The Problems of Syrian Students in the Basic Education in Turkey

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Abstract

In this study, it was aimed to examine the educational problems of basic education students migrating from Syria encountered in the schools. The research study group involved 37 Syrian students, 4 school managers and 18 teachers who were willing to participate to the research from four different secondary schools. The study group was chosen according to accessibility criterion. The data were collected through interviews. Therefore, the data was analyzed according to the qualitative methods. In the analysis of data collected by using face to face interview technique and semi-structured interview form, the content analysis method was used. According to the research results, it was determined that Syrian students have a language problem, especially during their education. They had sufficient knowledge of the Turkish language to manage their daily lives, however, academically the knowledge was concluded as insufficient. The main problems occurring among Syrian students are communication skills and adaptation. Main causes of these two problems are the differences between the ethnic origin among the Syrians students and the integration and communication with Turkish students. The Syrian students can be divided into two group as Syrian Kurdish or Syrian Arab. Both groups indicate that it is hard to communicate with each other due to the language difference. Furthermore, the Syrian girls expressed that they have more difficulties in being accepted and making friends, which causes the feeling that they are left alone. The findings of the research reveal that Syrian parents do not visit the school and that their skills of understanding and speaking Turkish are far behind their children's ability to understand and speak Turkish. According to the students 'views, the main reason for their parents' not visiting the school is the language problem. According to the data obtained from the interviews conducted by the administrators, guidance teachers and class teachers of the schools, it has been determined that some Syrian students have problems in integration during school, lack of motivation for the classes, and a more introvert student profile compared to other students. On the other hand, it was also stated that it was uncommon that Syrian students were included or had caused for any improper circumstances at school or were involved in any disciplinary case.

Keywords: Refugee, education, Syrian students, educational problems.

1.Introduction

Societies that are at risk of security are forced to immigrate because of the conflicts in the Middle East, interventions of the region and the world countries in this area and new policies that arise accordingly.

The number of immigrants around the world has increased dramatically due to political or human crises since 1980's (Castles and Miller, 2008, s. 11). Nowadays, the most striking example of this immigration is experienced from Syria to Europe. As noted by Cohen (2006) the refugee problem, previously regarded as a factor in East-West relations, now had a North-South dimension added to it.

In particular, the events that began in Syria in 2011, made many Syrians migrate to other countries, especially Turkey (Ostrand, 2015). According to the UN Refugee Agency Report (2015), these migrations made Turkey the country which hosts the highest number of the refugees in the world. Today, the number of Syrians migrating to Turkey is still on the rise and this is due to Turkey's "open door" policy for Syrians. In this period, having been entered the seventh year of the war in Syria, there is no hope that the crisis will be over soon.

Turkey, in which there are more than 3 million of Syrians and more than half of whom are estimated to be children, is the country that provides shelter to the highest number of Syrians in the world (The UN Refugee Agency Report, 2015). The number of Syrians seeking refuge in Turkey has steadily increased since 2012 by the reason of attacks against civilians. Figure 1 shows the numerical data of Syrian refugees between 2011 to 2017.

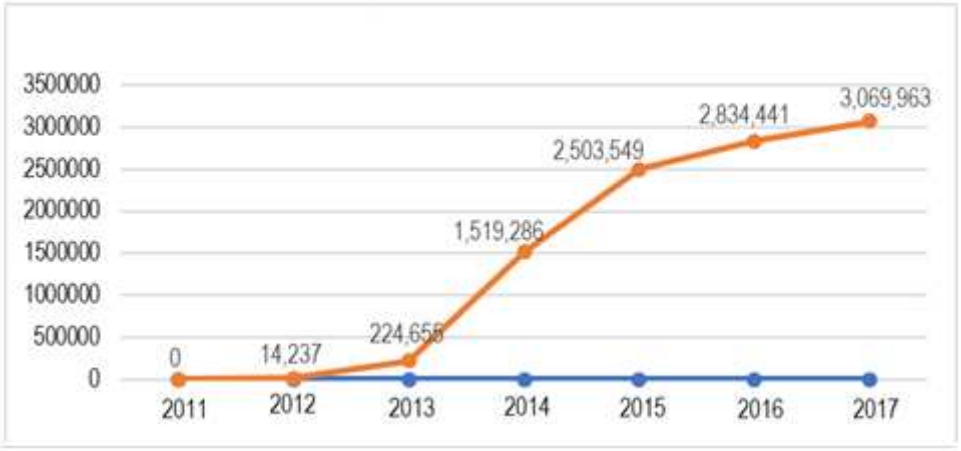


Figure 1. Number of Syrians seeking refuge in Turkey throughout years (2011-2017).
Source: Educators trade union report, (2017).

As can be seen in Figure 1, while there were only 14,000 Syrians in Turkey in 2012, this number reached to more than 3 million by 2017. As Harunoğulları (2016) stated, this migration brought together a period that deeply influences Turkey's social, financial, cultural and political structure with it. In this period, conducting correct policies in systems such as health, security and education are vital in terms of preventing problems that may arise in following years.

In Turkey, Syrians' legal status and the legal framework that can be benefited by them have been established with Temporary Protection Directive, which has been put into force in 2014. With this circular, Syrians were taken into temporary protection. Temporary protection is generally associated with protection of limited duration and standards of treatment lower than those envisaged in the 1951 Convention relating to the Status of Refugees (Edward,2012). It is usually granted to large groups of asylum seekers based on extraordinary and temporary conditions (Miller and Orchard 2014). Syrian people do not have immigrant rights where the study conducted. Therefore, in this study refugee description is used for the study group. Along with Temporary Protection Directive, circular number 2014/21 -Education and Teaching Services for Strangers- has been issued for Syrian children's access to the right to education. With this circular, Syrian children at school age who are officially registered had the right to enroll in state schools in Turkey legally. However, due to lack of infrastructure and lack of necessary support mechanisms, Syrian children have problems accessing the right to education.

The main problems are that most Syrian children aren't able to communicate adequately in Turkish, state schools -except Provisional Education Centers don't have a curriculum suitable for an exclusive to Syrian students, students' and especially parents' unwillingness to Syrian kids enrol in schools, and teachers' not having adequate competence to cope with discriminatory attitudes and behaviours. In addition to these, the fact that administrators and teachers aren't aware of facilities and services provided for Syrians and therefore they aren't able to direct Syrian students and their parents so that they can have support makes already existing problems bigger and more complicated. The problems mentioned are growing worse because of teachers' and administrators lack knowledge, time and competence (Istanbul Bilgi University child studies unit report, 2015).

Turkey is a participant in United Nations Children Rights Convention and according to item number 22, parties are supposed to take the necessary measures so that refugee children may benefit from all the rights stated in the convention. Therefore, Turkey needs to bring out policies that take all asylum seeker children's rights, including Syrians, into consideration.

Syrian population's education is extremely important for our country because most of them are young and dynamic children and teenagers. Education is expected to help an individual adopt the values of the society. Another definition of education is that it is behaviors that will develop an individual's desire, ideals and society's dynamism in a positive way. These targeted behaviors must overlap with the individual's developmental characteristics and needs as well as the values of the society (Varış, 1988). This is the reason why education of immigrant children is of special importance. In this context, one of the most critical problems faced by Syrian children is that they have with education. The result of research in Turkey in recent years shows that Syrian refugees have serious problems in accessing education (Dinçer et al, 2013). As stated in UNESCO's (2014) report, Syrian children who cannot benefit from the right to attend school, are more face to face with risk of abuse and maltreatment, cannot achieve their physical and psychological development adequately, and accordingly have more stress symptoms. Moreover, there are many risks Syrian children are face to face with. According to 2015 data of the United Nations High Commissioner for Refugees, psychological risks are the highest ones that arise as a result of ending these children's education and their employment as workers (UNHCR, 2015). As reported by Migration Management of Turkey (2017), there are 1.249.263 Syrian children aged 0-18 in Turkey, 73% of whom are at the age of primary education (Emin, 2017). According to September 15, 2017, data obtained from the Ministry of Education, 54.5% of 976,000 school-age children are registered in schools. That means, there are all most 450,000 unschooled Syrian children in Turkey. As it known, unschooled children are more vulnerable to child labor, early marriage, radicalization and joining radical organizations (Watkins and Zyck, 2014). Despite this, it is observed that there is not enough awareness in public opinion and among educators about the education of children has come via immigration.

The aim of this study was to investigate Syrian students' academic problems that they experience in the basic education in Turkey. Therefore, the Syrian students, their teachers, and school principals were examined to obtain the research data. Hence, the problems were examined according to perceptions of these three participants. Eventually, these three questions were answered in this study:

1) What are the academic problems of the Syrian students according to themselves?

2) What are the academic problems of the Syrian students according to their teachers?

3) What are the academic problems of the Syrian students according to the school principals?

2. Research Design

The research design was developed qualitatively, and a case study approach was used in the research as a qualitative research method. According to Creswell (2007), qualitative research is best suited for research problems in which variables are not known and need to be explored. When the literature gives inadequate information about the phenomenon of study, researchers need to learn more from participants through exploring the perspective of different actors, and this is where qualitative methods are useful.

A case study, one of the qualitative research method, is the detailed analysis of a social unit's past and present situation and its qualities within the environment (Punch, 2005). The case (s) are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time (Stake, 1995; Creswell, 2007). This paper, through a case study method, tries to analyze the basic education dimension of the Syrian students in Turkey.

2.1 Study Group

This research was carried out in Kocaeli in which high Syrian populations, under temporary protection, were lived in Turkey. According to official data from Ministry of National Education, 482 Syrian children were being trained in the region where the research was conducted.

Sampling constitutes the backbone of any study. In line with this objective, the research of study group has been involved 37 Syrian students, 4 school managers and 18 teachers who were willing to participate in the research from four different secondary schools. The study group was chosen according to accessibility criterion and determined by purposive sampling technique. In order to analyze the problems experienced by the Syrian students at different class levels, the selection of a similar number of students according to class levels has been emphasized. Half of the Syrian students, (n=19, 51%) who participated in the research were female and the rest of them (n=18, 49%) were male. One-fourth of the 37 Syrian students (n=9, 24%) were in the 5th grade, one fourth (n=10, 27%) were in the 6th and 7th grades, and the others (n=8, 21%) were in

the 8th grade. The percentage of Syrian students who have been living in Turkey for less than two years were (n=11, 30%), those who lived between 2 and 4 years were (n=17, 46%), and the (n=9, 24%) have been living in Turkey for more than four years. In line with the objectives of the research, the opinions of 18 teachers who have Syrian students in their class, also have been considered. More than half of the teachers (n=10, 56%) were female and the rest of them (n=8, 44%) were male. Half of the teachers (n=9, 50%) have between 1-5 years professional experience. Four teachers (22%) have between 6-10 years professional experience and five (28%) teachers' professional experience is over ten years. Twelve teachers (67%) took in-service training or courses about refugee education. For the purposes of the research, the views of the school principals, in charge of the schools included in the study, were also handled by four different schools. Of the four school principals, three were male, while the other was female. One school manager has between 0-10 year professional experience and three of them have more than 10 years professional experience. One of the schools where the research was conducted, has more than forty Syrian students. The other school has between 21-40 Syrian students and two schools in which the research was carried out, have less than twenty Syrian students.

2.2 Data Collection and Analysis

Research data was collected over a three-month period through 59 individual interviews (37 Students, 18 teachers, and 4 school principals). A semi-structured interview form was prepared by the researchers at first. The interview form was piloted to address the research problems. The face-to-face interview technique was used to collect data from the Syrian students. The interviews were organized by appointments that means each interview was carried out at the agreed time with the interviewers. The informal interviews with Syrian students were made in Turkish. Arabic translator was also utilized in interviews in the case to prevent misunderstanding. Each interviewee has been informed about the research before participating in the interview. The interviews lasted on average 30 minutes.

Interview technique is used when the researcher does not have enough knowledge about a topic (Merriam, 2013). In this case, pre-determined questions are not asked and there is discoverable approach at the basis of the research problem as Merriam (2013) suggests. According to Patton (2002), the purpose of the interview is to enter an individual's inner world and understand his point of view. Interpretative phenomenological analysis technique was used for the analysis of the data obtained from Syrian students.

In line with the objectives of the research, teachers and school principals have been involved in this study and the semi-structured interview technique was also utilized as one of the means for data gathering. According to Barbuor (2008), the 'semi-structured' aspect is crucial as it refers to the capacity of interviews to elicit data on perspectives of salience to respondents rather than the researcher dictating the direction of the encounter, as would be the case with more structured approaches. In the analysis of the data obtained from interview forms, content analysis technique was used. To verify the reliability and validity of the research, expert examination, purposive sampling, and dependability conformability techniques were used. Besides, participant confirmation was also utilized in this research for the reliability and validity. This study examined by an educational science expert. Expert views supported the views of the researchers. Direct quotes from participants' responses have also been used to ensure the reliability of the study. The codes P1, P2, P3, P… for the students; T1, T2, T3, T… for the teachers; and M1, M2, M3, M… for the school managers are used in order to not disclose the personal information of participants, based on the principle of confidentiality.

3. Findings

Educational problems of Syrian students that they faced in Turkey, have been investigated in terms of their own experience, teachers' views, and school principals' views. Findings are given in three titles.

3.1 Syrian Students' academic problems according to themselves

The results revealed that the Syrian students have four types of problems in the basic education in Turkey. These problems are categorized as problems that they lived with the teachers during lessons, with the other students at the school, with themselves, and with their family about inclusion in their education at school. These problems are shown in Figure 2.

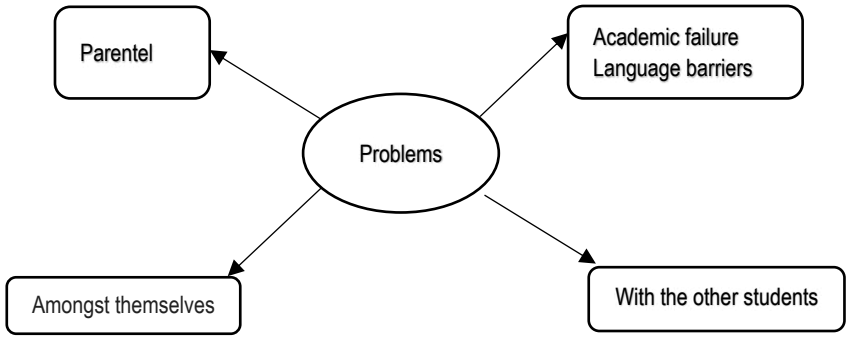


Figure 2: Problems according to students

As figure 2 shows, four main headlines are striking as problems of Syrian students. These problems are given respectively in this study.

3.1.1 Problems related to academic failure and language barriers

According to research findings, the students like their teachers, and lessons. However, the majority of Syrian students had difficulty in understanding the academic language the teachers used during the course. They had difficulties in some subjects such as Turkish, math, and science because of their language barriers. Therefore, the most challenging academic subjects of the students are Turkish, Science, and Mathematics according to their expressions. The participants have stressed that the main reason for their difficulties in these lessons is that they have difficulty in understanding the language used in those lessons.

Students also mention that they are able to find their teachers easily n the school when they need and find answers to their questions. However, the students expressed that the teachers do not repeat the topics more than once in the class when they don't understand.

Some of the opinions of the participants are as follows:

P 3, living in Turkey for 3 years, 8th grade,

"…I normally understand teachers when they want something from me. We even make jokes. But I do not understand some of the talks when they're lecturing. Teachers tell one more time for those who do not understand, but sometimes I do not understand, though. Mostly I am having difficulty in Turkish class. "

P 15, living in Turkey for 2 years, 6th-grade,

"…I do not understand at all in Science. I speak Turkish and I even write, but I confuse some letters. Teacher speaks fast"

P 14, living in Turkey for 2.5 years, 7th-grade

"…I challenge myself to understand your teaching, I understand many things, but I cannot listen to your teacher for a long time, my mind is breaking. There are places I do not understand, I was asking before, but I do not ask anymore"

3.1.2 Problems related to other students at school

According to research data, Syrian students have problems especially with their peers at school. Syrian girls have stated that Turkish girls do not want to be friends with themselves and that other male students do not want to be close to them. The students of Syrian girls think that Turkish girls are different from theirs as clothes and attitudes and Turkish girls do not like them and do not want to take them. Although the majority of the Syrian girls were wearing headscarves despite the fact that their ages were small, the use of the headscarf was observed to be very small for Turkish girls. Syrian girls say that they perceive it as a difference.

Male students stated that they were Turkish friends and that they had no personal problems, but they stated that they did not have much sharing with Turkish students out of the course of time. Nevertheless, from time to time they also expressed that they enjoyed playing together with Turkish students in soccer and basketball games.

Syrian students generally regard the reason for not establishing a close friendship with Turkish students as language problem and cultural difference. They also expressed that Turkish students sometimes mocked themselves.

Afterschool, Syrian students also stated that they did not meet other Syrian students in the school. It can be said that Syrian students do not share their school friendships among themselves except outside the school. Some participant opinions are like this:

P 8, Syrian female student, 8th-grade.

"They do not take us among themselves, they always talk among themselves. No one said a bad word to me. Actually, I wanted to be friends with them "

P 17, Syrian female, 8th-grade.

"They do not make friends with us because we are not like them, we do not dress like them. Some of them ale students are making fun of us. They say, 'This is not your country here, go away'"

P 26, Syrian male student, 6th-grade.

"I have Turkish friends, sometimes we play. For example, I ask them places I do not understand in class. I do not have any Turkish friends when I leave the school. I do not have a Syrian friend either. When I go home I watch Arabic channels from the internet. "

3.1.3 Problems related to themselves in the School

According to research data, Syrian students describe themselves as ethnically Arab or Kurdish in their own words. In total from 4 schools, there were 94 Syrian students, and Syrian students composed of different groups of ethnic groups stated that they had a communication problem among themselves. Although Syrian Kurdish students know Arabic, they stated that they speak Kurdish among themselves. The Syrian immigrant students of Arab origin expressed that they did not understand the language of the Kurdish Syrians. Both groups stated that they did not make friends with each other in school and they preferred to make friends with other students of their own ethnic background. Some of the participant's views are:

P 33, an 8th-grade student who defines himself as Arab.

"We do not understand them. They speak Kurdish. They do not want to make friends with us either. They are only talking to the Kurds. I do not want to talk to them either."

P 34, a 7th-grade student who defines himself as Syrian Kurd.

"We speak Kurdish, they are Arabic. I understand them, but they do not understand us. In our school, we were taking Arabic lessons in Syria. But we were talking Kurdish outside at home. I become a better friend with the Kurds."

P 36, an 8th-grade student who defines himself as Syrian Arab.

"There was no Kurd where we came from. So, I do not know Kurdish, I do not understand them. They also prefer to make friends among themselves. We are not friends with them."

3.1.4 Problems related to their family inclusion at school

The vast majority of the 37 Syrian students (n=34) stated that they had an economic problem and that there was no regular income. Some of them (n=5) have emphasized that they are going to work from time to time without coming to school to provide an economic contribution to the family. However, there are students who lost their mother (n=6), who lost their mother and father (n=2), whose father died or did not know where his father was (n=5). Some of the students (n=6) expressed that their brother or sister had to continue their lives in other countries. It can be said that the family life is deteriorated due to various reasons and the general living conditions with the deprivations are negatively affecting the educational life of the Syrian children.

The region in which the survey is conducted is generally a residential area with low socioeconomic levels, and the parent profile is mostly composed of economically low-income families. There is a dense Syrian population living in the region. Most of the Syrian students who were included in the survey also expressed that their families were experiencing economic problems (n=22). All of the students stated that they did not go to social activities such as cinema, theatre and they did not have activities that they spend time with their parents outside the home.

The number of Syrian families (n=4), who have come to school to visit their children and learn the situation of their child by now, are very few of the students in the study group. It has been understood that the families of Syrian students cannot visit their educational environment due to language problems. For Syrian students, it is not possible to talk about effective family participation.

The majority of the students (n=31) stated that even if the family came to school, they would not understand the teachers and that the Turkish language was very weak. Some participant views on the topic are as follows:

P 24, a 7th-grade student,

"…*We do not know where my father is. 3 years ago, I was gone with my 6 brothers and my mom. We had relatives here, they moved us here to find the place. My brother is working to ensure the livelihood of the house. We also get help. The government gives us cards by the number of people in the family, we are doing the grocery shopping. We also take the money. My mother does not understand Turkish, I know better. Mommy never came to school. My brother brought me here.*"

P 1, a 5th-grade student,

"…My mother died in Syria. He died because of illness. We came with my father and we have four brothers, but my father is now married, and I have two more brothers. My dad is working on construction. She's doing ceramics. My step-mother did not come to the school because she did not speak Turkish and my brothers were small. "

P 36, a 6th-grade student,

"…My father is dead. My grandfather's taking care of us here. I do not know mommy. My grandfather does not speak Turkish, so he understands some words, but he cannot. There is my uncle here, and they are staying here. They're helping us, or we could not make it. They also give me school expenses "

3.2 Teachers' opinion about Syrian students' problems in the basic education

In line with the objectives of the research, the opinions of 18 teachers who have Syrian students in their class, have been considered. The teachers' view about Syrian students' problems were categorized by using content analysis. The problems are shown in Figure 3.

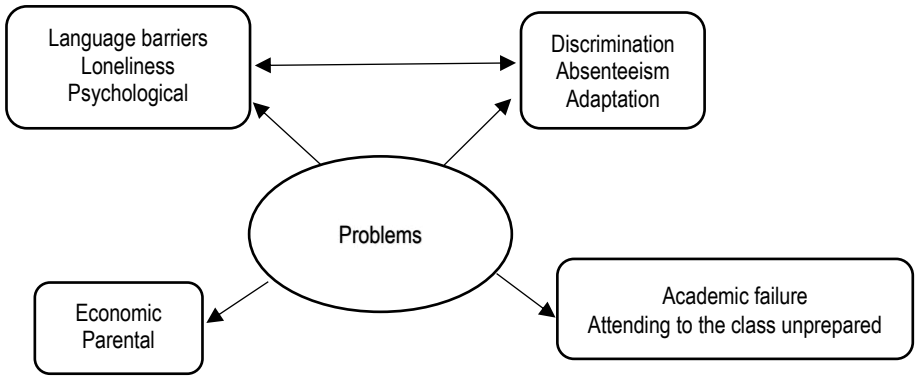


Figure 3: Problems according to teachers

It is also thought that discrimination, absenteeism, and adaptation problems are related to language barriers, loneliness, and psychological problems. Numerical data for the problems of Syrian students according to the teachers in Figure-3 are given in Table-1.

Table 1. Problems according to the teachers

Teachers' Opinions	*n*
1-Academic failure	18
2-Language (communication) problems	18
3-Adaptation problem of the school culture	15
4-Economic problems	14
5-Loneliness	8
6-Absenteeism	15
7-Discrimination in the school	6
8-Attending to the school unprepared	15
9-Parental problems	15
10-Psychological problems	9

As table 1 shows, all of the teachers stated that the Syrian students were unsuccessful in their lessons and had communication problems due to language barriers. Most of the teachers (n= 15) had the opinion that Syrian students have adaptation problem of the school culture. Majority of the teachers (n=14) agree with the opinion that Syrian students have economic problems and this situation affects their school success negatively. Absenteeism was another Syrian students' problem that seen in the basic education according to most of the teachers (n=15). Some teachers (n=8) stated that one of the Syrian students' problems was loneliness. Some teachers (n=6) indicated that Syrian students entered discrimination in the school. According to the majority of the teachers (n=15), Syrian students attend the school unpreparedly. Most of the teachers (n=15) stated that Syrian students have parental problems and they don't support in their education life by their parents and half of the teachers (n=18) stated that the Syrian students had some psychological problems. Some teachers' opinions are given;

T4, teacher who have 6-10 years professional experience,

"…These students came from a war where people die. They were taken in our school without any planning and integration process. Thus, they were abandoned to their fate in the classroom."

T6, teacher who have more than 10 years professional experience,

"…Language problems make it difficult for students to learn. Even if they try to learn the Turkish language, they are lagging behind in their education. Moreover, cultural diversity makes it difficult to adapt to educational environments."

T11, teacher who have 1-5 years professional experience,

"…they do not understand what I'm talking about in class, so they fail in exams. I cannot speak their own language, so we have communication problems. This causes them to be silent and shy."

3.3 School Principals' opinions about Syrian students' problems in the basic education

For the purposes of the research, the views of the school headmasters who were in charge of the schools included in the study were also handled. The school principals' view that obtained from interviews were categorized by using content analysis. The problems are shown in Figure 4.

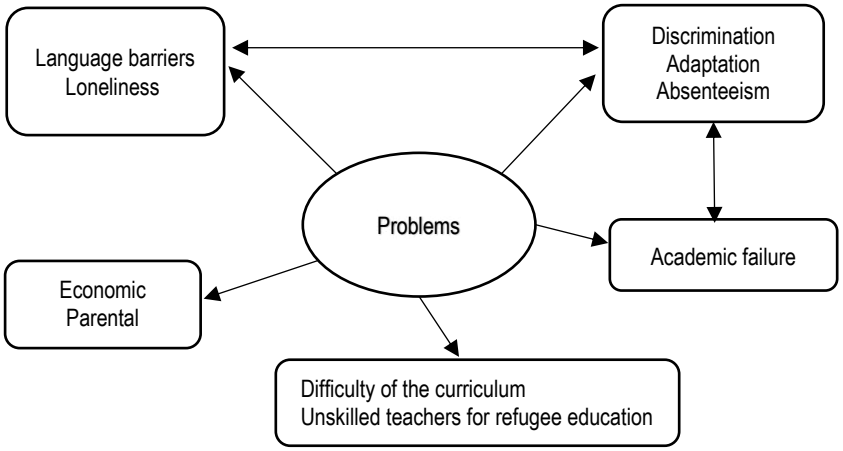


Figure 4: Problems according to school principals

As seen in Figure 4, the semi-structured interviews the semi-structured interviews with the school principals resulted that Syrian students have educational problems under 10 different categories. It is also thought that language barrier, and loneliness problems are related to discrimination, adaptation, and absenteeism problems. Besides, it can be said that this relation is also affected academic failure as well. Numerical data for the problems of Syrian students in which shown in Figure 4 are given in Table 2.

Table 2. Problems according to the school principals

School Principals' Opinions	*n*
1-Academic failure	4
2-Language (Commination) problems	4
3-Adaptation problem of the school culture	4
4-Economic problems	4
5-Loneliness	4
6-Absenteeism	4
7-Teachers do not fit for refugee education	3
8-Discrimination in the school	1
9-Difficulty of the curriculum	3
10-Parental problems	4

As it is seen in Table 2, school headmasters agreed with the academic failure as a problem of Syrian students. They also stated that Syrian students have language problems, absenteeism, adaptation problem of the school culture, economic problems, loneliness and parental problem in their education just as teachers stated. Only one of the headmasters expressed that Syrian students face discrimination in the school. However, school principals differ from teachers stated that teachers are not fit for refugee education and difficulty of the curriculum is another problem for Syrian students that students have to cope with.

Some school principals' opinions are given;

M 1, school principals who have more than 10 years professional experience,

"…I think that the applied curriculum and teachers are not suitable for the education of the Syrians. Teachers should be educated with in-service training activities…"

M 3, school principals who have more than 10 years professional experience,

"…we cannot overcome the problem of absenteeism. Syrian parents are not interested in children's education because economic problems are a priority for them."

M 4, school principals who have more than 10 years professional experience,

"This region is generally preferred by the Syrians, who have a low socio-economic level. They are mostly poor and uneducated people. As it is known, the participation of parents in the education is very important for children. But Syrian parents cannot speak our language, so it is impossible to communicate with them."

4. Discussion and conclusion

Movements by people, either forced, as in the case of refugees or voluntary, as in the case of immigrants, mark various time periods in history, shaping a global society.

Today, international population movements are transforming countries and societies around the world by influencing bilateral and regional relations, security, national identity, and sovereignty. The phenomenon of international migration now has a key role in the globalization process, affecting the transformation of international political order (Castles and Miller, 2008).

The research findings reveal that Syrian parents do not get interested in visiting the school, and their competence in Turkish is far below their children's. Students think that the reason for their parents' reluctancy to visit schools is a language problem. Syrian family involvement in school and their participation are activities which are organized in order that parents should be able to support their children's development and education (Ömeroğlu and Yaşar, 2005). Taking into consideration that children's first educators are their parents, parents should adopt the way which will synchronize formal (school) and informal (home) education to support and contribute to their children's education (Şahin and Ünver 2005). Çelenk (2003), in his study which deals with a family role in a child's academic performance, states that children from families with better supportive attitudes towards education are more successful academically. Additionally, school-family cooperation is crucially important for a child to succeed at school. Nevertheless, research findings show the low level of Syrian family participation in education. The results of the experiment present a decrease in students' motivation and show that they are not supported adequately by their parents.

We use data obtained from the interviews with school administrators, guidance counselors and primary school teachers, to conclude that some Syrian students have adaptation and absenteeism problems, suffer from low motivation, and are introvert if to compare them with other students. Psycho-social problems also occur among Syrian students who have been exposed to violence or war. Overall, the paper is full of evidence that Syrian students do not generally cause problems at schools and do not interfere with events which demand disciplinary action. As they are often forced to leave their environment due to violence and oppression, this situation is likely to cause traumas of various origin in these children. The most important reason for this is that the concept of immigration is a process full of losses at the root. Leaving the place where they grew up and socialized causes the loss of their parents family members, friends, social environment. These children experience torture or maltreatment. Sometimes they feel deeply hurt. Sağaltıcı (2013) detects psychological problems which relate to after-trauma stress disorder in Syrian refugees. His findings also confirm that males are more exposed to traumatic events than females. The worst thing is that, in most cases, children are affected negatively. Schools frequently experience problems with immigrant children, particularly, such as identity confusion, behavioral disorders, low self-respect, depression, problems arising from bilingualism, low academic success, and conflict of generations (Gün and Bayraktar 2008). School administrators claim that teachers are not well-trained to educate refugees. It can be said that teachers in Turkey do not get proper in-service training on refugee education. However, as Culbertson and Constant (2005) hypothesise that such training on refugee education will be useful for both refugee students and teachers. Candappa (2000) and Goodwin (2002) discuss that teachers should get involved in the education of refugee students taking into account specific characteristics and culture of these students.

The research conducted in different countries, on the refugee problem also shows that similar results are obtained elsewhere. Dryden, Peterson (2015), Bourgonje (2010) and Mendenhall, Russell, Buckner (2017) find out that refugees face problems such as access to education, language barriers, discrimination in the school, lack of future expectation,

psychological issues, and, hopeless. The research which has been carried out in other countries also gives proof that refugee children suffer from almost the same problems.

To conclude, we can claim that immigrant problem is a global problem. Different education systems encounter similar problems in immigrant education.

The findings lead the authors to suggest recommendations which improve the process of training of refugee students. They are as following:

Schools should organise cultural and social activities which would be attended by all members of the school community that is students Turkish and refugees, their parents and teachers.

Counseling services should be provided for these students taking into consideration that many refugee students have psycho-social problems due to war and immigration.

Absenteeism is a very common phenomenon among Syrian students as very often they work instead of attending school and these students can get involved into the educational process with the proper guidance.

School buildings and classrooms should be equipped in different languages to motivate parents to get more interested in their children's education and to attend schools where their children study.

Academic training should not be initiated for refugees who have not completed language education properly. In such a way, the academic failure which is caused by language barrier can be prevented.

Teachers need in-service training for refugee education. For this reason, teachers should get educated better about refugee students.

Refugee issue requires extensive research in various dimensions and countries as the problem of refugees is spreading all over the world.

Considering that most parents of Syrian students do not come to school to ask about their kids' performance because of the language barrier there should be a language course for Turkish for them in the school premises

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