions of the classroom teachers on the subject is important in terms of producing practical solutions. In line with this importance, the purpose of the research is to determine the effects of war in Syrian refugee students in line with the opinions of the class teachers. For the children of Syrian refugees who directly or indirectly suffered the phenomenon of war to be able to benefit from the educational regulations in maximum level, it is primarily required to determine their requirements. The determination of the effects of war on the Syrian refugee children is important in terms of more qualified and supportive regulations to be carried out for these children. Considering the fact that the Syrian refugee children spend most of their time in the educational environments with the company of their class teachers, obtaining the opinions of the class teachers regarding the subject matter is considered to be important in terms of pinpointing the possible problems of the implementation and accordingly, creating solutions. In line with such importance, determining the effects of war on the Syrian refugee children by means of obtaining the opinions of class teachers constitutes the purpose of the research.

### **Methods**

Qualitative research is a research method in which the researcher closely monitors events and facts, develops a participatory attitude, and reveals patterns. In order to make an in-depth description, the data should be analyzed by the researcher from a subjective point of view. In order to interpret, the researched subject should be examined in-depth, in detail, and realistically. In qualitative research, data are collected in the form of interviews, observations, and document analysis. Thanks to the interview technique, in-depth information about the perspective of the interviewees can be collected and the tendency of the individuals to speak and their preference to fill or mark the questionnaire ensures a high rate of answering the questions in the interviews. Interviews are classified into three categories: structured, semi-structured, and unstructured. In this study, the descriptive method was used as a qualitative research method, and data collected from semi-structured interviews were analyzed by inductive analysis. (Yıldırım & Şimşek, 2006).

Determining the effects of the war on Syrian refugee children is important in terms of more qualified and supportive regulations to be made for these children. In this study, considering that the people who spend the most time with Syrian refugee students in educational settings are classroom teachers, it is thought that determining the opinions of classroom teachers on the subject is important in terms of generating practical solutions. For this reason, in order to determine the study group, it was planned to reach other teachers

working in the schools where the researcher was working, first by interviewing the graduate students at the university where the researcher was affiliated. For this purpose, 36 teachers from different schools in Bursa province were contacted face to face, the purpose of the study was mentioned and they were asked whether they would like to participate in this study voluntarily. 23 of these teachers agreed to participate in the research. The researcher interviewed these 23 teachers with whom he had a pre-interview and asked for a meeting place and time by meeting them face to face. One of these teachers could not be interviewed because his place of duty changed and another teacher gave up meeting at the last minute. As a result, a total of 21 teachers working in public primary schools in Bursa in the academic year of 2014-2015 participated in this study voluntarily. The characteristics of the teachers who participated in the study are listed in the table below.

In the research sample of the research, there are 21 classroom teachers from 5 different primary schools in Bursa. The information of the teachers participating in the research is shown in Table 1.

**Table 1:** Characteristics of Class Teachers Participating in the Research

No	Pseudonym	Affiliated in	Age	Teaching Experience (by year)	Graduate School Type	Received In-Service Teacher Training on Teaching Refugee Students?	Grade
1	Didem	Bursa	41-50	21 +	Higher Education Institute	No	3 <sup>rd</sup>
2	Salih	Bursa	51 +	21 +	Education Institute	No	4 <sup>th</sup>
3	Gamze	Bursa	51 +	21 +	Primary Teacher Education	No	2 <sup>nd</sup>
4	Emel	Bursa	31-40	11-20	Primary Teacher Education	No	1 <sup>st</sup>
5	Ayşe	Bursa	31-40	11-20	Primary Teacher Education	No	2 <sup>nd</sup>
6	Ercan	Bursa	31-40	11-20	Primary Teacher Education	No	1 <sup>st</sup>
7	Hikmet	Bursa	20-30	1-5	Primary Teacher Education	No	1 <sup>st</sup>
8	Melis	Bursa	41-50	21 +	Primary Teacher Education	No	3 <sup>rd</sup>
9	Nilay	Bursa	51 +	21 +	Turkish Language	No	4 <sup>th</sup>
10	Kemal	Bursa	51 +	21 +	Higher Education Institute	No	3 <sup>rd</sup>
11	Halim	Bursa	51 +	21 +	Primary Teacher Education	No	4 <sup>th</sup>
12	Mehmet	Bursa	31-40	11-20	Primary Teacher Education	No	2 <sup>nd</sup>
13	Tuğba	Bursa	41-50	11-20	Geophysic	No	1 <sup>st</sup>

					Engineering		
14	Hakan	Bursa	51 +	21 +	Teacher of English Language	No	1 <sup>st</sup>
15	Ali	Bursa	31-40	11-20	Physics Teaching.	No	2 <sup>nd</sup>
16	Nihan	Bursa	41-50	11-20	Teacher of Mathematics	No	1 <sup>st</sup>
17	Bilge	Bursa	20-30	6-10	Primary Teacher Education	No	1 <sup>st</sup>
18	Zeynep	Bursa	31-40	11-20	Primary Teacher Education	No	1
19	Ayhan	Bursa	20-30	1-5	Primary Teacher Education	No	2
20	Kamil	Bursa	20-30	6-10	Primary Teacher Education	No	4
21	Gürkan	Bursa	31-40	6-10	Primary Teacher Education	No	1

According to Table 1, nine of the teachers participating in the research are in two different schools in Osmangazi district of Bursa and 12 of them are affiliated in Yıldırım. Nine of the primary school teachers participated in the research was teaching for first graders; five of those were teaching at second graders; while three participant teachers were teaching at third grade, and four teacher out of the sample were teaching at fourth grade students. None of the participating classroom teachers had in-service teacher training on the education of Syrian refugee students for 2014-2015 academic year.

**Table 2:** Class Availability of Class Teachers Participating in the Research, Gender Distribution of Syrian Students and Previous Foreign Student Reading Experiences

No	Pseudonym	Class Size	Gender Distribution of Syrian Students		Ever had a foreign pupil?
			Female	Male	
1	Didem	33	-	2	No.
2	Salih	22	-	2	No.
3	Gamze	22	1	1	No.
4	Emel	21	1	1	No.
5	Ayşe	23	3	-	No.
6	Ercan	24	2	1	No.
7	Hikmet	29	5	1	No.
8	Melis	27	3	1	No.
9	Nilay	29	1	2	Student from Kazakhstan
10	Kemal	28	2	1	Turkish student borned and raised in the Netherlands
11	Halim	37	1	-	No.
12	Mehmet	32	1	-	No.
13	Tuğba	30	-	1	No.
14	Hakan	28	-	1	No.
15	Ali	34	1	-	No.
16	Nihan	30	-	1	No.
17	Bilge	29	1	-	No.
18	Zeynep	27	3	1	No.
19	Ayhan	32	-	1	No.

20	Kamil	35	1	-	No.
21	Gürkan	28	-	1	No.

According to Table 2, when the number of Syrian students of the classroom teachers participating in the study is examined, 11 teachers have one, four teachers have two, four teachers have three, two teachers have four, and one teacher has six Syrian students in their classrooms.

While developing semi-structured interview questions of this study five different academicians who are university faculty members on the subject were asked to check whether the questions in the interview form were clear and understandable, whether they included the subject being researched, and whether they included the researched data. As a result, the validity of the question items was determined by the experts and they were deemed sufficient. In order to test the interview questions, a pilot interview was held with a classroom teacher who has 6-10 years of professional experience and works as a classroom teacher at a public primary school. Pilot interview; was also examined by the researcher's supervisor and it was decided that some of the interview questions would be arranged with the suggestions of the interviewee.

Ensuring validity and reliability in qualitative research is different from quantitative research. A prerequisite for qualitative research should be accepted that the same data cannot be reached by repeating the same research with similar groups. There are various ways of ensuring validity and reliability in qualitative studies, considering this prerequisite. Detailed reported data, direct quotations from participants, and explanations made in accordance with them are important in terms of ensuring validity in a qualitative study (Yıldırım & Şimşek, 2006). The studies conducted in order to ensure the validity and reliability of this research are given below. While the interview questions were developed in order to ensure the internal validity of the research, a conceptual framework was created after the relevant literature review. In addition, in the content analysis, the themes were tried to be wide enough to cover the related concepts and the relationship of these themes with the sub-themes that constitute them was checked to ensure integrity. The research process has been explained in detail in order to ensure the external validity of the research. According to this; The model of the research, study group, data collection tool, data analysis, and interpretation are described in detail. In order to ensure the internal reliability of the research, the researcher clearly expressed the research questions, collected the data in detail and in accordance with the purpose, and conveyed all of the findings directly without making any comments. The data obtained as a result of the interviews were also coded by both the researcher and a faculty member experienced in qualitative research, and the consistency was checked by comparing the codes. According to the reliability formula of Miles and Huberman (Reliability = Consensus / (Consensus + Disagreement) (Türnüklü, 2000), the reliability of the study was calculated as 0.81. The data, codes, and researcher's diary are kept by the researcher, and if requested, these resources will be provided by the researcher to those who request it.

The researcher introduced himself before the interview and stated to the participants that the purpose of the study was to obtain the opinions of classroom teachers about the psychological conditions of Syrian students and that the interviews would constitute the research data. During the interviews, attention was paid to the voluntary participation of the participants in the study. It was stated to the interviewed individuals that their names would be kept confidential, the data obtained would only be used within the scope of the research and would not be shared with others.

The contract prepared by the researcher before each interview was given to the participants, and the interviews were conducted after the participants read and signed the

contract. Thanks to this contract, the participants acknowledged that they were aware of the conditions under which the research will take place and these conditions. Researcher; He stated that the information they gave to the participants during the interview would be kept confidential, the information obtained would not be used for any other purpose other than this research, and that the participants would use the code names determined for them instead of their names while writing the research results. It was stated by the researcher verbally that the questions would be asked to the participants by the researcher, that the questions could be read again if desired, and if the questions were not clear enough, the researcher verbally stated that it was desired to record the audio during the interview. It was also stated that they can leave the study at any time of the study and no sanctions will be imposed for this.

Qualitative data analysis is not preferred to be done by digitizing the data as in quantitative data analysis. Since this digitization may cause the data to lose its richness, a conceptual analysis of the data is preferred. According to this conceptual analysis, the data obtained are coded first and certain themes and results are tried to be reached depending on these coding (Yıldırım & Şimşek, 2006). In the analysis of the research data, the data obtained from the interviews were first recorded as a Word document, then the data was transferred to the "NVivo 11" program to speed up and facilitate the analysis of the data and analyzed with content analysis. NVivo 11 program, which allows the researcher to collect codes under special themes, is a program that allows the comparison of the sample data and the summary of the obtained data in a report (Çakır, 2011). In the content analysis, similar data were organized and interpreted within the framework of predetermined concepts and themes. The analysis of the data was started with the interview forms and the questions in the forms were scanned one by one and the answers are given to each question were recorded as "nodes".

Before starting the analysis, a code list has been prepared to create a general structure. Codes that emerged after the data were analyzed were also added to the code list. In this way, the codes are organized and deepened. Based on the common features of the codes created, the codes are organized as themes. The values in the interview data prepared were recorded in the program to represent any qualification (example: Subject = Primary Teacher Education). During the analysis, classification, correlation, and linking were done respectively with the program support. Accordingly, the data were analyzed by content analysis under two sub-themes: "the level of knowledge of the classroom teachers about the Syrian students' war experience" and "the level of Syrian students being affected by the war".

### **Findings**

It has been determined that more than half of the children who participated in the study did not have information on the war experiences of the Syrian children. The majority of the class teachers noted that the war affected that psychology of Syrian children negatively and the second majority stated that they displayed ill-tempered behavior due to war. Less number of teachers noted that Syrian teachers suffered from behavioral disorders due to their experiences from war and several teachers stated that such negative effects decreased in time. The results of the research conclude that the Syrian parents have also been affected negatively by war. rem ipsum dolor sit amet, consectetur adipiscing elit.

#### **Classroom Teachers' Knowledge about Syrian Students' War Experience**

Thirteen of the teachers who participated in the study stated that they do not have information about their Syrian students in their classes whether exposed to the war or not. Some of the participants' views on this issue are as follows:

“Actually we never talked about that.” (Didem Teacher)

“I have no information about that”, (Ercan Teacher)

“I honestly do not know anything about that.” (Zeynep Teacher)

“Since we cannot communicate with their family, I cannot know anything to be honest.” (Ayşe Teacher)

“Due to the lack of language, we couldn’t communicate much and given that reason, obviously, I don’t know much about that actually.” (Nilay Teacher)

“I don’t ask any questions because I fear that those questions may cause them remembering those bad memories and I don’t want to upset them, you know? I pretend like I don’t care. I mean... I care... But I don’t act!” (Nihan Teacher)

In the research conducted on the children of the families who migrated to America and their teachers during their educational processes, it was emphasized that the teachers should be prepared for the education of the immigrant students. Accordingly, while carrying out the education processes of teachers' immigrant students, migration experiences of migrant students and their losses during this process, etc. It was concluded that they should have information about (Goodwin, 2002). It is thought that if the teachers of the class are aware of the war history of the Syrian immigrant students, they will be more prepared for the problems encountered in the education processes of the students and they can make various arrangements accordingly.

Emel Teacher, who is the only teacher who knows the Syrian student's war history among the teachers participating in the research and thus expresses her opinions, shared the researcher's Syrian student's war history as follows:

“Their homes are destroyed. People in their families have died. ... My female student's father owned a factory there and now it is demolished and their houses have been demolished. He was a fabricator, actually, he was very rich, but there was no property left when his factory was destroyed. You know? They have no other craft at hand. They're trying to work here somehow. For my male student... His uncle died and... And died in front of his eyes! Their homes are also destroyed. ... Her mother says she was very shocked. He was very fond of his uncle.” (Emel Teacher)

### **The Level of Influence from the War on Syrian Pupils**

The opinions of teachers who comment on the levels of Syrian students affected by war are included in this theme. Class teachers' opinions; It was divided into two sub-themes: Syrian students affected by war (14) and Syrian students not affected by war (2).

#### **Syrian students affected by war**

The opinions of the teachers who stated that the war in their country was affected by the Syrian students were examined in four sub-themes. These sub-themes are; Syrian students whose psychology is impaired (10), Syrian students (6) who exhibit violent behavior, and Syrian students (2) with behavioral disorders.

Three of the teachers who participated in the research stated that the effects of war on Syrian students decreased in the process. The statement of one of these teachers is as follows:

“When they first arrived they were a little timid. Behold, if someone approaches them without any bad intention, they were responding harshly to the attack on them. I mean, they came out of the war! But now they are back to normal.” (Gamze Teacher)

#### ***Syrian students with impaired psychology***

Ten teachers participating in the study stated that the psychology of these students was negatively affected by the war experiences of the Syrian students in their classes. Some of these teachers' views are as follows:

“The child is experiencing a huge psychological trauma. From a war environment, he came out with his own family. ... They had an emotional problem. They were really affected.” (Mehmet Teacher)

“His uncle died! Their homes are also destroyed. ... He tries to overcome them by expressing himself a little more. ... He was very fond of his uncle. When he died before in front of his eyes, the child was very affected.” (Emel Teacher)

“So you are spiritually and emotionally affected. Children from the war; it's a painful thing. A child is a child every! It is a child, wherever it goes globally, and it is an important thing when you look at child psychology.” (Salih Teacher)

“I guess... The grandmother died? Or someone like that... They went to Syria at the beginning of the year for the funeral. But when he came, he was not very good, for example.” (Zeynep Teacher)

“As I remember, one of my female students, her knees collapsed as she untied and could not get up. I went near by and moved her from the ground. ‘You are in Turkey and I am your teacher. You are in safe.’ I said... Then I gained her trust and she got back to herself. They are still scared to death. Because... Because these children who saw the people without their heads, legs, or arms.” (Kemal Teacher)

It should be kept in mind that it is common to see the feeling that events are experienced again, which is a situation experienced in traumatic students due to their direct or indirect exposure to war (Erden and Gürdil, 2009). Volkan (2017) explains that newly transferred immigrants and refugees may have different methods to mourn. Person often confuses past and present under the circumstances of the psychology where an individual leaving home and going to a foreign place that may include many losses i.e. family members and friends, familiar language and previous identity.

Two of the teachers participating in the research also expressed their views on the work of Syrian students in the art class:

“For the visual arts, these children usually use violent figures.” (Ayşe Teacher)

“... overall, these children are children of war. In other words, children who come from the war. There are those who directly experience and see this war, and there are those who came a little ahead of it, and, and in a long period of time, that is, within a month and a half, children always painted horror violence pictures, especially in art classes.” (Salih Teacher)

In the study of Ekinçi (2008) with children who came with immigration, the situations of children expressing themselves with pictures were examined. In this study, a total of 110 paintings that were exposed to and not migrated were interpreted by the researcher to the experts in their fields and the comments were evaluated. As a result of the research, it has been revealed that the figural development of children who have migrated is weak, and according to these interpretations, it has been determined that the phenomenon of migration has an impact on children's expressions through painting.

### ***Syrian students displaying combating behavior***

Seven of the teachers who participated in the research stated that Syrian students linked their harsh behavior to their war lives. Some of these teachers' views are as follows:

“It is perceived very easily that, that ... You perceive it from the body language that they are swearing at you when a little something is said. They roam over such desperate rows where that student is exposed to something, They throw chairs to the floor wander on the desks! ... and they take the wooden items like this - they throw all their belongings!” (Melis Teacher)

“...because they are so quarrels because they come from a war environment!” (Didem Teacher)

“Since some of them came directly from the war, they were experiencing a great thing, they were having emotional problems. They were really impressed. I add a bit of this combative attitude to him.” (Mehmet Teacher)

It was expressed on the researcher's diary as a note that on 8 May 2015, the day of the interview with Kamil Teacher, the Syrian student hit the nose of a native and citizen classmate with an iron shovel.

In line with the teachers' opinions, it was concluded that Syrian students should be supported professionally in order to get rid of the devastating effects of war. In the study in which Arabacı et al. (2014) analyzed the educational environments in Syrian camps, it was concluded that Syrian students exhibited violent behaviors and damaged school items as a result of the impact of the war. It should be taken into consideration that tension, anger bursts

and aggressive behaviors can be observed in students who experience trauma due to their war experiences (Erden and Gürdil, 2009).

### ***Syrian students with behavioral disorders***

Five teachers who participated in the study stated that they see the effect of war as a “behavior disorder” among Syrian students. The opinions of these teachers are as follows:

“I have a behavioral disorder in a student. He'd have to put him in for five minutes before entering each class.” (Hikmet Teacher)

“Certainly, these were not so naughty, maybe there were not so many behavior disorders. But of course the war has affected them, there is no such thing as not.” (Nilay Teacher)

“They cannot express themselves. They are in trouble because they cannot, and they always throw them in. Now they try to show themselves with the curses they learned from the environment, they try to attract attention. When those children come to the words they learn on the street and speak in the classroom, we feel confused.” (Kemal Teacher)

“... No stuff, no pens. So picking ups, disappearances... They take what they find in the classroom.” (Didem Teacher)

In the study carried out by Altıntaş (2012) in Esenyurt, Istanbul, it was aimed to identify the problems experienced in education due to internal migration. For this purpose, the school administrators, teachers and students were interviewed in primary schools. As a result of this research, it has been determined that there are difficulties in schools in immigrant regions due to the rapid increase in class size. It has been revealed that there is a tendency towards various disciplinary crimes in addition to the communication problems of the students who come with migration.

It was also noted on the researcher's diary that Melis Teacher, who participated in the study, shared that the teacher witnessed that her refugee student was begging on street with his other siblings. In the study conducted by Alptekin (2011) with 47 children and 38 families working on the street in Düzce, it was determined that these children working on the streets came from families with many children who experienced internal migration. It was concluded that the children of families who suffered from financial problems due to their migration experiences worked on the streets to provide financial support. All but two of the children in the research sample were determined to be students in primary schools. It is concluded that families have expectations from charities and that education area is among these expectations.

### **Psychological Effects of War on Parents**

Two of the teachers who participated in the study expressed their opinion that not only Syrian students but also Syrian parents also negatively affected the psychology of the war.

“Father is probably mentally sick. I think he had some mental problems during the war. Because I spoke to a parent who knew them. ... The father chased the children who came to his house. He was trying to beat up. ... Father is sick. Should be psychologically ill.” (Nihan Teacher)

“...Then her mother had this depression or something... A trauma maybe!” (Hikmet Teacher)

Khamis's (2016) study investigated the effects of war trauma on behavioral and emotional disorders in children by examining the possible effects of parental psychological distress in the future. As a result of the study, it was found that the psychological distress of the parents had an effect on their children's emotional and behavioral disorders, based on their exposure to trauma.

### **Syrian students not affected by war**

The two teachers who participated in the study stated that the Syrian students in their classes were not affected by the war.

“The child is a sociable and active one. Uhm... There is no problem like that.” (Hakan Teacher)

In the statement of Hakan Teacher, it was concluded that the fact that the Syrian student was not affected by the war was associated with the characteristic features of this student. The other teacher, who stated that his Syrian student was not affected by the war, expressed the opinion of Didem Teacher as follows:

“In other words, they are not cowardly or wimp like children from any other country or seen war. On the contrary, they seem to have lived in our country for forty years.” (Didem Teacher)

### **Results**

Based on the opinions of the classroom teachers participating in the research, it was concluded that the war process was very painful for Syrian students and that the negative effects of this process continued to be experienced. Adversely affected their educational lives of children living in Turkey that the Syrian doubt that trauma is inevitable. Considering that classroom teachers have an important role in overcoming the difficulties experienced by Syrian students and adapting to society as a healthy individual, it is thought that classroom teachers should be informed about the subject. According to the teachers' comments, Syrian students should be supported professionally in order to get rid of war effects with the least damage. In the light of the data obtained as a result of this research, it can be said that working of classroom teachers in cooperation with school counselor teachers will be effective in overcoming the problems. In case Syrian students are aware of their war experiences, classroom teachers will be more prepared for the needs and problems they may experience during their education. In the study carried out by Arabacı et al. (2014), it was emphasized that teachers should work in cooperation with school counselor teachers in order to overcome the problems of Syrian students who are traumatized due to war.

According to Jabbar and Zaza's (2014) report, 98% of Syrian refugee children reported a decline in their psychosocial development. They explained the reason for this decline as children's fear of being exposed to direct violence, losing their sense of belonging, deprived of educational opportunities and lack of fun or play. In the same report, it is stated that only 20% of Syrian refugees can receive psycho-social support. Accordingly, Syrian refugees should receive professional support to minimize the devastating effects of the war phenomenon and to survive the process with the least amount of damage.

In the research, it was concluded that Syrian parents, apart from Syrian students, were also negatively affected by the war. As a result of the study of Arabacı et al. (2014), it was determined that Syrian parents were affected negatively from the war and their psychology was damaged. It shows that Syrian parents should also receive professional support in order for Syrian children to have a healthy development process. Supporting Syrian students in all aspects, especially in the mental, physical, psychological and social areas, is not only important for their healthy development, but also for the order and peace of the society.

Gupta and Zimmer (2008) mentioned that students at the basic education level who suffered trauma as a result of their war history can overcome their trauma more easily through extracurricular activities prepared by considering their individual and cultural characteristics. Therefore, it is considered important that students who try to adapt to a new environment by leaving their countries because of the war will be able to effectively implement extracurricular activities to increase their course success and eliminate their adaptation difficulties.

Taylor (2008) stated that not only language needs but also other learning and emotional needs of children should be taken into consideration in their study immigrant children in Australia. In that study, the necessity of working in collaboration with community organizations and schools in the studies for immigrant children was mentioned. In addition, the importance of supporting family participation was emphasized in this process.

In the light of the findings obtained as a result of the research, various suggestions were made to improve the applications and to further research:

- Orientation studies should be carried out in their schools and/or neighborhoods so that Syrian students and parents can easily adapt to the region they live in.
- Supportive studies should be carried out on both the students and parents at a professional level and the continuity of these studies should be ensured.
- Next scrutinized training arrangements they made for the Syrians students in research comparable with that of other countries emigrated to the arrangements made in Turkey.
- The opinions of Syrian students can be examined to identify the difficulties they have experienced in educational environments and the supports they need.

Now knowing that, regardless the age, refugees are frequently subjected to various traumatic events and severe losses, within ongoing stressors within the host country. However, relatively younger refugees are facing many more experiences within mental health difficulties, including PTSD, depression, anxiety and grief. It is strongly recommended to raise awareness of relevant risk and protective factors (Ehnholt and Yule, 2006).

Overall, the research has concluded that the period of war have been hard on the Syrian children, and effects of which being still in motion. As a result of these effects, it is inevitable for the educational lives of Syrian children in Turkey to be affected negatively by their experiences. The class teachers play an important role for the Syrian children to overcome their experienced challenges and adapt to their new environment as healthy individuals. Thus, the class teachers are required to be generally informed in regard to the Syrian students. In the event that class teachers have information regarding the war experiences of Syrian students, they will be able to carry out the required arrangements within the educational process more easily. The Syrian students need to get professional support in order to minimize the effects of war. The cooperation of class teachers with school counselors in terms of preventing the possible problems in the future and the problems currently encountered is considered to serve as an effective approach. The results of the research conclude that not only Syrian students, but also Syrian parents have also been affected negatively by war. As development is considered a holistic phenomenon, providing professional support to Syrian parents is considered essential in order for the holistic development process for the Syrian children to be maintained in a healthy way.

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