

Evaluation Of The Effects Of Migration On Education According To The Opinions Of Migrant Parents

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Article Info	Abstract
Article History Received: October 12 ,2025 Accepted: January 13 ,2026	<i>The aim of this study is to determine the problems experienced by immigrants in the field of education through interviews. Evaluating the views of immigrant students' parents on this issue, it was desired to get concrete results in the field. At the same time, taking into account the situations that developed due to the pandemic, questions were asked regarding access to distance education. In this study, the interview method was applied within the scope of qualitative research. Data were obtained by using semi-structured interview forms. The sample of the study consists of seven immigrant families living in Konya. The semi-structured interview form used in the study was developed by the researcher himself. When the findings are examined, it has been seen that the problems experienced by these immigrant families who have lived in Turkey for a certain period of time in relation to education do not make a significant difference from other individuals who are Turkish Citizens. This is not true for all children of parents, especially if there are problems with adaptation. Participants in the research stated that they learned Turkish by overcoming language-related problems in a short time in terms of communication. Immigrant parents stated that they are very satisfied with the education in Turkey and that their children receive a much better education than in Syria.</i>
Keywords : Education, Study, Communication	
DOI: 10.5281/zenodo.18234521	

Introduction

Migration is defined as “the act of moving individuals or communities from one country to another, from one settlement to another for economic, social, political reasons, moving, emigration, emigration”. Immigrant, on the other hand, is "a person, family or community, immigrant, who leaves his own country to settle in another country" (sozluk.gov.tr). Migration within the country is not mentioned in these definitions. However, in the sociological sense of migration, internal and external migration are handled separately. Another concept related to these concepts is the refugee.

Refugee means asylum seeker. Refugee expression can be explained as being forced to leave their country due to various difficulties in their home country. Immigrants are similar. However, the term immigrant was used in this study. Because people from various nationalities who come to Turkey voluntarily prefer this place even if they immigrate due to the difficulties in their hometown. At the same time, Turkey also owns it. In Europe, the situation is different, and there is a situation that develops more in the form of asylum.

The nature of the concept of migration has a very wide scope. The Migration of Tribes is a mass migration event that continues over a long period of time. More political reasons played a role. However, migration events due to economic reasons such as famine and drought have also been experienced in history. Urbanization has again been among the factors affecting the form, process and structure of migration. The most common ones are migration events based on reasons such as war, revolution or internal turmoil. War, both in recent history and since ancient times, continues to exist as an unchanging phenomenon that has important consequences. This situation may result in more innocent people being forced to leave their places. Especially since the recent history, disregarding the laws of war, targeting not only military forces but also civilians in wars causes migration events to be experienced more intensely. Migration primarily affects children and women negatively. The civil war in Syria has been around for ten years. Millions of people have been adversely affected by this process. Immigrants had difficulties in adapting to the culture and socio-economic structure of another country. Those who do not migrate have to live in the shadow of the civil war while waiting for the uncertainty to end. It is also necessary to point out the role that school plays in the education of children of immigrant families. Reaching migrant children and their families plays an important role in identifying and meeting their needs. School is effective in the development processes of children with both the solution of problems and its protective-preventive role. Risky situations may arise in the social environment for the child, and the school protects the children against these risks at this point. The processes in the school are an issue that should be followed in order for the child to be in harmony with his environment and to continue his life in a happy and

healthy way. Immigrant children may experience traumatic difficulties due to both the civil war and the sudden change in their lives. Here, the school also has a rehabilitative position (Gencer, 2017; 845,846).

Despite these important aspects of the school, a significant number of Syrian school-age children do not participate in the education processes in Turkey. This situation may cause social problems (Elbeyli, 2020; 193). One third of the immigrants from Syria are school-age children (Demir, 2020; 1). In the fight against the negativities brought about by migration, children may resort to ways such as outbursts of anger, disturbing behaviors, falling behind their peers, problems with authority, confusion about rules and introversion (Kaya and Öz, 2020; 10). It is also seen that migration has different consequences on school and education. The increase in class sizes, the increase in the number of students in the school and in the classrooms affect the teachers' less time to spare for the students, the inability of all students to benefit from course materials adequately, the problems related to classroom management and ultimately their success (Schreglmann, 2020, 41). Therefore, while the school affects the shaping of the student's behavior and social cohesion, the increasing number of students in the school with the migration can also make changes in terms of the school's potential. After all, immigration and education have an intricate nature.

It is also necessary to point out the role that school plays in the education of children of immigrant families. Reaching migrant children and their families plays an important role in identifying and meeting their needs. School is effective in the development processes of children with both the solution of problems and its protective-preventive role. Risky situations may arise in the social environment for the child, and the school protects the children against these risks at this point. The processes in the school are an issue that should be followed in order for the child to be in harmony with his environment and to continue his life in a happy and healthy way. Immigrant children may experience traumatic difficulties due to both the civil war and the sudden change in their lives. Here, the school also has a rehabilitative position (Gencer, 2017; 845,846).

Conducting research on immigrant parents can primarily remind Syrian immigrants. Because of the civil war in Syria, the most intense migration comes from here. As of April 2021, the number of immigrants from Syria has been determined as 3 million 670 thousand people. On the other hand, in the final analysis, the number of immigrants increased by 4396 people in a month. The proportion of immigrants aged 0-18, that is, as children, corresponds to 47.4% of the total immigrants (mülteciler.org.tr). It can be said when the events are evaluated in terms of the information reflected in the news, compared to the previous periods. However, it is seen that the rate of people immigrating to Turkey does not tend to decrease. As of May 2021, there are 119,359 Syrian immigrants in Konya province, where the study was conducted. Konya has a total population of 2,224,384 and there are 5% Syrian immigrants (goc.gov.tr).

Different reactions can be seen from immigrant children as a result of the emotional situations experienced by students during and after migration, the differences they encounter in the school environment, and the difficulties they encounter during the adaptation process. The fact that they cannot understand the lesson and communication problems negatively affect the interest in the lesson can make it difficult for the process to run smoothly. Many students also misbehave in this situation. While these reactions occur in the students, the teacher may also have difficulties in classroom management. From time to time, he can show this by getting angry. In this study, after the migrant parent got angry with his little child and used a hurtful expression, the parent did not forget this. He even stated that his child showed his reaction by not buying a gift for his teacher on teacher's day. Immigrant parent:

The majority of those who migrated due to the civil war in Syria are women. Because, during this civil war, sexual violence was used as a tool to break the unity of the opposition politically and to ensure the disintegration of families or groups. Abductions, disappearances, executions, rapes, torture and enslavement, detention and unfair trials that women and girls are subjected to are among the incidents of violence. Migration is experienced for reasons such as staying away from such violence and surviving (Karakaya,2019; 2282,2286)

The consequences of migration are also felt in the political, social, economic and cultural fields. For example, the migration of tribes can be evaluated historically and politically at the end of the first age and the beginning of the Middle Ages. On the other hand, the Roman Empire was experiencing various difficulties at that time. These included religious struggles, internal turmoil, uprisings and struggles with the Sassanids. Due to this situation, the army was also weakened considerably. Again, the economic support made in the military field further increased the problems of the empire. While trying to overcome all these problems, the Roman Empire collapsed with the Migration of Tribes (Çapan, Güvenç,2017;634). Therefore, it is seen that immigration plays an important role in the political history of states.

Since the eighteenth century in the Ottoman Empire, there has been a migration movement of the Muslim people, who were resettled in new regions with the conquests, together with the lost lands. In order to realize this in a more planned and proper way, official commissions and bureaus have been established in the ministry. Especially after the Crimean War (1853-1856), a very intense immigration event was encountered. Housing, health, food and security etc. of the immigrants. The Muhajirin Commission was established in 1860 for the management of all their needs (Saydam, 2019; 286-288).

It is an expected situation that individuals or families who change their homeland in education will be affected by this situation. In addition, another side of the issue is that refugees or immigrants affect the identity or education system of the countries they go to. As a solution to this, it is shown as giving place to multicultural education activities from the first stage of education. For this purpose, inclusive education approach is applied in the education of immigrant students in our country (Yurdakul, Tok, 2018; 47, 48).

A study was also conducted on teachers' thoughts about immigrant students. In this study, although teachers find inclusive education useful, suggestions are made such as the fact that students should be subjected to language education first, that teachers should be aware of this issue, that there should be cultural and emotional orientation processes for teachers if necessary, and that the activities should be increased in order to ensure the integration of students among themselves (Yurdakul, Tok, 2018). ;55).

In order for the learning and teaching process to be carried out effectively, suggestions such as only refugee students going to schools, television programs, legal regulations regarding refugee students, refugee students attending pre-school education, and language teaching to refugee parents were also presented (Başar, Akan, Çiftçi, 2018; 1576).). However, when these suggestions are evaluated, for example, the existence of legal regulations on absenteeism may not bring much change. There are also non-immigrant students who are absent despite the legislation. Opening educational institutions only for refugee students should be evaluated in terms of teachers, course materials and many other requirements, and it will not comply with the Law of Unification of Education. When we look at the suggestion about preschool, it can be said that refugee students continue pre-school intensively. It is an important suggestion for parents to improve their language skills in terms of encouraging their children's participation in education.

If the studies on this subject are handled especially in the general title of migration and education, there are many articles etc. scientific study is coincidental. When the studies on this subject are evaluated; Ahmet Yurdakul and Nuri Tok's article titled "Immigrant/refugee student through the eyes of a teacher", published in 2018, is a qualitative research. Suat Yapıcı has prepared the thesis titled "Evaluation of Temporary Education Centers According to the Opinions of Syrian Teachers and Parents". Here, it is understood that the opinions of the parents were taken regarding the temporary education centers. Murat Başar et al. The article published by , is within the scope of migration education and problems, and here, a study has been carried out focusing on the problems encountered in the learning process. There is an article prepared abroad as a close title to this study. This article has been encountered in the final analysis. In the article of Lastikka and Lipponen, the views of Immigrant Families on Early Childhood Education were taken. The topic of care practices in the context of multiculturalism in Finland is also included in the title. Beyond these studies, there has been no direct study to get the opinions of Syrian Immigrant Parents on education in Turkey and the problems they experience. Multicultural education seeks to create equal educational opportunities for all students from different ethnic, racial or social groups. Multiculturalism is increasing in programs due to reasons such as ethnic elements, social pressure on education, theorization of ethnic studies, individual differences, changes in student quality and social structure. Strengthening diversity on the basis of similarity, ensuring equal and fair participation in education, and adapting to the society in which they live are among the aims of multicultural education (Yıldırım, Tezci, 2017; 722, 723).

One of the difficulties in communication is seen as the abstraction of students from the learning and teaching environment. According to teachers' opinions, immigrant students are distracted by being distracted from the lesson after a certain period of time because they do not speak the language and cannot understand the lesson. Since they cannot understand the concepts that the teacher wants to teach, they cannot participate in the learning process effectively. After a while, they start to be absent (Başar, Akan, Çiftçi, 2018; 1575).

As a result of the meetings held with parents abroad, it was revealed that special attention should be paid to promoting dialogue and mutual understanding, promoting linguistic and cultural diversity, encouraging cooperative partnership, providing support and personalized attention (Lastikka and Lipponen, 2016; 2015, 2016) Turkey They can benefit significantly from the training in.

There is also a significant interest in the development of communication and language skills, as well as adaptation to the immigrant age and place of migration. If the family continues to live in that country from birth, the child adapts more easily. Those who go at the first age can benefit from the education system of the country they go to more than those who go later (Tezcan, 1994; 64).

Foreign language proficiency may be higher in female students. It can be said that these data are also valid for immigrants. Both the adaptation and success levels and language competencies of female students may be at a higher level. A study also supports this situation. It has been stated that girls value reading, writing and verbal skills more and there is a significant difference when compared to boys (Gustavsson & Samuelsson, 2013; 183). In the evaluations of the Ministry of National Education, it has been determined that female students are more successful than male students in all language skills, namely reading, listening, writing and speaking (meb.gov.tr). The results of the studies conducted directly on this subject, namely on the Turkish language and communication skills of foreign students in Turkey, are similar. So much so that there is a significant difference

between the frequency of encountering difficulties in speaking skills of male and female students. Male students encountered difficulties more frequently in terms of speaking and communication skills (Keser,2018;65).

There are many articles, theses or books on Migration and Education. Many of these cover the problems immigrants experience in education. Some of the studies focused specifically on language and communication problems, some on the success of immigrant students in mathematics lessons, and some on the problems in general. Especially in the last ten years, there are studies specific to Syrian immigrants, since the problem of immigrants has been intensely realized due to the civil war in Syria. These studies focused on the views of teachers and school administrators. In addition to all these, no study specific to immigrant parents in Turkey could be found. This study was conducted with immigrant parents in Konya province. A unique interview form was created.

In a sociological study on Syrian immigrants, it is seen that the immigrants strongly mentioned that the state takes care of them institutionally in Turkey (Akın, Bozbaş; 58). It is also possible to say this in the field of education. In the content of the interview conducted in this study, it is understood that the state gives pensions to immigrant children.

A research conducted specifically on this subject also supports the findings about the difficulties of immigrant children in mathematics lessons. In this study, it was determined that the problem solving skills of Syrian immigrant students were very weak in mathematics. The most important part here is about the students' understanding of the problem they read. Students' lack of understanding has been expressed as the foremost problem in solving the problem (Bolat, 2021;105).

A Foreign Student Information Operating System has been created for the processes of school follow-up and education of Syrian students. In a study on this subject, it was determined that school administrators were satisfied with this system. This system has also contributed to overcoming the problems related to registrations. Every student who has a foreign card or passport can be registered through this system (Levent and Çayak,2017;28,29). In the system, the student's exam results, absenteeism, report card, certification, diploma, etc. information is available. When immigrant students come to Turkey regarding registration, they are guided in accordance with their education documents and diplomas and their equivalence. Persons who do not have a residence permit and who are not given an identification number are requested to obtain an identification document issued by the relevant institutions (Aytekin, 2019; 22). On the other hand, "For those who cannot present their documents due to war and similar reasons (kms.kaysis.gov.tr);

- a) Turkish, Mathematics, Science and Technology in Primary Education,
- b) Language and Expression, Mathematics, Science (Physics, Chemistry, Biology) in general secondary education,
- c) Language and Expression, field/branch in vocational and technical secondary education,
- ç) Language and Expression, profession, in imam hatip high schools,
- d) In fine arts and sports high schools, the level is determined by conducting oral and written exams by commissions determined by the national education directorate for common courses other than common general culture courses, and language and expression courses.

Research Problem

The problem statement of our research is to determine in which area the problems experienced by immigrants regarding education are concentrated. The sub-problem is how some of the assumed thoughts about immigrants actually take shape in concrete terms. Another sub-problem is whether immigrant families have economic problems or not, and its effect on educational activities. What is the state's support for education? This is the sub-problem. Expectations of immigrant families about the education of their children and their plans and thoughts about the future are another problem.

Research hypothesis

The researcher assumes that immigrant families do not have problems with education in Turkey. Because it is understood that the state gives the necessary support in this regard. On the other hand, it is thought that immigrant families have made progress in terms of their children's education, both in transportation to school and in communication with their peers and teachers.

Method

This study was qualitatively based and interview method was applied in order to determine the thoughts of immigrant parents in Turkey about education problems. During the interview, fifteen questions, including the demographic part, and side questions that would make the answers given by the interviewer more explanatory, were asked to the participants. It is known that the state provides significant support to immigrant parents and students in Turkey in terms of socio-economic, health and education. Providing the concretization of this support with data will be possible by including the parents in the interview in this sense. On the other hand, migration, economic and social consequences of migration, cultural differences, psychological changes, differences in language and communication processes, etc. items may cause some problems to arise and their

reflections on education. It is envisaged that the determination of these can be achieved by the interview method in qualitative research.

In this study, case study, one of the patterns in the qualitative research approach, was used. Observation, interviews, documents and reports and audio-visual materials are among the sources of information in this model (Creswell et al. 2007, 245). It is defined as a method that explains how the situation works by systematically collecting information about a person, social environment, event or group related to a particular situation (Berg, 1998). Concepts such as case study, case study, and special case study are also used instead of case studies. expressions (Yıldırım and Şimşek, 2006). case study; It is preferred in fields such as sociology, psychology, educational sciences and especially in researches such as language learning, mother tongue and second language acquisition (Paker, 2015;119). Case study is also defined as the in-depth study of a single case in order to explain more cases (Subaşı&Okumuş, 2017;420)

Data Collection Tools

In this study, a semi-structured interview form consisting of fifteen questions was applied. Seven of these questions have sub-questions to get the answer of the question in a more descriptive way. The purpose of the interview technique is to identify people's experiences and how they make sense of these experiences. In this technique, the main point is the stories, descriptions and thoughts of people (Türnüklü, 2000, 544) As data collection tools, documents, archive records, interviews, direct and participatory observation and physical works are listed. In the interview, which is among them, it is possible to focus directly on the case study (Yin, 2003; 86). The study also acted on a voluntary basis. It was informed that the meeting will be recorded. Confidentiality is also emphasized. It was stated that the names of the interviewees would not be included in the study. The interview form prepared for the study was validated by an expert.

Interviews are examined with various classifications within the scope of research methods. One of them is the negotiations according to the strictness of the rules. Such a classification was made according to the determination of the interview questions. Accordingly, structured, unstructured and semi-structured interview forms can be arranged. It means that it is structured to comply with the interview plan exactly as no additional questions can be asked by adhering to the interview form exactly, it is not structured to allow flexibility to organize the interview plan completely freely, and the middle of these two means semi-structured. Although the questions to be asked are determined in advance, when it is necessary to think and ask new questions according to the developments during the interview, these are described as semi-structured interviews (Karasar, 2012; 167,168).

Analysis of Data

The data obtained from the interview form were first classified. First of all, the answers to the demographic questions were tabulated. The raw data collected have been classified in accordance with the purpose. Classification of data according to one or more variables, and analysis according to one or more variables. The necessity of comparing these data with other data and presenting them individually and in distributions is possible with statistics. This analysis process is not only quantitative, but also valid at the end of data collection processes such as observation and interview. Frequency distribution is one of them. It is applied to make the data collected one by one and not processed any more understandable (Karasar, 2012; 206,207). After the data were analyzed in this way, they were interpreted and evaluated with the descriptive analysis method.

Limitations

Among the immigrant parents who are asked to be interviewed, there are parents who have difficulty in fully understanding and expressing Turkish. Although the children of immigrant parents have learned Turkish in a short time, they have some deficiencies in this regard. At this point, help was received from his children.

The case study may have limitations or disadvantages such as being biased, taking a long time and containing data that is difficult to read (Aytaçlı, 2012;2). However, important results can be obtained by considering the common or similar aspects of them during the research and while examining the data. It is difficult to be biased if there is consistent data in all of the interviews. The time issue will be solved by the effective use of the time that the researcher will devote to the data collection process. During the interview, irrelevant data can be reduced by the strategies followed during the interview process. Thus, each of the questions in the interview form will require analysis as valuable data within the scope of the study.

Results and Discussion

In immigrant families living in Konya, student parents or parents were interviewed. The interviews were recorded and 7 interviews were held, including four Syrians, one Palestinian, one Turkmen, and one Iraqi. Each interview lasted about half an hour. While expressing the findings in tables, the data on demographic questions that will help to identify immigrant parents are as follows:

Table 1 Descriptive Demographic Information of Immigrant Parents

Variables	Kategory	f
Age	25-30	1
	31-35	3
	36-40	2
	41-45	1
Gender	Male	4
	Female	3
Graduate	Primary School	1
	Middle School	1
	High School	4
	University	1

Second Level Headings

Please embed tables and figures in appropriate areas within the document and center them horizontally. Tables and figures should not exceed the given page margins. Provide captions (maximum length: 6 to 8 words) for each table or figure. Centre the caption above the table and below the figure. Please reference the table or figure in the text (Table1). Please do not use vertical lines in tables. For figures, GIF and JPEG (JPG) are the preferred formats. Please embed tables and figures in appropriate areas within the document and center them horizontally. Tables and figures should not exceed the given page margins. Provide captions (maximum length: 6 to 8 words) for each table or figure. Centre the caption above the table and below the figure. Please reference the table or figure in the text (Table1). Please do not use vertical lines in tables. For figures, GIF and JPEG (JPG) are the preferred formats.

When we look at the table, it is seen that immigrant parents are in the middle age group. Four of the seven participants are women and three are men, and there is a balanced distribution. As a graduation, high school has a significant weight. It is particularly noteworthy that housewife mothers are also high school graduates. Although the interviews were made with the parents, they were conducted through an interpreter. In general, the daughters of the parents helped. One of the interviewees even got help from their acquaintances at the point of translation, who spoke Turkish and were in the sixth grade of medical education. The migrant families interviewed are not only from Syria, but they are the majority of Syrians as there has been intense migration from Syria recently. Other information about immigrant parents is given in the table below.

Table 2 Other Variables Containing Information About the Interview Participants

Participant Code	Hometownor Origin	Yourcurre ntjob	Yourjobbeforeyoucam etoTurkey	How longhaveyou ubeen in Turkey	How ManyChildren Do YouHaveGoingtoYo urParent School?
Mother 1	Syria	Tailor	Housewife	8 year	3
Father 1	Syria	Currently not working	Ingovernment	5 year	6
Father2	Palestine	Currently not working	Trade	2 year	3
Mother 2	Iraq	Housewife	Housewife	8 year	3
Mother 3	Iraq	Housewife	Ev Hanımı	4 year	4
Father 3	Syria	Repairman	Repairman	5,5 year	5
Mother 4	Syria	Housewife	Housewife	4 year	3

When we look at the table, almost all of the immigrant mothers and guardians interviewed continue their lives as housewives. An exception is the mother, who is a tailor. If a general evaluation is made, immigrant parents do not have a regular occupation. It can be mentioned about Baba 3, who is trying to carry out the same profession as where he came from. Baba 1, who works in the state, that is, in the public sector in Syria, stated that although he normally runs a grocery store in Turkey, he closed the grocery store upon the warning of the municipal police. On the other hand, he attributes the fact that he is not working at the moment to an injury process that he has undergone from his knee. When we look at the immigrant families, it is understood that they have been in Turkey for many years. One exception has been two years since Baba 2 came from Palestine. The number of children includes those who go to school. However, it can be said that the number is considerably higher than the Turkey average.

The descriptive method was preferred in the analysis of the interview data conducted with immigrant parents within the scope of open-ended questions. In descriptive analysis, the collected data is summarized, interpreted and analyzed. The answers given to each question with similar content and the answers that will contribute to the analysis process are listed in the table. Frequencies and percentages of expressions are given in the table. Detailed and explanatory comments about the parts expressed are also included in the table.

Table3 Descriptive Analysis Results of Parents' Answers to Interview Questions

	Maddeler	F	%
1	We Didn't Have Problems With School Registration In Turkey	5	71
2	We chose the school or schools because they are close to home.	7	100
3	We think that registration procedures are easier in Turkey.	2	28
4	We had no problems with transportation.	5	71
5	We had some financial difficulties while meeting school needs.	4	57
6	The State of the Republic of Turkey provided financial support to our education.	4	57
7	It was difficult to carry out because other children who go to school in distance education also have lessons.	5	71
8	He can talk and communicate with all his friends	4	57
9	They understand your teacher	3	43
10	There was a difficulty with the language at first but now it's ok	5	71
11	There was no change in the future goals and interests of the children in the course after the migration period.	5	71
12	We do not have any responsibility that we put on children	7	100
13	Siblings who know Turkish better attend the parent meetings.	3	43
14	We attend parent meetings but we don't understand anything	1	14
15	We cannot attend parent meetings.	2	28
16	Children try to participate in activities	4	57
17	Children participate according to the type of activity	1	14
18	Children having difficulties in math class	2	28
19	We had difficulties in recording but it was saved in the end	1	14
20	There may be exclusion from peer relationships at school.	4	57
21	We did not have any economic problems in meeting the school needs of the children.	3	43
22	We are satisfied with education and education policies in Turkey	3	43
23	The state did not support tablets	2	28
24	Children were able to follow the lessons in distance education	2	28
25	We had no difficulties with language	1	14
26	We could be more interested in Syria	1	14
27	I can't help children with their tutoring	1	14
28	We follow the school and lesson of children	6	86

The data in the table may not indicate otherwise. Because the evaluation was made within the framework of the themes formed. For example, apart from the two parents who commented that the registration process was easier in Turkey, we cannot claim that the other parents did not think so or did not think so. It is necessary to take into account the other answers in this topic while making the evaluation about it. Here, it is clearly understood that within the scope of Article 1, parents did not experience any difficulties in enrolling their children in school in Turkey. Only Father 2- stated that “..they had difficulties with registration before taking out an identity card, they were able to register easily when they got an identity card”.

Proximity to home mostly played a role in school preference. However, the parent who enrolled their child in the school, which is two kilometers away from home, could choose the service. The parents, who stated that

their children had to go to school by bus, stated that they had some financial difficulties because of this. However, most of the parents stated that they did not have any difficulties in transportation.

Slightly more than half of the immigrant parents state that their children have difficulties with school expenses, albeit a little. Mother 2-“...notebook etc. We provided the necessities but not all of them”. There are also parents who say that they do not have economic problems and that they can meet all of their children's educational needs.

At this point, another issue related to the issue is related to the help of the state. The rate of those who say that the state does not meet the needs of their children in economic terms is equivalent to the rate of those who receive aid. Therefore, if the family is already able to meet the needs of their children in an economic sense, it will be meaningless to receive help from the state. It is possible to say that the help here is multidimensional. The first is financial support. The state provides monthly support to migrant girls and boys at different rates. Father 3 said that “the state pays 50 TL per month for girls and 45 TL per month for boys”. Father 1 also mentioned the monthly aid given at the same rates. Even though mother 2 mentioned monthly support as “35 TL”, it is difficult not to equal this figure with other parents. Therefore, it is understood that the information given by Anne 2 is not an up-to-date figure.

It is understood that the state contributes to meeting basic school needs as well as providing financial aid on a monthly basis. So much so that stationery aid can be expressed in this context. Father 1 stated that he received stationery support for his three children. Therefore, besides the monthly financial aid given to the children, stationery support was also provided to the same person. In addition, this support is for every child who goes to school. It is seen that there is no limitation in this regard.

It can be said that the issue of distance education has created a little more difficulty in reaching education for immigrant children. There are many siblings who go to school. Even if there is a phone and computer at home, it is normal that it is not enough. As it is known, the Ministry of National Education distributes tablets to students. Tablet support was provided to the children of the two families interviewed. However, the high number of students in a family made it difficult to achieve full efficiency in terms of distance education.

For example, Mother 2: “.....The government gave a child a tablet, I have a phone. We also bought the internet from the neighbor, they followed the lessons, but someone could not attend”.

Mother 1: said “...There is a phone at home and a child was able to attend class from it, a tablet was not given”. In this regard, Mother 4 makes a suggestion. His suggestion is that the lesson hours of each class are different. Thus, children will be able to attend classes at different times with a single device.

Father 3: “...we bought a phone, it was not enough for three siblings, we recently bought a computer”. In addition to the problems caused by the financial deficiencies of the distance education process on behalf of the families, the issues related to the long-term interest of the children also affected the process.

Father 1 said, “...children were not absent from face-to-face education at all, face-to-face education was very useful, it went very well, children weakened in education after corona.” This situation can be seen in the impressions obtained from the teachers during the distance education process. There is no technical issue or lack of infrastructure in distance education here, but it is known that children cannot stay in front of the screen for a long time due to their active age, and there has been a decrease in the rate of participation in classes, especially recently.

Language and communication is another part that needs to be evaluated separately. The majority of the participants state that children have difficulties with language at first, but point out that after a certain period of time, there is no problem in this regard. A single parent, Mother, mentioned that they can adapt to 2 languages in a very short time, about a month, and that they do not have language problems. Mother 2: ... they understand everything, there is no problem in communication, they adapted in the first two or three months”. Because they are Turkmen, their familiarity with the language played a role in this.

On the other hand, it is understood that studies have been carried out to overcome language-related problems. Mother 4 said: “A harmony class was held at school”. Apart from this, there are parents who state that they have problems with language. Father 1 mentioned that they have improved in “reading and writing in three months and speaking in a year” regarding one of their children. Mother 3 also mentioned that development can be achieved in two years.

About half of the participants indicate that there is no problem in understanding the teacher and what he or she is saying. Of course, this statement does not mean that the rate of understanding the lesson has been achieved one hundred percent. At this point, technology can also be used. Mother 3: “...they understand, they also use Google translate sometimes”. Again, Father 1 pointed to the two-dimensional aspect of communication by saying “the teacher is good, the children are good”. Anne 1 emphasizes the self-sacrificing behavior of teachers as follows: “When they tell the teacher that they do not understand, the teacher explains again, they send summary, tests and homework”.

Evaluations about friends are also important in language and communication. Because friends are an important factor in the student's adaptation to the class or school. Language can also be important here. But more

importantly, students' approaches to each other and their perceptions. An important part of the participants mentioned that their children do not have any problems with friendship and they have Turkish friends.

There are also families who have different opinions about the acquisition of friends by their children. For example, Father 3: "They become friends with Syrians, there can be exclusion. But this does not affect their lessons," he said. Mother 1: She states that her daughters are able to make friends, but her brothers are excluded because they are Syrians and they do not play with her. Father 1 points out that his children have Iraqi and Syrian friends. "There is an opinion that you are Syrian, but it can vary from class to class," he says. It should also be noted that the effort of the immigrant student for integration is also important here. In particular, misbehaving may cause a reaction to the immigrant student. Because Father 1 mentioned that the teacher said a harsh word to his child. Could it be that you, too, have been misbehaving by turning to the child? When asked, the child replied: "Yes".

While migration creates social and economic problems, psychological effects should also be included here. It can be thought that the interests and motivations of children who migrated may change due to the psychological factors created by migration. However, almost all of the immigrant parents said that there was no change in their children's goals for their future after they came to Turkey. Only Father 1: "They could show more interest in the lesson because they understood the lesson in Syria." Apart from that, there are generally positive opinions. For example, Anne 2: "They wanted to be a teacher, now they take it more seriously" commented.

Considering the economic difficulties and social conditions experienced by immigrant parents, it may be possible to impose responsibilities on children. However, all of the participants reported that they did not impose any additional responsibility on their children. Father 3: who is a mechanic on this subject said, "...we are experiencing financial difficulties because I am a mechanic, but I think that there is no need for a child to work". Mother 1: says that they gave warnings such as "tidy the room, put your books in order". Anne 2 humorously said: "Nothing but playing games". Father 1: "My knee was injured, the children were supporting me because my grocery store was closed. We weren't giving any assignments, let's say it's a holiday on Sunday, they came and helped," he said, referring to an arbitrary responsibility.

There were different answers regarding the participation of parents in parent meetings. The most prominent of these is the method of attending the parent meetings of the sibling who knows Turkish well and is a little older. Parents are generally unable to attend due to their language inadequacies. They said that they did not understand anything even though they had already participated. For example, Mother 4 stated that her 6th grade daughter attended the parent meetings.

As for the events, there are some limitations due to the known pandemic. In addition, different competitions and events can be organized in various fields. It can be said that the parents follow the process in this regard. In particular, there is information that children try to participate in these activities. However, some activities may be preferred more. For example, Mother 1: "We said to participate in competitions such as Qur'an competition, hadith memorization, poetry memorization, but they do not participate in sports and visual activities." Mother 2: "I want the children to participate in the activities and adapt" said. Father 1 also provided a response regarding participation in activities in physical education classes. Father 3 said: "I will participate in some competitions with painting etc. They are participating, then they could not participate because there was no material".

In this study, qualitative research was conducted and semi-structured questions were asked. For this reason, although not in the interview form, while some questions were answered comprehensively, new topics were born. One of them is related to the difficulties of students in mathematics lessons. It has been added to the table since this issue was mentioned. Father 3 used the statements "they only have difficulties in mathematics". Father 1: "They were good in numbers at first, but now they have difficulties, they are good in religion, Quran, science and social, but they have difficulties in Turkish and mathematics".

Immigrant parents have positive opinions about education in Turkey. Almost all the parents who expressed their opinions on this subject expressed their opinions by saying that they are satisfied with the education in Turkey. There are parents who think that the content is a little more difficult when compared to Syria. For example, Father 1: "Turkey is fair, Muslims are beautiful, we are satisfied. In Syria, civil war planes come and shoot, there is no water and food, so we could not show interest in the lessons. Mathematics is very difficult in Turkey, lessons are more difficult. In Syria, for example, 9, 8 in Turkey, questions come in mathematics and sometimes they do not understand." It follows from these statements that the content of education in Turkey is one year ahead of Syria. The content shown there in the ninth grade is understood to be shown in the eighth grade here.

The level of interest of immigrant parents in their children's lessons and their approach to following their children were also wanted to be evaluated. According to the data obtained in this context, almost all of the parents are interested in the education processes of their children. For example, Father 2: said, "...especially follows mothers". On the other hand, the parent who said that he was more interested in Syria shows that he actually wants to take care of his child's lessons. Mother 2: "...I could have been more supportive in Syria since I did not receive education here." Of course, the help and support of parents in classes is of great importance. In addition, moral support should be more important. Father1: "We used to help in the lessons we understood in Syria, but we give more moral support here".

Conclusion

In terms of migration and its consequences, perhaps one of the most difficult points to compensate is the loss in the spiritual field. Because even if economic difficulties and difficulties arise, they can be overcome somehow. Notebooks, books, course materials can be provided. However, the events that led to migration, civil war and others, loss of close relatives, abandonment of the environment in which he lived, having to leave his country will have emotional consequences. And they are more likely to be felt, especially in children. At this point, the statement of the Syrian parent that I cannot help with the lessons, but we provide moral support is very important. Children's need for moral support is undoubtedly higher. The quality of education provided in Turkey is quite satisfactory. The financial support is sure to set an example for the world. More importantly, the problems of the immigrants in their countries will end as soon as possible and they can return to their homeland. It is understood that children are made to benefit from the conveniences brought by time, despite the economic difficulties. It is known that in the past, children traveled two or three kilometers on foot. Bicycles were also preferred. However, parents of immigrants take advantage of the opportunities and prefer the bus or shuttle service.

When the data obtained from this study are evaluated, the biggest difficulty or problem faced by immigrant families in education is related to language. Because economic-based problems or other different issues can be resolved somehow. Although the language is learned in a shorter time for immigrant children, it has been determined that the parents are quite inadequate in this regard. This situation affects their children in following their lessons, providing support to them in matters they do not know, attending parent meetings or understanding what is said there, being informed about various activities organized at school and guiding their children. Due to this situation, parents cannot make the necessary contributions to their children's education.

Recommendations

It is seen that language plays an important role in the education of immigrant children as well as in terms of parents. First of all, children learn Turkish in a shorter time. But language is also a reflection of culture. Even if they speak the same language, it can be difficult for children to make friends with Turkish children due to cultural differences. For this reason, it is seen that children generally make other immigrant friends from Iraq or Syria. Language also plays an important role in understanding what the teacher tells. Immigrant children may fall short of fully understanding what the teacher tells. So is language. Even if someone who learns a foreign language communicates abroad in a way that meets their needs, they may experience scientific difficulties. This problem of the student, who is distracted and isolates himself after a certain period of time when he does not understand the lesson, is also based on the language issue.

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