



The Views of Secondary School Teachers about Refugee Students¹

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Abstract

The aim of this study is to determine secondary school teachers' views about the refugee students. In this direction, the secondary school teachers' views about refugee students' attention, and attitude toward their subject, refugee students' readiness, attention, and attitude toward their lesson content, and the suitability of methods, techniques which they use in their class to the readiness of refugee students were determined. Moreover, their views about the suitability of their equipments and materials to readiness of refugee students; the suitability of assesment and evaluation instruments for refugee students; and their views, ideas to develop and enrich their lessons were determined. In this study, qualitative research design was used. The study group consisted of the secondary school teachers worked at a state school in Elazig city center in 2017-2018 academic year, second term. Maximum variation sampling method was used in the study. In determination of school, whether there are refugee students or not at that school was considered. From each branch two teachers were selected and totally 22 secondary school teachers were included in the study. In determination of these teachers, the views of headmaster and deputies head of the secondary school were considered. Volunteer branch teachers participated to the study. A semi-structured interview form, which was designed by the researcher was used for data collection. Six semi- structured questions were asked to identify teachers' views about refugee students. These questions were reviewed by a professor and two assistant professors. The clarity of questions were negotiated with three secondary school teachers. Study results revealed that secondary school teachers have some problems in instruction of refugee students because of several reasons. Several recommendations are offered based on the research findings.

Keywords: *refugee student, refugee student education, education problems, education problem of refugee.*

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Introduction

The political disturbances, wars, political repressions in the middle east cause people in that region to migrate, and this situation has created challenges for nation states to maintain their social cohesion (Taylor & Sidhu, 2012: 40), and other several problems. These people decide on settling into Turkey because of some reasons. This situation brings some problems in its wake for people who migrate with their all families. The education problem of refugee families' children is one of these problems. This problem includes several sub problems like the problems teachers faced with refugee students education.

The effects of immigration that is considered as a problem in today's world, are tackled by different science fields in its different aspects. For instance, geography field observes it for the migrant centers, social anthropology field observes it for cultural structure occurred after migrant. Social science is a field of study provide displaying sensitivity to other people (Topkaya & Akdag, 2016: 769). Turk students have develop negative metaphors about Syrian refugees like orphan, helpless, annihilator but some of them develop positive metaphors. The ones who develop positive metaphors, regard refugees as a close relative and sibling (Kara, Yigit & Agirman, 2016: 959). At Karagozoglu's study (2017: 522), the same result can be seen, secondary school students developed methapors include negative reaction or emotional approach. This study, actually show us what Turkish students think about refugees.

International Migration Law describes a refugee as “a person, who owing to well-founded fear of persecution for reasons of race, religion, nationality, membership of a particular social group or political opinions, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country” (2004: 53). English Oxford Living Dictionaries (2018) describes it “as a person who has been forced to leave their country in order to escape war, persecution, or natural disaster.” At United Nations report(2018), “Turkey is home to over 3.5 million Syrian refugees under temporary protection. Of these, 1.5 million are children and more than 610,000 are enrolled in school. However, according to the Ministry of National Education, over 350,000 children remain out of school. These children and adolescents are particularly vulnerable and at heightened risk of isolation, discrimination, child labour and child marriage.”

In Turkey, the number of refugees and the asylum period have increased more and more, because of this process has gone uncertainty, make it necessary to give more importance for education (Seydi, 2014: 268). At 2016 Turkey Migration Report, 166.482 refugee students have studied at state schools in Turkey, and 293. 0039 refugee students have studied at temporary education center and in total 459. 521 refugee students in Turkey can be given training (Goc Idaresi, 2018). These number has increased in 2018, and just in temporary refuge centers there are 612, 846 refugee students from Iraq and Afghanistan (AFAD, 2018). At TURKEY CO Humanitarian Situation Report, there have been 3,539,618 refugees in Turkey, and 1,542,328 of them are children under 18 years old. 588,562 refugee children have enrolled in formal education, and 390,000 refugee children have been out of school (UNICEF, 2018). Turkey moves in concert with provincial directorates of national education, municipal corporations and non-governmental organisations to reintegrate refugees into the society, and provide education for them (Imamoglu & Caliskan, 2017: 532).

While taking precautions for refugee children's education is an important step in social sphere, the social adaptation of refugee children on an individual basis is important. It is a stubborn fact that the social adaptation of refugee children affects directly their education life (Bozyer & Bagcı, 2016). So, at social institution especially at educational institution, it should

be provided to understand individual and cultural differences; students should be provided to have respect for individual and cultural differences as much as self-respect (Taneri & Tangülü, 2017: 205). It is expected from public schools teachers to be teaching their students how to live in society, how to be supportive of each other, and how to prepare themselves to be productive and cooperative members of the communities in which they live besides of teaching academic subjects (Roxas, 2011: 547). Refugee students' language problem, different cultures they have, becoming distanced from education during migration, and not attending school before have affect the schools, teachers and students in host country negatively (Erdem, 2017:28). Nusche, offer three policy for more effectiveness in refugee education. One of them is hiring more teachers for more individualised pedagogical support; the second one is increasing teacher pay to attract and retain high quality teachers; and the last one is increasing the share of migrant and ethnic minority teachers, who might be more willing and capable in educating migrant students. Refugee students must be have high quality teachers to succeed in education (2009: 22).

At their study, preschool teachers say that their refugee students have lack of information about their right to education, they have difficulties in communicating with their teachers and friends. These refugee students live in fear of scolionophobia, violence, ostracisation, and have social anxiety (Gümüscü & Sarıcam, 2016). At their study, Uzun and Butun, (2016: 75-76-77) categorise teachers' views about refugee students as three main group. First of them is language problem, the second one is the attitudes toward refugee students, and their need for support. It can be said that teachers have not taken any training about refugee students education or even if they have, their proficiencies are not at intended degree. So, they do not find themselves sufficient in refugee education (Saglam & Kanbur, 2017: 315). Refugee students' education is important as much as Turk students' education. Therefore, it is important to determine problems in refugee students education and what kind of informarion or support teachers get in order to educate refugee students in a planned way (Aykırı, 2017: 45).

The aim of this study is to determine secondary school teachers' views about the refugee students. In this direction, the secondary school teachers' views about:

- refugee students' attention, and attitude toward their subject,
- refugee students' readiness, attention, and attitude toward their lesson content,
- the suitability of methods, techniques which they use in their class to the readiness of refugee students.
- the suitability of their equipments and materials to readiness of refugee students;
- the suitability of assesment and evaluation instruments for refugee students;
- and their views, ideas to develop and enrich their lessons were determined.

Method

In this part, you can see the study model, the study group, data collection, data analysis and the information about validity and reliability. In this study, qualitative research design was used. From the qualitative research designs the case study was used. The most important opportunity of case study is that it provides the opportunity of investigating several case intimately. In this method, the factors which affect a specific case are investigated in a holistic view (Yıldırım & Simsek, 2006).

The study group consisted of the secondary school teachers worked at a state school in Elazig city center in 2017-2018 academic year, second term. Maximum variation sampling method was used in the study. In determination of school, whether there are refugee students or not at that school was considered. From each branch two teachers were selected and totally 22 secondary school teachers were included in the study. In determination of these teachers, the views of headmaster and deputies head of the secondary school were considered. Volunteer branch teachers participated to the study.

Table 1 Branch Teachers and Their Professional Seniority

Branch	Professional Seniority	f
Turkish Language Teacher	16 & 25 years	2
Social Science Teacher	20 & 24 years	2
Music Teacher	10 & 13 years	2
English Language Teacher	01 & 03 years	2
Information and Communication Technologies Teacher	13 & 14 years	2
Math Teacher	15 & 16 years	2
Technology and Design Teacher	18 & 21 years	2
Science Teacher	17 & 39 years	2
Physical Education Teacher	10 & 15 years	2
Religious Culture and Moral Knowledge Teacher	10 & 22 years	2
Art Teacher	11 & 16 years	2

2 Turkish language teachers with 16 & 25 year old professional seniority, 2 social science teachers with 20 & 24 year old professional seniority, 2 music teachers with 10 & 13 year old professional seniority, 2 English language teachers with 01 & 03 year old professional seniority, 2 information and communication technologies teachers with 13 & 14 year old professional seniority, 2 math teachers with 15 & 16 year old professional seniority, 2 technology and design teachers with 18 & 21 year old professional seniority, 2 science teachers with 17 & 39 year old professional seniority, 2 physical education teachers with 10 & 15 year old professional seniority, 2 religious culture and moral knowledge teachers with 10 & 22 year old professional seniority, 2 Art teachers with 11 & 16 year old professional seniority attended to the study.

A semi-structured interview form, which was designed by the researcher was used for data collection. Six semi-structured questions were asked to identify teachers' views about refugee students. These questions were reviewed by a professor and two assistant professors. The clarity of questions were negotiated with three secondary school teachers. During the interview, some descriptive names were made by researcher to make it clear.

In analysing the data obtained, content analysis method was used in accordance with qualitative research design. Moreover NVIVO 10 programme was used to analyse data and model the case.

Findings

Teachers views for the question of “**what are your views about refugee students' attention and attitude toward your subject?**” were summarised in table 2.

Table 2 Teachers Views about Refugee Students' Attention and Attitude toward Their Subject

Attitude and attention	f
Uninterested	11
Interested	11
Incomprehensible	9
Inadequate attendance to lesson	5
Adequate attendance to lesson	3

11 teachers say that their refugee students are uninterested in their subject while 11 teachers say that their refugee students are interested in their subject. 9 teachers say that their refugee students are interested but they cannot understand it. 5 teachers say their refugee students attendance to lesson is inadequate, and 3 teachers say their refugee students attendance to lesson is adequate. Some answers by participant teachers are given below. While quoting, some abbreviations was used to identify participants characteristics. TLT stands for Turkish Language teacher, SST for Social Science teacher, MT for Music teacher, ELT for English Language teacher, ICTT for Information and Communication Technologies teacher, MAT for Math teacher, TDT for Technology and Design teacher, ST for Science teacher, PET for Physical Education teacher, RCMKT for Religious Culture and Moral Knowledge teacher and AT for Art teacher. The numbers with yrs stand for their professional seniority.

“I am very satisfied with my refugee students’ interest and concern because they have readiness and background.” (T3- RCMKT-22yrs)

“They have knowledge about religious matters but they are insufficient to express this.” (T4- RCMKT-10yrs)

“They are introvert. They cannot understand the going on speech and events. They get bored during the class. They cannot express themselves.” (T7- SST -20yrs)

“They are interested in music. They have attended the lesson by singing the songs in their mother tongue.” (T9- MT -10yrs)

“The refugee students are not interested in my lesson since they do not have enough background and language problem. The ones who are interested cannot attend the lesson because of these reasons.” (T11- ELT -3yrs)

Teachers views for the question of **“what are your views about refugee students’ readiness, attention, and attitude toward your lesson content?”** was summarised in table 3.

Table 3 Refugee Students’ Readiness, Attention, and Attitude toward Lesson Content

Refugee Students’ Readiness, Attention, and Attitude toward Lesson Content	f
Inadequate readiness	12
Positive attitude	10
Interested	8
Uninterested	7
Adequate readiness	5
Negative attitude	3

12 teachers say that their refugee students' readiness is inadequate, 10 teachers say their attitude toward lesson content is positive. 8 teachers say they are interested in lesson content while 7 of them say they are uninterested in lesson content. 5 teachers say their readiness is adequate and 3 teachers say their attitude toward lesson content is negative. Some answers by participant teachers are given below:

“The readiness of refugee students for art lesson is inadequate since they could not dwell on it at primary school in their homeland so, they have a bit difficulty. However, they have a interest for art lesson.” (T2- AT -11yrs)

They are reluctant to learning since they cannot usually understand our speech, and do not have enough background. (T15- MAT -15yrs)

“They do not have any idea about the content of lesson.” (T17- TDT -21yrs)

“There is not any significant difference between refugee students in my class and other students with regards to attention and attitude.” (T21- PET -10yrs)

“They cannot wears track suit because of their financial situation.” (T22- PET -15yrs)

Teachers views for the question of **“what are your views about the suitability of methods, techniques which you use in your class to the readiness of refugee students?”** were summarised in table 4.

Table 4 Teachers' Views about the Suitability of Methods, Techniques

Views	f
Unsuitable	14
Suitable	5
Very suitable	3

14 teachers say that their methods and techniques are not suitable for refugee students while 5 of them say they are suitable for them. 3 teachers say their methods and techniques are very suitable for refugee students. Some answers by participant teachers are given below:

“I think our techniques and methods are not suitable for refugee students because most of them do not Turkish and are illiterate. So, it is impossible to attend them the lesson” (T4- RCMKT-10yrs)

“I do not use any special techniques or methods for them because there are just a few refugee students in every class.” (T8- SST-24yrs)

“We choose musical works that can appeal to refugee students by benefiting from universality of music.” (T9- MT-10yrs)

Diversified amount of techniques and methods are used to spend time economically because of the great number of the students in the classroom. Nevertheless, these techniques and methods are not so suitable for refugee students' readiness. It is necessary to take care of them on an individual basis.” (T11- ELT-3yr
“We are not faced with many problems since our lesson is based upon demonstration and practice. Refugee students have difficulty in tests because they are theoretic. (T14- ICTT-13yrs)

Teachers views for the question of “**what are your views about the suitability of your equipments and materials to readiness of refugee students?**” were summarised in table 5.

Table 5 Teachers’ views about the suitability of their equipments and materials

Views	f
Suitable	11
Remarkable	8
Unsuitable	5
Unremarkable	3
Interested	2

11 teachers say that their equipments and materials are suitable for refugee students, and 8 of these teachers say that their equipments and materials are remarkable for them. However, 5 teachers say that their equipments and materials are not suitable, and 3 teachers say they are not remarkable for refugee students. 2 teachers say that refugee students are interested in their equipments and materials. Some answers by participant teachers are given below:

“Refugee students do not bring course materials because their financial situation is not good.” (T1-AT-16yrs)

“When the samples are showed on smartboard or works, refugee students are interest in, and settle down to drawing.” (T2-AT-11yrs)

“Smartboard, visualls,videos and et cetera can be effective for refugee students.” (T5-TLT-25yrs)

“Since our equipments and materials that we use are computer and smartboard, I think they arouse refugee students’ interest as much as other students.” (T14- ICTT-14yrs)

“Our equipments and materials are suitable for refugee students’ readiness in my classroom. They can usually catch their attention. (T22- PET-15yrs)

Teachers views for the question of “**what are your views about the suitability of assesment and evaluation instruments for refugee students?**” were summarised in table 6.

Table 6: Teachers’ Views about the Suitability of Assesment and Evaluation Instruments

Views	f
Unsuitable	11
Suitable	9
Individualized assesment and evaluation	5
Incomprehensible	5
Partly suitable	2

11 teachers say that their assesment and evaluation instruments are not suitable for refugee students, and 9 teachers say they are suitable. 5 teachers say that they use individualized assesment and evaluation techniques for them. 5 teachers say that their assesment and evaluation instruments are not comprehensile for refugee students and 2

teachers say their assesment and evaluation instruments are partly suitable for them. Some answers by participant teachers are given below:

“I think the assesment and evaluation instruments are unsuitable for refugee students. There is not any accurate assesment and evaluation since refugee students do not know Turkish and express themselves in it.” (T4- RCMKT-10yrs)

“Refugee students score multiple-choice questions by chance, and cannot answer gap-filling and other questions.” (T7- SST-20yrs)

“My assesment and evaluation instruments especially the written ones are not suitable and comprehensible to asses refugee students’ learning outcomes.” (T11- ELT-3yrs)

“I determined assesment and evaluation criteria myself for my refugee students.” (T17- TDT-21yrs)

“Since physical and kinesthetic skills remain in the forefront of our lessons, there is not any problem in assesment and evaluation.” (T21- PET-10yrs)

Teachers views for the question of **“what are your views and ideas to develop and enrich your lessons?”** were summarised in table 7.

Table 7 Teachers’ Views and Ideas to Develop and Enrich Their Lessons

Views	f
Preparation class or Turkish course	12
Multilingual teachers or schools	3
Part time supportive class	2
Effective guidance service	2
Special classes for refugee students	2
Individualized education	2
More materials and equipments	1
Teacher training	1

12 teachers say that a preparation class or Turkish course must be for refugee students before formal training. 3 teachers suggest multilingual teachers or schools for refugee students, and 2 teachers suggest part time supportive class for them. 2 teachers say that the guidance service can be more effective for them. 2 teachers suggest special classes for refugee students and another 2 teachers suggest individualized education for them. 1 teacher state that more materials and equipments can be used in refugee education, and 1 teacher state that teacher training about refugee education can be made. Some answers by participant teachers are given below:

“The language problem can be solved if there would be preparation courses or classes for refugee students.” (T1- AT-16yrs)

“First of all, refugee students should be taught how to read and write. Speaking courses should be opened for them. If it is possible, all refuge students should be in the same class. Other students can sometimes be merciless, and exclude or insult refugee students.” (T7- SST-20yrs)

"I think refugee students are required to give special attention, and help them whenever they need. We should do our part to reintroduce refugee students to society." (T10- MT-6yrs)

"Suitable peer education should be discouraged. Language training should be provided for refugee students as convenience. Multilingual teachers can give training them." (T13- ICTT-14yrs)

"Supportive courses can be open for refugee students to teach medium of instruction very well. They should be led to the guidance service to adapt class culture." (T13- ICTT-14yrs)

Result and Discussion

Study results revealed that secondary school teachers have some problems in instruction of refugee students because of several reasons. One half of all teachers say that refugee students are not interested in their lessons while the other half say that they are interested. 12 teachers of all teachers say that these students do not have adequate readiness for their lesson content and 10 teachers say that these students take a positive attitude for the lesson content.

14 teachers say that the methods and techniques they use in their lessons, are not suitable for refugee students while 5 teachers say that they are suitable for them. 11 teachers say that the materials and equipment they use are suitable for refugee students and 8 ones say that they are remarkable for these students.

11 teachers say that the assesment and evaluation tools they use in their lessons, are not suitable for refugee students and 9 teachers say they are suitable because some of these teachers use individualized assesment tools for these students. Physical education teachers say their assesment tools are suitable. Teachers have some ideas to enrich their lessons and a more quality education. Some of these ideas are expressed at suggestions part. These ideas are more eye-catching and visual materials, supportive classes, Turkish preparation classes, multilingual teachers, teacher training and effective guidance service.

At the study of Levent and Cayak, (2017: 35) especially classroom teacher do not want refugee students in their class and take care of them. However, many partners have the right to comment on refugee students education, and they have got to be in cooperation (Yaylacı, Serpil & Yaylacı, 2017: 113). Especially, psychological counselors at schools have critical duties and responsibilities in refugee students freshman orientation. These duties and responsibilities are acculturation process and information about trauma for refugees, multicultural psychology consulting and right advocacy proficiencies (Kagıncı, 2017: 1768). Teachers have some recommendations for refugee students education: language courses, education together, separate education, communication with families, counselling services, social activities (Simsir & Dilmac, 2018: 1130).

Parental involvement in education is important for students' success without considering their socio-demographic background. However, this involvement is not easy for refugee students' parents because of their language problem (Taguma, Kim, Wurzburg & Kelly, 2009: 10). However, the effect of parents educational status is variable for refugee students' mental health. It can be have a protective effect on refugee children or not. (Fazel, Reed, Panter-Brick & Stein, 2012: 276). Extra academic help, a good relationship with a tutor may be beneficial for refugee students. Moreover, establishing a peer support group, making classroom rules clear may be beneficial for them too (The National Child Traumatic Stress Network, 2018).

The increasing enrolment of refugee students causes some challenges for teachers in the organisation of school life. However, teachers' respect about working with these refugee children are positive and rewarding (Devine, 2005: 61). Teachers have a positive attitude toward diversity of refugee students, however, they have some challenges because of refugee children's limited and poor educational experience and the incomplete documents of their past (Nagasa, 2016: 14). Teachers think about pedagogy newly. They benefit from pedagogic approaches in order to develop in their refugee students the conceptual knowledge required in their education (Dooley, 2009: 16). Schools should provide time allowance and resources for teachers to enable them changes to practice. A professional development and a pedagogy are necessary for teachers (Windle & Miller, 2012: 328). Several recommendations are offered based on the research findings.

- Teachers can use more visual materials and equipment in their lessons.
- Turkish preparation courses can be provided for these students before they enrolled Turk schools.
- Part-time support education classes can be occurred at refugee students' schools.
- A more quality, supportive and adequate counselling service can be offered for these refugee students.
- Informative and directive seminars about refugee student education can be given to teachers.
- Multilingual teachers can be employed for refugee students.

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